

ANNE HOMZA, Ed. D.
120 Champion Hall
Lynch School of Education and Human Development
Boston College
140 Commonwealth Avenue
Chestnut Hill, MA 02467
anne.homza@bc.edu

EDUCATION

- May 1995 Ed. D., Literacy Language and Cultural Studies
Boston University, Boston, MA
Dissertation: *Developing Biliteracy in a Bilingual First Grade Writing Workshop*
Advisor: María Estela Brisk, Ph. D.
- June 1985 Ed.M., Teaching, Curriculum and Learning Environments
Harvard Graduate School of Education, Cambridge, MA
- May 1983 B.A., Psychology and Education, Magna Cum Laude
Mount Holyoke College, South Hadley, MA

HONORS AND GRANTS

- 2018 Teaching, Advising and Mentoring Grant. Building a Boston College-Based Resource to Promote Practices Aimed at Undoing Oppression
\$8,000 over two years, with Patrick McQuillan
- 2017 Collaborative Fellows Grant, Boston College
\$110k over three years, with Patrick Proctor, Mariela Páez and María Estela Brisk
- 2007 U.S. Department of Education Title III Professional Development Grant
\$1.49 million over five years, Co-PI with Mariela Páez
- 1999 U.S. Department of Education Title VII Bilingual Education Field-Initiated Research Grant, Co-PI with Mileidis Gort
- 1996 National Association of Bilingual Education Outstanding Dissertation Award
- 1991 U.S. Department of Education Title VII Doctoral Fellowship
- 1988 Massachusetts Department of Education Lucretia Crocker Fellowship
- 1984 Mount Holyoke College Mary Frances Hazen Alumnae Fellowship
- 1983 Phi Beta Kappa

LICENSURE

Massachusetts Professional Teaching License # 261455

Elementary, K – 6, through Sept. 11, 2021
 Middle School/5-9, through Sept. 11, 2024
 Bilingual Elementary, K-8, through Sept. 11, 2024
 Transitional Bilingual Education, through Sept. 11, 2024
 English as a Second Language, PreK – 8, through July 6, 2026

PROFESSIONAL EXPERIENCE

Fall 2013 – Assistant Professor of the Practice/Full Time Faculty Member
 present Boston College Lynch School of Education, Chestnut Hill, MA
 Contract renewed in 2015 and 2018

Fall 2012 – Visiting Lecturer/Full Time Faculty Member
 Fall 2013 Boston College Lynch School of Education, Chestnut Hill, MA

Summer 2007- Co-Principal Investigator and Project Director
 Summer 2012 Title III Project TALCA National Professional Development Project
 (Teaching Academic Language in the Content Areas)
 Boston College Lynch School of Education, Chestnut Hill, MA

Fall 2002- Project Director
 Fall 2007 Title III Project ALL National Professional Development Project Boston
 College Lynch School of Education Chestnut Hill, MA

Fall 1997- Title VII Bilingual Literacy Resource Specialist
 Spring 2002 Two-Way Program, Nathaniel Bowditch School/Federal St. School
 Salem Public Schools, Salem, MA

Fall 1995- Bilingual Literacy Resource Specialist
 Spring 1997 Office of Bilingual Education, Boston Public Schools, Boston, MA

Spring 1995 ESL Specialist/Teacher-Trainer
 Office of Bilingual Education Boston Public Schools, Boston, MA

Fall 1992- Instructional Coordinator/Teacher/Research Assistant
 Spring 1995 Intergenerational Literacy Project
 Chelsea Public Schools/Boston University, Chelsea, MA

Fall 1992- Seminar Facilitator
 Spring 1994 Seminars in History & Culture (MA Certification Competencies #2, #5)
 Massachusetts Association for Bilingual Education, Ludlow, MA

Fall 1991- Bilingual Instruction Consultant

- Spring 1992 Houghton Mifflin Literature-Based Spanish Reading Series
Robert Ventre Associates, Newburyport, MA
- Fall 1986- Bilingual Classroom Teacher (Grade One)
Spring 1991 Lawrence Public Schools, Lawrence, MA
- Fall 1987- ESL Teacher (Part-time)
Spring 1988 Lawrence Housing Authority, Lawrence, MA
- 1983-1984 English Teacher (Grades One -Six)
Colegio Católico de Caguas, Caguas, PR

COURSES, DISSERTATIONS and COMPREHENSIVE PAPERS

Boston College Lynch School of Education

Courses designed and taught

EDUC 2039 *Learning and Curriculum in the Elementary School*
Fall and Spring; from Fall 2012 to present (Undergraduate)

EDUC 4231 *Senior Inquiry Seminar*
Spring; from Spring 2013 to present (Undergraduate)

EDUC 6346 *Teaching Bilingual Students*
Fall and Spring; from Spring 2004 to present; Summer 2014 (Undergraduate and Masters)

EDUC 6492 *Linguistically Responsive Teaching: Deepening Your Sheltered English Instruction*
Summer 2015, Summer 2016, Summer 2017
On-line 1-credit course for SEI-Endorsed teachers

EDUC 7430 *Advanced Graduate Inquiry Seminar*
(Co-taught pilot version with Profs. Bruce, Scanlon and Cheryl Davis, Fall 2015, 2016) 1 credit

Courses designed as Inquiry Coordinator for teaching fellows or adjunct faculty to teach

