LUCIANA C. DE OLIVEIRA

January 2026

CONTACT INFORMATION

Virginia Commonwealth University
Department of Teaching and Learning
School of Education

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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: James A. Lydon Distinguished Service Award (NYS TESOL, 2023); **Leadership through Research Award (2025)** and **Mid-Career Award (2017)** (Second Language Research); **Early Career Award** (2012) (Bilingual Education Research), American Educational Research Association (AERA)
- Areas of specialization: multilingual learners (MLs), content area literacies, second language writing, discourse analysis methodologies, systemic-functional linguistics, qualitative research, teacher education.
- Teaching: 30 years of teaching experience in K-12, higher education, and foreign language contexts with culturally and linguistically diverse groups.
- Leadership and Engagement: Work with public schools, volunteer and elected positions at different professional organizations, including TESOL International Association, NYS TESOL, INTESOL, and CATESOL.
  - President-Elect (2017-2018), President (2018-2019), Past President (2019-2020), TESOL International Association [largest international association for ESL/EFL teachers with over 17,000 members].
  - Section Editor, Teaching Issues and Editorial Board Member, *TESOL Quarterly* (highest-ranked and most respected journal in the TESOL field), June 2021-July 2024
  - Member of Independent Expert Advisory Council and English Language Learning Advisory Council for iCivics, a non-partisan educational non-profit led by Supreme Court Justice Sonia Sotomayor.
- Additional leadership training: Council of Academic Deans from Research Education Institutions (CADREI) Fall Conference (2022); American Association of Colleges for Teacher Education (AACTE) Leadership Academy (2020); American Council on Education's Leadership Academy for Department Chairs (2016); American Society of Association Executives (ASAE) Symposium for Chief Elected and Chief Executive Officers (2017); Advancement Resources' Fundraising Training Workshop for Deans and University Academic Leadership (2017); Academic Leadership Workshop [Topics: Faculty Mental Health; Assuring Diversity in Hiring; Tenure and Promotion] (2019).

HONORS AND AWARDS

Awards

Leadership through Research Award; Second Language Research Special Interest Group, American Educational Research Association (AERA); 2025. This award recognizes senior scholars who have made significant and exemplary contributions through their research, teaching, and professional service in the field of second language research (SLR). This award was featured in [Women in Academia Report](#) and [VCU News](#) story.

[National/International Recognition Award (NIRA)](#); VCU; 2024. This award recognizes faculty who were nationally or internationally recognized for exceptional accomplishments during the course of their current evaluation period, performing at the top of their academic unit, and were recommended by their dean.

Distinguished Scholarship Award: School of Education, VCU; 2024. This award recognizes distinguished scholarship based on excellent performance in a minimum of three components as outlined in the SOE Promotion and Tenure guidelines: Publications, presentations, grant activity, community engaged research, other forms of scholarship

Cambridge University Press Top Title: *Teaching Young Multilingual Learners* (de Oliveira & Jones, 2023) was the top title with the most downloads and views published in the Cambridge Elements academic series in 2023, receiving 35,567 downloads and views, out of 374 titles published in 2023 and 1,289 available. View [VCU News story here](#).

James A. Lydon Distinguished Service Award: New York State Teachers of English to Speakers of Other Languages (NYS TESOL); 2023. In recognition of a distinguished service record to the organization and the field of TESOL.

Mid-Career Award; Second Language Research Special Interest Group, American Educational Research Association (AERA); 2017. This award honors an outstanding scholar who has developed a research agenda covering significant issues in the field of second/foreign language pedagogy and instruction between six years to fifteen years after receipt of the doctoral degree.

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](#) - [Journal&Courier](#) - [InsideEdge](#)

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.

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.

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 International Association
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 colloquium "Learning from Models of Native English-speaking teacher (NEST)/Nonnative English-speaking Teacher (NNEST) Collaboration," 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.

TEACHING AND LEADERSHIP EXPERIENCE

Higher Education Experience
Virginia Commonwealth University
Professor, Department of Teaching and Learning　　　　　　　**July 2020-present**

Dean's Office
Associate Dean for Academic Affairs and Graduate Studies	July 2020-July 2025
Signatory Official, Licensure, VCU	May 2023-March 2025
Interim Chair, Department of Teaching and Learning	Aug-Dec 2023

Associate Dean role: Provided vision and leadership for the School's academic programs and services, expanded programmatic options, and advanced the School's commitment as an urban public-serving research university. The School provides academic programs in the areas of counseling and special education, educational leadership, foundations of education, and teaching and learning. Provided oversight for Accreditation and Licensure. Offered dynamic administrative leadership for all academic programs, worked closely with department chairs and concentration coordinators, and helped ensure compliance with policies and procedures. More specifically:
- Liaised with the VCU Graduate School, VCU Office of Academic Affairs, and State Council of Higher Education in Virginia
- Provided leadership for academic program review and for all facets of graduate programs, including Ed.D. and Ph.D. programs
- Worked closely with Director of Ph.D. Studies (who directly reported to me) on matters related to Ph.D. education
- Provided leadership in all matters related to graduate education in the School including overseeing E&G GA allocations, grade appeals process, course substitutions and exemptions, graduate student awards, associated orientations, and team meetings
- Provided leadership in and oversight of the academic curriculum and course development, accreditation and licensure, and academic program quality and review and supported the development of new programs and certificate opportunities, including online programming
- Worked with the various SOE units and stakeholders to annually submit the U.S. News and World Report data for the School and its programs
- Provided informal mentorship and strategic guidance to department chairs

Interim Chair role: Responsibility for all aspects of department leadership and management. This includes strategic visioning and data-informed planning, faculty and staff development and evaluation, budget and human resource management, course scheduling, and policy implementation.

University of Miami
Department of Teaching and Learning
Chair   March 2016-January 2020
Interim Chair   Jan-March 2016
Provided oversight for the department, supported faculty research and engagement in schools, advanced the research mission of the department, completed reviews of tenure and tenure-track faculty for promotion and tenure, conducted annual reviews of non-tenure track faculty, performed annual performance reviews for merit increases, provided assignment of mentoring pairs for junior faculty, led faculty searches (as needed), reviewed and assigned faculty teaching loads, hired part-time lecturers, provided faculty support and answered faculty concerns, compiled the course schedule each semester and in the summer, reviewed graduation clearance for students, reviewed IRB protocols, addressed student issues, assigned graduate assistantships, oversaw doctoral student evaluations, managed the departmental budget, worked with Business Office Director on budgetary matters, dealt with HR issues, oversaw process for licensure reciprocity in other states. Provided oversight for all of teacher education programs.

Professor   June 2017-May 2020
Associate Professor (with tenure)   Jan 2015-May 2017
Language and Literacy Learning in Multilingual Settings (LLLMS) Program
Taught undergraduate and graduate courses in TESOL Methods, applied linguistics, discourse analysis and second language writing. Advised, mentored, and supervised Ph.D. students. Supervised student teachers. Courses taught: *Theory and Research in the Teaching of Writing; Applied Linguistics; TESOL Methods, Curriculum and Assessment; Discourse Analysis; Topics in the Professional Development and Supervision of Teachers.*
Program Chair   June 2015-May 2020
Marketed program; answered queries about program, including pre-requisites, coursework, program requirements, TOEFL scores, etc; recruited students; prepared marketing materials for potential students; represented the program. Held program meetings for faculty. Led research group for faculty and Ph.D. students; Advised students on a variety of academic and administrative matters and career opportunities; assessed students' standing and needs for assigned program; took leadership role in advising students concerning admissions and graduation requirements and procedures.

Visiting Faculty, São Paulo State University (UNESP), Bauru, São Paulo, Brasil   Nov 2018
Taught a condensed course "Scaffolding and the teaching and learning of English as an additional language" to students in the graduate program in education.

Teachers College, Columbia University
Department of Arts & Humanities, TESOL and Applied Linguistics Programs
Associate Professor (with tenure)   Sept. 2013-Jan 2015
Taught graduate courses in TESOL K-12 education; Advised doctoral students and masters students and supervised 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*
Program Coordinator, MA TESOL with K-12 Certification
Administered all aspects of program; Oversaw field experiences and student teaching placements; hired lecturers, adjunct instructors, and supervisors; wrote NCATE/CAEP reports; had an active role in the College-level Teacher Education Policy Committee; coordinated edTPA implementation and preparation of teacher candidates; participated in weekly TESOL/AL program meetings.

Purdue University

Department of Curriculum & Instruction and Department of English (Courtesy Faculty)
Associate Professor (with tenure) Aug. 2011-Aug. 2013
Assistant Professor Aug. 2006 - July 2011
Literacy and Language Education
Taught 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. Advised doctoral students, masters students, elementary teacher education program students, and supervised 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)*: a. *Academic Language Development in the Content Areas* (Fall 2007), b. *An Introduction to Systemic Functional Linguistics* (Spring 2010), c. *Teacher Education for Social Justice* (Spring 2011); *Seminar in Genre Studies* (Spring 2012); *Academic Writing for Educators* (Summer 2013)
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.

Dean's Fellow, College of Education, 2011-2012
Worked with the Dean of the College of Education on specific projects. Attended leadership meetings with associate deans and department heads to become familiar with leadership at the College level. Met with the Dean monthly to discuss important and concerning issues for the College. Learned about budget management and other College-level structures.

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 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
President, Language and Content Instruction LLC   Nov 2022-present

Work with K-12 school districts across the United States, providing professional learning sessions and consulting on issues related to multilingual learners.

Applied Research Scholar, Social Studies Literacy and Language through Content for Multilingual Learners, New York City Department of Education, Division of Multilingual Learners

Sept 2018-Sept 2024

Collaborate closely with Division of MLs and the Social Studies Department personnel to apply research in professional learning workshops for administrators, elementary and secondary teachers in areas related to the teaching of MLs connecting social studies teaching and language development. In Spring 2022, we implemented *A Language-Based Approach to Content Instruction (LACI)* to teachers' work in museums. Presented keynote at Museum Fair on April 26th, 2022. This collaboration in 2022-2023 focuses on integrating LACI in civics lessons and supporting Bronx teachers in lesson design and planning.

Professor in Residence, Sunset Elementary School, Coral Gables. FL   Jan 2016-May 2020
Supervise student teachers in their student teaching experiences, work with elementary teachers, serve as liaison between UM and Sunset, conduct professional development workshops for school staff.

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
Supervised undergraduate elementary teacher education students taking the course *Teaching English as a New Language* (EDCI 370) during their Theory into Practice (TIP) experiences in elementary schools. Observed lessons, provided feedback and guidance, and designed curriculum based on students' experiences. The practical component was designed to provide elementary education students with experiences working with ELLs.

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.

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.

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.

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.

