



# Holly Factora

**TEACHING PORTFOLIO**

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# Cover Letter

## Holly Factora

Licensed Elementary Teacher

### To Whom it May Concern,

I am applying to licensed teacher openings in the Forest Grove School District for K-6. I was born and raised in Forest Grove, where my mom was a teacher for almost 40 years. I spent over 7 years teaching both 1st grade and 4th grade for the Hillsboro School District. After the past few years raising my children and working for our family video production business, it is time for me to return to my first love, teaching!

This is a truly unique time to apply for a teaching position. I believe that my specific background makes me uniquely qualified to respond to the challenges that students have faced this past school year in light of Covid-19. As a classroom teacher, I had many opportunities to work with students who were at risk both in academics and behavior. We are going to have a lot of students who will have lost valuable skills and need to catch up this coming school year. Having an experienced teacher will also help students who are struggling having been out of the structure of a classroom for so long.

### Some highlights from my teaching experience include:

- I taught **1st Grade** (2 years) and **4th Grade** (5 years) in the Hillsboro School District.
- Currently a **Substitute Teacher** for the Forest Grove School District
- **Reading Endorsement** and **Masters of Arts in Teaching**
- Hired by **Brad Bafaro**, the Special Education Director for the Forest Grove School District, as a classroom teacher for the **Community Based Activity Program** in Forest Grove for 6 years.
- Taught an **after-school program** to help **English Language Learners** make up deficits in Reading and Math.
- **Team Leader** for the **Positive Behavior Intervention Program** (PBIS).
- Experienced in **Virtual Learning**-teaching trainings in a business setting, and using Google Classroom during substituting and as a parent during the quarantine.

Beyond my experiences in multiple grade levels and environments, I know that I bring a great amount of positive energy and enthusiasm to my work. At the heart of every effective and powerful educator is a desire to make students feel known and cared for, which is my greatest strength.

I hope that you will take a moment to review my resume and reach out to me with any questions. Thank you so much for your time and consideration. I would also love to introduce myself to you in this short video: [www.retomedia.com/IntroducingHolly](http://www.retomedia.com/IntroducingHolly)

Sincerely,

Holly Factora

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Forest Grove, OR 97116

Cell Number: 503-702-4524  
Email: [holly.factora@gmail.com](mailto:holly.factora@gmail.com)

# Resume



## CONTACT ME

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Email: holly.factora@gmail.com

## HOLLY FACTORA

LICENSED ELEMENTARY TEACHER

### ACHIEVEMENTS

- Reading Endorsement from Eastern Oregon University
- Chair of Positive Behavior Intervention Support (PBIS)
- Selected by the Hillsboro Education Association for a grant to create an after-school reading program targeting at risk readers.
- Coached ELL students in an after-school program aimed at reducing academic disparity. I specifically taught the math intervention group.
- Selected to be on the Hiring Committees for new staff.

### PROFICIENCIES

- Managing student IEP and 504 goals in the regular classroom and supporting full inclusion.
- Teaching reading intervention programs designed to target students below grade level.
- Master Teacher at developing curriculum plans that both meet State and Federal Standards, while also utilizing the multiple intelligences.
- Experienced in diversifying instruction to meet all student needs.

### EMPLOYMENT HISTORY

#### Forest Grove School District Licensed Substitute | January 2020 - Current

- Substituting has provided a great opportunity to use my classroom management skills to quickly build rapport and clear expectations with students.
- Actively substituting for grades Kindergarten to 6th Grade, as well as for Specialists in ESD and SPED.

#### RETO MEDIA, Hillsboro OR | 2014 - Current

- Worked alongside my husband to grow our photo and video production company from 1 person to a team of 8 people. This growth is what has allowed me to return to my career.
- Human Resources Manager, Bookkeeper, General Operations
- Manage all financial responsibilities of a small business.
- Networking and Customer Relations
- Worked with both Pacific University and George Fox University to host paid internships at our company.

#### Patterson Elementary, Hillsboro OR | September 2010 - 2013

##### Classroom Teacher 4th Grade

- Worked alongside two veteran teachers, resulting in growth as a practitioner. Implemented higher level thinking, problem solving, and enrichment opportunities for TAG students were all exciting additions to my "toolkit."
- In coordination with the Special Education Teacher in the Communication Classroom, we began to implement periods of inclusion into my classroom.
- Partnered with the ELL teacher. I taught a 3 day a week after school program with double dosing in math and reading.
- Exceptionally proud of the strong relationships I had with families and parent volunteers.
- Mentored a first year teacher.

#### McKinney Elementary, Hillsboro OR | September 2006 - June 2010

##### Classroom Teacher 4th Grade

- Became the "go to" classroom for students with IEPs. Worked with Instructional Assistants to integrate students into my regular education classroom.
- Taught the Reading Intervention Program for ELL students that were Intensive Readers.
- Helped facilitate the State 4th grade writing test as well as computer based ELA and math tests. Based upon student results, our PLC worked to create strategic grouping and interventions to teach necessary skills that were missing on 1st attempts at the test.

##### Classroom Teacher 1st Grade

- McKinney shifted from a 50% 'Free and Reduced Lunch' school to 85% with a major boundary realignment. This allowed me the opportunity to see how a school responds to shifting needs of students.
- Used basic conversational Spanish to communicate with parents and students.
- Worked alongside ELL staff to coordinate our Spanish Literacy Program with our English Literacy Program, front-loading vocabulary and best practices to support students getting to grade level in English by Spring of 1st Grade.



# Resume

## OTHER EMPLOYMENT

### Community Based Activity Program (CBAP), Forest Grove OR | 1999-2012

#### Classroom Teacher 2006-2012

- Hired by Brad Bafaro, the director of Special Education in the Forest Grove School District, to teach one of the Elementary classrooms serving as the Extended School Year for Special Needs students in Forest Grove and surrounding districts.
- Mentored and monitored instructional assistant staff as we engaged with the community and supported student IEP and 504 plan goals.
- In the Summer of 2006, I taught the behavioral support classroom, working with 1:1 staff to student ratios in a classroom setting to help students become safer in a regular classroom setting. This position involved working closely with Special Education Facilitators.

