

MEG GEBHARD
Curriculum Vitae

School of Education
212 West Furcolo Hall
University of Massachusetts
Amherst, MA 01003

74 January Hills Road
Amherst, MA 01002
413.548.6963 (home) 413.262.9455 (cell)
Email: gebhard@educ.umass.edu

CURRENT POSITION

Professor of Applied Linguistics
Teacher Education and School Improvement
College of Education, University of Massachusetts, Amherst

EDUCATION

Ph.D. **University of California at Berkeley**
Education in Language, Literacy, and Culture, 2000

Second Language Acquisition and School Reform: A Qualitative Study of the Learning Experiences of Second Language Learners in Three Restructuring Elementary Schools.
Lily Wong Fillmore and Claire Kramsch (co-chairs), Judith Warren Little, and Rick Kern

M.A. **Syracuse University**
Teaching English to Speakers of Other Languages, 1989
Advisor: Dr. Donald Leu

B.A. **State University of New York at Binghamton**
Dual degree in Linguistics and German Studies, 1986
Advisor: Dr. Stephen Straight

RESEARCH AREAS

- Critical systemic functional linguistics in K-12 schools
- The disciplinary literacy development of multilingual learners
- Teachers' work and school reform policies
- Curriculum design
- Critical discourse analysis

MEG GEBHARD
Curriculum Vitae

GRANTS/CONTRACTS/FELLOWSHIPS

Massachusetts Association of Teachers and Speakers of Other Languages: Pre-Conference Institute, *Teaching and Learning Content-Based Literacies: Systemic Functional Linguistics in Action*. Designed to support participants in exploring how language works to construct content-specific meanings in students' texts as mandated by state and national standards. MATSOL Conference. Framingham, MA 2019.

University of Colorado, Silver Springs: Provide professional development workshops for pre- and in-service teachers as well as consult on the research design for a five-year study of inclusion teachers' ability to support students' academic language development. 2017-present.

WIDA Consortium (World-class Instructional Design and Assessment): Provide feedback on the organization's conceptual framework for designing standards and assessments to be used with learners of disciplinary English and Spanish. WIDA standards and assessment systems have been adopted by 33 state agencies in the United States and internationally. 2016-present.

Public Service Endowment Grant: Supporting Teachers' Professional Development and Students' Disciplinary Literacy Development in Springfield High Schools (\$15,000). 2015-2016.

Massachusetts Department of Elementary and Secondary Education: ACCELA/DESE Fellowships (\$80,000). Scholarships for Springfield and Holyoke Public School teachers to earn a graduate degree and state license in Reading and/or ESL through the ACCELA Alliance. 2012-2014.

College of Education Research Fellowship: District-University Partnership, Analyzing Student Data and Supporting ELLS' Academic Performance (\$12,900). Meg Gebhard (PI) & Betsy McEneaney. Design of a qualitative and quantitative study of changes in teachers' instructional practices and implications for ELLs' academic literacy development. Conducted in collaboration with Holyoke and Springfield Public Schools. 2012-2013.

College of Education, Innovative Instructional Fellow: \$3,000 to support the design of an online course focusing on academic language development for English language learners and other linguistically and culturally diverse students. 2011-2012.

College of Education Research Fellowship: Supporting ELLs' Academic Literacies, Teacher Professional Development, and Genre-Based Pedagogy (\$10,000). One-year grant to analyze an ESL teacher's use of SFL/genre-based pedagogy and changes in her L2 students' academic textual practices. Fall, 2011.

College of Education Research Fellowship: Supporting ELLs' Academic Literacies, Teacher Professional Development, and Genre-Based Pedagogy (\$9,000). One-year grant to analyze an ESL teacher's use of SFL/genre-based pedagogy and changes in her L2 students' academic textual practices. Fall, 2010.

Title III: Closing the gap: Preparing all teachers to work with English Language Learners. Jerri Willett & Meg Gebhard (co-PIs). Five-year grant award of \$1,500,000 to create systemic professional development opportunities regarding second language academic literacy development for content-area teachers and administrators in western Massachusetts. May, 2002-2007.

MEG GEBHARD
Curriculum Vitae

Joseph P. Healey Endowment Grant, University of Massachusetts, Amherst. Principal Investigator. Grant award of \$10,000. Critical qualitative and quantitative study to analyze how linguistically and culturally diverse students develop the ability to produce “high-stakes” narratives in English in the context of school reform in the United States. 2004-2005.

MEET Technology Fellowship, Massachusetts Department of Education. Grant award of \$750 to support multimedia case-study research in teacher education. Spring, 2002.

Solidago Foundation. Grant award of \$5,000 to Language, Literacy, and Culture department faculty to establish the Language Rights Coalition of Western Massachusetts. September, 2002-August, 2003.

MEET Technology Fellowship, Massachusetts Department of Education. Grant award of \$1,500 to support multimedia case-study research in teacher education. Spring, 2001.

Language Minority Research Institute Dissertation Fellowship, University of California at Santa Cruz. Grant award of \$7,500 for distinguished dissertation proposal related to the education of second language learners in restructuring school. 1998-1999.

Center for the Integration of Teaching and Learning, University of California at Berkeley. Grant and tuition waiver awarded for distinguished dissertation proposal related to understanding the connection between teachers’ professional development and student learning. 1998-1999.

Spencer Faculty Mentor Grant, University of California at Berkeley. Grant awarded to promising graduate student researchers working with Judith Warren Little, a Spencer Research Mentor. 1997-1998.

Summer Research Opportunity Program, University of California at Berkeley. Mentor grant awarded to doctoral students who mentor underrepresented undergraduates in the practices of conducting research. 1997 and 1998.

Burton Blatt Scholarship, Syracuse University. Tuition grant awarded to distinguished graduate students in the School of Education in honor of Burton Blatt. 1988-1989.

Graduate School Scholarship, Syracuse University. Tuition grant awarded to distinguished graduate students. 1988.

