

Jessica Broggi

Objective:

I am a caring and dedicated special education pre-k teacher with a strong commitment to student development and learning, seeking a position in Early Childhood Education.

Education:

Southern Connecticut State University

Graduated: Dec 2015

Bachelors of Science: Early Childhood Education

Bachelors of Arts: Liberal Studies

Concentration: Psychology

Concentration: Interdisciplinary Studies (Math/Science)

Certifications:

CT State Certification Integrated Early Childhood/Special Ed., Nursery - K - Elem. 1-3

Student Teaching

Fall 2015

Student Teacher - Pre-K, Helene Grant, New Haven, CT

- Assisted cooperating teacher with coordination of daily activities and lesson planning
- Provided whole, individual, and group assistance to students using methods such as direct instruction and learning centers
- Created and implemented hands-on lessons in math, science, and literacy
- Created and implemented a mini unit teaching colors including hands-on lessons and a play "Brown Bear, Brown Bear, What Do You See?" open for family members to attend

Fall 2015

Student Teacher - Third Grade, Parker Farms, Wallingford, CT

- Assisted teacher with daily activities and lesson planning
- Provided whole, individual, and group assistance to students using methods, such as direct instruction and scaffolding
- Planned/implemented multiplication unit including manipulatives, diagrams, and games to engage students and facilitate learning
- Planned/implemented division math unit incorporating manipulatives, charts, and games to engage students and facilitate learning
- Planned/implemented short story writing unit that instilled skills in writing, grammar, and story structure.

Fieldwork:

Fall 2012

Pre-School - Westville Community Nursery School, New Haven, CT 06515

Fall 2013

Grades Prek-3 - Lincoln Basset School, New Haven, CT 06511

Spring 2014

Grade 2 - Wintergreen Interdistrict Magnet School, Hamden, CT 06514

Fall 2014

Grade 3 - Wintergreen Interdistrict Magnet School, Hamden, CT 06514

Children Related Experience:

Waterbury Public Schools

October 2019 - Present

Special Education Pre-k Teacher

- Plan and implement daily curriculum and instruction in the classroom setting.
- Collaborate with families, conduct parent teacher conferences, and communicate with families regarding their student's progress regularly.
- Case manager for student with disabilities, conducting PPT's, designing IEP's and maintaining records pertaining to special education services and progress.
- Collaborating with pupil support services personnel including, OT, SLP, PT, BCBA, and BT to ensure the success of students.
- Evaluate students using benchmark assessments, TS Gold standards and completing progress report cards.

West Hartford Public Schools

October 2018 - October 2019

Special Education Teaching Assistant

- Provide small group/ individual instruction to students
- Supporting students reach their goals stated in IEP's
- Assist classroom teachers in classroom management and completing classroom tasks
- Taken on additional role of **bus monitor**: riding the bus in the morning and afternoon and engaging students to keep conversations appropriate as well as encouraging safety and appropriate behaviors.

Manchester Public Schools March 2018- October 2018

Special Education Integrated Preschool Paraprofessional

- Provide support to the classroom teacher with daily duties including prepping materials, diapering/changing students, facilitating snack time, sending home daily notices.
- Assisting in classroom management
- Being able to manage the classroom when the teacher has PPT's to attend
- Assist the teacher with facilitating child learning and growth

Torrington Child Care Center March 2016 - March 2018

Preschool Teacher

- Lead teacher in a preschool classroom of children ranging from ages 3-5 years old
- Provide instruction in literacy, science, social studies, and mathematics
- Facilitate discussions to aid in social/emotional development
- Plan instruction with a co-teacher to ensure all children's needs are being met

Canaan Child Care Center Feb 2016-March 2016

Substitute Teacher

- Implemented the lead teacher's lessons plans for the day

Southern Berkshire Regional School District Feb 2016-March 2016

Substitute Teacher

- Implemented teacher's lesson plans for the day as well as practiced classroom management skills

Canaan Child Care Center Summer 2014, Summer 2015

Assistant Teacher

- Assisted with a pre-k class
- Provided small group instruction in literacy
- Aided in social/emotional development
- Assisted lead teachers in classroom management

Other Work Experience:

Stadium Systems Summer 2012, Summer 2013

- Worked in the merchandise department packing and shipping orders
- Collaborated with co-workers to complete customer orders

Skills & Training:

- Adaptability
- Organizational skills
- Communication skills
- Classroom management
- Microsoft Word/Excel
- Google Drive
- Experience with CT ELDs
- Experience with TS Gold and Creative Curriculum
- Proficient with Google Classroom and Google Meet

References & Recommendations:

- Available per request

Anna Castles

OBJECTIVE

To effectively teach academic, social-emotional, and adaptive skills to elementary students in a self-contained classroom setting using data-driven instruction, research-based interventions, and positive behavior management while forming positive relationships with students, parents, and colleagues.

