

# Kathleen Ann Ramos, Ph.D.

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George Mason University  
College of Education and Human Development  
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## ACADEMIC BACKGROUND

- Ph.D.**  
**Dec. 2012**                      **University of Pittsburgh**, Pittsburgh, PA  
School of Education, Department of Instruction & Learning  
Ph.D. in Language, Literacy, and Culture  
Major Field: Reading Education      Minor Field: Linguistics  
Dissertation Chair: Dr. Linda Kucan ([lkucan@pitt.edu](mailto:lkucan@pitt.edu))
- M.A.T.**  
**1990**                              **University of Pittsburgh**, Pittsburgh, PA  
Major: Foreign Language Education (Spanish)
- B.A.**  
**1985**                              **Clarion University of Pennsylvania**, Clarion, PA  
Major: Spanish

## PROFESSIONAL POSITIONS

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|--|--------------|---|
| <b>Associate Professor</b><br><b>University Teacher &amp;</b><br><b>Co-Academic Program Coordinator</b><br>Teaching Culturally and Linguistically Diverse<br>and Exceptional Learners (TCLDEL)             | 2020-Present | George Mason University<br>Fairfax, VA    |
| <b>Assistant Professor</b><br><b>University Teacher</b><br>Teaching Culturally and Linguistically Diverse<br>and Exceptional Learners (TCLDEL)   | 2016-2019    | George Mason University<br>Fairfax, VA    |
| <b>Assistant Professor</b><br>Division of Teacher Education<br>& Leadership (DTEL);<br>Coordinator for Undergraduate<br>Education;<br>Education Liaison for School of<br>Continuing & Professional Studies | 2015-2016    | Chestnut Hill College<br>Philadelphia, PA |

<b>Assistant Professor</b> Education Department	2012-2015	Saint Vincent College Latrobe, PA
<b>Clinical Resident Instructor</b> ESL Team Leader & ESL Teacher	2011–2012	Pittsburgh Public Schools
<b>Teaching Fellow</b> Department of Instruction & Learning	2010-2011	University of Pittsburgh
<b>ESL K-12 Curriculum Coach</b>	2009-2010	Pittsburgh Public Schools
<b>ESL Teacher, grades 7-12</b>	2003-2009	Pittsburgh Public Schools
<b>Spanish Teacher, grades 6-8</b> Instructional Team Leader (gr. 8)	1992-2003	Pittsburgh Public Schools

## PROFESSIONAL TEACHING CERTIFICATES

### Pennsylvania

Spanish (K-12), Instructional II  
 English as a Second Language Program Specialist Certificate (K-12)  
 Secondary English (7-12), Instructional II

## ACADEMIC TEACHING

### *George Mason University*

#### *Graduate Courses Taught in face-to-face, \*online asynchronous, and \*\*hybrid formats*

EDUC 537 Introduction to Culturally and Linguistically Diverse Learners\*&\*\*  
 EDCI 516 Bilingualism and Second Language Acquisition Research\*  
 EDRD 610 Content Area Literacy for PK-12 English Language Learners\*\*  
 EDCI 777 Research to Practice\*&\*\*  
 EDCI 630 Supporting English Learners in PK-12 Schools\*\*  
 EDUC 502 Curriculum & Instruction: Teaching All Learners\*  
 EDCI 519 Methods for Teaching Culturally & Linguistically Diverse Learners\*\*

#### *Undergraduate Courses Taught in face-to-face, \*online asynchronous formats*

EDUC 301 Educating Diverse and Exceptional Learners\*

### *Chestnut Hill College, 2015-2016*

#### *Undergraduate and Graduate Courses Taught*

Teaching English Language Learners (graduate)  
 Teaching Reading for All Learners (undergraduate)  
 ESL Foundations and Methods (undergraduate)

*Saint Vincent College, 2012-2015*

***Undergraduate Courses Taught***

Teaching Non-Native Speaking and Culturally Diverse Learners  
Academic Intervention and Differentiation in the Content Areas  
Foundations of Education  
Field Experience I and Field Experience III Seminar

