

DOMENICA C. VILHOTTI

701 Montgomery Avenue, Bryn Mawr, PA 19010 ♦ 201.218.2734 (m)

dvilhotti@gmail.com ♦ www.vilhottiportfolio.com

EDUCATION

North Carolina State University, Raleigh, NC
Master of Arts, American and British Literature
Introduction to Composition Instructor

Awarded May 2008
GPA: 4.0/4.0

Wesleyan University, Middletown, CT
Bachelor of Arts, Film Studies
Film Department Honors Award for Thesis Screenplay, "Breathe"

Awarded December 2001
GPA: 3.4/4.0

CURRENT POSITION

Instructor - American Literature, World Literature, Cinema Studies, Comedy Analysis, Advisory Springside Chestnut Hill (SCH) Academy, Philadelphia, PA *August 2012 – Present*

English Instruction and Senior Seminars

[10th Grade World Literature](#)
[11th Grade American Literature](#)

[Introduction to Film Analysis](#)
[Cultural Analysis of American Comedy](#)

Curriculum Development

Co-authored the 10th grade English curriculum to instill competencies designed to meet the skill-set expectations for a Future-Ready population by employing 21st Century pedagogies, including Passion-Based Learning, Global Learning, and Entrepreneurial Leadership

Collaborative Learning

A well-executed [Collaborative Learning](#) approach is best able to foster an impactful culture of critical thinking, synergy, empathy, conflict resolution, and active listening. I accomplish this via:

- Strategic student groups based on learning styles, intelligences, and personalities
- Explicitly teaching and reinforcing the traits of collaboration, leadership, resilience, intellectual curiosity, compassion and synergy
- Small-group, student-led Socratic Seminars
- Rotating [group roles](#) for each collaborative task
- Guided debriefing about team dynamics and effectiveness after projects and discussions
- [Verbal peer conferencing](#) for essay revision, [peer tutoring](#) and [student-led recognitions](#)

Writing Instruction

- Employ Cognitivist and Expressivist process-driven composition pedagogies to produce students' first long-form literary analysis research essays
 - Create [original methods](#) to distill and demystify the process of writing into [discrete elements](#)
 - Employ [error analysis logs](#) to instill self-awareness and goal-setting
-

Technology Creation and Integration

- Designed four technology-infused courses on the Haiku Learning Management System, all of which embrace a "[creation rather than solely consumption](#)" model
 - Wherever possible course content is interactive and learning is student-centered, scaffolded, and customizable for various learning styles, multiple intelligences, and interests
 - Core literacy tools include flipped classroom methods using resources such as TED Ed videos, as well as the creation of tutorials, presentations, and essays using [iMovie](#), Prezi, [PetchaKutcha 20x20](#) and Wiki-projects
-

Project-Based Learning and Design Thinking

Some examples of smaller-scale projects that were influenced by PBL and DT pedagogies and designed to be both rigorous and an authentic assessment are the:

- Student creation of a Museum Exhibition and wiki-webpage to teach how the Hero's Journey is both subverted and informs Hurston's *Their Eyes Were Watching God*
- Student competition of mock presentations at the Modern Language Association (MLA) conference defending an "against the grain" critical interpretation of *Hamlet*
- Design and delivery of a pedagogically sound lesson and teaching a new literary analysis skill to the class using a story from *Tim O'Brien's The Things They Carried*
- Student-generated writing rubrics based on interviews with college professors

Resilience and Social Intelligence

Designed [Resilience and Social/Emotional Intelligence Rubric](#) for use as a framework for determining student participation grade

Community

- My classroom is a featured attraction along the tour route for prospective families and visitors
- My Open House demonstration lesson on film analysis was cited in exit surveys as one of the event's most "impactful" and "exciting" elements

Evaluations and Reputation

[Student satisfaction](#) consistently ranked as 90% “extremely satisfied” in the categories of instructor’s content knowledge, care for students, ability to impart new skills, patience, technology integration, organization, communication, ability to inspire, and classroom management

PREVIOUS TEACHING EXPERIENCE

Instructor-AP Language, 12th Gr. AP Literature, 11th Gr. American Literature, Mastery Charter School – Shoemaker Campus, Philadelphia, PA
August 2009 – July 2012

