


Nick Fisette

 (586) 569-6230

 49303 Brockton Ct.
Chesterfield, MI. 48047

 nfisette@troy.k12.mi.us

 Website: <https://nfisette.wixsite.com/website> | Twitter: <https://twitter.com/NickFisette>

Teaching Philosophy

My philosophy of education is that all children are unique and write their own stories. Being able to share my diverse background in social work, education, and law enforcement with my students creates a diverse environment where students will have the opportunity to grow physically, emotionally, and socially. I will provide a safe environment where students are invited to share their ideas and take risks. It is my desire to create an atmosphere where students can build everlasting relationships and foster their full potential as lifelong learners.

Education

AUG 2022-
PRESENT

Master of Education in Special Education- EI Concentration

Oakland University

- Cumulative GPA: 4.0

MAY 2022-
PRESENT

Michigan Teacher Certification Program

Michigan Teachers of Tomorrow

- K-5 All Subjects (K-8 Self-Contained) Elementary Education Certificate
- K-8 Language Arts Endorsement

SEPT 2017-
APRIL 2022

Bachelor's Degree in Social Work

Wayne State University

- Cumulative GPA: 3.82, Graduated Summa Cum Laude, Dean's List
- Elementary School Social Worker Intern Field Placement
- Adoption and Foster Care Intern Field Placement

SEPT 2014-
SEPT 2017

Associate of Arts in General Studies

Macomb Community College

- Cumulative GPA: 3.80, Graduated Summa Cum Laude, Dean's List
- Phi Theta Kappa Member

Teaching Experience

AUG 2022-
PRESENT

Elementary Special Education Severe EI Teacher

Maple Lane Elementary- Macomb Intermediate School District

- Provided instruction for all subject areas that aligned to the Michigan State Standards to students across multiple disabilities.
- Develop and implement interventions and supports to assist ASD, EI, and CI students with daily functions, routines, and academic activities.
- Implemented the Zones of Regulation and Growth Mindset curriculums into my daily instruction to support students with self-regulation and coping strategies, and meet individualized socio-emotional needs.
- Create, develop, and track student IEP goals and hold IEP meetings with staff, families, and other service providers.

NOV 2021-
AUG 2022

- Provide crisis intervention for students in crisis by utilizing Non-Violent Crisis Intervention/ CPI strategies and coordinate student mental health services.
- Develop, implement, and oversee Behavior Intervention Plans along with crisis development models to further support students with their behavioral needs.
- Collaborate with building ancillary staff to coordinate support and services for students with severe mental health and academic needs.
- Organize a classroom of multiple paraprofessionals and organize a curricular day to target the specific academic and social emotional goals of students.
- School/Crisis Safety Team Member responsible for collaborating with Sterling Heights Police/Fire and Mobile Crisis Team during major student crisis incidents.

Fourth Grade Long-Term Teacher

Troy Union Elementary- Troy School District

- Provided instruction for all subject areas that aligned to the Michigan State Standards.
- Utilized social media (Twitter) in an informative way to promote student success with families and create school wide unity.
- Implemented a variety of accommodations in the general education classroom to ensure the success of special education students.
- Planned a grade level field trip to the Michigan Capital in Lansing to promote learning.
- Implemented the Lucy Calkins Units of Study for reading and writing, Next Generation Science Standards (NGSS), and Math Expressions for all core subject areas.
- Administered the Fountas and Pinnell Benchmark Assessment to assess student reading levels throughout the school year.
- Participated in the Individualized Reading Intervention Plans (IRIP) and Multi-Tiered System of Supports (MTSS) process to discuss individualized student progress at team meetings.

SEPT 2021-
NOV 2021

Elementary Building Guest Teacher

Troy Union Elementary- Troy School District

- Assume the role of lead teacher in K-5 General Education and Special Education classrooms (MiCI, Level IV ASD, Resource).
- Completed two long term assignments in kindergarten and third grade.
- Utilize grade level curriculum to lesson plan, develop and teach lessons.
- Attend professional learning and participate in team collaborations.
- Provide small group literacy intervention to K-5 students utilizing the Fountas and Pinnell Curriculum.

