

COLLEEN E. GALLAGHER

University of Dayton
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EDUCATION

- 2012 Doctorate of Philosophy in Applied Linguistics; Georgetown University, Washington, DC
Dissertation: *Academic Language and Young Emergent Bilinguals: Contextualizing Discourse in Personal Narratives and Classroom Literacy Events*
Committee: Kendall King (chair), James Alatis, Anna DeFina
- 2005 Master of Science in Applied Linguistics; Georgetown University, Washington, DC
- 2001 Arizona Secondary Education Post-Baccalaureate Certification Program; Prescott College; Prescott, Arizona
- 2000 Bachelor of Arts in English and Spanish; Xavier University; Cincinnati, Ohio

EMPLOYMENT

- 2020 – Present Associate Professor in Teacher Education; Director of TESOL Programs
Department of Teacher Education, University of Dayton; Dayton, Ohio
- 2014 – 2020 Assistant Professor in TESOL; Director of TESOL Programs
Department of Teacher Education, University of Dayton; Dayton, Ohio
- 2012 – 2014 Clinical Faculty in TESOL; Director of TESOL Programs
Department of Teacher Education, University of Dayton; Dayton, Ohio
- 2008 – 2012 Lecturer and Program Coordinator, TESOL
College of Education, University of Maryland; College Park, Maryland
- 2008 Adjunct Professor
American University, Washington, DC
- 2003 – 2008 Research Assistant/Project Coordinator
Center for Applied Linguistics; Washington, DC
- 2004 – 2005 Teacher of English for Speakers of Other Languages

Franklin Middle School, Fairfax County Public Schools; Fairfax, Virginia

- 2002 – 2003 Dual Language Teacher, Sixth Grade
Longview Elementary School, Osborn Elementary School District; Phoenix,
Arizona
- 2000 – 2002 Spanish Teacher
Osborn Middle School, Osborn Elementary School District; Phoenix, Arizona

PUBLICATIONS

Refereed

- Burke, Z., Haan, J. & Gallagher, C. (2020) Faculty Development for Teaching International Students: A Seminar Series Approach. *Journal of International Students*, 10(3). Available in online first format. doi: <https://doi.org/10.32674/jis.v10i3.1168>
- Gallagher, C. & Haan, J. (2019). Engaging University Faculty in Linguistically Responsive Instruction: Challenges and Opportunities. *Currents in Teaching and Learning*, 11(2).
- Nononene, R., Gallagher, C., Kelly, M. K. & Collopy, R. (2019). Challenges and opportunities in infusing SEL/CRT into teacher preparation: One program's story. *Teacher Education Quarterly*, 46(4), 92-115.
- Gallagher, C., Haan, J. & Lovett, S. (2019). Faculty and student perceptions of language: A mismatch of expectations. *TESOL Journal* 2019;00e:462. doi: 10.1002/tesj.462
- Gallagher, C. (2019). The use of a multimedia case to prepare classroom teachers of emergent multilinguals. *Teaching and Teacher Education*, 84, 17-29. doi:10.1016/j.tate.2019.04.11
- Gallagher, C. & Haan, J. (2018). University faculty beliefs about emergent multilinguals and linguistically responsive instruction. *TESOL Quarterly*, 52(2), 304-330. doi: 10.1002/tesq.399
- Haan, J., Gallagher, C., & Varandani, L. (2017). Working with linguistically diverse classes across the disciplines: Faculty beliefs. *Journal of the Scholarship of Teaching and Learning*, 17(1), 37-51. doi: 10.14434/josotl.v17i1.20008
- Gallagher, C. (2016). Socialization to academic language during kindergarten literacy events. *Language and Education*, 30(5), 383-399. doi: 10.1080/09500782.2015.1118122
- Haan, J. & Gallagher, C. (2015). Supporting emergent multilingual writers in the high school and university writing classroom. *Ohio Journal of English Language Arts*, 55(2), 7-14.
- Gallagher, C. (2014). Supporting emergent bilinguals through linguistically appropriate instruction. In G. Onchwari & J. Keengwe (Eds.), *Cross-cultural considerations in the education of young immigrant learners*. Hershey, PA: IGI Global.
- King, K. & Gallagher, C. (2008). Love, diminutives and gender socialization in Andean mother-child narrative conversations. In McCabe, A., Bailey, A., & Melzi, G. (Eds.), *Research on the development of Spanish-language narratives*. New York: Cambridge University Press.

