

VITA

LISA PRAY, Ph.D.

Vanderbilt University
Peabody College
230 Appleton Place,
Nashville, TN 37221
615-343-6285
lisa.pray@vanderbilt.edu

CURRENT APPOINTMENT

Professor of the Practice of Teaching English Language Learners
Department of Teaching and Learning
Peabody College, Vanderbilt University

AREAS OF SPECIALIZATION

Assessment of cultural and linguistically diverse students
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

Professor of the Practice
Peabody College, Vanderbilt University
Department of Teaching and Learning
Nashville, Tennessee
2014 - Present

Associate Professor of the Practice
Peabody College, Vanderbilt University
Department of Teaching and Learning
Nashville, Tennessee
2008-2014

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

Alan C. Purves Award, 2015
 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

- Pray, L. (2019). Preparation of Teachers for Successful Extended Education Programs Serving English Learners. In M. Schüpbach, & N. Lilla (Eds). *Extended Education from an international comparative point of view*. Springer.
- Pray, L. (2013) Developing an intercultural orientation in an ESL endorsement program: A journey from resistance to affirmation. In C.T. Cowart & G. Anderson (Eds.), *Teaching and Leading in Diverse Schools, 8th Monograph Edition*. Canh Nam Publishers, Arlington, VA.

- Pray, L. (2012) Supporting English language learners in school and in afterschool and summer programs. In T.K.Peterson (Ed), In *Successes and Potential of 21st Century Community Learning Centers: Expanded Learning Opportunities, Partnerships, Afterschool and Summers Across America*. Mott Foundation: Flint, MI.
- Pray, L. & Whitaker, M. (2010). Pre-service ELL teachers learning in Mexico: Negotiating Problems and nurturing possibilities. In P. Dam & C.T. Cowart, (Eds.), *Teaching English language Learners: An International Perspective*. [Monograph series] (pp.71-90). Teaching English Language Learners: Paths to Success. Canh Nam Publishers, Arlington, VA.
- 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., McClain, J.B. & Daniel, S.M. (in review). *The Use of Semiotic Tools to Promote Dialogic Instruction with Emergent Bilinguals*. Journal of Literacy Research.
- Daniel, S., Pray, L. & Pacheco, M. (in press). *Cultivating teacher responsiveness with emergent bilingual students through videotaped lesson analysis*. The TESOL Journal.
- Pacheco, M., Daniel, S, M., Pray, L., Jimenez R.T. (2019). Tanslingual practice, strategic participation, and meaning-making. Journal of Literacy Research.
- Jimenez, R. Daniel, S., Pray, L. & Pacheco, M. (2017). Scaffolds to Make Translanguaging a Classroom Norm. TESOL Journal.
- Pacheco, M.; Daniel, S; & Pray, L. (2017) *Academic Language with Emerging Bilinguals: Making Meaning in Two Classroom Communities*. Language Arts.
- Daniel, S. & Pray, L. (2016). Learning to teach English language Learners: A study of elementary school teacher's sense-making in an ESL endorsement program. TESOL Quarterly: <https://www.researchgate.net/publication/310481479>
- Pray, L., Daniel, S. & Pacheco. (2016) Functional Systems in Elementary Schools that afford and constrain teacher's adaptation of instruction to support English learners. International Multilingual Research Journal. <http://www.tandfonline.com/doi/full/10.1080/19313152.2016.1239458>
- Jimenez, R.; David, S.; Fagan, K.; Risko, V.; Pacheco, M.; Pray, L & Gonzalez, M. (2015). Using Translation to Drive Conceptual Development for Students Becoming Literate in English as an Additional Language. Research in the Teaching of English 49, 3, 248-271. Awarded the Alan C. Purves Award.

- Jimenez, R. T., David, S., Pacheco, M., Risko, V. J., Pray, L., Fagan, K., & Gonzales, M. (2015). Supporting teachers of English Language Learners by leveraging students' linguistic strengths. *The Reading Teacher*, 68 (6), 406-412.
- Cain, E. & Pray, L. *Technological Solutions for EL Formative Assessment*. The Language Educator.
- Cole, M.; Puzio, K.; Keyes, C.J, Jiménez, R.T.; Pray, L. & David, S. (2012). Multiple Language Orientations: A Critical Multicultural Perspective on Local Language Policy in two Middle Schools. *Middle Grades Research Journal*, 2(7), 129-143.
- Marx, S. & Pray, L. (2011). Living and Learning in Mexico: Developing Cultural, Linguistic, and Racial Empathy for ELLs through Study Abroad. *Race, Ethnicity and Education*. 14(4), 507-535.
- Pray, L. & Ilieva, V. (2011). An investigation of the link between English language learners' math achievement scores and math teachers' use of ESL strategies. *Teacher Education and Practice*, 24(1), 30-45.
- Pray, L & Marx, S. (2010). ESL Teacher Education Abroad and at Home: A Cautionary Tale. *The Teacher Educator*, 45(3), 216-229.
- 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*, 3(2), 110-119.
- 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

- Barone, S. & Pray, L. (2013). Instructional Innovations: Serving the needs of many through thoughtful institutional collaboration. *TNTESOL Journal*.
- 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*, 38 (5),

380-383.

