**Ester de Jong, Ed.D.**

**Professor**

**352/234-4275 | ester.dejong@ucdenver.edu**

**EDUCATION**

May 1996 EdD in Literacy, Language and Cultural Studies, School of Education, Boston University

March 1990 BA/MAE. Language and Literature Studies with specialization in Language and Minorities. Tilburg University, Netherlands

# ADMINISTRATIVE AND PROFESSIONAL LEADERSHIP EXPERIENCES

 2014-present **Director**, School of Teaching and Learning, University of Florida

Responsible for student admission and monitoring, academic programming, marketing and communications, personnel, budget, faculty development, and strategic planning. STL currently has 40 full-time faculty, 14 of whom were hired under my leadership. External funding is close to 20 million dollars in 2020-2021, almost a doubling of external funding from 2013-2014.

##  2017-2018 President, TESOL International Association (TESOL IA)

2018-2019 Past-President, TESOL International Association

2016-2017 President-Elect, TESOL International Association

TESOL IA is the largest professional organization for English language teaching with over 14,000 members and 100+ Affiliate Organizations. I served as President-Elect (2016-2017) and Past-President (2018-2019) and was part of the Executive Committee for three years (2016-2019). Responsibilities included chairing the search for Executive Director (as President-Elect), onboarding the new Executive Director, and leading a strategic plan effort (as President).

##  2013-2014 Chair, Faculty Policy Council, UF College of Education

Responsible for agenda setting, strategic plan implementation, and college wide faculty meetings. As Chair-Elect (Secretary; 2012-2013), responsibilities included chairing the college curriculum committee and member of Agenda committee.

**Additional Leadership Roles**

2013-2016 President (Vice President, Conference Chair), Sunshine State TESOL Board

2009-2011 Chair (Chair-Elect, Past-Chair), Bilingual Education Research Special Interest Group, American Educational Research Association

2009-2012 Co-Program Chair, Sanibel Leadership Conference and Board Member

2009-2010 Chair, Ad-Hod Committee on TESOL Identity

2008-2011 TESOL International Association, Board of Directors, Member and Board Liaison to the Diversity Committee

2003-2006 Chair (Chair-Elect, Past-Chair), Bilingual Education Interest Section, TESOL International Association

##  1996- 2001 Assistant Bilingual Director, Framingham Public Schools

District-wide administrator role. Responsible for the supervision of elementary and secondary teachers in the ESL program, the Spanish-English and Portuguese-English Bilingual Programs and the Spanish-English Two-Way Program. Monitored academic achievement of students in each program and of students who have exited. Provided professional development and opportunities for curriculum development. Supported the budget process and the hiring of personnel

# OTHER RELEVANT PROFESSIONAL EXPERIENCE

2014- present **Professor,** School of Teaching and Learning, College of Education, University of Florida. I have been a PI and CoPI on several grants (USDOE, Spencer). I am also the Director for ESOL infusion which addresses compliance and professional development for infusing TESOL content into our general education teacher preparation programs

2007 – 2014 **Associate Professor (tenured),** School of Teaching and Learning, College of Education, University of Florida.

2001 –2007 **Assistant Professor**, School of Teaching and Learning, College of Education, University of Florida.

Graduate Courses taught: Bilingual and Bicultural Education, Multilingual Issues from a Global Perspective, Language Principles for Teachers; ESOL Testing and Evaluation; ESOL Methods for K-12 Teacher.; Issues in ESOL for School Counselors and School Psychologists. Additional courses taught: ESOL Curriculum, Methods, and Assessment (for elementary and early childhood teacher candidates).

# ADDITIONAL TEACHING EXPERIENCE

2000-2001 **Lecturer**

Taught for Harvard University and Simmons College

## 1992-1993 Instructor

Instructor and teaching assistant in educational foundation courses at Boston University

# HONORS AND AWARDS

2019 University of Florida, Research Professor (2019-2022)

2019 Senior Reviewer Award, Bilingual Research Journal

2013 Award for Excellence in Research on Bilingual Education (ATDLE)

2012 B.O. Smith Research Professor (2012-2015)

**CONTRACTS AND GRANTS**

## Funded Externally

de Jong, E.J. (2019-2020). Principal Investigator. *Partnership for Education and Educational Reform: Project PEER 2.0.* Saudi Arabia Ministry of Education ($963,680.76)

de Jong, E.J. (2019-2020). Principal Investigator. *Partnership for Education and Educational Reform: Project PEER 2.0.* Saudi Arabia Ministry of Education ($367,116)

de Jong, E.J. (2017-2018). Principal Investigator. Principal Investigator. Suwannee Public Schools ($20,000)

de Jong, E.J. (2016-2017). Principal Investigator. *Providing ELL Support grant.* Suwannee Public Schools ($30,000)

Coady, M., de Jong, E.J., & Harper, C. (2016-2021). *Project STELLAR: Supporting Teachers of English Language Learners Across Rural Settings*. ($2.394,991) US Department of Education, Office of English Language Acquisition.

Bondy, E., de Jong, E.J., & Colvin, S. (2014-2017). *Project ADePT: Advancing the Development of Preservice Teachers.* ($2,718,695). Center for Excellence in Elementary Teacher Preparation. Florida Department of Education.

de Jong, E.J. (August 2009-2010). Principal Investigator. *Equity in education: Scaffolding for peer interaction in linguistically heterogeneous classrooms.* ($40,000). Spencer Foundation.

de Jong., E.J., Coady, M., & Harper (July 2007 – July 2012). Principal Investigator.

*Developing English Language and Literacy through Teacher Achievement (Project DELTA)*. ($1,107,771). U.S. Department of Education. Project #T195N070016.

