

CURRICULUM VITAE

María Luisa Parra Velasco

Department of Romance Languages and Literature
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AREAS OF INTEREST AND RESEARCH

Spanish as first language, acquisition
Spanish as Heritage Language
Spanish as Foreign Language
Pedagogy
Child Language Development and Bilingualism
Immigration and Education

CURRENT POSITIONS

HARVARD UNIVERSITY

DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURE *Spanish Senior Preceptor*, 2010-
PRESENT

Academic Adviser, Spanish, Latin American and Latino studies.

Coordinator of the RLLs Initiative on the teaching of Spanish as Heritage Language, 2013-
PRESENT

EDUCATION

EL COLEGIO DE MÉXICO, CENTRO DE ESTUDIOS LINGÜÍSTICOS Y LITERARIOS.

Mexico City Doctorate in Hispanic Linguistics, 2004 *Thesis*: “¿Es una ‘oración negativa? Un estudio exploratorio sobre la reflexión metalingüística en niños en edad escolar.” “Is this a ‘negative sentence?’ An exploratory study on metalinguistic awareness in school aged children.”
Director: Dra. Rebeca Barriga Villanueva. Recommended for publication.

EL COLEGIO DE MÉXICO, CENTRO DE ESTUDIOS LINGÜÍSTICOS Y LITERARIOS.

Mexico City Master of Arts Degree in Hispanic Linguistics, 1996

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO, FACULTAD DE PSICOLOGÍA.

México City Bachelor of Arts Degree in Psychology, 1992

TEACHING AND ADMINISTRATIVE EXPERIENCE

HARVARD UNIVERSITY, DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURE
Spanish Senior Preceptor, 2010-PRESENT

Administrative duties

- Oversees the first year sequence *Spanish 10-11*, the advanced course *Spanish 59: Spanish in the community* and the Spanish track for Latino students *Spanish 49-Spanish 59h*
- Organizes and runs weekly meetings with Teaching Fellows and Teaching Assistants teaching the first year sequence *Spanish 10-11* (approximately 10 instructors per semester).
- Runs the seminar: *Teaching Spanish as Heritage Language: Theory and Practice* in collaboration with the Observatorio Cervantes at Harvard.
- **Courses taught:** Spanish 10, Spanish 11, Spanish 49h *Spanish for Latino students*, Spanish 59 *Spanish and the community*, Spanish 59h *Spanish for Latino students II: Connecting with the communities*, Latin@s Remaking America.

BOSTON UNIVERSITY, DEPARTMENT OF ROMANCE STUDIES, Boston, MA
Course Coordinator and Lecturer in Spanish Language and Culture, 2005-2010

Administrative duties

- Oversaw Fourth Semester of Spanish (LS212).
- Organized and run weekly meetings with graduate students teaching LS212. Twelve sections average per semester.
- Developed courses “Latinos in the U.S.: An Introduction to Latino Cultures” (2005), “Introduction to Bilingual and Bicultural Development” (2006), and “Love, Art and Politics: Latin American Women” (2009).
- **Courses taught:** Spanish LS211 (Third Semester Spanish), LS212 (Fourth Semester Spanish), LS303 (Conversation and Composition in Spanish I) LS305 (Topics of Language and Culture) .

HARVARD UNIVERSITY, HARVARD EXTENSION SCHOOL, Cambridge, MA
Lecturer, 2007-2008, 2016.

Courses taught:

- Introduction to Bilingual Development (Fall, 2009).
- Latinos Remaking America: Immigration, Families, and Imagination (co-taught with David Carrasco, Neil L. Rudenstine Professor of the Study of Latin America, Harvard University (Spring 2007, Spring 2008, 2011, 2016).
- Frida Kahlo's Mexico: Women, Arts, and Revolution (2016).

HARVARD UNIVERSITY, DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURE
Spanish Lecturer, 1997-2005

- Taught various Spanish courses at beginning, intermediate, and advanced levels. Content included History and Latin American culture.

