

Reading Initiative for a Local Community in Guyana: An Administrative Process Perspective

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Abstract

Employing an *administrative process* perspective (i.e. a viewpoint that analyzes how organizations use formal procedures for tasks such as establishing rules and praxes, enforcing laws, and resolving disputes), this paper describes and discusses the essentiality of a reading initiative for a local community in Guyana, South America.. The community is called Buxton and is located about 12 miles from the capital city of Georgetown. As a former British colony, the English system of education was embedded in the Guyanese culture. This system consists of primary and secondary education levels. In comparison with the United States system of education, the primary level would be from kindergarten to eighth grade and the secondary level would be from ninth grade to 12th grade. A basic requirement for graduation, be competitive in the job market and/or move on to attend college at home or aboard is to pass the General Certificate of Secondary Exam (GCSE). This exam was later changed to the Caribbean Secondary Education Certification (CSEC). Passing the exam requires a very strong reading aptitude. This paper therefore provides an initiative that will address this requirement for schools in Buxton.

Keywords: Reading Initiative, Education System, Local Community, Guyanese Culture, Administrative Process

Introduction and Description of Need

Reading and the acquisition of vocabulary are very important in the academic arena, especially in schools. Reading gives you knowledge; the more you read, the more you are adding valuable information to your mental database. Reading boosts creativity, and it also gives you the ability to identify universal or novel connections to a given set of facts. Learning to read therefore is essential for success in the school, and it is necessary for all subject areas. There are two spoken languages in Guyana: (1) the British English language and (2) the Guyanese Creole language. Guyanese parents with no college education or those that did not finish high school will speak Creole to their kids in the home (for more on this colonial and neocolonial experience, see Jagan, 1973 and Rodney, 1981). Examples of Creole language sentences are “Mi told am,” translated into British English means “I told him”; “Dis watta de col,” translated means “The water is

cold.” Teachers at the primary school level have the uphill task of breaking the students out of the Creole language and transferring them to the British English. This task is very difficult because the parents are frequently speaking Creole in the home.

The critical stage is the transition from the primary to the secondary level. In the primary school level, the students can hide the lack of reading skills and get by doing the bare minimum. In the secondary level, the academic work gets more difficult and reading plays an important role in the classroom activities. Students who fail to be successful in the first year of secondary school are more likely not to graduate and drop out of school. At the newly renovated Buxton High School, the dropout rate is around 20%. The principal stated that when reading, the students pronounce each word independently and not as part of a sentence, as they are not taught any phonics, they have limited vocabulary, and the parents speak Creole at home. The socioeconomic status of the parents also impacts the students, as the parents do not have the resources to buy books for the home. The students who drop out of high school eventually turn to a life of crime to supplement their incomes. There is therefore a need for a reading program to target the at risk students who are transitioning from the primary to the secondary level. The proposed program endeavors to make an impact on the at-risk students, assist them to stay in school, graduate, and contribute in a positive manner to the community.

The Alternative

The possible alternative that was considered was building a library in the community. The International Development Bank (IDB) with the assistance of the Ministry of Education had plans to establish a library in the community. The IDB would provide the funds to build the infrastructure, and the books had to be donated by the local community or the Ministry of Education. Building a library is indeed a noble gesture, but it would not achieve the goal of teaching the school-aged children in the community how to read. The school-aged children need to learn how to read and acquire knowledge by reading before they can be able to utilize the services of a library. There is more immediate need for a reading program to meet the needs of the school-aged children in the community. The library can be used as a follow-up to enhance the reading program.

Pre-test Assessment

As an integral part of the initiative, the students will be pre-tested to determine the level of their reading skills and to establish a baseline. To achieve this task, three tests were considered: (1) the GORT-4 Gray Oral Reading Test-Fourth Edition, (2) the Basic Reading Inventory (BRI), and (3) the Qualitative Reading Inventory (QRI 2) (see appendix A). For the Buxton Community, the best test would be the QRI 2. The test focuses on following areas: Word Identification in Content, Oral Reading, Unaided Recall, and Comprehension Questions.