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   Sept. 2002 - Jun 2003 Supervisor: Mary Schleppegrell
School of Education
Projects on Teacher Education and Induction Jun 2002 - Dec 2003 Supervisor: Steven Athanases

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

U.S. DEPARTMENT OF STATE SPECIALIST ASSIGNMENTS

U.S. Department of State and U.S. Embassy in Hanoi, Vietnam. English language specialist assignment. **Keynote and Workshop at the 10th OpenTESOL International Conference 2022**, Ho Chi Minh City Open University, Ho Chi Minh City, Vietnam (virtual presentations)   May 2022

U.S. Department of State. English language specialist assignment. **Webinar: Publishing in the TESOL Field, Insights and Tips from Professionals**.   April 2021

U.S. Department of State and U.S. Embassy in Brazil. English language specialist assignment. **Bilingual education in Brazil** [Educação bilíngue no Brasil]; presented in Portuguese. Virtual conversation about the new guidelines for bilingual education in Brasil.   July 2020

U.S. Department of State and U.S. Embassy in Brazil. English language specialist assignment. Recife and Olinda, Brazil. Presented bilingually in Portuguese and English. **Hackathon: English Language Teaching in Public Schools.**   November 28-December 2, 2019

U.S. Department of State and U.S. Embassy in Brazil. English language specialist assignment. Curitiba, Brazil. **English Language Fellows from Latin America Mid-Year Event.**
                                                                        July 15-July 20, 2019

PUBLICATIONS

Students' (former or current) names are <u>underlined</u>. Teachers' names are <u><u>double-underlined</u></u>. Asterisks (*) indicate equal contribution.

Book Series

de Oliveira, L. C., & Xu, Y. (Series Ed.) (under contract). *Teacher education in global contexts: Promoting culturally sustaining teachers and teacher educators*. Emerald Publishing.

1. Cardozo-Gaibisso, L., Harman, R., Vazquez Dominguez, M., & Buxton, C. (Eds.) (2024), *Pedagogies for equitable access: Reimagining multilingual education for an uncertain world.* Information Age Publishing.

de Oliveira, L. C. (Series Ed.) (2016-2020). *Preparing pre-service and in-service content area teachers for ELLs.* Palgrave Macmillan.

1. de Oliveira, L. C., & Civil, M. (Eds) (2020). *Teaching mathematics to English language learners: Preparing pre-service and in-service teachers.* Palgrave Macmillan.
2. de Oliveira, L. C., & Obenchain, K. (Eds) (2018). *Teaching history and social studies to English language learners: Preparing pre-service and in-service teachers.* Palgrave Macmillan.
3. de Oliveira, L. C., & Wilcox, K. C. (Eds) (2017). *Teaching science to English language learners: Preparing pre-service and in-service teachers.* Palgrave Macmillan.
4. de Oliveira, L. C., & Shoffner, M. (Eds) (2016). *Teaching English language arts to English language learners: Preparing pre-service and in-service teachers.* Palgrave Macmillan.

de Oliveira, L. C. (Series Ed.) (2014-2016). *The Common Core State Standards and English Language Learners.* TESOL Press.

There are 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., <u>Klassen, M.</u>, & <u>Maune, M.</u> (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.) (2015). *The Common Core State Standards in Mathematics and English Language Learners: High School.*

   5. de Oliveira, L. C. (Ed.) (2016). *The Common Core State Standards in Literacy in History/Social Studies, Science, and Technical Subjects for English Language Learners: Grades 6–12.*

Books

de Oliveira, L. C., & Wachter Morris, C. (Eds.) (under contract). *Humanizing school counseling for multilingual learners: Equity, collaboration, and transformation.* Routledge.

Pereira, N., & de Oliveira, L. C. (Eds.) (under contract). *Building high challenge-high support classrooms for high potential multilingual learners.* Routledge.

Passoni, T. P., de Oliveira, L. C., & El Kadri, M. S. (under contract). *Multilingual education in global contexts: An essential guide for teachers.* Emerald Publishing.

de Oliveira, L. C., & <u>Gui, J.</u> (Eds.) (in press). *Discourse analysis in practice: Perspectives and lessons learned.* Emerald Publishing, part of Innovations in Qualitative Research Series**.**

de Oliveira, L. C., & Terrell, K. (Eds.) (2026). *Preparing antiracist ESOL professionals: Linguistic equity for multilingual learners*. Routledge.

Coombe, C., de Oliveira, L. C., & Rafi, A. S. M. (Eds.) (2025). *Professional learning and development in global language education.* Routledge.

de Oliveira, L. C. (Ed.) (2025). *Applying a functional approach to language development in teaching the content areas to multilingual learners in K-12 classrooms.* Emerald Publishing, part of Research in Second Language Learning Series.

Trinh, E., de Oliveira, L. C., & Selvi, A-F (Eds.) (2025). *Multilingual leadership in TESOL*. Routledge.

Zolin-Vesz, F., Banegas, D. L., & de Oliveira, L. C. (Eds.) (2024). *Language teacher education beyond borders: multilingualism, transculturalism, and critical approaches*. Bloomsbury Publishing.

de Oliveira, L. C. (2023). *Supporting multilingual learners' academic language development: A language-based approach to content instruction*. Routledge.

de Oliveira, L. C., & Jones, L. (2023). *Teaching young multilingual learners: Key issues and new insights.* Elements in Language Teaching. Cambridge University Press. [Top-ranked book published in the Cambridge Elements series in 2023 with 35,567 downloads and views. See [VCU News story](#)]

de Oliveira, L. C. (2023). [*Scaffolded models for the integration of language and content in social studies for multilingual and English language learners*](#). New York City Department of Education.

de Oliveira, L. C., & Westerlund, R. (Eds.) (2022). *Scaffolding for multilingual learners in elementary and secondary schools.* Routledge.

Barros, S. R., & de Oliveira, L. C. (Eds). (2022). *Paulo Freire and multilingual education:*

Theoretical approaches, methodologies and empirical analyses in language and literacy. Routledge.

de Oliveira, L. C., Menda, A. M., & <u>Vicentini, C. R.</u> (Eds). (2021). *Multiliteracies in English as an additional language classrooms: Methods, approaches, and lessons.* Information Age Publishing (part of the University of Miami School of Education and Human Development Series). [This book is based on the UM PDPI project and includes chapters from presenters and participating Brazilian teachers]

de Oliveira, L. C. (Ed). (2019). *The Handbook of TESOL in K-12.* Croydon, UK: Wiley. [Paperback released April 2022]

de Oliveira, L. C.*, Obenchain, K.*, Kenney, R.*, & Oliveira, A.* (Eds) (2019). *Teaching the content areas to English language learners in secondary schools: English language arts, mathematics, science, and social studies.* Springer.

de Oliveira, L. C., & Smith, B. (Eds) (2019). *Expanding literacy practices across multiple modes and languages for multilingual students.* Information Age Publishing. [part of the University of Miami School of Education and Human Development Series].

Kamhi-Stein, L., Diaz-Maggioli, G., & de Oliveira, L. C. (Eds.) (2017). *English language teaching in South America: Policy, preparation, and practices.* Multilingual Matters.

de Oliveira, L. C., & Silva, T. (Eds.) (2016). *Second language writing in elementary classrooms: Instructional issues, content-area writing, and teacher education.* Palgrave Macmillan.

de Oliveira, L. C., & Wachter Morris, C. (2015). *Preparing school counselors for English language learners.* TESOL Press. ["ESOL for Different Professions" book series]

de Oliveira, L. C., & Schleppegrell, M. J. (2015). *Focus on grammar and meaning.* Oxford University Press. ["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.* Information Age Publishing and TESOL Press.

de Oliveira, L. C., & <u>Iddings, J.</u> (2014). (Eds). *Genre pedagogy across the curriculum: Theory and application in U.S. classrooms and contexts.* Equinox Publishing.

de Oliveira, L. C., & Silva, T. (2013). (Eds). *L2 writing in secondary classrooms: Academic issues, student experiences, and teacher education.* Routledge.

de Oliveira, L. C. (2013). (Ed.). *Teacher education for social justice: Perspectives and lessons learned.* 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.* Information Age Publishing.

Journal Articles (Refereed)

Terrell, K. L., de Oliveira, L. C., & Gui, J. (2025). Transdisciplinarity through a functional approach in the content areas: Commonalities for school teachers. Journal of English Learner Education, 17(2). Retrieved from https://stars.library.ucf.edu/jele/vol17/iss2/4

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de Oliveira, L. C. (2005, May). The Early Assessment Program. *CATESOL News 37(1),* 8.

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Reports

de Oliveira, L. C. (1995, March). *Cohesive devices in 8th grade students' essays from public schools.* Conselho Nacional de Desenvolvimento Cientifico e Tecnologico – CNPq (National Council of Scientific and Technological Research), Brasilia, DF.

de Oliveira, L. C. (1996, July) . *Researching English written output*. Conselho Nacional de Desenvolvimento Cientifico e Tecnologico – CNPq (National Council of Scientific and Technological Research), Brasilia, DF.

de Oliveira, L. C. (1997, January). *Optimizing English written output*. Conselho Nacional de Desenvolvimento Cientifico e Tecnologico – CNPq (National Council of Scientific and Technological Research), Brasilia, DF.

PROGRAM AND CURRICULUM DEVELOPMENT

University of Miami

University of Miami (UM) Six-Week English Language Certificate Program for High School English Teachers from Brazil (PDPI). Developed the proposal and content for this funded project which brought 30 public school English as a foreign language teachers to UM for a comprehensive English language methodology program which met every weekday (9 AM - 5 PM) for six weeks and included weekend field trips, visits to elementary and secondary schools, and cultural activities.

Master's of Science in Education Program – 1. TESOL; 2. Bilingual/Biliteracy Education
Developed the proposal and content for an MSEd program with two tracks within our program area, LLLMS: 1. ***TESOL***; 2. ***Bilingual/Biliteracy Education***. Proposal approved January 2017.

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. 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.***

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.

