

# Lori Langer de Ramírez, Ed.D.

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## EDUCATION

- 1998 Ed.D. Teachers College, Columbia University - Curriculum and Teaching
- 1994 M.S. CUNY, Queens College - Applied Linguistics/TESOL
- 1990 B.A. SUNY, The College at New Paltz - Spanish and Secondary Education

## TEACHING and ADMINISTRATION

### K-12

- Current: Director, World/Classical Languages & Global Language Initiatives, The Dalton School, NYC
- 1999-2012 District Chair/Coordinator: ESL, World Languages, Immersion - Herricks School District, NY
- 1998-2006 Spanish and French teacher – Herricks Middle and High Schools, NY
- 1991-1996 Spanish Teacher, Coordinator of Elementary and Middle School Foreign Language Program - Polytechnic Preparatory Country Day School, Brooklyn, NY

### University

- Summer 2012 Instructor: *Methods in Elementary World Language Instruction* (online course), Iowa State University
- 1998-2005 Adjunct Professor: *Teaching and Learning in the Multicultural Classroom*  
Department of Curriculum and Teaching, Teachers College, Columbia University
- 1997-1998 Teaching Assistant: *Orality, Literacy and Technology*  
Department of International and Transcultural Studies, TC, Columbia University
- 1996-1998 Coordinator, Team Leader: *Lectures in Teacher Education*  
Department of Curriculum and Teaching, Teachers College, Columbia University

### Certification/Licensing

- New York State Permanent Certification – K-12: SPANISH; FRENCH; English as a Second Language
- New York State Certificate of Qualification – School District Administrator; Administrator/Supervisor

### Special Activities

- *Global Language and Culture Conference*: an annual 2 ½ day conference in which independent, charter, and public school teachers attend concurrent workshop sessions, strengthen their Professional Learning Network, and connect with experts in the field of teaching and learning languages; organized in collaboration with NYS AIS
- *FLES Fest*: a yearly “un-conference” with 100+ K-8 teachers, job-alike sessions, keynote speakers and PD;
- *Student-run language classes*: a week of language lessons taught in their mother tongue by multilingual students;
- *Moroccan Festival*: a recreation of a Marrakeshi *souk* with students as storytellers, craftspeople;
- *Paris Metro fantasy trip*: a virtual visit to the Musée d’Orsay via a simulated subway and crêpe-making;
- *Mexican Independence Day*: students take role play leaders in the Revolution; recreation of *El Grito*;
- *Colombian cooking*: students read a picturebook, recreate the recipes and serve parents;
- *Fantasy trip to Senegal*: simulated griot folktale presentation and West African *djembe* drumming;
- *Political Parties Simulation*: students create a name and identity, develop platforms, campaigns;
- *Immigration Simulation*: students play role of an applicant and make a case before an ICE “hearing.”

**CONSULTING and STAFF DEVELOPMENT:** *Site visits and department reviews, curriculum mapping, thematic unit design and development, best practices, assessment, and methods workshops, chair/director mentoring and teacher training:*

International Schools consulting

American Embassy School of New Delhi, India  
American International School of Bucharest, Romania  
American International School of Dhaka, Bangladesh  
American International School of Lagos, Nigeria  
American International School of Vienna, Austria  
American International School of Riyadh, Saudi Arabia  
American School of London, England  
Anglo-American School of Moscow, Russia  
Anglo-American School of Saint Petersburg, Russia  
Anglo-American School of Sofia, Bulgaria

Canadian International School of Bangalore, India  
Escuela Campo Alegre, Caracas, Venezuela  
International School Manila, Philippines  
International School of Bangkok, Thailand  
International School of Barcelona, Spain  
International School of Uganda  
ITC/ECIS facilitator: Mexico City, New York, Havana  
Kolej Tuanku Ja'afar, Kuala Lumpur, Malaysia  
Lincoln Community School, Accra, Ghana  
Walworth Barbour American IS, Tel Aviv, Israel

Invited International Conference Presenter

ACAMIS – Association of China & Mongolia International Schools  
AISA – Association of International Schools in Africa  
CEESA – Central and Eastern European Schools Association  
EARCOS – East Asia Regional Council of Schools  
ECIS (Educators and Leadership Conferences) – Educational Collaborative for International Schools  
MAIS – Mediterranean Association of International Schools  
NESA – Near East South Asia Council of Overseas Schools  
Tri-Association – The Association of American Schools of Central America, Colombia, Caribbean, and Mexico  
VANAS – Venezuelan Association of North American Schools

Public and Independent School consulting (United States):

Independent and Charter Schools

Episcopal Academy, Philadelphia, PA	The Harvey School, Katonah, NY
Nashoba Brooks School, Concord, MA	The Sheridan School, Washington, DC
Punahou School, Honolulu, HI	The Town School, NYC, NY
The Dalton School, NYC, NY	Town School for Boys, San Francisco, CA

Public and Charter Schools:

Chesterfield County Public Schools, VA	Massapequa Public Schools, NY
Elizabeth Public Schools, NJ	Northport-East Northport UFSD, NY
Farmingdale Schools, NY	Nyack Schools, NY
Hauppauge Schools, NY	Oceanside Union Free School District, NY
Holliston Public Schools, MA	Oyster Bay-East Norwich Schools, NY
Hyde Leadership Charter, NY	Plainfield Public Schools, NJ
Jericho Public Schools, NY	Renaissance Charter Schools, NY
Levittown Public Schools, NY	Richmond Public Schools, VA
Long Beach Schools, NY	Syosset Central School District, NY

