

**KATE MENKEN**  
CITY UNIVERSITY OF NEW YORK  
QUEENS COLLEGE & GRADUATE CENTER  
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### EDUCATION & CERTIFICATION

Teachers College, Columbia University, New York, NY 2005  
Doctor of Education (Ed.D.)  
Department of International and Transcultural Studies, Program in Bilingual/Bicultural Education  
Dissertation: *When the Test is What Counts: How High-Stakes Testing Affects Language Policy and the Education of English Language Learners in High School.*

University of Pennsylvania, Philadelphia, PA 1994  
M.S. Ed. in Educational Linguistics, with specialization in Teaching English to Speakers of Other Languages (TESOL)

University of Pennsylvania, Philadelphia, PA 1991  
B.A. in Urban Studies, with specialization in Urban Education

Teaching Certification  
New Jersey Standard Certificate for Teacher of English as a Second Language

### FELLOWSHIPS & AWARDS

William Stewart Travel Grant, City University of New York, 2007  
First Place, Outstanding Dissertation Award Competition, National Association for Bilingual Education (NABE), 2006  
First Place, Bilingual Education Dissertation Award, American Educational Research Association (AERA), 2005  
Spencer Foundation Research Training Grant, 2004  
Dean's Grant for Student Research, Teachers College, Columbia University, 2003-2004  
International & Transcultural Studies Departmental Scholarship, Teachers College, Columbia University, 2003-2004  
Caroline Scholarship, Teachers College, Columbia University, 2002-2003  
Teachers College General Scholarship, 2001-2002  
Ruth Crymes TESOL Academies Fellowship recipient, 1999  
Vineland, NJ Outstanding Teacher Award, 1996  
Language in Education Division Graduate Assistantship, University of Pennsylvania, 1994

### PROFESSIONAL EXPERIENCE

**Assistant Professor of Linguistics**, September 2006 to present  
Queens College of the City University of New York (CUNY), Flushing, NY  
**Research Fellow**, Research Institute for the Study Language in an Urban Society (RISLUS)  
**Faculty**, Ph.D. Program in Urban Education  
CUNY Graduate Center, New York, NY

This position is shared equally between The Graduate Center and Queens College of the City University of New York. Currently funded RISLUS research projects include: "Meeting the Needs of Long-Term English Language Learners in High School." At Queens College, I have regularly taught the following courses: "Bilingualism," "Student Teaching in TESOL I," "Student Teaching in TESOL II."

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**PROFESSIONAL EXPERIENCE continued. . .****Assistant Professor**, February 2005 to August 2006

Bilingual Education, TESOL, and Secondary Spanish Program

City College of the City University of New York, New York, NY

Responsible for placing and supervising student teachers in TESOL and bilingual education, advised 50+ undergraduate students in bilingual education, and taught the following courses (graduate and undergraduate): “Theories and Practices of Bilingual Education,” “The School in American Society,” “Practicum in TESOL,” “Education that is Multicultural.” Served on the following committees: curriculum committee, professional development school committee, department search committee, and field placement committee.

**Adjunct Professor and Instructor**, June 2003 to January 2005

Bilingual Education, TESOL, and Secondary Spanish Program,

City College of the City University of New York, New York, NY

Teaching (graduate and undergraduate): “Theories and Practices of Bilingual Education,” “The School in American Society,” “Practicum in TESOL,” “Education that is Multicultural.”

**Information Analyst**, October 1999 to August 2001

National Clearinghouse for Bilingual Education, George Washington University, Washington, DC

Designed and implemented national research studies, published and disseminated findings, wrote grants, and lead special projects. Specific research projects included: national study of charter schools serving English language learners (ELLs), national review of teacher preparation to teach ELLs, and state policy analysis of high-stakes assessment of ELLs.

**Program Associate in Teaching and Learning**, September 1997 to August 1999

The Philadelphia Education Fund, Philadelphia, PA

Worked in partnership with the School District of Philadelphia’s ESOL/Bilingual program office on various initiatives, including co-leading their development of ESOL curriculum framework and standards; led the university-schools collaborative to recruit, train, hire and retain new middle school teachers; and, designed and led the Philadelphia Writing Project English Language Learner Institute.

**English as a Foreign Language (EFL) Teacher**, September 1996 to May 1997

The Language Center, Nairobi, Kenya

Taught EFL to both secondary students and adults.

