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TEACHING PHILOSOPHY

Schools serve as environments where every student has the opportunity to thrive through the comprehensive support of their social, emotional, and academic well-being. The cultivation of critical thinking skills holds great importance, particularly in the education of deaf students, as it empowers them to envision a future characterized by personal growth and limitless possibilities. By nurturing a sense of shared humanity, we can collectively work towards a world that embraces Multilingual Deaf Education and advocates for inclusivity in all aspects of society.

EDUCATION

- Ed.D candidate, Deaf Education. *Lamar University, Beaumont, TX*. Expected 2025.
- Education Specialist Certification. *Gallaudet University, Washington, DC*. 2006.
- M.A., Special Education. *San Francisco State University, San Francisco, CA*. 2002.
- B.A., Psychology. *Gallaudet University, Washington, DC*. 1997.

CREDENTIALS

- Administrative Services Credential. *California*. July 2021-2026.
- Educational Specialist Instruction Credential. *California*. July 2021-2026.

MARKETING

2023-present **Marketing Content Engagement Strategist**

DawnSignPress, San Diego, CA

- Develop committee for book promotion, curriculum development and book adoptions in ASL, Deaf Studies, Interpreting education, and Deaf Education.
- Integrate Signing Naturally curriculum for ASL instruction into marketing strategies and promotions.
- Utilize social media and online platforms, creating visually appealing marketing materials for diverse campaigns.
- Conduct market research to identify trends and customer preferences, collaborating with marketing teams to meet business objectives.

TEACHING EXPERIENCE

2021-present **Adjunct Instructor**

- Create and distribute the course syllabus.
- Ensure the relevant learning materials that prepare teacher candidates for teaching in Multilingual Deaf Education.
- Provide synchronous and asynchronous instruction in an online environment, engaging lesson plans and activities using Blackboard, Canvas, Google Slides, You-Tube, Zoom, and email.
- Coach and provide feedback to teacher candidates with their student teaching.
- Create space for collaboration and information.
- Evaluate student performance accurately based on rubrics.

California State University, Communicative Sciences and Deaf Studies, Fresno, CA

- Graduate Courses Taught:
 - CSDS 255: Assessment for Deaf and Hard of Hearing Students
 - CSDS 258: Student Teaching for Deaf and Hard of Hearing Students
 - CSDS 262: Teaching Bilingual Literacy Skills to DHH Students
 - CSDS 264: Integration of Technology Across the Curriculum for DHH Learners
 - CSDS 271: Foundations of Teaching
 - CSDS 272: Advanced Studies in Deaf Education

- Undergraduate Course Taught:
 - CSDS 164: School Subjects for Deaf and Hard of Hearing Children and Youth
Gallaudet University, School of Language, Education, and Culture, Washington, D.C.
- Graduate Course Taught:
 - EDU 761-PSG 671: Theoretical Perspectives of ASL/English Bilingual Education for Birth-Five

2023-present High School Bilingual Language Arts Teacher

American School for the Deaf Online Academy, CT

- Tailored ASL and English curricula for online learning with the use of technology, digital textbooks, and online resources for student engagement.
- Cultivated a virtual classroom community through group projects involving ASL viewing, reading, and writing activities.
- Accommodated diverse learning styles and abilities through Universal Design for Learning (UDL) principles to ensure inclusivity.
- Adapted teaching approaches for individual student progress.

2019-2021 Bilingual Language Arts Teacher

California School for the Deaf, Fremont, CA

- Designed synchronous and asynchronous instruction for students using distance education technologies, primarily Google Apps, Flipgrid and email.
- Taught bilingual language arts to sixth graders, incorporating ASL/English bilingual teaching strategies and methods such as Literacy Continuum and Signacy framework.
- Taught elective courses in social justice quilting to culminate in a full-sized quilt.
- Adhered to California Common Core State Standards, K-12 Content ASL Standards, and social justice standards.

2004-2005 Mathematics Teacher Specialist

New Mexico School for the Deaf, Santa Fe, NM

- Established the Math Resource Center and implemented a math framework, strategy guides, and methodologies for students and teachers.
- Trained and assisted 10 K-12 teachers in instruction planning by using the Four Frames model, children's literature, manipulatives, technology, and assessments.
- Planned mathematics-centered school-wide events such as Pi Day, 100th Day of School, and so on.
- Led critical thinking skills workshops for staff to ensure current trends and practices were in place.

