

**Rebecca Freeman Field**  
**Language Educator, Sociolinguist**  
**Box 3248, Philadelphia PA 19130**  
**Phone: (215)765-3260; Fax: (215)765-7699**  
[rdfield@casloninc.com](mailto:rdfield@casloninc.com)

## **EDUCATION**

### **Degree Programs**

- 1989-1993 School of Languages and Linguistics  
Georgetown University, Washington DC  
**Ph.D. Linguistics, Specialization in Sociolinguistics**
- 1987-1988 Graduate School of Education  
Rutgers, The State University of New Jersey, New Brunswick, NJ  
Graduate work in Anthropology of Education, Ethnographic research
- 1985-1987 School of Education, Health, Nursing and Arts Professions (SEHNAP)  
New York University, New York, NY  
**M.A. Teaching English to Speakers of Other Languages (TESOL)**
- 1983-1984 University of Colorado/Boulder  
Graduate work in Spanish Linguistics/TESOL
- 1978-1982 Western Maryland College  
Westminster, MD  
**B.A. Spanish**

### **International Programs**

- Fall 1984 Intensive German, Goethe Institute, Munich, Germany
- 1980-1981 University of Seville, Spain; Junior Year Abroad
- April 1975 Experiment in International Living, Valladolid, Spain

### **Certification Programs**

- 1999-2000 Teacher Education Program, Graduate School of Education  
University of Pennsylvania, Philadelphia PA  
Elementary Education

### **Languages Studied**

Advanced Spanish, Intermediate German, Elementary Portuguese, Chinese, Japanese, Russian.

## **FELLOWSHIPS – GRANTS – AWARDS**

- 2000 Institute of Advanced Studies/Mellon Postdoctoral Fellowship  
Resident Scholar at National Foreign Language Center  
University of Maryland in Washington DC  
Project Title: *Building on Community Bilingualism*
- 1998 National Academy of Education/Spencer Postdoctoral Fellowship Semifinalist  
Project Title: *Migration, Bilingualism and Education*
- 1997 University of Pennsylvania Research Foundation Grant  
Project Title: *Puerto Ricans at School: Ideologies of Language and Literacy*
- 1995 Excellence in Teaching Award  
Graduate School of Education, University of Pennsylvania
- 1994, 1995 Fullbright Scholarship Program  
Academic Specialist, United States Information Agency  
University of Mato Belo, Banksa Bystrica, Slovakia

- 1989-1992 Fellowship, Linguistics Department, Georgetown University  
 1987-1988 Fellowship, Graduate School of Education, Rutgers University  
 1986 Fellowship, SEHNAP, New York University  
 1983-1984 Fellowship, University of Colorado/Boulder

### **Grant Facilitations**

- 1998-2000 Bilingual Education Fellowships, to support 4 Ph.D. Educational Linguistics students. United States Department of Education, OBEMLA, Title VII.  
 1994-1997 Project T.E.A.M. (Teachers of English in the Academic Mainstream) to support 10 teachers from the School District of Philadelphia as M.S. TESOL students at the Graduate School of Education, University of Pennsylvania. United States Department of Education, OBELMLA, Title VII, Educational Personnel Training Program.  
 1994-1997 Bilingual Education Fellowships, to support 6 Ph.D. Educational Linguistics students. United States Department of Education, OBEMLA, Title VII.

## **RESEARCH**

### **Ethnographic Fieldwork**

- 1996-2003 Bilingualism and education throughout homes, schools, and other key contexts in the predominantly Puerto Rican community in North Philadelphia  
 1989-1991 Dual language education at Oyster Bilingual School in Washington DC  
 1988 Transitional bilingual education at McGuinness Bilingual Middle School in Perth Amboy, NJ  
 1987 Homelessness in Ossanam Family Shelter in Edison, NJ  
 1986 At-risk students in Bushwick High School

### **Publications (published under Rebecca Freeman)**

#### **Books**

- 2006 *English Language Learners at School: A Guide for Administrators*. Co-edited with Else Hamayan. Philadelphia, PA: Caslon Publishing.  
 2004 *Building on Community Bilingualism*. Philadelphia, PA: Caslon Publishing.  
 1998 *Bilingual Education and Social Change*. Clevedon, UK: Multilingual Matters.

