

Sarah Agmon, M.A., CCC-SLP

EDUCATION	Master of Arts, Speech-Language Pathology <i>San Diego State University</i>	2011
	Bachelor of Arts, Linguistics, cum laude <i>University of California, San Diego</i>	2008
CLINICAL EXPERIENCE	Speech-Language Pathologist (District-Wide) <i>Burlingame School District (California)</i>	2017 – 2022
	<ul style="list-style-type: none">• Served as designated SLP assessor for district Early Childhood Assessment Team, Birth-to-Three transition assessments, and grade K-8 private/non-public school assessments.• Provided speech-language therapy to children in district preschool and elementary special day class programs, including all AAC users.• Led universal kindergarten speech and language screening program.• Provided professional development to staff regarding communication development.	
	Speech-Language Pathologist (Preschool/Elementary) <i>Jersey City Public Schools (New Jersey)</i>	2016 – 2017
	<ul style="list-style-type: none">• Managed diverse caseload of preschool/elementary students in a large urban district.• Provided therapy to students in preschool/early elementary special education classes.• Conducted evaluations for early childhood and elementary-age students across the district.	
	Speech-Language Pathologist (Preschool/District-Wide) <i>Forest Hills Special Education Cooperative (Indiana)</i>	2013 – 2016
	<ul style="list-style-type: none">• Conducted all district SLP assessments for preschool-age students, including Birth-to-Three.• Provided therapy to preschool-age students in inclusion and private preschool programs.• Conducted universal speech-language screenings to students at district early childhood center, Head Start, and private child care centers..	
	Speech-Language Pathologist (Elementary) <i>Metropolitan School District of Decatur Township (Indiana)</i>	2011 – 2013
<ul style="list-style-type: none">• Managed speech-language caseload at two elementary schools, including students in the Autism inclusion and Behavior Support programs.• Conducted speech-language RTI intervention for at-risk students.• Coordinated and managed state-mandated hearing screenings for assigned schools.		
Speech-Language Pathology Intern (Acute Care) <i>Palomar Medical Center (California)</i>	2011	
Speech-Language Pathology Intern (Early Childhood/Elementary) <i>San Diego Unified School District (California)</i>	2010	
AWARDS & HONORS	2016 Early Childhood Excellence Award, <i>Monroe County Smart Start (Indiana)</i>	
CERTIFICATIONS	Certificate of Clinical Competency (CCC), <i>American Speech and Hearing Association</i> Connecticut Speech-Language Pathology License Pending - Connecticut Provisional Educator Certificate in Speech-Language Pathology California Speech-Language Pathology License California Speech-Language Pathology Services Clear Credential (CA school certificate)	
OTHER EXPERIENCE	Administrative Assistant – Dean’s Office <i>San Diego State University, College of Health and Human Services</i>	2008 – 2009
	Administrative Assistant – Computational Neurobiology Lab <i>Salk Institute for Biological Studies, La Jolla, CA</i>	2006 – 2007

Richard Bieu, M.S.

Certified School Psychologist

Educational Background

Sixth Year Certificate
2005

School Psychology
University of Hartford
West Hartford, CT.

Master of Science
2004

Major: School Psychology
University of Hartford
West Hartford, CT.
Completed a NASP approved 66 credit planned program of study. GPA 3.78

Bachelor of Arts
2002

Major: Psychology
University of Hartford – *Summa Cum Laude*
West Hartford, CT.
GPA – 3.95 overall
4.00 major

Professional Experience

Naugatuck Public Schools
Naugatuck CT.
Hillside Intermediate 5-6
Cross Street Intermediate 5-6

Provided school psychological services that included individual and group counseling to students, evaluation and re-evaluation services including cognitive/intellectual assessment, personality assessment, and adaptive functioning as required by law, and consulted with SRBI data teams to make data driven programming decisions for students. Prepared and supervised the development IEPs using the IEPDirect web-based IEP preparation service.

Waterbury Public Schools
Waterbury CT.
Maloney Magnet School K-5
Non-Public K-12

Provided school psychological services to students that included group and individual counseling, evaluation and re-evaluation assessments, conducted functional behavioral assessments leading to effective behavior intervention plans. Also coordinated outside services to at-risk students and families. Prepared IEPs using TIENET web-based IEP preparation service.

