

# Rachel E. Terlop

• ResTerlop@gmail.com • (614) 209-1289 • 2019 Henry Ford Innovation Nation Teacher of the Year •

---

## PROFESSIONAL PROFILE

Early Childhood educator passionate about helping students achieve academic success through making use of technology and tapping into multiple intelligences; demonstrated success with differentiated instruction, data collection and analysis; ability to establish positive and meaningful rapport with students, parents and staff.

## TEACHING LICENSURE

**Early Childhood Education, Grades K-3 and Generalist Endorsement, Grades 4-5**

**Licensure Endorsements:** English to Speakers of Other Languages, Instructional Coach, Reading Specialist, Special Education Pre-K-12

## GRADUATE EDUCATION

**PhD Candidate at George Mason University, Fairfax, VA**  
Early Childhood Education & Special Education

**Trinity Washington University, Washington, D.C.**

**Masters of Arts in Teaching, Early Childhood Education, May 2017**

## UNDERGRADUATE EDUCATION

**Baldwin Wallace University, Berea, OH**  
**Major:** Early Childhood Education

**Bachelor of Science, May 2013**  
**Endorsement:** Generalist

## PUBLISHING AND AUTHORSHIP

*Maggie the Moomaid*, a children's picture book: Mascot Books

## TEACHING EXPERIENCE

**First Grade Teacher** - August 2019 – Present

**Pine Spring Elementary, Fairfax, VA**

- ❖ Daily differentiated lessons for Guided Reading, Reader's Workshop, Writers Workshop, and Math Workshop
- ❖ Grade level chair, and facilitator of grade level CLT
- ❖ Student Teacher mentor during distance learning
- ❖ Leader of Warrior Wednesday yoga initiative

**Adjunct Professor, Early Childhood, June 2017-July 2019**

**Trinity Washington University, Washington, D.C.**

- ❖ EDCC 207: Development of Learning Experiences in Early Child Education
- ❖ EDCC 211: Development of Early Childhood Oral Language and Literacy Skills
- ❖ EDCC 250: Technology in Education
- ❖ EDCC 301: Classroom Management
- ❖ EDCC 340: Teaching and Learning
- ❖ EDTE 421: Emergent Literacy

**Third Grade Teacher** - August 2018 – June 2019

**John W. Ross Elementary School, Washington, D.C.**

- ❖ Daily differentiated lessons for Guided Reading, Close Reading, Writers Workshop, and Mathematics (Eureka)
- ❖ Co-Chair for Peace of Mind Implementation and Staff Development
- ❖ Point of Contact: Breathe for Change Change Agent Program

**First/Second Grade Inclusion Teacher, Early Childhood** – August 2015 – June 2018

**Amidon-Bowen Elementary School, Washington, D.C.**

- ❖ Daily differentiated lessons for Guided Reading, Close Reading, and Mathematics (Eureka)
- ❖ Differentiated center activities, ELA and Math, for students based on data collection
- ❖ Collaborated with grade level partner teachers, and Special Education teachers, during weekly Professional Development (LEAP)
- ❖ Co-Chair of Culture and Climate, Hospitality Committee and STEM Night
- ❖ Professional development for City Year Corp members on teaching to multiple intelligences

**Self-Contained Autism Teacher, Early Childhood – June 2016 – July 2016**

**Amidon-Bowen Elementary School, Washington, D.C.**

- ❖ Planned center activities for students based around IEP needs
- ❖ Collaborated with five paraprofessionals to ensure IEP goals were used to drive instruction, and data was collected on a daily basis

**Year 3 Form Teacher, Early Childhood – August 2014 – July 2015**

**Kenton College Preparatory School, Nairobi, Kenya**

- ❖ Planned and carried out lessons for all major subject areas, including Art and Social Skills, whilst aligning to IAPS Standards and British National Curriculum
- ❖ Differentiated instruction within lessons, accommodating all documented needs
- ❖ Participated in weekly Professional Development meetings with Year 3 and Junior School team members to enhance learning experiences
- ❖ Planned and carried out Junior and Senior school activities; ballroom dancing and singing
- ❖ Co-lead of props in the Senior School production of *Bugsy Malone*

