

# Michelle Plaisance

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## Academic Degrees

University of North Carolina- Charlotte	Ph.D., Curriculum and Instruction, Urban Literacy: TESL May, 2014
University of North Carolina- Charlotte	MAT, Teaching English as a Second Language December, 2009
University of North Carolina- Wilmington	B.A., Spanish May, 1992

## Licensure

North Carolina Teaching License	M Level- English as a Second Language- K-12
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## Professional Experience

<i>Professor of English and TESOL, tenure granted 2020—Present</i>	<i>Greensboro College Department of English, Communication, and Media Studies</i>
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Teach graduate and undergraduates 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. Evaluate and adopt course resources. Assess student progress and provide detailed feedback. Utilize Moodle as an interactive learning and teaching program. Advise students in course of study and pathways to academic success. Lead in initiating curriculum changes and oversee the institutional assessment process.

<i>Dean of the School of Humanities 2020-present</i>	<i>Greensboro College School of Humanities</i>
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The school dean promotes teaching excellence, scholarship, community service within the school, calls and presides at school meetings, is involved in student recruitment efforts, and represents the school on the Academic Deans Council. The school dean is responsible for

faculty evaluations for improvement, including approval of the professional development plan and periodic meetings with the faculty member. Department chairs report to their school deans.

*Director of International Partnerships  
2020-2024*

*Greensboro College  
General Administration*

Develop mutually beneficial partnerships with international institutes of higher education and education-related organizations. Maintain current partnerships, oversee the development of joint programming, and execute memoranda of understanding. Negotiate, design, and deliver professional development opportunities for international teachers in the global marketplace. Assure compliance of international students with visa requirements and support international students studying abroad. Hire, mentor, and supervise international faculty serving in joint and dual degree programs. Serve as a formal liaison between the College and all international partners.

*Director of Graduate Studies in TESOL  
2014 - Present*

*Greensboro College  
School of Humanities*

Design, revise and teach courses for students enrolled in the Master of Arts in Teaching English as a Second Language. Collaborate in the admission of new students. Plan programs such as theses symposia and orientations. Hire and mentor adjunct instructors. Schedule and assign courses. Manage personnel and resource budgets. Market program and recruit students. Design and administer program-level assessment of student learning outcomes. Write annual program assessment report for accrediting organization. Serve as member of the graduate council.

*Associate Professor of English and TESOL  
2017—Present*

*Greensboro College  
Department of English, Communication, and  
Media Studies*

Teach graduate and undergraduates 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. Evaluate and adopt course resources. Assess student progress and provide detailed feedback. Utilize Moodle as an interactive learning and teaching program. Advise students in course of study and pathways to academic success. Lead in initiating curriculum changes and oversee the institutional assessment process.

*English Language Specialist  
2020-Present*

*US Department of the State  
Washington, DC*

Fulfill assignments related to teaching English and sharing democratic values. Serve as an ambassador to learning and teaching English in various contexts. Develop curriculum, assess outcomes, and provide reports on participant outcomes.

*Assistant Professor of English and TESOL*  
2014 – 2017

*Greensboro College*  
*Department of English, Communication, and*  
*Media Studies*

Teach graduate and undergraduates 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. Evaluate and adopt course resources. Assess student progress and provide detailed feedback. Utilize Moodle as an interactive learning and teaching program. Advise students in course of study and pathways to academic success.

*Teaching Assistant*  
2011- 2014

*University of North Carolina- Charlotte*  
*Department of Middle, Secondary and K-12*  
*Education*

Teach and advise undergraduate and graduate students from a wide range of fields of education. Supervise undergraduate candidates during field experiences. Prepare and deliver lectures and design classroom activities appropriate for course content. Maintain Moodle course page and conduct online teaching sessions. Adapt, develop, and revise syllabi and design authentic assessments. Maintain office hours to assist, support and advise students.

*Graduate Assistant*  
2011- 2013

*University of North Carolina- Charlotte*  
*Department of Middle, Secondary and K-12*  
*Education*

Performed a wide variety of tasks related to education, including evaluating student work and creating classroom activities. Prepared materials for classroom instruction. Developed course Moodle pages. Delivered online course instruction. Participated in research projects of department professors with responsibilities that included conducting interviews, transcribing data, developing surveys and writing data summaries. Conducted research and wrote literature reviews. Edited and prepared manuscripts for publication.

*WiTL Research Assistant*  
2011-2012

*University of North Carolina- Charlotte*  
*Department of Middle, Secondary and K-12*  
*Education*

Worked as primary research assistant for a year-long comprehensive qualitative research project spanning middle and secondary schools in two districts. Observed, recorded and maintained field notes in participants' classrooms. Conducted interviews with individuals and focus groups. Monitored synchronous and asynchronous participant interaction. Transcribed data and participated in multi-tiered data analysis sessions. Co-authored multiple papers related to the grant's objectives.

