

Carla Paciotto, Ed. D.

Western Illinois University
Educational & Interdisciplinary Studies
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Education

- Spring 2001 Ed.D. with Distinction, Curriculum and Instruction, Center for Excellence in Education. Northern Arizona University
Focus: Second Language Acquisition, Bilingual Education, English as a Second Language Education, Language Education Policy.
Dissertation: Bilingual Education for Chihuahua's Tarahumara/Rarámuri Children: A Study of the Contexts of an Emerging Program.
- Fall 1995 Masters with Honors, Bilingual/Multicultural Education, Center for Excellence in Education, Northern Arizona University, Arizona.
- Fall 1992 Laurea, Foreign Languages and Literature (English, German, Spanish), University of Bologna, Italy.
Thesis: The Educational Policies and Practices in Native American Reservations in Arizona, with a Special Focus on Bilingual/Bicultural Programs.

Professional Experience in Higher Education

- 2009-present **Professor**, WESTERN ILLINOIS UNIVERSITY, Macomb and Moline, IL
- Spring 2018 **Coordinator of the ESL/ Bilingual Bicultural Education** undergraduate degree program, Department of Educational Studies
- Spring 2016-
- 2004-2009 **Associate Professor**, WESTERN ILLINOIS UNIVERSITY, Macomb, IL

- 2007-2011 **Co-director of Title III National Professional Development Grant, Project ESTRELLA** (\$1,500,000).
- 2005 **Interim Director and Coordinator** of the Title III National Professional Development Grant, Project SABE (\$1,300,000).
- 2000-2004 **Assistant Professor**, WESTERN ILLINOIS UNIVERSITY, Macomb, IL
- 1994-1998 **Research and Teaching Assistant**
NORTHERN ARIZONA UNIVERSITY, Flagstaff, AZ

Courses taught

Courses taught at main WIU campuses (Macomb and QC), satellite campuses and on-site (e.g., Moline/Coal Valley/Rock Island School Districts, Beardstown School District, Waukegan School District; Springfield School District; Elgin Community College; Aurora School District; Monmouth/Roseville School District)

- EIS/EDS 427(G): Foundations of Education for Culturally and Linguistically Diverse Populations
- EIS/EDS 428: English Language Learners and Bilingualism: Theory, Policy and Practice
- EIS/EDS 435(G): Cultural Studies of Second Language Learners in the Classroom
- EIS/EDS 440(G): Sociolinguistics
- EIS/EDS 453(G): Assessment of Bilingual and ESL Students
- EIS/EDS 457(G): Methods and Materials for Teaching English Language Learners
- EIS/EDS 458(G): Linguistics for Teachers of English Language Learners
- EIS/EDS 507(G): Social Change and the Multicultural Aspects of Schooling
- EIS/EDS 302/202: Multicultural and Social Foundations of Education
- SPAN 449(G): Spanish for Content Instruction

Additional Teaching Experience

- Fall 2009-
Spring 2010 Non-credit Italian group lessons at WIU campus for faculty, staff and retired faculty. Lessons integrated Italian language and culture with special topics (e.g., art, art history, theatre, cooking) based on participants' interests.
- Fall 1997-
Fall 1994 Instructor/Teaching Assistant, Italian 101-102, Department of Modern Languages, Northern Arizona University, Flagstaff, AZ.
- Fall 1993-
Spring 1994 English Language Lab Assistant, Wall Street English School, Bologna, Italy.

Advising

- Fall 2000-Current Advisor for pre-service students/undergraduate students majoring in Bilingual/ESL Education.
- Coordinator of teacher portfolios for pre-service students majoring in Bilingual/ESL Education.
- Advisor for in-service teachers and graduate students (Master's in Language, Culture and Education, TESOL certificate, TESOL minor Bilingual/ESL Education Endorsement Program)

Supervising

- Fall 2008-
Spring 2013 Creator, coordinator, and supervisor of the Spanish Language Program for grades K-3 at Lincoln Elementary School in the Macomb School District.
- Spring 2002-
Fall 2004 Supervisor of Bilingual Education K-12 pre-service teachers pre-student teaching activities: EIS 303: Fieldwork in Educational and Interdisciplinary Studies (surrounding areas of main campus, Chicago and suburbs).

Designing and Teaching Online Courses

Development of EDS 453 (Assessment) online. Taught online since Spring 2016.

Development of EDS 427 (Foundations) online. Taught online since Fall 2015.

Development of EDS 435 (Cultural Studies) online. Taught online since Summer 2012.

Developed EDS 440G (Sociolinguistics) online course. Taught online since Summer 2011.

Developed EDS 447 (Teaching of Listening, Speaking, and Pronunciation to English Language Learners) online course.

