



LEADERSHIP TRAINING AND EXPERIENCE

- Atlanta Public School (Bolton Academy) leadership team
- Bolton Academy Data Team Lead (EIP/ESOL/MTSS team)
- Teacher Leader
- Teacher Support Specialist
- Clayton County SST/EIP Chairperson
- Clayton County Jackson Elementary Grade Level Chairperson
- Dillard University Alumni Affairs (Education Division), Chairperson; Designed Jazz Curriculum with Grammy-nominated Irvin Mayfield; Teach for a Day, Coordinator; Student Retention and Recruitment Committee, Chairperson
- Teacher of the Year
- Testing Coordinator
- FTE Scheduling
- District-level professional learning facilitator and developer
- Instructional Coach, Hank Aaron-summer school
- Attended Metro-RESA and GADOE trainings
- Orton-Gillingham Trained

HIGHLIGHTS OF ACHIEVEMENTS

- Reduced the number of students who spent 3+ years in SST without being considered for an evaluation or changing tiers in the South Atlanta Cluster.
- All South Atlanta Cluster schools have a 100% compliance rate for district submissions.
- Reduced the number of ESOL students considered for special education without reviewing ACCESS data, Can Do statements, pulling in ESOL teachers, and implementing interventions with fidelity.
- Reduced the number of special education referrals through effective coaching, training and feedback.
- Trained schools on reviewing student data to increase supports through EIP/REP
- Trained schools on appropriate alignment of interventions and progress monitoring based on student data
- Trained schools on the components of the Georgia MTSS Fidelity Rubric to ensure proper systems, procedures, were and processes were in place to implement the MTSS framework with fidelity in the South Atlanta Cluster.
- The South Atlanta Cluster scored Distinguished on the Georgia MTSS Fidelity Rubric. Implemented coaching sessions with the South Atlanta MTSS contacts focused on the implementation of evidence-based interventions and best instructional strategies for acceleration.
- Provided guidance and training to schools to thoroughly review student data of students with inactive plans of 3 or more years which led to a reduction in the number of students receiving Tier 3 or Tier 2 supports.
- Provided guidance and feedback for schools to develop systems to ensure that progress monitoring data was collected, reviewed and next steps were discussed to ensure that data-based decisions were made for our most critical students in the South Atlanta Cluster.
- Worked directly with Assistant Principals and/or schedulers to ensure that students who qualified for EIP/REP were placed in the appropriate support classes on all grade bands.
- Worked directly with Assistant Principals and/or schedulers to ensure that EIP/REP is taking place in all South Atlanta Cluster schools.
- Provide additional training for WCI teams focused on the problem-solving process.
- Worked with school teams (SELT, SSDS, MTSS, and psychologist) to build a collaborative relationship focused on the students with most needs and identify next steps.
- Collaborated with district personnel to ensure that schools received the support they needed for their students.

- District trainer and presenter of universal screener and progress monitoring tool
- Highest percentage of students who passed GMAS as a 5th grade teacher. I received a stipend from the state as a reward.
- Conducted frequent site visits that included reviewing school level data, analyzing the data and provided feedback that included next steps
- Maximized FTE funding
- Reviewed school's SIP plans annually to ensure that the work of MTSS was aligned with school goals and funding.

EMPLOYMENT EXPERIENCES

District Student Support Specialist

07/2021 – Present

Atlanta Public Schools

- Provided consultative support and technical assistance in the planning, development, and implementation of intervention and remediation in the areas of academics, behavior, and student well-being across the continuum of an MTSS framework
- Assists in the development of reporting mechanisms and ongoing monitoring of school and district compliance requirements in EIP, REP, and MTSS implementation and provides feedback regarding status, support, and maximization strategies
- Collaborated and trained MTSS contacts and school leaders to analyzing formative data elements (screening, diagnostic, and progress monitoring) to develop a school wide MTSS implementation plan
- Designed and facilitated targeted professional learning, coaching, and training for EIP/REP contacts, MTSS contacts, and school-based teams as a means to increase school-based capacity and increase student support outcomes
- Assists in the development of the district and school based EIP/REP and MTSS protocols, action planning, operating procedures, and program guides
- Collaborated with school teams and served as a liaison to establish, maintain, and promote a confidential and non-evaluative relationship with school teams to identify intervention resources, strategies, and support structures
- Acts as an 'at-will' SST team member to provide consultative assistance in matters involving professional advocates
- Prepares and provides timely feedback to aid schools in improving EIP, REP, and MTSS functions

