

Christine Montecillo Leider, Ph.D.
Assistant Professor of Applied Linguistics
Director of ESL and Bilingual Education Licensure and Endorsement
Department of Applied Linguistics, College of Liberal Arts

Curriculum Vitae

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EDUCATION

Ph.D., Curriculum & Instruction, 2015

Lynch School of Education and Human Development, Boston College, Chestnut Hill, MA

M.A., Applied Developmental & Educational Psychology, 2009

Lynch School of Education and Human Development, Boston College, Chestnut Hill, MA

B.A., Psychology and Spanish, 2005

College of Arts & Sciences, University of Portland, Portland, OR

ACADEMIC APPOINTMENTS

Assistant Professor, Applied Linguistics, 2021

Department of Applied Linguistics, College of Liberal Arts, University of Massachusetts Boston, Boston, MA

Clinical Assistant Professor, Language Education, 2016-2021

Department of Language & Literacy, Wheelock College of Education and Human Development, Boston University, Boston, MA

Faculty Affiliate, Initiative on Cities, 2020-2021

Initiative on Cities, Boston University, Boston, MA

Lecturer, Language Education, 2015-2016

Department of Language & Literacy, School of Education, Boston University, Boston, MA

Adjunct Faculty, Early Childhood Education, 2015

College of Education and Human Development, University of Massachusetts Boston, Boston, MA

Adjunct Faculty, Language Education, 2013-2015

Department of Language & Literacy, School of Education, Boston University, Boston, MA

SCHOLARSHIP

PEER REVIEWED PUBLICATIONS

*denotes co-authored presentation with practitioners

**denotes co-authored presentation with graduate students

SCHOLARSHIP AWARDS & RECOGNITION

Co-authored publication in *TESOL Quarterly* recognized as a top cited article in 2022

Co-authored publication in *TESOL Journal* recognized as a top downloaded article in 2019

EMPIRICAL RESEARCH ARTICLES

Leider, C.M. & Dobbs, C. L. (2022). Being ‘diverse’ in the midst of pandemics and protests: Understanding misalignments between institutional and individual values for women of color academics. *New Horizons in Adult Education and Human Resource Development*.

Dobbs, C.L., **Leider, C.M.**, Tigert, J. (2022). A Space for English Learners and Multilingualism?: Using S-STEP to Examine World Language Teacher Education. *International Multilingual Research Journal*, 16(3), 237-245. <https://doi.org/10.1080/19313152.2022.2082781>

Tigert, J.M. & **Leider, C.M.** (2022). Beyond the “core” curriculum: expanding access to multilingual learners. *International Multilingual Research Journal*, 16(3), 181-183. <https://doi.org/10.1080/19313152.2022.2079835>

Leider, C.M. & Tigert, J. (2022). English language development specialists' views on emergency remote teaching. *TESOL Journal*. <https://doi.org/10.1002/tesj.652>

Leider, C.M., Colombo, M.W., & Nerlino, E.** (2021). Decentralization, Teacher Quality, and the Education of English Learners: Do State Education Agencies effectively prepare teachers of ELs? *Educational Policy Archives Analysis*. <https://doi.org/10.14507/epaa.29.5279>

Dobbs, C. L. & **Leider, C.M.** (2021). “Does this happen to everyone?”: Women professors of color reflect on experiences in the academy, A Duoethnography. *International Journal of Qualitative Research*. <https://doi.org/10.1080/09518398.2021.1930255>

Dobbs, C. L. & **Leider, C. M.** (2021). A LangCrit analysis of teachers’ beliefs about language learning and language diversity. *Journal of Multilingual Theory and Practice*, 2(1), 25-46. <https://doi.org/10.1558/jmtp.19104>

Leider, C.M., Proctor, C.P., & Silverman, R. (2018). Language growth trajectories: Does immigrant generation status moderate linguistic interdependence? *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2018.1500998>

Colombo, M., Tigert, J., & **Leider, C.M.** (2018). The state of teacher preparedness to teach emergent bilingual learners: Perspectives of 45 English language education directors, *MATSOL Currents*, 41 (1), 52-58.

Louick, R., **Leider, C.M.**, Daley, S. & Proctor, C.P. (2016). Motivation for reading among struggling middle school readers: A mixed methods study. *Learning and Individual Differences*, 49, 260-269. <https://doi.org/10.1016/j.lindif.2014.10.014>

Leider, C. M., Proctor, C.P., & Silverman, R.D. (2014). The biliteracy translation measure: Using written translations to index bilingualism and biliteracy in Spanish and English. *NYS TESOL Journal*, 1, 9-24.

Proctor, C.P., Daley, S., Louick, R., **Leider, C.M.**, & Gardner, G. L. (2014). How motivation and engagement predict reading comprehension among native English-speaking and English-learning middle school students with disabilities in a remedial reading curriculum. *Learning and Individual Differences*, 36, 76-83. <https://doi.org/10.1016/j.lindif.2014.10.014>

Leider, C.M., Proctor, C.P., Silverman, R.D., & Haring, J. (2013). Examining the role of vocabulary depth, cross-linguistic transfer, and types of reading measures on the reading comprehension of Latino bilinguals in elementary school. *Reading & Writing: An Interdisciplinary Journal*, 26, 1459-1485. <https://doi.org/10.1007/s11145-013-9427-6>

Proctor, C.P., Silverman, R.D., Haring, J., & **Montecillo, C.** (2012). The role of vocabulary depth in predicting reading comprehension among English monolingual and Spanish-English bilingual children in elementary school. *Reading & Writing: An Interdisciplinary Journal*, 25 (7), 1635-1664. <https://doi.org/10.1007/s11145-011-9336-5>

Dearing, E., Casey, M.B., Ganley, C., Tillinger, M., Laski, E., & **Montecillo, C.** (2012). Young girls' math and spatial skills: The distal and proximal roles of family socioeconomics and home learning experiences. *Early Childhood Research Quarterly*, 27 (3), 458-470. <https://doi.org/10.1016/j.ecresq.2012.01.002>

CONCEPTUAL ARTICLES

Tigert, J. & **Leider, C.M.** (2022). Beyond the core: Preparing art educators to meet the needs of multilingual learners. *TESOL Quarterly*, 56 (1), 425-434. <https://doi.org/10.1002/tesq.3040>

Dobbs, C. L. & **Leider, C.M.** (2020). The perils of notional membership. *Journal of Professional Capital and Community*. <https://doi.org/10.1108/JPC-06-2020-0029>

Colombo, M., Tigert, J. M., & **Leider, C. M.** (2019). Positioning teachers, positioning learners: Why we should stop using the term English learners. *TESOL Journal*, 10 (2). <https://doi.org/10.1002/tesj.432>

PRACTITIONER FOCUSED ARTICLES

Dobbs, C.L., Forzani, E., & **Leider, C.M.** (2023) How Critical is Critical Enough?: Forefronting Critical Consciousness When Engaging in Critical Online Reasoning and Evaluation (CORE). Special Issue on Middle Graders in *Reading Teacher*.

Dobbs, C. L. & **Leider, C.M.** (2021). What values about language variation are communicated through writing rubrics? *The English Journal*, 110 (6), 60-68.
<https://library.ncte.org/journals/EJ/issues/v110-6/31315>

Leider, C.M. & Tigert, J. (2021). Access and the arts: Teacher preparation to support multilingual students' full participation in the arts. *MATSOL Currents*, 43(2), 39-43.

Colombo, M.W., Tigert, J., & **Leider, C.M.** (2020). Creating a Space for Writers' Voices: Translingual Writing in Middle and Secondary English Classes. *The Leaflet*, 117(1), 20-29.

Ross, M.* & **Leider, C.M.** (2020). Sustaining an asset-based approach in distance education. *MATSOL Currents*, 43 (1), 33-37.

Leider, C.M. (2018). Bilingualism through the public eye. *MATSOL Currents*, 41 (1), 46-48.

Colombo, M., Chumley, J., **Leider, C.M.**, & Abraham, P. (2017). ESL teachers matter! *MATSOL Currents*, 39 (2), 26.

REFEREED BOOK CHAPTERS

Leider, C.M., Ross, M.*, & Schantz, M.* (2021). A cycle of unshifting practices and perspectives: disrupting the cycle through anti-racist pedagogy. In J. Bempechat & M. Jimenez-Silva (Eds.), *Latinx Experiences in U.S. Schools: Voices of Students, Teachers, Teacher Educators and Education Allies in the Age of Trump*.

Enns-Kananen, J. & **Leider, C.M.** (2018). Stop the deficit: preparing pre-service teachers to work with bilingual students. In P. Romanowski & M. Jedynek (Eds.), *The Many Faces of Bilingualism- Living with Two Languages*.

EDITED JOURNAL VOLUMES

Tigert, J. & **Leider, C.M.** (2022). Beyond the "core" curriculum: Expanding access for teaching multilingual students. Special Issue for *International Multilingual Research Journal*.
<https://www.tandfonline.com/toc/hmrj20/16/3>

Leider, C.M. & Dobbs, C.L. (in progress). Duoethnography, beyond the method: Women of color scholars navigating white academia. *International Journal of Qualitative Studies in Education*.

BOOKS UNDER CONTRACT

Leider, C.M. & Tigert, J.M. (under contract). *Becoming language teacher educators: Critical friendships and communities*. Under contract negotiation with Bloomsbury; expected date of submission: June 30, 2024

Dobbs, C.L & **Leider, C.M.** (under contract). *Until Every Woman is Free: Equity and Belonging in the Academy through Duoethnography*. Under contract with Lexington; expected date of submission: March 14, 2024.

