

# External Evaluation Proposal

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## *Human Health and Climate Change eLearn Short Course*

Issued To: UN CC: Learn eLearning Program

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Organization: ID Evaluators

Street: 123 Main Street, Suite 8B

City, State, Zip: New York, NY 10001

Contact: Anita M Moza

Email: [info@idevaluators.com](mailto:info@idevaluators.com)

### **Principle Evaluators**

Jazmine Howard

John Irie

Anita M Moza

Xiao Xiao

Yanling Zhang

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## ABSTRACT

### **Overview**

This external evaluation proposal will provide UN CC: Learn with a variety of information as to the effectiveness and participants' experience of their online climate change short course: Human Health and Climate Change eLearn Short Course. This proposal will describe the participants, the various data sources to be used, the evaluation procedures to be employed, and the task schedules. This proposal also presents the qualification of bidders and the budget for the evaluation.

### **Data Sources**

Five data sources will be used for the evaluation of the effectiveness and learning experience of the course. They include:

1. Current participants in the e-course
2. Past participants in the e-course
3. Students in K-12 settings engaged with the e-course materials
4. Instructor of the K-12 students engaged with the e-course materials
5. Expert judgment of the evaluation team

Each of the data sources is explained in the proposal data source section.

### **Evaluation Procedures**

Multiple data collection instruments will be used in this evaluation including attitude/perception surveys for pretest and posttest, and online surveys. The evaluation will also include judgments from subject experts on the effectiveness of the course and opinions of participants on the

experience of the course. Details are outlined in the evaluation procedures section of this proposal.

### **Personnel**

Anita will be the project manager to look out for the whole evaluation process and connect the stakeholders and the evaluation team. She will have an assistant Jazmine to support the project management logistics. The evaluation team included an experienced data specialist John and two instructional design consultants Xiao and Yanling. Their details are introduced in the qualification of bidders' section and their resumes are attached at the end of this proposal.

### **Budget**

The total amount for this evaluation is \$71,450 and cost details are presented in the budget section. The extended budget cost and details are presented in the budget section at \$75,050. The budget for this evaluation covers the cost for the 5 team members along with the budget for the technical assistant, climate and human health experts as well. The other costs listed below cover the traveling budget for the team, along with the additional costs that will be needed for the final project evaluation, editing, and the online surveys as well as the zoom interviews. The budget covers all costs and any miscellaneous costs that may occur as well.

## **INTRODUCTION**

### **Overview**

This proposal for an external evaluation of the UN CC: Learn Human Health and Climate Change eLearn Short Course is in response to a Request for Proposal issued by UN CC: Learn. The planned product of the proposed evaluation is a final report containing a description of the evaluation procedures, a set of explained evaluation data, and some suggestions for change to

optimize the course. The evaluation methods including participants, data sources, evaluation procedures, task schedules, qualifications of the bidders, and the project budget are presented in this proposal.

### **Program Description**

UN CC: Learn is a partnership of more than 30 multilateral organizations supporting countries to design and implement systematic, recurrent, and results-oriented climate change learning. The partnership supports knowledge-sharing, promotes the development of common climate change learning materials, and coordinates learning interventions through a collaboration of UN agencies and other partners at the global level. This program also supports countries in developing and implementing national climate change learning strategies at the national level.

The evaluation will be focused on Program Area 2: One UN Climate Change Training and evaluate the Human Health and Climate Change eLearn Short Course which is intended to provide courses, public learning materials, and resource guides to support the learning needs about climate change as well as encouraging people to take actions.

The intended users include but are not limited to individuals who are looking for self-paced training, science and/or climate educators who are interested in professional development, and teachers who need plug-and-play components for their existing standards-based climate change curriculums.

This course is self-paced and takes approximately 2-hours to complete. It can also be used as part of a larger instructor-directed, standard-based course such as the K-12 science program. The curriculum activity in this course is knowledge assessment and participants who complete the

course will be provided with a completion certificate. The module also includes direct access to additional resources from links provided in the learning program.

The program consists of four parts - an interactive lesson with multimedia, a randomly selected quiz, a PowerPoint presentation, and a PDF. Participants can choose the format of the course according to their facility and reference. The course is aiming to explain how climate change can affect human health, and how to access and integrate health within climate change policies and strategies.

