

Sabrina Francesca Sembiante
Department of Curriculum & Instruction
College of Education
Florida Atlantic University
Boca Raton, FL 33431
Phone: (786) 541-6020
Email: ssembiante@fau.edu

EDUCATION

Doctor of Philosophy. University of Miami. December, 2013. (Teaching and Learning, specialization in: Language and Literacy Learning in Multilingual Settings)
Dissertation: *Bridging Academic Discourse for Emergent Bilingual Preschoolers: A Spanish-English Dual Language Teacher's Instructional Practices and Extratextual Talk during Shared Readings across Two Different Genres and Languages*

Master of Science in Education. Florida International University. December, 2008. (Foreign Language Education: TESOL)

Bachelor of Arts. University of Tampa. May, 2007. (International and Cultural Studies; French Minor; TESOL Certificate)

EMPLOYMENT HISTORY

Professor. Department of Curriculum and Instruction. College of Education, Florida Atlantic University, Boca Raton, Florida. (August 2024 - present).

Associate Professor. Department of Curriculum and Instruction. College of Education, Florida Atlantic University, Boca Raton, Florida. (August 2020 - May 2024).

Assistant Professor. Department of Curriculum, Culture, and Educational Inquiry. College of Education, Florida Atlantic University, Boca Raton, Florida. (August 2014 – May 2020).

Post-Doctoral Researcher. Crane Center for Early Childhood Research and Policy. The Ohio State University, Columbus, Ohio (January 2014– August 2014)

Research Associate. Crane Center for Early Childhood Research and Policy. The Ohio State University, Columbus, Ohio (July 2013– December 2013)

Graduate Research Assistant. Department of Teaching and Learning. School of Education and Human Development. University of Miami. (January 2009 – May 2013)

Graduate Research Assistant. Department of Teaching and Learning. College of Education. Florida International University. (August 2007- December 2008)

Writing Center Tutor. The Saunders Writing Center. University of Tampa. (August 2005-August 2007)

PUBLICATIONS IN PRINT

*Denotes doctoral student advisee

Refereed Journal Articles (34)

1. Sparks, J.*, Restrepo-Widney, C.*, & **Sembiante, S. F.** (2024). A comparative analysis of communicative language teaching and learning opportunities in two Spanish language textbooks. *Florida Journal of Educational Research*, 61(3), 16–35.
<https://doi.org/10.62798/VGTU5750>
2. **Sembiante, S. F.**, Theophile, K.*, & Gort, M. (2024). Emergent bilingual preschoolers' reading engagement in read aloud: pathways into reading motivation. *Journal of Early Childhood Literacy*, 0(0). <https://doi.org/10.1177/14687984241286005>
3. Bengochea, A., & **Sembiante, S. F.** (2024). Effective vocabulary interventions for emergent bilinguals: A best-evidence synthesis. *Review of Education*, 12(1), e3458.
<https://doi.org/10.1002/rev3.3458>
4. Haywood, A.*, & **Sembiante, S. F.** (2023). Media literacy education for parents: A systematic literature review. *Journal of Media Literacy Education*, 15(3), 79-92.
<https://doi.org/10.23860/JMLE-2023-15-3-7>
5. Bengochea, A., & **Sembiante, S. F.** (2023). A review of the methodological characteristics of vocabulary interventions for emergent bilinguals in preschool to sixth grade. *Review of Education*, 11(1), e3386. <https://doi.org/10.1002/rev3.3386>
6. **Sembiante, S. F.**, Restrepo-Widney, C*., Bengochea, A., & Gort, M. (2023). Sustainable translanguaging practices in support of the vulnerable language: Honoring children's ways of "Showing" and "Telling" in a dual language bilingual education preschool. *International Journal of Bilingual Education and Bilingualism*, 26(8), 928-942.
<https://doi.org/10.1080/13670050.2022.2161814>
7. **Sembiante, S. F.**, Bengochea, A., & Gort, M. (2022). Morning circle as a community of practice: Co-teachers' transmodality in a dual language bilingual education preschool classroom. *Journal of Early Childhood Literacy*, 1-32.
<https://doi.org/10.1177/14687984221144232>
8. Massy, P.*, & **Sembiante, S. F.** (2022). Pedagogical practices, curriculum development, and student experiences within postsecondary music education: A systematic literature review. *Journal of Research in Music Education*. <https://doi.org/10.1177/1321103X221128172>

9. Antonelli, M.*, & **Sembiante, S. F.** (2022). A systematic review of research on LGBTQ educators' experiences and LGBTQ curriculum in K-12 U.S. public schools. *Multicultural Education Review*, 14(2),134-152. <https://doi.org/10.1080/2005615X.2022.2087031>
10. **Sembiante, S. F.**, Yeomans-Maldonado, G., Johanson, M., & Justice, L. (2022). How the Amount of Teacher Spanish Use interacts with Classroom Quality to Support English/Spanish DLLs' Vocabulary. *Early Education and Development*, 34(2), 506-529. <https://doi.org/10.1080/10409289.2022.2039872>
11. Williams, L.*, & **Sembiante, S. F.** (2022). Experiential learning in U.S. postsecondary teacher preparation programs: A review of the literature. *Teaching and Teacher Education*, 112, <https://doi.org/10.1016/j.tate.2022.103630>
12. **Sembiante, S. F.**, Cavallaro, C. J.*, & Troyan, F. J. (2021). Language teacher candidates' SFL development: A sociocultural perspective. *Language and Education*, 35(5), 479-499. <https://doi.org/10.1080/09500782.2020.1833909>
13. Cavallaro, C. J.*, & **Sembiante, S. F.** (2021). Facilitating culturally sustaining, functional literacy practices in a middle school ESOL reading program: A design-based research study. *Language & Education*, 35(2), 160-179. <https://doi.org/10.1080/09500782.2020.1775244>
14. **Sembiante, S. F.**, Salinas, C. Jr., Ramírez, J. A., Vásquez-Colina, M., & Silva, Y. (2020). Using testimonios to uncover privilege and prejudice in experiences for faculty members with foreign English accents in higher education. *Meridians*, 19(2), 295-320. <https://doi.org/10.1215/15366936-8308398>
15. Finardi, K., **Sembiante, S. F.**, Amorim, G., & Veronez, T*. (2020). Internationalization in two global south-north loci of enunciation. *Educação Temática Digital*, 20(1), 1-21. <https://doi.org/10.20396/etd.v22i3.8659311>
16. Bengochea, A., **Sembiante, S. F.**, & Gort, M. (2020). Exploring the object-sourced transmodal practices of an emergent bilingual child in sociodramatic play. *Journal of Early Childhood Research*, 18(4), 371-386. <https://doi.org/10.1177/1476718X20938078>
17. **Sembiante, S. F.**, Bengochea, A., & Gort, M. (2020). "Want me to show you?": How emergent bilingual children use their multimodal resources to engage in the practices of show-and-tell activity. *Linguistics and Education*, 55, 1-30. <https://doi.org/10.1016/j.linged.2019.100794>
18. Bengochea, A., **Sembiante, S. F.**, & Gort, M. (2020). Attracting and responding to an audience: Preschoolers' multimodal composing in show-and-tell activity. *Language Arts*, 97(3), 135-145. <https://library.ncte.org/journals/la/issues/v97-3/30413>
19. McMahon, B. M.*, & **Sembiante, S. F.** (2020). Reenvisioning the purpose of early warning systems: Shifting the mindset from student identification to meaningful prediction and intervention. *Review of Education*, 8(1), 266-301. <https://doi.org/10.1002/rev3.3183>

