

TENURE AND PROMOTION CURRICULUM VITAE

Ryan W. Pontier
Teaching & Learning

EDUCATION

Degree	Institution	Field	Dates
Ph.D.	University of Miami, School of Education & Human Development	Language and Literacy Learning in Multilingual Settings	May 2014
M.S.Ed.	University of Miami, School of Education & Human Development	Reading Education	May 2012
B.A.	Boston College	Hispanic Studies	May 2004

FULL-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
Florida International University, School of Education & Human Development	Associate Professor (Tenured)	Bilingual Education & TESOL	August 2025-Present
Florida International University, School of Education & Human Development	Assistant Professor	Bilingual Education & TESOL	August 2020-August 2025
Florida International University, School of Education & Human Development	Visiting Assistant Professor	Bilingual Education & TESOL	January 2018-July 2020

Miami Dade College School of Education	Instructor	TESOL	August 2013- December 2017
University of Miami School of Education & Human Development	Teaching Assistant	Bilingual Education & TESOL	August 2009-May 2013

PART-TIME ACADEMIC EXPERIENCE

Institution	Rank	Field	Dates
University of Florida	Online Adjunct Instructor	Early Childhood Bilingual Education	January 2016-May 2016
BETR Group	Project Director	Evaluation	August 2015-June 2016
University of Miami School of Education & Human Development	Adjunct Instructor	Bilingual Education & TESOL	August 2013- December 2013

NON-ACADEMIC EXPERIENCE

Place of Employment	Title	Dates
Teachstone	Content Area Expert Consultant: Dual Language Learning	January 2016-May 2017
Noodle.com	Content Area Expert Consultant: Bilingualism, Biliteracy, and Bilingual Education	August 2015-May 2016
Florida Department of Education	Subject Matter Expert: Spanish, Reading for Florida Teacher Certification Examination	January 2014-May 2016
Breakthrough Miami	Associate Site Director/Dean of Students	June 2007-May 2009

Balere Language Academy	2 nd Grade Teacher	August 2006-June 2007
Runn Elementary School	3 rd Grade Bilingual Teacher	August 2004-June 2006

EMPLOYMENT RECORD AT FIU

Rank	Dates
Associate Professor	August 2025-Present
Assistant Professor	August 2020-August 2025
Visiting Assistant Professor	January 2018-July 2020

AFFILIATIONS

Children's Equity Project	Partner	November 2019-Present
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PUBLICATIONS IN DISCIPLINE

*Indicates graduate students

Books

N/A

Articles

Pontier, R. W., & Fallas-Escobar, C. (*accepted*). Latina teachers' enactment of counter-hegemonic worlds of language and bilingual education in Miami early childhood education settings. *TESOL Quarterly*.

Xu, J.*, & **Pontier, R. W.** (2025). 课堂教学中双语/多语移民儿童的超语实践及其影响. 跨语言文化研究. (Translanguaging among young immigrant bi/multilingual children in classroom-based instruction: An empirical literature review of translanguaging practices and impacts. *Cross Linguistic and Cross Cultural Studies*.)

Chang, M., Kim, S., Bang, H., & **Pontier, R. W.** (2025). Class environment and teacher support for U.S. minority students: Education longitudinal study outcomes. *Journal of Educational System*, 7(1), 1-11. <https://doi.org/10.22259/2637-5877.0701001>

Pontier, R. W., & Abbasi, E.* (2024). Biographically driven development of translanguaging stance for a modern language teacher candidate in a graduate TESOL class. *Education Sciences*, 14(11), 1210. <https://doi.org/10.3390/educsci14111210>

- Pontier, R. W.**, Delgado, M. del P.*, Peña, S., Medina, T. J., & Chang, M. (2024). An equitable approach to leveraging multilingual paraprofessional power for professional development. *TESOL Journal*. <https://doi.org/10.1002/tesj.875>
- Fallas-Escobar, C., & **Pontier, R. W.** (2024). Raciolinguistic chronotopes in bilingual teacher candidates' language portraits: A call for centering race in bilingual teacher education. *Bilingual Research Journal*. <https://doi.org/10.1080/15235882.2024.2313450>
- Pontier, R. W.**, & Tian, Z. (Eds.) (2024). Co-learning, co-planning, and co-shifting to build critical (trans)language(ing) awareness: Case studies from the field. *Educational Linguistics*, 3(1), 1-8. <https://doi.org/10.1515/eduling-2023-0014>
- Pontier, R. W.** (2024). Teacher–researcher collaborative development of critical (trans)linguaging awareness through leveraging linguistic strengths. *Educational Linguistics*, 3(1), 9-29. <https://doi.org/10.1515/eduling-2023-0016>
- Chang, M., Bang, H., Kim, S., & **Pontier, R. W.** (2023). Enhanced math efficacy and performance of minority students through student class preparation and teacher support. *Education Sciences*, 13, 1158. <https://doi.org/10.3390/educsci13111158>
- Pontier, R. W.**, & Deroo, M. R. (2023). TESOL teachers' writing to support developing understandings of translanguaging theory and praxis in neoliberal times. *TESOL Quarterly*, 57(1), 115-139. <https://doi.org/10.1002/tesq.3129>
- Pontier, R. W.**, & Riera, D.* (2023). Self-identified Spanish-speaking early childhood educators abriendo puertas for bilingualism through a care-based linguistic stewardship of Spanish. *Contemporary Issues in Early Childhood*, 25(4), 473-487. <https://doi.org/10.1177/14639491221137748>
- Pontier, R. W.**, & Tian, Z. (Eds.) (2022). Paradigmatic tensions in translanguaging theory and practice in teacher education: Introduction to the special issue. *Journal of Language, Identity, and Education*, 21(3), 139-143. <https://doi.org/10.1080/15348458.2022.2058857>
- Deroo, M. R., **Pontier, R. W.**, & Tian, Z. (2022). Engaging opportunities: A small moments reflexive inquiry of translanguaging in a TESOL graduate program. *Journal of Language, Identity, and Education*, 21(3), 160-173. <https://doi.org/10.1080/15348458.2022.2058511>
- Pontier, R. W.** (2022). Developing translanguaging stances in ESOL-focused teacher education courses: Teacher candidates' beliefs about and knowledge of bilingualism and bilingual education. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 25(4). <https://teslej.org/pdf/ej100/a3.pdf>
- Pontier, R. W.**, Castro Feinberg, R., & Costello, A. (2021). Voices from the Sunshine State: Program and policy advocates. *Journal of English Learner Education*, 13(1), 25-35. <https://stars.library.ucf.edu/jele/vol13/iss1/1> [originally published as book chapter, see below]

