

ELINA LAMPERT-SHEPEL

New York, NY

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EDUCATION

2006	Ed.D., Curriculum and Teaching, Teachers College, Columbia University
1998	M.A., Curriculum and Teaching, Teachers College, Columbia University
1983	M.A., English Language and Literature, Kharkov State University
1983	B.A., English Language and Literature, Kharkov State University

ADMINISTRATIVE POSITIONS

2023 – Present

Chair, M.S. in Education & Special Education Programs
Associate Professor, Graduate School of Education
Touro University, New York

- Lead Education and Special Education Master's Programs (Birth-2nd grade, ChEd 1-6, Special Ed all grades) design and facilitate, encourage, and guide all program development, assessment, and revision
- Lead all the Education and Special Education Programs restructuring efforts to meet the requirements of NY State and AAQEP accreditation
- Develop partnerships and new programs
- Promote the scholarship and overall development of faculty, including oversight of the faculty and organizing professional learning opportunities for full-time and part-time faculty
- Engage in, encourage, and assist program faculty with scholarly activities and the development of quality curriculum and instruction
- Coordinate the recruitment and search processes for faculty
- Support the establishment of collaboration among program faculty by establishing, developing, and sustaining Fulltime/Adjunct Faculty Course Teams. Empower faculty leadership in providing an opportunity for becoming a Course Team Leader
- Assist faculty in designing instructional approaches for new and revised program courses, from concept to implementation in face-to-face and online formats, developing candidate learning outcomes for courses, developing learning outcome measurement tools, selecting and developing instructional materials and technologies that align to course outcomes, designing and developing assessments that effectively measure defined learning objectives
- Provide mentoring and acculturation of new faculty
- Coordinate Faculty and Program Associates reassigned tasks

- Perform faculty annual evaluation
- Work collaboratively with other Chairs of Graduate Programs to provide leadership for new initiatives within the Graduate School of Education
- Perform other duties as assigned

2018 – 2023 Chair, M.S. in Childhood Education & Special Education (Grades 1-6)
Associate Professor, Graduate School of Education
Touro University, New York

2013 – 2018 Director, Teacher Residency Program,
Associate Professor, Graduate School of Education
Touro University, New York

- Works collaboratively with charter school network partners to provide leadership in Program implementation, development, and periodic curricula review;
- Oversees the recruitment and hiring of qualified faculty;
- Maintains and promotes a scholarly environment among faculty and candidates;
- Oversees course design and evaluation;
- Ensures the delivery of high quality instruction, both face-to-face and online;
- Maintains thorough and complete data on all Program functions;
- Ensures that the Program meets all accreditation standards, including New York State Education Department (NYSED) and Teacher Education Accreditation Council (TEAC) requirements;
- Develops and implements professional development activities for faculty;
- Supervises and evaluates professional and administrative staff;
- Works with the Admissions Office to review candidate applications and makes acceptance decisions;
- Works with the Registrar's Office to ensure that candidate cohorts are registered for Program courses;
- Ensures that all candidates receive ongoing advisement and counseling;
- Makes faculty course and section assignments;
- Oversees course scheduling;

2010 - 2013 Deputy Research Head of the Institute of Education, Visiting Professor
Higher School of Economics, National Research University, Moscow, Russia

- Establish criteria and apply methods of program evaluation for five Master Degree Programs
- Design academic requirements for the Master Degree Thesis and advise department heads on the implementation of the requirements
- Lead the development of an international doctoral program with the University of London
- Lead the development of an International Baccalaureate (IB) Teacher Award Program and supervise the process of program accreditation with the International Baccalaureate Organization

