






## CONTACT

 267-632-9494

 Carrier245@gmail.com

 Philadelphia, PA

## EDUCATION

### MASTER'S DEGREE

Special Education  
Arcadia University  
Glenside, PA  
2004

### BACHELOR OF SOCIAL WORK

Social Work  
Eastern Mennonite University  
Harrisonburg, VA  
1994

## CERTIFICATIONS

- Teacher of the Handicapped  
– K-12, New Jersey
- PA Special Education N-12
- CASAS/SEMILLA  
Spanish IV Immersion  
Program - 2009-2010

## SKILLS

Academic Performance Evaluations  
IEP Familiarity  
Bilingual – English/Spanish  
Counseling  
Curriculum design for ECE students  
Standardized Testing  
Peer Mentoring  
Common Core Knowledge  
Project Planning  
Resource Management  
Microsoft Office Suite

# Carrie Rosmarin-John

EDUCATOR AND INSTRUCTION PROJECT MANAGER

## PROFESSIONAL PROFILE

Carrie Rosmarin-John is a result driven educator and learning professional with over 15 years of experience working in public and private schools in Pennsylvania and New Jersey. She has a well-known ability to develop and implement student and staff related programs that support continuous learning. Her areas of expertise include special education, bilingual education, creating and monitoring IEPs, and evaluating programs and initiatives. She has taught in elementary, middle and high schools and mentored and influenced dual language learners in general education and special education in the following content areas: Math, Science, English/Language Arts, Social Studies, Spanish and Art.

## PROVEN ABILITIES AND RESULTS

### ADMINISTRATION

- Prepared and submitted budgets for management approval and maintained an accurate accounting of resources.
- Interviewed and recommended new teaching and service staff hires.
- Ensured full compliance with state procedures and policies.
- Recommended behavior improvement strategies to optimize learning experiences.

### INTERNAL AND EXTERNAL COMMUNICATION

- Engage in regular dialogue with parents, administrators, and various service providers to ensure student success inside and outside the classroom.
- Hold weekly conferences with parents regarding progress and instructional needs of students in tutoring program.
- Collaborated with fellow teachers to share ideas and solutions for improving learning environment.
- Facilitated yearly IEP meetings with parents and school stakeholders; make any changes based on feedback and developed plans to implement any changes.
- Ensured all necessary professionals were present at IEP meetings including counselors, occupational and physical therapy, audiology, rehabilitation counseling, social work, speech-language pathology and transportation.
- Engaged Spanish speaking parents and students in individual learning plans; increased reading test scores by 15% among Spanish speaking students.
- Mentor and counsel parents by providing tools and resources to support their child's educational goals.



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## PROFESSIONAL EXPERIENCE

### **Rosmarin Learning**

Philadelphia, PA

*Tutor*

2005-Present

### **Rainbow Kiddie Kollege**

Philadelphia, PA

*Bilingual Childcare Director*

2015-2016

### **Vineland Public Schools**

Vineland, NJ

*Bilingual Behavioral Disabilities*

*Teacher*

2014-2015

### **HOPE Charter High School**

Philadelphia, PA

*Inclusion Teacher*

2009-2011

### **Easter Seals of Southeastern**

**PA**

Philadelphia, PA

*Teacher*

2006

### **The Philadelphia School District**

Philadelphia, PA

*Bilingual Learning Support,  
Emotional Support, Resource  
Room, and Inclusion Teacher*

1999-2009

### **Keystone Kids Club**

Amber, PA

*Childcare Director*

1996-1998

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EDUCATOR AND INSTRUCTION PROJECT MANAGER

## PROVEN ABILITIES AND RESULTS *continued*

### CLASSROOM MANAGEMENT

- Applied the use of an ABA program to promote positive reinforcement and positive behaviors within the classroom for special education students.
- Differentiated instruction to meet the needs of dual language learners and students with emotional and/or learning disabilities.
- Assisted students with testing, including modifications for PSSA exams, oral testing for content knowledge, assistance with dyslexic students.
- Referred students to school counselors and other personnel as necessary and provided assistance to students before, during and after class as needed.
- Reduced absenteeism and classroom behavioral problems by 15% through student-led committees on classroom behavioral expectations.
- Implement activities that support positive mental health and increase student social skills.

### PROJECT MANAGEMENT

- Implemented a bullying awareness and counseling program utilizing personal examples and those in the media to promote dialogue and build awareness.
- Launched a writing club to increase proficiency among special education students and dual language students; encouraged creativity and the expression of ideas to develop effective writing techniques.
- Facilitated learning sessions with general classroom teachers on integrating students with learning and behavioral disabilities into classrooms.
- Designed and implemented curriculum & multisensory lesson plans for all subject areas and integrated the use of technology into the classroom for students with learning disabilities.

### INDIVIDUALIZED LEARNING PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS

- Collected the appropriate data contained in a student's IEP, including current performance levels, annual goals; supplementary aids and services required, modifications required for testing; transition services needed and progress measures.
- Participated in all aspects of IEP annual review process; provided parents with regular student development updates through teacher-parent conferences.
- Work with school staff to provide expertise about addressing the student's unique needs via either individualized learning plans and individualized education programs.
- Well-versed in the efficacy of individualized learning plans for improved student engagement and participation in establishing and reaching future educational/ career goals.