

Andrew Ross

rureadytolearn.com

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TEACHER CERTIFICATION

New York, NY March 2019	New York State Professional Certification Mathematics Education (7–12). Certification Issue Date: March 15, 2019
New York, NY March 2019	New York State Professional Certification Students With Disabilities (7–12) Generalist. Certification Issue Date: March 15, 2019

EDUCATION

New York, NY Fall 2015 – Spring 2017	Billion Oyster Project STEM Collaboratory Teaching Fellowship at PACE University <i>The BOP STEM Collaboratory is a two-year commitment for master teachers to develop and implement interdisciplinary marine science and stewardship curriculum for NYC schools. Working together with leading marine scientists and STEM professionals, we transfer scientific knowledge directly to students historically underrepresented in STEM fields; create content-rich, place-based, experiential curriculum around the project of keystone species restoration; and engage our city's young people in the study and practice of ecological restoration and environmental stewardship.</i>
Albany, NY Spring 2014	CITE College of St. Rose Non-Degree Certification Only (CAS) Program in Special Education
New York, NY January 2014	Hunter College Master of Arts in Adolescent Mathematics Education
Hempstead, NY 2000	Hofstra University Certificate Program in Web Design (HTML and JavaScript)
Garden City, NY 1998	The Center for Desktop Publishing Certificate Programs in QuarkXPress, Adobe Photoshop and Adobe Illustrator
Westbury, NY 1992	New York Institute of Technology Bachelor of Fine Arts, Design Graphics <i>Summa Cum Laude</i>

EDUCATION EXPERIENCE

New York, NY September 2014 — Present	Hunter's Point Community Middle School (30 Q291) <u>2019 – Present 6th Grade Special Education & General Education Mathematics Teacher</u> <u>2014 – 2019 Founding 7th Grade Special Education & General Education Mathematics Teacher</u> <u>Algebra For All Cohort I</u> <ul style="list-style-type: none">• Create and deliver rigorous, meaningful NYS Next Gen and Common Core-aligned lessons that incorporate relatable situations and hold students accountable for participation and productivity• Engage student learning by incorporating multiple modalities throughout the curriculum• Develop lessons with multiple entry points for students of varying levels of readiness• Create scaffolded and modified assignments appropriate to student ability to build confidence and ensure success• Design and implement assessments to guide instruction and track student progress• Formulate inquiry topics, conduct research, and employ practices, additions, and/or changes as needed to improve teaching habits, student outcomes and mathematics pedagogy• Develop and implement basic skill-reinforcing curriculum targeting at risk students• Engage in training, workshops and curriculum enhancements around the city's <i>Algebra for All</i> initiative, where students have the opportunity to take the NYS Algebra I Regents in eighth grade <u>2022-Present Competency Collaborative and Lighthouse Collaborative Teams Liaison and Team Member</u> <ul style="list-style-type: none">• Lead the work of Competency Based Education and grading systems at HPCMS• Envision and lead system-wide Lighthouse Collaborative visits hosted at HPCMS• Participate in Competency Collaborative events, trainings and workshops, such as <i>Advancing Equity</i>
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2022-Present Grade 6 Co-Facilitator/Team Lead

Plan grade-wide initiatives; promote community and engagement through weekly advisory slides and signage; and facilitate weekly staff meetings

2018-Present NYC Public School Literacy Collaborative (formerly MSQI Middle School Quality Initiative) Co-facilitator

Ensure a school-wide commitment to literacy through the support of strategic reading periods, weekly Word Generation packets, planning and hosting district-wide site visits, etc.