Leider, C.M., Dobbs, C.L, & Nerlino, E.* (under contract). *Preparing Antiracist Teachers: Fostering Antiracism and Equity in Teacher Preparation*. Under contract with Routledge; expected date of submission: June 01, 2024

Dobbs, C.L., Charner-Laird, M., Ippolito, J. & **Leider, C.M.** (under contract). *Critical Disciplinary Literacy: An Equity-Driven and Culturally Responsive Approach to Disciplinary Learning and Teaching*. Under contract with Routledge; expected date of submission: March 31, 2024.

ACCEPTED PEER-REVIEWED MANUSCRIPTS

**denotes co-authored presentation with graduate students

Ahmed, A.** & **Leider, C.M.** (accepted with minor revisions). Stimulated Recall, Teacher Beliefs, and Instructional Practices: Using structured reflective practice to examine teacher talk. *TESOL Journal*.

Leider, C.M., Tigert, J.M., Norova, N.**, Fouhti, G.**, Wang, T.**, & Sawyer, J. (accepted with minor revisions). Supporting multilingual learners: A pilot survey of art teachers. *Studies in Art Education*.

Dobbs, C.L & **Leider, C.M.** (provisionally accepted). A Model of a Community School Partnership?: A Historical Document Analysis. In P. Edwards, C. Compton-Lilly, and G. Li (Ed.), *The International Handbook of Literacies in Families and Communities*.

MANUSCRIPTS UNDER REVISION / IN REVIEW

*denotes co-authored presentation with practitioners

**denotes co-authored presentation with graduate students

Proctor, C.P. & **Leider, C.M.** (in review). Beyond Monolingualism: Why and how the “science of reading” should take a multilingual perspective. *Educational Psychologist*

Kanno, Y., **Leider, C.M.**, Li, K.**, David, N.E.**, Chen, H.** (under revision). English Learners’ Access to College: The Role of High Schools’ Institutional Habitus. *American Education Research Journal*.

Leider, C.M., Tigert, J.M., Norova, N.** (in review). Teaching culturally and linguistically diverse learners: a content analysis of teacher professional organizations' position statements. *Teachers College Record*.

Dobbs, C.L., **Leider, C.M.**, Bempechat, J., & Jimenez-Silva, M. (in review). "'Just for the Sake of Giving It:' Using a Teacher Beliefs Framework to Unpack Elementary Teachers' Homework Perspectives and Practices". *Journal of Education*.

Baker, D., **Leider, C. M.**, Kim, H., Rinaldi, C., & Garcia, P.* (in review). All Over the Map: State-level Guidance for English Learners with Disabilities. *Journal of Disability Policy Studies*.

Forzani, E., Dobbs, C.L., **Leider, C.M.**, Malik, E.*, Gragg, M.**, Greszczuk, C.**, & Jesberger, C.** (in review). Students as Partners: Using an Equity-oriented Critical Assessment Practices (CAPS) Approach in Reading to Empower Students and Inform Instruction. *Reading Teacher*.

EDITED JOURNAL VOLUMES IN PROGRESS

Leider, C.M. & Dobbs, C.L. (in progress). Duoethnography and Women of Color in the Academy. *International Journal of Qualitative Studies in Education*.

BLOG POSTS, EDUCATION COMMENTARIES, NEWSLETTERS, AND ONLINE ARTICLES

Leider, C.M. (2023). President's Message. *MATSOL Currents*, 46 (1), 4-6. Available: <https://www.matsol.org/assets/Currents/MATSOL-Currents-v46n1-Sum2023.pdf>

Leider, C.M. (2023). President's Message. *MATSOL Currents*, 45 (2), 4-5. Available: https://www.matsol.org/assets/Currents/MATSOL_Currents_Fall-Winter_2023.pdf

Dobbs, C. L. & **Leider, C.M.** (2023). What values about language variation are communicated through writing rubrics? *International Council of Teachers of English Newsletter*, Issue 7, 13-17. Available: https://www.icte-educators.org/files/ugd/944bfa_c2ed8e5db3c844019f1797ad60555488.pdf

Leider, C.M. (2022). President's Message. *MATSOL Currents*, 45 (1), 4-6. Available: https://www.matsol.org/assets/Currents/MATSOL_Currents_Spring-Summer_2022.pdf

Leider, C.M. (03 January 2022). Creating a culture of shared responsibility in multilingual learner teacher education. *WIDA Voices from the Field Series*. Available: <https://wida.wisc.edu/about/news/wida-voices-field-creating-culture-shared-responsibility-multilingual-learner-teacher>

Dobbs, C.L. & **Leider, C.M.** (16 November 2021). How Can We More Explicitly Teach the Value of Language Diversity to Our Students? Invited blog post for the National Council for Teachers of English. Available: <https://ncte.org/blog/2021/11/can-explicitly-teach-value-language-diversity-students/>

Leider, C.M., Dobbs, C.L., & Tigert, J. (2021). What the #CancelTheTest Advocates are Missing: Examples from the World of English Learners. *TESOL Connections*. Available: <http://newsmanager.commpartners.com/tesolc/print/2021-06-01/index.html>

Leider, C.M. & Tigert, J. (June – October 2020). Online Teacher Education Resources in ELT Limited Blog Series for the TESOL International Association Blog. Available: <http://blog.tesol.org/author/cmleider/>

Leider, C.M., Tigert, J. & Colombo, M.W. (19 June 2020). Issues of Equity and Access in the (Distance) Education of English Learners. Invited blog post for MATSOL: Equity & Excellence for English Learners Blog. Available: <https://matsol.blog/2020/06/19/issues-of-equity-and-access-in-the-distance-education-of-multilingual-learners/>

Tigert, J., **Leider, C.M., & Colombo, M. (04 May 2020).** “Thrown to the wolves” - Teacher education during a pandemic. Invited blog post for MATSOL: Equity & Excellence for English Learners Blog. Available: <https://matsol.blog/2020/05/04/throw-to-the-wolves-teacher-education-during-a-pandemic/>

Leider, C.M. (02 December 2018). Multilingual spaces for multilingual students. Invited blog post for the Massachusetts Reading Association Literacy Coaches Blog. Available: <https://literacycoachesmra.wordpress.com/2018/12/02/multilingual-spaces-for-multilingual-students/>

RESEARCH REPORTS

Leider, C.M., Viesca, K., Leech, N., & Leech, D. (2022). *Academic Performance, Academic Access, and English Language Development among Kindergarten, Grade 3, Grade 6 and Grade 9 Students: A 3 Year Cohort Study*. Report prepared for the Westminster Public School District.

EDUCATION MEDIA AND CURRICULUM

Leider, C.M. (2022). Featured Content Expert for Develop Sociocultural Competence with Linguistic Identity Module for Ellevation. *Video available here:* <https://ellevationeducation.wistia.com/medias/oabssfcajd>

Podcast Interview with Araceli Lobato. ¡HABLAMOS! Conversations on Teaching, Learning, and Bilingualism. January 24, 2018. Available at: <https://podcasts.apple.com/us/podcast/dr-christine-leiders-episode/id1294743562?i=1000400620271>.

MAINSTREAM MEDIA APPEARANCES

EdWeek. (29 September 2023). *The Challenge of Growing Dual Language Programs, Charts*. Available: <https://www.edweek.org/teaching-learning/the-challenge-of-growing-dual-language-programs-in-charts/2023/09>

The Regulatory Review (18 January 2023). *Regulating Teacher Credentialing to Benefit English Learners*. Available: <https://www.thereview.org/2023/01/18/ross-regulating-teacher-credentialing-to-benefit-english-learners/>

EdWeek. (20 October 2022). *How Teachers can Break Down Stereotypes of Asian American Students*. Available: <https://www.edweek.org/leadership/how-teachers-can-break-down-stereotypes-of-asian-american-students/2022/10>

New America. (18 April 2021). Featured Research in the *English Learner Update: April 18, 2022*.

New America. (07 October 2021). *New Research Illuminates EL Teacher Certification Requirements and Related Impacts on Student Learning*. Available: <https://www.newamerica.org/education-policy/edcentral/new-research-illuminates-el-teacher-certification-requirements-and-related-impacts-on-student-learning/>

Marshall Memo. A Weekly Round-Up of Important Ideas and Research in K-12 Education (16 August 2021). *Tweaking Rubrics to Provide “Wise” Feedback on Students’ Writing*. Issue 898.

INVITED KEYNOTES, PLENARIES, AND FEATURED CONFERENCE PRESENTATIONS

**denotes co-lead presentation with practitioners*

Leider, C.M., Ngyuen, D., Morita-Mullaney, T., Shengxiao, S.Y.* (December 2022). *Breaking myths and elevating voices: understanding the school experiences of Asian American students and teachers using the historical, social justice lens*. Invited Feature Session for the WIDA Annual Conference, Louisville, Kentucky.

Leider, C.M. (co-chair), Gonzalez, M., Hughes, E.*, Kramer, J.*, Mazan, M.*, Montiel, J.*, Seward, K.* (May 2022). *Voices from the Field: How can we best support a new generation of teachers?* Featured panel for the annual MATSOL Conference (Virtual).

