

# **ELSIE N. SOLIS-CHANG, ED.D.**

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*“Education is the key to all unopened doors.”*

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## **SUMMARY**

### **Background and Experience:**

- Foundations of Education, Principles of First & Second Language Acquisition, Single and Multiple Subject University Supervisor, Methods of Teaching World Language, Dual Language & Bilingual Education, Elementary/Middle/High School Teacher, Spanish/English Teacher, Alternative Education, Curriculum and Instruction, Experienced working with Diverse populations and Multicultural students, and Qualitative Educational Research Methods

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## **EDUCATION**

### **Doctor of Education (Ed.D.) in Educational Leadership**

Azusa Pacific University, Azusa, California, 2017

- DISSERTATION: Secondary Educators’ Perceptions of Factors Contributing to the Academic Success of Latino ELL Students in Alternative Education Schools

### **Master of Arts (M.A.) in Curriculum and Instruction in Multicultural Context**

Azusa Pacific University, Azusa, California, 2008

- THESIS: Spice Up Your Spanish Class: TPRS, Songs, Pen Pals, and Interviews

### **Bachelor of Arts (B.A.) Spanish**

California State University, San Marcos, California, 2004

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## **CREDENTIAL AND SPECIALIZED AUTHORIZATION**

### **Bilingual Authorization in Spanish (BASP)**

California State University, San Marcos, California, 2013

### **Credential, (CLAD), Single Subject**

California State University, San Marcos, California, 2005

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## **RESEARCH INTERESTS**

- Dual Language Education and Bilingual Programs
- English Language Learners and English Language Development
- Teaching English to Speakers of Other Languages
- Equity, Equality, Diversity and Cultural Awareness
- Language Acquisition
- Multicultural and Multilingual Education
- World Language Methods
- Minority Students Achieving Academic Success and Promoting Higher Education
- Teacher Preparation Programs and Teacher Retention
- Raising Graduation Rates Amongst Minority Groups
- Pedagogical Strategies and Methods

## DOCTORAL RESEARCH

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### Azusa Pacific University. Azusa, California, December 2017

- Dissertation Title: Secondary Educators' Perceptions of Factors Contributing to the Academic Success of Latino ELL Students at Alternative Education Schools
- Conducted a phenomenological qualitative study to explain and analyze the in-depth descriptions and life experiences of educators' perceptions of factors that have contributed to their Latino ELL students' academic success in alternative education schools
- Collaborated with district directors, administrators and educators to collect data
- Conducted interviews with educator participants (based on specific criteria) in an alternative education program in Central California
- Transcribed and theme coded the interviews using the NVivo program
- Major categories were decoded and analyzed
- Findings will serve the district and other educators with valuable information that supports Latino ELL students to be successful academically in both general and alternative school settings

## RESEARCH PUBLICATIONS

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- **Solis-Chang, E.** (In progress). Breaking Down Barriers: Factors that Support English Language Learners Academically at Secondary Alternative Education Schools.
- Pineda Zapata, Y., Abercrombie-Donahue, M., Maruca, P., & **Solis-Chang, E.** (In progress). Meeting the Needs of Secondary Refugee Students with Interrupted Formal Education (SIFE): Teacher Professional, Development in Early Literacy, English Language Development, and Pedagogical Strategies.
- **Solis-Chang, E.** (2017). Secondary Educators' Perceptions of Factors Contributing to the Academic Success of Latino ELL Students at Alternative Education Schools (Doctoral Dissertation). ProQuest Dissertations and Theses database.

## CONFERENCE PRESENTATIONS

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- **Solis-Chang, E.** (2019, June). Breaking Down Barriers: Factors that Support English Language Learners Academically at Secondary Alternative Education Schools, The annual conference International Journal of Diversity in Organizations, Communities, and Nations, Patras, Greece.
- Pineda Zapata, Y., Abercrombie-Donahue, M., Maruca, P., & **Solis-Chang, E.** (2019, June). Meeting the Needs of Secondary Refugee Students with Interrupted Formal Education (SIFE): Teacher Professional, Development in Early Literacy, English Language Development, and Pedagogical Strategies, The annual conference International Journal of Diversity in Organizations, Communities, and Nations, Patras, Greece.
- Abercrombie-Donahue, M., & **Solis-Chang, E.** (2019, March). Inspire, Reflect, Transform: Strategies for Reactivating the Social Justice and Equity Roots of Dual-Immersion Schools and Teacher Preparation Programs, California Association for Bilingual Education Annual Conference, Long Beach, CA.
- Abercrombie-Donahue, M., & **Solis-Chang, E.** (2019, March). Empowering Excellence: High Impact Dual-Immersion Programs that Achieve Linguistic Attainment, Academic Excellence, and Equality for All, National Association for Bilingual Education Annual Conference, Orlando, FL.
- **Solis-Chang, E.** (2018, December). Secondary Educators Perceptions of Key Factors to Academic Success of Latino ELLs in Alternative Education, California Association of Teachers of English to Speakers of Other Languages Annual Conference, Anaheim, CA.

