

Sarah E. Hanthorn

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PROFESSIONAL EXPERIENCE

West Linn-Wilsonville School District
Inza R. Wood Middle School, Wilsonville, OR

September 1998 - Present

Science Educator - 6th, 7th and 8th grade
Curriculum and Instruction

- Designed and implemented NGSS, phenomenon based science experiences with access points for all students in a full inclusion classroom. Guided all students through the development and revision of scientific models as scientific understanding progressed through the use of investigations, inquiry, engineering, reading and research.
- Reflected on and critiqued curriculum and instructional strategies through an antiracist educator lens, resulting in intentional shifts toward deeping culturally responsive practices within the classroom which include building strong relationships, maintaining high standards for all and bringing voices from multiple cultures and backgrounds to the forefront in assigned readings, examples and perspectives.
- Engaged students of diverse abilities and English language proficiencies in the work of scientists and engineers through the development of authentic student questions and place based projects.
- Collaborated with district middle level science teachers to design, revise and implement curriculum based on bundled Next Generation Science Standards (NGSS) and Common Core using the Five Dimensions of Teaching and Learning as a guide to ensure focus on student engagement, rigor, development of positive classroom culture and strong assessments which informs instruction.
- Leveraged the use of local natural areas and the district environmental learning center to engage all students in the scientific practices of observation, question development, data collection, analysis, reflection and planning of next steps.
- Implemented effective use of technology to promote student learning and engagement, collaboration, discourse and critique and allow for multiple means of making meaning and expressing understanding of science ideas (examples include Google Classroom, Flipgrid, Jamboard, Padlet, PhET Simulations and Gizmos).
- Designed and implemented STEM based lessons to introduce students to remote sensing technologies and applications connected to the study of natural hazards and climate change.
- Supported growth in understanding and use of science vocabulary and academic language through multiple and varied opportunities for written and verbal expression, regular use of word walls and summary boards, intentional grouping and imbedding vocabulary learning into science experiences.
- Applied *Assessment for Learning* strategies allowing for focused and intentional collection of evidence regarding student learning progress to be used by the instructor as well as students.
- Facilitated development of students' written and verbal communication skills through rubric-based (SBAC, teacher generated and student generated) peer critique, constructive academic conversation and teacher provided descriptive feedback.
- Increased students' ownership in learning through implementation of self-assessment strategies, self-reflection techniques and learning goals which led to academic gains as evidenced in student work samples and observed increase in desire and ability to communicate their own learning progress. Regular self-assessment also played a role in the development of and reflection on growth in student learning habits.
- Strengthened student data analysis and questioning skills through the use of current data sets, graphs, infographics and maps related to topics including environmental science, sustainability, climate change and natural hazards.

- Partnered with colleagues to develop a distance learning format of Outdoor School (Spring 2020). Teamed with district science teachers and environmental learning specialists to create a site based Outdoor School experience for district 6th graders learning in-person and remotely (Spring 2021). Learning opportunities included presentations from scientists, STEM activities and data collection related to current scientific research.
- Designed and facilitated science instruction while supporting social emotional health and building rapport through distance learning (asynchronous and synchronous) and hybrid learning (in-person students and remote students simultaneously) models.
- Piloted one of the district's early uses of remote access technology which allowed a student to attend and actively participate in lessons and discussions remotely using an iPad, "robot", teacher blog and student simulation sites.

Student Support

- Promoted student voice, inclusion and equity within the classroom using *Seven Components of Inclusive and Equitable Learning Communities* (West Linn-Wilsonville School District) which includes strong student engagement strategies, teaching common expectations, routines and rituals, relationships with high expectations and the use of restorative practices.
- Planned and taught lessons in collaboration with grade level learning specialists and ESOL teachers to support all students. Multiple means of engagement, representation and action/expression were woven into lessons, following the *Universal Design for Learning* guidelines.
- Built community among students of diverse interests, abilities and cultural backgrounds while nurturing positive character development through the use of teacher and student generated classroom norms, routines and grade-level character and service focus.
- Served as a teacher representative on the school Child Study team which developed individual intervention strategies and advocated for academic, social and emotional support allowing students opportunities to achieve intellectual, academic and personal potential.
- Developed strong student and parent relationships through regular communication and positive interactions in preferred home language.
- Facilitated social-emotional learning (SEL) lessons and activities with students and embedded SEL learning opportunities into the science classroom.
- Incorporated the use of class movement breaks and offered options for movement (stretches, options for seating, spinning bike, fidgets, drawing) to be used by students as needed for self-regulation throughout the learning period.
- Advised and supported students throughout development and presentation of middle school science inquiry projects at West Linn-Wilsonville's Jane Goodall Science Symposium and the state science fair.

