

Elena King

Professor, English and TESOL
Associate Director, TESOL Program

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Teaching Philosophy

My philosophy relies heavily on a sociocultural perspective and employs culturally relevant and anti-racist pedagogies. As an educator of future teachers, I believe that what occurs in the classroom should push the boundaries of simply asking students to acquire knowledge and instead encourage shifting beliefs and understandings about culture and language systems through sociohistorical perspectives. I believe my role is one of a facilitator of new ideas. My students should finish each course with a desire for greater reflection and openness to the educative process.

EDUCATION

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|------------|--|---------------|
| PhD | University of North Carolina, Charlotte
Curriculum and Instruction, Urban Education & TESOL
Dissertation: “The Figured World of Advocacy in a High Immigrant Population Urban School in the New South” | May 2015 |
| MAT | University of North Carolina, Charlotte
Teaching English as a Second Language | December 2009 |
| BA | University of North Carolina, Chapel Hill
Art History
Minored in Public Relations | May 2003 |

LICENSURE

North Carolina teaching licenses:

M Level - English as a Second Language- K-12 (Renewal Cycle 2025-2030)

A Level- English Language Arts- 9-12 (Renewal Cycle 2025-2030)

PROFESSIONAL EXPERIENCE

Professor of English and TESOL, Associate Director, TESOL Program, Program Coordinator, Licensure Plus MAT in ESL • Greensboro College

August 2016-present

Teach graduate and undergraduate students in the fields of TESOL and English. Design and deliver courses in online and face-to-face platforms. Evaluate student learning outcomes for each course and create program assessment for the licensure plus MAT in ESL program. Evaluate and adopt course resources. Assess student progress and provide detailed feedback. Utilize Moodle as an interactive learning and teaching platform. Advise 45 plus graduate students in their coursework. Supervise fieldwork and student teaching/clinical internships for TESOL and English Language Arts.

Ed TPA Scorer • English as an Additional Language • Pearson

2014-2016

Completed on-going calibration training, followed guiding rubrics, and conducted official scoring for the edTPA portfolios for teachers of English as an Additional Language.

Adjunct Instructor, University Supervisor, Graduate Assistant • UNC Charlotte

August 2011-December 2015

Taught and advised undergraduate and graduate students within the fields of education. Prepared and delivered lectures and designed classroom activities appropriate for course content. Maintained Moodle course page and conducted online teaching sessions. Adapted, developed, and revised syllabi and designed authentic assessments. Supervised student teachers in the field (K-12). Provided feedback on instruction and classroom interactions.

Adjunct Instructor • English Language Training Institute • UNC Charlotte

August 2012-December 2014

Taught English language courses to international students ranging in language ability from beginners to advanced. Designed Moodle pages, developed course syllabi and designed curricula for each course. Delivered course instruction through interactive, student-centered teaching methods. Assessed student progress and collaborated with department instructors to determine student placement.

Teacher, English as a Second Language • Charlotte Mecklenburg Schools

August 2006-May 2011

Taught language arts and English language development courses as the lead ESL teacher. Designed and delivered instruction, designed and delivered assessment and recorded and monitored student-related data. Served as a liaison between international families and the school community. Served as a testing coordinator responsible for the delivery of North Carolina standardized assessments including the WIDA Access Placement Test and WIDA Access Test. Conducted professional development related to teaching English as a second language. Served as the LEP Committee Chairperson responsible for compliance with state regulations related to English learners

PUBLICATIONS

Journal Publications

- King, E., & Riddle, M. (2023). Curriculum revisions in teacher education during covid-19: The critical reflections of two professors in response to the redesigning of curriculum. *English Teaching Forum*, 61(1). 14-23. ETF 61/1 OFC (getusinfo.com)
- Riddle, M., & King, E., (2022). Teacher Candidates Communication and Collaboration with Family and Community During COVID-19. *Action in Teacher Education*. 45(1). 22-36. doi: 10.1080/01626620.2022.2157905
- King, E. (2022). Using literacy autobiographies with in-service teachers to engage in reflective practices. *Fringes* 4(1). 21-29. Retrieved from: <http://www.ncenglishteachersassociation.org/journalissues/>
- King, E., Barnes, M., & Salas, S. (2020). (Re)framing “getting it right”: Whiteness, ethnic studies and the wobble of urban teaching. *High School Journal* 103(2). 57-76. doi: 10.1353/hsj.2020.0003.
- Fitchett, P. G., King, E., Fisher, T., Coffey, H., & Harden, S. (2018). Building program coherence and the (un)intentional clinical experiences for first-semester preservice teachers. *Action in Teacher Education* 40(3). 319-335. doi: 10.1080/01626620.2018.1486747
- Kolano, L., & King, E. (2015). Preservice teachers’ perceived beliefs towards English Language Learners: Can a single course change attitudes? *Issues in Teacher Education* 24(2). 3-21.
- Kissau, S., & King, E. (2015). Peer mentoring second language teachers: A mutually beneficial experience? *Foreign Language Annals*, 48(1). 143-160. doi: 10.1111/flan.12121
- King, E., & Butler, B. R. (2015). Who Cares About Diversity? A preliminary investigation of diversity exposure in teacher preparation programs. *Multicultural Perspectives* 17(1). 46-52. doi: 10.1080/15210960.2015.994436
- King, E., & Scott, L. (2014). English as Gatekeeper: Linguistic capital and American schools. *Journal for Multicultural Education*, 8(4), 226-236. doi: 10.1108/JME-06-2014-0026

