

Personal Statement

Enthusiastic educational professional and advocate for implementing continuous improvement programs that increase academic levels of students, enhance educators teaching skills, and encourage community involvement. Proactive in diverse educational programs and committees focused on raising the level of educational challenges and promoting student development. Outstanding administration, organizational, planning, and coordination skills. Exceptional leadership talents inspire cooperation and teamwork.

CORE COMPETENCIES

- Program Development
- Parental Relations
- Student Assessment
- Teacher Mentoring
- Co-Teaching
- Curriculum Design & Development
- Educational Standards
- Staff Development & Training
- Community Involvement
- Facilitated IEP Meetings
- Classroom Management
- Student Discipline
- Outreach Programs
- Academic Standards
- IEP Writing

EDUCATIONAL BACKGROUND & CREDENTIALS

Master of Science in Education - Emphasis in Cross Cultural Teaching
NATIONAL UNIVERSITY, San Diego, CA (2004)

Bachelor of Art in Public Administration
SAN DIEGO STATE UNIVERSITY, San Diego, CA (1996)

Credentials

- Education Specialist Professional Clear Credential -Mild/Moderate (2015)
- Initial Administrative License (2008)
- Multiple Subject Elementary Professional Clear Teaching Credential (2000)
- Autism Authorization
- CLAD Certification
- NCLB Compliant

PROFESSIONAL EXPERIENCE

Irvine Unified School District - Irvine, California
High School Education Specialist Mild/Moderate

2010-2016

- ▶ Served as case manager for IUSD secondary students.
- ▶ Facilitated and updated the development of Individual Transition Plans.
- ▶ Assisted in establishing and coordinating student-teacher-counselor-parent-conferences.
- ▶ Assisted in the development and changing of curriculum to meet the needs of each student that has an IEP.
- ▶ Provides consultative, resource, and supervisory services in program and curriculum planning, research and program evaluation for special projects involving students with exceptional needs.
- ▶ Confers frequently with parents and professional staff members regarding the educational, social, and personal concerns of students.

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- ▶ Planned and facilitated various types of Individual Education Plan meetings.
- ▶ Responsible for delivering accurate and relevant information concerning post-secondary options to students and parents
- ▶ Responsible for monitoring and the implementation of Individual Education Plan and classroom accommodations.
- ▶ Planned lessons which adhered to the objectives of the curriculum while utilizing a variety of teaching methodologies.
- ▶ Provided specially designed instruction for students with disabilities and other special needs through co-teaching models.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT- Chula Vista, California

1996 - 2010

BTSA Support Provider, 2007-2010

Key Responsibilities

Team with participating teachers regarding SFASST in an effort to transition individuals into the teaching profession; develop Individual Induction Plans based on specific California Standards for Teaching Profession. Interact with diverse personnel including the BTSA Director, support providers, university staff members, and experienced colleagues to aid with participating teacher support. Establish trusting and supportive relationships with participating teachers.

- ▶ Formulated and designed learning goals and objectives for participating teachers, which facilitated the transition into the educational industry.
- ▶ Coordinated, analyzed, and reported assessment data; organized participating teacher trainings and maintained database documenting completed objectives.
- ▶ Documented status of induction progress with candidate.
- ▶ Facilitated meaningful, new teacher growth using the reflective coaching guidelines for formative assessment curriculum.

Teacher (K-6, Special Day Class K-2 Mild/Moderate)

Key Responsibilities

1996-2010

Instruct core curriculum and develop daily lesson plans that accommodate diverse academic levels and learning styles of students. Provide assistance and individual instruction to students having difficulty completing lessons or activities. Implement multiple assessment methodologies to assess student progress; review and interpret standardized test results. Communicate with parents in order to relay students' progress and facilitate school involvement. Collaborate extensively with colleagues; actively participate in school committees and faculty meetings.

- ▶ Instituted various teaching strategies to enhance learning; instrumental in substantially increasing student scores, consistently performing at the top of the 3rd grade level on monthly benchmarks.
- ▶ Created and organized school sponsored activities including volunteer programs and community picnics.
- ▶ Collaborated with grade level team members; resolved issues, analyzed student data, and created strategies focused on enhancing the student learning experience.
- ▶ Facilitated students' ability to retain material by developing lessons that were interactive; incorporated technology in order to supplement curriculum and individualize instruction.
- ▶ Integrated critical learning strategies (brain-based) into curriculum to support student learning.

- ▶ Established and maintained communications with parents, which encouraged parental participation.
- ▶ Instituted positive teaching strategies to handle challenging behavior issues and foster learning.
- ▶ Recognized as the highest performing teacher in the 3rd grade for 3 consecutive years.
- ▶ Proactively participated in the Technology Committee; designed a technology curriculum based on local site needs. Integrated and demonstrated uses of technology for teaching various content areas.
- ▶ Spearheaded the Teacher Involvement Program; performed home visits in an effort to bring parents and teachers together to form relationships that aided in enhancing students' academic success.

