



**Curriculum Vita**  
**January 2020**

**Instructor:** Dr. Jacqueline Riley, Associate Professor

**Academic Department:** Curriculum and Instruction

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<b>EDUCATION</b>
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| 2012 | Doctor of Education<br>Texas A&M University-Kingsville, 2012<br>Major: Bilingual Education                          |
| 2007 | Master of Arts<br>University of Colorado-Colorado Springs, 2007<br>Major: Curriculum and Instruction                |
| 2006 | Bachelors of Arts<br>University of Colorado-Boulder, 2006<br>Major: English   |
| 2006 | Bachelors of Arts<br>University of Colorado-Boulder, 2006<br>Major: Spanish   |
|      | Teaching Certifications<br>K-12 Spanish<br>Secondary English Language Arts<br>K-12 Linguistically Diverse Education |

<b>CURRENT POSITION</b>
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Fall 2019-present	<b>Associate Professor</b> Texas A&M University-Commerce, Commerce, TX
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<b>EXPERIENCE</b>
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Fall 2013 – Spring 2019	<b>Assistant Professor</b> Texas A&M University-Commerce, Commerce, TX
Fall 2012 – Spring 2013	<b>English as a Second Language Teacher</b> (grades K-5) McAuliffe Elementary School, Colorado Springs District 11, Colorado Springs, CO
Spring 2012	<b>Spanish Enrichment Teacher</b> McAuliffe Elementary School, Colorado Springs District 11, Colorado Springs, CO
Fall 2009 – Spring 2011	<b>Instructor of Record and Graduate Assistant</b> Department of Bilingual Education Texas A&M University– Kingsville, Kingsville, TX
Fall 2007 – Spring 2009	<b>Spanish Teacher</b> Lewis Palmer High School, Lewis Palmer District 38, Monument, CO
Fall 2007 – Spring 2008	<b>Spanish Teacher</b> Community Schools, Lewis Palmer District 38, Monument, CO
Summer 2007	<b>English Summer School Teacher</b> Creekside Middle School, Lewis Palmer District 38, Monument, CO
Fall 2004 – Spring 2006	<b>English as a Second Language Adult Tutor</b> Intercambio de Comunidades, Boulder, CO

<b>AWARDS, NOMINATIONS &amp; DISTINCTIONS</b>
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2017	Faculty Senate Technology Award, Texas A&M University-Commerce
2016	Hispanic Educational Consortium Award
2016	Faculty Fellowship Award, Texas A&M University-Commerce
2016	Global Fellow Research Award, Texas A&M University-Commerce
2015	Global Fellow, Texas A&M University-Commerce

2013	National Association of Bilingual Education (NABE) Outstanding Dissertation in Bilingual Education Finalist
2006	Air Force Reserve Officer Training Corps Scholarship
2006	University of Colorado-Boulder Minority Arts and Science Scholarship

<b>TEACHING</b>
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### A. Courses Taught

#### Texas A&M University-Commerce

##### **BLED 401: Foundations of Bilingual and ESL Education**

(Summer 2019 Online, Fall 2018 Online, Spring 2018 Online, Fall 2015 Online, Spring 2015 Online, Fall 2014 Commerce/McKinney, Spring 2014 Commerce/Midlothian, Fall 2013 Commerce/McKinney)

Introduction to the philosophies and theories of bilingual schooling with emphasis on language policy and the sociological, psychological, and legal aspects involved. Provides students with opportunities to reflect on their own language learning and schooling experiences in bilingual settings and compare them to programs and practices shown by research to be effective.

##### **BLED 402: Bilingual Oral Language & Biliteracy Instruction**

(Fall 2017 Online, Fall 2015 McKinney, Fall 2014 McKinney, Spring 2014 McKinney, Fall 2013 McKinney)

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy. Offered in Spanish and English.

##### **BLED 403: Bilingual Instruction for the Content Areas**

(Spring 2020 Online, Fall 2020 Online, Spring 2019 Online, Fall 2018 Online, Summer 2017 Online, Spring 2015 Commerce/McKinney, Spring 2014 Commerce/McKinney)

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for teaching language arts, math, science and social studies in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy.

