

JESSICA CLAIRE

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PROFESSIONAL SUMMARY

Versatile Professional Educator with focus on best practices that allow students of all backgrounds to be academically and behaviorally successful. To collaboratively work with other educators through communication, patience and positive reinforcement to design and implement appropriate evidence based instruction that fosters academic and behavioral achievement. To be an advocate for students with disabilities by promoting the skills of self-advocacy and self-determination to ensure full academic achievement and transitional opportunities. To use formative data to drive instructional decisions.

SKILLS

- Collaboration
- Effective Communication
- Leadership
- Resourceful
- Tier 1, 2, & 3 Behavior Interventions
- Differentiated Instruction
- Classroom Management
- Time Management

EDUCATION

Longwood University
Farmville, VA • 05/2015

Master of Science: Special Education General Curriculum K-12

Longwood University
Farmville, VA • 05/2014

Bachelor of Science: Liberal Studies

ACCOMPLISHMENTS

- Presented the award of "Teacher of the Year" at Christiansburg Elementary School in 2020.
- Nominated by Longwood University professors, for Teacher of Promise Award, for exhibiting individual dedication and passion towards becoming a student-advocate.
- Named S.T.A.R.S Member for Special Education for demonstrating skills to Serve, Train, Advise, Represent, and Success in Special Education.

WORK HISTORY

Aya - Special Education Teacher Grades 3, 4, and 5

Hialeah, FL • 08/2018 - Current

- Developed and implemented lesson plans within the co-taught classroom that addressed general students as well as students who receive instructional services in the areas of Math, Reading, and Content.
- Modified general education curriculum for identified students using various instructional techniques and technologies.
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student academic and behavioral progress to inform parents and school administration.
- Appropriately redirected, reinforced, and retaught desired behaviors using Positive Behavior Intervention Support (PBIS).
- Improved and supported behaviors through modeling, role-playing and other effective strategies both in the classroom setting and outside the classroom setting.
- Designed and implemented point systems and token economy approaches to encourage positive behavior at the Tier 1 and Tier 2 level.
- Developed and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.
- Completed leadership training and provided guidance to colleagues on behavioral supports at the Tier 1, Tier 2, and Tier 3 levels.
- Completed Functional Behavior Assessments and designed Behavior Intervention Plans specific to target behaviors.
- Devised and implemented strategies to create and maintain cohesive school community within virtual classroom setting.
- Met with administrators and department team members to work on curriculum planning and assessment methods for identified students and students within the Student Assistant Program.
- Met with teachers to establish and maintain data collection on interventions for students.
- Supported student teachers by mentoring on classroom management, lesson planning, curriculum, and activity organization.

Hopewell City Public Schools - Special Education Teacher Math 7

City, STATE • 08/2015 - 06/2018

- Advocate for instructional, behavioral, and social needs of students by promoting effective working relationships with general educators
- Advise general educators in ways to differentiate their instruction
- Actively monitor student IEP goals to facilitate student growth
- Gage student understanding through use of formative assessments used to target instructional needs
- Encourage student participation during IEP meetings by practicing self-advocacy through the use of *I'm Determined* lessons
- Maintain positive regular contact with parents to establish trusting relationships to participate in IEP decisions
- Utilize assistive technology to enhance academic success for all students
- Using best practices to accelerate student achievement
- Utilize instructional time to reinforce students on academic and behavior skills
- Incorporate technology into daily lesson plans to encourage the development of 21st Century skills
- Establish a positive learning community with high expectations that hold all students and teachers accountable
- Observe colleagues' classrooms and problem solve to develop instructional/behavioral plans to better support their learners
- Successfully taught and implemented Tier 2 explicit intervention SOLVE IT for solving word problems
- Collaborated with math teachers to create and deliver a Tier 2 explicit intervention for graphing on coordinate planes
- Serve as a mentor for new teachers within same grade level and department

Prince Edward County Public Schools - Special Education Teacher

City, STATE • 12/2014 - 06/2015

- Collaboratively plan with co-teachers to provide differentiated instruction derived from research-based practices
- Encourage positive communication using *Characteristics of Effective Collaboration* by Friend and Cook
- Analyze formative data collected daily to guide instructional decisions
- Co-teach inclusion English 10 and World History 1
- Provide timely feedback to students to promote academic achievement and accountability
- Challenged students to use higher order thinking skills to fully evaluate their understanding
- Integrated scaffolds that were faded to encourage mastery of content areas
- Participant in a High School Student Support Team, participated in 12th Grade Team
- Effectively collaborate with general educators to create cross-curricular generalization
- Implemented Alternative Assessment: Virginia Substitute Evaluation Program