

# Jessica Vocke

## Objective

I am a passionate early childhood educator seeking a teaching position where I may utilize my life and field experience to contribute to active learning. I strive to create safe environments that ensure academic, social, and emotional development of each child.

## Core Competencies

- Constructs meaningful relationships with students, faculty, and families using positive communication
- Creates safe environments that are conducive to growing and learning
- Differentiates instruction by adapting lessons and teaching strategies to address individual learning styles
- Ongoing student assessment: ability to interpret and utilize student observation data and test results for appropriate placement, interventions, and supports

## Education and Credentials

**Master of Arts in Education**, P-12 School and Postsecondary Leadership | Michigan State University | Fall 2020

**Bachelor of Arts**, Early Childhood Education and Elementary Education | Michigan State University | 2015

**Teaching Certification**, Elementary Education, Early Childhood Education, and Early Childhood Special Education | Michigan State University | 2016

**CPR/First Aid** | 2019

## Experience

**Pre-Kindergarten Teacher, 2017-Current**

**St. Josaphat School, Chicago, IL | Blue Ribbon School**

Plan and implement a dynamic curriculum and fun learning activities incorporating Learning Without Tears and Stories of God's Love curricula while laying the foundation for kindergarten readiness and tending to children's social and emotional development.

- Design creative differentiated themed units and deliver high-energy instruction in all pre-K subjects (math, science, language arts, social studies, religion) in a classroom of 18 students.
- Monitor student performance, prepare report cards, and establish solid teacher/parent communication through conferencing, class newsletters, and home/school connection activities.
- Establish and maintain a respectful classroom culture through effective behavior management

- Apply Positive Behavior Interventions and Supports to manage classroom environment and promote individual accountability for actions.
- Collaborate weekly with mentor teacher and teacher coaches to review progress and guide planning.
- Mentor a student teacher by modeling, observing, and providing feedback.

### **First Grade Teacher, 2016-2017**

#### **Courtenay Language Arts Center, Chicago Public Schools**

Demographics: 91% Low Income Students, 20% English Language Learners, 24% Students with Disabilities, 50.5% Black, 31.8% Hispanic, 9.7% White, 4.5% Asian | Title 1 School

Planned, taught, and assessed instruction in math, literacy, science, and social studies to a diverse group of twelve students including English Language Learners and students with special needs.

- Continually assessed mastery through observation of guided practice, interactive discussions, review of work product, and TRC, Dibbles, and MClass Math assessments.
- Implemented interventions with students who needed additional support in math, literacy, science, and social studies.
- Collaborated with grade level partners to plan differentiated units based off of the Common Core Standards.
- Conducted conferences, participated in professional development, attended weekly meetings, and communicated daily with families.

### **Substitute Teacher, 2016**

#### **Chicago Public Schools**

Followed and implemented lesson plans in grades kindergarten through fourth grade.

### **First Grade Teacher Intern, 2015-2016**

#### **Andrew Carnegie Elementary School, Chicago Public Schools**

Demographics: 97.5% Black, 1.5% Hispanic, 0.5% White, 0.2% Asian | Title 1 School

Observed, planned, taught, and assessed instruction in math, literacy, science, and social studies in a first grade class with a mentor teacher for a year.

- Assumed all classroom responsibilities and a classroom management plan for twenty-six diverse students.
- Planned units addressing the Common Core Standards and taught using the gradual release of responsibility.
- Applied differentiated instruction to provide appropriate challenges to those working above, at, and below grade level.

## **References Available Upon Request**