- **Solis-Chang, E., & Abercrombie-Donahue, M.** (2018, March). Effective Factors Contributing to Dual World Language and Bilingual Programs, California Language Teachers Association Annual Conference, Ontario, CA.
- Abercrombie-Donahue, M., & **Solis-Chang, E.** (2018, March). Equip, Inform, and Empower: Key Factors that Contribute to Effective Dual/Bilingual Programs, National Association for Bilingual Education Annual Conference, Albuquerque, NM.
- **Solis-Chang, E.** (2018, March). Secondary Educators Perceptions of Key Factors to Academic Success of Latino ELLs in Alternative Education, National Association for Bilingual Education Annual Conference, Albuquerque, NM.
- Abercrombie-Donahue, M., & **Solis-Chang, E.** (2018, March). Equip, Inform, and Empower: Key Factors that Contribute to Effective Dual/Bilingual Programs, California Association for Bilingual Education Annual Conference, Sacramento, CA.
- **Solis-Chang, E.** (2017, October). Using the Target Language from Day One, Central Valley World Language Teachers Association Annual Conference, Fresno, CA.
- **Solis-Chang, E. & de Santiago, S.** (2013, March). California Language Teacher Association Annual Conference, Got Strategies? Activities, Games, and Technology, Oh My! Anaheim, CA.
- **Solis-Chang, E. & Nocelo, M.** (2010, October). Fun Strategies and Teaching Methods for Foreign Language Classes, CLTA World Language Jamboree at Esperanza High School, Anaheim, CA.

#### **INVITED PROFESSIONAL PRESENTATIONS**

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- **Solis-Chang, E. & Bravo, G.** (2018, July). Uso de estrategias de transferencia lingüística y GLAD en un programa de doble inmersión, Lamont Elementary School District, Lamont, CA.
- **Solis-Chang, E. & Abercrombie-Donahue, M.** (2018, July). Utilizing Cross-Linguistic Transfer and GLAD Strategies in a Dual Immersion Program, Lamont Elementary School District, Lamont, CA.
- **Solis-Chang, E. & Bravo, G.** (2018, March). Taller de doble inmersión enfocado en el bilingüismo, literacidad y estrategias didácticas en la clase de Español, Lamont Elementary School District, Lamont, CA.
- **Solis-Chang, E.** (2017, November). Mira Monte High School, Higher Education Awareness: Senior Class, Bakersfield, CA. N

#### **GRADUATE LEVEL PROFESSIONAL EXPERIENCE**

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**Assistant Professor - Master of Arts & Single/Multiple Subject Credential (School of Education)**  
Point Loma Nazarene University, Bakersfield, California, 2018 – Present

#### **Courses Taught:**

- **EDU 6000/3002 - Foundations of Education and Learning Theory**
- **EDU 6001 - Principles of Language Acquisition and Diverse Populations**
- **EDU 6026 - Methods of Teaching World Language**
- **EDU 6040 - CP Traditional – Single Subject English, Spanish and French (Supervisor)**
- **EDU 6042 - CP Intern – Single Subject English (Supervisor)**
- **EDU 6048 – CP Intern – Multiple Subject (Supervisor)**
- **GED 6089P - Master of Arts – Thesis Chair/Advisor (School of Education)**