*Adjunct Faculty-Instructor*  
2010-2012

*University of North Carolina- Charlotte*  
*English Language Training Institute*

Taught English language courses to international students. 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.

*Coordinator of Special Programs*  
2010-2012

*University of North Carolina- Charlotte*  
*English Language Training Institute*

Developed and facilitated monthly events to promote interaction between international students and native English speakers. Monitored the budget for each event, promoted the events to colleagues and students and reported results to department supervisor.

*Targeted LEP Tutor*  
2011-2012

*Charlotte-Mecklenburg Schools*  
*Matthews Elementary*

Taught reading and writing skills to non-native English speakers who were identified as being below grade level in literacy.

*Teacher, English as a Second Language*  
2008-2011

*Charlotte- Mecklenburg Schools*  
*Elizabeth Lane Elementary*

Taught students identified as limited English proficient in a wide variety of content areas. Conducted pull-out literacy sessions with novice English speakers. Co-taught language arts and social studies classes with both native and non-native speaking students. 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. 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. Served on the school's intervention team, supporting classroom teachers in implementing Response to Intervention with struggling students. Served as a cooperating teacher for one teacher candidate.

## **Recent teaching and supervising assignments**

### **Courses taught**

Taiwan	Translanguaging and CLIL for Taiwanese In-Service Teachers
SFU China	Review of Grammar Usage (for Chinese Freshmen in a joint program)
Colombia	English for Specific Purposes Series for SENA (Fullbright and NC State)
Japan	Professional English for the 21 <sup>st</sup> century Workplace (in-person in USA)
Colombia	Content ELDevelopment- Online Teacher Content Language Development

Taiwan	Online Teacher Workshop- Content and Language Integrated Learning
China	In-person Teacher Workshop- Differentiated and Student-Centered Teaching
SFU China	Media and Culture (for Chinese freshman in a joint program)
SFU China	Study Skills (for Chinese freshman in a joint program)
Moodle 101+	Faculty training modules for transition to OL learning
ENG 6540-	Technology Assisted Language Learning (OL)
ENG 6520-	Advanced Practicum in Teaching English in Global Contexts (OL)
ENG 6150-	Educational Inquiry (OL)
TESL 6206-	Globalization, Communities, and Schools
ECM 2180-	Young Adult Literature
ENG 5300-	English Grammar- (OL)
ENG 5500-	Special Topics in TESOL: Authentic Assessment for English Learners (OL)
ECM 4910-	ECM Capstone Project
ENG 4300-	English Grammar and Linguistics
ENG 6900-	Teacher as a Researcher and Practitioner: Thesis Seminar (Hybrid)
ENG 6510-	Practicum in the Pedagogy of TESOL (OL)
ENG 6150 -	Introduction to Educational Inquiry
EDUC 5100-	Diverse Learners
TESL 4269-	Advanced Practicum in Teaching English as a Second Language
TESL 5104-	Authentic Assessment
TESL 4104-	Authentic Assessment
TESL 4204-	Inclusive Classrooms for Immigrant Children
MDSK 4253-	Teaching Social Studies to Middle and Secondary Learners
ELTI 0141-	Academic Language (Intermediate)
ELTI 0142-	Listening and Speaking (Intermediate)
ELTI 0161-	Academic Language (Advanced)
ELTI 0162-	Listening and Speaking (Advanced)

### **Curriculum and course development**

Vietnam	Multi-module course on differentiated instruction for the Vietnamese MOE
MA Program	Developed comprehensive curriculum for the MA in Bilingual Education
Taiwan	Translanguaging and CLIL for Taiwanese In-Service Teachers
Japan	Professional English for the 21st century Workplace
Taiwan	Online Teacher Workshop- Content and Language Integrated Learning
China	In-person Teacher Workshop- Differentiated and Student-Centered Teaching
SFU/GC	Developed/coordinated joint major in Digital Media Arts
SFU China	Media and Culture (for Chinese freshman in a joint program)
SFU China	Study Skills (for Chinese freshman in a joint program)
Grad Cert-	Developed series of 7 professional graduate certificates
ENG 6540-	Technology Assisted Language Learning (Developed Course)
ENG 6530-	Online Pedagogy and Course Development
ENG 6100-	Issues of Power, Equity, and Access
ENG 6520-	Advanced Practicum in Teaching English in Global Contexts
MAT-TESL-	Curriculum co-development for licensure program
ECM 2180-	Young Adult Literature (Developed Course)
ENG 6150-	Educational Inquiry (Online course development)
TESL 6206-	Globalization, Schools, and Community (Hybrid-Revised Course)
ENG 5300-	English Grammar- (Online course development)