In Preparation

- Gallagher, C. & Haan, J. (2020). *Content-language integration in university classes across the disciplines: Faculty practices and perspectives*. Manuscript in preparation.

Other

- Gallagher, C. (2019). [Review of the book *A short introduction to the study of language*]. Linguist List. doi: [30.3289](https://doi.org/10.3289)
- Gallagher, C. (2007). [Review of the book *Language, space and power: A critical look at bilingual education*]. *International Journal of Bilingual Education and Bilingualism*, 10(4), 529-532.
- Sugarman, J., Arteagoitia, I., Coburn, C., Gallagher, C., Montee, M., & Schissel, J. (2007). *Spanish-Language Assessments for Dual Language Programs*. Washington, DC: Center for Applied Linguistics. Retrieved from <http://www.cal.org/twi/assessment.htm>.
- Malone, M., Gallagher, C., Montee, M., & Whitcher, M. (2006). *ACTFL assessment for performance and proficiency of languages: Survey of assessment uses and needs*. Washington, DC: Center for Applied Linguistics and ACTFL.
- Gallagher, C., Montee, M. & Malone, M. (2006). *The foreign language assessment directory*. *The National Capital Language Resource Center (NCLRC) Newsletter*. Retrieved from http://nclrc.org/about_teaching/topics/assessment.html#fl_assessment_directory.

PRESENTATIONS

Refereed

- Lantz-Wagner, S., Gallagher, C., Haan, J., Hernandez, S., Taylor, J. & Zastezhko, O. (2019, March). *Innovative CBI: Towards Strong Collaboration in Higher Education*. Panel presentation at the TESOL Convention, Atlanta, Georgia.
- Gallagher, C., Williams, G. & Lopes Murphy, S. (2019, March). *Integrating culturally sustaining practices in teacher education programs*. Panel presentation at the TESOL Convention, Atlanta, Georgia.
- Gallagher, C. & Haan, J. (2019, March). *Developing university faculty for success in working with multilingual students*. Paper presentation at the American Association for Applied Linguistics (AAAL) conference, Atlanta, Georgia.
- Collopy, R. & Gallagher, C. (2018, November). *Social-emotional dimensions of teaching and learning in the college classroom*. Faculty development session presented at Lilly Conference, Oxford, Ohio.
- Nenonene, R., Gallagher, C., Collopy, R. & Kelly, M. K. (2018, November). *The faculty perspective: Embedding social-emotional learning into teacher preparation*. Paper presented at the Ohio Confederation of Teacher Education Organizations (OCTEO) conference, Columbus, Ohio.
- Gallagher, C. & Lyons, M. (2018, May). *Applying a framework for social-emotional learning and culturally responsive teaching in preservice teacher education*. Poster presentation at the Presence of Paulo Freire conference, Cienfuegos, Cuba.
- Gallagher, C. & Haan, J. (2018, March). *Advocating for multilinguals: Linguistically responsive instruction in higher education*. Paper presented at the TESOL Convention, Chicago, Illinois.
- Gallagher, C. (2017, March). *Linguistically responsive instruction in higher education: Exploring a model for instruction and faculty development*. Roundtable discussion at the American Association for Applied Linguistics (AAAL) conference, Portland, Oregon.

