



1. Date: September 30, 2012

PERSONAL

2. Name: Mileidis Gort, Ed.D.
3. Home Phone: XXX
4. Office Phone: 305-284-5536
5. Home Address: XXX
6. Current Academic Rank: Associate Professor
7. Primary Department: Teaching and Learning
8. Secondary or Joint Appointments: N/A
9. Citizenship: USA
10. Visa Type (if non-citizen): N/A

HIGHER EDUCATION

11. Institutional (institution; degree; date conferred):

Boston University; Ed.D.; Developmental Studies: Literacy, Language, and Culture; May 2001

Boston College; Ed.M., Elementary Education, Urban Education; August 1995

Brown University; A.B.; Psychology; May 1994
12. Non-Institutional (description; dates): N/A

¹ University of Miami standard format

13. Certification, licensure (description; board or agency; dates):

Elementary Education Teaching Certification, Grades 1–6, Massachusetts
Department of Education; 1995

Bilingual Education Teaching Certification, Grades 1–6, Massachusetts Department
of Education; 1995

English as a Second Language Teaching Certification, Grades Pre K–9,
Massachusetts Department of Education; 1996

EXPERIENCE

14. Academic (institutions; rank/status; dates):

University of Miami, School of Education and Human Development
Associate Professor (tenured), June 2012 - Present
Assistant Professor, August 2006 – June 2012

University of Connecticut, Neag School of Education
Assistant Professor, August 2001 – August 2006
Coordinator, Bilingual Education Graduate Program, August 2004-August 2006

15. Non-Academic (employers; title; responsibilities; dates):

Boston University; School of Education; Fieldwork Supervisor; 1999-2001

Salem Public Schools; MA; Two-Way Immersion Education Teacher; 1999-2000

Boston University/LAB at Brown University; Research Assistant; *Portraits of
Success* Project; 1997-1999

Lawrence Public Schools; MA; Bilingual Education Teacher; 1995-1997

16. Military (branch; rank; responsibilities; dates): N/A

PUBLICATIONS²

17. Books published:

Bauer, E. B., & **Gort, M.** (Eds.) (2012). *Early biliteracy development: Exploring young
learners' use of their linguistic resources*. New York: Routledge.

² Student co-authors are also bolded.

Book chapters:

- Gort, M.** (2012). Evaluation and revision processes of emergent bilinguals. In E. B. Bauer & M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp. 90-110). New York: Routledge.
- Gort, M., & Bauer, E. B.** (2012). Holistic approaches to bilingual/biliteracy development, instruction, and research. In E. B. Bauer & M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp. 1-7). New York: Routledge.
- Bauer, E. B., & **Gort, M.** (2012). Reflections and directions for biliteracy research. In E. B. Bauer & M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp. 185-191). New York: Routledge.
- Gort, M., Glenn, W. J., & Settlage, J.** (2010). Toward culturally and linguistically responsive teacher education: The impact of a faculty learning community on two teacher educators. In T. Lucas (Ed.), *Preparing teachers for linguistically diverse classrooms: A resource for teacher educators* (pp. 178-194). New York: Routledge/Taylor & Francis.
- Gort, M.** (2008). Transdisciplinary approaches to bilingual student assessment: Creating authentic reflections of meaningful learning opportunities. In T. A. Osborn, D. M. Moss, & D. Kaufman (Eds.), *Interdisciplinary education in the age of assessment* (pp. 135-154). New York: Routledge.
- Castek, J., Leu, D. J., Coiro, J., Gort, M., Henry, L., & Lima, C. O.** (2007). Developing new literacies among multilingual learners in the elementary grades. In L. L. Parker (Ed.), *Technology-mediated learning environments for young English learners: Connections in and out of school* (pp. 111-153). New York: Routledge.
- Gort, M.** (2005). Bilingual education: Good for U.S.? In T. A. Osborn (Ed.), *Language and cultural diversity in U.S. schools: Democratic principles in action* (pp. 25-37). Westport, CT: Praeger.
- Gort, M.** (2003). Transdisciplinary approaches in the education of English language learners. In D. Kaufman, D. M. Moss, & T. A. Osborn (Eds.), *Beyond the boundaries: A transdisciplinary approach to learning and teaching* (pp. 117-130). Westport, CT: Bergin & Garvey.
- Gort, M.** (2000). Assessing culturally and linguistically diverse students' literacy. In J. Simmons, *You never asked me to read: Useful assessment of reading and writing problems* (pp. 162-180). Boston, MA: Allyn & Bacon.

18. Juried or refereed journal articles:

Gort, M., Pontier, R. W., & Sembiante, S. (*in press*). Function, type, and distribution of teacher questions in dual language preschool read alouds. *Bilingual Research Journal*.

Gort, M., & Pontier, R. W. (2012). Exploring bilingual pedagogies in dual language early childhood classrooms. *Language and Education* 27(2). doi: 10.1080/09500782.2012.697468

Gort, M. (2012). Codeswitching patterns in the writing-related talk of young emergent bilinguals. *Journal of Literacy Research*, 44 (1), 45-75.

