

Maria Selena O. Protacio

Professor of Literacy Studies and TESOL
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Educational Background

Michigan State University College of Education Ph.D. in Curriculum, Instruction, and Teacher Education with a Language and Literacy specialization Dissertation: <i>Investigating the reading engagement of English language learners: A case study of four middle school ELLs</i>	Ph.D.	2013
University of Nebraska-Lincoln College of Education and Human Sciences Department of Teaching, Learning, and Teacher Education Specialization in Literacy Thesis: <i>A Case Study of Reading Instruction in a Philippine Sixth-Grade Classroom</i>	M.Ed.	2007
University of the Philippines-Diliman College of Education Department of Reading Education	M.A. 21 credits	2004
University of the Philippines-Diliman College of Mass Communication Communication Research, <i>cum laude</i>	B.A.	2001

Professional Experiences

Department Chair Department of Special Education & Literacy Studies Western Michigan University, Kalamazoo, MI	July 2024-present
Interim Department Chair Department of Special Education & Literacy Studies Western Michigan University, Kalamazoo, MI	July 2022-June 2024
Professor of Literacy Studies and TESOL Western Michigan University, Kalamazoo, MI	2021-present

Associate Professor of Literacy Studies Western Michigan University, Kalamazoo, MI	2017-2021
Assistant Professor of Literacy Studies Western Michigan University, Kalamazoo, MI	2013-2017
Instructor of Literacy Studies Western Michigan University, Kalamazoo, MI	2012-2013
Course Instructor, Department of Teacher Education Michigan State University, East Lansing, MI	2007-2012
Research Assistant, Department of Teaching, Learning, and Teacher Education University of Nebraska-Lincoln, Lincoln, NE	2005-2007
High School English Teacher University of the Philippines Rural High School, Los Baños, Philippines	2002-2005

Grants

U.S. Department of Education, Office of English Language Acquisition Project: Preparation and Induction of Multilingual Educators Role: Principal Investigator <i>Not funded</i>	2024 Project Budget: \$3,079,039
U.S. Department of Education, Office of Elementary and Secondary Education Project: "Preparing Educators to Teach All Learners [Project PETAL]" Role: Principal Investigator Amount Awarded: \$984,445, but grant not accepted because of fund restrictions	2023 Project Budget: \$3,170,528
Parrish Foundation Scholarships to Prepare Literacy Specialists	2023 Amount Awarded: \$25,000
Dalton Foundation Providing a Pipeline for Literacy Specialists	2022 Amount Awarded: \$25,000
U.S. Department of Education, Office of English Language Acquisition Project: "Teaching for Equity and Achievement of Multilingual Students" Role: Principal Investigator	2022 Amount Funded: \$2,969,991
U.S. Department of Education, Office of English Language Acquisition Project: "English Learners and Teacher Education-II" Role: Principal Investigator	2022 Project Budget: \$2,974,040

Not Funded Since Project TEAMS was funded

U.S. Department of Education, Office of English Language Acquisition 2021
Project: "Michigan Teachers of English Learners" Project Budget: \$2,930,317
Role: Principal Investigator
Not Funded

U.S. Department of Education, Office of English Language Acquisition 2021
Project: "English Learners and Teacher Education-II" Project Budget: \$2,877,373
Role: Principal Investigator
Not Funded

WMU Meader Presidential Endowment COVID-19 Grant 2020
Project: Providing Support for English Learners during the COVID-19 Pandemic: A Design-Based Research Study"
Western Michigan University **Amount Funded:**\$6,500

College of Education and Human Development Research Grant 2020
Project: "Examining Social and Cultural Factors Affecting English Learners' Reading Motivation"
Western Michigan University **Amount Funded:**\$2,000

U.S. Department of Education, Office of English Language Acquisition 2017
Project: "English Learners and Teacher Education" **Amount Funded:** \$2,613,930
Role: Principal Investigator

U.S. Department of Education, Office of English Language Acquisition 2016
Project: "Teachers' Increasing and Developing Expertise" Project Budget: \$2,639,304
Role: Principal Investigator
Not Funded

Support for Faculty Scholars Award 2014
Project: "Validation of English Learners' Reading Motivation Assessment"
Office of Vice President for Research, Western Michigan University **Amount Funded:** \$2,000