## **Principles of Language Acquisition and Diverse Populations – Adjunct Professor**

Point Loma Nazarene University, Bakersfield, California, 2017 – Present

- Identify the stages of primary language development and second language acquisition and demonstrate a thorough understanding of the theoretical responsiveness
- Address the linguistics principles of phonology, morphology, syntax, semantics, language functions and variations, discourse, and pragmatics
- Explore the foundational philosophy, design, and goals of school-based ELD programs based on a variety of proficiency levels
- Articulate the pertinent aspects of California’s Proposition 58, Proposition 227, Title VII, and other relevant state and federal legislation as it relates to English Language Learners
- Identify the foundational philosophy and design of ELD materials and examine, evaluate, and become proficient in the use of a variety of ELD materials/methods/strategies in an instructional setting, at a variety of proficiency levels
- Identify the foundational philosophy, design, and goals of school-based ELD programs based on a variety of proficiency levels
- Articulate an understanding of the importance of language proficiencies and the role of the school in developing communicative and academic language
- Educate students with the ELPAC administration, scoring, and interpretation
- Recognize and identify instructional practices that are conducive to meaningful language learning and assessment of proficiency
- Plan, develop, and teach an ELD lesson designed for all levels of ELL students
- Plan, develop and deliver a lesson that delivers content and language concurrently using strategies appropriate for ELLs at various fluency levels
- Address communication and engagement with families, including an understanding of cultural differences in home-school relationships, possible lack of technology in the home, and appropriate use of translators
- Address the assessment of language abilities to identify referral for services, how they differ from language disability and how differentiation must be provided for access to the core

## **Methods of Teaching World Language - Instructor (School of Education)**

Point Loma Nazarene University, Bakersfield, California, 2017 – Present

- Address the 5 Modules: Individual Education Plans (Special Education), English Language Learners, technology, Common Core, and professional development
- Teach and address the competency categories: planning and implementing instruction, language acquisition, culture and heritage, designing instruction, and current methodology in second-language acquisition
- Examine the vertical alignment of the curriculum framework for grades 7-12 within specific content area
- Access available resources to enrich world language instruction in the classroom
- Design effective curriculum, instruction, and assessment to meet the learning needs of all students, including English learners, students with special needs, and gifted and talented students
- Learn appropriate subject-specific pedagogical skills for effective teaching of all students in single subject teaching assignments
- Demonstrate skills and classroom management strategies that support differentiation in the foreign language classroom
- Develop a unit of instruction that is suitable for a secondary level classroom
- Explore ways to integrate the study of the historical and cultural traditions as celebrated by the native speakers of target language

- Demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading and writing, thus enabling their students to demonstrate communicative ability in the target language from Level 1 to Advanced
- Design and implement instruction that differentiates for all learners
- Examine best practices regarding the use of technology to deliver content area instruction

### **Master of Arts – Thesis Chair/Advisor (School of Education)**

Point Loma Nazarene University, Bakersfield, California, 2017 – Present

- Thesis Chair/Advisor for Stephanie Chavez, *Independent Reading, the Impact on Comprehension and Fluency*, Spring, 2018
- Thesis Chair/Advisor for Katarina Rollins, *Strategies and support systems to promote teacher participation in inclusive educational programs for students with disabilities*, Spring 2017
- Support candidates with knowledge of research methods, literature review, research methodologies, data collection, writing and editing skills
- Regular, consistent and timely contact with research candidate
- Meet a minimum of 20 hours of contact with research candidate for thesis/project completion
- Serve as a panel member for candidate's thesis/project presentation
- Complete all research forms and thesis/project assessment/scoring

### **University Supervisor**

Point Loma Nazarene University, Bakersfield, California, 2016 – Present

Single and Multiple Subject Clinical Practice Supervisor (School of Education)

- Formally observe Teacher Interns and Candidates once a week
- Maintain open and prompt communication with Teacher Intern/Candidate, Cooperating Teacher, and school personnel
- Encourage and Support the development of teaching skills.
- Review and Debrief with the Teacher Intern/Candidate about information about progress, goals, objectives, required activities, observation appointments, and teaching skills
- Complete formal observation summaries, forms, and grades to upload the required documents to Taskstream or Portal Grades system
- Research and provide helpful strategies, tools, teaching skills, and materials that will help Teacher Intern/Candidate
- Keep record of hours of observation and allotted time used for research to gather tools, materials, and teaching skills for the Teacher Intern/Candidate on the Support Management System
- Schedule a triad midterm and exit conference with the Teacher Intern/Candidate and the Cooperating Teacher to evaluate the Teacher Candidates progress

### **Master Teacher**

California State University San Marcos, San Marcos, California, 2013

Single Subject – Spanish (School of Education)

- Conduct classroom observations and teacher conferences at Temecula Valley High School
- Be responsible for supervising site based mentor teacher
- Oversee planning, facilitation, and follow-up of collaborative meetings
- Team-teach, demonstrate model lessons, develop and help implement curriculum
- Observe and provide peer assistance and coaching towards meeting teacher's individual goals
- Coach teachers in effective instructional strategies in a variety of content areas
- Evaluate teacher performance using CSUSM observation forms.

