

CHARLES (CHAS) FRODE

Author Writer Educator

2020 CV RESUME

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“Mystery in a Luminous Word”

EDUCATION AND TRAINING

- **Master of Science in Educational Technology
Boise State University**
- Technology Integration Specialist Graduate Certificate, Boise State University
- Idaho Standard Secondary Teaching Credential in English
- Certified Language Development Specialist (California LDS credential)
- Idaho Educational Technology Competency Certificate, Boise State University
- Certified “No Child Left Behind” Compliant “Highly Qualified” Teacher in English
- Idaho POST Certified (Peace Officer Standards and Training)
- Member Professional Writers’ Alliance
- California Lifetime Standard Secondary Teaching Credential in English, Philosophy and Religious Studies
- Advanced Studies in Education at UC Santa Cruz
- B.A. with Honors in Religious Studies, UC Santa Cruz
- **Fluently Bilingual and Bi-literate in English and Spanish**
- Published author and writer

“The products of the collaboratives demonstrate Chas’ ability to build consensus and lead both veteran and novice teachers to a state-of-the-art vision of teaching and learning...It is because of Chas that the collaboratives have not only thrived but have also produced incredible student achievement gains...Chas’ incredible ability to build trust is evidenced by the various coaching roles he has been allowed to assume by his colleagues...Chas has been recognized throughout his career for his professionalism, leadership, and knowledge of technology, literacy, and English language development...He is assisting all the collaborative teachers by coaching them in the classroom as they strive to put into practice what they have agreed to in the collaborative.”

Candace A. McCarthy, Principal,
Alisal High School Salinas California

PROJECTS AND ACHIEVEMENTS

- **Present—2005** —————

“Innovation in lesson design, curriculum, and assessment is the heart of Charles’s educational tenure. You can tell a professional teacher because this is an educator who is not satisfied with the status quo...His punctuality, preparedness, and student-centered focus creates an example for us all. He has been instrumental in my progress as an educator.”

Chad E. Storey, Social Studies Department Chair,
Meridian High School Meridian Idaho

1. Published *The Garden: Perennial Reflections on Beginnings and Ends*, 2020.
2. Published third short story collection, *Dreaming of Fish & Other Apocalyptic Stories of Foreboding and Grace*, 2019
3. Published memoir, *I Am Goldmund: My Spiritual Odyssey with Narcissus*, 2016
4. Educational Specialist, ELL/LEP/English/Creative Writing teacher/coordinator, Idaho Juvenile Corrections Center, Nampa, ID, 2015 to present
5. Published second short story collection, *One Times One & Other Numinous Stories of Redemption and Loss*, 2015
6. Published first short story collection, *A Dream of India & Other*

Mystic Stories of Radiance and Darkness, 2014

7. Restructured essay instruction in English 9/10 using **TED.COM**, MHS, 2011-13
8. Restructured English 10 classes using principles of digital gaming and learning, MHS, 2009-10
9. **Technology Integration Specialist Graduate Certificate**, Boise State University, 2008

10. **Master of Science in Educational Technology**, Boise State University, 2008
11. 10th grade Small Learning Communities facilitator, MHS, 2006-07
12. **English / Creative Writing instructor, Meridian High School, Meridian, Idaho, 2005 – 2014**

• **2005—2002** —————

13. Moved family to Meridian, Idaho
14. Presenter/Trainer for Peer Coaching-Conferencing workshops for Language Arts teachers, AlisaL High School, February, March, April, 2005
15. Presenter/Trainer for Peer Coaching-Conferencing workshops for High Priority School Grant Resource Teachers, AHS, September, November, 2004
16. Presenter at Salinas Union High School District Item Writing Academy, August 2004
17. Facilitator for Standards-Based Literacy Institute: Reading / Writing Across Curriculum, 2004-05, SUHSD
18. Master Teacher for teacher credential candidate, **Chapman University College**, Monterey, 2004
19. Evaluator of **California State University at Monterey Bay** teacher intern, 2003-04
20. **California League of High Schools** 2003 Educator of the Year
21. **California Department of Education** BTSA (Beginning Teacher Support Assistance) support teacher, AHS, 2003-4
22. SDAIE (Specially Designed Academic Instruction in English) coach, AHS, 2003-04
23. **AHS High Priority School Grant Teacher on Special Assignment full-time for English/Language Arts collaboration in partnership with Carnegie Mellon University, 2002-03, 2003-04**

“Charles Frode works hard to define himself as a master educator. He is a willing contributor to his PLC and SLC, always striving to improve instruction and make a meaningful experience for students in his classroom. Mr. Frode is to be commended for his recent effort in identifying the essential learning standards in the English curriculum and applying them to future instruction and lesson design. As well, he has taken the initiative to change the way he assesses student learning by creating a model that best reflects the RTI process. The effort he has already made will be of great use as we move into the full scale RTI model.”

John Labbe, Vice-Principal, Meridian High School, Meridian Idaho

• **2001—1991** —————

“Chas is an innovator in the field of education who effectively and enthusiastically implements new trends and ideas in his classes...a firm believer in technology and an advocate for using data backed information...Chas uses technology in many more advanced fashions. His classes use databases and spreadsheets, assess and analyze the validity of websites, synthesize information, and create professional projects, research papers and writings...When people talk about needing to attract more quality teachers, in effect they are talking about Chas Frode.”

