



Q. Hathaway And Associates, LLC

*Empowering And Inspiring
A Generation*

www.QHAndAssociates.com





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Q. Hathaway & Associates, LLC is a woman and minority owned professional services provider based in metropolitan Little Rock, Arkansas. Q. Hathaway & Associates, LLC is dedicated to helping businesses, both public and private, complete their mission and vision through professional support.

Our Founder And Chief Executive Officer

Dr. Quintessa Hathaway is the founder, chief executive officer, and lead consultant our results-driven consulting and professional development firm. She has extensive experience in curriculum development, secondary through collegiate instruction, educational leadership, the social sciences, political civil engagement, and publishing. For over a decade, she served as a veteran educator and has taught in various capacities: secondary education in both middle and high school in urban settings, adjunct faculty at a metropolitan Little Rock college, alternative education, and adult education. For over six years, she has conducted professional development and training sessions for teachers, educational leaders, and civic organizations.

Dr. Hathaway is a recipient of public education throughout her scholastic journey. She truly believes education is the gateway to pull individuals up from poor socioeconomic backgrounds and has the power to transform a people. She is a graduate of the illustrious Jackson State University with a Bachelor of Arts in Political Science. She went on to graduate from the renowned Tennessee State University with a Master of Education degree in Curriculum and Instruction; a Specialist in Education degree in Administration and Supervision; and a Doctor of Education degree in Educational Leadership. Her groundbreaking dissertation, “The Common Core State Standards Initiative And The Achievement Gap” was a national analysis on our country’s educational policy. It is steeped in scholarship and has the potential to empower the

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American education system. Her findings and academic data demonstrate that most state standards are aligned to the *Common Core State Standards Initiative*. Therefore, our content and instructional practices are based on common curriculum standards.

Our Vision

We are dedicated to improving the lives of the most vulnerable in society, the children. We seek to bring strategic, measurable, achievable, relevant, and timely to school districts across the South and Midwest. Our vision is to make major strides, pull a people out of poverty, provide transformative solutions which aid districts to thrive academically.

Our History

In 2015, we began as a publishing company under the name, “Q. Hathaway Hervey Publishing Company, LLC.” We provide print and digital content for a variety of genres. The company offers a range of author solutions such as professional book editing, cover design, enhanced distribution, and marketing and promotional assistance. All published works are registered with the United States Copyright Office and the Library of Congress and contain International Standard Book Numbers (ISBN). Although the name has changed, the work remains. We continue to produce high quality published content for individuals and academic entities.

In December 2018, I broadened the focus of the organization and transitioned into education and will gradually rollout the political consulting piece over the next three years. Both venues have allowed my team and I to have a greater impact the quality of education in American schools and realign us to the political sphere. Dr. Hathaway leads a team of dynamic education and political consultants who are vested in fulfilling the organizational mission of “Empowering and inspiring a generation.”

Our Target Demographic

The American educational system has a rich history and a narrative of perseverance. Dr. Quintessa Hathaway’s self-titled organization has grown rapidly and is making major strides to help schools thrive academically. Her teammates and she are on a historic mission and calling to increase student achievement by double digit gains in the social science, English language arts, mathematics, and science subject areas in what we call, “The Freedom Schools,” underrepresented and poor communities, and those on the cusp of being world class.

Our greatest work is demonstrated in schools, districts, and state educational entities which are classified as Comprehensive Support and Improvement (CSI), Targeted School Improvement (TSI), and low performing. Together, we will empower educators, leaders, students, and families to raise achievement and shrink the opportunity gap.

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Our Services

- ✓ Teaching And Instructional Services (PreK-Higher Education)
- ✓ Professional Development And Training
- ✓ Strategic Planning Services
- ✓ Advisory Services (Educational And Political)
- ✓ Feasibility Studies
- ✓ Administrative Management And General Management Consulting Services
- ✓ Marketing Consulting Services
- ✓ Recruitment And Retention
- ✓ Educational Services
- ✓ Individualized Coaching
- ✓ School Operations And Management Services
- ✓ Not-For-Credit Classes, Seminars, Workshops And Etc.
- ✓ In-Service Training (For Employees)
- ✓ Publishing Services

Our Online Platform

- ✓ Currently, we are developing an online platform and webpages to offer online training and electronic educational content and course materials.
- ✓ This project has an anticipated completion date for October 2019

Our Focus

Solutions For K-12 And Higher Education

- ✓ Provide high yield and data-driven solutions to schools, districts, and statewide educational leaders

Lesson Planning And Curriculum Development

- ✓ Assist teachers with designing lesson plans to meet the students' academic and linguistic needs
- ✓ Utilizing research-based and high yield instructional strategies and content
- ✓ Developing and improving curriculums
- ✓ Application of the Marzano's High-Yield Instructional Strategies models, Blooms Taxonomy, and Depth of Knowledge instructional practices
- ✓ Analyze, synthesize, and evaluate all core subject pacing guides and curriculum maps with stakeholders
- ✓ We will diligently and successfully improve student achievement, in all grades including all subgroups, in literacy skills of reading comprehension and mathematics fluency

Culturally Responsive Education

- ✓ Assist teachers with building background knowledge in diverse learners

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- ✓ Assist teachers with instructional strategies and lesson delivery in a language diverse classroom

Assessment Tools And Student Progress

- ✓ Assist teachers with developing formal and informal assessment
- ✓ Assessment formulation using NAEP, ACT, SAT, and other state and national assessment style questions and responses

Restructuring English Language Learners And Special Education

- ✓ Assist teachers with planning student interaction to promote use of academic language among English Language Learning (ELL) and special education students
- ✓ Identify the components and features of the use of sheltered English instruction
- ✓ Incorporate sheltered instruction into lesson planning
- ✓ Implementing World-Class Instructional Design and Assessment (WIDA) Consortium Standards

Transforming School Climate And Culture

- ✓ Employ evidence-based and research-based strategies to transform school and district climate and culture
- ✓ Strategies to improve school communication among faculty, staff, and administration
- ✓ Evaluating surveys and implementing change
- ✓ Establishing a system of rewards
- ✓ Community perception
- ✓ School and district marketing campaign
- ✓ Alumni success stories and identify existing alumni efforts

Instructional Leadership

This area of focus addresses school and district leaders by:

- ✓ To construct and implement comprehensive, strategic, measurable, attainable, relevant, and timely goals to improve school and district climate and culture; and to build upon or sustain the best administrative and instructional practices in order to promote a high quality and rich learning environment where educators are effective, students are excelling, and knowledge is nurtured.
- ✓ Data and research driven strategies to advance the ever-expanding role of the building and district level administrator as an instructional leader and classroom educator
- ✓ Offering workshops and coaching that implement transformative practices which cause a paradigm shift in instructional leadership using data and evidence-based models
- ✓ This dynamic series of professional development and trainings are designed to develop a cadre of leaders who act as informed agents of change and leaders of social justice education within their school and systemwide

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- ✓ Implement a two-year plan for a school or district to be removed from Comprehensive Support and Improvement (CSI) or Targeted School Improvement (TSI) status
- ✓ Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps

New Teacher Development and Capacity Building

We will follow a pathway to place novice educators on the road to success. Teachers are aligned with peer coaches and mentors; as well as engagement with reflective practices and approaches to remain in the field. Insight is given to provide catalysts for professional development and discuss barriers to educator retention.

- ✓ Assist teachers with designing lesson plans to meet the students' academic and linguistic needs.
- ✓ Educators are trained using Charlotte Danielson Teaching, Learning, And Administrative Models
- ✓ Novice teachers will be trained and mentored by distinguished current and former classroom educators.
- ✓ Educators will be given the necessary tools to pass state and national teaching certification assessments in order to receive full teaching licensure.
- ✓ Beginning teachers will apply powerful techniques by using evidence to help improve their pedagogical practice
- ✓ The mentor collaborates with the beginning teacher in both observations and inquiries to build capacity and remain in the educational field
- ✓ Implement components of the "Introduction to the PATHWISE Framework Induction Program"
- ✓ We identify challenging areas within the school and further develop teacher strength areas, content knowledge, and other components of professional practice

Parent And Family Education

We collaborate closely with students and families to identify milestone information, issues and specific pathways for young learners as they transition from high school to two and/or four-year colleges and universities. We advise students, parents, and families successfully through the admission application, financial aid processes and other nuances of the higher education experience.