EDUC 4231 – *Senior Inquiry* (two sections, Fall; One section, Spring) 3 credits

EDUC 7431 – *Graduate Inquiry I* (three sections, Fall; one section, Spring) 1 credit

EDUC 7432 – *Graduate Inquiry II* (one section, Fall; three sections, Spring;) 2 credits

EDUC 7430 *Advanced Graduate Inquiry Seminar* (one section, Fall) 1 credit

Dissertations and Dissertations in Practice:

Dissertation in Practice: Leadership Practices that Support Marginalized Students, June 2020 (Reader)

Margarita Amy

How Leaders Support Teacher Leadership for Emergent Bilingual and Latinx Students

Mark J. Pellegrino

Culturally Responsive Discipline for African American, Hispanic, and Latinx Students

Jaime Slaney

Cultural Awareness and Self-Reflection

Luis R. Soria

and School Leaders' Support for LGBTQ Youth

Christopher Chang-Bacon, March 2019 (Reader)

Monolingual Language Ideologies: Rethinking Equity and Language Policy in Sheltered English Immersion (SEI) Teacher Education

Kevin O'Connor, May 2015 (Reader)

Learning to teach academic language: A mixed methods study on secondary teacher candidates developing linguistic awareness and ability to support academic language development.

Stephanie Garrone-Shufron, September 2015 (Reader)

The development of language knowledge in a teacher education program: Preparing secondary teacher candidates to teach academic English in their content areas.

Doctoral Comprehensive Papers:

Caitlin Long (Spring 2017).

Teachers' beliefs about English language learners and perceptions of their practice: A review of the literature. (Reader)

Meredith Moore. (Spring 2016).

Learning to teach bilingual students: How teacher candidates appropriate linguistically responsive practices. (Reader)

Trainings in Collaboration with Practicum Courses and EDUC 2131, 3132, 3133 – Undergraduate Inquiry Seminars, GATs and Clinical Faculty

- Academic Language in Read Alouds AY 2016-17 for all UG Elementary pre-practicum students
- Academic Language in Read Alouds for all Elementary and Early Childhood pre-practicum students with Caitlin Long in AY 2015-16, and Yalda Kaveh in AY 2016-17,
- Academic Language in the Content Areas for all UG Secondary pre-practicum students in EDUC 2211 (AY 2014-15, 2015-16)

PAST COURSES

University of Massachusetts, Boston

Developing a Process Approach to Writing with Bilingual Students
Spring 1997, Fall 1996, Fall 1995; Masters level/continuing education

Boston University School of Education

Literacy Development for Bilinguals
Spring 1995; Masters level
(Served as Teaching Assistant Fall and Spring 1991-1993.)

Salem State College

Curricular Strategies for the Bilingual/ESL Classroom
Fall 1994; Masters level

University of Massachusetts Lowell, S.E. Asian Teacher Short-Term Training Program

Bilingual and ESL Methods
Spring 1990; Masters level

Classroom Management
Fall 1989; Masters level

PUBLICATIONS

Homza, A. & Fontno, T. (2021). Supporting teacher-candidates as social justice change-makers: A faculty-librarian collaboration for building and using diverse youth collections. In: D. Hartsfield (Ed.), *Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals* (pp. 398-421). Hershey, PA: IGI Global.

Homza, A. (July 17, 2015). Lawmakers must act to correct flaws in how we teach English learners. Letter to the Editor. *Boston Globe*.

Brisk, M. E., Homza, A. E., & Smith, J. (2014). Preparation to practice: What matters in supporting linguistically responsive mainstream teachers. In: Y. Freeman and D. Freeman (Ed.), *Advances in Research on Teaching Volume 21* (pp. 171-204). United Kingdom: Emerald Group Publishing.

Homza, A. E., Garrone, S. & Herrmann, B. (2013). Linking coursework, fieldwork and professional development: A model for meeting the linguistic needs of English language learners. In: J. Nagle (Ed.) *English learner instruction through collaboration and inquiry in teacher education* (pp. 173-185). Charlotte, NC: Information Age Publishing.

Mitchell, K., Homza, A. & Ngo, S. (2012). Reading aloud with bilingual learners: A fieldwork project and its impact on mainstream teacher candidates. *Action in Teacher Education 34*: 276-294.

Homza, A., Páez, M, Proctor, C.P., & Brisk, M.E. (2009). *From language to literacy: Reading and writing for English language learners in sheltered elementary classrooms*. Malden:

Massachusetts Department of Elementary and Secondary Education.

