

Jennifer M. Roberts, Ed.D.

EDUCATION

University of Massachusetts, Lowell, Massachusetts, 2006 to 2014

- Ed.D., Leadership in Schools
- Dissertation topic: *What Is The Nature Of The Principal's Leadership In Elementary Schools Where Response To Intervention Has Been Implemented?*

Framingham State University, Framingham, Massachusetts, 1994

- MA, Educational Administration

California State University at Fullerton, Fullerton, California, 1982

- Elementary Education Teaching Credential, K – 6

San Diego State University, San Diego, California, 1981

- BA, Liberal Studies

Certifications (MA license)

- MA Superintendent, Assistant Superintendent
- MA Elementary Principal
- MA Teacher, 1 – 6
- SEI Endorsement

PROFESSIONAL EXPERIENCE

Manchester-Essex Regional School District

Principal, Essex Elementary School

Essex, MA.

Jul 2009 - Present

- Supervised the effective implementation of instructional programs in compliance with local, state, and federal regulations and the district's collective bargaining agreements.
- Directed review of curriculum and instruction and made instructional decisions for improvement based on findings.
- Coordinated curriculum across grades.
- Supported new technology acquisition and professional development in order to provide teachers with up to date instructional tools.
- Supported teachers' growth in area of differentiation, universal design, and student engagement.
- Developed plan for school wide professional development based on school improvement goals.
- Addressed areas of improvement based on review of school wide data.
- Ensured all students received compensatory education services (504, special education, ELL, Title One).
- Implemented three-tiered model of instruction focused on math, reading, and social-emotional growth.
- Provided focus on citizenship based on school-wide core values.
- Implemented R.U.L.E.R. model (Yale Center for Emotional Intelligence) with

- staff as precursor to student focus in the upcoming year.
- Coordinated effective communication with all members of school community.
- Developed and maintained positive relations with the school community.

Haverhill Public Schools

Principal, Pentucket Lake Elementary School

Haverhill, MA

Jul 2007 - Jul 2009

- Aligned formative assessment process across all grades.
- Created opportunities for teachers to review formative data to determine instructional practices.
- Created school-wide literacy team to review k-5 literacy program.
- Provided oversight to numerous district-wide special education programs.
- Created safe learning environment by developing and implementing school wide routines and expectations.

Triton Regional School District

Principal, Pine Grove Elementary School

Rowley, MA.

Jul 2002 - Jul 2007

- Collaborated with Tufts Literacy Collaborative in support of K-5 balanced literacy implementation.
- Developed K-5 instructional framework for literacy in conjunction with district-wide literacy team.
- Participated on selection committee for new math curriculum.
- Created school safety team in order to develop safety protocols.
- Provided targeted professional development in support of new curriculum implementation.
- Collaborated closely with parent group as they successfully reached out to community in support of funding for new technology lab.

Newburyport Public Schools

Principal, Kelley School

Newburyport, MA.

Jul 1999 - Jul 2002

- Successfully wrote grant for backyard habitat to fund an outside learning space for students.
- Collaborated with parents and architect in the design and creation of an outdoor classroom.
- Adapted small neighborhood school to create space for new programs.

Newburyport Public Schools

Director of Title One

Newburyport, MA.

Jul 1999 - Jul 2002

This was a district level administrative role. Responsibilities included;

- Fiscal procedures
- Parent/guardian communications

- Program design and evaluation
- Data collection and management
- Opportunity and equal educational access

PRESENTATIONS

- Leadership to Support RTI Implementation in an Elementary School, Title I & Title IIA Statewide Conference, 2016
- Various in-district presentations on school based initiatives. (including R.U.L.E.R.)
- Various topics for school-based professional development.
- Annual School Improvement Plan to School Committee.
- Overview of new Educator Evaluation model to stakeholders.
- Dissertation Defense: What Is The Nature Of The Principal's Leadership In Elementary Schools Where Response To Intervention Has Been Implemented?

