

## **Michelle Benegas**

Hamline University

Saint Paul, Minnesota, USA

### **Education**

- PhD in Curriculum and Instruction Education (Second Languages and Cultures), University of Minnesota
- MA in Education, Hamline University
- BA in Spanish, University of Minnesota

### **Professional Work Experience**

- Associate Professor (Tenured), Hamline University (2015-present)
  - Chair of K-12 TESOL Licensure Program
  - PI of the English Learners in the Mainstream (ELM) Project, US Department of Education National Professional Development Grant (2016-2022)
- Graduate Teaching Assistant, University of Minnesota (2011-2014)
- Adjunct Instructor, Hamline University (2011-2015)
- Adjunct Instructor, University of Saint Thomas (2008-2011)
- Adult Basic Education Teacher, Minnesota Internship Academy (2005-2008)
- ESL Teacher, LEAP High School (1999-2005)

### **Professional Affiliation**

#### **TESOL International Association (2014-present):**

- Teacher Education Interest Section (TEIS) Chair (2021), Chair Elect (2020), Chair Elect-Elect (2019)
- Reading and Vocabulary Interest Section (RVIS) Invited Speaker (2021)
- Published Author with TESOL Press (2020)
- Annual Convention Reviewer (2016-2018, 2020)
- TESOL Policy Summit Participant, 2013

#### **MinneTESOL (TESOL Affiliate) (2008 to present):**

- MinneTESOL Journal Senior Editor (2019-present)
- President (2015), Vice President (2014)
- Teacher Education Interest Section Chair (2011-2013)

#### **Other association memberships:**

- American Association for Applied Linguistics (AAAL) (2021-present)
- National Association of English Learner Program Administrators (NAELPA) 2020-present
- American Educational Research Association (AERA), 2012-2014
- National Association of Multicultural Education (NAME), 2014-2015
- Minnesota Council on the Teaching of Languages and Cultures (MCTLC) 2014-2016
- Minnesota Advocates for Immersion Network (MAIN) 2012-2015

### **Relevant Presentations**

#### **Plenary**

- Innovations in EL Service Models. Faribault Public Schools EL Banquet. Faribault, Minnesota. May, 2019.
- Culturally Relevant Pedagogy in Developmental Education. Minnesota Association of Developmental Education Conference, Brainerd, Minnesota. September, 2017.

### Featured & Invited

- **Benegas, M.** (2017, January). *Cultural Relevance and Cultural Capital: Affirming and Empowering Newcomers through a Windows and Mirrors Approach*, Freiburg University, Germany.
- **Benegas, M.**, Mabbott, A. (2016, October). *Refugee Learners in Minnesota Schools*, International Research and Exchanges Board (IREX), US State Department Delegation of European School Administrators, Saint Paul, MN
- **Benegas, M.** (2014, October). *Culturally relevant pedagogy in adult basic education (workshop)*, Metro ABE (Adult Basic Education) Regional Conference, Minnetonka, MN.
- **Benegas, M.** (2013). [\*Confessions: New teacher of newcomers\*](#), TEDx Salon- University of Minnesota, Minneapolis, MN, November 2013

### Invited Panels & Symposia

- Baecher, L., **Benegas, M.**, Hewett-Olatunde, A., Staehr Fenner, D. (March, 2018). *Perspectives on EL advocacy and action: A dialogue*, Teachers of English to Speakers of Other Languages (TESOL) International Conference, Chicago, IL.
- Westerlund, R., **Benegas, M.**, Mabbott, A., Morita-Mullaney, T., Cushing-Leubner, J. (March, 2018). *Mainstream teacher preparation for multilingual learners: A cross-institutional discussion*, TESOL International, Chicago, IL
- **Benegas, M.**, Mabbott, A., Morita-Mullaney, P., Westerlund, R., (2018, March). *Mainstream teacher preparation for multilingual learners: A cross-institutional discussion*, Teachers of English to Speakers of Other Languages (TESOL) International Conference, Chicago, IL.

