

Curriculum Vitae

Jennifer A. Botello, Ed.D

Professional Summary

Highly motivated and energetic instructional leader who is committed to the research, training, publication and coaching of literacy learners for the benefit of all students, especially students with diverse backgrounds.

Education

2014	Doctorate in Educational Leadership	Lindenwood University
2011	Master of Arts-School Administration	Lindenwood University
1999	Master of Science- Reading	Southern Illinois University-Edwardsville
1991	Bachelor of Science - Elementary Education	Southern Illinois University- Edwardsville

Professional Certifications

2011 Initial Administration, K-8, 7-12

1997 BR Reading Specialist , K-12

1991 Elementary Education, Grades 1-8

Research Interests

Digital Assessment, Measurement and the Effect on Educational Policy, Research and Practice

Reading Methods and Student Achievement

Community Partnerships and Student Achievement

Multi-Tiered Systems of Support and the Effect on Student Achievement

Student Motivation and Student Achievement

School, Community and Parental Partnerships and the Effect on Student Achievement

Mentorship and the Effect on Student Achievement

Reading Research: Prosody of Language and the Effect on Reading Standard English

Reading Research: Language (Standard English Structure) and relationship to Concept of Number

Applied Learning Experiences for Pre-Service Teachers

Pre-Service and Beginning Teacher Experiences and Support

Peer- Reviewed Publications

Botello, J. (2014). *Comparing the effect of two types of computer screen background lighting on students' reading engagement and achievement.* (Doctoral dissertation). Retrieved from Proquest LLC. (UMI 3618650)

Botello, J. & Gregory, B.A., Educated: A Memoir and the Impact on Teacher Preparation Programs., *National Youth at Risk Journal*, 4(1,1) 2020, 3.

Williams, M., Botello, J., & Bogdon, O. (2021) Navigating Necessary Change: Leadership Through Technology Transformation. *Ubiquitous Learning: An International Journal*. (Accepted with revisions 01/06/21)

National and International Presentations:

Botello, J. (October, 2019) *Comparing the Effect of Two Types of Computer Screen Background Lighting on Students' Reading Engagement and Achievement*. International Literacy Association Conference, New Orleans, LA.

State and Regional Presentations:

Botello, J. & Gregory, B. (October, 2019) *Trauma Informed Tools and Strategies to Build Self Efficacy in Classrooms*, (MACTE) Fall Conference, Camden at the Lake, Lake Ozark, MO, October, 2019

Botello, J. & Koch, M. (April, 2019) *Role of Social Emotional Learning: Tools and Strategies to Build Self Efficacy in Classrooms and Reading Recovery Lessons*, Ca/N Conference, MWSU, St. Joseph, MO.

Botello, J. & Thorne-Wallington, E. (March 26, 2019) *Beyond the Field Experience: Best Practices for Collaboration*, Missouri Association of Colleges for Teacher Education (MACTE) Spring Conference, Columbia, MO.

Botello, J. (January 7, 2019) *The Next Step Forward in Guided Reading*, (Richardson, 2016), Elementary Teacher Professional Development Day, Jennings School District, St. Louis, MO.

Botello, J. & Williams, M. (March 8, 2021) *How to Ride a Backwards Bicycle: Virtual Applied Learning 2021*, Missouri Association of Colleges for Teacher Education (MACTE) Spring Conference, Virtual Conference.

