

ANNE HOMZA, Ed. D.
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EDUCATION

- May 1995 Ed. D., Literacy Language and Cultural Studies
Boston University, Boston, MA
Dissertation Title: *Developing Biliteracy in a Bilingual First Grade Writing Workshop.*
Advisor: Prof. Maria Estela Brisk
- June 1985 Ed.M., Teaching, Curriculum and Learning Environments
Harvard Graduate School of Education, Cambridge, MA
- May 1983 B.A., Psychology and Education, Magna Cum Laude
Mount Holyoke College, South Hadley, MA

HONORS AND GRANTS

- 2007 US Department of Education Title III Professional Development Grant (\$1.49 million over five years)
- 1999 US Department of Education Title VII Bilingual Education Field-Initiated Research Grant (with Mileidis Gort)
- 1996 1996 National Association of Bilingual Education Outstanding Dissertation Award
- 1991 US Department of Education Title VII Fellowship
- 1988 Massachusetts Department of Education Lucretia Crocker Fellowship
- 1984 Mount Holyoke College Mary Frances Hazen Alumnae Fellowship
- 1983 Phi Beta Kappa

PROFESSIONAL EXPERIENCE

- Fall 2012- Present Assistant Professor of the Practice
Teacher Education, Special Education, Curriculum and Instruction
Boston College Lynch School of Education
- Summer 2007- Summer 2012 Title III Project TALCA National Professional Development Project
(Teaching Academic Language in the Content Areas)
Co-Principal Investigator and Project Director
Boston College Lynch School of Education
Chestnut Hill, MA <http://www.bc.edu/title-iii>

Fall 2002- Fall 2007	Title III Project ALL National Professional Development Project Project Director Boston College Lynch School of Education Chestnut Hill, MA
Fall 1997- Spring 2002	Title VII Bilingual Literacy Resource Specialist Two-Way Program, Nathaniel Bowditch School (formerly Federal St. School) Salem Public Schools, Salem, MA
Fall 1995- Spring 1997	Bilingual Literacy Resource Specialist Citywide Office of Bilingual Education Boston Public Schools, Boston, MA
Spring 1995	ESL Specialist/Teacher-Trainer Citywide Office of Bilingual Education Boston Public Schools, Boston, MA
1992-1995	Instructional Coordinator/Teacher/Research Assistant Intergenerational Literacy Project Chelsea Public Schools/Boston University, Chelsea, MA
1992-1994	Seminar Facilitator Seminars in History & Culture (MA Certification Competencies #2, #5) Massachusetts Association for Bilingual Education, Ludlow, MA
1991-1992	Bilingual Instruction Consultant Houghton Mifflin Literature-Based Spanish Reading Series Robert Ventre Associates, Newburyport, MA
1986-1991	Bilingual Classroom Teacher (Grade One) Lawrence Public Schools, Lawrence, MA
1987-1988	ESL Teacher (Part-time) Lawrence Housing Authority, Lawrence, MA
1983-1984	English Teacher (Grades One - Six) Colegio Católico de Caguas, Caguas, PR

PUBLICATIONS

- Homza, A., Garrone-Shufman, S. & Herrmann, B. (2013). Linking coursework, fieldwork and professional development: A model for preparing teachers to meet the linguistic needs of English language learners. In J. Nagle (Ed.) *Language instruction through collaboration and inquiry in teacher education* (pp. 173-185). Charlotte, NC: Information Age Publishing.
- Mitchell, K., Homza, A. & Ngo, S. (2012). Reading aloud with bilingual learners: A fieldwork project and its impact on mainstream teacher candidates. *Action in Teacher Education*. 34(3) 276-294.