University Guest Lectures: *Diversity & multicultural education, WL methodology, educational technology:*

- Hofstra University, NY: “Model Early Language Programs: Effective Program Design, Pedagogy and Curricula”
- Rutgers, NJ (Graduate School of Education): “Identity, Diversity, & the Multicultural School”
- Mount Mary College, MI (in Arequipa, Perú): “Perú for Spanish Teachers”

## CONSULTING and STAFF DEVELOPMENT (continued)

### University Guest Lectures (cont'd)

- NYU School of Medicine (Embracing Diversity Through Effective Teaching & Mentorship Symposium): "Teaching a Diverse Population"
- Dowling College, NY: Foreign Language in the Elementary School Licensing Course
- MIT (Massachusetts Institute of Technology, Transforming Humanities Education Research Group): "Turning the Tables: Reconfiguring student/teacher roles through technology."

### Organizations and Endowments: Curriculum development, keynote addresses, editing and reviews:

- AISA Deep Dive: Best Practices in Joyful Language Teaching and Learning – 5 week course (Designer, Presenter)
- AERO World Language Institute, Office of Overseas Schools, U.S. Department of State (Curriculum, Faculty)
- International Study Schools Network, Asia Society (Consultant and Staff Developer)
- Embassy of Spain/Trade Commission: Barcelona & Madrid, Spain (Workshop Presenter)
- National Endowment for the Humanities, Summer Seminars and Institutes for K-12 Teachers (Panel Reviewer)
- Educational Testing Service, AP Spanish Online Test items writer, SAT II/Spanish Subject Test Development Committee, NAEP (National Assessment of Educational Progress) Spanish Committee

### Curriculum consultant, materials writer and reviewer

- Berlitz: review of study cards for children, development of Spanish test preparation study cards
- *Editorial Difusión*: consultant on *Lola y Leo*, FLES Spanish texts and workbooks
- McDougal Littell: *Avancemos* best practices professional article and thematic curriculum lessons
- Merrill Education: Multicultural Education PRAXIS online modules/artifacts
- Perfection Learning/AMSCO School Publications: *Spanish is Fun, Leer y Charlar, Spanish Level 4*
- Santillana USA: *Gateways to the Sun, Puertas al Sol, ESL Series, Nuevo Bravo Bravo, Español Santillana*
- SRA-McGraw Hill: English as a Second Language project editor
- Words and Numbers: *Realidades*, ESL/Special Education Social Studies and Science texts
- *NECTFL Review, 2005/2006* - Special issue: "Best Practices in K-12 FL Education" (Guest editor)
- *Language Educator, 2014* - Special issue: "Cultural Proficiency" (Guest reviewer)

## PUBLICATIONS

### Books and Chapters

*Languages and Learners: Making the Match – World Language Instruction in K-8 Classrooms and Beyond (5<sup>th</sup> Edition)*, Helena Curtain and Carol Ann Dalhberg (2016). New York City: Pearson. (contributor)

*Spanish is Fun: Book 1, Book A/B*. Logan, IA: AMSCO/Perfection Learning. (revision editor)

Managing Math and Supervising Spanish: Establishing and Maintaining Positive Classroom Culture in the Middle School. (with M. Edelson) In A. Honigsfeld & A. Cohan (Eds.), *Breaking the Mold of Classroom Management: What Educators Should Know and Do to Enable Student Success*. (2013). NY: Rowman & Littlefield.

Why Use Web 2.0 Tools with ELLs? In L. Schrum (Ed.), *Educational Technology for School Leaders* (2012). Thousand Oaks, CA: Corwin.

Teaching our Tongues: Student-run Language Classes as a Celebration of Linguistic and Cultural Diversity in Schools. In A. Honigsfeld & A. Cohan (Eds.), *Breaking the Mold of Education for Culturally and Linguistically Diverse Students*. (2012). NY: Rowman & Littlefield.

*Español Santillana, HS Book 1, MS Book 1A/1B* (2011). Miami, FL: Santillana USA (contributing author)

*Empower English Language Learners with Tools From the Web*. (2010). Thousand Oaks, CA: Corwin.

### **Books and Chapters (cont'd)**

- Reading Identities: Multicultural Literature as Windows and Mirrors. In N.K. Ghosh (Ed.), *Shaping Minds: Multicultural Literature*. (2010). Delhi, India: AuthorsPress.
- Language Learning 2.0: New Internet Tools for the Language Classrooms. In A. Honigsfeld & A. Cohan (Eds.), *Breaking the Mold of School Instruction and Organization*. (2010). NY: Rowman & Littlefield.
- 601 Spanish Verbs*. (2009). New York: Berlitz Guides.
- Actividades en Español: Spanish Vocabulary Activities (Book 1 and Book 2)*. (2009). New York: AMSCO.
- Take Action: Lesson Plans for the Multicultural Classroom*. (2009). Upper Saddle River, NJ: Merrill, Prentice Hall.
- Berlitz Spanish Grammar Study Cards and Berlitz Spanish Vocabulary Study Cards*. (2008). NY: Berlitz.
- In the Birthplace of the Buddha. In Z.H. Usmani & N. K. Ghosh (Eds.), *Beyond Boundaries: Reflections of Indian and U.S. Scholars*. (2007). NY: iUniverse, Inc.
- Voices of Diversity: Teacher, Student and Parent Stories from the Multicultural Classroom*. (2006). Upper Saddle River, NJ: Prentice Hall Publishers.
- Cuaderno de Ejercicios/Spanish is Fun Book 2*. (with H. Wald) (2004). NY: AMSCO School Publications.
- Mi Abuela Ya No Está – Un cuento mexicano del Día de los Muertos* (text and illustrations). (2000). Alcoi, España: Editoriales Alfagráfic.
- Cuéntame – Folklore y Fábulas*. (1998). New York: AMSCO School Publications.
- Paso a Paso*. (1996). New York: Scott Foresman Publishers. (contributing writer) – trade textbook.

