

Debra A. Giambo, Ph.D.

College of Education
Florida Gulf Coast University
10105 FGCU Boulevard South
Fort Myers, Florida 33965-6565
Phone 239-590-7814
e-mail: dgiambo@fgcu.edu

EDUCATION:

Doctor of Philosophy, Special Education and Reading, University of Miami, Coral Gables, Florida, December 1999, G.P.A. 4.0

Dissertation: The effects of a phonological awareness intervention on the oral English proficiency and English vocabulary of Spanish-speaking kindergarten children

Master of Science, Teaching English to Speakers of Other Languages (TESOL), State University of New York at Albany, December 1991, G.P.A. 3.72

Bachelor of Science, Major: Mathematics, Minor: Italian Studies, Dickinson College, Carlisle, Pennsylvania, May 1989, G.P.A. 3.54, Magna Cum Laude

Study Abroad, Institute of European Studies & La Universita del Sacro Cuore, Milan, Italy, 1987-1988. Studied language, history, literature, and culture.

CERTIFICATION:

Teaching English to Speakers of Other Languages (TESOL), New York, Permanent, K – 12;

Eligible for Florida certification in ESOL

Mathematics, New York, Permanent, 7 – 12

Italian, New York, Permanent, 7 – 12

TESOL, Florida, Statement of Eligibility

LANGUAGES: Oral and written proficiency in English, Spanish, and Italian

EXPERIENCES:

Professor, College of Education, Florida Gulf Coast University, Fort Myers, FL
(August 2000-present; promoted to Associate Professor, Spring 2005; promoted to Professor, Spring 2010) Teaching graduate and undergraduate courses for ESOL Endorsement and in literacy. Supporting students through courses, advising, mentoring, and service learning projects. Pursuing scholarly projects aligned with research agenda. Collaborating with colleagues on program and course development. Serving the profession, university, college, and community.

Faculty Ombuds, Florida Gulf Coast University, Fort Myers, FL (August 2014-December 2017) Working part-time with the University Ombuds to help faculty resolve conflicts and issues informally and confidentially under the Ethical Principles of the International Ombudsman Association.

ESOL Teacher Volunteer, Literacy Council of Bonita Springs, Bonita Springs, FL. (February 2001-October 2002) Taught English and literacy to groups of limited English proficient adults.

Instructor, School of Education, University of Miami, Coral Gables, FL (Summer 2000) Taught undergraduate-level education course on TESOL curriculum, materials, and methods; (Spring 2000) Taught undergraduate-level education course on language and culture in the classroom; (Fall 1999) Taught graduate-level applied linguistics course for teachers. Emphasis placed on instructional applications of linguistics for young children who may have disabilities and limited English proficiency.

Research Associate (January 2000-July 2000) and **Project Coordinator and Graduate Research Assistant** (August 1998-December 1999), **School of Education, University of Miami, Coral Gables, FL** Coordinated implementation of federally funded research grant on promoting reading success for at-risk Hispanic and African-American kindergartners. Planned and coordinated workshops for kindergarten teachers. Coordinated and administered pre-, mid-, and post-tests. Observed lessons to collect teacher implementation data. Maintained project database. Acted as a liaison between kindergarten teachers, graduate assistants, and university researchers.

Graduate Research Assistant, School of Education, University of Miami, Coral Gables, FL (May 1996-July 1997) Conducted program evaluations of three federally funded Master's degree programs and an Endorsement program in Early Childhood Special Education. Assisted in conducting federally funded research synthesis and meta-analysis on grouping for reading instruction. Participated in research project on the transition of preschool children with special needs to mainstream kindergarten. Assisted in writing federal grant proposals. (August 1995-May 1996) Assisted in research project funded by the National Science Foundation on improving science instruction for elementary Hispanic and Haitian students. Collected baseline data on participants.

Teacher, Mathematics, Princeton Christian School, Princeton, FL (August 1997-June 1998) Taught General Math, Geometry, and Algebra II for general education students and students with learning disabilities.

Instructor, English for Speakers of Other Languages, Elementary Oral Communication, Intensive English Program, University of Miami, Coral Gables, FL (Fall 1997) Prepared students for university admission, oral presentations, and exit exam. Utilized language laboratory and video-taping equipment. Organized speakers and community visits.

Tutor, Miami, FL (September 1995-December 1999) Instructed students with learning disabilities and general education students in reading, writing, and math. Prepare students for exams. Communicate with parents and teachers on students' instruction and progress.

Teacher, English to Speakers of Other Languages, Prekindergarten-Grade 7, Liberty Central Schools, Liberty, NY (January 1992-June 1995) Instructed limited English proficient students in elementary and middle school. Developed and implemented New York State funded Improved School Services Grant for students and their families. Participated in teacher-initiated meetings, involving limited English proficient students, of the Child Study Team and the Committee for Special Education. Created Multicultural Resource Library for teachers, funded by Sullivan County Teacher Center. Actively participated in facilitating communication between parents, teachers, and administrators.

Teacher, Mathematics, Albany Academy, Albany, NY (Summer 1991) Instructed General Math and Geometry to summer school students.

Instructor, English to Speakers of Other Languages, Intermediate, State University of New York at Albany, Albany, NY (Spring 1991) Concentrated on development of communicative competence of university and community students. Supervised and facilitated lessons taught by preservice teachers.

Teacher, Eighth Grade, St. Anthony's Zuni Indian School, Zuni, NM (August 1989-June 1990) Planned and instructed eight subjects in a self-contained classroom to eighth grade Zuni students.

SCHOLARSHIP

Refereed Journals / International

Giambo, D. A. & Castro-Curet, N. (2017). Learning together: Benefits of focused language and literacy instruction for ELLs by pre-service teachers in a course-based field experience. *The Field Experience Journal*, 20, 76-108. Accessible at http://www.unco.edu/cebs/national-field-experience-conference/pdf/Volume_20.pdf.

Giambo, D. A. (2017). "I will study more...and pray": Metacognition about high-stakes test preparation among culturally and linguistically diverse students. *Multicultural Education*, 24(3).