2022 New York City Teaching Academies (NYCTA)

Teacher Development Facilitator (TDF) / Collaborative Coach (CC)

Hosted a pre-service teacher for the Spring 2022 semester in the classroom, providing them with intensive coaching and constant feedback to help them develop into an effective instructor

2019-2021 Grade 6 IEP Quality Support Grade Point Person

Reviewed all IEPs before finalization to ensure consistency, schedule match, etc; ensured Prior Notice Package for Placement is done and copies distributed with IEP to Family and School Psychologist files; assisted new IEP Point people by training them in SESIS and reviewing and updating the school handbook; ensured 408s are reviewed/signed at the start of the year and after IEP finalization at grade team meetings; checked if a vocational or transitional plan is needed for every student

2017-2019 Grade 7 Co-Facilitator/Team Lead

Planned grade-wide initiatives, including overnight school trips and events; promoted community and engagement through weekly advisory slides and signage; and facilitated twice-a-week staff meetings

2016-2017 Math Department Facilitator/Department Lead

Facilitated cycles of learning and department meetings; worked with staff to analyze data and vertically plan across grades; and promoted math numeracy standards to be assessed across all subject areas

New York, NY
January 2012 —
Present

Private Tutor

- Assist several middle school, high school and college students with personalized support in algebra, geometry, trigonometry, pre-calculus and calculus
- Boost understanding of concepts for test preparation and state exams
- Increase the GPA of a majority of students by a full letter grade
- Facilitate both in person and via Zoom

New York, NY
March —
May 2014

New York City Department of Education Spring Classroom Apprenticeship (SCA) Village Academy Middle School (Q319)

Select Apprentice

- Promoted student success while working alongside a cooperating teacher within an intensive, eighth-grade classroom
- Helped close the achievement gap for high-need students through unwavering high expectations
- Modified, created and delivered rigorous, meaningful Common Core-aligned lessons that ensured students do the thinking in every class
- Utilized effective instructional and behavioral techniques to keep students engaged in the work of the lesson

New York, NY
January —
June 2014

**New York City Department of Education
Certified Substitute Teacher**

New York, NY
September —
December 2013

**Jacqueline Kennedy Onassis High School (M529)
Honors Geometry Student Teacher**

- Created inquiry-based, differentiated and student-centric lessons that blend conceptual thinking and real-world problem solving with lectures and rote practice to ensure full understanding
- Utilized excellent communications skills to give instruction during various group work and after-school tutoring sessions
- Collaborated with math faculty members to create formative and summative assessment tasks to gauge student learning
- Motivated students to develop a positive attitude toward learning and studying by teaching effective study skills, time management and reinforcement through daily exit tickets
- Used student data and item analysis to readjust and re-teach curriculum and measure effectiveness of individual test items respectively
- Tracked students' grades and assignments using Skedula online

New York, NY
January —
May 2013

Jacqueline Kennedy Onassis High School (M529)

AVID Tutor (Advancement Via Individual Determination)

- Worked to develop the academic acumen, personal strengths and college-readiness of five eleventh grade students
- Facilitated an inquiry based tutoring circle for mathematics in a classroom setting
- Modeled approaches and promoted discussion so that students asked higher cognitive questions, collaboratively investigated techniques and documented their processes to achieve a solution
- Encouraged focus and participation while guiding students through worksheets in a self-contained geometry class

New York, NY
January —
May 2012

High School of Arts and Technology

AVID Tutor (Advancement Via Individual Determination)

- Led a tutoring circle of seven ninth graders in mathematics and other topics
- Recommended heuristics for problem-solving and stimulated group exploration toward answers
- Assessed student development and documented progress on a weekly basis

OTHER PROFESSIONAL EXPERIENCE

New York, NY
January 2005 —
September 2013

Bernard Hodes Group *Part of Omnicom Group Inc., Diversified Agency Services*

Promoted to Regional Creative Director – 10/10

Promoted to Creative Director – 1/08

Named Associate Creative Director – 1/05

Melville, NY
June 1998 —
January 2005

Promoted to Creative Director – 11/00

Promoted to Studio Manager – 9/98

Hired as Graphic Designer – 6/98

- Created uniquely written and designed branding solutions and implemented targeted multi-media strategies (collateral, Web design and broadcast) that could be successfully validated through metrics
- Delivered effective presentations and participated in company-wide workshops and conferences as facilitator and speaker
- Interviewed, hired, supervised, inspired and mentored staff designers and writers
- Increased profitability through the management of client expectations, project tracking and quoting schedules
- Promoted partnerships with client stakeholders, vendors and account staff

PROFESSIONAL AFFILIATION

April 2013 —
Present

National Council of Teachers of Mathematics