- Homza, A., Páez, M., Proctor, C.P., & Brisk, M.E. (2009). *From language to literacy: Reading and writing for English language learners in sheltered elementary classrooms*. Malden: Massachusetts Department of Elementary and Secondary Education.
- Gort, M. and Homza, A. (May, 2001). *Investigating a developmental assessment tool for bilingual writing*. Report submitted by the Salem Public Schools to the US Department of Education Office of Bilingual Education and Minority Language Affairs for the Bilingual Education Field Initiated Research Program CFDA Number: 84.292.B.
- Homza, A. (2000). Voices from the field: When does second language literacy instruction begin in the Two-Way program at Federal Street School? In: N. Cloud, F. Genesee & E. Hamayan. *Dual Language Instruction: A Handbook for Enriched Education* (p. 89). Boston: Heinle and Heinle.
- Homza, A. (1996). Pre-writing processes and strategies: Rehearsal, reflection and “Living between the lines.” *NABE News*. 20 (4), 21-24.
- Homza, A. (1996). Using graphic organizers to develop bilingual literacy processes. *NABE News*. 20 (3), 15-19.
- Paratore, J. R., Homza, A., Krol-Sinclair, B., Lewis-Barrows, T., Melzi, G., Stergis, R. and Haynes, H. (1995). Shifting boundaries in home-school responsibilities: Involving immigrant parents in the construction of literacy portfolios. *Research in the Teaching of English*. 29, 367-389.
- Paratore, J., Brisk, M., Fountas, I., Jenkins, C., Lee, Y., Homza, A., Ouellette, J. & Pho, L. (1995). *Bilingualism and biliteracy: Creating effective learning contexts for children who speak English as a second language*. Massachusetts Reading Association/Massachusetts Association for Bilingual Education monograph.
- Homza, A. & Brisk, M. (1993). "Yo tengo que saber todavía lo de cuarto": Mainstreaming a bilingual student. *Hispanic Office of Planning and Evaluation Newsletter*.
- Homza, A. (1989). The beginning writer: Process writing with bilingual (Spanish/English) first graders. In J. J. Foley and L. R. Orlandi, (Eds.): *Proceedings of the Annual MABE Conference, Selected Papers* (pp. 25-44). Portland, Maine: Title VII Project M.A.I.N.E. of the Portland Public Schools and Massachusetts Association for Bilingual Education.

FEDERAL GRANT ANNUAL PERFORMANCE REPORTS

- Annual Performance Reports for Title III Project TALCA National Professional Development Project at Boston College Lynch School of Education. Submitted to US Department of Education Office of English Language Acquisition (May 2008, May 2009, May 2010, May 2011).
- Final Performance Report for Title III Project ALL National Professional Development Project at Boston College Lynch School of Education. Submitted to US Department of Education Office of English Language Acquisition (December 2007).

Annual Performance Reports for Title III Project ALL National Professional Development Project at Boston College Lynch School of Education. Submitted to US Department of Education Office of English Language Acquisition (May 2006, May 2005, April 2004, April 2003).

CURRICULUM DOCUMENTS

Boston Public Schools English as a Second Language Standards (Spring 1997). Committee member.

COURSES

Boston College Lynch School of Education

Learning and Curriculum in the Elementary School

Fall and Spring; beginning Fall 2012

Senior Inquiry Seminar

Spring; beginning Spring 2013

Teaching Bilingual Students

Spring 2004, Spring and Fall from 2005 to present; Undergraduate/graduate level

University of Massachusetts, Boston

Developing a Process Approach to Writing with Bilingual Students

Spring 1997, Fall 1996, Fall 1995; Graduate level/continuing education

Boston University School of Education

Literacy Development for Bilinguals

Spring 1995; Graduate level

(Served as Teaching Assistant Fall and Spring 1991-1993.)