**English as a Second Language (ESL) Teacher**, September 1994 to July 1996

Dr. Mennies Elementary School, Vineland Public Schools, Vineland, NJ

Taught students in grades K through 4. Students received daily ESL instruction in modified “pullout” model that incorporated co-teaching with the bilingual teachers.

**ESL Teacher**, January 1993 to May 1994

Jewish Educational &amp; Vocational Services, Philadelphia, PA

**Consultancies****Education Program Evaluator**, January 2002 to May 2004

Amber Charter School, New York City Department of Education, New York, NY

Conducted two evaluations and submitted reports to the U.S. Department of Education regarding the school’s dual-language immersion program, funded through a Foreign Language Assistance Program grant.

**International Education Program Evaluator**, January 2002 to May 2002

Open Society Institute, Soros Foundation and Teachers College, Columbia University, New York, NY

Conducted an evaluation in Moldova of the impact of teacher training programs by Education Center Pro Didactica, a non-governmental organization of Soros Foundation-Moldova.

**Researcher/Consultant**, November 1993 to August 1994

Education Law Center, Philadelphia, PA

Observed, assessed, and documented new ESOL and bilingual services for Asian students in the School District of Philadelphia to document accordance with a community lawsuit and corresponding mandates.

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**PUBLICATIONS**
**Works in Progress**

- Menken, K. (Ed.). (invited monograph in preparation for refereed journal). Special issue guest editor of *International Journal of Bilingual Education and Bilingualism*, 2011.
- Menken, K. (invited manuscript in preparation for refereed journal). State of the Art: Bilingual Education at the Secondary Level. *Language Teaching*, 2012.
- Menken, K. (invited manuscript in preparation for refereed journal). *No Child Left Behind* and English language learners. *Theory Into Practice*, Spring, 2010. Theme Issue: "Integrating English Language Learners (ELLs) in Content Classes: English as a Second Language (ESL) Across the Curriculum."
- Menken, K. (invited manuscript in preparation for refereed journal). 'No Child Left Behind' Testing Policy as *de facto* Language Education Policy. *Annual Review of Applied Linguistics*, 29(2009).
- Menken, K., Kleyn, T. & Chae, N. (manuscript under review in referred journal). When Change is the Only Consistency: The Case of Long-Term English Language Learners in Secondary Schools. Menken (60%), Kleyn (30%), Chae (10%).
- Menken, K. & García, O. (edited book under review). *Language Policy in Education*. Under review for publication by Lawrence Erlbaum Associates/Routledge/Taylor & Francis.

**Works in Press**

- Menken, K. (invited book chapter). Policy Failures: *No Child Left Behind* and English language learners. In Groenke, S. & Hatch, A. (Eds.), *Small Openings: Critical Pedagogy in Teacher Education in Neoliberal Times*. Berlin, Germany: Springer. Expected 2009 publication.

**Published Books and Monographs**

- Menken, K. (Ed.) (2008, September). *No Child Left Behind* and U.S. Language Education Policy. Guest Editor for a Thematic Issue of *Language Policy* 7(3), September 2008.
- Menken, K. (2008). *English Learners Left Behind: Standardized Testing as Language Policy*. Clevedon, Avon: Multilingual Matters.

**Published Articles in Refereed Journals**

- Menken, K. (2008). Editorial Introduction 7.3. Thematic issue entitled *No Child Left Behind* and U.S. Language Education Policy. *Language Policy* 7(3), September 2008.
- Menken, K. (2006, Summer). Teaching to the Test: How Standardized Testing promoted by *No Child Left Behind* impacts Language Policy, Curriculum, and Instruction for English Language Learners. *Bilingual Research Journal*, 30(2): pp. 521-546.
- Menken, K. (2001). Do the Models Fit? Towards Comprehensive School Reform for English Language Learners. *NCCSR/NCBE Issue Brief*. Washington, DC: National Clearinghouse for Comprehensive School Reform and the National Clearinghouse for Bilingual Education. [Online]. Available: <http://www.centerforcsri.org/pubs/issue/ibjune01.pdf>
- Menken, K. (2001). When All Means All: Standards-Based Education Reform and English-Language Learners. *NABE News*, Volume 24, Issue No. 5 (May/June 2001): pp. 4-7. Journal of the National Association for Bilingual Education.
- Menken, K. (2000). What Are the Critical Issues in Wide-Scale Assessment of English Language Learners? *NCBE Issue Brief No. 6*. Washington, DC: NCBE. [Online]. Available: <http://www.ncela.gwu.edu/pubs/issuebriefs/ib6.htm>
- Menken, K. & Look, K. (2000). Meeting the Needs of Linguistically and Culturally Diverse Students. *Schools in the Middle*, February 2000.
- Menken, K. & Look, K. (2000). Making Chances for Linguistically and Culturally Diverse Students. *The Education Digest*, Volume 65, Number 8.