2003-2007 Lead Mentor

Center for ASL/English Bilingual Education & Research, Santa Fe, NM

- Trained 50 teachers from schools around the nation on new methodologies and assessment tools for ASL/English instruction of deaf children, especially on Signacy and bilingualism.
- Promoted the acquisition and development of ASL and English among students, staff, and parents by providing family workshops and professional development opportunities.
- Modeled appropriate instructional design integrating innovative technology such as videos.

2002-2004 Elementary Teacher

New Mexico School for the Deaf, Santa Fe, NM

- Taught on various subjects, including language arts, mathematics, social studies, and science.
- Implemented ASL/English bilingual framework while adhering to state standards and best practices, also applying 6+1 Writing Traits, in all curricular areas.
- Integrated technology such as InterWrite Board, document reader, Internet, film editing, clay

animation, and various apps.

- Participated in students' IEPs and provided input during IEP meetings.

1999-2001 Elementary Teacher

California School for the Deaf, Fremont, CA

- Taught reading, writing, mathematics, social studies, science, Deaf studies, and art to 8-10 deaf and hard of hearing students.
- Created and maintained literacy centers using Reading Recovery methods for each student's learning needs, and provided independent and guided reading.
- Incorporated Writer's Workshop techniques, such as the various stages and steps of the writing process, for students, resulting in improved literacy.
- Participated in students' IEPs and provided input during IEP meetings.

ADMINISTRATION EXPERIENCE

2021-2023 Middle School Principal

California School for the Deaf, Fremont, CA

- Directed the Middle School department for 60 students and their families.
- Supervised 10 teachers and 2 supporting staff members.
- Oversaw curriculum and curriculum mapping in accordance with California Common Core State Standards, content area standards, and K-12 American Sign Language (ASL) Standards.
- Set learning goals for academic placements through the use of differentiated instruction and assessments for students.
- Coordinated the system for supporting academic performance and achievement.
- Coordinated schedules for staff and students, including primary class schedules and rotations, while also organizing assemblies and events.
- Incorporated the Responsive Classroom approach to teaching that creates safe and engaging classrooms.
- Facilitated professional training and development within the department.
- Researched new resources to improve trauma-informed teaching and Multi-Tiered System of Support (MTSS) to ensure equitable access for all students.
- Overseen day-to-day school operations.

2005-2019 Elementary School Principal

California School for the Deaf, Fremont, CA

- Planned, directed, and supported the overall activities of the elementary school, serving up to 90 deaf or hard of hearing students and their families.
- Supervised and evaluated 20 teachers and 10 paraprofessionals.
- Oversaw curriculum and curriculum mapping in accordance with California Common Core State Standards, California State English Language Development Standards, and K-12 American Sign Language (ASL) Standards.
- Maintained and created school policies, including the promotion and retention policy, while working with state-level and federal-level regulations and laws, especially for individualized education plans (IEPs).
- Led school reform through rethinking and identifying the strengths and improvements of programs, assigned readings and videos, and facilitating reflective discussions among staff.
- Established the Multi-Tiered System of Support (MTSS) committee to meet the needs of the students and provided staff trainings on the best practices.
- Created a new fall and spring schedule for teachers to have built-in parent-teacher conferences in the fall and spring, and fall assessments during the first 60 days of school and 30 days prior to IEP week.
- Handled primary scheduling for teachers and assistants, elementary-wide events, monthly heritage assemblies, ASL Festival/English showcase, STEAM, Family Literacy Day, and more.

- Led training on co-teaching and team-teaching within and across grades and dynamic grouping, and provided guidance between co-teachers throughout the year.
- Worked closely with principals from other departments and with leaders of the residential program.
- Supervised Early Childhood Education department from ages 0 to 6 and supported supervising teachers.
- Supported ASL/English bilingualism by promoting the Signacy Framework and Literacy Continuum, creating ASL teaching positions, providing ASL immersion and language experience approach classes, implementing Leveled Literacy Intervention, and engaging in ASL curriculum Instruction Assessment while also working with ASL K-12 Content Standards.
- Applied culturally responsive teaching practices by incorporating the Seneca Model and providing: grade-level curriculum; departmental events; monthly heritage assemblies led by students; Responsive classrooms; gender inclusivity; character education bulletin boards developed by students; social justice activities and events; Principal Advisory Council for fourth-grade and fifth-grade representatives who planned activities; and five-week enrichment activities on topics such as LEGO, outdoor living skills, coding, sewing, filmmaking, etc.
- Emphasized family involvement at every level through various strategies such as Association of Families, Teachers, and Counselors, home-school conferences, and events.
- Received a prestigious award, *Thank a Teacher for Social Justice* (www.t4sj.org), in 2016 as recognition for social justice endeavors.