### **Statement of Purpose and Evaluation Questions**

The purpose of this evaluation is to assist UN CC: Learn to assess how effective this course is in improving participants' knowledge of climate change, as well as provide suggestions to improve the quality of the course. The evaluation will focus on assessing the learning outcomes, course effectiveness, student engagement, and overall user experience with the course content.

The evaluation will be designed to answer the following questions:

1. To what extent is the course producing worthwhile results and meeting each objective?
2. In what way does the course need to be modified to improve students' learning experience?
3. To what extent do the layout and materials support the course and instructions?
4. To what extent does the course assessment measure the learning outcomes?
5. To what extent does the course take into consideration learners' characteristics (i.e. learning disabilities, accessibility, language barriers)?
6. To what extent does the course change participants' attitudes toward the influence of climate change on human health?

## EVALUATION METHODS

### Participants

The evaluation procedures will focus on the collection of data as stated above from the participants who engage in the use of the self-paced e-course: Human Health and Climate Change. The participants who engage in the e-course are globally located, but this evaluation will focus on those participants who currently reside in the United States. The data collection tools will be developed by the evaluation team and subject matter experts and submitted to UN CC: Learn for review and approval. The tools and the procedures to collect the data from the three groups of participants are described below.

The primary target group for the data collection will include participants who are seeking further knowledge on the effect of climate change on human health, health workers or scientists seeking professional development, and students in K-12 classrooms who seek a science curriculum focusing on climate change. All participants in the climate study e-course will be registered through the UN CC: Learn eLearning Program prior to engaging in the e-course. Upon approval of the evaluation, new registrants to the Human Health and Climate Change e-course will be provided with a consent document by which data collection through assessments, surveys, and online conferencing can be conducted. Secondly, past participants will be contacted to complete surveys on past experiences and influences and online conferencing.

The e-course is available year-round as a method of teaching the impact of climate change on human health. Data to be collected will focus on two sets of participants. The first group will consist of participants who are beginning the e-course during the evaluation period. The second group will consist of past participants who completed the course within the last year. The past participants will be selected through a cluster random sampling of 100 participants who

completed the course within the last year. The sample will pull from individuals, scientists and health care workers, and K-12 students as indicated in the registration of participants in the UN CC: Learn database. Past participants will be recruited using emails as submitted by the participants during registration into the UN CC: Learn program. If a certain cluster is underrepresented, a balance from the other groups will complete a minimum of 50 participants in the evaluation study. The second group of participants will be learners who engage in the e-course during the evaluation period. All participants in the e-course will be considered current participants.

### **Data Sources**

To ensure a variety of data sources, data from multiple sources will be collected and analyzed in order to triangulate the data to increase validity (Russ-Eft & Preskill, 2009, p. 183). The focus of the data collected will be user satisfaction with the e-course, the amount of knowledge gained from the e-course, the quality of the e-course and its navigability, and the usefulness of the knowledge presented. User satisfaction will measure how the user felt while navigating the 2-hour course. In addition, did the user feel that the materials were presented in a logical and cohesive manner that aided in the acquisition of the material? The amount of knowledge gained includes the difference between what was known prior to the e-course and what was acquired after the e-course. The quality of the e-course will measure how well the user can navigate the e-course and utilize the various functions included in the course. The usefulness of the knowledge presented would reveal how pertinent and effective the material presented can be utilized for future use by the user. A measure of inclusivity to allow for all students with special needs will also be measured to aid in improving access and usability.

The sources of data will be collected from the following sources:

1. Current participants in the e-course
2. Past participants in the e-course



3. Students in the K-12 setting engaged in the e-course materials
4. Instructor of the K-12 students engaged in the e-course materials
5. Expert judgment of the evaluation team

The data collected from the participants will include:

1. Scores on the pretest and posttest will focus on the instructional objective in the e-course module and are administered to current participants to determine the effects of the online module using a quantitative Likert scale.
2. Responses to a questionnaire that will be designed to assess their reaction to the e-course and will be administered to all participants at the conclusion of the e-course.
3. Responses to a follow-up questionnaire which will be designed to assess the reaction of the past participants who completed the e-course to determine their personal assessment of the completed e-course.
4. Responses to online surveys and Zoom meetings which will be conducted with past participants. At least 50% of all participants will be surveyed.

