
Joseph Carosella

Professional Summary

Highly motivated physical education/health teacher adept at working with students to improve their overall growth in health and physical education. Committed to providing students with the necessary tools to achieve academic goals, instilling love of learning and cooperative teamwork. Devoted to improving student performance and understanding of health concepts. Teaching future students to be competent in lifelong health and physical literacy through activity.

Education/Certification

Bachelor of Science – Health & Physical Education
Central Connecticut State University, New Britain, CT
Physical Education Certificate - 044
Health Education Certificate - 043
Connecticut Coaching Certificate

May 2021

Experience

Long Term Substitute PE & Health

8/25/21 - Present

Vinal Technical High School, Middletown, CT

- Provide health and physical fitness education in the classroom and gym setting daily.
- Enhance student learning by optimizing a wide range of instructional and innovative approaches and activities.
- Helping create senior health curriculum, create and revise lesson plans, moderate classroom discussions, and facilitate student-centered learning daily.
- Track class attendance and submit documentation daily.
- Actively engaged in parent/guardian contact via phone and email daily.
- Provide student grading and consistent feedback daily.
- Part of School Wellness Committee

Student Teacher

1/19/2021 - 6/15/2021

Vinal Technical High School, Middletown, CT

- Provided health and physical fitness education both virtually and in-person classroom setting daily.
- Enhanced student learning by optimizing a wide range of instructional and innovative approaches and activities.
- Created and revised lesson plans/course content to facilitate/moderate classroom discussions and track student-centered learning.
- Tracked class attendance and submitted documentation.
- Engaged in parent/guardian contact via phone and email.
- Provided student grading and feedback the last four months of experience.

**Practicum/Adaptive Physical Education Coach
New Britain High School, New Britain, CT**

10/1/2019 - 5/5/2020

- Provided physical fitness in education classroom setting weekly.
- Created both a Soccer and Lacrosse unit plan for adaptive students.
- Enhanced student learning by optimizing a wide range of instructional and innovative approaches and activities suited for each individual student.
- Assisted in planning/coaching the NBHS Adaptive Soccer Tournament at New Britain High School

Coaching/Volunteer Work

- Vinal Technical High School Boys Basketball Head Coach 2021-Present
- Vinal Technical High School Boys Football Coach 2021-Present
- Vinal Technical High School Boys Lacrosse Coach 2021-Present
- Private Lacrosse Goalie Lessons 2015-Present
- Private Lacrosse Face-off Lessons 2015-Present
- Volunteer Assistant Coach Morgan High School Boys Lacrosse 2018-2020
- Dog Days Lacrosse Camp Supervisor 2016-2018
- Volunteer Assistant Coach Clinton Youth Football 2013-2018
- Volunteer Head Basketball Coach U-13 Branford Boys Basketball 2013-2018
- Volunteer Head Coach U-13 Branford Boys Lacrosse 2013-2015
- Bushy Hill Camp Counselor 2014
- Bushy Hill Basketball Clinic Supervisor 2014
- Volunteer Goalie Coach Mountain Pointe Pride High School Lacrosse (AZ) 2012

Core Qualifications

- Teamwork
- Confidence building
- Personable nature
- Wellness focus
- Self-motivation
- Conflict Resolution
- Decision Making
- Leadership
- Student-Centered Learning
- Understands the value of patience
- Ability to work under pressure
- Individualized Instruction
- Google Classroom
- PowerTeacher
- CPR/First Aid Certified
- Concussion Module 15 Certified

CHAMPAGNE D. MARSH

EDUCATION

Hunter College School of Education, New York, New York **May 2019**
Master of Science in Education; Focus: *Blind and Visually Impaired, K-12; General Education, 1-6*
Grade Point Average: 4.0, *Summa Cum Laude*.
Honor: Golden Key International Honour Society

Fordham University, Bronx, New York **May 2008**
Bachelor of Arts; Major: *Political Science*; Minor: *Business Administration*
Honors:

- Certificate for Fordham University's Emerging Leaders (FUEL); nominated for the Fordham University Leadership Award
- Society for Human Resource Management (SHRM) through the Office of Career Services 2004—2008

CERTIFICATION

Connecticut State Initial Educator **Valid Sept. 2019- Sept. 2022**
Blind, Pre-K-12 and Partially Sighted, Pre-K-12

New York State Initial Certificate **Valid Aug. 2019- Aug. 2024**
Blind and Visually Impaired, K-12

