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**OBJECTIVE:** To obtain a fulltime creative art administrative or teaching position where my background and skills will be of value in a dynamic organization.

**EDUCATION MADONNA UNIVERSITY** Livonia, Michigan

*M.S. in Educational Leadership* – May 2, 2010, GPA 3.68

**MADONNA UNIVERSITY** Livonia, Michigan

*M.A.T. in Learning Disabilities* – April 30, 2005, GPA 3.87

**BOWLING GREEN STATE UNIVERSITY** Bowling Green, Ohio

*M.A. in Spanish* - August 8, 1998, GPA 3.5

**BOWLING GREEN STATE UNIVERSITY** Bowling Green, Ohio

*B.S. in Education* – Art and Spanish, August 12, 1995,

Art GPA 3.1/4.0, Spanish GPA 3.2/4.0

**LICENSES** *•* Professional Education Certificate with the State of Michigan in the following

subject areas: Art Education, LX (K-12), Spanish Education, FF (K-12), Learning Disabilities (SM) K-12, and Administrative Certificate (K-12).

**SKILLS** • Professional Artist (specializing in stained glass, drawing, painting, photography, graphic design and mixed media), Bilingual (Spanish and English), expert in Microsoft Word, Microsoft Office, Excel, Outlook, and excellent customer service, marketing, advertising, communication, organizational, and interpersonal skills.

**EMPLOYMENT INTERNATIONAL ACADEMY OF INTERCULTURAL DEVELOPMENT** Doha, Qatar

January 23, 2013- *Senior Visual & Studio Arts Instructor*

May 23, 2012 • Instructed children to adults (4 yrs. old and above) in the following courses: Drawing for Children (4-7 yrs.), Introduction to Drawing (8 yrs. And above), Drawing I, Introduction to Painting, and Painting I.

*•* Designed and implemented age-appropriate courses with a Visual Arts Skills Test to measure student’s artistic developmental levels (i.e. beginning, intermediate, and advanced), and to determine course matriculation.

• Designed and painted a mural (2cm x 3cm) for Breast Cancer Awareness event supported by the Virginia Commonwealth University at the Ritz Carlton Doha.

• Created graphic logos for purposes of relocation to new premises.

• Modified art lessons for developmentally challenged children (i.e. autistic, cerebral palsy, language processes, hearing and speech impairment).

• Assisted students in community art competitions, college portfolio development, and public school and/or home art activities.

• Integrated DBAE (Discipline Based Art Education) philosophy and Visual Literacy curriculum components inside regular art classes and seasonal art workshops.

Dec. 14, 2011 **CODY MEDICINE & COMMUNITY HEALTH ACADEMY** Detroit, Michigan

Sept. 7, 2011 *High School Spanish Teacher*

• Taught Spanish I and II to ninth through eleventh grade students.

*•* Designed and implemented course syllabi aligned with state and national standards.

• Engaged all learners in practical communicative techniques and strategies such as talk-a-thons, scaffolding of vocabulary, round-table/round-robin, and a

variety of poetic stylistic devices.

• Coordinated and led the Academic Excellence and Science Olympiad committees.

• Worked closely with the Department of Multilingual-Multicultural education in order to develop and share similar world language goals and outcomes across the district.

**EMPLOYMENT BLANCHE KELSO BRUCE ACADEMY** Detroit, Michigan

May 17, 2001- *Art Instructor & Art Curriculum Leader (6-12)*

July 31, 2011 •Led, modeled, and supported school staff as they collected, analyzed and evaluated data for design and implementation of cross subject-area curriculum.

*•*Assisted in the design and implementation of the district’s academic national and state standards, benchmarks, assessments, and ensured that the art curriculum was aligned with state and national achievement standards.

• Designed and developed project-based lesson plans (6-12) integrating art with science, technology, engineering and mathematics (STEM).

• Developed, maintained, evaluated, implemented and enhanced curricular, instructional and therapeutic programs to reflect student achievement and growth in the cognitive, affective, and psychomotor domains.

• Collaboratively interviewed Art Instructors and provided pertinent observations of recommended candidates to Chief of Staff. Thereafter, led, trained, supported, monitored and managed all Art Instructors while sustaining the longest subject area department in the district and best student achievement results (academic, social, and artistic).

• Ensured that every student showed dramatic student achievement gains and that the school meets the school improvement target goals set by the district with proven results.

• Conducted Spanish translations and interpretations to help Spanish speaking students acclimate in subject area content, classroom rules, and regulations.

• Designed an art department-based professional literacy library and resource center to help teachers better their pedagogical skills.

• Taught the following K-12 art courses accompanied by student art portfolios: Introduction to Visual Arts, Graphic Design, Digital Photography, Crocheting, Mural Painting, Creative Movement, and a variety of drawing courses.

