
CURRICULUM VITAE

DIANE J. TEDICK, Ph.D.

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1. IDENTIFYING INFORMATION

1A. ACADEMIC RANK

Professor, Second Language Education, Department of Curriculum & Instruction

Graduate Faculty Memberships:

Senior member, Department of Curriculum & Instruction
Affiliate member, Literacy and Rhetorical Studies

1B. EDUCATIONAL HISTORY

Degree	Institution	Date Degree Granted
Ph.D.	The Ohio State University, Columbus, OH Major: Foreign/Second Language Education (Advisor: Elizabeth B. Bernhardt).	1988
M.A.	The Ohio State University, Columbus, OH Major: Early and Middle Childhood Education, Bilingual/Multicultural Education – Title VII Fellow	1982
B.A.	Kent State University, Kent, OH Major: Spanish Minor: Secondary Education	1978
	University of Madrid, Madrid, Spain Major: Spanish Language and Culture	1976–77

1C. ACADEMIC/TEACHING CREDENTIALS

1982–85	Elementary Education with Bilingual Education Endorsement – Wisconsin
1978–80	Spanish, Grades 7–12 – Ohio

1D. EMPLOYMENT HISTORY

Date	Position	Location
2016–present	Professor, Second Language Education (SLE)	Department of Curriculum and Instruction, College of Education and Human Development, University of Minnesota, Twin Cities.

1996–2016	Associate Professor, SLE	Department of Curriculum and Instruction, College of Education and Human Development, University of Minnesota, Twin Cities. (sabbatical 2002–03; 2009–10)
1990–1996	Assistant Professor, SLE	Department of Curriculum and Instruction, College of Education and Human Development, University of Minnesota, Twin Cities.
1988–1990	Assistant Professor, Foundations, Curriculum, and Teaching Program	Graduate School of Education and Allied Professions, Fairfield University, Fairfield, CT. (Coordinator of TESOL, Foreign Language, and Bilingual/Multicultural Education)
1987–1988	Graduate Teaching Associate	Department of Educational Studies, The Ohio State University.
1985–1987	Graduate Teaching Associate	ESL Programs, The Ohio State University.
1986	Administrative Assistant	ESL Programs, The Ohio State University. Winter and Spring, 1986. Aided in development of curricula and preparation of materials for intermediate and advanced composition courses.
1985	ESL Instructor	HAM Family Room, Columbus, OH. Summer and Fall 1985. Taught ESL to Japanese children aged 7–12.
1984–1985	Graduate Teaching Associate	Department of Educational Theory and Practice, The Ohio State University. Student teacher and field participant supervisor.
1982–1984	Bilingual Teacher, Grades 3–4	Wisconsin Avenue School, Milwaukee Public Schools, Milwaukee, WI.
1980–1981	Teacher of English as a Foreign Language (EFL)	Colegio de Claudio Moyano, Madrid, Spain. Taught students aged 8–13; also taught beginning, intermediate, and advanced adult private and group classes.
1979–1980	Bilingual Itinerant Teacher	Lorain City Schools, Lorain, OH. Traveled among K–12 schools to aid and teach English to Hispanic students of limited English proficiency.
1979–1980	Spanish Teacher	Lorain Community Education, Lorain, OH. Taught beginning and intermediate Spanish courses to adults.
1978–1979	EFL Teacher	Madrid, Spain. Taught beginning, intermediate, and advanced adult private and group classes.

1E. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Scholarly Associations

American Educational Research Association (AERA), 1988–2018.

American Association of Applied Linguistics (AAAL), 1995–present.

American Council on the Teaching of Foreign Languages (ACTFL), 1992–2018.

National Association for Bilingual Education, 1982–1983; 1988–1989.

American Association of Teachers of Spanish and Portuguese (AATSP), 1995–1998.

Teachers of English to Speakers of Other Languages (TESOL), 1984–2009.

National Council of Teachers of English (NCTE), 1988–2000.

Modern Language Association, 1988–1991.

Midwest Modern Language Association, 1990–1991.

Professional Associations

Minnesota Advocates for Immersion Network (MAIN) 1998–present.
 National Network for Early Language Learning (NNELL), 2006–2012.
 Minnesota Council on the Teaching of Languages and Cultures (MCTLC), 1995–2006.
 Minnesota TESOL, 1990–2002.
 Connecticut Association for Bilingual/Bicultural Education, 1988–1990.
 Connecticut TESOL, 1988–1990.

2. HONORS, AWARDS, DISTINCTIONS AND HONORARY APPOINTMENTS

University of Minnesota

2015 RECIPIENT OF THE UNIVERSITY OF MINNESOTA AWARD FOR OUTSTANDING CONTRIBUTIONS TO POSTBACCALAUREATE, GRADUATE AND PROFESSIONAL EDUCATION, a University-wide award that recognizes excellence in instruction; involvement of students in research, scholarship and, professional development; instructional program development; and advising and mentoring of students.

2004, Spring BEST DIRECTOR OF GRADUATE STUDIES AWARD
 University of Minnesota Graduate School

External Sources

2016 RECIPIENT OF THE ACTFL/NFMLTA/MLJ PAUL PIMSLEUR AWARD FOR RESEARCH IN FOREIGN LANGUAGE EDUCATION (with Tara W. Fortune, University of Minnesota)

2013 RECIPIENT OF THE ACTFL-MLJ PAUL PIMSLEUR AWARD FOR RESEARCH IN FOREIGN LANGUAGE EDUCATION (with Laurent Cammarata, University of Alberta)

2012, May-June FULBRIGHT SPECIALIST IN EDUCATION (Bilingual and Multilingual Education)
 University of Vaasa, Finland

2011–2016 CANDIDATE ON FULBRIGHT SPECIALISTS ROSTER
 Council for International Exchange of Scholars

1998, October EMMA BIRKMAIER AWARD (Outstanding service & support for world language and culture education in Minnesota) Minnesota Council on the Teaching of Languages and Cultures

1988, April OUTSTANDING RESEARCH AWARD
 Council of Graduate Students Research and Scholarly Activities Forum
 The Ohio State University

Visiting Professorships/Visiting Scholar Positions

2011, March VISITING PROFESSOR (Content-Based Second Language Instruction, 1 cr.)
 Brigham Young University, Provo, UT

2007, Spring VISITING PROFESSOR (Indigenous Language Assessments, 3 cr.)
 University of Hawaii-Hilo (with T. Fortune; 3 days intensive F2F in January with four 4-hour follow-up sessions via PolyCom system)

3. RESEARCH AND SCHOLARLY CONTRIBUTIONS

3A. GRANTS AND CONTRACTS

Funded:

External Sources – Received at the University of Minnesota:

PI – *Dual Language and Immersion Pathways to English Learner Success Through Professional Development and Parent Engagement (DLI3P) Project*. U.S. Department of Education: English Language Acquisition: National Professional Development Program. Sept. 2016–Aug. 2021. \$2,662,737.

PI – *Saint Paul Elementary Mandarin Chinese Immersion School (K-6) Project*. Subcontract with Saint Paul Public Schools for \$118,215 for a 5-year project. USDE FLAP (Foreign Language Assistance Program), Sept. 2010–Summer 2015. [FLAP funding was eliminated by the USDE in 2012; thus, the project was funded for just two years, and the subcontract received \$37,441 for the two years of the grant.]

PI – *Project IMPACT: Intensive Model for Proficient Aligned Collaborative Teaching*. Grant Proposal submitted April 29, 1999 to the USDE Title VII Projects by the Minneapolis Public Schools. (Principal Investigator for subcontract at the University of Minnesota, amount of subcontract: \$41,201.00.)

PI – *Enhancing Students' Ability to Meet National and State Standards with Content-Based Language Teaching with Technology (CoBaLTT)*. (\$34,096.00). Eisenhower Professional Development Program, June 1999–May, 2000.

PI – *Meeting the Challenges of World Class Language Standards through the Proficiency-Oriented Language and Instruction Train the Trainer Program* (\$36,917.00). Eisenhower Professional Development Program, June, 1998–May, 1999

PI – *Articulating Second Language Curriculum Across Systems Through Proficiency Oriented Language Instruction and Assessment* (\$28,851.00). Eisenhower Professional Development Program, June, 1997–May, 1998.

PI – *Critical Languages Project*. Funded by NEH for a three-year development program (developing curriculum frameworks and plans for articulation in Japanese and Russian instruction), 1993–1996. Invited to serve as principal investigator for the final two years (1996–1998), for which a no-cost extension was granted.

Co-PI – *Mandarin Elementary Immersion Summer Teacher Education Program (MEISTEP)*. STARTALK Grant, federally funded through National Foreign Language Center. Co-PI with Joan Brzezinski, Interim Director of the Confucius Institute. Collaborative project. Original proposal and budget (\$106,925.30) submitted in Feb. 2009. Revised proposal and budget (\$79,957.28) submitted and funded April 24, 2009 for Summer 2009 program. Project dates: June, 2009–October, 2009.

Project Director – *National Foreign Language Resource Centers Program*. Proposal submitted in Fall of 2001 to continue funding (2002–2006) for the National Foreign Language Resource Center, which is housed in the Center for Advanced Research on Language Acquisition (CARLA). I was responsible for developing a significant portion of the grant proposal that dealt with second language teacher development (including projects for CoBaLTT and language immersion), and I served as project leader for CoBaLTT and faculty coordinator for immersion. The total amount requested was \$424,734 for CoBaLTT, and \$395,341 for the 4-year period was awarded.

Co-PI – *Developing Science Curriculum for Language Immersion Education* (\$42,000). U.S. Department of Education Office Group Projects Abroad Program. Deferred until Summer 1999 (Co-PI with Constance Walker).

Co-PI – *Creating a Model for Mainstream Elementary Teachers Working with LEP Students* (\$94,600). Minneapolis Public Schools, February, 1998–August, 1999 (Co-PI with Constance Walker).

Project Director – *National Foreign Language Resource Centers Program*. Proposal submitted March 31, 1999 to continue funding (1999–2002) for the National Foreign Language Resource Center, which is housed in the Center for Advanced Research on Language Acquisition. I was responsible for developing a significant portion of the grant proposal that deals with second language teacher development (including projects for CoBaLTT, immersion research, the national immersion network, and the international conference on language teacher education), and I serve as project leader for CoBaLTT and other initiatives. The total amount requested was \$1,199,147.00 for the three-year period.

Project Director – *National Foreign Language Resource Centers Program*. Proposal submitted October 25, 1995 to continue funding (1996–1999) for the National Foreign Language Resource Center, which is currently housed in the Center for Advanced Research on Language Acquisition. I was responsible for developing a portion of the grant proposal that deals with second language teacher development, and I served as coordinator for the Teacher Development Project. The total amount funded was \$910,000 for the three-year period.

Co-PI – *Foreign Language Immersion Program*. Funded \$240,000 by NEH for a three-year instructional program October 1993–March 1996 (Co-PI with Michael Metcalf of the Institute of International Studies, University of Minnesota).

External Sources – Received at another institution:

PI – *An Investigation of EFL Teacher Education in Spain*. A proposal submitted to the Tinker Foundation at The Ohio State University for research to be conducted at the University of Madrid. Round-trip visit to Spain and expenses were financed during the summer of 1986.

University Sources:

PI – *Sheltered Instruction and Language/Literacy Development Strategies for Middle School Teachers Serving Diverse Learners*. College Readiness Consortium Ramp-Up to Readiness Grant (amount awarded: \$9,226.00.), Summer 2010.

PI – *1993 Summer Session New Program Grant* for \$3,231.00 to fund a new SLE workshop, SeEd 5191: Workshop in Teaching Second Languages and Cultures: Exploring Issues of Diversity in Second Language Textbooks.

PI – *An Analysis of the Factors Influencing Raters' Judgments of ESL Students' Writing*. An \$8,201.84 proposal submitted to The Center for Interdisciplinary Studies of Writing at the University of Minnesota for research to be conducted at the Minnesota English Center at the University of Minnesota. (Awarded \$7,400.00 of the original amount requested for the 1991–1992 academic year.)

Pending:

Not Funded:

External Sources – Applied at the University of Minnesota:

Co-PI – *La integración de lenguas extranjeras y contenidos en contextos educativos bilingües de España (CLIL) y Estados Unidos (immersion): Interacción en el aula y perspectivas del profesorado/ Integration of second languages and content in bilingual education contexts in Spain (CLIL) and the US (immersion): Classroom interaction and teachers' perceptions*. Grant proposal submitted jointly with Professor Ana Llinares, Autonomous University of Madrid (UAM) – submitted summer 2015 to Proyectos de Cooperación Interuniversitaria UAM-Santander con EEUU [Projects involving inter-university cooperation between UAM-Santander and the US]. Involves SLE faculty Bigelow & King and Ph.D. Candidate Amy Young. €15,000.

PI – *Minnesota Mandarin Immersion Collaborative: Articulation and Accountability*. Grant proposal submitted April 2008 to Foreign Language Assistance Program. Proposal submitted through LEA (Yinghua Academy). PI on U of M subcontract for \$445,088 for five years.

Co-PI – *Project INTEGRATE: Integrated Teacher Education*. Grant proposal submitted Feb. 28, 2007, to the USDE Title III Projects. (Co Principal Investigator with T. Fortune). Amount requested: \$1,337,465.00.

PI – *Identities and Interests in the European Union: A Humanities-Based Foreign Language Curriculum on the Social/Political Implications of European Integration*. Grant Proposal submitted Oct. 15, 2002 to the National Endowment for the Humanities Exemplary Education Project. (\$224,000.00.)

PI – *Reforming Language Teaching and Teacher Development Using Content-Based Language Teaching with Technology (CoBaLTT)*. Pre-proposal submitted February 11, 2000 to the Fund for the Improvement of Postsecondary Education (FIPSE).

PI – *Enhancing Students' Ability to Meet National and State Standards with Content-Based Language Teaching with Technology (CoBaLTT)*. (\$334,275.00). National Endowment for the Humanities. Submitted October 14, 1999.

PI – *Enhancing Students' Ability to Meet National and State Standards with Content-Based Language Teaching with Technology (CoBaLTT)*. (\$35,846.00). The Eisenhower Professional Development Program. Submitted November 16, 1999.

PI – *Using Distance Education and Teacher Training to Enhance Students' Proficiency in a Foreign Language with Content-Based Language Teaching through Technology (CoBaLTT)*. Grant proposal submitted April 30, 1999 to the USDE Fund for the Improvement of Postsecondary Education for \$367,685.

PI – *Enhancing Students' Ability to Meet National and State Standards with Content-Based Language Teaching with Technology (CoBaLTT)*. Challenge Grant proposal submitted March, 12, 1999 to the U.S. Dept. of Education for \$7,255,616. (Principal investigator for subcontract at the University of Minnesota, amount of subcontract: \$4,608,008.)

PI – *Enhancing Students' Ability to Meet National and State Standards with Content-Based Language Teaching Through Technology (CoBaLTT)*. (\$249,731.00). National Endowment for the Humanities. Submitted October 14, 1998.

PI – *CoBaLTT—Content-Based Language Teaching with Technology*. Challenge Grant proposal submitted May, 27, 1998 to the U.S. Dept. of Education (Principal investigator for subcontract at the University of Minnesota, amount of subcontract: \$3,059,348.)

PI – *Sustaining a New Paradigm in Language Learning*. Challenge Grant proposal submitted May, 30, 1997 to the U.S. Dept. of Education (Principal investigator for subcontract at the University of Minnesota, \$3,184,310.00.)

Co-PI – *Research and Practice in Immersion Education: Looking Back and Looking Forward*. Request for \$40,000 from NEH for a grant to support an international conference on foreign language immersion education to take place in Minneapolis in the Fall of 1995 (with Carol Klee, first author, and Andrew Cohen, University of Minnesota). [submitted December 15, 1994]

University Sources:

PI – *International Collaborative Research Agenda on CLIL/Immersion Teacher Development*. A proposal submitted to the University of Minnesota Imagine Fund, October 27, 2014 (\$5,000).

PI – *Underperforming learners in immersion classrooms: Educators consider the issues*. Grant-in-Aid Proposal submitted February 6, 2006 to the University of Minnesota Graduate School. (\$23,071.25).

PI – *Foreign Language Immersion Programs and Diverse Learners: Issues and Challenges*. Grant proposal submitted November, 2004 to the President's Faculty Multicultural Research Award competition, University of Minnesota. (\$4910.00) (with Tara Fortune).

PI – *ESL in the Park: Assessment, Articulation, and Achievement*. A proposal for \$2,420.00 submitted to the Center for Applied Research and Educational Improvement (CAREI) Collaborative Grant Program in November, 1992 (with Ruth Hansen, St. Louis Park Public Schools).

PI – *University/School Relationship: Transforming Second Language Teacher Education*. A proposal submitted to the Graduate School in November, 1992 for a University Faculty Summer Research Fellowship (\$4,800).

PI – *Critical Teaching: Diversity and Controversy in the Classroom*. A proposal for \$2,950.00 submitted to the Bush Faculty Development Program on Excellence and Diversity in Teaching in October, 1992 (with Pamela Costain and Meredith Sommers of the Resource Center of the Americas).

PI – *Exploring preservice and first-year teachers' narratives and reflections*. A \$9,450.00 proposal submitted in March, 1992 for a Grant-in-Aid of Research, Artistry and Scholarship from the Graduate School at the University of Minnesota.

PI – *Exploring Critical Reflection in Second Language Teacher Education*. A proposal submitted to the Graduate School in November, 1991 for a University Faculty Summer Research Fellowship (\$4,500.00).

PI – *Class Stories: Preservice Teachers' Use of Narratives to Reflect on Teaching*. An \$8,988.79 proposal submitted in May, 1991 to The Center for Interdisciplinary Studies of Writing at the University of Minnesota for research to be conducted in the English Education and Second Languages and Cultures Education Postbaccalaureate programs (with Richard Beach).

PI – *Analyzing a Participatory Second Language Teacher Education Program*. A \$14,997.50 proposal submitted in May, 1991 for a Grant-in-Aid of Research, Artistry and Scholarship from the Graduate School at the University of Minnesota.

3B. PUBLICATIONS

Books

Tedick, D. J., & Roy Lyster. (forthcoming). *Scaffolding language development in immersion and dual language classrooms*. NY: Routledge. [published book anticipated early 2020]

Edited Books (*refereed)

Tedick, D. J., Christian, D. & Fortune, T. W. (Eds.). (2011). *Immersion education: Practices, policies, possibilities*. Bristol, UK: Multilingual Matters, Ltd. [Contribution: lead co-editor: took lead on proposal, received contract, invited authors, contributed chapters, collaborated with D. Christian on editing]
Reviewed in the *Bilingual Research Journal* (2012)
Reviewed in *The Canadian Modern Language Review* (2012)
Reviewed on *The Linguist List: International Linguistics Community Online* (n.d.)

Fortune, T. W. & **Tedick, D. J.** (Eds.). (2008). *Pathways to multilingualism: Evolving perspectives on immersion education*. Clevedon, UK: Multilingual Matters, Ltd. [Contribution: equal co-editors: co-wrote proposal, received contract, invited authors, contributed chapters, co-edited]
Reviewed in *Applied Linguistics* (2012)
Reviewed in *The Canadian Modern Language Review* (2010)
Reviewed in *Studies in Second Language Acquisition* (2009)
Reviewed in *The Electronic Journal for English as a Second Language TESL-EJ* (2009)

***Tedick, D. J.** (Ed.). (2005). *Second language teacher education: International perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
Reviewed in *The Canadian Modern Language Review* (2006)
Reviewed in *The Electronic Journal for English as a Second Language TESL-EJ* (2005)

Articles in Refereed Journals – refereed (#student)

- Tedick, D. J.** & #Zilmer, C. (2018). Teacher perceptions of immersion professional development experiences emphasizing language-focused content instruction. *Journal of Immersion and Content-Based Language Education*, 6(2), 271–297. Special Issue: Teacher education and professional development for immersion and content-based instruction: Research on programs, practices, and teacher educators. Guest editors Laurent Cammarata & T.J. Ó Ceallaigh. (Fall 2018)
- Tedick, D. J.** & Young, A. I. (2017). Two-way immersion students' home languages, proficiency levels, and responses to form-focused instruction. *International Journal of Bilingual Education and Bilingualism*. doi: 10.1080/13670050.2017.1383354
- Tedick, D. J.** & #Young, A. I. (2016). Fifth grade two-way immersion students' responses to form-focused instruction. *Applied Linguistics*, 37(6), 784–807. doi: 10.1093/applin/amu066
- Fortune, T. W. & **Tedick, D. J.** (2015). Oral proficiency development of English Proficient K–8 Spanish immersion students. *Modern Language Journal*, 99(4), 637–655. doi: 10.1111/modl.12275
- Tedick, D. J.** & Wesely, P. I. (2015). A review of research on content-based foreign/second language education in US K-12 contexts. *Language, Culture and Curriculum*, 28(1), 25–40. [Special issue: Content-based Instruction and CLIL: Moving Forward into the 21st Century, edited by Jasone Cenoz & Yolanda Ruiz de Zarobe.] doi: 10.1080/07908318.2014.1000923
- Lyster, R. & **Tedick, D. J.** (2014). Research perspectives on immersion pedagogy: Looking back and looking forward. *Journal of Immersion and Content-Based Language Education* [Special issue], 2(2), 210–224. doi: 10.1075/jicb.2.2.04lys
- Cammarata, L. & **Tedick, D. J.** (2012). Balancing content and language in instruction: The experience of immersion teachers. *Modern Language Journal*, 96(2), 251–269. doi:10.1111/j.1540-4781.2012.01330.x
- #Lynch, A., Klee, C.A., & **Tedick, D. J.** (2001). Social factors and language proficiency in postsecondary Spanish immersion: Issues and implications. *Hispania*, 84, 510–524.
- Walker, C. L., & **Tedick, D. J.** (2000). The complexity of immersion education: Teachers address the issues. *Modern Language Journal*, 84(1), 5–27. doi: 10.1111/0026-7902.00049
- Tedick, D. J.**, & #Tischer, C. A. (1996). Combining immersion experiences and pedagogy for language teachers: Lessons learned and changes implemented. *Foreign Language Annals*, 29(3), 415–427.
- Tedick, D. J.**, Beach, R., Avery, P. G., Bents, M., & Lawrenz, F. (1996). Exploring preservice teachers' reflection and development: Lessons learned via a multidimensional, cross-disciplinary approach. *The Professional Educator*, 18(2), 1–17.
- Tedick, D. J.**, & Walker, C. L. (1995). From theory to practice: How do we prepare teachers for second language classrooms? *Foreign Language Annals*, 28(4), 499–517.
- Walker, C. L., & **Tedick, D. J.** (1994). Creating a culture of reform and reflection: Making changes in teacher education. *Teaching Education*, 6(2), 81–95
- Tedick, D. J.**, & Walker, C. L. (1994). Second language teacher education: The problems that plague us. *Modern Language Journal*, 78(3), 300–312.
- Tedick, D. J.**, Bernhardt, E. B., & #DeVile, C. (1991). Interpreting essay examination topics used for assessing content knowledge: Differences among test makers, test raters, and test takers. *Journal of College Reading and Learning*, 24(1), 63–80.
- Tedick, D. J.** (1990). ESL writing assessment: Subject-matter knowledge and its impact on performance. *The English for Specific Purposes Journal*, 9(2), 123–143.

Articles in Refereed Journals – invited and non-refereed

- Tedick, D. J.** (2014). Language immersion education: A research agenda for 2015 and beyond. *Journal of Immersion and Content-Based Language Education* [Special issue], 2(2), 155–164. doi: 10.1075/jicb.2.2.ooint
- Tedick, D. J.** (2013). Embracing proficiency and program standards and rising to the challenge: A response to Burke. *Modern Language Journal*, 97(2), 535–538. doi: 10.1111/j.1540-4781.2013.12017.x
- Tedick, D. J.** & Cammarata, L. (2012). Content and language integration in K–12 contexts: Student outcomes, teacher practices and stakeholder perspectives. *Foreign Language Annals*, 45(S1), S28–S53. doi: 10.1111/j.1944-9720.2012.01178.x
- Tedick, D. J.** (2009). K–12 language teacher preparation: Problems and possibilities. *Modern Language Journal*, 93(2), 263–267. doi: 10.1111/j.1540-4781.2009.00860_2.x

Book Chapters (*refereed) (#student)

- Tedick, D. J.** (in press). Foreword. In K. Bower, G. Chambers, D. Coyle, & R. Cross (Eds.), *Cross-curricular language learning: Putting CLIL into practice successfully in Anglophone school-based contexts*. Cambridge, UK: Cambridge University Press. [invited]
- Fortune, T. W., & **Tedick, D. J.** (2019). Context matters: Translanguaging and language immersion education in the U.S. and Canada. In M. Haneda & H. Nassaji (Eds.), *Perspectives on language as action: Festschrift in honor of Merrill Swain* (pp. 27–44). Bristol, UK: Multilingual Matters. [invited]
- Tedick, D. J.** (2017). Foreword. In P. Mehisto (with Y. L. T. Ting) *CLIL essentials for secondary school teachers* (pp. iv–vi). Cambridge: Cambridge University Press. [invited]
- Larsen-Freeman, D. & **Tedick, D. J.** (2016). Teaching world languages: Thinking differently. In D. H. Gitomer & C. A. Bell (Eds.) *Handbook of research on teaching* (pp. 1335–1387). Washington, DC: American Educational Research Association. [invited]
- Cammarata, L., **Tedick, D. J.**, & Osborn, T. A. (2016). Content-based instruction and curricular reforms: Issues and goals. In L. Cammarata (Ed.), *Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills* (pp. 1–21). NY: Routledge/Taylor Francis.
- #Young, A. I. & **Tedick, D. J.** (2016). Collaborative dialogue in a two-way Spanish/English immersion classroom: Does heterogeneous grouping promote peer linguistic scaffolding? In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda* (pp. 135–160). Amsterdam: John Benjamins. [invited]
- Tedick, D. J.** (2015). The United States of America: The paradoxes and possibilities of bilingual education. In P. Mehisto & F. Genesee (Eds.), *Building bilingual education systems: Forces, mechanisms and counterweights* (pp. 1–22). Cambridge, UK: Cambridge University Press. [invited]
- Tedick, D. J.**, Christian, D., & Fortune, T. W. (2011). The future of immersion education: An invitation to ‘dwell in possibility’. In D.J. Tedick, D. Christian & T.W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 1–10). Bristol, England: Multilingual Matters, Ltd.
- Broner, M. & **Tedick, D. J.** (2011). Talking in the 5th grade classroom: Language use in an early total Spanish immersion program. In D.J. Tedick, D. Christian & T.W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 166–186). Bristol, England: Multilingual Matters, Ltd.
- Tedick, D. J.**, & Cammarata, L. (2010). Implementing content-based instruction: The CoBaLTT framework and resource center. In J. Davis (Ed.) *World Language Teacher Education: Transitions and Challenges in the 21st Century* (pp. 243–273). Greenwich, CT: Information Age Publishing. [invited]
- Fortune, T. W., & **Tedick, D. J.** (2008). One-way, two-way, and indigenous immersion: A call for cross-fertilization In T. W. Fortune, & D. J. Tedick (Eds.). *Pathways to multilingualism: Evolving perspectives on immersion education*. (pp. 3–21). Clevedon, England: Multilingual Matters, Ltd.

