

RESUME

Sandra Mercuri

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

Assistant Professor
University of Texas at Brownsville
Bilingual Program Coordinator

Previous Experience

2003-2007
Director of Biliteracy Cross-Cultural Program and the TESOL Masters
Program
Fresno Pacific University

Bilingual Education Program Director – Fresno Pacific University
Directs the program, advises students, creates and arranges courses and
recommends adjunct faculty for the department. Organizes and
administers the BCLAD Exam at Fresno Pacific University. Advises
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
Directs the program, advises students, creates and arranges courses and
recommends adjunct faculty for the department. Organizes and
administers student placements for TESOL practicum. Represents Fresno

Pacific University at the Higher Education Consortium in the Central Valley.

Teacher Education Lead Instructor – Fresno Pacific University. Designs and teaches courses on foundations of literacy development for both elementary and secondary student teachers with and 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 of whom were limited formal schooling students. Directed the whole school production of "The Nutcracker" for four years and advised the yearbook and journalism clubs.

Additional Experience

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. 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

2005-2006 – UC Davis Teacher Assistant

Coordinate all sections of EDU 206 C for the Credential-MA in Education in the Teacher Education Department. Assignment was completed online and on Saturday meetings. Provide support for their research for instructors and students in English Language Learners issues.

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. Work 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.

2000-2004

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.

Leadership Position

2009-Present - Bilingual Programs Coordinator. Revise programs of study, advise students, create new courses, and communicate with the Dean of Graduate Studies regarding program planning and implementation.

2004-2007 - Coordinator of the Biliteracy Consortium at the Linguistic Minority Research Institute of the University of California System. Maintain and updated list-serve for members of the Consortium and organized four major events a year on topics of biliteracy development, curriculum, assessment and policy. Selected topics and speakers for each event. Sample of selected speakers:

2004 – Dr. B. Merino – The development of academic language proficiency in two languages

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

2005 - Dr. Gandara - EL achievement data: Analysis and implications of testing ELS

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

2006 – 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 headed up of governmental relations for the state Dept of Education: “Legislative update on EL education policy”.

2007 - 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”

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)
IRA (International reading Association)
ASCD (Association for Supervision and Curriculum Development)
AERA (American Educational Research Association)

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:

2010-2011
Submitted a National Science Foundation Grant (DR K-12) as principal investigator for a total of \$1,800,000. 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. (Status: pending)
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, S. "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. (2009). *Supporting bilingual learners literacy practices through science*. Saarbrücken, Germany: Lambert Academic Publishing.
2. Rea, D., & Mercuri, S. (2006). *Research-based strategies for English language learners. How to reach goals and meet standards K-8*. Portsmouth, NH: Heinemann.
3. Freeman, Y., Freeman, D., & Mercuri, S. (2005). *Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann.
4. Freeman, Y., Freeman, D., & Mercuri, S. (2001). *Closing the achievement gap, meeting the needs of older English learners*. Portsmouth, NH: Heinemann.

Chapters in books

1. Mercuri, S. (2010). Understanding oral language development. In Lacina, J., & Silva, C. (Eds.), *Cases of successful literacy teachers*. Thousand Oaks, CA: Sage Publications.

Chapter section in books

1. 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.

Peer Reviewed Journal Articles

1. Mercuri, S. Moving forward: New alternatives to the teaching of science and language. Accepted for publication in the *Electronic Journal of Literacy Through Science* in Spring 2010.
2. Mercuri, S. (2008). Una mirada crítica a los programas de doble inmersión. *The Colombian Journal of Bilingual Education: GIST*, 2, 85-101.
3. 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.
4. 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.
5. Freeman, Y., Freeman, D., & Mercuri, S. (2003). Supporting older bilingual students: Keys for success. *NYSABE Journal (New York State Association for Bilingual Education)* 14, 1-18.
6. 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.

7. Mercuri, S. (2000). Supporting preliterate older emergent readers to become bilingual and biliterate. *Talking Points*, 12(1), 8-13.

Invited Articles

1. Mercuri, S., & Rea, D. (2005, March 3). Reframing Instruction. *Language Magazine: The Journal of Communication and Education*, 17, 16-23.

Newsletters/Occasional Papers

1. Freeman, Y., Mercuri, S., & Freeman, D. (2003). The EXCELL program: Producing the finest dual immersion educators. *NABE News* 26(6), 15-18.
2. Freeman, Y., Freeman, D., & Mercuri, S. (2003). Supporting literacy in two languages for limited formal schooling students". *Bilingual Basics* 4(2), 3-7.
3. Mercuri, S. Tips for working with older students with limited formal schooling". *Bilingual Basics* 4(1), 6-7.

Conference Presentations

National/ International

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.

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 Talks** - 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.

Regional/State

- 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*. 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 (4)
SCCRC (Santa Clara County Reading Council) – Scaffolding English Language Learners Literacy Development
- 2005** **SCCOE (Santa Clara County Office of education)** - 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 (2).
CABE- Contextualized Instruction for English Learners in the Mainstream Classroom: Reading for Real Boxes Strategy (1)
Dual Language Essentials for Planning Instruction (2)
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 Pre-literate Students to Become Bilingual and Bicultural. Standard-based Integrated Instruction (Illinois Bilingual Conference).
- 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 Pre-literate 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

- 2008** **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
- 2007** **Fresno Pacific Faculty Seminar – keynote Speaker -** Research and
English Learners
- 2002** **CATESOL -** Helping older emergent readers to succeed (Fresno Chapter)

Parent Presentations in English and in Spanish

Parlier Unified School District
Kerman Unified School District
Fresno Unified School District
Salt Lake City School District

Other Educational Experiences

- 2010** Professional Development
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
- 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
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

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 - 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.

Professional Development – 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.

Professional Development – 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 – 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.

Professional Development – 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 – 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.

Professional Development – 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

Professional Development – 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

NCTE Consultant – 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

Professional Development– 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

Reviewer - 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.

Reviewer – 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

Professional Development– 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.

Editor for the Bilingual Interest Section Newsletter – TESOL

2003-2004

Professional Development – 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

Coalition for Essential Schools Consultant

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.