

M. Scott Merrill

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Education

M.A. **Multilingual Multicultural Education**, California State University, Fresno.

B.A. **Spanish Literature**, California State University, Fresno.
Summa Cum Laude

Credentials & Certificates

Clear, California Multiple Subject Teaching Credential	June 2017
California Bilingual Authorization for the Spanish Language	June 2013
Preliminary, California Administrative Credential	August 2019
QLT Online Instruction Course, CSU Fresno	October 2020

Honors and Awards

Outstanding Master's Project Award, CSU Fresno	2017
Distinguished Dual Language Immersion Teacher, Fresno Unified	2019

Professional Experience

- **3rd grade Dual Language Immersion Teacher** August 2014-2018
- **Transitional Kindergarten Dual Language Immersion Teacher** August 2018-Present
Instruction is given with the goal to produce bilingual and biliterate students. Ewing elementary follows the 90:10 model of dual language education.
- **Grade Level Lead Teacher** August 2015-Present
Ewing Elementary School, Fresno CA
Fresno Unified School District
The lead teacher is responsible for facilitating weekly personal learning communities and helping guide the grade level in planning, and assessing instruction.
- **Graduate Program Assistant** January 2016- May 2017
Multilingual Multicultural Education, M.A.
California State University, Fresno
Helped to increase enrollment in the MME and Bilingual Authorization programs by creating a more engaging website, and by planning and directing promotional videos that describe the program to potential students. In the first semester after this was done the MME program enrolled its largest cohort to date. Responsibilities also included supporting faculty with the integration of educational technology into their teaching practices.

M. Scott Merrill

- **Lecturer**

California State University, Fresno

August 2020-Present

Taught LEE 157 Teaching English Learners in Secondary classrooms during the fall 2020 semester.

Research Experience

Culminating Project

August 2015-May 2017

Cultivating Bilingual Identities in Dual Language Schools

The purpose of this project is to investigate the language identities held by students in an urban dual immersion school in central California and the factors that influence them in order to understand the impact that a positive bilingual identity has on student motivation and language acquisition. The findings of this project were used to create a school climate that is more conducive to the production of positive bilingual identities.

Conference Presentations

Fresno Unified Dual Immersion Parent Conference

Using Technology in Dual Language Classrooms

April 2014

Cultivating Bilingual Identities in Dual Language Schools

March 2019

California Association of Bilingual Educators Conference

March 2018

Promoting, Cultivating, and Sustaining Effective Dual Language Programs

Professional Accomplishments

\$14,000 dollars raised for technology at Ewing Elementary

In 2016 I initiated and led a campaign among interested teachers to use crowdfunding sites in order to bring more technology into the classroom. After training teachers about how to use www.donorschoose.org, we raised \$14,000 and were able to purchase 70 new computers and a 3D printer for our school site. Because of this all 3rd graders at my site now have a 1:1 student to computer ratio.

Created www.FresnoTKDL.org to support student learning across the district during the suspension of school during the COVID-19 pandemic. In the first week the site reached over 1,4000 users in 15 countries.

References

Teresa Huerta	<u>thuerta@mail.fresnostate.edu</u>	559-273-3529
Tony Vang	<u>tvang@csufresno.edu</u>	559-278-0284
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