Higher Education Experience

August 2018-present	Missouri Western State University	St. Joseph, MO
Aug. 2010- 2011	St. Louis Community College <i>Courses: Reading Developmental Studies, RDG 016&030</i>	Ferguson, MO

Work Experience

<i>2018-present</i>	Assistant Professor of Literacy	<i>Missouri Western State University</i>
<i>2015-2018</i>	Principal, Ray Miller Elementary	<i>Kirksville R-3 School District</i>
<i>1991-2015</i>	Various Practitioner Roles	<i>Ferguson Florissant School District, St. Louis, MO</i>
<i>2013-2015</i>	Oasis Coordinator, Central Office	
<i>2006-2015</i>	Instructional Coach, Walnut Grove School	
<i>2005-2014</i>	Reading Recovery Teacher, Walnut Grove School	
<i>Summer 2011</i>	Principal, Walnut Grove School	

Summer 2012 *Principal, Johnson Wabash School*

1991-2005 *Elementary Classroom Teacher, Halls Ferry School- grades 1-6*

Assistant Professor of Education and Literacy, Missouri Western State University

Teaching:

Taught core K-12 pedagogy elementary undergraduate/graduate education courses face to face and online. Advised and supervised students in the field during their Junior and Student Teaching Experience. Courses included:

EDU 360 Assessing and Individualizing Reading which covered the philosophy, theories, pertinent studies and findings, and test instruments aiding perception and analysis of performance levels and behaviors in learning to read; develops expertise in determining the strengths and weaknesses of each pupil and the casual relationship of the total reading performance pattern; develops observation and evaluation skills to study, develop, and utilize selected evaluation instruments for adapting class methods and materials to the needs of students. Included an off-campus applied learning experience.

EDU 375 Teaching Reading in the Elementary School which included: An application level course focused on investigating children's literacy development in the context of balanced literacy program. Students plan, teach, and evaluate a sequence of reading and language arts lessons, managing both small and large groups of children. One student was remotely integrated using Zoom technology on a daily basis.

EDU 430/591 Teaching Students with Reading Deficits for undergraduates and graduate students which included : Literacy assessment techniques and interventions for upper elementary, middle, and high school students with reading deficits

EDU 300 Introduction to Early Childhood (online) which included an introduction to the field of Early Childhood education- age's birth to 3rd grade. A review of the history, philosophy, policies, issues, and trends. Child growth and development, play-based practices and developmentally appropriate practices will be emphasized. Curriculums will be reviewed.

EDU 403 Student Teaching Seminar which included: Legal Implications for student teachers and new teachers,(Elementary, Secondary and Special Education) Trauma Informed Instruction, Lesson planning review, Resume writing, cover letters and credential files, Mock Interviews, Creating a portfolio, Parent-Teacher Conferences, Communication in writing and digital media, Classroom Management, Formative Administrative Assessment (NEE),Answering questions application process.

EDU 351 Mathematical Methods which included teaching elementary pre-service teachers in grades PreK-8 Mathematical processes and content for teaching Mathematics in schools. Students plan, teach and evaluate a student who needs tutoring in Math and apply the content learned in the course throughout their lesson series. Some students taught Math tutoring sessions online via Zoom. All students taught a whole group and small group lessons in an elementary school setting , in addition to learning the pedagogical content of the course.

EDU 355 Teaching Mathematical Deficits focuses on teaching students-whether formally identified for special education services or whether struggling in the regular classroom setting without accommodations- with mathematics deficits. A special emphasis will be placed on research-based instructional methodologies and developmentally appropriate approaches to math instruction. Similar emphasis will be placed on

differentiation and both formative and summative assessment for significant student progress in this content area.

EDU 678 Capstone 1 : advised and led a graduate student in a graduate thesis.

EDU670 Capstone 2: advised and led a graduate student in a graduate project and defense.

Service:

Co-Chair- Applied Learning Steering committee (2020-present)

Chair- CALHE (Conference of Applied Learning in Higher Education), (2020-present)

Lead Chair -(CALHE) Conference of Applied Learning in Higher Education. The 14th Annual Conference on Applied Learning in Higher Education (CALHE) will be held in the spring of 2022 (April 21-23, 2022) on the campus of Missouri Western State University. The title of the conference is PIVOT-AL 2022 – Virtual Learning (Pedagogy Innovation Vision Outreach Technology) –This applied learning conference partners with two other universities, the State University of New York (SUNY) and the University of North Carolina at Wilmington to promote applied learning in higher institutions. Individual presentations, poster presentation, workshops , roundtable, panels and demonstrations make up the event. This event celebrates the practice of Applied Learning in Higher Education, a focus and distinction found in MWSU ,the designated Applied Learning Institution for the State of Missouri. As lead chair, I led a committee of 8 faculty with support from the Office of Applied Learning. March 14, 2021 - Present.

