

Kathleen Ann Ramos, Ph.D.

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College of Education and Human Development
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ACADEMIC BACKGROUND

- Ph.D.** **University of Pittsburgh**, Pittsburgh, PA
Dec. 2012 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)
- M.A.T.** **University of Pittsburgh**, Pittsburgh, PA
1990 Major: Foreign Language Education (Spanish)
- B.A.** **Clarion University of Pennsylvania**, Clarion, PA
1985 Major: Spanish

PROFESSIONAL POSITIONS

- | | | |
|--|------------------------|---|
| Associate Professor
University Teacher
Teaching Culturally and Linguistically Diverse
and Exceptional Learners (TCLDEL)
Note: Work remotely from Pittsburgh, PA since May 2021 | 2020-Present | George Mason University
Fairfax, VA |
| Academic Program Coordinator
Academic Program Co-Coordinator
Teaching Culturally and Linguistically Diverse
and Exceptional Learners (TCLDEL) | Fall 2022
2020-2022 | George Mason University |
| Assistant Professor
University Teacher
Teaching Culturally and Linguistically Diverse
and Exceptional Learners (TCLDEL) | 2016-2019 | George Mason University
Fairfax, VA |
| Assistant Professor
Division of Teacher Education | 2015-2016 | Chestnut Hill College
Philadelphia, PA |

& Leadership (DTEL);
Coordinator for Undergraduate
Education;
Education Liaison for School of
Continuing & Professional Studies

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

RESEARCH PROJECTS

Current

Mattix Foster, A., **Ramos, K.**, Shin, J., Hall Haley, M., Kim, S., Valdéz Pierce, L., & Shaklee, B. (2022-2023). Real-World Video-Based Scenarios to Enhance Teacher Preparation. CEHD Academic Program Innovation Grant. **Awarded \$9,750.**

Kim, S., **Ramos, K.**, & Shin, J.K. (2021-2026). *National Professional Development Program: Advancing Content-Integrated Education for English Learners with a STEM Focus*. U.S. Department of Education, Office of English Language Acquisition. **Awarded \$2,982,778.** (Co-Principal Investigator).

Kim, S., & **Ramos, K.** (2022-2023). *Transmodalising with Technology in Science (TTS)*. Spencer Foundation Small Grants. **Awarded \$59,915.** (Co-Principal Investigator).

Mattix Foster, A., Ramos, K., Rich, S., & Eisenberg, R. (2022). *Teaching for Anti-Racism and Global Competence* supported by the Longview Foundation. **Awarded \$24,979/1 year** (Co-Principal Investigator).

S. Kim, & **K. Ramos.** *Multiliteracies in Motion in Science (MMS)*, Research Seed Grant. George Mason University, College of Education and Human Development, **Awarded \$8,500.** (Co-Principal Investigator).

Completed

A. Hutchison (Principal Investigator), J. Shin, **K. Ramos,** & R. Dovi, (Co-PIs) (2018-2020). *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, **Awarded \$110,000.**

Other Awards/Projects

S. Kim, & **K. Ramos** (spring 2020). *Perceptions and Practices of English Education among Korean Teachers of English in K-12 Schools*
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. (Co-Principal Investigator). Non-Funded

K. Ramos, Principal Investigator (2018-2020)

Teaching for Global Competence

Action research study to examine any shifts in teacher candidates' knowledge, dispositions, and skills around teaching for global competence with PK-12 learners. Non-Funded

K. Ramos & A. Mattix Foster, Co-PIs. (2017-2019). Non-Funded

Inviting the Voices of First-Year ESOL Teachers to Inform Our Practice

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.

K. Ramos, Principal Investigator (fall 2014). Non-Funded

Strengthening Pre-Service Teachers' Capacity to Teach English Learners

A mixed-methods study investigating principled ways to prepare preservice teachers to effectively teach ELs and increase preservice teachers' self-efficacy for teaching ELs

K. Ramos, PhD Candidate, University of Pittsburgh, Principal Investigator (spring 2012)

Teaching Persuasive Argument Essay Writing to Adolescent English Language Learners

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. Non-Funded

PUBLICATIONS

Mattix Foster, A., **Ramos, K.,** Eisenberg, R., & Rich, S. (in press). Through the pages of a book:

Teaching for anti-racism and global competence with children's and adolescent literature. *Reading in Virginia*.