**Funded Internally**

de Jong, E.J. (May 2011-May 2012). *Academic language input in linguistically diverse classrooms*. ($8,000). The UF College of Education Research Incentive Fund. Project #00077138.

de Jong, E.J., (August 2009-August 2010). *Multilingualism research project*. ($20,000). UF Faculty Enhancement Opportunity fund.

de Jong, E.J. (May 2006- May 2007). Principal Investigator. *Student and teacher experiences in a secondary two-way immersion program* ($3,000). The UF College of Education Research Incentive Fund.

de Jong, E.J. (August 2004- May 2005). Principal Investigator. *Questions in integrated bilingual settings* ($3,000). The UF College of Education Research Incentive Fund.

Harper, C. A., de Jong, E.J., Coady, M., & Silver, P. (October 2004- June 2005). Co-Principal Investigator. *Preparing teachers for ELLs: Exploring the “just good teaching” myth through video* ($10,000; Subgrant). USDOE Preparing Tomorrow’s Teachers to Use Technology (Awarded $1,432,702.00, 2001-2005).

**SCHOLARSHIP: SELECTED PUBLICATIONS**

### Books

de Jong, E.J. (2011). *Foundations for Multilingualism in Education: From Principles to Practice*. Philadelphia, PA: Caslon Inc.

**Books, Co-authored**

Ramirez, P.C., Faltis, C. J., & de Jong, E.J. (2018) (Eds). *Learning from Emergent Bilingual Latinx Learners in K-12*. New York, NY: Routledge.

Glenn, C.L., with de Jong, E.J. (1996). *Language minority children in school: A comparative study of twelve nations*. New York: Garland Publishers.

**Contributor of Chapters: Refereed**

Fan, F., & de Jong, E.J. (In Press). Learning to Become an English Language Teacher: Examining Professional Identities of a Chinese ESL Teacher Candidate in a U.S.-Based Practicum. Sadeghi, K. & Ghaderi, F. (Eds) *Theory and Practice in Second Language Teacher Identity*. Springer.

### de Jong, E.J., & Barko Alva, K. (2015). Mainstream Teachers in Two-Way Immersion Programs: Becoming Content and Language Teachers. In Y. Freeman & D. Freeman (Eds). *Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals*. Advances in Teaching Volume 24. (pp. 107-126). Bingley, UK: Emerald Insights.

de Jong, E.J. (2012). Teacher discourse and peer interaction in linguistically diverse classrooms. In: Bogum, Y. & Kim, H. (Eds.), *Teachers’ Roles in Second Language Learning: Classroom Applications of Sociocultural Theory*. (pp. 191-212). Charlotte, NC: Information Age Publishing.

de Jong, E.J., & Bearse, C. (2011) The same outcomes for all? High school students reflect on their two-way immersion program experiences. In: Christian, D., Tedick, D., & Fortune, T. (Eds.), *Immersion Education: Pathways to bilingualism and beyond*. (104-122). Clevedon, United Kingdom: Multilingual Matters.

de Jong, E.J., & Harper, C.A. (2007). ESL is good teaching ‘plus’: Preparing standard curriculum teachers for all learners. In M.E. Brisk (Ed.), *Language, Culture, and Community in Teacher Education*. (pp. 127-148). Mahwah, NJ: Lawrence Erlbaum.

de Jong, E.J., & Grieci, G. (2005). Mapping the ESL curriculum: Collaborating for student success. D. Kaufman & J. Crandall (Eds.), *TESOL Case Studies in TESOL Practice: Content-based ESL*. (pp.163-178). Arlington, VA: TESOL Inc.

de Jong, E.J., & Harper, C.A. (2004). Is ESL just good teaching? In M.H. Bigelow & C.L. Walker (Eds.), *Creating teacher community: Selected papers from the third international conference on language teacher education*. (pp. 115-131). Minneapolis, MN: Center for Advanced Research on Language Acquisition.

### Contributor of Chapters: Invited

de Jong, E.J. (2022). Multilingualism as Norm: Advocating for Equity for Multilingual Learners. In: Prasad, G., Auger, N., & Le Puichon-Vortsmann, E. (Eds). *Multilingualism in Education: Researchers’ Perspectives and Trajectories*. Cambridge University Press.

de Jong, E.J. (accepted). American English and bilingual education. To be published in *The Wiley Blackwell Encyclopedia of World Englishes*.

de Jong, E.J. (2021). Infusing ELL Preparation into Initial Preparation: (How) Does It Work? In: Li, G., Anderson, J., Hare, J., d& McTavish, M. (Eds), *Superdiversity and Teacher Education, Supporting Teachers in Working with Culturally, Linguistically, and Racially diverse students, families, and communities.* (pp. 203-218). New York: Routledge.

de Jong, E.J., Dwyer, E., & Wilson-Patton, M. (2020). Preparing all teachers: ESOL Infusion and (Un)intended Consequences. In: Erben, T. (Ed.) (2020). *45 Years SSTESOL: A Chronicle of ESOL Advocacy, Research and Practice in Florida*. (pp. 87-102). Yankeetown, FL: SSTESOL Press.

Curtis, A., & de Jong, E.J. (2019). Formalizing language teacher association leadership development. In: A. Elsheikh et al. (eds.), *The Role of Language Teacher Associations in Professional Development*, Second Language Learning and Teaching, (pp. 241-253). Springer Nature, Switzerland.

de Jong, E.J. (2019). Foreword. In: H.A. Linville. & J. Whiting (Eds)., *Advocacy in English Language Teaching and Learning*. (pp. xii-xiv), New York, NY: Routledge.

