

Aerica Parson

Primary Teacher 1st-3rd Grade

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Certification

IL Initial Type 04
Certification
#2544738

Education

M.A.T. ECE
National Louis
University
2012

Executive MBA
Colorado Technical
University
2008

Bachelors of Arts
DePaul University
2006

Teaching Skills

- Multicultural instruction
- Using various learner assessment tools
- Small and whole group instruction
- Differentiated Literacy and Math Centers
- Guided Reading
- Parent-teacher communication
- Classroom Management
- Making learning fun

Professional Affiliations

U.N.I.T.E
Urban Needs in
Teacher Education

PERSONAL STATEMENT

I believe my students and I are on a shared journey of discovery. This journey is shaped by our unique perspectives, culture, family structure and the connections we build to the world around us. I am an extremely resourceful teacher. I have a proven talent for developing engaging, interdisciplinary, differentiated, and fun learning experiences for my students. I am seeking a teaching position in preferably 1st, 2nd, or 3rd grade.

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PROFESSIONAL DEVELOPMENT & TRAININGS

Professional Relationships	U.N.I.T.E	Winter 2012
Classroom Management Part I & 2	U.N.I.T.E	Winter/Spring 2012
Grant Writing Workshop	U.N.I.T.E	Winter 2012

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TEACHING EXPERIENCE

Village Leadership Academy	Chicago, IL	8/2013-present
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2nd Grade Teacher

Responsible for developing and implementing comprehensive, engaging and integrated lesson plans that accommodate students' individual needs.

1st Grade Teacher

8/2012-6/2013

Responsible for planning effective lessons and preparing resources which have clear teaching aims, objectives and learning outcomes based on the New Illinois State Learning Standards Incorporating the Common Core.

Key Contributions:

- Created an engaging and stimulating environment for students to learn in that promoted self-confidence, problem solving, critical thinking and independence.
- Significantly augmented student gains in reading and comprehension through targeted instruction in word attack strategies, predicting, summarizing, identifying the main idea, and asking and answering questions.
- Successfully collaborated with K-2 teachers on the preparation and development of our Social Justice curriculum (i.e. teaching materials, methods of instruction and assessment tools).
- Received high praise from administrative staff, peers, and parents on ability to calmly redirect student misbehavior through positive reinforcement and providing a welcoming environment for student learning.
- Effectively used manipulatives and other resources to enhance and reinforce learning in math, reading, and social justice.
- Contributing member on various school committees (i.e. school expansion, social justice, science fair, K-2 curriculum planning, etc).

"You maintain a positive and professional demeanor while interacting with parents, students, coworkers, and administrative staff. It is clear you have developed your classroom as a resource for your students. You have gone above and beyond with your grassroots campaign. I am sure that this is an experience they will remember for the rest of their lives."

-Mrs. Hobbs,
Principal Village
Leadership Academy

*"Dear Ms. Parson,
Jada has excelled
tremendously this
past year and I am
extremely grateful
for all your hard
work."*

-Ms. Mann
Parent

*"I really love Ms.
Parson's lessons for
Latin American.
They are
developmentally
appropriate and
provide a variety of
fun learning
opportunities for
students at
different ability
levels"*

-Jess Pesola
K/1 Teacher

- Quickly became a resource for other teachers (i.e. lesson ideas and external classroom resources).
- Earned high marks for the quality of teaching, robust lesson plans and instructional materials used in teaching across content areas.
- Developed and implemented a rigorous, well-rounded service learning project that earned high praise from administration, peers, and parents

Loving Care Home Day Care Chicago, IL October 1999-June 2001
Assistant Teacher

Assisted Lead Teacher and Director in providing developmentally appropriate care and learning opportunities to 23 children, (ages 6 weeks -12yrs old) in a home daycare setting. Team taught music and art lessons in collaboration with another assistant teacher. Tutored after-school children in math and reading.

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FIELD EXPERIENCE

STUDENT TEACHING Village Leadership Academy Chicago, IL
Spring 2012

Student Teacher-1st Grade

Successfully created and implemented daily differentiated lesson plans and activities (i.e. mathematics, reading, language arts, and social justice). Engaged students in shared, independent, and guided instructional activities, under the guidance of a mentor teacher for twelve consecutive weeks (full-time). Implemented classroom management strategies to replace unproductive and disruptive behavior patterns with positive ones.

Dett Elementary Chicago, IL Fall 2010
Student Teacher- Kindergarten
Practicum-27hrs

Facilitated weekly lesson plans based on the Everyday Math and Storytown curriculum, using appropriate Illinois Learning Standards. Co-managed student behavior by setting clear goals, expectations and modeling appropriate pro-social behaviors in an urban classroom environment. Facilitated guided reading groups designed to help students decode words, master sight words, increase fluency, and comprehension skills using various reading strategies (i.e. picture walks, prediction, partner reading, recognizing sounds and letters, retelling, etc...).

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EXCELLENT REFERENCES AVAILABLE UPON REQUEST