

Jennifer Lynn Hamedi

I am a science teacher dedicated to opening the eyes and minds of students to the curiosities of life around us who is seeking full time employment as a science teacher within a diverse school community.

Education

Relay Graduate School of Education – New Haven, CT

Graduation – June 26, 2021

Certification pending with state- (030) 7-12 Biology

- Participated in a one year alternate route to certification program that prioritizes blending theory with practice.
- Received instruction in core teaching pedagogy, elementary content and weekly practice with lesson planning and lesson delivery.

Praxis Score: 174

Dean's List Honors (GPA in top 10% of cohort)- Summer, fall and spring term

University of Pittsburgh – Pittsburgh, PA

Graduation – April 2009

Bachelor's of Arts: Architectural Studies

Bachelor's of Arts: Studio Arts

Minor: French Language

University Honors College Foundations of Biology

University Honors College Foundations of Biology Laboratory

University Honors College Genetics

Study Abroad: L'Ecole des Arts Americaines de Fontainbleau, France 2008

Research Trip : Carcassonne France 2008

NREMT Certification 2006

Professional Experience

Middletown Board of Education. – Middletown, CT

Keigwin Middle School-Resident Science Teacher

2020-2021

- Resident teacher in a secondary education, 6th grade classroom
- Gradual on-ramp into teaching with increasing experience over the course of the year
- Support and coaching from a mentor teacher
- Developed skill in lesson planning, lesson delivery, grading and feedback, and using data to drive instruction
- Gained experience in developing and delivering lessons for a hybrid learning environment

Middletown Board of Education. – Middletown, CT

Keigwin Middle School-Paraprofessional

2017-Present

- Responsible for following students' behavioral intervention plans and collecting behavioral data on the students with whom I work as required.
- Responsible for reporting students' progress to both the regular classroom teacher, the special education teacher, and any support staff who are directly responsible for the student.
- Responsible for providing academic support for the students with whom I work with as required.

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Middletown Board of Education. – Middletown, CT

Bielefield Elementary School-Substitute Paraprofessional

2017

- Responsible for following students' behavioral intervention plans and collecting behavioral data on the students with whom I have worked with.
- Responsible for reporting students' progress to both the regular classroom teacher, the special education teacher, and any support staff who are directly responsible for the student.
- Responsible for providing academic support for the students with whom I have worked with as required.

Middletown Board of Education. – Middletown, CT

Middletown School District-District Substitute Teacher

2016-2017

- Responsible for covering for teachers who were absent or testing.
- Responsible for making sure that the substitute plans left by the teacher were carried out to ensure continuity of student learning in the teacher's absence.

English Tutor – Paris, France

After School English Tutor

2010-2011

- Tutored native French speaking students aged elementary to middle school in intermediate to advanced English.
- Sessions were arranged with the parents for one on one tutoring for an hour after school or on the weekends.
- Developed lessons that focused on conversational fluency and reading comprehension.

University of Pittsburgh Falk Elementary School – Pittsburgh, PA

Assistant Art Teacher

2006-2007

- Assisted in the classroom with the primary level classes.
- Assisted in the preparation of class materials.
- Responsible for the general upkeep of the classroom.

University of Pittsburgh Department of Biological Sciences – Pittsburgh, PA

Research Assistant

2004-2006

- Created an Amber Mutation in the bacteriophage HK97 in the gp3 portal region under the direction of Dr. Roger Hendrix and Mr. Bob Duda in order to study the assembly pathways of the bacteriophage.
- The Amber mutation was then recombined into wild type phage in order to carry out complementation tests and perform phage isolation to observe the proteins made by the Amber mutation during phage assembly as well as to see if the mutant phage was a viable phage.

Skill Highlights

Computer Skills	Language Skills
<ul style="list-style-type: none">• Google Suite (Classroom, Slides, Docs, Forms, Basic Sheets, Basic Sites)• Distance Learning Platforms (Peardeck, Zoom, edPuzzle, Screencastify, Blooket)	<ul style="list-style-type: none">• Intermediate French• Basic Spanish

Eileen Hanley

Objective: To obtain a fulfilling special education teaching position.