The factors to be measured from current participants include:

1. An attitude and perception survey given at the beginning of the e-course to understand what the participants expect to learn from the e-course, their previous knowledge of the subject matter, and their technological knowledge.
2. An attitude and perception survey at the end of the e-course as to the quality of the material presented, the navigability of the course, usability of the site, what they felt was missing to aid in increasing learning, and how this knowledge presented will be utilized in the future.
3. Pretest and posttest assessment of the knowledge gained from completing the e-course.

The factors to be measured from past participants include:

1. An attitude and perception survey at the end of the e-course as to the quality of the material presented, the navigability of the course, usability of the site, what they felt was missing to aid in increasing learning, and how this knowledge presented will be utilized in the future
2. How the course increased their knowledge, increased their participation in climate change and/or human health issues, and if they are still engaged in the climate change arena or participating in human health issues.

### **Evaluation Procedures**

To limit a single view of the evaluation, we will conduct a team-based approach, mixed methods, which will consist of evaluation using both “quantitative and qualitative orientation and expertise” (Russ-Eft & Preskill, 2009, p. 175). Pretest assessments will be taken prior to the engagement of the e-course and a post-test assessment will be taken after the completion of the course. Pretest assessment will gauge the previous knowledge of the materials presented in the e-course and the questions will be determined by expert consultants in climate change and human health who have reviewed the course and have expertise in the area of climate change and human health. The pretest will also gauge the user’s attitude and perception of what they expect to learn from the completion of the course. The post-test questionnaire will also include a survey on the usability of the e-course with questions created by e-learning professionals and content knowledge professionals. The survey will determine the ease of use, intuitive use, technical support, hypermediality, accessibility, and functionality. As stated by Russ-Eft and Preskill (2009, p. 191), the pretest-posttest design is relatively simple and cost-effective and limits the possibility of attrition from the sample.

Surveys will be sent to participants with questions developed by the evaluation team and content specialist. All surveys will be analyzed and scored on a rubric developed by the evaluation team. Investigator triangulation will generate data that is richer and more trustworthy (Russ-Eft & Preskill, 2009, p. 183). Past participants will be the focus of the online survey and a minimum of 50% of past participants, within the calendar year, will be surveyed and or provided an option of discussing their experience during a scheduled Zoom meeting.

### Task Schedule

The proposed project timeframe of six weeks is outlined below and includes all evaluation key tasks with start and end dates and the contact person and/or responsible agency for each task.

Description	Start Date	End Date	Contact Person
Initial project planning session	May 2	May 3	IDE
Plan & conduct meeting to establish project goals and desired outcomes	May 3	May 5	IDE + Stakeholders
Obtain all course content for review	May 3	May 6	UN CC
Create and implement pre- and posttest instruments into e-course	May 3	May 4	IDE
Recruit two subject matter experts (Climate & Public Health)	May 3	May 10	IDE
Recruit project assistant & tech specialist	May 3	May 6	IDE
E-course monitoring period for current participants	May 4	May 27	IDE
Complete final arrangements with SME and project assistant/tech specialist	May 10	May 13	IDE
Review of e-course and content	May 10	May 19	Subject Matter Experts & IDE

Prepare email invitation & signup pages for online meeting registration	May 11	May 12	IDE
Send out online meeting invite to participants & open registration	May 13	May 18	IDE
Provide feedback about online course	May 16	May 25	Subject Matter Experts
Data collection & analysis from current course participants	May 25	Jun 3	IDE
Review recommendations from SME	May 26	May 27	IDE
Prepare questions for pre- & posttest	May 26	May 27	IDE
Prepare questions for online meeting	May 26	May 27	IDE
Create posttest survey	May 30	May 30	IDE
Create pretest questionnaires	May 30	May 30	IDE
Implement pre- and posttest into e-course	May 30	May 30	IDE
Prepare rubric, guidelines and instructions for online meetings	May 30	May 30	IDE
Instruct project assistant how to conduct meeting & test online setup	May 31	May 31	IDE, Project Assistant & Tech Specialist
Conduct online meetings (various times over a 5-day period)	Jun 1	Jun 5	Project Assistant & Tech Specialist
Review pre- and posttest submission via e-course & collect data	Jun 1	Jun 5	IDE
Evaluate online meeting recordings, surveys submissions & collect data	Jun 1	Jun 7	IDE
Analyze evaluation data	Jun 5	Jun 7	IDE
Meet with stakeholders to share findings and make recommendation	Jun 7	Jun 8	IDE + Stakeholders
Prepare final evaluation report	Jun 8	Jun 10	IDE
Submit final evaluation report	Jun 10	Jun 10	IDE