Gort, M., & Glenn, W. J. (2010). Navigating tensions in the process of change: An English-educator's dilemma management in the revision and implementation of a diversity-infused methods course. *Research in the Teaching of English*, 45(1), 59-86.

Haas, E., & **Gort, M.** (2009). Demanding more: Legal standards and best practices for English language learners. *Bilingual Research Journal*, 32(2), 115-135.

Gort, M. (2008). "You give me idea!": Collaborative strides toward bilingualism and biliteracy in a two-way partial immersion program. *Multicultural Perspectives*, 10(4), 192-200. [Special Topics Issue: Language in Multicultural Settings]

Gort, M., de Jong, E. J., & Cobb, C. D. (2008). SEeIng through a bilingual lens: Structural and ideological contexts of sheltered English immersion in three Massachusetts districts. *Journal of Educational Research and Policy Studies* 8(2), 41-66. [Special Topics Issue: Bilingual Education]

Glenn, W. J., & **Gort, M.** (2008). Discomfort, deficiency, dedication: Pre-service teachers voice their ELL-related concerns. *English Leadership Quarterly* 30(3), 9-13. [Special Topics Issue: ELL and the English/Language Arts]

Gort, M. (2006). Strategic codeswitching, interliteracy, and other phenomena of emergent bilingual writing: Lessons from first-grade dual language classrooms. *Journal of Early Childhood Literacy*, 6(3), 323-354. [Special Topics Issue: Biliteracy]

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. [Special Topics Issue: Language Policy and Education]

19. Other works, publications and abstracts:

Encyclopedia articles

- Gort, M.** (2008). Bilingualism. In N. Salkind, (Ed.), *Encyclopedia of educational psychology* (Vol. 1, pp. 103-110). Thousand Oaks, CA: Sage Publications.
- Gort, M.** (2008). Biliteracy. In E. Provenzo, (Ed.) *Encyclopedia of the social and cultural foundations of education* (Vol. 1, pp. 71-73). Thousand Oaks, CA: Sage Publications.

Curricula & educational products

- Gort, M.** (2006). Literacy development of English language learners. In J. F. Savage, F. R. Johnson, B. G. Davis, M. Kuhn, C. A. Strickland, and M. Gort, *Phonics plus: Research-based reading instruction* (pp. 32-35). Cambridge, MA: Educators Publishing Service.
- Gort, M.** (2006). *Phonics plus A: Differentiated instruction guide for English language learners*. Cambridge, MA: Educators Publishing Service.
- Gort, M.** (2006). *Phonics plus B: Differentiated instruction guide for English language learners*. Cambridge, MA: Educators Publishing Service.
- Gort, M., & Zaccarese, L.** (1998). Putting ideas to work: Thematic unit: Quilts. In J. F. Savage, *Teaching reading and writing: Combining skills, strategies, and literature* (2nd edition) (pp. 277-278). Boston, MA: McGraw-Hill.

Conference proceedings

- Leu, D. J., Castek, J., Coiro, J., Gort, M., Henry, L., & Lima, C. O. (2005). Developing new literacies among multilingual learners in the elementary grades. *Proceedings of the Colloquium on Technology in Support of Second Language Learners: Issues and Prospects*. Menlo Park, CA. (available at: <http://www.ucop.edu/elltech/background.html>)
- Gort, M.** (2004). Writing processes of young bilinguals: Lessons learned from classroom-based research. *Proceedings of the First International Symposium on Bilingualism and Bilingual Education in Latin America*. Buenos Aires, Argentina. (available at: <http://www.essarp.org.ar/bilinglatam/ingles/gort.html>)

Book reviews

- Gort, M.** (2002). Review of *Lessons from High-Performing Hispanic Schools: Creating Learning Communities*. *Bilingual Research Journal*, 26 (1), 193-198.

Technical reports

Gort, M., & Homza, A. (2001). *Investigating a developmental assessment tool for bilingual writing: Final report.* Technical report prepared for the Office of Bilingual Education and Minority Languages Affairs. Washington, D.C.: USDOE.

20. Manuscripts Under Review or In Preparation:

Gort, M., & Sembiente, S. (under review). Knowledge construction in dual language early childhood classrooms: How teachers and peers support emergent bilingual children's participation in English- and Spanish-medium *Show-and-Tell* activities.

Gort, M., Sembiente, S., & Pontier, R. W. (under review). Scaffolding young emergent bilinguals' participation in Spanish and English shared storybook reading: An analysis of pattern of teacher questioning.

Avalos, M., Zisselsberger, M., & **Gort, M. (in preparation).** "Hey! Today I will tell you about the water cycle!": Variation of linguistic text features in third grade science explanation writing.

Gort, M., Pontier, R. W., & Bengochea, A. (in preparation). Exploring dual language preschool teachers' vocabulary scaffolding practices during Spanish and English read alouds.