- Fortune, T. W., **Tedick, D. J.**, & Walker, C. L. (2008). Integrated language and content teaching: Insights from the language immersion classroom. In T. W. Fortune, & D. J. Tedick (Eds.). *Pathways to multilingualism: Evolving perspectives on immersion education*. (pp. 71–96). Clevedon, England: Multilingual Matters, Ltd.
- Cammarata, L., & **Tedick, D. J.** (2007). CoBaLTT Project—Content-Based Language Teaching with Technology and showcased units: Le Moyen Âge (Unit for High School French), Stereotypes of the French (Unit for Middle School French) and I am Water (Unit for 1st grade Spanish Immersion). In C. Falsgraf (Ed.), *National Educational Technology Standards for Students (NETS-S) Curriculum Series: Foreign Language Units for Grades K-12* (pp. 147–188) and expanded units on accompanying CD. Eugene, OR: International Society for Technology in Education (ISTE). [invited]
- Tedick, D. J.** (2005). Preface (pp. xvii-xxii) and thematic introductions (pp. 1–3; 97–100; 177–179; 257–259). In D. J. Tedick (Ed.) *Second language teacher education: International perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- *Bigelow, M., & **Tedick, D. J.** (2005). Combining foreign and second language teacher education: Rewards and challenges. In D. J. Tedick (Ed.) *Second language teacher education: International perspectives* (pp. 295–311). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Tedick, D. J.**, & Alcaya, C. (2001). The Minnesota Articulation Project: Past, Present, and Future. In C. Gascoigne Lally (Ed.) *Foreign language program articulation: Current practice and future prospects*, (pp. 119–138). Westport, CT: Bergin & Garvey. [invited]
- Walker, C. L., & **Tedick, D. J.** (2000). Bilingual education, English as a second language, and foreign language education: Movement to a center. In D. Birckbichler & R. Terry (Eds.) *Reflecting on the past to shape the future* (pp. 223–244). ACTFL Foreign Language Education Series. Lincolnwood, IL: National Textbook Company. [invited]
- Tedick, D. J.**, & Klee, C. (1998). Alternative assessment in the language classroom. In G. S. Burkart (Ed.) *Modules for the professional preparation of teaching assistants in foreign languages*. Final Report to the U.S. Department of Education, Center for International Education. Washington, DC: Center for Applied Linguistics. [invited] Available at: https://archive.org/stream/ERIC_ED433716/ERIC_ED433716_djvu.txt
- *Walker, C. L., & **Tedick, D. J.** (1998). Multicultural education in practice: What do teachers say? In Mary E. Dilworth (Ed.) *Being responsive to cultural differences: How teachers learn* (pp. 182–196). American Association of Colleges for Teacher Education. Thousand Oaks, CA: Corwin Press, Inc.
- Klee, C. A., & **Tedick, D. J.** (1997). The undergraduate foreign language immersion program in Spanish at the University of Minnesota. In Stephen B. Stryker, & Betty Lou Leaver, (Eds.) *Content based instruction in foreign language education* (pp. 141–173). Washington, D. C.: Georgetown University Press.
- Tedick, D. J.**, & Walker, C. L. (1996). R(T)eaching all students: Necessary changes in teacher education. In Barbara H. Wing (Ed.) *1996 Northeast Conference Reports—Foreign languages for all: Challenges and choices*. (pp. 187–220). Lincolnwood, IL: National Textbook Company in conjunction with the Northeast Conference on the Teaching of Foreign Languages. [invited]
- ***Tedick, D. J.**, & Mathison, M. A. (1995). Holistic scoring in ESL writing assessment: What does an analysis of rhetorical features reveal? In D. Belcher & G. Braine (Eds.) *Academic writing in a second language: Essays on research and pedagogy* (pp. 205–230). Norwood, NJ: Ablex Publishing Corporation.
- Tedick, D. J.**, Walker, C. L., Lange, D. L., Paige, M., & Jorstad, H. L. (1993). Second language education in tomorrow's schools. In G. Gunterman (Ed.) *Developing language teachers for a changing world* (pp. 43–75). ACTFL Foreign Language Education Series. Lincolnwood, IL: National Textbook Company. [invited]
- Tedick, D. J.** (1992). The Test of Written English. In D. J. Keyser & R. C. Sweetland (Eds.) *Test Critiques, vol. IX*, (pp. 584–590). Austin, TX: Pro-Ed. [invited]
- Bernhardt, E. B., & **Tedick, D. J.** (1991). On paradoxes and paradigms in language education research. In E. Silber (Ed.) *Critical issues in foreign language instruction* (pp. 43–62). NY: Garland Publishing, Inc. [invited]

Tedick, D. J. (1991). The TOEFL Test of Written English. In D. J. Keyser & R. C. Sweetland (Eds.) *Test Critiques, vol. VIII*, (pp. 717–733). Austin, TX: Pro-Ed. [invited]

Encyclopedia Entries

Tedick, D.J., & Fortune, T.W. (2013). Bilingual/immersion teacher education. In Carol A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 438–443). Hoboken, NJ: Wiley-Blackwell. doi: 10.1002/9781405198431.wbeal0096

Bernhardt, E., & **Tedick, D. J.** (2010). Learning a second language in first language environments. In E. Baker, P. Peterson & B. McGaw (Eds.), *International Encyclopedia of Education* (3rd ed.) (pp. 441–446). Oxford, UK: Elsevier Publishers.

Publications Reprinted in Edited Volumes

Cammarata, L., & **Tedick, D. J.** (2011). CoBaLTT Project—Content-Based Language Teaching with Technology and showcased units: Le Moyen Âge en France (Unit for High School French) and Les Stéréotypes des Français (Unit for Middle School French) and expanded units on accompanying CD. In C. Falsgraf (Ed.), *Technology-Infused French: Foreign-language instruction for the digital age* (pp. 49–88). Eugene, OR: International Society for Technology in Education (ISTE). [Reprinted with adaptations from 2007 ISTE publication.]

Conference Proceedings (* refereed)

Tedick, D. J. (2018). Teacher development for content-based instruction. In S. Madya, F.A. Hamied, W.A. Renandya, C. Coombe, & Y. Basthomi (Eds.), *ELT in Asia in the digital era: Global citizenship and identity. Proceedings of the 15th International AsiaTEFL & 64th TEFLIN International Conference on English Language Teaching July 13–15, 2017, Yogyakarta, Indonesia* (pp. 3–13). London: Taylor & Francis Group.

***Tedick, D. J.** (1988). The effects of topic familiarity on the written compositions of international graduate students. *Proceedings of the 1988 Research and Scholarly Activities Forum* (pp. 47–54). Columbus, OH: Council of Graduate Students, The Ohio State University.

Contributions to Professional Journals/Web-Based Resources

Tedick, D. J. (2013, March). Minnesota: Land of 10,000 lakes and language immersion education. *Nordisten, Mars 2013*. Department of Scandinavian Languages, University of Vaasa, Finland. [invited]
http://www.uva.fi/fi/about/organisation/faculties/scandinavian_languages/nordisten/

Tedick, D. J. (2003/2004). *CAPRII: Key concepts to support standards-based and content-based second language instruction*. CoBaLTT Web Resource Center <http://www.carla.umn.edu/cobaltt/>

Fortune, T. W., & **Tedick, D. J.** (2003). What Parents Want to Know about Foreign Language Immersion Programs. *ERIC Digest*, Washington, DC: Center for Applied Linguistics. Available online at: <https://eric.ed.gov/?id=ED482493> [invited]

Tedick, D. J. (2002). Exploring language immersion education through a new certificate program at the U of M. *Minnesota Language Review*, 30(1), 28–31.

Tedick, D. J. (2002). How to meet Minnesota’s new rules for world language licensure *Minnesota Language Review*, 30(1), 25–26.

Tedick, D. J. (2001). Content-based language teaching through technology (CoBaLTT). *ERIC/CLL Language Link*, March 2001, 1–3. <http://www.cal.org/resources/archive/langlink/0301.html#featurearticle>

Tedick, D. J. (1996). Report from the curriculum team of Minnesota’s Articulation Project: Introduction to CAPRII and Invitation to Participate. *Minnesota Language Review*, 24(2), 28–38.

Book Reviews/Responses

- Tedick, D. J.** (2004). Review of the book *An investigation of second language task-based performance assessments*. *Modern Language Journal*, 88(1), 168–169.
- Tedick, D. J.** (1998). Review of the book *Communicative competence: Theory and classroom practice*, 2nd ed. *Modern Language Journal*, 82(4), 594–596.
- Tedick, D. J.** (1998). Review of the book *Immersion education: International perspectives*. *Modern Language Journal*, 82(4), 585–587.
- Tedick, D. J.** (1995). Review of the book *Bilingual performance in reading and writing*. *Modern Language Journal*, 79(2), 276–277.
- Tedick, D. J.** (1994). Review of the book *Agendas for second language literacy*. *Modern Language Journal*, 78(3), 408–409.
- Tedick, D. J.** (1994). Review of the book *Reading in the composition classroom*. *Modern Language Journal*, 78(2), 239–240.
- Tedick, D. J.** (1994). Review of the book *Methods that work: Ideas for literacy and language teachers*, 2nd ed. *Modern Language Journal*, 78(1), 106–107.
- Tedick, D. J.** (1991). Short response to J. Gantzer's article, Putting ESL in its place. *College ESL*, 1(2), 26–27.

Curriculum Materials (#student)

- Tedick, D. J.**, #Cammarata, L., & Johnshoy, M. (2002/2006). *Content-Based Language Teaching with Technology (CoBaLTT) Web resource center*—an extensive collection of readings, activities, and resources to support content-based language instruction. Available at <http://www.carla.umn.edu/cobalitt/>.
- Tedick, D. J.**, & Walker, C. W. (2002). *Bringing the biodiversity of Ecuador to Spanish immersion classrooms*. CARLA Working Paper #22. Center for Advanced Research on Language Acquisition. Minneapolis, MN: University of Minnesota.
- Tedick, D. J.** (Ed.). (1998). *Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota. Revised and Updated, January 2002. Available online at: <http://www.carla.umn.edu/articulation/handbook.html>

Newsletter Articles (#student)

- Fortune, T. W., & **Tedick, D. J.** (2007). Top ten teaching behaviors we like to see when observing in dual language immersion programs. *ACIE Newsletter*, 10(3), 6 & 15.
- Stoller, F. L., & **Tedick, D. J.** (2003). Methods for promoting the acquisition of content and language. *The ACIE Newsletter*, 7(1), 1–8 (insert).
- Tedick, D. J.**, & Fortune, T. W. (2003). First stop: Alaska! CARLA immersion workshops on the road. *The ACIE Newsletter*, 6(2), 6-8, 10–11.
- Tedick, D. J.**, #Jorgensen, K., & #Geffert, T. (2001). Content-based language instruction: The foundation of language immersion education. The Bridge: From Research to Practice. *The ACIE Newsletter*, 4(3), 1–4 (insert).
- Tedick, D. J.** (2001). New U of M certificate in language immersion education. *The ACIE Newsletter*, 4(3), 12–13.
- Tedick, D. J.**, & Fortune, T. (2001). Preview: CARLA summer 2001 immersion institutes. *The ACIE Newsletter*, 4(2), 14–15.

- Tedick, D. J., & Walker, C. W.** (1999). Bringing the biodiversity of Ecuador to Spanish immersion classrooms. The Bridge: From Research to Practice. *The ACIE Newsletter*, 3(1), 1–8 (insert).
- Tedick, D. J., & Walker, C. W.** (1999). Understanding immersion teaching: Immersion teachers explore the issues. Research Reports. *The ACIE Newsletter*, 2(3), 7–8.
- Tedick, D. J.,** (with #de Gortari) (1998). Research on error correction and implications for classroom teaching. The Bridge: From Research to Practice. *The ACIE Newsletter*, 1(3), 1–4 (insert).
- Tedick, D. J.** (1998). University-Level immersion research. Research Reports. *The ACIE Newsletter*, 1(2), 7–8.
- Tedick, D. J.** (1997). Immersion in the K–12 context. Research Reports. *The ACIE Newsletter*, 1(1), 8–9.
- Tedick, D. J.** (1992). Reflections on reflection. *Elsie Speaks*, Newsletter of the Languages Center, University of Minnesota, Vol. 3(1), 4–6.
- Tedick, D. J.** (1990). Fairfield University’s graduate program in TESOL: Meeting the challenges. *Connecticut TESOL Newsletter*, XIX(2), 4–5.

Monographs

- Caruso, J., Poole, J., **Tedick, D. J.**, Vitulano, L., & Wilson, J. (Eds.). (1989). *Proceedings of a Fairfield Forum: Four-year-olds and the PUBLIC Schools*. Fairfield, CT: Fairfield University.

Manuscripts under review

- McPake, J., & Tedick, D. J. Translanguaging and minority language medium immersion programmes: Developing a research agenda. In J. MacSwan (Ed.), *Language(s): Multilingualism and its consequences*. Bristol, UK: Multilingual Matters.

Manuscripts in Preparation

3C. PRESENTATIONS

3C1. PRESENTATIONS AT SCHOLARLY MEETINGS

Invited Keynote/Plenary Presentations

- Tedick, D.J. (2017, July). *Teacher development for language and content integration*. Keynote address at the 15th International AsiaTEFL & 64th TEFLIN (Association for the Teaching of English as a Foreign Language in Indonesia) Conference. Yogyakarta, Indonesia.
- Tedick, D.J. (2015, May). *Immersion teachers as content and language integrators*. Plenary address at the Inaugural All-Ireland Research Conference on Immersion Education. Limerick, Ireland.
- Tedick, D.J. (2014, May). *Best practices for maximizing immersion program efficacy*. Plenary address at Brazilian Immersion Conference. São Paulo, Brazil.
- Hamayan, E., Lyster, R., Met, M., & Tedick, D.J. (2014, May). *Effective pedagogy for our immersion students*. Plenary Panel at Brazilian Immersion Conference. São Paulo, Brazil.
- Tedick, D.J. & Fortune, T.W. (2011, May). *The yin-yang of immersion teacher development*. Plenary address at “Expanding our Horizons: Seventh International Conference on Language Teacher Education”. Minneapolis, MN: Center for Advanced Research on Language Acquisition.
- Tedick, D.J., & Fortune, T.W. (2007, October 11). *In support of effective immersion education: What roles do program design and implementation play?* Keynote address at the National Conference: Twenty Years of Early Total Immersion in Finland. Vaasa, Finland, University of Vaasa.

Fortune, T.W., & Tedick, D.J. (2007, October 12). *Integrated language and content teaching: Teacher insights and implications for teacher development*. Keynote address at the National Conference: Twenty Years of Early Total Immersion in Finland. Vaasa, Finland, University of Vaasa.

Symposium Organization & Participation (*refereed) (#student)

Tedick, D.J. (2019, June). (convener & presenter). *Advances in Immersion Teacher Education Research*. With R. Lyster (McGill University); L. Cammarata (University of Alberta); T.J. Ó Ceallaigh (University of Limerick), Muiris Ó Laire (Institute of Technology-Tralee), & Máire Uí Chonghaile (University of Limerick); and D.J. Tedick & #C. Mathieu (University of Minnesota). International Symposium on Bilingualism 12. Edmonton, Alberta, Canada. [invited (featured) symposium]

Tedick, D.J. (2019, February). (convener & presenter). *Translanguaging in Immersion and Dual Language Education: Does One Size Fit All?* With F. Genesee (McGill University), S. Butvilofsky (University of Colorado-Boulder), M. Sánchez (Hunter College-CUNY) & K. Seltzer (Rowan University), and T.W. Fortune & D.J. Tedick (University of Minnesota) *Language use practices in DLI classrooms: A case for language separation*. Seventh International Conference on Immersion and Dual Language Education. Charlotte, NC. [invited (featured) symposium]

Tedick, D.J. & Lachance, J. (2019, February). (co-convener & presenter). *Teacher Preparation: Partnerships and Practices*. With M. Bacon (Portland Public Schools), N. Grant (Charlotte-Mecklenburg Schools), J. Lachance (University of North Carolina-Charlotte), T.J. Ó Ceallaigh (University of Limerick), and D.J. Tedick & #C. Mathieu (University of Minnesota) *A rubric for DLI teacher assessment and PD*. Seventh International Conference on Immersion and Dual Language Education. Charlotte, NC. [invited (featured) symposium]

*Tedick, D.J. (2017, June). (convener & presenter). *International Perspectives on Translanguaging and Bilingual/Immersion Education*. With F. Genesee, discussant (McGill University), Tina Hickey (University College Dublin), Pádraig Ó Duibhir (Dublin City University), Joanna McPake (University of Strathclyde), Susan Ballinger & Roy Lyster (McGill University), and Tara W. Fortune & Diane J. Tedick (University of Minnesota). International Symposium on Bilingualism 11. Limerick, Ireland.

*Tedick, D.J. (2015, November). (convener & discussant). *Teacher preparation for Indigenous language immersion: Challenges and successes*. With M. Hohepa (University of Waikato), K. Kawai'ae'a (University of Hawaii-Hilo), and L. Peter (University of Kansas). Language, Education and Diversity Conference. Auckland, New Zealand.

Tedick, D.J. (2014, October). (invited symposium convener & presenter). *Border crossing: Immersion teacher educators share successes and challenges*. Invited symposium with S. Björklund (University of Vaasa), P. Kristmanson & J. Dicks (University of New Brunswick), M. Lavadenz (Loyola Marymount University), W. G. Lewis (University of Bangor), A. Housman (University of Hawaii-Hilo). Mainstreaming Access to Multilingual Communities: Fifth International Conference on Language Immersion Education. Salt Lake City, UT.

Tedick, D.J. (2012, October). (invited symposium convener & presenter). *Debating the role of LI/majority language in immersion education*. Invited symposium with #S. Ballinger (McGill University), K. Edmonds (Private Consultant, New Zealand), S. Kong (Hong Kong Institute of Education), D. Palmer (UT-Austin), #T. Tamati (University of Auckland), & M. Turnbull (University of Prince Edward Island). Bridging Contexts for a Multilingual World: Fourth International Conference on Language Immersion Education. St. Paul, MN.

Tedick, D. J. & Fortune, T.W. (2012, October) (invited symposium organizers and presenters) *Unpacking a "third way" for immersion teacher education and development*. Invited symposium with S. Björklund (University of Vaasa), L. Cammarata (University of Alberta), K. Kawai'ae'a (University of Hawaii-Hilo), C. Urow & K. Beeman (Illinois Resource Center). Bridging Contexts for a Multilingual World: Fourth International Conference on Language Immersion Education. St. Paul, MN.

Tedick, D.J., & Fortune, T.W. (2007, June). (invited symposium organizers and presenters). *Preparing and developing language teachers for content-based instruction*. Invited symposium with L. Cammarata (Univ. of Georgia), J. Crandall (University of Maryland), and P. Hoare & S. Kong (Hong Kong Institute of Education). Sixth International Conference on Language Teacher Education, Minneapolis, MN.

*Tedick, D.J. (2004, October). (convener and presenter). *Exploring issues in immersion teaching in two international contexts*. Pathways to Bilingualism: Evolving Perspectives on Immersion Education. Second International Conference on Language Immersion Education. Minneapolis, MN.

*Tedick, D.J., Klee, C., & Cohen, A. (symposium organizers and presenters) (1995, November). *University Immersion Programs for Students and Teachers: Implementation and Evaluation*. Annual meeting of the American Council on the Teaching of Foreign Languages, Anaheim, CA.

Symposium/Colloquium Participation (*refereed)

Genesee, F. (symposium convener and presenter). (2019, February). *Promoting the Educational Success of Children and Youth Learning English*. With F. Genesee (McGill University), K. Lindholm-Leary (San Jose State University), T.W. Fortune (University of Minnesota), and D.J. Tedick (University of Minnesota) *Promising and effective practices for ELs*. Seventh International Conference on Immersion and Dual Language Education. Charlotte, NC. [invited (featured) symposium]

Hickey, T. (symposium convener and presenter). (2018, May). *Translanguaging in the Irish context: Problems and possibilities*. With D.J. Tedick (University of Minnesota) – Translanguaging: Critiques and questions. P. Ó Duibhir (Dublin City University), T.J. Ó Ceallaigh (Mary Immaculate College, University of Limerick), M. Moriarty (University of Limerick), and T. Hickey (University College Dublin). The Second All-Ireland Research Conference on Immersion Education, Limerick, Ireland.

Ó Ceallaigh, T.J. (symposium convener and presenter). (2018, May). Developing teaching and leadership capacity in immersion. With T.J. Ó Ceallaigh & A. Ni Shéghdha (Mary Immaculate College, University of Limerick), L. Cammarata (University of Alberta), and D.J. Tedick & C. Mathieu (University of Minnesota) – Validating a rubric for immersion teacher assessment. The Second All-Ireland Research Conference on Immersion Education, Limerick, Ireland.

Dalton-Puffer, C., & Smit, U. (invited symposium conveners and presenters). (2017, March). *CLIL and immersion education: Conceptualizing the 'language-content interface'*. With C. Dalton-Puffer (University of Vienna) & T. Nikula (University of Jyväskylä), E. Dafouz (Complutense University of Madrid), J. Huettner (University of Southampton) & U. Smit (University of Vienna), K. Skinnari (University of Jyväskylä), D.J. Tedick (University of Minnesota) – How do teachers learn to integrate language and content?, A. Lin & Y. Y. Lo (University of Hong Kong), E. Gierlinger (University College of Teacher Education, Austria), and R. Lyster & V. Shahsavari-Arshad (McGill University). Annual meeting of the American Association of Applied Linguistics, Portland, OR.

Ó Ceallaigh, T.J. (invited symposium convener and presenter). (2016, October). *Educational innovations in immersion teacher preparation and development*. With T.J. Ó Ceallaigh (Mary Immaculate College, University of Limerick), L. Cammarata, M. Cavanagh (University of Alberta, Campus Saint-Jean) & S. Blain (University of Moncton), S. Björklund & K. Mård-Miettinen (University of Vaasa), M. Alencastre (University of Hawaii-Hilo), and D.J. Tedick (University of Minnesota). 6th International Conference on Immersion and Dual Language Education, Minneapolis, MN.

*Lorenzo, F., & Llinares, A. (symposium conveners and presenters). (2016, June). *CLIL, CBI & immersion: Exploring the synergies and boundaries of multilingual education*. With F. Lorenzo (Universidad Pablo de Olavide de Sevilla), A. Llinares (Universidad Autónoma de Madrid), J. Cenoz (University of the Basque Country), D.J. Tedick (University of Minnesota), S. Ballinger (McGill University), C. Dalton-Puffer (University of Vienna), T. Nikula (University of Jyväskylä), and T. Morton (Birkbeck College University of London). Sociolinguistics Symposium 21, Murcia, Spain.