***Graduate Courses Taught***

Teaching Culturally and Linguistically Diverse Learners\*\* (hybrid online)

***Clinical Supervision***

Pre-Student Teaching College Supervisor (Field Experience III)  
Student Teaching College Supervisor (Field Experience IV)

*University of Pittsburgh, 2010-2011*

***Graduate Courses Taught***

Teaching English Language Learners\* (asynchronous online)

***Clinical Supervision***

College Supervisor for M.A.T. interns in Social Studies Education

**PUBLICATIONS**

Gilbert, A., & **Ramos, K.** (2021). "We learned together:" Amplifying the impact of international experience for pre-service teachers through cross program collaboration. In L. Baecher (Ed.), *Study abroad for pre- and in-service teachers: Transformative learning on a global scale* (pp. 181-196). Routledge.

Kim, S., **Ramos, K. A.**, Chung, H., & Choi, S. (2020). Integrating Critical Multiliteracies Pedagogy in ESL/EFL Teaching. *Journal of English Learner Education*. (11)1. 54-82. <https://stars.library.ucf.edu/jele/vol11/iss1/4/>

**Ramos, K.**, Wolf, E. & Hauber-Özer, M. (in press). Teaching for global competence: A responsibility of teacher educators. *Journal of Research in Childhood Education*.

Hauber-Özer, M. & **Ramos, K.** (2020). Preparing teachers to work with refugee children through action research. In N. Pettitt, R. Farrelly, & A. Elson (Eds.) *Bridging theory and practice* (pp. 43-61). LESLLA.

**Ramos, K. A.** (2019). A genre-based approach to teaching argument writing. In L. C. de Oliveira, K. Obenchain, R. Kenney, & A. Oliveira (Eds.), *Approaches to teaching the content areas to English language learners in secondary schools*. Springer Nature.

**Ramos, K.** (2018). Preparing teachers for English learners in rural settings. In J. Sharkey & M. M. Peercy (Eds.), *Self-study of language and literacy teacher education practices across culturally and linguistically diverse contexts*. Emerald Press.

**Ramos, K.A., & Mattix Foster, A.A.** (2017). Bridging the gap: Building teachers' capacity for developing language, literacy, and content learning. *International Schools Journal*, XXXVII(1), 58-66.

**Ramos, K.A.** (2017). Tackling a tough task: Teaching today's teachers to teach English learners. *International Journal of Teaching & Learning in Higher Education*, 29(3), 471-489.

Mattix Foster, A.A. & **Ramos, K.** (2017). Advocating for English learners. *Association for Childhood Education International, Early Years Bulletin*, 4(4), 5-7.  
<http://www.acei.org/early-years-bulletin-1/>

**Ramos, K.A. & Mattix Foster, A. A.** (2016). Connecting home and school for English language learners. *Association for Childhood Education International, Early Years Bulletin*, 4(2), 11-12. <http://www.acei.org/early-years-bulletin-1>

**Ramos, K.A.** (2015). Using genre pedagogy to teach adolescent English learners to write academic persuasive essays. *Journal of Education*, 195(2), 19-35.

**Ramos, K. A.** (2014). Teaching adolescent ELs to write academic-style persuasive essays. *Journal of Adolescent & Adult Literacy*, 57(8), 655-665.

## **PRESENTATIONS**

### **Refereed (2012 – Present)**

Kim, S., **Ramos, K.**, Chung, H., & Choi, S. (2020, October). *Developing critical and multiliteracies pedagogy in ESOL/EFL/EAL contexts*. Workshop presented at the fall virtual meeting of the Washington Area Teachers of English to Speakers of Other Languages (WATESOL), Washington, DC.

**Ramos, K.**, Hauerwas, L., Schneider, S., Gustafson, G., Tanghe, S., & Guler, N. (2020, February). *Our case stories around globalizing teacher education: What? Why? How?* Workshop presented at the annual meeting of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.

