



EDUCATOR PORTFOLIO

COLETON TYLER DEVANTE DUDLEY

www.coletontddudley.com



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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 AND FINISHED THE DEGREE IN MAY OF 2020.
- THIS WILL BE MY 5TH YEAR CONSECUTIVELY TEACHING 3RD GRADE ELA AT KIPP CONNECT PRIMARY SCHOOL IN HOUSTON, TX WHERE I HAVE SERVED AS A GRADE LEVEL CHAIR (GLC) AND WRITING CONTENT LEAD.

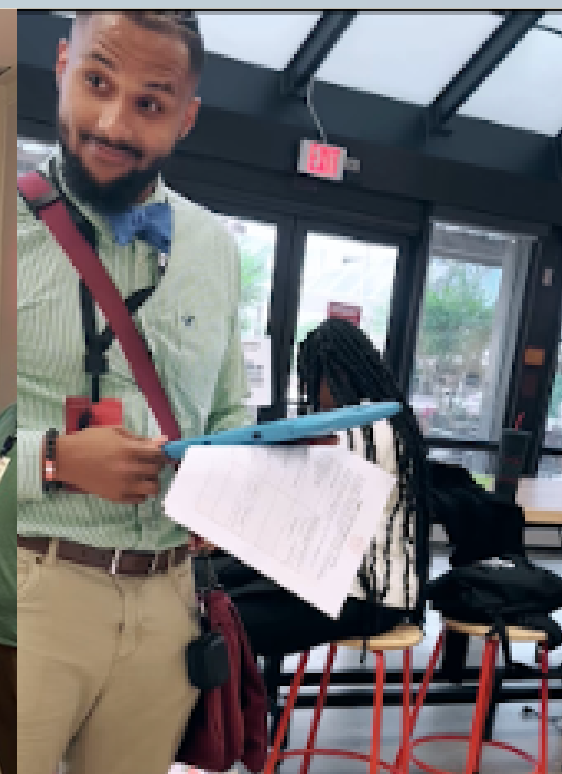


COLETON DUDLEY
3RD GRADE ELA TEACHER

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 PLAN TO CONTINUE MY EDUCATION AND AM CURRENTLY IN THE PROCESS OF APPLYING FOR A DOCTORAL PROGRAM WHILE TEACHING SO THAT I MAY EVENTUALLY BE A LEADER IN SCHOOL ADMINISTRATION.

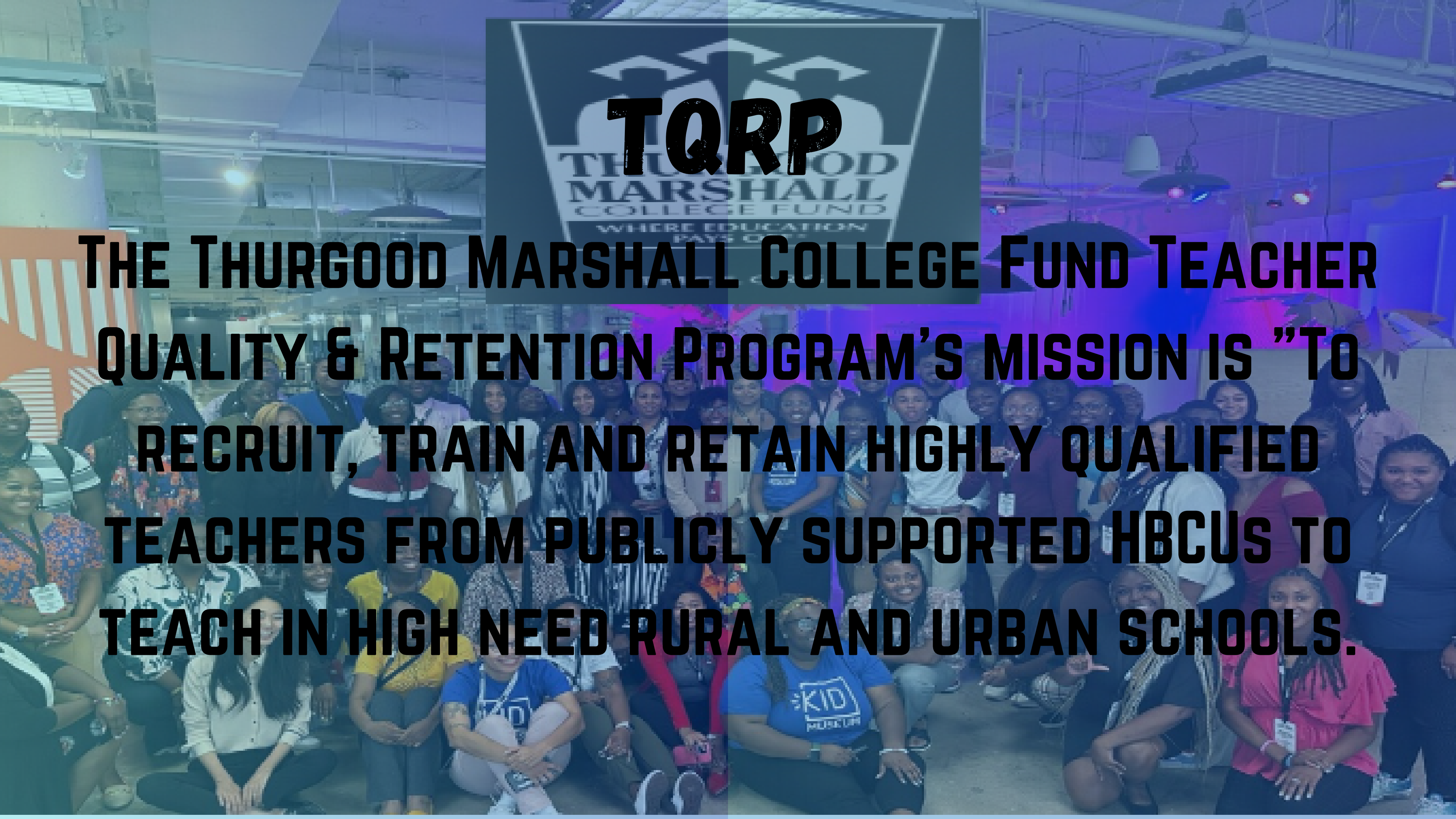
MY LONG TERM GOALS ARE TO GAIN THE EXPERIENCES AND OPPORTUNITIES THAT WILL ALLOW ME TO BE FULLY EQUIPPED TO ASSIST IN MAKING DECISIONS AND CHANGES IN THE FIELD OF EDUCATIONAL POLICY. HAVING THESE EXPERIENCES AND THE NECESSARY DRIVE, I WILL FIGHT FOR ALL STUDENTS TO RECEIVE EQUITABLE OPPORTUNITIES IN 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.