### **Qualifications of the Bidder**

ID Evaluators was established in 2020 with the purpose of reviewing and evaluating educational content and eLearning solutions for various not-for-profit organizations. Over the years, IDE completed several evaluations of online learning units for several agencies located throughout the United States of America and has recently been awarded a six-month contract to evaluate an online pandemic preparedness workshop for NYC.gov. Further information can be provided upon request.

IDE has a part-time staff of five persons, who have combined years of experience in educational settings, data analysis and instructional design. In addition, by including subject matter experts to assist with the project, the evaluation team will be able to provide an in-depth evaluation report for the e-course and all content related to Human Health and Climate Change eLearn Short Course.

### **Project Personnel**

All professional personnel who will be employed on a paid basis by IDE are listed below by the type of tasks they will perform on the project and their projected duties. A resume for each team member is available in the appendix. The estimated number of working days to be devoted to the project is also shown for each person listed.

#### **Project Manager:** Anita M Moza

Anita M Moza has been working in the online learning environment for the past five years where she not only created educational courses for individuals but also helped educational institutions to create online content for staff and students. In addition, she has been working in UX design for the past 10+ years and she holds a MA in Arts Management from New York University and is currently working on her M.Ed. in Learning Design and Technology at Arizona State University.

**Duties:** Manages the project timeframe, communicates with stakeholders, creates visuals and graphics, collaborates with team members on final evaluation report

*Estimated Days on Project: 30*

**Assistant Project Manager:** Jazmine Howard

Jazmine Howard holds a BA in English Education from Kean University and is currently working on her M. Ed in Education at Arizona State University. She is currently working as a Secondary Education English teacher in Northern California.

**Duties:** Develops and manages the evaluation budget, produces graphics, and collaborates with team members to finalize the abstract and overview of the final evaluation report.

*Estimated Days on Project: 20*

**Data Specialist:** John Irie

John Irie started his career as a math teacher for a Los Angeles based high school for six years. Transitioning to the private sector, he has been working in the evaluation field as a data analyst for nearly six years where he assists in the development of data-driven questionnaires and surveys and generates graphical presentations of the data analyzed. He has been an active participant in over 75 evaluation projects and has provided statistical assistance to various governmental agencies. He is currently working towards a MA in Public Administration focusing on nonprofit management.

**Duties:** Assists in creating data collection methods, collecting the data and analyzing it for presentation in the evaluations; produces graphical representation of data for projects and presentations.

*Estimated Days on Project: 30*

**Instructional Design Consultant: Xiao Xiao**

Xiao has been in the field of educational program design for more than 7 years. Her area of specialization is in K-12 instructional design and education program evaluation. Xiao's undergraduate degree was in preschool education and she's now in the middle of her graduate degree at Arizona State University focusing on early childhood education and instructional design and technology.

**Duties:** Assist the evaluation team in designing evaluation questions and analyzing the target program, providing conclusions and recommendations to the stakeholders according to the evaluation data and results.

*Estimated Days on Project: 20*

**Instructional Design Consultant: Yanling Zhang**

Zhang Yanling has been engaged in teaching for 17 years. She is very familiar with the education situation of public schools, private schools, and international schools in private schools. As an examiner of the International Baccalaureate Organization for 7 years, she can design her own work according to the requirements of different education forms. She is currently pursuing a master's degree in education from Mary College at Arizona State University, studying global education and instructional design and technology.

**Duties:** Assist in studying the situation of trainees around the world and assist in designing evaluation methods according to the actual situation of trainees or past trainees, including what aspects of evaluation to carry out, how to evaluate, how to collect data, how to analyze and utilize data.

