

Beth Clark-Gareca, Ph.D.

Associate Professor of TESOL
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EDUCATION

<u>Degree</u>	<u>Date Received</u>	<u>Institution & Location</u>	<u>Major Field</u>
Ph.D.	June 2013	New York University New York, NY	Teaching English to Speakers of Other Languages (TESOL)
M.A.	June 1999	Teachers College Columbia University New York, NY	TESOL/Applied Linguistics K-12 Track
B.A.	June 1991	University of Michigan Ann Arbor, MI	English and Spanish with Honors

Ph.D. dissertation title: *Assessing English Language Learners' Content Knowledge in the Mainstream Classroom*. Committee: Lorena Llosa (chair), Shondel Nero, and Glynda Hull

EXPERIENCE

<u>Year</u>	<u>Institution/Location</u>	<u>Rank & Title</u>
2022-present	SUNY Binghamton	Associate Professor TESOL Program Director of K-12 Strand
2020-2022	SUNY – New Paltz	Associate Professor Coordinator of Graduate Second Language Education Programs
2016-2020	SUNY- New Paltz	Assistant Professor Coordinator of Graduate Second Language Education Programs
2018-present	New York University	Part-time Online Instructor of Assessment and Evaluation NYU Shanghai

2014-2016	Teachers College Columbia University New York, NY	Lecturer & Head TESOL K-12 Track, TESOL Program
2015-2016	Pearson, Incorporated	EdTPA Rater English/Additional Language
2016, 2012	New York University / Pontificia Universidad Católica Madre Y Maestra Santiago, Dom. Republic	Instructor and Director Teaching Assistant
2014	University of Mass Boston, MA	Online Distance Instructor
2014	Lehigh University Bethlehem, PA	Online Distance Instructor
2014	Surabaya State University/ Ohio State University Surabaya, Indonesia and Columbus, OH	Instructor Academic Leader
2013-2014	Hunter College – CUNY New York, NY	Adjunct Assistant Professor
2011-2014	Wuhan University/ Ohio State University Wuhan, China & Columbus, OH	Academic Leader Cohort Leader and Teacher
2009-2013	New York University New York, NY	Lead Instructor Summer Startalk Program
2008-2014	New York University New York. NY	Adjunct Assistant Professor
2008	Grace Montessori Elementary School Allentown, PA	Spanish Teacher
2007-2010	New York University New York, NY	Graduate Research Assistant
2007	Educ. Testing Services (ETS) Princeton, NJ	Assessment Specialist TOEIC

2005-2007	Lehigh University Bethlehem, PA	SPEAK Test Coordinator
2003-2009	Educational Testing Srvces (ETS) Princeton, NJ	Item Writer – Praxis
2003-2007	Intermediate Unit 20 Easton, PA	Professional Development Workshop Leader
2002	Lehigh University	Spanish Instructor
2001-2005	Lehigh Carbon Community College Allentown, PA	Professional Development Workshop Leader
2001	Lehigh Carbon Community College	Spanish Instructor
1999-2007	Lehigh University	ESL Instructor
1999-2004	Northampton Area Community College	ESL Instructor
1999-2002	Bethlehem Area School District Bethlehem, PA	K- 5 ESOL Teacher
1998-1999	Adult Literacy Center of the Lehigh Valley Allentown, PA	ESL Instructor
1998-1999	Teachers College, Columbia University New York, NY	Graduate Assistant
1992	St. Patrick’s School/ Colegio de San Patricio Córdoba, Argentina	Bilingual Primary Teacher
1992	AISICOM Instituto Integral de Inglés Córdoba, Argentina	EFL Instructor

FELLOWSHIPS, GRANTS, and AWARDS

- 2026 Jan-Mar. Flash Instructional Coach and Mentor for Russian Teachers of English.. Sponsored by the International Women's Resource Center and the Regional English Language Office and U.S. Embassy in Moscow.
- 2025, Mar Recipient of English Language Program Scholarship from the U.S. Department of State to attend the TESOL International Convention, Long Beach, CA.
- 2025, Jan Recipient of English Language Specialist Grant to Turkmenistan in collaboration with the National Institute of Education, the Ministry of Education and U.S. Dept of State. *Project: Teacher Education at the Secondary, University, and National Curriculum Levels.* Ashgabat, Turkmenistan and Washington, D.C.
- 2025 Recipient of Faculty Fellowship focused on Immigration at CUNY Initiative on Immigration and Education (CUNY IIE). City University of New York Graduate Center.
- 2024, Mar. Recipient of Lois B. De Fleur International Innovation Fund Award. *Dominican Republic Partnership: Fieldwork and Language Learning* for AY 2024-25 (\$4,000). Binghamton, NY.
- 2024, Mar. Recipient of the College of Community and Public Affairs Research Excellence Award: *Work, School and Access to Career Technical Education for Multilingual Learners in Secondary School* for AY 2024-25. (\$6,903). Binghamton, NY.
- 2023, Sept. Recipient of Fulbright Specialist Grant for Teaching/Research at IAIN University, State Islamic Institute of Kendari, Kendari, Indonesia. *Project: Computer Assisted Language Learning in K-12.* Washington, D.C.
- 2023, June Recipient of English Language Specialist Grant to Bahrain, Collaboration between Bahrain Ministry of Education and U.S. Dept of State. *Project: Using Backward Design in Writing Instruction.* Washington, D.C.
- 2023 Recipient of the Rockefeller Institute of Government Grant, with Dr. Mina Lee, Sawsan Werfelli, and Ala Marciuc to conduct Immigrant Integration Research: *Effective Practices, Programs, and Policies for English Learners: Facilitating Linguistic Pathways for Immigrants in New York.* (\$5,000) Albany, NY.
- 2023 Recipient of the Ross Fund Award for University and Community Projects: *AccELerate through VTS: Science, Language, and Living Environments.* (\$6,000). Binghamton, NY.
- 2022 - present Co-director of NYSED Clinically Rich Intensive Teacher Institute in Bilingual Education and English to Speakers of Other Languages (CR-ITI-BE/ESOL) for SUNY Binghamton. Albany, NY.

