

MEGAN G. HILLS

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EDUCATION

Doctor of Education (anticipated) Southeastern University	2021
Master of Arts, Education: Leadership and Curriculum Development Vanguard University	2013
Graduate Program - Teacher Credential Program Southern California College California State Teaching Credentials: Multiple Subject and Single Subject, English	1988
Bachelor of Arts, summa cum laude, English Southern California College	1987
Undergraduate Studies, English Westmont College	1983 – 1986

TEACHING EXPERIENCE

Assistant Professor of Education-George Fox University, Portland	2016 – Present
Visiting Professor Hunan Institute of Science and Technology Yueyang, China	May 18 – June 1, 2019
Humanities, Logic, and Art History Teacher, Secondary - Veritas School Created an integrated program of history and literature for middle school students; fostered deep knowledge of content through close reading of complex texts, discussion based analysis, and rigorous academic writing; developed assessments; maintained regular, excellent communication with colleagues and parents.	2007 – 2017
Art Teacher, Primary - Veritas School, Oregon Established and executed a curriculum incorporating art history, appreciation, and participation for elementary school students; collaborated with colleagues to ensure vertical alignment within the integrated program.	2002 – 2007
Teacher - Montclair Elementary School, Cupertino Union School District, CA Developed and implemented daily and unit lesson plans; administered tests and analyzed student performance; conducted group/individual reading, math and science activities; fostered a classroom environment conducive to learning and promoting excellent student/teacher interaction; maintained regular, excellent communication with colleagues and parents.	1988 – 1992

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Teaching Assistant to Professor Shirley Felt, Southern California College 1987
Collaborated with Dr. Felt to design grammar and composition lessons, taught class weekly, graded course work and exams, held regular tutoring sessions

RELATED EXPERIENCE

Barton Tutor

Volunteer Literacy Tutor, Thrive Learning Center

Coached dyslexic students in reading and spelling using the Barton system, an Orton-Gillingham based program of intensive intervention.

Protocol Trainer / Volunteer

2005 – Present

Designed curriculum; implemented and directed programs focused on college and career readiness for secondary students and corporate professionals; created materials, facilitated lectures and mock interviews, planned annual formal events; consulted with and mentored program leaders at other school sites.

Academic Travel Director

Directed and led American History study tours of Washington, DC and Civil War battlefields for middle school students.

Supper Club Creator / Director

2004 – 2016

Created a program to develop student leadership skills and foster community; organized and mentored student leaders, parents, and members of the community in planning and hosting quarterly dinner dances; promoted positive social interaction between diverse student groups; mentored adult leaders at Veritas School and other school sites.

Conference Speaker

2008 – 2013

Presented lectures to teachers and administrators at annual Veritas School Teacher's Conferences: *Protocol-Manners Matter*, *Designing an Integrated History and Literature Program*, *Teaching Writing in the Logic Stage*, *Art in the Elementary Classroom*.

Yearbook Advisor

2001 – 2012

Mentored high school students in writing, developed student leadership skills, assisted in the production of the yearbook.

Private Tutor

2010

Wrote and directed a course of study for private history and literature students; differentiated instruction to meet student needs: improving student writing, developing critical thinking skills, and ensuring readiness for high school.

Guest Speaker - George Fox University

Demonstrated strategies for integrating art in the elementary curriculum with a focus on academic vocabulary, content knowledge of art history and specific artists, and participation using a variety of mediums in hands-on workshops for students in the Master of Arts in Teaching program.

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Student Study Team Member - Montclair Elementary

1988 – 1990

Developed deep understanding of the importance of differentiated instruction; participated with administrators, resource specialists, and teaching colleagues to review formal student assessments and anecdotal evidence and formulate action plans for intervention leading to student success; supported collaboration between teachers, learning specialists, and parents.

Presentations

Hall, C., Hills, M., Thornhill, S. (2019). Think, Write, Teach: Culturally Responsive Literacy with Wordless Picture Books. Presentation accepted at Oregon State Literacy Association, Portland, OR.