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**PUBLICATIONS continued. . .**
**Book Chapters in Edited Volumes**

Menken, K. (2008). Language policy and social control. In J. González (Ed.), *Encyclopedia of Bilingual Education*. Thousand Oaks, CA: SAGE Publications.

Menken, K. (2008). No Child Left Behind testing requirements. In J. González (Ed.), *Encyclopedia of Bilingual Education*. Thousand Oaks, CA: SAGE Publications.

Menken, K. (2008). High-Stakes Testing Effects. In J. González (Ed.), *Encyclopedia of Bilingual Education*. Thousand Oaks, CA: SAGE Publications.

Menken, K. (2007). High-Stakes Testing as De Facto Language Policy in Education. In E. Shohamy and N. Hornberger (Eds.), *Encyclopedia of Language and Education*, Volume 7: Language Testing and Assessment. Netherlands: Kluwer.

García, O. & Menken, K. (2006). The English of Latinos from a plurilingual transcultural angle: Implications for assessment and schools. In S. Nero (Ed.), *Dialects, Englishes, Creoles, and Education*, pp. 167-184. Mahwah, NJ: Lawrence Erlbaum Associates.

Menken, K. (2006). Historical Overview of Policies for English Language Learners. In R. Freeman & E. Hamayan (Eds.), *English Language Learners at school: A Guide for Administrators*. Philadelphia, PA: Caslon Publishing.

**Book Reviews**

Menken, K. (2008, April). Review of *Language Policy: Hidden Agendas and New Approaches* by Elana Shohamy. *Current Issues in Language Planning* 9(2): pp. 231-234.

Menken, K. (2006, January/February). Invited review of *Leaving Children Behind: How "Texas-style" Accountability Fails Latino Youth* by Angela Valenzuela (Ed.). *Language Learner* 1(3): 22-23.

**Published Articles, Reports, Newsletters, and Working Papers**

Menken, K., Kleyn, T. & Chae, N. (2007). Meeting the Needs of Long-Term English Language Learners in High School. A report for the Office of English Language Learners of the New York City Department of Education. (Menken 50%, Kleyn 35%, Chae 15%).

Bartlett, L., Menken, K., Seghers, M. & Adely, F. (2003). *Human Development and Language Policy*. Invited report for United Nations Development Programme, *Human Development Report 2004*.

Pompa, D. & Menken, K. (2003). *Appropriate Inclusion of English Language Learners in Accountability Systems: A Model System*. Guidelines. Washington, DC: National Association for Bilingual Education & Education Commission of the States.

Menken, K. & Barron, V. (2001, revised 2002). What are the characteristics of the bilingual education and ESL teacher shortage? *As@NCBE No. 14*. Washington, DC: National Clearinghouse for Bilingual Education (NCBE). [Online]. Available: <http://www.ncela.gwu.edu/expert/faq/14shortage.htm>

Menken, K. (2000). 1) How Does Standards-Based Reform Affect English Language Learners? 2) Models that Fit: Comprehensive School Reform and English Language Learners 3) What are the Critical Issues in Wide-Scale Assessment of English Language Learners? 4) Ensuring English Language Learners' Success: Balancing Teacher Quantity with Quality. *What is the Reform Agenda for our English Language Learners?: A Compilation of Essays by the National Clearinghouse for Bilingual Education*. Washington, DC: NCBE. Prepared for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs.

Antunez, B. & Menken, K. (2000). *An Overview of the Preparation and Certification of Teachers Working with LEP Students*. Washington, DC: NCBE. [Online]. Available: <http://www.ncela.gwu.edu/pubs/reports/teacherprep/teacherprep.pdf>

Useem, E. & Menken, K. (1998). Findings from a Survey of Student Teachers in the School District of Philadelphia. Philadelphia, PA: Philadelphia Education Fund.

**PUBLICATIONS continued. . .**

Menken, K. (1994). Ethnic Pride and the Classroom: An Ethnographic Study. *Working Papers in Educational Linguistics*, Volume 10, Number 1 (1994).

