



CURRICULUM VITAE
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CONTACT

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HIGHER EDUCATION

1. Institutional

- 2014 Ph.D. Special Education and Diversity, University of Miami, Coral Gables, FL
- 2004 M.A. Bilingual Bicultural Education, University of Connecticut, Storrs, CT
- 2001 B.A. Communication Sciences with a minor in Spanish Literature, University of Connecticut, Storrs, CT

2. Certification

Connecticut Provisional Teaching Certificate in: Bilingual Education Pre-K-12 (009), TESOL Pre-K-12 and Spanish 7-12

3. Languages

Fluent in English, Spanish and Portuguese

EXPERIENCE

4. Academic

- 2017-present Assistant Professor of Practice
Department of Teaching and Learning
University of Miami, Coral Gables, Florida
- 2016-2017 Lecturer
Department of Teaching and Learning
University of Miami, Coral Gables, Florida
- 2014- 2015 Assistant Professor, English Learners and Special Education
Department of Educational and Clinical Studies
University of Nevada in Las Vegas, Nevada
- 2009-2014 Teaching Assistant
Department of Teaching and Learning
University of Miami, Coral Gables, Florida

5. Non-Academic

- 2016-2017 Upper School Curriculum Coordinator
Self-Contained High School English Teacher
Kesher LD, Aventura, Florida
- 2006- 2009 Smaller Learning Communities and Summer School Coordinator
Literacy Support Team, New Britain Public Schools, New Britain, Connecticut
- 2003- 2005 Elementary Spanish Teacher
Hebron Elementary School, Hebron, Connecticut
- 2001- 2003 Elementary Bilingual Teacher (Spanish/English)
Kinsella Elementary School, Hartford, Connecticut

PUBLICATIONS

- de Oliveira, L. C., & **Menda, A. M.** (Eds). (under contract). *English language teaching methods, approaches, and lessons*. Information Age Publishing (part of the University of Miami School of Education and Human Development Series). [This book is based on the UM PDPI project and includes chapters from presenters as well as chapters and lesson plans by Sept. 2003 - July 2005 Brazilian teachers who were program participants]
- Cavendish, W., Kressler, B., **Menda, A.**, & Espinosa, A. (2017). The promise and perils of RTI to address disproportionality in special education. In J. Allen & A. Artiles (Eds.), *Assessment Inequalities in Volume of the World Yearbook in Education* (Routledge).
- Cavendish, W., Harry, B., **Menda, A.**, Espinosa, A., & Mahotiere, M. (2016). Implementing Response to Intervention: Challenges of diversity and system change in a high stakes environment. *Teachers College Record*, 118 (5), 1-36.
- Menda, A.** (2015). National Association for the Education of Young Children, Diversity & Equity

Education for Adults. What should early educators know about ableism?. Retrieved 29 January 2016, from <https://earlychildhoodequity.wordpress.com/2016/01/02/what-should-early-educators-know-about-ableism/>

Cavendish, W., Espinosa, A., **Menda, A.**, & Mahotiere, M. (under review) Dis-proportionality And response to intervention model development: The national picture. Submitted to NEW JOURNAL Journal of Disability Policy Studies.

6. Manuscripts in Preparation:

Menda, A. (in preparation). Emergent Bilinguals and Response to Intervention.

Cavendish, W., Espinosa, A., Adelman, A., Menda, A., & Mahotiere, M. (in preparation). Topics in Early Childhood Special Education.

Cavendish, W. & Menda, A.M. (in preparation). Language learning and protocols for English Language Learners in a Response to Intervention Framework.

7. Research

2009- 2014 Self-Efficacy (Graduate Assistant)
RTI Compliance (Graduate Assistant)
RTI Rollout in M-DCPS (Graduate Assistant)

8. Professional and Honorary Organizations

Membership

American Educational Research Association

Council for Exceptional Children

The National Association for Multicultural Education

PRESENTATIONS

Peer Reviewed Scholarly Presentations

Forthcoming

Menda, A., Kibler, K., & Ocasio-Stoutenberg, L. (November 2018). National Association for Multicultural Education, Memphis, Tennessee. *Teaching Through a Critical Lens: Embedding Disability Studies, Critical Race Studies, Critical Literacy Studies and Family Systems Theory in Teaching and Learning Courses.*

