

Curriculum Vita

Sandra Mercuri, PhD

Professional Preparation

PhD in Education with emphasis in Language. Literacy and Culture.
University of California at Davis. June 2007

M.A. in Bilingual Cross-Cultural Education, Fresno Pacific University,
Fresno, CA May 2000.

Bilingual Specialist Credential, California Commission on Teacher
Credentialing, May 1999.

Licenciada en Letras (equivalent of a M.A. degree) Universidad Nacional
de Mar del Plata, Argentina, March 30, 1996. with a specialization in
Spanish linguistics and literature.

Dissertation

The Challenge of Developing Academic Language in Spanish and English
through Science: A Case Study of Two Teachers' Strategic Teaching
Practices

Present Position

Teacher Educator
National Educational Consultant

Previous Experience

2012-September 2016
Associate Professor
Language, Literacy and Intercultural Studies Department
Bilingual Program Director
College of Education and P16 Integration
University of Texas Rio Grande Valley

2012-2014
Language, Literacy and Intercultural Studies Department Chair
College of Education and P16 Integration
University of Texas Rio Grande Valley

2007-2012
Assistant Professor
Language, Literacy and Intercultural Studies Department
Bilingual Program Director
College of Education and P16 Integration
University of Texas Brownsville

Summer 2010, 2011 and 2012
Language, Literacy and Intercultural Studies Interim Department Chair.
University of Texas Brownsville

2003-2007
Associate Professor
Director of Biliteracy Cross-Cultural Program and the Master in TESOL Program, Fresno Pacific University.

Bilingual Education Program Director – Fresno Pacific University
Directed the program, advised students, created and arranged courses and recommended adjunct faculty for the department. Organized and administered the BCLAD Exam at Fresno Pacific University. Advised prospective students for C.L.A.D and B.C.L.A.D certification with the State of California.

TESOL Program Director – Fresno Pacific University
Directed the program, advised students, created and arranged courses and recommended adjunct faculty for the department. Organized and supervised student placements for TESOL practicum. Represented Fresno Pacific University at the Higher Education Consortium in the Central Valley.

Teacher Education Lead Instructor – Fresno Pacific University. Designed and taught courses on foundations of literacy development for both elementary and secondary student teachers with an emphasis on second language learners' population.

1997-2001
Teacher - Sun Empire Elementary School, Kerman Unified School District. Taught a multiage class of grades 4-6 for newcomers many. Directed the whole school production of "The Nutcracker" for four years and advised the yearbook and journalism clubs.

Leadership Position 2012-2014 Language, Literacy and Intercultural Studies Department Chair
University of Texas Rio Grande Valley

2009 - 2016 - Bilingual Programs Coordinator. Revise programs of study, advise students, create new courses, communicate with the Dean of Graduate Studies regarding program planning, and implementation and organize and proctor comprehensive examinations for graduation.

NCATE Executive Council Member - University of Texas Brownsville

2014-2015– Past Chair, Bilingual Education Interest Section (BEIS) of TESOL International Association (Teachers of English to Speakers of Other Languages) – 1-year term.

2013-2014 -Chair, Bilingual Education Interest Section (BEIS) of TESOL International Association (Teachers of English to Speakers of Other Languages) - 1year term.

2012-2013– Chair Elect, Bilingual Education Interest Section (BEIS) of TESOL International Association (Teachers of English to Speakers of Other Languages) - 1year term.

2010-2012 – Member at Large, Bilingual Interest Section of TESOL– 3-year term.

Summer 2010, 2011 & 2012 – Interim Language, Literacy and Intercultural Studies Department Chair - University of Texas Brownsville

UTB/UTPA Bilingual, Biliterate, Bicultural Working Group Member

2002-2007 - Coordinator Dual Language Consortium of the Linguistic Minority Research Institute. Created and updated list-serve for members of the Consortium and organized four major events. Example of Selected topics and speakers for each event:

Dr. B. Merino – “The development of academic language proficiency in two languages.”

Office of English Language Acquisition- “Reading assessments for Spanish Speakers’ Literacy Development.”

Dr. Gándara - EL achievement data: Analysis and implications of testing ELLs

Dr. Francisco X. Alarcón, Chicano poet and educator, presented on the power of bilingual literature for the literacy development of bilingual students.

Dr. Donna Christian – The Effects of Dual Language Programs in the Literacy Development of Bilingual Students – Center for Applied Linguistics.

Marta Zaragoza-Diaz - Lobbyist for CAFE, and formerly head of governmental relations for the California State Dept of Education: “Legislative update on EL education policy”.

Veronica Aguilar, Acting Director for the Professional Development Division at the California Department of Education: “The Development of the New California Standards Test in Spanish”

Additional Experience

November 2011 - Universidad Nacional de Costa Rica - Invited Scholar – International Seminar: *Perspectives of Learning English as a Foreign Language*.

December 2010 - Hong Kong University, Hong Kong – Visiting Professor – Worked with Doctoral students and provided seminars to graduates on academic language of the content areas. Met with Government officials of the Education Department.

Summer 2006 -Lecturer – Weber State University, Salt Lake City, Utah. Taught the Bilingual Endorsement course for both Salt Lake City and Saint George bilingual teachers. Designed and administered the second year of administration of the comprehensive bilingual exam to teachers in Salt Lake City and Dixon School districts for the State of Utah's Bilingual endorsement language proficiency level

2004-2005 - Visiting Professor - National Hispanic University, San José, California.

Presented once a month latest research on differentiated instruction, effective practices to work with students in bilingual settings and on ways to close the achievement gap. Worked with teachers to implement strategies across content areas.

2004-2006 – Visiting Professor – Weber State, Salt Lake City Utah. Developed and implemented the Bilingual Endorsement coursework via teleconference twice a month.

Summer 2005-2006-2007 - Developed and administered a comprehensive bilingual exam to Salt Lake City School District teachers as a pilot for the State of Utah's Bilingual endorsement language proficiency level.

2000-2002

Adjunct Faculty - Fresno Pacific University

Taught graduate courses in bilingual education, and language acquisition and teacher education courses in curriculum and foundations of language and literacy with a focus on English Language Learners.

High School and Foreign Teaching

1988-1996 - Chairperson and Instructor in the Language and Literature Department, Instituto General Alvarado High School, Miramar, Argentina. Organized department meetings, selected and created curriculum appropriate for different grade levels and supported new teachers in the department.

Administration

1988-1996 Director of the Arts and Modern Languages Institute, Miramar, Argentina. Created and directed a private school with more than 200 students.

Professional Organizations

TABE (Texas Association of Bilingual Education)
NABE (National Association of Bilingual Education)
TESOL (Teachers of English to Speakers of Other Languages)
NCTE (National Council of Teachers of English)
ILA (International Literacy Association)
AERA (American Educational Research Association)
CABE – California Association for Bilingual Education

Awards

Rotary International Service Above Self Award – Literacy projects in the community and abroad - Fresno, California- August, 2007.
Santa Clara County Office of Education and National Hispanic University Award – Outstanding Leadership, vision and commitment to academic excellence for the English Language Learners (2005)
UC Davis Fellowship Grant. 2004-2005
UC Davis Fellowship Grant. 2003-2004
Kerman Unified Teacher of the Year, Kerman 2001.
Rotary Club Educator of the Year, 2001.
Dean's Award - Outstanding graduate student - Fresno Pacific University, 2000.