UNIVERSIDAD VERACRUZANA, Xalapa, Veracruz, México City
Associate Professor, 1996

- Course taught: Introduction to Linguistics.

CENTRO EDUCATIVO JEAN PIAGET, Mexico City *Psychology teacher and School counselor*, 1989-1992

RESEARCH EXPERIENCE

WESTED CENTER FOR CHILD AND FAMILY STUDIES

Consultant, 2017, 2016, 2015 and 2012.

- Served as a content expert in the development of the Language and Literacy in Spanish measures of the Desired Results Developmental Profile ©-School Readiness (DRDP©-SR), a formative child assessment instrument used to inform curriculum planning to support children's learning and development in transitional kindergarten and kindergarten classes. WestEd is the leading agency collaborating with the California Department of Education and the Illinois State Board of Education in the development of the DRDP-SR.

STANFORD UNIVERSITY, SCHOOL OF EDUCATION, PALO ALTO, CA
Postdoctoral Fellow, 2009

- Researched issues on bilingual development, improvement of parent-teacher communication and teacher training at East Palo Alto Academy (EPAA), a Stanford University School of Education Charter Elementary School.
- Conducted teacher interviews, parent survey and home visits in order to identify main areas of miscommunication between parents and teachers.
- Observed classes K-4 at EPAA.
- Presented assessment findings to parents, teachers and administrators, and provided framework for strengthen communication.
- Worked with parents on the English Language Advisory Committee (ELAC) to addressed needs of English Language Learners at EPAA.
- Presented research by invitation of Prof. Guadalupe Valdés at the seminar “Latino Immigrant Families, Language, and Schools.”
- Developed the “Teacher Guide for Effective Parent Partnership.”

TUFTS UNIVERSITY, CENTER FOR READING AND LANGUAGE RESEARCH, MEDFORD, MA.

Associate Researcher and Consultant on Bilingualism, 2006-2007

- Worked on adapting the reading program RAVE-O developed by Prof. Maryanne Wolf (Center for Reading and Language Research, Tufts University) for English Language Learners. Work included literature review of the field; collaboration in designing pilot project, observation and support for teachers implementing the program; attendance to meetings with teachers and research team members; writing reports.

TUFTS UNIVERSITY, Home School Connection Program, ELIOT-PEARSON DEPARTMENT OF CHILD DEVELOPMENT, MEDFORD, MA

Research coordinator and mediator , 2002-2005

- Organized weekly seminars for case analysis, strategies for the program and bibliography discussion.
- Supervised and coordinated the Home-School Connection Program 5 member staff.
Supervised and coordinated the different components of the program (gathering of information: interviews, questionnaires, tests).
- Worked with databases and data analysis.
- Revised the Spanish version of the guide “Connecting through Common Goals: a guide for promoting constructive communication between parents and teachers”, The Home-School Connection Program, Tufts University, Eliot-Pearson Department of Child Development. 25 pages.
- Worked directly with Latino children and their families at school and during home visits.
- Mediated in teacher-parent’s meetings.
- Consulted for teachers and school authorities on management of low academic achievement students and students with behavioral problems.

PUBLICATIONS

BOOKS

Parra Velasco, M. L. *La enseñanza del español como lengua heredada (The teaching of Spanish as a heritage language)* (Manuscript in preparation).

Parra Velasco, M. L. and Malgarejo, C. *De esto se trata: A Resource book for teachers of Spanish as heritage language.* (Manuscript in preparation).

ParraVelasco, M.L. y García-Sellers, M.J. (2005). *Comunicación entre la escuela y la familia: fortaleciendo las bases para el éxito escolar (Home-School Communication: Strengthening the basis for academic success)* Piados Press, México.

ARTICLES IN PEER REVIEWED JOURNALS

Parra, M.L., Llorente, M., and Polinsky M. (Under review). *Tracking progress: A pre-post study of Spanish heritage oral narrative.*, *Heritage Language Journal*.

Parra, M.L. (2016) *Pedagogía distintiva para la enseñanza del español como lengua heredada en los Estados Unidos.* *Camino Real*. Instituto Franklin. No. 11.

