

Lara M. Christoun, Ed.D.

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EXECUTIVE SUMMARY (*Experiences demonstrated since Fall 2021)

- Tenured Associate Education Professor (2020)- Innovative, collaborative, higher education professional who demonstrates exceptional educational leadership in the following areas: English Learning pedagogy, bilingual methodology, special education, IRB application review, culturally responsive instruction, strategic planning, development, implementation, assessment, and management of academic programs based on equity and student-centered design for marginalized students (with and without complex needs).
- Principal Administration-Dual Licensure WI and IL, ENL, Bilingual, and Spanish Licenses (IL and WI). Spanish oral and literacy fluency
- Graduate thesis advisor and instructor (face-to-face and online instruction)
- Institutional Review Board Member and Department Reviewer-Represented the Carthage College Education Department on the IRB Committee and served as an IRB Application Reviewer while serving as the Graduate Education Program Chair (2017-2021)
- Coordinator of Pre-Service Teaching Mentor Program (2017-2021). Created and coordinated this unique program. Grant funded and support students wishing to shadow a Carthage education alumni to focus on areas of need before student teaching. Continue to advise and support in 2022.
- Teaching: Specialize in instructing the following undergraduate and graduate programs/courses:
Graduate Course Knowledge and Experience: (2013-Present)
IU Bloomington, Educational Leadership and Policy Studies Department of
Present-
Principal License and MEd: Continuous School Improvement and School-Community Relationships,
2015-2021-
Evidence Based Decision Making, Principalship Practicum and Field Supervision, School Law
ENL & Bilingual: ENL Methods, Bilingual Methods, ENL Literacy and Accommodations (RtI/Special Education), Linguistics, ENL Practicum
Educational Leadership & Special Education: Culturally Responsive Instruction Methods and Materials in Urban Education, Characteristics and Assessment of Learners with Exceptionalities, Curricular Issues, Graduate Capstone Thesis (Spring, Summer, Fall)
Service to IU Bloomington campus:
- CAEP Accreditation Support for ELPS-
 1. Reviewed and edited the “Handbook for Interns Pursuing Building-Level Administrator Licensure through the MS.Ed. in Educational Leadership (Online) Program.” Collaborated with EL faculty to ensure that the handbook accurately reflects the requirements of the program and are aligned with CAEP credentials. This guide serves as the framework and foundation for building level licensure students who are also pursuing the MEd.
 2. Creating a handbook for district level licensure students (Ed.S.) that will be aligned with CAEP standards. This handbook will guide students through the Ed.S. process and will be designed to meet CAEP requirements. The framework will be aligned with the

building level administrator license handbook. This process will take some time as it will first be reviewed by a consultant and then further revisions may need to be made to both handbooks depending upon the CAEP reviewer's feedback. (I have previously taken part in having passed three education license program proposals at the building and state level (one graduate and two undergraduate) including annual state review and monthly liaison meeting with the DOE.

Service to the Bloomington, IN Community:

- (2021-Present) Co-Coordinator for Afghan Refugee Families in Bloomington: Serve as a co-coordinator with Diane Legomsky (founder of the Bloomington Refugee Support Network) to work with a team of community groups and IU educators to provide ENL/ELL services and other support needs for designated Afghan refugee families currently located at a nearby military base. Hope to also utilize my ELL background to support classroom teachers with welcoming and providing academic and SEL (culture shock) support for students as they acclimate and learn in their new schools.
- (2021-Present) Superintendent Study Council Meetings- (12/21) Attended a year end study council meeting for SE Indiana's Superintendents. The focus of the meeting was a presentation by Risa Regnier, from the DOE, regarding IDOE's the new Special Education License requirements. Met at least 20 superintendents and special education coordinators. I also got to know a recent IU Bloomington EdS/EdD graduate who is now a SE superintendent. The members of this SE Superintendent Council are instrumental to the success of IU Bloomington's District Level licensure and EdD program. I was honored to meet and have lunch with them and discuss important issues like special education licensing changes and its likely impact on individual school districts. We also discussed ENL leadership and the need of ENLs and special need students in varying districts. Look forward to attending other pertinent meetings at the building and district leadership levels
- (Winter 2021) Graduate Presentation-Invited to speak to international students about adult education and leadership. Attended their Instructional Technology and Adult Education doctoral class and discussed best leadership practices and the difference between instructing K-12 and adult learners. Discussed examples of my key leadership and teaching practices and answered questions pertinent to their own working experiences (school and business settings). Included Culturally Responsive Practices and relatability to learners. Provided a list of peer reviewed resources and a follow up Q &A and my contact information. The professor suggested that I would be a great asset to serve on applicable doctoral committees (if I'm able).
- (2019-2021) Carthage- Participate in Educators Rising for prospective high school students to visit Carthage and learn about our programs and Carthage Education career events. Supervise student teaching interviews and partner with local schools to invite key administrators and college alumni to partner with Carthage professors to interview education students.