- *Smala, S. (symposium convener and presenter). (2015, November). *CLIL: Teacher and teaching experiences in global contexts*. With S. Smala (The University of Queensland), T. Barbero & A.T. Damascelli (University of Torino), T. Barbero & M.-B. Vittoz (University of Torino), Damascelli & Vittoz (University of Torino), A. Bier (Ca' Foscari University of Venice), D.J. Tedick (University of Minnesota), Y. Sandberg (Stockholm University), H. Wode (Kiel University), Y. Ruiz de Zarobe (Universidad del País Vasco) & V. Zenotz (Universidad Pública de Navarra), and L.K. Sylvé (University of Gothenburg) & A.S. Thompson (University of South Florida). Language, Education and Diversity Conference. Auckland, New Zealand.
- Lindholm-Leary, K. (invited symposium convener). (2014, October). *Immersion education: What works? Why? And for Whom?* With E. Howard (UConn), T.W. Fortune (U of MN), F. Genesee, (McGill Univ.), and D. J. Tedick (U of MN). Mainstreaming Access to Multilingual Communities: Fifth International Conference on Language Immersion Education. Salt Lake City, UT.
- Dalton-Puffer, C., Llinares, A. & Nikula, T. (invited symposium conveners). (2014, August). *CLIL as a catalyst for research cooperation in Europe and beyond*. With D. Coyle (University of Aberdeen), C. Dalton-Puffer (Universität Wien), A. Llinares (Universidad Autónoma de Madrid), T. Nikula (University of Jyväskylä), T. Morton (University of London), T. Jakonen (University of Jyväskylä), E. Dafouz (Universidad Complutense de Madrid), U. Smit (Universität Wien), K. Skinari (University of Jyväskylä), Y. Ruiz de Zarobe (University of the Basque Country), S. Breidbach (Humboldt-University Berlin), J. Medina Suárez (Universidad de Las Palmas de Gran Canaria), R. Lyster (McGill University), D.J. Tedick (U of MN), A. Lin (University of Hong Kong), S. Smala (University of Queensland). World Congress of the International Association of Applied Linguistics (AILA). Brisbane, Australia.
- Bell, C. A. & Gitomer, D. H. (invited symposium organizers) (2013, April). *Handbook of Research on Teaching Symposium, Part 2*. With V. Purcell-Gates (Univ. of British Columbia); G.A. Hull, K. Booten & J. Higgs (UC-Berkeley); D.I. Chazen (Univ. of MD) & P.G. Herbst (Univ. of MI); K.C. Barton (Indiana U) & P. G. Avery (U of MN); M.A. Windschitl (Univ. of WA); J. M. Burton (TC-Columbia); D.J. Tedick (U of MN); W. R. Penuel (Univ. of CO); J.K. Klingner (UC-Boulder); G. Valdés (Stanford) & C.J. Faltis (UC-Davis); B.J. Fishman (Univ. of MI) & C.J. Dede (Harvard); K. Sawyer (Washington Univ.). Annual meeting of the American Educational Research Association. San Francisco, CA.
- *Donato, R. & Glisan, E. (colloquium organizers) (2013, March). *The ACTFL Research Priorities Project: Moving Language Education Forward*. With R. Donato (Univ. of Pittsburgh), E. Glisan (Indiana Univ. of Pennsylvania), J. Thoms (Utah State Univ.), K. Paesani (Wayne State Univ.), H. Allen (Univ of Wisconsin-Madison), D.J. Tedick (Univ of MN) & L. Cammarata (Univ. of Alberta). Annual meeting of the American Association of Applied Linguistics, Dallas, TX.
- *Hermes, M., U of M-Duluth (symposium organizer) (2008, October). *Imagine revitalization: Creating Ojibwe and Dakota immersion teachers*. With H. Dale (University of Auckland), B. Fairbanks (Twin Cities), T. Fortune (U of M), L. Harper (Niigaane Ojibwe Immersion Program), K. Kawai'ae'a (Univ. of Hawai'i-Hilo), B. McInnes (U of M-Duluth), N. McKay (U of M), K. Paap (Waadookodaading Ojibwe Immersion School), & D.J. Tedick (U of M). Immersion Education: Pathways to Bilingualism and Beyond. Third International Conference on Language Immersion Education, St. Paul, MN.
- *Fortune, T.W. (symposium organizer) (2009, May). *Immersion Student Language Use Across Program Contexts*. With M. Broner (St. Olaf College), K. Potowski (Univ. of Illinois-Chicago). Canadian Association of Applied Linguistics, Ottawa, Ontario, Canada. [Tedick-discussant]
- *Fortune, T.W. (symposium organizer) (2008, October). *Immersion Student Language Use Across Program Contexts*. M. Broner (St. Olaf College), M. Menke (U of M), Elaine Tarone (U of M). Immersion Education: Pathways to Bilingualism and Beyond. Third International Conference on Language Immersion Education, St. Paul, MN. [Tedick-discussant]
- *Fortune, T.W. (symposium organizer) (2005, July). *Immersion student language use across program contexts*. With M. Broner (St. Olaf College), K. Potowski (Univ. of Illinois-Chicago), Elaine Tarone (U of M). AILA (International Association of Applied Linguistics), Madison, WI. [Tedick-discussant]

- *Klee, C., Cohen, A.D., & Tedick, D.J. (1995, March). *Content-based instruction in Spanish, French, and German at the University of Minnesota: The development and evaluation of a new program*. Symposium entitled “Researching Integrated Language & Content Instruction: Post-Secondary ESL and Foreign Language.” American Association of Applied Linguistics, Long Beach, CA.
- *Beach, R., & Tedick, D.J. (1993, April). *Conflicts and contradictions in preservice teachers’ reflective processes*. Symposium entitled: “Multiple Dimensions of Postbaccalaureate Preservice Teachers’ Thinking” (with F. Lawrenz, C. Walker & P. Avery, and M. Bents & R. Wassen). Annual meeting of the American Educational Research Association. Atlanta, GA.
- *Tedick, D.J., & Beach, R. (1993, April). *Exploring quality and content of reflection in preservice teachers’ written responses to case studies and actual teaching experiences*. Symposium entitled: “Multiple Dimensions of Postbaccalaureate Preservice Teachers’ Thinking” (with F. Lawrenz, C. Walker & P. Avery, and M. Bents & R. Wassen). Annual meeting of the American Educational Research Association, Atlanta, GA.
- *Beach, R., & Tedick, D.J. (1992, April). *Post-bac preservice teachers’ written reflection responses to hypothetical and actual teaching situations*. Symposium entitled: “Multiple Dimensions of Postbaccalaureate Preservice Teachers’ Thinking” (with F. Lawrenz & H. Lin, P. Avery & C. Walker, and M. Bents & J. McLeod). Annual meeting of the American Educational Research Association. San Francisco, CA.
- *Benesch, S. (symposium organizer). (1992, March). *The resident ESL student in higher education: Sociopolitical Issues*. With G. Brookes, J. Gantzer, D. Hartnett, N. Lay, R. Seltzer, D.J. Tedick & E. Block. Annual meeting of TESOL, Vancouver, BC, Canada.
- *Walker, C.L., & Tedick, D.J. (1992, February). *A Second Languages and Cultures Post-Baccalaureate Teacher Development Program Based on Critical Pedagogy*. Symposium entitled: “Unique Aspects of Post-baccalaureate Programs at the University of Minnesota” (with D. Lange, K. Freedman-Norberg, and R. Orton). Annual meeting of the American Association of Colleges of Teacher Education, San Antonio, TX.
- Tedick, D.J., & Walker, C.W. (1996, April). *Report on Minnesota’s National Foreign Language Resource Center*. Symposium entitled: “Understanding the National Foreign Language Resource Centers and What they Do.” Northeast Conference on the Teaching of Foreign Languages. New York, NY.

Round Table Discussions (*refereed)

Transcending boundaries: Reflections on the use of plurilingualism, (trans)linguaging, multiliteracies and related constructs. Conference of the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL): Translanguaging: Opportunities and Challenges. Ottawa, University of Ottawa (with J. Séror, S. Van Viegen, V. Spiliotopoulos, E. Piccardo, A. Germain-Rutherford, & D.J. Tedick). [invited]

Papers at Refereed Scholarly Meetings (*refereed) (#student)

- *Curran-Dorsano, M., Tedick, D.J., & #Mathieu, C. (2019, February). *Educating, engaging, and empowering DLI parents and families*. Paper presented at the Seventh International Conference on Immersion and Dual Language Education. Charlotte, NC.
- *Tedick, D.J., & Young, A.I. (2016, April). *Two-way immersion students’ home languages, proficiency levels, and responses to form-focused instruction*. Annual meeting of the American Association of Applied Linguistics. Orlando, Florida.
- *Fortune, T.W., & Tedick, D.J. (2015, March). *Assessing the oral proficiency of Spanish immersion students: Are global rating scales telling us what we need to know?* Annual meeting of the American Association of Applied Linguistics. Toronto, Canada.
- *Tedick, D.J., & #Young, A.I. (2014, Oct.). *How do fifth grade TWI students respond to form-focused instruction?* Mainstreaming Access to Multilingual Communities: Fifth International Conference on Language Immersion Education. Salt Lake City, UT.

- Tedick, D.J. (with #D. Reynolds), Alencastre, M., Ó Duibhir, P. (with #A. Ní Dhiorbháin). (2014, Oct.). *Teaching to teach vs. teaching: A reflection on preparation, experiences and practices*. Mainstreaming Access to Multilingual Communities: Fifth International Conference on Language Immersion Education. Salt Lake City, UT. [invited]
- *Tedick, D.J. (2014, Aug.). *Majority and minority language students' responses to form-focused instruction in two-way immersion*. World Congress of the International Association of Applied Linguistics (AILA). Brisbane, Australia.
- *Tedick, D. J., & #Young, A. I. (2014, March). *Student responses to form-focused instruction in a Grade 5 two-way immersion classroom*. Annual meeting of the American Association of Applied Linguistics. Portland, OR.
- *#Young, A. I., & Tedick, D. J. (2013, Nov.). *Collaborative dialogue in two-way immersion classrooms*. La Cosecha, annual meeting of Dual Language of New Mexico. Albuquerque, NM.
- *Tedick, D. J., & #Young, A. (2013, June). *Counterbalanced instruction in the two-way classroom*. Annual meeting of the Association of Two-Way and Dual Language Education (ATDLE). San Diego, CA.
- *Tedick, D. J. & #Young, A. (2013, April). *Exploring student responses to form-focused and content instruction in a 5th grade two-way immersion classroom*. Annual meeting of the American Educational Research Association. San Francisco, CA.
- *Tedick, D. J., #Young, A. & #Perron, K. (2012, October). *Exploring counterbalanced instruction in a 5th grade two-way immersion classroom*. Bridging Contexts for a Multilingual World: Fourth International Conference on Language Immersion Education. St. Paul, MN.
- *Tedick, D. J. & Cammarata, L. (2012, April). *A decade of research on CBI in K-12 contexts: Present status and future directions*. Annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- *Tedick, D. J. & Fortune, T.W. (2012, April). *Integrating language and content: Immersion teachers' practices, perspectives and beliefs*. Annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- *Tedick, D. J. & Fortune, T. W. (2011, November). *Linguistic and cultural diversity in immersion: The cost of maintaining the status quo*. Language, Education and Diversity Conference, Auckland, NZ.
- *Tedick, D. J. & Cammarata, L. (2011, May). *Teachers' experiences with content-based instruction: Lessons for teacher educators*. Expanding our Horizons: Seventh International Conference on Language Teacher Education. Minneapolis, MN: Center for Advanced Research on Language Acquisition.
- *Cammarata, L. & Tedick, D. J. (2010, November). *Content-based instruction for developing 21st century skills*. Annual meeting of the American Council on the Teaching of Foreign Languages, Boston, MA.
- *Fortune, T. W. & Tedick, D. J. (2009, November). *Oral proficiency development of K-8 Spanish immersion students*. Annual meeting of the American Council on the Teaching of Foreign Languages, San Diego, CA.
- *Fortune, T. W. & Tedick, D. J. (2010). *How well do Spanish immersion students speak?* Annual meeting of the Central States Conference on the Teaching of Foreign Languages, Minneapolis, MN.
- *Cammarata, L., & Tedick, D. J. (2009, May). *Balancing content and language in instruction: A phenomenological exploration of immersion teachers' lived experience*. Annual meeting of the Canadian Association of Applied Linguistics, Ottawa, Ontario, Canada.
- *Cammarata, L. & Tedick, D. J. (2009, April). *Exploring immersion teachers' experience of balancing content and language in instruction*. Annual meeting of the American Educational Research Association, San Diego, CA.
- *Fortune, T. W. & Tedick, D. J. (2009, April). *Oral proficiency development of K-8 Spanish immersion students*. Annual meeting of the American Educational Research Association, San Diego, CA.

- Fortune, T. W., & Tedick, D. J. (2008, November). *One-way Spanish immersion and English learners: Match or Mismatch?* Poster presentation at Dual Language Researcher Convocation, Santa Fe, NM [invited].
- *Cammarata, L., & Tedick, D. J. (2008, October). *Immersion teachers' lived experience of balancing content and language*. Immersion Education: Pathways to Bilingualism and Beyond. Third International Conference on Language Immersion Education. St. Paul, MN.
- *Cammarata, L. & Tedick, D. J. (2008, March). *Exploring immersion teachers' experience of balancing content and language in instruction*. Annual meeting of the American Association of Applied Linguistics, Washington, DC.
- *Tedick, D. J., Fortune, T. W., Cammarata, L., & Oda, K. (2007, November). *Adapting the integrated performance assessment for content-based instruction*. Annual meeting of the American Council on the Teaching of Foreign Languages, San Antonio, TX.
- *Fortune, T. W., & Tedick, D. J. (2007, April). *Spanish-dominant Hispanic learners in language immersion: Match or mismatch?* Annual conference of the International Society for Language Studies, Honolulu, HI.
- *Fortune, T. W. & Tedick, D. J. (2007, March). *Immersion benefits and challenges: Does one size fit all?* Annual Conference for the Teaching of Chinese Language and Culture K-12. San Francisco, CA.
- *Cammarata, L., & Tedick, D. J. (2006, April). *Implementing content-based instruction: Addressing challenges in professional development*. Annual meeting of the American Educational Research Association, San Francisco.
- *Fortune, T. W. & Tedick, D. J. (2006, April). *Foreign language immersion and Hispanic learners: Match or mismatch?* Annual meeting of the American Educational Research Association, San Francisco, CA.
- Fortune, T. W., & Tedick, D. J. (2006, January). *"Tweeners": Issues and challenges in demographically changing immersion programs*. Annual Dual Language Immersion Preconference Institute, National Association of Bilingual Education, Phoenix, AZ.
- *Tedick, D. J., & Cammarata, L. (2005, November). *Content-based instruction and professional development: Exploring teacher-identified challenges*. Annual meeting of the American Council on the Teaching of Foreign Languages, Baltimore, MD.
- *Tedick, D. J., & Cammarata, L. (2005, March). *Professional development and content-based instruction: Addressing teacher-identified challenges*. Georgetown University Round Table on Languages and Linguistics, Washington, DC.
- *Tedick, D. J., Fortune, T. W., & Walker, C. L. (2004, October). *Integrating content and language in immersion classrooms: Teacher insights and implications for teacher education*. Pathways to Bilingualism: Evolving Perspectives on Immersion Education. Second International Conference on Language Immersion Education. Minneapolis, MN.
- *Tedick, D. J., Fortune, T. W., & Walker, C. L. (2004, May). *The complexity of integrating language and content in immersion teaching*. Annual meeting of the American Association of Applied Linguistics, Portland, OR.
- *Fortune, T., & Tedick, D. J. (2004, January). *Addressing issues of language status in dual language education*. Hawaii International Conference on Education, Honolulu, HI.
- *Tedick, D. J., Haas, M., & Cisar, S. H. (2003, November). *Content-based language instruction: Teacher resources from the Language Resource Centers*. Annual meeting of the American Council on the Teaching of Foreign Languages, Philadelphia, PA.
- *Fortune, T. W., & Tedick, D. J. (2003, November). *So where's the language in content-based instruction?* Annual meeting of the American Council on the Teaching of Foreign Languages, Philadelphia, PA.

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- *Tedick, D. J., Fortune, T. & Walker, C. L. (2003, May). *The complexity of integrating language in immersion teaching*. Creating Teacher Community: Third International Conference on Language Teacher Education, Minneapolis, MN.
- *Fortune, T., & Tedick, D. J. (2003, May). *Addressing issues of language status in dual language teacher education*. Creating Teacher Community: Third International Conference on Language Teacher Education, Minneapolis, MN.
- *Tedick, D. J., Walker, C. L., & Fortune, T. (2003, April). *Integrated language and content instruction: Learning from the wisdom of immersion teachers*. Annual meeting of the American Educational Research Association. Chicago, IL.
- *Tedick, D. J., Johnshoy, M., & Jorgensen, K. (2002, November). *Professional development with content-based language teaching through technology (CoBaLTT)*. Annual meeting of the American Council on the Teaching of Foreign Languages, Salt Lake City, UT.
- *Walker, C. L., & Tedick, D. J. (2002, April). *Rethinking inservice teacher development for mainstream teachers*. Annual meeting of TESOL, Salt Lake City, UT.
- *Cohen, A., Tedick, D. J., & Alcaya, C. (2000, November). *Strategies, curriculum & assessment: Helping learners learn and teachers teach*. Annual meeting of the American Council on the Teaching of Foreign Languages. Boston, MA.
- *Tedick, D. J., Johnshoy, M., & Alcaya, C. (2000, November). *COBALTT! Content-based language teaching through technology*. Annual meeting of the American Council on the Teaching of Foreign Languages. Boston.
- Fortune, T., & Tedick, D. J. (1999, May). *Immersion teachers and their professional development needs: The CARLA immersion project's efforts to meet the challenge*. Research and Practice in Language Teacher Education: Voices from the Field. First International Conference on Language Teacher Education. Minneapolis, MN. [invited]
- *Tedick, D. J., & Walker, C. L. (1999, May). *Second language teacher education: Revisiting the problems that plague us*. Research and Practice in Language Teacher Education: Voices from the Field. First International Conference on Language Teacher Education. Minneapolis, MN.
- *Walker, C. L., & Tedick, D. J. (1999, May). *What do K–12 teachers need to know about second language learners?* Research and Practice in Language Teacher Education: Voices from the Field. First International Conference on Language Teacher Education. Minneapolis, MN.
- *Walker, C. L., & Tedick, D. J. (1999, April). *What's really going on here? Getting the big picture of language immersion education by thinking small*. Annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- *Tedick, D. J., & Walker, C. L. (1999, April). *Working with teachers serving linguistically and culturally diverse students: Reflections on a model-in-process*. Annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- *Rowekamp, J., & Tedick, D. J. (1998, November). *Teaching the use of technology in the second language classroom*. Annual meeting of the American Council on the Teaching of Foreign Languages. Chicago, IL.
- *Lynch, A., Klee, C. A., Edstrom, A., & Tedick, D. J. (1998, March). *Spanish L2 writing assessment in the context of university level immersion*. Annual meeting of the American Association of Applied Linguistics, Seattle, WA.
- *Guadarrama, L., Walker, C., Andrews, N., Tedick, D. J., & Pedersen, K. (1997, November). *A model for staff development through school-university collaboration*. Annual meeting of the American Council on the Teaching of Foreign Languages, Nashville, TN.
- Tedick, D. J. (1997, August). *Content-based language instruction*. Institute on Language Education in a Multicultural Society, the Summer University of Southern Stockholm, Södertälje, Sweden. [invited]

- *Klee, C. A., Tedick, D. J., & Lynch, A. (1997, March). *Spanish language immersion: Evaluation of students' performance, attitudes, and motivation*. Annual meeting of the American Association of Applied Linguistics. Orlando, FL.
- *Walker, C., & Tedick, D. J. (1996, April). *Spanish language elementary immersion programs: Teachers address the issues*. Annual meeting of the American Educational Research Association. New York, NY.
- *Walker, C., & Tedick, D. J. (1995, November). *Exploring the complexity of immersion teaching: What do the teachers say?* Annual meeting of the American Council on the Teaching of Foreign Languages, Anaheim, CA.
- *Hasty-Bambenek, T., Nielsen, R., & Tedick, D. J. (1995, November). *Portfolio assessment: Challenges and inspirations*. Annual meeting of the American Council on the Teaching of Foreign Languages, Anaheim, CA.
- Tedick, D. J., & Walker, C. L. (1995, October). *Issues in immersion teaching*. Research and Practice in Immersion Education: Looking Back and Looking Forward, First International Conference on Language Immersion Education. Bloomington, MN.
- #Terhaar, K., & Tedick, D. J. (1995, October). *Use of alternative forms of assessment*. Research and Practice in Immersion Education: Looking Back and Looking Forward, First International Conference on Language Immersion Education. Bloomington, MN.
- *Tedick, D. J., & Walker, C. (1995, August). *Elementary language immersion: Teachers address the issues*. Annual meeting of the American Association of Teachers of Spanish and Portuguese. San Diego, CA.
- *Tedick, D. J. (1995, August). *Summer language immersion for teachers*. Annual meeting of the American Association of Teachers of Spanish and Portuguese. San Diego, CA.
- *Walker, D. J., Tedick, D. J., & Rubright, D. (1994, March). *Constructing collaborative relationships within a teacher development program*. Annual meeting of TESOL. Baltimore, MD.
- *Tedick, D. J., & Walker, C. L. (1993, April). *Inspirations and challenges in critical second language teacher education*. Annual meeting of TESOL. Atlanta, GA.
- *Tedick, D. J. (1993, April). *A multidimensional exploration of raters' judgments of ESL writing*. Annual meeting of TESOL. Atlanta, GA.
- *Tedick, D. J. (1993, April). *A multidimensional exploration of scoring processes: What influences raters' judgments of second language writing?* Annual meeting of the American Educational Research Association, Atlanta, GA.
- *Tedick, D. J., & Walker, C. (1992, November). *Second languages and cultures education: Making choices for change in teacher education*. Annual meeting of the American Council of Teachers of Foreign Languages, Chicago, IL.
- *Tedick, D. J. (1992, April). *An analysis of the factors influencing raters' judgments of ESL students' writing: An in-progress report*. Annual meeting of the American Educational Research Association. San Francisco, CA.
- *Walker, C. L., & Tedick, D. J. (1992, March). *Critical pedagogy in second language teacher education*. Annual meeting of TESOL. Vancouver, BC, Canada.
- *Tedick, D. J., & Dubetz, N. E. (1992, March). *Comparing topics: The syntax and coherence of placement essays*. Annual meeting of TESOL. Vancouver, BC, Canada.
- *Tedick, D. J., Thompson, R. E., & Heisig, D. (1991, December). *Critical teacher education and oppressive structures in institutions and individuals*. Challenging Education, Creating Alliances: An Institute in Honor of Paulo Freire's 70th Birthday. New School for Social Research, New York, NY.

- *Tedick, D. J., & #Dubetz, N. (1991, April). *Differences between ESL students' writing on two topics: A look at linguistic features*. Annual meeting of the American Educational Research Association, Chicago, IL.
- *Tedick, D. J., & #Mathison, M. A. (1991, March). *Comparing topics: The rhetoric of ESL college placement essays*. Annual meeting of TESOL. New York, NY.
- *Tedick, D. J., & #Mathison, M. A. (1991, March). *The impact of subject-matter knowledge on ESL students' writing performance: A rhetorical analysis*. Annual meeting of the Conference on College Composition and Communication. Boston, MA.
- *#Heisig, D., Tedick, D. J., & #Thompson, R. (1991, February). *Student participation in critical pedagogy: Creating a post baccalaureate program in second language teacher education*. Twelfth Annual Ethnography in Education Research Forum. Philadelphia, PA.
- *Tedick, D. J., #Thompson, R., #Heisig, D., Jorstad, H. L., & #Mabbott, A. (1991, February). *Striving toward critical pedagogy in a language teacher education program: Looking for evidence of co-agency*. Twelfth Annual Ethnography in Education Research Forum. Philadelphia, PA.
- *Tedick, D. J., & #Mathison, M. A. (1990, April). *Subject-matter knowledge and its impact on ESL students' writing: A descriptive analysis*. Annual meeting of the American Educational Research Association. Boston.
- *Tedick, D. J., & Bernhardt, E. B. (1990, April). *Interpreting essay examination prompts: Differences among test makers, test raters, and test takers*. Annual meeting of the American Educational Research Association. Boston, MA.
- *Tedick, D. J., & Bernhardt, E. B. (1990, March). *Examining essay examination prompts: The impact on test takers, raters, and makers*. Annual meeting of the Conference on College Composition and Communication. Chicago, IL.
- *Tedick, D. J. (1990, March). *ESL writing assessment: The effects of subject-matter knowledge on performance*. Annual meeting of TESOL. San Francisco, CA.
- *Tedick, D. J. (1989, March). *Second language writing assessment: Bridging the gap between theory and practice*. Annual meeting of the American Educational Research Association. San Francisco, CA.

Sessions with role as discussant

- Tedick, D. J. (2000, April). Session title: *The Varied Role of Interaction in Second Language Studies*. (2000). Annual meeting of the American Educational Research Association. New Orleans, LA. [Tedick-discussant]
- Tedick, D. J. (1994, April). Session title: *Measuring the effects of selected variables on second language acquisition*. Annual meeting of the American Educational Research Association. New Orleans, LA. [Tedick-discussant]

Invited Workshop and Preconference Workshop Presentations

- Tedick, D. J. (2017, July). *Preparing EFL teachers for content-based instruction*. 15th International AsiaTEFL & 64th TEFLIN (Association for the Teaching of English as a Foreign Language in Indonesia) Conference. Yogyakarta, Indonesia.
- Tedick, D. J., Bateman, B. & Hernández, A. (2014, Oct.). *Designing effective immersion teacher preparation and professional development programs*. Mainstreaming Access to Multilingual Communities: Fifth International Conference on Language Immersion Education. Salt Lake City, UT.
- Fortune, T. W. & Tedick, D. J. (2011, May). *Language immersion teacher education: Is it really any different?* Expanding our Horizons: Seventh International Conference on Language Teacher Education. Minneapolis, MN: Center for Advanced Research on Language Acquisition.
- Fortune, T. W. & Tedick, D. J. (2010, Mar. 5). *Fundamentals of Immersion Education*. Central States Conference on the Teaching of Foreign Languages, Minneapolis, MN.

- Tedick, D. J., Johnshoy, M., & Cammarata, L. (2003, May). *CoBaLTT for language teacher education*. Creating Teacher Community: Third International Conference on Language Teacher Education. Minneapolis, MN.
- Fortune, T., & Tedick, D. J. (2003, May). *So where's the language in content-based instruction?* Creating Teacher Community: Third International Conference on Language Teacher Education. Minneapolis, MN.
- Tedick, D. J., Johnshoy, M., & Jorgensen, K. (2001, May). *CoBaLTT! Teachers using technology to implement content-based language instruction*. Building on our Strengths: Second International Conference on Language Teacher Education. Minneapolis, MN.
- #Harens, P., #Kuettner, M., & Tedick, D. J. (2001, May). *Proficiency-oriented language instruction and assessment (POLIA): A train-the-trainer model of teacher development*. Building on our Strengths: Second International Conference on Language Teacher Education. Minneapolis, MN.

3C2. PRESENTATIONS AT PROFESSIONAL MEETINGS

Invited Keynote Presentations

- Tedick, D.J. (2019, June 20). *Integrating language and content: Lessons from immersion teachers*. MULTI-B Multidimensional Bilingual Education International Conference: Integrating Language, Content and Competencies, Maceió, Brazil.
- Tedick, D.J. (2019, May 4). *Lessons learned about teaching and learning in immersion/CLIL*. CBLT – Brazil. Salvador da Bahia, Brazil.
- Tedick, D.J. (2019, May 1). *Lessons learned about teaching and learning in immersion/CLIL*. CBLT – Brazil. São Paulo, Brazil.
- Tedick, D.J. (2019, Feb. 23). *Language and content integration in immersion classrooms: Meeting the challenge*. Presentation at “Unconference 2019”. Minnesota Advocates for Immersion Network (MAIN). Little Canada, MN.
- Tedick, D.J. (2018, November 30). *Dual language instruction in the content areas: Integrating language and content*. Washington Association for Bilingual Education Dual Language/OCDE Project GLAD® Institute. Vancouver, WA.
- Tedick, D.J. (2018, June 19). *From language teaching to interdisciplinary learning: A transition to consider*. LanguageStrathclyde 2018: Conversations about Language Learning. University of Strathclyde conference. Glasgow, Scotland.
- Tedick, D. J. (2017, April 27). *Immersion teachers as content and language integrators*. Keynote address at the annual Conversations en immersion/Conversations in Immersion. University of Lafayette, Lafayette, Louisiana.
- Tedick, D. J. (2017, January 13). *Integrating language and content to enhance second language acquisition*. Keynote address at Italian as Communication and Literacy: Bridging Languages and Cultures in the Modern Classroom, Rutgers University, New Brunswick, NJ.
- Tarone, E., & Tedick, D. J. (2000, November). *Conversations with mainstream teachers: What can we tell them about second language learning and teaching?* Keynote address at the Annual Conference of MinneTESOL. Saint Paul, MN.