Richard Bieu M.S.

School Psychologist

Professional Competencies and Skills

- Cognitive Assessment
- Personality Assessment
- Psycho-Educational Assessment
- Functional Behavioral Analysis cumulating in Behavior Intervention Plans
- Individual Counseling
- Group Counseling
- School Consultation
- S.R.B.I. Consultation
- Currently enrolled in the PPT learning Institute through The Collaborative for Educational Services.

Related Relevant Experience

Instructor – Freshman Seminar
University of Hartford
Briarwood College

Provided activities and unstructured group counseling for students at high risk for not completing their freshman year. At Briarwood College, instructed freshmen students and helped develop student skills in areas such as note-taking, test preparation, communication skills and personal economics.

Connecticut Dyslexia Center
529 Highland Ave.
Waterbury, CT. 06708
Cheryl Sharkis - Director

Participated in a one-year long training/internship in Orton-Gillingham prescriptive reading program. Program was an International Multi-Sensory Structured Language Counsel. Provided one-on-one structured, prescriptive, intensive reading intervention to identified students.

Professional Publications and Presentations

2005 New Britain Public Schools. Presentation on the Kaufman Assessment Battery for Children – Second Edition (K-ABC2) for Pupil Services staff.

Crespi, T.D., & Bieu, R.P. (2004). Study Skills. In S.W. Lee (Ed), *Encyclopedia of School Psychology*. Newtown, CA: Sage.

Crespi, T.D., & Bieu R.P. (2002, December). Gay adolescents in crisis in the U.S. *Counseling Today*, 45 (6), p.7.

Bieu, R.P. (2002, September). Understanding gay youth: The role of the school psychologist and school counselor. *The Connecticut School Psychologist*, 9 (3), p.25.

Professional Training

New Britain Public Schools
New Britain, CT.

Internship – completed 1500 hours of supervised experience in initial and re-evaluation Special Education assessment, consultation, direct individual counseling, and Individual Education Plan preparation. Received weekly individual and group supervision by certified school psychologists. Areas of focus include Emotional Disturbance assessment and psycho-educational

Richard Bieu M.S.

**School Psychologist
assessment**

Dr. Eric Colon-Rodriguez – Clinical Supervisor

References

**Ellen Aronheim
Assistant Director of Special Education (retired)
Naugatuck Public Schools
127 Joy Rd (home)
Middlebury CT. 06762
203-717-5363**

**Melissa Verrilli
Special Education Teacher
Cross St. Intermediate School
120 Cross St.
Naugatuck, CT. 06770
203-720-5227 (School)
203-529-9904 (Cell)**

**Joseph Miata
School Counselor
Hillside Intermediate School
51 Hillside Ave
Naugatuck CT. 06770
203-720-5260 (School)
203-848-4403 (Cell)**

**Kimberly Giulino
Special Education Teacher
Cross St. Intermediate School
120 Cross St.
Naugatuck, CT. 06770
203-720-5227 (School)**

**Kara Mahar
School Psychologist
City Hill Middle School
441 City Hill St
Naugatuck, CT. 06770
203-720-5250 (School)
203-525-8251 (Cell)**

Jessica Buchenholz

Education **Central Connecticut State University**, New Britain, CT

Masters of Science Degree in Educational Technology
August 2011 GPA: 3.52

Bachelor of Science Degree in Elementary Education
Major in Mathematics
December 2004 GPA: 3.97

Certification Connecticut Teacher's Certification, K-6 #013

Current Experience **CARMEN ARACE INTERMEDIATE SCHOOL**, Bloomfield, CT
Fifth & Sixth Grade September 2006 - Present

- Teacher of the year 2011 & 2018
- Building Technology Leader 2009 - Present
- Organized and taught PD to teachers across district on the use of Promethean Boards, ActivInspire software, Google Classroom, Google Docs and Hapara
- Attended ISTE (International Society for Technology in Education) conference 2010, 2011 & 2012
- Union Treasurer 2014 - Present
- TEAM Trained 2020
- Strong classroom management with high expectations for students
- Conference with students regarding their work and goals
- Identify emotional, intellectual, physical, etc issues which may be hindering the student from learning to his/her best potential and decide on best course of action for the student
- Strong and open communication with families
- Conduct parent conferences twice a year and as requested by families during the year
- Collaboration with teachers across grade levels to effectively write and implement curriculum in various subjects
- Participated in weekly data team meetings within content areas
- Co-taught with special education teacher
- Participated in PPT meetings to support students with IEPs within the classroom
- Organize and plan field trips connected to curriculum

