

CURRICULUM VITA

Alisa Leckie

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EDUCATION

- 2007-2013 Ph.D. -Teaching, Learning and Sociocultural Studies, College of Education, University of Arizona, Tucson, AZ
Dissertation title: Text annotations: Exploring interactions with secondary social studies texts among newly reclassified English language learners
Areas of interest: adolescent literacy, teacher education, content area literacy, second language acquisition, language policy
- 1994-1998 M.A. – Bilingual/Multicultural Education, Department of Language, Reading and Culture, College of Education, University of Arizona, Tucson, AZ
- 1989-1994 B.A. – Education, University of Arizona, Tucson, AZ
Major: English Education
Minor: Spanish

EMPLOYMENT

- 2013-Present Assistant Professor – Georgia Southern University, Department of Teaching and Learning, Statesboro, GA.
- 2011-2013 Instructional coach – Sierra Middle School, Sunnyside Unified School District, Tucson AZ
Duties included: Assessment and placement of students into reading programs and classes, working with teachers to improve their practice, planning and coordinating school-wide assessments, and monitoring compliance and instruction for ELLs and former ELLs
- 2010-2011 Program Coordinator – Arizona State University, iTeachAZ Program, Tucson, AZ
Duties included: Supervision of student teachers, course instruction, recruitment of students and mentor teachers
- 2009-2012 Graduate Assistant, University of Arizona, Department of

	Language, Reading and Culture, College of Education Duties included: course instruction
2010-2011	Qualitative Data Collector, Coder – First Things First External Evaluation, University of Arizona, Tucson, AZ Duties included: conducting interviews with parents/guardians, children and stakeholders potentially impacted by First Things First funding, coding of data using HyperResearch, collaborative analysis of data, collaborative synthesis of data into reports
2006-2011	Teacher, Billy Lane Lauffer Middle School, Sunnyside Unified School District, Tucson, AZ Duties included: teaching sheltered reading and writing courses as well as mainstream reading and writing, placement and assessment of ELL students, provide professional development for teachers in the area of sheltered instruction
1994-2006	Teacher, Sierra Middle School, Sunnyside Unified School District, Tucson, AZ Duties included: teaching reading, writing and social studies in a dual language program, and in mainstream classes

CERTIFICATIONS & ENDORSEMENTS

National Board Certification: Early adolescence/Young adulthood – English as a New Language (2004 – 2024)

Arizona State Department of Education: Certified Structured English Immersion (SEI) trainer

Bilingual Education Endorsement

PROFESSIONAL ORGANIZATIONS

Literacy Research Association (LRA)
International Literacy Association (ILA)
American Educational Research Association (AERA)
Teachers of English to Speakers of Other Languages (TESOL)
Georgia TESOL
Association of Middle Level Educators (AMLE)

TEACHING

COURSES TAUGHT

Georgia Southern University

MGED 3731 – Middle School Practicum: supervision
MGED 5799 – Student Teaching - Middle Grades: supervision
ESED 5233/5233G – Applied Linguistics: online and hybrid**
ESED 5234/5234G – Cultural Issues: online**
ESED 5235/5235G – ESOL Methods: online and hybrid**

University of Arizona

LRC 416/417 – Sheltered English Instruction: online and face to face**

Arizona State University

BLE 335 – Language Diversity in Classrooms: hybrid and online
BLE 400/408 – SEI for Linguistically Diverse Students
MCE 447 – Diversity in Families and Communities
RDG 322 – Language and Literacy in Elementary Schools: hybrid – face to face and practical application in public school classrooms

**indicates significant course revisions

DIRECTED STUDENT LEARNING

Ed.S. Dissertation Committee Chair. “The effectiveness of Edmodo in promoting 21st century skills of collaboration”. College of Education. (January 2015 – Present).
Advised: Varda Kulkarni

Ed.S Dissertation Committee Member, "Korean ESOL Students," College of Education.
(July 2014 - Present).
Advised: Suzie Kipling

Directed Individual/Independent Study, “ESOL Methods”, Department of Teaching and Learning. (January 2015 – May 2015)
Advised: Moriah Willis

Directed Individual/Independent Study, “ESOL Methods”, Department of Teaching and Learning. (January 2014 – May 2014)
Advised: Tracy Colebrook

INVITED GUEST LECTURES

Leckie, A. (2014). “Academic Language – the edTPA Way” – Early Childhood student teacher symposium.

