

ASHLEY MACRINA

EXPERIENCE

2010 – 2016

HIGH SCHOOL COUNSELOR, STAFFORD PUBLIC SCHOOLS

STAFFORD SPRINGS, CT

- Provided personal, academic, career and college counseling to students
- Acted as Department Chair of Guidance and Curriculum Team Leader
- Assisted with district's transition from Rediker to PowerSchool
- Created the school's master schedule each year
- Helped in the creation of the district's first Freshman Academy
- Created a peer tutoring program
- Hired, trained, and managed intervention teachers as the school's SRBI coordinator
- Helped create and manage the online credit recovery program (Odysseyware)
- Assisted in the management and implementation of Daily Advisement program
- Organized informational nights for prospective 8th grade students and their families
- Hired, trained, and managed the college intern students
- Co-facilitated support groups and developmental guidance lessons
- Implemented Student Success Plans on Naviance as the school's Naviance administrator
- Drafted and managed student 504 plans
- Created goals and provided weekly counseling to students with IEP's
- Test coordinator of: SBAC, CAPT, PSAT, PISA & AP
- Acted as a member of the Safe School Climate Committee & the School Crisis Team
- Managed the department's budget
- Served on the scholarship and senior awards committee

2006 – 2009

SENIOR PROGRAM COORDINATOR, BOSTON UNIVERSITY EXECUTIVE MBA PROGRAM

BOSTON, MA

- Coordinated social events for students in various Boston locations
- Created and maintained online course management system for faculty and students
- Assisted in the recruitment of new students
- Daily maintenance of inquiry, participant and corporate databases
- Co-ran graduation ceremony
- Hired, trained, and supervised work study students
- Created syllabi and schedules
- Met with faculty to improve curriculum

2005 – 2006

RECRUITING ASSISTANT, MERCER MANAGEMENT CONSULTING

BOSTON, MA

- Assisted the Recruiting Coordinator and Recruiting Manager with multiple projects such as budgets and retreats
- Collaborated with the Human Resource Department to ensure candidates received accurate

benefit packages as well as sign-on and relocation bonuses

JULY 2003, 2004 & 2005

**SUMMER SCHOOL TEACHER, CAPITOL REGION EDUCATION COUNCIL
WINDSOR, CT**

- Taught a third-grade class consisting of 30 students
- Created lesson plans pertaining to mathematics and language arts skills
- Ensured safety for the inner-city students by accompanying them to and from school

INTERNSHIP

2009-2010

**SCHOOL COUNSELING INTERN, WATERTOWN PUBLIC SCHOOLS
WATERTOWN, MA**

- Co-lead developmental guidance lessons
- Managed student 504 Plans
- Proctored MCAS and AP exams

EDUCATION

MAY 2010

**MASTER OF EDUCATION, SCHOOL COUNSELING PROGRAM, BOSTON UNIVERSITY
BOSTON, MA**

Cumulative GPA: 3.76

Honors: Inducted into Pi Lambda Theta, International Honor Society and Professional Association in Education

MAY 2005

**BACHELOR OF ARTS, ASSUMPTION COLLEGE
Worcester, MA**

Major: Social Rehabilitation Services

Minor: Elementary Education

Major GPA: 3.4

Cumulative GPA: 3.2

Honors: Awarded the Lyceum Academic Achievement Scholarship all semesters
Awarded Dean's List (Spring 2004, Fall 2004, Spring 2005)
Elected for the Student Leadership Institution

ADDITIONAL INFORMATION

Computer Skills: PowerSchool, Naviance, Rediker, Collegeboard, IEP Direct & Odysseyware

Language: 7 years classroom training in Spanish

Hobbies: Active volunteer and foster for a local animal rescue

Shari S. Maltby, MSW

Professional Summary

Highly motivated and skilled professional social worker committed to helping individuals better themselves in all life's domains. Driven to consistently deliver exceptional support to children and families. Dedicated to working effectively with colleagues and community providers. Continually seeking further education and training opportunities.

