

# Pedro M. Gonzalez

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## Certification

**Illinois Initial Secondary Certificate (Type 09) (6<sup>th</sup>-12<sup>th</sup> grade) IB (International Baccalaureate) Certified STA – English as a Second Language (all levels) – ESL endorsement – Spanish**

## Education

**Continuing Education, 2015-2016**

National Lewis University, Chicago, IL

**Master of Education, June 2013**

DePaul University, Chicago, IL, GPA: 3.7/4.0

**Bachelor of Arts in English, Latin American & Latino Studies, and Spanish Linguistics, June 2012**

DePaul University, Chicago, IL GPA: 3.1/4.0

## Teaching Related Experiences

**Gurdon S. Hubbard High School – English Teacher – Sept 2022 – Sept 2023**

- Teaching 9<sup>th</sup> grade English I that focuses on harnessing student voice and understanding its power. (Topics include meaning of having a voice, different historical and current social movements, the course problematizes injustices in society.)
- Teaching 10<sup>th</sup> grade Seminar II that focuses on understanding the mechanics of writing in various forms of expression. (The writing process, types of essays, creative writing, poetry, and other forms of literary analysis.)
- Collaborated with course teams to make sure that horizontal and vertical alignment is informed through student work.
- Co-created formative and summative assessments to utilize as data to inform the way that curriculum is being built at the school.
- Adviser to the Student Book Club at the school to help students guide each other through discourse grounded on literary critique to formulate understandings of the texts selected.
- Adviser to the National Honors Society in which I developed ways to get students to learn leadership skills in order to take charge through the building of the executive board. Students then stepped up and took lead on various projects, fundraisers, led meetings, and learned to completely run the honors society on their own.

**IHSCA - Instituto Health Sciences Career Academy – ESL English Teacher / Department Lead – Sept 2019 – July 2022**

- Teaching 9<sup>th</sup> grade ESL English that focuses on harnessing student voice and understanding its power. (Topics include meaning of having a voice, school to prison pipeline, action planning, injustices in the United States, etc.)
- Teaching 10<sup>th</sup> grade ESL English that focuses on understanding the issues still present in the United States. (Course problematizes injustices in society. The theme is focused on power and relationships within the borderlands and the construction of an “American Consciousness”.)
- Teaching 11<sup>th</sup> grade ESL English that focuses on understanding identity as complex and multifaceted. Look at self in a global context. Understanding global perspectives and being an active participant.
- Focus on grammar remediation on all levels.
- Writing process focuses on argumentation and research. Heavy focus on presentation and speech.
- Working with students from level 1 to 6 in ESL needs in all grade levels.
- Teaching English as a foreign language to my Spanish native speakers.
- Adviser to the National Honors Society. Focus on importance of community service, community volunteering, and advocacy.
- Creating partnerships that are sustainable to help student council/government, the English department, and curriculum and instruction.
- Helping with the development of the ESL school wide programming and implementation that began this year.
- Leading ESL team to co-create plans on how to serve our ESL/EL population.
- Hosting meetings on developing interdisciplinary curriculum with the ESL team.
- Creating templates, rubrics, and other documents necessary to execute the task at hand.
- Supporting my team with anything they need to help them in their daily practices.
- Developed an after-school class for my 0-2 level ESL students to build basic English grammar skills and foundations. Created a space where students feel comfortable to practice the language verbally.
- Adviser to the National Honors Society, which oversees the academic progress of students involved in the honors society.
- Coach students into becoming leaders, advocates, and civic engagement to show the attributes of a national honors scholar.

**Benito Juarez Community Academy – English Teacher – Aug 2018 – Aug 2019**

- Creating own curriculum for the 10<sup>th</sup> grade English II course grounded on Common Core Standards that looks at multicultural texts used in class to build a foundation. Courses are grounded on the Behavioral and Academic competencies (CBL) that CPS has begun to implement in some of their schools.
- English II was grounded on Identity and building healthy relationship with people. Topics were: Identity, Toxic Masculinity, Family, Politics, Global Affairs, and many more.
- Writing and creating curriculum for the IB (International Baccalaureate) Theory of Knowledge course for the 11<sup>th</sup> grade rooted in philosophy, ethics, psychology, and other subject areas and their theoretical frameworks in order to understand the way people acquire knowledge.

- College level expectations in the content and rigor of all material covered.
- Meeting the IB (International Baccalaureate) standards for the course units.
- Help instruct and participated as Teacher Adviser to the Student Folkloric Dance Group and was involved with community events.

#### **Francis W. Parker – English Teacher –Aug 2017 – June 2018**

- Creating own curriculum for the 10<sup>th</sup> grade World Literature course and the 9<sup>th</sup> grade Reading and Writing through the Genres course. Grounded on Common Core Standards that looks at multicultural texts used in class to build a foundation. Course aims at inclusivity of multiple voices that are present in the global platform. It problematizes injustices in society in order to build rhetoric to create a stance through an epistemology of indigenous knowledges and a lens of intergenerational relationships.
- Building of writing curriculum and instruction for all the units created throughout the school year.
- Immersing literacy with the performing arts in order to put skills into practice.
- College level expectations in the content and rigor of all material covered is the grade levels of 9<sup>th</sup> and 10<sup>th</sup>.
- Socio-emotional focus targeting growth of interpersonal skills and creating a space and community for students.
- Developed unique project based summative assessments, that challenged students to re-envision the way we can immerse ourselves into challenging literature (i.e. The Odyssey) through zines, the arts, acting, classroom galleries, among many other projects.
- Aligning pedagogical practices with school-wide mission and vision. Parker's mission on citizenship helps structure the goals on the units throughout the school year.
- Implementing and adapting to school's curricular theories and practices of social justice and global citizenship and education for liberation to continue developing the mission of becoming global citizens and being a part of all critical discourse.

