



**Personalized Staff and Student Development**  
**Consultant: Chivas Spivey, Ed.S.**  
**Special Education Certified, ESOL Endorsed, & Gifted Endorsed**

**About the Consultant**

Chivas Spivey, Ed.S. is a 15-year educational professional whose career has included roles as a special education teacher, general education teacher, coach, department chair and district science liaison. The strategies and initiatives implemented under Mr. Spivey’s leadership has garnered exponential success exceeding the performance of the district. Mr. Spivey has honed his knowledge of the necessary scaffolding and best practices in conjunction with high leverage standards to develop a proven online secondary science platform.

**Proposal for Services**

**Description of Proposed Services**

**Quick Win**

Consultant will engage instructional staff in the development and augmentation of current curriculum, instructional, and assessment practices to increase student achievement in Science using the [Personalized Instructional Tasks from the Teachers’ Perspective](#). The tasks will engage academic coaches, department chairs, and science teachers in a personalized learning experience on how to effectively implement a proven online secondary science platform that supports students in being proficient and distinguished on the Georgia Milestones.

**MAKING BIOLOGY**

- PERSONALIZED
- COLLABORATIVE
- SUPPORTIVE

*for Teachers*

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**CONTACT US AT 1-803-998-1712**

**TEACHER COURSES**

- Personalized Instruction Tasks from a Student Perspective
- Personalized Instruction Tasks from a Teacher Perspective
- Use of Curriculum, Assessments, & Data within the Platform
- How To, Back to the Basics, & Ongoing Support (Office Hours and Monthly Support Workshops)!

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## Quick Win

Consultant will engage instructional staff in **Using Personalized Learning for Students**, and provide academic coaches, department chairs, and science teachers with in-depth coaching and support to assist them in effectively navigating and utilizing a proven online secondary science platform to garner increased student achievement.

**MAKING BIOLOGY**

- PERSONALIZED
- ENGAGING
- ACCESSIBLE *for Students*

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**STUDENT COURSES**

- **BIOLOGY**
  - CELLS
  - GENETICS & HEREDITY
  - ECOLOGY
  - EVOLUTION, CLASSIFICATION, & PHYLOGENY
- **PHYSICAL SCIENCE**
  - CHEMISTRY: ATOMIC & NUCLEAR THEORY & THE PERIODIC TABLE
  - CHEMISTRY: CHEMICAL REACTIONS AND PROPERTIES OF MATTER
  - PHYSICS: ENERGY, FORCE, AND MOTION
  - PHYSICS: WAVES, ELECTRICITY, AND MAGNETISM

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## Long-Term Win

Consultant will assist and provide identified science instructional personnel with acquiring and effectively implementing an online secondary science platform that will support students in being proficient and distinguished on the Georgia Milestones Assessment in Biology. It will also prepare students to build a solid foundation in Physical Science. The platform contains the necessary scaffolding to ensure students and teachers access the material in manageable chunks. Using a teacher engagement approach, the consultant will train science staff on how to access and implement the online platform in their classrooms to achieve and/or exceed student achievement goals. School and district-leaders will also be able to gauge the effectiveness of science instruction by utilizing a proven, innovative, and data-driven platform. Consultant will demonstrate specific, targeted, intentional, and evidence-based strategies to build teacher and departmental capacity to ensure curriculum, instructional, and assessment practices are in consistent, optimal alignment with the 5E model. These supports will garner an improvement in the overall CCRPI for the schools/districts.

## Overview of Proposed Services

Consultant will analyze data from CCRPI, benchmarks and common assessments to assist with designing job-embedded professional learning on how to get students to master specific learning topics based upon the Georgia Standards of Excellence and Achievement Level Descriptors. Services will include collaborating with school personnel to implement the effective use of the online courses platform. As a part of this process, all Georgia Standards of Excellence and Achievement Level Descriptors will be deconstructed, and aligned with student needs and monitored for effectiveness. The implementation and collection of data from the online courses platform will be monitored and used as feedback to differentiate instruction and improve student performance on learning targets

and content topics. Specially Designed Instruction (SDI), collaborative planning, Universal Design for Learning (UDL), and scheduling will be the focus of the work.