- Experiences Continued** CENTRAL CONNECTICUT STATE UNIVERSITY, New Britain, CT
Adjunct Faculty August 2011-May 2012
- Working with students of diverse backgrounds at the undergraduate and graduate levels
 - Create and implement course syllabi for several programs
 - Collaborate with fellow faculty to develop teaching materials and techniques
 - Use Web 2.0 tools in the classroom (Wikispaces, Google Docs, Moodle, etc)

- Community Service** NORTHFIELD VOLUNTEER FIRE COMPANY, Northfield, CT
Auxiliary Member January 2013-Current
- Supporting firefighters on scene with food and hydration
 - Supporting the upkeep and development of the fire department
 - Organizing fundraisers for the department and community
 - Volunteering at a monthly breakfast to raise money for the fire department
 - Volunteering to run shelters during storms

References

- **Mary Kay Rendock** Fifth Grade Teacher
Carmen Arace Intermediate School 860-209-8257
- **Cynthia Vallarelli** Fifth Grade Teacher
Former Colleague at CAIS 860-916-0229
- **Katherine Rutkowski** Sixth Grade ELA & Social Studies Teacher
Carmen Arace Intermediate School 860-874-5550
- **Sarah Williams** School Principal
Carmen Arace Intermediate School 860-604-9044
- **Christina Trottier** Sixth Grade Teacher
Carmen Arace Intermediate School 860-309-6147

Brandy L. Cook

Objective: To obtain a secondary English Language Arts teaching position.

EDUCATION

7/2020 Integrative Health & Healing (+30 credits) ♦ GPA 3.9
9/2018 The Graduate Institute

6/2009 M.S. Education ♦ GPA 3.9
8/2008 University of Bridgeport

12/1996 B.A. English ♦ GPA 3.2
8/1994 University of Connecticut, Storrs

5/1994 English ♦ GPA 3.6
8/1992 Naugatuck Valley Community College

PROFESSIONAL CERTIFICATION

7/2012-2021 CT Provisional Educator, English Grades 7-12, Endorsement 015

WORK EXPERIENCE

Present Waterbury Public School – North End Middle School
8/2013 534 Bucks Hill Road, Waterbury, CT 06704

6/2016 Wamogo Regional High School – Region 6
8/2014 98 Wamogo Road, Litchfield, CT 06759

6/2013 Holy Cross High School
8/2009 587 Oronoke Road, Waterbury, CT 06708

Waterbury Public School – North End Middle School

Reading and English Language Arts Teacher: English 8 & 6

Read grade-appropriate complex literary, non-fiction, historical fiction, fantasy and informational texts. Guide students in developing written and spoken responses with textual evidence to support analyses. Equip students with the ability to work independently and in small groups to explore content specific skills. Develop vocabulary and grammar skills through fundamental instruction, authentic examples, application and reflection. Incorporate daily essential questions and success criteria to meet the daily instruction goals. Prepare and co-teach with special education teachers. Plan with the school-wide 6th grade ELA team and the 6th grade academic team. Attend weekly district wide content area training seminars. Participate in bi-weekly continuing education classes associated with the school turnaround plan. Interact with parents, guidance counselors and administration to ensure student success. Create an environment that promotes mutual respect, student responsibility, problem solving skills and student accountability.

Wamogo Regional High School – Region 6

UConn Adjunct Professor, English Language Arts Classroom Teacher

Hybrid Course

UConn Early College Experience (ECE) –ENGL 1011 Seminar in Writing Through Literature: 12ECE

AP Literature and Composition: 12 AP

UCONN ECE - Teach a full year course designed for students who have proven superior academic ability in English and who have demonstrated the ability to work independently. Assign numerous works of literature which are more demanding than those typically assigned in high school courses. Each student completes a portfolio of 30 pages of polished writing for review. The course corresponds to University of Connecticut's 1011-Literature Based Writing Seminar. Designed a syllabus and curriculum for Wamogo which was approved by UConn for this course.