- ✓ Support parents, guardians, students and their families in their quest for their preferred schools or colleges.
- ✓ Our thorough process analysis, we encourage students to seek a challenging and personally satisfying direction in their educational and career pursuits.
- ✓ Promote the benefits of adult education and continuous education efforts for parents, community sustainability and vitality

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- ✓ Ongoing efforts and approaches to improve parenting and strengthen families
- ✓ Utilize research-based and meta-analysis strategies to conduct parent and family education, workshops, training, and etc.

Instructional Delivery

Our professional development equips educators, instructional coaches, and leaders with tools needed to prepare their students for state-mandated tests, high school completion, and post-secondary education.

This area of focus will be addressed with teachers, instructional coaches, and administrators through professional development and training:

- ✓ We deliver the district and state curriculums using effective proven strategies.
- ✓ We are experts in the *Every Student Succeeds Act*, the *Elementary and Secondary Education Act (ESEA)*, and the *Common Core State Standards Initiative (CCSS)*.
- ✓ We receive regular updates from the United States Department of Education and the state departments of education on educational policy and news
- ✓ Ongoing measurement of student achievement gains
- ✓ Employ empirical and quantitatively based methodologies and professional development sessions
- ✓ Use the following journal article to identify key SIOP vocabulary terminology.
Kareva, V., & Echevarria, J. (2013, October). Using the SIOP Model for Effective Content Teaching with Second and Foreign Language Learners. *Journal of Education and Training Studies*, 1(2), 239-248. <https://files.eric.ed.gov/fulltext/EJ1054872.pdf>
- ✓ We ensure that the teachers understand and are utilizing evidence-based instructional resources in their classrooms and the resources to meet learning goals

Instructional Coaching

This area of focus addresses educators and instructional coaches by:

- ✓ Model lessons and align instruction with curriculum to meet the needs of all students for teachers.
- ✓ Provide support to teachers using evidence-based coaching models
- ✓ Effectively use coaching protocols to provide meaningful feedback to teachers.
- ✓ Participate in data meetings and assist in developing instructional next steps for teachers.
- ✓ Conduct building-level professional development for instructional coaches and faculty members.

Content Area Support

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- ✓ Guiding and assisting the teachers in establishing and maintaining short-term and long-range goals as they relate to construction of lesson plans and assessments that are most impactful on student growth and achievement.
- ✓ We have a research-based lesson plan template which includes the latest trends and instructional strategies and methodologies in education. We conduct ongoing training and workshops over the template as well as individualized training sessions. Based on our observation, a short-term goal for educators is typically three professional development sessions.
- ✓ Educators will utilize our “Detailed Lesson Plan Template” to construct lesson plans for instruction.
- ✓ We conduct regular program evaluations and coordinate with educators and administrators to determine mastery of standards: as well as, training and employing several strategies and models
- ✓ Plan and implement comprehensive workshops to enhance the academic success of our services with a focus on lesson planning and rigor related to the overall curriculum
- ✓ Provide oversight and direction for faculty and administrators on best instructional practices which are relevant and based on current educational trends
- ✓ Emphasis in vocabulary, comprehension, and fluency

Using Assessments and Data Effectively

We will assess student learning with a variety of classroom, district, and state assessments; as well as, introducing elements and concepts on aligning criterion-based assessments to learning goals.

- ✓ Participants will be trained on how to employ Google Drive and Google Forms as a teaching, learning, and assessment tools
- ✓ Use assessment data to drive instructional decisions;
- ✓ Collect, organize, and disaggregate qualitative and quantitative data from district level, student assignment models, teacher created assessments
- ✓ Sustain and/or implement professional learning communities in an effort to impact future instruction through the proper use of data
- ✓ Assessment formulation using NAEP, ACT, SAT, and other state and national assessment style questions and responses

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Our Key Workshops

Recruiting And Retaining High-Quality And Effective Personnel

- ✓ Solutions-based initiatives to recruit and hire a highly qualified and diverse labor force

Academic Excellence In K-12 Education

- ✓ Fostering a culture of scholastic achievement that radiates from the school and district administration, educators, student body, parents and guardians, and the community

Promoting Quality Internal And External Communication

- ✓ Strategies to establish meaningful exchange of ideas and information within the organization itself and with external stakeholders

Summer Novice Teacher Orientation

- ✓ A pathway to place novice educators on the road to success. Teachers are aligned with peer coaches and mentors; as well as engagement with reflective practices and approaches to remain in the field. Insight is given to provide catalysts for professional development and discuss barriers to educator retention.

High Stakes Testing Boot Camp For Educators, Learners, And Administrators

- ✓ A three-month preparation for high stakes testing which includes assessment endurance, test anxiety, student demonstration of skills, intensive knowledge review, rigorous and fast paced content mastery, and conditioning techniques that resemble testing

An Outline For Dropout Prevention

- ✓ Analysis and evaluation of the ongoing research on dropout prevention and efforts to aid at-risk students and those with special needs

The Crisis and Some Solution for K-12 and Higher Education

- ✓ Tools for students, parents, teachers, and administrators to ensure every child receives a high-quality thriving education

Raising Student Achievement

- ✓ Workshop describes education as a matter of raising expectations in all capacities and bring substantial and systemic change

Student Assessment And Design Workshop

- ✓ Introduces elements and concepts on aligning criterion-based assessments to learning goals

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Professional Learning Communities (PLC) That Work

- ✓ Delivering powerful strategies for substantive school improvement

Feasibility Studies On District Strategic Planning

- ✓ A feasibility study analysis is conducted prior to an educational organization entering an agreement to determine its legal, technical, economic, resource, and scheduling factors associated with a project

Grading Policies That Promote Mastery

- ✓ Educators and administrators gain a greater understanding on standards-based grading processes and how to communicate student learning expectations to parents and guardians using the district's electronic gradebook

Rubrics: The Road To Achievement

- ✓ The creation and utility of high yield rubrics to demonstrate competency-based learning and achievement

Politics And Public Schools

- ✓ Expresses the intersection of the political arena and public education and the shared interest of both institutions.

Comprehensive Support And Improvement (CSI) And Targeted Support And Improvement (TSI): A Strategy That Wins

- ✓ Identifies measures that caused schools or district to be placed on Comprehensive Support And Improvement (CSI) And Targeted Support And Improvement (TSI) and provides an individualized action plan to exit status based on intensive support

Dropout Prevention: A Systems Approach For K-12

- ✓ A number of interventions from kindergarten through twelfth grade to address dropout prevention and close the achievement and opportunity gaps among minority students

Response To Intervention (RTI) And Student Support Teams (SST) Expertise

- ✓ Addresses concerns affecting student school performance and to implement tailored interventions based on goal setting, interventions, and pedagogical practices

Credit Recovery And Student Retention

- ✓ A variety of strategies to identify and engage at-risk students and increase student retention and reclamation

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STEM, AP, And IB For Minority Students

- ✓ Promoting and motivating minority students to enroll and attain credit in upper level coursework, Science, Technology, Engineering, And Mathematics (STEM), Advanced Placement (AP), International Baccalaureate (IB) course in order to shrink the racial and opportunity gaps

Mathematics Rising

- ✓ Participants are given sure fire interventions to change student perceptions about mathematics and increase fluency and raise performance

When The Children Buy-In, The Schools Win

- ✓ Use of tools and indicators to create buy-in, involve stakeholders, and monitor and report school and district progress

Needs Assessments

- ✓ Outline to processes associated with conducting a systemic needs assessment (i.e., root cause analysis of low performance, professional development to meet organizational needs, establishing SMART goals, collecting baseline data, galvanizing stakeholders and creating buy-in, setting expectations, and fundamental questions around assessment)