### **Materials, Curriculum Guides and Thematic Units**

- *Sancocho Didáctico*. A collection of activities, projects and student handouts for teaching Spanish
- *Passwords Perfectos*. Mini-posters illustrating words, phrases, questions in Spanish (also Arabic Language Passwords, *Passwords Hen Hao/Chinese*, *Perfect Passwords/ESL*, *Passwords Parfaits/French*, *Perfekte Passworte/German*, *Passwords Perfetti/Italian*, *Ideanye Passwords/Russian*)
- *Dichos Dinámicos*. An illustrated collection of proverbs and sayings from Colombia.
- *A Picture Paints – ClipArt for Language Teachers*. Topics include animals, travel, and sports.
- *CuentaColombia*. Oral tradition tales and folklore about Colombia, including history and web connections.
- *Convivencia: Curriculum Unit for Second Year Spanish*. Centered on the “Coexistence” period in Medieval Spain.
- *Tramposos famosos*. Trickster tales from Argentina, Colombia and Puerto Rico.
- *Historias Horrosas de Argentina*. Two tales of terror from Argentina, plus an original story.
- *El Bosque Tropical: Curriculum Unit for First Year Spanish*. Tropical rainforest flora, fauna, and peoples.
- *Día de los Muertos: Curriculum Unit for Third Year Spanish*. Mexican celebration, Christian/Aztec syncretism.
- *Les griots de la Francophonie*. Tales from the Francophone world – France, Vietnam, and Gabon.
- *Folklore de la Foresta*. Stories from the Colombian Amazon covering environmental themes.
- *Mitos Mágicos de México*. Folktales of fantasy and magic from different regions of Mexico.
- *Cambios, Cuentos y Colombia*. Tales of transformation and change from Colombian folklore.
- *Conflictos y Convivencia*. Themes of conflict and cooperation, geography & cultural heritage of Spain.
- *Great Tips for Your French Class on 35-Cents-a-Day and Great Tips for Your Spanish Class on 35-Cents-a-Day*. (1996). Auburn Hills, MI: Teacher's Discovery.

### Articles in professional journals

Putting Together the Puzzle of Proficiency (anchor article for Focus Topic issue: "Exploring Your Practice to Move Learners to the Next Proficiency Level), *The Language Educator*, March/April 2017

Collaborating Across Oceans to Foster Connections Across Hallways [w/E. McCarren], *The Language Educator*, August/September 2016

All Work and No Play? – The Imperative of Play in the Language Classroom. *Language Association Journal*, Volume 64, Number 2, 2013.

Windows and Mirrors: Cultural comparisons in the World Language Classroom. *The NCLRC Language Resource*, May/June 2012.

Monolingualism Can be Cured! Growing a Chinese Program from the Ground Up. *Journal of Chinese Teaching and Research in the U.S.*, Spring 2011.

Creativity in Language Learning. *International School Magazine*, Volume 13, Issue 1, Autumn 2010.

"I Want to Live in America!" An Immigration Simulation. *Northeast Conference Reports*, 2007.

La importancia de la elección de los estudiantes en el uso de un material multimedia basado en cuentos de tradición oral. *Revista de Literatura – Edición especial: "Literatura infantil e interculturalidad."* Centro de Comunicación y Pedagogía, Barcelona, 2006, No. 216.

*¡Viva Colombia/Colombia Viva!* – A fantasy trip for the five senses. *Learning Languages*, 11, 2, 2006.

A Sympathy Protest: Products, Practices, Perspectives in the Spanish Classroom [w/A. Stryker], *Hispania*, 89, 1, 2006.

8<sup>th</sup> Grade *Griots*: Turning Middle School Students into Story Tellers. Article in "Best Practices in K-12 Foreign Language Education", *NECTFL Review*, 57, Fall/Winter 2005/2006.

What Parents Should Know About Foreign Language Learning Today. *Our Children: The National PTA Magazine*, Volume 31, Number 2, October/November 2005.

"El Grito" – Celebrating Mexican Independence Day in the Middle School Spanish Classroom. *The Foreign Language Educator*, Volume 2, Issue 1, August 2005.

The Proverbs Project: Validating School Cultures Through Quotes and Sayings in World Languages. *The Language Association Journal*, Spring 2005.

Telling Tales in School: The Language Teacher as Storyteller. *Telling Tales: Newsletter of the Australian Storytelling Guild*, December 2004/January 2005.

Foreign Language Curricula for Elementary Schools-An Annotated Collection, CAL/ERIC, November 2003

A Method to Our Madness - A Review of Foreign Language Teaching Methodologies. *New York State Teachers of Foreign Languages Annual Meeting Series*, No. 20, October 2003.

What Language Educators Can Learn From Educational Theory, *New York State Teachers of Foreign Languages Annual Meeting Series* – No. 20, October 2003.

East is East? A Language Educator's Glimpse of Public Education in China, *TESOL Matters*, Volume 12, No. 3, June/July/August 2002.

They're taking me to Marrakesh! A French class' fantasy trip to Morocco, *French Review*, February 2001.

### **Articles in professional journals (continued)**

Opening our Hearts and Minds to the Future - Student reflections on the Northeast Conference, *NECTFL Review*, 48, Fall 2001.