- Pontier, R. W., & Ortega*, D.** (2021). Experienced bilingual dual language elementary teachers and the reproduction of monoglossic ideology. *NABE Journal of Research and Practice*, 11(3-4), 86-105. <https://doi.org/10.1080/26390043.2021.1986361>
- Pontier, R. W.** (2021). Revisiting a cautionary note: Introduction to the 2021 Special Issue. *Journal of English Learner Education*, 12(1). <https://stars.library.ucf.edu/jele/>
- Pontier, R. W., Boruchowski*, I. D., & Olivo*, L. I.** (2020). Dynamic language use in bi/multilingual early childhood education contexts: A critical review of the literature. *Journal of Culture and Values in Education*, 3(2), 158-178. <https://doi.org/10.46303/jcve.2020.18>
- Pontier, R. W., & Gort, M.** (2016). Coordinated translanguaging pedagogy as distributed cognition: A case study of two dual language preschool co-teachers' languaging practices during shared book readings. *International Multilingual Research Journal*, 10(2), 89-106. <http://dx.doi.org/10.1080/19313152.2016.1150732>
- Gort, M., & **Pontier, R. W.** (2013). Exploring bilingual pedagogies in dual language early childhood classrooms. *Language and Education*, 27(3), 223-245. <https://doi.org/10.1080/09500782.2012.697468>
- Gort, M., **Pontier, R. W.**, & Sembiante, S. (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>

Proceedings

- Chang, M., Bang, H., Kim, S., & **Pontier, R.** (2023). Supporting math teachers for academic performance and self-efficacy of minority students. In 6th annual *International Conference of Education, Research and Innovation (ICERI2023)*, Seville, Spain.
- Carter, P., Dwyer, E., & **Pontier, R.** (2018). Promoting multilingual education through university/school district partnerships: The case of Miami-Dade County. In *Ninth International Workshop on Spanish Sociolinguistics*, Queens College, New York.

Chapters in Books

- Coady, M. R., & **Pontier, R. W.** (2024). Redressing inequities for multilingual students and families in Florida. In E. J. de Jong, E. Dwyer, & M. E. Wilson-Patton (Eds.), *English language learners in the Southeastern United States: Considerations for practice, policy, and advocacy*. Lexington Books.
- Pontier, R. W., & Tian, Z.** (2023). "If you want to be taken seriously, you have to speak like a white person": TESOL graduate students' grappling with translanguaging as social justice. In Z. Tian & N. King (Eds.), *Developing translanguaging repertoires in critical*

teacher education (pp. 81-101). DeGruyter Mouton.

Pontier, R. W., Castro Feinberg, R., & Costello, A. (2020). Voices from the Sunshine State: Program and policy advocates. In T. Erben (Ed.), *45 years SSTESOL: A chronicle of ESOL advocacy, research, and practice in Florida* (pp. 25-35). Sunshine State TESOL Press.

Pontier, R. W., & Gort, M. (2017). Coordinated translanguaging pedagogy as distributed cognition: A case study of two dual language preschool co-teachers' languaging practices during shared book readings. In M. Gort (Ed.), *The complex and dynamic languaging practices of emergent bilinguals*. Routledge. [originally published as peer-reviewed journal article, see above]

Moujalli, P., Haim, L., & **Pontier, R. W.** (2015). Principles for leading a dual language program. In M. Dombrink-Green & H. Bohart (Eds.), *Spotlight on young children: Supporting dual language learners* (pp. 79-86). National Association for the Education of Young Children (NAEYC).

Policy Papers

Soto-Boykin, X., Meek, S., Williams, C., Aponte, G. Y., Espinosa, L. Montes, G., García, E., Oliva-Olson, C., Castro, D., Robert, M., Godaire, D., Franco-Jenkins, X., Figueras-Daniel, A., Fyfe, B., Edyburn, K., **Pontier, R.**, Togawa, D., García, E., Polomino, C., & Alexander, B. (2024). *Operationalizing high-quality dual language programming: From the early years to the early grades*. The Children's Equity Project and The Century Foundation. <https://cep.asu.edu/resources/Operationalizing-High-Quality-Dual-Language-Programs>

Meek, S., Smith, L., Allen, R., Catherine, E., Edyburn, K., Williams, C., Fabes, R., McIntosh, K., García, E., Takanishi, R., Gordon, L., Jimenez-Castellanos, O., Hemmeter, M. L., Gilliam, W., & **Pontier, R.** (2020). *Start with equity: From the early years to the early grades: Data, research, and an actionable child equity policy agenda*. The Children's Equity Project & Bipartisan Policy Center.

Government Reports or Monographs

Book Reviews

Pontier, R. W. (2012). [Review of the book *Writing instruction and assessment for English language learners K-8*, by S. Lenski & F. Verbruggen]. *Bilingual Research Journal*, 35(2), 247-251.

Invited Book Reviews

Schwarzer, D., Petró, M., & Larrotta, C. (2021). *Bilingualism and bilingual education: Conceptos fundamentales*. Peter Lang Publishing.

OTHER PUBLICATIONS

Provenzo, Jr., E. F., Ameen, E., Bengochea, A., Doorn, K., **Pontier, R.**, & Sembiente, S. (2014). *StreetWays: Chronicling the homeless in Miami*. Miami, FL: The Community and Educational Studies Press.