Parra M.L., and Di Fabio, E. G. (2016). Languages in partnership with the visual arts: Implications for curriculum design and training. In *Issues in Language Program Direction: Integrating the Arts: Creative Thinking about FL Curricula and Language Program Direction*. L. Parkes,, C. Ryan and S. Katz-Bourns (Eds.). Boston: Cengage. 11-36.

Parra Velasco, M.L. (2013). “Exploring Individual Differences among Spanish Heritage

Learners: Implications for TA Training and Program Development.” In *Individual Differences, L2 Development & Language Program Administration: From Theory to Application*. Eds. Cristina Sanz and Béatriz Lado. Boston: Cengage.

Parra Velasco, M.L. (2013). Expanding language and cultural competence in advanced heritage- and foreign-language learners through community engagement and work with the arts. *Heritage Language Journal* 10(2), 115-142.

BOOK CHAPTERS

Valdés, G. and Parra, M. L. (forthcoming 2018). Towards the Development of an Analytical Framework for Examining Goals and Pedagogical Approaches in Teaching Language to Heritage Speakers in Kim Potowski (ed.). *The Routledge Handbook of Spanish as a Heritage Language*.

Parra, M.L. Otero, A. Flores, R. & Lavellé, M. (2017). Designing a Comprehensive Course for Advanced Spanish Heritage Learners: Contributions from the Multiliteracies Framework. To appear in Lacorte, M. and Zapata, G. (eds.) *Multiliteracies Pedagogy and Language Learning. Teaching Spanish to Heritage Speakers*. Palgrave Macmillan.

Parra, M.L. (2016). Understanding identity among Spanish heritage learners: An interdisciplinary endeavor. In D. Pascual (Ed.), *Advances in Spanish as a Heritage Language*. John Benjamins.

Parra, M.L. (2016). Critical Approaches to Heritage Language Instruction: How to Foster Students' Critical Consciousness. In M. Fairclough y S. Beaudrie, S. (Eds.), *Innovative Approaches in Heritage Language Teaching: From Research to Practice*. Washington, DC: Georgetown University Press.

Parra Velasco, M.L. (2015). “Español, Where are you? Encontrando las estrategias narrativas de niños Hispanohablantes en los Estados Unidos.” In *Las narrativas y su impacto en el desarrollo lingüístico infantil*. El Colegio de México.

Parra, M.L. (2014). Strengthening our teacher community: Consolidating a 'signature pedagogy' for the teaching of Spanish as heritage language. In *Rethinking heritage language education*. Peter P. Trifonas and Themistoklis Aravossitas (Eds). The Cambridge Education Research Series. Cambridge University Press. (2014): 213-136.

Parra Velasco, M.L. (2012). Diversidad cultural y educación en los Estados Unidos: el caso de la población infantil latina. En Z. Monroy Nasr, R. León-Sánchez y G. Alvarez Díaz de León (Eds.), *Enseñanza de la ciencia* (pp. 413-426). Facultad de Psicología. Universidad Nacional Autónoma de México.

Parra Velasco, M. L. (2011). "Del mito sintáctico a la realidad significativa: Reflexiones sobre las 'oraciones negativas' en niños en edades escolares." en *Mitos y realidades del desarrollo lingüístico en la escuela*. Rebeca Barriga (Ed.), El Colegio de México, pp.169-212.

Uccelli, P.; Parra, M.L.; Boix Mansilla, V. (2012). How can we best teach new languages? Considering core principles in language B instruction. In *Teaching for Disciplinary Understanding with Big Ideas in Mind: A Teachers' Guide*. Boix Mansilla, V. (Editor). Cardiff: International Baccalaureate Press.

BOOK REVIEWS

Parra, M.L. (2016). Rev. of Austin, Jennifer, Blume María, y Sánchez Liliana. 2015. *Bilingualism in the Spanish-Speaking World. Linguistic and Cognitive Perspectives*. Cambridge University Press. 234 páginas. To appear in the Nueva Revista de Filología Hispánica. El Colegio de México.

