

I. Personal Information:

- Full Name: Dr. Kate Mastruserio Reynolds
- Academic Title: Professor of TESOL/ Bilingual Education & Literacy
- Department: Education, Development, Teaching, and Learning (EDTL)
- Contact Information:
 - Email: kate.reynolds@cwu.edu
 - Phone: +1 509-963-2258
 - Office Location: Black Hall, room 204-08

II. Professional Overview: Provide a brief overview of your academic and professional background.

Dr. Kate Mastruserio Reynolds is a Professor of TESOL/Literacy at Central Washington University. A licensed K-12 educator, she has taught teachers in several countries and multilingual learners of English in public-school districts at elementary, middle schools and universities in various contexts. Dr. Reynolds' publications include Introduction to TESOL: Becoming a Language Teaching Professional and Research Methods in Language Teaching and Learning: A Practical Guide. Currently, she serves on the TESOL International Association's Board of Directors (2022-2025).

III. Academic Achievements: Highlight your educational achievements, including degrees earned, institutions attended, and any honors or awards.

- Doctor of Education in Teaching English to Speakers of Other Languages (TESOL)/ Literacy, University of Cincinnati, Ohio (2000).
- Licensed English language teacher with 25 years + of teaching language and teacher education experience
- Fulbright Scholar, Ukraine (2007-08)
- U.S. State Department English Language Specialist (Ukraine, Colombia, Egypt, Cameroon)
- TESOL International Association Board of Directors, member (2022-2025); Chairperson of TESOL International Association's Board Governance Committee
- Grant writer with over 40 grants awarded. Highest award \$1M
- Keynote/plenary speaker and presenter on content and language integrated instruction, SIOP, SDAIE, reading writing across the curriculum, literacy for multilingual learners of English, transformational leadership, task and project-based learning, and professional development

IV. Research Highlights: Summarize your key research interests, areas of expertise, and notable contributions to your field.

- Content and language integrated instruction and multilingual learner of English inclusion into general education courses
- Interaction in additional language acquisition, particularly in the general education classroom
- Teacher education in additional language theories and principles, instruction, and assessment
- Materials development for content and language integration

V. Professional Experience: Outline your professional experience, including academic appointments, administrative roles, and any relevant industry experience.

LEADERSHIP EXPERIENCE

2022-present English Language Learner Post-Baccalaureate Endorsement, Program Coordinator.

2022-present Bilingual Education/ Teaching English Language Learners (EDBL) Program Coordinator.

2017-2019 Chairperson of the Department of Education, Development, Teaching and Learning. Central Washington University (CWU).

Elementary Education major program, Program Coordinator

2015-2016 Director of the English Language Program/Special Assistant to the Director of the Global English Office, Virginia Commonwealth University.

2013-2015 Associate Director of Foundation Programs, Qatar University. Foundation Program is equivalent to a University College.

2011-2013 Co-coordinator for Project Development, Domestic Intercultural Immersion Experiences Programs, University of Wisconsin-Eau Claire.

2001-2010 TESOL/TEFL/Bilingual Education Programs Coordinator, University of Wisconsin-Eau Claire.

2001-2005 Coordinator of the University of Wisconsin-Eau Claire English Language Academy (ELA) Intensive English Program.

1999-2001 Assistant Coordinator of Foreign Language Certification and TESOL/Bilingual Education, Southern Connecticut State University, New Haven, CT.

TEACHING AND TESTING EXPERIENCE

2018-present Professor of TESOL and Literacy at Central Washington University, Ellensburg, WA, USA.