*Paper Presentations (*refereed)*

- Owen, S. & Tedick, D. J. (2017, Nov.). *¡Adelante! Preparing preservice and inservice teachers for dual language and immersion education contexts*. Annual La Cosecha conference, Dual Language Education of New Mexico. Albuquerque, NM.
- Tedick, D. J. (2008, May). *On defining immersion and indigenous immersion: Striving for consistency, clarity, and cross-fertilization*. Minnesota Indigenous Language Symposium. Duluth, MN.

- Fortune, T. W. & Tedick, D. J. (2003, October). *So where's the language in content-based instruction?* Annual meeting of the Minnesota Council on the Teaching of Languages and Cultures. Bloomington, MN.
- Tedick, D. J., Johnshoy, M., #Jorgensen, K., #Anderson, D., #Curran-Dorsano, M., #Melnick, M., & #Miller, J. (2002, October). *CoBaLTT—It's for Immersion Teachers, Too!* Annual meeting of the Minnesota Council on the Teaching of Languages and Cultures. Bloomington, MN.
- Walker, C. L., & Tedick, D. J. (2002, April). *Rethinking Inservice Teacher Development for Mainstream Teachers*. Minnesota ESL and Bilingual Education Annual Conference. St. Paul, MN.
- Tedick, D. J. Johnshoy, M., #Jorgensen, K., #Aydin, K., #Harens, P., #Mueller, I., & #Wesely, P. (2001, October). *CoBaLTT! Content-Based Language Teaching through Technology*. Annual meeting of the Minnesota Council on the Teaching of Languages and Cultures, Bloomington, MN.
- Walker, C. L., & Tedick, D. J. (2001, May). *When one size doesn't fit all: Staff development for schools serving second language learners*. Every Language, Every Learner, Minnesota ESL and Bilingual Education Conference. St. Paul, MN.
- Walker, C. L., & Tedick, D. J. (2000, May 2). *Addressing the needs of second language learners in the mainstream classroom: A model for staff development as process*. Tools for 2000, Minnesota ESL and Bilingual Education Conference. St. Paul, MN.
- #Davis, M., Johnshoy, M., #Talley, C., & Tedick, D. J. (1999, October 30). *Introducing CoBaLTT!* Annual meeting of the Minnesota Council on the Teaching of Languages and Cultures, Bloomington, MN.
- #Anderson, D., #Fernández del Rey, C., #Helmberger, J., Tedick, D. J., & Walker, C. (1999, October). *Spanish Immersion Teachers Explore the Biodiversity of Ecuador*. Annual meeting of the Minnesota Council on the Teaching of Languages and Cultures. Bloomington, MN.
- #Alcaya, C., #Nelson, C., Tedick, D. J., & Ostrom, C. (1997, November). *How in the world can my students meet the new graduation standards? Using the Tools of the Minnesota Articulation Project to Improve Language Proficiency*. Annual meeting of the Minnesota Council on the Teaching of Languages and Cultures. Bloomington, MN.
- Tedick, D. J. (1997, April). *Articulating Language Curriculum: The Curriculum Handbook of Minnesota's Articulation Project*. Spring regional conference of the Minnesota Council on the Teaching of Languages and Cultures, Minneapolis, MN.
- Metcalfe, M., Chaloub-Deville, M., & Tedick, D. J. (1996, October). *Minnesota's Articulation Project: An Overview*. Annual meeting of the Minnesota Council on the Teaching of Languages and Cultures. Bloomington, MN.
- Tedick, D. J., #Tischer, C. A., #Millán, L., & #Nielsen, R. (1996, May 4). *Strategies for Teaching Culture*. Presented at a conference entitled "Culture as Core: Transforming the Language Curriculum," Minneapolis, MN.
- Tedick, D. J. (1994, May). *Changing perspectives in preservice teachers' thinking: Summary and reflections on an evolving research agenda*. Conference on Fostering Teacher Reflection. University of Minnesota, Minneapolis, MN.
- Freedman-Norberg, K. & Tedick, D. J. (facilitators) (1994, November). *How does curriculum theory inform the cultural dimensions of language instruction?* Special conference, "Exploring the Cultural Dimensions of Language Instruction." University of Minnesota, Minneapolis, MN.
- Tedick, D. J. (1994, January). *Reading and Writing as Process*. Conference of the Minnesota chapter of the American Association of Teachers of Spanish and Portuguese (AATSP-MN). Minneapolis, MN.
- Walker, C. L., & Tedick, D. J. (1992, January). A post-baccalaureate program in Second Languages and Cultures Education, as part of panel discussion on *Uniqueness of teacher education programs among Minnesota colleges*. Minnesota Association of Colleges for Teacher Education. Bloomington, MN.

Tedick, D. J. (1990, November). *Assessing second language writing assessment*. Midwest Modern Language Association, Kansas City, MO.

*Tedick, D. J. *Developing critical thinking: The not-so-impossible dream*. Connecticut TESOL, Meriden, CT, April.

*Tedick, D. J. (1988, April). *The effects of topic familiarity on the written compositions of international graduate students*. The Ohio State University Council of Graduate Students Research and Scholarly Activities Forum, Columbus, OH.

Panel Presentations

Tedick, D. J. (2017, April 28). *Expanding and improving immersion education*. (Panel included Michele Braud, Louisiana Dept. of Education, Kathleen Rosemond, Iberia Parish School Board Member, and Matt Diez from LA Parents for French Immersion). *Conversation en immersion/Conversations in Immersion*. University of Lafayette, Lafayette, Louisiana (1 hr).

Workshop Presentations

Tedick, D.J. (2019, May 4). *Form-focused instruction in the immersion classroom: Introducing the CAPA Sequence*. Salvador de Bahia, Brazil.

Tedick, D.J. (2019, May 1). *Form-focused instruction in the immersion classroom: Introducing the CAPA Sequence*. São Paulo, Brazil.

Tedick, D.J. (2018, November 30). *Form-focused content-based instruction in the dual language classroom*. Two 1.5-hour workshop sessions for dual language teachers. Washington Association for Bilingual Education Dual Language/OCDE Project GLAD® Institute. Vancouver, WA. (3 hr)

Tedick, D. J. (2017, April). *Building and sustaining a quality two-way immersion program*. *Conversations en immersion/Conversations in Immersion*. University of Lafayette, Lafayette, Louisiana (1 hr).

Fortune, T. W., & Tedick, D. J. (2015, March). *Counterbalanced instruction in the language immersion classroom*. Central States Conference on the Teaching of Foreign Languages. Minneapolis, MN (3 hr).

Tedick, D. J. (2014, May). *Building vocabulary and word knowledge in immersion classrooms – Grades 4+*. Brazilian Immersion Conference, São Paulo, Brazil (2 hr, offered twice).

Tedick, D. J. (2014, May). *Building Vocabulary and Word Knowledge in Immersion Classrooms – Grades PreK-3*. Brazilian Immersion Conference, São Paulo, Brazil (2 hr, offered twice).

Tedick, D. J., & Walker, C. L. (1997, April). *Teacher preparation: Exploring possibilities for the 21st century*. Workshop at the Northeast Conference on the Teaching of Foreign Languages, New York. (3 hr)

Tedick, D. J. and POLIA Trainers. (1998, May). *Meeting the challenges of world class language standards through Proficiency Oriented Language Instruction and Assessment*, full day workshop. Minnesota Council on the Teaching of Languages and Cultures, Metro Area Spring Conference, University of Minnesota Campus Club, Minneapolis, MN.

Tedick, D. J. (1996, July). *Writing in the second language classroom*. AATSP Regional Professional Development Workshop, New York City. (2 hr)

3C3. OTHER PRESENTATIONS

Invited Lectures (*remunerated)

Tedick, D. J. (2019, June 13). *Immersion education: The state of the states*. Guest speaker in an online course titled “Immersion Education: A Global Perspective,” Mary Immaculate College, University of Limerick, Ireland, course instructor: T.J. Ó Ceallaigh.

- Tedick, D.J. (2019, May 22). *Dual Language and Immersion Education in the U.S.* Guest speaker: Online presentation to classes at Western Washington University, Bellingham, WA, course instructor: Caleb Zilmer.
- Tedick, D.J. (2018, June 21). *Reflections on immersion teacher preparation and professional development.* Presentation at Sabhal Mòr Ostaig, a Gaelic-medium university, Isle of Skye, Scotland.
- Tedick, D.J. (2018, April 12). *Pedagogical ruminations on hybrid/online teacher education.* Presentation to interdisciplinary education faculty and graduate students at the University of Vienna. Vienna, Austria.
- Tedick, D. J. (2016, Feb. 24). *Immersion education: The state of the states.* Guest speaker in an online course titled “Immersion Education: A Global Perspective,” Mary Immaculate College, University of Limerick, Ireland, course instructor: T.J. Ó Ceallaigh.
- Tedick, D. J. (2014, Jan. 29). *Immersion education: The state of the states and U.S. challenges to bilingual education.* Guest speaker in an online course titled “Immersion Education: A Global Perspective,” Mary Immaculate College, University of Limerick, Ireland, course instructor: T.J. Ó Ceallaigh.
- Tedick, D. J. (2012, Jun). *Selected educational research methodologies: An overview.* Presentation for graduate students, post-doctoral researchers and faculty from the University of Vaasa and Åbo Akademi. University of Vaasa, Finland.
- Tedick, D. J. (2010, May). *Immersion teacher education: The state of the states.* Presentation to scholars involved with Irish immersion and Irish medium education in Ireland. Dublin City University with video link to Belfast.
- *Tedick, D. J. (2005, October). *Content-based instruction.* Three-hour presentation to the faculty of the Center for the Study of Languages, Rice University, Houston, TX.
- Tedick, D. J. (2002, April). *Using content to teach world languages,* Four-hour presentation as part of the Minnesota Humanities Commission Teacher Institute Seminar on Europe and the Euro: Nation and Nationalism on the Continent.
- *Tedick, D. J. (1996, September). *Considerations in rethinking language curriculum.* Presentation for the foreign language faculty at the University of Dayton, Dayton, OH.
- Tedick, D. J. (1995, May). *Second language writing: Meeting the challenges of process and assessment.* Spring Plenary Session for Graduate Teaching Assistants in German, Scandinavian, and Dutch, University of Minnesota.

Workshops and Invited Presentations (*remunerated) (#student)

University-Based

- Tedick, D.J. (2018, April 6-7). *Integrated Performance Assessment for content and language teaching.* Two-day workshop for 40 CLIL and language teachers. Center for English Language Teaching, University of Vienna. Vienna, Austria.
- Tedick, D. J. (2016, June 21). *From ‘covering the content’ to ‘uncovering the subject’: Strategies for university EMI instructors.* First International EMI Forum. Universidad Autónoma de Madrid, Madrid, Spain. 2-hour workshop for 36 university-level English Medium Instruction trainers and other faculty.
- *Tedick, D. J. & Fortune, T. W. (2014, September 19). *Immersion teacher education: The state of the states.* Tallinn University, for teacher educators from two universities and one college in Estonia, Language Immersion Centre representatives, and representatives from the Estonian Ministry of Education. 2-hour presentation followed by 1.5 hours of discussion.
- *Tedick, D. J. (2013, June). *Content-based language instruction.* Full day workshop for participants in summer institute “Integrating Sustainability Topics into the Second Language Classroom,” Institute for Global Studies, Univ. of MN.

Tedick, D. J. (2013, May). *Academic language and language objectives*. Presentation to Elementary Education GAs, instructors, faculty in the Department of Curriculum & Instruction. University of Minnesota, Minneapolis.

Tedick, D. J. & Young, A. (2013, April). *Exploring student responses to form-focused and content instruction in a 5th grade two-way immersion classroom*. CARLA Lunchtime Series. University of Minnesota, Minneapolis.

Tedick, D. J. (2012, June). *Strengthening the form-meaning connection in immersion*. Two-day workshop for Swedish immersion teachers, University of Vaasa, Finland.

*Fortune, T. W. & Tedick, D. J. (2012, Jan.). *Strengthening the form-meaning connection*. Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language, University of Hawai‘i at Hilo. Two full-day workshops for Hawaiian language faculty and instructors.

Fortune, T. W. & Tedick, D. J. (2009, April). *Are we on target? A quest for oral proficiency benchmarks for Spanish immersion*. CARLA Lunchtime Series. University of Minnesota, Minneapolis.

*Tedick, D. J. (2008, October). *Language teacher preparation in the U.S. and at the University of Minnesota*. Presentation and Q&A with teacher visitors from Germany. [sponsored by Center for German and European Studies at the University of Minnesota]

*Tedick, D. J. (2008, June & July). *Content-based instruction*. Workshops presented to staff of Concordia Language Villages and participants in Concordia College’s M.Ed. Teacher Seminar as well as members of the Arabic teachers “Startalk” program. Two full day workshops offered.

Tedick, D. J., Bigelow, M., & Lentz, U. (2007, February). *Chinese K-12 language education initiative: A report from the task force chairs*. CARLA Lunchtime Series. University of Minnesota, Minneapolis.

Fortune, T. W. & Tedick, D. J. (2005, April). *Foreign language immersion programs and learners from diverse linguistic and ethnic backgrounds: Issues and challenges*. CARLA Lunchtime Series. University of Minnesota, Minneapolis.

*Tedick, D. J., & Fischer, C. (2003, May). *Proficiency-oriented and content-based instructional techniques*. Three-hour workshop for German teachers, University of Minnesota, sponsored by Center for European and Germanic Studies.

*Tedick, D. J. (2003, February). *Content-based language instruction*. Two-day workshop with language faculty at the University of Mississippi. Oxford, MS.

Tedick, D. J. (2001, November). *Content-based instructional techniques*. Three-hour workshop for university instructors in Spring FLIP—Foreign Language Immersion Program in French, German, and Spanish departments in the University.

Tedick, D. J., Johnshoy, M., & Jorgensen, K. (2001, April). *CoBaLTT! Content-Based Language Teaching Through Technology*. CARLA Lunchtime Series. University of Minnesota.

Tedick, D. J., & Walker C. (1999, November). *Getting the big picture of language immersion education by working with teachers on a micro level*. CARLA Lunchtime Series. University of Minnesota.

Tedick, D. J. (1998, January). *Proficiency-oriented language instruction and assessment: creating a curriculum handbook for teachers*. Brown-Bag workshop for the Center for Advanced Research on Language Acquisition and the ESL Club at the University of Minnesota, Nolte Center.

Tedick, D. J. (1995, September). *What to do with reading*. Workshop for returning graduate teaching assistants in French, German, and Spanish, College of Liberal Arts, University of Minnesota.

Tedick, D. J. (1995, February). *Second language writing: A workshop*. Presented to the Pilot Cluster Groups of the Minnesota Articulation Project, Normandale Community College, Bloomington, MN.

Tedick, D. J. (1995, February). *Reading comprehension: a workshop*. Presented to the Pilot Cluster Groups of the Minnesota Articulation Project, Normandale Community College, Bloomington, MN.

Tedick, D. J. (1993, February). *Issues in the teaching of ESL reading and writing*. ESL Club, University of Minnesota, Minneapolis.

Tedick, D. J. (1992, October). *Engagement and ownership in second language reading: A workshop for teachers*. Featured Workshop at Fall 1992 MinneTESOL Conference, Hamline University, St. Paul, MN.

Tedick, D. J. (1991, May). *Large-scale ESL writing assessment*. ESL Club, University of Minnesota, Minneapolis.

Tedick, D. J. (1989, February). *Tutoring the limited English proficient learner*. Faith, Peace, and Justice Office, Fairfield University, Fairfield, CT.

School- and Community-Based

Tedick, D.J. (2018, June). *Unpacking and creating academic texts: An instructional sequence*. Two-hour workshop for K–12 English as an Additional Language (EAL) and classroom teachers serving multilingual learners. Glasgow, Scotland.

Tedick, D.J. (2018, June). *Expanding and scaffolding language development in Gaelic immersion classrooms*. Comhairle nan Eilean Siar (CnES) – Western Isles Council, 2-hour workshop for K–12 Scots Gaelic Teachers. Western Isles, Scotland.

Tedick, D. J. (2016, March 11). *Introducing the U of M's New Elementary Education Licensure Program for Immersion Teachers*. Presentation at 5th Annual Mandarin Program Administrators Conference, Confucius Institute, University of Minnesota.

*Tedick, D. J. (2015, April 29). *Immersion education: What do we know?* Presentation for politicians, policy makers, immersion teachers, coaches, administrators, invited university faculty, and community members. Loosemore Auditorium, Grand Rapids, MI.

*Tedick, D. J. (2015, April 28). *Immersion teachers as content and language integrators*. Presentation for add.a.lingua affiliated teachers, coaches, administrators, and invited university faculty from various states. Loosemore Auditorium, Grand Rapids, MI.

*Tedick, D. J. (2015, April 28). *Immersion education: Is it right for all students?* Presentation for immersion teachers, administrators, parents, legislators, university faculty throughout the state of Michigan. Loosemore Auditorium, Grand Rapids, MI.

*Tedick, D. J. (2014, Jan.). *Immersion education: Underlying principles and essential Program and Classroom Practices*. Half day workshop for immersion teachers, administrators and a curriculum coordinator in Forest Lake Public Schools.

Tedick, D. J. (2013, Jan.). *Two-way immersion: Research base and program fundamentals*. Presentation for teaching and administrative staff. Jackson Elementary Magnet School, Saint Paul Public Schools.

Tedick, D. J. (2013, Jan.). *Research-informed best practices to support language acquisition in dual language classrooms*. Presentation for teaching and administrative staff. Wellstone Elementary School, Saint Paul Public Schools.

Tedick, D. J. (2013, Jan.). *Two-way immersion: Research base and program fundamentals*. Presentation for teaching and administrative staff. Wellstone Elementary School, Saint Paul Public Schools.

Tedick, D. J. (2012, August). *Research-informed best practices for dual language programs*. Presentation to all dual language teachers/administrators during Saint Paul Public Schools Professional Development session.

Tedick, D. J. (2012, August). *Research-informed best practices for dual language classrooms*. Three 45-minute break-out sessions for teachers during Saint Paul Public Schools Professional Development session.

*Tedick, D. J. & Fortune, T.W. (2012, Jan.). *Students' language in dual language/immersion contexts and tasks to enhance language use and development: An introduction to counterbalanced instruction*. 'Aha Pūnana Leo and Ke Kula 'O Nāwahīokalani'ōpu'u. Full day workshop for 95 Hawaiian immersion teachers (preK-grade 12).

Tedick, D. J. (2011, Sept.). *Two-way immersion: Research base and program fundamentals*. Presentation for teaching and administrative staff. Phalen Lake Elementary School, Saint Paul Public Schools.

- *Tedick, D. J. (2010, Nov.). *Two-way bilingual immersion: Research base and program essentials*. Minneapolis Public Schools Dual Language Task Force, Minneapolis, MN.
- Fortune, T. W. & Tedick, D. J. (2010, February). *Oral proficiency development of K–8 Spanish immersion students*. MAIN (Minnesota Advocates for Immersion Network).
- Tedick, D. J. (2009, January). *Adapting IPAs for CBI*. Brief workshop, meeting and Q&A with members of world languages committee, Forest Lake Area Schools.
- *Tedick, D. J. (2009, January). *Content and language objectives for immersion curriculum planning*. Workshop presented for entire school staff at Adams Spanish Immersion School, St. Paul Public Schools.
- Tedick, D. J. (2008, December). *Language learning in the 21st century*. Presentation and Q&A with members of the Chaska Public Schools world languages committee.
- *Tedick, D. J. (2008, January). *Immersion education: benefits and challenges*. A presentation to current and prospective immersion parents and school district personnel. St. Cloud Public Schools, St. Cloud, MN.
- Tedick, D. J. (2007, April). *Language learning in the 21st century*. A presentation to parents, teachers and administrators of Roseville Area Public Schools on the benefits of foreign language learning and program implementation.
- Tedick, D. J., & Fortune, T. (2004, May). *Immersion education: practitioners questions and concerns*. Informal discussion with immersion teachers and principals, Portland Public Schools, Portland, OR.
- *Tedick, D. J. (2004, February). *Content-based instruction: What, why & how*. Presentation to 60 foreign language teachers, Appleton Public Schools, Appleton, WI.
- *Tedick, D. J., & Fortune, T. (2004, March). *Tools for informing an integrated scope and sequence*. MAIN Event presentation for Twin Cities Immersion Teachers.
- *Tedick, D. J. (2002, September). *Contextualized grammar instruction in language teaching*, 4–hour workshop for all Edina Public Schools language teachers (immersion, world language, and ESL). Edina, MN.
- *Tedick, D. J., & Walker, C. (2000, November). *Second language learners and mathematics*. A three and one half hour workshop for 65 math teachers, as part of Professor Thomas Post’s grant-funded math curriculum reform project, Roseville, MN.
- *Tedick, D. J., & Egenberger, A. (2000, August). *Immersion 101: A workshop for ‘newer’ immersion teachers*. A two-day workshop offered to newer immersion teachers in the Twin Cities metro area. 30 teachers from 6 schools participated ranging from K–8, St. Louis Park Spanish Immersion School, St. Louis Park, MN.
- Tedick, D. J., & #Buettner, S. (TIES). (1998, January). *Bringing Mayaquest to the classroom: An on-line course for teachers*. Workshop at the MayaQuest Educators Event, Science Museum of Minnesota, St. Paul.
- Tedick, D. J., & Walker, C. (1996, November). *Working with linguistically and culturally diverse students in the mainstream classroom: research and practice*. Professional Development workshop for the faculty at Webster Open Elementary School, Minneapolis, MN.
- Tedick, D. J. (1996, August). *Minnesota’s articulation project and the National Standards*. Professional Development workshop for language teachers in Osseo Public School District, Osseo, Minnesota.
- Tedick, D. J. (1996, February). *Articulating world language curriculum and instruction: Thoughts that guide the curriculum team of Minnesota’s articulation project*. Workshop for Minneapolis Secondary World Language Teachers, Minneapolis Public Schools, South High School.
- Tedick, D. J. (1995, August). *Analyzing children’s books for stereotypes*. Workshop for St. Paul’s Hayden Heights Elementary School Staff.
- Tedick, D. J. (1995, July). *Exploring assessment options for Spanish language arts in a Spanish immersion program*. Presentation with writing team of Minneapolis’ Emerson Spanish Immersion Teachers.
- Tedick, D. J. (1995, March). *Considerations in rethinking world language curriculum and instruction*. Presentation to World Language Teachers of Eagan, Rosemount, and Apple Valley School District, Eagan High School, Eagan, MN.

Tedick, D., Walker, C., & Jorstad, H. (1995, March 17). *Assessing the needs of language immersion teachers*. Presentation at Adams Spanish Immersion School, St. Paul, MN.

Tedick, D. J., #Hasty-Bambenek, T., & #Nielsen, R., & #Millán, L. (1995, January 28). *Language and culture: Making the connection*. Workshop at the MayaQuest Educators Event, Science Museum of Minnesota, St. Paul, MN.

Tedick, D. J., & Walker, C. (1994, February). *Rethinking foreign language instruction*. Workshop with foreign language teachers at Henry Sibley High School, West St. Paul, MN.

*Tedick, D. J. (1993, March). *Strategies for increasing comprehension among adult new readers*. Minnesota Literacy Council, St. Paul, MN.

Tedick, D. J. (1989, November). *Critical thinking skills*. Staff In-service Workshops, Cooperative Educational Services, Fairfield, CT.

Tedick, D. J. (1989, May). *Critical reading in a foreign language*. Foreign Language Staff Development Workshops, Stamford, CT.

Tedick, D. J. (1989, February). *Thinking to read critically and reading to think critically*. Professional Development Workshops, Stamford High School, Stamford, CT.

Parent Presentations

*Tedick, D. J. (2016, Sept. 13). *Dual Language and Immersion Education: Information for Parents*. Presentation to parents in the Blaine County School District, Hailey, Idaho.

*Tedick D. J. (2010, Dec.). *Dual immersion: Information for parents* (La Inmersión Dual: Información para Los Padres). Bilingual presentation for parent group, Windom Dual Immersion Elementary School, Minneapolis, MN. (Presented bilingually)

*Tedick D. J. (2010, Dec.). *Dual immersion: Information for parents* (La Inmersión Dual: Información para Los Padres). Bilingual presentation for parent group, Emerson Spanish Immersion Learning Center, Minneapolis, MN. (Presented bilingually)

4. INTERNATIONAL, NATIONAL, STATEWIDE, AND LOCAL PROJECTS

International Projects

Gaelic-medium education in Scotland – With funds from a small Global Engagement Fund from the University of Strathclyde (Glasgow, Scotland), spent two weeks in Scotland in June 2018. Observed Gaelic-medium classrooms (Western Isles) and multilingual classrooms (Glasgow), gave two workshops, one with Gaelic-medium teachers in the Western Isles and teachers of multilingual classrooms in Glasgow, presented a keynote address at the LanguageStrathclyde conference held at the University of Strathclyde. Met with with Bòrd na Gàidhlig (Inverness), an organization that promotes the development of Gaelic across Scotland and with scholars at Sabhal Mòr Ostaig College (Isle of Skye), which houses the National Centre for Gaelic Language and Culture, and which is the only college in Scotland where Scots Gaelic is the language of instruction. Gave talk at Sabhal Mòr Ostaig which was broadcast to other parts of Scotland via video-conferencing and which was recorded.

