

Angela Sherman

Spanish /ESL Teacher



*Plaza Mayor
Salamanca, Spain*

“To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world.”

~Parker Palmer~

Angela Sherman

Professional Goals

In my desire to become a secondary education teacher in Spanish and English as a Second Language, I am seeking a position in which I can continue towards my aspiration of being an effective World Language Instructor. My goals are to transfer my communicative knowledge to students, instill a love of language as well as multicultural appreciation and respect of cultures different from their own.

STUDENT TEACHING EXPERIENCE

One year long Student Teaching internship

Holt High School, Holt, MI 2007-current

- ❖ Taught a unit centered around foods from multiple Spanish speaking countries
- ❖ Created a thematic unit on how to lead a healthy life and its significance to Spanish speaking society as well as American society
- ❖ Prepared lessons focusing on holidays celebrated in Mexico and Spain
- ❖ Incorporated TPR in vocabulary learning
- ❖ Planned using the backwards design approach
- ❖ Adapted lessons for multiple intelligences and disabilities
- ❖ Instructed students in English as a Second language
- ❖ Established contact with parents through phone, email, and conferences
- ❖ Participated in weekly professional development seminars
- ❖ Helped organize language department's World Language Week

PRE-INTERNSHIP EXPERIENCE

Student Teacher

Eli Broad Fellowship Program, Neinas Elementary, Detroit, MI 2007

- ❖ Created lessons in all subjects for an elementary school classroom
- ❖ Conducted lessons in both English and Spanish
- ❖ Translated homework for Spanish-speaking students
- ❖ Corresponded with parents in Spanish

Pre-Student Teacher

Waverly High School, Waverly Community, MI 2006-2007

- ❖ Composed lessons for multi-level Spanish classes
- ❖ Studied mentor teacher's teaching styles and student's learning styles
- ❖ Organized students grades

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Pre-Student Teacher

Eastern High School, Lansing, MI Spring 2006

- ❖ Monitored the implementation of dual languages in an English as a Second

- Language classroom instructed by a bilingual teacher
- ❖ Worked individually with ESL students
- ❖ Guided students in their daily subjects
- ❖ Designed and administered grammar based activities

Pre-Student Teacher

Dwight Rich Middle School, Lansing, MI Fall 2005

- ❖ Observed teaching styles and classroom management in the Spanish classroom of a first year Spanish teacher
- ❖ Reviewed daily lessons with small groups of students

Pre-Student Teacher

Everett High School, Lansing, MI Fall 2004

- ❖ Tutored high school students in all subjects

TEACHER RELATED WORK EXPERIENCE

ESL Tutor 2007-current

East Lansing, MI

- ❖ Assisted Korean native in Doctoral studies

Childcare Provider Assistant

East Minster Child Dev. Ctr., E. Lansing, MI 2005-2006

- ❖ Oversaw toddlers in daily activities

Assistant Camp Director

Southfield Parks and Recreation, Southfield, MI Summer 2005

- ❖ Coordinated camp activities for kids aging nine to twelve years old
- ❖ Supervised counseling staff
- ❖ Chaperoned excursions
- ❖ Communicated with parents
- ❖ Evaluated staff members' performance

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HONORS AND ACHIEVEMENT

Margaret Lorimer Endowed Scholarship Michigan State University	2007
Michigan State University College of Education Alumni Scholarship	2005
Michigan State University Dean's List	2004-2007
Michigan Merit Award	2003
State Champion Track and Field Class D	2000
Academic All-State Athlete Class D	2000-2003
AAU National Championship Participant Track and Field	2000-2003

MEMBERSHIPS

Michigan World Language Association Member	2006-current
Phi Beta Delta International Honor Society	2006
Phi Kappa Delta Spanish Honor Society Michigan State University	2006
National Honor Society	2000

EDUCATION

Bachelor of Arts Degree **2003-2007**

Michigan State University
East Lansing, MI

Major: Spanish (FF) **Minor:** English as a second language
Cumulative G.P.A.: 3.45/4.0

