

LUCIANA C. DE OLIVEIRA

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CONTACT INFORMATION

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EDUCATION AND CREDENTIALS

Ph.D., Education, University of California, Davis - June 2006

Emphasis: Language, Literacy, and Culture Additional Specialization: Second Language Acquisition
Dissertation: *Knowing and Writing History: A Study of Students' Expository Writing and Teachers' Expectations*

Chair: Mary J. Schleppegrell

Master of Arts in English, TESOL Option (Teaching English to Speakers of Other Languages)
California State University, East Bay - June 1999 *Summa Cum Laude*

Bachelor of Arts in Languages: English and Portuguese, Minor in German

Universidade Estadual Paulista (São Paulo State University - UNESP), Araraquara, SP (Brazil)
January 1997 *Magna Cum Laude*

Teaching Credentials, English and Portuguese: Secondary

Universidade Estadual Paulista (São Paulo State University - UNESP), Araraquara, SP (Brazil)
January 1997

HIGHLIGHTS

- Awards include the Early Career Award by the Bilingual Education Research SIG of the American Educational Research Association (AERA) (2012); the David E. Eskey Award for Curriculum Innovation by the California TESOL association (2011); Faculty Engagement Scholarship Award (2013) and Outstanding Latino Faculty (2011) by Purdue University.
- Areas of specialization: English language learners, content area literacies, second language writing, functional linguistics, qualitative research, teacher education.
- Teaching: 22 years of teaching experience in K-12, higher education, and foreign language contexts with culturally and linguistically diverse groups.
- Engagement and Service: Work with public schools, volunteer and elected positions at different professional organizations, including the TESOL International Association, NYS TESOL (New York State TESOL), INTESOL (Indiana TESOL), and CATESOL (California TESOL).

HONORS AND AWARDS

Awards

Faculty Engagement Scholarship Award; Purdue University. Inaugural recipient. This university-level award recognizes an outstanding record of achievement in, and strong indication of future contribution to, engagement. Received in recognition of my work with schools that serve large numbers of Latino ELLs. March 2013. Media coverage:

- Local TV: <http://www.wlfi.com/dpp/news/local/purdue-engagement-awards-are-presented-to-community-leaders?ref=scroller&categoryId=20000&status=true>
- Journal & Courier: <http://www.jconline.com/article/20130328/NEWS0501/303280023/Purdue-faculty-cited-for-activities>
- Inside Edge: <http://www.insideindianabusiness.com/newsitem.asp?id=58661>

Early Career Award; Bilingual Education Research Special Interest Group, American Educational Research Association (AERA); 2012. This award recognizes an individual for outstanding accomplishments in the early stages of her or his career no later than 10 years after receipt of the doctoral degree.

Curriculum and Instruction Outstanding Faculty Scholarship Award, Department of Curriculum and Instruction, Purdue University. To recognize outstanding achievements in publications, grants, and awards in the area of research-based scholarship. April 2012.

Outstanding Faculty Discovery Award, Department of Curriculum and Instruction, Purdue University. To recognize outstanding achievements in publications, grants, and awards in the area of scholarship of engagement. April 2012.

Dean's Fellow Program Award; College of Education, Purdue University; 2011-2012. Designed for faculty who have an interest in exploring leadership opportunities and university administration to work on a specific project that advances the goals of the College of Education's strategic plan. Project: *Inclusive Representation: Recruitment and Retention of Underrepresented Minority Faculty and Students*.

Outstanding Latino Faculty, Latino Faculty and Staff Association (LaFASA), Purdue University; October 2011.

David E. Eskey Award for Curriculum Innovation; California TESOL (CATESOL); April 2011. Award designed to honor Professor Eskey's memory. Received for the book *Knowing and Writing School History: The Language of Students' Expository Writing and Teachers' Expectations*. One recipient per year.

Diversity Fellows Program Award; Purdue University; 2010-2011. To support faculty development, implementation and sharing of inclusive approaches to teaching, learning, and assessment in diversity. University award; two per college per year. Cash award: \$2,000.

Seed for Success Award; Purdue University; November 2010. The Seed for Success Award is given in recognition of the accomplishments of single investigators and teams of investigators for their efforts in obtaining a one million dollar or more research grant.

Outstanding Faculty Engagement Award, Department of Curriculum and Instruction, Purdue University. To recognize outstanding achievements in the area of engagement with schools and service to the university and the profession. April 2010.

Outstanding Faculty Discovery Award, Department of Curriculum and Instruction, Purdue University. To recognize outstanding achievements in publications, grants, and awards in the area of research-based scholarship. March 2010.

Teaching and Learning With Technology Distance Education Award, Information Technology at Purdue (ITaP), Purdue University; February 2010. The TLT Distance Education Awards Program awards Purdue faculty for the development of high-quality distance education courses on the West Lafayette campus. Ten awardees selected campus-wide. Included a cash award of \$3,000.

Division K, Teaching and Teacher Education, Early Career Seminar, American Educational Research Association, March 2008. To attend a pre-convention seminar for Early Career Faculty (tenure-line 1st, 2nd and 3rd year in the academy) with a research focus on the preparation of teachers for culturally and linguistically diverse populations. Seminar Leaders: Linda Darling-Hammond, Rosa Hernandez-Sheets, and Etta Hollins.

Outstanding Paper on Nonnative English Speakers in TESOL Issues, East Carolina University and TESOL Award for the colloquium “Exploring NNESTs’ professional self-esteem and confidence” presented at the Annual TESOL Convention, 2006.

Outstanding Scholarship Award, first recipient, School of Education, UC Davis, awarded to one Ph.D. Candidate, Spring 2005 - Awarded on the basis of scholarship and promise of outstanding academic and professional contribution to recognize students’ exceptional performance at the university (included a cash award of \$2,500).

Leadership Mentoring Program, TESOL

Spring 2005 – Award designed to help underrepresented groups within TESOL become more involved in the association. Recipients are guided by mentors throughout the year as they contribute their time and expertise to TESOL’s activities and projects. Award by nomination, given to individuals with potential for TESOL involvement and leadership, to participate in TESOL’s Leadership Certificate Program and the TESOL Annual Convention.

Outstanding Paper on Nonnative English Speakers in TESOL Issues, East Carolina University and TESOL Award for the colloquium “Learning from Models of Native English-speaking teacher (NEST)/Nonnative English-speaking Teacher (NNEST) Collaboration” presented at the Annual TESOL Convention, 2004.

Recognition Awards, CATESOL, for outstanding service to CATESOL and dedication to the teaching profession. Nonnative Language Educators’ Issues Interest Group Coordinator, 2002-2004, Assistant College/University Chair, 2004-2005, College/University Chair, 2005-2006.

Fellowships

University of California, Davis

Non-Resident Tuition Fellowships, School of Education and Office of Graduate Studies, 9/2001 – 5/2006 - Extremely competitive fellowship to support international students across the university. One per college. Awarded on the basis of scholarship and promise of outstanding academic and professional contribution; \$14,000 per year.

Summer Research Fellowship, School of Education, Summer 2005 – Fellowship designed to support outstanding scholars and help them make substantial progress toward their degrees; \$4,000.

PUBLICATIONS

Students' names are underlined.

Books

- de Oliveira, L. C., & Schleppegrell, M. J. (2015). Focus on grammar and meaning. Oxford University Press. [part of the *Key Concepts for the Language Classroom* book series edited by Patsy Lightbown & Nina Spada.]
- de Oliveira, L. C., & Yough, M. (2015) (Eds). *Preparing teachers to work with English language learners in mainstream classrooms*. Charlotte, NC: Information Age Publishing and TESOL Press.
- de Oliveira, L. C., & Iddings, J. (2014). (Eds). *Genre pedagogy across the curriculum: Theory and application in U.S. classrooms and contexts*. London: Equinox Publishing.
- de Oliveira, L. C. & Silva, T. (2013). (Eds). *L2 writing in secondary classrooms: Academic issues, student experiences, and teacher education*. New York: Routledge.
- de Oliveira, L. C. (2013). (Ed.). *Teacher education for social justice: Perspectives and lessons learned*. Charlotte, NC: Information Age Publishing. Foreword by M. Cochran-Smith.
- de Oliveira, L. C. (2011). *Knowing and writing school history: The language of students' expository writing and teachers' expectations*. Charlotte, NC: Information Age Publishing.
- de Oliveira, L. C. (Series Ed.) (2014/2015). *The Common Core State Standards and English Language Learners*. Alexandria, VA: TESOL International Association.
- There will be five books in the series:
1. Spycher, P. (Ed.) (2014). *The Common Core State Standards in English Language Arts for English Language Learners: Grades K–5*.
 2. Civil, M., & Turner, E. (Eds.) (2014). *The Common Core State Standards in Mathematics for English Language Learners: Grades K–8*.
 3. de Oliveira, L. C., Klassen, M., & Maune, M. (Eds.) (2015). *The Common Core State Standards in English Language Arts and English Language Learners: Grades 6-12*.
 4. Bright, A., Hansen-Thomas, H., & de Oliveira, L. C. (Eds.) (in press). *The Common Core State Standards in Mathematics and English Language Learners: High School*.
 5. de Oliveira, L. C. (Ed.) (in preparation). *The Common Core State Standards in Literacy in History/Social Studies, Science, and Technical Subjects for English Language Learners: Grades 6–12*.
- de Oliveira, L. C., & Wachter Morris, C. (under contract). *Preparing school counselors for English Language Learners*. TESOL Press. [part of the handbook series “ESOL for Different Professions”].
- Kamhi-Stein, L., Diaz-Maggioli, G., & de Oliveira, L. C. (under contract). *Teaching English in South America*. Multilingual Matters.
- de Oliveira, L. C., & Silva, T. (under contract). *L2 writing in elementary classrooms: Instructional issues, content-area writing, and teacher education*. Palgrave/Macmillan.

de Oliveira, L. C. (proposal submitted). *A language-based approach to content instruction (LACI) for English language learners: Academic language in the content areas (Grades 2-6)*. Heinemann.

de Oliveira, L. C., & Shoffner, M. (Eds) (in preparation). *ELA teachers and ELL students: Preparing English language arts teachers to teach English language learners*.

de Oliveira, L. C., & Lan, S-W. (in preparation). *Reading, writing, and talking science with English language learners in elementary classrooms*. [proposal written; working on sample chapters]

de Oliveira, L. C. (Ed). (in preparation). *The Handbook of TESOL in K-12*. [started inviting authors; to be submitted to Wiley]

Journal Articles (Refereed)

Kenney, R., & de Oliveira, L. C. (in press). The role of symbol sense in mathematical semiotic systems for English language learners. *Teaching for Excellence and Equity in Mathematics*.

Lan, S-W., & de Oliveira, L. C. (in press). Layers of complexity: Nouns in fourth-grade science textbooks. *Electronic Journal of Literacy Through Science*.

de Oliveira, L. C. (in press). A systemic-functional analysis of English language learners' writing. DELTA (Documentação de Estudos em Linguística Teórica e Aplicada).*
[*This journal is ranked A1 (first-tier) according to QUALIS for all journals in applied linguistics in Brazil]

Pereira, N. & de Oliveira, L. C. (2015). Meeting the linguistic needs of high-potential English language learners: What teachers need to know. *Teaching Exceptional Children*, 47(4), 208-215.

de Oliveira, L. C., Arvelo Alicea, Z., & Cortés-Santiago, I. (2014). *Moviendose atraves de languages and literacies through code-switching in a community literacies event*. *Journal of Higher Education Outreach and Engagement*, 18(4), 157-175.

Athanases, S. Z., & de Oliveira, L. C. (2014). Scaffolding versus structured assistance for Latina/o youth in an urban school: Tensions in building toward disciplinary literacy. *Journal of Literacy Research*, 46(2), 263-299.

de Oliveira, L. C., & Lan, S-W (2014). Writing science in an upper elementary classroom: A genre-based approach to teaching English language learners. *Journal of Second Language Writing*, 25(1), 23-39.

de Oliveira, L. C., Maune, M., & Klassen, M. (2014). The Common Core State Standards in English language arts in the United States and teaching English language learners: Focus on writing. *L1 Educational Studies in Language and Literature*, 14(1), 1-13. Online access: <http://11.publication-archive.com/publication/1/1463>

Turkan, S., de Oliveira, L. C., Lee, O., & Phelps, G. (2014). Proposing a knowledge base for teaching academic content to English Language Learners: Disciplinary linguistic knowledge. *Teachers College Record*, 116(3), <http://www.tcrecord.org/library> ID Number: 17361

de Oliveira, L. C. (2014). Language teaching in multilingual contexts. *Revista Brasileira de Linguística Aplicada* [Brazilian Journal of Applied Linguistics], 14(2), 265-270.