ENG 5500-	Special Topics: Authentic Assessment for English Learners (Course Design)
ECM 4910-	Capstone Project
ECM 4300-	English Grammar and Linguistics (Revised Course)
ENG 5500-	Special Topics: Authentic Assessment-English Learners (Developed Course)
ENG 6900-	Teacher as a Researcher and Practitioner: Thesis Seminar (Revised Course)
ENG 6510-	Practicum in the Pedagogy of TESOL (Revised Course)
ENG 6150-	Introduction to Educational Inquiry (Revised Course)
TESL 5104-	Authentic Assessment (Revised Course)
TESL 4104-	Authentic Assessment (Revised Course)

## Research

(\*denotes data-based research)

### Publications

#### Book Chapters

**Plaisance, M.** (2021) Origins of the great divide: Educational inequities and the country's youngest learners. In *Education in America: Perspectives, Challenges, and Opportunities*. Editor, A. Palmadessa. Hauppauge, NY: Nova Science Publishers, Inc.

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*. Lanham, MD: Rowman & Littlefield.

**Plaisance, M.**, Shockey, L. & McDaniel, P. (2015). From black and white to technicolor: Demographic change in Charlotte-Mecklenburg Schools. In R. Mickelson, S. Smith, & A. Nelson (Eds), *Yesterday, Today and Tomorrow: School Desegregation and Resegregation in Charlotte* (pp. 119-136). Cambridge, MA: Harvard Education Press.

Heafner, T. L., & **Plaisance, M.** (2014). Synchronous text chat (EduTexting) as an online learning tool. In Heafner, T. L., Hartshorne, R., & Petty, T. M. Eds., *Exploring Effectiveness of Online Education in K-12 Environments*. Hershey, PA: IGI Global.\*

Petty, T. M., Heafner, T. L., Farinde, A., & **Plaisance, M.** (2014). Establishing a mentoring relationship between pre-service and mentor teachers through windows into teaching and learning. In Heafner, T. L., Hartshorne, R., & Petty, T. M. Eds., *Exploring the Effectiveness of Online Education in K-12 Environments*. Hershey, PA: IGI Global.\*

Salas, S; Musetti, B. & **Plaisance, M** (2014). Latino transnationals (not) in advanced academics: Asking hard questions together. In M. Matthews (Ed.), *Talent Development for English Language Learners in Inclusive Settings*. Waco, TX: Prufrock Press

Heafner, T. L., & **Plaisance, M.** (2013). Windows into teaching and learning: Uncovering the potential for meaningful remote field Experiences in distance teacher education. In R.

Hartshorne, T. Heafner, & T. Petty (Eds.), *Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation* (pp. 454-475). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-1906-7.ch024\*

Heafner, T. L., Petty, T. M., **Plaisance**, M., & Farinde, A. (2014). Designing for critical thinking: online communication platforms in teacher education. In L. Liu and D. Gibson, *Research Highlights in Technology and Teacher Education*. SITE book.\*

## Journal Articles

Heafner, T. L., & **Plaisance**, M. (2018). Elementary ELA/social studies integration: Challenges and limitations. *The Social Studies*, 1-12.

**Plaisance**, M., Spencer, S., & D'Amico, M. (2018). Like driving from "the back seat": Teaching ESL in commodified curricular terrains. *TESOL Journal*. DOI:10.1002/tesj.314\*

**Plaisance**, M. (January 2018). "Online Course Delivery." In J. I. Lontas, (Ed.). *The TESOL Encyclopedia of English Language Teaching, Organizational and Administrative Issues*. [M. DelliCarpini (Project Ed.); Salas, S. (Volume Ed)]. Boston, MA: Wiley-Blackwell. DOI: 10.1002/9781118784235

Heafner, T. L., & **Plaisance**, M. (2016). Rethinking clinical experiences for social studies teacher education. *Contemporary Issues in Technology and Teacher Education*, 16(4).\*

Heafner, T. L., & **Plaisance**, M. (2016). Exploring how institutional structures and practices influence English learners' opportunity to learn social studies. *Teachers College Record*. 8(118), 1-36.\*

Heafner, T. L., & **Plaisance**, M. (2014). Exploring synchronous text chat in remotely-delivered early field experiences. *Journal of Interactive Learning Research*, 25(3), 327-352.\*

Petty, T. M., Heafner, T. L., Farinde, A., & **Plaisance**, M. (2015). Windows into teaching and learning: Professional growth of classroom teachers in an online environment. *Technology, Pedagogy and Education*, 24(3), 375-388.\* DOI:10.1080/1475939X.2014.991422

Heafner, T., Petty, T., Farinde, A., & **Plaisance**, M. (2013). Designing for critical thinking and learning: Online communication platforms in teacher education. *Proceedings of Society for Information Technology & Teacher Education International Conference 2013*. Chesapeake, VA: AACE\*

**Plaisance**, M., & Heafner, T. (2013). Opportunities for collaboration? Perceptions of ESL and general education teachers. *Poster Session Proceedings: Graduate Student Poster Symposium, University of North Carolina, Charlotte*, p. 14-15\*

Heafner, T., Petty, T., **Plaisance**, M., & Farinde, A. (2013). Designing for critical thinking and learning: Online communication platforms in teacher education. *Research Highlights in Technology and Teacher Education 2013*, 57.