GRANTS AND CONTRACTS

Duration of Funding	Amount	Role	Project Title and Description	Funding Source(s)/ Agency
12/31/2025-09/30/2026	$248,200	PI	***Governor's Japanese and Language Academies*** To support intensive immersion Japanese and Language programs on the VCU campus for high school students.	Virginia Department of Education
09/01/2017-08/31/2020	$6,200,000	Co-PI	***Supporting Educators' Academic Literacies and Enhanced Discourse (SEALED)*** To support teachers and improve K-12 student learning in schools serving high-needs populations (H-NPs; defined as culturally and linguistically diverse and/or Special Education students) in inclusive,	U.S. Department of Education Supporting Effective Educator Development

			regular, or special education secondary classrooms. PI: Mary Avalos	(SEED) Grant
10/01/2017-03/01/2018	$190,538	PI	*University of Miami (UM) Six-Week English Language Certificate Program for High School English Teachers from Brazil (PDPI)*	Institute of International Education
9/2017-9/2018	22,000	PI	*Multimodal representation in picture books* To support a graduate assistant to work with a faculty member	SEHD Dean's Graduate Assistantship
9/2018-9/2019	$22,000	PI	*Planned and Interactional Scaffolding in Fifth Grade* To support a graduate assistant to work with a faculty member	SEHD Dean's Graduate Assistantship
9/2016-9/2017	$44,000	PI	*Planned and Interactional Scaffolding in First Grade* To support two graduate assistants to work with a faculty member	SEHD Dean's Graduate Assistantship
9/2015-9/2016	$22,000	PI	*Multimodal Analysis of Multicultural Picture Books* To support a graduate assistant to work with a faculty member	SEHD Dean's Graduate Assistantship
9/2016-5/2017	$22,000	PI	*Planned and Interactional Scaffolding for Bilingual Students in First Grade* To support a graduate assistant to work with a faculty member	SEHD Dean's Graduate Assistantship
9/2014-12/2014	$6,000	PI	*Preparing ESOL Teacher Candidates for Diverse English Language Learners in K-12 Schools*	Dean's Fellowship Program for Teaching and Diversity Teachers College, Columbia University
8/2012-12/2012	$7,688	PI	*Working with ELLs in K-12 Schools* 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	*The Common Core State Standards in English Language Arts Applied in a Kindergarten Class with ELLs* (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	*A Case Study of Classroom Discourse about Literacy and Mathematics for ELLs in Kindergarten* (Year-Long Research Grant)	Purdue Research Foundation
2011-12	$17,000	PI	*Science Classroom Discourse for 4th Grade English Language Learners' Scientific Literacy Development* (Year-Long Research Grant)	Purdue Research Foundation
2010-13	$580,000	Co-I	*Organizing Schools and Classrooms to Engage Latina/o Youth in Academically Challenging Work* PIs: Betty Achinstein and Rod Ogawa (UC Santa Cruz); Co-I: Steven Athanases	W.T. Grant Foundation
2009-11	$2,243,965	Co-PI	*Developing Talents and Improving Student Achievement Among Traditionally Underrepresented Populations.* PI: Marcia Gentry (Purdue)	U.S. Department of Education (Javits)
2009	$170,000	Co-I	*Teaching Excellence and Achievement* A professional development project for 26 teachers from 10 countries (Argentina, Bangladesh, Colombia, Ghana, Haiti, India, Kazakhstan, Nicaragua, Ukraine and Uzbekistan) PI – Anatoli Rapoport (Purdue)	International Research Exchange Board (IREX)
2008-09	$43,480	PI	*Teaching Language Arts, Mathematics, Science, and Social Studies to ELLs* (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	*The Language of Mathematics in a Standardized Exam: Challenges for English Language Learners* (Year-Long Research Grant)	Purdue Research Foundation
2008-09	$1,500	PI	*Science and Language Learning: Lessons for and from Students* (Synergy Grant to support collaborative research with PDS) Collaborator: - Kathryn Nelson (4th grade teacher, Happy Hollow Elementary School, West Lafayette, IN)	College of Education, Purdue University
2008	$57,000	Co-I	*Teachers to Teachers: Language, Technology, Math, and Science Exchange Program* A professional development workshop for 16 teachers from Russia. PI – Anatoli Rapoport (Purdue)	American Councils for International Education

2007-08	$39,550	PI	*Determining a Knowledge Base for Teaching ELLs in Elementary School* (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 (Indiana Dept of Education and Title I of *NCLB*)
2007	$100,000	Co-I	*Teachers to Teachers: Language, Technology, Math, and Science Exchange Program* A professional development workshop for 16 teachers from Russia. PI – Anatoli Rapoport (Purdue)	American Councils for International Education
2007-08	$2,500	PI	*From Reading to Writing in Social Studies: Genre Study in an Elementary Classroom* (Synergy Grant to support collaborative research with PDS) Collaborators: -Lesley Miller (2nd grade teacher, Wea Ridge Elementary School, Lafayette, IN); -Angie Schoenbeck (Clinical Instructor, CLEAR, Purdue)	College of Education, Purdue University
2007-08	$1,500	PI	*Understanding the Role of Language in Science Learning through the Development of Elementary Science Lessons* (Synergy Grant to support collaborative research with PDS) Collaborator:- Kathryn Nelson (4th grade teacher, Happy Hollow Elementary School, West Lafayette, IN)	College of Education, Purdue University
2007-08	$16,000	PI	*The Challenges of the Discourse of Mathematics for English Language Learners* (Year-Long Research Grant)	Purdue Research Foundation
2007	$7,000	PI	*The Challenges and Needs of Teachers of English Language Learners in Indiana* (Summer Research Grant)	Purdue Research Foundation
2007	$3,717	PI	To support work on the district improvement plan for Title I of *No Child Left Behind*.	Community Schools of Frankfort
2007	$5,400	PI	*Study Abroad Program in Brazil* Departmental Study Abroad Programs New Program Development Grant - Study Abroad and International Learning (SAIL)	Office of International Programs, Purdue University
2007-08	$242	PI	*The Mentoring of Nonnative Speakers in Teacher Education Programs: Perspectives from Mentor Teachers and Educators* (TESOL Special Projects Grant)	TESOL

| 2006-07 | $400 | Co-PI | *NNESTs and NESTs in Professional Development Programs* (TESOL Special Projects Grant) Co-PI: Karen Newman, Ohio State University | TESOL International Association |

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.

Expert Review Panels

Member, Wise Head Panel (2024-2025), **MacArthur Foundation**, 100&Change: *100&Change* is a global competition awarding a single $100 million grant to help solve one of the world's most critical social challenges. This large-scale award will provide multi-year funding to a single grantee. The wise head panel members were carefully chosen for their commitment to equity, their knowledge and experience. They each provided scores and comments on the applications assigned to them. Each application received five sets of reviews that were statistically normalized to ensure fairness. https://www.100andchange.org/judges/luciana-de-oliveira

Member (2021), **Kellogg Foundation,** Racial Equity 2030: A Call for Bold Solutions to Drive on Equitable Future. The expert review panel members were carefully chosen for their commitment to racial equity, their knowledge and experience. They each provided scores and comments on the applications assigned to them. Each application received five sets of reviews that were statistically normalized to ensure fairness. https://www.racialequity2030.org/ep/luciana-de-oliveira

National Geographic Learning (2023): Review content-based English products for K-12 learners.

Advisory Boards

Member, (2022-present), **Independent Expert Advisory Council, iCivics**
iCivics is a 501 educational non-profit organization in the United States that provides educational online games and lesson plans to promote civics education and encourage students to become active citizens. iCivics was founded in 2008 by retired Supreme Court of the United States Justice Sandra Day O'Connor and is now led by Supreme Court Justice Sonia Sotomayor.

This Expert Council includes 10 well-respected scholars and thought leaders from across the country and provides guidance and expertise on iCivics' programs and curricular resources, ensuring they are aligned with our core values. This includes accuracy, depth of knowledge, equity, cultural responsiveness, and non-partisanship. The group also helps iCivics achieve alignment to the goals and principles of the Educating for American Democracy initiative, including civic friendship, reflective patriotism, and inquiry-based learning.
Information about the IRC: https://ed.icivics.org/board

Member, (2017-2023), **English Language Learning/Multilingual Learner Advisory Council, iCivics**

Member (2020-2025), **Implementing Mathematical Modeling for EBs (IM2 EB)**. Faculty Early Career Development Program (CAREER), National Science Foundation (Award number: 1941668). Amount $835,030. Principal Investigator: Ji-Yeong I, Iowa State University. This project supports secondary mathematics teachers in teaching mathematical modeling practices to an Emergent Bilingual (EB) population. EB students in linguistically diverse mathematics classrooms are frequently limited to procedural, rote instruction, despite research-based recommendations that suggest that EBs' mathematical and linguistic proficiency can benefit from engaging in complex mathematical tasks based on real-life situations.

Member (2019-2024), **Closing Excellence and Opportunity Gaps for Students from Traditionally Underserved Populations in Gifted Education: A Multi-Tier Systems of Support Approach**. Amount: $2,172,719. Principal Investigator: Nielsen Pereira. College of Education, Purdue University. United States Department of Education, Jacob K. Javits Gifted and Talented Students Education Program. The proposed study focuses on closing excellence and opportunity gaps for students from traditionally underserved populations in gifted education (i.e., students who are twice-exceptional, English Learners, from ethnically diverse backgrounds, and/or those who are academically underachieving). The project intends on combining and adding three existing models to provide talent development opportunities for students with gifts and talents in STEM.

Member (2015-2019), **This is How We "ROLE": Inspiring Future Veterinarians.** Principal Investigator: Sandra San Miguel. College of Veterinary Medicine. Purdue University. Science Education Partnership Award (SEPA) program, the National Institute of General Medical Sciences (NIGMS), part of the National Institutes of Health (NIH). A team of experts developed a scalable, 56-lesson, interactive science and math curriculum for students in kindergarten through fourth grade, with a focus on those who are educationally disadvantaged due to socioeconomic status, race, or ethnicity. My role was to review the books written in English and Spanish. Received the 2018 Inspiring Programs in STEM Award from INSIGHT Into Diversity magazine, the largest and oldest diversity and inclusion publication in higher education. More information: https://www.purdue.edu/vet/engagement/how-we-role/index.php

Member (2017-2019), **Ratification: The Great Debate: A digital, game-based learning experience.** iCivics. National Endowment for the Humanities Grant. Supported the development of an immersive and imaginative new gaming experience for students on a most foundational topic: the ratification of the United States Constitution. In our game "*Ratification: The Great Debate,*" the player is surrounded by the ideas, perspectives, and arguments that defined this seminal period. Students explore the many different viewpoints—across geographic regions, populations, and socio-economic class—that permeated this historic period. More information: https://www.icivics.org/about

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, 1/2008; $500 each, 3/2007 and 1/2008
Dept of Curriculum & Instruction
Supplemental C&I Faculty Travel Award, $250, February 2007

Grants received as a graduate and undergraduate student:

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), Brazil

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

2025
Keynote: *Scaffolding Tools for Learning: A Guiding Framework for High Quality Opportunities for Multilingual Learners*. South Carolina Multilingual Learner Program Conference, Columbia, SC, USA.
Plenary: *Innovation and Humanity in AI: Prompts and Mentor Texts in L2 Writing*. Korea TESOL Annual Convention, Seoul, South Korea.
Featured: *Scaffolding Functional Language Through a Language-Based Approach to Content Instruction*. Korea TESOL Annual Convention, Seoul, South Korea.
Featured: *Leadership Through Research Award Recipient: Scholarship*. Presentation at the Second Language Research Special Interest Group (SIG) annual business meeting at the American Educational Research Association (AERA).

