

DJ Kaiser

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Associate Professor and Coordinator, Teaching English as a Second Language
Department of Language, Literacy, and Leadership
WEBSTER UNIVERSITY – SCHOOL OF EDUCATION
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EDUCATION

Doctor of Philosophy, Comparative Literature, emphasis in Drama, Washington University, St. Louis, MO **2013**

- Dissertation Title: The Evolution of Broadway Musical Entertainment, 1850-2009: Interlingual and Intermedial Interference
- Also completed the Graduate Certificate in Translation Studies
- Major field of study: Western Drama; Minor field of study: Translation and Adaptation Studies
- 3.9 GPA

Master of Arts, Drama, Washington University, St. Louis, MO **2007**

- Thesis Title: Àngel Guimerà's *Terra Baixa*: Three Translations
- 3.9 GPA

Master of Arts, Teaching English as a Second Language, University of Illinois, Urbana, IL **2000**

- Graduated with Distinction
- Mary A. Hussey Award for Excellence in ESL Teaching
- 4.0 GPA
- Directory of Incomplete Lists of Teachers Ranked as Excellent (based on student feedback) – Spring 1999 (outstanding ratings), Fall 1999 (outstanding ratings), and Spring 2000

Bachelor of Arts, Linguistics, University of Illinois, Urbana, IL **1996**

- 4.0 GPA for Linguistics coursework
- Dean's List – Fall 1993, Fall 1994, and Spring 1995

Bachelor of Arts, Spanish, University of Illinois, Urbana, IL **1996**

- Member of Sigma Delta Pi, National Collegiate Hispanic Honor Society

Study Abroad, University of Barcelona, Barcelona, Spain **1992–1993**

ADMINISTRATIVE EXPERIENCE

Director of Assessment and Accreditation

Webster University

November 2016–Present

School of Education, St. Louis, MO

- Serve as the project manager for external accreditation processes—national, regional, and state reporting for the Teacher Education Department (for initial programs); Multidisciplinary Department (for advanced programs); and the Language, Literacy, and Leadership Department (for advanced programs)
- Remain current on regulations from the Department of Elementary and Secondary Education (DESE), the Council for the Accreditation of Educator Preparation (CAEP), and Higher Learning Commission (HLC)
- Coordinate with staff, the OIE, and other Webster offices on the collection and reporting of data and on the uses of Tk20 to support accreditation, quality assurance, and general SoE operations
- Write and collaborate with faculty and staff on completion of Title II Reports, Annual Performance Review reports, CAEP accreditation reports, and other required reports
- Sit on the leadership team for the School of Education and the University Assessment Committee

ADMINISTRATIVE EXPERIENCE (Cont'd)

Coordinator of Teaching English as a Second Language **Summer 2011–Present**
Webster University Language, Literacy, & Leadership, School of Education, St. Louis, MO

- Served as **Interim Department Chair** (September 2016)
- Coordinate the TESL Program for St. Louis, MO; Kansas City, MO; and online programs
- Chosen by the provost to co-chair a university committee on student retention
- Wrote two SPA reports on the TESL program that led to national recognition for the program from NCATE (the second report responded to conditions from the initial report and came back with all standards met and no areas for concern; SPA reports chosen in 2015 by NCATE/TESOL as the exemplar for training)
- Advise several dozen students in master's and certificate programs
- Developed and maintain a new website for the TESL programs
- Coordinated a special program for 12 teachers at Confluence Academy leading to ESOL certification
- Supervise the development of online courses for the TESL program
- Developed new advising protocols with a new order for coursework
- Interview adjunct faculty for all campus locations
- Supervise adjunct instructors (planning teaching schedules and offering teaching assignments)
- Train and support adjunct instructors and other grant-related and program staff
- Designed seven key assessments to align with national (TESOL) standards
- Developed a new assessment model for professional dispositions in collaboration with other faculty
- Served as chair of the search committee for a new Assistant Professor in TESL
- Serve as lead faculty developer for the Keystone Seminar, Crossing Borders: Language and Power
- Serve on various department and university committees

Summer Housing Coordinator **Summer 2000**
University of Illinois Housing Division, Office of Contracts & Assignments, Urbana, IL

- Developed protocols and systems for summer student housing
- Managed contracts, billing, and meal plans for more than 300 residents (primarily international students)
- Collaborated with staff to coordinate transitional housing and manage accounts and data
- Wrote a manual describing all facets of the summer housing business operation to ensure consistency

Conference Coordinator **Summers 1999 & 1998**
University of Illinois Office of Conference Services, Urbana, IL

- Created and managed a new FileMaker Pro database to interface with the university's Fox Pro database and SQL system
- Managed the housing and meal plans for summer school students, various conference groups, and short-term guests
- Supervised summer desk clerks and office staff

TEACHING EXPERIENCE

Webster University, MA in TESL Program, School of Education, St. Louis, MO **Spring 2011–Present**