- 2017- 2021 Director of NYSED Clinically Rich Intensive Teacher Institute in Bilingual Education and English to Speakers of Other Languages (CR-ITI-BE/ESOL) for SUNY New Paltz (\$110,000 per year, \$440,000 for four years). Albany, NY.
- 2019- 2020 Recipient of Dr. Nuala McGann Drescher Diversity and Inclusion Leave Program. Fall semester, Academic year (\$6,084).
- 2019 Recipient of renewed Campus Auxiliary Services grant for TESOL programmatic activities. (\$1,400)
- 2018 Recipient of a Major Discretionary Salary Award (DSA) based on exemplary work for a faculty member. (\$1,781.51).
- 2018 Recipient of Campus Auxiliary Services grant for TESOL programmatic activities (\$1,400).
- 2016 Recipient of UUP Individual Development Award (IDA) (\$1,000). New Paltz, NY.
- 2016 Recipient of Collaborative Initiatives Fund Grant, TESOL K-12 Extension Event (\$100), Teachers College, Columbia University, New York, NY.
- 2015 Recipient of Vice-President's Diversity and Community Initiatives Grant for Annual Conference, Celebration of Teaching (\$800), Teachers College, Columbia University, New York, NY.
- 2015 Recipient of Fulbright Scholar Grant for Teaching/Research in Argentina (\$13,000), Universidad Nacional de Córdoba, Facultad de Lenguas, Córdoba, Argentina / Washington, D.C.
- 2012 Recipient of Russell N. Campbell Award for highest-ranking application to the Doctoral Dissertation Grant competition through The International Research Foundation of English Language Education (TIRF), Monterey, CA.
- 2012 Recipient of The International Research Foundation of English Language Education (TIRF) Doctoral Dissertation Grant in the Area of Assessment (\$5,000), Monterey, CA.
- 2012 Recipient of Steinhardt Doctoral Dissertation Grant (\$1000), New York University, NY.
- 2012 Recipient of NYU Dean's Travel Grant to attend and present at the 2012 annual meeting of American Association of Applied Linguistics (\$500), New York, NY.
- 2011 Recipient of TOEFL Small Grant for Doctoral Research in Second or Foreign Language Assessment (\$2000), Educational Testing Services, Princeton, NJ.

- 2009 Recipient of NYU Dean's Travel Grant to attend and present at annual meeting of TESOL 2009 (\$500), New York, NY.
- 2007- 2010 Recipient of the Steinhardt Fellowship for Doctoral Studies at NYU (competitive fellowship of tuition remission and stipend of \$20,000 per year for three years), New York, NY.
- 1999 Apple Award Finalist for Outstanding MA Qualifying Paper, Teachers College, New York, NY.
- 1999 Recipient of TESOL MA Assistantship, for Spring semester (Equivalent to three academic credits, valued at approximately \$3000), Teachers College, New York, NY.
- 1998-1999 Recipient of the TESOL Scholarship for 1998-99 Academic Year. (Equivalent to six academic credits, valued at approximately \$6,000), Teachers College, New York, NY.

PUBLICATIONS

Peer reviewed publications

- Clark-Gareca, B., Andujar, L., Beato, J. & Baecher, L. (in press). A collaborative autoethnography of democratizing access to English teaching in the Dominican Republic's public schools. To appear in *Latin American Chronicles: Autoethnographic Insights into Innovative English Language Teacher Education*. Eds. Raúl Alberto Mora & Luis Javier Pentón Herrera.
- Clark-Gareca, B. Lee, M., Werfelli, S., & Marciuc, A. (2024). *Research findings: English language learning practices and programs in New York State*. Report for Institute on Immigrant Integration Research and Policy, Rockefeller Institute of Government.
- Clark-Gareca, B. & Warkentin, T. (2024) Memories and relationships: A look into teachers' recollection of supervisory feedback. *TESOL Journal*. E823.
<https://doi.org/10.1002/tesj.823>
- Clark-Gareca, B. & Grapin, S. English language learner and Subject area tests. In C. Chappelle (Ed.) *Encyclopedia of Applied Linguistics 2nd Edition (Assessment and Testing)*. Wiley.
- Clark-Gareca, B. (2023) Developments in ESOL K-12 student and teacher assessments: Steps forward and backward since 2013. *NYSTESOL Journal*, 9(2), 46-59.
- Meyer, T. & Clark-Gareca, B. (2023). VTS: From the museum into the ENL classroom. Living languages at museums II. *Babylonia*, Vol. 2, 64-70.

