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| Summary |  | Talented educational specialist in curriculum, instruction, and assessment who possesses a solid understanding of instructional strategies with extensive knowledge of the educational system and educational testing. Excellent communicator, with advanced problem solving skills. Exposure and training in Title One and non-Title One schools, gifted education, advanced placement education, urban and rural districts, and extensive work with students of multiple incomes levels, ethnicities, and academic capabilities. | |
| Experience |  | **Hampton City Schools** / ELA & Gifted Instruction **Jan 2012 - Present**  * Administrative experiences including student discipline, threat assessments, finances experiences, teacher evaluation, teacher observations, creating master schedule, and educational law. * Developed original, interactive, cross-curricular curriculum for school specific course for gifted learners. * Created and facilitated professional development on best practice teaching instruction and depression and suicide among the gifted and talented. * Member of the curriculum team for middle school students, incorporating state standards to increase student outcomes and meet standardized testing needs. * Collaborated with first and second year teachers, completing observations on instructional strategies and techniques, creating improvement plans for instructions and monitoring instructional progress. * Data analysis and trend spotting to increase academic rigor and shore up weak spots, helping an unaccredited school obtain accreditation with 80% pass rate of Title 1 students. * Used project based learning to increase student curiosity and learning, expanding the educational experience for the gifted and non-gifted learner. * Facilitated gifted, advanced, mainstream, and inclusion classes during any given year. * Modeled lessons using research based best practice methods, using various instructional learning models, including gifted learning instructional models. * Create cross-curricular instruction incorporating both science and social studies objectives to creating meaning across the contents. * Designed targeted lessons conceived to decreased reading gaps in students not meeting state standards. * Continuously meet rigorous deadlines. * Worked collaboratively with team members in CLTs, helping to improve instruction, increase student outcomes, and address cultural issues. * Assisted in establishing and organizing of the middle school Positive Behavior Interventions & Support program, seeking ways to decrease discipline issues and reduce suspension rates. * Established Staff Participation Committee to help integrate improvement for staff and students across the campus. * Member of the School Improvement Team, working collaboratively with colleagues and administration toward creating effective solutions to improve school culture, safety, and student outcomes. * Organized school Career & College Expo, finding a variety of speakers and presenters with interactive activities for student exposure and soliciting college pamphlets and swag to present as door prizes.  **Temple Independent School District**/ELA **Aug 2007 – Oct 2011**  * Assisted in establishing and organizing of the middle school Positive Behavior Interventions & Support program. * As team leader, delegated tasks amongst team members and established a cohesive team unit working toward the improvement of the middle school and the students we served. * Facilitated gifted, advanced, mainstream, and inclusion classes during any given year. * Consulted on the School Hiring Committee, analyzing resumes and conducting group interviews, and recommended candidates for hire. * Mentored new teachers, coaching in differentiations, curriculum design, and organization. * Core member on the School Improvement Team, generating ideas to help school increase student gains, meet state measures, and minimize student retention. * Key evaluator on the Student Promotion Team, using data, both state and district, to determine student place, counseling parents on student academics, and ensuring that structures and services were put in place to support student success. * Allocated funds for student trips and awards through donations and fundraising. * Mediated misunderstandings between team members, allowing for a more cohesive work environment. * Established and advised middle school Student Counsel * Led instructional walkthroughs to identify best practices for increasing student engagement. * Collaborated in the development and design of district reading curriculum for middle school aligned to the state standards * Conducted Collaborative Learning Team meetings to review departmental data in order to inform and drive instruction. * Adapted information from Professional Developments and restructured information to meet the needs of department. * Created rigorous lessons plans that aligned with the district pacing guide and the TEKs/ SOLs. * Modeled PBIS practices to maintain a healthy learning environment * Worked collaboratively with parents to help improve their students desire to learn. * Worked closely with Special Education teacher in assisting student with 504, IEPs, and BIPS received services as prescribed. * Received TESOL training to better serve ELL/ESL students. * Consistently out scored other middle schools in standardized testing. | |
| Education |  | * **Longwood University /** Administrative Leadership   **Expected Graduation: August 2018**   * **Liberty University** / Gifted Education Endorsement   **Completed: August 2017**   * **Walden University**/ Education Specialist Curriculum, Instruction, & Assessment   **Completion: August 2016**   * **Saint Xavier University** / M. Ed. Curriculum & Instruction   **Completed: June 2012**   * **University of Phoenix/** B. S. Business Administration   **Completed: February 2006** | |
| Skills |  | * Curriculum development * Lesson planning expertise * Academic planning * MS Office Proficient * Strong Communicator * Urban & rural public school background | * Professional development * Problem solving * Academic research * Data analysis * IEP familiarity * Parent/community outreach |