- **Teaching English as a Second Language (TESL) 5030: Language History, Planning, and Policy (face-to-face and online)** – designed a new syllabus; wrote detailed lecture notes to contextualize Historical Linguistics and Sociolinguistics for today's educators; authored all the online content for this course in conjunction with the Online Teaching Center; modified course content for a special face-to-face section (Spring 2 2011) for Pre-school through 8th grade teachers at Confluence Academy in St. Louis (Fall 1, 2016, Fall 1 2015, Summer 2015, Spring 2 2015, Fall 1 2014, Spring 2 2014, Fall 1 2013, Summer 2013, Spring 2 2013, Fall 1 2012, Summer 2012, Spring 2 2012, Fall 1 2011, & Spring 2 2011)
- **EDOC 7520: Interdisciplinary Seminar II (face-to-face)** – designed a new syllabus on critical pedagogy for the Doctor of Education candidates; prepared EdD candidates to write the Literature Review for their dissertation (Spring 1 2017)

TEACHING EXPERIENCE (Cont'd)**Webster University, MA in TESL Program, School of Education, St. Louis, MO Spring 2011–Present (Cont'd)**

- **EDOC 7500: Service Learning (face-to-face)** – developed telecollaborations with doctoral candidates to work with teachers in Uruguay and students in Brazil; assisted another doctoral candidate onsite in Thailand; provided support to two other candidates doing work in the Netherlands and Ghana; worked with all candidates to fulfill the requirements of the second service learning practicum requirement
- **TESL 5350: Language and Culture (face-to-face and online)** – designed a new syllabus; wrote detailed lecture notes to contextualize Pragmatics for today's educators; authored all the online content for this course in conjunction with the Online Teaching Center (Spring 1 2017, Fall 1 2016, Spring 1 2016, Fall 1 2015, Summer 2015, Spring 1 2015, Spring 1 2014, Fall 1 2013, Summer 2013, Spring 2 2013, Spring 2 2012, & Summer 2011)
- **TESL 5040: Practicum in ESOL** – wrote a new practicum handbook; observed teacher candidates and provided them feedback on their teaching; assessed teaching portfolios (Summer 2014, Fall 2012, & Summer 2012)
- **TESL 5139: ESOL Methods** – designed new assignments and online discussion questions; recorded a full set of online explanations for all assigned readings (Spring 2 2015)
- **Communication Arts (COMM) 5344: Intro to Linguistics** – redeveloped this course to connect multiple fields of Linguistics to practical classroom instruction today; designed a full set of Power Point presentations for the course (Fall 2 2013, Fall 2 2012, & Fall 2 2011)
- **TESL 5720: Teaching English Pronunciation (face-to-face)** – developed this new course for the MA in TESL program; many original materials used (Fall 2 2016, Fall 2 2015, Fall 2 2014, Fall 2 2013, Fall 2 2012, & Summer 2011)
- **KEYS 4011: Crossing Borders: Language and Power** – co-developed and co-taught this new third-year keystone for the undergraduate Global Citizenship Program (Fall 2015)

Washington University, English Language Programs, St. Louis, MO**Fall 2001–Spring 2011**

- **English Language Programs (ELP) 102: Advanced Pronunciation II** – new course and original material developed on the articulation of American consonant and vowel sounds, & word stress rules (Spring 2011, Spring 2010, Spring 2009, Spring 2005, Spring 2004, Fall 2003, Spring 2003, Fall 2002, & Spring 2002)
- **ELP 126: Intensive Speaking for International Students** – new section for incoming international MBAs; intensive course to strengthen listening and public speaking, and provide practical practice opportunities for classroom and business communication situations (Summer 2010 & Summer 2009)
- **ELP 101: Advanced Pronunciation I** – all original material developed to teach a comprehensive course on the stress, rhythm, and melody patterns of American English (Fall 2004, Fall 2003, Fall 2002, & Fall 2001)
- **ELP 125: Speaking and Listening** – intensive course to strengthen international graduate students' academic speaking and listening skills (Summer 2003 & Summer 2002)
- **ELP 127: Business Communication** – new section developed to teach new international MBA candidates business writing skills (Summer 2005 & Summer 2004)
- **ELP 150: Scientific and Research Writing** – course specially designed for graduate students and post-doctoral researchers working on their dissertation or writing research articles for publication (Spring 2003, Fall 2002, & Spring 2002)
- **ELP 170: Oral Presentation Skills for the Non-Native English Speaker** – prepared international Teaching Assistants for the American classroom and helped strengthen other students' public speaking skills (Spring 2005, Spring 2004, Fall 2003, Spring 2003, Fall 2002, Spring 2002, & Fall 2001)
- **ELP 175: Academic & Professional Seminar Speaking Skills** – graduate-level course in leading and participating in seminars (Spring 2005)
- **ELP 270: Academic and Professional Presentations** – course specially designed for medical researchers preparing to present their research at conferences (Fall 2004)

Washington University, College of Arts & Sciences, St. Louis, MO**Fall 2005–Spring 2011**