Awards

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| Spring 2016 | Western Illinois University 2016 Cathy O'Neill Couza Award for Outstanding Leadership in Diversity |
| Spring 2012 | WIU Equal Space Award (UNITY/BGLFA student group award) |
| Fall 2011 | Provost Faculty Excellence Award in Multicultural Teaching |
| Spring 2011 | COEHS Faculty Excellence Award in Multicultural Teaching |
| Spring 2009 | Honoring our Professors of Excellence (H.O.P.E) Award. |
| Spring 2008 | Received WIU President's Excellence in Service, Community Diversity Awareness Award from the Affirmative Action and Equal Opportunity Council. |

Major Grant Writing

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| Summer 2020 | Spencer Foundation COVID-19 Related Research Grants
"Teaching for Equity in a Pandemic Hotspots: Reaching Multilingual and Low-income Students in Two Rural Schools"
(with Gloria Delany-Barmann). Funded (\$50,000) |
| Spring 2016 | Co-authored Title III National Professional Development grant proposal. Not funded. (\$ 2,500,000) |
| Spring 2007-2012 | Co-authored funded Title III National Professional Development Grant, Project ESTRELLA (\$1,500,000). |

Major Grant Administration

- Fall 2007-2011 Co-director of Title III National Professional Development Grant, Project ESTRELLA (\$1,500,000).
- Spring-Fall 05 Interim Director and coordinator of the Title III National Professional Development Grant, Project SABE (\$1,300,000).

Books

Paciotto, C., & Toso, F. (2004). *Il Bilinguismo Minacciato. Riflessioni sulle Cause e Proposte di Intervento di Politica Linguistica e di Educazione Bilingue*. Milano: Franco Angeli Editore.

Book Chapters

Paciotto, C., Castelli Gattinara, E., & Mainardi, D. (forthcoming, 2019). Language-in-education policies in a new immigration country: Enabling and disabling local leadership in a multilingual school in Italy. In J. C. Veenis, J. R. Berry, M. Brooks, S. Robertson, and A. Mutohar (Eds). *Multiculturalism and Multilingualism at the Crossroads of School Leadership. Exploring Leadership Theory, Policy, and Practice for Diverse Schools*. Springer.

Delany-Barmann, G., & Paciotto, C. (2013). Heritage language learners of Spanish as bilingual education teachers: Cultivating spaces for academic language development. In J. Schweiter (Ed.), *Studies and global perspectives of second language teaching and learning*. Information Age Publishing.

Creative Work

Biggers, J., & Paciotto, C. (2015). *Damnatio Memoriae. A Play/Una Commedia*. San Antonio, Texas: Wings Press.

Refereed journal articles

Paciotto, C., Castelli Gattinara, E., & Mainardi, D. (In press, October 2020). Language-in-education policies in a new immigration country: Enabling and disabling local leadership in a multilingual school in Italy. In J. C. Veenis, J. R. Berry, M. Brooks, S.

Robertson, and A. Mutohar (Eds). *Multiculturalism and Multilingualism at the Crossroads of School Leadership. Exploring Leadership Theory, Policy, and Practice for Diverse Schools*. Springer.

Ubeda, E., Paciotto, C., & Shelby-Caffey, C. (accepted with revisions). Teacher's Latina Identity and the Dialogic Process: Creating Culturally Sustaining Pedagogy in a Middle School ESL Classroom. *Latino Education*.

Maffi, L., Paciotto, C., & Dilts, O. (2014). Biocultural Diversity Education: Toward New Ways of Learning and Caring About the Diversity of Life in Nature and Culture. *Terralingua*, 3(1), Summer 2014.

Paciotto, C., & Delany-Barmann, G. (2011). Planning micro-level language education reform in new diaspora sites: Two-way immersion education in the rural Midwest. *Language Policy*, 10(3), 221–243.

Paciotto, C. (2010). Language and literacy planning and local sociolinguistic and economic contexts: The case of a Rarámuri community. *Anthropology and Education Quarterly*, 41(2), 161–180.

Paciotto, C. (2009). What do I lose if I lose my bilingual school? Students' and teachers' perceptions of the value of a minority language maintenance program in Italy. *International Journal of Bilingual Education and Bilingualism*, 12(4), 449-475.

Paciotto, C. (2005). Actitudes de los maestros hacia el programa de educación bilingüe-bicultural. *Qinasay: Revista de Educación Intercultural Bilingüe*, 3(3), 97-118.

Francis, N., & Paciotto, C. (Spring 2005). Bilingüismo y diglossia en la Sierra Tarahumara, Mexico: Fundamentos de la evaluación del lenguaje. *Pueblos Indígenas y Educación*, nr.55, 55-82.

Paciotto, C. (2004). Language policy, indigenous languages and the village school: A study of bilingual education for the Tarahumara of Northern Mexico. *International Journal of Bilingual Education and Bilingualism*, 7(6), 529-548.

Paciotto, C. (2000). Measuring bilingual proficiency of Tarahumara children. In J. Reyhner, J. Martin, L. Lockard, and W. S. Gilbert (Eds.), *Learning in beauty: Indigenous education for a new Century*. Flagstaff, AZ: Northern Arizona University.

Paciotto, C. (2000). The Bilingual-Bicultural Literacy Program for the Tarahumara of Chihuahua. *Endangered Languages and Literacy*. In N. Ostler and A. R. Blair (Eds.), *Endangered Languages and Literacy: Proceedings of the Fourth FEL Conference*. Foundation for Endangered Languages.