Heafner, T.L., **Plaisance**, M. (2012). Shared viewing as an approach to transforming early field experiences. *Contemporary Issues in Technology and Teacher Education (CITE)*. 12(4). 423-437\*

Heafner, T., & **Plaisance**, M. (2012, March). Manipulatives aren't just for math: Vocabulary strategies for English Language Learners. Eric Document: ED531864. Retrieved from <http://www.eric.ed.gov/PDFS/ED531864.pdf>.\*

Heafner, T., & **Plaisance**, M. (2012, March). Manipulatives aren't just for math: Vocabulary strategies for English Language Learners. *The International Society for the Social Studies Annual Conference Proceedings* (Orlando, Florida, March 1-2, 2012). Volume 2012, Issue 1, pp. 139-141.

**Plaisance**, M. (Summer, 2012). Globalization and culture: Varied educational outcomes of migrant students in the U.S. *Connections*, newsletter for AERA's Graduate Student Council. Retrieved from [http://www.aera.net/Portals/38/docs/Graduate\\_Students/Connections\\_Sum2012\\_Final1.pdf](http://www.aera.net/Portals/38/docs/Graduate_Students/Connections_Sum2012_Final1.pdf)

**Plaisance**, M. (2012). Interactions 2. [Review of the book Interactions 2-Listening/Speaking, Silver Edition by J. Tanka & L.R. Baker ]. *TESL-EJ*, 15(4). Available online: [http://www.tesl-ej.org/wordpress/issues/volume15/ej60/ej60r1/Technological\\_applications](http://www.tesl-ej.org/wordpress/issues/volume15/ej60/ej60r1/Technological_applications)

**Plaisance**, M. (2011) In Brown's Wake: Legacies of America's Educational Landmark. [Review of the book In Brown's Wake: Legacies of America's Educational Landmark, by M. Minow]. *TESL-EJ*, 15(2). Available online: <http://www.tesl-ej.org/pdf/ej58/r5.pdf>.

## Works in Progress

### Submitted/Under Review

King, E., Handler, L., & **Plaisance**, M. (article in preparation). Transnational teachers in the age of Trump.

Heafner, T.L., & **Plaisance**, M. (book chapter, in review). Gender and technology integration in secondary social studies.\*

Heafner, T. L., Petty, T. M., **Plaisance**, M., & Farinde, A. (in review). Designing for critical thinking: Communication platforms in teacher education. *Journal of Computing in Higher Education*.\*

**Plaisance, M.** (submitted) Opening doors to inclusive practices: Practical solutions to obstacles facing ESL teachers in a co-teaching setting. *Elementary Education*.

Heafner, T. L., & **Plaisance, M.** (in review). More time for social studies? We'd hoped so: Examining the promise of school reform. *Theory and Research in Social Education*.\*

### **Manuscripts in Preparation**

**Plaisance, M.** *Origins of the Great Divide: Ability Grouping in the Early Years*. Book Chapter

**Plaisance, M.** & Heafner, T. (in progress). Collaboration between ESL and mainstream teachers.\*

**Plaisance, M.** & Salas, S. (in progress). “Just right reading levels”: Instructional grouping of English learners in monolingual classroom settings.\*

### **Conference Presentations**

**(# denotes refereed presentations, \* denotes data-based research)**

#### **National/International Presentations**

Wilder, P. & **Plaisance, M.** (March, 2025). Maximizing learning for all: Practical strategies for differentiation in ELT. March 20, 2025 TESOL International Conference, Long Beach, California

**Plaisance, M.** & King, E. (March, 2025). *Embracing action in practice*. TESOL Greece, Athens, Greece.

**Plaisance, M.,** Wilder, P., King, E. (2024, March) *Fostering community in an online TESOL graduate program*. Teachers to English to Speakers of Other Languages (TESOL) International Association, Tampa FL.

**Plaisance, M.** & King, E. (August, 2022). *TESOL in the ERA of Covid: Why Advanced Education Matters More Than Ever!* TESOL Colombia, Bogota, Colombia.

**Plaisance, M.** (2022, May). *Navigating the pandemic: Online teaching and learning opportunities in online graduate TESOL programs*. Colombian Association for Teaching English to Speakers of Other Languages. Chia, Colombia.