Experience

School Social Worker – Bristol Eastern High School, Bristol CT *Spring 2019*

- Provided counseling for students to identify and eliminate social/emotional barriers to learning.
- Created a group for students who have experienced the death of a parent.
- Participated in PPT meetings and developed goals and objectives specific to individual needs.
- Conducted crisis intervention, risk assessments, and referrals to community based services.
- Supported teachers in understanding and meeting students' social/emotional/behavioral needs.

School Social Worker – *Buckley Elementary School, Manchester, CT* *2016-2019*

- Provided social work services for 3 self-contained special education classrooms, pre-k through grade 3.
- Taught Social Emotional Learning curriculum for special education classes.
- Develop social/emotional/behavioral goals and objectives for student's Individual Educational Plans.
- Assess student needs, identify barriers to social and academic growth, and implement strategies for success.
- Implement Behavioral Intervention Plans as written by a Board Certified Behavioral Analyst.
- Foster positive relationships with families, colleagues, and community providers.
- Employ Physical Management Techniques for student and staff safety.
- Provide crisis intervention for students and families including at-risk assessments and follow-up care.
- Write developmental history reports and social work assessments for Planning and Placement Teams.

School Social Worker – *Flanders Elementary School, Southington, CT* *2015-2016*

- Provided individual and group therapy to students in grades k – 5 on a 1-year, grant funded assignment.
- Fostered positive relationships with families, colleagues and community agencies.
- Assessed student needs and identified barriers to successful academic achievements.
- Created schoolwide assemblies as part of the schoolwide Positive Behavioral Intervention Strategies (PBIS).

Victim Advocate – *New Britain Police Department, New Britain, CT* *2009-2014*

- Provided crisis counseling, referral and advocacy services to assist in the facilitation of victim restoration.
- Supported victims in the fulfillment of their rights throughout all phases of the justice system.
- Assessed the needs of victims in recovering from the physical, emotional, and financial impact of interpersonal crime.
- Worked to secure victim's compensation funding.
- Educated police recruits on the dynamics of domestic violence, sexual assault and victim impact.
- Assisted victims in writing and delivering victim impact statements in court.
- Accompanied officers with incident notifications to family members.

Care Coordinator, System of Care – *New Britain Youth & Family Services* *2002-2008*

- Assessed child, youth and family strengths and needs related to the child's mental/behavioral health condition.
- Documented strengths-based planning by the Wraparound Team across all relevant life domains in a Service Coordination Plan.
- Identified and brought together Wraparound Team members and facilitated team meetings.
- Developed coordinated proactive crisis/safety plan in collaboration with the team.
- Ensured that documentation and service standards are met related to the team process.
- Monitored implementation of the Service Coordination Plan by responsible team members.

- Utilized and monitored the use of flexible funding.
- Brokered linkages to needed community supports and services on behalf of the family and child.
- Advocated for the best interest of the child and family.

Youth Counselor – *Bristol Youth Services, Bristol, CT*

1997-2000

- Coordinated and led adventure-based counseling programs for at-risk youth.
- Interviewed first-time juvenile offenders and presented a case review to the juvenile review board for possible remediation.
- Developed community service programs for restitution.
- Provided individual and group counseling to middle school students.
- Developed innovative programs and activities based on analysis of community needs and interests.

Child Advocate/Volunteer Coordinator, *Sexual Assault Crisis Service, New Britain* 1993-1997

- Provided crisis intervention and safety planning for victims of assault.
- Counseled and advocated for child victims of sexual assault.
- Taught volunteer advocates, parents and professionals child sexual abuse prevention strategies.
- Developed and maintained an effective volunteer program.
- Led adult and teen survivor support groups and community awareness functions.
- Responded to victim's needs via 24-hour crisis line.
- Conducted sexual harassment prevention programs for local schools, companies, and police departments.
- Gathered and analyzed cultural, educational, social and demographic data about the community to guide local program development.