Also, the QRI 2 assesses the underlying reading problems faced by the students in Buxton community; it is simple to administer and can be administered by a teacher who is not a specialist in reading. In addition, the reading assessment will commence in April; by June, it is the expectation that all students from the three primary schools going into the secondary schools will be tested. Students that have low scores will be identified for the program. Based on the tests results, students will be categorized as very low functioning, low functioning, average, and below grade level.

Guiding Principles of the Rewards Program

Based on the *administrative process* perspective (i.e. a viewpoint that analyzes how organizations use formal procedures for tasks such as establishing rules and praxes, enforcing laws, and resolving disputes), the following are the guiding principles of the envisaged rewards program for the proposed initiative:

- Developing strong fundamental skills for improved test taking
- Ensuring that students make gains in less time due to effective, intense intervention approach
- Closing the achievement gap for students who lack early foundational skills
- Moving students from guided to independent learning through a scaffold instructional approach
- Using a short intervention that can be completed in four weeks
- Ensuring that student progress is easily monitored, checked, and rewarded, which increases motivation

The goals based on the fact that rewards are part of the strategic intervention program that will sharpen reading and writing skills and supporting all core curricula by improving the following:

Decoding	Fluency
Vocabulary	Comprehension
Test-taking skills	Content area reading and writing
Word choice	Sentence writing and revision

The following are the five objectives:

- (1) To develop a comprehensive reading program that would impact and reduce by at least 20% the number of high school dropouts.
- (2) All students enrolled in the program will improve their reading scores by 10% as measured by the post-assessment test.
- (3) By the end of the program, students will read at least four books as measured by their reading log.
- (4) By the end of the program, students will improve their decoding, comprehension, fluency, and vocabulary skills by 20% as measured by the pre-test and post-test.
- (5) To encourage the use of Standard English and deemphasize the use of Creole.

Rewards Intermediate Level

Rewards Intermediate Level is for students in grades 4, 5, and 6 who read at 2.5 grade levels or above. Students who have mastered single-syllable words and are ready for multisyllabic words benefit greatly from this program. Rewards Intermediate Level features the following:

- A flexible strategy for decoding long words including those in content area textbooks
- Fluency, building strategies with reading passages that are at a reading interest level for

- fourth, fifth, and sixth grade students
- Vocabulary development strategies
- Oral and silent reading fluency development strategies

Rewards Intermediate Level includes the following:

- 25 teacher directed and scripted lessons
- Assessments
- Practice word lists
- Two 24" x 25" posters demonstrating strategies for Reading Long Words; Prefixes, Suffixes, and vowel combinations

Rewards Secondary Level

Rewards Secondary Level is recommended for struggling students in grades 6-12 who read at 2.5 grade levels or above and have difficulty reading multisyllabic words. With rewards secondary, students will achieve the following:

- Gain greater confidence in their reading ability
- Learn a flexible strategy for breaking down words containing two to eight parts into manageable , decodable blocks
- Develop prerequisite skills by identifying word sounds, prefixes, and suffixes
- Accurately read more multisyllabic words in sentence and in content area textbooks
- Read content area passages accurately and with greater speed
- Improve comprehension as fluency increases

Rewards Secondary Level includes the following:

- 20 teacher directed and scripted lessons
- Assessments
- Practice word lists
- Posters

Rewards Writing: Sentence Refinement

Rewards Writing is for students in grades 5-12 who need to improve their reading and writing skills. It can be used with any language arts program. Rewards' writing is a unique writing program featuring step-by-step lessons to teach sentence writing and revising. The program entails the following: sentence fluency, word choice, sentence combining, critical sentence writing skills, and sentence revising.

London's Summer Initiative Program

The program will commence in March with the administering of the of the Qualitative Reading Inventory Test, and the reading scores of the students during the school year will be used to

determine who will participate in the assessment. The main idea is to collect data on the reading skills of the students so that they can be targeted for the program. The projected student population would be 100. The four-weeks program will run from July 1 to July 31 and will be housed in Buxton High School. The students will attend classes three hours per day, from Monday to Friday, and the teachers will be there for four hours each day. The final hour will be for planning and evaluating progress with the program director. Students will attend from 8:00 am to 11:00 am, and teachers will attend from 7:50 am to 12:00 pm. During the four weeks, students will also learn how to communicate in formal English with less emphasis on Creole. They will also learn how manage their time, and study skills, as this will help them to become successful high school students.