Recognitions

Hispanics in Higher Education Dissertation Award – Finalist 2009
Fresno County - Teacher of the Year – Finalist 2001.

Grants:

2015-2016

Mercuri, S. (Co-Principal Investigator). Dr. Sandra P. Musanti, Dr. Joey Key, Dr. *Advancing Bilingual STEM Learning (AIBSL)*. NSF Grant, Advancing Informal STEM Learning (AISL), NSF 13-608. This grant aims to provide STEM instruction in informal setting. The target group are pre-service bilingual teachers and physic majors co-teaching classes for bilingual students and parents in both Spanish and English.

Mercuri, S. (Project Director). Rodriguez, A., Corbeil, M. E., Musanti, S.I., Well, L. Submitted the *2014-2015 Online Bilingual Education Certification Preparation Course Trainings* to Texas Education Agency as principal investigator. The grant aims to increase the number of teachers throughout the State of Texas who meet state certification and licensing requirements by providing a free, on-line program to prepare teachers to take the State examinations for bilingual certification in coordination with participating ESCs. This program addresses the knowledge and skills of a highly qualified bilingual educator.

2013-2014

Mercuri, S. (Principal Investigator). Musanti, S. I., O'Connor, B., Lu, M. P., Dukes, P., and Diaz, M. C. (Co-principal Investigators). Submitted a National Science Foundation Grant (DR K-12) as principal investigator for a total of \$500,000. This grant proposal ensembles the perspectives of

literacy and science and aims to improve STEM education and teaching practices by linking language and scientific literacy.

2011-2012

Mercuri, S. (Principal Investigator). Musanti, S. I., O'Connor, B., Lu, M. P., and Dukes, P. (Co-principal Investigators). Submitted an Institute of Educational Sciences Grant as co-principal investigator. This proposal intends to contribute to the academic literacy achievement of English learners in grades 6-12 in the content areas of mathematics, science, and social studies. This intervention seeks to increase the knowledge and skills of teachers of Latino English learners in three districts in Texas, and to simultaneously increase the knowledge and support of administrators who design and implement policies and programs for English learners (ELs) in those districts.

Freeman, Y. (Principal Investigator). **Mercuri, S.**, Rodriguez, A., Hinton, K., Musanti, S. I. (Co-principal Investigators). (Submitted, September 22, 2011). *Texas EL Research Project: Academic Language Support Through Teachers and Administrators*. United States Department of Education. Institute of Education Sciences. Education Research Grants: IES-84.305A. School District Partners: Harlingen Consolidated Independent School District, Point Isabel Independent School District and Spring Branch Independent School District. Amount and Project Period: \$915,000 over 3 years.

2001- 2004

EXCELL Grant Coordinator. Title VII Grant for Teachers and Personnel at Fresno Pacific University. Total amount \$750,000.

This grant prepared student teachers for CLAD and BCLAD credentials and for teaching in dual immersion settings. Created and taught two specialized courses for biliteracy development and pedagogical content knowledge teaching. Organized conference attendance for students in the program and managed budget and program.

Publications

Dissertation

Mercuri, Sandra. "The Challenge of Developing Academic Language in Spanish and English through Science: A Case Study of Two Teachers' Strategic Teaching Practices." Diss. UC Davis, (2007)

Books

1. **Mercuri, S.** & Musanti, S. (2021). *Métodos para enseñar en español: Teaching Content, Biliteracy and Academic Language in Elementary Classrooms*. Philadelphia, PA: Caslon Inc.
2. Freeman, Y., Freeman, D., & **Mercuri, S.** (2018). *Dual language essentials for*

- teachers and administrators*. 2nd Edition. Portsmouth, NH: Heinemann.
3. **Mercuri, S.** (2009). *Supporting bilingual learners' literacy practices through science*. Saarbrücken, Germany: Lambert Academic Publishing.
 4. Rea, D., & **Mercuri, S.** (2006). *Research-based strategies for English language learners. How to reach goals and meet standards K-8*. Portsmouth, NH: Heinemann.
 5. Freeman, Y., Freeman, D., & **Mercuri, S.** (2005). *Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann.
 6. Freeman, Y., Freeman, D., & **Mercuri, S.** (2001). *Closing the achievement gap, meeting the needs of older English learners*. Portsmouth, NH: Heinemann.

Supplemental School Resources

1. **Mercuri, S & Pratts, V.** (2021). *Biliteracy para todos*. Okapi educational publishing.
2. **Mercuri, Sandra.** (2019). *Pathways to Biliteracy Teachers' Guide*. El Monte, CA: Velázquez Press.

Chapters in books

1. **Mercuri, S., & Mercuri, N.** (2019). Scaffolding English Language Learners' Literacy Development Through a Science Inquiry Approach. In de Oliveira, L., Obenchain, K., Kenney, R. & Oliveira, A. (Eds). *Approaches to Teaching the Content Areas to English Language Learners in Secondary Schools*.
2. **Mercuri, S., & Musanti, S.** (2017). El español de Argentina en los Estados Unidos: Usos en el salón de clase. In Ernest-Slavit, G & Egbert, J. (Eds). *Understanding Language and Culture in the Multicultural Classroom*.
3. Musanti, S., & **Mercuri, S.** (2016). Developing Academic Literacy: What Novice Teachers Can Learn from the Case of Teaching Latino/Bilingual Learners in STEM. In Schwartz, D & Gringberg, J. (Eds). *Successful Teaching: What Every Novice Teacher Needs to Know*. Rowman & Littlefield.
4. **Mercuri, Sandra.** (2015) Teachers' reflective practice: Implementing the Preview/View/Review Structure as a Tool for Learning. In *Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals*. In Y. Freeman, & D. Freeman (Eds). *Advances in Research in Teaching*. Series director: S. Pinnegar. Emerald Books, UK.
5. **Mercuri, Sandra & Yarussi, Natascha** (2014). Using an Interdisciplinary Unit as a Macro Scaffold to Support Older Emergent Bilinguals' Academic Literacy Development. In *Pamela Spycher (Ed) The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K-5*. Series: The Common Core State Standards and English Language Learners. Series Editor: Luciana C. de Oliveira.
6. **Mercuri, Sandra, & Rodríguez Alma.** (2013). Teaching Academic Language Through an Ecosystem Unit. Margo Gottlieb and Gisela Ernst-Slavit (Eds.) *Academic Language Demands for Language Learners: From Text to Context*. Corwin Press.

