

## Alexandra Ranker

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Over 25 years of experience in education have taught me that not all students learn in the same manner, or exhibit similar problems for the same reasons. Therefore, I always try to exploit many different neural pathways when teaching: visual, auditory and motor. I stress organization and regularity of habit in the techniques that I teach for examining a text, a primary source or a test or for taking notes, writing outlines, essays and research papers. I also teach certain relaxation and visualization techniques for ameliorating the effects of test anxiety.

My experience with Advanced Placement work is both professional and personal. I worked my way through Convent of the Sacred Heart High School in San Francisco. By the time I graduated in 1981, I had amassed almost a full year of college credit through successfully completing numerous Advanced Placement Courses: A. P. Calculus AB (3); A.P. United States History (4); A.P. Ancient Western Civilization (5); A. P. European History (5); A. P. English Literature (5); A.P. American Literature (5); A.P. Psychology (5); A. P. Spanish Literature and Language (5). I know what it is to take these tests and have a great deal depend upon the grade received. As a graduate student, I sat on the other side of the table as a reader for the English/American Literature Advanced Placement test. I have also worked as a reader for the English Language Achievement test, which is now incorporated in the SAT as the essay component of that test. I have worked as an SAT, ACT and ACH coach in math, science, literature, and history. In my work at Crystal Creek Boy's Camp and at Mary's Street High School and at Pioneer High School, I have prepared children to take the G.E.D.

I have written curriculum for private families who were home schooling their children in Castella from 1995-1996. I worked during this time in conjunction with William Froome at Castel Rock School in Castella. I wrote English, World History, General Science and Pre-Algebra courses for the 1995-1996 school year for 7<sup>th</sup> grade twins. As mentioned, I have worked with juvenile felons and with unwed mothers in Shasta County through my experience as a substitute teacher. I have dealt with numerous exigent family situations and with situations involving substance and physical abuse. I have worked with the visually impaired and with the hearing impaired in my work as a Home and Hospital teacher for Shasta Union High School District under Brenda Eastman from 1998-2002. In my practice over the last eight years as a private tutor, I have worked with children with ADD, ADHD, Dyslexia, Dyscalculia, and auditory and visual processing disorders. In weighing all the physical, emotional and academic factors that impact upon a child, I always endeavor to judge when my services are appropriate and helpful, and when they are not. There have been times when a physical, emotional or psychological problem of a student has needed to be addressed by a professional of the appropriate discipline before or concurrent with any academic help which I could have offered might have benefited the child in question.

As I spent three years as a Chemical Engineering major at the University of Washington before changing my major to English Literature, I am very capable of teaching math and science. Fully, 75% of my current business comes from math and science tutees. John Bower, Department Chair for Mathematics at Shasta High School, or Dave Cross, Department Chair for Science for Shasta Union High School District can both attest to my competency in these areas.

Brigham Young University on-line 7-12<sup>th</sup> grade courses are currently the only on-line courses which are accepted by Shasta Union High School District. I have facilitated all of their math course through Calculus, their United States History and Western Civilization courses, their Spanish I, II and III courses and their English I, II, III, and IV courses. I have also facilitated the BYU college level psychology, algebra and English courses. My students do well in these courses and they finish them within the contracted period of time. I write a master schedule, and produce lesson plans for each meeting. Two semesters of work can generally be accomplished over the course of a summer with two, two hour sessions per week, provided that the child completes his assignments according to the master schedule. Generally, this level of study produces better overall retention of the material than 5 weeks or eight hour days in summer school. In addition, a child can meet other commitments like a job or athletic team practice and games, or the schedule can be written to accommodate a family vacation.