

GAIL G. VERDI

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EDUCATION

New York University

Ph.D. in English Education, Applied Linguistics (**with distinction**) -September 2000

Dissertation: Navigating Languages and Cultures: An Ethnographic Study of Four Working-Class Women Academics

MA in TESOL K-12 - 1983

Seton Hall University

BA in Elementary Education/Early Childhood (NJ State Certification) - 1979

ACADEMIC EMPLOYMENT

Acting Executive Director, School of Curriculum and Teaching, Kean University, 2018-Present

Tenured Associate Professor, Elementary & Bilingual Education, Kean University, 2006-Present

Adjunct Asst. Prof. Teaching Fellows Program, City College of New York, 2005-2006

Assistant Professor, Multilingual/Multicultural Education M.S., College of New Rochelle, 2003-2006

Adjunct Asst. Prof., ESL Program, City College of New York, 1985-2005

Assistant Professor, TESOL MAT/QUEST BA-MAT, Fairleigh Dickinson University, Teaneck, NJ, 2000-2003

Course Evaluation Consultant, Stern Business and Expository Writing, New York University, 1999-2001

Adjunct Assistant Professor, Language Immersion Program, City University of New York, Summer 2000

Core Faculty, Master of Science in Teaching Program, New School University, 1998-2000

Adjunct Instructor, Department of Curriculum and Instruction, C.W. Post-LIU, 1998-1999

Adjunct Instructor, Department of Teaching and Learning, New York University, 1995-2000

Teaching Fellow Instructor, Expository Writing Program, New York University, 1991-1995

ESL Learning Center Coordinator, City College of New York, 1988-1995

Adjunct Instructor, ESL/Developmental Skills, BMCC, NYC, 1986-1987

ESL Teacher, BOCES, Valley Stream, Long Island, 1984, grades K-8

Instructor, ESL Immersion Program, Hudson County Community College, WNY, NJ, 1983-1984

Elementary Teacher (Substitute), Ann Street School, Newark, New Jersey, 1979-1980

Preschool Teacher, Newark Manpower, Newark, New Jersey, 1979-1980

Preschool Teacher, Ironbound Community Center, Newark, New Jersey, Summer 1980

TEACHER TRAINING

Sophomore Field Experience, EMSE Program, Kean University.

This course is an introduction to teaching in multicultural, inclusive urban and suburban elementary schools including six day-long observations. Students write their initial philosophy of education, explore the knowledge, skills, and dispositions required for successful teaching and learning to take place, and begin their professional portfolio. (2007-Present)

Senior Seminar in Teaching, EMSE Program, Kean University.

This course examines the philosophical, theoretical, and conceptual understanding of effective school and classroom practices, and the teaching and learning process within the context of multicultural, inclusive classrooms that accommodate students with special needs and English language learners. (2006-Present)

Language Arts/Reading in Preschool and Elementary Curriculum, EMSE Program, Kean University.

This course is an introduction to the theory and practice of teaching students to listen actively, speak clearly, read for comprehension, and write to learn and express themselves. The approach used to achieve these goals is that of an integrated communicative approach to literature and content-based language learning. Particular emphasis is given to preparing students to meet the relevant State Learning Standards. (2006-Present)

Intro to Language Arts & Reading through Content Areas, EMSE Grad Program, Kean University.

This course introduces students to the theory and practice of teaching listening, speaking, reading and writing as part of an integrated, literature/content area language arts program in middle and secondary schools. Consideration will be given to how first and second languages are acquired and learned, and how teachers can help accommodate the needs of diverse populations when attempting to teach strong literacy skills as well as content knowledge. (2006-Present)

Culture, Cognition and Communication, EMSE Grad Program, Kean University.

This course is an in-depth study of the history, language, and cultural heritage of the bilingual/bicultural child and an examination of the ethnography of communication. (2010-Present)

Kean University Writing Project, English Department, Kean University,

This four-week institute linked to NCTE's National Writing Project provides extensive grounding in theory; best practices for teaching writing; protocols for designing, presenting, and reflecting on classroom lessons; models for building and working with collaborative teams; and personalized coaching and one-on-one mentoring. Through writing, talking, sharing, and writing some more, we work to transform the toughest challenges from our classrooms into our best ideas for pedagogical practice. (Summer 2008-2012)

Intercultural Perspectives in Multicultural Education, MME Program, College of New Rochelle.

This course enables students to practice strategies appropriate to distinct learning modes and developmental levels, including planning for students from diverse cultural backgrounds, students with special needs, and gifted and talented students. Students observe, analyze and reflect on the variables involved in teaching second languages to diverse student populations, thereby continually informing and refining their teaching interactions. (2003-2006)

Multilingual Multicultural Education: Theory and Practice, MME Program, College of New Rochelle.

The purpose of this course is to equip students with sociological and political foundations of multilingual/multicultural education. Students will have an opportunity to examine past and present educational theory and practice with a particular emphasis on public education in the United States, and participate in independent field research and develop multilingual/multicultural curricula. (2003-2006)

Language Evaluation and Assessment, MME Program, College of New Rochelle

Appraisal of standardized tests and alternate measures used to evaluate intelligence and achievement; practice in administering and scoring; survey of culture-free tests; observation, anecdotal records, and non-academic tests; study of ESL and bilingual tests. (2005)

Linguistic Analysis, MME Program, College of New Rochelle.