Elva Knight Research Grant, International Literacy Association 2014
Project: "Development and Validation of English Learners' Reading Motivation Assessment"
Not Funded Project Budget: \$8,000

College of Education and Human Development Research Grant 2014
Project: "Development of English Learners' Reading Motivation Assessment"
Western Michigan University **Amount Funded:**\$2,000

Office of Faculty Development Instructional Development Travel Grant 2014
Western Michigan University **Amount Funded:**\$1,200

Publications

*Indicates a peer-reviewed publication

*Williams, C., Protacio, M.S., David, V., Piazza, S.V. (forthcoming). Improving K-12 teachers' use of sheltered instructional practices to support multilingual learners: Results from a National Professional Development grant. *TESOL Journal*, 16(10).
<https://doi.org/10.1002/tesj.70002>

*De Guzman, M.R.T., Garcia, A.S., Protacio, S., Tuliao, M.D., & Causin, G.F. (2024). When something's gotta give: Shifts and stability in four Filipino-American communities. *Community, Work, & Family*. <https://doi.org/10.1080/13668803.2024.2371332>

*Jang, B.G., & Protacio, M.S., (2024). Exploring the relationships between grade, gender, and immigration status on reading motivation among multilingual elementary students. *The Language and Literacy Spectrum*, 34(1).
<https://digitalcommons.buffalostate.edu/lls/vol34/iss1/3>

Claravall, E., & Protacio, M.S. (2023). Filipino learners learning English as a second language. In B. Yoon & K. Pratt's (Eds.), *Primary language impact on second language and literacy learning: Linguistically responsive strategies for classroom teachers*. Rowman & Littlefield.

*Tigchelaar, M., David, V., Eldemerdash, A., **Protacio, M.S.**, & Piazza, S.V. (2023). K-12 content teachers designing language tasks: A replication of Erlam (2016). *Language Teaching Research*. <https://doi.org/10.1177/13621688221148449>

*Szafranski, A., & **Protacio, S.** (2022). Providing support for middle school English learners during remote learning. *Kappa Delta Pi Record*, 58, 49-54.
<https://doi.org/10.1080/00228958.2022.2143970>

*David, V., Tigchelaar, S. M., **Protacio, M. S.**, Piazza, S. V. (2022). Math tasks to promote oral language development with English learners. *Kappa Delta Pi Record*, 58, 65-69. <https://doi.org/10.1080/00228958.2022.2039518>

*Frantz, L. & **Protacio, M.S.** (2022). Supporting English learners during remote learning. *The Reading Teacher*, 75, 783-787. doi:10.1002/trtr.2091

- ***Protacio, M. S.**, Piazza, S. V., & David, V. (2021). Parent engagement in the middle: Reaching out to parents and families of English learners. *Middle School Journal*, 52(1), 30-39. <https://doi.org/10.1080/00940771.2020.1840268>
- ***Protacio, M.S.**, Piazza, S.V., David, V., & Tigchelaar, M. (2020). Engaging families of English learners. *School Community Journal*, 30(2), 211-227
- *Piazza, S., Williams, C. T., **Protacio, M. S.**, David, V., Tigchelaar, S. M., & Kuo, H. C. (2020). Improving instruction for English learners: A professional development study using SIOP. *Journal of Teacher Education and Educators*, 9(3), 383-405.
- *Jang, B.G. & **Protacio, M.S.** (2020). Use of cognitive interviews to test the validity of a reading motivation instrument for English learners. *Reading Psychology*, 41(8), 913-933 <https://doi.org/10.1080/02702711.2020.1813226>
- *Pendleton, S. & **Protacio, S.** (2020). Home literacy practices: A focus on Dominican families. *The Reading Matrix*, 20(2), 25-40.
- ***Protacio, M.S.** (2019). How positioning affects English learners' social interactions around reading. *Theory into Practice*, 58(3), 217-225.
- ***Protacio, M.S.** (2019). Motivation matters: Factors that affect the reading motivation of English learners. *Michigan Reading Journal*, 51(3), 32-36.
- ***Protacio, M.S.** (2017). A case study exploring the reading engagement of middle grades English learners. *Research in Middle Level Education Online*, 40(3), 1-17, doi: 10.1080/19404476.2017.1280586
- Edwards, P.A., **Protacio, M.S.**, Peltier, M., & Hopkins, L. (2017). Family literacy initiatives and reading comprehension. In S. Israel's (Ed.), *Handbook of Research on Reading Comprehension*, Second edition (pp. 568-598). New York: Guilford Press.
- ***Protacio, M.S.**, & Jang, B.G. (2016). Teachers' perceptions about English learners' reading motivation. *Literacy Research: Theory, Method, and Practice*, 65(1), 166-181, doi: 10.1177/2381336916661532
- ***Protacio, M.S.**, & Edwards, P.A. (2015). Increasing ELLs' parental involvement through sharing time. *The Reading Teacher*, 68, 413-421. doi: 10.1002/trtr.1327
- *McGriff, M., & **Protacio, M.S.** (2015). Similar settings, different story lines: The positioning of ESL teachers in two middle schools. *Reading Horizons*, 54(1), 1-25.
- *Piazza, S., Rao, S., & **Protacio, M.S.** (2015). Converging recommendations for culturally responsive literacy practices: Students with learning disabilities, English language