M.A., August 2016

University of Saint Joseph, West Hartford, CT

Special Education

Certification: Connecticut Teacher's Certification, K-12, Provisional Educator, (165)

Bachelors of Science, December 2012

Central Connecticut State University, New Britain, CT

Dean's List: 2009, 2011, 2012

Honors: Cum Laude

Elementary Education, English

Certification: Connecticut Teacher's Certification, K-6, Provisional Educator, (013)

Teaching Experience:

Maloney Interdistrict Magnet School, Waterbury, CT

August 2020-Present

Special Education, Resource Room Teacher

- Plan and implement small group lessons, grades K,1,2,4,5 aligned with CCSS
- Collaborate with colleagues to create individualized instruction
- Participate in weekly IDT meetings to discuss data, plan instruction, and monitor student progress
- Plan and participate in PPT meetings
- Develop IEP's

Driggs Elementary School, Waterbury, CT

August 2019-2020

Special Education, Resource Room Teacher

- Plan and implement small group lessons aligned with student goals and objectives and Common Core State Standards
- Collaborate with classroom teachers to plan for small group instruction and classroom instruction and discuss student progress
- Collaborate with paraprofessionals on individual student progress as well as materials
- Participate in weekly PPT meetings
- Weekly Instructional Data Team meetings
- Develop IEP's and assess students for Initial, Annual, and Triennial reviews

Teacher, Grade 3

August 2013-August 2019

- Organize classroom management systems/procedures to create a safe and engaging learning environment

- Examine and discuss student data during weekly IDT meetings to ensure student success
- Collaborate with grade level partners to develop and implement whole and small group lesson plans and classroom activities aligned with Common Core State Standards/Waterbury Public Schools Literacy and Mathematics Curriculum
- Collaborate with parents, colleagues, and community
- Participate in professional development activities including Mclass, I-ready, Foundations, and Wonders
- Completion of Restorative Practices professional development, January 2018
- Establish and maintain a positive classroom environment through the use of PBIS strategies and Social Emotional Learning/Restorative Practice strategies
- Member of the School Community Club to help promote a positive and supportive relationship between school and families
- Implement and adjust small group Reading instruction based on MCLASS data
- Implement and adjust small group Mathematics instruction based on I-Ready data
- Create and implement effective supports for students with and without severe behavioral needs
- Participate in PPT meetings to discuss student progress and assist in making decisions to support individual needs
- Collaborate with paraprofessional to implement IEP's

After School Programs

- Truancy After School Program **October 2014-May 2015**
- Police Activity League After School Program **October 2015-June 2016**

Generali Elementary School, Waterbury, CT

April 2013-June 2013

Permanent Building Substitute

- Follow lesson plans and take on classroom responsibilities
- Assist classroom teachers with whole group and small group lessons
- Assist with recess, lunch, and bus duty using PBIS

Generali Elementary School, Waterbury, CT

February 2013-April 2013

Long-Term Substitute, Grade 1

- Took on classroom responsibilities including whole and small group instruction, centers, and parent/teacher conferences
- Worked collaboratively with grade level team to discuss, create, and implement units and assessments

Rachel A. Haseltine

EDUCATION

Master of Arts in Early Childhood N-3, May 2012
Saint Joseph's College, West Hartford, CT, GPA 3.8

Bachelor of Arts in Sociology and Applied Relations, December 2008
Eastern Connecticut State University, Willimantic, CT

CERTIFICATION

State of CT Certification in Early Childhood Education 113
Nursery – Third grade *Nursery and Kindergarten Special Ed

CAREER EXPERIENCE

Better Half Brewing, Bristol CT January 2016- Present

Owner/Head Brewer/Taproom Manager/Event Coordinator

- Experimented with pilot batches for recipes to convert into larger scale
- Acquire and keep all legal documents and licensing up to date
- Coordinate and organize events
- Maintain positive relationships with the public
- Manage staff and schedules
- Led weekly Owners and Staff meetings
- Run biweekly payroll and calculate monthly taxes
- Manage day to do expenses and activities

