

Tiffany Desrosiers Searcy

EDUCATION, CERTIFICATION, AND HONORS

University of Florida – Gainesville, FL projected date May, 2014
Master's degree in Art Education
Current GPA: 3.94/4.0 (cumulative)

Oglethorpe University – Atlanta, GA May 10, 2008
Bachelor of Arts in Studio Arts with a concentration in Early Childhood Education
GPA: 3.3/4.0 (cumulative); Dean's List: Spring 2005, Fall 2007, Spring 2008, Most Outstanding Senior Nominee: 2008

GACE Art Education Test 109: Passed March 24, 2012 Test 110: Passed January 5, 2013

EXPERIENCE

Teaching Experience – Atlanta, GA

Art Teacher with Chastain Arts Center June, 2013- Present
▪ Design and implement 4 weeks of summer art instruction for students in grades K-4

Art Teacher with Out of the Box May, 2013 – Present
▪ Provide weekend art instruction

Art Teacher with Purple Hippo Art Studio April, 2012 – Present
▪ Provide weekend art instruction

Internship: Art Teacher Assistant- Huntley Hills and Montgomery ES January – May 2008
▪ Worked with grades K-5th to help guide children through lessons about artists and taught artistic techniques
▪ Instituted 4 lesson plans and expanded upon previous lessons and practices they had learned
▪ Learned from teacher's demonstration and assisted in fund-raising projects for the Art department

Art Teacher with ABRACADOODLE© 2007- 2008
▪ Worked with 6 children in an after school program once a week throughout the school year
▪ Guided students through lessons about artists, developed skills and knowledge of Artists of Distinction
▪ Improved artistic techniques while promoting a creative environment which allowed for individuality

ABA Therapist (In home Autistic Therapy) 2006 – 2007
▪ Worked with a five year boy with diagnosed Autism using Applied Behavior Analysis to improve his fine and gross motor skills, comprehension of numbers, words, colors, and animals
▪ Introduced song singing and board games to equip him with social and coping skills

Marist School – Atlanta, GA August, 2008 – June, 2013
Assistant to the Dean of Students
▪ Served as the Attendance Office Administrator, PowerSchool Administrator, and assistant to the Dean of Students in handling discipline and student matters
▪ Managed large and long-term projects that require effective multi-tasking and time management
▪ Maintained and update records of student data on discipline and attendance
▪ Cross-trained in multiple departments throughout the school year to help improve systems and procedures
▪ Mentored and promote student morale and Christian values

Summer Childcare Director Summers 2008 – 2009
▪ Designed and implemented a 9-week summer program for the Marist faculty and staff's children; managed 10 high school, work-study students to supervise up to 11 children aged 1-11 years; organized daily schedules with artistic activities and field trips.

Start Savvy (Per Diem) – Atlanta, GA 2007
Web-based Lesson Plan Developer
▪ Developed detailed curriculum for high school and college students to use O*NET and Personal Interest Testing
▪ Introduced students to 6 types of Holland Codes to explore jobs / colleges focused on identified personal interests and strengths

EDUCATIONAL AFFILIATIONS

- 2013 candidate: Carney, Sandoe & Associates and Southern Teachers

ACTIVITIES AND SERVICE

Marist School Religious Life 2008– Present
▪ Chaperoned 20 junior high students to Kermit, West Virginia on a Christmas mission trip (December, 2011) and chaperoned 18 high school students to Nicaragua for a mission trip (March, 2010). Chaperoned students on overnight spiritual retreats and led small group discussions

Oglethorpe University 2012– Present
Oglethorpe University Young Alumni Club
▪ James Edward Oglethorpe Scholarship Interviewer (2012, 2013)

Alpha Sigma Tau Sorority, Delta Pi Chapter 2004 – 2006

Marist Women's Build 2009 - 2011

Coaching Experience
▪ Atlanta Colts Youth Cheerleading (3rd-4th graders) August – November, 2010
▪ Marist Junior Varsity Basketball Cheerleading November 2009 – April, 2010

SKILLS AND EXPERIENCE

- Technology skills: Proficient in Microsoft Word, Excel 2010 training, mail merge, PowerPoint, and Outlook; Google Documents; PowerSchool Database (24 hours of training); html web design; Lotus Approach, Microsoft Access; Adobe Photoshop; Adobe Lightroom; Adobe InDesign; Vimeo; Audacity; Weebly; digital photography
- Other skills: Good communicator, organizer, innovative, creative thinker, team player, and dedicated individual

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ADDITIONAL INFORMATION

SCHOOLING AND PROFESSIONAL DEVELOPMENT

GACE Art Education Test 109: Passed March 24, 2012
Test 110: Passed January 5, 2013

Master's degree in Art Education - Relative Course Work: History of Art Education, Contemporary Issues in Art Education, Curriculum in Teaching Art, Twentieth-Century American Art, Sketchbook: Art and Design, Digital Video, Summer 2013: Design Thinking and Printmaking

Bachelor of Arts in Studio Arts with a concentration in Early Childhood Education - Relative Course Work: Computer Aided Drafting, Introduction to Drawing, Intermediate Drawing, Ways of Seeing, Introduction to Photography, Introduction to Digital Photography, Introduction to Printmaking, 3D Design, Beginning Characterizations, Art and Culture, Modern Art History, Critical Issues in Art- NY, Modern and Contemporary Architecture, Introduction to Education, Psychological Inquiries, Educational Psychology, Developmental Psychology, Exceptional Child, and Teaching Internship

2011- 2013 Professional Development – Introduction to Glassblowing, Pottery, Digital Photography 101 and 102, Introduction to Oil Painting, Microsoft Training: Excel Level 1-3, Lynda.com Training: Audacity, Photoshop, Lightroom, iMovie, Vimeo

What motivates me to teach?

My motivation to become an art teacher roots from my passion to positively impact children to become productive and creative thinkers. The arts have played a substantial role in the histories of our world by aiding and guiding the trends of the times. My goals as a teacher is to inspire today's youth to become objective and knowledgeable designers so they may make connections between the past and our future in an imaginative way.

Why I am transitioning into teaching.

For the last five years I have worked in a private Christian school as a member of the support staff. I have worked alongside of the faculty and the administration team using my creative background to design and institute new systems to make the school's operations run more smoothly and effectively. Over the last two years I have decided to return to my original goal of becoming an art teacher. My love of working with children outweighs my desire to work behind the scenes of running and operating the school. My goal is to redirect my creative abilities to design and create a curricular for active artistic learning in the visual arts.