

KENYA L. LAWRENCE



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SUMMARY

A transformative, results-driven educator with over 10 years of experience, who will utilize her Mathematics background, leadership framework, and student-centered, accountability protocols to drive student achievement levels in an effort to advance the strategic mission and vision of the organization long-term

AREAS OF SPECIALITY

- Data/Root Cause Analysis Specialist
 - Professional Development
 - Student-Driven Protocols
 - Mathematical Tactician
 - Analytical Frameworks
 - Online Instructional Design Strategist
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EDUCATION

Bachelor of Arts in Mathematics

May 2007

Minor: Spanish | Grades 6 – 12 Licensure
Meredith College | Raleigh, North Carolina

PROFESSIONAL DEVELOPMENT

Charlotte Teachers Institute Fellowship - Yale National Initiative

2020

Developed [Curriculum Unit Plan](#) | *UNC Charlotte & John C. Smith University*

AVID Digital XP

Jul. 2020

ISTE 2019

Jun. 2019

IMPACT/IMPACT+

Aug. 2015 – Sept. 2018

Constructed problem-based tasks, used by the State DOE, to show the connection between math and careers

PEAK Learning Systems

Oct. 2018

Yale Fellowship - Yale National Initiative

2013

Developed [Curriculum Unit Plan](#) | *Yale University*

Secondary Math Pedagogy

Fall 2012 – Fall 2013

Created Math and Science Investigations | *University of Richmond*

PROFESSIONAL EXPERIENCE

High School Math Teacher, Harding University High School
Charlotte-Mecklenburg Schools | Charlotte, North Carolina

Aug. 2019 – Present

- Intertwined standards-based approaches into the classroom structure through the inclusion of personalized learning methodologies to progress student mastery of mathematical concepts via goal-setting initiatives
- Instituted a culture of mastery by employing innovative learning approaches to exceed student objectives and to upsurge student engagement within the classroom through the establishment of accountability protocols
- Efficaciously dissected assessment data to classify student needs by examining student mastery objectives in an effort to isolate gaps in instruction through the delivery of student-friendly relooping and goal-setting practices

Leadership:

- **Lead Teacher**, Math 2 PLC (2020-2021)
- **Professional Development Leader**, Session Focus: *Race, Equity and Bias* (3/2021)
- **Teacher Mentor**, Year 1- 3 teachers (2020-2021)
- **Club Advisor**, AVID Success Club (2020-2021)
- **Team Member**, Instructional Leaders Team (2020-2021)
- **Team Member**, School Leadership Team (SLT) (2020-2021)
- **Team Member**, AVID Site Team (2020-2021)
- **Team Member**, International Baccalaureate Site Team (2020-2021)

Accomplishments:

- Increased scores from 17% to 35% of students scoring Proficiency or Advanced on state exams

High School Math Teacher, Olympic High School

Aug. 2015 – Jun. 2019

Formerly Renaissance High School, *Charlotte-Mecklenberg Schools* | Charlotte, North Carolina

- Efficaciously dissected assessment data to classify student needs by examining student mastery objectives in an effort to isolate gaps in instruction through the delivery of student-friendly relooping and goal-setting practices
- Scrutinized instructional practices to gauge student learning through the establishment of modified indicators, which is based on student feedback and numerical data, in an effort to bolster student achievement levels
- Mobilized instructional programs to certify student growth outcomes, from year to year, through the adoption of instructional best practices and professional development curricula to accelerate student results long-term

Leadership:

- Organized Math I Curriculum for district courses in Canvas (2016)

Math Teacher

June 2014 – June 2015

Kennedy Charter Public Schools / Charlotte, North Carolina

- Cultivated a community of learners by focusing on the holistic needs of the student population through the incorporation of authentic learning tasks in an effort to enhance student engagement and retention rates overall
- Initiated the promotion of student choice through various pedagogical activities to embolden students with the skillsets necessary to take ownership of their learning experiences through various leadership opportunities
- Instituted a culture of mastery by employing innovative learning approaches to exceed student objectives and to upsurge student engagement within the classroom through the establishment of accountability protocols

High School Math Teacher, Phillip O. Berry Academy

Jan. 2014 – June 2014

Charlotte-Mecklenberg Schools / Charlotte, North Carolina

- Integrated investigative teaching practices by challenging students to think outside of the traditional mathematical scope and by empowering students to become intrinsic learners through hands-on instruction
- Intertwined standards-based approaches into the classroom structure through the inclusion of personalized learning methodologies to progress student mastery of mathematical concepts via goal-setting initiatives
- Purposefully engaged in strategic correspondence with parents, colleagues, and administration in relation to the holistic needs of the student population in an effort to gainful exceed student objectives department wide

Math Teacher, Franklin Military Academy

Aug. 2010 – Jan. 2014

Richmond Public Schools / Richmond, Virginia

- Engaged in strategic conversations in collaboration with school leaders, administration, and cross-functional curricular teams to assess the effectiveness of instituted programs by utilizing analytics to improve outcomes
- Authored and executed vertically aligned units in relation to Virginia Standards of Learning for Algebra I/II, Algebra Functions and Data Analysis, and SAT Math Prep curricula by utilizing research-based initiatives to differentiate learning in both a supportive and nurturing environment that fit the diverse needs of all students
- Appraised teaching practices by utilizing observational feedback and data analysis systems to support teacher effectiveness through the implementation of target goals and/or individually tailored action plans

Leadership:

- **Lead Teacher**, Math Department (2011-2014)
- **Professional Development Leader**, Session Focus: *Research-Based Instructional Methods* (6/2013 – 6/2014)
- **Teacher Mentor**, Year 1- 3 teachers (2012 - 2014)
- **Target Leader**, Strategic Planning Process (2013)
- **Team Member**, Administrative Team (2011 – 2014)
- **Team Member**, School Planning and Management Team (SPMT) (2011 – 2014)
- **Team Member**, School Indistar Improvement Team (2011 – 2014)

Accomplishments:

- Achieved 79% - 93% of students scoring Proficiency or Advanced on state exams

High School Math Teacher, Wakefield High School
Wake County Public Schools / Raleigh, North Carolina

Aug. 2007 – June 2010

- Designed and implemented age-appropriate lesson plans in accordance with the North Carolina Standard Course of Study for Algebra I/II, Geometry, Tech Math, and Advanced Functions & Modeling (AFM)
- Identified, analyzed, and evaluated the needs of all students through the establishment of data-driven tracking protocols and research-based initiatives to accelerate learning within a nurturing community of scholars
- Meticulously employed proven best practices in conjunction with curriculum teams based on both quantitative and qualitative data sources in order to implement strategies based on the individualized needs of the students

Leadership:

- **Contributor**, SACS Accreditation Best Practices Database (2007 - 2010)
- **Case Manager**, Student Support Team (2007 - 2010)
- **Member**, Scholarship, Sunshine, and Positive Behavior Support Committee (2007 - 2010)
- **Advisor**, Wakefield High School Chapter of Key Club International (2007 - 2010)
- **Liaison**, Kiwanis Club (2007 - 2010)

Accomplishments:

- Achieved 84% - 98% of students scoring a Level 3 or Level 4 on state exams (2007 - 2010)