



# Patrick M. Zuniga

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## Education Profile:

BA, History, Washington State University, 2000

MA, Teaching, Grand Canyon University, 2004

MS, Education, The University of Kansas, 2017

## Objectives: Assist Parents, Teachers, Schools, and School Districts to:

1. Continue to research, develop, and refine empowerment learning as a practical approach to pedagogy to improve student engagement, motivation, and achievement.
2. Practice, study, and reflect on the craft of teaching and learning focusing on identifying paradigms that will lead to a culture of achievement by all stakeholders.
2. Identify, promote, and implement ethics, skills, and knowledge that are the keystones of pedagogy for the twenty-first century including the utilitarianism of the internet, smartphones, interconnected devices, and electric learning applications.
3. Empower the community to view learning as an outcome of critical thinking, self-determination, and other non-cognitive mentalities like resilience, perseverance, and others.

## Education:

- |             |   |                                       |                             |
|-------------|---|---------------------------------------|-----------------------------|
| <b>2017</b> | <b>MSE, Curriculum and Instruction</b>  | <b>The University of Kansas</b>       | <b>Lawrence, Kansas</b>     |
|             | <ul style="list-style-type: none"><li>• Earned accumulative grade point average: 3.71</li><li>• Aligned studies and proposed theory and practice with Common Core State Standards</li><li>• Researched and proposed authentic curriculum philosophy based on experience, coursework, and course studies</li><li>• Proposed theory based on the works of Dr. Tony Wagner, Dr. Brian Davidson, Dr. Elliot Eisner, Dr. Peter Hlebowitsh, Dr. Philip W. Jackson, and Deborah Meier.</li><li>• Based theory on the concepts of critical thinking, non-cognitive skills, multicultural education, modes of cultural transmission, the human economy, and heutagogy.</li><li>• Displayed advanced knowledge of on-line learning forums such as Canvass, VoiceThread, ProQuest based research, website construction, YouTube video transfers, and other interconnected tools and web-based learning services.</li></ul> |                                       |                             |
| <b>2006</b> | <b>Professional Teaching Certificate</b>  | <b>Washington State University-TC</b> | <b>Richland, Washington</b> |
|             | <ul style="list-style-type: none"><li>• Studied the craft of teaching in more detail by focusing on how student achievement is relative to teacher preparation</li><li>• Designed, researched, implemented, and analyzed action research inquiring on the perspectives of bias in the learning environment between student-athletes and student non-athletes.</li><li>• Successfully completed courses from Eastern Washington focusing on fitness as lifelong learning, sports psychology, motivational theory, and goal-orientation (non-graduating student, grade point average, 3.85)</li><li>• Submitted findings of action research in unpublished research paper proposing solutions for minimizing bias and creating perceptions of equity in learning environment.</li></ul>   |                                       |                             |
| <b>2004</b> | <b>MA, Teaching</b>   | <b>Grand Canyon University</b>        | <b>Phoenix, Arizona</b>     |
|             | <ul style="list-style-type: none"><li>• Earned accumulative grade point average: 3.9</li><li>• Studied numerous teaching theories, approaches, and assessments.</li><li>• Designed, researched, and reflected on implementation of dynamic assessment in world history focusing on Howard Gardner's Theory of Multiple Intelligence</li><li>• Constructed final portfolio to show master of National Board for the Professional Teaching Standards "Five Core Propositions of Teaching."</li></ul>  |                                       |                             |
| <b>2000</b> | <b>BA, History</b>  | <b>Washington State University</b>    | <b>Pullman, Washington</b>  |
|             | <ul style="list-style-type: none"><li>• Earned accumulative grade point average, 3.58, <i>Cum Laude</i></li><li>• Washington State University Honor's College Certificate of Completion with an Emphasis in International Studies<br/><i>-Honors Thesis: The Abraham Lincoln Brigades during the Spanish Civil War</i></li><li>• Earned Washington State Resident Teaching Certificate</li><li>• Earned a Minor in Spanish.</li></ul>   |                                       |                             |

