

MATTHEW R. DEROO

Ph.D.

University of Miami, Department of Teaching and Learning
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EDUCATION

MICHIGAN STATE UNIVERSITY

East Lansing, MI

COLLEGE OF EDUCATION

2018

PhD in Curriculum, Instruction, and Teacher Education

Specialization in Language Teaching and Learning

Certificate in English Language Learner Education

WHEATON COLLEGE

Wheaton, IL

GRADUATE SCHOOL

2008

MA in Intercultural Studies

Certificate in TESOL Teacher Mentoring

Certificate in Materials Development

ASBURY UNIVERSITY

Wilmore, KY

COLLEGE OF EDUCATION

2000

Bachelor of Science in English Education Grades 8-12 (*Honors*)

ACADEMIC APPOINTMENTS

Assistant Professor of Digital Literacies for Multilingual Students

2018-Present

University of Miami, Department of Teaching and Learning

PUBLICATIONS

REFEREED ACADEMIC JOURNAL ARTICLES

Deroo, M., & Watson, V. W. M. (2020). "Air I breathe": Writing and loss in a literacy-and-songwriting class. *Journal of Literacy Research*.

Diaz, E., & **Deroo, M.** (2020). Latinx in contention: A systemic functional linguistics analysis of 11th Grade U.S. history textbooks. *Theory of Research in Social Education*.

Marciano, J., Watson, V. W., Beymer, A., & **Deroo, M.** (2020). Examining moments of possibilities toward college readiness in a literacy-and-songwriting initiative. *Journal of Adolescent and Adult Literacy*.

Deroo, M. & Ponzio, C. (2019). Confronting ideologies: A discourse analysis of in-service teachers' support of translanguaging through an ecological lens. *Bilingual Review Journal*.

- Hess, J., Watson, V. W., & **Deroo, M.** (2019). "Show some love": Youth and teaching artists enacting literary presence and musical presence in an after-school literacy-and-songwriting project. *Teachers College Record*.
- Deroo, M.**, Farver, S., & Dunn, A. H., (2017). "Like" if you support refugees: Preservice teachers sensemaking of contested issues in a digitally-mediated multicultural education course. *Multicultural Education Review*, 3, 1-16.
- Dunn, A. H., **Deroo, M.**, & VanDerHeide, J. (2017). With regret: The genre of teachers' public resignation letters. *Linguistics and Education*, 38, 33-43.

REFEREED BOOK CHAPTERS

- Deroo, M.**, Ponzio, C., & De Costa, P. (2020). Reenvisioning second language teacher education through translanguaging praxis. In Z., Tian, L., Aghai, P. Sayer, & J. L. Schissel (Eds.), *Envisioning TESOL through a translanguaging lens: Global perspectives*. New York, NY: Springer.
- Deroo, M.** (2019). Translanguaging pedagogy to support bi/multilingual students' language learning in social studies: "How we communicate everything." In A. Slapac & S. Coppersmith (Eds.), *Beyond language learning instruction: Transformative supports for emergent bilinguals and educators*. (pp.231-266) Hershey, PA: IGI Global.
- Watson, V. W., **Deroo, M.**, & Skogsberg E. (2019). "Check it out": Youth layering the already-present toward justice in literacy teaching and research, in V. Kinloch, T. Burkhard., & C. Penn (Eds.) *Research on race, justice, and activism in literacy teacher education*. New York, NY: Teachers College Press.
- Zhang, Y., **Deroo, M.** (2016). Technology instruction in language teacher education programs. In C-H Lin, D. Zhang, & B. Zheng (Eds.) *Preparing foreign language teachers for next-generation education*. (pp. 1-22) Hershey, PA: IGI Global.

