

PATRICIA HEMANS

EDUCATION

University of California at Los Angeles, Los Angeles, California

Master of Education

2007

Thesis: *“How does being critically conscious affect student academic achievement and plans for enacting social change?”*

University of California at Los Angeles, Los Angeles, California

Bachelor of Arts in English

2004

Areas of Concentration: British Literature, Comparative Literature

Minor: Education Studies

AWARDS

Fulbright Distinguished Award in Teaching, U.S. Department of State

June 2015 – June 2016

Dean’s Honors List, University of California at Los Angeles

September 2003 – March 2004

Provost’s Honors List, University of California at Los Angeles

January 2002 – December 2002

RESEARCH EXPERIENCE

Fulbright Distinguished Teacher Grant, U.S. Department of State

2015-2016

- Inquiry Project: *“Teaching At-Risk Youth in Trauma-Informed Schools: Best Practices for Transformation”*
- Performed research in New Zealand schools under the supervision of faculty advisor, Dr. Barrie Gordon, from the University of Victoria, Wellington

Graduate Student, University of California at Los Angeles

2005-2007

- Master’s Thesis: *“How does being critically conscious affect student academic achievement and plans for enacting social change?”*
- Presented findings in final thesis after program implementation and data collection as a first-year classroom teacher

TEACHING EXPERIENCE

Diego Valley Public Charter, El Cajon, California

Lead Teacher/Instructional Designer

2012-Present

- Manage school site by overseeing and supporting staff regarding logistical and academic concerns and communicating concerns to administration
- Design English curricula for all schools across California within the charter and provide support for teachers to implement ELA courses in the San Diego area
- Partner with students, parents, case managers, ILS or other housing workers, counselors, and several Workforce Investment Act (WIA) providers to best serve students and provide wraparound services
- Work closely with schools to design and implement formal action plans to become trauma-informed schools, as well as provide ongoing Professional Development on trauma-informed schools and practical applications, fostering resiliency, working with special needs and English learner populations, and providing wraparound services

National University Academy, San Diego, California

English Teacher **2011-2012**

- Accountable for teaching at-risk students an independent-study environment
- Worked in conjunction with the Workforce Investment Act (WIA) provider, Access, Inc., to provide wraparound services to students

UROK Learning Institute – San Pasqual Academy, Escondido, California

Team Teacher **2010-2011**

- Assisted other team teachers with small reading groups, implementing lesson plans, and creating class discussions at a unique Community School for foster youth
- Supported students in their regularly-scheduled English classes in using technology and guiding thought processes

Converse International School of Languages

English Instructor **2010**

- Designed and implemented lessons for ESL/EFL learners focusing on grammar, reading, writing, speaking, and listening
- Addressed language and cultural barriers by helping students adjust to life in the United States

Academic Bridging Program, Tsinghua University, Beijing, China

English and SAT Teacher **2009-2010**

- Planned and implemented student-centered lessons for SAT Writing, English for Academic Purposes, Academic Communication, and a lower level Reading course, as well as prepared students for various high-level tests, such as the SAT, IELTS, and TOEFL
- Helped advise students with foreign college admission requirements, as well as transitional goals for living abroad and learning about foreign cultures

Beijing Huijia International High School, Beijing, China

IB English Teacher **2009**

- Created and implemented lessons for lower-skilled English Language Learners in the tenth grade and prepared students for the IB English exam, as well as to live and study in an English-speaking country
- Facilitated a written language exchange between Chinese and American students

Beckett Estudio, Buenos Aires, Argentina

English Instructor **2008**

- Taught English as a Foreign Language to students (mostly business professionals) of various levels
- Assisted students in preparation for the TOEFL, as well as edited written documents and lectures

Belmont Senior High School, Los Angeles, California

English Teacher **2006-2008**

- Taught World Literature, Expository Composition, and English 9 to 9th – 12th graders of a wide range of skill levels while collaborating within a Small Learning Community focusing on student empowerment and activism
- Employed a broad range of instructional techniques to retain student interest and maximize individual learning within a group environment, such as cooperative

teaching, personalization, peer teaching, connecting with community, interdisciplinary teaching, and project-based learning

- Related effectively to students of diverse cultural backgrounds and tailored teaching methods to suit individual needs while maintaining up-to-date subject knowledge and researching new topic areas, resources and teaching methods

RELATED EXPERIENCE

Privately Employed

Yoga Instructor **2008 – Present**

- Teach vinyasa, restorative, and trauma-informed yoga classes for individuals and small groups

British Council, Beijing, China

International English Language Testing System (IELTS) Invigilator **2009 – 2010**

- Travelled throughout northern China to conduct and score the speaking portion of the IELTS test for individuals seeking proof of proficiency to study or work in English-speaking countries

CONFERENCES AND PRESENTATIONS

Presenter, California League of Schools Fall Conference, Costa Mesa, California October 2016
"Trauma-Informed Schools: Lessons from New Zealand"

Presenter, Diego Valley Charter School, El Cajon, California September 2016
"Becoming a Trauma-Informed School: Best Practices and Action Plan"

Presenter, Diego Springs Academy, Chula Vista, California August 2016
"Becoming a Trauma-Informed School: Best Practices and Action Plan"

Presenter, University of Victoria at Wellington, New Zealand June 2016
"Teaching At-Risk Youth in Alternative Schools: Best Practices for Transformation"

Presenter, A+ Plus Conference, San Diego, California October 2015
"What is a Trauma-Informed School?"

CERTIFICATIONS AND QUALIFICATIONS

School Program Facilitator, Support for Students Exposed to Trauma	August 2016
Mindful Educator, Mindful Schools	March 2016
Trauma-Informed Yoga Teacher, Street Yoga	October 2014
Social Justice Yoga Educator, Off the Mat Into the World	June 2014
Trauma-Informed Yoga Teacher, Prison Yoga Project	January 2013
Added Subject Authorization: Health Science	March 2012
Added Subject Authorization: Physical Education	June 2011
Added Subject Authorization: Social Science	April 2011
Trauma-Informed Yoga Teacher, The Art of Yoga Project	March 2011
200 Hour Certified Yoga Instructor, Yandara Institute, Baja California, Mexico	June 2008
Teaching English as a Foreign Language (TEFL) Certificate	July 2008
California Single Subject Teaching Credential	June 2006

PROFESSIONAL MEMBERSHIPS

California Association of Teachers of English
California Reading and Literature Project
California Geography Alliance
Fulbright Association
National Council of Teachers of English
UCLA Alumni Association
Yoga Alliance

REFERENCES

Jonelle Godfrey
Principal, Diego Valley Charter School
(619) 517-6473; jgodfrey@diegovalleycharter.org

Annie Cardullo
Regional Lead Counselor, Diego Valley Charter School
(267) 838-3920; anniemac8080@gmail.com

Linda Yaron
National Board Certified Teacher
(310) 804-0473; lindayaron@gmail.com