

# ELIZABETH B. MCEWAN

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## SPECIAL EDUCATION TEACHER

**Dedicated Special Education Teacher** with fourteen years' experience developing results-driven curriculum and delivering remedial instruction in Language Arts and Math for upper elementary and middle school aged children. Extensive background servicing the needs of culturally, racially and socio-economically diverse populations with experience in both private and public schools.

**Establish high expectations for students with learning differences;** continuously seek out new, innovative ways to improve instruction and retention of concepts through the use of technology and games. Expert interpersonal skills provide strong rapport with students, parents and colleagues to promote a shared commitment to quality education. Deeply committed to improving students' self-confidence in academic and life skills, with continued passion to lead by example.

**Career Objective:** To acquire a position in a school where I can continue to grow professionally while providing a challenging and constructive classroom environment.

## Certification and Clearances

◆ Pennsylvania Professional Certificate: Special Education N-12 and English, Grades 7-12.  
Expires October, 2016. Criminal Record Check, Child Abuse and Fingerprinting Clearances Complete.

## Education

◆ Mary Baldwin College–Staunton, Virginia; Master's of Art in Teaching; December 1995  
◆ Roanoke College–Salem, Virginia; Bachelor of Arts, Psychology; April 1990

## Specialized Training

◆ Remedial reading intervention  
◆ Formal and informal assessments  
◆ Orton-Gillingham methodology  
◆ Wilson Reading program  
◆ Project Read/Framing Your Thoughts

## Educational Skills

◆ Thoughtful & Individualized Lesson Planning	◆ WJIII, GORT, KTEA Administration
◆ Innovative Curriculum Development	◆ Diagnostic Literacy Skills Assessment
◆ Effective Classroom Management	◆ Meaningful, Multi-sensory Instruction
◆ Phonological Awareness Expertise	◆ Special Education Case Manager

## PROFESSIONAL ACCOMPLISHMENTS

### Orton-Gillingham and Academic Tutor

**Greenwich Education Group**—New Canaan, Connecticut

September 2013- Present

- ◆ Tutor elementary-high school students, 1:1, with learning deficits, in remedial literacy skills and core subject areas, targeting comprehension strategies, mathematical and written expression skills.
- ◆ Assist students with organization and note-taking skills, as well as test preparation.

### Special Education Teacher, Sixth Grade

**The Prospect School at Wooster**—Danbury, Connecticut

August 2012- June 2013

- ◆ Taught remediation of language and math skills to sixth grade students diagnosed with dyslexia, autism, speech and attention deficit disorders, in a highly individualized academic program within a pilot/start-up school.
- ◆ Instructed students in Science and Social Studies, using literacy as a guiding framework.
- ◆ Gathered and recorded data to measure student progress using Easy CBM, Fountas & Pinnell, and AIMS Web benchmark programs.
- ◆ Communicated daily with colleagues to facilitate collaboration of curricular interventions.
- ◆ Interfaced with parents on a bi-weekly and monthly basis with classroom updates and detailed progress reports.

### Orton-Gillingham Language Therapy Tutor

**Durango Mountain Camp** —Durango, Colorado

June- August 2010

- ◆ Effectively taught remediation of language skills to fourth through eighth grade dyslexic students in a highly successful, intensive six-week summer language program; 1:1.
- ◆ Creatively implemented multi-sensory/VAKT activities to increase retention of phonemic and syllabic concepts in a sequential, direct manner.
- ◆ Increased students' reading decoding and comprehension scores more than one grade level.
- ◆ Administered the GORT, IOTA, DPST, WJ-III to students and interpreted results for placement and final report summations.

### Exceptional Children's Teacher

**Union County Public Schools** —Charlotte, North Carolina

August 2008- June 2012

- ◆ Adapted teaching methods and instructional materials to meet students' varying needs and interests, often through the use of games and technology; Language Arts and Math, grades 6-8.
- ◆ Increased student reading and end-of-grade scores by 65%.
- ◆ Modified students' academic goals and classroom modifications in accordance with primary category of eligibility, ranging from TBI to Autism to Cognitively Impaired, 11:1.
- ◆ Set forth clear objectives for all Language Arts lessons and projects and communicated these objectives to students and parents via teacher created website.
- ◆ Established and enforced rules for behavior and procedures for maintaining order in classroom.
- ◆ Efficiently co-taught with regular education teachers in Language Arts and Math classrooms, while modifying lessons according to students' learning styles and deficits, grades sixth-eighth.
- ◆ Professionally managed 30 student caseloads, while working collaboratively with colleagues, parents and administrators to meet students' needs and help facilitate academic success.

## **Special Education Teacher**

**The Fletcher School**— Charlotte, North Carolina

June 2007- June 2008

- ◆ Successfully facilitated remediation of literacy skills for students with specific learning differences and attention deficit disorders, grade six, in a highly structured individualized environment; 4:1.
- ◆ Adeptly provided students a basic overview of computer software programs, i.e. Microsoft Word, Excel, and PowerPoint, in preparation for future computer proficiency assessments; 8:1.

