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LARA GUERRA

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Somewhere, MA 00000
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EDUCATION:

Merrimack College, North Andover, MA (1978-1990)
BA (1990) - Major: Political Science. Minor: Architecture.

New School for Social Research, New York City, NY (1969-1970)
Attended English as a Second Language and American culture classes.

Catholic University, Quito, Ecuador (1969)
Attended English as a Second Language classes prior to immigrating to the USA.

Central University, Quito, Ecuador (1966-1969). School of Architecture.

Brazilian Center, Quito, Ecuador (1966-1969).
Study of Portuguese language and Brazilian culture.

Pensionado Universitario Luis Felipe Borja High School, Quito, Ecuador (1960-1966)

TEACHING EXPERIENCE:

September 1999 – Present (including the summers of 2000 and 2001)
Adult Learning Center, 305 Essex Street, 2nd Floor, Lawrence, MA 01840

ESOL Teacher – Taught classes in basic, intermediate, and high-intermediate ESOL. Instruction focused on reading, writing and oral communication to multi-level, multi-cultural, and multi-lingual classes of adult learners. These diverse groups of learners had different life experiences which I drew upon to stimulate classroom discussions and essays by the learners. Encouraged learners to think critically and to use that skill in problem solving. Tried to ensure a level of comfort among my learners by being sensitive to their different backgrounds and customs.

Used the ABE Curriculum Frameworks to plan classes. Used various methods of communication to reach each learner according to his or her literacy level and intelligence. Used movies, music and song, and role-playing as part of my teaching and to promote critical thinking. Used computers for teaching writing skills.

Participated in the “Action Group Theater” at the ALC, and applied the techniques learned in the Action theater to encourage learners to speak English. In class we role-played various practical scenarios: going shopping, calling the doctor or the hospital; having job interviews, and responding to a police officer after being stopped while driving. Roles became more complex as the students’ skills developed.

Until June 2002, the ALC used the written BEST and the Side by Side placement tests to determine learners’ levels. The BEST oral and the REEP tests were implemented in the 2002-2003 school year. Conducted evaluations throughout the school year, to ensure appropriate placement and monitor the learner’s progress. These evaluations included teacher-created quizzes on lessons, Side by Side Chapter tests, and visual and oral observation.

Learner’s self-assessment using simple check-off Rubrics and hand-out questionnaires also helped me determine their progress and whether their expectations of the class were being met.

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School year 2000 – 2001

Member of the curriculum development team: “Diversity and the Arts in the American Kaleidoscope”. Helped create curriculum and activities connecting adult ESOL, ABE and GED programs to diversity, visual arts, music, and theater. Actively participated in the ALC’s Action Group Theater, which introduced, for later classroom discussion, social issues and themes relevant to learners’ lives in the USA.

Summer 2000

Taught intermediate ESOL: “Summer in the City”. Learners acquired language skills in a theme environment. Class plans incorporated ESOL skills with study about the City of Lawrence. Learners traced Lawrence’s history and immigrant society during the Mill Era. This gave them the opportunity, to compare the makeup of the present immigrant society in Lawrence with that of The Mill Era. Learners researched current services and opportunities in the city of Lawrence and compared them to those available during the Mill Era. The class developed the project “Lawrence Through Pictures”, to show Lawrence’s proud past, giving a glimpse of its architecture and city planning, and its current potential as shown by the many businesses owned by new immigrants.

October 2002 – December 2002

Charm Sciences, Inc., 650 Andover Street, Lawrence, MA 01843

ESOL Teacher – Taught ESOL in the work place to a group of Hispanic employees. There were twenty-four lessons of two hours each. Lessons were tailored toward work at Charm Sciences, Inc. Used the written BEST Test to assess levels at the beginning of the program, and to assess progress at the end. Lesson preparation and delivery followed DOE guidelines.

October 1999 – June 2001

Greater Lowell YWCA, 206 Roger Street, Lowell, MA 01852

Pre-GED & GED Teacher - Taught English, Literature, and Civics to young adult learners in preparation for the GED Test. This was a Young Parents Program funded by the Department of Social Services. Learners were women between the ages of 14 and 21, who were pregnant or had young children. Results of the TABE Test, used at the entrance of the program, were used to plan classes and satisfied each learner’s need. Although not a requirement, classes followed the Curriculum Frameworks guidelines.

October 1999 – June 2000

St. Mary Immaculate Conception School, 301 Haverhill Street, Lawrence, MA 01840

Spanish Teacher - Started the Spanish language program for students in grades 6th, 7th, and 8th. Instruction focused on basic grammar, vocabulary and pronunciation of the Spanish language. Applied the general principles of the Curriculum Frameworks model for ESOL.

July 1999

Anglo Continental Boston, 1972 Massachusetts Avenue, Cambridge, MA 0214

ESOL Teacher - Taught English as a Second Language to high school and college students from Europe, South America and Asia during a summer program at the Tufts University campus. Students were divided into two levels, intermediate and high-intermediate, based on their performance on the Michigan Test. The students received twenty-five hours of instruction per week.

Instruction focused on reading, writing and oral communication. Followed the Frameworks’ model for my classes, and used movies, individual and group performances, music and song in teaching. Evaluations included teacher-created quizzes and visual and oral observation. Students performed the skit “Crime & Punishment in America”. Students created a hypothetical murder with criminals, victim, witnesses, police, court and attorneys

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for the prosecution and defense. They researched American legal procedures, and had a trial by jury which ended in a verdict of guilty, with punishment by death. This verdict aroused great discussion about the fairness of the system and the array of moral issues associated with the death penalty. The skit lasted ten hours over a period of three days, and was conducted entirely in English.

