

Joshua M. Schulze
Assistant Professor of Education
ESOL and Bilingual Education
Western Oregon University
College of Education/Division of Teacher Education
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Areas of Expertise

- Academic Literacy Development of Emergent Bilinguals, K-12
- Teaching and Learning of Second Language Writing
- Systemic Functional Linguistics/Genre-Based Pedagogy
- Teacher Action Research
- New Teacher Mentoring
- Critical Pedagogy

Education

2013

Ed. D. University of Massachusetts Amherst.

Major: Language, Literacy and Culture 2013

Dissertation: *Supporting the Persuasive Writing Practices of English language learners through culturally-relevant systemic functional linguistic pedagogy.*

Major Advisor: Meg Gebhard, Ph.D.

1998

M.A University of Southern Mississippi.

Major: Teaching of Languages/TESOL 1998

1995

B.A. University of Richmond, Virginia.

Major: English Literature/ Secondary Education 1995

Academic Positions

2016-Present

Assistant Professor of Education

ESOL/Bilingual Education

Western Oregon University

College of Education

Monmouth, Oregon

2013-2016
Assistant Professor of Education
Elementary Literacy and Language
Acquisition
Nevada State College
Henderson, Nevada

2008-2013
Visiting Assistant Professor of Education
College of Education and Human
Development
University of Massachusetts Boston

Select Professional Employment

2010-2013
New Teacher Developer
Office of Teacher and Leadership
Effectiveness
Department of Professional Development
Boston Public Schools

2008-2010
ESL Teacher and Language Acquisition Team
Facilitator
Boston Public Schools

2000-2005
ESL Lecturer
Valencia College
Department of English as a Second Language
Orlando, Florida

1997-2005
Classroom Teacher, ESL Immersion Grades 2-
3
Osceola Public Schools, Kissimmee, Florida

1995-1996
Classroom Teacher, EFL Immersion, Grade 3

International American School of Warsaw, Poland

Peer-Reviewed Academic Publications

Schulze, J. (2016). Understanding the developing persuasive writing practices of an adolescent emergent bilingual through systemic functional linguistics: a case study. *International journal of learning, teaching, and educational research*, (15), 10, 163-179.

Schulze, J. (2016). Enhancing pre-service teachers' knowledge of language through systemic functional linguistics. *International Journal of Education and Social Science*, (3), 8-17.

Schulze, J. (2015). Academic language, English language learners, and systemic functional linguistics: Connecting theory and practice in teacher education. *The Catesol Journal*, (27), 1-22.

Schulze, J. (2011) Persuasive writing: A systemic functional view. *GIST: Education and Learning Research Journal*, (5), 127-157.

Schulze, J. (2009) Testing: A systemic functional view of high-stakes test preparation material. *Colombian Applied Linguistics Journal*, (11), 80-92.

Schulze, J. & Ramirez, A. (2007) Intertextuality as a resource for building English language learners' generic competence: a systemic functional view. *Colombian Applied Linguistics Journal*, 9 (1), 69-98

Refereed Conference Presentations

“It made me look at texts in a whole new way”: Using systemic functional linguistic theory in pre-service teacher education (2016). Paper presented at the Oregon Teachers of English to Speakers of Other Languages (ORTESOL) Fall Conference, Portland, Oregon, November 19, 2016.

New Teachers, Linguistic Knowledge, and Teacher Preparation (2016). Paper presented at the Washington Association for the Education of Speakers of Other Languages (WAESOL) Annual Conference, October 22, 2016, Spokane, Washington.

Enhancing Pre-Service Teachers’ Knowledge of Language through Systemic Functional Linguistics (2016). Paper presented at the American Association of Behavioral and Social Sciences Annual Conference, Las Vegas, Nevada, February 2, 2016.

Developing the academic writing practices of adolescent English language learners with systemic functional pedagogy (2015). Paper presented at the International Academic Forum Asian Conference on Language Learning, Kobe, Japan, May 3, 2015.

Teaching academic persuasive writing using systemic functional linguistic pedagogy (2015). Paper presented at the 13th Annual Hawaii International Conference on Education, Honolulu, HI, January 6, 2015.

Using culturally relevant systemic functional pedagogy to scaffold persuasive writing (2014). Paper Presented at the National Council of Teachers of English Annual Conference, Washington, D.C., November 23, 2014.

Systemic functional linguistic pedagogy and persuasive academic writing in the middle years: a case study (2014). Paper presented at the 10th Annual CamTESOL Conference on English Language

Teaching, Institute of Technology Cambodia, Phnom Pen, Cambodia, February 21, 2014.

Systemic functional linguistic pedagogy: A bridge to academic writing for ELLs? (2013) Paper presented at the Nevada Symposium on Educational Research, University of Nevada Reno, NV, November 2, 2013.