**PRESENTATIONS****Invited Presentations**

- Menken, K. (April, 2008). The Policy Context for New Immigrants Arriving in U.S. High Schools: Data on Performance by English Language Learners. Teachers of English to Speakers of Other Languages conference. Session organized by Deborah Short and Catherine Snow.
- Menken, K. (March, 2008). Promoting bilingual education in the age of No Child Left Behind: A contradiction in terms? Colloquium with May, S., McGroarty, M., Blackledge, A., & Heugh, K. American Association for Applied Linguistics conference.
- Menken, K. (March, 2008). English Learners Left Behind: Why the Drawbacks of NCLB Outweigh the Benefits. Legislative Luncheon Banquet. New York State Association for Bilingual Education Annual Conference, Huntington, New York.
- Menken, K. & Kleyn, T. (March, 2008). Meeting the Needs of Long-Term English Language Learners in High School. Small Schools Conference, New York City.
- Menken, K. (January, 2008). English Learners Left Behind?!: Meeting the Needs of ELLs in the Era of '*No Child Left Behind*' and Mandated Testing. America's Choice National Conference, Los Angeles, CA.
- Menken, K., Kleyn, T., Chae, N., Funk, A. & Rafal, J. (September, 2007). Too long or not long enough? Long-term English language learners in high school. Third Annual Bilingual Conference, Eugenio María de Hostos Community College, City University of New York.
- Menken, K. (September, 2007). Respondent to plenary sessions by Drs. Kenneth and Yetta Goodman, "Universals in developing and using oral and written language" and "Multiliteracy and academic content." Third Annual Bilingual Conference, Eugenio María de Hostos Community College, City University of New York.
- Menken, K. & Kleyn, T. (May, 2007). Too long or not long enough? Long-term English language learners in high school. Research Institute for the Study of Language in Urban Society Forum, City University of New York Graduate Center.
- Menken, K. (April, 2007). Reframing *No Child Left Behind* for English Language Learners: From 'Language as Liability' to 'Language as Resource.' Symposium of the Adolescent Special Interest Group, American Educational Research Association Conference.
- Menken, K. (April, 2007). Why the Drawbacks of Accountability Outweigh the Benefits for ELLs in New York. Invited participant and organizer of panel discussion entitled, The Past, Present, and Future Impact of *No Child Left Behind* on English Language Learners. With Crawford, J., Wiley, T., Wright, W., Palmer, D., De Jong, E., Gottlieb, M., Gándara, P., & Lam, H. American Educational Research Association Conference.
- Menken, K. (March, 2007). Advanced Placement Spanish and English Language Learners: Improving English Performance through Native Language Literacy. College Board 2007 National AP Equity Colloquium.
- Menken, K. (February, 2007). Language Policy in the U.S. & the Education of English Learners in the Era of "No Child Left Behind." Forum of the Research Institute for the Study of Language in an Urban Society, CUNY Graduate Center.
- Menken, K. (October, 2006). Doing in 4 Years What Others Do in 12: The Needs of English Language Learners in a High-Stakes Testing Era. With E. Klein. The New Educator Conference: Building and sustaining learning communities, City College, City University of New York.
- Menken, K. (April, 2006). Bilingual Education Across the Americas. Panel Discussant, Education Across the Americas conference, Teachers College, Columbia University.

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**PRESENTATIONS continued. . .**
**Invited Presentations continued...**