New York State Teaching Assistant **Valid July 2016**

RELEVANT EXPERIENCE

Education Consultant/ Teacher of Students with Visual Impairments **June 2020- Present**
DEPARTMENT OF AGING AND DISABILITY SERVICES, BUREAU OF EDUCATION AND SERVICES FOR THE BLIND (ADS-BESB)- Windsor, Connecticut

- Manages a caseload of at least 24 students at any given time and consults with various educational teams on an array of students with a wide range of different impairments.
- Acts as a liaison between and works collaboratively with educators and the students' primary guardians Adheres to the state's policies and standards regarding students with visual impairments.
- Collaborates with different agencies to acquire information regarding resources to assist students with their specific visual impairment.
- Arranges for diagnostic evaluations if not available locally through the local districts.
- Plans, arranges, and procures purchases of specialized and appropriate materials and equipment, such as braille-writers and large print textbooks, used to assist students with visual impairments to access the educational curriculum.
- Reads and interprets cyc reports in order to translate them into terms and information that are easily understandable to general education teachers and guardians.
- Designs and facilitates in-services for all staff that work with students who are visually impaired
- Provides specialized and basic skills instruction in the reading and writing of the Unified English Braille (UEB) and Nemeth Braille codes.
- Provides instruction in the Expanded Core Curriculum (ECC) and have the ability to consult and provide instruction in these areas, including career education.
- Trains educational personnel on implementing accommodations/ modifications/adaptations specific to students who are visually impaired, including children with other health impairments.
- Recommends and assists educators and students with implementation on assistive technology designed to support access to the curriculum.
- Administers Functional Vision/ Learning Media Assessments and reports on findings.
- Attends educational plan meetings and provides professional advice to determine educational needs of the student.
- Creates/ contributes to the writing of educational plans, including writing SMART goals.
- Establishes professional goals for the year and serves on division committees.
- Attends professional in-service trainings and development meetings.
- Published article (Elevating Success: Using Multiple Electronic Devices to Present Information During Microsoft Teams Meetings) on Paths to Literacy in Spring 2021

Teacher of Students with Visual Impairments **Sept. 2019- June 2020**
GREENWICH BOARD OF EDUCATION- Greenwich, Connecticut

- Managed a caseload of at least 22 students at any given time and consults with various educational teams on an array of students with a wide range of different impairments.
- Acted as a liaison between educators and the students' primary guardians.
- Worked collaboratively with the general education teachers and parents.
- Adhered to district policies and standards regarding students with visual impairments.
- Collaborated with different agencies to acquire information regarding resources to assist students with their specific visual impairment.
- Planned, arranged, and procured purchases of specialized and appropriate materials and equipment, such as braille-writers and large print textbooks, used to assist students with visual impairments to access the educational curriculum.

- Read and interpreted eye reports in order to translate them into terms and information that are easily understandable to general education teachers and parents.
- Designed and facilitated in-services for all staff that work with students who are visually impaired
- Provided specialized and basic skills instruction in the reading and writing of the Unified English Braille (UEB) and Nemeth Braille codes.
- Provided instruction in the Expanded Core Curriculum (ECC) and have the ability to consult and provide instruction in these areas, including career education.
- Implemented accommodations/ modifications/adaptations specific to students who are visually impaired, including children with other health impairments.
- Recommended and assists educators and students with implementation on assistive technology designed to support access to the curriculum.
- Administered Functional Vision/ Learning Media Assessments and reports on findings.
- Attended educational plan meetings and provides professional advice to determine educational needs of the student.
- Created/ contributed to the writing of educational plans, including writing SMART goals.
- Attended professional in-service trainings and development meetings.

