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**JENNIFER ANN WOOTEN**

Director of Language Instruction & Coordinator of the Lower Division Language Program  
Senior Lecturer

University of Florida  
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**I. EDUCATION**

- Ph.D**            **University of Georgia, Athens, Georgia (2010)**  
Language and Literacy Education (Foreign Language Education)  
Dissertation Title: *Cultural Drag: Theorizing the Performances of Non-Native Spanish Teachers' Linguistic and Cultural Identities*
- M.A.**            **University of North Carolina, Chapel Hill, North Carolina (2000)**  
Hispanic Literatures  
Instructor Exchange: Universidad de Sevilla, Spain
- B.A. in Honors** **Stetson University, DeLand, Florida (1997)**  
Spanish (Major) & Education (Specialization), Latin American Studies (Minor)  
Distinctions: Magna Cum Laude  
Academic Year Abroad: Universidad de Complutense, Madrid, Spain

**Additional Academic Certification**

Interdisciplinary Qualitative Studies Graduate Certificate, Qualitative Research Program,  
University of Georgia, Athens, Georgia (15-hour graduate certificate)

**II. PROFESSIONAL EXPERIENCES AT THE UNIVERSITY OF FLORIDA (AUGUST 2015 – PRESENT)**

**Director of Language Instruction and Coordinator of Lower Division Language Program,  
Department of Spanish and Portuguese Studies, University of Florida**

Collaborate with course coordinators in Spanish and Portuguese to create course syllabi and assessments for all Lower Division Language Program classes (SPN 1130/1131/2200/2201/2240 and POR 1130/1131/3010). Train and mentor graduate teaching assistants and instructors via orientation sessions, workshops, and informal meetings. Establish criteria for observation and evaluation of all instructors in the Lower Division Language Program.

**Senior Lecturer, Department of Spanish and Portuguese Studies, University of Florida****Summary of Courses Taught at UF**

SPN 1130: Beginning Spanish I

SPN 2200: Intermediate Spanish I

SPN 2200 Honors: Intermediate Spanish I / Honors Program

SPN 3930: Special Topics: Spanish for Educators (\*)

SPN 4905: Individual Work (Topic: Practicum in Spanish Education)

SPN 6940: Supervised Teaching

(\*) Newly created course and/or substantial curricular revision

**III. PROFESSIONAL EXPERIENCES AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL (JULY 2010 – JUNE 2015)****Clinical Assistant Professor of Education, School of Education, University of North Carolina at Chapel Hill**

Worked primarily with UNC's Master of Arts in Teaching Programs in Foreign Language Education. Recruit and admit students. Designed and taught a year-long sequence in Methods and Materials for Teaching Foreign Languages, K-12 (EDUC 647/760, EDUC 747).

Collaborated with faculty and staff at UNC's School of Education and local K-12 schools to place MAT students in multiple placements in the fall (EDUC 646/693) and a student teaching experience in the spring (EDUC 746). Supervised teacher candidates in the field and evaluated edTPA portfolios.

**Lecturer of Spanish, Department of Romance Languages, The University of North Carolina at Chapel Hill**

Designed and taught an advanced intermediate course emphasizing Latinos in the United States (SPAN 204; n = 58) with a companion course that includes a significant service-learning component in local Spanish-speaking communities (SPAN 293; n = 58). Taught four additional advanced intermediate classes (SPAN 204; n = 73) and seven intermediate classes (SPAN 203; n = 138).

**Summary of Courses Taught at UNC**

SPAN 203: Intermediate Spanish I

SPAN 204: Intermediate Spanish II

SPAN 204 / 293: Intermediate Spanish II &amp; Service-Learning (\*)

EDUC 646 (now EDUC 693): Practica Student Internship (\*)

EDUC 647 (now EDUC 760): Methods and Materials for Teaching Foreign Languages, K-12 I (\*)

EDUC 746: Practica Student Internship (Supervision of Student Teachers)

EDUC 747: Methods and Materials for Teaching Foreign Languages, K-12 II (\*)

EDMX 733: Spanish for Educators (\*)

EDUC 796B: Independent Study (Doctoral) (Topic: Race and WLE)

EDUC 990: Independent Research (Doctoral) (Topic: Identity and WLE)

