

Elena Andrei

Cleveland State University
Cleveland, Ohio, USA

Education

- Doctor of Education (Ed.D.), Curriculum and Instruction, University of Virginia,
- Master of Arts in Education, Wake Forest University
- Master of Arts in English Language and Literature, University of Bucharest
- Bachelor of Arts, in Foreign Languages and Literatures, Romanian and English, University of Craiova

Professional Work Experience:

- Associate Professor in TESOL & TESOL and DREAM Programs Coordinator, Cleveland State University, Cleveland, OH (2021-present)
- Assistant Professor in TESOL & TESOL Program Coordinator, Cleveland State University, Cleveland, OH (2016-2021)
- Assistant Professor in Literacy Education, Spadoni College of Education, Coastal Carolina University, Conway, South Carolina (2013-2016)
- Doctoral student and graduate assistant, Curry School of Education, University of Virginia, Charlottesville, Virginia (2010-2013)
- ESL K-12 Certified Teacher and Limited English Proficient/ESL Committee Chair, Southwest Middle School, Charlotte-Mecklenburg Schools, Charlotte, North Carolina (2007-2010)

Professional Affiliation

- TESOL international Association:
 - Teacher Education and Teacher Learning Strand Co- coordinator (2020-2022);
 - Awards Professional Council member (2020-2022);
 - Awards Professional Council member (2020-2022);
 - Reviewer and Advisory Council member for the Graduate Student Research Forum (2019-2022);
 - Conferences of the Future Task Force member (2015-2016); 50th Anniversary Advisory Committee member (2013-2016);
 - Professional Development Committee member (2013-2015); Community Manager for the NNEST-IS (2012- 2013);
 - Co-coordinator for the TESOL Doctoral Forum (2014); Coordinator for the TESOL Doctoral Forum, (2013);
 - Co-coordinator for the TESOL Doctoral Forum (2012)
- AERA Second Language Research SIG TESOL Task Force member (2018-2019)

Relevant Presentations

- Sulaiman, J., & Andrei, E. (2021). *Google Classroom basics and the English learner in the new normal*. National Association for Bilingual Education International Conference, Huston, TX.
- Andrei, E., Salerno, A. S., Kibler, A. (2021). *No professor! First attempts at introducing translanguaging to pre-service teachers*. TESOL International Virtual Convention.
- Salerno, A., & Andrei, E. (2021). *Transnationalism and intersectional identities in language teacher education*. TESOL International Virtual Convention.
- Gabel, S. & Andrei, E. (2021). *Teacher action research: Teaching word-learning strategies to sixth grade newcomers*. TESOL International Virtual Convention.
- Andrei, E., & Harper, R. (2021). *Teaching language arts at a newcomers academy: Challenges and successes*. TESOL International Virtual Convention.
- Kibler, A., Salerno, A. S., Andrei, E. (2021). *The stories behind multilingual writers' texts: teacher development through interactional histories analyses*. American Association of Applied Linguistics Virtual Conference.
- Andrei, E., & Harper, R. (2020). *Literacy activities for newcomer multilingual seniors in the era of high school graduation requirements*. Literacy Research Association's 70th Virtual Annual Conference.
- Andrei, E., & Northrop, L. (2020). *Online professional development resources for teachers of English learners: A state-by-state analysis*. Literacy Research Association's 70th Virtual Annual Conference.
- Marudas-Buckley, M., Northrop, L., & Andrei, E. (accepted, 2020, conference cancelled due to COVID19). *Too many books, too little time: Examining frameworks for text selection and instructional design from multiple perspectives*. International Literacy Association, Columbus, OH.
- Northrop, L., & Andrei, E. (accepted, 2020, conference cancelled due to COVID19). *Using technology to support ELs vocabulary development in the classroom*. TESOL International Convention, Denver, CO.
- Andrei, E., Salerno, A., & Kibler, A. (accepted, 2020, conference cancelled due to COVID19). *Teaching theories about hybrid language practices: Help for teacher educators*. TESOL International Convention, Denver, CO.
- Reynolds, D., Northrop, L., Lupo S., Strong, J., & Andrei, E. (2019). *The past, present, and future of text complexity research for adolescence*. Literacy Research Association, Tampa, FL.
- Andrei, E., Harper, R., Pacheco, Y., & Ramoz Gomez, Y. (2019). *Student-led literacy day: ELLs teaching ELLs*. TESOL International Convention, Atlanta, GA.
- Salerno, A., & Andrei, E. (2019). *Using dialoguing to help teachers process their own language learning*. TESOL International Convention, Atlanta, GA.
- Banks, T., Andrei, E., Ariunbold, J. (2019). *DREAM: Dual Residence Education Action Model: An inclusive educator preparation program*. American Association of Colleges for Teacher Education Annual Meeting, Louisville, KY.
- Northrop, L. & Andrei, E. (2018). *Vocabulary for English learners: A closer look at Newsela and Rewordify.com*. Literacy Research Association Annual Conference, Indian

Wells, CA.

