

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

Board on Children, Youth, and Families
Board on Science Education

SPEAKER BIO SKETCHES

PANEL 1: Educating Dual Language Learners

Jose Fernandez, M.Ed.

Education Specialist

Aspire Gateway Academy, South Gate

Jose Fernandez is a first year Education Specialist at Aspire Gateway Academy where he co-teaches in a full inclusion model. He supports students with mild to moderate and moderate to severe disabilities with Individualized Education Plans (IEP). He is an alumnus of the Aspire Teacher Residency program class of 2015. This means that he spent the 2014-15 school year as an education Specialist resident, supported by a successful Mentor Education Specialist, while obtaining his Master's Degree in Education and his teaching credential. As an English language learner (ELL) himself, he is thoughtful about the needs of ELL's and especially ELL's with disabilities.

Angela Gramegna, Ph.D.

Assistant Principal of World Languages and ESL

Edward R. Murrow High School

Angela Gramegna is the Assistant Principal of World Languages and ESL at Edward R. Murrow High School in Brooklyn, New York. She has worked extensively in the fields of Second Language Education and linguistic and academic processes. Angela obtained her B.S. from New York University, M.A. from Adelphi University and Ph.D. from Fordham University. She has been involved in working to enhance second language curriculum design and foreign language teaching methodologies. Throughout her 25 years of service for the New York City Department of Education, she has worked extensively with ELLs and ELL instruction. She has designed and implemented many action plans that have resulted in accelerated English language acquisition for the English language learners at Edward R. Murrow High School. Angela Gramegna has obtained funding to support both inquiry into teachers' practices and additional support services catering to the socio-emotional needs of English language learners. She enjoys traveling and is an avid reader.

Carola Matera, Ph.D.

Assistant Professor, Early Childhood Studies Program

School of Education

California State University Channel Islands

Carola Matera is an Assistant Professor in the School of Education at California State University Channel Islands. Dr. Matera's work focuses on preparing early care and education teachers to effectively work with children and their families from birth to age eight. Her research centers on developmentally, culturally and linguistically responsive teaching practices in the context of families, community, and schools. She leads national and State efforts for Head Start, Migrant Head Start, State-funded preschool programs, California's transitional kindergarten, and early grades in Ohio, New Mexico, South Dakota, Oklahoma, and California centers to ensure school readiness and high quality practices for all children while emphasizing high impact practices for dual language learners and their families. Dr. Matera is a consultant for the National Center for Cultural and Linguistic Responsiveness. She is a Center Scholar at the Center for Equity for English Learners at Loyola Marymount University and is a member of the First 5 Santa Barbara County, Children and Families Commission and First 5 Ventura County and a member of the California Commission on Teacher Credentialing Advisory Board for Early Childhood Teacher Preparation. Dr. Matera is a former preschool, first and second grade teacher, coach and language intervention specialist.

Octavio J. Rodriguez, M.A.

Science Teacher, Sequoia High School

Octavio Rodríguez teaches freshmen science at Sequoia High School in the Sequoia Union High School District (SUHSD), Redwood City. He has been passionately teaching science to, and advocating for the needs of high school English Language Learners since 1994. Mr. Rodríguez is additionally an experienced teacher mentor. He supported veteran and novice teachers to bring authentic biotechnology lab experiences through Gene Connection in San Mateo County (2000-8). He is also experienced working with pre-service science teachers as a mentor to student teachers; teaching the Science Curriculum and Instruction course at San Francisco State University (2006-7 academic year); leading the science section for the Language Policy and Practice course at Stanford University (2009-12); and teaching the Science Methods and other related courses while serving as the Teacher-in-Residence at San Jose State University (2012-14). Currently, he is also serving in the SUHSD NGSS Implementation Plan Committee and was appointed as a member of the California Teacher Advisory Council (CalTAC) of the California Council of Science and Technology in 2015.

Nancy Sciacca, M.A./ESL

English Language Development Teacher, Sabuaro High School

Nancy Sciacca received a bachelor's degree in Secondary Education/English and a master's in Teaching English as a Second Language from the University of Arizona. She began her ESL teaching career at the University of Arizona's Center for ESL where she taught for 12 years. Since 2002, she has taught ELL students in a public, K-12 setting. Ms. Sciacca currently teaches in the Tucson Unified School District at various middle and high schools.