Parra, M.L.(2014). Rev of Rebeca Barriga Villanueva (ed.) Entre paradojas: A 50 años de los libros de texto gratuitos. México: El Colegio de México/Secretaría de Educación Pública (Comisión Nacional de Libros de Texto Gratuitos), 2011, 717pp. *Spanish in context*, 11. 2, pp.297-305.

Parra Velasco, M.L. (2013). Rev. of Kim Potowski and Jason Rothman (eds.). *Bilingual Youth: Spanish in English-speaking societies*. Amsterdam: John Benjamins, 2011. vi + 371 pp. (Studies in Bilingualism, 42). *Spanish in Context*, 10.3.

Parra Velasco, M.L. (2013). Rev. of Francisco Lorenzo, Fernando Trujillo & José Manuel Vez. 2011. *Educación Bilingüe: Integración de contenidos y segundas lenguas*, Madrid, Editorial Síntesis, 323 pp. ISBN: 978-84-975672-68. En *Lingüística*, Asociación de Lingüística y Filología de América Latina, ALFAL, 29 (1), 239-244. Available at <http://74.200.74.244/~munadmin/es/content/revista-no-29-1>

CONFERENCE PARTICIPATION AND INVITED PRESENTATIONS

“Designing Magic Portals: how working with languages and visual arts builds translingual and transCultural competencies in and out of the classroom.” Invited presentation at Cornell’s Language Resource Center. April 14th, 2018.

“21st Century Bilingualism at Harvard: How Latinx students are reshaping Spanish classroom pedagogy.” Invited presentation at the Latix Seminar, David Rockefeller Center for Latin American Studies, Harvard University, March 28, 2018.

“Identidad y bilingüismo en las comunidades México-Estados Unidos.” Presented at the Congreso Internacional México Trasatlántico 2018. Tecnológico de Monterrey Monterrey, Marzo 20, 2018.

“Los sueños en el limbo: Retos y posibilidades para la educación inclusiva de los jóvenes mexicanos retornados.” Presented at the V Coloquio Interamericano de la Organización Universitaria Interamericana, Puebla, México. Marzo 15-16, 2018.

"El bilingüismo en las comunidades transnacionales México-Estados Unidos: Retos y aspiraciones para el siglo XXI." Invited presentation at the David Rockefeller Center for Latin American Studies, Mexico Office, Harvard University. Julio 19th, 2017.

"Beyond academic language: Creative writing for empowering heritage identities." Invited presentation at the 10th Heritage Language Research Institute, University of Illinois at Urbana-Champaign. May 22-25, 2017.

"El papel del maestro en el salón de español como lengua heredada." Invited keynote at Feria Internacional de Idiomas, Guadalajara, Jalisco. Mayo 11, 2017.

"La enseñanza del español como lengua heredada: Teoría y práctica." Invited workshop at Feria Internacional de Idiomas, Guadalajara, Jalisco. Mayo 12, 2017.

"Escritura creativa para estudiantes de herencia." Invited workshop at Boston College, Department of Romance Languages and Literatures. May 8, 2017.

"La receta de mi abuelita and beyond: Teaching Latino cultures to Spanish heritage speakers." Invited workshop at the Observatorio Cenrvantes, Harvard University. May 6, 2017.

"Lenguas de herencia en el salón de clase: retos y posibilidades." Invited workshop at Phillips Academy, April 7, 2017.

"Heritage Languages in the University classroom: Pedagogical challenges and possibilities." Invited workshop at Department of Romance Studies, Boston University, March 29, 2017.

"La lengua en la frontera" and "Lengua e identidad." Invited seminar sessions at the Puerto Rico Winter Institute *Fragmented Borders: Transnationalism, Inequality and Citizenship* January 7-17, 2017.

"La enseñanza del español como lengua heredada: Empoderando el desarrollo lingüístico, transcultural y socio-político de los jóvenes latinos en Estados Unidos." Invited keynote at Primer Congreso Internacional de Lenguas Extranjeras, CILEX, Tecnológico de Monterrey, November 10, 11, 12. 2016.