Research symposium titled Integrating Content and Language in CLIL/CBI/Immersion Teacher Development – sponsored by the Autonomous University of Madrid (organized by Ana Llinares & Rachel Whittaker). Invited to give a talk (“Immersion/CLIL Teachers as Content and Language Integrators”) and participate in symposium, whose goal is for participants to share current work on the seminar’s topic and to envision possible future, cross-national research collaborations. Held June 9–10, 2015, Madrid, Spain.

Network on Multilingualism 2015–2017—Invited as the North American representative in this network, whose purpose is to develop a holistic research perspective on multilingualism and a shared research agenda for multilingualism and a broad cross-disciplinary network for the Institute of Multilingualism, a joint organization between the University of Vaasa and Åbo Akademi University in Finland. The network, with members representing 11 countries and 16 universities/research institutes, and multiple disciplinary fields, will meet four times in Europe during the first two years. Researchers representing different disciplines and contexts will have an opportunity to establish new partners for research collaborations. First meeting held June 4–5, 2015 in Vaasa, second January 14–15, 2016 in Vaasa, third Nov. 21–22, 2016 in Vaasa.

Estonia's Language Immersion Centre 2014–2018—Together with Tara W. Fortune, invited to work with Estonian immersion educators (program planners, trainers, teachers) as they prepare to launch two-way immersion (Estonian-Russian) in fall of 2015. Spent one week (Sept. 14–19, 2014) in Tallinn providing professional development for teachers and other educators; hosted a team of 17 from Estonia (Feb. 1–7, 2015) in Minnesota – organized visits to two-way immersion programs and led additional professional development; spent two more weeks (May 25–29, 2015 and Sept. 25–29, 2017) in Tallinn providing additional professional development. Immersion Centre specialists have sat in on my online classes, and they came to our conference in Oct. 2016 – Tara and I met with them to discuss continued work.

International Seminar on Immersion Teacher Education—Represented the U.S. at this seminar, which was held at the University of Vaasa, Finland Oct. 15–16, 2013 and involved scholars from Canada, Estonia, Finland, Hong Kong, Ireland, New Zealand, Spain, and Wales. Each participant presented on immersion teacher education in their respective countries and then engaged in discussions for two days on program design and implementation for immersion teachers.

2012 Dual Language/Immersion Research Convocation—Organized and chaired an international gathering of researchers representing one-way foreign/second language immersion, two-way immersion, and indigenous language immersion on Oct. 17, 2012. Forty-seven researchers representing seven countries and 15 states in the U.S., including Washington D.C. convened. The purpose was to establish a research agenda for the next decade. A collection of 10 refereed articles was published in a special issue of the *Journal of Immersion and Content-Based Language Education* in fall 2014.

Fulbright Specialist Grant, 2012—in Education (Bilingual and Multilingual Education). Host institution: University of Vaasa, Finland, May 30 – June 16, 2012. Main projects included: worked with co-editor, Professor Siv Björklund, on launching of new international research journal; met with doctoral and master's students to discuss their research and offer feedback; discussed future joint research projects with a steering group of the Multilingual Institute; gave presentation to doctoral students, faculty, and post-doctoral researchers on research methodologies in education; consulted on issues related to indigenous language immersion and online in-service professional development for teachers; offered 2-day professional development workshop on language-focused instructional practices and strategies for Finland's Swedish immersion teachers; discussed ideas for future collaborative research projects and teacher professional development initiatives; participated in 2-day seminar in Oslo on multilingualism and multilingual education in the Nordic countries.

Beijing, China—Traveled with a team representing Minnesota Dept. of Education, the University of Minnesota's China Center and the College of Education and Human Development to explore the co-development of teacher exchange programs with organizations in Beijing, Oct. 2006.

Ecuador Fulbright Hays Group Projects Abroad—Traveled to Ecuador with a group of 10 Spanish immersion teachers to explore the biodiversity of the country and learn about projects underway to protect the environment and natural resources. Created science curriculum for Spanish immersion schools K–8. With C. Walker, Summer, 1999.

Kenyatta University–University of Minnesota USIA Grant Project—Traveled to Kenya in March 1998 to participate in this faculty exchange program as a representative of the University of Minnesota. Worked with faculty and staff at Kenyatta University on issues pertaining to the education of students through a second language.

National Projects

National Research Summit on the Early Care and Education of Dual Language Learners. Invited to participate in this meeting, co-sponsored by the Heising-Simons and the McKnight Foundations and organized by Dina Castro and Eugene Garcia. The purpose was to consider the research work of the Center for the Early Care and Education Research – Dual Language Learners and its implications for future research, educational practice, and related policies at the federal, state, and local level. Day 1 (n=55) included presentations and discussions and Day 2 (n=20) a daylong conversation around six commissioned papers. Washington, DC, Oct. 14–15, 2014.

National Foreign Language Teacher Certification Summit—Invited to serve on a team to represent Minnesota (with two MDE reps) in a national summit on foreign language teacher certification, funded by STARTALK, and held in Washington, DC, Dec. 9–11, 2009.

Dual Language Researcher Convocation—Together with Tara Fortune I was invited to participate in the Dual Language Researcher Convocation held in Santa Fe, New Mexico on November 11–12, 2008.

CoBaLTT Project—(August, 1999-June, 2006) Although it began as a statewide project, the CoBaLTT program received national attention and was offered to a national audience in 2004. For the first five years of the program, I ran a week-long summer institute followed by quarterly two-day workshops throughout the academic year, each year serving approximately 24 teachers representing various language teaching settings (high school, elementary, immersion) and various districts in the state to learn how to harness technology to promote content-based language instruction in the foreign language setting to help students meet state and national standards. In the sixth year the program was offered nationally and involved a week-long summer institute followed by online communication during 04–05. The web resource center remains very active: <http://www.carla.umn.edu/cobaltt/>.

New Visions in Foreign Language Education—Invited to participate in national planning process to focus on the future of the foreign language profession, June, 1999 & June, 2000. Sponsored by the National K–12 Foreign Language Resource Center at Iowa State University and the American Council on the Teaching of Foreign Languages.

High School to College in Foreign Language Programs—sponsored by the Modern Language Association. Served as mentor representing the Minnesota Articulation Project with Michael Metcalf (UMN) and Connie Nelson (French Teacher and Curriculum Coordinator for the Mendota Heights-North St. Paul District). As mentors, we took leadership roles at the kickoff conference in Feb. 1998 and served as mentors for an assigned school district/university partnership in Arkansas in their efforts to establish an articulation project. The Arkansas team came to Minnesota to participate in a week-long professional development workshop that I led, and the Minnesota team went to Arkansas in the fall of 1998 to meet with language teachers and teacher educators involved in their project. The entire national group involved in the project met again in January of 1999 in San Diego. Fall 1997 – Spring 1999.

Languages Across the Curriculum Project—Mentor (with Michael Metcalf), representing the University of Minnesota, for a national project directed by the American Council on Education (with funding from FIPSE) to help in the development of language across the curriculum programs in universities and colleges across the United States. We worked with a Midwestern team consisting of the University of Wisconsin-Milwaukee and Michigan State University. Fall 1996 – Fall 1998.

Statewide Projects

Minnesota Dept. of Education –Served on ad-hoc committee at MDE to establish guidelines for state-certified immersion programs and to advise Senator Torres Ray as she worked with the legislature to provide funding for the development of high quality immersion programs in the state. December, 2013 – 2014.

Minnesota Dept. of Education Chinese Language Programs Curriculum Development Project—Co-chair (with Mike Miller, Dean of Education, Mankato) of the group charged with the task of making legislative recommendations to enhance the availability of Mandarin Chinese instruction throughout the state. Fall, 2006 – Feb. 2007.

POLIA Train-the-Trainers Project—Beginning with a week-long summer institutes, and continuing with quarterly two-day workshops throughout the academic year, I taught 50 (25 in 1997–98 and 25 in 1998–99) foreign language teachers representing various districts in the state to deliver workshops to other teachers in their surrounding areas to learn how to use principles of proficiency-oriented language instruction and assessment (POLIA) to help teachers prepare their students to achieve higher proficiency levels in languages and to meet rigorous state and national standards. The project was funded for two years through the Eisenhower Professional Development Program. Summer 1997 – May 1999.

Minnesota’s Articulation Project—As leader of the “Curriculum Development and Articulation” portion of the project, I worked with a team of teachers from across the state to create a handbook for helping teachers of French, German, and Spanish to develop materials and instructional approaches to assist students as they work toward meeting rigorous state and national standards for world languages. The *Handbook* was published in the Fall 1997, and served as the core material for the POLIA Train-the-Trainers Projects described above; it’s now available online <http://www.carla.umn.edu/articulation/handbook.html>. September 1995 – Fall 1997.

Local Projects

SOPA/COPE for Spanish Immersion Programs—Together with T. Fortune, I worked with six local Spanish immersion programs to provide leadership for the administration of oral proficiency tests, using instruments available through the Center for Applied Linguistics (CAL), the Student Oral Proficiency Assessment (SOPA), for Grades K–2, and the CAL Oral Proficiency Examination (COPE), for Grades 5–8. We arranged to have a workshop with CAL representatives in Feb. 2005 and a follow-up workshop (part of which we led) in Jan. 2006. This project eventually led to a research project and publications.

Title I Project with Minneapolis Public Schools—With Professor Walker, I acted as co-principal investigator on this project (funded through Minneapolis Public Schools). It involved working with the staff (mainstream teachers and ESL/Bilingual teachers) to develop a model for working with large numbers of nonnative English-speaking students. February, 1998 – 2000.

Collaborative Preservice/Inservice Program for Incorporating the Use of Technology in Second Language Classrooms— Fall 1996 – Spring 1999, I worked with Jenise Rowekamp, Director of the Language Center in CLA, on this special program for our SLE post-bac students and six selected cooperating teachers per year. The program, funded in part by the National Language Resource Center Grant, (funding cycle 1996-99), housed in CARLA, helped preservice and inservice teachers learn the latest in technology for second language settings in a hands-on, interactive course.

5. CONSULTATION—REMUNERATED

5A. INTERNATIONAL CONSULTING PROJECTS

Oct. 22–26, 2018 – Parnu, Estonia. Delivered 1 week of pedagogical professional development for two-way immersion teachers (Estonian/Russian) and curriculum/pedagogy specialists. (with T. W. Fortune)

Sept. 25–29, 2017 – Language Immersion Centre, Tallinn, Estonia. Delivered 1 week of pedagogical professional development for two-way immersion teachers (Estonian/Russian) and curriculum/pedagogy specialists. (with T. W. Fortune)

Sept. 25–29, 2017 – Language Immersion Centre, Tallinn, Estonia. Delivered 1 week of pedagogical professional development for two-way immersion teachers (Estonian/Russian) and curriculum/pedagogy specialists. (with T. W. Fortune)

Feb. 13–16, 2017 – University of the Basque Country, San Sebastian, Spain. Delivered three 1.5 hour sessions over four days to teachers of Basque, Spanish and English – the focus was on approaches to multilingualism, integrating languages across the curriculum.

May 25–29, 2015 – Language Immersion Centre, Tallinn, Estonia. Delivered 1 week of pedagogical professional development for two-way immersion teachers (Estonian/Russian) and curriculum/pedagogy specialists. (with T. W. Fortune)

Sept. 15–18, 2014 – Language Immersion Centre, Tallinn, Estonia. Delivered 1 week of pedagogical professional development for two-way immersion teachers (Estonian/Russian) and curriculum/pedagogy specialists. (with T. W. Fortune)

Feb. 25–28, 2007 – Modern Language Program at the Escuela Campo Alegre U.S. International School in Caracas, Venezuela. Conducted program evaluation. (with T. W. Fortune)

Dec. 2005 – Inerisaavik/Pilersuiffik, Nuuk, Greenland. Helped educators understand key concepts for developing programs that will assist Greenlandic learners (Grades 1–10) in developing academic language skills in Danish to succeed in high school and higher education. (with T. W. Fortune)

5B. NATIONAL CONSULTING PROJECTS

2016–2017 – Delaware World Language Immersion, Dover Delaware. Provided three sets of three days of professional development workshops for immersion teachers in the state of Delaware (Day 1: kindergarten teachers, Day 2: Gr. 1-2 teachers, Day 3: Gr. 3-5 teachers) on expanding student oral language production and providing corrective feedback. Workshops took place Sept. 27–29, Dec. 6–9, 2016 and March 14–16, 2017. Also met with state-level immersion programs coordinator to engage in collaborative planning, and developed online modules with workshop materials for teachers not able to attend workshops in person.

September 12–14, 2016 – Blaine County School District, Hailey, Idaho. Observed teacher planning meetings and in classrooms, met with principal and program coordinator to debrief; gave a 1-hour presentation to parents and the community; prepared for and delivered two 3-hour workshops for teachers (one K-1 and one Gr. 2-5) on integrating language and content.

April 27–29, 2015 – add.a.lingua (private organization that supports immersion program development and implementation), Zeeland, Michigan. Delivered presentations for different audiences; toured immersion programs; met with teachers, administrators, add.a.lingua leaders and point people; reviewed and provided feedback on add.a.lingua materials.

May 29–30, 2014 – Anchorage School District. Gave 2-day workshop for language immersion educators on strategies to build word knowledge and bring a focus on language in the classroom.

May 19–21, 2014 – University of Hawaii at Hilo Hawaiian Studies Program. Gave 3-day workshop on performance assessment for language faculty and instructors.

Feb. 12–14, 2014 – Blaine County School District, Hailey, Idaho. Gave two days of workshops for various staff members and teachers on biliteracy development and strategies to improve instruction for English learners.

Aug. 29–30, 2013 – Canby Public Schools, Canby, OR. Led a two-day workshop for two-way immersion teachers and administrators.

Feb. 14–15, 2013 – Burton Public Schools, Porterville, CA. Observed classroom teachers for one day and gave full day workshop for two-way immersion teachers.

Feb. 1–4, 2012 – Louisiana immersion programs. Held meetings for immersion school administrators through the Louisiana Dept. of Education and provided a one-day workshop for French, Spanish and Chinese immersion teachers in Lafayette Parish. (with T. Fortune)

Feb. 2011 – Baldwin Wallace College, Berea, OH. Served as Spanish language consultant for disciplinary faculty designing “Language Across the Curriculum” courses.

June 4–5, 2009 – two immersion programs in Tulsa Public Schools, Tulsa, Oklahoma. (with T. Fortune)

Sept. 2007 and Jan. 2008 – Hawaii Dept. of Education, K–2 Hawaiian language immersion programs. (with T. Fortune)

Jan. 25–27, 2007 – International School of Louisiana, a charter Spanish and French immersion program in New Orleans. (with T. Fortune)

November, 2006 – Foreign Language in the Elementary School programs, Schaumburg Public Schools, Schaumburg, IL.

September, 2006 – Academie Lafayette, French Immersion Charter School, Kansas City, MO. (with T. Fortune)

Feb.–June, 2006 – Nuestro Mundo Community School, a dual immersion charter school in the Madison Public Schools, to conduct an extensive program evaluation. (with T. Fortune)

October 15–16, 2003 – *So where's the language in content-based instruction?* Two-day Professional Development Workshop for ESL and Mainstream Teachers in El Paso. (with T. Fortune)

June 10–14, 2002 – Week-long professional development on curriculum development in immersion contexts for teachers in Yup'ik Immersion Programs that are designed to revitalize the native Eskimo Yup'ik in the west-central region of Alaska. Bethel, Alaska. (with T. Fortune),

Oct. 10–12, 2000 – Portland Public Schools, Portland OR to give a 3-day workshop on *Proficiency-oriented language instruction and assessment* for all 80 foreign language teachers. (with P Harens)

Sept. 30, 1996 – Columbus Spanish Immersion Academy, Columbus Public Schools, Columbus, Ohio. Spent entire day, observing teachers and met with staff for 2 hours after school to discuss issues related to policy, curriculum planning, and assessment in immersion programs.

5C. LOCAL CONSULTING PROJECTS

Nov. 2009 – Feb. 2010 – Minneapolis Public Schools to assist in the design of a new two-way immersion middle school continuation program to be housed at the Anwatin site beginning in Fall 2010 and to align K-5 two-way immersion programs at Emerson and Windom.

Jan. 2007–May 2007 – Emerson Spanish Immersion Learning Center (K–8 immersion school), Minneapolis, MN. (with T. Fortune)

Fall, 2004–Spring 2005 – Northfield Public Schools to conduct in-depth evaluation of Partial Spanish Immersion Program in particular to determine its suitability for Spanish dominant learners. Presentation to staff and school board April 11, 2005. (with Tara Fortune)

2001–2002 – Edina Public Schools Normandale French Immersion Program, French Language Arts Review.

Fall 1999–Summer 2000 – St. Louis Park's Spanish Immersion Program.

April, 1999–October, 1999 – Edina Public Schools for planning articulation for the Spanish program, which begins in the elementary school and continues through high school. I was also asked to work closely with the elementary language teachers to develop curriculum and improve overall communication with teachers and parents in the district.

January, 1996–Winter 1998 – Minneapolis Public Schools for Systemwide Improvement Title VII Grant, "Systemwide Project to Integrate, Revise & Align Learning" for nonnative English speakers in the district. (with C. Walker)

December, 1997 – Minneapolis Public Schools, joint project with Emerson Spanish Immersion Learning Center, Southwest High School, and Folwell Middle School for creating immersion and content-based language options for students at secondary levels.

Fall, 1995–1997 – Emerson Spanish Immersion Learning Center in their efforts to explore a transition from partial immersion to two-way immersion with funding from the Foreign Language Incentive Grant. (with C. Walker)

Oct. 1992–Spring, 1996 – St. Louis Park District for developing content-based programs and assessments for ESL population.

Jan. 1992–Spring, 1997 – St. Louis Park District-Wide Curriculum Advisory Committee, School Board, and Task Force for developing Foreign Language In the Elementary School Programs (FLES content-based, begun in the fall of 1994, and Immersion, begun in the fall of 1996).

Spring, 1988 – Mercy Learning Center, Adult Literacy Program, Bridgeport, CT.

6. MEDIA ATTENTION

Interviewed about dual language and immersion education by Emily Hunsberger for the Tertulia podcast. April 24, 2018. <https://tertuliapodcast.com/inmersos/>.

Pictured and mentioned in an article about receiving the Pimsleur award with co-author Laurent Cammarata in *Le Franco*, the primary French language newspaper in Alberta, CA. January, 13, 2014. <http://francocalgary.newspaperdirect.com/epaper/viewer.aspx>.

Pictured and quoted in an article on language immersion education, which was published in a Swedish language newspaper in Finland, *Vasabladet*, Thursday, Oct. 17, 2013. [Article titled Gott språk är ett gott råd – Good language is good advice.]

Editorial titled “Immersion Programs are a Good Idea,” published June 6, 2013 in *The Garden Grove Journal*, 31(45), 3-4. <http://ggjournal.com/2013/06/06/garden-grove-journal-june-6-2013/>

Interviewed by reporter for Voice of Orange County, Orange County’s (CA) Nonprofit Investigative News Agency, for article titled “Language Immersion Program Pushed for Vietnamese Youth.” Interviewed May 31, 2013 for article that appeared June 4, 2013. http://www.voiceofoc.org/oc_central/article_153bcd3c-cd21-11e2-8e02-001a4bcf887a.html

Interviewed by freelance writer for *Language Magazine* (<http://languagemagazine.com/>) about language immersion education. Interviewed Jan. 29, 2013.

Interviewed by *Latitude News* (Boston, <http://www.latitudenews.com/>) about language immersion education. Interviewed Jan. 28, 2013 for article that appeared February 7. Available online at: <http://www.latitudenews.com/story/does-not-speaking-english-at-school-make-your-kids-smarter/>

Videotaped on language immersion education for CI 1001 Elem. Ed. Classes, Sept., 2012, video is available at: <https://mediamill.cla.umn.edu/mediamill/download.php?file=183109.m4v>.

Interviewed by Channel 12 news, Northwest Community Television for short feature on benefits of language immersion programs. Program aired Nov. 6, 2012.

Interviewed for video produced by CARLA, which featured an international roster of immersion experts. Video intended for national/state educational leaders and politicians. Interviewed Oct. 18, 2012. <http://www.carla.umn.edu/immersion/immersionmnvideo.html>.

Participated in a live interview on WCCO radio to discuss language immersion education and its growth in Minnesota. February 26, 2001.

Participated in a live interview on Minnesota Public Radio to discuss English learners and educational options for them, Fall, 1999.

7. TEACHING AND CURRICULUM DEVELOPMENT

Graduate and Professional Courses, University of Minnesota – Assigned Teaching

Courses for M.A. and Ph.D. students

- CI 8161 Research Experience I: Study Design & Planning (2006, 2012)
- CI 8162 Research Experience II: Data Analysis and Manuscript Preparation (2007, 2013)
- CI 8631 Research Seminar in Second Language and Cultures Education I (1990, 1994, 2000)
- CI 8632 Research Seminar in Second Language and Cultures Education I (1991, 2001)

- CI 8650: Special Topics: Research in Second Language Settings (1999)
- CI 8650: Special Topics: Research Foundations of Bilingual and Immersion Ed (2012)

Courses for M.Ed., certificate, and M.A. and Ph.D. students

- CI 5130 Introduction to Curriculum Studies (1999)
- CI 5137 The Multicultural Gender-Fair Curriculum (co-taught, 1993, 1994)
- CI 5651 Foundations of Second Languages and Cultures Education (2006)
- CI 5660 Special Topics in Second Languages and Cultures Education – 3 distinct special topics classes as CARLA summer institutes:
 - Meeting the Challenges of Immersion Education (co-taught 1997, 1998)
 - Assessing Students’ Oral Language Proficiency (2001)
 - Challenges of Immersion Education: Biliteracy Development in Dual Language/Immersion Classrooms (2013, hybrid course)
- CI 5660, CI 5330, and CI 5150 – Special Topics courses – 8 distinct special topics classes for the department:
 - Biliteracy Development in Dual Language/Immersion Classrooms (online, 2015)
 - Instructional Systems: Trends and Issues (MayaQuest Interdisciplinary Curriculum Development and Technology Applications) (co-taught 1996, co-taught online in 1998)
 - Working with Non-Native English Speakers in the Elementary Classroom (co-taught 1996, 1998)
 - Teaching in Language Immersion Classrooms (co-taught 1996)
 - Alternative Methods of Assessment for Secondary Teachers (co-taught 1995)
 - Critical Teaching: Diversity and Controversy in the Classroom (co-taught 1993)
 - Exploring Issues of Diversity in Second Language Textbooks (1993)
 - Materials Development (for the Quincentennial Summer Program, organized by the Global Campus at the University of Minnesota, Madrid, Spain, 1991)
- CI 5660 – Special Topics courses – 5 distinct special topics classes taught as part of grant-funded projects:
 - Content-Based Language Teaching with Technology (co-taught 6 times, 1999–2004)
 - Creating Science Curriculum for Spanish Immersion Schools—Ecuador Project (8 cr.) (co-taught 1999)
 - The Minnesota Articulation Project (1998)
 - Proficiency-Oriented Language Instruction and Assessment (1997, 1998)
 - Exploring Key Concepts in Second Language Pedagogy (FLIP grant) (1994, 1995, 1996)
- CI 5656 Teaching Literacy in Second Language Classrooms (11 times, 1991–2004)
- CI 5657 Speaking and Listening in a Second Language (1994)
- CI 5658 Foreign Language Testing and Assessment (1991, 1994, 2005, 2008, 2010)
- CI 5662 Second Language Curriculum Design (12 times, 1991–2005)
- CI 5670 Foundations of Dual Language and Immersion Education (online: 2010, 2012, 2013, 2015) (hybrid: 2018)
- CI 5671 Curriculum Development and Assessment for Dual Language/Immersion Classrooms (F2F: 2001, 2003, 2005, 2007; online: 2011, 2014, 2016)
- CI 5672 Language-Focused Instructional Practices and Strategies for Dual Language/Immersion Classrooms (online: 2011, 2013, 2014, 2016) (hybrid: 2018)
- CI 5673 Immersion 101: An Introduction to Immersion Teaching (co-taught 10 times, 2001–09) (CARLA Summer Institute)
- CI 5674 Immersion 101: An Introduction to Immersion Teaching for Character-Based Languages (co-taught 2007) (CARLA Summer Institute)
- CI 5676 Biliteracy Development in Dual Language/Immersion Classrooms (4 sections online: 2017)

Courses for post-baccalaureate initial teacher licensure program (co-taught 8 times, 1990–98, 2008–09)

- CI 5631 Second Language Curriculum Development and Assessment
- CI 5632 Literacy and Language Development in Second Language Classrooms
- CI 5634 Content-Based Instruction in Second Language Settings
- CI 5635 Culture and Diversity in Second Language Classrooms

University of Minnesota – Unassigned Teaching

- Prepared and delivered presentation titled: *Language Immersion Education: An Introduction* for B. Cartford's CI 5619 Teaching World Languages and Cultures in Elementary Schools. Nov. 2, 2016
- Prepared and delivered presentation titled: *Academic Achievement in Immersion/Dual Language Education: What do we know/not know?* for M. Bigelow's CI 5651 Foundations of Second Languages and Cultures Education. Oct. 17, 2016
- Prepared and delivered presentation titled *The Role of Context in Translanguaging* for L. Helman's CI 8470 Special Topics on Literacy: Transnational and Multilingual Literacies. April 19, 2016
- Prepared and delivered 1-hour presentation on teacher education for content-based language instruction for M. Bigelow's CI 5651 Foundations of Second Languages and Cultures Education. Nov. 18, 2014
- Prepared and presented 2.5-hour class on academic language and language objectives for CI 5645 students and Elem. Ed. faculty and staff. Feb. 7, 2013
- Each semester I gave a one-hour presentation in each section of CI 1001 about language immersion elementary programs. In Fall 2012 presentation was videotaped. Fall 2006 – 2010; Fall 2012
- Tedick, D., & Duke, K. *English language learners*. Four-hour presentation in Gayle Ghere's class for the Teacher Leadership program, Collaboration in Heterogeneous Classrooms and Schools. April 1, 2001
- Tedick, D., & Duke, K. *English language learners*. Four-hour presentation in Jennifer York-Barr's class for the Teacher Leadership program, Collaboration in Heterogeneous Classrooms and Schools. April 10, 2000
- Tedick, D. *Responding to language minority students' needs: program options and instructional strategies*. Presentation at Eleni Roulis's Language, Culture, and Education class, University of St. Thomas, St. Paul, MN. March 18, 1995
- Tedick, D. *Responding to language minority students' needs: program options and instructional strategies*. Presentation at Eleni Roulis' Language, Culture, and Education class, University of St. Thomas, St. Paul, MN. Dec. 8, 1994

Fairfield University (1988 – 1990) – Assigned Teaching

- | | |
|---|------------|
| Historical and Sociopolitical Issues in Bilingual/Multicultural ESL Education | 1990 |
| Testing and Assessment in Foreign Language, ESL, and Bilingual Programs | 1990 |
| Techniques in Diagnosing Reading Problems | 1989 |
| Methods and Materials for Second Language Teaching | 1989, 1990 |
| Comprehending and Communicating in a Second Language | 1989 |
| Culture and Second Language Acquisition | 1989, 1990 |
| Developmental Reading in the Secondary School | 1989, 1990 |

Reading and Writing in a Second Language	1989
Explorations in Critical Teaching	1989
Principles of Bilingualism and Second Language Acquisition	1988
Reading in the Content Areas	1988
Teacher and Learner in the Multicultural Classroom	1988

The Ohio State University (* undergraduate level) (as a Graduate Assistant, 1984 – 1988)

*Fundamentals of Secondary Reading Instruction	1987 – 88
Advanced ESL Composition	1985 – 87
Intermediate ESL Composition	1985 – 87
*Reading in the Bilingual/Multicultural Classroom	1985
*Elementary Education Reading Methods	1984

Curriculum and Program Development

- Contributed to the preparation of and submitted new course proposals for a 2-course sequence, CI 5636 and 5637, Problems of Practice in Second Language Education: Seminar for Early Career Language Teachers Parts 1 & 2, Spring 2017.
- Prepared proposals to revise curricular requirements for SLE MA programs – both Plan A and Plan B, Spring 2016.
- Submitted new course proposal for CI 5676 Biliteracy Development in Dual Language/Immersion Classrooms, a course that will serve as a requirement for the M.Ed. program in Language Immersion Education and the certificate program in Dual Language and Immersion Education. Paperwork submitted in January, 2016.
- Prepared proposal for a new subplan – M.Ed. Professional Studies program in Language Immersion Education, half of which will be comprised of courses that lead to the certificate program in Dual Language and Immersion Education. Proposal and all associated paperwork submitted in January, 2016.
- Prepared proposal for a new subplan – M.Ed. Professional Studies program in Second Language Pedagogy, half of which will be comprised of courses that lead to the certificate program in Advanced Practices in Second Language Teaching. Proposal and all associated paperwork submitted in January, 2016.
- Prepared proposal for new “nonconventional” licensure program in Elementary Education for dual language and immersion teachers. Proposal sent to the MNBOT in January, 2016. Worked Fall 2015–Spring 2016 to build DLI-specific content to be added to the licensure courses. Program launched in Spring 2017.
- Prepared proposal for a major revision of the M.Ed. Professional Studies Interdisciplinary Focus subplan – proposal is for a new subplan name (Interdisciplinary Studies) and new requirements to be offered to cohorts of teachers. Submitted Fall 2013, approved Spring 2014. I spearheaded the proposal in collaboration with faculty in Elementary Education, Learning Technologies, Literacy Education, STEM Education, and Social Studies Education. This program is designed for cohorts of teachers from one or more school districts that want to develop in-depth knowledge and skills in a particular area. The first cohort includes teachers from several Michigan school districts and other areas are earning the M.Ed. online with a special emphasis on immersion education. A cohort of immersion teachers from Anchorage, Alaska and other states/countries is scheduled to begin the program in fall 2015. I designed the program such that it opens up opportunities for other professors who want to respond to the specific needs of districts (e.g., technology integration, culturally relevant pedagogy).