Advanced Placement English- Teach a variety of texts with effective writing and critical reading as its important aim. Teach the purpose, modes, and language of discourse through the conventions of British literary history and/or selected texts.

English IV

Read and analyze works of world literature from a variety of authors and genres. Contrast major literary forms, techniques, and characteristics of the major literary periods and they will relate the literary works and authors to the major themes and issues of these eras. Vocabulary words, SAT words, and word study skills are emphasized, examined, and applied. Emphasis in the writing process is on the essay and analysis of themes in the literature. Reinforce spelling, mechanics and grammar as each student advances through the prewriting, writing, revising, and publishing stages of essay development. Create descriptive, evaluative, and informative essays, as well as a research project.

English III

Development of American literature from the colonial period through the 20th Century. Study representative writings and characteristics of American literature. Writing emphasis on the principles of effective composition, and a research paper. Select texts and read independently and respond in digital and written formats to these texts. Vocabulary is taught contextually, and grammar and usage are addressed as needed.

English II

Critical analysis of poetry, drama, short stories, and novels. Respond to a variety of literary texts with an emphasis on developing analytical essays about world literature. Independent reading, projects and research papers are required. Students will select texts and read independently and respond in digital and written formats to these texts.

Holy Cross High School

English Teacher: Teacher for English 9 CPA, 9CPB Literature, 10 CPA.

Learning Lab after school program: launched and structured the after school program which assists students in all subject areas to prepare for assessments, complete homework and projects; point of contact for all 9th grade teachers who have students in need of extra support; point of contact to the parents of students needing extra support after school.

9CPA: Introduce various genres of Western literature; reading and response to literature; grammar; vocabulary; oral and written communication skills.

9 CPB Literature: Intensive support for those students whose entrance examination scores reflect the need for significant work in language study; emphasize basic elements of grammar, composition, sentence structure and literature; introduce various genres of Western literature; vocabulary.

10CPA: Examine literature in its four basic forms: short story, poetry, novel and drama, from around the world and throughout history; reading and response to literature; build on grammar and vocabulary. Develop and teach lesson plans for various canon literature that meet state and national standards as well as school curriculum. Formally evaluate student performance and continuously check for understanding. Integrate technology, create differential instruction, scaffold assignments.

6/2009 Watertown High School

4/2009 324 French Street, Watertown, CT 06795

Student Teacher: Teacher for English 11 and 12.

Created and taught unit plans in an eighty-minute block that met state and national standards. Evaluated student performance and understanding of the material. Developed, administered and corrected student assessments. Continually and successfully evaluated by a cooperating teacher and the university internship professor.

4/2009 Litchfield High School/Middle School

9/2008 14 Plumb Hill Road, Litchfield, CT 06759

Teaching Intern: Short term and long term substitute teacher. Covered for teachers in all subject areas for grades seventh through twelfth. Confidence under pressure and classroom leadership skills for continually different daily assignments. Coverage of the library front desk. Lunch cafeteria and senior lounge monitor. Office staff and guidance administration staff support. Instruction of students in the learning center and reading center. In school suspension duties.

INSTRUCTIONAL TECHNOLOGY

Google for Education Certified Educator Level 1
Google for Education Certified Educator Level 2
Kami
Nearpod
Padlet
ScreenCastify
StudySync
LanSchool
iPad and Swivel Camera Robot
PowerSchool
Blooket, Epic, Quizzlet, Kahoot, Weebly, Vocab.com
ParentSquare
Microsoft Programs
Schoolology

OTHER

2021-2022, Teacher of the Year Nominee
2020, 2022, ELA Summer Curriculum Writing Lead, NEMS
2020 – Present, Cheer Committee Member, NEMS
2020, ELA Bootcamp Teacher, NEMS
2020-2021, Academic Success Teacher, NEMS
2019, ELA Curriculum Platform Focus Group, NEMS
2018, ELA Summer Curriculum Writing, NEMS
2017-Present, School Governance Council, NEMS
2016, Scholarship Committee Member, Wamogo
2016, NHS Review Board Member, Wamogo
2015-2016, Class of 2018 Co-Advisor, Wamogo
2014-2016, English Tutor
2010-2011, Homebound English Tutor
2010-2013, Yearbook Editor, Holy Cross HS
2009-2013, Halloween Happening, Holy Cross HS
2011, 2013 Senior Lock-In, Holy Cross HS

KAITLYNN CYR

"I wasn't born to 'Just Teach.' I was born to inspire others, to change people, and to never give up;
~~even when faced with challenges that seem impossible.~~"

SUMMARY:

Fosters a student-centered learning environment. Incorporates technology into daily curriculum.
Understands the importance of connecting with parents.

