

# **Renee Shank, Ph.D.**

## **Educational Background**

**University of Washington**, Seattle, WA

Ph.D., Curriculum and Instruction, Multicultural Education, June 2016

Dissertation Chair: Dr. James A Banks

Reading Committee: Dr. Kenneth Zeichner, Dr. Manka Varghese, Dr. Antony Smith

Dissertation Title: Contexts that Inform Racial Awareness and Affect Teaching Practice: A Study of White Bilingual Teachers

**University of San Francisco**, San Francisco, CA

M.A. International and Multicultural Education, May 2008

Thesis Advisor: Dr. Emma Fuentes

Thesis Title: Equity in Dual Immersion Programs, A Case Study

**B.C.L.A.D Teaching Credential**, *California State University, East Bay*, June 2006

**B.A., Latin American Studies**, *The Evergreen State College, Olympia, WA*, June 2000

## **Employment Experience**

**Program Coordinator, Project BECA**, *University of Washington, Seattle, WA*; September, 2017-Present.

Create and implement a recruitment plan for bilingual teacher candidates.

Create and implement course of study for bilingual endorsement program

Coordinate with Education NW to ensure program evaluation is going smoothly.

Plan and implement induction for novice bilingual teachers.

Oversee and train coaches in TWIOP framework.

Push into methods courses to ensure issues of language are discussed in monolingual methods courses.

Support bilingual teacher candidates in their academic and personal pursuits.

Provide workshops in early literacy in Spanish

Meet weekly with students to ensure the program is meeting the needs of bilingual candidates.

**Course Instructor, Teaching Culturally and Linguistically Diverse Students**, *Seattle Teaching Residency, University of Washington, Seattle, January 2018-June 2018*.

Created a syllabus that merged language acquisition with teaching practices prtor, TeachroC14.64 Td

Support novice and new to dual language teachers.

Coordinate and collaborate with other curriculum developers to ensure potential for biliteracy.

Advocate at the district level on behalf of the dual language programs.

**Caucus Facilitator, University of Washington ELTEP and STEP p @log @lam,**

Facilitated conversation on issue such as race, White privilege, microaggressions, and how to navigate and work against institutionalized racism.

**Course Instructor, Theories of Second Language Acquisition, Bilingual Education and the Structure of English.** *University of Washington, Bothell. July 2015-August, 2015.*

Modified syllabus, (i.e, readings, and assignments) for brand new summer course on second language acquisition and teaching methods for ELL students.

Engaged elementary certification candidates in discussion around theories of second language acquisition, at times using lectures, visuals and group work to make difficult theories digestible.

Facilitated a community partnership with a local school that enabled teacher candidates to connect theory and practice through the observation of ELL students in a summer program.

**Practicum supervisor for ELL endorsement candidates in the University of Washington, STEP program.** *University of Washington, Seattle, WA March 2015-June 2015, March 2016-Present.*

Observed and provided feedback for ten ELL endorsement candidates.

Helped candidates to bridge the gap between theory and practice with regard to language acquisition and teaching.

Navigated difficult relationships between endorsement candidates and cooperating teachers.

**Instructor and Supervisor, ELL endorsement practicum course, for University of**  
*University of Washington,*  
*Bothell, WA; January 2015-March 2015.*

Co-planned and taught practicum focused lessons for master's in education students.

Observed and provided feedback for master's candidates working as classroom teachers, or student teachers and the middle and high school levels.

Created an assessment tool for evaluating master's candidates grasp of theoretical and practical aspects of working with English language learners.

Modified a syllabus for a similar course taught in the literacy endorsement program.

**Instructor, Multicultural Education Course for University of Washington secondary teacher education program,** *University of Washington, Seattle, WA; June 2014-August 2014, June 2015-August 2015, June 2014-August 2016.*

Co-planned and taught in the secondary master's in teaching program at UW.

Established rubric and grading criteria, along with grading one third of the assignments required by my co-facilitators and me.

Navigated and facilitated difficult discussion regarding issues of race, gender, and equity, and education in society.

**Teaching Assistant, Teaching and Learning Course for University of Washington STEP program,** *University of Washington, Seattle, WA; April 2014-June 2014.*

Assisted in small group discussion in order to help teacher candidates grasp challenging theories on learning.

Graded 50% of the assignments required by the course instructor, Megan Bang.

Facilitated two section groups consisting of 12 teacher candidates. These sections were focused on research methods and discussion of the book *Everyday Anti-Racism*.

**Secondary Content Coach, University of Washington STEP program, University of Washington, Seattle, WA; September 2012-March 2016.**

Prepare teacher candidates for the EdTPA through mentoring during their student teaching.

Formally observe lessons taught by teacher candidates in language arts, social studies, and world language.

Provide feedback on lesson plans prior to and after the lesson has been delivered.

Work alongside the program coordinator, site coaches and University of Washington administration to streamline the student teaching process and preparation for EdTPA.