Maria Sanchez Elementary School, Hartford, CT July 2012- April 2019
Classroom Teacher, Kindergarten, Prek, Third Grade

- Designed Literacy curriculum for entire district to use
- Created and instructed Professional Development on how to implement new literacy curriculum
- Collaborated and co-taught literacy with the Bilingual Resource Teacher
- Developed weekly lessons plans that used data and the Common Core Standards to drive instruction
- Administered formal and informal assessments to use at data team meetings
- Assisted students to reach their IEP goals

Breakthrough Magnet School, Hartford, CT January 2012 - June 2012
Graduate Intern, Grades 1, 2

- Met weekly with grade level teams of teachers and staff for planning
- Attended professional development, weekly staff meetings, and S.T.E.P classroom management workshops
- Assisted in program development, student assessment, and curriculum development
- Provided coverage for teachers when absent
- Co- taught daily including shared reading, read aloud, and second grade math

Noah Webster MicroSociety Magnet School, Hartford, CT August 2011 - December 2011
Student Teacher, Grades K, 3

- Developed and taught sequential lesson plans that impact student learning
- Developed and implemented a two week literacy unit that explored a variety of versions of the same story
- Addressed common core content standards in unit and lesson plans
- Demonstrated ability to impact student learning by conducting and analyzing pre, mid, and post assessments
- Collaborated and co-taught with other teaching professionals
- Differentiated instruction to meet the needs of students in a mixed ability classroom

Bristol Public Schools, Bristol, CT November 2009 - June 2011
Paraprofessional, Grade Pre-K (3 year olds)

- Implemented lesson and unit plans provided by classroom teacher
- Performed lesson assessments to drive instruction
- Implemented effective and positive classroom management strategies
- Developed lesson extension exercises to enhance student learning
- Instrumental in the obtaining of NAYEC accreditation for the preschool classroom

Discovery Zone Learning Center, Columbia, CT

October 2006 - May 2009

Head Teacher, Preschool, **Assistant Teacher**, Toddler

- Created and taught lessons in themed units that were based on the Preschool Assessment Framework
- Communicated with parents daily about their child's behavior and progress
- Generated learning based centers that reflected the theme of the unit and expanded on student understanding

Book: Henry and Mudge and the Starry Night (lesson 1)

Level: 440 Lexile

GRL- J

DRA 16-18

Focus: Asking and Answering Questions

Retell and Story Elements (next lessons)

CC Standards:

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Learning Targets:

- **I can answer questions to show I understand important details in a story**
- **I can tell important details about how a story begins and ends.**
- **I can use illustrations and text to tell about the plot of the story**

Before Reading

Notice and Wonder (make predictions):
Where is this boy and what is he doing?
I wonder what happens on the starry night?

Building Background Knowledge:
Have you ever been camping?
What would you bring with you camping?
What might you do and see when camping?

Word Work/ Text Features:
Suffixes- ing, ed (base word and suffix review)
(camping, smelling, chewing, giving, drooled, giggled, walked, climbed, smelled, unpacked, groaned)

Vocabulary: Shiver, Drooled
ELL. (camping, starry, campfire, bear, slippery, snuggled)

During Reading

Students whisper read Big Bear Lake chapter (pgs. 5- 15)

Notes:

Fluency Notes:

After Reading

Responding to Text:
• Page 5: Who did Henry and Mudge go camping with? (Henry's parents)
• Pages 6-7: What did Henry's mom know how to do? (set up a tent, build a campfire, cook camp food)
• Pages 8-9: What did Henry's dad know how to do? (play the guitar)
• Pages 10-12: What animals did Henry think they might see? (deer, raccoons, bears)
• Pages 13-15: What animal was Henry not sure he wanted to see? (a bear) Why did he think no bear would be able to get them? (they are too slippery) *Inference- Why are they slippery? (drooled on, drool makes you wet and slippery)

Retell/Story Elements:
Turn and talk
• Setting (outdoors, campground- Big Bear Lake, tent)
• Characters (Henry, Mudge, Mother, Father)
• Important event (set up camp, thought about what they would see there)

Predictions:
What do you think is going to happen in the next chapter: "A Good Smelly Hike"?