#### **Articles in Refereed Journals**

- 2000 Contextual challenges to dual language education: A case study of a developing middle school program. *Anthropology & Education Quarterly*.  
 1996 Dual language planning at Oyster Bilingual School: "It's much more than language". *TESOL Quarterly*. Vol. 30, No.3, 557-582.  
 1995 Equal educational opportunity for language minority students: From policy to practice at Oyster Bilingual School. *Issues in Applied Linguistics* Vol. 6, No. 1, 39-63.  
 1992 Preparing applied linguists for the future: A need for collaboration. Special Feature: Preparing Applied Linguists for the Future, ed., by Celce-Murcia. *Issues in Applied Linguistics* Vol 3, No. 1, 131-172.

#### **Chapters in Edited Volumes**

- Forthcoming Bilingual immersion approaches. Co-authored with Ester De Jong. In Creese, Angela and Leung, Constant (Eds.), *English as an Additional Language: A Reader for Teachers Working with Linguistic Minority Pupils*. UK: Sage.

- Forthcoming Making space for multilingual education in the United States: Collaborative, action-oriented language policy research. Co-authored with David Cassells Johnson. In Menken, Kate & Garcia, Ofelia (Eds.), *Language Policy in Education*.
- 2007 Identity, community and power in bilingual education. In Cummins, Jim (Ed.), *Volume 5: Bilingual Education, Encyclopedia of Language and Education, 2<sup>nd</sup> Edition*, New York: Springer.
- 2000 Our world, with Maribelis Alfaro, Lornaliz Letriz, Maritzabeth Santos, and Mariela Villanueva). In Shultz, Jeffrey and Cook-Sather, Alison (Eds.), *In Our Own Words: Students' Perspectives on School*. Boulder, CO: Rowman & Littlefield Publishers.
- 1997 Researching gender in language use. In Hornberger, Nancy (Ed.), *Research Methods in Language and Education, Encyclopedia on Language and Education*. The Netherlands: Kluwer Academic Press.
- 1996 Language and gender. Co-authored with Bonnie McElhinney. In McKay, Sandra and Hornberger, Nancy, *Sociolinguistics and Language Teaching*. New York: Cambridge University Press.
- 1994 An alternative to mainstream US educational discourse: Implications for minority identity development. In Alatis, James and Straehle, Carolyn (Eds.), *Educational Linguistics, Cross-Cultural Communication, and Global Interdependence, Georgetown University Round Table on Languages and Linguistics 1994*. Washington DC: Georgetown University Press.

### Conference Proceedings

- 1994 Competing discourses in student accounts. *Second Annual Symposium About Language and Society Austin*. University of Texas Press.

### TEACHING

#### Graduate

- 2003 → University of Pennsylvania, Philadelphia PA  
Adjunct Professor, Graduate School of Education
- Sociolinguistics
  - Language Diversity and Education
  - Content-based Second Language Instruction
  - Penn Literacy Network: Addressing the Needs of ELLs
- Fall 2003 LaSalle University, Philadelphia PA  
Department of Bilingual and Bicultural Studies
- Bilingual/ESL Policies, Programs and Practices
- Fall 2002 Temple University, Philadelphia PA  
TESOL Department
- Context, Culture and Language Teaching
- Fall 2000 Georgetown University, Washington DC  
Linguistics Department
- Seminar: Building on Community Bilingualism
- Fall 2000 Temple University, Philadelphia PA  
TESOL Department
- Applied Language Study

- 1992-2000 University of Pennsylvania, Philadelphia PA  
 Educational Linguistics Program of the Graduate School of Education
- Issues, Approaches and Techniques in Intercultural Communication
  - Teaching Writing to ESL Students
  - Language and Gender
  - Content-based Second Language Instruction
  - Language and Power

### **Undergraduate**

- 1990-1991 Georgetown University, Washington DC  
 Linguistics Department
- Introduction to Language
- 1988-1989 Catonsville Community College, Baltimore MD  
 Reading Department
- Developmental Reading
- 1983-1984 University of Colorado/Boulder, Boulder CO  
 Spanish Department
- Spanish 101