Leider, C.M. (May 2022). *Asset-Based Pedagogy with Multilingual Learners: Bridging Theory and Practice*. Invited Special Plenary Session for the Massachusetts Council for Exceptional Children annual conference, held online.

Kray, F., & **Leider, C.M.** (January 2022). *Embedding Educating for American Democracy in Teacher Education: EAD Inclusion and Multilingual Learners*. Invited workshop for the AACTE and EAD conference on Embedding Educating for American Democracy in Teacher Education, held online.

Leider, C.M., (April 2022). *A Framework for Anti-Racist and Linguistically Responsive Literacy Instruction*. Invited speaker for the annual conference for the Massachusetts Reading Association. (Conference Cancelled)

Leider, C.M. (March 2022). *“But I’m not going to work with English Learners”*: Where do Teachers’ Beliefs about Multilingual Learners Come From? Keynote speaker for the International Conference of English Language, Literature, and Translation Studies (iCELLTS), Komar University of Science and Technology, virtual presentation.

Leider, C.M., Bettencourt-Harris, N.*, Gary, M.*, Ross, M.*, & Sena-Martin, E.* (October 2021). *A Discussion Among Teacher Leaders: Planning for Implementation of the WIDA ELD Standards Framework*. Invited Feature Session for the WIDA eConference, held online.

Blenis, A.*, Lander, J.*, **Leider, C.M.** (co-chair), Moore, N.*, Theodorou, R. K., & Tigert, J.M. (co-chair). (May 2021). *Activism in Action: What does it mean to be an activist during pandemic and protest times?* Featured panel for the annual MATSOL Conference (Virtual).

Kray, F., Boisselle, M.*, Audet, A.*, Aube, P.*, & **Leider, C.M.** (May 2021). *Past and Future Practice around the WIDA ELD Standards Framework*. Invited panel for the annual MATSOL Conference (Virtual).

Leider, C.M. (April 2021). *Teaching Multilingual Learners: Bridging Theory and Practice*. Invited Keynote for the Rhode Island Department of Education Beginning Educators Professional Learning Network Convening, Rhode Island Department of Education, held online.

Dobbs, C. & **Leider, C.M.** (April 2021). *In the Midst of Change: The Experiences of Women of Color at a Diversity-Focused Institution*. Invited Keynote for the Education Change SIG Business Meeting at the annual meeting of American Education Research Association, held online.

Leider, C.M. & Blitz, E.* (April 2021). *“We’ve known each other for 8 years?!”*: A Snapshot of a University-School Partnership. Invited presentation for the Bilingual Education Research SIG Mentor Session at the annual meeting of American Education Research Association, held online.

Leider, C.M. (November 2020). *A framework for anti-racist and language rich literacy instruction*. Invited feature presentation for the annual meeting of the Greater Boston and Nobscoot Reading Councils, held online.

Leider, C.M. (July 2020). *Multilingual Learners in Massachusetts: Addressing Equity and Access*. Invited workshop presented at the Teach for America - Massachusetts Virtual Institute, TFA-MA.

Leider, C.M. (May 2020). *Working with multilingual learners: Equity, access, and advocacy*. Moderator for Keynote panel discussion for the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA. (Conference cancelled).

Rinaldi, C., **Leider, C.M.**, Niño, S.* (March 2020). *Facilitation collaboration between special education and bilingual education teachers*. Invited workshop for the Pennsylvania Department of Education Migrant Education Program and English Language Conference, Harrisburg, PA.

Leider, C.M. (August 2019). *Curriculum and instruction for multilingual learners: Access and equity is a civil rights issue!* Keynote for English Learner Summer Symposium. Office of English Learners, Boston Public Schools, Boston, MA.

Leider, C.M. (August 2018). *Emergent bilinguals: language and literacy development.* Keynote for Greenhalge Elementary School, Lowell Public Schools, Lowell, MA.

NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS

*denotes co-lead presentation with practitioners

**denotes co-lead presentation with undergraduate or graduate students

Leider, C.M. (March 2023). *Using duoethnography to document and unpack AAPI women surviving and thriving in white academia.* Paper to be presented at the annual AAAL Conference, Houston, TX.

Dobbs, C.L., **Leider, C.M.**, Morita-Mullaney, P. (March 2023). *Beyond the 'master's tools': A QuantCrit framework for language education research.* Paper to be presented at the annual AAAL Conference, Houston, TX.

Deroo, M., Dobbs, C.L., **Leider, C.M.**, & Kray, F. (November 2023). *No Hierarchies Here: Interactive Dialog, Inquiry, and Writing among Teacher Educators Seeking to Support Teaching and Learning with Multilingual Youth.* Paper to be presented at the annual Literacy Research Association, Atlanta, GA.

Leider, C.M. & Dobbs, C.L. (November 2024). *Reconceptualizing Teacher Beliefs about Language: Beliefs about language learning and beliefs about language diversity.* Paper to be presented at the annual Literacy Research Association, Atlanta, GA.

McLain, J., Schrod, K., **Leider, C.M.**, Dobbs, C.L. & Breault, R. (November 2024). *Using Duoethnography to Interrogate Hierarchies in Literacy Research and Literacy Teacher Education.* Paper to be presented at the annual Literacy Research Association, Atlanta, GA.

Baulier, K.** , Rossetti, Z., Dobbs, C.L. & **Leider, C.M.** (April 2023). *A Cultural-Historical Activity Theory Perspective on Inclusive School Culture.* Paper presented at the annual AERA Conference, Chicago, IL.

Dobbs, C.L. & **Leider, C.M.** (April 2023). *On the Peculiar Pain of Masked Review: A Duoethnography of Women of Color Navigating the Academic Publication Process.* Paper presented at the annual AERA Conference, Chicago, IL.

Aram, A.** & **Leider, C.M.** (March 2023). *An Investigation of ESL and EFL Administrators Hiring Practices: Does first language status matter?* Paper presented at the annual AAAL Conference, Portland, OR.

Leider, C.M. & Tigert, J. (March 2023). *Understanding how art teachers support multilingual learners*. Paper presented at the annual TESOL Convention, Portland, OR

Leider, C.M. & Dobbs, C.L. (March 2023). *Critical Teacher Education: Addressing and challenging deficit perspectives with teachers*. Paper presented at the annual TESOL Convention, Portland, OR.

Baulier, K.**, Rossetti, Z., Dobbs, C. L. & **Leider, C. M.** (December 2022). A cultural-historical activity theory perspective on inclusive school culture. Presented at TASH Conference, Phoenix, AZ.

Leider, C.M., Dobbs, C.L., Deroo, M. & Kray, F. M. (December 2022). *Using Inquiry in Teacher Education: Bridging Critical Theory and Pedagogical Practice*. Session presented at the annual meeting of the Literacy Research Association, Phoenix, AZ.

Leider, C.M. & Dobbs, C.L. (April 2022). *A Duoethnography of Women of Color Academics at a “Diversity Focused” Institution: Tensions, Misalignments, and Academic Beckys*. Paper to be presented at the annual AERA Conference, San Diego, CA.

Leider, C.M., Kim, H., Baker, D., Rinaldi, C., & Garcia, P.* (April 2022). *A Content Analysis of Publicly Available Information About English Learners with Disabilities: Patterns, Policies, Omissions*. Paper to be presented at the annual AERA Conference, San Diego, CA.

Charner-Laird, M., Dobbs, C.L., **Leider, C.M.**, Ippolito, J., Uy, P. (April 2022) *The Role of Agency: Teachers, Administrators, and Caregivers Navigate the COVID-19 Pandemic*. Paper to be presented at the annual AERA Conference, San Diego, CA.

Leider, C.M. & Dobbs, C.L. (March 2022). *Pedagogies to develop critical multilingual language awareness with teachers*. Paper to be presented at the annual International TESOL Convention, Pittsburgh, PA.

Dobbs, C.L., **Leider, C.M.**, & Tigert, J. (March 2022). *“English as a little life vest”: Examining world language teacher education using S-STEP and LangCrit*. Paper presented at the annual AAAL Conference, Pittsburgh, PA.

Tigert, J. & **Leider, C.M.** (March 2022). *A dialogue between critical friends: Developing teacher educator expertise for supporting teacher candidates' anti-racist pedagogy*. Paper presented at the annual AAAL Conference, Pittsburgh, PA.

Leider, C.M., Kanno, Y., Li, K.**, David, N.**, & Chen, E.** (2022). *Some people say that college is definitely for me”: Multilingual Learners’ Investment and College-Going*. Paper presented at the annual AAAL Conference, Pittsburgh, PA.

Leider, C.M., Dobbs, C.L., Deroo, M., Kray, F. M., Lundgren, C. (December 2021). *Multimodal pedagogy, Critical Dialogical Genre-Based Pedagogy, and Positioning Analysis: Pedagogies to*

Disrupt Literacy Research and Teacher Education. Symposium presented at the annual LRA Conference, Atlanta, GA.

Tigert, J. & **Leider, C.M.** (December 2021). *The Need to “C” Language-based Content Instruction Through a Critical Lens*. Paper presented at the annual LRA Conference, Atlanta, GA.

Dobbs, C.L. & **Leider, C.M.** (December 2021). *A LangCrit Analysis of Teachers’ Beliefs about Language Learning and Language Diversity*. Paper presented at the annual LRA Conference, Atlanta, GA.

Leider, C.M., Dobbs, C., & Caselli, N. (April 2021). *A mixed-methods study of school of education mission statements and teacher licensure data*. Paper presented at the annual meeting of American Education Research Association, to be held online.