(\*) Newly created course and/or substantial curricular revision

**Doctoral Committee Participation**

Jones, M. (Former Advisor and Chair; Current Member) – In Progress

Smith, M. (Former Advisor/Chair; Current Member) – In Progress

McCabe, M. (Member) – Graduated May 2014

Turner, A. (Member) – Graduated December 2014

Lin, J. (Former Advisor/Chair)

Smith, D. (Former Advisor/Chair)

**IV. ADDITIONAL PROFESSIONAL EXPERIENCES (2000 – 2010)****Instructor of Record, LLED 4530: Introduction to Foreign Language Education, University of Georgia (August 2009 – December 2009)**

Designed and taught a new course focusing on observation and reflective practices for undergraduate and MEd students (n = 16) enrolled in the Foreign Language Education certification program.

**University Supervisor of Student Teachers and Teacher Interns in Foreign Language Education, University of Georgia (January 2008 – May 2009)**

Observed and evaluated the performance of undergraduate and MEd teacher candidates (n = 10) placed in local high schools through UGA's Foreign Language Education Program. Read and critiqued teacher candidates' professional electronic portfolios.

**Assistant Coordinator, Foreign Language Education Program, University of Georgia (August 2008 – May 2009)**

Collaborated with UGA College of Education staff and personnel in area schools to place undergraduate and M.Ed teacher candidates for fall and spring field experiences. Created, maintained, and organized all program materials and correspondence. Assisted program students (n = 20) in completing all requirements for Georgia certification, including coursework and the Georgia Assessments for the Certification of Educators (GACE).

**Study Abroad Graduate Assistant, UGA en España, Sevilla, Spain (May – June 2008)**

Aided undergraduates (n = 41) in their linguistic and cultural immersion by planning daily cultural activities, providing regular academic assistance, and evaluating host families.

**Co-teacher, ELAN 5550: Field Based Practicum in Foreign Language Education, University of Georgia (January 2007 – May 2007)**

Co-planned class lessons that addressed needs of student teachers (n = 17), including topics on curriculum and lesson plan development and classroom management. Evaluated online teaching portfolios and in-class presentations.

**Visiting Instructor of Spanish, Wake Forest University (August 2001 – July 2005)**

Planned daily lessons and created all exams and other markers of student performance for two courses of beginners (SPA 111, 112), two classes of false beginners (SPA 113), four intensive intermediate classes (SPA 153), seven advanced intermediate courses (SPA 153x / 154), six classes of Introduction to Hispanic Literature (SPA 213), and one class of Spanish Conversation (SPA 220). Developed a new course, Creative Writing in Spanish (SPA 221).

**Live Laboratory Team Leader and Instructor, Wake Forest University  
(August 2002 – May 2005)**

Planned weekly lesson plans in conjunction with other Live Laboratory instructors to increase oral proficiency of SPA 153 students. Served as liaison between Live Laboratory faculty and other SPA 153 faculty.

**Co-coordinator, SPAN 3, University of North Carolina at Chapel Hill  
(January 2001 – May 2001)**

Chosen among 65 graduate students to assist in course revision and supervise 19 Teaching Fellows. Created syllabus used by all sections, organized and led course and committee meetings, edited exams, and tracked student performance in all sections.

**Graduate Teaching Fellow, University of North Carolina at Chapel Hill  
(August 1997 – May 2001)**

Planned daily lessons and evaluated student performance for three courses for high beginners (SPAN 2X), six intermediate classes (SPAN 3), and one intermediate course for Honors students (SPAN 3A). Emphasized active student participation to improve proficiency in each of the modalities as well as cultural awareness. Designed individual course web page for SPAN 3/3A.

**V. HONORS AND AWARDS (2000 – PRESENT)**

**A. Awards and Scholarships**

Winner of the Outstanding Dissertation Award of the Second Language Research Special Interest Group (SIG) of the American Educational Research Association (AERA), 2011.

Carol J. Fisher Award for Excellence in Research. Award for outstanding research by a graduate student in Language and Literacy Education, University of Georgia, 2009-2010.

ACTFL SIG Travel Stipend. Prize awarded by the Research Special Interest Group of the American Council on the Teaching of Foreign Languages (ACTFL) to honor the five highest rated proposals for “Acting Up: Foreign Language Educator Struggles Through the Performing Arts,” November 2008.