**Ramos, K.** (2019, September). *Reading the world of refugees to teach for global competence*. Workshop presented at the annual meeting of Virginia Teachers of English to Speakers of Other Languages (VATESOL), Charlottesville, VA.

**Ramos, K.**, & van der Kooij Skinstad, K. (2019, September). *Internationalizing the curriculum in teacher education to foster global competence and social justice*. Paper presented at the annual meeting of European Conference on Educational Research (ECER) in Hamburg, Germany.

**Ramos, K.** (2019, April). *A teacher educator's effort to approach the critical work of integrating teaching for global competence in a teacher education course*. Paper presented at the annual meeting of Comparative International Education Society (CIES), San Francisco, CA.

**Ramos, K.,** & van der Kooij Skinstad, K. (2018, October). *Building global competence in PK-12 classrooms through global thinking routines*. Workshop presented at the fall meeting of the Washington Area Teachers of English to Speakers of Other Languages (WATESOL), Washington, DC.

**Ramos, K.** (2018, September). *Practical strategies for globalizing the classroom: Why it matters and how to get started*. Workshop presented at Tri-Association 37<sup>th</sup> Annual Educators' Conference, Santo Domingo, Dominican Republic.

**Ramos, K.,** & Liu, Y. (2018, April). *Engaging young adult EFL/ESL learners in meaning-making tasks*. Workshop presented at the annual meeting of the Conference on Language, Learning, and Culture (CLLC), Fairfax, VA.

**Ramos, K.** (2018, March). *Strengthening the academic language and literacy practices of adolescent English learners from the global south in the global north*. Paper presented at the annual meeting of Comparative International Education Society (CIES), Mexico City, Mexico.

**Ramos, K.,** & Wolf, E. (2017, October). *Using an online collaboration tool to engage adolescent ELLs in meaningful peer-to-peer feedback*. Workshop presented at the fall meeting of the Washington Area Teachers of English to Speakers of Other Languages (WATESOL), Washington, DC.

**Ramos, K.** (2017, April). *Developing teachers' understanding of pedagogical language knowledge and disciplinary literacy practices*. Workshop presented at the annual meeting of the Conference on Language, Learning, and Culture (CLLC), Fairfax, VA.

Mattix Foster, A. A. & **Ramos, K.** (2017, March). *Preparing teachers to advocate for equity for PK-12 English learners at home and abroad*. Workshop presented at the annual meeting of the Virginia Association of College Teachers and Educators (VACTE), Williamsburg, VA.

**Ramos, K.** (2017, March). *Teaching pre-service teachers to teach ELs in monolingual and monocultural areas: Thinking outside the box*. Workshop presented at the annual meeting of the Virginia Association of College Teachers and Educators (VACTE), Williamsburg, VA.

**Ramos, K.** & Zhang, Y. (2016, April). *Traversing borders: Building bridges to disciplinary literacy practices through genre pedagogy*. Workshop presented at the annual meeting of Teaching English to Speakers of Other Languages (TESOL), Baltimore, MD.

**Ramos, K.** (2015, March). *Teaching adolescent ELs to write academic-style persuasive essays*. Paper presented at the annual meeting of Teaching English to Speakers of Other Languages (TESOL), Toronto, Canada.

**Ramos, K.** (2015, March). *Teaching adolescent English learners to write academic-style persuasive essays*. Paper presented at the annual meeting of National Association for Bilingual Education (NABE), Las Vegas, NV.

**Ramos, K.** (2014, October). *Making it real: Creating campus connections between pre-service teachers and their ESL peers*. Workshop presented at the fall meeting of Pennsylvania Council of Teacher Education (PAC-TE), Harrisburg, PA.

**Ramos, K. & Aguilar-Francis, S.** (2013, November). *Employing a genre-based approach to teaching adolescent English language learners to write persuasive argument essays*. Paper presented at the annual meeting of American Council of Teachers of Foreign Languages (ACTFL), Orlando, FL.

