

## Jeanne Rodriguez

### *Teaching Objective*

Utilize skills and knowledge to mentor and instruct prospective and new special educators who are teaching who are supporting students with various learning needs in the general education environment.

### *Summary of Qualifications*

- Inclusion Support Teacher - Special Education 6 years in SFUSD and Ravenswood School District
- IEP coordination, case management and implementation
- Positive behavior supports development & individualized positive behavior plans.
- Master Teacher for California State University East Bay (Special Education)
- Paraprofessional supervision and professional development
- Academic and behavioral instruction support for students.
- Educational assessment evaluation & consultation
- Universally Designed Instruction: Curriculum development and curricular adaptations
- Visual, academic and communication supports for students
- Co-teaching/instruction in general education classrooms
- Peer support development for social communication

### *Education*

- **California State University, East Bay (Hayward, CA)** 2008  
Graduate of Dual Teaching Credential Program with Multiple Subjects and Education Specialist: Moderate-Severe Disabilities credentials
- **University of Virginia (Charlottesville, VA)** 1997  
B.A. Psychology

### *Employment History*

- **Redwood City School District (Redwood City, CA)** November 2016- Present  
Special Education Teacher
- Incorporated small group instruction for reading and math in the general education classrooms for 2<sup>nd</sup> and 3<sup>rd</sup> grade students.
- Provided social skills support for student to facilitate communication and friendship development during lunch and recess.
- Teach and implement techniques and strategies for self-regulation during academic and non-academic times.

- **Little Wonders (San Mateo, CA)** September 2015-  
Parent Volunteer, Inclusion Coordinator August 2017
  - Worked with inclusion committee to pilot inclusive services at Little Wonders — a cooperative parent preschool for children 0-3 years of age.
  - Collaborated with multi-disciplinary team consisting of speech therapist, school psychologist and director to outline goals of program and help coordinate services in preschool environment.
  - Met monthly with team to develop and assess inclusive services. Developed survey to obtain input from families of children in inclusive classes.
  
- **GoalBook (San Mateo, CA)** January 2013-  
*An online professional learning tool serving educators in school districts to provide differentiated instruction and varying levels of support for students.* April 2014  
Content Writer, Universal Design for Learning (UDL) Strategies
  - Collaborated with writing team to brainstorm, develop and consolidate learning strategies into an easily readable format to support teachers with IEP goal implementation.
  - Incorporated methods for learning strategies that would benefit diverse group of learners promoting tiered instruction and intervention for academic, behavioral and social supports.
  
- **California State University, East Bay (Hayward, CA)** Fall 2012 and  
Co-Instructor for Education Specialist Credential Program in Moderate-Severe Fall 2013  
Disabilities  
Course: EPSY 6142 Assessment of Students with Moderate-Severe Disabilities
  - Instructor within credential program: for advanced curriculum including assessment of students with complex needs including educational history, methods of assessment and teaching and implementing academic learning strategies for students.
  - Incorporated methods for developing individualized comprehensive positive behavior support plans including Functional Behavior Assessment (FBA), Intervention strategies, teaching replacement behaviors and building a competing pathway for challenging behaviors.
  - Focused on developing academic assessment and instruction strategies for students' unique learning and academic needs.
  
- **Ravenswood City School District (East Palo Alto, CA)** 2011 - 2012  
Special Education Integrated Services Teacher, 1<sup>st</sup> grade and 5<sup>th</sup> grade

- Assisted teachers with UDL, teaching and differentiating-adapting general education curriculum to meet the academic, behavioral and social needs of students with Individual Education Plans (IEPs).
  - Created and implemented comprehensive positive behavior support plans using functional assessment, FBA, and incorporating teaching of replacement behavioral strategies.
  - Developed instructional plans and used innovative methods for teaching math and literacy concepts to 1<sup>st</sup> graders.
  - Incorporated small group instruction for both reading and math intervention for general education and students with IEPs
  - Collaborated with teams of professionals (teachers, school psychologist, academic dean, speech language therapist, and integrated services coordinator) in order to address the unique learning needs-of each student within the classroom.
  - Presented various topics at monthly School Site Council meetings including importance of inclusive services, grading/modifications, and educational technology.
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- **San Francisco Unified School District (San Francisco, CA)** 2007-2011  
 Special Education Teacher, Inclusion Support 6-8<sup>th</sup> Grade
    - Provided appropriate supports including curricular adaptations, co-teaching and differentiating instruction, applying UDL for students with disabilities in general education classrooms.
    - Communicated and collaborated with teacher, staff and parents to effectively guide student's academic and social learning.
    - Promoted school-wide understanding and relationships with students with disabilities through ability awareness, activity clubs and peer support networks.
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- **Via Center (Berkeley, CA)** 2005-2006  
 Special Education Teacher
    - Collaborated with group of professionals including speech therapist, occupational therapist to provide instruction based on each student's Individual Education Plan. Prepared paraprofessionals in effective teaching strategies in order to implement students' IEPs.
    - Incorporated communication and language-based academic instruction.
    - Provided positive behavior supports, taught academic, communication and social strategies to students with complex support needs.

### ***Publications/Presentations***

- Nusbaum, E., & **Rodriguez, J.** (2010, March). *Using a capacity-building perspective to redefine student "problems"*. Paper presented at the presented at the California chapter of The Association for Persons with Severe Handicaps CAL-TASH annual conference, Burlingame, CA.
- Halvorsen, A.T., Sawchuck, C., **Rodriguez, J.**, & Tobin, L. (November, 2009). Supporting and sustaining inclusive schooling at the site level in the absence of district level support. Pittsburgh, PA: International TASH Conference.
- Anderson, J.L., Halvorsen, A.T., Sawchuck, C. & **Rodriguez, J.** (November, 2009). A model for inclusive general and special educator dual credential teacher preparation. Pittsburgh, PA: International TASH Conference.
- Halvorsen, A., Sawchuck, C. and **Rodriguez, J.** (March, 2009). Supporting inclusive reform at the school site level in the absence of district wide support. Manhattan Beach, CA: Annual statewide CALTASH Conference.
- Gonsier-Gerlin, J. & Mintz, E. (2008, March). Elementary Differentiation, Adaptation, and Support to Include All Students. Workshop presented at the CAL-TASH annual conference, San Francisco, CA. **J. Rodriguez** - Presented Teacher Materials
- Willingham, D.B., Wells, L.A., **Farrell J.M.**, Stenwedel, M.E., (2000). Implicit motor sequence learning is represented in response locations. *Memory & Cognition*, 28(3), 366-75.