

# El Profesor EO

## EDUCATION

**California State University, Long Beach** May 2014 – December 2015  
Single Subject Credential Program – Social Science

**New York University** September 2008 – August 2010  
M.S. in Global Affairs  
Specialization: International Economic Development  
Thesis: 'Falling Through the Cracks' Scientific Perspectives on the Relationship between Economics and Science in Chile.  
Advisor: Everett Meyers, Ph.D.

**University of California, San Diego** September 2001 – June 2005  
B. A. in Political Science/American Government  
Minor: Latin American Studies

## TEACHING EXPERIENCE

**Warren High School, Downey Unified School District** August 2016 – present  
**Educator, Social Science Department**

### *Key Responsibilities:*

- Courses taught: Student Voice; AP US Government and Politics; AVID 10: AVID 9 (previously taught); World History (previously taught)
- Advisor to Rainbow Alliance and the Mental Health Club

### *Summary/Highlights:*

Designed and created first Student Voice class to be A-G approved in the State of California; Students enrolled in the Student Voice class have consistently reported an increase in self-respect and advocacy. All courses incorporate substantial de-colonized curriculum, units, and lessons that focus on resistance narratives and non-European and Anglo perspectives on historical events.

### **AVID Program Site Coordinator**

#### *Key Responsibilities:*

- Ensured fidelity to the AVID curriculum across elective classes and site team classes impacting over 500 students per year.
- Oversaw and managed 20 AVID site team members, 12 elective team teachers, 4 AVID-trained counselors and 15 AVID college tutors.
- Facilitated cooperation between various departments and programs.
- Prepared and organized various extracurricular events for all AVID elective students.
- Provided professional development for schoolwide staff.

### *Summary/Highlights:*

Successfully expanded the AVID elective classes from 12 sections to 14 sections; Expanded the AVID elective team to include more teachers of color; For the past 5 years, 97%+ of all AVID seniors have been accepted to a four-year university.

## **Brave Bears Program Advisor**

### *Key Responsibilities:*

- Provide technical expertise on community-based, stakeholder engagement.
- Assist students on developing group's theory of change and associated vision and mission statements.
- Organize to ensure anti-racist and equity minded stakeholders coordinate action.

### *Summary of Highlights:*

Created a mission statement that established a clear purpose for the student group; Brave Bears members held regular meetings with administration to express concerns and present solutions to problems regularly encountered by students.

Mission statement: The Brave Bear program is a safe and inclusive space created to provide students with the resources and support needed in order to heal and rebuild after injustices they have been subjected to. We are committed to vocalizing the issues of discrimination and harassment our peers have faced and are devoted to helping create change in our school and community.

## **High School #16, Alliance College-Ready Public Schools** (now Alliance Ted K. Tajima High School)

August 2015 – June 2016

Social Science Teacher

10<sup>th</sup> Grade World History, 12<sup>th</sup> Grade Government/Economics

### *Key Responsibilities:*

- Facilitate student learning through student-centered, inquiry-based lessons and activities.
- Create activities that demonstrate relationship between themes and everyday student life.
- Establish effective classroom behavior guidelines to minimize future classroom management issues.
- Maintain good parent-relations via regular phone calls, e-mail, and parent-teacher conferences.
- Adapt curriculum for English Language Learners (ELL) and student with special needs (SPED).
- Tutored students identified as needed before, during, and after school.
- Advise student run and led Gay-Straight Alliance group
- Design alternative social science curriculum for students on alternative education program.

### *Summary of Highlights:*

Recognized for effective differentiation for ELL students, specifically for students classified as EL1 and EL3. Differentiated examinations were shared by Director of English Language Instruction with district principals as "best practice" to "emulate". Developed alternative social science curriculum for students on modified education program.

