

Jamie Katz

3rd Grade Classroom Teacher

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Skills

As an educator, I display extremely positive classroom management skills. Not only do I know how to effectively run a classroom, I also know how to create and sustain meaningful relationships with students, co-workers and people in general. My content knowledge of material goes beyond the textbooks and I bring an energy to the classroom that makes the students genuinely want to learn. I can make learning fun (i.e., teaching the curriculum by writing original music to the tunes of popular songs that correlate with the material, implementing active learning strategies that don't confine children to their seats, and so on). Additionally, I possess good receptive and expressive written as well as oral skills, implying that I can work well with others. I'm a team player- I am more than willing to do what I can to attain what ever goal is at hand but I am also not afraid to speak my mind when something seems amiss. I know when it is time to be a leader as well as when it is time to let someone else take control. Most tasks can be learned with ease (I'm also more than willing to dedicate time to practicing tasks until mastery). My characteristics also enhance my skills since I have strong attention to detail, an immense amount of energy, a positive attitude towards work as well as an exceptional work ethic. Lastly, I am an exceptionally creative individual. I have sold many works of art, ranging from drawings to paintings.

Experience

West Philadelphia Achievement Charter Elementary School / 3rd Grade Classroom Teacher

August 2016 - PRESENT, West Philadelphia

This past summer, I was hired as a 3rd grade classroom teacher. Upon joining the school, I honestly did not know if I was ready to teach out of college. However, I quickly learned that I was more than capable of successfully teaching academics, social skills and life lessons. My 25 students have touched my heart and I know that I have effectively made a significant impact on the majority of them. From helping 10/25 of my students to reach a 5th Grade or + reading level (*20/25 are reading above or on grade level), to providing the children with an adult that they can truly trust to be fair, consistent and love them unconditionally, I know that I have made an impact on the majority of their lives. My classroom management skills are probably what stand out to my employers seeing that they're exceptionally strong. In the hallways, my students are silent, with their hands at their sides and their eyes straight ahead. In the classroom, they know what is expected of them and are praised for displaying positive behaviors, whereas logical consequences will result from negative ones. I recognize that transitions can be tough, so I make them fun by incorporating music and movement within my classroom. I play the guitar and am more than willing to open up the morning routine with a song (where students are provided with/exposed to the lyrics, expected to track their words and sing along). As far as my content knowledge goes, I know the material and am always looking for teachable moments to go beyond the scope and sequence. Even though academics are crucial, I think (based on my current/prior teaching experiences) that promoting/teaching positive social interactions is essential as well. I have come to realize that all of the students who walk through my door, may not know how to appropriately interact with others. Obviously, it's important to teach children about math and

literacy, but it's just as vital to teach them how to use manners or how to display empathy. Although I've highlighted many of my positive traits, I think my biggest strengths are my genuine love for teaching as well as my creativity that allows me to actually get through to the children. I am passionate about the work that I do because I recognize that my children are the future. So by whatever means necessary, I find a way to make the content relevant and meaningful to their everyday lives in the most interesting/fun manner possible.

General George Meade School / 2nd Grade Student Teacher

January 2016 - May 2016, North Philadelphia

During my final semester at Temple University, I was placed within a classroom at General George Meade School for student teaching. As a student teacher, it was my role to observe the students, construct lesson plans, implement them and slowly take over the classroom. In my past teaching experiences, I had always known that I was capable of creating a well thought out lesson plan. Additionally, I knew that I was able to create individual relationships with students and provide them with a reason to develop an intrinsic motivation for learning. However, during my time at General George Meade, I sharpened my teaching skills by learning how to handle behaviors that are not necessarily suitable, nor ideal for the classroom environment. Although it is a great school, I learned an immense amount pertaining to how to address behaviors appropriately, implement positive reinforcement and reprimand students in a reasonable, yet meaningful manner. My time spent at General George Meade prepared me to become a teacher who is ready to take on any potential situation.

Primrose School / Assistant Teacher

June 2013-August 2015, New Jersey

From the summers of 2013-2015, I worked as an assistant teacher within a private pre-school environment. During my first summer (in 2013), I worked with older infants (consisting of children from 12-18 months), which required constant redirecting as well as a ton of modeling in terms of demonstrating appropriate behaviors within a social setting. I would assist the infants during naptime by patting them to sleep, during diapering and meals. In 2014, I was moved up to an older classroom in which I was working full time with early pre-school children—who were two years of age. This classroom environment was much different seeing that the children were older and expected to follow a curriculum. I assisted the students in an array of ways (i.e., reading to them, conducting experiments, engaging them during music time, helping during art, serving meals, demonstrating appropriate, expected behaviors for their age levels, etc.). During my final summer at the school (in 2015), I was placed with older children (ages ranging between 2-3 years old). Similar to working with the older infants, I would help these children by providing them with age appropriate tasks (i.e., teaching them to express themselves through words, pushing them to work on speaking skills, etc.). Lastly, this past summer, I was placed within two different classes. The classes consisted of older infants and early pre-school children again (who were 3 years old). Seeing that the Early pre-school children were capable of doing more (in comparison to the younger students/babies), the activities conducted within this group were age appropriate. For instance, rather than helping these children to identify colors, they were pushed to work on their reading and/or writing (tracing) skills. Although my experiences were not with children of elementary school age, these experiences taught me how to be patient and really gave me a

chance to witness behaviorism, classical conditioning and Lev Vygotsky's sociocultural theory in action!

Education

Temple University / Bachelor's Degree

September 2011 - May 2016, Philadelphia

I graduated from Temple University with a GPA of 3.78. I devoted an immense amount of time, effort and energy to my studies. I graduated from Temple cum laude with a Bachelor's Degree.