- Clark-Gareca, B. & Meyer, T. (2022). Visual thinking strategies for English learners: Learning language through the power of art. *TESOL Journal*. <https://doi.org/10.1002/tesj.698>.
- Baecher, L. & Clark-Gareca, B. (2022). Steering the ship while staying the course: New directions for supervised teaching in MA TESOL programs. In L. England, L. Kamhi-Stein, & G. Kompas (Eds.), *English Language Teacher Education in Changing Times: Perspectives, Strategies and New Ways of Teaching and Learning*. Routledge Taylor & Francis.
- Clark-Gareca, B. (2022). Evolving the TESOL practicum: Revisiting the impact of edTPA. In P. Chang & W. Wright (Eds.), *Innovating the Practicum in TESOL Teacher Education: Design, Implementation, and Pedagogy in an Era of Change*. Routledge.
- Clark-Gareca, B. (2021). The bottom group: How teacher expectations, tracking, and standards contribute to EL underrepresentation in STEM. *Global Research on Teaching and Learning English*, Routledge.
- Cho, S. & Clark-Gareca, B. (2020). Approximating and innovating field experiences of ESOL preservice teachers: The effects of Covid-19 and school closures. *TESOL Journal*, 11: e548, 1-6. DOI: 10.1002/tesj.548
- Clark-Gareca, B. & Mumper, D. (2020). Shared spaces: Systems at work in English as a New Language co-teaching classrooms. In A. Honigsfeld & M. Dove (Eds). *Co-Teaching for English Learners: Evidence-based Practices and Research-Informed Outcomes*, Information Age Publishing.
- Clark-Gareca, B., Short, D., Lukes, M., & Sharp-Ross, M. (2019). Long-term English Learners: Current research, practice, and policy. *TESOL Journal*, e452, 1-15. DOI: 10.1002/tesj.452
- Clark-Gareca, B. (2018). Assessing teacher candidates' assessment literacy: Building a foundation. In T. White & T. Dulaney (Eds.) *Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom*. IGI Global.
- Clark-Gareca, B. & Fontana, K. (2018). Expanding capacity to serve multilingual learners; A university-school district partnership. *Excelsior: Leadership in Teaching and Learning*, Vol. 11(1) 31-41. Doi: 10.14305/jn.19440413.2018.11.1.03
- Clark-Gareca, B. (2018). *Research on English language tests and assessments*. In J. Liantas, M. DelliCarpini, & C. Coombe (Eds). The TESOL Encyclopedia of English Language Teaching, First Edition. John Wiley & Sons, Inc.
- Clark-Gareca, B. & Min, G. (2018). Chinese and American EFL teachers' beliefs about curricular and pedagogical practices: Cross-cultural similarities and differences. *Language and Intercultural Communication*, doi:10.1080/14708477.2018.1456546.

- Clark-Gareca, B. (2017). *Elementary English language learners and classroom content tests*. In M. Christison & N. Saviile (Eds.), *Studies in Language Testing Special Issue*, Cambridge University Press.
- deOliveira, L. & Clark-Gareca, B. (2017). *Collaboration between Native English speaker teachers (NESTs) and Non-Native English speaker teachers (NNESTs)*. In J. Martinez Agudo (Ed.), *Native and Non-Native Speakers in English Language Teaching: Perspectives and Challenges for Teacher Education*, DeGruyter.
- Ilieva, G. & Clark-Gareca, B. (2016). *Assessment in the Heritage Language classroom: Towards Heritage Language proficiency standards*. In M. Fairclough & S. Beaudrie (Eds.), *Innovative approaches in Heritage Language teaching: From research to practice*, Georgetown University Press.
- Clark-Gareca, B. (2016). Classroom assessment and English Language Learners: Teachers' accommodations implementation on routine math and science tests. *Teaching and Teacher Education*, Vol. 54, 139-48.
- Clark-Gareca, B. (2015). Where practicum meets test preparation: Supporting teacher candidates through edTPA. *CATESOL Journal*, Vol. 27.2, p. 211-220.
- Clark-Gareca, B. (2015). Pressure to pass: NYSITELL and NYSESLAT tests. *NYSTESOL Journal*, Vol. 3 (1), 35-41.