20. Troyan, F. J., **Sembiante, S. F.**, & King, N. (2019). A case for a functional linguistic knowledge base in world language teacher education. *Foreign Language Annals*, 52(3), 644–669. <https://doi.org/10.1111/flan.12410>
21. Lewis, R. K.*, & **Sembiante, S. F.** (2019). Research and practice in transition: Support and advocacy for transgender middle school students. *Middle Grades Review*, 5(1), Article 2. <https://eric.ed.gov/?id=EJ1214825>
22. Cavallaro, C. J.*, **Sembiante, S. F.**, Kervin, C.*, & Baxley, T. (2019). Combating racial inequity through local historical analysis: A community-informed social studies unit. *The Social Studies*, 110(1), 17-32. <https://doi.org/10.1080/00377996.2018.1524361> AR: 42%
23. Ramírez, J. A., **Sembiante, S. F.**, & de Oliveira, L. C. (2018). Translated science textbooks in dual language programs: A comparative English-Spanish functional linguistic analysis. *Bilingual Research Journal*, 41(3). <https://doi.org/10.1080/15235882.2018.1494061>
24. Bengochea, A., **Sembiante, S. F.**, & Gort, M. (2018). An emergent bilingual child's multimodal choices in sociodramatic play. *Journal of Early Childhood Literacy*, 18(1), 38-70. <https://doi.org/10.1177/1468798417739081>
25. **Sembiante, S. F.**, Dynia, J., Kaderavek, J., & Justice, L. (2018). Teachers' inferential and literal talk in early childhood education and early childhood special education classrooms. *Early Education and Development*, 29 (1), 14-30. <https://eric.ed.gov/?id=EJ1163252>
26. Xu, T., Ottley, J., & **Sembiante, S.** (2017). A multilevel model of Hispanic kindergartener's English oral language development. *Scholar Practitioner Quarterly*, 11(1-4), 135-159. https://www.researchgate.net/publication/323227600_A_Multilevel_Model_of_Hispanic_Kindergartener's_English_Oral_Language_Development
27. **Sembiante, S. F.**, Baxley, T. P., Cavallaro, C*. (2018). What's in a name? A critical literacy and functional linguistic analysis of immigrant acculturation in contemporary picture books. *Diaspora, Indigenous, and Minority Education Journal*, 12 (1), 28-41. <https://doi.org/10.1080/15595692.2017.1350640>
28. **Sembiante, S.** (2016). Translanguaging and the multilingual turn: Epistemological reconceptualization in the fields of language and implications for reframing language in curriculum studies. *Curriculum Inquiry*, 46 (1), 45-61. <https://doi.org/10.1080/03626784.2015.1133221>
29. **Sembiante, S.**, & Gort, M. (2015). Emergent bilingual children's early experiences with academic language in show-and-tell activity. *Miríada Hispánica*, 10, 152-176. <http://www.miriadahispanica.com/publicacion/10>
30. Gort, M., & **Sembiante, S.** (2015). Navigating hybridized language learning spaces through translanguaging pedagogy: Dual language preschool teachers' languaging practices in

support of emergent bilingual children's performance of academic discourse. *International Multilingual Research Journal*, 9(1), 7-25. <https://doi.org/10.1080/19313152.2014.981775>

31. Manfra, L., Dinehart, L. H. B., & **Sembiante, S.** (2014). Associations between reciting numerals and counting objects in preschool and academic performance in first grade among a sample of diverse, low-income children. *Journal of Research in Childhood Education*, 28(1), 101-114. <https://doi.org/10.1080/02568543.2013.850129>
32. Gort, M., Pontier, R. W., & **Sembiante, S. F.** (2012). Function, type, and distribution of teacher questions in dual language preschool read alouds. *Bilingual Research Journal*, 35(3), 258-276. <https://doi.org/10.1080/15235882.2012.734262>
33. Provenzo, E. F., Ameen, E., Bengochea, A., Doorn, K., Pontier, R., & **Sembiante, S. F.** (2011). Photography and oral history as a means of chronicling the homeless in Miami: The StreetWays Project. *Educational Studies*, 47(5), 419-435. <https://eric.ed.gov/?id=EJ948986>
34. Armstead, C., Bessell, A. G., **Sembiante, S. F.**, & Pacheco, M. P. (2010). What students need, what students say they want: Student perspectives on the promise of smaller learning communities. *Peabody Journal of Education*, 85(3), 365-374. <https://doi.org/10.1080/0161956X.2010.491706>

Refereed Books and Volumes (1)

1. Provenzo, E. F., Bengochea, A., Doorn, K., Ameen, E., Pontier, R., & **Sembiante, S. F.** (2014). *StreetWays: Chronicling the homeless in Miami*. Charlotte, NC: Information Age.

Refereed Book/Monograph Chapters (15)

1. Veronez, T. F.*, & **Sembiante, S. F.** (2023). The challenges and possibilities of internationalization for Brazilian public universities. In Kleber Aparecido da Silva and Lauro Sérgio Machado Pereira (Eds.), *Internationalization of Higher Education in the Global South*. Routledge Research in Decolonizing Education. <https://doi.org/10.4324/9781003409205>
2. Restrepo-Widney, C.*, & **Sembiante, S. F.** (2023). Culturally sustaining practices in a culturally and linguistically diverse preschool classroom (p. 23-40). In K. Raza, C. Coombe, & D. Reynolds (Eds.), *Multilingual TESOL in Practice*. Springer. https://link.springer.com/chapter/10.1007/978-981-19-9350-3_2
3. **Sembiante, S. F.** & Cavallaro, C.* (2021). Linguistic and grammatical knowledge development through text (p. 73-92). In L. De Oliveira, A. M. Menda, and C. Vicentini (Eds.), *Multiliteracies in English as an Additional Language Classrooms: Methods, Approaches, and Lessons*. Information Age Publishing.

4. Troyan, F. J., & **Sembiante, S. F.** (2020). Developing a functional linguistic knowledge base for world language teachers (pp. 32-61). In F. J. Troyan (Ed.), *Genre in world language education: Contextualized assessment and learning*. New York, NY: Routledge.
5. **Sembiante, S. F.**, & Tian, Z. (2020). The need for translanguaging in TESOL. In Z. Tian, L. Aghai, P. Sayer, & J. Schissel (Eds.), *Envisioning TESOL through a Translanguaging Lens: Global Perspectives* (pp. 43-66). Springer: Educational Linguistics series.
6. **Sembiante, S. F.** (2020). From fractured to whole: The power and advocacy of Translanguaging for a multilingual, multicultural immigrant. In M. Barakat & M. A. Rodríguez (Eds.), *Immigrant Faculty in the Academy: Narratives of Identity, Resilience, and Action*. New York, NY: Routledge.
7. Cavallaro, C. J.*, Kervin, C.*, **Sembiante, S. F.**, & Baxley, T. (2019). Relieving tension and empowering students: Addressing societal racism in U.S. classrooms through critical discourse analysis. In S. P. Jones & E. C. Sheffield (Eds.), *Making Sense of Race in Education: Practices for Change in Difficult Times*, (pp. 35-58). Gorham, ME: Myers Education Press.
**Edited book awarded the 2021 Outstanding Book Award by the Society of Professors of Education and the 2021 American Educational Studies Association Critics' Choice Award.
8. **Sembiante, S. F.**, Ramírez, J. A., & de Oliveira, L. C. (2019). Using multimodal practices to support students' access to academic language and content in Spanish and English (p. 39-56). In L.C. de Oliveira, & B. Smith (Eds.), *Expanding Literacy Practices Across Multiple Modes and Languages for Multilingual Students*. Information Age Publishing.
9. de Oliveira, L. C., **Sembiante, S. F.**, & Ramirez, J. A. (2018). Bilingual academic language development in mathematics for emergent to advanced bilingual students. In S. Crespo, S. Celedón-Pattichis, & M. Civil (Eds), *Access and equity: Promoting high quality mathematics in grades 3-5*. National Council of Teachers of Mathematics (NCTM).
10. Gort, M., & **Sembiante, S. F.** (2017). Navigating hybridized language learning spaces through translanguaging pedagogy: Dual language preschool teachers' languaging practices in support of emergent bilingual children's performance of academic discourse. In M. Gort (Ed.), *The complex and dynamic languaging practices of emergent bilinguals: Translanguaging across diverse education and community contexts*. New York, NY: Taylor & Francis. (Reprinted from International Multilingual Research Journal, 9[1], 2015, 7-25).
11. **Sembiante, S. F.** (2014). Dale Branch. In E. F. Provenzo, E. Ameen, A. Bengochea, K. Doorn, K., R. Pontier, & **S. F. Sembiante**, *StreetWays: Chronicling the homeless in Miami*. Charlotte, NC: Information Age.
12. **Sembiante, S. F.** (2014). Anthony V. Reynolds. In E. F. Provenzo, E. Ameen, A. Bengochea, K. Doorn, K., R. Pontier, & **S. F. Sembiante**, *StreetWays: Chronicling the homeless in Miami*. Charlotte, NC: Information Age.

13. **Sembiante, S. F.** (2014). Ellis L. Kaucher. In E. F. Provenzo, E. Ameen, A. Bengochea, K. Doorn, K., R. Pontier, & **S. F. Sembiante**, *StreetWays: Chronicling the homeless in Miami*. Charlotte, NC: Information Age.
14. **Sembiante, S. F.** (2014). Lawrence Weiczorek. In E. F. Provenzo, E. Ameen, A. Bengochea, K. Doorn, K., R. Pontier, & **S. F. Sembiante**, *StreetWays: Chronicling the homeless in Miami*. Charlotte, NC: Information Age.
15. **Sembiante, S. F.** (2014). Brian Michaud. In E. F. Provenzo, E. Ameen, A. Bengochea, K. Doorn, K., R. Pontier, & **S. F. Sembiante**, *StreetWays: Chronicling the homeless in Miami*. Charlotte, NC: Information Age.

