

Amanda Kathryn Giles

RESEARCH INTERESTS

My research interests include English as a second language (ESL) and content teachers' collaboration, literacy in the content areas, qualitative research, and second language learning, assessment, and evaluation.

TEACHING INTERESTS

My teaching interests include methods for teaching content area secondary subjects, teaching emergent literacy, teaching elementary education, instructional assessment for diverse learners, planning and instruction for secondary teachers, and methods and strategies for second language teaching and learning.

EDUCATION

Doctor of Philosophy in Curriculum and Instruction
The University of Alabama, Tuscaloosa, Alabama U.S.A.
Major in Second Language Acquisition and Teaching

May 2019

Dissertation: *The Influences of ESL and Content Teacher's Collaboration on Content Teachers' Learning and ESL Students' Participation: A Case Study of Mainstream Middle School Classrooms*
Co-Chairs: Miguel Mantero, PhD and Bedrettin Yazan, PhD
Dissertation Link: <https://bit.ly/gilesdissertation>

Master of Arts in Education
University of Alabama at Birmingham, Birmingham, Alabama U.S.A.
Major in Secondary Education English/language arts and literacy

August 2010

Bachelor of Arts
The University of Alabama, Tuscaloosa, Alabama U.S.A.
Double Majors in English and Spanish with Honors
Summa Cum Laude

May 2009

PROFESSIONAL CERTIFICATES

Qualitative Research Methods Certificate
University of Alabama, Tuscaloosa, Alabama U.S.A.

May 2019

Instructional Leadership Certificate
Samford University, Birmingham, Alabama, U.S.A.

July 2015

EDUCATIONAL CERTIFICATIONS

Elementary Education
Grades K-6
Alabama

Pending April 2022

National Board Certification

December 2020

English as a New Language-Ages 11-18+: Early Adolescence through Young Adulthood
Path 2 English Language Development Specialist

Instructional Leadership
Grades P-12
Alabama

August 2015

Spanish
Grades P-12
Alabama

July 2012

English/Language Arts
Grades 6-12
Alabama

September 2010

PROFESSIONAL HISTORY

Assistant Principal, 6th, 7th, 8th grades
Simmons Middle School, Birmingham, Alabama U.S.A.

2021-present

- Supervised curriculum and instruction that aligns with school improvement goals
- Served as safety coordinator for the school to ensure the safety of students and faculty
- Analyzed school data to create effective reading and mathematical programs
- Collaborated to design and implement the positive behavior and intervention program to promote students' social and emotional well-being
- Oversaw the creation and implementation of problem-solving team and iReady program for reading and math
- Mentored mathematics teachers as the supervisor of the mathematics department.

ESL/Spanish Teacher, 6th, 7th, 8th grades**2015-2021**

Simmons Middle School, Birmingham, Alabama U.S.A.

- Collaborated with teachers to develop accommodations and learning activities in the ESL classroom and mainstream content classrooms
- Developed and implemented lessons plans for the WIDA Access 2.0 English Language Proficiency Assessment, ACAP, and iReady
- Provided instruction for ESL students in a pull-out instructional ESL model
- Engaged in collaborative teaching with sixth, seventh, and eighth grade math, science, language arts, and social studies, collaborated with the special education teacher to teach ESL students also classified as students in special education

Adjunct Professor of Education**2019-2020**

Birmingham–Southern College, Birmingham, Alabama, U.S.A.

Courses Taught

EPY 320–Educational Psychology, fall and spring semesters

ED 323–Methods in Teaching Secondary Subjects-Social Studies, fall semester

English/Language Arts Teacher, 8th grade**2010-2015**

Simmons Middle School, Birmingham, Alabama U.S.A.

- Developed and administered daily and unit lesson plans
- Created and administered tests and evaluations; analyzed student performance through progress monitoring
- Conducted group/individual activities in reading, writing, and grammar
- Fostered a classroom environment conducive to learning and promoting excellent student/teacher interactions
- Participated in faculty and parent conferences; co-taught students in special education
- Taught ESL students in the mainstream content English/language arts classroom and through a pull-out instructional EL model

Student Teacher, 11th grade**2010**

Hoover High School, Birmingham, Alabama U.S.A.

- Worked with the English/language arts teacher during a student teaching internship

Student Intern, 8th grade**2010**

Mountain Brook Junior High School, Birmingham, Alabama U.S.A.

- Worked with the English/language arts teacher as part of the student practicum

Student Intern, 6th, 7th, 8th grades
Simmons Middle School, Birmingham, Alabama U.S.A.

2010

- Worked with the reading instructional coach to design literacy lessons for students in intervention programs; learned how to use literacy data to drive instruction

Substitute Teacher, K-12 grades
Various districts in Birmingham, Alabama, U.S.A.