Holmarsdottir, H. B., Baily, S., Skårås, M., **Ramos, K.**, Ege, A., Heggernes, S. L., & Carsillo, T. (2023). Exploring the power of internationalization in teacher education. *Nordic Journal of Comparative and International Education (NJCIE)*, 7(1).

<https://doi.org/10.7577/njcie.5233>

Shirley, J., & **Ramos, K.** (2022). Integrating translanguaging into teaching practice. *The Definite Article, Summer, 2022*, WATESOL, 18-20.

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.

Ramos, K., Wolf, E. & Hauber-Özer, M. (2021). Teaching for global competence: A responsibility of teacher educators. *Journal of Research in Childhood Education*, 1-20.

<https://doi.org/10.1080/02568543.2021.1880998>

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/>

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. Percy (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. <https://www.isetl.org/ijtlhe/ijtlhe-issue.php?v=29&n=3&y=2017>

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 (2013 – Present)

Ramos, K., & Zhao, M. (June, 2023). *Content-Language Integration: Beyond Academic Vocabulary*. Workshop presented at ACE-STEM Summer Institute 2023, Manassas, VA.

Kim, S., **Ramos, K.,** Graville, C., Chen, X., and Langston, E. (May, 2023). *Transmodalising with Technology in Science (TTS)*. Virtual workshop presented for spring webinar series of Washington Area Teachers of English to Speakers of Other Languages (WATESOL).

Tinsely, R., & **Ramos, K.** (March, 2023). *Empowering Adolescent Emerging Bilinguals as Disciplinary Participators through Translanguaging Practices*. Session presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Portland, OR.

Hauber-Özer, M., **Ramos, K.,** & Wolf, E. (March, 2023). *Teaching for Global Competence: A Responsibility of Teacher Educators*. Session presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Portland, OR.

Shin, J.K., **Ramos, K.,** & Kim, W. (March, 2023). *Innovations in Teacher Education to Foster Equity for Multilingual Learners*. Session presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Portland, OR.

Mattix Foster, A., & **Ramos, K.** (January, 2023). *Teaching for Anti-Racism and Global Competence*. Session presented at the annual meeting of The Hawaii International Conference on Education (HICE), Honolulu, HI.

Mattix Foster, A., & **Ramos, K.** (January, 2023). *Developing Anti-Racist Approaches in Teacher Education*. Roundtable discussion presented at the annual meeting of The Hawaii International Conference on Education (HICE), Honolulu, HI.

Mattix Foster, A., **Ramos, K.,** Eisenberg, R., & Rich, S. (November 2022). *Through the Pages of a Book: Teaching for Anti-Racism and Global Competence with Children's and Adolescent*

Literature. Virtual session presented at the annual Globally Responsive Education and Teaching (GREAT) conference. https://international.missouristate.edu/Great_2022_Sess1.htm

LePelch, V., & **Ramos, K.** (October, 2022). *Online Instructors Critical Reflection Practices that Promote Equity for Multilingual Learners*. Session presented at the annual meeting of Southeast Teachers of English to Speakers of Other Languages (SETESOL), Richmond, VA.

Mattix Foster, A., & **Ramos, K.** (October, 2022). *Teaching for Anti-Racism & Global Competence Using Children's Literature*. Session presented at the annual meeting of Southeast Teachers of English to Speakers of Other Languages (SETESOL), Richmond, VA.

Tinsely, R., & **Ramos, K.** (October, 2022). *Disciplinary Literacy in Action: Empowering Adolescent Emerging Bilinguals as Disciplinary Experts*. Session presented at the annual meeting of Southeast Teachers of English to Speakers of Other Languages (SETESOL), Richmond, VA.

Shirely, J., & **Ramos, K.** (October, 2022). *Integrating Translanguaging Pedagogy into Our Teaching Practice*. Session presented at the annual meeting of Southeast Teachers of English to Speakers of Other Languages (SETESOL), Richmond, VA.

Shin, J., Vinogradova, P., & **Ramos, K.** (October, 2022). *Fostering Equity for Multilingual and Multicultural Learners in TESOL Settings*. Session presented at the annual meeting of Southeast Teachers of English to Speakers of Other Languages (SETESOL), Richmond, VA.