Student Teacher: Focus- Blind and Visual Impairments

Sept. 2018- May 2019

HUNTER COLLEGE/ NYC DEPARTMENT OF EDUCATION – Bronx/ Brooklyn, New York

- Fall Semester 2018: Classroom vision teacher for grades K-5; Spring Semester 2019: Itinerant vision teacher for students in grades 4-12.
- Collaborated with co-teachers to develop lesson plans and strategies to independently run the classroom on a daily basis.
- Strategized and implemented academic and behavioral supports conjointly with other related service providers.
- Individualized lessons according to students' interests, strengths, and needs.
- Implemented lesson plans for all academic areas based on the Common Core curriculum and/or the Expanded Core Curriculum (ECC) for students with visual impairments.
- Motivated students with innovative lesson plans, teaching a variety of core content subjects or skills needed determined by the ECC (i.e.- technology such as JAWS, Voice Over, ZoomText).
- Participated in Orientation and Mobility lessons and continued to implement taught techniques with the students.
- Assigned tasks and homework and evaluated students' understanding and progress and modified lesson plans and tasks based on those results.
- Participated in parent-teacher conferences and communicated with families in person and with students via e-mail.
- Conducted Functional Vision/ Learning Media Assessments and generated reports based on findings.
- Participated in IEP team meetings and helped to implement individualized special education interventions.
- Utilized technology including an iPad (with applications such as *EPIC!*) and accessible typing applications into lessons.
- Developed curriculum adaptations such as tactile graphics and large print materials.
- Adapted instructional materials and tasks into accessible formats such as Unified English Braille for literacy and Nemeth Code for Mathematics and Science utilizing a variety of tools (i.e. Duxbury, Perky Duck, Kurzweil Reader, Perkins Braille Writer).

PROFESSIONAL EXPERIENCE

Substitute Teacher

Nov. 2018- Present

NYC DEPARTMENT OF EDUCATION - Bronx, New York

- Manage classes of 15-35 students ranging from grades Kindergarten through 12th grade.
- Adhere to the curriculum, lesson plans, and classroom rhythm and activities assigned by the permanent instructor.
- Follow classroom procedures and achieve lesson goals by applying advanced teaching capabilities in all subject areas while ensuring the cleanliness and functionality of the classroom.
- Assign and explain homework.
- Supervise students outside of the classroom including in the hallways and cafeteria.
- Comply with all school regulations and policies at all times, including taking attendance and writing anecdotal notes.
- Compile comprehensive reports of the daily classroom activities for the instructor for when he/she returns.
- Apply appropriate teaching strategies for students with various skill levels.
- Maintain order in the classroom by following lesson plans left by the teacher.
- Apply appropriate teaching strategies in the classroom with various skill levels.
- Guide students through planned activities and tend to their physical needs.

References Furnished Upon Request

- Maintain effective classroom management strategies (i.e.- classroom behavioral chart) and determined appropriate consequences for inappropriate student behavior.

Administrative Assistant

Aug. 2018- Present

BRAUN BUSINESS MANAGEMENT- Manhattan, New York City, New York

- Manage financial database for accuracy of records and finances, keeping all files updated and in order.
- Perform Data Entry tasks and created ledger reports.
- Monitor daily bank account/ credit card activity using the internet and QuickBooks.
- Update and maintain account records by calculating expenditures/revenues and profit/loss.
- Classify clients' prior years' returns and address correspondence from federal, state and local fiscal authorities.
- Process incoming and outgoing mail.
- Scanned and electronically organized client and organization records.
- Write business letters to clients in Microsoft Word and e-mails.

Assistant Teacher (Paraprofessional)

Sept. 2016- Sept. 2018

NYC DEPARTMENT OF EDUCATION- HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS - Bronx, New York

- Assisted a visually impaired teacher with the clerical aspects of his teaching.
- Directed students in performing a daily routine consisting of completing do-now's, reviewing homework and the previous day's lesson, editing work, and conferencing with them about their progress with their independent reading.
- Provided one-to-one/ small group instruction as outlined by lead teacher.
- Graded tests as well as assessing and critiquing students' critical thinking/academic abilities through their writing.
- Provided analysis/assessment of the students' academic progress.
- Organized class materials and provide group/independent tutoring.
- Maintained structural guidelines consistent with state mandated educational agenda.
- Collected data (anecdotal) documenting student academic performance and behavior used for instructional purposes.
- Wrote anecdotal information concerning student behavior.
- Provided language assistance for bilingual students.
- Implemented specialized programming and curriculum such as EngageNY and the Common Core.
- Used Skedula online grade book to enter grades.
- Prepared lesson plans/logs and journals.

