

CURRICULUM VITA
NOMA LEMOINE

NOMA LEMOINE, PH.D.

BIOGRAPHICAL SKETCH

Dr. Noma LeMoine's career in education spans 35 years. She is a nationally recognized expert on issues of language and literacy acquisition and learning in African American and other diverse student populations. She has written and spoken extensively on the topic and is a highly sought-after consultant to colleges, universities, and school districts nationwide. Dr. LeMoine's vast experience in education includes serving as a Language and Speech Consultant to Headstart Programs with primary responsibility for training early education teachers in instructional strategies that promote language and literacy acquisition in inner city pre-school students. She served as a classroom teacher, "Mentor Teacher" and a Language, Speech Pathologist and Diagnostic Specialist. Dr. LeMoine has over 25 years of experience in administrative positions including serving as program Administrator and Coordinator of the Los Angeles Unified School district's *Speech, Language and Aphasia Programs*, and as Principal, Investigator and Director of Operations of the NASA funded *Maxine Waters Saturday Academy for Student Advancement in Math, Science and Communications*, a proposal she wrote and was awarded \$600,000 by NASA to implement. Dr. LeMoine has served over 10 years as Adjunct Professor at California Universities and colleges, two years as *Commissioner on Education for the California Speech, Language and Hearing Association*, and ten years as a member of the *National Citizen's Commission on African American Education*, an arm of the Congressional Black Caucus Education Brain Trust.

For twenty years, Dr. LeMoine served as Director of the Los Angeles Unified School District's *Academic English Mastery Program* and ten years as Director of the District's *Closing the Achievement Gap Branch*. In this role, Dr. LeMoine oversaw implementation of the District's closing the achievement gap initiatives intended to eliminate disparities in educational outcomes for under-achieving students. During this period the district saw improved academic achievement scores in both African American and Latino/Hispanic student populations. Dr. LeMoine directed in 81 schools the District's *Academic English Mastery Program*, which supported teachers, administrators, and paraeducators in effectively incorporating culturally and linguistically responsive pedagogy into core instruction. Under Dr. LeMoine's visionary leadership, the Academic English Mastery Program became the national model for addressing the language, literacy and learning needs for African American and other students for whom Standard English is not native. The Program has been featured on *60 Minutes*, in periodicals including *Education Week* and *Teacher Magazine*, in the PBS Documentary "*Do You Speak American*" and has been lauded by the linguistic community as *the exemplary instructional model* for addressing the language acquisition needs of African American SELs.

Dr. LeMoine holds a Ph.D. in Education from the University of Southern California with a specialization in Language, Literacy, and Learning. She also she holds a Master's degree in Language and Speech Pathology and Audiology from California State University at Los Angeles, and a second Master's degree in Education from California Lutheran University, and recently earned a third masters degree in "Practical Theology" from The King's University. Her research interests and expertise include language and literacy acquisition in diverse populations, methodologies for improving learning in culturally and linguistically diverse populations. Dr. LeMoine writes curriculum, and has designed and conducted professional development for thousands of teachers, administrators, and paraeducators in school districts throughout the country. She consults with institutions of higher learning and K-12 schools relative to advancing learning in underachieving students and has conducted seminars and short courses at universities and colleges throughout the United States including Harvard University, Stanford University, Dartmouth College, University of California at Berkeley, University of California at Los Angeles, the University of Massachusetts at Amherst, University of Minnesota at Minneapolis, the University of Southern California and others. Dr. LeMoine has served on numerous California State Department of Education committees including as a member of the State Department of Education's Exemplary Schools Committee and over 5 years on University Accreditation Teams with the Commission on Teacher Credentialing. Her work has taken her on educational exchanges to Africa, India, China, Canada and the Caribbean, and more recently on mission to Thailand.

Dr. LeMoine has received many professional honors including, the California Speech, Language and Hearing Association, "**Outstanding Achievement Award**" (1988), and the "**Lois V. Douglass, Distinguished Alumnus Award**", from the Department of Communication Disorders at California State University, Los Angeles. In April of 1992, Dr. LeMoine was named **FELLOW** of the California Speech Language and Hearing Association, one of the organization's highest honors, and in June of 1995, she was the recipient of the NAACP. Legal Defense Fund "**Black Woman of Achievement Award**". In 1997, Mount St. Mary's College awarded Dr. LeMoine the "**Cultural Fluency Award**" in recognition of outstanding contributions to the development of cross-cultural understanding in the Los Angeles Community. In June of 2005, the ACSA bestowed upon Dr. LeMoine the Region **XVI Valuing Diversity Award** for her work in Los Angeles Unified School District toward closing the achievement gap. In February of 2008, CAAE bestowed upon Dr. LeMoine, the "**Asa G. Hilliard III, Will to Educate Award**" for distinguished service on behalf of African American students and in 2009, Dr. LeMoine was the recipient of the "**Distinguished Educator Award**" from the National Council of Negro Women.