Ryan Curry, Vice-Principal, Lone Star Middle School, Nampa Idaho

24. Teacher Leader at AHS in AB 1086 Reading Project, 1999-2001
25. Received Golden Bell Literacy Award from **California School Boards Association**, as co-founder / participant in AHS Literacy Project, 1999
26. Received “Lighthouse for Literacy Award,” The Monterey County Reading Association, 1998
27. Received book grant, Scholastic Literacy Leadership Award, 1997
28. Chosen Certificated Employee of the Quarter at AHS, 1997
29. Presenter AHS Literacy Project at the 12th Annual Title VII Management Institute, San Diego, 1997; CABE conference for AHS Literacy Project, San Diego, 1997
30. Chosen to select teaching - learning strategies to be presented in *Upper Grades Reading Handbook (4-12)* for **The California Department of Education**, 1997
31. Developed and taught Parent Literacy and Computer workshop series at AHS, 1998
32. Instituted / taught Peer Coaching / Conferencing program for AHS certificated staff, 1997-98
33. Appointed resource teacher AHS in computer and technology support for classroom teachers, 1995-96
34. Developed / taught computer and Internet classes for **Monterey County Office of Education**, 1996-97
35. Developed / co-taught Instructional Strategies to Enhance Student Literacy workshops, AHS and SUHSD teachers, 1996-1998
36. Co-planner/ team teacher/conferencing-coaching trainer, AHS ESL Literacy Project, 1995-96
37. Developed computer and Internet enhanced curriculum in **ESL** classes at AHS, 1995-96
38. Instituted computer based student video portfolios in **ESL** classes at AHS, 1995-96
39. Appointed Chairman, newly created **ESL** department, AHS, California, 1991-93

40. Developed and taught various **ESL** curriculum Staff Development workshops for ESL teachers new to Salinas Union High School District, 1990-94

41. Trainer in Cooperative Learning for **Salinas Adult School**, High Intensity Language Training (**HILT**), 1989

“Mr. Frode creates lesson plans that are research based and reflective of Marzano’s instructional strategies. His plans carefully reflect curriculum standards and include enrichment activities and assessments to help measure learning...He truly has outstanding knowledge in his content area and connects learning to meaningful life experiences. He has high demands for students academically and keeps them engaged throughout each lesson. He intentionally seeks out the interactive input in each class to assure active participation which helps him gauge their learning. Mr. Frode has a passion for the writing process...Mr. Frode is a collaborative leader in the English department. He shares knowledge and experience with his colleagues and his willingness to give support and feedback is a testament to his professional devotion.”

John Labbe, Vice-Principal, Meridian High School, Meridian Idaho

42. Teacher in Japanese Agricultural Training Program, **Hartnell College**, Salinas, 1989

43. Co-chair of **ESL** Articulation Committee with SAS, SUHSD, and **Hartnell College**, 1989

44. Trainer in Clinical Supervision / Coaching workshop for Monterey County teachers, 1989

45. Trainer in Cooperative Learning workshop series for SAS, 1989

46. Trainer Essential Elements of Effective Instruction series, SAS Independent Study Program, 1988

47. Presenter at ACSA workshop on SAS Mentor Teacher Program, 1988

48. Elected Overall Mentor Teacher, SAS, 1988

49. Trainer in Retention of the Learning workshop for SAS, 1988

50. Presenter on Cooperative Learning, CATESOL State Conference, 1988

51. Consultant for SUHSD, Personnel Department, for selection of Principals, Associate Principals, Associate Superintendent of Instruction, and Vice Principals, 1983-1997

52. Coordinated SAS / SUHSD Instructional Supervision Group

53. Developed Essential Instructional Skills course through **The University of California at Los Angeles** as the first component of SAS Adult Teacher Credentialing Program

54. Selected to teach Essential Instructional Skills course for **Soledad Correctional Facility**

55. Developed and taught Essential Instructional Skills courses with follow-up coaching for SUHSD and **San Jose State University**

56. Designed and implemented the first Staff Development Program for SAS, California, 1983.

“As long as you try you will succeed in this class. With Frode’s kind comments on the bottom of your papers.”

“He knows what he’s talking about and will make you laugh along the way...Even if you’re not a pro writer, you’ll benefit from this class. But you’ll learn a lot more from Frode than how to write.”

“I loved this class and learned so much, but especially enjoyed the incredible teacher, Mr. Frode. He knew what he was doing and knew exactly what to say about everything...always listen to what Frode tells you, follow his words of wisdom.”

“...being in this class not only changed my opinion/views on literature, it changed me. I call you lucky because you have been granted the gift of a great teacher, you will soon miss him when he is long gone, because I know I will...Frode is the most open-minded person I have ever met, and he always sees the good in everyone.”

“For me the enthusiasm Frode put on our work was important. I haven’t bet (sic) many read my work out of fear that they’d laugh. A paper was never returned to me without a comment on it. His support made me want to write more. It also made me a more outgoing writer—meaning I write more often.”

“...the most valuable thing you will receive during this class is a new sense of confidence—to write anything you want without feeling judged or held back. Just get those pencils movin.’ Speaking of confidence, I never thought I was a strong writer. But advice from Frode changed that.”

“It’s the kind of class that makes you want to come to school (even if you don’t like writing, Frode pulls you in.) I’ve never met someone (sic) who didn’t like this class and, as long as Frode is teaching it, I probably never will.”

End-of-course student feedback for next semester students entering Frode’s Creative Writing Class