

# Rachael Mariana McInturff

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To Whom It May Concern:

I am writing to apply for a full-time, elementary teaching position. I graduated from Kutztown University in December 2012 with a Bachelor's Degree in Elementary Education and a cumulative grade point average of 3.920. I am currently employed as a 4th grade teacher at Maritime Academy Charter School in Philadelphia, and before that worked as a 2<sup>nd</sup> grade teacher at The DePaul Catholic School and a full day kindergarten teacher in Pennsbury School District. My resume also includes student teaching experience in both 1<sup>st</sup> and 4<sup>th</sup> grade classrooms during my final semester of college, and a variety of work in pre-k, school age, and preschool environments dating back to June 2011.

As my resume will demonstrate, my six-year teaching career has been dedicated to the academic, emotional, and social growth of children. Over the past 3 years, a merger at my husband's company and budget cuts at Pennsbury forced us to relocate on multiple occasions. While this has made it difficult to find a permanent position, it's given me the opportunity to teach in three different grades and acquire a wide range of experience in my area of certification. I've gained exposure in both suburban and inner-city settings, taught students at advanced and partially proficient education levels, and worked with diverse personalities, learning styles, and home lives. Now that my husband's career is settled, we are looking to start building a life together in the Lehigh Valley.

My approach to teaching starts with an awareness that every class is unique, and that teaching strategies must therefore be refined and adapted each year to respond to individual students. I believe that all children are inherently smart, curious, and can be enticed to learn. To draw out this potential, I differentiate my instruction to recognize different knowledge bases and degrees of readiness, write creative lesson plans that reflect students' interests to make content more meaningful/relevant, and incorporate interactive activities and classroom technology into daily lessons to improve student engagement. This flexible, student-centered approach has produced stand-out academic success, as indicated by the significant growth shown in my 2<sup>nd</sup> grade MAP assessment scores and the high percentage of my 4<sup>th</sup> grade class achieving advanced or proficient results on the PSSAs. In each of my prior positions, I've also been highly praised for my classroom management skills and ability to create a sense of community. Rather than focusing on rule enforcement and behavior management (which I agree are important components), my philosophy is that truly effective classroom management requires a proactive vs. reactive mentality. This means setting a clear routine and expectations from day 1, treating all students fairly, and teaching students that they are responsible for their own actions and choices. However, the most important aspect is getting to know each child on a personal level, caring about what's important to them, and taking time to listen. My knack for building relationships and trust has even extended beyond my own class, as I frequently provide advice, encouragement, and conflict resolution to students of other rooms who feel more comfortable coming to me for help. Finally, since I believe parental involvement is crucial during the elementary years, establishing regular, open communication with parents is one of my top priorities. Keeping parents informed about student progress, homework, concerns, and current events instills confidence and respect for me and the school, leads to more home reinforcement, and motivates parents to take a vested interest in their child's academics. I am readily accessible outside of school hours, quickly respond to all parent questions, and even attend my students' non-school activities to strengthen the relationships.

Being a teacher is one of the most rewarding aspects of my life. Each year I have the opportunity to help a new group of students overcome personal and academic challenges, and evolve into more intelligent, confident individuals. Teaching for me is not about personal gains, but rather about helping children grow, learn, and excel in their own unique way. Watching my students succeed, and knowing I contributed to that success, is why I teach, and why every day I try to refine my skills and continue learning from the veteran teachers around me. It is this passion and determination, combined with a student/parent focused approach to teaching and proven track record of achieving academic success, that I know will make me a very effective educator in your district.

I would love the opportunity to interview and exceed your expectations for an elementary teacher candidate. Please feel free to contact me at Rachael.McInturff@outlook.com or (717) 315-1807. Thank you for your consideration. I look forward to hearing from you in the near future!