Refereed Edited Volumes (2)

1. **Sembiante, S. F., & Tian, Z.** (Eds.). (2023). Translanguaging as Pedagogy of Hope to Counteract Monoglossic Bias. *International Journal of Bilingual Education and Bilingualism*, 26 (8), p. 919-1014. <https://www.tandfonline.com/toc/rbeb20/26/8>
2. **Sembiante, S. F., & Tian, Z.** (Eds.). (2021). Culturally Sustaining Approaches to Academic Language through Systemic Functional Linguistics. *Language and Education*, 35 (2), p. 101-180. <https://doi.org/10.1080/09500782.2021.1896538>

Refereed Book Reviews (2)

1. **Sembiante, S., & Baxley, T.** (2017). Book Review of “Starting strong: Evidence-based early literacy practices”. *Teachers College Record*. ID Number: 21873
2. **Sembiante, S.** (2011). Review of “Language Diversity in the Classroom”. *Language and Education*, 25(1), 84-87.

Non-Refereed Publications (3)

1. **Sembiante, S. F., & Tian, Z.** (2023). Translanguaging: A pedagogy of heteroglossic hope. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2023.2212835>
2. **Sembiante, S. F., & Tian, Z.** (2021). Introduction: Culturally sustaining approaches to academic languaging through systemic functional linguistics. *Language and Education*, 35 (2), 101-105. <https://doi.org/10.1080/09500782.2021.1896538>
3. **Sembiante, S. F., & Uribe, S. N.** (2017). Voices from the field: Challenging myths about English language learners. In K. A. Waldon & T. P. Baxley (Eds.), *Equity Pedagogy: Teaching diverse student populations*. New York: Kendall Hunt.

WORKS IN PRESS/FORTHCOMING

Refereed Journal Articles (0)

Refereed Book Chapters (1)

1. Tian, Z., **Semiante, S. F.**, & Khote, N. (accepted). A translingual functional pedagogical framework for brokering content area literacy. In Luciana de Oliveira (Ed.), *Applying a functional approach to language development in teaching the content areas to multilingual learners*. Information Age Publishing.

WORKS CURRENTLY UNDER REVIEW

Refereed Journal Articles (3)

1. Adams, K. B.*, & **Semiante, S. F.** (in review). A Systematic Review of Behavior Skills Training for Adults with Intellectual and Developmental Disabilities. *Focus on Autism and Other Developmental Disabilities*, 1-30.
2. **Semiante, S. F.**, Restrepo-Widney, C. *, Bengochea, A., & Gort, M. (in review). “Show me how you can practice that”: A DLBE preschool teacher’s multimodally-supported socioemotional instruction in whole group activities. *TESOL Quarterly*, 1-35.
3. **Semiante, S. F.**, Bengochea, A., & Gort, M. (in review). Emergent bilingual preschoolers’ talk and multimodal practices in support of block play. *International Journal of Bilingual Education and Bilingualism, Special Issue: Researching about and with multilingual children as agents in early language learning*, 1-50.

Refereed Book Chapters (1)

1. Restrepo-Widney, C.* & **Semiante, S. F.** (in review). A systematic review and conceptual framing of critical, translingual, and transmodal choices in emergent bilingual children’s socioemotional learning. In R. A. Mora, K. Silvestri, & A. Lin (Eds.), *Reimagining Critical Multimodality in Education: From Soil to Seedlings*. Information Age Publishing.

REFEREED PRESENTATIONS AND PROCEEDINGS

*Presentation with Doctoral student advisee

International (67)

1. Bengochea, A., **Semiante, S. F.**, West, T. M., & Zhang, X. (2025, April). “Murmuration as Translanguaging”: In-service teachers’ visual metaphors to conceptualize varying language perspectives. Submitted for presentation at the 2025 annual meeting of the *American Educational Research Association*, Denver, CO.

2. **Sembaliante, S. F.**, Theophile, K.*, & Gort, M. (2025, April). Emergent Bilingual Preschoolers' Multimodal Engagement Behaviors in Read Aloud. Paper accepted as part of a symposium for the 2025 annual meeting of the *American Educational Research Association*, Denver, CO.
3. Barakat, M., Santos, J., **Sembaliante, S.F.**, Cabrera, C. & Reyes-Guerra, D. (2025, April). University and District Partnerships in Support of Literacy Development for Multilingual Learners [Symposium, under review]. Symposium submission for the 2025 annual meeting of the *American Educational Research Association*, Denver, CO.
4. Restrepo-Widney, C.*, **Sembaliante, S. F.**, & Bengochea, A. (2025, March). Linguistic and ideological contrasts between Socioemotional Learning (SEL) and Transformative SEL in Early Childhood State Policies. Paper to be presented at the 2025 annual meeting of the *American Association for Applied Linguistics*, Denver, CO.
5. **Sembaliante, S. F.**, Restrepo-Widney, C.*, & Gort, M. (2024, April). "I'm not a friend of you": Emergent bilinguals' socioemotional and semiotic exploration in dramatic play. Poster presented at the 2024 annual meeting of the *American Educational Research Association*, Philadelphia, PA.
6. **Sembaliante, S. F.**, Theophile, K.*, & Gort, M. (2024, April). Emergent Bilingual Preschoolers' Reading Engagement in Read Aloud: Pathways into Reading Motivation. Submitted for presentation at the 2024 annual meeting of the *American Educational Research Association*, Philadelphia, PA.
7. **Sembaliante, S. F.**, Bengochea, A., Restrepo-Widney, C., & West, T. M. (2024, March). Monolingual and multilingual in-service teachers' conceptualization of translanguaging pedagogy in a teacher preparation program. Paper presented at the 2024 annual meeting of the *American Association for Applied Linguistics*, Houston, TX.
8. Massy, P*., & **Sembaliante, S. F.** (2023, April). A Decade of Research in Postsecondary Music Education: Pedagogical practices, curriculum development, and student experiences. Paper presented at the 2023 annual meeting of the *American Educational Research Association*, Chicago, IL.
9. **Sembaliante, S. F.**, Restrepo-Widney, C.*, Bengochea A., & Gort, M. (2023, April). Sustainable translanguaging pedagogy: Supporting preschoolers' "showing" and "telling" in a dual language bilingual education program. Paper presented at the 2023 annual meeting of the *American Educational Research Association*, Chicago, IL.
10. **Sembaliante, S. F.**, Restrepo-Widney, C.*, Bengochea A., & Gort, M. (2023, April). Verbal and embodied socioemotional instruction in preschool: A systemic functional paralinguistic analysis. Paper presented at the 2023 annual meeting of the *American Association for Applied Linguistics*, Portland, OR.

11. **Sembiante, S. F., & Bengochea A.** (2023, March). Emergent bilingual preschooler's narrative discourse and transmodal practices in Spanish and English story retells: A longitudinal qualitative analysis. Paper presented as part of an invited symposium entitled Strengths-Based Approaches for Examining and Supporting Narrative Development in Young Children to the 2023 annual meeting of the *Society for the Research of Child Development*, Salt Lake City, UT.
12. Restrepo-Widney, C.*, & **Sembiante, S. F.** (2023, March). A systemic functional paralinguistic analysis of teachers' socioemotional instruction and emergent bilingual preschoolers' socioemotional learning. Paper submitted to the 2023 annual meeting of the *American Association for Applied Linguistics*, Portland, OR.
13. Bengochea A., **Sembiante, S. F., & Gort, M.** (2022, April). Multimodal depth-of-vocabulary instruction: A cross-genre analysis of a preschool teacher's vocabulary instruction in Spanish read alouds. Paper presented at the 2022 annual meeting of the *American Educational Research Association*, San Diego, CA.
14. **Sembiante, S. F.,** Restrepo-Widney, C.*, Bengochea A., & Gort, M. (2022, April). "Show me how you can practice that": A dual language preschool teacher's multimodally-supported socioemotional instruction. Paper submitted to the 2022 annual meeting of the *American Educational Research Association*, San Diego, CA.
15. Troyan, F. J., King, N., & **Sembiante, S. F.** (2022, April). Harnessing SFL to learn to translanguage in a French immersion classroom. Paper submitted as part of a symposium to the 2022 annual meeting of the *American Educational Research Association*, San Diego, CA.
16. **Sembiante, S. F.,** Bengochea A., & Gort, M. (2021, June). "I made the prince castle": How emergent bilingual preschoolers' talk and multimodal practices support block play. Paper accepted to the 2021 annual meeting of the *Sociolinguistics Symposium 23*, virtual meeting.
17. **Sembiante, S. F.,** Bengochea A., & Gort, M. (2021, April). Morning Circle as a community of practice: Co-teachers' transmodality in a dual language preschool classroom. Paper accepted to the 2021 annual meeting of the *American Educational Research Association*, virtual meeting.
18. **Sembiante, S. F.,** Bengochea, A., & Gort, M. (2021, March). Emergent bilingual preschooler's multimodal practices in support of their speech genres in block play. Paper accepted at the 2021 annual meeting of the *American Association for Applied Linguistics*, virtual meeting.
19. Bengochea, A., & **Sembiante, S. F.** (2020, May). Supporting children's multimodality in culturally and linguistically diverse early childhood contexts. Paper session at *Building Bridges IV Conference*, University of Ljubljana, Slovenia. ISBN: 978-3-6632-8679-9.
20. Cavallaro, C.*, & **Sembiante, S. F.** (2020, April). Translanguaging to propel culturally sustaining, functional literacy practices in intensive reading ESOL classrooms. Paper

accepted to the 2020 annual meeting of the *American Educational Research Association*, Orlando, FL. Conference canceled due to COVID-19.