Shanklin, T., Paciotto, C., & Prater, G. (1997). Evaluation of KinderApache Song

and Dance Project at John F. Kennedy Day School. In J. Reyhner (Ed.), *Teaching Indigenous Languages*. Flagstaff, AZ: Northern Arizona University.

Paciotto, C. (1996). The Tarahumara of Mexico: An overview. In G. Cantoni (Ed.), *Stabilizing Indigenous Languages*. Flagstaff, AZ: Northern Arizona University.

Book Reviews

Paciotto, C. (2007). Review of *Varietades lingüísticas y lenguas en contacto en el mundo de habla hispana*, by Ferrero, C., & Lasso-Von Lang, N. (Eds.). *Language Policy*, 7(1): 85-88.

Paciotto, C. (2005) Review of *Second language teacher education: International perspectives*, by Tedick, D. J. *Teacher College Records*, 107(7), 1555-1561.

Review of new edition (Summer 2006) of *Languages and Children: Making the Match. New Languages for Young Learners, Grades K-8*. Boston, Curtin, H., Dahlberg, C.A. (2004). New York: Allyn & Bacon.

Professional Presentations at National and International Conferences/Meetings, Peer-referred

Paciotto, C. (2018). Language Education Policy in a Multilingual School in Italy: Unveiling Agency and Power through Scalar Analysis. *Annual Meeting of the British Association of Applied Linguistics: Taking Risks in Applied Linguistics*. York St. John University, UK, Sept. 6-8 2018.

Paciotto, C. & Delany-Barmann, G. (2016). Dual Language in the Rural Midwest: Negotiating Change and Power in Educational Settings. *45th National Association of Bilingual Education*, Chicago, March 2-5.

Paciotto, C. (2015). Language Education Policy and Planning as Teacher Practice in Italy: How do State Policy and Local Enactments Intersect to foster Programming Based on SLA Research? *Bridging Language Acquisition and Language Policy Symposium*, University of Lund, Sweden, June 17-18.

Paciotto, C. (2013) Invited Presenter at Round Table, Interculturality and Indigenous Education in the Americas: Engaging Intercultural Knowledge through Reflections on Practice and Policy, *2013 American Anthropological Association Annual Meeting*, Chicago, Nov. 20-24.

Paciotto, C. (2013). A case study of a minority language maintenance program in Italy:

Students' and teachers' perspectives on the Slovene- medium school network. *World Conference in Educational Sciences*, University of La Sapienza, Rome, Italy, Feb. 5-8.

Paciotto, C., & Delany-Barmann, G. (2012). Planning Micro-level Language Education Reform in New Diaspora Sites: Two-Way Immersion Education in the Rural Midwest. *TESOL Convention 2012*, March 28-21.

Paciotto, C., & Delany-Barmann, G. (2011). The Changing Latino Diaspora: Fostering New Possibilities in the Rural Midwest. *National Association of Multicultural Education (NAME), Reworking Intersections, Reframing Debate, Restoring Hope. 21st Annual International Conference*, November 2-5, 2011, Chicago.

Paciotto, C., Delany-Barmann, G., & Cole, D. (2011). Dual language in a small Midwestern town: Negotiating intercultural networks and creating possibilities for change. (Research & Evaluation SIG) *39th Annual Conference of the National Association for Bilingual Education (NABE)*, Feb 3-6, New Orleans.

Paciotto, C. Delany-Barmann, G., and Deveraux, L. (2011). Project Estrella-Creating Spaces for Academic Language Development in Spanish for Future Bilingual Teachers. *39th Annual Conference of the National Association for Bilingual Education (NABE)*, Feb 3-6, New Orleans.

Paciotto, C. (2010). Language and Literacy Planning and Local Sociolinguistic and Economic Contexts: The Case of the Rarámuri Community in Mexico. *Cuarto Simposio Sobre Política de Lenguaje. Procesos lingüísticos y globalización*. Centro Peninsular en Humanidades y Ciencias Sociales, UNAM. Ciudad de Mérida, Yucatán. México, 27, 28 y 29 de octubre de 2010.

Paciotto, C. & Delany, G. (2010). Dual Language Immersion in the Rural US: A Teacher Movement in Language Policy Reform. *Cuarto Simposio Sobre Política de Lenguaje. Procesos lingüísticos y globalización*. Centro Peninsular en Humanidades y Ciencias Sociales, UNAM. Ciudad de Mérida, Yucatán. México, 27, 28 y 29 de octubre de 2010.

Paciotto, C., & Delany-Barmann, G. (2010). Heritage Language Learners as Bilingual Teachers; Cultivating Spaces for Academic and Local Language Varieties. *First International Conference on Heritage/Community Languages*, UCLA, Feb 19-21, 2010.

Paciotto, C., Delany-Barmann, G. (2009). Transforming Education in The Rural Midwest: A Teacher Movement In Language Policy. *108th Annual Meeting of the American Anthropological Association*, Philadelphia, December 2-6, 2009.

Paciotto, C. (2009). What do I lose if I lose my Bilingual School? Students' and Teachers' Perceptions of the Value of a Slovene Language Maintenance Program in Italy. *Language Policy and Language Learning: Paradigms and New Challenges Conference*. Limerick, Ireland. June 19.