**Ramos, K.** (2013, May). *Employing a genre-based approach to teaching adolescent English language learners to write persuasive argument essays*. Workshop presented at the annual meeting of the New Jersey Writing Alliance, Edison, NJ.

## **PRESENTATIONS** **Invited (2012-Present)**

**Ramos, K.** (March, 2020). *Panel Discussion for Recently Promoted Faculty*. Panel participant for Professional Development Committee, College of Education and Human Development, George Mason University, Fairfax, VA.

**Ramos, K.** (October, 2019). *Teaching philosophy in the U.S. and Innovative Teaching Methods*. Presentation for principal and educator delegation from Zhengzhou Province, George Mason University, Fairfax, VA.

**Ramos, K.** (2019, January). *Introduction of teaching philosophy and curriculum design in the U.S.* Presentation for Shaanxi Province K-12 educators, George Mason University, Fairfax, VA.

**Ramos, K.** (2018, April). *Transforming teaching and learning for English learners*. Presentations for Greater Washington Reading Council (GWRC), Arlington and Loudoun, VA.

**Ramos, K.** (2018, February). *Integrating global perspectives in language teaching & learning*. Workshop presented to TEA International Educators, George Mason University, Fairfax, VA.

**Ramos, K.** (2017, November). *Introduction of teaching philosophy and curriculum design in the U.S.* Presentation for Ningxia Province K-12 educators, George Mason University, Fairfax, VA.

**Ramos, K.** (2017, November). *Innovative teaching methods that facilitate students' understanding*. Presentation for Ningxia Province K-12 educators, George Mason University, Fairfax, VA.

**Ramos, K.** (2017, October). *Best practices in reading instruction for adolescent ELs from diverse cultural and linguistic background*. Presentation for International Institute of Islamic Thought (IIIT), Herndon, VA.

**Ramos, K.** (2017, March). *Preparing pre-service teachers to teach English learners in monolingual and monocultural areas: A self-study*. Presentation for Center for International Education Open GATE collaboration between George Mason University and OsloMet University, Fairfax, VA.

**Ramos, K.** (2017, February). *How do U.S. K-12 Schools promote and improve educational quality*. Workshop presented for Changping Teachers Program, George Mason University, Fairfax, VA.

**Ramos, K.** (2017, February). *Using technology to enhance instruction for diverse learners*. Workshop presented for Changping Teachers Program, George Mason University, Fairfax, VA.

**Ramos, K.** (November, 2016). *Using technology to enhance instruction for diverse learners*. Workshop presented for Beijing K-12 Education Training Program, George Mason University, Fairfax, VA.

**Ramos, K.** (2015, November). *PA teacher education regulations*. Presentation for advisors and staff, School of Continuing and Professional Studies, Chestnut Hill College, Philadelphia, PA.

**Ramos, K.** (2012, February). *What school nurses need to know about English language learners*. Presentation for nursing students at University of Pittsburgh, Pittsburgh, PA.

## GRANTS

***Multiliteracies in Motion in Science (MMS)*** (awarded spring 2020). Sponsoring Organization: George Mason University, College of Education and Human Development  
Research Seed grant Amount: \$8,500

S. Kim (Co-PI) & **K. Ramos** (Co-PI)

A qualitative case study that investigates the way that science teachers of adolescent English learners (ELs) can be supported to recognize the centrality of multiple modalities in PK-12 STEM instruction through integrating multiliteracies experiences into instructional design.

***Coding to Learn: Enabling Primary Students to Experience a New Approach to English Learning (C2L)*** (June 2018 – January 2020)\_ Amount: \$110,000

A. Hutchison (Principal Investigator), J. Shin, **K. Ramos**, & R. Dovi, (Co-PIs). Coding to Learn: Enabling Primary Students to Experience a New Approach to English Learning (C2L). Education Bureau, Native-Speaking English Teacher Section, Curriculum Development Institute, Government of Hong Kong Special Administrative Region, The People's Republic of China

***Global Discovery Abroad Grant (fall 2018 & 2019)***. Collaboration with Elementary Education Science professor for course-embedded study abroad grant for graduate teacher education students. Create and implement three-day inquiry-based science and language learning experience with K-7 bilingual children at partner school in Tres Ríos, Costa Rica.