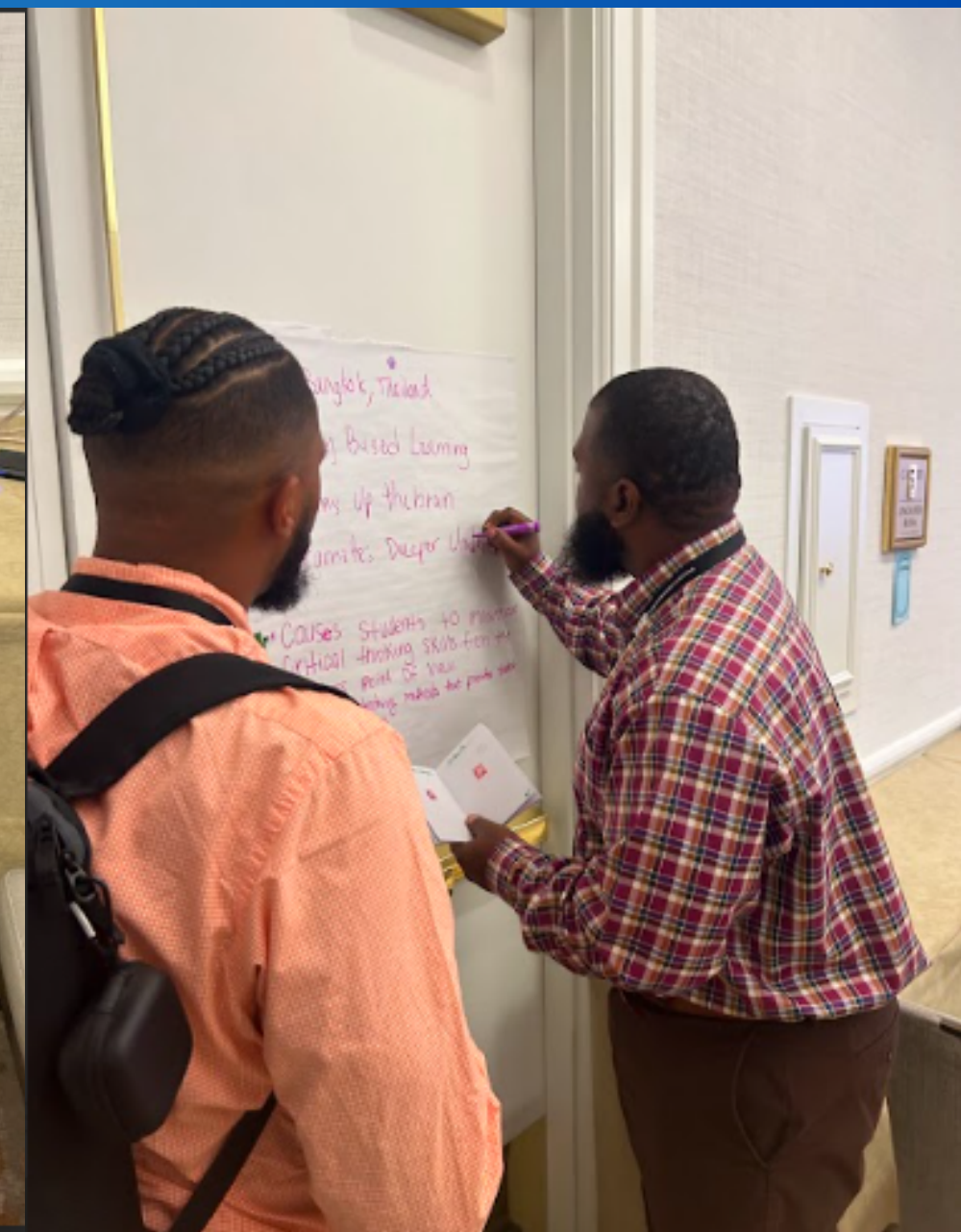
TQRP

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

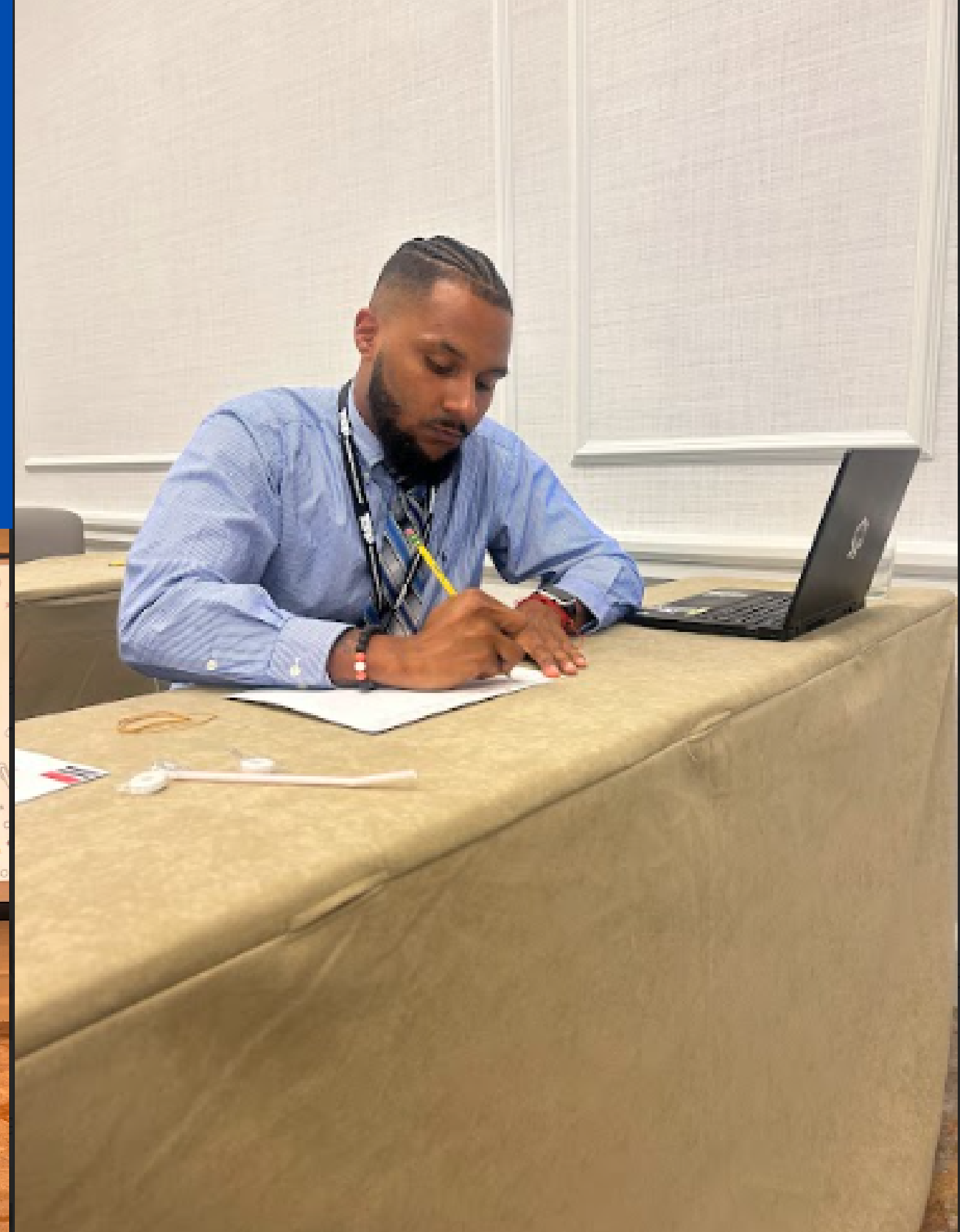
ENGAGE- MAKE CONNECTIONS AND ESTABLISH OBJECTIVES.