A liaison between the University of Washington, cooperating teachers, and teacher candidates.

**Teaching Assistant, Multicultural Education Course for University of Washington STEP program, University of Washington, Seattle, WA; June 2012-August 2012.**

Co-planned and taught students in the secondary master's in teaching program at UW.

Provide assistance to course instructors through grading of papers and finding readings that support the course objectives.

Facilitate discussion groups, specifically to groups that struggle with integrating multicultural education and social justice into their curriculum.

Facilitated activities that help to apply their readings to their future practice as educators.

Taught two classes alone while the instructor was away on UW business.

**Spanish Instructor, Undergraduate Level, University of Washington, Seattle, WA; September 2011-June 2012**

Taught Spanish 102 and 103 to undergraduate students

Planned and executed lessons using *Sabías Qué* and *Gente* textbooks

Created supplemental materials to ensure understanding of level specific content.

**Teacher, Dual Immersion Kindergarten, 1<sup>st</sup> and 3<sup>rd</sup> Grades, Washington Elementary, Richmond, CA and Esperanza Elementary, Oakland, CA; August, 2005- 2010**

**Spanish Teacher/Administrative Assistant,**

*2003- September 2004*

Created Spanish curriculum for middle school girls ages 11-14.

Taught Spanish classes for groups of 18 students.

Provided administrative support for the sports and mentor programs.

**Spanish/English Teacher, Amity Volunteer Teachers Abroad, Pancas, Brazil;**

*September 2002- December 2002*

Created Spanish and English language curriculum for students ages 12-35.

Taught Spanish and English classes for groups of ten to twenty students.

Developed and organized a sustainable long-term Spanish and English language curriculum for use by future volunteer teachers.

**Bilingual Instructional Assistant, West Seattle High School, Aki Kurose Middle School and Graham Hill Elementary School, Seattle, WA; September 2000-June 2003**

Provided language support for Spanish speaking English as a Second Language (ESL) students.

Acted as a liaison between students, faculty and administrators.

Facilitated communication between students' families, teachers and school administrators.

Provided academic counseling and support whenever language was a barrier for Spanish speaking students.

**Additional Trainings**

**Open Court training**, grade 3, August 2005

**Bay Area Writers Project**, Teachers as Writers, June 2008

**Bay Area Math Project**, Fractions and ELD, July 2008

**Everyday Math**, grade 3, August 2008

**Spanish to English Biliteracy Transfer**, Dec-Feb, 2008-09

**Teaching for Biliteracy**, July, 2018

**Conference Presentations**

**Laying the Foundation for Theory into Practice: Examining What Works in a Secondary Multicultural Education Course**, National Associate of Multicultural Education, October 2015

**Collaboration for Coherence: Combining Forces to Improve Practice in a Secondary Teacher Education Program**, American Education Research Association, April 2016

**Historical and Personal Understandings of Race: Racial Discourse in Bilingual and Monolingual Teacher Education Courses**, American Education Research Association, April 2017

**Examining Positionality, Power, and Privilege: Institutionalizing Caucusing in a Secondary Teacher Education Program**. American Education Research Association, April 2018

**Understanding the Institutional, Struggling with the Personal: Learning about Race in Multiple Spaces**. American Education Research Association, April 2018.

**Mediating Factors: Racial Awareness, Culturally Responsive Teaching, and the School Context of White Bilingual Teachers.** American Education Research Association, April 2019.

**Multilingual pedagogies for preservice bilingual teachers. Critical Race Studies in Education Association,** May 2019.

**Decentering Whiteness in Teacher Education: One Predominantly White**  
, American Association of  
Colleges of Teacher Education, February 2020

**Bilingual Teacher Education: Opportunity of Enactment in a Target Language.** American Education Research Association, April 2020.

### **Articles Under Review:**

A Bourdieusian Analysis of Racial Discourse: A comparative study of racial discourse in Bilingual and Monolingual Teacher Education Courses.

Pedagogies That Reduce Deficit Thinking and Promote Racial Discourse in Bilingual Teacher Education

Understanding the Institutional, Struggling with the Personal:

White Bilingual Teachers Learning about Race in Multiple Spaces

### **Publications**

Varghese, M., Beam-Conroy, T., Shank, R. and Snyder, R. (In Press) Bilingual and dual language teacher education and development in superdiverse environments. In *Contexts, research, and practice in teacher education in the era of superdiversity*. Giofang Li, Ed. Routledge, London, UK.

Shank, R. (2005). Review of Rethinking Mathematics. *Social Justice*, 32(3), 126-127.

### **References:**

Dr. James A. Banks- [Jbanks@uw.edu](mailto:Jbanks@uw.edu) (206) 543-3386

Dr. Ken Zeichner- [kenzeich@uw.edu](mailto:kenzeich@uw.edu) (206) 221-4122

Dr. Manka Varghese- [mankav@uw.edu](mailto:mankav@uw.edu) (206) 221-4796