2024
Featured: *A language-based approach to content instruction (LACI) for multilingual learners*. Childhood Education International and Regional English Language Office, Kyiv, Ukraine.

2023
Featured: *Systemic-functional linguistics as an approach to discourse analysis: Textual considerations*. TESOL Ukraine Workshops (virtual).
Featured: *A language-based approach to content instruction: Implementing a functional approach in content areas*. 2023 Pennsylvania Migrant Education Program Conference (three-hour institute, virtual).
Featured: *A language-based approach to content instruction (LACI) for multilingual learners*. Delaware's 3rd Annual Multilingual Learner Conference, "From Surviving to Thriving: Transforming Multilingual Learner Education in Delaware" (90-minute session, virtual).
Tea with Distinguished TESOLers: *A functional approach to language development in WIDA 2020*. Ticketed event at TESOL International Association Convention. Portland, OR.

2022
Featured: *Genre-based writing instruction: Applying a functional approach in K-12*. Southeast TESOL (SETESOL) regional conference. Richmond, VA.
Featured: *Providing support for multilingual learners with high potential: History, misconceptions, and strategies* (morning three-hour session) and *Culturally sustaining practices for inclusive classrooms with multilingual learners with high potential* (afternoon three-hour session). The Hormel Foundation Gifted and Talented Education Symposium, Minnesota Department of Education.

2021
Plenary: *Preparing teachers of young learners of English: Examples of promising practices in literacy instruction*. Japan Association of Language Teaching (JALT) annual convention. Delivered online.
Workshop: *A genre-based approach to writing instruction for multilingual learners*. Japan Association of Language Teaching (JALT) annual convention. Delivered online.

Keynote: *Advocacy for multilingual learners in 2021: What, why, and how.* Maryland TESOL annual convention. Delivered online.

Featured: *WIDA 2020 standards: Pushing multilingual learners' language development forward* (with Ruslana Westerlund). Maryland TESOL annual convention. Delivered online.

Keynote: *Interactional scaffolding through the teaching-learning cycle in the EFL classroom: from detailed reading to independent writing.* Seventh National Symposium on EFL Reading for Schools (China). Delivered online.

Keynote: *Affordances of systemic functional linguistics (SFL) in elementary and secondary classrooms with multilingual learners.* International Online Systemic Functional Linguistics Interest Group (SFLIG) Conference.

Keynote: *Culturally sustaining teaching practices in elementary classrooms with multilingual learners.* Virginia TESOL annual conference (virtual).

Keynote: *Culturally sustaining teaching practices in elementary classrooms with multilingual learners.* Shifting Linguistic Landscapes: A New Terrain for Multilingual and Transcultural Pedagogies Conference, University of Calgary, Canada (virtual).

Keynote: *Preparing teachers of young learners of English: examples of promising practices in literacy instruction.* 2021 Global English Education China Assembly (China) (virtual).

Keynote: *Affordances of SFL in schools.* 1st International Online Systemic Functional Linguistics Interest Group (SFLIG) Conference.

Featured Panel: *Social Justice and the English Language Specialist Program.* Invited session for the U.S. Department of State English Language Programs. TESOL Virtual Convention.

2020

Keynote: *Burning questions about teaching multilingual learners in content area classrooms.* NYS TESOL annual convention, 50th anniversary. Delivered online.

Roundtable: *Políticas linguísticas e a educação em contextos bi/multilíngues no Brasil: Aspectos multilinguísticos, multiculturais e novas diretrizes* [Linguistic policies and education in bi/multilingual contexts in Brazil: Multilingual and multicultural aspects and new guidelines]. Languages Symposium of the Federal University of São Carlos, Brazil. Delivered online and in Portuguese.

Opening keynote: *Affordances of systemic functional linguistics for discourse analysis and as a pedagogical approach in elementary and second classrooms.* Symposium of the Graduate Student North-American Systemic Functional Linguistics Association. Delivered online.

Opening Plenary: *Preparing antiracist ESOL teachers: Principles and practices.* 6º Encontro Paraibano de Professores de Ingles (6th Congress of English Language Teachers of Paraiba, Brazil). Delivered online.

Closing Plenary: *Habilidades e competências de professores na era tecnológica: Foco na formação de professores de LE.* II Congresso de Metodologia do Ensino de Linguas (CoMEL; Language Teaching Methodology Congress), with Dr. Camila Höfling. Delivered online.

Keynote: *Habilidades e competências de professores na era tecnológica: Foco na formação de professores de LE.* I Jornada Integrada de Letras Estrangeiras (I JOIN-LE; I Integrated Symposium of Foreign Letters) Congresso de Metodologia do Ensino de Linguas (CoMEL; Language Teaching Methodology Congress), with Dr. Camila Höfling. Delivered online.

Featured Presentation: *Diverse voices task force updates: Creating a culture of inclusion.* TESOL Virtual Convention (with task force members).

2019

Plenary: *Scaffolding for whom, for what purposes, and how: A framework to reenvision instructional scaffolding for multilingual students.* Carolina TESOL Fall conference. Myrtle Beach, SC.

Plenary: *Integrating language and content in K-12 classrooms for multilingual learners*. Colorado TESOL (CoTESOL) annual conference. Denver, CO.

Plenary: *Scaffolding for meaningful interactions through the teaching-learning cycle: Language and content integration for multilingual learners.* Minnesota TESOL (MinneTESOL) Fall conference. St. Paul, MN.

Featured: *Advocacy for multilingual learners: What, why, and how.* Minnesota TESOL (MinneTESOL) Fall conference. St. Paul, MN.

Plenary: *Transforming the EFL classroom into a multilingual space: Plurilingualism and translanguaging*. Southern Cone TESOL conference. Curitiba, Brazil.

Workshop: *Focusing on grammar and meaning: A functional approach*. Southern Cone TESOL conference. Curitiba, Brazil.

Invited Presentation: *A language-based approach to content instruction (LACI): Preparing elementary teachers for multilingual learners*, part of the symposium Expanding the Education Research Agenda for Multilingual Language Learners: An AERA-TESOL Collaborative Symposium. American Educational Research Association (AERA) annual convention. Toronto, Canada.

Presidential Plenary: *Developing expertise in TESOL: Local-global considerations.* TESOL International Association annual convention. Atlanta, GA.

Plenary: *Teach, transform, transcend, trust in TESOL*. Named the James E. Alatis Honorary Plenary. TESOL Greece annual convention (Celebration of 50th anniversary). Athens, Greece.

2018

Plenary: *Planned and interactional scaffolding across instructional levels*. California TESOL (CATESOL) conference. Anaheim, CA.

Workshop: *Scaffolding ideas for classroom implementation*. California TESOL (CATESOL) conference. Anaheim, CA.

Workshop: *A genre-based approach to teaching writing across levels*. California TESOL (CATESOL) conference. Anaheim, CA.

Keynote: *A language-based approach to content instruction (LACI): Six Cs of support for scaffolding.* New York State (NYS) TESOL conference. Albany, NY.

Featured: *Teaching earthquake science to English Learners through guided visualization*. New York State (NYS) TESOL Conference. Albany, NY.

Plenary: *Building community and collaboration in the classroom: Examples from teachers*. Washington Area TESOL conference. Washington, DC.

Opening Plenary: *LACI – Uma abordagem para ensino de conteúdo através da língua [LACI – A language-based approach to content instruction]*. Congresso de Metodologia do Ensino de Linguas [Congress on Language Teaching Methodologies]. Salvador, Bahia, Brazil.

Closing Plenary: *TLC – Ciclo de ensino e aprendizagem [TLC – Teaching and learning cycle]*. Congresso de Metodologia do Ensino de Linguas [Congress on Language Teaching Methodologies]. Salvador, Bahia, Brazil.

Colloquium (Organizer): *The teaching and learning of the content areas for multilingual students in U.S. elementary schools*. International Systemic Functional Congress. Boston, MA.
   Presentation: *Scaffolding literacy and language for meaningful interactions in a first grade classroom*

Plenary: *Preparing effective ESOL teachers: What they need to know and be able to do.* Honduran English Language Teachers Association (HELTA). Tegucigalpa, Honduras.

Keynote: *Empowering TESOL communities through collaboration*. TESOL Academy in collaboration with the Honduran English Language Teachers Association (HELTA). Tegucigalpa, Honduras.

Plenary: *Professional competencies of ESOL teachers: What they need to know and be able to do.* Sunshine State TESOL conference. Orlando, FL.

Feature Presentation: *Research connections: AERA and TESOL.* Second Language Research Special Interest Group Annual Business Meeting. American Educational Research Association (AERA). New York, NY.

Plenary: *A genre-based approach to teaching writing across levels.* Croatian Association of Teachers of English (HUPE) annual convention. Poreč, Croatia.

Keynote: *A language-based approach to content instruction (LACI): Six Cs of scaffolding.* Croatian Association of Teachers of English (HUPE) annual convention. Poreč, Croatia.

2017

Plenary: *Teaching writing across elementary, secondary and university levels: A genre-based approach.* Oklahoma TESOL (OKTESOL) annual convention. Norman OK.

Plenary: *A language-based approach to content instruction (LACI): Six Cs of scaffolding for ELLs.* Oklahoma TESOL (OKTESOL) annual convention. Norman OK.

Colloquium: *Language in STEM content areas for English language learners.* Colloquium for faculty and graduate students part of the Kaput Center for Research & Innovation in STEM Education, University of Massachusetts, Dartmouth. North Dartmouth, MA.

Colloquium (organizer): *Writing across content areas in elementary education.* TESOL International Association annual convention. Seattle, WA.

Colloquium: "But everything's really a five-paragraph argument": The myth of ubiquity. In N. Caplan & R. Miller (Organizers). *The five myths of the five-paragraph essay.* TESOL International Association annual convention. Seattle, WA.

Coffee with Distinguished TESOLers: *A language-based approach to content instruction: Scaffolding in K-12.* Ticketed event at TESOL International Association Convention. Seattle, WA.

Workshop: *Six Cs of Support for Scaffolding in Teaching Young Learners.* Working with Young Learners Development course. TESOL Arabia. Dubai, United Arab Emirates.

Plenary: *Teaching Writing across Elementary, Secondary and University Levels.* TESOL Arabia conference. Dubai, United Arab Emirates.

2016

Workshops: *A genre-based approach to writing instruction.* Indiana K-12 EL conference. West Lafayette, IN (presented on October 5 and 6).

