

TESOL Speakers for Affiliate Events

Speakers available for conferences from April 2026 through March 2027

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Okon Effiong

English Lecturer, Qatar University, Qatar

Dr. Okon Effiong has a PhD in applied linguistics from the University of Southampton and a masters in TESOL from Anaheim University.

Dr. Okon Effiong's academic background varies with qualifications in Applied Genetics, Management, Information Technology, Accounting and Education. He has a PhD in Applied Linguistics from University of Southampton, UK. Okon is an adjunct Assistant Professor at Lusail University, Doha and a lecturer of English in the Foundation Programme, Qatar University. Before Qatar, he taught general Biology and Genetics courses to undergraduates in Nigeria, English to pre-master's students in Southampton University the United Kingdom and communicative English to undergraduates in Japan. He is also an experienced Special Needs Teacher having taught young adults with Autistic Spectrum Disorders in the UK.

Okon likes to describe himself as a full-blooded TESOLer. He is the President-elect of TESOL International Association having previously served in other capacities such as being the Treasurer/Chair of Finance Committee, Board member, Chair of Diversity & Inclusion Committee, Chair-Elect of EFL-Interest Section, Newsletter Editor of EFL-IS Newsletter, and member of the Nominating Committee. He is also the Founder and Past President of Africa ELTA and was the President of Qatar TESOL.

Okon has given several keynote addresses and is a regular presenter at internationally recognised conferences. His research interests are in foreign language anxiety, professional development of teachers, leadership in language education, and language teachers' associations. He has some peer-reviewed publications to his credit and is the lead editor of *Hybrid Learning in ELT* (Cambridge Scholars Publishing, 2023), co-editor of *Decentering Advocacy in ELT: Global perspectives and local practices* (Michigan Publishing, 2024) and *The role of language teacher associations in professional development* (Springer, 2018). Some of his publications include *Global Efforts in Advocacy for English Language Teaching and Learning: Conclusions and Futures* (Michigan Publishing, 2024), *Cultivating positive reading attitudes with Grade 8* (Routledge, 2024), *When visible minorities lead visible majorities* (Palgrave Macmillan, 2023), *Continuing professional development in the Foundation Program at a national university in the State of Qatar* (Springer, 2023) and *Seeking professional development but finding myself in at the deep end* (Equinox, 2022).

Gabriel Diaz Maggioli

Professor, Institute of Education, Universidad ORT, Uruguay

Gabriel Díaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as researcher, teacher educator, writer and consultant. He is the coordinator for graduate EFL programs at Universidad ORT Uruguay and a tenured professor of TESOL Methods at the National Council for Teacher Education. Gabriel has been fortunate to share his theory-in-praxis with colleagues in all continents. His area of research is teacher learning and continuous professional development through the lens of Sociocultural Theory. His work centers on findings on ways in which teachers can be empowered to provide inclusive, socially-just teaching. He has published numerous articles in peer-reviewed and professional journals, and is the author or co-author of over 35 books. Some of these books deal with theory, while others provide bridges between theory and praxis. He is also the proud author of numerous teacher guides for the ELT series published by international publishers.

Areas of Expertise

Assessment/Testing, Technology in Education, Materials/Curriculum Development, Distance/Online Education, English as a Foreign Language, NNES/NES Issues, Public Policy/Advocacy, Research, Standard, and Teacher Education

Recent Presentations and Publications

Díaz Maggioli, G. (2024). *New Directions in Language Teaching*. Magró Grupo Editorial

Díaz Maggioli, G. (2025). Teaching as identity performance. In J.R.A. Tonelli, A. Alves Egido, and K. Oliveira de Paula. (Eds.), *Latin America Writes Back: Praxiologies in Language Education*. (pp. 72—89). Bloomsbury.

Díaz Maggioli, G. (2025). New trends in Reflective Practice in ELT. In N.A. Nazari, (Ed.), *Empowering the English Language Teacher in a Multipolar Environment*. (107—123). Springer.

Díaz Maggioli, G. (2025). Metagogy as advocacy. In K. Mastruserio-Reynolds, G.M., Mendoza Chirinos, O. Effiong, D. Suarez, and G. Korpas (Eds.), *Decolonizing advocacy: International Efforts in Advocacy for English Language Teaching and Learning*. (pp. 178—195). University of Michigan Press.

