

Subject: Online Form Submittal: Advisory Group Application
Date: Friday, January 3, 2025 8:07:53 AM

Advisory Group Application

Step 1

Application for Appointment to Whatcom County Advisory Groups

Public Statement

THIS IS A PUBLIC DOCUMENT: As a candidate for a public advisory group, the information provided will be available to the County Council, County Executive, and the public. All advisory group members are expected to be fair, impartial, and respectful of the public, County staff, and each other. Failure to abide by these expectations may result in revocation of appointment and removal from the appointive position.

Title	Mrs.
First Name	Nina
Last Name	Ballew
Today's Date	1/3/2025
Street Address	
City	
Zip	
Do you live in Whatcom County?	Yes
Do you have a different mailing address?	Field not completed.
Primary Telephone	
Secondary Telephone	Field not completed.
Email Address	

Step 2

1. Name of Advisory	Child & Family Well-Being Task Force
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Group

Child & Family Well-Being Task Force

Yes

2. Do you meet the residency, employment, and/or affiliation requirements of the position for which you're applying?

Yes

3. Which Council district do you live in?

District 1

4. Have you ever been a member of this Advisory Group

No

5. Do you or your spouse have a financial interest in or are you an employee or officer of any business or agency that does business with Whatcom County?

No

6. Have you declared candidacy (as defined by RCW 42.17A.055) for a paid elected office in any jurisdiction within the county?

No

You may attach a resume or detailed summary of experience, qualifications, & interest in response to the following questions

Attached

7. Please describe your occupation (or former occupation if retired), qualifications, professional and/or community activities,

Early Learning Specialist, formerly in Bellingham Public Schools, currently in Ferndale School District.

and education

8. Please describe why you're interested in serving on this Advisory Group.

I am a mom of 3, active within the childcare and preschool world and would like to represent my community.

References (please include daytime telephone number):

Maureen Hodge 360-303-3357, Arionda Feeney 360-685-3936

Appointment Requirements

I understand and agree

Signature of applicant:

Nina Ballew

Place Signed / Submitted



(Section Break)

NINA BALLEW

EDUCATION

- Master in Education, PK-12 Literacy, Western Washington University, 2015
- Bachelor of Arts in English, Western Washington University, 2008

LICENSING

- National Board Certified Teacher, awarded in 2016, renewed in 2021
- Elementary Education Teaching Certificate K-8, Western Washington University, 2010

PROFESSIONAL EXPERIENCE

FERNDALE SCHOOL DISTRICT | Ferndale, WA

Early Learning Specialist | July 2023 – present

- Support the implementation of play-based learning and developmentally appropriate environments and instruction in preschool - 3rd grade.
- Develop structures and processes to support the partnership between community childcare and preschool providers and the school district.
- Develop district-wide literacy professional development series with PK-5 teachers, specifically focused on structured literacy instruction.
- Provide ongoing instruction-focused mentorship and coaching for novice and experienced teachers, helping to develop and hone their teaching craft with student-centered coaching.
- Support Principals and other administrators to implement structures (master schedule, family engagement, etc.) rooted in child development and develop their understanding of WaKIDS implementation.

BELLINGHAM PUBLIC SCHOOLS | Bellingham, WA

MTSS Teacher on Special Assignment | August 2022 - June 2023

- Work collaboratively with School Psychologist TOSA and district leadership in the development of multi-tiered systems of support.
- Design resources for district-wide systems including Tiered instructional documents, Child Study Team guiding documents and MTSS Manual.
- Provided ongoing support for Pre-K to 2nd-grade teachers in implementing the adopted foundational skills curriculum to ensure fidelity and effectiveness, including classroom observations, feedback sessions, collaborative planning meetings, and targeted professional development workshops.
- Developed tailored instructional resources to address challenges and share best practices in literacy instruction.