SST/RTI/504 Specialist

07/2016 - 07/2021

Atlanta Public Schools

- Determined research-based interventions and valid progress monitoring tool
- Analyzed ongoing progress monitoring data to determine next steps
- Responsible for maintaining updated electronic files for all students in the SST/504 process
- Provided guidance and support for the effective use of behavioral support tools (Functional behavior Investigations, behavior action plans, positive behavior supports) and adapted as needed
- Provided observations and coaching to assist teachers and others in implementing interventions with fidelity
- Oversaw data collection including universal screening and progress monitoring at T2/T3
- Administered and/or supported state and local testing processes and policies
- Worked together on strategic initiatives to address areas of need in the school that they identified together with the administration
- Participated in professional development and collegial support to build leadership skills
- Acted as a skillful participant in all aspects of the school, by actively participating in all meetings advancing the school goals modeling core norms and definitions of excellence stepping up when leadership is needed, and mobilizing others to lead
- Reflects on successes and areas of growth, seeks to improve performance and responds to feedback

Summer Camp Director

08/2008 - 08/2015

Olivet Community Development Corporation

- Met with the Board monthly to provide updates regarding finances and budgeting
- Created literature about weekly camp activities and maintained a website with updates
- Planned camp outings and developed a schedule based on student interests (gaming, swimming, etc.)
- Hired and trained staff(on-going)
- Met with and coordinated with vendors who provided supplemental activities such as theater, music lessons, and food provider
- Oversaw all operations, finances, year-round planning, and preparation for this annual academic summer program
- Communicated with parents and other stakeholders daily

Early Intervention Teacher/SST

07/2007-07/2016

Jackson Elementary School

- Planned intervention lessons based on universal screening data and other data pieces to support students performing below-level
- Progress monitored weekly to determine the effectiveness of instruction and plan upcoming instruction
- Met with parents to discuss concerns for students who failed to make progress, developed a plan with the SST team, assessed students using various PM tools

Early Intervention Teacher

07/2006 -07/2007

Dunwoody Springs Charter School

- Planned intervention lessons based on universal screening data and other data pieces to support students performing below-level
- Progress monitored weekly to determine the effectiveness of instruction and plan upcoming instruction
- Met with parents to share students' progress regularly

Reading Specialist

11/2005-07/2006

Peachtree Charter Middle School

- Planned intervention lessons based on universal screening data and other data pieces to support students (regular ed and SWD) performing below level in reading
- Progress monitored weekly to determine the effectiveness of instruction and plan upcoming instruction
- Contact parents to share students' progress regularly

Director of Clinical and Field Experiences/Instructor

08/2003-10/2005

Dillard University

- Teach, mentored, and advised education students
- Taught a minimum of 12 education courses per semester
- Supervised student teachers and worked with cooperating teachers
- Held weekly seminars for student teachers and cooperating teachers called Teacher Chat
- Conducted bi-weekly site visits
- Modeled lessons for student teachers as needed
- Arranged and supervised clinical and field experiences
- Chaired several committees-Teach for a Day (Chairperson), Student Retention and Recruitment Committee (Chairperson), Designed Jazz Curriculum with Irvin Mayfield, Alumni Affairs
- Passport, Co-administrator
- Teacher Education Council, member
- Participated in research and scholarly activities
- Reviewed required student teaching documentation weekly and provided feedback and support to student teachers as needed

Elementary Teacher

08/1995 – 08/2003

Osborne Elementary

- Prepared lessons and outlines to use in class that effectively covered the materials and followed state standards
- Coordinated parent/teacher conferences to review student performance, behavior, and other matters
- Instructed students in small group lessons, discussions, visual aids, and other effective teacher methods for increased student mastery
- Administered and created various types of assessments to monitor student's progress toward mastery of state standards
- Teacher of the Year
- Featured on billboards around the city of New Orleans promoting education
- Promoted as a Literacy Coordinator