Provenzo, Jr., E. F., Ameen, E., Bengochea, A., Doorn, K., **Pontier, R. W.**, & Sembiente, F. (2011). Photography and oral history as a means of chronicling the homeless in Miami: The StreetWays project. *Educational Studies*, 47(5), 419-435.

PRESENTED PAPERS AND LECTURES

Peer-Reviewed

*Indicates graduate students

Pontier, R. W., & Kim, P.* (under review). *An exploration of dual language family childcare providers' professional identity*. Paper submitted for presentation at the annual meeting of the American Association for Applied Linguistics. Chicago, IL.

Pontier, R. W., & Alcântara Cangussú, T.* (under review). From theory to action: Co-designing translanguaging practices. Session submitted for presentation at the annual meeting of the National Association for Bilingual Education (NABE). Chicago, IL.

Chang, M., **Pontier, R.**, Delgado, P.*, Medina, T., & Pena, S. (2025, May). *Assessment of language self-efficacy in young children*. The Asian Conference on Cultural Studies (ACCS2025). Tokyo, Japan.

Pontier, R. W., & Fallas-Escobar, C. (2025, April). Latina teachers' enactment of counter-hegemonic worlds of language and bilingual education in Miami early childhood education settings. Paper presented at the 2025 annual meeting of *American Educational Research Association*. Denver, CO.

Alcântara Cangussú, T.*, & **Pontier, R. W.** (2025, February). Translanguaging in the classroom: An analysis of teaching and learning strategies in textbooks. II Congresso Nacional de Linguística Aplicada (Conala) e Do I Congresso Internacional de Linguagem, Literatura e Discurso (CILLID). Brazil, Virtual.

Pontier, R. W. (2024, November). An equitable approach to leveraging multilingual paraprofessional learning. Presented at the Office of English Language Acquisition's *National Professional Development Grant Directors' Conference*. San Diego, CA.

Fallas-Escobar, C., & **Pontier, R. W.** (2024, April). Raciolinguistic chronotopes in language portraits: Centering race in bilingual teacher education. Paper presented at the 2024 annual meeting of *American Educational Research Association*. Philadelphia, PA.

- Pontier, R. W., & Abbasi, E.*** (2024, April). A pre-service teacher's use of biographical reflexivity to develop a translanguaging stance. Paper presented at the 2024 annual meeting of *American Educational Research Association*. Philadelphia, PA.
- Peña, S., & **Pontier, R. W.** (2024, March). Transforming the educational panorama of Florida one translanguaging classroom at a time. Presented at the 2024 annual meeting *National Association for Bilingual Education*. New Orleans, LA.
- Pontier, R. W., & Florian, C.*** (2024, March). Spanish-speaking early childhood teachers' bilingual identity construction during a professional development course. Paper presented at the 2024 annual meeting *National Association for Bilingual Education*. New Orleans, LA.
- Peña, S., & **Pontier, R. W.** (2023, November). Against all odds: Expanding the role of communication and culture by creating TLC in bilingual classrooms. Presented at the 2023 annual meeting of *La Cosecha*. Albuquerque, NM.
- Pontier, R. W.** (2023, April). Leveraging family childcare providers' linguistic strengths: A teacher-researcher collaboration. Paper presented at the 2023 annual meeting of the *American Education Research Association*. Chicago, IL.
- Pontier, R. W.** (2023, April). Creating TLC: Project beginnings. Poster presented at the 2023 annual meeting for the U.S. Department of Education Office of English Language Acquisition's *National Professional Development Grant Directors' Conference*. Washington, D.C.
- Pontier, R. W., & Riera, D.*** (2023, February). Self-identified Spanish-speaking early childhood educators abriendo puertas for bilingualism through a care-based linguistic stewardship of Spanish. Paper presented at the 2023 annual meeting of the *National Association for Bilingual Education (NABE)*. Portland, OR.
- Pontier, R. W., & Tian, Z.** (2023, February). "If you want to be taken seriously, you have to speak like a white person": TESOL graduate students' grappling with translanguaging as social justice. Paper presented at the 2023 annual meeting of the *National Association for Bilingual Education (NABE)*. Portland, OR.
- Deroo, M. R., **Pontier, R. W., & Tian, Z.** (2022, April). Engaging opportunities: A small moments reflexive inquiry of translanguaging in a graduate TESOL course. Paper presented at the annual meeting of the *American Educational Research Association*. San Diego, CA.
- Pontier, R. W., & Coady, M. R.** (2022, March). Redressing inequities for multilingual students and families in Florida. Presented as part of symposium at the annual meeting of *TESOL International*. Pittsburgh, PA.

- Pontier, R. W., & Deroo, M. R.** (2022, February). TESOL teachers' writing to support their developing understandings of translanguaging theory and praxis in neoliberal times. Paper presented at the Research and Evaluation SIG at the annual meeting of the *National Association for Bilingual Education*. New York, NY.
- Pontier, R. W., Vanderbilt, N., & Kim, P.** (2021, July). Leveraging family child care providers' linguistic strengths to create intentional language approaches to support DLLs. Presented at the annual meeting of the *National Association for Child Care* (NAFCC). New Orleans, LA.
- Pontier, R. W.** (2021, April). Almost there?: A researcher's reflexive journey in understanding translanguaging. Presented at the 2021 annual meeting of the *National Association for Bilingual Education* (NABE). Hybrid/Houston, TX.
- Lucas, T., **Pontier, R. W., & Pavanelli, R.** (2020, November). Rethinking TSL endorsement courses: Preparing citizens and advocates. Presented at the 2020 *Sunshine State TESOL Conference*. Virtual.
- Pontier, R. W., & Ortega*, D.** (2020, April). A case study of dual language elementary school teachers' understanding of bilingualism. Paper presented at the 2020 annual meeting of the *American Education Research Association*. San Francisco, CA.
- Pontier, R. W., & Pandey, A.** (2020, February). Culturally and linguistically appropriate assessment practices in early childhood education program transitioning to dual language. Presented at the 2020 annual meeting of the *National Association for Bilingual Education* (NABE). Las Vegas, NV.
- Pontier, R. W.** (2020, February). Leveraging family child care providers' linguistic strengths to create intentional language approaches to supporting dual language learners. Paper presented at the Research SIG, 2020 annual meeting of the *National Association for Bilingual Education* (NABE). Las Vegas, NV.
- Pontier, R. W., Olivo*, L., & Boruchowski*, I. D.** (2019, November). Teachers' and children's naturalistic language use in bi/multilingual early childhood education contexts: A critical review of the literature. Paper presented at the 2019 *Southeast Regional TESOL Conference*. Orlando, FL.
- Coady, M., **Pontier, R. W., Castro Feinberg, R., Paneque, O., & Dwyer, E.** (2019, March). Competing discourses under one flag? The state of bilingual education in Florida and the U.S. Panel presentation at the 2019 annual meeting of the *National Association for Bilingual Education*. Orlando, FL.
- Pontier, R. W.** (2019, March). A dual language pilot approach for family child care providers. Presented at the 2019 annual meeting of the *National Association for Bilingual Education*, Orlando, FL.