- Gallagher, C. & Haan, J. (2017, March). *Engaging university faculty in linguistically responsive instruction: Challenges and opportunities*. Paper presented at the TESOL Convention, Seattle, Washington.
- Gallagher, C. & Haan, J. (2016, October). *Linguistically responsive instructional techniques in university classrooms: Lessons learned from a faculty development pilot project*. Paper presented at Ohio Teachers of English to Speakers of Other Languages (TESOL) conference.
- Gallagher, C. (2016, April). *Faculty development in linguistically responsive instruction*. Part of panel presentation *Undergraduate students and the university system: Beyond borders* at Teachers of English to Speakers of Other Languages (TESOL) Convention, Baltimore, Maryland.
- Gallagher, C. & Haan, J. (2016, April). *Faculty and student perceptions of language: A mismatch of expectations*. Paper presented at the Teachers of English to Speakers of Other Languages (TESOL) Convention, Baltimore, Maryland.
- Gallagher, C. (2015, October). *Mainstream teacher candidate learning about linguistically responsive instruction: The use of an instructional case study*. Paper presented at the Ohio TESOL conference, Columbus, Ohio.
- Gallagher, C. (2015, May). *The use of a multimedia case to prepare classroom teachers of English learners*. Paper presented at the Language Teacher Education conference, Minneapolis, Minnesota.
- Gallagher, C., Haan, J., & Varandani, L. (2015, March). *“Not all faculty can or should become ESL experts”: University Faculty Perceptions of their Work with International English Learners*. Paper presented at the American Association of Applied Linguistics (AAAL) conference, Toronto, Ontario.
- Gallagher, C., Hart, P., & Rogan-Floom, C. (2015, March). *Preparing classroom teachers of ELs with a multimedia case study*. Paper presented at Teachers of English to Speakers of Other Languages (TESOL) Convention, Toronto, Ontario.
- Hart, P., Gallagher, C., & Rogan-Floom, C. (2015, February). *The use of a multi-media case study of an English learner to facilitate an on-campus clinical experience*. Paper presented at the American Association of Colleges of Teacher Education (AACTE), Atlanta, Georgia.
- Gallagher, C. & Rogan-Floom, C. (2014, November). *Applying sheltered instruction principles in a higher education context*. Paper presented at Ohio TESOL conference, Columbus, Ohio.
- Gallagher, C. (2014, March). *Socialization to academic language during kindergarten literacy events*. Paper presented at the American Association of Applied Linguistics (AAAL) conference, Portland, Oregon.
- Varandani, L., Gallagher, C., Haan, J., & Avila-John, K. (2014, March). *Teaching linguistically-diverse classes across the disciplines: Faculty perceptions*. Paper presented at the American Association of Applied Linguistics (AAAL) conference, Portland, Oregon.
- Varandani, L. & Gallagher, C. (2013, November). *Sheltering instruction across the disciplines: Preparing faculty to teach NNES*. Talk presented at Ohio TESOL conference, Columbus, Ohio.
- Gallagher, C. (2013, May). *World language teacher candidates’ development of assessment literacy during the student teaching semester*. Poster presented at the Language Teacher Education conference, Washington, DC.

- Gallagher, C. (2011, March). *Academic language in the personal narratives of young language learners*. Paper presented at the American Association of Applied Linguistics (AAAL) conference, Chicago, Illinois.
- Gallagher, C. (2010, March). *Narrative-focused literacy events and emergent literacy in a kindergarten classroom*. Paper presentation at the American Association of Applied Linguistics (AAAL) conference, Atlanta, Georgia.
- Gallagher, C. (2009, March). *Emergent literacy and academic language development in a kindergarten dual language classroom*. Poster presentation at the American Association of Applied Linguistics (AAAL) conference, Denver, Colorado.
- Gallagher, C. (2009, March). *Emergent literacy in narrative-focused literacy events*. Poster presentation at the Doctoral Forum, Teachers of English to Speakers of Other Languages (TESOL), Denver, Colorado.
- Gallagher, C. (2008, April). *Narrative and biliteracy in the bilingual classroom*. Paper presented at the Teachers of English to Speakers of Other Languages (TESOL) Convention, New York, New York.
- Malone, M., Montee, M. & Gallagher, C. (2007, November). *U.S. foreign language assessment practices: Insights from online survey research*. Paper presentation at the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, Texas.
- Malone, M., Gallagher, C., & Montee, M. (2007, November). *Assessment literacy and language instructors: Past, present and suggestions for the future*. Paper presentation at the East Coast Organization of Language Testers (ECOLT), Washington, DC.
- Cavella, C., Gallagher, C., Montee, M., Thomas, L., & Connor-Linton, J. (2007, April). *Spanish in the US vs. Spanish abroad: How does learning context affect fluency?* Paper presentation at the American Association of Applied Linguistics (AAAL) conference, Costa Mesa, California.
- Malone, M., Gallagher, C. & Montee, M. (2007, March). *What every teacher should know about testing*. Workshop at the Teachers of English to Speakers of Other Languages (TESOL) Convention; Seattle, Washington.
- Gallagher, C. (2006, November). *The development of narrative structure in Spanish SOPI narratives*. Paper presentation at the American Council on the Teaching of Foreign Languages (ACTFL) Convention, Nashville, Tennessee.
- Malone, M., MacGregor, D., Gallagher, C., & Montee, M. (2006, November). *Improving assessment literacy: An online guide to test selection*. Poster presentation at the American Council on the Teaching of Foreign Languages (ACTFL) Convention, Nashville, Tennessee.
- Gallagher, C. & Montee, M. (2006, October). *Revisions to CAL's foreign language test database*. Poster presentation at the East Coast Organization of Language Testers (ECOLT) conference, Washington, DC.
- King, K. & Gallagher, C. (2006, July). *Love, identity and evaluative morphology in Andean mother-child conversations*. Poster presentation at the Sociolinguistics Symposium 16, Limerick, Ireland.