- Arvelo Alicea, Z., Cortés-Santiago, I. & de Oliveira, L. C. (2014). Witty Latina grandmas, silly skeletons, and birthday cakes: A library program focused on bilingual literacy. *Indiana Libraries*, 33(1), 16-18.
- de Oliveira, L. C., & Olesova, L. (2013). Learning about the literacy development of English language learners through technology. *Journal of Education*, 193(2), 15-23.
- Achinstein, B., Athanases, S., Curry, M., Ogawa, R., & de Oliveira, L. C (2013). These doors are open: Community wealth and health as resources in strengthening education for lower-income Latina/o youth. *Leadership*, 42(5), 30-34.
- Angus, R., & de Oliveira, L. C. (2012). Diversity in secondary English classrooms: Conceptions and enactments. *English Teaching: Practice and Critique*, 11(4), 7-18.
- Burke, A. & de Oliveira, L. C. (2012). Educational policies in the United States and implications for English learners. *Revista Brasileira de Linguística Aplicada (Brazilian Journal of Applied Linguistics)*, 12(2), 311-329. [Special issue on language policies worldwide.]*
[*This journal is ranked A1 (first-tier) according to QUALIS for all journals in applied linguistics in Brazil]
- de Oliveira, L. C. (2012). What history teachers need to know about academic language to teach English language learners. *The Social Studies Review*, 51(1), 76-79.
- de Oliveira, L. C., & Lan, S-W. (2012). Preparing nonnative English-speaking (NNES) graduate students for teaching in higher education: A mentoring case study. *Journal on Excellence in College Teaching*, 23(3), 59-76.
- de Oliveira, L. C., Olesova, L., & Gilmetdinova, A. (2012). Student-led online discussions in TESOL. *TESOL Connections*. Available at <http://newsmanager.commpartners.com/tesolc/issues/2012-11-01/4.html>
- Solórzano, S. & de Oliveira, L. C. (2012). Language development in Latino immigrant children in the United States. *MexTESOL Journal*, 36(1), 1-15.
- de Oliveira, L. C. (2011a). Strategies for nonnative-English-speaking teachers' continued development as professionals. *TESOL Journal*, 2(2), 229-238.
- de Oliveira, L. C. (2011b). A linguistic approach in culturally and linguistically diverse classrooms: A focus on teacher education. *Linguistics and the Human Sciences*, 4(2), 101-159.
- de Oliveira, L. C. (2011c). In their shoes: Teachers feel like English language learners through a math simulation. *Multicultural Education*, 19(1), 59-62.
- de Oliveira, L. C. (2011d). Five common questions from teachers of English language learners. *The New Teacher Advocate*, 19(2), 10-11.
- de Oliveira, L. C., & Cheng, D. (2011). Language and the multisemiotic nature of mathematics. *The Reading Matrix*, 11(3), 255-268.
- Iddings, J. & de Oliveira, L.C. (2011). Applying the genre analysis of a narrative to the teaching of English language learners. *INTESOL Journal*, 8(1), 25-41.
- de Oliveira, L. C. (2010a). Nouns in history: Packaging information, expanding explanations, and structuring reasoning. *The History Teacher*, 43(2), 191-203.

- de Oliveira, L. C. (2010b). Focusing on language and content by examining cause and effect in historical texts. *The Indiana Reading Journal*, 42(1), 14-19.
- de Oliveira, L. C., & Dodds, K. N. (2010). Beyond general strategies for English Language Learners: Language dissection in science. *The Electronic Journal of Literacy Through Science*, 9(1), 1-14. Available online at <http://ejlts.ucdavis.edu/article/2010/9/1/beyond-general-strategies-english-language-learners-language-dissection-science>
- Shoffner, M.*, de Oliveira, L. C.*, with Angus, R. (2010). Multiliteracies in the secondary English classroom: Becoming literate in the 21st century. *English Teaching: Practice and Critique*, 9(3), 75-89.
- Zhang, Y., & de Oliveira, L. C. (2010). Helping English language learners learn history: A functional grammatical perspective. *INTESOL Journal*, 7(1), 59-68.
- de Oliveira, L. C., & Shoffner, M. (2009). Addressing the needs of English language learners in an English education methods course. *English Education*, 42(1), 91-111.
- Abreu-e-Lima, D. M., & de Oliveira, L. C. (2008). The use of fairy tales in preservice teacher education: Learning to work with adolescents. *Contexturas*, 13, 9-23.
- de Oliveira, L. C. & Pereira, N. (2008). “Sink or Swim”: The challenges and needs of teachers of English language learners. *INTESOL Journal*, 5(1), 77-86.
- Athanases, S. Z., & de Oliveira, L. C. (2008). Advocacy for equity in classrooms and beyond: New teachers' challenges and responses. *Teachers College Record*, 110(1), 64-104.
- de Oliveira, L. C. (2008). “History doesn’t count”: Challenges of teaching history in California schools. *The History Teacher*, 41(3), 363-378.
- Athanases, S. Z. & de Oliveira, L. C. (2007). Conviction, confrontation, and risk in new teachers' advocating for equity. *Teaching Education*, 18(2), 123-136.
- de Oliveira, L. C. (2007). Academic language development in the content areas: Challenges for English language learners. *INTESOL Journal*, 4(1), 22-33.
- de Oliveira, L. C., & Athanases, S. Z. (2007). Graduates’ reports of advocating for English language learners. *Journal of Teacher Education*, 58(3), 202-215.
- Schleppegrell, M. J., & de Oliveira, L. C. (2006). An integrated language and content approach for history teachers. *Journal of English for Academic Purposes* 5(4), 254-268.
- de Oliveira, L. C. & Richardson, S. (2001). Collaboration between native and nonnative English-speaking educators. *The CATESOL Journal*, 13(1), 123-134.
Reprinted in L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals*. Ann Arbor: the University of Michigan Press.
- Hofling, C., de Oliveira, L. C., de Oliveira, F., Micucci, T. C., Duarte, G., & Gonzaga, V. (1995). Canto X: a máquina do mundo e a mensagem d'Os Lusíadas [Canto X: World machine and the message in Os Lusíadas]. *Caminho das Índias*. Araraquara, SP: Faculdade de Ciências e Letras (FCL), UNESP, p. 98-110.

Journal Articles (Other)

de Oliveira, L. C., Stamper, S., & Kandel-Cisco, B. (2011). Learners and leaders in times of change. *INTESOL Journal*, 8(1), 5-6.

de Oliveira, L. C., & Stamper, S. (2010). Transitions in TESOL: Assessment, classroom applications, and teacher education. *INTESOL Journal*, 7(1), 5-6.

Book Chapters (Refereed)

de Oliveira, L. C. (accepted). The Common Core State Standards and English language learners: Implications for writing instruction. In T. Ruecker & C. Ortmeier-Hooper (Eds), *Transitions/Disruptions: The Journeys of Multilingual Students Writing in High Schools, Bridge Programs, and Colleges*.

de Oliveira, L. C., & Clark-Gareca, B. (accepted). Collaboration between NESTs and NNESTs. In J. D. Martinez Agudo (Ed), *Native and non-native teachers in English language teaching*.

Souza, V. & de Oliveira, L. C. (accepted). O ensino de ingles para adolescentes no Brasil e nos Estados Unidos: Uma comparação [The teaching of English to adolescents in Brasil and in the United States: A comparison]. In R. Ferrareto & P. Lucas (Eds), *Temas e rumos nas pesquisas em linguística (aplicada): Questões empíricas, éticas e práticas*. Pontes.

Kenney, R., & de Oliveira, L. C. (in press). Building functions from context: A framework for connecting ELLs' understandings of natural language and symbol sense in algebra. In A. Bright, H. Hansen-Thomas, & L. C. de Oliveira (Eds). *The Common Core State Standards in Mathematics and English Language Learners: High School*. Alexandria, VA: TESOL Press.

Olesova, L., & de Oliveira, L. C. (2015). Using embedded audio feedback for formative assessment purposes in teaching about English Language Learners. In S. Koc, P. Wachira, & X. Liu, (Eds.), *Assessment in online and blended learning environments*. Information Age Publishing.

de Oliveira, L. C. (in press-a). Using systemic-functional linguistic analysis to explain expectations of academic discourse. In M. Roberge, K. Losey, and M. Wald (Eds.), *Teaching U.S. Educated Multilingual Writers: Practice from and for the Classroom*. University of Michigan Press.

de Oliveira, L.C., Klassen, M., Maune, M. (in press). From detailed reading to independent writing: Scaffolding instruction for ELLs through knowledge about language. In L. C. de Oliveira, M. Klassen, & M. Maune. (Eds). *The Common Core State Standards in English Language Arts for English Language Learners: Grades 6-12*. Alexandria, VA: TESOL Press.

de Oliveira, L. C. (in press-b). O potencial da gramática funcional para o ensino de ingles como língua estrangeira: Uma proposta sobre processos [Systemic-functional grammar in the teaching of English as a foreign language: A proposal about processes]. In E. H. Augusto-Navarro & V. L. Teixeira da Silva (Eds.), *Revisitando o conceito de gramática no ensino-aprendizagem de LE: Novos olhares, múltiplas perspectivas* [Revisiting the concept of grammar in the teaching and learning of a foreign language: New looks, multiple perspectives]. São Paulo, Brasil: Pontes.

- Iddings, J., Lan, S-W., & de Oliveira, L. C. (2014). Writing a dissertation proposal: Genre expectations. In L. C. de Oliveira & J. Iddings (in press). (Eds.). *Genre pedagogy across the curriculum: Theory and application in U.S. classrooms and contexts* (pp. 142-161). London: Equinox Publishing.
- de Oliveira, L. C., Gilmetdinova, A., & Klassen, M. (2014). Effective practices for English language learners in kindergarten and implications for policy. In L. Minaya-Rowe (Ed.). *Effective educational programs, practices, and policies for English learners* (pp. 139-156). Charlotte, NC: Information Age Publishing.
- Lucas, T., de Oliveira, L. C., & Villegas, A. M. (2014). Preparing linguistically responsive teachers in multilingual contexts. In A. Mahboob & L. Barratt (Eds.), *Englishes in multilingual contexts: Language variation and education* (pp. 219-230). New York: Springer.
- Augusto-Navarro, E. H., de Oliveira, L. C., & Abreu-e-Lima, D. M. (2014). Evaluation and production of teaching materials: An experience from Brazil. In S. Garton & K. Graves (Ed.), *International Perspectives on Materials in ELT* (pp. 237-252). London: Palgrave/McMillan.
- Gilmetdinova, A. & de Oliveira, L. C. (2014). Strategic planning and mentoring: Key to nonnative English-speaking graduate students' success. In Coombe, C., Wiens, B., Davidson, P. & Cedro, K. (Eds.). *Perspectives on student leadership development* (pp. 57-71). Dubai: TESOL Arabia Publications.
- de Oliveira, L. C., Klassen, M., & Gilmetdinova, A. (2014). Scaffolding to support English language learners in a kindergarten classroom. In G. Onchwari & J. Keengwe (Eds.), *Cross-cultural considerations in the education of young immigrant learners* (pp. 1-16). Hershey, PA: IGI Global.
- de Oliveira, L. C., Lan, S-W., & Dodds, K. (2013). Reading, writing, and talking science with English language learners. In J. Nagle (Ed.), *English learner instruction through collaboration and inquiry in teacher education* (pp. 3-23). Charlotte, NC: Information Age Publishing. [100 abstract proposals were submitted for this book and 12 accepted]
- de Oliveira, L. C., & Silva, T. (2013). On the radar screen and the need to focus on L2 writing in secondary classrooms. In L. C. de Oliveira & T. Silva (Eds.), *L2 writing in secondary classrooms: Student experiences, academic issues, and teacher education*. New York: Routledge.
- de Oliveira, L. C. (2013). Academic language in the social studies for English learners. In M. B. Arias & C. Faltis (Eds.), *Academic language in second language learning* (pp. 147-168). Charlotte, NC: Information Age Publishing.
- Norris, D., & de Oliveira, L.C. (2013). Preparing mathematics teachers for culturally and linguistically diverse students: What's language got to do with social justice? In L. C. de Oliveira (Ed.), *Teacher education for social justice: Perspectives and lessons learned*. Charlotte, NC: Information Age.
- de Oliveira, L. C. (2012). The language demands of word problems for English language learners. In S. Celedón-Pattichis & N. Ramirez (Eds.), *Beyond good teaching: Advancing mathematics education for ELLs* (pp. 195-205). Reston, VA: National Council of Teachers of Mathematics.

- Athanases, S. Z., & de Oliveira, L. C. (2011). Toward program-wide coherence in preparing teachers to teach and advocate for English language learners. In T. Lucas (Ed), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 195-215). New York: Routledge.
- de Oliveira, L. C. (2010). Enhancing content instruction for ELLs: Learning about language in science. In D. Sunal, C. Sunal, M. Mantero, & E. Wright (Eds), *Teaching Science with Hispanic ELLs in K-16 Classrooms* (pp. 135-150). Charlotte, NC: Information Age Publishing.
- Augusto-Navarro, E. H., Abreu-e-Lima, D. M., & de Oliveira, L. C. (2009). Ongoing needs analysis: English for Aviation in Brazil. In A. Smith & G. Strong (Eds), *Adult learners: Context and Innovation* (pp. 149-154). Alexandria, VA: TESOL.
- Kamhi-Stein, L. D. & de Oliveira, L. C. (2008). Mentoring as a pathway to leadership: a focus on nonnative-English-speaking teachers. In C. Coombe, M. L. McCloskey, N., L. Stephenson, & N. J. Anderson (Eds.), *Leadership in English language teaching and learning* (pp. 38-49). Ann Arbor, MI: University of Michigan Press.
- Abreu-e-Lima, D. M., de Oliveira, L. C., & Augusto-Navarro, E. H. (2007). Focusing on teaching from the get-go: An experience from Brazil. In M. Carroll (Ed.), *Developing a New Curriculum for Adult Learners* (TESOL Curriculum Development Series) (pp. 179-197). Alexandria, VA: TESOL.

Audiovisual Media

- de Oliveira, L. C., Burke, A., & Lan, S-W. (2010). *Perspectives on the knowledge base for teaching English Language Learners*. Washington, DC: TESOL. Retrieved from http://www.tesol.org/s_tesol/trc/trc_submission_detail_new.asp?id=1029
- de Oliveira, L. C., & Pereira, N. (2011). *Educating gifted English Language Learners: Lessons from the Gifted Education field*. Washington, DC: TESOL. Retrieved from <http://tesol.sclivelearningcenter.com/index.aspx>

Conference Proceedings (Refereed)

- de Oliveira, L. C. (2008). The importance of mentoring and collaboration for the preparation of native and nonnative English-speaking teachers. *Contact*, 34(2), 61-67.
- de Oliveira, L. C., & Buckley, L. (2007). Understanding the language of mathematics in a standardized exam. In T. Lamberg & L. R. Wiest (Eds.), *Proceedings of the 29th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 227-234). Stateline (Lake Tahoe): University of Nevada, Reno.
- de Oliveira, L. C. & Nielsen, S. (2006). Landing your ideal TESOL job: Tips for success. *Proceedings of the 2006 CATESOL State Conference*. Available at www.catesol.org.

Manuscripts in Review:

- de Oliveira, L. C., Gilmetdinova, A., & Pelaez Morales, C. The use of Spanish by a monolingual kindergarten teacher to support English language learners.