EDUCATION:

MAY 2021

ELEMENTARY EDUCATION (HISTORY), CENTRAL CONNECTICUT STATE UNIVERSITY

Overall GPA: 3.30

Elementary Education Major GPA: 3.61

Concentration (History) GPA: 3.13

Dean's List: Spring 2020

President's List: Spring 2021

Phi Alpha Theta Member since March 2021

CERTIFICATION:

MARCH 10, 2022 – MARCH 9, 2025

CONNECTICUT TEACHER CERTIFICATION

Elementary – Grades 1-6 (305)

TEACHING EXPERIENCE:

AUGUST 2021 – PRESENT

FRIST GRADE TEACHER, VANCE ELEMENTARY SCHOOL, NEW BRITAIN, CT

- Differentiated instruction for advanced students as well as students with IEP, 504 Plans or were below grade level
- Created a dynamic classroom environment using technology, flexible seating and differentiated instruction
- Worked with students individually and in small groups on literacy and mathematical skills
- Examined student work with students to correct answers in order to move forward to ensure understanding.
- Worked on small reading groups and guided reading groups
- Built relationships with my students, to create a loving and safe classroom environment
- Built relationships with the parents of my students

- Worked on classroom management strategies, implementing several that best fit the needs of all students
- Created Seesaw assignments to align with Common Core State Standards as well as match student needs
- Created a collaborative classroom environment for the digital age by utilizing online platforms such as iReady, Learn Zillion's Illustrative Math, Get Epic, Boddle, Wilson's Fun Hub, Prodigy, Jamboard and Razz Kids
- Administered district assessments to monitor student progress such as DRA, Sight(Trick) Word, Letter ID/ Sound tested
- Conducted in person and virtual conferences with parents
- Worked collaboratively with my team
- Generated work for literacy centers, based on the Foundations phonics curriculum and Journey's reading curriculum
- Tailored Reading United to create comprehensive reading curriculum to align with the District's Profile of a Graduate tasks and priority Common Core Standards
- Provided enrichment opportunities for all students

JANUARY 2021 – MAY 2021

SECOND GRADE STUDENT TEACHER, VANCE ELEMENTARY SCHOOL, NEW BRITAIN, CT

- Implemented hybrid to both in person and remote learners simultaneously via Google Meets and Google Classroom
- Worked with students individually and in small groups on literacy and mathematic skills
- Examined student work with students to correct answers in order to move forward to ensure understanding.
- Worked on small reading groups and guided reading groups with both in person and remote learners
- Built relationships with the students
- Integrated graphic organizers and multiple intelligences in lessons
- Created Google Classroom assignments to align with Common Core Standards and match student needs
- Created learning material such as Google Slides, Worksheets, and online games through Google Slides
- Worked with additional online educational websites such as iReady, Kahoot, Get Epic, and Razz Kids
- Worked on classroom management
- Performed district assessments such as sight word and DRA assessments
- Monitored students both in person and remotely through the online website Securely

PROFESSIONAL DEVELOPMENT ACTIVITES:

- Attended Wilson's Foundations Workshops
- Attended Illustrative Math Workshops
- Attended Mystery Science Workshops
- Attended Diversity, Equity and Inclusion Workshops

ADDITIONAL TEACHING RELATED EXPERIENCE:

SEPTEMBER 2016 – OCTOBER 2016

VANCE ELEMENTARY SCHOOL NEW BRITAIN, CT

Observed Grade 1

- Worked with students individually and in small groups on literacy skills.
- Collected and reviewed students' work.
- Conducted a spelling test with an individual student.

SEPTEMBER 2019 – DECEMBER 2019

LINCOLN ELEMENTARY SCHOOL New Britain, CT

Observed Grade 4

- Worked with students individually and in small groups on literacy and mathematical skills.
- Collected and reviewed students' work.
- Grade students' homework and tests.
- Performed three lessons on Inferencing in reading.
- Examined student work with students to correct answers in order to move forward to ensure understanding.

