

## VITA

### **LISA PRAY, Ph.D.**

Vanderbilt University  
Peabody College  
230 Appleton Place,  
Nashville, TN 37221  
615-343-6285  
[lisa.pray@usu.edu](mailto:lisa.pray@usu.edu)

### **CURRENT APPOINTMENT**

Associate Professor of the Practice  
Department of Teaching and Learning

### **AREAS OF SPECIALIZATION**

Assessment of cultural and linguistically diverse students  
Issues involving English language learners in special education  
Appropriate classroom pedagogy for English language learners  
Curriculum and Program development for English language learners

### **EDUCATION**

2003	Ph.D.	Arizona State University	Language and Literacy (English as a second language and Special Education)
1998	M.Ed.	Arizona State University	Elementary Education (English as a second language)
1986	B.S.	Arizona State University	Business Administration

### **PROFESSIONAL EXPERIENCE**

Associate Professor of the Practice  
Vanderbilt University, Peabody College  
Department of Teaching and Learning  
Nashville, Tennessee  
2008-Present

Assistant Professor,  
Department of Elementary Education  
ESL Program coordinator, Elementary Education  
Utah State University  
Logan, Utah  
2003- 2008

Visiting Professor,

Arizona State University,  
Center of Indian Education  
Rough Rock Community Teaching Training Program  
2003

Teaching Assistant  
Arizona State University  
Tempe, Arizona  
2001-2003

Research Assistant  
Arizona State University  
OERI Funded Grant  
*Beyond Program Effectiveness Research:  
Explaining Low Achievement in Limited English Proficient Student*  
2000-2003

ESL Teacher  
Glendale Elementary School District  
Glendale, AZ  
1998-2000.

ESL Tutor  
Indian Punjabi immigrants and Korean international students  
2000-2003

Teaching Internships  
Washington Elementary School District  
Phoenix, AZ  
1996-1997

### **HONORS AND AWARDS**

Teacher of the Year, Utah State University, Department of Elementary Education, 2007.  
Outstanding Director, Universidad Internacional, Cuernavaca, MX, 2006  
Outstanding Contributor to The Utah Special Educator, December 2004.  
Finalist, NABE 2003 Outstanding Dissertations Competition. Fall, 2003.  
Regents Graduate Academic Scholar, Arizona State University, 2000-2003.  
University Graduate Scholar, Arizona State University, 2000-2003.  
Preparing Future Faculty Fellow, 2001-2003.  
Office of Special Education Programs (OSEP) Leadership Training Program Fellow, 2000-2003.

### **BOOKS AND BOOK CHAPTERS**

Byrnes, D.; Pray, L. & Cortez, D. (2005). Language Diversity in the Classroom. In D.A. Byrnes & G. Kiger (Eds.), *Common Bonds* (3rd Ed). Association for Childhood Education International: Wheaton, MD.

## NATIONAL PEER REVIEWED PUBLICATIONS

- Pray, L. & Marx, S. (In Press). ESL Teacher Education Abroad and at Home: A Cautionary Tale. *The Teacher Educator*.
- Pray, L. & Jiménez, R. T. (2009). Developing literacy in second language learners: A review of Lessons from the Report of the National Literacy Panel. *Educational Researcher*.
- Pray, L. & Monhardt, R. (2009) Ciencia para todos? Science Inquiry and English Language Learners. *Science and Children*. 46 (6), 34-38.
- Pray, L. (2009). An Exploration of the link between oral language and learning disabilities among English language learners. *International Multilingual Research Journal*.
- Pray, L. (2007). Should you speak your native language at home? Ten TOP reasons to do so! *TOP: Tips on Parenting*.
- Pray, L. (2005). How well do commonly used language instruments measure English oral language proficiency? *Bilingual Research Journal*, 29(2), 387-409.
- MacSwan, J. & Pray, L. (2005). Learning English bilingually: Age of onset of exposure and Rate of acquisition among English language learners in a bilingual education program. *Bilingual Research Journal*, 29(3), 653-678.

