

Lisa Ortiz

8411 Honiley ♦ San Antonio, TX 78254 ♦ (210) 667-5855 ♦ lisa.ortiz98@gmail.com

Objective:

To obtain the position as an faculty member that will offer an opportunity to work in a challenging and dynamic environment, in order utilize my expertise and skills to support the growth and development of an organization, its students and teachers.

A dedicated, knowledgeable, resourceful, and innovative educator who possesses a strong commitment to optimizing student learning and success of the school community.

Flexible and versatile – able to maintain a sense of humor under pressure. Poised and competent with demonstrated ability to easily transcend cultural differences. Excellent team-building skills.

Statement of Teaching Philosophy:

The goal of education is to perpetuate and inspire learning by encouraging students to engage with the knowledge at hand. Good teaching is dependent upon an intellectual exchange. A good teacher creates an atmosphere that not only encourages participation and involvement but engages, challenges and inspires students to want to learn more. Students should be at the center of the lesson planning process. Every student possess unique capabilities that can be shared with others if given the appropriate supports. A good teacher should challenge her students and in turn be challenged by them. By providing a quality education, a teacher equips their students with the tools necessary for success in life.

Skills

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|-------------------------------------|--|--------------------------------|
| ♦ Curriculum Management | ♦ Leadership | ♦ Data Analysis |
| ♦ Mentoring & Development | ♦ Team Building | ♦ Report Preparation |
| ♦ Time Management | ♦ Supervision | ♦ Professional Development |
| ♦ Management of Personnel Resources | ♦ Management of Material Resources | ♦ Judgment and Decision Making |
| ♦ Program and Evaluation Assessment | ♦ Knowledge of state assessment requirements | |

Recent Awards

- Recipient of Department of Education Teaching American History Grant
- HEB "Teaching Excellence Award"
- High Accountability Scores

Certifications

- Principal Grades (EC-12)
 - Master Reading Teacher Grades (EC-12)
 - Elementary Self-Contained Grades (1-8)
 - Elementary Reading Grades (1-8)
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Professional Learning

- District trainer for Math enVision Program and Math Investigations Program
- District trainer for Reading-Power of Comprehension and Literacy Institute
- Thinking Maps-Trainer of Trainers
- QUILT questioning strategies
- Advanced Application of RTI
- Math Investigations
- TPRI/ Tejas Lee/Progress Monitoring
- Capturing Kid's Hearts
- FERPA
- Texas Behavior Support Initiative (TBSI)
- Texas Observation Protocol (TOP)
- Master Reading Teacher training, Our Lady of the Lake University
- Dyslexia
- Response to Intervention (RTI)
- At-Risk Management
- Professional Learning Communities
- Effective Employee Practices
- Texas Behavior Support Initiative
- Success for All Experienced Sites conference, Baltimore, MD.
- Integrating Visual Arts in the Classroom
- Success for All Roots and Wings Training
- Balanced Literacy
- Visual Thinking Strategies
- Components of Effective Reading Instruction
- Texas Behavior Support Initiative
- Brain Prints
- Accelerated Math Initiative
- Data Director Training
- Eduphoria! Data Walks
- CREST Mentoring
- Social Studies History Alive
- Law Related Education: Teaching American History
- LPAC
- TELPAS
- Strategies for Struggling Students
- Cooperative Grouping
- Effective Classroom Management Strategies
- Lesson Plan Development using Differentiated Instruction
- Research Based Best Practices
- Instructional Leadership Development and Professional Development and Appraisal System
- Facilitated regular parent information sessions where topics included:
 - Making Connections from the Classroom to the Home; Math and Reading Support/Enrichment;
 - Identifying characteristics of Dyslexia; and TAKS/STAAR Informational Sessions