Supporting the persuasive writing practices of ELLs through systemic functional pedagogy (2013) Paper presented at the 54th International Academic Conference of the Clute Institute. Las Vegas, NV, September 26, 2013.

Meeting them where they are: employing culturally relevant SFL-based pedagogy to support academic language development (2013) Paper presented at the 11th Annual Communities of Inquiry Conference, University of New Hampshire, Manchester, NH May 4, 2013.

Informing the teaching of academic language through systemic functional linguistics (2012) Paper presented at Massachusetts Association for Colleges for Teacher Education Conference, College of the Holy Cross, Worcester, MA, October 19, 2012.

Supporting the academic literacy development of English language learners through systemic functional linguistics (2012) Paper presented at the 40th Annual Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL) Conference, Framingham, MA, May 3, 2012.

Genre-based approaches to academic writing for English language learners (2010) Paper presented at the 8th Annual Conference of Teachers as Researchers, University of New Hampshire, Manchester, May 5, 2010.

Making the case: A systemic functional analysis of an English language learner's persuasive writing practices (2010) Paper presented at the 4th Annual

Literacy Essentials Conference, Central Connecticut State University, New Britain, CT, March 20, 2010.

High-stakes test preparation materials: A systemic functional view (2009), Paper accepted for presentation at the Annual Conference of the American Association of Applied Linguistics, Denver, CO, March 21, 2009.

Testing, testing: a systemic functional analysis of the ideational metafunction in high-stakes test preparation materials for ESL students (2008), Paper presented at the University of Massachusetts Amherst Centennial Marathon, Amherst, MA, June, 13, 2008.

Constructing genre awareness through talk (2008). Paper presented at the 2008 Teachers of Speakers of Other Languages Annual Conference, New York, NY, April 4, 2008.

Genre talk: ELLs perception of academic literacy (2008), Paper presented at the Annual Conference of the American Association of Applied Linguistics, Washington, DC. April 2, 2008.

This one is more about learning: Genre talk and the emerging genre awareness of English language learners (2007), Paper presented at the 28th Annual Conference of New England Educational Research Organization-Portsmouth, New Hampshire, April, 2007

And what about my kids? Examining critical pedagogy in practice for elementary linguistically diverse learners (2006), Paper Presented at the 3rd Annual International Conference on Education, Labor and Emancipation - Univeridad Autonoma de Ciudad Juarez, Mexico, October 1, 2006.

Invited Lectures

Using Systemic Functional Analysis to Support the Academic Literacy Development of ELLs

Guest Lecturer, June 17, 2014, Marino Institute of Education, Trinity College, Dublin, Ireland

Sheltered Instruction Observation Protocol: Making the Model of Instruction Work for English Language Learners, June 17, 2014, Marino Institute of Education, Trinity College, Dublin, Ireland

Honors and Awards

- 2014 \$4500 Nevada State College Provost's Scholarship Award
- 2012 \$3800 Boston Plan for Excellence Award
- 2011 \$3000 Sontag Prize in Urban Education
- 2010 \$3000 Sontag Prize in Urban Education
- 2008-13 \$36,000 ACCELA Graduate Fellowship Award, UMass Amherst

Research Experience

2008-2013
Research Fellow ACCELA-Access to Critical Content and Language Acquisition Project, Springfield, MA

Higher Education Teaching Experience

Courses Taught at Western Oregon University
ED 484 First and Second Language Acquisition
ED 684 Language Acquisition and Educational Linguistics
ED 682 Sociopolitical Foundations of ESOL/Bilingual Education

Courses Taught Nevada State College
EDRL 442 Literacy Instruction I
EDRL 443 Literacy Instruction II
EDRL 471 Language Acquisition, Development and Learning
EDRL 474 Methods for English Language Learners
EDRL 477 Curriculum Development English Language Learners
EDRL 483 Methods in Bilingual Education
EDRL 485 Assessment in Bilingual Education

EDRL 487 Curriculum Development in Bilingual Education

Professional Development Presentations

Schulze, J. & VandeHei, A. (2016, April). *Celebrating first-year achievement; planning for second year improvement*. New Educator Support and Training Institute, Professional Development Series, Nevada State College, Henderson, Nevada.

Schulze, J. & VandHei, A. (2016, February). *Integrating assessment into instruction*. New Educator Support and Training Institute, Professional Development Series. Nevada State College, Henderson, Nevada.

Schulze, J. & VandeHei, A. (2015, November). *Designing high cognitive instruction for diverse learners*. New Educator Support and Training Institute, Professional Development Series. Nevada State College, Henderson, Nevada.

Schulze, J. & VandeHei, A. (2015, October). *Helping students build schema: connecting new learning to prior learning and experience*. New Educator Support and Training Institute: Professional Development Series, Nevada State College, Henderson, Nevada.