##### **BLED 412: Second Language Literacy for English Language Learners**

(Spring 2020 Online, Fall 2019 Online, Spring 2019 Commerce, Spring 2018 Commerce & McKinney, Fall 2017 Commerce and McKinney, Fall 2015 Commerce/McKinney, Fall 2014 Commerce, Spring 2014 McKinney, Fall 2013 McKinney)

Current approaches to the teaching of reading and writing in English to bilingual and ESL students in grades PK-12. Students will assess the oral language and literacy skills of English Language Learners and design, evaluate, and modify/adapt commercial and research-based instructional materials to meet identified needs.

**BLED 413: Sheltered Content Area Instruction for English Language Learners**  
(Spring 2015 Commerce/McKinney, Summer I 2014 Online)

The application of second language acquisition research, theory, and pedagogical approaches to the teaching of math, science, social studies, and language arts in English to bilingual and ESL students in grades PK-12. Content-based ESL and sheltered instructional approaches, methods, and materials that meet state and local standards will be among those explored and experienced.

**BLED 501: Theoretical Foundations of Bilingual and ESL Education**

(Spring 2020 Online, Fall 2019 Online, Fall 2018 Online, Spring 2018 Online, Fall 2017 Online, Spring 2017 Online, Fall 2016 Online, Spring 2016 Online, Fall 2015 met 3 times in McKinney, Summer I 2015 Online, Spring 2015 Online, Fall 2015 Online, Spring 2014 met 3 times in Mesquite, Fall 2013 met 5 times in McKinney)

A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs.

**BLED 504/597/604: Teaching ELLs with Technology**

(Spring 2019, Spring 2017 Online, Fall 2016 Online, Summer I 2016 Online, Spring 2016 Online, Summer I 2015 Online, Spring 2015 Online, May Mini 2014 Online)

Students will apply knowledge of current educational technology. They will have the opportunity to incorporate videos, podcasts and more into websites designed to fit the needs of English language learners.

**BLED 505/597/604: Accelerating ELL Achievement with Project Based Learning**

(Fall 2014 Online, Summer II 2014 Online)

Project Based Learning (PBL) taps into student strengths and interests in a manner that is cross disciplinary and builds academic language and the ability to think deeply and well. Students will identify and evaluate PBL models and create project plans for linguistically and culturally diverse learners.

**ELED 438: Integrated Learning: Social Studies in Field-Based Settings**

(Spring 2020 McKinney, Fall 2019 McKinney, Spring 2018 Greenville, Fall 2018 Greenville)

This course explores the integrated nature of learning with social studies as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team.

## Texas A&M University-Kingsville

### **EDED 1301: Teaching as a Profession: Schools and Society**

(Fall 2010 Kingsville)

Study of the foundations of education in the United States, with particular attention to Texas. Introduction to the history, purposes, structure and philosophies of education and to career options in teaching and other education fields. Students will apply critical thinking and communication skills as they structure their own educational philosophies about learning processes and professional responsibility. Students will develop personal and leadership qualities to succeed in the university and the teaching profession.

### **EDED 3318: Principals of Learning**

(Fall 2010 Online)

Motivation, attention, interest, transfer, relevance and other principles of learning. Theories and models with emphasis on early childhood and elementary school students.

### **EDBL 3325: Methods of Teaching English to Non-English Speaking Children**

(Spring 2011 Kingsville)

How to adjust the curriculum for English Language Learners by applying language, literacy and learning theories to instruction in the first and second languages. Strategies for developing literacy in English by using the students' primary languages.

### **EDBL 4316: Literacy Development for English Language Learners**

(Spring 2010 Kingsville)

Social, cultural and linguistic factors that affect student literacy. Designing literacy plans to meet diverse needs of students. Adjusting curriculum to support English Language Learners. Includes English Language Proficiency Standards (ELPS).