This course is a general introduction to linguistics as the subject relates to TESOL, including morphology, syntax, semantics, phonetics, phonology, sociolinguistics, change, variation, and psycholinguistics across academic discourse levels and contexts. (2004-2006)

Observation and Seminar in Second Language Contexts, MME Program, College of New Rochelle

Students focus on observation and analysis of appropriate second language contexts across a variety of grade levels, developmental needs, and school settings. Participants meet weekly for a seminar with the faculty member for supervision and discussion. (2004-2006)

Practicum in TESOL: PreK-12, MME Program, College of New Rochelle.

Students participate in a 200-hour field placement, develop competencies in skills needed in teaching non-English-speaking children, including gifted and talented students and those with special developmental needs, and meet regularly to reflect on and prepare for classes. (2003-2006)

Second Language Acquisition, MME Program, College of New Rochelle.

Students explore approaches and issues in second language acquisition. Topics include acquisition models, multilingualism, discourse analysis, and the role of culture in second language learning. (2004-2006)

Structure of English, MME Program, College of New Rochelle.

The purpose of this course is to review the structure of Standard American English as used for a range of academic purposes. (2004-2006)

Teaching and Learning in a Technological Society, MME Program, College of New Rochelle.

Students use and evaluate multimedia, on-line, interactive learning as it relates to second language teaching and second language teaching through content areas. Adaptations are made for gifted and talented students and those with special needs. (2004)

Teaching Second Languages, PreK-6, MME Program, College of New Rochelle.

The purpose of this course is to develop competencies in teaching second languages that facilitate the acquisition of skills in listening, speaking, reading and writing for non-English-speaking children in grades PreK-6. (2004-2006)

Teaching Second Languages, 7-12, MME Program, College of New Rochelle.

Teachers experiment with and evaluate teaching methods and resources appropriate for young adult second language learners in grades 7-12. Special attention is placed on curriculum content and materials, instructional methodology, and interdisciplinary resources as well as sociolinguistic and psycholinguistic characteristics relevant to the learning styles and language learning strategies of this age group. (2004-2006)

Teaching Languages across Content Areas, MME Program, College of New Rochelle.

The emphasis of this course is to assist teachers in developing curricula that promote both the acquisition of a second language and specific content (social studies, science, math, creative arts). (2003-2006)

Seminars in Professional Practice I, II & III, QUEST BA/MAT Program, Fairleigh Dickinson University.

The Seminars, through their themes and various activities, emphasize human relations, personal and professional development, and collaborative processes. They also serve as the cornerstone for QUEST's cohort support structure, providing an opportunity for cohort members to share experiences, concerns and successes with each other and the cohort advisor. The Seminars provide a time to explore educational research and best practices, and to develop the capacity and skills for inquiry, reflection, dialogue, scholarly work, and analytical thinking through independent study and cooperative group experiences on performance tasks. (2000-2006)

Second Language Acquisition: Methods and Curriculum, MAT Program, Fairleigh Dickinson University.

This course provides students with the opportunity to explore second language learning methods from both theoretical and perspectives. Students examine various approaches to teaching students a second language, and concentrate on developing strategies for teaching language skills (listening, speaking, reading, and writing). The readings and activities for this class are designed to help students develop and understanding of how current issues in the field influence materials, curriculum design, and standards. (2000-2003)

Literacy Development for Second Language Learners, MAT Program, Fairleigh Dickinson University.

The purpose of this course is to introduce ESL/EFL teachers to current theories of both L1 and L2 literacy development. It is designed to address teaching and learning theories, instructional strategies, and various forms of literacy assessment. Participants will examine and analyze trends in literacy instruction by looking at the social, cultural and linguistic factors that influence the acquisition and development of literacy by second language learners. (2000-2003)

Applied Linguistics, MAT Program, Fairleigh Dickinson University. This course gives students the opportunity to become familiar with theories of language learning and how these theories relate to first and second language acquisition. (2000-2003)

Interdisciplinary Inquiry, Master of Science in Teaching Program, New School University. The purpose of this course is to help students consider the ways knowledge is constructed in different disciplines, and how curriculum and pedagogy reflect specific schools of thought about teaching and learning. Students explore what they know about the disciplines of Science, Math, English Education and Social Studies, research the resources they have available to them, plan and construct activities around particular learning processes, and reflect on possible difficulties in implementing constructivist curricula. (Summer 2000)

Foundations of Educational Linguistics, Department of Teaching and Learning, NYU. The curriculum and readings for this course are designed to introduce teachers to linguistic theories that influence the way we teach. Here students are given the opportunity to become familiar with theories on language learning, to consider how these theories relate to the teaching and learning of literacies and discourses, and to make connections between what we know intuitively about language acquisition and research in the field of educational linguistics. (1999-2000)

Autobiographical Expeditions, Master of Science in Teaching Program, New School University. This course is designed to investigate students' personal learning histories through autobiographical writing. The goal is for students to examine their beliefs about teaching and learning in order to critique, rethink, and conceptualize them. Responsibilities include developing curriculum, engaging students with core texts that inform the study of self and caring in teaching. (Fall 1998)

TESOL and Content, Department of Curriculum and Instruction, C.W. Post-Long Island University.