#### Classroom Instruction Assistant (CBAP) 1999-2005

## EDUCATIONAL HISTORY

### Eastern Oregon University-Reading Endorsement | 2007-2013

#### READ Oregon Program

- Practicum was completed in 2013 at Patterson Elementary in Kindergarten, 2nd Grade, and 4th Grade.
- The coursework for my Reading Endorsement was completed through multiple Oregon Public Universities.
- Coursework focused on acquisition of language, linguistics, diverse genres of literature, literacy strategies and testing for literacy related disabilities.
- To complete my practicum, I needed trackable data to show improvement in my groups and video taped lessons submitted to my professors.

### George Fox University | 2005-2006

#### Master of Arts in Teaching

- Graduated with a 4.0 GPA
- Hired for my first job, prior to graduation, due to the recommendation of my supervising principal.
- Student Teaching experiences were in Beaverton in 5th grade and Hillsboro in 2nd Grade.

### Trinity Western University, Vancouver B.C. | 2001-2005

#### General Studies, Concentrations in Education, History, English

- Admitted to the School of Education in my junior year based upon grades, recommendation letters from mentor teachers during classroom volunteering, and recommendation of professors.
- Taught freshmen students in an Introduction to College class. Responsible for facilitating lessons and discussion and grading written assignments.
- Chosen as a Student Admissions Counselor to work with incoming high school students and families.

## VOLUNTEERING

- Dilley Elementary School- Classroom Volunteer, Site Council 2018-current
- Pacific University School of Business- Guest Speaker 2019
- Forest Grove Girls Little League- Assistant Coach 2019
- Forest Grove Dance Arts- Backstage Volunteer 2016-2020
- Hillsboro Unified Sports- Basketball Coach 2008-2011

# Background

Born and raised in Forest Grove, Oregon, I was educated in the public school system. I attended Central, Dilley, TomMcCall, Neil Armstrong and Forest Grove High School. My mom was also a K-1 teacher for Forest Grove for almost 40 years. She retired from Harvey Clarke in 2013.

I spend years volunteering in her classroom, putting up bulletin boards and making costumes for class plays. During college, I realized that I wanted to put my love of children and love of learning and teaching together and take the plunge towards studying elementary education.

During my summers from 10th grade through college, I worked for the Community Based Activity Program (CBAP) in Forest Grove. Here I learned about IEPs, inclusion, and how to create an inclusive classroom community. My sister was also a camper in the program. She was born with developmental delays and autism, and being her companion and advocate came naturally to me.

I had the pleasure of spending 7 years teaching in the Hillsboro School District at two different elementary schools and at two different grade levels. I gave my students and colleagues my "all." Making sure that the needs of all of my students were met was my passion. When they struggled, I re-invented, re-taught and did everything I could to help them grow. I absolutely loved being a teacher. In 2012 my daughter was born, and we decided that in 2013 I would spend the year home with her and finish my Reading Endorsement. After this, I had my 2nd daughter and decided to take a few years off to be home with my girls.

For the past 6 years, I have been both educating and raising my children while helping to run our multi-media production company, RETO Media. This has helped me to grow in my knowledge of technology and also helped me to grow into a stronger leader. As a business owner, I have learned to use data to make decisions, how to be extremely detail oriented, how to help adults meet their goals and how to gracefully navigate the ins and outs of human resources. This experience will undoubtedly make me a stronger educator.

In 2017, my husband and I moved back to Forest Grove to raise our daughters. We both are passionate about giving back to this community, and teaching here would be a great fit for our family. I am ready to jump back into the the career that is my true calling.

# Philosophy of Education

## **WHY do I teach?**

My core drive and value is to help students meet their unique potential. By helping students gain important life skills, exposing them to new ideas, concepts, and disciplines, I could help light a fire of exploration that changes their life! Seeing a student have that "ah ha moment" or finding something they didn't realize they were good at, gets me excited every day! I also have a strong drive to make a difference in the world through the next generation. There is no profession I feel that my strengths and passions could be better utilized than in teaching.

Helping to develop a strong sense of classroom community is also a passion of mine. I want my students to learn how to develop relationships with those who are different from themselves, how to hear differing opinions, how to demonstrate kindness, and how to learn from others. This all starts with the example I set. When all students feel known, cared for, safe, and celebrated in my classroom, it sets a tone that students learn to follow.

## **WHAT do I strive to do?**

- Help all students meet their potential, and to feel safe and known at school.
- For learning to be engaging and fun.
- For expectations of academic performance and behavior to be clear and accessible for all students.
- For all students to be instructed at their own individual levels.
- For units to be standards based, have interdisciplinary elements, and have opportunities to show learning in multiple ways.
- To work in collaboration with colleagues and parents to enhance student experience.
- To be forward thinking and open to trying new teaching strategies, and technologies to make sure that I stay relevant and prepare my students for the world.
- To communicate clearly with my students and their families, so that their education experience is a partnership.
- Create a classroom community where all students are valued, welcome and celebrated.
- To have consistent discipline that helps maintain a safe and productive learning environment. Clarity of expectations, fairness in follow through and valuing the individual student will help every student know what is expected and how to succeed.

# Teaching Style

## MY STRENGTHS:

### FLEXIBILITY, ENGAGEMENT, DIFFERENTIATION

- Flexible environment where time is built into the schedule to explore areas of interest.
- Small Groups for multiple subject areas
- Re-grouping based upon ongoing assessment
- Menus for Student Choice
- Literacy Circles
- Discussions and restorative practices with class meetings
- Use of integrated technology
- Multiple ways to show learning
- Student Interviews with teacher
- Speeches, Plays, Readers Theater and Performance Opportunities
- Classroom Role Playing Games- Oregon Trail, Revolutionary War etc.
- Experience Based- Hands on Experiences
- Helping students understand the "why"



# Classroom Environment

## **My Classroom is...**

- Welcoming
- Student-focused
- Very Organized
- Inviting and Comfortable
- Easy to navigate for ELL students

## **In my room, you will see...**

- Vocabulary and Word Walls.
- visual displays that are purposeful
- labels all over the room to help my ELD students gain vocabulary.
- examples of interdisciplinary study.
- whole group classroom management motivators.
- student work on display.
- easy to find materials.
- places for students to work and learn away from traditional desks.
- a rug where classroom meetings are held and books are read.
- a reading corner with books organized by genre and author, as well as a wide spread of reading levels.
- a kidney table for small groups-for reading and math.
- students working in heterogenous groups.
- students displaying what they learn in multiple ways.
- inclusivity for all students, who feel safe and celebrated.

