

## Professional Profile

A creative, compassionate, and ambitious Visual Arts Educator committed to creating a positive classroom environment that makes learning safe, fun, and stimulating for students. Utilizes effective engagement strategies by incorporating real-world scenarios and hands-on learning. Valuable experience in classroom management, lesson planning, best practices, technology, and professional development that promotes student-centric learning for high-academic success, growth, and differentiated learning to meet all students' needs. Also, competent in establishing positive rapport with students, parents, and colleagues for better success in student learning.

## Licensure

### Visual Art Education – K – 12

**PEARSON:** Assessment of Professional Knowledge: Multi-Age (PK – 12) – *Passed*  
Content Knowledge: Art – *Passed*

**EdTPA:** *Passed*

*Score: 47 (Above Average)*

## Education

**Baldwin Wallace University**, Berea, Ohio

*Bachelor of Fine Arts in Education*, expected May 2020

Major: **Visual Art Education**

Minor: **Adolescent-Young Age Education**

GPA: 3.9/4.0

**Honors: Dayton C. Miller Golden Key Honor Society**, Academic Honor

**Honors Program Graduate**

**Deans List**, All Semesters

**National Honor Society**, 2016-2020

**Best in Show Recipient**, Student Art Show 2018

**Expected Summa Cum Laude**, Latin Honor

**Alpha Lambda Delta**, Academic Honor

**Deans Award Recipient**, Student Art Show 2016

**Honorable Mention**, Student Art Show 2019

**Strongsville High School**, Strongsville Ohio

*General K-12 Education*, August 2011 to May 2015

**Honors: National Art Honors Society**, 2011-2015

**National Society of High School Scholars**, 2011 – Present

**Polaris Career Center**, Middleburg Heights, Ohio

*Cosmetology*, August 2013 to May 2015

## Teaching Experiences

*Clinical Practice*, Grades K, 4 – 5, & 9 – 12, Spring 2020

**Olmsted Falls Intermediate School & Olmsted Falls High School**, Olmsted Falls Township, Ohio

- Attended after school art clubs and school meetings, such as staff and BLT meetings or teacher in-service days
- Organized, planned, and taught weekly a class designed to give additional support in developing the fine motor skills of students with physical limitations
- Created a positive learning environment built on the foundations of safety, respect, kindness, and fun learning
- Collaborated and helped plan, select, organize, and set-up the high school's Student Art Show
- Developed and created individualized, hand-held manipulatives and art tools for students with fine motor limitations
- Planned, adapted, and differentiated instruction with scaffolding and best practice methods to reach all student learning needs and Ohio Learning Standards
- Sought out, listened, and took constructive feedback from cooperating teacher and university supervisor to better develop and plan my instruction and teaching methods
- Develop and used multiple forms of formative assessment and practice activities to check for student understanding
- Collaborated and communicated with staff, cooperating teacher, university supervisor, and administration to support student learning
- Mastered technology in creating interactive and demonstrative lessons by use of videos, online simulations, and Google Programs.

*Art Methods/Internship*, Grades K, 4 – 5, 9 – 12, Fall 2019

**Olmsted Falls Intermediate & High School**, Olmsted Falls Township, Ohio

- Created, varied, and facilitated lessons to spark interest and differentiate learning in art, using various resources, objects, and materials

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- Acted as a positive role model and implemented a respectful, safe, and fun learning environment
- Developed an interdisciplinary hands-on art, history, and culture lesson about Native American totem pole art and how culture and history shape the context of developing artistic styles, forms, and designs
- Contributed in developing students' fine motor skills

*Reading in Content/Assessment Methods, Grades K, 4 – 5, Spring 2019*

**Olmsted Falls Intermediate School**, Olmsted Falls Township, Ohio

- Used a variety of materials and reading resources to make learning more accessible and meet the needs of all learners
- Used story books to engage, motivate, and hook students into the next art topic or theme
- Developed and used a variety of formative assessment and exit slip methods to check for student understanding
- Used technology to create guided imagery voice threads for building student interest in learning about the Japanese artist Hokusai and watercolors

## Related Experiences

*High School to Higher Education Semester Internship, Fall 2016*

**Strongsville High School**, Strongsville, Ohio

- Developed leadership experience by acting as a positive college role model and academic coach for a group of students
- Tutored the students in various subjects such as reading, math, and history
- Organized a presentation and reduced anxiety the students may have had about transitioning from high school to college
- Created a safe, fun, and engaging learning space for my students

