**Angela Valencia Jennings**

**Arizona State University, Mary Lou Fulton Teachers College, Tempe Arizona**

**Email: 1Angela.Jennings@asu.edu**

***EDUCATION***

**Northern Arizona University**

* M.Ed. Early Childhood Education, and Reading Specialist, 12/2002.

**Arizona State University**

* BS, Recreation Management; Emphasis Youth & Human Service Management 5/1997.

***CREDENTIALS***

* Arizona K-8 Teaching License/Certificate
* Arizona K-12 Reading Specialist Endorsement
* Arizona K-12 Structured English Immersion Endorsement
* Arizona Birth- 3rd Early Childhood Education Endorsement

**PROFESSIONAL EXPERIENCE**

**ACADEMIC APPOINTMENTS**

**Arizona State University,**Tempe Arizona

**Mary Lou Fulton Teachers College, Division of Teacher Preparation, Clinical Assistant Professor, (08/2023-Current)**

Responsibilities: Provide content instruction focused on 21st Century literacy skills across content areas with application of strategies, clinical internship instructor focused on productive discourse with students around their observation, respective of work in other courses to K-12 preservice teachers and ensuring all students meet competencies necessary for objectives in syllabus by end of course.

* **TEL 318 Instructional Thought & Action: Assessment for Learning (9x-Fall 2022 -Fall 2024)**
* Prospective educators will explore multiple perspectives on theories of assessment, how to assess, how to interpret assessment data, and how to utilize assessments and data to plan for instruction. This class will address the theoretical foundations of assessment and what it means to effectively assess students. Prospective educators will learn to design or select, administer, and interpret norm-referenced, criterion-referenced, and formative assessments across all developmental and academic domains. They will learn to use assessment data to monitor student progress, plan for instruction including modifications, and refine teaching practices with differentiation in content of professional experiences/pathways. Additionally, learners will explore how to communicate assessment results with a variety of audiences (including parents, school personnel, students, and community members).

* **TEL 340** **Families, Communities & Cultures (3x Fall 23-Spring 2024)**
* Prospective educators will develop an understanding of the role of families, communities, and cultures in shaping schools and schooling practices. This understanding will entail a critical self-reflection of their own identities, an ethnographic exploration of diversity among families and school communities, as well as a critical examination of the ways resources within families and communities are valued, incorporated, and built upon or marginalized within school settings.

* **TEL 470 Professional Education Series: Career, Growth & Planning (2x Fall 2023)**
* Engages prospective educators in collaborative experiences to explore career paths within education, develop career plans, and consider routines for continuous professional growth. Exposes students to pressing educational issues with an emphasis on career planning, development, and growth.

* **TEL 371** **Professional Education Series: Educational Policies (2x Spring 2024)**
* Prospective educators will engage in collaborative experiences to examine their profession in relation to educational systems. This course will expose students to pressing educational issues with an emphasis on the importance of understanding the influence of policies, procedures, and regulations as they relate to the education system.
* In this third-year seminar, prospective educators will engage in self-selected professional learning opportunities in areas of interest to explore key topics in education, facilitated discussions in a professional environment with an emphasis on the influence of policies, procedures, and regulations on pressing issues in education. Students will participate with a cohort throughout this course sequence based on their professional pathway, specialization, or areas of interest.

**RESEARCH**

**MLFTC Higher Education Project- Morocco: Course Content Review-Education Science & Teaching Team (12/13/24-12/14/24)**

* **Goal # 1:** Review primary teacher preparation course content & syllabi developed by Moroccan faculty to be used across all the public higher education institutes in Morocco.
* **Goal # 2:** Meet with the Moroccan Faculty delegation for an informal discussion about review of course content & syllabi.

3. **Valencia Jennings, A.**, Oliver, J., & Wolpinsky, R. (2023, December). Higher Education Partnership-Morocco syllabi and content review: Education science. Arizona State University.

2. Oliver, J., **Valencia Jennings, A**., & Wolpinsky, R. (2023, December). Higher Education Partnership-Morocco syllabi and content review: Education science and teaching didactics. Arizona State University.

1. Wolpinsky, R., Oliver, J. & **Valencia Jennings, A.** (2023, December). Higher Education Partnership-Morocco syllabi and content review: Education science and teaching evaluation. Arizona State University.

**UNIVERSITY, COLLEGE, & DIVISION SERVICE**

**ARIZONA STATE UNIVERSITY**

**Club Faculty Advisor for:**

**ASU Circle K International Club (Collegiate Branch of the Kiwanis International Family)** (5/24-Current)

* **CKI** is committed to leaders by offering unique service, leadership and fellowship opportunities that change the world and the lives of members.