District Budgeting And Finances

- ✓ Equips schools and districts with strategies to be financially sound and stable during local, state, and federal economic peaks and downturns

Building A Quality Adult Education Program

- ✓ Step-by-step measures to build and sustain a high-performing adult education program that enriches the local community and shrinks the opportunity gap

Reading Is A Civil And Silver Right

- ✓ Initiative that approaches grade level reading proficiency as a matter of civil rights and economic empowerment

Unpacking The Common Core State Standards Initiative (CCSS)

- ✓ Interpret, analyze, evaluate, and comprehend the Common Core State Standards Initiative; as well as the achievement gap data for years 2009 and 2016

Transforming Middle Schools/Transitional Plans

- ✓ Team building and high school preparation strategies that truly work for middle school students for high school rigor and content readiness

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Superlative Support Staff

- ✓ Enhancing a school climate and culture where a model support staff is engaged in more facets of school improvement

Preventative Action Plans and Emergency Procedures

- ✓ Review and revise action plans and emergency procedures

Hands-On Learning And Field Projects In Every Discipline

- ✓ Hands-on, field projects, and brain-based learning strategies and activities which extend comprehension and knowledge retention for every academic discipline

Evidence-Based Strategies For Supporting And Enhancing Parental Involvement And Communication

- ✓ A strategic plan for improving relationship building, academic partnerships, and communication at the school level with students, parents, guardians, adult supporters, educators, and administrators

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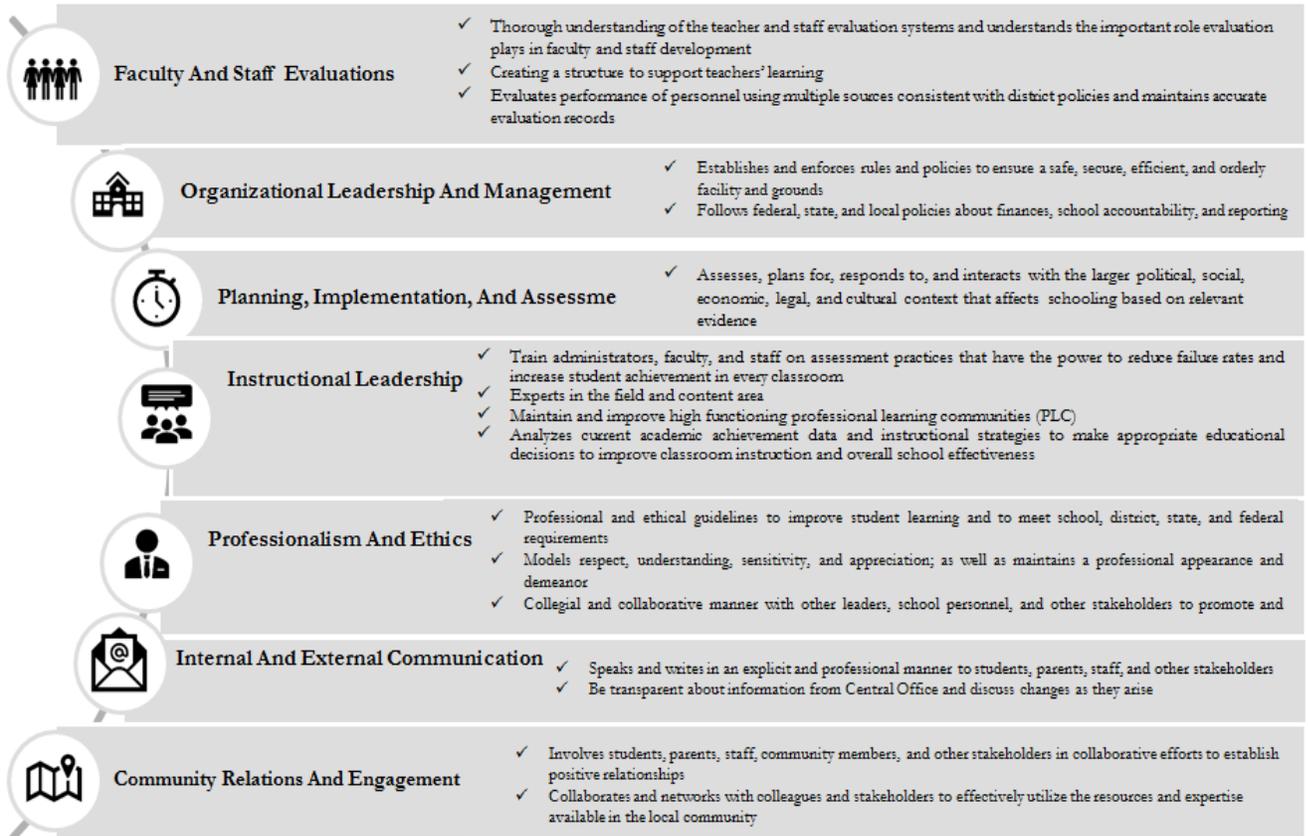
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Administrative Leadership Evidence-Based Model



REFERENCES

- Georgia Department Of Education. (2018, July). Georgia's Leader Keys Effectiveness System Implementation Handbook. In *Leader Keys Effectiveness System*. Retrieved from <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/TKES%20LKES%20Documents/LKES%20Handbook2018.2019.pdf>
- Jaquith, A. (2018, July). Site-Based Leadership for Improving Instruction. *The Educational Forum*, 79, 12.
doi:https://www.tandfonline.com/doi/pdf/10.1080/00131725.2015.972805?needAccess=true

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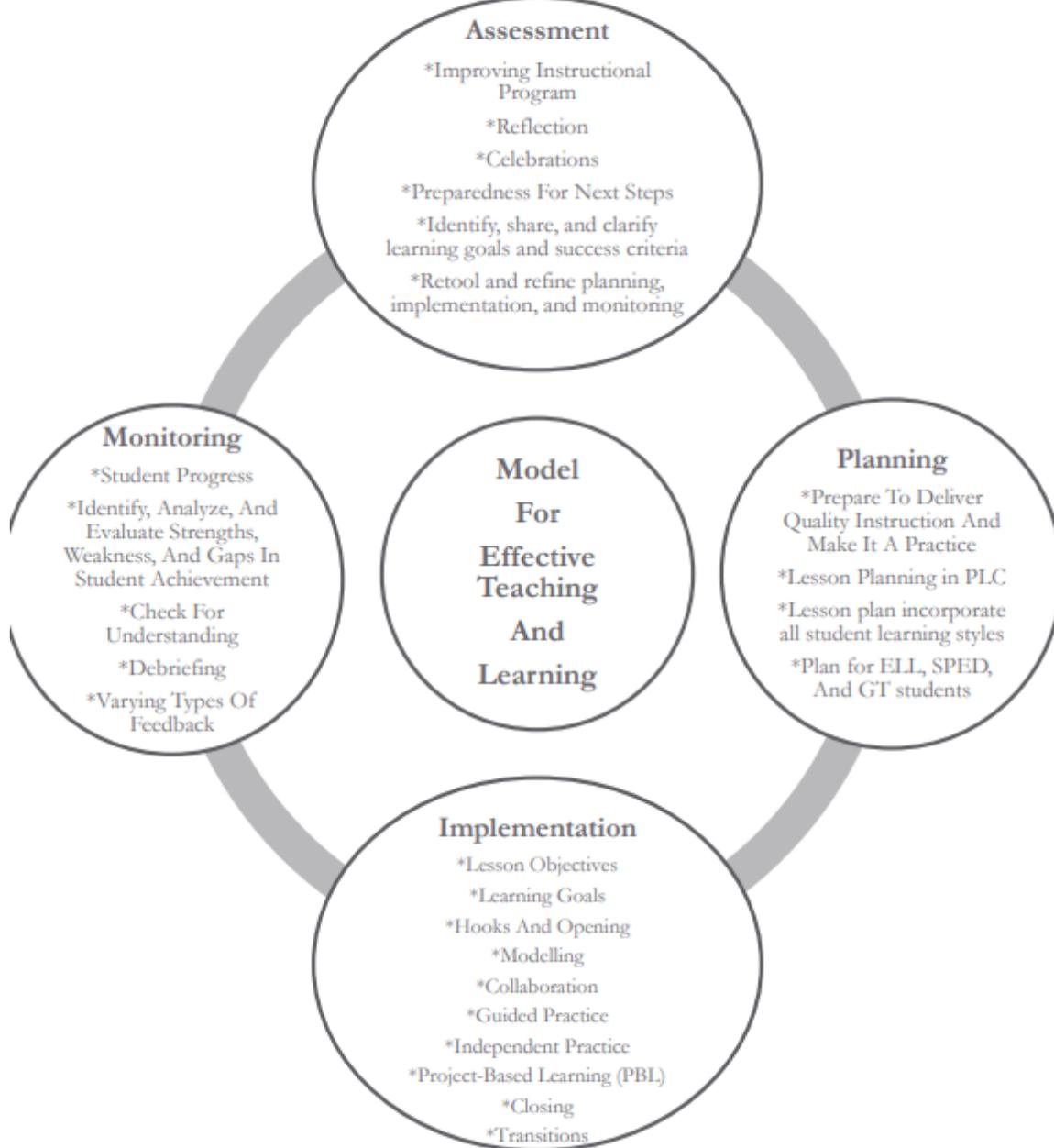


