

Core Values

- Values instilled by my parents

Commencement Week at Saint Leo College

- *John I. Leonard General Excellence Award for Character, Scholarship, Service, and Leadership*
- *Rebecca L. Buller Award for Leadership, Service, Commitment, and Integrity*



Recognized 10 years after graduation for exemplifying **core values**:

- **Excellence**
- **Community**
- **Respect**
- **Personal Development**
- **Responsible Stewardship**
- **Integrity**

Core Values



DeKalb Educator Surprised with \$25,000 Salute
October 9, 2006
DeKalb County School System News Release

Candidates are chosen based on their educational talent evidenced by instructional practices, accomplishments, professionalism, leadership and engaging presence.

Drake is known throughout Vanderlyn for her unique teaching style, inspiring spirit, creativity and ability to “teach any child regardless of his/her capabilities.”

Strengths



- Enthusiasm
- Work ethic
- Problem solving/critical thinking
- Focus on continuous improvement/growth mindset
- Love work/love a challenge
- 12 years of experience in Curriculum & Instruction
- 15 years as a classroom teacher
- Collaboration

Areas for Growth



- Overachiever focused on improvement
- New to Forsyth
- Tier II Certification

You taught them about setting goals, working hard to achieve goals, persistence even in the face of defeat, changing your plans and goals, and treating others appropriately.

You allowed my daughter to take responsibility for her academic performance with student led parent-teacher conferences.

-parent of a third grade student

Early Career Work

- Classroom community
- Inclusive classroom (general education, exceptional education, gifted, English Language Learners)
- Emphasis on data with 100% passing rate on state test
- Public and private settings from a variety of socio-economic backgrounds
- Replicated at a Title I school to show that effective strategies work with all populations



Third Grade Data					
Goal is 120 words per minute					
Services	Benchmark			Progress Monitoring	
	DIBELS fall	DIBELS winter	DIBELS spring	Lowest DIBELS	Highest DIBELS
1 Gifted	151	164	177	58	198
2 SLD	95	82	57	34	68
3 Gifted	176	201	220	145	234
4 Gifted	181	182	203	150	225
5	89	178	154	59	209
6 SLD_Speech	48	66	107	37	107
7 OHI	100	151	164	89	185
8 SLD_Speech	64	73	107	52	123
9 EBD_Speech	62	82	105	59	125
10	89	118	121	76	149
11 Gifted_Speech	131	211	238	131	255
12 OHI_Speech	83	70	85	60	107
13 Gifted	115	172	206	115	234
14 Gifted	87	103	143	87	148
15 LD_EBD	107	147	179	107	201
16 SLD_Speech	45	72	110	40	124
17 SLD	66	83	116	48	130
18 Gifted	93	119	151	93	155

I'm sure you hear this all the time, but I wanted to let you know that you are one of the best teachers that I ever had the joy of having. **I still reflect on lessons you taught me.** Not only the **songs** to remember precipitation and the continents, but also things you would say to **give encouragement** such as "you don't have to feel perfect all the time." I'm blessed to have had you as a teacher and wanted to reach out to say thanks.

—former third grade student



Current Career Work

“I must say that there are few things I have ever done which **opened my eyes** as much as your course.” – reading endorsement participant

“This was a **milestone for me in my professional development as a lifelong learner.**”

– gifted endorsement completer

“I just wanted to thank you for the PL I attended yesterday. It really made me **come out of my comfort zone** and **open up to sharing and receiving thoughts, ideas, and skills** to help me **become a better teacher**. Thank you so much, I couldn't stop talking to my wife about it.” – participant in a full-day professional learning session

“Kristen not only **provides excellent resources** and is **knowledgeable in the content**, but she **models effective teaching strategies** like no other person I have witnessed.”

- participant in June 2024 professional learning session



Accomplishments that make me most proud

Impact

- Impact on students
- Impact on teachers
- Impact on administrators
- Impact on the district
- Impact on the community



Created a worksheetless classroom



- created website for instruction, practice, and assessment
- **utilized technology** as a **differentiation** tool
- created over 500 assignments using a district-purchased program
- **shared assignments** which were utilized by dozens of teachers and hundreds of students
- **expanded website** into three separate sites - one for **students**, **parents**, and **teachers**



“Behind every teacher you send this to, you are helping 20 students.”
—paraphrased email response from a teacher who observed our classroom

Expanded community partnerships for internship

- coordinate the gifted internship for high school juniors and seniors
- selected, placed, supervised, and evaluated 100+ gifted high school interns annually
- attended Chamber of Commerce meetings and networking events
- expanded our list of mentors from approximately 700 to over 1,000
- increased students' opportunities and community engagement

I wanted to reach out to you and say thank you for all of your hard work with the QUEST program. I learned so much being in your class and am so thankful to have a mentor like you. Thanks to you and QUEST, I have professional skills that help me stand out as a student. I owe so much of my success to you and would not have been able to accomplish near as much if it were not for what I learned through you and QUEST! Learning how to write emails, dress professionally, interview, and perfect my resume have all been essential skills that I am so thankful for.