Manuscripts in Preparation:

de Oliveira, L. C., Klassen, M., & Gilmetdinova, A., Competencies for teaching English language learners in kindergarten: A case study.

Newsletter Articles

- de Oliveira, L. C. (2013, Spring). Questions from mathematics teachers about English language learners. *NCSM [National Council of Supervisors of Mathematics] Newsletter*, 43(3), p. 13.
- de Oliveira, L. C. (2009, November). Letter from the President. *TESOL'In*, newsletter of the INTESOL organization.
- de Oliveira, L. C. (2008, May). Letter from the Chair: Transitions after 10 years. *NNEST Newsletter*, 10(1).
- de Oliveira, L. C. (2007, November). Letter from the Chair: Reflecting on our roles as NNESTs. *NNEST Newsletter*, 9(2).
- de Oliveira, L. C. (2007, May). Letter from the Chair: Reflecting on the past, looking into the future. *NNEST Newsletter*, 9(1).
- de Oliveira, L. C. (2006, February). College/University Level: Upcoming events and opportunities. *CATESOL News* 37(4), 14.
- de Oliveira, L. C. (2005, August). Self-study strategies for advanced ESL learners. *CATESOL News* 37(2), 8.
- de Oliveira, L. C. (2005, May). The Early Assessment Program. *CATESOL News* 37(1), 8.
- de Oliveira, L. C. (2001). Developing collaborative relationships between nonnative English-speaking (NNES) and native English-speaking (NES) teachers. *CATESOL News* 33 (3), 23.

Reports

- de Oliveira, L. C. (1995, March). *Cohesive devices in 8th grade students' essays from public schools*. Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq (National Council of Scientific and Technological Research), Brasília, DF.
- de Oliveira, L. C. (1996, July) . *Researching English written output*. Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq (National Council of Scientific and Technological Research), Brasília, DF.
- de Oliveira, L. C. (1997, January). *Optimizing English written output*. Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq (National Council of Scientific and Technological Research), Brasília, DF.

TEACHING EXPERIENCE

Higher Education Experience

Teachers College, Columbia University

Associate Professor (with tenure)

TESOL and Applied Linguistics Programs, Dept. of Arts & Humanities Sept. 2013-present
Teach graduate courses in TESOL K-12 education; Advise doctoral students and masters students and supervise graduate assistants (GAs).

Courses taught:

TESOL Methods K-6, TESOL Methods 7-12, Pedagogical Approaches in the Content Areas for Teachers of K-12 ESL, L2 Writing Research and Instruction, Systemic Functional Linguistics

Purdue University**Associate Professor (with tenure)**

Aug. 2011-Aug. 2013

Assistant Professor

Aug. 2006 - July 2011

**Literacy and Language Education, Dept. of Curriculum & Instruction and Dept. of English
(Courtesy Faculty)**

Teach graduate and undergraduate courses in literacy and language education, specifically related to teaching English language learners and teacher education; supervise graduate teaching assistants and undergraduate pre-service teachers. Advise doctoral students, masters students, elementary teacher education program students, and supervise independent studies.

Courses taught:

Undergraduate Elementary Teacher Education Program*Teaching English as a New Language*Graduate Program in Literacy & Language Education*Language Study for Educators**Seminar in Literacy (variable topics):*

- *Academic Language Development in the Content Areas* (Fall 2007)
- *An Introduction to Systemic Functional Linguistics* (Spring 2010)
- *Teacher Education for Social Justice* (Spring 2011)

Seminar in Genre Studies

Developed two new online courses for new ELL graduate licensure program: *Academic Language and Content Area Learning* and *English Language Development*

TESOL International Association

Online Courses and Virtual Seminars: ESL for the Secondary Mathematics Teacher June 2012

University of California, Davis**Teaching Assistant**, School of Education

March - June 2002

Undergraduate Courses: “Educational Psychology” and “Social and Philosophical Foundations of Education”**Associate Instructor**, Dept. of Linguistics

Jan - March 2002; Jan - March 2001

Undergraduate English as a Second Language (ESL) Program

Graduate ESL Program

Sept - Dec 2005; Sept - Dec 2001; Sept - Dec 2000

Assistant Tester, Dept. of Linguistics

Graduate English as a Second Language (ESL) Program Sept. 2005, 04, 03, 02, 01, 00; Jan. 2004, 03

California State University, East Bay**Lecturer**, Dept. of English, Critical Writing Program

June 1999 - June 2000

Associate Instructor, Dept. of English

Intensive Learning Experience (ILE) Writing Program

Sept 1998 - Aug 1999

Teaching Assistant, Dept. of English

English 6750, ESL Composition Theory and Practice (graduate course)

Mar - Jun 1999

English Tutor, Dept. of Instructional Services (Outreach) and Learning Resource Center

Precollegiate Academic Development in English and ESL Tutoring Program Sept 1997 - Aug 1998

K-12 Experience

ELL Professional Development Specialist, Wabash Valley Education Center, West Lafayette, IN
April 2009 – May 2013

Provided professional development for administrators, elementary and secondary teachers in areas related to the teaching of English language learners and other culturally and linguistically diverse students. In Fall 2012, supported by a grant, developed the PD program, *A Language-Based Approach to Content Instruction*, which links content and language learning for ELLs with a focus on the Common Core State Standards (CCSS).

Supervisor, Elementary Teacher Education Program, Purdue University Aug. 2006 – May 2013
Supervise undergraduate elementary education students taking the course *Teaching English as a New Language* (EDCI 370) during their Theory into Practice (TIP) experiences in elementary schools. Observe lessons, provide feedback and guidance, and design curriculum based on students' experiences. The practical component is designed to provide elementary education students with experiences working with ELLs.

Researcher, The History Project, University of California, Davis, in conjunction with Grant Unified School District and Sacramento City School District, CA Sept. 2003 - July 2005
Assisted elementary and secondary history teachers in the design and implementation of history lessons that focused on the development of academic literacy. Observed history classes, provided feedback on lessons, and examined student work based on literacy lessons, including writing.

English Instructor

James Logan High School, Union City, CA and Tennyson High School, Hayward, CA
Precollegiate Academic Development (PAD) Program in English Feb 1999 - June 2000
Taught college preparatory courses to culturally and linguistically diverse students. Supervised and advised teaching assistants in the classroom.

English as a Foreign Language Experience

English Instructor

Side by Side English School, Araraquara, SP (Brazil) Dec 1992 - Dec 1996
Taught basic, intermediate, and advanced English as a Foreign Language to children, adolescents, and adults.

LEADERSHIP EXPERIENCE

Higher Education Experience

Teachers College, Columbia University

Coordinator, MA TESOL with K-12 Certification

TESOL and Applied Linguistics Programs, Dept. of Arts & Humanities Sept. 2013-present
Administer all aspects of MA TESOL (K-12) program; Oversee field experiences and student teaching placements; hire lecturers, adjunct instructors, and supervisors; write NCATE/CAEP reports; have an active role in the College-level Teacher Education Policy Committee; coordinate edTPA implementation and preparation of teacher candidates; participate in weekly TESOL/AL program meetings.

Director, English Language Learning (ELL) Online Licensure Program July 2009 – Aug 2013
Managed the daily operations of licensure program; Evaluated and marketed the program; Designed the website for the program, <http://www.edci.purdue.edu/ELL/index.html> (see "Program Development" for more information); completed NCATE program reports; advised teacher candidates.

Program Development: New Graduate Licensure Program in English Language Learning (ELL)
Summer and Fall 2008

Developed a full proposal (174 pages total) for a new graduate licensure program focused on teaching ELLs for the College of Education. This program provides teachers with the professional preparation to assist ELLs in developing their English language and academic skills in pre-K-12, designed for teachers who hold a current Indiana teaching license or teacher candidates who are in the process of completing an initial license but are not licensed in ELL. Developed the curriculum for the new program, aligned teacher outcomes with state and TESOL/NCATE standards, built field-based experiences and assignments for each course, developed a rubric to assess candidates. Part of the program are two new courses: *English language development* and *Academic Language and Content Area Learning*. The proposal went through internal approval process in Spring 2009, was sent to the Indiana State Department of Education on May 9th, 2009, and received final approval by the state (with no revisions) on June 30, 2009. Program implementation started July 2009. ***Nationally recognized by TESOL in February 2013.***

Dean's Fellow, College of Education, Purdue University; 2011-2012.

Participated in the Dean's Fellow Program, designed for faculty members who have an interest in exploring leadership opportunities and university administration to work on a specific project that advances the goals of the College of Education's strategic plan. This program allowed me to work with the Dean of the College and participate in leadership meetings with the College leadership team (dean, associate deans, and department heads), shadow her on various activities, and understand the leadership issues surrounding each department and the College.

Project: *Inclusive Representation: Recruitment and Retention of Underrepresented Minority Faculty and Students.*

K-12 Experience

ELL Consultant and Research Expert, Community Schools of Frankfort, IN

May 2007 - June 2009

Participated in the district improvement plan committee as a research expert on ELL issues. Assisted in the development of the district improvement plan for the Title I of *No Child Left Behind*, 2007-2008 academic year. Attended meetings and provided research guidance for current district improvement plan committee, ELL steering committee, and the SUCCESS team (responsible for implementing a literacy initiative throughout the district). Provided professional development for teachers of ELLs at the elementary and secondary levels, modeled lessons in classrooms, observed teachers, and provided feedback on their teaching and work with ELLs.

ELL Specialist, Kyger Elementary School, Community Schools of Frankfort, IN

Aug. 2007 - Jun 2008

As part of the elementary school governance, worked with elementary teachers and other district personnel to make curricula, intervention, and professional development decisions, part of a restructuring school improvement plan. Participated in school improvement plan committee. Stayed on site weekly to assist teachers and administrators in implementing programs for ELLs. Kyger was a school with 90% Latino ELLs at that time.

Coordinator of College-Preparatory Programs, California State University, East Bay/James

Logan High School, Tennyson High School, and Oakland High School.

Precollegiate Academic Development Program in English

Aug 1998 - Jun 2000

Summer Learning Institute

Jul - Aug 1999

Summer Precollegiate Academic Development Program in English

Aug 1999

Managed the daily operations of outreach and instructional support programs for high school students; Designed, evaluated, and marketed the program in the Bay Area; Developed and managed

the budget for the program; Hired, supervised, trained, and evaluated teaching assistants, teachers and administrative assistants; Served as a close liaison to high school and university professionals; Communicated with high school administrators, teachers, parents, and students.

RESEARCH EXPERIENCE

University of California, Davis

Linguistics Researcher, The History Project, Dept. of History
Building Literacy through History Programs

Sept. 2003 – July 2005

Graduate Student Researcher

Dept. of Linguistics
Project on Academic Literacy in History
Supervisor: Mary Schleppegrell

Sept. 2002 – June 2003

School of Education

Projects on Teacher Education and Teacher Induction
Supervisor: Steven Athanases

June 2002 – December 2003

Federal University of São Carlos – UFSCar (Brazil)

Consultant, Dept. of Languages and Literatures
English as a Foreign Language (EFL) for Preservice Teachers Program

March 2002 – June 2009

São Paulo State University – UNESP (Brazil)

Student Researcher, Dept. of Linguistics and Education

Aug. 1994 – Feb. 1997

Other

Research Consultant, TESOL International Research Foundation (TIRF) Project Jan. – Apr 2004
Project Title: The Relationship between Teachers' English Proficiency and Curriculum Delivery in EFL Settings and Settings where English is an Institutionalized Language
Principal Investigators: Lia Kamhi-Stein and Ahmar Mahboob

GRANTS AND CONTRACTS

Duration of Funding	Amount	Role	Project Title and Description	Funding Source(s)/ Agency
9/2014-5/2015	20,000	Co-PI	<i>Young English Language Learners in Schools (YELLS)</i> Project YELLS will prepare highly qualified professionals to work with infants, toddlers, and young children from diverse linguistic backgrounds. Co-PI: Mariana Souto-Manning	Provost Investment Fund Teachers College, Columbia University
9/2014-5/2015	6,000	PI	<i>Preparing ESOL Teacher Candidates for Diverse English Language Learners in K-12 Schools</i>	Dean's Fellowship Program for Teaching and Diversity Teachers College, Columbia University
Summer 2013	\$219,000	Co-I	<i>Benjamin Franklin Transatlantic Fellows Summer Institute</i>	Bureau of Educational and

				Cultural Affairs (ECA)
8/2012-12/2012	\$7,688	PI	<i>Working with ELLs in K-12 Schools</i> To support engagement work as an ELL Specialist for consortium of 22 school districts with 80 or fewer ELLs.	Wabash Valley Educational Service Center
2012-13	\$2,500	PI	<i>The Common Core State Standards in English Language Arts Applied in a Kindergarten Class with ELLs</i> (Synergy Grant to support collaborative research with PDS) Collaborators: -Amber Ma (Kindergarten teacher, Edgelea Elementary School, Lafayette, IN) - Marshall Klassen (Ph.D. Student, Purdue)	College of Education, Purdue University
2012-13	\$17,000	PI	<i>A Case Study of Classroom Discourse about Literacy and Mathematics for ELLs in Kindergarten</i> (Year-Long Research Grant)	Purdue Research Foundation
2011-12	\$17,000	PI	<i>Science Classroom Discourse for 4th Grade English Language Learners' Scientific Literacy Development</i> (Year-Long Research Grant)	Purdue Research Foundation
2010-13	\$580,000	Co-I	<i>Organizing Schools and Classrooms to Engage Latina/o Youth in Academically Challenging Work</i> PIs: Betty Achinstein and Rod Ogawa (UC Santa Cruz); Co-I: Steven Athanases	W.T. Grant Foundation
2009-11	\$2,243,965	Co-PI	<i>Developing Talents and Improving Student Achievement Among Traditionally Underrepresented Populations.</i> PI: Marcia Gentry (Purdue)	U.S. Department of Education (Javits)
2009	\$170,000	Co-I	<i>Teaching Excellence and Achievement</i> A professional development project for 26 teachers from 10 countries (Argentina, Bangladesh, Colombia, Ghana, Haiti, India, Kazakhstan, Nicaragua, Ukraine and Uzbekistan) PI – Anatoli Rapoport; Co-PI – Chris McGrew	International Research Exchange Board (IREX)
2008-09	\$43,480	PI	<i>Teaching Language Arts, Mathematics, Science, and Social Studies to ELLs</i> (Research and Engagement Project) To support research and engagement work as an ELL Specialist at elementary, middle, and high schools and other areas within the district, including the ELL steering committee, the SUCCESS team, and the district improvement committee.	Community Schools of Frankfort, through the Indiana Dept of Education and Title I of NCLB
2008-09	\$16,375	PI	<i>The Language of Mathematics in a Standardized Exam: Challenges for English Language Learners</i> (Year-Long Research Grant)	Purdue Research Foundation
2008-09	\$1,500	PI	<i>Science and Language Learning: Lessons</i>	College of