- Pontier, R. W.** (2018, June). Harnessing parents' dedication and experience to advocate for multilingual educational change. Presented at the *Sanibel Leadership Conference*, Captiva Island, FL.
- Carter, P. M., Dwyer, E., & **Pontier, R. W.** (2018, April). Building Community-Based Partnerships to Promote Bilingual Education: The Case of Spanish in Miami-Dade County Public Schools. *International Workshop on Spanish Linguistics*, New York, NY.
- Pontier, R. W.** (2018, March). Bilingualism in TESOL: Pre-service teachers' change in understanding of effective instruction for emergent bilingual students. Paper presented at the 2018 annual meeting of the *National Association for Bilingual Education*, Albuquerque, NM.
- Carter, P. M., Dwyer, E., & **Pontier, R. W.** (2017, September). Promoting multilingual education through university/school district partnerships: The case of Miami-Dade County. Paper presented at the *Multilingual Education in Linguistically Diverse Contexts* 2017 meeting, Koper, Slovenia.
- Pontier, R. W.** (2017, February). Dual language learner policy: Where do we go next? Presented at the 2017 annual meeting of the *National Association for Bilingual Education*, Dallas, TX.
- Hughes, C. R., & **Pontier, R. W.** (2016, December). Rethinking continuity of care for dual language learning infants and their families. Presented at the 2016 annual meeting of *Zero to Three*, New Orleans, LA.
- Pontier, R. W.** (2016, November). Creating a dual language early learning center. Presented at the 2016 annual meeting of the *National Association for the Education of Young Children*, Los Angeles, CA.
- Pontier, R. W.** (2016, September). Leyendo con los niños: ¿inglés, español o una combinación? Workshop presented at the 2016 meeting of the *Florida Association for the Education of Young Children*, Orlando, FL.
- Pontier, R. W.**, & Hughes, C. R. (2016, April). Changes in pre-service teachers' knowledge about bilingualism and bilingual education. Paper presented at the 2016 meeting of the *American Educational Research Association*, Washington, DC.
- Pontier, R. W.** (2015, November). Principios claves para un programa de dos idiomas. Workshop presented at the annual meeting of the *National Association for the Education of Young Children* (NAEYC), Orlando, FL.
- Pontier, R. W.**, & Gort, M. (2015, April). Enacting bilingualism: A case study of dual language bilingual education preschool co-teachers' coordinated practices during large group shared book readings. Paper presented at the 2015 meeting of the *American Educational Research Association*, Chicago, IL.

- Pontier, R. W.** (2014, November). Teaching emergent bilinguals in a dual language school: Strategies for success. Workshop presented at the annual meeting of the *National Association for the Education of Young Children* (NAEYC), Dallas, TX.
- Pontier, R. W.** (2014, October). A fresh perspective on family engagement: The teacher's role (Presented once in English and once in Spanish). Workshop presented at the annual meeting of the *Florida Association for the Education of Young Children* (FLAEYC), Orlando, FL.
- Pontier, R. W.** (2014, July). One classroom, many languages. Workshop presented at the *One Goal* Annual Conference, Tampa, FL.
- Pontier, R. W.** (2013, November). Integrating family culture in the classroom. Workshop presented at the annual *La Cosecha* Conference, Dual Language Education of New Mexico, Albuquerque, NM.
- Pontier, R. W.** (2013, October). Drawing on bilingualism: Teaching in an early childhood context. Presented at the 2013 meeting of *Miami-Dade Teachers of English to Speakers of Other Languages* (MDTESOL). Miami, FL.
- Pontier, R. W., & Gort, M.** (2013, April). An exploratory multiple case study of dual language preschool teachers' tandem talk. Paper presented at the 2013 meeting of the *American Educational Research Association*, San Francisco, CA.
- Gort, M., Bengochea, A., **Pontier, R. W.**, & Sembiante, S. (2012, November). Emergent bilingual children at play: Negotiation and meaning making in dual language preschool classrooms. Paper presented at the 2012 meeting for the *Literacy Research Association*, San Diego, CA.
- Ávalos, M., Zisselsberger, M., Bengochea, A., Doorn, K., Iuhasz, N. R., McLeod, T. A., **Pontier, R. W.**, Puccinelli, M., Sembiante, S. F., & Thornington, V. (2012, April). Operationalizing a linguistic framework for math texts to inform an improve instruction for English learners. Paper presented at the 2012 meeting of the *American Educational Research Association*, Vancouver, British Columbia, Canada.
- Gort, M., **Pontier, R. W.**, & Bengochea, A. (2012, April). The scaffolding practices of a dual language preschool teacher during Spanish and English read alouds. Paper presented at the 2012 meeting of the *American Educational Research Association*, Vancouver, British Columbia, Canada.
- Gort, M., **Pontier, R. W.**, & Sembiante, S. (2011, November). Function, 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.

