ROBIN A. W. LILLY

*curriculum vitae*

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PROFILE

Passionate, professional educator with extensive experience as a classroom teacher, instructional coach, professional development designer, and workshop facilitator, interested in intellectually engaging opportunities to apply and expand knowledge of positive psychology, educational philosophy, literacy education, social justice, curriculum, and instructional design. Skilled in writing, writing instruction, graphic design, project management, organization, and service with a diverse professional background. Technologically innovative, culturally responsive, and deeply reflective, focused on helping others find purpose, meaning, academic success, and personal well-being such that they flourish and contribute to the flourishing of others.

AREAS OF SPECIALIZATION & COMPETENCE

Professional development design & facilitation, writing instruction, writing assessment, academic research, literature review, technology integration, curriculum design, assessment design, formative assessment, classroom culture and management, purposeful and authentic evaluation systems, social-emotional learning, Socratic seminar, student-centered instructional practices

AREAS OF ACADEMIC & PROFESSIONAL INTEREST

Philosophy of education, positive psychology in education, constructive civil dialogue, culturally responsive education, cross-cultural understanding, authentic assessment, project-based learning, inquiry-based learning, strengths-based teaching/learning, growth mindset, applied Socratic methods, blended learning, technology integration, re-professionalizing teachers, appreciative inquiry, purpose

EDUCATION & TRAINING

M.Ed., EDUCATION & TEACHING
California Single-Subject Credential, English-Language Arts

**California Lutheran University**

B.A., ANTHROPOLOGY & WORLD LITERATURE

**University of California, San Diego**

Professional Certificate, GRAPHIC DESIGN

**University of California, Santa Barbara – Extension**

Educator Certification, LITERATURE, LANGUAGE AND LITERATURE, PHILOSOPHY

Examiner Certification, LITERATURE, LANGUAGE AND LITERATURE

**International Baccalaureate Organization**

PROFESSIONAL EXPERIENCE

CONSULTANT

Independent Contractor / Self-Employed / June 2018-Present

* Design, market, and conduct engaging and relevant professional development workshops for teachers. Workshops span 1-3 hours; topics include: Strengths-based Teaching & Learning; Creating a Culture of Wellbeing; Wellbeing for Teachers; and Going Gradeless: Authentic Assessment Practices

TEACHER-LEADER

California Writing Project, Cal State Northridge Writing Project / 2009-Present

* Design and implement professional development workshops for teachers and fellow CWP teacher-consultants, from 1-day workshops to week-long “Open Institutes”, including topics such as Improving Student Analytical Writing, Rethinking Writing in the Age of Common Core, Content-Area Study Teams, and others related to developing professional capacity in literacy and writing instruction

SECONDARY EDUCATION TEACHER, ENGLISH & PHILOSOPHY

Conejo Valley USD, Newbury Park High School, Newbury Park, California / August 2004-June 2018

* Designed curriculum under district, state, and International Baccalaureate guidelines for a full range of courses and provided instruction to students from grades 9-12 and in course levels from standard to honors, including pilots of 3 new International Baccalaureate courses:
	+ International Baccalaureate English A: Literature HL & English A: Language & Literature HL
	+ International Baccalaureate Philosophy HL
* Designed & implemented authentic assessment practices based on mastery learning and student reflection
* Served in a multitude of advisory roles, from IB Extended Essay to School Site Council, Faculty Advisory to student clubs (2-3 different groups every year), Focus Group leader on WASC team (Assessment), District Curriculum Committee, and district Digital Leadership Teams
* Created and coordinated multiple site-based professional development opportunities for staff
* Coordinated collaborative efforts in common assessment design and helped lead district’s professional development training and implementation of Common Core State Standards
* Initiated and led initiatives on campus that grew into programs, including purchase of core literature texts, training writing tutors, and facilitating staff self-care practices (e.g. yoga, mindfulness, gratitude, exercise, and inquiry)
* More on my curricular and instructional practices can be found at <http://sites.google.com/site/msrlilly>

INSTRUCTIONAL COACH
Conejo Valley Unified School District, Thousand Oaks, California / 2014-2016

* Designed, created, and implemented professional development workshops for teachers across the district to meet district’s LCAP, site-based administrators’, and teachers’ goals
* Collaborated with other coaches to design district-wide professional development for English-Language Arts teachers, grades 6-12, focused on improving student writing outcomes through building teacher capacities

EXAMINER

International Baccalaureate Organization, Cardiff, Wales / LANGUAGE & LITERATURE / 2010-2018 ETS & Cal-State University (EAP) / EARLY ASSESSMENT PROGRAM / 2009-2012

* Served as associate examiner for 4 different IB examination sessions, including May 2018 examinations
* Scored Written Assignments (Literature HL Course), Written Tasks (Language & Literature HL Course), Paper 2 (Literature HL and Language & Literature HL courses).
* Served as associate examiner for multiple examination sessions of the written component for the EAP placement examination of the Cal State University system, administered by ETS

JUDGE – SCHOLASTIC ARTS & WRITING AWARDS
Western Region-at-Large / 2010

* Served as local judge for a variety of written genres (essay, poetry, short story, journalism, dramatic scripts) and portfolio submissions to the 2010 Scholastic Arts & Writing Awards, coordinated through the California Writing Project.

SALES & SALES SERVICE REPRESENTATIVE

Quebecor World, Atlanta, Georgia / 1995-2003

* Provided customer service and project management from conception to delivery both as a sales representative and in support of other regional sales representatives for global direct marketing, catalog, and promotional materials printing company

Full work history available upon request; other experience includes marketing, office & operations management, and freelance graphic design.