EXPLORE- FACILITATED LEARNING WITH INVESTIGATIONS.

EXPLAIN- CONSTRUCT EXPLANATIONS FROM THE EXPERIENCES.

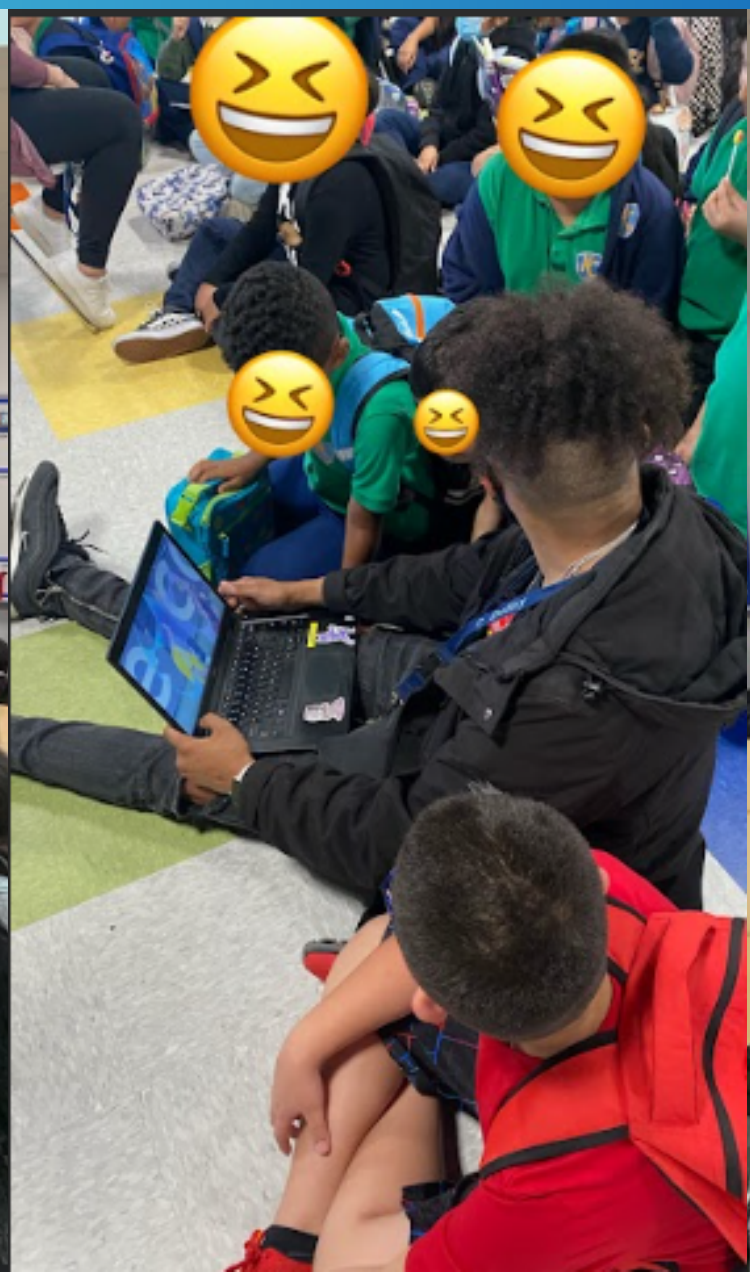
ELABORATE- EXTEND KNOWLEDGE AND APPLY YOUR SKILLS.

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.