Szecszi, T., Szilagy, J., **Giambo, D.** (2015) Attitudes and beliefs of teacher candidates regarding heritage language maintenance. *Heritage Language Journal*, 12(1), 75-99. Accessible at <http://www.heritagelanguages.org/Journal.aspx>

Giambo, D. A. & Szecszi, T. (2015). Promoting and maintaining bilingualism and biliteracy: Cognitive and biliteracy benefits & strategies for monolingual teachers. *The Open Communication Journal*, 9, 56-60. Accessible at <http://benthamopen.com/TOCOMMJ/VOLUME/9/ISSUE/001/>

Szilagy, J., **Giambo, D. A.**, & Szecszi, T. (2013): Teaching Strategies: "What If I Don't Speak It?" Classroom Strategies to Nurture Students' Heritage Languages. *Childhood Education*, 89(2), 117-121.

Giambo, D. A. (2010). High stakes testing, high school graduation, and limited English proficient students: A case study. *American Secondary Education Journal*, 38(2), 44-56.

Thirumurthy, V., Szecsi, T., **Giambo, D.**, Gonzales, M. E., (2009). Portrait of Gypsies in children's literature: From India to Hungary through the Americas. (Manuscript submitted for publication, under revision).

Giambo, D., & Szecsi, T. (2007). Does diversity education make a difference in teacher education?. *Practice and Theory in Systems of Education*, 2(3-4), pp. 35-50.

Szecsi, T., & **Giambo, D.** (2007). Inclusive educational practices around the world: An introduction. *Childhood Education, International Focus Issue 2007*, 338-341.

Szécisi, T., **Giambo, D.**, Thirumurthy, V., & Gonzales, M. E. (2007). Multikulturális irodalom az angolnyelvtanulás folyamatában (Using multicultural literature in teaching English as a foreign language, *Modszertani Közlemények*, 47.évf. 2.sz. 70 – 76. Also appears on http://www.hunra.hu/e107_plugins/content/content.php?content.11 (retrieved September 11, 2006, from Hungarian IRA's webpage).

Giambo, D., Gonzales, M. E., Szecsi, T., & Thirumurthy, V. (2007). Beyond Johnny Appleseed: Learning English as a new language through ethnically diverse literature. *Childhood Education, Winter 2006-07*, 104-107.

Giambo, D. A., & Szecsi, T. (2006). Opening up to the issues: Preparing pre-service teachers to work effectively with English language learners. *Childhood Education (Teaching Strategies Department)*, Winter2005-06, 107-110.

Giambo, D. A., & Szecsi, T. (2005). Parents can guide children into the world of two languages. *Childhood Education (For Parents Particularly Department)*. 81, 3, 164-5.

Giambo, D. A., & McKinney, J. D. (2004). The effects of a phonological awareness intervention on the oral English proficiency of Spanish-speaking kindergarten children. *TESOL Quarterly*, 38, 95-117.

Szecsi, T. & **Giambo, D. A.** (2004). ESOL in every minute of the school day. *Childhood Education (Teaching Strategies Department)*, 81(2), 104-6.

Refereed Journals / National

Giambo, D. A. (2012). Equity in access to gifted education for bilingual students: An autoethnographic case study. *Journal of Bilingual Education Research and Instruction*, 15(1), 8-32.

Schumm, J. S., Arguelles, M. E., Bessell, A., **Giambo, D.**, Shimizu, W., Valle-Riestra, D., & Zhang, Z. (1998). Cue system usage of students with and without learning disabilities in oral and silent reading. *National Reading Conference Yearbook*, 47, 377-384.

Refereed Journals / State

Giambo, D. A. (2010) Trends in and caution for interpreting aggregated LEP students' scores on the Florida Comprehensive Assessment Test. *Sunshine State TESOL Journal*, 9(1). Accessible at <http://sstesoljournal.org/>.

Vázquez-Montilla, E., & **Giambo, D. A.** (2004) Modifying foreign language programs in elementary schools: Successes and challenges. *Sunshine State TESOL Journal, Special Topics Issue: Bilingualism and Biliteracy*, 3(2), 29-38.

Refereed Book Chapters

Giambo, D. A. (2017). Advocating for advocacy: Preparing teachers and pre-service teachers as advocates for themselves as professionals and for their students and families. In U. Thomas (Ed.), *Advocacy in academia and the role of teacher preparation programs*, 114-129. IGI Global. Accessible at <https://www.igi-global.com/book/advocacy-academia-role-teacher-preparation/179200>.

Miklósne, I. K., & **Giambo, D. A.** (2009). A Comparison of reactions of university teacher education students in Hungary and in the United States to living in the developing world. In L. Staley & E. Zygmunt-Fillwalk (Eds.), *Empowering children's global citizenship*. Accessible at <http://egc.iweb.bsu.edu/itunesu/itunesu.html>.

Szececi, T., & **Giambo, D. A.** (2007). Play as a mediator in the linguistically and culturally diverse world. In C. Ferguson and E. Dettore (Ed.), *To play or not to play: Is it really a question?* Olney, MD: Association for Childhood Education International.

Additional Publications

Ferguson, T., **Giambo, D.A.**, Ray, L. (2010, January). University and school partnerships build successful collaboration. PDS Partners, Newsletter of the National Association for Professional Development Schools.

Vázquez-Montilla, E., Gonzales, M. E., **Giambo, D.** (2006). *Into open mouth a fly will enter. Proverb stories for children*. Bloomington, Indiana: AuthorHouse.

Giambo, D. (2005, April). Los beneficios del bilinguismo: Que pueden hacer los padres? (The benefits of bilingualism: What Parents Can Do; translated by Ingrid Martinez-Rico). *Somos*, 40-41.

Gonzales, M. E., Vázquez-Montilla, E., **Giambo, D.** (2005). *Every cloud has a silver lining: Proverb stories for children*. Bloomington, Indiana: AuthorHouse.

Arguelles, M. E., & **Giambo, D.** (1997). *Instructor's manual and test bank for Vaughn, Bos, and Schumm: Teaching mainstreamed, diverse, and at-risk students in the general education classroom*. Boston: Allyn and Bacon.

