



EDUCATOR

PORTFOLIO

COLETON TYLER DEVANTE DUDLEY

www.coletontddudley.com



TABLE OF CONTENTS



01	ABOUT ME
02	COMMITMENTS
03	EDUCATIONAL PHILOSOPHY
04	TQRP MISSION & HIGHLIGHTS
05	SBI & FORMATIVE ASSESSMENTS
06	5E LESSON PLANNING
07	SPECIAL POPULATIONS
08	DATA DRIVEN INSTRUCTION
09	CLASSROOM ENGAGEMENT
10	DIFFERENTIATED INSTRUCTION
11	PROJECT-BASED LEARNING
12	SESSION DEVELOPMENT & FACILITATION
13	STUDENT & FAMILY RELATIONSHIPS
14	EFFECTIVENESS & PROFESSIONALISM
15	ACHIEVEMENTS & RESUME
16	CONTACT ME

ABOUT ME

- MY NAME IS COLETON TYLER DEVANTE DUDLEY. I WAS BORN IN CUSHING, OK AND RAISED IN DRUMRIGHT, OK BY A SINGLE MOTHER.
- IN SCHOOL, I PARTICIPATED IN FOOTBALL, BASKETBALL, BASEBALL, SOCCER, STUDENT COUNCIL, AND VARIOUS OTHER SCHOOL ORGANIZATIONS, WHERE I WOULD GO ON TO GRADUATE AS VALEDICTORIAN FROM DRUMRIGHT HIGH SCHOOL'S CLASS OF 2014 .
- UPON GRADUATION, I RECEIVED THE EDWIN P. MCCABE SCHOLARSHIP TO ATTEND LANGSTON UNIVERSITY AS AN HONORS STUDENT WHERE I WOULD GO ON TO GRADUATE WITH A BACHELOR OF ARTS IN ENGLISH & COMMUNICATIONS AND A MINOR IN PSYCHOLOGY IN MAY OF 2018.
- AFTER GRADUATING, I WENT ON TO TEACH 2ND GRADE ELA AT COLLEGE BOUND ACADEMY IN TULSA, OK FOR ONE YEAR WHILE SIMULTANEOUSLY WORKING ON MY MASTERS OF EDUCATION IN CURRICULUM & INSTRUCTION FROM THE UNIVERSITY OF KANSAS WHERE I GRADUATED IN MAY OF 2020. I AM CURRENTLY IN THE DOCTORATE OF EDUCATION IN URBAN EDUCATION PROGRAM AT THE UNIVERSITY OF PITTSBURGH.
- THIS WILL BE MY 7TH YEAR CONSECUTIVELY TEACHING 3RD GRADE ELA AT KIPP CONNECT PRIMARY SCHOOL IN HOUSTON, TX WHERE I HAVE SERVED AS A GRADE LEVEL CHAIR (GLC), WRITING DEPARTMENT CHAIR, & INSTRUCTIONAL COACH.



COLETON DUDLEY
3RD GRADE ELA TEACHER

I COMMIT TO...



LEAD



LOVE

LEARN

EDUCATIONAL PHILOSOPHY



WHILE IN UNDERGRAD, I PARTICIPATED IN A NON-PROFIT, SUMMER LITERACY IMPROVEMENT CAMP CALLED PROJECT TRANSFORMATION. THE LITERACY CAMP WAS FOCUSED ON UNDERSERVED CHILDREN FROM LOW SOCIOECONOMIC BACKGROUNDS. THIS EXPERIENCE TRULY SOLIDIFIED MY INTERESTS IN EDUCATION, PARTICULARLY IN REGARD TO LITERACY AND HOW CRITICAL IT IS TO STUDENT SUCCESS.

FROM MY EXPERIENCES NOT ONLY WITHIN THE CLASSROOM, BUT ALSO IN THE COMMUNITY, I HAVE HAD THE PLEASURE OF SERVING STUDENTS THAT HAVE FACED, OR ARE CURRENTLY FACING, SOCIO-ECONOMIC DIFFICULTIES FROM MY WORK IN MUSKOGEE, OK, TULSA, OK AND CURRENTLY HOUSTON, TX. MY PASSION FOR TEACHING COMES FROM BEING A BEACON, HOPEFULLY ONE OF HOPE, AND DEFINITELY ONE OF ENCOURAGEMENT FOR STUDENTS. I WANT MY STUDENTS TO FEEL EMPOWERED TO GO INTO THE WORLD AS DISRUPTORS OF THE SYSTEMS THAT DO NOT SERVE THEM OR THE PEOPLE THAT LOOK LIKE THEM.

MY DIGITAL PORTFOLIO IS AN OPPORTUNITY FOR ME TO HIGHLIGHT AND EXPAND UPON MY UNIQUE EXPERIENCES AS AN EDUCATOR AND STUDENT, WHILE CRITICALLY DEVELOPING KEY TOPICS AND STRATEGIES THAT WILL ALLOW ME TO BE A BETTER PREPARED, RESEARCHED, AND FUNCTIONAL EDUCATOR IN THE EVER DIVERSE CLASSROOM. THE IMPLICATIONS MADE WITHIN THE PORTFOLIO ARE CRITICAL IN EMPHASIZING MY DEVELOPMENT AS AN EDUCATOR.