- Gort, M., Sembiente, S., & **Pontier, R. W.** (2011, November). Scaffolding emergent bilinguals' participation in Spanish and English shared storybook reading: An analysis of pattern of teacher questioning. Paper presented at the 2011 meeting of the *Literacy Research Association*, Jacksonville, FL.
- Gort, M., **Pontier, R. W.**, & Sembiente, 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.
- Gort, M., Sembiente, 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.
- Provenzo, Jr., E. F., Ameen, E., Bengochea, A., Doorn, K., **Pontier, R.**, Sembiente, S. (2011, April) *StreetWays*. Poster presented at the 2011 meeting of the *American Education Research Association*, New Orleans, LA.
- Provenzo, Jr., E. F., Ameen, E., Bengochea, A., Doorn, K., **Pontier, R.**, Sembiente, S. (2010, October) *StreetWays*. Multimedia presentation presented at the 2010 meeting of the *American Educational Studies Association*, Denver, CO.

Invited Presentations

- Pontier, R. W.** (2025, July 29). *The science of reading or the Science of Reading? Understanding a comprehensive approach to early childhood multiliteracy*. Unlocking Literacy Conference. Miami, FL.
- Pontier, R. W.** (2024, August 27). Quality dual language immersion: Language Allocation: From the early years to the early grades. Invited panel participant. *Children's Equity Project*. Virtual.
- Pontier, R. W.**, Garibay, M., & Martínez, M. (2024, April 4). Best practices in English learner/bilingual education. Invited panel participant. *Closing the Education Gap for K12 English Learners* Conference, LatinoJustice PRLDEF, ASPIRA Association, & ASPIRA of New York. New York, NY.
- Taylor, S., & **Pontier, R. W.**, Schwarzer, D., Rivera Screven, M., & Kubota, R. (2024, March 21). Our stories informing our theories: Preparing, persevering, and envisioning. Presidential Plenary. Annual meeting of the *TESOL International Association*. Tampa, FL.
- Pontier, R. W.** (2024, March 14). Working toward dismantling the monolingual mindset in the U.S. *New York University Multilingual Learner Think Tank*. Virtual.

- Pontier, R. W.** (2023, October 21). Addressing your local legislative delegation: Focus on multilingual learners. Invited panel participant at the annual meeting of *Sunshine State TESOL*, Virtual.
- Pontier, R. W.** (2023, July 17). Language allocation in early childhood dual language education. *Children's Equity Project*, Washington, D.C.
- Pontier, R. W.** (2023, May 10). Focus on multilingual teaching and learning (Monthly "Road to Success" Webinar). *Florida PTA*, Virtual.
- Pontier, R. W., & Tian, Z.** (2022, November 7). "If you want to be taken seriously, you have to speak like a white person": TESOL graduate students' grappling with translanguaging as social justice. Paper presented at the 13th annual *Brazilian Applied Linguistics Convention*. Virtual, Fortaleza, Brazil.
- Pontier, R. W., Tian, Z., Deroo, M. R., Fine, C., Valdés, G., Yadira Herrera, L., Zhang-Wu, Q.** (2022, October 27). Paradigmatic tensions in translanguaging theory and practice in teacher education. Webinar sponsored by the *AERA Bilingual Education Research SIG*.
- Costello, A., **Pontier, R. W.**, Lypka, A., & Williamson, Y. (2021, July). A path forward: A teacher's new roles in education's new world. Presented at *TESOL ELevate*. Virtual.
- Pontier, R. W.** (2020, October 24). Working toward strengths-based bilingualism: A legislative update. *Miami-Dade TESOL Fall Symposium*, Miami, FL.
- Pontier, R. W.** (2019, November 4). Teaching for a global world: Drawing from our full linguistic repertoire. *Center for International Business Education and Research (CIBER)*, Miami, FL.
- Pontier, R. W.** (2019, October 25). For students' sake: Leveraging multilingualism (Keynote). *Miami-Dade TESOL Fall Symposium*, Miami, FL.
- Pontier, R. W.** (2019, July 24). Early Head Start Child Care Partnership grants as a mechanism for expanding early childhood dual language. *Bipartisan Policy Center*, Washington, DC.
- Pontier, R. W.** (2019, June 24). Translanguaging in bilingual education: Sustaining students' languaging practices. *Boston College Two-Way Immersion Network*, Wellesley, MA.
- Pontier, R. W., Castro Feinberg, R., Coady, M., Paneque, O., & Marin, D.** (2019, June 22). Opportunities under the Every Student Succeeds Act (ESSA) for English language learners. *National Association for Latino Elected and Appointed Officials (NALEO)* Annual Meeting, Miami, FL.
- Pontier, R. W.** (2019, May). Leveraging the skills of bilingual students from a bilingual perspective. *LULAC Florida State Convention*. Sarasota, FL.