Paciotto, C., & Delany-Barmann, G. (2009). Dual Language Immersion in the Rural United States: A Mainstream Teacher Movement in Language Policy. *Language Policy and Language Learning: Paradigms and New Challenges Conference*. Limerick, Ireland. June 19.

Paciotto, C., & Delany-Barmann, G. (2009). Embracing el cambio de colores: A Teacher Movement for interethnic integration. *Cambio de Colores Conference*. St. Louis, MO. May 18.

Paciotto, C., & Delany-Barmann, G. (2009). Transforming Education for Immigrant children in the Midwest: A Teacher Movement in Language Policy. *UIC Bilingualism Forum*. Chicago, IL. May 1.

Paciotto, C., & Delany-Barmann, G. (2009). Education Reform in a Midwestern Elementary School: A Teacher Movement for Interethnic Integration. *CDMS Workshop: Immigration and Race in Illinois*. Invited session. University of Illinois Urbana-Champaign, April 25.

Paciotto, C. & Delany-Barmann, G. (2009). Blurring Ethnic Boundaries and Planting Seeds of Social Change: The Impact of a Dual-Language Program in a Small Midwestern Town and School. *American Association of Colleges for Teacher Education Annual Conference*. Chicago, IL. February 7.

Paciotto, C. (2008). Discussant for the session, Diverse Perspectives on the Education of Latina/o Students in Local Contexts. *2008 American Educational Research Association (AERA) Annual Meeting Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility*, March 24-28, New York.

Paciotto, C. (2008). Las Semillitas: Planting Seeds of Hope for Future Bilingual Teachers. *National Association for Bilingual Education 37th Annual Convention*. February 6 – 9, 2008. Tampa, FL.

Paciotto, C. (2007). A Successful Case of Language Minority Education: A Slovenian High School in Italy. *American Education Research Association Annual (AERA) Meeting*, April 9-13, Chicago.

Paciotto, C. (2006). Heritage Language Programs: The Case of the Slovene High Schools in Italy. *105th American Anthropological Association Annual Meeting*, November 15-19, 2006, San Jose Convention Center, San Jose, CA.

Paciotto, C. (2004). An Ethnography of Slovenian-Italian Bilingual Educational High School Programs. *Cultural Diversity and Language Education Conference*, University of Hawai'i at Manoa, Honolulu.

Paciotto, C. (Fall 2004). Invited workshop at the Istituto Statale Gregoric, Gorizia, Italy presenting the preliminary results of the summer research funded by the Western Illinois University Research Council grant. Title of the presentation, "Un'etnografia di una

scuola superiore italiana con lingua d'insegnamento slovena: Risultati preliminari della fase introduttiva.”

Paciotto, C. (Spring 2004). Invited presentation, L'Educazione Bilingue per i Tarahumara del Messico del Nord: Uno Studio dei Contesti di un Programma Emergente, University of Modena, Italy.

Paciotto, C. (November 2003). Behind the Silence in the Classroom: Using Reflective Journals as a Window into the Learning Process of Pre-service Teachers in a Multicultural Education Course, poster presented at the *102nd American Anthropological Association Annual Meeting*, Chicago, Illinois.

Paciotto, C. (October, 2003). The Impact of Children's Language Use and Maintenance in the Implementation of the Tarahumara Bilingual Bicultural Education Program in Northern Mexico. *Congreso de Idiomas Indígenas de Latinoamérica I*, Center for Indigenous Languages of Latin America, University of Texas, Austin, Texas.

Paciotto, C. (May 2003). The Role of the School and Bilingual Education in the Language Maintenance and Shift of Tarahumara in Northern Mexico. *4th International Symposium on Bilingualism*, Arizona State University, Phoenix, Arizona.

Paciotto, C. (March, 2003). The Integration of iMovies and Power Point Presentations: How to Bring the Best Bilingual/ESL K-12 Teaching Practices into the Pre-Service Teacher Education Classroom. *4th Annual Tech-Fest: The Future of Technology*, Western Illinois University.

Paciotto, C., & Delany-Barmann (January, 2003). Instructional approaches in bilingual/ESL teacher education: Emphasizing critical pedagogy through media. *National Association of Bilingual Education 2003, The 32th Annual International Bilingual/Multicultural Education Conference. Language, Learning and All That Jazz*. New Orleans, January 29-February 1.

Paciotto, C., & Delany-Barmann, G. (December, 2002). Transformative Pedagogy in Bilingual/ESL Classrooms: Enhancing Critical Literacy Skills. *Twenty-sixth Annual Statewide Conference for Teachers of linguistically and Culturally Diverse Students*, Oakbrook, Illinois, December 9-12.

Paciotto, C. (November, 2002). Can Formal Education Help in Preserving Native American Languages? The Case of Bilingual Education for the Tarahumara Of Chihuahua, Mexico. *101st Annual Meeting of the American Anthropological Association*, New Orleans, November 19-23, Chicago.