AWARDS

- 2018-2019 Nominated for College of Education Outstanding Teaching Award
- 2016-2017 College of Education, University of Massachusetts, Distinguished Graduate Mentor Award
- 2011-2012 American Educational Research Association’s (AERA) Division K Award for Innovations in Research on Diversity in Teacher Education
- 2011-2012 College of Education Outstanding Teaching Award
- 2004-2005 Recognition by the National Academy of Education and the Committee on Teacher Education
- 2003-2004 *Modern Language Journal*, Article selected as most provocative of the year

MEG GEBHARD

Curriculum Vitae

SCHOLARSHIP

Refereed Journal Articles

- Gebhard, M., & Graham, H. (2018). Bats and grammar: Developing critical language awareness in the context of school reform. *English Teaching: Practice & Critique*, 17(4), 281-297.
- Accurso, K., Gebhard, M., & Purington, S. (2017). Analyzing diverse learners' writing in mathematics: Systemic functional linguistics in secondary pre-service teacher education. *International Journal of Mathematics Teaching and Learning*, 18(1), 84-108.
- Gebhard, M., & Willett, J. (2015). Translingual context zones: Critically reconceptualizing teachers' work within the context of globalism. *Linguistics & Education*, 32, 98-106.
- Gebhard, M., Chen, I., & Gunawan, W. (2014). Redefining conceptions of grammar in English Education in Asia: SFL in practice. *Applied Research on English Language*, 3(2), 1-17.
- Gebhard, M., Chen, I., & Britton, B. (2014). "Miss, nominalization is a nominalization": English language learners' use of SFL metalanguage and their literacy practices. *Linguistics and Education*, 26, 106-125.
- Gebhard, M., Chen, I., Graham, H., & Gunawan, W. (2013). Teaching to mean, writing to mean: SFL, L2 literacy, and teacher education. *Journal of Second Language Writing*, 22(2), 107-124.
- Gebhard, M., & Harman, R. (2011). Reconsidering genre theory in K-12 schools: A response to school reforms in the United States. *Journal of Second Language Writing*, 20, 45-55.
- Gebhard, M., Shin, D. S., & Seger, W. (2011). Blogging and emergent L2 literacy development in an urban elementary school: A functional perspective. *CALICO Journal*, 28(2), 278-307.
- Gebhard, M. (2010). Teacher education in changing times: A systemic functional linguistics (SFL) perspective. *TESOL Quarterly*, 44(4), 797-803.
- Austin, T., Willett, J., Gebhard, M., & Lao, A. (2010). Forging new academic futures/strategically building cultural capital: Preparing educators to address inequitable access to discourse, knowledge, and power. *Journal of Latinos and Education*, 9(4), 1-22.
- Gebhard, M., Demers, J., & Castillo-Rosenthal, Z. (2008). Teachers as critical text analysts: L2 literacies and teachers' work in the context of high-stakes school reform. *Journal of Second Language Writing*, 17(4), 274-291.
- Gebhard, M., & Willett, J. (2008). Social to academic: University-school district partnership helps teachers broaden students' language skills. *The Journal of Staff Development*, 29(1), 41-45.
- Gebhard, M., Harman, R., & Seger, W. (2007). Reclaiming recess: Learning the language of persuasion. *Language Arts*, 84(5), 419-430.
- Gebhard, M. (2005). School reform, hybrid discourses, and second language literacies. *TESOL Quarterly*, 39(2), 187-210.

MEG GEBHARD
Curriculum Vitae

- Gebhard, M., Habana Hafner, A., & Wright, M. (2004). The language game of math. Reprint in *The Harvard Letter*, 20(6), 5-7.
- Gebhard, M. (2004). Fast capitalism, school reform, and second language literacy practices. Reprint in *Modern Language Journal*, 88(2), 245-265. (Selected from the *Canadian Modern Language Review* as most provocative article of the year.)
- Gebhard, M. (2002). Charter schools and bilingual education: A case study of teachers negotiating policy-making roles. *Equity and Excellence in Education*, 35(3), 255-264.
- Gebhard, M. (2002). Getting past "See Spot Run." *Education Leadership*, 60(4), 35-39.
- Gebhard, M. (2002). Fast capitalism, school reform, and second language literacy practices. *Canadian Modern Language Review*, 59(1), 15-52.
- Gebhard, M., Keenan, R., & Willett, K. (2002). Reading corner for educators: Making informational literacy practices visible. *Language Arts*, 80(1), 68-69.
- Gebhard, M. (1999). Debates in SLA studies: Redefining classroom SLA as an institutional phenomenon. *TESOL Quarterly*, 36(3), 544-557.
- Gebhard, M. (1998). A case for professional development schools. *TESOL Quarterly*, 32(3), 501-510.
- Book**
- Gebhard, M. (2019). *Teaching and researching ELLs' disciplinary literacy practices: SFL in action in the context of school reform*. New York: Routledge.
- Book Chapters**
- Gebhard, M. & Accurso, K. (in press). Systemic functional linguistics. In C. Chapelle (Ed.), *The concise encyclopedia of applied linguistics*. Hoboken, NJ: Wiley-Blackwell.
- Gebhard, M., Accurso, K., Chen, I. (2019). Paradigm Shifts in the teaching of grammar in ESL/EFL contexts: A case for a social semiotic perspective. In L. C. de Oliveira (Ed.), *Handbook of TESOL in K-12*. Hoboken, NJ: Wiley-Blackwell.
- Accurso, K., Gebhard, M., & Selden, C. (2016). Supporting L2 elementary science with SFL in an age of school reform. In L. de Oliveira & T. Silva (Eds.), *Second language writing in elementary classrooms: Instructional issues, content-area writing and teacher education* (pp. 126-150). New York: Palgrave Macmillan.
- Gebhard, M., & Ives, D. (2012). Multiliteracies. In J. Banks (Ed.), *Encyclopedia of diversity in education* (pp. 1577-1579). Thousand Oaks, CA: Sage Publications.
- Gebhard, M. (2012). Institutional ethnography. In C. Chapelle & L. Harklau (Eds.), *The encyclopedia of applied linguistics* (pp. 2703-2708). Malden, MA: Wiley Blackwell.
- Gebhard, M. (2012). Systemic functional linguistic approaches to teaching English language learners. In C. Chapelle & L. Ortega (Eds.), *The encyclopedia of applied linguistics* (pp. 5505-5517). Malden, MA: Wiley Blackwell.
- Gebhard, M., & Martin, J. (2011). Grammar and literacy learning. In D. Fisher & D. Lapp (Eds.), *Handbook of research on teaching the English language arts* (pp. 297-304). Mahwah, NJ: Erlbaum/Taylor & Francis.

