

**JEFF BALE**

Department of Curriculum, Teaching and Learning  
Ontario Institute for Studies in Education  
University of Toronto  
252 Bloor Street West, #10-250  
Toronto, ON M5S 1V6

**(1) Date of preparation**

March 21, 2018

**(2) Rank & current appointment**

Associate Professor, tenured  
Language and Literacies Education  
Department of Curriculum, Teaching and Learning  
Ontario Institute for Studies in Education  
University of Toronto

**(3) Degrees & certifications**

Ph.D., Educational Leadership and Policy Studies  
Arizona State University  
Tempe, AZ, USA  
2008

*Dissertation:* When Arabic is the “Target” Language: National Security, Title VI, and Arabic Language Programs, 1958–1991

*Committee:* Terrence G. Wiley (Chair), Teresa L. McCarty, Gustavo Fischman

*Areas of concentration:* language policy, comparative and international education, second language education, applied linguistics

M.S. (with distinction), German Literature and Linguistics  
Georgetown University  
Washington, DC, USA  
1997

B.A. (with high honors), German  
DePaul University  
Chicago, IL, USA  
1994

**Teacher certification**

English as a second language (K–12)

German (7–12)

Science—General (7–12)

Held certification in Washington, DC and in Arizona

**(4) Employment history****July 2017 – present**

Associate Professor, tenured

Language and Literacies Education

Department of Curriculum, Teaching and Learning

Ontario Institute for Studies in Education

University of Toronto

**July 2014 – June 2017**

Associate professor, tenure-track

Language and Literacies Education

Department of Curriculum, Teaching and Learning

Ontario Institute for Studies in Education

University of Toronto

Toronto, ON

**August 2008 – May 2014**

Assistant Professor, tenure-track

Department of Teacher Education

Michigan State University

East Lansing, MI, USA

**August 2006 – July 2008**

Editorial Assistant (GA-ship), *International Multilingual Research Journal*

Arizona State University

Tempe, AZ, USA

**August 2007 – May 2008**

Instructor (TA-ship; sole instruction), Multilingual-Multicultural Education, Division of Curriculum & Instruction

Arizona State University

Tempe, AZ, USA

**August 2007 – May 2008**

Instructor (TA-ship; sole instruction), Culture & Schooling, Division of Educational Leadership and Policy Studies

Arizona State University  
Tempe, AZ, USA

**August 2006 – December 2006**

Teaching Assistant (TA-ship), Culture & Schooling, Division of Educational Leadership  
and Policy Studies  
Arizona State University  
Tempe, AZ, USA

**August 2005 – May 2008**

Part-time Adjunct Faculty (sole instruction), German, Department of Foreign Languages  
Rio Salado Community College  
Tempe, AZ, USA

**July 2005 – December 2007**

District ESL Coordinator (Teacher-on-assignment)  
Tempe Union High School District  
Tempe, AZ, USA

**July 2004 – May 2006**

Teacher, ESL (newcomer) and German, Grades 9–12  
McClintock High School  
Tempe Union High School District  
Tempe, AZ, USA

**August 1999 – June 2004**

Teacher, ESL (newcomer and sheltered math and science), Grades 6–8  
Abraham Lincoln Multicultural Middle School  
District of Columbia Public Schools  
Washington, DC, USA

**August 2001 – February 2002**

Fulbright Teacher, English, Grades 8–9  
Escuela Secundaria Diurna No. 57, República de Guatemala  
Secretaría de Educación Pública  
Ciudad de México, D.F., México

**August 1998 – June 1999**

Teacher, Reading and Science (Grade 8)  
Ames Middle School  
Chicago Public Schools  
Chicago, IL, USA

**August 1997 – June 1998**

Teacher, ESL, Grades 5–6  
Marie H. Reed Community Learning Center

District of Columbia Public Schools  
Washington, DC, USA

**January 1995 – May 1997**

Instructor, German (beginner and intermediate)  
Georgetown University  
Washington, DC, USA

**(5) Honours & awards**

Faculty Fellowship, Department of Teacher Education (\$3,000), 2012  
ASU Graduate and Professional Student Association Teaching Excellence Award, 2008  
Noel Chadwick Grey Fellowship (\$5,000), 2006–2007  
ASU Graduate Scholarship (\$4,000), 2006–2007  
ASU Graduate Scholarship (Tuition Waiver), 2005–2006  
Fulbright Teacher Exchange Award, (Mexico City), 2001–2002  
Georgetown Graduate Fellow, 1994–1997

**(6) Scholarship: Grants**

**Career summary**

External research grants: funded	6
External research grants: under review	0
Internal grants: funded	4
Internal grants: under review	0

**External Research Grants**

Year (status)	2017–2020 (funded)
Source	SSHRC
Type	Insight Grant
Amount	\$154,973
My Role	Applicant
Collaboration	Co-Applicants: Antoinette Gagné, Julie Kerekes (OISE)
Title/Purpose	More Than “Just Good Teaching”: Mainstream Teacher Education for Supporting English Language Learners and Teacher Education Policy in Ontario

Year (status)	2016–2019 (funded)
Source	European Centre for Modern Languages, Council of Europe
Type	Inclusive, plurilingual, and intercultural education in practice

Amount	travel to Graz, Austria twice during award period to collaborate with Language for Work team
Role	Similar to “Collaborator” status on a SSHRC grant; one of two Canadian researchers sponsored by Heritage Canada and the Official Languages and Bilingualism Institute, University of Ottawa
Collaboration	Collaborator: Monika Jezak, University of Ottawa
Title/Purpose	Tools Supporting Professional Development of Language for Work Practitioners (conducting parallel study with Jezak on Canadian policies supporting professional development of language educators in workplace settings)

Year (status)	2016–2018 (funded)
Source	SSHRC
Type	Insight Development Grant
Amount	\$64,999
My Role	Co-applicant
Collaboration	Applicant: Peter Ives, University of Winnipeg; co-applicant: Eve Haque, York University
Title/Purpose	How States Promote Global English: Shifting Priorities in Education Policy

Year (status)	2014 (funded)
Source	National Security Agency, U.S. Department of Defense
Type	STARTALK
Amount	\$89,418 USD (including 36% indirect costs)
Role	Co-PI
Collaboration	PI: Wenxia Wang, Michigan State University
Title/Purpose	Learning to Teach Chinese from Best Practices

Year (status)	2013 (funded)
Source	National Security Agency, U.S. Department of Defense
Type	STARTALK
Amount	\$85,201 USD (including 26% indirect costs)
Role	Co-PI
Collaboration	PI: Wenxia Wang, Michigan State University
Title/Purpose	Learning to Teach Chinese from Best Practices