PUBLICATIONS

- Greene, A., Goyette, D., Metcalf, H., Dixon, L., Eberwein, A. A., & Clark, M. D. (2023). Language is caught not taught: Parents' use of bimodal bilingualism with their deaf children. [Manuscript under review].
- Horn-Marsh, P., Eberwein, A.A., Clark, M.D., & Greene, A. (2023). Early exposure to ASL yields many gifts to developing literacy. *Odyssey: New Directions in Deaf Education*. 23, 12-19. <https://clerccenter.gallaudet.edu/wp-content/uploads/2023/09/ODYSSEY2023-FULLISSUE.pdf>

PRESENTATIONS

- Eberwein, A. A., Dixon, L. K. & Greene, A. N. (2024, February). *Walking the Talk: A Call to Embed Social Justice Teaching Within Your Teacher Preparation Program*. Presentation at the Association of College Educators-Deaf and Hard of Hearing Conference.
- Eberwein, A. A., Dixon, L. K. (2023, December). *Research in Deaf Education: Transformative Study*. DSDE Lab Colloquium. Beaumont, TX.
- Eberwein, A. A., Soza, K., Venable, T., Beaty, J. Rosalez, J., Clark, M.D., & Greene, A. N. (2023, December). *What Language Choices Are Parents Making For Their Deaf Child?*. DSDE Lab Colloquium. Beaumont, TX.
- Eberwein, A. A. & Dixon, L. K. (2023, October). *Integrating representation and inclusivity through ASL literature*. Presentation at the National ASL Roundtable.
- Dixon, L. K., Eberwein, A. A., Goyette, D., Metcalf, H. V., Clark, M. D., & Greene, A. N. (2023, September). *Parents' use of bimodal bilingualism with their deaf children*. Poster presentation at the 17th Annual Eleanor M. Saffran Conference. Philadelphia, PA.
- Eberwein, A.A. (2023, June). *Viewing Strategies for Comprehension in Deaf Students: A Case Study*. Presentation at the National Deaf Education Conference.
- Eberwein, A. A., Horn-Marsh, P., Clark, M., & Greene, A. N. (2022, June). *Development of an American Sign Language curriculum (ASL CIA) with a focus on viewing visual text and gaining knowledge of visual phonology*. Poster presentation at International Conference on Sign Language Acquisition 4.

Eberwein, A.A. & Marsh, K. (2019, November). *Blast Session: Guided Viewing*. Presentation at the National ASL Roundtable.

Eberwein, A.A. & Krzyska, K. (2019, March). *Guided Viewing: The Missing Link in ASL Instruction*. Presentation at the Cal-ED Conference.

Berke, M. & Eberwein, A.A. (2019, March). *Success: It's Not Just Academic*. Presentation at the Early Childhood Education Family Workshop.

Eberwein, A.A. & Krzyska, K. (2018, November). *Guided Viewing: The Missing Link in ASL Instruction*. Presentation at the National ASL Roundtable.

Eberwein, A.A. & Krzyska, K. (2018, June). *Golden Egg: Guided Viewing, the Missing Link in ASL Instruction*. Presentation at the ASL Curriculum Instruction, and Assessment.

Eberwein, A.A. & Krzyska, K. (Fall 2017-Spring 2019). *Literacy Continuum (ASL Viewing and Signing, English Reading), Interactive StorySigning (ASL Read-Aloud), Shared Reading and Viewing, Guided Reading and Viewing, Independent Reading and Viewing*. Presentations at California School for the Deaf, Fremont.

Eberwein, A.A. & Souza, R. (2018, September). *Interventions in Elementary School: Academic, Behavioral, and Social-Emotional Needs*. Presentation at the Association of Families, Teachers, and Counselors.