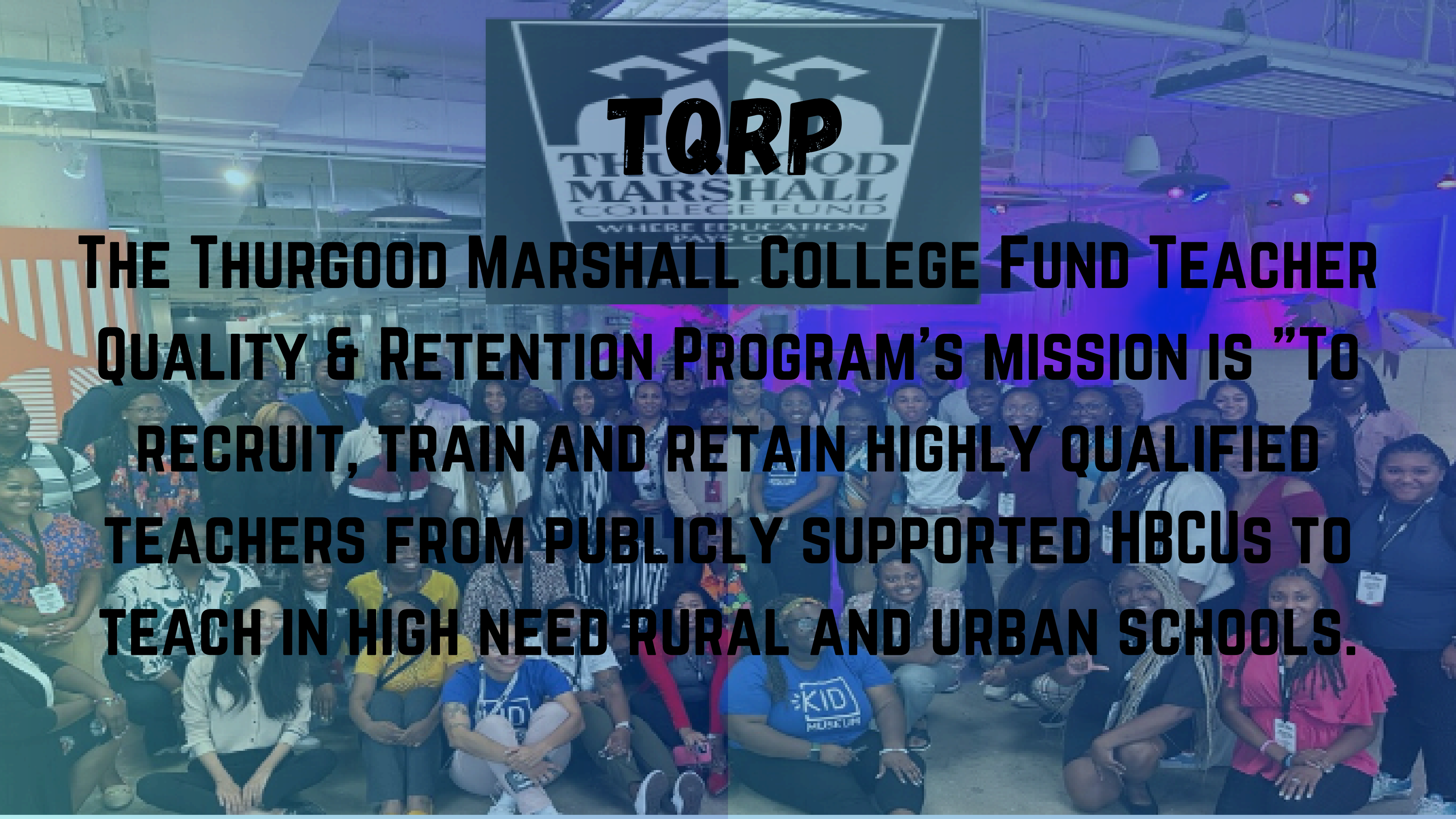
EDUCATIONAL PHILOSOPHY



MY PROFESSIONAL GOALS ARE TO CONTINUE SERVING THE STUDENTS THAT NEED IT THE MOST IN THE CLASSROOM. THESE EXPERIENCES HAVE HELPED SHAPE MY UNDERSTANDING OF THE BARRIERS FACED BY MANY STUDENTS AND HAVE GIVEN ME EVEN MORE PURPOSE TO BREAK THOSE BARRIERS DOWN. I AM CURRENTLY ENROLLED IN THE DOCTORATE OF EDUCATION IN URBAN EDUCATION PROGRAM AT THE UNIVERSITY OF PITTSBURGH. MY RESEARCH FOCUS WILL HIGHLIGHT BARRIERS FOR SPECIAL POPULATION STUDENTS AND DEVELOP CONSIDERATIONS FOR ESTABLISHING EFFECTIVE SCHOOL SUPPORTS SYSTEMS AND PROGRAMS.

MY LONG TERM GOALS ARE TO GAIN THE EXPERIENCES AND OPPORTUNITIES THAT WILL ALLOW ME TO BE FULLY EQUIPPED TO INFLUENCE DISTRICT AND STATE-WIDE POLICY DECISIONS. HAVING THESE EXPERIENCES AND THE NECESSARY DRIVE, I WILL FIGHT FOR ALL STUDENTS TO RECEIVE EQUITABLE OPPORTUNITIES IN LIFE AND IN EDUCATION.

MY PURPOSE IS TO PLAY A FUNDAMENTAL ROLE IN THE DEVELOPMENT OF THE LIVES OF THE STUDENTS WHO WILL GO ON TO CHANGE THE WORLD FOR THE BETTER. I BELIEVE THAT ALL STUDENTS DESERVE AN EDUCATION WORTHY OF HELPING THEM TO ACHIEVE THEIR GOALS AND DREAMS.



TQRP

**THURGOOD
MARSHALL
COLLEGE FUND**

**WHERE EDUCATION
PAYS OFF**

**THE THURGOOD MARSHALL COLLEGE FUND TEACHER
QUALITY & RETENTION PROGRAM'S MISSION IS "TO
RECRUIT, TRAIN AND RETAIN HIGHLY QUALIFIED
TEACHERS FROM PUBLICLY SUPPORTED HBCUS TO
TEACH IN HIGH NEED RURAL AND URBAN SCHOOLS.**

STANDARDS BASED INSTRUCTION & FORMATIVE ASSESSMENTS

STANDARDS BASED INSTRUCTION & FORMATIVE ASSESSMENTS ALLOW FOR TEACHERS TO USE DATA TO INFORM INSTRUCTIONAL DECISIONS SO STUDENTS CAN MASTER GRADE-LEVEL CONTENT.



5E LESSON PLANNING

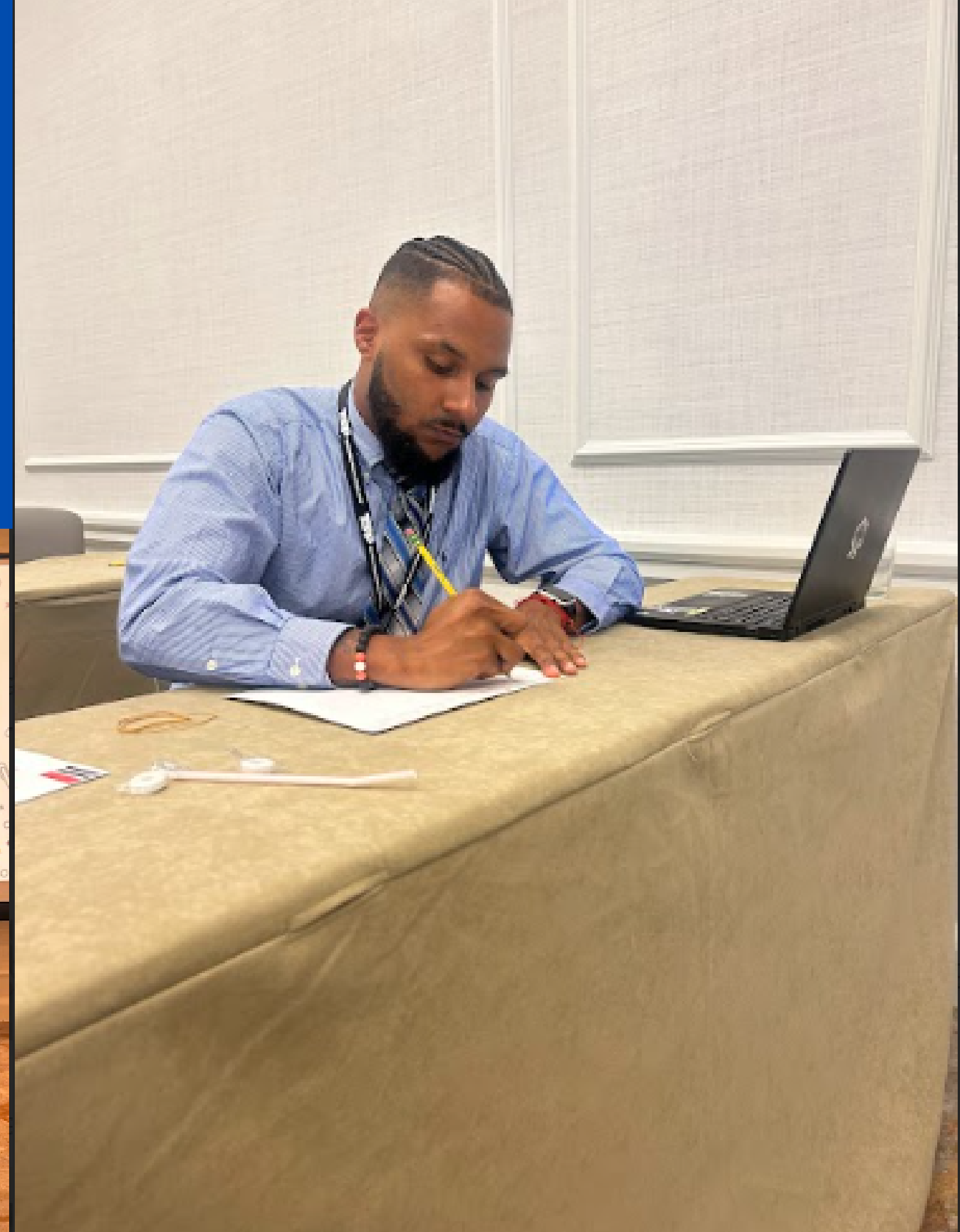
ENGAGE- MAKE CONNECTIONS AND ESTABLISH OBJECTIVES.