- Algren, M., Andrei, E., Lopriore, L., Taylor, S., & Wong, L. L. (2018). *Sustaining dialogues across TESOL: What we know about successful conferences*. TESOL Convention, Chicago, IL.
- Salerno, A., Andrei, E., & Heny, N. (2018). *Moving beyond deficit views of English Learners in online educator preparation programs*. American Association of Colleges for Teacher Education Annual Meeting, Baltimore, MD.
- Banks, T., & Andrei, E. (2018). *Advancing educator preparation from conceptualization to implementation*. American Association of Colleges for Teacher Education Annual Meeting, Baltimore, MD.
- Wiens, P., & Andrei, E. (2018). *Teacher training and instructional practices: The case of Niger's English as a foreign language teachers*. Association of Teacher Educators Annual Conference, Las Vegas, NV.

Select Research and Publications

- Salerno, A.S., & Andrei, E. (2021). Inconsistencies in English learner identification. An inventory of how home language surveys across U.S. states screen multilingual students. *AERA Open* 7(1), 1-16. doi:10.1177/23328584211002212
- Andrei, E., & Salerno, A. S. (2021). Dialoguing as transnational professional mothers: Our intersectional identities as transnationals, parents, and language teacher educators. In R. Jain, B. Yazan, & S. Canagaraja (Eds.), *Transnational identities, pedagogies, and practices in English language teaching: Critical inquiries from diverse practitioners*. Multilingual Matters.
- Andrei, E., & Reynolds, D. (2021). *Who are TESOL professionals? A white paper*. TESOL International Association. https://www.tesol.org/docs/default-source/papers-and-briefs/who-are-tesol-professionals-white-paper-05032021.pdf?sfvrsn=902af7dc_0
- Kibler, A. K., Andrei, E., & Salerno, A. S. (2021). Attending to the interactional histories behind multilingual writers' texts: New directions in TESOL teacher education. *TESOL Quarterly*. doi:10.1002/tesq.3045
- Salerno, A. S., & Andrei, E. (2021). Promoting culture and identity through local action plans for additive multilingualism. In A.F. Selvi, & B. Yazan (Eds.), *Language teacher education for Global Englishes: A practical resource book* (pp. 150-157). Routledge.
- Northrop, L., & Andrei, E. (2021). Vocabulary instruction for grades 3-8 English learners: An analysis of resources. *TESOL Journal*, 12(1), 1-16. doi:10.1002/tesj.529
- Andrei, E., & Abutaleb, K. (2021). Mystery solved: Who are TESOL faculty at US universities? *Multicultural Learning and Teaching*. doi:10.1515/mlt-2019-0010
- Andrei, E., & Abutaleb, K. (2020). A portrait of faculty in TESOL programs in Ohio. *The Ohio Journal of Teacher Education* 34(2), 49-57.
- Andrei, E., Kibler, A., Salerno, A. S. (2020). No, Professor, that is not true: First attempts at introducing translanguaging to pre-service teachers. In Z. Tian, L. Aghai, P. Sayer, & J. Schissel (Eds.), *Envisioning TESOL through a translanguaging lens: Global perspectives*. *Educational Linguistics*, 45 (pp. 93-109). Springer. doi.org/10.1007/978-3-030-47031-9_5
- Salerno, A. S., & Andrei, E. (2020). Suntem profesori / We are teachers: Self-exploration as a pathway to language teacher education. In N. Rudolph, A.F. Selvi, & B. Yazan (Eds.), *The*

complexity of identity and interaction in language education (pp. 154-170). *Multilingual Matters*.

