

SCOTT E. GRAPIN
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EDUCATION

- 2020 **Ph.D. in Teaching English to Speakers of Other Languages (TESOL)**
New York University
Steinhardt School of Culture, Education, and Human Development
- 2011 **M.A.T. in Language Education**
University of Virginia
Curry School of Education and Human Development
- 2011 **B.A. in Spanish Language and Literature**
Minor: Italian
University of Virginia
College of Arts and Sciences, Honors Program

PROFESSIONAL EXPERIENCE

- 2020-Present **Assistant Professor**
University of Miami
School of Education and Human Development
Department of Teaching and Learning
- 2011-2015 **Teacher of Spanish and English as a Second Language (ESL)**
Pascack Valley Regional High School District, Hillsdale, NJ

HONORS AND AWARDS

- 2020 Steinhardt Outstanding Dissertation Award (Finalist), New York University
- 2020 Graduate Student Travel Award, Second Language Research SIG, American Educational Research Association (Meeting canceled)
- 2019 Best Student Paper Award, East Coast Organization of Language Testers Annual Meeting
- 2019 Russell N. Campbell Award, The International Research Foundation for English Language Education
- 2019 Steinhardt Doctoral Research and Travel Grant, New York University
- 2015-2019 Steinhardt Doctoral Fellowship, New York University
- 2011 Hunter Page Taylor Memorial Scholarship, University of Virginia
- 2007-2011 Echols Scholar, University of Virginia

RESEARCH GRANTS

Principal Investigator, *Investigating the potential of multimodal tasks to promote more equitable assessment of English learners in science**. Funding Source: The International Research

Foundation for English Language Education. Funding Period: 2019-2021. Total amount awarded: \$4,880. *Received Russell N. Campbell Award for top-ranked proposal

Principal Investigator, *Investigating the potential of multimodal tasks to promote more equitable assessment of English learners in science*. Funding Source: National Federation of Modern Language Teachers Associations. Funding Period: 2019-2020. Total amount awarded: \$2,500.

Principal Investigator, *Investigating the potential of multimodal tasks to promote more equitable assessment of English learners in science*. Funding Source: Educational Testing Service. Funding Period: 2019-2020. Total amount awarded: \$1,905.

PUBLICATIONS

Articles in Peer-Reviewed Journals

Haas, A., **Grapin, S. E.**, Simon, C., Llosa, L., & Lee, O. (in press). Integrating computational modeling into science instruction with English learners. *Science and Children*.

Grapin, S. E., & Llosa, L. (2020). Toward an integrative framework for understanding multimodal L2 writing in the content areas. *Journal of Second Language Writing, 47*, 1-8.

Llosa, L., **Grapin, S. E.**, Friginal, E., Cushing, S., & Malone, M. (2020). Linguistic dimensions of TOEFL iBT essays compared with successful student disciplinary writing in the university. *TESOL Quarterly, 54*(1), 251-265.

Grapin, S. E., Haas, A., Goggins, M., Llosa, L., & Lee, O. (2019). Beyond general-purpose talk moves: Using discipline-specific probes with English learners in the science classroom. *Science and Children, 57*(4), 36-43.

Grapin, S. E., Llosa, L., Haas, A., Goggins, M., & Lee, O. (2019). Precision: Toward a meaning-centered view of language use with English learners in the content areas. *Linguistics and Education, 50*, 71-83.

Goggins, M., Haas, A., **Grapin, S. E.**, Llosa, L., & Lee, O. (2019). Integrating crosscutting concepts into science instruction with English learners. *Science and Children, 57*(2), 56-61.

Grapin, S. E. (2019). Multimodality in the new content standards era: Implications for English learners. *TESOL Quarterly, 53*(1), 30-55.

Lee, O., Llosa, L., **Grapin, S. E.**, Haas, A., & Goggins, M. (2019). Science and language integration with English learners: A conceptual framework guiding instructional materials development. *Science Education, 103*(2), 317-337.

Grapin, S. E., & Llosa, L. (2019). Comparing objectives and assignments in ESL versus mainstream composition courses: Implications for writing programs and instructors. *NYS TESOL Journal, 6*(1), 3-18.

Grapin, S. E. (2017). Language for specific purposes (LSP) testing: A historical review. *Studies in Applied Linguistics and TESOL*, 17(2), 1-8.