PRESENTATIONS

Academic Presentations – Juried

- Clark-Gareca, B. (2025, August). *Assessment for learning: Formative approaches in English language education*. Keynote, TESOL International Conference, Ashgabat, Turkmenistan.
- Clark-Gareca, B. (2025, March) *Intersecting circles: Maximizing short-term international TESOL professional development*. Presented at TESOL International conference, Long Beach, CA.
- Clark-Gareca, B. (2025, March). *Creating equitable partnerships in K-12 ESOL classrooms: Some key principles*. Presented at TESOL International conference, The International Research Foundation (TIRF) Panel, Long Beach, CA.
- Clark-Gareca, B. & Warkentin, T. (2024, April). *Retrospective to reimagining possibilities: Student teaching supervision, feedback, and the building of feedback literacy*. Roundtable presented at 2024 AERA annual conference, Philadelphia, PA.

- Mallette, M., Clark-Gareca, B., Lyman, T., Decker, A., & Nevgloski, H. (2024, March). *Harnessing the power of video in teacher education*. Presented at Society for Information Technology & Teacher Education conference, Las Vegas, NV.
- Clark-Gareca, B. Lee, M., Werfelli, S., & Marciuc, A. (2024, March). *Research findings: English language learning practices and programs in New York State*. Webinar. Presented for the Institute on Immigrant Integration Research and Policy, Rockefeller Institute of Government.
- Warkentin, T., Clark-Gareca, B., Kim, H. K. (2024, March). Inspiring teachers to advocate: Transformative activities in teacher preparation. Presented at TESOL International conference, Tampa, FL.
- Clark-Gareca, B. & Smith, M. (2023, November). *Academic learning and assessment through VTS: Science, language, and living environments*. Presented at NYSTESOL Conference, Albany, NY.
- Warkentin, T., Suen, L., & Clark-Gareca, B. (2023, November). *Voices from our past: A retrospective study on K-12 teacher supervision*. Presented at NYSTESOL Conference, Albany, NY.
- Clark-Gareca, B., Warkentin, T. & Kim, H. K. (2023, November). *Teaching advocacy: Creative activities in teacher preparation*. Presented at NYSTESOL Conference, Albany, NY.
- Clark-Gareca, B. (2023, March). *The bottom group: How teacher expectations, tracking, and standards contribute to EL underrepresentation in STEM*. Presented at TESOL International conference, TIRF Invited Panel, Portland OR.
- Clark-Gareca, B. (2023, March). *Dreading the day: LTELs, their teachers, and the power of proficiency tests*. Panel presentation at TESOL International conference, Portland, OR.
- Clark-Gareca, B. (2023, March). *Evolving the TESOL practicum: Revisiting the impact of edTPA*. Panel presentation at TESOL International conference, Portland, OR.
- Cho, S. & Clark-Gareca, B. (2023, March). *Reexamining and reimagining teacher education for inclusive, dynamic practices*. Presented at NYSTESOL Conference, White Plains, NY.
- Clark-Gareca, B. & Meyer, T. (2022, March). *Visual Thinking Strategies: Creating multiple points of entry for ELs*. Presented at TESOL International conference, Pittsburgh, PA.
- Clark-Gareca, B. & Baecher, L. (2022, March). Authentic student writing samples in TESOL teacher education. Presented at TESOL International conference, Pittsburgh, PA.
- Clark-Gareca, B. (2022, March). *Teaching grammar to K-12 ESOL candidates: More than your/you're*. Presented at TESOL International conference, Pittsburgh, PA.

- Clark-Gareca, B. (2021, November). *Visual Thinking Strategies: Creating multiple points of entry for ELs*. Presented at 2021 NYSTESOL, White Plains, NY.
- Clark-Gareca, B. & Wolfe, N. (2021, November). *Teaching grammar to teachers: Finding success in deadly territory*. Presented at 2021 NYSTESOL, White Plains, NY.
- Clark-Gareca, B. & Sweet, M. (2019, November). *Creating a better balance: Integrating free-writing with explicit writing instruction*. Presented at 2019 NYSTESOL, White Plains, NY.
- Clark-Gareca, B., Cavanna, H., Mangual, I. & Weissenberg, J. (2019, November). *Lessons learned: Teacher candidates' participation in an ENL afterschool literacy program*. Presented with SUNY New Paltz grad students at 2019 NYSTESOL, White Plains, NY.
- Clark-Gareca, B. (2019, November). *Multilingual newcomers: Guatemala, SIFE, and emerging literacy with adolescent ELLs*. Presented at 2019 NYSTESOL, White Plains, NY.
- Fontana, K. & Clark-Gareca, B. (2019, September). *Meeting students' needs: Exploring university-school district partnerships in TESOL*. Presented at 2019 Fall Leadership Summit, NYSCSS, Saratoga Springs, NY.
- Clark-Gareca, B. (2019, August). *Multilingual students with interrupted formal education: Shifting our lens of understanding*. Presented at 2019 Literacy Education and Second Language Learning for Adults (LESLLA) Annual Symposium, Pittsburgh, PA.
- Clark-Gareca, B. & Mumper, D. (2019, March) *Race and TESOL: Having difficult conversations in challenging times*. Presented at 2019 TESOL International conference, Atlanta, GA.
- Clark-Gareca, B., Fontana, K. (2019, March) *Meeting students' needs: Exploring university-school district partnerships in TESOL*. Presented at 2019 TESOL International conference, Atlanta, GA.
- Clark-Gareca, B. (2019, March). *Building a bilingual education program: The potential of partnership*. Presented at 2019 NYSABE conference, White Plains, NY.
- Clark-Gareca, B. (2019, March). *Measuring dual language proficiency: How do we know donde están?* Presented at 2019 NYSABE conference, White Plains, NY.
- Clark-Gareca, B. (2018, April). *Don't waste even a minute: 5-minute language building games*. NYSTESOL Mini-conference. SUNY New Paltz, New Paltz, NY.
- Baecher, L. and Clark-Gareca, B. (2018, March) *International service learning with US MA TESOL students*. Presented at TESOL International conference, Chicago, IL
- Clark-Gareca, B. (2018, March) *Assessing assessment skills: Formative and summative test use in classrooms*. Presented at 2018 AACTE annual conference, Baltimore, MD.

