

Jessica Claire

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SUMMARY	<p>I am a compassionate and dedicated professional who has a proven record of teaching and supporting children who have social, emotional, and significant behavioral needs. I have established learning environments which meet the physical, emotional, intellectual, social, and creative needs of children. I am able to rapidly developed and adjusted lesson plans to meet unforeseen classroom situations as well as daily lessons. I am very passionate about being a teacher in special education as well as working with students who struggle with emotional and behavioral needs.</p>
EDUCATION	<p>Bachelor of Science Special Education Teacher EBD/SLD; K-12 Minnesota State University - Moorhead, Moorhead, MN 08/2014</p> <p>Associate of Arts Psychology Emphasis Anoka-Ramsey Community College, Cambridge, MN 05/2012</p>
SKILLS	<ul style="list-style-type: none">• Connecting and supporting children with behavioral and mental health needs• Leadership in Group setting• Teaching social, emotional, and academic skills• Creating and managing schedules• Collaborating with and Supporting peers• Thriving in stressful situations/times• Confident in completing Due Process
EXPERIENCE	<p>SPECIAL EDUCATION TEACHER (EBD) & SELF-CONTAINED 08/2014 to CURRENT</p> <p>Exabeam San Diego, CA</p> <ul style="list-style-type: none">• Set up and ran the schools first self-contained level three classroom this school year (2019/2020)• Due Process: Followed Due process timelines and requirements outlined in the due process manual.• Collaborate with classroom teachers, school psychologists, speech/hearing specialists, parents/guardians, administration, and school social workers to do initial and reevaluations for students to assess their qualifications and needs.• Perform Functional Behavior Assessments as part of the student's evaluation process• Set up and ran IEP Meetings, Evaluation Meetings, Manifestation Determination Meetings, Restrictive Procedure Meetings, Meetings for Level four students transitioning into the mainstream, Meetings for level three students transitioning to a level four setting/placement and other needed and requested meetings.• Develop Individual Education Programs (including PBSP) as a team• Create visual schedules, visuals, and other supports for students• Set students learning goals, assess their progress, and record data• Update parents on the progress of their students and enlist parental support with behaviors and academics• Mentor, supervise, train, and develop schedules for instructional assistants• Plan, organize and assign activities and lessons that are specific to each student's abilities. <p>AMERICORPS, MINNESOTA READING CORPS: 08/2012 to 07/2013</p> <p>AmeriCorps Placed At Cambridge Primary School City, STATE</p> <ul style="list-style-type: none">• Administered fall, winter, and spring benchmarks with letter name fluency, letter sound fluency, nonsense word fluency, and oral reading fluency Curriculum Based-Measurements for grades K-8 in District #911• Delivered letter naming, letter sound, nonsense word, duet reading, and timed reading interventions with students who did not meet benchmark• Administered weekly DIBELS probes and entered the results into AIMS Web. <p>WORK STUDY, ANOKA RAMSEY COMMUNITY COLLEGE 09/2012 to 05/2013</p> <p>Cambridge Primary School City, STATE</p> <ul style="list-style-type: none">• Supported the first-grade teachers (9 classes) by assisting with Daily Five, reading interventions, and supplemental writing interventions• Administered weekly math and reading probes• Assisted the first grade team in prepping materials for their lessons. <p>RECEPTIONIST 01/2008 to 08/2012</p> <p>RE/MAX Results City, STATE</p> <ul style="list-style-type: none">• Supported agents with entering their listings into the MLS, made files from start to finish, an other needs they may have had.• Varies data entry• Duties included answering phones, setting up appointment, uploading documents, and photos• Upheld a professional appearance while working in a demanding office where confidentiality and professionalism was of great importance. <p>CERTIFICATIONS AND TRAINING</p> <ul style="list-style-type: none">• <u>CPI: Nonviolent Crisis Intervention</u>, Crisis Prevention Institute, Inc., given through Cambridge School District 911. Expires on January 2, 2021• <u>Students to Practices Evidence-Based Teaching for Strategies S.T.E.P.S.</u>, Presented by: Kare Hurd, Autism Consultant; Lisa Sorensen, Autism Consultant; Rebecca Uphoff, Autism Consultant. June 11-12, 2019• <u>FBA Training Certificate</u>, Sponsored by Regions 5 & 7 Low Incident Projects. May 6, 2019.• <u>Adverse Childhood Experiences (ACEs): Why are they important?</u> Presented by: Mitchell Demers, MSW, LICSW. June 21, 2018.• <u>Structured Teaching Training</u>; Sponsored by Regions 5 & 7 Low Incident Project. July 17-19, 2018.• <u>Boys Town National Training</u>; Specialized Classroom Management Workshop. August 13-17, 2018. 35 Hours.• <u>Autism and Sensory Processing Disorder</u>; Over 75 Proven Strategies for Social Skills, Behavior & Learning. Presented by: Peggy Graham, MOT, OTR/L. June 14, 2017.• <u>Love and Logic Institute, Inc.</u>, Presented by: Charles Fay, PhD. April 20, 2017.• <u>Social Thinking</u>; Teaching Social Thinking to Early Learners through Stories and Play-Based Activities (Pre-K - 2nd-grade).; What does Play have to do with Classroom Learning? Exploring Social Executive Functioning and Social Emotional Learning for Early Learners. October 12-13, 2016• <u>The Zones of Regulation</u>; A Concept to Foster Self-Regulation and Emotional Control. Presented by: Leah Kuyper, M.A. Ed., OTR/L. Hosted by Courage Kenny Rehabilitation Institute. January 15-16, 2015.• <u>Oppositional, Defiant & Disruptive Children and Adolescents</u>, COUNSELORS: PESI, Inc., Presented by: Jennifer Wilke-Deaton, MA, LPA. February 24, 2015.