The purpose of this course is to help teachers develop curriculum designs that facilitate the academic needs of ESL students in elementary and high school classes, and to introduce educators to the differences and similarities of pedagogical strategies used in ESL and Content courses. Responsibilities include developing curriculum, assisting students in developing research skills, and aiding in the organization, planning and implementation of materials for ESL and Content classes. (Summer 1998 & 1999)

Inquiries into Teaching and Learning I and II, Department of Teaching and Learning, NYU. Both courses are required for certification in the school of education at NYU. The purpose of this two level program is to help future teachers reflect on their experiences as learners and begin to shape their educational philosophies through a variety of activities and readings. Responsibilities include developing curriculum, teaching courses, and mentoring new faculty. (1995-1999)

Student Teacher Supervisor, Master of Science in Teaching Program, New School University.

Department of Teaching and Learning, NYU. Supervise elementary and secondary school student teachers in ESL and English Education in New York City. Observe classes, assess lesson plans, and meet with student teachers and cooperating teachers to discuss methods and curriculum. Read and respond to weekly teaching logs. (1995-2000)

Guest Lecturer, University of Puerto Rico, Bayamon, PR. Held a three day workshop on Portfolio Assessment, Fluency First and Process oriented writing instruction, and Tutoring.(May 1993)

Instructor and Coordinator, CCNY Austrian Exchange Program, NYC. Developed a curriculum for teachers from a variety of backgrounds. Teachers worked on content area research projects that they could develop into curriculums for EFL students in their country. (Summer 1993)

TEACHING

ESL Reading, Writing and Speech Courses, ESL Department/Pre-Freshman Summer Program-CCNY, NYC. Instruct ESL students at all levels. Worked with faculty on developing courses based on the Fluency, Clarity and Correctness model of language acquisition. Developd a new curriculum for an ESL World Civilization course; committee work - wrote a mission statement describing the philosophy of ESL Learning Center. Evaluated criteria for reading and writing placements. (1985-2005)

Language Immersion Program, City University of New York. Taught reading and writing at the intermediate level in pre-freshman summer program. (Summer 2000)

Intermediate Writing Workshop (Graduate), Department of Teaching and Learning, NYU. Taught composition to both native and non-native English speakers. This course helped graduate students in various fields of education explore writing within their disciplines. It also introduced education majors to process oriented writing methods and the use of writing to learn. (Spring/Fall 1999)

Writing Workshops I and II, Expository Writing Program, NYU. Taught freshman composition to both native and non-native English speakers. These courses introduced students to the essay with special emphasis on generating texts (fluency), on revision, peer response, and self-reflection. Students begin by writing from their experience in the first semester and then move into writing traditional academic essays in the second. (1991-1994)

Writing Tutorial, Expository Writing Program, NYU. Taught this course for students who failed the Proficiency Exam and with students who took the course as an elective. Students met in class once a week and individually with me as well. Students wrote several essays during the semester. One of which was about a topic in a course of interest. They submitted the text to their professor for feedback as well. (1992-1995)

ESL Writing, BMCC, NYC. Instructed ESL students. Taught the 083, a beginning writing course. Focused on essay writing and developed strategies for group work in the ESL classroom. (1986-1987)

ESL, Elementary, BOCES, Valleys Stream, Long Island. Worked in a pull out program in three public schools in Valley Stream. Students came to me three times a week with homework, and I worked with the director at BOCES, and the faculty at each school in planning curriculum for individual students. (1984-1985)

ESL Immersion Classes, Hudson County Community College, WNY, NJ. Instructed adult students in Pre-college Immersion Program. Developed student centered curriculum from situations which commonly occurred within the Latin American community in West New York, N.J. (1983-1984)

Elementary School Substitute, Ann Street School, Newark, NJ. Substituted on a per diem basis in a variety of grades. The student population was predominantly working-class immigrant. This is where my interest in ESL started to evolve. Curriculum was traditional and classes were self contained. (1979-1980)

Preschool, Manpower and Ironbound Community Center, Newark, NJ. Worked full time in preschool programs that utilized open classrooms. Students had a variety of activities that they could choose from during the day. Emphasis was placed on social skills as well as academic studies. (1979-1980)

ADMINISTRATIVE EXPERIENCE

Executive Director – School of Curriculum and Teaching, Kean University, Union, New Jersey.

Manage the hiring, preparation, supervision, and monitoring of faculty teaching schedules and workloads during the academic year and summer sessions. Manage and coordinate new program and course development. Prepare and manage academic advisement plans. Manage school interactions with the Office of Assessment. Manage and coordinate reporting of program assessment and program review activities. Provide support to University and college governance structures.

Coordinator Future Teachers' Academy – College of Education, Kean University, Union, New Jersey.

Collaborate with teachers at district high schools to develop and present workshops to students taking Introduction to Education classes for credit. Coordinate bi-annual, on campus, FTA events hosting up to 100 students, along with high school teachers and counselors. The Future Teachers' Academy provides demonstrations and workshops for high school students interested in becoming teachers.

Assessment Coordinator – Elementary Education and Bilingual Education Program, Kean University, Union, New Jersey. Collect and analyze data for Specialized Program Association (SPA) report for the Association for Childhood Education International (ACEI). Write 2016 SPA report of ACEI and CAEP accreditation.

