

CHELSEA WALTER, PH.D.

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CURRENT

CLD Education Specialist

January 2018-Present

Colorado College, Colorado Springs, Colorado

The CLD Education Specialist supports culturally and linguistically diverse students as they develop their reading, writing, speaking and listening comprehension skills; serves as a resource for all of the campus on academic issues involving culturally and linguistically diverse students. This position is a promotion of the ESL Specialist, performing all of the previous duties, and expanding on educational advocacy on campus in the following ways:

- Consult one-on-one with linguistically and culturally diverse students in their reading, writing, speaking, and listening comprehension.
- Teach courses supporting multi-lingual and native speaker students in their reading, writing, speaking, and listening comprehension.
- Teach courses on CLD pedagogy.
- Teach in the summer Global Scholars Program (GSP); provide CLD curricular expertise for GSP.
- Hire, train, and supervise professional staff for GSP; participate in selecting and training mentors for GSP students.
- Consult with faculty and participate in faculty development focused on culturally and linguistically diverse students.
- Support the Admission Office by reading applications and conducting interviews with CLD applicants.
- Collaborate with the staff of the Writing Center, QRC, Crown Center, International Programs, The Butler Center, and Career Center, Fellowships, and New Student Orientation on programs related to culturally and linguistically diverse learners and international opportunities.
- Assist Cultural Programming Coordinators with language teaching; offer language support.

ESL Specialist

June 2015-January 2018

Colorado College, Colorado Springs, Colorado

Supports culturally and linguistically diverse (CLD) students as they develop their reading, writing, speaking and listening comprehension skills; works with students in one-on-one tutorials and through block-length and adjunct (semester-long) course offerings; serves as a resource for all of the campus on academic issues involving CLD students, and works closely with the staffs of the Writing Center, QRC, Crown Center, International Programs, The Butler Center, the Career Center, and Admissions.

- Teach courses on writing and composition, focusing on writing discipline-specific critical essays and research papers
- Teach courses on oral fluency, focusing on creating and delivering oral presentations
- Teach education courses on ESL theory, pedagogy, and policy
- Coordinate ESL curriculum, hiring and training ESL staff, for the Global Scholars Program, a pre-college summer block for incoming international students
- Advise students desiring to teach ESL domestically and abroad, particularly Fulbright ETA applicants
- Consult one-on-one with CLD students about their reading, writing, speaking, and listening comprehension
- Consult with faculty, organize faculty development on culturally responsive pedagogy, teaching CLD learners

EDUCATION

University at Buffalo, Buffalo, NY

Ph.D. in Foreign and Second Language Education **2015**

Dissertation: Comparative Case Studies of Novice and Experienced ESL Teachers' Adaptive Expertise
GPA 3.9/4.0

M.A. English for Speakers of Other Languages (ESOL) Program **2011**

Enrolled from Fall 2010 to Spring 2011 before transferring to Ph.D. program
GPA 4.0/4.0

B.A. Magna Cum Laude, Linguistics with High Distinction, Psychology with Distinction **2010**

Area of Concentration: Applied Linguistics

Minor: Teacher Education

GPA 3.55/4.0

Masaryk University, Faculty of Arts, Brno, Czech Republic **2009**

TESOL Teacher Education Program, accredited by the University of Cambridge Local Examination Syndicate

CERTIFICATION

Certificate in English Language Teaching to Adults (CELTA)

Obtained through TESOL Education Program at Masaryk University, Brno Czech Republic, accredited by the University of Cambridge Local Examination Syndicate

PROFESSIONAL LEADERSHIP & SERVICE

Board Member, TESOL Membership Professional Council **2020-Present**

Board Member, CoTESOL **2017-Present**

Proposal Reviewer, 2018, 2019, 2020 COTESOL Annual Conferences **August 2018-Present**

Proposal Reviewer, TESOL International Convention and English Language Expo **July 2021**

TESOL 2020 International Convention and English Language Expo Team Leader (Denver) **January 2019-April 2020**

Workshop Attendee **June 2018**

Faculty Institute for Diversity: Train the Trainer

Center for Teaching Innovation, Cornell University
Ithaca, NY

Proposal Reviewer, 2015 NCTE Annual Convention **February 2015**

University at Buffalo Graduate Research Symposium **April 2013**

Organized symposium as Vice President of the Department of Learning and Instruction's Graduate Student Association