Invited

- Gallagher, C. & Haan, J. (2019, June). *Developing university faculty for success in working with multilingual students*. Invited research presentation for UD and UD Global colleagues, University of Dayton, Dayton, Ohio.
- Gallagher, C. (2019, March). *Linguistically responsive instruction*. Invited talk for University of Dayton Teacher Education Professional Development Day, Dayton, Ohio.
- Gallagher, C. (2015, November). *Linguistically responsive instruction and assessment*. Invited talk for two-hour teacher professional development session at Ruskin PK-8 School, Dayton Public Schools, Dayton, Ohio.
- Gallagher, C. (2015, February). *Strategies for working with ELLs*. Invited talk for new teachers organized by Teach for America of Southwest Ohio, Dayton, Ohio
- Gallagher, C. (2015, February; 2013, March). *Strategies for working with ELLs*. Invited talk for clinical educators organized by Field Office, University of Dayton, Dayton, Ohio.
- Gallagher, C. (2014, November & February; 2013, May & March; 2012, October). *Assessing non-native speakers across the disciplines*. Invited talk for Teaching a Global Student Community (TAGS) workshop series for university-level instructors, University of Dayton, Dayton, Ohio.
- Gallagher, C. (2014, October). *Two for one: Maximizing instructional activities for foreign language classroom assessment*. Invited plenary talk for Dayton Academic Day organized by University of Dayton Publishing, Lima, Peru.
- Gallagher, C. (2014, July). *Two for one: Maximizing instructional activities for foreign language classroom assessment*. Invited talk for visiting Latin American teachers in the SEE UD program, Intensive English Program, University of Dayton, Dayton, Ohio.
- Gallagher, C. (2013, February). *Language policy in US Education: Language as problem, right or resource?* Invited talk for EDT-110, Professor Susan Ferguson, University of Dayton, Dayton, Ohio.
- Gallagher, C. (2010, November & March; 2009, November). *Working with English language learners*. Invited talk for America Reads*America Counts tutors, University of Maryland, College Park, Maryland.
- Gallagher, C. (2010, November). *Working with ELs and students with special education needs*. Invited talk for EDCI 433/688A, Professor Perla Blejer, University of Maryland, College Park, Maryland.
- Gallagher, C. (2007, July). *Overview of the SIOP Model*. Invited talk for TESL-502, Professor Christina Cavella, American University, Washington, DC.
- Gallagher, C. (2007, February). *Bilingual education and biliteracy development*. Invited talk for Ling-241, Professor Kendall King, Georgetown University, Washington, DC.
- Gallagher, C. (2007, April). *Oral fluency and narrative structure in various learning contexts*. Invited talk for Ling-273, Professor Kendall King, Georgetown University, Washington, DC.

Other

- Kaiser, D. J. with Gallagher, C. and other members of TESOL Standards Professional Council (2019, March). *An Overview of TESOL Standards*. Poster presentation at the TESOL Convention, Atlanta, Georgia.
- Gallagher, C. (2017, April). *Engaging university faculty in linguistically responsive instruction: Challenges and Opportunities*. Paper presented at the Thomas C. Hunt Building a

Research Community Day. University of Dayton School of Education and Health Sciences, Dayton, Ohio.