Paciotto, C. (March, 2002). Bilingual Education for the Tarahumara of Chihuahua. *National Association of Bilingual Education 2002, 31st International Bilingual/Multicultural Education Conference*, Philadelphia, March 19-23.

Paciotto, C. (November 2001). Bilingual education for the Tarahumara of Chihuahua: A study of an emerging program. New Scholars' Invited Poster Session for the Council of Anthropology and Education. *100th Annual Meeting of the American Anthropological Association*, November 28-December 2.

Paciotto, C. (September 2000). The Bilingual-Bicultural Literacy Program for the Tarahumara of Chihuahua. *Endangered Languages and Literacy*, "Fourth Endangered Language Fund Conference, Charlotte, North Carolina.

Paciotto, C. (June, 1999). Bilingual Education in the Sierra Tarahumara. *Fulbright-Hays Summer Seminar*, Chihuahua, Mexico.

Paciotto, C., & Guy-Child, M. (June, 1998). Cooperación entre escuela y comunidad por el fortalecimiento de lenguas y culturas indígenas: Resultados preliminares de White Mountain Apache. *Encuentro Internacional de Lenguas Indígenas e Interculturalidad*, Creel, Chihuahua, Mexico.

Paciotto, C. (March, 1998). Critical pedagogy in ESL teaching. *TESOL 98, 32th Annual International Convention of Teachers of English to Speakers of Other Language (TESOL)*, Seattle, WA.

Paciotto, C., & Shanklin, T. (September, 1997). Kinder Apache song and dance project: The challenges and rewards of language maintenance policies. *89th NREA Annual Rural Education Convention*, Tucson, Arizona.

Paciotto, C., Shanklin, T., & Guy-Child, M. (May, 1997). Kinder Apache Song and dance project: The challenges and rewards of language maintenance policies. *4th Annual Stabilizing Indigenous Languages Symposium*, Northern Arizona University, Flagstaff, AZ.

Scholarly/Professional Presentations at Local/Regional Conferences

Paciotto, C., & Delany-Barmann, G. (2019). Teaching climate change, climate Justice and Climate Action in the Diverse Classroom. *43rd Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students*. Oakbrook, IL. Dec. 3.

Paciotto, C., & Delany-Barmann, G. (2019). Climate Emergency and Action in the Classroom. *Quincy Conference*. Quincy, IL. Oct. 11.

Paciotto, C., & Mojica, M. (2018). Opening College Access to English Learners (ELs) and Students of Color. *22nd Annual Illinois State Conference for Teachers Serving Linguistically and Culturally Diverse Students*. Dec. 4-7, Oak Brook, IL

Paciotto, C., Delany-Barmann, G., & Sellen, J. (2015). Multilingual Children, English Learners and Their Parents: What Teachers Need to Know. *Ready to Learn conference*, WIU, Moline (Spring 2015).

Paciotto, C., Delany-Barmann, G., & Cabedo-Timmons, G. (Dec. 2014). Spanish Heritage Language Learners Becoming Bilingual Teacher: Inquietudes y Alegrías. 36th *Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students*. Oakbrook, IL. Peer-reviewed presentation.

Paciotto, C. (Spring 2014). Moderated panel at *Beyond ESL 2014* conference, “Voices of Immigrant and Refugee Parents on Parental Involvement in K-12 School”, WIU River Front, Moline, April 5, 2014

Paciotto, C. (2013). Keynote address “Teaching Refugee and Immigrant Students for Community Integration.” *QC-Air Beyond ESL 2013*, Moline, Illinois.

Paciotto, C., & Delany-Barmann, G. (October, 2008). Planting seeds of change: Dual Language Instruction in a Small Midwestern Town. *3rd Annual WIU Faculty Research Symposium*, Western Illinois University.

Paciotto, C., Delany-Barmann, G., & Scott, T. (October 2007). Blurring the Boundaries: Mainstream Teachers Meet the Needs of English Language Learners? *2nd Annual Faculty Research Symposium*, Western Illinois University.

Paciotto, C. (October, 2006). Closing the cultural gap between Latino students and the mainstream classroom. *Beardstown Teachers’ Institute*, Beardstown, IL.

Paciotto, C. (September, 2004). A Successful Case of Language Minority Education: The Slovenian High School System in Italy. *Center for International Studies Brownbag Series*, Western Illinois University.

Paciotto, C. (Spring 2004). The Languages of Leadership. *TEAMLEAD/WISDOM Conference, Synergy: A World Apart, Coming Together*, Western Illinois University.

Paciotto, C. (March, 2003). The Integration of iMovies and PowerPoint Presentations: How to Bring the Best K-12 Teaching Practices into the Pre-Service Teacher Education Classroom. *4th Annual Tech-Fest: The Future of Technology*, Western Illinois University.

Paciotto, C. (April, 2002). Innovators in Teaching and Learning (ITL): Integrating Technology in Higher Education Through a Faculty Development Program. *Third Annual Tech Fest “The Future of Technology,”* Western Illinois University.

Paciotto, C., & Delany-Barmann, G. (May 2001). Beyond Tortillas and Sombreros: A Critical Pedagogy Approach and Method for the Education of Linguistically Diverse Students. *Dealing with Difference Summer Institute*, Western Illinois University.