## **Whittier High School, Whittier Union High School District**

December 2014 – June 2015

Long-term Substitute Teacher

10<sup>th</sup> Grade English Honors, 11<sup>th</sup>/12<sup>th</sup> Grade English

### *Key Responsibilities:*

- Facilitate student learning through student-centered, inquiry-based lessons and activities.
- Create activities that demonstrate relationship between themes and everyday student life.
- Prepare 10<sup>th</sup> grade students for Spring 2015 CAHSEE Examination.
- Implement and adapt CSULB's Expository Reading and Writing Curriculum for 12<sup>th</sup> grade English students.
- Establish effective classroom behavior guidelines to minimize future classroom management issues.
- Maintain good parent-relations via regular phone calls, e-mail, and parent-teacher conferences.
- Adapt curriculum for English Language Learners (ELL) by incorporating more pair/group work. ELLs are regularly grouped with Whittier High School students that have earned "Seal of Biliteracy".
- Adapt curriculum for student with special needs (speech) by modifying speaking requirements to meet the student's cognitive, social, and emotional needs, as dictated by student's Individualized Education Program.
- Tutored students identified as needing extra help during embedded support periods.

*Summary/Highlights:*

Successfully maintaining effective relationships with administration, teachers, and students. Effectively helping students to improve their academic performance. Recently requested by administration to extend long-term substitute position.

**California Commission on Teacher Credentialing**

August 2014 – August 2015

Student Liaison

*Key Responsibilities:*

- Attend executive board meetings in Sacramento.
- Represent the perspective of students enrolled in education preparatory programs across the state.
- Express any concerns related to education policy questions.

*Summary/Highlights:*

Successfully completed term as representative; continuously expressed and advocated for more support resources for incoming teachers.

**ABCUSD, Long Beach USD, and Whittier Union High School District**

August 2014 – September 2014

Substitute Teacher

*Key Responsibilities:*

- Execute lesson plan left by the classroom teacher.
- Create a classroom environment that is conducive to learning.
- Adapt instructional methods and materials to meet lesson objectives.
- Maintain a clean and orderly classroom.
- Know key procedures (attendance, emergency evacuation routes, disciplinary, school regulations).
- Perform other related duties as directed.

*Summary/Highlights:*

Developed good relationships with teachers and administrations at multiple school sites. Requested regularly, especially by special education and ELL teachers.

**Orange County Department of Education**

November 2005 – December 2007

Communications and Sustainability Specialist

*Key Responsibilities:*

- Developed strategies to improve the delivery of youth development services.
- Coordinated fundraising events, targeting businesses, private philanthropic and business associations; developed fundraising strategy.
- Fostered relationships with media outlets, highlighting various programming successes to construct public reputation of achievement; prepared quarterly reports for internal and external audience; liaised with federal Technical Assistants on all communications issues and trainings.

*Summary/Highlights:*

Engaged in multi-level analysis of youth programs and related staffing arrangements to inform executive management on program funding and program sustainability strategies. Secured \$300,000 in general funding during period of severe budget cuts. Successfully implemented fundraising event that led to new revenue sources.

**PUBLICATIONS**

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- Freirean Echoes: Multigenerational Dialogues in Contemporary Times  
ISBN-13: 978-1975504953  
ISBN-10: 197550495X
- “China 2020” CGA Scenarios, No. 3. Center for Global Affairs, New York University, (2009).

## **PRESENTATIONS AND INVITED LECTURES**

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- Invited Lecture. "Unit Design Advisory Feedback". California State University, Dominguez Hills, May 17, 2022.
- Invited Lecture. "Educational Philosophy Applied in Unit Design". California State University, Dominguez Hills, March 8, 2022.
- Invited Lecture. "Untested Feasibility and Emancipatory Education in the Social Science Context". California State University, Dominguez Hills, April 29, 2021.
- Invited Lecture. "Student Engagement and Feedback in the Classroom". Chapman University, April 4, 2020.
- Conference Workshop. "Spatial Analytics, Mapping, and Visualization: Using Geospatial Technology for Social Justice". Institute for Teachers of Color, June 22, 2018.
- Conference Workshop. "Action to Transform the Student Ecosystem: Nurturing Communities by Activating Student Voice". Education Ethnic Studies Summit, April 28, 2018.

## **COMMUNITY SERVICE**

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Magdalena Orejel Scholarship Fund for Immigrant and Refugee Women      September 2018 – present

*Key Responsibilities:*

- Preside at all meetings of the Executive Board.
- General superintendence and direction of all other officers of this corporation and see that their duties are properly performed.

*Summary of Highlights:*

To date have provided over \$13,000 of academic scholarships to girl and women immigrant scholars.

## **Languages**

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English: fluent

Spanish: Advanced listener; Intermediate (technical language) Speaker; Advanced Reading and Writing