**BethAnn Weinstein**

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**Objective:** To continue working as a Special Education Teacher for the School District of Philadelphia.

Education:

1/10/14 Arcadia University

Currently Enrolled in a Master’s in Instructional Technology

08/24/13 Chestnut Hill College Philadelphia, Pa.

Master’s Degree in Special Education.

**Certification**:

Pennsylvania Department of Education

* Early Childhood Education (Pre K-4), Level 1, May 2013
* Special Education (N-12), Level 1, April 2013

**Relevant Work Experience**:

**Prince Hall Elementary School, The School District of Philadelphia**

Special Education Teacher, Learning Support, September 2013 to present

* Teach the kindergarten K-2 Autistic in a self-contained classroom using STARR parameters.
* Provide reading and math instruction using the Reading Mastery K & 1: Signature Edition, Distar Arithmetic 1, and Distar Arithmetic II, Corrective Addition intervention programs.
* Drive student progress toward IEP goals and objectives using guided reading lessons, shared reading lessons, and instruction on the topics of telling time and using money.
* Explicitly teach interpersonal communication and social skills using Social skills stories and children discussions circles.
* Provide instruction in skills of independence, such as toileting and ways to manage skills independently.
* Promote the inclusion of all students in the Learning Support/ Life Skills blended program with the larger school population through participation in school-wide assemblies and other events.
* Implement classroom-based and school – wide positive behavioral interventions and supports (PBIS).
* Monitor student progress using data collection and assessment, including curriculum – based assessments, the Development Reading Assessment (DRA), Aimsweb, and STARR Program parameters.
* Manage caseload responsibilities, including writing IEP’s with measureable goals and objectives, Reevaluation Reports, Functional Behavioral Assessments, Positive Behavioral Support Plan, and Progress Reports.
* Demonstrate a commitment to improving professional teaching practice by attending numerous after – school and weekend professional development activities regarding Reading Mastery, Distar, Corrective Mathematics, Comprehensive Reading Literacy Model Process, Phonics, Instructions.

**Stephen Decatur Elementary School, The School District of Philadelphia, Pa**

Special Education Classroom Assistant, September 2009 to September 2013.

* Provide one to one assistance in the third grade for two Autistic Support students who needed behavioral and socialization support.
* As necessary assisted in the implementation of using the STARR program and attended yearly and quarterly trainings on the program and its updates.
* Provided assistance in the kindergarten to second grade classrooms for support in life skills independence of toileting and cooking.
* Assisted a teacher in preparing the PASA Grade 3 -5 program materials to test children in the third to fifth grade classroom for implementation and use in the Autistic Support Classroom.
* Taught whole group and small group lessons using Reading Mastery K, Distar Mathematics, and Touch Math, children’s books and English Language Learners Picture book stories.

**Classroom Experience:**

**Loesche Elementary School, The School District of Philadelphia, Philadelphia, Pa**

Special Education Student Teaching/Elementary Student Teaching May 2013

* Student taught in an Autistic Support K -2 grade classroom for 16 weeks for a special education placement.
* Provided instruction using the Reading Mastery instructional program and DISTAR mathematics program adapted to student’s curricula.
* Participated in IEP meeting, meetings regarding IEP development, IEP testing data like KeyMath3, Developmental Reading Assessments (DRA).
* Contributed to grade team meetings, special education team meetings, and professional development sessions concerning Lexia Reading and best practices for provision for speech-language services.
* Actively contributed to parent-teacher-student conferences.
* Helped proctor reading and math benchmark assessment tests for special education students
* Completed sixteen weeks of student teaching in an inclusion fifth grade classroom.
* Taught whole group math, reading, social studies and science and writing lessons for all students including special education adaptations to lessons.
* Provided small group instruction and assistance in math, reading, social studies, science and writing.
* Attended IEP meetings, special education meetings and grade group meetings
* Took part in grade level planning and team meetings, school staff meetings, and professional development sessions, regarding the Common Core and how it relates to students and teachers Professional Development
* Assembled materials for small reading group, math activities, and samples for math and reading projects
* Assisted in proctoring PASA grade reading, mathematics, and writings tests
* Gained experience in using Scott Foreman Corrective Addition, Everyday Mathematics program, and designing my own reading lessons based on the Comprehensive Literacy Framework Model