21. **Sembiante, S. F.** (2020, April). From fractured to whole: The power and advocacy of Translanguaging for a multilingual, multicultural immigrant. Paper accepted to the 2020 annual meeting of the *American Educational Research Association*, San Francisco, CA. Conference canceled due to COVID-19.
22. Troyan, F. J., King, N., & **Sembiante, S. F.** (2020, March). Harnessing SFL to Learn to Translanguage in a French Immersion Classroom. Paper accepted at the 2020 annual meeting of the *American Association for Applied Linguistics*, Denver, CO. Conference canceled due to COVID-19.
23. **Sembiante, S. F.**, Bengochea, A., & Gort, M. (2020, March). Emergent bilingual preschooler's multimodal practices in support of their speech genres in block play. Paper accepted at the 2020 annual meeting of the *American Association for Applied Linguistics*, Denver, CO. Conference canceled due to COVID-19.
24. Tian, Z., & **Sembiante, S. F.** (2019, June). Rethinking TESOL in the multilingual turn through a translanguaging lens. Paper accepted to the *2019 International Conference on Multilingual Acquisition and Multilingual Education*, Hong Kong, China.
25. Bengochea, A., **Sembiante, S. F.**, & Gort, M. (2019, April). !Mira Está squishy! An emergent bilingual child's object-sourced transmodal practices to enhance pretend narratives. Paper accepted to the 2019 annual meeting of the *American Educational Research Association*, Toronto, Canada.
26. Tian, Z., & **Sembiante, S. F.** (2019, March). Envisioning TESOL through a Translanguaging Lens. Paper accepted to the *TESOL 2019 International Convention & English Language Expo*, Atlanta, GA. (resulted in publication)
27. Bengochea, A., **Sembiante, S. F.**, & Gort, M. (2019, February). Supporting emergent bilingual children's multimodal practices in show-and-tell activity in early childhood dual language bilingual education programs. Paper accepted to the *7th International Conference on Immersion and Dual Language Education*, Charlotte, NC.
28. Cavallaro, C.*, & **Sembiante, S. F.** (2018, November). Language diversity in picture books: Unpacking problematic portrayals through text-based instructional conversations. Paper accepted to the 28th Annual Conference for the *National Association for Multicultural Education*, Memphis, TN.
29. **Sembiante, S. F.**, Ramirez, J. A., & de Oliveira, L. (2018, July). Using multimodal practices to support students' access to the academic language and content of Social Studies texts in Spanish and English. Invited paper accepted as part of featured symposium, "Bi/Multilingualism/Multilingual Pedagogy" at the 45th *Annual International Systemic Functional Linguistic Association Congress*, Boston, MA.

30. **Sembaliante, S. F.**, Bengochea, A. B., & Gort, M. (2018, April). Emergent bilingual children's multimodal practices: Supporting varying purposes of show-and-tell. Paper presented at the 2018 annual meeting of the *American Educational Research Association*, New York, NY.
31. Maslin Ostrowski, P., Barakat, M., Bogotch, I., **Sembaliante, S. F.**, & Schoorman, D. (2018, April). Blurring lines: Curriculum, school leadership and an international partnership. Paper to be presented at the 2018 annual meeting of the *American Educational Research Association*, New York, NY.
32. **Sembaliante, S. F.**, Salinas, C. Jr., & Ramírez, J. A. (2017, April). Privilege and prejudice: Discrepancies in experiences for faculty members with foreign English accents. Paper presented at the 2017 annual meeting of the *American Educational Research Association*, San Antonio, TX.
33. Troyan, F. J., Safriani, A., **Sembaliante, S. F.**, & Cavallaro, C. J.* (2017, February). Dialogic mediation of L2 teacher candidates' learning of systemic functional linguistics. Paper presented at the 10th *International Conference on Language Teacher Education*, Los Angeles, CA.
34. **Sembaliante, S. F.**, Troyan, F. J., Kaplan, C., & Bramli, A. (2017, February). Bilingual teacher candidates' development of the functions of critical academic reflection. Paper presented at the 10th *International Conference on Language Teacher Education*, Los Angeles, CA.
35. **Sembaliante, S. F.**, Baxley, T. P., & Cavallaro, C. J.* (2016, November). Names as a cultural entry point: A critical analysis of immigrant acculturation in contemporary picture books. Paper presented at the 2016 26th Annual Conference for the *National Association for Multicultural Education*, Cleveland, OH. (resulted in publication)
36. Ramírez, J. A., **Sembaliante, S. F.**, & de Oliveira, L. (2016, July). Multilingual meaning potential: Spanish/English academic texts in dual language programs. Paper presented at the 43rd Annual Conference of the *International Systemic Functional Congress*. Bandung, Indonesia. (resulted in publication)
37. **Sembaliante, S. F.**, Troyan, F., & Cavallaro, C. J.* (2016, April). Engaging foreign language teacher candidates in a functional linguistics approach to analyzing language. Paper presented at the 2016 annual meeting of the *American Association for Applied Linguistics*, Orlando, FL.
38. Bengochea, A., **Sembaliante, S. F.**, & Gort, M. (2016, April). Emergent bilingual children's multimodal choices in sociodramatic play. Paper to be presented at the 2016 annual meeting of the *American Educational Research Association*, Washington, D.C. (resulted in publication)

39. Ramírez, J. A., **Sembiante, S. F.**, & Avalos, M. A. (2015, November). Developing genre-based thematic units through bilingual functional linguistics. Paper presented at the 2015 annual meeting of the *La Cosecha*, Albuquerque, NM.
40. **Sembiante, S. F.**, & Gort, M. (2015, November). A Spanish-English dual language teacher's enactment of instructional goals in shared reading activity with informational texts. Paper presented at the 2015 annual meeting of the *Literacy Research Association*, Carlsbad, CA.
41. Avalos, M., Ramírez, J. A., & **Sembiante, S. F.** (2015, April). Supporting Biliteracy Development in Schools with a Common Language Framework. Paper presented at the *International Linguistic Association's 60th Annual Conference*, New York, NY.
42. **Sembiante, S.**, & Gort, M. (2015, March). A functional analysis of emergent bilingual children's longitudinal narrative development. Paper presented at the 2015 annual meeting of the *American Association for Applied Linguistics*, Toronto, CA.
43. Bramli, A.*, **Sembiante, S.**, Troyan, F., & Kaplan, C. (2015, March). "My writing doesn't look good because my native language is Russian": How foreign language teacher candidates perceive their bilingual identities. Paper presented at the 2015 annual meeting of the *American Association for Applied Linguistics*, Toronto, CA.
44. **Sembiante, S.**, & Gort, M. (2014, December). Navigating the academic discourses of narrative and informational texts in two languages in preschool: An analysis of a Spanish-English dual language teacher's instructional goals and extratextual talk in shared reading activity. Paper presented at the 2014 annual meeting of the *Literacy Research Association*, Marco Island, FL.
45. **Sembiante, S.**, Dynia, J., Kaderavek, J., & Justice, L. (2014, July). Teachers' inferential and literal talk in early childhood education and early childhood special education classrooms. Poster presented at the 2014 annual meeting of the *Society for the Scientific Study of Reading*, Santa Fe, NM. (resulted in publication)
46. Avalos, M., & **Sembiante, S.** (2014, March). Teacher knowledge of math-academic language: Challenges and possibilities for ELL students. Paper presented at the 2014 meeting of the *American Association for Applied Linguistics*, Portland, OR.
47. **Sembiante, S.**, & Gort, M. (2013, December). Emergent bilingual children's early experiences with academic language across Spanish- and English-medium preschool activities. Invited Session Paper presented at the 2013 annual meeting of the *Literacy Research Association*, Dallas, TX. (resulted in publication)
48. Gort, M., & **Sembiante, S.** (2013, December). Navigating the hybridized language space: Teachers' translanguaging practices in support of emergent bilingual children's development of Spanish discourse features. Invited Session Paper presented at the 2013 meeting of the *Literacy Research Association*, Dallas, TX. (resulted in publication)