Undergraduate Education Course Experience: Carthage College (2013-2021) Culturally Responsive Instruction, English as a New Language Methods, Bilingual Methods, English Learners Literacy and Accommodations (RtI and Special Needs), Characteristics of Exceptional Learners, Positive Behavior Management, and Foundations Education and Society

- Carthage College Graduate Chair, Department of Education (2017-Summer 2021)-Supervise all license area programs (e.g. Cross Categorical Special Education, Reading Teacher & Specialist, Principal Administration), Master Advisory Meetings, Graduate Policy and Planning Handbooks, Education Online Course Design Coordinator, IRB advisor for all applications, graduate scheduling, advising and practicum support for all international instructors, administration and ESL/Bilingual candidates. Oversaw hiring and evaluations, create/revise all state program compliance reports for all undergraduate and graduate licensure programs (submit reports and

create new program license proposals), seek grant funding, transfer transcript approvals, and oversight of the annual budget.

- Carthage College-Accelerated License Program Supervisor (2018-2021)-Oversee the creation, implementation, and monitoring of all accelerated programs for enrollment, staffing, student supervision and budgeting.
- Carthage College-Chair, Division Curriculum Committee (2020-2021)- Part of a diverse committee and ensure that all potential academic courses across all Professional Studies departments are reviewed and approved for Professional Studies including interdisciplinary and courses.
- Carthage College- Personnel and Tenure Committee Member (2020-2021)- Responsible for reviewing and making recommendations for all tenure and sabbatical applications
- Carthage College- Annual State Accreditation Reports- Responsible for interfacing monthly with the state Department of Public Instruction to ensure all education programs are in compliance.

EDUCATION

Ed.D. Educational Leadership

NORTHERN ILLINOIS UNIVERSITY, DeKalb, IL

Date of Completion: 2014

Title of Dissertation: *Identifying Key Academic Support Systems for Northern Illinois Latino English Language Learners*

M.S. Educational Administration and Principal Licensure

CONCORDIA UNIVERSITY WISCONSIN, Mequon, WI

Date of Completion: 2005

Title of Thesis: *The Impact and Efficacy of Vouchers on Educational Systems*

B.S. Public Affairs with Spanish and Business Concentrations

INDIANA UNIVERSITY, Bloomington, IN

Date of Completion: 1990

CERTIFICATION PROFESSIONAL

Type 51 and 75 Principal Administration, Dual Licensure WI and IL

Type 03 Middle and High School Spanish, Dual Licensure WI and IL

Type 29 Bilingual and ENL/ELL License IL

EMPLOYMENT

Full Time Graduate Faculty Member-Visiting Clinical Assistant Professor of Educational Leadership and Policy Studies

2021-Present INDIANA UNIVERSITY, Bloomington, IN

- Instruct online graduate education policy courses for the principal license program
- Courses focus on data informed decision-making and school and community partnerships
- Emphasis on culturally responsive leadership and equitable outcomes for all students
- Creation of the MEd. and EdS. Student Program Manuals aligned with CAEP Standards (in progress) (Co-lead this effort to ensure regular communication and support of EL faculty to ensure all appropriate courses are offered and meet CAEP standards in order to meet CAEP accreditation by Spring-Summer 2023)
- Attend Superintendent Study Council Meetings
- Member of the IU Center of Excellence and Technology

- Research Agenda- Developing Culturally Responsive building level administration leadership skills and initiatives to ensure equity is at the forefront of teacher instruction and relationship building for all students (with a focus on ELLs and marginalized students with and without exceptional needs).

