

**PROPOSAL COVER SHEET****Educational Consulting Services****Vendor Information**

Dr. Shenelle DuBose, Senior Consultant  
Name and Title \_\_\_\_\_

Company Name Agile Designs and Services LLC

Submission Date March 30, 2025

Phone Number 3144800677 Fax Number \_\_\_\_\_

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By my signature below, I hereby represent that I am authorized to and do bind the offering vendor to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that Agile **Designs and Services LLC** is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.



**Authorized Signature**

**March 30, 2025**

**Date**

Dr. Michael Eubanks  
Assistant Superintendent  
Laurel School District  
303 W. 8th Street  
Laurel, MS 39441

March 31, 2025

Dear Dr. Eubanks and Ms. Coleman,

Agile Designs and Services LLC (ADS) is excited to submit our proposal in response to RFP #07-2025 for Educational Consulting Services. We specialize in **school turnaround** — embedding high-impact, research-based instructional support, leadership coaching, and data-driven strategies directly into schools to accelerate student achievement and strengthen educator effectiveness.

Our services align precisely with Laurel's priorities:

- **Standards-Based Instructional Support** in ELA and Mathematics
- **Trauma-Informed & Poverty-Responsive Practices** to meet every learner's needs
- **Leadership & Instructional Coaching** for principals, ILTs, teachers, and counselors
- **Customized Professional Development** and real-time progress monitoring
- **Parental Engagement & Cultural Relevance** to build community partnerships

ADS delivers turnkey implementation — we don't just advise, we execute. Our proven model has driven a 54% increase in school performance scores, reduced chronic absenteeism, and closed achievement gaps in similar districts. By partnering with Laurel School District, we'll provide the actionable support and sustainable capacity building needed to meet your strategic goals and ensure every student thrives.

Thank you for the opportunity to support Laurel's vision for excellence. We look forward to partnering with you to transform teaching, learning, and leadership across your schools.

With commitment to your success,

Dr. Shenelle M. DuBose  
Founder & Executive Leadership Coach  
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# Coaching/Mentoring Experience and Strategies

## A. Proven Coaching & Mentoring Experience

Agile Designs and Services LLC (ADS) has delivered job-embedded instructional coaching and leadership mentoring in over 50 K–12 schools across urban, suburban, and rural districts nationwide. Over the past eight years, our consultants—former classroom teachers, principals, or district leaders—have partnered with school leadership teams to close achievement gaps, increase proficiency by an average of 24% in ELA and Math, and reduce chronic absenteeism by up to 32%. In Laurel-like contexts, our work has driven a 54% improvement in overall school performance ratings, strengthened Instructional Leadership Teams (ILTs), and enhanced educator retention by 18%.

### Key Engagements

- **Fort Wayne Community Schools (IN):** Implemented a two-year turnaround model in a middle school and two high schools, resulting in a 21% increase in English Learner proficiency and a 27% boost in on-track graduation rates.
- **Boulder Valley School District (CO):** Coached ILTs and principals over three years at Alicia Sanchez Elementary, earning the Governor's Bright Spot Award for sustained turnaround success.
- **KIPP OKC (OK):** Designed and executed targeted literacy and math coaching cycles for multilingual learners, driving a 35% reduction in the percentage of students performing below grade level.
- **ASCD Virtual PD Transition (National):** Converted face-to-face professional learning to a highly interactive virtual model during the pandemic, increasing training efficiency by 50% and ensuring continuity of high-quality educator development.
- **University City Education Foundation (MO):** Led strategic planning and board development, producing a 5-year equity-focused roadmap that doubled community engagement and established sustainable governance practices
- **Pattonville School District (MO):** Delivered intensive mathematics training for K-6 teachers, significantly enhancing instructional strategies such as math talks and interactive workshops, resulting in notable improvements in foundational math skills.
- **Melville School District (MO):** Executed a three-year mathematics coaching initiative for grades 2–5, substantially elevating teachers' use of math talks and workshop methodologies, leading to marked improvements in student mathematical reasoning.
- **Janesville School District (WI):** Provided strategic leadership coaching to drive sustainable school turnaround efforts, enhancing instructional leadership and significantly improving teaching effectiveness and student academic performance.
- **Iowa City Community School District (IA):** Facilitated comprehensive leadership coaching and technology integration to successfully adopt blended learning models district-wide, effectively boosting educator adaptability and instructional effectiveness.

## B. Evidence-Based Coaching Strategies

ADS's coaching model is grounded in the strongest research on instructional leadership, adult learning theory, and culturally responsive practice:

Strategy	Description	Research Foundation
<b>Job-Embedded Coaching Cycles</b>	Weekly in-classroom modeling, co-teaching, and feedback loops	Joyce & Showers (2002); Knight (2018)
<b>Instructional Leadership Team Development</b>	Facilitated data step-back meetings to refine instructional priorities	Leithwood et al. (2008); Spillane (2015)
<b>Data-Driven Decision Making</b>	AI-powered dashboards paired with progress monitoring reports	Hattie (2012); Marzano (2017)
<b>Culturally Responsive Instruction</b>	Differentiated strategies for multilingual, special education, and economically disadvantaged students	Ladson-Billings (1995); Gay (2018)
<b>Trauma-Informed Practices</b>	SEL integration and wellbeing check-ins for students and educators	SAMHSA (2014); Jennings & Greenberg (2009)

## C. Coaching Methodology

Our multi-tiered approach ensures continuous growth and accountability:

1. **Assess → Plan → Implement → Reflect:** A cyclical model based on Guskey's Five Levels of Professional Development Evaluation, ensuring alignment to district goals and measurable impact.
2. **Collaborative Inquiry Teams:** Facilitating PLCs that use student work protocols to co-construct rigorous, standards-aligned lessons.
3. **Performance Metrics & Fidelity Checks:** Bi-weekly data reviews against SMART goals; corrective action plans deployed within one coaching cycle when targets are unmet.
4. **Sustainability & Capacity Building:** Coaching ILT members to transition into internal coaches, embedding expertise for long-term success.

By combining high-impact, research-validated strategies with real-time execution, ADS empowers Laurel School District's educators to deliver equitable, standards-aligned instruction that drives measurable student growth.

## Support Checklist of Services

Below is a service-by-service checklist indicating how Agile Designs and Services (ADS) directly meets each request in Laurel School District's RFP (p.6):

Service Requested	ADS Offers	Brief Description
Content Expertise: ELA & Mathematics	✓	Standards-aligned coaching & curriculum integration
Data-Informed Decision-Making	✓	AI-powered dashboards + progress monitoring cycles
Standards Alignment	✓	Curriculum mapping & lesson internalization support
Instructional Data Utilization	✓	Data literacy training & real-time instructional adjustments
Customized Teaching	✓	Differentiated coaching for multilingual, SPED, & high-needs students
Curriculum Enhancement	✓	Design & refine rigorous, culturally responsive curricula
Cultural Integration	✓	Culturally responsive coaching & resource development
Student Engagement Strategies	✓	Evidence-based engagement techniques & SEL integration
Instructional Delivery & Lesson Design	✓	Job-embedded modeling, co-planning, and feedback

Parental Engagement Strategies & Resources	✓	Family engagement toolkits & virtual/community workshops
Leveled/Guided Reading Support (Hybrid/Virtual)	✓	Structured literacy coaching & virtual small-group facilitation
Integration of Writing Across Curriculum	✓	Writing strategy modules embedded in all subject coaching
Facilitation of Mathematical Discussions	✓	Math discourse protocols & teacher facilitation training
Designing Engaging Virtual Learning Environments	✓	Interactive virtual lesson design & TalentLMS integration
Trauma-Informed Instructional Practices	✓	SEL training & trauma-sensitive classroom strategies
Addressing Educational Needs Considering Poverty	✓	Asset-based approaches & wraparound resource planning
Administrative Technical Assistance	✓	Compliance support, strategic planning, and data reporting

This comprehensive suite of services ensures ADS can fully address Laurel School District's instructional, leadership, and equity priorities.

## Goals and Objectives

Agile Designs and Services LLC (ADS) delivers clear, measurable goals and SMART objectives designed to align with best practices (Danielson Framework, Marzano Teacher Evaluation Model), Mississippi College- and Career-Readiness Standards, and national research on school turnaround (Leithwood et al., 2008; Joyce & Showers, 2002). Each objective embeds our proven coaching strategies to ensure sustainability and district-led capacity beyond the contract term.

Goal	Objective (SMART)	Alignment to Standards/Research	Coaching Strategy	Sustainability Mechanism
<b>1. Strengthen Instructional Leadership Capacity</b>	By June 2026, 100% of principals and ILT members will complete monthly, data-driven coaching cycles, achieving ≥85% fidelity to the Danielson Framework rubrics.	Danielson Framework; MS Instructional Leadership Standards	One-on-one leadership coaching; ILT step-back meetings	Train-the-trainer model: ILT members transition to internal coaches
<b>2. Improve Instructional Quality in ELA &amp; Math</b>	Increase district interim assessment proficiency in ELA and Math by 20% (grades K–12) by June 2026, with subgroup gains of ≥15% for historically underserved students.	Mississippi CCR Standards; Marzano High-Yield Instructional Strategies	Job-embedded classroom coaching; curriculum-aligned lesson planning	Curriculum playbooks and digital coaching artifacts for ongoing use

<b>3. Embed Data-Driven Decision Making</b>	Ensure 100% of participating schools conduct bi-weekly data review meetings, resulting in documented instructional adjustments for ≥90% of identified learning gaps each quarter.	Guskey's Five Levels of PD Evaluation; MS Data Literacy Framework	AI-powered dashboards; progress monitoring cycles	District dashboard templates and facilitator guides
<b>4. Increase Student Engagement &amp; Well-Being</b>	Reduce chronic absenteeism by 25% and increase student engagement survey scores by 15% by June 2026, particularly among students experiencing poverty and trauma.	SAMHSA Trauma-Informed Practices; CASEL SEL Competencies	Trauma-informed coaching; SEL integration in instruction	SEL toolkit and peer-coaching networks
<b>5. Build Sustainable Instructional Capacity</b>	By contract end, train at least two internal instructional coaches per school who demonstrate ≥80% competency on a validated coaching rubric, ensuring self-sustaining professional learning communities.	Joyce & Showers (2002); Mississippi Professional Learning Standards	Coaching-of-coaches cycles; PLC facilitation training	Ongoing PLC schedules, fidelity checklists, and community of practice platform



Each goal is designed not only to produce immediate improvements in student learning and educator effectiveness but also to embed practices and structures within Laurel School District that sustain continuous improvement long after ADS's engagement concludes.

## Measurable Outcomes & Evaluation Plan

ADS commits to transparent, data-driven accountability by defining clear metrics, rigorous monitoring processes, and timely corrective actions to ensure all services remain on track.

<b>Outcome</b>	<b>Measurement Method</b>	<b>Frequency</b>	<b>Internal Check</b>	<b>Corrective Action Trigger</b>	<b>Reporting</b>
<b>Instructional Leadership Capacity</b>	ILT meeting rubrics demonstrating fidelity to coaching protocols	Monthly	Bi-weekly fidelity audits	Rubric scores below district benchmark	Quarterly summary
<b>Instructional Quality in ELA &amp; Math</b>	Interim assessment proficiency trends	Quarterly	Monthly data review meetings	Lack of upward trend	Quarterly dashboard + narrative
<b>Student Attendance &amp; Engagement</b>	Chronic absenteeism rates; student engagement survey scores	Monthly / Semi-Annual	Weekly attendance checks; SEL check-ins	No improvement trend	Monthly brief
<b>Teacher Instructional Effectiveness</b>	Classroom observation rubric scores	Bi-Monthly	Coaching log reviews	Stagnant or declining rubric scores	Coaching progress report
<b>Internal Coaching Capacity</b>	Number of staff trained and validated on coaching rubric	Quarterly	Certification progress reviews	Fewer than two certified coaches per school	Targeted training plan

## Evaluation Processes & Internal Quality Checks

1. **Weekly Fidelity Audits**
  - ADS leadership reviews coaching logs, ILT meeting minutes, and observation artifacts against standardized rubrics.
2. **Monthly Data Review Meetings**
  - Convene ADS consultants, school leadership, and district liaisons to analyze dashboard trends, identify barriers, and adjust strategies.
3. **Mid-Cycle Corrective Action Protocol**
  - If any outcome falls below 50% of its quarterly target, ADS deploys a rapid-response team to conduct root-cause analysis and revise the intervention within five business days.
4. **Quarterly Progress Reports**
  - Detailed narrative and data summaries outlining performance against targets, fidelity levels, adjustments made, and next steps — delivered to district leadership and evaluation committee.
5. **Real-Time Dashboards**
  - Secure, cloud-based dashboards updated weekly provide live visibility into all KPIs, accessible to Laurel administrators.

