

ERIN BENEFIEL-MACDONALD

Phone: (480)688-6818
Erin.Benefiel@asu.edu

16631 S 37th Way
Phoenix, AZ 85048

EDUCATION

- MEd** Northern Arizona University December 2004
Early Childhood Development & Education
Early Childhood Endorsement
Structured English Immersion Endorsement
MS Language Arts/Reading
- BS** Northern Arizona University May 1999
Elementary Education
English as a Second Language Endorsement
K-12 Reading Specialist

TEACHING EXPERIENCE

- Arizona State University** July 2017 to Present
Instructor, University College - Success by Design
- Facilitated 89 class sections of the following courses:

Emerging Leaders I (formerly Critical Reading and Thinking) - Taught classes of 20-40 students; class offered as part of the LEAD Project. This class prepares students to be successful in college-level academics and helps them improve their critical reading and critical thinking skills.

The LEAD Project I - Taught classes of 20-40 students. Students develop in academic areas while also gaining essential career skills in creativity, problem solving, and teamwork. Students learn how to think critically and manage a project from inception to completion. Through course discussions and assignments, students examine connections between their work in other courses and ASU 120. This is the first part of a two-part curriculum which continues into the spring.

Emerging Leaders II (Formerly The LEAD Project II) - Taught classes of 20-40 students. Students continue to develop in academic areas while gaining essential career skills in creativity, problem solving and teamwork. Students learn how to think critically and manage a project from inception to completion. Through course discussions and assignments, students examine connections between their work in other courses and this course. The culminating project allows them to present their final findings and solutions to their selected problem to a selected group of university stakeholders. Second part of a two-part series, continued from the fall.

Special Topics: Focusing on Academics – Taught class of 20 students. Students build research skills to develop dynamic in-class presentations. Tailored towards international students working on academic, writing, and communication skills.

Mindset Connections – Taught classes of 20-30 students, both in person and online. Academic Refresher classes are small with students typically on academic probation. Using student-centered teaching practices, facilitated students as they explore strategies for success including: Mindset, choice, procrastination, self-awareness, interdependence and lifelong learning. The teaching methodology for this course is student-centered with a focus on managing challenging or resistant students. The development of creative and engaging activities and assignments is required to help students break down resistance and encourage buy-in.

Academic Success – Taught classes of 20 students; Student enrolled are typically incoming freshmen identified as at-risk. Using student-centered teaching practices, facilitated students as they explore strategies for success including: Mindset, choice, procrastination, self-awareness, interdependence and lifelong learning. Designed classroom activities, discussions, and assignments using provided course outline and learning outcomes.

Special Topics: Effective Dialogue Skills – Taught classes of 5-15 students; This micro course was developed as part of a Work+Learn project in University College. The content focused on student workers learning to communicate more effectively and efficiently in their workplace environment. Activities and practice in the course covered verbal, nonverbal, digital and written communication, active listening, self-awareness, as well as etiquette and diversity in the workplace.

Special Topics: Mastering Mindsets – Taught classes of 10-20 students; Provides students with the opportunity to explore the intersection of the physical material of the brain and the subjective experience of the mind. Students will research topics of interest within the subjects of mindfulness, neuroscience, emotional regulation and psychology in order to deepen their understanding of how the brain and the mind influence beliefs, choices, behaviors and learning. Students will be introduced to skills that will support their academic, personal and professional goals. Throughout the entire course students will develop their critical thinking skills. This course is part of a 2 week long Global Intensive Experience in Thailand offered through Study Abroad.

Special Topics: Focusing on Academics – Taught class of 20 students. Students build research skills to develop dynamic in-class presentations. Tailored towards international students working on academic, writing, and communication skills.

Researching Mindfulness – Taught classes with 20-30 students; This course provides students with the opportunity to explore mindfulness and the impact it has on their success as a student, an individual, and in the future. Activities in the course allow students to research topics of interest with the subjects of psychology, emotional regulation, and mindfulness in order to deepen their understanding of how the brain and the mind influence beliefs, choices, behaviors and learning. Students will be introduced to skills that will support their academic,

personal, and professional goals, such as Dweck's Mindset Theory and Rock's SCARF Model. Throughout the entire course students will develop their critical thinking skills.

University of Phoenix

March 2007 to August 2019

Full Time Faculty, College of Humanities & Sciences

Adjunct Faculty, College of Education

- Facilitated over 250 sections of the following courses:

University Studies for Success – Taught classes of 20-50 students (both in person and online); This is an academic course focusing on the essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at University of Phoenix. The course develops and applies academic standards, practical knowledge, and study skills immediately relevant to first-year university students.