## OTHER PUBLICATIONS

- Pray, L. (2008) Language Proficiency Assessment of English Language Learners: Implications for Referral and Placement in Special Education. *The Utah Special Educator*. 29(1), 64-69.
- Pray, L. (2008) The use of Response to Intervention in Special Education Referral Practices with Bilingual Students. *The Utah Special Educator*. 29(1), 48-51.
- Pray, L. (2005). Appropriate programs, practices and policies for English language learners to reduce inappropriate referral into special education, Vol 2. *The Utah Special Educator*, 25, 4, 32-33.
- Pray, L. (2004). Appropriate programs, practices and policies for English language learners to reduce inappropriate referral into special education, Vol.1. *The Utah Special Educator*, 25, 3, 12-14.
- Pray, L. (2003). An analysis of language assessments used in the referral and placement of language minority students to special education. *Digital Dissertations*, DAI-A 64/03, 766.

## REFEREED PRESENTATIONS

### National

- Rose, B. C.; Jiménez, R. T. & Pray, L. (2009). Instructional rehearsal as a means to prepare pre-service teachers of English language learners. Selected paper presented at the National Reading Conference, Albuquerque, New Mexico.
- Pray, L. (2008). *Culturally Responsive Response to Intervention*. Selected paper presentation at the Teacher Educators for Children with Behavior Disorders National Conference, Tempe, AZ.
- Pray, L. & Marx, Sherry (2008). *Adapting ESL instruction to a study-abroad experience: A comparison of attitudes and beliefs of pre-service teachers enrolled in an introductory ESL course in a study-abroad program and an on-campus program*. Paper presentation at the American Educational Research Association. New York, NY.
- Ilieva, V. & Pray, L. (2008). *An investigation of the link between English language learners' math achievement scores and math teachers' use of ESL strategies*. Paper presentation at the American Educational Research Association. New York, NY.
- Pray, L. (Invited) (2007). *The use of Response to Intervention in Special Education Referral Practices with Bilingual Students*. Paper presentation at the TECBD conference, Tempe, AZ.
- Pray, L & Marx, S. (2007). *Living and Learning in Mexico: Preservice Teachers' Adaptations and Attitudes about Working with ELLs during a Mexico Study-Aboard Experience*. Paper presentation at the American Educational Research Association. Chicago, IL.
- Pray, L. (2006). *Is there a link between oral language ability and special education placement among English language learners?* Paper presentation at the Teacher Educators for Children with Behavior Disorders National Conference, Tempe, AZ.
- Pray, L. (2006). *The role of English language oral assessments in the referral and placement of ELLs into special education*. Paper presentation at the American Educational Research Association National Conference, San Francisco, CA.
- Pray, L. (2006). *Exploration of the link between oral language and learning disabilities among English language learners*. Paper presentation at the American Educational Research Association National conference, San Francisco, CA.
- Pray, L. (2006). *Oral language assessment: What is really being assessed?* National Association of Bilingual Education, Phoenix, AZ.

- Pray, L. (2005). *Best practices to reduce inappropriate referral of ELLs into special education*. Paper presentation at the Teacher Educators for Children with Behavior Disorders National Conference, Tempe, AZ.
- Pray, L. (2004). *Language Assessments and the Overrepresentation of English Language Learners Special Education*. Paper presentation at the Teacher Educators for Children with Behavior Disorders National Conference, Tempe, AZ.
- Pray, L. (2004). *The role of commonly used language instruments in the identification of students' English oral language proficiency*. Paper presentation at the American Educational Research Association National Conference, San Diego, CA.
- Pray, L. (2003). *Language assessments, learning disabilities, and the English language learner*. Paper presentation at the Teacher Educators for Children with Behavior Disorders National Conference, Tempe, AZ.
- Pray, L. (2003). *How well do conventional language assessments measure English language proficiency?* Paper Presentation at the 4<sup>th</sup> International Symposium on Bilingualism, Phoenix, AZ.
- Pray, L. (2003). *A comparison of the rate of English acquisition of general education and special education second language learners*. Paper presentation at the American Educational Research Association National Conference, Chicago, IL.
- Pray, L., Beckett, C.E., Nevin, A. (2003). A collaborative approach to developing online instructional modules for dual language learners with disabilities. Paper presented at the 2003 SITE conference, Albuquerque, MN.
- Nevin, A. & Pray, L. (2002). *Assessing faculty development and use of online course authoring tools with the Stages of Concern questionnaire*. Paper presented at the Fall 2002 Conference of the Council for Educators of Teachers, San Diego, CA, October 17-20, 2002.
- Pray, L. & MacSwan, J. (2002). *Language, achievement, and socioeconomic status: How long do children need to acquire English?* Paper presentation at the American Educational Research Association National Conference, New Orleans, LA.
- Pray, L. (2001). *A comparison of language acquisition rates of general and special education language minority students*. Paper presentation at the Teacher Educators for Children with Behavior Disorders National Conference, Scottsdale, AZ.
- Pray, L. (2000). *How long does it take special education, language minority students to learn English?* Paper presentation at the Teacher Educators for Children with Behavior Disorders National Conference, Scottsdale, AZ.

