

RHODA PAULETTE COLEMAN

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EDUCATION:

- Ed. D. University of Southern California, 2006, Language and Literacy
- M.A. California State University, Los Angeles, 2006, Administration
- M.A. Loyola Marymount University, 1985, Reading
- B.A. University of Southern California, 1969, Social Science (magna cum laude)

CREDENTIALS AND CERTIFICATES

- Clear Specialist Instruction Credential, Reading, K-12, Loyola Marymount University, 1985 (current)
- Life Standard Elementary Teaching Credential, K-8, University of Southern California, 1973
- Language Development Specialist Certificate/CLAD

AWARDS:

- University of Southern California ROSE Award (2000)
- Milken National Educator Award (1996)
- California State Teacher of the Year (1995)
- Los Angeles County Office of Education Teacher of the Year (1995)
- California Council for the Social Studies Elementary Social Studies Teacher of the Year (1995)
- Lennox School District Teacher of the Year (1994)

PROFESSIONAL EXPERIENCE:

- 2011-present Assistant Adjunct Professor, University of Southern California: English as a New Language; Literacy; History/Social Science; Student Teacher Seminar and Supervisor
- 2006-2011 Research Fellow, Assessment Consultant and Professional Development Specialist, Center for Language Minority Education and Research (CLMER), California State University, Long Beach. Senior Research Fellow for Spencer grant, Improving Classroom Quality for English Language Learners (CQELL); External Evaluator of Institute of Educational Sciences grant, Standards-based Differentiated Instruction for English Learners (SBDELD); JAVITS grant for encouraging underrepresented students in Gifted and Talented Education Programs; U.S. Department of Education grant, Secondary Teachers for English Learner Integration (STEELI); Write and produce teacher-training videos on English Learners in collaboration with Los Angeles County Office of Education.
- 2001-2011 Adjunct Professor, California State University: California State University Long Beach, Teacher Education Department: Reading and Writing in the Social Studies; Multicultural Education in a Pluralistic Society; Writing the Literature Review, Dual Language Masters Program; Advanced Reading Seminar, Dual Language Masters Program. California State University Dominguez Hills, Teacher Education Department: Language Learning; Reading and Writing in the Social Studies; Elementary Literacy.

- 2002-2005 Lecturer (full time), California State University, Dominguez Hills, Teacher Education: Reading Language Arts K-8, Student Teacher Supervision 'Introduction to Teaching' Reading and Writing in the Content Areas, Social Studies Methods; Director, Urban Literacy Center; Coordinator, RICA Preparation
- 1997-2002 Consultant, Los Angeles County Office of Education as follows:
 2000-2002 Consultant-in-Charge/Consultant Educational Telecommunications and Technology, Distributed Learning Unit. Author and producer of 26 hour-long teacher training videos and online courses for the STELLAR project, Supporting Teachers of English Learners in Language Arts and Reading for teachers of grades K-8 and the MERET project, Mentoring for Expanding Reading Expertise through Technology, for teachers of grades 4-8; Creator of web site content for online courses, course content and syllabi for online classes; Online course instructor for synchronous and asynchronous classes.
 1997-2002 - Reading Specialist, co-creator of curriculum materials and presenter of Reading-Language Arts workshops as State-approved Language Arts Provider for K-12; Curriculum Instruction and Assessment. Reading Language Arts Trainer for High School Consortium; Southern California Comprehensive Assistance Center Reading Success Network trainer, co-creator and coordinator of K-6 reading interventions, assessment, data analysis and coaching; Beginning Teacher Assessment and Support; California State University 12th Grade Task Force on Expository Reading and Writing; Rethinking Adolescent Literacy.
- 1969-1997 **Elementary Teacher**, Grades 1-6, Buford Avenue School, Lennox, California. Master Teacher; Literacy Mentor Teacher.

INDEPENDENT CONSULTING:

- 2002-present California Reading and Literature Project, UCLA Center X and Loyola Marymount University. Provide workshops on Literacy and Academic Language Instruction for English Learners throughout Los Angeles and California.
- 2010-2017 Classroom Qualities for English Language Learners (CQELL) trainer and co-developer through Stanford University and California State University, Long Beach (IES and Spencer Grants). Provided trainings for faculty at University of Texas, Austin; University of California, Santa Cruz; Claremont Graduate School and others. <https://people.stanford.edu/claudeg/cqell>
- 2010-2017 Professional Development Provider for schools and districts, topics including Common Core Standards for English Language Arts, English Language Development Standards, Close Reading, and History Social Science.
- 2005-2006 UCLA Reading Certificate Program, Reading Intervention
- 2003-2007 Harcourt Textbook Series Consultant – Harcourt Social Studies 2006-07 adoption, Harcourt Language Arts and English Language Development, 2008-09 adoption.

PUBLICATIONS

- Coleman, R. (2024). Media Literacy Across the Centuries. In J. Nyberg & J. Manzone (Eds), *Practices that Promote Innovation for Talented Students*. (221-236). IGI Global.

- Coleman, R. & Zwiars, J. (2016). Corroborating Multiple Sources from Art and History. In L. De Oliveira (Ed.), *The Common Core State Standards for Literacy in History/Social Studies, Science and Technology for English Learners: Grades 6-12*. (39-56). Alexandria, VA: TESOL Press
- Coleman, R. (2012, Annual Issue). Guest Editor, Developing Academic Language in Social Studies, *Social Studies Review*, 51.
- Coleman, R. (2012, Annual Issue). How do students develop academic language in Social Studies? *Social Studies Review*, 51, 3-9.
- Coleman R. (2012, Annual Issue). Common Core Standards for English Language Arts: Opening doors to more effective Social Studies instruction for all students. *Social Studies Review*, 51, 46-56.
- Coleman, R. & Goldenberg, C. (2012, January). The Common Core challenge for ELLS. *Principal Leadership*, 12 (6), 46-50.
- Coleman, R. & Goldenberg, C. (2010, Summer). Effective practices for English learners, Part 4: Models for Schools and Districts. *Kappa Delta Pi Record*, 46 (4), 156-163.
- Coleman, R. & Goldenberg, C. (2010, Spring). Effective practices for English learners, Part 3: Promoting literacy development. *Kappa Delta Pi Record*, 46 (3), 106-111.
- Coleman, R. & Goldenberg, C. (2010, Winter). Effective practices for English learners, Part 2: Academic language. *Kappa Delta Pi Record*, 46 (2), 60-65.
- Coleman, R. & Goldenberg, C. (2009, Fall). Effective practices for English learners, Part 1: Oral language. *Kappa Delta Pi Record*, 46 (1), 10-15.
- Goldenberg, C. & Coleman, R. (2010), *Improving academic achievement among English language learners, A guide to the research*. Corwin Press.

SUBJECT MATTER PROJECT FELLOW

1992-present California History/Social Science Project

1997-present California Reading and Literature Project (also Policy Board)