- TESOL/ Bilingual Education
 - o EDBL 401: Educating Linguistically Diverse Students (in-person, online, and hybrid)
 - o EDBL 430: Sheltered Content Instruction (in-person, online, and hybrid)
 - o EDBL 432: Second Language Acquisition for Educators (online and hybrid)
 - o EDBL 438: TESL Methods (in-person, online, and hybrid)
 - o EDBL 440: Development of Literacy for Linguistically Diverse Students (online)
 - o EDBL 505: Teaching in Linguistically Diverse Classrooms (online)
 - o EDBL 529: Methods of ESL: History, Theory and Methodology (online)
 - o EDBL 530: Sheltering I (online) (content and language integrated instruction methods)
 - o EDBL 531: Sheltering II (online) (assessment of social and academic language)
 - o EDBL 550: Development of Literacy with Linguistically Diverse Learners (online)
 - o ELEM 443: Mainstreaming ELLs (in-person)
- Literacy
 - o EDLT 331: Foundations in Literacy (in-person, online, and hybrid)
 - o EDLT 324: Literacy across the Curriculum (in-person)
 - o EDLT 414: Literacy for English Language Learners (in-person)
 - o EDLT 535: Literacy for Diverse Learners (in-person)
 - o EDLT 592C: Literacy for Diverse Learners Practicum (online)
- Elementary/ Middle School
 - o EDEL 320: Integrating the Arts in Elementary School (in-person)
 - o EDEL 477: Middle School Students and their Environment (in-person)
 - o ELEM 325: Integrated Arts in Elementary Classrooms (in-person)

2016-2017 Title III Grant Curriculum Designer, Missouri State University, Springfield, Missouri. I designed the teacher education curriculum and associated materials for the iELT-Ozarks Grant project. The curriculum is an online program for in-service teachers who will be acquiring an ESL endorsement.

2013-2016 National Council for Accreditation of Teacher Education (NCATE) / Council for the Accreditation of Educator Preparation (CAEP) Program Reviewer for TESOL licensure programs.

2013-2015 Professor in Teacher Education at Qatar University, Doha, Qatar.

2001-2015 Professor of TESOL and ESL/EFL at University of Wisconsin—Eau Claire, Wisconsin, USA. Taught 4-5 courses per term in ESL/EFL teacher preparation.

- ENGL 125: English Grammar and Usage (in-person)
- ES 320: Teacher Assisting Supervision (in-person)
- ES 408/608: Content-based ESL Methods (in-person)
- ES 405/605: TESOL Methods (in-person)
- ES 406/606 & ES 407/607: TESOL Practicum (in-person)

- ES 409/609: TEFL Methods (in-person)
- ES 411/611: Bilingual/Bicultural Content-Based Instruction and Curriculum Development (online)
- FLG 365: Special Topics in TESL/TEFL. Topics include Pedagogical Grammar, Psycholinguistics (in-person, online, and hybrid)
- FLG 375: Internship Experience (TEFL Practicum) (in-person)
- FLG 378/778: Second Language Acquisition Theory (in-person, online, and hybrid)
- FLG 395/595: Independent Studies Descriptive Linguistics, Literacy for Non-Literate ESL Adults, Grant Writing, Cultural Studies (in-person)
- FLG 400/600: Assessment of English Language Learners (in-person)
- EFL 103: Advanced Listening Comprehension (in-person)
- EFL 109: Advanced EFL Composition (in-person)
- ESL 215: Pronouncing American English (in-person)
- ESL 320: Business English (in-person)

2001-2015 Supervised and mentored 25+ Masters in Professional Development (MEPD), specialization TESOL projects and theses.

2011, August Prepared EFL teachers and academic coordinators of the Centro Colombo America Pereira and Manizales, Colombia in Task-Based Language Teaching for the U.S. State Department English Language Specialist program. Conducted workshops, consulted, analyzed curricula, texts, and support materials. Mentored staff and coordinators. Advised on teacher evaluation and program development.

2009-present Academic Coordinator with American Linguistics International and Via Lingua Peru. Designed and coordinated curriculum and assessment for the online teacher preparation and English-language programs as well as collaborating accreditation activities.

2008 Summer Taught 4th and 5th grade content-based ESL classes full-time in the Eau Claire Area School District Summer School Program from June to July, Eau Claire, Wisconsin.

2008 Summer Taught as an online EFL tutor for TalkBean.com to gain experience in teaching English as a second language via distance education.

2007- 2008 Served as a Fulbright Scholar to train EFL 1st and 2nd year Interpreters/Translators and teachers and translators/interpreters at the National Technical University “Kharkiv Polytechnic Institute” in Kharkiv, Ukraine. Courses taught: Methods and Materials for Teachers, American Culture, Oral Practice I and II for Translators/Interpreters.