Coordinator Bilingual K-5/5-8 Education – Elementary Education and Bilingual Education Program, Kean University, Union, New Jersey. Wrote 2010 Specialized Program Association (SPA) report for Association for Childhood Education International (ACEI) and NCATE accreditation. Advise students in BA and MA Programs, review applications and determine pre-service candidates qualifications for declaration as an education major, maintain a data base of students in programs, schedule courses, participate in open houses and transfer advisement sessions

Coordinator Transition to Teaching Grant – Newark/Kean Collaborative, Kean University, Union, New Jersey. Recruited, selected and awarded stipends to project participants in collaboration with faculty team and project Director. Planned and scheduled project activities, workshops, tutoring, induction, and other special sessions. Provided feedback to participants' progress to faculty team, & learning communities. Recommend improvements and changes based on data and annual reports to US Department of Education.

Coordinator QUEST BA/MAT Program, Fairleigh Dickinson University, Teaneck, New Jersey. Advised 100 students, design forms for program, scheduled field experiences, acted as liaison between the Peter Sammartino School of Education and the core faculty in various undergraduate programs such as Science, Math, Psychology, English, History and Humanities, presented at open houses, served on recruitment and policy committees, revised student handbook. (2000-Present)

Course Evaluation Consultant-General Electric Fund Project (Learning Excellence-Business Disciplines), NYU, School of Arts and Sciences and Stern School of Business. Developed a three-year assessment plan for an interdisciplinary course taught by faculty from the Expository Writing Program and Stern titled, “Business and Its Publics.” Duties included observing classes, attending lectures and faculty workshops, reading course material, developing questionnaires, interviewing faculty and students, and analyzing student writing against assessment criteria. Evaluation reports were written yearly describing outcome of research and recommendations were made for short and long term goals. (1999-2001)

ESL Learning Center Coordinator, City College, NYC. Hired, trained, and supervised 20 tutors and administrative staff of 3. Budgeted funds, kept records, wrote annual reports. Supervised 5 computer technicians. Worked with ESL faculty to integrate tutoring into the Fluency First curriculum. Mentored graduate and undergraduate education majors. Ran weekly workshops that helped tutors to understand the writing process, and how grammar and structure could be taught through the evolution of an idea. Tutors were required to write and do peer response workshops, to read student texts and comment. These workshops eventually led to presentations at area conferences. (1988-1995)

Inquiries into Teaching and Learning-Assistant to Coordinator, NYU. Worked with Dr. Marilyn Sobelman in recruitment and hiring of adjunct faculty. Developed curriculum, mentored new teachers, scheduled classes, revised website, worked with visiting scholars on scheduling presentations, helped troubleshoot administrative problems (Fall 1996-Spring 1997).

PROFESSIONAL AFFILIATIONS

AMERICAN FEDERATION OF TEACHERS
ASSOCIATION OF SUPERVISION AND CURRICULUM DEVELOPMENT
INTERNATIONAL READING ASSOCIATION
NATIONAL ASSOCIATION OF BILINGUAL EDUCATION
NATIONAL COUNCIL OF TEACHERS OF ENGLISH
NEW JERSEY ASCD
NEW JERSEY TESOL/BEA
NEW YORK STATE ASSOCIATION OF BILINGUAL EDUCATION
TESOL, INC.
WORKING-CLASS ACADEMICS

EDITORIAL BOARDS/EXECUTIVE BOARD/PROFESSIONAL ACTIVITIES

Building Teacher Leader Capacity NJDOE Grant Advisory Board, 2015-Present

National Association of Bilingual Education (NABE) Research SIG Executive Board, 2014-Present

National Association of Bilingual Education (NABE) Dissertation Award Committee 2012-Present

NJDOE State Program Approval Council (SPAC) 2017-Present

Union County Vocational – Technical High School Advisory Board 2017-Present

NJDOE Bilingual Advisory Board Member: September 2012-2014

KeanASCD Student Chapter Advisor: January 2012 to Present

National Association of Bilingual Education (NABE) Research SIG Co-Chair/Chair, 2012-2014

National Association of Bilingual Education (NABE) Dissertation Award Committee 2012-2013

Member: Executive Board/Teacher Education SIG. NJTESOL/NJBE. Union, NJ 2009-2012

OFFICIAL AFFILIATE DELEGATE FOR TESOL ADVOCACY DAY: NJTESOL/NJBE, June 6-7, 2011, Washington D.C.

Member: Editorial Board. *Journal of Multilingual Discourses*. Oxfordshire, UK: Taylor and Francis Publishers 2009-2010

PUBLICATIONS AND BOOK REVIEWS

“Improving the Outcomes of Hispanics in AP Computer Science” (with Bachrach, M. & Morreale, P.). Proceedings of the 51st ACM Technical Symposium on Computer Science Education. *Association for Computing Machinery*. New York, NY, March 2020.

“Building Teacher Leader Capacity (BTLC) through Culturally Responsive Socio-Emotional Wellness Training,” (with Anthony Pittman). *Journal of Multicultural Education Research*, (Forthcoming).

“From Compliance to Efficacy: Utilizing Socio-Emotional Wellness Training to Support Teacher Leaders,” (with A. Pittman, S. McGowan & M. Toto). Proceedings of *Inaugural Educational Thought Leader Conference*, Union, NJ: Kean University, May 2017).

“Literacy Development as Social Practice in the Lives of Four Working-Class Women Academics.” (with Miriam Eisenstein Ebsworth). In W.H. Thelin & G.M. Carter, (Eds.), *Class in the Composition Classroom: Pedagogy and the Working Class*. Utah State University Press, October 2017.