Assistant Director of Early Learning | June 2020-August 2021

- Designed and implemented reentry plan for COVID-19 for grades Pre-K-2nd grade.
- Oversaw programs birth-3rd grade, supporting equitable, sustainable systems for students and families.
- Coordinate the Transitional (Promise) Kindergarten program: designing and facilitating the teacher professional development series, organizing family engagement events, coordinating transportation and food services, and providing ongoing mentorship to Promise K teachers.
- Designed and facilitated on-going professional learning experiences for transitional K, Kindergarten and 1st and 2nd grade teachers district wide.
- Managed and supervised data systems to include WaKIDS to support equitable student services.

Early Learning Specialist | June 2015 – June 2020

- Collaborated with fellow district-level colleagues, TOSAs and Specialists to develop equitable systems for teaching and learning to improve outcomes for students and families.
- Developed and led district-wide professional development on foundational literacy skills to equip educators with effective strategies for classroom instruction, assessment, and intervention, ensuring alignment with state standards and evidence-based practices.
- Provided ongoing coaching for PK-2 teachers in literacy instructional practices, play-based learning, and classroom management.
- Facilitated instructional rounds within schools, cross-district and with neighboring districts to promote alignment and developmentally appropriate, play-based teaching practices.

Kindergarten Teacher | June 2013 – August 2015

- Dedicated my classroom practices to child development, guaranteeing that my environment, adult-child interactions, and instruction was appropriate for the age and stage of my diverse learners.
- Maintained a management practice based on student voice, choice, and ownership, fostering independence and active, play-based engagement.
- Implemented Teaching Strategies Gold, serving as my main assessment tool to monitor growth of students, maintain academic rigor and foster the whole child.
- Fostered ongoing, positive, and safe relationships with students, families, and staff in the community.

WESTERN WASHINGTON UNIVERSITY | Bellingham, WA

Instructor | Elementary Education Department | September 2017 – March 2019

- Plan and taught 400-level courses for the University in early literacy instructional practices.

MARYSVILLE SCHOOL DISTRICT | Marysville, WA

1st and 2nd grade Teacher | June 2010 – August 2013

- Participated in culturally responsive professional development through the University of Washington to further understand and be responsive to specifically, my Indigenous student population.
- Engaged in bi-weekly data teams to analyze student data, align strategies, create SMART goals, and purposefully design next steps for student growth.
- Partnered with Tulalip Cultural Guides to sponsor me within the Tulalip community and at Tribal events to immerse myself within Indigenous culture as a learner and foster strong partnerships on the reservation as a white woman serving within their community.

RELATED EXPERIENCES

- County Wide Early Childhood Transition Event Coordinator | Designed, planned, secured grant funding and implemented a county wide kindergarten transition event between early learning providers and every Whatcom county school district.
- Statewide Early Learning Consultant | Supported districts state-wide, developing teacher and district level understanding around developmentally appropriate practice in play.
- Gates Foundation Brain Trust | Participated in a national coalition of professionals defining developmentally appropriate practices for kindergarten for the state of Washington.
- EdCentral Guest Writer | Authored a blog post for New America Foundation's Education Policy Program: EdCentral.org to define developmentally appropriate best practices in early learning.
- PreK-3rd National Work Group Webinar Speaker | Collaborated with other early learning professionals to address the essential elements for national P-3 alignment.
- National Council for Teachers of English Presenter | Presented alongside author Ralph Fletcher, promoting the use of play-based writing strategies to emergent writers.

PROFESSIONAL DEVELOPMENT

- International Early Learning Inclusion Conference | Chapel Hill, NC, May 2023
- Northwest PBIS Conference | Portland, OR, April 2023
- Orton Gillingham Training | Bellingham Public Schools, 2019
- Laura Lipton Training | Bellingham Public Schools, January 2019
- Zaretta Hammond Workshop | ESD 189, August 2019, October 2019, May 2020
- Mentoring Matters Training | Bellingham Public Schools, August 2017
- G.L.A.D and Thinking Map Training | Bellingham Public Schools, April 2015

REFERENCES

Maureen Hodge
Early Learning Coordinator
Educational Service District 189
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Sarah Walker
Primary Principal/Director of
Inclusionary Practices
Chimacum School District
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