# Behavior Management

## Classroom Rules

are taught explicitly from the first day of school, and re-taught all year long. I do not assume all students understand how to be safe, respectful and responsible at school. I was trained to use PBIS in the classroom, and I appreciate the way that behavior is taught, expected and how clearly students understand consequences. It takes the guess work out of discipline and helps students be more personally responsible. This also places the responsibility on the student for making good choices.

### Examples:

- This is how we use the book corner.
- This is how we return our supplies.
- This is how we walk to line up.

In our classroom we...

- Are Safe
- Are Respectful
- Are Responsible

\*You will then see examples of what these things look like, sound like and feel like when we are doing them.

## Positive Reinforcement

- Color teams work together to earn rewards.
- Individual notes that acknowledge good choices that can go into a prize drawing.
- The whole class works towards a goal-holding one another accountable.
- I make calls home to tell parents what a great job their child is doing.
- I have postcards that I send notes home to parents about how great their student is doing.
- I walk around my classroom continuously all day long giving purposeful, positive feedback about concrete things that they are excelling in. (example: Susie, I noticed how quickly and positively you responded to the feedback on your essay and then worked hard to make changes.)

# Behavior Management

## Consequences

-Restorative practices show me that students need opportunities to learn how to make things right after a wrong.

-I use a lot of "Love and Logic" strategies where a natural consequence matches the offense. One of my strengths is in creative strategies in behavior management.

-Working in a PBIS school, we had clear consequences for outlined behaviors. This did simplify my responses and made them completely non-emotional. Typically consequences went sequentially like this: a gentle reminder of the rule, followed by a classroom consequence such as losing time in a preferential activity, then a trip to a buddy classroom for a break and a "think sheet". More serious offenses resulted in going to the office or calls home etc.

## Trainings

-Positive Behavior Intervention Strategies (PBIS)

-2nd Steps

-Love and Logic

-PAX for Parents

-Workshop: Managing Escalating Behavior

-How to Engage High Risk Students

-Understanding the Functions of Behavior

-Individual Intervention Strategies

# Parent Communication

## Daily

-Grades K-4: Students receive a weekly homework packet with a note to parents about weekly curriculum. They sign when their child reads.

-Grades 5-6: Students use planners to communicate their outstanding work and homework to their parents.

## Weekly

-I have used a weekly report about missing assignments, attendance, and behavior successfully. Parents sign the form and send it back. Getting it signed is attached to participation in a weekly fun activity. I also have students write their parents a letter about how their week was.

## Monthly

-I send home a monthly Newsletter outlining curriculum for the next month, field trips, character trait focus, and reminders. This is also updated on my classroom website.

## Website

-My classroom website will provide information for parents on curriculum, expectations, as well as about field trips and volunteer opportunities.

## Phone

-I make phone calls from school to parents after school to touch base on how their students are doing. I like to make positive calls first thing in the year to establish a relationship.



# Parent Communication



## Cougar Report

Please fill out the reading section each night and have a parent or guardian initial when the reading is complete for that night.

	Title of Book	Minutes Read (20 minimum)	Parent Initials
Monday			
Tuesday			
Wednesday			
Thursday			

Books Completed: \_\_\_\_\_

+++++

### WEEKLY Cougar Report

Student Name: \_\_\_\_\_ Week of: \_\_\_\_\_

<b>Missing Work:</b>			
<b>Attendance:</b>	# of Days: _____	<b>Tardy:</b>	# of Days _____

Teacher Comments:

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Parent Comments:

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Parent Signature: \_\_\_\_\_

**PLEASE RETURN SIGNED ON TUESDAY**

# Curriculum and Instruction

## Literacy Experience

-My early teaching experience was in 1st Grade. This was invaluable experience, because I truly taught literacy from the beginning. I also taught a reading intervention class for 4th graders reading at least two grade levels behind.

-While getting my reading endorsement through the READ Oregon program, I was able to learn more about language acquisition, testing, reading disorders, interventions, and how to have data driven instruction.

### Instruction

- Read Well
- Read Naturally
- Dibels
- Easy CBM
- Houghton Mifflin- with Enhancement Charts (just like ECRI)
- Language! (ELD Reading Intervention)
- Literacy Circles
- Reading and Writers Workshops



# Curriculum and Instruction

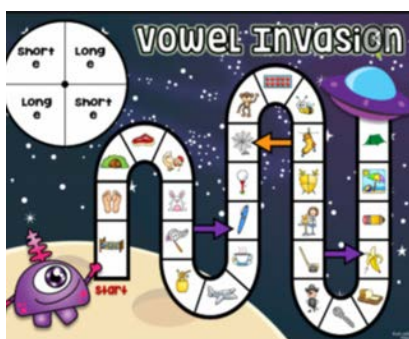
## Strategies

**PHONEMIC AWARENESS:** rhyming, segmenting, syllables, deleting and manipulating sounds.

**PHONICS:** sounds cards, word building, cvc words, blending

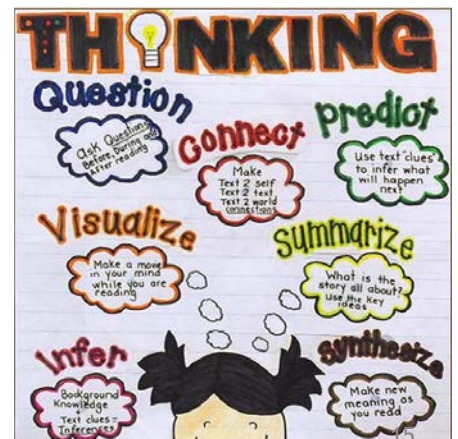
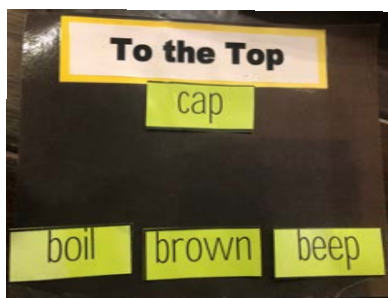
**COMPREHENSION:** question, Text to Self, Text to World, Text to Text connections, summarizing, predicting, comparing, analysis, inferences....

**FLUENCY:** Students read through instructional text four times. Each time with a different focus. They place sticky notes where they finish reading.