<b>RESEARCH AND GRANTS</b>
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#### **A. Grants**

2018-2019	<p><b>Co-Principal Investigator</b> Bilingual Education Scholarship Program \$107,142 *Awarded</p>
2018	<p><b>Principal Investigator.</b> Three Innovative Online SIOP Courses to Improve EL Teaching. The grant is funded by the Institute of Education Sciences. The project would develop and evaluate three online classes implementing the Sheltered Instruction Observation Protocol (SIOP) for in-service K-5 teachers seeking a specialization in ESL/bilingual education as part of Master's program in Curriculum and Instruction. \$1,500,000 *Not awarded</p>

- 2015-Present     **Principal Investigator.** *Using Skype in the classroom to teach global awareness.* Texas A&M University at Commerce Quality Enhancement Plan (QEP). \$3,500 \*Awarded
- 2013-2017       **Co-Principal Investigator** *¡Profes!* Grant  
The *¡Profes!* grant is federally funded by the U.S. Department of Education Office of English Language Acquisition (OELA). It is a collaboration between the Departments of Educational Leadership and Curriculum & Instruction at Texas A&M University-Commerce. It is a five year grant for \$1,595,549 \*Awarded

## B. Scholarly Publications

### 1. Peer Reviewed Journal Articles and Book Chapters Accepted and Published

- Riley, J.** (Accepted). Communicating with parents and guardians who speak another language. *New Teacher Advocate*.
- Szabo, S., & Riley, J.** (Accepted). Secondary education preservice teachers' use of reading strategies. *DKG Bulletin*.
- Riley, J., & Isbell, L.** (2019). Faculty perceptions of the usefulness of integrating graduate student-created resources into teacher preparation coursework. *Tech Trends*, 1-7. doi: 10.1007/s11528-019-00376-4  
<Note: 37% acceptance rate (Cabell's)>
- Riley, J., Munoz, A., Reyna-Garza, G., Lawrence, G., Shelton, M., & Rojas Paz, A.** (2019). Video-Conferencing as a tool to promote global awareness. *KDP Record*, 55(1), 42-45. doi: 10.1080/00228958.2019.1549443  
<Note: 22% acceptance rate (Cabell's)>
- Miller, J., Lewis, K., & **Riley, J.** (2019). Getting the most out of GiftED19: Targeted planning, before, during & after the conference. *TEMPO*, 40(2), 10-11.
- Riley, J. & Sosa-Sánchez, P.** (2019). Breaking through: Using authentic literature to teach social studies. In Hansen-Thomas, H. (Ed.), *Transforming practices for the high school classroom* (pp. 63-77). TESOL Press.
- Riley, J., Hsu, C.-C., & Szabo, S.** (2018). Engaging mobile apps for improving English language learners' speaking proficiency. In M. Cowart. & G. Anderson (Eds.), *Academic achievement for English language learners: Essential elements of teaching and leadership* (pp. 88-104). Texas Woman's University.
- Colón, V., Szabo, S., & **Riley, J.** (2018). The effects of transitional bilingual education versus dual language immersion on English Language Learners' reading assessment scores. In

G. Onchwari & S. Keengwe (Eds.), *Handbook of research on pedagogies and cultural considerations for young English language learners* (pp. 132-145).

**Riley, J., Munoz, A., Green, C., & Kim, J.** (2017). *Guiamos: A university-based program for pre-service bilingual and ESL teachers*. *Bilingual Research Journal*, 1-18. doi: 10.1080/15235882.2017.1385547

<Note: Acceptance rate 18% (Cabell's)>

**Riley, J.** (2017). Creating a Google classroom site. *New Teacher Advocate*, 24(4), 10.

<Note: Acceptance rate 65% (Cabell's)>

**Riley, J.** (2017). Integrating YouTube videos into online teacher education. *Journal of Teaching and Learning with Technology*, (6)1. doi: :10.14434/jotlt.v6n1.19526

<Note: Acceptance rate 30% (Cabell's)>

**Riley, J.** (2016). Text messaging to engage students in class discussion. *College Teaching*, 64(3), 147. doi:10.1080/87567555.2016.1147414

<Note: Acceptance rate 21-30% (Cabell's)>

Miller, J., Maggio, R., & **Riley, J.** (2016). Technology tips for teachers: Meet TED, the audio PowerPoint and Skype. *TEMPO*, 37(1), 20-21.

**Riley, J.** (2015). Bilingual Facebook users' cognitive writing processes. *Canadian Journal of Learning and Technology*, 41(1), 1-17.

<http://www.cjlt.ca/index.php/cjlt/article/view/854/408>

<Note: Acceptance rate 20% (Cabell's). Beginning in 1982, this is an established journal in the field of technology and learning.>

**Riley, J., & Hsu, C. H.** (2015). Integrating free online videos to facilitate ELLs' academic vocabulary development. In M. Cowart. & G. Anderson (Eds.), *Professional practice in diverse settings: Attitudes and dispositions that facilitate success* (pp. 140-164). Texas Woman's University.