learners, and socioculturally diverse learners. *International Journal of Multicultural Education*, 17, 1-20.

***Protacio, M. S., & Sarroub, L. K. (2013).** A case study of reading instruction in a Philippines classroom. *Asia Pacific Journal of Education*. doi:10.1080/02188791.2013.788477

Li, G., Sweeney, J., **Protacio, M.S., & Ponnann, K. (2013).** A team-training approach to professional development: Perceptions and practices of in-service teachers of ELLs in two urban high schools. In Y. Bashevis & Y. Weidenseid (Eds.), *Professional development: Perspectives, strategies, and practices* (pp. 37-56). Hauppauge, NY: Nova Publishers.

Martin, N. M., **Protacio, M.S.,** Huang, H.Y., Kuo, N.C., & Hartman, D. K. (2013). Historical development of literacy research. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Hoboken, NJ: Wiley-Blackwell.

***Protacio, M. S. (2012).** Reading motivation: A focus on English Learners. *The Reading Teacher*, 66, 69-77. doi: 10.1002/TRTR.01092

Li, G., & **Protacio, M. S. (2010).** Best practices in professional development for teachers of ELLs. In G. Li and P. A. Edwards (Eds.), *Best practices in ELL instruction* (pp. 353-380). New York: Guilford Press.

Articles Under Review

Eldemerdash, A., Protacio, M.S., & David, V. (under review). *Investigating K-12 teachers' perceptions of task-based language teaching.*

Articles Under Revision

Jang, B.G., **Protacio, M.S.,** Hwang, H., Cotto, E., & Conradi, K. (under revision). Developing and validating a reading motivation assessment specifically for English learners.

Articles in Preparation

Protacio, M.S., & David, V. (in preparation). *Addressing engagement of multilingual families at the high school level.*

Peer Reviewed Presentations

Williams, C. T., David, V., & **Protacio, M.S. (2025, April).** Supporting Teachers to Sheltered Instructional Practices through an Intensive Professional Development Program.

Roundtable presented at the American Educational Research Association Annual Conference, Denver, CO.

David, V., Eldemerdash, A. A., & **Protacio, M. S.** (2024, May). *Tasks to get elementary MLs engaged and talking*. Presented at MABE 2024.

Protacio, M.S., & Jang, B.G. (2023). Addressing multilingual learners' reading motivation. In *Revamping and reconceptualizing reading motivation and engagement: Sociocultural and critical approaches*. Symposium presented at the Literacy Research Association Conference, Atlanta, GA.

Protacio, M.S., Jang, B.G., Fermin, J.K., & Eldemerdash, A. (2023, December). Cultural factors influencing multilingual learners' reading motivation. Paper presented at the Literacy Research Association Conference, Atlanta, GA.

Protacio, M.S., Roberts, K.L., Perry, K.H., Bravo, M., David, V., DeNicolo, C.P., Cantrell, S., Stoehr, K.J. (2023, December). *Addressing family literacy and equity for multilingual learners and their families*. Alternative session presented at the Literacy Research Association Conference, Atlanta, GA.

Eldemerdash, A.A., David, V., & **Protacio, M.S.** (2023, October). Promoting multilingualism in our schools and communities. Session presented at MITESOL, Grand Rapids, MI.