Graduate Work **2007-current**

Michigan State University
Secondary Education Certification

Study Abroad Experience **2006**

La Universidad Menendez Pelayo, Santander, Spain

- ❖ Eight week immersion program
- ❖ In-home stay with host family
- ❖ Completed 9 credits of course work towards Spanish major in business, theatre, and Spanish literature
- ❖ Traveled throughout the country on educational excursions

High School Diploma **1999-2003**

Southfield Christian High School

Technical Skills: Experience with Word, Excel, and PowerPoint

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PROFESSIONAL REFERENCES

Karen Holman-Cervera
Secondary Spanish Educator
Holt High School
Grand Ledge, MI
(517) 376-1381

Agbeko Abenyiga
World Language Dept. Chair
Holt High School
Holt, MI
(517) 699-7634

Rosie Peters
Secondary German Educator
Holt High School
Holt, MI
(517) 699-7629

Wanda Beavers-Looney
Elementary Educator
Neinas Elementary School
Detroit, MI
(313) 835-0548

Laura Frasa
Secondary Educator
Oakland Community College
Waterford, MI
(248) 330-5140

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My Teaching Philosophy

“To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world.”

- Parker Palmer, Author of *The Courage to Teach*

As a World Language learner I have been blessed with the opportunity through the study of language to learn more about cultures different from my own. In doing this, I have surprisingly learned more about myself, the culture I represent, and the society in which I live. Now, as I move into the arena of teaching, it is my desire that through continual study of the Spanish language and its culture, my students will learn to evaluate and reevaluate who they are, create a stance for what they believe in, and take pride in the plethora of cultures that they bring into my classroom. With this in mind, my role as a teacher in a foreign language classroom is to give students the opportunity to not only learn a second language but also expose them to beliefs and viewpoints that they otherwise may not have been exposed through lessons of food, society, government, religion, and cultural celebrations in Spanish-speaking countries.

Expertise and knowledge begin with my role in the classroom, which at times may take the form of facilitator- allowing students to make discoveries and draw conclusions in order to educate one another. It would be best to describe my role in the classroom in the terms of a captain on a ship. While the captain is in control of the direction and course the ship will take, each crewmember must contribute equally to the running of the vessel or the entire voyage will take a turn in the wrong direction. So it is the same in my classroom. While I have the plans to take my students on an intercultural journey and show them multiple aspects of Spanish language and customs it is their decision to embark on this adventure with me. Logistically, there must be a balance between the learning and use of the target language. In my classroom I like to strike this balance with *M & Ms*. I first *model* the language and then create opportunities for students to *manipulate* it through speech, writing, and interpretation. In doing this, it is my hope to facilitate a classroom environment that sets language learners up for success rather than failure while teaching to multiple intelligences.

Speech, writing, and reading, while among the most traditional forms of language teaching will not be the end all of my teaching and assessments techniques. Due to my understanding that not every learner learns the same, I plan to incorporate projects that synthesize grammar into meaningful contexts. In the recent year, I taught a unit where I was required to teach commands but was stumped at how to make it meaningful to my students. While in the process of brainstorming, I recalled an idea from a teacher with whom I continually collaborate. Instead of a traditional assessment (a quiz or test), I used a project in which students had to make a video of a cooking show. Their entire show had to use the commands that we learned in class but had to be visually engaging to capture the audience's attention. The results were exceptional. I was able to hear from students that were not comfortable participating in class, while catering to students who were audiovisual learners. What's more is that I discovered that my students have a gift for video editing and production.

Although, I cannot take the credit for the creation of this project I can say that had it not been for the collaboration that I have with this teacher and others alike, products like the videos I received from students would have never happened. In my own professional development, I find it absolutely imperative to continually share and discuss ideas with other experienced teachers. With this in mind, I have contributed to such online teaching forums for World Language educators as FLTeach and Wikispaces. In the future, it is my aspiration to continue sharing my ideas and beliefs about language learning in whatever school district or community that I join.

~Angela Sherman