Completed

- Menda, A.**, Samson, J., & Cavendish, W. (April 2015). Council for Exceptional Children, San Diego, Ca. *Responsiveness of ELLs Within RTI: Teacher Knowledge of Language Acquisition Versus Disability*. Poster presentation.
- Menda, A.**, & Cavendish (February 2015). Ethnographic and Qualitative Research Conference, Las Vegas, NV, “*Blindsided by the Deficit Perspective: A Case Study of English Learners’ Teachers Working under Response to Intervention*”.
- Cavendish, W., **Menda, A.**, Mahotiere, M., Espinosa, A, & Adelman, A. (September 2013). Council for Children with Behavior Disorders, Chicago, Il, *Responsive Language and Behavior Professional Development for Early Childhood Educators of Culturally and Linguistically Diverse Youth At Risk for Emotional Behavior Disorders*. Poster presentation.
- Cavendish, W., Harry, B., Espinosa, A., **Menda, A.**, & Mahotierre, M. (April 2013). American Educational Research Association, San Francisco, Ca., *Implementing Response to Intervention: Challenges of Diversity and System Change in a High Stakes Environment*.
- Cavendish, W. & **Menda, A.** (April 2013). American Educational Research Association, San Francisco, Ca., *Perceptions of Language Learning and protocols for English Language Learners in an Response To Intervention Framework*
- Cavendish, W., Espinosa, A., **Menda, A.**, & Mahotiere, M. (October 2011). Council of Learning Disabilities, Austin, Tx., *Response to Intervention as a Means to Address Disproportionality: A National Picture*. Poster presentation.
- Menda, A.**, & Cavendish (May 2011). 11th Annual Second City Conference on Disability Studies in Education, Chicago, IL, *Parent, Anger and Accessibility*. Panelist
- Cavendish, W., & **Menda, A.** (May 2011). 11th Annual Second City Conference on Disability Studies in Education, Chicago, IL, *Response to Intervention for English Language Learners*.
- Cavendish, W., Espinosa, A., **Menda, A.**, Mahotiere, M., & Mcleod, T. (October 2010). Council for Great City Schools, Tampa, FL, *Response to Intervention: Challenges and Successes in Scale-Up*.

Invited Presentations

2018

Opening Plenary (day 2): *Fundamentos da educacao bilingue [Foundations of Bilingual Education]*. Congresso de Metodologia do Ensino de Linguas [Congress on Language Teaching Methodologies]. Salvador, Bahia, Brazil. Closing Plenary: *Pedagogia com compaixao [Compassionate Pedagogy]*. Congresso de Metodologia do Ensino de Linguas [Congress on Language Teaching Methodologies]. Salvador, Bahia, Brazil.

Professional Development Presentation. *A Conversation about Bilingual Education in a Trilingual School*. Colegio Privado Mixto Monsenor Gregorio Schaffer Regan. San Lucas Toliman, Guatemala.

Contigo en la Comunidad Interview. *Menores con discapacidades de aprendizaje [Children with learning disabilities]*. Univision, Doral, Florida. Retrieved from <https://www.univision.com/miami/wltv/educacion-para-menores-con-discapacidad-video>

TEACHING

Courses Taught:

University of Miami

TAL 101/103- Social and Technological Foundations of Education

TAL 191- Developmental Reading for College Students

TAL 203- Children's Literature

TAL 204- Meeting the Educational Needs of Secondary Learners

TAL 371- Race and Racism in the Making of US Public Education

TAL 420- Intro to Literacy, Assessment & Instruction in Elementary School (Co-instructor)

TAL 426- Practicum in Reading (TA)

TAL 428- ESOL Curriculum and Methods and Assessments

TAL 506/606- Issues and Strategies for ESOL

TAL 650- Early Reading Instruction and Literature for Young Children

TAL 668- Human Development, Learning and Schooling

TAL 680- Planning and Organization and Instruction in Bilingual Education

TAL 681- Principles of Curriculum Development and Engagement for TESOL

TAL 683- Introduction to Theories and Practice of TESOL

University of Nevada in Las Vegas

ESP 770- Methods and Materials for TESL

ESP 717- TESL Curriculum

ESP 701- Introduction to Special Education and Legal Issues (online)

TESL 653- Principles of Curriculum for English Learners

TESL 651- Theories of Second Language Acquisition (online)

9. University Committee and Administrative Responsibilities

University of Miami

2018- present United Way Ambassador

2018- Graduate Faculty

2018- present Faculty Learning Community Fellow
Participated in weekly meetings with fellow faculty members to develop creative ways to engage students through the use of technology.

Summer 2018 Miami International Outreach Faculty
Responsible faculty member for a group of 12 UM students during an outreach community trip to San Lucas Toliman, Guatemala.

Spring 2018 University of Miami (UM) Six-Week English Language Certificate Program for High School English Teachers from Brazil (PDPI). Manager for this funded project which brought 30 public school English as a foreign language teachers to UM for a comprehensive English language methodology program which met every weekday (9 AM - 5 PM) for six weeks and included weekend field trips, visits to elementary and secondary schools, and cultural activities.

2017-2018 Special Education Graduate Program Folio Development Committee, University of Miami. Supported the development of course sequence matrices in ESOL, and Florida Educator Accomplished Practices for accreditation of program with state agency (FDOE).

2017-2018 Dean Search Committee Member

2017- present Faculty Liaison for the Future Educators Association

University of Nevada in Las Vegas

2014-2015 English Language Learning Graduate program committee

2014-2015 Graduate Admissions Committee

2014-2015 Doctoral Development Committee

10. Special Interest Workshops Attended

2016 Intersections of Race and Class in Special Education Colloquium at
Roosevelt House, New York City, NY

2014 Participatory Action Research Workshop, The Graduate Center of the City
University of New York, NY

2009 Visual Thinking Strategies PDI -2, New York City, NY