Salem State College

Curricular Strategies for the Bilingual/ESL Classroom

Fall 1994; Graduate level

University of Massachusetts Lowell, S.E. Asian Teacher Short-Term Training Program

Bilingual and ESL Methods

Spring 1990; Graduate level

Classroom Management

Fall 1989; Graduate level

REGIONAL AND NATIONAL CONFERENCE PRESENTATIONS

Homza, A., Baker, M., Malley, M. & Loftus, F. (2013). Embedding features of linguistically responsive pedagogy in early childhood and elementary practicum experiences: One-on-one read alouds with English language learners. Presentation at the conference of Massachusetts

Association of Colleges of Teacher Education, Commonwealth Teacher Education Consortium and Massachusetts Association of Early Childhood Teacher Educators. College of the Holy Cross, Worcester, MA. October 25.

Homza, A. Garrone-Shufan, S., Malley, M. & Loftus, F. (2013). Embedding features of linguistically responsive pedagogy in secondary practicum experiences: Working with secondary content teachers to identify and teach academic language. Presentation at the conference of Massachusetts Association of Colleges of Teacher Education, Commonwealth Teacher Education Consortium and Massachusetts Association of Early Childhood Teacher Educators. College of the Holy Cross, Worcester, MA. October 25.

Homza, A., Garrone-Shufan, S. & Herrmann, B. (2013) Expanding and sustaining a collaborative framework for teacher preparation and in-service teacher professional development. Paper presented at Academic Language in the Content Areas for English Learners: A Conference Examining Effective Teaching Practice for English Learners. Project CREATE (Curriculum Reform of All Teachers of ELLs). St. Michael's College, Colchester, VT, May 16 & 17.

Homza, A. (2012). Responding to the Boston Public Schools' study of English language Learner programs in light of the Massachusetts Department of Elementary and Secondary Education's RETELL initiative. Panelist at the conference of Massachusetts Association of Colleges of Teacher Education, Commonwealth Teacher Education Consortium and Massachusetts Association of Early Childhood Teacher Educators. College of the Holy Cross, Worcester, MA. October 19.

Homza, A. (2011). Disentangling the thread of linguistic difference from the tapestry of diversity: one program's documentary account. Paper presented at American Educational Research Association Conference, New Orleans, LA, April 10.

O'Connor, K. & Homza, A. (2011). Learning to teach academic language: investigating pre-service secondary teachers' field-based lesson plans and reflections. Paper presented at American Educational Research Association Conference, New Orleans, LA, April 10.

Terrell, K., Homza, A. & Albert, L. (2011). Investigating an infused methods course to prepare secondary mathematics teachers to instruct English-language learners. Paper presented at American Educational Research Association Conference, New Orleans, LA, April 10.

Homza, A., Schall-Leckrone, L. & Terrell, K. (2011). The challenge to prepare all teachers to meet the needs of English Language Learners: Writing a chapter for many languages. American Association of Colleges of Teacher Education Annual Meeting. San Diego, CA, February 25.

Sallis, K. and Homza, A. (May 5, 2009). "Examining Two Delivery Models of a Teacher Professional Development Program for Effective Instruction for English Language Learners: Perceptions and Experiences of Trainers." Presentation at New England Education Research Organization.

Homza, A. (May 16, 2008). "Teaching language within content-based instruction: Designing lessons for ELLs in the 'Mainstream.'" Presentation at Massachusetts Teachers of Speakers of Other Languages Conference.