EXPLORE- FACILITATED LEARNING WITH INVESTIGATIONS.

EXPLAIN- CONSTRUCT EXPLANATIONS FROM THE EXPERIENCES.

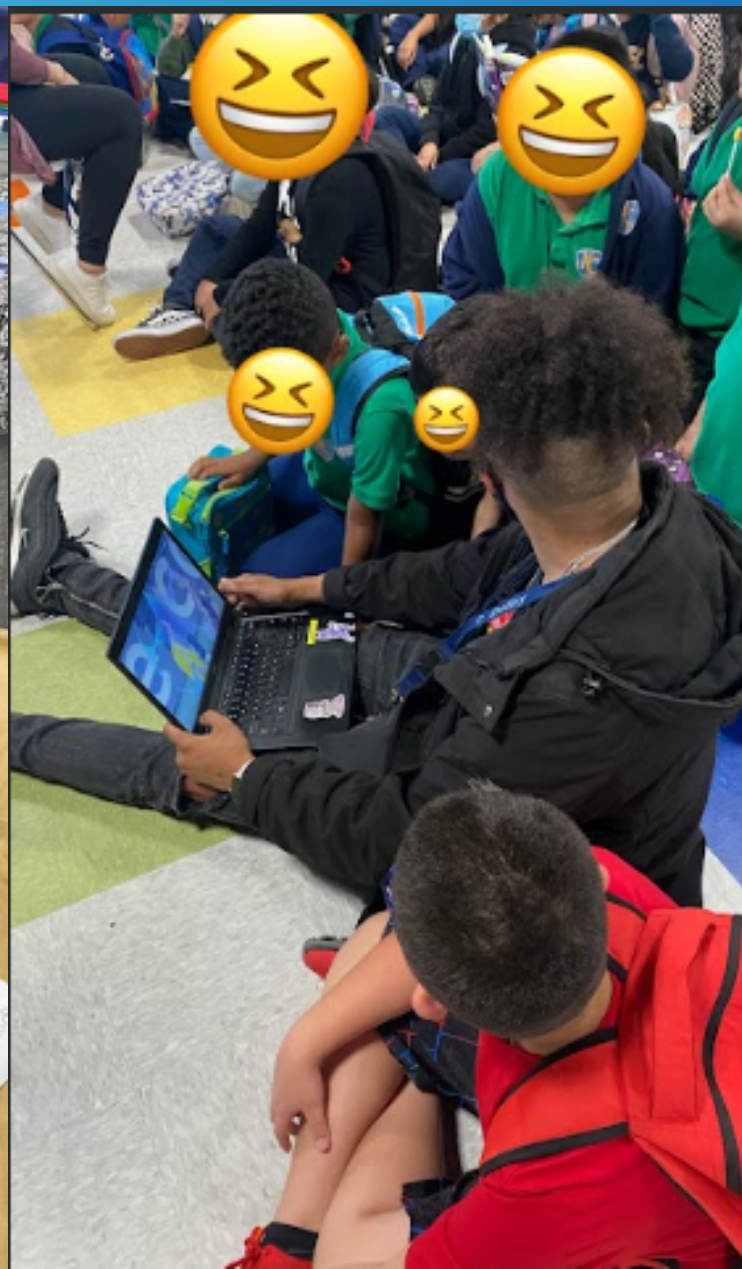
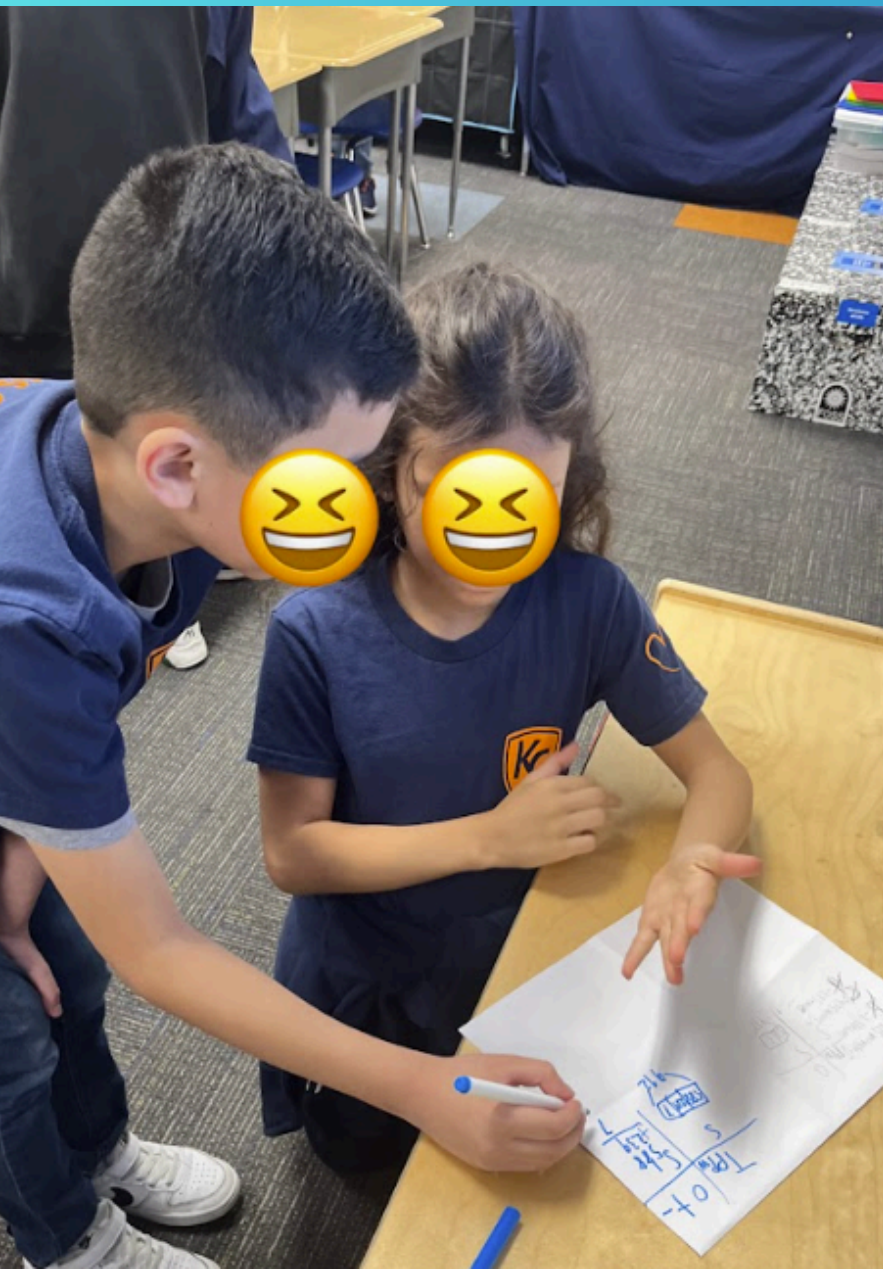
ELABORATE- EXTEND KNOWLEDGE AND APPLY YOUR SKILLS.