<Note: This monograph has been supported by funds from the North Texas Federation. It is distributed free of charge to educators.>

**Riley, J.** (2013). Bilinguals' use of English and Spanish digitalk on Facebook status updates. *International Journal of English Linguistics*, 3(1), 1-18.

<http://www.ccsenet.org/journal/index.php/ijel/article/view/24235>

<Note: For 2013, of 146 articles submitted, 65 or approximately 45% were published.>

**Riley, J.** (2011). Influences of Facebook on English-Spanish bilinguals' writing. *Journal of Border Educational Research*, 10(1), 133-145.

<Note: This journal is an initiative of Texas A&M International University, College of Education.>

### Peer Reviewed Book Reviews

**Riley, J., & Gomez, P.** (2012). Review of *Bilingualism in the USA* by F. Field. *Modern Language Journal*, 96(4), 639-640.  
<Note: Published quarterly, acceptance rate 7-10%>

## 2. Publications in Review and Progress

**Riley, J., & Babino, A.** (Revisions submitted 11/19). Integrating YouTube comments into class discussion. *College Teaching*.

Babino, A., & **Riley, J.** (Submitted 10/19). Recast student reflection with letters to future students. *Scholarly Teacher*.

**Riley, J., & Babino, A.** (Submitted 11/19). Sharing Lesson Demonstrations to Improve One's Own Teaching. *Contemporary Issues in Technology and Teacher Education-Current Practices*.  
<Note: Acceptance rate 29% (Cabell's)>

**Riley, J.** (Proposal accepted, full chapter due/estimated submission date 1/30). Using Asynchronous Tools to Promote Effective Mentor-Mentee Communication. *Innovation for Transformation: Tackling Higher Education's Toughest Problems*.

**Riley, J., Slay, L., & Revelle, C.** (In progress, chapter due 2/29). Utilizing online videos to promote critical discussion of diverse learners. *International Journal of Multicultural Education*.  
<Note: Acceptance rate 13% (Cabell's)>

**Riley, J., Muñoz, A., Reyna-Garza, G., Lawrence, G., Shelton, M., & Rojas Paz, A.** (In progress, estimated date of submission 2/20). Using Skype in the classroom to facilitate intercultural exchanges. *Contemporary Issues in Technology and Teacher Education*.  
<Note: Acceptance rate 29% (Cabell's)>

Babino, A., & **Riley, J.** (In progress). Bilingual teacher identity, biliteracy, and agency.

**Riley, J., & Babino, A.** (In progress). The creative instructor: Ideas to engage adult learners. (In progress). *Book*.

**Riley, J., Slay, L., & Miller, K.** (In progress). Using EdTPA to prepare pre-service Teachers to Teach ELLs.

Slay, L., **Riley, J.** & Revelle, C. (In progress). Using student-created poetry to build community. *International Journal of Teaching and Learning in Higher Education*.  
<Note: Acceptance rate 11% (Cabell's)>

## C. Evidence of Other Scholarly and Creative Activities

### 1. Conferences



**a. National (Refereed)**

- 2020            **Riley, J., Slay, L., & Revelle, C.** (Accepted, Scheduled for February, 2020). Authentic YouTube controversies: leveraging online documentation of social injustices in school contexts with pre-service teachers. National Association of Bilingual Education (NABE). Las Vegas, NV.
- Garza-Reyna, G., **Riley, J., & Muñoz, A.** (Accepted, Scheduled for February, 2020). Teachers' perceptions of using Skype as a tool to facilitate intercultural exchanges. National Association of Bilingual Education (NABE). Las Vegas, NV.
- Riley, J., Slay, L., & Revelle, C.** (January, 2020). They said what?! Using YouTube comments to spark class discussion. Lilly Conference on Evidence-Based Teaching and Learning. Austin, TX.
- Slay, L., **Riley, J., & Revelle, C.,** (January, 2020). Using student-created poetry to build community. Lilly Conference on Evidence-Based Teaching and Learning. Austin, TX.
- 2018            **Riley, J.** (January, 2018). Integrating Student-Created YouTube Videos into the Classroom. Lilly Conference on Evidence-Based Teaching and Learning. Austin, TX.
- Riley, J.** (January, 2018). Making the Most of your First Day of Class. Lilly Conference on Evidence-Based Teaching and Learning. Austin, TX.
- 2017            **Riley, J., Green, C., Munoz, A., & Kim, J.** (June, 2017). Effective tools for teacher mentoring. International Society for Technology in Education (ISTE). San Antonio, TX.
- Riley, J., & Sosa-Sanchez, P.** (March, 2017). Selecting engaging, authentic Latino children's literature for the K-6 Classroom. National Latinos Children's Literature. San Antonio, TX.
- Sosa-Sanchez, P., & **Riley, J.** (March, 2017). Exploring immigration through Latino children's literature. National Latinos Children's Literature. San Antonio, TX.
- Riley, J.** (February, 2017). Let's get ELLs talking!: Apps for developing oral language skills. National Association of Bilingual Education (NABE). Dallas, TX.

