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## TEACHING EXPERIENCE

### *Smithsonian National Museum of American History, Theatre Specialist*      *Washington, DC (2013-present)*

- Research, design, write, perform, improvise, adjust, and document three museum theatre programs.
- Programs are designed to complement new museum exhibits, support museum initiatives, and meet criteria in the National Standards of Learning.
- Perform as historically interpreted characters, interacting with: visitors of all demographics at the museum, schoolteachers in webcast workshops on integration of drama into the classroom, and students in digital outreach lesson plans.
- Training facilitators on scripted performance skills, audience engagement and problem solving.
- Quantifiable efficacy: 100% positive visitor feedback, 2.95/3.0 Performance Assessment, Recipient of 2018 Peer Award for Inclusion

### *Independent Acting Coach/Workshop Leader*      *DC Metro Area (2005-present)*

- *Corporate Training Events:* Designing custom workshops that fit the needs of the company or theme of the retreat (storytelling, improvisation, public speaking, voice-over). Leading improv/team building activities for groups of 12-60 participants, engaging non-actors in successful performance activities. (independently and via DC Improv, Comedy Sportz, Ingenious Interplay, Golden Sound Studios, etc.)
- *KIPP Charter School Teacher-Training:* Developed a 6-session class for group of 10 teacher trainers. Using acting fundamentals to enhance teacher training and support. Problem solving, role-playing, vocal/physical awareness, speaking/presentation skills.
- *Guest Artist at Area High Schools:* Teaching various acting/improv workshops at theatre festivals, judging scene showcases, coaching school-sponsored improv teams (1997-present, approx. 3x/year)

### *Studio Theatre Acting Conservatory/Studio Acting Conservatory*      *Washington, DC (2011- present)*

Teaching 15-week classes for aspiring adult actors.

- *Actor's Process.* Focusing on awareness, relaxation, concentration, stimulus/response, determining and playing objectives, obstacles, transitions, etc. Semester concludes with a prepared monologue/scene.
- *Improvisation or the Actor.* Building spontaneity, creativity, response to internal/external stimulus, ensemble-building, listening, story/narrative creation.

### *Imagination Stage*      *Bethesda, Maryland (2009-2015)*

Teaching 10-or 15-week classes for students ages 11-18.

- Classes taught: Improvisation, No Fear Shakespeare, Stand Up Comedy, Auditioning, Acting 101, Actor's Toolbox, Process and Performance, Shakespeare's Soliloquys, and Musical Theatre Conservatory (2-year advanced program)
- Developed curriculum based on theatre/life skill learning outcomes. Mentored teaching apprentices. Collaborated with Access Team for inclusion of students with special needs.

### *Eleanor Roosevelt High School*      *Greenbelt, Maryland (2000-2005)*

- *Drama Teacher:* total of 28 year-long drama classes, approx. 30 students/class. Levels 1-4
- *Director:* 5 plays, 4 musicals, 15 improv shows, oversaw 5 student productions
- *Curriculum Development:* 4-year Drama program, focusing on the ERHS Statement of Philosophy: "To foster the intellectual, emotional, physical, social, and ethical development of its students to enable them to be successful citizens."
- *Mentor Teacher:* Hosted two teacher interns through the University of Maryland. Training on real world aspects of teaching. (classroom management, planning, style, evaluation). Mentoring included Observation, Assistance, Co-Teaching and Direct Instruction by teacher intern, all with formal and informal evaluation by mentor teacher.

## EDUCATION

*Studio Theatre Acting Conservatory*, Washington, DC. (Program completed June 2007)

*University of Maryland, College Park*,  
Bachelor of Art in Secondary Education, Theatre and English (December 1999)

**\*\*\*See separate resume for Acting Experience (Stage, Film, TV, Commercial, Industrial, Voiceover)\*\*\***