

DANI GLASS

OBJECTIVE

Each day, I commit to creating a positive, warm, empowering, and joyful learning environment for students of all abilities, genders, ethnicities, races, and learning needs. In my classroom, I build a community of learners and problem-solvers by providing engaging explorations using child-led, play-based experiential learning and fostering critical thinking skills.

EDUCATION

Erikson Institute – Chicago, IL

May 2021

Master of Science in Early Childhood Education / GPA: 4.0

- Conducted an Action Research capstone project on the effectiveness of Social Stories as a behavioral intervention and created a series of resources for both parents and teachers interested in creating Social Stories with more proficiency

Lawrence University – Appleton, WI

June 2015

Bachelor of Arts / English Major, Education Certification, Religious Studies Minor

Honors and Activities

- Dean's List and Midwest Academic All-Conference
- Varsity Soccer (2011-2015), Captain (2014-2015), Ultimate Frisbee Club Team (2011-2015)
- Hillel Co-President (2013-2015)

EXPERIENCE

Moriah Early Childhood Center (Deerfield, IL) – Early Childhood Educator

2017-Present

- Teach in a full day two-year-old classroom with up to 15 children at a Jewish, play-based, Reggio Emilia-inspired school
- Collaborate with a teaching team to create play opportunities, learning experiences, sensory explorations, and documentation
- Provide professional development opportunities, including presenting to 40+ staff members about gender in early childhood
- Communicate daily with parents about meaningful learning as well as behavioral progress and social-emotional growth
- Address specific parental concerns about children's physical, social-emotional, and cognitive development

Pride and Less Prejudice (Nationwide Organization) – Volunteer

2020-Present

- Volunteer with a non-profit organization, providing over 1,800 free LGBTQ+ inclusive children's books to pre-k through third grade classrooms in 42 states and 5 Canadian provinces
- Interview and work closely with 26 children's authors to date
- Coordinate, write, and edit the organization's blog
- Provide free public presentations for adults regarding healthy gender exploration in children and helping children navigate gender roles and expectations

Ultimate Peace (Ashkelon, Israel) – Volunteer/Coach

2010-present

- Volunteered with a peace-building non-profit organization in the Middle East whose mission is to create peace through sport among multicultural, multi-religious, and multi-ethnic youth, reaching 18 communities and over 600 youth per year
- Responsibilities included: coaching, writing/editing the organization's blog, fundraising, and managing the International Leaders-In-Training program (involving interviewing, selecting, and training high school students and communicating with parents)
- Utilized verbal and non-verbal communication skills across three languages to foster relationships between youth
- Facilitated political discourse interpersonally and in panel discussions with audiences

Westlake Girls High School (Takapuna, New Zealand) – Student Teacher

January 2016-April 2016

- Student-taught English classes for Years 9, 12, and 13, working with three different teachers
- Planned and taught lessons, including lessons on Jewish culture, tradition, and belief following a film study of *Schindler's List*

Appleton East High School (Appleton, WI) – Student Teacher

August 2015-November 2015

- Student-taught English classes for 10th graders, including planning and executing differentiated lessons and projects

Specific Passions and Strengths in the Preschool Classroom

- Outdoor education: value its deep connection to social-emotional learning, utilizing a forest preserve in all weather conditions
- Language and literacy: provide children with a language-rich environment and offer inclusive, diverse literature experiences
- Early STEM: observe children's interests and create opportunities for them to further explore those interests, fostering a joy for learning, experimentation, and the scientific method in the process
- Documentation: document children's learning with videos, photos, artwork, and more, including written communication about developmental relevancy
- Inclusiveness: recognize how children notice the social nuances of race, gender, ability, and identity from infancy, and engage in age-appropriate, meaningful discussions about these topics and their importance