Bearse, C., de Jong, E.J., & Tsai, M. (2018), Dilemmas and Opportunities for TWI Programs at the Secondary Level. B. Arias & M. Fee (Eds.). *Perspectives on Dual Language Programs*. (pp. 86-102). Washington DC: Center for Applied Linguistics.

de Jong, E.J., & Yilmaz, T. (2017). Examining Components of School Districts with High Expectations for ELs’ Academic Success. In M. Daniels (Ed.). *Culture, Language and Curricular Choices*. *What Teachers Want to Know about Planning Instruction for English Learners*. (pp. 3-20). Boulder, CO: Rowman & Littlefield.

Brisk, M.E., de Jong, E.J., & Moore, M. C. (2015). Primary Bilingual Education. In: W. Wright, S. Bun, & O. García (Eds.). *The Handbook of Bilingual and Multilingual Education* (pp. 319-335). John Wiley.

de Jong, E.J., & Gort, M. (2015). Why is it important for schools to develop school language policies relative to the Common Core State Standards? In: G. Valdés, K. Menken, & M. Castro (Eds). *Common Core Bilingual and English Language Learners. A Resource for Educators* (pp. 119-121). Philadelphia, PA: Caslon Publishing.

de Jong, E.J., & Barko Alva, K. (2015). Mainstream Teachers in Two-Way Immersion Programs: Becoming Content and Language Teachers. In Y. Freeman & D. Freeman (Eds).

*Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals*. Advances in Teaching Volume 24. (pp. 107-126). Bingley, UK: Emerald Insights.

Torres-Guzmán, M. E., & de Jong, E.J. (2015). Looking Back, Sideways, and

Forward: Language and Education in Multilingual Settings. In: M. Bigelow & J. EnnserKananen (Eds.), *The Routledge Handbook of Educational Linguistics*. (pp. 428-445). New York: Routledge.

de Jong, E.J. (2014). A policy nexus: Negotiating Question 2’s mandate for structured English immersion in practice. In McField, G.P. (Ed.), *The miseducation of English learners: A tale of three states and lessons to be learned*. (pp. 209-228). Charlotte, NC: Information Age Publishing.

de Jong, E.J. (2012). Two-way immersion education. In Banks, J. (Ed.). *Encyclopedia of Diversity in Education* (2202-2207). New York: Sage Publications.

de Jong, E.J. (2012). Multilingual education in North America. Chapelle, C. (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 3834-3841). Malden, MA: Blackwell.

de Jong, E.J., & Harper, C.A. (2011). “Accommodating Diversity:” Preservice Teachers’ Views on Effective Practices for English Language Learners. Lucas, T. (Ed.), *Teacher preparation for linguistically diverse classrooms. A resource for teacher educators.* (pp. 7390). New York: Routledge.

de Jong, E.J. (2010). From models to principles: Implementing quality schooling for ELLs. In Li, G., & Edwards, P. (Eds.), *Best practices for ELLs*. (189-206). New York: Guilford Press.

de Jong, E.J., Arias, B., & Sánchez, M.T. (2010). Undermining teacher competencies: Another look at the impact of restrictive language policies. Gándara, P., & Hopkins, M.(Eds.), *Forbidden Language: English Learners and Restrictive Language Policies*. (pp. 118-138).

New York: Teachers College Press.

de Jong, E.J., & Freeman, R. (2010). Bilingual approaches. Leung, C. and Creese, A. (Eds.) *English as an Additional Language: Approaches to Teaching Linguistic Minority Students.* (pp.108 – 122)London: SAGE.

de Jong, E.J. (2008). Bilingual Education. In Salkind, N. (Ed). *Encyclopedia of Educational Psychology* (pp. 97-103). Thousand Oaks, CA: Sage publications.

Harper, C. A., & de Jong, E. J. (2009). Using ESL Teachers’ Expertise to Inform Mainstream Teacher Preparation. In C. Rodríguez-Eagle (Ed.), *Achieving Literacy Success with English Language Learners:* *Insights, Assessment, and Instruction*. (pp. 25-42). Worthington, OH: Reading Recovery Council of North America.

Harper, C.A., & de Jong, E.J. (2005). Working with ELLs: What is the difference? In A.

Huerta-Macias (Ed.), *Working with English language learners: Perspectives and Practice.* (pp. 55-68). Dubuque, IA: Kendall Hunt.

**Journal Publications: Refereed**

Jo, A., de Jong. E.J., & Richardson, S. (In Press). I Feel Really Special and Proud that I am Bilingual”: Exploring a Second-Generation Korean-American Bilingual Adolescent’s Emotions and Sense of Belonging through Family Language Policy. To be published in Special Topics Issue on Emotions and Multilingualism in Family Language Policy. *International Journal of Bilingual Education and Bilingualism*. Sevinc, Y., & Mirvahedi, H. (Eds).

de Jong, E.J., Barko-Alva, K., & Yilmaz, T. (2022). Integration in TWBE: Opportunities, Challenges, and Possibilities. *Journal of Immersion and Content-Based Language Education.*

de Jong, E.J., & Zhang, J. (2021). Using Chinese as L1 in Secondary English as a Foreign Language Classrooms: Does it Matter? *International TESOL Union.*

de Jong, E.J., Coulter, Z., & Tsai, M. (2020; online). Adolescent Students’ Views on their Two-Way Bilingual Education Program: Bilingualism, Belonging, and Translanguaging. *Special Topics Issue, International Journal of Bilingual Education and Bilingualism*. DOI: 10.1080/13670050.2020.1783635.