EDUCATION

University of Connecticut

Master of Arts in Educational Psychology

Waterbury, CT

May 2021

Pending Certification: 165 Comprehensive Special Education, K-12

GPA: 4.05, Wallace S. Moreland Memorial Scholarship recipient

Inquiry Project: "How Students with Autism Spectrum Disorder Learn Through Play in an Elementary Self-Contained Classroom"

Gordon College

Bachelor of Arts in Psychology, Cum Laude

Wenham, MA

May 2020

GPA: 3.57, Dean's List, Presidential Honors List, T. Leonard Lewis Scholarship recipient

CERTIFICATIONS & ENDORSEMENTS

Application pending for Connecticut Initial Educator Certificate

Pending Endorsements: Comprehensive Special Education (K-12)

Praxis and Other Tests: Received *Praxis I* Waiver, Passed *Praxis II* (Special Education, Core Knowledge and Mild to Moderate Applications: 5543), Passed Connecticut Foundations of Reading test

CLASSROOM EXPERIENCE

West District School

Farmington, CT

Specialized Learning Center Teacher- Grades K-4, Extended School Year Program

Commencing July 2021

- Continuing and implementing individual programs for students with autism, including Discrete Trial Instruction towards IEP goals and objectives, social-emotional skills, and unique behavior plans,
- Maintaining students' program books as well as communication with parents, paraprofessionals, and related service providers

Union School

Farmington, CT

Student Teacher- Grades K-4, Specialized Learning Center

January 2021-April 2021

- Developed and implemented Discrete Trial Instruction lessons for individual students with autism based on IEP goals and objectives, as well as on unique needs
- Executed individual and hybrid online instruction for students participating in distance learning, including preparation of instructional materials using Google resources
- Conducted small group instruction to teach appropriate behavior for a group setting as well as generalize and/or maintain relevant material, while adapting lessons to meet individual students' needs
- Executed group and individual behavior management techniques, rooted in Applied Behavioral Analysis
- Collaborated with related service providers and paraprofessionals to meet IEP-specific requirements, manage scheduling changes, and problem solve

Union School

Farmington, CT

Intern- Grades K-4, Specialized Learning Center

September 2020-December 2020

- Observed individual Discrete Trial Instruction lessons, as well as group instruction and behavior management strategies, taking notes for later reference and implementation

- Conducted action research regarding how students with autism learn through play in a self-contained classroom
- Worked with students on an individual and small group basis, using observed techniques for instruction towards individual goals and objectives as well as for behavior management
- Attended Planning and Placement Team meetings
- Assisted with preparing materials for student programs

West Woods Upper Elementary School

Farmington, CT
September 2020-November 2020

Long Term Substitute- Grades 5 & 6 Special Education

- Provided daily differentiated reading lessons for students receiving special education services in the general education classroom
- Supported students in grade-level math, science, and language arts courses in a co-taught environment, while modifying curriculum to support differentiated needs
- Presented math lessons for students receiving off-grade level interventions while utilizing available resources and assistive technology, including SMART Board technology
- Wrote IEP progress reports, using collected data to inform families of their students' progress towards individual goals and objectives
- Planned and exchanged ideas with general education co-teachers to provide inclusive and differentiated lessons
- Communicated with parents to discuss any concerns, support home learning, and create positive and open relationships

Tootin' Hills Elementary School

Simsbury, CT
July 2020-August 2020

Clinical Practicum, Grades K-1 Special Education

- Observed online summer instruction in math and reading, gaining exposure to virtual teaching and recording notes regarding teaching strategies
- Conferenced frequently with cooperating teacher regarding different teaching styles, connecting relevant course content to practicum observations, supporting students academically and emotionally in a distance learning environment, and gaining experience