- Pray, L. & Jiménez, R. T. (2009). A response to “Literacy and English-Language Learners: A Shifting Landscape for Students, Teachers, Researchers, and Policy Makers.” *Educational Researcher*, 38(5), 384-385.
- 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

International

- Pray, L. (2018). *Liberal arts and social competency STEAM Curriculum*. WLSA China Conference. Panelist discussant. Shanghai, China.
- Pray, L. (2017). Out-of-School Learning Experiences for English Learners and Their Teachers. *Invited Paper presentation at WERA-IRN Extended Education from an International Comparative Point of View*, University of Bamberg, Germany.

National

- Pray, L. & McClain, J.B. (2019) Translanguaging to Promote Dialogic Instruction for Emergent Bilingual Elementary Students. Paper presentation at the Literacy Research Association, Tampa, FL.
- Pray, L., McClain, J.B., Daniel, S. (2019). *Dialogic Instruction with fourth-grade emergent bilinguals: Relinquishing control to promote student learning*. Paper presentation at American Educational Research Association, Toronto, Canada.

- Flores, S.; Pray, L.; Gorre Gibney, D. & Carroll, T.. (2019). *Mentoring matters: Findings from a five-year EL professional development grant program*. Paper presentation at American Educational Research Association, Toronto, Canada.
- Pray, L., Pacheco, M.; Daniel, S. (2018). Conceptual Thinking in Teacher-Mentor Conversations. Paper presentation at American Educational Research Association, New York, NY.
- Pray, L., Pacheco, M., Daniel, S. (2017). The Co-Construction of Conceptual Thinking in Teacher-Mentor Conversations. Paper presentation at the Literacy Research Association, Tampa, FL.
- Jimenez, R., Daniel, S. and Pray, L. (2017). Designed-in Scaffolds to Make Translanguaging a Classroom Norm. Symposium paper presentation the American Educational Research Association, San Antonio, TX.
- Pray, L., Daniel, S.; Pacheco, M. & Jimenez, R. (2016). *Elementary Teachers' Conceptual Thinking during Mentor Conversations in Support of Multilingual Learners*. Paper presentation at the Literacy Research Association, Nashville, TN.
- Pacheco, M.; Daniel, S; & Pray, L. (2016). *Academic Language with Emerging Bilinguals: Making Meaning in Two Classroom Communities*. Paper presentation at the Literacy Research Association, Nashville, TN.
- Pray, L., Daniel, S.; Pacheco, M. & Jimenez, R. (2015). *Functional Systems that Afford and Constrain Elementary Teachers' Adaptation of Instruction to Support Multilingual Students*. Paper presentation at the American Educational Research Association, Chicago, IL.
- Pray, L., Daniel, S.; Pacheco, M. (2014). *"The lightbulb came on": Examining Teachers' Enactment of Instruction as a Consequence of an ESL Endorsement Program*. Symposium presentation at the American Educational Research Association, Chicago, IL.
- Pray, L., Daniel, S.; Pacheco, M. & Jimenez, R. (2014). Impact of English Learner (EL) Teacher Agency on Professional Development in Light of Common Core Standards (CCSS). Paper presentation at the American Educational Research Association, Philadelphia, PA.
- Pray, L., Daniel, S. & Pacheco, M. (2013). Teacher agency in an in-service ELL-endorsement coaching model: Balancing flexible responsiveness with structured guidance. Paper presentation at the 8th International Conference on Language Teacher Education. Washington, D.C.
- Jimenez, R., David, S.; Keyes, C. & Pray, L. (2013) Translation as culturally responsive

- pedagogy. Paper presentation at the American Educational Research Association. San Francisco, CA.
- Pray, L. (2011). *Multicultural education taught in an international setting: A journey from resistance to affirmation*. Paper presentation at the American Educational Research Association. New Orleans, LA.
- Pray, L. & Whitaker, M. (2010). *Study abroad for pre-service teachers of ELLs: The evolution of a program*. Paper presentation at the American Educational Research Association. Denver, CO.
- 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-Abroad 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 4th 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

Caine, E., Pray, L. (2012) Technological solutions for EL formative assessment. Paper presented at the TNTESOL 2012 Annual meeting and conference, Nashville, TN.

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, 4th 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

Pray, L. and Daniel, S (co-PIs). Peabody/Metropolitan Nashville Partnership supporting English Learners (Project PROPEL II). Professional Development application to the US. Department of Education (2,750,000, unfunded).

Jimenez, R.J. (P.I.) & Pray, L. (2014). Project TRANSLATE (Teaching Reading And New Strategic Language Approaches To English-Learners). Institute of Education Sciences.(unfunded)

- Pray L. (P.I.) & Jimenez, R.J. (2012-2017). Peabody/Metropolitan Nashville Partnership supporting English Learners (Project PROPEL). Professional Development application to the US. Department of Education (2,000,000).
- Pray, L. & Barone, S. (2011). Developing innovative collaborations: Serving the needs of students and underserved VU employees. Peabody Instructional Improvement (\$7,500).
- Jiménez, R.T.& Pray, L. (2011) Project TRANSLATE (Teaching Reading And New Strategic Language Approaches To English-Learners). Institute of Education Sciences (not funded).
- Jimenez, R., Risko, V. & Pray, L. (Summer, 2009). Project SUCCESS (Strategic Understanding (of) Curricular Content (for) English-learning StudentS). Institute of Education Science. (not funded)
- Pray, L., Jimenez, R., Milner, H.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).