Lisa and the Language Lesson, *NYSAFLT Annual Meeting Series*, No. 17, October 2000.

Review of *Allez, Viens!*, *NECTFL Review*, 46, Fall 1999.

The story of *Proyecto Papán* — folktales and their potential for foreign language education, *Foreign Language Annals*, 32, 3, 363-371, 1999.

Content-Based Language Teaching: Another Fad or "The Real Thing"? *Language Association Bulletin*, Winter 1998.

Celebrating the Day of the Dead, *The NCLRC Language Resource*, 1, 9, October 1997.

Stories from the Oral Tradition: Language in Content for the Spanish Classroom, *Hispania*, 79, 3, 1996.

### **Articles in trade publications**

*TIE – The International Educator*

Travel without leaving home. Virtual travel, AERO World Language Standards, and connecting during quarantine [w/Martina Saluzzo] (Volume 36, No. 1, July 2021)

Joyful Language: Bringing Passion and Play Into the Language Classroom (Volume 34, No. 2, December 2019)

The Multilingual Mindset: Building Strong Language Programs (Volume 34, No. 1, October 2019)

*ESL Magazine*

The Moral of the Story: Language, Culture & Content through Teaching Tales (Issue 45, May 2005)

ELLs as language teachers: ESL students share their home languages with school community (44, March 2005)

From Pen Pals to Key Pals: Cross-Cultural Connections, Letter Writing & English Language Learning (Issue 41, September 2004)

Media Literacy & English Language Learners – Learning English Through Critical TV Viewing (Issue 39, May 2004)

Wat? English! - Teaching English to Buddhist Monks in NYC (Issue 37, January 2004)

Show Me a Story – Using Technology to Share Folktales in the ESL Classroom (Issue 35, Sept. 2003)

*Language Magazine: The Journal of Communication and Education*

Joy in the Time of COVID: How to Have Fun on Zoom or in the Room with Language Students (December 2020)

Immersing in Local Communities: The Communities Standard Comes to Life (July 2019)

Social Justice and Language Teaching: The Amazing Case of El Biblioburro (November 2017)

A whole lot of Axolotls – Science and Environmental Studies in the Spanish Classroom [with P. Cuello] (July 2016)

Not for just the few and the proud: Motivation and affect in teaching Middle School World Language and Math (Vol. 14, No. 5, January 2015)

### **Articles in trade publications (continued)**

- The Play's the Thing - Suspension of disbelief and Simulations as a means of Connecting to Global Communities (Vol. 10, No. 4, November 2014)
- Taking Class Online: New Internet Tools for Language Learning (Vol. 8, No. 3, November 2008)
- From Gays to Goths: Addressing Diversity in the Language Classroom [with A. Martino] (Vol. 7, No. 11, July 2008)
- Connecting to Content: Interdisciplinary Teaching in World Languages (Vol. 7, No. 9, May 2008)
- Harvesting Help: Inspiring Our Youth to Teach Languages (Vol. 7, No. 3, November 2007)
- East Meets West: Bridging Cultures, Bridging Pedagogies (Vol. 6, No. 12, August 2007)
- Taking Culture as Granted: Connecting to Culture with NEH Grants (Vol. 5, No. 5, November 2005)
- Assessment on a Grander Theme: Portfolio Assessments for Language Learners (4/3, Nov 2004)
- Making Foreign Languages All-Inclusive: The Special Needs Child in the Language Classroom [with T. DeSimone and D. Laruccia] (Volume 3, No. 10, June 2004)
- Speak Up! The Importance of Target Language Use in the World Language Classroom [with S. Quintyne] (Volume 3, No. 8, April 2004)
- Two Teachers and their Tests – Language Assessments and their Effects on Students' Affective Filter (Volume 2, No. 16, December 2003)
- Symbolic Gestures - Non-Verbal Communication in the Classroom (Volume 2, No. 9, May 2003)
- Holy Orders - Teaching English to Buddhist Monks in Thailand (Volume 2, No. 7, March 2003)
- Margins of the Mind - The Struggle for Language Dominance in West Africa (Volume 2, No. 6, February 2003)
- Behind the Bilingual Mosaic (Volume 2, No. 5, January 2003)
- Left or Right? Language on the Brain (Volume 1, No. 11, July 2002)
- Teacher, Tell me a Story – Authentic Literature as a Vehicle for Sharing Language and Culture (1.10, June 2002)

### **CONFERENCE PRESENTATIONS AND WORKSHOPS**

- New York State Education Department (NYSED) Professional Learning Series Webinars [with J. O'Toole and B. Heller]
- "Assessment Part 2: Creating Formative and Summative Performance Assessment Tasks (October 2022)
  - "Assessment Part 1: Creating Standards-aligned Rubrics for Performance Assessment Tasks (September 2022)
  - "Preparing for Standards-Based Curriculum Planning" (May 2022)
  - "Understanding Standards-Based Lesson Planning" (March 2022)
  - "Understanding the Role of Grammar in Proficiency Development - Parts 1 & 2" (February/March 2022)
  - "Understanding Vocabulary Development in Standards-Based Teaching" (January 2022)
  - "Creating Thematic Unit Plans for Checkpoint A" (January 2022)
  - "Lesson Planning Part 2 – Lesson Planning Options for Thematic Units" (December 2021)
  - "Lesson Planning Part 1 – From Unit Plan to Lesson Plans: Putting the Pieces Together" (November 2021)
  - "Understanding Unit Planning with the Revised NYS World Language Standards" (October 2021)
  - "Understanding NYS World Language Themes and Topics" (September 2021)
  - "From Facts to Functions: The Culture Standards" (June 2021)
  - "From Skills to Modes: Presentational Communication" (April 2021)