Honorable mention, American Anthropological Association’s Ethnographic Poetry competition for “¿De dónde es Ud.?”, April 2007.

Graduate School Assistantship, University of Georgia, August 2005 – May 2007.

Dana B. Drake Graduate Student Award For Excellence In Teaching, Department of Romance Languages, The University of North Carolina at Chapel Hill, 1999-2000.

**B. Honorary Societies**

Alpha Upsilon Alpha Honor Society of the International Reading Association, 2006.

Phi Beta Kappa Honorary Society, Stetson University, 1997.

Sigma Delta Pi National Hispanic Honor Society, 1995 (Inducted), 1997 (Vice President, Stetson University), 2001 (President, The University of North Carolina at Chapel Hill).

## **VI. SCHOLARSHIP (PUBLICATIONS & CONFERENCES) (2000 – PRESENT)**

### **A. Book Chapters (Refereed)**

Wooten, J. (In Press). Performance-based focus groups as interACTion. In R. Barbour & D. Morgan (Eds.), *A New Era of Focus Group Research*. Palgrave.

Wooten, J. (2012). Confessions of a cultural drag queen, or Reflections on acting like the native speaker in foreign language education. In P.C. Miller, J.L. Watzke & M. Mantero (Eds.), *Readings in Language Studies, Vol. 3: Language and Identity* (pp. 349-363). Grandville, MI: International Society for Language Studies.

### **B. Refereed Articles**

Wooten, J. & Cahnmann-Taylor, M. (2014). Black, white, and Rainbow [of Desire]: The color of race-talk of pre-service foreign language educators in Boalian theatre workshops. *Pedagogies: An International Journal* 9(3), pp. 179-195.

Cahnmann-Taylor, M., Wooten, J., Souto-Manning, M. & Dice, J. (2009). The art & science of educational inquiry: Analysis of performance-based focus groups with novice bilingual teachers. *Teachers College Record* 111(11), pp. 2535-2559.

Souto-Manning, M., Dice, J., Cahnmann-Taylor, M. & Wooten, J. (2008). The power and possibilities of performative critical early childhood teacher education. *Journal of Early Childhood Teacher Education* 29(4), pp. 309-325.

### **C. Other Works**

Wooten, J. & Varga, K.D. (2008). Framing the issue: The Modern Language Association's report and the future of foreign language education. *Journal of Language and Literacy Education* 4(1), pp. 1-5.

Wooten, J. (2008). ¿De dónde es usted? *Anthropology and Humanism* 33(1-2), pp. 115-116.

Wooten, J. (2008). Turning point: Towards an integrative model of foreign language education. [Review of the book *The Art of Teaching Spanish: Second Language Acquisition from Research to Praxis*.] *Linguistics and Education* 19(1), pp. 79-81.

Wooten, J. (2008). [Review of the book *Discourse and Identity*.] *Critical Inquiry in Language Studies*. Available from [http://www.coe.uga.edu/cils/discourse\\_identity.html](http://www.coe.uga.edu/cils/discourse_identity.html).

Wooten, J. (2005). Creative writing exercises. In E. Spinelli, C. García & C.E. Galvin Flood (Authors), *Interacciones* (5<sup>th</sup> ed.). Boston: Heinle.

**D. Publications in Progress**

Wooten, J. (Revision in Progress; Estimated Submission Date is October 2016). Fighting back against the reveal: Spanish teachers perform non-native speakerness in view of school administrators. *Critical Inquiry in Language Studies*.

Wooten, J. (Revision in Progress; Estimated Submission Date is December 2016). Cultural drag, or Performing the native speaker in language memoirs. *L2 Journal*.

**F. Invited Oral Presentations**

Wooten, J. “Fighting Back against the Reveal: Spanish Teachers Perform Non-Native Speakerness in View of School Administrators.” Annual Meeting of the Second Language Research Special Interest Group of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada. April 2012. Invited paper.

Wooten, J. “Equipping Students with Learning Strategies and Study Skills (Reading).” Continuing Education for World Language Educators (Symposium offered by the Office of Undergraduate Admissions of UNC), Chapel Hill, NC. March 2012. Invited presentation.