Yilmaz, T., & de Jong, E.J. (2020). Translanguaging as a Boundary Crossing Mechanism: A Turkish-American Youngster and Her Linguistic Negotiation of Three Discursive Spaces. *Australian Journal of Applied Linguistics, 3* (1), 11-25.

de Jong, E.J., & Naranjo, C. (2019). General Education Teacher Educators and English Language Learner Teacher Preparation: Infusion as Curricular Change. *The New Educator*, *15*(4), 331-354.

Fan, F., & de Jong, E J. (2019). Exploring Professional Identities of Non-Native English-Speaking Teachers in the United States: A Narrative Case Study, *TESOL Journal, Special Topics Issue on Identity, 10*(4*),* 1-17.

de Jong, E.J., Yilmaz, Y., & Marichal, N. (2019). Positioning Multilingualism as a Resource in Dual Language Education, *Theory into Practice*, *58* (2), 107-120.

de Jong, E.J., Naranjo, C., Li, S., & Ouzia, A. (2018) Beyond Compliance: ESL Faculty's Perspectives on Preparing General Education Faculty for ESL Infusion, *The Educational Forum*, *82* (2), 174-190.

Lee, Y., Kim, H., & de Jong, E.J. (2018). Becoming a Teacher of Culturally and Linguistically Diverse Students: Elementary Pre-service Teachers' ESL Field Experiences Working with English Language Learners, *Sunshine State TESOL Journal*, *12* (1), 29-40.

Turkan, S., & de Jong, E.J. (2018). An Exploration of Preservice Teachers’ Reasoning

About Teaching Mathematics to English Language Learners. *Teacher Education Quarterly, 45 (2),* 37-60.

de Jong, E.J., Li, Z., Zafar, A., & Wu, C. (2016). Language policy in multilingual contexts: Revisiting Ruiz’s “language-as-resource” orientation. *Bilingual Research Journal, 39* (3-4), 200-212.

de Jong, E.J. (2016) Two-Way Immersion for the Next Generation: Models, Policies, and Principles, *International Multilingual Research Journal*, *10* (1), 6-16.

Coady, M. R., Harper, C.A., & de Jong. E.J., (2016). Aiming for equity: Preparing mainstream teachers for inclusion or inclusive classrooms? *TESOL Quarterly, 50* (2), 340-368.

de Jong, E.J. (2014). Program design and two-way immersion programs. *Journal of Immersion and Content-Based Language Education, 2*(2),241-256.

de Jong, E.J., & Bearse, C.I. (2014). Dual Language programs as a strand within a secondary school: Dilemmas of school organization and the TWI mission. *International Journal of Bilingual Education and Bilingualism, 17(1),* 15-31.

de Jong, E.J. (2013). Preparing mainstream teachers for multilingual classrooms, *Association of Mexican American Educators Journal*, 7(2), 40-49.

de Jong, E.J., Harper, C.A., & Coady, M. (2013). Enhanced knowledge and skills for elementary mainstream teachers of English language learners. *Theory into Practice, 52* (2), 8997.

de Jong, E.J. (2013). Policy discourses and U.S. language in education policies. *Peabody Journal of Education*, 88 (1), 98-111.

Coady, M., de Jong, E. J., & Harper, C. A. (2011). Preservice to practice: Mainstream teacher beliefs of preparation and efficacy with English language learners in the state of Florida. *Bilingual Research Journal 34*(2), 223-239.

Dubetz, N., & de Jong, E.J. (2011). Teacher advocacy in bilingual programs. *Bilingual Research Journal*, 34 (3), 248-262.

de Jong, E.J., & \*Lopez Estrada, P. (2011). The role of a teacher in structuring peer interaction. *Sunshine State TESOL Journal, 10* (1),1-7.

Harper, C. A., & de Jong, E. J. (2009). English language teacher expertise: The elephant in the room. *Language and Education*, *23*(2), 127-151.

de Jong, E.J., & Howard, E. (2009). Integration in two-way immersion education: Equalising linguistic benefits for all students. *International Journal of Bilingual Education and Bilingualism, 12*(1), 81-99.

Bearse, C. I., & de Jong, E.J. (2008) Cultural and linguistic investment: Adolescents in a secondary two-way immersion program. *Equity & Excellence in Education*, Special Topics Issues on Bilingualism, *41*(3), 325-240.

de Jong, E.J. (2008). Contextualizing policy appropriation: Teachers’ perspectives, local responses, and English-only ballot initiatives. *Urban Review, 40* (4), 350-370.

Gort, M., de Jong, E.J., & Cobb. C. D. (2008). SEeIng through a bilingual lens: Structural and ideological contexts of structured English immersion in three Massachusetts districts. *Journal of Educational Research and Policy Studies, 8* (2), 41-67.

Harper, C.A., de Jong, E.J., & Platt, E. (2008). Marginalizing English as a second language teacher expertise: The exclusionary consequence of *No Child Left Behind*. *Language Policy, 7*, 267-284.

de Jong, E.J., (2006). Integrated bilingual education: An alternative approach. *Bilingual Research Journal, 30*(1), 23-44.

de Jong, E.J., Gort, M., & Cobb, C.D. (2005). Bilingual education within the context of English-only policies: Three districts’ responses to Question 2 in Massachusetts. *Educational Policy*, *19*(4), 595-620.

de Jong, E.J., & Harper, C.A. (2005). Preparing mainstream teachers for English language learners: Is being a good teacher good enough? *Teacher Education Quarterly, 32*(2), 101-124.

de Jong, E.J. (2004). After exit: Academic achievement patterns of former English language learners. *Education Policy Analysis Archives*, *12*(50). Available online from http://epaa.asu.edu/epaa/v12n50/.