David, V., & **Protacio, M.S.** (2023, July). Adapting materials to make content more comprehensible for multilingual learners. Presentation at Newcomer Summit, East Lansing, MI.

David, V., & **Protacio, M.S.** (2023, May). *Get multilinguals talking with Task-Based Language Teaching*. Paper presented at Michigan Association of Bilingual Education, Livonia, MI.

David, V., Eldemerdash, A., & **Protacio, M.S.** (2023, March). *Increasing interactions for secondary multilingual learners through Task-Based Language Teaching (TBLT)*. Paper presented at TESOL International Convention, Portland, OR.

Protacio, M.S., Yoo, M., Cantrell, S., Bravo, M.A., Piazza, S.V., David, V., Grant, L., & Perry, K. (2022, December). *Lessons learned from four National Professional Development Grants*. Alternative session presented at the Literacy Research Association Conference, Phoenix, AZ.

Protacio, M.S. & Jang, B.G. (2022, December). *Social factors influencing bilinguals' reading motivation*. Paper presented at the Literacy Research Association Conference, Phoenix, AZ.

- Piazza, S.V., **Protacio, M.S.**, & David, V. (2022, December). *Professional learning for family and community engagement with multilingual families*. Paper presented at the Literacy Research Association Conference, Phoenix, AZ.
- Protacio, M.S.**, & David, V. (2022, March). *Modifying materials to make content more comprehensible for English learners*. Paper presented at TESOL International Convention, Pittsburgh, PA.
- David, V., & **Protacio, M.S.** (2022, March). *Increasing interactions for elementary English learners through Task-Based Language Teaching (TBLT)*. Paper presented at TESOL International Convention, Pittsburgh, PA.
- Protacio, M.S.**, Piazza, S.V., & David, V. (2022, January). *Preparing teachers to increase family engagement of high school multilingual learners*. Paper presented at 7th IAFOR International Conference on Education, Honolulu, HI.
- Piazza, S.V., **Protacio, M.S.**, & David, V. (2021, December). *Narrative analysis of teachers' family engagement experiences*. Paper presented at the Literacy Research Association Conference, Atlanta, GA.
- Protacio, M.S.** & David, V. (2021, March). *K-12 teachers' growth in implementing the SIOP model*. Presented at TESOL Virtual Conference 2021.
- David, V. Eldemerdash, A. & **Protacio, M.S.** (2021, March). *Integrating TBLT and Content-Based Instruction to promote classroom communication*. Presented at TESOL Virtual Conference 2021.
- Piazza, S. V., Williams, C. T., **Protacio, M. S.**, & David, V. (2020, December). *Examining the quality of evidence: Teacher observation research for English learners*. Paper presented at Literacy Research Association Virtual Conference.
- David, V., Tigchelaar, S. M., Eldemerdash, A. & **Protacio, M. S.** (2020, November). *Tasks that promote English learners' oral language development*. Paper presented at MITESOL Virtual Conference.
- Protacio, M.S.**, Frantz, L., & Szafranski, A. (2020, November). *Providing adaptations to English learners during the COVID-19 pandemic*. Paper presented at MITESOL Virtual Conference.
- Protacio, M.S.**, David, V., Piazza, S.V., & Williams, C. (2020, October). *K-12 teachers' growth in implementing the SIOP model*. Poster presented at the National Professional Development Director's Meeting.

Protacio, M.S., David, V., Piazza, S. V. & Williams, C. T. (2020, Apr 17 - 21) *Improving Teachers' Knowledge and Skills in Engaging English Learners' Families* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vq6egru> (Conference Canceled)

Protacio, M.S., de Guzman, M. T. & Garcia, A. S. (2020, Apr 17 - 21) *Filipino Parents' Home Literacy and Language Practices* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tzdw3g7> (Conference Canceled)

Piazza, S. V., David, V., Williams, C. T. & **Protacio, M.S.** (2020, Apr 17 - 21) *Measuring Changes in Instructional Practices to Better Serve English Learners* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wxl7rbk> (Conference Canceled)

Protacio, M.S., David, V., & Piazza, S. (2019, December). *Addressing parent and family engagement of middle school English learners*. Roundtable presented at the Literacy Research Association annual conference, Tampa, FL.

