

MARIANNA P. ZIMBARDO

Education

Tufts University, M.A.T. in Secondary Science Education
Candidate for initial license in biology, grades 8-12
Passed Communication & Literacy and Biology MTEL

August 2007

Villanova University, B.S. in Biology
National Society of Collegiate Scholars
Phi Alpha Theta

May 2006

Career Preparation

Boston Arts Academy Science Intern

Sept. '06 – May '07

- Currently teaching an eleventh grade biology class
- Co-taught ninth grade science using the Museum of Science *Engineering the Future* text
- Experience in lesson planning, assessing student work, writing student narratives, learning about student disabilities, meeting with parents, managing the classroom climate, chaperoning field trips, collaborating with colleagues
- Observed master teachers in their classrooms
- Shadowed a student for a day
- Visited student neighborhoods throughout Boston
- Met with mentor teacher and supervisor weekly to debrief practice

Villanova University Service Learning Community

- *Senior Co-Chair* *Aug. '05 – May '06*
 - One of three seniors in charge of overseeing the program
 - Forwarded the program's role on campus and in the city of Philadelphia by encouraging the participation of more professors, university staff, local organizations, and city officials
 - Aided in planning freshman recruitment, orientation, special events
 - Planned sophomore discussion group curriculum focusing on root causes of poverty, social justice, race relations, effective teaching
 - Led a weekly discussion group to help undergraduate participants reflect on the service experience
 - Tutored first and seventh graders in mathematics in a public Philadelphia elementary/middle school who failed to pass the Terra Nova tests
- *Junior Coordinator* *Aug. '04 – May '05*
 - Aided in discussion group curriculum planning
 - Led a weekly discussion group
 - Tutored sixth graders in mathematics
- *Sophomore Participant* *Aug. '03 – May '04*
 - Created an after school art workshop for fifth and sixth graders
 - Tutored fifth graders in mathematics

Other Employment

Response Insurance, Meriden, CT, Assistant Underwriter
Villanova University Bookstore, Customer Service
Gallows Hill Bookstore, Hartford, CT, Sales Clerk
Trinity College Bookstore, Sales Clerk
Anthony G. Lendino MD's Family Practice, Wallingford, CT, File Clerk

Summer '05 and '06
Aug. '04 – May '05
Summer '04
Summer '03
June '01 – Aug '02

Agustin Herrera

785 Broadway #1 *Somerville, Massachusetts 02144* (510) 847-6912* aherera@gmail.com

EDUCATION

Tufts University Expected Graduation August 2006
Master of Arts in Teaching: Social Studies /Humanities
University of California at Berkeley
Ethnic Studies Major, Education Minor

EXPERIENCE

Fenway High School Boston, MA

Teaching Intern for Humanities Department, 2005-Current

Developed inter-disciplinary curriculum and co-taught two humanities courses. Advisor for freshmen. Facilitated young men circle to discuss and dialogue of issues ranging from gender, race, class and sex education. Advisor for after school youth political program called Voices of Liberation. Organized creation of Fenway High School murals with the intention of building community and unity amongst students, teachers, administrators, and parents. Translated English documents into Spanish.

Xican@ and Latinos for Education (XALE) Richmond, CA

Teacher-Workshop Coordinator, 2002-2004

Instructed lessons, workshops, and discussions based upon the material XALE as created in the Raza Studies/Ethnic Studies curriculum. Created workshops on subjects ranging from the prison industrial complex to social-justice movements. Helped to develop mid-term and final exams for the course. Contributed to the recruitment/outreach at the University of California, Berkeley.

Upward Bound Berkeley, CA

Tutor, 2002-2003

Helped students in completing schoolwork in English, History, Social Studies, Ethnic Studies Government, and Spanish. Completed weekly reports to track student progress. Instructed Saturday sessions on a substitute basis. Served as a liaison between Upward bound students and Raza mentors at the University of California, Berkeley.

La VOZ de Berkeley Berkeley, CA

Chief Editor, 2001-2003

Managed the budget and other financial aspects of the Raza publication. Co-edited Spanish written articles and contributed articles in English and Spanish. Re-initiated a publication that had not printed in two years. Served as core contact person for people interested in getting involved with the newspaper. Supervised the student staff in accomplishing deadlines proposed.