Leckie, A. (2014, 2015). “Academic Language – the edTPA Way” – Early Childhood Practicum 1.

Leckie, A. (2014) “Differentiation with an Emphasis on English Learners” – Middle Grades Methods 1

Leckie, A., (2014, 2015) “Academic Language in Middle Grades Science Classrooms” – Middle Grades Methods 2

Leckie, A. (2014, 2015) “Academic Language – the edTPA Way” – Middle grades student teacher symposium

Leckie, A. (2014) “Academic Language and Disciplinary Literacy” – M.A. T. program student teachers/interns

Leckie, A. (2014) “Academic Language in the Middle Grades Mathematics Classroom” – Middle Grades Methods II students

Leckie, A. (2014, 2015) “Juicy Sentences: Bringing Language to the Forefront of Instruction” – Dual Certification students

Leckie, A. (2014) “Juicy Sentences: Bringing Language to the Forefront of Instruction” – Middle Grades Methods I students

Leckie, A. (2014). *Differentiation for ESOL students*. Middle School Methods (MGED 3432), Georgia Southern University.

Leckie, A. (2013). *Sheltered instruction versus high quality instruction: What is the Difference?* Middle School Practicum I (MGED 3432), Georgia Southern University.

Leckie, A. (2013). *Inclusion: Practices that benefit ELLs*. Inclusive Practices (SPED 3631), Georgia Southern University.

Leckie, A. (2013, 2014, 2015). *Learning in a second language: A Math lesson in Spanish*. Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120), Georgia Southern University.

Leckie, A. (2013). *Academic vocabulary in Science: Structures and strategies to promote language acquisition*. Middle School Practicum II (MGED 3722), Georgia Southern University.

PROFESSIONAL DEVELOPMENT

Independent Applying the Quality Matters Rubric (APPQMR), Centers for Teaching and Technology, Georgia Southern University, May 28, 2015

Writer's Boot Camp, Centers for Teaching and Technology, Georgia Southern University, December 15-18, 2014

Qualitative Data Analysis with ATLAS.ti, College of Education, Georgia Southern University. September 19, 2014

Teaching and Developing Online Courses, Centers for Teaching and Technology, Georgia Southern University, Spring, 2014.

Breaking through the Barriers to Writing Proposals, Georgia Southern University, February 24, 2014

Eagle QuaRC – Working Qualitatively, Centers for Teaching and Technology. September 27, 2013

SCHOLARSHIP

PEER-REVIEWED PUBLICATIONS

Kaplan, S., & Leckie, A. (in press). Walk-throughs using a student perspective. *Principal Leadership*.

Leckie, A., Kaplan, S., & Rubinstein-Ávila, E. (2012). The need for speed: A critical discourse analysis of the reclassification of English language learners in Arizona. *Language Policy*. DOI 10.1007/s10993-012-9242-y.

Kaplan, S. & Leckie, A. (2009). The impact of English-Only Legislation on Teacher Professional Development: Shifting Perspectives in Arizona. *Theory into Practice*, (November).

BOOK CHAPTER

Rubinstein-Ávila, E., & Leckie, A. (2014). Meaningful discipline-specific language instruction for middle school students for whom English is an additional language. In *Best Practices in Adolescent Literacy*, Kathleen Hinchman and Heather Sheridan-Thomas (Eds.). Guilford Press: Routledge, NY.

