Sara Michael-Luna, Ph.D.
Early Childhood Development and Education
School of Teacher Education
College of Community Innovation and Education
University of Central Florida
646-284-4616; Sara.MichaelLuna@ucf.edu

EDUCATION

2005	Ph.D., University of Wisconsin-Madison Curriculum and Instruction in Early Childhood Multilingual Language and Literacies Dissertation: *Understanding 'Native Bilingual Speakers': Collaborative research on languages and literacies in an early elementary classroom.* Dissertation Committee: James Paul Gee, Gloria Ladson Billings, Elizabeth Graue, Mary Louise Gomez, Margaret Hawkins.
1994	M.S., University of Wisconsin-Milwaukee, Urban Education: Curriculum and Instruction
1992	B.A., Lakeland College, English and Art

ACADEMIC EXPERIENCE

2019-current	Associate Professor of Early Childhood Development and Education (With Tenure) University of Central Florida, Orlando Florida
2022-current	Facilitator of the Early Childhood Development and Education Graduate Programs (Master of Science; Ph.D.) University of Central Florida
2020	Interim Facilitator of the Early Childhood Development and Education Graduate Programs (Master of Science; Ph.D.) University of Central Florida
2016-2019	Associate Professor of Early Childhood Education (With Tenure) Elementary and Early Childhood Education, Queens College-CUNY, New York
2017-2018	Interim Director of the Early Childhood Education Graduate Programs Elementary and Early Childhood Education, Queens College-CUNY
2010-2015	Assistant Professor of Early Childhood Education Elementary and Early Childhood Education, Queens College-CUNY, New York
2010-2007	Visiting Assistant Professor, Teaching and Learning (Literacy) Steinhardt School of Culture, Education and Human Development

New York University

2007-2005   Assistant Professor of Elementary Education (Literacy)
                   Rutgers State University-Newark

2003-2001   Teaching Assistant; Curriculum and Instruction (TESOL & Literacy)
                   University of Wisconsin-Madison

2001- 1999   Instructor of English as a Second Language (Adult)
                   Rancho Santiago Community College, Orange, CA

2001- 1999   Coordinator and Lead Teacher of Teaching through the Arts (K-5 TESOL)
                   The Friendly Center, Orange, CA

1999 – 1995   Director of the English Language Institute
                   Lakeland College, Sheboygan, Wisconsin

1999 – 1994   Instructor of English as a Second Language (Adult & Grades 7-12)
                   Lakeland College, Sheboygan, Wisconsin

RESEARCH INTERESTS

• Early Childhood Language and Literacy   • Inservice and Pre-Service Teachers
• Literacy Curriculum   • Role of Families Language & Literacy Learning
• Child-Centered Ways of Knowing   • Multilingual/Dual Language Literacy

JOURNAL PUBLICATIONS (Peer Reviewed)

Michael-Luna, S. & Castner, D.J. (2023). Removing the Guardrails of Democracy:
       Silencing critique of early childhood policy and practice. *Contemporary Issues in Early
       Childhood, 24(3).*

Michael-Luna, S. (2021). Including Children's Voice in Pre-service Teacher Education:
       Learning to Reconstruct Phonological Awareness Norms, Pedagogy and Materials.
       *International Critical Childhood Policy Studies (ICCPS).*8(2).

Michael Luna, S., & Grey, L. J. (2019). Navigating the policy directive of child autonomy in universal
       pre-kindergarten practice. *Contemporary Issues in Early Childhood*, *20*(3), 282-293.

Michael-Luna, S. (2017). Emergent academic language in early childhood classrooms: Research and
       context. *The Reading Teacher, 71(1), 89-93.*

Michael-Luna, S. (2016). Teacher performance assessments influence on admissions and completions of
       linguistically and ethnically diverse pre-service teachers. *Contemporary Issues in Early
       Childhood, 17*(4).

Michael-Luna, S. (2016). What parents have to teach us about their dual language children. *Young Children, 70*(5). Retrieved from http://www.naeyc.org/yc/

Marri, A., Michael-Luna, S., Cormier, M., & Keegan, P. (2014). Urban pre-service K–6 teachers' conceptions of citizenship and civic education: Weighing the risks and rewards. *The Urban Review,* 46, 63–85. doi:10.1007/s11256-013-0248-3

Michael-Luna, S. (2013). What linguistically diverse parents know and how it can help early childhood educators: A case study of a dual language preschool community. *Early Childhood Education Journal, 41*, 447–455. doi:10.1007/s10643-013-0574-9

Michael-Luna, S., & Marri, A. (2011). Rethinking diversity in re-segregated schools: Lessons from a case study of urban K–8 pre-service teachers. *Urban Education, 46*, 178–201. doi:10.1177/0042085910378476

Michael-Luna, S. (2008). *Todos somos blancos*/We are all White: Constructing racial identities through texts. *Journal of Language, Identity and Education, 7*, 272–293. doi:10.1080/15348450802237913

Michael-Luna, S., & Canagarajah, S. (2007). Multilingual academic literacies: Pedagogical foundations for code meshing in higher education. *Journal of Applied Linguistics, 4*, 55–77. doi:10.1558/japl.v4i1.55

PAPERS UNDER REVIEW

Michael-Luna, S. & Castner, D.J. (Under review). Can Julian be a Mermaid: Fantasy play, developmentally appropriate practice and parents' rights. *Pedagogy, Culture and Society.*

Michael-Luna, S. & Castner, D.J. (Under review) The Slide from Neoliberalism to Authoritarianism: A practical language to address authoritarian practice in early childhood policy and practice. *Policy Futures in Education.*

WORK IN PROGRESS

Michael-Luna, S. & Castner, D.J. (In Progress). Understanding Early Childhood Practitioner Interpretation, Resistance, and Reconstruction to Curriculum Implementation: A qualitative metasynthesis. *International Journal of Early Years Education*.

