

AMY REBECCA HODGSON
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THOUGHT PARTNER | COMMUNICATIONS CONSULTANT | LEADERSHIP COACH | ENCOURAGER

Proven educational leader with more than a decade of superintendent experience. Highly knowledgeable and skilled in instruction, curriculum development, assessment, professional learning, special education, and healthy organizational culture. She is a respected advocate for standards-based grading, cultural proficiency, and equity. As a superintendent in a rural setting, she created a trusting district culture in which stakeholders were developed, supported, and celebrated. Rated highly effective in both teacher, principal, and superintendent evaluation reports, she has been recognized during her career for exceptional performance and commitment to students, their families, and the community. She is a consummate learner who has the ability to readily transfer her learning into effective and efficient district procedures, systems, and practices. Amy is ready and eager to lead at the county level, bridging the goals articulated in Michigan Department of Education's Top 10 Strategic Education Plan with local mission, values, and needs.

Signature strengths:

Integrity Relational Trust Adult Learning Mentoring and Coaching Encourager of Risk Taking Educator Growth and Retention Healthy and Trusting District Culture Innovation Celebrations Collective Efficacy Strong Work Ethic Cultural Proficiency Oral & Written Communication	Curriculum Development Data-informed Decision Making Implementation of New Initiatives Group Facilitation Systems & Processes MTSS Experience and Expertise SpringMath MTSS Intervention PBIS Restorative Practices Marzano's Art & Science of Teaching Common Language of Instruction Hattie's Visible Learning Standards-based Assessment & Grading	Student Voice and Well Being Student Engagement Special Education Arts Advocate Science Instruction Safety and Security Leadership Development Legislative Partner and Advocate Human Resources Local and ISD CTE Diversity, Equity, and Inclusion Collaboration with Stakeholders ISD, Local and State Partnerships
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EDUCATION & CERTIFICATIONS

Master of Arts in K-12 Education Administration. Michigan State University, East Lansing, MI 2003

Bachelor of Arts in Biology and Chemistry. Hope College, Holland, MI 1992 **Professional**

Teaching Certificate: Biology and Chemistry. (6-12) Expires 6/30/2024 **Elementary &**

Secondary Administrator Certificate. Expires 6/30/2027 **AWARDS**

Nancy A. Colflesh Distinguished Alumni Award. Presented by EAD Faculty at Michigan State University. 2022

UCEA Excellence in Educational Leadership Award. Presented by EAD Faculty at Michigan State University. 2014

MASB Education Excellence Award. Dansville Schools for Standards-Based Grading Initiative. 2013

Michigan Teacher of the Year Finalist. 2003

Resolution for Teaching Recognition. Livingston County Board of Commissioners. 2002

Teacher of the Week. Detroit News. 2002

District Teacher of the Year. Fowlerville Community Schools. 2002

Teacher of the Year. Fowlerville High School. 2002

PROFESSIONAL EXPERIENCE

Independent Education Consultant Work

- Coach and Mentor for Beginning K-12 and ISD Superintendents. 2022
- Trainer in Effective Feedback, Intentional Conversations and Standards-based Grading. 2022

Dansville Schools, Michigan

- Superintendent, Curriculum Director, District SE Coordinator, Athletic Supervisor, Asset Manager. 2010-2021
- High School Principal. 2006-2010

Howell Public Schools, Howell, Michigan

- Assistant Principal. Highlander Way Middle School. Howell Public Schools, Howell, MI 2005-2006

Fowlerville Community Schools, Michigan

- Science Teacher. Fowlerville Hgh School. 1996-2005 *Subjects: Biology, General Science, Chemistry*
- Science Teacher. Munn Middle School. 1992-1996

KEY PROFESSIONAL ACCOMPLISHMENTS

Service and Advocacy

- Member, Michigan Assessment Consortium Board. May 2022-present
- Member, Ingham ISD legislative committee that met periodically with state legislators. 2017-2019
- Member, State Fire Safety Board. July 2015-July 2017
- Network of trusted, respected nationally recognized experts to advise on district initiatives. 2010-present

