



Megan Madigan Percy, Ph.D.
Assistant Professor, Second Language Education & Culture
University of Maryland
Department of Curriculum & Instruction
2231 Benjamin Building
College Park, MD 20742
301-405-0067
mpercy@umd.edu

My research interests include:

- The theory-practice relationship and knowledge base for teachers working with English language learners (ELLs).
- Ways to develop ELLs' academic language and literacy to improve school success.
- Culturally responsive teaching, and critical frameworks for second language education.
- Preservice and inservice teacher education regarding the teaching of ELLs.

Recent publications and presentations:

Martin-Beltran, M., Percy, M.M., & Hickey, P. (2007, August). *Supporting ELLs' access to academic content & language development*. Presentation to faculty and PDS schools, University of Maryland, MD.

Percy, M.M. (2007, June). *Problematizing the theory-practice gap: ESL teacher identity and its impact on how teachers make sense of their preservice education*. Paper presented at the meeting of the International Conference on Language Teacher Education, Minneapolis, MN.

Peercy, M.M. (2007, April). *Competing discourses: The struggle to make ESL teacher education relevant*. Paper presented at the meeting of the International Society for Language Studies, Honolulu, HI.

Peercy, M.M. (2007, April). *Complicating the “theory-practice gap”: What meanings do ESL teachers make of their preservice education?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Peercy, M.M. (2006). “So that you’ll be good readers”: ESL teachers’ classroom discourses about reading. In J. Hoffman, D. Schallert, C. Fairbanks, J. Worthy, & B. Maloch, (Eds.), *55th Yearbook of the National Reading Conference*. Oak Creek, WI: NRC.

Courses I teach:

- Accelerative and Critical Issues in Second Language Literacy
- Critical Frameworks in Second Language Education
- Issues in preparing teachers to work with ELLs
- Teaching ESL Reading and Writing in the Secondary Content Areas
- Teaching ESL Reading and Writing in the Elementary Classroom Areas
- Theory and Research in Second Language Teaching

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Education

- Ph.D. Teaching and Learning (Second Language Education), December 2004.
Dissertation title: “Continuities and disruptions in the discursive formation of two English as a second language teachers.”
- Recipient of National Reading Conference Outstanding Research Award
 - Distinguished Finalist for International Reading Association Outstanding Dissertation of the Year
- University of Utah, Salt Lake City, UT.
- M.A.T. Languages and Literature (Spanish), May 2000.
Thesis title: “Task-Based Teaching in the Foreign Language Classroom: Pedagogical tasks, target tasks, and authentic classroom tasks.”
University of Utah, Salt Lake City, UT.
- B.S. Spanish and Business Administration, concentration in Marketing, May 1995.

Trinity University, San Antonio, TX.

Certifications

TESOL August 1999.
University of Utah, Salt Lake City, UT.

Research and teaching interests

My research and teaching interests include the preparation of teachers to work with linguistically and culturally diverse students in ways that increase students' opportunities for academic success—through both critical, culturally responsive approaches, and instructional adaptations and strategies. My current specific interests and projects focus on:

- The theory-practice relationship and the knowledge base for teachers working with ELLs,
- Preparing mainstream teachers to work effectively with ELLs,
- Preparing teachers to work with beginning ELLs, and
- Moving the instruction of beginning ELLs into sheltered instruction of mainstream content for intermediate and advanced ELLs.

Research experience

Projects

Preparing teachers to understand language demands on English Language Learners in mainstream classrooms, present.

Collaborate with PDS teachers and content methods teacher educators to implement best practices for English language learners. Observe and interview preservice teachers about their readiness to teach ELLs.

Theory-practice relationship in TESOL M.Ed. program, present.

Examine preservice ESL teachers' perceptions of the theory-practice relationship in their M.Ed. program at the University of Maryland. Findings inform coursework and field experiences, and the field's understanding of theory-practice relationship.

ESOL-mainstream teacher collaboration

Work with ESOL and mainstream teachers to determine opportunities for and barriers to collaboration.

Dissertation. 2002-2004.