CONFERENCE PRESENTATIONS

- Utilizing Student Choice for a Culturally and Linguistically Responsive Classroom* **April 2021**
Workshop, CoTESOL Spring Symposium, Virtual, CO Dept. of Education Credit-Bearing CLDE Hours
- Small Moments of Advocacy: Making Theory Practical for Institutional Change* **March 2021**
Workshop, TESOL International Convention and English Language Expo, Virtual
- Putting Theory into Practice: Creating Small Teaching TiPs for Educators* **November 2018**
Workshop, COTESOL Annual Conference
Denver, CO
- Recognizing and Honoring Client Identities: Culturally Responsive Pedagogies in the Writing Center* **October 2018**
Workshop, co-presented with Katrina Bell, Ph.D., International Writing Centers Association (IWCA)
Atlanta, GA
- Working with Culturally and Linguistically Diverse Writers: A Linguistic Lens* **October 2018**
Presentation, IWCA
Atlanta, GA
- Immediate Oral Reflection as a Methodology to Explore
Novice and Veteran Teachers' Adaptive Expertise Development* **April 2018**
Roundtable Paper Presentation, Qualitative Research Strand
American Educational Research Association (AERA)
New York, New York
- Using Reflection to Project ESL Teachers' Expertise* **November 2017**
Presentation, COTESOL Annual Conference
Denver, CO
- Using Podcasts as Authentic Texts in Post-secondary ESL Classrooms* **November 2017**
Presentation, COTESOL Annual Conference
Denver, CO
- Tracking Adaptive Instruction in Diverse Classrooms* **November 2017**
Presentation, COTESOL Annual Conference
Denver, CO
- Innovative Pedagogies for Post-Secondary English Learners* **June 2017**
Paper Presentation, International Association of World Englishes Conference
Syracuse University, Syracuse, NY
- Tracking CLD Students' Metacognition and Help-Seeking Behaviors* **November, 2016**
Presentation, COTESOL Annual Conference
Denver, CO
- Comparative Case Studies on the Adaptive Expertise of Novice and Experienced ESL Teachers* **April 2015**

Presentation, TESOL Doctoral Forum, TESOL International Convention and English Language Expo
Toronto, ON, Canada

Using Immediate Oral Reflections to Gauge ESL Teachers' Adaptive Expertise **November 2014**
Presentation, New York State Teaching English as a Second Language (NYS TESOL) Annual Conference
Albany, NY

Comparative Case Studies of the Adaptive Expertise of Novice and Veteran ESL Teachers **April 2014**
Presentation, University at Buffalo Graduate Research Symposium, Amherst, NY

Fostering Cultural Engagement: Perceptions of Pedagogy, Language Use, and Community in America **November 2012**
Presentation, National Council of Teachers of English, Las Vegas, NV

A Case Study of Simultaneous Cultural and Language Experiences in an Adult ESL Classroom **April 2012**
Presentation, University at Buffalo Graduate Research Symposium,
Amherst, NY

PUBLICATIONS

Walter, C. *Undergraduate Practicum Design for Equity-Minded and Culturally and Linguistically Responsive Preservice TESOL Teachers*. In *Innovating the Practicum in TESOL Teacher Education: Design, Implementation, and Pedagogy in an Era of Change* (Edited Collection) Pu, C. & Wright, W. (2022).

Under Review, Winter 2022

Walter, C. (2014). A Review of *Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching* by Steven Brown and Jenifer Larson-Hall.
Idiom (NYS TESOL)

Summer Issue 2014

TEACHING EXPERIENCE

Colorado College, Colorado Springs, CO
CLD Education Specialist

June 2015-Present

Teaches various language and pedagogy courses. GS201 (ESL Writing), GS202 (ESL Speaking and Listening), GS208 (Advanced Language Practice for CLD Learners), GS213 (Global Scholars Program). Provides campus-wide language and language pedagogy support for students and faculty.

Lecturer- Colorado College Education Department

June 2015-Present

Developed course syllabus for ED200 (Teaching Culturally and Linguistically Diverse Learners), an education course focused on pedagogy, theory, and policy surrounding second language education. Coordinated a 45-hour practicum component, found observation placements in local schools for all students. Focused learning on observation based-reflection and lesson planning for best practices. Administered all grades.

Taught ED477: Culturally Responsive Teaching and Disciplinary Literacy Methods, aimed at students interested in teaching in elementary, middle, or high school settings. Building on educational psychology applied to teaching, students develop an understanding of individual learning needs and diverse cultures to ensure the development of an inclusive learning environment. Thirty-hour practicum component. Administered all grades.

Colorado College Academic Program (for Vories Gauken Japanese High School)**Visiting Professor****Summer 2017, 2018, 2019**

Developed curriculum for Japanese student ESL course. Provided instruction on grammar, writing styles, research papers, and cultural exchange. Facilitated student-centered writing and revision-based tasks focused on productive writing skills. Provided regular feedback on student drafts. Administered all grades.