**Plaisance, M.** (2021, September). Moderator: *Joint English language symposium*. Sichuan Film and Television University and Greensboro College. Chengdu, China.

- Plaisance, M.** (2019, May). *Dreamed of earning your MA in TESOL? Here's your chance!* Colombian Association for Teaching English to Speakers of Other Languages. Chia, Colombia.
- Plaisance, M.** (2018, May) *Tales from the field: Making sense of working with English learners.* National Early Childhood Inclusion Institute, Chapel Hill, NC.
- Plaisance, M.** (2018, March). *English learner identity in leveled reading programs.* Teachers to English to Speakers of Other Languages (TESOL) International Association, Chicago, IL.
- King, E., **Plaisance, M.**, & Wilder, P. (2018, March). *Creating a third-space for engagement in online TESOL programs.* Teachers to English to Speakers of Other Languages (TESOL) International Association, Chicago, IL.
- Plaisance, M.** (2017, March). *Struggling readers or ELLs? Shifting identities in elementary school.* Teachers to English to Speakers of Other Languages (TESOL) International Conference, Seattle, GA. \*
- Plaisance, M.,** & Salas, S. (2016, November) *English learners or struggling readers? Learner identity in elementary classrooms.* National Council of Teachers of English Annual Conference, Atlanta, GA. #\*
- Plaisance, M.,** & Franco, X. (2016, May) *Fostering a supportive classroom culture for dual language learners.* National Early Childhood Inclusion Institute, Chapel Hill, NC.
- Plaisance, M.,** & Heafner, T.L (2016, April). *Grouped by ability or linguistic background? Teachers' enactment of differentiated instruction.* Roundtable presentation at the American Educational Research Association annual meeting, Washington, DC. #\*
- Haeseler, J., **Plaisance, M.,** & Wilder, P. (2016, April) *Beyond the traditional thesis: Capstone projects with a purpose.* TESOL Poster session presented at International, Baltimore, MD.
- Plaisance, M.** (2015, May). *Early English learners: Supporting second language acquisition within the daily routine.* National Early Childhood Inclusion Institute, Chapel Hill, NC.
- Heafner, T., & **Plaisance, M.** (2015, April). *Opportunities for general education and ESL teacher collaboration in elementary social studies.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.#\*
- Plaisance, M.** & Gillanders, C. (May, 2014). *Struggling readers or dual language learners? An additive approach to literacy development for linguistically diverse students.* National Early Childhood Inclusion Institute, Chapel Hill, NC.\*
- Petty, T., Heafner, T, Farinde, A. & **Plaisance, M.** (2014, March) *Windows into teaching and learning (WiTL): Influences on the professional development of practicing classroom teachers.* Society for Technology in Teacher Education, Jacksonville, FL.\*

Gillander, C. & **Plaisance**, M. (May, 2013). *Vocabulary readiness for early dual language learners*. National Early Childhood Inclusion Institute, Chapel Hill, NC.

Heafner, T.L., & **Plaisance**, M. (2013, April). *EduTexting as a tool to create socially-constructed learning spaces in online methods courses*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.\*

Heafner, T.L., & **Plaisance**, M. (2013, April). *Social studies for whom?: A qualitative analysis of curricular access for ELLs*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. [Outstanding Paper Award for Social Studies Research SIG Research]\*

Heafner, T., Petty, T., Farinde, A. & **Plaisance** (March, 2013). *Designing for critical thinking and learning: Online communication platforms in teacher education*. Paper presented at Society for Teacher Education and Information Technology, New Orleans, LA.\*

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

**Plaisance**, M., & Heafner, T. (2013, March). *Opportunities for collaboration: Perceived obstacles for ESL and mainstream teachers*. Research presented at the Teachers of English to Speakers of Other Languages (TESOL) Annual International Convention and English Language Expo, Dallas, TX \*

Heafner, T. & **Plaisance**, M. (November, 2012). *More time for social studies? We'd hoped so*. Paper presented at the College and University Faculty Assembly. Seattle, WA.\*#

Heafner, T. & **Plaisance**, M. (March, 2012). *Manipulatives aren't just for Math: Hands-on social studies word learning for English language learners*. International Society for the Social Studies. Orlando, Florida.

Gillanders, C, & **Plaisance**, M. (June, 2011). *Considerations and practical implications for serving young dual language learners*. National Early Childhood Inclusion Institute, Chapel Hill, North Carolina.

### **State/Regional Presentations**

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

**Plaisance, M.** (2014, October). *Fostering a culture of inclusion: Supporting the learning and development of dual language learners*. North Carolina ACCESS Summit for Community College Early Childhood Educators, Davidson Community College. Thomasville, NC.\*

**Plaisance, M. & Heafner, T** (2013, April). *Opportunities for collaboration? Perceptions of ESL and general education teachers*. Conversations in Urban Education, Charlotte, NC. \*

**Plaisance, M. & King, E.** (2012, October). *Vocabulary review strategies for all learners*. Georgia TESOL. Atlanta, GA.