49. Gort, M., & **Semiante, S.** (2012, April). Knowledge distribution in a dual language preschool: Emergent bilingual children's development of descriptive language patterns. Presidential Invited Session. Paper presented at the 2012 meeting of the *American Educational Research Association*, Vancouver, Canada. (resulted in publication)
50. Avalos, M., Zisselsberger, M., Secada, W., Iuhasz, N., Doorn, K., Pontier, R., Bengochea, A., McLeod, T., **Semiante, S.**, Puccinelli, M., & Thorrington, V. (2012, April). Operationalizing a linguistic framework for math texts to inform and improve instruction for English learners. Paper presented at the 2012 meeting of the *American Educational Research Association*, Vancouver, Canada.
51. Gort, M., Pontier, R. W., & **Semiante, S.** (2011, November). 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. (resulted in publication)
52. Gort, M., **Semiante, S.**, & Pontier, R. W. (2011, November). Scaffolding emergent bilinguals' participation in Spanish and English shared storybook reading: An analysis of type and pattern of teacher questioning. Paper presented at the 2011 meeting of the *Literacy Research Association*, Jacksonville, FL.
53. Gort, M., **Semiante, 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.
54. Gort, M., Pontier, R. W., & **Semiante, 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.
55. Provenzo, E., Ameen, E., Bengochea, A., Doorn, K., Pontier, R.W., & **Semiante, S.** (2011, April). StreetWays. Poster presented at the 2011 meeting of the American Educational Research Association, New Orleans, LA. (resulted in publication)
56. Bessell, A. G., Kloosterman, V. I., & **Semiante, S. F.** (2010, November). When a Program Evaluation Goes to a Small Town: Unique Opportunities in Communication, Accessibility, and Decision-Making. Paper presented at the 24th annual meeting of the *American Evaluation Association*, San Antonio, TX.
57. **Semiante, S.**, Bessell, A. G., Armstead, C. L. (2010, November). Increasing the volume of student voice: Perceptions of personalization in high poverty/minority schools. Poster presented at the 2010 annual meeting of the *American Evaluation Association*, San Antonio, TX. (resulted in publication)

58. Kloosterman, V. I., Bessell, A. G., **Sembiante, S.** (2010, November). A Program Evaluation of a Kindergarten Support Program for At-Risk Students. Paper Session presented at the 93rd *American Educational Research Association Conference*, Denver, CO.
59. Armstead, C. L., Bessell, A. G., **Sembiante, S.** (2010, November). The challenge of secondary school reform: When Evaluation Improves Practice. Poster presented at the 2010 annual meeting of the *American Evaluation Association*, San Antonio, TX. (resulted in publication)
60. **Sembiante, S.**, Manfra, L., Hartman, S. C., & Mitchell, E. (2009, May). Does the percent of Spanish-speaking classmates impact Hispanic ELL students' longitudinal academic performance? Poster presented at the 21st Annual Convention of the *Association for Psychological Science*, San Francisco, CA.
61. Mitchell, E., Manfra, L., Hartman, S. C., & **Sembiante, S.** (2009, May). The effects of protective, relative, and foster-care on highly at-risk children's LAP-D performances. Poster presented at the 21st Annual Convention of the *Association for Psychological Science*, San Francisco, CA.
62. De Feyter, J. J., Tran, H., & Winsler, A., Manfra, L., Dinehart, L. H. B., Bleiker, C., & **Sembiante, S.** (2009, April). Early academic outcomes for children in family daycare, center-based care, and public school pre-k. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Denver, CO.
63. **Sembiante, S.**, Manfra, L., Dinehart, L.H.B., & Jin, D. (2008, August). The development of English proficiency and relations with academic performance. Poster presented at the annual meeting of the *American Psychological Association*, Boston, MA.
64. Manfra, L., Hartman, S.C., Dinehart, L.H.B., Winsler, A., Bleiker, C., **Sembiante, S.**, Tran, H., Johnson-DeFeyter, J., & Hutchison, L. (2009, April). Association between early school readiness assessments and later outcome in low-income, diverse children. Poster presented at the 2009 Biennial Meeting of the *Society for Research in Child Development*, Denver, CO.
65. Jin, D., Manfra, L., Dinehart, L. H. B., & **Sembiante, S.** (2008, August). Early exposure to Asian languages and subsequent mathematic performance. Poster presented at the annual meeting of the *American Psychological Association*, Boston, MA.
66. Manfra, L., Dinehart, L.H.B., & **Sembiante, S.** (2008, April). The effects of word matching and recognition in preschool on literacy skills and achievement in early elementary school. Poster presented at the 20th Biennial Conference of the *Society for Research in Human Development*, Indianapolis, IN.
67. Manfra, L., Dinehart, L.H.B., **Sembiante, S.**, & Jin, D. (2008, April). The effects of early counting skills on later academic achievement. Poster presented at the 20th Biennial Conference of the *Society for Research in Human Development*, Indianapolis, IN. (resulted in publication)

National (5)

1. **Sembaliante, S. F.**, Bengochea, A. B., & Gort, M. (2019, March). Emergent bilingual children's object-focused, multimodal interactions during dramatic play. Paper accepted to the *National Association of Bilingual Education*, Orlando, FL.
2. Ramírez, J. A., **Sembaliante, S.**, & de Oliveira, L. C. (2016, October). Bilingual academic language development: Language patterns across Spanish and English school genres. Paper presented at the 2016 *Sixth International Conference on Immersion and Dual Language Education*, Minneapolis, MN.
3. **Sembaliante, S.**, Dynia, J., Kaderavek, J., & Justice, L. (2015, March). Teachers' inferential and literal talk in early childhood education and early childhood special education classrooms. Paper presented at the 2015 annual meeting of the *Society for Research in Child Development*, Philadelphia, PA. (resulted in publication)
4. Kaplan, K. S., **Sembaliante, S.**, & Troyan, F. J. (2015, February). Unpacking the features of critical academic reflection in edTPA. Paper presented at the *American Association of Colleges of Teacher Education*, Atlanta, GA.
5. Gort, M., & **Sembaliante, S.** (2012, April). The influence of context, language environment, and teacher practices on young, emergent bilingual children's development of academic language: A focus on descriptive discourse features in Spanish and English show-and-tell. Invited Session. Paper presented at the 2012 meeting of *Head Start's 11th National Research Conference*, Washington, D.C. (resulted in publication)

Regional/Local (5)

1. Sparks, J.* , Restrepo-Widney, C.* , & **Sembaliante, S. F.** (2023, November). A comparative analysis of communicative language teaching and learning opportunities in two Spanish language textbooks. Paper submitted to the 2023 annual meeting of *Florida Educational Research Association*, Hollywood, FL.
2. Lewis, R.* , & **Sembaliante, S. F.** (2018, March). Middle and High School Teachers' Perceptions of Transgender students and the Impact of Teacher (In)Action with Transgender Students: A Literature Review. Poster presented at the *Florida Atlantic University College of Education's 17th Annual Student Research Symposium*, Boca Raton, FL. (resulted in publication)
3. **Sembaliante, S. F.**, Ramírez, J. A., & de Oliveira, L. C. (2017, May). Using multimodal practices to support students' access to academic language and content in Spanish and English. Paper presented at the 2017 annual meeting of the *Sunshine State TESOL of Florida*, West Palm Beach, FL. (resulted in publication)

4. de Oliveira, L. C., Ramírez, J. A., & **Sembiante, S. F.** (2016, May). Bilingual academic language development for emergent bilinguals. Paper presented at the 2016 annual meeting of the *Sunshine State TESOL of Florida*, West Palm Beach, FL.
5. Cann, G.**, & **Sembiante, S. F.** (2015, March). The development of a trilingual toddler's translanguaging practices in unstructured school activities. Poster presented at the 2015 *Florida Atlantic University Annual Broward Student Research Symposium*, Davie, FL.
**Presentation with Undergraduate student advisee

NON-REFEREED PUBLICATIONS, PRESENTATIONS AND PROCEEDINGS

Invited Presentations (Service – Not Paid) (26)