7. **Mercuri, S.** (2010). Oral language development. In Lacina, J., & Silva, C. (Eds.), *Cases of successful literacy teachers*. Thousand Oaks, CA: Sage Publications.
8. **Mercuri, S., & Rea, D.** (2005). Scaffolding and contextualizing: Reading for real with English learners. In Linda Hoyt (Ed.), *Spotlight on comprehension. Building a literacy of thoughtfulness* (pp. 470-479). Portsmouth, NH: Heinemann

Reviewed Journal Articles

1. **Mercuri, S.** (2022). Equity Through la trenza de la biliteracidad. *Multilingual Educator* CABE 2022. CA
2. **Mercuri, S.** (2016). Fostering Parental Involvement Through Complex Border Pedagogies: A partnership for emergent bilingual students' success. *Journal of Family Diversity in Education*.
3. **Mercuri, S. & Ramos, L.** (2014). Biliteracy Workstations for the 21st Century Learner. *Education and Learning Research Journal* No 8, November.
4. Rodriguez, Alma & **Mercuri, S.** (2013). Rethinking bilingual teacher education in a US-Mexico border community. *The Texas Forum of Teacher Education*, 3, pp.72-86.
5. **Mercuri, Sandra.** (2013). Re-conceptualizing Science Instruction for English Language Learners. *MEXTESOL Journal* Vol.37 (2).
6. **Mercuri, Sandra.** (2012). The Re-Definition of the Cultural Self of a Latina Educator: Understanding the Interconnectedness between Language, Culture and Identity Development. *Education and Learning Research Journal* No. 6, Noviembre 2012 pp.12-42.
7. **Mercuri, S.** (2011). Ongoing professional development for English language teachers: A Six-step framework. *TESOL Connections Vol(2)* Fall.
8. **Mercuri, S., & Ebe, A.** (2011). Developing Academic Language and Content for Emergent Bilinguals Through a Science Inquiry Unit. *Journal of Multilingual Education Research Vol (2)* Spring (pp. 81-102).
9. Ebe, A., & **Mercuri, S.** (2011). Developing Science Content within a Balanced Literacy Framework: A Spiral Dynamic Process for English Learners. *The Journal of Balanced Reading Instruction*, Vol (18), Spring. Pp. 12-20.
9. **Mercuri, S.** (2010). Using graphic organizers as a tool for the development of scientific language. *Colombian Journal of Bilingual Education: GIST* 4, 30-49.
10. **Mercuri, S.** (2010). Moving forward: New alternatives to the teaching of science and language. *Electronic Journal of Literacy Through Science. Vol 9 (1)* Spring 2010.
11. **Mercuri, S.** (2008). Una mirada crítica a los programas de doble inmersión. *The Colombian Journal of Bilingual Education: GIST*, 2, 85-101.
12. **Mercuri, S.** (2008). ¿Están los maestros preparando a sus estudiantes para un mundo globalizado? Poniendo en práctica lo que sabemos para apoyar el desarrollo del lenguaje académico de los estudiantes bilingües, *Revista Educación y Pedagogía*, XX (51), 141-154.
13. Freeman, Y., Freeman. D., & **Mercuri, S.** (2003). Helping middle and high school age

English language learners achieve academic success. *NABE Journal of Research and Practice*, 1(1), 110-120.

14. Freeman, Y., **Mercuri**, S. & Freeman, D. (2003). Supporting older bilingual students: Keys for success. *NYSABE Journal (New York State Association for Bilingual Education)* 14, 1-18.
15. Freeman, Y., Freeman, D., & **Mercuri**, S. (2001). Keys to success for bilingual students with limited formal schooling. *Bilingual Research Journal*, 25(1/2), 203-213.
16. **Mercuri**, S. (2000). Supporting preliterate older emergent readers to become bilingual and biliterate. *Talking Points*, 12(1), 8-13.

Invited Articles

1. **Mercuri**, S. (2020). Facilitating Language Transfer in Mandarin/English and Vietnamese/English Classrooms. *DualLanguageSchools.org*
2. **Mercuri**, S. (2019). Biliteracy and Dual Language for Minority Students. *DualLanguageSchools.org*
3. **Mercuri**, S. (2015). Dual Language Education in the US: Theory into practice. *English as a Foreign Language TESOL International Interest Section Newsletter*.
4. **Mercuri**, S., & Rea, D. (2005). Reframing Instruction. *Language Magazine: The Journal of Communication and Education*, 17, 16-23.
5. Freeman, Y., **Mercuri**, S., & Freeman, D. (2003). The EXCELL program: Producing the finest dual immersion educators. *NABE News* 26(6), 15-18.
6. Freeman, Y., Freeman, D., & **Mercuri**, S. (2003). Supporting literacy in two languages for limited formal schooling students". *Bilingual Basics* 4(2), 3-7.
7. **Mercuri**, S. (2002) Tips for working with older students with limited formal schooling". *Bilingual Basics* 4(1), 6-7.

Research Projects

1. PUCRS-UTB International collaborative research project entitled: *Teaching in the 21st Century: Motivational Processes of Faculty in Higher Education*, supported by the FAPERGS grant (Fundo de Amparo a Pesquisa no Rio Grande do Sul – ID# 0409-2551/14-1). Principal Investigator: Dr. Bettina Steren do Santos. CO-PIs: Sandra Musanti, **Sandra Mercuri**, and Ming Tsan Lu.
2. Hinton, K.A.; **Mercuri**, S.; Díaz, M.; Lyne, B. & Pérez, T. (2014). *Evaluation of Bilingual Education and English as a Second Language in Harlingen Consolidated Independent School District*. IRB # 2013-046

Research reports

1. Hinton, K.A.; **Mercuri**, S.; Díaz, M.; Lyne, B. & Pérez, T. (2014). *Evaluation of Bilingual*.

Education and English as a Second Language in Harlingen Consolidated Independent School District. Report for HCISD Board of Trustees & Texas Education Agency. Harlingen, TX. IRB # 2013-046

Nationally Recognized SPA Reports for NCATE

1. Rodríguez, A. D., Musanti, S., & **Mercuri, S.** (2014, February). EC-6 Bilingual Generalist SPA Report Fully Recognized by the Association of Childhood Education International (ACEI).
2. Rodríguez, A. D., Musanti, S., & **Mercuri, S.** (2014, February). EC-6 ESL Generalist SPA Report Fully Recognized by the Association of Childhood Education International (ACEI).

Institutional Reports

Dávila, J., Guajardo, F., Hernández, S.; Lalonde, S., Lavariega, J., López-Garcia, D.; Mercuri, A.; **Mercuri, S.**, & Musanti S. I. (**alphabetical order**). (January, 2014). *Bilingual cultural studies working group. Final report.* The South Texas Project: The University of Texas at Brownsville. Retrieved from:
http://www.utb.edu/UTRGV/Pages/default.aspx?utm_source=utrgvAWGreports&utm_medium=web&utm_campaign=AWGreports

Conference Presentations National/ International

- 2022 -** **TESOL** – Teachers of English to Speakers of Other Languages – *Equity Through the Content, Language and Literacy Integration Framework.* **Invited Speaker**, Pittsburg - March 202.
- NABE** – National Association for Bilingual Education - *Equity for Emergent Bilinguals Through the C.L.L.I.F.* **Featured presentation** – New York, NY – February 2022.
- 2021** **TESOL** – Teachers of English to Speakers of Other Languages – *Translanguaging in Bilingual and ESL Classrooms: Current Understandings and Applications.* **Panel session**, Online - March 2021.
- NABE** – National Association for Bilingual Education – (1) *Biliteracy Through the Content, Language and Literacy Integration Framework: C.L.L.I.F.*; (2) *Engage, Connect and Empower Through la trenza de la biliteracidad* - **Featured presentation** – Houston, Texas – February 2021.