## Reporting Cadence & Formats

Frequency	Format	Audience	Content
Weekly	Dashboard Snapshot	School Leadership	High-level KPI status, flags
Monthly	Executive Summary Brief	District Leadership	Trend analysis, fidelity scores, action items
Quarterly	Comprehensive Progress Report	Evaluation Committee & School Board	Outcome achievement, root-cause analysis, strategic pivots
Mid-Year & Final	Data Review Presentation	All Stakeholders	Impact highlights, sustainability roadmap

This robust evaluation framework ensures continuous alignment with Laurel School District's goals, proactive problem solving, and transparent communication of both successes and necessary adjustments.

# Implementation Plan

## Phased Rollout Approach

1. **Phase 1: Initial Consultation & Needs Assessment (May – June 2025)**
  - **Objectives:**
    - Engage district leadership, principals, and ILTs to gather baseline data.
    - Develop tailored action plans and establish coaching schedules.
  - **Key Activities:**
    - Kickoff meetings, needs assessments, and data collection.
    - Initial training on data dashboards and instructional priorities.
2. **Phase 2: Intensive Training & Pre-Implementation (July – August 2025)**
  - **Objectives:**
    - Equip principals, ILTs, and teachers with evidence-based practices and tools.
    - Provide targeted professional development sessions on culturally responsive instruction, SEL, and data-driven decision-making.
  - **Key Activities:**
    - Workshops and train-the-trainer sessions to build internal capacity.
    - Hands-on training using our digital tools (e.g., TalentLMS).
3. **Phase 3: Full-Scale Implementation & Ongoing Support (September – December 2025)**
  - **Objectives:**
    - Launch job-embedded coaching and in-class support.
    - Implement regular, bi-weekly data reviews and coaching cycles.
  - **Key Activities:**
    - On-site coaching sessions, collaborative planning meetings, and data analysis reviews.
    - Continuous progress monitoring with weekly dashboards.
4. **Phase 4: Mid-Year Review & Adjustments (January – March 2026)**
  - **Objectives:**
    - Evaluate outcomes against set targets and adjust strategies as necessary.
    - Address any underperforming areas with rapid-response corrective actions.
  - **Key Activities:**
    - Mid-year evaluations, root-cause analysis, and strategy recalibration.
    - Enhanced coaching sessions and updated action plans.
5. **Phase 5: Sustainability & Capacity Building (April – June 2026)**
  - **Objectives:**
    - Transition to a self-sustaining model with trained internal coaches.
    - Finalize the close-out report and long-term strategic recommendations.
  - **Key Activities:**

- Certification of internal instructional coaches.
- Development of a sustainability toolkit and final performance review.

### Project Management & Communication

- **Dedicated Project Manager:** A single point of contact will ensure seamless communication between ADS, school leaders, and district administrators.
- **Regular Check-Ins:** Weekly and monthly meetings to review progress, share data insights, and refine strategies.
- **Transparent Documentation:** All activities will be documented and accessible via our secure, user-friendly platform.

### Technology Integration

- **Real-Time Dashboards:** AI-driven dashboards will provide live updates on key performance indicators for continuous monitoring.
- **TalentLMS:** Our integrated digital platform will deliver ongoing professional development, ensuring engaging and accessible learning experiences.

### Flexibility & Scalability

- **Agile Adjustments:** ADS's flexible model allows us to adapt quickly based on real-time feedback and emerging needs.
- **Scalable Staffing:** Our team can be scaled as required to support additional schools or intensify support where necessary.

### Sustainability Focus

- **Train-the-Trainer Model:** Selected ILT members and school leaders will be trained to continue coaching internally, ensuring long-term capacity.
- **Capacity Building:** Emphasis on creating self-sustaining professional learning communities that drive continuous improvement even after the ADS engagement ends.

This comprehensive implementation plan ensures that we deliver rapid, measurable improvements while building a sustainable foundation for continued instructional excellence within Laurel School District. We are committed to partnering closely with you every step of the way.

## Proposed Pricing Structure

School Type	Unit Price (per school)	Quantity	Subtotal
Elementary (4 schools)	\$52,000	4	\$208,000
Middle (1 school)	\$60,000	1	\$60,000
High (1 school)	\$65,000	1	\$65,000
<b>District-Wide Discount</b>	–10% off total	–	<b>–\$33,300</b>
<b>Total Investment</b>		<b>6 schools</b>	<b>\$299,700</b>

- **Unit prices include:** all onsite coaching, PD sessions, data dashboards, progress monitoring reports, and administrative support for one full school year.
- **Bundle discount:** Rewarding Laurel for engaging ADS across all six schools.

## References & Past Performance

Below are three K–12 references who can attest to ADS’s proven performance, reliability, and transformative impact in school turnaround engagements:

Reference	Organization	Address	Contact	Feedback
<b>Dr. Mark Davis</b> , Director of Transition	KIPP Oklahoma Public Schools	8400 N. Robinson Ave, Oklahoma City, OK 73114	(919) 759-1906	“ADS delivered targeted instructional coaching that significantly improved teacher effectiveness, student engagement, and retention—especially for multilingual and special education learners.”

<b>John Houser,</b> Administrator	Fort Wayne Community Schools	9100 Wincheste r Rd, Fort Wayne, IN 46819	(260) 467-640 0	“ADS’s culturally responsive coaching and data-driven interventions stabilized academic performance and built sustainable instructional capacity across multiple schools.”
<b>Joel Rivera,</b> Director, Superintendent’s Office	Boulder Valley School District	Boulder, CO	(720) 561-309 0	“ADS’s leadership and wellness support directly contributed to Alicia Sanchez Elementary earning the Governor’s Bright Spot Award, demonstrating exceptional reliability and measurable impact.”

## Alignment with Laurel School District Goals

Agile Designs and Services’ proposed services directly support Laurel School District’s mission to “enhance educational experiences across all grades” by delivering **standards-aligned, equity-centered coaching** that empowers elementary, middle, and high school educators to accelerate student achievement. Our model reinforces Laurel’s priority areas—Mathematics, English Language Arts, instructional leadership, and social-emotional support—through job-embedded coaching cycles, data-driven decision-making, and trauma-informed practices that address the district’s identified needs (Scope of Services, p.6–7).

## Contribution to District Mission & Strategic Objectives

- **Advancing Academic Excellence:** By increasing ELA and Math proficiency by 20% and reducing chronic absenteeism by 25%, ADS helps Laurel meet its goal of improving academic outcomes for all students, particularly those impacted by poverty and trauma.
- **Building Leadership Capacity:** Our leadership coaching for principals and ILTs ensures sustainable instructional leadership aligned to Mississippi standards, directly supporting the district’s objective of strengthening school leadership and culture.
- **Fostering Equity & Inclusion:** ADS’s culturally responsive strategies and targeted support for multilingual learners and students with disabilities advance Laurel’s commitment to equitable learning opportunities.

- **Ensuring Long-Term Impact:** Through a train-the-trainer approach, we build internal coaching capacity, aligning with Laurel's goal of creating lasting instructional improvement beyond the contract period.

Together, these efforts align seamlessly with Laurel's vision to empower educators, close achievement gaps, and cultivate a districtwide culture of continuous improvement and student success.

## Professional Development Opportunities

ADS offers a **comprehensive, research-based Professional Development Course Catalog** covering leadership, instructional strategies, data literacy, equity practices, trauma-informed instruction, and specialized supports for multilingual learners and students with disabilities. Each module runs **90–180 minutes**, and can be delivered **in-person, virtually, or blended**, with follow-up coaching to ensure transfer of learning into practice.

### Sample Courses & Methodologies

Course Category	Example Sessions	Duration	Methodology
Leadership & Coaching	Instructional Leadership Essentials; Coaching for Impact	90–180 min	Interactive workshops, role-plays, action planning
Instructional Strategies	High-Impact Teaching; Differentiated Instruction	90–180 min	Job-embedded modeling, co-planning, lesson study
Data & Assessment	Data-Driven Decision Making; RTI Frameworks	90–180 min	Hands-on dashboard work, progress monitoring protocols
Equity & SEL	Trauma-Informed Practices; Literacy for ELLs	90–180 min	Culturally responsive frameworks, peer collaboration
Technology Integration	AI in Education; Blended Learning	90–180 min	Demonstrations, guided tech tool implementation

### Tailoring for Elementary vs. Secondary

- **Elementary Focus:** Literacy & math foundational strategies, guided reading, behavior management, family engagement workshops.



- **Secondary Focus:** Content-area literacy, advanced data analysis for course teams, credit recovery strategies, adolescent SEL supports.

ADS partners with district leaders to **co-design each PD sequence** based on school improvement goals, existing strengths/gaps, and stakeholder input—ensuring every session meets the unique instructional and counseling needs of Laurel’s elementary and secondary educators.

### Professional Development Course Catalog

Welcome to our comprehensive Professional Development Course Catalog, where every training module is designed to empower educators and leaders to drive sustainable school improvement. Our offerings are fully customizable to meet the unique needs of your organization, whether delivered in-person or virtually. Each session is rooted in research-based practices and is crafted to provide immediate, actionable strategies for enhancing instruction, leadership, and student outcomes. Explore our catalog to discover targeted training opportunities that foster a culture of collaboration, innovation, and continuous growth across all levels of your school community.

### Leadership & Coaching

Focus on building leadership capacity, effective coaching, and team dynamics.

Course Title	Duration	Goals	Outcomes
<b>Team Effectiveness &amp; Capacity Building</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Strengthen team dynamics among school leaders and ILTs</li> <li>• Build trust and promote collaborative decision-making</li> <li>• Develop actionable strategies for enhanced capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Participants articulate key teamwork principles</li> <li>• Design and implement team-building strategies</li> <li>• Create a sustainable team action plan</li> </ul>
<b>Instructional Leadership Essentials</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Develop foundational skills in data-driven decision-making and strategic planning</li> <li>• Enhance capacity to support teacher development</li> <li>• Set clear instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>• Participants analyze instructional data</li> <li>• Implement best practices in leadership</li> <li>• Develop an instructional improvement plan</li> </ul>
<b>School Leadership Effectiveness</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Enhance leadership competencies for principals and assistant principals</li> <li>• Focus on change management, accountability, and school culture</li> <li>• Develop individualized 90-day action plans</li> </ul>	<ul style="list-style-type: none"> <li>• Participants improve leadership practices</li> <li>• Formulate effective change strategies</li> <li>• Create a 90-day leadership action plan</li> </ul>

<b>Leadership Coaching for Impact</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Equip leaders with advanced coaching techniques to drive measurable improvements</li> <li>• Foster a culture of accountability and innovation</li> <li>• Provide actionable strategies to maximize leadership impact</li> </ul>	<ul style="list-style-type: none"> <li>• Participants practice coaching techniques through role-plays</li> <li>• Develop personalized coaching plans</li> <li>• Demonstrate improved impact on school outcomes</li> </ul>
<b>Coaching, Mentoring &amp; Classroom Observation</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Develop effective coaching and mentoring techniques</li> <li>• Enhance observation skills for providing actionable feedback</li> <li>• Foster a culture of reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>• Participants implement coaching cycles</li> <li>• Create mentoring plans</li> <li>• Provide effective, data-driven feedback</li> </ul>

### Instructional Strategies & Curriculum

Focus on teaching methods, lesson planning, and curriculum alignment across content areas.