Year (status)	2011 (funded)
Source	U.S. Department of State
Type	Fulbright Group Projects Abroad
Amount	
Role	Co-PI (Kristin Janka Millar, Michigan State University, PI)
Collaboration	PI: Kristin Janka Millar, Michigan State University
Title/Purpose	Teaching the Millennium Development Goals: Costa Rica

### **Internal Grants**

Year (status)	2016–2017 (funded)
Source	SSHRC
Type	Institutional Grant
Amount	\$2,460
Role	PI
Title/Purpose	The Heritage Languages Program in Ontario, 1977–1993: Origins, Conflicts, and Consequences for Language Education Today

Year (status)	2011–2012 (funded)
Source	Faculty & Organizational Development, Michigan State University
Type	Lilly Teaching Fellowship
Amount	\$14,000 USD
Role	PI
Title/Purpose	Integrating Language Learning and Language Teacher Learning in World Languages Teacher Education

Year (status)	2008 (funded)
Source	Institute for Research, Teaching and Learning
Type	In-House Grant Program
Amount	\$2,271 USD
Role	PI
Title/Purpose	German Language Education Policy as Social Practice (seed grant)

Year (status)	2007 (funded)
Source	ASU Graduate and Professional Student Association
Type	Dissertation Research Grant Award
Amount	\$2,000 USD
Role	PI
Title/Purpose	When Arabic is the “Target” Language: National Security, Title VI and Arabic Language Programs, 1958–1991

**(7) Scholarship: Publications & presentations**

#### **Career summary**

Books: Edited	1
Books: Translated	1
Book Chapters	11
Refereed Journal Articles	11
Book Reviews	6
Book Chapters: Accepted, Under Review, or In Progress	4

Refereed Journal Articles: Accepted, Under Review or In Progress	1
Book Reviews: Accepted, Under Review, or In Progress	0
Non-Refereed Articles	4
Media Interviews & Outreach	10
Refereed Conference Papers and Presentations	42
Invited Presentations: Plenaries	2
Invited Presentations: Colloquia, symposia	9
Invited Presentations: Guest lectures in courses, student seminars	7
Invited Presentations: Public talks	4
Seminars, Workshops, Professional Development Sessions	10

### **Books: Edited**

1. **Bale, J., & Knopp, S.** (Eds.) (2012). *Education and capitalism: Struggles for learning and liberation*. Chicago: Haymarket Books. (307 pages)

### **Books: Translated**

1. ten Brink, T. (2014). *Global political economy and the modern state system*. (**J. Bale, Trans.**). Leiden: Brill Publishers. (Original work published in 2008). (289 pages)

### **Book Chapters**

11. Bale, J. (2017). Gendering the controversy over education policy reform in Hamburg, Germany. In L. Davidson–Schmich (Ed.), *Gendering marginalized interests: Intersectionality and public policy making in Germany* (pp. 145–170). Ann Arbor: University of Michigan Press.
10. Bale, J. (2017). English-only to the core: What Common Core means for emergent bilingual education. In G. Cornell Gonzalez, E. Schlessman, & P. Mejía (Eds.) *Rethinking bilingual education* (2<sup>nd</sup> ed.) (pp. 280–288). Milwaukee: Rethinking Schools.
9. Bale, J. (2017). The ideological framing of heritage language education in the United States. In P. P. Trifonas & T. Aravossitas (Eds.), *International handbook on research and practice in heritage language education* (pp. 1–15). Dordrecht: Springer. doi:10.1007/978-3-319-38893-9\_5-1
8. Flores, N., & **Bale, J.** (2016). Socio-political issues in bilingual education. In O. García

& A. Lin (Eds.), *Encyclopedia of Language and Education* (3<sup>rd</sup> ed.) (Vol. 5, *Bilingual Education*). Dordrecht: Springer. doi: 10.1007/978-3-319-02324-3\_5-1 (13 pages)

7. Bale, J. (2016). Colorblind and tone-deaf as keywords of educational change. In P. Smeyers & M. Depaepe (Eds.), *Educational research: Discourses of change and changes of discourse* (pp. 173–187). Dordrecht: Springer.
6. Bale, J. (2015). Language policy and global political economy. In T. Ricento (Ed.), *Language policy and political economy* (pp. 72–96). Oxford: Oxford University Press.
5. Bale, J. (2014). Arabic in the United States. In T. G. Wiley, J. K. Peyton, D. Christian, S. Moore & N. Liu (Eds.), *Handbook of heritage, community, and Native American languages in the United States: Research, educational practice, and policy* (pp. 148–156). New York: Routledge.
4. Bale, J. (2012). Linguistic justice at school. In J. Bale & S. Knopp (Eds.), *Education and capitalism: Struggles for learning and liberation* (pp. 77–107). Chicago: Haymarket Books.
3. Bale, J. (2008). Americanization by schooling. In J. Gonzalez (Ed.), *Encyclopedia of bilingual education* (Vol. 1) (pp. 32–38). London: Sage Publications.
2. Bale, J. (2008). Heritage language education. In J. Gonzalez (Ed.), *Encyclopedia of bilingual education* (Vol. 1) (pp. 341–344). London: Sage Publications.
1. Bale, J. (2008). Linguistics: An overview. In J. Gonzalez (Ed.), *Encyclopedia of bilingual education* (Vol. 1) (pp. 523–529). London: Sage Publications.

### **Refereed Journal Articles**

11. Bale, J. (2016). In defense of language rights: Re-thinking the rights-orientation from a political economy perspective. *Bilingual Research Journal*, 39, 231–237.
10. Bale, J. (2016). Language proficiency in an era of accountability: Using the target language to learn how to teach. *Journal of Teacher Education*, 1–22.  
doi:10.1177/0022487116667196
9. Bale, J. (2016). Spectator democracy: An intersectional analysis of education reform in Hamburg, Germany. *European Education*, 48, 23–42.
8. Bale, J. (2014). Heritage language education policy and the “national interest.” *Review of Research in Education*, 38, 166–188.



7. Bale, J. (2013). *Weg da—Wir wollen lernen!* Education reform in Hamburg, Germany in neoliberal times. *Teachers College Record*, 115(8), 1–36.
6. Bale, J. (2011). When Arabic is the “target” language: Title VI, national security, and Arabic language programs, 1958–1991. *Tertium Comparationis*, 16, 264–286.
5. Bale, J. (2011). Tongue-tied: Imperialism and second language education in the United States. *Critical Education*, 2(8), 1–25.
4. Bale, J. (2011). Language and imperialism: The case of Title VI and Arabic, 1958–1991. *Journal for Critical Education Policy Studies*, 9, 376–409.
3. Bale, J. (2011). The campaign for Spanish language education in the “Colossus of the North,” 1914–1945. *Language Policy*, 10, 137–157.
2. Bale, J. (2010). Arabic as a heritage language in the United States. *International Multilingual Research Journal*, 4, 125–151.
1. Bale, J. (2010). International comparative perspectives on heritage language education policy research. *Annual Review of Applied Linguistics*, 30, 42–65.