Ramos, K., Shin, J., & Kim, S. (May, 2022). *Implementing a Multiliteracies Pedagogy with PK-12 Multilingual Learners*. Virtual workshop presented for spring webinar series of Washington Area Teachers of English to Speakers of Other Languages (WATESOL).

Ramos, K., & Shin, J. (March, 2022). *Integrating Multiliteracies Pedagogy in Online Teacher Education Courses in TESOL*. Session presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Pittsburgh, PA.

Ramos, K., Wolf E.J., Hauber-Özer, M. (March, 2022). *Teaching for Global Competence with Global Thinking Routines*. Workshop presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Pittsburgh, PA.

Kim, S., **Ramos, K.**, Chung, H., and Choi, S. (March, 2022). *Integrating Critical Multiliteracies Pedagogy in ESL/EFL Teaching*. Virtual session presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Pittsburgh, PA.

Ramos, K., & Mattix Foster, A. (November, 2021). *Imagining ways that education for global competence can be an anti-racist approach in teacher education*. Virtual workshop presented at the annual meeting of Virginia Association of College Teacher Educators (VACTE).

Mattix Foster, A., & **Ramos, K.** (November, 2021). *Building bridges: Using children's and adolescent literature to understand sociocultural identities and strengthen cultural pluralism*.

Virtual workshop presented at the annual meeting of Virginia Association of College Teacher Educators (VACTE).

Shirley, J., & **Ramos, K.** (October, 2021). *Integrating translanguaging pedagogy into our teaching practice!* Workshop presented at the fall virtual meeting of the Washington Area Teachers of English to Speakers of Other Languages (WATESOL), Washington, DC.

Ramos, K., Kim, S., & Kang Shin, J. (September, 2021). *Integrating multiliteracies pedagogy in online teacher education courses in TESOL.* Virtual workshop presented at the annual meeting of Virginia Teachers of English to Speakers of Other Languages (VATESOL).

Kim, S., **Ramos, K.**, Chung, H., & Choi, S. (September, 2021). *Enacting critical multiliteracies pedagogy with multilingual learners in ESL/EFL classroom.* Virtual workshop presented at the annual meeting of Virginia Teachers of English to Speakers of Other Languages (VATESOL).

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 37th 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 (2017-Present)

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

ACADEMIC TEACHING

*George Mason University
College of Education and Human Development
School of Education*

Graduate Courses Taught in face-to-face, *online asynchronous, or **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**

EDCI 581 Understanding Culturally & Linguistically Diverse Learners*

EDCI 583 Research & Practice with Bi-Multilingual Learners*

EDCI 587 Content Literacy in English Language Teaching*
EDCI 589 Cultural & Linguistic Inquiry in TESOL*

Undergraduate Courses Taught in face-to-face, *online asynchronous, or **hybrid formats

EDUC 301 Educating Diverse and Exceptional Learners*
EDCI 423 Methods for Teaching PK-6 English Learners in Inclusive Classrooms**

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 and Graduate Courses Taught

Teaching Non-Native Speaking and Culturally Diverse Learners (undergraduate)
Academic Intervention and Differentiation in the Content Areas (undergraduate)
Foundations of Education (undergraduate)
Field Experience I and Field Experience III Seminar (undergraduate)
Teaching Culturally and Linguistically Diverse Learners** (hybrid online graduate course)

Clinical Supervision

Pre-Student Teaching & Student Teaching College Supervisor (Field Experiences III & IV)

HONORS and AWARDS

Teaching Excellence Award Nominee (fall 2022). Nominated for a 2023 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 Winner (spring 2021). Selected by a university-wide peer-review committee based on e-portfolio submission to receive 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 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.

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.

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.