MEG GEBHARD

Curriculum Vitae

- Gebhard, M., Willett, J., Jimenez, J., Piedra, A. (2011). Systemic functional linguistics, teachers' professional development, and ELLs' academic literacy practices. In T. Lucas (Ed.), *Teacher Preparation for Linguistically Diverse Classrooms* (pp. 91-110). Mahwah, NJ: Erlbaum/Taylor & Francis.
- Shin, D. S., Gebhard, M., & Seger, M. (2010). Weblogs and English language learners' academic literacy development: Expanding audiences, expanding identities. In S. Rilling & M. Dantas-Whitney (Eds.), *Authenticity in the classroom and beyond* (pp. 99-111). Alexandria, VA: TESOL, Inc.
- Gebhard, M., Habana Hafner, A., & Wright, M. (2004). Teaching English-language learners "the language game of math": Insights for teachers and teacher educators. In M. Sadowski (Ed.), *Teaching immigrant and second-language learners* (pp. 33-46). Cambridge, MA: Harvard Educational Publishing Group.
- Gebhard, M., Austin, T., Nieto, S., & Willett, J. (2002). "You can't step on someone else's words": Preparing all teachers to teach language minority students. In Z. Beykont (Ed.), *The power of culture: Teaching across language difference* (pp. 219-243). Cambridge, MA: Harvard Educational Publishing Group.
- Gebhard, M. (1998). Second language writing theory. In M. L. Kennedy (Ed.), *Theorizing composition: A critical sourcebook of theory and scholarship in contemporary studies* (pp. 277-280). Westport, CT: Greenwood Press.

Book Reviews

- Gebhard, M. (2006). Applied linguistics and communities of practice. Edited by Srikant Sarangi and Theo Van Leeuwen. *Journal of Language, Identity, and Education*, 5(4), 317-331.
- Gebhard, M. (2001). Immigrant voices: In search of educational equity. Edited by Enrique (Henry) T. Trueba and Lilia I. Bartolomé. *Anthropology and Education Quarterly*, 32(2), 257-258.

Conference Proceedings

- Jiménez-Cañedo, J. P., & Gebhard, M. (2007). "Expert-like" elementary narratives: A genre- and corpus-based study of L2 writing development. In N. Klüber (Ed.), *Proceedings of the Seventh International Conference on Teaching and Language Corpora*, Paris, July, 2006. Amsterdam/Kenilworth, NJ: Rodopi.

Reports

- Final report on the progress of ACCELA/DESE Scholarships for Urban Teachers (2012). Submitted to Massachusetts Department of Elementary and Secondary Education. Malden, MA.

Plenary/Keynote Addresses

- Gebhard, M. (2018). Using SFL metalanguage in teaching multilingual students to read, write, and critically analyze disciplinary discourses. Plenary address at the annual meeting of the Australian Systemic Functional Linguistics Association. University of South Australia, Adelaide, Australia.
- Gebhard, M. (2016). Reconceptualizing teachers' work and student learning in the context of globalization: An SFL perspective. Plenary address at the annual meeting of the International Systemic Functional Congress. Bundung, Indonesia.

MEG GEBHARD
Curriculum Vitae

- Gebhard, M. (2012). ELLs' academic literacy development and the Common Core: Implications for designing powerful curriculum and instruction in the context of high-stakes school reforms. Keynote address for Springfield Public School's ESL teachers and administrators, Springfield, MA.
- Gebhard, M. (2012). ELLs' academic literacy development and the Common Core: Implications for designing powerful curriculum and instruction in the context of high-stakes school reforms. Keynote address for Springfield Public School's ESL teachers and administrators, Springfield, MA.
- Gebhard, M., Britton, L., Chen, I., & Graham, H. (2011). Scaffolding academic literacies across disciplines: An SFL perspective. Keynote address at the annual NNETESOL Conference, Saint Michael's College, Colchester, VT.
- Gebhard, M. (2009). Supporting academic literacy using genre-based pedagogy. Keynote address at annual meeting of Rhode Island Teachers of English Language Learners, Providence, RI.

Invited Presentations

- Gebhard, M. (2018). SFL research and teacher education: Critically responding to the Standardization and Accountability Movement as engaged scholars. Invited paper presentation to the annual meeting of the North American Systemic Functional Linguistics Association, Athens, GA.
- Gebhard, M. (2018). Re-conceptualizing teachers' work: Halliday's theory of language, learning, and social change in action. An invited paper by the TESOL Research Council, TESOL Conference, Chicago, IL.
- Gebhard, M. & Graham, H. (2018). Grammar and bats: Environmental studies, critical SFL metalanguage, and middle schoolers. Invited colloquium with Maria Brisk, Ruth French, Ruth Harman, and Mary Schleppegrell at the annual meeting of the International Systemic Functional Congress, Boston, MA.
- Gebhard, M., Graham, H., & Marsh, B. (2018). Teacher professional development, semiotic mediation, & functional metalanguage. Invited colloquium with Sally Humphrey, Jing Hao, Susan Feez, Lucy Macnaught, and Trish Weeks at the annual meeting of the International Systemic Functional Congress, Boston, MA.
- Gebhard, M. (2018). Disciplinary literacies and the Common Core State Standards. Invited colloquium with Zhi Hui Fang, Brittany Adams, Cuiying Li, Shan Zhu, Jungyoung Park, Suzanne Chapman, and Valerie Gresser at the annual meeting of the International Systemic Functional Congress, Boston, MA.
- Gebhard, M., & Accurso, K. (2018). SFL and teacher research: Future directions. Presentation at the annual meeting of the International Systemic Functional Congress, Boston, MA.
- Gebhard, M., & Accurso, K. (2018). Teachers' work and students' literacies in "contact zones": A multimodal social semiotic perspective. Colloquium with Maria Brisk, Ruth Harman, Mary Schleppegrell, and Jonathan Rosa, American Association of Applied Linguistics, Portland, OR.