EVALUATE- ASSESS AND EVALUATE PROGRESS OF KNOWLEDGE.



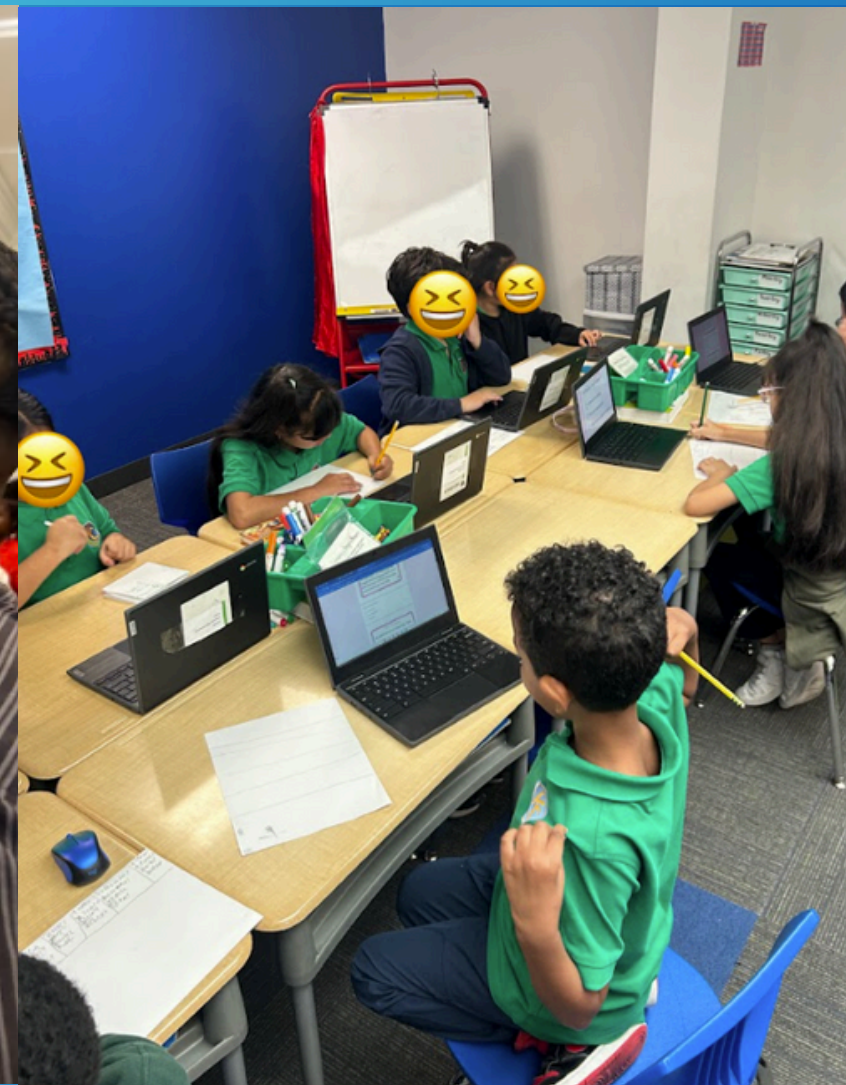
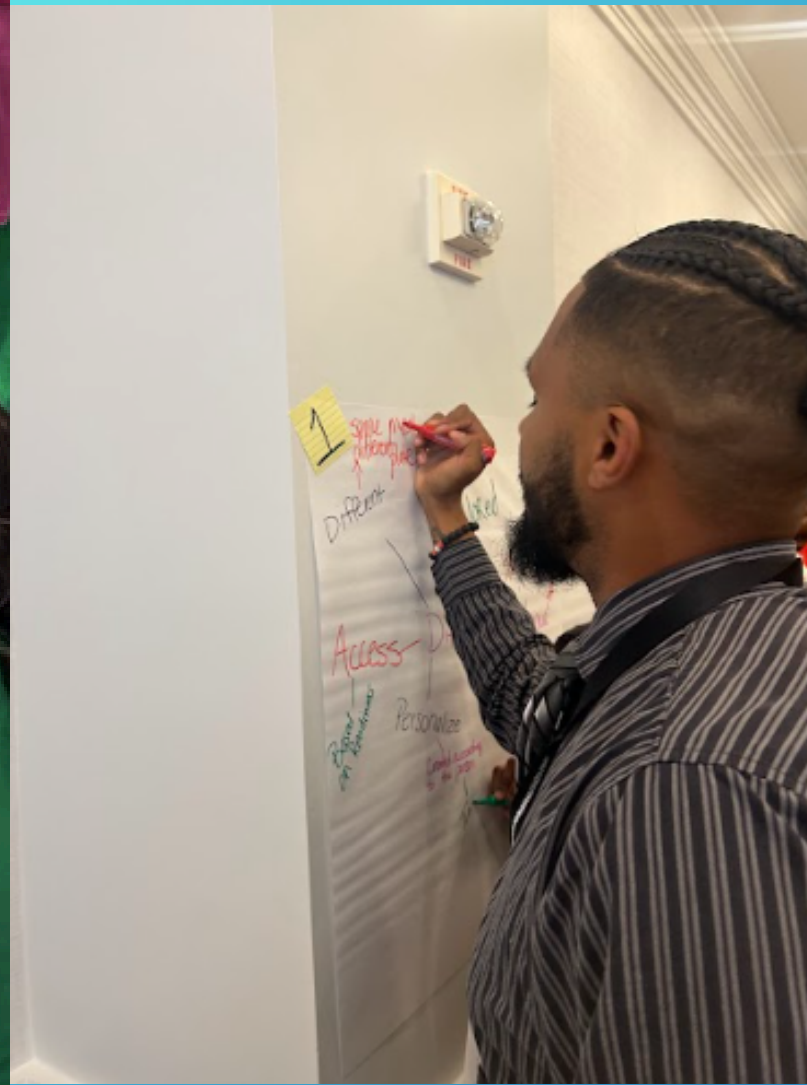
SPECIAL POPULATIONS

STUDENTS COME INTO OUR CLASSROOMS WITH VARYING NEEDS AND ABILITIES. IT IS UP TO US AS TEACHERS TO CREATE AN ENVIRONMENT IN WHICH ALL STUDENTS CAN LEARN AND FEEL SAFE!



DATA DRIVEN INSTRUCTION

DATA IS CRITICAL TO OUR UNDERSTANDING OF A STUDENTS SKILLS AND ABILITIES. WE MUST ALIGN OUR INSTRUCTIONAL PRACTICES WITH ACTIVITIES THAT ENGAGE THE LEARNER AND THEIR DEVELOPMENT.