Schulze, J. & VandeHei, A. (2015, February). *Reflecting on first year experiences: using data to improve practice in year two*. New Educator Support and Training Institute: Professional Development Series, Nevada State College, Henderson, Nevada.

Schulze, J. & VandeHei, A. (2014, December). *Constructing effective language objectives*. New Educator Support and Training Institute: Professional Development Series, Nevada State College, Henderson, Nevada.

Schulze, J. & VandeHei, A. (2014, October). *Unpacking the Nevada Educational Performance Framework*. New Educator Support and Training Institute: Professional Development Series, Nevada State College, Henderson, Nevada.

Professional Service

- 2016 Reviewer, *International Journal of Learning, Teaching and Educational Research*.
- 2014 Reviewer, *Journal of Educational Research and Reviews*
- 2014 Reviewer, *Journal of Educational Research and Innovation*
- 2010 TESOL Convention Proposal Reviewer
- 2009 UMass Education Department Search Committee
- 2008 National Council of Accreditation in Teacher Education Consultant

Professional Affiliations and Memberships

Teachers of English as a Second Language
Oregon Teachers of English as Second Language (ORTESOL)
Washington Teachers of English as Second Language (WAESOL)
National Council of Teachers of English
American Association of Applied Linguistics
International Association of Systemic Functional Linguistics

North American Association of
Systemic Functional Linguistics
Northwest Association of
Teacher Educators

Language Study

Wayra Spanish Language Academy
Tamarindo, Costa Rica
40 hours
2010

Ixbalanque Spanish School, Copan,
Honduras
80 Hours
2008

Latin Immersion, Buenos Aires,
Argentina
90 Hours
2006

ECCELA Language School Buenos
Aires, Argentina
50 Hours
2003

Centro Venezolano, Caracas,
Venezuela
40 Hours
2002

Intercultura Language School,
Heredia, Costa Rica
60 Hours
1997

Professional Activities and Service
Western Oregon University

- Member, Search Committee, Western Oregon University, Assistant/ Associate Professor of ESOL/Bilingual Education (Tenure Track)

Nevada State College

- Leader, Dublin Summer Study Abroad Program
- Coordinator, TESOL/Bilingual Education Program
- Search Committee Head, Speech Pathology (Tenure Track)
- Member, Global Education Task Force
- Member, Search Committee, School of Education Faculty- Science
- Member, Search Committee, School of Education Faculty- Literacy
- Member, Search Committee, School of Education, Outreach Coordinator
- Member, Search Committee, School of Education Faculty, History/Social Studies/Secondary Education

- Member, Search Committee, Dean Search Committee, School of Education 2014/2015
- Member, Faculty Senate, Nevada State College
- Member, Academic Affairs Committee, Nevada State College
- Member, Institutional Strategic Planning Committee, Nevada State College
- Member, Gateway Steering Committee
- **Community**
 - Member, English Language Learner Leadership Team, Clark County School District, Las Vegas, NV
 - Member, Clark County School District English Language Acquisition and English Language Learners Advisory Group
 - Member, Clark County Request for Proposal, ELL Subcommittee Reviewer
 - Member, ELL Community Task Force, Clark County School District
 - Consultant, English Mastery Council, State of Nevada, Subcommittee

- Representative, SOE, State-wide standards committee
- Consultant, Global High School, Clark County School District, Las Vegas, Nevada
- Board Member, Legacy International College Prep Academy (LIPCA) Charter School
- **Profession**
 - Proposal Reviewer, 15th Annual Hawaii International Conference on Education
 - Reviewer, *Journal of Educational Research and Reviews*. Article Title: A
 - Study of Attitude and Utilization of Interactive Whiteboard among Teacher Educators in Nigerian College of *Education* Date: June 2014
 - Reviewer, *Journal of Educational Research and Reviews*. Article Title: Development of English Language Learning Model Based on Students Multiple Intelligence to Improve Students' Character. October 2015.
 - Reviewer, *International Journal of Educational Research and Reviews*. Article Title: Aspects of Semantics of Standard British English and Nigerian English: A

Contrastive Study (Sept. 2016).

- Reviewer, *International Journal of Learning, Teaching and Research*.
Article Title: Increasing support and job satisfaction for program administrators at the post-graduate medical education at the University of Ottawa: the program administrator's perspective.

References

Dr. Meg Gebhard, Ph.D.
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School Improvement
University of Massachusetts
Amherst, School of Education
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01003
Phone: 413.548.6963 (Home),
413-262-9455 (Cell)
Email: gebhard@educ.umass.edu

Dr. Patricia Paugh, Ph.D.
Associate Professor of Curriculum
and Instruction
College of Education and Human
Development
Graduate Program Director,
University of Massachusetts Boston
Phone: 617.287.7586 (Office)
Email: Patricia.Paugh@umb.edu

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