*Rachael M. McInturff*

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## Education

Kutztown University, Kutztown, PA  
B.S. Elementary Education (Pre-K – 4<sup>th</sup> Grade)  
Instructional I Pre-K – 4<sup>th</sup> Grade Certification

Graduation: December 2012  
GPA: 3.920

## Professional Experience

### **Maritime Academy Charter School: Fourth Grade Teacher**

**Aug. 2016 – Present**

- Write daily lesson plans aligned with PA Common Core Standards and District Curriculum
- Designed a curriculum map for each subject to ensure all standards were taught prior to PSSAs, and incorporated a variety of assessment tools (including Study Island) to refine teaching strategies and instruction delivery methods
- DRA level percentages (Spring) – Below level 0%, on level 18.5%, above level 81.5%
- Winter PSSA Benchmark percentages (students that scored advanced or proficient) – Math 44% (increased from 33% in Fall), RELA 60% (increased from 44%), Science 100%
- Recognized need for a DRA kit, took initiative to explain benefits to the Principal which led to the kit being purchased
- Maintain regular, two-way communication with parents to openly discuss academic performance, concerns, and upcoming events (via e-mail, phone, after school meetings, online behavior management tool, and weekly newsletters)
- Adapt teaching approach to connect with students from diverse cultural backgrounds, integrating music, singing, and dancing into activities when appropriate, and using Black History, Chinese New Year, Native Americans, etc. to teach awareness, respect, and appreciation for different cultures within the class
- Received very positive feedback from parents, students, and Principal regarding teaching style and effectiveness

### **The DePaul Catholic School: Second Grade Teacher**

**Sept. 2015 – Aug. 2016**

- Complement direct instruction with learning centers in multiple subject areas, designed to stimulate critical thinking and build problem-solving skills within a team setting
- Differentiate instruction to ensure all students remain engaged by giving one-on-one attention, using “peer teaching” and enrichment assignments, and structuring guided math and reading groups according to MAP scores
- Prepare students for MAP assessments and analyze results to adjust curriculum. All 23 students demonstrated significant and continued improvement, with the two initially lowest scoring students achieving the most growth
- Incorporate balanced literacy framework into each day’s lessons through a combination of independent reading, word studies, partner reading, and read alouds
- Implemented improvements to existing learning environment by re-organizing classroom setup, designing interactive bulletin boards, and creating visuals to assist with rotations, classroom management, and reading/writing strategies
- Nominated for Teacher Impact Award by multiple staff members after only 4 months on the job

### **Pennsbury School District: Kindergarten Teacher (Full Day)**

**Aug. 2014 – June 2015**

- Promoted interactive learning through use of SMART Board technology and classroom computers
- Utilized hand signals, white boards, and other formative assessment techniques to confirm comprehension
- Recommended early intervention services for two children displaying disruptive behavior, and participated in ongoing IEP and 504 plan meetings
- Designed and implemented individualized behavior plans for several students based on input from parents, special education teachers, and guidance counselor

### **Nazareth Area Daycare: Nursery School Teacher (Ages 4-5)**

**Feb. 2014 – Aug. 2014**

### **Lehigh Valley Children’s Center: Head Preschool Teacher (Ages 3-4)**

**Jan. 2013 – Jan. 2014**

### **Lehigh Valley Children’s Center: Assistant School Age Teacher (Grades K-5)**

**May – Aug. 2012**

### **River of God Child Care Center: Assistant Pre-K Teacher (Ages 4-5)**

**June 2011 – Mar. 2012**

## Student Teaching

### **Shoemaker & Freemansburg Elementary: Clinical Experience, 1<sup>st</sup> and 4<sup>th</sup> Grades**

**Aug. – Dec. 2012**

- Learned numerous behavior modification and reward/discipline strategies to maintain classroom order
- Taught all subject areas, with repeated recognition for developing and executing creative lesson ideas

### **Shiloh Hills Elementary: Professional Semester Student, 2<sup>nd</sup> Grade**

**Mar. – May 2012**

- Learned to integrate multiple subject areas within individual lessons
- Designed hands-on science experiments to teach assigned material, utilizing pumpkins, ooblek and shadows