

Rebecca Hope Renard

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Education and Certifications

Degrees awarded:

M.A., New York University – Gallatin School of Individualized Study, 2004

Concentration in instructional multimedia and critical pedagogy

B.A., Oberlin College, 1997

Certifications:

- New York State secondary social studies teaching certification
- Children and Youth Investment Trust Corporation's Advancing Youth Development certification

Professional Experience

Director of Youth Media Arts Program, Earth Conservation Corps, Washington, DC, March 2006-August 2007

Teacher/Curriculum Writer: Created curriculum for an 11-month workforce development/youth development program focusing on media production for disadvantaged youth between the ages of 17-25. Included media literacy, digital storytelling, documentary production, PSA creation, community journalism, print literacy development, and public speaking. Designed and piloted a youth-taught media production program for high school students, based on DCPS language arts, social studies, and technology standards.

Production Director: Oversaw and facilitated the production process of youth made media pieces, including planning, shooting, editing and distribution of final products. Created budget, ordered and managed equipment, and assisted with grant writing to generate new programmatic income.

Communications/Public Relations: Established working relationships with local media outlets to support the broadcasting of ECC work and to raise public awareness about the organization and issues. Solicited volunteers from the community and the professional media field to work with youth to bolster skills.

Instructional Designer/Writer, Maryland Public Television, MD, November 2004-September 2005

Conceived, researched, and wrote copy for educational interactive web activities, or "fieldtrips", for Maryland Public Television's *Thinkport* website (<http://bayville.thinkport.org>). Integrated current instructional design principles to encourage scaffolded learning and to support literacy development of low-level and reluctant readers at the middle school level. All work was tied to Maryland state middle school science and social studies standards.

Director of Documentary Workshop, Educational Video Center, New York, NY-September 2002-June 2004

Production Director and Technology Teacher: Managed and oversaw the entire production process of four youth-made documentaries, from selection of topic to public screening of finished piece. Taught video composition, sound principles, digital editing, lighting principles, storytelling for video, interviewing techniques, and journalistic research.

Curriculum Writer: Created model curriculum for 15-week high school documentary production program, emphasizing student inquiry and investigation of social issues. Curriculum and classroom practice were documented for the production of a DVD for AOL Time Warner's 21st Century Literacy campaign.

Professional Development instructor: Facilitated study groups with staff members in which we analyzed our teaching, read articles from the field, and looked for ways to improve our practice.

Media Educator, *Educational Video Center*, New York, NY, January 2001-May 2002

Professional Development Instructor: Co-led professional development workshops for New York City public school teachers about integrating hypermedia into English and social studies classrooms.

Media Literacy Teacher: Taught principles of media literacy, including media analysis, print and visual media conventions, and social interaction with media to high school students.

Production Director: Managed two high-school community investigations that led to the creation of a video and website.

Web-design Instructor: Taught basic web coding, use of web editors, and writing for the web.

6th Grade Language Arts and Social Studies Teacher, *San Francisco Unified School District*, San Francisco, CA- August 1998-June 2000

Teacher: Taught language arts and social studies to ethnically and economically diverse public school students.

Curriculum Writer: Created and implemented differentiated curriculum for students with broad-ranging literacy skills.

- Heavily infused multimedia technology, visual arts, and theatre into the curriculum to engage reluctant readers.
- Created model science curriculum for *Project 2061*, integrating literacy, math, social studies, art, and environmental studies.

Staff Development Instructor: Designed and led workshops showing teachers how to naturally and meaningfully integrate technology into the language arts classroom.

Program Coordinator, *San Francisco Urban Service Project/ AmeriCorps*, San Francisco, CA, September 1997-June 1998

Director of Mentor Program: Recruited and trained adult professionals as mentors, identified students for the mentor program, created promotional materials and held information sessions to solicit volunteers.

Conflict Resolution coordinator: Trained middle school students to be peer mediators through a conflict resolution program adopted by San Francisco schools.

Service-Learning Coordinator: Interfaced with community members, local business owners, and community advocates to identify community needs and establish service-learning partnerships. Created service learning curriculum for sixth grade, and implemented the curriculum as the lead teacher.

Products

<http://bayville.thinkport.org>—interactive electronic fieldtrip created for Maryland Public Television's award-winning *Thinkport* website. Teaches middle school students about the Chesapeake Bay by using interactive stories, games, and science labs. Weaves literacy, science, sociological, and ecological concepts. Uses current instructional design principles to encourage scaffolded learning and to support literacy development of low-level readers.

Youth-Powered Video: A Hands-On Curriculum for Teaching Documentary—an instructional DVD and curriculum book for teachers that was developed as part of the AOL Time Warner 21st Century Literacy Grant. Contains videotaped model lessons, reflections, and accompanying lesson plans taken from one semester in my high school documentary production class.

Videos directed with students at the Educational Video Center and Earth Conservation Corps

- ◆ **Save Our Schools: the Physical Conditions of the DC Public Schools** December 2006
- ◆ **No Place of Our Own to Call Home: Experiences of Homeless Youth** December 2006
- ◆ **Whose Streets? Our Streets!: The True Face of Youth Activism** Spring 2003
 - Los Angeles International Film Festival
 - Human Rights Watch International Film Festival
- ◆ **Patriarchy is Malarkey!** Spring 2004
 - Human Rights Watch International Film Festival

Comprehensive model lesson integrating multimedia, language arts, and social studies as part of a pilot technology program in the San Francisco Unified School District (completed in 1999):

- ◆ www.sfusd.k12.ca.us/programs/cipd/middle/lessons/teacherlessons/rebecca_renard/Teachgde.html

Awards and Recognitions

- Invited by United States Consulate of South Africa to teach a media workshop for youth in Soweto, South Africa as part of the 5th World Summit on Children and Media, Johannesburg—2007.
- AOL-Time Warner 21st Century Literacy model teacher—recognized in 2003.
- New York University Gallatin School of Individualized Study Dean's Opportunity Award for Graduate Study—2000.
- Rockefeller Fund Fellowship for Minorities in the Teaching Profession—1996.

Other Skills

- Fluent in Spanish; conversant in Portuguese
- Proficient knowledge of Final Cut Pro, Soundtrack Pro, Garage Band, LiveType, iMovie, Dreamweaver, HTML web coding, Photoshop CS, various educational software programs, and all applications in the Microsoft Office Suite