

## **Diana Sánchez**

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### **EDUCATION**

#### **Smith College, Northampton, MA**

- ◆ Master of Education of the Deaf, May 2006
- Related Coursework: Hearing, Speech and Deafness; The Young Deaf Child (Birth to Five); Developing Auditory Oral Communication; Language Development; Perspectives of Deaf Culture; English Language Acquisition; Audiometry; Acoustics in Teaching
- Internships: Jean Weingarten Peninsula Oral School for the Deaf, Redwood City, CA, Cora Barclay School for the Deaf (Adelaide, South Australia) and Taralye Oral Language Center for Deaf Children (Victoria, Melbourne, Australia)
- ◆ Workshops and Conferences: Clarke Mainstream Conference (Fall 2005), Cochlear Implant Workshop (Fall 2005), Carol Flexor Listening and Spoken Language Conference (Winter 2006)

#### **Concordia University, Irvine, Irvine, CA**

- ◆ Bachelor of Arts, May 2005
- ◆ Majors: Applied Liberal Arts
- ◆ Related Coursework: Literacy, Teaching Elementary School Math, Teaching Elementary School Science

### **TEACHING EXPERIENCE**

#### **Teacher of the Deaf- Los Angeles Unified School District, Los Angeles, CA (Fall 2006-present)**

- ◆ Taught Preschool and Kindergarten for 4 years in an Auditory/Oral Special Day Class
- ◆ Used Auditory Verbal techniques to develop spoken language in Deaf/Hard of Hearing children
- ◆ Daily checks of students' hearing aids/cochlear implants to ensure they are working as well as troubleshooting equipment when needed
- ◆ Scaffolded/modified curriculum giving students can access California State Standards
- ◆ Team-taught (collaborated) with general education teacher to integrate DHH students into a general education setting using a push-in and mixing model
- ◆ Write student's Individual Education Plans (IEP) to ensure students are provided with necessary services to be able to access the general education curriculum
- ◆ Maintained appropriate student records (teacher observations, performance assessments and language samples), administered assessments, submitted required reports and other required information
- ◆ Engaged children in play-based learning experiences purposefully designed to promote specific listening, language, and speech targets

- ◆ Coordinate the Deaf/Hard of Hearing Parent Academy monthly meetings including: planning topics, contacting parents to attend, finding presenters, overseeing budget, etc.
- ◆ Professional Development: Elementary Mathematics- Grade 5, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment, Advanced Professional Development for Special Day Program Teachers, Listening & Literacy: Reading Instruction for Children with Hearing Loss, Professional Development Reading Institute, ABCs of Auditory Verbal Education
- ◆ Leadership Opportunities: Local School Leadership Council- Chair of Professional Development Committee (3<sup>rd</sup> Year), Student Council Advisor (2<sup>nd</sup> Year), School Safety Committee Member (2<sup>nd</sup> Year), Modified Consent Decree Committee (to ensure our IEPs are in compliance- school wide (3<sup>rd</sup> Year).

**Student Teacher**, Clarke School for the Deaf, Northampton, MA (Fall 2005-Spr 2006)

- ◆ Developed and led lessons in 8<sup>th</sup> grade social studies, and 3<sup>rd</sup> grade social studies and technology, and 6<sup>th</sup> grade reading
- ◆ Conducted speech therapy sessions with individual students and groups
- ◆ Conducted daily listening checks
- ◆ Executed necessary hearing aid/cochlear implant troubleshooting

## RELATED EXPERIENCE

**Weekend Dorm Parent**, Clarke School for the Deaf, Northampton, MA (Fall '05-Spr 06)

- ◆ Coordinated students' daily schedules and dorm activities
- ◆ Supervised a floor of children ages 8-15
- ◆ Monitored residential students' hearing aids/cochlear implants

**Internship**, Jean Weingarten Peninsula Oral School for the Deaf, Redwood City, CA

- ◆ Daily observations of teachers working with students 3-5 years old & K-2<sup>nd</sup> grade
- ◆ Participated in various parent workshops to learn more about issues parents are interested in
- ◆ Translated for a parent during an IEP meeting and was then asked to attend their IEP meeting with the school district

**Internship**, Oralingua School for the Hearing Impaired

- ◆ Daily observations of teachers working with students from 3-4 years of age, 5-7 years of age, as well as their parent-infant program.
- ◆ Substituted and lead various activities while teachers attended IEP meetings.
- ◆ Was asked to translate for a parent during an annual IEP meeting.

## RELATED PROFESSIONAL EXPERIENCE

**Program Coordinator, GEAR UP Santa Ana**, Univ. of California, Irvine, Irvine, CA  
**May 2004-June 2005**

- ◆ Provided pre-collegiate services to students, parents, and teachers from Lathrop Intermediate and Century High School in the Santa Ana Unified School District

- ◆ Facilitated presentation to students to inform them of various higher education topics.
- ◆ Worked as a liaison between assigned schools, Santa Ana College and UC Irvine.
- ◆ Duties Included: Homeroom for College Presentations for Lathrop Intermediate, Coordinating Saturday Academy in Mathematics for GEAR UP Schools, Coordinating field trips for students to university campuses, Supervising 15 undergraduate staff and conduct academic advising for students on a university track

**Director , GEAR UP Summer Residential Program, Univ. of CA., Irvine, Irvine, CA  
Summers: 2000-2004**

- ◆ Coordinated the GEAR UP Summer Residential Program for incoming 9th grade students from the GEAR UP middle schools in Santa Ana Unified School District.
- ◆ Duties Included:
  - ◆ Interviewing, selecting, and training undergraduate staff and classroom teachers
  - ◆ Distributed participant applications, recruited students, selecting participants
  - ◆ Put together program agenda, scheduled presenters, coordinated field trips, etc.
  - ◆ Conducted an evaluation of program and activities
  - ◆ Remained on campus for the duration of the program.

**Academic Outreach Coordinator , University of California, Irvine, Irvine, CA  
August 2000-July 2004**

- ◆ Coordinated the Saturday Academy in Mathematics (SAM), academic program focusing on accelerating student academic achievement in mathematics.
- ◆ SAM addressed specific needs of educationally disadvantaged students in select secondary schools in Orange and Los Angeles County.
- ◆ SAM encompassed fourteen middle schools in Santa Ana, Compton, Garden Grove, and Montebello Unified School District.
- ◆ Duties included:
  - ◆ Coordinated curriculum training for participating teachers
  - ◆ Monitored students weekly attendance and progress
  - ◆ Recruited students and parent participants
  - ◆ Worked as a liaison between UC Irvine and participating schools
  - ◆ Monitored Undergraduate Students academic and professional status

**ADDITIONAL SKILLS:**

- ◆ Fluent in Spanish (speaking, reading, and writing)
- ◆ Proficient in Microsoft Word, Excel, PowerPoint