- 2009 - 2012
- Lead and Associate Inspector
CfBT Education Trust, Reading, England
- Evaluate curriculum design, school effectiveness, education planning and perform quality assessment of American, British, International Baccalaureate (IB), and Russian schools in the Middle East
 - Consult schools on early childhood and elementary school curriculum design and evaluation
 - Work with a global team of inspectors and key stakeholders to author inspection reports
 - Lead team briefings and ensure best practices in evidence collection, evaluation, and report writing
- 2011 - 2012
- International Director
Russian State University for the Humanities, Vygotsky Institute of Psychology, International Vygotsky Foundation, Moscow, Russia
- Developed research program and established partnerships with international scholars of cultural-historical psychology and activity theory
 - Partnered with the granddaughter of Lev Vygotsky and the university faculty to organize the XII international conference in the memory of L.S. Vygotsky “Sign as a Psychological Tool: Subjective Reality of Culture”
- 2011 - 2012
- Program Co-Chair
Cultural-Historical Special Interest Group (SIG), AERA, Washington, DC
- Assigned reviewers for the annual AERA conference proposal submissions
 - Organized the Cultural-Historical SIG program
 - Distributed information to SIG participants
- 2004 - 2010
- Associate Professor
Mercy College, Department of Educational Leadership, the New Teacher Residency Program (NTRP) for NYC Teaching Fellows, New York, NY
- Areas of supervision and management:
 - Course design, evaluation and revision
 - Development and implementation of Adjunct/Full Time Faculty Learning Community Model
 - Development of the Student and Community (Social, Historical and Psychological Foundations of Education) course series
 - Evaluation of Adjunct Faculty
 - Faculty professional development
 - Collaborated with the Program Director to develop the Program of Study for the NTRP
 - Appointed as an independent evaluator to evaluate the Mercy College Heads-Up Teacher Fellowship Program and prepared the grant performance report for the US Department of Education
- 1997 - 2003
- Chair of Liberal Arts Department
Globe Institute of Technology, New York, NY

- Led the development of the Liberal Arts Program in alignment with the NYSED and Middle States Accreditation requirements
- Hired and evaluated faculty
- Supervised writing of the Liberal Arts Program report for the approval of the NYS Board of Regents

1990 - 1995

Dean of the School of Education
Eureka University, Moscow, Russia

- Partnered with the scholars and university faculty to develop the Master Degree Program in Education based on the theoretical foundations of cultural-historical psychology of Lev Vygotsky and activity theory
- Supervised the development of Program of Study
- Hired and evaluated faculty
- Led faculty professional development
- Explored and developed partnerships with foreign universities to enhance Eureka University programs and exchanges
- In collaboration with university senior leadership oversaw the university international program “World Without Walls”
- Supervised university cross-cultural research projects
- Hosted and collaborated with international scholars to establish international academic partnerships
- Oversaw faculty and student international visits
- Established and updated the plan for international initiatives, including international site development and advised the University Leadership on articulation matters

FACULTY POSITIONS

2010 - 2018

Faculty, Ed.D. Program
The Richard W. Riley College of Education and Leadership, Walden University,
Minneapolis, MN

- Chair doctoral study committees
- Teach graduate courses

2010 - 2012

Visiting Professor, School of Education
Universidade Estadual Paulista (UNESP), Sao Paulo, Brazil

- Teach graduate courses relating to educational psychology, qualitative research methodology, and curriculum design
- Lead an interdisciplinary graduate seminar cultural-historical psychology and activity theory
- Direct the initial establishment and subsequent development of the UNESP Historical-Cultural Research Center

