

SHARON E. PLANTE
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TEACHING EXPERIENCE

The Southport School/Eagle Hill Southport School – Southport, CT

Chief Technology Integrator/Teacher Mentor/Student Advisor August 2004 – present
AOGPE/CE

Responsibilities include providing individual student instruction on the use of assistive technology and supporting inclusion of educational technology for in-person and virtual learning; Following best practices to provide professional development to the staff and as part of The Southport CoLAB. Additionally, supervising of school-wide BYOD (Bring Your Own Device) program and Google Apps for Education. Other responsibilities include the administration of all technology within the building from the infrastructure side, front office support and academic integration, as well as hardware and software for Apple and Windows based computers with the support of an outside IT service. Co-manage Twitter, Facebook and Instagram accounts for school.

Responsible for a range of elementary and middle school aged students in a non-graded school specifically for students with a variety of language-based learning disabilities. Duties included: consultation with teachers to coordinate students' programs; supporting teachers with the planning and implementation of individualized curriculum for based on each student's learning needs, supporting assigned students and families as a whole in The Southport School community.

Madison Middle School - Trumbull, CT

Learning Disabilities Teacher August 2003 – June 2004

Responsible for seventh grade students in inclusive and resource settings. Duties included: Team teaching, consultation and collaboration with regular education teachers, modifying curriculum, resource/strategies class, resource math class, writing IEP goals

Eagle Hill School – Greenwich, CT

Learning Disabilities Teacher July 2001 - June 2003

Responsible for a range of middle school aged students in a non-graded school specifically for students with a variety of language-based learning disabilities. Duties included: consultation with advisors who coordinate students' programs; planning and implementation of individualized curriculum for based on each students' learning needs; diagnostic teaching; coordination and

communication with other teachers; record keeping; bi-yearly reports; tri-yearly parent conferencing.

Southwestern City Schools - Westland High School

Learning Disabilities Teacher Sept. 1997- June 2001

Responsible for students at the high school level in an inclusive setting and in the resource classroom. Duties included: Collaboration and consultation with regular education teachers, in class assistance and team teaching, teaching modified courses, writing IEP's, conducting IEP meetings. Additionally taught students on Home Instruction.

Fairfax County Public Schools - Garfield Elementary School

Non-Categorical Special Education Teacher Sept. 1996-June 1997

A class of nine 10 to 12 year-old children with a range of disabilities, including LD, ED, Autism, MR, Epilepsy, Hearing impairment, Speech-Language impairment, and ADD/ADHD. Duties included: writing IEP's, conducting IEP meetings, daily communication with parents and resource teachers, multi-level planning for IEP goals, classroom adaptation for needs, documentation, case manager, consultation with regular education teachers, diagnostic teaching and triennial testing of students.

Fairfax County Public Schools - Garfield Elementary School

Emotional Disabilities Student Intern Mar. 1996-May 1996

Non-categorical classroom of 7 to 9-year-old children

Falls Church City Public Schools - George Mason High School

Learning Disabilities Intern Feb. 1996-Mar. 1996

A range of high school students identified as LD and/or ED. Conducted classes in remedial English and Mathematics, Basic skills, and team-taught a Science class

Falls Church City Public Schools - Mount Daniel Primary School

Inclusion Paraprofessional- aid to one student Jan. 1995-June 1996

Learning Disabilities Student Intern Dec. 1995-Jan. 1996

Worked with primary aged students on reading readiness and math readiness skills as stipulated in their IEPs

Northwestern University 1994

Learning Disabilities Student Intern

Worked on reading and writing with one fourth grade student in remedial tutoring clinic setting for seven months

Connecticut College Program for Special Needs 1989-93

Preschool Classroom Assistant and Clinical Assistant

Assisted in several classrooms and with the speech clinician, with students with a range of disabilities. Involved in daily planning and implementation of plans, as well as daily documentation. Also assisted with physical therapy swimming instruction.

