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Relevant Work Experience

Intersession Instructor

Gaston Day School, Shanghai, China

Summer 2021 – Present

Instructor, English Lit 10-12

- Responsibilities:
 - Created, implemented, and developed core curriculum scope-and-sequencing for Grade Improvement Program for English Literature Grade 10
 - Created and Implemented College Prep for Grade 11 – Onboarding for admissions and college orientation 2018 and 2020
 - Interpreted and implemented ELL pedagogies, namely:
 - ELL teaching including online instruction and support through virtual, distance Learning initiatives
 - ELL syllabus and curriculum design
 - ELL assessment
 - Implemented digital academic technology via tablet software and learning management systems for instructional delivery via Zoom and Edmodo
 - Course Focus: Foundational Diversity
 - Modernism
 - Early Modern Poetry
 - Current events
 - Theory essays
 - Scholarly research development

Instructor, History 11 +12

- Curriculum Development:
 - Designing and implementing comprehensive history curricula that align with educational standards and learning objectives.
- Instruction:
 - Delivering engaging and informative lessons that cover a wide range of historical topics, including political, social, economic, and cultural events.
- Assessment:
 - Evaluating student learning through various methods, such as quizzes, tests, essays, and projects.
- Course Focus: The US Civil War
 - Impact of Civil War on American Culture
 - Differing Views of Slavery
 - Election of 1848
 - Fugitive Slave Act
 - Underground Railroad
 - Compromise of 1850
 - Kansas/Nebraska Act
 - Election of 1860

Instructor, AP Micro Economics

- Curriculum Development:
 - Designing and implementing comprehensive history curricula that align with educational standards and learning objectives.
- Instruction:
 - Delivering engaging and informative lessons that cover a set range of introductory topics, including political, social, economic, and cultural factors that indicate microeconomic tendencies and behavior.
- Assessment:
 - Evaluating student learning through various methods, such as quizzes, tests, essays, and projects.
- Course Focus: Principles of Microeconomics for AP Courses
 - Scarcity
 - Demand and Supply
 - Labor and Financial Markets
 - Elasticity
 - Consumer Choices
 - Cost and Industry Structure
 - Perfect Competition
 - Monopoly and Antitrust

Instructor, English Literature and College Writing 11 and 12
Dean, Grade 12 and Department Head, English Department
Barstow School Ningbo Campus, Ningbo, Zhejiang, China
2016-2020

Responsibilities:

- *Instructor, English Literature / College Writing:*
 - o Created, implemented, and developed core curriculum scope-and-sequencing for English Literature Grades 8, 9, and 12, College Prep, Honors, and AP sections.
 - o Created, implemented, and developed core curriculum scope-and-sequencing for Academic Writing Grade 12
 - o Created and implemented Mass Lecture Delivery for Grade 12 for college preparation/simulation, 50 - 70 students per section
 - o Created and Implemented College Preparation/Advisory for Admissions Portfolio for Grade 11 – Onboarding for admissions and college orientation
 - o Interpreted and implemented ELL pedagogies, namely:
 - ELL teaching including online instruction and support through virtual, distance Learning initiatives
 - ELL syllabus and curriculum design
 - ELL assessment
 - o Implemented digital academic technology via tablet software and Learning Management Systems for instructional delivery
 - o Utilized adaptive learning techniques, including adaptive digital software for differentiation for the betterment of diverse, multi-ability, and ELL student populations
 - o Achieved 100% matriculation and graduation rates and College Admissions Writing Placement
- *Dean, Grade 12:*
 - o Attended weekly leadership meetings with Academic Dean and Literacy Coordinator
 - o Planned and implemented weekly grade level meetings
 - o Tracked records of all meeting notes, to be forwarded to Academic Dean
 - o Tracked rigor and course load to ensure student success without overload or overlap
 - o Determined, communicated, and developed action plans for grade level specific needs, tasks, and priorities
 - o Assisted in implementation of literacy across the subjects within the grade levels
 - o Supported/Facilitated 100% graduation rate
- *Department Head, English Department:*
 - o Created, developed, implemented core-curriculum for department, course, and scheduling to advance the structure and diversity of the English department for the facilitation of CCCS and AP standards and tenets within the Humanities for academic research writing and English Literature
 - o Reinforced ELL pedagogies and strategies of methodology
 - ELL teaching including online instruction and support through virtual, distance Learning initiatives
 - ELL syllabus and curriculum design
 - ELL assessment