Critical Thinking in Everyday Life – Taught classes of 20-50 students (both in person and online); This is a critical thinking skills course focusing on developing the necessary tools and skills to analyze problems, make decisions, formulate well-supported points of view on key academic, social, and professional issues.

University Writing Essentials – Taught classes of 20-30 students; This is a course in developing foundational skills necessary for effective and appropriate academic writing. This the fundamentals of grammar, writing mechanics, style, and proper documentation of sources.

Introduction to Early Childhood Development – Taught classes of 20-40 students; Course provides a background of early childhood education including the development of care and educational arrangements for young children. Public policy development, program models, and theories of early childhood education are introduced. Emphasis is placed on professional standards and current issues in the field. Organizational factors to consider when administering early childhood programs are explored.

Growth and Development in Early Childhood – Taught classes of 20-40 students; Course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children. It discusses both typical and atypical development of children of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of all young children.

Family and Community Involvement – Taught classes of 20-40 students; Course provides an awareness of the general interdependence of culture, family, and child. Specific goals and functions of various societies, as well as the impact of social stress on families, are examined. The course also focuses on urban problems such as class differences, parental expectations, and academic learning. The development of knowledge and appropriate strategies for

planning family and community members' participation in socio-cultural and learning activities are stressed.

Methods of Teaching in Early Childhood I – Taught classes of 20-40 students; Course provides a solid foundation in program content and methodology for the teaching of language and literacy, the arts, and physical activity and physical education to young children, including children with special needs. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided.

Methods of Teaching in Early Childhood II – Taught classes of 20-40 students; Course provides a solid foundation in program content and methodology for the teaching of social studies, science, and mathematics to young children, including children with special needs. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided, including classroom management.

Foundations of Early Childhood Curriculum – Taught classes of 20-40 students; Course provides a framework for organizing teaching and curriculum in early childhood education. It examines the purpose, function, and impact of curricular models in early childhood education. In addition, the course examines the educational objectives, content and structure, and assessment procedure for creating learning environments. The course also analyzes the role of the teacher in relation to curriculum development and implementation for early childhood education. The course ends with the development of a segment of a curriculum model.

Arizona State University

December 2012 to December 2013

Faculty Associate, Teachers College

- Facilitated 5 sections of the following courses: Mathematics in Elementary Schools and SEI for Secondary Students

Arizona Virtual Academy, K12

August 2008 to February 2015

July 2016 to July 2017

Positions Held: Lead Master Teacher, Reading Interventionist, K-8 General Education Teacher

- Create and present online learning presentations to engage students and meet learning objectives in core content areas
- Monitor and adjust curriculum and instruction based on growth
- Created, planned, and implemented new teacher training
- Planned and presented at professional development and staff meetings
- Trained teachers on implementing different forms of technology into the classroom
- Conducted quarterly formal evaluations and monitored data and teacher metrics
- Created and implemented Student Achievement Improvement Plans

- Conducted conferences with teaching staff, parents and students to create Success Plans to ensure achievement
- Planned and hosted educational evenings for parents and students
- Used data to form small group reading intervention groups; progress monitored students for growth
- Trained teachers on best practices for monitoring and improving reading and language skills
- Created instruction and curriculum, as well as progress monitoring assessments
- Instructed small group reading intervention classes

Gilbert Public Schools

July 1999 to July 2007

Teacher, Islands Elementary School

- Team Lead
- Served on Standardized Report Card Committee
- Served on Curriculum Committee for Reading/Language Arts Adoption
- Mentor Teacher for 6 student teachers (2003, 2004, 2005, 2006 – ASU, Rio Salado, UofA)

CURRICULUM DEVELOPMENT EXPERIENCE

- UNI 120 Online Curriculum Development – Co-Team Lead Spring 2022
 Worked in partnership to realign the UNI 120 online course to mirror the newly designed (2019) ground course. Created Canvas shells for A/B session courses (7.5 weeks) and Summer session (6 week) courses, recorded video introductions/lectures for modules, and redesigned assignments to work in an online environment.
- ASU 394-UC: Effective Dialogue Skills – Curriculum Developer Summer 2020
 Responsibilities include attending meetings, writing course objectives, developing materials, lesson development, working with the Instructional Designer to create an interactive course in Canvas, updating and modifying assignments as needed.
- ASU 120 Curriculum Development Team - Member 2019 – Present
 Responsibilities include attending meetings, assisting with course material preparation and lesson development. Was on the team that redesigned the curriculum in 2019 to add a focus on design thinking and creative problem-solving.
- UNI 240: Researching Mindfulness – Curriculum Developer SP 2019-Present
 Responsibilities include creating/writing course objectives, course material preparation, assignment creation, Canvas shell creation and maintenance, lesson development and changes.
- UNI 220 Curriculum Development Team – Co-Team Lead 2018 – Present

Responsibilities include meeting facilitation, course material preparation, training facilitation, Canvas shell creation and maintenance, assignment creation/updates, and lesson development and changes.