- Hakuta, K., **Pontier, R. W.**, Durán, L., & Manoba, G. (2019, February). Advocacy in bilingual education at the state level. Presented to the *AERA Bilingual Education Research Special Interest Group (SIG)* via webinar.
- Pontier, R. W.** (2019, February 27). Research-based approaches to early childhood dual language bilingual education. *Bipartisan Policy Center*, Washington, DC.
- Pontier, R. W.** (2018, September). Effective communication with families learning English. Presented at the *First 1,000 Days* conference, West Palm Beach, FL.
- Pontier, R. W.** (2018, July). La ley ESSA y los estudiantes en el programa para aprender inglés (ELL): ¿Están haciendo suficiente los estados? (ESSA and English learners: Are the states doing enough?) Invited panel at the annual meeting of the *Education Writers Association*, Miami, FL.
- Pontier, R. W.** (2018, June). Being bilingual in Florida. Presented at the *LULAC Florida State Convention*, Miami, FL.
- Pontier, R. W.**, & Hughes, C. R. (2018, January). Measuring what children can do in all languages: Bilingual assessment for preschoolers. Presented as part of Front Porch Webinar Series, *National Center on Early Childhood Development, Teaching and Learning* (NCECDTL).
- Pontier, R. W.** (2017, September). Supporting home language development. Workshop presented at the 2017 *Children First Annual Conference* (Early Learning Coalition of Miami-Dade and Monroe Counties), Miami, FL.
- Pontier, R. W.** (2015, September). Aprendiendo en dos idiomas. Workshop presented at the *Children First Annual Conference* (Early Learning Coalition of Miami-Dade and Monroe Counties), Miami, FL.
- Pontier, R. W.** (2015, September). Hacer preguntas claves en dos idiomas. Workshop presented at the *Children First Annual Conference* (Early Learning Coalition of Miami-Dade and Monroe Counties), Miami, FL.
- Pontier, R. W.** (2014, September). They soak it up like sponges: Myths and realities of bilingual development. Workshop presented at the *Children First Conference* (Early Learning Coalition of Miami-Dade and Monroe Counties), Miami, FL.
- Pontier, R. W.** (2014, August). Family culture in the Pre-K classroom. Workshop presented at the annual *Head Start/Early Head Start Pre-Service Conference*, Miami, FL.
- Pontier, R. W.** (2013, March). Words, words y más palabras. Workshop presented at the 11th annual *Pregnant Women, Infant, and Toddlers Conference*, Miami, FL.

Pontier, R. W. (2011, August). Language development for young bilingual learners. Workshop presented at the *Miami Dade Community Action Agency Head Start/Early Head Start Pre-Service Training Conference*, Miami, FL.

Pontier, R. W. (2011, March). Language development for young bilingual learners. Workshop presented at the 9th annual *Pregnant Women, Infant, and Toddlers Conference*, Miami, FL.

Invited Participation

Celebrate Literacy: Cradle to Career Panel. (2025, Jan. 28). Early Learning Coalition of Miami-Dade/Monroe. Miami, FL.

Dual Language Researcher Convening. (2023, Nov. 6-7). Dual Language Education of New Mexico. Albuquerque, NM.

Federal English Learner Policy Roundtable. (2021, Jan. 14). New America. Virtual.

CREATIVE WORK

N/A

WORKS IN PROGRESS

Edited works submitted to journals for consideration

N/A

Papers submitted to journals for consideration

Pontier, R. W., & Peña, S. (Eds.). (*submitted*). Transgressing boundaries in teacher education: Latina scholars' experiences of linguistic, cultural, and racial discrimination in higher education. *Trends in Higher Education*. Submitted on February 1, 2025.

Taylor, S., Schwarzer, D., Kubota, R., **Pontier, R. W.**, & Screven, M. (*Under Review*). Multilingual educators draw on personal stories, narratives, and reflective inquiries to forge a path for layered identities and diverse voices in education. *Current Issues in Education*. Submitted on March 7, 2025.

Papers submitted to edited volumes for consideration

Pontier, R. W., Peña, S., Brach, E., Medina, T., Delgado, M. del P.,* & Chang, M. (*under review*). Extending assessment and evaluation beyond logistics in a multilingual teacher preparation project. In S. Maldonado, M. Machado-Casas, & B. B. Flores (Eds.), *Consejos for conducting culturally responsive assessments and culturally responsible*

evaluations in multilingual teacher preparation programs. Submitted on August 11, 2025.

Boruchowski, I. D., & **Pontier, R. W.** (*under review*). A critical look at the principles of bilingual education: Embracing educators' and learners' subjectivities. In T. Passoni, L. C. de Oliveira, & M. El Kadri. (Eds.), *Multilingual education in global contexts: An essential guide for teachers*. Information Age. Submitted on September 30, 2024.

Pietrantoni, Z., Pham, A. V., & **Pontier, R. W.**, Boyanton, M.*, & Martínez, E.* (*under review*). Multilingual learners' success: Interdisciplinary collaboration to enhance academic, career, and social-emotional development. In L. C. de Oliveira & C. Watcher (Eds.), *School counselors and multilingual learners in schools: Roles, responsibilities, recommendations, and research*. Submitted on September 30, 2024.

Other completed papers

N/A

Research in Progress

*Indicates graduate students

Pontier, R. W., & Abbasi, E.* (*data collection*). Teacher educators' use of equity, diversity, and multilingualism in their syllabi in a state-approved program leading to ESOL endorsement.

Pontier, R. W., & Alcântara Cangussú, T.* (*data collection*). Teachers' and paraprofessionals' translanguaging design and shifts in early childhood classrooms.

Alcântara Cangussú, T.*, & **Pontier, R. W.** (*manuscript writing*). Translanguaging in the classroom: An analysis of teaching and learning strategies in textbooks.

Pontier, R. W., & Kim, P.* (*data collection*). Development of professional identity in a dual language professional development series for family childcare providers.

Peña, S., & **Pontier, R. W.** (*data collection*). The legacy of Creating TLC: A linguistically and culturally sustaining approach to teacher education.

Grant Proposals

N/A

FUNDED RESEARCH

Mathews, S., **Pontier, R. W.**, & Dinehart, L. (2023-2026). Role: Co-Principal Investigator. *Project supporting educators educating diverse students (SEEDS)*. Augustus F. Hawkins Centers of Excellence Program, U.S. Department of Education. January 2023-December 2026. \$1,566,539.

Pontier, R. W., Chang, M., Medina, T., & Peña, S. (2022-2027). Role: Principal Investigator. *Creating translanguaging classrooms (Creating TLC)*. Office of English Language Acquisition, U.S. Department of Education. September 2022-August 2027. \$2,503,028.

Pham, A. V., Lazarus, P., Lupas, K., Griffith, S., Peláez, M., González, L., Burt, I., Costa, A., Cumming, M., Pérez-Prado, A., & **Pontier, R.** (2022-2027). Role: Co-PI. *Project CRYSTAL: Culturally Responsive Youth Services in Teaching, Adaptation, and Language*. Funding Agency: Office of Special Education (84.325K, Focus Area B), U.S. Department of Education. \$1,000,000.