- Munger, M. H., & Andrei, E. (2020). The core work of educational leadership: Interview with Brian McNulty. In A. Howley, C. M. Faiella, S. D. Kroeger, & B. Hansen (Eds.), *Inclusive education: A systematic perspective*, (pp. 151-164). IAP.
- Ellerbe, E. & Andrei, E. (2019). Two beginning teacher educators' reflective practices: A collaborative self-study. *The Ohio Journal of Teacher Education*, 33(1), 5-19.
- Andrei, E., & Buckley-Marudas, M. F. (2019). It does not need to be perfect! Two teacher educators' quest to enhance online instruction with videos. *Networks: An Online Journal for Teacher Research*, 21(2), 1-8. doi: 10.4148/2470-6353.1298
- Banks, T., Andrei, E., Dohy, J. (2019). An inclusive educator licensure pathway to meet the educational needs of all students: Dual Residence Education Action Model (DREAM). *Curriculum and Teaching Dialogue*, 21(1 & 2), 21–35.
- Andrei, E., & Waber, Z. (2019). What do students like about their online TESOL courses? *Ohio TESOL Journal*, 11(1), 30-31.
- Salerno, A., Andrei, E., & Kibler, A. (2019). Teachers' misunderstandings about hybrid language use: Insights into teacher education. *TESOL Journal*, 10(3). doi:10.1002/tesj.455
- Shaw, D., & Andrei, E. (2019). Pre-service teachers' metaphors of learning and teaching English as a second language. *Multicultural Learning and Teaching*. doi:10.1515/mlt-2018-0007
- Andrei, E. (2019). Adolescent English learners' digital technology use in the classroom. *The Educational Forum*, 83(1), 102-120. doi:10.1080/00131725.2018.1478474
- Andrei, E., Ellerbe, M., & Kidd, B. (2018). "What am I going to do?" A veteran teacher's journey of teaching writing to newcomer English language learners. *TESOL Journal*, 10: e413. doi:10.1002/tesj.413
- Andrei, E. & Salerno, A.S. (2018). Collaborative practice to improve how ELLs are characterized in online TESOL methods courses. In G. Kessler (Ed.), *TESOL voices: Online and hybrid classroom education*, (pp. 7-14). TESOL Press.
- Wiens, P., Andrei, E. Chou, Smith, A., & Anassour, B. (2018). Teacher training and teaching practice: The case of Niger's EFL teachers. *IAFOR Journal*, 1, 73-92. doi:10.22492/ijll.4.1.05
- Northrop, L., & Andrei, E. (2018). More than just word of the day: Vocabulary apps for English learners. *The Reading Teacher*. doi:10.1002/trtr.1773
- Wiens, P., Andrei, E., Anassour, B., & Smith, A. (2018). Expanding circle: The case of Nigerian EFL teachers' English, training and career satisfaction. *TESL-EJ: Teaching English as a Second or Foreign Language*, 22(2), 1-26.

Candidate's Statement: What kind of leaders does the association need? Why are you a good candidate to choose them?

TESOL International Association is a strong community due to its members, volunteers, and leaders. The leaders the TESOL International Association need to have a clear commitment to the purpose, mission, and values of the association that are clearly seen through the leader's actions and activity. Additionally, leaders need to have cultural awareness, understanding, and appreciation of different cultural needs. My involvement with the TESOL International Association

since I was a doctoral student is testament of the passion I have for the work of the association and the TESOL profession.

I have been involved in the field of K-12 ESL, K-12 EFL, and TESOL teacher education for a total of 18 years in the US and internationally. I have a variety of experiences in the TESOL profession: I was an EFL teacher in my native Romania, and an ESL teacher and school ESL coordinator in US schools, TESOL teacher educator and TESOL curriculum developer and researcher at universities in the US.

I have been a long-time TESOL member (since 2012) who participated at conferences, presented alone or with other peers and have been involved in the association on several committees and/or professional councils (such as the TESOL Graduate Forums or Conference Teacher Education and Teacher Learning Conferences Strand Co-coordinator or the Awards Professional Council member), including an internship at TESOL headquarters when I was a doctoral student. In 2016, TESOL nominated me as one of the 30 Up and Coming professionals in the TESOL profession. In Spring 2020, I was awarded the prestigious and competitive TESOL Leadership Mentoring Program Scholarship Award as a future leader within TESOL.

The variety of my professional experiences in the US and internationally and my service the association recommend me as a qualified knowledgeable candidate who has excellent communication skills, collaborates well and knows the association's mission, vision, and organization.