



Portfolio

Teacher/Nanny Resume

Angela Mitchell/Michaels

Update: 7/1/2013

Introduction

My name is Angela Mitchell/Michaels. I have been pursuing a degree in the field of Early Childhood, Art, and Design.

I am a resident of Vermont. I love the outdoors, working out, horses and living in Vermont. I have interests that include playing the guitar (Children's Song's), singing in the choir, creating with my artistic abilities.

My goal is to find a teaching position at the end of the 2011 spring semester. I am looking forward in implementing what I have learned and utilizing my capabilities to teach children.

I feel that my talents in the realm of the artistic and musical areas will enable me to be successful in this field. Extending myself to each child of all cultural facets will enable me to touch all parameters as an educator. My primary goal will be to bring forth my students creativity and to embellish upon the talents they embrace.

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Philosophy Statements

Philosophy of Education	<p>"First and utmost that is most endearing for me is this, optimal education should involve an educator who extends themselves in such a manner in which each student receiving the instruction will obtain new found knowledge in the effort that the student will retain their new knowledge."</p> <p style="text-align: right;"><i>Angela Michaels</i></p>
Philosophy of Discipline/classroom management	<p>"In order for my classroom to function in an orderly and productive manner I will always post a list of important classroom rules, which will be the behaviors that I will expect of my students." <i>Angela Michaels</i></p>
Philosophy of Parent Involvement	<p>"Direct participation and meaningful involvement of the parents during the educational development of their child will instill a sense of stability and self confidence in that child." <i>Angela Michaels</i></p>
Philosophy of Assessment	<p>"My philosophy of assessments that I highly regard is this, through cognitive, behavioral, and curriculum based assessments students level of quality learning is attained." <i>Angela Michaels</i></p>
Philosophy of Multicultural Education	<p>"If educators can develop a deeper understanding of the importance of multiculturalism the ethnicity, culture, and social status of a student will not be overlooked or underestimated." <i>Angela Michaels</i></p>



Angela Michaels

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802-683-3755 · Email: a815mary@yahoo.com

Early Childhood- Pre K- 3rd Grade

Devoted teacher with gift to reach out to every student and instill love for learning. Talents for designing age appropriate lessons and activities that teach the basics academic and socializational skills. My goal is this, to always extend myself to each student and to provide quality teaching in all of my lessons. Including, keeping strong communications between parents and the community and making certain that all students of all cultures are recognized.

Areas of Expertise

- Early Childhood Major
 - Artist
- Artistic Designer and Concepts of the Color wheel
 - America Reads Participant
- Assistant to a Primary Teachers' in Art and Music
 - Song writer and musician
 - Au pair'· Caregiver (Day Care Center)

Education and Credentials

Presently obtaining an Associate's Degree at CCV 2007-2009

Certificate for Child Abuse Awareness 2009

Paier Art School · New Haven Ct. Drawing Class 1995

Albertus Magnus · New Haven Ct. Psychology Class 1995

Middlesex Community College· Meriden Ct. Psychology Class· Physician Nutritional Class
1998

Professional Development

I will attend future seminars and courses pertaining to the educational field.

Technical Proficiencies

Barnyard sing along, Microsoft Word 2007/10, Excel, Encarta Encyclopedia, Photoshop, Publisher, Illustrator, Page Maker, Kodak Share, Jump Start, Gimp Photo

Teaching Experience

Grades K – 6 · Assistant to Primary Teacher · Sister Cindy -Christ the King School · Rutland, VT. (2007-2009)

Fundamental Art and Concepts · Music (age appropriate)

My assistance involved many art projects facilitating one on one instruction. In each class, I was allowed to have six students under my complete instruction for certain art projects. Singing, instrumental usage, concepts of reading music, and personal guitar performances were part of the musical curriculum. Sang in conjunction with primary teacher during lessons in the music classes. I accompanied students while they learned to play a particular instrument. Performed with guitar including children's songs from the curriculum and written by myself. I assisted with a school musical, including rehearsals in school and on stage.

Grades K – 4 Assistant to Primary Teacher (2005) Killington Elementary School- Killington, VT.

