

Description of Organization

Buddinwriters Academy LLC is an entity registered in Florida and the United States Virgin Islands to provide educational consulting services to K-12 institutions. We focus on instructional best practices for improving writing performance in students across disciplines; teacher training with strong focus on the coaching cycle and develop strong teacher leaders; data analysis that focuses on improving instructional practices; lesson planning that focuses on differentiated instruction, classroom management, and social-emotional learning; instructional practices that include effective use of technology to facilitate learning among all student groups; collaborative models that bolster successful implementation of initiatives, communication practices that nurture a collegial culture, and fosters lasting and supportive relationships between home and school.

Our presentations hinge on research-based theories such as the following: Danielson (2008) Instructional Practices; Hattie (2013) Visible Learning; Aguilar (2013) Coaching Cycle; Bamborick-Santoyo (2012); Teacher Leadership; Dufour and Dufour (2008) Collaboration models; Bamborick-Santoyo (2010) Data Driven Instruction

All presenters with Buddinwriters Academy are certified educators who are trained both in pedagogical and andragogical practices.

History and Background of the Organization

In 2012 Buddinwriters was established as a publishing sole proprietor for cultivating habits of writing in students, and in 2013, when the need for simplifying the Common Core College and Career Reading standards to apprehensive educators, morphed into educational consulting. As owner and CEO, I obtained a doctoral degree in teacher training and continued conducting sessions with schools independently, and through the VI Writing Project summer institutes.

Since then, we have continued to provide professional development services to public, private, and parochial educational institutions.

In 2015 Buddinwriters embarked on one of its most successful initiatives. We obtained a 20-day contract that extended over a calendar year and across two school years.

The initial contract was to work with English Language Arts (ELA) and Social Studies teachers to establish an approach for improving ELA performance in a school labeled “In Need of Improvement” by the NCLB Act of 2002. By the end of the first five-day session, the math and science departments expressed a desire to be a part of the process, and by the third set of five-day job-embedded sessions, teachers from all departments had joined the process.

This reception from educators caused an extension of the contract by an additional 10 days. Participants had given favorable feedback to their administrators. One of the most meaningful and memorable feedbacks was that they were treated like adults with experiences worthy of sharing, and they felt comfortable asking questions. The relatability is derived from the consultant-participant relationship. I connected to participants on a cultural level and it made them willing to try. Buy-In according to Bartholomew (2018) is one of the key concepts that must be secured or built before a coach can even attempt to strengthen a good athlete or anyone about to be coached. Buy-in was the concept that made our first attempt at school-wide implementation successful.

The sessions during that project period included a major school-wide initiative. It addressed writing in all disciplines, an approach to tackle math performance in all math classrooms, and the use of common formative assessment in major disciplines to provide data that guided instruction. Teachers were open to having our facilitators model, observe, and coach them. There were sessions on the use of higher order questions, and vertical and horizontal collaboration models were encouraged and

Because teachers were receptive, the school continued the agreed-upon implementation plan. At the end of the first year of implementation, ELA scores had moved from 11% to 22% proficient, and by the end of the third year, ELA scores had increased to 45% proficient.

The initiative was successful because educators engaged in the process. Participants analyzed the school's data and examined the school's improvement plan (SIP). Educators had an opportunity to delve into the data, so they were willing to create a solution. They created SMART goals based on their department's goals, which were also aligned with the school's SIP plan and the

district's strategic plan. Participants engaged in prioritization and unwrapping of CCS standards created unit and lesson plans, and formulated formative assessments for monthly evaluation of standards. The plans were fully supported by the school's administrative team.

A major part of the initiative focused on coaching, modeling, and collaborations for peer support. All stakeholders understood the problem, and they were willing to be part of the solution. We established a method for dealing with teacher turnover and for three consecutive years, the school made gains in ELA and math and were off the "In Need of Improvement" status.

This experience taught us that for any initiative to succeed, all stakeholders must buy in. We also discovered that the delivery of content is insufficient to positively impact teacher efficacy. Educators appreciate being valued and they thrive in settings where they are given opportunities to succeed.

Although this was not Buddinwriters' last work, it has been the most fulfilling. Other opportunities included working with parochial, private, and after-school programs in the following areas: building writing culture, differentiated instruction, use of technology, coaching cycle, teacher leadership, classroom management, multi-grade teaching, instruction that meets students in subgroups like ELL and ESE/SWLD, among other topics based on school's needs.

Other Work Experience Contractual and Philanthropic

Job: 2 hrs of Virtual Professional Development --- December 8, 2023

To: Elementary educators

*Topic: How to integrate technology and digital tools into instruction to adequately prepare elementary students for digital testing
(use of digital media, tools, and literature to enhance learning)*

*Job: 38 hrs of Face-to-Face Professional Development --- May 2023 and August 2023
To: 105 Elementary and Secondary School Educators
Title: Building Writing Confidence in Grades 3-12 for improving writing performance in all students: (including use of digital media, tools, and literature to enhance learning)*

Job: 6 hrs of Face-to-Face Professional Development — June 2023
To: Elementary Educators at four schools in Dominica
Title: Building Writing Confidence in Grades PreK—5 for improving writing performance in all students: (

Job: Face-to-Face Professional Development — September 2022
To: Teacher Leaders from non-public schools
Title: Leading Collectively and Learning Collaboratively

Job: Virtual Professional Development — November 2021
To: Elementary School Educators
Title: Building Writing Confidence in Grades PreK-5 (the Succinct version)

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Job: Virtual Professional Development — MAY 2021
To: Middle School Educators
Title: Building Writing Confidence across Disciplines

Job: Face-to-face Professional Development — MARCH 2021

To: Elementary School Teacher Leaders —
Title: Utilizing Critical Thinking to Build Writing Confidence from K-5
Job: Virtual Professional Development — September 2020

To: Elementary School Educators
Title: Utilizing Critical Thinking to Build Writing Confidence from K-5
Job: Face-to-face conference session — November 2018

To Attendees to Florida Literacy Association
Title: Cultivating Habits for Success in Literacy among Reluctant Writers
Job: Virtual Conference Session — MAY 2018

To: Educators K-6 from 12 Elementary schools
Title: Cultivating Habits for Reading and Writing in K-6 Students
Job: Face to Face Professional Development — JULY 2017

To: One hundred and thirty-six (136) Educators over Three days. (60 teacher-leaders; 60 administrators, 6 district officials)

Title: cultivating Habits for Reading and Writing in K-6 students. (TL) How to Implement School-wide Initiatives for Success. (ADMIN) The role of the Teacher Leader and the role of the administrator