

# Molly Skowron

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1017 Cranford Avenue  
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## EDUCATION

The College of New Jersey (TCNJ)  
B.S., Biology Secondary Education 2020

GPA: 3.58

## CERTIFICATIONS

- New Jersey Department of Education (NJDOE) Teaching Certification (Expected May 2020)
- New Jersey Principals and Supervisors Association (NJPSA) Bullying 101 for Educators
- NJPSA Anti-Bullying Bill of Rights
- Youth Mental Health First Aid
- American Red Cross First Aid/CPR/AED

## PROFESSIONAL EXPERIENCE

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|---------------------|--|
| Summers 2014 - 2019 | Water Safety Instructor  |
| JCC of Central NJ   | <ul style="list-style-type: none"><li>• Lead group swim lessons and individual swim lessons</li><li>• Assessed and developed swim techniques for basic and expert swimmers</li><li>• Soothed and encouraged children with a fear of swimming</li><li>• Collaborated with other staff to coordinate lessons</li></ul>   |
| Spring 2019         | Course Assistant   |
| TCNJ                | <ul style="list-style-type: none"><li>• Assisted lab meetings and guided student discussions in an introductory biology class for STEM majors</li><li>• Led weekly peer study hours in which individualized instruction was given to students having difficulty</li><li>• Collaborated with professors and other course assistants to plan future lessons and keep lessons consistent across all course sections</li></ul> |

## INTERACTIVE FIELD EXPERIENCE

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|-------------|---|
| Fall 2017   | Trenton Central High School West  |
|             | <ul style="list-style-type: none"><li>• Collaborated with TCNJ's Bonner society to run the Bridge to Employment program</li><li>• Encouraged students to explore their sense of identity through group activities</li><li>• Motivated students to create personal short-term and long-term goals</li></ul>  |
| Spring 2018 | Gilmore J Fisher Middle School  |
|             | <ul style="list-style-type: none"><li>• Observed an eighth grade science classroom to analyze the classroom culture</li><li>• Assessed the verbal and nonverbal communication between the teacher and students throughout lessons</li><li>• Explored the pros and cons of various teaching styles and leadership structures</li></ul>   |
| Spring 2019 | West Windsor-Plainsboro High School South   |
|             | <ul style="list-style-type: none"><li>• Observed two ninth grade honors biology classes to determine the unique learning needs of each student</li><li>• Planned and taught two course units, phylogeny analysis and meiosis</li><li>• Integrated instructional strategies and pedagogical theory into lesson plans to accommodate previously determined learning needs</li><li>• Analyzed formative and summative assessments to determine student growth</li></ul>      |
| Fall 2019   | Hamilton High School North  |
|             | <ul style="list-style-type: none"><li>• Planned and taught half of the curriculum for two honors biology classes, one lower level biology class, and three anatomy &amp; physiology classes</li><li>• Created inquiry-based classroom activities to meet the Next Generation Science Standards (NGSS)</li><li>• Differentiated content and skills to make the curriculum accessible to students with varied learning needs, including English Language Learners</li></ul> |