Research Grants

The Efficacy of Physio Neural Exercises in the Improvement of Reading Performance by Kindergarten through Fifth-grade Migratory Students, with Genelle Grant, US Department of Education, December 2005, \$143,799. Not funded.

The Effects of Dual Language Instruction on Reading, Language Proficiency, and Cultural Sensitivity, with Elia Vázquez-Montilla, Internal Grant Competition, Florida Gulf Coast University, June 2001. Funded and resulted in two manuscripts.

English Language Learners with Learning Disabilities: An Integrative Synthesis of Reading Instruction, with Sharon Vaughn, Student-Initiated Research Projects Competition, US Department of Education, February 1997. Approved for funding.

Other Grants

Innovative Assignment Development Grant (\$500) from the Office of Undergraduate Scholarship, fall 2017.

Professor/Faculty Advisor to College of Education Honors Cohort students, recipients of Undergraduate Student Scholarship Support Award (\$450) and Honors College Development Grant (\$1000), spring 2017.

Internal Grant from Academic Affairs, Florida Gulf Coast University, Literacy Festival Committee, \$15,000, 2016.

Internal Grant from the Office of Civic Engagement, Florida Gulf Coast University, Literacy Festival Committee, \$500, 2016.

Internal Grant from College of Education, Florida Gulf Coast University, Literacy Festival Committee, \$5,000, 2016.

Professional Development Grants, Florida Gulf Coast University, received multiple years for presenting at various conferences, up to \$2000.

Lucas Center Travel Grants, Florida Gulf Coast University, \$500, 2016, 2017.

Multicultural Resource Library for Liberty Elementary School Teachers, Sullivan County Teacher Center (\$500.00), 1994.

Promoting English Language Development of Limited English Proficient Students and Their Families, with E. Lipkowitz and P. Colbert, Improved School Services Grant (\$8,400), New York State Education Department, 1993.

Refereed Presentations / International

- Giambo, D. A.** (2017, May). Focused language and literacy instruction for ELLs through a course-based field experience: Benefits and challenges. Accepted for presentation at the Global Conference on Education and Research, Sarasota, Florida.
- Giambo, D. A.** (2017, May). Perceptions of pre-service teachers of the effects of anti-immigrant rhetoric on the education of immigrant students. Accepted for presentation at the Global Conference on Education and Research, Sarasota, Florida.
- Giambo, D. A.** (2016, March-April). Advocating for advocacy: Preparing teachers and pre-service teachers as advocates for themselves as professionals and for their students and families. Presentation at the Association for Childhood Education International's Global Summit on Childhood, San José, Costa Rica.
- Mikólosné, I. K., & **Giambo, D.** (2008, June). A comparison of reactions of teacher education students in Hungary and in the United States to living conditions of children in the developing world. Presentation at the Association for Childhood Education International's World Conference & Exhibition, Moscow, Russia.
- Szecsí, T., & **Giambo, D.** (2008, June). Ethnically diverse children's literature as a tool for learning English as a new language. Presentation at the Association for Childhood Education International's World Conference & Exhibition, Moscow, Russia.
- Giambo, D.** (2007, May). High stakes testing and students with limited English proficiency: Is the current situation worse than it seems? Poster presentation at the Association for Childhood Education International's Conference and Exhibition, Tampa, Florida.
- Giambo, D.** (2007, May). Supporting children's multilanguage development. Panel presentation at the Association for Childhood Education International's Conference and Exhibition, Tampa, Florida.
- Giambo, D.**, Szecsí, T., Gonzales, M.E., & Thirumurthy, V. (2006, August). Beyond Johnny Appleseed: Learning English as a new language through ethnically diverse literature. Presentation at the International Reading Association's 21st World Congress, Budapest, Hungary.
- Giambo, D.**, Szecsí, T., Gonzales, M. E., Thirumurthy, V. (2006, August). Portrait of Gypsies in Children's Literature: From India to Hungary through the Americas. Presentation at the International Reading Association's 21st World Congress, Budapest, Hungary.
- Szecsí, T., & **Giambo, D.** (2005, March). Does diversity education make a difference in teacher education: Pre-service teachers' views explored. Paper presentation at the annual conference of the Association for Childhood Education International Annual Conference (ACEI), Washington, DC.

Giambo, D., & Pichard, M. (2004, March). ESOL in Higher Education: Intersection. Presentation at the annual convention of Teachers of English to Speakers of Other Languages (TESOL), Long Beach, CA.

Giambo, D. (2002, April). The effects of phonological awareness instruction on oral English proficiency. Poster session presented at the annual convention of Teachers of English to Speakers of Other Languages (TESOL), Salt Lake City.

McKinney, J. D., Hocutt, A. M., **Giambo, D. A.**, Schumm, J. S. (2001, April). Effects of a teacher implemented phonological awareness program for Hispanic kindergarten children on reading and English proficiency. Paper presented at the meeting of the American Educational Research Association, Seattle, WA.

McKinney, J. D., Hocutt, A. M., **Giambo, D. A.**, Schumm, J. S. (2000, April). Research on a teacher-implemented phonological awareness intervention for Hispanic kindergarten children. Paper presented at the meeting of the Council for Exceptional Children, Vancouver, BC, Canada.

Vaughn, S., Rothlein, L., Reiss, M., **Giambo, D.** (1997). Transitioning to kindergarten: Teachers' perspectives. Presentation at the annual conference of the Council for Exceptional Children's Division for Early Childhood, New Orleans, LA.

Refereed Presentations / National

Giambo, D. A. (2017, April). Learning together: Benefits of a focused language and literacy instruction for ELLs by pre-service teachers in a course-based field experience. National Field Experience Conference, Ruston, LA.

Giambo, D. A. (2017, April). Experiences in an honors immersion teacher preparation program: Perspectives from teacher candidates. National Field Experience Conference, Ruston, LA.

Giambo, D. (2015, May). Metacognitive Skills in High-Stakes Assessment Preparation: Perceptions of Culturally and Linguistically Diverse Students. Presentation at the Learning and the Brain Conference, "World-Class Minds: Improving Education, Teaching and Testing in a Globalized World," New York, NY.