Course Title	Duration	Goals	Outcomes
<b>Implementing High-Impact Instructional Strategies</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce evidence-based, high-impact teaching methods</li> <li>• Align instruction with best practices</li> <li>• Adapt innovative strategies to meet diverse student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Participants gain proficiency in high-impact methods</li> <li>• Develop implementation plans</li> <li>• Evaluate impact on student outcomes</li> </ul>
<b>Differentiated Instruction</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce strategies to meet diverse learner needs</li> <li>• Develop flexible, inclusive lesson plans</li> <li>• Use formative assessment to guide differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Participants create differentiated lesson plans</li> <li>• Implement targeted instructional strategies</li> <li>• Adjust practices based on student data</li> </ul>
<b>Targeted Teaching Techniques</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Focus on strategies to address specific learning gaps</li> <li>• Develop targeted interventions for struggling students</li> <li>• Align interventions with instructional objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Participants design targeted intervention plans</li> <li>• Implement focused teaching strategies</li> <li>• Evaluate impact on learning</li> </ul>

<b>Lesson &amp; Unit Planning</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Develop comprehensive, standards-aligned lesson and unit plans</li> <li>• Integrate assessments and reflective practices</li> <li>• Foster collaboration in planning</li> </ul>	<ul style="list-style-type: none"> <li>• Participants create detailed lesson/unit plans</li> <li>• Align instructional strategies with curriculum goals</li> <li>• Engage in peer review</li> </ul>
<b>Curriculum Mapping &amp; Alignment</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce techniques for effective curriculum mapping</li> <li>• Ensure vertical and horizontal alignment</li> <li>• Identify and fill gaps in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Participants develop curriculum maps</li> <li>• Align materials with district standards</li> <li>• Identify areas for improvement</li> </ul>
<b>Science Strategies for Instruction</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce high-impact, inquiry-based science teaching methods</li> <li>• Align instruction with standards and real-world applications</li> <li>• Foster critical thinking and experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• Participants implement inquiry-based lessons</li> <li>• Develop science-focused assessments</li> <li>• Evaluate student engagement in science</li> </ul>
<b>Mathematics: Manipulatives &amp; Activities</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Explore hands-on strategies for teaching mathematics</li> <li>• Integrate manipulatives and interactive activities into lessons</li> <li>• Enhance conceptual understanding through active learning</li> </ul>	<ul style="list-style-type: none"> <li>• Participants develop math-focused activities</li> <li>• Implement lessons using manipulatives</li> <li>• Evaluate student engagement and understanding</li> </ul>
<b>ESOL Methods of Teaching English</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Explore best practices for teaching English to speakers of other languages</li> <li>• Develop strategies to address language acquisition in content areas</li> <li>• Align instruction with culturally responsive pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Participants design ESOL-focused lesson plans</li> <li>• Implement effective language instruction techniques</li> <li>• Monitor language development progress</li> </ul>

<b>ESOL Testing &amp; Essentials</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce effective assessment methods for English language proficiency</li> <li>• Develop strategies to measure progress and tailor instruction</li> <li>• Understand key components of ESOL instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Participants design assessment tools for ESOL</li> <li>• Develop intervention plans based on testing data</li> <li>• Enhance ESOL instructional practices</li> </ul>
<b>Literacy Strategies for Struggling Readers</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Provide targeted strategies for improving reading skills</li> <li>• Develop interventions tailored for struggling readers</li> <li>• Align literacy instruction with research-based practices</li> </ul>	<ul style="list-style-type: none"> <li>• Participants implement literacy intervention plans</li> <li>• Utilize differentiated techniques</li> <li>• Measure reading growth</li> </ul>
<b>Literacy Strategies for English Language Learners</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce research-based literacy strategies tailored for ELLs</li> <li>• Develop approaches addressing language acquisition and content learning</li> <li>• Align instruction with culturally responsive practices</li> </ul>	<ul style="list-style-type: none"> <li>• Participants create literacy plans for ELLs</li> <li>• Implement targeted interventions</li> <li>• Monitor progress in language and literacy outcomes</li> </ul>
<b>Six Research-Based Literacy Approaches for Engagement</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce six proven literacy approaches that enhance student engagement</li> <li>• Provide practical strategies and lesson ideas for each approach</li> <li>• Foster a culture of reading and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Participants design engaging literacy activities</li> <li>• Implement research-based strategies</li> <li>• Evaluate impact on engagement and literacy growth</li> </ul>
<b>Total Participation Technique for Engagement</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce the Total Participation Technique (TPT) to ensure full student involvement</li> <li>• Develop strategies for an inclusive, engaging classroom</li> <li>• Encourage active learning from every student</li> </ul>	<ul style="list-style-type: none"> <li>• Participants learn and apply the TPT model</li> <li>• Integrate TPT into lesson designs</li> <li>• Observe increased student participation</li> </ul>

**Data, Assessment & RTI**

Focus on using data to drive instruction, designing assessments, and implementing multi-tiered support.

Course Title	Duration	Goals	Outcomes
<b>Using Data to Improve Learning Outcomes</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Build capacity to analyze diverse data sources</li> <li>• Translate data insights into actionable instructional changes</li> <li>• Establish systems for continuous progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Participants effectively use data dashboards</li> <li>• Develop data-driven improvement plans</li> <li>• Monitor and adjust strategies</li> </ul>
<b>Designing Assessments for Higher-Order Thinking</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce assessment strategies that promote critical thinking and problem-solving</li> <li>• Develop formative and summative assessments measuring higher-order skills</li> <li>• Align assessments with learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Participants design assessments targeting higher-order thinking</li> <li>• Implement deep learning strategies</li> <li>• Evaluate assessment effectiveness</li> </ul>
<b>RTI: A Multi-Tiered Approach</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce Response to Intervention (RTI) frameworks</li> <li>• Develop tiered support strategies for students</li> <li>• Create a classroom or school-wide RTI plan</li> </ul>	<ul style="list-style-type: none"> <li>• Participants design RTI models tailored to their needs</li> <li>• Implement multi-tiered interventions</li> <li>• Develop actionable RTI plans</li> </ul>

**Specialized Practices & Inclusive Education**

Focus on addressing diverse learner needs, classroom behavior, conflict resolution, and digital responsibility.

Course Title	Duration	Goals	Outcomes
<b>Managing Challenging Behaviors</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Equip educators with strategies to manage disruptive and challenging behaviors</li> <li>• Develop proactive classroom management techniques</li> <li>• Enhance communication and de-escalation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Participants implement behavior management plans</li> <li>• Utilize proactive techniques</li> <li>• Demonstrate improved classroom climate</li> </ul>

Course Title	Duration	Goals	Outcomes
<b>Conflict Resolution in Schools</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Teach effective conflict resolution and mediation strategies</li> <li>• Build skills for addressing interpersonal issues among staff and students</li> <li>• Foster a positive, collaborative environment</li> </ul>	<ul style="list-style-type: none"> <li>• Participants demonstrate conflict resolution techniques</li> <li>• Create mediation action plans</li> <li>• Report improved conflict management outcomes</li> </ul>
<b>Understanding Behaviors in Your Classroom</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Analyze underlying causes of student behaviors</li> <li>• Develop proactive strategies to manage classroom dynamics</li> <li>• Enhance teacher responses to challenging behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Participants create behavior management plans</li> <li>• Implement strategies to reduce disruptions</li> <li>• Demonstrate improved classroom climate</li> </ul>
<b>Trauma-Informed Practices</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Build awareness of trauma’s impact on learning</li> <li>• Develop strategies for supportive, responsive classrooms</li> <li>• Integrate trauma-informed practices into daily instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Participants identify trauma triggers and strategies</li> <li>• Develop trauma-informed action plans</li> <li>• Create nurturing classroom environments</li> </ul>
<b>Special Education: From Goals to Growth</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Provide a framework for setting and achieving special education goals</li> <li>• Develop individualized plans supporting student growth</li> <li>• Integrate inclusive practices into general education</li> </ul>	<ul style="list-style-type: none"> <li>• Participants create special education action plans</li> <li>• Implement strategies to support diverse learners</li> <li>• Monitor progress and adjust interventions</li> </ul>
<b>Digital Citizenship &amp; Online Safety</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Educate on digital ethics and responsible technology use</li> <li>• Develop strategies to integrate digital citizenship into curricula</li> <li>• Ensure online safety for students</li> </ul>	<ul style="list-style-type: none"> <li>• Participants articulate digital citizenship principles</li> <li>• Create digital ethics lesson plans</li> <li>• Implement strategies for online safety</li> </ul>

**Innovation, Technology & Creativity**

Focus on integrating technology, innovative instructional models, and fostering creative student engagement.

Course Title	Duration	Goals	Outcomes
<b>Artificial Intelligence in Education</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Explore AI applications in personalized learning and data analysis</li> <li>• Identify AI tools to enhance instruction</li> <li>• Address ethical and practical considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Participants identify relevant AI tools</li> <li>• Develop AI integration plans</li> <li>• Evaluate AI's benefits and challenges</li> </ul>
<b>Blended Learning Strategies</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Introduce models of blended learning combining in-person and virtual instruction</li> <li>• Develop strategies to maximize engagement</li> <li>• Align digital tools with curriculum objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Participants design a blended learning plan</li> <li>• Evaluate digital tool effectiveness</li> <li>• Balance in-person and virtual approaches</li> </ul>
<b>Enhancing Teaching with Technology</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Explore innovative technology tools to enhance teaching</li> <li>• Integrate digital resources into lesson planning</li> <li>• Develop strategies to engage students using technology</li> </ul>	<ul style="list-style-type: none"> <li>• Participants identify and adopt technology tools</li> <li>• Develop tech-enhanced lesson plans</li> <li>• Measure increased student engagement</li> </ul>
<b>Sparking Student Creativity</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Foster creative thinking and innovative problem-solving in the classroom</li> <li>• Develop strategies to spark student creativity across disciplines</li> <li>• Create engaging, student-centered projects</li> </ul>	<ul style="list-style-type: none"> <li>• Participants design creative lesson plans</li> <li>• Implement strategies that promote innovation</li> <li>• Evaluate impact on student engagement</li> </ul>
<b>Turnaround School Success Stories</b>	90–180 minutes	<ul style="list-style-type: none"> <li>• Present concrete steps and best practices from successful turnaround schools</li> <li>• Analyze case studies to identify key success factors</li> <li>• Develop strategies to replicate successful models</li> </ul>	<ul style="list-style-type: none"> <li>• Participants identify actionable strategies from case studies</li> <li>• Develop customized turnaround action plans</li> <li>• Apply lessons learned to drive improvement</li> </ul>

## Resource Allocation & Budget Transparency

ADS allocates resources to maximize onsite instructional impact, deliver high-quality professional development, and cover necessary support services — all within a clear, per-school budget that scales to district-wide implementation.

### Budget Breakdown (Per Elementary School @ \$52,000)

Category	Description	Cost	% of Total
<b>Instructional Coaching</b>	36 onsite visits (≈8.8 hours each at \$100/hr., including prep & reporting)	\$31,680	61%
<b>Professional Development</b>	8 full-day PD sessions + digital modules via TalentLMS	\$13,000	20%
<b>Data &amp; Technology</b>	AI-dashboard license, progress-monitoring reports	\$4,000	8%
<b>Travel &amp; Materials</b>	Coach travel mileage, printed resources, supplies	\$2,000	6%
<b>Project Management &amp; Admin</b>	Program oversight, reporting, coordination (0.1 FTE)	1,320	5%
<b>Total Per School</b>		<b>\$52,000</b>	<b>100%</b>



**District-Wide Total (6 Schools)**

School Type	Unit Cost	Quantity	Subtotal
Elementary	\$52,000	4	\$208,000
Middle	\$60,000	1	\$60,000
High	\$65,000	1	\$65,000
<b>Total</b>		<b>6</b>	<b>\$333,000</b>

A **10% bundle discount** is applied for district-wide engagement, reducing the total to **\$299,700**.

**Additional Expenses**

- **Background Checks & Fingerprinting** (required by LSD): \$40/person
- **Optional Custom Materials Development**: \$75/hour (as needed)

This transparent, line-item budget ensures Laurel can see exactly how ADS invests every dollar into direct instructional support, targeted professional learning, and robust data infrastructure — fully aligning with the RFP’s Resource Allocation requirements.

Together, these examples demonstrate ADS’s **consistent ability to deliver onsite, research-based support**, tailor interventions to diverse contexts, and drive measurable improvement in instructional leadership, educator effectiveness, and student outcomes.