La Cosecha Dual Language Conference – *Planning for Equity Through the Integration of Content, Language and (Bi)Literacy.* Albuquerque, New Mexico. November 2021.

2020 **La Cosecha Dual Language Conference – (1) *Planning for Interdisciplinary Biliteracy - Featured presentation;*** (2) *Developing Authentic Biliteracy in the Pk-Years;* (3) *Content, Language and Literacy Integration Framework for Biliteracy;* (4) *Weaving la trenza de biliteracidad: Strategic Language Transfer Through Preview/View/Review and Cross-Linguistic Connections.* Virtual Conference, November 2020

2019 **La Cosecha Dual Language Conference – (1) *Content, Language and Literacy Integration Framework - Featured presentation;*** (2) *Exploramundos: Aprendizaje a través del contenido;* Albuquerque, New Mexico. November 2019

2018 **La Cosecha Dual Language Conference – (1) *Dual Language for Teachers and Administrators – Featured presentation;*** (2) *Teaching for Transfer with a Biliteracy Continuum.* Santa Fe, New Mexico. November 2018

NABE – National Association for Bilingual Education – (1) *Teaching Reading and Writing for Biliteracy. ¿Cuál es la diferencia?;* (2) *Curriculum Essentials for Dual Language Programs.* Albuquerque, New Mexico. March 2018.

2017 **La Cosecha Dual Language Conference - (1) *Curriculum Planning and Implementation Essentials for Elementary Dual Language Classrooms - Featured Presentation;*** (2) *Teaching Writing with a Biliteracy Lens: ¿Cuál es la diferencia?* (3) *How to Reinforce Conceptual Learning for Early Childhood Dual Language Classrooms -* Albuquerque, New Mexico, November 2017.

NABE – National Association for Bilingual Education – (1) *Effective Planning Structures for Teaching Content, Biliteracy and Academic Language in Bilingual Classrooms;* (2) *Strategies for Biliteracy Development that Engage, Enrich and Empower Students– Academic Panel Presentation.* Fort Worth, Texas. February, 2017.

AERA – American Education Research Association- (1) *Exploring Parent-Teacher Partnerships as Border Pedagogy: Supporting Emergent Bilingual Student Learning.* San Antonio, Texas. April 2017.

2016 **La Cosecha Dual Language Conference - (1) *Macro y micro estructuras de planificación interdisciplinaria: Desarrollo y aplicación en el salón***

*bilingüe dual; (2) Translanguaging in Dual Language Classrooms: Beyond Misconstructions and Misconceptions - **Featured Presentation**; (3) Meaning-Centered Approaches and Aligned Assessment for Biliteracy Development - **Featured Presentation**. Santa Fe, New Mexico, November 2016.*

TESOL – Teachers of English to Speakers of Other Languages – (1) Language Practices in the Dual Language Classroom: Challenges and Successes"- Academic Intersection with Elementary Education – Organizer and presenter, Baltimore, Maryland. April 2016.

2015

TESOL – Teachers of English to Speakers of Other Languages – (1) Teachers' Understanding of Practice: Planning and Implementing Preview/View/Review in the Dual Language Classroom in "Teacher Educators Transform Practice for Preservice and Inservice Teachers"- Higher Education Academic Panel (Presenter); (2) Dual Language Education in the USD: Theory into Practice in "Multilingualism: Voices from a Globalized World"- Academic Intersection with English as a Foreign Language (Presenter and organizer) (3) Linking Science and Literacy for Emergent Bilinguals in "Revisiting literacy across the curriculum for emergent bilinguals" -Academic Intersection with Higher Education. (4) Dual Language Centers for the 21st Century Learner – Paper presentation. Toronto, Canada, March 2015.

La Cosecha Dual Language Conference – (1) La adquisición del lenguaje académico: De la teoría a la práctica; (2) Videogames and Writing development for EBLs – Albuquerque, New Mexico, November 2015.

2014

TESOL – Teachers of English to Speakers of Other Languages – (1) Scientific literacy and the Common Core for Emergent Bilinguals in "Explore Common Core, Sustain Successful Strategies, Renew Academic Literacy"- Academic Intersection with Elementary Education (2) Preparing Teachers in the Borderlands in "Cultural Contexts in Teacher Education"-Academic Intersection with Higher Education. Portland, Oregon, March 2014.

La Cosecha Dual Language Conference - (1) El español académico de las áreas de contenido **Featured Presentation; (2) Science Literacy, the Common Core and Emergent Bilinguals **Featured Presentation**; (3) Practices to Encourage Teacher Sustainability and Efficacy in Dual Language Classrooms. **Featured Presentation**. Santa Fe, New Mexico, November 2014.**

2013

TESOL - Teachers of English to Speakers of Other Languages –

(1) *Preparing Every Teacher: The next Generation of Teacher Education. Colloquium*; (2) *Empowering Teachers of ELLs: A Professional Development Model – TESOL Best Session*; (3) *Developing Academic Literacy Across Content Areas – Academic Session*; (4) *Thoughtful Academic Literacy for English Learners – Academic Intersection*. Dallas, Texas - March 2013.

NABE – National Association for Bilingual Education – (1) *Advancing Instruction for Emergent Bilinguals: Promising Practices for Academic Literacy Development* – Orlando, Florida- February 2013.

La Cosecha Dual Language Conference – (1) *Planificación estratégica para la alfabetización en dos idiomas, Featured Presentation* (2) *Linking Science and Language for Emergent Bilinguals, Featured Presentation* (3) *Dual Language Centers for the 21st Century Learner* - Albuquerque, New Mexico, November 2013.

2012

TESOL – Teachers of English to Speakers of Other Languages – (1) *Professional Development for Teachers of English Learners: Theory into practice*; (2) *Developing Academic Literacy in Middle School Through an Immigration Unit* (3) *Using a Cultural Relevance Rubric to Choose Engaging Texts*. Philadelphia, March 2012.

NABE – National Association for Bilingual Education – (1) *Developing Academic literacy in Middle School Through an Immigration Unit* (2) *Teaching the Academic Language of Language Arts to long-Term English Learners* (3), *Thoughtful Literacy for English Learners: Linking Science and Language through Units of Inquiry* (4) *The Effects of Long-term Professional Development for Teachers of English Learners: Voices from the field*. Dallas, Texas, February, 2012.

National Two-Way CABE Conference –(1) *Supporting Academic Writing in a Two Way Science Class Featured session* (2) *What Teachers Need to Know to Support Spanish Writing Development Featured session*. Newport Beach, California, June 2012.