*Estimated Days on Project: 20*

~~**Two Subject Matter Experts:** TBA (1 Climate Expert & 1 Public Health Expert)~~

~~**Duties:** review the e-course information and supporting materials for correctness and completeness before submitting final findings in the form of a report to IDE.~~

~~*Estimated Days on Project: 3 (each expert)*~~

~~**One Project Assistant:** TBA~~

~~**Duties:** Assist all project personnel with professional activities, conduct zoom meetings, administer all evaluation instruments, coordinate scoring of all instruments and data processing.~~

~~*Estimate Days on Project: 20*~~

~~**One Tech Specialist:** TBA~~

~~**Duties:** Support for online meetings.~~

~~*Estimate Days on Project: 5*~~

## **Budget**

The budget below illustrates the use of the \$75,000 project budget which includes travel and other direct expenses. Each staff member charges \$130 per hour. The following table details the pricing for delivery of the services outlined in this proposal.

This pricing is valid for 30 days from the date of this proposal:



<b>Staff Time</b>		
	Itemized Cost	Extended Cost
Anita M Moza (Project Manager)	\$10,000	\$10,000
Jazmine Howard	\$7,500	\$7,500
John Irie	\$8,500	\$8,500
Xiao Xiao	\$8,000	\$8,000
Yanling Zhang	\$6,000	\$6,000
<b>Travel</b>		
Item Description	Itemized Cost	Extended Cost
Travel Budget	\$5000	\$5000
Ground Transportation	\$1500	\$1500
Lodging	\$2000	\$3000
Per Diem	\$650	\$650
Incidental Costs	\$400	\$400
<b>Other Direct Costs</b>		
Item Description	Itemized Cost	Extended Cost
Online Survey Subscription	\$100	\$200
Survey Development	\$2000	\$2500
Zoom Conference Service Costs	\$1500	\$2000
Pre/Post-Test Development	\$5000	\$5000

Instrument Analysis	\$2000	\$2000
Communications (Internet)	\$500	\$500
Report Development	\$500	\$700
Report Review and Finalization	\$1000	\$1000
Report Presentation	\$500	\$600
Printing and Copying	\$500	\$500
Supplies and Equipment	\$800	\$1000
Tech Assistant	\$500	\$500
Climate and Human Health Expert's	\$2000	\$2000
Misc. (unexpected costs ex. travel, supplies)	\$5,000	\$6000
<b>Total:</b>	<b>\$ 71,450</b>	<b>\$75,050</b>

## REFERENCES

Russ-Eft, D., & Preskill, H. (2009). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change*. New York, NY: Basic Books, a member of the Perseus Books Group.

# Anita M Moza

Instructional Designer & Project Manager

312 Broadway Apt 101  
New York City, NY 10006  
(212) 686 - 9746  
[contact@anitam.com](mailto:contact@anitam.com)  
[anitam.com/portfolio](http://anitam.com/portfolio)

## EXPERIENCE

### IDE, New York, US — *Head of Instructional Design*

JUNE 2018 - PRESENT

Plans and develops curriculum for online courses and workshops; monitors all aspects of creation process from outline to launch; collaborates with stakeholders & creative team to ensure delivery of high-quality course content; designs tech environment to host online courses for clients; implements marketing strategies (social media, email marketing, webinars) to promote online courses and increase sales.

### AMPD Studio, New York, US — *UX Design Consultant*

MARCH 2002 - PRESENT

Provides creative leadership to complete the design process incl. market research, conceiving, design and implementation of all projects; applies latest UX design standards to client projects; manages a team of sub-contractors to ensure quality of deliverables; communicates with clients throughout the design process to successfully meet design goals.

### Creative Hub Asia, Saigon, VN — *Job Title*

JANUARY 2018 - DECEMBER 2021

Created a platform for (expat) experts in Vietnam which matches creative talent to projects and jobs offered by local and international companies on project basis and full-time employment; Currently working on transforming the platform into an online learning hub where experts can publish their own courses for local audiences.

## VOLUNTEER ACTIVITIES

### Home of Hope, Saigon, VN — *Art Program Designer*

MAY 2015 - NOVEMBER 2016

## LANGUAGES

Fluent in English & German. Basic knowledge of French, Polish & Arabic.  
Certified to teach English as second language (TEFL/TESOL)

## SKILLS

Figma, Sketch

●●●○

Adobe XD

●●●○

Photoshop, Lightroom

●●●●

Illustrator, InDesign

●●●○

HTML5, CSS3

●●●○

Microsoft Office

●●●○

LMS/CMS

●●●●

## EDUCATION

Learning Design & Tech

ASU, Online

UX Design Certificate

Google, Online

Arts Management

New York University, NY

Graphic Design

School of Visual Arts, NY

# Xiao Xiao

## Senior K-12 Educator

123 Anywhere St., Any City  
xxiao40@asu.edu  
+123-456-7890

"A K-12 educator with 7+ years experience in international schools teaching students with multicultural backgrounds."

