

JENNIFER MCCLURE-GROOVER

EDUCATION

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| 2002 | UNIVERSITY OF SOUTHERN MAINE
<i>Master of Science in Education: Literacy Education</i> | GORHAM, MAINE |
| 1996 | RIVIER COLLEGE
<i>Bachelor of Arts in Elementary and Special Education</i> | NASHUA, N.H. |
| 1994 | SEMESTER ABROAD: UNIVERSITE DU MAINE
<i>Concentration: French language and culture</i> | LE MANS, FRANCE |

CERTIFICATION

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| State of Maine Professional Certification | State of Maine Provisional Certification |
| ▪ <i>General Elementary, Grades K-8</i> | ▪ <i>Reading Specialist, Grades K-12</i> |
| ▪ <i>Teacher-Disabled Students, Grades K-12</i> | |

PROFESSIONAL EXPERIENCE

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| 2012-PRESENT | GEIGER ELEMENTARY SCHOOL | LEWISTON, MAINE |
| <i>Teacher, grade 4</i> | | <i>Lewiston School Department</i> |
| | <ul style="list-style-type: none">▪ Planned, designed and implemented lessons to help students meet performance indicators outlined for students in the <i>Common Core State Standards</i>.▪ Provided modifications and enrichment experiences as necessary for student success.▪ Developed learning and behavior support plans to help all learners succeed and contribute to a respectful learning community.▪ Met with guardians in parent-teacher conferences, Response To Intervention team meetings, and in Individual Education Plan meetings to develop individual plans for students' learning needs.▪ Guided students and parents to social resources when needs were present.▪ Administered the <i>New England Common Assessment Program</i> for fourth grade students.▪ Proctored the <i>Northwest Evaluation Association's Measures of Academic Progress</i> tests for fourth grade students.▪ Administered <i>AIMSweb</i> benchmark reading, math and behavioral assessments for fourth grade students.▪ Collaborated with parents and colleagues to ensure academic and civil success for students. | |
| 2008-2012 | UNIVERSITY OF SOUTHERN MAINE | GORHAM, MAINE |
| <i>Clinical Faculty Member: Teacher Education Department</i> | | |
| | <ul style="list-style-type: none">▪ Extended Teacher Education Program (ETEP) Unified and Teachers of Elementary And Middle School (TEAMS) Cohort Coordinator. | |

- Communicated and collaborated with Maine elementary and middle school teachers and administrators to place USM interns into classrooms.
- Supervised pre-service teaching interns to monitor progress toward the USM Teaching Certification Standards, as required for teacher certification by the Maine Department of Education.
- Formally observed pre-service teaching interns in the field, including review of written lesson plans and assessment methods.
- Delivered staff development workshop for mentor teachers to learn about observation methods, delivering effective feedback, certification requirements and online portfolios.
- Screened and interviewed prospective students for admission to USM programs.
- Supported students at risk through use of the action plan process.
- Lecturer and Instructor of both fully on-line and traditional face-to-face graduate level Literacy methods courses including:
 - EDU 565: *Teaching Reading*
 - EDU 566: *Writing Process*
- Lecturer and Instructor of graduate level Education methods courses including:
 - EDU 541: *Seminar I in Elementary Education*
 - EDU 644: *Applied Pedagogy*
- Co-created and will seasonally co-instruct a face-to-face summer graduate level course:
 - EPC 562: *The Henry C. Amoroso Institute, Critical Issues in Language and Literacy*

2003-2008

UNIVERSITY OF SOUTHERN MAINE

GORHAM, MAINE

Part-time Lecturer, Literacy Language and Culture Department

- Instructed individual students in USM's Graduate Literacy Education program through independent studies and traditional face-to-face methods courses including:
 - EDU 639: *Practicum in Literacy Education*
 - EDU 511: *Children's Literature*

2001-2006

LONGLEY ELEMENTARY SCHOOL

LEWISTON, MAINE

Teacher, grades 2, 4 & 5

Lewiston School Department

- Planned, designed and implemented lessons to help students meet performance indicators outlined for students in the *Maine Learning Results*.
- Provided modifications and enrichment experiences as necessary for student success.
- Developed learning and behavior support plans to help all learners succeed and contribute to a respectful learning community.
- Met with parents/guardians in parent-teacher conferences, child-study team meetings, and in Pupil Evaluation Team meetings to develop individual plans for students' learning needs.
- Guided students and parents to social resources when needs were present.
- Administered the Maine Educational Assessment for fourth grade students.
- Administered the Iowa Test of Basic Skills to fifth grade students.
- Served as a member of committees to help our school meet adequate yearly progress, maintain library materials and programs, maintain school wellness, and plan staff development.

1996-2001

WOODSIDE ELEMENTARY SCHOOL

TOPSHAM, MAINE

Teacher, grades 4 & 5

M.S.A.D. #75

Special Education Teacher, Primary Functional Skills

- Planned, designed and implemented lessons to help students meet performance indicators outlined for students in the *Maine Learning Results*.
- Provided modifications and enrichment experiences as necessary for student success.
- Developed learning and behavior support plans to help all learners succeed.
- Met with parents/guardians in parent-teacher conferences, child-study team meetings, and in Pupil Evaluation Team meetings to develop individual plans for students' learning needs.
- Administered the Maine Educational Assessment for fourth grade students.
- Supervised a student teacher in fourth grade during a sixteen-week placement.
- Case managed services for students in grades K-3 with multi-handicapping conditions.
- Planned, designed and implemented students' Individual Education Plans.
- Facilitated Pupil Evaluation Team meetings.
- Guided students and parents to social resources when needs were present.
- Served as a member of committees to help develop new reporting tools, pilot and choose mathematics instructional programs, create school safety plans, and interview new candidates for teaching positions.
- Attended National Conference for National Council of Teachers of Mathematics (2000)

