

# Tamara Nimri Haddad

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## EMPLOYMENT HISTORY

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- **8/2017 – Current** Trinity Bell High Schools HEB ISD Bedford, TX  
IB/AP Arabic Language Teacher
  - Plan and teach lessons virtually using Canvas and Google Meet platforms
  - Plan and teach lessons following the IB curricula in two levels of Arabic
  - Prepare students to take the IB Arabic exam in their junior or senior year
  - Differentiate for individual student needs, including heritage learners
  - Use a wide range of technologies and creative teaching styles
  - Develop assessment tasks following IB guidelines and use a wide range of formative assessment tools
  - Sponsor the Arabic Culture Club on both campuses
  - Keep parents informed about student progress
- **8/2011 – 5/2017** Central Junior High Hurst-Euless-Bedford ISD  
Bedford, TX  
Arabic Language Teacher/World Languages Department Lead
  - Grades 7<sup>th</sup> through 9<sup>th</sup> earning high school language credit
  - Grades 10<sup>th</sup> & 11<sup>th</sup> preparing for the IB Diploma Program
  - Created the Arabic curriculum for first, second, and third year Arabic
  - Fulfills Department Lead responsibilities:
    - Serves as the instructional contact person for the department including meeting with department teachers on a regular basis for training
    - Curriculum and assessment updates, visit classes, assist teachers as a resource on curriculum matters, mentor new teachers
    - Conduct informal observations and provide feedback to teachers,
    - Create department budgets and monitor purchases and inventory
    - Plan and coordinate department meetings
    - Attend District lead teacher meetings
    - Attend regular meetings with the principal to insure coordination of instruction.
  - Developed all prep work for beginning and intermediate Arabic, including all course materials and visual aids
  - Incorporate cultural and historical components into the curriculum to diversify and expand learning material
  - Plan and organize hands-on activities that encourage active student participation, involvement, and teamwork
  - Continually play a vital role advising students regarding future education decisions

- Act as a liaison between parents and faculty regarding student progress and goals
- Serve as an interpreter at ARD meetings and when needed
- Served as Arabic lead teacher 4 consecutive years, and as Program Director, at the STARTALK summer language academy, a federally funded program to promote the learning of foreign languages for summer 2015
- Sponsor 9<sup>th</sup> grade Junior World Affairs Council on campus to help students gain the insight, understanding and information to keep abreast of international affairs;
- Facilitated the process for establishing a partnership with 2 schools in Morocco
- Took students on trips to Morocco and Qatar
- Served as Program Leader for CIEE in summer of 2015, leading a group of 10 study-abroad students to Morocco for one month
- Organize video conferences on a regular basis with students in Morocco, Qatar and Jordan for language and cultural exchange, including a book club partnership between students in the U.S. and Qatar
- **8/2014 – 5/2016** UNT Denton, TX  
Adjunct Faculty Member - Arabic
  - Develop teaching strategies on term basis
  - Organize, prepare and revise (as needed) course materials
  - Design, administer and grade examination papers
  - Facilitate online discussions with students
  - Assess student learning through various methods
  - Incorporate a variety of teaching methodologies within a class
- **8/2001 – 5/2011** Hurst-Euless-Bedford ISD Bedford, TX  
ESL Teacher
  - Program Lead Teacher for HEB's Welcome Center, a newcomer program for grades 1 through 8 for 4 years. Responsibilities included:
    - Administer tests, analyze the data, place the student in proper program;
    - Work with students from 17 different nationalities over the course of 4 years to help them transition to their home campuses;
    - Create and develop the Newcomer curriculum for 3 levels, including lesson plans and materials;
    - Coordinate with home campuses as students transitioned;
    - Differentiate instructions for the multiple proficiency levels and age groups;
    - Work with parents, acting as a liaison with the administration, making home visits, translating for French and Arabic speakers, helping them complete necessary forms for available services, etc.
  - Elementary ESL Pull-out Program Lead Teacher for grades 1 through 6 in 3 different schools in the district. Responsibilities:
    - Co-create the ESL curriculum for the pull-out program at the district;
    - Administer tests, analyze the data, place the student in proper program;
    - Organize, schedule, coordinate with principal and parent representative, and prepare all necessary paperwork and data for LPAC meetings at the beginning and end-of-year as well as when necessary;