Concepts of color, shapes and design

Development of different art projects with students. Shapes, color application, usage of raw materials, pottery, water colors, acrylics, crayons, pencil, and pastels were used to implement different projects. Developing creativity and imagination was instilled and promoted to each student.

Children's Ski Instructor Killington Vt. (2003-2007) Pre-K – 2nd grade

Development of children's abilities to ski in the ski school at Killington Ski Resort for the First Tracks program. There was an involvement with private lessons for children that never skied before. Most of the private and First Track lessons were in pursuit of teaching a child to turn and stop on a small slope and using their equipment correctly.

Nanny - 2004-2005 the Malko Family in Chester. Vermont Maintained Property Contact

Information available upon request. Sydney and Derek Brother and Sister 6 years old and 12 years old.

Nanny - 2005-2006 the Adams Family in Killington Vermont. Contact Information Unavailable

(Moved) Three children. Home schooled youngest son. Ages were eight, eleven, fifteen years old. I maintained their two properties as well.

Nanny during 2009 and 2012 Ski Season..... Female: Haleigh age four. Contact information available upon request. High Profile family.

Tutor- 2012 Choate-Rosemary Hall School Wallingford, Ct.

Art-Elements of Composition-Lind Drawing-Media (Including writing within the In Design Program)

Tutor Wallingford Public library 2010-2013 Internet Usage for adults

Care giver at Jumpin Beans Daycare

1999-2013

Throughout these years I worked part time with the age groups of 3 years old to 5 years of age.

Joanne Holstein was the owner and director. If you would like to request her contact information I will do so upon request. Thank you

Autobiography

Angela Mitchell/Michaels

8-3-09

I was brought up in an environment in the home that was conducive towards teaching. As a child, my dad would set up a small blackboard and attempt to teach my brother and I the Greek language. It was then, that I became interested in the concept of teaching.

My strengths have always been in the arts and music. I have always been inclined to create artworks in the form of note cards and advertisements. As a child, I would draw birthday cards for my friends in the neighborhood.

I have always enjoyed using a blackboard to convey information to others even if it is not a formal teaching lesson. The usage of the chalk or marker enables me to present a visual for the viewer to see clearly what subject is at hand. Most classrooms have blackboards and my intent is to use it frequently during my lessons.

In my teens, I taught Sunday school and used crayons and pencils to portray rainbows and flowers in the class. The children were only five years old. I utilized my drawing capabilities to convey the Christian message to them.

There were times; I worked in daycare centers, in particular, the daycare center that is at the Killington Ski Resort. The center named the early learners in their skiing program, "First Tracks." There was a magic carpet ride that actually was a conveyer belt that moved the children to the top. I thoroughly loved to teach the children to ski. It was a challenge on occasion, but was very rewarding. I also, started to teach private lessons for the "never never'," meaning never having been on skis. The percentage rate that each child would actually be able to turn by the end of a two hour lesson was 99%. I developed a sense of patience during these lessons.

Now, that I am in the midst of obtaining a degree in teaching, in a formal setting, I am looking forward in starting my new profession. Children are the future. I hope to be there by their side with all of my abilities to render my purpose.

Teacher/Angela Michaels Happy Learning School, Woodstock, Vermont Fall/2010

Expression/Artistic Dimensions Grades 2-3

1.16 Students use a variety of forms, such as dance, music, theater, and visual arts, to create projects that are appropriate in terms of the following dimensions:

Skill Development - Projects exhibit elements and techniques of the art form.

Reflection and Critique - Students improve upon products and performances through self reflection.

Making Connections - Students relate various types of arts knowledge and skills within their groups.

Approach to Work - Students safely approach their media; solve technical problems as they arise.

Purpose: To expose students to all phases of expression and artistic dimensions.

Objective:

Creating a stage for the play that will be performed.

Selection of students who will actually design and paint the stage scene

Group meetings that will pertain to each student's skills and knowledge

Discussions, including the practical use of material used for the stage scene

Choosing the music and dancers for the play

Rehearsing for the play.

Performing the play.

Materials:

Acrylic paints, paint brushes rulers, pencil, scissors, magic markers, glue, glitter, staples, hammer, quarter inch nails cardboard, construction paper.