Witchcraft Heights Elementary School

Salem, MA
January 2020-March 2020

Classroom Observations, Grade 2 Special Education

- Observed students with a variety of needs as well as staff in an inclusive 2nd grade classroom
- Assisted students in reading stations to develop instructional and classroom management skills

WORK EXPERIENCE

Camp Pinnacle

Voorheesville, NY
June 2016-August 2019

Summer Camp Counselor

- Mentored children ages 7-16 at an overnight camp, caring for a cabin of 5-8 girls each week and handling behavioral and personal issues with campers
- Led activities such as rock climbing and outdoor skills, as well as whole-camp games
- Collaborated with camp director and team of fellow counselors to solve problems and improve program design
- Served as praise band leader 2017-2019

Beverly Children's Learning Center

Beverly, MA
February 2019-April 2019

Intern

- Assisted in after-school center for children in grades 1-3 with developmental disabilities

Dover Saddlery*Product Advisor*Ridgefield, CT
October 2018-April 2019

- Aided diverse clientele in finding equestrian products suited for their individual lifestyles and purposes in a fast-paced, people-oriented environment

Windrush Farm*Intern*North Andover, MA
February 2018-April 2018

- Instructed youth and adult clients with a wide range of disabilities in mounted and unmounted horsemanship in a safe, therapeutic environment, monitoring both horse and rider during classes as well as helping the rider feel comfortable

Oceanwood Camp and Conference Center*Horseback Instructor*Old Orchard Beach, ME
June 2015-August 2015

- Planned and executed equestrian program at a summer camp for children, as well as for adults with disabilities, as part of the equestrian team
- Delivered mounted and unmounted lessons to campers, including the therapeutic horsemanship program for adult campers with wide range of disabilities

SKILLS

Classroom Technology: SMART Board, document camera, PowerSchool*Computer:* Google Classroom, Meets, Sheets, Slides; Microsoft Word, PowerPoint, Excel

Crystal Davis

CAREER OBJECTIVE

To obtain a position in the field of school counseling, or a counseling related field, grades K-12, in which my knowledge and skills can be used to give and maintain a positive learning environment.

EDUCATION

Western Connecticut State University, Danbury, CT

Masters in School Counseling, May 20, 2011 G.P.A 3.9

Southern Connecticut State University, New Haven, CT

Bachelor of Science in Exercise Science (Teacher Prep), Dec. 2006 G.P.A. 3.07 (Dean's List)

Passed Praxis Examination, May 25, 2007

TEACHER CERTIFICATION: Initial Educator Physical Education K-12(044), State of Connecticut, June 2007, State of Connecticut School Counselor K-12 (068) June 2011

ADDITIONAL CERTIFICATION

First Aid and CPR

CIAC coaching certificate

PROFESSIONAL EXPERIENCE

Thomas Edison Middle School, Meriden, CT

September '14- Present

- School Counselor Grades 6-8
- Implemented and created developmental guidance curriculum for all grade levels
- Coordinated and conducted 504 meetings
- Transition planning for incoming 6th graders and outgoing 8th graders
- Conducted individual and group counseling
- Communicated with parents, DCF, and outside providers
- Collaborated with teachers, administration, and staff in the building daily

Wheeler Clinic, Plainville, CT

November '12- September '14

MST-PSB Clinician

- Implemented intensive in-home counseling, working with children ages 10-18 on problem sexual behaviors.
- Assisted with helping children transition into the community and remain safe as well as keeping others safe.
- Maintained concurrent collaborative documentation on a daily basis.

Plainville High School, Plainville, CT

August '10-June '11

School counseling intern

- Implemented counseling in groups such as study skills and salvaging sisterhood
- Conducted individual counseling sessions grades 9-12 including post-secondary planning
- Maintained and updated scholarships on the website
- Assisted with AP administration, PSAT testing

Crystal Davis Pg 2

- Taught lessons on freshman topics such as bullying, learning styles, and acceptance as part of freshman academy
- Used PowerSchool to change students schedules, monitor grades, attendance, and log student contact

Southington Public School District, Southington, CT

January '07-March '08

- Substitute Teacher
- All grades and subjects, long-term at Alta (alternative school grades 9-12)

Sheehan High School, Wallingford, CT

October '06-December '06

- Planned and taught two units on volleyball and swimming to students grades 9-12
- Designated specific students to work together in groups, resulting in a more productive learning environment
- Created a syllabus which outlined the unit for the students to have a better understanding of what they were learning and why.
- Assisted with skill development in basketball and volleyball
- Provided instruction in dribbling techniques in Basketball
- Observed various teaching styles and techniques

South End & Hatton Elementary School, Southington, CT August '06-October '06

- Planned and taught lessons involving cooperative games
- Participated in monthly curriculum meetings with other elementary school teachers
- Developed lesson plans that fit each grade level's individual needs, helping them become more proficient in the skills being taught.