Faculty Senate Committee: Fringe Benefits Committee (2019-2020)

CAEP Department of Education Committee (2020)

KDPI Counselor for Department of Education

KDP Counselor (Kappa Delta Pi Honor Society) for the Department of Education - Missouri Western State University. Kappa Delta Pi (KDP), International Honor Society in Education fosters excellence in education and promotes fellowship among those dedicated to teaching. I became the lead counselor of the local chapter for MWSU. We offer a variety of programs, services, and resources, KDP supports and advances educators throughout the phases and levels of their teaching careers. August 23, 2021 - Present.

Curriculum Alignment Committee for ELA

Graduate Committee member

Ad-Hoc Committee in Northland Preparation and Planning Committee

Advisor- Department of Education- Advised Elementary, and Early Childhood undergraduate and graduate students.

Curriculum Designer, Building Futures, St. Louis, MO (2020-2021)

Leading curriculum and currently writing science lessons and projects for Building Futures, a non-profit organization funded by World Wide Technologies, Their building is located in Old St. Louis, North across from Crown Candy. Building Futures has been in existence for the last 9 years. Before the pandemic, Building Futures taught underserved students in the St. Louis Public Schools and surrounding areas how to plan, design and build projects using machine tools on Saturdays and throughout the week. Today, Building Futures is working with Hazelwood School District and St. Louis Public Schools, via Zoom to provide STEAM lessons and curriculum in Math, Science and Art that follow the NGSS Standards and the Missouri Learning Standards in Engineering, Architecture and Design.

Principal, Ray Miller Elementary School

Head principal of grade 3-5 Grade Center- 8/9 sections of each grade, Led Building and District Data teams, PBIS teams, Tiers 123, supported Multi-Tiered Systems of Support in academics and behavior, facilitated and supervised rewriting of curriculum in all subjects, led district in ELA District Data Teams-led committee and made recommendations for professional development for the entire district in the area of ELA using quantitative data, led committee and made recommendations for district materials purchase in implementing new Balanced Literacy Model in District English Language Arts. K-12. Facilitated professional development and provided professional development in the area of formative assessments running records) and Lucy Calkins Balanced Literacy- Units of Study in Reading and Writing. Conducted surveys and analyzed achievement as a result. As a principal, I led a team of 5 teacher leaders to the New York Teachers College Summer Reading Institute. All duties required of the head principal of an elementary school with 600 students.

Awards and Distinctions:

2017 Ray Miller Elementary won the Missouri Green Ribbon Award, nominated for National Green Ribbon School Award in Environmental Education, 2017.

2016 Dr. Mary Richter Missouri School-wide Positive Behavior Support District of Distinction Award for the State of Missouri. Ray Miller Elementary School was also a Gold Star PBIS school, 2016.

2015-2018 Partnerships with Truman University and the Green Thumb Project- Kirksville School District Community Garden. This included coordinating lessons for the Garden and tutoring with Truman Education interns.

District Oasis Coordinator, Central Office, Ferguson Florissant School District, St. Louis, MO

2013-2015

Successfully coordinated Oasis Intergenerational tutoring for 17 elementary schools in the district. Professional development was provided for 110 Oasis volunteers on a monthly basis. Conducted surveys and shared results with all stakeholders. Worked with principals, building site coordinators and the Oasis Institute directors to provide one to one tutoring for elementary students grades K-4 in the Ferguson Florissant School District.

