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| Rami Shoula  Education | |
| |  |  | | --- | --- | |  | Profile Experienced and dedicated Educator bringing forth expertise in the creation of curricula for students ages Birth through 6th Grade. Committed to facilitating powerful learning experiences through engaging lesson plans and thoughtful instruction. |  |  |  | | --- | --- | |  | Employment History3rd Grade Teacher at St. Rose's Elementary School, Los Angeles August 2015 — June 2020   * Implemented differentiated instruction, aimed at building upon the strengths of each student in a multi-cultural and multi-racial classroom. * Worked to stimulate the independence of each student as an enthusiastic learner. * Effectively assessed student needs and progress throughout the year. * Fostered a climate of cooperative involvement with parents and the school community. * Thoughtfully planned instruction to achieve selected objectives. * Worked to build and maintain a positive learning environment. * Helped students to develop positive self-concepts.  Lead Teacher at Little Learners LLC, Los Angeles September 2012 — June 2015   * Created a welcoming and engaging classroom environment conducive to learning, playing, and growing. * Communicated regularly with parents, families, and other school professionals to ensure a positive and collaborative experience. * Worked closely with staff and leadership to achieve goals around enrollment and engagement. * Utilized teaching methods that supported the unique needs of each child. |  |  |  | | --- | --- | |  | EducationMaster of Science in Early Childhood and Childhood Education, University of California, Los Angeles September 2010 — May 2012 | | DetailsSkills  |  |  | | --- | --- | | Curriculum and Instruction | | |  |  |  |  |  | | --- | --- | | Collaborative Team Teaching | | |  |  |  |  |  | | --- | --- | | Classroom Management | | |  |  |  |  |  | | --- | --- | | Ability to Multitask | | |  |  |  |  |  | | --- | --- | | Effective Time Management | | |  |  |  |  |  | | --- | --- | | Interpersonal Communication Skills | | |  |  | |