

AMY IERONIMO

Professional Summary

Knowledgeable and dedicated worker experienced in the customer service industry. Solid team player with an outgoing, positive demeanor and proven skills in establishing rapport with others. Motivated to maintain positive relationships and contribute to success. Articulate, energetic and results-oriented with exemplary passion for developing relationships, cultivating partnerships and learning more.

EXPERIENCE

JANUARY 2022- TO CURRENT

STUDENT TEACHER, BRISTOL PUBLIC SCHOOLS-BRISTOL EASTERN HIGH SCHOOL

- Responsible for planning, implementing, and analyzing student learning.
- Establish positive relationships with students, parents, fellow teachers, and school administrators.
- Promoted language development skills through reading and reading comprehension.
- Conducted group and individual activities with students based on differentiated learning needs.
- Organized and labeled materials and displayed students work.
- Created and maintained, in coordination with lead teacher, child- centered educational environments.
- Reviewed existing plans to offer advice and improve strategies for each student.
- Implemented IEP plans to address identified concerns and improve progress against targets.
- Implemented individualized classroom instruction to meet student's needs.

MARCH 2022- TO CURRENT

JV SOFTBALL COACH, PLYMOUTH PUBLIC SCHOOLS-TERRYVILLE HIGH SCHOOL

- Responsible for planning and implementing practice drills.
- Establish positive relationships with students, parents, fellow teachers, and school administrators.
- Conducted group and individual activities with players based on current skills and needs.
- Reviewed existing plans to offer advice and improve strategies for each player.

AUGUST 2021- JANUARY 2022

READING INTERVENTALIST, PLYMOUTH PUBLIC SCHOOLS-HARRY S. FISHER ELEMENTARY SCHOOL

- Establish positive relationships with students, parents, fellow teachers, and school administrators.
- Promoted language development skills through reading and reading comprehension.
- Conducted group and individual activities with students based on differentiated learning needs
- Evaluated students reading aptitude, skill leer, and reading hindrances.
- Organized and labeled materials and displayed students work.

- Created and maintained, in coordination with lead teacher, child- centered educational environments.
- Provided planned objectives and instructions for struggling readers.
- Reviewed existing plans to offer advice and improve strategies for each student.
- Implemented IEP plans to address identified concerns and improve progress against targets.
- Implemented individualized classroom instruction to meet student's needs.

FEBURARY 2021 – TO JUNE 2021

STUDENT INTERN/ACADEMIC TUTOR, NEWINGTON PUBLIC SCHOOLS-JOHN WALLACE MIDDLE SCHOOL

- Establish positive relationships with students, parents, fellow teachers and school administrators
- Monitored students in class, hallways and cafeteria to supervise, enforce rules and support lead teacher.
- Educated students, maximized learning capabilities and sharpened classroom interest through effective instructional techniques.
- Observed children and recorded activities, maintained daily records and created safe environments during activities and learning.
- Fulfilled multiple duties, including tutoring basic skills, and grading homework and exams.
- Distributed classroom materials and supplies such as pencils, paper and art materials.
- Participated in meetings with parents concerning child's progress and areas of concern during parent-teacher conferences.
- Collaborated with other staff members to plan and schedule lessons promoting learning and student engagement.
- Helped students master learning concepts through one-on-one and small group tutoring.
- Conducted special assessments and tutoring sessions to support individual student's needs.
- Worked diligently in STEM practices with 6th and 5th graders while supporting lead teacher
- Worked one on one with special needs students throughout the day, monitoring behavior, and ensuring student is on tasks and completing work

AUGUST 2019 – JANUARY 2022

TELLER II, THOMASTON SAVINGS BANK

- Was promoted from a teller I to a teller II position
- Handled diverse customer needs to develop and retain loyal relationships.
- Monitored customer behaviors and presented documentation to detect signs of fraud by and toward bank customers.
- Followed company and regulatory policies to protect customer and bank assets.
- Contributed to bank's successful referral program and used applicable technology and programs to effectively show results.
- Employed excellent money handling abilities to operate and balance cash drawer daily.
- Used expert sales and service abilities to consistently achieve sales and referral goals.
- Listened to customers and recognized stated and unstated needs to effectively cross-sell bank products.
- Updated customer accounts with new balance, payment, and transfer information.
- Ensured customer satisfaction by responding quickly complete transactions per customers request

