**Lisa K. Hirschmann**

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**PROFESSIONAL EXPERIENCE**

**Spanish Teacher, Upper School for Girls, Annie Wright Schools, Tacoma, WA, August 2018-present**

* Design curriculum and syllabus and prepare daily lessons for Spanish I (Honors), Spanish II (Honors), Spanish III B (SL/HL), Spanish Ab initio I (SL), Spanish IV (SL/HL) and Spanish V (SL/HL).
* Prepare students for International Baccalaureate (IB) exams (Spanish B and Spanish Ab initio).
* Serve as adviser to students on CAS (Creativity, Activity, Service) projects for International Baccalaureate Diploma program.

**Spanish Master (part-time), The Lawrenceville School, Lawrenceville, NJ, August 2017-June 2018**

* Designed syllabus and prepared lesson plans aimed at meeting Departmental Learning Objectives (DPLOs) for Spanish II.
* Initiated, facilitated, and moderated class discussions, engaging in cross-linguistic transfers to create a safe environment for student learning.
* Assessed student progress in writing each term via online learning platform (Haiku).
* Maintained regularly scheduled office hours to advise and assist students.

**Language Instructor (part-time), Inlingua School of Languages, Princeton, NJ, September 2017-July 2018**

* Taught English and Spanish using the Inlingua (direct) method (group and private classes).
* Planned, prepared, and delivered lessons according to prescribed programs.
* Documented lessons plans and student progress on Google calendar.
* Administered, corrected, and scored quizzes and tests as scheduled by the Director of Studies.

**Assistant-in-Instruction (AI) in Spanish, Princeton Univ., 2011-2017**

* Created and implemented lesson plans aimed at the achievement of course learning objectives for daily class sessions, attuning course materials such as homework assignments and class handouts when necessary.
* Kept accurate and complete student attendance records, grades, and other required records.
* Corresponded with students in writing, responding to questions or concerns by e-mail.

**EDUCATION**

**Master of Arts in Spanish and Portuguese Languages and Cultures, Princeton Univ. (Spring 2013)**

* University Fellowship, 2011-2016.
* Summer Research Grant, Program in Latin American Studies & Institute for International and Regional Studies: Field research in Havana, Cuba and Galicia, Spain.
* Relevant Coursework: *Methodology of Spanish Language Teaching.*

**Bachelor of Arts, Columbia College, New York, NY (Spring 2009)**

* Dean’s List, Spring and Fall 2008.
* Two-semester study abroad in Andalusia, Spain, and Buenos Aires, Argentina.

**TRANSLATIONS**

* Rodríguez Freire, Raúl. “Ulysses’ Last Voyage: Bolaño and the Allegorical Figuration of Hell.” *Roberto Bolaño, a Less Distant Star. Critical Essays.* Edited by Ignacio López-Calvo.  New York: Palgrave Macmillan, 2015.
* Gómez-Moya, Cristián (Editor and Curator).  *Human Rights/Copy Rights: Archivos visuales en la época de la desclasificación*. Bilingual edition.  Co-translated with Ruth Halvey and Patricio Cleary.  Santiago de Chile: Universidad de Chile, 2013.
* Labrador Méndez, Germán.  “Dynamiting Don Quixote. The Monumental Poetics of the Cervantine Tercentenary, Iconoclastic Writings of Colonial Memory and the Subaltern Crisis of the National Subject (Spain 1915-1921).” *Journal of Iberian and Latin American Studies* (Cardiff University) 3.19 (2013): 185-209.
* Rodríguez Freire, Raúl. “Ulysses’ Last Voyage: Bolaño and the Allegorical Figuration of Hell.” *Roberto Bolaño, a Less Distant Star. Critical Essays.* Edited by Ignacio López-Calvo.  New York: Palgrave Macmillan, 2015.
* Thayer, Willy.  “Eugenio Dittborn: No Man’s Land Paintings.”  *Afterall: A Journal of Art, Context, and Enquiry.* 29 (Spring 2012): 81-94.
* Labrador Méndez, Germán, and Agustina Monasterio Baldor. “The Magic Mountains: Narratives of Historical Memory, Folk Literature and Communities of Memory in the Popular Imagination of the Maquis*.*” *Armed Resistance. Cultural Representations of the Anti-Francoist Guerrilla*. Ed. Antonio Gómez López-Quiñones and Carmen Moreno-Nuño. Co-translated with Mia Prensky. Minneapolis: Minnesota University Press, *Hispanic Issues On Line* (Fall 2012): 196-216. Web.

**CERTIFICATES, AWARDS & DIPLOMAS**

* ACTFL Oral Proficiency Interview Rating in Spanish: Advanced High (valid through July 2021).
* Diploma in Spanish as a Foreign Language (Superior Level), awarded by the Cervantes Institute (Fall 2007).

**COMPUTER SKILLS**

* Proficient in Windows, Word, PowerPoint, and Excel (Microsoft Office suite).
* Familiar with online learning platforms like Blackboard, Course Works, Moodle, Teachers.io, and Haiku.

**LANGUAGES**

* English (native), Spanish (near-native), Portuguese (advanced), French (reading).