

## CURRICULUM VITAE

### TIMOTHY M. VETERE

Ph.D., Clinical Assistant Professor of Bilingual Education/ESOL & Teacher Education

University of Florida; College of Education

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## I. EDUCATION

### The Pennsylvania State University, 2018

Ph.D., Curriculum and Instruction; Second Language Education Program

Dissertation: *(Re)writing the script of second language teaching/learning: Promoting pre-service teachers' development through play-based zones of proximal development*

Advisor/Dissertation Chair: Dr. Matthew E. Poehner

Committee: Drs. Mari Haneda, Deryn Verity, Jamie Myers

### Indiana University of Pennsylvania, 2013

M.A., TESOL/Applied Linguistics

Thesis: *Learning through language socialization: A case study of two multilingual families*

Thesis Chair: Dr. David I. Hanauer

Committee: Drs. Gloria Park, Sharon Deckert

### Ball State University, 2008

B.A. (Honors), Theatre; French minor

*Summa cum laude*

## II. PUBLICATIONS

**Vetere, T.M.**, Dana, N., Weisberg, L., Coleman-King, C., Mundorf, J., and Chapman, S. (Accepted, 2024). Balancing possibilities with reality: Demystifying the design of an equity-centered teacher education program. *The New Educator* (vol. 20).

**Vetere, T. M.**, and Poehner, M. E. (2021). Re-learning to play: Mediating pre-service teachers' exploration of drama-based instruction. In M. Han & J. E. Johnson (Eds.), *Play and literacy: Play and culture studies* (vol. 16), pp. 129 – 145.

**Vetere, T.** (2020). Mirrored behaviors of language teacher candidates and teacher educators: A complex portrait of concept development. *The European Journal of Applied Linguistics and TEFL*, pp. 83-103.

**Vetere, T.**, and Smith-Uzuner, S. (2018). Secondary grades: Using drama-based instruction to promote knowledge-in-action learning for emergent bilinguals. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching*. Hoboken, NJ: TESOL International Association & Wiley.

### III. PRESENTATIONS

#### Peer-Reviewed Conference Presentations

**Vetere, T., Dana, N., & Weisberg, L.** (2024, April). *Navigating Tensions in the Design of a New Equity-Focused Elementary Teacher Preparation Program*. An iGallery poster presentation invited to be shared at the annual conference of the **American Educational Research Association**: Philadelphia, PA, April 11-14, 2024.

Vetere, T. (2024, March). *Equity-Centered Teacher Education Program: A Teacher Educator Self-Study*. A presentation invited to be shared at the 104<sup>th</sup> annual conference of the **Association of Teacher Educators**: Anaheim, CA, March 27-30, 2024.

Adams, A. & **Vetere, T.** (2024, March). *Embracing Change: Navigating the Transition from Beloved Traditions to Innovative Teacher Preparation Programs*. A roundtable presentation at the 104<sup>th</sup> annual conference of the **Association of Teacher Educators**: Anaheim, CA, March 27-30, 2024.

Vetere, T. (2023, November). *Negotiating Tensions in Preparing the Inclusive Educator*. A presentation invited to be shared at the 32<sup>nd</sup> annual international conference of the **National Association of Multicultural Education**: Montgomery, AL, November 15-19, 2023.

**Vetere, T. & Coleman-King, C.** (2023, March). *Resistance and change: (Re)focusing our responsibilities in preparing the inclusive educator*. A presentation invited to be shared at the 103<sup>rd</sup> annual conference of the **Association of Teacher Educators**: Jacksonville, FL, March 25-29, 2023.

Adams, A. & **Vetere, T.** (2023, March). *Growing professional educators: Dispositions and core essential functions*. A roundtable presentation at the 103<sup>rd</sup> annual conference of the **Association of Teacher Educators**: Jacksonville, FL, March 25-29, 2023.

**Vetere, T. & Golombek, P.** (2022, June). *Developing Equity-Minded Teachers: Challenging Everyday Concepts through the Possibilities of Academic Concepts*. A presentation invited to be shared at the **IV International Conference on Sociocultural Theory and Language Learning**: Instituto de Lengua y Cultura Españolas, Universidad de Navarra, Pamplona, Spain: June 27-29, 2022.