**Long Term Substitute, Early Childhood, Grade 5 – April 2014 – June 2014**

**Liberty Elementary School, Frederick, MD**

- ❖ Planned and carried out lessons for all major subject areas using the Common Core Curriculum
- ❖ Participated in weekly Professional Learning meetings with Grade 5 team members

**Teacher, 4 Year Old Kindergarten August 2013 - March 2013** *Green Bay, WI*

**Howard Suamico School District Partnership Program, Good Shepherd Preschool**

- ❖ Implemented the Gradual Release of Responsibility teaching model for student independence
- ❖ Collaborated on a regular basis with a co-teacher and team of 4K teachers within the school
- ❖ Participated in PLCs with surrounding schools to build foundation skills for the Creative Curriculum
- ❖ Communicated with parents about student progress through weekly newsletters, social media, e-mails and personal conferences

**PROFESSIONAL DEVELOPMENT**

**Limited Resource Teacher Training (LRTT) Fellowship, July 2019, Bwindi, Uganda**

- ❖ One month spent in classrooms of the Kanugu District in Bwindi, Uganda
- ❖ 100 hours of professional development around academic coaching observation, and feedback cycles.
- ❖ Collaborates with 25 other fellows to design and hold 20+ hours of professional development for the teachers in the district around mindset, climate for learning, and instructional strategies

**Breathe For Change, Wellness Champion**

- ❖ 200-Hour Certified Yoga Teacher (200-CYT) through Yoga Alliance
- ❖ Trained in incorporating movement and mindfulness into classroom environment
- ❖ 2018 Summer Cohort Washington, D.C. SEL Co-Leader
- ❖ Change Agent Program Participant (2018-19)

**LEADERSHIP ACTIVITIES**

**Presenter at the Opening Minds Conference, February 2020, Chicago, IL**

- ❖ Gross motor movement can positively impact student's ability to decode words - by pairing a letter with a keyword, picture, sound, and movement, students are more able to retain decoding information

**Presenter at NCCE Conference (2018, 2019, 2020), Seattle, WA**

- ❖ Traveled to Seattle, WA to hold three professional development seminars on the integration of technology based scavenger hunts into elementary classrooms
- ❖ Led participants through uses of scavenger hunts on field trips, text-based evidence writing exercises, and guided reading

**Speaker at The Learner Network, Athens, Greece**

- ❖ "The Effect of Gross-Motor Movement on Decoding Ability: Using The Wilson Language Foundations Phonics Curriculum"

**Panelist for National Early Childhood Workforce, September 19, 2017**

- ❖ Spoke with five professionals on a panel about the state of Early Childhood Education in the Washington, D.C., Virginia, and Maryland area
- ❖ Represented the public school sector in the dialogue

**Speaker at ACEI Global Summit on Childhood, March 2016**

- ❖ Traveled to Costa Rica to present at the ACEI Global Summit on Childhood
- ❖ Presented for 90 minutes on the importance of utilizing nature in the education of children

**RELATED TEACHING EXPERIENCE**

**Tutor**, Winter 2012 - Spring 2013

Self-Employed, Berea, OH

- ❖ Provide one-on-one tutoring sessions for an Elementary student diagnosed with ADHD, ED, and juvenile diabetes.

**Childcare Provider**, Summer 2009 - 2013

Self-Employed, Powell, OH

- ❖ Full time childcare provider during summer and winter months, for girls ages 3 and 6

**CERTIFICATIONS**

Special Education DC License Endorsement, Reading Specialist DC License Endorsement, American Red Cross CPR and AED, American Red Cross First Aid, Child Abuse Training, Effects of Childhood Trauma on Development, Shaken Baby Syndrome Training, Dyslexia Awareness Training and Certification, Master Level Reiki Practitioner