PROFESSIONAL PORTFOLIO

Natalie Dalton

Curriculum and Assessment Specialist | Instructional Coach | Learning Designer

I design learning experiences that turn standards, evidence, and complex ideas into clear instruction, useful assessment, and practical professional learning. My work is grounded in 23 years of K-8 teaching and strengthened by district leadership in science, mathematics, literacy, coaching, and assessment development.

PORTFOLIO FOCUS	Curriculum design • Assessment development and review • Adult learning and facilitation • Instructional coaching • AI-assisted content quality

Based in Saratoga Springs, Utah

Contact 435-310-0851 | daltonrichardsfamily@gmail.com

Credentials M.S. Curriculum Design and Instruction • Utah Professional Educator License • Reading, ESL, and Instructional Coach endorsements • LETRS Science of Reading

Selected case studies and representative samples

- District ESL, WIDA, and systems leadership
- District science professional learning
- High-stakes assessment development and review
- Standards-aligned curriculum design and differentiation
- Adult coaching microlearning concept
- AI-assisted educational content evaluation framework

Portfolio overview

This portfolio highlights both documented professional experience and newly created representative samples. Proprietary district assessment items, student information, and copyrighted curriculum are not reproduced. Sample materials were created specifically for this portfolio to demonstrate transferable skills.

What I bring

- **Assessment judgment.** I review content for standards alignment, accuracy, rigor, clarity, accessibility, bias, and age appropriateness.
- **Curriculum architecture.** I connect outcomes, learning experiences, scaffolds, checks for understanding, and summative evidence.
- **Facilitation.** I design professional learning that lets educators experience a strategy, analyze it, and plan for classroom transfer.
- **Coaching.** I use evidence, questions, modeling, and focused next steps to support adult learning and implementation.
- **AI quality assurance.** I can use AI to accelerate drafting while applying human review for accuracy, alignment, tone, inclusivity, and instructional value.

Selected experience

Experience	Evidence of capability
Alpine District Science Team	Three years creating/reviewing high-stakes items, lessons, resources, and school-based training.
Alpine Math Teacher Advisory Leadership Team	Curriculum-map development, i-Ready implementation feedback, classroom piloting, assessment review, and site-based professional learning.
Team leadership	Biweekly curriculum, data, assessment, and intervention collaboration at Pony Express and Riverview Elementary.
District ESL leadership	ESL Specialist and WIDA coordinator; board-level reporting, program tracking, and language-proficiency data communication.
District systems leadership	District Leadership Team work supporting shared benchmarks, MTSS implementation, and data-informed interventions.
School leadership	PBIS and Guiding Coalition decisions informed by implementation and student data.
Teacher development	Mentored multiple student teachers and facilitated districtwide professional learning.

Leadership highlight District ESL and systems implementation

REAL EXPERIENCE

Beaver County School District ESL Specialist 2013-2019 and District Leadership Team 2015-2019

District ESL and WIDA leadership

Served as the district ESL Specialist, coordinating English-language services, WIDA testing processes, student language-proficiency tracking, and communication of program data and expectations.

- Presented the district's formal English as a Second Language Specialist report during the March 8, 2016 Beaver County School District Board meeting.
- Coordinated WIDA assessment administration and helped interpret performance results, growth information, and future program needs.
- Supported consistent tracking and instructional response for multilingual learners across the district.

District Leadership Team

Contributed to districtwide improvement work focused on common expectations and sustainable systems rather than isolated classroom solutions.

- Helped translate the district's Standards of Excellence vision into clearer learning benchmarks and measures of grade-level readiness.
- Supported implementation of multi-tiered systems of support, including stronger Tier 1 instruction and data-informed Tier 2 and Tier 3 interventions.
- Connected early literacy, mathematics, and language-development work to long-term student readiness and district goals.

Belknap Elementary National Blue Ribbon contribution

As a Belknap Elementary educator, contributed to the collaborative, data-informed instructional culture that supported the school's 2018 designation as a National Blue Ribbon School for exemplary high performance. Selected to represent the school at a national education conference in Kansas City.

EVIDENCE

The U.S. Department of Education lists Belknap Elementary as a 2018 National Blue Ribbon School. Utah public records list Natalie Dalton on the March 2016 board agenda for the district ESL Specialist report.

Evidence of capability

Program leadership • WIDA coordination • Data communication • Board presentation • MTSS implementation • District collaboration • Multilingual learner support • Continuous improvement

Case study 1 Districtwide science curriculum rollout

REAL EXPERIENCE	2026 Alpine School District Elementary Educators Science Training Growing the Scientist in All of Us

Scope

Helped plan, present, and facilitate the districtwide summer learning experience attended by Alpine School District elementary educators. The training supported the major K-6 rollout of ASD OpenSciEd.