- Sosa-Sanchez, P., & **Riley, J.** (February, 2017). Chicano children's literature: Supporting reading strategies with bilingual children's literature. National Association of Bilingual Education (NABE). Dallas, TX.
- 2015 **Riley, J.** (March, 2015). Using free online videos in the English language classroom. Society for Information Technology (SITE). Las Vegas, NV.
- 2014 **Riley, J., & Green, C.** (November, 2014). *¡Enriquecemos!* (We enrich) Workshops: Ways to motivate bilingual primary students to express themselves creatively and take pride in their work. National Association for the Education of Young Children (NAEYC). Dallas, TX.
- Hsu, C.H., & **Riley, J.** (February, 2014). Examining Chinese ESL graduate students' bicultural communicative competence in English speaking classes. National Association of Bilingual Education (NABE). San Diego, CA.
- 2013 **Riley, J.** (February, 2013). From thoughts to digitalk: The cognitive processing of bilingual students' Facebook status updates. National Association of Bilingual Education (NABE). Orlando, FL.

#### **b. State (Refereed)**

- 2019 **Riley, J., & Isbell, L.** (February, 2019). Inquiry-based lessons: Observing teachers' progress and understanding. Southwest Education Research Association (SERA). San Antonio, TX.
- 2017 **Riley, J.** (March, 2017). Ten tips for increasing instructor presence in the online classroom. Teaching with Technology. College Station, TX.
- 2016 **Riley, J.** (March, 2016). Using smartphones to enhance teaching. Teaching with Technology. College Station, TX.
- 2016 **Riley, J.** (February, 2016). Using free online videos with English language learners. Texas Language Education Research (TexLer). San Antonio, TX.
- 2012 **Riley, J.** (November, 2012). Learning to use "LOL" and "OMG" online. Colorado Teachers of English as a Second Language (COTESOL). Aurora, CO.

#### **c. Regional (Refereed)**

- 2011 **Riley, J.** (February, 2011). Influences of Facebook on English-Spanish bilinguals' writing. Winds of Change: The University of the Future, 5<sup>th</sup> Conference on the Scholarship of Teaching and Learning. Texas A&M-Kingsville, TX.

**d. Invited Texas A&M University-Commerce Presentations**

- 2018            **Riley, J.** (February). Apps for the Language Classroom. Presentation for Workshops for Language Educators Professional Development Day. Commerce, TX
- 2015-present   **Riley, J.** (March, 2015, March 2016, April 2017). SIOP (sheltered observation instruction protocol). Presentation for all level pre-service teacher seminar. Commerce, TX.
- 2014            **Riley, J.** (April, 2015). Egg-cellent ideas for creative writing in Spanish. Presentation for *¡Profes!* scholarship recipients. Mesquite, TX.
- Riley, J.** (October, 2014). SIOP (sheltered observation instruction protocol). Presentation for all level pre-service teacher seminar. Commerce, TX.
- Riley, J.** (March, 2014). How to use social networking as an educator. Mesquite, TX.
- Riley J., & Mendoza, R.** (March 2014). *¡Profes! ¡Enriquecemos!* Mesquite, TX.
- 2013            **Riley, J.** (October, 2013). Seven things for ESL teachers to keep in mind. Presentation for all level pre-service teacher seminar. Commerce, TX.