• Encouraged students to be proactive and participate in community art contests.

• Executed various pedagogical methodologies (Brain-based learning, Bloom’s Taxonomy, Multiple Intelligences, Jean Piaget’s Theory, Creative Therapeutic Modalities, Response to Intervention, Disciplined-Based Art Education) as well as altering various instructional methods (direct/indirect instruction, differentiated instruction, one to one instruction, multi-sensory instruction, socio-cultural instruction, and modeling instruction).

• Designed and integrated five learning systems (reading, writing [drawing], listening, speaking and metacognitively thinking) for students to perform during class prior to partaking in Art Production in order to increase student’s academic performance.

• Designed, implemented, and trained Visual Arts Instructors to integrate

(communicative) literacy, numeracy, creative, and critical thinking skills in Arts

Education courses.

• Researched, wrote, coordinated, and operationalized grant-funded projects, such as the Community Foundation for Southeastern Michigan, the Motor Cities Automobile National Heritage Area Pilot Program 2003-2004 and 2007-2008, Artsonia Global Arts Education 2003-2006, and the Detroit 300 Partner Program.

• Aligned school curricula, incorporated test-taking skills into the curriculum; created a strong-wide emphasis on basic reading, writing, and math via designing Title I After-School Program; and incorporated critical thinking skills across the curriculum.

• Assisted, orchestrated, and directed the following performances: 1) Black History & Visual Arts, Theatre & Poetry 2003, 2) Wrapped Up in Black History 2004, 3) Motor Cities Comic Art Convention 2003-2005, and 4) Character Design Show & Visual Arts Contest 2004.

• Cognizantly helped intermediate to advanced students develop an art portfolio and résumé in order to make application to community colleges and/or universities located here in Michigan and to apply for employment opportunities.

March 7, 2007 **Christ Child House** Detroit, Michigan

May, 2008*Youth Leader & Residential Artist*

• Created and delivered art therapy sessions to abused, neglected, severe developmental, emotional and behavior impaired youth as a result of years of damaging abuse and neglect.

• Designed and implemented intensive, structured, art therapy activities focusing on topics such as self-awareness, anger management, conflict resolution, grief and loss, coping skills, sexual development, and respecting authority figures.

• Collaborated with Social Workers, Clinical Case Managers, Psychiatrists, and other Youth Leaders to give input for youth’s treatment and therapy.

• Participated in group therapy, cognitive, affective, and psycho-physiological circles to address issues, discuss youth’s thinking processes and youth’s departures from the agency.

• Employed a variety of behavior management plans, modifications methods, strategies such as role playing, empathizing with other people, group or self-checks, time outs, and removal of savings due to misbehavior.

• Administered medications to youth prescribed by psychiatrists or nurses.

• Tutored youth with severe learning disabilities, developmental delays, emotional and behavioral problems in Mathematics, Science, English Language Arts, and Social Studies. Assisted youth with developing studying skill strategies, drawing strategies, self-didactic strategies, reading and writing strategies, compensatory strategies, and self-advocacy skills.

• Drove and chaperoned youth to various cultural and educational community outings. For example, museums, libraries, theaters, sporting venues, and the YMCA

• Designed and coordinated special events and art contests for youth. For example, Color Rendition contests, Arts & Crafts contests, and Holiday contests.

December 16, 1998- **BENJAMIN CARSON ACADEMY** Detroit, Michigan

May 25, 2002 *Art Instructor (3-12)*

• Instructed well over seven thousand pre-adjudicated youth in Design Synectics & Visual Arts combined with interdisciplinary thematic hands-on art projects using various media, art materials, multiple techniques, and time dedication.

• Designed and implemented a full-blown course entitled, Design Synectics & Visual Arts Program/Studio tightly structured with the following components: 1) Michigan Curriculum Framework Standards for Arts Education (interconnected with other subject areas, such as English Language Arts, Mathematics, Science, Social Studies, and Spanish), 2) Multicultural Arts Education curriculum, 3) Character Design & Education and 4) Brain-based instruction with whole brain art activities.

• Translated and interpreted (Spanish from English and vice versa) for Spanish speaking students and staff in order to help acclimate newly enrolled students into a detention educational type of setting.

• Created a Resident Art Studio and Gallery inside of the schools main foyer and

classroom where student’s artwork would be displayed all year around.

August 25, 1998- **NATAKI TALIBAH SCHOOLHOUSE OF DETROIT** Detroit, Michigan

December 31, 1998 *Elementary Spanish Teacher*

• Instructed 6 classes and 148 students in elementary, intermediate, and advanced Spanish.

• Utilized two types of methodologies, such as the Natural Approach and Total Physical Response to encourage and guide students to achieve optimum learning experiences in Spanish.