Roosevelt Junior High School San Diego, CA

Teachers Assistant, 2000-2001

Assisted teacher in preparing weekly lesson plan for English Language Learners. Created and implemented an after school-tutoring program based on individual students' academic needs. Facilitated the course using material, which had a cultural significance in Spanish and English. Organized guest speakers to give presentations on college, scholarships, and life experiences with gang violence.

COMMUNITY SERVICE

LA PINATA, Spontaneous Celebration	<i>Volunteer Staff</i>	2005	Boston, MA
Uniting Cultures, Helms Middle School	<i>Advisor,</i>	2004	San Pablo, CA
Youth Together, Kennedy High School	<i>Workshop Coordinator,</i>	2003	Richmond, CA
Inlakex, MLK Middle School	<i>Circulo de Hombres Coordinator,</i>	2003	Berkeley, CA
Spanish Speaking Citizen Foundation	<i>Volunteer Tutor,</i>	2002	Oakland, CA
IZCALI Escuela de la RAZA	<i>Volunteer,</i>	2001	San Diego, CA

SKILLS

Computer: Spread Sheet; Excel, Presentation software; Power Point, MS Word
Language: Ability to read, write and compose in Spanish and English. Bilingual/Bicultural.

Meredith R. McGowan

address ▪ phone number ▪ email address
Massachusetts Licensure pending spring 2006

EDUCATION

Tufts University, and the School Museum of Fine Arts (June 2005 – July 2006) Medford, MA /Boston, MA
Master of Arts in Teaching in Art Education

School Museum of Fine Arts (June 2004 – May 2005) Boston, MA
Diploma Program

Fairfield University (September 1996 – May 2000) Fairfield, CT
Bachelor of Arts in Sociology, Minor in Studio Arts & Art History

EXPERIENCE

Kennedy Longfellow School, K-8 (September 2005 – May 2006) Cambridge, MA

Student Teacher

- Created and presented Lesson plans to K-8 art classes
- Participated in an interdisciplinary program with kindergarten, 1st, and 2nd grade teachers and students

Museum of Fine Arts Education Department (October 2005 – December 2005) Boston, MA

Assistant Teacher

- Assisted lead teacher in various cross disciplinary lesson plans to students, ages 7 & 8
- Developed and presented a cross disciplinary lesson plan to students, ages 7 & 8

Lincoln Nursery School Lincoln, MA

Co-Teacher (September 2005 – December 2005)

- Co-Teacher in afternoon “Stay and Play” program
- Responsible for planning various art projects and corresponding themes

Summer Camp Counselor (June 2005 – July 2005)

- Responsible for fifteen to twenty 3-5 year old students in a 4 day 20 hour a week summer camp
- Worked with co-counselors in planning various theme based projects

Co-Teacher ~ (November 2004 – June 2005)

- Co-Teacher of the “Purple Class”; fourteen 4 and 5 year old students
- Responsible for planning various art projects and corresponding themes
- Work with Co-Teacher and Director on administering curriculum

Liberty Mutual Insurance (September 2001 – November 2004) Weston, MA

Training Coordinator

- Organized five separate training programs within Liberty Mutual’s Commercial Professional Services Department
- Maintained and created multiple sites and pages within company Intranet
- Responsible for monthly and quarterly reports dispersed within department and shared with VP’s
- Was in charge of various spreadsheets and databases
- Multi tasking - On a daily basis provided support to 14+ people, performed regular duties, and prioritized tasks

City of Medford (September 2000 – December 2000) Medford, MA

Permanent Art Substitute teacher

- Taught art education to students ages 5-12
- Responsible for creating lesson plans for all ages on a daily basis