Giambo, D. (2013, February). The metacognitive awareness of high-stakes test preparation among culturally and linguistically diverse students. Presentation at the 42nd Annual Conference of the National Association for Bilingual Education, Orlando, FL.

Szilagyi, J., **Giambo, D.**, Szecsi, T. (2013, February). Strategies for promoting students' heritage language – even when you don't speak it. Presentation at the 42nd Annual Conference of the National Association for Bilingual Education, Orlando, FL.

Giambo, D. (2012, February). Equity in access to gifted education for bilingual students. Presentation at the 41st Annual Conference of the National Association for Bilingual Education, Dallas, TX.

Giambo, D. (2010, May). The metacognitive awareness of high-stakes test preparation among culturally and linguistically diverse students. Poster presentation at the Learning & the Brain Conference, Washington, DC.

Giambo, D., Ray, L., & Ferguson, T. (2010). University students go to elementary school: Teaching and learning together. Presentation at the 2010 Professional Development Schools National Conference, Orlando, FL.

Ray, L., **Giambo, D.,** Greene, J., Hibbard, S., & Triscari, R. (2010). Through the garden gate: First steps to becoming a teacher. Presentation at the 2010 Professional Development Schools National Conference, Orlando, FL

Giambo, D. (2003, January). The Effects of Phonological Awareness Instruction on the Oral English Proficiency of Spanish-Speaking Kindergarten Children. Presentation at the annual conference of the National Association for Bilingual Education (NABE), New Orleans.

Refereed Presentation / State

Giambo, D., Pichard, M. (2014, May). It can start in the university classroom: Pre-service teachers learn about advocacy for ELL students. Presentation at the 36th Annual Sunshine State Teachers of English to Speakers of Other Languages Conference, St. Petersburg, FL.

Giambo, D. A. (2011, May). Equity in access to gifted education for bilingual students. Presentation at the annual conference of Sunshine State Teachers of Other Languages (SSTESOL), Jacksonville, FL.

Giambo, D. A. (2010, September) ELLs and high school graduation: Requirements and recent changes. Presentation at the annual conference of Southeast Regional Teachers of English to Speakers of Other Languages (SETESOL), Miami, FL.

Giambo, D. A. (2009, April). FCAT-related perceptions of culturally and linguistically diverse secondary (middle and high) school students. Presentation at the annual conference of Sunshine State TESOL (SSTESOL). Miami, FL.

Giambo, D. (2008, May). Florida's FCAT farce: How high stakes testing in Florida affects the academic careers of students with limited English proficiency. Presentation at the annual conference of Sunshine State TESOL (SSTESOL), Daytona Beach, FL.

Vázquez-Montilla, E., & **Giambo, D.** (2005, April). Bilingual education: Issues and practices. Panel discussion at the annual conference of Sunshine State Teachers of English for Speakers of Other Languages (SSTESOL), Orlando, FL.

Giambo, D., & Pichard, M. (2004, April). Collaboration for secondary literacy and university pre-service teacher preparation. Presentation at the annual conference of Sunshine State Teachers of English for Speakers of Other Languages (SSTESOL), Tampa, FL.

Vázquez-Montilla, E., Lott, C., & **Giambo, D.** (2001, March). The effects of teachers' perceptions on the academic success of diverse students. Presentation at the annual conference of the Florida Association for Multicultural Education (FAME), Tampa, FL.

Refereed Presentations / Local

Giambo, D. (2005, February). Pattern poetry for all students, with a focus on students with limited English proficiency. Accepted for presentation at the Florida Association for Childhood Education International (FACEI), Fort Myers, FL.

Invited Presentations / Regional

Giambo, D. (2001, April). Assessment of Culturally and Linguistically Diverse Students. Presentation at the University of Miami, Coral Gables, FL.

Giambo, D. (2001, Spring). English Language Learners and Reading. Presentation at the University of Miami to students in TSL 5371: Methods of Teaching ESOL, Miami, FL.

Giambo, D., & Jeffs, T. (2001, February). Developmental Reading. Presented to Charlotte County Public School Teachers, Charlotte County, FL.

Greene, M., Lazarus, B., Jeffs, T., & **Giambo, D.** (2000, October). Attention-Deficit/Hyperactivity Disorder. Presentation at the chapter meeting of Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), Fort Myers, FL.

Invited Presentations / Local

Giambo, D. (2012, April). Equity in access to gifted education for bilingual students. Poster presentation at the 11th Annual Research Day at Florida Gulf Coast University, Fort Myers, FL.

Giambo, D. (2009, April). FCAT-Related Perceptions of Culturally and Linguistically Diverse Middle and High School Students. Poster presentation at the Annual Research Day at Florida Gulf Coast University, Fort Myers, FL.

Giambo, D. (2007, April). Florida's FCAT farce: How high stakes testing in Florida affects the academic careers of students with limited English proficiency. Poster presentation at the Annual Research Day at Florida Gulf Coast University, Fort Myers, FL.

Giambo, D., & Szecsi, T. (2005, April). Dispositions explored: Does diversity education make a difference for pre-service teachers? Poster presentation at the Annual Research Day at Florida Gulf Coast University, Fort Myers, FL.

Giambo, D. (Fall 2002-Spring 2003). Series on Dual Language Education, presented to teachers in the dual language program, Collier County Public Schools, Florida.

Vázquez-Montilla, E., & **Giambo, D.** (Spring 2002). The Effects of Dual Language Instruction on Reading, Language Proficiency, and Cultural Awareness: Preliminary Data. Poster presentation at Florida Gulf Coast University's Annual (Inaugural) Research Day.

Giambo, D., & Brown, E. (2000, June). Phonological Awareness. Presentation at the Reading Institute, in-service for Miami-Dade Public School Teachers, University of Miami, Miami-Dade County Public Schools, Project Succeed, Miami, FL.

Giambo, D. (2000, Spring, and 1999, Fall). Phonological Awareness. Presentation at the University of Miami to students in TAL 550: Early Reading, Miami, FL.

