

EDUCATION

Doctorate of Philosophy, Urban Education, Expected May 2016
The Graduate Center, CUNY (City University of New York), New York, NY

Master of Science in Teaching, Bilingual Childhood Education, May 2007
Fordham University, New York, NY

Bachelor of Arts, Comparative Literature; Minor: Spanish, May 2004
Bryn Mawr College, Bryn Mawr, PA
Thesis: Negotiating Identity Through Language, Gender, and Clothing in The Awakening and El amante bilingüe

Study abroad, Spring 2003
University of Barcelona, Barcelona, Spain
All coursework in Spanish.

TEACHING EXPERIENCE

Assistant Professor, Rhode Island College; Providence, RI — 2015-present
Teach ESL education courses to graduate students of TESL education.

Adjunct Professor, Hunter College; New York, NY — 2012-2015
Teach bilingual education courses to graduate students of bilingual and TESOL education.

Field supervisor, Hunter College; New York, NY — 2012-2014
Conducted field supervision of new teachers in their classrooms in both English and Spanish.

Adjunct Professor, City College; New York, NY — Summer 2012
Taught bilingual education courses to graduate students of education.

Bilingual Teacher, Amistad Dual Language School; New York, NY — 2007-2011
Taught 6th and 8th grade Language Arts and Social Studies as well as all subjects in 4th grade dual language setting. Instructed in English and Spanish.

Bilingual Teacher, Academy of Public Relations; Bronx, NY — 2005-2007
Taught transitional bilingual 6th and 7th grade classes with focus on language acquisition and development of academic literacy. Instructed in English and Spanish.

COURSES

Education Foundations

Foundations of Bilingual Education

TESOL/ Bilingual Methods

Teaching Reading and Writing to ESL Students
Curriculum and Methods for Content ESL Instruction
Teaching Content in English and Native Languages
Assessment of English Language Learners

Practicum

Bilingual Practicum Year 1
Bilingual Practicum Year 2

Clinical Teacher Supervision

Hunter College Fieldwork Supervisor

PROFESSIONAL DEVELOPMENT / CONSULTING EXPERIENCE

Research Assistant, City University of New York- New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB); New York, NY — 2011-2015

Work with NY public schools to improve programming for emergent bilingual (ELL) students. Conduct professional development sessions with schools leaders and teachers. Collaborate with a team to plan school visits and facilitate school improvement plans. Work to create a statewide bilingual network for educators. Organize and host webinars for New York State educators. See website at <http://cuny-nysieb.org/>

Consultant for Bilingual Common Core Initiative, Queens College, CUNY; New York, NY — June 2013

Created linguistic demands and identified model texts in both English and Spanish for ESL and Bilingual Common Core standards for Grades 1-5. See website at <https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

Professional Development Consultant for CUNY-NYSIEB Project, New York, NY — 2012-2015

Provide professional development sessions as needed to teachers and administrators on topics including implementing the Common Core with emergent bilinguals, using the Bilingual Common Core Initiative to enhance Common Core-aligned curriculum, using translanguaging across content areas and in general education classrooms, and tailoring units of study to the strengths and needs of emergent bilingual students in ESL and bilingual settings.

PUBLICATIONS

Hesson, S. & García, O. "The role of language ideologies in the education of emergent bilingual students," accepted for publication by Multidisciplinary Journal of Educational Research, (forthcoming).

Ascenzi-Moreno, L., Hesson, S., & Menken, K. "School leadership along the trajectory from monolingual to multilingual," in *Language and Education*, DOI: 10.1080/09500782.2015.1093499, (2015).

García, O. & Hesson, S. "Translanguaging frameworks for teachers: Macro and micro perspectives," accepted for publication in *Multilingualism and Language in Education: Current Sociolinguistic and Pedagogical Perspectives from Commonwealth Countries*, (2015).

Hesson, S., Seltzer, K, & Woodley, H. *Translanguaging in curriculum and instruction: A CUNY-NYSIEB guide for educators*, published for internal use through CUNY-NYSIEB, CUNY Graduate Center, (2014), available online at <http://www.nysieb.ws.gc.cuny.edu/files/2014/12/Translanguaging-Guide-Curr-Inst-Final-December-2014.pdf>.