JANUARY 2020 – MARCH 2020

WOLCOTT ELEMENTARY SCHOOL West Hartford, CT

Observed Grade 2

- Worked with students individually and in small groups on literacy, science and mathematics skills.
- Collected and reviewed students' work.
- Grade students' homework and tests.
- Performed a mini lesson on the message Kid President instills to his audience and spreading kindness in our world as a way to help make our world a better place
- Discussed with the students their individual ways on how they would like to change the world or spread kindness

WORK EXPERIENCE:

JANUARY 2014 – AUGUST 2021

LITTLE ANGELS CHILDCARE AND LEARNING CENTER

Farmington, CT

- Between August 2018 and August 2019 was the head teacher of the three-year old preschool program, creating lessons designed to teach these children how to read and write the letters in the alphabet and begin to learn numbers, days of the week, months of the year.

- Worked with other children ranging from ages 3 months in our infant room, to five-years old in our preschool as well as worked with children in the toddler area of our facility
- During August 2020 to December 2020 was a substitute teacher for the three-year old preschool program, creating lessons designed to teach these children how to read and write the letters in the alphabet and begin to learn numbers, days of the week, months of the year.

MAY 2012 – DECEMBER 2013

LAKE COMPOUNCE – FOOD DEPARTMENT

Bristol, CT

- Primarily worked in the Candy Store, called Sweet Shoppe
- Organized the shelves and restocked candy that was on display for sell and cleaned the store
- Opened the candy store, as well as closed the candy store. Would occasionally be required to count the money in the registers at the end of the night
- Made fudge and other candy like treats

Elaine Diaz

Teacher Certification Endorsements
Provisional 2019 113 and 045

EXPERIENCE

Waterbury Public Schools

08/21- Present **Bucks Hill Elementary School**

Elementary School Teacher

Collaboration with co-teacher
Collaboration with paraprofessional
Observations for IEP goals
Writing of IEP
Participating and running PPT's
Parent communication

08/15- 8/21 **Waterbury Career Academy**

FCS- Human Services Teacher

Prepare and implement lessons
Classroom management
Teacher collaboration
Parent communication
Curriculum writing
UConn course

10/14-06/15 **Meriden Board of Education**

Teacher Program

Implement lesson plans
Classroom management
Daily evaluations for teacher
Daily communication with teachers and staff

Academic Honors

Kappa Delta Pi, University of
Hartford

National Society of Leadership
and Success, University of
Hartford

Presidential Letter, National
Society of Leadership and
Success

Awards

Helping Hands Award, Girl
Scouts of Connecticut (2019)

Character Award, Northern
Middlesex YMCA

Other

Curriculum writing (2016)

Completed Special education
classes towards Special Education
endorsement

08/13- 10/14 **St Stanislaus School**

Preschool Teacher

Prepare and implement lessons
Classroom management
Parent communication
Newsletters
Collaboration with paraprofessional
Motivating students with enthusiasm and imagination

09/12- 06/13 **Regional School District # 13**

10/14- 06/15

Substitute Teaching

Implement lesson plans
Classroom management
Daily evaluations for teacher
Daily communication with teachers and staff

09/06 - 06/11 **Middlesex Transition Academy**

Teacher Assistant/ Job Coach

Worked with special needs adults between 18 and 21 years old
Classroom management
Copy, file and grade papers
Attend meetings with parents
Assiste students on job site, in the classroom, and in the community
Complete progress work assessments

09/04 - 06/06 **Dag Hammarskjold Middle School**

Paraprofessional

Worked with 8th grade students
Supported curriculum and instruction
Assisted teacher with daily tasks

Student Teaching

2/12 – 6/12 **Casimir Pulaski School, Meriden**

Student Teacher – 2nd grade

Planning lessons and implementing assessments
Classroom management using the Positive Behavior System
Participated and attend in Data Team meetings
Designing and implementing curriculum on the solar system

09/11 -12/11 Frederick Brewster Elementary School, Durham

Student Teacher – Preschool

Planned and implemented lessons in an integrated preschool with 50% peer models
Experience working with support staff including occupational and speech therapists and paraprofessionals