• Implemented and assisted students in building a personal Spanish portfolio.

• Created and conducted oral interviews for all students in order to improve

their Spanish speaking skills. All students monitored their acquired spoken Spanish throughout the year using cassette tapes with their own tape recorder.

• Integrated Visual Arts into Spanish lessons to strengthen student’s reading, writing (drawing), listening, and speaking skills in Spanish.

August 27, 1997- **BOWLING GREEN STATE UNIVERSITY** Bowling Green, Ohio

May 5, 1998 *Graduate Teaching Assistant in Spanish*

• Utilized two types of methodologies, the Natural Approach and Total Physical Response in order to encourage and guide students to achieve optimum learning in Spanish.

• Trained forty college students in Spanish 101 (Elementary Spanish) and Spanish 102 (Intermediate Spanish) courses to help students meet 85% (B+) proficiency in order to maintain the course grade requirement.

• Provided Spanish tutorials (*charlas*) for those students who needed additional practice and support. Designed and constructed university student-centered lesson plans based on the Natural and Communicative Approach.

• Facilitated and monitored students in reading, writing (drawing), listening, and speaking activities both inside and outside of classes.

September 17, 1996- **CENTRO DE ESTUDIOS NORTEAMERICANOS** Alcalá de Henares, Spain

May 23, 1997 *Graduate Teaching Assistant*

• Directed individual and group writing workshops for Spanish students majoring in English.

• Assisted students in the creative writing process of brainstorming, pre- writing, and transforming their ideas into English from Spanish.

• Served as a Research Assistant by collecting linguistic data and recording grammatical errors into a computer database for statistical purposes.

August 28, 1995- **SOUTH ATLANTA HIGH SCHOOL** Atlanta, Georgia

June 11, 1996 *High School Spanish Teacher*

• Taught 155 tenth, eleventh and twelfth graders in intermediate and advanced

Spanish.

• Facilitated and monitored students in reading, writing (drawing), listening, and speaking activities both inside and outside of class.

• Prepared daily lesson plans for two-hour block sessions during the 1995- 1996 school year.

• Designed and implemented Afro-Hispanic cultural materials into student’s curriculum and instruction.

October 1992- **CRISTALLO ARCHITECTURAL STUDIO** Toledo, Ohio

August 1995 *Stained Glass Design Consultant, Instructor*

• Designed one of a kind, custom made, sophisticated, and dynamic works for clients.

• Constructed works through various stained glass techniques such as sandblasting, glassblowing, lead came, and copper foil methods.

• Heavily involved in group collaboration on numerous projects with boss and many employees to create the best design with craftsmanship and workmanship.

• Conducted client home visits to gather ideas, concepts, and strong renditions.

• Demonstrated effective communicational skills on a business level with architects, electricians, carpenters, and interior designers in order to complete cross-functional projects for commercial and residential clients.

Fall 1995 **NAPOLEON HIGH SCHOOL** Napoleon, Ohio

*Student Teacher in Spanish*

• Instructed 160 ninth and tenth graders in introductory and intermediate Spanish

• Prepared daily lesson plans for ninety minute teaching sessions throughout a ten week period.

• Demonstrated effective classroom management skills by holding students responsible and accountable for their physical and verbal behavior.

**HONORS** • The Chancellor’s List®, 2004-2005, Nominated for highest academic honor, Austin, Texas.

• Sigma Pi Delta, Educational Honors, Livonia, Michigan.

• Olympic Hostess for the 1996 World Olympic Games in Atlanta, Georgia.

• Undergraduate and graduate Dean’s List, Bowling Green, Ohio.

**GRANTSMANSHIP** • **Artsonia Global Art Education Website Grant**. Present from 2003. (Awarded

$500).

• **MotorCities Automobile National Heritage Area Pilot Program.** 2004-2003 and 2007-2008. (Awarded $2,300 out of $2,500).

• **Detroit Partner Program.** 2002-2003. (Awarded $3,000).

**PROFESSIONAL** • **Livonia Parent Advocacy Group for Children Recovering from Substance**

**AFFILIATIONS & Abuse**, Co-founder, Secretary, Active Member

**COMMUNITY** • **American Art Therapy Association**, Active Member

**INVOLVEMENT** • **Music Art Therapy Association**, Active Member

• **Administration for Children and Families**, Active Member

• **Arts Serve Michigan**, Active Member

• **DaimlerChrysler Children’s Art Festival**, Art Advocate and Active Participant

• **Michigan Art Education Association**, Active Member

• **Michigan Association of Community Arts Agencies**, Active Member

• **National Art Education Association**, Active Member

• **American Association of Teachers of Spanish and Portuguese**, Active Member