

EDUCATION and CERTIFICATIONS

Harvard University Graduate School of Education, Cambridge MA

Ed.M. Leadership, currently enrolled, expected graduation May 2027

Alumni of Color Conference, Online Liaison, 2026

Women in K-12 Leadership, Fall 2023

Certificate in School Management and Leadership (CSML) July, 2022

Walden University, Minneapolis, MN

Ed.D. Teacher Leadership, Dissertation Topic ESL Teacher Efficacy, 2009

WIDA/Center for Applied Linguistics Doctoral Intern Summer 2007

Piedmont College, Demorest, GA

Ed.S. Curriculum & Instruction, 2004

Providence University College, Manitoba, Canada

M.A. Teaching Teachers of English to Speaker of Other Languages, 2020

Lesley University Education, Cambridge, MA

M.Ed. Elementary Education, 1998

University of Massachusetts at Boston, Sociology, Boston, MA

B.A. Sociology, 1996

PreK-12 Georgia Educator License, T7, valid until June 2029

PROFESSIONAL EXPERIENCE

Harvard Graduate School of Education, EDU HPL101, How People Learn Teaching Fellow, Summer 2026

HPL is a course for incoming Harvard Graduate School of Education students that helps them develop a flexible, foundational understanding of how people develop and learn over their lifespan. How educators create systems to support others' learning and growth is also a component. As a teaching assistant, I will support small groups of students with course assignments, foster a learning community and grade course requirements.

Owner / Educator/ Author, A1Cooper Consulting, 2010 - Present

Specializing in providing a *data before differentiation* approach to support educators of English learners / Multilingual Learners. Partner with various education agencies, State Departments of Education and charter school networks across the United States. Provide technical assistance, design and facilitate professional development allowed by Title IIA and Title III. Conduct English language program audits, informal observations of instruction, program evaluation and quality assurance including recommendations for staffing, scheduling, and use of English language proficiency data aligned to student demographics and achievement. Select clients include;

- o The United States Department of Education, U.S. Department of Education and the Office of Innovation and Improvement, i3 Grant Peer Reviewer, 2013, 2016, 2017, 2022
- o English Language Specialist, U.S. Department of State, Kuwait (Fall 2019), Brazil (2020 virtual), United States U.S. Department of State 30@30 awardee
- o New Mexico Public Education Department
- o National Education Association (NEA)
- o American Federation of Teachers (AFT)

Director of Multilingual Learners, Achievement Network (ANet) 2019 – 2024

Created Achievement Network's approach to supporting educators who serve English learners. Served as an instructional leadership coach for district and school leaders (externally) and staff members (internally), supported district and school-wide change management with a focus on ELs. Led initiatives to build

understanding in adherence to the civil rights mandates, standards-based and data-driven instruction. Coached school district and leadership teams on effective planning using content and English language proficiency standards, curriculum, and interim assessments to support content and language development. Completed the Rennie Center's Advanced Education Policy Fellowship (2023-24) and the Massachusetts Education Policy Fellow (2022-23) as part of my professional goals.

Licensed WIDA Facilitator, Madison, WI 2012 – 2021

Provided professional development to WIDA consortium members on use of WIDA English language Development Standards, ACCESS for ELLs data analysis, assessment administration and curriculum planning including alignment to Common Core State Standards. Facilitated professional development for the following State Departments of Education and school districts within the consortium; Hawaii, Massachusetts, Mississippi, North Dakota, Maryland, Missouri, Illinois, and an international school in China.

ELL/ Bilingual Education Program Specialist, New Jersey Department of Education, Trenton, NJ, 2015 – 2016

Provided specific coaching support for superintendents, administrators, and school leadership teams in districts in turn-around status. Primary goals were around improving leadership and instruction related to ELL subgroups. Supported overall school turnaround initiatives that include instructional rounds, data analysis, strategic planning, compliance and continued monitoring of school improvement plans. Facilitate professional learning communities as part of improving student achievement outcomes.

Education Specialist, Title III, Hawaii State Department of Education, Honolulu, HI, Fall 2014

Provided leadership in the planning, design, development, and implementation of Title III Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act) and Part B (Improving Language Instruction Educational Programs). Coordinated and provided technical assistance to districts.

PreK - 12

Director of English Language Learners, Massachusetts Public School District, 2011 – 2012

Boston Teacher Residency (BTR), ***ESL Site Director***, Boston, MA, 2010 – 2011

English Language Learner Instructional Coach, Dekalb County Public School District, 2007 - 2009

Teacher / ESOL, Marietta City School , Fulton County Schools, Cobb County Schools, 1998 - 2007

Higher Education

Doctoral Dissertation Committee Service, Rider University (2024), Fordham University (2024), Liberty University (2010)

Howard University, Washington, D.C. ***Instructor*** Fall 2021 – Present

EDUC 316 Strategies for Teaching English Language Learners

EDUC 219: Schooling for Diverse Populations

Kennesaw State University, Kennesaw, GA ***Adjunct***, 2018 – 2021, ***Temporary Assistant Professor*** 2009 - 2010

INED 7787 Applied Linguistics for ESOL Teachers

INED 4436 Diverse Language Learners in Content

INED 4483 Methods and Materials for Teaching ESOL in the K-5 Classrooms

INED 4482 Applied Linguistics K-5

Bridgewater State University, Bridgewater, MA, ***Visiting Instructor***, 2011 - 2013

- o SPED 508 Special Topics in Special Education: Sheltered English Immersion
- o TESL 505 Reading and Writing In Sheltered Content Classrooms
- o TESL 504 Sheltered Content Instruction Principles and Practices