Sticky Reading Procedure:

1. Accuracy
2. Punctuation or Phrasing
3. Expression
4. Rate





# FOCUS WALL



<p><b>Reading Strategy</b></p> <p><b>Monitor and Clarify</b></p> <ol style="list-style-type: none"> <li>Does what you are reading make sense?</li> <li>Have I learned what I needed to know?</li> <li>If I don't understand I can...</li> </ol> <ul style="list-style-type: none"> <li>Reread</li> <li>Look at the pictures</li> <li>Read ahead</li> </ul>	<p><b>Comprehension Strategy</b></p> <p><b>Classify</b></p> <p>To put things that have been categorized into groups based on a rule or characteristic.</p>
<p><b>Story Genre</b></p> <p><b>NONFICTION</b> Factual writing about real people, things, and events.</p>	<p><b>Skill Focus</b></p> <p>Phonics/Decoding: 3 syllable words</p> <p>Spelling: -igh words</p> <p>Grammar: Types of Nouns</p>

**Akiak**

rugged	musher
experience	checkpoint
blizzard	courageous

**Stations**

<b>Word Work</b>	<b>Reading</b>
<b>Cross Curricular</b>	<b>Write</b>
<b>Oral Language</b>	



# Curriculum and Instruction

## Social Studies Experience

If you spoke with my former students I imagine they would remember a lot of the creative and interactive ways that I taught Social Studies. These types of experiences were key reasons I loved school and wanted to become a teacher.

Here is an example of one of my favorite units! (pics to follow)

### The Oregon Trail

- Students take a "role playing" journey through the Oregon Trail. Working in teams (families), they write journals, go through experiences and problem solve how to respond to the problems of the trail.
- Oregon Trail Day: Students experience the trail in an interactive way.
- Field Trips: Oregon Trail Interpretive Center, Fort Vancouver
- Costumes and Old Time Photos of the students
- Build mini-wagons
- Make leather inspired journals
- Primary Source Document Study
- Studying the Native America Tribes that lived in the areas the pioneers were coming to.
- Problem Solving how to handle if you were in the Donner Party.
- Powerpoint is an interactive journey from beginning to end of the trail. (videos, primary sources, photos of locations) All coordinated to support the Oregon Trail Game.
- Students kept track of their wagon money and had to budget how to use it.
- Read Aloud a Child's Journey through the trail
- Flip Books for the key landmarks on the journey

# Curriculum and Instruction



## WAGON COMPANY RULES

1. HOMEWORK COMPLETED ON TIME:  
REWARD= \$10 PER PERSON (EACH WEEK)  
LATE/MISSING WORK= \$0
2. LEADERSHIP, KINDNESS AND HARD WORK:  
REWARD= \$5.00
3. USING THE RESTROOM DURING CLASS TIME:  
(MORE THAN ONCE A DAY)  
FINE- \$10.00
4. BLURTING OUT  
FINE= \$5.00  
(CONTINUATIONS AND THE STUDENT WILL LOSE HEALTH POINTS.)
5. LAZINESS/DISRUPTIONS/POOR CHOICES  
FINE= \$5.00 OR LOST HEALTH POINTS
6. MISSING JOURNALS/ASSIGNMENTS:  
FINE= LOST POINTS FOR MOVEMENT ON THE TRAIL, POOR GRADE

***WINNING WAGON TEAM***

***REWARD= ICE CREAM PARTY***



On to Oregon!!!

From the Journal of  
Mrs. Factora



1843

# Curriculum and Instruction

## Math Experience

- Bridges
- Number Corner
- Go Math
- Harcourt

### Instruction

-I have had a lot of opportunities to be a part of 2 new math curriculum adoptions. What this has done is given me many many hours of training on how to supplement, and use math curriculum. I was lucky enough to have classroom sets of manipulative that allowed me to teach math with incredible visuals. This training has allowed me to "see math" in a new way than when I was a student. I have multiple strategies to help students understand how math really works.

-As a substitute, I have been using the Go Math curriculum. I have been able to study the manuals and utilize both the video components and supporting student component on their chrome-books.

-It is also important to be pre-assessing students to make sure that you can appropriately support any deficits and also challenge students who have already mastered the new concepts.

-I am a strong proponent of having flexible re-groupings of students in math. I like to meet with my students in small groups multiple times a week to track their progress and teach small groups at their level. If a student hasn't learned their multiplication tables, and we are asking them to divide fractions, they are going to be really lost!



# Curriculum and Instruction

## Science Experience

-In 7 years of teaching I never had a prescribed science curriculum. Each year and grade level, I worked with my colleagues to create units from scratch.

### Instruction

-One year, my colleagues and I decided to teach an ecosystem unit where the students could transition to each of our classrooms for a different ecosystem. I taught the Ocean, and then there was Desert and Rain Forest. We all were responsible for teaching to the same standards, but we used different ecosystems to teach them.

### Ocean Unit Examples

- Whale Research Projects
- Measuring Whales on the Playground with Chalk
- Field Trip to Whale Watching
- Created Powerpoint with links to videos so we could really feel like we went to the depths of the ocean
- Used grade level non-fiction texts to integrate literacy