The Rewards Program emerged from author and researcher Anita Archer's concerns about older students reading significantly below grade level. She recognized that these students needed an effective strategy to become fluent readers. Reward is an acronym for Reading, Excellence, Word, Attack, Rate, Development, and Strategies. The program includes two aspects on how to decode multisyllabic words as a word attack skill and it also has a component that includes comprehension skills in context of content material. The program also includes intermediate and secondary strands; it teaches students an explicit strategy to decode multisyllabic words; and each lesson has a vocabulary component, a spelling component, and a reading and a comprehension component. Finally there is a content component that allows for further reading instruction to apply all the strategies that were taught (Archer, Gleason and Vachon, 2000).

Parents will be an important stakeholder in the program. To get parents involved. We will organize an eat, meet and greet session in the community. The purpose of the session is to explain to parents the vision, the mission, the goals and the objectives of the program. Parents will also be asked to fill out a questionnaire to determine in what areas of the program they would like to volunteer (see appendix B).

London's Initiative Budget

The Program Director will not receive a stipend; he has graciously volunteered his time and effort in the project to give back to the community that is in need of the reading initiative. The travel expenses for the program director and the five teachers from the United States to Guyana will be \$3,600.00. The principal of Buxton High school will receive \$400.00 (all currency is in US dollars). Each teacher will receive \$1,500.00; they will also receive free boarding and lodging. Lodgings for the teachers will be provided by the Buxton community in the newly renovated Tipperary Hall. The ten aides will be paid \$30.00 per week. The ten volunteers will be gifted \$15.00 per week.

In addition, the teachers will be provided with transportation to and from the school, and one small seven-seat bus will be designated for this venture. Transportation will cost \$400.00 for the four-week period. The students will not need transportation; they will walk, ride bicycles, or parents will transport them to the school. Meals for the teachers will cost \$500.00 for the four-week period. There is a need for consumable supplies, paper, and pencils at ten cents per student. Some of the students will be from poor socioeconomic backgrounds; it will therefore be necessary to provide them with snacks so that they can focus on the academics. The cost will be 75 cents per student per day. There will also be one eat, meet, and greet session; the cost will be \$50.00. The total cost for the initiative will be US \$16,910 or \$2,396,448G.

Budget

Itemized	US Currency	Guyana Currency
Transportation: air flight for program director and 5 teachers @ 600.00 per person	3,600	648,000
Salary: Program Director	Donated	Donated
Salary: Principal Buxton High School	400	72,000
5 teachers @ 1,500 per teacher for 4 weeks	7,500	1,350,000
10 aides @ 30.00 per week for 4 weeks	1,200	216,000
10 volunteers @ 15.00 per week for 4 weeks	600	108,000
Rewards Curriculum	1,300	234,000
Transportation for teachers for 4 weeks	200	36,000
Meals for teachers @ 5.00 per day	500	90,000
Snacks for students @ .75 per student per day	1,500	270,000
Consumables: pencils, paper, etc @ .10 per student	10	1,800
Eat, meet, and greet	50	9,000
Miscellaneous	50	9,000
Total	16,910	2,396,448