2010 - 2011

Adjunct Professor, School of Education
Chestnut Hill College, Philadelphia, PA

- Taught the Research Methodology and Assessment graduate course

- 2003 - 2010 Associate Professor, New Teacher Residency Program, Department of Educational Leadership
Mercy College, New York, NY
- Designed and taught graduate courses in Social, Historical and Psychological Foundations of Education, Educational Policy, Philosophy of Education, and Bilingual Education for elementary, middle and high school general and special education teachers, NYC Teaching Fellows
 - Developed a socio-cultural graduate research seminar, tasked with utilizing bilingual education and curriculum theory to design and implement progressive education projects for diverse student success in urban elementary, middle and high school environments
 - Supervised and evaluated graduate field work
 - Conducted research on NYC Teaching Fellows reflective praxis in inner-city schools
 - Collaborated with the program faculty to develop the assessment rubrics for the Culminating Assessment Project
 - Served on Department and University Committees
- 2002 - 2003 Project Leader, Researcher, Teaching Consultant
Accelerated Schools Center, Teachers College, Columbia University, New York, NY
- Led early childhood and elementary school teacher professional development and curriculum design for participating schools in Newark, New Jersey
 - Gathered and analyzed data on implementation of the Accelerated Research Reform Model for New York and New Jersey public schools
 - Wrote school performance analytical reports for participating schools in NYC and Newark, NJ
- 1997 - 2002 Associate Professor, Liberal Arts Department
Globe Institute of Technology, New York, NY
- Developed the department Program of Study, course material, and course assessments for ESL-related courses
 - Taught courses relating to ESL, Business English, Technical Writing, Critical Thinking, Public Speaking, and English Composition
 - Advised undergraduate students
- 1997 - 2003 Associate Professor, School of Education, Department of Teaching and Learning
Eureka University, Moscow, Russia
- Taught graduate courses in curriculum design and educational psychology
 - Led comparative research projects on children's play for early childhood and elementary educators from Russia, England, the Netherlands, and the USA
- 1995 - 1997 Elementary School Teacher, Curriculum Coach
Cascade Canyon School, Fairfax, CA
- 1983 - 1988 EFL, K-12 School Teacher

GRADUATE COURSES TAUGHT

Universidade Estadual Paulista (UNESP)

- Theories of Human Development
- Qualitative Research Methodology
- Cultural-Historical Psychology and Activity Theory: Applications for Curriculum Design

National Research University Higher School of Economics

- Introduction to Research Methodology
- Developing Research Design, Graduate Seminar

Walden University

- Leading Effective Curriculum Design
- Foundations for Doctoral Study in Curriculum, Instruction, and Assessment
- Completing the Prospectus
- Doctoral Study Intensive
- Systemic Curriculum Design: Rigor, Relevance, and Results

Chestnut Hill College

- Research Methodology and Assessment

Fu Jen University, Taiwan

- Experimental Study of Concept Development

Mercy College

- Essentials of Effective Practice I: Defining the Foundations of Effective Practice
- Student and Community I, Educating for Success: Creating a Responsive Learning Environment for Students with Disabilities and English Language Learners
- The Student and Community II for PreK-8 Level Educators: Creating a Developmentally Responsive Learning Environment for Students with Disabilities and English Language Learners
- Student and Community III: Creating a Culturally Relevant Learning Environment in K-6 classrooms (Social, Historical and Psychological Foundations of Education)
- Language Study for Bilingual Educators
- Re-Imagining Schools I: Philosophies of Education
- Re-Imagining Schools II: Educational Policy

Teachers College, Columbia University

- International Perspectives on Activity Theory, Doctoral Seminar

Eureka University

- Theories of Curriculum Design
- Philosophical and Psychological Foundations of Teaching and Learning
- Methods of EFL Teaching

AERA and ATE Pre-Conference Courses

- Cultural-Historical psychology and Activity Theory (CHAT) Perspectives on Play, Imagination, Creativity in Development and Learning, AERA, 2008
- Adjunct/Faculty Learning Communities: Examining, Sustaining, and Improving Program Quality in Urban Teacher Education, ATE, 2008
- Cultural-Historical Activity Theory in the World of Educational Quality, AERA, 2007
- Significance of Cultural Historical Activity Theory for Educational Activities in Dynamically Changing Multicultural Societies, AERA, 2006
- Cultural Historical Activity Theory and Research on Educational Practices, AERA, 2005

UNDERGRADUATE COURSES TAUGHT

Globe Institute of Technology

- Critical Thinking
- Composition
- Public Speaking
- Technical Writing
- Business Communication
- ESL

EDITORIAL APPOINTMENTS

Reviewer, *Dialogic Pedagogy Journal*
 Reviewer, *Mind, Culture and Activity Journal*
 Reviewer and Editor, *Journal of Russian and East European Psychology*
 Reviewer, *Electronic Journal of Science Education*
 Reviewer, *AERA, Annual Submissions for Cultural-Historical SIG*
 Reviewer, *AERA, Annual Submissions for Division K, Teaching and Teacher Education*

AWARDS AND HONORS

Outstanding Teaching, Scholarship and Professionalism Award, Mercy College, 2010
 Best Teacher Merit Award, Globe Institute of Technology, 2000
 Certificate of Excellence, Globe Institute of Technology, 1998

