# Objective

To obtain a position as an educational facilitator where my enthusiasm, dedication and attention to detail will create opportunity for stability and professional growth.

# Education

**Masters of Education Expected June, 2014**

University of California, Los Angeles, Los Angeles, CA

* Major: Educational Administration, Principal Leadership Institute (PLI)

**Masters of Arts 2009**New York University, New York, NY

• Major: Literacy

**Bachelor of Arts 2005**Loyola Marymount University, Los Angeles, CA

* Major: Liberal Studies – Elementary Education; Concentration and Minor in Spanish
* Dean’s List: Kappa Delta Pi Honor Society

# Certification

**California State Clear Multiple Subject Teaching Credential**

• Document # 090103046, Expires 06/2014

**California Tier 1 Administrative Credential**

* Expected June, 2014

# Experience

**Chaminade Middle School Chatsworth, CA July 2013**

**Center for Excellence: 6th-8th Grade Literature Teacher**

* Design weekly lesson plans to coincide with Junior Great Books curriculum
* Design and implement lessons in align with Common Core Standards that coincide with middle school units of study
* Collaborate with grade-level teachers in creating grade level appropriate units

**St. John Eudes Chatsworth, CA June 2012 - Present**

**6th Grade Homeroom, ELA and Religion Teacher
7th-8th Grade Literature Teacher**

* Design weekly lesson plans and monthly unit plans to coincide with Junior Great Books curriculum, “core” novels and Common Core Standards, grades 6-8
* Design and align writing units based on Common Core Standards that coincide with literature units of study, grade 6
* Implement and design weekly religion lesson plans based on grade level and Los Angeles Archdiocese standards, grade 6
* Integrate students’ technological devices into the daily instruction of language arts
* Uphold shared school vision within English language arts instruction through units based on school’s mission, Archdiocesan standards and Common Core Standards
* Teach rigorous and relevant English language arts curriculum guided by educational theories, including sociocultural learning theory, language acquisition theories, and cognitive theory
* Design hands-on, collaborative, and differentiated learning opportunities for all students
* Collaborate with grade-level teachers in other content areas on integrated units
* Collaborate with content area counterparts to ensure seamless curriculum
* Assess students in a variety of forms: through weekly exit slips, monthly writing benchmarks, pre and post unit assessments and unit projects all aligned with units of study and Common Core Standards
* Administer Iowa Test of Basic Skills (ITBS) and Assessment of Catechesis/Religious Education (ACRE) assessments
* Accommodate and modify teaching to meet the needs of students with a Support Team Education Plan (STEP) plan and participate in family STEP meetings

**Junior High Grade Level Leader**

* Serve as junior high grade level leader facilitating communication between junior high team and administration ensuring faculty are kept up to date on school, faculty and student issues
* Supervise and lead a team of seven junior high teachers for the academic guidance of approximately 86 junior high students
* Examine student work and standardized test scores in order to use data to drive curriculum decisions and improve student learning
* Examine grade-level and school policies to ensure policies are meeting students’ needs
* Act as a liaison between teachers on my team and other school stakeholders
* Delegate responsibilities to team teachers and follow-up to ensure accountability
* Promote spirit of collegiality and defused potential conflicts among staff

**Mentor Teacher**

* Assist with lesson planning, curriculum design, classroom set-up and instructional organization for 5th grade homeroom teacher
* Observe classroom instruction on a weekly basis and provide on-going support and feedback

**Coach**

* Coach girls and boys volleyball in the competitive Valley Catholic League
* Trained and certified coach through the Catholic Youth Organization
* Facilitate after school practices, after school games, schedules and parent chauffeuring for games

**St. John Eudes Chatsworth, CA January 2012 – June 2012**

**5th Grade Teacher**

* Create unit plans and curriculum maps in alignment with California state standards in combination with Houghton-Mifflin materials; to appease a variety of learning modalities, provide students with a rich learning environment and to establish cross-curricular connections
* Assess students in a variety of forms: through weekly exit slips, monthly writing benchmarks, pre and post unit assessments and unit projects all aligned with California state standards
* Inform instruction, mini-lessons and unit planning through the use of informal assessments (observation, anecdotal records, etc.) and formal assessments (unit exams, projects, etc.)
* Administer Iowa Test of Basic Skills (ITBS) and Assessment of Catechesis/Religious Education (ACRE) assessments
* Develop cross-curricular novel units of study aligned with California state standards
* Accommodate and modify teaching to meet the needs of students with a Support Team Education Plan (STEP) plan and participate in family STEP meetings
* Create weekly newsletters, update class web page and communicate daily with parents and guardians about school and class on-goings, requirements, homework, projects, activities, etc.
* Provide daily push-in support in literacy to 4th and 6th grade in the form of small group intervention and student specific intervention

**HYDE Leadership Charter School Bronx, NY August 2009 – July 2011**

**1st Grade ELA/Math Teacher**

* Designed and developed curriculum to meet the academic, intellectual and social needs of students.
* Instructed ELA, math, art and character education through lessons of various modalities.
* Employed kinesthetic, visual and auditory approaches to make lessons interesting and interactive; utilized various mediums, modeling and organized student-led sharing.
* Assessed student performance through anecdotal records, student-teacher conferences, peer evaluation, teacher checklists, Fountas & Pinnell, writing benchmarks, Math baseline assessments, Gates Macginitie and student portfolios.
* Supported a balanced reading program through the implementation of writing and reading workshops and guided reading.
* Actively engaged students in the learning process through the use of diverse manipulatives; employed literature, guest speakers, movies, fine arts, field trips, songs and theatre productions to encourage participation and allow students to take ownership of their learning.
* Designed, developed and coordinated monthly grade level field trips aligned with grade level curriculum.
* Accommodated teaching to meet the needs of students with IEP’s and 504’s as well as attend annual review meetings with the Committee on Special Education.
* Enhanced students academic and social growth by using varied teaching strategies and techniques including whole group, individual, small group and teacher modeling to provide a solid academic foundation and positive attitude toward education.

**Our Lady of Peace School North Hills, CA July 2006 – June 2008**

**2nd Grade Teacher**

* Enacted strategic procedures to facilitate students’ meaningful engagement with the curriculum (Houghton Mifflin)
* Created lessons of various modalities (visual, kinesthetic, auditory).
* ITBS test administrator.
* Developed and implemented lessons that focused on differentiating instruction and accessing students’ prior knowledge.
* Designed bulletin boards, visual aids and various activities to accommodate the students’ learning abilities.
* Enacted strategic procedures to facilitate students’ meaningful engagement with the curriculum.
* Integrated several teaching methods (cooperative learning, hands-on activities, guided reading, oral discussion, visual presentations via power point presentation and writing workshops).
* Established a positive rapport with parents, teachers and administrators establishing open oral and written communication.
* Utilized computers, bulletin boards and literature as an educational tool to further the students’ understanding of course materials.
* Supported and accommodated all special needs students making accommodation and modifications for those with IEPs, etc.
* Actively attended and participated in teacher meetings as faculty note taker.

# Skills

* Proficient in Spanish; read, write and speak
* Mac and Microsoft Office (word, excel, power point), Internet, web page design, e-mail
* Create and actively maintain interactive course websites featuring course documents, enrichment materials, and other relevant materials
* Actively utilize classroom technological equipment such as Tablet PCs, iPads, laptops, Smartboards, and digital projectors
* Regularly incorporate PowerPoint presentations, live streaming audio/video, and Internet-based resources, including a variety of social networking platforms into instruction

# References

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**Jessica Higgins**

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**Kelley Stone**

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