## References & Resumes

Below are three K–12 references who can attest to ADS’s proven performance, reliability, and transformative impact in school turnaround engagements:

Reference	Organization	Address	Contact	Feedback
<b>Dr. Mark Davis,</b> Director of Transition	KIPP Oklahoma Public Schools	8400 N. Robinson Ave, Oklahoma City, OK 73114	(919) 759-1906	“ADS delivered targeted instructional coaching that significantly improved teacher effectiveness, student engagement, and retention—especially for multilingual and special education learners.”
<b>John Houser,</b> Administrator	Fort Wayne Community Schools	9100 Winchester Rd, Fort Wayne, IN 46819	(260) 467-6400	“ADS’s culturally responsive coaching and data-driven interventions stabilized academic performance and built sustainable instructional capacity across multiple schools.”
<b>Joel Rivera,</b> Director, Superintendent’s Office	Boulder Valley School District	Boulder, CO	(720) 561-3090	“ADS’s leadership and wellness support directly contributed to Alicia Sanchez Elementary earning the Governor’s Bright Spot Award, demonstrating exceptional reliability and measurable impact.”

## Dr. Shenelle M. DuBose - Executive Leadership Coach &amp; School Turnaround Expert

Field	Description
<b>Name and Title</b>	<b>Dr. Shenelle M. DuBose – Executive Leadership Coach &amp; School Turnaround Expert</b>
<b>Professional Summary</b>	Dr. Shenelle M. DuBose is a transformational Executive Leadership Coach and School Turnaround Expert with a demonstrated ability to drive rapid and sustained improvements in student achievement across urban K–12 school systems. Her leadership spans instructional reform, teacher and principal coaching, culturally responsive pedagogy, and data-informed school improvement strategies. She has led turnaround initiatives that boosted academic performance and school culture through embedded support, PD facilitation, and leadership development aligned with district priorities. Her hands-on coaching and collaborative style empower educators, elevate instructional practice, and build capacity for long-term success.
<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>· Doctorate of Education Degree, Curriculum &amp; Instruction, 2017</li> <li>· National Board Teacher Certification, English Language Arts–AYA, 2011</li> <li>· Master of Arts, Education Administration 7–12, Principal Certification (K–12), University of Missouri – St. Louis</li> <li>· Certification in Education 5–12, University of MO., St. Louis, 2002, Concentration: Language Arts</li> <li>· Bachelor of Arts, English, Lindenwood University, St. Charles, MO, 1998</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>· Instructional Leadership</li> <li>· Principal &amp; Teacher Coaching</li> <li>· Inclusive &amp; Differentiated Instruction</li> <li>· Balanced Literacy</li> <li>· Data-Driven Instruction</li> <li>· Response to Intervention (RTI)</li> <li>· Culturally Relevant Teaching</li> <li>· Professional Development Facilitation</li> <li>· School Turnaround Leadership</li> <li>· Stakeholder Engagement</li> <li>· Gradual Release of Responsibility</li> <li>· Understanding by Design (UbD)</li> <li>· Curriculum Alignment and Implementation</li> </ul>
<b>Work Experience</b>	

**AGILE DESIGNS AND SERVICES – Educational Leadership Coach and Professional Development Specialist**  
 (Sep 2017–Present)

- Lead dynamic and engaging professional learning experiences as evidenced by survey data.
- Create and support an inclusive adult learning environment for an optimal experience.
- Ensure curriculum and/or philosophical fidelity by facilitating the curriculum as designed.
- Maintain a robust and current working knowledge about educational trends and best practices.

**BARBARA JORDAN ELEMENTARY SCHOOL – Principal** (Aug 2013–May 2018)

- Led change initiatives and directed implementation of a School Improvement Plan increasing APR from 54.3% to 80.7%.
- Increased student attendance from 88.2% to 92% in three years.
- Recruited, coached and maintained staff of 31 teachers, overseeing curriculum, facilities, discipline, and administration.
- Introduced RTI, Accelerated Reader, Lexia Learning, and afterschool programs.
- Awarded PBIS Bronze (2016) and Silver (2014, 2015).
- Re-established PTO and improved parental involvement.
- Facilitated training on Balanced Literacy, Gradual Release, and Culturally Relevant Teaching.

**UNIVERSITY CITY HIGH SCHOOL – Instructional Facilitator** (Aug 2011–May 2013)

- Oversaw 955 students and 100+ staff including special education and counselors.
- Designed a successful 8th-grade transition program.
- Conducted 200+ walkthrough evaluations.
- Translated research into actionable strategies.
- Introduced Edgenuity for credit recovery and enrichment.
- Secured grants for literacy/math.
- Led professional development workshops.

**UNIVERSITY CITY HIGH SCHOOL – Academic Literacy 9th / ACT Prep 11th Grade** (Aug 2009–2011)

- Taught 15–28 students using differentiated instruction.
- Developed assessments to guide instruction.
- Delivered high-engagement instruction using cooperative and shared methods.
- Implemented classroom management strategies.
- Partnered with parents on student progress.

**UNIVERSITY OF PHOENIX – Online Instructor, COM155 & COM156** (Aug 2008–2013)

- Taught approved curriculum.
- Promptly responded to students and gave individual feedback.
- Engaged students in asynchronous learning environments.

**IMAGINE COLLEGE PREP HIGH SCHOOL – Teacher / Dept Chair / Dean** (Aug 2007–2009)

- Taught up to 150 students with differentiated instruction.
- Led department and student discipline efforts.
- Created 9–12 English curriculum.
- Mentored students to improve confidence and scores.

**JENNINGS HIGH SCHOOL – Reading/Writing Workshop Teacher** (Aug 2003–June 2007)

- Taught up to 150 students using differentiated instruction.
- Developed assessments aligned with standards.
- Integrated technology to enhance learning.

**Areas of Teaching Proficiency include:**

- Gradual Release of Responsibility
- Cultural Awareness
- Conceptual Understanding of Mathematics
- Balanced Literacy
- Differentiated Instruction
- Individualized Education Plans
- Data Teams
- Response to Intervention (RTI)
- Understanding By Design (UbD)
- Literature Circles
- Cooperative Learning Groups

<b>Career Development</b>	<ul style="list-style-type: none"> <li>• Chicago Institute of Lesson Study (2015–2017)</li> <li>• The Art of Investigation (2015)</li> <li>• Mike Rutherford Five Minute Feedback (2014)</li> <li>• Restorative Practices (2017)</li> <li>• Standards-Based Grading (2014)</li> <li>• Gradual Release of Responsibility (2010–2014)</li> <li>• The Art of Coaching (2017)</li> <li>• What Great Principals Do Differently (2014)</li> <li>• Non-Violent Crisis Intervention Training (2014)</li> <li>• Improving Schools: The Art of Leadership (2014)</li> <li>• National Board Candidate Support Provider (2013)</li> <li>• Cognitive Coaching (2012)</li> <li>• Jim Knight Coaching Institute (2013)</li> <li>• Assessment for Learning (2009–2011)</li> <li>• Common Core State Standards Training (2010)</li> <li>• Understanding by Design (2005–2007)</li> </ul>
<b>Presentations</b>	<ul style="list-style-type: none"> <li>• MAESP: <i>Seeing Yourself Without Rose Colored Glasses</i> (2017)</li> <li>• Summit for Transformative Learning: <i>Culturally Relevant Pedagogy &amp; Practice</i> (2017)</li> <li>• <i>Gradual Release of Responsibility</i> (2016)</li> <li>• <i>Culturally Relevant Teaching</i> (2015–2016)</li> </ul>
<b>Associations</b>	<ul style="list-style-type: none"> <li>• National Council of Teachers of English (NCTE)</li> <li>• National Association of Secondary School Principals (NASSP)</li> <li>• Association for Supervision and Curriculum Development (ASCD)</li> </ul>

### Dr. LaShawn Witt - Educational Leadership & School Transformation Specialist

Field	Description
<b>Name and Title</b>	Dr. La Shawn Denise Witt – Educational Leadership & School Transformation Specialist
<b>Professional Summary</b>	Accomplished educational leader with over 27 years of experience driving student-centered environments, strategic planning, and instructional excellence. Dr. Witt specializes in professional development, instructional coaching, DEI leadership, human resources, and school administration across K–12 systems. She brings extensive expertise in school reform, leadership development, academic coaching, and inclusive practices to improve educator effectiveness and student achievement. Recognized for her commitment to data-informed instruction, culturally responsive pedagogy, and creating equitable educational ecosystems.

<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>· Doctorate in Educational Leadership, Argosy University, Los Angeles, CA (04/17)</li> <li>· Dissertation: Factors that Contribute to Teacher Retention at One High Poverty Middle School in an Urban School District</li> <li>· Certificate: Special Education Leadership, Loyola Marymount University (05/09)</li> <li>· Bachelor of Arts, African-American Studies (08/01), Loyola Marymount University</li> <li>· Bachelor of Arts, Biology (05/98), Loyola Marymount University</li> <li>· Masters of Arts in Education, Pepperdine University (12/06)</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>· Proficient in Spanish</li> <li>· Microsoft Office Suite, Aeries, Data Director, Illuminate, Google Docs</li> <li>· Coordination of PTA, SSC, ELAC, SAC</li> <li>· Curriculum-based interventions &amp; state/federal program compliance</li> <li>· Principles of effective instruction &amp; content leadership</li> <li>· Growth &amp; development, in-service training, Leadership Retreats</li> <li>· High-level instructional leadership for teachers/admin</li> <li>· Effective oral/written communication, strong organization &amp; management</li> <li>· Collaborative relationship-building across diverse communities</li> </ul>
<b>Work Experience</b>	

**Instructional Connections – Academic Coach (2015–Present)**

- Academic Instructional Coach for Education program at University of Texas at Arlington and Lamar University
- Coaching of First-Year Principals
- Assists Lead Professors in instructing online Educational courses – Masters/Doctorate Level
- Review of Thesis/Dissertation feedback

**Lead Senior Educational Consultant, Witt & Associates (2021–Present)**

- Design and facilitate transformational training programs for K-12 educators and administrators
- Partner with school districts, universities, and organizations for strategic planning and research-based practices
- Coach and mentor school leaders, aspiring administrators, and educational professionals
- Develop and lead anti-bias, anti-racism, and DEI strategies and initiatives
- Curate and execute educational conferences and training workshops
- Deliver keynote addresses and facilitate national workshops

**Assistant Superintendent, Human Resources (2020–2023)**

- Lead recruitment efforts, including sourcing, interviewing, and onboarding
- Develop and implement HR policies for compliance
- Conduct investigations into employee complaints and grievances
- Collaborate with departments for workforce planning
- Analyze HR metrics and trends
- Oversee performance management and development
- Manage employee benefits programs
- Provide coaching on HR-related matters and conflict resolution

**Director, Human Resources (2018–2020)**

- Oversaw strategic planning, talent acquisition, and employee relations
- Implemented applicant tracking system
- Conducted staff training on HR policy and DEI
- Developed and delivered PD programs
- Managed compensation, benefits, and engagement initiatives

**Director, New Principal Support Program (2015–2018)**

- Developed and implemented program for aspiring principals
- Delivered PD, seminars, and coaching sessions
- Collaborated with leadership to align program with district goals
- Conducted needs assessments and program evaluations
- Provided individual coaching in instructional leadership
- Facilitated networking and peer learning communities

**Principal, Middle and High Schools (2008–2015)**

- Provide visionary leadership for school-wide academic and climate initiatives
- Foster a culture of high expectations and collaboration
- Develop master teaching schedule and strategic goals
- Oversee curriculum, assessments, and instructional programs
- Recruit and retain highly qualified staff



- Implement data-driven decision-making for student progress
- Manage school budget and resource allocation
- Build relationships with students, families, and stakeholders
- Lead crisis management and school safety planning
- Oversaw School Attendance Resource Team
- Conducted personnel evaluations and performance input
- Coordinated state-mandated assessments: SBAC, CELDT, CST-Science, OLSAT, Benchmarks, Physical Fitness

**Program and Instructional Facilitator (2006–2008)**

- Partnered with principal on academic achievement efforts
- Oversaw curriculum planning for grades 6–8
- Identified and led PD aligned with school needs
- Provided staff development on research-driven instruction
- Contributed to WASC report and evaluation
- Managed data and reclassification of ELL students
- Monitored SPSA intervention and academic policy alignment
- Oversaw program budgets (ASB, SIG, Title I, Concentration)
- Facilitated CAASPP assessments and coordinated student enrichment activities
- Supported SSC, ELAC, and CWP to meet LEA and SPSA goals
- Conducted monthly parent meetings on CCSS and student success

**Bennett-Kew Elementary School – Assistant Principal (2004–2006)**

- Conducted evaluations and post-observation feedback
- Managed student disciplinary procedures and proactive behavior plans
- Participated in SST and IEP teams for at-risk student support
- Supervised instructional programs and student government
- Managed site budgeting, advisory groups, and public agency coordination
- Served on district and parent advisory committees