Adjunct Instructor - English Language Institute, Written English 2**Spring 2014, 2015**

Developed course syllabus for 3-credit international student writing course. Provided instruction on research papers, writing styles, APA formatting, literary research, library skills, and grammar. Facilitated student-centered writing and revision-based tasks focused on productive writing skills. Provided regular feedback on student drafts. Administered all grades.

Adjunct Instructor - English Language Institute, Written English 1**Fall 2013, 2014**

Developed course syllabus for 3-credit international student writing course. Provided instruction on grammar as well as writing styles and formats. Facilitated student-centered writing and revision-based tasks focused on productive writing skills. Provided regular feedback on student drafts. Administered all grades.

Adjunct Instructor- Department of Learning and Instruction, Linguistics for L2 Educators Fall 2012

Taught Linguistics for L2 Educators, a 3-credit graduate level course for future language teachers. Delivered lectures on basic principles of linguistics (phonetics, phonology, morphology, semantics) and how to implement such principles into language classrooms. Facilitated group analyses of language samples. Administered all grades.

Adjunct Instructor- English Language Institute, Intensive English Program, ESL Speaking and Listening**Summer 2012**

Taught Speaking and Listening course to international college students in the ELI's Intensive English Summer Program. Guided student-led tasks on how to give classroom presentations, impromptu speeches, and debates. Provided instruction on meaning and use of idioms. Administered all grades.

Welanguage International, LLC

English Instructor**2009-2012**

Taught Chinese students English virtually through conversational and textbook lessons. Types of English included business English, academic English, visa preparation English, and colloquial English. Students ranged from elementary students to adult professionals and ESL teachers. Students located in China and learned via webcam and conferencing software.

University at Buffalo, Buffalo, NY

Co-Instructor, Peer Mentor- UBE101 University Experience**2008**

Co-taught a freshmen course meant to acclimate students to university life. Collaborated on curriculum development, held office hours, planned and taught 50% of lessons.

RESEARCH EXPERIENCE

Principal Investigator

August 2013

Conceived, secured Institutional Review Board approval for, and conducted comparative case studies of the adaptive expertise of novice and experienced ESL teachers with a predominantly SIFE (students with interrupted formal education) population. Collected audio-recorded interviews and reflective memos as well as field notes of classroom observations. Research questions that guided this study are:

How do novice and veteran teachers accommodate their academically, linguistically, and culturally heterogeneous classes?

What are some similarities or differences between the accommodation strategies of novice and veteran ESL teachers?

What does the development of adaptive expertise look like for novice teachers?

In what ways, if any, do the reflective practices and adaptive expertise of the novice teachers differ from those of the experienced teachers?

What factors do teachers perceive as influencing the ways in which they develop expertise?

Abstract: This research will tell the story of how novice and veteran secondary ESL teachers working with a population of students with various academic, cultural, and emotional needs adapt to their students' needs and draw on their professional abilities. I aim to better understand the issues these teachers face as well as their attempts at modifying lessons to accommodate the issues they perceive. This study will introduce systematic reflection to investigate teacher perceptions and pedagogical choices. From this study, implications can be made about the adaptive expertise of the participants as well as the overarching field of teacher education programs.

Principal Investigator

January 2013

Conceived and conducted microethnographic research exploring the concept of differentiated instruction in secondary ESL classrooms. Collected and analyzed video recordings of classroom observations. The research questions that guided this study were:

What are some challenges, if any, facing a novice teacher of a secondary ESL class?

How does the teacher attempt to handle these challenges?

Abstract: Through a microethnographic lens, this study examined a novice secondary ESL teacher working with a population of culturally and linguistically diverse (CLD) students with various academic, cultural, and emotional needs. The study aimed to better understand the issues the teacher faced as well as her attempts at modifying lessons to accommodate these issues based on her level of adaptive expertise. Based on the video recordings, field notes, and interview notes collected, I argue that the biggest obstacles the teacher faced were attendance, inconsistent enrollment, and the varying levels of education among the students. To accommodate these challenges, the novice teacher attempted to use differentiated instructional practices. Through an analysis of her classroom choices and reflective process, her identity as an adaptive expert was concluded to be in its infancy.

Principal Investigator

January 2012

Conceived, secured Institutional Review Board approval for, and conducted multiple case studies on a collegiate-level ESL instructor and her students. Interviewed one ESL teacher and five ESL students and conducted field observations and materials analysis. Critically analyzed how cultural engagement was implemented through specific pedagogical choices in the classroom. Drew implications for students' cultural

assimilation into American college settings as well as implications for pedagogical improvements in ESL classrooms. The research questions that guided this study were:

How, if at all, does the class pedagogy foster students' spoken language use?