Harper, C.A., & de Jong, E.J. (2004). Misconceptions about teaching ELLs. *Journal of Adolescent and Adult Literacy, 48*(2), 152-162.

de Jong, E.J. (2003). L2 proficiency development in a two-way and developmental bilingual program. *NABE [National Association of Bilingual Education] Journal of Research & Practice, 2*(1), 77-108.

de Jong, E.J., & Derrick-Mescua, M. (2003). Refining preservice teachers’ questions for second language learners: Higher order thinking for all levels of language proficiency. *Sunshine State TESOL Journal* *2*(2), 29-37.

de Jong, E.J., & Ramos, F. (2003). Current English-only initiatives: Misconceptions and broken promises. *Sunshine State TESOL Journal, 2*(1), 22-32.

Ramos, F., & de Jong, E.J. (2003). Reading the fine print: Implications of current English-only initiatives for school personnel. *Florida Educational Leadership*, *4* (1), 13-18.

de Jong, E.J. (2002). Effective bilingual education: From theory to academic achievement in a two-way bilingual program. *Bilingual Research Journal, 26*(1), 65-84.

**Book Reviews**

de Jong, E.J. (2017). Bilingualism in schools and society: language, identity, and policy by Sarah Shin. [book review] *Journal of Multilingual and Multicultural Development*, 39 (1), 1-2.

de Jong, E.J. (2016). Literacy and education, by James Paul Gee [book review], *Language and Education*, *30* (6), 570-571.

de Jong, E.J. (2016). Diary of a bilingual school by Sharon Reyes and James Crawford [book review] *Journal of Immersion and Content-Based Language Education 1* (1), 163-165.

de Jong, E.J. (2011). Towards multilingual education [book review] *Language and Education, 25* (1), 82-84.

de Jong, E.J. (2010). Discourse on integration and language [book review]. *Language Policy, 9* (2), 285-287*.*

de Jong, E.J. (2006). Urban multilingualism in Europe. [book review]. *Language Policy.*Available Online (4 pages). http://www.springerlink.com/content/102t34640276r164/fulltext.pdf.

de Jong, E.J. (2003; Invited). Managing multilingualism in a European nation-state. Challenges for Sweden [book review]. *Language Policy, 2*(3), 291-294.

de Jong, E.J. (2003; Invited). Dual Language Education. *The Canadian Modern Language Review* [book review], *59*(4), 622-625.

### Non-refereed Publications

de Jong, E J., (2021). The Florida Consent Decree: From Equity to Equality – and Back Again? *Florida Sunshine State TESOL Journal, 14*(1), 12-17.

de Jong, E.J. (2020, Invited). The changing landscape of English teaching. *International Journal of TESOL Studies, 2*(4), 17-36. https://doi.org/10.46451/ijts.2020.12.11

de Jong, E.J. (2019). Taking a Multilingual Stance: Not Just for Bilingual Educators. *Multilingual Educator*. Invited Article.

de Jong, E.J. (2019). Expanding EAL Expertise: Taking a Multilingual Stance. *TESOL in Context, 28* (1), 5-20.

de Jong, E. J., & Gao, J. (2018; invited). Taking a multilingual stance: A continuum of practices. *Minnesota TESOL Journal, 35* (1). Retrieved from http://minnetesoljournal.org/current-issue/mtj-2019-1/taking-a-multilingual-stance-a-continuum-of-practices/

de Jong, E.J. (2016, invited). Afterword: toward pluralist policies, practices, and research, *Language and Education*, *30* (4), 378-382.

Arias, B., Faltis, C., & de Jong, E.J. (2013). *Arizona’s Instructional and Professional Development Models Threaten Effective and Equitable Instruction for English Language Learners*. Equity and Opportunity Work Group (EOWG) Policy Paper.

### SELECTED (INTER)NATIONAL AND STATE CONFERENCE PRESENTATIONS

**(2011-2021)**

**International and National Presentations: Refereed**

de Jong, E.J., (2021). *English in a multilingual world*. 26th Annual NATE Conference for English Language Teachers Moscow (virtual conference)

de Jong, E.J., Coulter, Z., & Tsai, M. (2020). Students’ sense of belonging in TWI secondary programs. AERA & AAAL. (accepted presentations; conference was cancelled).

Kim, J., de Jong, E.J., & Lee, Y. (2019). *Leveraging bilingual teacher resources: Preparing mainstream preservice teachers to work with ELLs*. National Association for Bilingual Education, Lake Buena Vista, Florida.

de Jong, E.J., & Lee, Y. (2017). *Engaging Pre-service Teachers Through ESOL Fieldwork:
Becoming Mainstream Teachers 2.0*. Teachers of English of Speakers of Other Languages (TESOL) International Association, Seattle, WA.

de Jong, E.J. (2017). *ESSA under Trump*. Panel member, National Association for Bilingual Education, Dallas, TX.

de Jong, E.J. (2017). *Ruiz’s Language Orientation Framework and Beyond*. Presentation. National Association for Bilingual Education, Dallas, TX.

de Jong, E.J. & Tsai, M. (2017). *Preparing dual language teachers: Findings from Florida.* Presentation. National Association for Bilingual Education, Dallas, TX.

de Jong, E.J. (2016). *Critical Considerations in Advancing TESOL Teacher Education*. Panel. TESOL International Association, Baltimore, MD.

de Jong, E.J. (2015). *Multilingual Language Education: Righting Historic Wrongs, Adapting to Linguistic Realities*. Symposium. TESOL International Association, Toronto, Canada.

de Jong, E.J., & Naranjo, C. (2015). *Infusing ELL Expertise in Teacher Education*. The Limits of Accommodation. TESOL International Association, Toronto, Canada

de Jong, E.J., (2015), *Enacting academic language through lesson objectives in a two-way immersion classroom*. Association for Applied Linguistics (AAAL), Toronto, Canada.

