

Profile and Education:

Ten years living and teaching overseas in Europe, South America and South-East Asia, Conversational Spanish; Ability to motivate, supervise, influence and organize people to create effective teamwork; Adaptable, flexible, highly motivated and organized

University of Massachusetts, Amherst, Massachusetts

Bachelor of Arts, Early Childhood Education, [1992]

Massachusetts General Hospital Language Clinic, Boston, Massachusetts

Education in Therapy for Specific Reading Disability– Orton Gillingham Certified.

Accredited program affiliated with Harvard Medical School [1999]

Windsor Institute, Barcelona, Spain

TESOL Certificate validated by Trinity College, London [2003]

Massachusetts Certification: Early Childhood with and without Disabilities K-3

Massachusetts Certification: Elementary 1-6

Teaching Experience:

JkGlobal Connections, Mayan Riviera, México

Reading Therapist/ Coordinator of the RAVE-O Summer Reading program in Mexico with the Center for Reading and Language Research at Tufts University, MA [2009-present]

Escuela Anaco, Anaco, Venezuela

Head of Early Years, Kindergarten/Reading Support Teacher [2008- 2009]

International Community School (ICS), London, England

Early Years Teacher/Assessment Instructor [2006-2007]

Northside Center for Child Development Inc, Harlem NYC, NY

Remedial Reading Tutor [2006]

Singapore American School (SAS)- Singapore, Singapore

Primary Resource Teacher [2001-2004]

Cambridge Friends School, Cambridge, Massachusetts

Primary Learning Specialist [1999-2001]

Cambridge Montessori School, Cambridge, Massachusetts

Learning Disabilities Consultant [1999-2001]

Massachusetts General Hospital, Reading Disabilities Unit, Boston, Massachusetts

Reading Therapist Trainee [1999]

Responsibilities:

- ❖ Developed and instructed an Early Years Program for non-English and limited-English speaking children.
- ❖ Planned Unit of Inquiry lessons with co-teacher to meet the PYP curriculum goals.
- ❖ Provided after school clubs and additional curriculum responsibilities throughout the year.
- ❖ Provided RLA support for students in grades 1 and 2.
- ❖ Implemented remedial reading groups for at risk students.
- ❖ Administered informal reading assessments for all primary students to clarify children's reading strengths and weaknesses.
- ❖ Participated in Student Review Team meetings with parents, deputy principal and appropriate special service staff.
- ❖ Actively involved with special service staff to determine the best learning support for children experiencing language and processing concerns, as well as other related learning challenges that compromise students' ability to effectively read in class.
- ❖ Communicated with parents and teachers about students' progress.
- ❖ Served as a consulting reading teacher to lower school classroom teachers.
- ❖ Tutored children using Orton-Gillingham, a structured multi-sensory phonetic approach for children with written and language disabilities, such as, developmental dyslexia.
- ❖ Instructed self-contained classrooms, majority ESL children.

Initiatives and Workshop Presentations:

- ❖ Developed and conducted in-service training on assessment procedures.
- ❖ Facilitated monthly learning team meetings for elementary teachers and support staff.
- ❖ Provided parent support and made outside recommendations for learning evaluations and tutors.
- ❖ Developed a communication system for staff, where an electronically networked learning profile was developed for each student for teachers to access and add information.
- ❖ Created a modification system on procedures for administering and recording assessment data.
- ❖ Provided phonological awareness training for kindergarten students.
- ❖ Assisted Human Resources with relocation services for overseas teachers from pre-arrival to departure; Researched non salary benefits for teachers and coordinated outside service providers to present information sessions to staff during induction week.
- ❖ Mentored new teachers and families during initial transition stages.
- ❖ Liaison between primary teachers and administration.
- ❖ Presented “Word Analysis/Six Syllables”, oral presentations (SAS, ICS).
- ❖ Presented “An Introduction to Phonemic Awareness Activities”, presentation for parents.
- ❖ Developed and presented assessment procedures for primary teachers.
- ❖ Designed and taught primary ESL curriculum (AIS, Venezuela).

Consulting & Volunteer Projects:

Knowledge Delivery Systems (KDS) - New York, NY

Created a portal page with KDS to increase leads and exposure within the international school marketplace. [2008-present]

School Choice International- New York, NY

Recruitment Support Advisor for Argentina and Singapore [2004-2005]

Language Services Community- Buenos Aires, Argentina

English Language Instructor [2005]

My First Book- Volunteer Project Leader in Croatia for a nationwide Literacy Contest- “My First Book”. Created workshops on story form with local teachers in several public schools outside of Zagreb, Croatia Karlovac Croatia [2004]

Training, Conferences, Publications and Memberships:

- ❖ Rave-O curriculum training, a reading fluency and comprehension program for intervention with first through fourth graders. [2009]
- ❖ Telian Learning Concepts (phonemic awareness, imagery, mnemonics, sight words)
- ❖ Project Read, Language Circle(Story Form)
- ❖ Montessori applied To Children at Risk, June Shelton School, Dallas, Texas.
- ❖ Memory as a prototype with Dr. Mel Levine
- ❖ Wilson Language Training overview for O.G. therapists.
- ❖ VANAS conference, Caracas Venezuela [2009]
- ❖ Near East South Asia Educators Conference, Athens Greece [2007]
- ❖ DIBLES (Dynamic Indicators of Basic Early Literacy Skills), overview of the screening assessment for identifying children at risk for reading failure [2005]
- ❖ “My First Book”, International School Services NewsLinks,2004 winter edition
- ❖ The Kids’ Book about Death and Dying, Little Brown and Co., Boston, MA 1985
- ❖ The Kids’ Book about Parents, Houghton Mifflin Co. Boston, MA 1985
- ❖ International Dyslexia Association
- ❖ International Reading Association