Layla M. Cady

Licensure PreK-8 Visual Art Education

Address	Phone	Email	Website
Education	Tufts University/School of the Museum of Fine Arts Masters of Arts in Teaching for Art Education, May 2006 MA Educator's Initial License: Visual Art PreK-8 Academic Scholarship , Tufts University, 2005-2006 Annie H. Ryder Memorial Fellow , American Assoc. of University Women, 2005-2006		Boston, MA
	University of Massachusetts Bachelor of Fine Arts Degree, 2001 Cum Laude, Major in Graphic Design, Minor in Psychology		Amherst, MA
	University of Hawai'i-Manoa National Student Exchange Participant		Honolulu, HI Aug. 1999-Dec. 2000
Experience	Graduate School Prepracticum/Student Teaching Internship Sept. 2005-May 2006 William H. Lincoln Elementary PreK-8 Art Classroom Graduate School Internship at Museum of Fine Arts Day Classes Mixed Media 12-18 yr. olds <ul style="list-style-type: none">Observed and assisted the cooperating teacher in art.Fostered creative and analytical thinking skills with students in classroom.Assumed full responsibility for teaching art lessons with various grades.		Sept. 2005-May 2006 Brookline, MA Fall 2005 Boston, MA
	Danny's Place Teen Center of Acton Mural Coordinator <ul style="list-style-type: none">Coordinated mural painters; Acton-Boxboro High School art department and student artists, and outside professional mural artist to facilitate painting of the mural. From conceptual design to oversight of the mural painting.Team player in meetings with construction committee, as well as a contributing painter of the mural.		Acton, MA Feb. 2006
	Lululay Designs Freelance Artist/Small Business Entrepreneur <ul style="list-style-type: none">Design and Production of invitations, greeting cards, and memory books for retail and personal clients.Participant at several local craft fairs selling merchandise.		Boston, MA Present
	Nelson Family Full-time Nanny <ul style="list-style-type: none">Organization of extra curricular activities and appointments according to family life-style needsOversee logistics of the home life for two children and family pets		Concord, MA 2002-2005
	Student Teaching Informal Internship The Nashoba Brooks School <ul style="list-style-type: none">Observed three art teachers with varied classroom grades.Examined teachers' differentiated lessons based on the multiple intelligences.Organized and executed bookmaking workshop for 7th graders.		Sept.-Dec. 2004 Concord, MA
Exhibitions	Art Education Festival , Museum School, Boston, MA May, 2006 In the Mix , Museum School BAG Gallery, Boston, MA October, 2005 B.F.A. Thesis Show , Augusta Savage Art Gallery, Amherst, MA May 2001 Jr./Sr. Show , Herter Art Gallery, Amherst, MA, May 2001		
Skills	Mac OS X/PC: Microsoft Word, Excel, PowerPoint; Lotus Notes; Raiser's Edge; Adobe Photoshop, Illustrator, PageMaker; Quark Xpress; 35 mm photography, ceramics.		

(Experienced Educator resume example)

Lisa Franz

511 Weld Street, West Roxbury, MA 02132

508-308-4705

lisamfranz@yahoo.com

LICENSURE & EDUCATION

Massachusetts Initial License, Grades 6-8 - English

Tufts University, Medford, MA, Masters of Arts in Teaching, English
May 2002, GPA 4

University of Connecticut, Storrs, CT, Bachelor of Arts in Sociology
Honors Thesis Topic: Gender Interaction in the High School Classroom
May 1997, GPA 3.9; Graduated with Honors, Summa Cum Laude

TEACHING EXPERIENCE

Dover-Sherborn Middle School, Dover, MA

Fall 2002-Present

Part-time Seventh Grade English Language Arts Teacher, Fall 2005-Present

Teach a cross-teamed heterogeneously grouped class of seventh graders three periods per day. Last year, this class was frequently co-taught with a seventh grade ELA colleague.

The writing workshop portion of the class asks students to take their pieces from initial idea to publication. Mentor texts are used to study word choice, organization, fluency and voice. The process culminates in a celebratory reading and publication in a personal writing anthology. The reading workshop balances whole class texts with student choice. Students read poetry, short story, drama and novel. Interdisciplinary connections with social studies, art and music are frequent and offer students an understanding of literature as art. Students demonstrate their understanding of the text through reflective writing, literature circles, differentiated activities and art projects. While reading and writing workshops are the main focus of the class, a vocabulary text and daily grammar program supplement the workshop model.

Part-time Literacy Coach, Fall 2005-Present

Co-teach reading strategies in content area classrooms or consult with teachers two periods per day. Coach teachers to view themselves as expert readers of their content and show them how to model their own thinking and reading strategies for students. Work with over 40% of the teachers (from a variety of content areas, especially science, social studies and math) to bring reading strategies to their classrooms.

Eighth Grade English Language Arts Teacher. 2002-2005

Taught an English class of heterogeneously grouped eighth graders. Used the school's vocabulary text and grammar program, as well as taught vocabulary and grammar in context. Students read selected works of classic literature. Some titles included The Crucible, To Kill a Mockingbird, Of Mice and Men, The Mousetrap, and several selected short stories from authors such as Ray Bradbury, Jack London, and Shirley Jackson. Incorporated a strong social studies component in the teaching of these texts. Students demonstrated their understanding of the text through tests, Socratic Circles, papers and art projects. Students worked on expository writing on literature, as well as several narratives and a persuasive essay. Assessed writing using a portfolio system.