- Clark-Gareca, B. & Mumper, D. (2018, March). *English language acquisition through co-teaching: Examining district case studies*. Presented at 2018 AAAL annual conference, Chicago, IL
- Clark-Gareca, B. & Mumper, D. (2018, March). *Language, content, and teaching together: Examining co-teaching through district case studies*. Poster presented at 2018 AERA annual conference, New York, NY.
- Clark-Gareca, B. & Olivere, L. (2017, May). *Building a culturally responsive classroom library*. Presented at Educating English Language Learners in Early Childhood – Birth through Age 8 conference, SUNY New Paltz, New Paltz, NY.
- Monges, A. & Clark-Gareca, B. (2017, March). *Learn from our past, transform their future: Language, race, and power in America*. Presented at 2017 NYSABE conference, White Plains, NY.
- Clark-Gareca, B. & Cruz, E. (2017, March). *Dynamic bilingualism in Minecraft: Showcasing school and home language differences*. Presented at 2017 NYSABE conference, White Plains, NY.
- Clark-Gareca, B. (2017, March). *Teaching translanguaging through poetry*. Presented at 2017 NYSABE conference, White Plains, NY.
- Clark-Gareca, B., Short, D., Lukes, M., Sharp-Ross, M., Brooks, M. (2017, March). *Long-term English Learners: Current research, practice, and policy*. Panel presentation. TESOL International conference, Seattle, WA.
- Clark-Gareca, B. (2017, March). *Beyond exit tickets: Teaching pre-service candidates linguistic assessment techniques*. Individual paper. TESOL International conference, Seattle, WA.
- Clark-Gareca, B. (2016, November). *Finding assessable moments: Formative techniques in ENL classrooms*. Presentation at NYSTESOL, Syracuse, NY.
- Clark-Gareca, B. & Horn, C. (2016, May) *Connecting policies, old and new: Supporting Emergent Bilinguals in New York State*. Presentation at NYSABE Conference, New York, NY.
- Clark-Gareca, B. and Box, C. (2015, November). *EdTPA: Successes and challenges in K-12 education*. Presented at NYSTESOL, White Plains, NY.
- Clark-Gareca, B., Eckhart, R., Brenner, A., & Olsen, C. (2015, March) *Laying a foundation: Building global partnerships through international IEPs*. Paper presented at the 2015 annual TESOL International Convention, Toronto.
- Clark-Gareca, B & Min, G. (2015, March) *Differences in Chinese and American EFL instructors' beliefs about curricular and pedagogical practices: Evidence from a*

- university Intensive English Program*. Paper presented at the 2015 AAAL annual conference, Toronto.
- Clark-Gareca, B. (2014, October). *EdTPA – The impact of a new teacher licensure test on teacher education programs*. Poster presented at the 2014 East Coast Organization of Language Testers annual meeting, New York, NY.
- Clark-Gareca, B & Min, G. (2014, July) *EFL teachers' beliefs about curricular and pedagogical practices: Evidence from an Intensive English Program*. Paper presented at the 2014 Wuhan University Summer Intensive English Program (WUSIEP) Conference, Wuhan, China.
- Clark-Gareca, B. (2014, April). *Teachers' implementation of assessment accommodations for ELLs in the content classroom. Evidence from survey, observation, and interviews*. Paper presented at the 2014 AERA meeting, Philadelphia, PA.
- Clark-Gareca, B. (2014, March). "*Being good*": *ELLs' understandings of assessment and evaluation in content classrooms*. Paper presented at the 2014 AAAL annual conference, Portland, OR.
- Clark-Gareca, B. (2013, July). *Charting the landscape: Assessing ELLs' academic achievement through classroom content tests*. Poster presented at the 2013 Language Testing Research Colloquium annual meeting, Seoul, South Korea.
- Clark-Gareca, B. (2012, November). *Student voices: Elementary English Language Learners and classroom content tests*. Paper presented at the 2012 East Coast Organization of Language Testers annual meeting, Washington DC.
- Clark-Gareca, B. and Berton, L. (2012, July) *Building a communicative curriculum within a Performed Culture framework: Considerations and challenges*. Paper presented at the 2012 WUSIEP Conference, Wuhan, China.
- Clark-Gareca, B. (2012, April), *Teacher assessment practices for ELLs in the content areas*. Work in Progress presented at the 2012 Language Testing Research Colloquium annual meeting, Princeton, NJ.
- Clark-Gareca, B. (2012, March). *Teacher report of assessment practices for English Language Learners in elementary math and science classrooms*. Paper presented at the 2012 AAAL annual conference, Boston, MA.
- Clark-Gareca, B. (2011, October). *Assessing ELL content in the mainstream classroom: Teacher decision-making processes*. Paper presented at the 2011 East Coast Organization of Language Testers annual meeting, Washington DC.
- Clark-Gareca, B., Beck, S., and Llosa, L. (2011, April). *High school teachers' knowledge of*