Giambo, D. (2000, Spring). Phonological Awareness. Presentation at the University of Miami to students in TAL 652: Remediating Reading and Related Learning Disabilities, Miami, FL.

Giambo, D. (1998, Fall). Instruction and Assessment of Limited English Proficient Students in the General Education Classroom. Presentation at the University of Miami to students in TAL 631: Varying Exceptionalities, Miami, FL.

Giambo, D. (1996, Fall). Teaching the Limited English Proficient Student in the General Education Classroom. Presentation at the University of Miami to students in TAL 202: Language and Culture in the Classroom, Miami, FL.

Giambo, D. (1997, Spring, and 1995, Fall). Zunis, Anglos, and the Catholic Church: Paradigms and Conflict. Presentation at the University of Miami to students in TAL 202: Language and Culture in the Classroom, Miami, FL.

Giambo, D. (1993, 1994, 1995, Fall). The Zuni of New Mexico. Presentation at White Sulfur Springs Elementary School, Liberty Central Schools, Liberty, NY.

Giambo, D. (1991, April). The Zuni of New Mexico. Presentation at and Guilderland High School, Cultural Diversity Week, Guilderland, NY.

Program Evaluations and Technical Reports

Giambo, D. (2005, June). *Dual language program: English and Spanish for all. Statistical analysis of student assessment data*, Partial Evaluation of Title VII Grant. Report submitted to School Board of Collier County, Naples, FL.

Giambo, D. (2004, June). *Dual language program: English and Spanish for all. Statistical analysis of student assessment data*, Partial Evaluation of Title VII Grant. Report submitted to School Board of Collier County, Naples, FL.

Giambo, D. (2003, June). *Dual language program: English and Spanish for all. Statistical analysis of student assessment data*, Partial Evaluation of Title VII Grant Report submitted to School Board of Collier County, Naples, FL.

Giambo, D. (2002, June). *Dual language program: English and Spanish for all. Statistical analysis of student assessment data*, Partial Evaluation of Title VII Grant. Report submitted to School Board of Collier County, Naples, FL.

Giambo, D. (1997). Evaluation of the Early Childhood Special Education Master's Degree Program. Program funded by and evaluation submitted to the US Department of Education, University of Miami, 1993-1997, Miami, FL.

Giambo, D. (1997). Evaluation of the Early Childhood Special Education Endorsement Program. Program funded by and evaluation submitted to the US Department of Education, University of Miami, 1993-1997, Miami, FL.

Giambo, D. (1997). Evaluation of the Education of Substance-Exposed/At-Risk Infants and Toddlers Master's Degree Program. Program funded by and evaluation submitted to the US Department of Education, University of Miami, 1993-1997, Miami, FL.

Giambo, D. (1996). Evaluation of the Early Childhood Special Education/ Teaching English to speakers of other languages Master's Degree Program. Program funded by and evaluation submitted to the US Department of Education, University of Miami, 1992-1996, Miami, FL.

Scholarship in Progress

Giambo, D., DeVille, J., Gonzalez, D. Teacher candidate perceptions of the accuracy of English language learners' (ELLs') self-assessments of English proficiency. (Data analysis in progress)

Szecs, T., **Giambo, D.,** Halpern, C, Gonzalez, D. A Descriptive Study of the Benefits of a Family Language and Literacy Program: Multiple Perspectives. (Presentation preparation in progress; manuscript planned)

Giambo, D, Perceptions of pre-service teachers on the potential effects of anti-immigrant rhetoric on the education of immigrant students. (Data analysis in progress.)

Giambo, D., From different places, for different reasons, at different times: Immigrants to the US talk about their experiences, hopes, and the reality they found. (Four interviews conducted, transcribed, and translated into English; manuscript planned)

Giambo, D., African American and Hispanic university student perceptions of bicultural identity and role expectations. (Research plan completed and approved by IRB; training in on-line surveys completed; project in progress)

UNIVERSITY COURSES TAUGHT

Florida Gulf Coast University

- ◆ IDH 2931: Advocacy in Action: This course focuses on developing advocacy skills and implementing effective advocacy activities in students' fields of study. Students learn about advocacy skills, critical analyses of issues, advocacy organizations, policies, collaborations for a support base, and communication with relevant policymakers about a key issue intended to bring about a positive change in policies and/or practices. Class activities also involve researching the intricacies of current issues and their historical bases, developing familiarity with organizations and their positions on relevant issues as well as policymakers in their fields, surveying stakeholders, and engaging with the policymakers.
- ◆ EDG 7707: Diversity and Global Studies in Education: Cultural diversity in education and comparative international education; conceptual, theoretical, and sociological foundations of education; examination of theories and empirical research pertaining to diversity.
- ◆ TSL 3080: Foundations of ESOL: Issues of language and culture relevant for English learners, including applied linguistics, language acquisition, grammar, mechanics, bilingual education, legislation, culture, and cross-cultural communication for teachers of ESOL students.
- ◆ TSL 4520: Second Language, Communication, and Culture: Second language acquisition, applied linguistics, and influence of cultural diversity on learning, communication, belief systems and value orientations and patterns of thinking and behaving including modifications and adaptations to meet the language needs of diverse students in the classroom. (Note: I took primary responsibility for developing this course as part of EDG 3300: Emergent Literacy, Communication, and Culture.)
- ◆ TSL 4340: Methods, Curriculum, and Instructional Effectiveness in ESOL: Teaching methods, strategies and curriculum development activities that enhance and facilitate learning of diverse students and maximizes the opportunities to meet the state standards. It will also provide information relevant to the development of ESOL curriculum and various options for second language learners that will facilitate the access to the language arts curriculum and academic learning.
- ◆ TSL 5525: Cross-cultural Communication and Understanding: Cultural issues in teaching English as a second language. An in depth discussion of the concept of culture and helps teachers/students recognize its influence on learning, communication, belief systems and values orientations, and patterns of thinking and behaving. The focus is on providing information contributing to cultural competence including applying cross-cultural understanding to planning instructional settings involving culturally and linguistically diverse students.
- ◆ TSL 5440: Testing and Evaluation for ESOL Teachers (on-line): Language assessment issues, opportunities to examine language assessment instruments, and practical experiences developing and using formal and informal assessment measure. Critical analysis, selection, and use of evaluation techniques for measuring ELL/LEP students' performance in academic settings.
- ◆ RED 4310: Early Literacy: Prepares pre-service teachers to understand the foundations of literacy and the learning principles and instructional strategies necessary to provide literacy instruction to emergent, novice, and transitional readers and writers.