### **Book Reviews**

6. Bale, J. (2016). Review of G. P. McField (Ed.), *The Miseducation of English Learners: A Tale of Three States and Lessons to be Learned*. Charlotte: Information Age Publishing, Inc. In *International Multilingual Research Journal*, 10, 232–235.
5. Bale, J. (2011). Review of J. –J. Lecerle, *A Marxist Philosophy of Language*. Chicago: Haymarket Books. In *International Socialist Review*, 75, 62–63.
4. Bale, J. (2010). Review of A. Callinicos, *Imperialism and Global Political Economy*. Cambridge: Polity Press. In *International Socialist Review*, 73, 65–67.
3. Bale, J. (2010). Review of D. Ravitch, *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*. New York: Basic Books. In *International Socialist Review*, 71, 83–85.
2. Bale, J. (2008). Review of G. Valdés, J. Fishman, R. Chávez & W. Pérez, *Developing Minority Language Resources: The Case of Spanish in California*. Clevedon: Multilingual Matters. In *Language Policy*, 7, 293–295.
1. Bale, J. (2007). Review of V. Ramanathan, *The English—Vernacular Divide: Post-colonial language policy and practice*. Clevedon: Multilingual Matters. In *Education Review: A Journal of Book Reviews*.

### **Book Chapters: Accepted, Under Review, or In Progress**

4. Bale, J. (under review). Neoliberal education policy and the regulation of racial and linguistic difference in Ontario schools. In J. Portelli & S. Chitpin (Eds.), *Educational policy in neoliberal times: Issues, challenges and possibilities from an international perspective*. New York: Routledge.
3. Bale, J. (accepted 2017). Racialized resistance to the Heritage Languages Program in Ontario. In T. Ricento (Ed.), *Language politics and policies: Perspectives from the United States and Canada*. Book under contract with Cambridge University Press.
2. Bale, J. (accepted 2016). Competing values in language education research. In P. Smeyers & M. Depaepe (Eds.), *The values of educational research*. Dordrecht: Springer.
1. Bale, J. (accepted 2016). Spanish as *Ersatz*: Advocating for Spanish language education in the United States, 1914–1945. In N. McClelland & R. Smith (Eds.), *The history of language learning and teaching*. Oxford: Legenda Books.

### **Refereed Journal Articles: Accepted, Under Review, or In Progress**

1. Wang, W., & Bale, J. (under review). Mentoring for new K-12 Chinese language teachers in the United States. *System*.

### **Non-Refereed Articles**

4. Bale, J. (2015). English-only to the core: Bilingual education and the Common Core State Standards. *Rethinking Schools*, 30(1), 20–27.
3. Bale, J. (2009). Language rights as immigrant rights in the United States. *Nop'tik: Revista de la Escuela de Lenguas Tuxtla*, 1, 1–15.
2. Bale, J. (2010). [The fight for bilingual education](#). *International Socialist Review*, 69, 37–49.
1. Bale, J. (2009; invited). English and “critical” foreign languages: Conflicting priorities? [New Educator](#), 15(1), 60.

### **Media Interviews & Outreach**

10. Bale, J. "[Multi-language school.](#)" *Metro Morning* radio program on CBC Radio One (April 30, 2015). Interview with Matt Galloway.
9. Bale, J. "[The corporate attack on public schools.](#)" *The Boston Occupier*. (September 14, 2012). Author.
8. **Bale, J., & Knopp, S.** "[The assault on public education.](#)" Interview regarding *Education and Capitalism* with Sam Seder on *The Majority Report* radio program on MajorityFM. (August 24, 2012).
7. **Bale, J., & Knopp, S.** "[The separate-but-equal sale.](#)" *Other Words*. (Other Words is an op-ed syndication project run by the Institute for Policy Studies. The op-ed was picked up and run in both online venues, such as Altnet.org and Commondreams.org, but also newspapers such as East Texas Tribune, the Journal Tribune of Biddford, ME, etc.) (August 6, 2012)
6. Kelleher, J. B. "[Teacher union boss bends to school reform winds.](#)" *Reuters*. (July 31, 2012). Media report on a public talk held in Detroit, Michigan.
5. Ballentine, S. "Academic acceptance: MSU administrators, professors acknowledge progress in LGBT environment on campus." *The State News*. (April 11, 2011). Interview with author.
4. "[Demand for Arabic teachers spurs MSU programs.](#)" *The Macomb Daily*. (January 17, 2011). News coverage.
3. Miller, R. "[MSU to offer Arabic teaching certificates and master's degrees.](#)" *Michigan Radio*. (January 13, 2011). Interview with author.
2. Durisin, M. "[Arabic major receives online master's program.](#)" *The State News*. (January 12, 2011). Interview with author.
1. "[MSU to offer Arabic teacher certification.](#)" *MSU News*. (January 12, 2011). Interview with author.

### **Refereed Conference Presentations**

(sole authored, unless otherwise noted; \*collaboration with students/former students)

43. *The Heritage Languages Program in Ontario, 1977–1995: Origins, Conflicts, and Consequences for Language Education Today*. Paper presented at the American Association for Applied Linguistics 2017 conference, Portland, OR, March 2017.
42. *Funding and Framing Language Education Research in Canada*. Paper presented at the 2016 conference of the Research Community "Philosophy and History of the Discipline of Education," Vrije Universiteit Brussel, Belgium, November 2016.
41. **Bale, J., & Haque, E.** *An Effective History of the Heritage Languages Program in*

*Ontario*. Paper presented as part of a colloquium with \*M. Kawaguchi and \*J. Sinclair on *40 Years of the Heritage Languages Program in Ontario: Origins, Conflicts and Possibilities for Language Education Today* at the 2016 Canadian History of Education Association conference, Waterloo, ON, October 2016.