PROFESSIONAL ORGANIZATIONS

American Educational Research Association
International Society for Cultural and Activity Research
World Association for Case Method Research and Application
Alternative Education Resource Organization
American Anthropological Research Organization
Association of Teacher Educators

SELECTED UNIVERSITY SERVICE

University Curriculum Committee
IRB Committee
Globe Institute of Technology Middle States Association Accreditation Committee
Mercy College NYSED NTRP Accreditation Committee
Faculty Search Committees

BOARDS, ELECTED POSITIONS, AND NATIONAL APPOINTMENTS

2018- 2020 Program Co-Chair
 American Educational Research Association, Cultural-Historical SIG (Elected)

2011-2016 University Graduate Program Committee
(Appointed) Higher School of Economics, National Research University, Moscow, Russia

2011-2012 Program Co-Chair
 American Educational Research Association, Cultural-Historical SIG (Elected)

1998-Present Alternative Education Resource Organization
 Board member (Appointed)

PUBLICATIONS

- Lampert-Shepel, E., & Zimmerman, A. (Eds.). (2025). *Collaborating for Transformative Change: Lessons from within a Teacher Education Coalition*. Abingdon: Routledge.
- Lampert-Shepel, E., & Sullivan-Rubin, S. (2022, November 15-17) *Dare to imagine: Creative scaffolding for transformative teachers' praxis* [Conference presentation]. Transformative Teaching: Focus on pedagogy 2022, United Kingdom. <https://amps-research.com/venue-teaching/>. Official Conference Proceedings <https://doi.org/10.22492/issn.2189-1036.2023.29>
- Lampert-Shepel, E., Sullivan-Rubin,S., & Rabinovich,I. (2021) Teacher learning to craft a vision of reflexive praxis. In Wellner, L.,& Pierce-Friedman, K. (Ed.). *Supporting early career teachers with research-based practices*. (pp.232-259). *igi global*. <http://doi:10.4018/978-1-7998-6803-3.ch012>
- Lampert-Shepel, E., & Murphy, C. (2018). Learning to reflect: Teachers' mastery and development of mediational means and psychological tools of reflective practice. *Journal of Cognitive Education and Psychology*, 17(3), 278- 300.
- Lampert-Shepel, E. (2012). Teaching for development: the psychological foundations of cultural-historical psychology of Lev Vygotsky. *UNESP University Press*, Brazil.
- Lampert-Shepel, E. (2012). Theory and practice of dialogic pedagogy. [Review of the book Matusov, E. (2010). *Journey into Dialogic Pedagogy*. NY: Nova Science Publishers]. *MCA journal*, 19 (1).
- Lampert-Shepel, E. (2011). School of the dialogue of cultures: questions through time and space. *Journal of Russian and East European Psychology*, 49 (2), March-April 2011, pp. 62-66.

Lampert-Shepel, E. (2009). The dialogic nature of reflective praxis: a cross-cultural study of teachers' reflective actions in Russian and American Dewey Schools. In: Pourkos, M. (Ed.), *Perspectives and limits of dialogism in Mikhail Bakhtin: applications in psychology, art, education, and culture*, Rethymnon, Crete, Greece.

Lampert-Shepel, E. (2008). Cultural-historical psychology and activity theory (CHAT) and case study design. *International Journal of Case Study Research and Application*, 2.

Lampert-Shepel, E. (September-October, 2003) (Ed.) Learning activity. *Journal of Russian and East European Psychology*, 41(5).

Lampert-Shepel, E. (September-October, 2003). Learning Activity: the psychology and pedagogy of agency. *Journal of Russian and East European Psychology*, 41(5), 3-10.

Lampert-Shepel, E. (1999). Reflective thinking in educational praxis: analysis of multiple perspectives. *Educational Foundations*, 13(3), 69-88.

Lampert-Shepel, E. (1995). Teacher self-identification in culture from Vygotsky's developmental perspective. *Anthropology and Education Quarterly*, 26, 425-442.

Shepel, E. (1992). *Psihologicheskiye i pedagogicheskiye ponjatija razvivayushego obuchenija. (In Russian) [Psychological and pedagogical concepts of developmental education. (Teacher Textbook)]*. Moscow: Eureka University Press.