DECEMBER 2018 – TO MARCH 2019

CREW MEMBER, DUNKIN'

- Collaborated with team members to complete efficient work and bring in top hauls.
- Settled customers problems by addressing problems quickly and providing successful mediation.
- Restocked workstations with supplies and food display cases with fresh selections to decrease customer waiting during busy periods.
- Ensured cleanliness of restaurant areas by sweeping, moping and washing.
- Communicated openly with management team during each shift to promote smooth work flows.
- Greeted customers promptly and took orders to keep flow of traffic moving.
- Prepared hot beverages, including coffee and tea according to customer requests.
- Developed loyal clientele through friendly interactions, positive attitude and prompt assistance.

EDUCATION

EXPECTED GRADUATION IN 2022- CURRENTLY ATTENDING AND COMMUTING BACHELOR OF SCIENCE, CENTRAL CONNECTICUT STATE UNIVERSITY

- Majoring in Secondary Education in Biology
- Recipient of Central Connecticut State University Trustees Scholarship
- Finished Fall 2022 semester with a 3.69 GPA
- Dean's List 2019 Spring, 2019 Fall, 2020 Spring, 2020 Fall, Spring 2021, and Fall 2021 Semesters
- Peer mentor in the Success Central program for Fall 2020- Fall 2021

ATTENDED FALL OF 2018

BACHELOR OF SCIENCE, WESTERN CONNECTICUT STATE UNIVERSITY

- Transferred from WCSU to CCSU
- Dean's List 2018 Fall Semester
- Finished semester with a 3.89 GPA

ATTENDED FROM AUGUST 2014 TO JUNE 2018

HIGH SCHOOL DIPLOMA, TERRYVILLE HIGH SCHOOL

- President of Student Council
- Graduated in Top 10% of Class
- Elected Captain of varsity softball team
- Member of National Honors Society for Junior and Senior year
- Made honor roll each quarter all four years of attendance
- Student representative for Board of Education meetings

SKILLS

- | | |
|---------------|---------------|
| • Trustworthy | • Efficient |
| • Reliable | • Friendly |
| • Punctual | • Team Player |
| • Dependable | • Receptive |

Sarah Levesque

Creative and determined Spanish teacher, passionate about teaching culture and language.

QUALIFICATIONS SUMMARY

Technology

- Expert in utilizing evidence-based games and platforms to engage and reach students.
- Proficient in Microsoft Office and Google Suite.

Organization

- Recognized for outstanding organizational skills.
- Adept at streamlining classroom systems and formatting documents.

Communication

- Reputation for concise and timely interactions with stakeholders.
- Empathetic with a track record of building trust and rapport with students.

EDUCATION

M.A. in Educational Technology

American College of Education
Expected Nov 2022
GPA 4.0

B.S. in Spanish & Education

Minor in Italian

Central Connecticut State University

Study Abroad in Italy, Spain, and Peru

LICENSES & CERTIFICATIONS

Spanish 7-12 (023)

Connecticut Department of Education

Italian 7-12 (020)

CT State Department of Education

LANGUAGES

Spanish, Fluent
Italian, Proficient

EXPERIENCE HIGHLIGHTS

Naugatuck High School, Naugatuck, CT Spanish Teacher

2019 – Present

Teach Spanish I-III Honors and Academic courses to students in grades 9-12.

- Create a strong school-home connection by communicating with families regularly regarding student progress and behavior.
- Develop a safe and inclusive classroom and developed positive relationships with students using SEL techniques.
- Design differentiated, authentic and engaging lessons, successfully implementing innovative educational technologies.
- Collaborate with colleagues to promote student wellness and implement trauma-informed restorative practices.

Bristol High School, Bristol, CT Student Teacher

Jan 2019 – Jun 2019

Created lessons and managed 5 classes with up to 25 students in each class.