CONTRIBUTING EDITOR

Adelman-Reyes, S., Galbadón, S., & Morejón, J. (Eds.). (2014). *La palabra justa: An English/Spanish – Español/Inglés glossary of academic language for bilingual teaching and learning*. Portland, OR: Diversity Learning K12.

REVIEWED CONFERENCE PRESENTATIONS

International and National

Leckie, A. *Valuing Cultural Competence In-Action: Preservice and Professional Teachers Working Across Difference*. American Association of Colleges for Teacher Education Annual Meeting. February 2016.

Leckie, A. *Movement along a Continuum of Cultural Competence*. American Association of Colleges for Teacher Education Annual Meeting. February 2016.

Leckie, A. & Wall, A. *Bringing Language to the Forefront of Instruction: Pre-service Teachers Integrate Academic Language Practices in General Education Classrooms*. Literacy Research Association Annual Conference. December 2015

Wall, A., Leckie, A. & Burnette, C. *Middle Level Pre-Service Teachers' Integration of Academic Language*. Association for Middle Level Education Annual Conference. October, 2015.

Leckie, A. *Contradictions in Cultural Competence and Socio-Political Critique*. American Education Association Education Annual Conference. April 2015.

Leckie, A., & Wall, A. *Facilitating CCSS-based Literacy Instruction among Pre-service Teachers*. Association of Teacher Educators Annual Conference. February 2015.

Wall, A., & Leckie, A., *Integrating Literacy in Social Studies: First Steps with Pre-Service Teachers*. Association for Middle Level Educators Annual Conference. November 2014

Leckie, A., & Wall, A. *Connecting the Dots: Helping Pre-service Teachers Integrate Literacy Practices Into Instruction*. Literacy Research Association Annual Conference. December 2014.

Leckie, A. & Kaplan, S. *The need for speed: A critical exploration of the shift in the reclassification of English language learners in Arizona*. Literacy Research Association 61st Annual Conference. Jacksonville, FL. December, 2011

Leckie, A. & Schwartz, L. *Connecting literacies across contexts: Teachers creating digital stories with Latino students in the borderlands*. American Anthropological Association 110th Annual Meeting, Montreal, QC, Canada. March 2011

Leckie, A., & Kaplan, S. *Multicultural/Multigenre dual language instruction*. National Association of Bilingual Education Conference, Phoenix, AZ. January, 2006.

Regional, State and Local

Leckie, A., Wall, A., & Bailey, K. *Bringing Language to the Forefront of Instruction: Preparing Teachers to Integrate Meaningful Language Development Activities*. Georgia TESOL Annual Conference. October, 2015

Leckie, A., & Mulligan M. *Collaboration with the PE teacher: Using movement to develop language*. Georgia TESOL Annual Conference. October, 2015.

Leckie, A., & Long, K. *Developing academic language and engaging parents: Successes of a summer Language Experience Camp for ESOL students and their families*. Georgia TESOL Annual Conference. October, 2015.

Leckie, A., & Jupp, J. *English language learners in Georgia: Describing a ghost population in the shadows*. Georgia Educational Research Association Annual Conference. October, 2015.

Leckie, A. *Bringing Language to the Forefront of Instruction: Addressing Literacy Demands in the Era of Common Core*. Georgia Reading Association Fall Forum. October, 2014

Leckie, A. *Providing English Language Learners Access to Complex Content Area Texts*. Georgia Reading Association Fall Forum. October, 2013.

Leckie, A. (2012). *Long-term ELLs: Strategies and structures to promote academic success*. Washington State Department of Education,

Leckie, A. (2012). *Long-term ELLs: Strategies and structures to promote academic success*. Bilingual Mini Conference, Pasco, Washington,

Kaplan, S. & Leckie, A. (2009) *Integrated instruction: Using socially just pedagogy to work towards social justice*. Language Reading and Culture Colloquy Conference, Tucson, AZ.

Leckie, A. & Kaplan S. (2005). *Accelerating learning through integrated instruction*. Arizona Department of Education Mathematics & Science Conference, Phoenix, AZ.