Shepel, E. (1990). Integrirovannije Programmu i Obuchenije Inostrannomu Jazuku. (In Russian). [Integrated Curriculum and Foreign Language Teaching], *Innostrannuje Jazuki v Shkolje*, 1, 8-14.

Dissertation

Lampert-Shepel, E. (2006). Cultures of Reflection and Reflection in Culture: Cross-Cultural Study of Teachers' Reflective Actions in Two Russian and American Dewey Schools.

PRESENTATIONS AND ORGANIZED SYMPOSIA TO NATIONAL AND INTERNATIONAL CONFERENCES

1. Lampert-Shepel, E., Sullivan-Rubin, S. (January, 2023). *Dare to Imagine: Creative Scaffolding for Transformative Teachers' Praxis*. The paper presented at the IAFOR International Conference on Education in Hawaii (IICE2023)
2. Bullmaster-Day, M., Lampert-Shepel, E., Sullivan-Rubin, S., Kane, A. (October, 2022). *From Cultural Autobiography to Teaching Philosophy Statement: Beginning Teachers Development as Transformative Agents of Praxis*. New York Association of Colleges for Teacher Educators (NYSATE-NYACTE) 2022 Conference.
3. Sullivan-Rubin, S., Lampert-Shepel, E., (September, 2022). *Artmaking for Transformative Action*. Arts Education Partnership (AEP) Conference invited workshop.
4. Lampert-Shepel, E., Sullivan-Rubin, S. (June, 2022). *From Co-vision to Co-action: Transformational Potential of Culturally Mediated Teachers' Praxis*. Relation-Centered Education Network International Conference (RCEN).
5. Lampert-Shepel, E., Sullivan-Rubin, S. (April, 2021). *Teachers' Socio-Cultural Development and Learning as Transformative Agents of Reflexive Praxis*. Paper presented at AERA 2021 annual meeting.
6. Lampert-Shepel, E. (August 2021). *Reflexive Praxis across cultures: teachers as authors of their practice*. Symposium organized for ISCAR International Congress, Brazil.
7. Lampert-Shepel, E., Sullivan-Rubin, S. (August, 2021). *Teacher learning as reflexive praxis*. Paper presented at the ISCAR International Congress, Brazil.

8. Lampert-Shepel, E., Sullivan-Rubin, S. (June 6, 2021). *Through Co-visioning to Authoring: Developing Teacher's Learning as Praxis*. Conference presentation at Relation-Centered Education Network International Conference, Sacramento, CA /online.
9. Lampert-Shepel, E., Murphy, C., Kerin, M. (2018). *Learning to Reflect: Teachers Mastery and Development of Mediatlional means and Psychological Tools of Reflection*. Paper presented at AERA Annual Meeting, New York, USA.
10. Lampert-Shepel, E. (2017). Symposium Organizer, Chair, and Presenter, Symposium Title: Exploring mediational means and psychological toolls of learning and development in multiple international contexts. 5th International Congress, ISCAR 2017, Quebec, Canada.
11. Lampert-Shepel, E. (2012). *International Perspectives of the Development of Cultural-Historical Psychology and Activity Theory*. Invited keynote given to the Eleventh International Congress, UNESP University, Sao Paulo, Brazil
12. Lampert-Shepel, E. (2011). Symposium Organizer and Chair, the Development of Higher Psychological Functions: Theoretical and Methodological Issues. *Reflection as a Higher Psychological Function and Condition for the Development of Self-Consciousness*. Paper presented at the 7th ISCAR International Congress, Rome, Italy.
13. Lampert-Shepel, E. (2010). Chair and Discussant, Theoretical and Methodological Issues in Cultural-Historical Theory. Chair, Examinations and Experiences in Multicultural/Multiethnic Education. AERA Annual Meeting, Denver, CO.
14. Lampert-Shepel, E. (2009). Organizer of the Invited Symposium, Crossing the 'Internal Sovereign Territories' of Lev Vygotsky and Michael Bakhtin: A Dialogue on the Border. *In Search of Methodology for Dialogical Encounters in Time and Space; Architectonics of Culture, Dialogue, and Consciousness*. Papers presented at The Second International Interdisciplinary Conference on Perspectives and Limits of Dialogism in Mikhail Bakhtin, Stockholm, Sweden
15. Lampert-Shepel, E. (2009). *Imagination and Creativity in Teachers' Praxis as Professional Learning Activity*. Paper presented at the 54th Annual Conference of the International Linguistic Association, Imagination and Language Learning and Teaching, New York, NY
16. Lampert-Shepel, E. (2009). *Teachers' Praxis as Professional Learning Activity*. Paper presented at AERA Annual Meeting, San Diego, CA.
17. Lampert-Shepel, E. (2008). Symposium Organizer, Exploring Complexities of Teacher Education from a CHAT Perspective. *Reflective Praxis as Teachers' Professional Learning Activity*. Paper presented at the Sixth International Congress of the International Society for Cultural Research and Activity Theory (ISCAR), San Diego, CA.
18. Lampert-Shepel, E. (2008). Symposium Co-organizer, Perspectives and limits of cultural mediation in CHAT: Applications in Theory, Methodology, and Practice. *Tool-Mediated Action and Its Transformational Potential: Psychological tools, Meditational means, and Meaning Making*. Paper presented at the Sixth International Congress of the International Society for Cultural Research and Activity Theory (ISCAR), San Diego, CA.
19. Lampert-Shepel, E. (2008). *Cultural and Individual in the Development of Subjectivity: Tutor as a Mediator of Student's Learning and Development*. Paper presented at the Sixth International Congress of the International Society for Cultural Research and Activity Theory (ISCAR), San Diego, CA.