Accomplishments:

Students' knowledge is increased pertaining to paint as media. Communicating amongst each other in groups that involves the design of the stage and the usage of media.

Self expression of music and dance. A collaboration between the various groups that result in a unified project. Performing the play with an audience, including parents and relatives will instill confidence and a new found knowledge of the arts.

Angela Michaels, Stevens School, Woodstock, Vermont Fall/2010

Artistic Process

5.22 Intent
Grade K-2

Arts and Philanthropy**Purpose:**

The students will develop a list of ABCs related to giving and work cooperatively to create alphabet letters with their bodies.

Length of class:

Two to Three Forty-Minute Class Periods

Objectives:

Teaching children what philanthropy is.

Activates

Brainstorm words about giving/kindness that begin with each letter of the alphabet.

List words on the board, then alphabetize them. Tell each student to choose a partner. Working with the partner and using their bodies, have the students form each letter of the alphabet.

- Act out the "giving/kindness" words for each letter of the alphabet.
-

- Define the actions as acts of *philanthropy*. Define **philanthropy** as the giving and sharing of time, talent, or treasure intended for the common good.
- Have students give examples of what is meant by **common good**.

Select a student team to show the "construction" of an alphabet letter with their bodies and also pantomime the action described for each letter.

Typing it all together Connections made with the word philanthropy and common good through acting, observing, describing and interpreting what they have learning experience entailed.

Bibliographical References: <<http://learningtogive.org>>, Grades K-2, Philanthropy is "Phun", **Lesson One: The ABCs of Giving, Attachments One and Two.**

Teacher/Angela Michaels, Happy Learning School, Woodstock, Vermont Fall/2011

5.30 Elements, Forms and Techniques in the Arts

First Time Drawing and Painting

Appropriate for Kindergarten

OVERVIEW: The children will learn the application of water-based paints to an easel of painting paper. Basic shapes and colors will be the focus. Actual hands on exercises will be initiated in this class, learning how to use a brush and other tools will be taught.

PURPOSE: The purpose of this lesson is to increase and perfect the children's ability to identify, draw, and paint shapes, colors, and subject matter.

OBJECTIVES: Students will be able to:

1. Learn to draw out and paint the shapes of natural and manmade objects
2. Learn the basic colors of the color wheel.
3. To explore each child's imagination and natural ability

ACTIVITIES:

1. The kindergartens will begin to practice on full sheets of paper the strokes of brushing paint with water.
2. The lesson plan will be held introducing drawing basic shapes such as squares, rectangles and so forth.

3. Classes will begin with the actual implementation of painting shapes, actually, on the paper.
4. The lesson plan will be held several times to establish the name of colors.
5. A lesson will be held mixing colors to create new colors.
6. The students will choose what they want to paint such as fruit, flowers or other objects for a final project.

RESOURCES/MATERIALS NEEDED:

- Paper
- Drawing Pencils
- Paint Brushes and sponges
- Water colors and poster paint
- Books that are designed to show pictures.
- Media that will explain certain segments of the color wheel

TYING IT ALL TOGETHER: This lesson plan will introduce the world of basic painting and drawing to the students. Their knowledge of shapes, colors and stroking a paint brush will be established. The creative portion of this lesson plan will be measured by each student's ability and natural talent.

Angela Michaels, Stevens School, Woodstock, Vermont Fall/2010

5.31 Elements, Forms, and Techniques in the Arts

Music

Grade 2

Purpose:

The students will practice the songs from previous lessons about philanthropy and other songs that will put together a video to be given to a local hospital for the children to use as entertainment.

Length of Time

Two to Three Forty-Minute Class Periods

Objectives:

- Cooperatively perform songs.
- Volunteer time and talents without expecting anything in return.

The students will perform a number of songs appropriate for children age's two to eight. The performance will be videotaped and donated to the local hospital Pediatric Unit or shelter for use with the patients there.

Materials:

- Video camera and blank video tape
- Guitar or CD/cassette player for music

Typing it all together:

Recall with students the focus of the previous lessons. Remind students that they are taking a trip to the local hospital soon to see volunteers and paid employees performing their jobs. Let the students realize what they might be able to do in music class that would be of benefit to the children staying in the hospital. Guide them toward a sing-along video.