Pontier, R. W., Dinehart, L., & Medina, T. J. (2019). Role: Principal Investigator. *Establishing a comprehensive co-created research agenda in support of emerging Hispanic-serving school districts*. Spencer Foundation Conference Grants. \$50,000.

Pontier, R. W., Baralt, M., Carter, P. M., & Dwyer, E. (2018). Role: Principal Investigator. *Designing a State-of-the-Art Center for Multilingual and Multicultural Education at Florida International University*. FIU Office of Research and Economic Development. \$2,000.

Pontier, R. W. (2018). Role: Principal Investigator. *Supporting Parents in Becoming Education Advocates*. League of United Latin American Citizens (LULAC) Florida. \$5,000.

PROPOSALS SUBMITTED BUT NOT FUNDED

Pontier, R. W., Chang, M., Peña, S., Boruchowski, I. D., Menendez, R., Medina, T. J. (2024-2029). Role: Principal Investigator. *Bilingual PATHS (Preparing Aspiring Teachers for High-Needs Schools): A Comprehensive Approach to Recruiting, Supporting, and Retaining Bilingual/Multilingual Educators*. Office of English Language Acquisition, U.S. Department of Education. \$3,120,104.

Alianza Center. (2024-2029). Role: Sub-awardee Principal Investigator. *Latino Resilience Hub Network*. National Oceanic and Atmospheric Administration. September 2024-August 2029. \$750,000.

Pontier, R. W., Mizell, J. D., Deroo, M. R., & Sembiente, S. F. (2023). Role: Principal Investigator. *Addressing challenges and celebrating joys: Exploring racially, linguistically and culturally diverse students and communities in South Florida*. Spencer Foundation. January 2024-December 2024. \$74,991.

Dare, E., Roehrig, G., Whalen, E., Rouleau, M., & **Pontier, R. W.** (2022). Role: Co-Principal Investigator. *The design and development of a K-12 integrated stem student assessment protocol (STEM-SAP)*. National Science Foundation. \$1,000,000.

Pontier, R. W., & Medina, T. J. (2022). Role: Principal Investigator. *Co-creating a free digital resource repository in Spanish for early childhood educators in Miami*. The Miami

Foundation. \$30,000.

Pontier, R. W., & Chang, M. (2021). Role: Principal Investigator. *Establishing translanguaging classrooms in dual language education (TLC in DLE)*. Office of English Language Acquisition, U.S. Department of Education. September 2021-August 2026. \$2,760,284.

Pontier, R. W. (2021). Role: Principal Investigator. *Combating linguistic inequity through developing intentional bilingual strategies (DIBS)*. The Children's Trust. October 2021-September 2026. \$493,180.

Pontier, R. W. (2020). Role: Principal Investigator: *An equity, diversity, and inclusion-focused professional development pilot program for Spanish-speaking early childhood educators*. Submitted to FIU, Department of Teaching & Learning, December 4, 2020. \$4,000.

Dou, R., & Pontier, R. W. (2020). Role: Co-Principal Investigator. *Translanguaging across STEM learning environments (TASLE)*. FIU Provost-WPHL Humanities Research Grants. \$3,988.96.

Dinehart, L., Pontier, R. W., & Medina, T. (2019). Role: Co-Principal Investigator. *A self-care model of teacher-led professional development for the Puerto Rico Department of Education*. June 2019-August 2019. \$150,000.

Pontier, R. W. (2018). Role: Principal Investigator. *Leveraging translanguaging in urban high school science classrooms: Professional learning experiences with teachers of bi/multilingual students* (Letter of Intent). Lyle Spencer Foundation. October 2019-August 2022. \$750,000.

de Jong, E. J., de Oliveira, L. C., & Pontier, R. W. (2018). Role: Co-Principal Investigator. *Project Academic Language Cubed (AL³)*. Lyle Spencer Foundation. January 2019-December 2022. \$867,000.

Neimand, S., Pontier, R. W., & Paneque, O. (2017). Role: Co-Principal Investigator. *Leading with Innovative Language Teaching (LILT)*. Office of English Language Acquisition, U.S. Department of Education. August 2017-July 2022. \$2M.

Neimand, S., Pontier, R. W., & Paneque, O. (2016). Role: Co-Principal Investigator. *Preparing Excellent Teachers through Teaching with Language and Culture (PET TLC)*. Office of English Language Acquisition, U.S. Department of Education. August 2016-July 2021. \$2.5M.

PATENT DISCLOSURES, APPLICATIONS, AND AWARDS

N/A

PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS

2025	Outstanding Mentorship Award FIU University Graduate School
2024	FIU Top Scholar: Junior Faculty with Significant Grants
2020	CASE Faculty Award: Research
2016-2017	Miami Fellow, Class IX The Miami Foundation Miami, FL

POSITIONS/APPOINTMENTS AT UNIVERSITY, COLLEGE, DEPARTMENT LEVEL

2025-present	Associate Department Chair Department of Teaching and Learning
2023-present	Member Recruitment and Retention Committee Department of Teaching and Learning
2023-present	Program Leader M.S. in Foreign Language Education Department of Teaching and Learning
2023-2024	Interim Program Leader Ph.D. in Teaching and Learning Language, Literacy, Literature, and Culture Major Department of Teaching and Learning
2020-2021	Chair AdHoc Comprehensive Portfolio Committee Department of Teaching and Learning

OFFICES HELD IN PROFESSIONAL SOCIETIES

2021-2025	President/Past President Florida Association for Bilingual Education
2021	President-Elect Florida Association for Bilingual Education
2021-2022	Chair, Research & Evaluation SIG National Association for Bilingual Education

