

NAME mailing address Email Phone

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## SEEKING SECONDARY SCHOOL TEACHING POSITION

Self-directed, dynamic educator with passionate dedication to achievement of all learners. Skilled in the creation of engaging materials addressing diverse needs of students. Excellent planning, organizational and communications skills with staff and students.

*Language Arts*

*ESL/Spanish skills*

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## EDUCATION

**Master of Education, Portland State University, Portland, OR**

June 2007

- Curriculum and Instruction, middle/secondary level authorization in language arts
- Recipient of Joe Kaplan Scholarship for teachers of diverse learners

**Bachelor of Arts, University of Oregon, Eugene, OR,**

June 2003

- Major: Comparative Literature, Minors: Spanish, film

Member of Golden Key International Honor Society and Phi Beta Kappa

## TEACHING EXPERIENCE

**Student teacher, Benson Polytechnic High School**

Sept. 2006- Dec. 2007

**Portland, OR**

Mar. 2007- June 2007

- Assumed responsibilities in 11<sup>th</sup> and 12<sup>th</sup> grade classrooms including teaching, curriculum planning, academy meetings and administrative duties
- Incorporated differentiated instruction for inclusive, mixed-ability classrooms of ethnically and linguistically diverse students
- Fostered the development of literacy skills through daily oral language, vocabulary building and multi-modal literacy activities incorporating multi-genre texts

**Student teacher, Beaumont Middle School**

Sept. 2006- Mar. 2007

**Portland, OR**

- Assumed responsibilities in 7<sup>th</sup> grade classroom including teaching, curriculum planning, staff meetings, parent communication and administrative duties
- Directed student fulfillment of district anchor assignment using original social studies curriculum incorporating technology and multimedia
- Facilitated constructivist student service project for Darfur refugees through collaboration with high school students and student-directed development of activism in the school
- Promotion of social justice and development of higher-order thinking through the critical study of current events and authentic application of culminating essay through letters to government officials

**Director of Studies/Trainer, TEFL International Sevilla**

Nov. 2004- Oct. 2005

**Sevilla, Spain**

- Conducted intensive TESOL teacher training with a focus on communicative methodology, practicum and observation, language acquisition theory, grammar, phonology, and linguistics
- Directed instructional program and development of supplemental curriculum to course materials
- Performed administrative work including management and training of staff, public relations within the local Spanish community, EFL student recruitment, student housing, travel arrangements and extracurricular activities
- TESOL Certificate (TEFL International, Sevilla, Spain, October 2004)

## PROFESSIONAL DEVELOPMENT

- NCTE, OCTE, NEA member

- OCTE Fall Conference (Lake Oswego, OR, October 7, 2006)

- ORA State Conference (Portland, OR, February 9, 2007)

Roundtable session facilitator: "The Graphic Novel as a Multi-Modal Literacy Tool in Language Arts"

> need complete address-  
phone + email

#### **Education:**

*Portland State University*

Master of Education 2005

Initial Secondary Teaching License 2003 #1033323 *University of North Carolina at Chapel Hill*

B. A. in Comparative Literature 1994

Honors: with distinction

#### **Teaching Experience**

~~Work Experience:~~

*Lincoln High School Student teacher*

*Portland, OR. September 2002-June 2003*

**Developed curriculum and taught a 12-week documentary video unit for a senior class English project.**

This unit was designed to give students the opportunity to create their own Documentary video using the necessary critical and analytical principles derived from film analysis as well as using traditional academic literary skills including research, editing, thesis development, and construction of argument/point of view. In addition students developed valuable technical skills during pre and post production: advanced camera work, interviewing techniques, video editing as well as developing community outreach and group organizational skills.

**Developed curriculum and taught a 6-week unit on Shakespeare's Hamlet.**

This unit focused on the themes, language and structure of the play. We read Hamlet in the context of the various historical, psychological and modern perspectives using supplemental critical texts. We also focused on the larger theme of Hamlet's "journey of becoming" and reflected as a class on how the decision to act or not to act shapes the process and outcome of Life's journey.

**Co-developed curriculum and taught units in Chinese and Latin American literature, co-instructing for 10 weeks with Professor Jeff Edmundson, Ph.D, in a blocked Social Studies/Language Arts interdisciplinary freshman class.**

These units were broad and focused on a variety of literary and historical themes including the Chinese Revolution, Chinese poetry Confucius, Zen, Buddhism, Magical Realism, Surrealism, and political arts and letters.

#### **Related**

#### **Work Experience** ~~(continued)~~

*Campfire USA Program Instructor*

*Portland, OR. 2001-2002*

Duties included working one-on-one and in groups with high school and middle school students, establishing mentor quality relationships, tutoring in all subjects, and facilitating art and community projects.