- Gort, M. and Homza, A. (May, 2001). *Investigating a developmental assessment tool for bilingual writing*. Report submitted by the Salem Public Schools to the US Department of Education Office of Bilingual Education and Minority Language Affairs for the Bilingual Education Field Initiated Research Program CFDA Number: 84.292.B.
- Homza, A. (2000). Voices from the field: When does second language literacy instruction begin in the Two-Way program at Federal Street School? In: N. Cloud, F. Genesee & E. Hamayan. *Dual Language Instruction: A Handbook for Enriched Education* (p. 89). Boston: Heinle and Heinle.
- Homza, A. (1996). Pre-writing processes and strategies: Rehearsal, reflection and "Living between the lines." *NABE News*. 20 (4), 21-24.
- Homza, A. (1996). Using graphic organizers to develop bilingual literacy processes. *NABE News*. 20 (3), 15-19.
- Paratore, J. R., Homza, A., Krol-Sinclair, B., Lewis-Barrows, T., Melzi, G., Stergis, R. and Haynes, H. (1995). Shifting boundaries in home-school responsibilities: Involving immigrant parents in the construction of literacy portfolios. *Research in the Teaching of English*. 29, 367-389.
- Paratore, J., Brisk, M., Fountas, I., Jenkins, C., Lee, Y., Homza, A., Ouellette, J. & Pho, L. (1995). *Bilingualism and biliteracy: Creating effective learning contexts for children who speak English as a second language*. Massachusetts Reading Association/Massachusetts Association for Bilingual Education monograph.
- Homza, A. & Brisk, M. (1993). "Yo tengo que saber todavía lo de cuarto": Mainstreaming a bilingual student. *Hispanic Office of Planning and Evaluation Newsletter*.
- Homza, A. (1989). The beginning writer: Process writing with bilingual (Spanish/English) first graders. In J. J. Foley and L. R. Orlandi, (Eds.): *Proceedings of the Annual MABE Conference, Selected Papers* (pp. 25-44). Portland, Maine: Title VII Project M.A.I.N.E. of the Portland Public Schools and Massachusetts Association for Bilingual Education.

FEDERAL GRANT ANNUAL PERFORMANCE REPORTS

- Final Performance Report for Title III Project TALCA National Professional Development Project at Boston College Lynch School of Education. Submitted to U. S. Department of Education Office of English Language Acquisition (October 2012).
- Annual Performance Reports for Title III Project TALCA National Professional Development Project at Boston College Lynch School of Education. Submitted to U. S. Department of Education Office of English Language Acquisition (May 2008, May 2009, May 2010, May 2011).
- Final Performance Report for Title III Project ALL National Professional Development Project at Boston College Lynch School of Education. Submitted to U. S. Department of Education Office of English Language Acquisition (December 2007).

Annual Performance Reports for Title III Project ALL National Professional Development Project at Boston College Lynch School of Education. Submitted to U. S. Department of Education Office of English Language Acquisition (May 2006, May 2005, April 2004, April 2003).

REGIONAL AND NATIONAL CONFERENCE PRESENTATIONS

Fernandez, M. B. and Homza, A. (April 2016) Practitioner inquiry: Researching how teacher candidates learn to teach for social justice. AERA Annual Meeting, Washington, DC.

Schall-Leckrone, L., Homza, A., Davila, S. and Bruzzese, C. and Lira, S. (May 8, 2015) RETELL Roundtable: District and Higher Education Efforts to Prepare SEI Teachers. MATSOL-Massachusetts Educators of English Learners Annual Conference. Sheraton Framingham, Framingham, MA.

Homza, A., Brisk, M. and Smith, J. (May 8, 2015). What Matters in Preparing Linguistically Responsive Teachers. MATSOL-Massachusetts Educators of English Learners Annual Conference. Sheraton Framingham, Framingham, MA.

Baker, M., Homza, A. and Cohen, M. (May 7, 2015). Linguistically Responsive Fieldwork with ELLs: Teacher Educators and Librarians Collaborate. MATSOL-Massachusetts Educators of English Learners Annual Conference. Sheraton Framingham, Framingham, MA.

Homza, A. E., Baker, M. & Loftus, F. (October 25, 2013). Embedding features of linguistically responsive pedagogy in early childhood and elementary practicum experiences: One-on-one read alouds with English language learners. Fall Conference of Massachusetts Association of Colleges of Teacher Education, Commonwealth Teacher Education Consortium and Massachusetts Association of Early Childhood Teacher Educators, College of the Holy Cross, Worcester, MA.

Homza, A. E., Garrone-Shufron, S. & Loftus, F. (October 25, 2013). Embedding features of linguistically responsive pedagogy in secondary practicum experiences: Working with secondary content teachers to identify and teach academic language. Fall Conference of Massachusetts Association of Colleges of Teacher Education, Commonwealth Teacher Education Consortium and Massachusetts Association of Early Childhood Teacher Educators, College of the Holy Cross, Worcester, MA.

Homza, A. E., Garrone, S. & Herrmann, B. (May 16, 2013). Expanding and sustaining a collaborative framework for teacher preparation and in-service teacher professional development. Academic Language in the Content Areas for English Learners: A Conference Examining Effective Teaching Practice for English Learners, Sponsored by Project CREATE (Curriculum Reform of All Teachers of ELLs), St. Michael's College, Colchester, VT.

Homza, A. (October 19, 2012) Preparing all teachers to be linguistically responsive teachers. Panel presentation at Massachusetts Association of Colleges of Teacher Education

Conference. Worcester, MA.