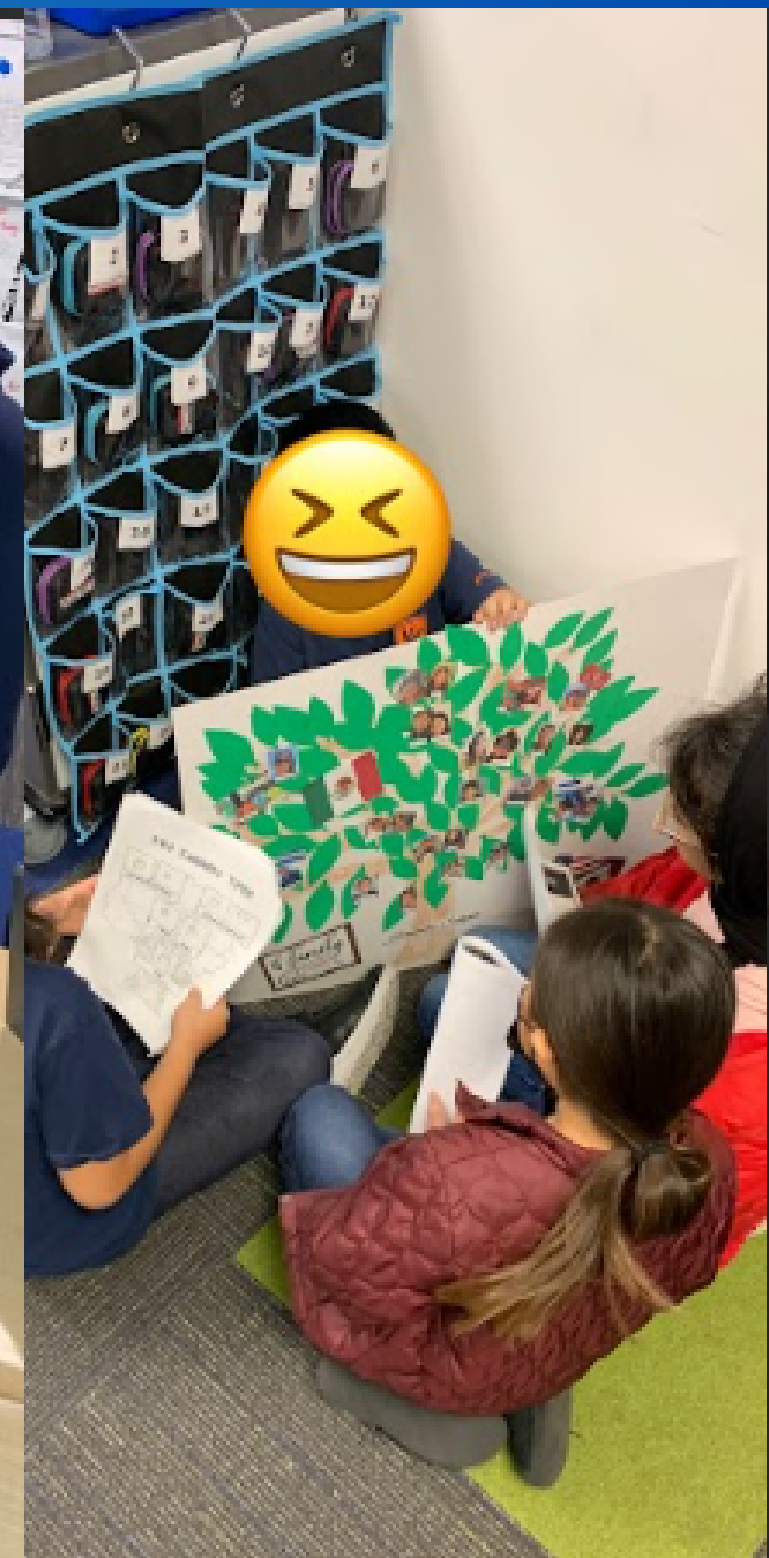
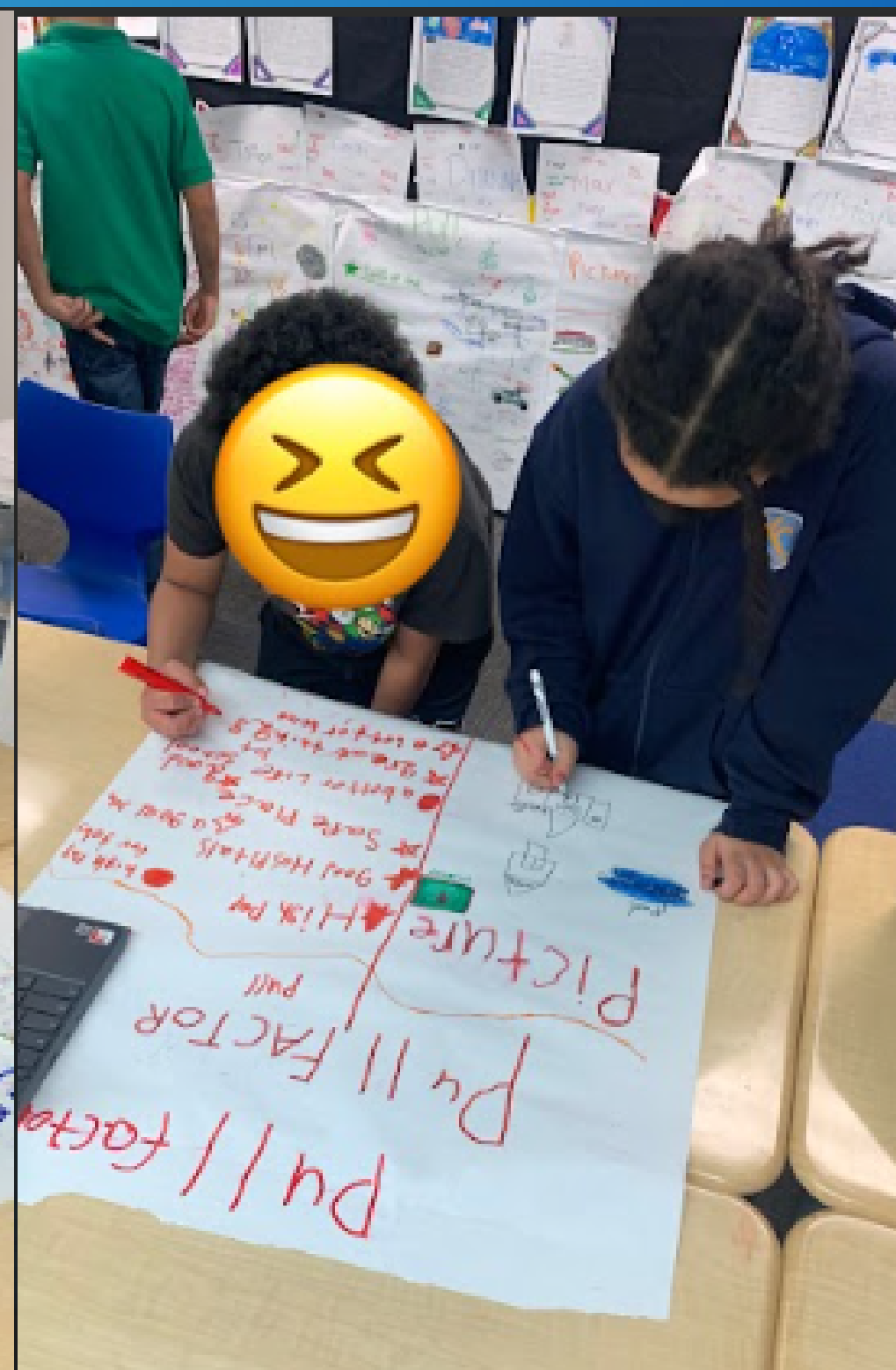
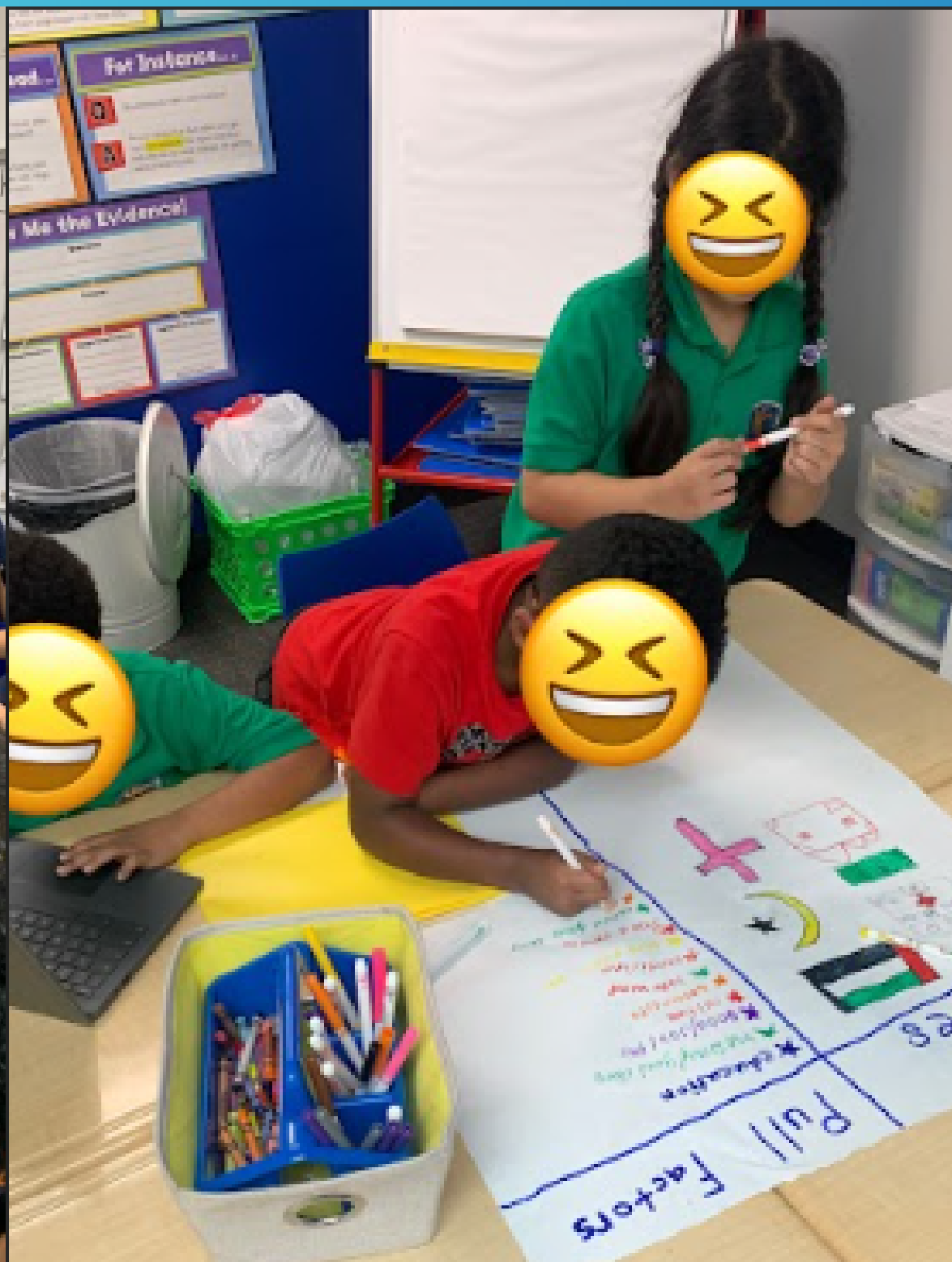
CLASSROOM ENGAGEMENT

