

DANIELLE M. COUTURE
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OBJECTIVE

- My goal is to create and maintain a warm classroom community of learners where students feel safe and confident to learn, grow, and become active participants in their own education.

EDUCATION

- **Michigan State University, Lansing, MI**
 - Master of Arts in Education Graduation Date: August, 2014
- **Oakland University, Rochester, MI**
 - B.S.; Elementary Education Graduation Date: May, 2007
 - Major: Language Arts
 - Major: Social Studies
- **Lake Orion High School, Lake Orion, MI**
 - Diploma Graduation Date: June, 2002

EXPERIENCE

- **Lake Orion Community Schools, Lake Orion, MI**
 - Classroom Teacher (Social Studies) – Scripps Middle School – Grade 6
 - September 2011 – Present
 - Classroom Teacher (Theater, Computers, and Reading Support) – Oakview Middle School – Grades 6-8
 - September 2009 – June 2011
 - LSS (Learning Support Staff for ELA) – Pine Tree Elementary – Grades K-2
 - November 2008 – September 2009
 - Long Term Substitute LRC Teacher – Blanche Sims Elementary – Grades K-3
 - January 2008
 - Substitute Teacher
 - February 2007 – September 2009
 - Student Teacher – Stadium Drive Elementary – Grade 5
 - January 2007 – April 2007
 - Field Trip Guide – Moose Tree Nature Preserve – Grades 1-5
 - January 2006 – March 2006
 - CI Teacher Aide – Webber Elementary School – 3-5 Classroom
 - September 2005 – November 2005
 - Dance Team Co-captain and Dance Clinic Director – Lake Orion High School
 - September 2001 – June 2002
- **Step by Step School of Dance, Lake Orion, MI**
 - Dance Teacher and Choreographer – Preschool - Grade 12
 - Sept. 2000 - present
- **Clarkston Community Schools, Clarkston, MI**
 - Teacher Aide: Pine Knob Elementary School – Grade 1
 - January 2006 – March 2006
- **Detroit Public School District, Detroit, MI**
 - Teacher Aide: Brewer Elementary School – Grade 5
 - May 2005 – June 2005
- **Pontiac Public School District, Pontiac, MI**
 - Teacher Aide: Rogers Elementary School – Kindergarten
 - January 2005 – March 2005
- **Avondale Public School District, Auburn Hills, MI**
 - Teacher Aide: Avondale Graham Elementary School – Grade 3
 - September 2004 – November 2004

CERTIFICATIONS

- 6th Grade Social Studies: Going Global Training (September 2013)
- EIFER: Effective Instruction for Elementary Readers Training (June 2009)
- Social Studies Alive Training (Grades 1-2) (May 2009)
- Motor Series: “Moving to Learn” Training (April 2009)
- MLPP K-2 Certification (February 2009)
- DIBELS Assessment Training (September 2007)

- Project Wet Certification (March 2006)
- Population Connection Certification (March 2006)

ACHIEVEMENTS / ACTIVITIES

- Shock the Intensive Dance / Performance Workshop (September 2008 and 2007)
- Dean's List: Three Years (2004-2005, 2005-2006, 2006-2007)
- Fifth Grade Video Teleconference with San Antonio, Texas (March 2007)
- Modeling Writing with Children's Literature Workshop (January 2006)
- Encore Performance Workshop (October 2004)
- Al Gilbert Dance Convention (October 2002)

TEACHING PHILOSOPHY

Children learn in many different ways. As a teacher, I believe it is necessary to be aware of that fact, and teach the benchmarks using a number of different approaches to accommodate the different learning styles and multiple intelligences that students may have. In addition, I believe that children will best learn and grow in a stable and well managed classroom environment. They need to feel some ownership of their classroom in the form of student work displayed, "ours" or "we" statements, and knowledge of classroom routines and procedures. Established classroom procedures and routines are another important attribute of a high-functioning, successful community of learners. Having established routines and procedures allows for more organization in the classroom, more teaching and learning time, and less time lost in transitions between lessons. For example, having routines such as "attention getters" or "what to do when I've finished an assignment" cuts down on off task behavior and wasted classroom time. It is only then, when a classroom is well managed, that it will become a warm and caring, close knit, community of learners where students will not be afraid of judgment by their teacher or their peers. They will feel comfortable in asking questions and become active participants in their own learning. They will see their importance as an individual, and as a valuable part of our classroom community. I firmly believe that students who have these feelings of importance and worth will strive to succeed, and help and encourage each other to succeed as well.

RERERENCES

- References Available Upon Request.