“Teacher education special interest group news: Annual SIG meetings and 2nd annual GSF.” *NJTESOL/NJBE Voices*, 41(3), Summer 2012.

“College and career readiness for all: What do English learners standardized test scores tell us about teacher effectiveness.” *NJTESOL/NJBE Voices*, 41 (2), Spring 2012.

“Supporting Global Learning Communities for English Language Learners: Redefining Teacher Education in the Midst of the Battle for School Reform.” *NJTESOL/NJBE Voices*, 41 (1), Winter 2011.

“Assessing English Learners and Struggling Readers and Writers.” *NJTESOL/NJBE Voices*, 40(4), Fall 2011.

“Teacher Education Special Interest Group News: Report on TESIG Meetings and First Annual Graduate Student Forum.” *NJTESOL/NJBE Voices*, 40(3), Summer 2011.

Review of the book “Language and Emotion,” by J. Wilce for *International Journal of Sociology of Language/Mouton Publishers*, 208, pp.166-169, March 2011.

“Making Pictures: Using Imagery and Drawing to Plan, Write and Edit Stories.” (with Susan Polirstok) In J. Richards & C. Lassonda, (Eds.), *Collaborative Writing Strategies in the Primary Grades: Scaffolding Students’ Writing with Meaningful Mini-Lessons*. Hoboken, NJ: Jossey Bass Publishers, March 2011.

“NJTESOL/NJBE Teacher Education Special Interest Group Conference Meeting Review.” *NJTESOL/NJBE Voices*, 39(3), 9, Summer 2010.

“Entering the Conversation: Teacher-Education and Our role in Supporting a Framework for 21st Century Learning for ELLs.” *NJTESOL/NJBE Voices*, 39(2), 12, Spring 2010.

“Teacher Education, ELLs, and the 21st Century Classroom: Exploring Essential Questions.” *NJTESOL/NJBE Voices*, 39 (1), p. 6, Winter 2010.

“Working-Class Women Academics: Four Sociolinguistic Journeys.” (with Miriam Eisenstein Ebsworth). *The Journal of Multicultural Discourses*, 4(2), pp.183-204. July 2009.

“Portraits of Difference: How Age, Cultural Diversity and Social Class Influences the College Classroom.” (with Dorothy Striplin). Proceedings of *Third Annual Hawaii International Conference on Education*, Honolulu, Hawaii. (January 2005, ISSN#1541-5880).

“Review of the Book *Inquiring into Teaching and Learning: Explorations and Discoveries for Prospective Teachers*,” by M. Sobelman and M. Krasnow. Dubuque, Iowa: Kendal Hunt Publishers, 2002.

General Electric Fund Project: Learning Excellence- Business Disciplines (Rep. No.1). New York: New York University, Stern School of Business and Expository Writing Program (May 2000).

“Banquet of the Beheaded,” (with Nicola L.) Performed at *LaMama Theater Workshop*, NYC. January 23-30, 1999, and the Public Theater, NYC. March 1999.

“Review of the Book *Onna rashiku: Like a woman*,” by Karen Ogulnick. *L.E.A.R.N. Newsletter*, November 1998, p.7.

“Ethnographies in Action: Digging in Our Own Backyards.” (With Dominic Pietrosimone). In the *Collected Papers, 1992 New York State TESOL Conference*, Rye, New York. Fall 1994.

“Research on ESL Composition Instruction: The Fluency-First Approach.” (With Betsy Rorschach and Anthea Tillyer) *National Clearinghouse for Bilingual Ed*, 1993.

“*Life and Language: The Urban College Experience*.” (With Carole Riedler-Berger and Susan DiRaimo) Kendall/Hunt Publishers, Dubuque, Iowa, 1992.

“*The Intelligibility of Social Dialects for Working-Class Adult Learners of English*.” (With Miriam Eisenstein) *Language Learning*, pp. 287-297. June 1985.

GRANTS/ASSISTANTSHIPS/ Funded

Improving the Outcomes of Hispanics in AP Computer Science (with Mayra. Bachrach and Patricia. Morreale) – (2019-2020). Mountain View, CA: Google Grant.

Building Teacher Leaders Capacity to Support Beginning Teachers (with Anthony Pittman) – (June 2015-2018). Trenton, NJ: NJDOE.

TESOL Advocacy Day Travel Grant – NJTESOL/NJBE – Proposal funded through TESOL, Inc, Alexandria, VA, June 2011.

(RTR) Release Time for Research and Creative Works Grant – Kean University – Proposal funded through the Office of Research and Sponsored Programs, 2009-2010.

Graduate Assistant - New York University, Department of Teaching and Learning. 1996-1997. Marilyn Sobelman, Program Coordinator.

Teaching Fellow - New York University, Expository Writing Program. 1991-1994.

Graduate Assistant - New York University, Mentor Program for at risk students. Spring of 1988. John Vine, Director.

Grant - “How do we Monitor and Evaluate Tutors?” CCNY President’s Fund For Innovation in Education. CCNY, New York, NY. Spring 1990.