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



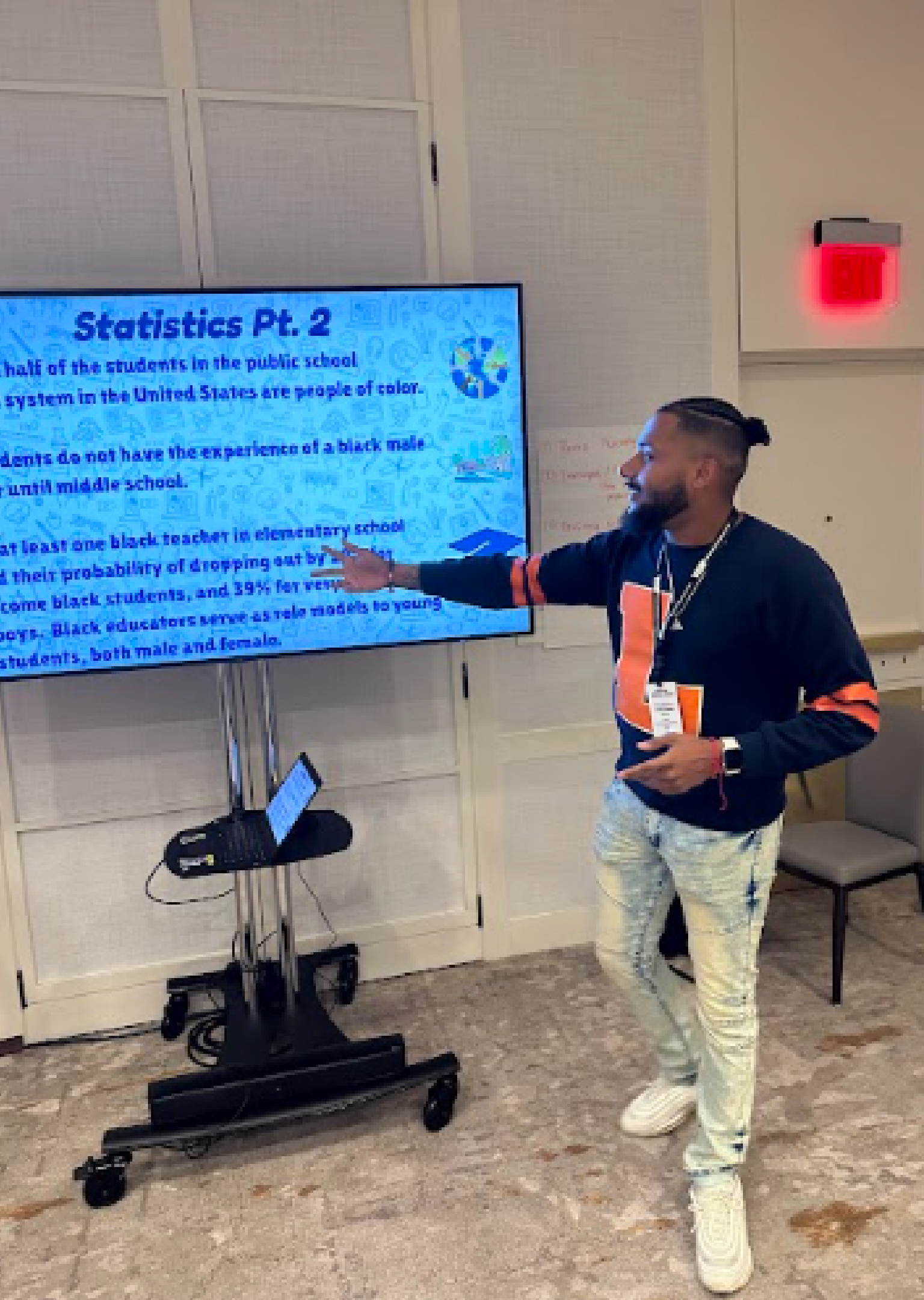
DIFFERENTIATED INSTRUCTION

"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.