**ASU One Love Club -- (**4/24-Current)

* **One Love Foundation** is a national nonprofit with the goal of ending relationship abuse. Empowering young people with tools and resources to see the signs of healthy and unhealthy relationships and bring lifesaving prevention education to their communities.

**MARY LOU FULTON TEACHERS COLLEGE**

**Course Coordination and Curriculum Design**

**TEL 370** **Professional Education Series: Educational Policies (5/24-Current)**

* DEV-Shell Course refinements- delete 3 modules and design 3 new modules, refine syllabi & add explicit statement about permitted usage of AI tools, create new semester shared folder with updated modules 1-15 updated slide decks.
* Schedule & facilitate sunrise, and sunset meetings, communicate with faculty teaching the course via Zoom, email & slack as needed or meet in person to support faculty teaching this course and utilizing canvas.

**Work Group AEPA/NES Teacher Exam- (Early Childhood Education Sub-group)-** **(11/23-5/24)**

* **Goal:** Create modules for students to successfully pass the required teacher certification exams by
* Providing materials that address general test taking strategies,
* Gathering, creating, and organizing Early Childhood Education modules for content and professional knowledge exam preparation.

**DIVISION OF TEACHER PREPARATION (ELEMENTARY EDUCATION PROGRAM/PATHWAY**

* Continuous Improvement TAG for Elementary Education (Member: 9/23-Current)

**Arizona State University,**Tempe Arizona

**Mary Lou Fulton Teachers College, Division of Teacher Preparation, Faculty Associate, (01/2019-5/18/23)**

Responsibilities: Provide content instruction focused on 21st Century literacy skills across content areas with application of strategies, clinical internship instructor focused on productive discourse with students around their observation, respective of work in other courses to K-12 preservice teachers and ensuring all students meet competencies necessary for objectives in syllabus by end of course.

* **TEL 318 Instructional Thought & Action: Assessment for Learning (3x-Fall 2022 & Spring 2023)**
* Prospective educators will explore multiple perspectives on theories of assessment, how to assess, how to interpret assessment data, and how to utilize assessments and data to plan for instruction. This class will address the theoretical foundations of assessment and what it means to effectively assess students. Prospective educators will learn to design or select, administer, and interpret norm-referenced, criterion-referenced, and formative assessments across all developmental and academic domains. They will learn to use assessment data to monitor student progress, plan for instruction including modifications, and refine teaching practices with differentiation in content of professional experiences/pathways. Additionally, learners will explore how to communicate assessment results with a variety of audiences (including parents, school personnel, students, and community members).

* **TEL 311 Instruction and Management in an Inclusive Classroom (2x -Spring 2022)**
* Prospective educators will explore research-based instructional strategies and techniques that facilitate learning for all learners. Emphasis is placed on lesson plan design structure, including components of direct instruction and cooperative learning and the management of instructional strategies. All lesson plans and instructional strategies will address the need to differentiate instruction for the individual learner.

* **RDG 291 Children’s Literature (1x -Fall 2021)**
* This course focuses on the reading, comprehension, interpretation, and analysis of traditional, classic, and contemporary children’s literature. In addition, this course provides an overview of the historical development of these texts. Also explored is the aesthetics of children’s literature as a type of literature and its value as an art form. Students will be expected to deepen their awareness of the role that children’s literature plays in the social and cultural context in a multicultural American society.

* **SED 464 Middle School Curriculum & Classroom Management (1x- Spring 2020)**
* This course provides preparation for teaching in a middle school setting. Middle school is a critical component of K-12 education as well as the effective transitioning of the young adolescent to the high school setting. The course will focus on the distinct needs of the young adolescent and the best practices for managing these unique learners.

* **RDG 323** **Literacy Process in Content Areas (5x-Spring 2019-Spring 2020)**
* Deliver instruction, in a classroom and via Zoom, providing timely and actionable feedback on student assignments, manage course materials in Blackboard and Canvas, and utilized technology tools to support student engagement (e.g., Zoom, Slack, Padlet, Wakelet, Quizizz and more).
* Establish and maintain warm and responsive relationships with students through facilitating course experiences and engaging with students via office hours, emails, and Zoom meetings.
* Collaborate with colleagues and other professionals to ensure effective instruction for students.