Gort, M., & Sembiente, S. (in preparation). Structural features of child speech across Spanish- and English-medium preschool activities.

Gort, M., & Sembiente, S. (in preparation). Emergent bilingual children's early experiences with academic language across Spanish- and English-medium preschool activities.

Glenn, W. J., & **Gort, M. (in preparation).** Preservice English education teachers' developing abilities to support the needs of emergent bilingual learners.

Gort, M., Settlage, J., & Ceglie, R. (in preparation). Mediated language immersion as a form of trauma pedagogy.

PROFESSIONAL

21. Funded Research Performed (include all grants received in the last five years, identifying the principal investigator and the amounts and dates of the awards):

Gort, M. (2010-2014). Co-Investigator. Extending the cultural validity of the Adjustment Scales for Preschool Intervention (ASPI) for low-income, Latino children. (Rebecca Shearer, PI, University of Miami). Institute for Education Sciences (\$1.4M).

- Major responsibilities include consultation regarding teacher respondent literacy characteristics and qualitative analyses of the Expert Panel and Focus Group data.

Gort, M. (2010-2013). Co-Investigator. Language in math (Walter Secada, PI, University of Miami). Institute for Education Sciences (\$1.5M).

- Major responsibilities include overseeing the project's writing rubric development, scoring of writing samples, and establishing reliability/validity for the writing rubrics.

Gort, M. (2012-2013). Principal Investigator. A cross-age study of language and early literacy development among 3- and 4-year-old emergent bilinguals enrolled in a Spanish/English dual language preschool. Provost Research Award in Business and Social Sciences. University of Miami Office of Research (\$17,000).

Gort, M. (2010). Principal Investigator. Emergent bilingual children's language use and early literacy applications in two languages in a dual language preschool. Provost Research Award in Business and Social Sciences. University of Miami Office of Research (\$16,769).

Gort, M. (2009). Principal Investigator. Early literacy development and language use in a dual language preschool. Provost Research Award in Business and Social Sciences. University of Miami Office of Research (\$10,500).

Gort, M. (2009). Principal Investigator. Early literacy development and language use in a dual language preschool. Research support provided by Dunsbaugh-Dalton Community and Educational Well-Being Research Center, University of Miami School of Education (\$6,500).

Gort, M. (2007). Principal Investigator. Cross-linguistic language and literacy development of young bilingual children in a dual language context. James McLamore Summer Award in Business and Social Sciences. University of Miami Office of Research (\$9,300).

Gort, M. (2005-2006). Principal Investigator. Supporting mainstream teachers around issues of linguistic and cultural diversity during the induction years. Teachers for a New Era Faculty Research Award, Carnegie Foundation. University of Connecticut Neag School of Education (\$8,000).

Gort, M. (2005-2006). Principal Investigator. Infusing issues of language and cultural diversity into the pre-service teacher education curriculum. Teachers for a New Era Faculty Research Award, Carnegie Foundation. University of Connecticut Neag School of Education (\$2,000).

Gort, M. (2002-2007). Principal Investigator. Teaching excellence for all Connecticut education personnel (University of Connecticut). Title III: National Professional Development Program. USDOE, Office of English Language Acquisition (\$1.3M).

Gort, M. (1999-2001). Co-Principal Investigator. Investigating a developmental assessment tool for bilingual writing (Salem Public Schools, Salem, Massachusetts). Title VII: Field-Initiated Research Grant Program. USDOE, Office of Bilingual Education and Minority Language Affairs (\$67,800).

Proposals Under Review:

Gort, M. (*under review*). Principal Investigator. Writing for English language learners (WELLs): Exploring instruction and outcomes (with E. Howard, University of Connecticut; L. Caswell, Abt. Associates; Co-PIs). Institute for Education Sciences (\$1.2M, 3 years).

22. Editorial responsibilities:

Editorships

Co-Editor, *Journal of Literacy Research* (Jan. 2007-August 2009)

- Editor: Multilingual and Multicultural Settings (MMS) Section
- Independent right of acceptance [for MMS section]
- Vols. 40 (1); (2); (3); (4); 41 (1); (2); (3); (4)

Editorial Service: Professional Journals

Bilingual Research Journal (2007-Present)

Early Childhood Research Quarterly (2009-Present)

Educational Policy (2008-Present)

Journal of Literacy Research (2004-2006; 2011-Present)

Language and Education (2010-Present)

Reading Research Quarterly (2001-2004)

Teacher Education Quarterly (2011-Present)

National Association for Bilingual Education Journal of Research & Practice (2012-Present)

Review of Research in Education (Invited Expert Reviewer, Vol. 37, 2012)

Reviewer: Textbooks

Wright, W. (2010). *Foundations for teaching English language learners: Research, theory, policy, and practice*. Philadelphia, PA: Carlson Publishing.