HONORS/AWARDS/DISTINGUISHED ACHIEVEMENT

<u>Item</u>	<u>Year</u>
Presidential Excellence Award for Distinguished Service	June 2017
National Association of Bilingual Education Dissertation Committee Certificate of Appreciation	February 2017
Team Leader (Kean University) – NJDOE Teacher Leader Network	August 2017
Union County Vocational-Technical High School Advisory Board	2016-2018
Scholar Athlete Influential Professor Award by Suzanne Grochowski	April 6, 2015
NJTESOL/NJBE (Nominated Alyssa Skiff for Jessie Reppy Scholarship –	May 2012
NJTESOL/NJBE Award for Dedication and Service	May 2012

CONFERENCES AND WORKSHOPS

“Improving the Outcomes of Hispanics in AP Computer Science” (with Bachrach, M. & Morreale, P.). 51st ACM Technical Symposium on Computer Science Education (SIGCSE). Portland, OR, March 12, 2020.

“Improving the Outcomes of Hispanics in AP Computer Science” (with Bachrach, M.). 49th Annual Association of Bilingual Education Conference, NABE Research and Evaluation SIG. Las Vegas, NV, February 2020.

“Building Teacher Leader Capacity through Emotional Wellness Training” (with Pittman, A.). NABE Research and Evaluation SIG. Lake Buena Vista, Florida, March 2019.

“Building Teacher Leader Capacity” (with Pittman, A.). Educational Thought Leaders’ Conference, Union, NJ: Kean University, March 2019.

“Using Cognitive Behavioral Interventions to Enhance Instructional Delivery” (with Pittman, A.). Kean University Spring 2019 Professional Development Days, Union, NJ: Kean University, January 2019.

"Building Teacher Leader Capacity: Kean University Partners with Plainfield and Scotch Plains" (with Pittman, A., & Toto, M.). Educational Thought Leaders’ Conference, Union, NJ: Kean University, May 2018.

“Understanding Ourselves through the Lives and Actions of Others: Ethnographic Research.” National Association of Bilingual Education Research SIG, Albuquerque, NM. March 2018.

“Building Teacher Leader Grant Workshop Series” (with Amy Wenzel, Anthony Pittman and Marie Toto). Scotch Plains and Plainfield Public Schools, NJ, January 2016-May 2017.

“From Compliance to Efficacy: Utilizing Socio-Emotional Wellness Training to Support Teacher Leaders,” (with A. Pittman, S. McGowan & M. Toto). Inaugural Educational Thought Leaders’ Conference, Union, NJ: Kean University, May 12, 2017

“Student Knowledge and Perspectives,” **Session Chair.** 45th Annual Association of Bilingual Education Conference, Chicago, Illinois, March 4, 2016.

“The Common Core Standards Leave Emergent Bilinguals Behind: Teachers and Researchers Perspectives.” 44th Annual Association of Bilingual Education Conference, Las Vegas, Nevada, March 6, 2015.

“Promises, Promises: What the Common Core Standards and Evaluations Mean for Emergent Bilinguals and Teachers.” 34th Annual Bilingual/ESL Conference: Forging an Upward Path: The Access of ELLs to Higher Education. Wayne, NJ: William Paterson University, December 2014.

“Communicating Effectively in College Classrooms.” Teacher Education Academy, Scotch Plains, NJ: Union County Vocational-Technical High School, November 2014.

“Cultural Contexts and Non-Verbal Communication.” Chinese Delegation Training. Union, NJ: Kean University, August 2014.

“Mentor Sentences.” Chinese Delegation Training. Union, NJ: Kean University, August 2014.

“New York’s Common Core State Standards: What Are the Curricular, Pedagogical, and Assessment Implications for Emergent Bilingual Learners?” 37th Annual NYSABE Conference, November 8, 2014.

“The CCC and Assessments: What Do Teachers of Emergent Bilinguals Think? What Can We Do?” 43rd Annual National Association of Bilingual Education Conference, San Diego, California, February 14, 2014

“Creating Faculty/Department Google Sites for Face to Face Classroom and Online Class Support,” Technology Innovation Institute at Kean University, Union, New Jersey, May 21, 2013.

“Creating Communities that Support College and Career Readiness in Higher Education for Latino Students: Implications for Teacher Education,” Latinos and the Future of Higher Education Conference, Trenton, NJ, April 10, 2013.

“Colloquium: Superheroes in L2 Education: Teacher Educators Respond,” 42nd Annual National Association of Bilingual Education Conference: Bilingual Education - Magic Happens, Lake Buena Vista, Florida, February 9. 2013.

“Making Pictures: Encouraging Students to Use Imagery to Plan, Write, and Edit Stories,” National Council of Teachers of English 2012 Annual Conference, Las Vegas, Nevada, November 17, 2012.

“Cultural Contexts in U.S. Education,” Kean University’s Advanced Institute for Hangzhou Municipal Educators/School of Global Education. Kean University, Union, NJ, October 9, 2012.

“Preparing ELLs for College and Career Readiness,” NJTESOL/NJBE 2012 Spring Conference: Success for ELLs Across the Curriculum, New Brunswick, NJ, May 30, 2012.

“Autoethnography: Writing about the Self Analytically,” KUWP Professional Development Workshop for Passaic County Technical Institute, Passaic, NJ, May 28, 2012.

“Making Pictures,” IRA Mini-Conference: Fostering All K-8 Students’ Independent Writing through Writing Strategy Mini-Lessons, IRA 57th Annual Convention: Celebrating Teachers, Chicago, IL, April 29, 2012.

“Literacy Narratives and the Acquisition of Multiple Discourses in the Lives of Four Working-Class Women Academics,” NABE 2012: Celebrating our Multicultural Nation through Bilingual Education, Dallas, TX, February 17, 2012.