40. **Bale, J.** *Teacher Resistance to the Heritage Languages Program in Ontario*. Paper presented as part of a colloquium with \*M. Kawaguchi and \*J. Sinclair on the *Heritage Languages Program in Ontario, 1977–1995* at the 2016 Multidisciplinary Approaches to Language Policy and Planning conference, University of Calgary, Calgary, AB, September 2016.
39. *A Political Economy Approach to Rethinking Language Rights in Canada*. Paper presented at the Congrès 2016 Association canadienne de linguistique appliquée, Calgary, AB, May 2016.
38. **Bale, J., Ives, P., & Haque, E.** *How States Promote Global English: Shifting Priorities in Education Policy*. Paper presented at the American Educational Research Association annual meeting, Washington, DC, April 2016.
37. **Bale, J., \*Kawaguchi, M., & \*Sinclair, J.** *The Heritage Languages Program in Ontario, 1977–1986: Origins, Conflicts, and Consequences for Diverse Democracies*. Paper presented at the American Educational Research Association annual meeting, Washington, DC, April 2016.
36. *Spectator Democracy: An Intersectional Analysis of Education Reform in Hamburg, Germany*. Paper presented with the Gender and Education Committee at the 60<sup>th</sup> Annual Conference of the Comparative and International Education Society, Vancouver, BC, March 2016.
35. *Competing Values in Language Education Research*. Paper presented at the 2015 conference of the Research Community “Philosophy and History of the Discipline of Education,” Katholieke Universiteit Leuven, Belgium, November 2015.
34. **Bale, J., & \*Wang, W.** *Best Practices, Measurable Outcomes, and National Security: Competing Agendas for Chinese Language Teacher Education*. Paper presented at the 2015 Multidisciplinary Approaches to Language Policy and Planning conference, University of Calgary, Calgary, AB, September 2015.
33. *Gendering the Controversy Over Education Reform in Hamburg, Germany*. Paper presented as part of the Intersectionality, Institutions, and Public Policy symposium at the 2015 European Consortium for Political Research conference, Uppsala, Sweden, June 2015.
32. *The Role of Language Rights in Critical Heritage Language Education*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL, April 2015.

31. *"It's the Language, Stupid!" Colorblind and Tone-deaf as Discourses of Change in Educational Research.* Paper presented at the 2014 conference of the Research Community "Philosophy and History of the Discipline of Education," Katholieke Universiteit Leuven, Belgium, November 2014.
30. *The Impact of Neoliberal Education Policy on World Language Teacher Education in the United States.* Paper presented at the 2014 Multidisciplinary Approaches to Language Policy and Planning conference, University of Calgary, Calgary, AB, September 2014.
29. *Global Political Economy and Language Rights in the "Post-Civil Rights" Era.* Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA, April 2014.
28. *Gendering the Wir Wollen Lernen Referendum in Hamburg.* Invited paper presented as part of the "Gendering Marginalized Interests in German Public Policies" symposium at the 2013 German Studies Association conference, Denver, CO, October 2013.
27. *The Relevance of Historical Debates on the "National Question" to Contemporary LPP.* Paper presented at the 2013 Multidisciplinary Approaches to Language Policy and Planning conference, University of Calgary, Calgary, AB, September 2013.
26. *Learning the Language While Learning How to Teach in Foreign Language Teacher Preparation.* Paper presented at the EARLI 2013 conference, Munich, Germany, August 2013.
25. *Using the Target Language to Learn How to Teach.* Paper presented at the 8<sup>th</sup> International Conference on Language Teacher Education, George Washington University, Washington, DC, May 2013.
24. Goertler, S., Kraemer, A., & **Bale, J.** *Reaching Advanced Low: Tools and Tasks to Improve Speaking.* Paper presented at the 2013 Computer Assisted Language Instruction Consortium conference, Honolulu, HI, May 2013.
23. *Integrating Language Learning with Language Teacher Learning in K–12 World Languages Teacher Education.* Paper presented at the 2012 Michigan World Languages Association conference, Lansing, MI, October 2012.
22. *Spanish as Ersatz: The Campaign for Spanish Language Education in the United States, 1914–1945.* Paper presented at the Bundeskongress des Gesamtverbandes Moderne Fremdsprachen, Universität Duisburg-Essen, Essen, Germany, September 2012.
21. *Marxism, Language Policy, and Language Rights.* Paper presented at the 2012

Multidisciplinary Approaches to Language Planning and Policy Conference,  
University of Calgary, September 2012.

20. *Neoliberalism, Language, and Urban School Reform in Hamburg*. Paper presented at the Sociolinguistics Symposium 19, Freie Universität, Berlin, Germany, August 2012.
19. *Rethinking the Pragmatism of Language Education Policy in the “National Interest”: Lessons from Three Studies*. Paper presented at the 2012 American Educational Research Association Annual Meeting, Vancouver, BC, April 2012.
18. *The Old Woman, Her Pig, and the Public Good: The Campaign for Spanish Language Education, 1914–1945*. Paper presented at the 2012 American Educational Research Association Annual Meeting, Vancouver, BC, April 2012.
17. *Integrating Language Learning with Language Teacher Learning in K–12 World Language Teacher Preparation*. Paper presented at the American Association for Applied Linguistics 2012 Conference, Boston, MA, March 2012.
16. *Pragmatic Language Education Policy as a Flight From Truth*. Paper presented at Language, Education and Diversity 2011, University of Auckland, New Zealand, November 2011.
15. *The Campaign for Spanish Language Education in the “Colossus of the North,” 1914–1945*. Paper presented at the 2011 conference of the History of Education Society, Chicago, IL, November 2011.
14. *Goetsch in die Primatenschule! [Send Goetsch to Primate School!]: Race, Class and Language in Urban School Reform in Hamburg*. Paper presented at the European Conference on Educational Research 2011, Berlin, Germany, September 2011.
13. *Rich Resistance: Class, Ethnicity, Language and School Reform in Hamburg*. Paper presented at the Comparative and International Education Society 55<sup>th</sup> Annual Conference, Montreal, QC, May 2011.
12. *Tongue-tied: Second Language Education and Imperialism in the United States*. Paper presented at Historical Materialism, London, UK, November 2010.
11. *Imperialism and Language Education: Theoretical Challenges and Opportunities*. Paper presented at Historical Materialism, Toronto, ON, May 2010.
10. *When Spanish was a “Critical” Language*. Paper presented at the 2010 American Educational Research Association Annual Meeting, Denver, CO, May 2010.
9. *National Security, Language Education, and Policy: Theoretical Challenges for Language Planning & Policy*. Paper presented at Language Policy and Language

Learning: New Paradigms and New Challenges, 2009, Limerick, Ireland, June 2009.