Educational Leadership

- Established districtwide research-based best practices including: balanced assessment and standards-based grading practices districtwide with K-12 standards-based report cards, MTSS, PBIS, 7 Mindsets, SpringMath intervention, and mental health intervention systems, which improved academic outcomes for students, decreased enrollment of graduates in college remediation courses, and decreased student disciplinary issues.
- Used George Batsche's expertise to assess MTSS implementation, reboot all systems, and establish district-wide "hospital" mindset with all stakeholders, which increased ownership and urgency from teachers, parents, and students to provide necessary interventions, resulting in improved student outcomes.
- Led creation of detailed Teaching & Assessment Expectations Guide for elementary, middle, and high school teachers to create systems and agreed-upon expectations through equity lens to benefit student learning.
- Systematized continuous improvement through development of teacher teams including District School Improvement Team and Aggie Improvement Teams on which every teacher served. Each team was responsible for engaging in professional learning experiences that led to implementation of goals in the District SI Plan.
- Led District School Improvement Team through shared examination of our professional learning model, using ASCD journal pieces, which resulted in Aggie Problem Solving Teams where role-alike staff worked as professional learning communities.
- Created district register to memorialize all district-implemented initiatives to ensure continuity by documenting research before embarking on new initiatives, monitoring and evaluating results to ensure positive student outcomes.
- Revisioned special education administrative roles to best serve students and families which resulted in improved outcomes for students, fewer compliance issues, and decreased parent complaints.
- Established district-wide common language of instruction based on The Art and Science of Teaching by Robert Marzano, which led to collaboration with teachers to adopt a new evaluation system based on that language.

Culture Building

- Worked with representative stakeholders to examine survey data which was genesis of Dansville's Aggie Family which reshaped mission, vision, and core values for district.
- Developed District Parent Advisory Committee with diverse membership to receive continuous input, establish intentional two-way communication, address rumors, and implement parent ideas, which resulted in improvements throughout district.
- Worked every day to create and sustain trusting, collaborative, and growth-oriented district culture which supported teacher retention, continuous improvement, and healthy community partnerships.
- Implemented district-wide 7 Mindsets character education program, growth mindset, and grit through Aggie Improvement Team, resulting in district-wide common language and enthusiastic ownership of staff, parents, students, and community.

Coaching and Professional Learning

- Centered implementation of evaluation system around teacher performance, professional growth, and student achievement. Celebrated that majority of those on improvement plans became master teachers. Coached out those who were not on improvement trajectory after significant intervention, training, and investment.
- Designed and facilitated orientation and multi-year mentoring program for new and beginning teachers in district, contributing to teacher sense of belonging, efficacy, competency, and retention.
- Initiated district-wide professional learning with educator-led protocol, followed by Aggie Improvement Team time, and Aggie Problem-Solving Team time.
- Co-led the Social Studies Aggie Improvement Team for 2.5 years to embark on professional journey to deepen individual and collective understanding of equity, systemic racism, antiracism, white privilege, and critical race theory, among other topics, which resulted in developing common definition of CRT.
- Mentored/coached beginning superintendents and central office administrators in K-12 and ISD settings, both rural and suburban, improving knowledge and skills, competency, and efficacy, resulting in improved board and administrative relations.

Outreach and Partnerships

- Passed \$30 million bond in 2016 to tear down 100 year-old middle school and build high school (first new building in 50 years) and performance center/elementary gymnasium, improve technology, and undergo district-wide renovations.
- Established relationships with key community groups identified via Community Mapping, including townships, DDA, Lady Bugs, and local Education Foundation.
- Established Annual Dansville Community Day in 2006 where K-12 students, parents and staff work together in teams to volunteer in school and community to foster a spirit of volunteerism and model district Live to Give mindset (one of 7 Mindsets).
- Worked collaboratively with MDE to ensure understanding of IDEA in order to best re-vision district special education oversight.
- Hosted State Superintendent Mike Flanagan for district visit to showcase technology, student engagement, and other district accomplishments.
- Hosted MDE personnel, ISD and RESA/RESD staff, and local educators at state-wide balanced assessment and best grading practices site visits at Dansville Schools.
- Sought out and maintained relationships with local legislators to advocate for and offer advice related to proposed education legislation and issues.
- Established partnerships with county and state law enforcement personnel and worked collaboratively, both proactively and in crisis, which helped district obtain safety grant.
- Created strong partnership with county health department director and designated staff throughout pandemic.

Fiscal Responsibility

- Improved district financial standing over time to meet Board goal of maintaining a minimum 10% fund balance through careful monitoring, planning, and collaboration with local stakeholders and business director.
- Monitored and provided oversight and direction for district \$8 million annual budget.
- Created responsible annual line item budget in coordination with bargaining units and Board that prioritized organizational culture and student services and outcomes.
- Established creative partnerships with other local districts, private businesses, and the intermediate school district to provide services in the most cost-effective manner.

Board Work and Relations

- Worked to establish and maintain collaborative, trusting relationships with board members through listening and ongoing communication.
- Provided detailed evidence to Board on quarterly basis to show progress on agreed-upon superintendent goals.
- Facilitated adoption and maintenance of NEOLA policies and administrative guidelines.
- Emphasized professional learning with Board through book studies, presentations by internal and external speakers, and annual Aggie Improvement Team reports.
- Established collaborative district-wide culture through intentionality built on personal relationships which fostered continuous professional growth and development, collaborative negotiations with all bargaining units, and positive board relations.