Empowering Students in Their Own Learning

SEPT 2022-
PRESENT

- Utilized community based interventions by facilitating field trips into the community to support student learning opportunities, objectives, and social skills.
- Developed a school based safety squad to promote student independence and sense of self-worth through various school tasks and supportive jobs with staff assistance.
- Utilized the newly developed 1:1 student iPad program and Classroom App to display student work and promote participation and empowerment within student learning.
- Utilized a variety of both formative and summative assessments to inform my instruction of all students within my classroom.
- Created and implemented targeted small reading group instruction to focus on reading comprehension, fluency, and other benchmark areas using Fountas and Pinnell Benchmark Assessment data.
- Utilized explicit and implicit learning strategies with students during reading, writing, and math workshops to target specific learning standards.

NOV 2021-
SEPT 2022

- Integrated technology and interactive applications through the use of Google Jamboards, Blooket, Padlet, and other hands on applications in order to create new and meaningful learning opportunities and build student collaboration.
- Utilize Keynote, Google Slides, Flip-a-clip, and other group applications to produce project based learning and build group collaboration.
- Utilized zoom meetings with community and state leaders to enhance student learning opportunities.
- Differentiate my instructional methods to encompass different learning styles and promote student feedback.
- Utilized differentiated partnered activities, active engagement, and visible thinking to initiate student learning opportunities within my classroom.
- Utilized classroom complements and feedback for goal setting to celebrate success in student learning.

Social Emotional Learning and Student Safety

SEPT 2022-
PRESENT

- Facilitator for monthly building psychiatrist consults with families and district team members to identify student behavioral interventions.
- Transportation Committee Team Member responsible for training and collaborating with bus staff on student safety needs.
- Teacher for Building Bridges Summer Program to promote positive social skills opportunities for at risk students with emotional impairments.
- Co-organizer of the Troy Union school wide peer to peer and therapy dog program with SSW Kelly Cardozo, utilizing my fourth-grade class as student ambassadors to facilitate social emotional growth within our school community.
- Implemented my social work undergraduate coursework, field placements related to childhood trauma, and ALICE protocols to facilitate the immediate social emotional needs of students as a result of a local mass casualty school shooting.
- Collaborated with building personnel and administrators to provide safer daily operations of the school day.
- Utilized my law enforcement background to create a tactically safe and discrete classroom while keeping the integrity of a positive and welcoming learning environment.
- Created and maintained a Schoology learning platform to meet the needs of my students, provide academic and SEL resources, communicate with families, and connect with students.
- Organized an open house and meet the teacher night to build relationships with students and families.
- Routinely leave individualized positive affirmations and reinforcements on students' desks before they came into class to encourage social emotional well-being as part of my daily routine with my students.
- Built daily personal connections with all students through lunch and recess interactions.
- Utilized open ended quick write prompts to conduct informal biopsychosocial assessments on students throughout the school year to gain an understanding of current student social emotional needs.

NOV 2021-
SEPT 2022

Professional Learning

MAR 2023

- Trauma Informed Care and Assisting Students with Trauma, SSW Jackie Kuszpit, MISD.
- Providing Universal Supports for Students with Academic and Behavioral Challenges and Students with Severe Needs, Special Education Consultant Kerri LaDuke, MISD.
- Quality Compliance IEP Training, Steve Burg, MISD.

AUG 2022	<ul style="list-style-type: none"> ▪ Crisis Prevention and Intervention Training with MISD staff, Jack Dodd and Jen Thiede, MISD.
APRIL 2022	<ul style="list-style-type: none"> ▪ Hosted TSD K-5 Administrator's Professional Learning on Workshop Approach with TSD Principals, TSD Asst. Supt. Kris Griffor, and Natalie Louis (Teacher's College). ▪ Sheltered Instruction Observation Protocol (SIOP) Training for ELL students led by Caryn Leonard and Jodi Steimel, Troy Union Elementary.
MAR 2022	<ul style="list-style-type: none"> ▪ Cultural Competency & Facilitating Necessary Conversations by Dr. Jay Marks, Troy Union Elementary.
FEB 2022	<ul style="list-style-type: none"> ▪ Digging into Restorative Practices led by Casey Conaton & Kristin Meldrum, TSD District Professional Learning.
JAN 2022	<ul style="list-style-type: none"> ▪ ALICE professional staff training led by Mike Cottone, Troy Union Elementary. ▪ Finding Strength in the Midst of Crisis, Trauma, and Grief led by Dr. Rich Mackesky, Lisa Goyette & John Ball (Celebrate Hope), TSD Professional Learning. ▪ Tools to Manage Trauma, Crisis, and Grief led by Lisa Goyette & John Ball (Celebrate Hope), TSD District Professional Learning. ▪ K-5 Teachers College Reading Unit Collaboration led by Heather Reed, TSD District Professional Learning. ▪ Using Data to Build Strong Reading and Writing Small Groups led by Mike Ochs, TSD District Professional Learning.
NOV 2021	<ul style="list-style-type: none"> ▪ Individualized Levelled Literacy Instruction from National Board Certified Literacy Specialist Holly Gordon, Troy Union Elementary. ▪ Attended Upper Elementary Teachers College Sessions led by Lucy Calkins Co-Author Alicia Luick, Troy Union Elementary. ▪ Utilized, "Making Thinking Visible", and "Creating Cultures of Thinking" by Dr. Ron Ritchhart to establish a culture of visible thinking within my classroom.
OCT 2021	<ul style="list-style-type: none"> ▪ Job Imbedded Technology Learning (iPad and Apple TV) by Ron Keoleian and Troy Technology Staff, Troy Union Elementary. ▪ Mentored in Lucy Calkins Reading and Writing Units of Study by Lead Literacy Specialist Karen Bush, Troy Union Elementary.