- Developed special topics course titled Biliteracy Development in Dual Language/Immersion Classrooms and taught as a hybrid in summer 2013 (1 week intensive summer institute followed by 3 weeks of online instruction). Course offered completely online Spring 2015; to be proposed as a permanent class in 2015.
- Developed new course, CI 5670 Foundations of Dual Language and Immersion Education, approved, April 2011.
- Developed online versions of three core courses for the certificate program in Dual Language and Immersion Education, Summer 2010 – Fall 2011 (CI 5670 Foundations of Dual Language and Immersion Education, 5671, Curriculum Development and Assessment for Dual Language/Immersion Classrooms, 5672 Language-Focused Instructional Practices and Strategies for Dual Language and Immersion Classrooms).
- Developed 12–credit Certificate Program in Advanced Practices in Second Language Teaching (offered in tandem with CARLA summer institute program), Spring 2009.
- Developed 15–credit Certificate Program in Dual Language and Immersion Education, 1999 (which included two new course proposals, CI 5671 and CI 5672).
- With SLE faculty, collaborated on development of 1–credit course CI 5644 Working with Linguistically and Culturally Diverse Students in the Mainstream Classroom, tailored for each licensure discipline in C&I, 1998.
- Co-developed undergraduate education course [with M. Bents (Trettin)] for students interested in education.
- Major course revision of CI 5656 Reading and Writing in a Second Language, 1990–91

Collaborative Efforts and Activities

- Certificate Program in Dual Language and Immersion Education developed in collaboration with local immersion educators and colleagues in Second Language Education
- Co-developed and co-taught professional development experience for CARLA project CoBaLTT
- Co-taught multiple courses (some interdisciplinary)
 - Courses for post-baccalaureate initial teacher licensure program
 - The Multicultural Gender-Fair Curriculum
 - Instructional Systems: Trends and Issues (MayaQuest Interdisciplinary Curriculum Development and Technology Applications)
 - Working with Non-Native English Speakers in the Elementary Classroom
 - Teaching in Language Immersion Classrooms
 - Alternative Methods of Assessment for Secondary Teachers
 - Critical Teaching: Diversity and Controversy in the Classroom
 - Creating Science Curriculum for Spanish Immersion Schools—Ecuador Project
 - CARLA Summer Institutes
 - Meeting the Challenges of Immersion Education
 - Immersion 101: An Introduction to Immersion Teaching
 - CI 5674 Immersion 101: An Introduction to Immersion Teaching for Character-Based Languages

8. ADVISING AND MENTORING

8A. UNDERGRADUATE STUDENT ACTIVITIES

Served as reader on Nathan Olson's undergraduate summa thesis committee, Summer 2008, Department of Spanish and Portuguese.

8B. GRADUATE STUDENT ACTIVITIES (M.A. AND PH.D.)

Master of Arts

Master's Plan B Papers Directed

- 1) Cocchi, Cristina (2013). *Theme-based instruction in Italian at the university level: Exploring writing activities*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 2) Olivero-Agney, Anna (2013). *Exploring how a theme-based unit impacts students' reading experience in a second-year undergraduate foreign language class*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 3) Koop, Betsy (2012). *L2 oral language expectations and L1/L2 reading in a one-way Spanish immersion program*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 4) Pearson, Jill (2007). Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 5) Cody, Jae (2007). *The challenges facing beginning immersion teachers*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 6) Smart, Mike (2003). *Kanji instruction in L2 reading: Rationale for a new approach*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 7) Korppi, Tiia (2002). *Reading instruction in early foreign language immersion: A case study of teachers' and parents' views*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 8) Lie, Kari (2001). *Sami heritage language programs: Balancing indigenous traditions and western ideologies within the Norwegian educational system*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 9) Holden, Chris (2000). *Reading strategies instruction in Spanish and its influence on reading comprehension in English*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 10) Olson-Studler, Katherine (1999). *The National Standards for Foreign Languages and elementary school Spanish teachers' professional development: A journey from awareness to implementation*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 11) Mandyck, Jodi (1998). *Effects of alternative assessment on students' attitudes toward foreign language learning*. Education, Curriculum & Instruction: Second Languages and Cultures Education.
- 12) Loaiza-Arango, Adalberto (1993). *Language related attitude changes and academic performance of students in the foreign language immersion programme at the University of Minnesota*. Education, Curriculum & Instruction: Second Languages and Cultures Education.

Master's Plan A Thesis Papers Directed

- 1) Mathieu, Corrine (2017). *Spanish immersion materials and the secondary classroom ecology*. Education, Curriculum & Instruction: Second Language Education.
- 2) Glynn, Cassandra (2007). *Exploring the low enrollment of African-American students in foreign language: A case study of a suburban high school*. Education, Curriculum & Instruction: Second Languages and Cultures Education.

Master of Arts Advising and Committee Assignments (current advisees and committee assignments shaded)

Name & Term Admitted	Program or Track and Plan	Adviser	Chair	Member	Plan A Thesis Mtg.	Graduated
Asaoka, Chitose	Ling. (Plan B)			X		W 92
Bazile, Anne (F 02) †	SLE (Plan B)	X				Plan B oral: 3-7-08
Canto, Michelle	Literacy Ed (Plan B)			X		Plan B oral: 9-17-07

Name & Term Admitted	Program or Track and Plan	Adviser	Chair	Member	Plan A Thesis Mtg.	Graduated
Cocchi, Cristina (F 2010)	SLE (Plan B)	X				Plan B oral: 5-15-13
Cody, Margaret Jae (F 04)	SLE (Plan B)	X				Plan B oral: 5-10-07
Desmonde, Wendy	Ling. (Plan B)			X		Spr 95
Fukumoto, Yukimi	SLE (Plan B)			X		Sum 05
Glynn (Oberembt), Cassandra (Sum 03)	SLE (Plan A)	X			Dec. 2005 Final 12-14-06	Sp 2007
Harens, Pamela (F 92)	SLE (Plan B)			X		W 95
Holden, Christopher (W 96)	SLE/Elem (Plan B)	X	X			F 2000
Jaakola, Jennifer	SLE (Plan B)			X		Spr 97
Koop, Elizabeth (F 2010)	SLE (Plan B)	X				Plan B oral 12-4-12
Korppi, Tiia (F 2000)	SLE (Plan B)	X	X			Sum 02
Larsen, Susan	SLE (Plan B)			X		Sum 02
Leake, Anne	Ling. (Plan B)			X		F 91
Lentz, Ursula	German (Plan B)			X		12-04
Lie, Kari (F 99)	SLE (Plan B)	X	X			Sum 01
Liu, Kristin	Ling. (Plan B)			X		Spr 96
Loaiza, Adalberto (F 92)	SLE (Plan B)	X	X			Sum 93
López, María Emilce	Hisp. Ling (Plan B)			X		Sum 99
Mandyck (Heurung), Jodi (W 96)	SLE (Plan B)	X	X			Spr 98
Mathieu, Corinne (+ DLI cert.) (F 2015)	SLE (Plan A)	X			9-8-16 Final 4-20-17	May 2017
Olivero-Agney, Anna (F 2010)	SLE (Plan B)	X				Plan B oral: 5-15-13
Olson-Studler, K. (Sp 91)	SLE (Plan B)	X	X			F 1999
Pearson, Jill (Sp 2005)	SLE (Plan B)	X	X			Plan B oral 4-24-07
Plaza, Maria-Jesus	SLE (Plan B)			X		F 90
Quest, Carol	SLE (Plan B)			X		W 93
Rimarcik, JuLee	Ling.			X		Spr 96
Rodriguez, Kaari	SLE (Plan B)			X		Plan B oral 8-31-09
Sengiku, Motoji	SLE (Plan B)			X		W 92
Smart, Michael (SSI 96; Sum 02)	SLE (Plan B)	X	X			Spr 03
Sommers, Florence	SLE (Plan B)			X		F 92
Stamschror, Shane	CIDE (Plan B)			X		7-15-08
Strohl, Judith	SLE (Plan B)			X		Spr 93

Name & Term Admitted	Program or Track and Plan	Adviser	Chair	Member	Plan A Thesis Mtg.	Graduated
Venkatasubramanya, Srividya (F02) †	SLE (Plan B)	X	X		Plan B oral 11-9-06	Fall 2006
Xiong, Silin	OLPD (Plan B)			X		May 2011

†Note: Student was in Ph.D. program but counseled out; was awarded M.A. instead. Did not submit final Plan B paper but did participate in final oral examination.

Doctor of Philosophy

Completed Ph.D. Advisee Thesis Titles, Awards, and Employment

Caroline Maguire (graduated January 2018)

Thesis Title: *When Language Teachers Don't Teach Language: A Narrative Inquiry of Language-Focused ESL Instruction in Content-Based Settings*

Place of Employment: Assistant Professor and Assessment Coordinator, Augsburg College

Amy I. Young (co-advised with Tara W. Fortune; graduated Summer 2015)

Thesis Title: *Student Oral Proficiency in Grade Three Spanish Immersion: Linguistic Diversity, Student Interaction, and Differentiated Scaffolding*

Place of Employment:

First position: Visiting Assistant Professor, Multilingual and Multicultural Studies, New York University, Fall 2015 – Spring 2016

Second position: Principal, Wilson Elementary School, Owatonna, MN, Summer 2016 – 2017

Current position: ESL and LEAPS ACT specialist, MN State Department of Education, Summer 2018 – present

Awards:

Runner-up, Christopher Brumfit Ph.D./Ed.D. Thesis Award, 2016, Cambridge University Press, *Language Teaching*

Recipient of Graduate School Doctoral Dissertation Fellowship, 2014–15

Recipient of the 2014 Dissertation Award sponsored jointly by the American Council on the Teaching of Foreign Languages and the National Federation of Modern Language Teachers' Association

CARLA Fellow, 2013–14

Michelle Benegas (graduated Summer 2015)

Thesis Title: *Student Teachers Learning Together to Enact Culturally Relevant Pedagogy for English Learners*

Place of Employment:

Assistant Professor, Language and Literacy Education (ESL/EFL focus), Hamline University

Kristi Liu (graduated Sept. 2014)

Thesis Title: *An Activity Theory Perspective on Academic Language Use by ELLs in a High School Math Classroom.*

Place of Employment:

Senior Research Fellow, National Center for Education Outcomes, Institute on Community Integration, University of Minnesota

Jason Martel (graduated May 2013)

Thesis Title: *Learning to Teach a Foreign Language: A Student Teacher's Role Identity Negotiation*

Place of Employment:

Assistant Professor, TESOL and Teaching Foreign Languages, Monterey Institute of International Studies

Cassandra Glynn (graduated Fall 2012)

Thesis Title: *The Role of Ethnicity in the Foreign Language Classroom: Perspectives on African-American Students' Enrollment, Experiences, and Identity*

Place of Employment:

Assistant Professor/Program Director, M.Ed. in World Language Instruction, Concordia College, Moorhead Minnesota, Jan. 2014–present

First job placement: Adjunct instructor, Foreign Language Education, Concordia College, Moorhead Minnesota, Fall 2012–Jan. 2014.

Kazue Oda (graduated Summer 2011)

Thesis Title: *Post-Secondary Foreign Language Teachers' Belief Systems about Language Teaching/Learning and Technology/Teaching with Technology*

Pamela Wesely (graduated Summer 2009)

Thesis Title: *The Language Learning Motivation of Early Adolescent French and Spanish Elementary Immersion Program Graduates*

Place of Employment:

Assistant Professor, Foreign Language Education and ESL, Department of Teaching and Learning, University of Iowa, Iowa City, Fall 2009–Spring 2015. (Promoted to Associate Professor with tenure in September 2015)

Awards:

Recipient of AERA Mixed Methods Research SIG Outstanding Mixed Methods Dissertation Award, Spring 2011

Recipient of Curriculum and Instruction Outstanding Graduate Student Research Paper Award, Sp. 2009

Recipient of Graduate School Doctoral Dissertation Fellowship, 2008–09

Presentation at ACTFL selected for a “Best in Conference” award (2008)

CARLA Fellow, 2007–08

Kasia Brzosko-Barratt (co-advised with Jerry McClelland; graduated Summer 2007)

Thesis Title: *Experiences of Student Teachers and Cooperating Teachers in ESL: A Phenomenological Study*

Place of Employment:

Senior Lecturer, University of Warsaw, Centre for Foreign Language Teacher Training and European Education, University College of English Language Teacher Education, Warsaw, Poland (top university in the country)

Kimberly Johnson (graduated Fall 2006)

Thesis Title: *The Language of Attitudes: Technical College Faculty and Talk about Diversity*

Place of Employment:

St. Catherine University, St. Paul, Director of Adult Learning spring 2013–present

First job placement: Hamline University, Assistant Professor, Center for Second Language Teaching and Learning, and Coordinator, ABE Teaching and Learning Systems (Resources and Professional

Development for Adult Educators) 2006–2013

Awards:

Selected as C&I nominee for U of M Best Dissertation Award in Behavioral and Social Sciences and Education, March 2007

Recipient of CEHD Seashore Graduate Fellowship, Spring 2005

Anne Dahlman (graduated December, 2005)

Thesis Title (an “alternative to the traditional dissertation; compilation of three studies):
Exploration of Second Language Preservice Teachers’ Cognition and Learning

Study I: The Role of Second Language Preservice Teachers’ Cognitive Processes and the Relationship between Theory and Practice

Study II: Second Language Preservice Teachers’ Cognitive and Affective Learning Processes

Study III: Second Language Preservice Teachers’ Accessing of Background Knowledge and the Role of Context

Place of Employment:

Minnesota State University at Mankato, Professor of Educational Studies (K–12 and Secondary Programs)

Awards:

CARLA Fellow, 2004–05

Recipient of C&I Fellowship (\$5,000) for continuing students

Recipient of AERA Second Language Research SIG Dissertation Award, March 2006

Amy Landelle (graduated May, 2004)

Thesis Title: *Motivations, Language Learning Beliefs, and Experiences of Hmong and Spanish-Speaking Students in the Foreign Language Classroom*

Patricia Hoffman (co-advised with C. Walker; graduated December, 2003)

Thesis Title: *Exploring Educators’ Understandings of the Differences between Typical ESL Students and Those with Special Education Needs*

Place of Employment:

Minnesota State University at Mankato, Professor of Educational Studies: K–12 and Secondary Programs

Paul Magnuson (co-advised with M. Bigelow; graduated Summer 2003)

Thesis Title: *The Interplay Between Minnesota’s Accountability System and Adolescent English Language Learners with Limited Formal Schooling*

Place of Employment:

Director of Research & Curriculum, Leysin American School in Switzerland, 2009 – present
Concordia Language Villages

Academic Director, Middlebury-Monterey Language Academy (Spring 2008 – Fall 2009)

University of Minnesota, Minnesota Center for Reading Research (Fall 2006 – Spring 2008)

First job placement: Minnesota Department of Education (2002–2004)

Awards:

Recipient of Graduate School Doctoral Dissertation Fellowship, 2002–03.

Ditlev Larsen (graduated Spring 2003)

Thesis Title: *Freshman College Students Acquiring Academic Writing: An Examination of Basic Writers and ESL Writers*

Place of Employment:

Professor and Director of ESL, Minnesota State University at Winona, Winona MN, assistant professor (03–09), associate professor, professor

Blair E. Bateman (graduated Fall 2002)

Thesis Title: *Ethnographic Interviews as a Tool for Culture Learning in a University Spanish Classroom*

Place of Employment: Brigham Young University, Provo, Utah, assistant professor (02–08), associate professor (2008–present)

Awards:

Recipient of Graduate School Tuition Fellowship, Summer, 2002.

Tara Williams Fortune (graduated Spring 2001)

Thesis Title: *Understanding Immersion Students' Oral Language Use as Mediator of Social Interaction in the Classroom*

Place of Employment:

University of Minnesota, Center for Advanced Research on Language Acquisition, Director of Immersion Projects (since 2002)

First job placement: Assistant professor, Hamline University (2001–2002)

Awards:

Recipient of 2002 Best Dissertation Award at the University of Minnesota in the area of Behavioral and Social Sciences and Education

Recipient of Graduate School Doctoral Dissertation Fellowship, 2000–01.

CARLA Fellow, 2000–01

National K–12 Foreign Language Resource Center, Small Grant for Research in Early Foreign Language Education, 2000

Emma Birkmaier Fellowship for Dissertation Research, 2000

Recipient of CEHD Ruth Eckert Scholarship, 1999

Recipient of CEHD Advanced Study Student Scholarship, 1998

University of Minnesota New Student Fellowship, 1994

María Jesús Plaza Chapa (co-advised with D. Lange; graduated Summer 1999)

Thesis Title: *Language and Cultural Identity in Catalonia: Evidence from Students Having Different Language Backgrounds in Vocational and Secondary Public Schools*

Place of Employment:

Mount Royal College, Calgary, Alberta, Canada, associate professor with tenure

Thomas Albin Upton (co-advised with H. Jorstad; graduated Spring 1993)

Thesis Title: *The Influence of First and Second Language Use on the Comprehension and Recall of Written English Texts by Japanese Readers*

Place of Employment:

Indiana University, Professor of English and Director of the ESL Program

First Job Placement: University of Wisconsin-Eau Claire, assistant professor

Lucy Chun-Kun Yao (co-advised with H. Jorstad; graduated Fall 1990)

Thesis Title: *Writing in English for Academic Purposes: Case Studies of Four Taiwanese Graduate Students*

Place of Employment:
Department of Foreign Language and Literatures
National Chung Hsing University
Taichung, Taiwan

Doctor of Philosophy (*indicates graduated) (current advisees and committee assignments are shaded)

Name & Term Admitted	Program or Track	Adviser	Final Chair	Member	Final Reader	Program Approv.	Written Prelim	Oral Prelim.	Thesis Panel	Final
*Anderson, Mike	SLE			pre-lim	X		X	1-30-02	2-20-02	5-10-04
*Ayari, Salah	SLE			pre-lim	X		X	X		Spr 97
*Bateman, Blair (Fall 96)	SLE	X			X	X		11-8-01	12-17-01	10-3-02
*Benegas, Michelle (F 10)	SLE	X			X	X	X	2-17-14	4-2-14	3-30-15
*Bosher, Susan	SLE			pre-lim & final				X		Spr 95
*Broner, Maggie	Hisp. Ling.			Final						12-17-99
*Brzosko-Barratt, Kasia	SLE	Co			X	X	X	7-1-03	F 2003	5-11-06
*Cammarata, Laurent	SLE			pre-lim	X		X	5-6-04	F 2004	5-12-06
*Chen, Sophia	SLE			final						Spr 93
*Christopher (Heisig), Doris	SLE			final	X				X	F 94
*Dahlman, Anne (F02)	SLE	X			X	X		1-26-05	1-26-05	12-21-05
*Diaz, Sister Carmen Marie	SLE			pre-lim & final			X	12-20-05		5-8-08
*Dobson, James	SLE			final						Spr 93
*Dudzik, Diana (F 04)	SLE			pre-lim				3-26-07		F 2007
*Edstam, Tina	SLE		X	pre-lim	X		X	X	X	Spr 98
*Fenwick, Sharyn	Elem Ed			final						Sum 05
*Fillenworth, Ceil	Eng Ed			pre-lim				X		Sp 95
*Fortune, Tara	SLE	X			X	X		4-9-99	S 00	6-7-01
*Gao, Yunli (F 06)	SLE	X†			X	X	Sp 09	6-9-09	10-2-09	6-9-10
Giraldo, Alexander (F 16)	SLE	X								
*Glynn, Cassandra (F 05)	SLE	X			X	X	Sum 08	12-2-08	12-17-10	9-11-12
*Gökçora, Deniz	SLE			pre-lim	X		X	X		Spr 94
Gopalakrishnan, Anuradha (F 15)	SLE	X				X	F 18	10-16-18	12-12-18	
*Harmati, Tal	Elem Ed			final						Sum 05
Hemsath, Dustin	SLE	Co								
*Hoffman, Patricia (re-admit W 99)	SLE	Co			X	X	X	10-25-01	2-13-02	11-6-03
*Horii, Sachiko (F 07)	SLE			pre-lim & final	X		X	1-26-11	5-2-11	11-20-12
*Ishihara, Noriko (F01)	SLE		X	pre-lim & final	X		X	5-14-04	5-14-04	5-15-06

Name & Term Admitted	Program or Track	Adviser	Final Chair	Member	Final Reader	Program Approv.	Written Prelim	Oral Prelim.	Thesis Panel	Final
*Jeon, Jihyeon Park	SLE		X	final						Sum 1995
*Johnson, Kimberly (F02)	SLE	X			X	X	3-05	5-24-05	F 2005	6-21-06
*Jorgensen, Karen	SLE/Lit			pre-lim & final	X		X	S 2004	S 2004	Sum 05
*Kayama, Yumi	SLE			prelim & final	X		X	X	X	Spr 98
*Klein, Francine	SLE			pre-lim & final			X	X	X	4-28-04
*Knutson, Asha	FYC			pre-lim				1-6-06		finished
*Kong, Kaishan (F 11)	SLE			Pre-lim				12-17-13		8-18-14
*Landa, Mark	SLE			pre-lim & final			X	X	X	1-18-00
*Landell, Amy	SLE	X			X	X	X	W 99	X	5-12-04
*Larsen, Ditlev (Winter 97)	SLE	X			X	X	X	5-9-00	12-00	4-2-03
*LeGrand, Donna	Spanish Lit.				X					3-13-00
*Li, Yichen	SLE			Pre-lim & final					12-16-14	7-13-16
*Liu, Kristi (Sp 05)	SLE	X			X	X	Sp 09	5-20-09	11-10-09	4-23-14
*Lundell, Dana	Eng. Ed		X	pre-lim & final			X	X		11-9-99
*Lynch, Andrew	Hisp. Ling.		X	pre-lim & final	X			May 1998	X	6-23-99
*Mabbott, Ann	SLE			pre-lim & final	X		X	X	X	Spr 95
*Magnuson, Paul (Fall 97; Spr 01)	SLE	Co				X		12-13-01	1-31-02	5-28-03
*Maguire, Caroline (F 12)	SLE	X			X	X	X	5-19-16	11-30-16	11-27-17
*Martel, Jason (F 08)	SLE	X			X	X	Sum 11	9-9-11	10-25-11	5-15-13
Mathieu, Corinne (F 16)	SLE	X				X	Sum 18	2-22-19	4-10-19	
Mitchell, Kathleen (F 10)	SLE			Pre-lim	X		Sp 2016	11-1-16	2-24-17	5-10-19
Montgomery, Mary Lynn (F 12)	SLE	X†		Pre-lim			X	3-31-16	4-4-16	
*Mori, Masako	SLE			final	X				X	F 94
*Mougel, Patricia	SLE		X	pre-lim & final	X		X	X	X	F 98
*Oda, Kazue (F03)	SLE/LT	Co				X	X	5-9-06	5-31-07	7-14-11
O'Leary, Patrick	LT			pre-lim			X	3-10-16		
Owen-Lyons, Stephanie (F 13)	SLE	XΨ								
Peng, Ping (F 12)	SLE	Co				X	F 18			
*Plaza, Maria J.	SLE	Co				X	X	X	X	5-4-99
*Prior, Paul	SLE			final	X				X	Spr 92
*Sanou, Prosper	SLE			prelim & final	X			X	X	Spr 92

Name & Term Admitted	Program or Track	Adviser	Final Chair	Member	Final Reader	Program Approv.	Written Prelim	Oral Prelim.	Thesis Panel	Final
*Scharber, Cassie	Literacy			pre-lim & final	X		X	2-19-07	3-1-07	5-20-09
Schornack, Miranda (F 12)	SLE	X†		pre-lim			X	8-16-16	8-30-16	2-27-19
*Schneller, Renana (F 07)	SLE	X†		pre-lim		X	X	X		Fall 2014
*Sims, William	SLE	Co					X	X	X	W 96
*Sopcak, Lorna	German			pre-lim & final	X			X	X	June 99
*Statzner, Elsa	SLE			final	X				X	W 95
*Teng, Cynthia	SLE			pre-lim			X	X		done
*Upton, Thomas	SLE	Co			X		X	X	X	Spr 93
*Wesely, Pamela (F 03)	SLE	X			X	5-06	X	12-17-07	12-20-07	5-6-09
*Wu, Jianxiong	SLE			pre-lim			X	X		F 1997
*Yanagimachi, Tomo	SLE		X	pre-lim & final	X		X	X	X	Sum 1997
*Yao, Lucy Chun-Kun	SLE	Co		final	X				X	F 90
*Young, Amy (F 11)	SLE	Co			X	X	X	3-4-14	5-14-14	5-7-15
*Zhang, Xu	SLE		X	pre-lim & final	X		X	5-20-04	5-20-04	4-26-07
Zilmer, Caleb (F 14)	SLE	Co†		final		X	X	5-31-18	7-16-19	

†Note: I served as sole adviser for Gao until 2009–10, when I went on sabbatical and Bigelow began to co-advise during the dissertation phase. Toward the end of the academic year, I was removed as co-adviser because of scheduling conflicts between Gao's timeline for completion and my sabbatical travels and commitments. I served as advisor for Schornack for her first 1.5 years in the program; she then switched to Bigelow given her research interests. I served as sole adviser for Schneller through the prelim process – until spring 2012; she switched to King due to her dissertation topic. I served as sole adviser for Montgomery until spring 2015; she switched to Bigelow due to her dissertation topic. I served as sole adviser for Caleb Zilmer until fall 2017. Sam David was added as co-adviser. We co-advised him through prelims. After prelims I recommended that he stay with Sam David and add Elaine Tarone as co-adviser, as she is more knowledgeable about Caleb's dissertation topic. I will remain on the final committee as member and chair.