writing and writing instruction: Evidence from think-aloud protocols, and interviews.
Paper presented at the 2011 AERA annual meeting. New Orleans, LA.

Clark-Gareca, B. and Darbes, T. (2011, March). *Disparities between student needs and instructor practices: Pedagogical effects of prestige in beginner Arabic language classrooms.* Paper presented at the 2011 AAAL annual conference, Chicago, IL.

Clark-Gareca, B. (2010, October). *Survey of assessment practices of ELLs in the content areas.*
Poster presented at the 2010 ECOLT annual conference, Washington D.C.

Clark-Gareca, B. (2009, November). *Accommodations in high-stakes testing: a practitioner's guide.* Paper presented at the 2009 Penn TESOL Conference, Abington, PA.

Clark-Gareca, B. (2009, March). *Where are my students? The challenges of pull-out ESL instruction.* Paper presented at the 2009 international TESOL convention, Denver, CO.

Invited Presentations

Clark-Gareca, B. (2026, March). *Language difference or disability? Improving shared understandings of Multilingual Learners in Special education.* Keynote for Broome-Tioga BOCES Superintendent's Conference Day. Binghamton, NY.

Clark-Gareca, B. (2026, March). *NYSESLAT shift to WIDA: What we know so far.* Presentation for Broome-Tioga BOCES Superintendent's Conference Day. Binghamton, NY.

Clark-Gareca, B. (2026, Jan) *Linguistic complexity for language learners: Thinking about English.* Invited Professional Development for Southern Tier Master Teachers, Binghamton, NY.

Clark-Gareca, B. (2025, Oct). *Making math and science accessible for ELs: Language strategies.* Invited Professional Development for Southern Tier Master Teachers, Binghamton, NY.

Sukarat, L., Tompkins, K, Clark-Gareca, B. (2025, April). *The TESOL profession.* Presentation for undergraduate education minors at Binghamton University, Binghamton, NY.

Clark-Gareca, B. (2025, Jan). *Building a national English curriculum.* Invited English Language Specialist talk, Ashgabat, Turkmenistan.

Clark-Gareca, B. (2024, February). *Fulbright opportunities: The Fulbright specialist and Scholar in Residence programs.* Invited presentation for Binghamton University. Binghamton, NY.

Clark-Gareca, B. (2023, December). *Nuanced labels: Thinking carefully about long-term English learners.* Invited keynote for Hudson Valley Writing Project Saturday Seminar, SUNY-New Paltz, New Paltz, NY

- Clark-Gareca, B. & Baecher, L. (2023, February). *Real writers: Using authentic writing samples in TESOL teacher education*. Invited webinar presentation for Teacher Education Interest Section (TEIS), TESOL International.
- Clark-Gareca, B. (2023, February). *Academic language acquisition: Thinking first about words*. Invited presentation, Professional Development, Union Endicott School District, Endicott, NY.
- Clark-Gareca, B. (2023, Sept). *Language and culture in higher education in the U.S.* Invited talk at IAIN Kendari University, Kendari, Indonesia.
- Clark-Gareca, B. (2023, June). *Through a photographic lens: Writing in English through Visual Thinking Strategies*. Plenary, RELO Symposium through USDept of State, Manama, Bahrain.
- Clark-Gareca, B. (2023, February). *Teaching methods syllabus presentation for Ukrainian teachers of English*. Presentation to Ukrainian teachers of English, Virtual.
- Clark-Gareca, B. (2022, July). *Re-encountering our inspiration: The qualities of an exceptional language teacher*. Dominican Republic TESOL Conference, Santo Domingo, DR.
- Clark-Gareca, B. & Cho, S. (2021, April). *Presentation of Barton & Tang (2021)*. for NYSTESOL Teacher Education SIG Journal Club. NYSTESOL, New Paltz, NY.
- Clark-Gareca, B. & Cho, S. (2021, February). *Presentation of Orland-Barak & Wang (2021)* for NYSTESOL Teacher Education SIG Journal Club. NYSTESOL, New Paltz, NY.
- Clark-Gareca, B. & Cho, S. (2020, Summer). *NYSTESOL Teacher education SIG summer journal/ writing club*. An eight week session designed to support academic faculty in reading and writing. NYSTESOL, New Paltz, NY.
- Clark-Gareca, B. & Lowell, K. (2020, Summer). *Spanish for educators*. A four part course of basic Spanish lessons for Educators. In conjunction with Hudson Valley RBERN, New Paltz, NY.
- Clark-Gareca, B. (2020, June). *Tests in a new age. Developing formative assessment practices through online learning*. National Council of Teacher Educators, Costa Rica.
- Clark-Gareca, B. (2020, March/April). *Teaching literacy*, A two part series for Professional Development, New York State Migrant Education Program, Brockport, NY.
- Clark-Gareca, B. (2020, February). *SIFE planning for directors*. Professional Development, New York State Migrant Education Program, Brockport, NY
- Clark-Gareca, B. (2020, February). *Foundational knowledge: Where language meets content*