Leider, C.M. & Nerlino, E.** (April 2021). *Do state education agencies hold teachers accountable for meeting the needs of multilingual learners?* Paper presented at the annual meeting of American Education Research Association, to be held online.

Dobbs, C. & **Leider, C.M.** (April 2021). *Being ‘diverse’ in the midst of pandemics and protests: A duoethnography of women Faculty of Color*. Paper presented at the annual meeting of American Education Research Association, to be held online.

Tigert, J. & **Leider, C.M.** (April 2021). *The role of national teacher organizations’ institutional habitus in perpetuating or disrupting educational inequalities*. Paper presented at the annual meeting of American Education Research Association, to be held online.

Kanno, Y., **Leider, C.M.**, David, N.E.**, Li, K. **, & Chen, E. ** (March 2021). *Emergent Bilingual Students’ Access to College: The Role of High Schools’ Institutional Habitus*. Paper presented at the annual meeting of American Association for Applied Linguistics, to be held online.

Leider, C.M., Dobbs, C. & Arroyo, P.** (December 2020). *How are Families of Color Positioned in Mainstream Media?: Utilizing Narrative Inquiry, Documentary Analysis, and LangCrit Theory to Explore Dominant Narratives*. Paper presented at the annual meeting of the Literacy Research Association, held online.

Dobbs, C., **Leider, C.M.**, & Arroyo, P.** (December 2020). *Exploring a University School Partnership in a Multilingual Community: A Historical LangCrit Analysis*. Paper presented at the annual meeting of the Literacy Research Association, held online.

Leider, C.M. & Dobbs, C. (October 2020). *Do our writing rubric assessments value language variation?* Paper presented at the annual meeting of the WIDA Consortium, Denver, CO. (conference cancelled).

Bempechat, J., Dobbs, C. L., **Leider, C. M.** & Jimenez-Silva, M. (October 2020). *Homework and inequality: Ethical dilemmas for teachers*. Presented at the annual meeting of the Association of Moral Education, virtual.

Leider, C.M., Ross, M.*, & Schantz, M.* (April 2020). *Shifting demographics, unshifting perspectives: supporting Latinx students through anti-racist pedagogy*. Poster to be presented at the annual meeting of the American Education Research Association, San Francisco, CA. (Conference cancelled).

Kanno, Y., **Leider, CM.**, Varghese, M., & Emerick, M. (March 2020). *Emergent bilingual students' postsecondary options: Qualitative case studies of opportunity to learn and access*. Presentation to be presented at the annual meeting of the American Association for Applied Linguistics, Denver, CO. (Conference cancelled).

Viesca, K., **Leider, C.M.**, Barnatt, J., Pollard-Durodola, S., Looper, H., & Fisher, E. (March 2020). *Teacher agency, leadership and collaboration: elements of quality professional learning*. Presentation to be presented at the annual meeting of the TESOL International Association, Denver, CO. (Conference cancelled).

Leider, C.M., Sims, M.**, & Zhou, D.* (October 2019). *What's/Who's in your text sets?: Representation, engagement, and social justice*. Presentation to be presented at the annual conference of the WIDA Consortium, Providence, RI.

Viesca, K., Nguyen, D, & **Leider, C.M.** (October 2019). *Results from eWorkshop pilot and collaboration between WIDA and ICMEE*. Presentation to be presented at the annual conference of the WIDA Consortium, Providence, RI.

Leider, C.M., Rinaldi, C., & Nino, S.* (October 2019). *Facilitating special education and esl/bilingual educators collaboration with questions*. Presentation to be presented at the annual conference of the WIDA Consortium, Providence, RI.

Leider, C. M. & Colombo, M. (April 2019). *How do states measure up to the Casteñeda Standard?: Resources and Evaluation*. Paper to be presented at the annual meeting of the American Education Research Association, Toronto, CA.

Dobbs, C. & **Leider, C.M.** (April 2019). *Invisible or hypervisible: Narratives of brown professors in higher education*. Paper to be presented at the annual meeting of the American Education Research Association, Toronto, CA.

Leider, C.M. & Schantz, M.* (October 2018). *Student identity and learning: Integrating language, content, and social justice*. Presentation presented at the annual conference of the WIDA Consortium, Detroit, MI.

Viesca, K., Nguyen, D., Pollard-Durodola, S., Guzman, M., Linzell, C., Lobato, A., & **Leider, C.M.** (October 2018). *What does effective content teaching for multilingual students look like?* Presentation presented at the annual conference of the WIDA Consortium, Detroit, MI.

Earley K., Colombo, M., **Leider, C.M.**, Viesca, K., and Whitlow, J. (March 2018). *Sustaining dialogues across TESOL: Women in HE leadership roles*. Panel presented at the annual meeting of the TESOL International Association, Chicago, IL.

Leider, C.M. & Carson, C. (November 2017). *International Consortium for Multilingual Excellence in Education (ICMEE) project overview*. Poster presented at the annual National Professional Development Program Project Directors' Meeting, Office of English Language Acquisition, Arlington, VA.

Leider, C.M. (May 2017). *What about Spanish?: Examining language growth trajectories among first, second, and third generation Latino immigrants*. Paper presented at the annual meeting of the American Education Research Association, San Antonio, TX.

Phillipson, K.*, Trent, T.*, **Leider, C.M.**, Klein, J*., & Levit, A.* (March 2017). *leveled functional language frames for everyday use*. Paper session conducted at the annual meeting of the TESOL International Association, Seattle, WA.

Leider, C.M., Proctor, C.P., & Silverman, R.D. (December 2015). *A longitudinal analysis investigating the role of immigrant generation status on and intra-linguistic growth model of reading comprehension among bilingual Latinos in elementary school*. Paper presented at the 65th annual meeting of the Literacy Research Association, Carlsbad, CA.

Leider, C.M. & Proctor, C.P. (April 2013) *Can written translations index bilingualism and biliteracy in Spanish and English?* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Silverman, R. Proctor, C.P., & Harring, J., Meyer, A., & **Leider, C.M.** (April 2013). *The contribution of linguistic awareness to reading comprehension for English monolingual and Spanish-English bilingual children in second through fifth grade*. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Montecillo, C., Proctor, C.P., & Silverman, R.D. (February 2012). *Examining the nature of language and literacy performance among Latino students*. Paper presented at the 1st themed meeting for Positive Development of Minority Children of the Society of Research in Child Development, Orlando, Florida.

Proctor, C.P., Silverman, R., **Montecillo, C.**, & Harring, J. (July 2011). *Can written translations index bilingualism and biliteracy in Spanish and English?* Poster presented at the International Association for the Study of Child Language Annual Meeting, Montréal, Canada.

Montecillo, C., Proctor, C.P., & Silverman, R.D. (April 2011). *Home literacy environment and literacy outcomes among semi-urban English monolingual and Spanish-English bilingual fourth graders*. Poster presented at the bi-annual meeting of the Society of Research in Child Development, Montreal, Canada.

Proctor, C.P., Silverman, R., Haring, J., & Montecillo, C. (December 2010). *Comprehension, Linguistic Acquisition, and Vocabulary in English and Spanish (CLAVES): Results from the first year of a 2-year longitudinal study*. Paper presented at the National Reading Conference Annual Meeting.

Montecillo, C. (October 2010). *Changing teacher beliefs: Response to intervention and school reform*. Poster presented at the annual meeting of the Council for Learning Disabilities, Myrtle Beach, SC.

CONFERENCE SYMPOSIUMS CONDUCTED AS DISCUSSANT / CHAIR

Leider, C.M. (discussant, April 2023). *In the Intersection of Language, Culture, Pedagogy, and Teacher Preparation*. Second Language Research SIG Paper Session Conducted at the annual AERA Conference, Chicago, IL.

Leider, C.M. (discussant, April 2023). *Language Hybridity in Diverse Settings*. Second Language Research SIG Paper Session Conducted at the annual AERA Conference, Chicago, IL.

Leider, C.M. (discussant, April 2023). *Serving Multilingual Students in The STEM Content Areas*. Division K – Teaching and Teacher Education Paper Session Conducted at the annual AERA Conference, Chicago, IL.

Leider, C.M. (discussant, April 2022). *Cultivating Multilingual Beliefs in Teacher Education: Exploring frameworks, pedagogies and instructional approaches*. Symposium conducted at the annual AERA Conference, San Diego, CA.

Leider, C.M. (chair, April 2019). *Supporting multilingual learners across diverse teaching contexts*. Paper session conducted at the annual meeting of the American Education Research Association, Toronto, CA.

Leider, C.M. (chair, April 2019). *Understanding supervision for preservice teachers in diverse field experiences*. Paper session conducted at the annual meeting of the American Education Research Association, Toronto, CA.

Leider, C.M. (chair, May 2017). *Contemporary issues in second language research*. Paper session conducted at the annual meeting of the American Education Research Association, San Antonio, TX.

Leider, C.M. (chair, November 2016). *Critical Lenses: Literacies & language awareness*. paper session conducted at the 66th annual meeting of the literacy research association, Nashville, TN.

UNIVERSITY AND REGIONAL CONFERENCE PRESENTATIONS

*denotes co-lead presentation with practitioners

**denotes co-lead presentation with undergraduate or graduate students

Morita-Mullaney, T., **Leider, C.M.**, Ngyuen, D., Yu, S. (December 2022). *Muffling the Voices of Asian (AAPI) Language Learners*. Paper to be presented at the Multilingual Illinois Virtual Conference.