Michael-Luna, S. & Castner, D.J. (In Progress). Reading Banned Books with Preschoolers: Unpacking Developmentally Appropriate meaning making. *Contemporary Issues in Early Childhood.*

Grey, L.G. & Michael-Luna, S. (In Progress). Examining constructs of Citizenship in the K-2 1776 Social Studies Curriculum. *Curriculum Inquiry.*

Michael-Luna, S. Castner, D.J. & Grey, L. (In Progress). Co-Constructing "Citizenship" in Three Early Childhood Social Studies Curricula. *Social Studies and the Young Learner.*

Michael-Luna, S. (In Progress). Universal Pre-Kindergarten Curriculum and the Language of
Science: Teacher Narratives of Policy Implementation. *Early Childhood Education Journal.*

BOOKS

Michael-Luna, S., Wright, B.L, & Tesar, M. (In Contract). The Bloomsbury Handbook of
Critical Perspectives in Early Childhood. Bloomsbury, UK.

BOOK CHAPTERS

Michael-Luna, S. Castner, D.J. & Eskamani, A.V. (In Contract). Contesting Universal Assumptions
Through Advocacy and Activism in Early Childhood Policy: How to save democracy. In
Michael-Luna, S., Wright, B.L, & Tesar, M. (Eds). Handbook of Critical Perspectives in Early
Childhood. Bloomsbury, UK.

Gadsden,V., Wright, B.L. & Michael-Luna, S. (In Contract). Early Childhood in Historical and
Contemporary Perspective: The Role of Social Context. In Michael-Luna, S., Wright, B.L, &
Tesar, M. (Eds). The Bloomsbury Handbook of Critical Perspectives in Early Childhood.
Bloomsbury, UK.

Michael-Luna, S., & Grey, L. (In Contract). Implementation Gap. In Tesar, M, et al (Eds). The
Bloomsbury Encyclopedia of Social Justice in Early Childhood. Bloomsbury, UK.

Michael-Luna, S. & Silvester, J. (2023). *Assessing Phonological Awareness in Early Childhood:
Scaffolding pre-service teachers' play-based authentic assessments in placement experiences.* In
S. Harmey & B. Kabuto (Eds.), Teaching Literacies in Diverse Contexts. London, UK: UCL
Press.

Michael-Luna, S., & Grey, L. (2020). Autonomy. In T. Cook (Ed.), *Sage Encyclopedia
of Children and Childhood Studies*. Thousand Oaks, CA: Sage Publications.

Michael-Luna, S., Heimer, L. & Grey, L. (2019). Reconceptualizing multilingual learners and families
in Creative curriculum and High/Scope. In N. File (Ed.), *Curriculum in early childhood
education: Re-examined, rediscovered, renewed (2ⁿᵈ Edition)*. New York: Routledge.

Michael-Luna, S. (2018). I'm not related to anyone I know: Adoption, books and belonging. In R. Fox
(Ed.), *Adoption Matters: Teacher Educators Share their Stories and Strategies for Adoption-
Inclusive Curriculum and Pedagogy.* New York: Peter Lang.

Michael-Luna, S. (2016). Bilingual families. In D. Couchenour, K. Chrisman, & J. Pyles (Eds.), *The
SAGE encyclopedia of contemporary early childhood education* (pp. 149–152)*. Thousand Oaks,
CA: Sage.

Michael-Luna, S., & Heimer, L. (2011). Creative curriculum and HighScope curriculum for multilingual classrooms. In N. File (Ed.), *Curriculum in early childhood education: Re-examined, rediscovered, renewed* (pp. 120–132). New York, NY: Routledge.

Michael-Luna, S. (2009). Narratives in the wild: Unpacking critical race theory methodology for early childhood bilingual education. In R. Kabuto & A. Lin (Eds.), *Race, culture and identities in second language education* (pp. 234–251). New York, NY: Routledge.