## Professional Experience

### Chinese, English Teacher and Art Assistant

Montessori Academy (2015 - present)

- Assisted in running the school art studio and participated in program design and evaluation. Successfully held two small art exhibitions within and outside of the school.
- Senior course designer for developing the English program for k-3 students and Chinese program for K-9 students.

### Trainee

(2012 - 2015)

- Trained in five of the top schools in Shanghai with lesson planning.

## Professional Qualifications

### MSc. Education

Arizona State University (2021)

### BSc. Preschool Education

East China Normal University (2016)

## Skills

Language: Chinese, English, Japanese  
Project management

# Jazmine Howard

Secondary Education Educator

1070 Dobby Ct  
Dixon, CA 95620  
(862) 999-9928  
jhowar41@asu.edu

## EXPERIENCE

### **Secondary Educator, Sacramento, CA — English Teacher**

Sept 2019 - PRESENT

Motivated students with innovative lesson plans.

Utilized technology including a SmartBoard and iPad into lessons.

Worked together with a collaborating teacher and with the English department to plan semester-long and week-long goals.

### **Daycare Teacher, Woodbridge, CA — Teacher's Assistant**

June 2015 - Sept 2020

Coach students one-on-one to cultivate their potential.

Visit students at home to create a plan for care and guide parents on how to best support their child's education.

Create personalized lesson plans for students based on their unique needs.

## EDUCATION

### **Arizona State University, Phoenix, Arizona — M.Ed**

Feb 2021 - Present

### **Kean University, Union, NJ — BA in Education**

Sept 2015 - Jun 2019

## SKILLS

Critical thinking

Patience

Communication

Organization

Imaginative thinking

Leadership

## LANGUAGES

English

# John Irie

Data Analyst

5124 Las Tunas Drive  
Temple City, CA 91780  
(626) 287-8462  
jirie1@asu.edu

## EXPERIENCE

### **First Up Evaluation, Los Angeles, CA — Data Analyst**

July 2016 - PRESENT

Part of a team of evaluators to meet the demands of educational proposals. Focused on the development of data retrieval tools and analysis of the data collected. Part of a team to complete proposals from RFPs.

### **Miguel Contreras High School, Los Angeles, CA — Math Instructor**

August 2010 - June 2016

Taught high school math to 9-12 grade students. Responsible for the teaching of Algebra, Geometry, Algebra 2, and Statistics.

## EDUCATION

### **University of California Los Angeles, Los Angeles, CA — MS in Public Administration**

August 2021 - Present

Currently completing a degree specializing in non-profit organization and management

### **University of California Los Angeles, Los Angeles, CA — Single Subject Credential in Mathematics**

August 2008 - June 2010

### **University of California Los Angeles, Los Angeles, CA — BS in Economics**

August 2004 - June 2008

Graduated Summa Cum Laude

## SKILLS

Bilingual in Spanish and English

Proficient in use of statistical programs SPSS and JASP

Proficient in Google Classroom, Canvas, and Aeries

## AWARDS

California Schools Statistician Award, 2020

## LANGUAGES

Fluent in English

Fluent in Spanish

Proficient in Madarin

# Yanling Zhang

Guangdong Country School, Beijiao  
District, Foshan City, Guangdong  
Province, China  
[Yzha1077@asu.edu](mailto:Yzha1077@asu.edu), +86 123 1234 5678

Senior k-12 educator

\*17 years of teaching and assessment  
experience and has been an international

\*Baccalaureate Examiner for 7 years.

\*Senior Family education instructor

\*Senior psychological consultant

## *Professional experience*

Mathematics teacher, Head of  
Mathematics  
Organize teaching evaluations for the  
local semester or school year for several  
times

## *Professional Qualification*

Hubei Normal University  
Arizona State University

## *Skills:*

Design the teaching process according to  
the educational objectives and  
examination requirements

According to the teaching process and  
teaching objectives, design the  
evaluation plan and carried out it