The exchange rate is 180.00 G for \$1.00 US

Source: Self-generated by the Author

Budget and Personnel Descriptions

- Program Director: the Program Director will be Trevin London. The rationale for selecting London is because he is the planner and initiator of the project. He also has the qualifications for the job and holds a doctorate degree in the field of Education. He will be responsible for collating the test results; placement for the students; organizing the curriculum; hiring the teachers/reading specialists; planning and implementing the eat, meet, and greet session for the parents; collaborating with all the stakeholders; and the evaluation process. This will not be a stipend position, London will operate strictly on a volunteer basis, giving back to a community that is in need of a reading program to help move the community to compete for limited job opportunities.
- Principal of Buxton High School: this will be a stipend position. The principal will be the assistant to the program director and be responsible for completing the pre-assessment test, acting as liaison with the local community and the Ministry of Education, hiring the aides and the volunteers, and to carrying out the duties assigned by the program director.
- Teachers: these will be stipend positions. It will be necessary to have five teachers, preferably reading specialists that are certified in reading. The ratio will be one teacher and two aides for 20 students. The teachers will be recruited in the United States by the program director mainly from the Washington Metropolitan Area schools and colleges with the promise of being paid to have four weeks of fun in the Caribbean, while assisting to improve the reading skills of a small group of students. The teachers will be responsible for following the Rewards Curriculum when instructing the students. The teachers will also act as mentors for the aides so that they can be competent to follow up

with the program after the four weeks.

- **Teacher Aides:** the aides will include teachers and aspiring teachers about to graduate from Teachers' Training College. All of the aides must have a strong reading background. There will be two aides per classroom. The aides will be responsible for assisting the lead teachers; tutoring the students in small group setting; learning to adapt and use the Rewards Curriculum so that they can follow up at the end of the four weeks; and carry out the duties assigned by the lead teachers.
- **Parent Volunteers:** although these are listed as volunteer positions, there will be stipends for them. We have to be cognizant of the fact that the people in the community are living just above subsistent levels; these stipends will greatly assist them with their living conditions. The volunteers will also arrange and clean the classrooms.

Evaluation Plan

Performance assessments will be used to assess the students' achievement for the four-week program. Performance assessments will provide clear evidence of students' achievement. The targeted areas will be decoding, vocabulary, word choice, fluency, comprehension, content area reading and writing, and sentence writing and revision. The following checklist will be used for the performance assessments.

A formative evaluation will be conducted. This will be done by interviews and questionnaires entailing both multiple choice and open-ended questions. The target population will be teachers, aides, volunteers, and parents. The program director will be responsible for overseeing and collating the evaluations and complete a final report. This evaluation will be used to determine the success of the program and what needs to be improved.

At the beginning of the program, a baseline will be established. Students will do an assessment at the end of the program to determine if the reading scores have improved. The scores will be compared to the pre-test scores. During the regular school year, the principal will be responsible for collecting and collating information on the dropout rate.

Literacy Development Checklist

Student: _____

Teacher: _____

Reading Task	Independently	With Assistance	Does not do task
Understands literal meaning			
Draws inferences from meaning			

Mark X = effective. Z = sometimes effective. 1 = needs work

Reading Processes	Week 1	Week 2	Week 3	Week 4
I. Reading Skills				
Comprehends oral stories				
Reading vocabulary				
Fluent decoding				
Literal comprehension in reading				
Inferential comprehension				
II. Interest				
Initiates own reading				
Shows pleasure in reading				
Selects books independently				
Samples a variety of materials				
III. Applications				
Participates in language experience story development				
Participates in language discussion groups				
Writes appropriate dialogue journal entries				
Chooses books of appropriate difficulty				
Uses reading written comprehension				
IV. Reading Strategies				
Monitors attention				
Notices miscues that interfere with meaning				
Infers meaning based on :				
*Word clues				
*Sentence structure				
*Story structure				
*Prior experience				
Summarizes main ideas or key events				
Links details to main events				
Remembers sequence of events				
Predicts conclusions				
Request help if needed				

Source: Adapted from Leslie and Caldwell (2011)

References

- Archer, A. L., Gleason, M. M. and Vachon, V. L. (2000) *Rewards: Reading excellence, word attack and rate development strategies*. Longmont, CO: Sopris West Educational Services
- Jagan, C. (1973). *West on trial*. New York, NY: Hansib Publications.
- Leslie, L and Caldwell, J. S. (2011). *Qualitative reading inventory* 5th ed. Boston, MA:

Pearson/Allyn and Bacon.
Rodney, W. (1981). *History of the Guyanese working people 1881-1905*. Baltimore, MD: Johns Hopkins University Press.

