



Lilith Palmer

English Language Arts Teacher, Grades 9 to 12

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STRENGTHS

- 👥 **Responsive Instruction**
Adjusted reteaching and small group support after reviewing exit tickets, essays, and quiz results. Student needs shaped each next lesson.
- ♥️ **Inclusive Classroom Practice**
Built discussion routines with varied entry points during supervised teaching. Quiet students found clearer ways to participate and share ideas.
- ✓ **Assessment Guided Planning**
Connected rubrics, formative checks, and sample work with instructional revisions. Feedback made each unit more coherent and usable.
- 💬 **Clear Collaboration**
Worked closely with mentor teachers, faculty, peers, families, and staff. Regular conversations kept student progress visible and actionable.
- 📁 **Organized Instruction**
Prepared lesson materials, grading records, progress notes, and technology resources on schedule. Classroom routines stayed steady during busy periods.

SKILLS

English Language Arts
Grades 9 to 12 Instruction
Curriculum Planning
Lesson Planning
Reading Instruction
Writing Instruction
Adolescent Literacy
Formative Assessment
Summative Assessment

SUMMARY

Newly licensed **English Language Arts** educator prepared for secondary instruction through supervised classroom practice, curriculum design, adolescent literacy research, and teacher preparation. Plans engaging reading, writing, language, and discussion lessons aligned with course objectives and educational standards. Uses formative and **summative assessment** evidence to adjust instruction, provide **individualized support**, and guide student growth. Builds inclusive classroom routines that invite participation, strengthen written expression, and support **varied learning needs**. Maintains grading records, progress notes, lesson materials, and classroom technology with care. Collaborates with mentor teachers, families, peers, and school staff on interdisciplinary learning, student communication, and instructional planning. Ready to contribute thoughtful instruction, dependable organization, and supportive student relationships during a long term secondary assignment.

EDUCATION

Bachelor's Degree in English Education

Winona State University 🎓 GPA: 0 📅 2026 📍 Winona, Minnesota

Coursework: *Adolescent literacy, secondary curriculum, instructional strategies, educational assessment*

TECHNICAL SKILLS

- **English Language Arts:** Reading instruction, writing instruction, language instruction
- **Curriculum Planning:** Unit design, standards alignment, learning objectives
- **Instructional Strategies:** Modeling, guided practice, structured discussion
- **Assessment Methods:** Tests, quizzes, essays, exit tickets
- **Assessment Tools:** Rubrics, formative checks, summative assessment
- **Differentiated Instruction:** Vocabulary scaffolds, graphic organizers, response choices
- **Classroom Management:** Classroom routines, behavior expectations, participation structures
- **Educational Technology:** Presentation tools, document tools, learning management systems
- **Student Records:** Grading records, progress notes, assignment tracking
- **Communication Practices:** Family communication, progress updates, mentor conferences
- **Professional Collaboration:** Faculty meetings, department planning, peer review
- **Literacy Research:** Complex texts, writing to learn, text evidence

EXPERIENCE

Student Teacher, English Language Arts Grades 9 to 12

Supervised Teaching Practicum 📅 August 2026 to October 2026 📍 Rochester, Minnesota

Supported secondary **English Language Arts** instruction under mentor teacher guidance, covering literature, analytical writing, vocabulary, discussion, assessment, classroom routines, family communication, and instructional technology. Contributed **lesson planning** and progress documentation that supported consistent student learning.

- Delivered literature and analytical **writing** lessons aligned with course objectives for varied student readiness.
- Created daily materials using modeling, guided practice, independent writing, and structured discussion.
- Used exit tickets, **quizzes**, essays, and rubrics to guide reteaching and small group support.
- Maintained classroom routines and behavior expectations with mentor guidance in an inclusive setting.
- Recorded grades and progress notes in **classroom technology** systems for accurate academic communication.

[Differentiated Instruction](#)

[Classroom Management](#)

[Inclusive Education](#) [Grading](#)

[Family Communication](#)

[Instructional Technology](#)

LANGUAGES

English Native

Spanish Beginner

MY CAREER

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MONTHS

- Supported parent **communication**, department planning, faculty activities, and reflective mentor conferences.

Secondary ELA Curriculum Design Candidate

University Project 📅 January 2026 to May 2026 📍 Rochester, Minnesota

Created a classroom ready secondary **English Language Arts** unit for a curriculum methods course, connecting close reading, evidence based discussion, analytical writing, differentiated support, **assessment**, and learning management technology. Presented revisions that improved instructional coherence and usability.

- Created a multi week **grades 9 to 12** unit centered on close **reading** and analytical writing.
- Mapped objectives, texts, writing tasks, and assessments into a coherent literacy sequence.
- Developed vocabulary scaffolds, graphic organizers, response choices, and extension tasks for varied learners.
- Built formative checks, **writing** rubrics, and culminating assessments for instructional alignment.
- Integrated presentation, document, and learning management **technology** into organized lesson materials.
- Presented the unit to faculty and peers, then revised resources using constructive critique.

Adolescent Literacy Research Candidate

Academic Research 📅 September 2025 to December 2025 📍 Rochester, Minnesota

Investigated secondary literacy practices through education research, classroom simulation, peer review, and faculty feedback. Translated findings into practical discussion structures, writing tasks, inclusive participation supports, and planning guidance for **grades 9 to 12** English Language Arts instruction.

- Reviewed peer reviewed research on complex texts, discussion structures, and writing to learn.
- Translated research findings into an instructional framework for secondary **English Language Arts** classrooms.
- Compared questioning and discussion protocols through a small classroom simulation focused on text evidence.
- Created **reading** prompts and **writing** tasks with multiple entry points for diverse learners.
- Evaluated recommendations through faculty feedback, peer review, and a structured reflection rubric.
- Presented findings in a teacher education seminar and connected conclusions with future planning.

PROJECTS

Secondary ELA Curriculum Unit 📅 2026

Created a multi week curriculum sequence linking close reading, evidence based discussion, analytical writing, differentiated supports, formative checks, and a culminating assessment for grades 9 to 12.

Adolescent Literacy Instruction Framework 📅 2025

Synthesized education research into practical discussion protocols, inclusive reading prompts, writing tasks, and classroom planning guidance for varied secondary learners.

LEADERSHIP & AWARDS

- Dean's List, 2024 to 2026
- Teacher Education Excellence Scholarship, 2025
- Outstanding Student Teaching Portfolio Recognition, 2026

CERTIFICATIONS

- Minnesota Teaching License, Communication Arts and Literature Grades 5 to 12 📅 2026
- English Education Teacher Preparation Certification 📅 2026

PROFESSIONAL AFFILIATIONS

- Peer Mentor, Teacher Education Student Network, 2025 to 2026
- Volunteer Literacy Tutor, Campus Community Reading Program, 2024 to 2026

ADDITIONAL INFORMATION

Work Status : Authorized to work in United States. No sponsorship required.

REFERENCES

AVAILABLE ON REQUEST