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Model For Effective Teaching And Learning



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Georgia Department Of Education. (2018, May). System For Effective School Instruction: A Model For School Leaders To Build An Effective Instructional Program. In *System for Effective School Instruction: A Model Instructional Program*. Retrieved from <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction%20v2.pdf>

Maurer, A. (2019). Strategies for Teaching English Language Learners. In *Scholastic*. Retrieved from <https://www.scholastic.com/teachers/articles/teaching-content/strategies-teaching-english-language-learners/>

The Milwaukee Mathematics Partnership. (n.d.). Types Of Feedback!. In *Types Of Feedback*. Retrieved from http://www4.uwm.edu/org/mmp/Word%20Docs/Yr5_WordDocs/Types-Feedback.doc

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Instructional Coaching Evidence-Based Model



REFERENCES

- Arkansas Department Of Education. (2013, August 14). Arkansas TESS And LEADS Resources. Retrieved from https://www.nctq.org/dmsView/Handbook_8-12-15-81311
- Georgia Department Of Education. (2018, July). Georgia's Leader Keys Effectiveness System Implementation Handbook. In *Leader Keys Effectiveness System*. Retrieved from <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/TKES%20LKES%20Documents/LKES%20Handbook2018.2019.pdf>
- Jaquith, A. (2018, July). Site-Based Leadership for Improving Instruction. *The Educational Forum*, 79, 12.
doi:<https://www.tandfonline.com/doi/pdf/10.1080/00131725.2015.972805?needAccess=true>

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High Yield And Effective Instructional Strategies And Summaries

Identifying Student Learning Styles

A measure of effective teaching and learning is to identify student learning styles. The application of all four modalities is determines readiness to learn, emotional intelligence, and opportunities for academic success.

Luft, V. (1993, November). Theme: Effective Teaching. Agricultural Education Magazine, 66(5), 4-16.

Powell, W., & Kusuma-Powell, O. (2011). How to Teach Now. In ASCD: Learn. Teach. Lead. Retrieved from <http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx>.

Best Note Taking Methods

Note taking strategies as a way to store information for future recall

Murphy, D. (2016, April 8). Handwriting and Typing: The Impact of Note-Taking on Recall. In AERA Online Paper Repository. Retrieved from <http://web.a.ebscohost.com/ehost/detail/detail?vid=4&sid=1224d00c-aa02-4043-9212-a5041b582c72%40sdc->.

Evaluation Of Disciplinary Topics

Evaluation strategies are employed around expressing significance, justifying, contextualizing, and textual evidence

CCSS.ELA-LITERACY.WHST.6-8.1.B
CCSS.ELA-LITERACY.WHST.9-10.1.C
CCSS.ELA-LITERACY.WHST.11-12.1.A
CCSS.ELA-LITERACY.WHST.11-12.1.C

Four Major Types Of Essay Writing

Best practices for the four major academic essay writing styles

CCSS.ELA-LITERACY.W.3-5.10
CCSS.ELA-LITERACY.W.6.-12.2

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Charlotte Danielson Teaching, Learning, And Administrative Models

The educational frameworks of Charlotte Danielson are highly regarded throughout academia. We utilize her strategies to determine quality instruction and best administrative performances

Rubrics: The Road To Achievement

Application of quality rubrics and their formation on performance tasks and critical thinking

Cargas, S., Williams, S., & Rosenberg, M. (2017, December). An Approach To Teaching Critical Thinking Across Disciplines Using Performance Tasks With A Common Rubric. *Thinking Skills and Creativity*, 26, 24-37. doi: <http://dx.doi.org/10.1016/j.tsc.2017.05.005>

Wolf, K., Connelly, M., & Komara, A. (2008). A Tale Of Two Rubrics: Improving Teaching And Learning Across The Content Areas Through Assessment. *Journal of Effective Teaching*, 8(1), 21-32.

Cross-Discipline Approach To The Arts

Cross-disciplinary strategies that integrate the arts into the core curriculum and enhance artistic expression

MIT Center for Art, Science & Technology (CAST). (2013). In *Arts: Center For Arts, Science, & Technology At MIT*. Retrieved from <https://arts.mit.edu/cast/projects/classes/>

Bring Words To Life

A variety of higher order thinking skills and vocabulary incorporation strategies are utilized

CCSS.ELA-LITERACY.W.4-12.2.D

CCSS.ELA-LITERACY.L.4.4

CCSS.ELA-LITERACY.L.5.5.C

CCSS.ELA-LITERACY.L.6.4

CCSS.ELA-LITERACY.L.8.5

CCSS.ELA-LITERACY.L.4-12.5

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing Words to Life, Second Edition: Robust Vocabulary Instruction*(2ndnd ed.). New York City, NY: The Guilford Press.

Interdisciplinary Approaches

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An in-depth approach to the connections of common content within each discipline; as well as promotes significant teaching and learning.

CCSS.ELA-LITERACY.CCRA.SL.1

CCSS.ELA-LITERACY.CCRA.L.6

Culhane, J., Niewolny, K., Clark, S., & Misyak, S. (2018). Exploring The Intersections Of Interdisciplinary Teaching, Experiential Learning, And Community Engagement: A Case Study Of Service Learning In Practice. *International Journal Of Teaching & Learning In Higher Education*, 30(3), 412-422. Retrieved from EBSCO Host.

Data Driven Instructional Leadership

Transformative practices to cause a paradigm shift in instructional leadership using data and evidence-based models

Educational Leadership Constituent Council (ELCC)
The Interstate School Leaders Licensure Consortium (ISLLC)
School Leadership Licensure Assessment (SLLA)
Southern Regional Education Board (SREB)
National Association of Elementary School Principals (NAESP)

Blooms Taxonomy And Depth Of Knowledge

Strategies and assessments skills are used to determine student cognitive, affective, and psychomotor learning

Chandio, M., Pandhiani, S., & Iqbal, R. (2016, December). Bloom's Taxonomy: Improving Assessment And Teaching-Learning Process. *Journal of Education and Educational Development*, 3(2), 203-221. Retrieved from EBSCO Host.

Hess, K. (2013). A Guide for Using Webb's Depth of Knowledge with Common Core State Standards. Retrieved from <https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments/Webbs-DOK-Flip-Chart.pdf.aspx>

Textual Complexity

Methods and utility to increase textual complexity and student exposure to rigorous college and career readiness literacy

Council Of Chief State School Officers And The National Governors Association. (2019). Supplemental Information for Appendix A of the Common Core State Standards for

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English Language Arts and Literacy: New Research on Text Complexity. In Common Core State Standards. Retrieved from <http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf>

Universal Terminology For College And Career Readiness

Analysis and comprehension of the most common terminology in most higher education and career settings

CCSS.ELA-LITERACY.L.4-12.4

CCSS.ELA-LITERACY.L.4.5

Johnson Learning System For Mathematics

We apply the Johnson Learning System, an acclaimed mathematics problem solving curriculum, for our chief strategy for mathematics literacy. Dr. Courtney Johnson an international presenter and is highly regarded educationalist with over twenty years of experience in the field.