Nguyen, N.M.** & **Leider, C.M.** (November 2022). *We belong here. We don't have to conform to whiteness": Asian and Asian American Language Teachers and Scholars Reflect on Racialized Experiences*. Paper to be presented at the International Conference on Literacy, Culture, and Language Education, School of Education at Indiana University-Bloomington, Bloomington, Indiana.

Leider, C.M. (February 2018). *Beyond pedagogical methods: developing critical literacy with teacher candidates*. Paper presented at the annual Journal of Language and Literacy Education Conference at the University of Georgia -Athens, Athens, GA.

LOCAL CONFERENCE PRESENTATIONS (MASSACHUSETTS)

*denotes co-lead presentation with practitioners

**denotes co-lead presentation with undergraduate or graduate students

Dobbs, C.L. & **Leider, C.M.** (May 2023). *There's Medicine in the Method: Duoethnography as a Tool for Survival*. Workshop conducted at the 7th annual Women of Color in the Academy Conference, Boston, MA.

Leider, C.M., Tigert, J., Norova, N.**, Fotouhi, G.**, & Wang, T.** (May 2023). *Supporting Multilingual Learners in the Visual Arts Classroom*. Paper presented at the annual MATSOL Conference.

Leider, C.M. & Dobbs, C.L. (May 2023). *A Framework for Culturally and Linguistically Responsive Writing Assessment*. Paper presented at the annual MATSOL Conference.

Power, J.* & **Leider, C.M.** (May 2022). *Translanguaging in an Elementary SEI Classroom*. Presentation for the annual MATSOL Conference. (Virtual).

Leider, C. M. & Tigert, J. M. (May 2021). *"There was still a lot of disparity in equity of access to tech and instruction": English Learners and emergency remote teaching*. Paper presented at the MATSOL Conference (Virtual).

Nerlino, E.**, **Leider, C.M.**, & Colombo, M. (May 2020). *State Certification: Are secondary content teachers prepared to teach ELs?* Presentation to be presented at the annual meeting of the Massachusetts Educators of English Language Learners. Framingham, MA. (conference cancelled).

Tigert, J., **Leider, C.M.** & Colombo, M. (May 2020). *Diversity wheels for building teachers' cultural competence*. Presentation to be presented at the annual meeting of the Massachusetts Educators of English Language Learners. Framingham, MA. (conference cancelled).

Jimenez-Silva, M., Bempechat, J., Viellegas-Reimers, E., & **Leider, C.M.** (February 2020). *Latinx experiences in U.S. schools: voices of students, teachers, teacher educators, and education allies in the current socio-political climate*. Paper to be presented at the annual Academics of Color Conference at the Harvard Graduate School of Education, Cambridge, MA.

Leider, C.M. & Colombo, M. (May 2019). *How does Massachusetts measure up to the Casteñeda standard?* Paper to be presented at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.

Cooney, K.*, **Leider, C.M.**, Theodorou, R.K., & Tigert, J. (May 2019). *Innovative approaches in SEI and ESL teaching education*. Invited Session conducted at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.*

Blitz, E.*, Janow, E.*, Klein, J.*, **Leider, C.M.** (moderator), Ross, M.*, Simeone, M.*, Theodorou, R.K., & Valvo, G.* (May 2019). *What should teachers know about collaborating together to support multilingual students?* Invited Session conducted at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.*

Tigert, J., **Leider, C.M.**, & Colombo, M. (April 2019). *The Seal of Biliteracy in your classroom: using bilingual texts*. Paper to be presented at the annual meeting Massachusetts Reading Associations, Boston, MA.

Hui, C.** & **Leider, C.M.** (April 2019). *Asian and Asian-American students in educational research: 2010-2018*. Paper presented at the annual research symposium of the Massachusetts Reading Association, Quincy, MA.

Leider, C.M., Colombo, M., Terrell, K., Nino, S.*, & Gary, M.* (May 2018). *LOOK Bill & Bilingual Education: Where do we go from here?* Invited Session to be conducted at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.

Colombo, M., **Leider, C.M.**, Terrell, K., Tigert, J. Kray, F.*, and Hartwick, L.* (May 2018). *RETELL and SEI Endorsement: Where do we go from here?* Invited Panel conducted at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.

Schantz, M.* & **Leider, C.M.** (May 2018). *Utilizing teaching tolerance social justice standards to develop social justice objectives*. Workshop to be conducted at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.

Leider, C.M. (June 2017). *Beyond pedagogical methods: Developing critical perspectives with ESL teacher candidates*. Workshop conducted at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.

Abraham, P., Colombo, M., **Leider, C.M.**, & Chumley, J. (June 2017). *Forum to discuss issues in ESL/SEI teacher education*. Invited Session at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.

Leider, C.M., Martins, M.**, Lopez-Schmitt, G.**, Silva, C.*, & Ross, M.* (October 2016). *Stop the deficit: How do we honor and value bilingual individuals in the United States?* Symposium to be conducted at the 2016 Annual Diversity Challenge Conference at Boston College, Chestnut Hill, MA.

Abraham, P., Colombo, M., **Leider, C.M.**, Chumley, J., & Santavicca, N. (May 2016). *Current issues in ESL/SEI teacher education*. Panel conducted at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.

INVITED ACADEMIC PRESENTATIONS

*denotes co-lead presentation with practitioners

**denotes co-lead presentation with undergraduate or graduate students

Leider, C.M. (October 2023). *Working with Multilingual Learners with Disabilities: Advocacy & Reimagining*. Invited features speaker for the SPELL Project, University of Massachusetts-Lowell, Lowell, MA.

Leider, C.M. (September 2023). *Disrupting the Model Minority Myth*. Invited Speaker for the Racial Literacy Roundtable Series, University of Nebraska-Lincoln, Lincoln, NE.

Leider, C.M. (April 2021). *Teacher Education in the Post-COVID Era of Digital Learning*. Invited Speaker for the Research to Policy Critical Conversations Series for the Center for Applied Linguistics. Available to view at: <https://bit.ly/3xBxpGm>

Niño, S.**, Bachour, A.*, Gold, T.*, Tang, C.**, Harayama, N., & **Leider, C.M.** (March 2021). *Supporting English learners with Learning Disabilities: A Collaborative Approach to Education and Advocacy*. Available to view at: <https://bit.ly/3u8xm2F>

Leider, C.M. (December 2020). *Social Justice Education in the Multilingual Classroom: A Framework for Anti-Bias and Language Rich Instruction*. Invited lecture for the International Consortium for Multilingual Equity and Education (ICMEE) Racial Justice Lecture Series, University of Nebraska-Lincoln, Lincoln, NE. Available to view at: <https://bit.ly/38HDJld>

Leider, C.M., Lee, J.*, Blitz, E.*, & Pan, R.* (May 2020). *COVID-19 and Cities: Multilingual Learners and Families*. Invited moderator for COVID-19 Webinar Series through BU Initiative of Cities Institute, Boston University, Boston, MA. Available to view at: <https://bit.ly/3ib6fyM>

INVITED PUBLIC SPEAKING EVENTS

Leider, C.M. (May 2020). *Working with and Learning from (Im)migrant Families in Our Community*. Invited speaker for “Through the Lens: Envisioning Equitable Education through Action and Community” speaker series through Belmont Public Schools and Belmont After School Enrichment Collaborative, Belmont, MA. (talk cancelled due to COVID-19)

Leider, C.M. (December 2018). *You are all welcome here!* Invited panelist for Breakthrough in Education's 11th annual Breakthroughs in Education event. Google Campus, Cambridge, MA. Event information available at: <http://breakthroughgreaterboston.org/bine2018/>.

Leider, C.M. (February 2018). *Stop Obsessing Over English Language Proficiency*. Invited presenter for the Inaugural EL Summit at Harvard Graduate School of Education, Harvard University, Cambridge, MA. Available to view at: <https://tinyurl.com/LeiderELSummit>.

RESEARCH GRANTS AWARDED (ALL GRANTS PROPOSALS AVAILABLE UPON REQUEST)

The Centering Relationships, Equity, and Access for Teachers of English Learners (CREATE) Project

PI: Avary Carhill-Poza, Co-PI: Panagiota Gournari, **Co-Investigator: Christine Montecillo Leider**
Department of Education Office of English Language Acquisition National Professional Development Program. REQ: \$2.9 million. Submitted: 04.28.2022. *Received 09.22.22*

Emergency License Educator Preparation Partnership Grant

PI: Janna Kellinger, Co-PIs: Carol Sharicz, **Christine Montecillo Leider**, Tyra Lopes Mendes
Office of Language Acquisition, Massachusetts Department of Elementary and Secondary Education
REQ: \$125,000.00 Submitted 06.20.22. *Received 08.22.22*

Exploring Inclusive School Culture: An Examination of How Culture is Constructed to Include a Range of Diverse Students

PI: Zach Rosetti, Co-PIs: Katie Baulier, Christina Dobbs, **Christine Montecillo Leider**
Learn More Research Grant, Office of Diversity and Inclusion, Boston University
REQ: \$4,800 Submitted 10.20.21. *Received 12.01.21*

Massachusetts English Learners' Access to Four-Year Colleges: How Socioeconomic Status Structures their Options

PI: Yasuko Kanno, **Co-PI: Christine Montecillo Leider**
School of Education, Boston University, Faculty Catalyst Grant Program. REQ: \$20,000.
Received 04.29.18.

