




JESSICA CLAIRE

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SKILLS

- Assessment and Evaluation
- Classroom Management and Administration
- Content Development
- Continuous Improvement
- Detail-oriented and Organized
- Effective Written and Verbal Communication
- Professional Development
- Project Development
- Research and Planning
- School Climate and Culture
- Social Emotional Learning (SEL)
- Tiered Intervention

EDUCATION

Texas A&M University -
Commerce
Commerce, TX • 1996

Alterative Teacher Certification:
Elementary/ Bilingual - ESOL
Internship - Region 10
Achieved B- Level Spanish
Language proficiency

California State University,
Dominguez Hills
Carson, California • 05/1990

Bachelor of Arts: Psychology
(Psychobiology)

Western Governors University
Salt Lake City, UT

Master of Science: Management
And Leadership
Master of Science, online
(Projected graduation date
currently not available.)

- Completed professional
development in 2.0 Business
Management & Organizational

California State University, Los
Angeles
Los Angeles, CA

Educational Psychology
Postgraduate corse exploring
multidisciplinary interest in
science of psychology and
education.

El Camino College
Torrance, CA

Early Childhood And Adolescent
Psychology
Transferred credits to California
State University, Dominguez Hills.

West Los Angeles College
Culver City, CA

General Studies
Attended until I meet the
requirements to be admitted to
California State University,
Dominguez Hills.

CERTIFICATIONS

- **Florida Teacher Certificate,**
Elementary Education, (Grades
1 - 6), E.S.O.L. & Reading
Endorsement, VALID
- **Texas Teacher Certification,**
Elementary Self-Contained
Grades (PK-6), LIFE
- **Virtual Teacher Specialist
Certificate:** University Of
Irvine, California, Irvine, CA,
USA

PROFESSIONAL SUMMARY

Professional Educator with valuable experience in classroom administration, professional development, and project planning. Adept at developing and implementing a variety of planned learning experiences for English Language Learners (ESOL-ELL) and English Language Arts students below proficiency in Reading. Over 20 years of experience working in diverse public schools in suburban-urban communities. Current duty assignment middle school with 70% minority student body enrollment (majority Hispanic) which is higher than the Florida state average of 64% (majority Hispanic). It currently ranks #25 of 1,365 most diverse Public Middle Schools in Florida. The minority enrollment in the last duty assignment (high school) is 95%, and 69% of students are economically disadvantaged. Equipped with an extensive background in versatile education environments. Well-versed in virtual teaching specifically blended learning, collaboration tools and flipped learning. Able to design common, collective, interactive, and shared spaces conducive to learning, fostering a culture of autonomy, and creating autonomous learners. Quantifiable success rate of increasing student achievement and developing career and college-ready graduates. Competent at performing independently or as a member of a teaching team.

ACCOMPLISHMENTS

- Delivered a well-received professional development (PD) workshop for Broward County Public School Principals.
- Facilitated professional development and had highest percentage of students achieving proficiency in reading/language arts 2018-2019. (58% which is higher than the Florida state average of 56%).
- Featured in Margate - South Florida Sun Sentinel for success in the first-annual BookJam Digital Book Report Video Contest.
- Helped Coconut Creek High School move from F to C and maintain school grade for four consecutive years.
- Initiated Consistency Management & Cooperative Discipline (CMCD) training in four elementary schools. Observed, consulted, and coached over 250 staff.
- Received commendation from Maria Reza, Cluster Administrator, Los Angeles Unified School District for exemplary commitment to improving the quality of education of the students of the San Fernando Cluster.
- Trained over 80 middle school students on Scrum and Kanban board to improve Student-Teacher and small group communication. Student participation and task completion increased over 85%..

WORK HISTORY

Broward County Public Schools, Lyons Creek Middle - Teacher, English Language Arts - ESOL - Reading
City, STATE • 08/2020 - Current

I took over this course after the primary teacher retired in January, 2021.

- Assessed and reported each student's reading progress in accordance with district policies developed by school district.
- Managed three classes of 25 - 30 English Language Learners (ELLs) per class, daily. Approximately 50% spoke Brazilian Portuguese, 46% Spanish and 4% spoke other languages. (one student spoke French, two students spoke Haitian Creole, and one spoke Vietnamese.)
- Taught within course of study; iLit for English Language Learners (iLitELL) at grade level as adopted by school district, to fidelity.
- Worked cooperatively with paraprofessionals, other teachers, administrators, and parents to help students reach learning objectives.

Broward County Public Schools, Lyons Creek Middle - Teacher, English Language Arts (ELA) - Reading
City, STATE • 08/2016 - Current

Formerly a Micro Society - Business & Entrepreneurial Innovative Program School.

- Facilitated Reading Department Professional Development. Unpacked standards and relationships to other standards for staff and wrote agenda.
- Implemented READ 180 program, with fidelity.
- Supervised small and independent learning groups of students in classroom stations.
- Utilized curriculum embedded assessment system to assess progress, plan instruction and provide differentiated student support.
- Worked closely with individual Read 180 students using interactive work text (The ReaL Book).

Broward County Public Schools, Coconut Creek High - Teacher, English Language Arts/Reading-ESOL
City, STATE • 08/2002 - 09/2014

- Achieved yearly adequate Developmental Scale Score (DSS) change for students staying in Achievement Levels 1 or 2 and improved academic achievement levels of over one thousand students.
- Developed and implemented lesson plans that addressed general students as well as those with individualized 504 plans as part of integrated classroom.
- Incorporated exciting and engaging activities to achieve student participation and increase achievement scores on high-stakes exams.
- Worked cooperatively with other teachers, administrators, and parents to help students reach learning objectives, and move school from F to C.