## CONFERENCE PRESENTATIONS AND WORKSHOPS (continued)

- “AERO Standards in Middle School Language: Standards-based and SEL Learning,” ECIS World Language Symposium; NES/AERO Standards-Based Learning Guidance for 2021-2022 in the Content Areas (November 2021)
- “The Happy Capybara: An Interdisciplinary Unit for Novice Spanish Learners,” NYSAFLT Annual (October 2021)
- “Inquiring Minds Want to Know: Panel Discussion with NYSED,” “Putting it All Together: Curriculum Design with the NYS Standards,” and “Leading Change with the NYS Learning Standards for World Languages,” NYSAFLT Summer Institute [with Dr. Joanne O’Toole and Bill Heller] (July-August 2021)
- “The Revised NYS World Language Learning Standards: Supporting Our Departments,” NYSAWLA (New York State Association of World Language Administrators) Conference Webinar [with Dr. Joanne O’Toole, Candace Black, and Bill Heller] (March 2021)
- “Play and Language Development,” RISE (Religious and Independent School Educators) Conference (November 2020)
- “Spark Joy in the Online Spanish Classroom”, NYSAIS webinar (May 2020)
- “What’s Working: Spanish Edition” [w/others, online webinar], The Academy for Teachers (May 2020)
- “Teaching World Languages online - Tech tips, tools, and togetherness during troubling times [w/C. Campos], NYSAIS webinar (March 2020)
- “Teaching our Tongues - Student-run Language Classes as a Celebration of Linguistic and Cultural Diversity in our Schools, NECTFL (February 2020)
- “*El Bobo Patiazul*: A Virtual Reality Exploration for Spanish Students [w/C. Campos], ACTFL (November 2019)
- “Folktales, Fables and Stories for the Language Classroom,” and “Language Instruction that Works: Strategies for Successful Student Learning,” GLCC, Mohonk, NY (April 2019)
- “Panel Discussion: “Authentic Discourse in the World Language Classroom,” NECTFL (February 2019)
- “Language Instruction that Works: Strategies for Successful Student Learning,” New York State Association of Foreign Language Teachers (NYSAFLT) Winter Webinar (December 2018)
- “Using Folktales in the Language Classroom,” Startalk Summer Institute, Glastonbury, CT (June 2018)
- “A lot of Axolotls - A Thematic Unit for Teaching Science and Spanish,” Global Language and Culture Conference (GLCC), Mohonk, NY (April 2018)
- “Social Justice and Languages: The Amazing Case of *El Biblioburro*,” “A Sympathy Protest: Simulations and Role Play in the Language Classroom,” “Piecing together the proficiency puzzle,” and “Windows and Mirrors – Exploring and celebrating best practices in language teaching,” East Asia Regional Conference of Overseas Schools (EARCOS), Bangkok, Thailand (March 2018)
- “Using Folktales in the Arabic Classroom,” Global Language Project/Arabic Teachers Council, Columbia University, NY (February 2018)
- “Social Justice and Languages: The Amazing Case of *El Biblioburro*,” Northeast Conference on the Teaching of Foreign Languages (NECTFL), New York, NY (February 2018)
- “English & World Language Learning that Works: Transforming Cultures, Programs & Practices [w/J. Nordmeyer and E. Crisfield], Association for Advancement of International Education (AAIE), New York, NY (February 2018)

**CONFERENCE PRESENTATIONS AND WORKSHOPS (continued)**

"Languages can be STEAMy! How science, technology, engineering, arts and math can liven up your language classroom," Keynote Address, & "A Lot of Axolotls – A Thematic Unit for Teaching Science & Spanish," NYSAFLT Aloud Conference, Marist College, Poughkeepsie, NY (May 2017)

"Why International Schools Need Language Leadership: A Roundtable" [with D. Kouki, M. El Bably, M. Salluzzo, and L. Vas], World Languages Symposium: Languages and Interculturality, ECIS, Vienna, Austria (November 2017)

"Social Justice and El Biblioburro in the Spanish Language Classroom," Global Language and Culture Conference (GLCC), Mohonk, New York (April 2017)

"Piecing Together the Proficiency Puzzle," The Northeast Conference on the Teaching of Foreign Languages (NECTFL), New York City (February 2017)

"Windows and Mirrors: Best Practices in Language Teaching, Learning, and Assessment" (two-day workshop). Near East South Asia Council of Overseas Schools (NESAS), Abu Dhabi, UAE (November 2016)

"Exploring and Celebrating Best Practices in Language Teaching", *Formación para profesores de español: El desarrollo de la competencia lectora y de la escritura en los niños*, Instituto Cervantes, NYC (June 2016)

"Teaching our Tongues: Student-run Language Classes," and "Fantasy Trips in the Language Classroom," NYC LOTE Conference (June 2016)

"*Los tres reyes: Music of Protest and Social Commentary for Students of Spanish*", Global Language and Culture Conference (GLCC), Mohonk, New York (April 2016)

"World Language Leadership and Mentoring" [with AERO Tier 2 Leadership Group], ECIS Leadership Conference, Rome, Italy (March 2016)

"Taking it Personally: Personalized Learning for Language Learners" (full day pre-conference workshop), The Central and Eastern European Schools Association (CEESA), Istanbul, Turkey (March 2016)

