

HEATHER WIENS

EDUCATION:

- **Master in Teaching**, University of Washington, *Seattle WA, 2011*
 - **Elementary (K-8) Education endorsement**
 - **ELL (English Language Learners) endorsement**
- **Trinity T.E.S.O.L Certification**, Oxford House College. *Barcelona, Spain, 2004*
- **B.A. Communications**, University of Washington, *Seattle, WA, 2003*
- **Languages:** Spanish (*Intermediate*), Italian (*Advanced*)

WORK EXPERIENCE:

John Stanford Bilingual International School, Seattle Schools (*Seattle, WA*). 2015-present

- **4th, 1st, 2nd grade Teacher: (English Literacy, Science & Social Studies)** JSIS is a language immersion school where students spend half the day learning in English (with me) and half the day learning in Spanish or Japanese. I collaborated extensively with colleagues to bridge content across languages and develop biliteracy skills. I integrated ELL (ESL) instructional strategies into instruction to support our high bilingual population.
- **ELL (ESL) Teacher:** worked closely with classroom teachers to support English Language Learners. Provided support within the classroom as well as outside in small groups.
- **Interventionist:** Provided instruction in small groups for students below grade level in English Literacy. Used phonics-based programs and worked with the classroom teachers to provide support and close the gap. Held data team meetings with classroom teachers to assess, strategize and support the needs of students and teachers.
- **MTSS:** collaborated closely with the MTSS (Multi-Tiered Systems of Support) team of specialists and Administration in order to meet the needs of our students. We met regularly to discuss our students of need in the building and interventions in place. We developed assessment calendars, conducted assessments school wide, vetted and purchased intervention materials, created data analysis forms for the school, held parent meetings, determined which students needed assessment for Special Education services, collaborated with teachers to develop stronger support systems in the classroom and provide push-in and pull-out support to students in need.

Summary of Qualities:

- Extensive teaching experience in the US & overseas with diverse populations
- English Literacy Interventionist
- Classroom teacher
- ELL (ESL) teacher
- Bilingual
- Dedicated to ongoing training & teacher collaboration
- Designed cross-curricular highly focused units
- Leadership roles
- MTSS Team

TOPS at Seward Alternative K-8 School, Seattle Schools (*Seattle, WA*). 2011–2015

4th & 5th grade Teacher: Taught ELA departmentalized instruction as well as in a traditional model (including Math and Science) to a diverse group of students. I integrated Social Justice themes (school's alternative mission) into content and engaged students in cross-curricular experiences which integrated multiple subjects together and made learning projects more meaningful. Collaborated extensively with teaching teams and specialists in order to best meet the needs of all of our students.

Cedar Valley Elementary Community School, Edmonds District (*Lynnwood, WA*). 2010–2011

5th grade Teacher: CV is a high needs school with a large bilingual population. My focus was to support my high ELL population by teaching language and supporting the high standard of content development simultaneously. I used ELL techniques, collaborated with teachers in the development of an onsite PD day which focused on Sheltered Instruction for ELLs and struggling learners (SIOP). Collaborated with the district to make a video of my literacy lesson to be used in PD to promote dialogue around literacy instruction for high needs students.

Bilingual Orientation Center Summer School, Seattle Schools (*Seattle, WA*). 2010

ELL (ESL) Endorsement Practicum: The BOC is a school for new arrivals to the U.S. with very little English. Students are taught all subjects as well cultural adaptation, such as class room routines and expectations. Language instruction was embedded and explicitly taught through all the subjects.

Concord Bilingual International Elementary School, Seattle Schools (*Seattle, WA*). 2009 – 2010

5th grade Teacher Candidate: Developed instruction for all subjects and assessed student learning throughout the full academic school year, learning alongside a veteran classroom teacher. I differentiated instruction for a wide range of academic and linguistic needs and was responsible for all classroom teacher roles, assisted/co-taught the afterschool Writing and Math clubs all while receiving ongoing training and feedback.

St. Laurensia Primary School (*Jakarta, Indonesia*). 2003 - 2004

Sixth grade EFL Teacher: Designed lessons for language acquisition, developed assessments and created interactive supplementary materials. I assisted in the development of an extra curricular Pen Pal Program, Book Club, Drama Club, and School Newsletter. I regularly assessed students' progress and held parent teacher conferences.

Language Schools (*Jakarta, Indonesia; Cadiz, Spain; Bologna, Italy*) 2003 - 2009

EFL teacher: Taught English to students pre-school-adult, in house and on site at various schools/businesses. I developed and modified lessons to be more interactive and multi-sensory to increase retention. I created supplemental activities for practical use of English language skills and used multimedia to enhance lessons. Below is a more detailed description of my ELL work overseas.

- **Intuition, Global English Training** (Bologna, Italy) *September 2006 – May 2009*
- **Freelance as private tutor & other EFL schools** (Bologna, Italy) *November 2005 – September 2006*
- **Chealsea English School** (Puerto Real - Cadiz, Spain) *September 2004 – June 2005*
- **Caladonia/Casa de Lenguas,** (Cadiz, Spain) *September 2004 – June 2005*
- **United English Training** (Jakarta, Indonesia) *January - June 2004*

Educational Institutions, (*Cape Town, South Africa & Seattle, WA*) 2000-2009

Intern/volunteer classroom assistant: Worked with various programs designed work with high needs students, promote cultural awareness and interaction, decrease youth violence, and develop language skills.

- **El Centro De la Raza** (*Seattle, WA*) *Summer 2009*
- **Hands For a Bridge** (*Langa township, South Africa*) *January - March 2003*
- **Amy Biehl Foundation Trust** (*Cape Town, South Africa*) *January – March 2003*
- **Language Exchange Program** (*Seattle, WA*) *September - June 2003*
- **Bagley Elementary School** (*Seattle WA*) *Fall 2000*

CURRICULUM TRAINING & PROFESSIONAL DEVELOPMENT

- **ELA (English Language Arts):** “Sentire” P’inglese **0-3-6 Early Literacy Program** with the University of Bologna Italy, **Early Literacy Screener, Amplify, CCC** (Center for a Collaborative Classroom) & **SIPPS** (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), **CCSS** (Common Core State Standards), **TC Readers & Writers Workshop** (Teacher’s College)
- **SEL (Social Emotional Learning):** **Practice for Anti-Racist Teaching, Racial Equity Literacy 101, RULER** (Recognizing, Understanding, Labeling, Expressing and Regulating emotions), **PBIS** (Positive Behavioral Interventions Support), **Love and Logic**
- **Science:** **Amplify, Foss Science** (Models & Designs, Land & Water, and Micro worlds), **Science Writing Instruction** Seattle School District, 2012, **MSP Science Preparation,**
- **Other:** **SIOP** (Teaching ELLs in the general education classroom- Sheltered Instruction Observation Protocol), **Smithsonian, Social Studies Education, Solution Tree, PLC communities at work institute, FLASH** (Family, Life, and Sexual Health), **Race and Ethnicity, Since Time Immemorial** (Native American Studies), **Expressions Math**

11/11/22