Book Chapters and Reviews

Goggins, M., Haas, A., **Grapin, S. E.**, Januszyk, R., Llosa, L., & Lee, O. (in press). Broadening access to science: Crosscutting concepts as resources in the NGSS classroom. In J. Nordine & O. Lee (Eds.), *Crosscutting concepts: Strengthening science and engineering learning*. National Science Teaching Association.

Grapin, S. E. (2020). Multimodal teaching and learning. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-5). Wiley-Blackwell.

Lee, O., Goggins, M., Haas, A., Januszyk, R., Llosa, L., & **Grapin, S. E.** (2019). Making everyday phenomena phenomenal: NGSS-aligned instructional materials using local phenomena with student diversity. In P. Spycher & E. Haynes (Eds.), *Culturally and linguistically diverse learners and STEAM: Teachers and researchers working in partnership to build a better path forward* (pp. 211-228). Information Age.

Lee, O., **Grapin, S. E.**, & Haas, A. (2018). How science instructional shifts and language instructional shifts support each other for English learners: Talk in the science classroom. In A. Bailey, C. Maher, & L. Wilkinson (Eds.), *Language, literacy and learning in the STEM disciplines: How language counts for English learners* (pp. 35-52). Routledge.

Grapin, S. E. (2017). Review [Review of the book *Mindful L2 teacher education: A sociocultural perspective on cultivating teachers' professional development*, by K. E. Johnson & P. R. Golombek]. *TESOL Quarterly*, 51(2), 477-479.

Manuscripts Under Review

Grapin, S. E., Llosa, L., Haas, A., & Lee, O. (revise and resubmit). Rethinking instructional strategies with English learners in the content areas.

Haas, A., Januszyk, R., **Grapin, S. E.**, Goggins, M., Llosa, L., & Lee, O. (revise and resubmit). Developing instructional materials aligned to the Next Generation Science Standards for all students including English learners.

Lee, O., Brady, C., Llosa, L., Clark, D., Klopfer, E., Haas, A., Pierson, A., **Grapin, S. E.**, Reimers, J., & Wendel, D. (under review). Integration of science, language, and computational thinking and modeling with English learners.

Curricula

Haas, A., **Grapin, S. E.**, Wendel, D., Llosa, L., & Lee, O. (2020). *Science And Integrated Language Plus Computational Thinking and Modeling (SAIL+CTM): A yearlong fifth-grade science curriculum aligned to the Next Generation Science Standards that integrates computational thinking and modeling with a focus on English learners*. New York University. Retrieved from <http://nyusail.org>

Januszyk, R., Haas, A., Goggins, M., **Grapin, S. E.**, Llosa, L., & Lee, O. (2019). *Science And Integrated Language (SAIL): A yearlong fifth-grade science curriculum aligned to the Next Generation Science Standards with a focus on English learners**. New York University. Retrieved from <http://nyusail.org> *The first unit in the curriculum was awarded an NGSS Design Badge by Achieve, Inc., indicating the highest quality in instructional materials design.

Practitioner Resources

SAIL Research Lab. (in press). *Integrating science and language for all students with a focus on English language learners* [Webinar and brief series]. New York State Education Department.

- Haas, A., **Grapin, S. E.**, Llosa L., & Lee, O. *Science instructional shifts*.
- **Grapin S. E.**, Haas, A., Llosa, L., & Lee, O. *Language instructional shifts*.
- Llosa, L., Haas, A., **Grapin, S. E.**, & Lee, O. *A classroom example*.
- Llosa, L., **Grapin, S. E.**, & Haas, A. *Science and language assessment shifts*.
- Llosa, L., **Grapin, S. E.**, & Haas, A. *Formative assessment in the science classroom*.

Haas, A., Goggins, M., **Grapin, S. E.**, Llosa, L., & Lee, O. (2018). *Integrating computational thinking and modeling into science instruction* [Blog post]. National Science Teaching Association. Retrieved from <http://nstacomunities.org/blog/2018/10/07/integrating-computational-thinking-and-modeling-into-science-instruction/>

PRESENTATIONS

Peer-Reviewed Conference Presentations

Grapin, S. E., Llosa, L., Lee, O., & Weinberg, S. L. (2020, April). *Are we missing part of the picture?: Multimodal assessment of English learners in science*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (Meeting canceled)