"iBooks and Digital Literacy in the Language Classroom" [with F. Cortes, C. Herrera, and F. Mhinat], The Northeast Conference on the Teaching of Foreign Languages (NECTFL), New York City (February 2016)

"A Sympathy Protest: Simulations and Role Play as a Vehicle for Language, Culture and Content in the Language Classroom," and "A lot of Axolotls – A Thematic Unit for Teaching Science and Spanish" [with P. Cuello], European Council of International Schools (ECIS), Barcelona, Spain (November 2015)

"Travel Simulations for Teaching World Language and EAL," Mediterranean Association of International Schools (MAIS) Annual Teachers and Administrators Conference, Barcelona, Spain (November 2015)

"What International School Leaders Should Know about Best Practices in the Language Classroom," and "Third Culture Kids/TCKs in the World Language Classroom," East Asia Regional Council of Schools (EARCOS), Kota Kinabalu, Borneo, Malaysia (March 2015)

"Going Global: Sharing our Voices Through Online Professional Learning Networks," Dalton-Punahou World Language and Culture Conference, The Punahou School, Honolulu, Hawaii (January 2015)

"Global Online Academy – A Model for Blended Learning," [with J. Best and M. Nachbar], ECIS Leadership Conference, Seville, Spain (April 2014)

"STEM for Language Learners – World Language and EAL through Science, Technology, Engineering, and Math," and "*¡Qué Pinteresante!* – Leveraging social networking tools in the Language Classroom," ECIS Teacher Conference, Nice, France (November 2014)

## CONFERENCE PRESENTATIONS AND WORKSHOPS (continued)

"The Imperative of Play in the World Language Classroom," Keynote Address, New York State Association of Foreign Language Teachers (NYS AFLT) Annual Conference, Buffalo, NY (October 2013)

"The Road Not Taken – Enlightened Student Global Connections for the 21<sup>st</sup> Century," and "Language Instruction That Works – Marzano's Strategies for WL Students and ELLs," ECIS Teacher Conference, Amsterdam (November 2013)

"Keeping it Real – Motivating Language Learners Through Folktales and Authentic Cultural Materials," EARCOS Weekend Workshop, Manila, Philippines (January 2013)

"The Flipped Language Classroom," "Products, Practices, & Perspectives: Culture in the Language Classroom," and "Teaching our Tongues: Student-run Language Classes," ECIS Conference, Nice, France (November 2012)

"Meeting a National Need: Collaborative, Online K-8 Teacher Preparation," [with M. Rosenbusch & J. Rodriguez], American Council on the Teaching of Foreign Languages (ACTFL) Conference, Philadelphia, PA (November 2012)

"Empower Language Learners with Tools from the Web" and "Language, Identity, and the Multicultural School," Association of International Schools in Africa (AISA) Teacher Conference, Johannesburg, South Africa (October 2012)

"Webtools for Bilingual/ESL/Migrant Students" and "Folktales, Fables, and Fun for English Language Learners," The Bilingual/ESL/Migrant Summer Institute, Region 7, Kilgore, Texas (August 2012)

"Empowering Language Learners with Tools from the Web," NYSAFLT and FLENJ webinars (April/December 2012)

"Webtools in the Language Classroom," Foreign Language Association of Chairpersons and Supervisors (FLACS) Spring Conference, Queens College, NY (March 2012)

"Telling our Stories in the Digital Age," Full-day FLENJ workshop, Edison, NJ (February 2012)

"Teacher, Tell me a Story – Folktales for the Language Classroom," NYC LOTE Conference (January 2012)

"Voices of Diversity: Exploring the Multicultural Identities of Students and Teachers in International Schools," ECIS Teacher Conference, Lisbon, Portugal (November 2011)

"Empower English Language Learners with Tools from the Web," New York State Teachers of English to Speakers of Other Languages (NYSTESOL) Annual Conference, Melville, NY (October 2011)

"Project-Based Learning and Fantasy Trips in the Language Classroom" and "21<sup>st</sup> Century Language Learning," Tri-Association Conference, Panama City, Panama (October 2011)

"Successful Chinese Programs: The Herricks School District Example," Developing Chinese Language Teachers Forum, New York University, NY (May 2011)

"Integrating Technology into the Classroom," (panel discussion) National Chinese Language Conference (NCLC), San Francisco, CA (April 2011)

"Webtools for Language Learning," New York City Department of Education LOTE Conference, New York (January 2011); and New York State Association for Bilingual Education (April 2011)

"21<sup>st</sup> Century Language Learners: What works in the "new" millennium," ECIS TC, Nice, France (November 2010)

"Classroom Instruction That Works: 9 Strategies for Successful Student Learning," Confucius Classrooms Teachers and Leaders Summit, East China Normal University, Shanghai, China (November 2010)

"Empower Language Learners with Tools from the Web" (Keynote Address), Foreign Language Association of Virginia (FLAVA) Conference, Richmond, VA (October 2010)