“Autoethnography: Writing about the Self Analytically,” KUWP Mini-Conference with Ferris High School, Kean University, Union, NJ, February 1, 2012.

“Cultural Contexts in U.S. Education,” Kean University’s Advanced Institute for Hangzhou Municipal Educators/School of Global Education. Kean University, Union, NJ, October 12, 2011.

“Superheros in L2 Education: Teacher Educators Respond,” NJTESOL/NJBE 2011 Spring Conference, Creating Global Learning Communities for ELLs, New Brunswick, NJ, May 24, 2011.

“First Annual Graduate Student Forum at NJTESOL/NJBE: From Theory to Practice: Revisioning Global and Local Communities for Language Learners,” NJTESOL/NJBE 2011 Spring Conference, Creating Global Learning Communities for ELLs, New Brunswick, NJ, May 25, 2011.

“Autoethnography: Writing about the Self Analytically (Part 1), KUWP Professional Development Workshop for Passaic County Technical Institute, Passaic, NJ, October 23, 2010.

“Autoethnography: Writing about the Self Analytically (Part 2), KUWP Professional Development Workshop for Passaic County Technical Institute, Passaic, NJ, December 17, 2010.

“Making Pictures: Using Imagery, Storytelling and Story Structure to Develop Fluency in Writing,” KUWP Summer Institute Workshop at Kean University Union, NJ, July 13, 2010.

“21st Center Teacher Education for TESOL/BEA,” NJTESOL/NJBE 2010 Spring Conference, 21st Century Learning for ELLs, Somerset, NJ, May 18, 2010.

“Making Pictures: Using Imagery, to Recall Stories,” NJTESOL/NJBE 2010 Spring Conference, 21st Century Learning for ELLs, Somerset, NJ, May 18, 2010.

“Making Pictures: Using Imagery, Storytelling and Story Structure to Develop Fluency in Writing,” KUWP In-service Institute at Horace Mann School, North Bergen, NJ, March 24, 2010

“Challenging Pre-Packaged Materials and Textbooks: Using Imagery, Storytelling and Story Structure to Develop Recall and Fluency in the Language Arts,” KUWP In-service Institute at Bergenfield High School, Bergenfield, NJ, November 3, 2009.

“Making Pictures: Using Imagery, Storytelling and Story Structure to Develop Fluency in Writing,” Kean University Writing Project Summer Institute. Kean University, Union, NJ (July 16, 2009).

“Second Language Acquisition, Sheltered Instruction and Writing.” Professional Development Workshop for Bergenfield Public School Teachers through Kean Universities Writing Project. Bergenfield High School, Bergenfield, NJ (January 18, 2009)

“Pedagogy across Disciplines: Imagining and Delivering the Possibilities” (Conference Co-Chair). 1st Annual Spring Conference of the Tenure Track Faculty Network and Center for Professional Development. Kean University, Union, NJ (April 11, 2008). Featured Keynote: John S. Mayher, Professor at New York University’s Steinhart School of Education.

“Panel: Professionalism and the English Educator.” New Jersey Council of Teachers of English 2008 Spring Conference. Montclair, NJ (March 28, 2008).

“Literacy as Social Practice in Schools and Communities: Four Working-Class Women Academics Explore Pivotal Moments of Language and Learning.” Research Network Forum at Conference on College Composition & Communication: Twentieth Annual Meeting. New York, NY (March 21, 2007).

“From the Neighborhood to the University: The Journeys of Four Working Class Women.” 28th Annual Ethnography in Education Research Forum. University of Pennsylvania, Philadelphia, PA (February 23, 2007).

“Writing to Learn in the K-4 Classroom.” Conference on Active Writing, Active Learning: Teaching Writing to Learn and Writing across the Discipline. Kean University, Union, NJ (February 11, 2007).

“Left Behind Again: Rescuing Gay and Lesbian Issues from NCLB, Standards, and Standardization.” 2006 Annual Convention of the National Council of Teachers of English: Bringing Together Knowledge, Experience and Research. Nashville, TN (November 19, 2006).

“Teaching English as a Second Language for International Schools: Language across Content Areas.” Invited presenter: American School Foundation of Monterrey Mexico, R10 Missouri 555 Ote., Col. Del Valle, Garza Garcia, NL, Mexico. Director, Myrna Lopez (5281-5000-4400). (April 1-7, 2006).

“The Literacy Development and Acquisition of Social Practices in the Lives of Four Working-Class Women Academics” 2005 Annual Convention of the National Council of Teachers of English: On Common Ground. Pittsburgh, PA (November 18, 2005).

“Portraits of Difference: Reflections on the Concepts of ‘Knowledge and Knowing’ and ‘Schools and Schooling’ through the Lived Experience of Working-Class Students/Academics (With Dorothy Striplin). Working-Class Academics Conference at Ithaca College. Ithaca, NY (July 29, 2005).

"Cultural Variables and Assessment in the Second Language Classroom." College of New Rochelle’s Department of Modern and Classical Languages 3rd Annual Colloquium: Teaching Cross-Cultural Understanding in the Foreign Language Class. New Rochelle, NY (April 8, 2005).

“Portraits of Difference: How Age, Cultural Diversity and Social Class Influence the College Classroom.” Hawaii International Conference on Education. Honolulu, Hawaii. (January 2005).

