

# Alyssa Metz-Topodas

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## PROFILE

Experienced educator with focus on one-on-one instruction in all content areas—including reading, language arts, mathematics, science, and social studies—that develops students’ organizational and academic skills and includes follow-up to parents on students’ progress and areas for growth. My instructional methods emphasize analyzing students’ diverse learning styles to design individualized strategies for learning and, in doing so, I draw on experiences in working with students in a range of settings—the classroom, the athletic field, places near, and nations abroad.

## PROFESSIONAL TEACHING EXPERIENCE

**AM-Tutoring, LLC.** Berwyn, Pa. *Founder, President, Private Academic Tutor.* **Oct. 1999 – June 2001; Jan. 2003 – present**

- Instruct middle school students in all content areas and academic and organizational skills using personalized instructional methods in a one-on-one setting with attention to developing individualized strategies for student success.
- Advise parents of students’ progress and upcoming areas for growth in timely written analyses.
- Analyze student progress reports from tutoring team and develop strategies for further student growth and success.
- Assess student academic profiles and determine appropriate tutor staffing to meet students’ academic support needs.
- Manage, oversee, and conduct all aspects of company’s operations, including marketing, client development, scheduling and logistics, and finance and accounting.
- Create, design, and teach curriculum for home school instruction that complies with all state and federal requirements, including providing necessary documentation.

**Tredyffrin-Easttown Middle School.** Wayne, Pa. *Home Bound Instructor.* **Jan. 2005– Aug. 2006; June 2012 - present**

- Provide individualized instruction and support for academic skill development, including progress monitoring, in accordance with students’ individualized education plan (“IEP”) goals.
- Guide and instruct students in completing coursework in all content areas with attention to IEP goals.

**Tredyffrin-Easttown Middle School.** Wayne, Pa. *Special Education Teacher.* **Sept. 2004 – June 2007**

- Provided individualized instruction and support for academic skill development, including progress monitoring, in accordance with students’ individualized education plan (“IEP”) goals as part of teaching team.
- Guided and instructed students in completing coursework in all content areas and with attention to IEP goals.
- Ensured students’ individualized education plans, and their execution, complied with the Individuals with Disabilities Education Act and related regulations.
- Coached middle school girls’ soccer and lacrosse.

**Seoul International School.** Seoul, Korea. *English Language Learner Teacher.* **Aug. 2002 – June 2004**

- Designed curriculum for and taught middle school English language learners in all content areas as part of teaching team at fully-accredited American middle school.
- Assisted student council, including planning and supervising middle school formal dance.

**The American School in Switzerland.** Lugano, Switzerland. *English Language Learner Teacher.* **Aug. 2001 – June 2002**

- Designed curriculum for and taught international group of middle school English language learners in all content areas at fully-accredited American middle school.
- Supervised girls’ dormitory and coached varsity girls’ soccer.

**Strath Haven Middle School.** Wallingford, Pa. *Special Education Teacher.* **Aug. 1998 – June 2001**

- Provided both individualized support and classroom inclusion instruction for academic skill development in accordance with students’ individualized education plan (“IEP”) goals as part of teaching team.
- Guided and instructed students in completing coursework in all content areas with attention to IEP goals.
- Ensured students’ individualized education plans, and their execution, complied with provisions of the Individuals with Disabilities Education Act and related regulations.
- Coached middle school girls’ soccer and lacrosse.

## EDUCATION

**Millersville University, Graduate School of Education.** Millersville, Pa. **May 1998**

- Earned Pennsylvania state certification for teaching special education at all grade levels.
- Completed Master’s Degree equivalency program.

**Elizabethtown College.** Elizabethtown, Pa.

**May 1994**

- Bachelor of Arts, Social Work.
- Student government class representative.

## **OTHER PROFESSIONAL EXPERIENCE**

**Ponessa & Associates Counseling Services, Inc.** Lancaster, Pa. *Therapeutic Support Staff Member.* **Aug. 1996 – July 1998**

- Provided in-class academic and behavioral support to intellectually and emotionally disabled students in grades K-12.

**Boys and Girls Club of Lancaster.** Lancaster, Pa. *Family Counselor.*

**Aug. 1994 – Aug. 1996**

- Counseled families through at-home services, including guidance on family management skills.

**Adolescent Day Treatment Program of Harrisburg.** Harrisburg, Pa. *Counselor.*

**June 1994 – Aug. 1996**

- Counseled at-risk adolescent boys in small group setting by providing and supervising daily learning activities.

## **SKILLS AND INTERESTS**

Certified Les Mills GRIT Instructor, personal fitness, tennis, hiking, travel. Work-at-home-mom to three precious children ages twelve, eleven, and almost nine.

## **REPRESENTATIVE EXPERIENCES**

- Provide individualized home-bound instruction in all content areas to middle school student with profound cognitive disabilities due to traumatic brain injury and ensure compliance with IEP goals via documented progress monitoring.
- Guided special needs learner from minimally passing performance to honor roll recognition by developing academic and organizational skills and helping student apply these on content coursework.
- Created, designed, and taught curriculum for home school instruction program and provided all required documentation to Pennsylvania Department of Education for middle school bullying victim who left public school for safety concerns.
- Instructed two South Korean students in English reading and language arts to supplement their in-school instruction and prepare them for national college entrance exams.
- Instructed developmentally and cognitively disabled student in basic language arts and mathematics, including oral communication, word recognition, phonetic combinations, counting, and arithmetic.