**Benjamin Rush School Of Performing Arts, Philadelphia, Pa**

**Psychology of Teaching, EDU 550, Summer 2011**

* Engaged in 30 hours in a kindergarten to third grade learning support classroom
* Taught and observed a reading literacy lesson using children’s picture book

**Teaching Mathematics, EDU 681, Summer 2011**

* Designed and implemented a math concept game and kept data of students’ likes/dislikes Taught a mathematics lesson as whole and small group activities
* of the game
* Completed 30 hours of practicum hours supporting students’ in Math activities

**Overlook Elementary School, Abington Pa**

**Teaching Science, EDU 683, Fall 2011**

* Developed and implemented science lessons with students in the third grade classroom
* Designed a lesson that included hands – on activities for measuring distance of race cards that became a thematic lesion**.**

**Diagnostic Assessment and Progress Monitoring, SPE 602, Spring 2012**

* Gained experience completing assessments of eight, fifth and third grade students in the domains of Language and communication, reading, writing, and math.
* Completed 30 hours of practicum learning in testing for reading, math, language and writing disabilities and how to plan for their instructional needs

**Theory of Instructional Practices of Students with High Incidents Disabilities, Spring 2012**

* Gained experience completing assessments of eight, fifth and third grade students in the domains of Language and communication, reading, writing, and math
* Completed 30 hours of practicum learning in testing for reading, math, language and writing disabilities and how to plan for their instructional needs
* Completed a case study on a mock child and planned for the child’s instruction based on data given from reports from a school psychologist and review of records

**HMS School for Children with Cerebral Palsy, Philadelphia, Pa**

**Special Education Seminar, SPE 611, Fall 2012**

* Engaged in 30 hours of practicum hours of a participatory field experience at an approved private school for children with cerebral palsy.
* Became acquainted with the educational program of the school, including recreation, speech therapy, physical therapy, and life skills instruction.

**Overlook Elementary School, Abington, Pa**

**Reading Literature I /II, EDU 640, Summer 2012 and Fall 2012**

* Provided one to one reading enrichment for one third grade student and one fifth grade student using the Critical Reading Inventory and Individualized lessons in the Directed Thinking Reading Activity (DRTA) format using grade level children’s books
* Designed and implemented an individual group using a thematic unit on Where the Red Fern Grows, and Bridge to Terabithia
* Designed a DRTA lessons with students using 30 practicum hours to assess and monitor students reading fluency, phonemic awareness, and phonics vocabulary, and comprehension development
* Designed a monitoring chart to use with a DRTA lesson stating the benefits of using a specially designed chart in which students’ monitored the title, author, illustrator, test to text, text to world, and text to self-questions then designed their own questions for a peer.
* Designed their own storybook with studentsas a group led activity in which all participated and wrote elements of the story.

**Fels High School, Philadelphia, Pa**

**Theory and Instructional Practice: Low Incidence Disabilities, SPE 607, and Summer 2012**

* Completed 30 practicum hours in a third to fifth grade Autistic Support classroom and were receiving summer interventions or approved speech and language, occupational therapy services.
* Became acquainted with the use of IPADs with these students, reading aloud of story books, designing their own fairytales, and instructional methods and services for children who are severely disabled
* Planned community outings in which students were required to demonstrate their life skills functional academics with peers and having to purchase items from the supermarket and make change.

**Theory and Instructional Practice of Emotional Disabilities, SPE 606, Summer 2012**

* Completed 30 practicum hours in a third to fifth grade Learning Support classroom and were receiving summer interventions or approved speech and language, occupational therapy services.
* Became acquainted with the use of Social skills lessons with these students, reading aloud of story books, designing their own fairytales, and instructional methods and services for children who are severely disabled
* Planned community outings in which students were required to demonstrate their life skills functional academics with peers and having to purchase items from the supermarket and make change.

**Relevant Volunteer Experience**:

**1984-1994** Volunteered at Northeast Growth and Development

**1995-1995** Little Learners Daycare

**1996-1998** Just Children Daycare

**1998-2000** Mulberry Day School

**2002 -2003** Comprehensive Daycare for School District of Philadelphia