December 1995 – June 1999.

International Institute of Greater Lawrence, 125 Amesbury Street, Lawrence, MA 01840

ESOL Teacher - Instruction focused on reading, writing, and oral communication to beginner, intermediate, and high intermediate levels of non-English speaking adult learners. Often drew from my own experiences as an immigrant and a former ESOL learner. Asked my learners for feedback regarding what lessons worked or did not and why; and was perceptive of their expectations from the class and from me as a teacher.

Used various methods of communication to reach all students according to their literacy level and fluency in English. Geared methods, tools and teaching style to classes with learners of different intelligences. Pointed, gestured, demonstrated, used different facial expressions and tones of voice, sang, acted, and used any other tool I could think of to emphasize a particular point. Used movies and role playing to encourage and promote critical thinking and problem-solving skills.

Administered and graded the BEST Written A, B, & C Tests for placing learners. Testing was generally done at entry date in September), mid-year in January, and at the end of the program in May or June.

July 1998 – August 1998.

Anglo Continental, 1972 Massachusetts Avenue, Cambridge, MA 02140

ESOL Teacher - Taught English as a Second Language to high school and college students from Europe, South America and Asia. Students were divided into two levels, intermediate and high-intermediate, based on their performance on the Michigan Test. The students received twenty-five hours of instruction per week. The classes were conducted at the Tufts University campus.

Instruction focused on reading, writing and oral communication. Followed the Frameworks' model for my classes, and used movies, individual and group performances, music and song in teaching. Evaluations included teacher-created quizzes and visual and oral observation.

October 1997 - June 1998.

Northern Essex Community College, 45 Franklin Street, Lawrence, MA 01840

ABE Teacher - Instruction focused on reading, writing and oral communication of the English language and mathematics to non-English speaking Public Assistance recipients in the New Beginnings Program funded by the State. Progress evaluations included teacher-created quizzes and visual and oral observation

October 1996 – June 1997.

International Institute of Greater Lawrence, 125 Amesbury Street, Lawrence, MA 01840

Citizenship Teacher – Taught civics and American History to adult students who were candidates for the American Citizenship Test. This was an a two-hour class held on Saturdays. Classes focused on civics, the Constitution, American history, and geography. Practice tests were given often, along with practice interviews to ease the learner's apprehension in their final step to attaining citizenship.

October 1995 – June 1996.

The Global Child, Inc. Melrose, MA.

Spanish Instructor - Taught oral Spanish to children K-5. This was a two-hour-per-class after school program during the Fall. There were fifty-four students in five classes at four different schools. During the Spring the

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classes had thirty students in four classes at four schools. Global Child Inc. had its own class plan, which was followed in its entirety. Music, song, charades, games, and prompts were used in the classes.

August 1993 – September 1995.

Greater Lowell YWCA, 206 Roger Street, Lowell, MA 01852

ESOL / Math Teacher - Taught vocational ESL/Math to non-English speaking adult learners with limited education, under a Federal/State funded program for Public Assistance recipients. Classes size varied from 8 to 26 learners

The TABE test was given at the entrance point by the program coordinator. The classes were truly multilevel, ranging from literacy to intermediate ESOL. Planned lessons reflected my own experiences as an immigrant and a former ESOL learner. Used various methods of communication to reach all students according to their literacy level and fluency in English. Progress evaluations included teacher created quizzes and visual and oral observation.

Open discussions about social and moral issues were quite effective stimulators as were competitive word games. Spoken language, grammar and writing skills were emphasized. Most learners had no math skills, so basic math was introduced. Learners who had been in class for more than 2 months were able to progress slowly and a few started learning basic geometry.

March 1992 - December 1992.

Northern Essex Community College, Haverhill, MA.

Vocational ESL / Math Teacher - Taught twenty-five hours-per-week to a group of twenty displaced factory workers with limited education. This program was funded under a Vocational ESL Grant. Planned classes to incorporate all the learners, and used various methods of communication in my ESL lessons geared to satisfy each learner's needs. Often used physical models to introduce mathematical concepts and vocabulary.

At the beginning, the focus was on basic mathematics. Those learners who had some math skills advanced to beginning geometry by the end of the program. Some learners became tutors for those who had no math skills. Progress evaluations included teacher created quizzes and visual and oral observation.

September 1988 - December 1988.

Northern Essex Community College, Lawrence, MA.

Basic Math Teacher in Spanish - Taught basic Math, twenty-five-hours per week, to thirty low-income adult learners with limited education. This program was funded by the Public Assistance Department. Learner's progress evaluations included teacher-created quizzes and visual and oral observation.

September 1980 - June 1981.

Saint Joseph's Regional High School, Lowell, MA.

Spanish Teacher - Levels I and II - Taught Spanish grammar, vocabulary and oral communication to students in grades 9th, 10th, 11th, and 12th. Students received instruction two hours-per-class-per-day.

Evaluated students' progress through written and oral teacher-created quizzes on individual subjects, and exams on Spanish text chapters. Visual observation was also used to evaluate progress.

March 1980 - June 1980.

Lowell Public Schools, Lowell, MA.

Educational Tester - Administered English and Spanish proficiency testing of children with Hispanic backgrounds, as part of the federally funded LAU Compliance Program.

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HONORS:

Inducted into honorary society for evening college students, Alpha Sigma Lambda - Beta Iota Chapter of Merrimack College, March 1983

LANGUAGES:

English and Spanish: Fluent in speaking, reading and writing both languages. Have acted as interpreter in a hospital and private organizations.

Portuguese: Able to read and understand spoken Portuguese.