Díaz Maggioli, G., Popovski, A. and Price, B. (2025). Decentering and decolonizing Language Teaching Associations. In N. Galloway, and A.F. Selvi (Eds.), *The Routledge Handbook of Teaching English as an International Language*. (pp. 447—461). Routledge

Justin Shewell

Assistant Teaching Professor, Arizona State University, USA

Dr. Justin Shewell has a PhD in educational technology, and a masters in TESOL. He has worked with teachers from around the world, including Saudi Arabia, Morocco, Vietnam, Brazil, and Korea. Dr. Shewell is passionate about effective integration of technology in education, and recently has focused on the effective integration of Artificial Intelligence. He considers it his mission to help teachers use technology effectively to increase learning retention and transfer to the real world.

Dr. Shewell is the author of *100 Ways to Teach Language Online*, *50 Ways to Teach Online*, and *50 Ways to Learn a Language*. He has published several articles and book chapters on teaching with technology. He enjoys developing resources for teachers at his website, eslactivities.com, and is the creator of the Perception of Spoken English (POSE) Test, a one-of-a-kind speech perception diagnostic test for English learners. You can learn more about Dr. Shewell by visiting jshewell.com.

Areas of Expertise

Artificial Intelligence in Educational Contexts, Technology in Education, Materials/Curriculum Development, Distance/Online Education, Intensive English Programs, Learning Disorders/Special Needs, Speaking/Pronunciation, Teacher Education, Video and Digital Media, Vocabulary/Lexicon, Writing/Composition, Effective use of technology in language teaching, Effective use of technology in K-12 settings, Time-management with technology, Mobile technology in the classroom, Bring your own device (BYOD) in the classroom, Using video to improve student performance, Effective online instructional methods

Recent Presentations and Publications

1. Shewell, J. (2024, March 22). *Say "Hello!" to ChatGPT: Artificial Intelligence in the Classroom*. Presented as part of the 58th annual convention of the TESOL International Association, Tampa, Florida, USA.
2. Shewell, J. (November 2023). *Surviving the artificial intelligence revolution in education*. Presented virtually as part of the 8th Annual International Conference on English Language Teaching, sponsored by the Deanship of General Studies at Qatar University.
3. Shewell, J. (2023, March 24). *Inspire, Empower and Engage Students through Gamification in the Classroom*. Presented as part of the 57th annual convention of the TESOL International Association, Portland, Oregon, USA.
4. Shewell, J. (March 2022). *Three best practices in translanguageing with technology*. Presented as part of the 27th TESOL Arabia conference.
5. Shewell, J. (February 2021). *5 ways to empower students to learn online during a pandemic*. Presented live in a virtual format at the annual TESOL Kuwait Conference.
6. Shewell, J. (2018, March 29). *50 ways to improve your teaching*. Presentation at the 52nd annual convention of the TESOL International Association, Chicago, Illinois, USA.

Misty Adoniou

Adjunct Associate Professor, Education, University of Canberra, Australia

Misty Adoniou is an Associate Professor in Language, Literacy and TESOL at the University of Canberra and a Principal Fellow at the University of Melbourne. She works directly with primary schools and teachers, delivering in-service courses in teaching writing, spelling and grammar in meaningful and contextual ways. Her work in secondary schools focusses on teaching the specific language demands of the different disciplines, from the Sciences to the Visual Arts. Dr Adoniou has worked with schools all around Australia, as well as China, Hong Kong, Lebanon, Greece and the United States. She has delivered keynotes at conferences in the US, Australia, Argentina, Turkey, Hong Kong, Thailand, Greece, and the UK.

Misty also works in the field of adult refugee education and has conducted large scale reviews of refugee orientation programs for the International Organisation for Migration (IOM) and the Australian Government.

Areas of Expertise

Second language writing instruction; Spelling; Grammar (functional); Early reading instruction; Multimodal approaches to teaching English; New-arrivals and refugees; Vocabulary development; Primary and Secondary Education

Recent Presentations and Publications

1. Adoniou, M. (2020) **Spelling it out: how words work and how to teach them**. Cambridge University Press, UK.
2. Adoniou, Misty (2019) Literacy Leadership Research Brief **‘Spelling and Assessment’**. International Literacy Association.
3. Naidoo, L., Wilkinson, J., Adoniou, M., and Langat, K (2018) **Refugee background students transitioning into Higher Education: managing complex spaces**. Springer, Australia
4. Adoniou, M. (2022) Project leader **Writing in the Middle Years** - Tasmanian Department of Education, Australia
5. Adoniou, M. (2019 – 2023) Project leader **Improving Writing Outcomes in the Primary School** - Melbourne Catholic Diocese schools, Melbourne Australia
6. Adoniou, M (2022) Keynote **Orientation programs for refugees post COVID-19 – back to the classroom** Humanitarian and Refugee Onshore Service Providers Conference, Federal Department of Social Services, Brisbane, Australia.
7. Adoniou, M (2020) Keynote **The Revolution will not be televised**, Primary English Teachers Association of Australia Annual Conference, Sydney November