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Measuring Success

We have a team of educators that have systematically brought about double-digit academic gains in all core subjects through reliable evidence-based instructional methodologies and practices. Consultants have served in low income, underrepresented, urban, rural, suburban, and higher education.

- When we start a contractual partnership, we collect, organize, and disaggregate the data as a baseline (i.e. student and teacher attendance, high school student college acceptance, graduation rate and student promotion, mobility rate, retention rate, school population, and etc.).
- We create and implement a plan with the stakeholders and prioritize goals.
- The state accountability system and legislation are employed and monitored.
- We apply individualized strategies, interventions, and supports to transform an organization.
- We provide interim quarterly reports to our partner as a measuring rod of our gains and success.
- We evaluate student pre- and post- classroom assessments.
- We review the implementation of our strategies with the educators and school site administrators.
- We collect, organize, and disaggregate benchmark assessment data; as well as state high stakes testing data that is given to our educational partner over the summer.
- We utilize our activity logs and observation reporting to streamline the amount of time we spend with specific educators and administrators.
- Our team will conduct an on-site unbiased observation of school and district academic programs. The school and district level administrators will then be given a report of recommendations, findings, and commentary on the next steps for improvement. Administrators and our team will address the report via conference call and will be receive a written an electronic copy of the report a minimum of one week prior to contact.
- An initial baseline report will be provided to the administration on September 1. Other interim reports will be provided on or about November 29, February 14, and May 29.
- Schools will decrease the number of students scoring Levels 1–3 in each subgroup;
- We will work with English Language Learning (ELL) students’ grades kindergarten through twelve to make adequate yearly progress and growth.
- We will collaborate with stakeholders to establish strategies and interventions specific to decreasing minority students identified for placement in special education services
- We will participate in instructional team meetings with teachers, instructional coaches, and leaders to use students’ data to guide instructional changes to plan and implement high quality instruction for students with diverse needs;
- Schools will decrease the number of students in each of the Levels 1–3 by at least 5%;

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- Schools will increase the number of students in each of the Levels 4 and 5 by at least 5% and/or increase schools' accountability grades by at least one letter grade as determined by the district and state accountability systems.
- Provide administrative support and data driven leadership strategies to increase the number of students proficient in core subjects that take the state criterion-based assessment.
- We will be implementing initiatives to improve teacher and principal quality and ensure that all teachers are highly qualified; as well as conduct training session on how educators can pass PRAXIS test and administrators can pass the School Leadership Licensure Assessment (SLLA).
- Improve student achievement for all sub-groups in Algebra I. (i.e. solving equations and linear and non-linear functions), Geometry (i.e. triangles, coordinate geometry and transformations, and measurement) using the Johnson Learning System.
- To improve student achievement in grades 3-8, including all subgroups, in mathematical skills in the area of number and measurement, geometry, and problem-solving using the Johnson Learning System. Dr. Courtney Johnson is an amazing talent, former administrator, entrepreneur, and educator. With over twenty years in the field, he has carved out a niche as a leading voice in mathematics education. He is an acclaimed presenter and textbook author of "Math Fluency in Problem Solving." He is the creator and chief executive officer of the Johnson Learning System. Please refer to his website johnsonlearningsystems.com.
- Improve student achievement for all sub-groups in the social sciences

Our Communication With Teachers, Administrators, And Stakeholders

- ✓ In order to maintain transparency, all agendas, activity logs, conference and observation reports, and post-professional development training survey and reflection form will be provided.
- ✓ We conduct quarterly on-site briefings with the local school administration, superintendent, and appropriate district level personnel.
- ✓ We hold face-to-face meetings with stakeholders as needed.
- ✓ We attend data and leadership team meetings at the local schools and at the district level.
- ✓ We coordinate with the department of professional development to include all delivered professional development in the database system
- ✓ Ongoing measurement of student achievement gains
- ✓ Employ empirical and quantitative based methodologies and professional development sessions

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Protocol For Examining Academic Data

Content Area Or Department

- Social Studies Mathematics Science English Language Arts Elective
 School _____ Districtwide _____

Course Name	Date
Grade Level(s)	Time
Location Of Meeting	Length of Meeting

Frontload

1. Hypothesize the results of the academic data for each class, school, or district.
2. Common formative or summative assessment has been given to students using a valid and reliable testing instrument.
3. All data has been collected by educators.
4. Data was reviewed and an item analysis was completed to identify areas of deficiency prior to meeting.

Data Analysis

Total Population	
Number Of Students Tested	
% Of Students Tested	
Number Of Students Proficient	
% Of Students Proficient	
Number Of Students Deficient	
% Of Students Deficient	

Subgroup Data Evaluation

	Female Students	Male Students
Total Number Of Students Tested		
% Of Students Tested		
Number Of Students Proficient		
% Of Students Proficient		
Number Of Students Deficient		
% Of Students Deficient		

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Number Of Special Education Students Tested	
% Of Special Education Students Tested	
Number Of Special Education Students Proficient	
% Of Special Education Students Proficient	
Number Of Special Education Students Deficient	
% Of Special Education Students Deficient	

Number Of English Language Learning (ELL) Students Tested	
% Of English Language Learning (ELL) Students Tested	
Number Of English Language Learning (ELL) Proficient	
% Of English Language Learning (ELL) Students Proficient	
Number Of English Language Learning (ELL) Students Deficient	
% Of English Language Learning (ELL) Students Deficient	

Number Of African American Students Tested	
% Of African American Students Tested	
Number Of African American Students Proficient	
% Of African American Students Proficient	
Number Of African American Students Deficient	
% Of African American Students Deficient	

Number Of Hispanic American Students Tested	
% Of Hispanic American Students Tested	
Number Of Hispanic American Students Proficient	
% Of Hispanic American Students Proficient	
Number Of Hispanic American Students Deficient	
% Of Hispanic American Students Deficient	

Number Of Asian American Students Tested	
% Of Asian American Students Tested	
Number Of Asian American Students Proficient	
% Of Asian American Students Proficient	
Number Of Asian American Students Deficient	
% Of Asian American Students Deficient	

Number Of Students Of Two Or More Races Tested	
% Of Students Of Two Or More Races Tested	
Number Of Students Of Two Or More Races Proficient	
% Of Students Of Two Or More Races Proficient	

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Number Of Students Of Two Or More Races Deficient	
% Of Students Of Two Or More Races Deficient	

Low Socioeconomic Status

Number Of Students Tested	
% Of Students Tested	
Number Of Students Proficient	
% Of Students Proficient	
Number Of Students Deficient	
% Of Students Deficient	

Interpreting Data

1. What is the data telling us?
2. What does the data not tell us? Make inferences.
3. Describe and discuss the relationship between test questions and responses.
4. Summarize the detailed results.
5. Compare and contrast overall results to past data collection, analysis, and findings.
6. Identify three (3) strengths and three (3) weaknesses of each data set. Then, state three (3) strengths and three (3) weaknesses of the tested entire tested population.
7. What were the potential weaknesses which could have affected the results?
8. What are the statistical patterns and trends?
9. Compare and contrast results of data to past school, district, and state on the topic(s) assessed.
10. Identify students that showed growth.
11. What are the key conclusions?
12. Was there a change in the achievement gap?

Pedagogy And Implementation

1. Share best practices.
2. What are the problems of practice suggested by the data?
3. Describe and discuss modifications, interventions, and differentiation for subgroups to become proficient.
4. What instructional strategies will be employed in the classroom or schoolwide to address proficient and advanced students; as well as the gifted and talented students?
5. Address student feedback in a timely and strategic manner.
6. Communicate a common message to students, parents and guardians, administration, and stakeholders.

