

## **NGOC-DIEP T. NGUYEN**

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### **Professional Preparation**

**Ph.D. (1989)** The Ohio State University, Columbus, Ohio.

College of Education, Department of Educational Studies, Major in Multicultural/Multilingual Education and Literacy with a minor in Linguistic Anthropology.

**Dissertation title:** *The Process of Bilingual Tutoring and its Relationship to the Needs of Limited English Proficient (LEP) students.*

Dr. Elizabeth Bernhardt and Dr. Judith Green, Dissertation co-chairs.

**M.A. (1981)** The Ohio State University, Columbus, Ohio.

College of Arts and Sciences, Department of Romance Languages, Major in French Literature.

**B.S. (1979)** West Virginia University, Morgantown, West Virginia.

College of Arts and Sciences, Department of Secondary Education, Major in Secondary Education with a concentration in French and Spanish.

### **University Level Professional Experience**

**2017- Present**      *Director of Educator Learning, Research, and Practice, WIDA at WCER, University of Wisconsin-Madison, Madison, WI*

Lead a team of professional learning specialists to design, deliver standards-based and research-informed professional Development products and events to Pre- K -12 educators from thirty-nine states in the WIDA consortium. Collaborate with other directors to make leadership decisions at WIDA in order to expand reach and service to educators beyond the WIDA consortium.

**2012- 2017**      *Associate professor, Department of Teacher Education, Northeastern Illinois University, Chicago, IL*

Develop and teach undergraduate and graduate courses in Elementary and Bilingual/Bicultural Education. Supervise clinical students and student teachers. Engage in research and creative activities related to bilingual, multicultural education, and teacher pre-service education. Conduct workshops and provide consultation services to Pre K-12 public schools.

**2012-2015**      *Associate professor and chair, Department of Teacher Education, Northeastern Illinois University, Chicago, IL*

Managed the implementation of undergraduate and graduate programs of the Teacher Education Department. Supervised and evaluated faculty and instructors in the Department of Teacher

Education Department. Administered teacher preparation programs in Early Childhood, Elementary and Bilingual/Bicultural Education. Participated in the Dean's senior leadership team to support programs in the College of Education.

**1988- 2012                      *Adjunct professor, National Louis University, The Illinois Resource Center Satellite, Des Plaines, IL***

Developed and taught graduate level courses leading to the bilingual certificate in the State of Illinois, including the following: Foundations in Language Minority Education, ESL Methods, Bilingual Education Methods, Assessment of ELLs, Cross-Cultural Education, Bilingual Literacy Methods, and Innovative Methods in Bilingual Education.

**2002-2004                      *Adjunct professor, Northern Illinois University, Dekalb, IL***

Taught graduate level courses, including: Multicultural Education Methods and Materials and Literacy Methods and Materials.

**1983-1986                      *Research Assistant and Student Teaching Supervisor, The Ohio State University, Columbus, OH***

Served as a research assistant in a study of Southeast Asian ELLs students and their literacy development in the Department of Educational Studies.  
Taught Bilingual Education Methods courses at the undergraduate level.  
Supervised student teachers.

**1981- 1983                      *French and Spanish Teacher, Groveport 9-12 School District, Groveport, OH***

Taught Spanish 1 and French 3 to High School students.

**1979-1981                      *French Instructor, The Ohio State University, Columbus, OH***

Taught beginning and intermediate French language courses in the Department of Romance Languages.

### **Research Conducted**

***Content teacher ideologies and perspectives on multilingual learners:*** As a part of a larger network of collaborative research conducted between 2017-2019, three collaborative, qualitative case studies of three content teachers participating in an on-line eworkshop were analyzed to explore their changing perspectives on educating multilingual learners.

***Asian-American, female leaders navigating racism within the Pre K-12 School System:*** A narrative study of female Asian American school leaders and their experiences with racism in the

public school system. The study, conducted between 2014- 2017, explores the contextual role of these Asian American as school leaders and how they navigate the effects of racism and sexism on their work of leadership.

***Long-term impacts of Dual Language Education:*** A qualitative study of alumni who had spent at least 7 consecutive years in a dual language program. The study, conducted in 2015- 2017, explores identity formation, bilingual/ bicultural development, academic achievement and other long-term impacts of a dual language elementary program on its students.