International Consortium for Multilingual Education and Excellence

PI: Kara Viesca. **Senior Personnel:** Joan Barnatt, Chris Carson, Nancy Commins, Kelly Demers, Timo Ehmke, Margaret Freedson, Renée Greenfield, Svenja Hammer, Bryn Harris, Kim Hutchison, Joy Johnson, Nicole Joseph, JungIn Kim, Nancy Leech, Amy Liebermann, **Christine Montecillo Leider**, Sharolyn Pollard-Durodola, Kathryn Strom, Annela Teemant
Department of Education Office of English Language Acquisition National Professional Development Program. REQ: \$2.74 million. *Received 09.23.16*

TEACHING

TEACHER EDUCATION

TEACHING AWARDS & RECOGNITION

Learn *from* Anywhere Creativity & Spirit Teaching Award Nomination, Boston University, 2021

Excellence in Advising Award, Wheelock College of Education and Human Development, Boston University, 2019

Undergraduate Academic Advising Award Nomination, Boston University, 2018

Donald J. White Teaching Excellence Award, Lynch School of Education and Human Development, Boston College, 2012

UNIVERSITY COURSES TAUGHT

**Courses taught both synchronously in person and asynchronously online*

+Courses newly developed

~Courses revised (>80% changes made to existing course in this year)

University of Massachusetts Boston

APLING605: Theories and Principles in Language Teaching

APLING614: Foundations of Bilingual Education*~2021

APLING618: Methods in Teaching ESL ~2023

APLING688: Pre-Practicum +2022

APLING696: Independent Study

APLING698: Practicum ~2022

APLING700: Issues in Applied Linguistics ~2023

EDCG406: Sociocultural Perspectives: Building Family, Community, and School Relationships

Boston University

BI504: Student Teacher Practicum ~2018

BI515: Methods in Bilingual Education & ESL* +2018(*online version*)

BI530: English Language Development: Grade 5-12 English Language Learners* +2018

BI535: Literacy Development for English Learners: Assessment & Instruction ~2017, ~2020

BI575: Historical & Contemporary Perspectives in Bilingualism +2017

BI620: Educational Issues in Bilingualism ~2016, ~2020

BI650: Teaching Emergent Bilinguals with Learning Disabilities +2019

LC500/700: Directed Study / Independent Study

TL508: Methods of Teaching English as a Second Language (ESL), 5-12*+2018(*online version*)

TL520: Teaching English Language Learners in Elementary School

TL525: Teaching English Language Learners in Middle School and High School

TL580/581: Practicum: ESL PreK-6 / TL582/583: Practicum: ESL 5-12

Boston College

ED104: Teaching Reading

ED542: Teaching Reading and English Language Arts

ED621: Bilingualism, Language Acquisition, and Literacy Development

DISSERTATION COMMITTEES

Lindsay Beatty (University of Massachusetts Boston), Second Reader, 2022-present

Vannessa Quintana-Sarria (University of Massachusetts Boston), Second Reader, 2022-present

Julia Spiegelman (University of Massachusetts Boston), Second Reader, 2021-present

Erin Nerlino (Boston University), First Reader, 2021- 2023

Kuang Li (Boston University), First Reader, 2017-2022

Chu Ly (Boston University), First Reader, 2017-2019

Melissa Tobey Labelle (Boston University), First Reader, 2015-2019

Stephanie Mikelis, (Boston University), Third Reader, 2017-2019

MASTER'S THESIS COMMITTEES

Casey Anthony (University of Massachusetts Boston), Chair, 2022-present

STUDENT SUPPORTED WORK

The following publications and presentations came out of undergraduate/graduate courses I taught, directed studies that I supervised, or MA Thesis that I chaired.

Vigiletta, M. (2023). *Translanguaging in the Classroom*. *MATSOL Currents*, 46(1), 31-32.

Anthony, C. (2023). *Linguistic Landscapes: Sites of Resistance to Monoglossic Norms*. Paper presented at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.

Anthony, C. (2023). *Linguistic Landscapes: An Ethnographic Case Study*. Paper presented at the annual meeting of the Multistate Association for Bilingual Education (MABE). Boston, MA.

Mazan, M. (2023). *Book Review: A is for Bee*. *MATSOL Currents*, 45(2), 31-32.

Power, J. (2023). Language Practices of Bilingual Students and Their Teacher in an Urban SEI Classroom: Translanguaging in Everyday Interactions. *MATSOL Currents*, 45(2), 22-29.

Graubert, R., Mattern, J., & Pagano, L. (2020). A Guide: High Interest, Low Readability Books for Bilingual Learners. *MATSOL Currents*, 38 (1), 38-48.

Hui, C. (2019). Representation of Asian and Asian-American Students in Education Research. Poster presented at the inaugural BU Wheelock Community Symposium, Boston University, Boston, MA.

Stokes, J. (2018). A Recommendation for Junot Diaz's *Islandborn / Lola*. *MATSOL Currents*, 41 (1), 63-64.

Chan, W. (2018). *Supporting Refugee and Immigrant Children: Cross-Systems Literature and Programs Analysis*. Poster presented at the annual meeting of the Massachusetts Educators of English Language Learners, Framingham, MA.

Lopez, G. (2017). *Knowing our students: visible and hidden identities*. Professional Development presented at the Fellows Orientation at Prospect Hill Academy, Somerville, MA.

Eisensohn, V. (2017). Education and empathy: Reflections and action steps for working with immigrant students. *MATSOL Currents*, 40, 64-66.

Pierce, A. (2017). *Utilizing collaborative reasoning to develop writing in second grade*. Professional Development presented to grade level team at the Sokolowski School, Chelsea, MA.

Suwa, K. (2017). *Third culture kids at international schools*. Poster presented at the annual School of Education Teaching and Research Conference at Boston University, Boston, MA.

UNIVERSITY TEACHER EDUCATION WORKSHOPS

Leider, C.M. (2016). *Language Matters: Critically Examining Education Language Practices*. Invited workshop presented at the Boston University Alumni Weekend Critical Pedagogy Workshop Series. School of Education, Boston University, Boston, MA.

Leider, C.M. (2016). *Working with bilingual children*. Invited workshop presented at the Boston University Initiative for Literacy Development (BUILD) All Tutor Training. BUILD, Boston University, Boston, MA.

Montecillo, C.A. (2008-2012). *ESOL Teacher Workshop Series*. Year-long workshop series presented at the Boston College Neighborhood Center, Boston College, Boston, MA.

INVITED GUEST LECTURERS

Leider, C.M. (April 2023). (Classified) English Learners and Civil Rights. School of Education, College of Fine Arts, Humanities & Social Sciences, University of Massachusetts Lowell, Lowell, MA.

Leider, C.M. (January 2023). *What is Bilingualism?* Invited guest lecture for Teaching Social Justice course. Waltham High School, Waltham, MA.

Leider, C.M. (December 2022). *Personal Idiolects*. Invited guest lecture for English 442: Global Englishes. Department of English, College of Liberal Arts, University of Massachusetts – Boston, Boston, MA.

Leider, C.M. (November 2022). *Using Technology for Immigrant Family Engagement*. Invited guest lecture for ECHD440: Teaching with Technology. Department of Curriculum &

Instruction, College of Education and Human Development, University of Massachusetts – Boston, Boston, MA.

Leider, C.M. (November 2022). *What is Languaging?* Invited guest lecture for ECHD440: Language and Literacy. Department of Curriculum & Instruction, College of Education and Human Development, University of Massachusetts – Boston, Boston, MA.

Leider, C.M. (November 2021). *Multimodal and Multilingual Texts*. Invited guest lecture for ECHD440: Language and Literacy. Department of Curriculum & Instruction, College of Education and Human Development, University of Massachusetts – Boston, Boston, MA.

Leider, C.M. (October 2021). *Duoethnography, S-STEP, and Collaborative Ethnography: Answering Questions through Dialogic and Narrative Research Methods*. Invited guest lecture for Doctoral Student Seminar. Department of Curriculum & Instruction, College of Education and Human Development, University of Massachusetts – Boston, Boston, MA

Leider, C.M. (April 2021). *What is Bilingual Education?* Invited guest lecture for ED075: Waltham Speaks. Department of Teacher Education, Brandeis University, Waltham, MA.

Leider, C.M. (October 2020). *Connecting Theoretical Orientations and Education Research*. Invited guest lecture for ED800. Education Studies Doctoral Program, Wheelock College of Education and Human Development, Boston University, Boston, MA.

Leider, C.M. & Dobbs, C.L. (June 2020). *Understanding our Personal Experiences through Duoethnography*. Invited guest lecture for RS600. Introduction to Research, Wheelock College of Education and Human Development, Boston University, Boston, MA.

Leider, C.M. (February 2020). *Contemporary Perspectives in Bilingualism*. Invited guest lecture for DE575. Deaf Studies, Wheelock College of Education and Human Development, Boston University, Boston, MA.

Leider, C.M. (November 2019). *When should students be dually identified?* Invited guest lecture for SE750. Introduction to Special Education. Wheelock College of Education and Human Development, Boston, MA.

Leider, C.M. (June 2019). *Teaching Reading in the Elementary SEI Classroom*. Invited guest lecture for TL520. Teaching English Language Learners. Wheelock College of Education and Human Development, Boston, MA.

