

Julie Black

Curriculum Vitae

Curriculum | Assessment | Instructional Design

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Professional Portfolio: 4DesignEducation.com

PROFESSIONAL HIGHLIGHTS

- Co-Presenter, National Association for Bilingual Education (NABE) Conference (2025) and Texas Association for Bilingual Education (TABE) Annual Conference (2024)
- *Deep Diving into Biliteracy* instructional framework documented in doctoral dissertation research (2025)
- Master of Education in Bilingual Education
- Published historical novelist, *The Last Toltec King*
- 34 years designing curriculum, assessments, instructional materials, and multimodal learning experiences for diverse and multilingual learners

PROFESSIONAL SUMMARY

Master's-prepared bilingual educator and curriculum professional with 34 years of experience designing integrated curriculum, developing instructional materials and assessments, mentoring educators, and creating multimodal learning experiences for diverse and multilingual learners in the United States and Mexico. Expertise includes curriculum development, assessment design, Canvas LMS, professional learning, instructional technology, bilingual education, and educational content creation. Published historical author and educational writer with demonstrated expertise in long-form research, scholarly writing, translation, and complex project management. Recognized for designing cohesive instructional systems that transform complex concepts into engaging, accessible learning experiences for students and educators.

CORE COMPETENCIES

Spanish (Near-Native Fluency) • Curriculum Development • Educational Content Writing • Instructional Design • Assessment Design • Learning Experience Design • Biliteracy Instruction • Contrastive Analysis • Professional Learning • Teacher Training • Canvas LMS • Digital Curriculum • GLAD Methodology • Standards Alignment • Educational Technology • Bilingual Curriculum Development • Data-Informed Instruction • Public Speaking • Cultural & Linguistic Responsiveness

EDUCATION

Master of Education in Bilingual Education, 2023

University of Texas at El Paso

Bachelor of Arts in History, 1992

University of California, Davis

Concentration in Latin American History

Undergraduate and Graduate Studies in Mexican History, 1991–1992

Universidad Nacional Autónoma de México (UNAM), México City

University of California, Davis Education Abroad Program

TEACHING CERTIFICATIONS — TEXAS

Bilingual Generalist–Spanish, Grades 4–8

History, Grades 8–12

Secondary Spanish, Grades 6–12

Mathematics, Grades 4–8

Art, Grades EC–12

PUBLICATIONS & PRESENTATIONS

Deep Diving: Using Translanguaging and Contrastive Analysis to Develop Biliteracy

Co-Presenter, National Association for Bilingual Education (NABE) Conference, 2025

Co-Presenter, Texas Association for Bilingual Education (TABE) Annual Conference, 2024

The Last Toltec King, Historical Novel, 2014

The Ghost of Coalcomán, short story, Amazon Kindle Edition, 2014

The Crossing, short story, Amazon Kindle Edition, 2014

Mythology and Legends of the Nahua People: Essays on Ancient Mexico, MexConnect, 2000

PROFESSIONAL EXPERIENCE

Fuente Nueva Charter School | Arcata, CA | 2025–2026

ELA Teacher, Spanish Immersion Program, Grades 2-5

- **Used Renaissance assessment data and Lexile measures** to make reading-growth data accessible and actionable for students and families, building investment in individual goals and sustained progress across multiple assessment cycles.
- **Redesigned literature-circle instruction using Bloom’s Taxonomy and explicit questioning strategies**, progressing students from basic recall to independently generated inference-, author’s-craft-, and analysis-level discussion questions.
- **Designed and delivered explicit academic-writing instruction** for fourth- and fifth-grade students, using structured frameworks to scaffold evidence-based constructed responses and extended academic writing; students applied these strategies to produce high-quality Science Fair reports and other academic work.
- **Designed grade-level digital ELA curriculum webpages for Pre-K–5**, curating and organizing weekly instructional resources, texts, and student-accessible materials within interactive virtual learning environments.
- **Reorganized, standardized, and maintained multi-grade digital ELA curriculum systems**, auditing multiple grade-level master presentations for alignment with instructional pacing; corrected sequencing and dates, indexed content by instructional week, revised instructional materials, and maintained the Pre-K–5 web-based curriculum interface used to access weekly resources.