SELECTED MANUSCRIPTS IN PROGRESS

- Deroo, M.** (accepted). Seeking truth about Muslims?: Critical media literacy in an era of Islamophobia. *Journal of Media Literacy Education*.
- Deroo, M.** (under review). Writing with, learning from, and paying forward mentorship from early career scholars: My formation into academic writing. In P. Habibie & S. Burgess (Eds.) *Scholarly publication trajectories of early-career scholars: Insider perspectives*. London: Palgrave-MacMillan.
- Deroo, M.**, & Mustafa, L. (under review). Developing sustainable partnerships with youth participants: Fostering shared learning across time. In K. Nora & V. Pavithra (Eds.) *Caring, and being there: Complicating qualitative research with youth in school settings*.

REFEREED CONFERENCE AND PAPER PRESENTATIONS

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- Deroo, M.** (2020, April). Multimodal literacies at the museum: Supporting preservice teachers' learning through a community-university partnership. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Deroo, M. & Diaz, E.** (2020, April). Representations of immigrant experience in a U.S. history textbook using a systemic functional linguistics lens. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Deroo, M. & Ponzio, C.** (2020, April). Uncovering critical multilingual awareness: Cross-institutional analysis of pre-service teachers' representations of language, identity and power. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Deroo, M. & Ponzio, C.** (2020, March). From representation to application: A cross-institutional investigation of content-area pre-service teachers' emerging critical multilingual awareness. Paper presented at the annual meeting of *American Association of Applied Linguistics*, Denver, CO.
- Deroo, M.** (2020, March). Educational symposium: Dialogic listening and comparative learning among educational researchers and youth participants. Paper presented at the annual meeting of the Comparative International Education Society, Miami, FL.
- Deroo, M.** (2019, December). Multimodal meaning making and social semiotics at the museum: Supporting preservice teachers' learning through visual thinking strategies. Paper presented at the annual meeting of the *Literacy Research Association*, Tampa, FL.
- Diaz, E., & **Deroo, M.** (2019, November). Representation of Latinxs in U.S. history textbooks: A critical discourse analysis. Paper presented at the annual meeting of the *College and Faculty University Assembly*, Austin, TX.
- Deroo, M., Ponzio, C., & De Costa, P.** (2019, September). Reenvisioning second language teacher education through translanguaging praxis. Paper presented at the *Languaging in Times of Change Conference*, Stirling, Scotland, U.K..
- Deroo, M.** (2019, April). The promise and potential of multicultural education in supporting and enhancing students' critical media literacies. Paper presented at the annual meeting of the *American Educational Research Association*, Toronto, CA.
- Deroo, M. & Watson, V. W.,** (2019, April). "Air I Breathe" Songwriting as literacy practices of remembrance. Paper presented at the annual meeting of the *American Educational Research Association*, Toronto, CA.
- Ponzio, C. & **Deroo, M.** (2019, April). Supporting pre-service teachers and in-service teachers sensemaking of translanguaging through semiotic and visual learning experiences. Paper presented at the annual meeting of the *American Educational Research Association*, Toronto, CA.
- Deroo, M. & Ponzio, C.** (2019, March). Beyond theory: Utilizing semiotic resources to support teachers' sensemaking of translanguaging pedagogy. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Atlanta, GA.

- Deroo, M.** (2019, January) Community engaged scholarship. Invited speaker at the winter retreat of the *College and University Faculty Assembly*, Miami, FL.
- Deroo, M.** (2018, December). “I think I can speak on behalf of Muslims”: Critical media literacies in an era of Islamophobia. Paper presented at the annual meeting of the *Literacy Research Association*, Indian Wells, CA.
- Deroo, M.** (2018, April). Pushing past perceptions. Using critical media literacy to analyze media texts. Paper presented at the annual meeting of the *American Educational Research Association*, New York, NY.
- Deroo, M.** and Ponzio, C. (2018, April). Moving translanguaging theory to praxis: A comparative study of preservice and inservice teachers. Paper presented at the annual meeting of the *American Educational Research Association*, New York, NY.
- Deroo, M** and Ponzio, C. (2018, March). “I had to dig deep”: Preservice and in-service teachers’ application of translanguaging theory into practice. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Chicago, IL.
- Ponzio, C. and **Deroo, M.** (2018, March). Visualizing translanguaging: Pre and in-service teachers’ sensemaking and movement of translanguaging from theory to praxis. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Chicago, IL.
- Watson, V. W., and **Deroo, M.** (2017, November). Examining loss and literacies in a literacy-and-songwriting class. Paper presented at the annual meeting of the *Literacy Research Association*, Tampa, FL.
- Deroo, M.** (2017, November). A practicing teacher’s use of pedagogical approaches to support students’ translanguaging in social studies. Paper presented at the annual meeting of the *College and Faculty University Assembly*, San Francisco, CA.
- Deroo, M.** (2017, November). What’s the flood got to do with it? Comparing religious texts and beliefs in a multicultural studies class. Paper presented at the annual meeting of the *National Association for Multicultural Education*, Salt Lake City, UT.
- Deroo, M.** (2017, June). Immigrant students as intentional learners within and beyond schools. Paper Presented at the *Addressing Inequalities, Mobility and Dislocation: Insights from International and Domestic Research and Practice Conference*. East Lansing, MI.
- Deroo, M.** (2017, April). Citizenship education for recent immigrants in an era of shifting curriculum standards. Paper presented at the annual meeting of the *American Education Research Association*, San Antonio, TX.