Vetere, T., Jeter, G., and Vescio, V. (2022, March). *Addressing and Acting Against Heteronormativity: Queer Faculty Paving a Path to Progress and Pride*. A presentation invited to be shared virtually at the 31<sup>st</sup> annual conference of the **National Association of Multicultural Education**: March 10-12, 2022 (online conference).

Chapman, S., Coleman-King, C., Dana, N., Mundorf, J., **Vetere, T.**, Weisberg, L. (2022, February). *Designing an Equity-Centered Teacher Education Program: Promise and Possibility*. A paper presented at the 102<sup>nd</sup> annual conference of the **Association of Teacher Educators**:

Chicago, IL: February 11-16, 2022. (\*Order of authors reflects alphabetical order not contribution).

Vescio, V., **Vetere, T.**, and Jeter, G. (2020, October). *Living Activism: Countering Narratives of Heteronormativity through Self-Advocacy*. A presentation invited to be shared virtually at the 30<sup>th</sup> annual conference of the **National Association of Multicultural Education**: October 8-10, 2020 (online conference).

**Vetere, T.**, and Vetere, M. T. (2020, February). *Listening to Multilingual Families' Voices: (Re)Thinking Current Practices in Early Childhood Teacher Preparation*. A paper presented at the 100<sup>th</sup> annual conference of the **Association of Teacher Educators**: Atlantic City, NJ: February 15-19, 2020.

Jeter, G., Vescio, V., and **Vetere, T.** (2019, November). *Autoethnographic critical incidents and queer theory: Countering narratives of heteronormativity*. A paper presented at the 29<sup>th</sup> annual conference for the **National Association for Multicultural Education**: Tucson, AZ, November 8-10, 2019.

**Vetere, T.**, Carr, P., and Farber, B. (2019, November). *Collaborating with strangers workshop: Empowering voices to be heard*. A workshop presented at the **Southeast Regional TESOL Conference**: Orlando, FL, November 7, 2019.

Vetere, T. (2019, May). *The transformation of pedagogical practice: Re-orientating pre-service teachers' conceptual knowledge of language teaching/learning*. A paper presented at the **11<sup>th</sup> International Language Teacher Education Conference** hosted by the Center for Advanced Research on Language Acquisition (CARLA): Minneapolis, MN, May 30 – June 1, 2019.

Vetere, T. (2019, March). *Designing drama-based instruction to promote content-area and language learning objectives*. Teacher Tip session presented at the annual **TESOL International Convention and English Language Expo**: Atlanta, GA, March 12-15, 2019.

Vetere, M. T., Vetere, T., and Vetere, M. J. (2019, February). *The essential practitioner role in teacher education: Examining data for student achievement*. A paper presented at the 99<sup>th</sup> annual conference of the **Association of Teacher Educators**: Atlanta, GA, February, 18-20, 2019.

Vetere, T. (2018, March). *(Re)evaluating teacher 'expertise' in the L2 classroom: Becoming a language professional*. Paper presented as part of a colloquium: "What L2 Teachers' Experiences and Practices Teach Us About Language Learning Today" at the Annual Conference of the **American Association of Applied Linguistics (AAAL)**: Chicago, IL, March 24 – 27, 2018. (Dr. Claire Kramsch, discussant).

**Vetere, T.**, and Poehner, M. E. (2017, March). *Rewriting the script of L2 teacher preparation: Promoting pre-service teacher development through play-based zones of proximal development*. A paper presentation at the annual conference of the **American Association of Applied Linguistics**: Portland, OR, March 18-22, 2017. (Acceptance rate of less than half of all submissions).

**Vetere, T., and Vetere, M. J. III** (2017, February). *Keeping drama in the classroom: Preparing teacher candidates to use drama with English language learners*. A paper presentation at the 97<sup>th</sup> annual conference of the **Association of Teacher Educators**: Orlando, FL, February, 10 – 14, 2017

Vetere, T. (2017, February). *L2 drama-based instruction across diverse settings: Issues in teacher preparation*. Paper presentation at the **10<sup>th</sup> International Conference on Language Teacher Education**: University of California, Los Angeles, CA, February 2-4, 2017.

