

# Fadia Afaneh

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## **EDUCATION AND CERTIFICATION**

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**CONCORDIA UNIVERSITY**, Chicago, IL

(June 2012-May 2014)

**Masters of Arts in Educational Leadership – Dean’s List**

Type 75 Principal Certification: Kindergarten-12<sup>th</sup> Grade – Passed March 2014

**UNIVERSITY OF ILLINOIS, Urbana-Champaign, IL**

(August 2004-May 2008)

**Bachelor of Arts in English, Minor in Secondary Education – Dean’s List**

Teaching Certificate: Type 09, Secondary Education – English w/ Middle School Endorsement

## **PROFESSIONAL/LEADERSHIP EXPERIENCE**

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**HS ACADEMIC ADMINISTRATOR**, Chicago Virtual Charter School, Chicago, IL (January 2015-Present)

- Increased passing rates in all subject areas for SY20142015 and SY20152016
- Increased attendance rates in all high school grade levels for SY20152016
- Tracked grade-level progress to ensure an increase in graduation rates for both SY20142015 & SY20152016
- Hold weekly data meetings with all teachers to take data deep dives to ensure student growth
- Manage, coach, and evaluate all high school teaching and support staff
- Ensures conformance of educational programs to state and local school board standards through evaluation, development and coordination activities
- Develops and coordinates educational programs through meetings with staff, review of teachers’ activities, and issuance of directives
- Helps articulate the school’s mission and vision with the aim on ensuring all stakeholders have a common understanding and are positioned to work cooperatively in order to achieve desired results
- Confers with teachers, students, and parents concerning educational and behavioral problems in school
- Ensures that the school is meeting the needs of students while complying with local, state, and federal laws, including laws pertaining to special education
- Effectively analyzes data to drive instructional practices across all grade levels and content areas.

**DEAN OF CURRICULUM AND INSTRUCTION**, Marshall High School, Chicago, IL (June 2013-October 2014)

- Create and present weekly research based professional development to 6 different departments and 50 teachers
- Create a plan and support implementation for all state, district, and school assessments
- Train teachers to use data to guide classroom instruction
- Develop and revise curriculum maps to ensure alignment to state and national standards
- Provide organized individual and/or group learning/training opportunities for teachers as needed
- Model effective practices and research based strategies through classroom demonstrations
- Generate appropriate reports and data on a consistent and ongoing basis
- Assist the school in developing and implementing the School Improvement Plan
- Work positively toward meeting identified school performance management objectives
- Track disciplinary infractions and put systems in place to reduce infractions
- Track grades and attendance and put systems in place to increase on-track and attendance rates
- Keep supervisor informed of potential problems or unusual events
- Encourage ongoing professional growth for all staff
- Use school data to provide differentiated professional development in areas that need improvement
- Work with various businesses to ensure best usage and implementation practices of computer-based programs (ST Math, Achieve 3000, PrepMe, and Read 180)

**ENGLISH DEPARTMENT CHAIR**, Marshall High School, Chicago, IL

(June 2012-June 2013)

- Create and implement instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences
- Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification

- Led English Department through weekly training on data analysis, using data to drive classroom instruction, curriculum alignment, various learning strategies, classroom management strategies, curriculum development, etc.
- Create and maintain effective and efficient record keeping procedures
- Demonstrate significant gains in student performance
- Met professional obligations through efficient work habits such as meeting deadlines and honoring schedules
- Model professional and ethical standards when dealing with students, parents, peers, and community
- Communicate effectively, both orally and in writing, with English Department, Instructional Leadership Team, and Administrative team, as well as with students, parents, and other professionals on a daily basis
- Provide a positive environment in which students are encouraged to be actively engaged in the learning process
- Assesses changes in curricular needs and offer plans for improvement
- Identify, select, and modify instructional resources to meet the needs of the students and teachers with varying backgrounds, learning styles, and special needs

**FRESHMAN GRADELEVEL/COURSE TEAM LEAD TEACHER**, Marshall High School (June 2010-June 2012)

- Led a team of teachers in increasing Marshall High School's freshman on-track rate from 34% in 2010 to 70.5% in 2011 - The largest increase of all Chicago turnaround schools
- Plan and facilitate Teacher Leader Academy professional development.
- Lead weekly grade level meetings to clarify goals and priorities, review and analyze attendance and academic data, provide necessary professional development, and guide teachers in developing intervention plans for individual students using RTI intervention strategies.
- Analyze data, set goals, and develop action plans for improving current performance metrics as a member of the Continuous Improvement Work Plan (CIWP) team.
- Lead weekly committee meetings promoting parent and community outreach to increase involvement of all stakeholders, develop service learning projects aligned to cross curricular themes, and mentoring students through tracking grades and attendance.
- Lead teachers in the development and implementation of a plan that provides student incentives and recognition awards based upon attendance, academic achievement, character, and leadership.
- Lead monthly meetings of interdisciplinary teams in horizontal planning and curriculum alignment to the Common Core State Standards.
- Lead teachers in designing and implementing a relevant curriculum for the full school day initiative that integrates organizational skills, social emotional learning, and college and career planning.
- Create budgets for teacher extended day planning and acquire resources to provide opportunities for continued collaboration.
- Participate in interviewing and selection of new staff for the team.

**GRADELEVEL POD LEAD/COURSE LEAD TEACHER**, Harper High School, Chicago (July 2008-June 2010)

- Led a team of teachers in various strategic interventions, resulting in a significant increase in Harper High's freshman on-track rate from 43% in 2008 to 72.2% in 2010

**OTHER RELATED EXPERIENCE**

**CREDIT RECOVERY INSTRUCTOR**

(Spring 2011, Fall 2011)

- Designed and implemented a credit recovery curriculum to help freshman recover credit

**FRESHMAN CONNECTION INSTRUCTOR**

(July 2010)

- Offer incoming freshman the chance to prepare for high school during the summer months
- Facilitated classroom discussions and activities to help build team work and social skills

**GOLDEN APPLE SUMMER INSTITUTE INSTRUCTOR**

(Summer 2008-2013)

- Residential Unit Counselor and Instructor
- Taught classes to future teachers dealing with the Danielson Model, Assessments, and NCLB
- Provided one on one tutoring to future educators struggling to pass the Basic Skills Exam
- Led weekly team building activities to a group of 20 educators

**HONORS/AWARDS/ACCOMPLISHMENTS**

**CEO HIGHLIGHT**

April 2014

- Accomplishments highlighted in the CPS April Edition of the CEO Newsletter

OFFICE OF SCHOOL TURNAROUND GOLD EPAS TEACHER AWARD (2010-2011 School Year)

- Highest percentage of students in OSI schools who met expected growth on EPAS

CPS FRESHMAN ON TRACK AWARD

- Led a team of teachers to increase Marshall High's freshman on-track rate from 34% in 2010 to 70.5% in 2011 – The largest increase of all turnaround schools
- Led a team of teachers to increase Harper High's freshman on-track rate from 43% in 2008 to 72.2% in 2010
- Implemented several innovative strategies and performance boosters to help student achievement

GOLDEN APPLE SCHOLAR OF ILLINOIS

(March 2004-Present)

- Attended 1-2 month professional development for 3 summers on social justice, diversity, urban poverty & education, classroom management, cultural awareness, multiple intelligences, etc.
  - Committed and trained to teach for social justice in a high need area
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