

JESSICA CLAIRE

✉ resumesample@example.com

☎ (555) 432-1000

📍 100 Montgomery St. 10th Floor

SKILLS

- Conflict resolution techniques
- Student records management
- Training in food handling preparation
- Post-secondary education
- Disability assessment testing
- Differentiated instruction
- Child development
- Lesson Planning
- Group and individual instruction
- Special education
- Classroom management
- Trained in CPI
- Compassion
- Collaboration

EDUCATION

William Wood University
Fulton, MO • 12/2019

Specialist in Administration

University Of Central Missouri
Warrensburg, MO • 05/XXX

Masters of Science in Education:
K-12 Education/Reading

University Of Central Missouri
Warrensburg, MO • 12/1996

Bachelor Or Science in Education:
Early Childhood Education/ Grades 1-8

PROFESSIONAL SUMMARY

Versatile Special Education Teacher with focus on individual student needs across academia and emotional development. Empathetic and accommodating in design and implementation of hands-on lessons, catering to diverse learning abilities. Proficient in employing constant communication, patience and positive reinforcement in team efforts to deliver exceptional educational tools, fostering academic achievement. Resilient Special Education Teacher familiar with challenges associated with teaching special needs children. Remains positive under times of stress or conflict. Works well with classroom teachers to develop accommodations and special techniques for mainstream classroom inclusion. Special education professional highly skilled in working with students by perceiving needs and supporting various functions. Extensive mentoring and tutoring experience. Early Childhood Special Educator equipped with positive attitude and patience necessary to teach special education. Extensive experience working with autistic children. Enthusiastic and eager to contribute to team success through hard work, attention to detail and excellent organizational skills. Clear understanding of Early Childhood Laws and regulations and training in Constructive Behaviorism. Motivated to learn, grow and excel in Special Education.

WORK HISTORY

Elwyn - Early Childhood Special Education Teacher
Whittier, CA • 08/2006 - Current

- Communicated nonverbally with children to provide comfort, encouragement and positive reinforcement.
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration.
- Created learning and content strategies to meet needs of mentally and physically disabled students.
- Coordinated special education students and teacher assistant schedules with master schedule.
- Organized instruction material, including constructing bulletin boards and setting up work areas.
- Delivered effective and differentiated classroom instruction to range of neurodiverse students.
- Led activities that developed students' physical, emotional and social growth.
- Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.
- Worked in self-contained and resource environments to teach students variety of skills.
- Developed and managed instructional materials and reports.
- Designed and implemented point system to encourage positive behavior.
- Incorporated home activities to supplement classroom lessons.
- Gave one-on-one attention to students, while maintaining overall focus on entire group.
- Physically and verbally interacted with students throughout day.
- Redirected poor behavior using positive reinforcement method, resulting in decreases in tantrums in classroom.
- Modified general education curriculum for special-needs students using various instructional techniques and technologies.
- Established safe play environment for students.
- Collaborated with numerous departments and several standard education teachers.
- Partnered with Parents As Teachers, First Steps. Occupational Therapist, Physical Therapist, and Speech//Language Therapist.