- Mitchell, K., Homza, A., Ngo, S. F. & (May 16, 2008). “Improving language and literacy through read-alouds.” Presentation at Massachusetts Teachers of Speakers of Other Languages Conference.
- Mitchell, K., Homza, A., Ngo, S. F. & (April 4, 2008) Improving language and literacy through read-alouds. Workshop presented at Teachers of English to Speakers of Other Languages Annual Conference. New York, NY.
- Homza, A., Ngo, S. F. & Mitchell, K. (March 25, 2008). “Fieldwork with bilingual learners.” Paper presented at American Education Researchers Association Annual Conference, New York NY.
- Homza, A., Ngo, S. F. & Mitchell, K. (March 27, 2008). “What do teacher candidates learn about literacy for bilingual learners/English language learners (ELLs) through a field-based read-aloud project?” Paper presented as part of a symposium at American Education Researchers Association Annual Conference, New York NY.
- Homza, A., Ngo, S. F. & Mitchell, K. (February 9, 2008). “Fieldwork with bilingual learners: A model for teacher education programs.” Paper presented at American Association of Colleges of Teacher Education, New Orleans, LA.
- Homza, A., & Loftus, F. (March 8, 2007). Preparing mainstream teachers for the effective instruction of English language learners. Massachusetts Association for Teachers of Speakers of Other Languages – Massachusetts Association for Bilingual Education Conference. Leominster, MA.
- Homza, A. (March 9, 2007). Graphic organizers: Scaffolds for literacy, scaffolds for language. Massachusetts Association for Teachers of Speakers of Other Languages – Massachusetts Association for Bilingual Education Conference. Leominster, MA.
- Homza, A., Ngo, S. F. & Mitchell, K. (March 8, 2007.) Reading aloud with ELLs: An intervention activity for mainstream teacher candidates. Massachusetts Association for Teachers of Speakers of Other Languages – Massachusetts Association for Bilingual Education Conference. Leominster, MA.
- Homza, A., & Loftus, F. (April 27, 2007). Classroom interventions with English language learners: Supporting supervisors and pre-service teachers in the education of linguistically diverse students. Presentation at the annual meeting of the Massachusetts Association of Colleges of Teacher Education. Sturbridge, MA.
- Homza, A., Ngo, S. F., Mitchell, K. (April 27, 2007.) The evolution of pre-service teachers' beliefs and practices in regard to English language learners. Paper presented at the 39th Annual Meeting of the New English Education Research Organization. Portsmouth, NH.
- Homza, A. and Loftus, F. (April 2005). Supervision in urban schools: You can't supervise what you don't know – Retooling clinical faculty. Presentation at American Education Research Association Annual Meeting, SIG – Supervision and Instructional Leadership. Montreal, Canada.

- Loftus, F. and Homza, A. (April 2004). Supervision in urban schools: A framework for effective instruction of English language learners. Presentation at annual meeting of the Massachusetts Association of Colleges of Teacher Education. Auburn, MA.
- Homza, A. and Gort, M. (April 2002). Writing workshop and young bilingual writers in a dual language program: Lessons learned through classroom-based research. Presentation at Massachusetts Association for Bilingual Education Annual Conference. Leominster, MA.
- Gort, M. and Homza, A. (February 2001). Connecting research to practice with Title VII field-initiated projects: Investigating a developmental assessment tool for bilingual writing. Presentation at OBEMLA Institute, Annual Conference of the National Association for Bilingual Education. Phoenix, AZ.
- Gort, M. and Homza, A. (March 2000). Bilingual writing: Assessing writers in two languages. Presentation at Massachusetts Association for Bilingual Education Annual Conference Leominster, MA.
- Homza, A., Magill, M., Holtz, M. and Rogers, E. (March 1999) Insights about developing biliteracy: Assessing and researching writing in two languages in a Spanish-English two-way bilingual program. Poster session presented at the American Association of Applied Linguistics Conference. Stamford, CT.
- Homza, A. and Magill, M. (March 1999). Assessing developing literacy for bilingual students. Presentation at Massachusetts Association for Bilingual Education Annual Conference Leominster, MA.
- Homza, A. and Magill, M. (November 1998). Assessing emerging biliterate students' writing. Presentation at Title VII/MABE-sponsored Advanced Two-Way Conference on Literacy and Assessment. Salem, MA.
- Homza, A. and Barbera, C. (March 1996). Developing biliteracy in a bilingual first grade writing workshop. Presentation at National Association for Bilingual Education Annual Conference, Orlando, FL.
- Donellen, K., Homza, A., Markowitz, S., Morale, I. & Tighe, R. (May 1996). The writers' workshop: Getting started. Presentation at Massachusetts Title I Conference, Hyannis, MA.
- Homza, A. and Barbera, C. (April 1995). Developing biliteracy in a bilingual first grade writing workshop. Presentation at Massachusetts Association for Bilingual Education Annual Conference, Leominster, MA.
- Borelli, M., Bromberg, M. Grant, D., Homza, A., Maize, M., Martineau, J. and O'Brien, C. (April 1995). Strategies to enhance the achievement of bilingual students. Presentation at Massachusetts Association for Bilingual Education Annual Conference, Leominster, MA.
- Paratore, J. & Homza, A. (February 1995). Constructing home portfolios: Shifting boundaries in home/school responsibilities. Presentation at National Association for Bilingual Education Annual Conference, Phoenix, AZ.