### *Completed*

**Open GATE Faculty Fellow (2017, October).** Selected and funded to travel to OsloMet University in Oslo, Norway via partnership between Center for International Education at George Mason University and OsloMet. Collaborated on project with professor in critical multicultural education with focus on internationalizing teacher education.

**Council of Graduate Students in Education Research Grant (spring 2012).** University of Pittsburgh

**Rita M. Bean Endowed Student Resource Fund Award (fall 2012).** University of Pittsburgh

## **RESEARCH PROJECTS**

### **Perceptions and Practices of English Education among Korean Teachers of English in K-12 Schools** (*spring 2020 – present*)

*Principal Investigator: Sujin Kim and Co-PI Kathleen A. Ramos, George Mason University*  
Mixed methods case study with focus group, observation, artifacts, and survey data to investigate perceptions and practices of secondary English as a Foreign Language (EFL) teachers in South Korea.

### **Teaching for Global Competence** (*fall 2018 – fall 2020*)

*Principal Investigator: Kathleen A. Ramos, George Mason University*  
Action research study to examine any shifts in teacher candidates' knowledge, dispositions, and skills around teaching for global competence with PK-12 learners

### **Inviting the Voices of First-Year ESOL Teachers to Inform Our Practice** (*summer 2017 – fall 2019*)

*Principal Investigators: Kathleen A. Ramos and April Mattix Foster, George Mason University*  
Self-study methodology to examine recent graduates' perspectives of TCLDEL program's impact on their work as first-year certified ESOL teachers to inform program improvement

### **Strengthening Pre-Service Teachers' Capacity to Teach English Learners** (*fall 2014*)

*Principal Investigator: Kathleen A. Ramos, Saint Vincent College* Non-Funded  
A mixed-methods study investigating principled ways to prepare preservice teachers to effectively teach ELs and increase preservice teachers' self-efficacy for teaching ELs

### **Teaching Persuasive Argument Essay Writing to Adolescent English Language Learners through the Reading to Learn Approach** (*spring 2012*) Non-Funded

*Principal Investigator: Kathleen Ramos, PhD Candidate, University of Pittsburgh*  
A mixed-methods investigation of the effect of the genre-based *Reading to Learn* approach on adolescent ELs' ability to write academically valued argument essays

## **SERVICE**

*George Mason University*



***International, National, State/Regional:***

**External Reviewer**

*Journal of English Learner Education (JELE)* (fall, 2020)

Invited to Review: Special Issue of *Language and Education* titled Systemic Functional Linguistics as Critical Praxis in Teacher Education: Looking Backward and Looking Forward (fall, 2019)

Comparative International Education Society (CIES), (fall 2018)

Greater Washington Reading Council (GWRC), (2017-2018)

***University Level:***

TCLDEL Co-Representative for Wiley Team Leaders, *fall 2020 - present*

Attend NAFSA's Latin American Forum as Mason VIP, *May 2019*

Mason Dream Catchers Mentor for adult learner seeking high school diploma, *2017-2018*

Multilingual Academic Support Committee, *spring 2017 to spring 2018*

Co-host Visiting Scholar from China, *fall 2017 – spring 2018*

***College/School Level:***

Co-Academic Program Coordinator with Joan Shin, *commencing fall 2020*

Co-facilitate virtual marketing session re TCLDEL programs, *Nov. 2020*

Co-facilitate virtual Open House for new MEd in C&I w. concentration in TESOL, *Oct. 2020*

Assist Joan Shin w. various APC tasks (e.g., review of faculty and adjunct syllabi, revise ESOL matrix for VDOE), *August 2020* (prior to start of Co-APC role)

