

TENURE AND PROMOTION CURRICULUM VITAE

Ryan W. Pontier
Teaching & Learning

EDUCATION

Degree	Institution	Field	Dates
Ph.D.	University of Miami, School of Education & Human Development	Language and Literacy Learning in Multilingual Settings	May 2014
M.S.Ed.	University of Miami, School of Education & Human Development	Reading Education	May 2012
B.A.	Boston College	Hispanic Studies	May 2004

FULL-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
Florida International University, School of Education & Human Development	Assistant Professor	Bilingual Education & TESOL	August 2020-Present
Florida International University, School of Education & Human Development	Visiting Assistant Professor	Bilingual Education & TESOL	January 2018-July 2020
Miami Dade College School of Education	Instructor	TESOL	August 2013- December 2017
University of Miami School of Education & Human Development	Teaching Assistant	Bilingual Education & TESOL	August 2009-May 2013

PART-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
University of Florida	Online Adjunct Instructor	Early Childhood Bilingual Education	January 2016-May 2016
BETR Group	Project Director	Evaluation	August 2015-June 2016
University of Miami School of Education & Human Development	Adjunct Instructor	Bilingual Education & TESOL	August 2013-December 2013

NON-ACADEMIC EXPERIENCE

Place of Employment	Title	Dates
Teachstone	Content Area Expert Consultant: Dual Language Learning	January 2016-May 2017
Noodle.com	Content Area Expert Consultant: Bilingualism, Biliteracy, and Bilingual Education	August 2015-May 2016
Florida Department of Education	Subject Matter Expert: Spanish, Reading for Florida Teacher Certification Examination	January 2014-May 2016
Breakthrough Miami	Associate Site Director/Dean of Students	June 2007-May 2009
Balere Language Academy	2 nd Grade Teacher	August 2006-June 2007
Runn Elementary School	3 rd Grade Bilingual Teacher	August 2004-June 2006

EMPLOYMENT RECORD AT FIU

Rank	Dates
Assistant Professor	August 2020-Present
Visiting Assistant Professor	January 2018-July 2020

AFFILIATIONS

Children's Equity Project

Partner

November 2019-Present

PUBLICATIONS IN DISCIPLINE

*Indicates graduate students

Books

N/A

Articles

Pontier, R. W., & Riera, D.* (2022). Self-identified Spanish-speaking early childhood educators abriendo puertas for bilingualism through a care-based linguistic stewardship of Spanish. *Contemporary Issues in Early Childhood*. <https://doi.org/10.1177/14639491221137748>

Pontier, R. W., & Tian, Z. (Eds.) (2022). Paradigmatic tensions in translanguaging theory and practice in teacher education. *Journal of Language, Identity, and Education*, 21(3).

Pontier, R. W., & Tian, Z. (2022). Paradigmatic tensions in translanguaging theory and practice in teacher education: Introduction to the special issue. *Journal of Language, Identity, and Education*, 21(3), 139-143. <https://doi.org/10.1080/15348458.2022.2058857>

Deroo, M. R., **Pontier, R. W., & Tian, Z.** (2022). Engaging opportunities: A small moments reflexive inquiry of translanguaging in a TESOL graduate program. *Journal of Language, Identity, and Education*, 21(3), 160-173. <https://doi.org/10.1080/15348458.2022.2058511>

Pontier, R. W., & Deroo, M. R. (2022). TESOL teachers' writing to support developing understandings of translanguaging theory and praxis in neoliberal times. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3129>

Pontier, R. W. (2022). Developing translanguaging stances in ESOL-focused teacher education courses: Teacher candidates' beliefs about and knowledge of bilingualism and bilingual education. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 25(4). <https://teslej.org/pdf/ej100/a3.pdf>

Pontier, R. W., Castro Feinberg, R., & Costello, A. (2021). Voices from the Sunshine State: Program and policy advocates. *Journal of English Learner Education*, 13(1), 25-35. <https://stars.library.ucf.edu/jele/vol13/iss1/1>

Pontier, R. W., & Ortega*, D. (2021). Experienced bilingual dual language elementary teachers and the reproduction of monoglossic ideology. *NABE Journal of Research and Practice*, 11(3-4), 86-105. <https://doi.org/10.1080/26390043.2021.1986361>

Pontier, R. W. (2021). Revisiting a cautionary note: Introduction to the 2021 Special Issue. *Journal of English Learner Education*, 12(1). <https://stars.library.ucf.edu/jele/>

Pontier, R. W., Boruchowski*, I. D., & Olivo*, L. I. (2020). Dynamic language use in bi/multilingual early childhood education contexts: A critical review of the literature. *Journal of Culture and Values in Education*, 3(2), 158-178. <https://doi.org/10.46303/jcve.2020.18>

Pontier, R. W., & Gort, M. (2016). Coordinated translanguaging pedagogy as distributed cognition: A case study of two dual language preschool co-teachers' languaging practices during shared book readings. *International Multilingual Research Journal*, 10(2), 89-106.

