

Curriculum Vitae: Zeynep F. Beykont

CONTACT

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EDUCATION

- Post-Doctoral Urban Planning Studies, MIT, Cambridge, MA, June 1997
Department of Urban Studies and Planning, Community Fellows Program
- Ed.D., Harvard University, Cambridge, MA, June 1994
Graduate School of Education, Human Development and Psychology
- Ed.M., Harvard University, Cambridge, MA, June 1988
Graduate School of Education, International Education Policy
- B.A., Bosphorus University, Istanbul, Turkey, June 1987,
Faculty of Arts and Sciences (First Honors in Psychology and Sociology)

ACADEMIC SERVICE

Educational Expert, 1994-present, 25 years 2 months

- Panel reviewer of the Educational Innovation and Research Program focusing on innovative initiatives in Science, Technology, Engineering, and Math (STEM) education targeting historically underachieving K-16 student groups (U.S. Department of Primary and Secondary Education, Educational Innovation and Research Program);
- Member of the GED Item Fairness Committee that assesses the fairness of Science and Math questions for varied groups of underserved test-takers (GED Testing Service, Washington, DC);
- Site evaluator of STARTALK summer language programs across the US to offer formative feedback to student programs and teacher preparation programs (National Foreign Language Center, University of Maryland, MD);
- Member of the curriculum content review board that guides content developers seeking to better address the needs of English learners in Math curriculum materials used in mainstream K-12 classrooms (English Learner Success Forum, New York, NY);
- Advisory board member of an international educational initiative aiming to enhance the learning opportunities of Syrian refugee students in Jordan, Lebanon, and Turkey via development of a virtual multilingual library in Arabic, Turkish, and English (Open Learning Exchange, Cambridge, MA);
- Peer reviewer of articles for refereed academic journals focusing on language education and educational technology integration in language classes, including International Journal of Bilingualism and Bilingual Education, Language Policy, Applied Linguistics, International Journal of the Sociology of Language.

PROFESSIONAL EXPERIENCE

Independent Educational Researcher, 1999-present, 20 years 9 months

Directed teams in collection and analysis of quantitative and qualitative data and ensured timely completion of research and evaluation studies on the education of underserved youth in preK-16 and after-school learning contexts in the U.S. and beyond, including:

- Case studies of effective professional development and successful instructional approaches in literacy education in varied bilingual and mainstream K-8 program settings (sponsored by English Plus Coalition, Boston, MA);
- A large-scale mixed-method study of pedagogical factors affecting biliteracy achievements of 10-12th grade heritage language learners pursuing language education as a high school graduation subject in Victoria, Australia across varied language program settings (hosted by the Department of Education, University of Melbourne, Victoria, Australia);
- A qualitative study documenting effective integration of educational technologies in middle school world language classes (hosted by the Department of Urban Studies and Planning, MIT University, Cambridge, MA);
- A national evaluation study of STEM-focused language minority youth programs in science museums and children's museums across the US (funded by the DeWitt Wallace Foundation, Washington, DC);
- A needs assessment study of language learning challenges of Turkish minority students in K-8 public schools in Thrace, Greece (hosted by the Department of Education, University of Athens, Athens, Greece);
- A formative evaluation study of literacy programs aiming to develop bilingual skills of adults with no or limited formal education in community-based learning centers in South Eastern Turkey (funded by UNICEF, Ankara, Turkey);
- An international study of successful educational approaches promoting academic growth and healthy identity development of youth in conflict-ridden contexts (funded by the Rockefeller Foundation, New York, NY).

Consultant, Juniper Hill Elementary School, Framingham Public Schools, Framingham, MA, 1998-1999, 1 year 4 months

- Advised school administrators and teaching staff on effective literacy instruction, professional development and parental involvement in the K-6 bilingual program.

Consultant, Inquilinos Boricuas en Accion, Escuelita Boriken, Boston, MA

1998-1999, 1 year 4 months

- Offered research-based guidance to school administrators and teaching staff aiming to improve the quality of a two-way bilingual preschool program.

Consultant, Josiah Quincy School, Boston Public Schools, Boston, MA

1997-1999, 2 years 5 months

- Coached the leadership team and teaching staff seeking to advance literacy education in K-6 mainstream and bilingual classrooms.

Research Director, Cambridge Public Schools, Cambridge, MA

1995-1996, 1 year

- Directed a large-scale U.S. Department of Education. Office of English Language Acquisition research study of effective instructional practices and professional development to better address the learning needs of English language learners, students

with interrupted education, heritage language learners and world language learners in varied K-8 language program settings and summer enrichment programs.

