

# Missy Schortmann Sorrenti

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## Administrative Responsibilities and Strengths

- Selected, trained, supervised and evaluated staff.
- Monitored compliance of pupil services with federal and state guidelines.
- Ran all Intake, IEP, Re-evaluation and Progress meetings.
- Oversaw Curriculum selection, development and implementation for all grade levels.
- Consistently communicated with districts and families about potential and current students.
- Implemented quarterly report cards and academic assessments that had not taken place prior to my appointment as director.
- Implemented the use of curriculum that was aligned with the Massachusetts Curriculum Frameworks, and assisted teachers in modifying and accommodating where necessary.
- Collaborated with therapeutic staff to create and implement SEL classes for every classroom twice a week.
- Collaborated with stakeholders; Parents, students, districts and communities to address student needs effectively.
- Familiarity with the Special Education Team process and relevant laws/regulations
- Created teacher and specialist schedules for the school year and the ESY program for teachers and specialists.
- Implemented a systematic structure to conduct comprehensive evaluations, testing and summative reports for Evaluative short-term placements.
- In the two-plus years that I was at Seaside, I reduced restraints from 201 (in 2018-19) to 37. (2020-2021)
- Worked with professors from the Education Departments of both Framingham State College and Bridgewater State College to help teachers on waivers attain Initial Licensure.
- Completed the RBT course Analyzing Teaching for Student Results to effectively evaluate teachers.
- Created a behavioral system that focused on positive reinforcement using the Zones of Regulation and utilized a token economy with elementary students.
- Created a point system to consistently reinforce behavioral and academic expectations and staff interventions/responses with middle school and high school students.
- Created a positive school culture by implementing school wide morning meetings and school wide initiative to "Catch kids being Kind."
- Collaborated with therapeutic staff and BCBA's to create individualized behavior plans when necessary.

## Teaching Responsibilities and Strengths

- Taught in a Teacher/Paraprofessional Team model where I was responsible for various subjects and grade levels. These include Literature, English Language Arts, American History II, and MCAS Prep for grades 9 & 10, ELA and Science for grades 6, 7 and 8. I am currently co-teaching in General Ed/Sped classroom for various Math classes for grades 9-12
- Solid knowledge of developmental practices and educational theories.

- Communicated high standards and expectations while adjusting for a wide variety of learning and behavioral challenges.
- Created and implemented cross-content curriculum that followed state standards and was also interesting and challenging to my students.
- Effectively integrated technology into lessons to allow students to access classroom assignments, create whole class activities, review for assessments, create multimedia presentations such as slideshows. Specifically, Microsoft and Google Classroom as well as Smartboard technology.
- In my time at Pilgrim Academy, 100% of my ELA students had a needs Improvement or higher on their 10<sup>th</sup> grade ELA MCAS tests.
- Effective in creating and maintaining behavior management techniques that allowed the classroom to run smoothly and to foster learning amongst emotionally and behaviorally challenged high school and middle school students in a substantially separate, therapeutic day school environment, as well as a general ed population.
- Outstanding interpersonal communication, able to work productively in challenging situations, engendering optimal student-parent-teacher-administrator interactions.
- Mentored new teachers as part of the PAC mentorship program for six years.
- Certified in Special Education and Art Education, I created and oversaw school wide art projects (such as a large hallway mural) that involved the entire school community.

### **Core Competencies and Strengths**

- Relating and connecting with students and families in a way that inspires teamwork and collaboration.
- Knowledge of the developmental issues of secondary school students including academic, behavioral, and social needs.
- Ability to create a dynamic and professional working environment based on a strong work ethic.
- Creativity and an openness to new ideas and innovations.
- Excellent verbal and written communication skills.
- Sensitivity to cultural diversity and individual student and family needs
- The ability to remain calm and thoughtful in chaotic situations.
- Team-building and supervisory capability, while allowing employees to work from an area of strength without micromanaging. I value the differences that everyone brings to the table.
- Creating and implementing curriculum that adheres to state standards and is interesting and challenging to a wide variety of students.
- Caring and supportive to the needs of all staff and students within the school community.
- Able to de-escalate students and work with challenging behaviors.
- A strong belief that a sense of community, connection and acceptance is what allows students to excel personally, socially and academically.
- A well-developed sense of humor.

## Professional Experience

- Assistant Director; READS Academy, Middleboro, June 2024 (Current position).
- Special Education Teacher: CARE Program: Plymouth North High School Aug 2023-June 2024
- Special Education Teacher: (Co-Teacher in a Math Classroom)  
Old Colony RVTHS, Rochester Aug 2022-Present
- Special Education Teacher: Emotionally Impaired Program (ELA and Science)  
South Middle School; Brockton MA Nov 2021-Aug 2022
- Program Director; (also Grade 4/5 Teacher)  
Pilgrim Area Collaborative; Seaside (Elementary Program) Plymouth MA 2019-Nov 2021
- Special Education Teacher: (ELA, Literature/MCAS Prep and History for grades 9/10)  
Pilgrim Area Collaborative; Pilgrim Academy (High School) Plymouth MA 2006-2019
- Special Education Teacher: COMPASS (Middle School) Jamaica Plain, MA 2004-2006
- Muralist (Self-Employed), Plymouth MA 2003-2004
- Art Teacher: Collaborative Alternative Magnet School (Middle & High) N. Branford, CT  
2001-2003

## Education

- C.A.G.S. in Special Education Administration from Bridgewater State University
- M.Ed. In Special Education from Bridgewater State University
- Completion of Art Teacher Certification Program from Southern Connecticut State
- B.F.A. In Studio Art from Austin Peay State University in Tennessee

## Licensure

- Special Education Administrator, Initial License
- Moderate Special Needs, Professional License: Grades 6-12
- English, Professional License Grades 6-12; Pending  
(Requirements complete, waiting for DESE approval)
- Sheltered English Immersion, Administrator and Teacher
- Certification In ART, Initial License: Grades K-12
- Highly Qualified per DESE guidelines (passing scores on MTELS) in the following: History, English, Art & Special Education

## References

- Cheryl Jacques:  
Director; South Shore Collaborative (339) 201 – 4574
- Colleen Farrow:  
Director: Chamberlain School (781) 999 – 0048
- Ed Duane  
Teacher: South Shore Collaborative (339) 788-2974