Kaplan, S. & Leckie, A. (2005). *Accelerating Learning through Integrated Instruction..* Globe Unified School District Conference, Globe, AZ

Leckie, A. (2004). *Classroom management*. New Teacher Institute, Sunnyside Unified School District, Tucson, AZ.

Leckie, A. (1999). *Multiple intelligences*. Sunnyside Unified School District Summer Conference, Tucson, AZ.

GRANTS

Smith, C., & Leckie, A. *Textbook Transformation: Cultural Issues*. Textbook Transformation Grant: Affordable Learning Georgia. Unfunded, 2014; Resubmitted and awarded, 2015 – \$10,800.

Abstract: We have two primary goals for this project: 1) develop a set of learning materials that utilizes university resources and eliminates the need for the current course texts, and 2) develop a set of learning materials that is current, relevant and meaningful to Georgia Southern College of Education students. Our plan is to create a set of course readings using GALILEO and other materials in the library system to that are no additional cost to students and also provide students with materials that are engaging, relevant, meaningful and current. Given the number of sections currently offered, this plan would allow students to save upwards of \$45,000.

Leckie, A. (2015) *Summer Language Experience Camp for ESOL Students and their Families*. Georgia Southern Partnership Council. Funded - \$ 1, 850.

Abstract: The Effingham Summer Language Experience Camp focused on the development of academic English through the study of two south Georgia habitats: the ocean and the marsh. Curriculum was designed to align with science standards in three different grade bands: K-1, 2-3, and 4-5 and with English proficiency standards across all language domains, but with a particular emphasis on speaking and writing. Specific curriculum was developed by the 3 participating ESOL teachers in conjunction with Dr. Leckie and was based on the results of ACCESS assessments that will be available in early May. There were two purposes for the Effingham Summer Language Experience Camp:

- 1) provide English language development opportunities for eligible Effingham County elementary aged ESOL students and their families,
- 2) develop a sense of connectedness among families of ESOL students and the Effingham County school system.

Soloiu, V., Williams, D., Alba-Flores, R., Calamas, D., Mosfequr, R., Haddad, R., Mayes, R. Vleck, B., Gross, F., & Leckie, A. (2015). *ENgaging Educators in Renewable EnerGY (ENERGY)*. NSF Proposal #15-536. Submitted and unfunded in 2015, resubmitted and under review – \$499,963

Abstract: Project ENERGY aims to develop a diverse, competitive, and nationally engaged teacher workforce through activities and projects performed alongside graduate and undergraduate students, as well as faculty and industry advisors at Georgia Southern University. The goal is to educate, engage, and inspire teachers to bring renewable energy to their classrooms through summer-term interdisciplinary STEM research experiences in the field of engineering and computer science.

Soloiu, V., Alba-Flores, R., Leckie, A. *Intelligent Vehicles, New Technologies (INVENT)*. NSF Proposal # 13-542 - \$540,144. Under review.

Abstract: This REU-INVENT site will provide summer-term interdisciplinary research experiences for junior and senior engineering students in Intelligent Vehicles New Technologies (INVENT). The participants will be engaged in collaborative work with graduate students and faculty doing advanced research in the fields of intelligent vehicles, wireless communication and antennas, and automotive platforms technologies. Participants will be working in the Electrical Engineering and the Mechanical Engineering state-of-the-art research laboratories at Georgia Southern University. These state-of-the-art facilities include the Robotics and Intelligent Operation Systems Lab, the Antennas and Wireless Propagation Lab, and the Allen E. Paulson Automotive Laboratory.

Leckie, A. & Wall, A. (2014). *Bringing Language to the Forefront of Instruction: A Teacher Research Project*. Georgia Southern COE Seed Grant. Funded – 3,000

Abstract: The primary focus for this teacher research project was to investigate how pre-service teachers integrated academic language and concepts related to linguistic development in units designed for culturally and linguistically diverse P-8 students, and how teacher candidates reflected on their integration of these concepts. The unit was a culminating project in a course taken by undergraduates in a variety of teacher education programs seeking an additional endorsement.