Drew Fagan

Clinical Professor, University of Maryland

Since 2001, Dr. Drew Fagan has worked as an educator, scholar, and advocate across the USA, Spain, Mexico, Japan, China, and the Slovak Republic for multilingual learners of English and all stakeholders connected to their success. Currently at the University of Maryland, he develops and directs programs for non-traditional TESOL students (e.g., K-12 administrators, policymakers) to help them better understand these learners' needs when making macro-level decisions. Dr. Fagan works closely with the Maryland Legislature, the Maryland State Department of Education, and the Maryland Higher Education Commission to enact change in laws, teacher certification policies, public school assessment and accountability standards, and higher education programming related to multilingual learners' equitable access to education. As the 2022-2023 Maryland TESOL Association President, he co-developed and initially coordinated the association's globally recognized state-wide mentorship program. He was also the 2023 Teacher of the Year for the TESOL International Association and National Geographic Learning.

Areas of Expertise

Applied Linguistics; Elementary/Primary Education; English as a Foreign Language; Employment Issues/Certification; English for Specific Purposes; Higher Education; Multiculturalism; Learning Disorders/Special Needs; Public Policy/Advocacy; Secondary Education; Teacher Education

Multilingual learner educational equity in policymaking, leadership development, and multidisciplinary teacher education; Unique affordances of learning opportunities through professional educator association membership; Classroom discourse analysis: effects of educators' embodied interactions on multilingual learners' learning.

Recent Presentations and Publications

- 1) Fagan, D.S., Lyons, S., & Pentón Herrera, L.J. (in press). Local language teacher associations and educator professional development and learning: The case of the Maryland TESOL Handbook. In L.C. de Oliveira, C. Coombe, & A.S.M. Rafi (Eds.), Handbook of professional learning and development in global language education contexts. Routledge.
- 2) Fagan, D.S. (Chair), Kanney, M., Wimbush, C., Lee, J., Wilson, A., & Hintz, S. (2025, March). Straight from the source: K-12 administrators' journeys as TESOL students. TESOL International Association Convention. Long Beach, CA.
- 3) Giraldez, R. (Chair), Bryan, K.C., de Oliveira, L., Fagan, D.S., & Hakemian, J. (2025, March). Intersectional identities within and beyond TESOL: Leaders' experiences and perspectives [Invited Intersection Panel- Program Administration and Supporting Students with Disabilities]. TESOL International Association Convention. Long Beach, CA.
- 4) Fagan, D.S. (2024, October). Moving beyond our sphere of expertise: Interdisciplinary collaborations and student achievement enhancement [Keynote]. Inaugural Black Sea Educational Research Congress (BERC). Sinop, Türkiye. <https://keak.sinop.edu.tr/home/>
- 5) Fagan, D.S. (2024, August). Intersecting teaching, research, and policymaking in TESOL: A practical approach [Invited Presentation]. Presented for Georgia TESOL's (GATESOL) Dr. Elizabeth Webb Professional Learning Series. Virtual. <https://www.youtube.com/watch?v=wmIglZzOhMk&t=5s>

Susan Gaer

ESL Subject Matter Expert, Outreach Technical Assistance Network (OTAN), California, USA

Susan Gaer is a former President of CATESOL and worked as an ESL teacher since 1980. She is an avid user of technology and works with the Technical Assistance Center (OTAN), as a subject matter expert. Ms. Gaer is an EL Specialist with projects completed in both Vietnam and Indonesia. Ms Gaer is a frequent presenter at local, state, national, and international conferences on using the latest technology with adult learners from the literacy level through transition to college.

She has co-authored books and teacher manuals. She has been on the executive boards for CATESOL (California Teachers of English to Speakers of Other Languages) and TESOL and has contributed to standing committees for professional development and technology. MS. Gaer holds a master's degree in English with emphasis in TESOL from San Francisco State University and a master's degree in Educational Technology from Pepperdine University.