### Engineering Unit Examples

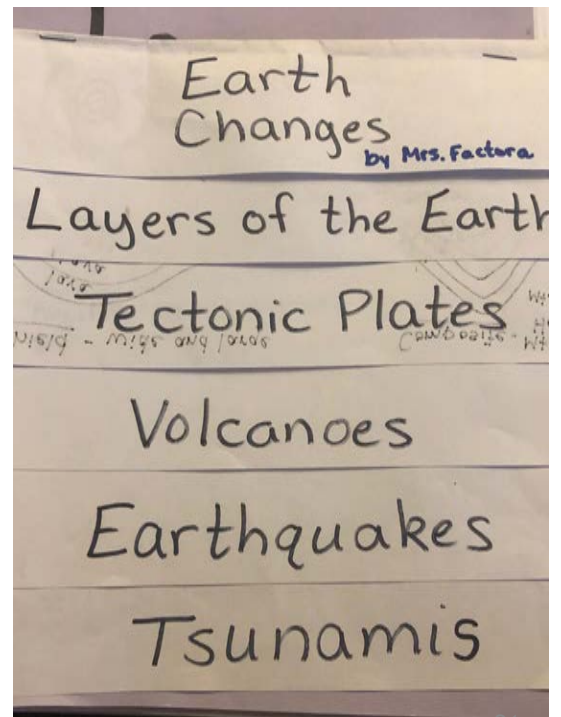
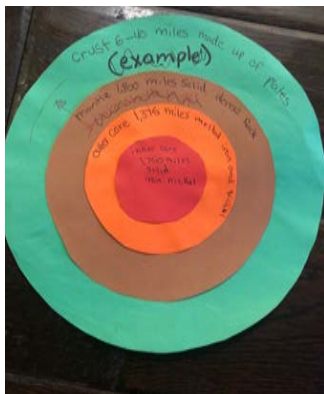
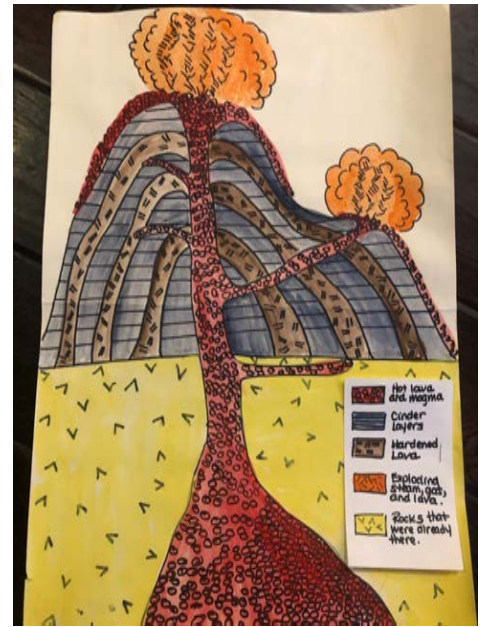
- Guest Speakers from Intel
- Building Bridges with K'Nex
- Design, Test, Re-build
- Building Towers and then testing with earthquakes

### Earth Unit Examples

- Made Layers of the Earth Art
- Studied Volcanoes-Students create powerpoint
- Painted different types
- Flip Books with information collected from Non-fiction reading
- Earthquake Powerpoint
- Expository Writing Project about a Volcano



# Curriculum and Instruction



# Unit Planning

	September	October	November	December	January	February	March	April	May	June
<b>Writing</b>	MODE: Narrative TASK: Personal Narrative TYPE: Multi-paragraph	MODE: Narrative TASK: Personal Narrative TYPE: Multi-paragraph	MODE: Expository TASK: Description TYPE: Multi-paragraph	MODE: Narrative TASK: Fictional Narrative TYPE: Multi-paragraph composition	MODE: Narrative TASK: Fictional Narrative TYPE: Multi-paragraph composition	MODE: Research TASK: Visual Data Analysis, Visual Data Creation TYPE: Skill / Sentence	MODE: Research TASK: <i>not specified in guide</i> TYPE: <i>not specified in guide</i>	MODE: Persuasive TASK: Problem/Solution Advocate TYPE: Mini-Essay	MODE: Narrative TASK: Setting/Sensory Details TYPE: Paragraph or Multi-paragraph	MODE: Expository TASK: State report TYPE: Multi-paragraph composition
<b>Writing Prompts</b>	My Summer Vacation	Describe your Hero (before conferences)	How to keep my Body Healthy		Practice State Writing Test Prompts (3)	STATE WRITING TEST	If you found a Pot of Gold, what would you do with the money?	Whale Report	School Uniforms	State Reports
<b>HM Themes and Traits</b>	Genre- <a href="#">Personal Narrative</a> HM Writing: Theme 1  Ideas, Voice Sentence Fluency		Genre- EXPLAIN/ HOW TO  Organization	Genre- <a href="#">Story</a>  HM Writing: Theme 3  Sentence Fluency Ideas and Content		Genre- RESEARCH  Time line with complete sentence labels.  Word Choice	Genre- <a href="#">Research Report</a>  HM Writing: Theme 6  Organization Conventions	Genre- <a href="#">Persuasive Essay</a>  HM Writing Theme 4  Ideas & Content Word Choice	Genre- <a href="#">Description</a>  HM Writing Theme 2  Word Choice Conventions	Genre- <a href="#">Personal Essay</a>  HM Writing Theme 5  Organization Voice
<b>Reading</b>	<b>Theme 1 Journeys</b>  <b>Focus on Mysteries</b>	<b>Theme 1/2 American Stories</b>  <b>Focus on Plays</b>	<b>Theme 3 That's Amazing</b>	<b>Theme 3 That's Amazing</b>	<b>Theme 4 Problem Solvers</b>	<b>Theme 4 Problem Solvers</b>  <b>Focus on Poetry</b>	<b>Theme 5 Heroes</b>	<b>Theme 5 Heroes</b>  <b>Focus on Porquei Tales</b>	<b>Theme 6 Nature, Friend, and Foe</b>	<i>Review Reading Strategies</i>
<b>Math</b>	Place Value Number Sense Addition Subtraction Chp. 1 and 2	Chp. 3/4 Algebraic Expressions  Coordinate grids Graphing (chp. 5/6)	Continue Chp. 5/6  Start Multiplication	Chp. 17/18/26 Geometry, Solid Figures (lines and angles)	Perimeter, Area Plane Figures	Chp. 23/24 Measurement  Temp, Time, Measurement, weight	Finish Multiplication  Chp. 19 Probability, Fractions,	Fractions Continued  Division	Division  Decimals	Fractions and Decimals End of Year Review
<b>Science</b>	Introduction to science inquiry skills: experiments	Body Systems		Matter	Earth Changes: Volcanoes and Earthquakes		Whales	Whales  Classify Organisms		Inventors
<b>Social Studies</b>	Classroom Routines Classroom Community  Maps and Globes: Start memorizing States and Capitals		Native Americans	Native Americans		Oregon History: Lewis and Clark and Westward Expansion	Oregon: Oregon Trail Lewis and Clark Day	Oregon History	States/Capitals/Regions	Current Events: comparing issues problems)
<b>Speeches</b>		Parts of Body System Speech	Family Traditions? or State Reports		Shoe Box Speech			Whale Speech		
<b>Events/Field Trips/Extras</b>	Back to School Night	P/T conferences Goal Setting	Thanksgiving	Christmas Break	Jyoti Maternity Leave	Jyoti Maternity Leave  State Writing/OAKS	OAKS  Spring Break	Science Fair	P/T Conferences Student Led	6/14 or 6/18 Last Day



# Assessment

- Experienced in Scoring the Writing Traits
- Proficiency Grading
- Rubrics
- Standards based assessment (common core, state standards)
- Student Samples and Test Scores
- Self-reflections, Self-Scoring
- Exit Tickets
- In class quizzes for progress assessment
- Anecdotal notes kept on each student
- Facilitated State OAKS testing
- Knowledgeable on Formative and Summative Assessments

See examples or assessments on pages to follow...