Gort, M., & **Pontier, R. W.** (2013). Exploring bilingual pedagogies in dual language early childhood classrooms. *Language and Education*, 27(3), 223-245.

Gort, M., **Pontier, R. W.**, & Sembiante, S. (2012). Function, type, and distribution of teacher questions in dual-language preschool read alouds. *Bilingual Research Journal*, 35(3), 258-276.

Proceedings

N/A

Chapters in Books

Pontier, R. W., Castro Feinberg, R., & Costello, A. (2020). Voices from the Sunshine State: Program and policy advocates. In T. Erben (Ed.), *45 years SSTESOL: A chronicle of ESOL advocacy, research, and practice in Florida* (pp. 25-35). Sunshine State TESOL Press.

Pontier, R. W., & Gort, M. (2017). Coordinated translanguaging pedagogy as distributed cognition: A case study of two dual language preschool co-teachers' languaging practices during shared book readings. In M. Gort (Ed.), *The complex and dynamic languaging practices of emergent bilinguals*. Routledge.

Moujalli, P., Haim, L., & **Pontier, R. W.** (2015). Principles for leading a dual language program. In M. Dombrink-Green & H. Bohart (Eds.), *Spotlight on young children: Supporting dual language learners*, pp. 79-86. National Association for the Education of Young Children (NAEYC).

Government Reports or Monographs

Meek, S., Smith, L., Allen, R., Catherine, E., Edyburn, K., Williams, C., Fabes, R., McIntosh, K., García, E., Takanishi, R., Gordon, L., Jimenez-Castellanos, O., Hemmeter, M. L., Gilliam, W., & **Pontier, R.** (2020). *Start with equity: From the early years to the early grades: Data, research, and an actionable child equity policy agenda*. The Children's Equity Project & Bipartisan Policy Center.

Book Reviews

Pontier, R. W. (2012). [Review of the book *Writing instruction and assessment for English language learners K-8*, by S. Lenski & F. Verbruggen]. *Bilingual Research Journal*, 35(2), 247-251. [National Association for Bilingual Education]

Invited Book Reviews

Schwarzer, D., Petró, M., & Larrotta, C. (2021). *Bilingualism and bilingual education: Conceptos fundamentales*. Peter Lang Publishing.

OTHER PUBLICATIONS

Provenzo, Jr., E. F., Ameen, E., Bengochea, A., Doorn, K., **Pontier, R.**, & Sembiente, S. (2014). *StreetWays: Chronicling the homeless in Miami*. Miami, FL: The Community and Educational Studies Press.

Provenzo, Jr., E. F., Ameen, E., Bengochea, A., Doorn, K., **Pontier, R. W.**, & Sembiente, F. (2011). Photography and oral history as a means of chronicling the homeless in Miami: The StreetWays project. *Educational Studies*, 47(5), 419-435.

PRESENTED PAPERS AND LECTURES

*Indicates graduate students

Pontier, R. W. (accepted). Leveraging family childcare providers' linguistic strengths: A teacher-researcher collaboration. Paper to be presented at the 2023 annual meeting of the *American Education Research Association*. Chicago, IL.

Pontier, R. W., & Riera, D.* (accepted). Self-identified Spanish-speaking early childhood educators abriendo puertas for bilingualism through a care-based linguistic stewardship of Spanish. Paper to be presented at the 2023 annual meeting of the *National Association for Bilingual Education (NABE)*. Portland, OR.

Pontier, R. W., & Tian, Z. (accepted). "If you want to be taken seriously, you have to speak like a white person": TESOL graduate students' grappling with translanguaging as social justice. Paper to be presented at the 2023 annual meeting of the *National Association for Bilingual Education (NABE)*. Portland, OR.

Deroo, M. R., **Pontier, R. W.**, & Tian, Z. (2022, April). Engaging opportunities: A small moments reflexive inquiry of translanguaging in a graduate TESOL course. Paper presented at the annual meeting of the *American Educational Research Association*. San Diego, CA.