Curriculum development and alignment

- Collaborated to translate Utah SEEd standards into coherent, grade-appropriate curriculum resources, including lessons, teacher guidance, pacing, student materials, academic vocabulary routines, assessments, and digital supports.
- Helped adapt the OpenSciEd framework for Alpine students through the district-created ASD OpenSciEd elementary program, with attention to local standards, classroom usability, and coherent learning across grades.

Training experience

- Facilitated hands-on workshops in which educators experienced the investigations, engineering routines, evidence gathering, and scientific explanation work they would later use with students.
- Supported the shift from passive content coverage toward phenomenon-based inquiry, student questions, collaborative investigation, and evidence-based explanations.
- Connected literacy instruction with science learning so teachers could strengthen oral language, vocabulary, comprehension, and writing through meaningful scientific content.

Evidence

Alpine School District describes ASD OpenSciEd as a K-6 program developed by its curriculum department and elementary science team, aligned to Utah SEEd standards and supported by district-created teacher manuals, student materials, pacing guides, vocabulary routines, assessments, and digital resources.

Case study 2 Professional conference presentation

REAL PROJECT September 2026 UtSTA Mini Conference Reading Writing and Thinking Like Scientists

Purpose

Presented a separate science-and-literacy session for Utah science educators using a fourth-grade Earth processes investigation as the learning context.

My contribution

- Designed and delivered an interactive presentation that moved participants through the same sensemaking sequence expected of students.
- Created a resource landing page that organized the presentation slides, ASD OpenSciEd Earth Processes teacher materials, discussion prompts, and supporting documents for continued use after the conference.
- Modeled strategies for noticing and wondering, academic vocabulary development, partner reading, scientific modeling, peer feedback, hands-on analogy, and model revision.

Learning sequence

1 Experience	Teachers engage in a phenomenon and record initial observations and questions.
2 Read and investigate	Connected text and hands-on evidence expand or challenge initial thinking.
3 Discuss	Structured partner and whole-group talk makes reasoning visible.
4 Write	Participants use evidence to explain changes in their thinking.
5 Transfer	Teachers identify one routine and adapt it for an upcoming unit.

Portfolio evidence

Conference presentation deck and presenter resource landing page are available in the online portfolio.

Evidence of capability

Conference presentation • Adult-learning design • Facilitation • Science and literacy integration • Resource curation • Modeling and guided practice • Classroom transfer

Case study 3 Assessment and math advisory leadership

REAL EXPERIENCE Alpine Mathematics Teacher Advisory Leadership Team and District Science Team

Mathematics advisory leadership

Collaborated with district mathematics leaders and classroom educators to improve the coherence, usability, and classroom implementation of elementary mathematics curriculum and assessment.

- Contributed practitioner feedback to the creation and adjustment of elementary mathematics curriculum maps, supporting common expectations and purposeful pacing across schools.
- Reviewed i-Ready Classroom Mathematics implementation through classroom experience, teacher feedback, and student evidence; identified friction points in digital tracking, lesson flow, and physical materials.
- Piloted district lesson plans, instructional routines, and emerging assessment frameworks in the classroom before broader implementation.
- Served as a two-way mathematics collaboration leader: brought school-level curriculum concerns and implementation feedback to district meetings, then carried refined practices, resources, and expectations back to grade-level colleagues.
- Shared implementation learning and team-developed mathematics practices through professional development at the home school site.

Assessment development and review

I contribute practitioner judgment to assessment work: what the standard actually expects, how students are likely to interpret wording and visuals, whether an item elicits the intended thinking, and whether the evidence supports a defensible conclusion.

Review lens

- Alignment to the intended standard and cognitive demand
- Scientific or mathematical accuracy
- Clear stem, directions, answer options, and visuals
- Plausible distractors tied to likely misconceptions
- Accessibility for multilingual learners without reducing rigor
- Bias, sensitivity, age appropriateness, and unnecessary reading load
- Scoring rules, rationale, and evidence needed for revision

Representative sample item

Grade band: 5-6 science **Focus:** using evidence to explain erosion

> **SCENARIO** Students pour the same amount of water over two soil trays. Tray A has bare soil. Tray B has grass growing in the soil. After five minutes, the water collected below Tray A is darker and contains more sediment.

Question. Which claim is best supported by the observations?

- A. Grass causes more rain to fall on Tray B.
- B. Plant roots help hold soil in place as water moves across it.
- C. Bare soil absorbs all water before it can move.
- D. Sediment makes plants grow faster.

Key: B **Rationale:** The evidence compares sediment transported from otherwise similar trays. Less transported sediment in the vegetated tray supports the claim that roots reduce erosion.

