

WELCOME TO MY PROFESSIONAL RESUME

CHRISTIE TYLER: MED, READING SPECIALIST, TEACHER (K-7), 8 years experience

Online Portfolio available at: http://home.comcast.net/~tylerfam24/Portfolio_CCT

MY PHILOSOPHY OF EDUCATION:

The world will be theirs ...

The students of today are living in a different world from generations before them. They have grown up in a fast-paced and media-intensive environment that offers unique possibilities and new challenges. As an educator it is my responsibility and my aspiration to equip students with the strategies, knowledge and life skills they will need as they mold the future and reach for their dreams.

Teach strategies that will encourage students to become independent thinkers and learners

Nurture the development of intrinsic processes of learning as well as the self-discipline to persist in the pursuit of well-chosen goals when faced with obstacles

Engage students in active learning that requires critical and creative thinking and introduces background knowledge in ways that gradually lead students to making competent decisions and good independent life choices

Enable students to establish a working set of personal competencies for life and learning along with an increasing ability to communicate and collaborate with others and learn from their input

Literacy instruction is the backbone of each student's education. This includes a balanced approach to teaching which provides a developmentally-based program of reading, listening, speaking and writing skills along with basic math and information literacies, and competence in using technology and symbols.

The world will be theirs and they will create the future based on the growth they are experiencing now. As a teacher, I am inspired by the potential of every student to make their unique positive contribution to the future.

As a Teacher I strive to:

- View each student as capable of unlimited growth and achievement
- Respect each student as an individual and get to know him or her
- Listen to students and be aware of their ideas and opinions and sensitive to their needs
- Provide clear limits and expectations
- Model a positive and supportive attitude and a love of reading and learning
- Require that students likewise respect themselves and each other and contribute to a positive and supportive classroom community

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CHRISTIE TYLER: MED, READING SPECIALIST, TEACHER ELEMENTARY (K-7)

EDUCATION AND LICENSES:

UNIVERSITY OF VIRGINIA, Charlottesville, VA, Master of Education, Reading

LONGWOOD COLLEGE, Farmville, VA, B.S., Elementary Education

VIRGINIA POSTGRADUATE PROFESSIONAL TEACHING LICENSE, current to 2013

EXPERIENCE:

Prince William County, VA Schools:

Reading Specialist, Sinclair Elementary School, Grades 1 & 3 (12/2011 - Present)

Culpeper County, VA Schools:

Title I Reading Resource Teacher, K & 3 (8/1991 - 1/1992)

Madison County, VA Schools:

Second Grade Teacher (8/1981 - 6/1982);

Title I Reading Resource Teacher, 4-7 (8/1977 - 6/1981);

Virginia Supplemental Skills Reading Resource Teacher, Grade 5 (8/1975 - 6/1977);

Reading Specialist (1/1975 - 6/1975)

PROFESSIONAL CLASSES:

Reference & Bibliography, Instructional Design, Educational Technology: Library Focus,

3 hrs. each, UVA Northern VA Graduate School, 2008-9

Teaching with Databases, 1 hr. GMU Graduate School of Education, 2008

Assistive Technology, 3 hrs. GMU Graduate School of Education, 2005

ESOL Basics, VALRC, VCU, online in conjunction with Literacy Volunteers, 2005.

Professional Certificate in Computer Technology for Teachers, University of Mary Washington, 2004

Cross-Cultural Education, 3 hrs. UMW, School of Graduate & Professional Studies, 2003

CERTIFICATES AND TECHNOLOGY TRAINING:

MS Office Certificate, NOVA, Manassas, Workforce - Continuing Education, 2004

Web Developer Certificate, NOVA, Manassas, Continuing Education, 2004

Adobe Dreamweaver and Adobe InDesign training, Daniel Technology Center, Culpeper VA, 2007

COMMUNITY CONTRIBUTIONS:

School Volunteer and Substitute Teacher, Fauquier County Schools

Volunteer ESL Leader, Literacy Volunteers at Fauquier Co. Public Library (11/2004-4/2005)

Tutor for Young Adult, Literacy Volunteers of Fauquier County (9/1988-5/1989)

Collection Development Volunteer, Fauquier County Public Library (9/1987-3/1988)

RELEVANT EXPERIENCES:

- Diagnostic and tutoring experience at McGuffey Reading Center
- Set up a local, a Virginia state-sponsored, and a Title I reading program
- Member of IRA and AASL: Professional Library to share
- Produced materials for and organized informal volunteer adult ESOL class at library

OVERVIEW OF READING PROGRAMS: GRADES K-7

Kindergarten:

- Screening of new kindergarten students with district screening tool
- Design of activities to improve alphabetic and phonemic awareness and phonics skills
- Language experience stories using shared activities such as baking or puppets
- Vocabulary and listening comprehension enrichment and pre-reading activities
- Daily lunch meeting with teachers to coordinate activities

Grade 1-2:

- Balanced Literacy instruction including guided reading, read-alouds, shared reading, partner and independent reading, word study, and guided and independent writing
- Direct instruction with DISTAR Reading in small-group sessions emphasizing phonics and chunking and blending of sounds, writing and comprehension with individual follow-up
- Fluency and vocabulary improvement through repeated readings, taped practice, teacher-led modeling and group, partner and independent reading practice
- Comprehension strategy training including retelling, summarizing, sequencing, recognizing story structure and self-monitoring and questioning for understanding
- Literacy Centers including independent reading library, listening to reading passages while reading along in whisper voice, writing prompts, sorting for sounds, rainbow word study
- Assessment using informal reading inventory or DRA

Grades 3-7:

- Small group instruction concentrating on strategies for improving comprehension, followed by individual and partner follow-up activities
- Word Study with whole and small group instruction and practice session of identified skill needs, with games and activities, as well as literacy centers, used for reinforcement
- Fluency and accuracy training combined with vocabulary work using a projector to flash words in isolation and phrases or chunks on student's level for increasing rate and accuracy - 25 words / week used in various ways, word study, and writing activities
- Readers' Theater including Christmas stories and poems performed for other classes
- Reading Incentive Program - student book club with a trip for pizza together as a class group for those who read independently and shared a certain number of books
- Informal Reading Inventory or DRA - fall and spring - 1-2 years average progress on instructional reading level - included: running record, vocabulary level, phonics and word analysis check, spelling check, writing sample and comprehension level