Designed a qualitative research project informed by the literature on culturally responsive teaching, funds of knowledge, and critical literacy, and examined the instructional practices of two novice secondary ESL (English as a second language) teachers. Identified multiple influences on their teaching, including preservice preparation, in-service settings (school, district), and national initiatives.

Eccles Annenberg Challenge Grant Research Team, University of Utah, Department of Teaching and Learning. 2001.

Worked as a research assistant with a research team (five faculty members, five research assistants) on a three-year, \$439,350 contract to evaluate the impact of Challenge-related school reform programs in a school district.

Publications

Peercy, M.M. (in review). *Problematizing the theory-practice gap: How ESL teachers make sense of their preservice education.*

Peercy, M.M. (in preparation). *Preparing English language learners for the mainstream: Balancing academic language and literacy needs with cultural responsiveness.*

Martin-Beltran, M. & **Peercy, M.M.** (in preparation). *Preparing teachers to understand language demands on English Language Learners in mainstream classrooms.*

Peercy, M.M. (2006). "So that you'll be good readers": ESL teachers' classroom discourses about reading. In J. Hoffman, D. Schallert, C. Fairbanks, J. Worthy, & B. Maloch, (Eds.), *55th Yearbook of the National Reading Conference*. Oak Creek, WI: NRC.

Buendía, E., Ares, N., Juarez, B., & **Peercy, M.M.** (2004). The geographies of difference: The production of the east side, west side, and central city school. *American Educational Research Journal*, 41(4), 833-863.

Ares, N.M. & **Peercy, M.M.** (2003). Constructing literacy: How goals, activity systems, and text shape classroom practice. *Journal of Literacy Research*, 35(1), 633-662.

Juarez, B., **Peercy, M.**, Smith, W., Serdyukov, P. & Gitlin, A. (2001). *ESL curriculum created for Salt Lake Community College.*

Presentations

Peercy, M.M. (2007, June). *Problematizing the theory-practice gap: ESL teacher identity and its impact on how teachers make sense of their preservice education.* Paper presented at the annual meeting of the International Conference on Language Teacher Education, Minneapolis, MN.

Peercy, M.M. (2007, April). *Competing discourses: The struggle to make ESL teacher education relevant.* Paper presented at the meeting of the International Society for Language Studies, Honolulu, HI.

Peercy, M.M. (2007, April). *Complicating the "theory-practice gap": What meanings do ESL teachers make of their preservice education?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Peercy, M.M. (2006, February). *"I'd like to be more sensitive and compatible to my students' cultures": The consequences of literacy policies and practices in one classroom.* Paper presented at the annual meeting of the National Council of Teachers of English Assembly for Research, Chicago, IL.

Peercy, M.M. (2005, December). *"So that you'll be good readers": ESL teachers' classroom discourses about reading.* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Peercy, M.M. (2005, February). *"Strategizing the hell out of students": Discourses about "literacy" for English language learners.* Paper presented at the annual meeting of the National Council of Teachers of English Assembly for Research, Columbus, OH.

Peercy, M.M. (2004, April). *Powerful discourses in the teaching of ESL.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Peercy, M.M. (2004, February). *"School literacy": How this understanding of literacy develops, and how it might be transformed.* Paper presented at the annual meeting of the National Council of Teachers of English Assembly for Research, Berkeley, CA.

Peercy, M.M. (2003, April). *Continuities in the discourses of ESL teacher education literature and ESL teachers' classroom practices.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Buendía, E., Ares, N., Juarez, B., & **Peercy, M.M.** (2003, April). *The Struggle to Erase the Eastside/Westside Divide: The Practices, Technologies, and Talk that Hinder School Reform.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Peercy, M.M. (2003, March). *The Discourse of methods in ESL teacher preparation.* Paper presented at the annual meeting of the Ethnography in Education Research Forum, Philadelphia, PA.

Peercy, M.M. (2003, February). *Powerful Discourses in the preparation and practices of ESL teachers.* Paper presented at the annual meeting of the National Council of Teachers of English Assembly for Research, Minneapolis, MN.

Peercy, M.M. (2001, March). *The politics and power of teaching ESL.* Poster presented at the University of Utah Graduate School of Education Graduate Student Research Fair, Salt Lake City, Utah.