- **ELP 1411: Rhetoric, Writing and Reading** – graduate student section designed to assist students needing special instruction in writing for academic purposes (Spring 2002)

TEACHING EXPERIENCE (Cont'd)**Washington University, College of Arts & Sciences, St. Louis, MO** **Fall 2005–Spring 2011 (Cont'd)**

- **Spanish 307: Spanish Level IV – Grammar and Composition** – taught advanced reviews of Spanish grammar, composition writing skills, and Hispanic literature; wrote quizzes on literature, composition prompts, and exam sections on grammar; material development (Spring 2011 & Fall 2010)
- **Drama 258: Theater and Performance History I** – teaching assistant for a course covering Greek Drama through the Early Modern period; taught special lectures on Shakespeare's *Taming of the Shrew*, *Everyman*, The "Faustbook," Marlowe's *Doctor Faustus*, and contemporary manifestations of Medieval theatre practices in Spain and Catalonia; graded assignments and midterms (Fall 2009)
- **Spanish 201D: Spanish Level III – Intermediate Spanish** – taught Hispanic literature and composition skills in two sections per semester; wrote quizzes on literature covered; wrote exam sections for literature; material development (Spring 2010, Spring 2009, & Fall 2008)
- **E Comp 100: Writing 1** – taught academic writing skills to first-year students to prepare them for their university coursework; designed syllabus and chose supplemental readings; designed website and supplemental materials for the course (Spring 2007 & Fall 2006)
- **Drama 229: Theatre Culture Studies II** – teaching assistant for a course covering theatrical trends from the Renaissance to Romanticism; taught special lectures on Shakespeare's *Measure for Measure* and Sor Juana Inés de la Cruz's *The House of Trials*; consulted with students on papers; organized the course website (Spring 2006)
- **Drama 365: Theatre Culture Studies III** – teaching assistant for a course covering theatrical trends from Melodrama to Avant-Garde performance trends; taught special lectures on Ibsen's *The Wild Duck* and Strindberg's *Miss Julie* and *The Ghost Sonata*; graded papers; organized the course website (Fall 2005)

University of Barcelona, Department of English Philology, Barcelona, Spain **Fall 2000–Spring 2001**

- **Teaching English as a Foreign Language** – team-taught course in teaching English as a foreign language with a special focus on introducing literature into the classroom (Spring 2001)
- **English Literature II** – taught final segment of this course on the 20th century including Hamilton's *How the Vote was Won*, Woolf's *A Room of One's Own*, Eliot's *Burial of the Dead*, Golding's *Lord of the Flies*, and Kureshi's *My Beautiful Laundrette* (Spring 2001)
- **English Language II** – set up a tutorial for creative writing, wrote two of the three sections of the final exam, graded exams for three sections of this course (Spring 2001)
- **English Poetry: Renaissance and Revolution** – taught "Book I" of Milton's *Paradise Lost* to two sections of this course (Spring 2001)
- **Text Production in English** – created and taught a special seminar for two sections of this course on avoiding plagiarism and learning to paraphrase in English (Spring 2001)
- **English Literature I** – taught segments of this course covering portions of the 16th century including More's *Utopia*, English Sonnets (Howard, Sidney, and Wyatt), and Shakespeare's *A Midsummer Night's Dream* (Fall 2000)
- **English Language I** – created and graded listening exercises, set up a semester-long writing workshop for students in three sections of this course needing special assistance with writing (Fall 2000)
- **Applied Linguistics** – gave a guest lecture on approaches to teaching English pronunciation (Fall 2000)
- **History of the English Language** – gave a guest lecture in Catalan on the affects of the printing press on the history of English pronunciation and spelling (Fall 2000)

University of Illinois, Division of English as an International Language, Urbana, IL **Fall 1998–Spring 2000**

- **English as a Second Language 410: English Pronunciation for Academic Purposes** – course designed for graduate students needing to pass the SPEAK test or needing strong oral skills to complete their graduate studies (Spring 2000, Fall 1999, Spring 1999, & Fall 1998)
- Head teaching assistant (Fall 1999) training new Teaching Assistants to teach the course

Parkland College, English as a Second Language Program, Champaign, IL **Spring 2000**

- **ESL Reading and Vocabulary** – taught general reading skills and vocabulary building for international students, developed and taught a unit on Wilder's *Our Town* (Spring 2000)

TEACHING EXPERIENCE (Cont'd)**The Intensive English Institute, Urbana, IL****Fall 1997–Spring 2000**

- **Oral Communication in English** – advanced-level intensive course for international students on oral communication and culture (Spring 2000)
- **Pronunciation Tutorial** – semester-long tutorials for specific language groups to work on English pronunciation (Fall 1999, Spring 1999, Fall 1998, Spring 1998, & Fall 1997)
- **Listening/Speaking** – intensive academic preparatory course on listening, note-taking, and classroom discussion skills for international students (Spring 1998 & Fall 1997)

