



# Jessica J. Darvishi

## American Sign Language Instructor

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### Work Experience

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#### **Westside High School** **2018 - present**

##### World Language Teacher

- developed and implemented lessons for students based on American Sign Language curriculum
  - designed online course with visual support for students with accommodations
  - analyzed students' critical thinking progress and gave feedback using my linguistics' knowledge
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#### **Matzke Elementary** **2017 - 2018**

##### Deaf Education Teacher

- developed and implemented lessons for students based on grade level curriculums, individual IEP objectives, and Texas Essential Knowledge and Skills
  - worked cooperatively with classroom teachers to modify regular curricula as needed and assist deaf education students in regular classes with vocabulary and content knowledge
  - taught Language Arts, Reading, and History in a self-contained classroom. Math and Science 60% of the time in General Education Classroom setting and pull 40% of the time into self-contained Deaf Education classroom to plan and use appropriate instructional and learning strategies, activities, and materials that reflect an understanding of the learning styles and needs of students assigned
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#### **Hancock Elementary** **2003 - 2005**

##### Deaf Education Teacher

- developed and implemented lessons for students based on grade level curriculums, individual IEP objectives, and Texas Essential Knowledge and Skills
  - worked cooperatively with classroom teachers to modify regular curricula as needed and assist deaf education students in regular classes with vocabulary and content knowledge
  - taught Language Arts, Reading, and History in a self-contained classroom. Math and Science 60% of the time in General Education Classroom setting and pull 40% of the time into self-contained Deaf Education classroom to plan and use appropriate instructional and learning strategies, activities, and materials that reflect an understanding of the learning styles and needs of students assigned
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#### **First Colony Middle School** **October 2012 - December 2012**

##### Student Teacher

- modified History, Math, and Science curriculum for 6th, 7th, and 8th grade in a self-contained Deaf Education classroom
- planned and used appropriate instructional and learning strategies, activities, and materials that reflect an understanding of the learning styles and needs of students assigned
- developed of lessons following the State of Texas Curriculum

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**Meadows Elementary School**

August 2012 - October 2012

**Student Teacher**

- modified Science and Math curriculum for 4th and 5th grade in a self-contained Deaf Education classroom
  - planned and used appropriate instructional and learning strategies, activities, and materials that reflect an understanding of the learning styles and needs of students assigned
  - developed of lessons following the State of Texas Curriculum
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**Academic Assistance and Resource Center**

September 2010 - May 2012

**American Sign Language Tutor**

- suggested and modeled specific ideas to better prepare clients for assignments and tests
  - conducted conversations with students in American Sign Language to foster language fluency
  - improved their language skills by using methods such as role-playing or language activities
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**Education**

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**Gallaudet University**

2018 - 2020

**Masters in Sign Language Education**

Washington, District of Columbia

**Stephen F. Austin State University**

2008 - 2012

**Bachelors of Science in Deaf & Hard of Hearing Education**

Nacogdoches, Texas

**Academic Credentials**

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Texas Assessment of Sign Communication: American Sign Language

October 2018 - September 2020

Texas Examinations of Educator Standards: Deaf and Hard-of-Hearing

December 2015 - September 2024

Texas Examinations of Educator Standards: EC-6 Generalist

May 2014 - September 2024

Texas Examinations of Educator Standards: Pedagogy and Professional Responsibilities EC-12

May 2012 - September 2024

**American Sign Language Curriculum Presentations**

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**Curriculum Training**

July - 2018

**Signing Naturally**

Lentz, E., and Mikos, K. (2018, July). Signing Naturally. Lecture presented in Washington, District of Columbia.

**Curriculum Training**

July - 2018

**ASL at Work**

Holcomb, B., and Holcomb, S. (2018, July). ASL at Work. Lecture presented in Washington, District of Columbia.

**Curriculum Training**

July - 2018

**True Way ASL**

Bryant, R. (2018, July). True Way ASL. Lecture presented in Washington, District of Columbia.

**Language Development Enrichment**

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**Cypress-Fairbanks Independent School District**  
**DEAF EDUCATION: PANCAKES AND PARENT EVENT**

**April - 2017**

A part of Co-op communication philosophy include the following:

The NWHCC believe that the individual educational needs of students are vital for student success.