#### **IHSCA - Instituto Health Sciences Career Academy – English Teacher - Aug 2014 – June 2017**

- Building and creating own curriculum for the Honors Composition II (10<sup>th</sup> grade American Literature) and Composition I (9<sup>th</sup> grade World Literature) courses. Grounded on Common Core Standards that looks at multicultural texts used in class to build a foundation. Course problematizes injustices in society in order to build rhetoric to create a stance through an epistemology of indigenous knowledges and a lens of intergenerational relationships. The theme is focused on power and relationships within the borderlands and the construction of an “American Consciousness”.
- Advisor of the GSA (Gay Straight Alliance): Support and guide students through the club's functionality and event planning. Mentoring students and implementing social- emotional curriculum to further help students. Socio-emotional focus targeting growth of interpersonal skills, dealing with emotions, and creating a space and community for students.
- Aligning pedagogical practices with school-wide mission and vision.
- Implementing and adapting to school's curricular theories and practices of restorative justice and education for liberation.
- Facilitating meetings based on theoretical frameworks; school-wide projects; interdisciplinary curriculum development; aligning curriculum across grade levels, departments, and disciplines.
- Helped a fellow teacher organized a field trip to a Springfield Rally across two campuses. Assisted with some of the logistical needs (permission slip, agenda implementation, bus logistical support, and other various tasks that were required for the safety of the students).
- Planning and implementing Scholarship and Spirit Week committee goals and objectives.
- Coaching Girls Varsity and Junior Varsity Volleyball.

#### **Early Outreach Program - University of Illinois at Chicago - English Instructor / September 2013 – June 2014**

- Building and creating own college curriculum for (English - Voice of the Borderlands course).
- Maintains a high level of college rigor within content to challenge students. (Use of college texts and literature that is diverse, critical theory, and theoretical texts to shape the framework of borderlands).
- Aligning pedagogical practices with school-wide mission and vision. Classes take on a college level flow with both the content and the work assigned.
- Implementing and adapting to school's curricular theories and practices of college rigor and vigor to support students and prepare them for demanding college courses.
- Accelerated curriculum in comparison to the course at the students' English high school courses.

#### **Instituto Justice Leadership Academy (Rudy Lozano Alternative H.S. - IJLA) - English Teacher / August 2013 – August 2014**

- Building and creating own curriculum for two different courses (English - Voice of the Borderlands and Creative Writing). Both grounded on a foundation of Social Justice. Voice of the borderlands looks at border theory to build a foundation on the multicultural texts used in class. Both courses problematize injustices in society in order to build rhetoric to create a stance. All this through an epistemology of indigenous knowledges and a lens of intergenerational relationships. The theme is focused on power and relationships within the borderlands.
- Competency Based Learning and assessment: the school grounded itself within the realm of seven major competencies that focused on a holistic approach the social emotional and academic growth of a student. The focus was on students attaining mastery of the different competencies and not the traditional model of letter grades.
- Mentoring students and implementing social-emotional curriculum to further help students. Familia teacher: socio-emotional teacher to specific students (homeroom). Targeting growth of interpersonal skills, dealing with emotions, and creating a space and community for students.

Aligning pedagogical practices with school-wide mission and vision. Social Justice Curriculum and restorative justice practices for student discipline.

- Implementing and adapting to school's curricular theories and practices of restorative justice and education for liberation.
- Co-Advisor of the GSA (Gay Straight Alliance): Helped support and guide students through the club's functionality and support.

- Facilitating meetings based on theoretical frameworks; school-wide projects; interdisciplinary curriculum development; aligning curriculum across grade levels, departments, and disciplines.
- Helped a fellow teacher organized a field trip to a Springfield Rally across two campuses. Assisted with some of the logistical needs (permission slip, agenda implementation, bus logistical support, and other various tasks that were required for the safety of the students).
- Planning and implementing Scholarship and Spirit Week committee goals and objectives.

#### **Instituto Health Sciences Career Academy (IHSCA) - Student Teacher, 3/2013 - 6/2013**

- Taught English Language Arts to sophomores for three different blocks (levels: low, regular, and honors) according to the CRS skills within the unit plan that I built for the spring quarter. Enforced grammar remediation.
- Modified assignments, projects, and followed proper IEP and 504 protocols.
- Took on all duties of cooperating teacher and followed IHSCA rules and regulations.

#### **Early Outreach Program (UIC – HMSEI) / (Student Worker/Mentor) 4/2007 – 7/2009**

- Helped the program with the students involved.
- Assisted project coordinators with copy making, phone calls (receptionist), and talking to parents and students about the awareness of higher education. Administered standardized testing and tutored students in need of academic help.

#### **Skills and Interests**

- Excellent bilingual communication and bi literacy in (English/Spanish), public speaking and phone skills.
- Experience in working with multi-cultural and diverse individuals and groups.
- Ability to multi-task, flexible, adaptable to any environment, organized and goal oriented.
- Committed to working cooperatively and jointly with all parties to provide quality service and education.
- Creative writer with experience indifferent genres of writing, particularly, spoken word with a background of open mic performances.
- Experience with athletics: running, volleyball, and soccer. Passion for reading and writing. Book club experience.
- Coaching experience with girls Junior Varsity and Varsity Volleyball.
- Utilization of technology to enhance instruction. Strong experience in Microsoft Office (Mac/PC).
- Multicultural approach using literature and interdisciplinary resources.

#### **Websites**

- <http://www.linkedin.com/pub/pedro-gonzalez/51/a90/94/>
- [https://depaul.digication.com/construyendo\\_el\\_puente\\_building\\_the\\_bridge/Home//](https://depaul.digication.com/construyendo_el_puente_building_the_bridge/Home//)