Pontier, R. W., & Coady, M. R. (2022, March). Redressing inequities for multilingual students and families in Florida. Presented as part of symposium to the annual meeting of *TESOL International*. Pittsburgh, PA.

Pontier, R. W., & Deroo, M. R. (2022, February). TESOL teachers' writing to support their developing understandings of translanguaging theory and praxis in neoliberal times. Paper presented at the Research and Evaluation SIG at the annual meeting of the *National Association for Bilingual Education*. New York, NY.

Costello, A., **Pontier, R. W.**, Lypka, A., & Williamson, Y. (2021, July). A path forward: A teacher's new roles in education's new world. Presented at *TESOL ELevate*. Virtual.

- Pontier, R. W.,** Vanderbilt, N., & Kim, P. (2021, July). Leveraging family child care providers' linguistic strengths to create intentional language approaches to support DLLs. Presented at the annual meeting of the *National Association for Child Care (NAFCC)*. New Orleans, LA.
- Pontier, R. W.** (2021, April). Almost there?: A researcher's reflexive journey in understanding translanguaging. Presented at the 2021 annual meeting of the *National Association for Bilingual Education (NABE)*. Hybrid/Houston, TX.
- Lucas, T., **Pontier, R. W.,** & Pavanelli, R. (2020, November). Rethinking TSL endorsement courses: Preparing citizens and advocates. Presented at the 2020 *Sunshine State TESOL Conference*. Virtual.
- Pontier, R. W.,** & Ortega*, D. (2020, April). A case study of dual language elementary school teachers' understanding of bilingualism. Paper presented at the 2020 annual meeting of the *American Education Research Association*. San Francisco, CA.
- Pontier, R. W.,** & Pandey, A. (2020, February). Culturally and linguistically appropriate assessment practices in early childhood education program transitioning to dual language. Presented at the 2020 annual meeting of the *National Association for Bilingual Education (NABE)*. Las Vegas, NV.
- Pontier, R. W.** (2020, February). Leveraging family child care providers' linguistic strengths to create intentional language approaches to supporting dual language learners. Paper presented at the Research SIG, 2020 annual meeting of the *National Association for Bilingual Education (NABE)*. Las Vegas, NV.
- Pontier, R. W.,** Olivo*, L., & Boruchowski*, I. D. (2019, November). Teachers' and children's naturalistic language use in bi/multilingual early childhood education contexts: A critical review of the literature. Paper presented at the 2019 *Southeast Regional TESOL Conference*. Orlando, FL.
- Pontier, R. W.** (2019, May). Leveraging the skills of bilingual students from a bilingual perspective. *LULAC Florida State Convention*. Sarasota, FL.
- Coady, M., **Pontier, R. W.,** Castro Feinberg, R., Paneque, O., & Dwyer, E. (2019, March). Competing discourses under one flag? The state of bilingual education in Florida and the U.S. Panel presentation at the 2019 annual meeting of the *National Association for Bilingual Education*. Orlando, FL.
- Pontier, R. W.** (2019, March). A dual language pilot approach for family child care providers. Presented at the 2019 annual meeting of the *National Association for Bilingual Education*, Orlando, FL.
- Hakuta, K., **Pontier, R. W.,** Durán, L., & Manoba, G. (2019, February). Advocacy in bilingual education at the state level. Presented to the *AERA Bilingual Education Research Special Interest Group (SIG)* via webinar.