Appendix A Qualitative Reading Inventory (QRI 2)

The Reading Passages



- A. Word Identification in Context: Oral Reading
- B. Unaided Recall
- C. Comprehension Questions

What You Need

- (1) A student copy of two narrative oral reading passages and one expository reading passage at each predicted grade level (at least a range of three grade levels to be prepared for all types of students)
- (2) An examiner's copy of each graded oral reading passage, the retelling scoring sheet, and the comprehension questions that accompany each passage

Purposes

- (1) to determine a student's independent, instructional and /or frustration levels for word identification in context
- (2) to determine a student's independent, instructional and /or frustration levels for comprehension
- (3) to assess a student's ability to read different types of text (e.g. narrative, expository, familiar, unfamiliar, with and without pictures)
- (4) to assess a student's ability to comprehend in different modes (e.g. orally or silently)

A. Word Identification in Context: Oral Reading

Procedures

1. Selecting a Passage: The examiner must choose a passage for the student to read, using guidelines from the word lists, concept questions and/or prediction tasks to ascertain familiarity with the topic of the selection. Choose a level where the student has attained the independent level on the accompanying word list. If time is short, once you obtain an instructional level, you can often estimate the independent and frustration level.

- If student scores within independent or instructional range on 1st passage, choose another

familiar narrative passage at the next highest level. Continue moving upward until the student reaches a frustration level.

- If student reaches frustration level on 1st passage, move downward until the student reaches an instructional level.
- For unfamiliar text, the examiner should begin one level lower than the level attained in familiar material.
- (Optional) At instructional level, if the student reads first passage orally, s/he should read the second one at the same level silently to compare performance in two different reading modes. If the first is read silently, s/he should read the second one orally.

2. Administering the Oral Reading Passage: Oral Reading: Examiner says “I have some passages for you to read. (Optional for Grade 3 and above: Some you will read out loud and some you will read silently.) I will be writing down what you say, and because I cannot remember everything you say, I will also be taping you. I cannot help you in any way. If you come to a word you do not know, just do the best you can and continue on. After, I will ask you to tell me about what you can remember about the passage just as if you were telling it to someone who had never heard it before. I will also ask you some questions about what you have read. Ready? The first passage is called _____”. Remember to note the starting and ending time of reading to estimate words read per minute.

Optional: Sometimes I ask an older, weak reader to read the passage silently first and then to read it out loud while I record miscues. You can note this on the recording form and use this as an instructional strategy to compare with a passage that the student only reads silently or only reads out loud for overall comprehension.

Silent Reading: It is better to evaluate expository text through silent reading, particularly for students at Grade 3 level or above. You can also assess the transition to reading silently with reading passages at Grade 2 or 3. Use the same directions to the student as for Oral Reading.

How to Score Results

Oral Reading Miscue Analysis

- Count the number of oral reading miscues to determine a level for word identification in context (determine one of two totals – Total Accuracy is faster to score to determine whether to move up a level; however, Total Acceptability is the best predictor of instructional level comprehension, it is more efficient to assess this after the testing situation)
 - a. Count all miscues to get a score for Total Accuracy - use chart for fastest scoring (for more exact scoring: subtract # of miscues from total # of words in passage, then divide this number by # of words in passage) [Indep=98%; Instruc=90-97%; Frus=less than 90%]
 - b. Count all miscues which change or distort meaning or is ungrammatical to get a score for Total Acceptability (insertions, omissions, or substitutions that change meaning)
- After the testing situation, more closely examine the types of miscues (whole word substitutions, non-word substitutions, omissions and insertions); you can assess two

- qualities of each miscue using the miscue analysis worksheet
- Was the miscue semantically acceptable (was meaning kept)?
- Was the miscue graphically similar? (B,M,E)

Special Notes:

- Each mispronunciation of the word is scored as a separate miscue. (only one miscue if the mispronunciation does not change meaning and is consistent across the entire passage)
- An entire line omitted counts as one miscue
- Comparing miscues made at instructional level vs. those made at frustrational level can give insight into how a student employs different strategies.

B. Unaided Recall

Procedures

After the student has finished reading the selection, the examiner should remove the passage and say, "Now I'd like you to retell what you just read as if it were being told to someone who had never read or heard it before." After the student has retold as much as s/he can, the examiner asks "Is there anything else you would like to say about the passage? Can you remember anything else that the author wrote about? Does the title help you remember any other details?"