**Secondary Educator – Life Science & Biology (1998–2004)**

- Taught seventh grade Life Science and ninth grade Biology
- Received “excellent” to “outstanding” ratings
- Collaborated with grade-level teams on instructional planning

<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• Sheltered Instruction Observation Protocol (SIOP)</li> <li>• Advancement via Individual Determination (AVID)</li> <li>• Explicit Direct Instruction (EDI)</li> <li>• Leadership 3.0 Symposium – CUE</li> <li>• PDI Framework – Hard Conversations</li> <li>• Adolescent Solutions Training</li> <li>• Positive Behavior Interventions &amp; Support (PBIS)</li> <li>• ELEVATE</li> <li>• Failure is Not an Option</li> <li>• Read &amp; Math 180</li> <li>• Target Teaching</li> <li>• Courageous Leaders</li> <li>• Clay Roberts</li> <li>• Unconscious Bias Training</li> <li>• Student Centered Learning</li> <li>• Google Docs</li> <li>• STEM</li> <li>• Aeries SIS</li> <li>• Common Core (Rigor, Relevance, Instructional Standards)</li> <li>• Growth Mindset</li> <li>• The Will to Lead – The Skill to Teach</li> <li>• Pedro Noguera – Closing the Achievement Gap</li> <li>• RTI</li> <li>• Facilitation Skills for Chaotic Times</li> <li>• Project Lead the Way (PLTW)</li> </ul>
<b>Adjunct Duties</b>	<ul style="list-style-type: none"> <li>• ASB Advisor</li> <li>• Yearbook Advisor</li> <li>• School Site Council</li> <li>• Vice President – CCUSD</li> <li>• PTSA Hospitality Chair – CCUSD</li> <li>• Science Department Chair</li> <li>• WASC Site Chair Committee</li> </ul>
<b>Professional Affiliations</b>	<ul style="list-style-type: none"> <li>• Association of California School Administrators</li> <li>• California Association of African-American Superintendents and Administrators</li> <li>• National Alliance of Black School Educators</li> <li>• National Sorority of Phi Delta Kappa Inc.</li> <li>• Black Doctoral Network</li> <li>• National Association of University Women</li> </ul>
<b>Publications</b>	<ul style="list-style-type: none"> <li>• Witt, L. D. (2017). <i>Factors that Contribute to Teacher Retention at One High Poverty Middle School in an Urban School District</i></li> <li>• Contributing Author (2017). <i>Next in Line to Lead: The Voice of the Assistant Principal, Volume 1</i></li> </ul>

<b>Community Relations</b>	<ul style="list-style-type: none"><li>• Board Member, Loyola Marymount University African American Alumni Association</li><li>• Associate Member, Jack &amp; Jill of America – Inglewood Chapter</li><li>• Member, Delta Sigma Theta Sorority, Inc. – Inglewood Alumnae Chapter</li><li>• Member, National Association of University Women – Inglewood Branch</li><li>• Member, Tabahani Book Circle</li><li>• Member, The Links, Incorporated</li></ul>
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## Dr. Marquita S. Blades - STEM Education &amp; Teacher Empowerment Specialist

Field	Description
<b>Name and Title</b>	Dr. Marquita S. Blades - STEM Education & Teacher Empowerment Specialist
<b>Professional Summary</b>	Strategic, results-driven educator with expertise in consulting, educational leadership, and project management. Dr. Blades excels at leveraging research, instructional design, and strategic planning to improve student outcomes and educator effectiveness. She is known for building successful education initiatives and delivering impactful professional development. An experienced facilitator, curriculum designer, and instructional leader, she uses data analytics, stakeholder engagement, and best practices to affect organizational change.
<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>· Doctor of Education – Instructional Leadership, Nova Southeastern University</li> <li>· Master of Science – Technical &amp; Professional Communication, Southern Polytechnic State University</li> <li>· Bachelor of Interdisciplinary Studies – Broad Field Science, Georgia State University</li> <li>· Certification: Georgia Educator Certificate (T-7), Earth/Space Science 6-12, Science 6-12, Teacher Support Specialist Endorsement</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>· Technical Skills: MS Office Suite, Google Suite, Adobe, Canva Pro, Padlet, and various EdTech platforms</li> <li>· Leadership, Curriculum Design, Assessment Writing, Pedagogy, Critical Thinking, Advocacy, Teaching &amp; Learning, Process Improvement, Project Management, Research, Strategic Planning, Training &amp; Development, Educational Leadership, Client Relationship Management, Change Management, Strategic Communication, Event Management</li> </ul>
<b>Work Experience</b>	

**Adjunct Faculty Member – Nova Southeastern University / Walden University / Voorhees University (2022–Present)**

- Teach face-to-face and online master's and doctoral courses in Curriculum & Teaching
- Plan lessons, lead discussions, and evaluate student performance
- Attend faculty meetings and participate in university activities
- Serve on Curriculum Review Task Force

**STEM Education & Teacher Empowerment Specialist – Dr. Blades Consulting, LLC (2016–Present)**

- Coordinate seminars, workshops, and PD programs to improve teaching effectiveness
- Provide coaching and leadership development to educators
- Design national/international PD sessions including keynotes and workshops
- Author curricula aligned with UDL, differentiation, AI integration, and engagement strategies
- Mentor new consultants on delivery and program development

**Independent Education Consultant – Bureau of Education & Research (2018–Present)**

- Design assessments, workshops, and focus groups supporting NGSS implementation
- Identify curriculum gaps and provide actionable solutions
- Present at national conferences and deliver on-site PD
- Signature seminars include NGSS Mastery, AI Tools in Science, and Differentiated Instruction

**Content Reviewer – Focus EduVation (03/2020–10/2021)**

- Author and review NGSS-aligned assessment materials (MC, TEI, CR)
- Develop rubrics and exemplars following client style guides

**Lead Consultant – Classroom Culture & Climate – Foundation for Educational Success (07/2018–09/2021)**

- Assess classroom culture using research-based tools
- Design and deliver PD using the Faces of Change SEL curriculum

**Science Teacher & Professional Learning Facilitator – Fulton County Schools (07/2015–09/2016)****Instructor**

- Implemented competency-based frameworks for Biology and AP Chemistry
- Created assessments and personalized units for Chemistry

**Learning Facilitator**

- Assessed PD needs and delivered training to staff
- Participated in district PD planning and curriculum revamps

**Science Teacher / Senior Class Advisor – Clayton County Schools (11/2011–05/2015)****Instructor**

- Taught Chemistry, Physical Science, and Biology using inquiry-based instruction
- Used formative/summative assessments and interactive notebooks
- Mentored new teachers and used Edmodo, Socrative for engagement

**Professional Learning Facilitator**

- Revised Physical Science curriculum with assessments and tasks aligned to NGSS
- Co-authored SLO assessments for Chemistry
- Facilitated PD and mentored teachers using Danielson's Framework

**Other Relevant Experience**

- Director of Training, Blueprint Summer Programs (05/2015–07/2015)
- Program Coordinator – Education, LPAC / Envision (04/2008–08/2014)
- Instructor, Upward Bound – Clark Atlanta University (09/2013–05/2014)
- Objective Review Panel Recorder, PSA (05/2011, 06/2012)
- Science Teacher & Yearbook Advisor, Cobb County Schools (08/2001–05/2010)

<b>Publications</b>	<ul style="list-style-type: none"> <li>• <i>The Truth, The Whole Truth...So Help Me Teachers</i>, Co-Author, 2018</li> <li>• <i>The Mediocre Teacher Project</i>, Visionary Author, 2018</li> <li>• <i>Maximize Your Students' Success with NGSS</i>, Author, 2018</li> <li>• <i>Increasing Student Mastery of NGSS Through Practical Implementation</i>, Author, 2018</li> <li>• <i>Snapshot in Education</i>, Contributing Author, 2019</li> <li>• <i>Foundational Reading Skills at Home &amp; School</i>, Foreword Author &amp; Editor, 2020</li> <li>• <i>50 Best Strategies for Enhancing SCIENCE Instruction</i>, Author, 2021</li> <li>• <i>Environmental Science for Grades 6–12</i>, Foreword Author, 2021</li> <li>• <i>Differentiated Instruction Across Content Areas</i>, Author, 2022</li> <li>• <i>Play and Social Justice</i>, Ch. 20, Contributing Author, 2022</li> <li>• <i>Using AI Tools to Increase Science Learning</i>, Author, 2022</li> <li>• <i>When Are We Gon' Ever Use This?</i>, Author, Publication TBD</li> </ul>
<b>Professional Accolades</b>	<ul style="list-style-type: none"> <li>• 2024 Women's History in the Making – Community Leader of the Year Nominee</li> <li>• 2023 Women in Technology Woman of the Year in STEAM Education Finalist</li> <li>• 2022 POWARRful Teaching Changing Lives Scholarship Founder</li> <li>• 2019 R.I.C.E. Award Nominee – Community Engagement</li> <li>• 2019 Who's Who in Black Atlanta</li> <li>• 2018 Georgia Celebrity Educator of the Year</li> <li>• 2017 Rising Star in Education, Sigma Gamma Rho</li> <li>• 2017 Elizabeth Allen Alford Overcomer's Award</li> </ul>

### Tamia J. Peterson - Special Educator, Reading Interventionist & Educational Consultant

Field	Description
<b>Name and Title</b>	Tamia J. Peterson - Special Educator, Reading Interventionist & Educational Consultant
<b>Professional Summary</b>	Tamia Jenee Peterson is a passionate special educator, literacy interventionist, and educational consultant with extensive experience supporting struggling readers through evidence-based strategies. As founder of The SavvySPEDucator, she delivers personalized coaching, professional development, and inclusive instructional support to educators and families. A published children's author, Tamia integrates social-emotional learning (SEL) and academic interventions into her literacy-centered work, empowering students with tools for success while equipping educators with practical approaches for inclusive and responsive classrooms.
<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>• Master of Science in Psychology – Applied Behavior Analysis, Kaplan University, May 2015, GPA: 3.8</li> <li>• Bachelor of Science in Psychology – Elementary Education, May 2011, GPA: 3.0</li> </ul>
<b>Work Experience</b>	

**The SavvySPEDucator – Founder, Educational Consultant, and Author** (July 2021 – Present)

- Published *Mya's Magic Methods*, a children's book integrating self-management and SEL strategies into a relatable narrative for young readers.
- Designed professional development workshops inspired by the book, equipping educators with actionable SEL and literacy strategies.
- Featured in media outlets for impact on literacy and social-emotional learning.
- Founded a minority-owned educational consulting firm specializing in supporting struggling readers and data-driven literacy strategies.
- Partner with schools and organizations to develop tailored interventions and deliver PD on evidence-based practices.
- Provide 1:1 coaching, workshops, and PD training on inclusive classroom strategies, SEL integration, and reading interventions.
- Conduct consultations with educators and parents to address academic challenges, including IEP support and progress monitoring.
- Recognized for excellence through speaking engagements, media features, and contracts with educational institutions.

**District of Columbia Public Schools – Literacy & Math Interventionist** (August 2018 – Present)

- Develop and implement developmentally appropriate curriculum and lessons.
- Design and implement behavior plans and strategies.
- Create thoughtful and effective lesson plans and behavior support plans to meet students' needs.
- Create a nurturing environment for parents and families with effective communication.

**District of Columbia Public Schools – Communication and Education Support Teacher** (August 2015 – August 2018)

- Develop and implement developmentally appropriate curriculum and lessons.
- Design and implement behavior plans and strategies.
- Create thoughtful and effective lesson plans and behavior support plans to meet students' needs.
- Create a nurturing environment for parents and families with effective communication.

**Autism Continuum Therapies – Direct Service Provider** (January 2015 – July 2015)

- Provide behavioral therapy to children with developmental disabilities.
- Conduct in-home visits to develop appropriate behavior plans.
- Implement a variety of ABA behavior methods and techniques.

**Rose Hill Academy – Assistant Director** (August 2014 – January 2015)

- Conduct classroom observations, staff training, and meetings.
- Ensure the facility's daily operations complied with VA licensing standards.
- Interview and hire potential candidates and conduct new staff orientation.
- Monitor daily operations including reports and lesson plans.
- Ensure staff professional development.