Volunteer Positions

Consultant, *Morley Elementary School Extended Day Care, West Hartford, CT*

2011-present

- Provide advice on an as-needed basis for staff, students and parents at after-school daycare.

President/Steward/Delegate, *AFSCME Council 4, Local 1303-332, New Britain, CT* 2007-2013

- Elected by local union body as Steward for two years and President for two years.
- Elected Statewide Delegate to AFSCME Council 4.
- Represented union members in employment related issues to the City and State Labor Board.
- Negotiated a collective bargaining agreement with City officials on behalf of the union. Presented the contract to the union membership for ratification.
- Attended statewide trainings and national conventions as a representative of AFSCME, Council 4 on labor related topics.
- Coordinated efforts to create a cohesive union membership.

Education

Master of Social Work

University of Connecticut, West Hartford, CT

Bachelor of Arts

University of Hartford, West Hartford, CT

Certifications

State of Connecticut Department of Education Certification (071)

Physical Management Training (PMT)

Rachel Marlak

EDUCATOR



EDUCATION

MASTER OF ARTS

Literacy

University of St. Joseph
Anticipated: June 2022

BACHELOR OF ARTS

Collaborative Elementary
and Special Education
*Southern Connecticut
State University*
2015

CONTENT CERTIFICATION

Elementary K-6
Comprehensive Special
Education K-12

SKILLS

Collaboration

Organization

Differentiation of
Instructional Materials

TEACHING PHILOSOPHY

The basis of my teaching philosophy is simple: students need to know that they are respected and loved as individuals before learning can happen. I believe that students need to feel that they are a valued member of a classroom community in order to truly become invested in their own educational experiences. My primary goal every school year is that my classroom is a safe place for students to make mistakes, to engage in cooperative explorations with peers, and to grow together as a classroom family.

WORK EXPERIENCE

SPECIAL EDUCATION TEACHER: GRADES 9-12 & 3-5

OXFORD PUBLIC SCHOOLS | OXFORD, CT | JANUARY 2016-PRESENT

- Designed and implemented lesson plans for special education instruction consistent with IEP goals and objectives.
- Managed caseload by writing IEPs, facilitating PPT meetings, communicating with both students and parents, and data collection related to individual student progress.
- Used technology to aid in the delivery of instruction.
- Successfully established collaborative relationships with teachers of shared students.
- Taught various subjects cooperatively with classroom teachers in a co-taught inclusionary model.
- Performed standardized, peer-referenced testing for triennial eligibility testing and wrote comprehensive reports.

A.B.A. THERAPIST

INSTITUTE OF PROFESSIONAL PRACTICE | MERIDEN, CT | 10/2006-1/2012

- Implemented educational and behavioral programs as determined by IEPs of assigned students.
- Provided direct instruction to students through 1:1 instruction and group activities.
- Worked cooperatively with classroom teachers and service providers regarding instruction, group activities, social opportunities, and reinforcement systems.
- Successfully reduced adverse behaviors to significantly increase amount of student inclusion in general education setting.



WORK EXPERIENCE *continued*



KINDERGARTEN CLASSROOM PARAPROFESSIONAL

ROTELLA INTERDISTRICT MAGNET SCHOOL | WATERBURY, CT |
1/2002-10/2006

- Assisted students with varying abilities in daily routines.
- Maintained organization of classroom materials.
- Assisted classroom teacher in the execution of lesson plans.
- Led various small group activities.
- Designed and helped to implement visual and performance art consistent with curriculum.



EXTRAS

Received first 30 hour
training in
Orton-Gillingham
approach to reading
instruction.

Strong knowledge of
inclusion strategies.