- Menken, K. (February, 2006). Negotiating ideological and implementational spaces in language policy. Invited speaker, Brown Bag Session, 27<sup>th</sup> Ethnography Forum in Education, University of Pennsylvania.
- Menken, K. (January, 2006). When the Test is What Counts: How High-Stakes Testing Affects Language Policy and the Education of English Language Learners in High School. Invited presentation of dissertation award recipients. National Association for Bilingual Education (NABE) conference.
- Menken, K. (panel organizer and moderator, January, 2006). Sorting through the Impact of Arizona's Proposition 203 and its "Structured English Immersion" Policy. A symposium by the NABE Language Policy Special Interest Group. Speakers: Crawford, J.; McCarty, T.; Wiley, T.; Wright, W.; Pu, C.; Choi, D.; Moore, S. NABE Conference.
- Menken, K. (September, 2005). Ideal vs. Reality: Characteristics of Exemplary Programming for English Language Learners in the U.S. and the Challenges of Implementation within the 'No Child Left Behind' Era. Invited presentation at City College of New York Exemplary Second Language and Bilingual Programs Conference.
- Menken, K. (April, 2005). Negotiating Language Diversity and Identity in the Classroom. Panel Discussant, Education Across the Americas conference, Teachers College, Columbia University.
- Menken, K. (March, 2005). Language as Liability: No Child Left Behind and English Language Learners. Invited presentation at Bryn Mawr College Education Conference.
- Menken, K. (February, 2005). When English Language Learners are Left Behind. The Implications of Standardized Testing under the Federal No Child Left Behind Act. Invited presentation of the NABE Language Policy Special Interest Group. NABE conference.
- Menken, K. & Hunt, T. (July, 2004). Yiddish Instruction in the United States: The Revitalization of a Heritage Language through Theory & Practice. Invited Plenary Speaker. Yungtruf Yiddish Teachers Conference.
- Menken, K. (facilitator, February 2004). Heritage/Community Language Programs and Policy. A symposium by the NABE Language Policy Special Interest Group. Speakers: Wiley, T.; Wright, W.; Kang, S.; Li, M.; Lam, H.; Serrano, R.; NABE Conference.
- Khadori, A., Menken, K., Miyazaki, T., Seghers, M., Bartlett, L. & Adely, F. (May, 2003) Language Studies and Human Development. New York: UN Development Programme Human Development Report Office.
- Menken, K. (panel organizer and discussant, February, 2003). Language Policy in the Unz States: A Focus on California, Arizona, Massachusetts, and Colorado. A symposium by the NABE Language Policy Special Interest Group. Speakers: Escamilla, K., Garcia, E., González, J., Loera, P., Rice, R. & Wright, W. NABE conference.
- Menken, K. (panel organizer, March, 2002). Language Policy and Standardized Testing. A symposium by the NABE Language Policy Special Interest Group. Speakers: Austin, T., Davis, M., Gottlieb, M., Hornberger, N., Matos, N. & Rivera, C. NABE conference.

**Conference Presentations**

- Menken, K. (April, 2007). Testing and Language 'Unplanning': *No Child Left Behind* as Language Education Policy. American Association for Applied Linguistics conference.
- Hunt, T., Menken, K., & Kleyn, T. (April, 2007). Bilingual Education from the Top-down to the Bottom-up: Policy, Leadership and Practices in New York City. American Educational Research Association Conference.
- Menken, K. (April, 2006). Leaving English Language Learners Behind: The Affects of 'No Child Left Behind' on Language Policy and Education for ELLs. American Educational Research Association Conference.
- Menken, K. (February, 2005). When ELLs are Left Behind: The Intersection between High-Stakes Testing and Language Policy in the Education of English Language Learners. 26<sup>th</sup> Ethnography Forum in Education, University of Pennsylvania.

**PRESENTATIONS continued. . .****Conference Presentations continued...**

- Menken, K. & Hunt, T. (February, 2004). Balancing the Tension between Native Language Instruction and High-Stakes Testing: The New York Story. National Association for Bilingual Education (NABE) conference.
- Menken, K. (April, 2003). When the Test is What Counts: Standardized Testing & Language Policy in the Bilingual Classroom. Education Across the Americas conference, Teachers College, Columbia University.
- Menken, K. (February, 2003). When English is What Counts: Standardized Testing as Language Policy in the Bilingual Classroom. NABE conference.
- Menken, K. (March, 2002). When English Is What Counts: Education Reform & Language Policy in Bilingual Education. Spencer Foundation Urban Research Symposium at the University of Pennsylvania.
- Menken, K. (June, 2001). Remembering Instruction When the Test is What Counts: Standards, Assessment, Accountability and English Language Learners. Invitational presentation at the Comprehensive Center – Region VI conference on the assessment and evaluation of language minority students.
- Menken, K. (March, 2001). Standards, Assessment, Accountability and English-Language Learners. Teachers of English to Speakers of Other Languages conference.
- Menken, K. & Zelasko, N. (March, 2001). How Are We Preparing Bilingual Teachers? TESOL conference.
- Menken, K. (February, 2001). Meeting the Needs of English-Language Learners through Comprehensive School Reform. NABE conference.
- Quiñones, A., Rodriguez, R. & Menken, K. (February, 2001). How Are Charter Schools Addressing the Needs of English-Language Learners? NABE conference.
- Menken, K. & Zelasko, N. (February, 2001) How Are We Preparing Bilingual Teachers? NABE conference.
- Menken, K. (February, 2001). Standards, Assessment, Accountability and ELLs. NABE conference.
- Quiñones, A., Rodriguez, R. & Menken, K. (December, 2000). Meeting the Needs of English Language Learners in Charter Schools. Charter Schools National Conference: New Choices in Public Education.
- Menken, K. (February, 2000). Thinking it Through: The Impact of Standards and Assessments on English Language Learners. NABE conference.
- Menken, K. (May, 1999). Teaching English Language Learners in a Standards-Driven System. Penn TESOL-East Conference.
- Menken, K. (March, 1999). Connecting the ESL Standards to Student Work. TESOL conference.
- Menken, K. (November, 1998). English Language Learners and Standards-Driven Instruction: An Introduction to *TESOL's Pre-K-12 ESL Standards*. Staff Development for ESL Teachers in the Bethlehem Area School District.
- Gómez, E., Gottlieb, M. & Menken, K. (May, 1998). Using Standards and Assessment to Increase the Achievement of English Language Learners. Staff Development for ESOL/Bilingual Teachers in the School District of Philadelphia, Philadelphia.