"Latino students as journalists: Learning, serving and writing about the community." Invited presentation at panel Project-based Learning with Heritage Language Learners: Why, What, and How, at ACTFL November 18, 2016.

"Developing Spanish Heritage Language Courses: Needs, Challenges and Rewards." Invited presentation at New Hampshire University Fourth Language Symposium November 4th. 2016.

"Discovering the power of Language: A Personal and Professional Journey." Meet the Scholar series, Graduate Common Program, Harvard University. January 25th. 2016.

"Heritage languages in the University classroom", Brown University. December 2. 2015.

"Las ventajas del bilingüismo en edades escolares: Para quién, cuándo y cómo?" ("Shaping bilingual advantages in school ages: For whom, when and how?"). 3er Foro de Bilingüismo CELE-Universidad Nacional Autónoma de México. November 5-6. 2015.

"La enseñanza del español como lengua heredada en los Estados Unidos: Teoría y práctica" (The teaching of Spanish as heritage language: Theory and practice). 3er Foro de Bilingüismo CELE-Universidad Nacional Autónoma de México. November 5-6. 2015.

"Latino students as journalists: Learning, serving and writing about the community." Berkeley Language Center. UC, Berkeley. September 25. 2015.

"Tracking progress: A pre-post study of Spanish heritage oral narratives." NHLRC Summer Institute, Harvard University June 1-4, 2015.

"Curriculum design for an intermediate-advanced heritage language course." NHLRC Summer Institute, Harvard University June 1-4, 2015.

"Heritage languages in the classroom: Untapped resources, overlooked possibilities", Invited presentation to teachers from the ELL program. Brown University, May 2015.

"Fortaleciendo nuestra comunidad profesional: La iniciativa para la enseñanza del español como lengua heredada de la Universidad de Harvard." Invited to present at Panel: La enseñanza del español como lengua heredada en los Estados Unidos: teoría y práctica Organizer and Chair: María Cecilia Colombi. 25th Conference on Spanish in the United States. March 25-26. 2015.

"Critical pedagogy and the 'multiliteracies' approach in heritage language instruction." Invited to present at Panel: Innovative Pedagogies in the Teaching and Learning of Heritage Languages Organizers: Sara Beaudrie & Marta Fairclough. 25th Conference on Spanish in the United States. March 25-26. 2015.

"*Lectura Inteligente Herencia Latina*: An online reading program for Spanish heritage courses." Invited presentation at the Department of Spanish and Portuguese and the Davis Humanities Institute - Cluster of Language and Social Contexts. UC Davis, January 2015

"*The Multilingual Family Resource Center*: apoyando el mantenimiento de lenguas de herencia en el noreste de los Estados Unidos." Invited presentation at the Department of Spanish and Portuguese and the Davis Humanities Institute - Cluster of Language and Social Contexts. UC Davis, January 2015.

"Heritage Spanish Pedagogy: From Teaching the Norm to Learning about the Self." Invited to participate in panel: Heritage Language Learning and Teaching Today: In Honor of Olga Kagan. Modern Language Association Annual Convention, Vancouver, 2015.

"Ties, interactive discussion and substantive dialogue...¿En qué lengua?" Invited presentation at the 2014 Harvard Initiative for Latin America Relations conference.

"Speaking Spanglish: Linguistic and cultural meanings for the Latino Community." Invited lecture at Colgate University as part of the Hispanic heritage month celebrations, September, 2014.

"Building interdisciplinary and international partnership to support heritage language pedagogy: A journey of professional collaboration and learning." Invited presentation at the Second International Conference on Heritage/Community Languages March 7-8, 2014, UCLA

"Shaping bilingual advantages from early ages: For whom, when and how? Invited presentation at the Seventh Heritage Language Research Institute: Heritage Speakers and the Advantages of Bilingualism. University of Illinois at Chicago. June 2013.

