# ERICA N. DAVIS

INSTRUCTIONAL LEADER / TEACHER DEVELOPER / CURRICULUM & INSTRUCTION

**Atlanta, Georgia | 901-565-4855 | enicole07@gmail.com**

## EXECUTIVE LEADERSHIP PROFILE

Instructional leader with more than a decade of experience developing educators, leading collaborative instructional systems, and strengthening rigorous, equitable learning. Experienced department chair, instructional leadership team member, College Board AP U.S. History Reader, and current gifted-program lead. Connects relationships and actionable coaching to curriculum quality, classroom practice, and measurable scholar growth.

## LEADERSHIP PHILOSOPHY

Develop people. Elevate instruction. Build relationships. Create opportunities for scholars to thrive. I lead through trust, high expectations, evidence-based feedback, and collaborative improvement, not compliance alone.

## LEADERSHIP STRENGTHS

- Teacher development, observation feedback, modeling, and coaching cycles
- PLC facilitation, department leadership, and collaborative planning
- Curriculum design, standards alignment, assessment literacy, and instructional rigor
- Data cycles, student-work analysis, intervention design, and progress monitoring
- Relationship-building with teachers, scholars, families, and school partners
- Advanced academics, gifted services, and equitable access to opportunity

## DOCUMENTED GROWTH

AP U.S. History qualifying-score rate: 33% (2025) → 52.3% (2026), +19.3 percentage points. Georgia Milestones U.S. History EOC Developing-or-above: 53.1% (2024) → approximately 74% (2026), +20.9 percentage points. Metrics describe results during the leadership period, not sole-cause attribution.

### AP U.S. History Achievement | +19.3 Percentage Points (2025–2026)

Led and supported an increase in AP U.S. History qualifying scores from 33% to 52.3% through intentional curriculum alignment, rigorous instructional planning, and targeted scholar intervention. Strengthened historical reasoning, document analysis, and evidence-based writing through structured DBQ, LEQ, and SAQ instruction. Used formative assessment data, student-work analysis, individualized feedback, and focused exam preparation to identify learning gaps, adjust instruction, and improve scholar readiness for college-level assessments.

### Georgia Milestones U.S. History EOC | +20.9 Percentage Points (2024–2026)

Contributed to an increase in scholars performing at Developing or above from 53.1% to approximately 74% through department-level instructional leadership, collaborative planning, and data-informed improvement strategies. Facilitated professional learning communities and department meetings focused on standards alignment, assessment analysis, instructional rigor, and targeted intervention. Supported teacher development through instructional modeling, collaborative lesson planning, actionable feedback, and the examination of student performance trends to strengthen classroom implementation.

**Developing Educators to Sustain Academic Growth**

Built collaborative instructional systems that connected teacher development to scholar achievement. Led PLCs and departmental planning cycles, supported educators in identifying instructional gaps, strengthened curriculum and assessment practices, and promoted continuous improvement through professional dialogue, coaching, and shared accountability. Emphasized supportive relationships, high expectations, and evidence-based feedback to build educator capacity and sustain instructional improvement.

## INSTRUCTIONAL LEADERSHIP:
## EDUCATORS & ELEVATING CLASSROOM PRACTICE

### Establish a shared instructional vision

Translate schoolwide priorities into department goals, instructional look-fors, aligned planning expectations, and meaningful measures of scholar learning.

### Lead professional learning communities

Facilitate PLCs and department meetings that examine standards, student work, assessment trends, pacing, and the quality of classroom tasks.

### Coach through evidence and relationships

Build trust; model practices; use observations and student evidence to deliver specific, actionable feedback; and support teachers in applying and refining strategies.

### Strengthen curriculum and assessment

Develop curriculum maps, common assessment approaches, inquiry-based tasks, and writing supports aligned with AP frameworks and state standards.

### Monitor implementation and respond

Use data cycles to identify learning gaps, prioritize reteaching and interventions, and revisit instructional decisions as evidence changes.

### Build collaborative culture

Partner with educators, leaders, families, and community stakeholders to solve problems, expand opportunity, and sustain high expectations.