Nessel, D. D., & Dixon, C. N. (2008). *Using the language experience approach with English language learners: Strategies for engaging students and developing literacy*. Thousand Oaks, CA: Corwin Press.

Faltis, C. J., & Coulter, C. (2007). *Teaching English learners and immigrant students in secondary school*. Upper Saddle River, NJ: Merrill/Pearson.

Lessow-Hurley, J. (2000). *The foundations of dual-language instruction (3rd edition)*. New York: Longman.

Reviewer: Conference Proposals

American Educational Research Association (2003-Present)
Literacy Research Association/National Reading Conference (2003-Present)
National Association for Bilingual Education (2006-2009)
Teachers of English to Speakers of Other Languages (2003-2006)
American Association of Applied Linguistics (2005)

Conference Discussant

American Educational Research Association (2008)

23. Professional and Honorary Organizations (member; officer; date):

Memberships

American Association for Applied Linguistics (*member since 2000*)
American Educational Research Association (*member since 1997*)
International Association for the Study of Child Language (*member since 2009*)
International Reading Association (*member since 2000*)
Literacy Research Association (*member since 1997*)
Society for Research in Child Development (*member since 2009*)
Teachers of English to Speakers of Other Languages (*member since 1998*)

Elected Office Held

Program Chair/Chair-Elect, American Education Research Association (2012-2014)
Bilingual Research Special Interest Group

Program Co-Chair, National Reading Conference (2004, 2005, 2006)
Area 8: Literacy Learning and Practice in Multilingual & Multicultural Settings

24. Honors and Awards:

National Reading Conference, *Diversity Committee Award for Promising Young Scholars* (2003)
National Reading Conference, *Multicultural Committee Award for Promising Young Scholars* (2002)
National Association for Bilingual Education, 2002 *Dissertation Award, 1st Place*

American Educational Research Association, Bilingual Research Special Interest Group,
2001 *Dissertation Award, 1st Place*
Boston University, *Ansin Intercultural Research Award* (2000)
USDOE, *Title VII Fellow*, Boston University (1998-2001)
Boston College, *Phi Delta Kappa* (1995)
Boston College, *L. G. Balfour Teaching Scholar Award* (1995)
Boston College, *Donovan Urban Teaching Scholar Award* (1995)

25. Post-Doctoral Fellowships: N/A

26. Other Professional Activities:

Peer-Reviewed/Refereed Scholarly Presentations: International

Gort, M. (2010, March). The role of codeswitching in the development of emergent bilingual communicative competence and writing. Paper presented at the 11th biennial *University of Seville Conference on Applied Linguistics (ELIA)*, Seville, Spain.

Gort, M. (2009, April). The nature and effects of spontaneous peer interactions on the development of early bilingualism, biliteracy, and cross-cultural understanding. Paper presented at the 12th annual *International English Language Teaching Conference*, Bogota, Colombia.

Gort, M., & Glenn, W. (2009, January). ‘She still had broken English’: Preservice English education students’ emergent understanding and implementation of culturally- and linguistically-responsive pedagogy. Paper presented at the 7th annual *Hawaii International Conference on Education*, Honolulu, HI.

Gort, M. (2004, April). Strategic codeswitching, interliteracy, and other phenomena of bilingual writing: Lessons from classroom-based research. Paper presented at the *First International Symposium on Bilingualism and Bilingual Education in Latin America*, Buenos Aires, Argentina.

Peer-Reviewed/Refereed Scholarly Presentations: National

Gort, M., & Bengochea, A. (*accepted*). Emergent bilingual children at play: Negotiation and meaning-making in dual language preschool classrooms. Paper to be presented at the 2012 meeting of the *Literacy Research Association*, San Diego, CA.

Bulotsky-Shearer, R. J., McDermott, P. A., **Gort, M.**, & López, M. L. (2012, June). Initial development of the Spanish form of the Adjustment Scale for Preschool Intervention (ASPI) for bilingual Spanish-speaking Head Start teachers. Paper presented at the *Head Start’s 11th National Research Conference*. Washington, DC.