- At the apex of these needs is the urgency for the development of language, communication, and literacy skills.
- The importance of communication is paramount for all students. Communication is the key to conveying ones needs, thoughts, and aspirations to family, peers, educators, and friends; as well as for proficiency in English literacy.
- Communication may include speech, speechreading, audition, writing, sign language, fingerspelling, gestures, body language or any combination thereof.

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**Cypress-Fairbanks Independent School District**

**May - 2014**

**Talkies® Program for Oral Language Comprehension & Expression**

- The program is designed for students who need simpler, smaller steps of instruction to establish the imagery-language connection.
- The goal of Talkies is to develop dual coding imagery and language as a base for language comprehension and expression.
- Talkies is especially helpful for students with a limited oral vocabulary and/or limited ability to verbalize.

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**Cypress-Fairbanks Independent School District**

**October - 2013**

**Visualizing and Verbalizing® Program for Cognitive Development, Comprehension, & Thinking**

- This program is a 10-hour course that focuses on the skill to develops concept imagery for both oral [in the classroom we use sign language] and written language.
- teach through a series of steps, students learn to create an imaged gestalt and integrate that imagery with language as a basis for language comprehension and thinking.

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**Total Communication Professional Development**

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**Cypress-Fairbanks Independent School District**

**November - 2013**

**SEE SIGN LANGUAGE SKILL BUILDING WORKSHOP**

Signing Exact English (S.E.E.) is a sign language system that represents literal English.

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**Cypress-Fairbanks Independent School District**

**September - 2013**

**VISUAL PHONICS**

Visual Phonics is a system of 46 unique hand cues and symbols that represent the sounds of English without the ambiguity of English orthography. Included are the sounds commonly referred to as vowels, consonants, diphthongs, and digraphs.

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**Deaf Education Professional Development**

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**Cypress-Fairbanks Independent School District**

**August 2013 - May 2014**

**The Curry/Samara Model® of Curriculum, Instruction & Assessment (CSM) online training**

- CSM addresses differentiation from three dimensions (content, process & product)
- Focuses on the implementation of instructional strategies in six categories (content, thinking, product, assessment, facilitation, reflection)
- Create rich and effective lesson plans and units of study based on state and/or local curricula and assessments

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**Cypress-Fairbanks Independent School District**

**September - 2013**

**SUCCESS ED TRAINING**

- SuccessEd software tracks compliance and services provided to students in special education, Section 504, Rtl, Medicaid, ELL, and behavior programs.
  - Use of the program results in actionable data that allows for continuous review of the effectiveness of implemented strategies, accommodations, and methodologies thereby creating opportunities for every student to be successful.
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**Cypress-Fairbanks Independent School District**  
**DEAF EDUCATION SHARE SESSION-GUIDED READING**

**2016 - 2017**

A monthly session with Deaf Education educators to share inputs to improve and tweak on lesson planning for guided reading to modify and create from the course's goals in the curriculum.

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**Cypress-Fairbanks Independent School District**  
**STANDARD BASED IEP TRAINING FOR DEAF EDUCATION**

**February 2014 - September 2017**

A 7-hour course on the development of IEPs that are aligned with state academic grade-level content standards, designed to support student access to the general curriculum and crafted to measure student progress.

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**Cypress-Fairbanks Independent School District**  
**ROOKIE ACADEMY IN DEAF EDUCATION**

**January - 2014**

A 7-hour course on the development of IEPs that are aligned with state academic grade-level content standards, designed to support student access to the general curriculum and crafted to measure student progress to implement in lesson planning using IEP goals.

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**Cypress-Fairbanks Independent School District**  
**PROJECT ACCESS: PROVIDING BEST ACCESS FOR DEAF & HARD OF HEARING IN THE EDUCATIONAL ENVIRONMENT**

**August - 2013**

A 8-hour course on providing access for Deaf and Hard-of-Hearing and incorporate user ability and desired outcomes into the process of evaluating accessibility

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**DEnglish Professional development**

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**Cypress-Fairbanks Independent School District**  
**Phonics Academy: The Basics, Level 1**

**January - 2017**

This 2-hour course focuses on effective ways to teach students to decode unknown words. Phonics basics will be emphasized along with specific ways to help students who are struggling in this area. Using context clues and structural analysis as a means of decoding will also be introduced. Teachers also learn how to use the making words strategy and reader's workshop approach.