PROFESSIONAL SKILLS

Coaching and Mentoring Skills

- Possess ability to plan and provide high-quality oral and written communication as well as careful editing of others' speaking and writing.
- Can provide encouraging and constructive feedback to help individual client or colleague grow, consider new options, and creatively problem solve.
- Possess ability to plan and provide high-quality oral/written communication and carefully edit others' work.
- Can serve as coach and thought partner using skills developed from several sources: Crucial Conversations, MASA Mentor Coaching, Effective Feedback from The Center for Creative Leadership, and Abrams' Hard Conversations.

Implementation

- Can customize research-based best practices from initial steps through full implementation, accountability, and support to achieve successful, sustainable, positive student outcomes over time.
- Possess ability to work with teachers and administrators, balancing ongoing support with accountability, to ensure effective implementation of district goals.

Facilitation and Group Work

- Know how to plan and facilitate professional learning experiences and group work with adult learners to accomplish specific learning outcomes.
- Can resolve conflict through courageous conversations and restorative justice practices based on years of experience.
- Can facilitate participatory decision-making and problem-solving processes to achieve agreed-upon outcomes.
- Possess skills in "pre-gaming" hard conversations, creating improvement plans, and accountability.

PUBLICATIONS & PRESENTATIONS

- Invited by Ken O'Connor to include district-created *Assessment Pathway Graphic* with professional vignette in newest edition of his book *A Repair Kit for Grading: 15 Fixes for Broken Grades*. May, 2022
- "Ten Grand Openings". Featured in new edition of *ATHENA Leadership* book by Mertz and Prince. 2023.
- "4 Key Factors to Support District-wide Math Achievement". *K-12 Dive*. May 2022
Link: <https://www.k12dive.com/news/4-key-factors-to-support-district-wide-math-achievement/623296/>
- Contribution to Sourcewell article about 2021-22 launch of SpringMath. September 2021
- "Retaining Teachers: A Three-Part Intentional Approach". Presentation at MEMSPA Annual Conference. 2022
- "How to Approach Assessment and Grading Practices to Achieve District-wide Change and Positive Outcomes for Students" at Building A Better Assessment Future Conference, Michigan Assessment Consortium. 2022
- "Leveraging Federal COVID Funding". Panel member, AASA Webinar. 2021
- Articles re: grading and assessment published for MASA, ASCD and LSJ. 2012-2015
- Created state-wide event with MIEM to host site visit at Dansville Schools to present best practices re: balanced assessment systems. 2012-2016
- Local, state, and national presentations regarding best practices for assessment and grading, including MASSP, Bay Area Leadership Conference, CCRESA, Ingham ISD, School Improvement Network, Assessment Training Institute in Portland, OR. 2008-present

PERSONAL PASSIONS

Family | Sunday School Teacher | Reading | Gardening | Interior Decorating | Organizing | Antiquing & Repurposing

TESTIMONIALS & REFERENCES

Amy is the rare instructional leader we read about in the literature who makes the complex system of teaching and learning the main job of each contributing staff person in the district. She employs persistent and unwavering leadership that equips administrators and teachers to serve every child in the system.

Kathy Dewsbury-White, Ph.D., President/CEO

Michigan Assessment Consortium

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In my world, I have the chance to work with lots of education leaders. A handful of times in my career, I have met and worked with a leader who actually changes me in the way that I think and inspires me to work better or differently or with more purpose. Amy is that leader for me. If I had to choose one term to describe her, it would be student-centered, in that she will do whatever it takes to deliver growth and opportunity for all her students. She accomplishes that outcome remarkably well, in part, because she very humbly and warmly supports, inspires, holds to account, and elevates the credit of those who work at her side and under her leadership. She is truly one of the kindest human beings I have ever met who makes me want to work more effectively on behalf of K-12 students. I wish I could work with Amy every single day.

Amanda VanDerHeyden, Ph.D., Private Consultant

Founder of SpringMath, Researcher, National Trainer

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With Amy Hodgson's mentorship and guidance, I have found a passion in teaching that has transformed me as an educator. Amy has led our entire district into thinking differently about our grading practices, something that other districts now want to follow. She has created a culture where teachers and students get excited about their learning and are not afraid to fail and take risks. I feel incredibly thankful to have worked under Amy's encouraging leadership that has impacted so many in a positive way. She truly is an inspiration.

Kristen Ream, Elementary Teacher

Dansville Schools

kream@dansville.org

I have worked with Amy Hodgson for the past eleven years. During her time as the superintendent of Dansville Schools, Amy consistently, efficiently and effectively cultivated a family atmosphere. Under her leadership, the district was able to implement multiple researched-based practices such as standards-based grading and SpringMath. Amy worked tirelessly to cultivate the potential of and compassionately care for each and every staff member, teacher, community member, and student. Amy was an integral part of a consistent increase in student achievement and growth both in and out of the classroom. Amy is a leader who truly cares about equipping and challenging each and every person in her district to reach their greatest potential. Amy truly believes in the power of education and the critical nature of compassion and empathy. I consider it both a privilege and an honor that I was able to learn from Amy what it means to truly educate.