### Refereed

- **Benegas, M.**, Stolpestad, A. (2019, October). *The ELM Project: What we've learned about ESL teacher leadership*. Minnesota English Learner Educator Conference, Saint Paul, MN.
- **Benegas, M.**, Stolpestad, A., Nicholson, K., LeRoux, J., Schlatzein, E., Lange, E., Krell, S., Bolduc, N. (2019, October). *The ELM Project: ESL teacher leaders share their experiences*. Minnesota English Learner Educator Conference, Saint Paul, MN.
- **Benegas, M.**, Stolpestad, A. (October, 2019). *Positioning ESL teachers as site-based experts and instructional peer coaches*, WIDA, Providence, RI.
- **Benegas, M.**, Mabbott, A., Stolpestad, A. (March, 2018). *Coach your colleagues to work with English learners*, TESOL International, Chicago, IL.
- **Benegas, M.**, Stolpestad, A. (October, 2018). *Coach your colleagues to work with English learners*, WIDA, Detroit, MI.
- **Benegas, M.** (2017, January). *Pedagogia culturalmente relevante: Una investigacion del aprendizaje de docentes*, Pedagogia 2017, Havana, Cuba.
- **Benegas, M.**, Mitchell, K. (2016, July). *The ELM (English Learners in the Mainstream) Approach: Writing content based academic language objectives that put function first*, Asociacion Costarricense de Profesores de Ingles (A TESOL Affiliate), San Jose, Costa Rica.

- **Benegas, M.** (2015, January). *Making sense of culturally relevant pedagogy for immigrant learners within the sociopolitical context of schools*, Hawaii International Conference on Education, Honolulu, HI.
- **Benegas, M.** (2015, March). *How teachers learn to enact culturally relevant pedagogy for ELs*, Teachers of English to Speakers of Other Languages (TESOL) International Conference, Toronto, Canada.
- **Benegas, M.** (2015, April). *Student teachers enact culturally relevant pedagogy for immigrant learners in a culture of standardization*, American Educational Research Association (AERA), Chicago, IL.
- **Benegas, M.,** Laster, L., Rauf, S., Wood, S. (2013, April). *From policy to practice: Serving the educational and psychosocial needs of refugee youth*, American Educational Research Association (AERA), San Francisco, CA.

### **Relevant Publications**

- **Benegas, M.,** Morita-Mullaney, T., Cushing-Leubner, J., Stolpestad, A., & Greene, M. C. S. (2021). [Systemic infrastructure for multilingual success: ESL teacher responses to emergency remote teaching and learning at the onset of the COVID-19 pandemic.](#) *MinneTESOL Journal*, 37(2)
- Morita-Mullaney, T., Greene, M. C. S., Cushing-Leubner, J., **Benegas, M.,** & Stolpestad, A. (2021). [COVID-19 and pandemic teaching: Emergency remote teaching and learning and English learner teachers.](#) *Indiana TESOL Journal*, 18(1), 25-50. doi:10.18060/25273
- Cushing-Leubner, J., Morita-Mullaney, T., Greene, M. C. S., Stolpestad, A., & **Benegas, M.** (2021). [The \(im\)possibilities of equitable education of multilingual emergent bilinguals in remote teaching: a survey of English language teachers in the Great Lakes region.](#) *Planning and Changing Journal*, 50(3/4), 139-164.
- **Benegas, M.,** Stolpestad, A. (2020). [The Critical Need for Professional Development.](#) *TESOL Connections.*
- **Benegas, M.,** Stolpestad, A. (2020). [Teacher Leadership for School-Wide English Learning,](#) TESOL Press.
- Schornack, M., **Benegas, M.,** Stolpestad, A. (2020). [How dispositions are\(n't\) addressed in the English learner case study assignment,](#) *MinneTESOL Journal.* 36(1)
- **Benegas, M.** (2019). [Teacher proof: The intersection of scripted curriculum and culturally relevant pedagogy for English learners,](#) Culture and Values in Education.
- **Benegas, M.** (2018). [Why I refuse to call my colleagues 'ELL teachers'.](#) *TESOL International Association Blog.*
- **Benegas, M.** (2014). [Teachers learning together to enact culturally relevant pedagogy for English learners: A call to reclaim PLC's.](#) *MinneTESOL Journal.*

**Candidate's Statement:** What kind of leaders does the association need? Why are you a good candidate to choose them?

Above all, TESOL needs leaders who listen and collaborate. Our professional organization can only respond to the needs of our membership when we know what the needs of learners and practitioners are. I have been involved in TESOL and TESOL affiliate leadership since 2011, serving as president of my affiliate, senior journal editor of my affiliate, published author of TESOL Press best-seller *Teacher Leadership for School-Wide English Learners*, and most

recently, chair of the Teacher Education Interest Section. I have trained over 400 teacher leaders in my state and through the TESOL School-Wide English Learning (SWEL) professional development workshops, I continue to train teacher leaders in our field from around the world. Key to successful leadership is listening to the needs of the community and collaborating with a leadership team toward meeting those needs. If elected to the nominating committee, I will identify leaders who will represent our varied constituencies and engage in democratic decision-making in order to advance our field.