Media Studies Teacher, 2005-2006

Co-taught and co-developed a media studies elective. Course objectives were to teach reading and writing strategies while helping students think critically about their relationship to the media and a consumer society.

Andrews Middle School, Medford, MA

Fall 2001- Spring 2002

Practicum -Student teacher of seventh grade English classes in an urban-rim, socio-economically diverse middle school. Developed a unit on autobiographical writing to help students develop as readers through a better understanding of writing.

(Experienced Educator resume example)

LEADERSHIP EXPERIENCE

Professional Development Presenter, Dover-Sherborn Middle School

Fall 2006-Present

Planned and implemented a two-day workshop on literacy for more than 40% of the teachers at the start of the school year. Continue to plan and implement one-hour workshops throughout the year on various literacy topics; for example, modeling metacognitive strategies, text coding, understanding text structures, holding thinking during reading, and written conversations.

Critical Friends Group Coach, Dover-Sherborn Middle School

Fall 2003 - Present

Trained through National School Reform Faculty as a Critical Friends Coach and have been co-coaching a CFG for four years. Currently coaching a CFG focused on reading comprehension.

Co-chair NEASC Committee, Dover-Sherborn Middle School

Fall 2005-Spring 2006

Selected to co-chair curriculum standards committee for Dover-Sherborn's 2007 site visit by NEASC. Organized the research phase and the writing of the report.

School Council Member, Dover-Sherborn Middle School

Fall 2005- Present

Selected by the faculty to serve on Dover-Sherborn's school council, during which time we have been looking at ways to improve the schedule to accommodate the needs of various curriculum areas.

PROFESSIONAL ACTIVITIES

Writer, Tufts University and the Acton Discovery Museum, Medford, MA

Summer 2002

Contracted to work for the Girls get SET (Science, Engineering and Technology) summer program, writing a report outlining the students' progress and the success of the program.

Trainer, Dover-Sherborn Middle School

Fall 2003

Became a certified LINKS trainer for my school to help facilitate the coordination of general education and special education in the areas of reading and writing.

Presenter, Dover-Sherborn Middle School

Fall 2005

Selected to speak at TEC Collaborative meeting - discussed Dover-Sherborn's literacy model.

Presenter, Dover-Sherborn Middle School

Fall 2005

Selected to speak to Dover-Sherborn's parent organization to educate parents about literacy issues and initiatives.

Presenter, Dover-Sherborn Middle School

Spring 2006

Selected to speak at Dover-Sherborn School Committee. Presented the literacy-coaching model at the middle school.

Presenter, Holliston Middle School, Holliston, MA

Spring 2006

Selected to develop and teach half-day literacy workshop at Holliston Middle School for ELA and Social Studies teachers.

Presenter, Tufts University, Medford, MA

Fall 2006

Selected to develop and present a workshop at Tufts University's first annual Teaching as Civic Engagement Conference. Workshop Title: Today's Literacy: Theory and Practice.

OTHER WORK EXPERIENCE

E-Commerce Implementation Specialist, Thomson Financial, Boston MA

2000-2001

Web Developer, Mednav.com, Wakefield, MA

2000

Administrative Assistant, Beth Israel Deaconess Medical Center, Boston, MA

1998-2000

SHARLENE YANG

EDUCATION EXPERIENCE

CAMBRIDGE PUBLIC SCHOOL SYSTEM – Cambridge, MA

High School Biology Teacher

Cambridge Ringe and Latin School, 2006 – present

High School Extension Program, 2004 – 2006

- Founding teacher at alternative Cambridge Public School program for at-risk students.
- Developed and taught biology curriculum that focuses on fundamental concepts of life science and scientific investigation.
- Set up and equipped science lab for hands-on activities and experiments.
- Experienced at organizing lesson plans for 80-minute block period.

CHONGQING UNIVERSITY – Chongqing, China

Environmental Educator, Peace Corps Volunteer, 2002-2003

TEFL Instructor and Environmental Educator, Chongqing University Staff, 2004

- Taught TEFL courses focusing on topics such as environmental awareness and American culture.
- Adapted Project Learning Tree and Project WET activities into a TEFL class format to be used by Peace Corp China TEFL volunteers. Organized and wrote an accompanying lesson and activity book.
- Advised university environmental group and collaborated with environmental outreach program (sponsored by World Wide Fund for Nature) by giving presentations about wetlands protection at local middle school.
- Co-organized annual Gender and Development conference (focusing on mentoring young Chinese women) by leading planning committee, inviting speakers, scheduling sessions and assigning session topics to other participating volunteers.

