

Kate Mastuserio Reynolds

Central Washington University
Ellensburg, Washington, USA

Education

- Initial Teaching Licensure, ESL K-12. License Type: 20 Initial Educator Position/Level: 74 Early Childhood to Adolescence (birth-age 21) Subject: 395 English as a Second Language (birth to adult). #703271. State of Wisconsin. 2007.
- Doctor of Education in Teaching English to Speakers of Other Languages (TESOL)/ Literacy, University of Cincinnati. 2000.
- Certificate in Teaching English as a Second Language (ESL), University of Cincinnati. 1998.
- Bachelor of Arts in French Literature, University of Cincinnati. 1993.
- Certificate in Competence in Business French and French Area Studies, University of Cincinnati. 1993.
- Certificat de Français, L'Institut de Touraine. 1991-1992.
- Certificat de Français, Ecole Supérieure de Nantes. 1991.

Professional Work Experience

- Professor of TESOL/Literacy at Central Washington University, Ellensburg, Washington, USA. 2018-present.
- Chairperson of the Department of Education, Development, Teaching and Learning. Central Washington University, Ellensburg, Washington, USA. 2017-2019.
- Title III Grant Curriculum Designer, Missouri State University, Springfield, Missouri, USA. 2016-2017
- Director of the English Language Program/Special Assistant to the Director of the Global English Office, Virginia Commonwealth University, Richmond, Virginia, USA. 2015-2016.
- Associate Director of Foundation Programs, Qatar University, Doha, Qatar. 2013-2015.
- Professor of TESOL and ESL/EFL at University of Wisconsin—Eau Claire, Wisconsin, USA. 2001-2015.
- TESOL/TEFL/Bilingual Education Programs Coordinator, University of Wisconsin-Eau Claire, Eau Claire, Wisconsin, USA. 2001-2010
- Academic Coordinator with American Linguistics International and Via Lingua Peru, Arequipa, Peru. 2009-present.
- Coordinator of the University of Wisconsin-Eau Claire English Language Academy (ELA) Intensive English Program, Eau Claire, Wisconsin, USA. 2001-2005.
- Assistant Professor in TESOL, Assistant Coordinator of TESOL, ESL, & Foreign Language Certification for Southern Connecticut State University, New Haven, Connecticut. 1999-2001.
- Assistant Coordinator of Foreign Language Certification and TESOL/Bilingual Education, Southern Connecticut State University, New Haven, Connecticut. 1999-2001.
- ESL Instructor for Harvard University's Intensive English Program, Cambridge, Massachusetts, USA. 2000 summer.
- ESL Instructor for Harvard University's Intensive English Program, Cambridge, Massachusetts, USA. 1999 summer.
- ESL/TESL Instructor for the University of Cincinnati, Ohio, USA. 1996-1999.

Professional Affiliation

- TESOL International Association: Teacher Educator Interest Section leadership team (2016-present); Convention Planning Chair (2011-2014); Proposal Adjudication Task Force (2012-2014), member (1996-present).
- Washington State ESOL (WAESOL): Board of Directors, member (2020–present); WAESOL Online coordinator (2020–present).
- Virginia TESOL, member (2015-2016).
- Minnesota TESOL, member (2010-2014).
- Association for Supervision and Curriculum Development (ASCD), member, (2003-2008).
- American Reading Association, member, (2003-2008).
- Midwest Modern Language Association, member, (2002-2012).
- Wisconsin TESOL, Board of Directors (2003-2006), member, (2001-2012).
- Connecticut Council of Language Teachers (COLT), member, (199-2001).
- Connecticut TESOL, Board of Directors, (1999-2002).
- American Association of Applied Linguistics, member, (1998-present).
- American Educational Research Association (AERA), member, (1998-present).
- Ohio TESOL, Newsletter Text Review Column Editor (1998-2000), member, (1996-2000).

Research and Publications

- Lead author. Introduction to TESOL: Becoming a language teaching professional. Hoboken, NJ: Wiley. (in press).
- Editor. Research methods in TESOL/ language teaching and learning. Hoboken, NJ: Wiley. (in press).
- Associate Ed. The TESOL Encyclopedia of English Language Teaching, First Edition. Volume V, Teaching Vocabulary. Hoboken, NJ: John Wiley & Sons, Inc. (2018).
- Author. Approaches to inclusive English classrooms: A teacher's handbook for content based instruction. Bristol: Multilingual Matters. (March, 2015).
- Lead author. 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. Hoboken, NJ: Wiley. (2018).
- Author. Vocabulary development in a literacy curriculum (From elementary to older ELs): An action plan. In Eileen N. Whelan Ariza (Ed.), Not for ESOL Teachers, third edition (pp. 177-195). Dubuque, IA: Kendall Hunt. (2018).
- Author. Teaching preparation for teaching reading. Edited by John I. Lontas (Project Editor: Margo DelliCarpini; Volume Editor: Neil Anderson), The TESOL Encyclopedia of English Language Teaching, First Edition. Hoboken, NJ: John Wiley & Sons, Inc. (2018).
- Author. Teaching notional concepts: Time, numbers, distance, size, dimension, shapes, colors and patterns. Edited by John I. Lontas (Project Editor: Margo DelliCarpini; Volume Editors: Hossein Nassaji and Kate Mastruserio Reynolds), The TESOL Encyclopedia of English Language Teaching, First Edition (pp. 3288-3296). Hoboken, NJ: John Wiley & Sons, Inc. (2018).