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7. What good news is there to celebrate? What are the indications of success in the data?

Next Steps And Closing

1. Prioritize what needs to be done between now and the next meeting.
2. Assign duties to team member(s).

Decisions And Actions

Notes

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REFERENCE

Creswell, J. W. (2011). *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research* (Fourth ed.). N.p.: Phi Learning Pvt. Ltd-New Delhi.

National School Reform Faculty Materials. (n.d.). Protocol for Examining Data. Retrieved from <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/244/secondary%20sba%20resources/Protocol%20for%20Examining%20Data.pdf>

PLC 5-Step Process for Looping Data with Teams. (n.d.). In *MSC Digital Handouts*. Retrieved from http://handouts.gsltemplate.org/files/upload/5_Step_Process_for_Looping_Data_with_Teams.pdf

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Our Team

Our team of consultants have over one twenty hundred years of combined experience as highly qualified educators, published authors, textbook writers, instructional coaches, STEAM-certified teachers, grant writers, social workers, entrepreneurs, and administrators who bring transformative solutions and evidence-based strategies to schools, districts, colleges, and universities across the southern and midwestern United States of America.

- ✓ Each of our consultants are highly qualified educators as expressed by the *No Child Left Behind* legislation.
- ✓ All consultant holds a minimum of a bachelor's degrees and our combined educational degrees total twenty-two.
- ✓ We have built an eclectic and heavy hitting team of expertise in their fields.
- ✓ Please visit, <https://www.atalkwiththecommunity.com/ourteam> for more details.



Dr. Quintessa Hathaway

11 Years Of Service In Educational Instruction And Leadership
Social Studies Educator, Traditional, Alternative, Collegiate, And Adult Education
School-Based Leadership Team
Author And Publisher
Department Chair
LRSD Districtwide Social Studies Curriculum Author And Co-Author
National Education Conference Presenter
Motivational Speaker
Former Tennessee House Of Representatives Candidate



Dr. Kevin Edinburg

Over 20 Years Of Service In Educational Instruction And Leadership
Special Education Guru
Organizational Manager
Instructional Leader
Registrar
Night School Administrator
Case Manager
Assistant Professor Of Education, Regis University



Dr. J. Michael Harpe

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Higher Education Administration (Vice President, Dean Of Students)
Entrepreneur JMH, Group, LLC (A Higher Education Consulting Firm)
Coordinator Of The North Carolina TEACH & North Carolina Model Teacher Consortium at Fayetteville State University
Licensed School Guidance Counselor
First Recipient Of The Joseph and Lynne Horning Faculty Fellowship At Mount Saint Mary's University
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Dr. Courtney Johnson

Over 20 Years Of Service In Educational Instruction And Leadership
Prekindergarten Through Secondary School Principal
Entrepreneur And Chief Executive Officer (Johnson Learning System) and Educator
Leading Voice In Mathematics Education
Textbook author, "Math Fluency in Problem Solving"
Mathematics And Science Educator
Instructional Coach
International Education Conference Presenter



Ms. Camillia Jones

Over \$1 Million In Grantwriting And Acquisition
Lifelong Community Servant
Ordained Minister
Walking In Purpose, Inc., Founder And Chief Executive Officer
Social Worker
Community Advocate
Entrepreneur
Motivational Speaker



Mrs. Sherlene Merritt

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English Language Arts Educator
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Project Manager

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- ✓ Higher Education Instruction And Leadership
- ✓ Student Achievement And Success
- ✓ Marketing And Social Media
- ✓ Strategic Planning
- ✓ Public Speaking
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- ✓ Adult Education
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- ✓ Response To Intervention And Student Support Systems
- ✓ Data Usage, Analysis, And Interpretation
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- ✓ Curriculum Development
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- ✓ Leadership and Team Building
- ✓ Not-For-Credit Classes, Seminars, And Workshops
- ✓ Data Usage, Analysis, And Interpretation
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- ✓ Crisis Management And Prevention
- ✓ Response To Intervention (RTI) And Student Support Teams (SST)
- ✓ Preventative Action Plans and Emergency Procedures
- ✓ Support Staff
- ✓ Family And Community Engagement
- ✓ Not-For-Credit Classes, Seminars, And Workshops
- ✓ Data Usage, Analysis, And Interpretation
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- ✓ Project Management And Organizational Development
- ✓ Curriculum Development And Improvement
- ✓ Novice Teacher Mentoring
- ✓ Recruitment And Retention
- ✓ Data Usage, Analysis, And Interpretation
- ✓ Individualized Coaching
- ✓ Standardized Testing Preparation
- ✓ Strategic Planning
- ✓ English Language Arts (ELA) Instruction And Leadership
- ✓ Not-For-Credit Classes, Seminars, And Workshops

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APPENDIX

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Detailed Lesson Plan Template

CLASS: U.S. History Since 1877 U.S. History Before 1877 Pre-AP **World History**

Week Of: _____

CHAPTER NUMBER	
CHAPTER TITLE	
SUBTITLE	
SECTION NUMBERS AND TOPIC	
ADDITIONAL RESOURCES	

Key People	
Key Vocabulary	
Key Places And Organizations	
Key Laws, Policies, And Theories/Theorems	

<p>Lesson Objectives: Students shall be able to</p> <p>Learning Goal: The goal is for students to</p>	<p>Date-</p> <p>Bell Ringer:</p> <p>Activity:</p> <p>Date-</p> <p>Bell Ringer:</p> <p>Activity:</p>
---	---

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	<p>Date-</p> <p>Bell Ringer:</p> <p>Activity:</p> <p>Date-</p> <p>Bell Ringer:</p> <p>Activity:</p> <p>Date-</p> <p>Bell Ringer:</p> <p>Activity:</p>
<p>Type(s) Of Grouping-</p> <p>Teacher Holds Individual And/Or Group Conferences-</p> <p>Special Needs And ELL Students</p>	<p>Compelling Questions-</p> <p>Supporting Questions-</p>
<p>State Frameworks And Standards/Student Learning Expectations-</p> <p>Common Core State Standards-</p> <p>CCSS.ELA-LITERACY.RL.9-10.1</p>	<p>Assessment</p> <p>Date-</p> <p>Title Of Assessment:</p>

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<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Project-Based Learning (PBL) Opportunity-</p> <p>Date-</p> <p>Title Of Project:</p> <p><input checked="" type="checkbox"/> Individual <input type="checkbox"/> Small Group</p> <p>Materials and Resources:</p> <p>Student-Chromebook</p> <p>Teacher-</p> <p>PowerPoint Presentation</p> <p>Scanned And Hard Copy of the Reading Assignment</p> <p>Websites Utilized:</p>
<p>Methodology-</p> <p>Whole Group Discussion</p> <p>Independent Practice</p> <p>Special Needs And ELL Facilitation with Instructor</p> <p>Bloom’s Taxonomy Questioning</p> <p>Accountability Talk Of Bell Ringer Writing</p> <p>Depth Of Knowledge Wheel Levels 2, 3, And 4</p>	<p>Homework-</p> <p>Date-</p> <p>Title Of Assignment:</p> <p>Reflection:</p>

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Essay Writing Rubric

Full Name _____ Date _____

Subject _____ Class Period/Block _____ Student Number _____

Categories	Exemplary	Satisfactory	Developing	Unsatisfactory
Position Statement/Thesis: Viewpoint or opinion taken about a specific topic ___/5	The position statement provides a clear, strong statement of the author’s position on the topic. (5 Points)	The position statement provides a clear statement of the author’s position on the topic. (4 Points)	A position statement is present but does not make the author’s position clear. (2-3 Points)	There is no position statement. (0-1 Point)
Support for Position: Related comments that enhance the position statement. Highlights and extends argument to another level. ___/10	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader’s concerns, biases or arguments and has provided at least 1 counterargument. (9-10 Points)	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. (8 Points)	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. (6-7 Points)	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). (0-5 Points)
Evidence and Examples: Ideas expressed based on proof or realistic situations.	All the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence	All of the evidence and examples are specific, relevant and explanations are given that show	At least one of the pieces of evidence and examples is relevant and has an explanation	Evidence and examples are not relevant and/or are not explained.