- Review the songs and Practice the songs

- Practice these until they are of performance quality
- Decide as a group how to introduce and end the video
- Dialogue with the students what they should look and act like when they are being filmed.
- Perform and videotape.
- Have students take a copy of the video with them when they take their field trip to the hospital.

Assessment:

View the video with students. Ask students to critique the performance as to how easy it was to sing-along, how "professional" they looked in their performance, etc. Ask for suggestions for future videos.

Extension:

- Have students write and illustrate books containing the song lyrics.
- A flyer should be sent home to their parents about the performance that will be given, including the place, date and time.

Bibliographical References:

- Kelley, Rick. "Random Acts of Kindness." <<http://learningtogive.org>> Resource Room, Past K-12 Project Newsletters, May 2000, Insert, (scroll to the bottom)

Angela Michaels, Stevens School, Woodstock, Vermont Fall/2010

Teamwork

3.10 Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions).

Teamwork

Appropriate for grades K-1

OVERVIEW: A good knowledge **is essential to in understanding the importance teamwork.** Students need to appreciate others and value others opinions.

Students need to comprehend the concepts of sharing information, and working together as one and to solve problems as one unit.

PURPOSE: The purpose of this lesson is to review the importance of sharing and communicating with others in a joint effort to attain one goal. Through the use of art, crafts, drama, music, and dance, students can acquire a better understanding of the importance of teamwork.

OBJECTIVES: Students will be able to:

1. Understand life as a unit.
2. Understand that people of all races, cultures, and religions can work together harmoniously.
3. Develop a sense of pride and appreciation for their work as well as others work.
4. Develop the ability to work well in groups as well as independently.

ACTIVITIES:

1. Students will illustrate their pets and create a book about animals in groups.
2. Students will decorate the bulletin boards in different groups.
3. Children will perform a puppet show in different groups and also make the background and costumes for the puppets.
5. Learn songs and dances of the different cultures of students that are in the class. They will dance in groups.

MATERIALS NEEDED:

Construction paper, cloth, magic marker, paint, scissors, stapler, make-up, CD player, card board, costumes, crayons, colored pencils, idea books, buttons

TYING IT ALL TOGETHER: A year end program combining the years work allows the students to perform and/or display their work to classmates and parents. The students learned to solve problems that arose and collectively solved them as one unit. Display of the children's work will be viewed by the school body. An appreciation day will be held to thank each other with a conclusion of cake and punch.

Gender

Gender Characteristics of Children

in the Primary Stage of Instruction

Essay by Angela Michaels (References)

Gender characteristics of children in the primary stage of instruction include the emergence of children's age and gender characteristics. A large role is played by social expectations and sex-role stereotypes in society. "The process of the socialization and formation of sex roles begins long before school instruction begins: from birth on, parents treat boys and girls differently; they make different demands on them; children are given different toys to play with; they acquire different kinds of experience, and so on" (*Russian Education and Society vol.46, p.1, 2004*).

The sex-roles stereotyping begin with toys and games for boys and are inclined to encourage the development of independence and an exploratory approach in completing tasks. Since boys are treated in a different fashion than their sisters for example, they are basically on their own. Boys remain more distant from their parents, they have to deal with experiences on their own and thus have an increase of cognitive thinking. Relations between girls and their parents tend to be more over protective and does not allow the child to be curious thus hindering their intuitive development. For the same reason girls need more discipline to give them a better sense of spatial relations? "Thus, by the time they start going to school girls and boys are characterized by a number of gender-determined characteristics of differing origins, and this has to be taken into account in the educational process" (*Russian Education and Society vol.46, p.2, 2004*).

Many elements in the system of education are the same for all children. They all have to go to school at the same age. What is prevalent is this; children go to school at the same time and have the same female or male teacher. Girls and boys listen to the same explanations at the blackboard and are given the same books and teachers attempt to have the exact same results from all of their students. Yet psychologists and educators have pointed out that girls generally find it easier to learn in school, at the primary stage.