2009-2010

- Worked as a substitute teacher in Hoover City Schools, Mountain Brook City Schools, Vestavia Hills City Schools, and Shelby County Schools

ACADEMIC PUBLICATIONS

Published

Giles, A. & Yazan, B. (Forthcoming, 2023). Constructing teacher identity in teacher collaboration: What does it mean to be a teacher of culturally and linguistically diverse English learners? *Journal on Efficiency and Responsibility in Education and Science*.

Giles, A. & Yazan, B. (2022). "All the Way Better": Teacher collaboration and ESL students' participation. In D. Virtue (Ed.), *New directions in middle level research*. Routledge. [Invited] <https://doi.org/10.4324/9781003225867-13>

Giles, A. (2022). "Leadership roles at different points": Collaborating to plan for and teach ESL students in a secondary social studies classroom. In B. Yoon (Ed.), *Effective teacher collaboration for ELL: Cross-curricular insights from K-12 classrooms*. Routledge. [Invited] <https://doi.org/10.4324/9781003058311-8>

Giles, A. & Yazan, B. (2021). "More mindful of ESL students": Teacher participation and learning in ESL and science teachers' collaboration in a middle school classroom. *MEXTESOL Journal*, 45(2), 1-10. https://www.mextesol.net/journal/index.php?page=journal&id_article=23561

Giles, A. (2021). Empowering student-centered transformative conversations. *TESOL Journal*, 12(3), 1-7. <https://doi.org/10.1002/tesj.589>

Giles, A. (2020). 'They're participating way more': The impact of ESL and content teachers' collaboration on students' participation. *Language Teaching*, 53(4), 1-4. <https://doi.org/10.1017/S0261444820000361>

Giles, A. & Yazan, B. (2020). "They see us together:" Collaborative activity in a math middle school classroom. In M.G. Dove & A. Honigsfeld (Eds.), *Co-teaching for English learners: Evidence-based practices and research-informed outcomes*. Information Age Publishing.

Giles, A., Yazan, B., & Keles, U. (2020). Educational language policies in the United States: A critical discourse analysis of ELPA21. *European Journal of Language Policy*, 12(1), 5-35.
<https://doi.org/10.3828/ejlp.2020.2>

Giles, A. & Yazan, B. (2020). “You’re not an island”: A middle grades language arts teacher’s changed perceptions in ESL and content teachers’ collaboration. *Research in Middle Level Education Online*, 43(3), 1-15. <https://doi.org/10.1080/19404476.2020.1724045>

Giles, A. & Yazan, B. (2019). ESL and content area teachers’ collaboration. *Indonesian Journal of English Language Teaching*, 14(1), 125-142. <http://dx.doi.org/10.25170%2Fijelt.v14i1.1342>

Keles, U., Yazan, B., & Giles, A. (2019). Bilingual content on a virtual linguistic landscape: A focus on a university website. *International Multilingual Research Journal*, 14(1), 1-19. <https://doi.org/10.1080/19313152.2019.1611341>

Giles, A. (2018). Navigating the contradictions: An ESL teacher’s professional self-development. *TESL Canada Journal*, 35(2), 104-127. <https://doi.org/10.18806/tesl.v35i2.1292>

Giles, A. (2017). [Review of the book *The Assessment Practices of Emergent Bilingual Bilinguals: Supporting English language learners* by Kate Mahoney, (2017)]. *International Multilingual Research Journal*, 12(1), 62-64. <https://doi.org/10.1080/19313152.2017.1374121>

In Preparation

Giles, A. (In preparation). ESL students’ positioning and participation in ESL and content teachers’ collaboration. To be submitted to: *TESOL Quarterly*. (Analyzing data)

Giles, A. & Yazan, B. (In preparation). To be submitted to: *Journal on Efficiency and Responsibility in Education and Science*. (Proposal submitted to special issue editors)

CONFERENCE PRESENTATIONS

International Conferences

Giles, A. (2023, March). Collaborative Processes in a Collaboratively Taught Social Studies Classroom. Paper to be presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL) Conference, Portland, OR.

Giles, A. (2023, March). Increasing ESL Students’ Participation in ESL and Content Teachers’ Collaboration. Paper to be presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL) Conference, Portland, OR.

Giles, A. (2023, March). “I Have to do All of This”: ESL Teacher Identity Development in Collaboration. Paper to be presented at the annual meeting of American Association of Applied Linguistics (AAAL), Portland, OR

Giles, A. (2022, March). ESL Students' Increased Task Completion and Work Quality in Collaboration. Paper to be presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL) Conference, Pittsburg, Pennsylvania.