Plenary: *A language-based approach to content instruction (LACI): Six Cs of support for scaffolding.* Sanibel Leadership Conference. Clearwater, FL, June 22-24.

Keynote: *The K-12 educational system in the U.S. and programs for ESOL students.* ACPI TESOL Conference. San Juan, Costa Rica.

Workshop: *Teaching writing across elementary, secondary and university levels.* ACPI TESOL Conference. San Juan, Costa Rica.

Keynote: *Academic language in WIDA, the Florida Standards and beyond.* Sunshine State TESOL Conference. West Palm Beach, Florida.

Keynote: *Expanding notions of scaffolding: What is in the horizon.* Illinois TESOL and Bilingual Education Conference. Naperville, Illinois.

Keynote: *A language-based approach to content instruction: Six Cs of support.* TESOL and Applied Linguistics Graduate Student (TALGS) conference. East Carolina University, Greenville, NC.

2015

Plenary: *College and Career Readiness Standards for K-12 and Adult Education and ELLs:*

Expectations for Writing. Dakota TESOL annual convention, Sioux Falls, South Dakota.

Featured workshop: *A genre-based approach to writing instruction for ELLs: Addressing the demands of the new standards and beyond*. Dakota TESOL annual convention. Sioux Falls, South Dakota.

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, LA.

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

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

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

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

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

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

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

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

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

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.

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

Keynote: *Connecting language and content: Reflecting on the role of language in the K-12 content area classroom*. Southeast TESOL (SETESOL) ConferenceC Knoxville, TN. (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.

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

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.

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

2011

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

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

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.

2010

Keynote: *Um modelo de conhecimento de professores não-nativos de inglês* [A model of nonnative English-speaking (NNES) 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.

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.

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.

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).

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.

Invited Webinars and Podcasts

de Oliveira, L. C. (October 2025). *Ep 213: Supporting Multilingual Learners' Academic Language Development.* Teaching MLs Podcast with Tan Huynh. Available at https://podcasts.apple.com/us/podcast/ep-213-supporting-multilingual-learners-academic-language/id1505803456?i=1000731276098

de Oliveira, L. C., & Gui, J. (June 2025). *No more preteaching vocabulary! K-12 language-based activities beyond single words.* Webinar for Vocabulary and Reading Interest Section of TESOL International Association.

de Oliveira, L. C. (December 2024). All about LACI – a language-based approach to content instruction with Dr. Luciana de Oliveira. RBERNing Questions Podcast with Yasmeen Coaxum. Available at https://www.buzzsprout.com/2402273/episodes/16178461

de Oliveira, L. C. (September 2022). *Should we expand or diminish the role of assessment for multilingual learners?* Webinar for New York State TESOL (NYS TESOL) and Bilingual-Multilingual Education Interest Section of TESOL International Association.

de Oliveira, L. C., & Westerlund, R. (January 2022). *A functional approach to language development.* PreK-12 Interest Section of TESOL International Association.

de Oliveira, L. C. (August 2020). *Advocacy acts and building relationships between families and educators*. Supporting Latinx Families, Virginia Department of Education (VDOE).

de Oliveira, L. C. (June 2020). *Perspectivas sobre educação bilíngue (Perspectives on bilingual education)*. Regional English Language Office (RELO) Brazil, U.S. Embassy, and National Council of Education, Ministry of Education.

de Oliveira, L. C. (May 2020). *A language-based approach to content instruction (LACI): Scaffolding for meaningful interactions through the teaching-learning cycle*. Brazilian English Language Teachers Group (BrELT) Hand-in-Hand Event (to raise funds for a school that supports underserved populations in Brazil).

de Oliveira, L. C. (April 2020). *A language-based approach to content instruction (LACI): Six Cs of support for scaffolding reading for multilingual learners.* Virtual Conference Series "Helping Diverse Learners", Virginia State Reading Association.

de Oliveira, L. C. (July 2018). *Building community and collaboration: Examples from an elementary classroom*. 2018 Puerto Rico TESOL (PRTESOL) Summer Institute Webinar.

de Oliveira, L. C. (December 2016). *A language-based approach to content instruction (LACI) for English language learners.* Leading with Learning Project, WestEd.

de Oliveira, L. C. (June 2016). *A language-based approach to content instruction: Six Cs of scaffolding*. Education Connections, Center for Applied Linguistics.

de Oliveira, L. C., & Schleppegrell, M. J. (October 2015). *Focus on grammar and meaning in secondary classrooms*. Oxford University Press.

Conference Presentations *(Refereed)*

2025

de Oliveira, L. C., May-Garst, K., & Hopkins, S. (October). From vision to impact: Designing transformative units of study. Workshop presented at the World-Class Instructional Design and Assessment (WIDA) 2025 annual conference, Seattle, WA.

de Oliveira, L. C. (March). *Scaffolding functional language through a language-based approach to*

content instruction (LACI). Presentation at the Presentation at the annual convention of the TESOL International Association, Long Beach, CA.

de Oliveira, L. C., & Terrell, K. (March). *Supporting multilingual learners for equitable access to challenging secondary curriculum*. Academic session for the PK-12 Interest Section at the annual convention of the TESOL International Association, Long Beach, CA.

de Oliveira, L. C., & Gui, J. (March). *No more preteaching vocabulary! K-12 language-based activities beyond single words*. Presentation at the Presentation at the annual convention of the TESOL International Association, Long Beach, CA.

Gui, J., & de Oliveira, L. C. (March). *Integrating a language-based approach to content instruction into lessons.* Presentation at the Presentation at the annual convention of the TESOL International Association, Long Beach, CA.

de Oliveira, L. C. (March). Antiracist leadership in TESOL. In E. Trinh, & R. Giraldez (Org.). *Intersectional identities within and beyond TESOL*. Program Administration Interest Section and Supporting Students with Disabilities Interest Section Intersection Session at the annual convention of the TESOL International Association, Long Beach, CA.

2024

de Oliveira, L. C. (April). *Bilingual/plurilingual education in Brazil*. Presentation at the virtual annual convention of the TESOL International Association, Tampa, FL.

de Oliveira, L. C., & Olesova, L. (April). Competencies applied to teaching an ESOL methods course moved to the online environment. In L. Cardozo-Gaibisso & M. V. Dominguez (Organizer). *Pedagogies for equitable access: Reimagining multilingual education for an uncertain world*. Roundtable presentation at the annual convention of the American Educational Research Association. Philadelphia, PA.

de Oliveira, L. C., & Andrade, B. (April). Decolonizing bilingual education: An antiracist approach to language teaching and learning. In K. Terrell (Organizer). *Preparing antiracist ESOL professionals: Creating racially just educational spaces for multilingual learners*. Colloquium presentation at the annual convention of the American Educational Research Association. Philadelphia, PA.

de Oliveira, L. C. (March). *A language-based approach to content instruction: Scaffolding functional language*. Presentation at the annual convention of the TESOL International Association, Tampa, FL.

de Oliveira, L. C. & Andrade, B. (March). Decolonizing bilingual education and preparing antiracist ESOL teachers. In K. Terrell (Organizer). *Preparing antiracist ESOL professionals: Linguistic equity for multilingual learners*. Colloquium presentation at the annual convention of the TESOL International Association, Tampa, FL.

de Oliveira, L. C., & Jones, L. (March). *Culturally sustaining teaching practices for multilingual learners: A functional approach*. Presentation at the annual convention of the TESOL International Association, Tampa, FL.

dos Santos, A. E., & de Oliveira, L. C. (March). Leveraging AI text generators to enhance mentor text creation for multilingual learners. In M. S. Christiansen (Organizer). *Reimagining multilingual writing through AI*. Interest Section Intersection Session at the annual convention of the TESOL International Association, Tampa, FL.

Gui, J., de Oliveira, L. C., & Vicentini, C. (March). Leading through publishing: Autoethnographies of mentoring multilingual scholars. In A. Tuktamyshova (Organizer). *Mentoring novice scholars for success in TESOL*. Colloquium presentation at the annual convention of the TESOL International Association, Tampa, FL.

Terrell, K., & de Oliveira, L. C. (March). *Genres of mathematics and science: Teaching with a functional approach*. Presentation at the annual convention of the TESOL International

Association, Tampa, FL.

Trinh, E., de Oliveira, L. C., & Andrade, B. (March). *Critical love in TESOL: A queering approach for professional organizations*. Presentation at the annual convention of the TESOL International Association, Tampa, FL.

2023

de Oliveira, L. C., & Westerlund, R. (October). *Implementing a functional approach in content area classrooms: Sample lessons*. Workshop presented at the WIDA annual convention, Milwaukee, WI.

Terrell, K., & de Oliveira, L. C. (October). *Genres of mathematics and science: Teaching with a functional approach*. Presentation at the WIDA annual convention, Milwaukee, WI.

de Oliveira, L. C., & Jones, L. (March). *Culturally sustaining teaching practices for young multilingual learners*. Presentation at the annual convention of the TESOL International Association, Portland, OR.

de Oliveira, L. C., & Westerlund, R. (March). *A functional approach to language development in WIDA 2020*. Presentation at the annual convention of the TESOL International Association, Portland, OR.

de Oliveira, L. C., & Gui, J. (March). Lessons learned through mentoring for scholarly activities. In L. J. Pentón Herrera (Organizer). *Exploring doctoral students' identities in TESOL through autoethnographic works*. Panel presentation at the annual convention of the TESOL International Association, Portland, OR.

de Oliveira, L. C. (March). "My transnational experiences shape who I am and what I do": Reflections of a Latina transnational teacher-scholar. In B. Yazan, & R. Jain (Organizers). *Transnational participants' construction of (un)belongingness across 'home' and 'host' contexts: Six research-based critical perspectives*. Panel presentation at the annual convention of the American Association for Applied Linguistics (AAAL), Portland, OR.

2022

de Oliveira, L. C. (October). *A functional approach to language development in WIDA 2020*. Presentation at the regional conference of the Southeast TESOL association. Richmond, VA.

