



## About

- Multilingual coordinator with 12 years' experience supporting linguistically and culturally diverse students
- Data-driven practitioner trained and proficient with using WIDA data to inform instruction
- Strong rapport-builder and motivator with record of engaging staff members and students at a high level
- Deeply invested in reflective practice and collaborative professional development
- Master of Arts in English as a Second Language
- Authorized WIDA Trainer of Trainers for CLIMBS (Content and Language Integration as a Means of Bridging Success)

## Career Highlights

- Created and implemented policies for identification, placement and redesignation for district servicing over 3,500 multilingual learners that reduced placement errors by 60%
- Delivered CLIMBS training to over 70 teachers which led to improved targeted instruction
- Coordinated school adoption of WIDA Screener and MODEL as language assessment and placement tools
- Designed multilingual learner service model for district (identification, placement, servicing and exiting), incorporating WIDA and literacy data from two elementary schools and a middle school
- Facilitated an increase in students' ACCESS and MODEL scores by an average of one full point year-over-year
- Built departmental web site and school-wide wiki for teachers to pool and exchange resources
- Co-founded newcomer academy for Students with Limited or Interrupted Formal Education (SLIFE) that helped students with gaps in their education prepare for mainstream classrooms
- Launched and managed an award-winning literacy volunteer program that provided students with over 3,000 hours of additional small group and one-on-one support

## Experience

### **Adams 14 School District | Commerce City, CO**

**2019 – Present**

#### ***PreK-12 Culture and Language Development Coordinator***

- Designed and implemented policies for identification, placement and redesignation servicing over 3,500 multilingual learners that reduced placement errors by 60%
- Monitor progress of instructional improvement and make curricular adjustments to ensure student growth
- Provide targeted professional development to teachers, coaches, and administrators on language acquisition and development theory, research, and practice
- Provide language-based data and guidance to principals, coaches and teachers to ensure student growth
- Support teachers and instructional coaches, especially related to language-specific differentiated instruction, intervention, and enrichment
- Collaboratively develop instructional support plans for ELD teachers, content-area teachers, special educators and gifted and talented instructors
- Support vertical articulation plans from elementary through high school (college readiness)
- Support school intervention and enrichment models
- Conduct observations to promote accountability and ELD program fidelity for teachers and coaches
- Collaborate with principals, administrators and coaches to align expectations for teachers
- Aided the department supervisor with budgets, policy creation, planning, and other administrative duties

### **Daystar Academy | Beijing, China**

**2016 – 2019**

#### ***K-12 Language Support Services Coordinator | Licensed ESL Teacher***

- Designed district-level data-driven service model that aligns language instruction with classroom instruction
- Created and launched teaching sample process for prospective ELL/EAL teachers; co-developed observation process for ELL teachers; assisted principals with formal observations and revised services as needed
- Collaborated with K-12 English and Chinese Curriculum Coordinators to ensure cohesive bilingual curriculum
- Managed the collection, analysis, and reporting of program-wide standardized language assessment data



Experience Continued

**Daystar Academy | Beijing, China—Continued**

- Managed the collection, analysis, and reporting of program-wide standardized language assessment data
- Facilitated ELL department meetings and collaborated with campus principals to provide language service support to teaching staff and instructional leaders
- Oversaw development and review of the ELL program, including initial and ongoing training of teaching staff
- Created extensive bilingual communications plan including bilingual parent meetings and online resource center for parents with bilingual handouts, slides and videos
- Aided the department supervisor with budgets, policy creation, planning, and other administrative duties

**Banaadir Academy | Minneapolis, Minnesota**

**2012 – 2016**

**Licensed ESL Teacher | Volunteer Coordinator | Associate Educator**

- Assessed incoming students for placement into ELL program using WIDA tiers and levels
- Employed WIDA Can Do Descriptors, Model Performance Indicators (MPIs) and WIDA ELD standards to inform instruction, which contributed to the rise of test scores by an average of one level per year
- Served as 5<sup>th</sup>-6<sup>th</sup> grade level Professional Learning Community (PLC) Lead and facilitated data-driven flexible grouping of students as well as increased scaffolding for ELLs
- Implemented and managed the Reading Buddy volunteer program, which won the University of Minnesota Outstanding Community Partner award
- Co-founded a newcomer academy for Students with Limited or Interrupted Formal Education (SLIFE)
- Developed successful school-wide behavioral interventions and community outreach programs

**Computer Explorers | Minneapolis, Minnesota**

**2011 – 2012**

**Information Technology Instructor**

- Taught basic MS Office computer skills to culturally/linguistically diverse 3<sup>rd</sup> and 4<sup>th</sup> graders
- Emphasized proficiency through student-centered, project-based learning
- Achieved satisfied students with a broad range of projects completed

**Australian Centre for Education and Training (University of Technology, Sydney) | Hanoi, Vietnam**

**2009 – 2011**

**EFL Instructor**

- Taught collegiate-level academic English to young adult students from elementary to upper-intermediate proficiency, with a focus on writing and reading
- Mentored incoming teachers in curriculum, pacing, management, and supplemental resources
- Maintained a strong record of satisfied students with successful test results

Education

<p><b>2016 – Master of Arts, English as a Second Language</b> Hamline University, MN 4.0 GPA, TESOL Certified Program</p>	<p><b>2012 – Bachelor of Arts, Liberal Arts</b> Colorado State University, CO College of Liberal Arts Dean’s List</p>	<p><b>2009 – Certificate in English Language Teaching to Adults (CELTA)</b> Cambridge University ‘Pass B’ – Top 15% of program graduates worldwide</p>
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References

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