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Curriculum Experiences

- Harvard Graduate School of Education- Charter Schools: Practices for High Performance
- Courage to Lead-Trinity University
- Mentor Teacher for S.A.I.S.D. mentor program
- Science Fair Facilitator, Madison Elementary
- Critical Friend Group (CFG)- Trinity University
- SAISD District Trainer
- Success for All Campus Coordinator
- T-TESS
- T-PESS

Professional Experience

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT – San Antonio, TX

Assistant Principal, Eloise Japhet Elementary, September 2015 to present

- Served as an instructional leader by: modeling high expectations for students and staff, developing and organizing activities to address the needs of school stakeholders.
- Created student data disaggregation systems to assess students' strengths and determine areas needing improvement.
- Ensured compliances with laws, regulations, rules, and policies prescribed by the school district.
- Partnered with parents in students' success; provided feedback on students' progress and to discuss areas in need of improvement and goal setting.
- Campus Coordinator to the following programs: At-Risk, Attendance, TEKS Resource Management System, LPAC, Response to Intervention (RTI), and Bilingual/ESL/Migrant programs, Individual Attendance Plans (IAPs)
- Developed strategies for campus-wide vertical alignment for all content areas.
- Facilitated grade level meetings, curriculum planning, faculty meetings, IAP, RTI, 504, LPAC, Dyslexia and ARD meetings.
- Provided cognitive coaching and mentoring to teachers which included modeling best practices.
- Represented campus at all district wide academic workshops and conferences.
- Planned and facilitated Saturday School tutorial programs for at-risk students.
- Maintained open/effective communications.
- Uses problem-solving techniques to tactfully address and resolve questions/concerns.
- Analyzes data to improve school operations. Serves as an information resource.
Provides staff leadership. Engenders staff enthusiasm and teamwork. Promotes a safe, efficient, and effective work/learning environment. Advances the change process.
- Implements strategies and time-frames to accomplish organizational objectives. Helps resolve problems.

BROOKS ACADEMY OF SCIENCE AND ENGINEERING – San Antonio, TX

Director of Curriculum and Instruction, 2014 to July 2015

Created and monitored the instructional framework and environment for a K-12 public charter school in order to build capacity, content knowledge, and the improvement of the level for instructional planning and delivery of instruction in order to increase student performance to meet the mission, goals, and objectives.

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- Ensures that assigned school programs and activities conform to federal, state, and district guidelines.
- Provide professional leadership in organizing, administering, supervising, and evaluating the effective operation of the school district.
- Plan, develop, implement, align and evaluate the curricular and instructional program of the district.
- Work with principals and teacher committees in organizing and coordinating grade level and department meetings in order to effect horizontal and vertical integration and articulation of the instructional program throughout the district.
- Provide professional learning in application of research-based teaching practices and methods of learning strategies.
- Assess, collect, and disseminate data for purposes of determining appropriate interventions and support as well as to drive instructional practices.
- Evaluate instructional resources to ensure alignment with TEKS, district pacing guides and year at a glance curriculum.
- Serve as the instructional leader with oversight of curriculum development and implementation and student assessment.

BROOKS ACADEMY OF SCIENCE AND ENGINEERING – San Antonio, TX

Head of Middle and High School, February 2012 to 2014

Supported the Head of School and Superintendent in any area as required to promote the district's mission, philosophy, and vision. Upheld board policies by implemented administrative guidelines/procedures. Directed campus-wide curriculum, instruction, assessment, and staff development programs. Assisted in growing the school and developing the curriculum foundation, recruitment and retention of students and staff. Oversee a faculty of 150 as well as Special education, 504, Dyslexia, athletic program, STEM and college and career readiness.

