

Christine I. Birch

Objective

I have a deep passion for equipping and training future and current educators with knowledge and skills to work effectively with all students, including individuals with special needs, allowing them to live their life to their fullest capabilities and obtain the skills to become lifelong learners and productive members of society.

Experience

June 2020- Present Cole Valley Christian Schools Boise, ID

Director of Student Academic Services

- Lead and Facilitate the student intake/referral process for the SAS program, Preschool-12th grades.
- Lead and direct all SAS staff in vision, processes and implementation of intervention services
- Provide support/ resources to teachers and staff, preschool-12th grades.
- Initiates student intake/referral process, screening, and/or collect informal assessments to determine student eligibility in the SAS program.
- Administer on-campus formal evaluations and/or informal assessments necessary to identify student need(s). Evaluations administered on campus will be determine based on qualification of test administrator
- Administer the Woodcock-Johnson IV
- Facilitate referrals and/or diagnoses, and participates in conferences with administrators, staff, parents, children, and other concerned parties to formulate recommendations for student placement and provision of services
- Oversee the SAS Vision, Processes and Implementation of Services
- Lead and Direct SAS Coordinators

August 2018 – Present George Fox University Newberg, OR

Visiting Assistant Professor of Education

- Taught the following classes for the Special Education Endorsement Program:
 - SPED 501 Theory, Foundations and Ethics for Special Educators
 - SPED 511 Developmental Psychology and Learning Theory
 - SPED 512 Structures for Teaching and Learning: Academic
 - SPED 513 Structures for Teaching and Learning: Functional
 - SPED 524 Assistive Technology and Specialized Support
 - SPED 531 Case Management
 - SPED 552 Community Supports and Transitional Programs
 - SPED 576 Practicum (Mild to Moderate)
 - SPED 577 Practicum (Moderate to Severe)
- Supervised student teachers for their Practicum in the Special Education Endorsement Program.
 - Integrated use of the Zoom platform with some classes to include distance learning and meeting of multiple sections of a class that met at the same time
- Developed classes to online and hybrid format
- Piloted and developed online formatting for Special Education Endorsement Classes
 - Assisted with training and equipping other university practicum supervisors in the use of FoxTALE for Practicum classes.

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August 2018 – June 2020 Cole Valley Christian Schools Boise, ID

Second Grade Teacher

- Reading teacher for grade level
- Implemented Lucy Calkins strategies/lessons
- Implemented IMSE strategies/lessons
- Collaborated with team and helped plan and organized field trips and other special events with the grade level
- Collaborated with Student Academic services to provide supports for students that were demonstrating lagging skills
- Introduced and implemented behavior systems
- Introduced and implemented a sensory/refocusing center
- Introduced and implemented flexible seating options for students

January 2015 – August 2018 George Fox University Newberg, OR

Adjunct Faculty

- Taught “The Inclusive Classroom in a Diverse Society” class to General Education Teacher Candidates ▪ Taught the following classes for the Special Education Endorsement Program:
 - SPED 501 Theory, Foundations and Ethics for Special Educators
 - SPED 511 Developmental Psychology and Learning Theory
 - SPED 512 Structures for Teaching and Learning: Academic
 - SPED 513 Structures for Teaching and Learning: Functional
 - SPED 524 Assistive Technology and Specialized Support
 - SPED 531 Case Management
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 - SPED 576 Practicum (Mild to Moderate)
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August 2015 - August 2017 Newberg School District Newberg, OR

Early intervention/Early Childhood Special Education Evaluator, Developmental Delay Specialist

- Conducted evaluations to determine eligibility for Early Intervention or Early Childhood Special Education services for children from birth to age 5.
- Calculated and Interpreted the data from evaluation to determine if criteria were met for eligibility of services.
- Wrote evaluation reports describing the evaluation and results
- Conducted evaluation results meetings and shared results with parents/guardians.
- Connected families with Special Services, as appropriate, as well as appropriate community support options available for the family
- Set up many organizational structures within our department to mainstream materials and process, including easier access to community supports
- Evaluations conducted include:
 - Bayley Scales of Infant and Toddler Development – 3rd edition
 - Battelle Developmental Inventory (BDI)
 - Behavior Rating Inventory of Executive Function – Preschool (BRIEF-P)
 - Pre-School Evaluation Scale-2 (PES2)
 - Assessment, Evaluation and Programming System for Infants and Children (AEPS)