Full Time Education Faculty Member-Associate Professor of Education

2007-Fall 2021 CARTHAGE COLLEGE, Kenosha, WI (Part-time 2007-2013)

- Graduate Chair, Education (2018-Present) Hire instructors, oversee the graduate registration schedule, Master's Board Advisory Committee, responsible for the design, organization and management of all MEd programs and submit annual reports to ensure the institution meets the state's continual review progress requirements.
- Assistant Chair, Education (2017-18) Supported the Education Chair by preparing the Continual Review Process (CRP) for our 5th year consequential visit by the Wisconsin Department of Public Instruction, served on interview committees, organized community events, served as the Coordinator of Language Acquisition and ELL Practicum Field Supervisor, Developed the Thesis Capstone course syllabus
- Education Online Course Design Coordinator (2020-2021) Worked closely with the online course designer and individual instructors to ensure that all course standards, objectives, lessons, and assessments meet rigorous protocols consistent for all majors and courses. All course syllabi and instruction protocols are clear, well defined and differentiated with an array of interactive applications and learning tools. All units include informal/formal assessment measures and meet state approved standards and SLOs.
- Division Curriculum Committee (2017-2021) Leadership team reviews and makes recommendations to ensure all new course proposals including assessments meet college and state requirements.
- Educator's Rising- Assisted in the supervision of up to 300 local high school students annually visiting the Carthage campus to include program information sessions, campus and department tours, and discussion of dual credit opportunities in local area high schools.
- Professional Development (Fall 2020): Anti-Racism In and Out of the Classroom: How to Be an Ally for College Students-University of North Carolina
- Carthage College Latinos Unidos Co-Advisor (2017-18) Developed ways to increase Latino awareness and involvement across campus and in the community.
- ACTFL Foreign language test proctor (2014-Present) Direct students in registering for the ACTFL and serve as a proctor for the OPI and WPT exams.
- Carthage College Division Curriculum Committee (2018-Present) As a member of this committee, we review course proposals and recommend needed edits/approval.
- Carthage Symposium Member- (2013 to 2019) This committee evaluates and approves potential courses in cross-disciplinarian fields. Served as an evaluator and recorder of minutes.
- Carthage Experiential Learning Task Force Committee (2015-16) Developed and analyzed survey instruments to better understand and increase EL across disciplines to offer more hands-on learning experiences and internships to retain students and improve educational outcomes.
- Lincoln and Transfer Scholarship Interviewer (2013-Present) Serve annually as an interviewer in collaboration with other Carthage professors who identify potential scholarship recipients in the larger community.
- Carthage Title IX Committee (2016-17) Update best practices, support needs on campus

Coordinator of ENL and Bilingual Programming

2006-2011 HAWTHORN SCHOOL DISTRICT 73, Vernon Hills, IL

- Coordinator of the Title I-V policies and grants- responsible for maintaining and determining allocation for Title funding (Coordinator of summer programming, budgeting and curriculum for grades K-8)

- Supervised all ACCESS teacher training, assessments, and state submissions
- Facilitated ISAT standardized assessment of English Language Learners (Ells). Collaborated with staff regarding Response to Intervention (RtI) policies for ELLs and at-risk students
- Directed the District's At-Risk Summer Scholar's Program (PreK-8) for five years.
- Attended individual ENL and Bilingual IEP meetings
- Conducted research and generated grant applications to increase funding opportunities for ENL and at-risk learners. Hawthorn Coordinator for the LOYOLA UNIVERSITY CPELL PROGRAM (Community Partnership with English Language Learners) offering professional development for Hawthorn staff and interactive bilingual parent outreach opportunities
- Conducted all Bilingual, ENL, and Title Teacher & Parent Meetings
- Advised ENL, Bilingual, and Spanish educators
- Piloted the Hawthorn Dual Language Battle of the Books with KUSD and Highland Park School Districts