- Deroo, M.** (2016, December). Examining students' conceptions of intentional learning in social studies classrooms. Paper presented at the annual meeting of the *College and Faculty University Assembly*, Washington, D.C.
- Deroo, M., & Farver, S.** (2016, November). "Like: if you support refugees: Benefits and challenges of utilizing social media in a social justice-oriented course. Paper presented at the annual meeting of the *National Association for Multicultural Education*, Cleveland, OH.
- Deroo, M.** (2016, April). Exploring students' intentional learning to reflect on teaching quality. Poster presented at the annual meeting of the *American Education Research Association*, Washington, D.C.
- Deroo, M.** (2015, October). Multicultural curriculum: Using student forums to increase intercultural competence. Paper presented at the annual meeting of the *National Association for Multicultural Education*, New Orleans, LA.
- Dunn, A. H., Gunether, A., Farver, S., **Deroo, M.**, Wexler, L. (October, 2015). Should I stay or should I go now?: Teachers public letters as social action in the neoliberal era. Paper presented at the annual meeting of the *National Association for Multicultural Education*, New Orleans, LA.
- Deroo, M. & Seaman, A.** (2015, March). Beyond the textbook: Creating high-interest thematic materials for English learners. Paper presented at the annual meeting of the *Teaching English to Speakers of Other Languages Convention*, Toronto, Canada.
- Deroo, M.** (2013, March). Increasing intercultural competence through global curriculum. Paper presented at the annual meeting of the *Teaching English to Speakers of Other Languages Convention*, Dallas, TX.

COLLEGE TEACHING EXPERIENCE

- Principles of First and Second Language Acquisition-TAL 686** SS 20
 Examination of the theoretical perspectives regarding first and second language acquisition with a focus on how language ideologies shape language teaching and learning
- Professional Seminar** SS 20
 Doctoral education professional seminar for PhD students in the Department of Teaching and Learning.
- Building Positive Relationships with Diverse Learners- TAL 612** US, FS 20, 19
 Examination of the principles of various theoretical perspectives regarding the discipline of students in schools and schooling. Focus on ways to foster culturally relevant interactions with children and adolescents.
- Content Area Literacy in the Secondary Classroom- TAL 404** SS 20,19
 Essentials of literacy instruction in different subject areas for middle, junior, and senior high schools; instructional methods and materials for development of language arts, reading, and study skills.
- Doctoral Seminar in Reading- TAL 734** FS 18
 Doctoral-level seminar explores a broad array of topics influencing the study and teaching of reading, including the history of reading research; major theories and models of reading development, connections between

reading, writing and learning; and reading online and multimodal texts

Practicum in Reading- TAL 426

FS 20, 19, 18

Supervised practicum in teaching reading and writing. Emphasis is on assessment and interventions for elementary students with a range of academic, linguistic, and cultural challenges in becoming proficient readers

Professional Roles and Teaching Practice (I, II)- TE 801/803:

SS18, FS17

Preparing in-service student-teaching interns to work through problems of practice to maximize their capacity to effectively establish a safe, productive classroom learning environment.