- Drive college-readiness skills at Shoemaker middle and high school, a three-year EPIC Gold (2008, 2009) and Silver (2010) Gain Campus. Mastery is a non-profit charter school network recognized nationally, and specifically heralded by President Obama and Secretary of Education Arne Duncan, for work in school turnarounds and dramatic student achievement gains.
- Promoted within two years to the level of Advanced Instructor, one of three within the Shoemaker Campus, and of 70 in the greater Mastery Charter Network, consisting of over 850 instructors
- Serve as English Content Lead, presenting professional development workshops on reading, writing, and assessment best practices that set high expectations for students with below grade level reading skills
- Recognized as one of under 100 “EPIC Spotlight Teachers” by the New Leaders for New Schools organization for driving dramatic student achievement gains as determined by a “value added” analysis of standardized state testing data
- Launched Shoemaker’s initial AP Language (2009-2010) and AP Literature (2010-present) courses
- Designed curriculum, syllabus and all assessments for both AP courses in addition to general education, and developmental American Literature courses that expose students to the rigor of college work
- Achieve student monthly benchmark scores that are consistently the highest of the four Mastery high schools

Literacy Specialist – Teach For America Summer Institute, Temple University, Philadelphia, PA
June 2009 – August 2009

- Introduced new teachers to the principles of effective classroom practice and research-based strategies for reading instruction, writing instruction, and literacy-focused remediation
- Conducted teaching observations with school team leaders and other specialists to identify corps members' needs and to offer flexible, differentiated support to ensure corps members developed into effective teachers

Adjunct Professor – Developmental Reading and Writing, Community College of Philadelphia, Philadelphia, PA

September 2008 – December 2008

- Designed curriculum, syllabus and all assessments for developmental reading and composition course
- Researched, modified and implemented best practices in basic literacy such as [student-generated rubrics](#), [error-analysis logs](#), text annotation, [interactive note-taking](#), chunking, and [dual-entry journaling](#)
- Assisted students in meeting goal of composing a 1,000 word university-level persuasive education policy analysis paper using available physical and online references and resources

Adjunct Professor – Writing Seminar I, Philadelphia University, Philadelphia, PA

September 2008 – December 2008

- Designed curriculum, syllabus and all assessments for expository writing and critical thinking course with a focus on fundamental issues in contemporary culture
- Researched, modified and implemented best practices appropriate to visual and kinesthetic learners in vocational and technical majors including essay and textual diagramming, [innovative group revision and problem solving](#), and scaffolded oral presentation units
- Fostered 90% mastery in course objectives including composition of a 20-page portfolio of persuasive issue analyses

Introduction to Composition Instructor, North Carolina State University (NCSU), Raleigh, NC

August 2007 – May 2008

- Designed curriculum for and instructed a technology-infused composition course based on the writing-across-the-disciplines model
- Designed and maintained [course website](#) to manage documents and supplement course objectives
- Conducted class in a state-of-the-art Computer-Mediated classroom as pilot for campus-wide technology implementation
- Researched, modified and implemented best practices such as [verbal peer conferencing](#) and [interpretive communities](#) designed to strengthen critical thinking and writing skills
- Scored 4.7 of 5.0 on course evaluations; 0.5 higher than English department undergraduate and graduate average

Regional English Learning Team Leader, Teach for America (TFA), Eastern North Carolina Region

August 2005 – May 2006

- Selected to serve on ten-person regional professional development staff to teach content-related strategies to colleagues
- Conducted monthly professional development workshops on topics such as tracking for mastery of course objectives, designing differentiated assessments, and classroom management
- Developed collaborative online resource to collect and share best practices
- Hosted weekly “plan-ins” for TFA and public school colleagues to facilitate standards-aligned lesson and unit plans

Nash Central High School English Teacher, Teach for America (TFA), Rocky Mount, NC

June 2003 – May 2006

- Served as a member of *Teach for America*, a highly competitive national service corps dedicated to eliminating educational inequity by teaching in persistently failing and underachieving urban and rural public schools
- Increased student mastery from 40% to 80% in course goal of 7-10 page analytical research paper. Data ascertained by pre, post, and benchmark assessments on AP and North Carolina writing rubrics
- Led the English department implementation of the AVID (Advancement Via Individual Determination) program designed to promote college attendance and completion
- Created College and Career Club and Resource Center. Recruited teachers to co-facilitate. Publicized, designed, and presented curriculum for weekly college and career preparatory workshops. Raised over \$500 for college visits, study guides and fees

