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City of Seattle
Notice of Appointment

Name: Farin A. Houk		<input type="checkbox"/> Executive Appointment <input type="checkbox"/> Reappointment <input type="checkbox"/> Legislative Appointment <input type="checkbox"/> Agency Appointment <input checked="" type="checkbox"/> PDA Council <input type="checkbox"/> PDA Constituency
Residential Neighborhood: Capitol Hill	Zip Code: 98112	Contact Phone No.: (206) 330-6373
Appointed to: Capitol Hill Housing PDA Council		Date of Appointment: November 12, 2011
Authority (Ord., Res.): SMC 3.110.270		Term of Office: 3 years From: <i>November 12, 2011</i> To: <i>December 31, 2014</i>
Comments: This is Ms. Houk's 1 st term on the Capitol Hill Housing PDA Council. See attached resume for additional information.		
Authorizing Signature: 		Name and Title of Officer Making Appointments: Andy Read, President

Confirmed by the Following Vote at City Council

In Favor:	Against:	Date:
Attested by:		Title:

Farin A. Houk

7 fahouk@seattleschools.org 206-330-6373

Teaching Experience:

Kindergarten, First Grade teacher, Coe Elementary, Seattle 9/09-present

- Multiple subjects in kindergarten and first grade classrooms
- Collaborated with K/1 team to develop and implement curriculum, and with larger staff to develop building-wide literacy model based on best practices in literacy
- Collaborated with grade level teams to develop curriculum, and with building teams to develop and refine a comprehensive balanced literacy program
- Acted as a liaison to Spanish-speaking families, translating documents, making phone calls home, and accompanying teachers on home visits

Kindergarten/First Grade multiage teacher, Olympic Hills Elementary, Seattle 9/04-6/05

- Multiple subjects in a K/1 classroom with 70% English language learners
- Collaborated with K/1 team to develop and implement curriculum, and with larger staff to develop building-wide literacy model based on best practices in literacy and for ELLs
- School-wide role in articulating and demonstrating best practices for other teachers

Kindergarten (2 years) and K/1 (2 years) teacher, Lister Elementary, Tacoma, 9/00-6/04

- Multiple subjects in a K and K/1 classroom with 90% English language learners
- Collaborated with grade level teams to develop curriculum, and with building teams to develop and refine a comprehensive balanced literacy program
- Extensive research, training, and building leadership in best practices for ELLs
- Extensive work creating and promoting school-wide parent involvement

3rd grade dual immersion teacher, Webster Elementary, Long Beach, CA, 9/98-6/00

- Multiple subjects in a 3rd grade two-way immersion program. Delivered 60% of instruction in Spanish, 40% in English
- Worked with team to develop, assess, and refine both a 90/10 model and a 50/50 model
- Worked with team to develop a balanced biliteracy (Spanish/English) program
- Extensive work creating and promoting parent involvement in the program

Leadership in Teaching Experience:

Literacy Coach, Olympic Hills Elementary School, Seattle WA, 8/05-7/08

- Designed and implemented a school wide instructional vision for reading and writing instruction, after an intense process of data analysis, review of current research, and staff collaboration
- Designed and delivered staff professional development, from one-on-one coaching to school-wide trainings
- Worked extensively with teachers in a growth/coaching cycle: analyzing student data and work, designing effective classroom instruction, monitoring the efficacy of instruction and student progress, and adjusting to maximize results
- Developed a system for tracking individual student progress on a building wide level, in order to identify struggling and borderline students
- Worked with teachers to create individualized action plans for struggling and borderline students, and supported teachers in implementing those plans

- Analyzed academic data and collaborated to create a comprehensive school improvement plan
- Acted as a liaison to Spanish-speaking families, translating documents, making phone calls home, and accompanying teachers on home visits
- Supported the well-being of students, families, and school during disciplinary issues

Publications:

- Author, Supporting English Language Learners: A Guide for Teachers and Administrators, published by Heinemann (Portsmouth, NH), 2005
- Contributing Author, "'What the DIBELS is that?' (A Direct Quote from a First Grader)" in Saving Our Schools: The Case for Public Education, Saying No to "No Child Left Behind", edited by Ken Goodman, Patrick Shannon, Yetta Goodman, and Roger Rapoport, published by RDR books, 2004
- Guest Columnist, Yearlong series of op-ed columns for the Tacoma News Tribune about education and social justice issues, 2002

Invited Presentations:

Presenter: "Overcoming Obstacles to the Creation of Two-Way Immersion Programs", Two Way Immersion Conference, Monterey, CA, 7/05

Presenter: "Bilingual Education and Dual Immersion", Praxis Institute, Seattle, 4/04

Presenter: "African American Children in a Dual Immersion Program: In Their Own Words", Two Way Immersion Conference, Monterey, CA, 7/99

Related Professional Service:

Adjunct Faculty member, Pacific Oaks College Northwest, Seattle 2002-2004

- Taught bilingual methods, second language acquisition, play, language and literacy classes
- Provided field supervision for teacher education students

Member, Study group on Cultural and Linguistic Diversity, University of Washington, 2006

Education:

Danforth Educational Leadership Program, U. of Washington, Seattle, WA, 2008-2009

-Initial Principal Certification to be completed June 2009

Pacific Oaks College Northwest, Seattle, WA, 1995-1998

-M.A. in Human Development/Bicultural/Bilingual Specialization

University of Washington, Seattle, WA, 1990-1994

-B.A. in American Ethnic Studies

Henry Foss High School, Tacoma, WA, 1987-1990

-International Baccalaureate (IB) diploma

Related Skills and Experience:

- Fluent and literate in Spanish
- Certified translator, State of Washington

- Worked with small groups of both struggling students and ELL students in order to identify and meet their academic needs in both reading and writing
- Designed and actualized a system through which students would have access to high-quality instructional materials throughout their school experience, at school and at home
- Developed an extensive collection of resources to support instruction in classrooms, from bodies of texts that support lessons to real objects that support language development to sample lesson plans that could be adapted by teachers
- Integrated the needs of ELL learners with the school-wide literacy vision, providing training for teachers and planning with teachers in order to modify and enhance instruction for ELLs
- Worked extensively with new teachers, providing support in all areas including classroom management, assessment, general instructional practices, and literacy development
- Modeled reading and writing minilessons, small group lessons, and individual conferencing extensively in all classrooms, within a coaching cycle, gradually releasing responsibility to teachers for the new instructional practices
- Adapted and developed school-wide assessments in order to meet district expectations and provide teachers with important instructional data for classroom planning

Administrative Experience:

Administrative Intern, John Stanford International School, Seattle, WA, 3/09-6/09

- Analyzed academic data and collaborated to create a comprehensive school improvement plan
- Participate in grade level team meetings in order to design effective instruction that meets all students' needs
- Designed and implemented professional development for staff around reading and writing instruction
- Participated in periodic and annual evaluations of teachers in order to design and maximize professional development and enhance student learning
- Acted as a liaison to Spanish-speaking families, translating documents, making phone calls home, and accompanying teachers on home visits
- Supported the well-being of students, families, and school during disciplinary issues

Administrative Intern, Chase Lake Elementary School, Edmonds WA, 1/09-3/09

- Conducted a building-wide assessment of academic and support services provided to English Language learners and their families, in order to build on existing strengths and design improvements for greater educational success
- Participated in periodic and annual evaluations of teachers in order to design and maximize professional development and enhance student learning
- Participate in grade level team meetings in order to design effective instruction that meets all students' needs