1. **Sembiante, S. F.** (2021, November). *Conducting and Writing a Literature Review: An Interactive Presentation*. Presenter, AACTE Holmes Scholars® Program, Boca Raton, FL.
2. **Sembiante, S. F.** (2021, November). *Bridging the verbal-embodiment divide: Multimodal theory and analysis in Dual Language Bilingual Education Preschool Classrooms*. YouTube Seminar, Translanguaging & Trans-Semiotizing Research Group Channel. Hosted by Dr. Angel Lin. Available here: https://www.youtube.com/watch?v=Iliwr3IAS_U
3. **Sembiante, S. F.** (2021, July). *4th Annual Virtual Everglades Teacher Symposium*. Invited Speaker on Panel, Everglades Foundation.
4. **Sembiante, S. F.** (2021, May). *The True Facts of Bilingualism*. Baby Talk English Club 2.0, Rome, Italy. (Virtual Presentation)
5. **Sembiante, S. F.** (2021, April). *How Multi-language learners connect*. Virtual Research in Action, Division of Research, Florida Atlantic University, Boca Raton, FL. Available here: <https://www.youtube.com/watch?v=ctzkatn7rec>
6. **Sembiante, S. F.** (2021, March). *Developing Strategies for Publishing and Interviewing Along the Way to the Job Market*. Invited Speaker on Panel, Graduate Student Council (GSC), American Association of Applied Linguistics, Denver, CO.
7. **Sembiante, S. F.** (2021, January). *Immigrant Faculty in the Academy: Narratives of Identity, Resilience, and Action*. Invited Speaker on Panel, FAU libraries, Florida Atlantic University, Boca Raton, FL.
8. **Sembiante, S. F.** (2020, October). *Bilingualism in Action: Truth and Myth on Exposing your Child to English*. Baby Talk English Club, Rome, Italy. (Virtual Presentation)
9. **Sembiante, S. F.** & Dukes, C. (2019, April). *Building Arguments based on your Theoretical Positioning and Assumptions*. Doctoral Workshop, College of Education, Florida Atlantic University, Boca Raton, FL.

10. Dukes, C., & **Sembiante, S. F.** (2019, April). *Identifying the Assumptions of your Theoretical Positioning*. Doctoral Workshop, College of Education, Florida Atlantic University, Boca Raton, FL.
11. **Sembiante, S. F.** (2019, March). *Super Meeting of the Minds*. Research Panel, The Council for Scholarship and Inquiry, Florida Atlantic University, Boca Raton, FL.
12. **Sembiante, S. F.** (2019, March). *Video Research in Classrooms*. Lecture, EDF 7758 Trends in Analyzing Instructional Practices, Florida Atlantic University, Boca Raton, FL.
13. **Sembiante, S. F.** (2019, March). *Conducting and Writing a Literature Review: An Interactive Presentation*. Presenter, Student Achievement Council, Boca Raton, FL.
14. **Sembiante, S. F.** (2019, January). *Professional/Academic Writing*. Lecture & Discussion, EEX 7938 Seminar in ESE Leadership, Florida Atlantic University, Boca Raton, FL.
15. **Sembiante, S. F.** (2018, October). *Children's Early Experiences with Academic Language in Show-and-Tell*. Research Presentation, School Leader's Meeting, Department of Educational Leadership and Research Methodology, Florida Atlantic University, Boca Raton, FL.
16. **Sembiante, S. F.** (2018, February). *Video Research in Classrooms*. Lecture, EDF 7758 Trends in Analyzing Instructional Practices, Florida Atlantic University, Boca Raton, FL.
17. **Sembiante, S. F.** (2017, September). *Conducting and Writing a Literature Review: An Interactive Presentation*. Presenter, AACTE Holmes Scholars® Program, Boca Raton, FL.
18. Ramirez, A., & **Sembiante, S. F.** (2016, November). *What Every Teacher Should Know about Working with Emergent to Advanced Bilingual Students*. Presenter, Future Educators of Broward, Boca Raton, FL.
19. **Sembiante, S. F.** (2016, May). *Critical Discourse Analysis*. Lecture, EDF 6887 Foundations of Multicultural Curriculum, Florida Atlantic University, Boca Raton, FL.
20. **Sembiante, S. F.** (2015, November). *Recognizing Bias in Language and Implications for Curriculum Studies*. Lecture, EDG 7938 Doctoral Seminar, Florida Atlantic University, Boca Raton, FL.
21. **Sembiante, S. F.** (2015, April). *Politics in Bilingual Education: Current/Future Issues*. Lecture, TAL 590 Special Topics: Foundations of Bilingual Education and Classroom Biliteracy Development, University of Miami, Coral Gables, FL
22. **Sembiante, S. F.** (2014, April). *Language Brokering*. EDUTL 8890 Advanced LES Seminar: Bilingual and Biliterate Development in Children and Adolescents, The Ohio State University, Columbus, OH.

23. **Sembiante, S. F.** (2013, July). *Selecting Books and Using Writing in Early Childhood Dual Language Educational Contexts*. Presentation, Dual Language Institute: Teaching in a Multilingual Context, United Way Center for Excellence in Early Education & The Children's Trust, Miami, FL.
24. **Sembiante, S. F.** (2012, March). *English Language Learners: Characteristics & Program Models*. EPS 360 Educational Psychology, University of Miami, Coral Gables, FL.
25. **Sembiante, S. F.** (2011, February). *Bilingual Language Development*. TAL 681 Methods for Communication and Language in Young Children with Disabilities, University of Miami, Coral Gables, FL.
26. **Sembiante, S. F.** (2010, November). *Qualitative Research Design*. EPS 553, Introduction to Research Methods, University of Miami, Coral Gables, FL.

Invited Presentations (Paid) (12)

1. Restrepo-Widney, C.*, & **Sembiante, S. F.** (2023, May). Creating Opportunities for Children to Experience Different Languages and Cultures. Session speaker, *Empower 2023 Conference, Early Learning Coalition of Palm Beach County*.
2. **Sembiante, S. F.** (2023, April). *Literature Review: Their Role in Dissertations and as Publishable Scholarship*. Plenary Session Speaker, AACTE Holmes Scholars® Program, Boca Raton, FL.
3. **Sembiante, S. F.** (2021, May). *English in Context: A Set of Registers for Different Contexts and Purposes*. Keynote Speaker, International Conference on New Directions in English Language Teaching: Issues, Practices, Challenges. Swami Keshvanand Institute of Technology, Management & Gramothan, Jaipur, India. (Virtual Presentation)
4. **Sembiante, S. F.** (2018, June). *Supporting Content-Area Literacy Learning for Culturally and Linguistically Diverse Students*. Keynote Speech, Latino Institute, the Palm Beach County School District, West Palm Beach, FL.
5. **Sembiante, S. F.**, & Cavallaro, C. (2018, February). *Applying Linguistic and Grammatical Knowledge in Teaching English*. Professional Development Program for Brazilian English Teachers, University of Miami, Coral Gables, FL.
6. **Sembiante, S. F.** (2018, February). *Linguistic and Grammatical Knowledge Development through Texts*. Professional Development Program for Brazilian English Teachers, University of Miami, Coral Gables, FL.
7. **Sembiante, S. F.** (2017, June). *Making Academic Language and Content Explicit for Latino Students*. Keynote Speech, Latino Institute, the Palm Beach County School District, West Palm Beach, FL.

8. **Sembaliante, S. F.** (2017, April). *Foundations of Bilingual Education*. Workshop, New Generation Schools & BalancEd, Cairo, Egypt.
9. **Sembaliante, S. F.** (2017, April). *TESOL Methodology and Practice*. Workshop, New Generation Schools & BalancEd, Cairo, Egypt.
10. **Sembaliante, S. F.** (2017, April). *Improving English Pronunciation for Arabic Speakers*. Workshop, New Generation Schools & BalancEd, Cairo, Egypt.
11. **Sembaliante, S. F.** (2017, April). *Curriculum Design*. Workshop, New Generation Schools & BalancEd, Cairo, Egypt.
12. **Sembaliante, S. F.** (2016, June). *Language and Literacy Considerations in Teaching Latino Students*. Keynote Speech, Latino Institute, the Palm Beach County School District, West Palm Beach, FL.