- Homza, A. (April 10, 2011). Disentangling the thread of linguistic difference from the tapestry of diversity: one program's documentary account. Paper presented at American Educational Research Association Conference, New Orleans, LA.
- O'Connor, K. & Homza, A. (April 10, 2011). Learning to teach academic language: investigating pre-service secondary teachers' field-based lesson plans and reflections. Paper presented at American Educational Research Association Conference, New Orleans, LA.
- Terrell, K., Homza, A. & Albert, L. (April 10, 2011). Investigating an infused methods course to prepare secondary mathematics teachers to instruct English-language learners. Paper presented at American Educational Research Association Conference, New Orleans, LA..
- Homza, A., Schall-Leckrone, L. & Terrell, K. (February 25, 2011). The challenge to prepare all teachers to meet the needs of English Language Learners: Writing a chapter for many languages. American Association of Colleges of Teacher Education Annual Meeting. San Diego, CA.
- Sallis, K. and Homza, A. (May 5, 2009). Examining Two Delivery Models of a Teacher Professional Development Program for Effective Instruction for English Language Learners: Perceptions and Experiences of Trainers. New England Education Research Organization. Portsmouth, NH.
- Homza, A. (May 16, 2008). Teaching language within content-based instruction: Designing lessons for ELLs in the 'Mainstream.' Massachusetts Teachers of Speakers of Other Languages Conference. Leominster, MA.
- Mitchell, K., Homza, A. & Ngo, S. F. (May 16, 2008). Improving language and literacy through read-alouds. Massachusetts Teachers of Speakers of Other Languages Conference. Leominster, MA.
- Mitchell, K., Homza, A. & Ngo, S. F. (April 4, 2008). Improving language and literacy through read-alouds. Teachers of English to Speakers of Other Languages Annual Conference. New York, NY.
- Homza, A., Ngo, S. F. & Mitchell, K. (March 25, 2008). Fieldwork with bilingual learners. Paper presented at American Education Researchers Association Annual Conference, New York NY.
- Homza, A., Ngo, S. F. & Mitchell, K. (March 27, 2008). What do teacher candidates learn about literacy for bilingual learners/English language learners (ELLs) through a field-based read-aloud project? Paper presented at American Education Researchers Association Annual Conference, New York NY.
- Homza, A., Ngo, S. F. & Mitchell, K. (February 9, 2008). Fieldwork with bilingual learners: A model for teacher education programs. Paper presented at American Association of Colleges of Teacher Education, New Orleans, LA.

- Homza, A., & Loftus, F. (March 8, 2007). Preparing mainstream teachers for the effective instruction of English language learners. Massachusetts Association for Teachers of Speakers of Other Languages – Massachusetts Association for Bilingual Education Conference. Leominster, MA.
- Homza, A. (March 9, 2007). Graphic organizers: Scaffolds for literacy, scaffolds for language. Massachusetts Association for Teachers of Speakers of Other Languages – Massachusetts Association for Bilingual Education Conference. Leominster, MA.
- Homza, A., Ngo, S. F. & Mitchell, K. (March 8, 2007.) Reading aloud with ELLs: An intervention activity for mainstream teacher candidates. Massachusetts Association for Teachers of Speakers of Other Languages – Massachusetts Association for Bilingual Education Conference. Leominster, MA.
- Homza, A., & Loftus, F. (April 27, 2007). Classroom interventions with English language learners: Supporting supervisors and pre-service teachers in the education of linguistically diverse students. Presentation at the annual meeting of the Massachusetts Association of Colleges of Teacher Education. Sturbridge, MA.
- Homza, A., Ngo, S. F., Mitchell, K. (April 27, 2007.) The evolution of pre-service teachers' beliefs and practices in regard to English language learners. Paper presented at the 39th Annual Meeting of the New English Education Research Organization. Portsmouth, NH.
- Homza, A. and Loftus, F. (April 2005). Supervision in urban schools: You can't supervise what you don't know – Retooling clinical faculty. Presentation at American Education Research Association Annual Meeting, SIG – Supervision and Instructional Leadership. Montreal, Canada.
- Loftus, F. and Homza, A. (April 2004). Supervision in urban schools: A framework for effective instruction of English language learners. Presentation at annual meeting of the Massachusetts Association of Colleges of Teacher Education. Auburn, MA.
- Homza, A. and Gort, M. (April 2002). Writing workshop and young bilingual writers in a dual language program: Lessons learned through classroom-based research. Presentation at Massachusetts Association for Bilingual Education Annual Conference. Leominster, MA.
- Gort, M. and Homza, A. (February 2001). Connecting research to practice with Title VII field-initiated projects: Investigating a developmental assessment tool for bilingual writing. Presentation at OBEMLA Institute, Annual Conference of the National Association for Bilingual Education. Phoenix, AZ.
- Gort, M. and Homza, A. (March 2000). Bilingual writing: Assessing writers in two languages. Presentation at Massachusetts Association for Bilingual Education Annual Conference Leominster, MA.
- Homza, A., Magill, M., Holtz, M. and Rogers, E. (March 1999) Insights about developing biliteracy: Assessing and researching writing in two languages in a Spanish-English two-way bilingual program. Poster session presented at the American Association of Applied Linguistics Conference. Stamford, CT.

