



MARISOL FERREIRA

Special Education Teacher

CONTACT INFORMATION



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Providence, RI 12345

EDUCATION

M.Ed., Special Education
(Mild/Moderate, PreK-8), Rhode Island
College, 2017

B.A., Elementary Education, University
of Massachusetts Dartmouth, 2015

RI Certification: Special Education
PreK-8; Elementary Education 1-6

KEY SKILLS

- IEP writing and progress monitoring
- Co-teaching (station, parallel, team)
- Wilson Reading System Level 1 certified
- FBA and behavior intervention plans
- Crisis Prevention Institute (CPI) certified
- Universal Design for Learning (UDL)
- AAC and assistive technology
- Bilingual: English/Portuguese
- PowerSchool Special Programs
- Parent and family engagement

ABOUT ME

Licensed special education teacher with 7 years supporting students with learning disabilities, autism, and emotional disturbances across K-8 inclusion and resource settings. Known for writing IEPs that hold up in due process and for coaching general ed colleagues on co-teaching models. Bilingual (English/Portuguese).

PROFESSIONAL EXPERIENCE

Special Education Teacher, Grades 3-5 Resource I 2020 - Present
Brookline Ridge Elementary, Providence, RI

- Manage caseload of 18 students with IEPs spanning specific learning disabilities, ADHD, and ASD; cut average reading-goal mastery time from 14 months to 9 months over two cycles.
- Co-teach inclusion math block with two general ed teachers using station and parallel models; on-grade-level proficiency for IEP students rose from 31% to 58% in two years.
- Lead annual IEP meetings for 18 families; 100% of meetings held within compliance window across three district audits.
- Train paraprofessionals on behavior data collection, ABC notes, and de-escalation; brought team's restraint incidents to zero last school year.
- Pilot district UDL coaching cohort, co-presenting two PD sessions for roughly 40 staff on accommodations vs. modifications.

Special Education Teacher, Self-Contained K-2 I 2017 - 2020
Halverson Academy Charter, Worcester, MA

- Built K-2 self-contained classroom from scratch for 8 students with significant communication and behavior needs.
- Wrote and implemented PBIS-aligned behavior support plans; reduced classroom-clear events from weekly to fewer than three across the school year.
- Coordinated with three related-service providers (SLP, OT, BCBA) on integrated push-in schedule; 6 of 8 students mainstreamed for at least one subject by spring.
- Coached two first-year paras through ParaPro certification; both renewed contracts.