			<i>for and from Students</i> (Synergy Grant to support collaborative research with PDS) Collaborator: - Kathryn Nelson (4 th grade teacher, Happy Hollow Elementary School, West Lafayette, IN)	Education, Purdue University
2008	\$57,000	Co-I	<i>Teachers to Teachers: Language, Technology, Math, and Science Exchange Program</i> A professional development workshop for 16 teachers from Russia. PI – Anatoli Rapoport; Co-PI – Lynn Nelson	American Councils for International Education
2007-08	\$39,550	PI	<i>Determining a Knowledge Base for Teaching ELLs in Elementary School</i> (Research and Engagement Project) To support research and engagement work as an ELL Specialist at Kyger Elementary School and other areas within the district, including the district improvement plan.	Community Schools of Frankfort, through the Indiana Dept of Education and Title I of <i>NCLB</i>
2007	\$100,000	Co-I	<i>Teachers to Teachers: Language, Technology, Math, and Science Exchange Program</i> A professional development workshop for 16 teachers from Russia. PI – Anatoli Rapoport; Co-PI – Lynn Nelson	American Councils for International Education
2007-08	\$2,500	PI	<i>From Reading to Writing in Social Studies: Genre Study in an Elementary Classroom</i> (Synergy Grant to support collaborative research with PDS) Collaborators: -Lesley Miller (2 nd grade teacher, Wea Ridge Elementary School, Lafayette, IN) -Angie Schoenbeck (Clinical Instructor, CLEAR, Purdue University)	College of Education, Purdue University
2007-08	\$1,500	PI	<i>Understanding the Role of Language in Science Learning through the Development of Elementary Science Lessons</i> (Synergy Grant to support collaborative research with PDS) Collaborator: - Kathryn Nelson (4 th grade teacher, Happy Hollow Elementary School, West Lafayette, IN)	College of Education, Purdue University
2007-08	\$16,000	PI	<i>The Challenges of the Discourse of Mathematics for English Language Learners</i> (Year-Long Research Grant)	Purdue Research Foundation
2007	\$7,000	PI	<i>The Challenges and Needs of Teachers of English Language Learners in Indiana</i> (Summer Research Grant)	Purdue Research Foundation
2007	\$3,717	PI	To support work on the district improvement plan for Title I of <i>No Child Left Behind</i> .	Community Schools of Frankfort
2007	\$5,400	PI	<i>Study Abroad Program in Brazil</i> Departmental Study Abroad Programs New Program Development Grant - Study Abroad and	Office of International Programs,

			International Learning (SAIL)	Purdue University
2007-08	\$242	PI	<i>The Mentoring of Nonnative Speakers in Teacher Education Programs: Perspectives from Mentor Teachers and Educators</i> (TESOL Special Projects Grant)	TESOL
2006-07	\$400	Co-PI	<i>NNESTs and NESTs in Professional Development Programs</i> (TESOL Special Projects Grant) Co-PI: Karen Newman, Ohio State University	TESOL

PI = Principal Investigator: has primary responsibility for development of the grant proposal and administration of the project.

Co-PI = Co-Principal Investigator: has secondary responsibility for development of the grant proposal and administration of the project.

CO-I = Co-Investigator: assisted the PI and Co-PI in development of the grant proposal (and delivery of project activities), but has no administrative duties related to the grant.

Travel Grants and Awards

Purdue University

University Level

Purdue Research Foundation International Travel Grants, \$1,000 each, July 2011 and October 2009

College of Education

Dean's Junior Faculty Travel Grant, \$300, October 2010; October 2009.

COE Strategic Initiatives, Dean's Faculty Travel Grant, \$1,000, January 2008

COE Strategic Initiatives, Dean's Faculty Travel Grant, \$500, March 2007; \$500, January 2008

Dept of Curriculum & Instruction

Supplemental C&I Faculty Travel Award, \$250, February 2007

Grants prior to joining Purdue faculty

University of California, Davis

Block Grants, School of Education and Graduate Group in Education, 2003-2005

Travel Grant, Graduate Group in Education, March 2006, June 2003

CATESOL (California TESOL)

Rick Sullivan Stipend, April 2002

Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq - (National Council of Scientific and Technological Research)

Three consecutive year-long research grants awarded to undergraduate students with potential for future research. Accomplished three research projects:

Cohesive devices in 8th grade students' essays from public schools (8/1994 – 3/1995)

Researching English written output (3/1995 – 8/1996)

Optimizing English written output (8/1996 – 2/1997)

PRESENTATIONS

Invited Plenary, Keynote, and Featured Presentations

2015

Plenary: *Innovate, Transform, Inspire: Examples from Practicing Teachers*. Los Angeles Regional California TESOL (CATESOL) annual convention. Los Angeles, California.

Keynote: *The Common Core State Standards and English Language Learners: Linking ELD and CCSS*. Los Angeles Regional California TESOL (CATESOL) annual convention. Los Angeles, California.

2014

Plenary: *Navigating the waters of the Common Core State Standards: Expectations for writing*. Louisiana TESOL (LaTESOL) annual convention. New Orleans, Louisiana.

Featured workshop: *A genre-based approach to writing instruction for ELLs: Addressing the demands of the CCSS*. Louisiana TESOL (LaTESOL) annual convention.

Plenary: *Thinking about Common Core Standards: Connecting, creating, and sharing insights*. California TESOL (CATESOL) annual convention.

Plenary: *A genre-based approach to writing instruction*. Yakut TESOL annual convention. Yakutsk, Russia. June.

Keynote: *A genre-based approach to writing instruction: Tips for implementation*. Yakut TESOL annual convention. Yakutsk, Russia. June.

Featured: *About TESOL*. Yakut TESOL annual convention. Yakutsk, Russia. June

Plenary: *Common Core State Standards and ELLs: Implications for TESOL teacher preparation programs*. 2nd Teacher Education Spring Symposium (TESS), NYS TESOL, New York, NY. May.

Featured: *Language expectations of the CCSS for elementary ELLs* (co-presented with P. Spycher). K-12 Dream Day, TESOL 2014, Portland, OR. March.

Featured: *Shaping the learning experiences of L2 writers across K-16 contexts*. Second Language Writing Interest Section, TESOL 2014, Portland, OR. March.

Featured: *Common Core and English Language Learners: New TESOL Book Series*. TESOL 2014, Portland, OR. March.

2013

Plenary: *Using audio feedback in EFL/ESL classes*. URUTESOL (Uruguay TESOL) silver anniversary annual conference, Montevideo, Uruguay. April.

Featured: *Academic language in mathematics for ELLs*. In S. Mercuri (Organizer), *Developing academic literacy across the content areas*. Bilingual Education Interest Section, TESOL 2013, Dallas, TX. March.

Featured: *Advocacy acts in and beyond the classroom*. In D. Staehr Fenner (Organizer), *Advocating for ELLs in and beyond the classroom*. TESOL 2013, Dallas, TX. March.

2012

Keynote: *Language-based content instruction with English learners*. Northern New England TESOL (NNETESOL) conference, Plymouth, NH. November.

Featured: *Planning language-based content instruction for English learners*. Northern New England TESOL (NNETESOL) conference, Plymouth, NH. November.

Keynote: *Connecting language and content: Reflecting on the role of language in the K-12 content area classroom*. Southeast TESOL (SETESOL) conference, Knoxville, TN. September. (SETESOL is a regional council of nine TESOL, Inc. affiliates representing 11 states in the southeastern U.S.)

Featured: *Connecting the Common Core State Standards with writing: Reflecting about teaching second language writers*. Southeast TESOL (SETESOL) conference, Knoxville, TN. September.

Keynote: *Preparing nonnative English speaking teachers*. English Language Teaching Conference (Jornada de Ensino de Língua Inglesa), University of Campinas (UNICAMP), Campinas, São Paulo, Brazil. June.

Keynote: *Academic language development in the content areas and the common core state standards*. Ohio-Kentucky-Indiana (OKI) TESOL conference, Cincinnati, OH.

Keynote: *Text types in the English language arts Common Core Standards: What's at the core of academic literacy?* Keynote presentation at the Academic Literacy Summit, University of California, Davis. February.

Keynote: *Academic language in the content areas: More than vocabulary*. Keynote presentation at the Multicultural Education Conference, Pensacola, FL. January.

2011

Plenary: *Understanding the academic language demands of science and mathematics: More than vocabulary*. Midwest Noyce Regional Conference, Indianapolis, IN. April.

Featured: *Examining linguistically responsive teacher education*. TESOL 2011, New Orleans, LA. March.

Featured: A genre approach to teaching writing to multilingual students at the secondary level. In D. Larsen (Organizer), *Negotiating ESL writing instruction and standards on the secondary level*. Featured intersection (Second Language Writing and Secondary Schools Interest Sections) presentation at TESOL 2011, New Orleans, LA. March.

2010

Keynote: *Um modelo de conhecimento de professores não-nativos de inglês* [A model of nonnative English-speaking (NNEST) teacher knowledge]. Roundtable presentation at the Associação de Professores de Inglês do Mato Grosso (Association of English Teachers of Mato Grosso), Cuiabá, Mato Grosso state, Brazil. November.

Plenary: *Similarities and differences between teaching English as a Foreign Language (EFL) and Teaching English as a Second Language (ESL)*. Plenary presentation at the Associação de Professores de Inglês do Mato Grosso (Association of English Teachers of Mato Grosso), Cuiabá, Mato Grosso state, Brazil. November.

Featured: *Academic language in science and mathematics: More than vocabulary!* K-12 Day, TESOL 2010, Boston, MA.

2009

Plenary: *A linguistic approach in culturally and linguistically diverse classrooms*. Free Linguistics Conference, University of Sydney, Australia (approx. 250 attendees).

Plenary: *Issues in interaction for EFL learners*. 15th Convention of the Associação dos Professores de Inglês do Rio Grande do Sul (APIRS), Porto Alegre, RS, Brazil (approx. 500 attendees). July.

2008

Featured: *Teaching EFL writing in Brazil: Issues and possibilities*. Symposium on Second Language Writing (international symposium). Purdue University, West Lafayette, IN. June.

Plenary: *Differences between learning English as a second language (ESL) and learning English as a foreign language (EFL)*. Teaching EFL and ESL: Contributions from Various Contexts conference, Federal University of São Carlos, São Carlos, Brazil (approx. 100 attendees). January.

2007

Featured: *The importance of mentoring and collaboration for the preparation of native and nonnative English-speaking teachers*. Research Symposium, Teachers of English as a Second Language (TESL) Ontario, Toronto, Canada. November.

Conference Presentations (Refereed)

2015

de Oliveira, L. C. (May). Academic language development in the content areas: Challenges for English Learners. Presentation at the annual meeting of the Sunshine State TESOL Association, St. Petersburg, Florida.

de Oliveira, L. C. (March) (Organizer). Bridging different conceptualizations of academic language in standards and assessments. Colloquium presentation at the annual meeting of the TESOL International Association, Toronto, Canada.

de Oliveira, L. C. (March) (Organizer). Building bridges and crossing borders in preparing secondary teachers for ELLs. Colloquium presentation at the annual meeting of the TESOL International Association, Toronto, Canada.

de Oliveira, L. C. (March) (Organizer). The CCSS in ELA for English Language Learners: 6-12. Colloquium presentation at the annual meeting of the TESOL International Association, Toronto, Canada.

de Oliveira, L. C., Spycher, P., MacDonald, R., & Garegnani, D. (March). Bridging the CCSS English Language Arts/Literacy and Instruction for ELLs. Pre-Convention Institute presented at the annual meeting of the TESOL International Association, Toronto, Canada.

Gilmetdinova, A. & de Oliveira, L. C. (March). Crossing linguistic and cultural borders: multilingual and multicultural curriculum design. Presentation at the annual meeting of the TESOL International Association, Toronto, Canada.

2014

de Oliveira, L. C. (October) (Organizer). *15 years later: Career trajectories of MA TESOL graduates*. Colloquium presentation at the CATESOL annual convention.