- Incorporated ACTFL standards into each lesson while also differentiating for students with varying needs
- Utilized Smart Board technology and Chromebooks for class instruction
- Monitored the progress of each student by grading their work and providing constructive feedback
- Evaluated student's performance on district wide assessments

Small World Languages, Cheshire, CT Spanish & Italian Instructor

2018 – 2020

Taught small groups of students aged 4-8 in private and elementary school settings.

- Implemented lessons according to curriculum.
- Created varying activities and assignments that incorporate essential vocabulary and grammar concepts

VOLUNTEER EXPERIENCE

Nonnewaug High School, Nonnewaug, CT Student Liaison

Sep 2017 – Nov 2017

Served as translator and advisor to Spanish-speaking student.

- Interpreted English to Spanish and Spanish to English
- Assisted student to acclimate to new classes.
- Collaborated with guidance counselor to create beneficial academic plan for student.

Michael Livingston

Objective

Utilize my experiences in education to obtain a position in middle or high school with Bristol Public Schools for each and every student and family.

Education

Southern Connecticut State University

Bachelor of Arts, Communications

August 1999 - May 2001, New Haven, Ct

Baltimore Community College

Associate, Liberal Arts

August 1996 - May 1999, Rosedale, MD

Howell Cheney Technical High School / Precision Machining

Substitute Instructor

September 2020 - Present, Manchester, CT

Experience

- Teach the students the fundamentals of Precision Machining
- Coplan lessons with the instructor on the fundamentals of Precision Machining
- Ensure safety protocols are in place, and being followed at all times
- Assist students with short and long term shop projects
- Collaborate with administration to form partnerships with local manufacturing companies
- Secure work based learning for students
- Provide feedback to students on academics and daily work habits, using the Power Teacher platform
- Provide career counseling to students within the technical profession

Capital Region Education Council / Resource Specialist

September 2008 - April 2020, Hartford, CT

- Maintained partnerships between Open Choice Districts and CREC by providing school administrators feedback from students enrolled in the program
- Provided administrators, parents, teachers, and students feedback on academic and behavioral expectations
- Collaborated with school teams to develop and implement effective processes to mainstream Open Choice students

- Designed programs for Open Choice students that are aligned with the mission and vision of the local school board
- Attended educational meetings, for example PPTs, 504, and parent meetings related to behavior and academics
- Facilitated the exchange of educational ideas and resources between partnering districts
- Served as the primary contact between students in Open Choice districts and the CREC Transportation Department including daily communication and served as the primary emergency contact
- Organized specialized transportation for district extra curricular activities
- Developed and managed the Exploring by Design Summer Program focused on Project Based Learning
- Provided one to one and small group advisory sessions with students focused on academics, behavioral expectations and any equity issues they would like brought to administration
- Tracked and provided feedback to students regarding their academic progress
- Referred students with academic difficulties to Open Choice's after school homework program and monitored their individual success
- Assisted school staff with student crisis intervention strategies
- Provided partnering CREC districts with feedback on IEPs and 504 utilizing data and best practices
- Coordinated the annual Youth Empowerment Summit for Open Choice students in order to provide training and open forums for discussions around race and equity
- Collaborated with families participating in the Open Choice program including parent nights, home visits, regular emails and phone calls
- Assisted families in locating and obtaining mental health services within the community
- Served as the crisis intervention specialist between families and school staff including referrals to the Department of Children and Families
- Conferred with classroom teachers concerning behavioral, social emotional, academic, or personal issues that may be affecting students
- Developed and conducted in-service trainings on techniques for remediating negative behavior
- Assisted teachers with developing crisis prevention plans in accordance with school policies and procedures
- Referred students requiring further evaluation or follow-up services to the appropriate school personnel or community agencies

Roosevelt Middle School / Dean of Students

August 2005 - September 2008, New Britain, CT

- Oversaw behavioral referrals for entire school staff
- Facilitated mediations between student and staff regarding behavioral incidents
- Communicated with families regarding behavioral incidents in school and on the school bus
- Monitored and kept track of suspensions and expulsions in order to provide feedback to the administration and completed mandated reporting to the state
- Built relationships with students and staff by making myself visible within the school building and within the school community
- Monitor student behavior throughout the day and providing feedback to students on school wide expectations
- Oversaw after school and Saturday detentions