Distractor analysis: A introduces an unsupported cause; C contradicts the collected water; D reverses the evidence relationship.

Representative assessment set and scoring guide

The items below are newly created samples and are not district assessment content.

Item 2 Short constructed response

A class repeats the tray investigation three times. In every trial, the tray with grass loses less soil. Write a two-sentence explanation that states a claim and uses the repeated results as evidence.

Analytic scoring guide

Score	Criteria
2	States an accurate claim that vegetation reduces soil movement and cites the repeated lower soil loss as evidence. Reasoning connects roots or plant cover to holding soil in place.
1	Provides an accurate claim or relevant evidence but the explanation is incomplete, vague, or does not connect evidence to the claim.
0	Response is inaccurate, irrelevant, blank, or simply repeats the prompt without a claim or evidence.

Item 3 Revision task

Weak draft: “Why are plants good for erosion?”

Revision: “Use one observation from the investigation to explain how plants affected the amount of soil moved by water.”

Why the revision is stronger: It removes vague value language, identifies the evidence source, and specifies the reasoning students must demonstrate.

Evidence of capability

Curriculum mapping • Implementation analysis • Classroom piloting • Item writing • Item review • Standards alignment • Distractor design • Constructed-response scoring • Accessibility • Revision rationale

Case study 4 Curriculum design for varied learners

REPRESENTATIVE SAMPLE Grade 6 integrated science and literacy lesson Explaining changes to Earth's surface

Learning outcome

Students will construct an evidence-based explanation of how water changes Earth's surface and distinguish observations from inferences.

Learning sequence

Launch	Study before-and-after images of a streambank. Record observations and questions.
Investigate	Use a tabletop model or short data set to compare water flow, sediment movement, slope, and vegetation.
Read	Annotate a short informational text for causes, effects, and evidence.
Discuss	Use the frame "The evidence suggests ___ because ___." Challenge ideas with evidence.
Write	Construct a claim-evidence-reasoning explanation.
Revise	Use a two-part checklist: scientific accuracy and explanation clarity.

Differentiation

- Provide labeled visuals, a bilingual glossary option, and an oral rehearsal before writing for multilingual learners.
- Offer chunked evidence cards and a partially completed organizer for students needing additional structure.
- Invite advanced learners to evaluate which evidence is strongest and identify limitations in the model.
- Allow speech-to-text or audio explanation when the learning target is scientific reasoning rather than handwriting fluency.

Assessment plan

Formative: observation/inference sort, discussion listening notes, and one-sentence claim. **Summative:** a brief claim-evidence-reasoning explanation scored for accuracy, evidence use, and reasoning.

Evidence of capability

Backward design • Scaffolding • UDL-informed choices • Multilingual learner support • Formative assessment • Integrated literacy

Case study 5 Adult learning and coaching

REPRESENTATIVE CONCEPT	The Feedback Advantage A 15-minute scenario-based microlearning experience

Audience

Team leads, mentors, and new instructional coaches who need a repeatable way to give specific, actionable feedback.

Performance goal

Given a workplace or instructional scenario, the learner will choose and revise feedback so it identifies an observable behavior, explains its impact, and defines a useful next step.

Experience map

- Pre-check: choose the most useful response to a vague performance concern.
- Model: examine a three-part Feedback Loop - Observe, Connect, Next Step.
- Practice: work through three branching scenarios with immediate explanatory feedback.
- Apply: rewrite one piece of feedback from the learner's own context.
- Assess: complete five transfer-focused questions and a confidence check.
- Job aid: download a one-page Feedback Loop planning guide.

Sample scenario

SITUATION	A team member submits strong work, but deadlines are missed repeatedly. Which opening is most likely to support improvement?

- **Best:** "The last two drafts arrived after the review window, which left less time for quality checks. For the next project, let's set a midpoint check and flag risks one day early."
- **Less useful:** "You need to be more responsible." This labels the person, does not identify observable evidence, and gives no actionable next step.

Evidence of capability

Adult-learning design • Scenario writing • Coaching • Performance-based objectives • Feedback design • Job aids • Transfer planning

Case study 6 AI-assisted content quality

REPRESENTATIVE FRAMEWORK	Human review process for AI-generated educational content

AI can accelerate brainstorming, variation, formatting, and first drafts. It does not replace professional judgment. My review process keeps the learning goal, learner, evidence, and context in control.

Quality review framework

A Accuracy	Verify facts, calculations, examples, keys, and explanations.
L Learning alignment	Confirm that content measures or teaches the stated outcome at the intended rigor.
I Inclusion and access	Review language load, cultural assumptions, bias, representation, and accessibility.
G Guidance	Make directions, feedback, scaffolds, and success criteria usable.
N Natural voice	Revise generic or mechanical wording so it sounds clear, credible, and audience appropriate.