- Advances the district's professional image.
- Served as an active member of the administrative team.
- Helps develop and implement the district's strategic plan.
- Administers the board-approved budget for assigned areas of responsibility.
- Builds internal/external partnerships that support district goals and enhance student learning.
- Maintained open/effective communications.
- Uses problem-solving techniques to tactfully address and resolve questions/concerns.
- Analyzes data to improve school operations. Serves as an information resource.
Provides staff leadership. Engenders staff enthusiasm and teamwork. Promotes a safe, efficient, and effective work/learning environment. Advances the change process. Implements strategies and time-frames to accomplish organizational objectives.
- Helps administer policies regarding immunization, age, attendance, legal residence, guardianship, classification, promotion, retention, testing, etc.
- Works with staff to ensure consistent standards for the accurate collection, recording, and verification of student data. Analyzes test results.
- Monitors the efficacy of instructional interventions that support continuous and measurable improvements in student achievement.
- Organizes curriculum for summer school intervention programs.
- Approves the purchase of supplies and equipment. Ensures that program resources are equitably apportioned.
- Chairs the district curriculum committee. Develops, implements, and evaluates curriculum for all K-12 courses. Recommends course additions and grade placements.
- Verifies graduation requirements.

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- Facilitates staff selection and orientation processes. Expresses high expectations and provides support to improve staff performance (e.g., observations, consultations, meetings, etc.).
- Promotes professionalism. Implements state mandated and locally developed personnel appraisal standards. Participates in collaborative planning of effective staff development programs that improve teaching outcomes and student learning (e.g., methods, skills, commitment, etc.).

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT – San Antonio, TX

Administrative Assistant, James Madison Elementary, 2011 to 2012

- Developed and managed the Campus Improvement Plan and Comprehensive Needs Assessment.
- Served as an instructional leader by modeling high expectations for students and staff.
- Created student data disaggregation systems to assess students' strengths and determine areas needing improvement.
- Ensured compliances with laws, regulations, rules, and policies prescribed by the school district.
- Partnered with parents in students' success; provided feedback on students' progress and to discuss areas in need of improvement and goal setting.
- Managed the implementation of the Success for All reading program.
- Campus Coordinator to the following programs: Response to Intervention, Teacher Mentor Support, Dyslexia/504, and At-Risk
- Developed strategies for campus-wide vertical alignment for all content areas.
- Facilitated grade level meetings, curriculum planning, faculty meetings, RTI and ARD meetings.
- Provided cognitive coaching and mentoring to teachers which included modeling best practices.
- Represented campus at all district wide academic workshops and conferences.
- Planned and facilitated Saturday School tutorial programs for at-risk students.
- Maintained community partnerships with the following organizations: San Antonio Youth Literacy, Target, St. Mary's University, and Mexican First Baptist Church.
- Developed and organized activities to address the needs of students and teachers.

Campus Instructional Coordinator, James Madison Elementary, 2009-2011

- Recommended, ordered, or authorized purchase of instructional materials, supplies, equipment, and visual aids designed to meet student educational needs and district standards.
- Conducted or participated in workshops, committees, and conferences designed to promote the intellectual, social, and physical welfare of students.
- Observed work of teaching staff to evaluate performance, and to recommend changes that could strengthen teaching skills.
- Planned and conducted teacher training programs and conferences dealing with new classroom procedures, instructional materials and equipment, and teaching aids.
- Researched, evaluated, and prepared recommendations on curricula, instructional methods, and materials for school systems.
- Developed instructional materials to be used by educators and instructors.
- Addressed public audiences to explain program objectives and to elicit support.
- Developed curriculum to support student learning needs.
- Suggested and implemented effective instructional methodologies.
- Assisted in forecasting and scheduling learning events.
- Developed best practices to ensure quality teaching.

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- Implemented appropriate communications to maximize student participation.

Master Reading Teacher, James Madison Elementary, 2007-2009

Handled the tasks of managing and monitoring the planning of curriculum area in line with the school improvement plans. I was responsible for ensuring the school staff supports and upholds the aims and policies of the school towards achieving the curriculum objectives of the school. Ensured that the curriculum is developed with the aim of improving poor performers and behavioral pattern of the children.