- Kamhi-Stein, L., & de Oliveira, L. C. (October). ELLs, reading disabilities, and the Common Core: The home-school connection. Presentation at the CATESOL annual convention.
- de Oliveira, L. C. (October). Participant in *Non-native English-speaking teachers: All your questions answered*. Panel presentation at the CATESOL annual convention, organized by Stefan Frazier.
- de Oliveira, L. C. (May) (Organizer). Implementing the Common Core State Standards in English Language Arts for English Language Learners, Grades K-12: Challenges, Practices, and Key Ideas. Colloquium presentation at the International Reading Association annual conference. New Orleans, LA.
- de Oliveira, L. C., & Klassen, M. (March). L2 writing in elementary school: Challenges for teachers and learners. In D. Larsen (Org). Presentation at the annual meeting of the TESOL International Association, Portland, OR.
- de Oliveira, L. C. (March). Preparing elementary school teachers to work with L2 writers in the CCSS era: Focus on expository texts. In T. Ruecker (Org). *Shaping the Learning Experiences of L2 Writers Across K-16 Contexts*. Presentation at the annual meeting of the TESOL International Association, Portland, OR.
- de Oliveira, L. C. (March) (Org). *Conceptualizations of academic language across the content areas*. Presentation at the annual meeting of the TESOL International Association, Portland, OR.
- Gilmetdinova, A., & de Oliveira, L. C. (March). Strategic planning and mentoring: Key to NNES graduate students' success. Presentation at the annual meeting of the TESOL International Association, Portland, OR.
- 2013
- Athanasos, S. Z. (November). *Promise and tensions in scaffolding academically challenging work with lower-income Latina/o Youth*. Presentation at the annual meeting of the National Council of Teachers of English (NCTE), Boston, MA.
- de Oliveira, L. C., Klassen, M., & Maune, M. (March). *The CCSS and ELLs*. Presentation at the annual meeting of the NYS TESOL association, White Plains, NY.
- de Oliveira, L. C. (March). Developing Academic literacy in mathematics for English learners. In S. Mercuri (Org). *Academic literacy for bilingual learners*. Presentation for the Bilingual Education IS at the annual meeting of the TESOL International Association, Dallas, TX.
- de Oliveira, L. C. (March). Preparing teachers to advocate for English language learners. In D. Staehr-Fenner (Org). *Advocacy for English language learners*. Presentation at the annual meeting of the TESOL International Association, Dallas, TX.
- Olesova, L., de Oliveira, L. C., & Gilmetdinova, A. (March). *Using embedded audio feedback in asynchronous online courses for teaching about English Language Learners*. Presentation at the annual meeting of the TESOL International Association, Dallas, TX.

2012

- de Oliveira, L. C., Maune, M., & Klassen, M. (October). *English Language Arts Common Core State Standards: Text types and ELLs*. Workshop presented at the annual meeting of Indiana TESOL (INTESOL), Indianapolis, IN.
- de Oliveira, L. C. (October) (Organizer). *Case study observations of English Language Learners in K-12* (with Linda Benge, Anne Garcia, Martha Gipson, Melissa Griggs, Melinda Grismer, Sabrina King, Anne Lanum, Dominique Lowery, and Sarah Spangler–ELL licensure program candidates). Panel presentation at the annual meeting of Indiana TESOL (INTESOL), Indianapolis, IN.
- de Oliveira, L. C., & Lan, S.-W. (September). *Preparing nonnative English-speaking graduate students for scholarly writing: A mentoring case study*. 11th Symposium on Second Language Writing, West Lafayette, IN.
- Athanases, S. Z., de Oliveira, L. C., & Padilla, S. (April). Instructional scaffolding for Latina/o students: Building toward disciplinary literacy and academic rigor. In R. Ogawa (Chair). *Organizing high schools and classrooms for Latina/o student educational success: College-going cultures/resources and instructional scaffolding*. Colloquium presentation at the annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.
- de Oliveira, L. C. (April). *What's the problem? Language demands of word problems for ELLs*. Presentation for the *TODOS: Mathematics for ALL* strand at the annual meeting of the National Council of Teachers of Mathematics (NCTM), Philadelphia, PA.
- de Oliveira, L. C., Olesova, L., & Gilmetdinova, A. (March). *Student-initiated question prompts in asynchronous online discussions*. Electronic village presentation at the annual meeting of the TESOL International Association, Philadelphia, PA.
- de Oliveira, L. C. (March). Writing a dissertation proposal: Genre expectations. In I. Lee (Organizer). *Pursuing excellence in NNEST writing: A focus on genres*. Intersection (Nonnative English Speakers in TESOL-IS and Second Language Writing-IS) colloquium conducted at the annual meeting of the TESOL International Association, Philadelphia, PA.
- de Oliveira, L. C. (March). Text types in the English language arts common core standards: Implications for teachers of L2 writers. In D. Larsen (Org). *Effective pre-service K-12 teacher preparation for teaching ESL writing*. Colloquium (main academic session of the Second Language Writing-IS) conducted at the annual meeting of the TESOL International Association, Philadelphia, PA.
- 2011
- de Oliveira, L. C. (November). *Lessons from the classroom: Working with English language learners across the grade levels* (with Alexa Henry, Amber Ma, Brenda Sadeghi, Ryan Angus, and Michael Maune – candidates in the ELL licensure program and certificate). Panel presentation at the annual meeting of Indiana TESOL (INTESOL), Indianapolis, IN.
- de Oliveira, L. C., & Lan, S-W (November). *Layers of complexity: Nouns in 4th grade science textbooks*. Presentation at the annual meeting of Indiana TESOL (INTESOL), Indianapolis, IN.

- de Oliveira, L. C., Lan, S-W, & Iddings, J. (November). *Writing a dissertation proposal: A linguistic description and experiential discussion*. Presentation at the annual meeting of Indiana TESOL (INTESOL), Indianapolis, IN.
- de Oliveira, L. C. & Olesova, L. (November). *Practical applications of instructional audio feedback in online courses*. Presentation at the annual meeting of Indiana TESOL (INTESOL), Indianapolis, IN.
- de Oliveira, L. C. (June). *Academic language and content learning: English learners in the United States*. Presentation at the One Day Seminar, Associação de Professores de Inglês do Estado de São Paulo (APLIESP- Association of English Teachers of the State of São Paulo), Araraquara, SP, Brazil.
- de Oliveira, L. C. (April). *Strategies to engage English language learners in writing to learn geometry*. Presentation for the *TODOS: Mathematics for ALL* strand at the annual meeting of the National Council of Teachers of Mathematics (NCTM), Indianapolis, IN.
- de Oliveira, L. C. (March). The linguistic knowledge of elementary teachers to scaffold ELLs' science writing. In M. Adoniu (Org), *Teaching that works: Uncovering the language of content area literacies*. Colloquium conducted at the annual meeting of the TESOL International Association, New Orleans, LA.
- de Oliveira, L. C., & Dodds, K. (March). Writing about science in elementary school. In M. Gebhard (Org), *Supporting K-12 academic literacies through teacher education and research*. Colloquium conducted at the annual meeting of the TESOL International Association, New Orleans, LA.
- de Oliveira, L. C., & Pereira, N. (March). *Educating gifted English Language Learners: Lessons from the Gifted Education field*. Presentation at the annual meeting of the TESOL International Association, New Orleans, LA.

2010

- de Oliveira, L. C. (November). *Beyond vocabulary: Identifying the challenges of academic language in science and mathematics*. Presentation at the annual meeting of Indiana TESOL (INTESOL), Indianapolis, IN.
- de Oliveira, L. C. (March). Academic language + mathematics = Challenges for English language learners. In S. Chasse-Johndro (Org). *Increase Achievement, Foster Participation, and Develop Academic Language in Mathematics*. Colloquium presentation of the *Mathematics in TESOL* Forum at the annual meeting of TESOL International Association, Boston, MA.
- de Oliveira, L. C., & Schleppegrell, M. (March). The potential of systemic functional linguistics to uncover meaning in secondary ELLs' writing. In J. Martin (Org). *Re-thinking Academic Literacy in Context: A Systemic Functional Perspective*. Colloquium presentation at the annual meeting of the TESOL International Association, Boston, MA.
- de Oliveira, L. C., Burke, A., & Lan, S. W. (March). *Perspectives on the knowledge base for teaching English language learners*. Presentation at the annual meeting of the TESOL International Association, Boston, MA.

2009

- de Oliveira, L. C. (November). Leadership skills for novice professionals. In L. Barratt (Organizer). *Getting serious about being a professional: How INTESOL/TESOL can help*. Panel presentation at the annual meeting of Indiana TESOL (INTESOL), Indianapolis, IN.
- de Oliveira, L. C. & Shoffner, M. (November). *English language learner issues in an English education methods course*. Presentation at the annual meeting of Indiana TESOL (INTESOL), Indianapolis, IN.
- de Oliveira, L. C., Lan, S. W., & Cheng, D. (May). *A linguistic knowledge base for mainstream teachers of English language learners*. Presentation at the Preparing Language Teachers for the 21st Century: Sixth International Conference on Language Teacher Education, Washington, DC.
- de Oliveira, L. C., Burke, A., Kuo, N. H., & Lan, S. W. (May). *Mainstream elementary teachers' perspectives on the knowledge base for teaching English language learners*. Presentation at the Preparing Language Teachers for the 21st Century: Sixth International Conference on Language Teacher Education, Washington, DC.
- de Oliveira, L. C. (March). *Strategies for NNES teachers*. Presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Denver, CO.
- de Oliveira, L. C. & Nelson, K. (March). *Lessons from the classroom: Language in elementary science lessons*. Demonstration at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Denver, CO.
- de Oliveira, L. C. (March). NNESTs mentoring multilingual writers. In C. Tardy, & B. Brady (Organizers). *Strangers Here Ourselves: How NNESTs Work with Multilingual Writers*. Colloquium presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Denver, CO. Sponsored by the NNEST Interest Section and the Second Language Writing Interest Section.
- 2008
- Liu, W. & de Oliveira, L. C. (December). *Understanding the challenge of GRE reading comprehension for ELLs through systemic functional linguistics*. Presentation at the annual meeting of the National Reading Conference, Orlando, FL.
- de Oliveira, L. C., & Briggs, S. (November). *Leadership opportunities in TESOL and INTESOL*. Presentation at the annual meeting of Indiana TESOL (INTESOL), Carmel, IN.
- Augusto-Navarro, E. H., Abreu-e-Lima, D. M., & de Oliveira, L. C. (April). *On-site needs assessment: Rich information gathering*. Presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, NY.
- de Oliveira, L. C. (April). Preparing teachers to be advocates for ELLs. In T. Lucas (Org). *Preparing all teachers for English language learners*. Colloquium presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, NY.
- de Oliveira, L. C. (April). (Org). *10 years later: The NNEST movement and its impact*. Colloquium presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, NY.

de Oliveira, L. C. (April). The meaning of internationalism and professionalism for the education and hiring of nonnative English-speaking teachers. In S. Nero (Org). *Where we stand on internationalism and professionalism*. Presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, NY.

de Oliveira, L. C. & Pereira, N. (March). *Challenges and needs of teachers of English language learners*. Presentation at the annual meeting of the American Educational Research Association (AERA), New York, NY.

2007

de Oliveira, L. C., & Cheng, D. (November). *The linguistic challenges of mathematics for ELLs*. Poster presentation at the annual meeting of Indiana TESOL (INTESOL), Carmel, IN.

Kuo, N-H., & de Oliveira, L. C. (November). *Motivating intermediate ELLs by utilizing young-adult literature*. Presentation at the annual meeting of Indiana TESOL (INTESOL), Carmel, IN.

de Oliveira, L. C., & Buckley, L. (October). *Understanding the language of mathematics in a standardized exam*. Presentation at the International Group for the Psychology of Mathematics Education, North-American Chapter, Lake Tahoe, NV.

de Oliveira, L. C. (September). *Working with English language learners: Teachers' challenges and needs*. Poster presentation at the 1st Latino Scholars Forum, Purdue University.

Athanases, S.Z., & de Oliveira, L. C. (April). "And I opened my big mouth": *Voicing and risk in new teachers' advocating for equity*. Presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

de Oliveira, L. C., & Athanases, S. Z. (April). *Meeting the needs of English Learners: New teachers seeing, critiquing, and responding to inequities*. Presentation at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

de Oliveira, L. C. (March). Using language as a means of teaching content. In J. Sharkey (Org). *Defining, enacting, and advocating for linguistically responsive pedagogies* (Interconnection Session). Invited presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.

de Oliveira, L. C. (March). Strategies for NNESTs' continued development as professionals. In A. Mahboob & L. Barratt (Org). *Strategies for NNESTs that work* (Spotlight Session). Invited presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.

de Oliveira, L. C. (March). Professional development for busy professionals. In V. Bradford (Organizer). *Professional development* (Interconnection Session). Invited presentation at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.

Newman, K. & de Oliveira, L. C. (March). NNESTs and NESTs in professional development programs. In Newman, K. & de Oliveira, L. C. (Org). *The mentoring of NNEST professionals*. Nonnative English Speakers in TESOL Caucus Colloquium at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.

Newman, K. & de Oliveira, L. C. (March). (Org). *The mentoring of NNEST professionals*. Nonnative English Speakers in TESOL Caucus Colloquium at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, WA.

2006

de Oliveira, L. C. (November). *Academic language development in the content areas*. Presentation at the annual meeting of Indiana TESOL, Carmel, IN.

de Oliveira, L. C. (April). Teachers' perspectives on the challenges in writing school history. In M. Schleppegrell (Chair). *Supporting student writing in history: Outcomes of professional development with a focus on language*. Colloquium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

de Oliveira, L. C. (April). (Chair). *Paraphrasing skills in college/university classes*. Board-sponsored workshop presented at the annual meeting of California TESOL (CATESOL), San Francisco, CA.

de Oliveira, L. C. & Nielsen, S. (April). *Effective job search strategies*. Board-sponsored workshop presented at the annual meeting of California TESOL (CATESOL), San Francisco, CA.

de Oliveira, L. C. & Wu, A. (April). *Leading NNESTs towards leadership*. Paper presented at the annual meeting of California TESOL (CATESOL), San Francisco, CA.

de Oliveira, L. C. (March). Capitalizing on nonnative English-speaking teachers' strengths to improve their professional self-esteem. In E. Llorca (Org). *Exploring NNESTs' professional self-esteem and confidence*. Presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Tampa, FL.

de Oliveira, L. C., & Kamhi-Stein, L. (March) (Co-Chairs). *New Leaders' Forum*. Forum presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Tampa, FL.

2005

de Oliveira, L. C. (April). *A language-based approach to content teaching*. Demonstration presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), San Antonio, TX

de Oliveira, L. C. (March). Identity and the NNEST teacher: the role of knowledge of self and mentoring. In E. Major (Chair). *NNEST teachers as mentors and cultural mediators*. Featured colloquium of the Nonnative Language Educators' Issues interest group at the annual California TESOL (CATESOL) State Conference, Long Beach, CA.

de Oliveira, L. C. (March). Learning history while focusing on language. In J. O'Loughlin (Chair). *Integration of content and language instruction for ELLs*. Featured Secondary Level Workshop (board-sponsored) at the annual California TESOL (CATESOL) State Conference, Long Beach, CA.