Willging, T., & de Oliveira, L. C. (October). *Pedagogical translanguaging in elementary mathematics for multilingual learners.* Presentation at the regional conference of the Southeast TESOL association. Richmond, VA.

de Oliveira, L. C. (October). (Organizer and Presenter). *Applying a functional approach in the content areas for multilingual learners.* Co-presented with members of my research group "Multilingual Learners in Schools" Karen Terrell, Jia Gui, Tara Willging, and Destini Braxton. Panel presentation at the regional conference of the Southeast TESOL association. Richmond, VA.

de Oliveira, L. C., & Westerlund, R. (March). (Organizer and Presenter). *Scaffolding for quality, equitable, and humanizing opportunities for multilingual learners*. Panel presentation at the annual convention of the TESOL International Association, Pittsburg, PA (hybrid convention; virtual presentation).

de Oliveira, L. C. (March). Genre in K-12: Applications and challenges. In S. H. Lee (Organizer). Genre-based writing instruction across L2 writing contexts. Academic session for the Second Language Writing Interest Section at the annual convention of the TESOL International Association, Pittsburg, PA (hybrid convention; virtual presentation).

de Oliveira, L. C. & Westerlund, R. (March). Developing multilingual learners' academic language IS a culturally sustaining practice. In L. C. de Oliveira (Organizer). *Making academic language culturally sustaining: debunking myths and misconceptions*. Panel presentation at

the annual convention of the TESOL International Association, Pittsburg, PA (hybrid convention; face-to-face presentation).

de Oliveira, L. C. (March). (Organizer). *Making academic language culturally sustaining: debunking myths and misconceptions*. Panel presentation at the annual convention of the TESOL International Association, Pittsburg, PA (hybrid conference; face-to-face presentation).

2021

de Oliveira, L. C. (October) (Organizer and Presenter). *Next steps for multilingual learners in WIDA 2020*. Presentation at the annual convention of the Virginia TESOL association (virtual) conference.

de Oliveira, L. C., Willging, T., Gui, J. & Braxton, D. (October). *Sample texts identifying WIDA 2020 standards language functions and features*. Presentation at the annual convention of the Virginia TESOL association (virtual) conference.

de Oliveira, L. C., Gui, J., Braxton, D., & Willging, T. (October). *Culturally sustaining practices for elementary multilingual learners in WIDA 2020*. Presentation at the annual convention of the Virginia TESOL association (virtual) conference.

de Oliveira, L. C., Jones, L., & Smith, L. (March). *Scaffolding students' literacy development through the use of purposeful repetition*. Presentation at the annual convention of the TESOL International Association, virtual convention.

de Oliveira, L. C. (March) (Organizer and Presenter). *Preparing teachers and leaders for K-12 TESOL: Research, issues, approaches*. Presentation at the annual convention of the TESOL International Association, virtual convention.

de Oliveira, L. C. (March) (Organizer and Presenter). *Diversity and leadership: Trajectories from four TESOL Past Presidents*. Presentation at the annual convention of the TESOL International Association, virtual convention

2019

de Oliveira, L. C. (July). Systemic functional linguistics and graduate teacher education: background and context for the SEALED project. In M. Avalos (Organizer). *Building teachers' academic language awareness in graduate teacher education: Infusing SFL within secondary M.S. Ed. courses*. Presentation at the International Systemic Functional Congress. Santiago, Chile.

Jones, L., Smith, S., & de Oliveira, L. C. (April). *Scaffolding students' literacy development through the use of purposeful repetition*. Presentation at the American Educational Research Association (AERA) annual conference. Toronto, Canada.

Jones, L., Smith, S., & de Oliveira, L. C. (April). *Taking a closer look at collaborative writing and effective scaffolding practices for emergent bilingual students*. Presentation at the American Educational Research Association (AERA) annual conference. Toronto, Canada.

2018

Jones, L., de Oliveira, L. C., & Smith, S. (July). *Deconstruction in a diverse first-grade classroom*. Presentation at the International Systemic Functional Congress. Boston, MA.

Smith, S., de Oliveira, L. C., & Jones, L. (July). *Concepts and characters in bilingual picturebooks: A systemic-functional multimodal discourse analysis*. Presentation at the International Systemic Functional Congress. Boston, MA.

de Oliveira, L. C., Jones, L., & Smith, S. (July). *Scaffolding to support ELLs' literacy development*. Presentation at the annual convention of the TESOL International Association. Chicago, IL.

2017

de Oliveira, L. C., Jones, L., Rossato de Almeida, C., & Smith, S. (November/December). *A language-based approach to content instruction (LACI): Scaffolding for meaningful interactions in a first grade classroom*. Literacy Research Association (LRA) Annual

Convention. Tampa, FL.

de Oliveira, L. C. (April). A language-based approach to content instruction (LACI) for English language learners: Six Cs of scaffolding in 1st grade. In *Scaffolds and English learners' participation in academic discussions: Too much or just right?* Symposium presentation at the annual convention of the American Educational Research Association (AERA). San Antonio, TX.

de Oliveira, L. C. (March). Beyond key words in word problems: Strategies for ELLs. In D. Zacharian (Organizer). *Summing up the language of math: Frameworks, activities and ideas to empower ELLs*. Colloquium presentation at the annual convention of the TESOL International Association. Seattle, WA.

2016

de Oliveira, L. C., Ramírez, A., & Sembiante, S. (May). *Bilingual academic language development (BALD)*. Presentation at the annual convention of the Sunshine State TESOL Association. West Palm Beach, FL.

de Oliveira, L. C. (May). *A language-based approach to content instruction (LACI): Six Cs of support for scaffolding*. Presentation at the annual convention of the Sunshine State TESOL Association. West Palm Beach, FL.

de Oliveira, L. C. (April) (Organizer and Presenter). *25 years of TESOL in K-12: Theory, methods, assessment, professional preparation*. Colloquium at the annual convention of the TESOL International Association. Baltimore, MD.

de Oliveira, L. C., & Gilmetdinova, A. (April). Scaffolding vs. routine support for Latino youth in an urban school. In A. Johns (Organizer). *Latino/a students' college and career readiness*. Colloquium at the annual convention of the TESOL International Association. Baltimore, MD.

de Oliveira, L. C., Johns, A., Spycher, P., & Wilcox, K. C. (April). *The Common Core State Standards for literacy in the content areas: Grades 6-12*. Presentation at the annual convention of the TESOL International Association. Baltimore, MD.

de Oliveira, L. C., Bright, A., & Hansen-Thomas, H. (April). *The Common Core State Standards in mathematics: High school*. Presentation at the annual convention of the TESOL International Association. Baltimore, MD.

2015

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

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

de Oliveira, L. C. (March) (Organizer). *Building bridges and crossing borders in preparing secondary eachers for ELLs*. Colloquium presentation at the annual convention 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 convention 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 convention 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 convention 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. Santa Clara, CA.

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. Santa Clara, CA.

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. Santa Clara, CA.

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). *L2 writing in elementary school*. Presentation at the annual convention 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 convention 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 convention 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 convention of the TESOL International Association. Portland, OR.

2013

Athanases, S. Z. (November). *Promise and tensions in scaffolding academically challenging work with lower-income Latina/o Youth*. Presentation at the annual convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 (NNEST-IS and SLW-IS) colloquium conducted at the annual convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 Ingles 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 convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 convention 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 TESOL annual convention. Denver, CO.

de Oliveira, L. C. & Nelson, K. (March). *Lessons from the classroom: Language in elementary*

science lessons. Demonstration at the TESOL annual convention. 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 TESOL annual convention. Denver, CO. Sponsored by the NNEST-IS and SLW-IS.

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 convention of the National Reading Conference. Orlando, FL.

de Oliveira, L. C., & Briggs, S. (November). *Leadership opportunities in TESOL and INTESOL.* Presentation at the annual convention 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 TESOL annual convention. 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 TESOL annual convention. New York, NY.

de Oliveira, L. C. (April). (Org). *10 years later: The NNEST movement and its impact*. Colloquium presentation at the TESOL annual convention. 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 TESOL annual convention. New York, NY.

de Oliveira, L. C. & Pereira, N. (March). *Challenges and needs of teachers of English language learners*. Presentation at the annual convention 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 convention 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 convention 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. West Lafayette, IN.

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 convention 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 convention 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). Presentation at TESOL annual convention. 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 TESOL annual convention. Seattle, WA.

de Oliveira, L. C. (March). Professional development for busy professionals. In V. Bradford (Organizer). *Professional development* (Interconnection Session). Invited presentation at the TESOL annual convention. 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*. NNEST Caucus Colloquium at the TESOL annual convention. Seattle, WA.

Newman, K. & de Oliveira, L. C. (March). (Org). *The mentoring of NNEST professionals*. NNEST Caucus Colloquium at the TESOL annual convention. Seattle, WA.

2006

de Oliveira, L. C. (November). *Academic language development in the content areas*. Presentation at the annual convention 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 convention 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 convention 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 convention of California TESOL (CATESOL). San Francisco, CA.

de Oliveira, L. C. & Wu, A. (April). *Leading NNESTs towards leadership*. Paper presented at the annual convention 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. Llurda (Org). *Exploring NNESTs' professional self-esteem and confidence.* Presented at the TESOL annual convention. Tampa, FL.

de Oliveira, L. C., & Kamhi-Stein, L. (March) (Co-Chairs). *New Leaders' Forum*. Forum presented at the TESOL annual convention. Tampa, FL.

2005

de Oliveira, L. C. (April). *A language-based approach to content teaching*. Demonstration presented at the TESOL annual convention. San Antonio, TX.

de Oliveira, L. C. (March). Identity and the NNES teacher: the role of knowledge of self and mentoring. In E. Major (Chair). *NNES 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 convention 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 convention 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 NNEST Caucus Colloquium at the TESOL annual convention. 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 TESOL annual convention. 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 TESOL (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.* NNLEI-IG 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.* NNLEI-IG 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). Marilia, 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 Iniciacão Cientifica 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: Analise semiotica de uma foto [*A different reading of the world*: *A semiotic study of a picture*]. Paper presented at the 48ª Reuniao Anual da Sociedade Brasileira para o Progresso da Ciencia - SBPC (48th Annual Meeting of the Brazilian Society to the Progress of Science), Pontificia Universidade Catolica (PUC). São Paulo, SP, Brazil.

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

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

1995

de Oliveira, L. C. (November). *Elementos coesivos nas redacoes de alunos da 8a serie de escolas publicas de Araraquara [Cohesive devices in 8th grade students' essays from public schoolsin Araraquara]*. Report presented at the VII Congresso de Iniciacão Cientifica da UNESP (VII Scientific Initiation Conference of UNESP - São Paulo State University). Guaratingueta, SP, Brazil.

de Oliveira, L. C. (November). *Elementos coesivos em textos jornalisticos [Cohesive devices in newspaper texts]*. Paper presented at the XLIII Congresso do Grupo de Estudos Linguisticos – GEL (Seminar of Linguistics Studies Group), Universidade de Ribeirao Preto (UNAERP). Ribeirao 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 Lingua Inglesa - JELI (Seminar of English Language Studies), Universidade de Taubate (UNITAU). Taubate, SP, Brazil.

1993

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

Invited Talks

2017

Vanderbilt University

de Oliveira, L. C. (November 2017). *A language-based approach to content instruction (LACI) for English language learners: Six Cs of support for scaffolding*. Invited presentation for faculty and students at Vanderbilt University.