- Pontier, R. W.** (2018, September). Effective communication with families learning English. Presented at the *First 1,000 Days* conference, West Palm Beach, FL.
- Pontier, R. W.** (2018, June). Harnessing parents' dedication and experience to advocate for multilingual educational change. Presented at the *Sanibel Leadership Conference*, Captiva Island, FL.
- Pontier, R. W.** (2018, June). Being bilingual in Florida. Presented at the *LULAC Florida State Convention*, Miami, FL.
- Carter, P. M., Dwyer, E., & **Pontier, R. W.** (2018, April). Building Community-Based Partnerships to Promote Bilingual Education: The Case of Spanish in Miami-Dade County Public Schools. *International Workshop on Spanish Linguistics*, New York, NY.
- Pontier, R. W.** (2018, March). Bilingualism in TESOL: Pre-service teachers' change in understanding of effective instruction for emergent bilingual students. Paper presented at the 2018 annual meeting of the *National Association for Bilingual Education*, Albuquerque, NM.
- Pontier, R. W.**, & Hughes, C. R. (2018, January). Measuring what children can do in all languages: Bilingual assessment for preschoolers. Presented as part of Front Porch Webinar Series, *National Center on Early Childhood Development, Teaching and Learning* (NCECDTL).
- Carter, P. M., Dwyer, E., & **Pontier, R. W.** (2017, September). Promoting multilingual education through university/school district partnerships: The case of Miami-Dade County. Paper presented at the *Multilingual Education in Linguistically Diverse Contexts 2017* meeting, Koper, Slovenia.
- Pontier, R. W.** (2017, September). Supporting home language development. Workshop presented at the 2017 *Children First Annual Conference* (Early Learning Coalition of Miami-Dade and Monroe Counties), Miami, FL.
- Pontier, R. W.** (2017, February). Dual language learner policy: Where do we go next? Presented at the 2017 annual meeting of the *National Association for Bilingual Education*, Dallas, TX.
- Hughes, C. R., & **Pontier, R. W.** (2016, December). Rethinking continuity of care for dual language learning infants and their families. Presented at the 2016 annual meeting of *Zero to Three*, New Orleans, LA.
- Pontier, R. W.** (2016, November). Creating a dual language early learning center. Presented at the 2016 annual meeting of the *National Association for the Education of Young Children*, Los Angeles, CA.
- Pontier, R. W.** (2016, September). Leyendo con los niños: ¿inglés, español o una combinación? Workshop presented at the 2016 meeting of the *Florida Association for the Education of Young Children*, Orlando, FL.

- Pontier, R. W., & Hughes, C. R.** (2016, April). Changes in pre-service teachers' knowledge about bilingualism and bilingual education. Paper presented at the 2016 meeting of the *American Educational Research Association*, Washington, DC.
- Pontier, R. W.** (2015, November). Principios claves para un programa de dos idiomas. Workshop presented at the annual meeting of the *National Association for the Education of Young Children* (NAEYC), Orlando, FL.
- Pontier, R. W.** (2015, September). Aprendiendo en dos idiomas. Workshop presented at the *Children First Annual Conference* (Early Learning Coalition of Miami-Dade and Monroe Counties), Miami, FL.
- Pontier, R. W.** (2015, September). Hacer preguntas claves en dos idiomas. Workshop presented at the *Children First Annual Conference* (Early Learning Coalition of Miami-Dade and Monroe Counties), Miami, FL.
- Pontier, R. W., & Gort, M.** (2015, April). Enacting bilingualism: A case study of dual language bilingual education preschool co-teachers' coordinated practices during large group shared book readings. Paper presented at the 2015 meeting of the *American Educational Research Association*, Chicago, IL.
- Pontier, R. W.** (2014, November). Teaching emergent bilinguals in a dual language school: Strategies for success. Workshop presented at the annual meeting of the *National Association for the Education of Young Children* (NAEYC), Dallas, TX.
- Pontier, R. W.** (2014, October). A fresh perspective on family engagement: The teacher's role (Presented once in English and once in Spanish). Workshop presented at the annual meeting of the *Florida Association for the Education of Young Children* (FLAEYC), Orlando, FL.
- Pontier, R. W.** (2014, September). They soak it up like sponges: Myths and realities of bilingual development. Workshop presented at the *Children First Conference* (Early Learning Coalition of Miami-Dade and Monroe Counties), Miami, FL.
- Pontier, R. W.** (2014, August). Family culture in the Pre-K classroom. Workshop presented at the annual *Head Start/Early Head Start Pre-Service Conference*, Miami, FL.
- Pontier, R. W.** (2014, July). One classroom, many languages. Workshop presented at the *One Goal Annual Conference*, Tampa, FL.
- Pontier, R. W.** (2013, November). Integrating family culture in the classroom. Workshop presented at the annual *La Cosecha Conference*, Dual Language Education of New Mexico, Albuquerque, NM.
- Pontier, R. W.** (2013, October). Drawing on bilingualism: Teaching in an early childhood context. Presented at the 2013 meeting of *Miami-Dade Teachers of English to Speakers of Other Languages (MDTESOL)*. Miami, FL.