## CONFERENCE PRESENTATIONS AND WORKSHOPS (continued)

- "The Language of Art: A New Paradigm for Teaching Chinese and the Arts" (with Elizabeth Yu Ellsworth), National Chinese Language Conference, Washington, DC (April 2010)
- "Language, Identity, & the Multicultural School," ECIS Teacher Conference, Hamburg, Germany (November 2009)
- "Folktales, fables and fun for the World Language Classroom," (keynote Address), Connecticut Association of Independent Schools (CAIS) Conference, Westport, CT (November 2009)
- "Identity and Multiculturalism: Creating Diversity Awareness," and "Folktales, fables and stories for the ESL classroom," Tri-Association Conference, Santo Domingo, Dominican Republic (October 2009)
- "Building a Multicultural/Multilingual Community of Excellence" (Keynote Address) and "Authentic Materials for Teaching ESL/EFL and World Languages", Venezuelan Association of North American Schools (VANAS) Conference, Caracas, Venezuela (January 2009)
- "Content-Based World Language Teaching and Assessment," Asia Society Conference: Putting the World into World-Class Education, Washington, DC (July 2008)
- "Designing Inquiry Curriculum for the World Language Classroom," Institute for Student Achievement, Stamford, CT (June/July 2008)
- "Power Up Your Storytelling," full-day pre-conference workshop, FLENJ Spring Conference, Somerset, NJ (March 2008)
- "From Sprouts to Blossoms: Growing a Chinese Program from the Ground Up," Northeast Conference on the Teaching of Foreign Languages (NECTFL), NY (March 2008)
- "The Language of Art: A New Paradigm for Teaching World Language and the Arts," Balanced Mind Conference, Tillis Center, NY (November 2007)
- "Life and Weaving in Guatemala," pre-conference workshop [with M. Haas], ACTFL, San Antonio, TX (November 2007)
- "FLES for Success: Activities For Beginning Language Learners," and "Accountability, Assessment, Placement: Benefits of the SATII Spanish Exam," NECTFL, New York (April 2006)
- "How Can NEH Grants Empower Language Teachers?" and "Reading Strategies in the Elementary Foreign Language Classroom." ACTFL Annual Convention, Baltimore, MD (November 2005)
- "Jataka & Panchatantra Tales: Traditional stories for Teaching Language, Culture and Content to English Language Learners." U.S. Educational Foundation in India Conference, Madison, WI (May 2005)
- "Advocating P-8 Programs in the Year of Languages." NECTFL, New York (April 2005)
- "Best Practices in FLES: Integration of Language, Culture & Content." SCOPE, Melville, NY (March 2005)
- "Authentic Assessment and Portfolios for the Language Classroom." ACTFL Convention, Chicago, IL (November 2004)
- "*Raconte-moi l'Afrique* – West African Folklore in the French Classroom." The Trevor Day School Conference on Early Language Learning, Trevor Day School, NY (May 2004)
- "Reading and the Internet: Virtual Storybooks." FLENJ Spring Conference, East Brunswick, NJ (March 2004)
- "SAT II Spanish Exam: Purpose, Content, Value." NECTFL, Washington DC (April 2003)
- "Virtual Picturebooks: Online Stories to Integrate Language, Culture & Content." SCOPE, Islandia, NY (March 2003)
- "*El Día de los Muertos*: a virtual exploration through literature and the Internet." The Trevor Day School Conference on Early Language Learning, Trevor Day School, NY (May 2002)

## CONFERENCE PRESENTATIONS AND WORKSHOPS (continued)

- “Leadership Perspectives: The Classroom Teacher.” (panel discussion), NECTFL, New York (April 2002)
- “Sharing the Fun – Interdisciplinary Language Units for the Whole School.” Long Island Language Teachers (LILT)/NYS AFLT Regional Conference, Babylon Jr/Sr High School, NY (November 2001)
- “Folktales, Fables & Stories for the FLES Classroom.” ACTFL Convention, Washington, DC (November 2001)
- “*¡Música Maestro!* – An Interdisciplinary Approach to World Music and Second Languages.” The Balanced Mind VI Conference, Huntington Hilton Conference Center, NY (November 2001)
- “Miscositas.com – A Web Resource for Teachers of ESL, French and Spanish.” The Trevor Day School Conference on Early Language Learning, Trevor Day School, NY (May 2001)
- “Using Authentic Literature in the Middle School Second Language Classroom.” Nassau County Principals Association Conference, Hicksville Middle School, NY (March 2001)
- “Starting and Maintaining a FLES Program.” SCOPE Conference, Hauppauge, NY (March 2000)
- “Long and Strong: Foreign Language Sequences - Why, What and How?” Session Chair; and “*Los cuentos de Juan Bobo: Puerto Rican Folklore*” half-day workshop. AATSP Annual Meeting, San Juan, Puerto Rico (August 2000)
- “The Language and Culture of Stories: Using World Folk Tales World in Foreign Language Teaching.” Keynote Address – Workshops on Foreign Languages, West Chester University, PA (October 1999)
- “Technology and Multimedia in the Spanish classroom.” Metropolitan School Study Council (April 1999)
- “*Cuentos de Colombia: Como incorporar cuentos, leyendas y mitos en la clase de español.*” AATSP Northeast Regional Meeting, Drew University, NJ (October 1998)
- “Crafts in the Classroom.” Bilingual/ESL Conference, William Patterson College, NJ (December 1997)
- “Colombian Stories: How to incorporate authentic stories into the Spanish Classroom.” American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, Nashville, TN (November 1997)
- “Integrating Multi-Media Technology for Learning.” NY State Association of Independent Schools Technology Team Conference, New York University, NY (May 1997)
- “The Day of the Dead,” Association of Teachers in Independent Schools Conference, NY (April 1996)
- “The uses of children’s literature in the Spanish classroom,” NYSAFLT Conference (November 1995)

## AWARDS

- Dorothy S. Ludwig Memorial Award [with B. Heller and J. O’Toole] for outstanding service to the foreign language teaching profession (October 2022)
- Robert J. Ludwig Distinguished Leadership Award, NYSAFLT (October 2013)
- MERLOT World Language Classics Award for Exemplary Online Materials for MisCositas.com (July 2012)
- Remunda Cadoux Award for Leadership in Foreign Language Supervision, NYSAFLT (October 2006)
- The ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture (November 2005)
- Finalist Honors, *Mi Abuela Ya No Está*, Spanish Embassy Contest for Children's Literature (April 1996)
- Elaine Newman Award in Applied Linguistics, CUNY Queens College (May 1995)

## RESEARCH and GRANTS

Dalton School NYC Summer Travel Grant: Travel to the Galapagos Islands, Ecuador, to collect realia, VR ad 360° video footage, folktales and other authentic materials for development of MS Spanish curriculum.