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January 2015- June 2016 Newberg School District Newberg, OR

Specialized Tutoring

- Provided Home Bound Tutoring services for a high school-aged student.
- Provided Specially Designed Instruction using the Orton-Gillingham Method with students that displayed indicators for Dyslexia or had a diagnosis of Dyslexia.

Substitute Teacher (January 2015- June 2015)

- Worked as a Substitute in General Education Classes Grades K-5
- Worked as a Substitute in High School Transitions Specialized Program
- Worked as a Substitute in an Elementary School Self-Contained Classroom
- Consulted with administration on ways to structure and organize the Elementary School Self-Contained Program in need

August 2014 – December 2014 Newberg School District Newberg, OR

Learning Resource Teacher, Crater Elementary School – Temporary Position

- Obtained Oregon Teaching License through TSPC
- Collaborate with teachers on specific diagnoses and best practices/evidence-based practices to implement ▪ Adapt materials for students to be appropriate for their academic abilities
- Communicate with parents
- Serve on Student Support Team
- Collaborate with General Education Teachers on Strategies to implement with students who are needing more support
- Responsible for managing caseload of students who receive special education services
- Responsible for writing Individual Education Plans (IEP)
- Responsible for scheduling and conducting IEP meetings with staff and parents
- Responsible for implementing IEPs for individual students
- Collaborate with all team members on each student's case

Summer 2010-Summer 2011 Kansas State Department of Education (KSDE) Topeka, KS

Contract work

- Served on review committees both summers to review and score Alternative Assessments for the state of Kansas. ▪ Attended and participated in meetings where the current extended standards, benchmarks and indicators for Kansas State Alternate Assessment were being revised.
- Attended and participated in meetings that included discussion for upcoming meetings where representatives from the group were going to national meetings regarding upcoming Common Core Standards and Smarter Balance Assessments.

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August 2005-July 2011 Olathe Public Schools Olathe, KS

Life Skills Teacher- Havencroft Elementary School

- Wrote programs for a wide assortment of student abilities using evidence based instructional practices
- Presented to many general education classes to educate students about interacting with students that may be different than them
- Collaborated with teachers on specific diagnoses and best practices/evidence-based practices to implement
- Adapted materials for students to be appropriate for their academic abilities
- Daily communication with many parents
- Implemented classroom management system as well as individual management systems for students
- Communicated and collaborated with general education teachers no less than once per week regarding students on my caseload that were in their classroom
- Supervised and evaluated performance of High School students who were interested in the field of Special education and collaborated with the supervising teacher regarding performance
- Supervised and evaluated performance of College Field Experience students who were interested in the field of Special Education and collaborated with the supervising professor regarding performance
- Supervised and trained paraprofessionals on appropriate procedures before and as they worked with students as well as how to take data effectively and follow student programs in both academic and behavioral goals on IEPs.
- Formally evaluated all paraprofessionals on work performance and provided feedback and training for any skills that were opportunities for improvement throughout the school year
- Provided individual as well as group training along with collaborations with general education teachers of creative ways to include students served, including students with significant needs such as Autism Spectrum Disorder, Intellectually Disabled and students with Multiple Diagnoses
- Served on Building Leadership team
- Co-Chair of Positive Behavior Intervention Support committee that provided training to building faculty/staff, helped with implementing building wide system
- Collaborated with various staff and building administrator to create a sensory room with in the building to serve all students in the building that had a need for sensory breaks
- Co-Created and compiled a spelling curriculum option for Life Skills teachers in the district
- Assisted with training other certified special education teachers in the district on Alternate Assessment procedures