Paciotto, C. (May 2001). Method in the Education of Linguistically Diverse Students. *2001 Dealing with Difference Summer Institute*, Western Illinois University.

Paciotto, C. (March 2001). Beyond ESL: Teaching Strategies for the Linguistically Diverse Students in the Mainstream Classroom. *2001 Henderson, Knox, Mercer and Warren Counties Teachers' Institute*, Galesburg High School, Galesburg, Illinois, March 2.

Invited Workshops

Paciotto, C. (Fall 2019) Invited presentation at the World Affairs Council of the Quad Cities, Global Gathering, "Unknown Mexico? Mexican indigenous languages and cultures and how their preservation can sustain life on Earth," Bettendorf Public Library, IA. September 24, 2019.

Biggers, J., & Paciotto, C. (Spring 2019). Invited workshop "Environmental Justice and Education" Iowa City High School, Jan. 18, 2019.

Paciotto, C. (Fall 2018). Invited in-service teacher workshop, "What Teachers Need to Know about English Language Learners." Monmouth-Roseville School District. October 2, 2018.

Paciotto, C., & Delany-Barmann, P. (2016). Multilingual children, English Learners and their Parents: What PreK-12 teachers need to know. *Quincy Conference 2.1: ReConnect, ReEnvision, ReEnergize*. Quincy, IL, Oct. 5-7

Paciotto, C., & Delany-Barmann, P. (2016). Appy Hour for the ELL Classroom. Quincy Conference 2.1. *Quincy Conference 2.1: ReConnect, ReEnvision, ReEnergize*. Quincy, IL, Oct. 5-7.

Paciotto, C. (2015). Invited workshop "Multilingual Children, English Learners & Their Parents: What (Early Childhood) Teachers Need to Know." Horace Mann Early Learning Center, Rock Island, IL, Aug. 21.

Paciotto, C. (2014). Invited Workshop "Reading for Empowerment and Academic Improvement," Thurgood Marshal Learning Center, Rock Island, Dec 3.

Paciotto, C. (2014) Invited Workshop at Mazzini Middle School, "Apprendere ad Insegnare L'italiano L2: Fondamenti Teorico-Methodologici" (Learning and Teaching Italian as L2: Theoretical and Methodological Foundations), Rome, Italy, Nov.18.

Paciotto, C. (2014). Three invited workshops, "Siamo tutti insegnanti d'Italiano: Fondamenti dell'apprendimento e della didattica dell'Italiano come L2 nella classe disciplinare multilingue" (We are all Italian teachers: Foundations of teaching and learning Italian as a second language in the multilingual classroom.). Italian Ministry of

Education. Centro Territoriale di Supporto, Macerata, Falconara, San Benedetto, & Fano, Italy. May 26-29.

Paciotto, C. (2014). Invited workshop, “Apprendere e insegnare l'italiano come L2: Ricerca e spunti operativi dagli USA” (Acquiring and Teaching Italian as a Second Language: Research and program models from the U.S.), January 2014. Istituto Comprensivo Falconara Centro. Italy.

National and International Research Awards

- 2003 National Association of Bilingual Education (NABE) Outstanding Dissertation Award (3rd Place), February, 2003.
- 2003 Dissertation Award 2003 (3rd Place), Concorso Premio per Studi in Materia di Bilinguismo e Plurilinguismo, Provincia autonoma di Bolzano-Alto Adige, Italy (Spring 2003).

Peer-Review Activities

(Summer 2019) Reviewed manuscript “Leading in a Diverse Context: Principal’s Efforts to Create an Inclusive Elementary School for Refugee Students” for the edited book, *Educational Leadership for Linguistic and Cultural Diversity: Exploring Theory, Research, and Practice*, Springer.

(Summer 2019) Reviewed manuscript (twice) “Border Theory” for the Journal *Critical Questions in Education*.

(Spring 2019) Reviewed manuscript “Introducing students to critical border and migration theories in an era of xenophobia” for the journal *Critical Questions in Education*.

(Spring 2019) Reviewed manuscript “Introducing students to critical border and migration theories in an era of xenophobia” for the journal *Critical Questions in Education*.

(Fall 2018) Reviewed manuscript “Should we save languages or their speakers? The decrease of linguistic and cultural diversity as a psychological problem” for the *Journal of Diaspora, Indigenous, and Minority Education*.

(Spring 2018). Review of chapter, “Teacher Education: Past, Present, and Future.” In Schweiter, J., and Benati, A. (Eds.), *The Cambridge Handbook of Language Learning*. CUP.

(Fall 2016) Reviewed manuscript, "Tibetan language at home in the diaspora: the case of bilingual schooling of Tibetans in India" for the *Journal of Diaspora, Indigenous, and Minority Education*.

(Spring 2015) Reviewed twice the manuscript "We Have to Learn from both Sciences": Dilemmas and Tensions Concerning Higher Education of Wichí Youths in the Province of Salta (Argentina) for the *Anthropology & Education Quarterly*.

