

Crysti Jones

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Research Interest

My interests lie at the intersection of developmental psychology, teaching and learning, neuroscience, sociology, and school reform specifically as it relates to secondary education. I am interested in developing pedagogical practices, frameworks, and models of secondary schooling that support the specific biological, cognitive, and social emotional needs of adolescents as they transition into adulthood.

Topics include: interrogating the grammar of schooling; redesigning secondary schools; affective and educational neuroscience, implications for school design and pedagogical practice; stage-environment fit theory and implications for policy and reform; long-term impact of current educational structures & practices on adolescent mental health; impact of public policy, and educational reform on adolescent health; the role of autonomy, agency, and choice in secondary education models.

Education

Vanderbilt University

5/2014

Masters of Education Special Education Summa Cum Laude. GPA: 3.96/4.00

GRE: Verbal: 162 Quant: 158 Writing: 5.5

Advisors: Dr. Dan Reschly and Dr. Laurie Cutting

Research Thesis: Using READ180 to Fidelity in Middle and High School Classrooms

Rio Salado Community College

5/2009

Certification coursework for SEI instruction, Middle School instruction, Reading Specialist, K-12 Special Education Cross Categorical

Arizona State University

5/2003

Bachelors of Arts in Elementary Education Summa Cum Laude. GPA: 3.92/4.00

Dean's list, Medallion of Merit Scholar, and Academic Scholarship (full tuition)

Professional Memberships & Organizations

University Centers for Excellence in Developmental Disabilities (UCEDD) Year-long Trainee

National Association of Special Education Teachers (NASSET)

International Dyslexia Association (IDA)

International Mind, Brain and Education Society (IMBES)

Friends of the Semel Institute for Neuroscience

University Work Experience

Vanderbilt University

9/2014 – 12/2014

TA for SPEDH 7420 Advanced Reading Methods for Students w/Severe and Persistent Academic and Behavior Difficulties

- Co-planned and co-taught with Dr. Laurie Cutting. Dr. Cutting covered the research side and I tied it to practice.

Vanderbilt Kennedy Center Reading Clinic

Undergraduate and Graduate Supervisor

8/2013 – 12/2014

- Supervised 20 undergraduate and graduate students in work and practicum placements.
- Scheduled, trained, and supervised staff and student progress.
- Designed data collection protocols to track student demographic and progress in RedCap.
- Established researcher-practitioner relationships with professors in Speech and Language Pathology and Moderate to Severe programs to support tutors with more impacted students.

- Organized and supported implementation of 20+ research-based reading programs.

Vanderbilt University

8/2012 – 12/2012

Undergraduate Practicum Supervisor

- Supervised 12 undergraduate students in their elementary and middle school reading and behavior practicum placements. Scheduled, observed, mentored, and evaluated students.
- Organized and oversaw the community placements for 100 undergraduate students. Maintained contact with on-site supervisors, organized schedules, and ensured students were fulfilling their duties.

Research Experience

Vanderbilt Education and Brain Science Research Lab – Dr. Laurie Cutting

1/2013 – 12/2014

Graduate Research Assistant

- *Late-Emergent Reading Disabilities (1st grade)* – Imaging team member, conducted mock scans, and assisted Lab techs with running fMRI behavioral testing during scanning. Worked with the lab team to improve fMRI behavioral assessments and data collection methods while scanning. Identified, analyzed, and corrected data-entry errors.
- *Last-Minute Study (Adult Passage Morph, LERD, CEST)* – Created screeners, streamlined REDCAP database, identified and corrected discrepancies in data, streamlined testing protocols and methods for scoring free response questions, administered behavioral testing, recruited participants, administered assessments, scored, entered data, and ran fMRI behavioral protocols.

Metro Nashville Public Schools

8/2013 – 12/2013

Lead Researcher

- Worked with Dr. Dan Reschly, Dr. Bob Crouch, and Dr. Ted Hasselbring to create an implementation study for READ180 in Metro Nashville Public Schools.
- Designed observation forms with Dr. Hasselbring to collect fidelity data.
- Wrote IRB and district research proposal for Metro Nashville Public Schools.
- Worked with research assistant and district facilitators to gather data in four Nashville secondary schools.
- Analyzed qualitative data, wrote an executive summary of my findings, and created an implementation manual for district-, school-, and classroom-level implementation.
- Delivered findings to the Director of Literacy and Executive Director at Nashville Public Schools.