Berke, M. & Eberwein, A.A. (2018, March). *The Whole Child: Language and Social Emotional Development*. Presentation at the Early Hearing Detection and Intervention Annual Conference.

Berke, M. & Eberwein, A.A. (2017, April). *Access to Language Is Just as Important to the Development of the Whole Child*. Presentation at the Cal-ED Conference.

Eberwein, A.A. (2017, September). *Co-Teaching and the Highly Engaged Classroom*. Presentation at the California School for the Deaf Elementary School.

Berke, M. & Eberwein, A.A. (2016, November). *Access to Language Is Just as Important to the Development of the Whole Child*. Presentation at the California Educational Research Association Conference.

Eberwein, A.A. (2014, June). *Woman + Deafhood*. Presentation at the Deaf and Hard of Hearing Service Center Annual Deaf Women's Conference.

Berrigan, N. & Eberwein, A.A. (2010, January). *ASL Status Planning in Schools*. Presentation at the National ASL Roundtable Conference.

Eberwein, A.A. (2010, June). *Deafhood in Deaf Education: Attitude Planning to Language Learning and Academic Achievement*. Presentations at the Insitituto Pedagógico para Problemas del Lenguaje.

Eberwein, A.A. (2008, November). *Role of Sign Language in Deaf Bilingual Education*. Presentation at the Federación Mexicana de Sordos Deaf Bilingual Education Conference.

Eberwein, A.A. (2008, November). *An Ideal Deaf Bilingual Education Program*. Presentation at the Federación Mexicana de Sordos Deaf Bilingual Education Conference.

Eberwein, A.A. (2007, March). *Elementary Bilingual Program*. Presentation at the Center for ASL/English Bilingual Education and Research (Language Planning Institute)

Eberwein, A.A. (2007, May). *Best Practices for Curriculum and Literacy Essentials*. Presentations at the Insitituto Pedagógico para Problemas del Lenguaje.

PROFESSIONAL ACTIVITIES

- Consultant board member, *Whole Child Consulting*. (<https://thewholechildtherapist.com/>). 2023-present.
- Committee member, *Guided Viewing: Kindergarten to Grade 2*. ASL Curriculum, Instruction, and Assessment (www.aslcia.net). 2018-present.
- ASL liaison, school committee for accreditation with the Western Association of Schools and Colleges.
- Co-chair, *Language Planning*. ASL Roundtable, Fremont, CA. January 2010.
- Trainer, lead mentor, and seminar facilitator, ASL/English Bilingual Professional Development.

2004-2009.

- Critical Thinking Skills committee, New Mexico School for the Deaf. 2004-2005.
- Elementary representative, Literacy Committee, New Mexico School for the Deaf. 2002-2005.
- Representative, Strategic Planning Committee: Curriculum and Assessment, New Mexico School for the Deaf. 2002-2005.
- Sponsor, Student Body Government and Junior National Association of the Deaf. New Mexico School for the Deaf. 2002-2004.
- Affiliations:
 - American Educational Research Association-Deaf and Hard of Hearing Intersectionalities and Perspectives Special Interest Group
 - ASL Curriculum, Instruction, and Assessment
 - Association of College Educators-Deaf and Hard of Hearing
 - California Educators of the Deaf
 - Deaf Women United
 - Jewish Deaf Congress
 - National ASL Education of Heritage Sign Language Learners
 - San Francisco Deaf Club

ADDITIONAL EXPERIENCE

- Reading tutor. *ASD Online Academy, CT.* 2022.
- Co-founder. *ASL and English Virtual Academy, Pleasanton, CA.* 2020-2022.
- Officer. *Deaf Women United.* 2009-2013.
- Deaf Role Model. *Step-HI Program, Santa Fe, NM.* 2003-2005.
- Director and Assistant Director and Camp Staff. *National Association of the Deaf Youth Leadership Camp, Silver Spring, MD.* 1994, 1997-2001 and 2003.
- Substitute Teacher. *California School for the Deaf, Fremont, CA.* 1998-1999.
- Night Attendant. *California School for the Deaf, Fremont, CA.* 1998.
- Substitute Dormitory Counselor. *Hawaii School for the Deaf and the Blind, Honolulu, HI.* 1996.