‡Note: Owen-Lyons took a full time position as coordinator of the DLI-L program in Aug. 2016; she requested an official leave from the program at that time. She re-entered the program in Fall 2018 but decided in Spring 2019 to drop the program and devote her time and energy to the DLI-L program.

8C. PROFESSIONAL STUDENT ACTIVITIES (M.ED., CERTIFICATES) (CURRENT ADVISEES ARE SHADED)

Master of Education Professional Studies in SLE, Additional Licensure, and M.Ed.+Certificate Advisees

Name	Term Admitted	School-Based Project	Graduated
Aeilts, Amy (Lissick)	F 1996	S 2000	Sum 2000
Alvarez, Cristobal (+ DLI certificate)	F 2001	S 2006	Sum 2006
Anderson, Barbara (+ DLI cert. + K–12 French)	Spr 2003	Sum 2005	Sp 2005
Anderson, Denise (+ DLI certificate)	F 2001		Died before completing M.Ed.
Anderson, Sheila (ESL add. license)			Sp 2000
Arredondo, Aaron (+ DLI certificate)	F 2003	F 2006	Sp 2007
Avendano, Carmen (+ Spanish K–12 add. License)	Sum 2005		done
Azinge (O'Brien), Maureen (+ ESL add. license)	Spr 2000	Sp 2006	Sum 2006
Blomstrom, William G.	W 1991	X	SS II 1998

Name	Term Admitted	School-Based Project	Graduated
Boo, Jill	F 2006	X	Sp 2008
Boosalis, Michael (+ ESL add. license)	S 2004	Course instead	Sum 2008
Borden, Patricia	W 1992	X	SS II 1994
Bottoli, Gwenda M.	S 1996	X	F 1997
Bougie, Bonnie	SS I 1998	X	F 1999
Breutzman, Dawn	F 2004	X	Sum 2006
Broz, Lisa (+ Spanish & ESL add. license + DLI cert.)		Fall 2004	F 2004
Casanovas, Merce	F 1990	X	F 1991
Castro, Cristina	F 2001	Spring 2004	Spring 2004
Cedron, Marieugenia	Sum 2004	Sp 2006	Sp 2007
Chaigne, Elizabeth (+ DLI cert. + K–12 French)	Sum 2003	Sp 2006	Sum 2006
Chavez, Teresa (+ DLI certificate)	F 2012	Sp 2014	Sp 2014
Chen, Kai-Ling	F 2005	Sp 2007	Sp 2007
Coen, Hanna (+ K–12 Japanese)	F 1999		F 1999
Coon, Megon (+ DLI certificate)	F 2013	Sp 2014	Sp 2014
Cullen, Maureen (+ ESL end.)	SS I 1999 (?)		done
Dang, Lilian (+ K–12 Chinese licensure)	Sum 2007	Course instead	Sp 2010
Demo, Heidi	SS I 1998	F 2000	S 2000
Dittrich, Diane	S 1997	X	SS II 1998
Dressen, Michiko (+ K–12 Japanese licensure)	Sp 2004		done
Dunkley, Christie (+ K–12 ESL licensure)	S 1996		finished
Eliason, Robyn (+ Spanish K–12 licensure)	F 2006	Sp 2009	Sp 2009
Engberg, Lynne	SSI 1997	F 2000	Sum 2001
Espe-Och, Megan	SSI 1999	S 2002	Sum 2002
Evans, Maria	W 1996	X	S 97
Faragher (Olson), Kailey (+ DLI certificate)	Sp 2013	Sp 2016	Sum 2016
Fernández del Rey, Concha	F 1992	X	F 1999
Fischer, Jill	F 1998	X	SS II 1999
Fitzer, John	F 1992	X	SS II 1995
Fjeld, Julie (Bronson)	W 1999	S 2000	Sum 2000
Foroozan, Suzette	F 1996	S 2000	Sum 2000
Galvez, Alejandra	Sp 2015	Sp 2017	Spr 2017
Gómez, Laura	F 1992	X	SS II 1995
Gopalakrishnan, Anuradha (+ DLI certificate)	F 2013		Sp 2015
Grady, Allan (+ ESL K–12 licensure)	S 1998	F 2001	F 2001
Greyzdorf, Esther	SS I 1990	X	S 1993
Haltvick, Mary B.	W 1991	X	SS II 1994
Haltvick, Mary B. (+ ESL K–12 licensure)	W 1996		finished
Hammink, Lori (+ ESL K–12 licensure)	F 1998	Sum 2001	Sum 2001
Hartley, Grant	W 1993	X	S 1997
Harycki, Mary M.	F 1994	X	F 1996
Hassinger-Slezak, Julie M.	W 1991	X	S 1995
Hilliard, Mary E.	S 1992	X	S 1993

Name	Term Admitted	School-Based Project	Graduated
Hittner, Teresa	W 1993	X	F 1997
Houle, Terri R.	F 1991	X	F 1993
Hucke, Elizabeth (+ DLI certificate)	Sum 2007	Sum 2010	Fall 2010
Huff, Mary Lou	F 1990	X	F 1993
Hyde (Reinhart), Amy Jo	F 1995	X	S 2000
Jacoby, Diane	F 1992	X	S 1995
Jordahl, Gina	F 1992	X	S 1997
Kelly, RoxAnn (+ DLI certificate)	F 2008	Sp 2011	Sp 2011
Kline, Amy	W 1999	S 2000	Sum 2000
Komatsu, Yukiko	F 1998	S 2000	S 2000
Kopischke, Jessica (+ DLI certificate)	F 2003	F 2004	F 2004
Korsmo, Cynthia (+ DLI cert. + K-8 Spanish licensure)	Sum 2004		Sp 2010 (MB adviser)
Kucinski, Richie (+ DLI certificate)	F 2005	Sp 2009	Sum 2009
Kuettner, Mary	W 1997	X	SS I 1999
Lacey, Jennifer (+ DLI certificate + French K-12 license)	began cert. in F 2003		F 2004
Larsen, Francis	F 1991	X	F 1999
Larson, Elizabeth	F 2016		
Lee, Jessica	Sum 05	X	F 2007
Leul-Seghed, François	SSI 1997		Spring 1999
Li, Mingfeng (+ DLI certificate)	Sum 2014	Sp 2016	Sum 2016
Li, Shiyun	F 2011	X	Summer 2013
Locke, Brandon (+ DLI certificate))	F 2002	Spring 2004	Spring 2004
Lotterman, Betty	F 1992	Spanish Endorsement	finished Spr 1993
Manrique, Julie	F 1996	X	SS II 1997
McCully, Kelli (+ ESL K-12 licensure)	F 2005	Spring 2008	Sum 2008
Meek, Sarah	W 1997	F 1999	S 2000
Melbye, Barbara R.	SS I 1991	X	SS II 1995
Melchert, Pamela	SS I 1994	S 2000	S 2000
Metcalfe, Janet K.	SS I 1991	X	S 1993
Metz, Deborah	W 1993	X	S 1996
Miller, Jamie Simon	S 2003	Fall 2007	Sp 2008
Mindrum, Frida	W 1998	X	SS I 1999
Morley, Shannon	SSI 1998	F 2000	F 2000
Mullins, Caroline	W 1999	S 2002	Sum 02
Mulry, Amy (Baumgartner)	W 1996	X	S 1999
Munsterman, Adele	W 1996	X	S 1999
Musto (Peterson), Kimberlie	Sum 2004	Spring 2008	Sp 2009
Myers, Amy		Sp 2009	Sp 2009
Nagel, James (+ ESL & Span. K-12 licensures)	F 2004	Sp 2009	Sum 2009
Nielsen, Rochelle R.	SS I 1991	X	F 1993

Name	Term Admitted	School-Based Project	Graduated
Nordin, Yueh Yin (Diane) (+ K–12 Chinese licensure)	F 2014	Sp 2015	Sp 2015
Odhiambo, Evans	SS I 1998	X	S 1999 (?)
Olson, Chelsea	F 2016		
Parvi, Anna (+ ESL K–12 licensure)	F 1999	S 2002	Sum 02
Pedersen, Marilyn (Spanish K–12 licensure only)	S 1999		S 1999
Peterson, Erik	F 2008	Sp 2011	Sum 2011
Pinto Fulla, Maria Queralt	Sum 2004	Sp 2006	Sp 2006
Pnewski, Patricia K.	SS I 1991	X	F 1992
Pomonis, Michele (Montbriand)	W 1995	X	S 1997
Regan, Heather	F 2003	X	F 2003
Riegert, Joan	SSI 1996	S 2002	Sum 2002
Rivers, Laura	W 1992	X	SS II 1994
Ron-Yerushalmi, Ronit	S 2000	Spr 2002	Sum 02
Rowland, Amy (+ ESL licensure)	F 2013	Sp 2015	Sp 2015
Rue, Kirsten	F 2007	Sp 2009	Sp 2009
Saito, Kuniko	F 1998	S 2000	S 2000
Sánchez García, Slendy	F 1998	S 2000	S 2001
Scarpari, Jill	SS I 1996	X	W 1997
Schnee, Mariah	F 2011	Sp 2015	Sp 2015
Schroeder, Kari Ann	S 2006		Sp 2008
Sieve, Rebecca	F 1991	X	SS I 1995
Silver, Linda (ESL end.)	F 1998		F 1999 (end)
Song, Ruoxi (+ DLI certificate)	F 2014	Sp 2016	Sp 2016
Sorheim, Susan	S 1997		S 1998 (end)
Susens, Suzanne	F 1991	X	W 1998
Swenson, Erik (+ DLI certificate)	F 2005		F 2011
Tellería, Marcela	W 1993	X	S 1995
Terhaar, Karen T.	S 1991		SS II 1994
Tischer, Carolyn	F 1991	X	F 1992
Tkachenko, Neliya (+ ESL K–12 licensure)	F 2001	F 2003	F 2003 (M.Ed.)
Torres-Geary, Miriam	F 1991	X	F 1992
Tran, Minh Thuy	F 1996	X	F 1998
Tyson, Elizabeth M.	F 1996	X	F 1998
Unger, Megan (+ DLI certificate)	F 2000	Sp 2009	F 2013
Veverka, Nancy (Spanish K–12 licensure only)	S 1998		Spr 1999
Voeller, Kuniko Masuda	F 1996	F 2000	F 2000
Vogt, Tasha Englund (+ Spanish K–12 licensure)	Sum 2003		done
Westra, Sherri (+ K-12 Chinese licensure)	Sum 2007	Course instead	Sum 2009
Whalen, Judith	F 1991	X	SS II 1995
Wolpert, Jill	F 1991	X	S 1995
Wroge, Mary (+ ESL K–12 licensure)	F 2005		Completed
Zwiefelhofer, Amanda (+ DLI certificate)	Sum 2013	Sp 2016	Sp 2016

M.Ed. Professional Studies – Language Immersion Education + Certificate in Dual Language/Immersion Education

Name	Term Admitted to Certificate Program	Term Admitted to M.Ed.	Completed
Centeno, Darlene	F 2016	F 2016	Sum 2019
Dahlbacka, Kendra	Sp 2015	Sp 2017	Sp 2018
Engelmann, Caitlin	Sp 2017	Sp 2017	
Feinstein, Elizabeth	Sum 2017	Sum 2018	
Pasqualini, Jordan	F 2017	F 2017	
Pastrana, Corina	Sum 2017	Sum 2019	
Ramsden, Kirsten	F 2017	F 2017	
Rubin, Anna	F 2017	Sum 2017	
Sosa (Hernández), Jessica		F 2019	
Stanslaski, Evangelina	Sp 2016	Sum 2016	Fall 2017
Szabo, Erin	F 2015	Sum 2016	Sum 2017
Wright, Megan	Sp 2017	Sp 2019	
Wurzinger, Ashton	F 2016	Sp 2017	Sum 2019

M.Ed. Professional Studies – Interdisciplinary Studies + Certificate in Dual Language/Immersion Education add.a.lingua cohort (2013 – 2016)

Name	Term Admitted to Certificate Program	Term Admitted to M.Ed.	Completed
Burkart-Wiltrout Hawlitschek, Verena – Switzerland	Sp 2014	F 2014	Sum 2016
Cabral, Amber – Michigan	F 2013	F 2014	Sum 2016
Colby DeMattos, Karen – Brazil*	F 2013	Sum 2015	F 2018
Cullen, Brittany – Minnesota	Sum 2012	F 2014	Sum 2016
Doria, Marcelle – Brazil*	Sp 2012: completed Sp 15	Sp2015	Fall 2017
French, Lyle – Brazil*	Sp 2011: completed Sp 15	F 2014	Spr 2017
Gates, Carey – North Carolina	F 2013	F 2014	Sum 2016
Gimenes, Manuela – Brazil*	F 2013	F 2014	Spr 2017
Giraldo, Alexander – South Dakota	Sum 2013	Sp 2015	Sum 2016
Hernández, Angela – Brazil*	Sp 2014	F 2014	Sum 2016
Irizarry, Stephanie – Michigan	F 2013	Sp 2015	F 2016
Izenbaard (Winegar), Melissa– Michigan	Sp 2014	F 2014	Sum 2016
Jernstadt (Salton), Tracy – Michigan	F 2013	F 2014	Sum 2018
La Ronge, Lisa – Wisconsin	Sum 2011	Sum 2014	Sum 2016
Lindemulder, Carla – Michigan	F 2014	F 2014	Sum 2016
Manting, Lauren – Michigan	Sp 2013	F 2014	Sum 2016
Minkus, Jeff – Michigan	Sp 2013	Sp 2013	Sum 2016
Mora (Douglas), Brittany – Michigan	Sum 2014	F 2014	Sum 2016
Perron, Katherine – Minnesota	Sp 2011	Sp 2015	Sum 2016
Pierce, Jodi – Michigan	F 2013	Sum 2014	Sum 2015

Name	Term Admitted to Certificate Program	Term Admitted to M.Ed.	Completed
Sánchez Sánchez, Ana – Kentucky	Sp 2013	Sp 2015	Sum 2016
Shelley, RaeAnn – Utah	Sum 2011	Sum 2014	Sum 2016
Slenk, Anna – Costa Rica	F 2013	F 2014	Sum 2016
Stiling, Rachel – Panama	F 2013	Sum 2014	Sum 2016
Stinson, Sarah – Michigan	F 2013	F 2014	Sum 2016

*student completed final independent project (with final oral exam) in lieu of one course to be able to teach at the university level in Brazil. Hernández completed the project and oral exam in Sp 2016. Doria, French, Gimenes in Sp 2017, Colby de Mattos in Sp 2018.

M.Ed. Professional Studies – Interdisciplinary Studies + Certificate in Dual Language/Immersion Education Anchorage School District cohort (2015 – 2018)

Name	Term Admitted to Certificate Program	Term Admitted to M.Ed.	Completed
Adams, Kae – Alaska	Sp 2016	F 2015	Sum 2018
Belknap, Myca – Michigan	F 2015	F 2015	Sum 2018
Copeland, Heidi – Idaho	Sp 2016	F 2015	Sum 2018
Crawford, Nicole – Alaska	F 2015	F 2015	Sum 2018
Crawford, Raina – New York	F 2015	Sp 2016	Sum 2018
De La Rosa, Andrea – Alaska	Sp 2016	F 2015	Sum 2018
Darcia (Dykstra), Kelli – Michigan	Sum 2016	F 2015	Sum 2018
Formiconi, Mariela – Virginia	Sp 2016	F 2015	Sum 2018
Gurgel, Ana Maria – Brazil	F 2015	Sum 2016	Sum 2018
Leon, Rosalyn – Idaho	Sp 2017	Sp 2016	Sum 2018
Paredes-Monjaras, Deiysi – Idaho	F 2015	F 2015	Sum 2018
Piña, María – Idaho	F 2015	F 2015	Sum 2018
Rabe, Sarita – Minnesota	Sp 2016	F 2015	Sum 2018
Rose, Claire – Michigan	Sp 2016	F 2015	Sum 2018
Ruiz Meza, Nancy (Gaby) – Idaho	F 2015	F 2015	Sum 2018
Schmidt, Adriana Paiva – Brazil	Sum 2016	F 2015	Sum 2018
Schumacher, Shawn – Idaho	Sp 2016	F 2015	Sum 2018
Sechrist de Herrera, Jamie – Panama	F 2015	Sum 2017	Sum 2018
Skubanelli, Gina – Morocco	F 2016	F 2015	
Snellink (Kusek), Samantha – Michigan	Sp 2016	F 2015	Sp 2017
Vanderzee, Krista – Michigan	Sp 2016	F 2015	Sum 2018
Van Dyke, Julie – Michigan	Sp 2016	Sp 2016	F 2018
Vignoni, Ceila - Brazil	F 2015	F 2016	Sum 2018
Weber, Gretchen – Idaho	F 2015	F 2015	Sum 2018
Williams, Audreyanna – Michigan	F 2015	F 2015	Sum 2018

Grant-Funded Certificate Program Advisees – Dual Language and Immersion Certificate (DLI-C Program) – Cohort #1 – note, most began courses in Sp 2017 although some were admitted in Sum or Fall 2017; a few started in Sum 2017

Name	Term Admitted	Completed

Name	Term Admitted	Completed
Asuquo, Christine	Sum 2017	F 2018
Brazel, Kathryn	Sum 2017	Sum 2019
Carlson, Anna	Fall 2017	F 2018
Centeno, Darlene	Sp 2017	
Eliason, Robyn	Sum 2017	F 2018
Feinstein, Elizabeth	Sum 2017	F 2018
Fortune, Alissa	Sum 2017	Sp 2019
Lach Kameya, Shannen	Sp 2017	F 2018
Martínez-Carlos, Priscilla	Sum 2017	Sum 2019
Morris, Kathryn	Sum 2017	Sum 2019
Ostermann, April	Sp 2017	F 2018
Pastrana, Corina	Sum 2017	Sum 2019
Ramos, Megan	Sp 2017	F 2018
Rubin, Anna	Sp 2017	F 2018
Silva, Sherri	Sum 2017	Sp 2019
Tacheny, Amy	Sp 2017	F 2018
Vásquez, Ana	Sum 2017	F 2018
Wright, Megan	Sp 2017	F 2018
Xiong, Chong	Sum 2017	F 2018
Xiong, Moslais	Sum 2017	F 2018
Yang, Na	Sp 2017	F 2018

Grant-Funded Certificate Program Advisees – Dual Language and Immersion Certificate (DLI-C Program) – Cohort #2 – Fall 2018 – Spring 2020

Name	Term Admitted	Completed
Degroot, Amanda	Sp 2019	
DeVries, Sara	F 2018	
García, Natalie	F 2018	
Hernández González, Gustavo	F 2018	
Jacques, Katherine	F 2018	
Jordan, Claire	F 2018	
Kirk, Jennifer	F 2018	
Lea, Amanda	F 2018	
Neukirch, Jessica	F 2018	
Oseguera, Amy	F 2018	
Pasqualini, Jordan	F 2017	
Peña-Kennedy, Laura	F 2018	
Pereira, Claudia	Sp 2019	
Ponce, Amy	F 2018	
Ramsden, Kirsten	F 2017	
Reines, Maria Francisca	F 2018	
Rodríguez, Liliana	F 2018	
Roman-Mendoza, Sarai	F 2018	

Name	Term Admitted	Completed
Sala-Healey, Rosa	F 2018	
Schuster, Ashleigh	F 2018	
Streitz, Sarah	F 2018	
Urriche, Kylie	F 2018	
Velázquez Matias, Alondra	F 2018	
Waibel, Samantha	F 2018	

Certificate Program Advisees – Dual Language and Immersion = DLI; Advanced L2 Practices – AL2P

Name	Certificate Program	Term Admitted	Completed
Aguilar, Victoria – Oregon	DLI	F 2015	F 2017
Andery, Adriana – Brazil	DLI	Sp 2015 readmit F 2019	
Bartolini, Mary – Minnesota	DLI	Sum 2004	Spr 2006
Birdsong, Robin – Oregon	DLI	F 2015	F 2017
Bokenyi, Brenda – Oregon	DLI	Sp 2012	Sum 2013
Bonfanti, Paola – Brazil	DLI	Sp 2015	
Bratzel, Carolyn – Illinois	AL2P	Sum 2015	Sum 2019
Bundek, Michelle – Delaware	DLI	Sp 2016	F 2017
Burnett, Damara – Minnesota	DLI	Fall 2011	
Butler (Dunne), Margaret – Minnesota	DLI	Fall 2014	
Davenport, Amanda – Iowa	DLI	F 2015	Fall 2017
Finegan (Toth), Angela – Delaware	DLI	Sum 2013	F 2016
Fonseca, Marcelo – Brazil	DLI	F 2014	F 2017
Fulton-Archer, Lynn – Delaware	DLI	F 2013	Sp 2017
Fynboh, Kimberly	AL2P	Sum 2011	Sum 2015
Gennace, Lesleigh – New York	DLI	Sp 2016	
Gingerich, Lloyd – Michigan	DLI	F 2015	
Granberry, Jill	DLI	F 2012	Sp 2017
Griffin, Monica – Tennessee	DLI	F 2016	Sp 2019
Harvey, Robin – New York	DLI	Fall 2011	
Hu, Dongni – Washington	DLI	Fall 2014	
Kilau, Akiko – Minnesota	AL2P	Sum 2014	Sum 2015
Kuhn, Yvonne – Germany	DLI	Sp 2011	Sum 2013
Lawrence-Baez, Elizabeth – South Carolina	DLI	Fall 2010	Sum 2013
Lopez, Bethany – Canada	DLI	F 2014	
Manaia, Gabriela – Brazil	DLI	F 2012	
Martin-Trinka, Jenna – Virginia	DLI	F 2015	F 2017
McMeekin, Abigail – Minnesota	AL2P	Sum 2009	
Miller, Kimerly – Minnesota	DLI	Fall 2009	Fall 2011
Olaya, Maria Carolina	AL2P	Sum 2014	Sum 2018
Paap, Keller – Wisconsin	DLI	Fall 2007	Sum 2011
Peng, Ping – Minnesota	DLI	Sum 2011	Sum 2013

Name	Certificate Program	Term Admitted	Completed
Reynolds, Danielle – Oregon	DLI	Fall 2011	Sum 2013
Rigaud, Peggy – Minnesota	DLI	Fall 2001	Sum 2004
Robb, Robin – South Carolina	DLI	Sp 2012	Sum 2013
Rojas Injante, Jessica – Minnesota	AL2P	Sum 2015	Sum 2017
Rue, Kirsten – Minnesota	DLI	F 2013	F 2015
Rutherford, Alyssa – Minnesota	AL2P	Sum 2011	Sum 2013
Schachter, Vanessa – Brazil	DLI	Spring 2013	
Schaetzke, Jessica – Minnesota	DLI	Sum 2013	
Schreuder (Gómez), Rebecca – Iowa	DLI	F 2015	F 2017
Segala, Carolina – Brazil	DLI	Sp 2011	
Seydow, Alex – Minnesota	DLI	Sum 2016	
Stavem Arrowsmith, Valorie - Minnesota	AL2P	Sum 2009	
Storniolo, Juliana – Brazil	DLI	Sp 2011	
Suero, Zuri – Michigan	DLI	F 2015	
Vanden Bosch, Stacey – Michigan	DLI	Sp 2012	Sp 2014
Vanegas, Luis – Minnesota	DLI	F 2013	
Westra, Sherri – Minnesota	AL2P	Sum 2015	F 2015
Woodard, Sasha – Michigan	DLI	Sp 2014	
Wu, Jie – Georgia	DLI	Fall 2013	Aug. 2015
Yan, Chen – Michigan	DLI	F 2013	Sum 2019
Yankowitz, Julie – New York	DLI	F 2015	F 2017
Zuñiga, Lisa – Michigan	DLI	F 2013	Sp 2016

Master of Education, Initial Teacher Licensure Advisees

Post-Baccalaureate Initial Licensure Program:

2008 – 2009 (co-advised 28 students with S. Ranney)
 1997 – 1998 (co-advised 26 students with S. Ranney)
 1996 – 1997 (co-advised 26 students with C. Walker)
 1995 – 1996 (co-advised 25 students with C. Walker)
 1994 – 1995 (co-advised 23 students with C. Walker)
 1992 – 1993 (co-advised 17 students with C. Walker)
 1991 – 1992 (co-advised 22 students with C. Walker)
 1990 – 1991 (co-advised 20 students with H. Jorstad)

8D. OTHER MENTORING ACTIVITIES

- Hosted Ph.D. student Nerea Villabona, University of the Basque Country, February 15-May 15, 2019.
- Hosted visiting scholar, Dr. Zhang Li, Associate Professor, School of Foreign Languages, Shanghai Jiao Tong University, Aug. 2010–Aug. 2011.
- Mentor for Assistant Professor Mistilina Sato, 2005–2006, 2006–2007, 2007–2008 (formal observation of teaching: Feb. 18, 2008), 2008–2009, 2010–2011.
- Mentor for Assistant Professor Martha Bigelow, 2004–2005.

