**CALYN PAINTER**

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# PROFESSIONAL SUMMARY

CELTA certified EL and Spanish Teacher, fluent in Spanish with four years of teaching experience internationally and in the US. Currently holding a 4.0 as I work towards an M.A. in Spanish/Bilingual/Multicultural Education and a license in International ESOL Education at George Mason University, where teach low-level university Spanish courses. I did some brief translation work through a contractor in Ecuador and recently translated for Romer Villaroel at the office of Senator Tim Kaine in regards to human rights violations in Bolivia.

# SPANISH TEACHING EXPERIENCE - ADULTS

**George Mason University** |Fairfax, VA| *Beginning January 2018*

* Teach basic Spanish to University students
* Enrich the curriculum with dynamic and intellectually stimulating activities

**FAIRFAX COUNTY PUBLIC SCHOOLS** V​ IRGINIA | *J*​ *ULY -SEPTEMBER 2017*

* Taught Spanish evening classes to American and German adults with very little resources
* Developed supplemental material and maintained group contact between lessons

# EL TEACHING EXPERIENCE - ADULTS

**KAPLAN INTERNATIONAL** |W​ ASHINGTON, D.C.| *S*​ *EPTEMBER 2016 – January 2018*

* Prepare students for the TOEFL by teaching test strategies, general English skills, and providing feedback on TOEFL simulations
* Design and instruct a variety of courses including D.C. News, Pronunciation Club, and TED Talks Club • Organize school-wide events and outings such as “International Thanksgiving”, dinners, dance classes, etc.
* Write monthly student reports for and hold meetings with individual students
* Proctor weekly placement tests
* Hold graduations and give speeches on individual student development

## **CAMBLY.COM** ​ |​ O​ NLINE | M​ ARCH 2016 – January 2018

* Stimulate conversation via video chat, building rapport while remaining culturally sensitive
* Diagnose student needs in order to determine teaching format and administer appropriate supplementary materials

**INTERNATIONAL HOUSE** |Q​ UITO, ECUADOR | *2014-2016*​

* Taught General/Business English and Cambridge Exam Prep in private and group classes
* Submitted weekly lesson plans which I compiled to create full-course plans for future classes
* Supported new teachers through guided lesson-planning
* Was observed on a monthly basis, incorporating feedback into my teaching methodology

**COLEGIO AMERICANO DE QUITO** |Q​ UITO, ECUADOR | *J*​ *ANUARY-MARCH 2016*

* Taught English to high-school administrative staff twice a week
* Created and implemented all evaluative measures to assess student progress

**AMERICAN JUNIOR COLLEGE** |Q​ UITO, ECUADOR | *O*​ *CTOBER 2014 – JANUARY 2015*

* Created a full set of quizzes, exams, and assignments to meet the assessment criteria outlined by the institution
* Led my classes in contributing to university-wide events such as preparing food or singing English Christmas carols

**LA UNIVERSIDAD DE SAN FRANCISCO** |Q​ UITO, ECUADOR | *O*​ *CTOBER – DECEMBER 2014*

• Traveled off-site to deliver classes to employees of a high-profile client, Andes Petroleum

**ESL TEACHING EXPERIENCE – YOUNG LEARNERS**

**APOLLO ENGLISH JUNIOR** |H​ ANOI, VIETNAM | *S*​ *UMMER 2016*

# EDUCATION AND CERTIFICATION

**George Mason University,** Fairfax, Virginia ​

M.A. Candidate in Foreign Languages, concentration in Spanish/Bilingual/Multicultural Education, ​*May 2020*

**CELTA (Certification in Teaching English to Speakers of Other Languages),** ​International House,

Montañita, Ecuador, ​*July 2014*

* Internationally recognized certificate through Cambridge University
* Completed 160 hours

**Virginia Tech,** ​Blacksburg, Virginia

B.S. in Psychology, ​*May 2013*

* GPA: 3.​7

**La Universidad de San Francisco**, Quito, Ecuador​

Spanish, ​*Summer 2012*

**CONFERENCES ATTENDED**

WASHINGTON, D.C. TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (WATESOL), *2016*​  *AND 2017*

# VOLUNTEER TEACHING EXPERIENCE

**ACTIVELY CARING FOR PEOPLE (AC4P)**

CENTER FOR APPLIED BEHAVIORAL SYSTEMS, VIRGINIA TECH, *2013*​

* Created and taught lessons to promote prosocial behavior in public middle schools
* Implemented surveys to measure attitudes of control vs. intervention groups before and after implementation of AC4P Lessons

# PUBLICATIONS

Sihalath, M​**.,**​ ​Wright, B., Santos, P., **Painter, C.**​ (2013, April).​ ​ ​*Bystander Intervention: Proactive vs. Reactive Actively Caring .*​Poster accepted for presentation at the Virginia Psychological Association meeting, Richmond, VA