King, E. & **Plaisance, M.** (2012, October). *Integrating language and content instruction through listening activities*. Georgia TESOL. Atlanta, GA.

Heafner, T. L., **Plaisance, M.**, Farinde, A., & Petty, T. M. (2012, November). *Windows into teaching and learning (WiTL): Designing for critical thinking and learning in online communication platforms in teacher education*. Scholarship of Teaching and Learning (SoTL) Grant Project Poster Presentation. Center for Teaching and Learning, University of North Carolina at Charlotte, Charlotte, NC. \*

**Plaisance, M., Malcolm, J.** (September, 2012). *Good-bye affective filter: Games that engage English language learners*. Southeast TESOL. Knoxville, TN.

**Plaisance, M.** (September, 2012). *Joining forces: Strategies for successful co-teaching*, CarTESOL CARE Conference. Charlotte, NC.

**Plaisance, M.; Marino, K.** (February, 2012). *A collaborative approach to serving English language learners: Overcoming perceived obstacles to co-teaching in a K-5 setting*. TESOL/Applied Linguistics Graduate Student Conference. Asheville, NC.

Malcolm, J., Morin, J., & **Plaisance, M.** (November, 2011). *Shifting Demographics and Juggling Literacies: Meeting the Needs of Diverse Learners*. Carolina TESOL, Asheville, NC.

**Plaisance, M., Shore, R., & Salas, S.** (September, 2011). *Improving school climate for Latino newcomers and their families*. North Carolina division of the National Association for Multicultural Education. Charlotte, NC.

## **Teacher Professional Development**

**Plaisance, M. & Wilder, P.** *Translanguaging and CLIL in Taiwanese Schools* (in-person). AICEE and Taipei City Ministry of Education, August 2025. Taipei City.

**Plaisance, M. & Wilder, P.** *Differentiated Instruction in the Vietnamese English Language Classroom*. Workshop delivered in 9 Vietnamese cities as part of a US Embassy project spanning the reunification railway. US Department of the State, English Language Programs, Specialist. April, 2024, Vietnam.

- Plaisance, M. & Wilder, P.** *CLIL in the Taiwanese Content Classroom* (in-person). AICEE and Taipei City Ministry of Education, August 2024. Taipei City.
- Plaisance, M.** (October, 2024) *ESP: English Language Development for Colombian Teachers* In cooperation with Servicio Nacional de Aprendizaje (SENA), NC State University & Fulbright. Bogota, Colombia.
- Plaisance, M.** (January, 2023). *Foundations of US Education*. UNCC Office of International Studies, Brazilian Partnership, November 2018, Charlotte, North Carolina.
- Plaisance, M.** (January/February, 2023). *Content and Language Integrated Learning*. AICEE and Taipei City Ministry of Education, Taipei City, Taiwan.
- Plaisance, M.** (October, 2023) *ESP: English Language Development for Colombian Teachers* In cooperation with Servicio Nacional de Aprendizaje (SENA), NC State University & Fulbright, Cali & Barranquilla, Colombia.
- Plaisance, M.** (July, 2019). *Foundations of US Education*. UNCC Office of International Studies, Brazilian Partnership, November 2018, Charlotte, North Carolina.
- Plaisance, M. & Wilder, P.** (July, 2019). *Maximizing Opportunities for Student Interaction*. UNCC Office of International Studies, Brazilian Partnership, November 2018, Charlotte, North Carolina,
- Wilder, P. & Plaisance, M. (March, 2019).** *Integrative Language Skills Development through Games, Activities, and Discussions*. Accepted proposal for a pre-institute workshop at TESOL International, Atlanta Georgia.
- Plaisance, M.** (October, 2018). *Perspectives of TESOL*. One-week mini course at the Ludwigsburg University of Education, Ludwigsburg, Germany.
- Plaisance, M. & King, E.** (2018, October). *Promoting Social Presence in the Online Classroom*. CETL Workshop- Greensboro College, Greensboro, North Carolina.
- Plaisance, M.** *Foundations of U.S. Education*, UNCC Office of Intercultural Outreach Programs, Program Director Jessica Siracusa, University of North Carolina- Charlotte. Jan-Mar 2018.
- Plaisance, M. & Wilder, P.** *Maximizing Opportunities for Student Interaction*. UNCC Office of International Studies, Brazilian Partnership, November 2018, Charlotte, North Carolina.
- Plaisance, M. & Wilder, P.** *Student-centered Learning in English Language Classrooms*. Teacher Workshop Kunshan, China, May 22, 2017-May 30, 2017.