Ray Elementary School | Hutto, TX | 2023–2025

Dual Language Teacher, English & Spanish Language Arts, Grade 4

- **Authored standards-aligned, technology-enhanced ELA assessments directly in Canvas LMS New Quizzes**, integrating complex text and image stimuli, multiple item types, and interactive student annotation tools; developed selected-response and constructed-response items measuring reading comprehension, vocabulary, and written-response skills, with scoring rubrics closely aligned to STAAR writing expectations; analyzed results to inform subsequent instruction.
- **Used Cambium assessment systems to administer interim and STAAR assessments and analyze interim results**, identifying areas of strength and need and using performance data to guide subsequent instruction and targeted support.
- **Used IXL extensively to provide targeted English Language Arts practice in grammar, writing, vocabulary, and reading comprehension**, leveraging IXL’s integration with Renaissance assessment data to individualize skill development based on identified

student needs; this targeted approach contributed to significant gains in student performance on state summative assessments.

- **Leveraged HMH *Arriba la Lectura* materials to develop the original biliteracy instructional approach “Deep Diving,”** using paired English and Spanish texts, contrastive analysis, translanguaging, and strategically designed bilingual student groups to build cross-linguistic connections and strengthen comprehension and higher-order literacy skills in both languages.
- **Implemented GLAD instructional strategies** to integrate academic vocabulary, oral language, grammar, reading, and writing, using scaffolded sequences such as Here, There chants, Sentence Patterning Charts, and collaborative sentence construction to move students from modeled language to independent application.
- **Analyzed English- and Spanish-language assessment data to differentiate literacy instruction,** using Lexile measures and HMH *Arriba la Lectura* resources to align text complexity, targeted comprehension skills, and flexible instructional groups with individual student needs.
- **Co-presented “Deep Diving: Using Translanguaging and Contrastive Analysis to Develop Biliteracy”** with Dr. Fernando Milmo at the 2024 Texas Association for Bilingual Education (TABE) Annual Conference; the work was subsequently presented by Dr. Milmo at the 2025 National Association for Bilingual Education (NABE) Conference.

Xenia Voigt Elementary School | Round Rock, TX | Aug. 2022 – Aug. 2023

Dual Language Teacher, Science & Spanish Language Arts, Grade 5

- **Designed Spanish Language Arts assessments** to measure student learning and inform instruction, while also using Renaissance assessments and district interim diagnostic exams to monitor performance and identify instructional needs.
- **Participated in a grade-level implementation of a Cambium assessment-through-the-year pilot for fifth-grade Science,** completing rollout training and administering assessments to monitor student learning and inform instruction.
- **Used Benchmark Education’s leveled readers extensively to differentiate literacy instruction,** matching texts to students’ Lexile levels and instructional needs to provide appropriately challenging reading practice and targeted comprehension support.
- **Designed the original Spanish-language vocabulary framework BATTE to support bilingual learners,** integrating traditional context-clue strategies with translanguaging as an explicit comprehension strategy and developing visual, text-based, and modeled

instructional supports that helped students use their full linguistic repertoires to determine the meaning of unfamiliar words independently.

- **Applied multiple GLAD instructional strategies** in fifth-grade science to develop academic vocabulary, content knowledge, oral language, and student engagement for emergent bilingual learners.
- **Taught constructed-response and essay writing** using RACE and the hamburger method, while developing original student scaffolds to support organization, evidence, elaboration, and increasingly independent writing.
- **Analyzed student performance data** to identify learning needs, form flexible instructional groups, and design differentiated learning centers and targeted instruction.

Hutto Middle School | Hutto, TX | 2019–2022

Dual Language Social Studies Teacher, Grades 6–7; Spanish Language Arts, Grade 6

- **Designed formative assessments and analytic rubrics** for project-based learning units, developing separate criteria to assess content mastery and oral presentation/delivery; structured peer evaluation required students to apply both rubrics to assess classmates' culminating presentations, reinforcing content understanding, communication skills, and assessment criteria.
- **Used Newsela extensively to differentiate bilingual literacy instruction**, enabling students to adjust text complexity to their individual reading levels in both English and Spanish and progressively increase complexity as comprehension developed, building student ownership of literacy growth. **This approach contributed to substantial gains in reading performance, as documented by Renaissance Star 360 reading data.**
- **Designed and delivered bilingual Social Studies instruction using Project GLAD® strategies** to build academic language, content knowledge, and higher-order thinking for emergent bilingual students.
- **Created original bilingual digital notebooks** that transformed Texas History units into collaborative, multimedia learning experiences integrating research, academic vocabulary, historical analysis, writing, and student-created products.
- **Collaborated with bilingual-education consultant and author Monica Lara** in developing middle-school dual-language instructional practices; program work was recognized as a promising model for secondary bilingual education and considered for inclusion in a future publication.
- **Played a key role in developing and implementing Hutto Middle School's dual-language program at the secondary level**, collaborating with colleagues to design bilingual Social

Studies and Spanish Language Arts curriculum, instructional structures, and language supports for an emerging middle-school program.