## **Other Relevant Experiences in Educational Theory**

- University of Washington Center for Educational Leadership, Summer Institute, Multiple Years  
*-As a team member, researched, analyzed, and proposed theories to overcome the "Achievement Gap" in my professional setting*
- University of San Diego, AVID Training Seminars, Multiple Years  
*-Studied how to implement AVID strategies in a non-AVID school including inquiry-based learning and critical reading*
- William and Mary University, Talented and Gifted Summer Seminar, 2017  
*-Explored best practices of implementation of "High Capability" program and design, delivery, and assessment techniques for High Capability and 2E students*

## **Professional Experiences in Teaching and Learning:**

- 2016-Present**    **ELA and Social Studies Teacher**                      **Isaac Stevens Middle School**                      **Pasco, Washington**
- Tacitly implemented teaching and learning theory in ELA and Social Studies classes that were being developed during my MSE Curriculum and Instruction program at The University of Kansas
  - Gained familiarity with using Common Core State Standards in the classroom and designing learning experience founded upon them.
  - Studied the existing culture of the school and worked to affect a culture change based on achievement and efficiency including working on school motto, aligning classroom rules, regulations, and philosophies with overall culture.
  - Worked with interdisciplinary teams and content colleagues to develop PLC frameworks to improve teaching and learning practices and expectations.
  - Improved knowledge of data dashboards including MAPS testing, Star Testing, and SBAC testing.
  - Served on the leadership committee to further sustain positive change, specifically focusing on creating a culture of achievement by creating new paradigms of affirmation and recognition.
- 2002-2014**                      **History Teacher**                      **Prosser High School**                      **Prosser, Washington**
- Modified existing curriculum to be more relevant and engaging including the use of heutagogy, constructivism, and content mastery best displayed with a 20<sup>th</sup> Century Genocide Unit.
  - Created assessments based on Howard Gardner's Theory of Multiple Intelligence in which several intelligences were used as choices for students to show their understanding of a given unit of study.
  - Experimented with the use of flipped classrooms and student-led instruction.
  - Learned and utilized different modes of differentiation to encourage the engagement and understanding of all learners.
  - Served on the leadership committee to further sustain positive change, specifically creating mechanisms to minimize the achievement gap, focusing specifically on motivations on goal-orientation of students.
- 2000-2002**                      **ELA and Social Studies Teacher**                      **John McLoughlin Middle School**                      **Pasco, Washington**
- Began to implement multicultural emphasis on education by planning use of culturally relevant reading-based activities.
  - Explored the use of individualization.
  - Became familiar with record keeping and gradebook construction to emphasis class and school goals.
- 2000-Present**                      **Coaching Experiences**                      **Multiple Districts**
- Emphasized non-cognitive skills in athletic coaching and explored the use of similar techniques in the classroom.
  - High School Football Coach, 12 years  
*-Highlights: Coached several positions, 5 state title games as an assistant, 3 state championships, defensive specialist including defensive coordinator and assistant defensive coordinator, defensive line, linebacker, and defensive backs coach, over 11 league titles with three different schools, 30-9 record as Head Freshman Coach with two different schools, used defensive data to impact athletic analysis of performance and encourage reflection*
  - Middle and High School Baseball Coach, 3 years  
*-Highlight: Created, tracked, and analyzed mathematical formulas to study student motivation for self-improvement based on practice and game performance*
  - Middle School Wrestling, 1 year  
*-Highlight: Utilized basic sports psychology to encourage participation and optimal performance, assisted in undefeated season*

### **Undergraduate Affiliations**

- Alpha Gamma Rho Fraternity, Sigma Chapter, Washington State University  
*Leadership Positions: President, Activities Coordinator*
- Phi Eta Sigma, History Honors Fraternity
- Phi Alpha Theta, Freshman Honors Fraternity

### **Undergraduate Honors and Awards**

- Eight semesters on Washington State University President's List, 1997-2000
- Washington State University Panhellenic Association, Most Outstanding Fraternity President, 1999
- Washington State University Multicultural Academic Scholarship, 1996-2000
- Washington State University Alumni Leadership Award, 1996

### **References:**

Available Upon Request