Areas of Expertise

Adult Education, Technology in Education, Community College/Technical ed, Materials/Curriculum Development, Distance/Online Education, Refugee Concerns, Reading/Literacy, Vocabulary/Lexicon. Additional areas: AI in Education including writing, ethics, prompting, creating robots for tutoring and differentiation; Notebook LM, and all Google Tools (I am a Google Innovator); and Easy to use free technology tools for teachers

Recent Presentations and Publications

Using Chat GPT for Teacher Lesson Support 12/07/23

Using AI to Develop ESOL Instruction and Assessment Tools 03/26/25

Empowering Educators to Build Custom AI Bots (robots)10/17/25

An introduction to AI-2/27/26

AI Prompting Essentials 3/5/26

Bessie Karras-Lazaris

Adjunct Associate Professor, Education, University of Canberra, Australia

Bessie Karras-Lazaris has over three decades in higher education. She was the Director of the Intensive English, Student Success, and International Programs and Partnerships at California State University Northridge (CSUN) and held positions as Academic Director, Director of Academic Programs and Student Life, and Associate Director. She is a CSUN faculty member in MATESL/Linguistics focusing on teacher training and assessment. She received the CSUN Presidential Award and the Phi Beta Delta International Scholar award. She served as an English Language Specialist in Saudi Arabia, was Western Regional Consultant for Michigan Language Assessment, and taught in universities in Ohio and Athens, Greece. She was Vice President of Outreach for English USA; CATESOL IEP Level Chair, Regional Conference Chair, and Nominating Committee Chair; TESOL Higher Education Interest Section (HEIS) in-coming Chair, Nominating Committee elected member, and Affiliate Network Professional Council (ANPC) Chair. She is presently on the TESOL International Board of Directors.

Areas of Expertise

Applied Linguistics, Assessment/Testing, Materials/Curriculum Development, Higher Education, Intensive English Programs, Program Administration, Public Policy/Advocacy. Additional areas: Leadership Development in Educational Contexts: Program Administration; Intensive English Programs (IEPs); Teacher Leadership Development; Teacher Training: Assessment; Coaching/mentoring new professionals.

Recent Presentations and Publications

Assessing Funding for Postgraduate Studies Abroad.” (2024 and 2025). International Scholarships Webinar, PNS Young Pharmacists Group, Africa and Education USA.

Expanding Horizons: Scholarships for African Students.” (2024). Pan African Dialogue: In-Country Inaugural Event, Uyo University Nigeria.

ANPC Leadership and Communications Workshops, Assembly, Colloquium (2023). Portland Oregon; “Global Advocacy: Perspectives from Around the World,” TESOL Webinar in Collaboration with the TESOL Membership Council, ANPC, and State Dept. (2022). TESOL International Association.

“Transforming IEPs.” (2023). CATESOL, Oakland, CA.

“Mapping a Culturally Responsive Information Literacy Journey for International Students: An Interdisciplinary Approach,” Framework for Information Literacy in Higher Education, Author (2020)

Journal of Comparative and International Higher Education (JCIHE), Editor (2022-Present)

Larisa Olesova

Assistant Professor, University of Florida, USA

Larisa Olesova, PhD., is a Clinical Assistant Professor in the School of Teaching and Learning at the University of Florida. Her research focuses on distance education, specifically asynchronous online learning environments. Other areas of research and practice include aspects of online presence, the Community of Inquiry (CoI), instructional strategies and best practices in online teaching. She has authored or co-authored 1 book, 12 peer-reviewed journal articles and 11 book chapters to date in addition to other publications and have presented over 30 sessions at regional, state, national, and international conferences. Her contribution of research to practice is recognized by multiple awards by the Online Learning Consortium (OLC) Effective Practice Award in 2015, 2016, 2018, by the Association of Educational Communications and Technology (AECT) in 2011, 2012, 2015, 2019, 2022, by Blackboard Catalyst Award for Teaching and Practice in 2018, 2023, and by the American Educational Research Association (AERA) in 2023.