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	supports the author's position. (23-25 Points)	how each piece of evidence supports the author's position. (20-22 Points)	that shows how that piece of evidence supports the author's position. (11-19 Points)	
<u> </u> /25				(0-12 Points)
Audience: The individual or people that will be reading or listening to text.	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.
<u> </u> /5	(5 Points)	(4 Points)	(2-3 Points)	(0-1 Point)
Organization: Developing a well-structured, following an order for understanding	-Skillful -Strong, engaging introduction -Effective sequencing of ideas relating back to key subtopics	-Appropriate -Adequate sequencing of ideas based on key subtopics	-Weaknesses -Need some revision -Evidence may be isolated facts with weak sequencing	-Little or no structure -Many categories may need major revisions
<u> </u> /5	(5 Points)	(4 Points)	(2-3 Points)	(0-1 Point)

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<p>Word and Language Choice: Selection of words are aligned with topic</p> <p>___/15</p>	<p>-Demonstrates exceptional usage of words and phrases that powerfully convey the intended message. Very precise.</p> <p>(14-15 Points)</p>	<p>-Demonstrates correct, adequate words and phrases in order to get message across. Precise.</p> <p>(12-13 Points)</p>	<p>-Demonstrates more precise and accurate words and phrases that are needed to create a clear message.</p> <p>(8-11 Points)</p>	<p>-Limited vocabulary; words may be used inappropriately and out of context. -Application of slang or other poor language usage.</p> <p>(0-7 Points)</p>
<p>Grammar, Punctuation, and Sentence Structure: Usage of grammar, punctuation in effective manner; as well as sentence formation</p> <p>___/20</p>	<p>-Essentially flawless. -Proper grammar and punctuation. -Fully elaborate. Vivid, concise sentences with variety. Most sentences are grammatically correct.</p> <p>(19-20 Points)</p>	<p>-Shows some weakness in grammar. Few errors. -Acceptable sentence quality.</p> <p>(16-18 Points)</p>	<p>-Pattern of errors. -Listing. Highlighting. Random organization. Short, simple sentences.</p> <p>(11-15 Points)</p>	<p>-Little knowledge of grammar displayed. -No elaboration. Little or no organization. Repetitive. Choppy sentences. Sentence problems. No long sentences.</p> <p>(0-10 Points)</p>
<p>Originality: Ability to approach assignment with new ideas or information, creativity</p> <p>___/5</p>	<p>-Product shows a large amount of original thought. Ideas are creative and inventive.</p> <p>(5 Points)</p>	<p>-Product shows some original thought. Work shows new ideas and insights.</p> <p>(4 Points)</p>	<p>-Uses of other people's ideas; giving them credit, but there is little evidence of original thinking.</p> <p>(2-3 Points)</p>	<p>-Uses other people's ideas but does not give them credit.</p> <p>(0-1 Point)</p>

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Grade: Essay #1___ Essay#2___ Essay #3___ Essay #4___ Essay #5___ Essay #6___
Essay #7___ Essay #8___ Essay #9___ Essay #10___

Educator Feedback Box

Date	Essay #	Comments
	1	
	2	
	3	
	4	
	5	
	6	

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	7	
	8	
	9	
	10	

Student Self-Evaluation Box

Date	Essay #	Comments
	1	
	2	

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	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

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Mississippi College And Career Readiness Standards For English Language Arts

College And Career Readiness Standards: Writing

CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

College And Career Readiness Standards: Language

CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Post-Professional Development Training Survey And Reflection Form

Title Of Professional Development _____

Date	
Location Of Activity (Room Number And Facility)	
Length of Activity	
Consultant(s)	
<input type="checkbox"/> Dr. Kevin Edinburg, Consultant <input type="checkbox"/> Dr. J. Michael Harpe, Consultant <input type="checkbox"/> Dr. Quintessa Hathaway, Founder, Chief Executive Officer, And Lead Consultant <input type="checkbox"/> Dr. Courtney Johnson, Consultant <input type="checkbox"/> Ms. Camillia Jones, Grant Writer And Consultant <input type="checkbox"/> Mrs. Sherlene Merritt, Consultant <input type="checkbox"/> Other _____	

Survey

Directions: Using the Likert Scale, where 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree, evaluate today's professional development session.

1. The content in this session was consistent with the description and objective. 1 2 3 4 5
2. The presenter demonstrated a thorough knowledge of the subject matter. 1 2 3 4 5
3. The instructional techniques used during the training session contributed to a quality learning experience. 1 2 3 4 5
4. The professional development session provided opportunities to acquire or expand ideas, methodologies, and skills. 1 2 3 4 5
5. Knowledge and skills acquired during training session will be demonstrated on my lesson plans and applied in my classroom or administrative duties. 1 2 3 4 5
6. Implementation of the acquired or expanded ideas, methodologies, and skills from the professional development session will improve student achievement. 1 2 3 4 5
7. Overall, please rate this professional development session. 1 2 3 4 5

Participant Written Response

8. As a result of this professional development session, I will initiate the following action:

9. To execute the acquired or expanded ideas, methodologies, and skills, I will need the following support from the state department of education, district, campus leadership, or education consultant agency:

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10. What professional development sessions and workshops would you like to participate in the future?

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Classroom Observation Form

Educator(s)/Administrator(s) Name _____

Type Of Observation

- Face-To-Face Video Submission Classroom Walkthrough

Content Area Or Department

- Social Studies Mathematics Science English Language Arts Elective

Course Name	Date
Grade Level(s)	Time
Location Of Observation	Length of Observation
Observer(s)	
<input type="checkbox"/> Dr. Kevin Edinburg, Consultant <input type="checkbox"/> Dr. J. Michael Harpe, Consultant <input type="checkbox"/> Dr. Quintessa Hathaway, Founder, Chief Executive Officer, And Lead Consultant <input type="checkbox"/> Dr. Courtney Johnson, Consultant <input type="checkbox"/> Ms. Camillia Jones, Grant Writer And Consultant <input type="checkbox"/> Mrs. Sherlene Merritt, Consultant <input type="checkbox"/> Other _____	

- Local School Administration Central Office Administration

Planning

Lesson Objective And Learning Goal	
What is the lesson objective?	
What is the learning goal?	
Type(s) Of Grouping	
How will the students be group during collaborative instruction?	
Why have you chosen this grouping, and how does it contribute to	

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differentiation of instruction?	
Methodology	
What teaching method(s) will you use for this lesson to include technology?	
Why have you chosen these methods and how do they contribute to differentiation of instruction?	

Activities	
List Of Activities	Time Allotted For Each Activity

Instructional Materials And Resources	
List Of Materials And Resources	
Why have you chosen these instructional materials? How do they contribute to differentiation?	
Data And Assessment	
Specify the data have you analyzed to prepare for this lesson.	
Describe how you used the data and/or assessment in your planning for instruction.	

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Total Number Of Students On Roster	
Number Of Students In Class Present	
Total Number Of Students	_____ Female _____ Male
Number Of Special Education Students	
Number Of English Language Learning (ELL) Students	
Number Of African American Students	
Number Of Hispanic American Students	
Number Of Asian American Students	
Number Of Students Of Two Or More Races	
Number Of Students Of Low Socioeconomic Status	

Observer Notes On Implementation

Students' Background Knowledge And Experiences
Student Usage Of Academic Vocabulary And Quality Of Academic Conversation
Differentiated Instruction
Student Content Comprehensibility
Effectiveness Of Instructional Planning, Collaboration, Methodology, Activities, Time, Materials, And Resources

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Creating A Conductive Environment For Student Learning And Consistent High Expectations

Post-Observation Reflection Questions And Statements

1. Describe and discuss how you demonstrated a comprehensive understanding of the curriculum and its application to instruction.
2. Provide examples of how you modelled instructional practices that were high yield, evidence-based, research-based, higher order thinking, and data-driven.
3. How did student-centered learning occur and were they engaged in a quality learning experience?
4. Were your lesson objective and learning goal met? How was that determined?
5. Did you depart from anything you planned for in this lesson? If so, why?
6. If you were going to teach this class again to the same students, what would you do differently? What would you do the same? Why?
7. Identify an individual or group of students who did well in this lesson.