Book Chapters

- King, E. (2022). Envisioning spaces of anti-racist pedagogy in teacher education programs. In S. Browne and G. Jean-Marie, (Eds.), *Reconceptualizing social justice in teacher*

- education: Moving beyond culturally responsive to anti-racist pedagogy.* (pp. 21-37). Palgrave Macmillan. doi: 10.1007/978-3-031-16644-0_2
- King, E. (2020). Supporting immigrant students as an institutional agent: Challenges, dead ends and small successes. In A. Palmadessa (Eds.), *Education in America: Perspectives, Challenges and Opportunities*. (pp. 41-78). Nova Publishers.
- Vacca, R. T., Vacca, J. V., Mraz, M., & King, E. (2019). Chapter 3: Culturally responsive teaching in diverse classrooms. In R.T. Vacca, J. V. Vacca & M. Mraz, *Content area reading: Literacy and learning across the curriculum*. (13th ed.). Pearson.
- Kolano, L., Childers-McKee, C., & King, E. (2018) Spaces in-between: A meta-ethnography of racialized Southeast Asian Immigrant Identities. In G. Noblit & L. Urrieta (Eds.), *Meta-ethnography and Theory: Identity and Difference in Youth Syntheses*. Oxford University Press.
- King, E. & Plaisance, M. (2016) How does your garden grow? Using nature to bridge the language gap with young English language learners. In L. M. Scott & B. Purdum-Cassidy. *Lessons from the Field: Culturally Affirming Literacy Practices for Urban Elementary Students*. pp. 93-105.

CONFERENCE PRESENTATIONS

National/International Presentations

- King, E., & Plaisance, M. (March 2025). *Embracing Action in Practice*. TESOL Greece, Athens, Greece.
- Wilder, P., King, E., & Plaisance, M. (March 2024). *Fostering Community in an Online TESOL Graduate Programs*. TESOL, Tampa, FL.
- King, E. (August, 2022). *Using Autobiographies to Support Literacy Development in Multilingual Learners*. TESOL Colombia, Bogota, Colombia.*
- Plaisance, M. & King, E. (August, 2022). *TESOL in the ERA of Covid: Why Advanced Education Matters More Than Ever!* TESOL Colombia, Bogota, Colombia.
- Riddle, M., & King, E. (March, 2022). *Communicating and collaborating with home and community during COVID: The role students' families*. AACTE, New Orleans, LA.*
- King, E. (May, 2021). *Carving a Space for Intentional Practice in Online TESOL Education*. Colombia TESOL, Bogota, Colombia (online).
- King, E. (March 2019). *Supporting Immigrant Students as an Institutional Agent: Is this Enough?* TESOL, Atlanta, GA.*

King, E., Plaisance, M., & Wilder, P. (March 2018). *Creating a Third-Space for Engagement in Online TESOL Programs*. TESOL, Chicago, IL

King, E., & Salas, S. (March 2018). *Social justice, remediation, and the urban curriculum: Tensions in teaching*. TESOL International Association, Chicago, IL*

Fitchett, P., Coffey, H., Harden, S., King, E., Brigman, J., & Fisher, T. (2016, April). *"Finding the 'sweet spot': Building intentional clinical experiences for preservice teachers*. AERA, Washington, D.C.*

Kolano, L., & King, E. (2015, April) *Shifting beliefs towards immigrant communities in North Carolina through critical multicultural coursework*. AERA, Chicago, IL.*

King, E., & Scott, L. (2015, March). *English as gatekeeper: Conversations of linguistic capital & American schools*. TESOL International Association, Toronto, CA.

Plaisance, M., Malcolm, J., & King, E. (2013, March). *Making it real: Authentic assessment for English learners*. TESOL International Association, Dallas, TX.

State/Regional

King, E. (2024, Feb.) Using history to understand English spelling and semantics: Or, why is English so opaque? TALGS, Greenville, NC.

Harden, S., King, E., Fitchett, P., Brigman, J., Coffey, H., & Fisher, T. (2015, April) *On-site secondary education project: Authentic place-based opportunities for future teachers at A.L. Brown*. 2015 Service Learning/Engaged Scholarship Showcase, Charlotte, NC.*

King, E., & Plaisance, M. (2014, November). *No prep language activities that boost English learning*. Carolina TESOL, Wilmington, NC.

Plaisance, M., King, E., & Malcolm, J. (2014, October). *Bridging theory to practice: Language complexity and English Learners*. Georgia TESOL, Athens, GA.*

Plaisance, M., Malcolm, J., & King, E. (2014, October). *Adopting additive & inclusive language of diversity*. Georgia TESOL, Athens, GA.