PUBLICATIONS

- Kaiser, D. (in press). English language teaching in Uruguay. *World Englishes*. doi:10.1111/weng.12261 (Peer-reviewed article).
- Kaiser, D. (2015). Practical approaches and strategies for teaching stress-timed English rhythm. In *The Conference Proceedings of MIDTESOL: Cultivating Best Practices in ESL: 2013 & 2014* (pp. 71-90). http://midtesol.org/wp-content/uploads/2015/11/MIDTESOL-Proceedings_Final-document_2013-14.pdf. (Peer-reviewed article).
- Kaiser, D.**, LeLaurin, S., & Tuckson, H. (2015). Cultural differentiation in lesson plan development. In *The Conference Proceedings of MIDTESOL: Cultivating Best Practices in ESL: 2013 & 2014* (pp. 5-19). (Peer-reviewed article).
- Kaiser, D. (2014, October). Promoting vowel fluency with native speaker utterances. *As We Speak, TESOL SPLIS Newsletter*. <http://newsmanager.commpartners.com/tesolsplis/issues/2014-10-06/4.html>. (Invited newsletter article).
- Kaiser, D. (2014). Writing letters to the editor on business articles. In C. S. C. Chan & E. Frendo (Eds.) *New ways in teaching business English* (123-125). Alexandria, VA: TESOL. (Lesson plan in edited publication).
- Kaiser, D. (2014). Grunt and cheer: Teaching North American Vowels through native speaker utterances. In *The Conference Proceedings of MIDTESOL: Cultivating Best Practices in ESL, 2012* (pp. 133-149). http://midtesol.org/docs/MIDTESOL_Proceedings_2012.pdf. (Peer-reviewed article).
- Kaiser, D. (2014). Stressing over stress: Re-analyzing the stress of noun constructions. In *The Conference Proceedings of MIDTESOL: Cultivating Best Practices in ESL, 2012* (pp. 150-166). http://midtesol.org/docs/MIDTESOL_Proceedings_2012.pdf. (Peer-reviewed article).
- Kaiser, D. (2013). *The evolution of Broadway musical entertainment, 1850-2009: Interlingual and intermedial interference*. Electronic Theses and Dissertations. Paper 1076. <http://openscholarship.wustl.edu/etd/1076>. (Dissertation).

ACADEMIC PRESENTATIONS

- Kaiser, D. (2017, February). *Dimensions of Culture: Understanding Classroom and Family Interaction*. Invited presentation at the Mini-Conference on Family, School, and Community Engagement in Kansas City, Missouri.
- Kaiser, D. (2016, September). *Innovations in English Language Teaching: Videoconference Assisted Language Learning*. Presentation at the annual MIDTESOL 2015 Conference in Kansas City, Missouri.
- Kaiser, D. (2016, July). *Learning English through a Screen: Videoconference Assisted Language Learning*. Presentation at the annual BRAZ-TESOL Conference in Brasilia, Brazil.
- Kaiser, D. (2016, March). *Pedagogical Benefits of Shared (T)EFL Videoconference Instruction*. Presentation at the annual TESOL Arabia International Conference and Exhibition in Dubai, UAE.
- Kaiser, D. (2016, February). *The tutor in your pocket: Mobile assisted pronunciation training*. Presentation at the annual AMTESOL 2016 Conference in Orange Beach, Alabama.
- Kaiser, D. (2015, October). *Pronunciation training to go: Mobile assisted pronunciation training*. Presentation at the annual MIDTESOL 2015 Conference at the University of Iowa in Iowa City, Iowa.
- Kaiser, D. (2015, October). *ESL to TESL: Transitioning from teacher to teacher educator*. Presentation at the annual MIDTESOL 2015 Conference at the University of Iowa in Iowa City, Iowa.
- Kaiser, D. (2015, April). *Practicum students in IEP classrooms*. Presentation at the TESOL & SLA Professional Development Conference: Mini-Conference for IEPs at Missouri State University, Springfield, MO.

ACADEMIC PRESENTATIONS (Cont'd)