Secondary Reading Assessment & Instruction (Online)- TE 843

US17

Course for in-service secondary English teachers (8-12). Investigating the policies, standards, concepts, and materials of adolescent literacy. Course explores the relationship between disciplinary content, inquiry, and youth literacies.

Field Experience in Teacher Education- Endorsement Practicum (Online)- TE 896

SS16, SS17

Course and field-based practicum experience for teachers to support the teaching of emergent bilingual students through translanguaging. Includes supervision of 30 contact hours at the K-6 level and 30 hours at the 7-12 level for TESOL certification.

ESL Classroom Practices: K-12 Literacy Instruction (Online)- TE 892

FS16

Course for in-service teachers working with students from culturally and linguistically diverse backgrounds. Focus on teaching academic content language to emergent bilinguals in K-12 classrooms.

Special Topics in Urban Education: School, Family, and Community- TE 291A

SS15

Residential placement where preservice teachers engage in coursework and service learning at an urban school and interview students, teachers, and students' family members to support their course learning.

Immigrant Language and Culture- Global Educators Cohort- TE 352

FS15

Preparing pre-service teachers to work with immigrant youth, their families, and local communities. The course discusses how migrants' experiences are shaped by intersections of class, gender, race, language, ethnicity, and documented/undocumented status.

Teaching of Social Studies to Diverse Learners – Elementary (K-8)- TE 404

FS14

Preparing pre-service teachers to teach social studies to diverse learners at the elementary level (K-8). Inquiry into and construction of subject specific meaning. Social studies subject matter adapted to learner diversity.

CURRICUM DEVELOPMENT AND INSTRUCTION

Teacher Education Elementary Senior Methods Module Developer and Instructor

FS17

Developed and delivered four, 90-minute professional development modules to pre-service teachers in their senior year elementary methods courses. Assisted pre-service teachers to work with emergent bilinguals, special education students, and use universal design language in lesson planning.

EDUCATIONAL SUPERVISION

Field Instruction

2013-2015

College of Education, Michigan State University

- Supervised six secondary student teachers completing a one-year field-based internship.

- Collaborated with school-based mentor teachers to support student teaching interns in English, TESOL, and social studies placements.

K-12 TEACHING AND PROFESSIONAL EXPERIENCE

Program Director- China Teaching Fellowship

August 2010 – June 2013

English Language Institute, China, Beijing, China

- Responsible for training, mentoring, and supporting China Teaching Fellowship team leaders in the areas of teaching, cultural adjustment, emotional support, and leadership development
- Oversaw training for 40 American English teachers who participated in the program each year
- Conducted annual meetings with 7 partner institution administrators regarding program implementation at their Chinese K-12 school and university campuses

Program Director- Camp China

July 2007 – July 2010

English Language Institute, China, Beijing, China

- Trained 300 program participants in the use of the Camp China curriculum and current, best practice Teaching English as a Foreign Language methodologies
- Trained and supervised 25 different team leaders for successful program implementation
- Visited Camp China locations to ensure program success and consulted with Chinese school administrators regarding each teaching team's performance

High School English Teacher

August 2006 – June 2007

Hendry County Public Schools– LaBelle High School, FL

- Taught Freshman and Junior English

Team Leader and English Teacher

August 2003 – July 2006

Beijing 21st Century International School, Beijing, China

Baishan School, Qingdao, Shandong, China

- Supervised recent college graduates in their first year as language teachers in China
- Taught Oral English to Chinese high school students

High School English Teacher

August 2001 – June 2003

Fayette County Public Schools– Henry Clay High School, KY

- Taught AP English Language and Composition
- Taught Junior English- American Literature

English Language Teacher

August 2000 – July 2001

China Teaching Fellowship Program– Guangdong Country Garden School, China

- Taught IB Language B to Chinese high school students

FELLOWSHIPS, GRANTS, SUPPORT

Andrew W. Mellon CREATE Grant- \$5,500

2019

Award given to faculty who seek to enhance learning and engagement at the University of Miami to promote the integration of objects from the Lowe Art Museum's permanent collections into object-centered teaching, learning, and scholarship.