- Gort, M., Pontier, R. W., & Bengochea, A.** (2012, April). The word-focused, scaffolding practices of a dual language preschool teacher during Spanish and English read alouds. Paper presented at the 2012 meeting of the *American Educational Research Association*, Vancouver, Canada.
- Gort, M., Pontier, R. W., & Sembiente, S.** (2011, November). Function, type, and prevalence of teacher questions in parallel dual language preschool read aloud activities: Expanding access, knowledge and participation for emergent bilingual learners. Paper presented at the 2011 meeting of the *Literacy Research Association*, Jacksonville, FL.
- Gort, M., Sembiente, S., & Pontier, R. W.** (2011, November). Scaffolding emergent bilinguals' participation in Spanish and English shared storybook reading: An analysis of pattern of teacher questioning. Paper presented at the 2011 meeting of the *Literacy Research Association*, Jacksonville, FL.
- Avalos, M., Zisselsberger, M., & **Gort, M.** (2011, November). "Hey! Today I will tell you about the water cycle!": Variation of linguistic text features in third grade science explanation writing. Paper presented at the 2011 meeting of the *Literacy Research Association*, Jacksonville, FL.
- Gort, M., Sembiente, S., Pontier, R. W., & Delgado Ríos, M.** (2011, April). Structural features of child and teacher speech across Spanish and English preschool language subcontexts. Paper presented at the 2011 meeting of the *American Educational Research Association*, New Orleans, LA.
- Gort, M., Pontier, R. W., & Sembiente, S.** (2011, April). Exploring bilingual pedagogies in dual language early childhood classrooms. Paper presented at the 2011 meeting of the *American Educational Research Association*, New Orleans, LA.
- Settlage, J., **Gort, M.**, & Ceglie, R. J. (2010, April). Decentering preservice teacher identities and ideologies: Mediated language immersion as a form of trauma pedagogy. Paper presented at the 2010 meeting of the *American Educational Research Association*, Denver, CO.
- Gort, M.**, & Glenn, W. (2008, December). Effects of an ELL-infused methods course on preservice secondary English teachers' lesson planning, unit development, and implementation of effective ELL pedagogy. Paper presented at the 2008 meeting of the *National Reading Conference*, Orlando, FL.
- Manyak, P., & **Gort, M.** (2008, December). Spanish-English developmental biliteracy: Societal and classroom contexts. Paper presented at the 2008 meeting of the *National Reading Conference*, Orlando, FL.

- Gort, M.,** Glenn, W. J., & Settlage, J. (2008, April). The evolution of a faculty development initiative toward culturally- and linguistically-responsive teacher education and its impact on two participants' professional development, practice, and curriculum reform efforts. Paper presented at the 2008 meeting of the *International TESOL Association*, New York, NY.
- Manyak, P., & **Gort, M.** (2007, November). Spanish-English developmental biliteracy: A critical synthesis. Paper presented at the 2007 meeting of the *National Reading Conference*, Austin, TX.
- Gort, M.,** Glenn, W. J., & Settlage, J. (2007, April). Teacher educators and their efforts to self-improve in the area of linguistic and cultural diversity: Al andar se hace camino. Paper presented at the 2007 meeting of the *American Educational Research Association*, Chicago, IL.
- Bell, C. A., **Gort, M.,** & Irizarry, J. G. (2007, April). "I'm teaching, but they're not learning": Intersections of pedagogy, disposition, and culture. Paper presented at the 2007 meeting of the *American Educational Research Association*, Chicago, IL.
- Gort, M.,** & Glenn, W. J. (2006, December). Faculty education for change: Infusing issues of cultural and linguistic diversity in the mainstream teacher education curriculum through a collaborative faculty study group. Paper presented at the 2006 meeting of the *National Reading Conference*, Los Angeles, CA.
- Gort, M.** (2006, April). Opportunities and challenges to biliteracy development within a dual language program in an English-only state. Paper presented at the 2006 meeting of the *American Educational Research Association*, San Francisco, CA.
- Gort, M.,** Cobb, C. D., & de Jong, E. J. (2006, April). From policy to practice: The structural and ideological context of Sheltered English Immersion in Massachusetts. Paper presented at the 2006 meeting of the *American Educational Research Association*, San Francisco, CA.
- Cobb, C. D., **Gort, M.,** & de Jong, E. J. (2005, April). The role of ideology in policy-making: Bilingual philosophies in an English-only era. Paper presented at the 2005 meeting of the *American Educational Research Association*, Montreal, Canada.
- Gort, M.** (2004, April). "Maybe you should put in a few more ideas": Evaluation and revision processes of emergent bilingual writers. Paper presented at the 2004 meeting of the *American Educational Research Association*, San Diego, CA.
- Gort, M.** (2003, December). Revising strategies of young bilingual writers. Paper presented at the 2003 meeting of the *National Reading Conference*, Scottsdale, AZ.

- Gort, M.** (2002, December). On the threshold of biliteracy: Bilingual writing processes of young, developing bilinguals. Paper presented at the 2002 meeting of the *National Reading Conference*, Miami, FL.
- Gort, M.** (2002, April). A preliminary model of bilingual writing development for Spanish-dominant and English-dominant students: Portraits from dual-language classrooms. Paper presented at the 2002 meeting of the *American Educational Research Association*, New Orleans, LA. (ERIC Document 475741)
- Gort, M.** (2002, April). Biliteracy development in a dual language program. Paper presented at the 2002 meeting of the *International TESOL Association*, Salt Lake City, UT.
- Gort, M.** (2002, March). Bilingual writing processes of English- and Spanish-dominant first-graders in a Two-Way bilingual program. Paper presented at the 2002 meeting of the *National Association for Bilingual Education*, Philadelphia, PA.
- Gort, M.** (2001, April). Profiles of young bilingual writers in a Two-Way program. Poster presented at the 2001 meeting of the *American Educational Research Association*, Seattle, WA.
- Gort, M., & Homza, A.** (2001, February). Investigating a developmental assessment tool for bilingual writing: Preliminary findings. Paper presented at the 2001 meeting of the *National Association for Bilingual Education*, Phoenix, AZ.

