

ANDRÉ L. GODIN

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MISSION STATEMENT:

I am committed to raising student achievement, particularly students of color, thereby eliminating the academic and behavioral achievement gaps. I will continue to work to create and/or improve preexisting school systems, as well working with other teaching professionals to help increase the effectiveness of our instructional practices.

EDUCATION

Post Graduate Administrative Licensure Program; Director of Special Education (2012-current)

Expected date Director of Special Education License will be obtained: **Summer of 2019**

- **Master of Special Education, E/BD and SLD,**

Licensed in fall 1996 at *University of Minnesota - Minneapolis, Minnesota*

Dual Licensures in Emotionally / Behaviorally Disordered and Specific Learning Disabilities

Master's in special education awarded May 2006; University of Minnesota

- **Bachelor of Arts, Drama**

Awarded in 1983 at *San Francisco State University - San Francisco, California*

- **PROFESSIONAL CERTIFICATION**

Minnesota State Professional Teaching Certificate: **MN Teaching License # 365191**

Emotionally / Behaviorally Disordered (exp: 06/30/2019)

Specific Learning Disabilities (exp: 06/30/2019)

Standards of Effective Instruction (SOEI) Secondary Observer (07/2015-Present)

Leadership Experiences

Teacher on Special Assignment: Coordinator of the Resource & Autism Programs

Washburn High School (08/2015- Present) Key Responsibilities:

- Conducts weekly Department and/or PLC meetings
- Provides on-going support to the SERT Team to assist with the development and Implementation of effective academic and behavioral interventions
- Secondary Observer of SOEI for the Resource and Autism Team
- Member of the Instructional Leadership Team
- Washburn & Interview and Select Interviewing Team Member
- Work closely with our Due Process clerk and other SERTS, to ensure monthly compliance from the team
- Monitor staff compliance with all other state and federal educational rules
- Work with administrative team to develop the schedule and special education service model for the upcoming school year
- Problem-Solving difficult and/or ineffective co-teaching teams
- Instructional Specialist (08/2018-06/2019)** Conduct Learning walks; Secondary Observer for Washburn

Summer ESY Coordinator: Dowling Urban Environmental (5/16-7/16) & W. Harry Davis (06/15-07/15)

Key Responsibilities

- Work in collaboration with district administrators and ESY Program Coordinator to create cluster site schedules, classrooms and curriculum design
- Coordinate ESY program design and implementation and be present during all hours of operation
- Coordinate and oversee Transportation: if needed, communicate to all parents (via bus tags and letters) and inform transportation of student address changes
- Submit student daily attendance to ESY Program Coordinator on a weekly basis for E-tagging and staffing
- Ensure that ESY Implementation Plans, Behavior Intervention Plans, IEP at a Glance, and emergency contact/health care needs are completed for each student.
- Ordering and tracking of breakfasts and lunches for each student

Washburn High School (2009-Present)

- Member of the Positive School Engagement Team (6/2014-Present)
- Member of the Response to Intervention Team (2014-2016)
- Member on a Guided PDP Teams (2015,2016,2017)**
- Member of the Instructional Leadership Team (2012-2017)**
- Member of the Vertical Articulation Team (2017)
- Member of the School Emergency Team (2017)
- Planned activities for bi-monthly Staff Meetings (2012-2017)
- Q-Comp Coordinator (2014-2015)
- Facilitator of High Challenge/High Support (Rtl) Team (2013)
- Facilitator of Positive Behavioral Intervention Systems Team (2012-2013)

District Program Facilitator: Phoenix Place (2007-2008)

Key Responsibilities:

- Coordinated academic and behavioral services of up to 30 students
- Coordinated teaching and support staff (2 teachers, 1 SSW, and 1 SSPA)
- Interacted with all levels of administration within the district and the community
- Created, collect, and analyze data to make recommendations of the effectiveness of the program.
- Served as liaison with district offices and departments, including Transportation, Food Services,
- Implement behavioral management strategies