### **CONSULTING**

#### **Long-term Projects**

- 2009→ Aspira Dual Language Charter Schools, Philadelphia PA
- Professional development on dual language strategies for teachers
  - Facilitate task force efforts to 1) develop authentic assessment and accountability system for dual language program; 2) evaluate dual language allocation plan and revise as necessary; 3) adapt Teacher Advancement Program structure to dual language and ESL context; 4) provide outreach to parents and community
- 2007 - 2009 Hempstead School District, Hempstead NY
- Evaluating a pre-K dual language program
  - Professional development of dual language teachers and administrators
- 2006- 2008 White Plains School District, White Plains NY
- Developing an elementary school dual language program
  - Professional development of dual language, ESL, and mainstream teachers and administrators in the district.
- 2006 -2008 Hazleton Area School District, Hazleton, PA
- Developing an authentic assessment and accountability system for ELLs districtwide
  - Professional development in sheltered instruction for mainstream teachers, strategies for literacy coaches working with mainstream teachers, newcomer teachers
- 2005-2007 Pennsylvania State High School Coaching Initiative  
 Collaborative partnership between Annenberg Foundation, PA Dept of Education, Penn Literacy Network, Foundations Inc, Research for Action, the Philadelphia Foundation and 10 participating school districts to improve instruction in PA
- Lead consultant for ELL issues
- 2005-2007 Title III ESL Consortium, Delaware County Intermediate Unit, Morton PA
- Directed Sheltered Instruction Professional Development Project focusing on professional development of mainstream teachers, ESL teachers and peer coaches
  - Professional development for ESL teachers on reading and writing instruction
- 2003-2006 Eugenio Maria de Hostos Bilingual Charter School, Philadelphia PA

- Developing dual language program, professional development of dual language teachers, policy articulation, assessment and accountability planning
- 2004-2005 Lower Merion School District, Lower Merion PA
- Foreign Language Program Review for middle and high schools
- 2003-2004 School District of Philadelphia, Office of Language, Culture and the Arts
- Facilitated development of district language policy and implementation plan
  - Facilitated articulation of K-12 developmental bilingual program in North Region
- 2000-2005 School District of Philadelphia, Office of Language Equity Issues  
Lead Consultant, Dual language initiative, Title VII Systemwide Grant
- Dual language planning and implementation for Spanish/English programs; professional development
  - Heritage language program planning and implementation for less commonly taught languages (Khmer, Russian, Vietnamese, Chinese); professional development
- 2001 Lower Merion School District, Lower Merion PA
- FLES program review and professional development of teachers
- 1999-2001 School District of Philadelphia, Office of Language Equity Issues
- Content-based second language instruction
  - Second language acquisition
  - Developing academic literacies
  - Multilingual literacies
- 1999 Philadelphia Education Fund and St. Joseph's University, Philadelphia PA
- 2000 Reduced Class Size/Balance Literacy Initiative
- Adjunct Faculty Member for 6 Literacy Interns and 2 Apprentice Teachers

### **Professional Development Workshops (nationally and internationally)**

- 1993 → Language education workshops designed to meet local needs, including *Administrators Academies*
- Policies and accountability requirements
  - Linking the school and community
  - How children learn in two languages
  - Program development, implementation, and evaluation
  - Ensuring shared responsibility for ELLs: Professional development and facilitating collaboration for mainstream and ESL teachers
- Assessment*
- Developing authentic assessment and accountability systems for ELLs
  - Using data to drive decisionmaking in language education programs
- Bilingual Education*
- An overview of bilingual education policies, programs, and practices
  - Dual language education (planning, implementation, theory, practice)
  - Promoting additive bilingualism
- English as a Second Language (ESL)*
- Sheltered instruction; Content-based second language instruction
  - ELLs in the academic mainstream
  - Second language acquisition
  - Teaching reading and writing to ELLs
  - Writing workshops in the ESL/EFL classroom
- World Language Education*

- Communicative language teaching
- Heritage language speakers in world language programs
- Language planning, implementation, and assessment

*Intercultural Communication*

- Language and gender, language and identity, language and power
- Equity issues

*Language Policy*

- Developing school and school district language policies

Clients have included:

*In Philadelphia:* School District of Philadelphia, Penn Literacy Network, Philadelphia Writing Project, Philadelphia Museum of Art, Charter Schools (Independence, de Hostos, Pantoja)

*In US:* Schools, districts, state departments, professional organizations in PA, NJ, NY, RI, CT, DC, NC, GA, IL, MI, WI, NE, CO, NM, TX, AZ, CA, WA, OR.

*Internationally:* Swiss Group of International Schools, European Council of International Schools, Taichung University in Taiwan, PanAmerican International School in Bahia Brasil.

**PROFESSIONAL AFFILIATIONS**

American Association of Applied Linguistics (AAAL)

American Association of School Administrators (AASA)

American Council on Teaching of Foreign Languages (ACTFL)

American Education Research Association (AERA)

Association for Supervision and Curriculum Development (ASCD)

National Association for Bilingual Education (NABE)

National Network for Early Language Learning (NNELL)

Teachers of English to Speakers of Other Languages (TESOL)