**Proposed Timeline & Availability – Will be able to start immediately after school, on weekends, and summer.**

**Personalized Learning for Teachers**

<b>Course</b>	<b>Time Commitment</b>	<b>Price</b>
Personalized Instructional Task from a Student Perspective	1 hour	\$500
Personalized Instructional Task from a Teacher Perspective	1 hour	\$500
Use of Data to Inform Tomorrow’s Instruction (Science Curriculum and Assessments within the Platform)	1 hour	\$500
How to Use the Platform and Receive Ongoing Support through Weekly Office Hours	1 hour	\$500

**Personalized Learning for Students**

<b>Course: Biology</b>	<b>Start Date</b>	<b>End Date</b>	<b>Price</b>
<b>Biology Course 1: Cells</b>			\$300
<b>Unit Contents</b>			
1.1 The Chemistry of Life			
1.2 Cell Structure and Function			
1.3 Homeostasis & Cells			
1.4 Photosynthesis			
1.5 Cellular Respiration & Fermentation			
1.6 Cell Growth and Division			
<b>Biology Course 2: Cellular Genetics &amp; Heredity</b>			\$300
<b>Unit Contents</b>			

2.1 Protein Synthesis			
2.2 Genetic Mutation			
2.3 Mendel's Laws			
2.4 Other Patterns of Inheritance			
2.5 Sexual vs. asexual reproduction			
<b>Biology Course 3: Ecology</b>			\$300
<b>Unit Contents</b>			
3.1 The Biosphere			
3.2 Ecosystems & Communities			
3.3 Populations			
3.4 Humans in the Biosphere			
<b>Biology Course 4: Evolution</b>			\$300
<b>Unit Contents</b>			
4.1 Earth's Biology/History			
4.2 Biodiversity through Speciation			
4.3 Evidence of Evolution			
4.4 Undirected Genetic Changes/Effect on Populations			
4.5 Classification & Phylogeny			
<b>Total Cost for Biology Course</b>			\$1200

**Physical Science Course Content Description:**

The course developed in this online platform include the necessary scaffolding and supports to ensure students master both the course-specific and mathematical concepts that will garner success in Chemistry and across disciplines.

<b>Course: Physical Science</b>	<b>Start Date</b>	<b>End Date</b>	<b>Price</b>
<b>Physical Science Course 1: Chemistry: Atomic &amp; Nuclear Theory &amp; The Periodic Table</b>			\$300
<b>Unit Contents</b>			
1.1 Periodic Table			
1.2 Atoms			
1.3 Nuclear Energy			
<b>Physical Science Course 2: Chemistry: Chemical Reactions &amp; Properties of Matter</b>			\$300
<b>Unit Contents</b>			
2.1 Chemical Bonds			
2.2 The Law of Conservation of Matter			
2.3 Phases & Properties of Matter			
2.4 Properties of Solutions			
<b>Physical Science Course 3: Physics: Energy, Force, and Motion</b>			\$300
<b>Unit Contents</b>			
3.1 Energy			
3.2 Force			
3.3 Motion			
<b>Physical Science Course 4: Physics, Waves, Electricity, and Magnetism</b>			\$300
<b>Unit Contents</b>			
4.1 Properties of Waves			
4.2 Electricity and Magnetism			

<b>Total Cost for Physical Science Course</b>			<b>\$1200</b>

### Personalized Professional Learning for Leaders and Teachers

Days	Actions
Session 1	Conduct observations, a data dig and teacher interviews to inform student baseline progress and identify student challenges on specific content topics.
Session 2	<p>Provide professional learning on a collaborative planning process to include:</p> <ul style="list-style-type: none"> <li>○ Developing a curriculum designed to best facilitate the unique needs of students at specified school for 1<sup>st</sup> 9 weeks of milestone content area of Biology</li> <li>○ Aligning tasks and activities to meet the proper rigor levels according to the achievement level descriptors</li> <li>○ Differentiation of instruction strategies for topics covered</li> <li>○ Develop and create assessments that assess students at the proper rigor level according to the Georgia Standards of Excellence and Achievement Level Descriptors</li> </ul>
Session 3	<ul style="list-style-type: none"> <li>● Assess, provide feedback and refine the collaborative planning process. <ul style="list-style-type: none"> <li>○ Developing a curriculum designed to best facilitate the unique needs of students at specified school for 1<sup>st</sup> 9 weeks of milestone content area of Physical Science</li> <li>○ Aligning tasks and activities to meet the proper rigor levels according to the achievement level descriptors</li> <li>○ Differentiation of instruction strategies for topics covered</li> <li>○ Develop and create assessments that assess students at the proper rigor level according to the Georgia Standards of Excellence and Achievement Level Descriptors</li> </ul> </li> </ul>
Session 4	<ul style="list-style-type: none"> <li>● Assess the effectiveness of the curriculum build and design to determine what changes, updates, or revisions need to be made to better serve teachers and students <ul style="list-style-type: none"> <li>○ Developing a curriculum designed to best facilitate the unique needs of students at specified school for 2<sup>nd</sup> 9 weeks of milestone content area of Biology</li> <li>○ Aligning tasks and activities to meet the proper rigor levels according to the achievement level descriptors</li> <li>○ Differentiation of instruction strategies for topics covered</li> <li>○ Develop and create assessments that assess students at the proper rigor level according to the Georgia Standards of Excellence and Achievement Level Descriptors</li> </ul> </li> </ul>
Session 5	<ul style="list-style-type: none"> <li>● Assess the effectiveness of the curriculum build and design to determine what changes, updates, or revisions need to be made to better serve teachers and students <ul style="list-style-type: none"> <li>○ Developing a curriculum designed to best facilitate the unique needs of students at specified school for 2<sup>nd</sup> 9 weeks of milestone content area of Physical Science</li> <li>○ Aligning tasks and activities to meet the proper rigor levels according to the achievement level descriptors</li> <li>○ Differentiation of instruction strategies for topics covered</li> <li>○ Develop and create assessments that assess students at the proper rigor level according to the Georgia Standards of Excellence and Achievement Level Descriptors</li> </ul> </li> </ul>