Gallagher, C., Rogan-Floom, C. & Hart, P. (2015, January). *The use of a multi-media case study of an English learner to facilitate an on-campus clinical experience*. Paper presented at the Thomas C. Hunt Building a Research Community Day. University of Dayton School of Education and Health Sciences, Dayton, Ohio.

RESEARCH EXPERIENCE

- 2017 – Present **Principal Investigator**; Teacher beliefs about sheltered instruction for emergent bilinguals in content-based classrooms; design and administer surveys, analyze results, observe teaching and conduct stimulated recall interviews
- 2013 – Present **Co-Principal Investigator**; Linguistically responsive instruction in higher education; planned and delivered research- and theory-based faculty development; designed and administered surveys of faculty beliefs about teaching emergent multilinguals; conducted classroom observations and instructor interviews
- 2013 – 2016 **Principal Investigator**; Socialization to emergent academic register through hybrid language and literacy events in the bilingual kindergarten classroom; transcribed recorded classroom discourse and conducted qualitative analysis from a language socialization perspective
- 2013 – 2015 **Principal Investigator**; Preparing undergraduate teacher education students for linguistically responsive instruction through a video case study; developed survey; observed class; transcribed classroom interaction; collected artifacts; analyzed data with qualitative and quantitative strategies
- 2012 – 2013 **Principal Investigator**; The assessment literacy of foreign language teacher candidates during the student teaching semester; analyzed candidate artifacts from coursework and student teaching, conducted candidate interviews, analyzed own practice
- 2008 – 2012 **Principal Investigator**; dissertation research on academic language in personal narrative and literacy events in a kindergarten bilingual program; planned study, collected and analyzed interactional data for a mixed methods classroom study
- 2007 – 2008 **Research Assistant** (Diane August, PI); Project SAILL, Center for Applied Linguistics; created materials for ESOL math and language arts intervention study
- 2006 – 2007 **Research Assistant** (Elvira Swender & Meg Malone, Co-PIs); ACTFL Assessment for Performance and Proficiency of Languages, Center for Applied Linguistics in partnership with ACTFL; prepared, administered, analyzed and reported results on national survey of foreign language assessment uses and needs

- 2006 – 2007 **Research Assistant** (Meg Malone, PI); Foreign Language Assessment Database project, Center for Applied Linguistics; planned, conducted and analyzed data from a series of focus groups with foreign language educators and applied results to the development of an online tutorial and database in language testing.
- 2004 – 2006 **Research Assistant and Co-Principal Investigator** (Kendall King, PI); study of mother-child interaction in Saraguro, Ecuador; conducted parent interviews and recorded naturalistic conversations, transcribed recorded data, coded and analyzed targeted linguistic features, co-authored and co-presented results

UNIVERSITY-LEVEL COURSES TAUGHT

University of Dayton

- EDT-341: Language Development and Emergent Literacy (fall 2012, 2013, 2014, 2015, 2016, 2017, 2018; 2019; spring 2013, 2014, 2015, 2016, 2017, 2018, 2019; summer 2013)
- EDT 433/553: Foreign Language Methods for Adolescent to Young Adult (fall 2012, 2013, 2019)
- EDT-437/537: Second Language Learning and Teaching (fall 2013, 2014, 2015, 2016, 2017, 2018; summer 2014, 2015, 2016, 2017, 2018 online)
- EDT 436: Adolescent to Young Adult Capstone Seminar, world languages section (spring 2019)
- EDT-438/538: TESOL Practicum (fall 2015, 2016; spring 2014, 2015, 2016, 2017, 2018, 2019)
- EDT-539: Sociolinguistics in Second Language Education (summer 2015; fall 2017 online)
- EDT-540: Practicum in ESOL Instruction and Assessment (spring 2016, 2017)
- EDT 659: The SIOP Model: Leadership, Advocacy, and Collaboration in Content-Based Instruction for English Learners (spring 2018)
- ENG/LNG 468/ENG 625/EDT 659: Introduction to Linguistics (fall 2013, 2014, 2016; summer 2014 online)
- UDL-096: TEFL Certificate Module 5 – Assessment and Evaluation (summer 2016 hybrid)