PROFESSIONAL MEMBERSHIPS

- Member, *International Reading Association*
- Member, *Lewiston Education Association*

VOLUNTEER EXPERIENCE

- Geiger Elementary School Drama Club Director, 2013-2014
- Geiger Elementary School PTO President, 2011-2012 and member 2009-Present
- Faith Formation Teacher, Holy Family Catholic Parish, Lewiston, Maine 2008-2011
- Classroom Volunteer, Geiger Elementary School, Lewiston, Maine 2009-2010
- Classroom Volunteer, Montello Elementary School, Lewiston, Maine 2008-2009

REFERENCES

Mr. Thomas Hood, Principal
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Geiger Elementary School
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Jennifer McClure Groover

Teaching Philosophy Statement

*Teachers who inspire realize there will always be rocks in the road ahead of us.
They will be stumbling blocks or stepping stones;
it all depends on how we use them.*

~Author Unknown

I am a believer in capacity thinking. I know that every child can learn, and believe that my role as a teacher is to guide each child in coming to know and understand, by capitalizing on his or her unique strengths and talents. I believe that a teacher is a guide; an instructor, a facilitator, and a nurturing mentor who helps each student reach his or her potential. Moreover, much of what guides my teaching practice is the belief that the act of learning is social in nature, and that students can only excel when placed in classrooms where they feel safe, connected, respected and nurtured. As such, I believe that it is my responsibility to be acutely aware not only of the goals that my students need to meet in all areas of the curriculum, but also to consider the developmental, emotional and social needs of my students. This will allow me to plan lessons and assessments to help students meet knowledge objectives that will, in turn, allow them to meet these goals.

To this end, I believe in using positive behavioral supports in order to create a community of learners who value mutual respect, and who are responsible school citizens. Through ongoing and explicit instruction, I feel it is necessary to teach students about classroom procedures and the behavioral expectations of our classroom and school. I believe in using meaningful, purposeful praise as a tool to both acknowledge and reinforce desired behavior that is focused on being safe, respectful and responsible. I feel it is important to monitor student behavior, recognize students who are meeting my expectations, and seek to intervene through positive methods to assist children who are struggling to do so. Through the use of appropriate individual interventions, I believe in supporting students who are struggling to meet behavioral expectations by using support plans that allow each child to maintain dignity in the classroom. I believe in collaborating with families, valuing their role as their child's first and most important teachers, in order to build working relationships to support each child.

I believe that I need to assist my students' growth toward independence in all content areas. To do so, I believe in offering them the time, strategies and opportunities to grow into thoughtful, confident, strategic problem solvers. Likewise, I believe that my role is to guide and nurture students as they grow into independent, life long learners. It is my belief that a highly effective teacher will apply differentiated instruction and assessment methods, ensuring that students are able to access the curriculum in ways that are most suited to their learning strengths and preferences. To that end, I believe that a strong teacher is aware of his or her students' interests and strengths and can use this knowledge to help motivate and engage learners in lessons designed with the individual learners in mind. I understand that people are able to learn new information, ideas and concepts by connecting new understandings to what

they already know. With this understanding, I recognize the need to assess and understand the prior knowledge of my students in order help them build bridges, as David Pearson describes, “between the known and the unknown.” Through integration of learning across content areas, I believe that teachers can help students capitalize on learning experiences, guiding students to also build bridges between related concepts. Furthermore, guided by the principles and practices of Universal Design for Learning, I am eager to engage learners though the use of meaningful and purposeful technology as a means to enhance my instruction and make my lessons and assessments more accessible to learners. I believe that I am teaching students who have been born as natives in the digital age, and that I must be both willing to learn new instructional and assessment methods using technology, as well as be a conscience consumer of available tools.

Beyond the pedagogical knowledge and experience that guides my practice, I believe that sound assessment practices need to inform my instruction. Ongoing formative assessment methods, coupled by detailed record keeping will allow me to monitor my students’ individual understanding so that I can adjust my lessons as needed in response. Summative assessments in my classroom will reflect the formative assessments that preceded them, and will align directly to the curricular goals for my students. It is my belief that students should be offered options of ways to show and demonstrate what they know and have learned, and I feel that multiple methods of both formative and summative assessments can help accomplish this.

When considering working with families, “building bridges” is a poignant metaphor for the system of beliefs that guides my professional practice. My purpose as a teacher is to help others grow, overcoming challenges so that they can achieve in a community of learners. I believe that it is my duty to help students and families face challenges that interfere with learning, growing, achievement and health. Language, cultural, social, economic, and learning barriers are present in every classroom and I feel that my role is to help each student receive full access to both the academic curriculum and social experiences in my classroom, creating an equitable learning environment. I believe that highly effective teachers assist families in supporting the learning and overall health of their children by collaborating with parents and caregivers, as well as connecting them to support providers when needs are present. Through strong collaborative relationships with colleagues, support professionals and families, I believe that I can “build bridges” to mitigate barriers to learning for my students.

In closing, my educational pedagogy is guided by ongoing reflection and is developed by engaging in professional learning opportunities. I believe that it is my responsibility to maintain an awareness of current practices and research in the field to help guide my practice in the classroom. I believe in equity for all students, and through ongoing reflection, collaboration with parents, colleagues and service providers, I will seek to provide each student with an equal opportunity to learn and grow. I believe that my approach to teaching and learning has a direct and lasting effect on my students. I value every opportunity to learn, grow and improve upon my practice in order to have a positive and valuable impact on each child I teach.