Invited Addresses, Scholarly Presentations, Workshops, and Media Programs

- Gort, M.** (2012, August). Integrating two languages in the classroom to support emergent bilingual children's comprehension and engagement. Invited presentation. *South Florida Early Literacy Conference*, Miami, FL.
- Gort, M.** (2012, August). Literacy practices and language use of preschool-age, Latino emergent bilingual children. Invited presentation. *South Florida Early Literacy Conference*, Miami, FL.
- Gort, M., & Sembiente, S.** (2012, June). The influence of activity, language environment, and teacher practices on young, emergent bilingual children's development of academic language: A focus on descriptive discourse features in Spanish and English Show-and-Tell. Invited paper presented as part of featured symposium, "Case Studies of Dual Language Preschool Programs: Implementation and Evaluation" Symposium, *Head Start's 11th National Research Conference*, Washington, DC.
- Gort, M.** (2012, June). Case studies of dual language preschool programs. Invited research-to-practice presentation. *Head Start's 11th National Research Conference*, Washington, DC.

- Gort, M.** (2012, May). 'Bilingualism causes confusion' and other myths and misconceptions about bilingual acquisition in early childhood. Invited research presentation. *Mailman Center for Child Development, Miller School of Medicine, University of Miami*, Coral Gables, FL.
- Gort, M., & Sembiante, S.** (2012, April). Knowledge distribution in a dual language preschool: Emergent bilingual children's development of descriptive language patterns. Invited paper presented as part of Inaugural Presidential Roundtable Session: Early Career Scholar and Graduate Student Collaborations. 2012 meeting of the *American Educational Research Association*, Vancouver, British Columbia, Canada.
- Gort, M.** (2012, February). Dual language development in early childhood. Invited address. *Sesame Workshop: Hispanic Heritage Seminar*, New York, NY.
- Gort, M.** (2012, February). Key principles of dual language learning in early childhood. Invited keynote address. *HighScope Regional Conference*, Miami, FL.
- Gort, M.** (2012, February). Purposeful and effective uses of codeswitching in the preschool dual language classroom. Invited research presentation. *HighScope Regional Conference*, Miami, FL.
- Gort, M.** (2011, September). *Early care and education: A guide for parents* Live Call-In Television Program, WPBT-Channel 2, Miami, FL. Available at: <http://video.wpbt2.org/video/2120876612>
- Gort, M.** (2011, May). A conversation about raising bilingual children: The latest research and practice around dual language learners. Featured panelist. *Institute of Education Sciences Seminar Series*. Sponsored by the *United Way of Miami, Institute for Education Sciences, and University of Miami Department of Psychology*. University of Miami, Coral Gables, FL.
- Gort, M.** (2010: September, November; 2011: January, March, September; 2012: January). Essential understandings and strategies for supporting dual language and literacy development in early childhood. Preschool teacher workshops (in Spanish and English), Sponsored by *United Way Center for Excellence in Early Childhood Education, The Children's Trust, Quality Counts, and The Early Learning Coalition of Miami-Dade/Monroe*.
- Gort, M.** (2009, December). Raising bilingual children. Parent workshops (in Spanish and English). Sponsored by *United Way Center for Excellence in Early Childhood Education, The Children's Trust, Quality Counts, and The Early Learning Coalition of Miami-Dade/Monroe*.

- Gort, M.** (2009, October). Essential strategies for dual language development in early childhood. Invited address and featured panelist. Fall meeting of the *National Bounce Learning Network*, Miami, FL.
- Gort, M.** (2009, June). The role of (spontaneous) peer interactions in the development of early bilingualism and biliteracy. Invited address. Thirty-first annual *Sanibel Leadership Conference*, Sanibel Island, FL.
- Gort, M.** (2008, October). Bilingual writing development of emergent Spanish-English learners. Invited address and featured panelist. Third annual *National Superintendent's Forum*, Coconut Grove, FL.
- Gort, M.** (2008, January). Engaging faculty in a re-visioning of teacher education around ELL education. Invited research presentation. *School of Education Faculty Colloquia Series*, University of Miami, Coral Gables, FL.
- Gort, M.** (2006, March). The writing process of bilingual learners: How “errors” can inform writing instruction. Invited address. 2006 meeting of the *Massachusetts Associations for Bilingual Education & Teachers of Speakers of Other Languages*, Leominster, MA.
- Gort, M., & Castek, J.** (2005, December). Developing new literacies among multilingual learners in grades K-12: Globalized principles and classroom applications. Invited paper presented at 2005 meeting of the *National Reading Conference*, Miami, FL.
- Gort, M.** (2005, April). Developing bilingual literacy in the midst of English-only policies: Opportunities and challenges. Invited paper presented at 2005 meeting of the *American Educational Research Association*, Montreal, Quebec, Canada.
- Leu, D. J., **Castek, J., Coiro, J., Gort, M., Henry, L., & Lima, C.** (2005, February). Developing new literacies among multilingual learners in the elementary grades. Invited paper presented at *Colloquium on Technology in Support of Second Language Learners: Issues and Prospects*. Menlo Park, CA.
- Gort, M.** (2005, February). Strategic codeswitching, interliteracy, and other phenomena of bilingual writing: Lessons from classroom-based research. Invited research presentation. *Communication Disorders Research Colloquium Series*. Department of Communications Sciences, University of Connecticut.
- Gort, M.** (2004, November). Effects of current policies on the education of English language learners. Invited address. *First Annual Conference on Leadership in Bilingual Education*, University of Connecticut, Storrs, CT.