Scoring: Place a check next to each explicit idea listed on the scoring sheet. As an option, you can indicate the sequence of each idea as retold by the student (after listening again to a tape recording). Write in any additional recalled ideas. This recall can be evaluated for completeness, accuracy, sequence and use of narrative and expository structure. You can also compare the quality of this unaided recall to the student's ability to answer explicit and implicit questions about passage content in the next comprehension question section.

What does this test tell you?

This test can provide valuable information with implications for instruction.

- Do the retellings of narrative material retain the basic structure of the narratives? Is the most important information included? (If not, student may not have understanding of story structure)
- Do the retellings of expository material retain the main idea and supporting detail structure of the selection? If the most important information included? (If not, student may not understand main ideas and details in exposition.)
- Has the student internalized enough of the structure of the passage to use it to help his recall?
- Are the retellings sequential?
- Is the recall accurate?

C. Comprehension Questions

Procedures

After the student has retold to the best of his or her ability, the examiner should ask the comprehension questions. Record the student's response in the space provided as mark as correct or incorrect. Students that provide answers from background knowledge can be asked "But what do the clues in the passage tell you?" Count the number of questions answered correctly to determine the comprehension level. Compare the number of explicit questions answered correctly vs. implicit questions. Use the chart at the end of the examiner's passage scoring sheet to record these totals and to quickly approximate a level to know whether to have the student continue reading at the next level or stop.

Scoring: Award one point for each correct answer. Use the chart at the end of the comprehension questions to record these numbers. Answers to explicit questions are only correct if the answer is stated explicitly in the passage. Answers to inferential questions are only considered correct if the answer relates to a clue in the passage; answers from background knowledge are not considered correct. At the pre-primer level, there are no inferential questions, but students may use information from the pictures to answer an explicit question. You must score the questions as you go along. The scores tell you when to move to higher passages and when to stop.

What does this test tell us?

- The results of this test can help determine the reading level of a student. The criteria for each level is as follows: [Independent = 90% or above, Instructional = 70%-89%; Frustrational = below 70%]
- If scores for explicit questions are compared to scores for implicit questions, a substantial difference between these two scores may suggest that the student needs instruction in either remembering what the author stated explicitly in the text or in using clues in the text to make inferences, depending on which score is higher.

Note: Adapted from QRI2

Appendix B

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Education

2016: Howard University, Washington, DC, Ed.D. Educational Leadership and Policy
2001: Loyola College, Baltimore, MD, Certificate; Administration and Supervision
1997: Bowie State University, Bowie, MD, Master of Arts; Special Education
1990: University of Maryland, College Park, MD, Bachelor of Arts; Political Science and History
1982: University of Guyana, Georgetown, Guyana; Diploma in Education
1979: Lilian Dewar College of Education, Georgetown, Guyana, Teacher Certification; Social Studies

Certification

Maryland Advanced Professional Certification: Social Studies, Grades 7-12
Maryland Advanced professional Certification: Special Education: Infant -3, 1-8, 9-adult
Maryland Advanced Professional Certification: Administration I & II

Work History

2019-Present	Lecturer, University of Guyana Georgetown, Guyana
2014-2025	Special Education and English, Benjamin Banneker Middle School
2006-2014	Special Education Teacher, Magruder High School, Rockville, MD
2003-2006	Acting Assistant Principal, Hammond High School, Columbia, MD
1997-2003	Special Education Teacher, Hammond High School Columbia, MD
1992-1997	Social Studies Teacher, Surrattsville High School, Clinton, MD
1990-1992	Substitute Teacher Prince George's County and Fairfax County
1988-1992	Security Counselor, Northern Virginia Mental Health Institute Fairfax, VA
1984-1988	Supervisor C & W Associates, Newport News, VA
1979-1984	Social Studies Teacher, North Georgetown, Guyana

Vision

- Served as member of the School Improvement Team to develop strategies to improve scores on the High School Assessments
- Developed a plan to track students in the Home and Hospital and Evening School Program.
- Developed a support system to retain teachers in the profession
- Developed classroom management strategies for teachers of ED Students.