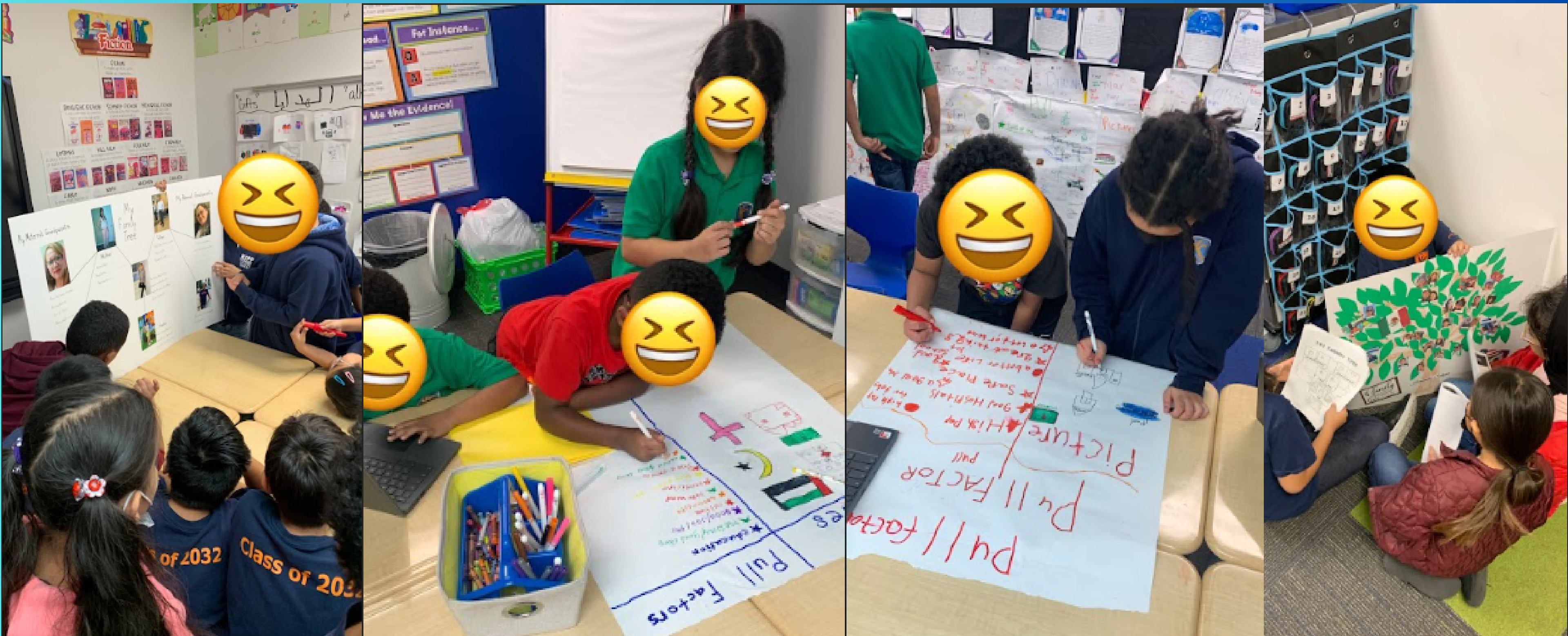
CLASSROOM ENGAGEMENT

THE SYSTEMS, PROCEDURES, AND ACTIVITIES THAT YOU SET UP ALLOW YOU TO DEVELOP AN EFFECTIVE, SAFE, AND ENGAGING CLASSROOM ENVIRONMENT.



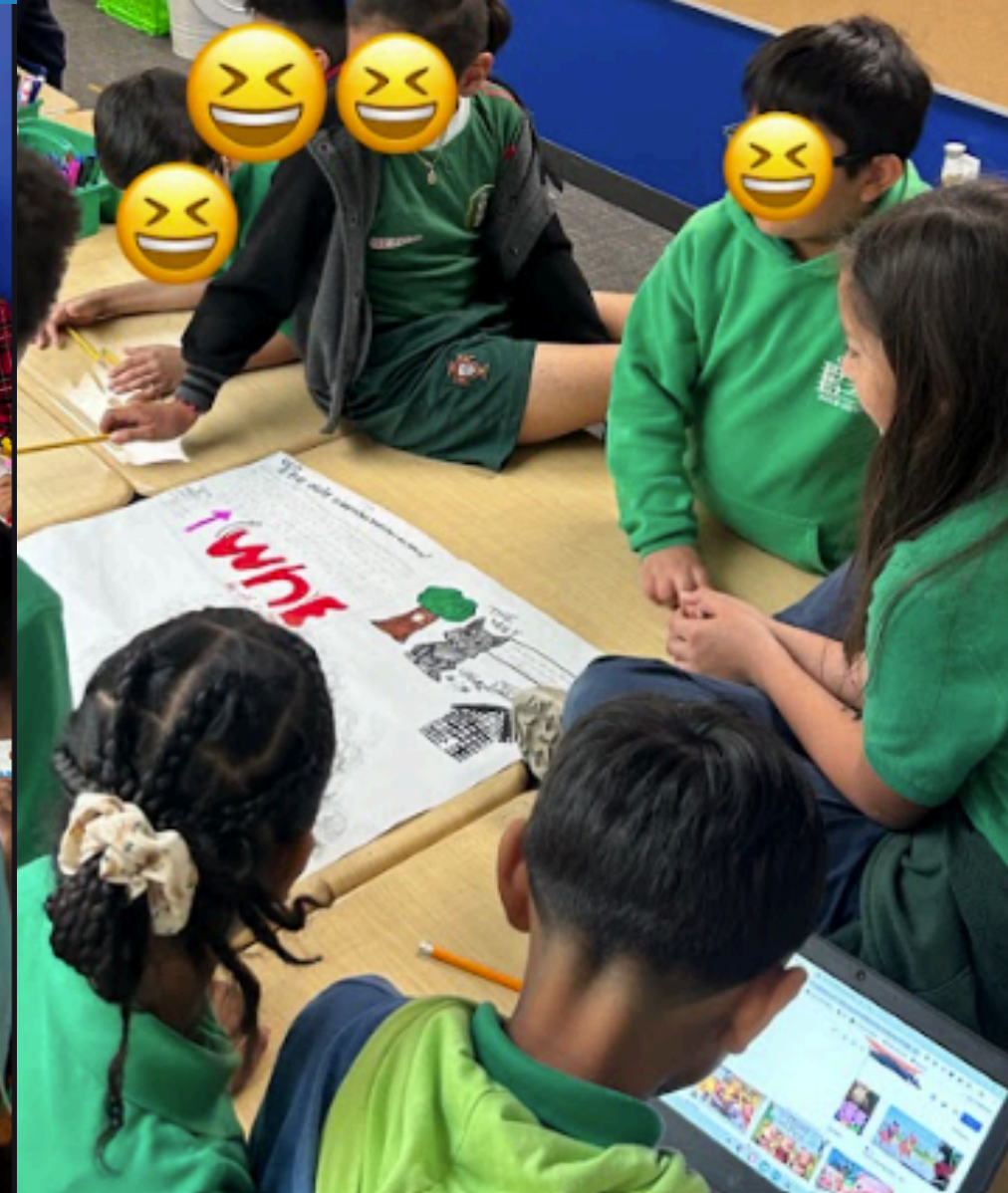
DIFFERENTIATED INSTRUCTION

"SAME MEAL, DIFFERENT PLATE." SOMETIMES OUR STUDENTS NEED TO BE SERVED IN DIFFERENT WAYS SO THAT THEY MAY ACCESS THE MATERIAL AND EXPERIENCE THEIR OWN LEVELS OF SUCCESS.