RELATED EXPERIENCE

Southington High School Cheerleading Coach June '02 –June '14

- Supervised stunting techniques that require knowledge and skill
- Planned daily activities and exercises to keep girls knowledgeable and fit.

Bristol Eastern High School Cheerleading Coach June '14- June '16

- Supervised stunting techniques that require knowledge and skill
- Planned daily activities and exercises to keep girls knowledgeable and fit.

MEMBERSHIPS

American Counseling Association (ACA)

American School Counseling Association (ASCA)

ACTIVITIES

President, Hall Council

Publicity, Inter-Residence Council

Member, Black Student Union

Member, Southern Connecticut State University All-Girl Cheerleading

Volunteer, Share Program reading to students in elementary school

Conducted, Hoops for Heart tournament, proceeds benefiting the American Heart Association

References Provided Upon Request

Kemani Hume

SUMMARY

Objective: Culturally aware, self-motivated, people-oriented, passionate Educational Psychology graduate looking to provide counseling, assessment, and expertise to the mental health field as a School Psychologist

EDUCATION

Bachelor of Art/Science American International College **Graduation Date:** May 2018

MAJOR: Psychology **GPA:** 3.77

HONORS:

- Dean's List (2014-2018)
- American International College's Outstanding Psychology Student (2014-2018)
- American International College's Lee Sirois Psychology Research Award (2018)
- Graduated Summa Cum Laude

Masters/6th Year License University of Connecticut **Graduation Date:** May 2021

Major: Educational Psychology **GPA:** 3.86 **Focus:** School Psychology

RELATED EXPERIENCE

Facility Supervisor/Assistant Director, Bloomfield, CT 07/15/2014- Present

- Supervised children all throughout the day from the ages of 4-15
- Ran various activities to stimulate their mind and encourage interaction
- Helped the community by ensuring that town events ran smoothly (setting up equipment, helping civilians with whatever they need during the function)
- Conducted first-aid on children who were injured and responsible for making various reports to parents
- Oversaw Program operations, making sure everything ran according to plan
- Dealt with numerous disciplinary situations involving parents and children
- Intervened with children showing red flags in regards to mental health

Supervisor: **Dave Melesko** **Number:** (860) 243 – 2923

School Psychologist Intern, East Windsor High School, East Windsor, CT 09/2018- 06/2019

- Counseled students who struggled socially, emotionally, and behaviorally
- Observed my supervisor administer intellectual assessments from the middle school level to the high school level
- Involved in PPTs and observed my supervisor deliver updated results and explain assessment results to parents and other staff
- Consulted with teachers on specific students and created different strategies that may help them overcome their issues.
- Co-implemented interventions for students who are emotionally unstable

Supervisor: **Brent Butler** **Number:** (860) 967 – 8773

School Psychologist Intern, Maple Street School, Vernon, CT 09/2019 – 05/2019

- Counseled students who struggle socially, emotionally, and behaviorally
- Administered intellectual assessments at the elementary school level
- Involved in PPTs and observed my supervisor deliver assessment results as well as observations

Kemani Hume

- Consulted with teachers on specific students and created different strategies together that may help them succeed
- Implemented multiple interventions and monitored data to determine the effectiveness of the treatment for the student

Supervisor: **Elizabeth Terrell**

Number: (203) 540 – 7711

School Psychologist Intern, Greene-Hills School, Bristol, CT 08/2020 – Present

- Counseled students who struggle socially, emotionally, and behaviorally for grades K-8 both individually and in groups
- Administered intellectual assessments from the elementary school level (K-5) to the middle school level (6-8)
- Involved in PPTs and delivered assessment results as well as observations, also added my recommendation from my results what classification would fit best for the student
- Consulted with teachers on specific students and created different strategies together that may help them succeed
- Implemented multiple interventions and monitored data to determine the effectiveness of the treatment for the student
- Held multiple restorative sessions with students and faculty including students returning from OSS