- Pontier, R. W.**, & Gort, M. (2013, April). An exploratory multiple case study of dual language preschool teachers' tandem talk. Paper presented at the 2013 meeting of the *American Educational Research Association*, San Francisco, CA.
- Pontier, R. W.** (2013, March). Words, words y más palabras. Workshop presented at the 11th annual *Pregnant Women, Infant, and Toddlers Conference*, Miami, FL
- Gort, M., Bengochea, A., **Pontier, R. W.**, & Sembiante, S. (2012, November). Emergent bilingual children at play: Negotiation and meaning making in dual language preschool classrooms. Paper presented at the 2012 meeting for the *Literacy Research Association*, San Diego, CA.
- Ávalos, M., Zisselsberger, M., Bengochea, A., Doorn, K., Iuhasz, N. R., McLeod, T. A., **Pontier, R. W.**, Puccinelli, M., Sembiante, S. F., & Thorrington, V. (2012, April). Operationalizing a linguistic framework for math texts to inform an improve instruction for English learners. Paper presented at the 2012 meeting of the *American Educational Research Association*, Vancouver, British Columbia, Canada.
- Gort, M., **Pontier, R. W.**, & Bengochea, A. (2012, April). The scaffolding practices of a dual language preschool teacher during Spanish and English read alouds. Paper presented at the 2012 meeting of the *American Educational Research Association*, Vancouver, British Columbia, Canada.
- Gort, M., **Pontier, R. W.**, & Sembiante, S. (2011, November). Function, type, and prevalence of teacher questions in parallel dual language preschool read aloud activities: Expanding access, knowledge and participation for emergent bilingual learners. Paper presented at the 2011 meeting of the *Literacy Research Association*, Jacksonville, FL.
- Gort, M., Sembiante, S., & **Pontier, R. W.** (2011, November). Scaffolding emergent bilinguals' participation in Spanish and English shared storybook reading: An analysis of pattern of teacher questioning. Paper presented at the 2011 meeting of the *Literacy Research Association*, Jacksonville, FL.
- Pontier, R. W.** (2011, August). Language development for young bilingual learners. Workshop presented at the *Miami Dade Community Action Agency Head Start/Early Head Start Pre-Service Training Conference*, Miami, FL.
- Gort, M., **Pontier, R. W.**, & Sembiante, S. (2011, April). Exploring bilingual pedagogies in dual language early childhood classrooms. Paper presented at the 2011 meeting of the *American Educational Research Association*, New Orleans, LA.
- Gort, M., Sembiante, S., **Pontier, R. W.**, & Delgado Ríos, M. (2011, April). Structural features of child and teacher speech across Spanish and English preschool language subcontexts. Paper presented at the 2011 meeting of the *American Educational Research Association*, New Orleans, LA.
- Provenzo, Jr., E. F., Ameen, E., Bengochea, A., Doorn, K., **Pontier, R.**, Sembiante, S. (2011, April) *StreetWays*. Poster presented at the 2011 meeting of the *American Education Research Association*, New Orleans, LA.

Pontier, R. W. (2011, March). Language development for young bilingual learners. Workshop presented at the 9th annual *Pregnant Women, Infant, and Toddlers Conference*, Miami, FL.

Provenzo, Jr., E. F., Ameen, E., Bengochea, A., Doorn, K., **Pontier, R.**, Sembiente, S. (2010, October) *StreetWays*. Multimedia presentation presented at the 2010 meeting of the *American Educational Studies Association*, Denver, CO.

Invited Presentations

Pontier, R. W., & Tian, Z. (2022, November 7). “If you want to be taken seriously, you have to speak like a white person”: TESOL graduate students’ grappling with translanguaging as social justice. Paper presented at the 13th annual Brazilian Applied Linguistics Convention. Virtual, Fortaleza, Brazil.

Pontier, R. W., Tian, Z., Deroo, M. R., Fine, C., Valdés, G., Yadira Herrera, L., Zhang-Wu, Q. (2022, October 27). *Paradigmatic Tensions in Translanguaging Theory and Practice in Teacher Education*. Webinar sponsored by the AERA Bilingual Education Research SIG.

Pontier, R. W. (2020, October 24). Working toward strengths-based bilingualism: A legislative update. Miami-Dade TESOL Fall Symposium, Miami, FL.

Pontier, R. W. (2019, November 4). *Teaching for a global world: Drawing from our full linguistic repertoire*. Center for International Business Education and Research (CIBER), Miami, FL.

Pontier, R. W. (2019, October 25). *For students’ sake: Leveraging multilingualism* (Keynote). Miami-Dade TESOL Fall Symposium, Miami, FL.