- Kaiser, D. (2015, March). *iPronounce: English pronunciation in the app store*. Paper presented at the annual TESOL International Convention, Toronto, ON.
- O'Loughlin, J. B., Hellman, A. B., Lacroix, J. A., Schreck, R., **Kaiser, D.**, & Sullivan, J. (2015, March). *Updates on TESOL standards initiatives*. Panel presented at the annual TESOL International Convention, Toronto, ON.
- Schmidt, L., **Kaiser, D.**, Pitillo, A., Skromne, I., & Weinstein, R. (2015, March). *Supporting international teaching assistants and graduate students*. Panel presented at the annual TESOL International Convention, Toronto, ON.
- Kaiser, D. (2014, October). *ELT inside, out, and expanding: "Consulting" in China*. Paper presented at the annual TESL Ontario Conference, Toronto, ON.
- Kaiser, D. (2014, October). *Common pitfalls in teaching English pronunciation*. Paper presented at the annual TESL Ontario Conference, Toronto, ON.
- Kaiser, D. (2013, March). *Stressing over stress: Re-analyzing the stress of noun constructions*. Paper presented at the annual TESOL International Convention, Portland, OR.
- Kaiser, D. (2013, October). *Practical approaches to teaching English rhythm: Easy as ABC and 123*. Paper presented at the annual MIDTESOL Conference, Lawrence, KS.
- Kaiser, D.**, LeLaurin, S., & Tuckson, H. (2013, October). *Cultural differentiation in lesson plan development*. Paper presented at the annual MIDTESOL Conference, Lawrence, KS.
- Kaiser, D. (2012, October). *Stressing over stress: Re-analyzing the stress of noun constructions*. Paper presented at the annual MIDTESOL Conference, Ames, IA.
- Kaiser, D. (2012, October). *Grunt & cheer: Teaching American vowels through native speaker utterances*. Paper presented at the annual MIDTESOL Conference, Ames, IA.
- Kaiser, D. (2010, May). *Ideologies of a hero: "Historia Apollonii Regis Tyri," "Libro de Apolonio," and Shakespeare's "Pericles, Prince of Tyre."* Paper presented at the Graduate Student Conference on Adaptation Studies, Seattle, WA.
- Kaiser, D. (2007, April). *Translation and cultural censorship: (Mis)translations of Guimerà's "Terra baixa."* Paper presented at the annual American Comparative Literature Association Conference, Puebla, Mexico.
- Kaiser, D. (2005, March). *Peer teaching pronunciation through project work*. Paper presented at the annual TESOL International Convention, San Antonio, TX.
- Kaiser, D. (2004, October). *Presentation rating through binary feature assessment*. Paper presented at the annual MIDTESOL Conference, Independence, MO.
- Kaiser, D. (2004, October). *Peer teaching pronunciation through project work*. Paper presented at the annual MIDTESOL Conference, Independence, MO.
- Kaiser, D. (2004, March). *Presentation rating through binary feature assessment*. Paper presented at the annual TESOL International Convention, Long Beach, CA.
- Kaiser, D. (2003, March). *Rhythm easy as ABC and 123*. Paper presented at the annual TESOL International Convention, Baltimore, MD.
- Kaiser, D. (2002, October). *Rhythm easy as ABC and 123*. Paper presented at the annual MIDTESOL Conference, Ames, IA.
- Kaiser, D. (2002, October). *Reexamining the stress of noun constructions*. Paper presented at the annual MIDTESOL Conference, Ames, IA.
- Kaiser, D. (2001, October). *Grunt and cheer: New approaches in teaching American vowels*. Paper presented at the annual MIDTESOL Conference, Lee's Summit, MO.

INTERNATIONAL SPEAKING ENGAGEMENTS, WORKSHOPS, AND SEMINARS

- Phuket City, Thailand.** "Language Planning and Policy: The Role of School Leaders and Teachers in Thailand" – Afternoon seminar given to school leaders at the conference "Integrating English in Thai Student Life" (July 2017)
- Phuket City, Thailand.** "Integrating English in Thai Student Life" – Keynote address given to English teachers at the conference "Integrating English in Thai Student Life" (July 2017)
- Salto, Uruguay.** "A Workshop in Teaching English Pronunciation Skills" – Workshop on English pronunciation skills given to the teacher candidates in the English department at the Centro Regional de Profesores (CeRP) Litoral (May 2017)

INTERNATIONAL SPEAKING ENGAGEMENTS, WORKSHOPS, AND SEMINARS (Cont'd)

- Montevideo, Uruguay.** “La enseñanza de lenguas extranjeras por videoconferencia en las revistas académicas” – Invited presentation on a panel on “Language and Technology” for the 10-Year Conference for Plan Ceibal, Foro de Innovación Educativa (May 2017)
- Montevideo, Uruguay.** “A Workshop in Teaching English Pronunciation Skills” – Workshop and webinar on English pronunciation skills given to the teachers at the Alianza Binational Center United States – Uruguay (May 2017)
- Montevideo, Uruguay.** “Ceibal en Inglés: An Alien Look at the Future of Educational Communities” – Keynote presenter at the First Encounter Ceibal en Inglés: “Close Encounters of the Remote Kind in the Creation of an Educational Community” (September 2016)
- Montevideo, Uruguay.** “Learning English Through a Screen: Videoconference Assisted Language Learning” – Public talk given at Plan Ceibal (August 2016)
- Rio de Janeiro, Brazil.** “Strategies for Teaching English” – Two half-day workshops given to teachers in the public school system of Rio de Janeiro and to teachers in the project EnglishWorks at the Nave do Conhecimento of Triagem (July 2016)
- Rivera, Uruguay.** “A Workshop in Teaching English Pronunciation Skills” – A full-day revised workshop presented to teacher candidates, teachers, and faculty from Rivera’s Centro Regional de Profesores and Tacuarembó’s Instituto de Formación Docente in Rivera, Uruguay (May 2016)
- Montevideo, Uruguay.** “A Workshop in Teaching English Pronunciation Skills” – A full-day workshop presented to teacher candidates, teachers, and faculty at the Institute de Profesores Artigas (IPA) (March 2016)
- Montevideo, Uruguay.** “Language Planning and Policy: A Lens to Focus on the Roles We Play in Language Instruction” – Invited talk given to members of Plan Ceibal and the British Council at Plan Ceibal (August 2015)
- Buenos Aires, Argentina.** “There’s No Business Like Show Business: Integrating English Language Instruction into an Integrated Arts Program” – Invited workshop given to coordinators of primary school English teachers at the Ministry of Education of Buenos Aires (August 2015)
- Leiden, Netherlands.** “Creating Consistency for a Program at a Diverse University” – Presentation delivered as part of a Global Leadership Academy workshop on “Understanding Program Development” at Webster Leiden (June 2014)
- Athens, Greece.** “Webster’s TESL Program in Athens, Greece” – Presentation made to faculty at Webster Athens in support of a proposal to offer the TESL program from the Athens campus (June 2014)
- Harbin, China.** “English Language Teaching in a Global Setting” – Invited guest lecture delivered to the English faculty of Harbin University (March 2014)
- Harbin, China.** “Teaching English Seminar” – Lead a special seminar on teaching English to middle school teachers at Middle School 113 (March 2014)