University of Maryland

- EDCI-474: Inclusion, Diversity, and Professionalism in Secondary Education (spring 2011)
- EDCI-630: Foundations of Second Language Education: Legal, Social, and Historical Trends and Issues (fall 2010, summer 2011)
- EDCI-632: Special Education and Oral Language Development in TESOL (spring 2009, 2010)
- EDCI-631: Student Assessment in the Second Language Classroom (spring 2009, fall 2009)
- EDCI-647/689c: TESOL Internship Seminar (fall 2010; spring 2011, 2012)

American University

- TESL-524: Reading and Writing in the ESL/EFL Classroom (summer 2008)

EDUCATOR PROFESSIONAL DEVELOPMENT

- Summer 2018 **Co-facilitator**, UDayton Global Faculty Formation, Dayton, Ohio; plan, prepare and facilitate five days of professional development for content and language faculty on integrating content and language instruction,

collaboration between content and language faculty, and supporting international students

- 2017 **SIOP trainer** on independent consultant basis for Dayton Public Schools, Dayton, Ohio; plan and facilitate one-day overview workshop for administrators and two two-day workshops for secondary teachers
- Spring 2016 **Co-facilitator of seminar series on linguistically responsive instruction** at the University of Dayton; planned, prepared and facilitated semester-long bi-weekly faculty development meetings for university instructors across the disciplines; seminar focused on working effectively with multilingual students.
- 2012 – 2015 **University liaison for adolescent and young adult (AYA) field experiences** at the University of Dayton; reviewed lesson plans, observed teaching, engaged interns in reflective discussion, suggested resources, served as point of contact for cooperating teachers.
- 2008 – 2012 **University supervisor for TESOL internships** at the University of Maryland; reviewed lesson plans, observed teaching, engaged interns in reflective discussion, suggested resources, co-planned as needed.
- 2008 – 2012 **Professional Development Schools (PDS) coordinator** for TESOL Program, College of Education, University of Maryland; built and maintained partnerships with local schools, arranged and monitored TESOL internship placements.
- 2007 – 2008 **SIOP trainer** for the Center for Applied Linguistics, Washington, DC. Professional development workshops on the Sheltered Instruction Observation Protocol (SIOP) Model of instruction for English learners. Workshop series conducted in Chesterfield County Public Schools, Virginia; Fresno, California; Chapel Hill-Carrboro City Schools, North Carolina; Loudoun County Public Schools, Virginia; and Hunterdon County, Pennsylvania.
- June 2007 **Facilitator** with M. Malone & M. Montee. *Understanding assessment: Applications for foreign language teachers*. Workshop for foreign language instructors conducted as part of the National Capital Language Resource Center (NCLRC) Summer Institute; Washington, DC.
- February 2006 **Facilitator** with M. Malone, C. Cavella, M. Montee, K. Otto, & L. Thomas. *Simulated Oral Proficiency Interview (SOPI) rater training*. Workshop for high school and college foreign language instructors conducted at Virginia Commonwealth University, Richmond, Virginia.

October 2005 **Facilitator.** *Writing, grammar, and vocabulary: A scaffolded approach to teaching B2 ESOL students.* Professional development workshop for middle school teachers at Fairfax County Public Schools, Fairfax, Virginia

PROFESSIONAL LEARNING

July 2018 **Participant,** International Systemic Functional Congress (ISFC) pre-conference workshops; participated in two week-long courses: Introduction to Systemic Functional Linguistics and SFL Data Analysis Workshop: Issues of Coding and Interpretation; attended lectures, applied concepts to analysis of my data, engaged in critique of analyses with fellow participants

May 2018 **Participant,** Civitas Global Educational Experience to Tenth Annual Presence of Paulo Freire conference in Cienfuegos, Cuba; presented at conference, explored education abroad opportunities for UD students, and participated in educational encounters at sites of historical, cultural, and ecological interest