Haas, A., **Grapin, S. E.**, Goggins, M., Llosa, L., & Lee, O. (2020, April). *Integrating computational thinking and modeling into an NGSS-aligned elementary science curriculum with English learners*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (Meeting canceled)

Llosa, L., **Grapin, S. E.**, Haas, A., Goggins, M., & Lee, O. (2020, April). *Teachers' use of formative assessments embedded within an NGSS-aligned science curriculum focused on English learners*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (Meeting canceled)

Grapin, S. E. (2019, September). *Beyond just language: Using multimodal tasks to assess English learners in science**. Paper presented at the annual meeting of the East Coast Organization of Language Testers, Washington, DC. *Awarded best student paper

Goggins, M., Haas, A., **Grapin, S. E.**, Llosa, L., & Lee, O. (2019, April). *Using crosscutting concepts to make sense of phenomena: Engaging diverse student groups in learning science*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

- Grapin, S. E., & Llosa, L.** (2019, April). *Divergences across modalities in diagrammatic science models with English learners*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Haas, A., **Grapin, S. E.**, Goggins, M., Llosa, L., & Lee, O. (2019, April). *A case study of one teacher's knowledge and beliefs about computational modeling with English learners*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Lee, O., Llosa, L., Haas, A., Goggins, M., & **Grapin, S. E.** (2019, April). *How the NGSS science instructional shifts and language instructional shifts support each other for all students including English learners*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Llosa, L., & **Grapin, S. E.** (2019, April). *Formative assessment of English learners' language proficiency in the science classroom*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Grapin, S. E., & Llosa, L.** (2019, March). *Using multimodal tasks to promote more equitable assessment of English learners in the content areas*. Poster presented at the annual meeting of the Language Testing Research Colloquium, Atlanta, GA.
- Llosa, L., & **Grapin, S. E.** (2019, March). *Academic language or disciplinary practices? Reconciling perspectives of language and content educators when assessing English learners' language proficiency in the content classroom*. Paper presented at the annual meeting of the Language Testing Research Colloquium, Atlanta, GA.
- Grapin, S. E., & Llosa, L.** (2018, October). *Beyond accommodations: Using multimodal tasks to assess English learners in science*. Poster presented at the annual meeting of the East Coast Organization of Language Testers, Princeton, NJ.
- Llosa, L., Friginal E., Cushing, S., **Grapin, S. E.**, & Malone, M. (2018, August). *Comparing linguistic dimensions of TOEFL iBT independent and integrated essays with a corpus of successful student disciplinary writing*. Paper presented at the Symposium on Second Language Writing, Vancouver, Canada.
- Llosa, L., Friginal E., Cushing, S., **Grapin, S. E.**, & Malone, M. (2018, July). *Linguistic dimensions of TOEFL iBT essays compared with successful student disciplinary writing*. Paper presented at the annual meeting of the Language Testing Research Colloquium, Auckland, New Zealand.
- Grapin, S. E.** (2018, April). *Multimodality in the new content standards era: What does it mean for English learners?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Goggins, M., Lee, O., Januszyk, R., Haas, A., Llosa, L., & **Grapin, S. E.** (2018, April). *Making everyday phenomena phenomenal: Engaging diverse student groups in learning science*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Llosa, L., & **Grapin, S. E.** (2018, March). *Overlapping constructs: Using content tasks to assess English learners' content and language proficiency*. Paper presented at the Language Assessment Research Conference, Ames, IA.

Llosa, L., & **Grapin, S. E.** (2017, July). *Exploring the possibility of using integrated assessments of science and language*. Work-in-progress presented at the annual meeting of the Language Testing Research Colloquium, Bogotá, Colombia.

Grapin, S. E., & Llosa, L. (2017, March). *Mainstream and ESL university composition courses: How different are they?* Paper presented at the annual meeting of the American Association for Applied Linguistics, Portland, OR.

Llosa, L., Malone, M., **Grapin, S. E.**, & Donovan, A. (2017, March). *How do scores on TOEFL iBT writing tasks relate to scores on actual academic tasks and instructor ratings of proficiency?* Paper presented at the annual meeting of the American Association for Applied Linguistics, Portland, OR.

Llosa, L., Malone, M., Donovan, A., Van Booven, C. D., & **Grapin, S. E.** (2016, October). *Comparability of students' writing performance on TOEFL iBT and required university writing courses*. Paper presented at the annual meeting of the East Coast Organization of Language Testers, Washington, DC.