- **Created extensive visual and interactive instructional supports**, including Pictorial and Narrative Input Charts, Cognitive Content Dictionaries, Observation Charts, Process Grids, inquiry maps, and student-generated content displays.
- **Integrated academic vocabulary directly with essential questions and conceptual learning**, helping students connect new language to broader historical and geographic concepts rather than learning terminology in isolation.
- **Designed collaborative inquiry and peer-evaluation activities** that moved students from observation and content acquisition to comparison, analysis, evidence-based reasoning, and critique.
- **Developed differentiated cooperative-learning structures and language scaffolds**—including sentence frames, visual supports, leveled questioning, and structured academic discourse—to ensure meaningful participation across proficiency levels.
- **Used student data to create flexible and targeted instructional groups**, combining heterogeneous collaboration with ability-based small-group instruction to provide differentiated academic support.
- **Created original games, maps, visual resources, and hands-on learning experiences** that transformed complex Social Studies content into highly engaging, accessible instruction.
- **Designed and delivered Hutto ISD district professional development, “Centers, Oh the Joy!”** training educators to implement structured learning centers that supported differentiation, student engagement, collaboration, and independent learning.

Martin Middle School | Austin, TX | 2016–2019

Dual Language Teacher, Grades 6–8, ELA, Social Studies & Art

- **Designed and developed standards-aligned Texas History assessments directly in Canvas LMS**, creating selected-response items to measure content knowledge and conceptual understanding and using assessment results to monitor student learning and inform instruction.
- **Created original bilingual Texas History instructional materials in English and Spanish**, including historical-story slide presentations and the self-authored *Age of Contact* Project GLAD® Big Book, using visual storytelling to make complex historical content accessible to multilingual learners.

- **Independently learned Canvas through self-directed study and introduced digital assignment delivery** to maintain access to instruction in a high-needs learning environment; enabled motivated students to work independently, master essential content, and complete assignments successfully despite persistent disruptions to classroom instruction.
- **Designed and delivered an original middle-school Visual Arts program without a prescribed curriculum**, developing hands-on instruction across papier-mâché, oil pastel and India ink techniques, tile mosaics, Mexican metal embossing (*repujado*), ceramics, and other media.
- **Built strong relationships with a predominantly Hispanic, economically disadvantaged and at-risk student population** through Spanish-language communication, culturally responsive instruction, visual and hands-on learning, and consistent expectations for student participation and success.

Webb Middle School | Austin, TX | 2007–2016

ELA, Newcomer & Texas History Teacher, Grades 6–7; ESL Certified

- **2007–2008 | ELA:** Delivered standards-aligned seventh-grade ELA instruction with a strong emphasis on state assessment preparation, providing targeted language support for English learners.
- **2008–2009 | Newcomer Program:** Designed and taught curriculum for a self-contained, mixed-grade Newcomer program serving students in their first year in the United States, integrating English-language development across content areas while differentiating instruction for students with interrupted formal education.
- **2009–2016 | Texas History:** Earned a **Project GLAD® Certificate of Completion** and became a highly engaged campus implementer, designing and sequencing multi-week Texas History units using GLAD strategies to integrate content, academic language, visual scaffolds, structured interaction, and higher-order thinking.
- **Designed comprehensive GLAD-based instructional units**, mapping strategies across multi-week calendars and creating Pictorial and Narrative Input Charts, Cognitive Content Dictionaries, Observation Charts, Process Grids, chants, cooperative-learning activities, and other interactive supports to build content knowledge and academic language for multilingual learners.
- **Implemented SIM Content Enhancement Routines** to make complex Social Studies content more accessible and conceptually organized, using Unit Organizers and Course

Frames to visually map essential questions, critical content, relationships among concepts, and connections across units.

