

Curriculum Vitae

Emily Farrier, M.S. Special Education
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Professional Profile

- Accomplished career in education beginning with K-12 schools, charter schools, with continued growth and success as a lecturer and fieldwork instructor at the higher education level.
- Successful implementation of individualized education for students with special needs in diverse populations.
- Dedicated mentor of newly-trained educators seeking support and guidance as new teachers in special education.
- Effective in communicating with teams and facilitating collaboration to foster supportive environments for new and seasoned educators.

Education

- M.S. Special Education, National University, Costa Mesa, CA, 2007
- B.S. Psychology, Texas A&M University, College Station, TX, 2001

Academic/Teaching Experience

Adjunct Instructor – Fieldwork/EDSP 303 Instructor, CSULB, Long Beach, CA, 2015 to Present

- Fieldwork Instructor supervising several education specialist teaching credential candidates each semester.
- Instructor of EDSP 303 imparting curriculum for the single-unit introductory course to candidates accepted into the teacher credentialing program.

Adjunct Instructor – Fieldwork Supervisor, LMU, Los Angeles, CA 2014 to Present

- Fieldwork Instructor supervising 3-6 Teach For America intern education specialist teaching credential candidates each semester.

Education Specialist, California Virtual Academies, Simi Valley, CA, 2012-2014
and Long Beach Unified School District, Long Beach, CA 2004-2009

- Taught multiple subjects while differentiating for diverse learning needs, collaborated with general education teachers to plan and implement curriculum and accommodations, wrote IEPs, facilitated IEP team meetings, oversaw implementation of IEPs, managed paraeducators with a positive teaming approach.

Proprietor and Educator, My Juku LLC, 2007-2013

- Tutored all subjects for students of diverse needs in pre-K – grade 12, designed and carried out small business plan, fostered parent/teacher/tutor relationships to increase success, and identified students in need of supplemental education