

CORRIE SLAY

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October 23, 2022

To Whom It May Concern,

I would like to nominate myself for the Consumer / Environmental Advocacy seat on the NCGP Board of Directors, docket # E-100 Sub 90. I am interested in going further in my teaching by applying for this position. I feel a strong purpose to take the next step as an educator and leader.

- I have 10 years professional teaching experience.
- I have a science background with a degree in Biological Systems/Agriculture Engineering.
- I helped design thematic units for both 2nd and 4th grade using the NEED curricula.

It is my goal to combine my range of experience with my ability to be a compassionate, enthusiastic, intelligent educator to make a positive contribution in this new role. I would welcome an interview and hope to hear from you at your earliest convenience. Please do not hesitate to contact me with any questions. Thank you for your consideration.

In Friendship,

Corrie Slay

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CERTIFICATION

MULTIPLE SUBJECT TEACHING
CREDENTIAL - CALIFORNIA
with Cross-Cultural Language and
Academic Development
Authorization (CLAD)

EDUCATION

BACHELOR OF SCIENCE IN
AGRICULTURAL ENGINEERING
Virginia Tech
Blacksburg, VA. December 1995

MASTERS OF ART IN TEACHING
University of Southern California,
Los Angeles, CA. August 2012

PROFILE

- Educator who excels in cultivating and maintaining positive and productive relationships with all educational constituencies including parents, students, administrators, and the community.
- Strong instructional leader with significant education experience and solid foundation in best practices of all content areas.
- Skilled practitioner who continues to expand knowledge of pedagogy through professional development and builds a network of diverse colleagues.

WORK EXPERIENCE

LEAD TEACHER, 5TH GRADE | Friends School of Wilmington
Aug 2019 – present | Wilmington, North Carolina

Students

- Created a rigorous, balanced academic program utilizing thematic and interactive units blending Readers & Writers Workshops, Everyday Mathematics, and Mapping the World By Heart.
- Designed year-long projects that incorporated Quaker pedagogy, global perspectives, and technology skills, integrating interdisciplinary learning while utilizing critical thinking.
- Incorporated social emotional learning in all areas of content through Responsive Classroom and MindUp.
- Expanded stewardship opportunities through service learning where students studied gardening and led a composting program for the school community. (Article published in Cape Fear's Going Green summer/fall 2022)

Faculty

- Created short instructional videos of technology tips on various school resources.
- Engaged in personal and professional development by building relationships with colleagues through check-ins, emails of helpful resources, text messages, and drop-ins,

Parents

- Developed relationships that fostered open discussions and based in compassion and equality.
- Created a digital parent portal, weekly newsletters of the 5th grade program, and instructional videos to foster "parent as partners" in learning.

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PROFESSIONAL DEVELOPMENT

NC GreenPower Solar+ Schools Educator Training - March 2022

TCRWP – Summer Institute – Writing Workshop - June 2018

Heinemann – Jennifer Serravallo – Reading and Writing Nonfiction Reading and Writing Narrative Conversation and Collaboration: Supporting Partners and Clubs Engaging Readers and Writers

TCRWP - Units of Study: Implementing Rigorous, Coherent Reading Curriculum for Grades K-2 - March 2016

Aveson - Personalized Mastery Learning Badging – Master Teacher Documentation - 2015-2016

Rhona Berens – Institutional Communications – August 2018

Rosetta Lee - Identity Development – August 2017

Conscious Discipline - 2015-2017

Handwriting Without Tears K-5 Grade Workshop – November 2014

Critical Friends Protocol – 2014-2015

Principles, Playing and Thinking; Managing the Early Years – September 2009

EXPERIENCE CONTINUED

LEAD TEACHER, 2ND GRADE | The Wesley School
Aug 2017 – present | North Hollywood, California

Curriculum:

- Created a balanced literacy program utilizing: Readers & Writers Workshops, Words Their Way, Handwriting Without Tears, shared writing, thematic and interactive read aloud units
- Developed units integrating interdisciplinary learning utilizing critical thinking – Depth & Complexity Icons.
- Constructed a math program using Everyday Mathematics spiraled curriculum, journal prompts, skills centers, and real world projects.
- Shaped a service learning project for students to study hunger and participate with a local interfaith food bank.
- Designed year-long projects that incorporated global perspectives, social studies standards, literacy standards, and technology skills.