***Longitudinal Study of the development and efficacy of a Dual Language Program:*** A five-year study from 1999-2004, examining the impact of Dual Language Education on the bilingual proficiency and academic achievement of students from Kindergarten to 5<sup>th</sup> grade. Results illustrated the benefits of Dual Language programs for all students.

### **Research in Progress**

***Bilingual Investments of Dual Language Immersion (DLI) Alumni:*** A qualitative study, using a racio-linguistic lens, examining bilingual investments of alumni of a DLI program.

### **K-12 Administrative Experience**

***2010- 2012                      Assistant Superintendent of Curriculum and Instruction (2,800 students)  
Evanston Township High School District 202, Evanston, IL***

- Directed curriculum planning and development to improve instruction in all academic content.
- Monitored district-level student assessment, research and evaluation studies
- Planned, developed and coordinated district-wide professional development for teachers and instructional assistants
- Served as a member in the senior leadership team
- Coordinated the work of the School Improvement Team and the Curriculum Forum
- Facilitated the development of the school improvement plan, as aligned with Board goals
- Supervised and evaluated the Director of Research, Assessment, and Evaluation, the Director of Academic Programs, the Literacy Coordinator and the Associate Principal for Teaching and Learning
- Monitored the implementation of NCLB grants and other federal and state instructional mandates
- Supervised and coordinated the induction program and the instructional coaching team
- Planned and coordinated school improvement efforts to restructure the Freshmen Humanities courses to be more rigorous and accessible to all students
- Led articulation and collaboration efforts with the corresponding elementary district in order to align curricula, instructional practices and professional development

- Assisted and advised the superintendent on educational, operational and budget matters at the district level, as requested
- Assisted the superintendent with outreach to community organizations and parent groups in the community, and matters related to the Board of Education, as assigned

**2006 – 2010      *Assistant Superintendent of Instructional Services (4,700 students)*  
*Des Plaines School District 62, Des Plaines, IL***

- Directed, supervised, and monitored the areas of curriculum and instruction, assessment, bilingual education, gifted education, NCLB compliance, professional development, mentoring and induction, and state and federal grants
- Supervised and evaluated the Director of Curriculum and the Director of Bilingual Programs
- Served as a member of the Senior Leadership Team
- Provided leadership for the Instructional Services Leadership Team
- Coordinated efforts with the teacher union leadership in School District 62 to restructure the teacher evaluation system and adopt the Danielson Framework for Teaching as standards for both teacher induction and evaluation
- Institutionalized *Professional Learning Community* (PLC) practices at all eleven schools.
- Provided leadership in strategic staffing plan, including the recruitment of English + teachers to address increased number of ELLs enrollment
- Engaged the Board of Education, community leaders, parents, teachers, students, and staff in a diversity and equity audit in order to forge a realistic, proactive plan to address diversity in the district
- Participated in the District core committee that implemented a successful capital project to renovate of two middle schools, one K-8 school and eight elementary schools.

**1994 – 2006      *Director of Bilingual/ Multicultural Programs (13,000 students)*  
*Schaumburg School District 54, Schaumburg, IL***

- Directed, supervised and implemented the transitional bilingual education (TBE) program for 1,500 ELL students from over 25 diverse linguistic and cultural backgrounds
- Supervised and evaluated program coordinators and bilingual teacher leaders
- Restructured the TBE program for ELLs from a deficit model to a program that include a full continuum of language assistance services
- Instituted a dual language program of choice in English-Spanish and English-Japanese for over 500 students in three elementary schools and two junior high schools
- Instituted a comprehensive assessment and accountability for bilingual students and conducted a longitudinal study to validate the effectiveness of the dual language program
- Instituted the Foreign Language in the Elementary School (FLES) program featuring the study of Spanish, Japanese and Gujarati for K-6 students
- Instituted a district-level bilingual teacher leadership team to make critical program decisions, implement professional development plans and mentor new teachers

- Developed a World of Difference Training of Trainers institute to provide district-wide anti-bias and diversity professional development to all teachers and non certified staff
- Collaborated with the Spain Consulate and the Illinois State Board of Education to implement the teacher cultural exchange program and the Spanish academy program

### **Professional Development and Consultation Experience**

#### ***1988 – 1994      Senior consultant, The Illinois Resource Center – Des Plaines, IL***

Responsible for providing professional development workshops and consultation in the areas of Assessment, Curriculum and Instruction, Bilingual/ Multicultural Education to public school personnel serving language minority students in Illinois.

