

JAMIE DAVIS LEITE

EDUCATOR • INNOVATOR • ADMINISTRATOR • LEADER



EDUCATION

DOCTORAL DEGREE
Educational Leadership & Policy
University of Utah
2015 – Summer 2018

MASTER'S DEGREE
Curriculum & Instruction
Utah Valley University
2011 – 2013

BACHELOR OF ARTS
English Teaching
Brigham Young University
1999 – 2006

CERTIFICATIONS

ADMINISTRATIVE (K–12) LICENSE
*Intern: Rocky Mountain Elementary,
Dixon Middle & Provo High Schools*
University of Utah, Summer 2018

ENGLISH AS A SECOND LANGUAGE
Utah Valley University, 2013

DUAL LANGUAGE IMMERSION
Utah State Board of Education, 2012

PORTUGUESE TEACHING
Utah State Board of Education, 2012

ENGLISH TEACHING
Secondary (6–12) License
Brigham Young University, 2006
Expires June 30, 2020

PROFESSIONAL PROFILE

With a varied career and time spent both in the classroom and in administration, I have led at the school, district, state, and university level. I have six years of classroom experience followed by six years building a state-wide Portuguese dual language immersion program. I am committed to rigorous and creative instruction, social justice and global education, and a collaborative and reflective work environment. I am bilingual and biliterate and bring a unique amount of knowledge regarding second language acquisition and immersion education, having provided professional development to hundreds of teachers in these areas.

LEADERSHIP EXPERIENCE

PORTUGUESE DIRECTOR

Utah Dual Language Immersion / 2012 – present

Grew a Portuguese immersion program to include nine schools, 36 teachers, and 2000 students. Responsible for developing curriculum, managing resources, recruiting faculty and staff, providing professional development and coaching to novice and experienced teachers, using data, and working with the community.

- Develop culturally authentic Portuguese curriculum for literacy, math, science, and social studies that satisfies the rigor of state and national standards
- Manage resources including state funds and federal grants
- Find and recruit teachers and provide instructional coaching with ongoing professional development, specifically in Core Instructional Strategies, Whole Brain Teaching, Writer's Workshop, Counterbalance, and Backward Design
- Represent Utah DLI, presenting at national conferences and supporting new Portuguese programs in California, Georgia, Massachusetts, and Rhode Island
- Analyze and share data with stakeholders to inform and improve instruction
- Work with parents and community to provide students with cultural experiences
- Wrote and implemented five federal grants for annual summer training for 25 teachers and student camps for 400 students at sites around the state

DUAL LANGUAGE IMMERSION COORDINATOR

Tooele County School District / 2017 – present
Provo City School District / 2013 – 2017

Coordinate dual language immersion program in assigned school district, providing expertise and supporting teachers, principals, and district personnel.

- Facilitate articulation of dual language immersion from elementary to secondary
- Provide professional development for teachers in support of district initiatives
- Offer instructional coaching and targeted feedback for teacher clarity
- Develop district-wide enrollment policy for dual language immersion
- Support teachers throughout the licensure, endorsement, and visa processes
- Provide conflict resolution in World Language curriculum notebook meetings
- Act as a liaison between the district and state, communicating state standards and policies, such as the Seal of Biliteracy for graduating seniors

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CORE COMPETENCIES

Instructional leadership, coaching
& professional development

Shared leadership through data-
based decision-making

Social justice & equity education

Conflict resolution/problem solving

Second language acquisition
& dual language immersion

Bilingual – Portuguese proficiency
of Advanced-High (ACTFL)

PROFESSIONAL DEVELOPMENT

Visible Learning Conference
Provo City SD, 2016 – 2017

Instructional Coaching Academy
Brigham Young University, 2015

Big 8 Tasking & Expectations
Provo City SD, 2013 – 2014

DLI Curriculum & Assessment
Univ. of Minnesota, 2012 – 2014

National Educator Conferences
NCTE & ACTFL, 2008, 2012 – 2017

AWARDS

SPECIAL HONOREE
Brazilian Press Awards, 2016

GRADUATION SPEAKER
UVU, Dept. of Education, 2013

FEATURED TEACHER
Grierson, S. (2008). Honoring Race,
Ethnicity, and Heritage: A First-year
Middle School Teacher's Experience.

STUDENT TEACHER OF THE YEAR
BYU, English Department, 2006

TEACHING EXPERIENCE

ADJUNCT FACULTY

Utah Valley University / 2013 and 2014

Developed and taught *EDUC 5700, Foundations of Dual Language Immersion* to pre-service and in-service teachers for the dual language immersion endorsement.

ENGLISH TEACHER

Provo Canyon School / 2007 – 2012

Taught middle and high school English to students struggling with academic, behavioral, and emotional challenges as a result of severe trauma, abuse, or neglect.

- Collaborated to strategically design lessons according to state core standards
- Supported a large number of students with Individualized Education Plans
- Crafted a safe classroom community, providing rigorous literacy instruction and facilitating student engagement, while offering social and emotional support
- Managed the school library supporting school-wide initiatives for student reading
- Served as board member and conference chair for Utah Council of Teachers of English (UCTE) and presented at National Council of Teachers of English (NCTE)

ENGLISH TEACHER

Centennial Middle School / 2005 – 2006

Taught six periods of 8th grade English core curriculum, supporting students as developing readers, writers, debaters, researchers, and critical thinkers.

- Fostered a student-centered classroom environment, conducive to teaching and learning, student/teacher interaction, and assessment and feedback
- Used backward design to map curriculum with essential questions themed around honoring race, ethnicity, and heritage, and understanding differences

PROFESSIONAL PUBLICATIONS

Watzinger-Tharp, J., & Leite, J. (2017). Utah's dual language immersion program: Access to multilingualism. In Doughty, H. (Ed.), *Scottish Languages Review and Digest*, 32, 31–38.

Roberts, G., Leite, J., & Wade, O. (2017). Monolingualism is the illiteracy of the twenty-first century. *Hispania*, 100(5), 116–118.

Leite, J., & Cook, R. (2015). Utah: Making immersion mainstream. In Mehisto, P. (Ed.), *Building Bilingual Education Systems: Forces, Mechanisms and Counterweights*. Cambridge: Cambridge University Press.

Coombs, D., Leite, J., & Grierson, S. (2010). Opening Pandora's Box: Social Networks in the Classroom of 2010. *Kentucky English Bulletin*, 59(2), 14–18.

Leite, J. (2008). Celebrating the individual by empowering diversity: How multiculturalism brought my students together. *Utah English Journal*, 36, 6–12.