

Martha J. Bianco, Ph.D.

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Objective

Transfer of over 30 years' experience as a professional educator into a community college instructor position in adult basic education, GED, developmental and college-level English, or English to Speakers of Other Languages, enhancing my experience in teaching nontraditional students, non-native English speakers, and otherwise "difficult-to-serve" learners.

Profile

Dynamic, energetic, creative, and compassionate educator with several decades' experience teaching a broad array of subject matter to a wide range of students, varying in age, grade, and academic level; socioeconomic status; culture, nationality, and ethnicity; family background and individual challenges; and skill level, academic needs, and learning style. Emphasize multimodal and "authentic" learning opportunities, accessible across broad student-ability continuum. Present material in a highly organized, predictable pattern, but with varying methods of content delivery and ongoing adjustments to meet classroom needs. Take extra steps to ensure individual success and retention. Maintain humorous, motivating, and exciting, yet well-managed classroom.

Flexible, versatile, quick to respond to changing expectations. Accustomed to working within a variety of postsecondary educational settings, including vocational, community college, and public and private universities. Self-motivated to learn and master institutional policies and procedures, mission statements, and service philosophies regarding high levels of student success and retention. Experience working in and understanding the challenges and opportunities of the part-time adjunct teaching milieu, always willing to take on last-minute assignments and to support colleagues. Exceptionally quick, thorough, and high-quality responses to departmental and professional requests for action.

Summary of Relevant Experience, Skills, and Strengths

GENERAL TEACHING

- ◆ Emphasize critical thinking & multidisciplinary learning
- ◆ Focus on language & technological literacy
- ◆ Teach and support academic & career survival skills
- ◆ Expertly integrate high-tech modalities into classroom
- ◆ PowerPath training
- ◆ At-risk/corrections experience
- ◆ Recognition for teaching excellence

ENGLISH TEACHING

- ◆ ABE/GED/DE grammar, punctuation, vocabulary, spelling (10+ years)
- ◆ Writing composition (10+ years)
- ◆ ESOL (4+ years)
- ◆ Reader leveling (Flesch-Kincaid, Reading Recovery, DRA, etc.)
- ◆ Use Orton-Gillingham & Laubach reading methods
- ◆ Writing & copyediting experience
- ◆ Book / article reviewer & referee

ACADEMIC ADMINISTRATIVE

- ◆ Banner, Blackboard, MyPCC
- ◆ FERPA and ADA
- ◆ Administration and interpretation of tests, e.g., CASAS, COMPASS, GED
- ◆ Oregon Functional Level Descriptors
- ◆ Service on institutional committees
- ◆ Head, English department, College of Legal Arts
- ◆ Assistant director, CUS, PSU
- ◆ Director, computer lab, CUPA, PSU
- ◆ Academic papers, presentations & grants

Professional Teaching Experience

Developmental Education. Part-Time Faculty, Portland Community College, Southeast Center, 2008-2009. Taught Reading 115 (College Reading) and Writing 90 (Developmental Writing II) to diverse student population, including Gateway-to-College high school students, ESOL students, returning-to-school older adults, ethnic minorities, first-generation students, Life Tracks students, and students on parole and/or in substance-abuse recovery. Facilitated observation and enforcement of Student Rights and Responsibilities. Generated clear, concise, and thorough syllabi according to Subject Area Committee and Course Content & Outcome Guides. Created user-friendly homework packets and online materials, with in-class checks and group discussion, followed by frequent skill assessment and weekly feedback and grade reports to every student. Focused on acquisition of reading and writing skills directly relevant and transferable to subsequent college and career work, while stimulating critical thinking and individual resourcefulness and responsibility. Provided 24/7 e-mail and text support for students, holding skill-building sessions for probationary and struggling students. Facilitated multiple learning styles, adjusting content mastery expectations to student ability and curriculum needs. Attended departmental and in-service meetings, encouraged and responded to collegial interaction, and worked hard at student retention. Received exemplary evaluations. Position ended due to funding constraints.

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Adult Basic Education/GED. Part-Time Faculty, Portland Community College, Cascade Campus, Winter 2008. Taught GED social studies and grammar for college and high school-age ABE/GED students. Responsibilities included group content-specific lecture as well as team-based lab instruction, GED preparation, and placement and practice testing. Created multidisciplinary worksheets to provide students with cross-subject preparation in social studies, science, and grammar; prepared materials in conjunction with Steck-Vaughn materials and Oregon GED guidelines. Temporary position.