2020-2021	Co-Chair, Research & Evaluation SIG National Association for Bilingual Education
2019-2020	Co-Chair, Advocacy Committee Florida Association for Bilingual Education
2019	Inaugural Board Member Florida Association for Bilingual Education
2018-2019	Program Chair Southeast Regional TESOL Conference
2018-2019	2nd Vice President Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL)
2017-2019	Advisory Council Member Dual Language STEPS (US ED Professional Development Grant) University of Central Florida
2017-present	Advisory Council Member Student Achievement through Language Acquisition (SALA) for ELLs Florida Department of Education
2017-2021	Board Member Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL)
2016-2025	President/Chair Early Childhood Bilingual Education Council League of United Latin American Citizens (LULAC) Florida
2016-present	Co-Chair, Chair Media & Government Relations Committee League of United Latin American Citizens (LULAC) Florida
2016	Executive Board Member South Atlantic Regional Representative Florida Association for the Education of Young Children
2016	Member-at-Large South Florida Association for the Education of Young Children
2015-2018	President Miami-Dade TESOL & Bilingual Education Association

2014-2015 **Vice-President**
Miami-Dade TESOL & Bilingual Education Association

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE

Editorial Boards

2025-present *TESOL Quarterly*

2025-present *Letras*

2024-present *NABE Journal of Research and Practice*

Working Groups

2018-present Advocacy Working Group, Bilingual Education Research SIG, American Educational Research Association (AERA)

Peer Reviewer

Journals *International Journal of Bilingual Education and Bilingualism*
 The Modern Language Journal
 Bilingual Research Journal
 TESOL Quarterly
 NABE Journal of Research and Practice
 Journal of Multilingual and Multicultural Development
 Linguistics and Education

Conferences *American Education Research Association (AERA)*
 Proposal Reviewer (Bilingual Education Research SIG)
 National Association for Bilingual Education
 Proposal Reviewer (Research and Evaluation SIG)
 Sunshine State TESOL
 Proposal Reviewer

Professional Memberships

2019-present Florida Association for Bilingual Education (FABE)

2013-present National Association for Bilingual Education (NABE)

2013-present Teaching English to Speakers of Other Languages (TESOL)

2013-present	Miami-Dade Teachers of English for Speakers of Other Languages (MDTESOL)
2013-present	National Association for the Education of Young Children (NAEYC)
2011-present	Literacy Research Association (LRA)
2010-present	American Educational Research Association (AERA)

Public Service

2024-present	Member Diversity, Equity, and Excellence Advisory Committee Miami-Dade County Public Schools Appointed by School Board Member Luisa Santos
2024-present	Member Dual Language Advisory Committee United Way Miami Center for Excellence
2022-2024	Chair English Language Learner (ELL) Subcommittee Florida PTA
2021-2022	Co-Chair Education Committee Office of New Americans, Miami-Dade
2021-2024	Alternate Achievement Gap Advisory Committee Miami-Dade County Public Schools Appointed by School Board Member Luisa Santos
2021-2024	Member Secure Our Future Advisory Committee Miami-Dade County Public Schools Appointed by School Board Member Luisa Santos
2018-present	Member Board of Directors P.S. 305
2017-2020	Member South Miami Police Officers Retirement Trust (185 Board) South Miami, FL

2017-2018	Member Education Committee Greater Miami Chamber of Commerce
2017	Member Board of Ambassadors P.S. 305
2013	Conference Proposal Reviewer Children First: Envisioning Our Future Early Learning Coalition, Miami-Dade County Miami, FL
2011-present	Expert , Bilingual Education and Bilingualism Ask the Expert United Way Center for Excellence Miami, FL
2011-2013	Member Community Advisory Board Fatherhood Task Force of South Florida Miami, FL
2011	Judge Miami-Dade County Public Schools Science Fair Miami-Dade College, North Campus, Miami, FL

In the Media

May 28, 2024	<u>'Translanguaging Is What Bilinguals and Multilinguals Do': A Primer for Teachers</u> Education Week Interviewed by Ileana Najarro
December 12, 2021	<u>Comentando</u> [TV show en español] Interviewed by Emilio Sánchez WLRN/Channel 17
August 24, 2021	<u>El bilingüismo en EEUU y la Florida</u> Por Nuestros Niños [Radio show and podcast en español] La Zeta 105.3 "Mejor Que Nunca"
August 24, 2021	<u>Apoyando a los estudiantes latinos</u> Por Nuestros Niños [Radio show and podcast en español] La Zeta 105.3 "Mejor Que Nunca"

June 17, 2021	<u>To teach bilingualism, professor blends languages</u> FIU News
Sept. 14, 2020	<u>English learners: Struggles times two</u> POLITICO
Oct. 24, 2019	Invited Blog Post <u><i>A Conversation with Dr. Ryan Pontier: Supporting DLLs' Bilingualism in Early Head Start</i></u> New America
Apr. 10, 2019	Invited Blog Post <i>Bilingualism in Florida</i> Two-Way Immersion Network for Catholic Schools (TWIN-CS)
Mar. 26, 2019	Invited Blog Post <i>Pushing the Dialogue around Multilingualism</i> Progress Report
Jan. 30, 2019	Legislative Brief <i>Native Language Assessment: Accurately Assessing Content Knowledge and Placement for English Learners</i> LULAC Florida, UnidosUS Florida
Nov. 29, 2018	Interview <u><i>The Influencers: Meet Ryan Pontier of Florida International University</i></u> VoyageMIA
Nov. 28, 2018	Legislative Recommendations for LULAC Florida <i>Florida's Educational Equity Agenda 2019</i> League of United Latin American Citizens (LULAC) Florida
2018	Op-Ed <u><i>Dudoso el compromiso del Departamento de Educación de Florida con estudiantes vulnerables</i></u> El Nuevo Herald
2016	Blog Post <i>Understanding Early Childhood Bilingualism</i> HuffingtonPost.com
2013	Invited Blog Post <i>The Steps We're Taking to Raise a Bilingual Daughter</i> SpanglishBaby.com
2012	Invited Blog Post

When Papi is Responsible for Raising a Bilingual Child
SpanglishBaby.com