Pontier, R. W. (2019, July 24). *Early Head Start Child Care Partnership grants as a mechanism for expanding early childhood dual language*. Bipartisan Policy Center, Washington, DC.

Pontier, R. W. (2019, June 24). *Translanguaging in bilingual education: Sustaining students’ languaging practices*. Boston College Two-Way Immersion Network, Wellesley, MA.

Pontier, R. W., Castro Feinberg, R., Coady, M., Paneque, O., & Marin, D. (2019, June 22). *Opportunities under the Every Student Succeeds Act (ESSA) for English language learners*. National Association for Latino Elected and Appointed Officials (NALEO) Annual Meeting, Miami, FL.

Pontier, R. W. (2019, February 27). *Research-based approaches to early childhood dual language bilingual education*. Bipartisan Policy Center, Washington, DC.

Pontier, R. W. (2018, July). *La ley ESSA y los estudiantes en el programa para aprender inglés (ELL): ¿Están haciendo suficiente los estados?* (ESSA and English learners: Are the states doing enough?) Invited panel at the annual meeting of the Education Writers Association, Miami, FL.

Invited Participation

Federal English Learner Policy Roundtable. (2021, Jan. 14). New America. Virtual.

CREATIVE WORK

N/A

WORKS IN PROGRESS

Papers submitted to journals for consideration

Pontier, R. W. (*under review*). Leveraging family childcare providers' linguistic strengths: A teacher-researcher collaboration. *Educational Linguistics*. Submitted on September 1, 2022.

Papers submitted to edited volumes for consideration

Pontier, R. W., & Tian, Z. (*accepted*). "If you want to be taken seriously, you have to speak like a white person": TESOL graduate students' grappling with translanguaging as social justice. In Z. Tian & N. King (Eds.), *Developing translanguaging repertoires in critical teacher education*. DeGruyter Mouton.

Coady, M. R., & **Pontier, R. W.** (*under review*). Redressing inequities for multilingual students and families in Florida. Submitted October 26, 2023.

Other completed papers

N/A

Research in Progress

*Indicates graduate students

+Indicates in-service teachers

Pontier, R. W., & Abbaci, E. (*data analysis*). "Now I get it!" A graduate student's development of translanguaging stance during a TESOL course.

Pontier, R. W., & Escudero, D.⁺ (*data collection*). A case study of translanguaging shifts in a middle school ESOL classroom.

Grant Proposals

Dare, E., Roehrig, G., Whalen, E., Rouleau, M., & **Pontier, R. W.** (2022). Role: Co-Principal Investigator. *The design and development of a K-12 integrated stem student assessment protocol (STEM-SAP)*. National Science Foundation.

FUNDED RESEARCH

Mathews, S., **Pontier, R. W.**, & Dinehart, L. (2022-2026). Role: Co-Principal Investigator. *Project*

supporting educators educating diverse students (SEEDS). Augustus F. Hawkins Centers of Excellence Program, U.S. Department of Education. \$1.55M

Pontier, R. W., Chang, M., Medina, T., & Peña, S. (2022-2027). Role: Principal Investigator. *Creating translanguaging classrooms (Creating TLC)*. Office of English Language Acquisition, U.S. Department of Education. January 2023-December 2027. \$2.5M.

Pham, A.V., Lazarus, P., Lupas, K., Griffith, S., Peláez, M., González, L., Burt, I., Costa, A., Cumming, M., Pérez-Prado, A., & **Pontier, R.** (2022-2027). Role: Co-PI. *Project CRYSTAL: Culturally Responsive Youth Services in Teaching, Adaptation, and Language*. Funding Agency: Office of Special Education (84.325K, Focus Area B), U.S. Department of Education. \$1,000,000.

Pontier, R. W., Dinehart, L., & Medina, T. J. (2019). Role: Principal Investigator. *Establishing a comprehensive co-created research agenda in support of emerging Hispanic-serving school districts*. Spencer Foundation Conference Grants. \$50,000.

Pontier, R. W., Baralt, M., Carter, P. M., & Dwyer, E. (2018). Role: Principal Investigator. *Designing a State-of-the-Art Center for Multilingual and Multicultural Education at Florida International University*. FIU Office of Research and Economic Development. \$2,000.

Pontier, R. W. (2018). Role: Principal Investigator. *Supporting Parents in Becoming Education Advocates*. League of United Latin American Citizens (LULAC) Florida. \$5,000.