2007, Summer Taught 4th and 5th grade content-based ESL classes full-time in the Eau Claire Area School District Summer School from June to August 2007, Eau Claire, Wisconsin. The theme was “Worlds of Exploration”.

2006 Taught 6th grade ESL Geography classes part-time in the Eau Claire Area School District from September to December 2006, Eau Claire, Wisconsin.

2001, Summer Director of Southern Connecticut State University's Study Abroad in Dijon, France Program.

1999-2001 Advised (38 students) and conducted field-supervision of Foreign Language certification student teachers in French, German and Italian, Southern Connecticut State University, New Haven, CT.

1999-2001 Advised 10 M.S. TESOL students and 6 Bilingual Education undergraduate students, Southern Connecticut State University, New Haven, CT.

1999- 2001 Assistant Professor in TESOL, Assistant Coordinator of TESOL, ESL, & Foreign Language Certification for Southern Connecticut State University, New Haven, CT.

- EDU 452: Student Teaching Supervision (in-person)
- EDU 453: Student Teaching Seminar (in-person)
- EDU 491: Foreign Language Theory & Methods (Secondary School) (in-person)
- FLA 096: Improving Pronunciation for Non-native Speakers of English (in-person)
- FLA 200: French III (in-person)
- FLA 510: TESOL: Theory to Practice (in-person)
- FLA 511: TESOL: Methods and Materials (in-person)
- FLA 511: TESOL: Methods and Materials (in-person)
- FLA 518: Content-Based Instruction for English Language Learners (in-person)
- FLA 521: Assessment of English Language Learners (in-person)

2000 Summer ESL Instructor for Harvard University's Intensive English Program, Cambridge, MA.

1999 Summer ESL Instructor for Harvard University's Intensive English Program, Cambridge, MA.

1996-1999 ESL/TESL Instructor for the University of Cincinnati, Ohio.

- Improving Pronunciation (in-person)
- Strategies for Academic Success (in-person)
- Speaking and Listening Skills I (in-person)
- Oral Presentation Skills (in-person)
- Academic Writing (in-person)
- Second Language Acquisition

VI. Publications: List a selection of your most significant publications, including books, articles, and conference papers.

Books

Reynolds, K. M., Mendoza Chirinos, G. M., Suarez, D., Effiong, O., & Kormpas, G. (Eds.) (2024, December). *Decentering advocacy in English language teaching: Global perspectives and local practices*. University of Michigan Press.

Reynolds, K. M., & Kuttig, K. (Eds.) (2024, July). *K-12 classroom research in language teaching and learning: Narratives for understanding and engaging in teacher research*. Taylor and Francis Publishing.

Trinh, E., Reynolds, K. M., & Coda, J. (Eds.) (2024, March). *Teaching pride forward: Building LGBTQ+ allyship in English language teaching*. TESOL Press.

Dikilitaş, K., & Reynolds, K.M. (Eds.) (2023). *Research methods in TESOL language teaching and learning*. Wiley.

Reynolds, K.M., Dikilitaş, K., & Close, S. (2022). *Introduction to TESOL: Becoming a language teaching professional*. Wiley.

Reynolds, K.M. (Associate Ed.). (2018). *The TESOL encyclopedia of English language teaching*, (1st edition), Volume V, Teaching Vocabulary. John Wiley & Sons, Inc.

Reynolds, K.M. (2015). *Approaches to inclusive English classrooms: A teacher's handbook for content-based instruction*. Multilingual Matters.

Articles

Reynolds, K.M. (forthcoming). Vocabulary development in a literacy curriculum (From elementary to older ELs): An action plan. In Eileen N. Whelan Ariza (Ed.), *Not Just for ESOL Teachers*, fourth edition (pp. TBD). Kendall Hunt.

Reynolds, K.M. (forthcoming). "There's no language in P.E." Why do I need to worry about language in a performance-oriented content class? In Luciana C. de Oliveira, Christine Coombe, and Abu Saleh Mohammad Rafi (Eds.), *Professional Learning and Development in Global Language Education Contexts*.

