

JENNIFER LEE

INSTRUCTIONAL DESIGNER | PROFESSIONAL LEARNING DEVELOPER | WORKSHOP FACILITATOR

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📍 Fremont, OH

ABOUT ME

Instructional designer and professional learning developer with more than 20 years of experience in education, specializing in the design of engaging, research-informed learning experiences for educators. Skilled in transforming complex instructional concepts into practical workshops, slide-based learning modules, facilitator guides, and job-embedded coaching tools aligned with adult learning principles. Extensive background in curriculum development, instructional coaching, and professional development design supporting educators across early childhood and elementary settings

CORE SKILLS

- Instructional Design
- Workshop Development
- Professional Development Facilitation
- Learning Experience Design
- Slide-Based Learning Design (Google Slides, PowerPoint, Canva)
- Instructional Coaching
- Adult Learning Theory
- Curriculum Development
- Project Management
- Learning Data Analysis
- Public Speaking & Conference Presentation

TOOLS & TECHNOLOGY

- Google Slides
- PowerPoint
- Microsoft Office
- Canva
- LMS (UKG)

PROFESSIONAL EXPERIENCE

GREAT LAKES COMMUNITY ACTION PARTNERSHIP (GLCAP) - NORTHWEST OHIO

Community action agency supporting early childhood education across multiple program sites and classrooms.

Quality Teaching Specialist (2021-Present)

- Design and facilitate professional development workshops that translate research-based instructional frameworks into practical strategies for classroom implementation.
- Develop slide-based learning modules, coaching resources, and facilitator supports that improve consistency in coaching practices across multiple program sites.
- Lead and mentor a team of seven instructional coaches supporting more than 30 classrooms across multiple program locations.
- Create and monitor onboarding training modules that accelerate educator understanding of curriculum and instructional expectations, supporting more consistent classroom implementation.
- Analyze classroom observation data to identify professional learning needs, resulting in more targeted training initiatives and improved alignment between coaching and classroom practice.
- Design interactive professional learning experiences that support sustained changes in instructional practices across 30+ classrooms.
- Develop facilitator guides, participant materials, and learning modules that ensure clarity, engagement, and application.

Teacher Coach (2019-2021)

- Facilitated coaching cycles guiding educators through goal setting, observation, feedback, and reflection aligned with Practice-Based Coaching.
- Designed virtual onboarding and professional learning materials that translated complex instructional concepts into accessible learning modules.
- Supported educators in implementing research-based teaching practices aligned with CLASS observation frameworks.

FEDERATION EARLY LEARNING SERVICES - PHILADELPHIA, PA

Early childhood education organization providing center-based and school-age programming for children and families.

Center Director (2017-2018)

- Supervised staff and managed operations for a center serving 50+ children and multiple educators.
- Designed and implemented staff professional development aligned with DHS, Keystone Stars, and NAEYC quality standards.
- Strengthened family engagement and enrollment practices through strategic communication and outreach.

Assistant Director / School Age Supervisor (2016-2017)

- Coordinated staffing, scheduling, and compliance for 185 children across multiple program areas.
- Implemented staff training and operational systems that improved program consistency and quality.

Lead Teacher (2011-2016)

- Designed curriculum and learning experiences that supported student development and engagement.
- Collaborated with colleagues to develop instructional materials aligned with program standards.

THE CITY SCHOOL (SPRUCE HILL CHRISTIAN SCHOOL) - PHILADELPHIA, PA

Third Grade Teacher (2003-2009)

- Designed and implemented engaging curriculum experiences that fostered student curiosity and critical thinking.
- Developed instructional strategies that simplified complex academic concepts for diverse learners.

SELECTED LEARNING DESIGN PROJECTS

EDUCATOR AS RESEARCHER STUDY GROUP (2025-PRESENT)

Designed and facilitated a collaborative professional learning experiences supporting educators in engaging in reflective inquiry and classroom-based research.

- Supported educators in using reflective inquiry to inform instructional decisions and classroom practices.
- Facilitated collaborative dialogue that deepened educator understanding of teaching and learning.

PRACTICE-BASED COACHING TRAINING MODULES (2024-PRESENT)

Designed professional learning modules supporting instructional coaches in implementing the Practice-Based Coaching framework. Materials included slide presentations, case studies, reflection prompts, and coaching tools that supported job-embedded learning.

- Improved consistency in coaching practices across multiple program sites.
- Supported coaches in facilitating more structured and reflective coaching cycles.

NEW TEACHER SUPPORT GROUP (NTSG) TRAINING SERIES (2021-PRESENT)

Developed a structured professional learning series for early childhood educators, including asynchronous modules, slide narration, and implementation goals focused on foundational teaching practices.

- Increased educator engagement by connecting professional learning to real classroom application.
- Supported more consistent implementation of foundational teaching practices across classrooms.

CONFERENCE WORKSHOPS (2021-PRESENT)

Presented professional learning sessions at national and statewide conferences, including:

- National Association of the Education of Young Children (NAEYC)
- Ohio Association for the Education of Young Children (OAEYC)
- Ohio Voices for Learning - Inspired Teacher Institute

INSTRUCTIONAL COACHING RESOURCES (2019-PRESENT)

Designed observational tools, goal-setting frameworks, and documentation systems used by instructional coaches to guide reflective teaching practice and instructional improvement.

- Strengthened consistency in observation and goal-setting processes among instructional coaches.
- Supported more focused and intentional coaching conversations.

EDUCATION

TIFFIN UNIVERSITY

Master of Education in Instructional Design -
Expected May 2026

UNIVERSITY OF VALLEY FORGE

Bachelor of Science in Elementary Education
May 2003

CERTIFICATIONS

CLASS

Infant, Toddler, & Pre-K

PD SPECIALIST

The Council of Professional Recognition