<b>Workshops &amp; Presentations</b>	<ul style="list-style-type: none"> <li>• <i>Reading Rescue: Small Group Support Systems</i> – Presenter, 14th Annual Progressive Education Summit, Schaumburg, IL, 2025</li> <li>• <i>Common Reading Challenges and Effective Interventions</i> – Progressive Education Summit Conference, Baltimore, MD, 2024</li> <li>• <i>SEL and Literacy: Bridging Emotional Regulation with Academic Success</i> – PD Series for Educators, Lean on Us Unity Childcare Center, Upper Marlboro, MD, 2024</li> <li>• <i>Integrating IEPs into Literacy Instruction</i> – Staff Training Workshop, Galveston, TX, 2025</li> </ul>
<b>Certifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• Microsoft Office Suite</li> <li>• Child Abuse and Neglect Training</li> <li>• CPR &amp; First Aid Certified</li> <li>• Certified in Youth Mental Health First Aid</li> <li>• LETRS (Language Essentials for Teachers of Reading and Spelling) Training</li> </ul>
<b>Affiliations &amp; Volunteer Work</b>	<ul style="list-style-type: none"> <li>• Psi Chi International Honor Society – Member &amp; Editorial Contributor</li> <li>• Autism Speaks – Volunteer</li> <li>• Special Olympics – Coach</li> </ul>

## MaatTchaas Holmes - Special Education &amp; Literacy Instruction Specialist

Field	Description
<b>Name and Title</b>	MaatTchaas Holmes - Special Education & Literacy Instruction Specialist
<b>Professional Summary</b>	Passionate and experienced educator with over a decade of expertise in literacy instruction and special education. Expert in designing and delivering impactful professional development programs that support educators in integrating evidence-based literacy strategies and educational technology into their instruction. Skilled in curriculum design, adult learning strategies, virtual and in-person workshop facilitation, and coaching. Committed to improving student outcomes through inclusive, data-driven instruction and teacher empowerment.
<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>· Master of Science in Education – Teaching Urban Childhood with Disabilities (Grades 1–6), Long Island University, Brooklyn, NY (June 2014 – Jan 2017)</li> <li>· Bachelor of Science in Dance – Cum Laude, SUNY The College at Brockport, Brockport, NY (Jan 2010 – May 2012)</li> <li>· DEL Dance Education Certificate, DEL-Institute, Manhattan, NY (Jan 2022 – Dec 2023)</li> <li>· New York State Professional License in Students with Disabilities for Grades 1–6</li> <li>· TCIS (Therapeutic Crisis Intervention for Schools) Certificate</li> <li>· Wilson Foundations Certification</li> <li>· Running Records Training</li> <li>· TC Reading and Writing Workshop Training</li> </ul>

	<ul style="list-style-type: none"> <li>· ReadyGen, Close Reading, and Insights/Humanities (Lavina Group) Training</li> <li>· Fishtank Learning ELA, Eureka (EngageNY) Math, Zearn, and Go Math Training</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>· Professional Development &amp; Teacher Training</li> <li>· Virtual &amp; In-Person Workshop Facilitation</li> <li>· Adult Learning Strategies</li> <li>· Coaching &amp; Mentorship</li> <li>· Educational Consulting</li> <li>· Classroom Management</li> <li>· Special Education</li> <li>· Differentiated Instruction</li> <li>· Lesson Planning</li> <li>· IEP/IESP Writing &amp; Development</li> <li>· Literacy Instruction &amp; Writing Pedagogy</li> <li>· Educational Technology Integration</li> <li>· Curriculum Design &amp; Implementation</li> <li>· Data-Driven Instruction, Collection, Integration &amp; Analysis</li> <li>· Behavioral Plan Creation &amp; Support</li> <li>· Parent Advocacy &amp; Workshops</li> <li>· TCIS Certified</li> <li>· Google Suite &amp; Virtual Learning Platforms (Zoom, Google Classroom, etc.)</li> </ul>
<b>Work Experience</b>	

**Professional Development Facilitator – Independent Contractor** (BetterLesson and Zearn Math) (March 2024 – Present)

- Delivered virtual PD sessions for educators focused on math and general pedagogy
- Trained educators in Zearn Math and BetterLesson platforms
- Used adult learning principles to ensure practical application
- Evaluated training impact through data collection and analysis

**Educational Consultant – Independent Contractor** (June 2021 – Present)

- Designed and delivered national PD programs for educators and admins
- Facilitated workshops on classroom management and tech integration
- Provided coaching and conducted needs assessments
- Led training on literacy assessments and inclusive education
- Collaborated with leadership to align PD with institutional goals

**SETSS Provider – Independent Contractor, NYC DOE** (Aug 2019 – June 2024)

- Delivered individualized SETSS services K–9, online and in-person
- Participated in IEP meetings and wrote reports and progress summaries
- Used multisensory programs and tailored instruction to student needs

**Special Education Teacher – Hellenic Classical Charter School** (Aug 2023 – Mar 2024)

- Delivered math instruction and coached other teachers
- Participated in PD, peer coaching, and formal observations
- Coached teachers on instructional strategies and use of data
- Authored IEP teacher reports and supported CSE meetings

**Middle & High School Teacher – Kamit Preparatory Institute** (Sep 2019 – June 2022)

- Facilitated PD on running records and literacy assessments
- Delivered ELA instruction using Fishtank Learning for grades 8–10
- Taught using virtual tools (Zoom, Google Classroom, Nearpod, etc.)
- Created and implemented differentiated, inclusive curriculum

**3rd Grade Special Education Teacher – East Flatbush Ascend Charter School** (Oct 2022 – Apr 2023)

- Taught 24–26 students in a co-teaching setting
- Designed and differentiated curriculum (Close Reading, Insights Humanities, UP Test Prep)
- Delivered small-group guided reading and math
- Created behavior plans and facilitated student-led discussions

**Special Education Teacher – Storefront Academy** (Dec 2018 – June 2019)

- Instructed 24 students in 1st grade ICT setting
- Led guided reading and writing workshops
- Taught Foundations Level 1 and Go Math
- Created IEPs and socio-emotional support plans

**Special Education Teacher – Hebrew Language Academy 2** (Nov 2017 – Dec 2018)

- Team lead for 2nd grade

- Taught Foundations, guided reading, EngageNY, Eureka, and Zearn
- Supported IEP development and led the writing workshop program

**Special Education Teacher – NYC DOE (Various Schools) (Nov 2017 – June 2019)**

- Taught grades 5–7 in ICT settings using ReadyGen, EngageNY, TC Reading/Writing Workshop
- Provided RTI instruction, developed IEPs, and led enrichment dance classes
- Created scaffolds and behavior plans
- Participated in the School Leadership Team (SLT)

**Portfolio**[Digital Portfolio – Long Island University](#)

Linda Pritchard - Workforce Development & Instructional Design Specialist

Field	Description
<b>Name and Title</b>	Linda Pritchard - Workforce Development & Instructional Design Specialist
<b>Professional Summary</b>	Dynamic and results-driven professional with extensive experience in workforce education, development, project management, and technical writing. Highly skilled in crafting impactful communication materials, designing engaging training programs, and managing complex projects from concept to completion. Known for critical and creative thinking, exceptional organizational abilities, and a commitment to delivering excellence and measurable outcomes. Passionate about empowering individuals through professional development and creating strategies that foster growth and productivity.
<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>· Southern Illinois University, Carbondale</li> <li>· Major: Workforce, Education, and Development</li> <li>· International Academy of Merchandising and Design, Kansas City, MO</li> <li>· Major: Fashion Merchandising</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>· Technical Writing &amp; Content Creation – training manuals, business documentation, marketing content</li> <li>· Project Management – planning, executing, and overseeing project lifecycles</li> <li>· Instructional Design – workforce training on business etiquette, conflict resolution, and communication</li> <li>· Workforce Development – programs to boost professional skills and readiness</li> <li>· Communication &amp; Stakeholder Engagement – effective engagement with diverse audiences</li> </ul>
<b>Work Experience</b>	

**St. Louis Argus – St. Louis, MO***Contributing Journalist, Media Specialist, Columnist* (Jan 2023 – Present)

- Create compelling and informative content for entertainment and community news.
- Lead content marketing initiatives to drive readership and engagement.
- Collaborate on communication, marketing, and outreach strategies to elevate the publication's visibility.

**University City High School – University City, MO***A+ and Student Volunteer Coordinator* (Oct 2012 – June 2024)

- Coordinated the A+ Program and student volunteer initiatives, achieving A+ certification status and building robust community partnerships.
- Developed and implemented workforce readiness training for students, emphasizing career preparedness and soft skills development.
- Identified and facilitated volunteer opportunities to enhance student engagement and community involvement.

**MET Center (St. Louis Community College) – Wellston, MO***Workforce Educator / Contract Consultant* (Feb 2010 – Present)

- Designed and facilitated workforce development training programs focused on business etiquette, strategic planning, and professional communication.
- Delivered engaging, interactive sessions tailored to participant needs, promoting workforce readiness and skill enhancement.

**Fundamentals by Linda Pritchard – St. Louis, MO***Soft Skills Consultant* (July 2007 – Present)

- Founded and manage a professional skills education organization specializing in custom-tailored etiquette and workplace readiness training.
- Delivered training on business etiquette, effective communication, customer service, professional dress, and social responsibility.
- Created and executed personalized development plans for clients, enhancing their professional presence and interpersonal skills.

**St. Louis Science Center – St. Louis, MO***Training Manager* (Jan 2000 – Dec 2002)

- Developed and managed staff training and workforce development programs, overseeing a comprehensive training catalog.
- Implemented incentive programs and individual development plans to boost employee engagement and performance.
- Managed event planning and coordination, including staff celebrations and work-life balance initiatives.
- Cross-trained in various HR functions, including recruitment and staff relations, to support organizational needs.

**Felicia Bell Heard, M.Ed. - Strategic Planning & Whole Child Development Expert**

Field	Description
<b>Name and Title</b>	Felicia Bell Heard, M.Ed. - Strategic Planning & Whole Child Development Expert

<b>Professional Summary</b>	Self-directed, strategic visionary with a passionate commitment to the academic, social, and emotional development of students, with a specific interest in critical thinking, 21st-century skills, and whole child development. Experienced educator and facilitator with 20+ years of experience who inspires others to pursue academic, professional, and personal excellence. Proven track record of leading and managing projects, implementing training methods, and improving organizational performance through data-driven solutions. Builds growth-centered environments, fosters collaboration, and integrates innovative instructional and development strategies to elevate student and staff success.
<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>· Master of Science in Education (Teaching Certification) – Georgia State University, Atlanta, GA, 2007</li> <li>· Bachelor of Science in Allied Health Science – Albany State University, Albany, GA, 2000</li> <li>· Biology (6-12), GA 2008</li> <li>· Middle School Science (4-8), GA 2008</li> <li>· Middle School Reading (4-8), 2011</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>· Instructional Design and Curriculum Development</li> <li>· Rigorous Curriculum Design (RCD) / Transforming Curriculum and Instruction (TCI)</li> <li>· Data Teams Facilitator</li> <li>· Diversity, Equity, and Inclusion</li> <li>· Social and Emotional Learning (SEL)</li> <li>· Strategic Planning and Execution</li> <li>· Needs Assessment / Skill Gap Analysis</li> <li>· MTSS / RTI</li> <li>· Leadership and Instructional Coaching</li> <li>· School Climate – PBIS</li> <li>· Gifted and Talented Endorsed</li> <li>· Change Management</li> <li>· Program Development and Implementation</li> <li>· Tiered Intervention Planning (Tiers 2 and 3)</li> <li>· Virtual Training Facilitation</li> <li>· Collaborative Team Building</li> <li>· Life Skills Coaching</li> <li>· Performance Enhancement</li> <li>· Culture Transformation Leadership</li> </ul>
<b>Work Experience</b>	

**FRB Educational Consulting, LLC (dba Be Heard Education) – Decatur, GA (2012–Present)***Manager, Implementation/Operations • Instructional Design Specialist • Performance/Academic Coach*

- Developed and implemented new programs based on leading inclusion and diversity practices using project management principles. Provided perspective, insights, and knowledge to stakeholders across the organization as an inclusion and diversity subject matter and social and emotional learning expert. Supported development of program materials to advance inclusion and diversity awareness, learning and action planning.
- Identified children's collective and individual learning needs to plan, prepare, and deliver instruction designed to maximize individual learning and capture interest. Balanced individual and group instruction to accommodate different academic levels and learning styles. Communicated with parents and faculty to develop a strong sense of collaboration between teachers, students, and parents. Fostered student curiosity and interest through creative real-world, minds-on, and hands-on activities. Boosted cultural awareness by incorporating children's literature from world cultures.
- Developed lesson plans and instructional materials and wrote practice tests for all students with a special emphasis on challenging high-performing students beyond proficiency and moving low-performing students to 3X growth of their peers in training courses. Planned lessons for the allotted time to strengthen weak subjects and build skills. Collaborated with team leads, data teams, and instructional leaders to complete weekly tasks, set SMART goals, identify lagging skills, and correct weaknesses. Stressed the importance of social and emotional learning by encouraging students to create personalized study plans and engaging in various activities that focus on personal development. Identified children's collective and individual learning needs to plan, prepare, and deliver instruction designed to maximize individual learning and capture interest.
- Encouraged everyone to cultivate a strong work ethic by demonstrating diligence, patience, and respect for others. Created and implemented new training initiatives such as online modules, interactive trainings, and online programs, assuring continuous training to employees to promote long-term excellence even through times of pandemic. Developed and implemented lessons for academic and life skill subjects, managing behavioral and social challenges.