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CURRICULUM VITA

NOMA LEMOINE

PROFESSIONAL PREPARATION

MPT	- 2014	<i>Master of Practical Theology</i> , The Kings University & Seminary
Ph.D.	- 2003	<i>Ph.D. in Education</i> , with a specialization in Language, Literacy & Learning, University of Southern California
M.Ed.	- 1981	<i>Master's Degree in Education</i> , California Lutheran University, Thousand Oaks, CA
M.A.	- 1977	<i>Master's Degree in Speech/Language Pathology and Audiology</i> , California State University, Los Angeles
B.A.	- 1972	<i>Bachelor of Arts Degree in Speech Communication</i> , Pepperdine University, Los Angeles, California
A.A.	- 1969	<i>Associate of Arts Degree</i> , East Los Angeles Community College

LICENSURE & CREDENTIALS

- Standard Teaching Credential (Life) - State of California
- Administrative Service Credential (Life) - State of California
- Community College Credential (Life) - State of California
- Certificate of Clinical Competence in Speech Pathology - American Speech, Language, Hearing Association
- California State Licensure - Speech/Language Pathology, California Board of Medical Quality Assurance
- Certificate of Completion - Administrative Development Program, Los Angeles USD Academy
- Graduate Certificate in Christian Ministries – The King's University & Seminary

PROFESSIONAL EXPERIENCE: CURRENT & LA UNIFIED SCHOOL DISTRICT

CEO –LEMOINE & ASSOCIATES EDUCATIONAL CONSULTING CONSORTIUM - 2000 TO PRESENT

Principle responsibilities include serving as Chief Educational Officer for the Educational Consulting Consortium and overseeing the coordination and implementation of professional development and consulting services to K-12 school districts, institutions of higher learning, including community colleges, colleges, and universities nationwide.

DIRECTOR – LAUSD ACADEMIC ENGLISH MASTERY/CLOSING ACHIEVEMENT GAP BRANCH 99-2009

Primary responsibilities included directing the Los Angeles Unified School District's *Academic English Mastery Program and Closing the Achievement Gap Branch*; an important component of the Superintendent's "Theory of Action" intended to eliminate disparities in educational outcomes for African American and other underachieving students in a district of over 600,000 students. Specific responsibilities included providing technical and tactical support to eight local district Superintendents and staff, central office, and school site staffs relative to implementing the district's *Closing the Achievement Gap Initiatives* and the *Academic English Mastery Program* that was implemented in 81, K-8 schools. Key responsibilities of this assignment included supporting the development of school wide plans for improving academic achievement in diverse student populations, designing and conducting comprehensive professional development and training for over 10,000 teachers, administrators, and other support staff relative to meeting the language and literacy acquisition and learning needs of underperforming students in the District.

PROFESSIONAL EXPERIENCE: LOS ANGELES UNIFIED SCHOOL DISTRICT continued...

DIRECTOR, LAUSD ACADEMIC ENGLISH MASTERY PROGRAM / LANGUAGE DEVELOPMENT PROGRAM FOR AFRICAN AMERICAN STUDENTS, 1989-2009

Administered in eighty-one K-8 schools, the District's *Academic English Mastery & Language Development Program for African American Standard English Learners*. Responsibilities included designing, developing, implementing and monitoring the District's program consisting of recommendations and strategies contained within the Core Report, The Children Can No Longer Wait, and directing efforts to assist Local Districts and schools with implementation of a research-based instructional program designed to address the acquisition of school language, literacy and learning in students for whom Standard English is not native. Responsibilities include developing teacher training materials and instructional resources and identification of appropriate instructional resources. Other duties included planning, developing, and conducting comprehensive professional development for teachers, administrators, paraeducators, and parents; evaluating, monitoring, and assessing the effectiveness of the program, overseeing the distribution and utilization of a 7 million dollar budget; working directly with Local District and school site administrators to support student achievement; and providing supervision, technical assistance, and evaluation of certificated and classified staff.

PRINCIPAL INVESTIGATOR AND DIRECTOR OF OPERATIONS, SATURDAY ACADEMY FOR STUDENT ADVANCEMENT IN MATH, SCIENCE, AND COMMUNICATIONS, 1998 – 2001

Wrote proposal for, and served three years as Principal, and Director of Operations of this Saturday Academy that was granted \$600,000 by NASA for a three-year implementation period. Designed a rigorous, stimulating, and motivating curriculum aimed at breaking down barriers to academic success and providing black and brown students opportunities for accelerated learning in math, science, and communications. Oversaw and evaluated the work of a program director, assistant program director, program evaluator, parent coordinator, and credentialed teaching staff. Students in the Program made significant gains on national exams in math and science.

COORDINATING ADMINISTRATOR - Speech, Language and Aphasia Programs, LAUSD, 1988-89

Administered and managed the Los Angeles Unified School District's Speech, Language and Aphasia Programs which included overseeing the work of seven Program Specialist/Administrators, and over 300 Speech and Language Specialists, and Severe Disorders of Language/Aphasia Classroom Teachers. Directed efforts to provide quality special education services to speech, language and hearing impaired students throughout Los Angeles USD. Responsibilities included hiring and staffing of all District regions; provision of professional development and continuing education opportunities for speech and language teachers; identification, selection and distribution of instructional resources and assessment materials; supervision and evaluation of special assignment specialists; and serving as the District representative at region and State Fair Hearings.