#### ***1986-1988      Senior consultant, Title VII Multifunctional Resource Center, Des Plaines, IL***

Responsible for providing professional development workshops and consultation in the areas of bilingual/ multicultural education, curriculum development and assessment to public school personnel serving language minority students in a five-state area: Arkansas, Illinois, Indiana, Louisiana and Wisconsin.

### **K-12 Teaching Experience**

#### ***1981-1983      French and Spanish Teacher***

Groveport High School, Groveport, OH

Taught beginning French and Spanish courses to 9<sup>th</sup> grade students.

#### ***1980-1981      French Teacher***

St. Agatha Elementary School, Columbus, OH

Taught beginning French to elementary students.

### **Grant Writing and Implementation**

2016-present: Sub-award grantee and senior personnel of the ICMEE Project from the University of Nebraska-Lincoln (Dr. Kara Viesca, PI). A US Department of Education, multi-year NPD grant. Funds are used to develop and disseminate on-line professional E-Workshops to Pre K-12 teachers on various topics related to the education of emergent bilingual students. Research is also conducted as a part of this grant to gauge the impact of this professional learning experience on teachers' performances.

2004-2012: NCLB grant writing, implementation, monitoring and reporting. A US Department of Education Block grant that include NCLB Title I, II, III and IV sub grants) in School District 62 (2004-2010), and in School District 202 (2010-2012). Grant writer and coordinator. Grant

funds were used to implement supplementary programs for all students, as well as targeted professional development for teachers. Grant awards range from \$300,000 to over \$800,000 yearly.

2004-2012: Illinois State grants, including Reading Improvement and NSERVE grants. Grant writer and coordinator for School District 62 and District 202. Grant funding was used to provide reading intervention and career education awareness for students in K-12 settings. Grant awards ranged from \$50,000 to over \$150,000.

2008-2010: Illinois Induction and Mentoring Discretionary Grant. Grant co-writer and administrator for School District 62. Grant used to provide mentoring, expand the induction program to better provide professional development to new teachers in School District 62. Grant awards ranged from \$40,000 to \$50,000 yearly.

2001-2004: Title VII Competitive Program Enhancement Grant: A U.S. Department of Education, Office of Bilingual Educational Minority Languages Affairs Bilingual Education Program Improvement grant. Grant writer and administrator. Grant funding was used to expand Dual Language Program in School District 54. Grant awards ranged from \$150,000 - \$200,000 yearly for 3 years.

1998-2001: Title VII FLES grant : A U.S. Department of Education, Office of Bilingual Educational Minority Languages Affairs Bilingual Education Foreign Language Program grant. Grant writer and administrator. Grant used to establish a Foreign Language in the Elementary School program in School District 54. Grant awards ranged from \$50,000 to \$120,000 yearly for 3 years.

1994-1997: Project BUILD (Development of Dual Language Program). A U.S. Department of Education, Office of Bilingual Education Minority Language Affairs, competitive, discretionary grant. Grant administrator of a three-year grant aimed at implementing innovative dual language programs. Grant award ranged from \$80,000 to \$120,000 yearly for 3 years.

## **Publications**

### ***Book***

Gottlieb, M. & Nguyen, D. (2007). *Assessment and Accountability in Language Education Programs*. Philadelphia, PA, Caslon Publishing.

### ***Book Chapters and Contributions***

Viesca, K. M., Gray, T., Masterson, J., Demers, K., Dray, B., Nguyen, D., Terrell, K., Guzman, M., & Pollard-Durudola, S. (2020). Content teacher ideologies and perspectives on multilingual learners. In S. Hammer, K.M. Viesca, & N. Commins (Eds.) *Teaching content and language in*

*the multilingual classroom: International research in policy, perspectives, preparation, and practice.* New York, NY: Routledge.

Nguyen, D. (2015). “Why is it important to discuss the role of families and community in the education of English language learners/ emergent bilinguals relative to the Common Core Standards?” “How should pre-service education programs prepare educators to meet the needs of English language learners/emergent bilinguals, relative to the Common Core Standards and Next Generation Science Standards curricula?”, and, “How can districts and schools balance their assessment and accountability systems for English language learners/ emergent bilinguals?”. In G. Valdes, K. Menken and Castro, M. (Eds.) *Common Core, Bilingual and English Language Learners: A resource for Educators*. Philadelphia, PA: Caslon Publishing.

