

# **Aundrelet W. Clarke**

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## **EXPERIENCES**

### **Counseling**

- Facilitated small groups and classroom presentations in the high school and middle school programs addressing issues of: career and life planning; conflict resolution; decision making skills; self-esteem; alcohol and drug use/abuse; divorce; social skills; stress management and relaxation
- Counseled and advised adolescents in the areas of academic, career, college and personal development and issues including: scheduling classes; creating four year academic plans; mediating problems between students and other students, teachers, and/or parents; assisting students' with the college search and application process; exploring personal interests, values, and career information; suicide and risk assessments and stabilization; referrals for therapy in the community
- Participated in Special Education meetings: Educational Support Team, IEP, 504, and RTI meetings

### **Curriculum and Development**

- Develop an innovative curriculum to provide support services to the general education program through collaborative planning, co-teaching, small group instruction (with special and general education students in general education classes) and direct instruction to mainstream special education students
- Organize time, space and resources to balance heavy workloads and stringent deadlines
- Use unconventional methods and resources to educate students in grammar, spelling, mathematics, science and social studies

### **Educational Assessment**

- Review numerous classroom assessment methods and techniques, adopt effective tools that are compliant with the school board
- Spearhead volunteer programs to fulfill a need for students requiring additional assistance outside of the classroom

### **Student/Parent Relations**

- Cultivate parent involvement through consistent written and verbal communication, classroom participation, invitations and home visits
- Plan numerous extracurricular activities, including organizing tournaments, coordinating transportation, and chaperoning student out-of-town trips

### **Classroom Presentation**

- Identify students' individualism and develop a curriculum to accommodate different learning styles, maximizing students comprehension
- Establish comfortable, student-focused, two-way communication that empower students to enjoy the learning process
- Maintain a productive learning environment by stating the classroom rules, holding students accountable for their actions, and implementing consistent and fair consequences

8/07-12/09 **Special Education Teacher** *AAA High School, New York, NY*

- Responsible for the creation and implementation of lesson plans based on student learning styles and the use of Differentiated instruction
- Effectively manage classroom by setting firm and fair guidelines, role modeling behaviors and using verbal and non verbal cues
- Case load manager for 12 students - responsibilities include resource room, re-teaching, re-explaining, breaking down of task(s), simplifying and monitoring guidance of students with disabilities and the writing of their IEP.
- Co-teacher for Living Environment and Global 9

8/05-7/06 **Special Education Teacher** *BBB Elementary School, New York, NY*

- Educated and managed an average of 25 students in an education setting.
- Participated with a team of teachers to collaborate with parents and administrators to create individual education plans for students with disabilities.
- Participated in school committees to evaluate our success as a school and to make recommendations for improvement.
- Organized and updated student records, professional development records, report cards, student folders, attendance records, discipline reports, tardy records, lesson plans and weekly schedules.
- Checked out instructional material and equipment and inventoried it at the end of the school year.
- Organized and participated in student accountability meetings with parents.
- Purchased, ordered and distributed educational supplies, textbooks, paper, pencils, and t-shirts.
- Taught technology club, homework club and special education tutoring to elementary students after school.

6/04 -12/04 **Special Education Teacher** *CCC Middle School, New York, NY*

- Coordinated and facilitated IEP meetings
- Developed and implemented goals and objectives
- Maintained exceptionally high degree of professionalism while interacting with support staff, peer teachers, and administrators
- Built reputation for valuable classroom management skills and capacity to deliver broad range of detailed lesson plans
- Established strong, equitable learning environment to meet needs of H.S. learners during leave of faculty member

## **PROFESSIONAL ASSOCIATIONS**

- American Counseling Association
- National Career Development Association

## **SKILLS**

- Computer Skills: PC and Mac; Windows 2000 and XP; MSWorks & MSWord; internet; Win School
- Research - data entry, literature search and review, questionnaire development, research design, data collection, input, and analysis
- Behavior Management Techniques
- Crisis Intervention Techniques

## **INTERESTS**

- Conflict resolution
- Personal/Professional coaching
- Communication skills training
- Career development
- Individual/group counseling
- Stress management

## **EDUCATION**

- **New York University**, New York, NY
- Doctorate of Education in Counseling Psychology, Expected graduation 2012
  
- **New York State University**, New York, NY
- Masters of Arts in Guidance Counseling, July 2005
  
- **University of New York**, New York, NY
- Special Education Teacher Certification, July 1997
  
- **Southern University and A&M College**, Baton Rouge, Louisiana
- Bachelor of Science in Clothing, Textiles and Related Arts, December 1995

**References furnished upon request.**