PROFESSIONAL DEVELOPMENT

Training Workshops

Classroom Management ~ Cognitive/Collegial Coaching ~ Team Building Techniques
Mentoring Skills ~ Facilitated IEP Training ~ Brain-Based Learning
G.L.A.D. Training ~ CFASST Teacher Training ~ Literacy/ELD Training ~ Co-Teaching Training
Differentiation of Instruction ~ Diversity Training ~ Data Analysis ~ Research Based Strategies
Inquiry Learning (Science & Mathematics)

Technical Proficiencies

Microsoft Word, Excel, PowerPoint, Windows, Internet Navigation, Email, Blackboard, Canvas,
ARIES grading system

Languages: Basic Conversational Spanish

UNIVERSITY HIGH SCHOOL

A Nationally Recognized Exemplary School

4771 Campus Drive Irvine • California 92612 • PH 949-936-7600 • FAX 949- 936-7609

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Website: <http://www.iusd.org/uhs>

Date: 4/26/18

To Advanced Studies in Education and Counseling Department:

I am honored to write a recommendation letter for Mrs. Linda Keil, who is currently with the Irvine Unified School District as an Education Specialist. We have a range of special education programs here at our school including Directed-level classes, collaborative/co-teaching classrooms, and moderate/severe special day classes. Linda is an experienced teacher, who has been at our school for the past several years. Currently, Linda case manages a high number of students and teaches Directed-level English, Math and Strategies classes. She has also co-taught English in the past her at University High School.

As the school psychologist and special education administrator at our school, I have collaborated with Linda in meetings and various school activities. I have witnessed Linda take an active role in identifying the unique needs of her students, including their personal interests, family situations, and educational needs. By nature she is a nurturing individual who cares deeply about her students and their progress at school. In department meetings and other interactions, Linda always smiles when she talks about her students and celebrates their successes. It is evident that she enjoys being a teacher.

Linda has shown dedication and enthusiasm in everything she does in her role here at University High School. In Irvine, Linda has encountered high-profile cases involving challenging family dynamics, advocates/attorneys, and students with heavy needs. She has shown that she has the skillset to navigate these intense cases and to conduct I.E.P. meetings with grace and thoughtfulness. As an example, Linda has case managed a student who has Autism, whose family utilizes an attorney. In our various IEP meetings we have held for this student over the past couple years, I have watched Linda develop a close relationship with this student and his parents. She has strong relationship-building skills, which have enabled her to work effectively with the family and attorney on developing and implementing his I.E.P. Her detail-oriented and organized nature enabled her to monitor his progress on his goals, communicate with general education teachers, and problem-solve situations that came up resulting from his disability. She was always extensively prepared for our I.E.P. meetings with this family (as she has been for all of her cases).

It is my pleasure to recommend Linda Keil for an Education Specialist position with your district. I am absolutely confident that she will be an asset to any district she works for. She has the personal traits and aptitude to excel in the field of special education. Please feel free to contact me with any questions or to discuss her qualifications further.

Sincerely,

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Sarah Meeks, Ed.S., M.A.
School Psychologist
University High School
949-936-7748; sarahmeeks@iusd.org

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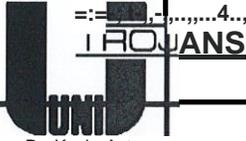


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Dr. Kevin Astor
Principal

Kris Kough
Assistant Principa

Connie Park
Assistant Principa

Matthew Pate
Assistant Principa

Michelle Kessy
Sarah Meeks
Psychologists

April 18, 2019

To Advanced Studies in Education and Counseling Department:

It is with great pride and enthusiasm that I write this letter of recommendation for Linda Keil. I have had the pleasure of working with this talented teacher for the past 3 years. She has been a valuable member of our special education department as an education specialist.

Linda provides instruction for students with a wide variety of social, behavioral, and academic needs at the high school level. She has effectively differentiated her instruction to address each of the student's needs. She is also a kind and compassionate teacher who takes the time to get to know the students. Students trust her and come to her when they need help or support.

Linda also demonstrates excellent skills when developing a student's IEP. She has utilized a variety of formal and informal assessments to determine present levels of performance. This information has been valuable in developing goals and objectives.

Even though it has been a roller coaster of a ride given the demands and unpredictable nature of the job, Linda has embraced the challenge. Her daily schedule could consist of activities such as teaching classes, attending IEP meetings, testing students, collaborating with a teacher, and providing emotional support to a student who is having a difficult day. While such an environment can be overwhelming for many people, Linda consistently is calm, patient, detail oriented, and intuitive to each student's needs in the classroom.

Linda shows a true passion for working with and positively influencing the lives of each of her students. She is able to recognize each student's unique needs and utilize their strengths to improve their areas of weakness. She has a natural ability to work effectively with students, parents, and staff. I appreciate her contribution to my special education staff. Please do not hesitate to contact me if you have any questions.

Sincerely,

Michelle Kessy, M.A, NCSP
School Psychologist - University High School
Michellekessy@iusd.org

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