#  Amy Fitchett

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**Education**

*University of North Carolina at Charlotte,* Charlotte, NC. (2014- 2019)

Ph.D. Curriculum and Instruction, Elementary Education

*National Louis University*, Evanston, IL (2001-2002)

Masters of Arts in Teaching (Elementary Education)

*Guilford College*, Greensboro, NC (1993-1997)

B.S – Major: Psychology

Minor: Justice and Policy Studies

**Certification:**

NC- 04 Standard Professional II Elementary Education (Grades K-6) M 11

NC- 02 Standard Professional II Reading (Grades K-12)

AL-Class A Reading Specialist P-12

AL-Class A Elementary K-6

**University Experience**

**Auburn University, Auburn, AL**

*University Clinical Instructor- Current Position started August 16, 2022*

* EdTPA support
* Clinical Supervisor
* Instructor-CTEE 4020

**University of North Carolina at Charlotte, Charlotte, NC**

*University Adjunct Instructor- Planning for K-12 Instruction - MDSK 6162 - Department of Middle, Secondary, and K12 Education, Summer and Fall Semester 2021*

* Introduced pre-service teachers to specific high-leverage practices to enhance instruction
* Modeled key components of lesson planning including : standards evaluation and objective writing, and assessment
* Supported students in clinical experiences

*University Adjunct Instructor- Planning for K-12 Instruction Lab- MDSK 6162 L-- Department of Middle, Secondary, and K12 Education, Summer and Fall Semester 2021*

* Applied content learned within the 6162 course work (See above) guided students in synchronous sessions on high leverage practices in classroom teaching. Provided clear and timely feedback to ensure student growth and confidence in the application of these practices.
* Hosted a lab of practice in which students practiced high leverage teaching practices with a cohort of peers receiving in the moment feedback.

*New Teacher Support Coach- Cato College of Education, November 2012- November 2015*

* Assisted first, second and third year teachers in low performing schools in CMS and Charlotte region in all areas (curriculum planning, classroom management, assessment, teacher evaluation, communication with parents, faculty, and community)
* Provided professional development areas targeted for beginning teachers in low performing schools including: assessment, differentiation, reading strategies, classroom management and behavior management
* Performed observations and provided feedback using CLASS observation tool. Includes goal setting and targeting behaviors to enhance student and teacher performance.
* Presented: Vocabulary Acquisition, Reading Strategies, Balanced Literacy, Writer’s Workshop, Experiences of a First Year teacher, Teacher Evaluation Instrument, Community Building

*University Adjunct Instructor- Language Arts Methods 3226- Department of Reading and Elementary Education, Spring Semester 2013- 2014*

* Instructed pre-service teachers on the Common Core standards of writing and research-based teaching methods that best support elementary learners.
* Supervisor with Integrated Methods Block- observing and supporting two week clinical experiences in classrooms.

*University Adjunct Instructor- Primary Reading Methods-3224- Department of Reading and Elementary Education, Fall Semester 2013*

* Instructed pre-service teachers on primary learners’ reading development, strategies, and skills.

**Research and Writing**

**Dissertation**

Fitchett, A. (2019). Teachers as gatekeepers: Developing deeper understandings to cultivate pro-social studies learning environments in the elementary grades. [Doctoral dissertation, University of North Carolina Charlotte]

**Publications**

Passe, J., Good, A., & Fitchett, A. (2017). Introduction: Assessment in Social Studies.

 In *Best Practices in Social Studies Assessment* . Charlotte, NC: Information Age

 Press.

**Presentations, Collaborations, and Staff Development**

**Guest Speaker (20 13)** MDSK 5253- Teaching SS to Middle & Sec School Learners,Guest speaker of research-based reading strategies in Middle/Secondary and Elementary social studies methods courses

**Presenter, Vocabulary Acquisition and the Elementary Learner (2014)**

Introduction to vocabulary acquisition for student tutors through the International House of Charlotte

**Presenter, North Carolina New Teacher Support Program (2012-2015):** Balanced Literacy, CCSS Lesson Design Grades K-5, Teacher Identity, Finding Joy, NC Teacher Evaluation, Formative and Summative Assessment Strategies

**Presenter, Teacher-to-Teacher Conference UNC Charlotte (2012-2016)**: Engagement Strategies, Assessment and Differentiation, Behavior Management

**Presenter, The First Three UNC Charlotte (2012- 2015)**: Summarization Strategies, Engagement Strategies

**Presenter, United Way (2014)**- Tutoring Workshop- Literacy Strategies

 **K-12 Teaching Experience**

**Cornelius Elementary School, Cornelius, NC**

*Fourth grade teacher- December 2015- August 2017\* returned to Cornelius in fall of 2018- 2022*