ADDITIONAL PROFESSIONAL DEVELOPMENT

- Introduction to Balanced Literacy
- Everyday Mathematics
- Standards Based Assessments
- Specialized Instruction
- RTI – Response to Intervention
- R.U.L.E.R. training at Yale Center for Emotional Intelligence
- Leading the Learning
- Observing and Analyzing Teaching
- Building Professional Learning Communities
- Investigations Mathematics Leadership Academy
- Co-teaching
- Principles of Effective Teaching
- Schoolyard Habitats
- CPI Training
- MAP – Measures of Academic Progress
- Second Steps
- Cognos Data Warehousing
- PBIS training
- Orton Gillingham training
- Social Emotional Learning
- Providing Support for Challenging Behaviors (Collaborative Problem Solving)
- Understanding Their Differences (Special Education)
- 504 legal training
- Universal Design for Learning

PROFESSIONAL AFFILIATIONS

- 2016-2018 member of Principal's Advisory Cabinet to the MA. DESE
- Association for Supervision and Curriculum Development: Member
- Massachusetts Elementary Principal's Association: Member

AWARDS

- Amesbury Teacher Excellence Award (1999)

Reading Public Schools
82 Oakland Rd.
Reading, MA 01867

Reading Assistant Superintendent of Learning and Teaching Search Committee,

It is with great enthusiasm that I submit this letter in support of my application for the Assistant Superintendent of Learning and Teaching vacancy within the Reading Public School District.

My leadership skills and style, coupled with my broad experience make me a viable candidate for this role. For the past 19 years I have worked as an elementary school principal and have also held the district level position of Title One Director of the Newburyport Public Schools. These experiences have helped shape who I am as a leader. I am a passionate educator who believes in the importance of developing relationships to create and communicate a shared vision and establish a culture for growth, risk taking, problem solving, and reflection. I believe strongly in working collaboratively to bring about change and find that when teacher leadership is encouraged and supported anything is possible.

Over the course of my career, I have spearheaded numerous initiatives that have improved the quality of instruction, and ultimately had a positive effect on student learning. A sampling of my accomplishments in this area includes:

- Implemented Response to Intervention (RTI) at Essex Elementary School.
- Implemented a three-tiered model for social emotional skill development.
- Facilitated a program evaluation of Essex Elementary School's literacy program.
- Collaboratively reviewed data from literacy audit to problem solve and plan for necessary instructional adjustments.
- Provided ongoing professional development and acquisition of resources to support new initiatives.
- Developed positive school culture focused on citizenship based on established school core values.

Experience in both urban and suburban schools has provided me with extensive exposure to the varying needs of students, teachers, and administrators. As a result of cultivating strong relationships with colleagues, staff, parents, and students, I have been able to improve the quality of the schools that I have led. I fully understand the challenge of evoking systemic change and have utilized my experience and research to bring about sustainable change in my current position. The positive shift in school culture through RTI implementation has been transformative. High levels of collaboration are the norm at Essex Elementary School, where all staff are invested in critical decision-making. Leadership is distributed and all staff are engaged in school improvement at a high level. It is truly the cornerstone of the school.

My personal professional growth is an example of my passion for education. Some of my accomplishments over the past few years are:

- Successfully defended my dissertation on the leadership needed to implement RTI in a school.
- Presented at a statewide Title One conference.
- Participate on the Principal's Advisory Cabinet to the Department of Elementary and Secondary Education, where principals provide critical feedback and input on policies and resources.

The role of Assistant Superintendent of Learning and Teaching for the Reading Public School district is one that I am excited to submit my application for, as I believe that my teaching experiences, leadership skills, doctoral work, and expertise in the area of assessment and curriculum are perfectly aligned. The focus on student-centered learning, innovation, and social emotional skill development are key components of my personal educational philosophy. I appreciate your time and consideration of my candidacy for this position, and would welcome the opportunity to further discuss my qualifications with you.

Sincerely,

Dr. Jennifer M. Roberts

Principal, Essex Elementary School

Manchester-Essex Regional School District