SOUTH OCEAN INTERNATIONAL SCHOOL – Chengdu, China

TEFL Instructor and Teacher Trainer, 2003

- Developed Oral English curriculum and taught classes with 18-35 middle school students.
- Lead teacher training course for Chinese colleagues emphasizing Western teaching methodology and active learning.

CRANBROOK INSTITUTE OF SCIENCE – Bloomfield Hills, MI

Museum Exhibit Developer, 1998-1999

- Managed and developed two interactive museum exhibitions (biology and anthropology) by researching, planning, and directing science content.
- Wrote, evaluated and edited labels for additional three natural history exhibitions.
- Provided team leadership to designers, educators and scientists to achieve educational goals.
- Collaborated with museum teachers to design classroom activities that complemented the educational benchmark goals of local schools.
- Facilitated communication among exhibition team members to produce accurate and audience-accessible science information.

UNIVERSITY OF MICHIGAN – Ann Arbor, MI

Graduate Student Instructor, 1995-1998

- Prepared and presented lectures on the basic principles of neurobiology, evolution and behavior.
- Instructed students in the basic principles of scientific writing.
- Courses taught: Introduction to Biopsychology, Comparative Animal Behavior, Introduction to the Mind and Brain.

RESEARCH EXPERIENCE

CHILDREN'S HOSPITAL – Boston, MA

Research Technologist, 1999-2002

- Directed the data collection and management of multiple studies investigating the molecular mechanisms of syndecan, a cellular surface protein.
- Coordinated behavioral study investigating a molecular model of feeding and satiety in mice. Implemented new method of drug administration.
- Supervised and trained new lab members in basic molecular biology and physiology techniques such as genotyping and histology. Through department internship program, mentored and taught college students basic skills in research methodology
- Managed and updated animal use protocols and coordinated all aspects of lab's in-house and outside animal husbandry facilities.
- Reduced animal husbandry costs by 33% by streamlining animal use procedures and updating management system of lab's animal facilities.

CORNELL UNIVERSITY – Ithaca, NY

Research Support Specialist, 1994-1995

- Directed the data collection and management of a large-scale study examining developmental effects of early lead exposure on learning and memory in rats.
- Recruited, trained and supervised a laboratory staff of 15+ people through multiple day-to-day tasks.

CORNELL UNIVERSITY – Ithaca, NY

Research Support Specialist, 1992-1994

- Designed and conducted experiments examining the early effects of estradiol on mating behavior of zebra finches.
- Responsible for maintaining breeding colony, administering hormone treatments by injection and implant, brain histology, and recording and analyzing behavioral data.

PUBLICATIONS/PRESENTATION

Barbarese, E., Soares, H., **YANG, S.**, and Clark, R.B. 1992. Comparison of CNS homing pattern among murine TH cell lines responsive to myelin basic protein. Journal of Neuroimmunology, 39: 151-162.

Adkins-Regan, E., **YANG, S.**, and Mansukhani, V. 1996. Behavior of male and female zebra finches treated with an estrogen synthesis inhibitor as nestlings. Behaviour, 133: 847-862.

Adkins-Regan, E., and Mansukhani, V., and **YANG, S.** 1997. Sexual partner preference in female zebra finches: the role of early hormones and social environment. Hormones and Behavior. In Press.

Adkins-Regan, E., and Mansukhani, V., Thompson, R.R. and **YANG, S.** 1997. Organizational actions of sex hormones on sexual partner preference. Brain Research Bulletin. 44: 497-502.

YANG, S and Holmes, W.G. 1996. The potential effect of intrauterine position on social play in Belding's ground squirrels (*Spermophilus beldingi*). 1996 Mid-west Animal Behavior Meeting, Indiana University, Bloomington, Indiana. (poster)

EDUCATION

TUFTS UNIVERSITY – Somerville/Medford, MA

M.A. in Teaching, Expected graduation in 2008

UNIVERSITY OF MICHIGAN – Ann Arbor, MI

M.S. in Psychology, 1997

CORNELL UNIVERSITY – Ithaca, NY

B.A. in Biology and Psychology (double major), 1994

Cum laude in Psychology

Preliminary Teaching Certification in Biology, Grades 9-12 (12/2004)