

Naomi Watkins

PROFESSIONAL PROFILE

I am a passionate educational professional with a strong commitment to supporting and empowering women in their educational, professional, and personal lives.

Community builder & connector
Effective & engaging communicator
Big picture thinker & strategist

Proven research & presentation skills
Team-oriented leader & collaborator
Tenacious, resourceful, innovative

EXPERIENCE

Aspiring Mormon Women, aspiringmormonwomen.org Co-Founder & Director

June 2013–Present

A 501c(3) non-profit organization with the purpose to encourage and support the educational and professional aspirations of Latter-Day Saint women.

- Recruited and managed team of 10+ team members to provide original, quality website content, programming, and social media updates.
- Developed the #EmbraceYourAND campaign to provide models of women whose lives reflect an integration of education, career, *and* family.
- Established partnerships with organizations and groups with similar missions, particularly those supporting women's education, leadership, and advancement.
- Created and moderated an online mentoring and networking forum with 3000+ women who attribute the forum as a source of empowerment and support for pursuing and completing their goals.
- Organized mentoring and networking events in 8 cities around the U.S. on a quarterly basis.

Granger High School, West Valley City, UT Lead Instructional Coach

August 2015 – Present

Largest Title I urban high school in Utah with 3300 students (70% Hispanic) and 150 faculty and staff members.

- Spearheaded a school-wide improvement plan through longitudinal data analysis and teacher focus groups that included short- and long-term goals and measurements.
- Developed and delivered over 50 professional development trainings per year.
- Provided one-on-one coaching to teachers by helping them set instructional goals, conduct observations, collect and analyze data, and generate next steps towards improvement.
- Supervised instructional team members and acted as liaison between administration and faculty/staff.

University of La Verne, La Verne, CA Assistant Professor of Literacy Education

July 2011–June 2015

Comprehensive, private Hispanic-serving university in the Greater Los Angeles area.

- Managed budget and research agenda as the principal investigator on a two-year grant to infuse literacy instruction into high school curriculum.
- Provided ongoing in-person and online professional development training via WebEx and Google Hangout to full-time and adjunct instructors to ensure curriculum implementation.

- Taught and redesigned curriculum for 5 courses, including K-12 literacy pedagogy, children's and young adult literature, and writing, across 3 undergraduate and graduate programs.
- Disseminated quantitative and qualitative research findings through peer-reviewed articles and presentations at the state, national, and international levels. Publications with circulations upwards of 25,000–56,000 readers. Presentations given in small groups and to 100+ people.

University of Utah, Salt Lake City, UT

July 2005–June 2011; August 2016-present

Visiting Assistant Professor | Instructor | Research Assistant

- Instructed undergraduate and graduate students across 10 different courses receiving a 5.4/6 average on end-of-course student evaluations.
- Mentored 25 student teachers during their practicum, observing their instruction in classrooms and providing them with written and verbal feedback and support.
- Collaborated across departments on a three-year federal grant and successfully implemented an instructional framework to improve Title I middle school teachers' English language and reading instruction.
- Based on feedback of teachers of English learners, created a tool with a linguistics colleague to assist in planning more targeted instruction. Publication of this tool is a top 4% article viewed on academia.edu.

Gilbert Public Schools, Gilbert, AZ

August 2001–June 2005

English/Language Arts Middle School Teacher & Teacher Trainer

Taught students representing diverse ability levels and backgrounds.

- Provided district-wide trainings to K-12 teachers. Teachers reported high satisfaction with professional development trainings and reported implementing trainings in their own classrooms with success.
- Created a how-to-do-research booklet & other curriculum materials with a team of teachers for district-wide use (over 6,000 middle school students).
- Received Wells Fargo Educational Grant to incorporate literature circles in classroom instruction leading to improved quality of students' literature discussions and their engagement with reading.
- Mentored students in planning school-wide dances and other social events for a student body of 800 as the student council advisor.

VOLUNTEER EXPERIENCE

Committee Member, Elva Knight/Teacher as Researcher Grant Committee, International Literacy Association

English Tutor, Refugee & Immigration Center – Asian Association of Utah

Volunteer, South Pasadena Burrito Project (serving homeless on Los Angeles' Skid Row)

Mentor, First Generation College Student Mentor Program, University of La Verne

EDUCATION

Ph.D., Teaching & Learning: Literacy, University of Utah, Salt Lake City, UT, **2010**

M.Ed., Curriculum & Instruction: Language & Literacy, Arizona State University, Tempe, AZ, **2004**

B.A., English Teaching, minor in Communication, Brigham Young University, Provo, UT, **2001**

Utah Secondary English Teaching Credential, Level II