“Literacy Development and the Acquisition of Social Practices in the Lives of Four Working-Class Women academics.” How Class Works: 2004 Conference on the Study of Working-Class Life. Stony Brook: New York (June 2004).

“Fostering Resilience in the Classroom through Writing.” (with Timothy Ebsworth). College of New Rochelle Graduate School Conference: Building Resilience through the Life Cycle. New Rochelle, NY (March 2004).

“Literacy in the Lives of Four Working-Class Women Academics: Schools and Schooling in Working-Class Communities.” Sixth Biennial Working-Class Studies Conference: Intersections with Race, Gender and Sexuality. Youngstown, Ohio. (May 16, 2003)

“Second Language Learners-Literacy Through Critical Thinking.” The Bergen Record Annual Literacy Conference: Achieving Literacy Through Character Education. Hackensack, New Jersey (March 2003).

“Transformational Inquiry: Understanding Race, Class and Gender.” New York State Teachers of English as a Second Language Annual Conference: Entering the Race: Making Every Student a Winner. Saratoga Springs, NY (November 2002).

“Journal Writing: A Tool for Professional Development in TESOL.” NJTESOL/NJBE Annual Spring Conference: Coming Together Through Languages and Literacies, Somerset, New Jersey (May 2002).

“Multiple Identities in the College Classroom: Rethinking Pedagogy and Culture.” NCTE National Convention. Baltimore, Maryland (November 2001).

“Teaching Art and ESL.: Using Content Learning in the ESL Class.” Third Annual Summer Institute for Japanese Teachers of English as a Second Language. New York University. (August 2001).

“Dangerous Language: Four Working-Class Women Speak on Notions of Competence and Performance.” Fifth Biennial Conference of Center of Working-Class Studies: Working-Class Studies: Memory, Community, and Activism. Youngstown State University, Youngstown, Ohio. May 18, 2001.

“Under Construction: Blueprints for Websites.” NJTESOL/NJBE Annual Spring Conference: Learning Languages for Success and Access. Garden State Exhibition Center, Sommerset, N.J. May 15, 2001.

“Writing in Academic ESL Classes.” In Service Teacher Training Series. William Paterson, New Jersey, May 1998.

“Class in the Classroom: Practicum.” L.E.A.R.N. Fall Meeting. New York University, New York City, November, 1997.

“Linking ESL and Content Courses: Integrating Diversity into the History Class.” NYSTESOL New York City Regional Conference. New York University, New York City, September 1997.

“Class in the Classroom.” L.E.A.R.N. Spring Meeting. New York University, New York City, May 1997.

“Personal Experience and Writing Academic Texts.” Sixteenth Annual Bilingual/ESL Conference. Paterson, New Jersey, December 1996.

“Starting from the Center: The Role of Personal Experience in the Writing Classroom.” Learning Second Languages in a Multicultural Society. New York University, New York City, April 1996.

“Reflecting On Teaching English in A Multicultural, Multilingual Environment.” National Council of Teachers of English - International Conference. New York University, New York City, July 1995.

“Ways of Creating and Evaluating Small Group Workshops.” CUNY Writing Center Conference. Kingsborough Community College, Brooklyn, NY, March 1995.

“Conflicting Expectations: You Can’t Always Get What You Want.” First Annual Writing Centers Conference. New Orleans, Louisiana, April 1994.

“Class in the Feminist Postmodern Classroom.” The Third Annual Conference on Feminism and Gender. New York University, New York, April 1994.

“ESL Tutoring Situations and Problem-Solving Strategies.” CUNY Writing Center Conference. Kingsborough Community College, Brooklyn, NY, March 1994.

“Sharing Reflections about Tutoring ESL Students.” CUNY ESL Council 21st Annual Conference. Borough of Manhattan Community College, NYC, February 1994.

“Down With Traditional Education: Tutors Taking Control.” CUNY Writing Center Conference. Hunter College, NYC, March 1993.

“Digging in Our Own Backyards.” Applied Linguistics Winter Conference. Queens, NY, January 1993.

“Ethnographies in Action: Digging in Our Own Back Yards.” NYSTESOL Conference. Rye, NY, Fall 1992.

“Research on ESL Composition Instruction: The Fluency First Approach.” International TESOL Conference. Vancouver, Canada, March 1992.

“Practical Approaches: Using Technologies in the ESL Computer Lab.” Third Annual Conference of Writing Tutorial Programs. Bronx, NY, February 1991.

“How do we Monitor and Evaluate Tutors?” Second Language Acquisition Circle. New York University, Spring 1991.

“Video Taping Tutors: Does It Improve Tutoring?” The CCNY conference on Tutoring. New York, NY, March 1989.

“Trusting and the At-Risk Student” (Iris and Gail a Short Case Study). The Conference on Successful Schooling For the At-Risk Student, SSPP. City College, June 1988.

“The Intelligibility of Three Social Dialects for Working-Class Adult Learners of English” (With Miriam Eisenstein). The Applied Linguistics Winter Conference. New York, NY. January 1983.

REFERENCES:

Dr. Fernando Naiditch, Associate Professor, Secondary Education, Montclair University.

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Dr. Miriam Eisenstein Ebsworth, Director Doctoral Program TESOL, NYU, 212-998-5195

Dr. Grisel Lopez-Diaz, Professor of Second Language Education, Jersey City University, 201-869-4435

Dr. Anthony Pittman, Dean College of Education, Claflin University.