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Norma Lopez

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| <p>Objective</p> | <p>Seeking an adjunct teaching position in which I can use my experience and educational background as a bilingual educator, staff developer, and experience as a college instructor to provide support in the area of preparing students for careers in education.</p> <p><u>2006 University of California Los Angeles</u> ❖ Reading Specialist Credential</p> <p><u>2002 San Diego State University San Diego</u> ❖ Administrative Credential</p> <p><u>2001 National University San Diego</u> ❖ Masters in Education, Bilingual and Cross-cultural Teaching</p> <p><u>2000 National University San Diego</u> ❖ California Multiple Subject Teaching Credential/BCLAD</p> <p><u>1994 San Diego State University San Diego</u> ❖ Bachelors of Arts Degree in International Business</p> |
| <p>Education and California Credentials</p> | <p><u>2007-Present United States University Mission Valley, CA</u></p> <ul style="list-style-type: none"> ❖ Teach Literacy & Language Development and Language Arts & Reading, with a special emphasis on English Language Development Strategies for both the multiple subject and single subject credential program ❖ Bilingual Subject Matter Mentor ❖ Bilingual Authorization Coordinator ❖ Curriculum Developer for some of the courses for the Bilingual Authorization Credential, as well as some of the language and literacy development courses ❖ Adjunct Faculty, have taught language development and literacy development courses <p><u>2022-Present Chula Vista Elementary School District Chula Vista, CA</u> Impact Teacher</p> <p><u>2011-2022 Chula Vista Elementary School District Chula Vista, CA</u> 1st, 2nd, 3rd, 5th, & 6th Grade Teacher</p> <p><u>2007-2011 Chula Vista Elementary School District Chula Vista, CA</u> English Language Development Resource Teacher</p> |
| <p>Work Experience</p> | |

- ❖ Performed the same types of duties, as a Reading Coach, with a focus on language development.

2003-2007 Chula Vista Elementary School District Chula Vista, CA
Reading Coach/Resource Teacher at Vista Square Elem.

- ❖ Coordinated and provided staff development that takes into account evidenced based Literacy Development and Language Acquisition Research and used this knowledge to transfer theory and current teaching pedagogy into classroom applications.
- ❖ Facilitated collaborative grade level meetings to assist in the process of analyzing and interpreting data that provided us with the information to guide our instructional decisions for modifying and monitoring the effectiveness of instruction, instructional program, as well as previous interventions that we had implemented.
- ❖ Provided support to all teachers and supported them in improving instruction, developing a deeper understanding of the state curriculum frameworks, *creating an environment that was conducive to meeting the individual needs of students*, skillfully implement instructional interventions to differentiate instruction and meet individual student needs.
- ❖ Responsible for writing reports (i.e.: action plans) for principal, Executive Director of Curriculum and Instruction at the district, as well as regulating state agencies that oversaw the Reading First Grant.
- ❖ On the leadership team that coordinated the Toyota Family Literacy Program, Created Literacy Workshops for parents who wanted to support their children's academic progress through learning literacy strategies that they could use to help their child with their homework in order to improve their child's academic achievement.

2003-2004 San Diego County Office of San Diego, CA
Houghton Mifflin Language Arts Program Trainer of Trainers

- ❖ Trained and prepared teacher trainers from various districts in Southern California in the effective and skillful implementation of the **Houghton Mifflin Language Arts Program**

1997-2003 Lauderbach Elementary School Chula Vista, CA
Bilingual 5th Grade Teacher

1995-1997 San Diego City Schools San Diego, Ca
Bilingual 4th, 5th & 6th Grade Teacher

Professional Development Received

- ❖ Over 340 hours of specific and extensive research based training to assist and coach teachers in developing effective teaching strategies to increase student achievement (Reading First Training)
- ❖ Over 120 hours of training through the County Office of Education, in which we learned how to use the ELD standards as a pathway to the ELA standards to differentiate instruction to improve, enhance, and maintain, student achievement for English learners K-12th Grade

- ❖ 40 hours of West Ed training, by noted author and guru of second language acquisition, Aida Walqui who taught us how to meet the needs English Learners through scaffolding instruction, while maintaining the rigor and integrity of grade level standards/frameworks

Professional Organizations

- ❖ California Association of Bilingual Educators
- ❖ National Reading Association
- ❖ National Educators Association

Professional Awards

- ❖ San Diego County Office of Education Award for Leadership in Biliteracy