(Fall 2014) Reviewed twice Language Education Outlooks in Italy in Light of the Implementation of CLIL as a Language Education Policy for *Working Papers in Educational Linguistics (WPEL)*.

(Fall 2014) Reviewed the manuscript Indigenous Ethnolinguistics for *Diaspora, Indigenous, and Minority Education*.

(Spring 2014) Reviewed twice the manuscript Hungarian Youth in Transylvania Discuss Hybrid Notions of Civic Identity: Making the Case for Cultural Preservation and Multilingualism for the *High School Journal*.

(2012-13) Reviewer for the journal of *English Linguistics Research*.

(Spring 2013) Peer review of manuscript, Todos Aprendemos de Todos: Comunalidad and the Secundarias Comunitarias of Oaxaca, Mexico, *Diaspora, Indigenous and Minority Education*.

(Spring 2013) Reviewer of manuscript, The essentialist essence of language: The (un)intended consequences of indigenous language education policy for a Guna school. *Anthropology & Education Quarterly*.

Peer reviewer of paper submissions for the 2007, 2008 and 2009 Meeting of the American Anthropological Association.

Peer reviewer of paper submissions for the 2007, 2008 American Educational Research Association Annual Meeting.

Peer reviewer of paper submissions for the 2008 National Association of Bilingual Education.

Review of manuscript "One Class, Many Paths: Teaching Learners of English in Grade-Level Classrooms," for Allyn & Bacon Publishers (Spring 2004) (2nd review).

Review of manuscript "Becoming a Multicultural Educator," for The McGraw-Hill Companies (Spring 2004) (2nd review).

Peer reviewer for the 2nd International Conference on Education and Information Systems: Technologies and Applications (EISTA 2004) (Spring 2004).

Peer-review of article, "The Transformation of Desegregation in the Southwest: Latinos in San Jose California," for Teacher College Record (Columbia University) (Spring 2004).

Peer reviewer of article, "Multicultural Approaches and Options in Conflict Ridden Areas: Bilingual Palestinian-Jewish Education in Israel." Submitted to Teacher College Record (Columbia University): The Voice of Scholarship in Education (Spring 2003).

Peer review of Peregoy, S. F., & Boyle, O. F. (2003). *Reading, writing, and learning in ESL. A resource book for K-12 teachers* (3rd edition). New York, Boston: Longman.

Peer review of book proposal (August, 2002), *Becoming a multicultural educator. Awareness to application*, The McGraw-Hill Companies.

Peer review of book proposal (June, 2002), *One class, many paths. Teaching learners of English in grade-level classrooms*, Pearson Education.

International Service and Professional Activities

Spring 2015- Fall 2016 Carried out a case study of an Italian as a second language program in a middle school in Rome, Italy, entitled "Educational policy and practices for immigrant children in Italy: A descriptive study of an 'experimental' Italian as a second language program and its contexts."

Fall 2010- Current Collaboration with the NGO Terralingua as developer the Bio-Cultural Diversity Education curriculum for grades 9-12 (<http://www.terralingua.org/bcdeducation/>). This project is aimed at fostering youth's awareness of the interdependence of humans and nature and the interlinkages between language, culture and the environment, focusing on the impact of human actions on such relationship.

Fall 2007 Spring 2010 Invited to join the Terralingua team to implement the project, "Eco-cultural Health in the Sierra Tarahumara, Mexico," funded by the Christiansen Foundation, as expert in Tarahumara-Spanish bilingual education. Participation in this project has entailed report writing, grant writing (submitted), and development of an on-site, practical education program through which two indigenous Tarahumara villages could directly monitor and assess the eco-cultural health of their landscape and communities.

Other Grants, Research Awards, and Scholarships

Awards for Scholarly/Professional Activities

- Spring 2020 WIU University Research Council Grant 2020-2021. Project: Paciotto, C., & Delany-Barmann, G., “Transforming Rural Language Education in Shifting Langscapes: Multilingual practices in a Midwestern rural School.” (\$4,173)
- Fall 2019 Mini-sabbatical Award for research project “Breaking Down Barriers One by One: A Study of a College Preparation Program for Middle School Students.” This include collaboration with Glenview Middle School faculty and students, a faculty member from St. Ambrose University, Davenport, IA, and WIU-QC graduate students. Data collection started in Spring 2017.
- Fall 2019,
Spring 2018,
2015, 2014,
2012, 2011 COEHS Travel Award/COEHS Professional Presentation Awards
- Spring 2018,
2015, 2014,
2012 Provost’s Faculty Travel Awards
- Spring 2008
Spring 2009 Received a WIU University Research Council Grant for the study “Planting Seeds of Change: Dual Language Instruction in a Small Midwestern Town.” (\$ 5,000)
- Spring 2004
Spring 2005 Received University Research Council Grant for the study “A Comparative Study of Bilingual Education High School Programs for Minority Populations in the Italian-Slovenian Border lands” (April 2004-April 2005). (\$4,500)
- Spring 2004
Spring 2005 Received an additional research award from the Center for International Studies for the research project, “A Comparative Study of Bilingual Education High School Programs for Minority Populations in the Italian-Slovenian Border Lands.” (\$1,500)
- Fall 2001
Spring 2001 Paciotto & Delany-Barmann. Recipients of 2001 Faculty Development Mini-grant: Integrating Case Studies of Effective Classroom Practices into Bilingual Teacher Education. This two-semester long project included the collection of video materials of