Basis.Ed - Kindergarten Teacher
Tucson, AZ • 08/2007 - 08/2010

- Delivered structured lessons on readiness skills by emphasizing phonics, language skills, literature and handwriting.
- Cultivated language skills through use of traditional poems, nursery rhymes and riddles to help students develop comprehension, vocabulary and love of language.
- Instructed children between ages 5 and 6 on mathematical basics.
- Arranged parent-teacher conferences to address student progress and collaboratively set goals for areas of improvement.
- Collaborated in planning, organizing and implementing instructional programs to facilitate academic, intellectual and social development.
- Introduced read-aloud literature to stimulate imagination and build comprehension and vocabulary.
- Assessed comprehensive student growth including academic, social and personal skills.
- Observed and assessed student performance and charted progress.
- Encouraged and prepared students to become independent readers through systematic, multi-sensory instruction in phonemic awareness and decoding skills.
- Identified characteristics, needs, abilities and problems of each child through personal interaction and progress reports, hearing and vision reports, staffing notes and status reports.
- Delivered lesson plans, implemented school curriculum and used data to create, monitor and establish personalized learning plan for each student.
- Applied evidence-based practices for classroom management.
- Exercised good classroom management focused on positive behavior support by clearly articulating fair and consistent expectations along with appropriate natural consequences.
- Collaborated with colleagues to create and use enhanced technology and smart boards.
- Collaborated with other faculty and staff to promote rigorous learning opportunities, general well-being of school and collective interest of staff and student body.
- Created child-centered learning environment characterized by consistent application of sound mental health and educational psychology practices.
- Played games with students to increase understanding of subjects.
- Created, managed and participated in variety of learning environments and activities to support opportunities for students to develop full potential and achieve learning objectives.
- Delegated tasks to teacher assistants and school volunteers.
- Reported to parents and administration about student progress.
- Provided guidance on policies and initiatives for kindergarten teaching team.

Odessa R7 School District - Second Grade Elementary Teacher
City, STATE • 08/2006 - 08/2007

- Implemented classroom management improvements to enhance class morale and engagement.
- Taught students subject-specific material, learning strategies and social skills.
- Drove student learning by establishing clear classroom plans and group objectives, as well as actionable strategies to achieve each goal.
- Assessed student learning progress and comprehension with routine tests and standardized examinations.
- Established and enforced rules of behavior to drive social development and maintain positive interactions.
- Organized classroom supplies and decorated walls to create fun, nurturing settings and meet learning needs.
- Helped students develop self-esteem and life skills by fostering healthy conflict-resolution, critical thinking and communication.
- Taught students in all areas of classroom education with special emphasis on core subject mastery.
- Planned lessons according to district standards to cover all requirements and prepare for standardized tests.
- Built positive relationships with parents to involve families in educational process.
- Assessed student progress by administering tests and evaluating results.
- Stayed abreast of changes to school and district policies as well as new trends in education by attending professional development courses and in-service trainings.
- Kept classroom clean, organized, and safe for students and visitors.
- Chaperoned field trips to maintain safety and encourage learning.
- Collaborated with administrators on classroom policies, management strategies and discipline.

Lafayette County C1 School District - Kindergarten Teacher/At Risk Transition Classroom
City, STATE • 08/1997 - 08/2006

- Assessed comprehensive student growth including academic, social and personal skills.
- Introduced read-aloud literature to stimulate imagination and build comprehension and vocabulary.
- Encouraged and prepared students to become independent readers through systematic, multi-sensory instruction in phonemic awareness and decoding skills.
- Collaborated in planning, organizing and implementing instructional programs to facilitate academic, intellectual and social development.
- Arranged parent-teacher conferences to address student progress and collaboratively set goals for areas of improvement.
- Delivered structured lessons on readiness skills by emphasizing phonics, language skills, literature and handwriting.
- Pioneered full day kindergarten classroom to build early literacy and math skills, promote independent reading and start an all day kindergarten program in the school district.
- Observed and assessed student performance and charted progress.
- Cultivated language skills through use of traditional poems, nursery rhymes and riddles to help students develop comprehension, vocabulary and love of language.
- Created, managed and participated in variety of learning environments and activities to support opportunities for students to develop full potential and achieve learning objectives.
- Reported to parents and administration about student progress.
- Exercised good classroom management focused on positive behavior support by clearly articulating fair and consistent expectations along with appropriate natural consequences.
- Delivered lesson plans, implemented school curriculum and used data to create, monitor and establish personalized learning plan for each student.
- Applied evidence-based practices for classroom management.
- Delegated tasks to teacher assistants and school volunteers.
- Collaborated with other faculty and staff to promote rigorous learning opportunities, general well-being of school and collective interest of staff and student body.