Nguyen, D. (2014). “What is portfolio assessment and why is it important for Pre K programs or grades K-3?”, “What do administrators need to know about paid/volunteer interpreters or using family as interpreters?”, and, “Who are the constituents that I need to build relationships within the district and the community?”. In K. Nemeth (Ed.) *Young Dual Language Learners: Guide for Pre K- 3 Leaders*. Philadelphia, PA: Caslon Publishing.

Nguyen, D. (2012). “How do you decide what kind of program for ELLs is good for your school?”, “How do you promote first/home language literacy development when you can't have a bilingual program?”, and, “How do you use data on student performance to make decisions about the implementation of your program for ELLs?”. In E. Hamayan and R. Freeman (Eds). *English Language Learners at School. 2<sup>nd</sup> Edition*. Philadelphia, PA: Caslon Publishing.

Nguyen, D. (2006). “How do you decide what kind of program for ELLs is good for your school?”, “How do you promote first/home language literacy development when you can't have a bilingual program?”, and, “How do you use data on student performance to make decisions about the implementation of your program for ELLs?”. In E. Hamayan and R. Freeman (Eds). *English Language Learners at School*. Philadelphia, PA, Caslon, Inc.

Gottlieb, M. and D. Nguyen (2005). Developmental Bilingual Education in the real world: Using longitudinal data to enhance dual language program. In Cohen, J., McAlister, K., Rolstad, & MacSwan (Eds.) *ISB4: Proceedings of the 4<sup>th</sup> International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press.

### ***Professional Articles and Conference Proceedings***

Nguyen, D. & Morita-Mullaney, T. (2017, Apr.) Stairways of peripheral sticks: Asian-American female school leaders navigating racism. Proceedings from the American Education Research Association (AERA)

Nguyen, D. & Morita-Mullaney, T. (2015, Apr.) Asian-American female leaders navigating institutional racism in schools: the Lapdog Syndrome. Proceedings from the American Education Research Association (AERA) Annual Meeting.

Nguyen, D. (2008). From ELL to school leader: A Tribute to my first American teachers. *The School Administrator*.

Nguyen, D. (2003). Developmental Bilingual Education in the real world. *IAMME Bulletin*. DesPlaines, IL. XXVII.

Nguyen, D. (1996). Supporting families with a refugee history. Family Coalition Report 14 (3&4).

### **Professional Presentations**

#### ***Selected Refereed Presentations***

Djuraeva, M., Nguyen, D. & Castro, M. (2021, March) Language pride and sociocultural belonging: Examining investment models of Dual Language Immersion programs' alumni. Paper presented at the 2021 American Association for Applied Linguistics AAAL) on line annual conference.

Nguyen, D. & Morita- Mullaney, T. (2017, Apr.) Stairways of peripheral sticks: An exploratory narrative inquiry of female Asian American school leadership strategies. Paper presented at the 2017 American Education Research Association Annual Meeting, San Antonio, Texas.

Nguyen, D. , Commins, N. & Vondlerlack-Navarro, R. (2016, October) WIDA 2016.

Nguyen, D., Hernandez, R. & Meyer, D. (2016, March) Long-term impacts of dual language education. Paper presented at the NABE Annual Conference, Chicago, IL.

Nguyen, D., Melendez, L. & Vonderlack-Navarro, R. (2015, Oct.) The future pipeline of bilingual teachers: Pre-service accountability and edTPA. Paper presented at the WIDA National Conference, Las Vegas, NV.

Nguyen, D. & Morita-Mullaney, T. (2015, Apr.) Asian-American female leaders navigating institutional racism in schools: the lapdog syndrome. Paper presented at the American Education Research Association Annual Meeting, Chicago, IL.

Nguyen, D. (2015, Mar.) Long- term impacts of dual language education: Portraits of successful learners. Paper presented at the 2015 National Association of Bilingual Education Annual Conference, Las Vegas, NV.

Nguyen, D., Meyer, D. and Hernandez, R. (2014, Nov.) Long-term impacts of dual language education. Paper presented at La Cosecha 2014 Conference, Santa Fe, NM.

Nguyen, D. (2014, Feb.) Long-term impacts of dual language education: Preliminary results from a qualitative study. Paper presented at the 2014 National Association of Bilingual Education Annual Conference, San Diego, CA.