Specialized Training

-
- Youth Empowerment Summit Facilitator Training 2019
 - Facilitating Restorative Circles in the classroom 2018
 - Restorative Practices 2017
 - Organization and time management strategies for students 2016
 - Crucial Conversations around race and equity 2016
 - The Positive Behavioral Interventions and Supports (PBIS) 2011
 - School and Families: Better Together 2010
 - Family Engagement Practices for Student Success 2010
 - Welcoming Atmosphere Walk-Through Training 2010
 - Administrative Intervention 2008
 - Crisis Prevention Intervention (CPI) 2007
 - Girls and Boys Town National Workshop 2007
 - Data Driven Analysis 2007
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Committees, Awards and Volunteer Work

- Member of Consortium for Black & Latino Scholastic Achievement 2011
 - Connecticut State Department of Education Evaluation Board 2019
 - Member of the Crossroads Community Cathedral worship team 2010
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References

Theresa Rode

Special Education Teacher

Theresa Rode

Skills

-
- ~Building relationships with students and parents~Respect for students
 - ~Collaboration with teaching and support team
 - ~Ability to de-escalate and work with difficult students
 - ~ Modifying curriculum~ Co-teaching and working in pull out classes
- Current in Crisis Intervention Training
- ~ Recent training in Orton Gillingham Reading w/100 hours of tutoring 2019
 - ~Ngsx training 2019
 - ~Inquiry training 2019
 - ~Transition training 2021
 - ~SEDS Training 2021-22
 - ~Professional Educator Certificate-Comprehensive Special Education Pre-K-12 (065) exp.02/09/22

Licensure Experience

Town of Winsted

August 1992- PRESENT, Winsted CT

In my years with Winsted, my responsibilities have been diverse. I have primarily worked with middle school students. The past 10 years I have worked at The Gilbert School. Prior to the Gilbert School, I worked at Pearson Middle School. My recent years have been with grades 7-9 focusing mostly on 7th grade. I have co-taught in Math, Science, English, Language Arts, and Social Studies. At Gilbert, I have taught learning strategies classes for support and have also taught pull out English/ Language Arts classes and most recently as a 9th grade teacher I taught pull out Pre-Algebra. At Pearson, initially I taught the multi handicapped population. At that time most of the students were in a self contained program and much of the skills worked on were life skills and physical care.

Community Associates of Connecticut / Special Education Teacher

August 1987 - May 1992, Waterbury, Ct.

This was a teaching position focusing on High school aged severe & profound multi- handicapped individuals. I was in charge of teaching: gross motor skills, fine motor skills, social emotional skills, ADL skills, vocational skills, communication skills and toileting and feeding skills. It was a private organization. While working there I also had the role of Lead teacher and had additional responsibilities in the absence of the Principal.

Gerry Lynn Schuster

Professional Summary

A compassionate and caring teacher committed to providing and creating a supportive, safe and inclusive learning environment to students where they can successfully explore new learning experiences and challenges.

Work History

RainBow Academy, LLC- Preschool Teacher
Waterbury, CT.
06/2012-09/2020

- Managed a well-controlled classroom by clearly outlining expectations and reinforcing positive behaviors.
- Provided a safe, supportive and judge free learning environment that was often used as a model for other classrooms.
- Supervised and mentored teachers and staff during assessments of students, lesson planning and positive behavior reinforcement techniques
- Differentiated learning experiences for students to provide diverse approaches to learning.
- Engaged every student in projects and lessons in a totally inclusive classroom.

Skills

- Play-Based Learning
- Creating a Safe and Judge Free Learning Environment
- Manage and Redirect Student Behavior Using Positive Reinforcement Techniques
- Creative and Engaging Experience Planning
- Strong Communication & Collaboration With Peers, Parents and Support Team Members

Education

University of Hartford
West Hartford, CT.
Master of Science: Advanced Special Education
GPA: 4.0 May 2017

Charter Oak State College
New Britain, CT.
Bachelor of Science: ECE/Adolescent Psy
GPA: 3.97 May 2015

Honoree of Alpha Sigma Lambda Honor Society

**Southbury Training school/ Summer School Special Education
Teacher**

July 1987 - August 1987, Southbury, Ct

This was a short term summer position. It was mostly working with the adult population assembling piecework for vocational tasks.