**Plaisance, M.** *Overview of U.S. Education*, UNCC Office of Intercultural Outreach Programs, Program Director Jessica Siracusa, University of North Carolina- Charlotte. December 4, 2016-December 21, 2016.

**Plaisance, M.** *Foundations of U.S. Education*, UNCC Office of Intercultural Outreach Programs, Program Director Jessica Siracusa, University of North Carolina- Charlotte. January 19, 2016-February 4, 2016.

**Plaisance, M.** *Foundations of U.S. Education*, UNCC Office of Intercultural Outreach Programs, Program Director Jessica Siracusa, University of North Carolina- Charlotte. January 17, 2015-February 6, 2015.

**Plaisance, M.** Introduction to U.S. Education. UNCC Office of Intercultural Outreach Programs, Program Director Jessica Siracusa, University of North Carolina- Charlotte. January 14, 2014.

### **Invited Lectures/Workshops**

Wilder, P. & **Plaisance, M.** Finding Value in the Liberal Arts. English USA. Montevideo Uruguay. November 6, 2025.

**Plaisance, M.** One Size Does Not Fit All: *Differentiated Instruction in the English Language Classroom*. PD Talks: Professional Development Sessions. Centro Cultural Costarricense Norteamericano. December 6, 2024.

**Plaisance, M.** *Increasing Online Learning Engagement Through UDL*. Center for Excellence in Teaching and Learning. Greensboro College, January 2022.

**Plaisance, M., Ritter, W., King, E.** *Moodle Mania*. Center for Excellence in Teaching and Learning, Greensboro College, North Carolina, August 19-21, 2020.

**Plaisance, M.** *Providing Choices for Universal Design*. Center for Excellence in Teaching and Learning, Greensboro College: Greensboro, North Carolina, March 5, 2020.

Keating, K. & **Plaisance, M.** *Using the Assessment Process to Implement Meaningful Change*. Faculty Assessment Workshop, Greensboro College: Greensboro. North Carolina, February 20, 2019.

**Plaisance, M. & King, E.** *Promoting Engagement and Social Presence in Inclusive Online Classes*. Center for Excellence in Teaching and Learning, Greensboro College: Greensboro, North Carolina, October 30, 2018.

**Plaisance, M. & Wilder, P.** *Yes, This Workshop Should Make You Uncomfortable: Cultural Explorations Through Teaching Abroad*. Colloquium in the Tannenbaum-Sternberger Series, Greensboro College, October 24, 2017.

**Plaisance, M.** *Developing an Academic Curriculum Vitae*, Urban Educators for Change,

Graduate Student Organization, University of North Carolina- Charlotte, October 14, 2014.

**Plaisance, M.** *Teaching Social Studies to English Language Learners*. MDSK 6354: Advanced Methods in Middle and Secondary Social Studies, Professor Tina L. Heafner, University of North Carolina- Charlotte. April 16, 2012.

## **Grants and Contracts**

**Plaisance, M.** (2025) Travel Grant (TESOL Conference), English Language Programs, Funded

**Plaisance, M.** (2019) *TESOL Newsletter*, Greensboro College CETL, Fully Funded, \$1350.

**Plaisance, M.** (2010) *Putting the World at our Fingertips: Donors Choose*, Fully Funded, \$550.

## **Service Outreach/Engagement**

### **Service to the College**

(2025- ) RIZE Steering Committee- Strategic Planning for the Future of GC  
(2025- ) Technology Initiatives Advisory Council  
(2024- ) President's Commission for Excellence in Diversity- Academic Subcommittee  
(2024-2025) Faculty Search Committee- Assistant Professor of Communications  
(2024- ) Institutional Assessment Committee  
(2022-2023) Faculty Marshal  
(2022-2023) Search Committee- Director of International Partnerships  
(2021- ) Co-Chair, Academic Honor Council  
(2021-2024) Chair, International Initiatives Committee  
(2020- ) Academic Deans Council  
(2020-2021) Assistant Faculty Marshal  
(2020-2023) Covid Emergency Response Committee  
(2020-2021) Covid-19 Academic Support Ad Hoc Committee (MASH)  
(2019-2020) Early Alert Team Faculty Representative  
(2019-2020) Faculty Search Committee- Registrar's Office  
(2018- ) Global Communication Center Advisory Committee  
(2018-2022) Student Publication Advisory Committee  
(2018-2019) Faculty Search Committee- Associate Director, GCC  
(2018-2019) Ad hoc Planning Committee for the Global Communication Center  
(2017- 2019) Institutional Assessment Review Assistance  
(2017-2018) Faculty Search Committee- Psychology  
(2016-2020) International Programs Advisory Committee, Greensboro College  
(2016-2018) China Advisory Council, Greensboro College  
(2015-2016) Distance Education Taskforce, Greensboro College  
(2015-2021) Human Subject Research Committee, Greensboro College