PROJECT-BASED LEARNING

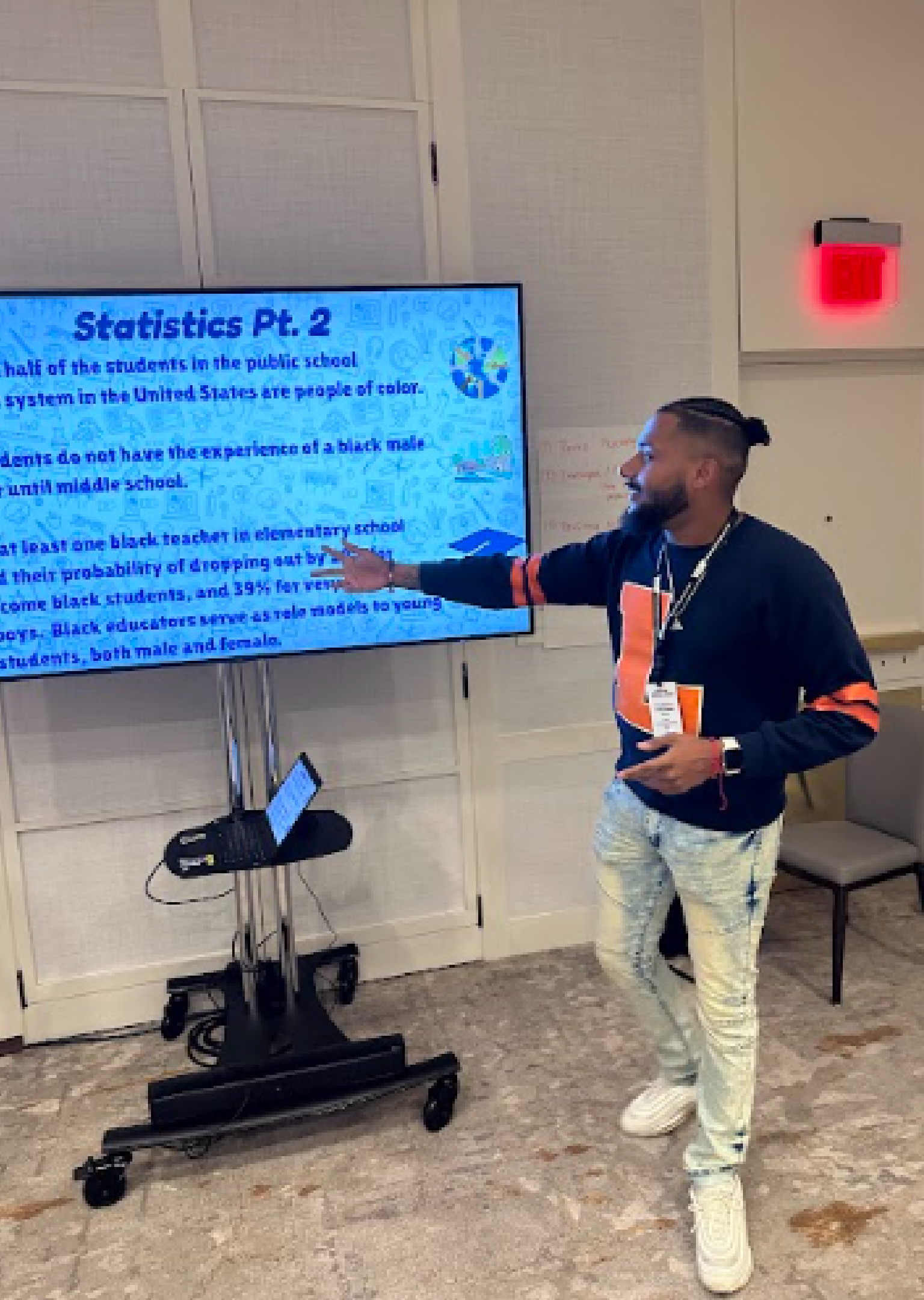
RESEARCH SUPPORTS EDUCATIONAL OPPORTUNITIES THAT
GIVE STUDENTS CHANCES TO TACKLE REAL WORLD
PROBLEMS WITH COLLABORATIVE SOLUTIONS. PROJECT-
BASED LEARNING ENGAGES STUDENTS IN A UNIQUE MANNER.



SESSION DEVELOPMENT & FACILITATION

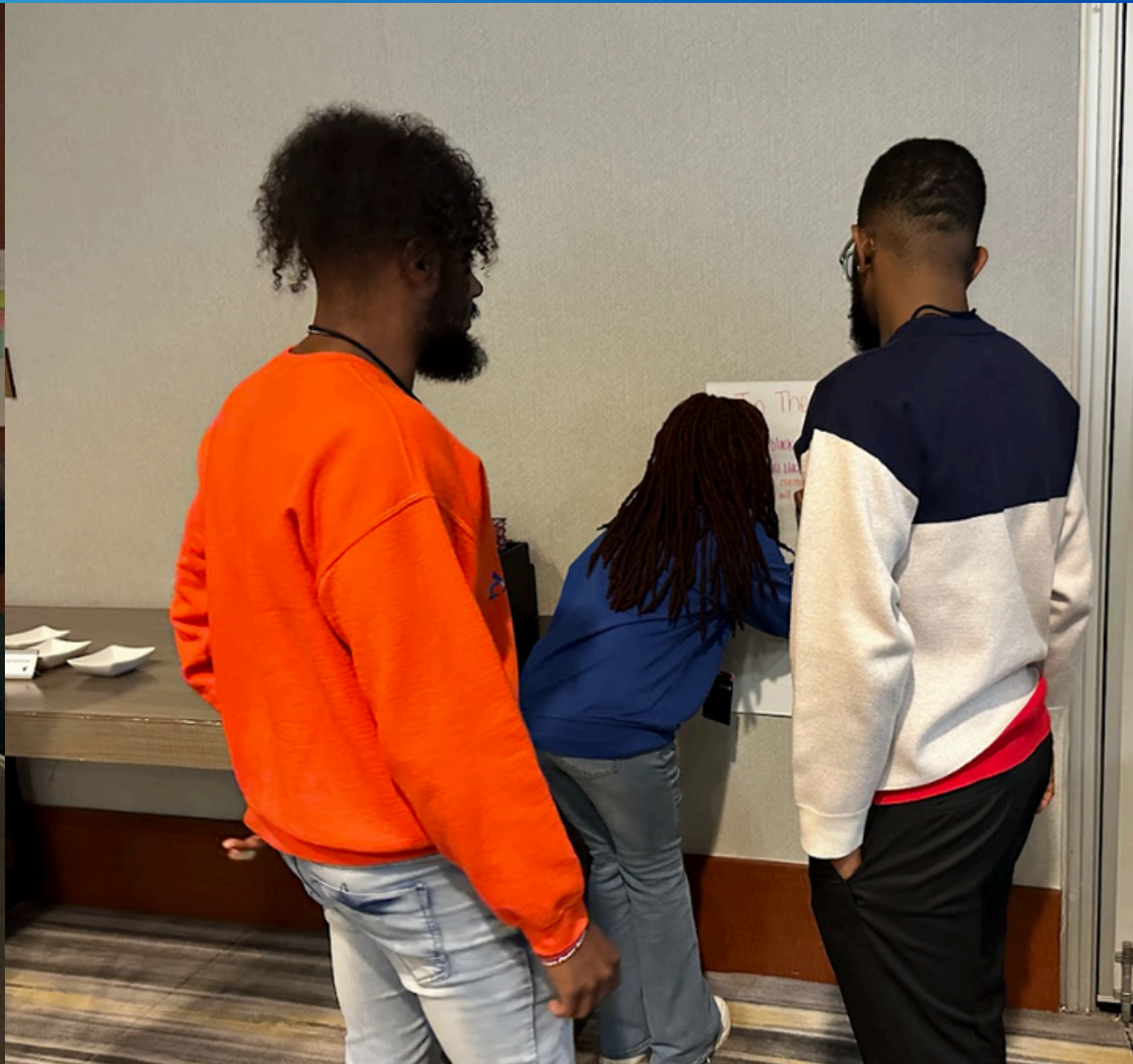
STRONG LEADERS ARE ABLE TO TAKE THEIR EXPERIENCES AND TRANSFORM THEM INTO LEARNING OPPORTUNITIES FOR OTHERS.