- Utilize effective data-based problem-solving skills
- Use effective strategies for differentiating instruction
- Communicate effectively and professionally with student teacher and CSUSM/TVHS school personnel

## **ADULT TEACHING EXPERIENCE**

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### **ESL English Instructor**

Pechanga Resort and Casino, Temecula, California, 2004 – 2006

- Instructed “English for the Work Place” to adult English as a Second Language (ESL) Learner
- Enhanced students’ skills in communication with management and customers
- Introduced employees to the three parts of the SCANS foundations: Basic Skills, Thinking Skills, and Personal Qualities
- Prepared and developed instructional and training material
- Provided constructive criticism, corrected, and graded students work

## **K-12 TEACHING EXPERIENCE**

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### **Alternative Education Extra Help Teacher**

Kern County Superintendent of Schools, Bakersfield, California, 2014 – Present

- Experience in teaching in grades 4<sup>th</sup>-12<sup>th</sup>, English, Algebra, and Consumer Math to general education students, **English Language Learners**, and children receiving **Special Education** services
- Educating in a culturally and linguistically diverse population
- Teaching in an alternative education setting that provides varied methods, including: Differentiated Instruction and Responsive to Intervention multi-tiered framework for the academic success of all students
- Foster a safe environment that encourages curiosity, academic risk taking, accountability, project based learning, and collaboration
- Implement Positive Behavior Intervention Strategies (PBIS) and Restorative Justice Approach
- Teaching to the four key points of the Common Core State Standards (CCSS): Communication, Collaboration, Critical thinking, and Creativity
- Proctor Smarter Balanced Assessment Consortium (SBAC) and the California Assessment of Student Performance and Progress (CAASPP)

### **Spanish Teacher**

Temecula Valley High School, Temecula, California, 2006 – 2014

- Educated, motivated and inspired students in grades 9-12 enrolled in Spanish levels 1-4
- Included **Total Physical Response (TPR)** and **Teaching Proficiency through Reading and storytelling (TPRS)** teaching methods
- Designed classroom for Project and Problem Based-Learning
- Incorporated technology using the following program and devices: computer lab, Chrome books, Smart board, PowerPoint, **Google Docs**, Google Hangout, audio, videos, and internet
- Created syllabi for each Spanish course, graded, corrected student assignments, and exams
- Collaborated with teachers, administrators, and parents to meet the needs of students and promote the philosophy of the school
- Implemented a **Universal Design for Learning**
- Included high engaging activities, varied strategies, and differentiated instruction

### **Co-Chair of the World Language Department**

Temecula Valley High School, Temecula, California, 2011 – 2014

- Collaborated with the World Language Department to propose, plan, initiate and assess departmental initiatives in accordance with school goals
- Assisted teachers with the development and implementation of curriculum to align with the standards, rubrics, and assessments of the California Foreign Language Curriculum Frameworks
- Conducted Professional Learning Community meetings on a regularly scheduled basis
- Developed departmental goals and helped teachers develop measurable individual objectives that support the outcomes of school wide targeted-goals for student achievement
- Encouraged teamwork, collaborated, problem solved, and expanded the leadership role of teachers in our department
- Cooperated with other chairpersons and administrators in developing the intervention programs and in addition attended Leadership Team and Department Chair meetings as scheduled
- Solicited budget requests for the department, prepared, and managed the department budget

### **International Baccalaureate (IB) Spanish Teacher**

Cesar Chavez Middle School, San Bernardino, California, 2005 – 2006

- Taught students' in grades 6<sup>th</sup>-8<sup>th</sup> Spanish 1 and Spanish for Native Speakers
- Instructed in an International Baccalaureate (IB) school setting, which provides a comprehensive education that prepares students for selective universities and colleges
- Lead students to high levels of academic success through rigorous, targeted, and differentiated instruction
- Designed and delivered engaging instruction addressing a full range of student needs and learning styles

### **K-12 Substitute Teacher**

Temecula Valley Unified School District, Temecula, California, 2004 – 2005

- Followed the lesson plan left by the teacher
- Instructed in assigned classes in various grade levels K-12, subjects, and locations
- Established and maintained order in the classroom
- Maintained a classroom environment conducive to effective learning
- Facilitated with necessary and reasonable precautions to protect students, materials, equipment and facilities
- Enforced school rules and administrative regulations