* Awarded Cornelius Elementary Teacher of the Year 2019- 2020
* Mentor to pre-service teachers-Cooperating Educator for student teacher through UNC Charlotte 2019-2020
* Plan and implement fourth grade curriculum using a wide variety of learning and teaching strategies to ensure student success
* Use a variety of technology-based resources to ensure success and learning engagement both remotely and face-to-face
* Support diverse student body with individual learning needs using data and observation to drive instruction
* Create a positive learning environment to foster a love of learning and global citizenship and leadership
* Design and plan instruction targeted at student academic gains as demonstrated through achievement scores
* Committees-International Committee, Professional Development Committee, Hospitality Committee
* Grade Level Chair 2016-2017, 2019-2020
* School Leadership Team 2020-2021

**Blythe Elementary School, Huntersville, NC**

*Third grade teacher- August 2017-June 2018*

* Implemented IB curriculum and third grade standards using data driven decision making and collaborative planning processes
* Served as a member of the School Leadership Team focus on executing short term 90 day goals and long term goals for school wide initiatives and growth
* Collaborated with grade level teammates and school wide faculty to meet the needs of a diverse group of students in an IB setting.

**Carolina International School, Harrisburg, NC**

*Fourth Grade Teacher- Language Arts and Social Studies, August 2009- November 2012*

* Created and implemented a standards-based curriculum to meet the needs of diverse learners in an inclusion setting.
* Communicated and developed school and family connections to ensure positive interactions and understanding
* Exceeded state testing goals and showed significant student growth in End-of-Grade (EOG) performance
* Implemented Orton-Gillingham Phonics and multi-sensory learning strategies study group to help students in intermediate grades make gains in reading fluency and comprehension
* Served as Fourth Grade Team Leader

**Joseph Sears School, Kenilworth, IL**

*Fourth Grade Teacher, 2008—2009*

* Instructed IL fourth grade curriculum to meet the needs of a diverse set of learners using differentiated instruction
* Implemented meta-cognitive reading strategies in a multidisciplinary approach and ongoing and standard assessment techniques to modify and guide instruction
* Incorporated relevant and meaningful technology experiences to help reinforce core curriculum goals including tablets, I DVD, Smart Boards, and United Streaming
* Activated student understanding of key concepts via integration of Gardner’s Multiple Intelligences to meet the individual student’s interests and abilities
* Developed and encouraged students to build self-esteem and treat each other with mutual respect and kindness with the use of literature based character education program (Heartwood) and anti-bullying training.

*Second Grade Teacher, 2002-2007*

* Designed and implemented differentiated learning centers based on developmental needs and learning strengths of students
* Integrated and implemented Six Traits Writing program into current Writer’s Workshop program
* Developed Guided Reading centers and reading program to facilitate learning for all students within a self-contained classroom
* Collaborated with teammates to create new core curriculum units in science, reading, social science, and writing that aligned with state curriculum goals
* Developed and implemented integrated thematic units which addressed all core curriculum

*Third Grade Student Teacher, Spring 2002*

* Collaborated with cooperating teacher to create lesson plans that enriched and extended current reading curriculum and to modify and implement a drama program
* Modified curriculum to meet the needs of all learners within the classroom
* Assisted in lunch time duties including chess club and outdoor supervisor

**Highcroft Drive Elementary**, **Cary, NC**

*Second Grade Teacher, 2007-2008*

* Instructed second grade curriculum using differentiated models of guided reading, Ganske Word Study, and Trailblazers math program
* Participated in student support team, STARs , and team collaboration to best meet the needs of individual learners
* Led small group instruction to target specific learning needs and styles of students within the classroom
* Conducted hands-on learning experiences and simulations to bring meaningfulness and greater depth of understanding in science and social science

**Specific Areas of Teaching Expertise**

* **English Language Arts**: Orton Gillingham Phonics, Language Essentials for Teachers of Reading and Spelling (LETRS), Balanced Literacy, Guided Reading, Writing and Reading Workshop (Lucky Calkins and 6 + 1 Traits), Literature Circles, Meta-Cognitive Reading Strategies (Elin Keene)
* **Social Studies:** Social Studies Reading Strategies
* **Assessment:** NC teacher evaluation instrument, Measures of Academic Progress, End of Grade Assessments, MClass/Reading 3D
* **Differentiation:** Differentiated Instruction, Individualized Education Plans, Technology Integration, Thinking Maps, Response To Intervention, Diversity, Strategies and Interventions Promoting Academic Mindsets
* **Student Social Emotional Development:** Anti- Bullying Strategies and Interventions, Seven Habits of Happy Kids (Leader in Me)
* **Curriculum**: Common Core and NC Essential Standards
* **Trained Observer**: Certified Classroom Assessment Scoring System (CLASS) observer