Homza, A. (March 1990). The real basics: Process writing with first graders in an urban transitional bilingual education classroom. Presentation at Massachusetts Association for Bilingual Education Annual Conference, Lowell, MA.

Homza, A. (February 1989). The beginning writer: Process writing with bilingual first graders. Presentation at the Massachusetts Association for Bilingual Education Annual Conference, Boxborough, MA.

Bangs, S. E., Beauschesne, R., Homza, A., Mahoney, M. & Ouellette, L. (November 1988). Whole language: Making a difference for the urban child. Presentation at the New England Kindergarten Conference, Framingham, MA.

Bangs, S. E., Beauschesne, R., Homza, A., Mahoney, M. & Ouellette, L. (March 1988). The whole language approach in bilingual education. Presentation at the Massachusetts Association for Bilingual Education Annual Conference, Boxborough, MA.

INVITED PRESENTATIONS AND WORKSHOPS

Homza, A. (2013). Teaching English Language Learners in the Secondary Classroom. Workshop at the Boston College Lynch School of Education New Teachers' Academy. August 8.

Homza, A. (2011). Discussant for Boston College Lynch School of Education Graduate Student Research Forum. Boston College, March 21.

Homza, A. (2010). English Language Learners in the Content Areas: Strategies to Teach Content and Academic Language. Workshop for Massachusetts Migrant Education Program/EDCO Collaborative Teachers. June 28.

Homza, A. (2010). English Language Learners in the Content Areas: An Approach to Teaching Academic Language. Workshop presented to secondary teachers from Brockton, New Bedford and Fall River for ECAL (Enhancing Content Area Learning) National Professional Development Project sponsored by the Education Alliance at Brown University. June 3.

Homza, A., Páez, M, Proctor, C.P., & Brisk, M.E. (2009). From language to literacy: Reading and writing for English language learners in sheltered elementary classrooms. Training of trainers to implement the professional development curriculum for Massachusetts Department of Elementary and Secondary Education. July 7-10.

Homza, A. (July 13, 2007) "Providing effective instruction for language learners in content area classrooms." Workshop presented at Teacher Education Institute, University of the Middle East Project. Boston, MA.

Homza, A. (April 24, 2007) Graphic organizers: Scaffolds for literacy, scaffolds for language. Newton Public Schools. Newton, MA.

Homza, A. (July 11, 2006). Dual language instruction in the United States: Issues, models and practices. Workshop presented at Teacher Education Institute, University of the Middle East Project. Boston, MA.