Instructional Coach, Reading Specialist (K-3), Reading Recovery Teacher (grade 1)

- * ***Instructional Leadership Team-*** Facilitate Data Teams, developed building wide Data Dashboard incentive plan. Organized building wide Math and Reading intervention blocks for Tier 3 support-building wide. Assisted in writing Focus School Plan and Building Accountability Plan.
- ***Turnaround School Specialist Cohort -*** University of Virginia (2009-2010, 2010-2011) As member of Turnaround Specialist Leadership Team, assisted principal in rewriting 90 plan for School Improvement. Data analysis shared with stakeholders- based on data plans implemented.
- Developed, organized wrote **Building Reading Improvement Plan** and grant writing to coordinate with district plan to meet the need of diverse student body.

- PBIS Administrative Training (2008), organized and implemented bus procedures and schedules at beginning of the school year. Organized Tier 1 and 2 Universals as the **PBIS Chairperson**.
- As **PLC Team Leader and Data Team Facilitator** conducted Grade Level Meetings and co-facilitated writing of mission and vision statements for our school as we implemented the PLC process.
- Planned and organized **school wide assessments** such as Star Enterprise (LAM), Aimsweb, Gates. SIS of data.
- Wrote ,supervised and coordinated **Early Bird Tutoring ELT program** for grades K-6 (2011-2013). Achievement measured. Students made reading grade equivalency gains by 8 months the first year and currently made reading gains of 12 months- Evaluation March , 2013.

Ferguson Florissant School District, Florissant, MO

Walnut Grove Summer Learning Academy

May-June 2010

Johnson Wabash Summer Learning Academy

May-June 2012

Principal

- Provided reading professional development for teachers on instructional strategies. Increased Reading Scores by 15%.
- Supervised staff of 25 teachers and 6 special education classrooms, which included daily observations and use of evaluation instruments. 316 out of 326 students from 5 different feeder schools were promoted.
- Worked with parents to ensure academic success of students from 5 different feeder schools.
- Organized, and reallocated educational materials for the administration to the Summer School staff .
- Implemented and wrote PBIS curriculum for the Walnut Grove Summer Learning Academy.

Halls Ferry Elementary School, Ferguson Florissant School District

1991-2005

Classroom Teaching Experience. Grades 1,2,3,4,6

- Gold Star –Blue Ribbon Awards (2002-2003). Assisted principal and committee in writing documents.
- Class within a Class – Co-taught with special education teacher using Inclusive Education and Autistic Child Training. Grades 1-2.
- Peer Coaching –Participated in teacher driven professional development process. Increased active engagement of students by 70%.
- Supported pilot of PBIS at Halls Ferry Elementary School: PBIS action research with Laurie Newcomer / Dr. Lisa Powers, University of MO, Columbia.
- Trained in Math a Process Approach: Mrs. Janet Shew (1991-1995) , Marilyn Burns and Kathy Richardson

Professional Trainings

Data Team Training
Implemented Peer Coaching
PBIS-Administrative level
Class within a Class (Grades 1-2)

Rigby Balanced Literacy
Waterford Reading
Reading Recovery Training
Early Literacy Training

Autistic Child Training
Aggression Replacement Training
Reading First Training- Modules 1-12
Envisions Math
Multi-Tiered Systems of Support

Aimsweb Training
Math a Process Approach
Balanced Literacy
PLC Training , 2011-2012
Trauma Informed Training

Professional Organizations

RRCNA (Reading Recovery Council of North America)
MARRE (Missouri Association of Reading Recovery Educators)
Alpha Chi Honor Society
MO-NEA (Missouri National Educators Association)
International Literacy Association
PLTE - Professors of Literacy and Teacher Education
Literacy Research Association
National Council of Teachers of English

Grant Authorship, Recipient, and Fiscal Management

2012 Department of Elementary and Secondary Education Focus Schools Accountability Plan
2013 21st Century Enrichment Grant
2013 Gateway Writing Grant
2014 Extended Learning Grant,
2014 Health and Nutrition Grant
2014 Collaborative Work Grant