Adult Basic Education/GED (English and Spanish), ESOL. Instructor, Londer Learning Center, Multnomah County Department of Community Justice, 2006-2007. Taught multidisciplinary, multimodal GED math and language arts for native and non-native English speakers; English for Speakers of Other Languages; and, having been at one time fluent in Spanish, also provided some Spanish GED instruction. Worked with culturally diverse students with a corrections and/or drug and alcohol abuse background. Applied PowerPath techniques for assessing and accommodating at-risk learners, including those with special needs or non-native English-speaking backgrounds. Techniques included hearing and vision screening, scotopic (light sensitivity) testing, and daily and weekly individualized student learning assessments. Created many program-specific materials aligned with the PowerPath program. Special expertise in applying multisensory teaching methods to students with learning differences/disabilities, as well as affiliations with area street gangs. Security clearance allowed access to students' criminal backgrounds and teamwork with parole officers and counselors. Work schedule could not accommodate child-care needs.

Understanding Communities, Sophomore Inquiry, University Studies & Urban Studies and Planning. Associate Professor, Portland State University. First taught this sophomore-level course from 1999 to 2001, returning from 2004-2006 when it was a second-tier multidisciplinary inquiry course within the community studies cluster in Portland State's University Studies undergraduate general education program. Course included significant service-learning component. Also taught **Community Conflict and Film**, Urban Studies and Planning summer course for urban studies, communications, and film students. During this period, I held voluntary workshops in remedial education for student athletes and non-native English Speakers. Left to pursue career change to DE/ABE/GED/ESOL.

Forbidden Knowledge: The Sacred and the Profane, Freshman Inquiry, University Studies. Assistant Professor, Portland State University, 2005-2006. Taught this course using the theme of "forbidden knowledge" (e.g., *Frankenstein*, Milton, *The Matrix*) to teach English composition, quantitative and technological literacy, critical thinking, humanities and social science survey, and ethical responsibility to freshmen in a year-long multidisciplinary, team-based general education course. Left to pursue career change to DE/ABE/GED/ESOL.

Language Arts & Social Science, K-12. Co-op Instructor, Village Home Education Resource Center, Beaverton, 2003-2004. Taught multidisciplinary language arts and social science courses to homeschooling K-12 students in this public alternative school. Also served as member of the Board of Directors, field trip coordinator, and web site manager. During and just prior to this period, I did volunteer work with Portland Public Schools as a reading leveler (leveling elementary-school reading materials according to national standards) and as an uncertified kindergarten teacher. Left upon enrolling my children in more traditional school setting.

Urban Studies. Assistant Professor, School of Urban Studies and Planning, Portland State University, 1988-2001. Began as lecturer in computer applications and urban, social, and political systems while still a graduate student, and advanced through research assistant to assistant professor. Courses taught included undergraduate- through doctoral-level courses in urban history and politics; policy analysis; transportation policy; economic and social welfare policy; urban geography and economy; and film and gender studies. Held these teaching positions while pursuing an active research agenda, publishing papers in peer-refereed journals, and presenting at national conferences. Also served in administrative positions, as **Research Associate** and **Assistant Director**, Center for Urban Studies, 1994-2000, and **Director**, College of Urban and Public Affairs Computer Lab, 1994-2000. During this time, I regularly scored among the highest of the faculty on end-of-the-term student evaluations, received recognition and grants for teaching, and spearheaded a partnership teaching a community-based course with the City of Portland. Left Portland State in 2001 to focus full time on raising my children.

Statistics and Research Methodology I, II, and III. Adjunct Faculty, Lewis and Clark College, 1990-1994. While still a graduate student, I was invited to teach the entire statistics and methods sequence in Lewis and Clark's graduate Department of Counseling Psychology program. I developed content-specific statistics and research methodology materials for graduate

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students, many of whom were returning-to-school students and/or in substance-abuse recovery. I was able successfully to help these students overcome their fear of mathematics and computers, needing also to cover graduate-level statistics computer applications. Nominated for Burlington-Northern Foundation Faculty Achievement Award. I was also invited to teach this graduate-level course as part of a special intensive summer program in the School of Education, University of Portland, summer 1996.

