

Jessica E. Sanders

(501) 804-1421 | Jessica.Sanders@LRSD.org



Education

2004-2006

B.A. Elementary Education & Early Childhood Education

Westminster College | 501 Westminster Ave | Fulton MO, 65251

2006-2008

39 graduate hours toward Masters in Public Administration

University of Missouri Columbia, Truman School of Public Affairs
907 University Ave | Columbia MO, 65201

2008-2009

15 graduate hours toward Masters in Public Administration

University of Little Rock | 2801 S University Ave | Little Rock AR

Teaching Experience

Gibbs International Magnet Elementary Teacher

Little Rock School District

First Grade - 2016 - Present

Kindergarten - 2015 - 2016

P4 - 2009 - 2015

2009 - Present

Gibbs International Magnet Elementary

1115 West 16th St

Little Rock, AR 72205

Early Childhood Education PK-4, Grade 5-6 Endorsement

Arkansas Teaching Licensure

2009 - Present

National Board Certification, Early Childhood Generalist

2015

LRSD Elementary Teacher of the Year

2019

LRSD VIPS Stellar Volunteer Employee of the Year

2019

Certifications

CGI Certification, 3 year course

2018

Orton-Gillingham, Literacy Certification

2018

Yoga Teacher Certification, 200 hour course

2019

Jessica E. Sanders

(501) 804-1421 | Jessica.Sanders@LRS.org | 6805 Sandpiper Dr | Little Rock | AR



Additional Work History

University of Missouri Columbia, Research Fellow -Education Policy

125 Jesse Hall | University of Missouri | Columbia, MO 65211

2006 - 2008

National Churchill Museum and St. Mary the Virgin, Aldermanbury Museum Docent

501 Westminster Avenue | Fulton, Missouri 65251-1299

2004 - 2006

City of Little Rock, Department of Community Programs - Summer Youth Employment Program

Summers 2002 - 2010

Lead Mentor | Program Coordinator | Employability Trainer/Speaker

500 W Markham St | Little Rock, AR 72201

Professional Development Leadership Activities and Leadership Activity in the Training of Future Teachers

August 2018 - Present: School Based Leadership Team

August 2018 - Present: School-based Mindfulness/Yoga in the classroom
teacher trainer

August 2018: Pre-school Math Professional Development Presenter

August 2014: May 2018 Parent Involvement Coordinator

August 2017- Present: CGI Math Cohort PLC Contributor and Collaborator

August 2017- Present: Building level trainer: TESS, Ed Reflect, E-School

January 2017: Computer Science Standards Presenter

August 2014: May 2017: AIMM Mentor

2016 – 2017: Social Studies Textbook Adoption Committee

Fall 2012 – Spring 2018: Cooperating Teacher for Pre-Service Teachers at UALR and Philander Smith College

Professional Association Memberships

NEA – 2009-Present

AEA - 2009-Present

LREA- 2009-Present Building Rep 2016- Present

Arkansas Reading Association 2015-2017

Westminster College Alumni Council 2009-2012

Jessica E. Sanders

(501) 804-1421 | Jessica.Sanders@LRSD.org | 6805 Sandpiper Dr | Little Rock | AR



Philosophy of Teaching

Piaget said, "to understand is to discover, or reconstruct by rediscovery." It is here that the foundation of my teaching philosophy lies. My philosophy of teaching centers on the main components of Zone Proximal Development (Vygotsky), Four Stages of Cognitive Development (Piaget) and Choice driven learning (Montessori). I believe that children full of all of the richness that will develop into the adults that they will become if I take the time to allow some choice to influence learning. Montessori's approach allows students complete autonomy to discover and learn. In my classroom, I give students constructed choices so that all students can engage and discover the content related learning while feeling empowered through the sense that they have chosen their activity. Vygotsky's ZPD picks up at this area of interest based brave discovery and suggests that the teacher can nudge students past that point to learn at deeper level. The ZPD is the area between what a student can do easily and without fear and the standard or concept that they are needing to attain. I scaffold student's learning through small group instruction, partner activities, center rotations, STEM experiences, and experiments. I use my student "kid vocabulary" only as synonyms for technical language, educated vocabulary and grade level expected vocabulary. Students begin using higher vocabulary easily because they understand it. Their writing often includes misspelled words because they are confident writing to extent of their vocabulary and are not limited to the words that they know how to spell correctly. Piaget's Cognitive Stages of Development informs the types of opportunities for learning that I am able to offer to my students.

First grade students are transitioning from the Preoperational Stage of development in which they rely heavily on things that they know to attach to what they do not yet know. They are learning that letters represent sounds, numerals represent quantities, and words represent thoughts and ideas. As they end this year they enter the next stage of development in which they are concrete in these ideas and are about to use this representation to express, conclude, infer, and compare. The knowledge of these stages and how my students are progressing through them, both individually and as a class, informs the design of my teaching, lessons, activities, and learning experiences. Learning for my students is discovery based because it gives them the confidence to speak the truth of their discovery, to be able to articulate their process, to write about their observations, to support one another through their learning, to be wrong without fear, to give voice to their confusion and open doors to new learning. It is this process of student growth and expansion that makes teaching rewarding for me. It is this process of researching and designing lessons that are in line with students' interests, abilities, and content standards that I bring to every opportunity to teach students and collaborate with peers.