SUPERVISING SPECIALIST/ADMINISTRATOR – Speech/Language Program, LAUSD, Div. Sp. Ed., 1984-88

In this administrative position I was responsible for management of the Speech/Language and Aphasia Programs in the West San Fernando Valley including supervision of a staff of 40 certificated speech and language teachers assigned to elementary and secondary schools, and for provision of ongoing support, professional development, training, and evaluation of staff. Responsibilities in this position also included providing direct observation and supervision for teachers, and tactical support to principals, regarding the instructional program provided to students in regular classrooms and in classrooms for students with Severe Disorders of Language/Aphasia.

CLASSROOM AND “MENTOR” TEACHER (1980-1984)– Served as an elementary classroom teacher and “Mentor” Teacher providing direct instruction to students in grades three through five. Was selected to serve as a mentor teacher with responsibilities that included serving as an exemplary model for classroom instruction and providing direct support and guidance to new teachers in the Los Angeles Unified School District.

ADVISOR/DIAGNOSTIC SPECIALIST MASTER PLAN TEAM IMPLEMENTATION OF PUBLIC LAW 94142 (1976-80)

Was selected to serve as a member of the Master Plan Team with responsibilities for conducting observations and evaluation of students placed in private school settings with District funds to determine appropriateness of the settings for meeting the learning needs of students and to make recommendations for appropriate placement.

ITINERANT SPEECH AND LANGUAGE PATHOLOGIST AND DIAGNOSTIC SPECIALIST - Provided direct speech and language services to K-12 students to correct language and speech impediments and improve performance in instructional settings. Also provided direct support to classroom teachers & school psychologists.

PROFESSIONAL EXPERIENCE: LOS ANGELES UNIFIED SCHOOL DISTRICT continued...

DIAGNOSTIC SPECIALIST/COMMUNICATION DISORDERS - Administrative Region D, Office, Los Angeles Unified School District, 1976-1981

ADVISOR - MASTER PLAN FOR SPECIAL EDUCATION - Administrative Region D, Office, Los Angeles Unified School District, 1976-1980

PROFESSIONAL EXPERIENCE: OUTSIDE OF LA UNIFIED SCHOOL DISTRICT

EDUCATIONAL CONSULTANT - LeMoine & Associates Educational Consultant Services, 2000 - present

INSTRUCTOR/ADJUNCT PROFESSOR - CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, Communication Disorders Department, CD 361 - Language Acquisition in Children, 1988 - 1991

INSTRUCTOR/ADJUNCT PROFESSOR - MOUNT ST. MARY'S COLLEGE, Special Education Department, ED 277 - Language Development/Disorders in Culturally and Linguistically Diverse Populations, 1989-90

INSTRUCTOR/ADJUNCT PROFESSOR - CALIFORNIA LUTHERAN UNIVERSITY, Special Education Department, ED 561, Language Development and Disorders, 1980-1989

SPEECH/LANGUAGE PATHOLOGIST (PRIVATE PRACTICE) - Los Angeles, California, 1978 – 1995.

CONSULTANT SPEECH, LANGUAGE PATHOLOGIST - Frederick Douglass Headstart Programs, 1973– 74

CONSULTANT, GUEST LECTURER, COURSES, SEMINARS, & INSTITUTES

UNIVERSITIES & COLLEGES

- Harvard University, Cambridge, MA
- Stanford University, Palo Alto, CA
- University of California, Berkeley
- Dartmouth College, Hanover, NH
- University of California, Los Angeles (UCLA)
- University of Massachusetts at Amherst
- University of Minnesota, Minneapolis
- University of Tennessee, Memphis
- University of Southern California (USC)
- California State University, Los Angeles (CSULA)
- Georgia State University, Atlanta, Georgia
- Pepperdine University, Malibu, CA
- Loyola Marymount University, Los Angeles
- California State University, Northridge (CSUN)
- California State University, Long Beach (CSULB)
- San Francisco State University, San Francisco, CA
- San Jose Community College, San Jose, CA
- California State University, Dominguez Hills
- Whittier College, Whittier, CA

SCHOOL DISTRICTS

- Boston Unified Schools
- San Diego City Schools
- Hayward Unified School District
- Kansas City School District
- Columbia South Carolina School District
- Long Beach Unified School District
- Albany New York School District
- Richmond CA Unified School District
- San Francisco Unified School District
- Portland Public Schools
- Dallas Independent School District,
- West Contra Costa County Schools
- San Leandro School District
- San Bernardino County Schools
- Rochester City School District
- Sacramento County Office of Education
- Atlanta Independent Schools
- Houston Texas Independent School District
- Brooklyn, New, York Charter Schools
- Peel School District, Ontario, Canada
- Nova Scotia, Canada-Department of Education
- Cypress Fairbanks Independent School District
- Williamsburg James County Public Schools
- Elk Grove Unified School District
- Indianapolis Public Schools

CONFERENCES ORGANIZED AND CHAIRED:

- 2009 Radisson Hotel at LA Airport, “. College Prepared and Career Ready: Moving All Students to Proficiency Plus, April 3-4, 2009 (*Attendance 2000*)
- 2008 Radisson Hotel at LA Airport, “Transforming School Culture: Closing Achievement and Proficiency Gaps and Ensuring Opportunities to Learn for All Students.” April 4-5, 2008 (*Attendance 2,100*)
- 2007 Radisson Hotel at LA Airport, “Building A College Going Culture in the Home and School: Empowering Students to Participate in a Competitive Workforce, April 27-28, 2007 (*Attendance over 2,000*)
- 2006 Los Angeles Hilton Hotel, “The Essence of Culturally Responsive Teaching: Reflecting on Our Belief Systems and Moving from *All Students Can to All Students Will*” March 10-11, 2006 (*Attendance 2,000*)
- 2005 Los Angeles Hilton Hotel, “Closing the Achievement Gap: Assuring Equity, Access, and Achievement through Culturally Relevant and Responsive Instruction” March 11-12, 2005 (*Attendance 1,763*)
- 2004 Los Angeles Hilton Hotel, “New Attitudes, Better Outcomes: Creating Equitable Learning Opportunities for Standard English Learners, March 5-6, 2004. (*Attendance 1,606*)
- 2003 LAX Marriott Hotel “Defining Culturally Relevant Teaching: Building Upon the Literacy of Standard English Learners” April 4-5, 2003. (*Attendance 1,587*)
- 2002 LAX Marriott Hotel “Closing the Achievement Gap: Validating Instructional Practices for Standard English Learners with Research and Student Success”, April 5-6, 2002. (*Attend. 1,400*)
- 2001 LAX Marriott Hotel “Instruction Matters: Developing Effective Methods for Teaching Standard English Learners, March 30-31, 2001. (*Attendance 1,400*)
- 2000 LAX Marriott, Instructional Innovations for the 21st Century: Advancing Language, Literacy, and Learning for Standard English Language Learners, March 31-April 1, 2000. (*Attendance 1,300*)
- 1999 LAX Marriott, “Shifting Paradigms and Building New Schemas: Addressing the Needs of Standard English Language Learners” (*Attendance - 1,225*)
- 1998 Westin at LAX, “Providing a Relevant Pedagogy: Raising the Achievement of African American Students” May 1-2, 1998. (*Attendance 1,150*)
- 1992-97 Westin Hotel at LAX. “Literacy and Language: Blueprint for Learning” Conference held annually for 500 to 800 teachers. (May 8-9, 1992; April 23-24, 1993; April 22-23, 1994; May 12-13, 1995; April 26-27, 1996; and May 2-3, 1997)

ADVISORY AND CONSULTANT POSITIONS

COORDINATOR: THE KING'S UNIVERSITY "OXFORD EXPERIENCE"

The King's University Summer Program in Oxford, UK, exposes students to the historic journey of Christendom through the intellectual, historical, and spiritual paths of the oldest surviving university in the English-speaking world, 2015-Present.

NATIONAL AND INTERNATIONAL CONSULTANT TO SCHOOL DISTRICT'S & COLLEGES on Issues of Language/Literacy Acquisition and Learning in African Descent & other Culturally and Linguistically Diverse Student Populations, 1995-Present.

FELLOW: INSTITUTE FOR LEARNING (IFL), Los Angeles Unified School District (2001-2003)

MEMBER, NATIONAL COMMISSION ON AFRICAN AMERICAN EDUCATION, Congressional Black Caucus Foundation Education Braintrust, 1994 – 2004.

MEMBER AB 1620 STATE RECIPROCITY TASK FORCE, State of California Commission on Teacher Credentialing, 1999 – 2000.

MEMBER, SPECIAL EDUCATION ADVISORY COMMITTEE ON STANDARDS - State of California Commission on Teacher Credentialing (CTC), 1994-1996.

EDITORIAL CONSULTANT - ASHA, American Journal of Speech-Language Pathology: A Journal of Clinical Practice 1991-1996.

COMMISSIONER ON EDUCATION - California Speech-Language-Hearing Association (CSHA) 1989-1991

CONSULTANT - Committee on Special Education Reform (Pre-Referral Matrix), State Department of Special Education 1990-1991.

ADVISORY BOARD MEMBER, CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, Department of Communication Disorders 1989-1990.

MEMBER AND LEADER, UNIVERSITY ACCREDITATION REVIEW TEAM – California Commission on Teacher Credentialing Clinical Rehabilitative Services and Communication Handicapped Credential Requirements in Univ. Training Programs, 1987 – 1997.

MEMBER, PLANNING COMMITTEE - Early Education Program (3-5), LAUSD, Division of Special Education 1988-1990.

CHSA LIAISON - California Teachers Association (CTA) Special Education Advisory Committee 1989-1990.

"LAU" REVISION COMMITTEE - Master Plan for the Education of Limited English Proficient Students, LAUSD, Special Education Department 1987-1989.

MEMBER SCHOOL BULLETIN ADVISORY COMMITTEE – American Speech, language and Hearing Association (ASHA) LSHSS Journal.

MEMBER, "EXEMPLARY PROGRAMS" REVIEW COMMITTEE - State Department of Education, 1987-1988.

MENTOR TEACHER - Los Angeles Unified School District, Division of Special Ed. 1984.

CONSULTANT SPEECH/LANGUAGE PATHOLOGIST -Frederick Douglass Headstart Programs 1973-74.