Leider, C.M. (February 2019). *What is bilingualism?* Invited guest lecture for DE575. Deaf Studies, Wheelock College of Education and Human Development, Boston University, Boston, MA.

Leider, C.M. (2018). *Who are bilingual children?* Invited guest lecture for ED110. Introduction to Education, Wheelock College of Education and Human Development, Boston University, Boston, MA.

Leider, C.M. (2018). *Developing a Scholarly Identity*. Invited guest lecture for Doctoral Student Seminar. Department of Curriculum & Instruction, College of Education and Human Development, University of Massachusetts – Boston, Boston, MA

Leider, C.M. (2018). *Bilingual Children in US Public Schools*. Invited guest lecture for PY030: Child Development, Lynch School of Education, Boston College, Chestnut Hill, MA.

Leider, C.M. (2018). *Bilingualism: What is bilingualism? Am I bilingual?* Invited guest lecture for DE575. Deaf Studies, School of Education, Boston University, Boston, MA.

Leider, C.M. (2017). *Bilingualism: Perspectives & Practice*. Invited guest lecture for DE575. Deaf Studies, School of Education, Boston University, Boston, MA.

Leider, C.M. (2016). *Writing a Dissertation: Tips and Tools*. Invited guest lecture for ED941: Dissertation Seminar, Lynch School of Education, Boston College, Chestnut Hill, MA.

Leider, C.M. (2016). *Perspectives on Bilingual Language and Literacy Practices*. Invited guest lecture for ECHD440: Language and Literacy. Department of Curriculum & Instruction, College of Education and Human Development, University of Massachusetts – Boston, Boston, MA.

Leider, C.M. (2016) *Bilingualism & Identity in the Classroom*. Invited guest lecture for SO211: Racial, Cultural, Gender, and Social Identities in Urban Classrooms: Educational and Sociological Perspectives. Elementary Education, School of Education, Boston University, Boston, MA.

Leider, C.M. (2016). *Research with Bilingual Children: Research Questions and Data*. Invited guest lecture for EDUC420: Research in Education. Department of Education, Hobart and William Smith Colleges, Geneva, NY.

Leider, C.M. (2016). *Bilingual Children: Language and Development*. Invited guest lecture for PY030: Child Development, Lynch School of Education, Boston College, Chestnut Hill, MA.

Leider, C.M. (2016). *Bilingual Children: Issues with Assessment*. Invited guest lecture for Teaching Bilingual Learners. School of Education and Human Development, University of Colorado – Denver, Denver, CO.

Enns-Kananen, J. & **Leider, C.M.** (2015). *English Language Learners*. Invited co-guest lecture for ED100: Introduction to Education. School of Education, Boston University, Boston, MA.

Leider, C.M. (2015). *Conducting Research with Bilingual Children*. Invited guest lecture for EDUC420: Research in Education. Department of Education, Hobart and William Smith Colleges, Geneva, NY.

Leider, C.M. (2015). *Teaching Language Learners*. Invited guest lecture for BI515/TL508: Methods of Teaching English as a Second Language. School of Education, Boston University, Boston, MA.

Leider, C.M. (2015). *Writing a Dissertation: Navigating Work-Life Balance*. Invited guest lecture for ED941: Dissertation Seminar, Lynch School of Education, Boston College, Chestnut Hill, MA.

Leider, C.M. (2014). *Bilingualism, Language, and Culture*. Invited guest lecture for EDHD435: Family Systems, Engagement, and Support, Department of Curriculum & Instruction, College of Education and Human Development, University of Massachusetts – Boston, Boston, MA

Leider, C.M. (2014). *Teaching Reading to Young English Language Learners*. Invited guest lecture for CEDUC4188: Sheltered English Instruction K-6. Division of Education, Lesley University, Cambridge, MA.

Montecillo, C.A. & Nagahara, M. (2012). *Moving from elementary to secondary: Instructional practices & bilingual learners*. Invited guest lecture for ED346: Teaching Bilingual Students, Lynch School of Education, Boston College, Chestnut Hill, MA.

Montecillo, C.A. (2011). *Developing language literacy, and bilingualism*. Invited guest lecture for PY030: Child Development, Lynch School of Education, Boston College, Chestnut Hill, MA.

Montecillo, C.A. (2010). *CLAVES: A mixed-methods study*. Invited guest lecture for PY216: Research Methods and Analysis, Lynch School of Education, Boston College, Chestnut Hill, MA.

PROFESSIONAL DEVELOPMENT

Leider, C.M. (October 2023-). *Literacy Instruction and Assessment with Multilingual Learners*. Multi-day professional development workshop series for Nantucket Public Schools, Nantucket, MA.

Leider, C.M. (October 2023). *Advocacy & Access: Supporting Multilingual Learners*. Professional development workshop for ESL Specialists Teams of PA-NISD 19, Archibald, PA.

Leider, C.M. (August 2023). *Supporting Multilingual Learners: Integrating language and content instruction*. Professional development workshop for Ketchikan Gateway Borough School District, Ketchikan, AK.

Dobbs, C.L. & Leider, C.M. (December 2022-March 2023). *Linguistically Responsive Writing Instruction and Assessment*. Multi-day professional development workshop series for New York City Public Schools, New York, NY.

Dobbs, C.L., Forzani, E. & Leider, C.M. (June 2022-August 2022). *Critical Disciplinary Literacy in the Middle and Secondary Classrooms*. Multi-day professional development workshop series for Boston Public Schools, Boston, MA.

Leider, C.M. (September 2019 -November 2019). *Developing culturally responsive and language-rich lessons for emergent bilinguals*. Multi-day professional development workshop series for Nantucket Public Schools, Nantucket, MA.

Leider, C.M. (June 2018, June 2019). *Building Language and Literacy for Heritage Speakers*. Multi-day professional development workshop series for Turkish Cultural Center, Boston, MA.

Leider, C.M. & Comber, E. (February - April 2019). *Learning Through Two Languages*. Multi-day professional development workshop series facilitated through ICMEE. Nantucket Public Schools, Nantucket, MA.

Dashoush, N. & **Leider, C.M.** (December 2018). *Integrating English language development and science education in the early grades*. Professional development workshop for Pleasant International Preschool, Gu'an, China.

Leider, C.M. (May 2018). *Perspectives on Bilingualism: Language as Resource, Identity, and a Bridge*. Professional development workshop for Potter Road School, Framingham Public Schools, Framingham, MA.

Leider, C.M. (March 2018). *Shared Language Objectives Across Content Areas*. Professional development workshop for Somerville High School. Somerville Public Schools, Somerville, MA.

Leider, C.M. & Frankel, K. (January 2018 - April 2018). *Critical Foundations for Working with Emergent Bilinguals*. Multi-day professional development workshop series for English High School, Boston Public Schools, Boston, MA.

Leider, C.M. (February 2018). *Fostering Spaces for Oral Language Development in SEI Classrooms*. Professional development workshop for Somerville High School, Somerville Public Schools, Somerville, MA.

Leider, C.M. (May 2017). *Social justice is a journey: Suggestions for ongoing engagement and education in anti-racist pedagogy*. Professional development workshop for McGlynn Middle School, Medford Public Schools, Medford, MA.

GRANTS TO ENHANCE TEACHING

Interdisciplinary Student Book Club

Co-Awarded: **Christine Leider**, Christina Dobbs, Janine Bempechat, Helen Lee
Wheelock College of Education and Human Development, Boston
University, Strategic Initiatives Seed Program.

REQ: \$2,500. Received 11.01.19.

Curriculum Development Award: Teaching Emergent Bilinguals with Learning Disabilities

Co-Awarded: **Christine Leider** & Nancy Harayama
Boston University Summer Term, Boston University.
REQ: \$3,000. Submitted 04.15.19. Received 06.01.19.

The Education of Emergent Bilingual Learners with Disabilities

Co-Awarded: **Christine Leider**, Jenny Jacobs, Yasko Kanno, Mary Hughes, Stephanie Cox
Suarez, Felicity Crawford, Eleonora Villegas-Reimers, Zach Rosetti, Nancy Harayama
Wheelock College of Education and Human Development, Boston
University, Strategic Initiatives Seed Program.
REQ: \$5,000. Received 10.01.18.

Curriculum Development Award: Historical and Contemporary Perspectives in Bilingualism

Boston University Summer Term, Boston University.
REQ: \$2,000. Submitted 04.15.17. Received 06.01.17.