**University and College Service**

**Mentoring (Undergraduate Students)**

* Arizona State University-Barrett Honors College, Enrichment Credit Supervisor
* TEL 318 Fall 2022, Spring 2023
* RDG 323 Fall 2019

**PK-12 LEADERSHIP AND TEACHING-CLINICAL PRACTICE**

**MINDFULLY LEARNING AZ (MLAZ),** Virtual & Tempe, Arizona

Founder, Literacy Specialist, Intervention & Consultant First grade-Adult, (01/21- Current)

* Private Literacy Practitioner & Consultant (fee & without fee)
	+ Virtual/In Person, one on one individualized private literacy instruction utilizing Zoom and -Barton Reading & Spelling System-An Orton-Gillingham Influenced through Whizzimo across four time zones and science of reading resources. Seventy-five percent of the client population has dyslexia/specific learning disabilities from mild to severe. Twenty-five percent of clients' goals are ELL fluent readers or ELL gifted needing to develop background knowledge to increase vocabulary and comprehension.
		- Initial consultation to discuss literacy concerns and vision of student success utilizing client, parent, teacher, school and/or outside literacy assessment data, minimum of 2 sessions per week, first session focus literacy screener(s)/diagnostics, determine reading level and Barton level of instruction & strategies, provide weekly learning objectives with individualized lesson plans.
		- Improve literacy outcome aligned with the science of reading incorporating a range of pedagogical approaches to develop foundational word reading skills and competency while cultivating critical thinking and building background knowledge to promote comprehension. Inclusive of oral language, phonological awareness, phonics, fluency, comprehension and vocabulary. Incorporating mindful breath strategies to calm the brain and focus.
		- Consultation with clients/parents/guardian of client to interpret and discuss MLAZ, school based or outside screeners and diagnostics, ongoing assessments, consult with parents/teachers of clients related to assessment/data/session (s) instructional goals/IEP/504 in Arizona or their specific state standards/requirements and homeschoolers, in preparation for meeting with school MTSS/Student Study Teams and/or determine next steps for individual instruction.

**DEER VALLEY UNIFIED SCHOOL DISTRICT**, Phoenix Arizona

**Reading Specialist & Interventionist, (08/2015- 05/2018)**

Responsibilities: Coordinate, developing content for reading and writing program instruction and professional development for grade level PLC team(s) for 29 K-6 teachers utilizing developed course and content curriculum and methodologies, data collection protocols and synthesizing quantitative and qualitative data from various sources, effectively communicating orally and written, tasks, scheduling, timelines, expected outcomes and coordinating team leaders and members to meet school wide and surpass district goals.

* Provide leadership and coaching for K-6 English Language Arts Program instruction, data collection and reporting.
* Developed/Coordinate/Facilitate K-6 ELA professional development.
* Develop curriculum/content, instructed and modeled for K-6 teachers.
* Develop reading curriculum/content, instructed and modeled for K-6 teachers.
* Developed schoolwide yearlong Continuous Improvement Plans (CIP) with interval checks to monitor timeline and progress toward expected individual, school wide outcomes and curriculums.
* Develop protocols for data collection, analyze and interpret quantitative and qualitative data utilizing a variety of methods and computer software.
* Developed figures and tables to display evaluation findings for reports and presentations.
* Developed protocols for working successfully with collaborative teams -Du Fours PLC’s and 7 Norms of Collaboration.
* Develop reporting system templates for analysis and evaluation of programs and student mastery.
* Managed multiple tasks, developed timelines and responsibilities for self, teams and administrator, prioritizing tight deadlines and potentially conflicting priorities.
* Developed, planned and utilized effective verbal skills for all team and school wide workshops and trainings, workshops presentations of school wide data and next steps toward expected objectives/ goals.
* Implemented evidence-based Reading/Language Arts curriculum instructional practices/strategies for whole and small groups.
* Develop reporting system templates for analysis and evaluation of programs and student achievement.
* Utilize technology skills for spreadsheets, templates, Microsoft Office Google Doc, Google Slides, etc.
* Provide guidance in problem solving within a variety of programs and behaviors.
* Facilitate team data meetings and produce data reports.
* Led Advanced Ed accreditation process with great success of an A+ school after completing a 3 year improvement plan.

**PHOENIX ELEMENTARY SCHOOL DISTRICT-Title 1 School,** Phoenix, Arizona

**K-6** **Instructional Enrichment Intervention Specialist-Assistant Principal**, **(7/2013- 06/2015)**

Responsibilities: Collaborate with school administrator and district administrators with school level leadership for all educational programs, utilizing selected evaluation design methodologies, data collection protocols and synthesizing quantitative and qualitative data from various sources, effectively communicating orally and written, tasks, scheduling, timelines, expected outcomes and coordinating team leaders and members to meet school wide and district goals.