King, E. (2014, February) *Building Identities for Linguistically and Culturally Diverse Students: An Interview with a First Year Teacher*. TESOL/Applied Linguistics Graduate Students, Asheville, NC.*

King, E. (2013, March). *One Teacher's Words: A Conversation about Diversity*. Poster session submitted to the 2013 Graduate Student Poster Symposium: Conversations in Urban Education. Charlotte, NC.*

Hathcock, M., & King, E. (2013, March) *Literacy strategies for ELLs in the mainstream classroom*. North Carolina Reading Association, Raleigh, NC.

King, E., & Butler, B. R. (2013, February). *Who Cares About Diversity!? A Preliminary Investigation of Exposure to Courses on Cultural Diversity in Teacher Preparation Programs in North Carolina*. North Carolina Association for Research in Education, Wilmington, NC.*

King, E., & Plaisance, M. (2012, October). *Integrating Language and Content Instruction through Listening Activities*. Georgia TESOL. Atlanta, GA.

Plaisance, M., & King, E. (2012, October). *Vocabulary Review Strategies for all Learners*. Georgia TESOL. Atlanta, GA.

King, E. (2012, September). *Finding the Language in the Curriculum: Supporting ELLs through Listening Activities*. CarolinaTESOL CARE Conference. Charlotte, North Carolina.

HONORS AND AWARDS

Virginia Clarke Gray, Greensboro College	2021
Awarded for outstanding teaching by a junior faculty member.	
Exemplary Teaching Award, Greensboro College,	2024

Keynote: International Scientific Conference (Neo)philological Education – Research Trends and Didactic Applications, Poland; *Supporting teachers of English across the globe: A transnational approach to education*. 15 April 2024.

PD Talks: Professional Development Sessions. Centro Cultural Costarricense Norteamericano. Oct. 20, 2023

Using history to understand English spelling and semantics: Or, why is English so opaque?
<https://www.youtube.com/watch?v=WVHaclpcwNsPDTalks>.

Association of International Culture and Educational Exchange, Taiwan (online), Jan-Feb. 2023

“Content Integrated Language Learning”—presented two, four-day workshops showcasing CLIL techniques for Taiwan elementary teachers.

Be Immersed language program, Colombia (online), July 2020

“Cooking in English”—presented a 2-hour Integrated Content Based (ICB) zoom session for 11, eight- to ten-year-old Colombian students using food as the content to teach English.

Ludwigsburg University of Education, Germany, October 2019

“Dynamic English.” –Presented a 5 day, for credit course, to undergraduate German English education majors with a focus on teaching English as a Foreign Language and the history of English.

UNC Charlotte, Office of International Programs, 2014

“Cultural Understanding in the Mainstream Classroom”—presented a 4-day workshop for Australian classroom teachers on using culturally responsive teaching to support Multilingual learners in the mainstream classroom.

PROFESSIONAL AFFILIATIONS

TESOL, National Chapter (2006-present)
Member

Carolina TESOL (2006-present)
Member

Fullbright Association (Friends of Fullbright) (2021-2024)
Board member (2021-2024)

PROFESSIONAL SERVICE

BioBetter, NC Community College System (NCCCS),

March 2025-August 2025

Community Partner for Cultural Proficiency Assessment: Survey Development, Administration, Analysis, and Workshop Recommendations. The primary objective of this research project is to assess the cultural proficiency of faculty and staff within North Carolina Community Colleges by developing and administering a comprehensive cultural proficiency survey. The findings will inform the identification of professional development gaps and help tailor workshops to meet the needs of faculty and staff for fostering inclusive practices.

Symposium Co-Organizer, yearly conference

TESOL & Applied Linguistics Graduate Student Conference, (2017-present)

TALGS is a yearly, one-day conference that is co-organized between Greensboro College’s MA TESOL Program and East Carolina University’s English department showcasing TESOL and Applied linguistic work from around the country.

Dynamic Committee Work

NCDPI, Multilingual Learner Institute of Higher Education Multilingual Learner Committee (ML IHE Committee) (Fall 2022-Present)

The ML IHE committee members meet monthly to discuss issues related to teacher education and supporting multilingual learners in the classroom. This committee has created additional resources to support instructors at IHEs in NC to continue educating pre- and in-service teachers in regard to working with MLs.

Peer-Reviewer for Articles/Conference Proposals:

- Crossroads. A Journal of English Studies (2023-present)
- AACTE Convention (2022)
- TESOL Convention (2016, 2018)
- Dialogues Journal (2017)

SERVICE TO THE INSTITUTION

Faculty Affairs Committee (Chair 2021-2023)	Fall 2021-Present
Literacy Advisory Task Force (Part of TEC)	Spring 2021-Present
Human Subjects Research Committee member	Spring 2018-Present
Teacher Education Committee member	Spring 2016-Present
Co-chair of COVID subcommittee for supporting online teaching	Spring 2020
Search committee member for Elementary Ed Associate Professor	Spring 2019
Advising Task Force, member	Fall 2018-Spring 2019

COMMUNITY SERVICE

Country Club Heights Neighborhood Association

School Liaison Committee Chair, Charlotte, NC, 2022-Present

Charlotte Mecklenburg Schools

School Club Leader, Shamrock Gardens Elementary School, (2022-2025)