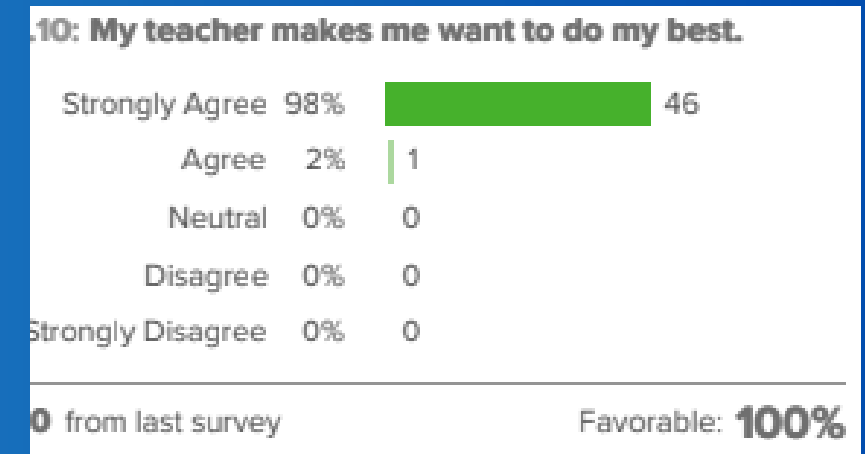
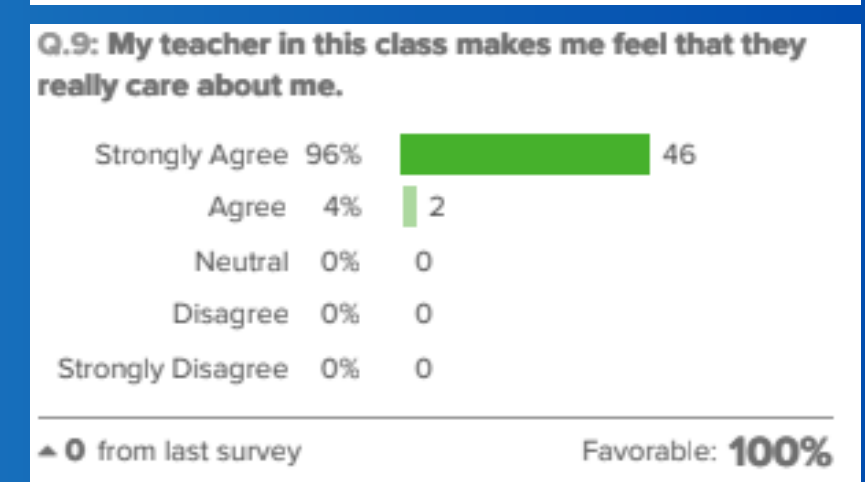
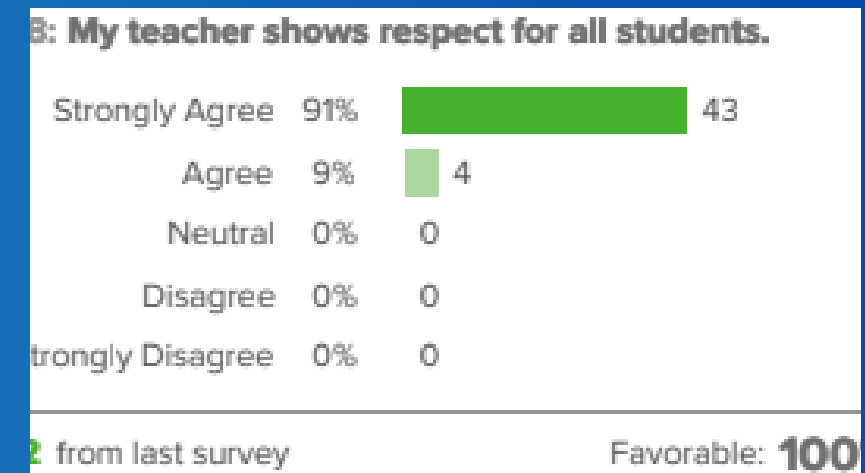
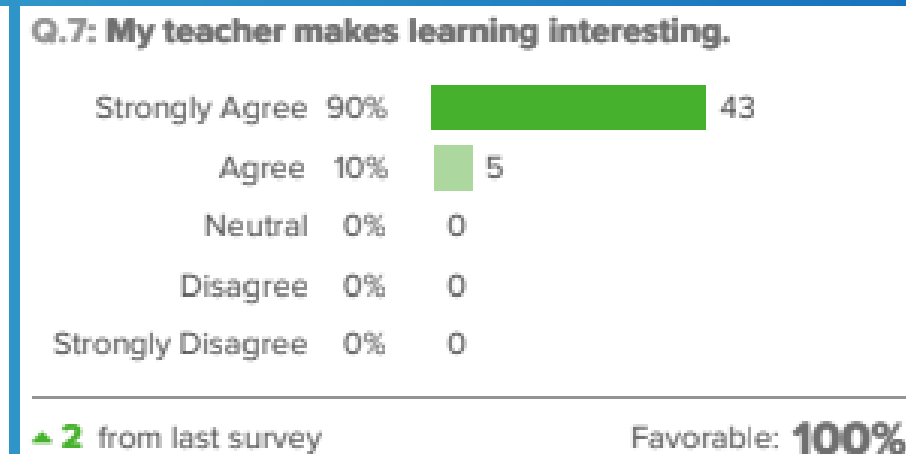
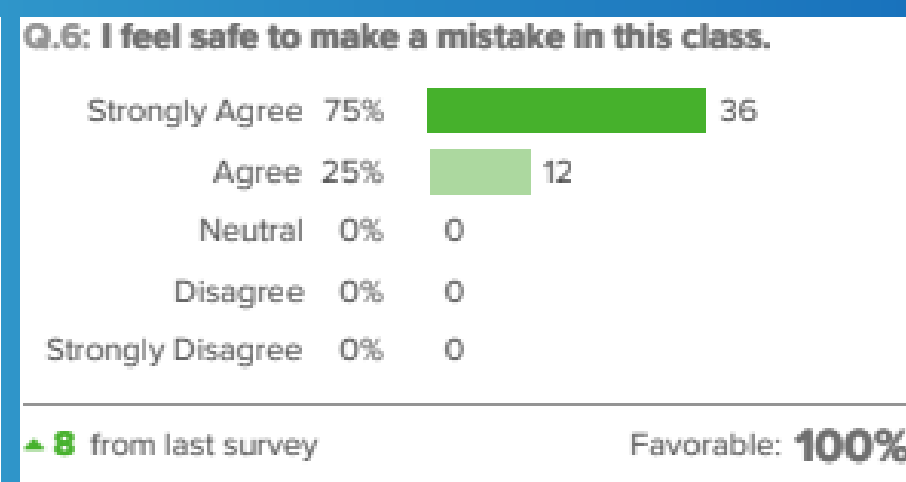
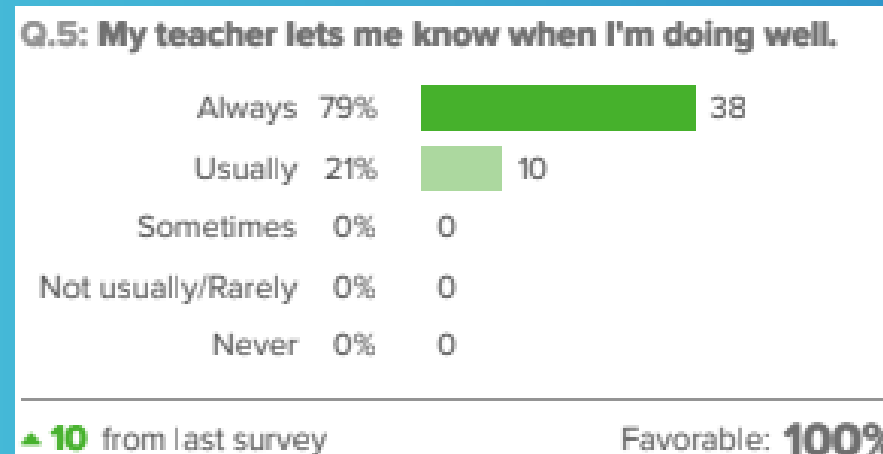