Supervisor: **Kristen Cicchetti**

Number: (203) 565 - 4589

Cognitive/Phonological Processing Assessments Administered:

Weschler Intelligence Scale for Children 5th Edition (WISC-V)

Woodcock Johnson Tests of Cognitive Abilities 4th Edition (WJ-IV)

Kauffman Assessment Battery for Children 2nd Edition (KABC-II)

Comprehensive Tests of Phonological Processing 2nd Edition – (CTOPP-2)

Social-Emotional-Behavioral Scales Administered:

Autism Spectrum Rating Scales – (ASRS)

Behavior Assessment Scales for Children 3rd Edition – (BASC-3)

Conners 3rd Edition – (Conners-3)

Behavior Rating Inventory of Executive Function – (BRIEF2)

Revised Children's Manifest Anxiety Scale 2nd Edition – (RCAMS-2)

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

Megan McPartlin

TEACHING CERTIFICATIONS

Connecticut Elementary Grades 1-6 (Nonrenewable Interim Provisional)	Earned: December 2019
New Jersey K-6th Certificate of Eligibility with Advanced Standing Elementary Education	Earned: July 2017
New Jersey Preschool - Grade 3 Certificate of Eligibility Early Childhood	Earned: May 2013

EDUCATION

Drexel University, Philadelphia, PA Masters in Teaching, Learning & Instruction (Preschool – 4 th Grade)	Online Masters Program Graduation Date: May 2015 GPA – 4.0
Pennsylvania State University Bachelor of Science in Spanish Education & Bachelor of Arts in Spanish	University Park, Pennsylvania Graduation Date: May 2009 GPA – 3.32
IES Madrid Study Abroad Program Madrid, Spain Universidad Complutense de Madrid (UCM)	Jan. – May 2008

EDUCATION RELATED EXPERIENCE

Chatham Day School STEM Coordinator- Middle School Chatham, NJ	Sept. 2017- June 2018
<ul style="list-style-type: none">• Researched and developed opportunities to integrate STEM activities into curricula• Collaborated with teachers in order to organize and plan STEM projects• Organized and lead STEM brainstorm sessions with various groups of teachers	
Chatham Day School – 4th Grade Math and Science Teacher Chatham, NJ	Dec. 2013 – June 2018
<ul style="list-style-type: none">• Promoted to lead 4th Grade Math and Science Teacher• Created integrated lesson plans in accordance with established curricula• Collaborated with parents, staff, and administration• Incorporated Chrome books in daily activities in order to enhance lessons	
Chatham Day School – 5th Grade Spanish Teacher Chatham, NJ	Nov. 2013 – Dec. 2013
<ul style="list-style-type: none">• Accepted position to become lead Spanish Teacher to fill a teacher's leave of absence• Developed lesson plans for Pre-K through 5th Grade• Utilized latest technology to enhance learning experience for all students• Tutored students to extend understanding of all Spanish content	
Chatham Day School – 1st Grade Teaching Assistant Chatham, NJ	August 2013 – Nov. 2013
<ul style="list-style-type: none">• Assisted lead teachers with reading comprehension and classroom management• Integrated Ipad applications into daily reading practice• Handled all grading of assignments• Interacted with parents on a daily basis to ensure strong communication	
Child and Family Resources Mt. Arlington, NJ	July 2013 – August 2013
<ul style="list-style-type: none">• Coordinated Diaper Bank fundraiser for local residents and preschools	

- Worked directly with parents in developing their parenting techniques

Castle Academy – Lead Preschool Teacher
Harleysville, PA

Oct. 2012 – March 2013

- Differentiated learning activities for students
- Organized lessons for students' curriculum
- Interacted with parents providing feedback on the progress of their children

CHALK Preschool – Lead Preschool Teacher
Los Angeles, CA

May 2011 – Sept. 2012

- Created energizing activities for the students to promote learning
- Developed monthly lesson plans to prepare children for advancement
- Collaborated with administration and other colleges to improve instruction
- Provided guidance to parents to stimulate learning outside of the classroom

Brittany Micari

"...Brittany is one of the most capable teachers I have evaluated in my 12 years of working with at least 24 teachers a year. She has demonstrated her intelligence, warm personality, flexibility, creativity, high expectations, and most of all her ability to connect with adolescents."