Llosa, L., Malone, M., Donovan, A., Van Booven, C., & **Grapin, S. E.** (2016, June). *Comparability of students' writing performance on TOEFL iBT and required university writing courses*. Paper presented at the annual meeting of the Language Testing Research Colloquium, Palermo, Italy.

K-12 Professional Development Workshops

Grapin, S. E., Haas, A., & Lee, O. (2018, July). *Science and language instruction and assessment with all students including English learners*. Workshop presented at the National Science Education Leadership Association Summer Leadership Institute, Philadelphia, PA.

Haas, A., **Grapin, S. E.**, & Lee, O. (2018, July). *Integrating science learning and computational thinking with all students including English learners*. Workshop presented at the National Science Education Leadership Association Summer Leadership Institute, Philadelphia, PA.

Grapin, S. E., and others (2019, March). *Writing pedagogies in ESOL and mainstream college courses: Getting on the same page*. Invited panelist at the English Language Learners Think Tank, New York University, New York, NY.

Grapin, S. E. (2017, February). *Assessing what counts: A principled approach to performance assessment*. Workshop presented at the Northeast Conference on the Teaching of Foreign Languages, New York, NY.

Grapin, S. E. (2015, May). *"Are you with me!?: Technology tools for formative assessment*. Workshop presented at the Pascack Valley Professional Development Academy, Hillsdale, NJ.

- Grapin, S. E.** (2015, February). *Geography through comprehensible input*. Workshop presented at the Foreign Language Educators of New Jersey Spring Conference, New Brunswick, NJ.
- Grapin, S. E.** (2014, September). *Bridging the gap: From SLA to day-to-day*. Workshop presented at the Foreign Language Association of Virginia Fall Conference, Williamsburg, VA.
- Grapin, S. E., & O'Neill, L.** (2014, March). *Acquisition through comprehensible input*. Workshop presented at the Foreign Language Educators of New Jersey Spring Conference, Somerset, NJ.
- Grapin, S. E.** (2013, October). *Accelerating student proficiency through comprehensible input*. Workshop presented at the Pascack Valley Regional Interdistrict Professional Development Day, Hillsdale, NJ.
- Grapin, S. E.** (2013, March). *Teaching with comprehensible input: An introduction to TPRS*. Workshop presented to the Hillsdale, Montvale, Pascack Valley, River Vale, and Woodcliff Lake Public School Districts, Montvale, NJ.

COURSES TAUGHT

Courses at University of Miami

Language Development for Linguistically and Culturally Diverse Children (Fall 2020)
 Interdisciplinary Methods in the Content Areas (Fall 2020)

Courses at New York University

Language Assessment and Evaluation (Spring 2018, 2020)

SERVICE TO THE EDUCATION RESEARCH COMMUNITY

Invited Reviewer for Peer-Reviewed Journals

Journal of Language, Identity and Education (2020)
The Elementary School Journal (2020)
Bilingual Research Journal (2019, 2020)
TESOL Quarterly (2018, 2019, 2020)
Studies in Applied Linguistics and TESOL (2019)
Journal of Mathematical Behavior (2018)
International Journal of Bilingual Education and Bilingualism (2017)
Journal of Research on Educational Effectiveness (2016)

Invited Reviewer for Annual Conferences

American Association for Applied Linguistics (2021)
 American Educational Research Association (2019, 2021)

SERVICE TO THE EDUCATION PRACTICE COMMUNITY

New York State Education Department

Consultant, *Integrating science and language for all students with a focus on English language learners* (2019-2020)

New York City Department of Education, Division of English Language Learners

Consultant, *Implementation of NGSS-aligned instructional materials with English learners in fifth grade* (2017-2018)

Pascack Valley Regional High School District

Member, World Language and ESL Curriculum Evaluation Committee (2014-2015)

Leader, World Language and ESL Professional Learning Community (2013-2015)

Member, Intervention and Referral Services Committee (2013-2015)

CERTIFICATIONS

Teacher of Spanish, New Jersey

Teacher of ESL, New Jersey

Teacher of Spanish, Virginia

Certificate of Graduate Study in ESL, Rowan University

PROFESSIONAL AFFILIATIONS

American Association for Applied Linguistics

American Council on the Teaching of Foreign Languages

American Educational Research Association

International Language Testing Association

TESOL International Association