"Apoyar el español en casa: una propuesta para padres y maestros a partir de narrativas infantiles de niños de primaria." Invited presentation at the 14o Encuentro de adquisición y desarrollo del lenguaje, Centro de Estudios Lingüísticos Literarios, El Colegio de México. México, D.F. Octubre 2012.

"What does it mean to speak Spanglish?" Invited presentation at the Ask Big Questions Discussion Series from the Ethnic Studies Program. Harvard University. September 2012.

"La enseñanza del español a hablantes de herencia: ¿herramienta de comunicación u objeto de conocimiento? Invited presentation at the seminar "Obstáculos epistemológicos en la enseñanza de filosofía de la ciencia." Facultad de Psicología, Universidad Nacional Autónoma de México. August 2012.

"Spanish in the Community: Building bridges between second language learners, heritage speakers, and the Latino community." Invited presentation at the Sixth Heritage Language Research Institute, UCLA, June 2012.

"Making sense of our lives at Harvard: The roadmap for Family, Jobs and Languages in a Foreign Land." Talk organized by the Graduate Commons Program. Meet the Scholar Series for Peabody Terrace residents. Cambridge MA. December 2011.

"Spanish in the Community": An "inter-active" language course. Session presented at the Annual Convention of the American Council for the Teaching of Foreign Languages, ACTFL. Denver, CO. November 2011.

"Inside the beginning: The family ecology of Heritage Speakers Heritage and language maintenance." Poster presented at the 5th Summer Heritage Language Research Institute, UCLA. June 2011.

"Doing/Being Bilingual: Understanding our bilingual children and students" Invited talk at the Juntos Art and Literature Festival, El Paso Public Library, El Paso, Texas. May 2011.

"Diversidad cultural y educación en los Estados Unidos: el caso de la población infantil latina." Invited presentation at the seminar "Historia de la Filosofía" and the Project "Instrumentos científicos históricos, cognición y enseñanza de la ciencia." Facultad de Psicología, Universidad Nacional Autónoma de México. México, D.F. August 2010.

“Crecer bilingüe en los Estados Unidos: cuatro estudios de caso.” Invited presentation at the seminar “Reflexividad: desarrollo, temas y dominios de análisis.” Instituto de Investigaciones Filológicas, Universidad Nacional Autónoma de México. México, D.F. August 2010.

“Español, Where are you? Una mirada al léxico en español en las narrativas de niños hispanos en los Estados Unidos.” Invited presentation at Coloquio Internacional: Las narrativas y su impacto en el desarrollo lingüístico infantil, El Colegio de México. México, D.F. November 2007.

Participant in panel “Educating Immigrant Children,” organized by Primary Source, Watertown, MA. September 2006.

“El niño y sus reflexiones sobre la lengua: Contribuciones para la formación docente y la enseñanza del español.” Presentation at XIV ALFAL International Conference, Universidad Autónoma de Nuevo León, Monterrey, Mexico 2005.

“Home-School Communication: It’s importance for Teacher’s Training.” co-presented with Dr. Martha Julia García-Sellers. Conference sponsored by The Greater Boston Latino Studies Consortium, Cambridge, MA. May 2005.

EVENTS ORGANIZED AT HARVARD

Six session workshop for teachers: "The teaching of Spanish as heritage language." El Observatorio Cervantes, Harvard, Spring 2017.

National Heritage Language Resource Center, Summer Institute, Co-organizer with Prof. Maria Polinsky, Department of Linguistics, Harvard University, June 1-4, 2015.

Ongoing seminar: *Teaching of Spanish as heritage language: Theory and practice*. Meets once a semester. Invited speakers: Spring 2014 (May 8 and 9, 2014) Cecilia Colombi (UC Davis); Fall 2014 (Nov. 13 and 14, 2014). Prof. María Carreira (UC, Long Beach); Spring 2015 (April 30 and May 1st). Prof. Kim Potowski (University of Illinois at Chicago); Spring 2016 (May 6-7) Guadalupe Valdés, Stanford University; Fall 2016 (September 13-14) Prof. Sara Beaudrie, Arizona State; Spring 2017 (May 5-6) Prof. Martha Fairclough; Forthcoming, Spring 2018 (May 4-5) Prof. Manel Lacorte, Maryland State University.

