

## **Kelvin Bradford**

4404 Kushla Ave, Dallas, TX 75216

(W) (469) 593-0712, (H) (214) 215-3941, klbrad1963@gmail.com

---

### **Education**

Ed.D – Educational Leadership, Lamar University, Beaumont, TX, 2015

MSE – Special Education, Walden University, Minneapolis, MN, 2011

M.Ed. – Educational Leadership, Lamar University, Beaumont, TX, 2010

MBA – Business Administration, University of Phoenix, Dallas, TX 2008

BS/BA – Business Administration, University of Phoenix, Dallas, TX 2007

### **Certifications**

Google Educator, 2014 - present

Superintendent Certificate, 2013 - present

PDAS (Professional Development and Appraisal System), 2011 - present

ILD (Instructional Leadership Development), 2010 - present

Principal Certificate (EC-12) – Texas, 2010 - present

Gifted and Talented Supplemental (EC-12), 2009 - present

English as a Second Language Supplemental (EC-12), 2008 - present

Special Education (EC-12), 2008 - present

Generalist (4-8), 2008 - present

### **Administrative and Leadership Experience**

*Adjunct Instructor, School of Education and Human Services, UNT Dallas, 2015 – Present*

Facilitated undergraduate course with the goals of teaching approaches to behavioral management of exceptional learners across a variety of educational settings; assisting students with understanding the implementation of individualized techniques including applied behavioral analysis, as well as larger-group strategies, to foster positive behavioral, social, and emotional growth; and providing instruction concerning the development of behavioral intervention plans and positive behavioral supports for students with challenging behaviors.

- Facilitated and presented during 15 three-hour sessions over the course of the spring semester in accordance with the published syllabus.
- Assessed student learning via the course requirement that students create a portfolio for use during their student teaching that included eight project/activities demonstrating student learning and the incorporation of pedagogical theories of behaviorism and/or constructivism.
- Augmented student learning through the use of scenarios and case studies based on the concepts presented in the required readings from the assigned text.

*District Contact for e-text books programs Bookshare® and Learning Ally™, Richardson ISD, 2013 – Present*

- Oversees district's organizational accounts for both e-text programs
- Coordinate professional development opportunities with Bookshare and Learning Ally account representative for ongoing training identified staff members at 55 campuses in support of students with print disabilities

- Monitor accounts created to ensure students meet the qualifying criteria to be certified as being an individual with a print disability
- Established a Google classroom with multimedia resources to support staff members

*District Section 504 Facilitator, Richardson ISD, 2012 – Present*

Coordinate the Section 504 program of the district. Ensure program integration with other instructional departments, the school district and the state. Ensure compliance with district policy, state and federal regulations. Provide training to district administrators, counselors and other staff members as appropriate concerning completing the process necessary for identification, eligibility evaluation, accommodations and services plan development, implementation and plan evaluation for students suspected of having a disability using Section 504 criteria.

- Develop and publish annual notice and advise campuses concerning child-find activities/
- Coordinate procedures with specific programs, e.g., special education, compensatory education, and dyslexia programs; if a handicapping condition is suspected, follow all procedures before placing a child in a program, such as a dyslexia program or a transitional kindergarten/first grade class.
- Assure that appropriate programs and placements in the least restrictive environment are available for eligible students.
- Provide notice to inform how to initiate a referral that includes providing notice of parents due process rights and if identification, evaluation, and placement when a referral is made
- Determine evaluation process and content
- Determine what evaluation information is need and assure that testing is done in accordance with Section 104.35
- Monitor and evaluate campus activities to ensure that multidisciplinary committees are organized to evaluate and place students found to be Section 504-eligible
- Develop proceedings for timely due process hearings and process requests for hearings from parents/guardians regarding identification, evaluation, or placement
- Develop procedures for timely processing complaints regarding 504 issues files with the district
- Notify parents/guardians that they may file complaints alleging a violation of Section 504 at U.S. Department of Education, Office for Civil Rights, Region VI.