## **Special Education Teacher**

**Triad Academy**— Winston-Salem, North Carolina

June 2004- June 2007

- ◆ Efficiently facilitated remediation of reading and writing skills for students with language-based learning differences, grades four-nine, in a highly structured, nurturing environment; 3-6:1.
- ◆ Challenged seventh-tenth grade students in reading comprehension to become strategic and independent readers through in-depth novel analysis; 5-8:1.
- ◆ Instructed sixth-eighth grade students in Pre-Algebra using varied curricula; 8:1.
- ◆ Annually administered and analyzed comprehensive standardized tests, including the Woodcock Johnson, GORT, and KTEA for student placement into reading and math classes.
- ◆ Extrapolated pertinent information from psycho-educational reports and transferred data as classroom modifications to student accommodation sheets.
- ◆ Assisted director with student placement into advantageous, ability-based groupings.
- ◆ Coached upper-school students in study skills, S.A.T. preparation, and scrapbooking.
- ◆ Headed 2006 graduation committee. Responsibilities included delegation of subcommittee duties while ensuring a flawless and well-orchestrated graduation ceremony.
- ◆ Founded annual eighth grade “Roast & Toast” and annual “Silly Awards”.

## **Reading Teacher, Ninth Grade**

August 2002-June 2004

**John Stark and Concord Schools** — Concord, New Hampshire

- ◆ Instructed at-risk ninth grade students in the knowledge and application of reading strategies modeled after reading experts, Ellin Keane and Chris Tovani; 6:1.
- ◆ Created a new curriculum based on standardized test scores and student interests.
- ◆ Mediated between students and content-area teachers, while helping to differentiate instruction and accommodate individual needs and differences.
- ◆ Developed engaging, individualized lesson plans to honor diverse learning styles.

## **Intervention Specialist (Public Sector)**

**Educational Services of Cuyahoga County, Ohio**— Cleveland, Ohio

August 2001-June 2002

- ◆ Provided remediation of language and math skills for first-eighth grade students. 4:1.
- ◆ Enthusiastically presented phonemic concepts in a structured and engaging manner to help reinforce sound/ symbol correspondence for decoding and encoding skills.
- ◆ Bolstered students' confidence in language skills by applying the *Wilson Reading Program* and Orton-Gillingham instructional materials to improve retention and to make learning fun

## **Reading/Literacy Skills Teacher**

**Jemicy School** — Baltimore, Maryland

August 1999- June 2001

- ◆ Passionately taught remediation of language and study skills for students with specific learning differences, grades five-twelve, in a highly-structured college preparatory setting; 4-6:1.
- ◆ Interfaced daily with Learning Specialist on appropriate classroom interventions for students.
- ◆ Managed approximately 30 caseloads, closely adhering to and accommodating students' academic needs based on their Individual Education Plans and assessment results.
- ◆ Increased students' reading scores one to three grade levels through direct, sequential Orton-Gillingham, among others, based instruction.
- ◆ Communicated regularly with parents on student progress and pertinent issues.
- ◆ Served as committee head for middle school overnight field trip.

## **Orton-Gillingham Tutor**

**Jemicy School/Camp Glencoe**— Baltimore,, Maryland

Summers 1998-2000

- ◆ Effectively taught remediation of language skills to fourth through ninth grade dyslexic students in a successful, intensive six-week summer language program; 1:1.
- ◆ Creatively implemented multi-sensory activities, utilizing VAKT learning styles, to increase retention of learned concepts.
- ◆ Provided immediate feedback to students and a predictable sequence that integrated reading, writing and spelling with ultimate goal of mastering literacy skills.
- ◆ Offered the necessary framework for developing and improving writing skills through the use of *Framing Your Thoughts/Project Read* and Diana King's writing program.

## **PROFESSIONAL DEVELOPMENT**

- ◆ **CPR AED Training**, Danbury, Connecticut, August 201
- ◆ **Diabetes Awareness Training**, Charlotte, North Carolina, April 2012
- ◆ **Strategies for Struggling Readers**, Charlotte, North Carolina, Fall 2011
- ◆ **Autism Spectrum Disorder Workshop**, Charlotte, North Carolina, Fall 2011
- ◆ **Middle School: Teaching for Comprehending, K-8**, Charlotte, NC, June 2010
- ◆ **Fletcher Forum with Rick LaVoie**, Charlotte NC, March 2008
- ◆ **IDA Spring Conference**, Raleigh, NC, March 2005, 2006
- ◆ **Winston Salem Learning Disabilities Spring Conference**, March 2005
- ◆ **55th Annual IDA Conference**, Philadelphia, PA, November 2004
- ◆ **Speech-to-Print Workshop**, Louisa Moats, Winston-Salem, NC, October 2004
- ◆ **Language Essentials/Areas of Exceptionality**, Winston-Salem, NC, October 2004
- ◆ **Beyond the Basics in Orton-Gillingham**, The Carroll School, Lincoln, MA, June 2003
- ◆ **Wilson Reading Training, Two-Day**, Baltimore, MD September 1999
- ◆ **51st, 50th Annual IDA Conferences**, Washington, D.C., November 1999-2000
- ◆ **Orton-Gillingham Training**, Baltimore, Maryland, May 1998
- ◆ **Orton-Gillingham Practicum**, Baltimore, Maryland, Summers 1998-2001

**REFERENCES READILY AVAILABLE~**