PROPOSALS SUBMITTED BUT NOT FUNDED

Pontier, R. W., & Medina, T. J. (2022). Role: Principal Investigator. *Co-creating a free digital resource repository in Spanish for early childhood educators in Miami*. The Miami Foundation. \$30,000.

Pontier, R. W., & Chang, M. (2021). Role: Principal Investigator. *Establishing translanguaging classrooms in dual language education (TLC in DLE)*. Office of English Language Acquisition, U.S. Department of Education. September 2021-August 2026. \$2.76M.

Pontier, R. W. (2021). Role: Principal Investigator. *Combating linguistic inequity through developing intentional bilingual strategies (DIBS)*. The Children's Trust. October 2021-September 2026. \$493,180.

Pontier, R. W. (2020). Role: Principal Investigator: *An equity, diversity, and inclusion-focused professional development pilot program for Spanish-speaking early childhood educators*. Submitted to FIU, Department of Teaching & Learning, December 4, 2020. \$4,000.

Dou, R., & **Pontier, R. W.** (2020). Role: Co-Principal Investigator. *Translanguaging across STEM learning environments (TASLE)*. FIU Provost-WPHL Humanities Research Grants. \$3,988.96.

Dinehart, L., **Pontier, R. W.**, & Medina, T. (2019). Role: Co-Principal Investigator. *A self-care model of teacher-led professional development for the Puerto Rico Department of Education*. June

2019-August 2019. \$150,000.

Pontier, R. W. (2018). Role: Principal Investigator. *Leveraging translanguaging in urban high school science classrooms: Professional learning experiences with teachers of bi/multilingual students* (Letter of Intent). Lyle Spencer Foundation. October 2019-August 2022. \$750,000.

de Jong, E. J., de Oliveira, L. C., & **Pontier, R. W.** (2018). Role: Co-Principal Investigator. *Project Academic Language Cubed (AL³)*. Lyle Spencer Foundation. January 2019-December 2022. \$867,000.

Neimand, S., **Pontier, R. W.**, & Paneque, O. (2017). Role: Co-Principal Investigator. *Leading with Innovative Language Teaching (LILT)*. Office of English Language Acquisition, U.S. Department of Education. August 2017-July 2022. \$2M.

Neimand, S., **Pontier, R. W.**, & Paneque, O. (2016). Role: Co-Principal Investigator. *Preparing Excellent Teachers through Teaching with Language and Culture (PET TLC)*. Office of English Language Acquisition, U.S. Department of Education. August 2016-July 2021. \$2.5M.

PATENT DISCLOSURES, APPLICATIONS, AND AWARDS

N/A

PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS

2020 CASE Faculty Award

2016-2017 Miami Fellow, Class IX
The Miami Foundation
Miami, FL

OFFICES HELD IN PROFESSIONAL SOCIETIES

2021-present **President**
Florida Association for Bilingual Education

2021 **President-Elect**
Florida Association for Bilingual Education

2021-present **Chair, Research & Evaluation SIG**
National Association for Bilingual Education

2020-2021 **Co-Chair, Research & Evaluation SIG**
National Association for Bilingual Education

2019-2020 **Co-Chair, Advocacy Committee**
Florida Association for Bilingual Education

- 2019 **Inaugural Board Member**
Florida Association for Bilingual Education
- 2018-2019 **Program Chair**
Southeast Regional TESOL Conference
- 2018-2019 **2nd Vice President**
Sunshine State Teachers of English to Speakers of Other Languages
(SSTESOL)
- 2017-2019 **Advisory Council Member**
Dual Language STEPS (US DOE Professional Development Grant)
University of Central Florida
- 2017-present **Advisory Council Member**
Student Achievement through Language Acquisition (SALA) for ELLs
Florida Department of Education
- 2017-2021 **Board Member**
Sunshine State Teachers of English to Speakers of Other Languages
(SSTESOL)
- 2016-present **President/Chair**
Early Childhood Bilingual Education Council
League of United Latin American Citizens (LULAC) Florida
- 2016-present **Co-Chair**
Media & Government Relations Committee
League of United Latin American Citizens (LULAC) Florida
- 2016 **Executive Board Member**
South Atlantic Regional Representative
Florida Association for the Education of Young Children
- 2016 **Member-at-Large**
South Florida Association for the Education of Young Children
- 2015-2018 **President**
Miami-Dade TESOL & Bilingual Education Association
- 2014-2015 **Vice-President**
Miami-Dade TESOL & Bilingual Education Association