-former high school intern

Strengthened district's endorsement programs

- Initially under monitor status with Georgia Professional Standards Commission (GaPSC)
- **Gathered and examined data**
- **Sought partnerships** with many people inside and outside of the district
- **Made significant improvements** including texts, facilitators, and processes. Moved from monitor status to good standing
- **Shared successes**
- **Continued to collaborate** with others to develop our reading endorsement program.
- **Serve** as a Lead Literacy Focused Reviewer with GaPSC

TAPS 1, 10			
Standard 1: Learner Development and Individual Learning Differences: Beginning gifted ed and affective areas between and among individuals with gifts and talents and apply this un with exceptionalities as evidenced by the following:			
10. Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	(i) The program shall prepare candidates who understand how language, culture, economic status, family background, and/or area of disability can influence the learning of individuals with gifts and talents;	B. Insert "I", "P", or "M"	Mastery
		C. Insert instructional activities	G1_D2 Socio-economically Disadvantaged Gifted Learners. G1_J2 Perceptions vs. Realities. G1_J6 Gifted ELLs in DeKalb County. G1_D6 Gifted English Language Learners. G1_FE Case Study
		D. Insert potential assessments	
1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	(ii) The program shall prepare candidates who use their understanding of development and individual differences to respond to the needs of individuals with gifts and talents.	B. Insert "I", "P", or "M"	Mastery
		C. Insert instructional activities	G1_D1 Gifted Qualifications. G1_J1 Gifted Students I Have Known. G1_D4 Underachievement. G1_J4 Strategies for Underachievers. G1_D5 Twice Exceptional. G1_J5 Teaching Twice Exceptional Students. G1_FE Case Study
		D. Insert potential assessments	

“My students benefited from my participation in the gifted endorsement program because I was able to **immediately implement many new, best practice strategies in my lessons.**”

–gifted endorsement completer

Why Forsyth?



How to Use a Team Approach to Spark and Sustain Collective Efficacy

Presenters: Dr. Josh Lowe, Principal; Carrie MacAllister, Assistant Principal – Forsyth Central High School, Forsyth County

- collective efficacy
- school community

Changing Lives Through Literacy...One Student at a Time

Presenters: Lee Anne Rice, Associate Superintendent; Amy Bartlett, Director of Elementary Education; Dr. Courtney Bean, Elementary ELA/Literacy Specialist – Forsyth County

- literacy instruction
- sharing success and struggles

Associate Superintendent for Teaching & Learning

- ready for a new challenge that builds on my strengths
- greater impact

Forsyth Beliefs

- All students and staff must have a **strong sense of purpose.**
- All students and staff must be **challenged to think critically and creatively.**

Best candidate for the position

- 12 years of experience in Curriculum & Instruction in two large districts
- Emphasis on research
- Data-driven decisions
- Use of district resources
- Enthusiasm
- Work ethic
- Integrity
- Love for learning
- Collaborative nature
- Impact to be made

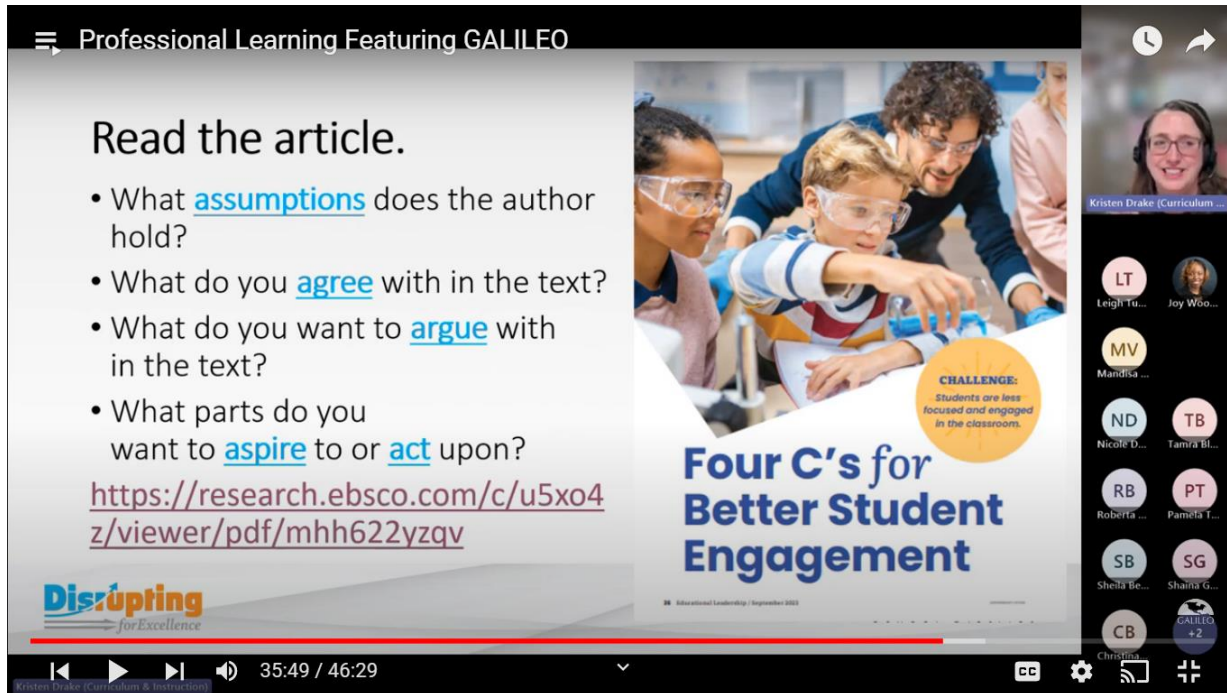
Professional Learning Featuring GALILEO

Read the article.

- What **assumptions** does the author hold?
- What do you **agree** with in the text?
- What do you want to **argue** with in the text?
- What parts do you want to **aspire** to or **act** upon?

<https://research.ebsco.com/c/u5xo4z/viewer/pdf/mhh622yzqv>

Disrupting
for Excellence



Four C's for Better Student Engagement

CHALLENGE:
Students are less focused and engaged in the classrooms.

Administrative Leadership | September 2023

Kristen Drake (Curriculum & Instruction)

LT Leigh Tu... Joy Woo...
MV Mandisa...
ND Nicole D... TB Tamra Bl...
RB Robert La... PT Pamela T...
SB Sheila Be... SG Shaina G...
CB Christina... GALILEO +2

35:49 / 46:29