Peercy, M.M. (2000, March). *Using task-based teaching in the language classroom.* Paper presented at the annual meeting of the Southwest Conference on Language Teaching, Salt Lake City, UT.

Peercy, M.M. (1999, November). *Task-based language teaching (TBLT).* Paper presented to Trinity University Linguistics and Modern Languages faculty and students, San Antonio, TX.

Percy, M.M. (1999, September). *Using task-based teaching with ELLs*. Paper presented at the semiannual meeting of Intermountain Teachers of English to Speakers of Other Languages, Provo, UT.

Teaching experience

Assistant Professor, University of Maryland, Department of Curriculum & Instruction. 2006-present.

Teach graduate courses in methodology, literacy, research and critical frameworks for teaching English language learners (ELLs), such as:

- *Accelerative and Critical Issues in Second Language Literacy*
- *Critical Frameworks in Second Language Education*
- *Issues in preparing teachers to work with ELLs*
- *Teaching ESL Reading and Writing in the Secondary Content Areas*
- *Teaching ESL Reading and Writing in the Elementary Classroom Areas*
- *ESL Methods*
- *Theory and Research in Second Language Teaching.*

Faculty Lecturer, Rice University, Linguistics Department. 2004-2006.

- Designed and taught *Theory and Methods of Teaching ESL*. Examined first and second language acquisition, and methods for developing literacy skills and content knowledge of English language learners (ELLs) in PK-12, university, workplace, community literacy programs, and abroad.
- In designing this course, I created a strong field component in which I developed a number of relationships with local schools, universities, and community literacy programs, in which students observed and strengthened their understanding of the complexity of teaching diverse students.

Faculty Lecturer, Rice University, Center for the Study of Languages. 2004-2006.

- Taught *Introduction to Spanish Language and Culture*, and *Intermediate Spanish Language and Culture*.
- Engaged students in cross-cultural examination.
- Assessed proficiency tests to determine student placement.
- Designed both traditional and on-line assignments and assessments.

Instructor, University of Utah, Department of Teaching and Learning. 2001.

- Designed and taught a new graduate level course, *Bi-and Multiliteracy for English language learners*.
- Worked with a Master's cohort of in-service teachers to strengthen diverse students' literacy.
- Examined ways to maintain students' first language literacy alongside English literacy.

ESL Teacher, UltraDent Products, Salt Lake City, UT. 2001.

- Conducted needs assessment.
- Developed curriculum and taught adult English language learners in the workplace to enhance work-related listening, speaking, reading, and writing skills.
- Pre- and post-testing using standardized and informal assessment measures.

Instructor, University of Utah, Department of Languages and Literature. 1999-2000.

- Taught intermediate Spanish language and culture courses.

Discussion leader, University of Utah, Department of Languages and Literature. 1999.

- Worked with small groups of students to develop conversational skills in Spanish.

Substitute teacher, 1999-2002

- Substitute taught at Judge High School and Rowland Hall Middle School, Salt Lake City, UT.

Teaching Assistant, University of Utah, Department of Languages and Literature. 1997-1999.

- Taught beginning Spanish language and culture courses.

Teacher's Assistant, Albuquerque Academy Summer School Program, Albuquerque, NM. Summer 1995.

- Assisted in teaching creative writing to middle school students.
- Planned and directed creative writing activities and projects.

Spanish Teacher, Children's Workshop, Albuquerque, NM. Summers 1992 – 1994.

- Used songs, books, art materials and other activities to teach Spanish to pre-kindergarten and kindergarten children.

Spanish Tutor, Trinity University, San Antonio, TX. 1992 – 1994.

- Tutored students having difficulty in Spanish.
- Assisted students with study techniques, homework, preparation for tests, interpretation of literature, writing, understanding of grammar and vocabulary.

ESL Tutor, Trinity University, San Antonio, TX. 1991.

- Assisted in teaching English to adult learners in the workplace.
- Worked with small groups of students to develop literacy skills.

Professional development and administrative experience

Faculty leader for TESOL K-12 Certification program, University of Maryland, 2006-present.