PROFESSIONAL CONTRIBUTIONS

**PUBLICATIONS**

Pending: ISAW Book project, co-author, pending publication Spring 2019

 “It Can’t Be Done!” Winner, CATE Professional Writing Contest, *California English,* June 2011

**INDEPENDENT WORKSHOPS**

“Wellbeing for Teachers”, a retreat-style workshop for teachers, August 18, 2018, Moorpark, CA
Repeat workshops planned for September

“Cultivating a Culture of Well-being: Classroom routines and strengths-based teaching & learning”, Conejo Valley Unified School District, Newbury Park , CA , August 16, 2018

**CONFERENCE PRESENTATIONS**

“Cultivating Conditions for Flourishing”, poster session, The World Positive Education Accelerator, Dallas, TX, June 25-28, 2018

“Inviting Students into the Gradebook,” California Teachers of English Annual Convention, Ontario, CA, February 11, 2012

“Designing Genre-Based Writing Assignments,” California Teachers of English Annual Convention, Los Angeles, February 13, 2010

“Putting Students on the Road to Academic Writing: Applying Genre Theory to Crafting Effective Writing Assignments”, Write to Literacy Conference, Cal State Northridge Writing Project, October 2009

“Classroom-based research on effective writing instruction and perceptions of the role and efficacy of feedback,” Writing Research Across Borders, UC Santa Barbara, February 24, 2008

**WRITING** **PROJECT** **WORKSHOPS**

 “Improving Student Analytical Writing (ISAW)” Workshops, Cal State Northridge Writing Project

Ongoing; previous 1-4 day workshops: November 8, 2014, November 15, 2014, January 31, 2015; October 17, 2015; February 6, 2016; July 26-28, 2017. Pending: September & October 2018, February 2019

“Formative Assessment & Digital Tools for Improving Student Writing,” Presentation, California Writing Project Pre-Convention, February 13, 2014

“Building site capacity around Smarter Balanced Assessments – Content areas,” Presentation, California Writing Project, UC Davis, October 2013

“Making the Moves: Implementing the CCCSS in our classrooms,” Presentation, Cal State Northridge Writing Project, September 24, 2013

“Rethinking Writing in the Age of Common Core,” Open Institute, Cal State Northridge Writing Project, July 8-12, 2013

“Close Reading, Complex Texts and Writing in the Content Areas,” PD Workshop, California Writing Project / Green Dot Schools – Locke High School, February 27, 2013

“Because Writing Matters,” Open Institute, Cal State Northridge Writing Project, July 9-13, 2012

“Content Area Study Team (CAST),” series of four 3-hour facilitated inquiry workshops, Cal State Northridge Writing Project, Spring 2011, Fall 2011 & Spring 2012

“Developing a Culture of Writing,” PD Workshop, California Writing Project / Reseda High School – Social Studies Department, November 9, 2010

**INSTRUCTIONAL COACH / SITE-BASED PROFESSIONAL DEVELOPMENT WORKSHOPS**

“Practicing Presence.” Professional Development Workshop – Blended learning/hybrid of online-PD and face-to-face discussion. Newbury Park High School, March-May, 2018

“Creating a culture of well-being,” Professional Development Workshops, Newbury Park High School, August 23, 2016; September 21, 2016

“Google Applications and Turnitin.com for Intermediate Users,” CVUSD, August 21, 2015

“Google Applications for Novice Users,” CVUSD, March 23, 2015 and August 21, 2015

“Using Google Apps with Students,” Redwood Middle School, October 29, 2014

“Integrating Knowledge and Ideas: Compare-Contrast Strategies,” CVUSD, May 8, 2014

“Formative Assessment & Digital Tools for Improving Student Writing,” CVUSD, March 17, 2014 and April 4, 2014

“Using Mentor Texts – The Reading/Writing Connection,” CVUSD, February 6, 2014

“Creating Common-Core Aligned Writing Assessments,” CVUSD, November 7, 2013 and January 9, 2014

“Using Mentor Texts to Develop Content Area Literacy,” CVUSD, December 5, 2013

“Teaching Students to Think”, CVUSD, October 10, 2013

**OTHER PROFESSIONAL DEVELOPMENT**

“Preparing for the transition to CCSS”: working with district personnel, participated in close study of new standards and SBAC assessments; created training sessions for professional development across the district during the summer of 2013 through the 2013-2014 school year, including the development of district-wide writing assessments, evaluation calibration sessions with teachers, and targeted writing instruction strategies for teachers

“Learning Walks”: Designed, organized, and facilitated peer-observations of teachers in action, both within and across disciplines, on multiple occasions during the 2015-16 and 2016-17 school years, with follow-up meetings, reflections and reporting. More than 20 teachers participated as observers, with as many participating in as hosts.

PROFESSIONAL AFFILIATIONS

**Teacher Leader,** California Writing Project, Cal State Northridge Writing Project, & Improving Student Analytical Writing Leadership Team

**Member,** International Positive Psychology Network

**Member,** California Association of Teachers of English, Southland Council

**Member,** National Council of Teachers of English

**Member,** Walnut Canyon School Site Council (current and past parent representative)

**Member,** Newbury Park High School Faculty Advisory Committee, 2015-2018

**Member,** Moorpark Unified School District Strategic Planning Committee, 2009-2015

RECOGNITION AND AWARDS

**Teaching with Honor Award,** National Honor Society, April 2018

**Teacher Leader of the Month,** California Writing Project, March 2016

**Teacher exemplar,** California CCSS Professional Learning Modules – Assessment, California Department of Education’s My Digital Chalkboard

“Most likely to lead a movement,” voted by IB Diploma candidates, class of 2016