

Katina Tolbert-Cavitt, Ed.D

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Improving Performance • Enhancing Programs • Inspiring Systemic Change

EXPERIENCED EDUCATOR

...dedicated to guiding students to succeed while inspiring an insatiable passion for learning

Highly skilled and overtly student-focused educational leader possessing a strong commitment to the development of students, staff, and providing a stimulating, safe, and motivating learning environment. Dynamic visionary leader and solid team player with a proven track record in collaborating with the school community, increasing student academics, and maintaining excellence in education. Trustworthy professional with superior communication skills to develop strong and lasting relationships with all members of the learning community.

EDUCATION AND CREDENTIALS

Administrative Certification (2010) Type 75
Governors State University-University Park, IL

Doctorate of Education (2007) Major: Instructional Leadership
Argosy University-Chicago, IL

Masters of Arts in Education (2002) Major: Curriculum and Instruction
Olivet-Nazarene University-Bourbonnais, IL

Masters of Science in Education (2000) Major: Reading
Chicago State University-Chicago, IL

Bachelors of Science (1995) Major: Elementary Education
Grambling State University-Grambling, LA

General Administrative Certification, Professional Teaching: Reading Teacher/Specialist, Professional Teaching: K-8, Language Arts, Social Science (K-12)

ADMINISTRATIVE AND SUPERVISORY EXPERIENCE

JOHN FOSTER DULLES SCHOOL OF EXCELLENCE

2012-PRESENT

**Instructional Coach, ELA Teacher-Middle School
Saturday Academy Coordinator**

Currently serving as the leadership team member on Saturdays where I am responsible for safety and instruction of all students and their programs that occur during the course of the day. Day-to-day responsibility as the Instructional Coach were to serve as a professional who has both content and instructional expertise particularly in reading and writing. As the Dulles Instructional Coach, I was the colleague who facilitated the network's professional development model by demonstrating lessons, observing classroom instruction, and coaching teachers one-on-one. My day also required my focus on enhancing teacher's ability to provide instruction that (1) builds student understanding and skills, (2) is academically rigorous, (3) addresses the curriculum standards and frameworks, and (4) enhances student sense of engagement in and ownership of learning. Together with administrators and classroom teachers, I looked at student work and designed standards-based, high-quality instruction. I served as a member of our school's leadership team working to align district, network, and building goals, to evaluate student data in support of effective school improvement planning, working collaboratively with other instructional leaders to design and deliver professional development as directed. As a member of the Dulles professional coaching community, I participated in professional development and inquiry into my own instructional leadership practices as well. As the 8th grade ELA teacher, I designed lessons that support our core curriculum "Engage NY" and supplemented lessons with self-created materials and strategy that provides support to children from urban

backgrounds. On the Spring NWEA, my entire grade level grew and overall 2 years on the Reading portion of the test!

Responsibilities:

- Implementing a collaborative coaching and learning approach.
- Assisting new teachers, in a collaborative model of observation, conversation, and lesson demonstration, to analyze and reflect on their practice to promote quality instructional practices.
- Modeling effective, differentiated instruction.
- Providing individualized, classroom-based coaching with participants to support them in implementing good instructional practices.
- Facilitating professional collaborative groups among teachers in which issues related to implementing effective content instruction are considered, current research and writing on effective practice is read and discussed, engaging lessons are planned, and student work and data are reviewed to inform instruction.
- Providing comprehensive/balanced training in and across given subject areas and curricular areas.
- Participating fully in professional development for coaches, including peer observations, professional research and reading, and inquiry sessions.
- Assisting teachers in aligning their teaching with appropriate standards, curriculum and assessments.

IDA B. WELLS PREP ACADEMY

TAP Lead (Master Teacher)

2003-2011

Literacy Coach

Administration Team Member

Primary role was with the principal, to analyze student data and create and institute an academic achievement plan for the school. Lead cluster groups and provide demonstration lessons, coaching and team teaching to TAP (Teacher Advancement Program) career teachers. Spend on average, two hours per day teaching students. Collaborate to determine and to develop the adoption of learning resources. Partner with the principal in evaluating other teachers. Partner with the principal in sharing some of the responsibility of interacting with the parents.

Other tasks performed:

- Supervised after-school /extended day programs.
- Performed administrative duties while principal was absent.
- Recruited/interviewed instructional staff.
- Served as Dean of Students; performed disciplinarian procedures using the Code of Conduct Handbook.
- Developed curriculum and schedule.
- Reviewed budget/ordered learning materials.
- Evaluated textbook programs to ensure alignment to state and school standards.
- Observed and provided peer assistance and coaching toward meeting teachers' IGP goals.
- Demonstrated expertise in content, curriculum development, student learning, data analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience.
- Analyzed student data that illustrated the teachers' ability to increase student achievement through utilizing specific instructional interventions; used school-wide student data as the basis for developing a school plan.
- Demonstrated instructional expertise through model teaching, team teachings, video presentations and student achievement gains. Evaluated teachers using TAP model and assessed teacher evaluation results.

TEACHING EXPERIENCE

JOHN FOSTER DULLES SCHOOL OF EXCELLENCE Reading/ELA Teacher, 6TH, 7TH, and 8th grade	2014-PRESENT
OLIVET NAZARENE UNIVERSITY CONCORDIA UNIVERSITY Adjunct Professor: Master of Arts-Reading	2008-2009 2012-2014
IDA B. WELLS PREP ACADEMY Teacher, 1st, 2nd, 3rd, and 8th grade	1996-2003

CAREER DEVELOPMENT/TRAINING

Expedientary Learning
Engage New York English Language Arts Curriculum
Common Core Standards
TAP Evaluation
RTI
PBIS
NWEA
Balanced Literacy/Emergent Literacy
Middle/Upper Grade
DIBELS, Explore, ISAT, STEP, Learning First
IMPACT, ORACLE, GRADEBOOK, CIM
Guided Reading/Guided Writing
University of Chicago- Urban School Improvement
Reading First!
Reader's/Writer's Workshop
SIPPAA
Charlotte Danielson
ELA
Leveled Literacy Intervention Professional Development Facilitator-Irene Fountas & Gay Su Pinnell
Literacy By Design
Great Books Shared Inquiry
PBIS Drop-In
News ELA
MTSS