

# Rachael Mariana McInturff

Permanent Address:  
180 Yorkshire Circle  
Ewing, NJ 08628

Contact Information:  
Rachael.McInturff@outlook.com  
(717) 315-1807

---

## To Whom It May Concern:

I am writing to apply for a full time, elementary teaching position with this school district. 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 2<sup>nd</sup> Grade Teacher at The DePaul Catholic School in Philadelphia, and before that worked as 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 five year teaching career has been dedicated to the academic, emotional, and social growth of children and young people. At my first elementary teaching job at Penn Valley Elementary, I was given a very challenging group comprised of students at advanced and partially proficient education levels, and students with diagnosed learning and behavior disorders. Through that experience, I learned to differentiate my instruction to accommodate a wide range of abilities, and gained exposure interacting with parents, the principal, and guidance counselors to develop IEP and 504 plans. I also tried to make the content meaningful and relevant for each student by using classroom technology (SMARTboard and computers) and drawing on my knowledge of their unique interests. While I received excellent feedback and formal assessment scores from my principal and grade level partners, and also graduated all of my students to 1<sup>st</sup> grade, budget constraints and staffing reductions led to the transfer of a tenured teacher into my position. However, I continued my career just months later at The DePaul Catholic School.

The position at DePaul opened up 3 weeks after the school year started because the original, overwhelmed teacher there was struggling to establish order and make any academic progress with the children. Despite these circumstances, I was able to take control of the class within the first couple days and help the students adapt to new routines and expectations. After a few weeks, the behavioral progress and "sense of community" in the room was recognized by both my peer teachers and the principal. The children had developed not only a profound respect for me and other teachers, but also a respectful and caring attitude towards each other. This ability to build relationships and trust has even extended beyond my own class, as I now frequently provide advice and encouragement to students of other rooms who feel more comfortable coming to me for help. As a result, I was nominated for the Teacher Impact Award by multiple staff members after just 4 months. In addition to these social accomplishments, all 23 of my students have demonstrated significant improvement on the MAP assessments throughout the year. Each day, I write lesson plans aligned with the Common Core Standards and incorporate a variety of instructional methods including learning centers and a balanced literacy framework. I also use numerous techniques to help keep my students interested and engaged, including music, singing, and dancing when appropriate or dressing up in a complete, self-made, cat in the hat costume.

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 the unique perspectives on how different children learn and wealth of classroom management techniques I've acquired from school, daycare, suburban, and inner-city settings that I believe will make me a very effective educator in your district.

I would love the opportunity to interview with this school district 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 and I look forward to hearing from you in the near future.

*Rachael M. McInturff*

# Rachael Mariana McInturff

Permanent Address:  
180 Yorkshire Circle  
Ewing, NJ 08628

Contact Information:  
Rachael.McInturff@outlook.com  
(717) 315-1807

---

## 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

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

**Sept. 2015 - Present**

- Write daily lesson plans aligned with PA Common Core Standards and District Curriculum
- 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)
- Prepare students for MAP assessments and analyze results to adjust curriculum. All 23 students have shown 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
- 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
- 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
- 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**

- Worked to instill confidence, self-esteem, and an optimistic attitude in each child to establish a strong foundation for future academic success at this crucial age
- 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
- Constantly looked to enhance and refine teaching strategies by seeking feedback from principal and mentor teachers, participating in peer observations, and attending Professional Development Seminars
- 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)**

**Jan. 2014 - Aug. 2014**

- Independently planned, organized, and led parent/teacher conferences
- Managed three assistant teachers, designed a Kindergarten preparation curriculum, and organized daily activities
- Recorded observations, completed formal assessments, and prepared lesson plans aligned with PA standards

### **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