### **Elementary Spanish Teacher Assistant**

Pablito's Spanish Academy, Temecula, California, 2003 – 2004

- Taught students' K-5 the Spanish Language
- Instructed in small group settings
- Assisted students with reading, writing, listening, and speaking in the Spanish language
- Practiced the Spanish language using songs, chants, and poems
- Used the positive reinforcement approach and token economy reward system
- Maintained a class that was a safe and productive learning environment

### **AVID Tutor**

Temecula Valley Unified School District, Temecula, California, 2000 – 2004

- Worked individually with students in grades 9-12 on writing assignments, as well as support student mastery of Algebra I & II, Pre-Calculus and Spanish (All Levels)

- Lead peer critique groups that underscore the principle of collaborative learning
- Supported students in any subject area through mini-lessons
- Assisted in teaching study skills and other skills necessary for college preparation
- Facilitated students to organize and complete work in a timely manner
- Established and maintain rapport with students, teachers, and administrators
- Facilitated student learning in a challenging and supportive tutoring environment
- Participated in all required trainings, professional development sessions, and meetings

## **LEADERSHIP AND COMMITTEE MEMBER ASSIGNMENTS**

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- California Association for Bilingual Teacher Education (CABTE) Higher Education, Board Committee Member (Media Administration), California. 2019- Present
- Valley English Learner Advocates (VELA), Board Member, Central California, 2019-Present
- Tri-Kern/Kings/Tulare County Bilingual Education (Tri-KABE) Board Committee Member (Membership), Bakersfield, CA. 2018-Present
- English Learner Leadership & Legacy Initiative (ELLLI) Member, California. 2018- Present
- Latina Leaders of Kern County, Member, Bakersfield, CA 2018-Present
- Positive Behavior Intervention Strategies (PBIS) Team, KCSOS, Bakersfield, CA. 2014 - 2016
- Master Teacher for Student Teachers from California State University-San Marcos, at TVHS, Temecula, CA. 2013 – 2014
- World Language Department Co-Chair, TVHS, Temecula, CA. 2011 - 2014
- World Language District Committee Lead Member, TVUSD, Temecula, CA. 2011 - 2014
- World Language PLC Committee Lead, TVHS, Temecula, CA. 2009 - 2014
- English Learner Advisory Committee (ELAC) Member, TVHS, Temecula, CA. 2011-2014
- Western Association of Schools and Colleges (WASC) TVHS World Language Contributing Member, TVHS, Temecula, CA. 2012 - 2013
- Intervention Program Committee Member, TVHS, Temecula, CA. 2011-2012
- World Language Spanish Book Adoption Committee Member (Spanish Levels 1-4), TVHS, Temecula, CA. 2009 - 2014
- Co-GATE Coordinator, TVHS, Temecula, CA. 2006 - 2007
- ASB 9<sup>th</sup> Grade Advisor, TVHS, Temecula, CA. 2007-2008
- Dance Coach, CCMS, San Bernardino, CA. 2005 – 2006
- Director of the Foreign Language Spanish Spelling Bee, CCMS, San Bernardino, CA. 2005 - 2006

## **INTERNATIONAL EXPERIENCES**

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- Presented an Individual Plenary and Group Workshop at the annual conference International Journal of Diversity in Organizations, Communities, and Nations, Patras, Greece, 2019
- Forum on Intercultural Dialogue and Learning, Community Tour, and visitation to Refugee Camp attendee to the annual pre-conference International Journal of Diversity in Organizations, Communities, and Nations, Patras, Greece, 2019
- California Association for Bilingual Education Binational Project GLAD (Spanish Section - Collaboration with Baja California Administration & Educators & Teacher Certification) Training, Tijuana, México, 2018
- Education First Tours, Lead Teacher: Costa Rica Educational Immersive Excursion, 2014
- China Travel & Teaching Program: Taught & Attended Workshops, Nanjing, China. Summer School, 2013
- Education First Tours, Support Leader: Spain, Italy, and France Educational Excursion, 2013

- China Travel & Teaching Program: Taught & Attended Workshops, Suzhou, China. Summer School, 2012
- Education First Tours, Lead Teacher: Costa Rica Educational Immersive Excursion, 2012
- Education First Tours, Lead Teacher: Spain and France Educational Immersive Excursion, 2011
- Education First Tours, Lead Teacher Training: Paris, France 2011