- ◆ RED 4350: Literacy Content and Processes: The second course that examines literacy from an integrated perspective. The intermediate elementary and middle school child is the focus for the study that includes assessment and instructional planning for developmental reading, writing, listening, speaking, and the support skills for the language arts with an emphasis on content area literacy.
- ◆ RED 4511: Literacy in the Intermediate and Middle Grades: This course was changed to RED 4350 (above).
- ◆ LAE 4416: Children's Literature: The selection, evaluation and use of fiction, nonfiction and poetry for instructional, informational, and recreational purposes in Childhood Education. Included in this course are analytical thinking, writing skills, oral expression as they are applied to the study of children's literature.
- ◆ LAE 6415: Literature and the Learner: Nature, scope, and uses of literature for instructional, informational, and recreational purposes and implications of current theory, significant research, and issues in literature study as they relate to the learner.
- ◆ EDG 2701: Teaching Diverse Populations: An introduction to the value of diversity in American society and the manifestations of diversity in the educational system. Focuses on providing prospective teachers with knowledge about students in American schools who are from different ethnic, racial, cultural, socioeconomic and/or linguistic backgrounds or who represent other categories of diversity. Classroom and/or community observations required.
- ◆ EDF 2005: Introduction to Education: Survey course to orient students to the profession of education. Focus on current issues in education and their relationship to the disciplines social, philosophical and historical foundations. Thirty hours of field experience in pre-K - 12 schools required as part of this course.
- ◆ EDG 3300: Emergent Literacy, Communication, and Culture: This course was originally a combination of TSL 4520 and RED 4310 and was divided due to state requirements. It was taught with a co-teaching structure.

University of Miami

- ◆ TAL 428: ESOL Curriculum, Methods, and Materials, Summer 2000
- ◆ TAL 202: Language and Culture in the Classroom, Spring 2000
- ◆ TAL 653: Applied Linguistics in Education, Fall 1999

PROFESSIONAL DEVELOPMENT

- ◆ Global Conference on Education and Research, Sarasota, Florida, 2017, May.
- ◆ International Ombudsman Association, Minneapolis, Minnesota, 2017, April.
- ◆ National Field Experience Conference, Ruston, Louisiana, 2017, April.
- ◆ Association for Childhood Education International's Global Summit on Childhood, San José, Costa Rica, 2016, April.
- ◆ Learning and the Brain Conference, New York, NY, 2015, May.
- ◆ Established Career Faculty Academy, Lucas Center for Faculty Development, Florida Gulf Coast University, Spring 2015.
- ◆ Foundations of Organizational Ombudsman Practice, International Ombudsman Association, New Orleans, July 21-23, 2014.

- ◆ Sunshine State Teachers of Other Languages Annual Conference, St. Petersburg, FL, 2014, May.
- ◆ National Association for Bilingual Education 43rd Annual Conference, Orlando, FL, 2013, February.
- ◆ National Association for Bilingual Education 42nd Annual Conference, Dallas, TX, 2012, February.
- ◆ 11th Annual Research Day at Florida Gulf Coast University, Fort Myers, FL, 2012, April.
- ◆ National Association for Bilingual Education 41st Annual Conference, Dallas, TX, 2012, February.
- ◆ Sunshine State Teachers of Other Languages Annual Conference, Jacksonville, FL, 2011, May.
- ◆ Southeast Regional Teachers of English to Speakers of Other Languages, Miami, FL, 2010, September.
- ◆ Learning & the Brain Conference, Washington, DC, 2010, May.
- ◆ Professional Development Schools National Conference, Orlando, FL, 2010.
- ◆ Livin' La Vida Local, Service-Learning Conference, Florida Gulf Coast University, Fort Myers, FL, October 2009.
- ◆ Sunshine State TESOL Annual Conference. Miami, FL, 2009, April.
- ◆ 8th Annual Research Day at Florida Gulf Coast University, Fort Myers, FL, 2009, April.
- ◆ Association for Childhood Education International's World Conference & Exhibition, Moscow, Russia, 2008, June.
- ◆ Sunshine State TESOL Annual Conference, Daytona Beach, FL, 2008, May.
- ◆ Interest-based Bargaining, Florida Gulf Coast University, Fort Myers, FL, Winter 2007-Spring 2007.
- ◆ Angel Course Development, Florida Gulf Coast University, Fort Myers, FL, Spring 2007.
- ◆ Association for Childhood Education International's Conference and Exhibition, Tampa, Florida, 2007, May.
- ◆ 6th Annual Research Day at Florida Gulf Coast University, Fort Myers, FL, 2007, April.
- ◆ International Reading Association's 21st World Congress, Budapest, Hungary, 2006, August.
- ◆ 4th Annual Research Day at Florida Gulf Coast University, Fort Myers, FL, 2005, April.
- ◆ Association for Childhood Education International Annual Conference, Washington, DC, 2005, March.
- ◆ Sunshine State TESOL Annual Conference, Tampa, FL, 2004, April.
- ◆ Ultimate Survey, Dave Jaeger, Florida Gulf Coast University, Fort Myers, FL, February 2004.
- ◆ Assessments on WebCT, N. Edwards, Florida Gulf Coast University, Fort Myers, FL, Spring 2003.
- ◆ Teachers of English to Speakers of Other Languages Annual Convention, Salt Lake City, 2002, April.
- ◆ Florida Gulf Coast University's Annual (Inaugural) Research Day, 2002, April.
- ◆ Designing Standards-Based Tasks and Rubrics to Collect and Analyze Data for Decision-Making, Dr. Judy Wilkerson of University of South Florida/New College, Florida Gulf Coast University, Fort Myers, FL, August 2001.
- ◆ American Educational Research Association Annual Conference, Seattle, WA, 2001, April.