Focus on preparing preservice teachers in following areas:

- Experience with diverse students in PK-12 settings prior to and during student teaching
- Align portfolio and coursework with TESOL/NCATE competencies
- Design courses that help ELLs access curriculum through instructional adaptations, strategies, literacy development, culturally responsive teaching.
- Advise students.

Workshop about ELLs in mainstream classrooms for PDS teachers, University of Maryland, present.

Co-design and present workshops about teaching ELLs effectively in mainstream classrooms.

University Supervisor in Urban Cohort, University of Utah, Department of Teaching and Learning. 2000-2002.

Supported, mentored, observed, and evaluated preservice secondary teacher candidates during their final year in the teacher education program. Liaison between University and cooperating teachers.

Coordinator for 1000/2000 level Spanish program, University of Utah, Department of Languages and Literature. 1999-2000.

- Mentored, observed, and evaluated 15 Teaching Assistants and instructors teaching 1000 and 2000 level Spanish courses at the University of Utah.
- Developed syllabi for all sections and levels, approved and modified assessment materials, selected all instructional materials.

Workshop: An Examination of Language Teaching Methods, with a focus on Task-Based Language Teaching, 1999.

Training session presented at the University of Utah's Department of Languages and Literature, Salt Lake City, UT.

Master Teaching Assistant, University of Utah, Department of Languages and Literature, 1998-1999.

- Assisted in mentoring, observing, and evaluating 10 Spanish Teaching Assistants.
- Approved and modified assessment materials for all sections of Spanish 1010 and Spanish 1020.
- Facilitated weekly TA meetings.

Software Applications Supervisor and Lead Instructor, Advanced Technology Center, Salt Lake City, UT. 1997.

- Hired, trained, and evaluated computer literacy instructors.
- Developed curriculum and materials for new computer courses.
- Taught courses on Word, WordPerfect, PowerPoint, and Access, from beginning through advanced levels.

Training Supervisor and Lead Instructor, New Horizons Computer Center, Salt Lake City, UT. 1996.

- Assisted in hiring new instructors, and in training and evaluating instructors for computer skills courses for adults.
- Taught many courses, including Quark, Pagemaker, Publisher, Illustrator, PowerPoint, Presentations, Word, WordPerfect, Excel, Quattro Pro, Lotus from beginning through advanced levels.

Service

National:

- Reviewer for *Review of Educational Research*, 2007.
- Reviewer for *American Educational Research Journal*, 2007.
- Reviewer for *Journal of Teacher Education*. 2005.
- Reviewer for American Educational Research Association conference proposals. 2004, 2006, 2007.

Rice University:

- Rice University Center for the Study of Languages Pedagogy Committee. 2004-2006.
- Rice University Center for the Study of Languages: Invited speaker and coordinated workshop on Content-Based Language Teaching. 2005.
- Rice University Center for the Study of Languages Director Search Committee. 2004-2005.

University of Utah

- University of Utah Department of Teaching and Learning Chair Search Committee. 2002-2003.
- University of Utah College of Education Research Award Committee. 2001-2002.
- University of Utah Department of Teaching and Learning Student Advisory Council President. 2000-2001.
- University of Utah Department of Teaching and Learning Graduate Committee. 2000-2001.
- University of Utah College of Education Curriculum Committee. 1999-2000.

Awards and Honors

National:

- American Educational Research Association Division K New Faculty Seminar participant, 2007.
- Distinguished Finalist for Outstanding Dissertation of the Year Award from International Reading Association, 2006.
- Student Outstanding Research Award, National Reading Conference, 2005.
- The Honor Society of Sigma Delta Pi.
- The Honor Society of Alpha Lambda Delta.
- The Honor Society of Blue Key.

University of Utah:

- University of Utah Steffensen Cannon scholarship for dissertation study (\$18,000 over 2 years), 2002-2004.
- University of Utah Ramona Cannon Award for Teaching Excellence, nominee, 1999.

Trinity University:

- Cum Laude, Trinity University, 1995.
- Dillard's Achievement Award, 1995.

Professional Memberships

- American Educational Research Association
- Teachers of English to Speakers of Other Languages
- National Council for Teachers of English
- National Reading Conference
- International Reading Association