REFERENCES

Heath Hendershot
Principal
Oxford Center School
203-721-8072
hendershoth@oxfordpublicschools.org

Laura Jeffries
School Psychologist
Oxford Center School
203-721-8072
jeffriesl@oxfordpublicschools.org

Shannen Sharkey
Third Grade Teacher
2020 Oxford T.O.Y.
Oxford Center School
203-812-8326
sharkeys@oxfordpublicschools.org

PROFESSIONAL DEVELOPMENT

PHYSICAL & PSYCHOLOGICAL MANAGEMENT TRAINING

PMT Associates, Inc. | Middletown, CT | May 2018: renewed yearly

ORTON-GILLINGHAM CLASSROOM EDUCATOR COURSEWORK

Blueprint Shoreline Reading Specialists | Madison, CT | June 2019: 30 hours

Kayla Maruca
Special Education Teacher

Education

Central Connecticut State University

Master of Arts in Teaching (MAT) Program – Special Education

New Britain, CT
May 2019-Present
Expected Graduation May 2020

University of Hartford

School Psychology Master's Program

West Hartford, CT
September 2018-February 2019

Central Connecticut State University

Bachelor of Arts in Communication
Minor in Psychological Science

New Britain, CT
September 2013-Graduation May
2017

Experience

Special Education Teacher

South Windsor High School

South Windsor, CT
September 2020-Present

-Hired as a first-year teacher as the third Special Education teacher within the Life Skills program at the High School. This program includes students grades 9,10,11, and 12. Facing a National Pandemic, I worked with a collaborative team of teachers to implement the Hybrid Learning Model for most of the 2020-2021 Academic Year. Supported, taught, lesson-planned, communicated with, and advocated for all students within the program both online and in-person. Utilized google meets, google classroom, zoom, and a variety of online software and materials for teaching. Case Manager for students with a variety of learning, medical, emotional, academic, and behavioral needs. Led and conducted PPT meetings, wrote IEPS, communicated with parents, collaborated with all support staff. Taught

Special Education Paraprofessional

West Bristol Elementary School

Bristol, Connecticut
September 2017-June 2018

-Encouraged, supported, and supervised students in need of individualized support in an Extended Resource Room grades 1-4, supporting students with a wide range of disabilities including but not limited to ASD, ADHD, Down Syndrome, and OHI.
-Helped students with hearing impairments, utilizing the student's FM to communicate clearly, as well as adjust and replace the student's hearing aid equipment each day.

Special Education Summer Paraprofessional

Bristol Board of Education

Bristol, Connecticut
June 2018-July 2018

- Assigned to a one-to-one position, guiding, motivating, and supporting a student one-to-one with a TBI.
- Assisted and supported this student with physical and occupational therapy practices, feeding, and other basic needs in addition to academic instruction.

Special Education Summer Paraprofessional 2018

Bristol Board of Education

Bristol, Connecticut
July 2018-August 2018

- Supported, aided, accommodated for, and supervised individual student with a visual impairment and hip injury resulting in her being temporarily wheelchair bound during Summer day camp program at Camp Chase.

Special Education Paraprofessional

Braeburn Elementary School

West Hartford, CT
February 2019- May 2019

- Collected student progress, monitoring behavioral patterns via data charts, in relation to individual BIPs and IEPs, working alongside the BCBA within an Intensive Self-Contained Outplacement Behavioral Program.
- Assigned to a one-to-one position motivating and supervising an individual student with ADHD and emotional support needs.

Special Education Summer Field Experience/Student Teacher

Bristow Middle School

West Hartford, CT
June 2019-August 2019

- Helped to plan, organize, and guide academic instruction within the k-2 classroom alongside the Special Education teacher.

Special Education MAT Internship and Student Teaching

Wethersfield High School

Wethersfield, CT
August 2019-April 2020

- Observed, organized, oversaw, and trained alongside the Cooperating Teacher within a Resource room, as well as an IEP reading course, and three 9 & 10th grade co-taught English classes in preparation for full-time Student Teaching.
- Planned, recommended, and conducted original lessons within all above classes, accommodating and modifying appropriately to support student needs, IEPs, and 504 plans.
- Completed and implemented edTPA lesson segment for State Certification and program completion
- Conducted an academic research project utilizing the PALS reading intervention