Extension:

- Reread text and answer comprehension questions (multiple choice/open ended)
- Draw a picture and describe the setting of the story

**Student
Notes**

Skills:

HF'W in context

Strategies for new words

Reads accurately

Word study to decode

Predictions

Text Features

Personal Connections

Higher Level Thinking

Literal Comprehension

Reads Fluently

Independent Reading

OBJECTIVE

To passionately teach students, grades 1-6, in a welcoming environment, utilizing inquiry-based learning, allowing each student to reach their growth goal, as well as collaborating with my grade team to push our students further.

EDUCATION

Western Governors University **Salt Lake City, UT**

Masters of Arts Mathematics Education June 2021

Central Connecticut State University **New Britain, CT**

Bachelor of Science, Education December 2017

Major: Elementary Education, Concentration: Mathematics

GPA: 3.88/4.0, Dean's List

Kappa Delta Pi Education Honor Society, Lambda Delta Alpha National Honor Society, Golden Key International Honor Society

CERTIFICATION

Initial Educator Certification Elementary 1-6

CLASSROOM EXPERIENCE

First Grade Teacher | Uncas Elementary School | August 2019-Present *Norwich, CT*

- Planned, collaborated and implemented units in math, reading, social studies and science.
- Created and implemented centers for math and literacy.
- Developed an online classroom and connected with students on live lessons and by recording video lessons.

Long-Term Sub | Andrew Avenue Elementary School | April 2019-June 2019 *Naugatuck, CT*

- Planned and implemented lessons in humanities, math and science for 19 3rd graders.
- Conducted small group support lessons in math and reading.
- Participated in staff meetings and professional development training.

Building Sub | Andrew Avenue Elementary School | August 2018-April 2019 *Naugatuck, CT*

- Report to building daily and am assigned various subbing jobs.
- Assisted in kindergarten classrooms on days where there are no sub jobs.

Interventionist | Andrew Avenue Elementary School | February 2018- June 2018 *Naugatuck, CT*

- Planned and implemented lessons to small groups grades k-4.
- Provided individualized support for tier 2 and tier 3 groups.
- Utilized the ECRI program to teach reading and spelling skills.

Long-Term Sub | Andrew Avenue Elementary School | Jan. 2nd - February 9th, 2018 *Naugatuck, CT*

- Planned and taught lessons in reading, writing and math for 16 kindergartners over 6 weeks.
- Prepared centers that reinforced skills learned in previous lessons for math and reading.
- Worked collaboratively with grade team members and attended faculty meetings.

Amanda Hermonot

Student Teacher | Roger Sherman Elementary School | Aug. 28th- December 15th,2017 Meriden, CT

- Created and implemented lessons and units for a diverse class of 4th graders.
- Organized and prepared math groups to effectively teach learners of various levels.
- Developed challenge activities for higher-level students to push their thinking and continue their academic growth.

Practicum Teacher | DiLoreto Magnet School | Spring 2017

New Britain, CT

- Provided extra support in 6th grade math and social studies classes.
- Developed and implemented a unit lesson connecting lessons in math and social studies.

Practicum Teacher | Emerson-Williams Elementary | Fall 2016

Wethersfield, CT

- Aided lessons in math and reading in a 4th grade classroom.
- Developed and co-taught a lesson in dialogue, using comic strips to pull students into the lesson.

Practicum Teacher | Jefferson Elementary School | Spring 2016

New Britain, CT

- Observed reading and math lessons taught to a 1st grade classroom.
- Created and taught a lesson on characteristics to a 1st grade class.

EMPLOYMENT EXPERIENCE

Counselor | Naugatuck YMCA | April 2016-Present

Naugatuck, CT

- Implemented camp and after care activities for children ages 5-13.
- Developed and ran art, science and field activities for camp children.
- Communicated with parents about their child's behavior and accomplishments daily.