*Superintendent Internship, Richardson ISD/Lamar University, Fall 2012 – Spring 2012*

Develop and implement the required skill activities for the program and demonstrate knowledge and skills of an effective leader as outlined by the Texas State Board for Educator Certification (SBEC). Complete and internship that provides the opportunity to apply and further develop leadership skills by utilizing knowledge, skills, and abilities in the school setting. Develop an internship plan that provides the types of experiences likely to be encountered by the prospective administrator in their future career; the experiences are organized around three leadership domains and ten competencies assessed using the state certification exam for school superintendents.

- Completed the nine-month internship program

- Identified and completed 38 activities designed to assess leadership skill areas identified, reflected upon and documented in formats agreed upon by the intern and the intern's Site Supervisor
- Complete a minimum of 230 hours of documented activities during the internship consisting of one district-supervised activity under each competency with the following used as a guideline for activities to be completed under each domain:
  - Domain I School Community Leadership: minimum of 36 hours per semester
  - Domain II Instructional Leadership: minimum of 52 hours per semester
  - Domain III Administrative Leadership: minimum of 27 hours per semester
- Create an electronic TK20 Electronic Internship Portfolio to maintain documentation during the nine-month program
- Take the LCE and Texas Exam

*ESL Coordinator, Summer School, Desoto ISD, Summer 2012*

Assist and support the school principal in overall administration and instructional leadership of campus level summer school operations. Coordinate with principal and director special programs to develop and establish high academic standards to ensure attainment of District goals and objectives concerning enhancement of English language proficiency skills during a structured four-week academic session.

- Responsible for hiring and leading a staff of nine teachers to conduct academic and language enhancement for 120 students during a four-week instructional program.
- Monitored and developed reading and math curriculum plans to address listening, reading, speaking and writing proficiency improvement for attending students.

*Special Education Lead Teacher, The Meadows Elementary School, Desoto ISD, 2007 – 2012*

Provide students with appropriate learning activities and experiences in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

- Create presentations to increase staff proficiency in providing instructional. Focusing on differentiation, classroom management strategies, data disaggregation and developing formative assessments.
- Produce and develop digital media to support professional development and classroom instruction using wikis, PowerPoint®, prezi.com, photopeach.com and other web-based resources.
- Develop a PLC (Professional Learning Community) program using campus-based resources in conjunction with ESC support to refine the campus' professional development program to meet the needs of all students while targeting the specific needs of students receiving services from various special programs.

*ESL Lead Teacher, The Meadows Elementary School, Desoto ISD, 2009 – 2012*

Provide students with appropriate learning activities and experiences in the core academic subject areas assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills connected to increased language proficiency in the areas of listening, reading, speaking and writing to function successfully in society.

- Work collaboratively with general education teachers to ensure LPAC (Language Proficiency Assessment Committee) accommodations are included as determined by the committee.
- Coordinated annual TELPAS Holistic Rating and ensured compliance with state standards concerning assessing students' English language proficiency in listen, reading, speaking, and writing.
- Facilitated online exams for TELPAS reading from 2009 to present; maintaining testing security expectations with zero testing procedure violations or irregularities.

### **Teaching Experience**

*Adjunct Instructor, EDSP 4340 Classroom and Behavioral Management Strategies for Exceptional Learners, UNT Dallas*

#### *Special Education Teacher, Resource and Inclusion Instructional Settings*

Provide special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and prepare lessons and other instructional materials to student ability levels. Work in self-contained, team, departmental, or itinerant capacity as assigned.

- Develop lesson plans incorporating the five-E (engage, explore, explain, elaborate and evaluate) model of instruction to enhance differentiation opportunities for student learning.
- Work collaboratively with general education teachers to ensure IEP (Individual Education Plan) accommodations are included as determined by the committee.
- Disaggregate student performance data to determine interventions and instructional changes needed to meet specific student needs based on TEKS student expectations.
- Work collaboratively with parents to develop ways to extend the learning process to the home environment:
- Provide tutorials to increase opportunities for student learning in smaller settings using before school, after school and weekend opportunities to meet student needs and availability.