THIS CONTRIBUTES TO AN ENVIRONMENT OF LEADERSHIP
DEVELOPMENT THAT BENEFITS STUDENTS AND TEACHERS.



SESSION DEVELOPMENT & FACILITATION

THESE LEADERSHIP EXPERIENCES COMPOUND WITH ADDITIONAL RESEARCH OPPORTUNITIES. THIS ALLOWS FOR THE EXPANSION OF BEST PRACTICES AND PROVIDES ADDITIONAL CONSIDERATIONS FOR EDUCATORS.



STUDENT & FAMILY RELATIONSHIPS

THE SCHOOL COMMUNITY NECESSITATES A SHARED RESPONSIBILITY FOR FAMILIES AND SCHOOLS TO PARTNER IN LEARNING EXPERIENCES THAT ENRICH THE STUDENT EXPERIENCE.



HEALTH & WELLNESS

DEVELOPED PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS FOCUSED ON HEALTH & WELLNESS FOR STUDENTS & FAMILIES.



LITERACY

PROVIDED FAMILIES WITH STRATEGIES, SUPPORTS, AND SERVICES FOR DEVELOPMENT OF LITERACY SKILLS IN PK-5.

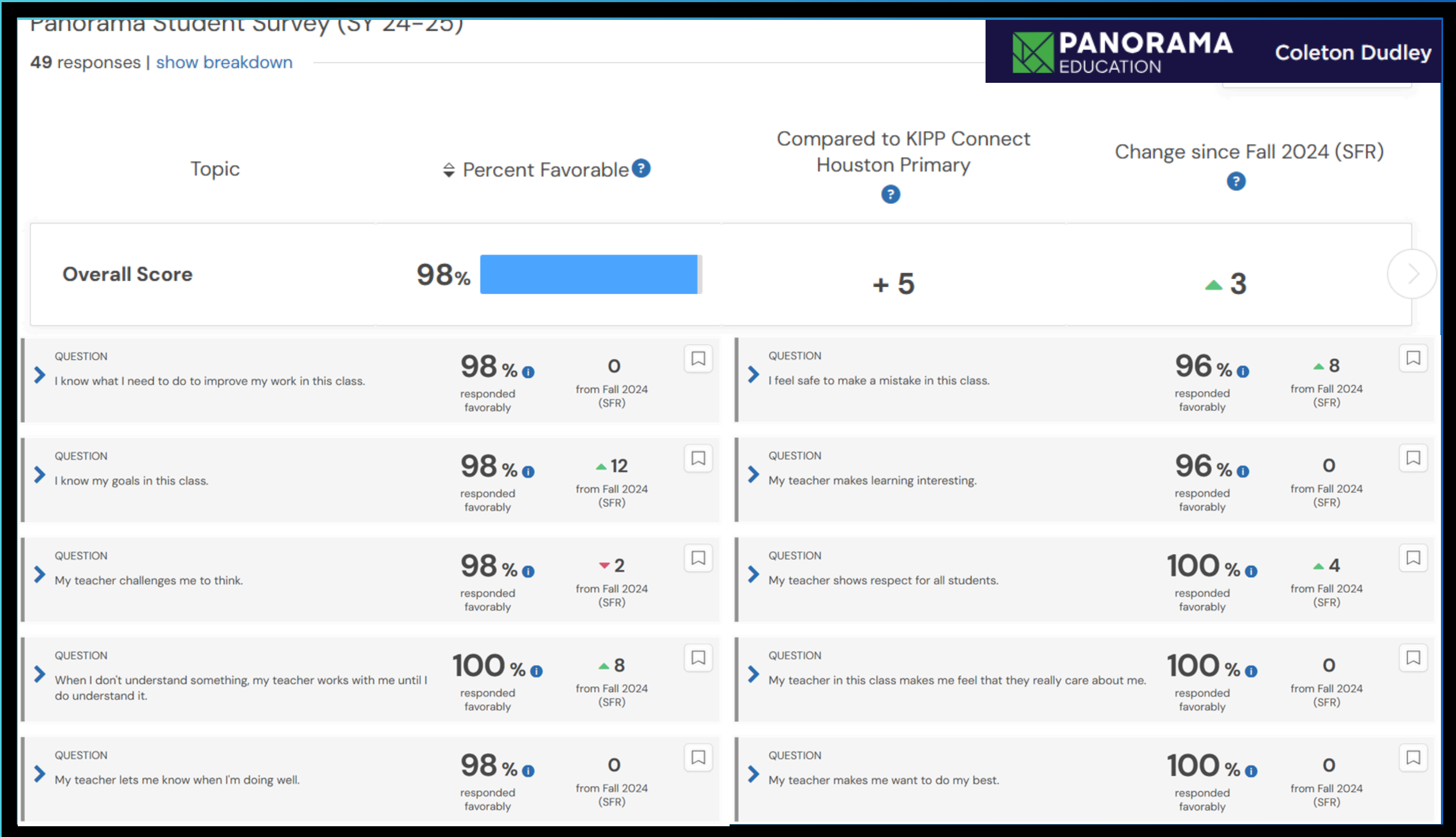


MATH

SUPPLIED FAMILIES WITH TOOLS AND RESOURCES FOR AT HOME DEVELOPMENT OF PK-5 MATH SKILLS.

STUDENT & FAMILY RELATIONSHIPS

THE MOST MEMORABLE EDUCATORS CREATE ENVIRONMENTS WHERE ALL STUDENTS FEEL VALUED & LOVED, HEARD & SEEN, AND KNOW THAT IT IS A SAFE PLACE TO LEARN AND MAKE MISTAKES.



EFFECTIVENESS & PROFESSIONALISM

HIGHLY EFFECTIVE TEACHERS IMPLEMENT
RESEARCH BASED STRATEGIES & SKILLS TO REACH
ALL STUDENTS.

A QUALITY TEAMMATE KNOWS HOW TO REMAIN
PROFESSIONAL & PROVIDE SUPPORT TO COLLEAGUES
THROUGH CHALLENGES.

TCP EOY Manager Review SY24-25

- Performance Review

Observation of Coleton Dudley by on April 24, 2025, 9:58 am

Domain #1: Classroom Community and Culture: To what extent are learners valued, affirmed, supported, and included in the classroom environment?

Indicator 1.1 - Access and Expectations for All: We learn best when expectations are high and all of us are supported and encouraged. [TCP]

No Score

1 - Novice

2 - Emerging

3 - Exemplary

4 - Transformative

Indicator 1.2 - Equitable Conditions for Learning: We learn best when there are meaningful routines and procedures and collective ownership over them. [TCP]

No Score

1 - Novice

2 - Emerging

3 - Exemplary

4 - Transformative

Indicator 1.3 - Classroom Community: We learn best in community with others who care about us; learning is social. [TCP]

No Score

1 - Novice

2 - Emerging

3 - Exemplary

4 - Transformative

Indicator 1.4 - Academic Joy: We learn best when learning about things that deeply matter to us. [TCP]

No Score

1 - Novice

2 - Emerging

3 - Exemplary

4 - Transformative

Domain 1: Classroom Community and Culture Strengths

Set age-appropriate, grade level, school-aligned academic and behavioral expectations for your learning community

Provide specific, concrete, sequential, and observable directions

Praise learner process and effort, in addition to problem solving and accurate answers

Invite multiple learners to participate by using a variety of strategies (e.g., cold call, raised hands, choral response, everybody writes)

Identify the exceptional learners in your classroom

Establish logical, simple, and necessary routines and procedures for classroom learning that maximize learning time

Create space and time for learners to practice and internalize new routines and procedures

Include time in each class period or at the start/end of the day to intentionally build community (e.g., class greeting, morning meeting, advisory, SEL lessons, individual/group check-ins with specific learners)

Invite learners to make personal connections to their peers

Domain #4: Knowledge Demonstration: To what extent do learners demonstrate they are learning in this classroom and do teachers provide feedback that encourages precise understanding?