**G. Conference Presentations****1. International or National Presentations:**

Wooten, J., Zelaya, M.E., & Oppewal, A. (2016, November). Promoting Social Justice in Classes from Novice to Intermediate High. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.

Wooten, J., Smith, M., & Oppewal, A. (2016, July). Teaching Spanish for Social Justice: Principles, Practices, and Possibilities. Panel presented at the American Association of Teachers of Spanish and Portuguese (AATSP), Miami, FL.

Wooten, J. (2015, October). Community as Orientation: University Students’ Reflections on Service-Learning in Spanish. Paper presented at the Mountain Interstate Foreign Language Conference (MIFLC), Charleston, SC

Kubota, R., Austin, T., Watzke, J., Miller, P.C., Miller, E. & Wooten, J. (2015, June). From Grad School to Tenure: Establishing Scholarly Opportunities. Symposium to be presented at the Conference of the International Society for Language Studies (ISLS), Albuquerque, NM.

Cobe, M., Gunter, A. M., Hart, E., & Wooten, J. (2014, November). Collaborating to Support All Language Educators Statewide. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX.

Wooten, J., Maisch, B., Bruno, E., & Venere, S. (2013, November). Service-Learning throughout the University Spanish Curriculum. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.

- Wooten, J. (2012, November). A Constant Race to Perfection?: The Ambivalence of Non-Native Teachers of Spanish on “Acting Like” the Native Speaker. Paper presented at the Annual Meeting of the American Anthropological Association (AAA), San Francisco, CA.
- Wooten, J. (2012, April). *Fighting Back against the Reveal: Spanish Teachers Perform Non-Native Speakerness in View of School Administrators*. Invited paper presented at the Annual Meeting of the Second Language Research Special Interest Group of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada.
- Wooten, J. (2011, June). *A misstep, or How a non-native becomes visible*. Paper presented at the Conference of the International Society for Language Studies (ISLS), Oranjestad, Aruba.
- Wooten, J. & Cahnmann-Taylor, M. (2010, March). *Black, white, and Rainbow [of Desire]: The color of race-talk of pre-service foreign language educators in Boalian theatre workshops*. Paper presented at the Annual Conference of the American Association of Applied Linguistics, Atlanta, GA.
- Wooten, J., Gunnels, B., Lech, K., & Roberts, K. (2009, November). *Performing ‘Spanish teacher’: Using theater to explore Spanish teachers’ identities*. Paper presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA.
- Wooten, J. (2009, June). *Crossing the border from this side: The linguistic and cultural identities of non-native teachers of Spanish*. Paper presented at the Conference of the International Society for Language Studies (ISLS), Orlando, FL.
- Wooten, J. (2008, November). *Acting up: Foreign language educator struggles through the performing arts*. Paper presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.
- Wooten, J., Goulah, J., Sandlin, B., Gunnels, B. & Goldoni, F. (2008, November). *The future is now: Transforming the field today for tomorrow*. Panel organized and chaired by J. Wooten and presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.
- Wooten, J. & Cahnmann-Taylor, M. (2007, November). *Acting out: Performative techniques for new teachers and their students*. Research workshop conducted at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX.
- Wooten, J. (2007, May). *Boalian theater for the dating oppressed: On being female, single, and a citizen in the 21<sup>st</sup> Century*. Workshop conducted at the 13<sup>th</sup> Annual International Conference of the Pedagogy and Theater of the Oppressed Group (PTO), Minneapolis, MN.

Wooten, J. & Souto-Manning, M. (2007, February). *“This is something classes don’t teach”*: *Using Theater of the Oppressed as a tool to support teachers*. Paper presented at the Assembly for Research of the National Council for the Teaching of English (NCTE-AR), Nashville, TN.

Wooten, J. & Sandlin, B. (2006, November). *Creative writing in the foreign language classroom*. Workshop conducted at the Annual Convention of American Council on the Teaching Foreign Languages (ACTFL), Nashville, TN.

Wooten, J. (2004, August). *Inspiring the writer within in Spanish*. Paper presented at the Annual Conference of the American Association of Teachers of Spanish and Portuguese (AATSP), Acapulco, Mexico.