OTHER CONFERENCES, WORKSHOPS, AND TRAINING ATTENDED

- Missouri Association of Colleges for Teacher Education (MACTE) Conference in Columbia, MO (March 2017)
- Teachers of English to Speakers of Other Languages (TESOL) Convention in Seattle, WA (March 2017)
- TESOL Convention in Dallas, TX (March 2013)
- Evidence of Quality: The Second CAEP Conference in Crystal City, VA (September 2012)
- TESOL Convention in Philadelphia, PA (March 2012)
 - Also attended the Campus Representatives’ Workshop for NCATE National Recognition of TESOL P-12 Teacher Education Programs
- Raising the Bar for Accreditation: The First CAEP Conference in Crystal City, VA (September 2011)
- MidTESOL Conference in St. Louis, MO (October 2011)
- TESOL Convention in Long Beach, CA (April 2004)
- TESOL Convention in Salt Lake City, UT (April 2002)
- The American Association of Applied Linguists in Salt Lake City, UT (April 2002)
- Teaching of English as a Second Language Preparatory Course to Children Between 6 and 14 Years Old at St. Helen’s School, Sant Celoni, Spain (Summer 1993)

REPORTS

- **CAEP Report Writing** – Report section written as a site visitor for accreditations, including offsite and onsite report for Standards 4 and 5 (Fall 2015–Spring 2017)
- **NCATE Report Writing** – Report sections written as a member of the Board of Examiners, including offsite and onsite reports for Standards 1, 2, 4, and 5 (Fall 2013–Fall 2015)
- **Ceibal en Inglés Report** – A 24-page report sent to Ceibal en Inglés team in Montevideo, Uruguay providing an overview of and suggestions for the Ceibal en Inglés project (September 2015); available at <http://ingles.ceibal.edu.uy/en/documentos-de-interes/>.
- **TESOL Specialized Professional Association (SPA) Reports** – Reports submitted to the National Council for the Accreditation of Teacher Educators (NCATE) and Teachers of English to Speakers of Other Languages (TESOL), which resulted in Webster University’s TESL program becoming the first and only nationally recognized TESL program in the state of Missouri (September 2012); revised SPA report submitted to address conditions from the initial report (September 2014).
- **Culturally Differentiated Lesson Plans** – Wrote the summary section of the report submitted to represent the culture component for the Math Success for ELLs, K-5 grant with St. Louis Public Schools (September 2013).
- **Program Report on TESL Program** – Report submitted to the dean for the purposes of program assessment (July 2013).
- **Retention Working Group Report** – Co-authored (as co-chair) report on current and proposed Retention efforts for Webster University submitted to the Provost’s Office (June 2013).