Maureen Reed
Assistant Principal
Cheshire High School

"...From day one Brittany excelled not only as a teacher but as a collaborator sharing her past experience with all teachers at Cheshire High School. She is a dedicated teacher that expects high quality work from her students and is willing to give them extra assistance to help them achieve it."

Lynn Taillon
Business Teacher
Cheshire High School

PROFESSIONAL PROFILE

Enthusiastic and passionate business educator with over 8 years of experience in secondary education. Thrilled to mentor students to gain skills and experiences in the disciplines of finance, marketing, management, and entrepreneurship. Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of learning in both traditional and online learning environments. Providing every student the stepping-stones to success in the ever changing business and economic landscape.

TEACHING CERTIFICATIONS

CT State (105) Department Chairperson. September, 2017
CT State (010) Secondary Business Education. December, 2013
CT State (089) Marketing Education. December, 2013
Level 2 Google Certified Educator. June, 2016

DEGREES AND CERTIFICATES

Masters of Art in Teaching - Secondary Business Education

Sacred Heart University Fairfield, CT December. 2013

Certificate in Educational Technology

Sacred Heart University Fairfield, CT December. 2013

Bachelor of Science Business Marketing – Magna Cum Laude

Roger Williams University Bristol, RI May. 2010
Gabelli School of Business (AACSB Accredited)

CONTINUING EDUCATION

University of Phoenix

Masters of Business Administration courses taken

Central Connecticut State University

Courses taken in Educational Leadership to earn 6th year certificate equivalent in Department Chairperson CT certificate (105)

EMPLOYMENT

Business and Finance Education Teacher, August 2014- Present

Cheshire High School, Cheshire CT

- Courses Taught: Personal Finance, Advanced Personal Finance, Marketing I and II International Business, Business Ownership, Computer Essentials.
- Certified College Career Pathways Teacher with Tunxis Community College.
- Worked with the local business community to develop a simulated advertising agency to create authentic learning experiences for advanced marketing students.
- Led whole school professional development workshops in educational technology and hybrid learning acceleration instructional techniques.
- Frequently worked directly with Superintendent and Marketing students to design community based special projects including logo design, school slogan and press releases.
- Founding DECA club advisor. The club focuses on developing emerging business leaders and entrepreneurs. Mentored hundreds of students to compete at both the state and national level over the past 6 years.

Brittany Micari

"She has the ability to work with students and guide them through the learning process in a fun, creative and engaging way. She brings her classroom to life using different types of media, technology, and dynamic teaching methods that engage students in their learning."

Leslie Paier
Business Department Chairperson
Cheshire High School

"Brittany demonstrated a high level of competence and professionalism. She has all the attributes of a fine teacher: strong academic credentials; command of the subject; excellent writing and speaking skills; rapport with students; and continuously mastering pedagogical techniques."

Kenneth G. Tavares
Supervisor of Student Teachers
Sacred Heart University

- Cooperating teacher for student teacher, Spring 2021.
- Class of 2018 Co-Advisor. Responsible for organizing class fundraisers, prom and a variety of senior activities.

Business Education Teacher Interim, January 2013 - June 2014 *Southington High School, Southington CT*

- Courses taught: Business Law and Microsoft Office II
- Designed and implemented units of study to reach state CTE curriculum standards.
- Organized and created online Personal Finance course pilot in partnership with school administration to provide all students access to relevant financial information.
- Organized the 2013 CTE testing materials and data collection
- Assisted in College Career Pathways data collection and organization in collaboration with Tunxis Community College

BUSINESS RELATED POSITIONS

Account Executive / Marketing Associate, May 2010 – April 2013 *John Medeiros Jewelry Collections, E. Providence RI*

- Developed corporate marketing campaigns using both traditional & new media platforms.
- Managed relationships with vendors, sales force and consumers.
- Collaborated with senior management team to execute new product launches to effectively reach target audience.
- Responsible for the management and planning of marketing schedules to increase traffic, conversation, and overall sales.

Marketing Assistant Internship, January 2010 – May 2010 *Grace Ormonde Wedding Style Magazine*

- Assisted fashion editor in marketing and event promotions.
- Developed and maintained the database of vendors and clients in multiple markets.
- Utilized search engine optimization techniques to further company web presence.