## **2. Regional, State, and Local Presentations:**

Hahn, S. & Wooten, J. (2012, October). The New K-12 World Languages Essential Standards: Overview and Implications for Institutes of Higher Education in North Carolina. Paper presented at the Annual Conference of the Foreign Language Association of North Carolina (FLANC), Winston-Salem, NC.

Wooten, J., Droms, L. & Gunnels, B. (2012, March). *Improv in L2 Classes: Creating Community and Confidence through Games*. Workshop presented at the Annual Meeting of Southeast Conference on Language Teaching (SCOLT), Atlanta, GA.

Wooten, J., Gunnels, B., & Restivo, A. (2011, March). *Performing the unspeakable: Using theatrical techniques to explore sensitive topics*. Workshop presented at the Annual Meeting of the Foreign Language Association of Georgia (FLAG), Atlanta, GA.

Wooten, J. (2009, November). *Cultural drag, or Performing the other in language learners’ memoirs*. Paper presented at the Convention of the South Atlantic Modern Language Association (SAML), Atlanta, GA.

Wooten, J. & Cahnmann-Taylor, M. (2008, February). *Not just for fun: Games with a pedagogical punch*. Research workshop conducted at the Annual Conference of the Foreign Language Association of Georgia (FLAG), Augusta, Georgia.

Wooten, J. & Blackwell, S. (2007, March). *What’s in a saying?: Expectations and underlying frames in American students’ interpretations of Spanish proverbs*. Paper presented at the Southeast Coastal Conference on Languages and Literature (SCCLL), Georgia Southern University, Valdosta, GA.

Wooten, J. (2007, April). *Jenny Flamenca: A collage on cultural drag*. Poster presented at the Arts-Based Research Symposium, University of Georgia, Athens, GA.

Wooten, J. (2006, March). *Imaginative response: Making foreign language readers foreign language writers*. Paper presented at the Southeast Conference on Foreign Languages and Literatures (SCFLL), Stetson University, DeLand, FL.



## **VII. GRANTS**

### **A. Research Grants Received**

Ideas for Creative Exploration (\$3000). Grant awarded for dissertation study by Ideas for Creative Exploration (ICE), University of Georgia, 2008-2009. Principal Investigator.

RED Seed Grant (\$400). Grant awarded for dissertation study by the Center for Research & Engagement in Diversity, University of Georgia, 2008. Principal Investigator.

### **B. Grant Participation in a Data Gathering and Analysis Role**

Graduate Research Assistant and Co-Investigator, University of Georgia (August 2005 – August 2009)

Worked with TELL (Teachers of English Language Learners), a \$1,000,000 grant program funded through the U.S. Department of Education to increase the number of bilingual teachers in high-need schools in Georgia. Coordinated and facilitated semester focus groups, transcribed and analyzed data, and contributed to conference presentations, publications, and reports. Principal Investigator: Dr. Melisa Cahnmann-Taylor.

### **C. Instructional Grants Received**

Buchan Excellence Fund (\$300). Grant awarded to fund activities related to SPAN 204 APPLES (Intermediate Spanish Service-Learning Course). Department of Romance Languages, The University of North Carolina at Chapel Hill, 2013, 2012.

Estudio Internacional Sampere Grant (\$1200). Grant awarded to study Spanish cinema in relation to research on technology and the arts in the foreign language classroom, Estudio Internacional Sampere, Alicante, Spain, 2002.

Office of Distinguished Scholarships and Intellectual Life Grant (\$400). Grant awarded to complete special projects in Spanish III, Johnston Center for Undergraduate Excellence, The University of North Carolina at Chapel Hill, 2001.

## **VIII. SERVICE**

### **A. Service to the Profession**

President, International Society for Language Studies, 2016-2018.

President Elect, International Society for Language Studies, 2013-2015.

Conference Co-Chair, 2015 Conference of the International Society for Language Studies, Albuquerque, New Mexico, 2013 – 2015.

Member, World Language Collaborative Team of the North Carolina Department of Public Instruction working to create and present professional development materials for language educators related to the new World Language Essential Standards and teaching for proficiency, 2011 – 2015.

Director-at-Large, International Society for Language Studies, 2013 – 2014.

Conference Co-Chair, 2013 Conference of the International Society for Language Studies, San Juan, Puerto Rico, 2011 – 2013.