An analysis of a psychological-pedagogical diagnosis of first-graders was a part of a large-scale federal experiment. The purpose was to determine first-graders' adaptation and readiness for school. Some of the abilities that were examined were motor coordination, spatial concepts, the ability to use very simple mathematical calculations, the ability to hear phonemic distinctions, skills of letter and sound analysis. Another determining factor was the first-graders positive attitude towards school, confidence and anxiety in the classroom. They examined the

gender aspect of a possible problem, in particular the characteristics of girls' and boys' psychological and pedagogical in class. The data obtained for this experiment was grouped on the basis of gender and the location of the educational institution (urban or rural) and compared in terms of the indicators that were being studied.

Distribution of First-Graders with a High Level of Psychological and Pedagogical Readiness for School (%)

Evaluative criteria	GIRLS			BOYS		
	urban	rural	as a whole	urban	rural	as a whole
Visual and motor coordination	30.4	23.0	26.7	21.4	25	23.2
Orientation on the Plane	64.3	71.2	67.8	41.4	67.3	54.4
The ability to carry out very simple mathematical calculations	87.5	80.8	84.2	74.3	73.0	73.7
Topological concepts	62.5	53.8	58.2	64.3	40.4	52.4
Comparison	92.8	73.0	82.9	80.0	76.9	78.5
Classification	67.8	71.2	69.5	64.3	59.6	62.0
Ability to hear phonemic distinctions	69.6	57.7	63.7	52.9	44.2	48.6
Letter and sound analysis	75.0	76.9	76.0	82.9	73.0	78.0

(*Russian Education and Society*, vol. 46, p.6, 2004).

This article stated different facts about sex-stereotyping, gender characteristics, behavior, and abilities. They all play a significant role in the development of children. The evaluations that concurred in the criteria table spanned from visual and motor coordination to letter and sound analysis. The girls for the most part led in the percentages, but the surprisingly results were that Urban areas in which the children were in had the higher numbers. As a whole, due to girls characteristic's prompted the victory over boys' which concludes that at the primary stage level of girls reveals that they were in fact, the leaders in pedagogical and psychological readiness for school.

References

M.IU. Buzhigeeva, 2004, Russian Education and Society: Gender Characteristics of Children in the Primary Stage of Instruction, vol. 46, no. 4, April 2004, pp. 76–88.

Cultural Equity

After Katrina: Rebuilding Opportunity and Equity into the New New Orleans

A Synopsis by Angela Michaels (References)

7-15-09

"... The challenges facing New Orleans today and for years to come and recommend tested models for making the city's social infrastructure stronger and more equitable than it was before Katrina."

(Urban Institute, January 2006)

Many of the residents left the area after the hurricane. Some will never return and some will, for those who return, the city needs to provide instruction for students who turn up. Teachers will be facing the impending probability of change in student numbers, characteristics, and locations. The city of New Orleans will need to attract high quality school leaders and teachers.

One area that was targeted was the New Orleans Parish's public school district. The school district, was facing a \$25 to \$30 million deficit for 2005–2006, was mismanaged and corrupt (e.g., phantom employees). New York–based rescue firm concluded.

The city of New Orleans (and the state of Louisiana, the federal government, and national philanthropies) needs to ensure the following for equity in their city.

- Children who turn up in New Orleans can attend school as soon as they arrive.
- The mix of schools and instructional programs available will match the needs of the changing student population.
- Schools and teachers hired will be excellent despite the potential hardships and uncertainties they can expect.
- The district will not invest in buildings in the wrong places.

One area that was targeted was the New Orleans Parish's public school district. The school district, was facing a \$25 to \$30 million deficit for 2005–2006, was mismanaged and corrupt (e.g., phantom employees). New York–based rescue firm concluded. The less than desirable standard management of 102 of the 115 Orleans Parish schools operating before Katrina would be changed to the state. The governor saw it as an effort to grasp a “golden opportunity for rebirth.”