# Extracurricular Involvement

- After school PBIS Video Club Teacher/Facilitator- McKinney Elementary, Hillsboro
- 6th grade after-school Parks and Rec Volleyball Coach- McKinney Elementary, Hillsboro
- After School Literacy Club Teacher- Patterson Elementary, Hillsboro
- After School Math Club Teacher- Patterson Elementary, Hillsboro
- Special Olympics Basketball Coach- Hillsboro





# Community Involvement

- Assistant Tee-ball Coach-Forest Grove
- Back-stage Volunteer- Forest Grove Dance Arts
- Bingo Night Parent Volunteer
- Dilley Elementary Classroom Volunteer
- Site Council Parent Volunteer





# Leadership

PBIS- Team Leader

New Teacher Mentor

Hillsboro Grant Recipient

School Board Speaker-representing new teachers

Hiring Committee

Staff Representative on Site Council

Attended a Professional Learning Community (PLC) Conference in Seattle Washington.

Literacy Adoption Representative

# Professional Development

## Reading Endorsement Courses

### **Literacy Foundations**

Linguistics for Teachers K-6

### **Literacy Strategies and Methods**

Literacy in Elementary Grades

### **Literacy for Diverse Learners**

Literacy for Special Needs Students

### **Literacy Assessment**

Reading and Writing Assessment

### **Leadership in School Literacy Programs**

Leadership in School Literacy Programs

### **Practicum**

Through EOU

### **Electives**

Multicultural Children's/Young Adults Literature

Children's Literature

### **READING SPECIALIST PRAXIS SCORE**

passing: 164 My Score: 196

# Professional Development

## **OR Re-licensure Package (125 Hours) –Currently Enrolled**

- Accommodating All Learners (5 Hours)
- Apps for Education (5 Hours)
- Child Abuse Prevention (5 Hours)
- Classroom Collaboration (5 Hours)
- Classroom Management for Positive Behaviors (5 Hours)
- Cognitive Skills - Understanding Learning Challenges (5 Hours)
- Cultural Competency and Responsive Teaching (5 Hours)
- English Language Learners in the Classroom (5 Hours)
- Examining and Evaluating Student Work (5 Hours)
- Formative Assessment (5 Hours)
- IEPs: Documentation and Implementation for Teachers (5 Hours)
- Integrating Standards in Teaching (5 Hours)
- Internet Safety in a Connected World (5 Hours)
- Introduction to Autism (5 Hours)
- Introduction to Technology for Teachers (5 Hours)
- Partnering with Parents (5 Hours)
- Reading Across the Curriculum (5 Hours)
- Recognition of Early-onset Mental Health Illness in Children & Adolescents (5 Hours)
- Reflective Teaching Practice (5 Hours)
- Research-based Instructional Strategies (5 Hours)
- Standards-based Instruction through STEM (5 Hours)
- Student Portfolios (5 Hours)
- Transformative Classroom Management (5 Hours)
- Understanding ADHD (5 Hours)
- Virtual Field Trips (5 Hours)



# Teacher Evaluation

The Hillsboro School District has a very comprehensive Teacher Evaluation Program. As such, I have an extensive amount of evaluations in my files.

- I have 7 years worth of Professional Development Plan copies that are available, if needed.
- Additionally, I have saved "short-shot" notes from all of my former principals, including an observation note from the Superintendent of the Hillsboro School District, Mike Scott.
- There are also observation notes and evaluations from my Reading Endorsement Program, that are available upon request.

**\*\*\*I am happy to provide anything additional!\*\*\***



# References

## **Brad Bafaro**

School Board Member, FGSD  
Former Director of Special Education, FGSD  
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[bbarafo@fgsd.k12.or.us](mailto:bbarafo@fgsd.k12.or.us)  
(503) 799-1985 (cell)

## **Jonathan “Kaleo” Pahukula**

Principal of Kamehameha Schools Maui  
Former Principal at Patterson Elementary  
[kapahuku@ksbe.edu](mailto:kapahuku@ksbe.edu)  
503-550-3507 (home)  
808-572-3117 (work)

## **Laura Kinz**

Principal at Willow Elementary School, California  
Former Reading Support Coach at McKinney Elementary  
[lkintz@lvusd.org](mailto:lkintz@lvusd.org)  
818-889-0677

More references available upon request

# Hillsboro School District

## Paul L. Patterson Elementary School



261 NE Lenox Street  
HILLSBORO, OR 97124-4325  
TEL: 503-844-1380  
FAX: 503-648-4699  
[www.hsd.k12.or.us](http://www.hsd.k12.or.us)

February 19, 2013

To Whom It May Concern;

Please accept this letter of recommendation for Holly Factora, an outstanding educator and respected colleague. Ms. Factora and I have worked together over the last three years at Patterson Elementary, where I have been able to fully appreciate her gifts as an educator. Ms. Factora is in that rare category of extraordinary educators. She holds high expectations for herself, carries herself professionally in all aspects of her work, and is a strong communicator.

Ms. Factora is a dynamic teacher, who is able to utilize high yield instructional practices to provide an amazing student learning experience. Her lessons are well-prepared and creative, yet some of her best work has been when she has embraced the teachable moment and masterfully modified a lesson to meet the needs of her students. I observed her facilitate one of the best inquiry-based math lessons I had ever seen, only to learn later that the entire lesson was modified on the spot when one of her students observed an emerging math pattern in his work.

With a desire to see all her students succeed, Ms. Factora embraces and implements equitable teaching practices daily. She pushes her English Language Learners into higher reading groups and regularly challenges them during class. Understanding the learning dynamics for language learners and students with special needs, Ms. Factora provides the appropriate levels of support to allow her students to access content academically and feel safe emotionally. She organized an after school book club for struggling readers and committed much of her afternoon prep time to tutor in our homework club.

A life-long learner, Ms. Factora will excel in her reading endorsement program. During our professional development sessions, Ms. Factora can be counted on to ask quality questions, engage information at a deeper level, and collaborate with colleagues. It would be unfair to simply describe Ms. Factora as a natural because she puts in the hard work to grow professionally. Her greatest skill may be how she is able to simplify what she learns to make it applicable to the classroom and enhance her instruction. Through her team-oriented approach, I am confident that she will elevate the overall learning experience for all in the class.