MEG GEBHARD
Curriculum Vitae

- Gebhard, M. (2017). SFL research and teacher education: Critically responding to the Standardization and Accountability Movement as engaged scholars. A presentation at the Graduate School of Education, University of Georgia, Athens, GA.
- Gebhard, M. (2017). What is SFL? A presentation at the Graduate School of Education, University of California at Santa Cruz, Santa Cruz, CA.
- Gebhard, M. (2015). Functional metalanguage, academic literacy development, and confronting neoliberal school reforms in the United States. Papers in honor of Dr. Claire Kramsch, University of California at Berkeley, Berkeley, CA.
- Gebhard, M. (2014). Students' use of SFL metalanguage in literacy events. A presentation at the Graduate School of Education, University of California at Berkeley, Berkeley, CA.
- Byrnes, H., Gebhard, M., Lantolf, J., & Wells, G. (2013). Revisiting the complementary contributions of Halliday and Vygotsky to a "language-based theory of learning." American Association of Applied Linguistics, Dallas, TX.
- Gebhard, M., & Willett, J. (2012). Academic language and the RETELL initiative: A case for systemic functional linguistics. A presentation to the Commissioner of Education of Massachusetts, Malden, MA.
- Gebhard, M., & Gunawan, W. (2011). Conceptions of grammar and L2 Writing. Paper presented at the annual TESOL Conference, New Orleans, LA.
- Gebhard, M., & Graham, H. (2011). Teachers' changing conceptions of grammar: Implications for supporting academic language development. Paper presented at the annual TESOL Conference, New Orleans, LA.
- Gebhard, M., & Shin, D. (2010). Systemic functional linguistics, computer-mediated communication, and L2 emergent literacies. Paper presented at the annual *Symposium on Second Language Writing*, Murcia, Spain.
- Gebhard, M. (2010). Supporting academic literacy using SFL-based pedagogy. Paper presented at Salem State College, Salem, MA.
- Gebhard, M. (2009). "Context" in L2 writing pedagogy and research: Emergent and dynamic. An invited Academic Session of the Second Language Writing Interest Section on *L2 Writing Across Contexts* convened by Christine Tardy, TESOL Conference, Denver, CO.
- Gebhard, M. (2007). Critical literacy, systemic functional linguistics, and teachers' professional development. Presentation at Boston College, Boston, MA.
- Gebhard, M. (2007). Supporting critical academic literacy with ELLs and their teachers. Presentation at Hampshire College, Amherst, MA.
- Gebhard, M. (2006). The use of systemic functional linguistics in teachers' professional development. Presentation at School of Education, University of Michigan, Ann Arbor, MI.
- Willett, J., Gebhard, M., Austin, T., & Paugh, P. (2006). ACCELA: Collaboration in urban schools. Presentation in honor of Sonia Nieto, University of Massachusetts, Amherst, MA.
- Gebhard, M. (2006). Supporting the academic literacies of ELLs in the context of school reform. Presentation to the Educator Licensing Advisory Council, University of Massachusetts, Amherst, MA.

MEG GEBHARD
Curriculum Vitae

- Willett, J., Paugh, P., Gebhard, M., & Austin, T. (2006). A critical literacy and inquiry approach to preparing teachers to teach English language learners in shifting contexts and uncertain times. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Gebhard, M., Habana Hafner, A., & Wright, M. (2006). Making room for students' linguistic and cultural practices in the context of *NCLB*. Paper presented at annual meeting of Teachers of English to Speakers of Other Languages, Tampa, FL.
- Gebhard, M. (2005). Supporting the academic literacy practices of ELLs: Implications for designing English language arts instruction. Presentation to the Learning, Research, and Development Center, University of Pittsburgh, Pittsburgh, PA.
- Willett, J., Gebhard, M., & Austin, T. (2004). Critical language teacher education in the context of high-stakes school reforms. Critical Discourse Analysis Conference, Bloomington, IN.
- Gebhard, M. (2003). School reform, hybrid texts, and second language literacies. Paper presented at annual meeting of the American Educational Research Association, Chicago, IL.
- Gebhard, M. (2003). Critical literacy, teacher education, and institutional change. Paper presented at annual meeting of Teachers of Speakers of Other Languages, Baltimore, MD.
- Gebhard, M. (2002). Doing critical literacy in hard times. Paper presented at annual meeting of the National Council for Teachers of English, Atlanta, GA.
- Gebhard, M. (2002). Analyzing text and context in teacher education. Paper presented at annual meeting of Teachers of English to Speakers of Other Languages, Salt Lake City, UT.
- Gebhard, M. (2001). Fast capitalism and second language acquisition. Paper presented at annual meeting of the American Association for Applied Linguistics, St. Louis, MO.
- Gebhard, M., Sweeney, T., & Miller-Antill, J. (2001). Multimedia case studies in bilingual/ESL teacher education. Multimedia presentation at the *MEET Technology Symposium*, University of Massachusetts, Amherst, MA.
- Gebhard, M. (2001). Fast capitalism and school restructuring. Paper presented at the *Fortnightly Lecture Series*, University of Massachusetts, Amherst, MA.
- Gebhard, M. (2001). Language, culture, and preschool curriculum: Working with multilingual families. Presented to University Child Care, University of Massachusetts, Amherst, MA.
- Gebhard, M. (1999). The professional development of second language educators in a context of reform. Paper presented at annual meeting of Teachers of English to Speakers of Other Languages, New York, NY.
- Gebhard, M. (1999). Video data analysis in SLA research: Integrating text and context. Paper presented at the Center for the Integration of Teaching and Learning, Berkeley, CA.
- Gebhard, M. (1999). Classroom and institutional discourses in SLA. Discourse Analysis Seminar, Graduate School of Education, University of California, Berkeley, CA.
- Gebhard, M. (1997). Knowledge and power in second language teacher education. Discussant at annual meeting of Teachers of English to Speakers of Other Languages, Chicago, IL.
- Gebhard, M. (1993). ESL students in mainstream classes. In-service workshop presented at Quincy High School, Quincy, MA.

MEG GEBHARD
Curriculum Vitae

Gebhard, M. (1993). Examining ESL materials: A movement away from textbooks toward tradebooks. In-service workshop presented at Quincy High School, Quincy, MA.

Gebhard, M. (1991). The canon in the context of a multicultural middle school. Paper presented at annual meeting of the New York State English Council Conference, Albany, NY.

Invited Professional Development Workshops

Gebhard, M. (2019). From presentation to publication. Webinar for Graduate Steering Committee, American Association of Applied Linguistics.

Gebhard, M. (2018). Researching changes in teachers' practices and students' writing samples. Workshop for pre- and in-service teachers at the University of Colorado, Colorado Springs, CO.

Gebhard, M. (2017). Teaching disciplinary literacy practices to ELLs in the context of CCSS: More than vocabulary. Workshop for pre- and in-service teachers at the University of Colorado, Colorado Springs, CO.

Gebhard, M. (2013). Scaffolding L2 academic literacies: An SFL perspective. Workshop for students and faculty at Southern Connecticut State University, New Haven, CT.

Gebhard, M. (2012). Supporting ELLs' academic literacies across content areas: Implications for teacher educators. Workshop for teacher educators at Salem State College, Salem, MA.

Gebhard, M., Britton, L., Chen, I., Graham, H., & Sussbauer, E. (2011). ELLs, understanding by design, and the Common Core. Workshop for elementary and secondary teachers and district administrators in Massachusetts sponsored by the Department of Elementary and Secondary Education, Marlborough, MA.

