

# JESSICA CLAIRE

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## Professional Summary

Accomplished Elementary Educator with 9 years of experience in guiding academic learning and forming constructive, meaningful individualized education plans for students with diverse, unique needs. Expert in leading and supporting children to overcome academic and behavioral challenges by continually assessing students formally and informally, adapting lessons in creative ways to highlight learning strengths, and increase student achievement. Committed to providing an optimal environment for student learning and ensuring each child receives appropriate supports in order to succeed on their learning journey, by utilizing multi-modal approaches.

## Skills

- Behavior Analysis and Management using Positive Behavior Supports
- Sensory processing and integration
- Fostering a student-centered classroom environment
- Modifying/Accommodating curriculum for individual needs
- Co-teaching for Mathematics and English Language Arts Data collection for both behavior and academic areas of proficiency
- Successful when multi-tasking in high pressure environments
- Implementation of BIPs and behavior supports across settings (ie: token boards, individualized behavior management systems)
- Flexible team player with all classroom staff and colleagues
- Ability to learn and adapt to changing environments quickly and efficiently
- Able to adapt instruction for students with visual impairments

## Work History

### Education Specialist, Resource, 09/2021 to Current

Caliber Schools – Richmond, CA

- Works closely and collaboratively with the Resource team at Shawnee Trail Elementary School in order to support student learning and progress on IEP objectives / goals.
- Collaborates with administration in order to support general education teachers and their implementation of positive behavior supports
- Conferences with general education teachers daily in order to support student learning inside and outside of the classroom, across settings
- Pushes into general education classrooms daily to support teaching of TEKS to students with IEPs in small group and whole group instruction
- Pulls students into small groups within the resource setting in order to work on IEP goals and objectives and to break down state standards into smaller, more comprehensible parts
- Develops visual schedules, work / break systems, token charts, and other positive behavioral support tools for students to utilize within their general education class and across settings
- Develops and writes strong IEPs based on classroom data and communicates with parents on goal progress
- Incorporates appropriate accommodations and modifications based on individual student needs
- Works closely with service providers (SLP / OT) in order to develop student goals

### Education Specialist, 02/2014 to Current

Parallel Employment – Kenosha, WI

- Supported initial implementation of the Special Day Class Program at Mission Estancia Elementary School
- Assessed individual needs of students to create comprehensive lesson plans designed to increase student engagement, accounting for academic strengths and interests of students
- Communicated weekly and met with parents/guardians to assist in understanding and supporting educational objectives, learning goals and behavioral expectations
- Worked closely and collaboratively with students' IEP team to ensure appropriate student support and progress in educational and behavioral objectives
- Attended weekly meetings with service providers and general education teachers in order to support students across settings
- Coached both general education teachers and instructional assistants in working closely with high needs students
- Trained all classroom staff on positive behavioral supports and modeled implementation of strategies
- Collected data for Functional Behavioral Assessments (FBA)
- Collaborated with Behavioral Specialist and School Psychologist to write Behavior Intervention Plans (BIP) and supported implementation
- Completed assessment of students for annual or triennial IEPs
- Maintained appropriate designated and integrated curriculum for all students based on academic levels
- Created student specific materials for successful behavior and academic progress (ie: token charts, DRO boards)
- Accommodated/Modified lessons and curriculum to support diverse learners by using strategies specific to their IEP
- Integrated Specially Designed Academic Instruction in English (SDAIE) strategies and culturally appropriate material into classroom to create safe and positive learning environment for English Learners
- Modified general education curriculum for special-needs students using various instructional techniques and technologies, and supported implementation of digital curriculum.

### Long Term Substitute Teacher, 10/2013 to 02/2014

Riverdale Joint Unified School District – Riverdale, CA

- Took over Special Day Class (SDC) for 5 months, managing all classroom assignments, student IEPs and data tracking for goals
- Implemented district curriculum and developed student schedules and class routines/procedures
- Collaborated with teaching staff to help students maintain progress in transitional period
- Designed comprehensive lesson plans in order to support student success
- Encouraged a dynamic and pleasant educational environment
- Used behavior modeling/social stories/video modeling and specialized teaching techniques to share and reinforce social skills, and planned social skills lessons with district BCBA
- Supported student learning objectives through personalized and small group lessons to support classroom instruction.

### Substitute Teacher, 08/2013 to 10/2013

Encinitas Union School District – City, STATE

- Followed general education and special education classroom teacher plans to continue student education and reinforce core concepts
- Diversified classroom instruction and group activities to successfully support students with unique strengths and learning styles
- Enhanced student learning by optimizing wide range of instructional approaches and innovative classroom activities
- Upheld classroom routines to support student environments and maintain consistent schedules.

## Education

07/2021

### Texas State Teaching Certification

### Master of Arts: Special Education, Behavior Analysis, 07/2017

Brandman University - San Diego, CA

- Mild/Mod Special Education Preliminary Credential: Education Specialist

### Bachelor of Arts: Psychology, 05/2013

California State University - San Marcos - San Marcos, CA

## Professional Development / Training

- North County Consortium for Special Education (NCCSE) Behavior Intervention Training Series (NBITS)
- Treatment and Education of Autistic and Communication-Handicapped Children (TEACCH)
- Tier 1 - Tier 3 Supports for All Students Evidenced Based Practice - Video Modeling
- Self and Match Positive Behavioral Supports Training
- The Zones of Regulation: A concept to foster self-regulation for Students who struggle with managing their emotions and sensory needs
- First Aid Certified/CPR Certified (Infant/Child/Adult)
- CPI Trained (Crisis Prevention Intervention)
- Writing Effective and Compliant Individualized Education Plans (IEPs)
- Supporting English Learners in the Classroom
- Cognitively Guided Instruction (CGI) Training Year 1, Grades 3-5
- Development and Writing of Behavior Intervention Plans (BIPs)
- Learning Headquarters Writing Professional Development
- Next Generation Science Standards (NGSS) Training
- iReady Mathematics Training
- Behavior is Communication Training
- Functional Behavior Assessment (FBA) Implementation Training
- AAC / Proloquo Training