(2015-2016) Faculty Search Committee- English, Communication, and Media Studies  
(2015-2016) Teacher Education Committee, Greensboro College  
(2014- ) Graduate Council, Greensboro College  
(2014-2015) Faculty Search Committee- English, Communication, and Media Studies  
(2014-2015) Adult Education Taskforce, Greensboro College  
(2012-2013) Academic Committee Chairperson, UEC, UNCC

## **Service to the Profession**

### **Editorial Service**

(2016-2019) Editorial Board Member, *Dialogues: An Interdisciplinary Journal of English Language Teaching and Research*  
(2016-present) Peer Reviewer, *Multicultural Perspectives*  
(2011- present) Peer Reviewer, *Current Issues in Education*

### **Professional Leadership Positions**

(2020-2022) UNC-Charlotte Alumni Engagement Committee Chairperson  
(2019-2021) UNC-Charlotte BOD Awards Subcommittee  
(2019-2023) UNC-Charlotte Alumni Board of Directors  
(2019-2020) School Leadership Team- Providence High School  
(2016-present) Conference Co-coordinator- TESOL/Applied Linguistics Graduate Student (TALGS) Conference  
(2012-2014) School Leadership Team- Crestdale Middle School  
(2011-2012) Metro Representative- Charlotte Region- CarTESOL  
(2011-2012) Conference Co-Coordinator- Carolina CARE Conference, September 2012  
(2008-2011) LEP Committee Chairperson- Charlotte Mecklenburg Schools  
(2009-2011) Assessment Coordinator- Elizabeth Lane Elementary  
(2010-2011) Building Leadership Team- Elizabeth Lane Elementary

## **Service to the Community and Practitioners**

### **Community Workshops and Presentations**

**Plaisance, M.** (2016, February) *Grammar CAN be Engaging and Even Fun!* American Language Academy, Greensboro, NC

**Plaisance, M.** (2014, October) *Working with Diverse Learner in the Community College Context.* Workshop designed for the University of North Carolina in Chapel Hill. Chapel Hill, NC.

**Plaisance, M., & Heafner, T.** (2012, August). *Vocabulary Development for ELLs.* Workshop designed for secondary teachers at Central Cabarrus High School, Cabarrus

County Schools, Harrisburg, NC

### **Sponsored Community Events**

Call to Action (2012, November) Co-coordinated and hosted a screening of the documentary *Precious Knowledge* with a panel discussion for university students and faculty

CARE Conference Co-Coordinator (2012, October) Hosted and coordinated a conference for mainstream classroom teachers and ESL teachers with 100 attendees and 20 session speakers.

### **HONORS AND AWARDS**

Excellence in Teaching Award (2021). *Presented annually to a full-time faculty member who demonstrates excellence in teaching, cavity and concern for students and colleagues, commitment to value-centered education, and service to students, the institution, the community, or church.*

The Moore Professorship Award (2019-2020). *Presented recognizing an outstanding accomplishment or set of accomplishments, such as the publication of a scholarly work, the creation or performance of an artistic work, meritorious service to the college, or recognition by a professional organization.* Greensboro College.

Virginia Grey Clarke Award for Excellence in Teaching (2017). *Awarded to junior faculty (less than 5 years) for outstanding service to the College, and for excellence in teaching.* Greensboro College.

College of Education Award for Excellence in Research (2017 Nominated). *Exploring how institutional structures and practices influence English learners' opportunity to learn social studies*, co-authored with Dr. Tina L. Heafner.

Competitive Travel Award (2016) Tracking and De-Tracking (SIG 163) American Educational Research Association

Outstanding Research Paper Award (2013), Social Studies Education Special Interest Group (SIG), American Educational Research Association Annual Meeting, Chicago, IL. Heafner, T.L., & Plaisance, M. (2013, April). *Social studies for whom? A qualitative analysis of curricular access for ELLs*. Paper presented at American Educational Research Association Annual Meeting, San Francisco, CA.

Competitive Travel Award (2013) Social Context of Schooling (Division G), American Educational Research Association

Graduate Assistant of the Year Award (Nominated, 2012) University of North Carolina-Charlotte

## **PROFESSIONAL MEMBERSHIPS**

National Association of Bilingual Education  
American Association of Applied Linguistics  
American Educational Research Association, Division G  
Teachers of English to Speakers of Other Languages, Carolina Chapter  
Teachers of English to Speakers of Other Languages, National Chapter  
International Association of Applied Linguistics  
International Society for the Social Studies  
Member, Golden Key International Honour Society  
Member, Omicron Pi Chapter of Kappa Delta Pi Education Honor Society  
Member, Phi Kappa Phi