

# Chenoa Pellytaay Aschoff Musillo

## Education

---

- **University of California: San Diego** **La Jolla, CA**  
Ph.D. Transforming Education in a Diverse Society (In progress) Expected June 2024
- **University of Portland – 3.89** **Portland, OR**  
Master of Art – Teaching May, 2016
- **University of California: Santa Cruz – 3.53** **Santa Cruz, CA**  
Bachelor of Art – History May, 2015

## Teaching Experience

---

### Educator

Franklin Pierce High School

**Tacoma, WA**  
July 2019-July 2020

- Designed curriculum and lesson plans for World and United States History centering the experiences and contributions of Black, Indigenous, Queer, female people, and people of color.
- Led and developed teacher professional development
- Co-created and advised the Native and Indigenous Communities Club

### Educator

Keithley Middle School

**Tacoma, WA**  
July 2017-July 2019

- Designed curriculum and lesson plans for United States History, Sixth-grade English, and Theater classes
- Led and developed teacher professional development
- Managed a team of ten educators, prioritized and implemented trauma informed policies
- Created and advised the Social Justice Club and Genders and Sexualities Alliance

### Long-term Substitute Teacher

Frankfort Middle School

**Santa Cruz, CA**  
October 2016-June 2017

- Designed lessons and unit plans adapted to diverse student needs

### Classroom Coordinator

Santa Cruz Museum of Art and History

**Santa Cruz, CA**  
September 2013 – May 2014

- Cultivated and taught exhibit themed local history lessons for students aged four to ten

### Agroecology School Program Intern

Program in Community of Agroecology

**Santa Cruz, CA**  
January 2013 – June 2013

- Delivered interactive and engaging lessons. Emphasis on working with English language learners

## Diversity Equity and Inclusion Experience

---

### Consultant

Eight Twenty-Eight

**Washington**  
September 2020-ongoing

- Create clear and concise educational material about decolonizing practices
- Advise districts and schools on next steps regarding equity initiatives
- Create and Present trainings for educators to promote equitable outcomes for students

**Guest Lecturer: *Authentic Allyship***

Presented for University of Washington Teacher preparation classes

**Seattle, WA**

July 2020

- Wrote and taught a lesson on leveraging privilege to promote equitable outcomes for students through allyship
- Addressed future educators' concerns about approaching topics of equity in educational spaces

**Equity Leadership Team**

Franklin Pierce Schools

**Tacoma, WA**

September 2019-July 2020

- Collaborated to create and promote equitable school policies
- Facilitated and planned small group discussion about race and equity
- Set goals, priorities, and timelines for Franklin Pierce High School to address disparities in student experiences

**Teacher Trainer: *Teacher Implicit Biases***

Franklin Pierce Schools

**Tacoma, WA**

October 2017-July 2020

- Created training materials regarding teacher biases, racism and anti-racism, and LGBTQ inclusion
- Guided teachers through self-reflection and critical analysis of school policies

**Curriculum Experience**

---

**Graduate Research Assistant**

CREATE and Birch Aquarium

**La Jolla, CA**

August 2020-ongoing

- Collaborate to set project goals and structures to design curriculum about climate change for secondary teachers
- Analyze survey data to inform decisions regarding process and the product we are producing
- Guide a team of ten youth panel participants through student constructed curriculum cultivation

**Ethnic Studies Curriculum Curator**

Franklin Pierce Schools

**Tacoma, WA**

August 2019-August 2020

- Collaborate with educators throughout the district to create a viable, rigorous and relevant Ethnic Studies curriculum

**Curriculum Implementation and Adoption Team**

Franklin Pierce Schools

**Tacoma, WA**

July 2018-August 2020

- Led trainings on implementing the Since Time Immemorial Indigenous Education Curriculum
- Collaborated with educators from across the district to select and transition to the new history curriculum
- Successfully advocated for the need to supplement curriculum to more thoroughly address race, gender, class, sexuality, and Indigeneity in future steps and initiated process for adopting supplemental materials

**Certifications and continuing education**

---

- Washington Secondary Credential English Language Arts and Social Studies
- Teacher Performance Assessment (EdTPA)
- California Teacher of English Learners Assessment
  - 2017 AVID Summer Institute—Literacy Strand
  - 2018 NWPBIS Conference—Focus on cultural competency
  - 2018 Safe and Civil Schools National Conference
  - 2018 Restorative Practices Conference IIRP
  - 2019 SDE National Conference
  - 2019 Ethnic Studies Summit through Seattle Public Schools and Seattle Pacific University