20. Lampert-Shepel, E. (2008). *Reflective Praxis: Research Findings and Implications to Teacher Education*. Paper presented at NYSCAECTE, NYSAEYC, ACCESS joint meeting for NYSAEYC Pre-Conference Day. New York, NY.
21. Lampert-Shepel, E. (2007). *Adjunct/Faculty Learning Communities in Higher Education: Enhancing Program Quality, Building Collaboration, and Developing Praxis*. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, IL.
22. Lampert-Shepel, E. (2007). Chair, organizer, presenter. International Symposium: The Changing Definitions of Quality: CHAT and Qualitative Research Methodology. *CHAT and Qualitative Research Methodology*. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, IL.
23. Lampert-Shepel, E. (2006). *Cultures of Reflection and Reflection in Culture: Cross-Cultural Study of Teachers' Reflective Actions in Russian and American Dewey Schools*. Paper presented at the Annual Meeting of American Educational Research Association, San Francisco, CA.
24. Lampert-Shepel, E. (2005). *Reflective Praxis across Cultures: Heterogeneity of Meditational Means of Reflection*. Paper presented at the First International Society for Cultural and Activity Research (ISCAR) Congress, Seville, Spain.
25. Lampert-Shepel, E. (2005). *Changing the Status Quo in Urban Teacher Education: Unifying Purpose, Preparation and Practice*. Paper presented at the Annual Meeting of American Educational Research Association, Montreal, Canada.
26. Lampert-Shepel, E. (2003). *Teachers' Reflective Action: Defining the Diversity of Meditational Means of Reflection for Urban Teachers*. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, IL.
27. Lampert-Shepel, E. (2002). *Embracing Diversity in Reflective Praxis*. Paper presented at the Fifth Congress of the International Society for Cultural Research and Activity Theory, Amsterdam, the Netherlands.
28. Lampert-Shepel, E. (2000). *Theory and Practice of Activity Theory: Changing Visions in the Postmodern World*. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, LA.
29. Lampert-Shepel, E. (1998). *Teaching Practice as a Challenge to Activity Theory* (with L.R. Williams, Teachers College, Columbia University) Paper presented at the Fourth Congress of the International Society for Cultural Research and Activity Theory, Aarhus, Denmark.
30. Lampert-Shepel, E. (1997). *The Dialogue of John Dewey and Lev Vygotsky in Teachers' Practice*. Paper presented at the international conference: "Theory and Practice in the Postmodern World", Columbia University, New York, NY.

LANGUAGES

Fluent in English, Russian and Ukrainian