Williams, C.T., Piazza, S.V., **Protacio, M.S.**, & David, V. (2019, November). *Building classroom observation capacity during a research project on ESL teacher preparation*. Poster presentation at the American Evaluation Association annual conference, Minneapolis, MN.

Protacio, M.S., David, V., Isidro, E., & Piazza, S.V. (2019, October). *Strategies for engaging parents and families of English learners*. Paper presented at MITESOL conference, Grand Rapids, MI.

Piazza, S.V., & **Protacio, M.S.** (2019, July). *Family engagement strategies across language and culture*. Paper presented at Georgia Department of Education's 2019 Summer Literacy Conference, Macon, GA.

Protacio, M.S., Piazza, S., & David, V. (2019, February). Teachers' perspectives in engaging English learners' parents and families. Paper presented at the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Protacio, M.S., Piazza, S., & David, V. (2018, October). *Increasing EL parent and family engagement*. Paper presented at MITESOL conference, Ypsilanti, MI.

Protacio, M.S. (2017, December). *Home language and literacy practices of Filipino parents*. Roundtable presented at the Literacy Research Association Annual Conference, Tampa, FL.

- Protacio, M.S.** & Jang, B.G. (2016, December). *Development and validation of a reading motivation survey for English learners*. Paper presented at the Literacy Research Association Annual Conference, Nashville, TN.
- Edwards, P.A., **Protacio, M.S.**, Peltier, M., & Hopkins, L. (2016, December). Family literacy initiatives and reading comprehension. *Conceptual review of family literacy initiatives targeting reading motivation*. Paper to be presented at the Literacy Research Association Annual Conference, Nashville, TN.
- Protacio, M.S.** & Piazza, S.V. (2016, November). *Developing and increasing in-service teachers' about diversity in their school contexts*. Paper to be presented at the Association of Literacy Educators and Researchers Annual Conference, Myrtle Beach, SC.
- Protacio, M.S.** & Jang, B.G. (April, 2016). *Development and validation of a reading motivation survey for English language learners*. Paper presented at the American Educational Research Association Annual Conference, Washington, DC.
- Protacio, M.S.** (April, 2016). *The reflexive positioning of a long-term English learner*. Poster presented at the American Educational Research Association Annual Conference, Washington, DC.
- Edwards, P.A., **Protacio, M.S.**, Peltier, M., & Hopkins, L. (April, 2016). *A conceptual review of family literacy initiatives targeting reading comprehension*. Roundtable presented at the American Educational Research Association Annual Conference, Washington, DC.
- Rao, S., Piazza, S., & **Protacio, M.S.** (March, 2016). *Universal design for learning: An umbrella to shelter literacy instruction in a diverse classroom*. Paper presented at the Michigan Reading Association Annual conference, Detroit, MI.
- Protacio, M.S.** (December, 2015). *Exploring the reading engagement of a long-term English learner*. Paper presented in an alternative session at the Literacy Research Association Conference, Carlsbad, CA.
- Protacio, M.S.** & Jang, B.G. (December, 2015). *Teachers' perceptions about English learners' reading motivation*. Paper presented at the Literacy Research Association Conference, Carlsbad, CA.
- Jang, B.G., **Protacio, M.S.**, & Gol, N.K. (April, 2015). *Use of cognitive interviews to assume the validity of a reading motivation instrument developed for English Language Learners*. Paper presented at the American Educational Research Association's Annual Conference, Chicago, IL.