Other Professional Work Experience

SEPT 2019-
SEPT 2021

Deputy Sheriff

Oakland County Sheriff's Office

- Manage the intake of new prisoners, strip searches, transporting inmates to and from new facilities, monitoring inmates and the public at courtroom appearances.
- Undercover decoy for online child prostitution stings to catch child predators.
- Active Shooter/OakTac Mass Casualty Response Trained.
- Respond to facility emergencies such as inmate hangings, medical calls, inmate fights, and deputy assistance calls.
- Attend monthly professional learning and firearms qualifications.
- Monitor interior and exterior jail movement and relocate personnel to appropriate areas while working master control.
- Responsible for performing custody and security activities such as pat downs and cell searches daily.
- Monitor inmate safety and security while at outside appointments or emergency hospital visits within a public setting.
- Physically restrained combative individuals as deemed necessary while following the Use of Force Continuum.
- Responsible for writing reports and submitting warrant packets to the prosecutor's office for charges to be filed.

Child Care & Summer Day Camp Director

L'Anse Creuse Public Schools

- Oversee state licensed child care centers of 70-150 students.
- Supervised EI and ASD students and created a culminating atmosphere for all students to engage and participate in a socially acceptable play.
- Maintain knowledge of licensing laws and regulations and pass multiple licensing inspections throughout the school year.
- Supervise, evaluate and conduct disciplinary meetings as deemed necessary with staff members.
- Manage the financial accounting, billing, and family payment accounts for child care centers.
- Complete and attend professional learning on a regular basis.
- Supervise staff and students on a daily basis while providing daily engaging activities and field trips for all students.

Awards and Certifications

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| <ul style="list-style-type: none">• ALICE Trained• CPR and First Aid Certified• National Child Development Associate (CDA) for Licensed Child Care Centers• Non-Violent Crisis Prevention and Intervention (NVCI) Certified• Stop the Bleed Certified | <ul style="list-style-type: none">• Michigan Law Enforcement Officer Certified• Naloxone/Narcan Certified• Two Sheriff Lifesaving Accommodations• Corrections Training Officer Certified• Law Enforcement Evidence Technician Certified• Michigan CPL License• LEIN, CLEMIS, IMACS Certifications• Sabre Red OC Spray and Taser X2 Certifications |
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References

Mr. Mike Cottone

Principal
Troy Union Elementary
1340 E Square Lake Rd.
Troy, MI 48085
Cell: (248) 891-3099
mcottone@troy.k12.mi.us

Mrs. Karen Bush

Principal
Barnard Elementary
3601 Forge Dr.
Troy, MI 48083
Cell: (248) 890-7459
kbush@troy.k12.mi.us

Holly Gordon

Literacy Specialist
Troy Union Elementary
1340 E Square Lake Rd.
Troy, MI 48085
Cell: (248) 850-4335
hgordon@troy.k12.mi.us

Mrs. Sarah Phillips

PTO President/Classroom Parent
Troy Union Elementary
6532 Emerald Lake
Troy, MI 48085
Cell: (248) 520-7851
S_corp@hotmail.com

Sgt. Michelle Francisco

Sergeant
Oakland County Sheriff's Office
1201 N. Telegraph Rd.
Pontiac, MI 48341
Cell: (248) 858-5571
franciscom@oakgov.com

Mrs. Christine Doddy

School Social Worker
Carkenord Elementary
27100 24 Mile Rd.
Chesterfield, MI 48047
Cell: (586) 944-7008
doddych@lc-ps.org