PANEL 2: The Experiences of Parents of Dual Language Learners**Zainab Alkhamaisi**

Parent, Moreno Valley Unified School District

Zainab (Zina) Alkhamaisi is a parent volunteer in the Moreno Valley Unified School District who has recently been hired as a Parent Ambassador. She migrated to the United States from Germany when she was eighteen, moving to La Mirada, California with her husband. She has four children, one at Cal State San Bernardino, two in high school and the baby is a fourth grader. All four of her children entered the U.S. school system as English Learners, Arabic being their primary language. The two older children started taking Spanish as their foreign language and speak it quite well. Even though Zina is a very busy parent, she still finds time to volunteer at each one of her children's school, is a Noon Duty at the elementary school, holds various officer duties on several school committees and fully supports her husband in his various business endeavors, including that of being an Arabic culture advisor for the U.S. Army. Zina thoroughly enjoys helping all parents and being part of this District's community, especially encouraging parents to become involved and communicate with their student's teachers and counselors.

Olga González

Parent, Los Angeles Unified School District

Parent Organization Network

Olga González is mother to two children. Her family emigrated from Mexico to Los Angeles. The family's primary language is Spanish and the children were classified as English Learners when they enrolled in school. After 4 years both children reclassified successfully from English Immersion programs into mainstream classes. Her eldest child graduated high school from Los Angeles Unified School District in 2013 and is now in his second year of college. Her youngest is an 11th grader who is currently taking rigorous college preparatory classes and plans to go to college as well. Ms. González has been an engaged parent in her children's education at home and at school, volunteering and serving on school advisory committees at the local campus and the district level. She also is an active volunteer in organizations like the Parent Organization Network, the California Association for Bilingual Education, Carecen, and the University of Guadalajara, from where she is an alumnus. Professionally, Ms. González is a former educator and currently collaborates with the Mexican Consulate to promote literacy in Spanish and adult education in Los Angeles through the Plaza Comunitaria-Casa Universitaria Programs.

Florence Hector

*Parent of Dual Language Learners
Boston Public Schools*

Florence Hector was born and raised on the island of Haiti. She is a single mother of two teenagers Stephen, age 19, and Christy, age 16. Both children were born in America and went to Haiti shortly after birth. The family returned to America when Stephen was age 6 years and Christy age 3 years. Ms. Hector went to ESL class and to community college in America to expand her knowledge and to increase her English speaking skills. Her children were also very active. They went to afterschool programs daily and to a homework help program nightly all while getting help with the English language themselves. Ms. Hector believes in education and strongly urges her children to pursue education because she sees the importance of it. Her daughter will be going to college in a year and her son is in his second year of college.

Tien-Hsin C. Lin, M.D.

*Parent, Mandarin Dual Language Immersion Program, Eugene Field Elementary School
Pasadena Unified School District*

Tien-Hsin Lin is the mother of three children and, though born and raised in the United States, is fully fluent in both Mandarin Chinese and English. She now wishes for her children to develop the same bilingual skill. Therefore, since birth all 3 children were immersed at home in Mandarin and in English, and all three have attended the Mandarin Dual Language Immersion Program at Field Elementary School in Pasadena. Dr. Lin has been very active in her children's education, serving on advisory committees for both their school and the school district. She has been involved with helping to develop the Mandarin program curriculum, advocating for not just verbal fluency, but true literacy in Mandarin as well. In the effort to encourage the love for reading in Mandarin as well as in English, she has been intimately involved in establishing Mandarin reading groups at school, organizing the student publishing program, and hosting a Mandarin Book Club after school. Dr. Lin also loves to promote increased student interest and proficiency in math and science through volunteer activities such as coaching Science Olympiad, Math Field Day, and organizing a lunch time Science Club. Professionally, Tien-Hsin Lin is an adult primary care physician, who is currently on a professional hiatus so that she can focus her efforts on her children's education.

Patricia Luna

*President, Binational Parent Leadership Institute
San Bernardino*

Patricia Lopez Luna is the mother of two children who started off as English learners in elementary school. Through hard work and dedication, both of her children are now attending college: a daughter at St. John's University in New York and a son at Cal State San Bernardino. For many years, Ms. Lopez Luna has been involved in the field of education. She has served as President of the Binational Parent Leadership Institute (BPLI) working alongside the San Bernardino County Superintendent of Schools. She also served as President of ELAC at Chaffey High School and as Vice President of DELAC for the Chaffey Joint Union High School. Ms. Lopez Luna has participated in parent-involvement committees for the Ontario-Montclair School District and was co-coordinator of the Measure P campaign for the City of Ontario. Ms. Lopez Luna travels the county giving speeches on pupil success, focusing on long-term English learners and low-income students.

PANEL 3: Educating the Educators of Dual Language Learners**Marcie Swan, M.Ed.**

*Director
Aspire Teacher Residency Program Los Angeles*

Marcie has been a teacher, assistant principal, intervention specialist, and principal in charter and non-charter public schools for the last 16 years. She is now the Director of the Aspire Teacher Residency (ATR) Program in Los Angeles. Similar to the medical residency model, ATR prepares teachers by pairing theory and practice through master's level coursework and classroom practicum. The goal is to provide Teacher Residents with appropriate theory and give them the opportunity to apply it in practice with the support of a successful Mentor Teacher for an entire school year.