Babysitter | Various Families | 2010-Present

- Provided care and support for children ages newborn-13.
- Tutored children with their homework.

Waitress | Middlebury Pizza | August 2012-January 2016

Middlebury, CT

- Took orders, answered phone calls and managed cash register.
- Communicated with customers and kitchen staff.
- Trained inexperienced staff.

VOLUNTEER EXPERIENCE

Jumpstart Program | CCSU | September 2014-May 2015

New Britain, CT

- Developed and implemented lessons and centers in a pre-school classroom.
- Collaborated with my team to create materials and lessons.
- Assisted pre-school teachers during lessons and prep time.

SKILLS

Certification: Pediatric First Aid and CPR, May 25th, 2018

Computer: Microsoft Word, PowerPoint, Excel, Google Docs, Google Drive, Google Slides

Additional: Trained in ECRI Literacy

Melissa B. Hopkins, M.Ed., C.A.G.S., NCSP

Personal Data

Pending Address (moving mid August 2021):

Contact Information:

Education

- Certificate of Advanced Graduate Study in School Psychology (C.A.G.S.), University of Massachusetts, Amherst, MA; May 2004. (plus 45 graduate credits above the specialist/CAGS degree)
- Master's of Education (M.Ed.) in School Psychology. University of Massachusetts, Amherst; January 2003
- Bachelor's of Arts (B.A.), major: Psychology. University of Connecticut, Storrs, CT; June 1999

Certification/Licensure

- Nationally Certified School Psychologist (NCSP). Certification Number: 33946
- Professional Educator's License in School Psychology. All grade levels. License Number: 385425. Issued by the Commonwealth of Massachusetts Department of Education.

Educational Conference Activities

- Presentation. *Is the NASP Blueprint having an effect?* Presented at the National Association of School Psychologists' (NASP) annual convention, April 2004.
- Research symposium presentation. *Is the NASP Blueprint having an effect?* Presented at New England Research Association's annual convention, October 2003.
- Poster presentation. *Is the NASP Blueprint having an effect?* Presented at the American Psychological Society's (APS) annual convention, May 2003.
- National Association of School Psychologist-Member
- Poster Presentation. Brown, S.W., Garry, M., & **Brown, M.J.** (1998, May). Memory beliefs and attitudes: A Taiwanese sample. Poster presented at the 1998 American Psychological Society Conference, Washington, DC.

School Psychology Positions & Internship

- School Psychologist, Johnny Appleseed School, Leominster, MA. August 2004-Present
 - School-based practitioner for grades Kindergarten through Fifth grade.
 - Responsibilities:
 - Evaluations to determine eligibility for special education services (initial and re-evaluations).
 - Assessments using data-based decision making and Response-to-Intervention model
 - Diagnostic evaluations
 - Direct service with regular education and special education students (i.e. social skills training and counseling)
 - Curriculum-based measurement: survey-level assessments and progress monitoring.
 - Consultation with teachers, parents, and administrators
 - Functional Behavioral Assessments (FBA's) and Behavioral Observations

- Intervention planning and implementation for academic and behavior problems
 - IEP development and implementation of services
 - Crisis management
 - School-based Teacher Assistance Team (TAT) facilitator 2004-present
 - Assessment Team Member, 2006-2020
 - National Institute for School Leadership (NISL) completed 2012
- School Psychologist, Fitchburg Public Schools, Fitchburg, MA
 - All elementary schools in Fitchburg, MA; grades 1-4 (Internship and Full Time Faculty) 2003-2004 with doctoral level supervision.
 - Responsibilities: Evaluations to determine eligibility for special education services (initial and reevaluations).
 - Assessment using data-based decision making
 - Curriculum-based measurement: survey-level assessment, school-based norming, and progress monitoring.
 - Consultation with teachers, parents, and administrators
 - Observations
 - Intervention design, implementation, and monitoring
 - Professional development training