UNI 294: Mindfulness & Culture Abroad: Curriculum Developer SP 2018-Present
Responsibilities include creating an abroad experience in Thailand that aligns with course objectives and lessons, created daily journal prompts for reflection, created weekly meeting questionnaires, developed mindfulness small group project, and final reflective essay instructions.

Early Childhood Curriculum Writing Team (UOP) 2010-2014
Responsibilities include writing course objectives, finding additional resources for course curriculum, planning course lessons and activities, creating discussion boards and team projects, facilitating courses and making edits as necessary.

MENTORING EXPERIENCE

New Faculty Mentor 2018 – Present
As an assigned mentor to Instructors, Instructional Professionals, and Faculty Associates, I provide an open line of communication that offers support, training, and guidance as needed.

LEAD Program – Instructor, Team Member, Mentor 2017- Present
The LEAD Project provides students with robust learning opportunities throughout their first year at ASU. Course work helps students develop the cognitive skills needed to succeed at ASU and in the professional world. The project's design enables students to build meaningful relationships with each other and with their professors. Responsibilities include: Facilitation of courses within the ASU LEAD Program, coaching of students, student case management, weekly LEAD faculty meetings, and mentoring of other faculty in the program.

Student Teacher Mentor 2003-2006
Mentored student teachers in the classroom while they were in their final semester before graduating. Coached on lesson development, classroom management, assignment creation, objective writing, assessment tools, etc.

STUDY ABROAD PROGRAM EXPERIENCE

LEADers in Sao Paulo, Brazil 5/11/19 - 5/24/19

10 students that participated in the LEAD Program at ASU had the incredible opportunity to travel to Brazil in May 2019. While on the program, students experienced the vastly different culture of São Paulo and examined their own cultural lens that shaped their views. Students experienced sustainability and social development issues in São Paulo that serve as urgent calls for citizens to act upon. Students had the opportunity to work with Brazilian leaders on these challenges while gaining cultural insight to Brazilian history, culture and creative innovative skills. Students were partnered with Quilombauqe, a cultural NGO in Sao Paulo

and tasked with implementing a social media campaign that encouraged outreach, education and knowledge of the cultural diversity and traditions needed to keep young people engaged and active in their community.

Mindfulness and Culture Abroad in Chiang Mai, Thailand 12/11/18 - 12/22/18

Chiang Mai, Thailand is a remarkable place to practice Mindfulness, which is the focus of the GIE. The curriculum focused on researching the efficacy of mindfulness and how it impacts individuals' success as a student, an individual, and in the future. The 11 students that participated in this GIE used what they have learned and applied their practice of mindfulness to many activities and experiences that all took place in Chiang Mai. Students participated in many unique opportunities. For example, the 24 hour silent meditation retreat at a Buddhist monastery, cultural mindfulness practices (understanding how the brain is affected by studying abroad/traveling in a different culture), yoga classes with a focus on mindfulness and cultural awareness, cultural cooking class and food mindfulness activities, developing a clear perception of self in relation to the larger world, learning how self-reflection can benefit you in challenging/stressful situations, and how mindfulness is engrained in the Thai culture through experiential learning.

PROFESSIONAL PRESENTATIONS

UNI 220 Trainings **2018-Present**
Facilitated trainings for new and returning faculty for UNI 220 each Fall and Spring. Created and shared Canvas shells, course outlines, and updated materials.

Poster Presentation, "What is Success in a Collaborative Environment?" Faculty Scholarship Symposium, June 3, 2017.

COMMUNITY SERVICE

Ahwatukee Little League **2017-2020**
Secretary/Director of Marketing & Fundraising

Fiesta Invitational Golf Tournament **1999-2021**
Secretary, Director of Fundraising, Volunteer

REFERENCES

Jennifer Miller jennifer.miller@asu.edu
Lecturer, ASU Success by Design 480-236-4918

Amanda Voigt amanda.voigt@asu.edu
Research Professional FSC, University College 701-367-1605

Teddy Moya
Instructor, ASU Success by Design

teddy.moya@asu.edu
925-890-7641

REFERENCES

Dr. Albert Jones, [Title]

[Department Name]

[University Name]

[Mailing Address]

Phone: [Phone #]

Email: [email address]

Dr. Anne Smith, [Title]

[Department Name]

[Company Name]

[Mailing Address]

Phone: [Phone #]

Email: [email address]