- Homza, A. (August 2005). Supporting ELLs in mainstream classrooms. Presentation to Lynch School of Education Summer Start/Teachers for a New Era induction program participants. Boston College, Chestnut Hill, MA.
- Horan, D. & Homza, A. (August 2004). Supporting ELLs in mainstream classrooms. Presentation to LSOE Summer Start/Teachers for a New Era induction program participants. Boston College, Chestnut Hill, MA.
- Homza, A. (March 2005). Social justice and English language learners. Presentation to Lynch School of Education extended practicum. Boston College, Chestnut Hill, MA.
- Homza, A. (January 2003). Writing workshop and young bilingual writers in a dual language program: Lessons learned through classroom-based research. Presentation to Amigos Dual Language Program. Cambridge, MA.
- Homza, A. (October 2002). Question 2: Why it is not good for our children. Panel presentation at Arlington League of Women Voters Panel on Referendum Questions. Arlington, MA.
- Homza, A. (June 2001). Investigating a developmental assessment tool for bilingual writing. Two presentations for Two-Way Program staff. Federal Street School and Bentley School. Salem, MA.
- Homza, A. (September and October 1999). Adapting the *First Steps Writing Developmental Continuum* for Bilingual/ESL students. Two-session workshop presented to Chinese bilingual and ESL staff at the Baldwin Elementary School. Boston, MA.
- Dolan, A. and Homza, A. (May 1997). English literacy: Methods that work. Three-day workshop for English teachers. Universidad de Puerto Rico, Colegio Universitario de Cayey, Cayey, Puerto Rico.
- Homza, A. (February 1997). Developing biliteracy in a bilingual first grade writing workshop. Presentation for Boston University course SED BI 621, *Bilingualism and Biliteracy*.
- Homza, A. (January 1997). The writing process approach and BPS standards. Presentation for Boston Public Schools course "Implementing new curriculum standards in middle and high school programs." Boston, MA.
- Homza, A. and Barbera, C. (March 1996). Developing biliteracy in a bilingual first grade writing workshop. Presentation at a one-day conference entitled "Encouraging Writing for Language Minority Students in Mainstream and Bilingual Classrooms" sponsored by the Western Massachusetts Writing Project, the Massachusetts Association for Bilingual Education, the University Writing Program and the Massachusetts Department of Education. University of Massachusetts, Amherst, MA.
- Homza, A. (Spring 1996). Using journals in the classroom: Opportunities for authentic reading, writing and thinking. Workshop series for Boston Public School teachers, Boston, MA.
- Fareri, S. and Homza, A. (Spring 1996). Graphic organizers: What are they, how do I use them in the classroom and why? Workshop series for Boston Public School teachers, Boston, MA.

- Homza, A. and Tighe, R. (Spring 1996). The ABCs of ABC books: At least 26 ways to make and use them for language learning. Workshop for Boston Public School teachers, Boston, MA.
- Homza, A. (September 1995). The bilingual writing workshop. In-service presentation for Revere Public Schools Bilingual and ESL staff, Revere, MA.
- Homza, A. (October 1995). Myths and realities in first and second language acquisition. Seminar presentation for teaching staff of the Intergenerational Literacy Project, Boston University, Boston, MA.
- Homza, A. (March 1992). Reading aloud with your children: A bilingual workshop series on children's literature for parents and teachers. Workshop series presented at the General Donovan School, Lawrence, MA.
- Homza, A. (February 1992). Literature-based instruction in pre-school, kindergarten and grade one. In-service presentation for Lawrence Public Schools, Lawrence, MA.
- Homza, A., Reardon, E. & Stergis, R. (May 1991). Enhancing learning in a multicultural/multilingual setting. Presentation for Lawrence Public School Administrators sponsored by the University of Massachusetts at Lowell English as a Second Language Teacher Training Program, Lawrence, MA.
- Homza, A. (November 1990). Developing integrated content-area/ESL units. Presentation at Lawrence Public Schools ESL Conference, Frost School, Lawrence, MA.
- Homza, A. & Ouellette, L. (April 1990). Como ayudarle a su hijo a leer. Presentation for Bilingual Parents Advisory Committee. Lawrence Public Library, Lawrence, MA.
- Homza, A. (June 1989). Whole language approaches to reading and writing in elementary classrooms. In-service presentation at the Irving School, Derby, CT.
- Bangs, S. E. & Homza, A. (May 1989). Thematic approaches to instruction and process writing. In-service presentation at the Shurtleff School, Chelsea, MA.
- Homza, A. (April 1989). Issues of equity and bilingual education. Presentation to undergraduate Education majors. Bradford College, Bradford, MA.
- Bangs, S. E. & Homza, A. (April 1989). Literature-based integrated units in ESL settings. In-service presentation for the Medford Public Schools, Medford, MA.
- Bangs, S. E. & Homza, A. (April 1989). Shared reading, thematic instruction and process writing in bilingual and ESL settings. Workshop series sponsored by the Holyoke Public Schools and Mount Holyoke College for ESL/Bilingual teachers in local school districts. Mount Holyoke College, South Hadley, MA.
- Bangs, S. E. & Homza, A. (April 1989). Whole language in bilingual and ESL settings. Presentation at Revere Public Schools, Revere, MA.
- Bangs, S. E. & Homza, A. (March 1989). Process writing and shared reading. Demonstration classes given at the Storrow School, Lawrence, MA.