Special Education MAT Spring Student Teaching Placement | April 2020 – June 2020

Elena Mercier, LMSW

EDUCATION

BOSTON UNIVERSITY SCHOOL OF SOCIAL WORK, Boston, Ma September 2016- August 2019

Master of Social Work

Honors and Awards: The Saul and David Bernstein Prize Fund

EASTERN CONNECTICUT STATE UNIVERSITY, Willimantic, CT September 2013- May 2016

Bachelor of Science in Communication, Minors: Theatre, Music

Honors and Awards: Dean's List, National Communication Association Scholar, Presidio Scholarship, Lambda Pi Eta Communication Honor Society of the National Communication Association, Summa Cum Laude

RELEVANT WORK EXPERIENCE

Stafford Elementary School, Bristol, CT

Social Emotional Learning Coordinator

August 2019- Present

- Provide small group and individualized instruction related to social emotional learning based on teacher and parent report for need, and Panorama survey results.
- Facilitate mediations between peers.
- Respond to classroom incidents to provide student support by teaching emotional regulation, problem solving, and conflict resolution in order to help students return to and remain in their classrooms, and develop positive relationships.
- Developed protocol for emergency responses as a member of the Emergency Response Team.
- Complete risk assessments and safety plans for students who indicate that they are in danger of hurting themselves or others.
- Create and implement success plans for students. Collect and analyze data through the Scientific Research Based Intervention program to best support and adjust student plans as necessary.
- Support the special education team in collecting and analyzing ABC data and implementing and modifying behavior intervention plans as necessary.
- Attend weekly climate chair committee meetings and run monthly climate committee meetings as Climate Committee Co-Chair to implement climate initiatives to support a positive learning environment.
- Represent Stafford School as a District Climate Committee member.
- Run weekly attendance meetings as the Attendance Committee Chair to support the team in developing efforts to mitigate attendance concerns. Developed new attendance protocol and accountability logs in the midst of the COVID pandemic.
- Act as SRBI Co-Chair by running monthly SRBI meetings to support students with SEL needs and organize SRBI files through google classroom.
- Oversee BSW intern by providing them with supervision, creating appropriate tasks and initiatives for them to complete, and collaborating with collegiate personnel to ensure that they meet the criteria to be considered proficient in all social work competencies before graduating.
- Coordinate the Foodshare program to support students who experience food insecurity.
- Coordinate with the PTO to provide community resources to students (book fair gift certificates, snowflake shoppe gift certificates, free coats and gloves, holiday support, etc.)
- Connect families to community resources (i.e. therapeutic placements, Bristol Youth Services programs, etc.)
- Respond to crises and collaborate with mental health emergency services to provide families and students with outside supports as necessary.
- Coordinate check-in/checkout program with various volunteer staff members to promote positive adult/student connections.
- Conduct individual check ins and provide movement breaks for special education students and students in the SRBI program.

Elena Mercier, LMSW

To Whom It May Concern,

Thank you for considering my application for the school social worker position. The combination of my past work experiences along with my current experience at Stafford School leads me to believe I would be an ideal candidate for the district position of school social worker.

My first internship took place at Canterbury Elementary School where I facilitated therapeutic groups, observed the day-to-day responsibilities of the school social worker and developed appropriate behavioral interventions for students in need. Following that experience, I worked as a mentor for Thompson Ecumenical Empowerment Group (TEEG). Mentees are selected through DCF and the Juvenile Review Board based on need. Since 2016 I have had four mentees with a range of challenges. Later, as a clinical intern at TEEG, I was involved in implementing community outreach programs and coordinating and facilitating an after-school program.

While I was interning at the Joshua Center, I independently completed intakes, and continued to hone my skills related to group therapy by facilitating a variety of psychoeducational and Cognitive Behavioral Therapy based groups. Upon graduation from Boston University School of Social Work, I was honored to be recognized as the single recipient of The Saul and David Bernstein Prize due to the outstanding merit I demonstrated in the classroom and the field related to group work.