* Coordinator and provided leadership for school wide K-6 English Language Learner Program
* Develop protocols for data collection, analyze and interpret quantitative and qualitative data utilizing a variety of methods and computer software.
* Coordinated and provided leadership and problem-solving solutions for K-6 Response to Intervention Program
* K-3 Instructional Coach.
* Lead implementation K-6 Positive Behavior Intervention System Program.
* Coordinate and provide leadership for K-6 AZELLA Assessments, K-8 Quarterly Galileo Assessments, 3rd-6th AzMerit Assessments, AIMSweb Assessments & DIBELS Assessment.
* Develop and implement a yearlong Continuous Improvement Plans (CIP) working closely with site and district administrators.
* Develop figures and tables to display evaluation findings in reports and presentations.
* Develop protocols for working successfully with collaborative teams.
* Manage multiple tasks, timelines and responsibilities for self, teams and administrator.
* Develop, coordinate, plan and utilize effective verbal skills for all teams and school wide, training and presentations of school wide data to determine pacing for next or remaining steps toward expected goals.
* Develop reporting system templates for analysis and evaluation of programs and student mastery.
* Utilize technology skills for spreadsheets, templates, Microsoft Office, Google Doc, Google Slides, etc.
* Provide guidance for instruction and evaluation of programs.
* Member of numerous school and district committees and professional training.
* Manage all school wide assessments, varied classroom assessments, scheduling, administration, material, faculty professional development, collecting, analyzing and synthesizing of all school wide data.
* Facilitate team data meetings and produce reports of data outcomes and student mastery.

**MADISON SCHOOL DISTRICT** Phoenix, Arizona

**3rd Grade English Second Language Teacher Title 1 School, (08/2011-5/2013)**

**Pre-K Lead Teacher, PK- Kindergarten Math Coach & NAEYC Accreditation Lead (08/98-05/00)**

Responsibilities: Data collection and synthesizing quantitative and qualitative data from various sources, effectively communicating orally and written, tasks, scheduling, timelines, expected outcomes to develop lesson plans and instructional materials/activities, provide whole, small group and individualized instruction, evaluated student academic and social growth.

* Member of school Site Council as Teacher Representative.
* Develop curriculum/content, instructed and modeled for 3rd grade teachers.
* Develop reading and math intervention curriculum/content, instructed and modeled for 4th teachers.
* Implement measurable yearlong Continuous Improvement Plans (CIP) working closely with the team.
* Maintain detailed records of researched lesson plans, activities, analyses of student learning and outcomes.
* Use technology and computer software-Microsoft Office.
* Communicate with parents through conferences, newsletters, emails, and other means to discuss students’ progress and understanding of program expectations.
* Identify student academic needs through common formative assessments and progress monitoring assessments to determine next steps in students learning.
* Manage an engaging and effective learning environment.
* Designed Preschool Curriculum and led the assessment process.
* Led NAEYC trainings & accreditation process of 6 different classrooms at 4 different school sites
* PK-Kindergarten Math Coach

**NORTHERN ARIZONA UNIVERSITY**, Extended Campus SCC, Scottsdale Arizona

**College of Education, Adjunct Faculty (01/11-12/11)**

Responsibilities: Provided content instruction and application of strategies to teach K-12 English Language Learners and Elementary Math, ensuring all students meet competencies necessary for objectives in syllabus by end of course.

* MAT 300 Mathematics in Elementary School (1x)
* EDU 308 Student Field Work, Supervising (1x)
* BME 331 Structured English Immersion (2x)
* Deliver instruction in a classroom, provide timely and actionable feedback on student assignments, manage course materials in Blackboard.
* Develop and maintain warm and responsive relationships with students through facilitating course experiences and engaging with students via office hours, emails, and meetings.
* Collaborated with colleagues and other professionals to ensure effective instruction for students.
* Use technology and computer software-Microsoft Office.

**SUNNYSIDE UNIFIED SCHOOL DISTRICT-Title 1 School**, Tucson, Arizona

**4th Grade English Second Language & Gifted District Pilot Program Teacher-School Leadership Team (08/08-05/10)**

Responsibilities: Data collection and synthesizing quantitative and qualitative data from various sources, effectively communicating orally and written, tasks, scheduling, timelines, expected outcomes to develop lesson plans and instructional materials/activities, provide whole, small group and individualized instruction, evaluated student academic and social growth.