2011

NCTE – National Council of Teachers of English. *Developing Science Content Within a Balanced Literacy Framework: A spiral dynamic process*. Chicago, Il., November 2011.

Universidad Nacional de Costa Rica - Invited International Scholar – International Seminar called Perspectives of Learning English as a Foreign Language, (1) *Promising Practices for Older English Learners* (2) *Teaching Academic Language to English Learners*. Keynote- Liberia, Costa Rica. October 31st –November 3, 2011.

TESOL – Teachers of English to Speakers of Other Languages – (1) *Scaffolding Academic Language Through Social Studies Units of Inquiry* **Featured session**; (2) *Scaffolding Instruction for English Learners: Linking Academic Literacy to Science*; (3) *Supporting Adolescent's Academic Literacy Through a Holocaust Unit of Inquiry*; (4) *Empowering Teachers and Improving Instruction Through Sustained Professional Development*,

NABE – National Association for Bilingual Education – (1) *Teaching in Two Languages: Misconceptions and Essentials* **Featured session**; (2) *Empowering teachers, transforming classrooms and improving instruction through long-term professional development*; (3) *Developing Academic Language through a Literature Study*; (4) *Providing an M.Ed. in Bilingual Education via Videoconferencing*

2010

International Conference on Teacher Education Research – (1) *Teachers' understanding of practice: Supporting students' development of academic language and science knowledge in a time of accountability*; (2) *Empowering teachers, transforming classrooms and improving instruction through long-term professional development*. Hong Kong, China. December 2010.

University of Hong Kong Faculty of Education Invited Scholar - *Teaching English versus teaching in English: Understanding the complexity of the academic language of the content areas*. Hong Kong, China. December 12-14, 2010.

International Conference of Science in Society – *Promising practices in a time of accountability: Developing scientific literacy in two languages*. Madrid, Spain. November 2010.

NCTE – National council of Teachers of English – *Creating literate lives for cultural and linguistically diverse students*. Orlando, FL. November 2010

ASCD – Association for Supervision and Curriculum Development - *Transforming Classrooms to Meet the Needs of English Language Learners*. San Antonio, Texas. March, 2010.

TESOL – Teachers of English to Speakers of Other Languages – (1) *Developing Elementary English Learners' Academic Literacy Through Units of Inquiry*. (2) *Building Academic Language Through an Extended Theme*. Boston, Massachusetts. April 2010.

IRA – International Reading Association - *Elementary English Learners: Promising practices for the development of language, literacy and content*. Chicago, Illinois. May 2010.

World Congress on Reading – (1) *Promising Practices for English Learners Academic Literacy Development* (2) *Designing Effective Literacy Instruction for Adolescent English Learners*. Auckland, New Zealand. July 2010 (unable to attend).

2009

MEXTESOL – Mexican Association of Teachers of English to Speakers of Other Languages – (1) *Dual Language essentials for curriculum, reading, and planning*. (2) *Developing elementary English learners' academic language through units of inquiry*. Monterrey, Mexico. October 2009.

International Symposium on Bilingualism – *Teaching science in a time of accountability: Helping bilingual Students develop Language and Content*. Amsterdam, Netherlands. July 2009.

TESOL – Teachers of English to Speakers of Other Languages. (1) *Using Research-based Strategies for Content Literacy with English Learners*. (2) *Helping Secondary Students Develop Academic Language Across the Content Areas*. Denver, Colorado. March 2009.

International Congress of Professional Development for English Teachers - (1) *Research-based Strategies for Teaching English Literacy* (2) *Long-term Professional Development for English Teachers*. **Featured talks**. Buenos Aires, Argentina. February, 2009.

NABE – National Association for Bilingual Education. (1) *Academic Language for Hispanic University Students* (2) *Developing Elementary English learners Academic Language Through Standard-based Units of Inquiry*. Austin, Texas. February, 2009.

2008

IRA – International Reading Association - World Congress on Reading – (1) *El desarrollo del lenguaje académico de las ciencias* – (2) *Desarrollo profesional sobre la lecto-escritura para escuelas bilingües*. San Jose de Costa Rica, Costa Rica. July, 2008

TESOL – Teachers of English to Speakers of Other Languages – *A Framework for In-service Teacher Training*. New York, NY. April 2008.

ASCD – Association for Supervision and Curriculum Development – *Closing the Achievement Gap: Working with Older English Learners*. **Ticketed Session**. New Orleans, Louisiana. March 2008.

NABE – National Association of Bilingual Education – *Long-Term Professional Development for Teachers of English Learners*. Tampa Florida. February 2008.

New York Department of Education - (1) *Teaching English vs. teaching in English. What is the difference?* (2) *Research-based strategies for teaching English learners* (3) *Dual language programs: Curriculum essentials for overall organization and lesson delivery* (4) *Understanding the role of transfer in biliteracy development*. **Featured Presentations** - New York, June 2008.

2007

NCTE – National Council of Teachers of English. *Teaching around Themes for the Development of Academic Language*. In D. Freeman (Chair), *Principles for working with English learners in a mainstream class*. Day-long workshop conducted at the National Council of Teachers of English Annual Convention, New York, New York. November 2007.

IRA – International Reading Association: International Congress on Literacy– *Long-Term Professional Development for Bilingual Teachers: Developing Literacy Skills in Two Languages*, Guatemala. February 2007.

TESOL – PAN ASIAN Consortium – Highlighted session – *Dual Language Teaching Essentials for Global Communication*, Bangkok, Thailand. January 2007.

2006

NCTE – National Council of Teachers of English. *Developing Academic Literacy with English learners in the mainstream classroom*. Daylong workshop conducted at the National Council of Teachers of English Annual Convention, Nashville, Tennessee. November 2006.

IRA - International Reading Association - *Symposium on Academic Language for English Learners*, Chicago, IL.

TESOL - Teachers of English to Speakers of Other Languages- *Effective Strategies for Content and Language Development*, Tampa, FL.

NABE - National Association of Bilingual Education. (1) *The Development of Academic Language across disciplines in Dual Language settings*; (2) *Meeting Standards, Reaching Goals: Literacy Strategies for English Learners*, Phoenix, AZ.

2005

IRA- A Specific Strategy for Scaffolding the Development of Reading Comprehension by English Language Learners.

TESOL - English Learners Constructing and Maintaining Reading Meaning through Content Related Realia.

NABE – Using Realia to Teach Standard-Based Reading Strategies to English Language Learners (1), Dual Language Essentials for Curriculum, Reading and Planning.

2004 **TESOL** – Academic Session – Preparation of Pre-service Dual Language Teachers.
IRA - International Reading Association - Closing the Achievement Gap for Three Types of ELL's.
NABE – Pre-conference Two Way Institute (1) Students. Teachers and Good Curriculum in Dual language Programs (2) Meeting the Challenges of Implementing Two Way Bilingual Programs.