Linsey Ebert, MS/HS Teacher

Dansville Schools

ebertl@dansville.org

Amy Hodgson transformed the way we assess student learning. She led our entire district through reading research and having discussions about the meaning of grading. Once the staff had a shared understanding of this, teachers were eager to make the change to standards-based grading. A quality school is built on a foundation of relationships. Amy worked hard to build positive relationships with staff, students, parents and community members. She took the time to know everyone and would have meaningful conversations with everyone she encountered. Amy was a leader in our state with the use of SpringMath. Once she saw the data and realized the impact it could have on our students, she implemented it in our district. Amy consistently reviewed our student data and would work with teachers and administrators to be sure the program was being done with fidelity. Amy has mastered the skill of communication. I would often seek her advice on how to better communicate with parents, and she would often coach me on how to have a difficult conversation. She has keen insight on how to think through things. Amy has served as my mentor for the past eleven years, and I still learn new things from her each time we meet. She is always reading and learning best practices in order to help herself and others become better educators.

Tania Dupuis, Middle School Principal

Dansville Schools

dupuist@dansville.org

I have had the privilege of working with Amy Hodgson for nine and a half years as an administrator. Although Amy was my boss, I absolutely, without hesitation, can say that I worked WITH and alongside her and not beneath her. She created a culture where colleagues feel safe to make mistakes, to take risks, and to attempt out-of-the box ideas. In addition, Amy also held staff accountable for their ideas by asking questions, ensuring ideas were supported by research-based theories, and brainstormed possible obstacles. Amy made me a better leader, educator, person, and coworker because she motivated me to do my best without having to even tell me... because I wanted her to be proud of me. I knew if I received a "Good job, Erin!" from Amy, it was well deserved, it was earned, and what I had done was going to make a difference in students' lives; something Amy did for Dansville students, staff, and families.

Erin Graf, Former Middle School Principal

Dansville Schools

eringraf13@gmail.com

Amy Hodgson, by far, is the hardest working and most caring educator I have ever had the pleasure to work with. She leads with tremendous courage and heart, always putting the needs of students first while taking care of her staff as a very close second. Amy's competence and credibility are off the charts and when coupled with her compassion, relationship-building skills, and genuine love for all people... what you end up with is a one-in-a-million human being. I cannot say enough positive things about Amy Hodgson. Any organization fortunate enough to hire Amy would be hitting the lottery.

Andy Cox, Former Elementary Principal

Dansville Schools

acox@newaygo.net

Amy Hodgson's strength of character made her an exemplary leader for Dansville Schools. Amy's collaborative leadership style and strong business acumen in each aspect of managing more than 100 employees, a multiple facility campus, an \$8 million yearly budget, along with multiple stakeholders and governing agencies ensured that more than 700 students and 300 families were represented and fully supported in their educational journey. Additionally, her project management skills, creative problem solving, and communication style are second-to-none. Amy's staff knew that we could expect full transparency, respect, and decisive leadership every day. This means that every person and group involved had representation and could always have a sense of pride. I highly recommend Amy for any venture that she may undertake and believe strongly that she would be an asset to any organization.

Becky Ames, Marketing Manager

*Former Executive Assistant, Dansville
Schools*

bames@christmanconstructors.com

I have worked with K-12 and ISD education leaders for three decades across Michigan and consider Amy Hodgson in the top ten of that group. She is a constant learner and extremely skillful at helping others learn and grow. Her ability to develop and work with a team of leaders is unmatched as is her skillset for promoting and implementing change. She is ready now to serve in a new way, as a RESA superintendent. Amy will bring vision, a strong work ethic, and thoughtful, intentional leadership to the organization as she builds and sustains a trusting and respectful organizational and learning culture. I am so proud to know her, to work with her, and to learn with her.

Nancy A. Colflesh, Ph.D.

*Leadership Coach & Activist for Women
Leaders*

ncolflesh@gmail.com

Amy took solid research and implemented it in our classrooms. The very soul of a servant leader, she creates a common vision, communicates the benefits of a new direction, and wins over the whole community of administrators, faculty, staff, parents, and students. Goals quickly become the status quo whether standard-based grading, learning targets, an extended calendar, or new curriculums in reading, math, and science, and no one is marginalized or gets left behind. While unquestionably a brilliant educator, Amy excels in every area of organizational management, including strategic and tactical planning, budgeting, facilities management, and personnel development. She is a giant intellect driven by genuine caring and a generous heart.

Mike Kapp, Board President

Dansville Schools

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