2004

de Oliveira, L. C. (May). History teachers as language teachers: functional grammar in the classroom. In M. Schleppegrell (Chair), *The discourse of history: Challenges for academic literacy development*. Colloquium presented at the annual meeting of the American Association for Applied Linguistics Conference, Portland, OR.

Athanases, S. Z. & de Oliveira (April). *New teachers' reports of advocating for educational equity*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

de Oliveira, L. C. (April). Language and content learning for ELLs. In J. O'Loughlin (Chair), *Collaborating with your mainstream colleagues in content instruction*. Board-sponsored colloquium at the annual California TESOL (CATESOL) State Conference, Santa Clara, CA.

de Oliveira, L. C. (April). (Chair). *Preparing nonnative English speakers in Brazil: Content, methods, and reflection*. Colloquium presented at the California TESOL (CATESOL) State Conference, Santa Clara, CA.

de Oliveira, L. C., & Liang, J. (April). Looking for a job? Job search strategies for nonnative-English-speakers. Workshop presented at the California TESOL (CATESOL) State Conference, Santa Clara, CA.

de Oliveira, L. C. (March). Continuous teacher education: Building on experiences of NNES teachers as learners of teaching. In A. Mahboob (Chair), *Nonnative English Speakers in TESOL Caucus: Teacher Education and NNESTs*, Invited presentation of the Nonnative English Speakers in TESOL Caucus Colloquium at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Long Beach, CA.

de Oliveira, L. C., & Richardson, S. (March). A model of a successful collaboration between native and Nonnative English-speaking ESL teachers. In B. Brady (Chair), *Learning from Models of NEST/NNEST Collaboration*. Colloquium presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Long Beach, CA.

de Oliveira, L. C. (January). *Looking for a job locally? Practical job search strategies and tips for nonnative-English-speakers*. Invited presentation at the California Teachers of English to Speakers of Other Languages (CATESOL) mini-conference, San Jose, CA.

2003

de Oliveira, L. C., & Augusto-Navarro, E. H. (August). *Pesquisa sobre o ensino de gramatica no contexto de ingles como lingua estrangeira (Research on the teaching of grammar in English as a Foreign Language contexts)*. Workshop presented at the XXIV ENEL – Encontro Nacional dos Estudantes de Letras (National Meeting of Undergraduate Language Students), Federal University of São Carlos, São Carlos, SP, Brazil.

de Oliveira, L. C. (April). (Chair). *Nonnative English speakers in MA TESOL programs: Challenges and possibilities*. Board-sponsored colloquium presented at the annual California TESOL (CATESOL) State Conference, Pasadena, CA.

2002

de Oliveira, L. C. (November). *Preparing nonnative English-speaking professionals in TESOL*. Paper presented at the Northern California TESOL (CATESOL) Conference, Union City, CA.

de Oliveira, L. C. (April). *Nonnative English-speaking professionals in TESOL: Identity and teacher education*. Paper presented at the annual California TESOL (CATESOL) State Conference, San Francisco, CA

de Oliveira, L. C. (April). (Chair). *Preparing nonnative English speakers in TESOL*. Nonnative Language Educators' Issues interest group featured session at the annual California TESOL (CATESOL) State Conference, San Francisco, CA.

de Oliveira, L. C. & Richardson, S. (April). Perceived benefits of collaboration between native and nonnative English-speaking teachers. In L. C. de Oliveira (Chair), *Preparing nonnative English speakers in TESOL*. Nonnative Language Educators' Issues interest group featured session at the annual California TESOL (CATESOL) State Conference, San Francisco, CA.

2001

Richardson, S., & de Oliveira, L. C. (November). *Summary writing: Learn and have fun*. Demonstration presented at the Northern California TESOL (CATESOL) Conference, Hayward, CA.

de Oliveira, L. C. (April). *Verbs - always tense*. Demonstration presented at the annual California TESOL (CATESOL) Conference, Ontario, CA.

de Oliveira, L. C. (April). Developing a collaborative relationship between native and non-native English-speaking ESL teachers. In L. Kamhi-Stein (Chair), *Non-native English speakers as ESL teachers*. Colloquium presented at the annual California TESOL (CATESOL) Conference, Ontario, CA.

2000

de Oliveira, L. C., & Richardson, S. (November). *Collaboration between native and Nonnative speaking educators*. Paper presented at the Northern California TESOL (CATESOL) Conference, Fremont, CA.

Richardson, S., & de Oliveira, L. C. (November). *Enhancing multiple skills through journal writing*. Demonstration presented at the Northern California TESOL (CATESOL) Conference, Fremont, CA.

de Oliveira, L. C. & Richardson, S. (May). *Meta-writing: writing about writing*. Demonstration presented at the Pedagogy in Practice: A Composition and Reading Conference, San Francisco, CA.

de Oliveira, L. C., & Alves, C. (April). *Language games*. Demonstration presented at the annual California TESOL (CATESOL) State Conference, Sacramento, CA.

de Oliveira, L. C. (April). (Chair). *Preparing high school students for college*. Colloquium presented at the annual California TESOL (CATESOL) State Conference, Sacramento, CA.

de Oliveira, L. C. & Richardson, S. (April). *Meta-writing: writing about writing*. Demonstration presented at the annual California TESOL (CATESOL) State Conference, Sacramento, CA.

1999

de Oliveira, L. C. (October). *The power of games: Learn and have fun!* Demonstration presented at the XIII Spring Conference, São Paulo State University (UNESP), Marília, SP, Brazil.

de Oliveira, L. C., & Alves, C. (October). *Using games to stimulate your classes*. Demonstration presented at the San Diego Regional California TESOL (CATESOL) Conference, Chula Vista, CA.

de Oliveira, L. C. (May). *Classroom assessment techniques to maintain student motivation*. Invited paper presented at the Links to Success: Bridges over Boundaries conference, California State University, East Bay, Hayward, CA

de Oliveira, L. C. (May). (Chair). *English Precollegiate Academic Development Program – Preparing high school students for college*. Paper presented at the Links to Success: Bridges over Boundaries conference, California State University, East Bay, Hayward, CA

Norris, C., de Oliveira, L., & Kang, M. Y. (April). *Creating effective groups in linguistically and culturally diverse classrooms*. Paper presented at the annual California TESOL (CATESOL) State Conference, Reno, NV.

1998

de Oliveira, L. C., & McMorris, A. (October). *Teacher-tutor teamwork: Preparing high school students for college*. Northern Regional California TESOL (CATESOL) Conference, Oakland, CA.

1996

de Oliveira, L. C. (December). *Pesquisando o output escrito [Researching English written output]*. Report presented at the VIII Congresso de Iniciação Científica da UNESP – Universidade Estadual Paulista (VIII Scientific Initiation Conference of UNESP - São Paulo State University), Guaratingueta, SP, Brazil.

de Oliveira, L. C. (December). *Pesquisando o output escrito [Researching English written output]*. Paper presented at the I Congresso de Iniciação Científica, Aperfeiçoamento e Especialização [I Specialization, Improvement, and Scientific Initiation Conference], São Paulo State University, Araraquara, SP, Brazil.

Hofling, C., de Oliveira, L. C., de Oliveira, F. H., Micucci, T. C. (July). *Uma diferente leitura do mundo: Análise semiótica de uma foto [A different reading of the world: A semiotic study of a picture]*. Paper presented at the 48ª Reunião Anual da Sociedade Brasileira para o Progresso da Ciência - SBPC (48th Annual Meeting of the Brazilian Society to the Progress of Science), Pontifícia Universidade Católica (PUC), São Paulo, SP, Brazil.

de Oliveira, L. C., Hofling, C., & Micucci, T. C. (May). *Trabalhando a argumentação em um texto jornalístico [Working with argumentation in a newspaper text]*. XLIV Congresso do Grupo de Estudos Linguísticos – GEL (Seminar of Linguistics Studies Group), Universidade de Taubate, Taubate, SP, Brazil

de Oliveira, L. C. (May). *Examinando o output escrito no processo de aquisição de inglês como língua estrangeira [The examination of the written output in the process of English language acquisition]*. Paper presented at the XII Jornada de Língua Inglesa - JELI (Seminar of English Language Studies), Universidade de São Paulo – São Paulo, SP (Brazil).

1995

de Oliveira, L. C. (November). *Elementos coesivos nas redações de alunos da 8ª série de escolas públicas de Araraquara [Cohesive devices in 8th grade students' essays from public schools]*

in Araraquara]. Report presented at the VII Congresso de Iniciação Científica da UNESP (VII Scientific Initiation Conference of UNESP - São Paulo State University), Guaratingueta, SP, Brazil.

de Oliveira, L. C. (November). *Elementos coesivos em textos jornalísticos [Cohesive devices in newspaper texts]*. Paper presented at the XLIII Congresso do Grupo de Estudos Linguísticos – GEL (Seminar of Linguistics Studies Group), Universidade de Ribeirão Preto (UNAERP), Ribeirão Preto, SP, Brazil.

de Oliveira, L. C., Hofling, C., Cabral, A., & Scarpa, A. M. (May), *Teenagers: A New Experience*. Paper presented at the XI Jornada de Língua Inglesa - JELI (Seminar of English Language Studies), Universidade de Taubaté (UNITAU), Taubaté, SP, Brazil.

1993

de Oliveira, L. C. (October). *Managing directions*. VII Spring Conference, Universidade do Sagrado Coração, Bauru, SP, Brazil.

Invited Talks

Teachers College, Columbia University

2014

de Oliveira, L. C. (February). *Academic language in edTPA and beyond*. Presentation sponsored by the Office of Teacher Education and open to all programs.

de Oliveira, L. C. (March). *Academic language in edTPA and beyond: A focus on the performing arts*. Presentation for the music education program.

de Oliveira, L. C. (March). *Academic language in edTPA and beyond: A focus on mathematics*. Presentation for the mathematics education program.

Purdue University

2012

de Oliveira, L. C. (November). *Getting published*. Presented for the Graduate Student Education Council (GSEC).

de Oliveira, L. C. (June). *Teaching ELLs*. Transition to Teaching Seminar.

de Oliveira, L. C. (April). *Publication workshop*. Panel with 4 representative faculty from across the university. Presented for Purdue Graduate Student Government (PGSG).

2011

de Oliveira, L. C. (November). *Working with English language learners in mathematics classrooms*. Secondary Mathematics Methods.

de Oliveira, L. C., Iddings, J., & Lan, S-W. (September). *Writing a dissertation proposal: Genre expectations*. Presented at the Research Seminar Series, Department of Curriculum and Instruction.

2010

de Oliveira, L. C. (September). *Introduction of the speaker*. Presented at the Latino Heritage Month Opening Ceremony, Latino Cultural Center.

de Oliveira, L. C., Dodds, K., & Lan, S-W (September). *Working and researching with teachers*. Presented at the Teacher Research Seminar (taught by Janet Alsup).

2009

de Oliveira, L. C., Burke, A., & Lan, S. W. (October). *Perspectives of elementary teachers on the knowledge base for teaching English language learners*. Research seminar series, Dept. of Curriculum & Instruction.

de Oliveira, L. C. (October). *Academic language development in the content areas: science and history*. EDCI 500, Foundations of Literacy, Dept. of Curriculum & Instruction.

de Oliveira, L. C. (October). *The challenges of mathematics for ELLs*. Secondary Mathematics Methods.

de Oliveira, L. C. (June). *Teaching ELLs*. Transition to Teaching Seminar.

de Oliveira, L. C. (April). *Teaching mathematics to ELLs*. Secondary Mathematics Methods.

de Oliveira, L. C. (January). *Nonnative English speakers in TESOL: Present and future*. Presented at the ESL Speaker Series, English as a Second Language Program, Department of English.

2008

de Oliveira, L. C. (November). *Building and preparing your curriculum vitae*. Presentation for graduate students sponsored by the Curriculum & Instruction Graduate Student Association.

de Oliveira, L. C. (October). *Teaching science to ELLs*. Presentation for faculty and graduate students from the Science Education and Chemistry Seminar.

de Oliveira, L. C. (September). *Transdisciplinarity: Crossing language and disciplinary boundaries to work through and beyond disciplines*. Diversity Resource Office Forum: Why Languages Matter in the Global University: A Multidisciplinary Faculty Forum for Exploring New Synergies (university-wide forum).

de Oliveira, L. C. (June). *Teaching ELLs in the secondary classroom*. Transition to Teaching Seminar.

de Oliveira, L. C. (April). *Preparing for job applications throughout graduate school*. Presentation for graduate students for the Curriculum & Instruction Graduate Student Association.

de Oliveira, L. C. (March). *Looking for a job in ESL: considerations and job applications*. Presentation for graduate students in the Professional Development in ESL Seminar, Dept. of English.

2007

de Oliveira, L. C. (December). *English language learners*. Presentation for the "Light the Fire" Winter Conference by the Purdue Student Education Association.

de Oliveira, L. C. (November). *Considering research*. Research Discussion for graduate students in the Department of Curriculum & Instruction.

de Oliveira, L. C. (October). *Best practices for ELLs*. Presentation at EDCI 500, Foundations of Literacy, Dept. of Curriculum & Instruction.

de Oliveira, L. C. (February). *The challenges and expectations of school history writing*. Research seminar series, Dept. of Curriculum & Instruction.

de Oliveira, L. C. (April). *Immigration, acculturation, and language*. Invited presentation at EDPS 507, Counseling Multicultural and Diverse Populations, Dept. of Educational Studies.

de Oliveira, L. C. (October and March). *Strategies for teaching English learners in the secondary English classroom*. Invited presentations at EDCI 422, The Teaching of English in Secondary Schools, Dept. of Curriculum & Instruction.

2006

de Oliveira, L. C. (October). *Pathways to the Ph.D.* Presentation for the incoming Ph.D. students of the Graduate Group in Education, School of Education, UC Davis.

de Oliveira, L. C. (October). *Strategies for teaching English learners in the secondary English classroom*. Invited presentations at EDCI 422, The Teaching of English in Secondary Schools, Dept. of Curriculum & Instruction.