**Center for Model Schools – 2011–Present***Leadership and Instructional Coach*

- Provided key support for teachers through coaching, ongoing training, modeling effective lessons and evaluating systems used in the classroom. DSEI System, Danielson, Marzano
- Modeled positive behavior skills as well as good problem-solving and relationship-building abilities to improve clients' social integration.
- Teamed with subject matter experts in evaluation and revision of training tools to continually improve learning platforms. Design curriculum through Rigorous Curriculum Design and Transforming Curriculum and Instruction.
- Collaborated with colleagues in developing benchmark lessons and identifying curriculum needs of faculty.
- Worked with internal stakeholders to perform needs assessments/ skill gap assessments and built training content to address gaps.
- Worked closely with instructors to prepare online materials, content, and tools to facilitate training globally.
- Effectively implemented best training practices and adult learning principles in the planning and creating instructional materials.
- Designed, implemented, and managed successful PLC programs to meet department and school needs. Held Data Team Meetings to support academic achievement.
- Modeling and coaching the delivery of SEL lessons in the classroom using various models, such as 1:1 coaching, peer coaching, and co-teaching.



- Work to develop and distribute communication materials related to SEL, including flyers and brochures for parents and updates and SEL calendar events/activities /happenings for staff.

<b>Professional Competencies</b>	<ul style="list-style-type: none"> <li>• Instructional Design and Curriculum Development</li> <li>• Rigorous Curriculum Design (RCD) / Transforming Curriculum and Instruction (TCI)</li> <li>• Data Teams Facilitator</li> <li>• Diversity, Equity, and Inclusion</li> <li>• Social and Emotional Learning (SEL)</li> <li>• Strategic Planning and Execution</li> <li>• Needs Assessment / Skill Gap Analysis</li> <li>• MTSS / RTI</li> <li>• Leadership and Instructional Coaching</li> <li>• School Climate – PBIS</li> <li>• Gifted and Talented Endorsed</li> <li>• Change Management</li> <li>• Program Development and Implementation</li> <li>• Tiered Intervention Planning (Tiers 2 and 3)</li> <li>• Virtual Training Facilitation</li> <li>• Collaborative Team Building</li> <li>• Life Skills Coaching</li> <li>• Performance Enhancement</li> <li>• Culture Transformation Leadership</li> </ul>
<b>Professional Contributions</b>	<ul style="list-style-type: none"> <li>• <i>A Strategic Approach to Science Literacy</i> – Author</li> <li>• <i>Skill Builder: A Guide to Help Parents Work with Their Child at Home</i> – Creator</li> <li>• Presenter – Model Schools Conference, ICLE &amp; Center for Teacher Effectiveness</li> <li>• Trainer – U.S. Government / Federal Contracts</li> </ul>

## Sage B. Hobbs - Leadership Coach, Communication &amp; Equity Specialist

Field	Description
<b>Name and Title</b>	Sage B. Hobbs - Leadership Coach, Communication & Equity Specialist
<b>Professional Summary</b>	Sage B. Hobbs is a seasoned leadership coach and facilitator with deep experience supporting school leaders, educators, and district teams in advancing equity, improving communication, and strengthening inclusive leadership practices. She brings over a decade of experience in coaching, professional development, and student support in diverse K–12 public school environments. Sage specializes in designing and delivering high-impact, equity-centered learning experiences that promote instructional leadership, cultural responsiveness, and school-wide collaboration. Her work empowers instructional teams to build strong relationships, navigate complex challenges, and drive student-centered improvement.

**Education and Certifications**

- Master of Arts in Counseling Psychology and Counselor Education, University of Colorado, Denver, CO – 2005
- Bachelor of Arts in Urban Studies, Minor in French, Cum Laude, University of Pennsylvania, Philadelphia, PA – 1999
- Playing Big Facilitator Training with Tara Mohr – Virtual, 2018–2019 (Skill development for maximizing human potential)
- CoachVille Center for Coaching Mastery – Virtual, 2014 (Coach training program completion)

**Work Experience**

**Sage B. Hobbs Coaching, LLC – Founder and CEO (2014–Present)**

- Leadership coach; facilitate both individual and group coaching; support a broad range of leaders including school principals, healthcare executives, non-profit directors, and entrepreneurs
- Partner with the University of Colorado at Boulder to design and facilitate an inaugural Construction Diversity Summit
- Design and lead professional development on team building, communication for connection, and inclusivity in diverse, public school settings
- Public speaking on effective communication, women's empowerment, equity and inclusion
- Author of *Naked Communication: Courageously Create the Relationships You Really Want*
- Host and Creator of the *Race, Culture, & Beyond Podcast*

**Integrated Work – Consultant (2018–Present)**

- Design and facilitate peer learning experiences with leaders in the public health space; discuss social determinants of health, including issues of inequity and accessibility
- Coach public healthcare leaders to maximize their impact, and bring an equity lens, in the diverse communities in which they work

**Emerging Women – Consultant (2018–Present)**

- Facilitate an international women's leadership development programs at HP and Halliburton; support inclusivity in the company's leadership

**Manhattan Middle School – Counselor (2007–2014)**

- Responsible for crisis intervention, academic growth, and emotional development of teens in a diverse school setting; Provided therapeutic support to students and families facing challenges and crises
- Led teen support groups on social and emotional wellbeing, including affinity groups for our Latino students
- Supported training and collaboration among my colleagues
- Employed creative problem solving and community building among various school related community members

**Peak to Peak Charter School – Counselor (2005–2007)**

- Responsible for running programs in peer mentoring, bullying prevention, and social and emotional wellbeing
- Supported youth with their emotional growth and development

**Jefferson Hall Residence, Inc – Counselor (2002–2003)**

- Served as a counselor for adjudicated young men, from diverse backgrounds, in a residential program
- Conducted group and individual therapy sessions; taught life skills acquisition to support reintegration into society from the court system

**Intercambio Uniting Communities – Volunteer Tutor (2001–2002)**

- ESL teacher for Latino adults in the Boulder community

**Philadelphia Education Fund – Program Coordinator (1999–2001)**

- Supported the implementation of the federal grant, GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs), in four highly-impacted schools
- Coordinated opportunities for underrepresented youth with local universities and community organizations
- Facilitated group programs for student empowerment and engagement

**Global Works (NGO) – Volunteer Teacher** (Summer 1999)

- Taught English in a rural village in Kenya

**Other**

- **Member of the Board**, Engaged Latino Parents Advancing Student Outcomes (ELPASO)
- Support a local non-profit organization whose focus is on closing the achievement gap for Latino students in Boulder County and creating equity through education.
- Website: [www.sagebhobbs.com](http://www.sagebhobbs.com)
- <https://www.elpasomovement.org/>

	<ul style="list-style-type: none"> <li>• Contact: sage@sagebhobbs.com • 303.641.6854</li> <li>• Address: 160 S. 31st Street, Boulder, CO 80305</li> </ul>
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Anthony L. Herbert, Sr. - Leadership Coach, District Operations & Organizational Strategy Expert

Field	Description
<b>Name and Title</b>	Anthony L. Herbert, Sr. - Leadership Coach, District Operations & Organizational Strategy Expert
<b>Professional Summary</b>	Director of Secondary Curriculum, Instruction & Testing with over 25 years of enabling excellence through organizational management and implementation of teacher development strategies. Instructional Leadership roles held include both Head and Lead Assistant Principal, Alternative School Director, and Career Technical Education Director; Non-academic leadership roles held include Director of Operations and Transportation Director. Facilitator of strategic planning and development, enabling pedagogical improvements and student success through leadership coaching, mentorship, and professional development. Highly Skilled at implementing academic programs to close achievement gaps, initiating a cumulative 13% increase in graduation rates; effectively administered budgets from \$250K to \$3M for capital improvements and drove performance standards to garner grade "A" school accountability ratings in multiple academic years.
<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>· Educational Specialist, Educational Leadership, Mississippi State University (2013)</li> <li>· Master of Education, Educational Administration, The University of Southern Mississippi (1999)</li> <li>· Bachelor of Science, Business Technology Education, The University of Southern Mississippi (1997)</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>· Assessment &amp; Growth</li> <li>· Budgeting &amp; Strategic Planning</li> <li>· Community Outreach</li> <li>· Cultural Diversity</li> <li>· Customer Service Training</li> <li>· Digital Course Instruction</li> <li>· Effective Communication</li> <li>· Leadership Growth &amp; Development</li> <li>· Policy &amp; Procedures</li> <li>· Project Management</li> <li>· Recruitment &amp; Retention</li> <li>· Team Engagement</li> <li>· Technical Assistance</li> </ul>
<b>Work Experience</b>	

**Senior Partner / Lead Consultant – INSPIRED 4 CHANGE CONSULTING, LLC, Ocean Springs, MS (2012–Present)**

- Facilitates improvement efforts in teams and individuals through leadership training and career coaching.

**Key Achievements**

- Administered district-level and site-based improvement plans and leveraged consultative expertise to direct remediation and growth efforts.
- Enabled new state standards, assisting districts with selecting curricular components to include textbooks, computer software and equipment, classroom materials and special programming.

**Interim Director of Secondary Curriculum / Director of Career Technical Education / Director of Operations – Moss Point School District, Moss Point, MS (2018–2022)**

- Administered secondary curriculum and increased opportunities for post-secondary transitions, performed human resources functions, budget oversight, implementation of technology initiatives, and roll out of nutrition programs and distance learning during initial stages of the pandemic.

**Key Achievements**

- Executed human resources functions, including recruitment and retention of personnel, ensuring up-to-date credentials, conducting background checks, and orchestrating the annual school district job fair.
- Head Coach of three district-level instructional coaches of English, Math, and Science/Technology, facilitating mentorship and training, cross-functional collaboration, co-teaching, and student boot camps.
- Oversaw capital improvements and building projects, including \$3M in high school renovations, \$1M in new welding laboratory, and \$800K in culinary arts lab renovations.
- Directed management of Technology Department: purchasing and maintenance of all software and hardware, internet access, cybersecurity, bandwidth availability, website development and communication systems.
- Orchestrated Child Nutrition program throughout the initial stages of the pandemic, coordinating the delivery of 2400 breakfast and lunch meals daily totaling over 12,000 meals weekly for approximately six months.
- Coordinated distance learning efforts through full use of the Google Classroom platform, designating tech-savvy teachers to train and instruct 200 other teachers, accomplishing district-wide implementation.

**Pascagoula High School Principal / Director of Transportation – Pascagoula-Gautier School District, Pascagoula, MS (2013–2018)**

- Spearheaded faculty and student success in addition to instituting transportation safety measures as Chief Instructional Leader and Director of Transportation.

**Key Achievements**

- Achieved high performance in all four areas of graduation exit exams: Algebra, Biology, English, and U.S. History, ACT performance, and back-to-back increases in graduation rates, securing grade “A” accountability ratings.
- Drove community engagement, including parents, students, educators, and community business partners through a successful public relations campaign, “Destination Graduation.”
- Leveraged the campaign to promote graduation goals, displaying initiatives on business marquees in addition to organizing community pep rallies and other forms of outreach, resulting in a 13% increase in graduation rates.
- Implemented safety protocols by organizing monthly training sessions for 100+ bus drivers, bus aides and mechanics, successfully transporting 3,000 students daily and coordinating over 1,000 annual field trips and athletic events.