**Vetere, T., Vetere, M. J. Jr., and Vetere, M. T.** (2015, November). *Becoming an early childhood educator: The multiple perspectives of an administrator, professor, and a supervisor*. Poster presentation at the 2015 Annual Conference of the **National Association for the Education of Young Children (NAEYC)**: Orlando, FL, November 18 – 21, 2015.

Monobe, G., **Vetere, T., and Haneda, M.** (2015, March). *Overcoming the “model minority” myth: The case of an emergent bilingual child*. Paper co-presented at the 2015 Annual Conference of the **American Association of Applied Linguistics (AAAL)**: Toronto, Canada, March 21 – 24, 2015. (Acceptance rate of less than half of all submissions).

Vetere, T. (2014, November). *Competing and resisting language ideologies: Family language policy and heritage language maintenance in preschool bilingual acquisition*. Paper presented at the **22<sup>nd</sup> International Re-conceptualizing Early Childhood Education (RECE) Conference**: Kent State University; Kent, OH, November 1-5, 2014.

Vetere, T. (2014, March). *Voices from the home: Parental philosophies of language learning in multilingual families*. Paper presented as part of a Panel Presentation: "On Being and Becoming Multilingual: Preschoolers' Language Practices at Home and at School" at the 2014 Annual Conference of the **American Association of Applied Linguistics (AAAL)**: Portland, OR, March 22 – 25, 2014. (Acceptance rate of less than half of all submissions).

Vetere, T. (2013, April). *Learning through language socialization: A case study of two four-year olds*. Roundtable presentation at the 2013 Annual Conference of the **New England Educational Research Organization (NEERO)**: Portsmouth, NH, April 17 – 19, 2013.

Vetere, T. (2013, March). *Language learning practices in early childhood*. Paper presentation at the **TESOL International Graduate Forum**: Dallas, TX, March 20, 2013.

Vetere, T. (2012, October). *Building a contextual bridge: A case study of social interactions*. Poster presented at the **31st Annual Second Language Research Forum (SLRF)** co-hosted by the University of Pittsburgh and Carnegie Mellon University: Pittsburgh, PA, October 18-21, 2012.

Vetere, T. (2011, November). *The effects of socio-economic status on the development of language proficiency in early childhood: A review of literature*. Poster presented at the **Three Rivers TESOL Fall Conference** at Duquesne University: Pittsburgh, PA, November 5, 2011.

#### IV. INVITED LECTURES AND WORKSHOPS

**Vetere, T & Mulligan, A.** (November, 2022). *Implementing Arts-Based Pedagogy to Design Equitable Instruction for Emergent Bilingual Learners*. Invited Workshop, 2022 English Language Development Virtual Professional Learning Conference hosted by the Pennsylvania Department of Education and coordinated by the Center for Schools and Communities, a division of Central Susquehanna Intermediate Unit, November 15-17, 2022.

Vetere, T. (March, 2021). *Implementing Arts-Based Pedagogy to Design Equitable Instruction for ELs*. Invited Workshop, ESL Professional Learning Series, Pennsylvania Department of Education, Harrisburg, PA. (Workshop offered virtually due to COVID-19 pandemic).

Vetere, T. (September, 2020). *Drama-based instruction: Practical applications for the elementary and early childhood classroom*. Invited Workshop, The College of New Jersey (School of Education), Ewing, NJ (Workshop to be offered virtually due to COVID-19 pandemic).

Vetere, T. (June, 2019). *Train the trainer: TESOL Tips*. Invited Workshop, Alachua County Library District – Tower Road Branch, (Adult ESL Conversation Program), Gainesville, Florida.

Vetere, T. (November, 2018). *(Re)Writing the script of second language teaching/learning: Exploring teacher candidates' conceptual understanding of drama-based instruction*. Invited Lecture, University of Florida ESOL/Bilingual Education Program: Language Matters Colloquia, Gainesville, Florida.