Christine Sims, Ph.D.

Associate Professor

*Department of Language, Literacy, and Sociocultural Studies in the College of Education
University of New Mexico*

Dr. Sims is an Associate Professor in the Department of Language, Literacy, and Sociocultural Studies in the College of Education at the University of New Mexico (UNM). She completed her doctoral work at the University of California at Berkeley, focusing on issues of heritage language maintenance and revitalization among American Indian tribes. Dr. Sims specializes in indigenous language revitalization and maintenance issues, providing technical assistance to indigenous nations in language program planning, and training American Indian language teachers. The American Indian Language Policy Research and Teacher Training Center at the University of New Mexico was established in 2008 through the efforts of Dr. Sims. The Center engages in public advocacy for Indigenous language maintenance and revitalization initiatives and provides year round training support for Native language instructors. The Native American Language Teachers' Institute (NALTI), a week long summer training program held at the UNM campus is attended by Native speakers from various tribes throughout the southwest as well as from other regions of the United States.

Annie Duguay, Ed.M., M.A.

*Associate Director, PreK-12 EL Professional Development
Center for Applied Linguistics*

Annie Laurie Duguay, Associate Director of PreK-12 EL Professional Development, has been with the Center for Applied Linguistics since 2009. During this time she has had the opportunity to work on a variety of projects in the PreK-12 English Learner Program Area. Most recently, Annie helps to coordinate and deliver professional development (PD) for educators working with English learners in school districts throughout the country. PD topics include the What's Different about Teaching Reading to Students Learning English program, the SIOP Model, Research-Based Vocabulary Instruction, and Developing Academic Literacy and Language in the Content Areas. Annie also helps districts to identify their needs for professional development to improve educational outcomes for language learners. Additionally, she is a co-author on the CAL Practitioner Brief: Implementing the Common Core for English learners: Responding to common questions from educators. Prior to coming to CAL, Annie was a certified ESL teacher and taught at a STEM-focused public charter school in Cambridge, Massachusetts. Annie did her undergraduate studies in Psychology and Canadian Studies at McGill University. Annie holds two master's degrees: an Ed.M. from the Harvard Graduate School of Education and an M.A. in Immigration and Settlement Studies from Ryerson University in Toronto. Her M.A. thesis work comparing the integration experiences of immigrants in the U.S. and Canada was published in TESOL Quarterly. Annie also taught English as a Foreign Language in Besançon, France and in Xiantao, Hubei Province, China.

Robert Linquanti, M.P.A.

*Project Director and Senior Researcher
WestEd*

Robert Linquanti is Project Director and Senior Researcher at WestEd. He helps school districts and state education agencies strengthen their assessment, evaluation, and accountability policies, practices, and systems for English learners (ELs). In his current work Linquanti supports states and school districts to implement new college- and career-ready content and English language proficiency standards and assessments; improve processes and methods for classifying, monitoring progress of, and reclassifying ELs; develop evaluation and internal accountability practices and systems; and support formative assessment as a pedagogical process to assist learning. He is also collaborating on development of federal peer review guidance for state EL assessment and accountability systems. Linquanti recently co-authored a U.S. Department of Education study to define and measure EL linguistic and academic progress; several guidance publications for the Council of Chief State School Officers (CCSSO) to help states in consortia move toward a more common definition of English learner; and a policy primer for CCSSO on supporting formative assessment for deeper learning. Linquanti is also co-author of English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom (Harvard Education Press, 2015). Linquanti received a B.A. summa cum laude in English and Spanish linguistics and literature from SUNY-Buffalo; an

M.P.A. in public policy analysis from Columbia University, where he was a Columbia Public Service Fellow; and did postgraduate work in linguistics at the University of Madrid.