SOED Faculty Evaluation Committee (chair 2020), *2019-2021*

Co-Facilitate New TCLDEL Student Orientation w. Joan Shin and Marie Champagne, *August 2020* (prior to start of Co-APC role)

Support adjunct around adapted PBA for EDCI 516 for fall 2020, *August 2020*

Online meeting w TCLDEL faculty member to support in teaching EDCI 777 online, *July 2020*

Participate on TCLDEL team to design program for new master's in TESOL program; create syllabus for 3 courses (EDCI 581, EDCI 583, & EDCI 589); work with Wiley instructional designer to develop courses in asynchronous online format, *fall 2019-present*

Design and develop two asynchronous online courses (EDUC 502 & EDUC 508) for new program for provisionally licensed teachers, *fall 2019*

Participate with outreach coordinator in online informational session for potential students in TCLDEL, ESOL program, *spring 2020*

Volunteer to facilitate online capstone project presentations and evaluate with capstone rubric for graduating candidates from Advanced Studies in Teaching and Learning (ASTL) program, *spring 2020*

Support adjunct instructors in redesign of performance-based assessments after school closures due to COVID19, *spring 2020*

Contribute resources for culturally and linguistically diverse learners for CEHD Cares website in response to COVID19, *spring 2020*

Work with colleague to co-plan and implement two-week professional learning seminar for 20 secondary Korean English teachers from Gyeongnam Province on Mason's campus, *Jan-Feb 2020*

Initial Licensure Program Assessment Committee (ILPAC), *fall 2019-spring 2020*

Facilitate fieldwork partnership w. VA Refugee Student Achievement Program, *ongoing*

Facilitate teaching internships for doctoral students, *spring 2017-present*

Deans for Impact two-day Building Blocks workshop with CEHD team, Baltimore, *Feb. 2018*

Serve on doctoral students' portfolio and dissertation committees, *ongoing*  
Market TCLDEL programs at Tri-Association Annual Educators' Conference, *fall 2018*  
CEHD Open-House, *February 2019*  
CAEP Standards 1 & 2 Committee, *fall 2017 to spring 2019*  
Faculty Search Committees *spring 2017 and fall 2017*  
Course Lead in TCLDEL for 3 courses (*spring 2017-spring 2019*); 2 courses, *fall 2019-present*

### *Chestnut Hill College*

#### **Department of Teacher Education and Leadership (DTEL)**

Participant Martin Luther King Day Courageous Conversations about Race, *January 2016*  
Develop and Implement Basic Skills Test Writing Workshops, *March 2016*

### *Saint Vincent College*

#### **Education Department**

Faculty Search Committee for faculty to lead principal certification program, *April, 2015*  
Graduate Sub-Committee on Education Policy, 2013 - 2015  
SVC Wraps for Children (Education Department) *December 2013, 2014, 2015*  
Facilitate collaboration among International Students and Education Students, *2012 – 2015*  
Facilitate Conversa y Café bilingual conversation for students and faculty, *2013 – 2015*  
Martin Luther King, Jr. Day of Service, *January, 2015*  
Freshmen Orientation Community Service Day, *August, 2013*  
Get Acquainted Days, *2013-2015*

## **HONORS and AWARDS**

***Teaching Excellence Award Nominee (fall 2020).*** Nominated for a 2021 George Mason University Teaching Excellence Award. These awards recognize outstanding faculty for their educational contributions to enhancing student learning at the university.

***Teaching Excellence Award Nominee (fall 2019).*** Nominated for a 2020 George Mason University Teaching Excellence Award. These awards recognize outstanding faculty for their educational contributions to enhancing student learning at the university.

***Global Teacher Education (GTE) Fellow (2018-2019).*** Selected by Longview Foundation to be one of seven GTE Fellows nationally; Focus on redesigning online, asynchronous teacher education course to include global learning outcomes, global content, assessments, pedagogical strategies, and technology in order to create a Global Learning Classroom for teacher candidates.