**SERVICE TO THE PROFESSION**

- Editorial Board Member, *International Journal of Bilingual Education and Bilingualism*, 2007-present
- Book Review Co-Editor, *Language Policy*, 2006-present
- Founding Member, Institute for Language and Education Policy, 2006
- Testimonial with Luis Reyes at the New York State Assembly Education Committee on ELL student assessment policy in New York State under the Federal *No Child Left Behind* Act, October 26, 2006.
- Book Review Editor, *Language Learner*, 2005-2006
- Co-Chair, Language Policy Special Interest Group of the National Association for Bilingual Education, 2001-2006

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### SERVICE TO THE PROFESSION CONTINUED. . .

Peer Reviewer of articles submitted for publication in the following journals:

- *TESOL Quarterly*
- *Educational Policy*
- *International Journal of Bilingual Education and Bilingualism*
- *New Educator*
- *Journal of Spanish in Context*
- *Journal of Pidgin and Creole Languages*

Peer Reviewer of books submitted for publication by Multilingual Matters, Georgetown University Press, and National Study of School Evaluation

Reviewer of conference proposals for:

- American Association of Applied Linguistics
- American Educational Research Association
- National Association for Bilingual Education

Member, Coalition of Educational Excellence for English Language Learners, an advisory board to the New York City Department of Education, Office of English Language Learners, 2003-present

Member, Education Task Force, New York Immigration Coalition, 2003-2006

Editor, *Current Issues in Comparative Education*, 2002-2004

Teaching Assistant, Teachers College, Columbia University, 2003

Curriculum Frameworks Writing Committee, English to Speakers of Other Languages (ESOL) Framework, School District of Philadelphia, 2000

### PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics

American Educational Research Association

Institute for Language and Education Policy

National Association for Bilingual Education

New York State Association for Bilingual Education

### GRANTS

Grant received March, 2008 for \$181,822 from the Office of English Language Learners of the New York City Department of Education to conduct a study entitled "Meeting the Needs of Long-Term English Language Learners in High School, Phase II." The purpose of this research project is to develop, implement, and evaluate a program for long-term English Language Learners focused on biliteracy development in Spanish and English. Project duration is March 2008-September 2009.

Grant received January, 2007 for \$45,494 from the Office of English Language Learners of the New York City Department of Education to conduct a study entitled "Meeting the Needs of Long-Term English Language Learners in High School." The purpose of this research project is to explore the characteristics and educational needs of Long-Term ELLs, students who remain engaged in the process of learning English after six years or more in the United States. Initial phase of study is to be completed September, 2007.

### RESEARCH SUPERVISION

Daniel Walsh, Doctoral Program in Urban Education, CUNY Graduate Center, PhD Dissertation Committee Member

Olga Sakhno, Master of Arts in Liberal Studies (May, 2007), MA Thesis Sponsor, Queens College

### SERVICE TO THE COLLEGE

Alternate Delegate, Academic Senate 2007-2009

NCATE (National Council for the Accreditation of Teacher Education) Coordinator, 2007-2008

Departmental Commencement Planning Committee, 2007

**LANGUAGES:** English – Fluent; French, Hebrew, Kiswahili, and Spanish – Proficient