- Homza, A. and Magill, M. (March 1999). Assessing developing literacy for bilingual students. Presentation at Massachusetts Association for Bilingual Education Annual Conference Leominster, MA.
- Homza, A. and Magill, M. (November 1998). Assessing emerging biliterate students' writing. Presentation at Title VII/MABE-sponsored Advanced Two-Way Conference on Literacy and Assessment. Salem, MA.
- Homza, A. and Barbera, C. (March 1996). Developing biliteracy in a bilingual first grade writing workshop. Presentation at National Association for Bilingual Education Annual Conference, Orlando, FL.
- Donellen, K., Homza, A., Markowitz, S., Morale, I. & Tighe, R. (May 1996). The writers' workshop: Getting started. Presentation at Massachusetts Title I Conference, Hyannis, MA.
- Homza, A. and Barbera, C. (April 1995). Developing biliteracy in a bilingual first grade writing workshop. Presentation at Massachusetts Association for Bilingual Education Annual Conference, Leominster, MA.
- Borelli, M., Bromberg, M. Grant, D., Homza, A., Maize, M., Martineau, J. and O'Brien, C. (April 1995). Strategies to enhance the achievement of bilingual students. Presentation at Massachusetts Association for Bilingual Education Annual Conference, Leominster, MA.
- Paratore, J. & Homza, A. (February 1995). Constructing home portfolios: Shifting boundaries in home/school responsibilities. Presentation at National Association for Bilingual Education Annual Conference, Phoenix, AZ.
- Homza, A. (March 1990). The real basics: Process writing with first graders in an urban transitional bilingual education classroom. Presentation at Massachusetts Association for Bilingual Education Annual Conference, Lowell, MA.
- Homza, A. (February 1989). The beginning writer: Process writing with bilingual first graders. Presentation at the Massachusetts Association for Bilingual Education Annual Conference, Boxborough, MA.
- Bangs, S. E., Beauschesne, R., Homza, A., Mahoney, M. & Ouellette, L. (November 1988). Whole language: Making a difference for the urban child. Presentation at the New England Kindergarten Conference, Framingham, MA.
- Bangs, S. E., Beauschesne, R., Homza, A., Mahoney, M. & Ouellette, L. (March 1988). The whole language approach in bilingual education. Presentation at the Massachusetts Association for Bilingual Education Annual Conference, Boxborough, MA.

INVITED PRESENTATIONS AND WORKSHOPS

- Higgins, C., Homza, A. & Lerner, J. (October 18, 2021). Learning about Lynch: A panel of professors from each department. Sponsored by Lynch UG Senate.

- Homza, A., Liang, B., Lerner, J. & Páez, M. (September 27, 2021). What advising means to us. Presentation at the LSEHD Faculty Meeting.
- Homza, A. (February 18, 2021). Teaching on Days After: Pedagogies for Equity and Justice. Presentation for LSEHD teacher candidates.
- Homza, A. (Jan 13, 2020). Working for Social Justice in 4Boston: Examining one's role in resisting and transforming injustice. Presentation for Boston College 4Boston student leaders.
- Homza, A. (May 23, 2018). Justice and Racism in Education. Invited presentation at St. Joseph High School. Trumbull, CT.
- Homza, A. (May 7, 2018). Addressing Race and "Whiteness" in Teacher Preparation: Evolving Practices in an Elementary Foundations Course. Boston College Excellence in Teaching Day. Boston College, Chestnut Hill, MA.
- Homza, A. (May 23, 2018). Addressing Race and "Whiteness" in Teacher Preparation: Evolving Practices in an Elementary Foundations Course. Boston College Diversity Summit. Boston College, Chestnut Hill, MA.
- Ford, C., Gillihan, Y., Homza, A., Lockhart, L., Scanlon, D., Tohn, S., and Wells, C. (May 2017). Creating Inclusive Classrooms. Diversity and Inclusion Summit II. Boston College, Chestnut Hill, MA.
- Gillihan, Y., Homza, A., Scanlon, D., Tohn, S., and Wells, C. (May 2017). Reflecting with the "Creating Inclusive Classrooms" faculty cohort. Excellence in Teaching Day. Boston College, Chestnut Hill, MA.
- Homza, A. (March 2017). Response to Megina Baker's presentation, "Exemplary Practices for Teaching Young Dual Language Learners: Learning from Early Childhood Teachers." Graduate Education Association Research Symposium. Boston College.
- Haze, N. Homza, A., Winner, E. and Wyner, G. (May 2016). Class time when we flip: Active and collaborative learning. Excellence in Teaching Day Panel: Engaging Students in the "Flipped" Classroom. Boston College, Chestnut Hill, MA.
- Homza, A. (December 2, 2015). Momentum: Making change to decenter whiteness. Talk to graduate and undergraduate students as part of the residence hall "momentum" series. Stayer Hall, Boston College.
- Homza, A. and Lapinski, S. (December 9, 2015). On-line course design and implementation: Considerations and examples. Brown bag luncheon talk for Boston College LSOE faculty. Campion Hall, Boston College.
- Patel, L., Homza, A. and Ares, R. S. (November 12, 2015). What is whiteness and how do we de-center it? An interactive discussion on decentering whiteness in the curriculum as a problem of practice. Talk sponsored by the Language Literacy and Culture Specialization group of the Teacher Education Department at Boston College LSOE. Campion Hall, Boston College.