Gebhard, M. (2011). ELLs' academic language development across content areas: Implications for ESL teachers. Workshop for ESL teachers and district administrators in Massachusetts, sponsored by the Department of Elementary and Secondary Education, Marlborough, MA.

Refereed Conference Presentations

Gebhard, M. & Accurso, K. (2019). SFL praxis in U.S. teacher education and student learning: A critical literature review. Paper presentation at the European Systemic Functional Linguistics Conference (ESFLC), Polytechnic Institute of Leiria, Portugal.

Accurso, K. & Gebhard, K. (2019). An analysis of U.S. teacher education for a social semiotic perspective of meaning making: A literature review. Paper presented at the annual meeting of American Association of Applied Linguistics, Atlanta, Georgia.

Accurso, K., & Gebhard, M. (2018, April). *Critical language education for pre-service teachers: A longitudinal study of teacher development*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.

Gebhard, M. (2017). Re-conceptualizing disciplinary literacy development: A multimodal social semiotic perspective. Paper presented at the annual meeting of Teachers of Speakers of Other Languages, Seattle, WA.

Accurso, K., Gebhard, M., & Perlinton S. (2017). Developing pre-service teachers' capacity for giving feedback on math writing using systemic functional linguistics. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

MEG GEBHARD
Curriculum Vitae

- Gebhard, M., & Accurso, K. (2017). Re-conceptualizing teachers' work: A Hallidayan perspective of social semiotics in action in an urban high school. Paper presented at the annual meeting of American Association of Applied Linguistics, Portland, OR.
- Gebhard, M., & Graham, H. (2016). Developing students' textual expertise: SFL metalanguage and middle school translinguals. Symposium on Second Language Writing, Tempe, AZ.
- Gebhard, M. (2015). Discussant for colloquium Critical Takes on Systemic Functional Linguistics: Academic Literacy Development, Multilingualism, and Social Equity. Organized by Ruth Harman. American Association for Applied Linguistics, Orlando, FL.
- Gebhard, M., & Graham, H. (2015). Student-generated functional metalanguage and teachers' work in translingual contact zones. International Systemic Functional Congress, Aachen, Germany.
- Gebhard, M. (2014). Discussant for colloquium Critical Language Awareness Approaches in the Americas: Theoretical Principles, Pedagogical Practice, and Distribution of Intellectual Labor. Organized by Mariana Achugar. American Association for Applied Linguistics, Portland, OR.
- McEneaney, E., Gebhard, M., Accurso, K., & Shin, H. (2014). Helping ELLs "unpack" the language of science. Workshop at the National Science Teachers Association national conference, Boston, MA.
- McEneaney, E., Gebhard, M., & Accurso, K. (2014). Challenges to teacher use of data to inform instruction in urban schools. Presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Gebhard, M., & Berry, T. (2013). Using SFL to analyze literature: Implications for secondary English teachers of ELLs. Project CREATE, Saint Michael's College, Colchester, VT.
- Gebhard, M. (2013). Discussant for a colloquium Analyzing and Supporting ELLs Writing with Functional Grammar. Organized by Mary Schleppegrell. American Association of Applied Linguistics, Dallas, TX.
- Gebhard, M., Britton, L., & Chen, I. (2012). Academic literacy development, teachers' professional development, and SFL-based pedagogy in the context of high-stakes school reform. Paper presented at annual meeting of American Association of Applied Linguistics, Boston, MA.
- Graham, H., & Gebhard, M. (2012). "Who is the boss?": Student-generated metalanguage and genre-based writing pedagogy. Paper presented at annual meeting of American Association of Applied Linguistics, Boston, MA.
- Gebhard, M., & Graham, H. (2011). An ethnographic analysis of teachers' changing conceptions of academic language. Paper presented at annual meeting of American Association of Applied Linguistics, Chicago, IL.
- Gebhard, M., Britton, L., Chen, I., Graham, H., & Hooper, L. (2011). Teacher education and academic literacy: An SFL perspective. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, New Orleans, LA.
- Gebhard, M., Britton, L., Graham, H., & Gunawan, W. (2011). Academic language, ACCELA, and social justice: A systemic functional perspective. Paper presented at the Social Justice

MEG GEBHARD
Curriculum Vitae

Initiative: A Forum on Social Justice in Education. School of Education, University of Massachusetts, Amherst, MA.

- Gebhard, M., Britton, L., & Graham, H. (2010). Teaching functional metalanguage in U.S. elementary schools: How functional is it? Paper presented at the annual meeting of the International Systemic Functional Linguistics Congress/University of British Columbia, Vancouver, Canada.
- Gebhard, M., & Shin, D. (2010). Systemic functional linguistics, computer-mediated communication, and emergent literacies. Paper presented at annual meeting of Computer Assisted Language Instruction Consortium, Amherst, MA.
- Gebhard, M., & Shin, D. (2010). Systemic functional linguistics, computer-mediated communication, and L2 academic literacy development. Paper presented at annual meeting of American Association of Applied Linguistics, Atlanta, GA.
- Gebhard, M., & Graham, H. (2010). Systemic functional linguistics and secondary English teachers' professional development. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, Boston, MA.
- Gebhard, M. (2007). Genre theory, teachers' professional development, and ELLs' academic literacy practices. Paper presented at annual meeting of the American Educational Research Association, Chicago, IL.
- Gebhard, M., Harman, R., & Seger, W. (2007). The potential of systemic functional linguistics in teacher education. Paper presented at annual meeting of the American Educational Research Association, Chicago, IL.
- Gebhard, M. (2007). Critical literacy, genre theory, and school reform. Paper presented at annual meeting of Teachers of English to Speakers of Other Languages, Seattle, WA.
- Gebhard, M., Jiménez-Cañedo, J., & Rivera, A. (2006). Critical ethnography and corpus tools in second language literacy research. Paper presented at the American Association of Applied Linguistics Conference, Montréal, Canada.
- Gebhard, M., Jiménez-Cañedo, J., & Rivera, A. (2006). Analyzing investments in teachers' professional development and changes in ELLs' academic texts: A mixed method analysis. Paper presented at annual meeting of Teachers of English to Speakers of Other Languages, Tampa, FL.
- Jiménez-Cañedo, J., Gebhard, M., & Rivera, A. (2006). Combining ethnographic and learner corpora methods in critically analyzing the texts of English language learners in the context of high-stakes school reforms in the United States. Paper presentation at the *7th International Conference on Teaching and Language Corpora*, Paris, France.
- Gebhard, M., Jiménez-Cañedo, J., & Rivera, A. (2005). Collaborative research and the academic literacy practices of Puerto Rican students. Paper presented at annual meeting of Teachers of English to Speakers of Other Languages, San Antonio, TX.
- Gebhard, M., Harman, R., & Seger, W. (2005). Dialogic literacy practices and teacher education: Making spaces for students' and teachers' voices in the context of high-stakes testing. Paper presented at annual meeting of Teachers of English to Speakers of Other Languages, San Antonio, TX.