Nguyen, D. (2013, Oct.) EdTPA Implementation: Promises and challenges. Paper presented at the EdTPA Implementation Conference, San Diego, CA.

Nguyen, D. (2013, Feb.) Comprehensive assessment for Second language learners: the Basic Model. Paper presented at the 2013 National Association of Bilingual Education Annual Conference, Lake Buena Vista, FL.

Nguyen, D. and Gottlieb, M. (2013, Feb.) Taking action: Implementing ELD standards across contexts. Paper presented at the 2013 National Association of Bilingual Education Annual Conference, Lake Buena Vista, FL.

Nguyen, D. (2011, Nov.) Where the rubber meets the road: How a school district implements its racial equity policy. Paper presented at National Association Multicultural Education, Chicago, IL.

Nguyen, D. and Freeman-Field, R. (2010, Feb.) Leadership for achievement: Balanced assessment system for diverse schools. Paper presented at the American Association of School Administrators Annual Conference, Phoenix, AZ.

Nguyen, D. and Duckmann, S. (2009, Nov.) School boards and decision-making for English Learners in multicultural schools. Paper presented at the IASB/IASA/IASBO Fall Conference, Chicago, IL.

Nguyen, D. and Gottlieb, M. (2008, Dec.) Data driven professional learning: Comprehensive assessment of English Language Learners. Paper presented at the National Staff Development Council Annual Conference, Washington, D.C.

Nguyen, D. and Gottlieb, M. (2008, Mar.) The Basic Model: Building authentic assessment and accountability systems for language education programs. Paper presented at the Association for Supervision and Curriculum Development Conference, New Orleans, LA.

Nguyen, D. (2005, Nov.) Culture learning in the dual language classroom: Serendipity or design? Paper presented at the Tenth Annual La Cosecha Dual Language Conference, Albuquerque, NM.

Nguyen, D. (2005, Jun.) Using a comprehensive assessment framework in dual language programs. Workshop presented at the 12<sup>th</sup> Annual California Association for Bilingual Education Two-Way Bilingual Immersion Program Summer Conference, Monterey, CA.

Nguyen, D. and Gottlieb, M. (2003, May) Developmental bilingual education in the real world: Using longitudinal data to enhance dual language program development. Paper presented at the Fourth International Symposium on Bilingualism, Phoenix, AZ.

### ***Selected Invited Presentations and Workshops***

Nguyen, D. (2019, Oct.) Teaching for Equity in a multilingual world: Focus on immigrant and refugee students. WIDA 2019 Conference, Providence, RI.

Nguyen, D. (2018, August) Panelist: Building a more culturally responsive WCER. WCER First Annual Staff Conference, Madison, WI.

Morita-Mullaney, T. & Nguyen, D. (2016, Oct.) The Lapdog Syndrome: Asian American Female Leaders Navigating Racism. WIDA Spotlight Session. WIDA Conference

Nguyen, D. (2016, Feb.) Panelist on the Biliteracy Seal Panel, Illinois State Board of Education Symposium on the Illinois Biliteracy Seal, Chicago, IL.

Nguyen, D. (2016, Feb.) Assessment for English Learners: District level practices. Presentation at the ATE National Conference, Chicago, IL.

Nguyen, D. (2015, Oct.) Keynote Address: Equity and Excellence for English Learners. WIDA Conference, Las Vegas, NV.

Nguyen, D. (2015, Oct.) Organizing schools for cultural and linguistic diversity. Workshop for Nevada State School leaders and policy makers, Nevada State pre-conference, Las Vegas, NV.

Nguyen, D. (2014, Dec.) Moderator for panel discussion on evaluation of teachers of English Learners. IAMME Conference 2014, Oak Brook, IL.

Nguyen, D. (2013, Dec.) EdTPA in Illinois: Promises and challenges for programs preparing culturally and linguistically diverse teachers. Presentation for school administrators. IAMME Conference 2013, Oak Brook, IL.

Nguyen, D. (2013, Nov.) Biliteracy and bilingualism research panel. La Cosecha 2013 Conference, Albuquerque, NM.

Nguyen, D. (2013, July) Developing academic language for all students. Alabama State MEGA Conference, Mobile, AL.

Nguyen, D. (2013, Jun.) Response to Intervention (RtI) and English Learners. Our Kids Conference, Waukeg, IA.

Nguyen, D. (2013, Apr.) Academic language development for second language learners. Keynote address at the Taiwan Teacher Association, Hsinchu, Taiwan.