BOOK & ARTICLE REVIEWS

Michael-Luna, S. & Jones, J. (Under Review). Review of the book Rooted in Belonging: Critical Place-Based Learning in Early Childhood and Elementary Teacher Education, by Melissa Sherfinski with Sharon Hayes. *Contemporary Issues in Early Childhood.*

Michael-Luna, S. & Hejazin, N. (Accepted). Review of the book Resisting the Kinder-race: Restoring joy to early learning, by Christopher P. Brown. *Contemporary Issues in Early Childhood.*

Michael-Luna, S. & Silvester, J. (2021). Review of the book *Reshaping Universal Preschool: Critical perspectives on power and policy,* by L.G. Heimer & A.E. Ramminger. *Contemporary Issues in Early Childhood.*

Michael-Luna, S. (2016). Review of the book *Teaching and learning with infants and toddlers: Where meaning-making begins*, by M. J. Maguire-Fong. *Teachers College Record*. Retrieved from http://www.tcrecord.org

Michael-Luna, S. (2010). Research digest: TESOL topics in other journals. *TESOL Quarterly, 44*, 206–209. doi:10.5054/tq.2010.215945

Michael-Luna, S. (2009). Research digest: TESOL topics in other journals. *TESOL Quarterly, 43*, 373–376. doi:10.1002/j.1545-7249.2009.tb00180.x

Michael-Luna, S. (2009). [Review of the article "Early reading achievement of children in immigrant families: Is there an immigrant paradox," by N. Palacios, K. Guttmannova, & P. L. Chase-Landsdale]. *TESOL Quarterly, 43*, 149–152. doi:10.1002/j.1545-7249.2009.tb00234.x

Michael-Luna, S. (2008). Research digest: TESOL topics in other journals. *TESOL Quarterly, 42*, 675–678. doi:10.1002/j.1545-7249.2008.tb00157.x

Michael-Luna, S. (2008). Research digest: TESOL topics in other journals. *TESOL Quarterly, 42*, 335–337. doi:10.1002/j.1545-7249.2008.tb00129.x

Michael-Luna, S. (2008). Research digest: TESOL topics in other journals. *TESOL Quarterly, 42*, 145–148. doi:10.1002/j.1545-7249.2008.tb00216.x

Michael-Luna, S. (2007). Research digest: TESOL topics in other journals. *TESOL Quarterly, 41*, 817–820. doi:10.1002/j.1545-7249.2007.tb00106.x

Michael-Luna, S. (2007). [Review of the article "'It's not my job' K–12 teacher attitudes toward students' heritage language maintenance," by J. S. Lee & E. Oxelson]. *TESOL Quarterly, 41*, 427–430. doi:10.1002/j.1545-7249.2007.tb00075.x

Michael-Luna, S., (2005). The power of local literacies: Negotiating communities of practice through reading and writing [Review of the books: *Rehearsing new roles: How college students develop as writers,* by L.A. Carroll; *A community of friendship: Literacy, spiritual practice, and women in recovery,* by B. Daniell; *A critical discourse analysis of family literacy practice: Power in and out of print,* by R. Rogers]. *Journal of Language, Identity and Education, 5*, 169–177. doi:10.1207/s15327701jlie0502_4

Michael-Luna, S. (2005). [Review of the book *Critical pedagogies and language learning*, by B. Norton & K. Toohey]. *TESOL Quarterly, 39*, 126–129. doi:10.2307/3588457

REFEREED CONFERENCES: PRESENTATIONS

Michael-Luna, S. (2023). Child-Parent Outdoor Play and Social Emotional Development: Understanding culturally sustaining play. To be presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Michael-Luna, S. (2019). The "Implementation Gap" in early childhood science curriculum: Practice talks back to policy. Presented at the annual meeting of Reconceptualizing Early Childhood Education International Conference, Las Cruces, NM

Michael-Luna, S. & Grey, L. (2019). The Academic Language of Universal Pre-Kindergarten Science: Teacher Narratives of Policy Implementation. Presented at the annual meeting of the American Educational Research Association Annual Meeting, Toronto, Canada

Michael-Luna, S. & Johnson Lachuk, Amy (2019). Parenting Latino Children in the Age of Immigration and Customs Enforcement: Two white mothers' counternarratives of race, language and culture in white communities/schools. Presented at the annual meeting of the American Educational Research Association Annual Meeting, Toronto, Canada

Michael-Luna, S. & Grey, L. (2018). Negotiating Autonomy in Universal Pre-Kindergarten Policy and Practice. To be presented at the annual meeting of the American Educational Research Association Annual Meeting, New York, NY

Michael-Luna, S. (2017). The limits of edTPA: A study of academic language in early childhood teacher education. Paper presented at the Literacy Research Conference, Tampa, FL.

Michael-Luna, S. (2017). Emergent academic language: Pre-service teacher knowledge to action. Paper presented at the annual meeting of the American Educational Research Association Annual Meeting, San Antonio, TX.

Michael-Luna, S. (2016). *Early childhood pre-service teacher understanding of academic language in picture books*. Paper presented at the annual meeting of the American Educational Research Association Annual Meeting, Washington, DC.

Michael-Luna, S. (2016). *Teacher performance assessments influence on admissions and completions of linguistically and ethnically diverse pre-service teachers*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Michael-Luna, S. (2015). *Early childhood pre-service teacher education: Cultivating academic language in literacy education*. Paper presented at the Literacy Research Conference, Carlsbad, CA.

Michael-Luna, S. (2015). *Bringing home to school: Using home-based narratives as language assessments*. Paper presented at the Literacy Research Conference, Carlsbad, CA.

Michael-Luna, S., & Rodrigues, S. (2015). *Teacher performance assessments influence on admissions and completions of linguistically and ethnically diverse pre-service teachers*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Michael-Luna, S. (2015). *Academic language comes to kindergarten: A practice-based definition for early childhood*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Michael-Luna, S. (2014). *EdTPA, CAEP and early childhood education: Who are the agents of change?* Paper presented at the National Association of Early Childhood Teacher Educators Annual Conference, Dallas, TX.