Fulbright Summer Seminar: India and Nepal, Fulbright Commission on Education: CUNY Graduate Center (New York), United States Education Foundation in India and Nepal (Summer 2001)

*La Francophonie*: a Study of the Literature and Geography of French-Speaking West Africa with a Focus on Senegal (NEH): Old Dominion University, and Dakar, Senegal (Summer 1999)

Independent Studies in the Humanities Fellow: Spanish & Nahuatl—A Linguistic Exploration of Two Cultures, Council for Basic Education and NYSAFLT Grant for Graduate Study (Summer 1997)

Project SOL, NEH grant for study of New Mexico and its Hispanic Heritage, Teachers College, Columbia University, and Santa Fe and Taos, and New Mexico (project assistant) (Summer 1997)

Dodge-NEH Language Fellow: Travel to Colombia to collect Chibcha oral tradition stories (Summer 1996)

Project Pluma, NEH grant for study of Mexican culture and teaching, Teachers College, Columbia University, and Tepotzlán, and Mexico City, Mexico (Summer 1995)

Grant for research and observation of foreign language programs in Buenos Aires and with *Academia Argüello* in Cordoba, Argentina, Poly Prep Country Day School (Summer 1994)

## VIDEO APPEARANCES

*GWATFL Tips: Culture on the Path to Proficiency: Hidden in Plain Sight*: [https://youtu.be/h\\_U6j-Tbz2k](https://youtu.be/h_U6j-Tbz2k)

*Global Language Project: Model lessons for elementary learners.*

*Teaching Foreign Languages K-12: A Library of Classroom Practices.* Annenberg/CPB.

“Rooted in Culture”: <http://www.learner.org/resources/series201.html#>

A roundtable discussion about the integration of cultural concepts into foreign language teaching and ways to move students from a basic understanding of cultural products and practices toward a deeper sense of cultural perspectives, both in the target culture and in their own culture.

“Politics of Art”: [http://www.learner.org/channel/libraries/tfl/spanish/langer\\_de\\_ramirez/index.html](http://www.learner.org/channel/libraries/tfl/spanish/langer_de_ramirez/index.html)

Students read a letter written by Colombian artists and intellectuals protesting a new Spanish policy requiring a visa to enter Spain. Role-playing Latin American artists, students debate the pros and cons of accepting an invitation to exhibit their work in Spain and write a letter in response based on majority opinion.

Lesson: “Talking With Your Body,” Interculturality and Body Language, *Take Action!* DVD, Pearson.

Interview: “Global Citizenship Post 9/11 - How do they do it in the USA?”

## PROFESSIONAL ORGANIZATIONS

### Leadership

2020-current	Executive Committee Member, Curriculum Specialist, World Language Content Advisory Panel, New York State Education Department World Languages Standards and Professional Development Initiative
2015-present	Facilitator, World Language Leaders Collegial Circle, NYC Interschool and the Dalton School

**PROFESSIONAL ORGANIZATIONS (continued)**

**Leadership (cont'd)**

- 2014-present FLES Fest, annual unconference for K-8 language teachers (w/the Dalton School and NNELL)
- 2015-present Director, annual Global Language and Culture Conference and Co-Director, Global Language and Culture Institute (w/The Punahou School, NYSAIS and HAIS)
- 2007-2012 Facilitator, World Language Leaders Collegial Circle, Nassau BOCES
- 2003-2004 President: National Network for Early Language Learning (NNELL)
- 1997-2003 Vice President, Second Vice President, Secretary: NNELL
- 1995-2000 FLES Committee: American Association of Teachers of Spanish and Portuguese
- 1995-1997 Spanish Resources Editor for professional journal *Learning Languages*

**Membership**

- ACTFL The American Council on the Teaching of Foreign Languages
- NNELL The National Network for Early Language Learning
- NYSAFLT The New York State Association of Foreign Language Teachers
- NADSFL The National Association of District Supervisors of Foreign Languages

**WEBSITES and ONLINE CONSULTANCY**

- TELL (Teacher Effectiveness for Language Learning) Project - new teacher mentor
- Global Online Academy, Global Learning Network "World Language Going Global" course leader
- Center for the Study of Genocide, Conflict Resolution and Human Rights, Rutgers University, NY: Affiliated Scholar
- GoGoLingo.com: Board of Advisors member
- SpanglshBaby.com blog: Panel of Experts member
- Global Kidz, CO: curriculum consultant and advisor
- EdWeek online chat: "Supporting English-Language Learners with Technology", September 2012

Professional website:

**MisCositas.com**

([www.miscositas.com](http://www.miscositas.com)):

A free web resource with materials for teaching Spanish, French, and English/EAL/ESL (with additional resources for LCTLs: Arabic, German, Italian, Mandarin Chinese, Russian, and Thai); 100+ original videos, materials collections, thematic curriculum units, 50+ illustrated virtual picture-books with audio support, realia, photos and lessons; workshop materials (presentations, handouts, and curricula).