Title I Literacy Specialist

KENOSHA UNIFIED SCHOOL DISTRICT, Kenosha, WI

(2005 and 2006) EDWARD BAIN SCHOOL OF LANGAUGE AND ARTS (EBSOLA)

- Provided intensive reading and math intervention support (in Spanish and English) for at-risk students
- Piloted the ACCESS WIDA English Learner proficiency assessment and monitored student data progress
- Facilitated WKCE testing for ESL students
- Member of EBSOLA Leadership Committee
- Piloted first WIDA ACCESS Testing and Implementation of Specialized Services
- Spanish Interpreter and Liaison for parents, teachers and students

Expeditionary Learning Outward Bound (ELOB) Literacy Specialist

KENOSHA UNIFIED SCHOOL DISTRICT, Kenosha, WI

(2003 and 2004) REUTHER CENTRAL HIGH SCHOOL

- Supervised the ELOB program for all teachers and students
- Facilitated meetings regarding curriculum redesign and improving at-risk student performance
- Attended literacy seminars and conferences regarding curriculum techniques involving Six Traits, Marzano Strategies, Wiggins' Backward Design, Best Works Portfolios, Understanding by Design (UbD), Writing Workshops, Reading Circles, and Socratic Seminar.

Spanish Teacher

1994-2002 ST. JOSEPH CATHOLIC ACADEMY, Kenosha, WI, GRAFTON HIGH SCHOOL, Grafton, WI and GRANBY HIGH AND MIDDLE SCHOOLS, Norfolk, VA

- Instructed interactive, communicative, culturally responsive, introductory, and intermediate Spanish classes in urban and suburban settings
- Provided native-like instruction (Completed IU- Bloomington undergraduate degree at the Universidad Complutense in Madrid, Spain, attended classes with native Spaniards).

RESEARCH AND REVIEW

Refereed Publications:

Williams, Kelly (Indiana University) Christoun, Lara and Wang, Jun (Carthage College). (Summer 2022-anticipated publication) Examining Pre-service General and Special Education Teachers' Culturally Responsive Teaching Self-Efficacy.

Williams, Lavonne, Christoun, Lara and Wang, Jun (Summer 2022-anticipated publication)
Construction & Culturally Responsive Lesson Plan Development & Acquisition for Students with
Exceptional Needs: The Impacts of Social Stories & Learning Modalities.

Chapter for an elementary educational text:

Christoun, Lara and Wang, Jun (2019). "Misconceptions about ELLs: Culturally Responsive Practices for
General Education Teachers," for *Optimizing Elementary Education for English Language Learners*. IGI
Global eEditorial Discovery

Christoun, Lara (2017). Educator Perceptions: Prioritizing Support Systems for English Learners.
International Journal of Education and Human Developments, Vol 3, No. 4

Christoun, Lara (2015). Prioritizing Key Academic Support Systems for Latino English Language
Learners in Northern Illinois Public School Districts. *Allied Academies Educational Leadership Journal*

Research Focus:

- Driving educational change to further improve academic outcomes of Latino students
(Elementary-Higher Education) Culturally Responsive Instruction and English Language
Learning Strategies for educators and administrators
- Creating and sustaining effective Educational Leadership Practices in Higher Education
Settings (for administrators and educators)
- Higher Education Administration-Optimizing Educational outcomes for underserved students
(based on the University of Chicago's Five Essentials Longitudinal study) to include
Culturally Responsive Curriculum.