College Teaching Experience

- Adjunct Professor at Fitchburg State College, Fitchburg, MA. Special Education Graduate Courses
 - SPED 8917 *Assessment/Strategies for Special Education Teachers*: 3 credit graduate course (Fall 2011 to present)
 - SPED 8009 **SPED 8009 Special Educator** Advanced Assessment Strategies for Special Education : (summer 2015, co-taught with Dr. Meg O’Hearn-Curran)
 - SE2: Assessment for Determination of Education Needs, Curriculum, Services and Programs, Including Augmentative and Alternative Communication and Other Assistive Technologies Course (3 credits online through the DESE) (Fall 2013 & Spring 2014 co-taught with Dr. Nancy Murray, Kathleen Grossi, Karen Waddill, and Melissa Mulvey)
 - *English Language Arts Assessment & Instruction*. SPED 8914A (Assessment) 6 credits (Special Education Department-required course. Co-taught with Dorothy Hargrove (Assessment & Instruction taught separately) 6 credit course, Fall 2006-2011)
 - *Utilizing Curriculum-Based Measurement (CBM) to Assess Literacy Skills*. SPED & Reading 80003-40076: 3 credits
(Reading Specialist Program and Special Education Department. Co-taught with Cynthia Pirani-McGurl: Summer Sessions in 2005-2008)

Direct Supervision Experience

- Doctoral students in their second year practicum for UMass Amherst’s School Psychology program (fall of 2007 to spring 2020 2 days/week)
- First year graduate student from William James University’s School Psychology CAGS program (2017-2018 school year 1.5 days/week)
- Interns in UMass Amherst and Worcester State University school psychology programs (full time)
- Intern in William James University’s clinical psychology program-full time 2008-2009

Practicum Experience

- Fitchburg Public Schools; Fitchburg, MA
 - Early Childhood and Elementary level
 - Consultation, assessment, intervention, observation, data collection, and progress monitoring; 10-12 hours per week with supervision by a Doctoral Level School Psychologist; September 2002-2003
- Pelham Elementary School; Pelham, MA
 - First Grade Classroom; 4 hours per week; September 2001-May 2002.

Relevant Work Experience

- Research Analyst: University of Connecticut grant funded program, Husky Reach Program
 - Data analysis and report writing regarding the effects of two college mentoring program through the University of Connecticut's athletic program (sponsored by the Savings Bank of Manchester); Summer 2009 and 2011
- Reading and Literacy Skills Assessment team; Chicopee & Pittsfield Public Schools, MA
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmark data collection to establish local norms in both districts, Kindergarten-2nd Grade; January 2003
- STEMTEC Evaluation Project, University of Massachusetts: National Science Foundation Grant; Amherst, MA
 - Research Assistant: Report writing, data entry and analysis, classroom observations, and administrative work; September 2001- August 2003.
- Connecticut Level 1 & II Technology Assessment for Teachers (Teachers for a New Era Project); University of Connecticut in Storrs, CT
 - Research Assistant: Development of alternate forms of the assessments, scoring proficiency on Microsoft Word, Excel, & Power Point for 150 CT state teachers, and project administrative tasks through the University of Connecticut; May-August 2003, May-August 2004 & November-December 2005.
- South Windsor Public Schools, Special Services Department; South Windsor, CT
 - Paraprofessional for 2 students with autism in Special Education Summer Programs; July 2002.
- Curriculum Based Measurement Consultant: Shutesbury Elementary School, Shutesbury, MA
 - Assessment of 1st-6th graders using controlled reading probes of CBM to collect school-wide norms for the Shutesbury Elementary School; May 24, 2002.
- Curriculum Based Measurement Project: Agawam Public Schools Contract, Agawam, MA
 - Assessment of Elementary School Children using Reading Probes of CBM to collect local norms for the Agawam Public School system, Grades 1-4; March & June 2002.
- Generalization Study, University of Massachusetts, Amherst, MA
 - Research Assistant: Data Collection of "on-task" and "off-task" student behavior in a 5th grade classroom; January 2002.