Through her contagious positive attitude and student-first perspective, Ms. Factora has earned the respect of her colleagues, students, and our school community. She seeks opportunities be better, is a champion for less privileged students, and carries herself with great integrity. She will be an asset to your program. Please contact me if I can provide any further information that my assist in Holly Factora's selection for your program.

Sincerely,

Jonathan Pahukula, Principal

To Whom It May Concern:

Holly Factora is one of the best teachers that I have been honored to work with: transforming students and her classroom as she taught. As a 4th grade teacher at W. Vern McKinney Holly had earned the respect of many, especially in regards to creating a classroom climate where even the most challenging students felt valued and could succeed. Holly is passionate about her students and teaching, she is unafraid of challenges, and she is eager to go above and beyond the typical call of duty.

Once in Holly's classroom, every student who had difficulties the year before began to succeed both academically and socially. As a part-time special education teacher I am extra aware of our students who struggle for various reasons. She would be aware of the challenges that previous teachers faced with a student and yet Holly would eagerly ask to have the most challenging students in her class. She would work with the student, parents and education team to understand the student's needs, using their strengths and interests to help them thrive where others could not. Holly was always able to help make an amazing difference regardless of the deficits that a student had. She made everyone feel valued, helped everyone rise to their potential and created a safe learning environment for all. I have seen few teachers truly be able to achieve this to the level that Holly did.

Holly has a heart for providing opportunities for her students and all kids who have special needs. She was ready to bring a special needs basketball program to our elementary school, and I was onboard to join and help. However, neither one of us had ever coached basketball nor knew the system. That didn't stop Holly. She ended up founding two teams, where some of her previous students were players, that needed more volunteers. She was dedicated to the team and made a great coach. Eventually she switched schools and joined the teams at her new school. We no longer coached or worked together, however, I have no doubt that Holly continued to leave a positive mark on all of the lives she touched.

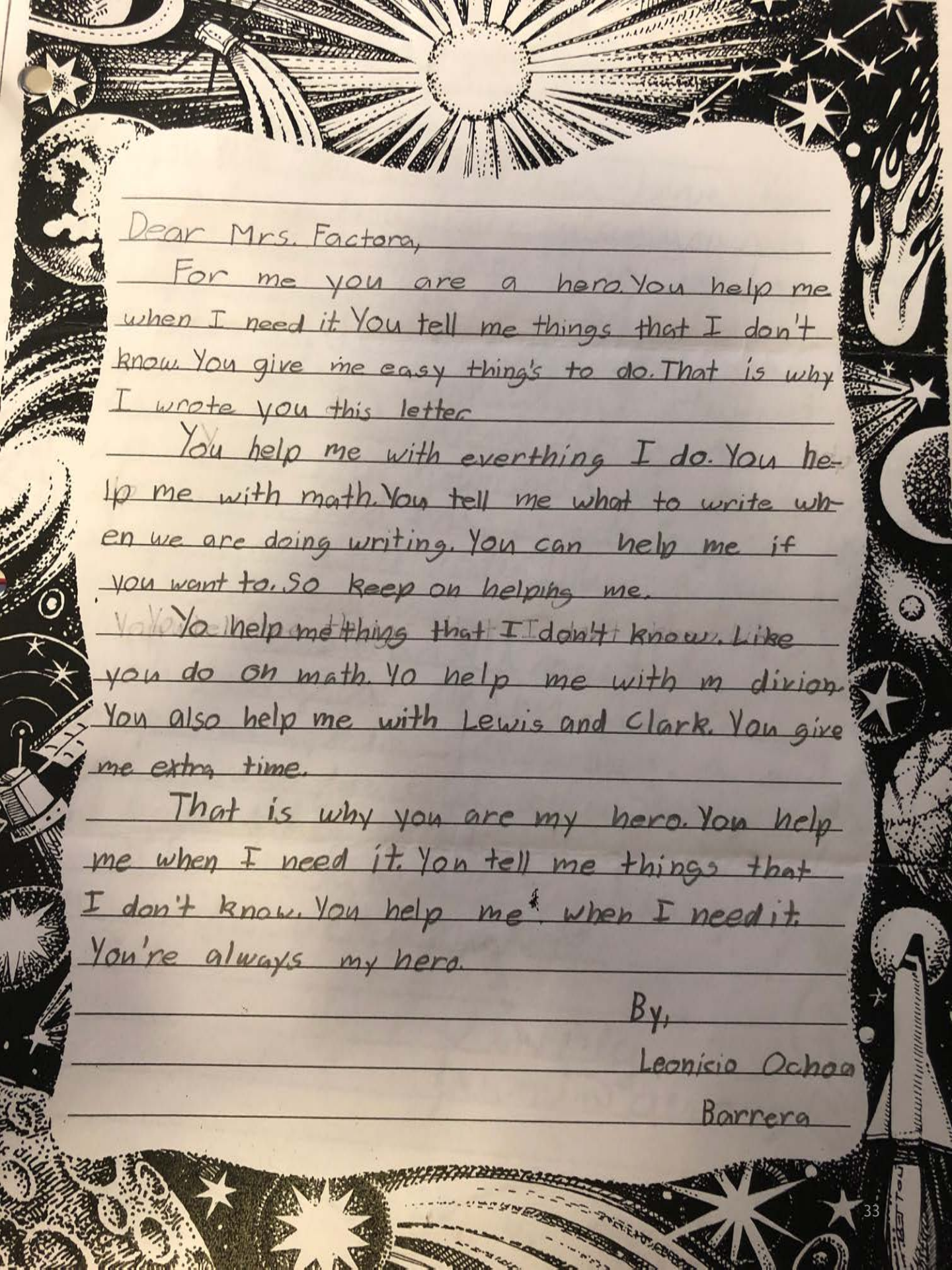
Holly is a remarkable teacher, coach and person. She is a passionate and talented teacher. Holly is unafraid of challenges, filled with love and has a variety of skills that help her stand out as being one of the best teachers out there. I have nothing but wonderful things to say about her. I know your staff and students will feel thankful and blessed to have Holly as part of your team.

Sincerely,



Kendra Robinson  
Special Education Teacher  
W. Vern McKinney Elementary





Dear Mrs. Factora,

For me you are a hero. You help me when I need it. You tell me things that I don't know. You give me easy things to do. That is why I wrote you this letter.