Education

Southern Ct State University

1996- 1999, New Haven, CT

I completed my Masters degree in Comprehensive Special Education in 1999.

Marywood University

September 1981 - May 1986, Scranton, PA

Although my focus was originally in Music Therapy, I changed my major during my third year to Special Education and am certified PK-12 in Special Education.

ABBRYANN TEVNAN

EXPERIENCE

FEBRUARY 2021 – PRESENT

BEHAVIOR THERAPIST, PRISM AUTISM EDUCATION AND CONSULTATION

BEHAVIOR THERAPIST PROVIDING INTENSIVE 1:1 ABA SERVICES TO CHILDREN WITH AUTISM

PROFICIENT WITH DATA COLLECTION, ENTRY, AND USAGE OF CENTRAL REACH PLATFORM

DECEMBER 2014– JUNE 2018

PARAPROFESSIONAL, AVON PUBLIC SCHOOLS

ROTATING PARAPROFESSIONAL FOR STUDENTS WITH DISABILITIES IN KINDERGARTEN THROUGH GRADE 3

EXPERIENCE WITH ASD, BEHAVIORAL ISSUES, AND VARIOUS LEARNING DISABILITIES

AUGUST 2013- DECEMBER 2014

PARAPROFESSIONAL, STAMFORD PUBLIC SCHOOLS

ASSISTED IN DAILY ROUTINES AND MANAGEMENT OF KINDERGARTEN ASD CLASSROOM, INCLUDING ACADEMIC GOALS AND INTENSIVE BEHAVIOR MANAGEMENT

JANUARY 2014- MARCH 2014

LONG TERM SUBSTITUTE TEACHER, STAMFORD PUBLIC SCHOOLS

TAUGHT AND MANAGED KINDERGARTEN CLASSROOM OF NINE STUDENTS WITH AUTISM SPECTRUM DISORDER

PLANNED DAILY AND WEEKLY LESSONS ACCORDING TO IEP GOALS, CURRICULUM, AND INDIVIDUAL NEEDS

CONDUCTED VARIOUS TESTING WITH STUDENTS INCLUDING VBMAPP

ATTENDED DATA AND TEAM MEETINGS, PROFESSIONAL DEVELOPMENT TRAININGS

CONDUCTED PARENT TEACHER CONFERENCES AND COMPLETED PROGRESS REPORTS AND REPORT CARDS IN ACCORDANCE WITH IEP GOALS

SEPTEMBER 2011- MARCH 2012

LEAD PRESCHOOL TEACHER, THE GODDARD SCHOOL

TAUGHT AND MANAGED CLASSROOM OF 15 PRESCHOOL STUDENTS

PLANNED AND EXECUTED DAILY AND WEEKLY LESSON PLANS IN ACCORDANCE WITH

CURRICULUM

COMMUNICATED WITH PARENTS DAILY ABOUT CHILD PROGRESS

SEPTEMBER 2008- JUNE 2011

PARAPROFESSIONAL, PLYMOUTH PUBLIC SCHOOLS

ASSISTED STUDENTS WITH MATH, READING, AND LANGUAGE ARTS IN SMALL GROUP SETTINGS

PROVIDED ACADEMIC AND BEHAVIORAL SUPPORT FOR SEVERAL INCLUSIVE CLASSROOMS IN KINDERGARDEN THROUGH GRADE 5

EDUCATION

MAY 2011

MASTER OF EDUCATION, CURRY COLLEGE

Master's Degree in Special Education, Moderate Disabilities, PreK-8
GPA 3.94, graduated with honors, Magna Cum Laude

MAY 2007

BACHELOR OF SCIENCE IN EDUCATION, BRIDGEWATER STATE UNIVERSITY

Bachelor's Degree in Elementary Education, grades 1-6
GPA 3.6, graduated with honors, Cum Laude

SKILLS

- Experience with ASD, ABA, DTI, and intensive behavior management
- PMT trained
- Early intervention
- Experience with developmental disabilities
- Classroom management
- Early childhood, elementary, and special education