Administrative Intern, West Woodland Elementary School, Seattle WA, 8/08-12/08

- Designed and implemented professional development for staff around reading and writing instruction
- Modeled lessons regularly in classrooms during Reader's and Writer's Workshop, having collaborated with teachers to analyze student work and design lessons
- Collaborated with the Spanish teacher in-order to improve the program design, develop engaging curriculum, and enhance student learning
- Collaborated with teachers in order to identify and plan for academic and emotional needs of struggling students

- Extensive travel in Latin America and the Caribbean, including translation, diplomacy, and journalism experience

References:

Spencer Welch, Faculty Advisor, Danforth Educational Leadership Program, U. of Washington
swelch@u.washington.edu

Mobile: 425-922-2572

Kathy Kimball, Director, Danforth Educational Leadership Program, U. of Washington

kkimball@u.washington.edu

Mobile: 206-276-8671

Home: 206-270-9314

Marilyn Loveness, Principal, West Woodland Elementary School, Seattle

mjloveness@seattleschools.org

Mobile: 206-419-2189

Zoe Jenkins, Principal, Olympic Hills Elementary School, Seattle

zjenkins@seattleschools.org

Home: 206-367-1455

Office: 206-252-4300

Leslie Easton, Counselor, Olympic Hills Elementary

leaston@seattleschools.org

Home: 206-547-1871

Mobile: 206-919-3973

Additional references available upon request.

Capitol Hill Housing Improvement Program (CHHIP)
Public Development Authority
 December 7, 2011

No less than eleven (11) and no more than (15) members: Per Seattle Municipal Code Ch. 3.110, all subject to City Council confirmation, 3-year terms

-  Appointed by Mayor
- 8 to 12 Appointed by PDA Council (per revised Charter/approved on 7/12/2011)

D*	G	Position No.	Name	Originally Appointed	Term Ends	Term #	Position	Appointed By
	M	1	Jacobs, Sam	01/01/83	04/01/13	10th	Member	Constituency (1)
	F	2	Hillenbrand, Cathy*	n/a	04/01/12	1st	Member	Constituency (2)
	F	3	Quaintance, Alice	04/01/05	04/01/12	3rd	Vice-President	Constituency (3)
	F	4	Chapel, Paige	10/01/03	04/01/13	3rd	President	Constituency (4)
	M	5	Read, Andy	04/01/05	04/01/11	2nd	Treasurer	Constituency (5)
	M	6	Malone, Michael	11/01/07	04/01/11	1st	Member	Constituency (6)
	M	12	Robert Schwartz	01/01/12	12/31/14	--	Member	Mayor (1)
	F	13	Dunn, Liz	01/01/05	04/01/11	3rd	Member	Mayor (2)
	M	14	Lloyd, Brian	11/01/07	04/30/11	1st	Secretary	Mayor (3)
	F	7	DewBerry, Carla	11/01/86	04/01/13	9th	Member	PDA Council (1)
	M	8	Kerns, Michael	04/01/10	04/01/13	1st	Member	PDA Council (2)
	M	9	Kiga, Fred	04/01/04	04/01/13	3rd	Member	PDA Council (3)
	M	10	Roewe, Matt	04/01/10	04/01/13	1st	Member	PDA Council (4)
	M	11	Hines, Rodney	04/01/99	04/01/12	5th	Member	PDA Council (5)
	F	15	Farin Houk	1/12/11	12/31/14	1st	Member	PDA Council (6)

*Appointed June 14, 2010, to fill unexpired term vacated by Cynthia Chirot

Note: All future Constituency appointments will be appointed by the PDA Council and confirmed by City Council per CHHIP's revised/approved Charter.

***Diversity**

			(1)	(2)	(3)	(4)	(5)	(6)		
	Men	Women	Vacant	Minority	Asian-American	African-American	Hispanic Latin@	Native-American	Other**	Caucasian
Mayor	2	1	0				0	0		
Constituency	3	3	0				0	0		
PDA Council	4	2	0				0	0		
Total	9	6	1	4	1	1	0	0	3	9

**Other includes diversity in any of the following: race, gender and/or ability