Leadership and Professional Development

- Planned, presented and facilitated throughout a series of team-designed and team-led workshops for early service teachers within the district (K-12). *Teaching With Purpose* topics included Equity, Access and Inclusive Practices, Positive Teacher-Student Relationships and Student Engagement.
- Mentored, worked with and observed early service teachers, teacher candidates and prospective teachers, providing feedback regarding instructional strategies, classroom management skills and curriculum planning.
- Grew as an antiracist educator through reading, conversation, listening, reflection, research and application of strategies in planning and teaching.
- Provided and received written and verbal critique through year long engagement in cross-discipline peer observations.
- Prepared and facilitated workshop-style session of professional development around formative assessment.
- Presented strategies focused on growth of students' content area vocabulary skills through the intentional use of meaningful group roles and talk routines at staff professional development meetings.
- Collaborated to design, implement and assess an interdisciplinary sustainability action project. Presented process and student projects at a district professional development seminar.

- Served as a studio teacher for district Sheltered English course.
- Represented grade level teams on the school Team Reps Committee, Child Study Team, School Culture and Climate Team and Site Council.

EDUCATION

Whitworth University Spokane, WA June 1998

Master in Teaching

- Action Research: *Influence of Performance Assessment on Attitude and Motivation of Seventh Grade Science Students*

Whitworth University Spokane, WA May 1997

Bachelor of Science in Biology

- Graduated Cum Laude
- Minor in History
- Completed upper division courses in science and history at Oregon State University (1996-1997)

INTEGRATION OF TECHNOLOGY AND LEARNING

- Google Classroom: communication of learning goals, providing learning opportunities, sharing written descriptive feedback (docs, slides and sheets)
- Gizmos and PhET Simulations: exploring and engaging with science content Mote: recording verbal and written feedback
- Jamboard, FlipGrid and Padlet: promoting and developing student discourse, critique and collaboration
- Vernier Probes: data collection for environmental science research
- Screencastify, Anchor.fm and Mote: creating and sharing recordings of instructions, essential information, readings and feedback
- Zoom: remotely connecting students to one another, the teacher and science learning experiences

PROFESSIONAL TRAININGS AND AFFILIATIONS

- Recent and current professional readings: *Culturally Responsive Teaching and the Brain, The Art of Coaching: Effective Strategies for School Transformation, Waking Up White and Finding Myself in the Story of Race* 2020-2021
- New Teacher Center Webinars 2020
- NSTA and OSTA Conferences (Recent dates) 2020, 2016
- South Metro STEM Summer Earth Science Camp - NASA Remote Sensing Mission Development 2018
- Middle Level Science Curriculum and Assessment Workshops 2012, 2014-2016, 2018-2019
- Sheltered English Instruction Workshop 2014, 2015
- Common Core State Standards Regional Training 2014
- *Leading Professional Development for the Seven Strategies of Assessment for Learning* Training 2011

COMMUNITY INVOLVEMENT

- Youth Dynamics Adventures, Volunteer Mentor, Adventure Guide, Support Staff 1999-Present
- First Evangelical Presbyterian Church of Oregon City, Volunteer Sunday School Teacher/Nursery Care 2008-2012, 2014-2020
- First Evangelical Presbyterian Church of Oregon City, Volunteer Deacon 2009-11, 2015-2017
- Canby United Soccer Coach 2018, 2019

RESEARCH INTERESTS

- Regular use of academic conversations in the science classroom and the effect on student efficacy, language development and academic success
- Mentoring of early service teachers and the effect on teacher efficacy, student learning gains and teacher longevity
- Involvement in long-term place based investigations/field study and the impact on student attendance, engagement, learning and long term STEM interest
- Implementation of antiracist strategies and the effect on the efficacy and academic success of traditionally marginalized students