FELLOWSHIPS, AWARDS, & GRANTS

- **Grant Proposal: National Professional Development Grant (2017 Competition)** – Team lead for the resubmission of the project “Increasing Teacher Capacity through Communities of Practice to Serve English Learners” (see below) for a \$2.7 million grant to provide professional development to 120 teachers (submitted April 2017, pending decision).
- **Grant Proposal: National Professional Development Grant (2016 Competition)** – Originated the concept for the project “Increasing Teacher Capacity through Communities of Practice to Serve English Learners,” made the initial contacts with three districts (St. Louis Public Schools, Ritenour Schools, and Parkway Schools) and two community partners (the International Institute of St. Louis and St. Louis Mosaic Project), served as project manager for the writing team, and served as the primary writer for a \$2.4 million grant to provide professional development to 120 teachers (submitted 2015, not funded).
- **Grant: 2016 Faculty Research Grant** – Competitive research grant from Webster University’s Office of the Provost, fully funded, project title: Using Teleconference in the Teaching of English in Rio de Janeiro, Brazil (June–July 2015 in Rio de Janeiro, Brazil)
- **Grant: 2015-2016 U.S. Fulbright Scholars Grant to Uruguay** – Project title: Case Studies of the Acquisition of English and Language Pedagogy Skills for Classroom Teachers in *Ceibal en Inglés* (March through June of 2016)
- **Grant: 2015 Faculty Research Grant** – Competitive research grant from Webster University’s Office of the Provost, fully funded, project title: Language Planning and Policy at the National Level in Uruguay: *Ceibal en Inglés* (July–August 2015 in Montevideo, Uruguay)
- **Fellowship: Faculty Fellow for the Academic Resource Center** – New fellowship created for a proposal submitted on assisting graduate students with academic writing (2013–2014, renewed for 2014–2015)
- **Grant: The Culturally Responsive Instruction for English Learners Project** – Worked on the partnership team for this five-year \$1.9 million Department of Education grant for the Kansas City Teaching English as a Second Language program in conjunction with the Kansas City, Missouri School District, Webster University, and LIFT Missouri (2012–2017).
- **Grant: Math Success for ELLs** – Worked on the partnership team for this three-year grant in conjunction with St. Louis Public Schools, Webster University, Pearson Education, the Center for Applied Linguistics, the International Institute, and the Magic House (2011–2013)
- **Fellowship: Dissertation fellowship** awarded from Washington University (Fall 2011–Spring 2012)
- **Award: First Place winner in the 21st Annual Neureuther Student Book Collection Essay Contest** for his essay “The Gift of Drama” (Spring 2008)

FELLOWSHIPS, AWARDS, & GRANTS

- **Fellowship:** Awarded a summer fellowship by the Graduate College of Washington University in St. Louis to spend a month in Barcelona, Spain to begin research and work on a translation of Àngel Guimerà's *Terra Baixa* (1896) (Summer 2006)

SEMINARS, WORKSHOPS, TRAINING, AND OTHER PUBLIC SPEAKING ENGAGEMENTS

- **Serving English Language Learners** – A series of eight professional development workshops for eighteen elementary school teachers at Craig Elementary School in Creve Coeur, MO (September–December 2015)
- **Strengthening Pronunciation and Speaking Skills in the ESL Classroom** – Invited workshop for ESL instructors at Rochester Institute of Technology in Rochester, NY (October 2015)
- **Technology in Bloom: Expanding Teleconference Language Instruction in Uruguay** – Two public talks discussing the expansion of Uruguay's Ceibal en Inglés project in St. Louis, MO (October 2015)
- **Teaching Across Borders (Teaching Via Teleconference): An Overview of Ceibal en Inglés in Uruguay** – Overview of report submitted to the Ceibal team in Uruguay at Webster University's Fall Faculty Institute in Grafton, IL (October 2015)
- **Democratizing English: Expanding English Language Instruction in Uruguay** – Two public talks providing an overview of Uruguay's Ceibal en Inglés project in St. Louis, MO (September 2015)
- **Providing Instructional Feedback in a Global Setting: English Education in China** – Formal presentation at Webster University on visit to Harbin, China (April 2014)
- **Building an Assessment System Based on Multiple Standards** – Invited presentation to the Webster University Assessment Committee in St. Louis, MO (December 2013)
- **Increasing Student Performance in Academic Writing without Decreasing Expectations** – Invited presentation for the Webster University Global Citizenship Collaboratory in St. Louis, MO (May 2013, presented twice during the collaboratory)
- **TESL Adjunct Faculty Training** – Trained adjunct faculty in new program requirements and new assessments; Webster University Kansas City Metropolitan Campus (March 2013 & October 2013)
- **Promoting Academic Writing for Graduate Students** – Created and led a panel discussion with TESL graduate students on graduate writing for the Teaching Festival; Webster University (February 2013)
- **Working Groups Town Hall Check In** – Presented with other Working Group steering committee members an update on committee work to an audience of faculty, staff, and administrators both live and via web broadcast; Webster University (April 2013)
- **Competitive Communication Skills** – Developed materials for and taught in an intensive seminar for the Olin School of Business on individual and group oral presentations; Washington University in St. Louis (Summer 2009)
- **Cover Letter Writing Workshop** – Developed with the Olin School of Business and the Weston Career Resource Center; Washington University in St. Louis (December 2004, November 2004, & October 2004)
- **Interviewing When English Is Not Your First Language** – Workshop on phone interview skills for international medical school researchers developed in conjunction with the Career Center; Washington University in St. Louis (October 2004 & March 2004)
- **Dressing for Success** – Developed with the assistance of Syms clothing store to help international students understand how to dress for interviews and formal events; Washington University in St. Louis (November 2004 & April 2004)
- **A Taste of Academics** – Orientation session developed for incoming international undergraduates on adapting to and succeeding in an American university setting; Washington University in St. Louis (August 2004 & August 2003)
- **Effective Ways To Improve Your Skills In Oral English** – Seminar co-developed and co-presented to new Chemistry graduate students with a focus on communication styles and cross-cultural understanding; Washington University in St. Louis (August 2004 & August 2003)
- **MBA Pre-Program ESL Seminar** – Special seminar for new international MBA candidates on verbal skills for networking and job searching; Washington University in St. Louis (August 2004, August 2003, August 2002, & August 2001)