Other Work Experience

- Bay Cove Mental Health & Massachusetts Department of Mental Health: Massachusetts Bay Employment; Boston, MA
 - Employment Consultant for Mentally Ill Adults in Boston Area: Job Coach/Education & Employment Consultant. Case-load consisted of approximately 40+ clients. Crisis Prevention Institute Certification, and CPR certification; September 2000- September 2001.
 - Family Support Division, Boston, MA
Respite work part time: 2 individuals; female with severe mental retardation, and a 12 year old male with Asperger's Disorder.

January 2001-August 2001.

- Massachusetts Eye and Ear Infirmary, Boston, MA.
 - Research Coordinator: Coordinator for 4 Age-Related Macular Degeneration clinical trials of experimental treatments; Retina Research Department; September 1999-September 2000.
- University of Connecticut Counseling Program for Intercollegiate Athletes.
 - Clerical/administrative work; May 1996-May 1999.
- University of Connecticut, "Confratute" - National Research Center for the Gifted and Talented
 - Conference preparation and support, clerical work, and data entry; summer 1996 & summer 1999.

Joshua Hubert

EDUCATION

Sacred Heart University

B.S. in Criminal Justice

M.A.T. in Elementary Education

Fairfield, CT

May 2017 *GPA 3.687*

May 2018 *GPA 3.795*

OBJECTIVE

To promote a safe and wholesome educational experience by adhering to the school ideology and cultivate a sense of purpose, pride, and self-determination within the students.

ACADEMIC HONORS

Dean's List

Fall 2014-Spring 2017

TEACHING EXPERIENCE

Educational Psychology (Field Hours)

Frenchtown School

September-December 2015

Trumbull, CT

- Aided and observed the teaching styles of one teacher for a period of 8 weeks to acquire and hone proper classroom abilities and learn about the fundamentals of pedagogy.

Multicultural Education (Field Hours)

Multicultural Magnet School

January 2016-May 2016

Bridgeport, CT

- Observed several grade levels over a period of two years and formed lesson plans under guidance of the head teacher.

Assistant Teacher

Horizons Summer and Saturday Academy

February 2018-August 2019

Fairfield, CT

- Assisted with classroom instruction, co-taught martial arts elective during Summer Academy session, and was on call substitute teacher along with being a one-on-one intervention teacher for the at-risk youth.

ADDITIONAL WORK EXPERIENCE

Warehouse Associate

Executive Business Machines

October 2016-March 2019

Trumbull, CT

- Packaged, shipped, tracked, stocked, and calculated data for all incoming and outgoing inventory and provided programming support for IT technicians with installing and imaging specified software onto workstations.

Program Director

Winchester Youth Service Bureau

January 2020-Present

Winchester, CT

- Creates and facilitates groups for at-risk youth, uses strategic prevention planning in the Winchester community through coordinating the Local Prevention Council, and Co-directing "Rising Star Camp" throughout the summer.
- Juvenile Review Board, Court Diversion Program case manager.

Program Director

Torrington Youth Service Bureau

January 2020-Present

Torrington, CT

- Develops and maintains an active presence within the lives of at-risk youth within the Torrington community through program development, tutoring services, and community-based outreach.

SKILLS AND CERTIFICATIONS

- Certified Connecticut Teacher (Initial 305 1-6)
- NREMT Certified
- CT State Certified EMT
- Certified CT Fire Fighter 1 and 2

December 2018-Present
December 2019-Present
December 2019-Present
August 2020-Present

TRAININGS & PROFESSIONAL DEVELOPMENT

Questions, Persuade, and Refer Gatekeeper Training
Naloxone (Narcan)
Restorative Justice 101 & 201

August 2020
February 2020
September 2020

COMMUNITY ENGAGEMENT

Firefighter

Winchester Volunteer Firefighter, FF2

- Provide emergency services during unexpected events in various environments.

Winchester, CT
January 2020-Present

EMT

Winsted Area Ambulance Association

- Provide medical care for those experiencing medical complications.

Winsted, CT
December 2019-Present