

MICHELLE R. QUITER, MA-TESL

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www.languagepowertutoring.com

OBJECTIVE

ESL Instructor

EDUCATION

Master of Arts in Teaching English as a Second Language (MA-TESL)

The University of Texas at San Antonio
2007-2009

Bachelor of Science in French and Art Education

The University of Nebraska – Lincoln
1984-1989

Certificate of Study in French

The University of Bordeaux III, France
Junior Year Abroad – The University of Nebraska – Lincoln
1986-1987

Graphic Art, Desktop Publishing, Music, and Web Design

Austin Community College
1994-1996, 2001

EXPERIENCE

IECP English Instructor, 2009 – present

The Pennsylvania State University

Objective: Plan communicative-based lessons and instruct students from a variety of countries including the Middle East, Asia, Europe, and North and South America. Instruct Reading Level 2, Grammar Level 3, Writing Levels 2 and 3, Listening and Speaking Levels 2 and 3, and Academic Vocabulary and Idioms Levels 2 and 3. Participated in the planning and execution of a three week summer workshop for Professors of China University of Mining and Technology, Beijing.

Have participated on committees including Needs Assessment, Faculty Issues, Textbook Selection, and Marketing. Current Chair of the Program Development Committee. Played a leading role in the narration of the IECP Video (<http://www.youtube.com/watch?v=NOSnu0rsIYw>).

Manage the Facebook page for the program including welcome messages and daily idiom postings. Participate in administering placement tests and the Institutional TOEFL.

Take part in ongoing professional development in the areas of technology, vocabulary, grammar, motivation, and outcome-based assessments. Presented on student motivation at Penn TESOL-East (2009).

Support the program by mentoring new instructors and participating in field trips and meetings.

Owner, Tutor, 2007 to present

Language-Power Tutoring

One-on-One Tutoring: English, Writing, Legal Letter Editing

Intensive English Program Instructor (Graduate Assistant), Summer 2008 and Spring 2009

The University of Texas at San Antonio

Courses: Paper TOEFL Skills Levels 1-2 (2008); Oral Communications Level 2 (2009)

Intensive English Program Tutor (Graduate Assistant), 2009

The University of Texas at San Antonio

Objective: Assisted students with reading, writing, speaking, and listening

EIS Assistant Coordinator (Graduate Assistant), 2008-2009

The University of Texas at San Antonio

Objective: Managed many aspects of the English Language Assessment Program (ELAP) including test administration, data collection, student advising, and registration of incoming graduate and undergraduate students into the English for International Students (EIS) courses. Managed the Conversation Partners Program.

Adult Education ESL Instructor, 2005-2007

Austin Community College

Courses: Beginning and Intermediate Competency-Based ESL

Adult Education ESL Instructor, 2004-2005

Austin Independent School District

Course: 21st Century Community Learning Centers Program ESL for Parents

Volunteer ESL Tutor, 2003-2004

Literacy Austin

Course: Beginning ESL

French and Art High School Teacher, 1990-1991

Lago Vista Independent School District

Courses: French I and II; Art I-IV

ARTICLES

Quiter, M. (2010). Question: Which metaphor best illustrates the brain: a clock, a computer, or “Las Meninas” by Velasquez? *IECP Newsletter, The Pennsylvania State University, October 2010.*

Quiter, M., Mattson, N., & Runner, J. (2010). The first Chinese teachers’ program. *IECP Newsletter, The Pennsylvania State University, September 2010.*

Quiter, M. (2009). Grins – Now that’s what we like to see on our students’ faces. *IECP Newsletter, The Pennsylvania State University, December 2009.*

Quiter, M. (2007). Fall 2007 conference: Through the eyes of a learner. *TexTESOL II News, 26(2), 3.*

Quiter, M. (2005, April). People first! *Working Solutions, 2.*

Quiter, M. (2004). *Preserving a Texas treasure: Environmental Corps builds trails at Westcave Preserve.*

Retrieved May 26, 2004 from

http://www.onestarfoundation.org/news/amerikorps/ayw_ecorps/ayw_ecorps.html

Quiter, M. (1997, Spring). Volunteer trends. *Impact, 20.*

EDUCATIONAL RESEARCH PAPERS (Course Work)

Literature Review on Motivation in Oral Communication Classrooms
Research Methods in Bilingual and Second Language Studies, BBL 6063
The University of Texas at San Antonio, Spring 2009.

Literature Review on Reading Strategies of L2s
Second Language Acquisition Research, ESL 6013
The University of Texas at San Antonio, Fall 2008.

Action Research Project: The Effects of Paced Reading on TOEFL Scores
Advanced Second Language Literacy, ESL 6043
The University of Texas at San Antonio, Fall 2008.

Morpheme Acquisition of an Adult L2 Learner
Foundations of Second Language Acquisition, ESL 5013
The University of Texas at San Antonio, Spring 2008.

PROFESSIONAL PRESENTATIONS

Job Search Experiences of MA-TESLs, October 22, 2010
Live Podcast of My Experiences as a Successful MA-TESL Graduate
The University of Texas at San Antonio, Texas

Penn TESOL-East Conference, November 7, 2009
Motivation in the Classroom: Findings from a Literature Review
Penn State Abington, Pennsylvania

AWARDS AND HONORS

- 4.0 GPA in MA-TESL Program – 2007-2009
- Certification of Achievement for Meeting or Exceeding Student Performance Measures – Austin Community College, 2005-2006 & 2006-2007
- “Center Tutor of the Year” – Literacy Austin, 2004

SKILLS AND QUALIFICATIONS

- Teaching experience in ESL since 2003
- CALL training at The University of Texas at San Antonio
- Highly computer literate: Word, PowerPoint, Excel, Access, and Photoshop
- Website design, graphic design experience (www.qballcreativearts.com)
- Project management experience
- Proposal writing experience
- Administrative technician experience

PROFESSIONAL ORGANIZATIONS

- TESOL, Member, 2005, 2008-present
- Penn TESOL-East, Member, 2009-2010
- TexTESOL II, Member, 2007- 2009
- NCTE, Member, 2008-2009
- Graphic Artists Guild, Member, 2005-2007