Giles, A. & Yazan, B. (2022, March). ESL Students' Social Positioning, Participation, and Identity in Co-Taught Classrooms. Paper to be presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL) Conference, Pittsburg, Pennsylvania.

Giles, A. (2022, March). Positionings of ESL Students in ESL and content Teachers' Collaboration. Paper to be presented at the annual meeting of the American Association for Applied Linguistics (AAAL) Conference, Pittsburg, Pennsylvania.

Giles, A & Bensinger, T. (2021, November). Culturally Relevant Teaching and Teacher Collaboration in the Middle Grades. Paper to be presented at the annual meeting of the Association of Middle Level Educators (AMLE) Conference.

Giles, A & Yazan, B. (2021, November). Bilingual Texts and Teacher Collaboration: Implementing Translanguaging Pedagogies in the Middle Grades. Paper to be presented at the annual meeting of the Association of Middle Level Educators (AMLE) Conference.

Giles, A. (2021, March). *"It's a Different Student Than I Ever See": Student Positional Identities in Collaborative Content Classrooms.* Paper to be presented at the annual meeting of the American Association for Applied Linguistics (AAAL) Virtual Conference.

Giles, A. (2021, March). *"The Way We Planned This": Equitable Learning Outcomes in Collaboration.* Paper to be presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL) Virtual Conference.

Giles, A. & Bensinger, T. (2021, March). *Instructional Shifts and Culturally Responsive Teaching in Collaboration.* Paper to be presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL) Virtual Conference.

Giles, A. & Yazan, B. (2021, March). *Translanguaging Pedagogy through Teacher Collaboration in Language Arts.* Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL) Virtual Conference.

Giles, A. (2020, October). *New Directions in Middle Level Education Research.* Roundtable discussion at the Association for Middle Level Education (AMLE) Virtual Conference.

Giles, A. (2020, March). *A narrative approach to becoming a teacher educator.* Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL) Virtual Conference.

Giles, A. (2020, March). *"It's better for the kids": ESL and mainstream teachers' collaboration.* Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL) Virtual Conference.

Giles, A. (2020, March). *Teaching multiliteracies and social justice in the ESL classroom.* Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL) Virtual Conference.

Giles, A. (2020, March). *Social positioning and ESL students' participation in co-taught mainstream classrooms.* Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL) Virtual Conference.

Giles, A. (2020, March). *"They're participating way more": The impact of ESL and content teachers' collaboration on students' participation.* Paper presented at the annual meeting of American Association of Applied Linguistics (AAAL), Denver, CO.

Giles, A. (2019, June). *"I have to do something!": A language teacher's professional self-development.* Paper presented at the CARLA International Language Teacher Education Conference, Minneapolis, MN.

Giles, A. (2019, March). *"You were the main teacher": Negotiating responsibilities in ESL and content teachers' collaboration.* Paper presented at the annual meeting of American Association of Applied Linguistics (AAAL), Atlanta, GA.

Giles, A. (2018, March). *Collaborative co-teaching in the secondary math classroom for English language learners.* Paper presented at the annual meeting of American Association of Applied Linguistics (AAAL), Chicago, IL.

Local Conferences

Giles, A. & Boohaker, J. (2020, February). *5 Researched Tools to Scaffold Content for ELs.* Paper presented at the Learn Teach Inspire Conference, Birmingham, AL.

Giles, A. & Monroe, A. (2020, January). *"I think I can": Multiliteracies in the ESL classroom.* Paper presented at AMTESOL Conference, Auburn, AL.

Giles, A. & Yazan, B. (2020, January). *ESL and science teachers' participation and learning in collaboration.* Paper presented at AMTESOL Conference, Auburn, AL.

Giles, A. (2019, March). *Building pathways to literacy through ESL and content teachers' collaboration.* Paper presented at the 2019 MMFLC Spring Literacy Conference, Birmingham, AL.

Giles, A. (2019, February). *"Making collaboration work": An ESL teacher's learning.* Paper presented at the Languages Conference, Tuscaloosa, AL.

Giles, A. (2019, February). *Crossing pedagogical boundaries to teach ESL students in the secondary content classroom*. Paper to be presented at the Journal of Language and Literacy Education Winter Conference, Athens, GA.

Giles, A., Boohaker, J., & Whitaker, S. (2019, February). *Accommodations and grading in the classroom and identification of EL students for special needs*. Professional Development Session at the 2019 HCS LTI Conference, Birmingham, Alabama.

Giles, A. (2018, March). "You should do it together": *Examining positions in collaboration for English learners*." Paper presented at The ESPRMC Graduate Research Symposium. Tuscaloosa, Alabama.

