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Jessica Bennet

A highly educated and experienced substitute teacher with a unique combination of skills acquired from work in both Los Angeles Unified School District and New York City Department of Education. Known for effective lesson implementation and strong classroom management abilities, and creating a controlled, respectful, and safe environment while ensuring an uninterrupted flow of knowledge. Reputation for solid communication skills, adaptability, and a proactive approach to enhancing the learning experiences for diverse groups of students.



City, State Abbreviation zip code



(123) 456-7890



email@example.com



LinkedIn | Portfolio

KEY SKILLS

- Adaptability
- Classroom management
- Communication
- Knowledge of subject matter
- Lesson implementation

CERTIFICATIONS

- Provisional Teaching Certificate (PTC), National Board for Professional Teaching Standards, April 2018
- Provisional Teaching Certificate (PTC), National Board for Professional Teaching Standards, August 2018
- Substitute Teacher Certification (STC), merican Board for Certification of Teacher Excellence, May 2017

PROFESSIONAL EXPERIENCE

SENIOR SUBSTITUTE TEACHER | LOS ANGELES UNIFIED SCHOOL DISTRICT

LOS ANGELES, CA | JULY 2019 – PRESENT

- Successfully implemented lesson plans across different grade levels, with a focus on creating interactive learning experiences; received positive feedback from full-time teachers for maintaining the continuity of lessons during their absence
- Demonstrated effective classroom management strategies that led to a 20% improvement in overall student behavior and engagement
- Established a seamless line of communication with regular teachers, providing detailed reports and feedback; addressed any transitional issues efficiently, ensuring a smooth handover process

MIDDLE SCHOOL ENGLISH TEACHER | NEW YORK CITY DEPARTMENT OF EDUCATION

NEW YORK, NY | JUNE 2017 – JUNE 2019

- Instructed diverse classrooms of students, fostering a rigorous academic environment that prioritized English Literature learning; saw an average improvement of 25% on students' standard test scores in English
- Proactively modified lesson plans to cater to different learning styles and needs of students; effectively used technology and innovative teaching methods to increase student participation
- Liaised with parents and other staff members to discuss individual student progress and the effectiveness of teaching, resulting in improved overall student performance

EDUCATION

- Master of Education (M.Ed.)
Columbia University, New York, NY | May 2017
- Bachelor of Education (B.Ed.)
University of California, Los Angeles, CA