Reynolds, K.M. (2024). Pretending everything was fine: Serving as a female leader in uncertain territory. In Doaa Rashed and Debra Suarez (Eds.), *Reimagining Influence in TESOL: Deconstructing Female Leadership Identity* (pp. 57-78). Brill.
https://doi.org/10.1163/9789004702196_006

Reynolds, K.M. (2023). Transforming pre-service educators' preconceived ideas of teaching general education content through task-based hybrid instruction. In L. England, L.D. Kamhi-Stein, & G. Kormpas (Eds.), *English Language Teacher Education in Changing Times* (pp. 112-124). Taylor & Francis.

Reynolds, K.M., & O’Loughlin, J. (2018). Many ways to build a model: Content-Based ESL Instruction Models and Approaches in K-12. In Luciana C. de Oliveira (Ed.), *The Handbook of TESOL in K-12*. Wiley.

Reynolds, K.M. (2018). Vocabulary development in a literacy curriculum (From elementary to older ELs): An action plan. In Eileen N. Whelan Ariza (Ed.), *Not Just for ESOL Teachers*, third edition (pp. 177-195). Kendall Hunt.

Reynolds, K.M. (2018). Teaching preparation for teaching reading. Edited by John I. Liontas (Project Editor: Margo DelliCarpini; Volume Editor: Neil Anderson), *The TESOL Encyclopedia of English Language Teaching*, First Edition. John Wiley & Sons, Inc.

VII. Courses Taught: Highlight key courses you have taught, emphasizing any innovative or unique approaches to pedagogy.

(Included in my experience)

VIII. Professional Memberships: List any professional organizations or societies of which you are a member.

| | |
|--------------|--|
| 2024-present | Oregon State TESOL (ORTESOL) |
| 2018-present | Washington State TESOL (WAESOL) |
| 1998-present | American Association of Applied Linguistics (AAAL) |
| 1998-present | American Educational Research Association (AERA) |
| 1996-present | Teachers of English to Speakers of Other Languages (TESOL) International Association |

IX. Diversity and Inclusivity: Share any efforts or initiatives you have been involved in to promote diversity, equity, and inclusion within your academic or professional community.

The academic discipline I have chosen for my life’s work is teaching English to speakers of other languages and bilingual/multilingual language learning; therefore, I work to build bridges between diverse language speakers within my local, regional, national, and international communities. On a daily basis, I work in a sphere of constant intercultural and interlingual interaction. A space in which I have opportunities collaborate with individuals while negotiation the complex intersectional interactions we all encounter (e.g., race, religion, language, identities, gender, sexual orientation, abilities, national origin, citizenship status, and socioeconomic status).

The teacher education courses I teach promote awareness of the diverse learners in our Washington State PreKindergarten-12 public schools as well as their federal rights to an equitable and accessible education.

I am currently serving on a State of Washington Professional Educator Standards Board (PESB) working group on Bilingual Education/ English Language Learning professional standards for teachers' licensure for pre-Kindergarten-12. This initiative seeks to delineate the professional standards for teachers working in Bilingual Education Dual Language/ English Language Learning programs. This initiative will help districts develop dual language programs by ensuring the teacher preparation programs are guiding future teachers to work with multilingual learners of English and English speaking students in the instruction of grade-level academic content in two languages.

Another initiative I collaborate on is ensuring that the TESOL International Association, for whom I serve as a Board Member, is integrating their Diversity, Equity, Inclusion, and Access/Belonging (DEIA) strategic goals throughout the association. We hope this initiative will ensure that more diverse individuals join the association leadership, have opportunities to share their work, and connect with other members in the communities of practice.

Since 2023, I have been the faculty advisor for the Bilingual English Language Learning Association (BELLA), a student-led professional development and social organization that promotes awareness of multilingual learners of English and how to enhance their academic and language learning in the pre-K-12 schools. Our diverse members also learn about cultures and develop connections with each other and a sense of belonging at CWU.

X. Personal Touch (Optional): Feel free to add a personal touch, such as hobbies, interests, or a brief statement that reflects your personality.

I love art, traveling, bicycling, walking, and gardening. I am a quirky individual who comes from a big family, so I always like gatherings of friends.

XI. Visual Element (Optional): Consider adding a professional photo to accompany your bio. If you choose to include one, please ensure it meets the recommended guidelines for professional representation.