## **State**

- Pray, L. (2007). *Special Education Referral Practices for Bilingual Students*. Utah Association of Bilingual Education.
- Pray, L. (2005). *Appropriate programs, practices and policies for English language learners to reduce inappropriate referral into special education*. Educators for Diversity, Logan, UT.
- Pray, L. (2005). *Appropriate practices, programs, and policies to reduce inappropriate referral of English language learners into special education*. Utah Consortium of Special Educators, Salt Lake City, UT.
- Pray, L. (2004). *Issues relating to the appropriate placement of minority and language students into special education*. Educators for Diversity, 4<sup>th</sup> Annual Conference. Logan, UT.
- Pray, L., & Kurikose, A. (2002). *Is there a pure linguistic measure of language proficiency? A study of the Bilingual Syntax Measure*. TESOL conference, Tempe, AZ.
- Pray, L. (2001). *Should you use a publisher's test?* Arizona Educational Research Association Conference, Phoenix, AZ.
- Carney, K. J., O'Cummings, M., & Pray, L. (2001) *Linking risk factors to prevention strategies for early childhood reading difficulties and behavior*. Arizona CEC Conference, Phoenix, AZ.
- O'Cummings, M, Carney, K. J., & Pray, L. (2001). *The link between early childhood reading difficulties and behavior problems: Overview of risk factors and prevention strategies*. Arizona State University Language and Literacy Conference, Tempe, AZ.

## GRANTS

- Jimenez, R., Risko, V. & Pray, L. (Summer, 2009). Project SUCCESS (Strategic Understanding (of) Curricular Content (for) English-learning StudentS). Institute of Education Science. (Pending)
- Pray, L., Jimenez, R., Milner, R., & LeCompte, K. (Summer, 2009). *Project VITAL (Vanderbilt Innovative Teacher Advancement in Leadership Program)* constructed in collaboration with Metropolitan Nashville Public School District. U.S. Department of Education. (not funded)
- Pray, L. (2008). Chilean Student Teacher Exchange Program. U.S. Department of State. (Not Funded).
- Pray, L. (2005). *An investigation of the link between oral language and learning disabilities among English language learners*. American Foundation for Child Development. (not funded)

- Grant Coordinator, *Collaborative Interstate ESL Master of Arts Program for Rural Teachers via the Internet*. Colorado State University, Boulder and Utah State University. (Summer 2004 to Summer, 2005).
- Pray, L. (2004). *A comparative analysis of English and Spanish language usage among Spanish-speaking bilingual students placed in special education and general education*. U.S. Department of Education Office of Special Education & Rehabilitation Services Initial Career Awards. (Not Funded).
- Menlove, R. & Pray, L. (2004). *Migrant Head Start teacher training project*. Administration for Children and Families, Administration on Children, Youth and Families, Head Start (Not funded).
- Pray, L. (2004). *A comparison of second language acquisition of Spanish-speaking English language learners in general education and special education*. Utah State University New Faculty Research Grant Program. (Funded, \$11, 270)
- Pray, L. (2003). *Language support program for Utah elementary educators: An interdisciplinary approach to the core curriculum*. Community University Research Initiative Grant Proposal. (Not Funded).
- Pray, L. (2002). *An analysis of language assessments used in the referral and placement of language minority students into special education*. Arizona State University Graduate Research Grant Competition (Funded, \$2000).