- Gort, M.** (2004, November). Response to keynote address: How to close the academic achievement gap for linguistically and culturally diverse learners. Featured panelist. *First Annual Conference on Leadership in Bilingual Education*, University of Connecticut, Storrs, CT.
- Gort, M.** (2003, December). Writing in two languages: Lessons learned from classroom-based research. Invited paper presented at 2003 meeting of the *National Reading Conference*, Scottsdale, AZ.
- Gort, M.** (2003, July). Supporting the English language learner. In *Teaching Reading K-2 Video Workshop Series*, Boston, MA: WGBH/Annenberg-CPB. (available at: <http://www.learner.org/channel/workshops/readingk2/session2/index.html>)
- Gort, M.** (2002, July). Writing in a dual language program. Invited address. Salem State College, Salem, MA.
- Gort, M.** (2000, March). Bilingual writing and assessment: Informing instruction and beyond. Featured panelist. 2000 meeting of the *Massachusetts Association for Bilingual Education*, Leominster, MA.
- Gort, M., & de Jong, E. J.** (1998, November). Teacher research: Forming a plan. Invited workshop. *Advanced Two-Way Conference on Literacy and Assessment*, Salem, MA.

TEACHING

27. Teaching Awards Received: N/A
28. Teaching Specialization (Note briefly courses taught, new courses developed, innovative or experimental teaching etc.)

University of Miami:

Courses Taught:

- TAL 203: Children's Literature (UG: 3 credits) – Spring 2008 (15 students); Spring 2010 (13 students); Spring 2012 (20 students)
- TAL 308: Language Development for Linguistically and Culturally Diverse Children (UG: 3 credits) – Fall 2009 (10 students); Spring 2010 (19 students); Fall 2010 (3 students); Spring 2011 (11 students); Fall 2011 (16 students)
- TAL 428: ESOL Curriculum, Materials, and Methods (UG: 3 credits) - Fall 2006 (16 students); Spring 2007 (15 students); Fall 2007 (8 students); Spring 2008 (26 students); Fall 2012 (10 students)
- TAL 470: Associate Teaching in Elementary School (UG: 9 credits) – Spring 2009 (7 students); Spring 2011 (8 students); Spring 2012 (5 students)
- TAL 506: Issues and Strategies for ESOL (UG: 3 credits) – Fall 2008 (15 students); Fall 2009 (10 students)

TAL 528: ESOL Curriculum, Materials, and Methods (G: 3 credits) - Fall 2006 (2 students); Spring 2007 (22 students)
TAL 550: Language and Early Reading Instruction (G: 3 credits) – Fall 2008 (22 students)
TAL 625: Literature for Children and Adults (G: 3 credits) – Spring 2008 (8 students)
TAL 722 (formerly TAL 725): Theory and Research in Writing (G: 3 credits) – Spring 2009 (4 students); Fall 2011 (3 students)
TAL 794: Advanced Independent Study for Doctoral Students (G: 3 credits) – Fall 2009 (1 student)

Courses Developed:

TAL 308: Language Development for Linguistically and Culturally Diverse Children (UG); TAL 508: Language Development for Linguistically and Culturally Diverse Children (G); TAL 722 (formerly TAL 725: Theory and Research in Writing (G)

University of Connecticut:

Courses Taught:

Bi/literacy Development for Bilingual Learners (G) - Fall 2002, 2004, 2005
Assessing Literacy and Language of Bilingual Learners (G) - Fall 2001, Summer 2002, Spring 2005, 2006
Bilingualism and Language Acquisition (G) - Spring 2002, 2004
Foundations of Bilingualism and Bilingual Education (G) - Spring 2002, Fall 2002
Teacher as Researcher/Teacher as Leader (G) - Fall 2003, Spring 2004

Courses Developed:

Language Diversity and Literacy (G)
Sheltered English Instruction Approaches for English Language Learners (G)
Special Topics in Bilingual Education – Spanish for General Education Teachers (G)

Salem State College, MA:

Literacy Development for Bilingual Students (G) - Summer 2001

University of Massachusetts – Boston:

First and Second Language Acquisition (G) - Fall 2000

Boston University:

Introduction to Bilingualism and Bilingual Education (UG) - Spring 2000

29. Thesis and Dissertation Advising/Post-doctoral student supervision (chairman or committee member; topic; student name; date):

MA Theses

<u>Role</u>	<u>Topic</u>	<u>Student Name</u>	<u>Completion Date</u>
Committee Member	<i>Expectations of school and science by bilingual children and their parents</i>	Carolina Artacho Guerra (University of Connecticut, Curriculum & Instruction)	5/07

PhD Dissertations

Role	Topic	Student Name	Completion Date
Committee Member	<i>The word and the world: Exploring world views of monolingual and bilingual Chinese through the use of proverbs</i>	Ma Li (Univ. of Miami, Teaching & Learning)	5/11
Committee Member	<i>English Reading/Language Arts instruction in first grade classrooms serving English language learners: A cross-analysis of instructional practices and student engagement</i>	Maribel Mora (Univ. of Miami, Teaching & Learning)	5/09
Committee Member	<i>An examination of classroom instruction that integrates the new literacies of online reading comprehension</i>	Jill Castek (Univ. of Connecticut, Educational Psychology)	12/08

PhD Advising

Sabrina Sembiente (Chair, Advisory & Dissertation Committees, 2009 – present)
 Ryan Pointer (Chair, Advisory Committee, 2009 – present)
 Alain Bengochea (Member, Advisory Committee, 2009 – present)
 Kristen Doorn (Member, Advisory Committee, 2009 – present)

SERVICE

30. University Committee and Administrative Responsibilities:

University of Miami:

Department (Teaching and Learning):

Professor in Residence – Sunset Elementary School: 2010–Present; Kensington Park Elementary School: 2009
 Coordinator, Language & Literacy Learning in Multilingual Contexts PhD Program: 2012–Present
 Project INCLUDE Core Faculty: Fall 2011–Present
 Elementary Programs Committee: 2006–Present
 Doctoral Program Review Committee: 2006–2007 (*redesigned TAL Comprehensive Examination format and guidelines, with B. Elbaum*)

School of Education and Human Development:

School Council, TAL Representative (Elected Position): 2007–2011
Undergraduate Education Curriculum Committee, TAL Representative: 2008–Present
Faculty Search Committee, Director of Training, Counseling Psychology Program,
Department of Educational and Psychological Studies: 2012

University:

Graduate Faculty: 2006–Present
Graduate Council, SOEHD Representative (Elected Position): 2012 – 2014
PhD Qualifying Committee Member (Janna Fuccillo, Psychology): 2008–2009
Undergraduate Honors Thesis Committee Member (Isabela Montalvo, Modern
Languages and Literatures): 2012–present

University of Connecticut:

Department (Curriculum and Instruction):

Coordinator, Bilingual Education Programs: 2004–2006
Chairperson, C&I Dissertation Proposal Review Committee: 2004–2006
Chairperson, Bilingual/Bicultural Field of Study Committee: 2001–2006
Graduate Admissions Committee: 2001–2006
PhD Programs Review Committee: 2005–2006
Co-Chair, Faculty Search Committee – Bilingual Education: 2004–2005
Faculty Search Committee – Literacy Education: 2003–2004

Neag School of Education:

Faculty Search Committee – Educational Leadership: 2005–2006
Faculty Search Committee – Adult Learning: 2004–2005
Co-Chair, Curricula and Courses Committee: 2002–2003
Liaison, Honors Program: 2002–2003
Advisory Council, Office of Research: 2001–2003

University:

Co-Chair, “Leadership in Bilingual Education” Annual Conference: 2004; 2005
Advisory Board, Center for Collaborative Learning, TNE Project: 2005–2006
Curriculum Reform Team, Teachers for a New Era (TNE) Project: 2004–2005
EDCI Department Representative, Graduate Faculty Council: 2003–2006
Research Associate, Institute of Puerto Rican and Latino Studies: 2001–2006

31. Community Activities:

Media

Nationally Recognized Expert on Bilingual Education

- *Education Week* article, “Advice from Miami-Dade Educators: Embrace Diversity” (June 7, 2012). Available at:
<http://www.edweek.org/ew/articles/2012/06/07/34districts.h31.html?r=86790686>
- *South Florida Sun Sentinel* article, “More South Florida Parents Choosing Bilingual Education for their Children” (May 27, 2008)

Elected/Invited Boards

National Advisor, Sesame Workshop, New York, NY (January 2012 – present)

Advisory Board, United Way Center for Excellence in Early Childhood Education, Miami, FL (2009 – present)

Board of Directors (elected office), SEED (Sunset Elementary Enrichment Drive), Sunset Elementary School, Miami, FL (August 2011 – present)

University of Miami School of Education Liaison (invited), Spanish International Parents Association (SIPA), International Studies Magnet Programs, Miami-Dade County Public Schools, Miami, FL (2010 – 2011)