- Homza, A. (October 14, 2014). Cuisine and conversation with Dr. Homza. Invited speaker at LSOE Senate dinner. Campion Hall, Boston College.
- Homza, A. (October 7, 2014). Education and inequality: K-12 and bilingual education. Panelist for seminar in Community Research Program of the Boston College Thea Bowman AHANA and Intercultural Center, Chestnut Hill, MA.
- Homza, A. E. (September 7, 2013). Educating bilingual students in Massachusetts. Meeting of local chapters of Students For Education Reform, Boston College, Chestnut Hill, MA.
- Homza, A. (July 29, 2013). Teaching English language learners in the secondary classroom. Presentation at Boston College Office of Practicum and Teacher Induction's New Teacher Academy. Boston College, Chestnut Hill, MA.
- Homza, A. (March 21, 2011). Discussant for Boston College Lynch School of Education Graduate Student Research Forum. Boston College, Chestnut Hill, MA.
- Homza, A. (June 28, 2010). English language learners in the content areas: Strategies to teach content and academic language. Workshop for Massachusetts Migrant Education Program/EDCO Collaborative Teachers. Clark University Graduate School of Management, Southborough, MA.
- Homza, A. (June 3, 2010). English language learners in the content areas: An approach to teaching academic language. Workshop presented to secondary teachers from Brockton, New Bedford and Fall River for ECAL (Enhancing Content Area Learning) National Professional Development Project sponsored by the Education Alliance at Brown University.
- Homza, A., Páez, M, Proctor, C.P., & Brisk, M.E. (July 7-10, 2009). From language to literacy: Reading and writing for English language learners in sheltered elementary classrooms. Training of trainers to implement the professional development curriculum for Massachusetts Department of Elementary and Secondary Education.
- Homza, A. (July 13, 2007). Providing effective instruction for language learners in content area classrooms. Workshop presented at Teacher Education Institute, University of the Middle East Project. Boston, MA.
- Homza, A. (April 24, 2007) Graphic organizers: Scaffolds for literacy, scaffolds for language. Newton Public Schools. Newton, MA.
- Homza, A. (July 11, 2006). Dual language instruction in the United States: Issues, models and practices. Workshop presented at Teacher Education Institute, University of the Middle East Project. Boston, MA.
- Homza, A. (August 2005). Supporting ELLs in mainstream classrooms. Presentation to Lynch School of Education Summer Start/Teachers for a New Era induction program participants. Boston College, Chestnut Hill, MA.
- Horan, D. & Homza, A. (August 2004). Supporting ELLs in mainstream classrooms. Presentation

- to LSOE Summer Start/Teachers for a New Era induction program participants. Boston College, Chestnut Hill, MA.
- Homza, A. (March 2005). Social justice and English language learners. Presentation to Lynch School of Education extended practicum. Boston College, Chestnut Hill, MA.
- Homza, A. (January 2003). Writing workshop and young bilingual writers in a dual language program: Lessons learned through classroom-based research. Presentation to Amigos Dual Language Program. Cambridge, MA.
- Homza, A. (October 2002). Question 2: Why it is not good for our children. Panel presentation at Arlington League of Women Voters Panel on Referendum Questions. Arlington, MA.
- Homza, A. (June 2001). Investigating a developmental assessment tool for bilingual writing. Two presentations for Two-Way Program staff. Federal Street School and Bentley School. Salem, MA.
- Homza, A. (September and October 1999). Adapting the *First Steps Writing Developmental Continuum* for Bilingual/ESL students. Two-session workshop presented to Chinese bilingual and ESL staff at the Baldwin Elementary School. Boston, MA.
- Dolan, A. and Homza, A. (May 1997). English literacy: Methods that work. Three-day workshop for English teachers. Universidad de Puerto Rico, Colegio Universitario de Cayey, Cayey, Puerto Rico.
- Homza, A. (February 1997). Developing biliteracy in a bilingual first grade writing workshop. Presentation for Boston University course SED BI 621, *Bilingualism and Biliteracy*.
- Homza, A. (January 1997). The writing process approach and BPS standards. Presentation for Boston Public Schools course "Implementing new curriculum standards in middle and high school programs." Boston, MA.
- Homza, A. and Barbera, C. (March 1996). Developing biliteracy in a bilingual first grade writing workshop. Presentation at a one-day conference entitled "Encouraging Writing for Language Minority Students in Mainstream and Bilingual Classrooms" sponsored by the Western Massachusetts Writing Project, the Massachusetts Association for Bilingual Education, the University Writing Program and the Massachusetts Department of Education. University of Massachusetts, Amherst, MA.
- Homza, A. (Spring 1996). Using journals in the classroom: Opportunities for authentic reading, writing and thinking. Workshop series for Boston Public School teachers, Boston, MA.
- Fareri, S. and Homza, A. (Spring 1996). Graphic organizers: What are they, how do I use them in the classroom and why? Workshop series for Boston Public School teachers, Boston, MA.
- Homza, A. and Tighe, R. (Spring 1996). The ABCs of ABC books: At least 26 ways to make and use them for language learning. Workshop for Boston Public School teachers, Boston, MA.
- Homza, A. (September 1995). The bilingual writing workshop. In-service presentation for

Revere Public Schools Bilingual and ESL staff, Revere, MA.

Homza, A. (October 1995). Myths and realities in first and second language acquisition. Seminar presentation for teaching staff of the Intergenerational Literacy Project, Boston University, Boston, MA.

Homza, A. (March 1992). Reading aloud with your children: A bilingual workshop series on children's literature for parents and teachers. Workshop series presented in Spanish and English at the General Donovan School, Lawrence, MA.

Homza, A. (February 1992). Literature-based instruction in pre-school, kindergarten and grade one. In-service presentation for Lawrence Public Schools, Lawrence, MA.

Homza, A., Reardon, E. & Stergis, R. (May 1991). Enhancing learning in a multicultural/multilingual setting. Presentation for Lawrence Public School Administrators sponsored by the University of Massachusetts at Lowell English as a Second Language Teacher Training Program, Lawrence, MA.

Homza, A. (November 1990). Developing integrated content-area/ESL units. Presentation at Lawrence Public Schools ESL Conference, Frost School, Lawrence, MA.