- for high school ELs*. Professional Development, Hudson Valley Migrant Education Program, New Paltz, NY.
- Clark-Gareca, B. (2019, November). *Students with Interrupted Formal Education: Language use and instruction at KHS*. Professional Development, Superintendents' Conference Day, Kingston, NY.
- Clark-Gareca, B. (2019, November). *Sustaining multilingualism: Guiding SIFE students in the Hudson Valley*. Presented at RBERN Fall Conference, West Nyack, NY
- Clark-Gareca, B. (2019, February). *Supporting bilingualism in school: Building bridges to new learning*. Invited presentation at Kutztown University Secondary Education program, Kutztown, PA.
- Clark-Gareca, B. (2019, February). *Assessment for English learners: Developing practices of clarity, consistency, and compassion*. Invited webinar for NYSTESOL organization. <http://www.nystesol.org/webinars.html>
- Clark-Gareca, B. (2018, December). *Finding the words: Exploring racial identity among multilingual learners and their teachers*. Invited presentation for Hudson Valley Writing ELL Day. New Paltz, NY.
- Clark-Gareca, B. & Chen, S. (2018, November). *Building the capacity of speakers of English studying Chinese at school to speak comfortably in Chinese*. Professional Development at Orange-Ulster BOCES for Chinese language teachers, Goshen, NY.
- Mumper, D. & Clark-Gareca, B. (2018, November). *Hudson Valley Newcomers: What schools need to learn from new immigrants*. Invited presentation at the Multicultural Education Conference, New Paltz, NY.
- Clark-Gareca, B. (2018, August). *Equality vs. equity: The role of assessment, accommodations, and grading in evaluating ELLs*. Presented at College of New Jersey, Ewing, NJ.
- Mumper, D. & Clark-Gareca, B. (2017, November). *Creating welcoming spaces: Easing the way for Newcomer Multilingual learners at the high school level*. Invited presentation at the Multicultural Education Conference, New Paltz, NY.
- Clark-Gareca, B. (2017, June). *Supporting bilingual poets: How translanguaging builds identity and voice*. Invited presenter, Hudson Valley Writing Project In-service: SUNY-New Paltz, New Paltz, NY.
- Clark-Gareca, B. (2016, December). *More than code-switching: Translanguaging as a bridge to learning*. Invited keynote for Hudson Valley Writing Project Saturday Seminar, SUNY-New Paltz, New Paltz, NY.

- Clark-Gareca, B. & Olsen, C. (2016, November) *The first days: Engaging newcomer ELLs in the classroom community*. Invited presentation at the English Language Learner/Multilingual Learner Literacy Conference, NYSED Office of Bilingual Education and World Languages, Albany, NY.
- Clark-Gareca, B. (2016, November) *The power of English proficiency measures: The new NYSESLAT in K-12 contexts*. Invited presentation at the Multicultural Education Conference, New Paltz, NY.
- Clark-Gareca, B. (2016, June). *English learners: Honing your toolbox in K-12 classrooms*. Invited speaker for Teaching Residents at Teachers College (TR@TC2) Program, Teachers College, Columbia University, New York, NY.
- Clark-Gareca, B. (2016, June). *Equity vs. equality: The role of classroom assessment, accommodations, and grading in evaluating ELLs*. Invited workshop facilitator, The College of New Jersey, Ewing Township, NJ.
- Clark-Gareca, B. (2016, February). *Implementation of ELL test accommodations in the classroom: Evidence from the field*. Invited colloquium, Department of Arts and Humanities, Teachers College, Columbia University, New York, NY.
- Clark-Gareca, B. (2014, November). *"Sometimes a F+ is good": Elementary English Language Learners and classroom content tests*. Invited speaker, Teachers College Columbia University Working Papers in TESOL and Applied Linguistics Brownbag lunch presentation, New York, NY.
- Clark-Gareca, B. (2014, June) *Evaluating spoken English production*. Invited speaker for English department faculty, Surabaya State University (UNESA), Surabaya, Indonesia.
- Clark-Gareca, B. (2013, April). *Assessing English language learner content knowledge in mainstream classrooms*. Invited at the 2013 Scholarship Day, Steinhardt School of Culture, Education, and Human Development, New York University, NY.
- Clark-Gareca, B. (2012, June) *Implementing test accommodations for ELLs: Bridging theory and research*. Invited speaker for the New York ELL Think tank meeting, New York, NY.
- Clark-Gareca, B. (2012, March). *Beyond multiple choice: Formative classroom assessment for ELLs*. Invited speaker at the 2012 TESOL conference, Lehigh University, Bethlehem, PA.
- Clark-Gareca, B. (2011, March). *Basic principles of assessment: A refresher for ESL and classroom teachers*. Invited speaker at the 2011 TESOL conference, Lehigh University, Bethlehem, PA.