### **SPECIALIZED TRAINING IN EDUCATION**

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- English Learner Leadership & Legacy Initiative Convening/Training (ELLLI), San Francisco, CA. 2019
- CABE Project BEST Administration Leadership – Dual Language Immersion Training (4 sessions) CA. 2018-19
- Dean’s Leadership Summit: Responding to California’s Shortage of Bilingual Teachers (LMU), Los Angeles, CA. September, 2018 & June, 2019
- EL Advocacy Institute (4-day), English Learner Leadership & Legacy Initiative (ELLLI), San Jose, CA. 2018
- California Association for Bilingual Education Binational Project GLAD (Spanish & English Teacher Certification) San Diego, CA. 2019
- California Association for Bilingual Education Binational Project GLAD (Spanish & English Teacher Certification) Training, Tijuana, MX. 2018
- EL Excellence Every Day, Tonya Ward Singer (Two-Day) Bakersfield, CA. 2018
- Foundations in Integrated and designated ELD: Building Into, Through, and Beyond for English Learner Success, Bakersfield, CA. 2018
- Common Core Aligned Reading and Writing Strategies that Build Multilingual Literacies Seminar, CLTA, Santa Barbara, CA. 2017
- Positive Behavior Intervention Strategies, Training & Implementation, KCSOS, Bakersfield, CA. 2014-2015
- Professional Learning Communities Workshop Series (26 hrs.), Indio, CA. 2011-2012
- AVID World Language Teacher Training, San Diego, CA. July 2008

### **PROFESSIONAL DEVELOPMENT AND ENHANCEMENT**

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- English Learner Leadership & Legacy Initiative Convening/Training (ELLLI), (3 day Sessions) San Francisco, CA. 2019
- Dean’s Leadership Summit: Responding to California’s Shortage of Bilingual Teachers (LMU), Los Angeles, CA. June, 2019
- 26ta Jornada Pedagógica Internacional para la Educación Multilingüe, February, 2019
- CABE Project BEST Administration Leadership-Dual Language Immersion Training (4-day sessions), CA. 2018-19
- EL Advocacy Institute (4-day), English Learner Leadership & Legacy Initiative (ELLLI), San Jose, CA. 2018
- EL Excellence Every Day, Tonya Ward Singer (Two-Day) Bakersfield, CA. December, 2018
- Foundations in Integrated and designated ELD: Building Into, Through, and Beyond for English Learner Success, Bakersfield, CA. October, 2018
- Dean’s Leadership Summit: Responding to California’s Shortage of Bilingual Teachers (LMU), Los Angeles, CA. September, 2018
- California Association for Bilingual Education Binational Project GLAD (Spanish Teacher Certification) Training, San Diego, CA. January 2018

- California Association for Bilingual Education Binational Project GLAD (Spanish Teacher Certification) Training, Tijuana, MX. July 2018
- California Association for Bilingual Education, Dual Language Immersion Institute – Secondary Level (3-Day), Riverside, CA. July 2018
- California Association for Bilingual Education, How Does Spanish Work? The “What” and the “How” of Teaching K-6 Spanish Language Arts Institute (7 hrs.), Riverside, CA. May 2018
- California Association for Bilingual Education, English Language Proficiency Assessments for California Institute (6.5 hrs.), Bakersfield, CA. November 2017
- California Language Teacher Association, Common Core Aligned Reading and Writing Strategies that Build Multilingual Literacies (6-Day) Summer Seminar, Santa Barbara, CA. July 2017
- California Association for Bilingual Education (3-Day) Conference, Anaheim, CA. March 2017
- Step Up to Writing (6.5 hrs.), KCSOS, Bakersfield, CA. 2015
- Positive Behavior Intervention Strategies, Training, and Implementation, KCSOS, Bakersfield, CA. 2014 - 2015
- Common Core State Standards ELA and EL Framework Alignment, Training, KCSOS, Bakersfield, CA. 2015
- Smarter Balanced Assessment Consortium (SBAC) and California Assessment of Student Performance and Progress (CAASPP), Training, KCSOS, Bakersfield, CA. 2014 - 2015
- Beau of Education and Research Technology, Workshop, Anaheim, CA. January 2013
- Response to Intervention (RTI), Seminar Training, Anaheim, CA. February 2011
- I.E. STARS –TPR Training Spanish Levels: 1, 2, and Spanish for Native Speakers, San Bernardino, CA. 2005, 2006, 2007, 2008, 2009, 2010
- Certificate of Sheltered Instruction Observation Protocol (SIOP, 40 hrs.), TVUSD, Temecula, CA. 2007-2008
- Certificate of GATE Workshop-Coaching Teachers-Differentiated Instruction (35 hrs.), TVUSD, Temecula, CA. 2007-2008