August 2003-July 2005 Oskaloosa Community Schools Oskaloosa, IA

Life Skills Teacher- Oskaloosa Elementary School

- Taught from Letter People Curriculum to teach letters, basic reading and various life skills
- Supervised three para educators
- Taught Saxon Math Series as it was being implemented district wide
- Adapted materials for students to be appropriate for their academic abilities
- Daily communication with many parents
- Implemented classroom management system as well as individual management systems for students
 - Communicated with general education teachers no less than once per week regarding students on my caseload that were in their classroom
- Implemented a monthly newsletter to communicate events for the month
- Completed "Character Counts" program training and joined the district in implementing the principles in our daily instruction
- Moved entire classroom to a new building over Christmas Break 2005 when 5 elementary schools merged into a new building
- Implemented lessons to prepare students for the move

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Summer 2004 William Penn University Oskaloosa, IA

Teaching Assistant - Exceptional Learner Class via the ICN (Iowa Communications Network)

- Assisted Professor with teaching class by providing instruction about Special Education, how to complete the paperwork, collaborate with parents, manage para educators, various strategies and methods for working with children with multiple disabilities and working with Administrators to provide the best possible education for students with disabilities.

August 2001-July 2003 Oskaloosa Community School District Oskaloosa, IA

Note taker for Hearing Impaired Students

- Took notes in class to provide equal access to all information in class
- Answered questions presented by educators as to how to best accommodate students' needs
- Tutored students with class content and homework
- Collaborated with sign language interpreter and case manager

August 1999-August 2001 Christian Opportunity Center Pella and Oskaloosa, IA

Pella Office (August 1999-August 2000) Residential Advisor, Work Skills Supervisor

Oskaloosa Office (August 2000-August 2001) Work Skills Supervisor, Office Assistant

- Wrote Semi-Annual reports
- Wrote Goal/Objective plans for yearly plans
- Assisted with data collection and reporting
- Developed sheets for system to more efficiently record data
- Collaborated with stakeholders to develop and implement behavior plans
- Assisted staff in communicating with deaf persons receiving services
- Taught job skills to persons with various diagnoses
- Taught life and budgeting skills

August 1998- July 1999 Prairie City Monroe School District (PCM) Monroe, IA

Self-Contained with lots of Integration Teacher – PCM High School

- Created study guides to assist students with special needs
- Served on a School-to-Career study team that researched the expectations of places of business that could be integrated into preparing students for the work force
- Developed behavior programs for general education classroom to accommodate students with behavior challenges
- Co-taught Pre-Algebra class
- Collaborated with general and special education staff to meet the needs of students served

June 1997-July 1997 Northwest Nazarene University/ Marsing School District Marsing, ID

Sign Language Instructor

- Taught basic American Sign Language to Marsing Elementary School teachers for college credit to assist them in teaching and communicating with a new student who was hearing impaired that was beginning the next school year.

August 1996-July 1998 Canyon-Owyhee School Service Agency Caldwell, ID

Self-Contained/Extended Resource Teacher – Marsing Middle School

- Developed adapted curriculum for special needs students in grades 6-8 that ranged in abilities from non-readers to approximately fifth grade level in reading and math
- Collaborated with staff to organize a "Learning Lab" after school program that was designed to assist students with their homework, study habits and improve their skills in areas of need.
- Developed an individual spelling program that allowed students to work at their ability level as well as challenged with higher spelling and vocabulary words.
- Incorporated American Sign (ASL) into the reading program which assisted several non-readers with recognizing letters and eventually reading simple sentences and books
- Taught ASL as an elective class to general and special education students

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Education

Fall 2007-May 2008 Mid America Nazarene University Olathe, KS

Master's Degree – Adaptive Special Education

- Member of Honor Society

Fall 1991- 1996 Northwest Nazarene University Nampa, ID

Spring 1996: Elementary Education

12/12/96 completed requirements for **Elementary Education: Educationally Handicapped**

References

Letters of reference are included with vitae, additional References are available on request