Instructional Oversight Experience

Pacific Point Academy

6/2015 – 7/2019

Director of Curriculum & Instruction

- Co-created a therapeutic school model for students with a history of chronic failure using *The Brain-Targeted Teaching Model* by Mariale Hardiman and input from psychologists, occupational therapists, and speech and language pathologists.
- Organized curriculum thematically across subjects and multi-age grade bands. Used NWEA MAPS testing results, CCSS, NGSS and California Social Studies standards to create personalized learning plans for small, multi-age instructional cohorts.
- Created standards-based report cards and a mastery-based grading systems to track student progress.
- Implemented school-wide social emotional program that was embedded into instruction.
- All electives were taught through a therapeutic lens focused on self-understanding and self-expression.
- Involved in hiring staff, school-wide scheduling, training and oversight, curriculum mapping and implementation for all grades and subjects for grades 2 through 9.
- Brought authentic relating practices into the classroom and teacher training to support with social emotional learning. Created an elective course on mindfulness and active communication.
- Participated in ongoing meetings with neuropsychs, family therapists, occupational therapists, speech and language pathologists, and learning specialists to modify the learning environment and curriculum to meet the needs of the whole child.

Metro Nashville Public Schools

8/2013 – 12/2013

Master's Thesis Implementation Study

- Conducted an implementation study with Metro Nashville Public Schools.
- Worked with Instructional Facilitators, the Director of Literacy, and Scholastic trainers to monitor implementation, data, and student growth and make suggestions for improvement of READ180 instruction in 16 middle and high schools. Worked to create a district-wide implementation protocol.
- Worked with a middle and high school teacher on a weekly basis to bring implementation to 100% fidelity.
- Monitored student growth and made suggestions for methods to improve instruction and ultimately student progress.

Teaching Experience

The Child Within – Tokyo, Nashville, Los Angeles

7/2010 – Present

Home-Based Interventionist (Educational Therapist)

- In addition to providing 1:1 learning support to children with academic and social-emotional stretches, I collaborate with (neuro)psychologists, families, and teachers to identify means of modifying the home and learning environment to assist in the cognitive and social development of child and young adults ages 7 to 21.

Pacific Point Academy – Los Angeles, CA

6/2015 – 7/2019

Additional Duties

- Taught general studies: math 2nd through Pre-Algebra, World Studies (HS), and 5th grade science.
- Developed and taught SEL class for 2nd – 8th grade on self-awareness, self-worth, empathy, connection, and communication.

Crown Prep Academy – Los Angeles, CA

1/2015 – 6/2015

Teacher on Special Assignment

- Taught 80 5th, 6th, 7th, and 8th grade ESL and Special Education students using READ180 & System44.
- Supported 2 other intervention teachers in planning and differentiating for lower and higher students.

Vanderbilt Kennedy Center Reading Clinic – Nashville, TN

1/2013 – 12/2014

Reading Tutor (K – 8)

- Assessed, planned, and delivered 1:1 reading instruction.

International Secondary School – Tokyo, Japan

8/2010 – 7/2012

Special Education Teacher (5th – 12th)

- Middle/High school, special education teacher, resource room, pull-out, and push-in support for a school with students from 27 different countries. A majority of the students were non-native English speakers. Taught humanities, math, and sciences.
- Led staff training on best-practices for teaching students with learning differences.

Summerhill International School – Tokyo, Japan

4/2010 – 8/2010

Kindergarten Developer (Pre-K – K)

- Worked as a preschool teacher for ESL children while creating a kindergarten program for the school.

Shinkyo Gakuin – Saitama, Japan

4/2009 – 3/2010

Assistant Language Teacher (K – 9)

- Co-taught English with three Japanese Language teachers at two elementary schools and one junior high school. Collaborated with teachers to identify and implement strategies to aid failing students (this is not common practice in the Japanese education system).

Gilbert Public Schools – Gilbert, AZ

8/2005 – 3/2009

Special Education Teacher (9th – 12th)

- Worked with special education teachers in the district to create a district-wide curriculum for a modified freshman science course. Case management. Wrote IEPs, BIPs, and conducted FBAs and progress monitoring. Taught resource science and served as an inclusion teacher in the 9th grade Biology classroom.
- Coached the boys' and girls' swim teams. Boys Regional Coach of the Year 2008.

Mesa Public Schools – Mesa, AZ

8/2003 – 5/2005

Long Term Substitute Teacher (K – 12)

- Took on full responsibilities as teacher in 7th grade science, 1st grade, middle school art, and elementary physical education.

Mesa Parks and Recreation – Mesa, AZ

5/1997 – 8/2008

Head Swim Coach

- Coached a team of 200+ swimmers ages 4 to 17 years old.
- Wrote and ran practices, organized time trials and meets.
- Supervised three assistant coaches and completed performance reviews, discipline referrals, and all other training.