Brisk, M.E., & de Jong, E.J. (2015). *Primary School Bilingual Education: Pedagogical Issues and Practice*. Association for Applied Linguistics (AAAL), Toronto, Canada.

de Jong, E.J. (2015). *International Perspectives on Teacher Preparation for Second Language Learners* (Discussant). American Educational Research Association (AERA), Chicago, Il.

de Jong, E.J. (2015) *Dual-Language Immersion Education* (Discussant). American Educational Research Association (AERA), Chicago, Il.

de Jong, E.J., & Sultan, T. (2015). *Preservice teachers’ conceptualizations of Teaching Mathematics to English Language Learners*. Symposium Paper presented at the American Educational Research Association (AERA), Chicago, Il.

de Jong, E.J., & Naranjo, C. (2015). *Infusing ELL Expertise in Teacher Education*. Paper presented at American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.

de Jong, E.J., & Barko Alva, K. (2014). *Academic Language in Theory, Policy, and Practice*. American Educational Research Association (AERA), Philadelphia, PA.

de Jong, E.J. (2014). *Disrupting the Prime Directive: English by Default*. (Symposium). Teachers of English to Speakers of Other Languages (TESOL), Portland, OR.

de Jong, E.J. (2014). *Academic Language in a Two-Way Program: Teacher Models and Students’ Practices*. Presented at the American Association of Applied Linguistics (AAAL), Portland, OR.

de Jong, E.J., (2013). [*Policy Discourses and U.S. Language in Education Policies*.](http://convention2.allacademic.com/one/aera/aera13/index.php?click_key=1&cmd=Multi+Search+Search+Load+Publication&publication_id=612340&PHPSESSID=8usetn2sdbosj2m67f1tbtnhk5) Paper presented at American Educational Research Association (AERA), San Francisco, CA.

Harper, C.A., de Jong, E.J., & Coady, M.R. (2013). [*The Invisibility of Language: ESOL-*](http://convention2.allacademic.com/one/aera/aera13/index.php?click_key=1&cmd=Multi+Search+Search+Load+Publication&publication_id=607425&PHPSESSID=8usetn2sdbosj2m67f1tbtnhk5)

[*Endorsed Mainstream Teachers’ Beliefs About Language Learning and Their Roles as Teachers of ELLs*.](http://convention2.allacademic.com/one/aera/aera13/index.php?click_key=1&cmd=Multi+Search+Search+Load+Publication&publication_id=607425&PHPSESSID=8usetn2sdbosj2m67f1tbtnhk5) Paper presented at American Educational Research Association (AERA), San Francisco, CA.

de Jong, E.J., Coady, M., & Harper, C.A. (2013). [*Does Teacher Preparation for ELLs Matter? Examining the Relationship Between Teacher Preparation and ELL Achievement*.](http://convention2.allacademic.com/one/aera/aera13/index.php?click_key=1&cmd=Multi+Search+Search+Load+Publication&publication_id=613253&PHPSESSID=8usetn2sdbosj2m67f1tbtnhk5) Paper presented at American Educational Research Association (AERA), San Francisco, CA.

de Jong, E.J. (2013). *Teachers’ construction of academic language in a dual language program*. Presented at the American Association of Applied Linguistics (AAAL), Dallas, TX.

de Jong, E.J. (2013). *Academic language in dual language programs*. Presented at the Teachers of English to Speakers of Other Languages (TESOL), Dallas, TX.

de Jong, E.J. Coady. M., & Harper, C.A. (2012). *Project DELTA: Developing English langue and literacy through teacher achievement*. Panel presentation, American Association of Teacher Educators (AACTE), Chicago, Illinois.

Coady, M., de Jong, E. J. & Harper, C. (2012). *Preparing teachers of English language learners in the 21st century: What matters?* Paper presented at the 14th Annual International Conference: Athens Institute for Education and Research (ATINER). Athens, Greece.

Coady, M., Harper, C., de Jong, E.J., with \*Jo, A. and \*Qi, Y. (2011). *Effects of ESOL-Infused teacher preparation on elementary teachers’ instructional practices*. Paper presented at American Educational Research Association (AERA), New Orleans, Louisiana.

de Jong, E.J. (2011). *Teaching in linguistically heterogeneous classrooms: Scaffolding native/non-native speaker participation in pair work*. Poster session, American Educational Research Association (AERA), New Orleans, Louisiana.

**International and National Presentations: Invited**

De Oliveira, L., Borai, D., de Jong, E.J., & Curtis, A. (2021) *Diversity and Leadership: Trajectories from Four TESOL Past Presidents*. TESOL International Association (virtual conference).

de Jong, E.J. (2020, Keynote). *Why a multilingual stance matters for all learners*. VicTESOL, Victoria, Australia.

de Jong, E.J., & Hellman. A. (2020). Addressing designated ELD. EL-SCASS conference (virtual)

de Jong, E.J. (2019) *English Language Teaching in a Multilingual World*. 3rd English Language Teaching Congress, Huatar Northern Region, Costa Rica.

de Jong, E.J. (2019). *Preparing Mainstream Teachers for ELLs through Infusion: Does it Work?* Symposium on Supporting Teachers to Work With Culturally, Linguistically, and Racially Diverse Students, Families and Communities, University of British Columbia, Vancouver, Canada.

de Jong, E.J. (2019). *Preparing All Teachers for ELLs*. Council of Chief States School Officers (CCSSO)- ELL Group. Orlando, Florida.

