

## VITA

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

Vanderbilt University  
Peabody College  
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### **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  
 Summer, 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

## **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., Jiménez, R. T. (In Press). Developing literacy in second language learners: A review of Lessons from the Report of the National Literacy Panel. *Educational Researcher*.

Pray, L & Marx, S. (In Press). ESL Teacher Education Abroad and at Home: A Cautionary Tale. *The Teacher Educator*.

Pray, L. & Monhardt, R. (In Press) Ciencia para todos? Science Inquiry and English Language Learners. *Science and Children*.

Pray, L. (In Press). 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*.

Pray, L. (2008) The use of Response to Intervention in Special Education Referral Practices with Bilingual Students. *The Utah Special Educator*.

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.

### **GRANTS**

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. (Spring 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. (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).

## **REFEREED PRESENTATIONS**

### **National**

Pray, L. (November, 2008). *Culturally Responsive Response to Intervention*. Paper presentation at the TECBD conference, Tempe, AZ.

Pray, L. & Marx, Sherry (March, 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. (March, 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) (November, 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. (April, 2007). *Living and Learning in Mexico: Preservice Teachers' Adaptations and Attitudes about Working with ELLs during a Mexico Study-Abroad Experience*. Paper presentation at the American Educational Research Association. Chicago, IL.

Pray, L. (November, 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. (April 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. (April, 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. (January, 2006). *Oral language assessment: What is really being assessed?* National Association of Bilingual Education, Phoenix, AZ.

- Pray, L. (November, 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. (November, 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. (April, 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. (November, 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. (May 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. (April 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. (October 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. (April 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. (November, 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. (November, 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. (October, 2007). *Special Education Referral Practices for Bilingual Students*. Utah Association of Bilingual Education.
- Pray, L. (April, 2005). *Appropriate programs, practices and policies for English language learners to reduce inappropriate referral into special education*. Educators for Diversity, Logan, UT.
- Pray, L. (February 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. (March, 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. (March 2002). *Is there a pure linguistic measure of language proficiency? A study of the Bilingual Syntax Measure*. TESOL conference, Tempe, AZ.
- Pray, L. (October 2001). *Should you use a publisher's test?* Arizona Educational Research Association Conference, Phoenix, AZ.
- Carney, K. J., O’Cummings, M., & Pray, L. (February, 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. (February, 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.

## UNIVERSITY COURSES TAUGHT

### Undergraduate

ESOL Instructional Strategies  
 Orientation to Education  
 Assessment of English Language Learners  
 Diversity in Education  
 Language Variation in the Classroom  
 Bilingual Issues in Special Education  
 Educational Linguistics  
 Second Language Acquisition in the Classroom

### Graduate

Multicultural Education EDUC 3550  
 Foundations of Bilingual Education EDUC 3530  
 ESOL Instructional Strategies  
 Assessment of English Language Learners  
 Bilingual Issues in Special Education  
 Second Language Acquisition in the Classroom  
 ESL Methods  
 Foundations of Bilingual Education  
 Multicultural Education  
 Educational Linguistics  
 Advanced Considerations in the Assessment of English Language Learners

## **PROFESSIONAL ACTIVITIES AND SERVICE**

### **National**

Invited Reviewer, McGraw-Hill for book, Ovando, C., Collier, V. & Combs, M. (2006)  
*Bilingual and ESL classrooms: Teaching in multicultural Contexts*, 4<sup>th</sup> ed.

Invited Reviewer, *Journal for Learning Disabilities*. July, 2005.

Reviewer, *American Educational Research Association*, conference proposals for the Bilingual, Special Education, and Language and Social Processes SIGs, 2004-present.

Reviewer, *Education and Treatment of Children*, 2000 to 2003.

### **State**

Utah State ESL Certification Oversight Committee. Utah State Office of Education. (2005 to present).

Utah State Bilingual Teacher Preparation Standards Committee. Utah State Office of Education. (Fall, 2003 to present).

Program Evaluator. Utah State Office of Education evaluation of the University of Utah Self-Study Program Report for ESL Program. (Summer, 2004).

### **University**

Utah State University, University Faculty Senate Faculty Diversity, Development and Equity Committee (Fall, 2007- 2008)

Utah State University, Faculty Senate Alternate (2007 to 2008).

Department of Elementary Education ESL program coordinator, Utah State University. (Fall, 2003 to Present).

Advisory Board Member, *Preparing Leadership Personnel to Promote Research-based Practices, collaboration, and Success of Culturally and Linguistically Diverse Students with Disabilities Project*. Utah State University (Summer, 2005 – Present).

Program Co-coordinator. Migrant Head Start Teacher Preparation Program. Utah State University, (Spring 2004 to Fall, 2005).

Faculty Advisor. Elementary and Middle Level Education Association. Utah State University (2004-Present).

Utah State University, Logan District/USU Department of Elementary Education Teacher Training Advisory Committee (2003- Present).

Faculty Advisor. Utah Middle Level Student Association. Utah State University (2003-2004).

Utah State University, Logan District/USU Department of Elementary Education Teacher Training Advisory Committee (2003- Present).

The Responsive Ph.D. Initiative Committee, Arizona State University. (2001-2002).

Special Education Teacher Inservice Committee, College of Education, Arizona State University 2002.

Special Education Search Committee liaison, Arizona State University, 2001- 2003.

### **Local**

Mount Logan Middle School NSSE accreditation committee, Logan Utah. 2005-2006. Member. Network Hispano, Logan, UT.

### **PROFESSIONAL ORGANIZATIONS**

American Educational Research Association  
 Council for Exceptional Children  
 National Association for Bilingual Education  
 Network Hispano, Logan, UT  
 Utah Association for Bilingual Education