Areas of Expertise

Adult Education; Technology in Education; Distance/Online Education; English as a Foreign Language; Higher Education; Video and Digital Media; Instructional design; E-learning; Educational Technology; Non-native Speakers of English; Audio Feedback; Learning Analytics; Social Network Analysis; Cross-cultural Differences; Collaborative Learning; Group Work/Teamwork; Peer Feedback; Faculty Training and Professional Development; Faculty Consulting; Online Engagement; Online Interaction; Metacognition; Cognitive Learning

Recent Presentations and Publications

1. de Oliveira, L., & Olesova, L. (in press). Competencies applied to teaching an ESOL methods course moved to the online environment. In M.V. Dominguez, C. Buxton, & L.C. Gaibisso (Eds.), *Pedagogies for Equitable Access: Reimagining Multilingual Education for an Uncertain World. Promoting Culturally Sustaining Teachers and Teacher Educators*. Information Age Publishing.
2. Olesova, L., Boicu, M., Foxwell, H.J., & Rytikova, I. (2024, March). Transforming STEM education through inquiry-based collaborative approach: Examination of metacognition and cognitive presence. In *The ASEE (American Society for Engineering Education) Southeastern Section Annual Conference Proceedings*. Marietta, GA., United States.
3. Olesova, L., Alexeeva, N., & Emelyanova, Z. (2024). Approaches of PLEs implementation in Higher Education. In Y. Sun & X. Xiaoshu (Eds.), *The Development of Personal Learning Environments in Higher Education: Promoting Culturally Responsive Teaching and Learner Autonomy* (pp.195-210). Taylor & Francis Group, LLC Inc: Routledge. <https://doi.org/10.4324/9781003285243-20>
4. Sadaf, A., & Olesova, L. (2024). Strategies to promote cognitive presence in online courses: A 20-year systematic review of empirical research. In M. Cleveland-Innes, S. Stenbom, & R. Garrison (Eds.), *The Design of Digital Learning Environments: Online and Blended Applications of the Community of Inquiry* (pp.234-255) . <https://doi.org/10.4324/9781003246206>
5. Olesova, L., Garcia de Hurtado, B., & Yu, J. (2023). Careers in Higher Education for non-Faculty. In R. E. West & H. Leary (Eds.). *Becoming an LIDT Professional*. EdTech Books.https://edtechbooks.org/becoming_an_lidt_pro/nonfaculty_highered

James Papple

Associate Dean for English and Communications, Centennial College, Toronto, Ontario, Canada

James Papple is the Associate Dean for English and Communications at Centennial College in Toronto, Ontario. He holds a master's degree in TESL from Brock University. James previously worked as a manager and teacher at Brock University and as Assistant Director at York University. He has written or co-written two textbooks with Oxford University Press Canada.

Areas of Expertise

Adult Education; Technology in Education; Higher Education; Speaking/Pronunciation; Teacher Education; Vocabulary/Lexicon; Writing/Composition.

James speaks on areas related to Higher Education in College and University contexts. His research interests are related to vocabulary acquisition, academic integrity, and virtual and augmented reality.

Recent Presentations and Publications

1. Generative Artificial Intelligence in Higher Education.
2. Keynote for Peru TESOL's 2024 annual conference.

Leticia Araceli Salas Serrano

Professor-Researcher- Benemérita Universidad Autónoma de Puebla (BUAP) Mexico

Araceli Salas has a PhD in Language Science and an MA in ELT. Dr. Salas is a full-time professor and researcher at the Benemérita Universidad Autónoma de Puebla in Mexico, where she teaches in the undergraduate and postgraduate programs in ELT. Dr. Salas is also an Associate Editor of the MEXTESOL Journal. Her research interests are teacher education, female empowerment, discourse analysis and publishing. Dr. Salas has served in several roles in leadership in TESOL.

Areas of Expertise

Adult Education, Applied Linguistics, English as a Foreign Language, English for Specific Purposes, Higher Education, Non-native/Native English Speaker Issues, Teacher Education, Writing, and Composition

Recent Presentations and Publications

1. Guest Editor and article published for Ñemityra Journal, May 2024, Article "The Emotional Journey of Female Novice, Researchers in Mexico."
<https://revistascientificas.una.py/index.php/nemityra>
2. Language Teacher Educators' Identity Construction through Teaching and Supporting Action Research: A Trioethnographic Study (2023), Darío Banegas, Vicent Beltran-Palanques & Araceli Salas. <https://journals.sagepub.com/doi/full/10.1177/00336882231212855>
3. A Resilience Path for English Teachers during Emergency Online Teaching (2022). <https://mail.e-journal.metrouniv.ac.id/index.php/pedagogy/article/view/4603>
4. Presentation: "Experiences and challenges of NNESTs publishing in English," TESOL- Tampa, March 2024

Jorge Torres Almazán

Head of SALC, The American School of Tampico, Mexico

Jorge Torres Almazán has taught EFL for more than 20 years in different contexts, has collaborated on International Virtual Exchanges with students and teachers in the U. S., Japan, Poland, Colombia, Taiwan, Indonesia, and Türkiye, and has led projects such as MexTESOL Press, Virtual Micro exchange program, Convention program, and series of webinars. Jorge has been a bridge between organizations and teachers that collaborate in professional development projects, has been a presenter at TESOL, IATEFL, BBELT, and MexTESOL International Conferences. His articles have been published in journals, magazines, newsletters, and blogs.