SERVICE

George Mason University

International, National, State/Regional:

External Reviewer - Invited to Review:

Nordic Journal of Comparative and International Education (NJCIE) (May, 2023)

Asia Pacific Journal of Education (January, 2022)

TESOL Journal (December, 2021)

Book chapter for Roman & Littlefield book: *At school in the world: Developing globally engaged teachers*, (June 2021)

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

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)

External Reviewer for Promotion & Tenure portfolio:

Invited by University of Maryland to serve as external reviewer of P&T portfolio for Dr. Loren Jones, Assistant Clinical Professor seeking promotion to Associate Clinical Professor (fall, 2022)

University Level:

Representative for ACE-STEM Project Team at Office of English Language Acquisition (OELA) National Professional Development (NPD) Project Directors Meeting, Arlington, VA, *April 11-13, 2023 and April 5-7, 2022*

English Language Proficiency Task Force, *fall 2021 -Present*

Doctoral committee for doctoral candidate in Department of Computational and Data Sciences, *AY 2021-2022 – fall 2022*

Participant in Graduate Program Directors Meetings w. Associate Provost, *AY 2021-2022*

Committee to review undergraduate research presentations, evaluate w. matrix, *April 2021*

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:

Collaborate to create Summer Institute for Educators, ACE-STEM project, Manassas, VA, *June 20-23, 2023*

Representative for ACE-STEM Project Team at Office of English Language Acquisition (OELA) National Professional Development (NPD) Project Directors Meeting, Arlington, VA, *April 11-13, 2023 and April 5-7, 2022*

TCLDEL Professor in Charge for Wiley-partnership master's in TESOL, *Fall 2022-Present*
Academic Program Coordinator of TLCDEL, *fall 2022*

Academic Program Co-Coordinator of TLCDEL, *2021-2022, 2020-2021*

Plan and co-facilitate ESOL Advisory Council with Northern Virginia School District leaders
January 2021, January 2022

Participate on ad-hoc committee for Reaffirmation of CEHD Core Values, *Spring 2022*

Initial Licensure Program Assessment Committee (ILPAC), *fall 2019-spring 2020 & AY2022-23*

Co-Present New TCLDEL Student Orientation and Welcome Events, *Fall 2019-Present*

Join ESOL Internship Orientation, *August 2021 and January 2022*

Plan and deliver 4-hour VCLA prep workshop for ESOL teacher candidates, *March 2022*

Support Program Outreach Coordinator in securing school district cohort, *Spring 2022*

Course Lead in TCLDEL for 3 courses (*spring 2017-spring 2019*); 2 courses, *AY2019-2020, AY 2020-2021, 5 courses (EDUC 537, EDCI 516, EDCI 581, EDCI 583, EDCI 589) AY 2021-2022*

Participate in virtual info sessions with local teachers to recruit for NPD grant, *Spring 2022*

Serve on CEHD doctoral students' portfolio and dissertation committees, *ongoing*

Co-facilitate virtual information sessions for TCLDEL program applicants, *ongoing*

Work with Wiley Instructional Designer to create three courses (EDCI 581, EDCI 583, and EDCI 589) for master's in TESOL PK-12 to Adult program, *AY2021-2022*

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

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

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 Sujin Kim to co-plan and implement two-week professional learning seminar for 20 secondary Korean English teachers from Gyeongnam Province, *Jan-Feb 2020*

Facilitate partnership w. VA Refugee Student Achievement Program, *fall 2018-spring 2020*

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

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

CAEP Standards 1 & 2 Committee, *fall 2017 to spring 2019*

Faculty Search Committees *spring 2017 and fall 2017*

PROFESSIONAL DEVELOPMENT ACTIVITIES

George Mason University

How Do We Improve Schools for Students of Color?, webinar hosted by Harvard Education

Press, Black History Month, *Feb.23, 2023*.

What's at Stake: The Work Ahead – Conversations on Civil Rights and Affirmative Action, webinar hosted by New York University, Office of Global Inclusion, *Feb. 23, 2023*.

Global Meet-Up: A Conversation with Veronica Boix Mansilla & Tony Jackson, *Dec., 2022*

Effective Literacy Instruction for Secondary Emergent Readers, webinar presented by Dr. Carol Salva, hosted by ELlevation Education, *December 6, 2022*

A Blueprint for Culturally & Linguistically Responsive Education, webinar presented by Dr. Soñia Soltero, hosted by ELlevation Education, *December 5, 2022*

Taking Care in Educational Research. Virtual presentation by Dr. Laura Willemsen hosted by CEHD Center for International Education (CIE), *Nov.2022*

Over-Simplification of Black-White High School Graduation Gap. Virtual presentation by Dr. Samantha Viano hosted by CEHD Educational Leadership, *Nov. 2022*

Black English Language Professional and Friends (BELPaF) Virtual Symposium, *July, 2022*

Understanding Critical Race Theory, webinar by Dr. Wendi Manuel-Scott from Mason Office of Integrative Studies, *April, 2022*

Reading the World through Global Literature, Global Teacher Education Fellows Webinar, by Kathy Short, *July 18, 2022*.