Vetere, T. (April, 2017). *Finding your voice: A workshop for teachers*. Invited Workshop, The Pennsylvania State University (Intensive English Communication Program: ESL Day), State College, Pennsylvania.

Vetere, T. (May/June, 2016). *The implementation of drama-based methods of instruction to facilitate second language acquisition*. Visiting Lecturer, Jönköping University (School of Education and Communication), Jönköping, Sweden

Vetere, T. (October, 2015 - 2017). *Facilitating performance-based methodologies in K-8 settings*. Invited Workshop, Lock Haven University (College of Liberal Arts and Education), Lock Haven, Pennsylvania.

Vetere, T. (March, 2013). *Teaching linguistically diverse learners in public schools: What pre-service English education teachers should know*. Invited Lecture, Indiana University of Pennsylvania (College of Education and Communications; Department of English), Indiana, Pennsylvania.

Vetere, T. (March/June, 2011). *Using creative drama to teach early childhood dual language learners*, Invited Workshop, Slippery Rock University (College of Education; Department of Elementary/Early Childhood Education), Slippery Rock, Pennsylvania.

## V. AWARDS AND HONORS

### National

- 2024 Leadership Academy Nomination  
The Association of Teacher Educators
- 2023 Rose Duhon-Sells Multicultural Program Award  
BAE, Elementary Education Teacher Preparation Program Design and Academic Coordination  
The National Association of Multicultural Education

### University of Florida

- 2022 University of Florida, College of Education, Undergraduate Faculty Adviser/Mentor of the Year Award (\$1500)
- 2021 – 2022 Rosser Educator Excellence Award, College of Education (\$2,000)

### The Pennsylvania State University

- 2013 – 2014 Graham Endowed Fellowship; The Pennsylvania State University

## VI. TEACHING EXPERIENCE

### The University of Florida (2018 – Present)

- TSL 6145** (graduate)  
*Curriculum and Materials Development for ESOL K-12*
- TSL 6737** (graduate)  
*Methods of Teaching English as a Second Language*
- EDG 7941** (graduate)  
*Field Experience in ESOL/Bilingual Education* (authored)
- TSL 5142** (graduate)  
*ESOL Curriculum, Methods, and Assessment* (authored for SITE program)
- EDG 6931** (graduate)  
*Teaching Languages with Technology* (authored)
- TSL 5335** (graduate; online)  
*ESOL and Reading for K-12 Teachers*
- TSL 6245/EDG 4930** (graduate)  
*Language Principles for ESOL Teachers*
- TSL 4100** (undergraduate)  
*ESOL Curriculum, Methods, and Assessment*
- UEP Practicum 1 Coordinator** (undergraduate)  
*Undergraduate early field experience in Levy County School District, Florida*
- TSL 3323** (undergraduate; online)  
*ESOL and Reading for K-12 Teachers*
- TSL 3520** (undergraduate)



*ESOL Foundations: Language and Culture in Classrooms*

**The Pennsylvania State University (2013-2018)**

**WL ED 411** (undergraduate)

*Methods of World Language Teaching for Grades K-5*

**WL ED 495B** (undergraduate)

*Supervision of Elementary Field Experience (K-5) in World Language Teaching*

**CI 280** (undergraduate)

*Foundations of Teaching English to English Language Learners*

**Beginning English Grammar** (Intensive English Language Program)

*Intensive English Communications Program* (ESL Instructor; Dr. Joan Kelly Hall, Director)

**State College Area School District (State College, PA, 2016-2018)**

Lead ESL Teacher, (ESL Teacher for grades 5-8; District Summer Learning Program, Coordinator for grades K-8)

**Indiana University of Pennsylvania (2012-2013)**

**Critical Reading**

*The American Language Institute* (ESL Instructor; Intensive English Institute)

**TOEFL/IELTS Test Preparation**

*The American Language Institute* (ESL Instructor; Intensive English Institute)

**The Walnut Street Theatre Education Department** (Philadelphia, PA, 2008-2010)

K-12 Teaching Artist;

Teaching residencies in the Philadelphia community included Chester A. Arthur Elementary School, General George A. McCall Elementary School, William H. Meredith Elementary School, Kennedy Behavioral Health Ward for Adolescents at Cherry Hill Hospital, New Jersey, and HMS School for Children with Cerebral Palsy among others.