Developmental English and Job Preparation Skills. Department Chair and Instructor, College of Legal Arts, 1982-1989. After having studied and graduated with a certificate in court reporting at the College of Legal Arts (then the Court Reporting Institute), I was offered a position teaching court reporting and English, soon becoming fully responsible for the entire language arts curriculum. Students at this vocational school who were placed into my English classes had skills equivalent to COMPASS writing scores of 30 to 70 or reading scores of 59 to 85. I developed materials for the teaching of grammar, punctuation, spelling, and vocabulary (general and specialized), assessed students, examined and ordered textbooks and created supportive lectures and labs. This was my first real exposure to the adult DE and ABE population. I also served as placement director, helping graduates prepare for and find positions upon graduation. Left to pursue university-level teaching.

English for Speakers of Other Languages, Instructor, Adamopoulos Schools, Athens, Greece, 1978-1981. As a moderately fluent Spanish and French speaker, I taught ESOL to adult Hispanic/Latino and Southeast Asian immigrants as a volunteer with the American Red Cross Society from 1976-1977. Later, being fluent in Greek, I traveled to and lived in Greece, where I taught ESOL to Greek schoolchildren from 1978 to 1981, returning to the U.S., eventually to pursue my doctorate.

Education

PORTLAND STATE UNIVERSITY

Ph.D. 1994 in Urban Studies. GPA: 4.0. Received three scholarships and a Best Dissertation of the Year Award, Certificate of Merit, Society of American and Regional Planning History, 1995. Gained much experience with international non-native students, advocating for support services to benefit this population.

MA coursework only completed **1978**, History. GPA: 4.0. Also minored in modern romance languages (French and Spanish) and in classical Greek. Fulfilled all requirements for master's degree, but left to travel to Greece. Also received **Certificate in Dance, 1978**, specializing in jazz dance and light design.

BS 1975 in History. GPA: 3.85.

COURT REPORTING INSTITUTE

Certificate 1982. Completed course of study as a court reporter in the shortest period of time in the school's history. I went on to chair and teach in the English department of this school under its later name, College of Legal Arts.

PORTLAND COMMUNITY COLLEGE, SYLVANIA

Diploma 1974. Was one of the very first high school students to complete most of their high school education at PCC. My coursework at PCC, focusing on history, laid the groundwork for the rest of my academic and professional career. It also exposed me to a new population of difficult-to-serve students at the time: the Vietnam vet. To this day, I work closely with students who identify themselves as veterans of any nation's armed services.

Professional Activities: Selected Contributions Relevant to Current Career Goals

In alphabetical order

Author, "Internet Resources for Planning Educators," presented at Association of Collegiate Schools of Planning, Tempe, Arizona, November 1994.

Author, "Proposal for a Comprehensive Program to Improve the Educational Environment for Student-Athletes and International Students at Portland State University," prepared for President Daniel O. Bernstine and Vice Provost Terrel Rhodes, May 2006.

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Author, "Small Efficient School Rebels Against Possible Closure," *The Southeast Examiner*, March 11, 2003: 1, 16.

Author, "The Argument Against Small Public School Closure," presented to the Portland School Board, Portland, March 6, 2003.
<<http://www.marthabianco.com/smallschools.pdf>>.

Award Recipient, Curricular Innovation for Integrating HIV/AIDS Awareness into the Classroom, \$500, internal Portland State University award, spring 1999.

Award Recipient, Meritorious Service, Multnomah County Department of Community Justice, 2006-2007.

Guest Speaker, "A Nation Left Behind," education policy presentation, Sisters in Action for Power, Portland, OR, April 2, 2003.

International Student Facilitator, coordinated international student surveys and social and academic gatherings, College of Urban and Public Affairs, 1996 and 1997.

Leveled Reading Program Librarian (volunteer position), Jonathan Edwards Elementary School, Portland 2002-2003. Reviewed K-3 reading materials, evaluated and assigned reading standards levels, organized library system and database.

Member, Carnegie Campus Teaching Excellence Committee (college-wide committee), Portland State University, 1999 to 2000.

Member, College Dean's Technological Advisory Committee (college-wide committee), co-chair and member, College of Urban and Public Affairs, Portland State University, 1998 to 2001.

Member, University Deans' Advisory Committee on Teaching and Technology (university-wide committee), Portland State University, 1997 to 2001.

Nominee, Best Teacher of the Year Award, Portland State University, 1998-1999.

Nominee, Burlington-Northern Foundation Faculty Achievement Award, Lewis and Clark College, 1990-1991.

Portfolio Reviewer, reviewer of freshman inquiry final term portfolios, Portland State University, spring 2005.

Special Lecturer, "Writing Workshop," a three-hour undergraduate seminar on the writing process for students in PSU's University Studies' Sophomore Inquiry program, Portland State University, Portland, winter 2005.

REFERENCES

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