Teaching and Learning

- Served as Instructional Leader for the professional staff. Observed teachers and gave feedback
- Mentored four first year Teachers.

- Chairperson for IEP meetings and manifestation hearings.
- Developed a point system for ED Students
- Developed a system to track students progress in preparation for the High School Assessments
- Assisted in introducing technology for students to practice for the High School Assessment in Algebra
- Developed a plan to improve the eligibility of 9th grade students for extracurricular activities
- Design and implemented a mentoring program for minority males that decreased student misconduct and increased academic achievement.

Management

- Event administrator for school based activities
- Organized and supervised the Positive Parent Volunteer Program
- Supervised the Crisis Intervention Program for special needs ED Students
- Supervised and evaluated the custodial and secretarial staff
- Organized and planned the Principal's Honor Roll, the Honor Roll Breakfast; and the Perfect Attendance Social
- Assisted in developing the School's Master Schedule to place special needs students in classes that supported their IEP's
- Supervised and coordinated the Student Transportation Program
- Supervised the School's Grade Reporting System

Collaboration with Stakeholders

- Liaison for the Parent Boosters Committee
- Attended the Principal's breakfast
- Assisted in organizing the PTA Boosters Bull Roast
- Organized Safe Driving Seminars for parents and students who drive to school
- Coached Boys Varsity Soccer and Track and Field
- Coached Boys Soccer to Division, Region, and State Championship

Professional Growth

- Completed a course on National Incident Management System. FEMA certified
- Acquired certification in CPI for ED Students
- Participated in the Positive Behavior Intervention Support Seminar
- Attended in-service on Student Search and Seizure
- Attended in-service on Students Gangs and their Sub-culture
- Completed a course on Developing Culturally Competent Schools
- Completed a course on The Impact of Race on Achievement of Latino Students
- Completed Research For Better Teaching Observing and Analyzing Teaching Courses (OAT), with distinction

Leadership in Political, Social, Legal, and Cultural Context

- Publication, *Africology: The Journal of Pan African studies*, vol.11. no.4, March 2018 "Assessing Competing Perspectives: A Critical Analysis of Guyana's National Grade Six Assessment"
- Publication: "Walter Rodney's Conceptualization of Africa"
- Publication, ProQuest: "Perceptions of Public and Private School Stakeholders on the Achievement Gap between Students in the Two Systems in Georgetown, Guyana"
- Presented at a symposium for educators in Guyana in June 2016 on "The Attributes of Professional Learning Communities"
- Presented to educators in Guyana in June 2016 on "Learning Strategies and Behavior Intervention for Special Needs Students with emphasis on Autism and Emotional Disturbed"
- Presented to Teachers in Guyana in June 2014 on "Collaboration, the Essence of Communicating with Parents"
- Presented at Howard University to doctoral candidates in April 2013 on "Supervising and Evaluating Teachers" with emphasis on the Marginal Teacher
- Presented at a symposium for educators in Guyana, in June 2012 on "Closing the Achievement Gap between Children of Affluent Parents and Children of Low Income Parents"
- Presented at Howard University to doctoral candidates in April 2012 on "School Accountability"
- Served as a member of the Howard County Civility Committee to develop a Civility Policy for Howard County Public Schools
- Attended a seminar chaired by Howard County Police on gang related issues in schools and the community
- Represented Hammond High School at a Table Top Crisis Intervention Scenario organized by FEMA.

APPENDIX C

Parent/Guardian Name: _____

Student Name: _____

Parent/Guardian Email address: _____

Best Phone # and time to reach you: _____

I can help with any of the following (check all that apply):

_____ Cleaning

_____ Tutoring

_____ Monitoring

Please list all reading areas that you can tutor: _____

_____ Incentives/Resources/Donations such as coupons, giveaways, etc
Resources: _____

_____ Classroom presentation.
Topic: _____

_____ Hobby/Skill to share with small groups of students
Skill: _____

_____ Motivational Speeches
Topic: _____

_____ Other: _____