

Elizabeth SoRelle, M.A.

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Professional Statement

I am a passionate educator with over 20 years of professional experience. Whether as a classroom instructor, team leader, or disability specialist, I enjoy creating environments where all students have equal access to an education. I love creating cross-curricular lessons that combine my passion for history with my passion for writing and research.

Education

M.A. Texas Tech University 4.0 GPA
 summa cum laude
 Degree: English

B.A. Texas Tech University 3.98 GPA
 summa cum laude in Honors
 Dual Degree: English and History

Certifications

C.A.L.T. Certified Academic Language Therapist
L.D.T. Licensed Dyslexia Therapist, Texas
TX English 6-12, Reading 6-12, History 6-12, ESL k-12

Work Experience

Wall Independent School District

2015 - Present

Educator, High School

Dual Credit Instructor, English 1301, 1302, 2321, 2326

- In conjunction with Angelo State University, develop and implement rigorous, college-level lessons for dual credit English courses, both online and face-to-face

Educator, Middle School

8th Grade ELA Instructor

- Taught 8th grade ELA and worked as part of an 8th grade cross-curricular team

- Worked with counselor to revamp approach to working with students who struggle in reading in the regular class: moved from a model of separate learning environment to inclusive co-teach methodology.
- Co-taught with history teacher to blend our curriculums, resulting in 97% passing of ELA standardized exam, 92% passing history standardized exam, and over 50% of students scoring higher than 85% on the exam
- Used universal design with an emphasis in technology to create a classroom where all students could thrive and where students and any visitors would not be able to discern the learning-disabled student from the regular student

Learning Specialist

Middle School and High School

- At the high school, work with a team of teachers to develop implementation of technology and teaching solutions for remote instruction to facilitate hybrid learning, in person and face-to-face.
- Formally test students for dyslexia, prepare reports, and disaggregate data to determine best action plan for that student; provide direct instruction for those students as needed; and monitor progress to adjust instruction and accommodations
- At the middle school, trained faculty on reading disabilities and how to use backward design, universal design, and effective co-teaching models to create positive learning environments for students
- As a district team member, reviewed the district dyslexia plan to ensure accessibility for all students with learning disabilities.

San Angelo Independent School District

2006 - 2015

Dyslexia Therapist

District-Wide

- Conducted individual and small group intervention sessions for students with dyslexia
- Conducted testing, analyzed data, wrote reports, and presented findings at 504 meetings
- Participated in ongoing training for faculty on needs for students with disabilities
- Advocated for students with disabilities in 504 meetings and helped to mediate problems between parents, students, and/or teachers
- Led campus teams in evaluating reading abilities of students to develop efficient and successful plans of action for entire campus
- Participated as a team leader in summer reading camps

Educator

Glenn Middle School

- Taught 7th grade ELA regular, pre-AP courses, and reading intervention courses.

- As a team leader, disaggregated data to determine best course of action and obtain best results on standardized exams
- As a member of the curriculum writing team, designed curriculum based on data, monitored progress, and adjusted as needed
- As a department head, motivated team members, advocated for needs with administration, mediated problems between team members, and created overall positive work environment
- Participated as a model co-teach team for the district and provided training for other co- teachers in the district
- As a walk-through team member, assessed learning across the curriculum and guess suggestions for improvement

Educational Consultant

2020 - Present

Self-employed, College Prep Writing

- Created a series of online workshops during the Covid pandemic to provide affordable college application guidance in both face-to-face and on-line formats.
- Evaluate goals of each client and match those goals to their schools of choice.
- Build relationships with clients to motivate them and to develop a timeline for their success in applying for both admission and scholarships.
- Individually coach clients into writing with authentic voice and purpose that matches the intended result

Smarthinking.com

2003 - 2006

Educational Team Leader

- Evaluated student writing via on-line platform
- Tutored students via on-line platform
- Trained other tutors on how to provide feedback that both encourages and allows for student growth.

South Plains College

Summer 2000

Adjunct Faculty

Department of English

- Taught English 1301 and World Literature

Frenship ISD

1997-2000

Educator

Frenship High School

- Taught English IV and developmental English

- Developed curriculum to meet the needs of students with disabilities and students from non-traditional backgrounds and designed lessons to promote writing skills needed in the real-world

Texas Tech University

1995-1997

Educator

Department of English

- Worked as a writing consultant in the Writing Center
- Participated in research project and presented at state conferences
- Taught English 1301 and English 1302
- Conducted independent research and translated German for English professor

Publications / Presentations

“Reading Intervention at Your Fingertips” with Amy Finch and Stacy Erwin. Region XV. San Angelo, Texas. June/July 2016.

“Oral Language Development and the Interplay with Reading.” with Amy Finch and Stacy Erwin. Region XV. San Angelo, Texas. July 2, 2015.

“The Importance of Spelling and Teaching Children to Read” with Amy Finch and Stacy Erwin. Region XV. San Angelo, Texas. July 6, 2015.

“Making Academic Vocabulary Stick: How to Effectively Teach Academic Vocabulary” with Amy Finch and Stacy Erwin. Region XV. San Angelo, Texas. July 10, 2015.

“Understanding Students as Individuals: Teaching to the Student, not the Class.” Vision 2000: The Future of Language, Literature and Writing. Texas Tech University. April 18, 1997.4

“Caring about Student Success through Follow-up Notes.” Writing Lab Newsletter 21:5 (1997): 8.

“Christianity as a Destructive Force for Women in James Joyce’s ‘Eveline’ and Sherwood Anderson’s ‘Adventure.’ ” CCTE (College Conference of Teachers of English). March 7-9, 1996. Lamar University. Beaumont, Texas.

A Feminist Analysis of Isabelle Allende’s The Infinite Plan. M.A. Thesis. Texas Tech University, 1996.

“Minimizing Barriers: Consultants Building Relationships with Special-Needs Students” SCWCA (Southwest Council of Writing Centers Association). February 29-March 2, 1996. University of Texas. Austin, Texas.

“Immigrants and Outsiders in Isabel Allende’s Eva Luna.” SCOLAS (Southwest Council of Latin American Studies). March 16-18, 1995. Texas Christian University. Fort Worth, Texas. Instructor’s Guide for A Writer’s Repertoire by G. Gong and S. Dragga. Texas Tech University. Fall 1995. With L. Myers and J. Adams.

Honors and Awards

Teacher fellow. Echoes & Reflections Advanced Learning Seminar. July 9-21, 2023. Yad Vashem. Jerusalem, Israel.

Scholarship Recipient. “The Folger Method in One Fell Swoop: Teach Shakespeare and Any Complex Text Using These Principles and Practices Effective for All Students.” July 20-21, 2022. Online.

Scholar. National Endowment for the Humanities. “On Hallowed Ground: Teacher Curriculum Workshop.” July 6-10, 2022. Gettysburg, Pennsylvania.

Scholarship Recipient. 2017 Arthur and Rochelle Belfer National Conference for Educators, Washington D.C. United States Holocaust Memorial Museum.

Teacher of the Year. Glenn Middle School. San Angelo ISD. 2012 – 13.