Hesson, S. "Rethinking assessment policies for emergent bilinguals in New York State," in *Theory, Research, and Action in Urban Education*, Volume 2, Issue 1, (2013), available online at <http://traue.commons.gc.cuny.edu/issue-2-fall-2013/hesson>.

Hesson, S. "Ester J. de Jong: Foundations for multilingualism in education: From principles to practice," in *Language Policy*, Volume 12, Issue 4, pp. 367-369, (2013).

SELECTED CONFERENCE PAPERS

"School leadership along the trajectory from monolingual to multilingual," presented jointly with Laura Ascenzi-Moreno and Kate Menken at the Annual Meeting of the American Educational Research Association, April 16-20, 2015 Chicago, IL.

"Making lemonade from lemons: Social justice test prep," presented at the Annual Meeting of the New York Collective of Radical Educators, March 21, 2015 New York, NY.

"Documenting language ideologies of administrators and educators of emergent bilinguals using a new framework," presented at the Annual Meeting of the New York State Association for Bilingual Education, March 13, 2015 White Plains, NY.

“Lessons from the New York State Initiative for Emergent Bilinguals, K-12,” presented at the Mercy College Symposium on Dynamic Bilingualism, February 6, 2015 Dobbs Ferry, NY. (Invited)

“Tell me what you *really* think: Documenting language ideologies in administrators and educators of emergent bilinguals,” presented at the Annual Meeting of the American Educational Studies Association, October 29-November 2, 2014 Toronto, Canada.

“Transforming Leadership Through Language Policy: Translanguaging Pedagogies and Shifts in Discourse,” presented jointly with Laura Ascenzi-Moreno at the Annual Meeting of the American Educational Research Association, April 3-7, 2014 Philadelphia, PA.

“Implementation and assessment in higher education,” presented jointly with Kylah Torre at the Purposeful Pedagogy Conference, CUNY Graduate Center, March 7, 2014 New York, NY.

“Supporting Multilingual Ecologies in Schools: The CUNY-New York State Initiative on Emergent Bilinguals,” presented jointly with Tatyana Kleyn and Ann Ebe at the Annual Meeting of the National Association for Bilingual Education, February 7-9, 2013 Orlando, FL.

PROFESSIONAL AND SERVICE ACTIVITIES / EXPERIENCE

2014-2015 Student representative, Urban Education Admissions Committee, CUNY Graduate Center

2014-2015 Founding member, Urban Education Student Association, CUNY Graduate Center

2014-2015 Steering committee, Urban Education Student Association, CUNY Graduate Center

2012-2014 Student representative, Urban Education Curriculum and Examinations Committee, CUNY Graduate Center

2012 Organized screening of film *A Better Life*, with invited guest speakers from the Workers Justice Project, CUNY Graduate Center

2012 Organized screening of documentary film, *The Inconvenient Truth Behind Waiting for Superman*, CUNY Graduate Center

HONORS, AWARDS, AND FELLOWSHIPS

Enhanced Chancellor's Fellowship, CUNY Graduate Center; New York, NY — 2011-2016

This award offers funding for a 5-year period and includes the opportunities to work with professors, teach graduate level Education courses, and work at a CUNY college as a writing fellow. Includes Graduate Teaching Fellowship and Writing Across the Curriculum Fellowship.

Scholarship to PAR Institute “Reading Just the Word: It Ain’t Enough!” — June 2015

Provided funding to attend a Social Justice Curriculum Institute focused on Participatory Action Research.

Provost's Summer Research Award, CUNY Graduate Center; New York, NY — Summer 2014

This award offered financial support over the summer to enable the development of the dissertation research proposal.

Fund for Teachers Fellow, Fund for Teachers; New York, NY — 2009

Wrote and received grant to study tradition and modernity in Japan and Vietnam through Fund for Teachers organization. Taught at an orphanage in Vietnam through the Global Village Foundation.

NYC Teaching Fellow, NYC Teaching Fellows; New York, NY — 2005-2007

Accepted as a NYC Teaching Fellow following a rigorous application and interview process. Received a subsidized Master's degree from Fordham University.

SKILLS

- Fluent in Spanish.
- Experience in grant writing.
- Proficient in Microsoft Office Tools and SmartBoard Technology.