1999

de Oliveira, L. C. (November). *Teaching in California: difficulties and rewards*. São Paulo State University, Araraquara, SP, Brazil.

1998

de Oliveira, L. C. (December). *American Cultures – California*. Federal University of São Carlos, São Carlos, SP, Brazil.

PROGRAM AND CURRICULUM DEVELOPMENT

Purdue University

New Graduate Licensure Program in English Language Learning (ELL) Summer and Fall 2008

Developed a full proposal (174 pages total) for a new graduate licensure program focused on teaching ELLs for the College of Education. This program provides teachers with the professional preparation to assist ELLs in developing their English language and academic skills in pre-K-12, designed for teachers who hold a current Indiana teaching license or teacher candidates who are in the process of completing an initial license but are not licensed in ELL. Developed the curriculum for the new program, aligned teacher outcomes with state and TESOL/NCATE standards, built field-based experiences and assignments for each course, developed a rubric to assess candidates. Part of the program are two new courses: *English language development* and *Academic Language and Content Area Learning*. The proposal went through internal approval process in Spring 2009, was sent to the Indiana State Department of Education on May 9th, 2009, and received final approval by the state (with no revisions) on June 30, 2009. Program implementation started July 2009.

Nationally recognized by TESOL in February 2013.

Elementary Teacher Education Program

EDCI 370 *Teaching English as a New Language*. Collaborated in the design of instructional materials to prepare undergraduate preservice elementary teachers to work with ELLs in their future classrooms utilizing instructional methods and strategies that focused on increasing students' awareness of the role of language in learning *all* content areas.

University of California, Davis

The History Project

Designed curriculum and materials for summer institutes and advanced courses on literacy in history.

California State University, East Bay

English Summer Precollegiate Academic Development Program

Designed curriculum and materials in collaboration with teachers.

English 804, 805, and 806 (Intensive Learning Experience for Nonnative Speakers of English)

Designed and implemented curriculum, syllabus, and course content to teach developmental English to ELLs from diverse educational, linguistic, and cultural backgrounds.

Side by Side English School

Developed course content and materials for EFL beginning and intermediate courses: Children 1, 2, and 3; Basic Levels 1, 2, 3, and 4; Intermediate Levels 1, 2, and 3.

INVOLVEMENT IN GRADUATE RESEARCH PROGRAM

Student Counseling and Advisement

- Granted a request made by the College of Education Office of Graduate Studies to have my *Curriculum Vitae* serve as a model for doctoral students and to make it available on their Web site. Retrieved from http://www.education.purdue.edu/gradoffice/pdf_doc/OliveiraVita.pdf

Completed Ph.D. Committees (Chaired)

Dazhi (Daniel) Cheng, Assistant Professor, Zhejiang University, Hang Zhou, China.

Dissertation: *A study of the construction of cultural authenticity in children's picture books portraying Chinese people and Chinese culture.*

Nadezda Pimenova, (Co-Chair B. Cox), Assistant Professor of ESL, Ball State University.

Dissertation: *Idiom comprehension strategies used by English and Russian language learners.*

Joshua Iddings, Assistant Professor, Virginia Military Institute.

Dissertation: *Writing at one Appalachian high school*

Sara Solórzano (Co-Chair J. Phillion)

Dissertation: *Educating Latino Immigrant Students: The Phenomenon of Teaching Latino Immigrant Elementary Students in Indiana*

Shu-Wen Lan, Assistant Professor, National Pintung University of Science and Technology, Taiwan

Dissertation: *Science classroom discourse for fourth grade English Language Learners' scientific literacy development*

April Burke, Assistant Professor, Central Michigan University

Dissertation: *Making the cut: Indiana school accountability and English learner test performance*

Ryan Angus, Lecturer, Marshall University

Dissertation: *A sociosemantic examination of secondary English teacher written feedback*

Current Ph.D. Advising

University of Miami

1. Carolina Rossato de Almeida

Teachers College, Columbia University

1. Hiromi Noguchi

2. Marcus Artigliere

3. Charles Combs

Purdue University

1. Marshall Klassen
2. Alsu Gilmetdinova
3. Deedra Pell

Chairperson for M.S. Students

1. Suzy Kontos (completed 9/08); Thesis Title: “English Language Learners Talking about Poetry: Meaning Making in a Fourth/Fifth Grade Classroom”
2. Lesley Miller (completed 9/08); portfolio
3. Jasmine Abraham (completed 5/11); portfolio
4. Lyubov Sylayeva (completed 5/12); portfolio
5. Ileana Cortes Santiago (completed 11/12); portfolio
6. Jennifer Tucker
7. Yan Yang
8. Kara Chambers

Committee Member for Ph.D. Students

1. Fatima Esseili (ESL, Dept of English, completed August 2011.)
2. Nielsen Pereira (Gifted and Talented Studies; Dept of Educational Studies; completed)
3. Minsun Kim (ESL, Dept of English; completed August 2012)
4. Inna Abramova (Curriculum Studies, Dept of Curriculum & Instruction; completed March 2011)
5. Larisa Olesova (Learning Design & Technology, Dept of Curriculum & Instruction; completed December 2011)
6. Ying Zhang (Literacy & Language Education; completed May 2013)
7. Cindy Torres (ESL, Dept of English; completed May 2013)
8. Carolina Pelaez-Morales (ESL, Dept of English, completed May 2013)
9. Veronica Jayne (ESL, Dept of English; completed May 2013)
10. Yu-Shan Fan (ESL, Dept of English; completed June 2014)
11. Ninger Zhou (Educational Psychology, Dept of Educational Studies; completed July 2014)
12. Jiyoung Yi (Literacy & Language Education)
13. Nancy Meyer (Special Education, Dept of Educational Studies)
14. Nai-Hua Kuo (Literacy & Language Education)
15. Michael Maune (English Education, Dept of Curriculum & Instruction)
16. Jiayi Wu (Gifted and Talented Studies; Dept of Educational Studies)
17. Belen Garcia (Learning Design & Technology, Dept of Curriculum & Instruction)
18. Ileana Cortes Santiago (English Education, Dept of Curriculum & Instruction)
19. Aylin Baris Atilgan (ESL, Dept of English)

Committee Member for M.S. Students

1. Dana C. Adamson (Literacy & Language Education; completed)
2. Joy Duncan (Family & Consumer Sciences; completed)
3. Sara Solórzano (Curriculum Studies; completed)
4. Gail Zdilla (Literacy & Language Education; completed)
5. Calista Kelly (Dept of Communication; completed)
6. Enas Elmehy (Literacy & Language Education; completed)
7. Song-Eun Lee (ESL, Dept of English; completed)
8. Michael Maune (Dept of English; completed)
9. Caitlyn Holleran (Curriculum Studies; completed)

10. Galina Miller (Curriculum Studies; completed)
11. Mark Haugen (Cultural Foundations, Dept of Educational Studies; completed)
12. Amina Shareef (Curriculum Studies; completed)

PROFESSIONAL ORGANIZATIONS

- American Educational Research Association (AERA)
- Asociación de Lingüística Sistemico-Funcional de América Latina – Latin-American Systemic Functional Linguistics Association – (ALSFAL)
- Association Internationale de Linguistique Appliquée – International Association of Applied Linguistics – (AILA)
- California Teachers of English to Speakers of Other Languages (CATESOL)
- New York State Teachers of English to Speakers of Other Languages (NYSTESOL)
- International Systemic-Functional Linguistics Association (ISFLA)
- TESOL International Association

ENGAGEMENT

Workshops and Institutes for Teachers and Administrators

2014

The Common Core State Standards and ELLs and A Genre-Based Approach to Writing Instruction for ELLs. An all-day workshop for mainstream content area teachers, part of the ELL Institute, co-sponsored by the Delaware Department of Education and the University of Delaware, Dover, DE, 6/23. 20 teachers in attendance.

2013

ELLs in Secondary Content Area Classrooms: a program of professional development for secondary teachers focused on addressing content instruction for ELLs in mainstream classrooms, Northwest Allen County Schools, Fort Wayne, IN. Workshop with 30 secondary teachers on 3/26 and full-day consultation in 2 middle schools and a high school on 3/27.

2012

A Language-based Approach to Content Instruction: a program of professional development for elementary and secondary teachers focused on addressing content instruction for ELLs in mainstream classrooms, offered through the Wabash Valley Education Center, West Lafayette, IN.

- *Planning Reading and Writing Activities in the Content Areas for ELLs (Grades 7-12)*, workshop for secondary teachers, forthcoming December 6th.
- *Planning Reading and Writing Activities in the Content Areas for ELLs (Grades 3-6)*, workshop for elementary teachers, December 3rd.
- *Reading and Writing in the Content Areas for ELLs (Grades 7-12)*, workshop for secondary teachers, November 27th.
- *Writing in the Content Areas for ELLs (Grades 3-6)*, workshop for elementary teachers, November 13th.
- *Reading in the Content Areas for ELLs (Grades 3-6)*, workshop for elementary teachers, October 18th.

An Introduction to English Language Learners (ELLs), workshop for administrators, elementary and secondary teachers offered through the Wabash Valley Education Center, West Lafayette, IN, March 2nd.

The Identification and Integration of Gifted English Language Learners, workshop for elementary and secondary general education teachers, Escambia County School District, Pensacola, FL. January 21st.

Language Games for English Language Development, workshop for elementary and secondary ESL teachers, Escambia County School District, Pensacola, FL. January 20th.

Systemic-Functional Linguistics and the Teaching of English Language Learners, workshop for School of Education faculty, graduate students, and collaborating teachers part of the E-learning Communities for Academic Language Learning in Math and Science (ECALLMS) project, University of Colorado, Denver. January 10-13th.

2011

Functional Grammar Strategies to Support English Language Learners, workshop for elementary and secondary teachers, faculty, and administrators from St. Michael's College, Colchester, Vermont, January 27-28.

2010

Content Area Strategies for Linguistically Diverse Students: Grades K-5, workshop for administrators and elementary teachers offered through the Wabash Valley Education Center, West Lafayette, IN, January 11, 8 am-3 pm.

Content Area Strategies for Linguistically Diverse Students: Grades 6-12, workshop for administrators and secondary teachers offered through the Wabash Valley Education Center, West Lafayette, IN, January 25, 8 am-3 pm.

2009

Workshops sponsored by the Teaching Excellence and Achievement (TEA) Project

- *Innovative Methods: Integrated Curriculum EFL/ESL and Social Studies*, workshop for 26 EFL and social studies teachers, Purdue University, September 29, 1-4 pm.

- *National and State Standards in EFL/ESL: The Role of Standards in Curriculum Development*, workshop for 19 EFL teachers, Purdue University, October 6, 1:30-3 pm (Co-presented with April Burke).

- *Innovative Methods in EFL/ESL: Teaching Listening Comprehension and Speaking through Games*, workshop for 19 EFL teachers, Purdue University, October 27, 1-4 pm.

An Introduction to English Language Learners (ELLs), workshop for administrators, elementary and secondary teachers offered through the Wabash Valley Education Center, West Lafayette, IN, September 28, 12-3 pm.

Our Living Language, Partners of the Americas, Indiana (U.S.A.)-Rio Grande do Sul (Brazil). Delivered workshops for teachers in Rio Grande do Sul (state in the south of Brazil). Over a 2-week period, conducted 14 workshops and presentations for over 700 teachers, June 30-July 13, including a plenary session at the major conference for EFL teachers in RS.

Lessons in the Classroom, presented 28 lessons (3rd through 8th grades) in science, math, social studies, and language arts for elementary and middle school teachers in their classrooms, targeted at

focusing on academic language in content textbooks for levels 3-5 of English language proficiency. Community Schools of Frankfort, January-May.

Strategies to Facilitate Comprehension and Understanding with English Language Learners, workshop for administrators and elementary and secondary teachers offered through the Wabash Valley Education Center, West Lafayette, IN, April 21, 9 am-3 pm.

TESOL Electronic Village Online, January 12-February 22: *NNEST-IS: Networking Solutions for Professional Development*.

de Oliveira, L. C. (Week 5): *NNESTs' Teacher Education: Preparing Teachers to Become Successful Language Educators*.

2008

A Functional Approach Applied to Teaching Content Areas at the Intermediate Level, workshop for 3rd, 4th, and 5th-grade teachers at Green Meadows Elementary School, Community Schools of Frankfort, November 18.

Working with ELLs: General Strategies, workshop for new elementary teachers, Blue Ridge Elementary School, Community Schools of Frankfort, November 18.

Focusing on Language in Art, Music, Family and Consumer Sciences, and Physical Education, workshops for elementary and secondary specials teachers, Frankfort High School, Community Schools of Frankfort, November 26.

Workshops for elementary teachers, Summer Literacy Institute – “Making Connections: Conversations on Comprehension for All Learners,” Center for Literacy Education and Research (CLEAR), Purdue University, July 22 – 24:

- *Comprehension Strategies for English Language Learners*

Introduced general education elementary teachers to comprehension strategies for ELLs and demonstrated how teachers can modify instruction to help ELLs comprehend challenging texts.

- *A Close Text Analysis Approach in the Content Areas to Guide Text Comprehension*

Addressed comprehension instruction in the content areas and highlighted a close text analysis approach to guide students' text comprehension. Participants learned what makes each specific content area challenging for students, with a special focus on struggling readers and ELLs.

Working with English Language Learners in the Mainstream Classroom: Issues and Strategies for Grades 1-6. Institute for Grades 1-6 teachers, Center for Literacy Education and Research (CLEAR), Purdue University, July 21.

Helping ELLs Succeed in General Education Classrooms. Summer ELL Institute for elementary teachers, Community Schools of Frankfort, June 9-10.

Language-based Content Instruction with ELLs. Summer ELL Institute for secondary teachers, Community Schools of Frankfort, June 12-13.

Supporting Teachers of ELLs: Issues and Strategies. A workshop for administrators discussing the main strategies for working with teachers of ELLs, Community Schools of Frankfort, June 16.

Talking about Language with ELLs. Workshop for elementary teachers on a functional approach to talking about language with ELLs, Community Schools of Frankfort, April 29.