**Research Fellow, Harvard Institute for International Development,
Advancing Basic Education and Literacy Project, Cambridge, MA,
1991-1995, 4 years 1 month**

- Served as key person on theory and research on literacy education in formal and informal learning contexts;
- Built capacity of education officials from 21 project sites across African, Asian, Latin American and the Middle Eastern countries via professional development seminars, summer institutes, and multilingual publications.

**Research Assistant, Harvard Institute for International Development,
Basic Research and Implementation in Developing Education Systems Project,
Cambridge, MA, 1987-1990, 3 years 4 months**

- Disseminated via publication of discussion papers and policy briefs lessons learned from fieldwork on issues and challenges in basic education of diverse student groups in Burundi, Egypt, Indonesia, Jordan, Pakistan, Sri Lanka and Thailand.

**Teaching Fellow, Harvard Graduate School of Education, Cambridge, MA,
1988-1994, 5 years 9 months**

- Sharpened skills in effective communication of theoretical concepts, quantitative and qualitative research methods and data analysis to students in seven graduate courses, Research Methods in Education (Prof. Tivnan), Introduction to Statistical Analysis (Prof. Tivnan), Applied Data Analysis (Prof. Willett), Categorical Data Analysis (Prof. Willett), Collaborative Learning (Prof. Daiute), Learning and Development (Prof. Daiute).

**Language Instructor, Bosphorus University, Istanbul, Turkey,
1982-1987, 4 years 9 months**

- Taught Turkish to returned immigrants from varied European countries.

PROFESSIONAL MEMBERSHIP

American Educational Research Association
American Council on the Teaching of Foreign Languages
Comparative and International Education Society
International Society for Technology in Education
National Association of Bilingual Education
National Council of Less Commonly Taught Languages
National Language Corps

SELECTED PUBLICATIONS

Journal Articles

Beykont, Z. F. (in prep.) Revisiting transfer hypothesis: A quantitative study of biliteracy achievements of heritage language learners in Victoria's language programs.

Beykont, Z. F. (2016). Language education of senior secondary students: Turkish in Victoria study. *International Journal of Turkish Education*, 1(1), 1-19.

Beykont, Z. F. (2014). Building a well-prepared language teaching force: A study of Turkish teachers in Victoria. *BABEL*, 47(3), 16-27.

Beykont, Z. F. (2012). "Why didn't they teach us any of this before?" Youth appraisal of Turkish provision in Victoria. *Australian Review of Applied Linguistics*, 35(2), 156-169.

Beykont, Z. F. (2010). "We should keep what makes us different", *International Journal of the Sociology of Language*, 206, 93-107.

Edited Volumes

Daiute, C., Beykont, Z. F., Higson-Smith, C., & Nucci, L. (Eds.) (2006). *International Perspectives on Youth Development*. New York, NY: Oxford University Press.

Beykont, Z. F. (Ed.) (2002). *The Power of Culture: Teaching Across Language Difference*. Cambridge, MA: Harvard Education Press.

Beykont Z. F. (Ed.) (2000). *Lifting Every Voice: Pedagogy and Politics of Bilingualism*. Cambridge, MA: Harvard Education Press.

Chapters in Edited Books

Beykont, Z. F. (2013). School language policy decisions. In H. D. Nielsen & W. K. Cummings (Eds.), *Quality Education for All: Community-Oriented Approaches*, (pp. 79-122). New York, NY: Routledge Press.

Johnson-Beykont, B. K. & Beykont, Z. F. (2010). Nurturing Puerto Rican children's bilingual, bicultural, and academic development in preschool. In U. Okulska & P. Cap (Eds.), *Perspectives in Politics and Discourse* (pp. 359-384). Amsterdam, Netherlands: John Benjamins Press.

Beykont, Z. F. (2005). English-only Policies and Language Erosion in the United States. In Denis Cunningham & Aniko Hatoss (Eds.) *An international perspective on language policies, practices and proficiencies*. Belgrave, Australia: FIPLV.

Beykont, Z. F. (1997). Refocusing school language policy discussions. In William K. Cummings & Noel F. McGinn (Eds.), *International Handbook of Education and Development: Preparing Schools, Students, and Nations for the Twenty-first Century* (pp. 263-282). New York, NY: Pergamon Press.

Doctoral Dissertation Thesis

Beykont, Z. F. (1994). *Academic progress of a non-dominant group: A longitudinal study of Puerto Rican students' 3-6th grade English and Spanish reading development in late-exit bilingual programs in New York City*. Dissertation thesis submitted to Harvard University, Cambridge, MA, as partial fulfillment of doctoral studies.