Leckie, A., & Lake, R. (2014). *Improving Education for K-12 Culturally and Linguistically Diverse Students*. Innovation Incentive Program – Georgia Southern University. Funded - \$10,000.

Abstract: Our goal is to develop a certificate program for teachers and administrators that focuses on improving K-12 education for culturally and linguistically diverse students and builds on the COE mission of developing

reflective educators for diverse learners. The certificate program will include the three course sequence needed to earn an ESOL endorsement as well as three additional courses that emphasize the social, cultural and academic contexts inherent in working with culturally and linguistically diverse students. Our objectives are to develop a graduate certificate for Teaching Culturally and Linguistically Diverse Students (TCLD).

Leckie, A. (2014). Travel grant. Faculty Development Committee \$824.00

SERVICE

WORK IN SCHOOLS

Leckie, A. & Jupp, J. (2014-2015). ESOL Endorsement course sequence (150 hybrid hours) for 25 teachers and administrators in Savannah-Chatham Public School System.

Leckie, A. & Jupp, J. (2015-2016). ESOL Endorsement course sequence (150 hybrid hours) for 11 teachers in Effingham County School System.

Leckie, A. (February, 2015) *Bringing Language to the Forefront of Instruction: Best Practices for ELLs and ALL Students in the Era of Common Core*. Effingham County professional development day.

Leckie, A. & Benavidez, J. (2013). *Common core: Alignment of Assessment and Instruction*. Sunnyside Unified School District. Tucson, AZ.

Leckie, A. & Benavidez, J. (2012). *Common core: Integration of literacy standards in the science classroom*. Sunnyside Unified School District. Tucson, AZ.

Leckie, A. & Benavidez, J. (2012). *Common core: Integration of literacy standards in the social studies classroom*. Sunnyside Unified School District. Tucson, AZ.

Leckie, A. & Benavidez, J. (2012). *Common core: Unpacking the writing standards*. Sunnyside Unified School District. Tucson, AZ.

Leckie, A. & Benavidez, J. (2011). *Common core: Unpacking the reading standards*. Sunnyside Unified School District. Tucson, AZ.

Leckie, A. & Benavidez, J. (2011). *Common core: An overview*. Sunnyside Unified School District. Tucson, AZ.

Leckie, A. & Benavidez, J. (2011). *Scoring writing using a holistic rubric*. Sunnyside Unified School District. Tucson, AZ.

- Leckie, A. & Kaplan, S. (2010). *Sheltered instruction*. Arizona Juvenile Corrections Annual Conference, Phoenix, AZ, 15 hour training leading to state SEI endorsement
- Leckie, A. & Kaplan, S. (2010). *Sheltered instruction for an SEI endorsement*. (45 hours) Sunnyside Unified School District. Tucson, AZ.
- Kaplan, S. & Leckie, A. (2009). *Sheltered instruction for an SEI endorsement*. (45 hours). Sunnyside Unified School District. Tucson, AZ.
- Kaplan, S. & Leckie, A. (2009). *Sheltered instruction for an SEI endorsement*. (45 hours) Pima Partnership High School and Middle School. Tucson, AZ.
- Leckie, A. & Kaplan, S. (2009). *Sheltered instruction*. Arizona Juvenile Corrections Annual Conference, Phoenix, AZ. 15 hour training leading to state SEI endorsement
- Kaplan, S. & Leckie, A. (2008). *Sheltered instruction for an SEI endorsement*. (45 hours) Sunnyside Unified School District. Tucson, AZ.
- Leckie, A. & Kaplan, S. (2008). *Sheltered instruction*. Arizona Juvenile Corrections Annual Conference, Phoenix, AZ. 15 hour training leading to state SEI endorsement
- Leckie, A. & Kaplan, S. (2007). *Sheltered instruction*. Arizona Juvenile Corrections Annual Conference, Phoenix, AZ. 15 hour training leading to state SEI endorsement
- Kaplan, S. & Leckie, A. (2007). *Sheltered instruction for an SEI endorsement*. (45 hours) Sunnyside Unified School District. Tucson, AZ.
- Leckie, A. & Kaplan, S. (2006). *Sheltered instruction for a Provisional SEI endorsement*. (15 hours). Sunnyside Unified School District. Tucson, AZ.
- Leckie, A. & Kaplan, S. (2006). *Sheltered instruction*. Arizona Juvenile Corrections Annual Conference, Phoenix, AZ, 15 hour training leading to state SEI endorsement
- Leckie, A. & Kaplan S. (2005). *Sheltered instruction for a Provisional SEI endorsement*. (15 hours). Sunnyside Unified School District. Tucson, AZ.