Marketing Intern / Sales Associate, July 2008-May 2010 *Green River Silver Co. Bristol, RI*

- Designed and implemented a charity campaign to benefit local animal shelter using multiple new media and traditional marketing techniques.
- Worked as a shift leader and sales associate for jewelry store and art gallery.

Assistant to the President September 2005 – August 2007 *Century 21 A-Gold Realty Bristol, CT*

- Maintained company database of clients and appointments.
- Worked closely with sales team to produce and schedule mailings using advanced word processing applications.
- Utilized effective oral and written communication skills with a strong customer service orientation.

COMPUTER SKILLS

- **Software (PC and MAC environments):** All Microsoft Office applications, Google Education Suite and WeVideo.

Kenneth James Smith Jr.

OBJECTIVE

I am an Exercise Science graduate currently pursuing a Physical Education & Health degree, with a passion for teaching, coaching, and continuing my professional growth. I have a background in exercise science, strength and conditioning, coaching, teaching, mentoring, event management, customer service, and data entry. These experiences make me a unique and ideal candidate for the Bristol Eastern Health position.

EDUCATION

Central Connecticut State University

- Bachelor of Science in Exercise Science, Psychology Minor *(December 2018)*
 - Cum Laude
- Bachelor of Science in Physical Education & Health *(Expected December 2021)*

RELEVANT WORK EXPERIENCE

Substitute Teacher, Kelly Services Farmington, CT *(January 2018-Present)*

- Long-term substitute for Special Education, co-teaching Math, Science, History and English
- Applying and executing the classroom teachers' lesson plans, grading, and providing feedback
- Exhibiting control over the classroom and conducting conflict resolution
- Summer school paraprofessional

Area Supervisor, RECentral at Central Connecticut State University, New Britain, CT *(2015-Present)*

- Ensuring safety of fitness centers by monitoring that workers and guests adhere to gym rules
- Promoting recreation by helping with campus events through marketing and supervision
- Maintaining order while keeping a clean and organized work environment

Assistant Football & Track Coach, Bristol Eastern High School *(September 2020-Present)*

- Motivating student athletes to improve performance on the field, in the classroom and in the community
- Improving student athlete performance
- Game planning, practice installation, play calling
- Covid-19 player symptom tracking

SKILLS

Awards	National Football Foundation & College Hall of Fame, INC. Northern CT, Chapter Scholar Athlete Award-May 2019, National Football Foundation Northern Connecticut Scholar Athlete (2018), Dean's List (2014-Present), Presidents List (Spring 2016)
Volunteer	Ana Grace Project (2016- Present), P.A.R.C. (2013-Present), Relay for Life (2013-Present), CCSU Football team Leadership Council (2017-2018), CCSU Day of Giving (2014-2018), Smalley Academy (2017), Bristol Eastern Track Volunteer Coach (2015-Present)
Certifications	Certified Strength and Conditioning Specialist (2018), First Aid, CPR, AED (2020), Certified CT Security Officer (2016)
Competencies	Peer Educator with Bristol Youth Services (2013-2014), Management experience, Leadership skills, Teamwork
Software	Microsoft Office, SPSS, TeamBuildr

NINA ZETTERGREN

PROFESSIONAL CERTIFICATIONS

Provisional Educator Certificate: Elementary K- 6 – (013)