Technical Reports (6)

1. Bessell, A. G., & Sembaliante, S. (2011). Museum of Science Virtual Restaurant Exhibit Focus Group Report.
2. Bessell, A. G., Kloosterman, V., Pacheco-Plaza, M., & **Sembaliante, S.** (2011). Kindergarten-Support Program of Lake Wales Evaluation Interim & Summative Reports.
3. Bessell, A. G., Kloosterman, V., Pacheco-Plaza, M., & **Sembaliante, S.** (2010). Kindergarten-Support Program of Lake Wales Evaluation Interim & Summative Reports.
4. Bessell, A. G., Kloosterman, V., Pacheco-Plaza, M., & **Sembaliante, S.** (2009). Kindergarten-Support Program of Lake Wales Evaluation Interim & Summative Reports.
5. Bessell, A. G., Kloosterman, V., Pacheco-Plaza, M., **Sembaliante, S.**, Watson, S., & Heiblum, L. (2009). 21st Century Community of Learners: Lenora B. Smith & Holmes Elementary Schools Evaluation Reports.
6. Bessell, A. G., Corces, J., Neff, M., & **Sembaliante, S.** (Online module). Teacher Stress: What it is and what to do about it. American Psychological Association.

GRANTS

External (Funded) (1)

1. Reyes-Guerra, D. (PI), **Sembaliante, S. F.** (Co-PI), Barakat, M. (Co-PI) (2022, April). *PRAISE: Preparing for Readiness and Academic Improvement for Preschool ELs*. \$1,788,835. National Professional Development Program, USDOE. (Funded)

External (Applied) (3)

1. Pontier, R., W., Mizell, J., Deroo, M., **Sembaliante, S. F.** (2023, September). *Addressing challenges and celebrating joys: Exploring racially, linguistically and culturally diverse students and communities in South Florida*. \$10,000. Vision Grant. Spencer Foundation. (Applied)

2. Avalos, M. (PI), **Sembiante, S. F.** (Co-PI) (2022, January). *NSF INCLUDES Alliance: S. Florida Stem Content and Literacies (SCaLes)*. \$10,000,000.00. National Science Foundation. (Not Funded)
2. Salinas, C. (PI) & **Sembiante, S. F.** (Co-PI) (2020, July). *College students' social and emotional competencies and their experiences of campus racial climate and virtual learning*. \$50,000. Spencer Foundation. (Not Funded)

Internal (Funded) (3)

1. **Sembiante, S.,** & Cann, G.* (2015, March). *The Emergent Multilingual Development and Multilingual Practices of a Trilingual Toddler*. \$3,000. Broward Undergraduate Research Award, Florida Atlantic University.
*Undergraduate student
2. Kumar, D., **Sembiante, S.,** Perez, L., & DePrisco, R. (2015, March). *Problem-based Learning Nano Comics*. \$3,000. Broward Undergraduate Research Award, Florida Atlantic University.
3. Riggie, J., **Sembiante, S.,** & Johanson, M. (2013, November). *Project GRANT: Grant Acquisition kNowledge and Techniques*. \$750. Innovate Communicate Motivate Research Grant, Crane Center for Early Childhood Research and Policy, The Ohio State University.

COURSES TAUGHT AT FAU

*New courses I have developed

**Courses that I have revised/rewritten

Undergraduate

TSL 4080	Introduction to Theories and Practices of TESOL (face-to-face)**
TSL 4080	Introduction to Theories and Practices of TESOL (online)*
TSL 4081	TESOL Issues and Practices
TSL 4324	ESOL Strategies for Content Area Teachers
TSL 5345	Methods of Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education**

Graduate

EDF 6637	Race, Class, & Gender in Education
EDG 6285	Program Evaluation in Curriculum & Instruction
EDG 5930	Special topics: Discourse Analysis for Educational Research*
EDF 7758	Trends in Analyzing Instructional Practices
EDG 7944	Research in Curriculum & Instruction**

Supervision of Graduate Students

Doctoral Advisor (Current: 1)

Jaclyn Sparks

Graduation expected May 2026

Doctoral Advisor (Past)

Danah Alawadhi Advised until program withdrawal in Spring 2023
Cole Kervin Advised until Fall 2017
Allyson Berrios de Gacharna Advised until Fall 2024

Dissertation Chair (Current: 6)

*Co-chair

Kimberly Theophile Graduation expected Summer 2025
 Dissertation title: *Promoting Tutees' Self-Efficacy, Tutor-Tutee Relationship, and Mathematical Knowledge/Performance*

Catherine Restrepo-Widney Graduation expected December 2025
 Dissertation title: *Navigating translanguaging-informed transformative socioemotional learning (SEL) practices: A participatory design research with bilingual kindergarten teachers in Colombia*

Thiago Veronez Graduation expected May 2025
 Dissertation title: *Internationalization for whom? Evidence from a Case Study at a Brazilian University*

Kimberly Witte Graduation expected May 2025
 Dissertation title: *The Impact of Lived Experiences on Early Childhood Teachers' Perceptions of Self-Efficacy for Teaching STEAM*

Shellie Donow-Hennings Graduation expected May 2025
 Dissertation title: *The Impact of Teacher Joy on Mental Health and Wellbeing, Work-life Balance, and Teacher Practice during CoronaCrisis*

*Jameson Stell Graduation expected May 2025
 Dissertation title: *Growing a Mindset: A Systemic Functional Linguistics-based Critical Discourse Analysis of Florida-Sanctioned E-Newsletters for Teachers*

Past Role as Dissertation Chair (7)

*Co-chair

Lucas Williams Graduated expected December 2023
 Dissertation title: *Toward a Framework for Creative Teacher Education*

Teodora Kamburov Graduated Spring 2023
 Dissertation title: *Grit in Adult Students with Disabilities: A Multiple-Case Study*

Yoonhee Lee Graduated Spring 2023
 Dissertation title: *Early Childhood Education Teachers' Perspectives on Multicultural Teaching in South Korea*

Kaitlin Salzman Graduated December 2022
 Dissertation title: *The Founding and Evolution of a Full-Service Community School: Oral Histories of Current and Past Stakeholders*
 (Currently Senior Director of Organizational Research & Program Development at the Achievement Centers for Children and Families, Delray Beach)

Christina Cavallaro Graduated December 2020
 Dissertation title: *Using Culturally Sustaining Systemic Functional Linguistics to Support Emergent Bilingual Students' Academic Language Development*

(Currently Assistant Professor of Elementary Education at Northern State University, South Dakota)

*Sherrie Sacharow Graduated December 2019

Dissertation title: *Information literacy: A pathway toward success for Florida state college English language learners*

(Currently Associate Professor in the Reading/SLS/ESL Department, Broward College)

Brian McMahon Graduated May 2018

Dissertation title: *Examining Student Level Variables as Predictors for On-time High School Cohort Graduation*

(Currently Coordinator of Accountability & Research at School District of Indian River County)

Current Membership on Dissertation Committees (6)

Noelle Guay	Graduation expected December 2026
Jean Avril	Graduation expected December 2025
Joey Walters	Graduation expected December 2025
Brittany Goins	Graduation expected December 2024
Kristina Bielskus-Barone	Graduation expected December 2025
Anne Henderson	Graduation expected December 2025

Past Membership on Dissertation Committees (15)

Allyson Miller	Graduated May 2024
Diana Fedderman	Graduated Summer 2023
Agnes Timar	Graduated May 2023
Linda Whitehead	Graduated May 2022
Renee Rodney	Graduated May 2022
Amanda Chiplock	Graduated December 2021
Erin Mitchell	Graduated May 2021
Jatviel Infanzon	Graduated May 2020
Helen Denise Breitzkreuz	Graduated May 2020
Rebecca Lewis	Graduated Spring 2019
Jillian Berson	Graduated December 2019
Deborah McEwan	Graduated December 2019
Brett Scaglione	Graduated May 2019
Jennifer Malhoyt-Lee	Graduated May 2018
Jacqueline Rushing	Graduated May 2018

Supervision of Undergraduate Students

Directed Independent Research

Genevieve Cann

Research Project: *The Emergent Multilingual Development and Multilingual Practices of a Trilingual Toddler. Completed 2015.*

SERVICE AND PROFESSIONAL DEVELOPMENT

Service to the Institution

Department/School service

Fall 2024	Member, Post-Tenure Review Committee: Dr. Dilys Schoorman
Fall 2024	Member, Post-Tenure Review Committee: Dr. Andres Ramirez
Fall 2024	Member, Post-Tenure Review Committee: Dr. Yashwant Bhagwanji
Fall 2024	Chair, Department Promotion and Tenure Committee
Spring 2023	Member, C&I Department Chair Search Committee
Fall 2021 - present	Chair, C&I Doctoral Advisory Council
Fall 2021 - present	Coordinator, C&I Ph.D. Program
Fall 2022	Chair, C&I Instructor Promotion Review Committee
Fall 2022	C&I rep, COE Instructor Promotion Review Committee
Spring 2022	Attendee, C&I Masters Advisory Council
Spring 2022	Member, C&I Website Revision Committee
Spring 2022	Chair, C&I Doctoral Admissions Committee
Spring 2017 - Spring 2025	Chair, CCEI Doctoral Admissions Committee
Fall 2017- Spring 2025	Coordinator, CCEI C&I Ph.D. Program
Spring 2017 – Spring 2018	Faculty Advisor, OWLs for ELLs (student organization),
Spring 2017 – Spring 2018	Faculty Advisor, Talons Club for FAU CCEI Graduate Students (student organization)
Fall 2017	Member, CCEI Multicultural Education Assistant Professor Search Committee
Spring 2014 - Fall 2016	Member, CCEI Doctoral Admissions Committee
Fall 2015 – Spring 2017	Member, CCEI Graduate Programs Committee
Spring 2017	Member, CCEI Curriculum & Instruction Associate Professor Search Committee
Fall 2016	Member, CCEI Merit Pay Committee
Spring 2014	Member, CCEI TESOL Instructor Search Committee