PANEL 4: Supporting Dual Language Learners Outside of the Classroom

Alessandra Maria Chiesa, PhD

School Psychologist

Hillsborough County Public Schools, Florida

Dr. Alessandra Chiesa is a trilingual Florida Licensed Clinical Psychologist and a Florida Certified School Psychologist. She is of Italian heritage, was born in Argentina, raised in Mexico, and came to the United States to complete her higher education. She completed her undergraduate degree at Emory University and post-graduate studies in Psychology at Connecticut College and the University of Connecticut. Dr. Chiesa has over 20 years of experience working with children and their families in school settings, community mental health centers, and psychiatric inpatient hospitals. For the past fifteen years, she has worked for the Hillsborough County Public Schools in Florida providing assessment, crisis intervention, and outreach services for schools with primarily Latino students. Her expertise is in bilingual assessments. She has been a consultant with Pearson since the early 2000 regarding cultural sensitivity and special considerations in the development of Spanish versions to several of their assessment tools. She has a particular interest in working with bilingual children to assess areas of strength and need and in bridging the gap between these children, their parents, schools, and the community. Through her comprehensive psychological evaluations, she aims to gather and weave together as much information as possible from the family, the school, and community providers to reach a deeper and more comprehensive understanding of each child. Once she completes an evaluation, she seeks to disseminate her findings and recommendations, hoping to connect all adults working with the child to generate a comprehensive intervention plan. Alessandra's private practice work focuses on offering comprehensive evaluations for children from a variety of school settings (home schooling, private, parochial, public). She is a member of the Florida Association of School Psychologists and has presented at the FASP annual conference each year since 2004. She also regularly presents on best practices in the assessment of bilingual children at professional conferences and rural counties in Florida with growing Latino student populations.

Ana Haydee Gomez, M.A.

Program Supervisor

Children's Bureau of Southern California

For the last 17 years Ms. Gomez has been working in the field of early childhood education as a teacher and supervisor for a state preschool, leading a childcare program to obtain accreditation by the National Association for the Education of Young Children, and as an adjunct faculty in human development program at Pacific Oaks College. Currently, she is a program supervisor at the Children's Bureau of Southern California, Magnolia Place Family Center (MPFC), where she is the coordinator for the Children's Bureau's Family Enrichment Program (FEP). The FEP is housed in the Wallis Annenberg Child Development Center, part of MPFC. MPFC consists of a network (Magnolia Place Network) of 70+ providers from Los Angeles County and City and private community based agencies who provide services to children, youth and families and who collaborate to improve systems of care for low-income families of central Los Angeles. Along with her role as a Coordinator and Facilitator of the FEP, she was also responsible for the development of the FEP's infrastructure, program design, evaluation and curriculum that focused on strengthening the social emotional competence of young children and their parents. Ms. Gomez received a Bachelor of Arts in Human Development, with specialization in early childhood education and sub-specialization in play, language and literacy, and a Master of Arts in Human Development, with specialization in leadership in education and human services and sub-specialization in college teaching from Pacific Oaks College in Pasadena, California.

Stela M. A. de Oliveira, M.S.

Director of Education,

LA's BEST After School Enrichment Program, Los Angeles USD

Stela received her B.A. in Psychology from California State University, Northridge and a Master's in Education Administration from the California State University, Long Beach. In addition, she has a bilingual, bi-cultural Teaching Credential and an Administrative Services Credential from the state of California. She has been an educator for over thirty years and throughout her career, she strives to make a difference in the lives of youngsters by helping to provide them with numerous opportunities to develop their potential and expand their horizons in a safe and nurturing environment. Stela is a native of Brazil, loves the beach, and practices Yoga regularly.

Janine Paulsen, RN

Credentialed School Nurse

Empire Gardens Elementary School

Janine Paulsen is a Credentialed School Nurse at Empire Gardens Elementary School in San Jose Unified School District, the District's lowest performing elementary school. She uses her bilingual Spanish language skills regularly, and every student at the school receives English Language Development classes. Ms. Paulsen graduated from University of California, San Francisco nursing school in 1979 and is a registered nurse. In her first two jobs she worked in inpatient pediatrics at Stanford Hospital and inpatient geriatrics at The Sequoias. For the next 16 years she was a stay-at-home mother with four children. All of her children had identifiable learning disabilities. These learning disabilities did not meet the criteria in the 1990's for special education services in the public schools. She was advised by a child psychologist to homeschool her children using the guidance from a private special education teacher. After about six years of homeschooling they all went into the public schools, and excelled. However, one of her children struggled greatly during his college years, and passed away last year. He had a case of severe bipolar disorder that required special parental and medical care for many years of his life. Because of him, she became very interested in mental health and the mental health systems in our community. For the past 15 years she has been working as a public health nurse and a credential school nurse in the school setting. She also worked as a psych nurse at Sequoia Hospital in Redwood City. Throughout this time she has worked with ELL and DLL students.

Peggy Reimann

Consultant

The Third Way, Montana Migrant Education Program

As the director of the Third Way and a long time consultant for Migrant Education Programs, Peggy Reimann specializes in curriculum and teaching methods for the non-traditional student, for out of school settings, and for dual language learners. For the last 10 years she has collaborated with Montana Migrant Education to design and implement the "Count on Me Program", a program of math games which takes place outdoors in the cherry orchards and migrant camps of Western Montana every summer. She is currently also the math specialist, second language consultant, and teacher trainer for a dual language school in Brooklyn, NY.