**Katina Tolbert-Cavitt, Ed.D**

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Cell (708) 200-7933

**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 Specialist, Professional Teaching: K-8, Language Arts, Social Science (K-12)**

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**ADMINISTRATIVE AND SUPERVISORY EXPERIENCE**

JOHN FOSTER DULLES SCHOOL OF EXCELLENCE 2012-PRESENT

**Instructional Coach, ELA Teacher-Middle School**

**Saturday Academy Administrative Supervisor/Coordinator**

Currently serving as the building principal 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 is to serve as a professional who has both content and instructional expertise particularly in reading and writing. As the Dulles Instructional Coach, I am the colleague who facilitates the district’s professional development model by demonstrating lessons, observing classroom instruction, and coaching teachers one-on-one. My day also requires my focus on enhancing teacher 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 look at student work and design standards-based, high-quality instruction. I serve as a member of our school’s leadership team working to align district 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 am the person who participated in professional development and inquiry into my own instructional leadership practice as well. As the 8th grade ELA reacher, 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 2014-PRESENT **Reading/ELA Teacher, 6TH, 7TH, and 8th grade**

OLIVET NAZARENE UNIVERSITY 2008-2009

CONCORDIA UNIVERSITY 2012-2014

**Adjunct Professor: Master of Arts-Reading**

IDA B. WELLS PREP ACADEMY 1996-2003

**Teacher, 1st, 2nd, 3rd, and 8th grade**

**CAREER DEVELOPMENT/TRAINING**

Expeditionary 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

ASPEN, 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