PROFESSIONAL SERVICE

National

- Steering Committee member and mentor for The International Research Foundation's Doctoral Dissertation Grant Panel. Spring 2025 - present
- Consultant to United States Department of Education (USDOE). External Peer Reviewer/Lead Peer Reviewer of State assessments. Spring 2019, 2021, 2022, 2023, 2024, 2025, 2026
- Member of Fulbright National Screening Committee, tasked with selecting English Teaching Assistant positions for Uruguay in Fall 2020, and Argentina, Fall 2021, 2022, 2025.
- Alternate Reviewer for Office of English Language Acquisition National Professional Development grants, Spring 2024.
- Reviewer for The International Research Foundation (TIRF) Doctoral Dissertation Grant Competition, Spring 2023.

Local/New York State

- Member, Steering Committee of Hudson Valley Regional Bilingual Education Resource Network (R-BERN), January 2017-present
- Co-Chair, Teacher Education Special Interest Group, NYSTESOL, November 2019-November 2024.
- Member of NYSTCE Online Linking Activity Conference, October 27, 2021
- Member of NYSTCE Bilingual Education Assessment Prototype Item Review Committee, April 15, 2021
- New York State Education Department, English Language Proficiency Assessment Advisory Board, November 2020 – February 2021.
- Co-instructor with Kathy Lowell, Spanish for Educators. A 4-week course for 30 in-service teachers, RBERN, July-August, 2020
- Co-facilitator with Seonhee Cho, Teacher Education Writing Group, a 10-week writing community. NYSTESOL, June-August, 2020
- Member of NYSTCE Bilingual Education Assessment Content Review Committee, July, 2020
- Consultant/Researcher, Kingston School District, Kingston, NY September 2019-June 2022
- Consultant, New York Migrant Education Program, Spring 2020-Spring 2021
- Member of NYSTESOL Nominating Committee, Spring 2020.
- External Reviewer for TESOL program, SUNY Geneseo, Winter 2018
- Member of New Paltz School District ENL/Title I, II, & III Team, Fall 2016-Spring 2017
- Member of NYSTCE Standard Setting Committee, Fall 2016
- Member of NYSTCE Item Review Committee, Fall 2016

Binghamton University

- Director of TESOL K-12 MEd Program, Binghamton University, September 2022-present

- Director and Instructor: Binghamton International Spouse and Family Members English Program, September 2024 - present
- Director of Clinically Rich Intensive Teacher Institute Grant, January 2025 to present
 - Responsible for all aspects of grant, including admissions, reporting, creating and updating courses, and advising.
- Co-Director of Clinically Rich Intensive Teacher Institute Grant, September 2022-January 2025
 - Developed EDUC 584, EDUC 529, 588, and EDUC 591 into asynchronous formats
- Member of Initiating Personnel Committee and Doctoral Action Committee, TLEL
- Member of Ethics and Integrity Committee, CCPA

Reviewer

- Reviewer for *Teaching and Teacher Education*, Fall 2015- present
- Reviewer for *International Multilingual Research Journal*, Fall 2021-present
- Reviewer for *TESOL Quarterly*, Spring 2020-present
- Reviewer for *Asia Pacific Journal of Education*, Spring 2020 - present
- Reviewer for *TESOL Journal*, Fall 2019 - present
- Reviewer for *Excelsior Journal*, Spring 2019-present
- Reviewer for *Assessing Writing*, Fall 2018-present
- Reviewer for *New Educator*, Fall 2018-present
- Reviewer for *International Journal for Language, Teaching, and Research*, Spring 2018-present
- Reviewer for *NYSTESOL Journal*, Fall 2016-present
- Reviewer for *Journal of Teacher Education*, Fall 2015-present
- Proposal Reviewer for *American Education Research Association (AERA) Conference, SIGS: Bilingual Education Research, Second Language Research, and Assessment in Schools*. Fall 2015- present

Recent Courses/ Trainings Taken:

Universal design for learning. An asynchronous course offered for Binghamton faculty through a partnership with George Brown University. Fall 2025

Internationalizing teacher education: An asynchronous course offered through SUNY. Fall 2025.