What do students perceive as the kind of relationship, if any, that exists between spoken communication within this pedagogy and cultural engagement in America?

Abstract: "Cultural globalization refers to the intensification and expansion of cultural flows across the globe" (Steger, 2009). The rapid rise of globalization in the past century has resulted in massive cultural and linguistic exchanges. One place where these exchanges are most frequent is in English as a Second Language (ESL) classrooms. To accommodate this global shift, views on current pedagogy, language use, and cultural engagement must be challenged. Perceptions of present day ESL students are analyzed to witness these views first hand.

Principal Investigator

September 2011

Conceived and conducted a pilot study on the influences of a supplemental language program (Chat Room) on collegiate-level ESL students. Interviewed ESL students, native English speaking college students who worked for the language program, and the manager of the language program. Analyzed audio recorded interviews and field observations through sociocultural theory and discourse analysis lenses to draw implications about the perceptions of supplemental language programs on ESL students' college experiences. Research questions that guided this study were:

What are the perceived experiences of an ESL student in the Chat Room?

How does the student perceive the Chat Room to influence his language learning abilities?

Abstract: Post-secondary ESL instruction is a multifaceted process. The presence of conversational seminars in addition to typical ESL coursework for college-level ESL students provides an additional outlet for linguistic and social development. ESL student perceptions attributed motivational and developmental growth to the supplemental seminar. Between the native speaking volunteers in the program and the ESL students, there is also potential for a mutually beneficial relationship to exist.

RELATED EXPERIENCE

President and Senator

May 2013-June 2015

Department of Learning and Instruction (LAI) Graduate Student Association

Served as LAI representative on planning committee for 2014 Graduate Research Symposium

Organized department activities, faculty seminars, networking, and social events

Chair of the annual LAI Awards Dinner

Oversaw and approved \$8,000+ budget for events, funding for LAI students' conference attendance and presentations

Attended monthly meetings pertaining to Graduate School events, grant and conference funding, club approvals, union contracts

President from May 2013-June 2014

Vice President from June 2012-May 2013

Thesis and Dissertation Editor for International Students, Internship August 2008– December 2009

University at Buffalo Linguistics Department

Held office hours and met with international linguistics students at the Masters and doctorate level. Corrected, edited, and revised their written work including academic articles to be published, theses, and dissertations. Explained grammatical features of English.

Graduate Assistant**July 2010-June 2015**

Office of Biomedical Research and Graduate Education
University at Buffalo School of Medicine and Biomedical Sciences

Organized and processed applications for the Ph.D. Program in Biomedical Sciences (PPBS), Summer Undergraduate Research Experience (SURE), and Masters Programs
Processed research paperwork including grant forms, annual disclosures, conflicts of interest, budget information, and Institutional Review Board approvals
Assisted in graduate recruitment events and School of Medicine and Biomedical Sciences commencement

Chat Room Partner**Fall 2007**

University at Buffalo English Language Institute Conversational Seminar

Met with students, face-to-face, twice per week and held conversations in English to exercise students' enunciation skills

Executive Board Member, Student Admissions Recruitment Specialist (STARS) Fall 2009-May 2010

University at Buffalo Undergraduate Admissions

Organized training activities and Open Houses for the University. Organized volunteers for admissions events. Organized social events for the specialists.

Student Admissions Recruitment Specialists (STARS)**Fall 2008-August 2010**

University at Buffalo Undergraduate Admissions

Informed prospective students and parents interested in the University at Buffalo, including but not limited to academic programs, faculty and students, physical facilities, social opportunities, and student services. Assisted with public relations programs such as counselor conferences, UB's Fall Open House and Spring Open House, special group visits to UB, and other aspects of the admissions recruiting process as needed. Gave tours multiple times per week to groups of prospective students.

AWARDS**Graduate Student Employee Union Professional Development Award Recipient****2013**

Presented at NCTE National Conference

Graduate Student Employee Union Professional Development Award Recipient**2012**

Attended NCTE National Conference and Workshops

SUNY Chancellor's Award for Excellence Candidate**2010**

Recognizes students who have best demonstrated, and have been recognized for, the integration of academic excellence with accomplishments in the areas of leadership, athletics, community service, creative and performing arts, campus involvement, or career achievement

LANGUAGES

- English- Native language
- Spanish- Elementary competence
- Czech- Beginner competence

PROFESSIONAL MEMBERSHIPS

- CoTESOL, Board Member
- TESOL International Association, Membership Professional Council Board Member
- American Educational Research Association (AERA)