Assistant Teacher

Oct. 2012- Sept. 2016

FAMILY LIFE ACADEMY CHARTER SCHOOL - Bronx, New York

- Implemented specialized programming and curriculum such as EngageNY and the Common Core.
- Trained in administering the Fountas and Pinnell Reading Level Assessment.
- Trained in using Engrade and Skedula online grade books.
- Prepared lesson plans/logs and journals.
- Directed students in performing a daily routine consisting of completing do-now's, reviewing homework and the previous day's lesson, editing work, and conferencing with them about their progress with their independent reading.
- Taught classes as well as provide one-to-one/ small group instruction as outlined by lead teacher.
- Aided occupational and physical therapists, speech and adaptive physical education teachers during instruction.
- Supervised children during meals/recreational activities/ special program events.
- Graded tests as well as assessing and critiquing students' critical thinking/academic abilities through their writing.
- Provided analysis/assessment of the students' academic progress.
- Organized class materials and provide group/independent tutoring.
- Maintained structural guidelines consistent with state mandated educational agenda.
- Collected data documenting student academic performance and behavior used for instructional purposes.

Teacher's Aide/ Reader

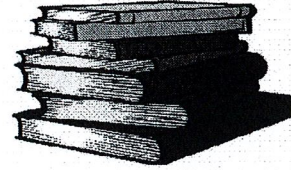
Sept. 2009- Present

NICHOLAS ESPOSITO, ENGLISH TEACHER - THE HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS- Bronx, New York

- Provide comprehensive support to a high school English teacher who is visually impaired.
- Maintain spreadsheets of student performance: class work, homework, assessments, and grade sheets.
- Proofread assignments for content accuracy, while addressing the conventions, organization, meaning, and development of the assignments/ writing pieces.
- Compile and organize student assignments and assist with formulating rubrics and scoring charts for assignments/projects.
- Create and maintain a filing system of student records for over 150 students.
- Record grades, produce student record spreadsheet, and organize performance data/ evaluation outcomes and conclusions.

References Furnished Upon Request

JESSICA PINEDA



ELEMENTARY CERTIFIED TEACHER

STRENGTHS

- ❖ Positive attitude and communications skills to foster meaningful relationships with students, staff and parents
- ❖ Resourceful, dedicated and flexible educator, ensuring that every child's need is addressed
- ❖ Committed to the academic growth and development of every child
- ❖ Fluent in Spanish (read, write & speak)

Educational Skills:

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| ▪ Fluent in Spanish | ▪ Lesson planning |
| ▪ Effective parent-Teacher Communication | ▪ Technology Integration |
| ▪ Differentiated instruction | ▪ Cultural sensitivity |
| ▪ Special needs students | ▪ Whole class/ small group instruction |

EDUCATION & QUALIFICATIONS

- ❖ **Mercy College- Dobbs Ferry, NY**
Master of Science- Early Childhood Ed. (birth thru 2nd grade), Childhood Ed. (1-6th grade) & students with disabilities, 5/2015
- ❖ **Phi Delta Kappa**
Mercy College Honor society
- ❖ **Pace University- NY, NY**
Bachelor of Arts- Communications, Science & Disorders, 8/2008
- ❖ **Connecticut Certified Teacher- Elementary grades 1-6**

PROFESSIONAL EXPERIENCE

- ❖ **1st grade bilingual teacher- Waterbury, CT**
Waterbury public schools district- August 2021- current
 - ✓ Teaching 1st grade students in Spanish and English
 - ✓ Differentiated instruction
 - ✓ Planning for upto 26 students
 - ✓ Assessing students using Mclass and I-ready
- ❖ **Long-term Substitute Teacher - Yonkers, NY**
Yonkers Public Schools District – October 2013 thru August 2021
 - ✓ Planning lessons on a daily basis

- ✓ Following classroom teacher's instruction/ planning
- ✓ Assessing students by using various assessments
- ✓ Working with general education, bi-lingual and special needs students
- ✓ Teaching in-person and remote students simultaneously (blended learning)
- ✓

❖ **3rd grade dual language teacher- Bronx, NY**

South Bronx charter school for International arts & culture- August 2020 thru November 2020

- ✓ Lesson planning for 25-30 students
- ✓ Teaching social studies and science in Spanish
- ✓ Assessing students by using various assessments
- ✓ Teaching in-person and remote students simultaneously (blended learning)
- ✓

❖ **ESOL Teacher- Yonkers, NY**

Yonkers Pathways to Success/ Vive School- September 2016 thru June 2018

- ✓ Adult education program
- ✓ Preparing adults for better job opportunities
- ✓ Teaching adults about various topics (current events, computers etc.)
- ✓ Teaching, grammar, conversation, spelling, writing in English

