

# CHESKA M. LORENA

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## OBJECTIVE

To obtain a science teaching position at a dynamic and innovative school where I can maximize and share my passion for science, curriculum design, and technology integration.

## EDUCATION

**Master of Science in Education**, Curriculum and Instruction August 2010

The College of Saint Rose, Albany, New York

GPA: 4.0/4.0

**Bachelor of Science in Education**, Secondary Biological Sciences May 2009

University of Nevada-Las Vegas, Las Vegas, Nevada

GPA: 3.85/4.0

## CREDENTIALS

New York State Initial Certificate, Biology, Grades 7 - 12

February 2010

General Science License Extension, Grades 7 - 12

Pending August 2010

Advanced Certification in Instructional Technology

Pending August 2010

Middle School License Extension, Biology, Grades 5 - 6

Pending December 2010

Nevada State Initial Certificate, Biological Sciences, Grades 7 - 12

May 2009

## GRADUATE STUDIES

The College of Saint Rose, Albany, New York

September 2009 – present

### Relevant coursework in Curriculum and Instruction:

- EPY 500, Education Research: Research proposal on the effect of online social networking on standardized test scores.
- EDU 503, Curriculum and Design: Historical curriculum trends paper on inquiry instruction and sample constructivist ecology unit lesson plans.
- EDU 540, Informal Student Based Assessment: Curriculum assessment analysis on food chains/webs unit lesson plan.
- EDU 590/999, Research Seminar & Comprehensive Exam in Teacher Education: Teacher action research project on the paradox of low teacher technology use and integration in technology-rich schools.
- EDU 550, Advanced Instructional Design Pre-K-12: Samples of concept-based and differentiated biology unit lesson plans.
- EDU 508, Multicultural Education: Essays on multicultural perspectives and literacy picture-book project on children with learning disabilities.

### Relevant coursework in Instructional Technology:

- TED 574, Laboratory Methods for Educational Technology: Needs Assessment evaluation project, computer lab lesson plans, multimedia school policies presentation, collaborative web quests, and use of wiki spaces to create subject samplers and scavenger hunts.
- TED 501, Hardware, Operating and Networking Systems for Teachers: Knowledgebase on hardware, software, operating systems, and networking systems.

- TED 550, Project-based Learning in Technology: Collaborative online projects on social networking, professional learning networks, educational gaming, simulations, and digital storytelling.
- TED 506, Foundations of Educational Technology: Discussions and collaborative group-work on educational technology issues such as ethical practice, building online learning communities, and developing frameworks for the stages of technology adoption.

**Relevant informal professional development:**

- Developed a professional learning network with over 500+ educators on several social networking platforms such as Twitter, LinkedIn, and Ning education communities.
- Participated weekly on international Tuesday Twitter #edchats and Wednesday #newteacher chats on various educational issues with teachers, pre-service teachers, administrators, and parents.
- Facilitated a peer-to-peer technology workshop on web 2.0 tools with approximately 25 graduate colleagues from 8 school districts.
- Featured as February 2010 guest blogger at Edutopia.org on building communities in the classroom.
- Featured as April 2010 guest blogger at Radical Language (blog) on the grading system and individualized education plans.
- Featured blogger of the week (May 10 – 14, 2010) at LearningToday.com for blog post on graduate action research project, “7 Ways to Increase Technology Integration in the Classroom”.

**TEACHING EXPERIENCE**

*STUDENT TEACHER*

John C. Fremont Professional Development Middle School, Las Vegas, Nevada

January 2009 – May 2009

- Completed 5 months of hands-on teaching in an urban-setting 6<sup>th</sup> grade Life Science classroom, comprised 180+ students with 90% English Language Learners and students with severe learning disabilities.
- Collaborated with 2 cooperative teachers on weekly basis to design differentiated unit plans on genetics and ecology, paired with student-based assessments.
- Incorporated cooperative learning and technology use into a 3-week multimedia project on classification and taxonomy, with the aid of the library media specialist.
- Organized a 3-week multidisciplinary kite-building project for 100+ students with team department (8 teachers) and support staff (2 teacher aides).
- Attended 14 IEP meetings, including 3 renewals and 1 Manifesto.
- Conducted 2 parent-teacher conferences with team department (3-5 teachers).
- Attended monthly seminars on High Quality Sheltered Instruction (formerly known as SIOP model), English Language Learner instruction, Title 1 grant writing, and use of Achieve 3000 software for reading comprehension and literacy.

*PRACTICUM II TEACHER*

Roy W. Martin International Baccalaureate Middle School, Las Vegas, Nevada

September 2008 – December 2008

- Assisted in 2 gifted/talented 6<sup>th</sup> grade Life Science classrooms in a science and technology magnet program over a 4-month period.
- Demonstrated 8 inquiry-based/constructivist lessons on the nature of science and human body systems to 55-6<sup>th</sup> grade students.
- Designed bulletin boards, graded assignments, arranged seating charts, and maintained daily attendance records.

- Attended biweekly GEAR UP workshops (academic enrichment and outreach program for low-income students).

#### *PRACTICUM I TEACHER*

Foothill High School, Henderson, Nevada

January 2008 – May 2008

- Assisted in 2 remedial and 2 gifted/talented high school Biology classes over a 5-month period.
- Presented 4 technology-based interactive lessons on taxonomy, classification, genetics and biomes to 140+ freshmen and sophomores.
- Developed a science fair rubric and evaluated 140 science fair projects.

#### **TEACHING RELATED EXPERIENCE**

##### *FIELD BIOLOGIST INTERN LEVEL IV*

Southern Nevada Water Authority, Las Vegas, Nevada

March 2007 – January 2009

- Assisted in inter-agency wildlife conservation projects with U.S. Fish and Wildlife, Nevada Department of Wildlife, The Nature Conservancy, and the U.S. Geological Survey to monitor, survey and sample over 10 endangered wildlife, fish, and aquatic invertebrate species in the Warm Springs Natural Area, the Muddy River (NV/UT), and the Virgin River (NV/UT).
- Monitored endangered species, such as desert tortoise, willow flycatcher, and Moapa dace, on 1200-acre Warm Springs Natural Area with 4-member field team on weekly basis.
- Created a tracking database in Excel and Microsoft Access used by the Water Authority's environmental resources department to catalog approximately 1440 internal reports.
- Drafted 5 white papers on Water Authority's activities involving endangered bird and fish species in southern Nevada.
- Supervised 5 teams of Boy Scouts, Girl Scouts, and local college students in 2 annual Las Vegas Green Up events (community service projects).

##### *PROGRAM FACILITATOR*

UNLV Leadership and Education (LEAD) Team, Las Vegas, Nevada

August 2007 – August 2008

- Facilitated 2 annual workshops ("The Leading Edge" and Steven Covey's "The 7 Habits of Highly Effective People"), 1 weekend program ("X-treme Leadership"), and over 15 daily outreach programs on leadership education and development for on-campus and commuting college students.
- Supervised team of 12 during weekly rotational meetings and team of 8 for a national conference.
- Wrote winning proposal that led to presentation of an experiential methods-based workshop in a national collegiate leadership conference at the University of Arizona, which was attended by 50 colleges from 22 states.

#### **AWARDS & ORGANIZATIONS**

UNLV Dean's List 2006 – 2009

UNLV Rebel Achievements Nomination: Best Role Model Award 2008

Dorothea Brinker Scholarship Award 2008

Phi Kappa Phi Honors Society

Association for Supervision and Curriculum Development (ASCD)

International Society for Technology in Education (ISTE)