Instruction:

- Created a supportive classroom environment to foster academic choice.
- Incorporated social emotional learning in all areas of content through MindUp, Conscious Discipline, Zones of Regulation, Brain Gym, and Responsive Classroom.
- Strategic use of Response to Intervention that include analyzing and accumulating individual student data weekly in order to monitor and share progress, accelerate learning, and provide additional supports when needed.
- Worked together with students to define learning pathways that focus on reflection and aligned to Common Core standards.

MASTER TEACHER, 1ST & 2ND GRADE MULTI-AGE CLASSROOM |
Aveson School of Leaders
Sept 2013 – June 2017 | Altadena, California

- Weekly coaching and mentoring in lesson plan design utilizing curriculum mapping.
- Model teacher in observations for Readers and Writers Workshop mini-lessons, hybrid guided reading, small group lessons, and individualized spelling program utilizing Words Their Way.
- Provided professional development, modeled demonstration lessons, and presented new teachers with effective practices on establishing relevance and building relationships with students in order to maximize student engagement.
- Developed differentiated literacy centers and individualized literacy instruction through personalized learning plans that outlined mastery goals for students

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TECHNICAL SKILLS

Hardware – Macbook,
Chromebooks, SMARTboard,
Document Camera, Tablets

Software & Apps – Planbook,
Microsoft Office, iPhoto, iMovie,
Keyboarding Without Tears, Spelling
City, Raz Plus, Epic, Science A-Z

Online – Google Suite, Google
Classroom, Blogger, ReadWorks,
Heinemann Digital Campus, Digital
Citizenship

AWARDS

Recipient of University of Southern
California's Roy Romer Fellowship
February 2011

EXPERTISE

Whole Class / Small Group /
One-on-one Instruction

Creative Lesson Planning –
Direct Instruction, 5e, Inquiry,
Inductive/Deductive Reasoning

Classroom Management

Reading & Writing Workshop
Model

Technology Integration

Student Assessment

Parent-Teacher Communication

OTHER RELATED EXPERIENCE

USC STUDENT RESEARCH | Los Angeles County Schools
Feb 2011 – Nov 2011 | Los Angeles, California

- Conducted interviews with school's stakeholders – principal, community leaders, parents, teachers, and students - to analyze the cooperative structure that created a positive school environment.
- Analyzed school demographics, testing scores, and student surveys for correlation between statistics and school environment perception.
- Researched community based organizations and community perceptions on education.
- Performed a single subject literacy assessment of a struggling 3rd grade student, analyzing current development and provided theory and research based instruction strategies.
- Conducted an ethnographic study of an English language learner, combining fieldwork of the language, psychological, socio-cultural, and socioeconomic factors.

PROFESSIONAL PUBLICATIONS & PRESENTATIONS

Featured in RelevantEd

First Things First: Relevance and Relationship – December 2015

NAEYC Annual Conference

Co-Presenter

"Let It Go" How Student Choice Optimizes Learning in the Primary Classroom - Nov 2016

How, when and where do teachers "let go" of control and monitor students' choices in preschool and primary classrooms (PK-3)? Why is student choice important in PK-3 classrooms? How does student choice optimize student learning and what does that mean for the learning environment? Understanding the importance of student choice and knowing how to integrate into the learning environment are critical components of personalized learning for students of all ages, but particularly from preschool through grade 3.

PROFESSIONAL REFERENCES



Diane Simonsen
Teacher
Aveson School of Leaders
626.422.2490



Jennee Baugham
Lower School Administrative
Coordinator
The Wesley School
626.993.5059



Brenda Esch
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