Christina Trottier

Skills

Lesson planning, use of a wide variety of instructional techniques, classroom management, leadership, collaboration with colleagues, communication with parents, data analysis, co-teaching with special education teacher, partnering with support staff to meet students' needs

Experience

August 2003 - PRESENT

Carmen Arace Intermediate School, Bloomfield, CT - Classroom Teacher

- Taught grades 5 & 6
- Taught all subjects; currently teach grade 6 Language Arts and Social Studies
- Utilize Reading and Writing Workshop (TCRWP) to meet the needs of a variety of learners

September 2002 - June 2003

Martin Kellogg Middle School, Newington, CT - Classroom Teacher

- Long Term Substitute, Grade 6, Language Arts and Social Studies

Education

July 2005 - May 2009

Central Connecticut State University, New Britain, CT - Master of Science

- Remedial Reading and Remedial Language Arts, Summa Cum Laude

August 1996 - May 2000

Lebanon Valley College, Annville, PA - Bachelor of Science

- Elementary Education and Spanish, Magna Cum Laude

Activities

Teacher Education and Mentor (TEAM) Trained, National Geography Bee Coordinator, Homework Club, detention duty, field trip coordinator (Boston Museum of Science, Connecticut Historical Society, bowling, roller skating), team leader, summer school teacher, curriculum writing

Proficiency

Proficient with Reading and Writing Workshop (TCRWP), Collaborative & Proactive Solutions (CPS), Positive Behavioral Interventions and Supports (PBIS), PowerSchools, Google Classroom, Google Meet, Google Docs, Hapara, Screencastify, Microsoft Office, iReady, IXL, Newsela, Promethean Board and tablet, PearDeck, ActivInspire

Stephanie L. Wright

PERSONAL SUMMARY:

An experienced, enthusiastic, and hard working School Psychologist that aims to make every child feel valued and capable. A strong child and family advocate that shares difficult information with compassion and integrity. A strong believer that all children can succeed.

EMPLOYMENT EXPERIENCE:

Waterbury Public Schools – Waterbury, CT

SCHOOL PSYCHOLOGIST – 8/06 – Present

- Perform various school-based psychological services, such as completing psycho-educational evaluations, conducting group and/or individual counseling sessions, and responding to crisis situations
- Write comprehensive psychological evaluation reports, collect data for Functional Behavior Assessments and develop Behavior Intervention Plans
- Attend and serve as Planning and Placement Team meeting designee when necessary
- Maintain certain records, such as student data, timeline information and Medicaid billing data
- Collaborate with parents, teachers and staff to increase student performance and positive behaviors
- Participate in various school based committees and teams, such as the Chronic Absenteeism Team, the Crisis Intervention Team, the Early Intervention Plan Team, the School Safety Team, the School Improvement Team and the Positive Behavior Intervention Support Team

A Plus Learning Headquarters - Shelton, CT

TUTOR - Spring 2009, Spring 2010, Spring 2011, Spring 2012

- Worked with small groups of children to improve their reading, mathematics and writing skills.

Connecticut Junior Republic - Waterbury, CT

OUTREACH TRACKING & REUNIFICATION CASE MANAGER - 12/01 – 8/06

- Assisted clients in adjusting to their homes and communities after discharge from state-wide residential treatment programs
- Performed school visits and attended Planning and Placement Team meetings
- Conducted regular home visits, provided individual and family counseling services

North American Family Institute: Stepping Stone - Waterbury, CT

DIRECT CARE STAFF - 8/00 - 12/01

- Assisted in the daily living routine of adolescent females between the ages of 13 and 16

EDUCATION:

- **2005-2006:** Southern Connecticut State University - New Haven, CT
Sixth Year Certificate, School Psychology
- **2003-2005:** Southern Connecticut State University - New Haven, CT
Masters of Science Degree, School Psychology
- **1996-2000:** Hampton University - Hampton, VA
Bachelor of Arts Degree, Psychology

SKILLS:

- Dedicated, reliable team player
- Empathetic, understanding listener
- Effective communicator

SPECIAL RECOGNITIONS:

- 2013 Teacher of the Year for Wilson School