

Evita Medina

Education

- December 2017 **Texas Wesleyan University** Fort Worth, Texas
Doctorate in Educational Leadership and Curriculum and Instruction
The Effectiveness of Leadership Styles Among Women Principals on Student Achievement
- June 2009 **University of Texas at Arlington** Arlington, Texas
Principal Certification with Dual Language Emphasis
- May 2003 **Southern Methodist University** Dallas, Texas
Master of Bilingual Education
- May 1999 **Texas Woman's University** Denton, Texas
B.S. in Elementary Education with Bilingual/ESL Specialization

Experience

- Feb. 2017-Present **Teacher Preparation Program Coordinator** Dallas, Texas
Richland College
- Committed to collaborating with other colleges and universities to ensure program alignment to four year university curriculum
 - Conducted textbook reviews to update courses to current and best practices in teacher education
 - Collaborated with district personnel to develop teacher preparation website which offers pertinent information to the program and the Associates of Arts in Teaching Degree.
 - Updated courses' learning objectives to align with the Academic Course Guide Manual (ACGM)
 - Developed courses for online learning
 - Responsible for teaching education courses throughout the academic year
 - Committed to conducting surveys to current students and graduates to inform best practices and continue program growth and development
 - Responsible for attending community events to promote Associate of Arts in Teaching Degree
 - Joined different committees such as Journeys to Success to directly work with students to encourage and support college career completion
- July 2013- Feb. 2017 **Assistant Principal** Grand Prairie, Texas
Grand Prairie ISD
- Responsible for student discipline
 - Campus Testing Coordinator
 - Responsible for teacher evaluations
 - Coordinator of newcomer program and all ELL instructional services, including LPAC Committee and teacher training in ELL strategies
- July 2010-July 2013 **Bilingual/ESL Instructional Specialist** Arlington, Texas
Arlington ISD
- Assisted the Director of Bilingual/ESL Instruction in directing, sequencing, and implementing Bilingual/ESL instructional programs
 - Assisted and monitored department heads/lead teachers in implementation of state/federal mandates, state assessment preparation, curriculum planning and development, innovations, and teaching strategies in Bilingual/ESL

- Planned staff development correlated to already identified instructional goals and objectives for the district. Training included:
 - Sheltered Instruction Observation Protocol, SIOP
 - English Language Proficiency Standards, ELPS
 - Language Placement Assessment Committee Guidelines and Responsibilities, LPAC
 - Texas English Language Proficiency Assessment System, TELPAS
 - Woodcock-Muñoz Language Survey-Revised, WMLS-R
 - Student Engagement Strategies
- Demonstrated and modeled lessons appropriate for students related to Bilingual/ESL skills and student academic performance standards
- Visited district campuses throughout the year
- Submitted updates and reports as requested by the Director of Bilingual/ESL Instruction

January 2011-Dec. 2011 **Instructor** Dallas, Texas
Texas Tech University

- Course: Instructional and Management Issues in Bilingual Education/ESL

September 2010 **Instructor** Richardson, Texas
ESC 10

- Course: Language Instruction and Bilingual Resources for Educators, L.I.B.R.E.

January 2006-May 2007 **Adjunct Professor** Arlington, Texas
University of Texas at Arlington

- Course: Family Literacy and Second Language Acquisition Methods

August 2004-July 2010 **Bilingual/ESL Testing Facilitator** Grand Prairie, Texas
Grand Prairie ISD

- Responsible for conducting a continuous testing program for appropriate Bil/ESL program placement of new students
- Responsible for overseeing the testing of students district-wide 2-12 utilizing oral proficiency and standardized tests after identification of Limited English Proficient students
- Evaluated and recorded results of all campus testing for submission to Director of Bilingual/ESL Programs
- Provided assistance and trained campus Language Proficiency Assessment Committee members
- Provided assistance and followed up in the student evaluation and placement process associated with the activities of the Language Proficiency Assessment Committees
- Provided staff development for teachers and administrators in TELPAS, ELPS and best practices for the English Language Learner
- Assisted in the adoption and use of varied instructional materials
- Assisted in the compilation and comparison of criterion-referenced test results from all campuses
- Maintained required annual student evaluation records on all Limited English Proficient students and submitted a final report to Bilingual/ESL Director

August 2003-May 2004 **First Grade Bilingual Teacher** Dallas, Texas
Gabe P. Allen Elementary

- Planned and used appropriate instructional and learning strategies, activities, and materials to reflect understanding of the learning styles and needs of students
- Worked cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP)
- Adhered to District's Scope and Sequence when planning and delivering instruction
- Conferenced with parents in regards to student's academic progress and targeted areas of improvement
- Worked with other members of staff to determine instructional goals, objectives, and methods according to district requirements
- Conducted assessment of student learning styles and used results to plan instructional activities
- Taught tutoring classes after school for students in need of academic progress
- Advanced students' reading at least 8 levels