2015

University of Miami

de Oliveira, L. C. (September). *The Common Core State Standards and ELLs: Expectations for writing*. Presentation for the secondary methods for English language arts course.

de Oliveira, L. C. (October). *Discourse analysis in qualitative research*. Presentation for the qualitative research methods I course.

de Oliveira, L. C. (November). *Systemic-functional linguistics: Discourse analysis and pedagogical framework*. Presentation for faculty and students in the Department of Curriculum, Culture and Educational Inquiry, Florida Atlantic University.

2014

Teachers College, Columbia University

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.

<u>2008</u>

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, Professional Development in ESL Seminar, Dept. of English.

<u>2007</u>

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.

<u>2006</u>

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.

<u>1999</u>

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

<u>1998</u>

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

INVOLVEMENT IN GRADUATE RESEARCH PROGRAM
Student Advisement and Mentoring

Completed Ph.D. Committees (Chaired)
<u>Purdue University</u>
1. 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*

2. Nadezda Pimenova, (Co-Chair B. Cox), Lecturer, Purdue University
Dissertation: *Idiom comprehension strategies used by English and Russian language learners*

3. Joshua Iddings, Assistant Professor, Virginia Military Institute.
Dissertation: *Writing at one Appalachian high school*

4. Sara Solórzano (Co-Chair J. Phillion), Director, Curriculum and Teacher Development Office, DelCampo International School, Francisco Morazan, Honduras.
Dissertation: *Educating Latino immigrant students: The phenomenon of teaching Latino immigrant elementary students in Indiana*

5. 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*

6. April Burke, Assistant Professor, Central Michigan University
Dissertation: *Making the cut: Indiana school accountability and English learner test performance*

7. Ryan Angus, Assistant Professor, Marshall University
Dissertation: *A sociosemantic examination of secondary English teacher written feedback*

8. Alsu Gilmetdinova, Assistant Professor and Head of Office of International Affairs, Kazan National Research Technical University (Co-Chair, Janet Alsup)
Dissertation: *Elementary school teachers' attitudes towards multilingualism and language policy: Tatarstan, Russia*

9. Marshall Klassen, Assistant Professor, Kanazawa Seiryo University (Japan) (Co-Chair Trish Morita-Mullaney)
Dissertation: *Classroom discourse for third & fifth grade English language learners' writing development in a Midwestern rural school*

10. Michael Maune, Researcher, Carnegie Mellon University, Qatar (Co-Chair: Christian Knoeller)
Dissertation: *Toward a genre writing curriculum: Schooling genres in the Common Core State Standards*

<u>University of Miami</u>

11. Loren Jones, Clinical Assistant Professor and TSOL Program Coordinator, University of Maryland, College Park
Dissertation: *"It's Kind of a Balancing Act": Scaffolding Collaborative Writing Activities in a Diverse First-Grade Classroom*

12. Carolina Rossato de Almeida
Dissertation: *Illustrated Libros for Niños: The Interplay of Translanguaging and Multimodality in Polycultural Picturebooks*

13. Kristin Watson Kibler (Co-Chair: Dr. Beth Harry), Post-Doctoral Associate, University of Miami
Dissertation: *Four Years After The "Immigration Crisis": Teachers' Experiences In Serving Late-Entering Central American Refugees With Limited Or Interrupted Formal Education*

14. Thalassa Tonks, Assistant Professor, University of the Virgin Islands
Dissertation: *Attitudes Toward and Treatment of Crucian Creole and Standard English in High School: A Qualitative Study.*

15. Sharon L. Smith (Co-Chair: Dr. Mary Avalos), Second-Grade Teacher, Miami Gardens
Dissertation: *"Stories are Important": Navigating Narratives, Reclaiming Stories, and Humanizing Writing Through a Translingual Story Studio.*

Virginia Commonwealth University

16. Jia Gui, Adjunct Faculty, Virginia Commonwealth University
Dissertation: *"The Integration of a Language-Based Approach to Content Instruction's Six Cs of Support for Scaffolding into Civics Curriculum"*

Chairperson for Ph.D. Students (Current)
Virginia Commonwealth University
1. Tara Willging (coursework stage; part-time)
2. Tosha Yingling (post-coursework stage; full-time)

Chairperson for M.S. Students (Completed)
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

Committee Member for Ph.D. Students
Virginia Commonwealth University
1. Destini Braxton

University of Miami (Current and Completed)
1. Irina Malova; June 2017
2. Edwing Medina: July 2019
3. Daryl Axelrod: May 2020
4. Dorothy Addae: June 2020
5. Cristiane Vicentini: November 2022

Purdue University
1. Fatima Esseili, ESL, Dept of English; August 2011.
2. Nielsen Pereira, Gifted and Talented Studies; Dept of Educational Studies; May 2011
3. Minsun Kim, ESL, Dept of English; August 2012
4. Inna Abramova, Curriculum Studies, Dept of Curriculum & Instruction; March 2011
5. Larisa Olesova, Learning Design & Technology, Dept of Curriculum & Instruction; Dec 2011
6. Ying Zhang, Literacy & Language Education; May 2013
7. Cindy Torres, ESL, Dept of English; May 2013
8. Carolina Pelaez-Morales, ESL, Dept of English, May 2013
9. Veronica Jayne, ESL, Dept of English; May 2013
10. Yu-Shan Fan, ESL, Dept of English; June 2014

11. Ninger Zhou, Educational Psychology, Dept of Educational Studies; July 2014
12. Jiyoung Yi, Literacy & Language Education, July 2014
13. Nancy Meyer, Special Education, Dept of Educational Studies, October 2014
14. Aylin Baris Atilgan, ESL, Dept of English, May 2014
15. Reiko Akiyama, Curriculum Studies, Dept of Curriculum & Instruction, October 2016
16. Ileana Cortes Santiago, English Education, Dept of Curriculum & Instruction, May 2017

University of Delaware
Nigel Caplan, Ph.D. in Education (Literacy Studies)
Dissertation: *The Contributions of Joint Construction to Intermediate-level ESL Students' Independent Writing: A Mixed-Methods Analysis*

Committee Member for M.S. Students (Completed)
1. Dana C. Adamson, Literacy & Language Education
2. Joy Duncan, Family & Consumer Sciences
3. Sara Solórzano, Curriculum Studies
4. Gail Zdilla, Literacy & Language Education
5. Calista Kelly, Dept of Communication
6. Enas Elmehy, Literacy & Language Education
7. Song-Eun Lee, ESL, Dept of English
8. Michael Maune, Dept of English
9. Caitlyn Holleran, Curriculum Studies
10. Galina Miller, Curriculum Studies
11. Mark Haugen, Cultural Foundations, Dept of Educational Studies
12. Amina Shareef, Curriculum Studies

PROFESSIONAL ORGANIZATIONS

- American Association of Colleges for Teacher Education (AACTE) (university membership)
- American Association for Applied Linguistics (AAAL)
- American Educational Research Association (AERA)
- Asociación de Lingüística Sistémico-Funcional de América Latina – Latin-American Systemic Functional Linguistics Association – (ALSFAL)
- International Systemic-Functional Linguistics Association (ISFLA)
- Virginia TESOL (VATESOL)
- TESOL International Association (lifetime membership granted to former TESOL Presidents)
- TODOS: Mathematics for All

ENGAGEMENT

Workshops and Institutes for Teachers and Administrators

2025
Implementing a Functional Approach to Language Development through the Teaching and Learning Cycle. Four professional learning workshops with a focus on the implementation of a functional approach for middle and high school teachers from across the school district (secondary). Montgomery County Public Schools, Maryland. November 3 (middle) and 11 (high), 2025.

2024
A Functional Approach in the Content Areas. Two professional learning workshops with a focus on the inclusion of a functional approach for leaders who then planned summer sessions for teachers from across the school district (secondary). Montgomery County Public Schools, Maryland. May-July 2024.

2023

A Language-Based Approach to Content Instruction (LACI): Implementing a Functional Approach in the Content Areas. A professional learning workshop and follow-up support sessions with a focus on the inclusion of a functional approach in unit plans for pull-out contexts (elementary and secondary). A collaboration with Adams 12 Five-Star Schools, Colorado. August 2023-June 2024.

A Language-Based Approach to Content Instruction Through Civics with Multilingual Learners. A series of on-site professional learning workshops for social studies teachers with a focus on civics. A collaboration between the Division of Multilingual Learners and the Bronx Borough Office. Museum Fair Keynote on June 7, 2023.

2022
Supporting Secondary Long-Term English Learners' (LTELs) Success Through a Language-Based Approach to Content Instruction. Workshops (virtual) for elementary and secondary teachers at Monterey County Office of Education. 5/9 and 4/13.
Developing Sustainable Antiracist Environments (Level 1) and *The Application of Antiracist Practices in the Classroom (Level 2)* in Becoming and Antiracist Educator and Becoming and Antiracist Leader Series (Groups: PreK-12 teachers and administrators; Higher education professionals; and Non-profit organizations). Office of Strategic Engagement, VCU School of Education. 3/3, 3/31, 4/12, and 4/23.
Planning for Instruction Using a Language-Based Approach to Content Instruction with Multilingual Learners. Workshop (virtual) for elementary and secondary teachers at New York City Department of Education. 2/16.
Planning for Instruction Using a Language-Based Approach to Content Instruction with Multilingual Learners. Workshop (virtual) for elementary and secondary teachers at New York City Department of Education. 3/9.
A Language-Based Approach to Content Instruction in Practice with Multilingual Learners. Workshop (virtual) for elementary and secondary teachers at New York City Department of Education. 1/19.

2021 (all virtual)
A Language-Based Approach to Content Instruction: Culturally Sustaining Teaching Practices for Multilingual Learners. Workshop for elementary and secondary teachers at New York City Department of Education. 12/6.
A Language-Based Approach to Content Instruction: Scaffolding for Content Literacy Development. Workshop for elementary and secondary teachers at Mississippi State University. 7/22
A Language-Based Approach to Content Instruction: Scaffolding for Literacy Development. Workshop for elementary and secondary teachers at Western Michigan University. 7/14
Developing Sustainable Antiracist Environments (Level 1) in Becoming and Antiracist Educator and Becoming and Antiracist Leader Series (Groups: PreK-12 teachers and administrators; Higher education professionals). Office of Strategic Engagement, VCU School of Education. 4/27, 4/29, and 5/12.
Scaffolding Extended Writing for Multilingual and English Language Learners. Workshop for elementary and secondary social studies teachers. New York City Department of Education, 1/11. 25 in attendance.
Content Instruction for Multilingual Learners. Presentation for the Virginia Department of Education, 1/7. 78 in attendance.

2020
Scaffolding Extended Writing in Social Studies/English as a New Language. Workshop for elementary and secondary social studies teachers. New York City Department of Education, 1/17. 55 in attendance.