**VII. PROFESSIONAL ACTIVITIES**

**GRANT-FUNDED RESEARCH**

Co-Principal Investigator (with Drs. Mark Pacheco and Christopher Anthony): “Project WATER: Practical Wisdom in Pre-Service Teacher Education” (Submitted). \$50,000. (July 1, 2024 – July 1, 2025). Wake Forest University: The Program for Leadership and Character.

Co-Principal Investigator (with Dr. Gage Jeter): “Get REEAL (Relevant, Equitable, Engaging, and Accessible Literacies): Step One: Designing Professional Learning Experiences.” Funded by the University of Florida’s College of Education Indirect Cost Fund (IDC). \$5,000. (May 13,

2019 – May 29, 2021).

## EDITORIAL AND PROFESSIONAL REVIEW WORK

2020-Present Reviewer, *Journal of Research on Technology in Education*  
 2020-Present Review, *Journal of Language, Identity, & Education*  
 2020-Present Reviewer, *Indiana TESOL Journal*  
 2020 Reviewer, English Language Institute faculty promotion to Senior Lecturer  
 2020 Reviewer, Association of Teacher Educators (ATE) Conference Proposals  
 2019-Present Reviewer, *Teaching and Teacher Education*  
 2018-Present Reviewer, *Language and Sociocultural Theory*  
 2018-2021 Reviewer, Admission Applications to the Unified Elementary ProTeach Program

## PROFESSIONAL DEVELOPMENT

*Aligning the Science of Reading Policies with the Needs of English Learners*. New America and the Sobrato Early Academic Language Program Online Webinar. February 8, 2024.

*University of Florida Certificate in Multicultural Mentoring*. University of Florida, Gainesville, FL. Summer 2021

*Explore Games, Make Games and Game-Based Frameworks for Foreign Language Learning*. CALICO Online Workshop. May 26-30, 2020

*First Conference on Rural English Learner Education and Research*. University of Florida, Gainesville, FL. July 29, 2019.

Conference on Migration and Language. *Migration Studies Project: School of International Affairs*. The Pennsylvania State University, University Park, Pennsylvania, November 22, 2013.

Preparing Pennsylvania Students and Educators for Today's Global Economy. *Pennsylvania Council for International Education Annual Conference*. Pittsburgh, Pennsylvania, October 6-7, 2012.

*Bi-Annual Pennsylvania State System of Higher Education International Officers' Meeting*. Indiana University of Pennsylvania, Indiana, Pennsylvania. July 16-17, 2012.

*International Student Adjustment: Patterns and Tips for Student Success*. Webinar Presented Through NAFSA: Association of International Educators by Chen, S., & Endale, M. Indiana University of Pennsylvania, Indiana, Pennsylvania. July 11, 2012.

*Occupy the Academy: Reinterpreting and Reinventing Our Role Within Academia*. Indiana University of Pennsylvania Graduate Student Association/English Graduate Organization Annual Conference. Indiana, Pennsylvania, April 13, 2012.



**NATIONAL SERVICE**

- 2019-2021 Association of Teacher Educators (ATE)  
National Planning Committee  
2021 Annual Meeting, February, Anaheim, CA
- 2017 Association of Teacher Educators (ATE)  
Planning Committee (Local Arrangements);  
Summer Conference, August 4-8, Pittsburgh, PA