You help me with everthing I do. You help me with math. You tell me what to write when we are doing writing. You can help me if you want to. So keep on helping me.

~~You~~ You help me things that I don't know. Like you do on math. You help me with m dixion. You also help me with Lewis and Clark. You give me extra time.

That is why you are my hero. You help me when I need it. You tell me things that I don't know. You help me when I need it. You're always my hero.

By,

Leonisio Ochoa  
Barrera



Dear Mrs. Factora

I enjoyed reading your letter and I want saved 4 the rest off m life because Is Important to me will update you on your Questions you asked me School is fun because we are doing poems I'am still getting my work done ontime. I am also, feeling Successful in class. I Have positive friendships I'am trying to be a leader not a bad follower. I am Struggling in Reading, writing and Math. I hope you are having fun at Patterson I miss you I want give you picture 4 my first Communion because I was so happy that day and I said tnk you so much because you there and my picture <sup>new school</sup>

from: Eddy Serrano



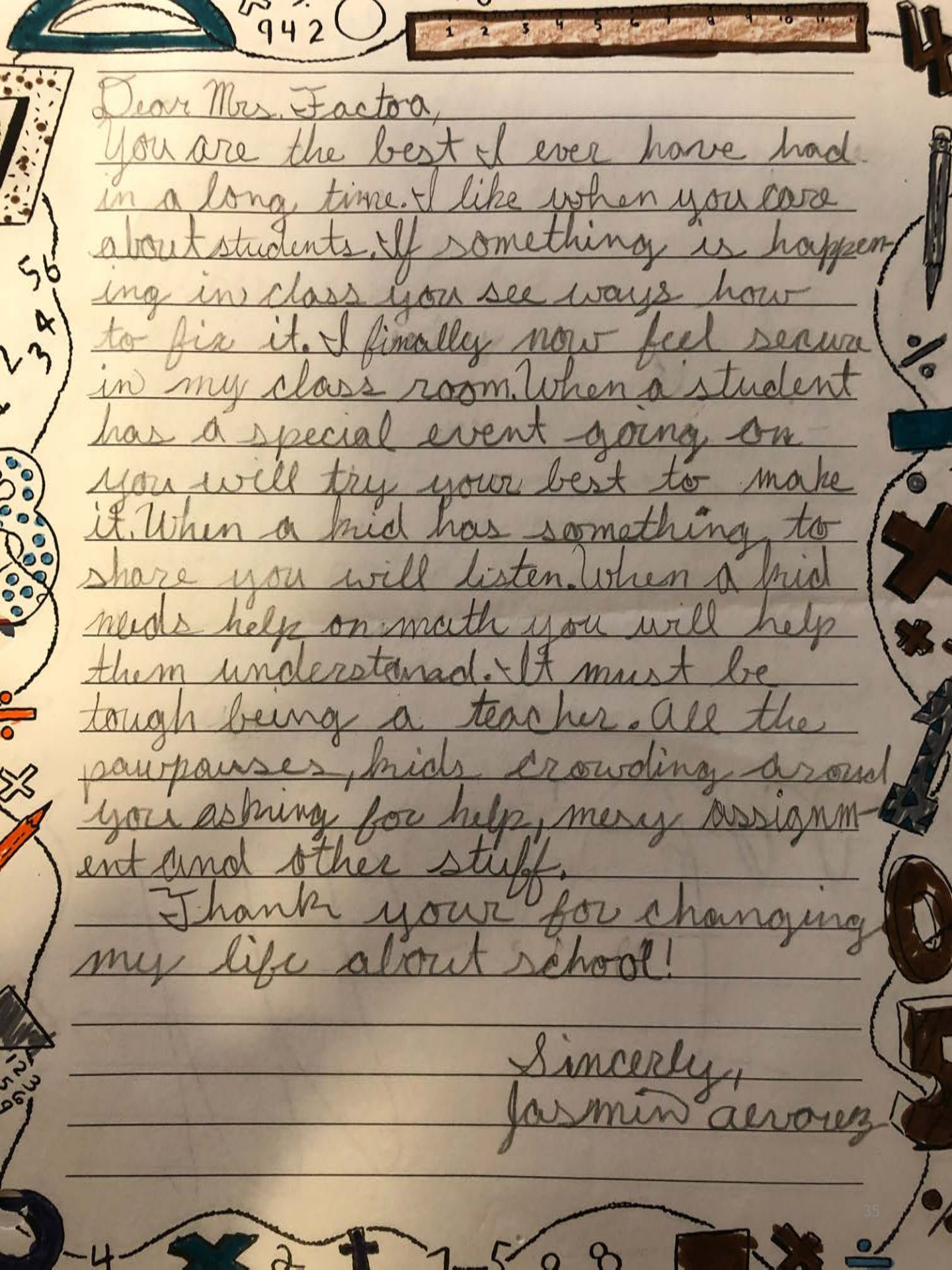


Dear Mrs. Factor,

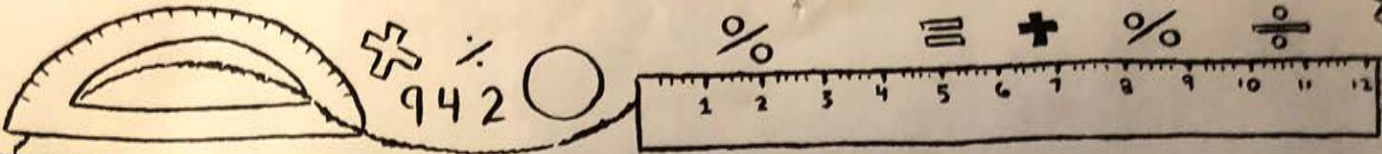
You are the best I ever have had in a long time. I like when you care about students. If something is happening in class you see ways how to fix it. I finally now feel secure in my class room. When a student has a special event going on you will try your best to make it. When a kid has something to share you will listen. When a kid needs help on math you will help them understand. It must be tough being a teacher. All the paupauses, kids crowding around you asking for help, messy assignment and other stuff.

Thank you for changing my life about school!

Sincerely,  
Jasmin Alvarez







Dear Mr. Factora

You've always been forgiving. You respect qualities. School is fun when your around. From When you played music in 1st grade to when you let us have free time now. Challenge should be your middle name some times. You're always caring about our education, well being & health. You encourage children's imagination.

You encourage my imagination.

sincerely  
Andrew H.