Homza, A. & Ouellette, L. (April 1990). Como ayudarle a su hijo a leer. Presentation for Bilingual Parents Advisory Committee. Lawrence Public Library, Lawrence, MA.

Homza, A. (June 1989). Whole language approaches to reading and writing in elementary classrooms. In-service presentation at the Irving School, Derby, CT.

Bangs, S. E. & Homza, A. (May 1989). Thematic approaches to instruction and process writing. In-service presentation at the Shurtleff School, Chelsea, MA.

Homza, A. (April 1989). Issues of equity and bilingual education. Presentation to undergraduate Education majors. Bradford College, Bradford, MA.

Bangs, S. E. & Homza, A. (April 1989). Literature-based integrated units in ESL settings. In-service presentation for the Medford Public Schools, Medford, MA.

Bangs, S. E. & Homza, A. (April 1989). Shared reading, thematic instruction and process writing in bilingual and ESL settings. Workshop series sponsored by the Holyoke Public Schools and Mount Holyoke College for ESL/Bilingual teachers in local school districts. Mount Holyoke College, South Hadley, MA.

Bangs, S. E. & Homza, A. (April 1989). Whole language in bilingual and ESL settings. Presentation at Revere Public Schools, Revere, MA.

Bangs, S. E. & Homza, A. (March 1989). Process writing and shared reading. Demonstration classes given at the Storrow School, Lawrence, MA.

Bangs, S. E. & Homza, A. (March 1989). Process writing and shared reading. Demonstration classes given at the Worcester Public Schools, Worcester, MA.

- Bangs, S. E. & Homza, A. (March 1989). Process writing. Presentation at the Tobin School, Boston, MA.
- Bangs, S. E. & Homza, A. (March 1989). Shared reading and process writing in bilingual and ESL settings. In-service presentation for Framingham Public Schools, Framingham, MA.
- Bangs, S. E. & Homza, A. (February 1989). Developmental approaches in bilingual education. In-service presentation for New Bedford Public Schools. New Bedford, MA.
- Ouellette, L. & Homza, A. (July 1988). Whole language approaches to reading and writing. A workshop series presented for two-way bilingual teachers, Title VII Linguistic Minority Resource and Education Center, Lawrence, MA.
- Ouellette, L. & Homza, A. (May 1988). Whole language approaches to reading and writing in bilingual and ESL settings. In-service presentation at Lowell Public Schools, Lowell, MA.

PROFESSIONAL SERVICE

Institutional Service: Boston College Lynch School of Education

Member of the Educational Policy Committee (elected to serve AY 2016-17; 2017-18)

Co-chair of the Undoing Oppression in Our Pedagogy and Curriculum Sub-committee of the EPC with Prof. Scanlan

- Assist in preparing meeting agenda and note-taking and reports to EPC
- Designed two Brown Bag meetings in AY 2016-17
- Co-facilitated one Brown Bag Meeting in AY 2016-17 with Prof. Russell
- Helped design the Faculty Seminar jointly sponsored by the CTE and LSOE in 2016-17 with Prof. Scanlan
- Collaborated with Dean Wortham, Associate Dean Martinez-Aleman and Prof. Scanlan to fund the Faculty Seminar

Department Representative on the Undoing Oppression Committee of LSEHD AY 2020-21, 2021-22

- Contribute to agenda, report activities to TCS Department
- Share resources with faculty
- Co-organized and presented Teaching on Days After: Pedagogies for Equity and Justice March 9, 2021 (with Kristin Bottema-Beutel)
- Co-organized Lunchtime Conversation October 4, 2021: The anti-CRT movement and its impact on teachers.

Departmental Service: Teaching, Curriculum, and Society Department

Inquiry Coordinator (Spring 2014-present)

Designed, co-ordinated and supported the following Inquiry courses

- EDUC 4231 – *Senior Inquiry* (two sections, Fall; One section, Spring) 3 credits

- EDUC 7431 – *Graduate Inquiry I* (three sections, Fall; one section, Spring) 1 credit
- EDUC 7432 – *Graduate Inquiry II* (one section, Fall; three sections, Spring;) 2 credits
- EDUC 7430 *Advanced Graduate Inquiry Seminar* (one section, Fall) 1 credit

Responsibilities:

- Create syllabi and Canvas sites for all sections each semester (moved all courses to 100% synchronous online in Spring 2020 and for the 2020-21 Academic year)
- Update all assignment descriptions and rubrics; readings and session topics each semester
- Work with the Chair, Prof. Bruce, to interview and recommend instructors for each section each semester
- Provide mentoring and guidance for all instructors (two meetings per semester)
- Co-design and co-teach the one-credit course EDUC 7430 *Advanced Graduate Inquiry Seminar* for fifth year students completing the Moderate or Severe Special Needs Program (piloted in fall 2015 and 2016) with Profs. Bruce, Scanlon and Dr. Cheryl Davis. Co-taught through fall 2019.
- Maintain communication with Inquiry instructors and the Graduate Office for Student Services regarding registrations, rosters and occasional intervention
- Served as Ad Hoc Inquiry Task Force, Chair (Spring 2014-Summer 2016)
Led monthly Task Force meetings to:
 - align Inquiry with new MA DESE requirements for pre-service teacher assessment (Summer 2015)
 - develop Summer Faculty Workshop on edTPA feedback (Summer 2014)

CAP/Inquiry Task Force (AY 2016-17)

Collaborated with members of faculty in analysis of CAP/Inquiry for the CAEP Accreditation of Educator Preparation process.

