

# LENA K. BAUCUM

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## EDUCATION

### University of Oregon

Initial Administrative Licensure Program 2010

### Portland State University

Masters of Science in Curriculum and Instruction 2005

Sigma Kappa

### Western Oregon University

Bachelors of Arts in Elementary Education 1998

Cum Laude

Bachelors of Arts in Spanish 1998

Cum Laude

## SKILLS & ABILITIES

Visionary thinker with attention to detail and the ability to generate momentum

Comprehensive understanding complexities of the academic core

Responsive to the needs of all stakeholders

Systemic problem solving

Reflective lifelong learner with experience at all educational levels

Bilingual in Spanish and English

## EXPERIENCE

*Montessori Instructional Aid and Spanish Instructor* 2018-2019

- Silver Creek Montessori School Spanish language instructor and La Casa Instructional aid supporting all areas of classroom ages 3-5

*Independent Education Consultant with Education Empowered* 2017-Present

- Support organizations and schools in program and curriculum development.

*Pacific University Teacher Candidate Supervisor and Adjunct Professor* 2017-2018

- Supervised teacher candidates within a clinical model for a collaborative research project between Corban University, Salem-Keizer School District, Western Oregon University, and Pacific University.

*Western Oregon University Adjunct Professor* 2011-2017

- Supported in the development of two courses and taught a variety of courses within the department of education.

*Pacific University Project Coordinator* 2015-2017

- Coordinated a collaborative science grant between Pacific University, University of Oregon, and 5 area school districts and twenty-seven teachers.

<p><i>Elementary Assistant Principal</i></p> <ul style="list-style-type: none"> <li>• Assisted principal in running the day to day operations of the elementary school, ensuring student safety, and supporting classroom teachers with producing a classroom environment conducive to student learning.</li> </ul>	2016-2017
<p><i>Teacher on Special Assignment for Curriculum and Instruction</i></p> <ul style="list-style-type: none"> <li>• Worked in the district curriculum department with all disciplines, and grade level bands to develop and/or adopt curriculum and materials and to develop instructional frameworks that aligned to researched best practice. Conducted staff development.</li> </ul>	2012-2016
<p><i>Language Instructional Coach</i></p> <ul style="list-style-type: none"> <li>• Worked with teachers from all disciplines at a high school, with an unusually high percentage of English language learners, to support students in the acquisition of academic language in core content classes.</li> </ul>	2011-20112
<p><i>Teaching and Learning Facilitator</i></p> <ul style="list-style-type: none"> <li>• A literacy coach for two middle school Language Arts programs.</li> </ul>	2010-2011
<p><i>Teaching and Learning Coordinator</i></p> <ul style="list-style-type: none"> <li>• A curriculum writer, a district coach for ESOL, and conduct staff development for Teaching and Learning Facilitators, administrators and staff in the area of ESOL. She is responsible for professional development in differentiated instructional methods in literacy at the middle school level. She coordinates the bilingual programs at the elementary level and collaborated in the writing and revision of the district ELL plan.</li> </ul>	2008-2010
<p><i>Bilingual Coordinator</i></p> <ul style="list-style-type: none"> <li>• As a Bilingual Coordinator my work was composed of: coaching in the areas of literacy and best practice, program development, program coordination and curriculum writing.</li> </ul>	2006-2008
<p><i>Spanish Reading Resource Teacher, Bilingual 5<sup>th</sup> Grade Teacher, Literacy Coach, &amp; Teacher Mentor</i></p> <ul style="list-style-type: none"> <li>• As a reading resource teacher I worked predominately in the area of literacy where I used both push in and pull out models to instruct students. I modeled literacy lessons for staff, assisted new teachers in developing their literacy blocks and coached and provided professional development to staff in the area of literacy development.</li> </ul>	2001-2006
<p><i>6-8<sup>th</sup> Grade Blended Classroom ESL Teacher</i></p> <ul style="list-style-type: none"> <li>• As a classroom ESL teacher, Lena acted as team leader for the ESL team and secretary for the French Prairie Middle School site council for all three years.</li> </ul>	1998-2001

RESEARCH  
EXPERIENCE

**Portland State University**

Masters of Science in Curriculum and Instruction Thesis 2005  
*Speaking My Thoughts: An Analysis of Critical Thinking and Oral Language  
Development in Classroom Literature Discussions*

Western Oregon University  
Reading Endorsement Capstone Project 2014  
*Sheltered Instruction: The Training to Implementation Gap*

TEACHING  
EXPERIENCE

**Western Oregon University: ED 691 Curriculum, Instruction, and Assessment**

**Strategies for English Language Learners:** The course examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners. It emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

**Western Oregon University: ED 692 Classroom Strategies in First & Second Language Reading & Writing** The course examines materials, techniques and supports that support Language learners in their literacy development. It emphasizes strategies related to planning, implementing, and managing instruction that enables students to learn from and make growth in all dimensions of academic literacy.

**Pacific University: EDUC 663 Literacy & English-Language Learners:** Discusses theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. Emphasizes literacy instruction for students who are learning academic English-as-an-additional language. Explores effective reading and writing instructional practices with multilingual learners. Explores children's and adolescent literature as it pertains to diversity within a multicultural classroom.

**Pacific University: ESOL 560 Foundations of ESOL Methods:** This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built.

NOTABLE  
PRESENTATIONS

**Organizational Conundrums: Helping Language Learners Make Sense of  
Organization in Writing**

ELL Alliance Conference, 2015

**Oregon TESOL Conference, 2014**

A presentation that sought to find answers to the following questions: Why do language learners have such difficulty with organization? How is organization tied to flexibility of thinking? What do students need to think about prior to determining how to organize their ideas? How can we help students to organize their thinking in a way that will help their audience to make sense of their thinking?

**Sheltered Instruction in the time of Next Generation Science and CCSS**

**Math: Closing the Theory to Implementation Gap**

**ELL Alliance Conference, 2017**

While “best practices” for sheltering instruction have been long recognized, and staff have been “trained” in implementation, it remains difficult to find strong evidence of sheltered instruction in science and math classrooms. We unravel the surprisingly complex nature of sheltered instruction in science and math, and describe steps to move beyond “training,” and better promote and support implementation.

**HONORS OR  
AWARDS**

Woodburn Chamber of Commerce  
Crystal Apple Award

2015