9. SERVICE AND PUBLIC OUTREACH

9A. SERVICE TO THE PROFESSION

9A1. JOURNAL/NEWSLETTER EDITORSHIPS

Editorial Board Member, *Journal of Immersion and Content-Based Language Education*, John Benjamins, 2017 – present.

General editor, *Journal of Immersion and Content-Based Language Education*, John Benjamins, 2016–2017 (note, I mentored in the new editorial team in 2018).

Founding co-editor, *Journal of Immersion and Content-Based Language Education*, John Benjamins, 2011–2016 [first issue published Spring 2013].

Editorial Board Member, *International Multilingual Research Journal*, 2018–2021.

Editorial Board Member, *The Journal of Language Teaching and Technology* (LTT), Rutgers University, 2017–present. <http://italian.rutgers.edu/news-events/journal>

Editorial Board Member, *Newsletter of the American Council on Immersion Education*, 1997–May, 2011.

Co-editor of *MinneTESOL Journal*, 1991–1993. Co-edited Vols. IX, X, and XI. (with Adele Hansen)

Co-editor of *Newsletter for Hispanic Research Issues Special Interest Group*, AERA, 1990–1992 (with C. L. Walker).

9A2. MEMBER OF ORGANIZATIONAL ADVISORY/REVIEW BOARDS

Chair of Academic Advisory Board, add.a.lingua (<http://addalingua.com/>), a for-profit organization dedicated to supporting the development and implementation of dual language immersion programs in the U.S. August 2015–present.

9A3. EXTERNAL REVIEWER/EVALUATOR

External Program Reviews

External Program Reviewer – B.A. Partial Immersion Program in Hawaiian Studies, College of Hawaiian Language, University of Hawaii-Hilo, March 2010.

External Program Reviewer – M.A. Immersion Program in Hawaiian Language and Literature, College of Hawaiian Language, University of Hawaii-Hilo, March 2010.

External Evaluator/Reviewer – Grants

External Evaluator for Title III Grant – A’o Kukui Activity 3: Enhancing Hawaiian Language Learning and Teaching. 2010–2013. On site visits and evaluation reports: Sept. 2011; Jan. 2012; Sept. 2012; Feb. 2013; Sept. 2013.

Reviewer for Minnesota Department of Education World Language Pilot Program Grant Proposals, Office of Accountability and Improvement, August/September, 2007.

9A4. SERVICE TO PROFESSIONAL ORGANIZATIONS

Organizing and Chairing Conferences

International Conferences on Language Immersion Education (1995, 2004, 2008, 2012, 2014, 2016)

Conference Co-Chair for CARLA October 2016 conference (Minneapolis).

Co-chair, Strand 3 Preservice and Inservice Teacher Education for Utah's October 2014 conference (Salt Lake City).

Planning Committee Member for CARLA October 2012 conference (St. Paul)

Planning Committee Member for CARLA October 2008 conference (St. Paul)

Conference Co-Chair for CARLA October 2004 conference (St. Paul).

Planning Committee Member for CARLA 1995 conference, Fall 1994–Fall 1995.

CARLA International Conference on Language Teacher Education

Planning Committee Member for May 2003 conference (Minneapolis)

Conference Chair for May 2001 conference (Minneapolis).

Planning Committee Member for May 1999 conference (Minneapolis), coordinated one of the four thematic strands, Fall 1997 – Spring, 1999

Conferences – Proposal review and sessions chaired

International Conference on Language Immersion Education

Reviewer of proposals for Oct. 2004, 2008, 2012, 2014 conferences.

CARLA International Conference on Language Teacher Education

Reviewer of proposals for May 2015 conference, Jan. 2015.

Reviewer of proposals for May 2011 conference, Jan. 2011.

Reviewer of proposals for May 2009 conference, Feb. 2009.

American Educational Research Association (AERA)

Proposal reviewer for Second Language Research SIG, 2017.

Proposal reviewer for Bilingual Education Research SIG, 2012.

Proposal reviewer for Division G, Social Context of Education, 1999–2004.

Proposal reviewer for Second Language Research SIG, 1989–2004, 2008–10, 2011.

Proposal reviewer for Writing SIG, 1993–1995.

American Association of Applied Linguistics (AAAL)

Strand Coordinator for Bilingual, Immersion, Heritage, and Minority Education strand – identified 26 reviewers, coordinated the review of proposals, and reviewed proposals for the 2018 annual meeting, summer, 2017.

Proposal reviewer for Second and Foreign Language Pedagogy Strand, 2015.

Proposal reviewer for conferences, 1999, 2002, 2003.

Minnesota TESOL

Invited to introduce keynote speaker at Spring conference, 1992.

Connecticut TESOL

Directed Call for Papers for Spring 1990 conference

Sessions Chaired:

Co-facilitated two discussion sessions on building connections to secondary schools, ADFL West, Stanford University, June 4–5, 1999.

Plenary session titled Testing for Placement and Progress, and as a Tool for Articulation, ADFL West, Stanford University, June 4, 1999.

Second Language Research SIG Session, American Educational Research Association, Atlanta, GA, April, 1993.

Language Planning Session, Second Annual Conference on Spanish in Contact with Other Languages, University of Minnesota, Minneapolis, MN, October 23, 1992.

Professional Organization Committees, Roles

American Council on the Teaching of Foreign Languages (ACTFL)

Participated in the conceptualization and development of a new SIG on Immersion Education, Fall 2009. SIG proposal approved by ACTFL and launched Nov. 2010.

Member, 2006 ACTFL Woodruff Award Committee for Exemplary Elementary Foreign Language Program. May–August, 2006.

Member, Selection Committee for 2003 Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education.

Member, Selection Committee for 2002 Florence Steiner Postsecondary Award for Leadership in Foreign Language Education, Summer 2002.

Pacific Northwest Council for Languages (PNCFL)

Reviewer for awards in three different categories: Outstanding Contribution to the Teaching of World Languages, Postsecondary Teacher of the Year, and PNCFL K–12 Teacher of the Year. June/July, 2007.

Reviewed nominations for professional awards, Summer 2003.

Minnesota State Department of Education Conference

Representative for College of Education conference. St. Paul, MN, June 22–23, 1994.

Educational Testing Service

Invited reader for TOEFL Test of Written English Administrations, April, 1990–December, 1991.

Minnesota TESOL

Invited participant in strategic planning session, August 24, 1992.

Connecticut TESOL

Teacher Education Representative, 1989–1990

Reviewer of journal and book manuscripts:

Author of comments for book jackets

Conceptualizing Integration in CLIL and Multilingual Education, edited by Tarja Nikula, Emma Dafouz, Pat Moore, and Ute Smit. May, 2016.

Book proposals/book chapters

Reviewer of book proposal for Cambridge University Press. *CLIL in Context: Practical Guidance for Educators*, by Fred Genesee & Else Hamayan. January, 2015.

Reviewer of chapter titled “Translanguaging and transculturing of Latino kindergarteners” for a co-edited volume by K. Potowski and J. Rothman on Spanish speakers who live in English-speaking societies, September, 2008.

Reviewer of book manuscript for Routledge. *Second Language Teacher Education: A Sociocultural Perspective*, by Karen E. Johnson. Summer, 2008.

Journal and Proceedings Manuscripts

International Multilingual Research Journal, July 2019

Language and Education, July 2019

Journal of Immersion and Content-Based Language Education: June & Dec. 2017, Mar. 2018, Oct. 2018. [Note: although I served as editor during this time, I reviewed a manuscript in 2017 for a guest-edited special issue and in 2018 I reviewed manuscripts for new co-editors who I was mentoring into the editorship throughout 2018.]

- Bilingualism: Language and Cognition*, Dec. 2017
- Language Learning*, Nov. 2012, Jan. 2017
- Language, Identity & Education*, Nov. 2016
- Canadian Modern Language Review*, Dec. 2015
- TESOL Quarterly*, Sept. 2015
- Educational Policy*, Feb. 2014
- International Journal of Bilingual Education and Bilingualism*, August, 2012.
- Educational Researcher*, June, 2012
- International Journal of Applied Linguistics*, April, 2012
- Applied Linguistics*, December 2012.
- Proceedings*, “Expanding our Horizons: Seventh International Conference on Language Teacher Education,” October, 2011
- Foreign Language Annals*, November, 2011
- Language Policy*, November, 2010, Nov. 2011
- International Education Journal*, October, 2010
special issue on the English immersion project in China (China-Canada-United States English Immersion, or CCUEI)
- The Encyclopedia of Applied Linguistics*, August, 2010
- Canadian Journal of Applied Linguistics*, March, 2010.
- Language and Linguistics Compass*, March, 2010.
- The Language Learning Journal*
special issue on Content and Language Integrated learning (CLIL), December, 2012
- Language Teaching Research*,
special issue on Content-Based Second Language Teaching, August, 2010
special issue on Language Teacher Education, November, 2009
- Journal of Multilingual and Multicultural Development*, August 2009.
- Journal of Applied Linguistics*, May 2009
- Proceedings of the International Conference on Language Teacher Education*, 2003. 2011
- TCRecord.org*, Spring, 2003.
- Modern Language Journal*, March, 1996 – present.
- English for Specific Purposes Journal*, October, 1995.
- American Educational Research Journal*, Fall, 1992.
- Cambridge University Press*, Summer, 1992.
- Linguistics and Education* (An International Research Journal), Summer, 1992.
- Reading Research Quarterly*, Fall, 1992.

9A5. REVIEWS FOR OTHER INSTITUTIONS

External Evaluator – Thesis Examination Committees

McGill University, Department of Integrated Studies in Education, October 2012

Reviewer of Tenure/Promotion Files:

Department of Teaching and Learning, Ohio State University (expedited tenure review), April 2017.

School of Education, Loyola University of Chicago, August, 2016.

Department of Curriculum & Teaching, University of Kansas, September, 2010.

Department of Secondary Education, University of South Florida, Tampa, Florida, September, 2006.

German Department of the Faculty of Languages and Linguistics at Georgetown University, Washington, DC, November, 2005.

Department of Early Childhood and Childhood Education, Lehman College of the City University of New York, NY, December, 2003.

Department of Teaching and Leadership, University of Kansas, Lawrence, KS, September, 2003.

Department of German and Slavic Languages and Literatures, George Washington University, Washington, DC, October, 2000.

9A6. SERVICE TO EDUCATIONAL INSTITUTIONS, COMMUNITY-BASED ORGANIZATIONS, COMMUNITIES

State Committees:

Member, World Languages Learning Area Support Team, which acted in an advisory capacity to the Department of Children, Families, and Learning, Fall, 1999–Fall 2000.

Member, statewide task force for developing Adult ESL Licensure in Minnesota, 1991–1992.

Educational Institutions, Community-Based Organizations, Communities:

Minnesota Advocates for Immersion Network (MAIN) – 1998–present

Co-founded the Immersion Network in Spring, 1998, an organization composed of representatives from each of the state's immersion programs as well as SLE faculty and CARLA staff. In this organization we assisted programs, planned professional development for immersion teachers, and generally advocated for immersion education in the state. We met monthly during the academic year. Spring 1998–Fall 2006.

Member of Temporary Executive committee of MAIN—Minnesota Advocates for Immersion Network. A temporary committee was formed to obtain non-profit status for the organization and to establish the organizational structure. Fall, 2006–Summer, 2007. MAIN was granted non-profit status in January, 2008.

Vice Chair (Elected) of MAIN's Board of Directors— Minnesota Advocates for Immersion Network (<http://www.mnimmersion.org/>), a non-profit organization comprised of administrators and educators in Minnesota's immersion programs and University of Minnesota faculty/teacher educators whose field is immersion education. May, 2007–June 2008. The Board met every two months and hosted general meetings for the organization 4 times per year.

Co-Chair, MAIN Subcommittee on Communication, Culture and Community, and Member of Board of Directors, May, 2007–2011. Responsible for maintaining MAIN Database of immersion programs, organizing the Immersion Celebration, and developing and maintaining MAIN's website. Meetings held

monthly.

Chair, MAIN Planning Committee for 2008 Immersion Celebration, Fall 2007–Feb. 5, 2008. This celebration brought together 1,300 students from 19 metro area immersion programs representing 6 languages. It was held at the Northrop Auditorium on Feb. 5. The event took over 100 hours of planning time, and I was responsible for taking the lead.

University of Minnesota

Rater for Writing-Enriched Curriculum (WEC) project's rating of student writing, U of M Center for Writing (rated undergraduate student writing in Spanish from the Dept. of Spanish and Portuguese, June 3, 2010).

Small group facilitator for session on the Use of Writing to Elicit Preservice Teachers' Reflection, Conference on Fostering Teacher Reflection, University of Minnesota, Minneapolis, May 20, 1994.

School-based activities

U of M representative at the graduation of parents from the Connecting Parents to Educational Opportunities (CPEO) program (Minneapolis Public Schools with U of M College Readiness Consortium), Emerson Spanish Immersion Learning Center, Minneapolis, June 1, 2010.

Served as mentor for 8th grader, Clare Regan, for her final school project for the Waldorf City of Lakes School, February–April, 2008.

Acted as judge at the annual Spanish Spelling Bee, Emerson Spanish Immersion Learning Center, Minneapolis Public Schools, April 29, 1999.

9B. SERVICE TO THE UNIVERSITY/COLLEGE/DEPARTMENT

9B1. SERVICE TO THE UNIVERSITY OF MINNESOTA

University

- Member (substituting for K. King), Graduate Education Council, Fall 2016.
- Member, Strategic Task Force on Graduate Reform: Student Support, Fall, 2005–Feb. 2006.
- University Senate, CEHD alternate, 2003–2004.
- University Senate, CEHD representative, 1999–2000.
- University Senate, CEHD alternate, 1998–1999.
- Human Subjects Committee (Internal Review Board) for the Social and Behavioral Sciences, University of Minnesota, January, 1995–December, 1998.

Graduate School

- Member, Education and Psychology P & R (Policy & Review) Council, Graduate School, Fall 1999–Summer, 2002. Fall 2003–Spring 2009.
- Chair, Education and Psychology P & R Council, Graduate School, Spring, 2005–Fall, 2008.
- Member, Executive Council of the Graduate School, Spring 2005–Fall, 2008.
- Participated in informal orientations for new DGSs, June and August, 2004, Aug. 2005, Aug. 2006, Aug. 2007.
- Member of Subcommittee of Fellowship Committee to review Block Grant Proposals, Spring 2005, Spring 2006.

- Fellowship Committee (Block Grant Proposals, New Student and Doctoral Dissertation Fellowships, etc.), Fall 2000–Summer, 2002. Fall 2003–Jan. 2005.
- Chair, Ad hoc committee of the Education and Psychology P & R Council, Graduate School, to review programs' diversity statements for admissions, Spring & Summer, 2004.
- Chair, Course Proposal Committee of the Education and Psychology P & R Council, Graduate School, January, 2000–Summer, 2002; Fall, 2004.
- Constitutional Review Committee, Spring, 2001–Spring, 2002.
- Academic Grievance Committee, Fall, 2000–Summer, 2002.
- Chair, Fulbright Scholarship Committee, Fall, 2000.
- Committee to Update the Graduate School Policy Governing Distance Learning Initiatives, Graduate School, University of Minnesota, January–February, 1998.

Intercollegiate

- Member, ComSLE External Review/Internationalization subcommittee, Spring 2017. ComSLE is the Second Language Education Committee in CLA with representation from multiple language departments. The charges of the subcommittee were to: (1) Investigate and report on the steps that language departments should take to implement external review recommendations, and (2) investigate and report on the steps that the CLA Language Center and the language-teaching units can take jointly to implement the recommendations of the CLA Task Force on Internationalization.
- Member, Center for Advanced Research in Language Acquisition (CARLA) Executive Committee, Fall 2010–Spring 2017.
- Member, SLE representative for meeting with External Review team for GPS Alliance, Dec. 17, 2012.
- Member, reconstituted CARLA Steering Committee, Spring, 2009, Fall 2010–Spring 2011.
- Steering Committee Member, CARLA, Fall 1996–Spring, 2002. Fall, 2003–Fall 2008.
- Member, C&I representative for meeting with External Review team, Department of Speech, Language and Hearing Sciences, Dec. 8, 2008.
- Chair, Search Committee for CARLA Director, Summer 2007–January, 2008.
- Ex-Officio member (College of Education representative) of Committee on Second Language Education (ComSLE) in the College of Liberal Arts, University of Minnesota, Feb. 1992–June 1993; 2005–2006.
- Member, Foreign Language Immersion Program Advisory Committee (CLA), Fall, 1998–Spring 2000.
- Steering Committee Member for Interdisciplinary Graduate Minor in Composition, Literacy, and Rhetorical Studies, Fall 1995–Spring 1998.
- Member, search committee for Second Language Assessment Manager for CARLA, Winter & Spring, 1994.

College

- Member, CEHD International Work Team, Fall, 2014–Spring 2016.
- Chair, Search Committee, DLI–L Elementary Education Licensure Program Coordinator position, Spring, 2016.
- Member, Planning Team for Teach for America, Dec. 2013–May 2014.

- NCATE Advisory Board–Fall, 2012
- NCATE Leadership Team, Spring 2012–Fall, 2012.
- Member, CEHD Curriculum Council, Fall, 2008–Spring, 2009.
- Chair and Member, CEHD Curriculum Council Small Working Group on Research Methodology, Fall, 2007–Spring 2009.
- Chair, CEHD Curriculum Council, Fall, 2007–Spring, 2008.
- Member, CEHD work group on Student Support, Fall, 2007–Spring 2008.
- Member, CEHD Early Childhood Task Force, Fall, 2007–Spring 2008.
- CEHD Graduate Committee, Fall, 2006–Spring 2007.
- Early Childhood Sub-Committee on Academic Programs, Fall, 2005.
- CEHD Advanced Programs Committee (in preparation for NCATE 2005), Fall 2003–Spring 2004.
- Search Committee Member, Assistant Academic Advisor for Student and Professional Services, Summer, 2000.
- CEHD Literacy Initiative, Spring 2000.
- Planning Group for NCATE/BOT Review, Fall, 1999–Fall, 2000.
- Committee on Educational Policy, Fall, 1998–Spring, 2000.
- Council on Teacher Education, College of Education, Fall, 1997–Fall, 1999.
- Steering Committee Member (CI representative), Council on Teacher Education, Summer, 1997–Spring, 1999.
- Member, Task Force on Clinical Experiences, Council on Teacher Education, January, 1998–Spring, 1999.
- Chair, Task Force on Clinical Experiences, Council on Teacher Education, Fall, 1997–Spring, 1998.
- Co-chair (with Lynn Galle) Task Force on Assessment, Council on Teacher Education, Fall, 1997–Summer, 1998.
- Alternate member, College Senate, 1997–1998.
- Committee on International Education, Summer 1996–Spring, 1997.
- Planning Committee for Post-Bac Early Admission Seminar, Spring 1995.
- Committee for Reviewing Proposals for Innovative Summer School Programs, Fall 1994.
- Council on Teacher Education, College of Education, University of Minnesota (SLE representative, substitute for C. Walker for Fall quarter, 1992).

Department

- Member, Merit Committee, Fall 2018–Spring 2019
- Second Reviewer for Assistant Professor Sam David, Fall 2018
- Chair, Search Committee, SLE Assistant Professor, Summer 2015–Spr. 2016
- Member, Professional Studies M.Ed. Working Group, Spring, 2015.

- SLE Representative, Program Area Coordinators Committee, Fall 2003–Spring 2006, Fall 2010–Spring 2013, Fall 2014–Spring 2017.
- Member, Elementary Education Core Group and Program Area, Fall, 2004–Sp 09, Fall 2010–Sp 2016.
- Member, Elementary and Teacher Education Track Task Force, Fall, 2012–Spring 2013.
- Member, Elementary Licensure Working Group, Fall 2012–Spring 2013.
- Member, Search Committee for Graduate Studies Assistant, December, 2012.
- Director of Graduate Studies, January, 2000–Summer, 2002; Fall 2003–Spring 2009. [2003–04 served as DGS for M.Ed. programs; liaison with Student Services; led departmental self study for external review of grad. programs held in 2004–2005; response to external review, Feb. 2006]
- Member, C&I Steering Committee, Fall, 1999–Spring, 2002; Fall 200–Spring 2009.
- Member, C&I Task Force on Ph.D. Research Methodology Requirement Changes, Spring, 2009.
- Second Reviewer for Assistant Professor, Ben Jacobs, 2007–08, 2008–2009.
- Chair, Search Committee for Asst/Assoc. Professor of Teacher Development. Fall, 2004–Spring 2005.
- Member, Search Committee for M.Ed. program coordinator and lecturer, Summer 2005.
- Chair, Search Committee for Middle School Coordinator and Teaching Specialist, Summer, 2004.
- Graduate Studies Task Force to develop proposal for Ph.D. Teacher Education Track, Spring, 2002.
- CI 51xx Course Revision Task Force, Fall 2001–Spring, 2002.
- C&I Second Reviewer for Martha Bigelow, 2001–2002.
- C&I Communications Committee, Fall 2000–Spring, 2002.
- Graduate Studies Committee, Fall, 1999–Spring, 2002.
- Member, Search Committee, SLE Asst. Professor Position, Fall, 1999–Spring, 2000.
- Chair, Search Committee, SLE Asst. Professor Position, Fall, 1998–Spring, 1999.
- Curriculum Studies Committee, 1992–1993, 1996–2000 (co-chair with Darcia Narvaez for 1998–1999).
- Search Committee, Teacher Education Position, 1998–1999.
- Search Committee, Teacher Education Leadership Position, 1997–1998.
- Review Committee for the promotion and tenure review of Margaret Phinney, Fall, 1997.
- Semester Conversion Committee, Winter 1996–Spring 1998.
- Search Committee, SLE Lecturer Position, Summer 1998.
- Ad-hoc Planning Committee for 2–credit course to act as prerequisite for M.Ed. School-Based Project, Fall 1996–Spring 1997.
- Chair, Search Committee, SLE Lecturer Position, Summer, 1997.
- Field Experiences Planning Committee, Fall 1995–Spring, 1996.
- M.Ed. Planning Committee, Fall 1994–Winter 1995.
- Committee for M.Ed. Core Course in Teaching/Instruction, Winter 1993–Summer 1993.

Program Area

- SLE Program Area Coordinator, 2001–2002; 2003–2006; 2010–2013, 2014–Sp 2017.
- Coordinator of the M.Ed. Professional Studies Program in Language Immersion Education, 2016–present.
- Coordinator of the M.Ed. Professional Studies Program in Second Language Pedagogy, 2016–Sp 2017.
- Coordinator of the M.Ed. Professional Studies Program in Interdisciplinary Studies (DLI cohorts), 2014–present.
- Coordinator of CI 5645 (Teaching ELs in Elementary Classrooms) common content course for Elem. Ed. ILP, 2012–2016.
- Coordinator of the M.Ed. Professional Studies Program in SLE, 2013–Sp 2017.
- Coordinator of Certificate Program in Dual Language and Immersion Education, 2001–present.
- Coordinator of Certificate Program in Advanced Practices in Second Language Teaching, 2009–Sp 2017.
- Faculty supervisor for Chinese licensure candidate program, involving advising of Chinese licensure candidates, participation in meetings for teachers to share video-tapes of teaching and receive feedback, supervisor for 25% GA assigned to supervise, etc. 2008–09.

9B2. SERVICE TO OTHER INSTITUTIONS

Fairfield University

- Ad hoc Committee of the Undergraduate Curriculum Committee to develop a freshman seminar course on Critical Thinking Through Writing, Fairfield University, 1989–1990.
- University Library Committee, Fairfield University, 1989–1990.
- Elementary Education Certification Committee, Fairfield University, 1988–1989.
- Curriculum Committee for the Division of Administration, Teaching, and Technology, Fairfield University, 1988–1989.

The Ohio State University

- Guest Presentation Judge at the Fifth Annual Research and Scholarly Activities Forum, Council of Graduate Students, The Ohio State University, Columbus, OH, April, 1991.
- Mentor, University Teaching Associate Workshop, The Ohio State University, Columbus, OH, September, 1987.
- Member, Reception and Planning Committees, First Annual International Recruiting Fair, The Ohio State University, Columbus, Ohio; Panel participant in session entitled “Living and Working Overseas,” February, 1985.
- Member, Reception Committee, Ohio Conference of Language and Literacy for the Culturally Different Child, Columbus, OH, December, 1984.