Nguyen, D. (2012, Oct.) 2012 ELD Standards: Promises and challenges. Keynote address for the WIDA Consortium 2012 English Language Development (ELD) Standards Debut Event, Denver, CO.

Nguyen, D. (2012, Aug.) 2012 ELD Standards: Promises and challenges. Keynote address for the WIDA Consortium 2012 English Language Development (ELD) Standards Debut Event, University Of Wisconsin-Madison, Madison, WI.

Nguyen, D. (2011, Dec.) Equity and Excellence for English Language Learners: A balancing act. Featured Presentation for Administrators presented at the Illinois State Annual Conference for Teachers of Linguistically and Culturally Diverse Students (IAMME), Oakbrook, IL.

Nguyen, D. (2011, Jun.) The refugee experience: an exercise on empathy. Workshop presented at the Our Kids Summer Conference. Storm Lake, IA.

Nguyen, D. (2008, Nov.) Leadership, diversity and service. Keynote address for the Millikin University Leadership in Diversity Summit, Decatur, IL.

Nguyen, D. (2008, Apr.) Adding authenticity to assessment and accountability. Paper presented at the TESOL 2008 Convention, New York, NY.

Nguyen, D. (2008, Feb.) Building exceptional assessment and accountability systems for language education programs. Workshop presented at the Turn Around Schools Winter Institute, San Diego, CA.

Nguyen, D. (2008, Feb.) Using flexible grouping to differentiate instruction for all students during guided reading time. Workshop presented at the Turn Around Schools Winter Institute, San Diego, CA.

Nguyen, D. (2007, Nov.) Planning for linguistic diversity in schools. Workshop presented at the 2007 IASB/IASA/IASBO Conference, Chicago, IL.

Nguyen, D. (2005, Oct.) Young refugees' acculturation in the host society: Gains and losses in identity formation. Workshop presented at the 2005 Illinois RCSIG Conference, Chicago, IL.

Nguyen, D. (2002, Dec.) Integrating culture and language learning for Second language learners. Keynote address presented at the Illinois State Annual Conference for Teachers of Linguistically and Culturally Diverse Students, Oakbrook, IL.

### **Awards and Distinctions**

2015 Administrator Award of Excellence. NEIU Asian- American Awards Program

2015 Service Recognition Award. Kenneth Young Center

2004 Distinguished Service Award. Vietnamese Association of Illinois

2004 Distinguished Service Award of Merit. National School Public Relations Association/  
Illinois Chapter

- 2000 Outstanding Service Award, National Association for the Education and Advancement of Cambodian, Laotian and Vietnamese Americans
- 1991 Semifinalist, Outstanding Dissertation, National Association for Bilingual Education

### **Professional and Community Service**

- 2015- present Member, Editorial Board, Journal of Southeast Asian American Education and Advancement
- 2015-present Member, Advisory Council, Vietnamese Association of Illinois
- 2014-present Member, ISBE Stakeholders' group for EDTPA Implementation
- 2014-present Member, IAMME Board of Directors
- 1997-present Member, ISBE Advisory Council on Bilingual Education
- 2013- 2015 Member, ISBE Task Force on Professional Standards for Teachers of English Learners
- 2006- 2015 Member, Board of Directors, Kenneth Young Center
- 2005-2008 Member, Advisory Committee, Greater Chicago World of Difference Program
- 1999-2004 Vice-President, Board of Directors of the Vietnamese Association of Illinois.
- 1992-1994 President, The National Association for the Education and Advancement of Cambodian, Laotian and Vietnamese Americans (NAFEA)

### **Membership in Professional Organizations**

- American Educational Research Association (AERA)
- National Association for Bilingual Education (NABE)
- National Association of Multicultural Education (NAME)
- Teachers of English to speakers of Other Languages (TESOL)
- Illinois Association of Multilingual Multicultural Education (IAMME)

### **Teaching Credentials and Other Certificates**

- Illinois Superintendent Certificate, Western Illinois University.
- Illinois General Administrative Certificate, National Louis University.
- Illinois Standard Teaching Licensure, Elementary and Secondary Level, with ESL and bilingual certificates.

### **Language Skills**

- English: Near native fluency level
- Spanish: Low intermediate fluency level
- French: Intermediate fluency level
- Vietnamese: Native fluency level

References will be supplied upon request