ELLs in Frankfort: A Plan for the Future. Workshop for school administrators, Community Schools of Frankfort, January 10.

2007

Generation 1.5 Students in Indiana schools. Workshop for elementary teachers, Community Schools of Frankfort, December 11.

Strategies for ELLs in Mainstream Classes. Workshop on strategies to work with ELLs in mainstream classes for over 90 elementary and secondary teachers from the Tippecanoe School Corporation, Klondike Elementary School, West Lafayette, IN, October 3.

Strategies for ELLs. Workshop for elementary teachers on specific strategies to work with ELLs in elementary classrooms. Focused on providing access to print and reading comprehension of fiction books with non-fiction elements. Kyger Elementary School, Frankfort, IN, September 25.

Workshops for the Teachers to Teachers International Program, which brought 16 Russian elementary and secondary EFL teachers to Purdue University, April 4:

- *An Integrated Approach to ESL/EFL Teaching*

Workshop focused on providing participants with experience on how to integrate 1. the four skills (reading, writing, listening, speaking), grammar, and vocabulary, and 2. different content areas, e.g. math, science, social studies. Teachers worked on ways to make integration possible in their teaching and school contexts.

- *Experiential Learning in ESL/EFL*

Workshop designed to give an overview of the concept and components of experiential learning.

Demonstrated language games to promote language development for ESL/EFL learners, including *Vocabulary Tic-tac-toe*, *Grammar Tic-tac-toe*, *From Sentences to Essay: Cut, Paste and Build*, *Adjective Madness*, *Punctuation Jeopardy*, among others.

The Language of Math: A Look at ISTEP+ and Sample Textbooks. Workshop offered through the Purdue Literacy Network Project, March 13:

Designed to give an overview of the challenges of the language of math in the 3rd grade ISTEP+ exam and commonly used math textbooks. Discussed challenges and strategies for literacy coordinators to work with teachers on typical language features of math while still focusing on the literacy development of students, especially ELLs.

2003-2005

Workshops offered through The History Project, Dept. of History, University of California, Davis
Building Literacy through History Institute Summer 2005, Summer 2004, Summer 2003
Introduced middle and high school history teachers to text analysis techniques and lesson preparation with literacy components, based on the California History-Social Science Standards. I designed and presented activities and lessons that introduced history teachers to language strategies for English learners and struggling readers. I worked one-on-one with these teachers to assist them in text selection and analysis, lesson design, format, and assessment.

Building Literacy through History Institute, California History-Social Science Project,
October 2-4, 2003, Tiburon, CA

Introduced directors, co-directors, and literacy coordinators of different California History-Social Science Project sites (UCLA, UC Berkeley, UC Irvine, CSU Chico, CSU Fresno, CSU Dominguez-Hills, CSU Long Beach) to text analysis techniques and strategies for English language learners and struggling readers. Each site designed activities and lessons with literacy development components, based on the California History-Social Science Standards. Participated in subsequent meetings to offer continued guidance, instruction, and feedback.

Increasing Historical Knowledge through Literacy Development Oct 2004 - May 2005

An advanced course for history teachers of English language learners and other students who struggle with academic literacy. Addressed text analysis techniques and strategies, textual challenges of history discourse for ELLs, and literacy-focused lesson design and implementation.

Literacy Development in History: Approaches to Text Analysis with Nancy McTygue, School of Education, University of California, Davis, April 22, 2003. Presentation for resident (mentor) teachers from the secondary teaching credential program.

1999-2003

Native-Nonnative English-speaking Teachers' Collaboration and Team Teaching, Invited presentation, MA TESOL program, CSU, East Bay, October 2002 and October 2003.

Utilizing Meta-Writing Activities in Composition Classes with Sally Richardson, Faculty Development Workshops, CSU, East Bay, November 2000.

Language Games with Constance Alves, Faculty Development Workshops, CSU, East Bay, December 1999.

LEADERSHIP AND SERVICE

Leadership in Professional Organizations

International Organizations

TESOL International Association

TESOL is an international association of 14,000 teachers of ESL/EFL.

Board of Directors (2013-2016) (elected position)

Member of the TESOL Board of Directors. Chosen from among several TESOL candidates who submitted an Expression of Interest for the same position. As of March 22, 2013, I undertake the responsibilities of the Board of Directors as specified in TESOL Standing Rules VIII (see www.tesol.org), inspire the future direction of the organization, and address the diverse interests of TESOL's global membership. Term of service commenced at the 2013 TESOL conference and ends on the last day of the 2016 TESOL convention.

TESOL/CAEP Lead Reviewer (2014)

Reviewed reports for accreditation of TESOL programs. Led the team of 3 reviewers; conducted individual reviews and wrote individual reports. After reviewing other review reports, wrote the final report and submitted to CAEP/TESOL.

TESOL/NCATE Reviewer (2012-present) (in 2012, 10 reviewers selected out of over 80 applicants)

Reviews reports for accreditation of TESOL programs; completed 3 reviews in Fall 2012 and worked with a team of 2 additional reviewers.

Nominating Committee, January 2011 – January 2012 (elected position)

The Nominating Committee (NC) solicits nominations from the membership entities, standing committees, and other TESOL constituencies, and from the membership for TESOL elections, i.e. election to the President, the Board of Directors and the next year's NC.

Serial Publications Committee Member, October 2007 – March 2010 (appointed by the TESOL President)

The committee ensures that all TESOL publications maintain the highest professional standards and meet the needs of its readers. 2008: reviewed volumes 41 and 42 of *TESOL Quarterly*. 2009: reviewed volume 43 of *TESOL Quarterly*, and 5 interest section newsletters.

Second Language Writing Interest Section

Noted Second Language Writing Scholars, *An Evening with the Second Language Writing Interest Section*, TESOL 2009-present

Nonnative English Speakers in TESOL Interest Section (NNEST)

Member-at-Large, 2012-2013 (elected position) part of the Steering Committee.

Nonnative English Speakers in TESOL Caucus (NNEST)

Chair, 2007-2008 (elected position) and **Chair-Elect**, 2006-2007 (elected position)

In February 2008, developed and submitted a full proposal (32 pages) for the Caucus to become an Interest Section, which was approved by the TESOL Board of Directors in June 2008 (the only Caucus to transition to IS).

Awards Committee Member, 2006-2007

Read and reviewed applications for TESOL's Ruth Crymes Fellowship award.

Planning Committee Member, 40th Annual Conference, 2006 (planned "New Leaders' Forum").

Organized and selected forum presenters. Provided leadership with conference leaders.

National Organizations

American Educational Research Association (AERA)

AERA is an international professional organization of 22,000 members with the primary goal of advancing educational research.

Proposal Reader, Division C: Learning and Instruction, Section 1.d. Science, 2013 AERA Annual Meeting.

Proposal Reader, Second Language Research Special Interest Section (SIG), 2006, 2007, 2008 AERA Annual Meeting.

Proposal Reader, Division K: Teaching and Teacher Education, 2008 AERA Annual Meeting.

Session Chair, Research on Second and Foreign Language Teacher Interactions with Learners. 2008 AERA Annual Meeting.

TODOS: Mathematics for ALL

TODOS is an affiliate of the National Council for Teachers of Mathematics. The TODOS mission is to advocate for an equitable and high quality mathematics education for all students - in particular, Hispanic/Latino students.

Journal Co-Editor, *Teaching for Excellence and Equity in Mathematics (TEEM)*, to start in 2013

Newsletter Co-Editor, June 2010 - present

State Organizations

Indiana Teachers of English to Speakers of Other Languages (INTESOL)

INTESOL is a nonprofit organization that represents teachers of ELLs throughout Indiana.

Past President (2010), **President** (2009), **Vice-President and Conference Chair** (2008)

(elected positions)

Volunteer Coordinator (2007)

Coordinated the recruitment and organization of volunteers for the INTESOL state conference.

California Teachers of English to Speakers of Other Languages (CATESOL)

CATESOL is a nonprofit organization that represents teachers of English language learners throughout California and Nevada. CATESOL, founded in 1969, has nearly 4,000 members and is the largest TESOL affiliate in the U.S.

Planning Committee Member and **Job Fair Chair**, State CATESOL 2006 Conference

College/University Level Chair (2005-2006) and **Assistant Chair** (2004-2005). Elected position

Nonnative Language Educators' Issues (NNLEI) Interest Group Coordinator (2002-2004) and **Coordinator-Elect** (2001-2002)

Member, Steering Committee, Nonnative Language Educators' Issues Interest Group, 2001-2006

Service to International Organizations

Kappa Delta Pi International Honor Society in Education

KDP fosters excellence in education and promotes fellowship among those dedicated to teaching. KDP comprises 600 chapters and more than 40,000 members.

Eta Chapter (Purdue) Counselor, 2010-2012

Maintained an active membership with the Society and chapter; Advised committees, programs, and initiation ceremonies; Trained officers to submit chapter reports; Assisted with elections, training, and transition of new officers; Installed chapter officers and participate in the initiation ceremony using the Ritual & Ceremonies Guidebook; Developed an organized system to maintain important chapter documents.

Partners of the Americas (Brazil/U.S.) – Rio Grande do Sul and Indiana

Partners, a non-profit, non-partisan organization, builds partnerships that create opportunity, foster understanding, and solve real-life problems. Mission: Connect people and organizations across borders to serve and to change lives through lasting partnerships.

Board Member, 2009-2012

Attended bi-monthly meetings of the board, voted on existing and new initiatives, and was responsible for the program *Living Languages*.

Educational Testing Service

Member, “Panel of Experts: Teacher Quality for English Language Learners,” May 2010

Service to Teachers College, Columbia University

Elected Member, Faculty Executive Committee - Subcommittee on Race, Culture, and Diversity, 2014-present

Service to Purdue University

University Level

Latino Faculty and Staff Association (LaFASA)

President, January 2010 – January 2012 (elected position)

Ambassador, Amor por Nuestras Familias Outreach Program, 2006-2013: LaFASA’s holiday outreach program for Latino families in need during the winter holidays. LaFASA seeks out Purdue Latino families who are not eligible for traditional community support. We helped families with holiday gifts, food, utilities and even rent. Many of these families experience undue hardships and are out of work during the holiday break.

Team Leader, Comida para Estudiar August 2006 – present

During the week before finals, LaFASA team leaders cook meals for students who are studying for finals so they have healthy meals to eat. Food is served at the Latino Cultural Center.

Organizer, 3rd Latino Scholars Forum; Fall 2010.

Facilitator, Latino Leadership Retreat; Latino Cultural Center, August 2009, 2010.

Poster Award Judge, Latino Scholars Forum, a university-wide forum focused on Latino issues, October 2007, October 2008.

Faculty Panel Presenter, Latino Scholars Forum, October 2007

Member, the Global Council Education Subcommittee (part of the Purdue Global Council), August 2011 – August 2012

Member, College of Education Dean Search Committee, August 2007 - June 2008

College Level

Member, Mary Endres Endowed Chair in Elementary Education Search Committee; September 2011 – present

Gifted, Talented, and Creative Studies Search Committee (Assistant level), Dept of Educational Studies; September 2011 – present

Member, Online Task Force; Spring 2010

Member, Research Policies Ad Hoc Committee; Spring 2010.

Member, Secondary Literacy Task Force; April 2010 – present.

Member, CLEAR Thinking Group; October 2010 – present.

Member, Grade Appeals Committee, August 2008 – present

Member, Program Conveners Council, August 2008 – present

Member, Engagement Task Force, August 2006 – June 2008

Developed a definition of engagement for the College of Education. Worked on guidelines for promotion and tenure on the basis of the scholarship of engagement.

Poster Award Judge, Annual Graduate Student Educational Research Symposium; 2011, 2010, 2009, 2008, 2007. Reviewed and judged approximately 15 poster presentations each year.

Department Level

Member, Leadership Team; 2012-2013.

Chair, Faculty Affairs Committee; 2012-2013.

Member, Barbara Cook Chair in Literacy & Language Search Committee; 2012-2013.

Member, Faculty Search Committee (Assistant level), Curriculum Studies; 2012-2013.

Member, Primary Committee, August 2011-present

Member, Faculty Search Committee (Associate level), Literacy & Language Education, Area: Reading at the elementary level. 2009-2010 and 2010-2011.

Member, “Tiger Team,” Reviewed the department’s external review and made recommendations for the department; examined similar departments and programs across Big 10 universities.

University of California, Davis

Ph.D. Student Representative, Faculty Search Committee ‘Academic Literacy for Adolescents’, School of Education, December 2004 – March 2005. Nominated and elected by students

Student Representative, Designated Emphasis in Second Language Acquisition, 2003-2004
Elected position by Masters and Ph.D. students completing this additional specialization.

Editorial Responsibilities

-Co-Editor, *Teaching for Excellence and Equity in Mathematics*, 2013-present

-Guest Editor, *NYS TESOL Journal* special themed issue “Addressing the Demands of the Common Core State Standards with English Language Learners” (July 2015)

-Guest Editor (with Pamela Spycher), *Journal of Second Language Writing* special issue “L2 Writing in Elementary Classrooms Across Contexts” (September 2016)

- Guest Editor, *Revista Brasileira de Linguística Aplicada (Brazilian Journal of Applied Linguistics)* special themed issue “Language Teaching in Multilingual Contexts” (April/June 2014)

-Co-Editor, *INTESOL Journal*, 2010-2012

-Member, Editorial Review Board, *Journal of Science Teacher Education*, February 2012-present

-Member, Editorial Review Board, *NYS TESOL Journal*, March 2014-present

Reviewer

Language Assessment Quarterly

Journal of Literacy Research

Contemporary Issues in Early Childhood

Journal of Science Teacher Education, 2008-present

Teaching for Excellence and Equity in Mathematics, 2009-present

Journal of Second Language Writing, 2010-present

TESOL Journal, 2010-present

TESOL Quarterly, 2010-present

Language Testing, 2012-present

LANGUAGES

- Brazilian Portuguese
- English
- Spanish (listening, speaking, and reading skills)

REFERENCES

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