University of Miami-Engaged Faculty Fellows- \$2,500

2019

Award given to faculty who commit to creating courses that incorporate a significant component of civic

engagement and service learning into the course curriculum.

- College of Education--University Dissertation Completion Fellowship – \$7,000** *2017*
Award given to advanced doctoral students to accelerate the completion of their dissertations.
- Teacher Education Endowed Fellowship-\$1,800** *2017*
Award given to a continuing doctoral student who is judged to have been making a distinguished contribution to scholarship and the profession.
- Teacher Education Dissertation Enhancement Fellowship-\$1,200** *2016-2017*
Fellowships to support doctoral students to engage in more ambitious, independent dissertations. Provides funds for travel to research sites, equipment, and incentives for study participants.
- Teacher Education Research Enhancement Fellowship-\$1,100** *2015-2016*
Fellowships to support doctoral students with research projects that will require a significant expense in order to be completed. Provides funds for travel to research sites, equipment, and incentives for study participants.
- MSU College of Education, Summer Research Renewable Fellowship-\$12,000** *2015-2016*
Award given to intensify and accelerate the scholarly development of doctoral students over the course of a two-part investigation or study
- MSU College of Education, Summer Research Development Fellowship-\$5,000** *2014*
Award given to first year doctoral students to promote research skill development through an initial scholarly line of inquiry
- MSU College of Education, Fellowship to Enhance Global Understanding-\$3,000** *2015*
Travel award to participate in a study abroad learning opportunity
- Department of Teacher Education Leadership and Outreach Fellowship-\$1,500** *2015*
Recognition for recruiting and supporting the transition of incoming doctoral students

AWARDS AND HONORS

- Top Graduate Paper Award- Media, Culture, and Learning SIG- AERA *2018*
- Outstanding Educator- Kentucky Governor's Scholars Program *2002*

PROFESSIONAL SERVICE AND OUTREACH

I. Service to the Profession

- Proposal Reviewer, Literacy Research Association *2018-Present*
Proposal Reviewer, American Education Research Association *2017-Present*
Proposal Reviewer, College and University Faculty Assembly *2017-Present*
Proposal Reviewer, National Association of Multicultural Education *2016-Present*

II. Institutional Service

- Interim TAL Doctoral Program Director *2019-2020*

III. Manuscript Reviewer

- English Teaching and Learning *2020*

English Teaching: Practice and Critique	2019-Present
International Journal of Intercultural Relations	2019-Present
Journal of Curriculum Studies	2019-Present
Theory of Research in Social Education	2019-Present
Journal of Language and Literacy Education	2018-Present
Bilingual Research Journal	2018-Present
TESOL Quarterly	2017-Present
Research in the Teaching of English	2016-Present
Michigan Reading Journal	2015-2019
The New Educator	2017

PROFESSIONAL MEMBERSHIP

NATIONAL ORGANIZATIONS

- American Association of Applied Linguists (AAAL), Member 2017-Present
- American Educational Research Association (AERA), Member 2014-Present
 - AERA Division K: Teaching and Teacher Education
 - SIG: Bilingual Education and Research
 - SIG: Critical Educators for Social Justice
 - SIG: Language and Social Practices
 - SIG: Media, Culture, and Learning
 - SIG: Multicultural/Multiethnic Education: Theory, Research and Practice
 - SIG: Social Studies
 - SIG: Second Languages
 - SIG: Writing and Literacies
- College and University Faculty Assembly/National Council Social Studies (CUFA, NCSS), Member 2016-Present
- National Association of Multicultural Education (NAME), Member 2015-2018
- National Council for Teaching of English Assembly of Research, (NCTEAR), Member 2015-Present
- Literary Research Association (LRA), Member 2017-Present
- Teaching English to Speakers of Other Languages (TESOL), Member 2012-2015

LANGUAGES

Mandarin Chinese- conversant