MEG GEBHARD
Curriculum Vitae

- Gebhard, M. (2004). (Re)conceptualizing mixed and re-mixed language varieties in SLA classroom research. Paper presented at annual meeting of American Association of Applied Linguistics, Portland, OR.
- Gebhard, M., Austin, T., Willett, J., Correa, C., Wright, M., & Habana Hafner, A. (2004). New alliances in bilingual education: Students, teachers, universities, and communities critically respond to the new school order. Paper presented at annual meeting of the American Educational Research Association, San Diego, CA.
- Gebhard, M. (2002). Second language acquisition, hybridity, and school reform. Paper presented at annual meeting of the American Association for Applied Linguistics, Salt Lake City, UT.
- Gebhard, M. (2001). Second language acquisition and systemic school change. Paper presented at annual meeting of the American Educational Research Association, Seattle, WA.
- Gebhard, M. (1999). Redefining classroom SLA as an institutional phenomenon. Paper presented at annual meeting of the American Association for Applied Linguistics, Stamford, CT.
- Gebhard, M. (1998). Second language acquisition and institutional discourses. Paper presented at annual meeting of the American Association for Applied Linguistics, Seattle, WA.
- Gebhard, M. (1997). Second language acquisition in restructured elementary schools. Paper presented at annual meeting of the American Educational Research Association, Chicago, IL.
- Gebhard, M. (1997). Multi-age classrooms and second language learning. Paper presented at *California Center for School Restructuring Symposium*, San Diego, CA.
- Gebhard, M. (1995). Literacy: Definitions and implications for ESL classrooms. Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.
- Gebhard, M. (1995). Peeling back the bilingual label: An ethnographic study. Paper presented at annual meeting of the American Association for Applied Linguistics, Long Beach, CA.
- Gebhard, M. (1989). Historical fiction in the ESL classroom: The project method. Paper presented at the *New York State TESOL One-Day Area Conference*, Syracuse, NY.
- Gebhard, M. (1989). Writer's block: Strategies used in the context of a writing consultation conference. Paper presented at Syracuse University Consultation Center for Writers, Syracuse, NY.

TEACHING & RESEARCH EXPERIENCE

Professor, 2015-present

University of Massachusetts, Amherst
Co-director Secondary English Education
Advise undergraduates, master's, and doctoral students
Graduate courses taught

- Introduction to Systemic Functional Linguistics
- Disciplinary Literacy Development in K-12 Schools
- Adolescent Literature
- Research in Teacher Education
- Critical Discourse Analysis

MEG GEBHARD
Curriculum Vitae

Associate Professor, 2006-2015

University of Massachusetts, Amherst

Advise master's and doctoral students

Graduate courses taught:

- Systemic Functional Linguistics
- Genre Theory
- First and Second Language Literacy Development
- Critical Discourse Analysis
- Ethnography
- Teacher Professional Development
- Content Based Language Instruction for Secondary Students

Assistant Professor, 2000-2006

University of Massachusetts, Amherst

Advise master's and doctoral students

Graduate courses taught:

- Sociocultural Theories of Language and Language Development
- Critical Discourse Analysis
- Second Language Acquisition Research
- First and Second Language Literacy Development
- Ethnography
- Multimedia Qualitative Research
- Principles of Second Language Learning and Teaching
- Foundations of Multicultural Education

Visiting Professor, Spring, 2013

Mount Holyoke College

- Teaching English Language Learners

Visiting Lecturer, 1998-1999

Holy Names College

- Principles of Second Language Learning and Teaching

Researcher, 1995-1999

University of California at Berkeley

SB 1274 School Restructuring Study under the direction of Judith Warren Little

- Designing qualitative research
- Site visit planning, data collection, analysis, and reporting
- Supervising and mentoring undergraduate research interns

Student Teacher Supervisor, 1997-1998

University of California at Berkeley

CLAD Program (Cross-Cultural Language and Academic Development)

- Lecturing
- Instructing students in unit and lesson planning
- Conducting classroom observations
- Communicating with cooperating teachers

MEG GEBHARD
Curriculum Vitae

Researcher, 1994-1995

University of California at Berkeley

Workplace Literacy: A Study of Skill Requirements and Development in Traditional and Restructured Workplaces under the direction of Dr. Glynda Hull

- Ethnographic data collection and analysis

Teacher/Administrator of ESL Education, 1989-1993

Atlantic Middle School, Quincy, Massachusetts

- Developing content-based Language Arts and Social Studies curricula
- Testing, placing, and scheduling ESL students
- Coordinating bilingual and ESL teachers
- Implementing a community outreach program
- Assistant coach, North Quincy High School Cross Country, Indoor, and Spring Track

Director of ESL Education, Summer 1991

American School, Kopaonik, Yugoslavia

- Staff and curriculum development
- Testing, placing, and scheduling ESL students
- Course scheduling

ESL Composition Instructor, Spring, 1989

Syracuse University, Syracuse, New York

- Developing a content-based, process approach to ESL composition instruction

DOCTORAL CANDIDATE SUPERVISION

Dr. Sawzan Omar Abbedi (Ed.D., UMass Amherst, 2011) is an Arabic instructor at Loyola University Chicago and was a lecturer at Swarthmore. Her research interests include Post Modernity in Language Studies, Bilingual and Multicultural Education, Teaching Arabic as a Second/Foreign Language, Technology in Curriculum, Learners' Identities and Investments, Learning Assessment. She recently published the article "Teaching Arabic post 9/11: Humor and the potential for critical language awareness" (*Dirasat: Human and Social Sciences*, 2014).

Kathryn Accurso (Ph.D., UMass Amherst, 2019). Her work centers on SFL and the critical professional development of content teachers for supporting culturally and linguistically diverse students' disciplinary literacy development. She has co-authored publications on this topic, including "Analyzing diverse learners writing in mathematics: SFL in secondary pre-service teacher education" (*International Journal of Mathematics Teaching & Learning*, forthcoming).