PROFESSIONAL AFFILIATIONS AND POSITIONS HELD

- CALIFORNIA ASSOCIATION OF BILINGUAL EDUCATORS (CABE) – CHAPTER
 - Member Board of Directors
 - Vice President, Bilingual Special Education Affairs

- Member-American Education and Research Association (AERA)
- Member-National Council of Teachers of English (NCTE)
- Member-Association for Supervision and Curriculum Development (ASCD)
- Member-California Association of the Teachers of English (CATE)
- Member-National Council of Negro Women (NCNW)
- Member-African American Educators Collaborative of L.A. (AEC)
- Member-National Black Child Development Institute (NBCDI)
- Member-California Alliance of African American Educators (CAAAM)
- Member-LAUSD Council of Black Administrators (COBA)

- AMERICAN SPEECH LANGUAGE AND HEARING ASSOCIATION (ASHA)
 - Member, Committee on Language and Learning Disorders
 - Editorial Consultant, American Journal of Speech-Language Pathology
 - Local Coordinator, ASHA Dialogue Conference
 - Presenter, ASHA National Forum on Schools
 - Invited Participant, ASHA Colloquium on Underserved Populations
 - Member, School Bulletin Advisory Committee, LSHSS Journal
 - Alternate, ASHA Legislative Council - California

- NATIONAL BLACK ASSOCIATION FOR SPEECH, LANGUAGE & HEARING (NBASLH)
 - Member, Board of Directors
 - Chair, Council of Affiliates
 - Member, Executive Board
 - Chair, Bylaws Committee
 - Chair, Resolutions Committee

- SOUTHERN CALIFORNIA AFFILIATE OF THE NATIONAL BLACK ASSOCIATION FOR SPEECH, LANGUAGE, AND HEARING (NBASLH-SCA)
 - Founding President
 - Vice President
 - Treasurer
 - Fund-raising Chair
 - Editor, Affiliate Newsletter

- CALIFORNIA SPEECH, LANGUAGE AND HEARING ASSOCIATION (CSHA)
 - FELLOW
 - Commissioner on Education
 - Member Board of Directors
 - Member Legislative Commission
 - Member District 6 Advisory Board
 - Member District 6 Better Hearing and Speech Month Committee
 - Chair Regular Education Initiative (Special Education Reform) Committee
 - Co-chair CSHA Task Force on the Use of Paraprofessionals

HONORS AND AWARDS

“OUTSTANDING SCHOLAR AWARD IN PRACTICAL THEOLOGY,” The King’s University, June 2014.

“DISTINGUISHED EDUCATOR AWARD” The Southern California Affiliate of the National Council of Negro Women, November 2009.

“ASA G. HILLIARD III, WILL TO EDUCATE AWARD” February 23, 2008, The Southern California Chapter of the California Alliance of African American Educators

“LEADERSHIP AWARD” October 2007, L. A. County Association For Black School Educators

REGION XVI VALUING DIVERSITY AWARD” Association CA School Administrators, June 2, 2005

“CULTURAL FLUENCY AWARD” Center For Cultural Fluency, Mount St. Mary’s College, 1997

“BLACK WOMAN OF ACHIEVEMENT AWARD” NAACP Legal Defense Fund, 1995

“NAMED FELLOW” of the California Speech, Language & Hearing Association -1992

“LOIS V. DOUGLASS, DISTINGUISHED ALUMNUS AWARD” - 1991, Department of Communication Disorders, California State University, Los Angeles

“DISTINGUISHED SERVICE AWARD” – 1990 National Black Association for Speech, Language and Hearing - Southern California Affiliate (NBASLH-SCA)

“OUTSTANDING ACHIEVEMENT AWARD” – 1888 CA Speech, Language/Hearing Assoc., District 6.

“MERITORIOUS COMMUNITY SERVICE AWARD” – 1990 New Frontier Community Organization

“COMMENDATION FOR COMMUNITY SERVICE” – 1989 County of Los Angeles Board of Supervisors, Kenneth Hahn, Supervisor 2nd Dist.

“OUTSTANDING LEADERSHIP AWARD” - 1989, California Political Party

NOMINATED FOR MAYOR’S “APPLE” (Appreciation for People who Promote Learning Excellence) AWARD, LAUSD, 42nd. Street School – 1983

ACTIVE INTERESTS

- Community Service
- Travel/Africa and African History
- Reading/Theater

COMMUNITY & POLITICAL INVOLVEMENT

- Elected Member - Los Angeles County Central Committee (3 two-year terms)
- Elected Member - Executive Board, State Political Party (6 years)
- Member - Legislative Committee, State Central Committee
- President - New Frontier, California’s Oldest and Largest African American Political Club
- First Vice President - New Frontier, In charge of Political and Educational. Affairs
- Regional Director - Black American Political Association of California (BAPAC)
- Regional Vice Chair- Region IV, Los Angeles County Central Committee
- Member - Los Angeles Police Advisory Commission (LAPD)

TRAVEL EXPERIENCES

Educational seminars, tours, missions and exchanges: **Africa** (Nigeria, Tanzania, Kenya, Uganda, Egypt, Senegal, Ghana, Gambia, Zimbabwe, Botswana, South Africa); **India** (Bombay, Deli, Puna); **Japan** (Tokyo), **Europe** (France, Spain, Italy, Great Britain, Greece), **China** (Beijing, Xi'an, Guilin, Yangzhou, Shanghai, Suzhou and Tongli). **Canada** (Nova Scotia, Ontario); **Thailand** (Chang Mai); **Turkey, Mexico** and the **Caribbean**.