8. *National Security, Language Education, and Imperialism: An Interdisciplinary Look at What Happens When Arabic is the “Target” Language*. Paper presented at the 2009 American Educational Research Association Annual Meeting, San Diego, CA, April 2009.
7. *The Trouble with Reforms: National Security Ideologies and Language Policy in the United States*. Paper presented at the meeting of Section III of the Deutsche Gesellschaft für Erziehungswissenschaft, Westfälische Wilhelms-Universität, Münster, Germany, March 2009.
6. *National Security Ideologies and Language Education Policy: Developing a Framework for Comparative Analysis*. Paper presented at the Comparative and International Education Society 53<sup>rd</sup> Annual Conference, Charleston, SC, March 2009.
5. *Shifting Goals, Shifting Practice? An Interpretive Policy Analysis of the Foreign Language Assistance Program*. Paper accepted for presentation at the American Association for Applied Linguistics 2009 Annual Conference, Denver, CO, March 2009.
4. *When Arabic is the “Target” Language: Title VI, National Security, and Arabic Language Programs*. Paper presented at the 30<sup>th</sup> Annual Ethnography in Education Research Forum, Philadelphia, PA, February 2009.
3. *When Arabic is the “Target” Language: Heritage Language Education, National Security and the Implications of the “Resource” Debate*. Paper presented at the American Association for Applied Linguistics 2008 Annual Conference, Washington, DC, April 2008.
2. *When Arabic is the “Target” Language: An Historical Analysis of the Intersection of Federal Language Education Policies, National Security, and Arabic Language Programs in Higher Education*. Paper presented at the 2008 American Educational Research Association Annual Meeting, New York, NY, March 2008.
1. *When Arabic is the “Target” Language: An Analysis of the FLAP Grant in the Post-9/11 World*. Paper presented at the Language, Education and Diversity Conference, Hamilton, New Zealand, November 2007.

**Invited Presentations: Plenaries**

(sole authored, unless otherwise noted; \*collaboration with students/former students)

2. *Conflicted Language Policy in the United States*. Invited plenary session for the

Jornadas Académicas y de Investigación de Lenguas Extranjeras conference, Universidad Autónoma de Chiapas, Tuxtla Gutiérrez, Chiapas, Mexico, June 2009.

1. *Language rights as immigrant rights in the United States*. Invited plenary session for the Jornadas Académicas y de Investigación de Lenguas Extranjeras conference, Universidad Autónoma de Chiapas, Tuxtla Gutiérrez, Chiapas, Mexico, June 2009.

**Invited Presentations: Colloquia, symposia**

(sole authored, unless otherwise noted; \*collaboration with students/former students)

12. *A Policy that Pleased No One: The Heritage Languages Program in Ontario, 1977–1984*. Invited paper presented at the Symposium on Language and Politics in the United States and Canada: Taking Stock on the Occasion of the 150<sup>th</sup> Anniversary of Canadian Confederation, Banff, AB, June 2017.
11. *More Than “Just Good Teaching”: Preparing All Teachers for Linguistically Diverse Classrooms in Ontario*. Invited research talk at Leuphana Universität Lüneburg, Lüneburg, Germany, May 2017.
10. *An Effective History of the Heritage Languages Program in Ontario*. Language and Literacies Education Research Colloquium, University of Toronto, March 2017.
9. *Heritage Language Education Policy in Comparative Perspective*. Conference on The Future of Community Languages in Canada: The Case of Modern Greek. The Hellenic Studies Program, Centre for European, Russian, and Eurasian Studies, the Monk School of Global Affairs, and the Hellenic Heritage Foundation, University of Toronto, February 2016.
8. *Language. History. Policy*. Centre for Research in Language and Literacies Colloquium Series, Ontario Institute for Studies in Education, University of Toronto, February 2016.
7. *A Political-Economy Approach to Language Rights*. Forums de recherche, Groupe de recherche interdisciplinaire en gestion des langues, Institut des langues officielles et du bilinguisme/Official Languages and Bilingualism Institute, University of Ottawa, September 2015.
6. *Renewing Marxist Perspectives on Education and Poverty*. Presidential Session at the 2013 American Educational Research Association Annual Meeting, San Francisco, CA, April 2013. [I was both the session organizer and a presenter.]
5. *Education Policy in Germany in Neoliberal Times*. Comparative, International,



and Development Education Centre Symposium Series, Ontario Institute for Studies in Education, University of Toronto, September 2015.

4. *Language Rights, Language Policy and the “National Interest” in the United States*. Centre for Research in Language and Literacies Colloquium Series, Ontario Institute for Studies in Education, University of Toronto, September 2014.
3. *Language Rights as Immigrant Rights in the United States*. Center for Latin American and Caribbean Studies Seminar Series, Michigan State University, East Lansing, MI, January 2011.
2. “*A Clever City Needs Everyone’s Talent*”– *School Reform in Hamburg and its Pedagogical Implications for German Language Learners*. Invited presentation to the Applied Linguistics Speakers Series, Arizona State University, Tempe, AZ, November 2009.
1. “*A Clever City Needs Everyone’s Talent*”– *School Reform in Hamburg and its Pedagogical Implications for German Language Learners*. Invited presentation to the Education Policy Workshop, College of Education, Michigan State University, East Lansing, MI, October 2009.

**Invited Presentations: Guest lectures in courses, student seminars**

(sole authored, unless otherwise noted; \*collaboration with students/former students)

8. Guest lecture in CTL 3799: Proseminar in LLE, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto, Toronto, October 2016.
7. Guest lecture in CTL 3799: Proseminar in LLE, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto, Toronto, October 2015.
6. *Historiography and Language Policy*. Guest lecture, LLT 861: Advanced Topics in Second Language Acquisition (Prosem), Department of Linguistics & Germanic, Slavic, Asian and African Languages, Michigan State University, East Lansing, MI, September 2011.
5. [\*Crafting Research on Language Education in International Contexts\*](#). Guest lecture, Comparative and Global Studies Affinity Group, Department of Teacher Education, Michigan State University, East Lansing, MI, October 2010.
4. [\*Language Policy and Second Language Education\*](#). Guest lecture, LLT 861:

Advanced Topics in Second Language Acquisition (Prosem), Department of Linguistics & Germanic, Slavic, Asian and African Languages, Michigan State University, East Lansing, MI, September 2010.

3. *New Faculty Perspectives and Life in the First Year*. Invited presentation to the [Preparing Future Faculty](#) professional development program, Arizona State University, Tempe, AZ, November 2009.
2. *Arabic as a Community and Heritage Language in the U.S.* Guest lecture for BLE/EPA 691: Heritage and Community Languages, Division of Educational Leadership and Policy Studies, Mary Lou Fulton College of Education, Arizona State University, Tempe, AZ, November 2009.
1. *Foreign Language Policies and Programs in International Perspective*. Guest lecture for LLT 841: Issues in Program Administration and Teacher Training, Department of Linguistics & Germanic, Slavic, Asian and African Languages, Michigan State University, East Lansing, MI, September 2009.