I-An Chen (Ph.D., UMass Amherst, 2018) She has co-authored articles for *Linguistics and Education*, *Applied Research on English Language*, and the *Journal of Second Language Writing*, including "Miss, nominalization is a nominalization: English language learners' use of SFL metalanguage and their literary practices" (*Linguistics and Education*, 2014).

MEG GEBHARD
Curriculum Vitae

Dr. Holly I. Graham (Ed.D., UMass Amherst, 2015) is an English Teacher and the Middle School English Curriculum Department Head in the Northampton Public Schools, MA. Research interests: Academic Language, Content Area Language Pedagogy, SCT Theory, SFL, Teacher Education, and Genre Theory. She has co-authored publications including “Teaching to mean, writing to mean: SFL, L2 literacy, and teacher education” (*Journal of Second Language Writing*, 2013) and is currently working on an article to be submitted to *Research in the Teaching of English*.

Dr. Wawan Gunawan (Ed.D., UMass Amherst, 2014) is a Lecturer in English Education Department at the Indonesia University of Education (Universitas Pendidikan Indonesia) Indonesia. Research interests include SFL/Genre-based Pedagogy, Critical Literacy, and Teacher Education. He co-authored articles that will appear in *Applied Research on English Language* and the *Journal of Second Language Writing*. His dissertation focused on SFL in L2 Writing Teacher Education.

Dr. Andrew W. Habana Hafner (Ed.D., UMass Amherst, 2012) is an Assistant Professor in Education at Westfield State University, MA. Research interests: Critical Multicultural Education, Critical Pedagogy, Second Language/Literacy Development, Immigrant and English Language Learners, Hip Hop Pedagogy, and Social Justice Education. He recently published “Sampling an inner dj with hip hop hopes: (Re)writing immigrant identities for English language learners in classroom third spaces” (*Radical Teacher*) and has co-authored articles that appear in *The Harvard Letter* and the *Journal of Adolescent Literacy*.

Dr. Jordene Hale (Ed.D., UMass Amherst, 2014) is currently the Director of Monitoring and Evaluation at Dexis Consulting Group in Washington D.C. Research interests: Education, Gender Studies, Sub-Saharan Africa, Girls Education, Child Labor, and International Development.

Dr. Ruth Harman (Ed.D., UMass Amherst, 2008) is Associate Professor in the Department of Language and Literacy Education at The University of Georgia. Research areas include: Second Language Literacy, Systemic Functional Linguistics, Critical Performative Pedagogy, Critical Discourse Analysis, Participatory Action Research with English Learners and ESOL Teachers. Her publications include the book chapter “Talking the walk: Fostering dynamic interactions with elementary school Latina/o English Learners” in *U.S. Latinos and education policy: Research-based directions for change* (Taylor & Francis), and “Intertextuality in genre-register pedagogies: Building the field in L2 fifth grade literary writing” in the *Journal of Second Language Writing*. She has published numerous other articles in journals such as the *International Journal of Multicultural Education*, *Equity & Excellence in Education*, & *Language Arts*.

Hyunsook Shin (Ph.D., UMass Amherst, 2019, UMass Amherst) was a research assistant at UMass and Korean instructor at Smith College. Research interests: Systemic Functional Linguistics, Classroom Discourse, STEM Literacy, Second Language Learning. She is a consultant with the Seoul Metropolitan Office of Education and the Korea Institute for Curriculum and Evaluation regarding practices of English and other educational assessments. She has presented her research at the American Educational Research Association and National Science Teachers Association.

MEG GEBHARD
Curriculum Vitae

Dr. Marky Jean-Pierre (Ed.D., UMass Amherst, 2011) completed a second doctorate in French and Francophone Studies at the University of Connecticut. He is a Language and Literacy Advisor for USAID/RTI in the United States and Haiti and a visiting lecturer at Westfield State University in the Department of Ethnic and Gender Studies. Research focus: L2 student education and the forces that intersect with school underachievement (e.g., social, historical, economic, cultural, linguistic, political, gender, ethnic/racial). His publications include *Language and learning in a post-colonial context: A critical, ethnographic study in Haiti* (Routledge, 2014), and the book chapter “The challenge and promise of multiculturalism in the Caribbean: Focus on Haiti” in *Bilingual Education and Language Policy in the Global South* (Routledge, 2013).

Dr. Joshua M. Schulze (Ed.D., UMass Amherst, 2013) is currently the Assistant Professor of Language Acquisition, School of Education, Nevada State College. He also taught at the graduate level at UMass Boston and was a New Teacher Developer for Boston Public Schools. His research has focused on Academic Literacy Development of K-12 ELLs, Systemic Functional Linguistics, and Genre-based Pedagogy. His most recent article, “Persuasive writing: A systemic functional view” appeared in *GIST: Education and Research Journal*. He is currently working on an edited volume about the academic literacy of urban ELLs.

Dr. Dong-shin Shin (Ed.D., UMass Amherst, 2009) is Assistant Professor of Literacy Education at Northern Illinois University. She has also taught at SUNY College at Brockport, Department of Education and Human Development. Her research interests are rooted in sociocultural theories of language, literacy, and learning, with a focus on ELLs in the context of digital literacies. She recently authored a book chapter “Language-based content instruction on science reports in a first-grade classroom and English language learner’s academic development” in *L2 Writing in Elementary Classrooms* (Routledge, accepted) and “Web 2.0 tools and academic literacy development in a U.S. urban school: A case study of a second grade English language learner” (*Language & Education*, 2014). She has also published in the *Journal of International and Intercultural Communication*, *The Computer Assisted Language Instruction Consortium Journal*, *Computers and Composition*, and *Language Learning & Technology*.