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**Cypress-Fairbanks Independent School District**  
**PHONICS ACADEMY: DAILY PHONICS INSTRUCTION**

**October - 2016**

This 2-hour course focuses on effective ways to teach students to decode unknown words. Phonics basics will be emphasized along with specific ways to help students who are struggling in this area. Using context clues and structural analysis as a means of decoding will also be introduced. Teachers also learn how to use the making words strategy and reader's workshop approach.

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**Cypress-Fairbanks Independent School District**  
**Elementary Dyslexia Training**

**October - 2016**

This 2-hour course focuses on effective ways to teach students to decode unknown words. Phonics basics will be emphasized along with specific ways to help students who are struggling in this area. Using context clues and structural analysis as a means of decoding will also be introduced. Teachers also learn how to use the making words strategy and reader's workshop approach.

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**Cypress-Fairbanks Independent School District**  
**PHONICS ACADEMY SIX TYPES OF SYLLABLES**

**September - 2016**

This 2-hour course focuses on effective ways to teach students to decode unknown words. Phonics basics will be emphasized along with specific ways to help students who are struggling in this area. Using context clues and structural analysis as a means of decoding will also be introduced. Teachers also learn how to use the making words strategy and reader's workshop approach.

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**Cypress-Fairbanks Independent School District**  
**Grade 2: REVISING & EDITING INVITATIONS**

**June - 2014**

The instructional model used and outlined in Everyday Editing is aligned to best practices and will support the acquisition and application of effective grammar and language mechanics in students' writing

Multi-sensory Grammar is an instructional approach that uses a color--coding system and hands--on manipulatives to teach students about the functions of the nine parts of speech. Each part of speech is introduced and defined using a color that symbolizes its function within a sentence.

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**Cypress-Fairbanks Independent School District**

**August - 2013**

**WORDS THEIR WAY: A SIMPLIFIED AND SUPERCHARGED APPROACH**

- A strategy used by the district to implement orthographic development aligns students' spelling development into the following five research-based stages.
- Each stage-specific companion volume features a complete curriculum of reproducible sorts and detailed directions for teachers working with students in each stage of spelling development, from emergent through derivational relations

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**Cypress-Fairbanks Independent School District**

**August - 2013**

**READING ENRICHMENT in grade 2-5**

A strategy used by the district to implement the CAFE, Daily 5 structure.

CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expand Vocabulary.

- establish and track the strengths and goals of each child by providing a structure for conferring;
- organize assessment data and use it to inform instruction;
- maximize time with students in whole-group, small-group, and one-on-one settings; engage students, fostering ownership and accountability to reach goals; and
- develop a common language to talk about reading development and proficiency.

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**Math Professional Development**

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**Cypress-Fairbanks Independent School District**

**October - 2015**

**ELEMENTARY MATH - PULL-OUT TRAINING FOR GRADE 5**

A 8-hour course on the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards.

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**Cypress-Fairbanks Independent School District**

**November - 2014**

**ELEMENTARY MATH - PULL-OUT TRAINING FOR GRADE 3**

A 12-hour course on the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards.

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**Cypress-Fairbanks Independent School District**

**September - 2015**

**ELEMENTARY MATH - 4-STEP PROCESS / MODEL DRAWING**

A 4-hour course focuses on the "Four-Step Problem Solving" plan to help elementary math students to employ sound reasoning and to develop mathematical language while they complete a four-step problem-solving process. This problem-solving plan consists of four steps: details, main idea, strategy, and how.

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**Cypress-Fairbanks Independent School District**

**November - 2014**

**ELEMENTARY MATH - PULL-OUT TRAINING FOR GRADE 4**

A 8-hour course on the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards.

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**Classroom Behavior Management Professional Development**

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**Houston Independent School District**

**November - 2019**

**The Tough Kid**

A 7-hour course focusing on providing practical strategies to help students manage their behavioral excesses and deficits, and learn appropriate behaviors. It is to empower simple and practical evidence-based practices that will help Tough Kids succeed.

It benefits individuals to learn proactive strategies that teach and motivate students to exhibit appropriate student behavior.