#### **Invited Presentations: Public talks**

(sole authored, unless otherwise noted; \*collaboration with students/former students)

4. *Fighting For Our Schools: What Can We Learn From the Chicago Experience?* Presentation given with American Federation Teacher union activists from Chicago and Detroit during the AFT national convention, Detroit, MI, July 2012.
3. **Bale, J., & Knopp, S.** [Education and Capitalism](#). Paper presented at Socialism 2012, Center for Economic Research and Social Change, Chicago, IL, June 2012.
2. [Lenin, Bukharin, and Luxemburg: The Debate on the National Question](#). Paper presented at Socialism 2011, Center for Economic Research and Social Change, Chicago, IL, June 2011.
1. [Strategies for Linguistic Justice at School](#). Invited presentation to ISR Teachers' Forum, Pilsen, Chicago, IL, September 2010.

#### **Seminars, Workshops, and Professional Development Sessions**

11. Presenter, *Career Planning*, Curriculum, Teaching and Learning Student Association Speaker Series, February 2017.
10. Presenter, *Exploratory Practice*. Professional development workshop for the International Language School, Toronto, ON, July 2016.
9. Presenter, *The Turn to Translanguaging*. Professional development workshop for ESL

teachers with the Conference of Independent Schools, St. Andrews College, Aurora, ON, April 2016.

8. Presenter, *Writing in Academia*. Curriculum, Teaching and Learning Student Association Speaker Series, February 2016.
7. Presenter, *Classroom Management*. Workshop for the Fulbright Language Teaching Assistant Summer Orientation, co-sponsored by the Center for Language Teaching Advancement (MSU), the Less Commonly Taught Languages Program (MSU), the Department of Linguistics, Germanic, Slavic, African and Asian Languages (MSU), the Bureau of Educational and Cultural Affairs (U.S. Department of State), and the Institute for International Education, 2010–2013
6. Facilitator, *Defying Inequality by Fortifying Communal Life: Experiences of “comunalidad” from Oaxaca*, Center for Latin American and Caribbean Studies 2011 Symposium, April 2011.
5. Bale, J. *Negotiating Gender and Sexual Identity as an Instructor: FLC Outcomes*. Poster presented at SoTL Workshop, Faculty and Organizational Development, Michigan State University, East Lansing, MI, May 2011
4. Co-facilitator, *Negotiating Sexual and Gender Identity as an Instructor*. Faculty Learning Community co-sponsored by the Office of Faculty and Organizational Development and the Office for Inclusion and Intercultural Initiatives, 2010–2011.
3. Co-facilitator, *Deutschunterricht im Immersionsstil [Immersion approaches to German instruction]*. Professional development session for Michigan German teachers sponsored by the Center for Language Teaching Advancement, College of Arts and Letters, February 2010.
2. Lead Organizer and Facilitator, *Don’t Ask? Don’t Tell? Negotiating Instructor Sexual and Gender Identity in the Classroom*. Co-sponsored by the Office for Faculty and Organizational Development, Office for Inclusion and Intercultural Initiatives, GLFSA, LGBT Resource Center, Women’s Resource Center, Center for Gender in Global Context, Safe Schools Project, February 2010.
1. Discussion Facilitator, “Action Research Meeting: K–12 Arabic Learning and Teaching,” Michigan State University, East Lansing, MI, November 2008.

**(8) Teaching & Mentoring: Courses Taught**

Institution (program)	Course Title	Format (notes)	# Times Taught
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OISE (LLE)	CTL 3000: Foundations of Bilingual and Multicultural Education	Online (developed online version of course)	1
OISE (LLE)	CTL 3001: Research Colloquium in LLE	Face-to-face with supplemental course wiki	1
OISE (LLE)	CTL 3002: Second Language Teaching Methodologies	Face-to-face with supplemental course wiki	4
OISE (LLE)	CTL 3018: Language Planning and Policy	Face-to-face with supplemental course wiki	3
OISE (LLE)	CTL 3810: Second Language Classroom Research	Face-to-face with supplemental course wiki (developed as a new course)	2
OISE (Master of Teaching)	CTL 7019: Supporting English Language Learners	Face-to-face with supplemental course wiki	2
MSU (undergraduate, Education Studies minor)	TE 352: Immigrant Language & Culture	Face-to-face with supplemental course wiki	1
MSU (Initial Teacher Education)	TE 407: Teaching World Languages to Diverse Learners	Face-to-face with supplemental course wiki	4
MSU (Initial Teacher Education)	TE 408: Crafting Teaching Practices	Face-to-face with supplemental course wiki	4
MSU (Initial Teacher Education)	TE 501/502: Internship in Teaching Diverse Learners I & II	Field-based instruction	3
MSU (Initial Teacher Education)	TE 802/804: Reflection and Inquiry in Teaching Practice I & II	Face-to-face with supplemental course wiki	2
MSU (MA in Teaching and Curriculum)	TE 831: Teaching Subject Matter with Technology	Online	1
MSU (MA in Teaching and Curriculum)	TE 845: Language Diversity and Literacy Instruction and Assessment	Online	1
MSU (MA in Teaching and Curriculum)	TE 891: Language Variation in the Classroom	Online (developed as a new course)	2
MSU (MA in Teaching and Curriculum)	TE 891: Educating Immigrant Students	Online	1

MSU (Ph.D.)	TE 901: Proseminar I in Curriculum, Teaching, and Teacher Education	Face-to-face	1
MSU (Ph.D.)	TE 920: Social Analysis of Education Policy	Face-to-face with supplemental course wiki	1
MSU (Ph.D.)	TE 931: Introduction to Qualitative Methods	Face-to-face with supplemental course wiki	1
MSU (Ph.D.)	TE 991: Sociohistorical Perspectives on Second Language Education in the United States	Face-to-face with supplemental course wiki	1

**(9) Teaching & Mentoring: Instructional Leadership**

Faculty Lead, MT Partnership with Downsview Secondary School, 2016–present

Member, course development team, Supporting English Language Learners course for MT program, 2015–2016

Subject Area Leader, Secondary Teacher Preparation program for World Languages, Department of Teacher Education, Michigan State University, 2008–2014

Member, English Language Learner Task Force, Department of Teacher Education, Michigan State University, 2012–2014

Faculty sponsor, Arabic Language Teacher Certification pathways, Secondary Teacher Preparation program for World Languages, Department of Teacher Education, Michigan State University, 2011

Faculty sponsor, Post-baccalaureate + MA Teacher Certification pathway, Secondary Teacher Preparation program for World Languages, Department of Teacher Education, Michigan State University, 2011

Member, Teacher Preparation Task Force, Department of Teacher Education, Michigan State University, 2009–2010

**(10) Teaching & Mentoring: Graduate Supervision**

**Summary at OISE**

**Graduate Supervisions (In Progress)**

PhD	8
MA	1

**Graduate Supervisions (Completed)**

MT 2

**Graduate Committee Memberships (In Progress)**

PhD 8

MA 1

**Graduate Committee Memberships (Completed)**

PhD 0

MA 1

**Final Oral Examination Committee Member (Completed)**

PhD 8

**Graduate and Research Assistants**

2014–2015 4 RAs, 1 summer GA (summer 2015)

2015–2016 4 GAs, 1 summer GA (summer 2016)

2016–2017 1 R&amp;D GA, 2 GAs, 3 RAs, 1 summer GA (summer 2017)

2017–2018 2 RFGAs, 3 GAs, 8 RAs

**Research Sponsorship (of independent graduate student research)**

2015–present 1

**Summary at MSU**

(all at PhD level, as there was no MA or undergraduate advising at MSU; this summary only includes student work that I led, not membership on PhD committees or practicum committees, RA/GA/TA-ships, etc.)