- exemplary teaching practices in the field of Bilingual/ESL and Multicultural Education at two school sites: Moline High School (Quad Cities, IL) and Inter-American Magnet School in Chicago. The project resulted in the use of the materials in the curriculum of teacher education courses in Multicultural/Bilingual/ESL education at WIU. (\$2,000)
- Spring 2001 Recipient of a scholarship to attend TESOL-BE 27th Annual State Convention: Meeting Multiple Challenges, Chicago, IL (April 6-7).
- Spring 1998-
Fall 1995 Recipient/Fellow, P.E.O. International Peace Scholarship.
- Summer 1995 Center For Excellence in Education Research Grant, Northern Arizona University.
- Spring 2009 Received College of Education Travel Award
- Fall 2008 Received Best in Track Award for the research-based paper “Planting Seeds of Change: Dual Language Instruction in a Small Midwestern Town,” presented at the WIU 3rd Annual Faculty Research Symposium.
- Fall 2007 Received Best in Track Award for the research-based paper “Blurring the Boundaries: Mainstream Teachers Meet the Needs of English Language Learners?” presented at the WIU 2nd Annual Faculty Research Symposium.
- Fall 2004 Received College of Education Travel Awards to present a professional paper for the Yearly Seminar *Progetto 32*, Gorizia, Italy.
- Spring 2004 Received the *March Student Services AOK Award Recipient* for the participation to the TEAMLEAD/WISDOM Conference *Synergy: A World Apart, Coming Together*, with the presentation “The Languages of Leadership,” WIU.
- Spring 2003 Received College of Education Travel Awards to present a professional paper at the University of Modena, Italy.
- Spring 2002 Received COHES Travel Awards to present a professional paper at the National Association of Bilingual Education 2002 31st International Bilingual/Multicultural Education Conference.
- Fall 2001 Received COHES Travel Awards to present a professional paper at the 2001 American Anthropological Association’s Annual Meeting.

Spring 2001 Recipient of Illinois State Travel Award

Additional Research Experience

Fall 2008-2012 A qualitative study of the micro and macro-level policy contexts and processes of implementation of a K-6 dual language/TWI (Spanish-English) program in a rural school district (Beardstown School District, IL).

2007-2010 Invited by Terralingua (NGO) to participate in the project “Eco-cultural Health in the Sierra Tarahumara” funded by the Christensen Fund to develop an indigenous language curriculum for a Tarahumara community in Chihuahua, Mexico. First phase entailed community needs assessment project; second phase will focus on curriculum development.

Summer 2004 Conducted a qualitative study of language minority education high school programs for Slovenian populations in the Italian-Slovenian border lands.

Summer 1999 Field Work for dissertation, Cusarare, Chihuahua, Mexico. The Fall 1998 study was a 10-month-long ethnography of an elementary school (K-6) and the surrounding Tarahumara community.

Spring 1998 Graduate Research Assistant, Office for Research Services, Center for Excellence in Education, Northern Arizona University. Research projects: The Navajo Science Connection Project (National Science Foundation- supported, ethnographic data collection in various K-12 schools on the Navajo, Hopi, Zuni, Apache reservations); exit survey data analysis/NAU Teacher Programs; conference evaluations (Summer Academy, 4th Annual Stabilizing Indigenous Languages, Encuentro Internacional de Lenguas Indígenas e Interculturalidad, etc.); conference organization/web page design/development, Encuentro Internacional de Lenguas Indígenas e Interculturalidad, Creel, Mexico.

Summer 1997 Internship, The Institute for International Sociology, Gorizia, Italy. Research on bilingual/intercultural education for language minorities in the northeast of Italy.

Spring 1997 Graduate Research Assistant, Office for Research Services, Center for Excellence in Education, Northern Arizona University. Research projects: US West Telecommunications, Environmental Education and Multimedia, Evaluation Project, Kinder Apache

Song and Dance Evaluation Project (ethnographic data collection in a K-12 Apache school; analysis of videotaped classroom and out-of classroom teacher-student interaction), exit survey data analysis/NAU Teacher Programs; conference evaluations (3rd Annual Stabilizing Indigenous Languages).

Summer 1995 Preliminary field work, “Programa Bilingüe/Bicultural” in the Sierra Madre Occidental, Chihuahua, Mexico. Funded by CEE research grant, Northern Arizona University.

February-June 1992 Field work, Native American Reservation Schools (K-12) in Arizona; University of Bologna thesis research.

Professional Affiliations

Teachers of English to Speakers of Other Languages (TESOL)

National Association of Bilingual Education (NABE)

National Association of Multicultural Education (NAME)

American Education Research Association (AERA)

American Anthropological Association (AAA)

Illinois Teachers of English to Speakers of Other Languages (IL-TESOL)

Languages

English, Spanish, Italian: Fluent written and oral