## Other Experiences

**Sales Lead/Manager, Aeropostale**, Strongsville, Ohio, December 2017 – December 2019

- Developed leadership and teamwork skills by running entire shifts myself with a team of associates I collaborated with to accomplish our goals
- Strengthened listening and communication skills by working with customer and associate problems and turning situations from negative to positive solutions
- Acquired understanding and skills in having responsibility and demonstrating accountability
- Problem solved and found positive solutions for the best customer service experience
- Mastered multi-tasking and time management skills: Ran the selling floor while answering phone calls, keeping associates busy and engaged with customers, merchandised floor sets, assisted employees with register difficulties, trained associates, completed online pick-up orders, and more
- Worked part-time for two years while being a full-time Baldwin Wallace student and completing my methods courses

## Leadership/Activities

- **Shift Manager** for Aeropostale Co., 2017-2019
- **Academic Coach/Tutor** for the High School to High Education Transition Internship, 2016
- **Honors Senior Portfolio** for Recruitment in the Honors Program, 2019
- **Polaris Career Center Student Ambassador** for Incoming Students and Program Recruitment, 2013-2015
- **Teaching Together Conferences**, 2019, 2020

## Certifications

**Child Abuse Awareness and Prevention Certification**

**Opioid Awareness Training**

**Highly Qualified Teacher-** Guarantee in K – 12 Visual Art and Professional Knowledge Understanding: Passed the Art Exam with a score of 258, and passed Assessment of Professional Knowledge: Multi-Age with a score of 256

## Technology Skills

|              |                  |                |   |          |
|--------------|------------------|----------------|---|----------|
| Smartboard   | Microsoft Office | Screen Castify | Social Media – Pinterest, Instagram, Facebook   | Padlet   |
| Kahoot!      | Poll Everywhere  | Class Dojo     | Google: Docs, Slides, Forms, Drawing, Classroom | Linoit   |
| Voice Thread | NearPod          | Quizlet        | Smart Notebook                                  | Artsonia |

**Teaching Statement**

“Learning is” describe by the following list which details what you might see, hear, or feel when visiting my “Intelligence-Friendly, Relationship-Driven, Working-With Learner-Centered” classroom:

1. **“Learning is” safe and fun because my classroom is built on foundations of respect for others and healthy student-teacher relationships.**
2. **“Learning is” varied, differentiated, and individualized so ALL student learners find academic success. If necessary, I change strategies to meet students’ needs rather than expecting students to change to meet teacher needs.**
3. **“Learning is” relevant to real-world scenarios in my classroom, and teaches students valuable skills they will need in future endeavors, such as social skills, problem-solving strategies, and technology applications.**
4. **“Learning is” encouraged through social work with a classroom layout that is organized and flexible to meet the needs of collaborative tasks.**
5. **“Learning is” planned for lesson content to build on students’ prior knowledge, experiences, and personal interests while implementing the best practice research for tasks and activities in my classroom. I build rapport early in the year to help shape my planning as I get to know student strengths and weaknesses.**
6. **“Learning is” creative and visually stimulating in my classroom environment. My walls are covered in student art works, teacher art work, and inspirational and thought-provoking quotes, as well as classroom management and organization lists such as a bulletin board with project due dates, calendars, and classroom rules created together as a class.**
7. **“Learning is” organized for instructional strategies to encourage student to be involved, make choices, and take responsibility in their learning goals and progress in my classroom.**
8. **“Learning is” active, messy, exploratory, inquiry-based, and hands-on through interactive and art project-based learning. Students explore personal interests and content knowledge simultaneously in my classroom by asking questions, problem-solving, and expressing creatively.**
9. **“Learning is” best through instruction that reflects both high expectations and an understanding of child and adolescent growth and development.**
10. **“Learning is” working with my students rather than doing things to them.**
11. **“Learning is” cross-curricular and integrative with other subjects in my classroom. I develop positive working relationships with colleagues early in the year to help promote this type of instruction.**

These statements paint the picture of what you might see, hear, or feel when you visit my classroom. My instruction will actively engage, mentally stimulate, encourage creativity and expression, and intellectually challenge my students to critically-think and problem-solve solutions throughout the school year. Acting as a positive 24/7 role model, my classroom is a space where students can not only play and learn, but also feel safe and secure every day.

**References Contact Information:**

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