**Dissertation Director (Completed)**

As director 1

As co-director 3

**Advisor**

Initial advisor 5

Advisor 6

**Practicum Director (Completed)**

3

**PhD Supervisions (In Progress—OISE)**

Burton, Jennifer. [pre-proposal stage; full-time PhD]. (Department of Curriculum, Teaching and Learning, OISE, started fall 2017)

Brubacher, Katherine. [pre-proposal stage; flex-time PhD]. (Department of Curriculum, Teaching and Learning, OISE, started fall 2015)

Collura, Daniella. [pre-proposal stage; flex-time PhD]. (Department of Curriculum, Teaching and Learning, OISE, started fall 2017)

Huang, Patrick. [pre-proposal stage; flex-time PhD]. (Department of Curriculum, Teaching and Learning, OISE, started fall 2017)

Kawaguchi, Mayo. [thesis stage; full-time PhD]. (Department of Curriculum, Teaching and Learning, OISE, started fall 2015)

Larson, Elizabeth. [pre-proposal stage; full-time PhD]. (Department of Curriculum, Teaching and Learning, OISE, started fall 2016)

Nomura, Takako. [pre-proposal stage; full-time PhD]. (Department of Curriculum, Teaching and Learning, OISE, started fall 2016)

Vazquez, Phyllis. [pre-proposal stage; flex-time PhD]. (Department of Curriculum, Teaching and Learning, OISE, started fall 2016)

#### **MA Supervisions (In Progress—OISE)**

Beauregard, Melissa. [thesis stage]. (Department of Curriculum, Teaching and Learning, OISE, started fall 2016)

#### **MT Supervisions (Completed—OISE)**

Mayda, Asiye. (2015). *Effective Instructional Strategies for English Language Learners*. (Department of Curriculum, Teaching and Learning, OISE)

Sui, Lin. (2015). *Elementary Mainstream Classroom Teachers' Perceptions and Teaching Practice Towards English Language Learners*. (Department of Curriculum, Teaching and Learning, OISE)

#### **PhD or MA Advising (previous—OISE)**

Pokharel, Ramesh. (2015–2016). (Department of Curriculum, Teaching and Learning, OISE)

El Samaty, Mona. (2016). (Department of Curriculum, Teaching and Learning, OISE)

#### **Graduate Committee Membership (In Progress—All OISE unless otherwise noted)**

Alison Altidor-Brooks (PhD, CTL/LLE)

Tracey Edelist (PhD, SJE)

Angelica Galante (PhD, CTL/LLE)

Soon Young Jang (PhD, CTL/LLE)

Ahmed Khandil (PhD, CTL/LLE)  
Rebecca Martin (MA, CTL/LLE)  
Shakina Rajendram (PhD, CTL/LLE)  
Dulani Suraweera (PhD, LHAE/AECD)  
Michael Wallner (PhD, CTL/CSTD)  
Yecid Ortega (PhD, CTL/LLE)

Carly Lesoski (PhD, German, Michigan State University)

**Graduate Committee Membership (Completed—OISE)**

Kate Lewis (MA, CTL/LLE, 2016)

Anna Bartosik (MA, CTL/LLE, 2017)  
Tammy Fajardo (PhD, CTL/LLE, 2017)  
Dianne Tyers (PhD, CTL/LLE, 2017)

**Research and Graduate Assistants (OISE)**

*(all are PhD students unless otherwise indicated)*

2017–2018 Mayo Kawaguchi (GA)  
Jennifer Burton (GA)  
Takako Nomura (GA)  
Mama Ni Owoo (RFGA)  
Wales Wong (RFGA)  
Yecid Ortega (RA)  
Yuliya Desyatova (RA)  
Khaled Islaih (RA)  
Ibtissem Knouzi (RA)  
Yulia Desyatova (RA)  
Shakina Rajendram (RA on two projects)  
Hyunah Kim (Volunteer RA)  
Jessica Lim (Volunteer RA)

2017 Mayo Kawaguchi (Summer GA)

2016–2017 Mayo Kawaguchi (GA)  
Ammar Aquil (GA; MT student)  
Yulia Smirnova (R&D GA)  
Yecid Ortega (RA)  
Ibtissem Knouzi (RA)  
Khaled Islaih (RA)  
Hyunah Kim (Volunteer RA)

2016 Gina Park (Summer GA)  
Katie Brubacher (Volunteer Summer RA)



- 2015–2016 Mayo Kawaguchi (GA)  
Alison Altidor-Brooks (GA)  
Steven Leigh (GA)  
Jeanne Sinclair (Volunteer RA)
- 2015 Hye Yoon Cho (Summer GA)
- 2014–2015 Irina Buta (RA; MEd student)  
Shakina Rajendram (RA)  
Alison Altidor-Brooks (RA)

### **Research Sponsorship (OISE)**

Larson, E., Masson, M., Rajendram, S., & Sinclair, J. (2015–present). *Language Tests at the Gates of Academia: Student Narratives about English Language Proficiency Assessments*. (Department of Curriculum, Teaching and Learning, OISE)

### **Dissertation Director (Completed—MSU)**

Ponnan, Kaliamma. (2013; co-directed with Kyle Greenwalt). *The Sambalizing of Identities Among English Language Learners in Post-Colonial Malaysia*. (Department of Teacher Education, Michigan State University)

Huang, Hsuan-Yi. (2013; co-directed with Lynn Fendler). *Hànwén and Taiwanese subjectivities: A genealogy of language policies in Taiwan, 1895–1945*. (Department of Teacher Education, Michigan State University)

Wang, Wenxia. (2012; co-directed with Susan Florio-Ruane). *Chinese Language Teachers' Socialization Into the Profession: A Comparative Study*. (Department of Teacher Education, Michigan State University)

Bachman, Steven. (2009). *Policy as Practice: Local Appropriation of Language and Education Policies in Lesotho Primary Schools*. (Department of Teacher Education, Michigan State University)

### **Practicum Director\* (MSU)**

Batool Atta (2012)  
Kristina Crandall (2013)  
David Davenport (2012)

\*The practicum was a required part of the doctoral program at MSU. It consisted of

independent research that the student designed, executed, wrote up, and defended to a committee of 2 professors (one of whom was the director overseeing the project) and a doctoral-student peer.