Michael-Luna, S. (2014). *Disrupting the discourse of schooling: Preschoolers' use of cultural models and social emotional resources in the multilingual development*. Paper presented at the International Reconceptualizing Early Childhood Education Conference, Kent, OH.

Michael-Luna, S. (2014). *Resisting and reconstructing the cultural norms in assessments: A case study of a dual-language preschool*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Michael-Luna, S., & Cooper, P. (2014). *Understanding "academic language" in early childhood teacher preparation: The journey from standards to practice*. Paper presented at the annual meeting of American Educational Research Association, Philadelphia, PA.

Michael-Luna, S., & Cooper, P. (2013). *Defining and incorporating the call for 'academic language' in early childhood teacher preparation*. Paper presented at the National Association of Early Childhood Teacher Educators Conference, Washington, DC.

Michael-Luna, S., & Cooper, P. (2013). *'Academic language' in early childhood teacher preparation*. Symposium conducted at the 4th CUNY Early Childhood Educators New Faculty Research Symposium and Reception, New York, NY.

Michael-Luna, S. (2012). *Who speaks what to whom: Giving multilingual families a voice in preschool language assessments*. Paper presented at the 20th International Reconceptualizing Early Childhood Education Conference, Penn State, PA.

Michael-Luna, S., Peterman, F., Kim, S., Michaels, C., & Shady, A. (2012). *Walking the tightrope of a culture of assessment*. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, IL.

Michael-Luna, S. (2012). *Cultural frame switching in the wild: An ethnographic study of young simultaneous and sequential bilinguals in learning environments*. Paper presented at the American Association of Applied Linguistics Annual Conference, Boston, MA.

Michael-Luna, S. (2012). *Scaffolding academic discourse in two languages: Teacher–child interactions in a dual language preschool*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Michael-Luna, S. (2011). *Using the home-school connection to develop formative dual language assessments in pre-school*. Symposium conducted at the 3rd CUNY Early Childhood Educators New Faculty Research Symposium and Reception, New York, NY.

Michael-Luna, S. (2010). *Language development in informal spaces: Two-year-old narrative development in a play-based curriculum*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Michael-Luna, S. (2010). *Constructing multilingual children in and out of multilingual contexts: Teacher and child narrative constructions of the bilingual-self as learner*. Paper presented at the American Association of Applied Linguistics, Atlanta, GA.

Michael-Luna, S., & Heimer, L. (2009). *Early childhood English language learners: Unpacking the dominant discourse of commonly used UPK curriculum*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Michael-Luna, S., & Marri, A. (2009). *Addressing diversity and democracy in urban K–8 classrooms: Lessons from case study of pre-service teacher candidates*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Michael-Luna, S. (2008). *Early childhood counter narratives: Code meshing or code switching?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Michael-Luna, S., & Heimer, L.G. (2008). *Connecting universal access pre-K (UPK) and English language learning: What role does the curriculum play?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Michael-Luna, S., & Marri, A. (2008). *Resisting, rewriting, and (re)producing dominant discourse ideologies in pre-service field placement*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Michael-Luna, S. (2008). *Code switching or code meshing?: Reconsidering multilingual interaction in early childhood classrooms*. Paper presented at the 2008 American Association for Applied Linguistics Conference, Washington, DC.

Michael-Luna, S. (2008). Social contexts of educational research early career scholars. In *Division G: Studying social context within the Academy and AERA*. Symposium conducted at the annual meeting of the American Educational Research Association, New York, NY.

Michael-Luna, S., & Lee, J. S. (2008). *The challenges of studying language, literacy, and learning in schools and communities in the 21st century*. Symposium conducted at the Language and Social Processes SIG Business Meeting at the annual meeting of the American Educational Research Association, New York, NY.

Michael-Luna, S., Marri, A., & Donovan, T. (2007). *Unpacking praxis with urban pre-service K–8 teachers: An instrumental-collective case study*. Paper presented at the College and University Faculty Assembly of the National Council for the Social Studies Conference, San Diego, CA.

Michael-Luna, S. (2007). *Hybrid discursive practices in a multilingual first grade*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Michael-Luna, S. (2007). (Re)constructing multilingual learners within the monolingual discourse of schooling. In M.L. Gomez (Chair), *Enacting and reacting to a categorized identity: Narratives of marginalized youth*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.

Michael-Luna, S., Marri, A., & Donovan, T. (2007). *Unpacking praxis with urban pre-service K–8 teachers: An instrumental-collective case study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Michael-Luna, S., Lemely, C. K., Robert, S., & Heimer, L. (2007). *Cultivating a community of practice, cultivating educational researchers: Scaffolding learning and teaching in an informal study group*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Michael-Luna, S. (2007). *'Inbetweenness': Hybrid discursive practice in a bilingual first grade*. Paper presented at the 2007 American Association of Applied Linguistics Conference, Costa Mesa, CA.

Michael-Luna, S. (2005). *Understanding language teaching through collaborative research*. Colloquium conducted at the 2005 American Association of Applied Linguistics Conference, Portland, OR.