Example review note

Draft issue: A generated multiple-choice item appears aligned to a science standard, but the correct answer can be selected through vocabulary clues rather than scientific reasoning. **Revision:** remove the clue, strengthen distractors around common misconceptions, and require interpretation of evidence from the scenario.

Evidence of capability

AI-assisted development • Editorial judgment • Quality assurance • Prompt refinement • Bias and accessibility review • Human-in-the-loop workflow

NEXT STEP	I am prepared to adapt these capabilities to K-12 curriculum, assessment programs, professional learning, corporate L&D;, and AI-enabled content teams.

Featured digital learning project DataWise

From Student Data to Instructional Action is a scenario-based software training prototype designed to help educators use a fictional data dashboard with confidence and sound professional judgment.

AUDIENCE	Teachers and instructional coaches using a student-data dashboard
FORMAT	Responsive 10-screen interactive course with software simulation and scenario practice
OUTCOME	Locate student evidence, interpret benchmarks and growth, and select a defensible instructional response

Performance challenge

Educators often need to locate several pieces of student evidence, compare results with benchmarks, study progress over time, and explain the next instructional step. The course reduces navigation friction while reinforcing that one score should not drive a high-stakes decision.

Learning experience

- A short orientation introduces the platform and connects the training to the learner's current workflow.
- Four guided dashboard tasks provide practice with assessment windows, student profiles, growth monitoring, and instructional decisions.
- Corrective feedback supports recovery without completing the task for the learner.
- A nine-task independent challenge measures software navigation and evidence-based decision making.
- The course requires 100% final mastery while reporting first-attempt accuracy separately.

Product and accessibility features

- Responsive desktop and mobile navigation with clear progress and locked-step sequencing.
- BOY, MOY, and EOY views; benchmark color coding; progress-monitoring charts; and individual aim lines.
- Fictional student records, accessible chart descriptions, exact-value data tables, visible focus cues, and keyboard-friendly controls.
- Results dashboard, performance breakdown, reflective action plan, and printable five-question job aid.

Design rationale

The experience moves from demonstration to guided practice and then independent performance. Realistic scenarios require learners to interpret incomplete evidence, avoid overclaiming, and choose a next step that includes continued monitoring.

Evidence of capability

E-learning development • Software simulation • Scenario design • Formative feedback • Performance assessment • Accessibility • Responsive design • Learning transfer

Launch the interactive prototype from the online portfolio

Professional background

Experience

Riverview Elementary Alpine School District | Grades 5, 5/6, and 6 | 2023-present

Alpine District Science Team | 2023-present | SEEd-aligned curriculum and ASD OpenSciEd resources, assessment review, implementation feedback, school-based training, and district professional learning

Pony Express Elementary Alpine School District | Grade 5 | 2019-2023
Mathematics Teacher Advisory Leadership Team | Curriculum mapping, i-Ready implementation feedback, classroom piloting, assessment review, and two-way communication between district mathematics leaders and school teams

Beaver County School District | Grades 2 and 3 | 2003-2019
ESL Specialist | 2013-2019 **District Leadership Team** | 2015-2019
WIDA coordination, program data reporting, MTSS implementation, and contribution to Belknap Elementary's 2018 National Blue Ribbon recognition.

Professional recognition

2025 Alpine School District Foundation Accent on Excellence Award
Selected following Riverview Elementary's nomination in recognition of exceptional service and impact. The nomination highlighted an inclusive and nurturing classroom, strong relationships that build student confidence, responsiveness to diverse learning needs, and creative use of technology, hands-on learning, and critical-thinking routines.

Education

Master of Science Curriculum Design and Instruction
Western Governors University 2016

Bachelor of Science Elementary Education
Southern Utah University 2003 | Minor in Early Childhood Education

Credentials and specialized preparation

- Utah Professional Educator License - Elementary and Early Childhood Education
- Professional endorsements - Instructional Coach, Reading, and English as a Second Language
- LETRS Science of Reading certificate
- WIDA Screener and ACCESS training; multilingual achievement; DIBELS Pathways of Progress
- Alpine Math Teacher Leaders; district science leadership; PLC and instructional-coaching preparation

Selected verification

Alpine School District 2025 Alpine School District Foundation Accent on Excellence recipients
Utah Public Notice Website Beaver County School District Board Meeting March 8, 2016
U.S. Department of Education 2018 National Blue Ribbon Schools Belknap Elementary School
Deseret News One of the highest performing elementary schools in Utah November 4, 2018

CONTACT Natalie Dalton | Saratoga Springs, Utah | 435-310-0851 | daltonrichardsfamily@gmail.com