

Jessica Claire

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SUMMARY

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.

EDUCATION

- Bachelor of Science** | Special Education Teacher EBD/SLD; K-12
Minnesota State University - Moorhead, Moorhead, MN
08/2014
- Associate of Arts** | Psychology Emphasis
Anoka-Ramsey Community College, Cambridge, MN
05/2012

SKILLS

- Connecting and supporting children with behavioral and mental health needs
- Collaborating with and Supporting peers
- Leadership in Group setting
- Thriving in stressful situations/times
- Teaching social, emotional, and academic skills
- Confident in completing Due Process
- Creating and managing schedules

EXPERIENCE

SPECIAL EDUCATION TEACHER (EBD) & SELF-CONTAINED
Exabeam | San Diego, CA
08/2014 to CURRENT

- 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.

AMERICORPS, MINNESOTA READING CORPS:
AmeriCorps Placed At Cambridge Primary School | City, STATE
08/2012 to 07/2013

- 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.

WORK STUDY, ANOKA RAMSEY COMMUNITY COLLEGE
Cambridge Primary School | City, STATE
09/2012 to 05/2013

- 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.

RECEPTIONIST
RE/MAX Results | City, STATE
01/2008 to 08/2012

- 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.

CERTIFICATIONS AND TRAINING

- CPI: Nonviolent Crisis Intervention, Crisis Prevention Institute, Inc., given through Cambridge School District 911. Expires on January 2, 2021
- Students to Practices Evidence-Based Teaching for Strategies S.T.E.P.S., Presented by: Kare Hurd, Autism Consultant; Lisa Sorensen, Autism Consultant; Rebecca Uphoff, Autism Consultant. June 11-12, 2019
- FBA Training Certificate, Sponsored by Regions 5 & 7 Low Incident Projects. May 6, 2019.
- Adverse Childhood Experiences (ACEs): Why are they important? Presented by: Mitchell Demers, MSW, LICSW. June 21, 2018.
- Structured Teaching Training; Sponsored by Regions 5 & 7 Low Incident Project. July 17-19, 2018.
- Boys Town National Training; Specialized Classroom Management Workshop. August 13-17, 2018. 35 Hours.
- Autism and Sensory Processing Disorder: Over 75 Proven Strategies for Social Skills, Behavior & Learning. Presented by: Peggy Graham, MOT, OTR/L. June 14, 2017.
- Love and Logic Institute, Inc., Presented by: Charles Fay, PhD. April 20, 2017.
- Social Thinking; 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
- The Zones of Regulation: 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.
- Oppositional, Defiant & Disruptive Children and Adolescents. COUNSELORS: PESI, Inc., Presented by: Jennifer Wilke-Deaton, MA, LPA. February 24, 2015.