- Protacio, M.S.,** Jang, B.G., Fermin, J.F., & Gol, N.K. (2015, March). *Developing an ELL reading motivation survey*. Paper presented at Michigan Reading Association Conference, Grand Rapids, MI.
- Protacio, M.S.** (2014, December). *From elementary to middle school: The shifting reading motivation of two English language learners*. Paper presented at the Literacy Research Association Conference, Marco Island, FL.
- Protacio, M.S.,** Jang, B.G., Fermin, J.F., & Gol, N.K. (2014, October). *Creating a reading motivation assessment for ELLs*. Paper presented at MITESOL, Grand Rapids, MI.
- Protacio, M. S.** (2014, May). *A portrait of a seemingly engaged reader: A case study of a seventh-grade Chinese ELL*. Roundtable presented at the International Reading Association's Annual Convention, New Orleans, LA.
- Edwards, P. A., Piazza, S.V., & **Protacio, M. S.** (2014, May). *Teachers learning from personal ESL experience, developing empathy, and improving classroom practice*. Paper presented at the International Reading Association's Annual Convention, New Orleans, LA.
- Protacio, M.S.** (2014, March). *Exploring the reading (dis)engagement of two struggling middle school ELLs*. Paper presented at the TESOL Association Annual Convention, Portland, OR.
- Protacio, M.S.** (2013, December). *A case study investigating the reading engagement of middle school English Language Learners*. Paper presented for the Literacy Research Association Conference, Dallas, TX.
- Protacio, M.S.** (2013, December). *The hidden reading engagement of a long-term English learner*. Roundtable presented for the Literacy Research Association Conference, Dallas, TX.
- Piazza, S., Rao, S., & **Protacio, M.S.** (2013, December). *Converging research on responsive pedagogy for special education, culturally, and linguistically diverse learners*. Paper presented for the Literacy Research Association Conference, Dallas, TX.
- Protacio, M. S.** (2013, October). *A case study of middle school English Language Learners who are highly engaged readers*. Paper presented at MITESOL, East Lansing, MI.
- Protacio, M. S.** (2012, December). *A mixed methods study on English Language Learners' reading motivation*. Paper presented at the Literacy Research Association Conference, San Diego, CA.
- Li, G., Sweeney, J., **Protacio, M.S.,** & Ponnann, K. (2012, October). *A team-training approach to professional development for ELL teachers*. Paper presented at MITESOL, Livonia, MI.

Protacio, M. S. (2012, October). *A mixed methods study investigating the factors that motivate English Language Learners to read in English*. Paper presented at MITESOL, Livonia, MI.

Protacio, M. S. (2012, May). *A mixed methods study on factors that motivate bilingual/ELL students to read in English*. Poster presented at the International Reading Association's Annual Convention, Chicago, IL.

Invited Presentations

David, V. & **Protacio, M.S.** (2024, August). Adapting materials to make content more comprehensible for elementary multilingual learners. Presentation at the Van Buren Intermediate School District Mix & Mingle, Lawrence, MI.

David, V. & **Protacio, M.S.** (2024, August). Adapting materials to make content more comprehensible for secondary multilingual learners. Presentation at the Van Buren Intermediate School District Mix & Mingle, Lawrence, MI.

Protacio, M.S. & David, V. (2024, July). Promoting equity for multilingual learners and their families. Presentation at Newcomer Summit at East Lansing, MI.

Protacio, M.S., (2022, January). *Strategies to support multilingual students in the classroom*. Presentation for faculty at Kalamazoo Valley Community College, Kalamazoo, MI.

Protacio, M.S., & David, V. (2021, June). *Traditional and non-traditional ways to engage with families of English learners*. Paper presented at TESOL Elevate virtual conference.

Protacio, M.S. & David, V. (2021, April). *Engaging Families of English Learners*. Presented at Michigan Association of Bilingual Education Virtual Conference 2021.

Eldemerdash, A., **Protacio, M.S., & Isidro, E.** (2019). *Supporting immigrant families*. Presentation given at the Kalamazoo Adult Literacy Council symposium, Kalamazoo, MI.

Protacio, M.S. (2019, June). English learners and the preparation standards. Presentation given at Michigan Department of Education's Top 10 in Literacy conference, Central Michigan University, Mount Pleasant, MI.

Protacio, M.S., David, V., & Piazza, S. (2019). *An overview of Project ELATE*. Presentation given at Spring convocation, Western Michigan University, Kalamazoo, MI.

Protacio, M.S. (2018, January). *Effective literacy practices*. Presentation given to faculty at the De La Salle Zobel school, Alabang, Metro Manila, Philippines.

Protacio, M.S. (2018, January). *Reading in the content areas: How all teachers can address reading and literacy in their classrooms*. Presentation given to faculty and students at the Philippine Normal University, Manila, Philippines.

Protacio, M.S. (2018, January). *Strategies to address disciplinary literacy*. Presentation given to faculty and students at the College of Public Affairs and Development, University of the Philippines, Los Baños, Laguna, Philippines.