ESL TEACHING EXPERIENCE

Gateways for English Language Learners Academy at Malden Public Schools, Malden MA, 2013

Instructional Lead Teacher

International House – Portland, Lake Oswego, OR, 2007-2008

ESL Teacher

Universidad Tecnológica Nacional, Buenos Aires, Argentina, 2005-2007

ESL Teacher

Language Affairs, Buenos Aires, Argentina, 2005-2007

English Language Instructor

American Training/London Lab, Buenos Aires, Argentina, 2005-2007

English Language Instructor

SPANISH TEACHING EXPERIENCE

International House – Portland, Lake Oswego, OR, 2007-2008

Spanish Teacher

Circle of Friends Preschool, Vancouver, WA, 2005

Spanish Teacher

ADDITIONAL EXPERIENCE

Boston College Neighborhood Center, Boston College, Chestnut Hill, MA

ESOL Program Coordinator & Teacher Supervisor, 2008-2012

SERVICE

SERVICE TO UNIVERSITY OF MASSACHUSETTS BOSTON

UNIVERSITY OF MASSACHUSETTS BOSTON LEADERSHIP

Professional Education Coordinating Council (PECC), 2021-present

COLLEGE OF LIBERAL ARTS

College of Liberal Arts Senate

Department of Applied Linguistics Representative, 2022-present

Department of Applied Linguistics

ESL Licensure Coordinator, 2021-present

Capstone Committee, 2021-present

Curriculum Committee, 2021-present

Department Personal Committee, 2022-present

STUDENT GROUP ADVISOR

Hoy!Pinoy!, Student Organization, Faculty Advisor, 2023-present

SERVICE TO BOSTON UNIVERSITY

BOSTON UNIVERSITY LEADERSHIP

Faculty/University Council

Elected Representative for Wheelock, 2019-2021

Teacher Resources Committee, 2020-2021

WHEELOCK LEADERSHIP

TESOL-Licensure, 2017-2021

Program Director

Bilingual Education, 2016-2021

Program Director

Modern Foreign Language, 2016

Interim Program Director

WHEELOCK COMMITTEE WORK

Active Member for Equity, Diversity, and Inclusion Committee, 2015-2021

Search Committee - Clinical Asst. Professor of English Education, 2018-2019

Merit Review Committee, Department of Language & Literacy, 2018-2019
 Search Committee – Clinical Asst. Professor of MFL Education, 2016-2017
 Cluster Representative for Academic Affairs Committee, 2016-2018
 Review Committee for Julia M. Coppola Scholarship, 2016-2021

STUDENT GROUP ADVISOR

Bilingual Education Program Student Group Faculty Advisor, 2016-2021
 Pan-Asian Student Group, Student Activities Organizations, Faculty Advisor, 2018-2021

INVITED UNIVERSITY PRESENTATIONS

Leider, C.M. (moderator), Duffy, A., & Monet-Viera, M. (April 2021). *Fostering Student Feedback with Piazza and Mentimeter*. Exploring Innovations in Teaching & Technology at Boston University, Digital Learning and Innovation, Boston University.

Leider, C.M. & Dobbs, C.L. (June 2020). “*Does this happen to everyone?*”: *Women Professors of Color Reflect on Experiences in the Academy, a Duoethnography*. Research on Tap presentation for Research on Tap Session at the Boston University Collective Day of Engagement, Boston University, Boston, MA. Viewable here: <https://www.bu.edu/diversity/2020/07/23/a-day-of-collective-engagement-racism-and-antiracism-our-realities-and-our-roles/>

Leider, C.M. (April 2020). *Using Kaltura and Videos in Online and Remote Instruction*. Invited presentation for Language and Literacy Department Professional Development in Online Instruction at Wheelock College of Education and Human Development, Boston University, Boston, MA.

Leider, C.M. (May 2018). *Engaged Scholarship in MA Public Schools*. Invited presenter for Dean’s Advisory Board Annual Meeting at School of Education, Boston University, Boston, MA.

Leider, C.M. & Rani, S. (April 2018). *Looking at the LOOK Bill*. Invited presenter for the Critical Conversations and Coffee at School of Education, Boston University, Boston, MA.

Leider, C.M. (October 2017). *Utilizing Videos for Online Courses*. Invited presenter for Online Course Collaborative in the School of Education, Boston University, Boston, MA.

Leider, C.M. (September 2017). *Welcome to SED!* Faculty speaker at First-Year Induction Ceremony during BU Friends and Family Weekend. School of Education, Boston University, Boston, MA.

Leider, C.M. (September 2017). *MyMedia Launch*. Invited panelist for Faculty panel on using MyMedia Platform. Digital Learning & Innovation, Boston University, Boston, MA.

Leider, C.M. (September 2017). *Who Are Emergent Bilinguals?* Keynote presentation at the Boston University Initiative for Literacy Development (BUILD) All Tutor Training. BUILD, Boston University, Boston, MA.

Carter, C. & **Leider, C.M.** (September 2017). *Professional and Faculty Advisors Working Together*. Invited speaker at Boston University's Advising Network Brown Bag Lunch Series. Boston University, Boston, MA.

SERVICE TO BOSTON COLLEGE

Learning to Learn / McNair Scholar Program

Mentor to low income, 1st generation, and underrepresented undergraduates, 2012-2014

Curriculum & Instruction Doctoral Program

Prospective Student Host, 2009-2015

Graduate Education Association

Diversity Committee Co-Chair, 2008-2009

INVITED UNIVERSITY PRESENTATIONS

Leider, C.M. (May 2013). *The Social Context of Adult Education Open Panel*. Invited panelist to discuss the social political context of community and adult education for the Presidential Scholar Program, Boston College, Chestnut Hill, MA.

Montecillo, C.A. (April 2012). *Examining the role of English and Spanish in Latino students' English reading ability*. Research paper presentation at the 2012 Graduate Education Association Research Forum, Lynch School of Education, Boston College, Chestnut Hill, MA.

Montecillo, C. A. (March 2012) *Teaching English Abroad Open Panel*. Invited panelist for graduating seniors on the experience of moving abroad and teaching English. Panel was coordinated through the Volunteer and Service-Learning Center, Boston College, Chestnut Hill, MA.

SERVICE TO MASSACHUSETTS EDUCATION COMMUNITY

MA DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

MA DESE Vision Statement Feedback, 2022

ESL Educator Focus Group, 2020-2023

Elected Co-Chair & Appointed Member, EL/Bilingual Advisory Council, 2018-present

Research Advisory Council for Multilingual Learners, 2018-2019

SEI Guidance Working Group, 2017-2018

MA EDUCATORS FOR ENGLISH LANGUAGE LEARNERS (MATSOL)

Elected President, Executive Board of Directors, 2022-present

Elected Vice President, Executive Board of Directors, 2021 – 2022

Elected Member, Board of Directors, 2017 – 2021

Proposal Reviewer Annual Meeting, 2017-2023

Teacher Education-SIG Chair, 2016-2022

MA ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (MACTE)

MATSOL Representative on the Board of Directors, 2018-2020

826 BOSTON

Since 2017 I've partnered with 826Boston such that students in my teaching reading class volunteer in their writing rooms for field placement

SERVICE TO ACADEMIC COMMUNITY

National Council for Effective Literacy for Multilingual Learners

Member, 2023-present

Journal of Multilingual Theory and Practice (JMTP)

Associate Editor, 2021-present

Journal of Applied Language Studies (APPLES)

Editorial Board Member, 2020-present

Language, Speech, and Hearing Services in the Schools (LSHSS)

Editorial Board Member, 2019-2020

American Association of Applied Linguistics (AAAL)

Proposal Reviewer Annual Meeting-Teacher Education, Beliefs, and Identities, 2020 - 2023

Proposal Reviewer for Annual Meeting-Bilingual, Immersion, Heritage, & Minority Education, 2023

Proposal Reviewer Annual Meeting – Antiracism, Decolonization, and Intersectionality for Systemic Transformation, 2022

Founding Member of Antiracism, Decolonization, and Intersectionality for Systemic Transformation Strand, 2020

American Education Research Association (AERA)

Bilingual Education SIG Advocacy Working Group, 2020-2021

Bilingual Education Graduate Student Mentor, 2018, 2019, 2021, 2022

Second Language Research SIG Mentor, 2023

Second Language Research SIG Dissertation Committee Co-Chair, 2023

Proposal Reviewer Annual Meeting – Teacher Education SIG, 2017, 2019-2023

Proposal Reviewer Annual Meeting - Second Language Research SIG, 2015-2023

Proposal Reviewer Annual Meeting – Bilingual Education SIG, 2016-2023

Proposal Reviewer Annual Meeting - Research in Reading & Literacy SIG, 2015

Proposal Reviewer Annual Meeting – Vocabulary SIG, 2023

Literacy Research Association (LRA)

Proposal Reviewer Annual Meeting, 2016, 2020-2023

Teacher of English to Speakers of Other Languages (TESOL)

Social Responsibility SIG, Professional Learning Chair, 2019

Proposal Reviewer Annual Meeting, 2017

World Class Instructional Design and Assessment (WIDA)

Standards in Action Initiative, Group Member, 2021-2022

WIDA ELD Standards 2020 Edition Draft Reviewer, 2020

Proposal Reviewer WIDA Meeting, 2019, 2020, 2021, 2022

Academic Journals Peer Review Service

Applied Linguistics, Multilingualism, and Language Education Journals

Applied Psycholinguistics

Bilingual Research Journal

International Journal of Bilingual Education and Bilingualism

International Journal of Multilingualism

International Journal of Multilingual Research

Journal of Applied Language Studies

Journal of Language, Identity, and Education

Journal of Speech, Language, and Hearing Research

Language Teaching Research

TESOL Journal

TESOL Quarterly

Education and Developmental Psychology Journals

Child Development

Journal of Education

Journal of Educational Psychology

Journal of Latinos and Education

Journal of Multicultural Education

L'Année Psychologique/Topics in Cognitive Psychology

The Elementary School Journal

Literacy Research Journals

Reading & Writing: An Interdisciplinary Journal

Scientific Studies of Reading; TESOL Journal

Journal of Literacy Research

Journal of Reading Research

Journal of Research in Reading

Language, Speech, and Hearing Services in Schools

University Program Reviewer

External Program Reviewer, Department of Applied Linguistics and TESOL, Central Connecticut State University, 2021