- o Provided academic support intervention to department instructors
 - Teacher training (experience in the delivery of US and internationally recognized qualifications and principles, such as TEFL, TOEFL, IELTS, CELTA, DELTA, AP, etc.)
- o Planned and facilitated weekly department meetings
- o Attended weekly leadership meetings with Academic Dean and Literacy Coordinator
- o Tracked rigor and course load to ensure student success without overload or overlap
- o Disseminated prioritized information to teachers within department weekly or in greater attention and emergence
- o Determined, communicated, and developed action plans for instructor-specific and student specific needs, tasks, and priorities
- o Attended, supported, and assisted with intervention methods concerning parent and teacher needs and communications

Consultant: Counseling / Instruction, College Writing and Preparation

H+G Education, Ningbo, Zhejiang, China

2018 – 2019

- *Instructor, College Writing*
 - o Implement self-developed/-mastered critical, college-level academic reading and writing skills and techniques program to a concentrated cohort in preparation for ILETS/TOEFL/SAT/College Admissions Essays and Personal Statements
 - o Conduct focused independent classes simulating college-level rigor and demand for university-bound student clientele
- *Consultant, College Writing and Skills Preparation*
 - o Provide professional development courses/seminars for H+G staff
 - Academic essay reading
 - Academic essay composition
 - Creative writing mechanics and implementation to college preparatory skills development
 - Personal Statement composition and support
 - o Provide expertise to staff on student clientele and their work for college matriculation

Instructor, Relevant Language Studies (RLS)

Ningbo University, College of Science and Technology, Ningbo, Zhejiang, China

2018 – 2019

- *Instructor*
 - Teaching six (6) courses of English Language RLS skills and foreign culture studies to first- and upper-year students
 - Course Foci: “Oral English” and “Cross-Cultural Communications Studies”
 - Public Speaking
 - Conversational English Writing / Prose Writing
 - Basic Close Reading/Annotations
 - Dictation, Mono-/Dialoguing
 - Interview Skills and Strategies
 - Multiculturalism (Comparative Cultural Studies)
 - Global Food Cultures
 - Contemporary Economics
 - Contemporary Western Art Forms
 - Media and Social Studies

Faculty Lecturer, Foundational English**Essex County College****Newark, NJ****2013 – 2016**

- *Faculty English Lecturer, “Center for Academic Foundations”*
 - o Instructed 36 contact hours per Academic year
 - o Instructed two (2) levels of developmental English, focusing on English language foundations, critical reading studies, and expository writing development through context-relevant essays and texts
 - o Developed the implementation of Learning Management Systems (LMS) for face-to-face, hybrid, and distance learning.
 - o Achieved 80% cumulative matriculation rates and institutional testing outcomes (highest in department)
- *Head of English, “Center for Academic Foundations”*
 - o Directed the implementation of new, technology-based methodology and facilitation of new methods for remedial program acceleration through direct work with Pearson and McGraw-Hill Education
 - Textbook creation
 - Online companion technology
 - Performance outcomes research and reporting
 - Institutional research
- *Advisor*
 - o Instructional advisement in assistance to student matriculation in degree completion and transfer protocol
 - o Office hour management
 - o New student intake
 - o Placement testing review and tutoring
 - o Course registration and degree auditing management
- *Head of English Training and Assessment*
 - o Fostered training methods and strategies for adjunct faculty
 - o Managed Learning Center tutors for sharing best practices
 - o Hired and managed tutors
- *Writing Placement Test Reader/Scorer*
 - o Reviewed all English placement exams
 - o Scored all English placement exams
 - o Reported outcomes and suggestions directly to English Testing chairs and admin
- *Voting Member, Academic Foundations Advisory Committee (AFAC)*
 - o Possessed active voting seat on the committee
 - o Contributed in the creation and implementation of developmental education practices, policies, and standards
 - o Reviewed and reported on all Academic Development policy for AFAC

Education

Rutgers University

M.A. – English Language and Literature

Spring 2016

- Admitted / Enrolled - **not attending**
- **Relieved of Faculty Position at Essex County College due to “Fiscal Exigency” in Spring 2016, financially impacting my enrollment and completion in program**
- Mentoring Advisor: Dr. Janet Larsen

The College of New Jersey

B.A. – English Language and Literature

Spring 2007 - Spring 2009

- Completed/Graduated with B.A. in English Language and Literature
- **Near completion** of advanced degree in English Language and Literature and Secondary Education – **financially impacted by Great Recession of 2008/2009**
- Completed “Teaching Practicum” in English Literature for Grade Eleven at *Burlington County Institute of Technology*, Westampton, NJ

Raritan Valley Community College, A.A. Education

January 2005-December 2006

- Educational field work in survey and instruction for over 100 hours
- Instructed in four distinct socio-economic areas of primary and secondary school systems
- Concentration: English Literature

References

References are available upon request