Advising

- Participated in first and second year doctoral reviews (1-3 per year, through 2019)
- Advise 25-30 undergraduate and Masters students per semester
- Write 15-20 letters of recommendations per year for study abroad, Fifth Year program, employment, graduate studies, fellowships etc.

Admissions/Recruitment/Orientation

- Review materials for masters admissions
- Review materials for doctoral admissions (through 2020)
- Participate in Recruitment Evening and Accepted Students Day activities in the Spring
- Present at Masters Orientation in the Fall

Curriculum and Instruction Comprehensive Exams

- Read, provide feedback to and grade masters comprehensive exams (approximately 3 per semester)

Program Service: Work related to Teaching, Curriculum, and Society programs for bilingual learners/English language learners

Bilingual Education Certificate (BEC)
 Sheltered English Instruction Endorsement Program (SEI)
 Teachers of English Language Learners Certificate Program (TELL)
 Teachers of Dual Language Learners Certificate Program (TDLL)
 Curriculum and Instruction Concentration in Bilingual Education

SEI/TELL Work

- Assist Practicum Office Requests for letters of support for students seeking SEI endorsement through the alternate route (through 2020)
- Update TELL certificates and manage requests with the TESpeCI Office for those certificates
- Member of Ad Hoc SEI Committee (Fall 2012 – Fall 2013)
 Met with members of LSOE TeSpeCI faculty and staff to:
 - develop programs of study approved for SEI-endorsement for LSOE students
 - develop materials to submit to MA DESE to support SEI Endorsement for former TELL graduates from 2009-2012
 - maintain communication with MA DESE about SEI Endorsement
- Ad Hoc Mentor for SEI Endorsement Coursework (Spring 2014)
 Met weekly with new instructor of additional section of *Teaching Bilingual students* course to:
 - share syllabus, assignment descriptions and rubrics, power points etc.
 - ensure complete alignment of both Spring 2014 Elementary sections

TDLL Program Development and Innovation

- TDLL Innovation development (Spring 2017)
 Collaborated with Profs. Brisk, Proctor and Páez to develop a proposal for TDLL innovation work
- Collaborative Fellows grant for TDLL work (Summer 2017)
 Co-developed syllabus with Profs. Proctor and Páez for new on-line 1-credit course *Foundations of Bilingual and Dual Language Instruction*
- TDLL Certificate Program development
 Participated in meetings chaired by Prof. Proctor (AY 2014-15) to:
 - provide input on the design of TDLL program
 - respond to draft recruitment materials and prepare presentation for accepted students day

Multilingual Innovations Work

- Co-developed proposal with Profs. Kim, Brisk, Proctor and Páez

Educational Resource Center Collaboration

- Worked with ERC Librarian Tiffeni Fontno to support her development of various online resources (AY 2016-17):
 - Desegregation in Boston <http://libguides.bc.edu/bostondesegregationk12>
 - Finding World Languages Materials in the ERC

- <http://libguides.bc.edu/K12foreignlanguage>
 - Immigration and Refugees in Education: Children's Literature and Instructional Materials http://libguides.bc.edu/ed_immigration
 - LGBTQ+ Curriculum Instructional Materials and Children's Literature http://libguides.bc.edu/lgbtq_k12
- Worked with ERC Librarian Margaret Cohen and doctoral student Megina Baker to develop an online Resource for Children's Literature for English Language Learners (AY 2014-15) <http://libguides.bc.edu/c.php?g=44487&p=281584>

Masters Advisory Committee (Fall 2013)

Participated as a committee member to:

- support work to reinstate *Methods in Teaching Foreign Languages* course
- assist in drafts of letters to accepted students
- revise Masters C&I Comprehensive Exam

Service to the Field

ESL Teacher Study Group. Waltham Massachusetts. (AY 2016-17) Met with ESL teachers at the Wittemore Elementary School for eight sessions to study a process for identifying linguistic demand in ESL, SEI and "mainstream" classroom tasks

Advisory Board Member. Provide guidance and feedback to grant staff and teacher participants involved in ECALLMS (E-Learning Communities for Academic Language Learning in Math and Science) Title III National Professional Development Project, University of Colorado, Denver (Fall 2011 – Spring 2012)

MTEL ELL Test Reviewer. Reviewed items for oral language segment of the Massachusetts Test for Educator Licensure for English Language Learner license test. National Evaluation Systems (January 2006).

Column Editor Successful Practices, *NABE News* National Association for Bilingual Education, Washington, DC. (Fall 1996 – Fall 1997).

Institute Co-coordinator MABE Institute: Reflective Practices in Bilingual Literacy Contexts Massachusetts Association for Bilingual Education (November 1995).

ESL Teacher. Community Learning Center, Cambridge, MA. (1986).

LANGUAGE SKILLS

Native language, English

Intermediate/Advanced level fluency in oral and written Spanish

TECHNOLOGY SKILLS/EXPERIENCE

Microsoft Office (including Word, Powerpoint and Excel)

Google docs, slides, sheets, etc.

Filemaker Pro

i-photo, i-DVD, i-movie

Blackboard Vista, Canvas

Panopto, PollEverywhere, Zoom