KEYNOTES / INVITED SPEAKER

- 2025 ConnTESOL, Keynote, November
TNTESOL, Keynote, November
Corwin Visible Learning Conference, Invited Speaker, July
CABE / MEDLI Summer Institute, Keynote, July
SupportED, Keynote, June
NABE, Featured Speaker, NAELPA Panel Member, February
- 2024 NABE, Featured Speaker, February, Civil Rights & The Survey: Making Meaning, Moving Mindsets to Support a United Global Society
- New York State Education Department Voices United Conference, Keynote, October - *Advancing the Civil Rights of English Language Learners & Building Pathways to Multilingualism*
- Instructional Coaching Conference, Invited Speaker, October - *Empowering Multilingual Learners*
- Virginia TESOL, Keynote, September - *Civil Rights & the Survey, Making Meaning, Moving Mindsets*
- NJTESOL/NJBE, Keynote, May - *The (Mis)Education of Multilingual Learners, Centering on Civil Rights*
- Michigan Association of Bilingual Education, Invited Speaker, May - *Empowering Voices Through Language Magazine*
- Center for English Learner Equity, Loyola Marymount University, Featured Speaker, March - *Young, Bilingual & Black in California*
- Long Island / Eastern Suffolk BOCES, Keynote, March - *The (Mis)Education of Multilingual Learners, Centering on Civil Rights*
- United States Department of Education Black History Month Roundtable, Invited Panel Member, February
- 2023 Rhode Island TESOL, Keynote, October
Instructional Coaching Conference, Invited Speaker, October
Massachusetts Urban Superintendent Network, Invited Facilitator, July
Michigan Association of Bilingual Education, Invited Speaker, May
- Harvard Strategic Data Convening, *Bridging the Divide for Multilingual Learners, It's a Civil Rights Issue*, Invited Presenter, May
Delaware Department of Education, Invited Speaker, April
Harvard University Equity and Inclusion Webinar, Invited Panel Member, April
- 2022 Maryland TESOL, Keynote, November
Illinois Bilingual / TESOL, Keynote, October
Instructional Coaching Conference, Invited Speaker, October
TESOL International Association Policy & Advocacy Day, Invited Speaker, June
Delaware Department of Education, Abstract to Action, Invited Speaker, April
Michigan Association of Bilingual Education, Invited Speaker, April
TESL Saskatchewan, Keynote, April
U.S. Department of Education, Office for Civil Rights, Region 1, Invited Speaker, February

- 2021 Dakota TESOL, Keynote, November
WestEd/REL Panel Member, Creating Culturally Affirming Spaces: School and Classroom Practices (Part I),
and Creating Culturally Affirming Spaces: A Systems Orientation (Part II), October
California TESOL, Keynote, October
Southeast TESOL, Keynote, October
Ohio TESOL, Keynote, August
SIOP Conference, Invited Speaker, July
Massachusetts TESOL, Keynote, June
Oregon TESOL, Keynote, April
United States Department of Education, OELA & WHIAAE Black History Month Panel Member, February
- 2019 Africa TESOL, Abuja, Nigeria, Plenary August
TESOL International Association, PreK-12 Day, Atlanta, GA, Keynote, March

SELECTED PUBLICATIONS

- Cooper, A., Austin, T., Romney, M., Bryan, K., and de Haan, D. (2024). Still We Rise, Collaborative Autoethnographic Perspectives from Black Women in English Language Teaching and Leadership. In Rashed and Suarez (Eds.), *Female Leadership Identity in English Language Teaching*, p.153-176
- Bryan, K., Romney-Schaab, M., Cooper, A. (2022) The Illusion of Inclusion: Blackness in ELT. In *California TESOL Journal*, v33 n1.
- Cooper, A. (2022). Revolisyon an ap Kontinye: Honoring Haitian Creole Through a Dual Language Program in Boston Public Schools. In *Critical Consciousness in Dual Language Bilingual Education Case Studies on Policy and Practice* (1st ed., p. 30–38), Routledge
- Cooper, A., & Jallow, S. (2022). Supporting English Learners in Your School: Essential Practices for Ensuring Linguistic Equity. In R. Shankar-Brown (Ed.), *Re-Envisioning Education Affirming Diversity and Advancing Social Justice* (p. 33–56), Information Age Publishing
- Cooper, A. (2020), *And Justice for ELs: A Leader's Guide to Creating and Sustaining Equitable Schools*. Thousand Oaks, CA: Corwin *Bestseller
- Cooper, A., & Ibrahim, A. eds. (2020), *Black Immigrants in the United States: Essays on the Politics of Race, Language, and Voice*. New York, NY, Peter Lang
- Cooper, A. (2020), Justice for All: Realities and Possibilities of Black English Learners in K–12 Schools. In P. Smith (Ed.), *Clarifying the role of race in the literacies of Black immigrant youth*. Yearbook/Special Issue, Volume 122, Number 13, *Teachers College Record*
- Staehr Fenner, D., Kozik, P., & Cooper, A. (2015). *Evaluating ALL Teachers of English Learners and Students with Disabilities: Supporting Great Teaching*. Thousand Oaks, CA: Corwin Press
- Cooper, A. (2013). *Essential Actions, A Handbook for Implementing WIDA's Framework for English Language Development Standards*. In M. Gottlieb. (p. 56-57). Board of Regents of the University of Wisconsin

PROFESSIONAL SERVICE

- National Association of English Learner Program Administrators (NAELPA), Advisory Member, 2025
- Massachusetts Education Policy Fellowship, Rennie Center, 2022 - 2024
- Language Magazine, Pass the Mic series founding editor, since 2021
- TESOL International Association, Executive Board Member 2020 - 2023, Professional Development Standing Committee Chair, Conference Program Co-Chair, Toronto, Canada, 2015
- Lesley University Alumni Association, President, 2014
- Massachusetts Department of Elementary and Secondary Education ELL/Bilingual Education Advisory Council Member, 2011- 13