Michael-Luna, S. (2005). *"No I can't, but si, se puede": Resistance in a bilingual first grade.* Colloquium conducted at the annual meeting of the American Educational Research Association, Montreal, Canada.

Michael-Luna, S. (2004). *Teacher reflection through a cyclical method*. Colloquium conducted at the annual meeting of the American Educational Research Association, San Diego, CA.

Michael-Luna, S. (2003). *Why "I'm sorry" is not the same as "lo siento:" identity and codeswitching in a Spanish-dominant first grade*. Paper presented at 2003 National Council for Teachers of English Assembly for Research Midwinter Conference, Minneapolis, MN.

Michael-Luna, S., & Sharpe, A. (2003). *Developing reflective practitioners in teacher education programs*. Paper presented at 2003 Teaching English to Speakers of Other Languages, Baltimore, MD.

REFEREED CONFERENCES: CHAIR AND DISCUSSANT

Michael-Luna, S. (2022). Critical Perspectives in Early Childhood Education (SIG). Presidential Address. At the annual meeting of the American Educational Research Association Annual Meeting, San Diego, CA.

Michael-Luna, S. (2019). (Always) Under Construction: Rethinking Teacher Education Programs and Structures. Chair at the annual meeting of the American Educational Research Association Annual Meeting, Toronto, Canada

Michael-Luna, S. (2019). Understanding Learners' and Educators' Experiences Dialogically: Negotiating Engagement, Power and Participation in Novel Contexts. Chair at the annual meeting of the American Educational Research Association Annual Meeting, Toronto, Canada

Michael-Luna, S. (2019). From Policy to Practice: Exploring the "Implementation Gap" in Early Childhood Education. Chair at the annual meeting of the American Educational Research Association Annual Meeting, Toronto, Canada

Michael-Luna, S. (2019). The Role of Play in Young Children's Learning. Chair at the annual meeting of the American Educational Research Association Annual Meeting, Toronto, Canada

Michael-Luna, S. (2019). Race and Culture in Teaching and Learning. Chair at the annual meeting of the American Educational Research Association Annual Meeting, Toronto, Canada

Michael-Luna, S. (2019). Critical Early Childhood Policy and Practice Issues. Discussant at the annual meeting of the American Educational Research Association Annual Meeting, Toronto, Canada

INVITED PROFESSIONAL DEVELOPMENT WORKSHOPS

Michael-Luna, S. (2022, September). *Learning through Play and Playing to Learn.* Workshop conducted at Orlando Day Nursery: Orlando, FL.

Michael-Luna, S. (2020, September 19). *Creative Curriculum in the Early Years: Lesson Planning and Curriculum Development*. Workshop conducted at Orlando Day Nursery: Orlando, FL.

Michael-Luna, S. (2020, May 15). *Lesson Planning for Toddlers using Creative Curriculum*. Workshop conducted at Orlando Day Nursery: Orlando, FL.

Michael-Luna, S. (2014, April 23). *Teacher–child academic discourse in a dual language preschool*. Workshop conducted at the Elementary and Early Childhood Education Department: Rejoicing Over Research, Queens College, Flushing, NY.

Michael-Luna, S. (2014, February 14). *Professional development workshop: Reggio Emilia documentation and child-centered portfolios*. Workshop conducted at La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2014, January 15). *Parent workshop: Understanding bilingualism and young children*. Workshop conducted at La Scuola d' Italia, New York, NY.

Michael-Luna, S., & Cooper, P. (2013, December 11). *Understanding 'academic language' in early childhood teacher preparation*. Workshop conducted at the Elementary and Early Childhood Education Department: Rejoicing Over Research, Queens College, Flushing, NY.

Michael-Luna, S. (2013, October 25). *Professional development workshop: Documentation as assessment in Reggio Emilia*. Workshop conducted at La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2012, June 5). *Professional development workshop: Dual language assessment and Reggio Emilia documentation: Working together to build stronger curricula*. Workshop conducted at La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2011, November 11). *Parent workshop: Early childhood dual language development and learning*. Workshop conducted at Pre-School Curriculum Night, La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2011, September 28). *Parent workshop: Understanding the home-school connection in early childhood dual language assessment*. Workshop conducted at Pre-School Curriculum Night, La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2011, February 14). *Professional development: Integrating dual language phonemic awareness into a Reggio Emilia curriculum*. Workshop conducted at La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2011, January 28). *Parent workshop: Dual language literacy & early childhood development*. Workshop conducted at La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2010, December 3). *Parent workshop: Reggio Emilia & dual language learning*. Workshop conducted at La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2010, November 5). *Parent workshop: Understanding multilingual language development*. Workshop conducted at La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2010, October 18). *Professional development: Reggio Emilia documentation and design*. Workshop conducted at La Scuola d' Italia, New York, NY.

Michael-Luna, S. (2009). *Professional development: Dual language literacies: Read alouds in pre-K to 5th grade*. Workshop conducted at La Scuola d'Italia, New York, NY.

Michael-Luna, S. (2009). *Professional development: "Once upon a time or something else?": Dual language and literacy development in early childhood classrooms*. Workshop conducted at La Scuola d'Italia, New York, NY.