College service

Fall 2024	Member, Post-Tenure Review Committee: Dr. Michael Frain (Counselor Education)
Fall 2024 - Spring 2026	C&I representative, College of Education Promotion and Tenure Committee
Fall 2022	C&I representative, C&I Instructor Promotion Review Committee
Fall 2020 - present	C&I representative, COE Graduate Programs Committee
Fall 2020 - present	C&I representative, COE Petitions Committee
Fall 2015 - Spring 2022	C&I representative, COE Research Committee
Fall 2015 - Spring 2019	CCEI representative, COE Graduate Programs Committee
Fall 2015 - Spring 2017	CCEI representative, COE Petitions Committee
Fall 2018	ELRM & Egypt Partnership with BalancEd

Fall 2017-Spring 2018
Spring 2016 Member, COE Curriculum Committee
ELRM & Egypt Partnership with BalancEd

University service

Fall 2021 - present COE representative, Financial Conflict of Interest
Committee
Fall 2020 – Spring 2022 COE Senator, University Senate
Fall 2018 C&I representative, Provost’s Thought Leaders Committee
Fall 2017 – Spring 2019 COE representative, University Graduate Programs
Committee
Fall 2015- Spring 2019 COE representative, University Graduate Council
Spring 2015- Spring 2017 Fellow, Peace, Justice, and Human Rights Initiative

Service to the Discipline/Profession

Fall 2024 - Fall 2025 Multilingual Learner Advisory Council, University of
Cincinnati Systems Development & Improvement Center, OH.

Fall 2024 External Reviewer; promotion and tenure for portfolio to Associate
Professor of Dr. Deborah Greenblatt; Medgar Evers College at The
City University of New York (CUNY)

Spring 2023 - Spring 2025 Program Chair; Semiotics in Education: Signs, Meanings, and
Modality Special Interest Group (SIG #110). American
Educational Research Association.

Spring 2023 Mentor; AERA Bilingual Education Research SIG virtual
mentoring session

Spring 2023 Mentor; American Association of Applied Linguistics Conference
Connections Program

Spring 2022 - Spring 2023 Vice Program Chair; Semiotics in Education: Signs, Meanings, and
Modality Special Interest Group (SIG #110). American
Educational Research Association.

Spring 2023- Spring 2024 Communications Coordinator; North American Systemic
Functional Linguistics Association

Fall 2022 External Reviewer; promotion and tenure for portfolio to Associate
Professor of Dr. Elizabeth Morphis; The State University of New
York College (SUNY) at Old Westbury

Fall 2021 – present Proposal reviewer; Language, Culture, & Socialization strand;
American Association of Applied Linguistics

Fall 2021 – present	Proposal reviewer; Bilingual, Immersion, Heritage, and Minority Education strand; American Association of Applied Linguistics
Fall 2020 – present	Editorial Board Member; The Reading Teacher
Fall 2016 – present	Editorial Board Member; Journal Committed to Social Change on Race and Ethnicity
Fall 2022 - 2024	National Expert; Literacy Advisory Council, University of Cincinnati Systems Development & Improvement Center, OH
Fall 2021	Grant Reviewer; Improving Literacy Partnership Grants: Improving the Capacity of Ohio Institutions of Higher Education to Prepare All Educators to Better Meet the Needs of All Learners. Ohio Deans Compact on Exceptional Children
Fall 2020	Committee Member; Literacy Coach Standards Development Committee, Florida, Department of Education
Reviewer	Bilingual Research Journal (2016 - 2018; 2020-2022; 2024)
Reviewer	International Journal of Bilingual Education and Bilingualism (2016 - 2019; 2022-2024)
Reviewer	Journal of Early Childhood Literacy (2015 – 2017; 2020-2022; 2024)
Reviewer	Language and Education (2019-2021)
Reviewer	Linguistics and Education (2021-2023)
Reviewer	The Reading Teacher (2019-2022)
Reviewer	Journal of Multilingual and Multicultural Development (2019-2022)
Reviewer	Journal of Multicultural Affairs (2019)
Reviewer	Pedagogies: An International Journal (2018; 2023)
Reviewer	EuroAmerican Journal of Applied Linguistics and Languages (2018)
Reviewer	Child Development (2018 - 2020)
Reviewer	Journal of Early Childhood Teacher Education (2017 – 2021)
Reviewer	Applied Linguistic Review (2017 – 2019)
Reviewer	Journal Committed to Social Change on Race and Ethnicity (2016 - 2020)
Reviewer	TESOL Quarterly (2016 - 2020)
Reviewer	IGI Global Handbook of Research on Human Development in the Digital Age (Spring 2016)
Reviewer	Journal of Language, Identity, & Education (2015; 2018; 2021)

Service to the Community/Public

Fall 2024	Co-presenter with Tamara Agosto-Walker, VPK Dual Language Teacher Professional Day, The School District of Osceola County
Fall 2024	Co-presenter with Jameson Stell, World Language Education Teacher Professional Day, Palm Beach School District

Fall 2018- Spring 2019	ESOL Support, Carver Middle School
Spring 2018	Judge, 2018 ESOL Academic Competition, ESOL/Bilingual Department, Broward County Public Schools
Fall 2016	Dual Language Classroom Feedback, Eagle Point Elementary
Spring 2016	Instructional Feedback, Karen Slattery Educational Research Center for Child Development

Professional Development

Writing across the Curriculum, Florida Atlantic University (Fall 2014)
Marzano Workshop, EXCEED project, Florida Atlantic University (Summer 2015)

Memorandum of Understanding

Spring 2023 - 2024
Federal University of Espirito Santo (Brazil; Dr. Kyria Finardi) & Florida Atlantic University (USA; Dr. Sabrina Sembiante) to support cross-institutional examination of the internationalization and globalization of language education)

HONORS AND AWARDS

Florida Atlantic University (4)

1. Recipient, Distinguished Teacher of the Year Award, 2021, College of Education, Florida Atlantic University.
2. Recipient, Scholar of the Year Award at the Associate Professor level, 2020, College of Education, Florida Atlantic University.
3. Recipient, Scholar of the Year Award at the Assistant Professor level, 2018, College of Education, Florida Atlantic University.
4. Faculty Fellow, 2015, Peace, Justice, and Human Rights Initiative, Florida Atlantic University.

University of Miami (4)

1. Dissertation Award, 2014, Department of Teaching and Learning, University of Miami
2. Katy Dean Travel Support Award, 2009, 2011, & 2012, University of Miami
3. Graduate Association Fund, 2010 & 2011, University of Miami
4. Eveleen Lorton Travel Fund, 2010 & 2011, University of Miami

University of Tampa (4)

1. Magna Cum Laude Graduate, 2007, University of Tampa
2. Dean's List, 2004-2007, University of Tampa
3. Florida Medallion Scholarship, 2004-2007, University of Tampa
4. Dean's Scholarship, 2004 – 2007, University of Tampa

Gulf Coast Italian Culture Society (1)

1. Italian Heritage Scholarship, 2004, Gulf Coast Italian Culture Society

REFERENCES

Mileidis Gort, Ed.D.

Professor: Equity, Bilingualism and Biliteracy

School of Education, University of Colorado Boulder, Boulder, CO 80309

Office: (303) 492-7229

E-mail: mileidis.gort@colorado.edu

Angel Lin, Ph.D. (練美兒 教授)

Chair Professor of Language, Literacy and Social Semiotics in Education

Education University of Hong Kong, B4-2/F-02, 10 Lo Ping Road, Tai Po, N.T., Hong Kong

Office: +852 2948 8488

Email: angellin@eduhk.hk

Francis John Troyan, Ph.D.

Professor: World Language Education, Department of Teaching and Learning

College of Education and Human Ecology, The Ohio State University, Columbus, OH 43210

Office: (614) 292-2586

E-mail: troyan.14@osu.edu