## "They Don't Have to Come Ready:
## The Door Is Open. Teach Them How to Walk Through It."

My leadership philosophy is grounded in the belief that advanced academic opportunities should be accessible to all scholars with the potential to excel. Through my leadership in Advanced Placement and Gifted Education, I have strengthened rigorous curriculum, supported educator development, and expanded opportunities for academic enrichment. I work collaboratively with teachers, families, and school leaders to remove barriers, cultivate scholar potential, and build sustainable pathways to college readiness and academic excellence.

## CORETTA SCOTT KING YOUNG WOMEN'S LEADERSHIP ACADEMY | ATLANTA PUBLIC SCHOOLS

**Gifted Lead • AP U.S. History & Government Educator | 2026–Present**

- Coordinate gifted-program identification, eligibility, services, and enrichment in collaboration with school leaders and educators.
- Facilitate instructional planning and collaboration around rigorous tasks, assessment evidence, and advanced learner needs.
- Design inquiry-driven lessons and academic writing supports that deepen disciplinary reasoning and scholar engagement.
- Build relationships with scholars, families, colleagues, and partners to expand access to advanced academic opportunities.
- Support experiential learning initiatives, including civic engagement, mock trial, and academic enrichment.

## KIPP ATLANTA COLLEGIATE | KIPP METRO ATLANTA SCHOOLS

**Social Studies Department Chair • Instructional Leadership Team • AP U.S. History & AP Seminar Educator | 2022–2026**

- Led department meetings, PLCs, curriculum alignment, collaborative planning, and assessment reviews across secondary Social Studies.
- Developed teachers through instructional coaching, feedback, modeling, collaborative lesson planning, and analysis of scholar work.
- Partnered with school leaders to establish instructional priorities, coordinate implementation, and monitor progress.
- Built systems for historical reasoning, document analysis, evidence-based writing, and advanced coursework readiness.
- Strengthened relationships and shared accountability among teachers and school stakeholders.

## DOCUMENTED SCHOLAR GROWTH | 2024–2026

**AP U.S. History | Scores of 3 or higher**

| | |
|---|---|
| 2025 | 33% |
| 2026 | 52.3% |

Growth: +19.3 percentage points. The available 2024 APUSH figure reports scores of 2 or higher, so it is not plotted as a comparable 3+ baseline.

**Georgia Milestones U.S. History EOC | Developing or above**

| | |
|---|---|
| 2024 | 53.1% |
| 2026 | 74% |

Growth: +20.9 percentage points. The 2026 figure is approximately 74% based on the supplied school comparison chart; this is a performance-distribution measure, not a student growth percentile.

## EVIDENCE-BASED LEADERSHIP NARRATIVE

During the 2024–2026 improvement period, I led collaborative instructional structures and teacher support while U.S. History outcomes improved. I use these results to illustrate the importance of aligning teacher development, curriculum, assessment, and sustained instructional follow-through.

## EARLIER INSTRUCTIONAL AND TEAM LEADERSHIP

**KIPP Memphis Collegiate Middle & High School | Memphis, Tennessee | 2015–2022**

- Served as History Department Chair and grade-level chair across middle and high school teams.
- Led collaborative planning, department and grade-level meetings, data discussions, and cross-grade instructional alignment.
- Supported colleagues with curriculum design, assessment planning, student interventions, and instructional problem-solving.
- Taught U.S. History, World History, Government, and English language arts; emphasized literacy, inquiry, and culturally responsive practice.

## NATIONAL ASSESSMENT LEADERSHIP

**College Board | AP U.S. History Exam Reader | 2024–Present**

- Evaluate free-response work against national rubrics and calibration expectations.
- Apply assessment expertise to improve historical writing instruction, feedback, and alignment to advanced academic standards.

## EDUCATION

Education Specialist (Ed.S.), Instructional Leadership — Freed-Hardeman University | Expected December 2026

Master of Arts in Education (M.A.Ed.) — Union University | 2017

Bachelor of Arts (B.A.), History — University of Memphis | 2015

Associate of Science (A.S.), History — Southwest Tennessee Community College | 2014

## CREDENTIALS AND RECOGNITION

- Georgia Level 5 Professional Educator Certificate; Gifted In-Field Endorsement
- College Board AP U.S. History Exam Reader
- 2025, 2026 STAR Teacher Award; Golden Apple recognition
- KIPP Atlanta Instructional Leadership Team

## LEADERSHIP COMMITMENTS

**Instructional excellence • People development • Trust and collaboration • Equitable opportunity • Measurable improvement**