Michael-Luna, S. (2007, October). *Cultivating a community of practice, cultivating educational researchers: Experiences from one informal study group*. Lecture conducted at the Spencer Doctoral Research Program Lecture Series, University of Wisconsin, Madison.

Michael-Luna, S. (2007, September). *Professional development: The 30 million word gap: Are early childhood teachers the bridge?* Workshop conducted at the Children's Aid Society, New York, NY.

Michael-Luna, S. (2004, October). *Teacher–researcher collaborative research: Constructing and contesting identities in bilingual classrooms*. Workshop conducted at the Department of Applied Linguistics Fall Lecture Series, University of Wisconsin, Madison.

Michael-Luna, S. (2004, October). *Discourse analysis and applied linguistics*. Workshop conducted at Baruch College (CUNY) Doctoral Seminar on Qualitative Research, New York, NY.

Michael-Luna, S. (2004, November). *English language learners in high school language arts: Curriculum and pedagogy*. Workshop conducted at the 6-12 English Education Program Seminar, University of Wisconsin, Madison.

Michael-Luna, S. (2002, October). *Techniques in reflective teaching using video*. Workshop conducted at the ESL Methods Graduate Seminar, University of Wisconsin, Madison.

Michael-Luna, S. (2001, November). *Techniques in reflective teaching using video*. Workshop conducted at the ESL Methods Graduate Seminar, University of Wisconsin, Madison.

GRANTS and FELLOWSHIPS

2022   Advancing Racial Justice & Equity Intensive and Pitch Competition: Coalition of Urban
Servicing Public Universities ($20,000) (Rejected). *Title:* Addressing Child-Parent Holistic
Basic Needs through Family Outdoor Play. Primary Investigator.

2020   UCF Seed Funding Program: ER1. Exploratory Research Award ($30,000) (Rejected)
Title: Academic Language of STEM: Unpacking Next Generation Science Standards and
Developmentally Appropriate Practice in Pre-Kindergarten Curriculum
Primary Investigator ($23,000)

2019   UCF Seed Funding Program: ER1. Exploratory Research Award ($30,000) (Rejected)
Title: Academic Language of STEM: Unpacking Next Generation Science Standards and
Developmentally Appropriate Practice in Pre-Kindergarten Curriculum
Co-Primary Investigator
Submitted with the Creative School (UCF)

2019   HHS-2019-ACF-OPRE-YE-1591 ($400,000) (Rejected)
Title: Developing Digital Communities of Practice to Support: Novice Early Childhood Teachers
and Caregivers: Piloting Mentorship through Digital Storytelling Co-Primary Investigator
Submitted with the Early Learning Coalition of Orange County and Creative School (UCF)

2014   Dean's Grant for Program Development-Universal Pre-K Teacher Training ($900)

2013   Dean's Grant for Outreach & Research ($1200)

2013   The Steward Travel Grant ($500)

2011   PSC-CUNY Grant ($3499.00)

2008   Early Childhood TESOL/TEFL Curriculum Consultant
               Ready to Learn Partnership (RTLP)
               (U.S. Department of Education public-private consortium)

2008-2007   Rutgers Research Council Small Grants. ($1500)

2008-2007   Rutgers University Dean's Travel Grant ($1000)

2007-2006   Rutgers University Provosts' Travel Grant. ($500)

2009-2006   Fellow: Social Contexts of Education Project (SCER)
               (AERA Division G: Social Contexts in Education) (Travel Support)

2007-2006   Rutgers Research Council Small Grants. ($1000)

2005-2004   AERA-IES Dissertation Grant. American Educational Research
               Association. ($15,000)

2005-2004   Tashia F. Morgridge Wisconsin Distinguished Graduate Fellowship.
             University of Wisconsin-Madison. ($15,000)

2005-2002   Spencer Doctoral Research Program, Fellow. University of
             Wisconsin-Madison. ($2500)

PROFESSIONAL SERVICE

International & National Professional Organizations

American Educational Research Association:
- AERA, Critical Perspectives in Early Childhood Education SIG, 2021-22 President
- AERA, Critical Perspectives in Early Childhood Education SIG, 2021 Program Chair
- AERA, Critical Perspectives in Early Childhood Education SIG, 2020 Co-Program Chair
- AERA, Early Childhood Development SIG, Junior Member at Large (2016-2018)
- AERA, Early Childhood Development SIG, Executive Committee (2013-current)
- AERA, Early Childhood Development SIG, Listserv Coordinator (2013-2016)
- AERA, Early Childhood Development SIG, Conference Reviewer (2012-current)
- AERA (American Educational Research Association), Critical Issues in Early Childhood SIG, Conference Reviewer (2012-current)
- AERA, Division G: Social Contexts, Handbook and Bi-laws Committee (2007-2008)
- AERA, Division G: Social Contexts, Reviewer (2006- 2012)
- AERA, Division G: Symposium Chair (2008)
- AERA Language and Social Process SIG, Reviewer (2006-2012)
- AERA SCER: Chairperson of March & May 2008 Meetings (2008)