PROFESSIONAL SERVICE AND OUTREACH

Editorial Boards

Language Arts: July, 2008-2012, 2015-present
Indonesian Journal of Applied Linguistics, 2018- present
TESOL Quarterly: December, 2006-2009

Editorial Activities

Manuscript reviewer for leading journals

- *International Journal of Bilingual Education and Bilingualism*
- *Modern Language Journal*
- *Linguistics and Education*

MEG GEBHARD
Curriculum Vitae

- *Language and Sociocultural Theory*
- *American Educational Research Journal*
- *The Journal of Applied Linguistics*
- *The Journal of Equity and Excellence in Education*
- *TESOL Quarterly*
- *Language Arts*
- *Journal of Second Language Writing*
- *Elementary School Journal*
- *International Journal of English Studies*
- *Journal of Linguistics and Human Sciences*

Manuscript reviewer for leading publishers

- Cambridge University Press
- Taylor Francis
- Routledge
- Oxford University Press
- University of Michigan Press

External examiner for doctoral dissertations

- University of Sydney, Sydney, Australia
- University of New England, New South Wales, Australia
- Hong Kong Polytechnic University

External reviewer for tenure and promotion

- University of Missouri, St. Loui
- Purdue University
- University of Michigan
- Carnegie Mellon University
- University of Washington

International Professional Organizations

Planning committee for the 2018 International Systemic Functional Congress, Boston

- Co-planning pre-conference institutes and education and linguistic strand with Dr. Maria Brisk.

North American Systemic Functional Linguistics Association

- President, 2012-2014
- Secretary, 2010-2012

American Association of Applied Linguistics

- Annual conference proposal reader, 2004-present

Teachers of English to Speakers of Other Languages

- 2002-2003: Chair of the Teacher Education Interest Section (TEIS). Responsible for adjudication of over 250 proposals for the Annual International Meeting of TESOL in Baltimore, Maryland

MEG GEBHARD
Curriculum Vitae

- 2001-2002: Chair-Elect of the Teacher Education Interest Section (TEIS). Responsible for organizing the TEIS Annual Academic Session for the Annual International Meeting of TESOL in Salt Lake City, Utah
- Author of “From the Chair” section of the 2002 TEIS Newsletter
- 1999-present: Annual conference proposal reader

American Educational Research Association

- 2013 Reviewer Division K Award for Innovations in Research on Diversity in Teacher Education

National Projects and Activities

National Academy of Education and Committee on Teacher Education (2004-2005). Use of course materials in publications to illustrate exemplary practices in teacher education as they relate to English language learners.

Teacher Knowledge Project (2002-2003). Invited member of a research collaborative formed to develop innovative qualitative and quantitative research methodologies related to exploring the connection between investments in teacher professional development and student learning opportunities. Participants included Pam Grossman (Stanford University), Karen Johnson (Pennsylvania State University), and Donald Freeman (School for International Training).

State Activities

Massachusetts Department of Elementary and Secondary Education (January, 2019-February, 2019). Member of the DESE Steering Committee for the Scaffolding the Standards Project.

Massachusetts Department of Elementary and Secondary Education (2013-2016). Member of an advisory board to David Valade, Office of English Language Acquisition & Academic Achievement, regarding implementation of RETELL initiation in Western Massachusetts.

Massachusetts Department of Elementary and Secondary Education ELL Advisory Board (2010-2012). Invited to serve on an advisory committee to Dr. Esta Montano, Director, Office of English Language Acquisition & Academic Achievement.

Massachusetts Department of Education Curriculum Frameworks Committee (2007-2008). Invited to serve on a panel to review the Massachusetts Curriculum Frameworks for grades K-12. Met with educators across the state to draft and submit recommendations to the Massachusetts State Board of Education.

Local School Districts

ACCELA Alliance (Access to Critical Content and English Language Acquisition), Co-Director (2003-2016). This alliance supports the professional development of teachers and administrators working with English language learners in the area of content-based academic literacy.

Director of ACCELA technology instruction and website development (2003-2008)

- Supporting ACCELA teachers and doctoral students in using digital video and other multimedia tools to analyze classroom teaching and learning practices related to academic literacy development
- Creating web tools to support instructional leaders in designing curriculum and instruction for ELLs (comprehensive revision of the ACCELA website in progress)

MEG GEBHARD
Curriculum Vitae

University of Massachusetts

Member, Educator Licensing Advisory Council (2000-2003; 2005-2018)

- Contributed to the authoring of the Conceptual Framework for the Preparation of Educators in response to the National Council for Accreditation for Teacher Educators (NCATE) in 2007
- Prepared folios for teacher education/licensure in response to state and NCATE reviews (2001, 2007, 2012)
- Directed the implementation of a performance-based assessment system to monitor licensure candidates' progress toward meeting national standards in Teaching English as a Second Language (TESOL)
- Acquired funding for a study group with cooperating teachers (2000-2001)

Chair, Ad Hoc Committee charged with developing the Center for Research and Engagement in School/University Partnerships (2005-2006)

- Convened and set the agenda for developing a more robust, sustained partnership between UMass and Springfield Public Schools focusing on student learning, teachers' professional development, and local school reform
- Supported grant writing efforts

Advisor, University Child Care (2002)

- Contributor to report to the Chancellor regarding the fiscal advantages of university-supported childcare
- Contributor to memorandum to members of the Massachusetts Senate and House of Representatives regarding the material benefits of funding high quality childcare for students and faculty at the University of Massachusetts, Amherst

Member, Library Research Committee (2000-2002)

Member, Ad Hoc Committee to develop a profile for the position of Dean of the College of Education (2002)

College of Education, University of Massachusetts

Co-director, Secondary English Teacher Education (2015 - present)

Coordinator, Teacher Education and School Improvement Concentration (Fall 2013, Fall 2015, 2018-2019)

Member, Secondary Teacher Education Program (2013 - present)

Member, Diversity committee

Member, Fellowship committee

Member, search committee for Director of Secondary Teacher Education (2017-2018)

Member, Teacher Education and School Improvement Concentration (2012-present)

Chair, College Personnel Committee, (2016-2018)

Member, Holyoke School Partnership (2016- present)

Coordinator, Language, Literacy, and Culture Concentration (2008-2012)

Member, Language, Literacy, and Culture Concentration (2000-2012)

MEG GEBHARD
Curriculum Vitae

Member, Teacher Education and Curriculum Studies Department (2000-present)
Member, Bilingual, ESL, and Multicultural Education Master's Degree Program (2000-2012)
Co-Chair, RETELL (Rethinking the Teaching of English Language Learners) Task Force
Committee (2012-2013)
Chair, Secondary English Search Committee (Fall, 2012)
Coordinator, Language, Literacy, and Culture Search Committee (2006-2007)
Co-Chair, co-author, proposed Center of Teaching, Learning, and School Change (2002-2004)

PROFESSIONAL AFFILIATIONS

North American Systemic Functional Linguistics Association	2010-present
National Council of Teachers of English (NCTE)	2002-present
American Educational Research Association (AERA)	1996-present
American Association of Applied Linguistics (AAAL)	1993-present
Teachers of English to Speakers of Other Languages (TESOL)	1988-present