Indicator 4.1 - Rigorous Tasks: We learn best when presented with tasks that require us to think critically and productively struggle. [TCP]

No Score

1 - Novice

2 - Emerging

3 - Exemplary

4 - Transformative

Indicator 4.2 - Data Gathering: We learn best when teachers know exactly where learners are. [TCP]

No Score

1 - Novice

2 - Emerging

3 - Exemplary

4 - Transformative

Indicator 4.3 - Data-Driven Instructional Decisions: We learn best when instructional decisions are rooted in what learners in the room know and are able to do. [TCP]

No Score

1 - Novice

2 - Emerging

3 - Exemplary

4 - Transformative

Indicator 4.4 - Intentional Feedback: We learn best when we receive targeted feedback that supports us in clarifying our understanding. [TCP]

No Score

1 - Novice

2 - Emerging

3 - Exemplary

4 - Transformative

Domain 4: Knowledge Demonstration Strengths

Select or design high quality tasks that require learners to critically think and apply their learning

Plan and implement multiple opportunities for learners to practice the skills they are expected to master in the lesson

Pre-identify critical moments in the lesson

Strategically monitor to gather information about what learners know and don't know

Identify the highest priority misconceptions and adjust instruction to address those misconceptions

Display learner work to demonstrate accurate and inaccurate thinking

Provide written and verbal feedback on work (e.g., written responses, answers, performances)

Target feedback to meet the needs of individual learners

Build classroom structures that allow for small group instruction

KIPP Texas Core Values

Champion Equity

No Score

1 - Infrequently

2 - Sometimes

3 - Usually

4 - Almost Always

Chase Excellence

No Score

1 - Infrequently

2 - Sometimes

3 - Usually

4 - Almost Always

Persist with Purpose

No Score

1 - Infrequently

2 - Sometimes

3 - Usually

4 - Almost Always

Bring Joy

No Score

1 - Infrequently

2 - Sometimes

3 - Usually

4 - Almost Always

Rise Together

No Score

1 - Infrequently

2 - Sometimes

3 - Usually

4 - Almost Always



RESUME



Coleton T.D. Dudley

Address: 4848 Pin Oak Park APT #1535 Houston, TX 77081

Phone: (918) 352-0905 **Email:** ctdudley13@gmail.com

Website: www.coletontddudley.com

EDUCATION

University of Pittsburgh, Pittsburgh, PA

Expected: May 2027

Doctorate of Education (EdD) in Urban Education

GPA: 4.00- School of Education Merit Scholar

A+ Texas Teachers

Effective: June 2022

Certified Elementary Teacher in the State of Texas: Core Subjects with Science of Teaching Reading (EC-6)

English as a Second Language (ESL) Certification

University of Kansas, Lawrence, KS

Graduate: May 2020

Master of Science in Education in Curriculum and Instruction with an Emphasis in Reading Education-

GPA: 4.00 & Graduate Certificate in Reading- Grades (PK-12)

Langston University, Langston, OK

Graduate: May 2018

Bachelor of Arts in English and Communications, Psychology Minor-

GPA: 3.85- Summa Cum Laude- Member of the E.P. McCabe Honors Program & Scholar's Club

EXPERIENCE

KIPP Connect Primary School, Houston, TX- 2019- Present

Lead ELA Instructor/Writing Department Chair/Instructional Coach/Family Night Coordinator

- Create pacing calendars for English Language Arts instruction aligned to TEKS and CCSS
- Lead weekly content and data meetings to inform instructional decisions for ELA
- Provide instruction through whole/small groups, centers, and targeted interventions
- Coordinate family night activities annually to increase community engagement and belonging

College Bound Academy Charter School, Tulsa, OK- 2018-2019

Lead Literacy Teacher/2nd Grade

- Provide instruction to three, differentiated second-grade classes within the CKLA Curriculum
- Record student data to track and maintain learning goals and individualized instruction

Langston University, Langston, OK- August 2016-May 2018

Administrative Assistant in Office of Admissions/Tutor in Writing Center

- Led tours to prospective students and participated in off-campus student outreach
- Report student progress and maintain data from transcripts, resumes, and documents

Project Transformation Oklahoma, OK- May-July 2017 & May-July 2019

Reading Coordinator for Muskogee, OK at St. Paul UMC

- Organize tests and assessments for 60 elementary students
- Track student progression and design lesson plans based on student needs

AFFILIATIONS

Thurgood Marshall College Fund- Teacher Quality & Retention Program- 2023-Present

Fellow/Session Facilitator/Mentor

- Engage in and create professional development opportunities (150+ hours)
- Commit to participating in opportunities to improve leadership and teaching abilities

Coleton T.D. Dudley

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Emerging 100 Houston- 2022-Present

Member of the Mentorship Committee

- Assist with program facilitation, planning, and collaboration
- Participate in mentoring and leadership development sessions

Scouts of America (BSA)- 2020-Present

Assistant Scoutmaster of Troop 500

- Assist with programming coordination on campouts and excursions
- Lead mentoring sessions and personal development engagements

Pearland-Manvel-Fresno (TX) Alumni- Kappa Alpha Psi Fraternity, Inc.- 2020-Present

Board of Directors

- Advise and consult for chapter growth and compliance with national initiatives
- Provide strategic guidance, governance, and mentorship focused on long-term vision

AWARDS & HONORS

Kinder Excellence in Teaching Award- 2024-2025

- Received the Kinder Excellence in Teaching Award through the Kinder Foundation

Bert V. Wadkins Award- 2023-2024

- Recognized as the Most Outstanding Alumni Guide Right Advisor for the Southwestern Province of Kappa Alpha Psi Fraternity Inc. through service of the Pearland-Manvel-Fresno (TX) Alumni Chapter

TEA Teacher Incentive Allotment Exemplary Designation- 2023-2024

- Exemplary Designation through the Texas Education Agency's Teacher Incentive Allotment Program

HEB Excellence in Education Award Nominee & Finalist- 2023-2024

- Nominee & Finalist for the 2024 HEB Excellence in Education Teacher's Award

Lee Keeton, Jr. Brother of the Year Award- 2021-2022

- Recipient of the Pearland-Manvel-Fresno (TX) Alumni Chapter of Kappa Alpha Psi Fraternity Inc. Award

Sigma Tau Delta International English Honor Society- 2017-Present

- Founding member of the Sigma Tau Delta Chapter at Langston University

White House Initiative on HBCUs- 2017-2018

- Represented Langston University as an HBCU All-Star WHI Ambassador

Alpha Chi Honors Society- 2016-Present

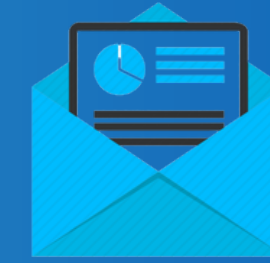
- Inducted as a full-time member

Stephen B. Alexander Achievement Award- 2016-2017

- Most Outstanding Undergraduate Brother of the Year for the Middle Western Province of Kappa Alpha Psi Fraternity, Inc. through service as the Alpha Pi Chapter Polemarch, Vice-Polemarch, and Keeper of Records



CONTACT ME



- PERSONAL CELL PHONE- (918) 352-0905

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- WEBSITE- WWW.COLETONTDDUDLEY.COM