Protacio, M.S. (2016, August). *Improving students' motivation and engagement*. Lecture presented to faculty and students at the College of Public Affairs and Development, University of the Philippines, Los Baños.

Protacio, M.S. (2016, August). *From sage on the stage to guide on the side*. Presentation given to faculty of the Crop Science Cluster, College of Agriculture, University of the Philippines, Los Baños.

Protacio, M.S. (2015, January). *Improving literacy instruction*. Presentation given to visiting Japanese teachers at Western Michigan University, Kalamazoo, MI.

Protacio, M.S. (2014, November). *Reading diverse texts: Exposure to diverse perspectives*. Lecture presented as part of the Lee Honors College Lecture series at Western Michigan University, Kalamazoo, MI.

Protacio, M.S. (2013, November). *Addressing reading motivation and engagement*. Professional development workshop given to practitioners in Calhoun County, MI.

Protacio, M.S. (2013, November). *Reading motivation and engagement for ESL students*. Presentation given to visiting Japanese teachers at Western Michigan University, Kalamazoo, MI.

Protacio, M.S., Norman, R.R., Martin, N.M., Hawkins, L.K., Razali, A.B., & Edwards, P.A. (2011). *Reflections of young scholars on the LRA/NRC Past Presidents' Project*. Presented to the History of Literacy Study Group at the Literacy Research Association Conference, Jacksonville, FL.

Edwards, P. A., Norman, R.R., **Protacio, M.S.,** Morsink, P, Roberts, K., Holdgreve-Resendez, R., et al. (2008, December). *National Reading Conference's past presidents*. Presented at the National Reading Conference, Orlando, FL.

Teaching Experience: Higher Education

Courses Taught at Western Michigan University

LS 3780	Literacy II (Traditional)
LS 3790	Literacy III (Traditional)
LS 5100	Diversity in Literacy, Language, and Learning (Online)
LS 5160	Professional Symposium in Reading (Online, Hybrid, and Traditional)
LS 6100	Theory and Research in Reading and Literacy Instruction (Traditional)
LS 6240	Reading Instruction and Assessment (Traditional)
LS 6300	Teaching Reading in a Diverse Society (Online, Hybrid, and Traditional)
LS 6320	Literacy Coaching (Online and Traditional)
LS 6400	Clinical Practicum for Reading Specialists (Traditional)
LS 6420	Action Research Seminar (Online and Traditional)
HNRS 2900	Lee Honors College Lecture Series: Global Citizenship (Traditional)
TEL 5150	Introduction to ESL/Bilingual Education (Online and Hybrid)
TEL 5500	ESL Internship (Traditional)
TEL 6210	ESL Teaching Methods (Partially Synchronous Online)

Courses Taught at Michigan State University

TE 301	Learners and Learning in Context
TE 301	Learners and Learning in Context (Globally-infused cohort)
TE 842	Effective Reading Instruction and Assessment (Online)
TE 842	Effective Reading Instruction and Assessment (Online class with Chinese certification cohort)
TE 846	Accommodating Differences in Literacy Learners (Online)

Student Research Committees

Sanela Sprecic	Chair	Doctoral committee (in progress)
Laura Van Oss	Chair	Doctoral committee (in progress)
Jorgelina Krithyna Fermin	Chair	Doctoral committee (in progress)

Amira Ashraf Eldemerdash	Member	Doctoral committee (completed)
Susan Huff	Member	Doctoral committee (completed)
Marianus Roni	Member	Doctoral committee (completed)
Indra Kusuma	Member	Doctoral committee (completed)
Anna Fontaine	Member	Doctoral committee (completed)
Brandy Shooks	Member	Doctoral committee (completed; Cornerstone Univ.)
Maria Angela Sackett	Chair	Masters' Thesis Committee (completed)
Susan Pendleton	Chair	Masters' Thesis Committee (completed)
Anna Lynn Poggensee	Member	Undergraduate Honors Thesis Committee