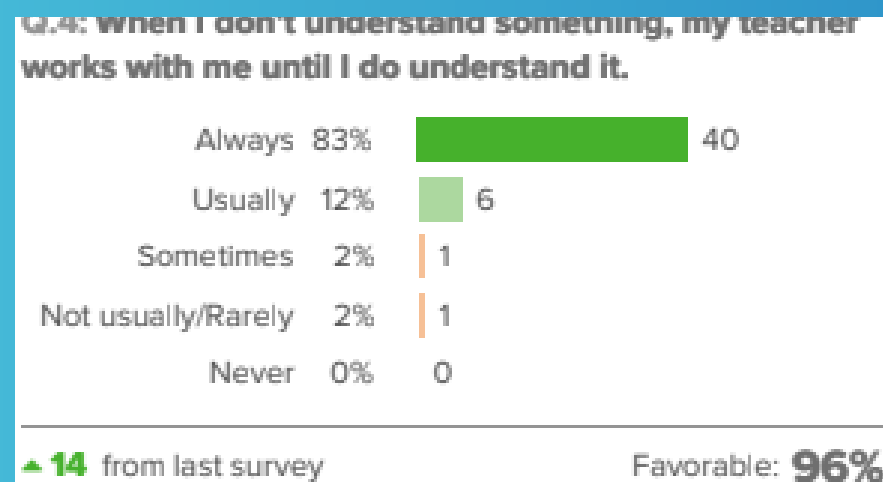
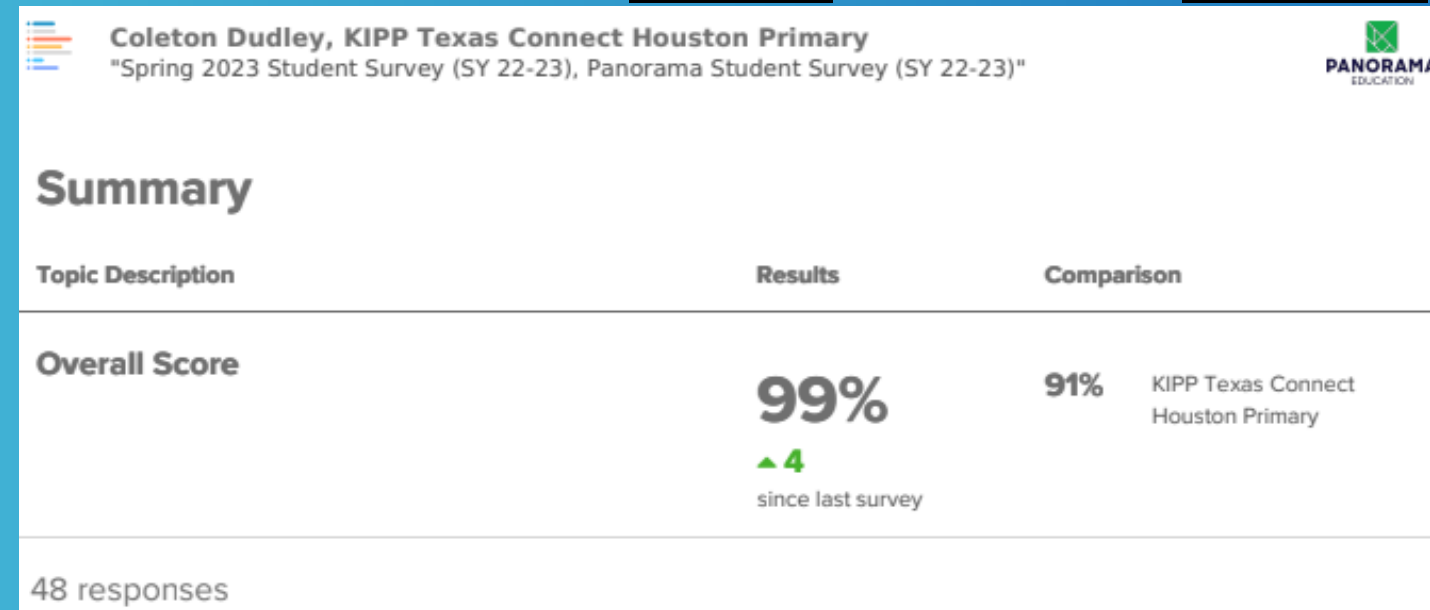
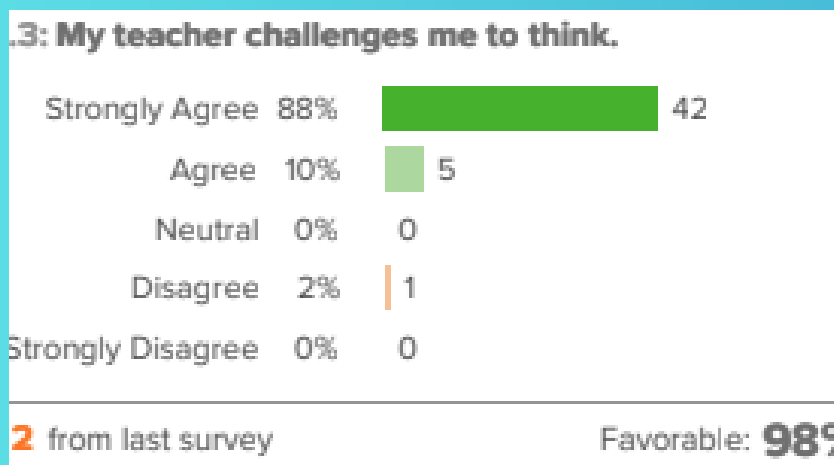
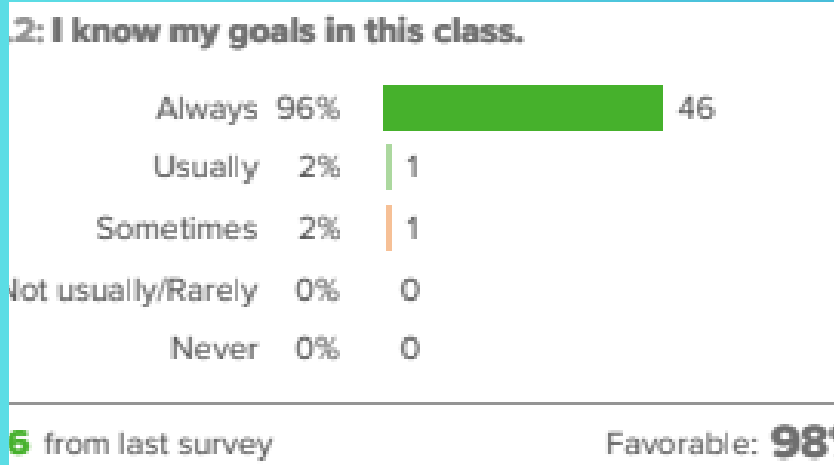
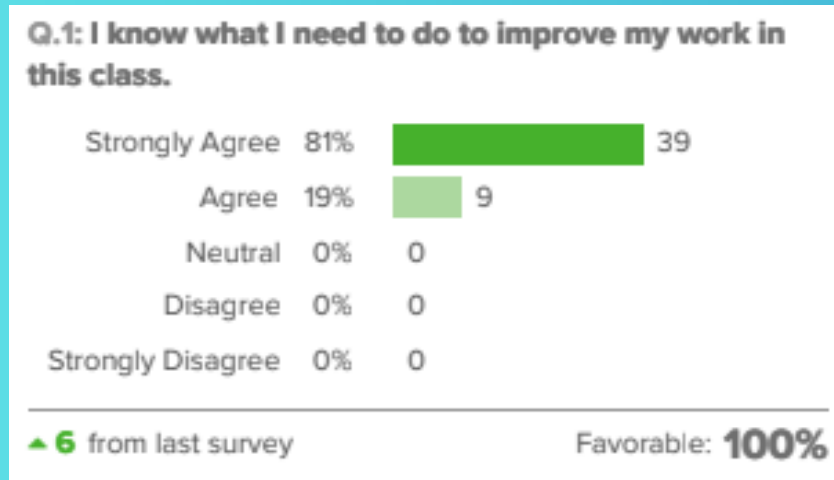
SESSION DEVELOPMENT & FACILITATION