(11) **Service & Outreach: University Service**

**Research Centres (OISE)**

Centre for Educational Research on Languages and Literacies Education

Member, website development committee (2014–2015)

Member, conference development committee (2014–2015)

Lead Organizer and Convenor, *Symposium of Future Directions for Language Education in Ontario*, November 20, 2015

Comparative, International, and Development Education Centre

**Program (OISE)**

Language and Literacies Education (Department of Curriculum, Teaching and Learning)

Member, steering committee on academic planning (2016–2017)

Member, admissions committee (2014–present; chair of committee 2015–present)

Member, program committee (2015–2016)

Conference co-chair, *Multidisciplinary Approaches to Language Policy and Planning* (Eve Haque, Assc. Prof. York Univ., co-chair)  
August 24–26, 2017

Master of Teaching (Department of Curriculum, Teaching and Learning)

Cohort Advisor, 2016–2017 for Cohort I/S 233

Member, MT Research Committee

Faculty Advisor, Fall Practicum 2016

**Department of Curriculum, Teaching and Learning (OISE)**

Research Lead (2017–2018)

Related committee duties include: chairing RAC, attending Standing Research Committee meetings organized by Assoc. Dean for Research, Innovation and Internationalization

Member, awards committee (2014–present)

Member, CTL Council (2016–2018)

Member, CTL Research Advisory Committee (2016–2017)

Member, CTL PTR Committee (2016–2017)

### **OISE Service**

OISE Faculty Council

Faculty representative (2015–2017)

Member, Executive (2015–2017)

International Languages Educators' Association

Represented OISE at ILEA meetings (Spring 2015, Fall 2015, Spring 2016)

### **Department of Teacher Education (MSU)**

Member, Department Chairperson search committee, 2013–2014

Member, Faculty Advisory Committee, 2013–2014

Teacher Preparation Curriculum Committee

Chair, 2013–2014

Recorder, 2012–2013

Comprehensive Examinations Committee

Co-Chair, 2010–2013

Member, 2009–2013

Co-Chair, Second Language Education (Chinese) search committee, 2010–2011

Co-Facilitator, Language & Literacy Colloquy, 2009–2010

### **University Service (MSU)**

Member and College of Education Liaison, Advisory Board, Center for Language Teaching Advancement, College of Arts and Letters, 2011–2014

Faculty Liaison, Gay and Lesbian Faculty and Staff Association, 2009–2012

## (12) **Service & Outreach: Professional Service**

### **Editorial Boards**

Associate Editor, *Journal of Teacher Education* (to begin March, 2018)  
Associate Editor, *International Multilingual Research Journal*, (2017–present)

Book Review Editor, *International Multilingual Research Journal*, 2015–2017

Member, Editorial Board, *Journal of Teacher Education*, 2016–present  
Member, Editorial Board, *Education Policy Analysis Archives*, 2016–present  
Member, Editorial Collective, *Critical Education*, 2015–present  
Member, Editorial Board, *Teachers College Record*, 2013–present  
Member, Editorial Board, *International Multilingual Research Journal*, 2012–present  
Member, Editorial Board, *Journal of Language, Identity, and Education*, 2012–present  
Member, Editorial Board, *Research in the Teaching of English*, 2014–2017

Area Editor for Multilingualism and Multiculturalism, *Journal of Literacy Research*,  
2009–2011

Guest Area Reviewer, *Journal of Literacy Research*, 2009

### **Advisory Boards**

Member, Advisory Committee, [Language Policy Research Network](#), 2011–present

Member, World Languages Advisory Committee, Michigan Department of Education,  
2012–2014

Member, National Screening Panel, Fulbright English Teaching Assistant program (grant  
area: Germany), U.S. Department of State, 2012–2014

### **Reviewer**

#### Awards

AERA Bilingual Education Research SIG, Dissertation of the Year Award (2017)

#### Grants

Reviewer, De Nederlandse Organisatie voor Wetenschappelijk Onderzoek,  
*Caribbean Research: A Multidisciplinary Approach* grant (reviewed in  
2016)

Assessor, SSHRC Insight Grant, 2015 (reviewed in 2014)

#### External program reviewer

SUNY Fredonia, MA in Language and Learning (reviewed in 2015)

#### Books

Bloomsbury Academic (reviewed in 2016)

Cambridge University Press. (reviewed in 2014)

#### Book chapters

Beaudrie, S., & Fairclough, M. (2016). *Innovative approaches in heritage language teaching: From research to practice*. Washington, DC: Georgetown University Press. (reviewed in 2014)

De Costa, P. (2016). *Ethics in applied linguistic research: Language researcher narratives*. New York: Routledge. (reviewed in 2014)

Potowski, K. (Ed.). (2010). *Language diversity in the USA*. Cambridge: Cambridge University Press. (reviewed in 2009)

#### Manuscripts

*Critical Education; Current Issues in Comparative Education; Education Policy Analysis Archives; Heritage Language Journal; International Multilingual Research Journal; Journal of Immersion and Content Based Language Education; Journal of Language, Identity and Education; Linguistics and Education; The Modern Language Journal; Research in the Teaching of English; Teachers College Record; Teaching and Teacher Education; Journal of Teacher Education; Educational Administration Quarterly*

#### Conference proposals

Ninth International Conference on Language Teacher Education, 2015

AERA Division G, 2015, 2016

AERA Division F, 2011

AERA Bilingual Education SIG, 2010–2011

AERA Second Language SIG, 2010–2011

AAAL Bilingual & Heritage Language Education strand, 2008, 2010–2011

AAAL Language Policy strand, 2016, 2017

AERA Division G, 2007–2008

#### **Organizational Outreach & Service**

Co-Chair, Annual Conference Registration Committee, Michigan World Languages Association, 2012–2013

Member, Program Committee, Multidisciplinary Approaches to Language Policy and Planning conference, University of Calgary, Calgary, AB, 2013–present

Chair, [Language Issues SIG](#), Comparative & International Education Society, 2010–2011

Program Chair, Language Issues SIG, Comparative & International Education Society CIES 2010 conference

Member, planning committee for Comparative & International Education Society 2010 conference

AERA Graduate Student Campus Liaison, 2007–2008

Graduate and Professional Student Association Representative, Arizona State University, College of Education, 2007–2008

(13) **Language proficiency**

German  
C1 in all skills

Spanish  
B2 in all skills

French  
B1 in all skills