PUBLICATIONS

LeMoine, N. & Soto, I. (2017). *Academic Language Mastery: Culture in Context*. Thousand Oaks: Corwin Press.

LeMoine, N. & Hollie, S. (2007). *Developing Academic English for Standard English Learners*. Chapter in H. Alim & J. Baugh (Eds.), Talking Black: Language, Education, and Social Change (pp. 43-55). College Press

LeMoine, N., (2002). Ebonics. In *Literacy in America: An Encyclopedia of History, Theory, and Practice*. (pp. 167-168). Santa Barbara: ABC-CLIO, Inc.

LeMoine, N., (2001). *Language Variation and Literacy Acquisition in African American Students*. Chapter in J. Harris, A. Kamhi, & K. Pollock (Eds.), Literacy in African American Communities (pp. 169-194). Mahwah, New Jersey: Lawrence Erlbaum Associates Inc.

LeMoine, N. and Los Angeles Unified School District, (1999). *English For Your Success: A Language Development Program for African American Children Grades Pre K-8, A Handbook of Successful Strategies for Educators*. NY: The Peoples Publishing Group, Inc.

LeMoine, N. and Los Angeles Unified School District, (1999). *English For Your Success: A Language Development Program for African American Children, Curriculum Guide for Grades Pre K-1*. NY: The Peoples Publishing Group, Inc.

LeMoine, N. and Los Angeles Unified School District, (1999). *English For Your Success: A Language Development Program for African American Children, Curriculum Guide for Grades 2-3*. NY: The Peoples Publishing Group, Inc.

LeMoine, N. and Los Angeles Unified School District, (1999). *English For Your Success: A Language Development Program for African American Children, Curriculum Guide for Grades 4-5*. NY: Peoples Pub.

LeMoine, N. and Los Angeles Unified School District, (1999). *English For Your Success: A Language Development Program for African American Children, Curriculum Guides for Grades 6-8*. NY: The Peoples Publishing Group, Inc.

LeMoine, N., McQuillan, J., O'Brian, B., & Brandin, E., (1997). The print-Rich get Richer: Library access in low- and high-achieving elementary schools. *California Reader*, 30, 23-25.

PROFESSIONAL PRESENTATIONS

(Selected invited Keynote Presentations, Short Courses, Seminars, and Institutes)

LeMoine, N. August 22, 2015, **Whittier College**, “**The Institute for Culturally and Linguistically Responsive Teaching**” Keynote Address: Culturally & Linguistically Responsive Instruction...”

LeMoine, N., August 11-13, 2014, **Nova Scotia, Canada, Department of Education**. 3-Day Summer Institute for Educators, “*Transforming Perceptions, Pedagogy and Practice in Educating African Nova Scotian and other Underperforming Canadian Students*.”

LeMoine, N., **Rochester Teacher Center**, April 24-26, 2014, 3-Day Institute, “*Language Variation and Learning: Why African American Students aren't Successful in American Schools*.”

SELECTED INVITED PROFESSIONAL PRESENTATIONS continued...

LeMoine, N., **Detroit Public Schools**, September 24-27, 2013, 4-Day Institute, “*Culturally/Linguistically Responsive Teaching: Powerful Pedagogy for Advancing Learning in Underperforming Students.*”

LeMoine, N. July, 2012, **Cambridge, MA, Harvard Graduate School of Education – Institute for Urban School Leaders**, Short Course, “*Culturally Competent Teachers Part II: Transforming Perceptions, Pedagogy and Practice in Educating Culturally and Linguistically Diverse Students.*”

LeMoine, N., **Brooklyn, NY**, September 1, 2012, **Brooklyn Dreams Charter School & Brooklyn Scholars Charter School**, Educational Seminar, “Culturally and Linguistically Responsive Instruction: Powerful Pedagogy for Advancing Learning in Underperforming Students of Color.”

LeMoine, N. Sept. 19, 2012, **California State University, Los Angeles-Mary Ann Alia Lecture Series**, “*Standard English Learners: The Overlooked and Underserved Language Minority.*”

LeMoine, N., July 16-18, 2012, **Indianapolis, MSD of Wayne Township**, 3-Day Institute, “*Culturally and Linguistically Responsive Teaching: Instructional Methodologies that Advance Language and Literacy Acquisition in African American and Other Standard English Learners.*”

LeMoine, N., August 17, 2011, **Minneapolis Public Schools, Teachers’ Institute of Cultural Development and Focused Instruction**, “*Culturally Responsive Instruction: Transforming Perceptions, Pedagogy and Practice to Advance Literacy Acquisition and Learning in SELs.*”

LeMoine, N., July, 2011. Short Course, **Cambridge, MA, Harvard Graduate School of Education – Institute for Urban School Leaders**. “Culturally Competent Teachers: Shifting Paradigms and Building New Schemas for Effectively Educating Linguistically Diverse Students.”