Finally, the time I have spent working as the Social Emotional Learning Coordinator at Stafford School has allowed me to immerse myself in the educational philosophy of Bristol Public Schools. My work with the climate committee in particular has empowered me to contribute to creating a positive learning environment for all students and staff at Stafford School. This school year I proposed S.O.A.R. (Safe, Optimistic, Accountable, Respectful) Code nominations which we later implemented as a school wide climate initiative, to recognize students publicly for demonstrating our school mission. Creating opportunities for students to receive positive consequences directly aligns with Bristol Public Schools North Star One and incorporates the principles of PBIS. Further, I used the data that was collected through the Panorama survey to identify emotional regulation as an area of growth for all Stafford students. This led me to propose and develop morning and midday school-wide mindful moments. After implementing this initiative, our Panorama scores in the category of emotion regulation increased by 4 points. The crew lesson template my co-chair and I created also supported our climate goal of helping students to identify an adult within the school that offers support and guidance and contributed to the increase in Panorama data for supportive relationships as well. In my two years at Stafford I have found that forming positive relationships with students and families is one of my greatest strengths and I hope to continue to foster those connections moving forward.

A unique aspect of my preparedness for this position is my work with children through theatre. The arts have always been a strong presence in my life, and I have had the opportunity to serve as a behavioral specialist for a weekly drama therapy program working with students with behavioral challenges and learning disabilities. In addition, I initiated a weekly theatre class and summer camp through the local recreation department that ran successfully for six years and taught life skills such as collaboration, team building, self-confidence and critical thinking.

Thank you for the opportunity to share my interest in your position. I feel my unique experiences and passion align well with your goals in finding the most suitable individual for the position of school social worker.

Sincerely,
Elena Mercier

Elena Mercier, LMSW

The Joshua Center, Danielson, CT

Clinical Intern

May 2018- May 2019

- Developed and facilitated group therapy sessions for clients aged 4 to 18 incorporating principles of Cognitive Behavior Therapy (CBT) and psychoeducation among other therapeutic interventions.
- Planned and implemented aftercare services for clients through connection to community resources.
- Produced detailed notes pertaining to the work done in group sessions.
- Completed intakes and biopsychosocial assessments.

Thompson Ecumenical Empowerment Group, Thompson, CT

Behavioral Specialist

September 2018-August 2019

- In coordination with the theatre teacher, developed and implemented a drama therapy program that was geared toward youth in the community with a history of trauma or learning disabilities.

Clinical Intern

September 2017-May 2018

- Developed and facilitated an afterschool program geared toward elementary and middle school aged children that focused on life skills, social emotional well-being, and community connections.
- Met individually with students identified through the Juvenile Review Board to implement success plans and provide individualized treatment interventions related to achieving agreed upon goals.
- Planned and collaborated with organizational leaders and the community to fundraise and provide outreach services in order to maximize positive outcomes.

TEEG Mentor

September 2016-August 2019

- Worked with multiple clients aged 11 to 13 with a range of clinical diagnoses to develop and implement individualized community outreach, education, life skills and behavior goals.

Canterbury Elementary School, Canterbury, CT

Social Work Intern

September 2015-June 2016

- Mentored students aged 5 to 9 in both one-on-one and small group settings.
- Created activities in order to improve self-esteem and positive social interactions with peers.
- Collaborated with teaching teams, social worker, school psychologist, special education director and principal to find ways to meet the needs of students.

Holy Family Home and Shelter, Inc. Willimantic, CT

Education Program Assistant

Summer 2015

- Worked along-side the education coordinator to support the social emotional growth of shelter residents aged 4 to 16 through educational field trips, science experiments, and artistic activities.

PERFORMING ARTS AND COMMUNITY OUTREACH EXPERIENCE

Canterbury Recreation Commission, Canterbury, CT.