- ◆ Florida Association for Multicultural Education Annual Conference, Tampa, FL, 2001, March.
- ◆ Council for Exceptional Children Annual Conference, Vancouver, BC, Canada, 2000, April.
- ◆ Hierarchical Linear Modeling, Multilevel Modeling, & Growth Modeling, Dr. Judith Singer of Harvard University, University of Miami, Miami, FL, November 1999
- ◆ Program Evaluation, Dr. Michael Scriven, Charleston, SC, March-April 1996
- ◆ Immigrants in the Hudson Valley, New Paltz, NY, May 1995
- ◆ Creative Writing for Teachers of English Language Learners, March 1995, Oct. 1994
- ◆ Technical Assistance Workshop for Part 154 Limited English Proficiency Aid and Improved School Services Grant Writing, May 1994
- ◆ The Whole Child: Assessment and Instruction for Culturally and Linguistically Diverse Students with Special Needs, March 1994
- ◆ C.H.I.L.L. (Changing Hostility into Listening and Learning), Liberty Schools, Spring 1994
- ◆ The Art of Leveling Books, Liberty Central Schools, May-June 1994
- ◆ Special Technical Assistance Workshop on the Commissioner's Regulations Part 154 for Pupils of Limited English Proficiency and the US Department of Civil Rights Laws Regarding Minority Students, May 1993
- ◆ Cross Cultural Differences in Learning Styles, March 1993
- ◆ Puppets Make the Curriculum Come Alive, Sullivan County Teacher Center, May 1992
- ◆ Whole Language and the English as a Second Language Learner, four part series with Rita Compain, October-December 1992
- ◆ Helping Limited English Proficient Students Graduate from High School, October 1992

SERVICE

International Level

- ◆ International Ombuds Association Research & Assessment Committee, beginning spring 2015 – December 2017.
- ◆ Co- Guest Editor with Dr. Tunde Szecsi, International Focus Issue 2007, *Childhood Education*, Publication of the Association of Childhood Education International. Solicited, selected, edited manuscripts, worked with reviewers, publication staff, and authors to bring issue to fruition.
- ◆ Association for Childhood Education International's Publication Committee, Spring 2004 – Spring 2009. Reviewed manuscripts and book proposals for publication. Worked with committee members to discuss and determine publication direction and projects for organization.

National Level

- ◆ Program Reviewer for State University of New York, College at Brockport, Masters in TESOL Program, Summer 2016.

State Level

- ◆ Sunshine State TESOL Advocacy Group, Fall 2008 – present. Work with members on state-level issues related to ESOL students with limited English proficiency, their teachers, and their families.
- ◆ Board Member, Florida Association for Childhood Education International, FGCU Chapter, Spring 2004 – 2012. Work with board members to determine direction for chapter.
- ◆ Board Member, Sunshine State Teachers of English for Speakers of Other Languages, 2010 – 2011, ex-officio. Work with board members to plan direction of the organization.

Local Level

- ◆ Volunteer, Center for the Performing Arts, Bonita Springs, Youth Theater Program, 2015 – 2017.
- ◆ Volunteer, Spring Creek Elementary School – fluency assessment, early literacy development, language testing, and translating (English/Spanish), 2011 - 2012, 2012 – 2013, 2013 - 2014.
- ◆ Coach and Co-Coach, Odyssey of the Mind Team, Spring Creek Elementary School, 2010 – 2011 (primary), 2012-2013 (grades 3-5), 2013-2014 (primary).
- ◆ Board Member, Spring 2010 – 2012. The Ingrid Martinez-Rico Women’s Leadership Initiative. Work with board members to access funding and provide scholarships for women and girls to attain leadership roles and/or to learn languages.
- ◆ Advisory Board Member, Global Community Engagement, Fall 2006 – 2012. Attend board meetings and organization functions as well as supporting the work of university students in the Dominican Republic over spring break, including planning and preparing for the trips, helping students in their work with children who work in the street, and assisting with leading reflective sessions with the students.
- ◆ Tree Advisory Board Member, October 2002 – December 2009. Assess development issues and promote education regarding heritage trees in Bonita Springs and work with Board members to submit recommendations to the City Council.

University Level

- ◆ Professional Development Enhancement Award Committee, Spring 2018.
- ◆ Internationalization and Globalization Workgroup, Ad Hoc Team, reporting to Faculty Senate Leadership Team, 2017 – present.
- ◆ FGCU Scholarship Excellence Committee, spring 2017.
- ◆ Reader/reviewer, FGCU Writing Awards, spring 2017.
- ◆ Title IX Committee, spring 2015 - present.
- ◆ Excellence Awards Committee – Scholarship (Faculty Senate Committee), 2016 to present.
- ◆ Sabbatical Review Committee, 2011-2012; interim 2012-2013, spring 2014.
- ◆ Labor-Management Committee, Fall 2008-present.
- ◆ QEP Qualitative Data Review, fall 2013.
- ◆ Environmental Stewardship Advisory Council to the President, 2001 – 2010.
- ◆ Faculty Senate, Florida Gulf Coast University, 2000 – Spring 2008.
Alternate, Fall 2009 – Spring 2012.
Faculty Senate Secretary, 2002-2003.

- ◆ United Faculty of Florida, Collective Bargaining Team, Spring 2011, Spring-Summer 2005, Spring 2007.
- ◆ Interest Based Bargaining Training, Spring 2011, Winter 2006-07.
- ◆ United Faculty of Florida-Florida Gulf Coast University Secretary, Fall 2005 – Spring 2007.
- ◆ Environmental Health and Safety Administrator Search Committee, Fall 2004.
- ◆ Family Resource Center, Toddler and Pre-K Teacher Search Committee, Fall 2004.
- ◆ Alternate Parent Representative to the Family Resource Center Board of Directors for the Young Toddler classroom, Fall 2004 – Spring 2005.
- ◆ Student Code of Conduct Committee, 2001-2002.
- ◆ University Days Steering Committee, 2001-2002.