LeMoine, N., February 10, 2011. **Dartmouth College, Hanover NH**, Educational Seminar, “*The Deficit Perspective: Negative Beliefs, Perceptions, and Attitudes Toward Language Variation and their Impact on Learning and Instruction.*”

LeMoine, N., January, 2011. **Dallas Independent School District**, “Culturally and Linguistically Responsive Instruction: Transforming Perceptions, Pedagogy and Practice.

LeMoine, N., August 14, 2010. “*Negative Beliefs, Perceptions and Attitudes toward Language Variation and its Impact on Learning*” **University of California at Los Angeles Public Conference: Linguistic Diversity in American Classrooms.**

LeMoine, N., June 26, 2010. “Language Acquisition, Literacy and Teaching Children of African Ancestry” **Rochester, New York Teacher Center Summer Institute on Teaching and Learning**

LeMoine, N., June 7-10, 2010. “Four-day Summer Instructional Institute: Transforming Perceptions, Pedagogy and Practice in Educating Standard English Learners. **San Francisco Unified School District**

LeMoine, N., April 29, 2010. “Linguistically Responsive Instruction: Transforming Practice and Improving Academic Achievement in African American Standard English Learners. **National Council on Educating Black Children Conference, Las Vegas, Nevada**

LeMoine, N., March 12, 2010. “Culturally Responsive Instruction: Powerful Pedagogy for Advancing Learning in SELs”. **California Association of Bilingual Educators 35th Annual Conf.**, San Jose, California

LeMoine, N., March 8, 2008, **New Orleans, LA, College Board AP Conference**, “*Language, Literacy Acquisition and Learning in African American SELs*”

SELECTED INVITED PROFESSIONAL PRESENTATIONS continued...

LeMoine, N., February 28-29, 2008, **Rochester, New York, Teacher Learning Center Conference**, 2-Day Institute, "*Culturally and Linguistically Responsive Teaching: Powerful Pedagogy for Advancing Learning in Underachieving Students*"

LeMoine, N., May 4, 2007, "**College Board Dream Deferred Conference, Los Angeles, CA**, "*Educating African American Standard English Learners: A Dream Deferred?*"

LeMoine, N., April 10, 2007, **American Education and Research Association (AERA) Conference**, "*Developing Academic English for Standard English Learners (SELs)*." **Chicago, Illinois.**

LeMoine, N., "Closing Achievement and Proficiency Gaps through Culturally and Linguistically Responsive Instruction," **San Bernardino County Schools, University of Redlands, San Bernardino CA**, April 2-3, 2007

LeMoine, N., "Access and Equity: Connecting Students to Instruction through Culturally Responsive Pedagogy." **San Jose Community College/Evergreen Community College Colloquium**, March 23, 2007

LeMoine, N., "Standard English Learners: An Overlooked and Underserved Language Minority Population" **California Association of Bilingual Educators (CABE) Conference**, Long Beach CA, March 15, 2007

LeMoine, N., "Transforming Instruction and Creating Opportunities to Learn for Underperforming Students" **Hayward Unified School District**, Hayward CA, March 12, 2007.

LeMoine, N., "Closing the Achievement Gap: Advancing Learning in Underachieving Students" **National Advanced Placement Equity Colloquium-College Board, Atlanta Georgia**, March 3, 2007

LeMoine, N., "*Closing the Achievement Gap: Transforming Instruction and Creating Opportunities to Learn for Standard English Learners (SELs)*" **Riverside Community College Colloquium**, Riverside CA, Feb. 23, 2007

LeMoine, N., "Language Variation and Learning in African American and Other Standard English Learner Populations" **Los Angeles County Office of Education**, February 22, 2007

LeMoine, N., "Transforming Instruction to Advance Learning in Standard English Learners (SELs)" **University of California, Berkeley, Principal's Leadership Institute**, February, 10, 2007

LeMoine, N., "*Culturally Relevant and Responsive Teaching: Powerful Pedagogy Advancing Learning in Diverse Student Populations*" **Educational Options Institute, Los Angeles Convention Center**, February 5, 2007

LeMoine, N., "*Building New Schemas for Educating Culturally and Linguistically Diverse Students: Instructional Strategies that Work.*" **San Leandro Unified School District**, Oakland CA, January 22, 2007

LeMoine, N., "*Culturally and Linguistically Responsive Instruction: Powerful Pedagogy for Advancing Learning in African American Students*" **Wichita Unified School District Professional Development for Teachers**, January 3, 2007

LeMoine, N., "*Language Variation and Literacy Acquisition in African American Students*" **California Reading Association Conference**, Sacramento CA, November 4, 2006.

SELECTED INVITED PROFESSIONAL PRESENTATIONS *continued...*

LeMoine, N., "Advancing Learning in African American Students through Culturally and Linguistically Responsive Instruction" **California Alliance of African American Educators (CAAAM) Breakfast Seminar Series**, October, 7, October 27, 2006

LeMoine, N., "Brown vs Board of Education: Continuing Evidence of Inequality in African American Student Achievement and Attainment" **Congressional Black Caucus Legislative Conference** - Washington D.C., September 7, 2006.

LeMoine, N., "Closing Achievement and Proficiency Gaps for African American Students" **Wichita Unified School District** Professional Development for Teachers, September 22-23. 2006.