2003 **NABE** – Preconference Two Way Institute (1) Two Programs in Two States and (2) Developing Reading Proficiency in Two Languages.
TESOL – (1) Dual Language Models for Academic Success, (2) Bilingual Interest Section, Keys to Success for Older Learners.
Cosecha (National Dual Language Conference) invited presenter – (1) Transforming Teacher Education with a Dual Language Strand, (2) Supporting Effective Two Way Bilingual Classroom Practices.

2002 **NABE** – (1) Effective Reading for Second Language Learners
(2) Four Keys for Success – Features session speaker
(3) Project EXCELL: A Cutting-Edge Approach to provide Teacher Education courses for Dual Language Success, (4) Grants Presentation: Providing Pre-service Teachers Support through University Programs.

TESOL – Reading: Skills or Acquisition (2) Limited Formal Schooling Students.

NCTE: “Four Keys to Success for English Learners.”

2001 **TESOL** – (1) Effective Reading for English Learners; (2) Organizing Curriculum around Themes.

NABE – (1) Limited Formal Schooling Students-Featured Presentation, (2) Academic Success for Older English Learners: Featured Presentation.

2000 **TESOL** - Effective Practices for English Learners.

NABE - Effective Reading Practices for English Learners.

1999 **NABE** - Featured presentation - Effective Practices for English Learners.

NCTE- Effective Literacy Instruction for English Language Learners.

State Conferences

- 2022** **CABE** – California Association for Bilingual Education Summer Institute – *La trenza de la (bi)litteracidad: The Content, Language and Literacy Integration Framework* – **Summer Keynote**– Online – March 2022.
- 2021** **TABE** – Texas Association for Bilingual Education - *El desarrollo de la biliteracidad a través de la enseñanza interdisciplinaria en el aula bilingüe* – *Virtual Conference* - October 2021 -
- CABE** – California Association for Bilingual Education Summer Institute – *Alcanzando la equidad a través de la trenza de la biliteracidad* – **Summer Keynote**– Online – March 2021.
- CABE** – California Association for Bilingual Education – *La enseñanza en el aula bilingüe: A dynamic and flexible approach to interdisciplinary biliteracy development*. **Featured presentation** – Virtual Conference – March 2021
- New Jersey TESOL** – *Equity for Emergent Bilinguals Through Content, Language and Literacy Integration* - **Featured Presentations** -Virtual Conference, May 2021.
- Virginia Dual Language Conference** – (1) *Biliteracy for Emergent and Experienced Bilinguals* - **Opening Keynote** – (2) *Content, Language and Literacy Integration Framework: The CLLIF* - **Closing Keynote**. Virtual Conference - February 2021.
- Illinois Multilingual/ESSA Conference** – (1) *Accessing Content Through Language and Literacy: A 5-day Concept Cycle*; (2) *The Bidirectional and Interdependent Nature de la trenza de biliteracidad* - **Featured Presentations** -Virtual Conference, February 2021.
- 2020** **CABE** – California Association for Bilingual Education – (1) *Planificación en el Aula Bilingüe: Content, Language and Biliteracy* - **Featured Presentation** -Virtual Conference, March 2020.
- TABE** – Texas Association for Bilingual Education – *Strategically Connecting Language Through Preview/View/Review and Crosslinguistic Connections*. **Featured Presentation** -Virtual Conference, October 2020.

2019

Dual Language Education Conference: Biliteracy for All. (1) *A Biliteracy Progression – Closing Keynote*; (2) *A Content Language and Literacy Integrated Framework*- Houston, Texas. April 2019.

CABE – California Association for Bilingual Education – (1) *Designing and Implementing Effective Professional Development and Coaching for Dual Language*; (2) *Reinforcing Conceptual Learning for Dual Language Early Childhood Classrooms*. Long Beach, California. March 2019.

2018

TABE – Texas Association for Bilingual Education – (1) *Teaching for Transfer Using a Developmental Biliteracy Continuum*; (2) *Student Achievement Through Professional Development and Coaching: A model for Success*; (3) *Supporting Biliteracy Development Through Content-Based Workstations*. Dallas, Texas. October, 2018.

CABE – California Association for Bilingual Education – (1) *Dual Language Essentials: Curriculum Planning, Classroom Organization and Lesson Delivery*; (2) *Enseñar la lectura y la escritura: Una propuesta integradora*. Sacramento, California. March, 2018.

Dual Language Education Conference: Biliteracy for All. (1) *Dual Language Essentials for Teachers and Administrators - Keynote*; (2) *Building School Capacity Through Professional Development and Coaching: A Model for Success*; (3) *Planning and Interdisciplinary Curriculum for Biliteracy Development – Featured Sessions* - Houston, Texas. April 2018.

2017

TABE – Texas Association for Bilingual Education – (1) *Building School Capacity Through Professional Development and Coaching: A Model for Success*; (2) *Teaching Reading with a Biliteracy Lens: ¿Cuál es la diferencia?* (3) *Challenges and Success in Implementing and Maintaining a Dual Language Program: Voices from the Field* - McAllen, Texas. October, 2016.

- 2016** **TABE – Texas Association for Bilingual Education** – (1) *Academic Biliteracy Development, and Mathematics and Science Learning: What Bilingual Teacher Candidates Need to Know*; (2) *Embedded Literacy for older ELLs: Teaching reading and writing in the science classroom*. Galveston, Texas. October, 2016.
- 2015** **TABE – Texas Association for Bilingual Education** – (1) *Academic Literacy for Emergent Bilinguals: Implementing an Ecosystem Unit* – Houston Texas, 2015.
- 2014** **TABE – Texas Association for Bilingual Education** – (1) *Academic Literacy for Secondary Emergent Bilinguals: An Immigration Unit*; (2) *Scientific Literacy and the Common Core for Emergent Bilinguals*; (3) *Dual Language Centers for the 21st Century Learner*. McAllen, Texas, October 2014.
- 2013** **TEXTESOL – Texas Teachers of English to Speakers of Other Languages Conference**. (1) *Academic Language for Emergent Bilinguals. Keynote*; (2) *Academic Language and Literacy Across Content Areas: What teachers need to know to address their students’ linguistic needs. Featured Presentation*. Houston, Texas, November 2013.
- TABE - Texas Association for Bilingual Education** – (1) *Developing Academic Spanish Proficiency in the Content Areas*, (2) *Supporting the Development Academic Literacy in Middle School Through Science*. Houston, Texas, October 2013.
- Bi-National Conference on Education** – (1) *Using Technology to Deliver a Master’s in Bilingual Education*. Brownsville, Texas, October 2013.
- Spring Branch ISD Dual Language and ESL Conference** – (1) *Academic Language for all Learners – Keynote*. (2) *Who are the Students we Teach? - Administrators Featured Presentation*. (3) *Preview/View/Review: A powerful Strategy. Featured Presentation*. Houston, Texas, August 2013.
- 2012** **TABE – Texas Association for Bilingual Education** – (1) *Teaching Academic Language to Emergent Bilinguals Across Content Areas: An Interdisciplinary Unit of Inquiry on the Holocaust*, (2), *Promising Practices for English Language Learners’ Academic Literacy Development* (3) *Embedded Literacy for older ELLs: Teaching reading and writing in the science classroom* – San Antonio, Texas, October 2012

Texas Education Agency Title III Symposium 2012 – *Teaching Academic Language to English learners* – **Keynote** – Austin, TX, July 2012.