Hospitality Chair, 2011 Conference of the International Society for Language Studies, Oranjestad, Aruba, 2009 – 2011.

Reviewer, *Critical Inquiry in Language Studies*, International Society for Language Studies, 2009 – Present.

Reviewer, *Journal of Language and Literacy Education (JoLLE)*, University of Georgia, 2006 – 2010.

Co-Editor, *Journal of Language and Literacy Education (JoLLE)*, University of Georgia, 2008. Edited a special issue on responses to the Modern Language Association's report, "Foreign languages and higher education: New structures for a changed world."

Assistant Editor, *Journal of Language and Literacy Education (JoLLE)*, University of Georgia, 2007.

Review Board Member, *Journal of Language and Literacy Education (JoLLE)*, University of Georgia, 2006 - 2010.

Materials Reviewer, Heinle & Heinle Publishers, August 2005 – May 2007.

## **B. Service to the University of Florida (2015-Present)**

### **1. Committee Work:**

Chair, Search Committee for Lecturer in Online Language Instruction, Department of Spanish and Portuguese Studies, August 2016 – Present.

Chair, Non-Tenure Track Faculty Evaluation Committee, Department of Spanish and Portuguese Studies, August 2016 – Present.

Member, Undergraduate Studies Committee, School of Education, Department of Spanish and Portuguese Studies, August 2015 – Present.

Member, Non-Tenure Track Faculty Evaluation Committee, Department of Spanish and Portuguese Studies, August 2015 – May 2016.

Member, Search Committee for Lecturer in Portuguese, Department of Spanish and Portuguese Studies, September 2015 – March 2016.

### **2. Additional Service:**

Faculty Advisor, Sigma Delta Pi (Spanish Honorary Society), Department of Spanish and Portuguese Studies, August 2015 – Present.

### **C. Service to the University of North Carolina at Chapel Hill (2010-2015)**

#### ***1. Committee Work:***

Member, Teacher Education Renewal Committee, School of Education, August 2013 – June 2015.

Member, Appeals Committee, School of Education, August 2013 – June 2015.

Member, Committee on Teaching with Technology, Department of Romance Languages, August 2010 – July 2012.

Member, Teaching and Learning Working Group (Revision of Pre-Service Teacher Education Core Coursework), School of Education, February 2011 – May 2011.

Member, Search Committee for an Open Rank Faculty Position in English as a Second Language, School of Education, August 2010 – December 2010.

#### ***2. Additional Service:***

Faculty Advisor, LingoKids: Carolina Language Outreach, January 2014 – June 2015.

Faculty Advisor, Carolina Swim Clinic (Swimming lessons for Hispanic children), January 2013 – June 2015.

Faculty Advisor, Sigma Delta Pi (Spanish Honorary Society), Department of Romance Languages, August 2012 – August 2014.

Secretary to the Faculty, Department of Romance Languages, August 2010 – May 2010.

### **D. Service to Local Schools and Educators**

Co-facilitated the “Incorporating Global Topics into the Curriculum” breakout session with Dr. Mary Risner at the Florida Connected. The 90-minute session saw K-12 educators learn more about and brainstorm ways to integrate global topics into their classes. November 2015.

Coordinated experiential learning experiences of students in SPN 3930: Spanish for Educators course. Students spent over 180 hours in local schools (including activities to serve teachers and learners). August – December 2015.

Volunteered weekly at Terwilliger Elementary School in a first-grade classroom. February – June 2016.

Served as a university resource to Chapel Hill – Carrboro City Schools administrators, faculty, and staff in Foreign Language, Dual Language, and ESL. September 2010 – June 2015.

Collaborated with Dual Language (Spanish) faculty and administrators at McDougle Middle School to consider ways to assess students' language proficiency and to assist with curriculum development as the first generation of DL students in the district moved from middle school to high school. November 2010 – May 2011.

## **IX. PROFESSIONAL ORGANIZATIONS**

International Society for Language Studies (ISLS)  
American Council on the Teaching of Foreign Languages (ACTFL)  
Modern Language Association (MLA)  
American Association of Teachers of Spanish and Portuguese (AATSP)

## **X. REFERENCES**

Available upon request.