ONGOING SERVICE and SPECIAL PROJECTS

National

Reviewer, *Journal of Literacy Research*, Literacy Research Association (2012 – Present)

Reviewer, *Journal of Adolescent and Adult Literacy*, International Literacy Association (2011 – Present)

Reviewer, *The Teacher Educator*, Ball State University: Taylor and Francis (2014-present)

Reviewer, Elva K. Knight Research Awards, International Literacy Association (2010 – Present)

Member, Special Interest Group – ELLs in Rural Locations. Literacy Research Association. (2014 – Present)

State

Member of PSC Middle Grades Task Force to update program and certification requirements (June-October, 2014)

Community

Coordinator – Language Experience Camp for ESOL Students and Their Families. Effingham County, GA. (June, 2015)

Tutor – Emergent English learners. Port Wentworth Elementary, Savannah, GA. (2014 – Present)

Curriculum development – Middle level English Language Arts calendars, content and resources, Sunnyside Unified School District, Tucson, AZ. (2011-2013).

RFEP Task Force Member – Analyzing progress and programs for the large number of newly reclassified English learners in the district. Sunnyside Unified School District, Tucson, AZ. (2010 – 2011).

Project Coordinator – Sunnyside Community Stories Project, Sunnyside Unified School District, Tucson, AZ. (2010 – 2011).

University

Member, Institutional Review Board. (2014 – Present)

Alternate Member, Undergraduate Curriculum Committee. (2014 – 2015)

Alternate Member, Faculty Senate (2015 – 2017)

Volunteer, Operation Move-In. (August, 2015)

College

Research Committee, Member (2014), Co-Chair (2015)

Co-coordinate Research Committee Spring Retreat (March, 2014)

Member, Partnership Council (2013 – present). Committee work: Site-based instruction

Member, Georgia Center for Education Renewal. (2013 – Present)

Presentation of “mock classroom” sessions during Georgia Southern’s high school recruitment days (April and November, 2014 and 2015)

Reviewer, Proposals for Youth at Risk Conference (2013 – present)

Department

Middle Grades Methods I Coordinator (Spring, 2016)

Masters in English Language Learner Education Program Proposal Ad Hoc Committee Member (2015).

Science Instructor search committee member (2015)

Advanced ESOL Methods course development (2015)

MAT Assistant Professor search committee member (2014-15)

Program alignment – edTPA, INTASC, CAEP, common Key Assessments (Summer 2014 and 2015)

Participant, Poverty Simulation (September, 2014; March, 2015; September, 2015)

Local evaluation for edTPA, Fall 2014

Program Coordinator Policy committee, 2014

AWARDS

2011	Excellence in Teaching, Billy Lane Lauffer Middle School
2005	Golden Bell Award Recipient for student achievement in Sierra's Dual-Language Program, Arizona State School Board Association
2003	Star Teacher, Sunnyside Unified School District
2002	Teacher of the Year, Southern Arizona Middle Level Association
1996	Teacher of the Year, Southern Arizona Middle Level Association