COMMITTEES AND SERVICE

- **TESOL Standards Professional Council (formerly Committee)** – member of this professional council for the international organization Teachers of English to Speakers of Other Languages (2014–present)
- **Site Visitor for the Council for the Accreditation of Educator Preparation (CAEP)** – nominated by the state of Missouri to be trained as a site visitor for CAEP to make site visits at other universities to assess their Educator Preparation Programs (2013–present)
- **University Assessment Committee** – member of the University Assessment Committee, which focuses on the implementation of Tk20 and other assessment issues on campus (2012–present)
- **Retention and Graduation Coordinating Committee** – volunteered for this new committee focused on best practices for student retention, in addition to selection of a new student management system for the institution (2016–present)
- **Academic Integrity Task Force** – recruited for a new task force to investigate best practices in promoting academic integrity and battling plagiarism (2017–present)
- **Inclusion Advisory Committee** – recruited for this renewed committee (previously the Diversity Committee) to help inform more inclusive practices at Webster University (2017–present)
- **IT-Faculty Subcommittee of the CIO Council** – recruited by another president of faculty senate to represent faculty interests with IT (2017–present)
- **IT/Faculty Senate Committee** – recruited by the president of faculty senate to represent faculty interests in discussions on reported issues with IT (2015–2016)
- **ESL Task Force** – recruited as an expert in English language teaching to propose stronger services for international students that are not native English speakers (2015–2016)
- **Admissions Appeal Committee** – recruited for this new university committee to review appeals to denied applications to the university (2013–2016)
- **Bookstore Advisory Committee** – recruited for this new university committee to represent faculty issues concerning the bookstore (2014–2016)
- **Global Leadership Academy** – selected for the 2014 cohort for a year of leadership training with training sessions held in St. Louis, MO; Leiden, Netherlands; Ft. Leavenworth, KS, and Kansas City, MO (2014)
- **Graduate Writing Task Force** – recruited for this task force to address issues with graduate student academic writing and retention (2013–2014)
- **Global Citizenship Program 3rd-Year Seminar (Co-Lead Faculty)** – co-lead faculty on the development of a course on “Crossing Borders: Language and Power” (2012–2014)
- **Working Group on Retention (Co-Chair)** – selected by the provost to co-chair a working group on student retention; interviewed key leaders on campus; researched retention efforts on other campuses; lead smaller groups and meetings; delivered a presentation on group findings to the campus community; wrote and submitted progress reports and a final report (2012–2013)

MATERIAL DEVELOPMENT

- **Practical Pronunciation: Pronunciation Strategies in Practice** – an original full-course text in twelve lessons on the stress, rhythm, and melody of American English
- **Practical Pronunciation: Consonants and Vowels** – an original full-course text with fourteen lessons (divided into sub-lessons) and more than ten hours of original audio recordings covering the majority of salient sound contrasts affecting pronunciation in American English
- **The Battle Over Citizen Kane lessons** – ten lessons developed to help international students understand the documentary *The Battle Over Citizen Kane* and to prepare them to watch the movie *Citizen Kane*
- **Binary Feature Assessment Grid** – new testing rubric developed for assessing oral presentation skills; adapted this rubric for assessing cover letter writing
- Short course packets and power point presentations developed on Academic writing for Writing 1, the plays of Ibsen and Strindberg, numerous grammatical issues, avoiding plagiarism and learning to paraphrase, cover letter writing for business communication, cross-cultural communication, asking questions, and using visuals and Power Point for presentations

COMPUTER SKILLS

- Outstanding skills using both Windows and Macintosh operating systems
- Extremely proficient with Microsoft Word, Microsoft Excel and Adobe Acrobat, including the creation/manipulation of databases and creating forms
- Strong proficiency using and teaching Microsoft Power Point, including the creation of narrated presentation slide shows
- Experience using Google Docs to create forms to gather and compile submissions
- Strong background in developing online instructional material for both Blackboard and Canvas
- Proficiency creating and managing multiple websites with some experience with Wikis, HTML coding, JavaScript code, and Dreamweaver MX
- Substantial experience utilizing SMARTboard technology in the classroom
- Basic training with Promethean board software
- Strong proficiency using universities' web-based systems including Canvas, Tk20, BlackBoard, Connections, WebFAC, WebSTAC, EGrades, ERes, WebREC, and Telesis
- Previous experience using and creating databases with FileMaker Pro
- Strong proficiency with Qualtrics to create surveys and collect data
- Experience using the Fox Pro platform and Microsoft Access to perform administrative data entry, searches, and data transfers