EDUCATION

Masters of Arts in Autism Spectrum Disorder

In process

Grand Canyon University, Phoenix, AZ

Masters of Education and Certification

Major: Early Childhood Education

University of Hartford, West Hartford, CT

Bachelors of Science

Major: Psychology

Central Connecticut State University, New Britain, CT

Associates Degree

Major: General Studies

Middlesex Community College, Middletown, CT

RYAN HILL

My interest in teaching art at an Arts Magnet school goes above and beyond art education; I was extremely fortunate to have been a part of an immense transition turning a, once, charter school into an Arts Magnet School. I helped represent the schools change in many ways from traveling and interviewing art staff at several dignified Arts Magnet Schools, sitting on hiring committees and being an integral part of building the new school building from the inside out. This experience has helped me understand the importance of each working part of a magnet school and has really made me into the multifaceted and ever progressing teacher I am today.

EXPERIENCE

08/2009 – PRESENT

ART TEACHER - MUSEUM ACADEMY ARTS MAGNET / CREC

- Fine arts practice, including drawing, painting, art history, 3-D sculpting and other project based building
- Focus on planning and exhibition of the learning process and VTS per magnet school theme
- Writing pk-12 grade arts curriculum and engaging plans for art strategies, ensuring appropriate use of art tools and materials for a diverse population of learners'
- Management duties and safety watch of grouped minors

08/2006 – 06/2009

ART TEACHER - ST. PAUL CATHOLIC HIGH SCHOOL

- Fulfilling the mission of the school by planning, guiding and evaluating the creative process while maintaining the philosophy, organization, and original curriculum of the Catholic school standard.
- Responsible for helping to develop in each student an interest in art and the ability for creative expression in visual terms, using skills and techniques of artistic expression consistent and to develop aesthetic understandings and appreciations in art.
- Teaching drawing, painting, photography, jewelry, 3-D design and AP Art.
- Headed art show night, including an AP portfolio exhibition department.

08/2006 – 06/2009

LTLR ART TEACHER - COMSEWOGUE SCHOOL DISTRICT

- Long term art leave replacement /three separate times in various Comsewogue schools
- In two positions, I took over the in-place duties of the permanent art teacher and followed a preset unit guide; added in my own set of lesson plans to match the curriculum
- Due to unforeseen circumstances, I created several months of art lessons in a short amount of time

08/2002 – 06/2003

ART TEACHER - TABOR CENTER FOR THE ARTS

- Taught children, grades K-4th grades in an hour long session
- Wrote and set up engaging and adventurous lesson plans to cover the grade level spectrum
- Managed a class of 25 students for hourly long session, including classroom management and safety protocols
- Bought, collected and sought out programs to help fund the arts program for new project materials for each student

EDUCATION

MAY 2020

MA, MULTIPLE INTELLIGENCE THEORY, UNIVERSITY OF ST. JOSEPH

Multiple Intelligences studies refers to a theory describing the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, pictures and music, to the importance of social interactions, introspection, physical movement and being in tune with nature. The theory posits that an understanding of which type of intelligence a student may possess can help teachers adjust learning styles, and suggest certain career paths for learners. Receiving this degree has helped me transition my classroom into a well-rounded environment for all learners.

MAY 2003

BS, ART EDUCATION, SOUTHERN CONNECTICUT STATE UNIVERSITY

I choose Southern CT State University because it was one of the closest universities that offered a fully inclusive art education program, where the department was one in itself and the connections and relationship between cohorts, professors and advisors added breadth to the studies. SCSU offered opportunities for diverse learning and well-rounded student teaching programs.

***Student Teaching 2003**

- Mead Elementary School, Ansonia
- Betsy Ross Arts Magnet School, New Haven

SKILLS

After gaining almost two decades of teaching experience, I believe my skills fall under the common definitional skills of an effective teacher: critical thinking, patience, communication, organization, imaginative thinking, leadership, teamwork, and time management. My skills beyond that include;

- Art Education, including, drawing, painting, 3-D Sculpture, Metal and Woodwork
- IT- Microsoft and all Google applications, Photoshop and other digital programs
- Curriculum Writing/Engaging Lesson and Project Based learning Planning
- Community development and involvement

PROFESSIONAL REFERENCES UPON REQUEST / ATTACHED AND UPLOADED TO APPLICATION