Journal Review

International Journal of Multicultural Education
June 2016-Present

Manuscript Topics of Interest: Language acquisition, ENL Curriculum Development and Planning, RTI
for ENLs, Culturally Responsive Practices for students with and without disabilities, Urban Education,
LGBTQ, High leverage instructional practices and academic outcomes for underserved students (K-12,
Higher Education)

Journal Review Titles and Dates-
March 2020

"Redacting 'Stock Stories' of Education Inequities: Toward Legitimate Digital Participation"
Considered for the IJME special issue on *Critical Race Media Literacy*

December 2019

"Exploring Pre and Inservice Teachers' Raciolinguistic Attitude towards Immigrant Learners in a Year-
Long Professional Development Program" (This article focuses on the attitudes of pre-service and in-
service urban teachers who were part of a professional development program sponsored by TESOL).

February 2018

"Understanding Voices from the Margins: Social Injustice and Agency in First Year Students' Literacy
Narratives" (This manuscript analyzed literacy narratives of first year students at a South African
university. It uses excerpts from the literacy narratives to explain how this writing genre serves as an
outlet for reconstructing experiences of social injustice and agency.)

July 2016

"From Contagious to Resilient and Beyond: A periodization of four decades of educational research on LGBTQ issues," for *International Journal of Multicultural Education*. (This manuscript analyzed a wide historical array of LGBTQ issues that demonstrate change and the need for more intentional practices that respect and validate all individuals).

Text Review

Summer 2016 edition of the *Wisconsin State Reading Journal*

Gregory, Gayle H. & Burkman, Amy (2012). *Differentiated Literacy Strategies for English Language Learners Grades 7-12*. California: Corwin Press.

January 2016

Pang, *Diversity and Equity in Schools*, Cengage. (In Press).

September 2015

Banks, James (2015). *Cultural Diversity and Education: Foundations, Curriculum and Teaching*, 6th Edition. Boston: Pearson

November 2014

Johnson, James (2014). *Foundations of American Education: Perspectives on Education in a Changing World*. 16th Ed. Boston: Pearson.

September 2012 for Teachers College Record, Columbia University

McMahon, Brenda J. & Portelli, John P (Eds.) (2012). *Student Engagement in Urban Schools: Beyond Neoliberal Discourses*. Charlotte: NC, Information Age Publishing, Inc.

STATE, NATIONAL, AND INTERNATIONAL CONFERENCE PRESENTATIONS

Council for Exceptional Children, Summer 2021, Co-presentation with Dr. Kelly Williams (Professor of Special Education at Indiana University Bloomington) and Dr. Jun Wang (Professor of Special Education)
Topic: Preservice Teachers' Culturally Responsive Teaching Self-Efficacy for Students from Diverse Backgrounds, Baltimore, MD.

Council for Exceptional Children, Spring 2020, Co-presentation with Dr. Jun Wang (Professor of Special Education)
Topic: Preparing Pre-Service Teachers for Collaboration with Families of Students with Disabilities and English Language Learners, Portland, OR.

Council for Exceptional Children, Spring 2019, Co-presentation with Dr. Jun Wang (Professor of Special Education)
Topic: Culturally Responsive Instructional Practices for English Language Learners with and without Disabilities, Indianapolis, IN.

Council for Exceptional Children, Spring 2018, Co-presentation with Dr. Jun Wang (Professor of Special Education)
Topic: Culturally responsive instructional practices for English language learners with and without disabilities. Interactive poster presentation at Council for Exceptional Children, Tampa, FL

Allied Academies International Conference, Summer 2016, Toronto, Canada

Teacher Voice and the 5Essentials: Predicting Supports for High Academic Latino Academic Outcomes in Northern Illinois

Indiana State English Learner Conference, Fall 2016, West Lafayette, Indiana

Topic: English Learner Academic Success: Targeting Student Mindsets and Strategies. Presented an interactive session including an array of research based curriculum and culturally responsive strategies for Indiana teachers to improve academic outcomes of ELLs.

World Class Instructional Design Association (WIDA) National Conference, Fall 2015, Las Vegas, NV

Topic: Interactive session regarding Latino academic support systems

Allied Academies International Conference, Spring 2015, New Orleans, LA

Topic: Prioritizing Academic Outcomes for Latino ELLs-doctoral research focus