LeMoine, N., "Culturally and Linguistically Responsive Education for Effectively Educating Standard English Learners" *Fiesta Educativa Sp. Ed. Institute*, **Univ. of Southern California (USC)**, Nov. 2, 2005.

LeMoine, N., "Shifting Paradigms and Building New Schemas for Advancing Learning in Standard English Learners" **American Federation of Teachers Conference**, Washington, DC, July 8th and 9th, 2005

LeMoine, N., June 2005, **Stanford University Redesign Network**, "*Maximizing Learning in African American Standard English Learners: Powerful Pedagogy for Change*," *Pedagogies and Practices for Successfully Reaching African American Students Symposium*, **CA Alliance, African American Educators**.

LeMoine, N., "Reversing the Failure of Standard English Learners in Urban Public School" **California Teachers Association (CTA) State Council Conference**, June 11, 2005

LeMoine, N., "Standard English Learners (SELs) the Unacknowledged Language Minority" presented *at the California Association of Bilingual Educators (CABE) Conference*, February 24, 2005

LeMoine, N., "*Maximizing academic Achievement for Standard English Learners in Urban Classrooms*," **California State University, Northridge** – *Guest Lecture Series*, January 2005

LeMoine, N., "Building New Schemas for Maximizing Learning in Students Traditionally Failed by the System" at the **Holt, Rinehart & Winston Secondary Summit California**, October 1, 2004

LeMoine, N., "Closing the Achievement Gap: Creating Equitable Learning Opportunities for African American Students through Culturally and Linguistically Responsive Instruction". **National Black Child Development Institute Conference**, September 27, 2004.

LeMoine, N., "What the Supreme Court Never Intended: Equitable Learning Opportunities for African American Standard English Learners" **United Negro College-Brown vs. board of education Conference**, **Washington, D. C.**, September 24-26, 2004

LeMoine, N., "*Standard English Learners: An Overlooked & Underserved Language Minority: Focus on the Overrepresentation of African American SELs in Special Education*". *Fiesta Educativa Conf.*, Univ. of Southern California, **June 12, 2003**

LeMoine, N., "*Instructional Methodologies that Promote Language and Literacy Acquisition in SELs*". **California State University, Dominguez Hills**. June 11, 2003.

LeMoine, N., "*Culturally and Linguistically Responsive Teaching: Providing a Relevant Pedagogy for Advancing Learning in Underachieving Students*" *Capitol Region BOCES/SETRC*, **Albany, NY**, May 1, 2003

SELECTED INVITED PROFESSIONAL PRESENTATIONS continued...

LeMoine, N., “*Instructional Innovations for Advancing Language, Literacy, and Learning in African American Students*” Center of Excellence for the Education and Equity of African American Students, **Columbia South Carolina** Jan. 29-31, 2003

LeMoine, N., “*Minority Languages and Education*”, **New Ways of Analyzing Variation (NWAY) Conference, Stanford University**, October 12, 2002.

LeMoine, N., “*Language Policies and California Identities*”, Center for Comparative Studies in Race and Identity –**Conference on Negotiating the New Racial Landscape in California, Stanford University**, April 26, 2002.

LeMoine, N., “*Advancing Language and Learning in African American Standard English Learners: The Academic English Mastery Program Model*”. **UC ACCORD Conference, “Education & Equity: Research, Policy and Practice”**, October 23, 2000.

LeMoine, N., “*Academic English Mastery: Building Bridges to Literacy and Learning in Standard English Learners*”. **San Bernardino County Schools Symposium**. August 1, 2000.

LeMoine, N., “*Addressing the Needs of Language Different African American Students: A Paradigm Shift*” **National Black Association for Speech, Language, and Hearing (NBASLH) Annual Convention**. Jackson Mississippi. April 29, 2000.

LeMoine, N., “*Language, the Foundation for Literacy Acquisition and Learning in SELs*” **California Association for Teachers of English to Speakers of Other Languages (CATESOL) Annual Convention**. Sacramento, CA, April 3, 2000.

LeMoine, N., *Language Difference in African American Students: Implications for Non-biased Assessment and Instructional Intervention*. **California Association for School Psychologists**” Pasadena Convention Center, March 19, 1999.

LeMoine, N., *Educating Speakers of Non-Standard Language Forms: The Overlooked English Language Learners*. **California Association for Bilingual Educators - 24th Annual Conference**, Los Angeles Convention Center, February 20, 1999.

LeMoine, N., *Addressing the Literacy Needs of African American Students*. **Los Angeles Annenberg Metropolitan Project** - Developing Literacy Institute, February 11, 1999.

LeMoine, N., “*The Impact of Language Variation on Literacy Acquisition in African American Students*.” **Standard English Proficiency (SEP) Conference, Oakland California**, Jan. 22, 1999.

LeMoine, N., *Literacy Acquisition in African American Standard English Language Learners*. **University of Memphis, Third Biennial Memphis Research Symposium**, June 19, 1998.

LeMoine, N., *Shifting Paradigms and Building New Schemas for Educating Language Different African American Students*. **Kansas City School District**, Ed. Seminar, June 12, 1998.

LeMoine, N., *Language Variation in African American Students: Impact on Assessment and Instruction*. **Wayne State University and the Detroit Public Schools**, Detroit, Michigan, May 27, 1998.