* Provide school leadership as a member of the School Leadership Team.
* Develop curriculum/content, instructed and modeled for 4th grade teachers.
* Develop reading and math intervention curriculum/content, instructed and modeled for 4th teachers.
* Develop and facilitate ELA workshops with varying audiences focused on synthesizing quantitative and qualitative data from various sources to determine next steps instruction.
* Used technology and computer software.
* Communicated with parents through conferences, newsletter, emails and other means to discuss students’ progress and understanding of program expectations.
* Identify student academic needs through common formative assessments and progress monitoring assessments to determine next steps in students learning.
* Manage an engaging and effective learning environment.
* Responsible for keeping personal training records updated.
* Action Research-Literacy Comprehension for Career Ladder

**TUCSON UNIFIED SCHOOL DISTRICT-Title 1 School,** Tucson, Arizona

**K- 5** **Instructional Coach- School Leadership & Site Council 08/06-05/08**

Responsibilities: Collaborate with school administrator and district administrators with school level leadership for all educational programs, utilizing selected evaluation design methodologies, data collection protocols and synthesizing quantitative and qualitative data from various sources, effectively communicating orally and written, tasks, scheduling, timelines, expected outcomes and coordinating team leaders and members to meet school wide and district goals.

* Provide leadership to assessment and data collection of K-6 Quarterly Galileo Assessments, 3rd-6th AIMS & DIBELS-Manage K-5 testing, scheduling, administration, material, staff training, analyzed data & facilitated grade level meetings.
* Develop Curricula- 36 K-6 ELA General, SPED & ELD Teachers with evidence based instructional practices to enhance delivery of instruction.
* Provide guidance in cultivating a positive school culture by facilitating active listening, analyzing the causes, beliefs, and/or understandings of dissonant voices utilizing norms of collaboration.
* Establish a yearlong Continuous Improvement Plans (CIP) working closely with site & district administrators.
* Design figures and tables to display evaluation findings in reports and presentations.
* Develop protocols for working successfully with collaborative teams.
* Manage multiple tasks, timelines and responsibilities for self, teams and administrator.
* Coordinate, plan and utilize effective verbal skills for all team and school wide, training and presentations of school wide data to determine pacing for next or remaining steps toward expected goals.
* Develop reporting system template(s) for analysis and evaluation of programs and student achievement.
* Utilize technology skills for spreadsheets, templates, Microsoft word, excel spreadsheets etc.
* Provide guidance for instruction and evaluation of programs.
* Attend school and district committee meetings and professional training.
* Facilitate team data quantitative and qualitative data meetings and produce reports of data outcomes.

**DYSART UNIFIED SCHOOL DISTRICT,** Surprise, Arizona

**K-2nd Teacher, District Mentor Classroom, Site Instructional Coach, New School Leadership Team, K-3 & 4- 8 Faculty Development-(09/02-05/06)**

Responsibilities: Collaborate with school administrator and district administrators with school level leadership for all educational programs, utilizing selected evaluation design methodologies, data collection protocols and synthesizing quantitative and qualitative data from various sources, effectively communicating orally and written, tasks, scheduling, timelines, expected outcomes and coordinating team leaders and members to meet school wide and district goals.

* Provide leadership to opening a brand-new school: Member School Leadership Cadre.
* Coordinate and present K-8 Professional Development Training K-8.
* Support and guide teacher/student professional and academic success.
* Develop school wide assessments, protocols and reporting templates.
* Develop grade level specific academic content unit courses of study resource guides.
* Provide Mentor Teacher Guidance-Model Classroom for New Teachers.
* Provide leadership to the Student Council as Advisor: 5th-8th grade aligned with national standards.
* Develop curriculum/content, instructed and modeled for K-2 teachers.
* Develop and facilitate workshops with varying audiences focused on synthesizing quantitative and qualitative data from various sources to determine next steps instruction.
* Use technology and computer software.
* Communicate with parents through conferences, newsletters, emails and other means to discuss students’ progress and understanding of program expectations.
* Identify student academic needs through common formative assessments and progress monitoring assessments to determine next steps in students learning.
* Manage an engaging and effective learning environment.
* Responsible for keeping personal training records updated.

**PROFESSIONAL AFFILIATIONS**

Greater Good Science Center (GGSC)

Compassion Education Alliance (CEA)

International Literacy Association (ILA)

National Council for Teaching English (NCTE)

National Council for Teaching Math (NCTM)

National Association of the Education of Young Children (NAEYC)