Symposium “Developing Pedagogical Resources for Spanish Heritage Speakers” Hold at the Department of Romance Languages and Literatures, Harvard University, April 2011.

Symposium “Applying Innovative & Effective Pedagogy for Spanish Heritage Speakers in the classroom”. Hold at the Department of Romance Languages and Literatures, Harvard University, May 2012.

HONORS AND GRANTS

PROVOSTIAL FUNDS, HARVARD UNIVERSITY, Cambridge MA. Received funds to cover travel expenses for speakers at seminar *Teaching of Spanish as heritage language: Theory and practice*. (\$1,000.00). Spring 2015.

COLLABORATIVE GRANT (DAVID ROCKEFELLER CENTER FOR LATIN AMERICAN STUDIES) Received funding for a collaborative one year research project between the Department of Romance Languages and Literatures, Harvard University and the Facultad de Psicología, Universidad Nacional Autónoma de México. The project is intended to pilot and implement the computer program “Lectura Inteligente” as part of the first Spanish course for Latino/heritage students offered at RL&L by Dr. María Luisa Parra. (\$17,950.00) 2013.

HAUSER GRANT (HARVARD INITIATIVE FOR LEARNING AND TEACHING) Received funds to organize and implement the project “Language through the Visual Arts: An Interdisciplinary Partnership.” The project aims to develop innovative methodology and curricula to promote the use of visual art in language classes. (\$40,299) 2012.

PROVOSTIAL FUNDS, HARVARD UNIVERSITY, Cambridge MA. Received funds to organize the Symposium “Applying Innovative & Effective Pedagogy for Spanish Heritage Speakers in the classroom.” Hold at the Department of Romance Languages and Literatures, Harvard University, May 2012. (\$3,000.00) .

PROVOSTIAL FUNDS, HARVARD UNIVERSITY, Cambridge MA. Received funds to organize the Symposium “Developing Pedagogical Resources for Spanish Heritage Speakers.” Hold at the Department of Romance Languages and Literatures, Harvard University, April 2011. (\$5,000.00) 2010.

BOSTON UNIVERSITY, SUMMER SCHOOL, Boston, MA. Received grant for develop the summer course “Introduction to Bilingual and Bicultural Development.” 2006.

HARVARD UNIVERSITY, DEREK BOK CENTER FOR TEACHING AND LEARNING, Cambridge, MA Awarded Certificate of Excellence in Teaching received every semester (16) for student evaluations, averaging 4.5 or higher on a scale of 5. 1997-2005.

RELATED EDITORIAL AND EDUCATIONAL EXPERIENCE

UNIVERSITY OF NEW MEXICO PRESS, Albuquerque, NM *Translator*, 2011

- Translated “Introduction” and “Middle Place, Labyrinth, and Circumambulation: Cholula’s Peripatetic Role in the *Mapa de Cuauhtinchan No. 2*” for the Spanish Edition of *Cave, City and Eagle’s Nest: An Interpretive Journey through the Mapa de Cuauhtinchan No. 2*. (2007). David Carrasco and Scott Sessions (Eds.) University of New Mexico Press.

Editorial assistant, 2006-2007 • Transcribed interviews in Spanish and wrote first version of table of content for the book project *Breaking through Mexico’s past: Digging the Aztecs with*

Eduardo Matos Moctezuma, (by David Carrasco, Eduardo Matos Moctezuma, and Leonardo López Luján).

COLLEGE BOARD, ADVANCE PLACEMENT PROGRAM, CHICAGO, IL *Consultant, 2009*

- Attended two day Spanish Language Faculty Colloquium
- Consulted on issues regarding content of the Spanish AP course and AP exam for High School students. **MAZER COMPANY**, Boston, MA *Consultant, 2006*
- Developed and wrote Lesson plans for new Spanish textbook *Avancemos (Beginner and Intermediate levels)*.

