

Molly Skowron

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OBJECTIVE

Seeking a high school biology teaching position using adaptability and problem solving skills to implement an inquiry-based, student-centered approach in the classroom.

EDUCATION

The College of New Jersey (TCNJ), Ewing, NJ
Bachelor of Science in Biology Secondary Education, May 2020
Cumulative GPA: 3.58/4.00
Dean's List: 4/7 semesters

CERTIFICATIONS

- CEAS, Biology, State of New Jersey, Summer 2020
- Harassment, Intimidation, and Bullying (HIB) Certification
- Substitute Teacher, State of New Jersey
- Youth Mental Health First Aid
- American Red Cross First Aid/CPR/AED

TEACHING EXPERIENCE

Fall 2019
Hamilton, NJ

Student Teaching, Nottingham High School

- Taught relevant skills and information to two sections of Honors Biology, one section of Lower Level Biology, and three sections of Anatomy & Physiology
- Created inquiry-based, collaborative learning activities in accordance with the Next Generation Science Standards (NGSS)
- Differentiated content, skills, and assessments to make the curriculum accessible to students with varied learning needs, including English Language Learners
- Fostered critical information consumption skills using graph analysis and research projects

Spring 2019
West Windsor, NJ

Junior Practicum, West Windsor-Plainsboro High School South

- Observed two ninth grade classes of Honors Biology, each containing 24 students, in order to analyze classroom dynamics and assisted these classes during learning activities to facilitate student understanding of essential concepts
- Taught units on phylogeny analysis and meiosis to deepen student understanding of evolution and genetics using a hands-on, inquiry-based approach
- Promoted a positive learning environment by recognizing the strengths and unique learning needs of each student
- Analyzed pre-assessments, formative assessments, and summative assessments to determine student growth and used the data to inform teaching decisions

WORK EXPERIENCE

Spring 2019
TCNJ

Course Assistant

- Assisted learning activities during lab meetings and used questioning techniques to guide student discussions in an introductory biology class for STEM majors in order to facilitate student understanding of the essential concepts
- Led weekly peer study hours in which individualized instruction was given to students having difficulty
- Collaborated with professors and other course assistants to plan future lessons and keep lessons consistent across all course sections

SKILLS

- Google Classroom, Docs, Slides, Sheets
- Microsoft Office
- PowerSchool
- LaTeX