Wooldridge Elementary School | Austin, TX | 2003–2007

Bilingual Teacher, Grades 4–5

- **Delivered bilingual, self-contained instruction across core content areas**, integrating English and Spanish language development with Math, Science, Language Arts, and Social Studies instruction for fourth- and fifth-grade students.
- **Implemented assessment-informed literacy instruction and guided reading**, using diagnostic reading assessments, small-group instruction, reading-development strategies, and explicit writing instruction to address students' individual literacy needs.
- **Applied guided math and targeted intervention strategies** to develop mathematical vocabulary, numerical fluency, number and operations, measurement, and probability skills, supported by extensive district professional development in mathematics instruction.
- **Designed inquiry-based Science instruction across multiple disciplines**, including Earth and Life Science, ecosystems, oceans, solar energy, energy, and physical science, emphasizing conceptual understanding and active student investigation.

MEXICO

Centro Educativo Naciones Unidas | San Miguel de Allende, Gto., México | 2002–2003

English Language Arts Teacher, Grades 5–6; ESL/EFL

- **Implemented departmentalized English as a Foreign Language instruction for Spanish-native-speaking students**, developing reading comprehension, academic vocabulary, and writing skills through targeted English Language Arts instruction.

Escuela Bilingüe José Vasconcelos | San Miguel de Allende, Gto., México | 2001–2002

Assistant Principal, Pre-K–10

- **Supported schoolwide instructional and operational programs as Assistant Principal for Pre-K–10**, working with faculty, staff, students, and families across a bilingual school environment.

- **Supported teachers and managed faculty personnel**, providing guidance in curriculum, classroom management, and instructional practice; participated in classroom observations and held responsibility for teacher hiring and termination.

Colegio Panamericano del Sol | Morelia, Michoacán, México | 1999–2001

Assistant Principal, Grades 1–6

- **Contributed to elementary curriculum design and implementation as Assistant Principal for Grades 1–6**, supporting the development and delivery of the school's instructional program across multiple grade levels.
- **Provided instructional supervision and personnel leadership**, conducting classroom observations, supporting teachers in curriculum and classroom management, and managing faculty hiring and termination decisions.

Instituto Tecnológico de Morelia | Morelia, Michoacán, México | 2000

University-Level Instructor, Methods of Teaching

- **Taught university-level Methods of Teaching coursework** focused on foundational instructional practice, including effective presentation of content, classroom management, assessment, instructional planning, and teacher organization.
- **Prepared future educators to use creative instructional resources and effective teaching methods**, emphasizing practical strategies for designing, organizing, and delivering instruction.

Instituto Thomas Jefferson | Morelia, Michoacán, México | 1997–1999

ESL, English Language Arts & World History Teacher, Grades 8–12

- **Delivered secondary-level ESL, English Language Arts, and World History instruction** to Spanish-native-speaking students, integrating English-language development with academic content across grades 8–12.

Organización Ramírez | Morelia, Michoacán, México | 1997

Business English Instructor, Translator & Cultural Consultant

- **Provided Business English instruction, translation, and cross-cultural consulting** for Spanish-speaking professionals in a corporate environment.

Instituto Pedagógico Piaget | Morelia, Michoacán, México | 1996–1997

ESL & English Language Arts Teacher, Grades 6–8

- **Delivered middle-school ESL and English Language Arts instruction** to Spanish-native-speaking students, developing English-language proficiency through integrated reading, writing, and language instruction.

Baden-Powell Institute | Morelia, Michoacán, México | 1996

English as a Foreign Language & History Teacher

- **Delivered English as a Foreign Language instruction and taught the History of Ancient Mexico in English**, integrating language development with content-based historical instruction.

Universidad Latina de América | Morelia, Michoacán, México | 1995

English as a Foreign Language & Cambridge Exam Preparation Teacher, Grades 9–12

- **Delivered secondary-level English as a Foreign Language instruction and University of Cambridge English exam preparation** to Spanish-native-speaking students, developing English proficiency and test-readiness skills.

USA

Yancey County School Systems | Burnsville, NC | 1993–1994

Spanish Teacher, Grades 6–8

- **Delivered middle-school Spanish as a Foreign Language instruction**, developing students' foundational proficiency and communication skills in Spanish.

Mayland Community College | Spruce Pine, NC | 1993

Adult Education ESL & Continuing Education Spanish Instructor

- **Delivered adult education ESL and continuing-education Spanish instruction**, supporting adult learners in developing practical language and communication skills.

MEXICO

ESL Language Centers | México, D.F., México | 1992–1993

Adult Education ESL, Conversational English & Business English Instructor

- **Delivered adult ESL, conversational English, and Business English instruction** to Spanish-speaking learners, developing practical English-language proficiency for everyday and professional communication.