❖ **VIP KID -online teacher 2017-2018**

- ✓ Teaching English as a Second language to ages 4 to 12
- ✓ Immediate student and parent feedback
- ✓ Parent involvement and communication
- ✓ Online teaching, grammar, writing, listening & speaking

❖ **2nd Grade Teacher- Bronx, NY**

Hostos Community College -College for kids summer program July 2015 thru August 2017

- ✓ Developing pre and post assessments
- ✓ Providing parents with progress reports
- ✓ Planning lessons based on Common core standards
- ✓ Implementing differentiated instruction
- ✓ Teaching reading, writing & math concepts

❖ **Student Teacher- Yonkers, NY**

Yonkers Montessori Academy- January 2014 thru May 2014

- ✓ Planning/ preparing lessons to meet common core curriculum
- ✓ Selecting material appropriate to instructional objectives
- ✓ Learning to build a positive classroom environment
- ✓ Implementing differentiated strategies that align with standards
- ✓ Taught student with disabilities (grades 1-3) & Kindergarten general education

❖ **Literacy Tutor- Dobbs Ferry, NY**

Springhurst Elementary School- January 2014 thru May 2014

- ✓ Assessing literacy problems in Early childhood and childhood education
- ✓ Developing literacy abilities with struggling readers
- ✓ Demonstrate effective reading strategies and behaviors

SKILLS

- ❖ Proficiency in Microsoft Word, Excel, Power Point & Outlook, google classroom, zoom etc.
- ❖ Smart Board Knowledge & application

- ❖ Fluent in Spanish (Reading, writing and speaking)
 - ❖ Administration of assessments (MAP, WIAT-II, DRA, PPVT & state examinations)
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PROFESSIONAL DEVELOPMENT

- ❖ EdTpa workshop
- ❖ Professional development workshops
- ❖ DASA workshop (Dignity for All Students Act)
- ❖ Child Abuse workshop
- ❖ Violence Prevention workshop

References attached

Rebecca Tracy

Elementary Education Teacher



Skills

Multi-tasking

Time Management

Classroom Management

Leadership

Computer Proficiency

Online Teaching Tools

Organization

Attention to Detail

Communication

Maintaining Positive Morale

Education

Bachelor of Art in

Communication

Florida Atlantic University

Boca Raton, FL

2015

Master of Education

University of Hartford

West Hartford, CT

2021

Professional Summary

I am seeking an elementary education teaching position, as I will be graduating with my Master's in Elementary Education in December of this year. Following graduation, I will be certified in grades 1-6 with a Connecticut certification in elementary education. I have experience in the education field, previously holding positions as a substitute teacher, paraprofessional, and currently, as a student teacher.

Professional Experience

Student Teacher, Noah Wallace Elementary, Farmington, CT, August 2021 – Present

- Gradually taking on teacher role of first grade students under supervision of Cooperating Teacher
- Planning and executing lessons in multiple subject areas including Reading, Writing, Phonics, Mathematics, and Social Studies
- Demonstrating classroom management
- Differentiating instruction for a variety of student needs including IEPs and BIPs
- Coordinating with first grade team for data meetings and team meetings
- Attending Professional Development sessions

SPED Paraprofessional, Bristol Board of Education, Bristol, CT, 2019 – 2021

- 1:1 Paraprofessional for SPED student in mainstream classroom
- Implemented IEP under direction of SPED teacher
- Communicated with classroom teacher, SPED teacher, psychologist, physical therapist, and occupational therapist regarding student
- Maintained safety of student at all times

Substitute Teacher, Kelly Educational Staffing, CT, January 2019-May 2019

- Responsible for safety and education of students ranging from Pre-K- 5th Grade
- Leave communication for classroom teacher, to keep him/her informed upon return
- Maintain organization of classroom

Office Manager, Sklar Furnishings, Boca Raton, FL, March 2018-December 2018

- Oversee and lead office staff and activities to ensure accuracy and efficiency
- Management of order entry, order acknowledgement, and reception teams
- Oversee cash flow and HR responsibilities
- Implementing client experience initiatives and enhancing brand awareness

Operations Manager, Live Nation, West Palm Beach, FL, April 2015-March 2018

- Manage daily operation and maintenance of 20,000 capacity venue
- Recruitment and management of all part-time staff and subcontractors
- Event planning and execution including advance with artist teams
- Payroll, AP, and AR

Certifications

CT State Certification

Elementary Education

Expected December 2021