Global Teacher Education Fellows Webinar, *April 18, 2022*

Mentor Mary McMullen, Professor, Early Childhood Education, Indiana University Bloomington

Title: *Teaching Pre-Service Teachers about Culturally-Informed Practices in Infant Toddler Settings*

Mentor Darla Deardorff, Executive Director, AIEA, and Research Scholar, Duke University

Title: *Exploring UNESCO Story Circles as an intercultural methodology for teachers and students*

Effective Literacy Education for English Learners: Beyond Foundational Skills, *February, 2022*. Virtual Webinar by National Committee for Effective Literacy (NCEL).

Education and Afghan Newcomers: Keeping the Promise, *January, 2022*. Virtual webinar by National Clearinghouse for English Language Acquisition (NELA).

De La Milpa a La Tortilla: Students and Stories Travel across Mexico and the US, *October 2021*. Virtual webinar by Dr. Mary Curran and colleagues, Global Teacher Ed Fellows, Longview.

SFL Genre Pedagogy: An Approach to Teaching Writing, *October, 2021*. Virtual webinar by Dr. Maria Estela Brisk, TESOL Teacher Educator Interest Section webinar.

Stearns Center Innovations in Teaching & Learning Annual Conference, *September, 2021*: Anti-Racism & Inclusive Education (ARIE) Curriculum & Pedagogy Committee: Progress and Next Steps.

Online Class Meetings: Activities & Strategies to Engage Students.

Teaching Sensitive Topics Virtually: Challenges and Successes from Social Justice Educators

Association for Advancement of International Education, *September, 2021*: A Group Conversation: The Ethics and Equity Scenario

Virginia Association of Teachers of English to Speakers of Other Languages, *September, 2021*: Preparing ESOL Teachers for Advocacy

Culturally Sustaining Teaching Practices in Elementary Classrooms w. Multilingual Learners

Using New 2020 WIDA Standards to Build Better Lessons

Multilingual Learner Advocacy through Policy & Practice
 Plurilingual and Translanguaging Approaches in TESOL: What Does Classroom Research Show about Benefits and Challenges? TESOL Applied Linguistics Interest Section Webinar by Dr. Angelica Galante, *July 2021*

American University Institute on Education, Equity, & Justice Summer Conference (virtual): Post COVID-19/Racial Injustice webinar, Dr. Gloria Ladson Billings, *Summer 2021*

Preparing Educators for Emergent Bilingual Families, TESOL virtual conference, *March 2021*

CAEP Standards Review webinar, *Feb. 2021* (invited to participate by AERO)

Perspectives from Schools: Teacher Practice, Refugee Educator Academy Webinar, *Dec. 2020*

The Freedom & Learning Forum: Racial Justice & Inclusion, Mason, *November, 2020*

Mapping Intercultural Competence across the Teacher Education Curriculum, Global Teacher Ed Fellows webinar by Dr. Ken Cushner, *November, 2020*

Collaborative Online Learning Across Borders (COLAB): How to Embed Intercultural Student Exchanges & International Partnerships in University Course Content, Global Teacher Ed Fellows webinar by Dr. Samara Dawn Akpovo, *November, 2020*

Lessons from the Pandemic: Weaknesses in K-12 Teacher Education Policies that Fuel Inequities For English Learners, Migration Policy Institute Webinar, *October, 2020*

WATESOL virtual fall conference attendee and presenter, *October, 2020*

12th 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*

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*

10th 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*

9th Annual Conference: Innovations in Teaching & Learning, *September, 2017*

Partnering with Mason Librarians Workshop, *spring 2017*

Blackboard Collaborate Ultra training workshop, *spring 2017*

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE)

Virginia Association of Colleges for Teacher Education (VACTE)

International Literacy Association (ILA)

Teachers of English to Speakers of Other Languages (TESOL)

Member of Teacher Education, Bilingual-Multilingual Education, Refugee
Concerns, Second Language Writing, and Pre-K – 12 Interest Sections

Virginia Teachers of English to Speakers of Other languages (VATESOL)

Washington Area Teachers of English to Speakers of Other Languages (WATESOL)