

054-002-0425

OBJECTIVE

To achieve excellence in a permanent full-time teaching position that will enable me to:

- √ Utilize my maturity, teaching experience, and formal training;
- √ Focus creative and communicative efforts on the classroom;
- √ Have greater opportunity to plan, carry out, and evaluate curriculum;
- √ Continue my professional growth by collaborating and exchanging ideas with colleagues.

QUALIFICATIONS OVERVIEW

- Certified in Art Education Pre-K–12 and eligible for provisional certification in Special Education Pre-K–12 (ED).
- Formal education represented by a Bachelor of Science degree in Fine Arts degree and an additional 21 credits toward a Masters degree in Special Education.
- Nearly 11 years of service with the Madison Schools as a substitute teacher, education assistant, and administrative support worker.
- A career that has involved teaching as its primary focus for the past 15 years.
- Broad experience gained with varied subjects, venues, and student groups.
- Effectiveness in situations that have ranged from teaching art to children of all ages, work with cognitively disabled children and adults, and giving tennis instruction to youths and adults.
- A background of learning and experience that has given me unusual ability to tap into children's creative spontaneity in combination with strong knowledge of classroom management techniques.

DIRECT TEACHING EXPERIENCE

Co-Founder & Teacher, *Monroe Street Fine Arts Center,*

Madison, WI; 1997 - Present

- Participated in the original mission formulation, planning, organization, and promotion of the center and its program.
- Continue to teach in several of its programs as well as serving as a general consultant and program coordinator.
- Developed and, for the past three summers, have played a major role in teaching a course for school-aged children.
- Help students conceive / complete projects involving drawing, painting, sculpture, and other media.
- Tailor activities to fit the very individual interests and abilities of each student.
- Have designed / implemented the "After Five Program" which offers weekly classes for people with cerebral palsy, autism, cognitive problems, and other disabilities.
- Also, have initiated a year-round program with a similar approach to children's classes.
- Find ways to gain exposure and motivate recognition of students, such as showing their work when the Center participates in the annual city-wide Gallery Night.
- In addition to direct teaching, help coordinate work of 10 to 12 other art teachers during the summer and to a lesser extent throughout the school year.
- To date, have been either directly or indirectly involved in teaching approximately 800 students at the center.

Tennis Instructor, *MSCR < Edgewood / West high schools < Shorewood Tennis Center,* Madison, WI; 1987 - Present

- For the past seven years, have coordinated Shorewood's summer program that accommodates people of all ages, backgrounds, and skill levels.
- Design and update a curriculum structure and lead, mentor, and coordinate the activities of five instructors.
- Also, develop lesson schedules and organize matches so as to maximize learning.
- Previously, coached high school students who competed at the varsity level.
- In both venues, have assessed each student, presented concepts, choose demonstrations, and directed exercises to specifically meet individual improvement needs.

Direct Teaching Experience (Cont.)

Special-Education Teachers' Assistant, Madison Metropolitan School District, Madison, WI; 1992 - 1994

- Assisted in a middle-school classroom for children with cognitive disabilities, often working with students on a one-to-one basis.
- Frequently, made successful use of art and creative drama to gain students' attention and sustained effort.
- Also, employed traditional behavior modification methods to facilitate social adjustment and appropriateness.
- Taught Language Arts and Mathematics as well as having the opportunity to teach in a unified arts setting.
- Always aimed to set goals and recognize accomplishments for each child in accord with his / her particular capabilities, learning style, and achievement history.
- Worked with a variety of special needs children that, in addition to cognitive disabilities, presented difficulties ranging from visual impairment to severe behavioral problems.

Substitute Art Teacher, Madison, Monona Grove, Middleton, & Cross Plains, WI; 1989 - 1992 & 1996 - 1997

- Accepted art teaching assignments at all grade levels from all of the above districts.
- On occasions, taught general subjects when requested.

Teacher, *Madison Pre-School of the Arts*, Madison, WI; 1985 - 1989

- Used art, creative drama, and similar modalities to foster learning and development of pre-school aged children.
- Provided breadth of experiences, ranging from music to wood working, designed to nurture creativity and spontaneity.
- Benefited from professional cross-fertilization made possible by our co-location with other educational organizations that taught disciplines such as music and gymnastics.

ADMINISTRATIVE SUPPORT EXPERIENCE

Program Assistant, *Madison Metropolitan School District*, Madison, WI; 1994 - Present

- Serve on a team consisting of two teachers, a social worker, myself, and two educational assistants that carries out day-to-day operation of the Transition Education Program serving children of homeless families currently in the district.
- Often represent the program by serving as the first point of contact for families in need of its services.
- Communicate with parents to answer questions, gain their trust, gather background information, and obtain permission to request school, medical, and other important confidential records.
- Identify and refer children for screening into early childhood and special educational programming.
- Arrange for safe bus or cab transportation to / from the Emerson School Center as well as providing school supplies, hygiene packs, and anything else needed to enable children to attend class.
- Also, organize / transmit records to neighborhood schools when more permanent residence is established as well as handling any other logistical problems that may arise.
- Function as a general liaison with the Salvation Army Shelter and work to coordinate activities so as to bring about as much continuity in each child's life as possible.
- Provide enrollment documentation required by other agencies such as Wisconsin's W-2 program.
- During my tenure with the program, have set up approximately 10,000 computer records pertaining to about 3,000 pre-school and school-aged children.
- Have had the good fortune to be part of an effective functioning team that received special recognition for productivity during the 1995-96 school year.

COMMENT: Most recently took on the additional responsibility of coordinating art-related activities for "Kids' Day Out," a program established, in part, to meet parents' child-care needs brought about by the Martin Luther King holiday.

EDUCATION

Master of Science (Degree Candidate), *Edgewood College*, Madison, WI; Present
21 credits completed in the field of **Special Education**

Bachelor of Science, University of Wisconsin-Madison; 1985
MAJOR: **Fine Arts**

References will be provided at readers' request