The “Bring New Orleans Back Commission” had also developed a plan called the Educational Network Model. In this model, multiple providers would also operate individual schools. The commission needed to attract quality school providers, teachers, and principals who accept diverse work assignments. The New Orleans educational system will need to implement some factors to insure the equity of the quality of the schools in New Orleans, also to insure the culture of the area to remain constant and to prosper. The city needs to attract a large group of talented teachers and principals. The screening of these applicants should be carefully done to insure the validity of their experience and degree. In lieu of welcoming back the teachers; **“Make it possible for individual schools to hire teachers and provide attractive salaries, benefits, and working conditions.”(Urban Institute, January 2006)**

Pioneering new ways of organizing public education in cities nationwide seems to be the message. The reasons for this new wave of ideas is primarily due to the fact that throughout the nation there are minimal performing schools, educators unprepared to meet the needs of the Student's instruction and buildings of education are located in non-productive area.

The importance of these new changes can and will guarantee the future of New Orleans educational system to continue the cultivation of its culture and maintain equity in the school system. This essay of the article that was written in the “Urban Institute” magazine revealed the problems that faced New Orleans after one of the worst hurricanes that ever plumaged a city. The culture and equity has taken an upward turn due to the diligent and innovative efforts of community groups, local, state and federal governments.

References

P. Hill, J. Hannaway, 2006. The Urban Institute: The Future of Public Education
in New Orleans.

Personal References

Thursday, October 30, 2013

Karen O'Leary

122 Oswegatchie Road

Waterford, CT 06385

860-442-6633 and 1(860) 912-3058

RE: Angela Mitchell

To Whom This May Concern,

I have known Angela Michaels since 1996. On both a personal and professional level she has proved to be loyal and dependable.

Formerly, I was a director of children's events for Mountainside Outing Facility in Wallingford, CT. It is a seasonal business that specializes in corporate outings. I selected Angela for the position of coordinator/instructor for the Arts and Crafts department. Her duties included the planning, set up, instruction of a variety of creative projects, and clean up. She was always on time, completed all of her responsibilities, and added a delightful presence to engage the participants throughout the 5 or 6 hour shifts each weekend.

Angela has been entrusted by me to provide childcare for my 3.5 year old son. They have a good relationship as well. In addition to that, she has provided occasional house sitting. She is conscientious, pays close attention to detail, and has empathy.

I foresee a childcare facility setting as a perfect match for Angela. Please feel free to call me for any further information. My home telephone number is listed above.

Sincerely,

Karen F. O'Leary

3-10-09

Dear Sir or Madam:

It is my pleasure to write this recommendation for Angela Mitchell, whom I have known for two years. In the time that I have known her, I have found Angela to be a mature, sensible woman, who has a good rapport with children.

Angela provides occasional child care for my two sons, now ages 4 and 2. When she began working for us, the older was only 2 and the younger just an infant. Angela provides excellent child care. She has no trouble maintaining the children's routines, and does a wonderful job keeping them busy with stories and art projects (and not the television). In addition, she can be counted on to serve them dinner, even preparing the meal herself, as necessary. She has an excellent grasp of the nutritional needs of children. Beyond the basic routines of feeding the children and getting them ready for bed, Angela does a good job teaching them age-appropriate responsibilities, such as picking up their toys and putting on their own clothes.

I have no doubt that Angela would be an asset to your organization. She is a hard worker who has the best interests of children in mind. She is creative and energetic and will put in the extra effort to do a job right. I highly recommend her to your organization. Please don't hesitate to call or e-mail if you have any questions.

Sincerely

Catharine Cooke

802-776-8936

katyac@sover.net

Angela Michaels
Box 892
Killington, VT 05751
802-683-4368
a815mary@yahoo.com
4-30-08

To whom it may concern;

For the past six months, Miss Angela Michaels has assisted me as a volunteer in the teaching of art, music, and religion. She was always enthusiastic, positive and very helpful. She has excellent skills in music and art.

Angela's love for children was very evident and the children always looked forward to her coming. Angela was very dependable and if she needed a personal day (which was seldom) she always gave me able notice.

Angela has a strong positive attitude and it gives me pleasure to recommend Miss Angela Michaels to work with children Grades K-6.

Sincerely Yours,

Sr Cynthia Rouleau

Sr. Cynthia Rouleau
Christ the King School
60 South Main Street
Rutland, VT 05701