PROFESSIONAL EXPERIENCE

HARTFORD PUBLIC SCHOOLS - HARTFORD, CT

KINSELLA MAGNET SCHOOL OF PERFORMING ARTS, KINDERGARTEN TEACHER

JULY 2018 – PRESENT

BURR ELEMENTARY SCHOOL, KINDERGARTEN TEACHER

NOVEMBER 2013 – JUNE 2018

- Remote learning for the school year 2020-2021, which consisted of live streaming literacy, math, and small group lessons through Google Meet, creating Google Slides to make a Bitmoji Classroom to summarize lessons and post anchor charts for students to use, and utilizing jamboard and whiteboard chat to keep students engaged throughout lessons.
- Teach academic core subjects and apply differentiated instruction to a diverse cultural and socioeconomic classroom population consisting of 23 students, about a quarter/half of which are ELL
- Achieved consistent score improvement on standardized tests in literacy and math
- Increased number of students reading at grade-level from 0% to over 50% amongst full-year students
- Cultivate classroom environment conducive to learning and growth through creation of anchor charts, organization, trust, clear communication and positive student/teacher relationships.
- Incorporate varied technology on regular basis including iReady, Lexia, Myon, Zearn, Epic books, and SmartBoard lessons/activities to promote interactive learning.
- Encourage parents to be active participants in their child's education through monthly newsletters, parent activities, regular phone communication and face-to-face meetings.
- Implement multiple curricula including Balanced Literacy Curriculum for Read Aloud/Shared Reading, Flyleaf, Mondo, and Waterford for Guided Reading, Foundations and Imagine for Foundational Skills, Benchmark for Writing, and Engage NY (Eureka) for Math.
- Administer F&P (Fountas and Pinnell Benchmark Assessment), DRA (Developmental Reading Assessment), Quick Phonics Screener, DIBELS NEXT 8; analyze data to plan instruction accordingly (progress monitor every 4-6 weeks).
- Collaboration with grade level team during weekly data teams along with administrators, Literacy Coach, ELL coach, and Math coach. Participated in literacy and EL coaching cycles to further support the different academic levels in the classroom.

WATERBURY PUBLIC SCHOOLS - WATERBURY, CT

CHASE ELEMENTARY SCHOOL, BUILDING SUBSTITUTE (K-5)

SEPTEMBER 2012 – JUNE 2013

- Implemented common core aligned lessons to grades K-5 and executing classroom management skills while classroom teachers were absent.
- Provided classroom management support when all teachers were present.
- Provided support for teachers whom needed coverage for PPTs.
- Assumed roles of paraprofessionals while they were absent and work one-on-one with students assigned a paraprofessional.

WATERBURY PUBLIC SCHOOLS – WATERBURY, CT

WASHINGTON ELEMENTARY SCHOOL, LONG-TERM SUBSTITUTE GRADE 1

APRIL 2012 – JUNE 2012

- Implemented common core aligned lessons to grade 1 and executing classroom management skills.
- Administered NWEA assessment, Dolch word assessment, Developmental Reading Assessments.
- Implemented RTI/SRBI
- Provided differentiated instruction for all core subjects.
- Collaborated weekly with grade level team during Common Planning Time (CPT).

OTHER EXPERIENCE

THE VILLAGE FOR FAMILIES AND CHILDREN - HARTFORD, CT

BURR ELEMENTARY SCHOOL, AFTERSCHOOL PROGRAM TEACHER (K-6)

MARCH 2019 – PRESENT

- Support a diverse cultural and socioeconomic group of students after school with homework and target areas where support is needed such as sight words, reading fluency, phonics, and mathematics.

BURR ELEMENTARY SCHOOL, AFTERSCHOOL PROGRAM KINDERGARTEN TEACHER

FEBRUARY 2015 – MAY 2015 | FEBRUARY 2014 – MAY 2014

- Support students after school with homework and target areas where support is needed such as letter names/letter sounds, phonemic awareness (CVC words, phonemic segmentation, nonsense word fluency), reading fluency, Kindergarten sight words along-side two other kindergarten teachers.

HARTFORD PUBLIC SCHOOLS - HARTFORD, CT

KINSELLA MAGNET SCHOOL OF PERFORMING ARTS, EARLY START/ SUMMER SCHOOL KINDERGARTEN TEACHER

JULY 2018 – AUGUST 2018

BURR ELEMENTARY SCHOOL, EARLY START/SUMMER SCHOOL KINDERGARTEN TEACHER

JULY 2017 – AUGUST 2017 | JULY 2016 – AUGUST 2016 | JULY 2015 – AUGUST 2015 | JULY 2014 – AUGUST 2014

- Planned and implemented Engage NY (Eureka Math) curriculum and Balanced Literacy curriculum to below grade level students.
- Established rapport with behaviorally challenging group of students by executing positive reinforcement.
- Collaborated with instruction coach to reassess and modify lesson plans based on prior-week data in order to position students for success.

EDUCATION

M.S. ELEMENTARY EDUCATION, UNIVERSITY OF BRIDGEPORT

MAY 2011

B.A. EARLY CHILDHOOD EDUCATION/HUMAN DEVELOPMENT & FAMILY STUDIES, UNIVERSITY OF CONNECTICUT

DECEMBER 2009