- Handled the tasks of monitoring and supervising the performance of students and teachers.
- Responsible for conducting meetings and workshops for teachers with regard to the reading curriculum.
- Responsible for assessing and executing paper works and records for the development of the school.
- Ensured that the teaching staff have adequate resources and equipment that will result in the effective learning of the students.
- Performed primary responsibilities of managing and delivering robust administrative support to staff and students.
- Ability to handle multiple tasks and work under pressure.

Third Grade Teacher, James Madison Elementary, 2005-2007

Worked with all students to ensure academic success.

Complied with federal/state policies/procedures for the education of students identified as having a disability.

Ensured that services are provided in the least restrictive educational environment.

Participated in parent conferences and student planning meetings as needed (e.g., GPC, IEP, etc.).

Communicated expectations, provides guidance, and shows an active interest in student progress.

Reading Specialist, P.F. Stewart Elementary, 2003-2005

Helped manage the instructional program.

Promoted academic excellence in a nurturing environment.

Directed the development, assessment, and revision of curriculum guides and courses of study.

Managed the planning process to select instructional materials and equipment.

Fourth Grade Teacher, P.F. Stewart Elementary, 2002-2003

Worked with students identified as at-risk in order to meet campus, district, and state expectations.

Complied with federal/state policies/procedures for the education of students identified as having a disability.

Ensured that services are provided in the least restrictive educational environment.

Participated in parent conferences and student planning meetings as needed (e.g., GPC, IEP, etc.).

Communicates expectations, provides guidance, and shows an active interest in student progress.

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ALAMO COMMUNITY COLLEGE DISTRICT- San Antonio, TX

Adjunct Faculty Reading, 2007-2009

Developed curriculum as required to meet the needs of the students and their varying levels of entry. Provided tutoring and additional college readiness support to close the gap in their skills. Supported other faculty in training with recent trends in education and instructional reading strategies.

- Demonstrated experience in measuring student learning outcomes, developing curriculum, assessing, improving student learning and evaluating course efficacy.
- Strong experience teaching with a variety technologies.
- Proven experience teaching and relating to students from diverse academic, socioeconomic, and cultural backgrounds.
- Understanding the developmental English and Reading strategies and learning methodologies for community college students.
- Provide advice to students regarding course schedules for college prep/developmental English and Reading classes.
- Interact with the staff of Adult Education Program, and language arts faculty to coordinate class scheduling to offer utmost success opportunities for student.

ST. CECILIA CATHOLIC SCHOOL – San Antonio, TX

Fifth Grade Teacher, 2000 to 2002

NORTHSIDE INDEPENDENT SCHOOL DISTRICT- San Antonio, TX

Educational Aide, Earl Rudder Middle School, 1998-2000

Technology

Software/Web/Multimedia: Eduphoria, TEKS Resource Management System, Curriculum Management System, Crystal Reports, iData Portal, PLATO, Study Island, ALEKS, Compass Learning, iStation, STEM Scopes, RAZ Kids, Reading A to Z. MS Office (Word, Access, Excel, PowerPoint)

Education

TRINITY UNIVERSITY – San Antonio, TX

Master's Degree in Education Administration

Principal Certification (EC-12)

OUR LADY OF THE LAKE UNIVERSITY – San Antonio, TX

Master's Degree in Curriculum and Instruction

Master Reading Teacher Certification Grades (EC-12)

UNIVERSITY OF THE INCARNATE WORD- San Antonio, TX

Bachelor's Degree in Interdisciplinary Studies

Elementary Reading Certification Grades (K-8)

Elementary Self-Contained Certification Grades (1-8)

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Publications

- Campus Reading Intervention Program targeting at-risk students
- Reading/Math Toolkit
- Dyslexia Intervention Program

Licensures and Affiliations

- International Reading Association
- Texas State Reading Association
- Alamo Reading Council
- Kappa Delta Epsilon Education Honor Society
- Harvard Principal Center