Bridgeport Rehabilitation Center Bridgeport, CT 1987-89

Assistant in a multi-disciplinary program for handicapped pre-school children

CERTIFICATION

Academy of Orton-Gillingham Practitioners and Educators Classroom Educator

K-12, students with special learning needs, State of Connecticut, 2002

K-12, students with learning disabilities, State of Ohio, 1997

K-12, students with learning disabilities and students with emotional disabilities, Commonwealth of Virginia, 1996

EDUCATION

Sacred Heart University Fairfield, CT

092 Certification: Leadership and Administration

GPA: 4.0, Graduated 2012

George Mason University Fairfax, VA

M.A. in Special Education, LD/ED

GPA: 4.0, Graduated 1996

2016 George Mason University College of Education and Human Development Distinguished Alumni Award

Northwestern University Evanston, IL

Completed Coursework towards Master's in Learning Disabilities, 1993-94

Connecticut College New London, CT

B.A. in Child Development GPA: 3.2

Graduated 1993 Dean's List: 7 semesters

TRAINING

Lindamood Bell Visualizing and Verbalizing - 2015

Associate Level coursework Orton-Gillingham/Classroom Educator Certified – 2009/2014

Non-violent Physical Crisis Intervention Training-Fairfax County Public Schools -1996 Wilson

Reading Program-Fairfax County Public Schools -1996

SRA Reading Mastery and Corrective Reading- Fairfax County Public Schools- 1996

Woodcock-Johnson Psychological and Achievement Battery- Northwestern University- 1994

PROJECTS

Assistive Technology Benefits and Outcomes, Volume 14, Issue 1: Enhancing Structured Literacy™ Instruction with Educational Technology, <https://tinyurl.com/ATOB14>

“Blurring the Lines Between Assistive and Educational Technology” (article)- CIOReview, 11/2016, <https://tinyurl.com/CIOReviewPlante>

Co-Author, Using Technology to Engage Students with Learning Disabilities, via Corwin Press, January 2016

Connecticut Association of Independent Schools: Commission on School Growth and Collaboration; (Chair 2015-2017)

PRESENTATIONS

PaTTAN Literacy Symposium, Enhancing Structured Literacy Instruction with Educational Technology & Reading Support with EdTech, 6/14/2020

Wasatch Reading Summit, Using EdTech to Enhance Structure Literacy, 10/29/2019

Pennsylvania Department of Education Conference: Using EdTech to Enhance Structure Literacy & Educational And Assistive Technologies to Engage to Students with Learning Disabilities, 3/11/2019

Enhancing Note-taking and Executive Functions with Educational Technology (webinar), InnovateCT, 1/2019

Using Educational Technology to Support and Enhance Small Group Reading Instruction- (webinar), edWeb.net, 12/2018

Universal Design for Learning - CAIS Learning Specialists, 11/2018

Intervention: Integrating Technology, Oral Language and Reading- The Dyslexia Foundation Annual Fall Conference at Harvard Medical School, 10/2018. <https://tinyurl.com/TDFPlante>

Enhancing multi-sensory structured literacy instruction in small groups with educational technology

1/2017, 2/2018, 1/2019 Assistive Technology International Association Annual Conference, Orlando FL

3/2018, 7/2018, 11/2018 Full day workshop, Southport, CT

8/2018 CAIS conference

12/2017 TechAccess, Warwick, RI

11/2017 Atlanta, GA, 10/2018 Mashantucket, CT IDA Annual Conference

AssisTechKnow: 2 Days of workshops on integrating technology for students with learning disabilities for reading, writing, math, study skills and executive functions - Kent ISD, Grand Rapids, Michigan, 10/2018

Assistive Technology Tools to Meet Student Needs in the Classroom- (webinar), Center on Technology and Disabilities, 8/2017 <https://tinyurl.com/CTDPlante>

Pre-Conference: Innovative Technologies for Learners with Reading and Other Learning Differences- Assistive Technology International Association Annual Conference, Orlando FL, January 2017, 2018, 2019

Enhancing Multi-Sensory Reading Instruction with Technology- Spotlight on Dyslexia, webinar, 12/2016, 6/2019

Assistive Technology Supports for Struggling Writers- (webinar), Learning Ally, 4/2016

Social Media as a Tool to Engage and Enhance the Field of Dyslexia to Impact Learners- IDA Annual Conference, Gaylord, TX, 10/2015

iPad as Dyslexia Tech and Mind Mapping Across the Curriculum, Assistive Technology International Association Annual Conference, Orlando FL. 1/2015. 1/2016

Assistive Technology from the Cutting Edge at EdRev, San Francisco, CA, 5/2014

Technology to support writing skills New York Chapter of Academic Language Therapy Association, 2/2014

Using WebQuests to engage the LD learner at Everyone Reading, New York, 3/2013