## **PROFESSIONAL MEMBERSHIPS**

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National Association for Bilingual Education (NABE)

California Association for Bilingual Teacher Education (CABTE)

California Association for Bilingual Education (CABE)

California Association of Teachers of English to Speakers of Other Languages (CATESOL)

Kern County Association for Bilingual Education (Tri-KABE)

American Council on the Teaching of Foreign Languages (ACTFL)

California Language Teaching Association (CLTA)

American Association of Hispanics in Higher Education (AAHHE)

Inland Empire Foreign Language Association (IEFLA)

Central Valley World Language Teachers Association (CVWLA)

## **AWARDS AND HONORS**

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- PLNU SOE Dean’s Scholarship Grant funds for attendance at The International Journal of Diversity in Organizations, Communities, and Nations, Patras, Greece, June, 2019
- PLNU Center for Teaching and Learning (CTL) Writing Retreat Recipient, May, 2019
- Community Award, *Honoring Our Own*, Tri-KABE & CABE, October, 2018
- English Learner Leadership & Legacy Initiative (ELLLI) EL Advocacy Institute (4-Day) Recipient, San Jose, CA., August, 2018
- Alpha Chi, Gamma Chapter, Honors Society, APU (Academic Excellence-Top 10 percent of Graduate Class), 2009 and 2017
- Pi Lambda Theta, Honors Society, at APU (School of Education), 2017
- Above and Beyond Award, NKCS, Delano, CA. 2014
- AVID Teacher Award, TVHS, Temecula, CA. 2011, 2012, 2013
- Crystal Apple Award (Nominated), Temecula, CA. 2009, 2011, 2013
- Senate Certificate of Teacher Recognition Award, TVHS, Temecula, CA. 2007

## **COMMUNITY VOLUNTEER OPPORTUNITIES**

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### **League of United Latin American Citizens (LULAC) Advisor**

Temecula Valley High School, Temecula, California, 2006 - 2014

- Met weekly with students to promote cultural awareness, higher education, and diversity
- Organized, delegated, and managed club officer positions for students
- Strived to help create educated, responsible citizens that are knowledgeable, caring, and sensitive about the people and world around them
- Fundraised and organized club fundraisers for student’s activities and fieldtrips
- Created Scholarships for selected LULAC Seniors
- Budgeted funds for school activities, fieldtrips, and community service
- Participated in community volunteer projects for underprivileged communities
- Attended MECHA/LULAC Youth Conferences at the University of Riverside and California State University of San Marcos
- Visited the University of Riverside, California State University of San Marcos, University of California Los Angeles, University of Irvine, and Pomona Colleges to promote higher education
- Hosted “Cinco de Mayo” and “Hispanic Heritage Month” cultural awareness and celebrations on campus

## **STRENGTHS BASED LEADERSHIP QUEST**

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Restorative, Communication, Woo, Includer, and Futuristic.

## **PROFESSIONAL SKILLS SUMMARY**

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A self-starter who is dependable, enthusiastic, and able to work in a collaborative team environment or independently. Excellent communication and social skills. Bilingual English/Spanish. Detail oriented and able to do multiple tasks. Experienced in servicing students and families from diverse and multicultural/multilingual backgrounds. Always engaged in continuous learning and gaining experience in the field of Education.

# **ELSIE N. SOLIS-CHANG, ED.D.**

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## **Jill Hamilton-Bunch, Ph.D. (Supervisor)**

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## **Allen Williams, M.A. (Former Principal)**

Principal  
Temecula Valley High School  
31555 Rancho Vista Road  
Temecula, CA 92592

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[awilliams1@tvusd.k12.ca.us](mailto:awilliams1@tvusd.k12.ca.us)

## **Benjamin Gaines, Ed.D. (Former Vice Principal)**

Principal  
Summit Public Schools  
699 Serramonte Blvd  
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## **Kim Herrera, M.A. (Former Principal)**

Principal  
North Kern Community School  
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Delano, CA 93215

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[kiherrera@kern.org](mailto:kiherrera@kern.org)