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SOPHIA AZIZI-ZIA

EDUCATION

ST. JOHN'S UNIVERSITY, QUEENS, NY AUG'12 – JAN'14 MASTERS IN ADOLESCENT EDUCATION
TRANSITIONAL B CERTIFICATION, MATHEMATICS

FORDHAM UNIVERSITY, NEW YORK, NY SEPT '05 - MAY '09 BACHELOR OF ARTS IN ECONOMICS AND MIDDLE EAST STUDIES

AL DIWAN, EGYPT JUNE '08 - AUG'08

- Participated in an intensive instructional language summer program in Modern Standard Arabic at Al Diwan Language Center.
- Completed 200 hours of classroom instruction in addition to weekly conversation classes.
- Concluded program after completion of intermediate level of Modern Standard Arabic.

WORK EXPERIENCE

KIPP DC COLLEGE PREPARATORY LEAD MATH TEACHER JULY'17- PRESENT

- Have implemented *College Preparatory Mathematics* curriculum for three years, including creation of long-term plans, summative and formative assessments, and modifications for general and special education students.
- Selected to do summer curriculum planning for *College Preparatory Mathematics* Statistics curriculum for the 2021-2022 school year and created individualized long term plans for AP Statistics and Statistics, including modifications so AP Statistics is aligned to the College Board curriculum.
- Implemented PARCC and AP Statistics test prep and used weekly data to target high leverage learning objectives.
- Modified *College Preparatory Mathematics* Statistics curriculum so students can learn how to manipulate data, perform calculations and graph in Google sheets.
- Piloted and delivered SAT prep course and curriculum for juniors.
- Coach instructional assistants, Capital Teaching Residents, and co-teachers in content, data analysis and teaching strategies, including but not limited to, questioning, essential questions, interactive modeling, circulating, wait time, and turn and talk.
- Collaborate on grade-level and content teams to implement pedagogical knowledge and internalize lesson plans.
- Establish and provide feedback and data on grade level norms and discuss students needs and necessary accommodations.
- Attended *Reimagining Education Summer Institute* at Columbia University during the summer of 2019, and created and facilitated a professional development workshop for staff members.
- Coordinate National Honor Society (NHS) programming and advise NHS students.
- Member of staff culture committee and grading policy working group.
- Audited gradebooks and provided feedback for teachers in the mathematics department.
- Co-facilitate advisory for 20+ students every year and support them in connecting with third party organizations to attain community service requirements, college and career counseling, academic counseling and financial planning.
- Created and facilitated school-wide peer tutoring and mentorship program for students.
- Supported and led student extra curricular activities such as SYEP Summer Bridge and Key Club.
- Created opportunities for students to participate in panel discussions with professionals in the STEM field from organizations such as Howard University, Gallup, NIH, Johns Hopkins University, etc.

NYC PCS OF ARCHITECTURE, ENGINEERING AND CONSTRUCTION INDUSTRIES MATH TEACHER SEPT '13 - JUNE'17

- Taught Algebra II, Pre-Calculus for 2 years and Geometry for 1 year.
- Create school wide curriculum, including but not limited to unit plans, lesson plans and assessments for Geometry, Algebra II and Pre-Calculus.
- Support new teachers by providing feedback on lesson plans, pacing, questioning and assessment strategies.
- Incorporate technology inside and outside the classroom to maximize student engagement in learning and college readiness using Google Classroom, Google Drive, Grade Cam, Nutmeg, etc.
- Attend professional developments outside the school and facilitate content team meetings based on best practices and new inquiry projects
- Participate and lead walk-throughs with colleagues then provide/incorporate feedback in post observation meetings.
- Collected and analyzed student assessment data to inform instruction and using differentiation (universal design for learning) more effectively, with special emphasis on students who are English Language Learner's or have IEP's.

NYC DEPARTMENT OF EDUCATION

SECONDARY MATH TEACHER SEPT '13 - JUNE '17

- Increased passing rate on Algebra 2/Trigonometry End-of-Course Regents State Exam in learning community by 300% during the 2013- 2014 school year.
- Designed inquiry-based units aligned to the Algebra 2 Common Core Curriculum, utilizing continuous use of real-world applications throughout daily lessons.
- Collected and analyzed student data to inform instruction and to use differentiation more effectively; differentiated formative assessments for students based on students' level of performance on summative assessments.
- Collaborated with grade-level team of teachers throughout the week to discuss teaching methods, student behavioral issues, and important school matters.
- Communicated via email, phone calls, and text messages with administration, parents, co-teachers, paraprofessionals and advisors to ensure student success.
- Dedicated time after school and during lunch every day to supervise a dance club and to tutor students who sought additional support.

NYC TEACHING RESIDENCY

RESIDENT TEACHER

SEPT '12 – AUG '13

- Designed and implemented unit plans using the *Understanding by Design* Framework and *Common Core Standards* in lessons and assessments.
- Collaborated with co-teacher in an inclusion classroom setting with English Language Learners and Special Education students.
- Utilized pedagogical strategies from the following theorists: Doug Lemov's *Teach Like a Champion*, Lee Carter's *Assertive Discipline*, *The Skillful Teacher* and *5 Practices for Orchestrating Productive Mathematical Discussions*
- Have self-evaluated and been evaluated based on the Danielson Framework.
- Collected data from both formative and summative assessments to drive student instruction.
- Incorporated use of technology such as Smartboard, ActivInspire, Microsoft Office, etc.

DEVELOPMENTAL DISABILITIES INSTITUTE, HUNTINGTON, NY TEACHING ASSISTANT FEB '10 - AUG '11

- Implemented Independent Educational Programs (IEPs) and collected student behavior and performance data.
- Supported children and adults with developmental disabilities in achieving a lifetime of growth through specialized and individualized service.
- Assisted in conducting basic instructional activities and in helping with safety and supervision of students.
- Utilized a positive approach and creativity to maintain a classroom environment that is nurturing and fun with opportunities for individuals with disabilities to learn life and occupational skills.

VOLUNTEER EXPERIENCE**INTERNATIONAL CENTER, NEW YORK, NY**

JAN '09 - MAY '09

Conversation Partner

- Prepared students for TOEFL exam by developing test-taking techniques and reviewing practice materials.
- Evaluated English language capabilities in order to assess unique problem areas and devise ways to facilitate comprehension in the subject matter.
- Tailored each student's session to their individual needs and concerns.
- Instructed students in a wide array of academic coursework, including reading, writing, grammar, vocabulary and pronunciation.
- Adopted creative teaching methods in order to make sessions more interactive and enhance education.

THE AFGHAN SCHOOL, QUEENS, NY

SEPT '09 - AUGUST '11

Farsi/Arabic Teacher

- Taught students reading and writing in Farsi as well as Arabic grammar.
- Facilitated group discussions about popular culture in Farsi to help students strengthen their vocabulary for conversations with their peers.
- Designed lesson plans that included enjoyable and cognitively stimulating games to help students review spelling, vocabulary, and geography that had been covered in class.

LANGUAGES:

- Fluent in Farsi
- Conversational in Arabic, Urdu, and Spanish