American Association of Applied Linguistics:
- AAAL (American Association of Applied Linguistics), Text Analysis, Session Chair (2007)
- AAAL, Pedagogy, Session Chair (2005)
- AAAL, Festschrift to honor Professor Roz Ivanic of Lancaster University's Literacy Research Centre, Reviewer (2007)
- AAAL, Discourse Analysis, Session Chair (2012)

Other National Service:
- WIDA, Assessment Review Team (2021)
- Reconceptualizing Early Childhood Education (RECE), Reviewer (2011-current)
- Reggio Emilia Executive Board (2013-2014). Reggio Emilia Exhibition in New York City. (2013– 2014)
- Reggio Emilia Chair, College and University Outreach Committee. Reggio Emilia Exhibition in New York City. (2013-2014)

Peer Reviewed Journals:

Journal of Early Childhood Teacher Education (Peer –reviewed)
- Article of the Year Award Committee Member (2015-2022)
- Webpage Revision Committee (2016)
- Editorial Board (2014-current)
- Manuscript Reviewer (2013- current)

Teaching English to Speakers of Other Languages (Peer-reviewed)
- TESOL Quarterly, Editorial Board (2006-2010)
- TESOL Quarterly, Section Editor: Research Digest (2007-2010)
- TESOL Quarterly, Reviewer (2004-current)

Other Journal (Peer-reviewed)
- International Critical Childhood Policy Studies, Reviewer
- Journal of Early Childhood Literacy, Reviewer
- American Educational Reviewer Journal, Reviewer (2011-current)
- Contemporary Issues in Early Childhood Education (CIECE), Reviewer (2013-current)
- Review of Education Researcher, Reviewer (2005-current)

Institutional Service:

University of Central Florida
- University Faculty Senate: CCIE/STE Senator (2021-Current)
- University Faculty Senate: Graduate Curriculum Committee (2021-Current)
- STE: Graduate Curriculum Committee (2021-Current)
- STE: Alternate Undergraduate Curriculum Committee (2019-2021)
- STE: Director Advisory Committee (2019-2020)
- ECDE Graduate Program Development (2021- Current)
- ECDE Graduate Program Facilitator (2022-Current)
- ECDE Graduate Program Advisor (2021-Current)
- ECDE Interim Graduate Program Coordinator (Spring 2021)
- ECDE Graduate Comprehensive Exam Committee (2019-Current)
- ECDE Graduate Admissions Committee (2019-Current)
- ECDE Undergraduate Advisor (2019-2022)

Previous Universities
- Queens College Faculty Senate: EECE Senator
- Unit of Education (Queens): Queens High School of Teaching (QHST) Early College Teaching Program
- Unit of Education (Queens): CAEP Standard 1 Committee, Co-Chair (Accreditation through 2022)
- Unit of Education (Queens) CAEP Standard 5 Committee
- Unit of Education (Queens): NCATE/CAEP-Standard 1 Committee
- Unit of Education (Queens): NCATE/CAEP-Standard 1 Committee, Co-Chair (Accredited through 2018)
- Department of EECE: Graduate Curriculum Committee

- Department of EECE: Undergraduate Curriculum Committee
- Department of EECE: Director of the Early Childhood Graduate Program
- Department of EECE: NAEYC Accreditation Committee (Accreditation through 2022)
- Department of EECE: Early Childhood Graduate Education Curriculum Committee
- Department of EECE: Early Childhood Undergraduate Program Development Committee
- Department of EECE: Early Childhood Additional Certification Development Committee
- Department of EECE: Graduate (MAT 1-6 & B-2) Committee
- Department of EECE: Early Childhood Graduate Admissions Committee
- Department of EECE: Commencement Committee, Chair
- Department of EECE: Chair: Early Childhood Assistant Professor Search Committee
- Department of EECE Co-Chair: Early Childhood Assistant Professor Search Committee
- Department of EECE Co-Chair: Early Childhood Open Rank Professor Search Committee
- Department of EECE Co-Chair: Early Childhood Assistant Professor Search Committee
- Department of EECE: Universal Pre-Kindergarten Teacher Training Committee
- Department of EECE: UPK Queens College Preschool Exploratory Committee
- Department of EECE: EdTPA Early Childhood Student Teacher Supervisor Training and Support
- Department of EECE: EdTPA Early Childhood Candidate Training and Support
- Department of EECE: Early Childhood Chalk & Wire Coordinator
- Department of EECE: Bilingual Assistant Professor Search Committee (2012)
- Department of EECE: Technology Committee
- Department of EECE: Early Childhood Program NAEYC Accreditation Committee (Accredited through 2017)
- Department of EECE: Early Childhood-Bilingual Dual Certification Committee
- Department of EECE: Early Childhood-Special Education Program Dual Certification Committee
- Department of EECE: Undergraduate Early Childhood Program Committee
- Department of EECE: Faculty Meeting Secretary
- Department of EECE: Early Childhood and Childhood MAT (Initial Certification) Revision Program Committee
- Department of Teaching and Learning (NYU): Literacy Graduate Program
- Department of Teaching and Learning (NYU): Childhood Program (Grades 1 to 8)
- Department of Teaching and Learning (NYU): Early Childhood Education (Birth to grade 2)
- Department of Teaching and Learning (NYU): Dissertation Committees (2)
- Department of Urban Education (Rutgers) Sub-Committee: Grant Distribution
- Department of Urban Education (Rutgers) Sub-Committee: Student Teaching Experience
- Department of Urban Education (Rutgers): NCATE Accreditation Committee