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.



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 SY22-23

Score: 3.71

Observation of Coleton Dudley by [redacted] on May 17, 2023, 1:00 pm

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

No Score	1 - Novice	2 - Emerging	3 - Exemplary	4 - Transformative
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Indicator 1.2 - Equitable Conditions for Learning: We learn best when there are meaningful routines and procedures and collective ownership over them. * +

No Score	1 - Novice	2 - Emerging	3 - Exemplary	4 - Transformative
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Indicator 1.3 - Classroom Community: We learn best in community with others who care about us; learning is social. * +

No Score	1 - Novice	2 - Emerging	3 - Exemplary	4 - Transformative
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Indicator 1.4 - Academic Joy: We learn best when learning about things that deeply matter to us. * +

No Score	1 - Novice	2 - Emerging	3 - Exemplary	4 - Transformative
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Indicator 1.5 - Brave and Safe Spaces: We learn best in spaces where our experiences and ideas are centered. * +

No Score	1 - Novice	2 - Emerging	3 - Exemplary	4 - Transformative
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- adding of support and structures to lessons that will help students be successful - created checklists and a writing structure graphic organizer that made students conceptual understanding of essay writing much stronger
- built off of student input and their reception to different strategies and activities.
- Student ideas are centered in instruction through collaboration-- I have had several opportunities for student voice and input when creating exemplars and practice sets.
 - For example, I pulled a group of students one day to help me come up with student friendly responses to an assignment for class. I also help to bring joy to my classroom by having students share information about their culture and having a dedicated space on my whiteboard to celebrate our classroom differences.
- 100% of learners participate actively
- 100% of learners have voice in not only setting procedures/expectations, but everything
- 100% of learners can & do give feedback
- Mr. Dudley's students show a love & genuine curiosity of learning
- Mr. Dudley consistently integrates student's cultures

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

No Score	1 - Novice	2 - Emerging	3 - Exemplary	4 - Transformative
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Indicator 4.2 - Data Gathering: We learn best when teachers know exactly where learners are. * +

No Score	1 - Novice	2 - Emerging	3 - Exemplary	4 - Transformative
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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. * +

No Score	1 - Novice	2 - Emerging	3 - Exemplary	4 - Transformative
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Indicator 4.5 - Structures for Differentiation: We learn best when the demands and supports of the classroom are matched to our individual needs. * +

No Score	1 - Novice	2 - Emerging	3 - Exemplary	4 - Transformative
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Strength

- data driven decisions, rigorous tasks & data gathering - students & Mr. Dudley know what their goals are, where they are and how to get there
- Pacing & Differentiation - strong pacing within each part of the lesson, differentiation strategies abundant
- Conceptual Understanding - students can share transferrable take away

Opportunity for Growth

- feedback - students providing academically focused feedback to one another, what students are completing to show mastery and how they can show mastery of different levels of content when/if appropriate
- Questioning - learners engaging with their peers to challenge their thinking/push for evidence arguments with consistency

Champion Equity * +

No Score	1 - Not Yet Proficient	2 - Approaching Proficient	3 - Proficient	4 - Exemplary
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Mr. Dudley seeks to increase awareness of potentially racist or oppressive systems and practices. He constantly modifies lessons and morning meetings to educate our KIPsters and empower them with knowledge. He also maintains high standards for all stakeholders and does not allow obstacles to become excuses for failing kids. When one of our parents kept cancelling our conferences and not responding to our communications, he went above and beyond to get a meeting in with our student's mom and even got her a referral to better improve her educational path. Mr. Dudley identifies inequities in systems, analyzes them

Chase Excellence * +

No Score	1 - Not Yet Proficient	2 - Approaching Proficient	3 - Proficient	4 - Exemplary
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Mr. Dudley inspires those around him and he invites others to observe something that is creating success/opportunity in his classroom. His content partners use his resources and even share them with other grade levels since he is always thinking about the children and their academic success. Mr. Dudley communicates and acts in ways that increases shared understanding, empathy, and alignment between teammates and creates opportunities for growth and expanded impact for themselves and their

Rise Together * +

No Score	1 - Not Yet Proficient	2 - Approaching Proficient	3 - Proficient	4 - Exemplary
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Mr. Dudley openly shares his ideas and resources with his colleagues and actively seeks opportunities for collaboration so that his team can best support their students learning. Mr. Dudley provides all materials used from a previous lesson to help a colleague plan their own lesson around a similar topic and allows



RESUME



Coleton T.D. Dudley

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Website: www.coletontdudley.com

EDUCATION

A+ Texas Teachers

Effective: June 2022

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

University of Kansas, Lawrence, KS

Graduate: May 2020

Master's 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

Bachelors of Arts in English and Communications-Psychology Minor – GPA: 3.85- Summa Cum Laude

EXPERIENCE

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

Fellow & Session Facilitator

- Engage in and create professional development opportunities
- Commit to participating in opportunities to improve leadership and teaching abilities

Emerging 100 Houston- 2022-Present

Program Facilitator for the Mentoring Pillar

- 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

Chairman of the Kappa League Youth Leadership Development & Guide Right Program

- Advise and mentor young men from the 6th-12th grade
- Provide leadership techniques and opportunities for development
- Coordinate business meetings and engagements for all members

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

Lead English Language Arts Instructor/Writing Content Lead/Primary Soccer Coach

- Create pacing calendars for reading and writing instruction aligned to TEKS and CCSS
- Record student progress to track and maintain learning goals, compile records of student data
- Inform instruction through small groups, centers, and provide individualized instruction

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

Lead Literacy Teacher/2nd Grade

- Provide instruction to three, differentiated second grade classes within the CBLA 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

- Recorded transcripts, resumes, applications, and other university documents
- Led single, group, school, and family tours to prospective students of Langston University and participated in off-campus student recruitment outreach programs
- Report student progress to teachers and academic advisors

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

Reading Coordinator for Muskogee, OK at St. Paul LMC

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

AWARDS & HONORS

HEB Excellence in Education Award Nominee- 2023-2024

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

Houston Youth Soccer Association (HYSA) Championship- 2023

- Head Coach for the Houston All-Stars 9U Championship Soccer Club

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

- Recognized as Brother of the Year for the Pearland-Manvel-Fresno (TX) Alumni Chapter of Kappa Alpha Psi Fraternity Inc.

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

- Recognized as the Most Outstanding Undergraduate Brother of the Year for the Middle Western Province of Kappa Alpha Psi Fraternity Inc. through the Alpha Psi Chapter

McCabe Scholar- 2014-2018

- Member of the Langston University Scholars Club and E.P. McCabe Honors Program



CONTACT ME



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