A Language-Based Approach to Content Instruction for English Learners. Keynote at the ESL Symposium, University of Arkansas, Fayetteville. 2/21. 100 in attendance
Genre-Based Pedagogy for Multilinguals Learners: Language Development in the Context of Writing Instruction. Workshop for elementary and secondary social studies teachers. New York City Department of Education, 1/17-18. 55 in attendance.

2019
Genre-Based Pedagogy for Multilinguals Learners: The Teaching and Learning Cycle. Workshop for elementary and secondary social studies teachers. New York City Department of Education, 12/19. 35 in attendance.
Advocacy for Multilingual Learners: Reasons, Support, and Guidance. Workshop for EL coordinators from across the state. Minnesota Department of Education. St. Paul, MN. 11/21.
TESOLers as Advocates: It's What We Do! Intensive Summer Workshop 2019. American University, Washington, DC. 15 in attendance.

2018
A Genre-Based Approach to Writing Instruction. Workshop for English as a foreign language and content teachers from Saudi Arabia. Kansas State University, Manhattan, KS. 11/14-15. 40 in attendance.

2016
A Genre-Based Approach to Writing Instruction. Lorton & Glazer Writing Institute. Workshop for mainstream content area teachers, Miami, FL. 6/27. 90 in attendance.
A Genre-Based Approach to Writing Instruction. Workshop for mainstream content area teachers and administrators at Sunset Elementary School, Coral Gables, FL. 3/2. 100 in attendance.
A Language-Based Approach to Content Instruction (LACI) for English Language Learners. Workshop for STEM teachers part of the U.S. Department of Education funded project "Technology-enhanced multimodal instruction in science and math for English language learners: A program of professional development," SUNY Albany, NY. 1/14. 50 in attendance.

2015
Academic Language Development in the Content Areas: A Language-based Approach to Content Instruction (LACI). A half-day workshop for mainstream content area teachers and ESL and bilingual specialists, sponsored by the Manatee County Schools, Bradenton, FL, 7/27. 50 in attendance.

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 PD program for secondary teachers 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, 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, 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, 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*
   - *A Close Text Analysis Approach in the Content Areas to Guide Text Comprehension*

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* and *Experiential Learning in ESL/EFL*

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

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.
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 ELLs and struggling readers.
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 17,000 teachers of ESL/EFL.

Member, Justice and Equity Professional Council (March 2025-March 2026)
This new professional council advances the association's commitment to social justice and diversity, equity, inclusion, and access (DEIA) and to help ensure member needs are being met. Based upon the recommendations of TESOL's Diversity Task Force and DEIA working group, the board approved the creation of the Justice and Equity Professional Council (JEPC) at their board meeting in March 2024 and adopted the council's charter in June.

President-Elect (2017-2018), **President** (2018-2019), **Past President** (2019-2020) (elected position)
The President serves as the highest-ranking officer within TESOL International Association. All his/her duties are to be understood in collaboration with the Executive Committee and the Board of Directors. S/he serves one year as President-Elect, one year as President, and one year as Past President. Each position (President, President-Elect and Past President) carries a unique set of tasks, as noted in the Executive Committee Procedural manual.

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.

Mentor, Leadership Mentoring Program (2022-2023; 2021-2022; 2014-2015)
Have served as a mentor for several scholars of color and underrepresented minorities in TESOL leadership. This mentoring program pairs up established TESOL leaders with emerging leaders for a year-long mentoring relationship.
2022-2023: Ethan Trinh (they/them)
2021-2022: Hind Elyas
2014-2015: Ali Fuad Selvi

Member (March 2020-March 2021) and Board Liaison (March 2019-March 2020), Diverse Voices Task Force
Member and board liaison of a task force that worked to review diversity and equity issues within TESOL, including representation, guidelines, strategic plan. We are putting together a document with principles for DEI work within the association and writing two reports.

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

TESOL/CAEP Lead Reviewer (2014) **and Auditor** (2016)
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. Audited reports for accreditation of TESOL programs.

TESOL/NCATE Reviewer (2012-2016) (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.

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

Council for the Accreditation of Educator Preparation (CAEP)
Member, Equity and Diversity Committee (Standing Committee) (2025-present)
The Committee serves as independent experts advising CAEP on issues of diversity and equity in accreditation.

American Association of Colleges for Teacher Education (AACTE) (2024-2027)
Member, Advisory Committee on Global Diversity
The Committee on Global Diversity is charged with fostering the development of quality teaching and professional education practices that promote diversity, equity, and global perspectives that advance the preparation of world-class educators responsive to all learners. This work includes: Providing expertise and leadership to help strengthen professional education programs and capacity in global diversity through the creation, promotion, and/or dissemination of related deliverables via AACTE or other approved venues; Advising AACTE's global diversity initiatives

American Educational Research Association (AERA)
AERA is an international professional organization of 22,000 members with the primary goal of advancing educational research.

Reviewer, Dissertation Award, Second Language Research SIG, 2023
Reviewer, Mid-Career Award, Second Language Research SIG, 2018
Mentor of New Faculty, Second Language Research SIG, 2017
Award Chair, Exemplary Research in Teaching and Teacher Education, Division K, Teaching and Teacher Education, 2015-2016.
Proposal Reader, Division C: Learning and Instruction, Section 1.d. Science, 2013 AERA Annual Convention.
Proposal Reader, Second Language Research Special Interest Section (SIG), 2006, 2007, 2008 AERA Annual Convention.
Proposal Reader, Division K: Teaching and Teacher Education, 2008 AERA Annual Convention.
Session Chair, 2008 and 2017 AERA Annual Conventions.

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.

Co-Editor, *Teaching for Excellence and Equity in Mathematics* (TEEM) Journal, 2013-2017

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)

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.

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 Virginia Commonwealth University
University Level
Co-Chair, University Undergraduate Curriculum Committee, 2025-present
Advisor, Save the Children Action Network (VCU Club), 2024-present
Member, Search Committee for Senior Vice Provost for Academic Affairs, Office of the Provost (eight members from the university), 2023-2024
Member, Search Committee for Associate Dean (non-STEM) of the Graduate School (six members from the university), 2021
School Level
Co-Director, International Educational Studies Center (2025-present)
Co-Director, Holmes Scholars Program (2025-present)
Member, Department Chair Search Committee, Department of Teaching and Learning, 2024
Member, Schaberg Chair of Practice Search Committee, School of Education, 2024
Co-Chair, Department Chair Search Committee, Department of Counseling and Special Education, 2022-2023
Member, Undergraduate Team, 2020-2025
Member, Graduate Team, 2020-2025
Member, Diversity, Equity, and Inclusion Committee, 2020-2022
Member, Budget/Finance Committee, 2020-2023
Member, CAEP Steering Committee, 2020-2025
Member (Ex Officio), Curriculum & Academic Resources Committee, 2020-2025
Member (Ex Officio), Ph.D. Advisory Policy Board Council, 2020-2025
Member (Ex Officio), Strategic Planning Implementation Committee, 2020-2025
Member (Ex Officio), Technology Committee, 2020-2022

Service to University of Miami
University Level
Member, Hemispheric and Global Affairs Committee, 2018- 2020
School Level
Member, Graduate Programs Curriculum Committee, 2019-2020
Member, Space Allocation Committee, 2019-2020
Member, Culture of Belonging Committee, 2018-2020

Service to Teachers College, Columbia University
Elected Member, Faculty Executive Committee - Subcommittee on Race, Culture, and Diversity, 2014-2015

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 2006 – 2013
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 (Purdue Global Council), Aug 2011-2012
Member, College of Education Dean Search Committee, August 2007-June 2008
College Level
Member, Mary Endres Endowed Chair in Elementary Education Search Committee, 2011
Gifted, Talented, and Creative Studies Search Committee (Assistant level), Dept of Educational Studies 2011
Member, **Online Task Force**; Spring 2010
Member, Research Policies Ad Hoc Committee; Spring 2010.
Member, Secondary Literacy Task Force; April 2010 – 2013.
Member, CLEAR Thinking Group; October 2010 – 2013. **Member, Grade Appeals Committee,** August 2008 – 2013 **Member, Program Conveners Council,** August 2008 – 2013 **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 2011-2013.

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
Section Editor, Teaching Issues, *TESOL Quarterly*, June 2021-June 2024
Editorial Board Member, *TESOL Quarterly*, June 2021-2024
Co-Editor, *Teaching for Excellence and Equity in Mathematics*, 2013-2017
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, *Revista Brasileira de Linguistica 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*, 2012-2014
Member, Editorial Review Board, *NYS TESOL Journal*, March 2014-present
Member, Editorial Review Board*, Florida Reading Journal,* August 2015-present

Reviewer
Florida Reading Journal (2015-2020); *Language Assessment Quarterly* (2013-2015); *Language Testing* (2012-2015); *Teaching for Excellence and Equity in Mathematics* (2009-2015); *Journal of Literacy Research* (2013-2020), *Contemporary Issues in Early Childhood* (2014-present); *Journal of Science Teacher Education* (2008-2019); *Journal of Second Language Writing* (2010-2019); *TESOL Journal* (2010-2019); *TESOL Quarterly* (2010-present)

Tenure and Promotion (Associate Professor) and Promotion (Professor) Reviews (in alphabetical order)

- Adelphi University
- Carnegie Mellon University, Qatar
- Clemson University
- Cleveland State University
- Emory University
- Florida International University
- George Mason University
- Georgia State University
- Hamline University
- Hunter College, CUNY
- Indiana University-Purdue University, Indianapolis (IUPUI)
- Iowa State University
- Ithaca College SUNY
- Kent State University
- Lehman College, CUNY
- Louisiana State University
- Michigan State University
- Mississippi State University
- Northern Illinois University
- Oakland University
- Ohio State University
- Pennsylvania State University, Abington
- Santa Clara University
- Syracuse University
- The College of New Jersey
- Teachers College, Columbia University
- University of Alabama, Birmingham
- University of Arizona
- University at Albany, SUNY
- University of Calgary (Canada)
- University of Central Florida
- University of Colorado, Denver
- University of Delaware
- University of Florida
- University of Hong Kong (Hong Kong SAR)
- University of Georgia
- University of Iowa
- University of Maryland, College Park
- University of Massachusetts, Amherst
- University of Massachusetts, Boston

- University of Missouri, Kansas City
- University of Missouri, St. Louis
- University of North Florida
- University of Texas, Arlington
- University of Utah
- University of Wollongong (Australia)
- Utah State University
- Washington State University
- Western University (Canada)

Promotion (Senior Lecturer and Associate Teaching Professor)
- George Mason University
- Vanderbilt University, Peabody College

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