Honors and Awards

WMU Emerging Scholar Award (University wide award)
 WMU Excellence in Discovery Award for Largest grant in Education and Human Development
 WMU College of Education and Human Development Trailblazer Award
 WMU College of Education and Human Development Emerging Scholar Award
 WMU Lee Honors College Distinguished Service Award
 Scholars of color Transitioning into Academic Research (STAR) Program Fellow
 Literacy Research Association's Outstanding Student Research Award, Honorable Mention
 Literacy Research Association's Ethnicity, Race, and Multiculturalism Committee's Travel Award
 Michigan State University's Department of Teacher Education Travel Fellowship
 MSU College of Education's Jere E. and Arlene Pintozi Brophy Endowed Fellowship in Education
 MSU College of Education Recruitment Fellowship
 Literacy Achievement Research Center (LARC) Travel Fellowship
 MSU College of Education Outreach Fellowship
 Graduated *cum laude*, University of the Philippines-Diliman
 Consistent Dean's Lister, University of the Philippines-Diliman

Professional Service

Editor, *Reading Horizons* Journal (2015-2024)
 Area 8 chair, Literacy Research Association (LRA) (2020-2026)
 Member, Michigan Department of Education's English Learner Advisory Committee
 Member, Michigan Department of Education's Committee Revising ESL Standards
 Reviewer, Michigan Department of Education's ESL Programs
 Member, MTTC ESL Subtest Content Advisory Committee
 Member, Michigan Department of Education's EL Professional Learning Subcommittee
 LRA Ethnicity, Race, and Multilingualism Committee
 President, Southwest Michigan Reading Council (2018-2019)
 Editorial Review Board, *Michigan Reading Journal*
 Reviewer, *The Reading Teacher*
 Reviewer, *Literacy Research and Instruction*

Reviewer, *Literacy Research: Theory, Method, and Practice*
Reviewer, *Journal of Curriculum Studies*
Reviewer, American Education Research Association conference proposals
Reviewer, Literacy Research Association conference proposals
Reviewer, International Reading Association Conference proposals
Reviewer, Association of Literacy Educators and Researchers Conference proposals
Reviewer, American Reading Forum Conference proposals
Reviewer, MITESOL conference proposals
Ad-hoc Reviewer, *Middle Grades Research Journal*
Ad-hoc Reviewer, *USM RD Journal*
Michigan Reading Association's Diversity and Social Justice Committee Member
Southwest Michigan Reading Council Research Studies Committee Chair
Co-coordinator, Past President's project, National Reading Conference

Service to the University

Western Michigan University

Chair, MA TESOL Planning Committee
Chair, ESL Endorsement Program Planning Committee
Chair, Tenure and Promotion Committee, SPLS
Member, Tenure and Promotion Ad-hoc Committee, CELCIS
Member, CEHD Interdisciplinary Planning Committee
Member, WMU AAUP Association Council
Faculty Mentor, Office of Faculty Development
Member, Presidential Innovation Professorship Review Committee
Chair, Spring Convocation 2019 Planning Committee
Faculty Mentor, Department of Special Education and Literacy Studies
Chair, ECCU ESL Forum Planning Committee
Member, Dean's Faculty Advisory Committee
Member, international Education Advisory Committee
Member, Language and Humanities Study Group Steering Committee
Member, CEHD Diversity and Inclusion Committee
Member, Multicultural Meet and Greet Planning Committee
Member, ACC Subcommittee on Student Dispositions
Chair, Literacy Studies Faculty Search Committee for ESL Term Position
Member, Literacy Studies Faculty Search Committee for Literacy Tenure-Track Position
Member, Literacy Studies Faculty Search Committee for TESOL Term Position
Member, Literacy Studies Faculty Search Committee for Literacy Term Position
Member, SPLS Search Committee for Office Coordinator Position
Member, SPLS Sabbatical Review Department Committee
Member, CEHD's Ad-hoc Visioning Committee for Technology
Member, Office of Faculty Development's New Faculty Advisory Group

Mentor, Future Educators Program
Volunteer Observer, Medallion Scholarship Competition
Volunteer Observer, Multicultural Leader Scholarship Competition

Michigan State University

Member, Global Educators Cohort Program Advisory Committee
Doctoral Representative, Language and Literacy Search Committee
Member, Organizing Committee of Mentoring Program
Member, Organizing Committee of Literacy Colloquy
Member, Orientation Committee for Philippine Study Abroad Program
Member, Steering Committee of Graduate Student Representatives

Professional Organizations

Literacy Research Association
International Literacy Association
Michigan Reading Association
MITESOL Association
TESOL Association