*Somes Bar School Volunteer*

*Siskiyou County, California 1999-2000*

Duties included assisting teacher and developing curriculum for a writer's workshop for the middle grades, art projects and community field trips.

*Carolina Academic Press Production Assistant*

*Durham, North Carolina 1997-1998*

Duties included proofreading, editing, book layout, answering the phone, filing, writing book jacket-copy, and answering correspondences.

*Art and Commerce Inc. Agent's Assistant*

*New York, New York 1995-1997*

Duties included designing and assembling portfolios, creating job estimates, in charge of correspondences with other agencies and acted as an intermediary between clients and Anne Kennedy, the founder and creative director of the agency.

#### **Other Interests and Pursuits:**

*1998-2000*

After traveling through Canada and the Northwest, my husband and I lived "off the grid" in Northern California for two years, pursuing alternative ways of collecting and utilizing energy, concepts of edible landscaping and artistic endeavors.

*September 2004*

*The Know Gallery, Alberta Arts District, Portland, OR.*

Exhibition: *The Postcard Series*, this series of watercolors on parchment attempts to capture the lost art of "postcard making". These paintings document places and dates that are figments in our current imagination.

*March 2005*

*The Backspace Gallery, The Pearl District, Portland, OR.*

Exhibition: *Reconfigurations*, a project consisting of watercolors, fabric and embroidery collage and sculpture.

**SAMUEL B. TAYLOR**

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Taylors2233@aol.com

**OBJECTIVE**

Seeking a position in an elementary school special education classroom

**EDUCATION**

Portland State University, Portland, OR	
<b>Master of Science in Education: Special Education</b>	August 200X
Graduate Teacher Education Program	June 200X
Bachelor of Arts in English	June 200X

**LICENSURE**

Oregon Initial Teaching License: Special Education  
Early Childhood Education, Elementary Authorization Levels

**TEACHING EXPERIENCE**

**Student Teacher, Special Education Resource Room** January – March 200X  
**Buckman Elementary School, Portland, OR**

- Designed curriculum for a 4/5 blend using a variety of modalities (i.e., kinesthetic, conceptual, literacy-based) to teach mathematics according to NCTM standards.
- Aligned IEP objectives and state standards for 40 students with learning disabilities by determining appropriate means, accommodations, and/or modifications needed to adapt the general education curriculum and facilitate classroom success.

**Student Teacher, self-contained 4<sup>th</sup> grade classroom** September – December 200X  
**Alameda Elementary School, Portland, OR**

- Facilitated innovative program integrating music and movement into the elementary classroom to aid in the development of impulse control and concentration skills.
- Initiated one-on-one teaching situations and helped create IEP plans for 20 students with moderate to severe behavior disabilities.
- Planned and implemented daily activities that met cognitive, social, motor, adaptive, and communication needs of all students in an inclusive setting.
- Communicated with parents to discuss student progress and emerging issues.

**ADDITIONAL EXPERIENCE**

**Soccer Coach** Summers 200X – 200X  
**Skyhawks Sports Camp, Portland, OR**

- Coached kids ages 5-12.
- Designed innovative activities to encourage cooperative play and build confidence.

**LANGUAGES**

Proficient in Spanish

**TECHNICAL SKILLS**

Proficiency in software programs for both IBM PCs and Apple computers

1 Pumpkin Lane  
Cinderella, California 90019  
Today's Date

Mr. M. Y. Prince  
Director of Human Resources  
The Castle School District  
Monarchy, California 90022

Dear Mr. Prince:

I am interested in applying for the elementary teaching position that is available in your school.

In addition to completing an undergraduate degree this year, I served as a tutor in an after-school center, and devoted evenings every weekend volunteering for a crisis hotline. During student teaching, I applied my psychology degree to meet the needs of all students. I formed cooperative learning groups, organized individualized projects, created learning centers, and implemented learning style research in every lesson. Alternative assessment methods, such as portfolios, rubrics, and performance assessments, in combination with traditional tests, enabled me to evaluate children individually and comprehensively. In my tutoring position, I met regularly with teachers and parents to ensure that I was preparing students for the curriculum in their classroom.

Classroom computers presented unique opportunities to help each child achieve success. In a staff development workshop I attended called *Problem-Based Learning*, I learned to pose open-ended questions that children could research over the internet. In addition, I have studied and continue to monitor the plethora of educational software and Web sites that address the diverse abilities and interests of children.

I found the most rewarding parts of teaching derive from the nurturing relationships I forged with every child and the sense of confidence they felt as they experienced success and growth in my classroom. I look forward to meeting you to learn more about your school and to discuss how my skills can meet the needs of your students.

Sincerely,

Henry Hireme