### **Additional Training/Professional Development**

“Google Education Trainer Certification Boot Camp”, Region X, Richardson, TX, 2014.

“ASCD Conference on Teaching Excellence 2014”, ASCD, Grapevine, TX, 2014

“16th Annual Bilingual/ESL/Migrant Summer Conference”, Region X, Plano, TX, 2014.

“19th Annual Dyslexia Summer Institute”, Region X, Frisco, TX, 2014.

“15th Annual Bilingual/ESL/Migrant Summer Conference”, Region X, Plano, TX, 2013.

“18th Annual Dyslexia Summer Institute”, Region X, Frisco, TX, 2013.

“Fall Leadership Conference,” Region X, Mesquite, TX, 2011.

“The 2011 Early Childhood Summer Institute Preschool: Success,” Region X, Mesquite, TX, 2011

“Science Academy Grades 5-8,” Region X, Mesquite, TX, 2010.

“MSTAR Math Academy for Grades 5-6,” Region X, Duncanville, TX, 2010

“Lift Off Summer Institute Program: Design a Space Mission.” Program selection limited to 40 teachers after completion of an extensive application process overseen by NASA's Texas Space Grant Consortium and the University of Texas, Houston, TX, 2010.

“Annual Positive Behavior Interventions and Support (PBIS) Cohort Training,” Region X, Richardson, TX, 2008 – 2010.

### **Presentations**

- Bradford, K. (2014, October and December). *Bookshare/Learning Ally Programs: Digital Resources for Students with Print Disabilities*. Presentation at the Professional Development Center, Richardson ISD. Richardson, TX.
- Bradford, K. (2013, January). *CSI, Section 504 and Dyslexia Procedures*. Presentation at the Professional Development Center, Richardson ISD. Richardson, TX.
- Bradford, K. (2012, October). *CSI and 504 Best Practices*. Presentation at the Professional Development Center, Richardson ISD. Richardson, TX.
- Bradford, K. (2012, August). *Response to Intervention, Section 504 and Dyslexia Updates for Secondary Administrators*. Presentation at Richardson ISD. Richardson, TX.
- Bradford, K. (2012, May). *Special Education and Science Instruction*. Presentation at The Meadows Elementary Faculty in-service. Desoto, TX.
- Bradford, K. (2011, November). *Differentiation in Science Instruction*. Presentation at Desoto ISD Elementary Campuses’ Faculty in-service. Desoto, TX.
- Bradford, K. (2011, November). *Performance Based Monitoring Analysis System (PBMAS): Results and Implications*. Presentation at The Meadows Elementary Faculty in-service. Desoto, TX.
- Bradford, K. (2010, August). *Positive Behavior Interventions and Support (PBSI) Program Launch*. Presentation at The Meadows Elementary Faculty in-service. Desoto, TX.

### **Professional Affiliations**

American Association of School Administrators (AASA), 2010 – present  
Association of Supervision and Curriculum Development (ASCD), 2008 - present  
Council for Exceptional Children (CEC), 2008 - present  
International Dyslexia Association (IDA), 2014 – present  
International Literacy Association (ILA), 2014 – present  
International Society for Technology in Education (ISTE), 2014 - present  
NASA Educators Online Network (NEON), 2010 - present  
National Association of Elementary School Principals (NAESP), 2010 - present  
National Association of Special Education Teachers (NASSET), 2012 - present  
National Science Teachers Association (NSTA), 2011 - present  
Science Teachers Association of Texas (STAT), 2011 - present  
Texas Association for Gifted & Talented (TAGT), 2014 - present  
Texas Computer Education Association (TCEA), 2014 - present  
Texas Council of Administrators of Special Education (TCASE), 2012 - present  
Texas Council of Elementary Science (TCES), 2011 – present

### **References**

References will be included on the following page, if requested.