HARVARD UNIVERSITY, DAVID ROCKEFELLER CENTER FOR LATIN AMERICAN STUDIES
In partnership with **MEDIA ARTS STUDIO**, Cambridge, MA. *Consultant, 2006*

- Developed unit on Latin American culture and Spanish Language in the U.S. media for the workshop “Classroom Media Literacy and Production” by MEDIA ARTS STUDIO.

TUFTS UNIVERSITY, DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY, Medford MA *Conference organizer, 2005* • Co-organized the conference “A Gathering of Voices: Latino Studies and Pedagogies for Building Community”, involving 8 Boston area universities.

WORKSHOPS for PARENTS AND TEACHERS (K-12)

MULTISTATE ASSOCIATION FOR BILINGUAL EDUCATION, NORTHEAST
“Multilingualism: The best gift.”, March 24, 2018.

FRENCH CULTURAL CENTER

Two workshop series for parents: "The ABCs of multilingualism" and "Reading and writing in two languages", October, 2014.

ACTON PUBLIC LIBRARY

"Multilingualism: The best gift." September, 2014.

HARVARD PEABODY MUSEUM

Conducted workshop for 15 Boston Public School Spanish teachers "Bringing Spanish to life on Day of the Dead", October 2013.

INSTITUTO CENRVATES-BOSTON UNIVERSITY

Conducted workshop for 30 Spanish teachers “La enseñanza del español a hablantes de herencia: teoría y práctica”, May 2012.

LEX AMERICA

Conducted workshop for parents “The role of Parents and Teachers raising multilingual children” for parents from diverse cultural and linguistic backgrounds. October 2010.

EAST SOMERVILLE COMMUNITY SCHOOL

Conducted workshop for parents “Promoting Two Languages: Best Practices at Home and School ” for parents with children attending the bilingual program UNIDOS. September 2010.

BOSTON MEDICAL CENTER, Boston Combined Residency Program, Boston, MA Conducted workshop “Bilingualism for pediatricians” for pediatric residents working with families from diverse cultural and linguistic backgrounds. November 2007.

BETH ISRAEL DEACONESS MEDICAL CENTER, The Parent Connection Program. Newton, MA Conducted workshop “How to Raise Bilingual Children: From Birth to Five” for new parents from diverse cultural and linguistic backgrounds. October 2004 and 2005.

SERVICE HARVARD UNIVERSITY

HARVARD GRADUATE COMMONS PROGRAM *Co-Director (10 Akron Street)*, 2010-2016

DEPARTMENT OF ROMANCE LANGUAGE AND LITERATURES *Member*, Committee for Preceptor in Spanish search, 2012-2013

COMMITTEE OF ETHNICITY, MIGRATION AND RIGHTS *Member and Senior thesis reviewer*, 2011-PREST

FOREIGN LANGUAGE ADVISORY GROUP (FLAG) *Member*, 2012-. PREST.

ACADEMIC ADVISER for the following Latino organizations: Latinas Unidas, Raza, Ballet folklórico

JOURNAL, BOOK CHAPTER REVIEWER

Reviewer for chapter in book J.W. Schwieter, ed, (2013). *Studies and global perspectives of second language teaching and learning*. Information Age Publishing.

Reviewer for chapter in book *¿Qué me cuentas? Narraciones y desarrollo lingüístico en niños hispanohablantes*, Universidad de Querétaro. México.

Reviewer for chapter in book *Fomración docente en el área del lenguaje*, Universidad Autónoma de San Luis Potosí, México.

Reviwer, *Heritage Language Journal*, 2014, 2016.

Reviewer, *Spanish in Context, Journal*, 2013.

Reviewer, *Revista Mexicana de Investigación Educativa*, 2012.

PROFESSIONAL ORGANIZATIONS

American Association of University Supervisors, Coordinators & Directors of Foreign Language Programs (**AAUSC**)

American Council on the Teaching of Foreign Languages (**ACTFL**)

Modern Language Association (**MLA**)

REFERENCES

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