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE

Working Groups

2018-present Advocacy Working Group, Bilingual Education Research SIG, American Educational Research Association (AERA)

Peer Reviewer

Journals *International Journal of Bilingual Education and Bilingualism*
The Modern Language Journal
Bilingual Research Journal
TESOL Quarterly
Journal of Multilingual and Multicultural Development
Linguistics and Education

Conferences *American Education Research Association (AERA)*
Proposal Reviewer (Bilingual Education Research SIG)
Sunshine State TESOL
Proposal Reviewer

Professional Memberships

2019-present Florida Association for Bilingual Education (FABE)
2013-present National Association for Bilingual Education (NABE)
2013-present Teaching English to Speakers of Other Languages (TESOL)
2013-present Miami-Dade Teachers of English for Speakers of Other Languages (MDTESOL)
2013-present National Association for the Education of Young Children (NAEYC)
2011-present Literacy Research Association (LRA)
2010-present American Educational Research Association (AERA)

Public Service

2021-2022 **Co-Chair**
Education Committee
Office of New Americans, Miami-Dade

2021-present **Alternate**
Achievement Gap Advisory Committee
Miami-Dade County Public Schools
Appointed by School Board Member Luisa Santos

2021-present **Member**
Secure Our Future Advisory Committee

Miami-Dade County Public Schools
Appointed by School Board Member Luisa Santos

- 2018-present **Member**
Board of Directors
P.S. 305
- 2017-2020 **Member**
South Miami Police Officers Retirement Trust (185 Board)
South Miami, FL
- 2017-present **Member**
Education Committee
Greater Miami Chamber of Commerce
- 2017 **Member**
Board of Ambassadors
P.S. 305
- 2013 **Conference Proposal Reviewer**
Children First: Envisioning Our Future
Early Learning Coalition, Miami-Dade County
Miami, FL
- 2011-present **Expert, Bilingual Education and Bilingualism**
Ask the Expert
United Way Center for Excellence
Miami, FL
- 2011-2013 **Member**
Community Advisory Board
Fatherhood Task Force of South Florida
Miami, FL
- 2011 **Judge**
Miami-Dade County Public Schools Science Fair
Miami-Dade College, North Campus, Miami, FL

In the News

- December 12, 2021 [Comentando](#) [TV show en español]
Interviewed by Emilio Sánchez
WLRN/Channel 17
- August 24, 2021 [El bilingüismo en EEUU y la Florida](#)
Por Nuestros Niños [Radio show and podcast en español]
La Zeta 105.3 “Mejor Que Nunca”

August 24, 2021 [Apoyando a los estudiantes latinos](#)
 Por Nuestros Niños [Radio show and podcast en español]
 La Zeta 105.3 “Mejor Que Nunca”

June 17, 2021 [To teach bilingualism, professor blends languages](#)
 FIU News

Sept. 14, 2020 [English learners: Struggles times two](#)
 POLITICO

Oct. 24, 2019 Invited Blog Post
[A Conversation with Dr. Ryan Pontier: Supporting DLLs’ Bilingualism in Early Head Start](#)
 New America

Apr. 10, 2019 Invited Blog Post
Bilingualism in Florida
 Two-Way Immersion Network for Catholic Schools (TWIN-CS)

Mar. 26, 2019 Invited Blog Post
Pushing the Dialogue around Multilingualism
 Progress Report

Jan. 30, 2019 Legislative Brief
Native Language Assessment: Accurately Assessing Content Knowledge and Placement for English Learners
 LULAC Florida, UnidosUS Florida

Nov. 29, 2018 Interview
The Influencers: Meet Ryan Pontier of Florida International University
 VoyageMIA

Nov. 28, 2018 Legislative Recommendations for LULAC Florida
Florida’s Educational Equity Agenda 2019
 League of United Latin American Citizens (LULAC) Florida

2018 Op-Ed
Dudoso el compromiso del Departamento de Educación de Florida con estudiantes vulnerables
 El Nuevo Herald

2016 Blog Post
Understanding Early Childhood Bilingualism
 HuffingtonPost.com

2013 Invited Blog Post
The Steps We’re Taking to Raise a Bilingual Daughter
 SpanglishBaby.com

2012

Invited Blog Post

When Papi is Responsible for Raising a Bilingual Child

SpanglishBaby.com