**Sarah Hummel**

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**OBJECTIVE**  
Seeking a teaching position in the upper elementary grades through the middle grades to pursue my passion in educating the whole child while focusing on student achievement and student growth.

**EDUCATION**

West Chester University of Pennsylvania, West Chester, PA

Bachelor of Science in Education, Middle Grades Education (4-8) May 2014  
Concentrations: Science and Social Studies (21 credits in each)

Cumulative GPA: 3.74

**SKILLS**Microsoft Word, Excel, PowerPoint, and ActiveInspire (Promethean Board Technologies).

**PROFESSIONAL EXPERIENCE**

**Short-Term Substitute, 7th/8th grade ELA and Learning Support** March 2016-May 2016

* Short term substitute in a learning support classroom teaching seventh and eighth grade English/language arts and learning support (located at Cedar Crest Middle School).
* Differentiated lessons and instruction to meet various needs of all students.
* Worked with other learning support teachers to differentiate instruction and understand specific learning disabilities.
* Proctored small group PSSA assessments for students with specific learning disabilities.
* Taught meaningful lessons in a variety of learning styles modeling important before-during-after reading comprehension strategies.
* Incorporated science, social studies, and math into the ELA curriculum using a variety of sources and varying grade level texts.
* Encouraged students to be responsible for their own behavior and make respectful choices to overcome frustration.
* Collected data on all students for reading comprehension, writing comprehension and fluency at varying levels.
* Tracked student growth through data collection on IEP writer to meet individual student’s IEP goals.
* Provided support to struggling students who needed extra time or help with various other subject material.

**Long-Term Substitute, 7th grade Social Studies** October 2015- December 2015

February 2016- March 2016

* Long term substitute through A+ Teachers in the Annville-Cleona School District in seventh grade social studies.
* Planned meaningful and creative lessons for a variety of learning styles, which effectively addressed the diverse learning styles of each student.
* Collected attendance/homework, taught lesson plans, and encouraged students to learn in the specific content area of social studies while making meaningful connections to other core subject areas.
* Instructed students of all abilities and adapted my instruction to address their needs.
* Built a positive rapport through communicating with and listening to teachers and students.
* Encouraged and maintained a respectful classroom environment through clear expectations while lead teacher absent.
* Communicated effectively with students’ families during parent-teacher conferences.
* Differentiated instruction and assessments to meet the needs of all students in the classroom including those students with IEP’s, 504 plans, and gifted students.
* Attended weekly team meetings with other grade level teachers to improve teaching to meet the learning needs of all students.

**Substitute Teacher through A+ Teachers** January 2015- Current

* Substitute teacher (grades k-12) in the Annville-Cleona School District and Pine Grove Area School District.
* Collected attendance/homework, taught lesson plans, and encouraged students to learn across all grade levels and subject areas.
* Instructed students of all abilities and adapted my instruction to address their needs.
* Built a positive rapport through communicating with and listening to teachers and students.
* Encouraged and maintained a respectful classroom environment through clear expectations.

**Homebound Instruction, Annville-Cleona SD, grade 8 Social Studies** May 2015-June 2015

* Coordinated with student, teacher, and parent to provide effective instruction.
* Set expectations to maintain consistent homebound schedule.
* Set clear goals and tracked progress through various activities to make the transition back to school next year.

**Student Teacher at Schuylkill Elementary School, grade 5** January- May 2014

* Taught fifth grade in multiple subject areas: science, math, social studies, writing, word study, poetry, reading, and test preparation skills.
* Collected daily attendance, updated grades, and built relationships in my student centered classroom.
* Encouraged and motivated students to gain knowledge.
* Taught and planned lessons collaboratively and individually in a co-taught classroom environment (almost half of the students had IEP’s and/or 504s so the afternoon literacy block the reading specialist came in and we co-taught lessons [both teachers teaching together] consisting of small group rotations, individual student work, and working with the whole class).
* Worked with students in small groups to improve literacy skills and reading fluency.
* Worked collaboratively with the Reading Specialist to implement engaging lessons and implemented the Lucy Calkins Reading Workshop Model.
* Differentiated instruction to meet the needs of all students in the classroom including those students with IEP’s, 504 plans, and gifted students.
* Participated in the *Math in Focus: Singapore Math* seminar.
* Taught *Junior Great Books* during RTII period each day to encourage and develop students’ higher order thinking skills.

**Field Experience** 2010-2014

* Year-long partnership at Schuylkill Elementary starting in September 2013 every Monday and Wednesday totaling 36 hours for Reading Practicum.
* Tutored struggling eighth grader in improving math skills and test taking skills at Downingtown Middle School twice a week (Spring 2012).
* Collaborated with three science teachers at Great Valley Middle School to follow technology model (paperless classroom) in eighth grade science (Fall 2011).
* Co-taught (two other WCU students and I) interactive social studies lesson using technology, worked with small groups in math to help student’s master long division at Sugartown Elementary School (Fall 2011).
* Assisted classroom teacher during relevant science experiments in an eighth grade classroom at Ridley Middle School (Spring 2013).

**WORK EXPERIENCE  
Server at Longhorn Steakhouse Restaurant**  January 2016- current  
Lebanon, PA

* Developing team work and communication with restaurant staff while providing friendly service to guests.

**Server at Ruby Tuesday Restaurant**  May 2011- May 2016  
Lebanon, PA

* Developing team work with restaurant staff, providing quick and friendly service to guests.
* Communicate effectively with other staff while supporting and coaching trainees after hiring process.

**Gymnastics Lessons Instructor** July 2008 – July 2010

Lebanon Family YMCA, Lebanon, PA

* Planned lessons and taught gymnastics lessons daily to many young children from Mommy and Me classes through teenage years (1 to 14 years old).
* Evaluated students and communicated the results of the lessons to the children’s parents both in writing (evaluation chart) and in person.
* Continued to build interpersonal skills with children as well as their parents.
* Strengthened my ability to work effectively with others by teaching with a co-instructor.

**Childcare** 2004 - 2010

Various families in PA (confidential)

* Trusted with the care and safety of multiple children (2 to 14 years old).

**ACTIVITIES/ COMMUNITY SERVICE/CIVIC INVOLVEMENT**

* Calvary Church: Nursery Volunteer 2006 – 2010
* Engler Law office: helping to organize confidential legal paperwork and call clients- summer 2005
* Appalachian Service Project Volunteer: Summer (1 week) 2007, 2008, 2010
* Urban Mission Volunteer, Chicago: Summer July (1 week) 2009
* Toronto Mission Trip Participant: June (1 week) 2011
* Ecuador Mission Trip (~2 weeks) 2012/2013
* Boston Mission Trip Participant (1 week) 2014
* National Council of Teachers of English (1 year- current)
* Collegiate Learning Assessment Badge: Proficient skill level in Analysis, Problem Solving, and Written Communication (available through an online personal vault hosted by Pro Exam upon request, see CAE.org, badge located on LinkedIn profile)
* Church of the Good Shepherd Volunteer Leader (Fusion youth group grades 6-12 weekly 2 hours- August 2014- Current)
* Safe Schools Trained/ Act 126 Globally Harmonized System (Some districts refer to the training as OSHA- Occupational Safety and Health Administration Training- Completed December 2014)

The activities listed above demonstrate my passion to act responsibly for the well-being of others, organize effectively and in a timely manner, developed team-building skills while working with others, served a developing country in rural areas, improved and transformed houses, planned and supervised vacation bible school activities, established goals to collaborate with others in a timely manner, and facilitated learning.

**CLEARANCES & REFERENCES**  
 - Available upon request.

* Certificates of successful completion of Safe Schools Training also available upon request.