RELATED EXPERIENCE

Director of Donor and Volunteer Services, Philadelphia Futures, Philadelphia, PA

September 2008 – May 2009

- Directed mentor and corporate sponsor cultivation for an intensive college-guidance non-profit that prepares Philadelphia’s public school students from low-income families to graduate high school and college through long term mentoring, after school and summer academic enrichment, and financial sponsorship
- Designed, implemented, and executed strategic mentor and sponsor recruitment plan, including outreach and presentations to Philadelphia’s philanthropic and business communities
- Met goal of raising \$412,000 and cultivating 55 mentors and 55 sponsors from September 2008 to May 2009

Program Planner and Grant and Proposal Writer, Bateson Center for Educational Services,

New York, NY

May 2002 – June 2003

- Wrote and received competitive grants for New York City Public Schools, District 6, including two nationally competitive grants totaling over \$300,000 that received outstanding proposal distinctions

ADDITIONAL EXPERIENCE

Assistant Production Coordinator, Jumbolaya Productions Film Company, New York, NY
January 2002 – April 2002

- Prepared contracts, waivers, building blueprints, and budget information for NBC special productions
- Hired and supervised staff of interns
- Conducted and catalogued research and development for television programming

Research Assistant, Leonard Lopate Show, WNYC (NPR), New York, NY
February 2002 – November 2002

- Researched and wrote background memoranda for weekly show topics and guest interviews

HONORS AND AWARDS

- Recipient, New Leaders for New Schools EPIC National Spotlight Teacher Award: *June 2011*
Success in driving dramatic student achievement
- Recipient, *Student Achievement Above All* award, Mastery Charter School *January 2011*
- Recipient, Peer-awarded *Open Doors* and *Grit* awards, Mastery Charter School, Shoemaker *June 2010*
- Recipient, CHASS Outstanding Teaching Assistant Award, North Carolina State University *March 2008*
- Nominee, Sue Lehman Award for Excellence in Teaching, Teach for America *March 2006*

PUBLICATIONS

Vilhotti, Domenica. "The Aesthetics of Ethnic Cleansing: A Historiographic and Filmic Analysis of Andres Veiel's *Balagan*." *A Companion to German Cinema*. Ed. Terri Ginsberg and Andrea Mensch. Malden, MA: Wiley-Blackwell Publishing, 2012.

Anson, Chris M., Matthew Davis and Domenica Vilhotti. "What Do We Want in This Paper?' Generating Criteria Collectively." *Teaching With Student Texts*. Ed. Joseph Harris, John Miles, and Charles Paine. Logan, Utah: Utah State University Press, 2010.

PRESENTATIONS AND SPEECHES

Vilhotti, Domenica. "Engaging and Rigorous Peer-to-Peer Engagement that *Works*: Kagan Structures and the Mastery Model." Presentation: Annual Mastery Charter Instructional Conference (AMIC). December 2011.

Vilhotti, Domenica. "Boosting Rigor in Textual Annotation: from Comprehension to Synthesis." Presentation: English Department, Mastery Charter, Shoemaker Campus. November 2011.

Vilhotti, Domenica. "A Filmic Approach to Guiding Young Writers through the College Essay: Lessons Learned from Hollywood." Presentation: Conference on Writing and Literacy, Philadelphia Writing Project, Philadelphia, PA. October 2011.

Vilhotti, Domenica. "The Teacher as Diagnostician: Gathering Crucial Data, Diagnosing and Determining Next Steps while Students Practice." Presentation: "Shoe University," Professional Learning Community, Mastery Charter, Shoemaker Campus. October 2011.

Vilhotti, Domenica. "Writing College Recommendation Letters that Get Results: How to Launch Your Students and Not Get Burned Out in the Process." Presentation: "Shoe University," Professional Learning Community, Mastery Charter, Shoemaker Campus. October 2011.

Vilhotti, Domenica. "Backward Planning: How to Use Your Benchmark Exam and Prior Data to Create Each Unit Plan." Presentation: English Department, Mastery Charter, Shoemaker Campus. August 2011.

Vilhotti, Domenica. "Perseverance," "Excellence in Literature" and "What Does it Mean to be Valedictorian at Mastery?" Commencement Speeches: Class of 2011 Mastery Shoemaker Graduation. June 2011.