- Notify parents of results and placement and make sure they have access to all information:
  - Discuss results with teachers and explain how to accommodate student's academic weaknesses:
  - Collaborate with mainstream teacher about lesson plans, cultural sensitivity, and diverse resources:
  - Differentiate instructions for the multiple proficiency levels in each grade level;
  - Incorporate technology in daily lesson;
  - Initiate supportive learning activities that aim at advancing students' newly acquired L2 skills;
  - Offer support via RTI and tutoring;
  - Analyze data to see if students need to be moved to inclusion or taken out of the ESL program;
  - Help to create a whole school atmosphere where diverse cultures are welcome and explored to enhance the learning of all students
  - Introduce American cultural aspects to ESL students
  - Regularly collect enrollment information from school and send the appropriate forms to Central Office ESL Database so funding can be claimed;
  - Make sure all accommodations are up to date;
  - Administer state assessment and analyze data for the purpose of exiting students or keeping them in the program;
  - Act as a parent liaison and translate at ARD and LPAC meetings;
  - Provide required LPAC and Sheltered Instructions training for all teachers on campus.
- **8/2000 – 8/2001** Shady Oaks Elementary Hurst-Euless-Bedford ISD  
Bedford, TX  
Campus Technology Assistant
    - Instructional Support:
      - Assist teachers and students in use of computers, printers, and instructional software;
      - Input data and maintain physical and computerized files on student progress and use of instructional programs;
      - Maintain computer lab in a neat and orderly manner including bulletin boards and displays.
    - Technical Support:
      - Perform computer backups on a regular basis;
      - Install a variety of computer programs following complex written instructions;
      - Detect and arrange for maintenance and repair of computer equipment;
      - Manage student behavior in the computer lab;
      - Help supervise students during arrival and dismissal from school.
  - **8/1995 – 6/2000** Hurst-Euless-Bedford ISD Bedford, TX  
Substitute Teacher: All levels and subjects

## **EDUCATION**

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- Fall 2017 Dallas Baptist University Dallas, TX  
Accepted into the Ed.D. Program in leadership and will begin in Fall 2019
- 2008 – 2010 Dallas Baptist University Dallas, TX  
Master of Education in Reading and English as a Second Language
- 1991 – 1993 University of Texas at Arlington Arlington, TX  
B.A, French and English
- 1987 – 1990 Tarrant County College Hurst, TX  
Associate in Art
- 1985 – 1986 Yarmouk University Irbid, Jordan  
32 Credit hours in Statistics and Foreign Languages (English, French, Spanish)

## **PROFESSIONAL CERTIFICATION**

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- Texas Teacher Certificate (Elementary Level)
- ESL Certified (K – 12<sup>th</sup>)
- Master Reading Teacher (EC-13) Certificate
- Reading Specialist (EC-12) Certificate
- Arabic (EC-12) Certificate
- LEAD HEB Certificate

## **PROFESSIONAL AFFILIATIONS**

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- Member, ATPE – Association of Texas Professional Education
- Member, UEA - United Educators Association
- Member, TESOL - Teachers of English to Speakers of Other Languages
- Member, ACTFL - American Council on the Teaching of Foreign Languages
- Member, WACDFW - World Affairs Council of Dallas/Ft. Worth
- Member, NECTFL - Northeast Council on the Teaching of Foreign Languages
- Member, NCOLCTL - National Council of the Teaching of Less Commonly Taught Languages
- Member, DKG - Delta Kappa Gama: International Society for Key Women Educators
- Secretary, board of the Friends of Mariam Foundation

## **ADDITIONAL EXPERIENCE**

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- **Startalk Experience:**
  - Program Director/Arabic lead teacher at STARTALK Summer Language Academy, H-E-B ISD for 4 years
  - Presenter at STARTALK Conference in 2013, 2014, 2015
  - STARTALK proposal reviewer for the 2019 and 2020 programs
  - STARTALK program site visitor for 2018, 2019
  - Trainer of the HEB STARTALK program for 2014, 2015, 2016, 2017, 2018 and 2019
  - Trainer and Lead Instructor for the University of Wyoming Summer 2018 STARTALK program for 2018, 2019, and the upcoming program in 2020

- Trainer for the University of North Texas upcoming STARTALK program for 2020
- **ACTFL:**
  - Presenter at ACTFL Convention in 2014, 2015, 2017
  - Served as secretary of the Arabic SIG (Special Interest Group) Committee at ACTFL from 2014 to 2017
  - Reviewer of proposals for ACTFL 2014, 2015, 2016
- **Curriculum Writing:**
  - Curriculum writing: IB Arabic Curriculum levels 3 and 4 funded by QFI and adopted by HEB in 2014
  - Curriculum writing: Arabic Curriculum levels 1 through 4 adopted by H-E-B in 2011
  - Curriculum writing: ESL Curriculum adopted by H-E-B ISD in 2002
  - Curriculum unit on Islam in Morocco that was incorporated into the language and social studies curriculum at the district level.
- **Travel:**
  - Participated in a 2-week study tour to Morocco in summer of 2012
  - Fulbright Project Assistant Director, leading a group of 12 educators to Jordan in 2016 for a study tour of the Middle East
  - English teacher at English Summer Camp for 6 weeks in Beijing, China in 2009
- **Professional Development:**
  - IB (International Baccalaureate) training (two years)
  - Successful completion of LEAD HEB – a 2-year academy for leadership exploration and development
- **Volunteer:**
  - Served as Secretary of NATA (National Arabic Teachers Association) for 2 years
  - Arabic Language Summer Camp Teacher/Coordinator during the summers of 2006, 2007 in Texas
  - Sheltered Instruction (SIOP) Trainer in 2006-2010
  - Serves as secretary on the board of AMA – American Moroccan Alliance

## **OTHER SKILLS & INTERESTS**

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- Fluent in Arabic (written and verbal), conversational French and Spanish
  - Traveling
  - Reading

## **REFERENCES**

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Provided upon request