Spring 2018 **Member,** University of Dayton Immigrant and Refugee Faculty Learning Community; Participated in monthly meetings with colleagues and community members to explore local community-engaged learning opportunities with immigrant and refugee-serving organizations; enhanced community-engaged learning project for EDT 437/537 in fall 2018

2017 – 2018 **Member,** University of Dayton Research Fellow; Participated in bi-weekly meetings to enhance research expertise; plan and implement a research project with collegial feedback from a professional learning community

2017 – 2018 **Participant,** Teacher Education Institute cohort 1; traveled three times to California to participate in professional learning on the social-emotional dimensions of teaching and learning and culturally responsive teaching (SEDTL/CRT) through the Center for Reaching and Teaching the Whole Child (CRTWC); participated in quarterly online meetings; served as participant in program evaluation research; turn-keyed training to Department of Teacher Education

GRANTS

2019 **Co-recipient,** Sanford Grants Program. *Teacher preparation for social-emotional learning.* Amount: \$37,672.50

2019 **Principal Investigator,** University of Dayton School of Education and Health

- Sciences Summer Research Grant. *Content-language integration in university classes across the disciplines: Faculty practices and perspectives*. Funded amount: \$6,000.
- 2018 **Principal Investigator**, University of Dayton Research Fellows Grant-in-Aid. *Linguistically Responsive Instruction in the SIOP Classroom: A Pilot Study*. Funded amount: \$1,500.
- 2017 **Principal Investigator**, University of Dayton Research Council Summer Seed Grant. *Linguistically Responsive Instruction at the University Level: Does Faculty Development Make a Difference?* Funded amount: \$5,000.
- 2016 **Principal Investigator**, University of Dayton Research Council Summer Seed Grant. *Linguistically Responsive Instruction in Higher Education*. Funded amount: \$5,000.
- 2008 – 2010 **Evaluation Coordinator**, Improving Teacher Quality grant from the Maryland Higher Education Commission. *Enhancing Language and Cultural Competences for Spanish and French Teachers*. Funded amount: \$186,789.

ADVISING

- 2018 – Present **Doctoral dissertation committee chair**, Brenna Seifried
- 2018 – Present **Doctoral dissertation committee chair**, Anjeannette Rose
- 2018 – Present **Doctoral dissertation committee chair**, Xiaoyuan Chen
- 2018 – Present **Doctoral dissertation committee member**, Nicholas Chima
- 2017 – 2018 **Master's thesis committee member**, Sara Lovett
- 2015 – 2018 **Doctoral dissertation committee member**, Brenna Seifried
- 2015 – Present **Doctoral dissertation committee member**, Sky Lantz-Wagner
- 2015 – Present **Doctoral dissertation committee member**, Craig Boman
- 2015 – 2016 **Honors thesis adviser**, Kara Jankowski: *A case study of resources needed for two-way immersion programs*; UD Honors Program, Dayton, Ohio
- 2013 – Present **Academic adviser**, TESOL program and undergraduate world language education program

SERVICE

International/national

- 2019 – 2021 Guest editor with Jennifer Haan, special issue of *TESOL Quarterly* on linguistically responsive instruction in higher education
- 2019 – Present **Incoming co-chair**, Standards Professional Council, TESOL International Association, Alexandria, Virginia
- 2016 – Present **Member**, Standards Professional Council, TESOL International Association, Alexandria, Virginia
- 2016 – Present **Reviewer of manuscripts**, *Journal of Language and Education*, a top-tier international peer-reviewed journal
- 2013 – Present **Reviewer of proposals**, International TESOL Association Convention (summer 2013, 2014, 2016, 2017, 2018, 2019, 2020)

Regional/local

- 2019 – present **Member**, EL Advisory Committee, Ohio Department of Education, Columbus, Ohio
- 2016 **Reviewer of proposals**, Ohio TESOL Conference, Columbus, Ohio
- 2012 **Invited guest speaker**, *Education Report* radio show for Clear Channel stations, Dayton, Ohio
- 2006, 2007 **Reviewer of proposals**, East Coast Organization of Language Testers