Session 6	<ul style="list-style-type: none"> <li>○ Assess the effectiveness of the curriculum build and design to determine what changes, updates, or revisions need to be made to better serve teachers and students <ul style="list-style-type: none"> <li>○ Developing a curriculum designed to best facilitate the unique needs of students at specified school for 3<sup>rd</sup> 9 weeks of milestone content area of Biology</li> <li>○ Aligning tasks and activities to meet the proper rigor levels according to the achievement level descriptors</li> <li>○ Differentiation of instruction strategies for topics covered</li> <li>○ Develop and create assessments that assess students at the proper rigor level according to the Georgia Standards of Excellence and Achievement Level Descriptors</li> <li>○ Develop Milestones Blitz review for 1<sup>st</sup> Semester of Biology based upon assessment data</li> </ul> </li> </ul>
Session 7	<ul style="list-style-type: none"> <li>○ Assess the effectiveness of the curriculum build and design to determine what changes, updates, or revisions need to be made to better serve teachers and students <ul style="list-style-type: none"> <li>○ Developing a curriculum designed to best facilitate the unique needs of students at specified school for 3<sup>rd</sup> 9 weeks of milestone content area of Physical Science</li> <li>○ Aligning tasks and activities to meet the proper rigor levels according to the achievement level descriptors</li> <li>○ Differentiation of instruction strategies for topics covered</li> <li>○ Develop and create assessments that assess students at the proper rigor level according to the Georgia Standards of Excellence and Achievement Level Descriptors</li> <li>○ Develop Milestones Blitz review for 1<sup>st</sup> Semester of Physical Science based upon assessment data</li> </ul> </li> </ul>
Session 8	<ul style="list-style-type: none"> <li>○ Assess the effectiveness of the curriculum build and design to determine what changes, updates, or revisions need to be made to better serve teachers and students <ul style="list-style-type: none"> <li>○ Developing a curriculum designed to best facilitate the unique needs of students at specified school for 4<sup>th</sup> 9 weeks of milestone content area of Biology</li> <li>○ Aligning tasks and activities to meet the proper rigor levels according to the achievement level descriptors</li> <li>○ Differentiation of instruction strategies for topics covered</li> <li>○ Develop and create assessments that assess students at the proper rigor level according to the Georgia Standards of Excellence and Achievement Level Descriptors</li> <li>○ Develop Milestones Blitz review for 2<sup>nd</sup> Semester of Biology based upon assessment data</li> </ul> </li> </ul>
Session 9	<ul style="list-style-type: none"> <li>○ Assess the effectiveness of the curriculum build and design to determine what changes, updates, or revisions need to be made to better serve teachers and students <ul style="list-style-type: none"> <li>○ Developing a curriculum designed to best facilitate the unique needs of students at specified school for 4<sup>th</sup> 9 weeks of milestone content area of Physical Science</li> <li>○ Aligning tasks and activities to meet the proper rigor levels according to the achievement level descriptors</li> <li>○ Differentiation of instruction strategies for topics covered</li> <li>○ Develop and create assessments that assess students at the proper rigor level according to the Georgia Standards of Excellence and Achievement Level Descriptors</li> <li>○ Develop Milestones Blitz review for 2<sup>nd</sup> Semester of Physical Science based upon assessment data</li> </ul> </li> </ul>
Session 10	<ul style="list-style-type: none"> <li>○ SWOT analysis of assessment data to target specific areas for growth based upon power standards.</li> </ul>

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| ○ Develop and design targeted remediation and acceleration activities to move students up one or more bands (beginning to developing, developing to proficient, proficient to distinguished) on the Georgia Milestones to increase overall CCRPI score and points |
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In addition to curriculum development, coaching strategies outlined under the description heading, other strategies and resources will include:

Evidence-based top 10 teaching strategies

<http://evidencebasedteaching.org.au/wp-content/uploads/2013/11/Teaching-Strategies.png>

Assessment Resources: [www.fsicourses.net](http://www.fsicourses.net)

### **Fee for Services**

The number of days contracted is 10. The cost is \$1,200.00 per session. This includes travel and lodging. Specific dates will be collaboratively chosen by consultant and principal.

### **Desired Participants**

All Science teachers who teach Biology and/or Physical Science.