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**Matzke Kids Deserve It Book Study**

- Participate in a school-wide book study via Google Community.
- Kids Deserve It is a place for passionate educators who don't allow their circumstances to limit them. Who do whatever it takes for kids.

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**Cypress-Fairbanks Independent School District****November - 2017****ASCD PD ONLINE: Bullying: Taking Charge, 2nd Edition**

A 4-hour course learning practical tools for confronting and preventing bullying. Through video examples, in-depth readings, and problem-solving scenarios in order to recognize and detect bullying, address bullying with the bully as well as the victim, discuss bullying with students through classroom activities, and implement a community-wide bullying prevention program.

*Course Objectives according to ASCD PD Online course (2011)*

- Identify the academic, moral, and legal implications of bullying.
- Establish strategies to effectively mediate bullying incidents—prompting the participants in the bullying cycle to recognize their behavior and take responsibility for it.
- Understand how character development and bullying prevention can be woven into the curriculum.
- Understand the academic, moral, and legal implications of cyberbullying.
- Develop a successful bullying intervention program on the school and community level.

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**Cypress-Fairbanks Independent School District****January - 2016****ASCD PD ONLINE: DIFFERENTIATED INSTRUCTION: CREATING AN ENVIRONMENT THAT SUPPORTS LEARNING**

A 4-hour course understanding diverse learning needs in the following text according to the course objectives through the course

- Investigate the various facets of classroom management
- Examine some common approaches to classroom management to find the one that is best for the individuals
- How to lay the foundation for your classroom management plan.
- How to build on the foundation by examining the student-teacher relationship

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**Cypress-Fairbanks Independent School District****January - 2016****ASCD PD ONLINE: CLASSROOM MANAGEMENT: MANAGING CHALLENGING BEHAVIOR, 2ND EDITION**

A 4-hour course understanding diverse learning needs in the following text according to the course objectives through the book, "Managing Challenging Behavior, 2nd Edition"

*Course Objectives according to ASCD PD Online course (2011)*

- Integrate techniques into your classroom management approach that address the needs of students with Attention Deficit Hyperactivity Disorder.
- Integrate techniques into your classroom management approach that address the needs of students with the oppositional defiant disorder.
- Integrate into your classroom management approach an awareness of the needs of students with an autism spectrum disorder.
- Integrate into your classroom management approach an awareness of the needs of students with depression and anxiety disorders.

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**Technology Professional Development**

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**Cypress-Fairbanks Independent School District****April - 2018****Promethean 101**

A one-hour training on implementing immersive technologies that transform learning environments and support student achievement

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**Cypress-Fairbanks Independent School District****November - 2017****ASCD PD ONLINE: Assessment: Getting Started With Student Portfolios using technology**

A four-hour training on a very valuable and meaningful evaluation tool that effectively assesses student learning.

## **Graduate courses taken at Gallaudet University**

ASL 709: Sign Language Media Production  
ASL 724: Sign Language Linguistics for Sign Language Professionals  
ASL 741: Methods of Sign Language Teaching  
ASL 743: Curriculum Development for Sign Language Education  
ASL 745: Sign Language Teaching, Culture, and History  
ASL 750: Assessing Sign Language Skills  
ASL 752: Sign Language Practicum  
ASL 760: Connecting Sign Language Research to Practice  
ASL 761: Seminar in Sign Language Education - Professional Preparation  
ASL 762: Seminar in Sign Language Education - ePortfolio  
ASL 770: Sign Language Planning and Advocacy  
ASL 777: Digital Pedagogy in the Sign Language Field  
ASL 790: Sign Language Internship  
DST 705: Language, Culture, and Power  
DST 710: Cultural Practices in the Deaf Community  
DST 714: Critical Pedagogy  
LIN 510: Introduction to First and Second Language Acquisition

## **Undergraduate courses taken at Stephen F. Austin State University**

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COM 495: Special Problem in Communication  
EPS 380: Educational Psychology  
SED 450: Diversity in a Learner-Center  
SED 370: Introduction to Pedagogy  
SPH 274: Introduction to Deaf Education  
SPH 470: Language for the Deaf  
SPH 471: Advanced Language for the Deaf  
SPH 476: Literacy Development for Deaf  
SPH 414: Deaf Culture  
SPH 442: Seminar in Speech and Language Method