

Kelly Ingram

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OBJECTIVE

To obtain a position in an early childhood or elementary setting, where I can effectively utilize my leadership skills and educational background, to make a positive contribution.

SKILLS/QUALIFICATIONS

As an educator I possess the following skills and qualifications:

Differentiated Instruction
Effective Team Builder
Leadership
Classroom Technology
Classroom Management
Communication

EDUCATION

<i>Neumann University</i>	Aston, Pa	2013- 2015
Master of Science in Education	GPA: 4.0	
<i>Neumann University</i>	Aston, PA	2008- 2013
Bachelor of Liberal Arts	GPA: 3.5	
Minor in Psychology		

PROFESSIONAL CERTIFICATIONS

Pennsylvania Department of Education Instructional I.
Certification in Early Elementary Education (PK-4) and Special Education (PK-8)
Child Abuse Certification

EDUCATION/TEACHING EXPERIENCE

Upper Moreland Primary School 3980 Orangemans Road Hatboro, PA 19040 215-325-1400 Mrs. Black- General Education, 1 st Grade	Student Teaching	Fall 2015
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Planned instruction in accordance with the Pennsylvania state standards, and developed unit plans in language arts, mathematics and science that included content, student participation in activities, and age appropriate assessments to evaluate student learning. Attended district faculty meetings where specific school information was provided. Topics included child abuse trainings, developing a science assessment to give to the children, and Star Literacy assessments.

Planned and implemented language arts using “Journey’s- Houghton, Mifflin, Harcourt”

Encouraged echo and whole group reading for learner's to assimilate expressive language, reading fluency, accuracy and comprehension.

Incorporated periodic classroom technology. The websites included *Starfall* for phonics learning, *GoNoodle* for class brain breaks, and *Tumblepad* for daily stories.

Planned and implemented science curriculum using “Foss Resources”

Implemented collaboration and independent work among all of the students to promote social development in the classroom. This was supported through singing weather songs, watching weather videos, and going outside to understand weather.

Used science instruments such as a rain gauge, thermometer, syringes, tubes, cloud poster, and weather graph to promote curiosity and understanding during investigations held by the students.

Planned and implemented mathematics curriculum using “Investigations: Pearson/ Scott Foresman”

Lessons were developed in accordance to Gardner’s theory of multiple intelligences to differentiate instruction.

Kept anecdotal records of the children's progress throughout each unit.

WORK EXPERIENCES

Oaks Early Learning Center, Oaks, Pa

October 2012- July 2016

Assistant teacher, and Kindergarten Substitute

Maintained full responsibility for the kindergarten classroom once a week, and assisted in the three year old room twice a week. Small group activities were held, and safety procedures were met at all times through the supervision of the children.

Communicated daily with parents through the tadpole’s app to discuss the outcome of the child’s day. Tadpoles allows teachers to write notes and take photos and videos of the children. The schedule is then sent to the parent's email at the end of the day.

Upheld curriculum standards for the “Stars program” held at the center by following the curriculum guidelines that were provided to us in books and professional development trainings.

Performed regular progress monitoring through note taking and observations.

Chrissie and Jerry Quinn

August 2012- June 2015

Live Out Nanny

Created a daily schedule filled with ample learning opportunities, and art activities for three children.

Developed a trustworthy and strong relationship with the family through email, texting, and notes that discussed the children’s day.

Provided meals, assisted with homework, and planned trips to the local parks, zoo, and restaurants.

Possessed a high level of patience by using a calm voice when talking with the children, and assisted the children in mastering milestone achievements.

Chesterbrook Academy, Limerick, Pa
Assistant and Lead Teacher

February 2010- August 2011

Assumed full responsibility of the pre-k and toddler classes, and created lessons based on Gardner's theory of multiple intelligences.

Collaborated with other teachers to create age-appropriate lesson plans for art, reading and math.

Upheld curriculum standards for the "Stars program" through attending professional development trainings on common illnesses, effective lesson planning, and recognizing child abuse and neglect.

Created a fun and upbeat educational environment each day to display the creativity of the class.

VOLUNTEER OPPORTUNITIES

Teacher's Aide for P.R.E.P

January 2016- Present

REFERENCES

References available upon request