- Author. Developing Content-Based Objectives from Academic Standards (pp. 67-78). In M.A. Snow and D. Brinton (Eds.), *Handbook of Content-Based ESL Instruction*, 2nd edition. Ann Arbor, MI: University of Michigan Press. (2017).
- Author. The Privatization of Schooling and the Impact on Children, Families and English Language Learners. *MinneTESOL Journal*. <http://minnetesoljournal.org/fall-2014/the-privatization-of-schooling-and-the-impact-on-children-families-and-english-language-learners> (2014, November).
- Lead author. Aha! Measuring Teachers' Content-Based Learning. *MinneWITESOL Journal*, (29): 127-153. (2012).
- Lead author and editor. Teaching Evaluation Initiative Report. University of Wisconsin-Eau Claire, Center for Teaching and Learning (CETL). <http://www.uwec.edu/CETL/fellows/Teaching-Evaluation-Initiative.htm> (September, 2010).
- Author. Exploration: One journey of integrating content and language objectives. In J. Nordmeyer & S. Barduhn (Eds.), *Integrating Language and Content*. Alexandria, VA: TESOL. (2010).
- Lead author. Only "real" teachers attend: Some suggestions for pre-service teacher engagement in professional development. *English Language Teacher Education and Development (ELTED) Journal*, 9, 47-54. (Winter, 2007).
- Lead author. Discovery boxes, windows and mirrors. *The Essential Teacher*, 3(4), 30. (2006).
- Lead author. Teaching English as a second language with technology: Making appropriate pedagogical choices. Chapter for *Handbook of Research on Literacy in Technology at the K-12 Level*, edited by Dr. Tan and Dr. Subramaniam. Idea Group, Inc. (2006).
- Author. The effectiveness of a listserv for teacher preparation. *Journal of Educational Technology Systems*, 31 (1), 71-87. (2002-2003).
- Lead author. Middle school and university collaboration: An ESL odyssey. *The Wisconsin Association for Middle Level Education Journal*, 7 (1), 25-27. (Fall, 2002).
- Author. Beyond troubles talk: Communicating our mission to the general public. *TESOL Matters*, 12 (4), 11. (Fall 2002).

Presentations

- Dr. Reynolds has presented over 150 presentations internationally, nationally and regionally since her first presentation at TESOL International Association's conference in 1997.
- Reynolds (2021). Planning Instruction using WIDA Standards. Washington State English to Speakers of Other Languages (WAESOL). (Webinar).
- Reynolds. (2020). Several Indispensable Tools for Online Language Teaching. Washington State English to Speakers of Other Languages (WAESOL). (Webinar).
- Reynolds. (2017). Cooperative Co-teaching: Equitable Partnerships for Effective Learning. TESOL International Association's PreK-12 Day. 51th Annual Teaching English to Speakers of Other Languages Convention, Seattle, Washington. (Presentation).
- Algren, M., Forbes, M., Kennell, P. Panferov, S., & Reynolds, K.M. (2016). From Intensive English Program Instructor to Administrator: Transitioning for Success with. Online "Collegial Conversation". Association of International Educators (NAFSA). (Webinar).

- Al-Remaihi, S., Coombe, C., Mahgoub, M., Reynolds, D., Kuniholm, L., & Reynolds, K.M. (2015). Preparing English language learners for the GCC of the Future, Qatar TESOL, Doha, Qatar. (Qatar TESOL Featured Roundtable).
- Reynolds (2015). Sustaining Your Professional Energies. 15th English Language Forum, Qatar University, Foundation Program Department of English. (Plenary).
- Reynolds, K.M. (2011). Creating Inclusive Classrooms for English Language Learners: A Demonstration Lesson on the Civil Rights Movement. Coalition of the Committed/Willing in the Eau Claire Area School District, Dove Healthcare Center, Eau Claire, WI. (Presentation).
- Reynolds. (2010). Nuts and Bolts of Curricular Design in Content-Based Academic English Courses. 18th Annual Peru Teaching English to Speakers of Other Languages Conference, Arequipa, Peru. (Plenary).
- Reynolds. (2008). Reading and Writing across the Content Areas: Empowering English Language Learners. 21st Annual Regional Language Arts Conference, Reading and Writing across the Content Areas: Empowering English Language Learners at the University of Guam, Mangilao, Guam. (Keynote).
- Reynolds. (2008). Easy Development of Interactive Activities OR "They Didn't Give me a Textbook." Ukraine TESOL Conference, Poltava, Ukraine. (Plenary).

Candidate's Statement

What do you believe is a burning issue in TESOL today; what would you as a leader of the largest international association in the field plan to do about it?

Due to the COVID-19 pandemic's changes to academics and instruction, educators in TESOL have faced tremendous pressure when supporting English language learners while teaching online. With the transition back to face-to-face schooling, teachers will encounter learners with interrupted learning. Other educators will encounter a changed educational landscape with different teaching and learning expectations at the schools and universities. Teachers' needs for their communities of practice to share professional knowledge and groundbreaking ideas will be heightened. I hope to bring my knowledge to collaborate with and support colleagues as we step boldly into this new territory.

Important conversations around race, social justice, and equity are also taking the forefront in our work currently. These conversations are resulting in profound shifts in thinking about teaching and learning of ESL/EFL, which will cause our community of practice to rethink our perspectives, research, theory, instructional practice, and assessment as well as the future of our profession. I hope to participate in making TESOL more diverse and equitable within the association.

Many professional associations are experiencing difficulties resulting from the financial impact of the COVID-19 pandemic. Critical and informed decision-making are important for the long-term health of associations. Not all is bleak though, at difficult times, innovation and creativity can help illuminate paths forward. We can think in new and different ways to increase TESOL membership and engagement, and support each other. As I see it, TESOL needs individuals with knowledge of the field and the association to step forward to support it. After all these years and all of the contributions that TESOL, the organization and members, has given me as a professional, I want to serve TESOL to give back to the organization and promote to the future of the profession.