**UNIVERSITY SERVICE****University of Florida**

- 2021-Present B.A.E., Elementary Education Academic Program Coordinator
- 2020-Present Amy Webber, Ed.D., Dissertation (Chair)  
Amira Khalile, M.A.E., Thesis (Chair)  
Wanqiu Liu, M.A.E., Project in Lieu of Thesis (Chair)  
Jiayue He, M.A.E., Project in Lieu of Thesis (Chair)  
Victoria Latoraca, M.A.E., Project in Lieu of Thesis (Chair)  
Alyssa Soejima, B.A.E., High Honors Thesis (Chair)  
Abby DeGroot, Ed.D. Candidate, Dissertation (Committee)  
Jiameng Gao, Ph.D. Candidate, Dissertation (Committee)  
Angelia Grimes, Ed.D. Candidate, Dissertation (Committee)  
Leah Brown, Ed.D. Candidate, Dissertation (Committee)  
Eva Combs, Ph.D. Candidate, Dissertation (Committee)  
Morganne Haughton, Ed.D. Candidate, Dissertation (Committee)  
Xiaolu Liu, Ph.D. Candidate, Dissertation (Committee)  
Hank Samuels, Ph.D. Candidate, Dissertation (Committee)  
Simonne Horman, Ph.D., Candidate, Dissertation (External Member)  
Melinda Simmons, Ed.D. Candidate, Dissertation (External Member)
- 2022-2023 Faculty Policy Council; Diversity and Inclusion Committee
- 2020-2022 College of Education Scholarship and Student Awards Committee
- 2020-2022 Faculty Advisor, University Rebuilding Together (Student Organization)
- 2020-2021 B.A.E. Elementary Education Program Design Committee
- 2019-2021 Program Coordinator, M.A.E./M.Ed. focus in ESOL/Bilingual Education
- 2019-2021 Unified Elementary Program (UEP) Leadership, Committee Member
- 2019-2021 Unified Elementary Program (UEP) Advisory Board, Member
- 2019-2020 University Multicultural Mentor Program, Faculty Mentor
- 2019-2021 School of Teaching & Learning Merit and Personnel Committee
- 2018-Present Faculty Advisor, Kappa Delta Pi (Honorary Education Society)

**The Pennsylvania State University**

2014-2016	LGBTQ Center; Mentor for Undergraduate Students
2013-2014	College of Education's Diversity and Community Enhancement; Committee Member
2013-2014	Curriculum and Instruction Graduate Student Association; Treasurer (Founding Member)

**Indiana University of Pennsylvania**

2012-2013	Office of International Education International Student Liaison; American Language Institute
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**VIII. COMMUNITY SERVICE****Gainesville, FL**

2018-Present	Curriculum Consultant: ESL Adult Conversation Program, Alachua County Public Library – Tower Road Branch
2023	Glen Springs Elementary School – Classroom Volunteer Alachua County Public School District
2019	Guest Read Aloud, Terwilliger Elementary School Alachua County Public School District

**Williston, FL**

2019	English for Parents Series, ESL Teacher Williston Elementary School Levy County Public School District
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**State College, PA**

2016 – 2018	Creative Drama Teacher, Lemont Elementary School (Grade 1)
2017	Creative Drama Teacher (Ages 13-17), <i>Singing on Stage Studios</i>

**IX. PROFESSIONAL AFFILIATIONS**

Member, Teaching English to Speakers of Other Languages (TESOL)  
 Member, Florida Association for Bilingual Education (FABE)  
 Member, National Association for Multicultural Education (NAME)  
 Member, Association of Teacher Educators (ATE)  
 Member, Sunshine State TESOL (SSTESOL)  
 Member, International Association for Language Learning Technology (IALLT)  
 Member, American Council on the Teaching of Foreign Languages (ACTFL)  
 Member, American Association of Applied Linguistics (AAAL)  
 Member, Computer-Assisted Language Instruction Consortium (CALICO)

## **X. RESEARCH INTERESTS**

Vygotskian Sociocultural Theory (VSCT) in Language Teacher Education

ESL/BE Curriculum Design and Instruction in L2 Learning

The Role of Imagination, Play, and Creativity in L2 Teaching/Learning and Teacher Preparation

Emergent Multilingualism and Language Socialization in Early Childhood & Elementary School

Second Language Acquisition and Child Language Development

Culturally Sustaining Pedagogy and Universal Design for Learning in [Language] Teacher Preparation

## **XI. LANGUAGES OTHER THAN ENGLISH**

French (Intermediate High; 4 skills); Spanish (Beginning; 4 skills)