<b>Licensure</b>	<ul style="list-style-type: none"> <li>- Mississippi Educator License No. 160683, Class AAA</li> <li>• 486 - Career Level Administrator</li> <li>• 911 - Career Technical Administrators</li> <li>• 105 - Business Education (7-12)</li> <li>• 111 - Career Level Computer Applications (7-12)</li> <li>• 310 - Business &amp; Computer Technology (7-12)</li> <li>• 317 - Cooperative Education (7-12)</li> </ul>
<b>Demonstrated Achievements</b>	<ul style="list-style-type: none"> <li>• Promoted to senior administrative position for district with 7 campuses, over 300 educators, and 1,700 students, serving as 3rd in command to Superintendent and Assistant Superintendent.</li> <li>• Consistently facilitated stakeholder engagement throughout career, using results of site-based surveys (data collected from students, faculty, and parents) to drive relevant and strategic decision making for major initiatives.</li> <li>• Principal of a National Blue-Ribbon School, ranking in the top 1% of schools in United States through achievements in English, Math, overall school performance, and subcategories incorporating students with disabilities, ethnic/socioeconomic demographics, college and career readiness, and increased graduation rates.</li> </ul>
<b>Affiliations</b>	<ul style="list-style-type: none"> <li>• Board of Directors, Main Street Association of Moss Point (2019–Present)</li> <li>• Charter Member, Kiwanis Club of Moss Point (2018–Present)</li> <li>• Member, Mississippi Literacy Association (2022–Present)</li> </ul>

### Dr. Melanie Battles - Instructional Coach, Culturally Responsive Teaching & SEL Specialist

Field	Description
<b>Name and Title</b>	Dr. Melanie Battles - Instructional Coach, Culturally Responsive Teaching & SEL Specialist
<b>Professional Summary</b>	I am a culturally responsive educator who is emboldened with a passion and commitment to equity, justice, and joy within our schools. My purpose is to equip educators with the tools, practices, and motivation to empower themselves to employ, with fidelity, equitable teaching and learning experiences that uplift positive academic and social development. I enjoy providing space for educators to showcase their work and ideas, while mobilizing groups and learning communities towards a shared goal that will prepare students for social and academic success.
<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>· Ph.D., Reading Education – University of Arkansas at Little Rock, 2018</li> <li>· Graduate Certificate – African-American Literature, University of Memphis, 2015</li> <li>· M.A.T. – Masters of Arts in Teaching, Freed-Hardeman University, 2013</li> <li>· B.A. – Professional Writing, University of Memphis, 2007</li> <li>· Diversity, Equity and Inclusion in the Workplace Certificate – University of South Florida (2021)</li> <li>· Doctoral Student of the Year – UALR CEHP (2016)</li> <li>· Lynn Memorial, Marguerite Flake, ANSHE, and UA Little Rock Thesis Competition Scholarship Recipient and Winner</li> </ul>



Member – Delta Epsilon Iota & Phi Kappa Pi Honor Societies

### Work Experience

#### **Educational Consultant & Podcast Host** – *Scholars for the Soul LLC / The Soul Scholar Podcast* (2020–Present)

- Conducted equity curriculum reviews and strategic planning focus groups.
- Presented nationally on SEL, CRT, and neuroscience in education.
- Facilitated PD for 200+ teachers on CRP and SEL.
- Developed and led a pilot research project on CRT and teacher self-efficacy (75% improvement reported).
- Delivered coaching and online coursework to U.S. and Denmark-based educators.
- Created the Soul Scholar Student Inventory (copyright pending).

#### **Adjunct Faculty Instructor** – *University of Arkansas at Little Rock* (2019–2020)

- Designed and facilitated tutorials, seminars, and online learning environments.
- Guided students through critical inquiry, designed assessments, and mentored undergraduates.

#### **Instructional Coach** – *Mabelvale Middle School* (2018–2021)

- Supported teachers with technology-infused, content-based lesson planning.
- Facilitated PD webinars and monthly coaching cycles improving teacher morale and self-efficacy by 92%.
- Modeled instruction, co-taught, and gave observation feedback.
- Initiated Red Raider Tech Team, student apps, Real Raider Talk sessions, SEL programming, and VILS weekly check-ins.
- Collected tech integration data and launched a pilot SEL program.

#### **English Instructor** – *Bryant High School* (2015–2017)

- Taught 9th grade ELA with differentiated instruction for RTI students.
- Raised literacy scores by 14% via collaboration, assessments, and engagement.
- Led PLCs, RTI focus groups, thematic units, and parent conferences.
- Used Google Suite, Kahoot, YouTube, Remind, etc. to enhance instruction.

#### **Literacy Interventionist & English Instructor** – *Mabelvale Middle School* (2013–2015)

- Taught 7th and 8th grade Language Arts, led data analysis and RTI efforts.
- Hosted ESL family night, talent shows, mentoring programs, clothing drives, Life After HS events, and more.
- Conducted afterschool tutoring and majorette squad coaching.

#### **English Teacher** – *Westside Middle School* (2008–2011)

- Developed CRP curriculum aligned with Common Core and literacy best practices.
- Conducted ongoing assessments, scaffolded instruction, and built community among learners.

**Remedial Reading and Writing Adjunct Instructor – Shorter College (2018–2020)**

- Integrated phonics, vocabulary, comprehension, and CRP into adult literacy instruction.
- Taught using Blackboard tools, created peer cohorts, and embedded tech tools and apps.

<b>Community Service &amp; Activism</b>	<ul style="list-style-type: none"> <li>• Director of H.O.P.E. (Helping Others Progress Effectively), 2013–2018</li> <li>• Member of Sigma Gamma Rho Sorority, Inc.</li> <li>• Member of Association for Nontraditional Students in Higher Education (ANTSHE)</li> <li>• <b>Member of Phi Kappa Pi Honor Society- University of Arkansas at Little Rock Chapter</b></li> <li>• <b>Member of Association of Teacher Educators</b></li> </ul>
<b>Public Speaking &amp; Presentations</b>	<ul style="list-style-type: none"> <li>• <i>Art of Advocacy Virtual Conference</i> (Jan 2021) – "Don't Quit: The Power of Persistence"</li> <li>• <i>3rd Neuroscience in the Classroom Virtual Conference</i> (Jul 2021) – "CRT and the Brain"</li> <li>• <i>Soul-Led Educators Conference</i> (Jul 2021) – "Culturally Relevant Care and Critical Love"</li> <li>• Summer 2017 Conference, Pittsburgh – "CRP through Contrastive Analysis in Writing"</li> </ul>

## Dana Gastich French - Leadership Trainer &amp; Multilingual Learner Consultant

Field	Description
<b>Name and Title</b>	Dana Gastich French - Leadership Trainer & Multilingual Learner Consultant
<b>Professional Summary</b>	Experienced consultant and leadership trainer specializing in strategic planning, professional development, and district-wide instructional improvement. Proven track record of facilitating school climate transformation, fostering collaboration, and aligning multilingual learner supports with district goals. Skilled in stakeholder engagement, implementation planning, and supporting sustainable systemic change.
<b>Work Experience</b>	
<b>Lowell Catholic Schools, Lowell, MA (2022–2024)</b>	
<ul style="list-style-type: none"> <li>Worked with district leadership to improve school climate and rebuild trust through strategic planning, conflict resolution, and team development, fostering a culture of transparency and collaboration.</li> </ul>	
<b>Dedham Public Schools, Dedham, MA (2022–2024)</b>	
<ul style="list-style-type: none"> <li>Provided year-long leadership consultation for a program coordinator, focusing on data-driven decision-making and strategic program development. Guided the creation of resources and initiatives aligned with district goals, ensuring sustainable and effective support for multilingual learners.</li> </ul>	
<b>Concord School District, Concord, NH (2022–Present)</b>	
<ul style="list-style-type: none"> <li>Conducted a comprehensive program review, leading a districtwide stakeholder team to develop a strategic plan for multilingual learner support. Guided the process from analysis to implementation, presenting and securing school board approval for the plan. Currently supporting leadership in implementation.</li> </ul>	
<b>Saugus Public Schools, Saugus, MA (2024–Present)</b>	
<ul style="list-style-type: none"> <li>Currently guiding staff development and professional learning planning. Working with district leadership to establish a structured approach to professional growth, set clear performance expectations, and ensure effective implementation across schools.</li> </ul>	
<b>Andover Public Schools, Andover, MA (2023–Present)</b>	
<ul style="list-style-type: none"> <li>Currently providing yearlong consultation and training. Delivering professional learning for staff and leadership. Consulting with district leaders to support systemic changes that enhance instructional practices.</li> </ul>	

## Dr. Twyla T. Redd - Special Education &amp; Instructional Coaching Expert

Field	Description
<b>Name and Title</b>	Dr. Twyla T. Redd - Special Education & Instructional Coaching Expert
<b>Professional Summary</b>	Dedicated educational leader with 17 years of experience in special and general education, seeking the role of Senior Lead Consultant at Elite Innovations and Services. Passionate about empowering excellence and inspiring change, I bring expertise in instructional coaching, special education strategies, and professional development to support first- to third-year educators in building confidence and improving student outcomes.

<b>Education and Certifications</b>	<ul style="list-style-type: none"> <li>· Doctor of Theology (Th.D.), Midwest College, Iberia, MO – June 2024</li> <li>· Master of Arts in Teaching (MAT), Special Education, Fontbonne University, St. Louis, MO – December 2011</li> <li>· Master of Social Work (MSW), Saint Louis University, St. Louis, MO – May 2006</li> <li>· Bachelor of Social Work (BSW), Arkansas State University, Jonesboro, AR – May 2004</li> <li>· Education of Young Children (Birth–3rd Grade), MO – August 2012</li> <li>· Mild/Moderate Cross Categorical (K–12), MO – March 2012</li> </ul>
<b>Work Experience</b>	
<b>Elite Innovations and Services – Senior Educational Consultant (Present)</b> <ul style="list-style-type: none"> <li>• Provide coaching, mentorship, and professional development for new and struggling special education teachers.</li> <li>• Develop and implement adaptive learning strategies and classroom management techniques.</li> <li>• Design and deliver training workshops on social-emotional learning, instructional strategies, and teacher retention.</li> </ul>	
<b>Special School District, St. Louis, MO – Essential Skills Special Education Teacher (07/2017–Present)</b> <ul style="list-style-type: none"> <li>• Design and implement individualized education plans (IEPs) to meet the diverse needs of students.</li> <li>• Provide instructional coaching to paraprofessionals and support staff.</li> <li>• Facilitate professional development and collaborate with teams to enhance learning outcomes.</li> </ul>	
<b>Hazelwood School District, St. Louis, MO – Kindergarten Teacher (10/2013–06/2017)</b> <ul style="list-style-type: none"> <li>• Created a positive, engaging learning environment for early learners.</li> <li>• Developed differentiated instruction strategies to meet students’ academic and behavioral needs.</li> </ul>	
<b>Missouri School for the Severely Disabled – Special Education Teacher (08/2013–10/2013)</b> <ul style="list-style-type: none"> <li>• Implemented specialized curriculum for students with significant disabilities.</li> <li>• Conducted behavioral interventions and maintained individualized progress reports.</li> </ul>	
<b>Saint Louis Public Schools – Kindergarten Teacher (10/2012–05/2013)</b> <ul style="list-style-type: none"> <li>• Utilized data-driven instruction and classroom management techniques to foster student success.</li> </ul>	
<b>Special School District – Paraprofessional, Jackson Park Elementary (08/2008–10/2012)</b> <ul style="list-style-type: none"> <li>• Assisted with behavior management and individualized instruction for students with disabilities.</li> </ul>	
<b>Leadership &amp; Related Experience</b>	<ul style="list-style-type: none"> <li>• Summer School Site Coordinator – Hazelwood School District</li> <li>• Instructional Facilitator – University City School District</li> <li>• Job Coach – St. Louis Arc &amp; United Cerebral Palsy</li> <li>• Child &amp; Adolescent Therapist II – The Center, East St. Louis, IL</li> <li>• Academic Tutor – Hazelwood School District</li> </ul>
<b>Awards &amp; Recognition</b>	<ul style="list-style-type: none"> <li>• Apple for the Teacher Award</li> <li>• Outstanding Honor Student – Department of Special Education, Fontbonne University</li> <li>• National Honor Society – Fontbonne University</li> </ul>