University

- 2015 – 2017 **Member**, University of Dayton Publishing (UDP) Teaching English as a Foreign Language (TEFL) Certificate Advisory Committee
- 2015 – Present **Faculty adviser**, American Sign Language (ASL) Club, University of Dayton
- 2015 – 2016 **Faculty adviser**, Transfer student special interest house, University of Dayton
- 2015, 2017 **Interviewer**, UD campus Fulbright interviews for Department of Teacher Education student Fulbright applicants, University Honors Program, University of Dayton
- 2015 **Facilitator**, Fall semester Mid-term Instructional Development (MID) for two UD faculty members, Teaching Learning Center, University of Dayton
- 2014 – 2015 **Member**, Spanish Sociolinguist Search Committee, University of Dayton
- 2013 – Present **Chair**, TESOL Program Advisory Committee, University of Dayton
- 2013 – 2014 **Member**, ad hoc Teaching a Global Student Community (TAGS) needs assessment team, University of Dayton
- 2010 **Mentor** to visiting international Fulbright teacher, University of Maryland

School

- 2019 – Present **Chair**, Faculty Affairs Committee, School of Education and Health Sciences, University of Dayton
- 2017 – 2018 **Vice Chair**, Faculty Affairs Committee, School of Education and Health Sciences, University of Dayton
- 2016 – 2017 **Member**, Faculty Affairs Committee, School of Education and Health Sciences, University of Dayton
- 2015 – 2016 **Member**, Ad-hoc committee on graduate assistants, Faculty Congress, School of Education and Health Sciences, University of Dayton

Departmental

- 2017 – Present **Member**, Social-emotional dimensions of teaching and learning and culturally responsive teaching (SEDTL/CRT) faculty development group, Department of Teacher Education, University of Dayton
- 2017 – 2018 **Member**, Culturally responsive instruction assistant professor search committee, Department of Teacher Education, University of Dayton
- 2016 – Present **Chair**, Sabbatical review committee, Department of Teacher Education, University of Dayton
- 2016 – Present **Member**, Reading committee, Department of Teacher Education, University of Dayton

2015 – Present	Member , Leadership team, Department of Teacher Education, University of Dayton
2015 – 2016	Member , Sabbatical review committee, Department of Teacher Education, University of Dayton
2015 – 2016	Member , Council for the Accreditation of Educator Preparation (CAEP) committee – standard 3, Department of Teacher Education, University of Dayton
2014	Member , Middle Childhood Literacy Assistant Professor Search Committee, University of Dayton
2013 – 2015	Lead author , TESOL-CAEP program report and ACTFL-CAEP program report, Department of Teacher Education, University of Dayton
2013 – Present	Program coordinator , TESOL program, Department of Teacher Education, University of Dayton
2012 – 2013	Lead developer , TESOL programs, Department of Teacher Education, University of Dayton
2012 – Present	Member , Adolescent to Young Adult (AYA) program area, Department of Teacher Education, University of Dayton
2010 – 2011	Lead author , TESOL-NCATE program report, Department of Curriculum and Instruction, College of Education, University of Maryland
2010 – 2011	Member , Teacher Preparation and Leadership Committee, Department of Curriculum and Instruction, College of Education, University of Maryland
2006 – 2007	Member , Organizing Committee, Georgetown Linguistics Society conference Georgetown University

PROFESSIONAL LICENSES

2004 – 2009	Virginia Collegiate Professional Teaching License in English, English as a Second Language, and Spanish
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AFFILIATIONS

2012 – Present	Member , Ohio Association of Teacher Educators (OATE)
2012 – Present	Member , Ohio TESOL
2009 – Present	Member , American Association of Applied Linguistics (AAAL)
2007 – Present	Member , TESOL International Association
2005 – 2008	Member , American Council on the Teaching of Foreign Languages (ACTFL)
2000 – 2002	Member , Teach for America

HONORS AND AWARDS

2018	University of Dayton Research Fellows Program
2005 – 2008	Georgetown University Tuition Scholarship
2006	Georgetown University Graduate School Travel Grant

2003 – 2004	Georgetown University Title VII Grant
1999 – 2000	Alpha Sigma Nu Jesuit Honorary Fraternity for academic achievement
1996 – 2000	Xavier University Presidential and Edgecliff Alumni Scholarship