August 2002-May 2003 **Master Reading Teacher**

Dallas, Texas

Mary McLeod Bethune Elementary

- Responsible for the tutoring of 60 students per week. The students needs ranged from fluency and reading comprehension
- Provided courses in the enrichment of English as a second language, test preparation courses for TAKS and ITBS, and challenging courses for those students that are performing at or above grade level
- Provided demo lessons for Kinder, First, and Second grade teachers on reading and writing
- Assisted Kindergarten teachers administer reading records to their students to determine their students reading levels
- Distributed to each Kinder, First, and Second grade bilingual teacher the Bilingual Pacing Plan developed by the Multilingual department.
- Constructed a Test Review for the Second grade bilingual teachers based on test objectives and the TEKS
- Constructed a Test Review for Second and Third grade teachers based on the new test TAKS
- Provided thematic units correlated to the TEKS to Second grade bilingual teacher to be used in their English block
- Provided all Third Grade through Sixth Grade teachers with a TAKS pamphlet which outlined an overview of the new test and provided ample questions by test objective
- Created large posters with Bloom's Taxonomy of Higher Order Thinking Skills and sample questions that can be interjected during any lesson.
- Assisted the Language Proficiency and Assessment Committee with the organization of data in the students' cumulative records
- Prepared a Staff Development meeting to train teachers in the importance of record keeping, cum folders, and an upcoming visit by T.E.A.
- Trained some teachers in the use of technology and computers.
- Prepared and conducted Parent Workshops to familiarize them with the Reading Objectives their children study in class. Some of those workshops included an explanation of the "No Child Left Behind" initiative by President G. W. Bush, and parents also learned Reading activities to practice with their children at home.

August 1999-May 2002 **Second Grade**

Dallas, Texas

Bilingual Teacher

César Chávez Learning Center

- Developed curriculum for second language learners and aligned it to the TEKS objectives
- Presented workshops to parents in Reading and Math Family Nights
- Conducted parent conference meetings to explain parents and the community the benefits of bilingual education
- Participated in vertical meetings to meet with the school's bilingual teachers to align our curriculum and make it coherent with each grade level
- Member of the Campus Improvement Leadership Team
- Created an Instructional Timeline for second grade teachers emphasizing test objectives in which students had low scores
- Contributed to an increase of second grade Aprenda's (Standardized Achievement Test in Spanish) scores to the upper 80's and 90's
- Developed an Aprenda study guide for second grade bilingual teachers
- Graduated from the Dallas Reading Academy
- Successfully completed the preparation courses for the Master Reading Teacher through the Dallas ISD Reading Department
- Successfully completed the training for the program of Speaker of Other Languages Network for Gifted and Talented Students
- Presented at the National Association for Bilingual Education in San Antonio 2000: *Learning Styles Left Brain/Right Brain-What type of learner are you? What type of learners are your students?*

Credentials and Skills

- Master Reading Teacher K-12
- Reading Academy Laureate
- Public Notary
- Read, write and speak Spanish
- Type 85 wpm
- Ten key by touch
- Computer knowledge including Microsoft Office XP: Word, Excel, Access, Power Point, and Macintosh Operating System 10

Presentations

Southwest Educational Research Association An Exploration of Leadership Styles for Women in Education	New Orleans, Louisiana February 2016
Bilingual-ESL Association of the Metroplex, BEAM Life Saver –Engagement Strategies to teach academic vocabulary	Arlington, Texas April 2015
National Association of Bilingual/ESL Education Learning Styles Left Brain/Right Brain-What type of learner are you?, What type of learners are your students?	San Antonio, Texas February 2000
<ul style="list-style-type: none">• TELPAS/ELPS Connection• Language Proficiency Assessment Committee<ul style="list-style-type: none">○ Identification and Placement○ Assessment and Exit• ELPS-Linguistic Instructional Academic Guide	AISD AISD, GPISD AISD

Accomplishments

- 2009-2010 Selected to participate in the first Leadership Academy Cohort for Grand Prairie ISD.
- 2007-2009 Led the charge in responding to PBMAS and moved students from 12% to 67% passing in Spanish Science TAKS

Honors

- TWU Academic Scholarship recipient (2013, 2014, 2015)
- Two time recipient of the Who's Who Among Students in American Junior Colleges and Universities award ('95, '99)
- Summa Cum Laude graduate ('99)
- Member of the Dean's List ('99)
- Member of the Golden Key National Honors Society ('98-'99)
- Outstanding Student Award by the Bilingual Education Association of the Metroplex ('99)
- TWU Academic Scholarship recipient ('98-99)
- Title VII scholarship recipient ('98-'99)
- Saving of America scholarship recipient ('93)

References

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| • Damian Patton, Principal, Cedar Hill ISD | 817-797-1610 |
| • Michelle Brinkman, Dean, South Grand Prairie High School, GPISD | 972-935-4733 |
| • Susanna Ramirez, Assistant Superintendent of Early Education, GPISD | 972-237-5366 |
| • Dr. Rosado. Bilingual Department Director. UTA | 817-272-7567 |