Vilhotti, Domenica. "Writing Workshops: an Inquiry-Based and Student-Centered Approach to Teaching Literary Analysis." Presentation: English Department, Mastery Charter, Shoemaker Campus. May 2011.

Vilhotti, Domenica. "Make it Meaningful: Reconciling Project Based Learning and the Mastery Model." Presentation: English Department, Mastery Charter, Shoemaker Campus. March 2011.

Vilhotti, Domenica. "Test Prep *Can* be Rigorous: Competitive Student Debate in Justifying Multiple Choice Selection." Presentation: English Department, Mastery Charter, Shoemaker Campus. February 2011.

Vilhotti, Domenica. "Learning to Be Learners: Why and How to Use the Paideia Method at Mastery." Presentation: English Department, Mastery Charter, Shoemaker Campus. January 2011.

Vilhotti, Domenica. "Teaching the Literary Analysis Research Paper – From Pre-reading to Presentation." Presentation: English Department, Mastery Charter, Shoemaker Campus. November 2010.

Bowers, Kimberly, Michelle Cox, Matthew Davis, Jay Dolmage, Susan Miller-Cochran, and Domenica Vilhotti. "Universal Design and Writing Programs: Constructing a Student-Centered Universe(ity)." Roundtable discussion at the Conference on College Composition and Communication (CCCC), San Francisco, CA. March 2009.

Vilhotti, Domenica. "All You Ever Wanted to Know about Decoding and Fluency but Were Afraid to Ask" Lecture: Literacy Specialist – Teach For America Summer Institute, Temple University, Philadelphia, PA. August 2009.

Vilhotti, Domenica. "Building Comprehension Before, During and After Reading." Lecture: Literacy Specialist – Teach For America Summer Institute, Temple University, Philadelphia, PA. July 2009.

Vilhotti, Domenica. "The Achievement Gap is a Word Gap: The Three Principles of Effective Vocabulary Instruction." Lecture: Literacy Specialist – Teach For America Summer Institute, Temple University, Philadelphia, PA. July 2009.

Vilhotti, Domenica. "Exactly What Makes Texts Difficult for Students Reading Below Grade Level?" Lecture: Literacy Specialist – Teach For America Summer Institute, Temple University, Philadelphia, PA. July 2009.

Vilhotti, Domenica. "Infusing the Six Comprehension Strategies Across the Disciplines" Lecture: Literacy Specialist – Teach For America Summer Institute, Temple University, Philadelphia, PA. July 2009.

Vilhotti, Domenica. "Writing to Learn Activities: Boosting the Acquisition and Retention of Learning in the Content Areas." Lecture: Literacy Specialist – Teach For America Summer Institute, Temple University, Philadelphia, PA. July 2009.

Jacobson, Brad and Domenica Vilhotti. "Leading Seniors through All Stages of the College and Financial Aid Application Process." Presentation at Mid-Atlantic Mini Summit: Teach for America, Philadelphia, PA. March 2009.

Vilhotti, Domenica. "'Retrofitting' is not a Regression: How to Train Composition Teaching Assistants to Instruct a Learning Disabled Population." Paper Presentation at the Research Network Forum at the Conference on College Composition and Communication (CCCC). April 2008.

Vilhotti, Domenica. "Alternative Assignments and Assessments." Original Assignment Presentation. North Carolina State University, Raleigh, NC. October 2007.

Vilhotti, Domenica. "Multiple Entry Points: Scaffolded Preparation for the 10th Grade Writing Exam." Presentation: Teach For America ACE Annual Professional Development Conference. Atlanta, GA. March 2006.

Vilhotti, Domenica. "Socratic Seminars that Work." Presentation: Teach For America ACE Annual Professional Development Conference. Atlanta, GA. March 2005.

PROFESSIONAL LICENSURE AND CERTIFICATION

| | |
|--|---------------------------------|
| Pennsylvania Secondary English Teaching Certification | <i>September 2011 - Present</i> |
| North Carolina Certification for Teaching English Language Arts, Grades 9-12 | <i>September 2005 – Present</i> |
| Teaching English as a Foreign Language (TEFL) Certification | <i>May 2007 – Present</i> |

RELEVANT TRAINING

| | |
|---|--------------------|
| Kagan Cooperative Learning, Summer Institute | <i>July 2011</i> |
| Advanced Placement English Literature and Composition | <i>August 2010</i> |
| Advanced Placement English Language and Rhetoric | <i>August 2005</i> |