de Jong, E.J. (2019). *Florida: Trends and Issues*. Council of Chief States School Officers (CCSS) – ELL Group. Orlando, Florida.

de Jong, E.J. (2019). TESOL at AERA, Featured Panel, AERA, Toronto, Canada.

de Jong, E.J. (2019). AERA at TESOL, Invited Panel, TESOL International Convention and Expo, Seattle, Washington.

de Jong, E.J. (2018, Keynote).*TESOL as Nexus: Strategies for the Future.* TESOL International Convention and Expo, Chicago, IL.

de Jong, E.J. (2018, Keynote), EAL Expertise and Taking a Multilingual Stance, ACTA Conference, Adelaide, Australia.

de Jong, E.J. (2018, Keynote), *Trends and Issues: Transforming our Practice*. CLIL Conference, Chia, Colombia.

de Jong, E.J. (2018, Keynote), *Teachers and language decision making: Agency and Empowerment*. URUTESOL, Montevideo, Uruguay.

de Jong, E.J. (2018, Keynote), *ELT in the 21st century*. URUTESOL, Montevideo, Uruguay

de Jong, E.J. (2018, Keynote), *Global Trends and Local Practice: Complexities and Diversity in ELT.* Lima, Peru*.*

de Jong, E.J. (2018, Workshop), *Critical Thinking: English Language Learning Through Questioning*, Lima, Peru.

de Jong, E.J. (2017, Keynote), *The Old, the Familiar, and the New: Lifelong Learning and Language Teachers*, MEXTESOL, Leon, México.

de Jong, E.J. (2016; Keynote). *Quality Bilingual Programs: Building Systems that Work*. Illinois Bilingual Directors Conference, Chicago, IL.

de Jong, E.J. (2014, Keynote). *Teachers and Multilingual Learners*. Australia TESOL, Melbourne, Australia.

de Jong, E.J. (2014; Keynote). *Is it Just Good Teaching? Professionalism and ELT*. 5th International Seminar on the Professional Development of Foreign Language Teachers Medillín, Colombia.

de Jong, E.J. (2014; Keynote). *Back to our Roots: Equity in Dual Language Education Today*. Association of Two-Way and Dual Language Education, Sacramento, CA.

de Jong, E.J. (2014, Keynote). *Teachers and Multilingual Learners*. Australia TESOL, Melbourne, Australia.

de Jong, E.J. (2014; Keynote). *Is it Just Good Teaching? Professionalism and ELT*. 5th International Seminar on the Professional Development of Foreign Language Teachers Medillín, Colombia.

de Jong, E.J. (2013, Keynote). *Coming of Age in Two-Way Immersion: Models, Principles, and Practice.* Association of Two-Way and Dual Language Education, San Diego, CA.

de Jong, E.J. (2013). *Program design and Two-Way Immersion Programs*. Research Symposium. Association of Two-Way and Dual Language Education, San Diego, CA.

de Jong, E.J. (2013, Plenary). *The Role of Multilingualism in Language Teacher Education*. 8th International Conference on Language Teacher Education, Washington, DC.

de Jong, E.J. (2012, Keynote). *Contextualizing two-way immersion education*. CARLA Immersion Conference, St. Paul, Minnesota.

de Jong, E.J. (2012). *Principled decision-making for administrators in two-way immersion program*. Pre-Conference Workshop. CARLA Immersion Conference.

de Jong, E.J (2012*). Language Policy Appropriation: Teachers’ Perspectives on Policie*s. . (discussant). American Educational Research Association, Vancouver, Canada.

de Jong E.J. (2012). *Advocacy for pluralist discourses: Teachers as language decision makers*. Panel presentation, Teachers of English to Speakers of Other Languages (TESOL), Philadelphia, Pennsylvania.

de Jong, E.J. (2011). *Dual language programs in micro and macro perspectives: From pedagogy to school reform*. Discussant. Paper presented at AERA, New Orleans, Louisiana.

de Jong, E.J. (2011). *A view of Arizona’s structured English immersion: Offering access or creating barriers to education for English learners*. Discussant. Paper presented at AERA, New Orleans, Louisiana.

de Jong, E.J. (2011). *Peer interaction in a two-way immersion classroom*. National Association for Bilingual Education (NABE), New Orleans, Louisiana.

**State and Regional Presentations: Refereed**

de Jong, E.J., & Lee, Y. (2016). *Pre-service teachers’ experiences of their work with ELLs: What do they learn?* Sunshine State TESOL Conference. Palm Beach, FL.

de Jong, E.J., Li, S., & Ouzio, A. (2016) *How Institutions of Higher Education Fulfill the 45-hour ESOL Professional Development Requirement for Faculty Teaching ESOL-Infused Courses*. Sunshine State TESOL Conference, Palm Beach, FL.

Coady, M. R., de Jong, E.J., & Harper, C.A. (2012) *Examining Teacher Quality and Teacher Preparation for English Language Learners: the Use of Multiple Data Sources*. Presentation, SSTESOL, Orlando, Florida.