Ohio AASFEP Title I/Federal Programs Conference – *Promising Practices for English Language Learners*– **Featured talk** – Columbus Ohio, March 2011.

2011

TABE – Texas Association for Bilingual Education – (1) *Professional Development for Teachers of English Learners: Putting Theory into Practice* (2) *Developing Academic Literacy in Middle School Through an Immigration Unit*. McAllen, Texas, October 2011.

REGION 20 Dual Language Conference – *Dual Language Programs that Work: Highlighting Effective Practices*. **Keynote**. San Antonio. November 4, 2011.

Ohio AASFEP Title I/Federal Programs Conference – *Research-based Strategies for Teaching English Learners* – **Featured talk** – Columbus Ohio, March 2011.

2010

TABE – Texas Association for Bilingual Education – (1) *Teaching in two languages: Misconceptions and essentials*; (2) *Transforming Teaching Practices Through Sustained Professional Development*; *Voices from the dual language field*; (3) *Developing Older English learners' Academic Literacy Through Units of Inquiry*. El Paso, TX. October 2010.

Region IV Bilingual/ESL Conference – *Teaching academic language to English learners*. **Keynote**. Houston, TX. September 29, 2010.

Judson ISD Administrative ELL Institute – *Considering English learners the treasures in our schools*. **Keynote**. San Antonio, TX. July 22, 2010.

2009

TABE – Texas Association for Bilingual Education – (1) *Long-term Support for Dual Language Teachers: Voices from the Field*. Dual Language Institute Presentation (2) *Designing Effective Curriculum for Dual Language Classrooms*. Houston, TX. October 2009.

Annual ESL Institute Fayette County Public Schools – *Effective Literacy Strategies for Working with English Learners*. **Keynote**. Lexington, Kentucky. August 2009

2008

Dual Language Master Series – *Keynote – Dual Language Essentials for Curriculum and Planning*. University of Saint Thomas - Houston, Texas. December 2008. **Academic Invitation**.

TABE – (1) *Research-based strategies and Ell's content academic literacy development*; (2) *Developing Older English Learners' Academic language through standard-based units of inquiry*; (3) *Effective practices for elementary English Learners' content literacy development*; (4) *An Effective Approach for in-service teacher training for ELLs*. – Arlington, Texas. October 2008.

2007 **TABE** – (1) *Helping Second Language Learners Develop Academic Language through Science*, (2) *Strategies to Promote English Learners Literacy Development across the Curriculum*. San Antonio, Texas, October 2007.

CABE – *Research-based strategies for English Learners*. Long Beach, California, 2007

2006 **Iowa – Our Kids Conference - Key Strategies for Dual Language Programs Implementation**; (2) *Understanding the Teaching of Reading in Spanish*; (3) *Writing Development in Spanish, and What Teachers Need to Know about the Spanish Language*. **Des Moines, Iowa., November 2006.**

SCCRC (Santa Clara County Reading Council) – Scaffolding English Language Learners Literacy Development.

2005 **SCCOE (Santa Clara County Office of education) – (1) Closing the Achievement Gap: Using Themes and Strategies to Develop Literacy Skills – Keynote** (Third Annual Academic Success for English Learners and Migrant Students: Using Research-Based Practices Conference) (1), *Effective Strategies for Second Language Learners in the Mainstream.*

CABE- (1) Contextualized Instruction for English Learners in the Mainstream Classroom: Reading for Real Boxes Strategy; (2) *Dual Language Essentials for Planning Instruction.*

2Way-CABE- Planning Thematic Units and Implementing Strategies in TWBI Instruction

2004 **2Way- CABE- Developing a Standard Based Curriculum for 2Way Bilingual Immersion Programs.**

2003 **CABE - Transforming Teacher education with a Dual Language Strand.**

TABE - (1) Four Keys for Success for English Language Learners (2) *Dual Language Essentials*, (3) *Making Curriculum and Materials Accessible for Academic and Concept Development for All Learners.*

Illinois Association for Multilingual Multicultural Education - *Helping Preliterate Students to Become Bilingual and Bicultural. Standard-based Integrated Instruction* (Illinois Bilingual Conference) **Featured Presentation. Chicago, Illinois. October 2003.**

2002 **CABE - *Four Keys for Success for Older English Learners.***

2WayCABE - *EXCELL Program: An Innovative Approach to Prepare Teachers for Dual Language Schools.*

2001 **CABE - *Effective Practices for English Learners -Plenary.***

CATESOL - *Effective Practices for English Learners.*

2000 **CABE - *Helping Preliterate Intermediate Students to Succeed Effective Reading Instruction for Second Language Learners.***

1999 **CABE - *Developing Units for the Bilingual Classroom.***

1998 **CABE - *Effective Practices for Bilingual Learners.***

Local Presentations

San Diego Unified Summer Literacy Institute – *Facilitating Language Transfer Through Translanguaging Practices* – **Featured Presentation - August, 2021**

Houston ISD Dual Language Keynote - *Dual Language Essentials for Planning and Lesson Delivery.* February 2014.

Humble ISD Dual Language Teachers Conference – *Dual Language Essentials for Teachers and Administrators.* **Keynote August 2013.**

Spring Branch ISD Bilingual and ESL Conference –*Academic language for all learners.* **Keynote. August 2013.**

Boerne Independent School District Parent Institute – *Would my child become bilingual and biliterate?* **Keynote October 2012.**

San Benito School District ESL Summer Institute – **Keynote – *Scaffolding English Learners Content Literacy Development.* June 2008.**

San Benito School District ESL Summer Institute – **Keynote – *What do English learners need: Strategies to enhance reading and writing across the curriculum.* September 2008.**

Fresno Pacific Faculty Seminar – keynote Speaker - *Research and English Learners.*

2002 **CATESOL - *Helping older emergent readers to succeed*** (Fresno Chapter)

Parent Presentations (Eng. & Span.)	Fort bend ISD Dual Language Series Parlier Unified School District Kerman Unified School District Fresno Unified School District Salt Lake City School District Comal Independent School District Pflugerville Independent School District Spring Branch Independent School District Pflugerville Independent School District Comal Independent School District Boerne Independent School District
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Sample of Department of Education and School Districts Keynote Presentations

2009-Present	Aldine Independent School District, TX – <i>Biliteracy Development in the Dual Language Classroom.</i> Del Valle ISD, TX - <i>Dual Language Essentials for Teachers and Administrators.</i> San Diego Unified School District, CA – <i>Biliteracy para todos: The Power of Crosslinguistic Connections in the Dual Language Classroom.</i> Pflugerville Independent School District, TX - <i>Dual language and content literacy integration.</i> New York Department of Education, NY - <i>Dual language and differentiation instruction.</i> Galena Park Independent School District, TX - <i>Dual language and Academic language for ELLs.</i> York Independent School District, Ohio – <i>Biliteracy and Dual language.</i> Spring Branch Independent School District, TX- <i>Dual language and differentiation instruction.</i> Comal Independent School District, TX - <i>Dual language and Academic language development.</i> Boerne Independent School District, TX - <i>Dual language and differentiation instruction.</i> Houston Independent School District, TX - <i>Dual language and differentiation instruction.</i> Alvin Independent School District, TX - <i>Dual language and Academic language development.</i>
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New Caney Independent School District, TX - *Dual language and Content literacy integration.*

Humble Independent School District, TX - *Dual language and differentiated instruction.*

Channelview Independent School District TX - *Dual language and literacy content integration.*

Other Educational Experiences

2014 External evaluator –

External evaluator for Tenure and Promotion of Dr. Suniti Sharma.