Giles, A. (2018, February). *Learning for English learners: Strengthening literacy and language through bilingual texts*. Paper presented at the Journal of Language and Literacy Education Winter Conference, Athens, GA.

Giles, A. & Yazan, B. (2017, October). *Collaborating for English learners in the math and language arts classroom*. Paper presented at Southeast TESOL Conference, Birmingham, AL.

Giles, A. (2016, November). *From language policies to classroom pedagogies: Four cases of language policy and planning*. Panel presentation with Ufuk Keles, Sandra Martinez, Giovanni Lopez. Languages Conferences, Tuscaloosa, AL.

Invited Talks

Giles, A. (2018, October). *Procedures and best practices for secondary level ESL students*. Invited talk given to in-service teachers for professional development, Simmons Middle School, Birmingham, USA.

DISSERTATION COMMITTEE

EdD Dissertation Committee Member

Tara Tant Bensinger. Southeastern University, Curriculum and Instruction, Secondary Education (2017-2020). Chaired by Sarah Yates. Graduated 2020.

PROFESSIONAL SERVICE

Proposal Reviewer

2020-present

American Association for Applied Linguistics, Second and Foreign Language Pedagogy and Teacher Education, Beliefs, and Identities Strands

Editorial Review Board Reviewer

2018-present

Journal of Language and Literacy Education

Non-Board Reviewer

2018-present

MEXTESOL Journal

AAALGrads Newsletter Co-Editor

2018-2019

American Association of Applied Linguistics

Proposal Reviewer TESOL International, Culture and Intercultural Communication	2018-2019
Proposal Reviewer TESOL International, Teacher Education and Teacher Learning Strand	2018-2019
Building Test Coordinator Simmons Middle School, Birmingham, Alabama	2016-present
Test Administrator Simmons Middle School, Birmingham, Alabama	2015-present
Administered the WIDA Screener/W-APT Assessment to newcomers and the WIDA Access English Proficiency Assessment 2.0 to ESL students	
Spanish Interpreter Simmons Middle School, Birmingham, Alabama	2010-present
English/Language Arts School-wide Facilitator Simmons Middle School, Birmingham, Alabama Organized and supervised English/language arts meetings for sixth, seventh, and eighth grade teachers	2014-2015
Team Facilitator Simmons Middle School, Birmingham, Alabama Organized meetings and completed documents as the team leader of science, social studies, English/language arts, and math teachers	2011-2012

CURRICULUM DEVELOPMENT

District Middle School Administrator for Textbook Adoption Hoover City Schools, Birmingham, Alabama	2021-present
District Committee Curriculum Writer Hoover City Schools, Birmingham, AL	2013-2014

INTERNATIONAL EXPERIENCE

English Teacher Henry Davis Christian School, Conocoto, Ecuador	Summer 2013
Designed lessons in English for elementary students and translated documents from Spanish to English	
Student Intern Escuela Universitaria Cardenal Cisneros, Alcalá de Henares, Spain	Summer 2008

Studied art and museums and advanced Spanish literature at a university in Spain through the Department of Modern Languages and Classics at the University of Alabama in Tuscaloosa.

MEMBERSHIP AND AFFILIATIONS

AMLE (Association of Middle Level Education)

ASCD (Association for Supervision and Curriculum Development)

AAAL (American Association for Applied Linguistics)

AMTESOL (Alabama-Mississippi Teachers of English to Speakers of Other Languages)

TESOL (Teachers of English to Speakers of Other Languages)

AWARDS AND GRANTS

Teacher of the Year Simmons Middle School, Birmingham, Alabama, U.S.A.	2019-2020
Most Outstanding Graduate Student College of Education, The University of Alabama, Tuscaloosa, Alabama, U.S.A	2018-2019
George W. Hansberry Memorial Endowed Scholarship College of Education, The University of Alabama, Tuscaloosa, Alabama, U.S.A.	2018-2019
Sarah L. Healy Endowed Graduate Scholarship College of Education, The University of Alabama, Tuscaloosa, Alabama U.S.A.	2017-2018
Paul G. Orr Memorial Fellowship in Educational Administration College of Education, The University of Alabama, Tuscaloosa, Alabama U.S.A.	2016-2017
Parent Teacher Organization Grant Simmons Middle School, Birmingham, Alabama, U.S.A.	2016-2017
Teacher of the Year Simmons Middle School, Birmingham, Alabama, U.S.A.	2013-2014
Most Outstanding Arts and Sciences Scholar Department of Arts and Sciences, The University of Alabama, Tuscaloosa, Alabama U.S.A.	2008-2009
Honor Student in English Department of English, The University of Alabama, Tuscaloosa, Alabama U.S.A	2005-2009