He is a member of the U. S. Alumni Global Community and founder of TESOL Tampico Talks. He was recognized with the Outstanding Tutor Award in 2022 by the Literacy Volunteers of Illinois and University of Illinois Chicago's Center for Literacy for his contributions to the ESL and Adult Literacy Program at Prairie State Community College in Chicago Heights.

Areas of Expertise

Adult Education; Bilingual Education; Distance/Online Education; English as a Foreign Language; Intensive English Programs; Program Administration; Public Policy/Advocacy; Teacher Education; Writing/Composition

Recent Presentations and Publications

1. Almazan, J. T. (2024) Interview with Eric Hagley, Lead Coordinator of The International Virtual Exchange Project (pp. 16-23) MEXTESOL Press. <https://doi.org/10.61870/10a20t24j>
2. "Intercultural Online Language Learning Conversation Partners" MexTESOL International Convention (2024)
3. "TESOL - MexTESOL - IATEFL; 50 Years Fostering PD, Collaboration, & More" MexTESOL International Convention (2023)
4. "Painstakingly Gained Experience for a Post-Pandemic Environment" TESOL International Convention (2022)
5. "Standing in Global Solidarity: TESOL Affiliate Network Advocacy Panel" TESOL Advocacy & Policy Summit (2021)

Danielle Staudt

Executive Director

Danielle has served as TESOL International Association's executive director since January 2025, after having served for 10 years as the executive director of the Population Association of America.

Danielle is an experienced association executive bringing over 20 years of service.

Read the press release [here](#).

Jeff Hutcheson

Director, Public Affairs

Jeff has served TESOL International Association's since May 2022, where he supports the ELT field and learners through education policy, strategic partnerships, skill-building workshops, grassroots campaigns, elevating awareness of advocacy efforts and the policies that impact the ELT profession. Jeff holds an MA in English with a concentration in TESOL from Western Kentucky University and has served the profession since his first teaching assignment at Satit Chulalongkorn University in Bangkok, Thailand. Professionally, Jeff has been a member of TESOL, EnglishUSA, TNTESOL, and NAFSA Association of International Educators, holding leadership positions throughout his career, including VP of Advocacy with EnglishUSA in shepherding through the 113th U.S. Congress the 2010 English Accreditation Act.

Jeff has also completed doctoral coursework through Peabody College at Vanderbilt University and has led English language program operations in the U.S., China, and the Middle East. Jeff has experience in developing transnational educational partnerships and supporting global student mobility.

Areas of Expertise

Strategic partnerships; U.S Federal Policy, including legislation and appropriations; U.S. State Policy; Grass roots campaigns and building advocacy campaigns from the local to the national level; Workshop training, including advocacy skills for the ELT professional; Accreditation for English Language Programs (ACCET); Transnational Education; Global Student Mobility

Recent Speaking Engagements

1. US Federal Policy Update, yearly at both the TESOL International Convention & Expo and the TESOL Advocacy and Policy Summit
2. 2026: Alabama-Mississippi TESOL and Illinois TESOL
3. 2025: Texas TESOL, California TESOL, Michigan TESOL, and Virginia TESOL
4. AMTESOL Advocacy Workshop, January 2023, 2026
5. SETESOL/CarolinaTESOL Federal Policy and Advocacy Update, Fall 2022 (CarolinaTESOL) 2023 (SETESOL, with CarolinaTESOL)
6. SSTESOL Federal Policy and Advocacy Update, Fall 2022, 2023, and 2025
7. NJTESOL/NJTESOL Spring 2023, 2024, 2025
8. State-level Advocacy and Policy Workshop (virtual), October 2023
9. Testimony before the Arizona State Board of Education, in support of MLE access to dual language instruction
10. UCIEP Advocacy Workshop, February 2023