



Empowering Minds and Sharing the Love of Christ

I am delighted to be able to participate in this education ministry. I laud you for valuing your faith enough to include it in your child's education.

I look forward to serving you and your child in a low stress, high energy, Christian setting. Our classroom will be filled with rigorous learning that will fit each child's current ability level, hands on activities, opportunities to work with others, and the opportunity for your child to advance as far as he can.

Education Experience and Certifications

I have been an educator for thirty years. During those years I continued my own education in reading, writing, and math. I have extensive experience in grades K-4. I am certified in ESL, Early Childhood, Reading 1-8, Elementary Education 1-8, and Principal. In addition, I spent four years training extensively in Guided Reading and also trained in BLS to assist students with dyslexia. I worked with struggling students in math, reading, and writing as a Title 1 teacher, Reading Recovery Teacher, and an RTI Lead Teacher.

As an administrator for Head Start, I trained 120 plus teachers in reading and pre-reading skills, in recognizing characteristics of children who might have a disability and in strategies to help those children succeed. I monitored students with disabilities and connected their parents and teachers with resources for their students.

Serving Students as Individuals

I use a variety of strategies to accommodate students' individual needs. I begin with a variety of testing to find strengths as well as areas that need strengthening. I group students accordingly but continue to monitor progress so groups are fluid.

I also use the following strategies to make children's learning experience unique to them.

- Curriculum Compacting
- Small group teaching in math and reading
- One on one conferencing for writing
- Allowing freedom to sit on the floor or stand if it helps the child.
- Hands on learning

- Think-Pair-Share
- Work Stations that are modulated by ability
- Sensory devices when appropriate

I have worked successfully with many children identified as Autistic, ADHD, SID, or ODD. These neurological differences are not the child, but are a physiological brain difference; however, they do affect how the child responds to learning, correction, and interaction with those around him. Modifications for behavior and/or learning are often required. I am open to working with parents and trying many strategies to help these students be successful. I respect each parent's decision on whether medication is the correct choice for their child.

Discipline Philosophy

Ephesians 4:15 states that as Christians we should "speak the truth in love". That verse does not mean that we should state the truth in a hurtful manner. It means we should build relationships through affirmations and encouragement while redirecting in a loving way. That is my class philosophy for working with my students and my expectation for their interactions with one another.

Natural consequences are the best discipline. If a child is disruptive to others and can't stop being disruptive with assisted reminders, then the child needs to move to a quieter area in the room. If a child plays during work time, he works during play time. When he completes his work, he plays. If a child needs a fidget, a chew necklace, a weighted blanket, noise reducing headphones, or needs to chew gum to focus, then he can have it as long as we have agreed on it as a way to assist that child. I don't see the benefit of walking laps, assigning extra work, or taking away extensive amounts of privileges as a discipline tool.

I know that I have to connect with and love each student so I can meet their needs. I begin this process by greeting each child at the door. I want them to know I care about them as an individual. This greeting gives me the opportunity to assess their emotions before they enter the classroom. Knowing what is happening with them helps me respond to their needs more appropriately throughout the day.

I allow them to assist in creating classroom rules and sign the rules so they buy into them. I prefer to discuss and redirect off task or disruptive behaviors as opposed to measuring out punishment.

I enjoy being in close contact with parents and working with them to help their child advance. I am looking forward to a rewarding partnership with your family.

For more information on my credentials please visit this site.

<https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp> and put in Jill Messina, no middle name.

Blessings to your family!

Jill Messina