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REFERENCE

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2nd ed.). Alexandria, VA: Association for Supervision & Curriculum Development.

Educational Testing Service. (2005). Pathwise/Praxis III Domains. In *ETS*. Retrieved from https://www.ets.org/s/efolio/pdf/Intro_PW_FW_Induction_Program.pdf

Little Rock School District. (2003, June). Professional Teacher Appraisal System (PTAS). Retrieved from <https://www.nctq.org/dmsView/66-08>

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Greenville Public School District RFP Documents

**GREENVILLE PUBLIC SCHOOL DISTRICT
BOARD OF TRUSTEES
412 SOUTH MAIN STREET-ZIP 38701
POST OFFICE BOX 1619 - ZIP 38702
GREENVILLE, MISSISSIPPI**

PHONE: (601)334-7000
FAX: (601)334-7021

I, we, propose to furnish and deliver the items as listed in the proposal form according to your specifications and quantities at the indicated prices with no deviations. These prices are guaranteed

from September 3, 2019 until June 30, 2020.

Both unit price and total price have been submitted with the understandings that we will be responsible for making complete delivery accordingly. We further agree not to request permission to withdraw our quotation after bids have been publicly opened.

This proposal consists of Proposal Form, Condition and Specifications. We understand each form is to be signed as required and unless this has been done, our bids may be considered incomplete and rejected therefore.

REQUEST FOR PROPOSAL

RFP OPENING SCHEDULE

RFP NUMBER: 959-1
RFP TITLE: Professional Learning And Job Embedded Instructional Services
RFP OPENING DATE: On or after September 3, 2019
RFP OPENING TIME: At or after 3:00pm (Local Prevailing Time)
VENDOR NAME: Dr. Quintessa Hathaway

CONTACT PERSON: Dr. Quintessa Hathaway, Founder And Chief Executive Officer
SIGNATURE: *Quintessa Hathaway, Ed.D.*
VENDOR TELEPHONE NO: (615) 473-3213
VENDOR FAX NO: (615) 468-0853
PROPOSED PRICE: \$70,000

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RFP 959-1 Professional Learning and Job-Embedded Instructional Services
SPECIFICATION RESPONSE FORM

BIDDER SHALL COMPLETE BY CHECKING THE FOLLOWING WHERE APPLICABLE.

Scope of Work

The scope of the project shall be teacher focused in the areas identified by the needs assessment to include but not limited to the following conditions.

1. Deconstructing the Mississippi College and Career Standards/creating assessments based on those standards,
2. Small group instruction,
3. Differentiated instruction.
4. Classroom organization/management
5. Interventions
6. Leadership Training

Please acknowledge the conditions by placing a checkmark or 'X' in the appropriate box. For clarification, the left-hand box answers in the affirmative or 'Yes' to each question or condition, while the right-hand box indicates the negative, or a 'No' answer.

General Program Specification Requirements

- | | | |
|---|-------------------------------------|--------------------------|
| 1. Provide coaching to develop data plans to impact differentiated instruction for all learners to further implement Response to Intervention tiered approach to instruction. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Provide professional development and leadership through job-embedded coaching and workshops to include, but not limited to collaboration, research-based reading and math teaching strategies and classroom management. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Develop and submit reports to the school administration and/or district contact not later than the following Monday of the week that the services are provided. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Analyze data and use multiple data points to correlate student achievement to teacher effectiveness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Assist the school's leadership team in assessing students' learning strengths and gaps using assessment data from a variety of sources to include state, school, district data, or other sources; help to facilitate regular data meetings with the school's leadership team to assess, monitor, and adjust students' learning based on the students' identified strengths and weaknesses. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Provide any other training as identified by observation or upon the district's request that will improve student achievement. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |


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Financial Summary

January 15, 2019
Wix, Inc. \$29.90

January 22, 2019
Microsoft Office Suite Package
\$6.99

January 28, 2019
Promotional Marketing From iStock
\$12.00

February 11, 2019
Arkansas Secretary Of State
Fees/Organizational Name Change
\$22.50+\$25.00+22.50

February 19, 2019
Microsoft Office Suite Package
\$6.99
Wix, Inc. \$29.90

March 5, 2016
Facebook Promotional Marketing Service \$15.06

March 15, 2019
Wix, Inc.
Website Hosting And Acquired New Domain Fees
\$62.45

March 18, 2019
Business Trip
Transportation/Gasoline For Amite County School District
\$19.26+36.00

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March 19, 2019
Microsoft Office Suite Package
\$6.99

March 25, 2019
J EFax Service \$16.95

March 26, 2019
FedEx Kinkos
Promotional Marketing \$35.58

March 28, 2019
Wix, Inc. Website Hosting Fee \$19.84

April 9, 2019
Arkansas Secretary Of State Fees \$32.89

April 23, 2019
J EFax Service \$16.95

April 23, 2019
Business Trip
Transportation/Gasoline For Jackson Public Schools District \$28+\$30

April 24, 2019
FedEx Kinkos
Promotional Marketing \$40.04

April 29, 2019
Wix, Inc. Website Hosting Fee \$30.00

May 20, 2019
Microsoft Office Suite Package \$6.99

May 24, 2019
J EFax Service \$16.95

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June 4, 2019
Wix, Inc. Website Hosting Fee \$30.00

June 12, 2019
USPS Postage Fee \$17.25

June 17, 2019
Business Trip
Transportation/Gasoline Jackson
\$10+\$20.08+22.22
Lodging
Priceline.com \$79.97

June 19, 2019
Microsoft Office Suite Package \$6.99

June 24, 2019
J EFax Service \$16.95

July 12, 2019
Arkansas Secretary Of State Fee
LLC Taxes \$183.36
Wix, Inc. Website New Domain \$24.85

July 15, 2019
FedEx Kinkos
Promotional Marketing \$38.60

Business Trip
Transportation/Gasoline For Mississippi Achievement Schools District \$20.01+26.61

July 17, 2019
FedEx Kinkos
Promotional Marketing \$28.70

July 19, 2019

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Microsoft Office Suite Package \$6.99

July 23, 2019
J EFax Service \$16.95

July 24, 2019
FedEx Kinkos
Promotional Marketing \$23.76

July 29, 2019
Wix, Inc. Website Hosting Fee \$33.00
USPS Postage \$9.95

August 2, 2019
Document Binding
Central Arkansas Library System \$17.00
Dollar General
Supplies \$3.29

USPS Postage \$9.95

August 19, 2019
Microsoft Office Suite Package \$6.99

August 24, 2019
J EFax Service \$16.95

August 29, 2019
Wix, Inc. Website Hosting Fee \$33.00
Total \$1,272.90



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Arkansas Secretary Of State Certificate Of Good Standing



**Arkansas Secretary of State
John Thurston**

State Capitol Building ♦ Little Rock, Arkansas 72201-1094 ♦ 501-682-3409

Certificate of Good Standing

I, John Thurston, Secretary of State of the State of Arkansas, and as such, keeper of the records of domestic and foreign corporations, do hereby certify that the records of this office show

Q. HATHAWAY AND ASSOCIATES, LLC

authorized to transact business in the State of Arkansas as a Limited Liability Company, filed Articles of Organization in this office July 16, 2015.

Our records reflect that said entity, having complied with all statutory requirements in the State of Arkansas, is qualified to transact business in this State.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 12th day of July 2019.




John Thurston
Secretary of State

Online Certificate Authorization Code: bd0da7e465da475
To verify the Authorization Code, visit sos.arkansas.gov

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