



# ALEKSANDRA JONES

**Address:** Los Angeles, California  
**Phone:** +1 (301) 283 - 8648  
**Email:** jones.aleksandra@gmail.com

## SUMMARY

English Language Arts teacher with experience in U.S. public schools and a background as an international school student. Educated in IB-aligned, multicultural environments, I create inquiry-driven literacy classrooms that prioritize student voice, choice, and reflection, encouraging students to engage deeply with texts and articulate their ideas with confidence. I value learning as a shared experience and always encourage students to bring their authentic selves to my classroom. I am experienced in supporting multilingual learners through inclusive, culturally responsive practices and purposeful use of data to guide instruction. Grounded in collaboration and care, I cultivate classroom communities where students feel seen, confident, and empowered to engage thoughtfully with the world around them.

## WORK EXPERIENCE

### Teacher, Richard Henry Dana Middle School, United States

Aug 2023 - Present

- English Language Arts Teacher 7th & 8th Grade, AVID Program (Advancement via Individual Determination)
- Main Responsibilities
  - Design and deliver standards-based, culturally responsive instruction aligned with Common Core State Standards (CCSS) and AVID methodologies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading)
  - Differentiate instruction to support multilingual learners, students with IEPs (Individualized Education Plans), and diverse academic needs
  - Integrate AVID strategies across content (focused note taking, Socratic seminar, philosophical chairs, tutorial process, higher order thinking, quick writes, think, pair, share, etc.)
- Major Achievements
  - Team lead for the 8th grade English Department (current)
    - Co-develop and refine 8th grade English curriculum, including units on literature, writing, and critical analysis
    - Design common assessments, rubrics, and instructional materials to ensure consistency and rigor
    - Select diverse, globally relevant texts to promote cultural awareness and student engagement
    - Facilitate collaborative planning meetings focused on instructional strategies, data analysis, and student outcomes
    - Mentor and support colleagues through shared lesson planning, resource development, and instructional alignment
    - Promote a collaborative, supportive team culture focused on continuous improvement
- Significant Student Data Assessment Results
  - Expertise in the i-Ready platform, an adaptive reading diagnostic that measures student reading levels across core literacy skills
    - During the 2024–2025 academic year, my students' reading levels increased by 150% from the middle of the year to the end of the year
    - During the 2025–2026 academic year, my students' reading levels increased by 172% from the beginning of the year to the middle of the year

<b>Educational Therapist, Illuminate Education, United States</b>	<b>Jan 2024 - Present</b>
<ul style="list-style-type: none"> <li>Provide individualized academic intervention for students with diverse learning profiles, including ADHD/ADD, dyslexia, executive functioning challenges, and language-based learning differences</li> <li>Design and implement personalized learning plans aligned with students' cognitive strengths, academic goals, and social-emotional needs</li> <li>Support literacy development through explicit instruction in reading comprehension, writing, organization, and study skills</li> <li>Teach executive functioning strategies, including time management, task initiation, self-advocacy, and goal-setting</li> <li>Collaborate closely with families, classroom teachers, and specialists to ensure continuity between intervention and classroom learning</li> <li>Foster student agency by helping learners understand their own learning profiles and develop confidence as self-directed learners</li> <li>Maintain detailed documentation and communicate clear progress updates to stakeholders</li> </ul>	
<b>Student Teacher, Narbonne High School, United States</b>	<b>Jan 2023 - June 2023</b>
<ul style="list-style-type: none"> <li>Taught 11<sup>th</sup> Grade English and Honors English</li> <li>Planned and delivered standards-aligned lessons for 11th grade and 11th grade Honors English, emphasizing critical reading, analytical writing, and discussion-based learning</li> <li>Facilitated student-centered discussions and Socratic seminars to strengthen argumentation, textual analysis, and student voice</li> <li>Taught writing across multiple genres, including literary analysis, argumentative essays, and research-based writing</li> <li>Provided targeted feedback through conferencing, rubrics, and revision cycles to support student growth as writers</li> <li>Collaborated with mentor teachers to co-plan curriculum, analyze student data, and reflect on instructional practice</li> <li>Maintained an inclusive, respectful classroom environment that encouraged intellectual risk-taking and academic confidence</li> </ul>	
<b>Creative Writing Teacher, Ocean Charter School, United States</b>	<b>Aug 2019 - June 2022</b>
<ul style="list-style-type: none"> <li>Designed and taught creative writing curriculum for grades 6–8 rooted in Waldorf educational philosophy and developmental appropriateness</li> <li>Guided students through the writing process, including idea generation, drafting, revision, and reflection</li> <li>Facilitated workshops and small-group instruction to support diverse writing abilities and learning styles</li> <li>Encouraged student voice, imagination, and risk-taking through poetry, short fiction, journaling, and narrative writing</li> <li>Integrated storytelling, discussion, and arts-based practices to deepen engagement and expression</li> <li>Provided individualized feedback through conferencing to support growth and confidence as writers</li> <li>Created a supportive, inclusive classroom environment that honored creativity, collaboration, and emotional expression</li> <li>Adapted instruction to support students requiring additional scaffolding or enrichment</li> </ul>	

## **EDUCATION**

---

<b>California State University, Long Beach, United States</b>	<b>Aug 2022 - June 2023</b>
Teaching Credential	
• Secondary Single Subject teaching credential in English Language Arts	
<b>Loyola Marymount University, California, United States</b>	<b>Aug 2019 - June 2021</b>
Master of Arts	
• MA in English Literature	
<b>Loyola Marymount University, California, United States</b>	<b>Aug 2016 - June 2019</b>
Bachelor of Arts	
• Major: English Literature	
• Minor: International Relations	

## **ADDITIONAL INFORMATION**

---

- **International Schools Attended**
  - International School Kuala Lumpur, Malaysia (2010 - 2013)
  - International School Manila, Philippines (2005 - 2009)
  - American International School Vienna, Austria (2004 - 2005)
- **Certifications**
  - AVID (Advancement via Individual Determination) teacher certificate
- **Awards/Activities**
  - San Diego Zoo Wildlife Alliance Teacher Workshop in Conservation (June 2025)
- **Founder/ Faculty Advisor for Extra Curricular activities**
  - Gardening Club
  - Creative Writing Club
- **Personal Interests**
  - Being outdoors: surfing, rock climbing, running, beach volleyball, and camping
  - Reading and writing
  - Cooking and baking
- **Other Achievements**
  - Published author: "Milam Bardo," *Attic Salt*, 2019 & "Having Just Met," *On the Run Flash Fiction*, 2022
  - Ran the Long Beach, California Half Marathon in 2025