Arts Alive in Canterbury

May 2013-August 2019

Creator and founder of Arts Alive in Canterbury. Created and maintained a theatre arts program that gave young people the opportunity to use art and theatre as a creative outlet and a vehicle to learn life skills such as collaboration, team building, self-confidence and critical thinking. Facilitated a three-week summer day-camp and a weekly after-school program for students aged 5 to 14, inclusive of planning all camp activities and lessons, choreographing musical numbers, teaching music, and directing and planning the final performance.

Elena Mercier, LMSW

Bradley Playhouse, Putnam CT.

Bradley Playhouse Theatre Education Program

November 2018- August 2019

Planned and implemented multiple six-week theatre courses for students aged 6 to 16 in topics such as character development, improvisation, and audition preparedness.

Canterbury Elementary School, Canterbury CT.

Grouchy Greta: The Musical funded by the Primary Mental Health Grant

Spring 2016

Collected student stories and experiences to write, in conjunction with other artists, and perform a musical geared toward elementary aged children which tackled the topics of depression, anxiety, and anger management in an age appropriate way. This performance was free to Canterbury Elementary School and the community at large.

The Complex Performing Arts Centre, Putnam, CT.

Theatre Teacher

Summer 2014-Summer 2015

Taught a range of classes such as advanced concepts of theatre for students ages 13 to 18, intro to theatre for students ages 7 to 12, theatre one for students ages 4 to 7, and theatre workshop for students ages 7 to 18.

Student Leadership Training Program, Marshfield, MA.

Leadership Trainer & Leadership Training Facilitator

2011-2014

Worked with high school students aged 13-18 to teach leadership skills and empower young people to enact change and have a positive impact in their communities. Focused on a variety of leadership skills such as time management, goal setting, assertiveness, respect, inclusion, and group process to name a few.

SKILLS/CERTIFICATIONS

- National Association of Social Workers (Member)
- Licensed Master Social Worker (LMSW)
- Working toward eligibility for LCSW exam (1,400/3,000 hrs. Supervision: 25/100 hrs.)
- School Social Worker Certification #071
- Choreographer (Avenue Q, Annie, The Little Mermaid, The Lion King, among others)
- Physical and Psychological Management Training (PMT) certified
- Trained in Restorative Conferencing/ Practices

Emily Negrón

Education

- Bachelors Degree in Elementary Education with a focus in Mathematics from Central Connecticut State University (2015-May 2019) GPA 3.55
- Sacred Heart High School (2010-2015)

Accomplishments

- Google Certified Level 1 and Level 2
- Deans List Fall 2015, 2016,2018 ; Spring 2018
- Kappa Delta Pi Education Honors Society
- Kappa Mu Epsilon Math Honors Society
- Class of 1940 Scholarship awarded to students enrolled in teaching programs.

Currently Employers:

City of Waterbury Public School System

September 2019-Present

- Third Grade Teacher at Maloney Magnet School
- Implemented Leader in Me through the 7 Habits
- Attended Leader in Me 7 Habits training and conference
- Developed and implemented multicultural lessons
- Built rapport with families and students
- Implemented close reading and fluency activities
- Differentiated instruction to meet the needs of students
- Supported students social emotional wellbeing through professional development and leader in me
- Completed the TEAM program

Field Experience/ Student Teaching:

CREC-Glastonbury East Hartford Magnet School

Spring 2019 Second Grade

- Student Teaching/ Second Grade
- 16-week student teaching experience and a five-week full takeover
- Engaged in the Readers and Writers Workshop using the Teachers College Reading and Writing units of study
- Implemented Positive Behavior Intervention Support for classroom management
- Attended and participated in PPT Meetings
- Differentiated content to meet the needs of students
- Training in the Fountas and Pinnell Guided Reading Program
- Build rapport with families and students

CREC-Glastonbury East Hartford Magnet School

Fall 2018 Fifth Grade

- Departmentalized model
- Taught a lesson segment for math, reading, and writing.
- Worked with small groups to target re-engagement content.
- Developed a NGSS Unit on the Sun. Taught one of the NGSS Lessons.
- Observed Fountas and Pinnell Testing
- Attended specials with students.