2010 Sample of Professional Development – School Districts

Katy Independent School District - *Teaching English versus teaching in English: Understanding the development of academic language for bilingual learners.* Katy, Texas. March 2010

Northside Independent School District – *Dual Language Essentials for Lesson Delivery.* San Antonio Texas. May 2010

Judson Independent School District – *Understanding bilingual programs at Judson ISD.* June 2010

Spring Branch Independent School District – *From Theory to practice: Refining dual language practices.* June 2010

Alvin Independent School District – *Effective curriculum for dual language programs.* July 2010

IDEA School District – (1) *Literacy Development through units of inquiry;* (2) *An introduction to content and language objectives.* August 2010.

Professional Development – Publishing Companies

Work with Heinemann Publishing Company to provide professional development to schools in New York schools for teachers working with English learners.

Peer Reviewer

(1) GIST: The Colombian Journal of Bilingual Education – (2008-present)

(2) Journal of Multilingual education Research – Editorial Board (2009-Present)

2009 Corwin Press Book Reviewer –

Reviewed the book *Promoting Academic Achievement Among English Learners* by Claude Goldenberg and Rhoda Coleman (2010) by Corwin Press

Professional development – School Districts

IDEA Schools Dual Language Programs – *Biliteracy Development Through Units of Inquiry* - Mission, Texas. July, September and November 2009.

Spring Branch Dual Language Programs- *Curriculum Design for Dual Language Schools* - Houston Texas. June, October, December 2009.

Judson Independent School District Bilingual Department – *Understanding Dual Language in the Context of Bilingual Education*- San Antonio, Texas. April, September, November 2009.

Professional Development – Publishing Companies

Work with Heinemann Publishing Company to provide professional development to schools in New York schools, Kentwood, Michigan, and Memphis, Tennessee on strategies for teachers working with English learners.

2008- Present

Peer Reviewer - GIST: The Colombian Journal of Bilingual Education – December 2008

I reviewed two articles for the Colombian Journal of Bilingual Education. The journal uses a closed review process and is sponsored by the Institución Universitaria Colombo-Americana.

Professional Development – School Districts

Washington Union School District – Easton, California (May, 2008)

Work with Bilingual and ESL instructors to develop a well-balanced English language development program, selected materials, and developed ELD standard-based benchmarks.

Lindsay Unified School District – Lindsay, California (June, 2008)

Provided a three-day interactive professional development on dual language curriculum implementation. Work with teachers and administrators from different dual language schools on planning and implementing Spanish instruction in the content areas in a dual language setting.

San Benito Independent School District – San Benito, Texas (June 2008)

Provided a three-day interactive professional development on ESL and SSL strategies. Work with teachers and administrators on differentiation of instruction for English learners in the mainstream classroom.

2007

Professional Development – School Districts

Washington Union School District – Easton, California. (May, 2007)

Work with mainstream teachers and department heads to implement differentiated instruction across disciplines and to supervise implementation in the classroom.

Work with Bilingual instructors to develop a well-balanced English language development program, selected materials, developed curriculum and supervised implementation.

Seattle, Washington (June, 2007)

Provided a three-day interactive workshop for teachers and administrators in the Seattle area working in Dual Language programs on Literacy development in Spanish and Dual Language Program Implementation and Strategies.

2006

Program Advisor – Leslie Publishing Group

Work as an English Language Learner advisor for the Preschool Investigator Program.

Program Evaluator - Washington Union School District, Easton, California.

Evaluated the Bilingual Program at the high school level and reorganized students' placements according to English language development level.

Professional Development – School Districts

Washington Union School District – Easton, California.

Work with mainstream teachers and department heads to implement differentiated instruction across disciplines and to supervise implementation in the classroom.

Work with Bilingual instructors to develop a well-balanced English language development program, selected materials and developed curriculum and supervised implementation.

Allen, Texas - Work with Region 10 ESC Bilingual Consultants on the development of Spanish Literacy. Provide a one-day institute to teachers in the Region on strategies for literacy development in bilingual students

Ames, Iowa - Provided a two-day interactive workshop for teachers at the National K-12 Foreign Language Resource Center on Literacy development in Spanish and Dual Language Program Implementation and Strategies.

Lecturer – Weber State, Salt Lake City Utah.

Taught the Bilingual Endorsement coursework for both Salt Lake City and Saint George bilingual teachers.

Second year of administration of the comprehensive bilingual exam to teachers in Salt Lake City and Dixon School districts for the State of Utah's Bilingual endorsement language proficiency level

2005-Present	<u>NCTE Consultant Network and Spoke person on Issues of ELLs</u> Work with school districts across the country on Dual Language Education, literacy development and differentiated instruction for second language learners through the National Council of Teachers of English Consulting Network.
2003-2006	<u>Professional Development</u> – School Districts Salt Lake City School District, Utah Work with bilingual teachers and program and district administrators developing and aligning programs across schools, developing appropriate dual language curriculum, and creating thematic units with appropriate materials in both languages. Course work and classroom observations followed by focus groups by site are implemented.
2005	<u>Reviewer</u> - National Geographic School Publishing Work as a reviewer with the National Geographic School Publishing Group based in Washington D.C to review their new literacy program for English Language learners. <u>Reviewer</u> – Scholastic Publishing Work as a reviewer with Scholastic Magazine department based in New York to review the k-2 Scholastic News magazine in both English and Spanish as support materials for teachers in the content areas.
2004-2005	<u>Professional Development</u> – School Districts Burlitic Elementary School in Parlier Unified School District Work with k-6 Teacher on Differentiated instruction for dual language settings focusing on academic language development in both languages. Lecture and demonstrations were given followed by classroom observation and focus groups with participant to provide opportunities for reflective practice. <u>Editor</u> for the Bilingual Interest Section Newsletter – TESOL
2003-2004	<u>Professional Development</u> – School Districts Parlier Unified School District Work with 8-12 teachers across the district on implementing Differentiated instruction in each discipline. Lecture and demonstrations were given followed by classroom observation and focus groups with participant to provide opportunities for reflective practice.
2002-2003	<u>Coalition for Essential Schools Consultant</u>

Work with Los Angeles School District on program evaluation and program improvement at a Middle School and a high school in Northern L.A area supporting teachers to implement appropriate methodology to work with second language learners.