***Global Teacher Education (GTE) Fellow Alternate (2017-2018).*** Invited to participate as alternate with select group of GTE Fellows in yearlong series of webinars focused on globalizing teacher education.

## **PROFESSIONAL AFFILIATIONS**

American Association of Colleges for Teacher Education (AACTE)  
Comparative & International Education Society (CIES)

Member of Global Literacy, Language Issues, and Teacher Education & Teaching Profession SIGs  
International Literacy Association (ILA)  
International Society for Technology in Education (ISTE) – Affiliate  
Teachers of English to Speakers of Other Languages (TESOL)  
Member of Teacher Education, Bilingual-Multilingual Education, and Refugee Concerns Interest Sections  
Virginia Teachers of English to Speakers of Other languages (VATESOL)  
Washington Area Teachers of English to Speakers of Other Languages (WATESOL)

## **PROFESSIONAL DEVELOPMENT ACTIVITIES**

### ***George Mason University***

Perspectives from Schools: Teacher Practice, Refugee Educator Academy Webinar, *Dec. 2020*  
WATESOL virtual fall conference attendee and presenter, *October, 2020*  
12<sup>th</sup> Annual Conference: Innovations in Teaching & Learning, *September 2020*  
Language Teacher Identity Awareness & Critical Autoethnography, TESOL Applied Linguistics Interest Section webinar, *September, 2020*  
Envisioning TESOL through a Translanguaging Lens, TESOL Bilingual Multilingual Education Interest Section webinar, *September, 2020*  
Virtual TESOL participant, *July 2020*  
Perspectives on English Language Learning, Aída Walqui in Conversation with Leading Scholars, webinar series, *Summer 2020*  
Uplifting Women and Girls of Color through Antiracist Pedagogy, Practice, & Policies, American University webinar, *June 2020*  
How Historic Housing Discrimination against Black Americans Contributes to Racial Inequities Today, webinar by Habitat for Humanity w. Richard Rothstein, *June 2020*  
Signature Pedagogies in Global Education, Global Teacher Ed Fellows webinar, *June 2020*  
Kaltura Capture Workshop, Stearns Center for Teaching and Learning, *May 2020*  
Global Teacher Education Fellows webinar, Using International Literature to Develop Socially Responsible Readers, delivered by Dr. Holly Johnson, *April 2020*  
Global Teacher Education Fellows webinar, Intercultural Competence in Teacher Education, delivered by Dr. Ken Cushner, *March 2020*  
Creating Inclusive Environments in Online Teaching, offered by Faculty Professional Development Committee, *December 2019*  
Kaltura Capture Workshop, Stearns Center for Teaching and Learning, *May 2019*  
Equity for LGBTQ students, Teaching Tolerance Webinar, *October 2018*  
10<sup>th</sup> Annual Conference: Innovations in Teaching & Learning, *September 2018*  
CEHD Research Funding Roundtable, *October 2017*  
Comparative & International Education Society Symposium, Arlington campus, *October 2017*  
Faculty Conversations about Teaching: Critical Thinking and Critical Reading, *September 2017*  
9<sup>th</sup> Annual Conference: Innovations in Teaching & Learning, *September, 2017*  
Partnering with Mason Librarians Workshop, *spring 2017*  
Blackboard Collaborate Ultra training workshop, *spring 2017*  
OTI 5-Week Online Course Development, PD for faculty, *fall 2016*

### **Other in Higher Education (Selected)**

PA Department of Education & Pearson Regional Meeting, “PECT Development and Redesign:

Feedback from the Field,” PaTTAN, King of Prussia, PA *spring 2016*  
PAC-TE Spring Conference, Pennsylvania State University, *spring 2016*  
Read By 3 Literacy Educators’ Workshop, Drexel University, *fall 2015*  
TESOL Policy & Advocacy Summit, Washington DC, *summer 2015*  
3Rivers TESOL spring workshop, Chatham College, *spring 2015*  
Second Language Research Forum, Carnegie Mellon University, *fall 2012*