**State Presentations: Invited**

de Jong, E.J., Coulter, Z., & Tsai, M. (2021). *Two-Way Bilingual Education Programs and Sense of Belonging*, California Association of Bilingual Education (virtual conference).

de Jong, E.J. (2020). *(Re-)Envisioning TESOL through Equity.* Washington State TESOL conference (virtual conference).

de Jong, E.J. (2020, keynote). *The Florida Consent Decree: 30 years. From Equity to Equality (and back again?)*. Sunshine State TESOL (virtual conference).

de Jong, E.J. (2020, keynote). *Looking Back, Sideways, and Forward: TWBE for All*. Multistate Association for Bilingual Education (virtual conference).

de Jong, E.J. (2019, keynote). *Taking a Multilingual Stance: From Tolerance to Affirmation*. Colorado Association for Bilingual Education, Boulder, Colorado.

de Jong, E.J., (2019, keynote). *Principled Decision-Making in Linguistically Diverse Contexts*, Nevada TESOL conference, Henderson, NV.

de Jong, E.J., (2019) *From Inclusion to Inclusive Schooling for Emergent Bilinguals: Possibilities, Realities, and the Multilingual Imperative*. University of Texas, San Antonio, TX.

de Jong, E.J. (2019, Keynote). *Taking a Multilingual Stance: From Tolerance to Affirmation*. Florida Gulf Coast TESOL Conference, Fort Myers, Florida.

de Jong, E.J. (2019, Keynote). *Taking a Multilingual Stance: An Imperative for Policy and Practice.* Colorado Association for Bilingual Education, Boulder, Colorado.

de Jong, E.J. (2018, Keynote). *Taking a Multilingual Stance: Quality Education for ELLs*. Minnesota-TESOL, Minneapolis, Minnesota.

de Jong, E.J. (2017, Keynote), *Sustained Advocacy: Teachers as Language Policy Makers.* NYSTESOL, Melville, NY.

de Jong, E.J. (2017, Plenary), *Changing Times, Transforming Our Practice,* Southeast TESOL, Birmingham, AL*.*

de Jong, E.J. (2017). *From Inclusion to Inclusive Schooling: English Language Learners in the Mainstream Classroom.* Wisconsin Ideas in Education Lecture. University of Wisconsin, Madison, WI.

de Jong, E.J., (2013, Keynote). *Teachers as Language Decision-Makers*. Annual Bilingual Symposium, New York City, NY.

de Jong, E.J. (2012, Keynote). *From Models to Principles: Dual language in Practice*. San Antonio Association for Bilingual Education, San Antonia, Texas.

de Jong, E.J. (2012). Supporting student language through peer interaction. Presentation, San Antonio Association for Bilingual Education, San Antonia, Texas.

de Jong, E.J. (2012, Keynote). *Dual language in Practice: Beyond Models toward Principled Decision Making*. Massachusetts Association of Bilingual Education (MABE) conference, Providence, Rhode Island.

de Jong, E.J., (2011). *Dual language in context. A principled approach*. Presentation, La Cosecha, Albuquerque, New Mexico.

de Jong, E.J. (2011). ***Multilingualism in Schools from a Global Perspective*.** Institute on Multilingualism in Schooling and Learning: Contemporary Perspectives. **Fordham University, New York.**

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|  | **SERVICE TO THE PROFESSION** |
| 2019-2022 | Member, Board of Trustees, Center for Applied Linguistics |
| 2013-2014 | Chair-Elect, Diversity committee, TESOL International |
| 2011-2013 | Member, Diversity Committee, TESOL International |
| 2011-2013 | Member at large, SSTESOL Board |
| 2011-present | Proposal reviewer/Dual Language Strand coordinator SSTESOL Conference |
| 2011-2014 | Co-editor, SSTESOL Journal |
| 2011-2013 | Member, Editorial Board, Bilingual Research Journal |
| 2008- present | Proposal reviewer, AERA Bilingual SIG and Division K |
| 2007-present | Reviewer, Bilingual Research Journal |
| Fall 2008 | Invited Participant Dual Language Researcher Convocation, New Mexico |
| 2008-2011 | TESOL International Board of Directors, member |
| 2006-present | NCATE/TESOL Program Reviewer |
| Fall 2007 | Chair, Program Committee, NABE conference |
| 2007-present | Proposal reviewer, TESOL conference |
| 2005-2007 | Member, Nomination Committee, TESOL |
| Fall 2005,2013 | Proposal Reviewer, AAA conference (International) |
| Fall 2005 | Proposal Reviewer, 2nd Dual Language Conference, University of Connecticut (State) |
| Fall 2005 | Reviewer, TESOL Standards committee. Task: Provide feedback on the new preK-12 ESOL Performance Standards. |
| Summer 2005 -Fall 2005 | Reviewer, Florida Department of Education. Task: Review new items for ESOL teacher exam. |

**SERVICE TO UNIVERSITY**

### University

Member, AI Workforce Development Committee (2020-present)

Member, SEC Fellows Selection Committee (2019-present)

Member, Senate Compensation Committee (2016-2019)

### College

Secretary, Faculty Policy Council (2012-2013)

Member, Faculty Affairs Committee (2011-2012)

Member, Budgetary Affairs Committee (2008-2009)

Member, Ad-hoc Committee for Budgetary Affairs (2007-2008)

Member, Faculty Policy Council (2004 – 2006, Spring 2008)

Member, COE Scholarship Committee (2008-2009)

Member, Faculty and Budgetary Affairs Committee (2006-2007)

Chair, Ad-hoc Committee Promotion Guidelines Non-Tenure Faculty (2006-2008)

### Department

Director, ESOL Infusion (2011 – current)

Program (Co) Coordinator, Bilingual/ESOL Program (2008-2014)

Member, STL Advisory Committee (2011-2012)

Member, STL Academic Personnel Committee (2010-2011)

Chair, STL Academic Personnel Committee (2008-2009)

Chair, Search Committee for ESOL Lecturer (Spring 2004)

Member, UF Alliance Advisory Council (Spring 2003 - 2004)

Member, Search Committee for tenure-track ESOL Faculty (Spring 2003)

Chair, ESOL Infusion Committee (Fall 2002-Spring 2003; Spring 2005)