Bangs, S. E. & Homza, A. (March 1989). Process writing and shared reading. Demonstration classes given at the Worcester Public Schools, Worcester, MA.

Bangs, S. E. & Homza, A. (March 1989). Process writing. Presentation at the Tobin School, Boston, MA.

Bangs, S. E. & Homza, A. (March 1989). Shared reading and process writing in bilingual and ESL settings. In-service presentation for Framingham Public Schools, Framingham, MA.

Bangs, S. E. & Homza, A. (February 1989). Developmental approaches in bilingual education. In-service presentation for New Bedford Public Schools. New Bedford, MA.

Ouellette, L. & Homza, A. (July 1988). Whole language approaches to reading and writing. A workshop series presented for two-way bilingual teachers, Title VII Linguistic Minority Resource and Education Center, Lawrence, MA.

Ouellette, L. & Homza, A. (May 1988). Whole language approaches to reading and writing in bilingual and ESL settings. In-service presentation at Lowell Public Schools, Lowell, MA.

PROFESSIONAL SERVICE and VOLUNTEER WORK

MTELSEI Test Content Validation Participant

Participated in on-line survey for validation of content for the Massachusetts Test for Educator Licensure for Sheltered English Immersion Endorsement test.

Advisory Board Member.

Provide guidance and feedback to grant staff and teacher participants involved in ECALLMS (E-Learning Communities for Academic Language Learning in Math and Science) Title III National Professional Development Project, University of Colorado, Denver (Fall 2011 – present).

MTEL ELL Test Reviewer.

Reviewed items for oral language segment of the Massachusetts Test for Educator Licensure for English Language Learner license test.
National Evaluation Systems (January 2006).

Parent Volunteer. Dallin School, Arlington Public Schools, Arlington, MA.

- Occasionally participated in grade 2 as “Spotlight Reader” and helper in Writers’ Workshop (2005-06).
- Organized book room for primary grade teachers according to the Developmental Reading Assessment and Fountas & Pinnell Reading Levels (2004-2005).
- Published student-authored literary anthology for grade one students (2005).
- Taught weekly kindergarten FLES (Foreign Language in the Elementary School) Spanish class (2003-04).

Parent Volunteer. Arlington Heights Nursery School, Arlington, MA.

Occasionally provided arts and crafts lessons for nursery school students (2001-03).

Column Editor

Successful Practices, *NABE News*

National Association for Bilingual Education, Washington, DC. (Fall 1996 – Fall 1997).

Institute Co-coordinator

MABE Institute: Reflective Practices in Bilingual Literacy Contexts

Massachusetts Association for Bilingual Education (November 1995).

ESL Teacher.

Community Learning Center, Cambridge, MA. (1986).

LICENSURE

Massachusetts teaching license # 261455

Bilingual Elementary, K-8, Professional

Transitional Bilingual education, Professional

Elementary, K – 6, Professional

Middle School, 5- 9, Professional

English as a Second Language, PreK – 8, Professional

LANGUAGE SKILLS

Native language, English

Intermediate level fluency in oral and written Spanish

COMPUTER SKILLS/EXPERIENCE

Microsoft Office (including Word, Powerpoint and Excel)

FilemakerPro

i-photo

i-DVD

i-movie

WebCT, Blackboard Vista