

In my studies, I have had the fortune to work with great leaders, such as my advisor Dr. Mabel Rice at the University of Kansas. Dr. Rice possesses characteristics I seek to develop through the Minority Student Leadership Program. First, Dr. Rice is assertive. She advocates not only for herself as a child language researcher and as a female academic, but also for her work. Dr. Rice does this at the departmental level in the Speech-Language-Hearing Department and the Child Language Program, at the university level as a Distinguished Professor, nationally within the American Speech-Language-Hearing Association, and internationally through collaborative projects. She is a valued voice in child language and at the university. Second, Dr. Rice has strong interpersonal skills, such that she is an effective mentor and collaborator with a wide professional network. Furthermore, as witnessed in laboratory meetings, Dr. Rice knows how to lead a team, and steps back when appropriate. Third, Dr. Rice has a fierce work ethic. She works continually to develop and spread knowledge on child language. Fourth, as an avid fan of University of Kansas basketball, Dr. Rice balances her professional life and personal life.

These observations have led me to recognize the skills I need to become a leader in child language. First, I need to develop an interdisciplinary support network. I have developed connections with other doctoral students and researchers at my institution through participation in the Graduate Student Organization, as well as through research experiences in the Language Acquisition Studies Laboratory and the Neurolinguistics and Language Processing Laboratory. Similarly, I have developed relationships with potential collaborators beyond the University of Kansas, including the organization Show Me KC Schools and P176X, the school where I taught before entering my doctoral program. To become a leader, I need to develop relationships with other professionals in the field of speech-language-hearing, and especially with fellow minorities. Second, I need to develop advocacy skills as a minority leader in a professional environment. My current work on teacher identification of specific language impairment, membership in the National Student Speech-Language-Hearing Association, and participation in the 2014 American Speech-Language-Hearing Association Convention have demonstrated the need for minority leadership in speech-language-hearing and child language.

Participation in the Minority Student Leadership Program will provide me with opportunities to develop skills crucial to my success as an Asian-American adoptee and as a member of the Korean diaspora who will work in the field of speech-language-hearing as a researcher and professor. This program will enable me to build upon my professional identity from the University of Kansas in academic and research settings. I will establish a presence in the professional organization for my discipline and gain experience in academic service. Moreover, I will have opportunities to build a network with other minorities in speech-language-hearing who strive to represent and celebrate diversity. The Minority Student Leadership Program will help me hone my leadership skills, so that I can become a great leader like Dr. Rice, who has supported me in studies and research.

Teresa Girolamo

[address]
[address]

[phone]
girolamot@ku.edu

EDUCATION

- **University of Kansas, Lawrence, KS** 2014 –
 - Doctoral student in Child Language
 - Ongoing research project: *Teacher Identification of Specific Language Impairment*
- **Pace University, New York, NY** 2011 – 2013
 - Master of Science in Teaching: Middle Childhood and Special Education; 4.00 GPA
 - Action research project 2013: *Linguistic Diversity Between School and Home*
- **University of Washington, Seattle, WA** 2009 – 2011
 - Master of Arts in International Studies – Korea Studies; 3.86 GPA
- **Kenyon College, Gambier, OH** 2004 – 2008
 - Bachelor of Arts in Modern Languages and Literature; 3.72 GPA – *magna cum laude*
 - Thesis: Acquisition of Mandarin by native speakers of American English

LEADERSHIP EXPERIENCE

- **American Speech-Language-Hearing Association Minority Student Leadership Program** 11/2015
 - Participated in selective program to build and enhance leadership skills within the professional organization for speech-language-hearing
- **Graduate Student Organization, University of Kansas, Lawrence, KS** 2014 –
 - Represented graduate students within the departments of speech-language-hearing and child language
 - Participated in professional development opportunities
 - Built peer support network with other doctoral students
- **Show me KC Schools, Kansas City, MO** 2015 –
 - Began development of special education resources and workshops for parents in Kansas City area with founder of nonprofit organization
- **T32 Training Grant, University of Kansas, Lawrence, KS** 2014 –
 - Developed research skills in Language Acquisition Studies Laboratory and Neurolinguistics and Language Processing Laboratory
 - Completed training in coding and reliability, conducted morpheme counting, and developed stimuli
- **P176X Team Teaching Cohort, New York, NY** 2013 – 2014
 - Led group of teachers to team-teach alternate assessment students while integrating Common Core State Standards
- **P176X Curriculum Mapping & Rubrics Committees, New York, NY** 2011 – 2014
 - Selected by administration to guide curriculum support in development of curriculum maps and rubrics using backwards design, and did so
- **New York City Teaching Fellows – Cohort 21, New York, NY** 2011 – 2013
 - Completed selective alternative teaching certification program to close the education gap in high needs schools
- **Students for Korea Studies, University of Washington, Seattle, WA** 2010 – 2011
 - Co-founded organization by writing constitution, working with administration to establish organization, recruiting members, liaising with scholars, and hosting colloquia
 - Elected graduate co-president

WORK EXPERIENCE

- **P176X at Truman High School, New York, NY** 2011 – 2014
 - Worked as a classroom teacher at a public school for students with autism
- **America Reads, America Counts, Bryant Elementary, Seattle, WA** 2009 – 2010
 - Tutored English Learners and conducted reading evaluations
- **Chinese Teaching Assistant, Kenyon College, Gambier, OH** 2007 – 2008
 - Taught drill classes to introductory students to reinforce vocabulary and grammar

FELLOWSHIPS, GRANTS, HONORS, AND AWARDS

- **T32 Training Grant, University of Kansas** 2014 –
- **Foreign Language & Area Studies Fellowship, University of Washington** 2010 – 2011
- **Center for Korea Studies Scholarship, University of Washington** 2009 – 2010
- **Foreign Language & Area Studies Fellowship, University of Washington** Summer 2010
- **International Korean Adoptee Service Scholarship, Seoul National** Summer 2009
- **Asian American Scholarship, Kenyon College** 2004 – 2008
- **Merit Grant, Kenyon College, Kenyon College** 2004 – 2008
- **Merit List, Kenyon College, Kenyon College** 2004 – 2008

ACADEMIC SERVICE

- *Journal of Korea Studies* intern, Seattle, WA 2010 – 2011
- Kenyon College Alumni interviewer, various locations 2011 –

PRESENTATIONS

- **National Conference on Undergraduate Research, Salisbury, MD** 2008
 - *South Korean new wave cinema: violence as history*

SKILLS

- Microsoft Office, Excel and Powerpoint; Appleworks and Keynote; SPSS
- Data analysis, grant writing, backwards design & development of individualized education programs
- Language: highly proficient in Spanish and Mandarin; proficient in Korean and French

EXTRACURRICULAR ACTIVITIES

- Marathon and ultra-marathon running
 - **NYC 60K**: female winner 2012; female 4th place 2011
 - **Boston Marathon Qualifier**: 2012, 2013, and 2014
 - **Dashing Whippets Running Team**: female Most Outstanding Performance 2012
- Piano (classical and jazz); violin (classical)