Professional Memberships
- AERA (American Educational Research Association)
    - Division K: Teacher Education
    - Early Education and Child Development Special Interest Group
    - Critical Issues in Early Childhood Special Interest Group
- NAEYC (National Association of the Education of Young Children)

- NAECTE (National Association of Early Childhood Teacher Educators)
- LRA (Literacy Research Association)
- RECE (Reconceptualizing Early Childhood Education)

Central Florida Outreach
- Orlando Day Nursery School, Orlando, Florida: Board of Directors Member
- Orlando Day Nursery School, Orlando, Florida: Quality Assurance Committee
- Paramore Community Partners, Orlando Florida: Table Talk Conversations
- Galileo School (Oviedo, Florida): VPK Observation and Evaluation

New York-based Outreach
- La Scuola d'Italia, New York, NY: Preschool Bilingual Resource & Research Coordinator
- La Scuola d'Italia, New York, NY: Preschool Teacher Research Coordinator
- La Scuola d'Italia, New York, NY: Preschool Reggio Emilia Approach Trainer
- The Blue School, New York, NY: Preschool Reggio Emilia Approach Advisor
- New York Department of Education: Universal Pre-Kindergarten Teacher Trainer
- New York Department of Education P.S. 499 Queens College Early Childhood Outreach

TEACHING

Graduate and Undergraduate Courses: University of Central Florida
- EEC 3700 Social and Emotional Development
- RED 3310 Early Reading, Writing and Language Arts
- EEC 4268 Curriculum Activities in Early Childhood
- EEC 4303 Planning Creative Activities in Early Childhood
- EEC 4943 Student Teaching (Internship)
- EEC 4970 Honors Undergraduate Thesis
- EEC 6269 Play Development, Intervention, and Assessment
- EEC 6406 Guiding and Facilitating Social Competencies
- EEC 6908 Seminar: Multilingual Literacies
- EEC 7945 Early Childhood: Advanced Theories of Language and Learning
- EEC 7980 Dissertation

Dissertation Committees
- University of Central Florida: ECDE for Nadine Hejazin (Chair – Current)
- University of Central Florida: ECDE for Jody Silvester (Chair – Current)
- University of Central Florida: ECDE for Aalia Alshomrani (2022)
- McGill University: External Reviewer for Alison Elizabeth Crump (2014)
- New York University: Dissertation Committee for Carolyn Black (2010)
- New York University: Dissertation Committee for Rebecca Light (2009)

Masters Thesis Committee/Chair
- 2021 UCF: CCIE: ECDE 3 Master's Thesis Committees

- 2014-2019 Queens College: 42 Master's Thesis Committees (M.S. Program)

Undergraduate Honors Thesis
- 2019 UCF: 1
- 2020 UCF: 1
- 2021 UCF: 2

Graduate and Undergraduate Courses:

- Early Reading, Writing and Language Development (UCF Undergrad: Hybrid)
- Curriculum Activities in Early Childhood (UCF Undergrad: Hybrid)
- Social and Emotional Development of Young Children (UCF Undergrad: Hybrid)
- Internship II (Student Teaching) (UCF Undergrad: Face-to-face)
- Play Development, Interventions and Assessment (UCF Graduate: Asynchronous)
- Early Language and Literacy Development (QC Graduate: Face-to-face)
- Language and Literacy Methods in Grades 3-6 (QC Undergrad: Face-to-face)
- Advanced Literacy in Early Childhood (QC Graduate: Face-to-face)
- Early Language and Literacy Development (QC Graduate: Hybrid & Face-to-face)
- Early Childhood Integrated Pedagogy and Curriculum (QC Graduate: Hybrid & Face-to-face)
- Integrating Arts into Early Childhood Curriculum (QC Graduate: Face-to-face)
- Language Development in the Elementary Years (QC-Graduate: Hybrid & Face-to-face)
- Professional Issues in Early Childhood Education (QC-Graduate: Hybrid & Face-to-face)
- Practicum Supervision in Early Childhood (QC-Graduate: Hybrid & Face-to-face)
- Research Methods in Early Childhood (QC-Graduate: Hybrid & Face-to-face)
- Teacher as Researcher (QC-Graduate: Asynchronous)
- Technology in Education (QC-Graduate: Hybrid)
- Academic Language and Literacies (New York University Graduate: Face-to-face)
- Language and Literacy Methods: Early Childhood (New York University Graduate: Face-to-face)
- Children's Literature ((New York University Graduate: Face-to-face)
- Language Development for Literacy Specialists (New York University Graduate: Face-to-face)
- Literacy Leadership (Literacy Coaching) (New York University Graduate: Face-to-face)
- English Language Arts in Elementary School (Rutgers-Newark Undergrad: Face-to-face)
- Language Arts and Social Studies Methods in Elementary School (Rutgers-Newark Undergrad: Face-to-face)
- Literacy Methods and Practicum (Rutgers-Newark Undergrad: Face-to-face)
- Practicum Supervision (Student Teaching) (Rutgers-Newark Undergrad: Face-to-face)