College Level

- ◆ Professional Conduct and Knowledge Assessment Task Force, Chair, 2017 – present.
- ◆ Honors Task Force, 2017 – present.
- ◆ Literacy Festival Committee Member, spring 2015 – present.
- ◆ Diversity Committee, fall 2015 – present.
- ◆ COE Social Committee, fall 2016 – present.
- ◆ ESOL Endorsement Content Contact, 2011 – 2016.
- ◆ Program Co-Coordinator, Elementary Education Program, fall 2014 – fall 2015.
- ◆ Mentor Coach, Cynthia Dawn Martelli, Lucas Center for Faculty Development, new faculty member, Assistant Professor, 2014-2015.
- ◆ Mentor, Kimberly McDowell, new faculty member, Associate Professor, 2014-2015.
- ◆ COE Faculty Council, January 2013 – Spring 2015.
- ◆ Post Masters Admissions and Policy Committee, fall 2009 – spring 2015.
- ◆ Dissertation Committee Chair, 2013 – 2014, Karen DiBella, Defense spring 2014, “A critical analysis of academic and recreational reading motivation and its correlation to reading FCAT performance for 6th grade students.
- ◆ Chair, Reading Search, Associate Professor, 2013 – 2014.
- ◆ Honors Project, Faculty Advisor, 2013 – 2014.
- ◆ COE Undergraduate Integrated Program Review Task Force, 2012 – present.
- ◆ Peer Support Committee, 2010 – present.
- ◆ Advisor, Education Doctoral Program, 2012 – present.
- ◆ Advisor, Education Specialist Program, Fall 2008 – 2012.
- ◆ ESOL Program Faculty, Fall 2000 – present.
- ◆ Reading Program Faculty, Fall 2008 – present.
- ◆ Instructor Position Search Committee, Spring 2010.
- ◆ Field Experience Task Force, Summer 2009.
- ◆ NCATE Standard 1 Committee Member, Fall 2008 – Spring 2010.
- ◆ Reading Advisory Council, Fall 2008 – Spring 2010.
- ◆ Faculty Mentor, Associate Professor in Research and Evaluation, Fall 2008-2009.
- ◆ Search Committee Chair, Research and Evaluation Position, Spring 2008; Search Committee Member, Second Research and Evaluation Position, Spring 2008.
- ◆ Study Abroad Committee, Spring 2007- Spring 2010.
- ◆ Program Leader, Elementary Education Master’s Program, Fall 2005 – Spring 2008.

- ◆ Advisor, Elementary Education Master's Program, Fall 2005 – Fall 2009.
- ◆ Faculty Mentor, Visiting ESOL Professor, Fall 2006-2007.
- ◆ Search Committee Member, Reading Position, Fall 2006 & Spring 2007.
- ◆ Search Committee, College of Education Dean Position, Spring & Summer 2005.
- ◆ Co-Chair, National Council for Accreditation of Teacher Education (NCATE) Standard 4 Task Force, Spring 2004 – Spring 2005.
- ◆ National Council for Accreditation of Teacher Education (NCATE) Steering Team, Spring 2004 – Fall 2008.
- ◆ Chair, National Council for Accreditation of Teacher Education (NCATE) Standard 1 Task Force, Fall 2003.
- ◆ Counselor Position Search Committee, Spring 2003.
- ◆ Clinical Instructor Search Committee, Spring 2003.
- ◆ Chair, Field Experience Task Force, Spring 2003.
- ◆ Mental Health Counselor Search Committee, Spring 2002.
- ◆ Exit Portfolio Committee, College of Education, 2000-2001.

Prior to Florida Gulf Coast University

- ◆ Chair, Student Committee, Department of Teaching and Learning Chairperson Search, University of Miami, 1997
- ◆ Graduate Activity Fee Allocation Committee, University of Miami, 1995-1996
- ◆ Child Study Team, Liberty Elementary School, 1994-1995
- ◆ Chair, Celebrate Success Committee, Liberty Elementary School, 1994-1995; Treasurer, 1992-1995
- ◆ Building Ambassador for Sullivan County BOCES/SETRC, 1993-1995
- ◆ Environment Education Committee, Liberty Central Schools, 1994-1995
- ◆ Co-organizer, International Art Show, Liberty Central Schools, 1995
- ◆ Multicultural Task Force, Liberty Central Schools, 1995
- ◆ Student Anthology Committee, World Pipers, BETAC at Ulster BOCES, 1995
- ◆ Co-chair, Sullivan County TESOL, 1993-1994
- ◆ Shared Decision Making Research Gathering Group: Learning Styles, Liberty Central Schools, 1992

AWARDS

- ◆ Sabbatical awarded for Spring 2016 semester
- ◆ College of Education Faculty Award for poster presentation at FGCU's Annual Research Day, Spring 2009. Topic: FCAT-Related Perceptions of Culturally and Linguistically Diverse Middle and High School Students.
- ◆ College of Education Faculty Award for poster presentation at FGCU's Annual Research Day, Spring 2005. Topic: Dispositions explored: Does diversity education make a difference for pre-service teachers?
- ◆ Junior Faculty Teaching Excellence Award, Florida Gulf Coast University, Spring 2004.
- ◆ Professional Development Award, Teachers of English to Speakers of Other Languages, April 2002.
- ◆ Semi-finalist, Outstanding Dissertation Competition, National Association of Bilingual Education, March 2002.

- ◆ Graduate Activity Fee Allocation Committee Scholarship to support travel for presentation of graduate student research, April 2000
- ◆ Donald D. Hammill Scholarship, from the Donald D. Hammill Foundation, June 1997
- ◆ Benjamin Mingle Scholarship, from the University of Miami's Phi Delta Kappa Chapter, April 1997
- ◆ Certificate of Recognition, Commitment to English Language Learners and Their Families, from the Bilingual Education/ESOL Technical Assistance Center at Ulster BOCES, New Paltz, NY, June 1995
- ◆ Student writing and illustrations published, *World Piper Student Anthology*, published by the Bilingual Education/ESOL Technical Assistance Center at Ulster BOCES, June 1992, 1993, 1994, 1995
- ◆ Empire State Challenger Scholarship for Masters Degree and certification in Teaching English to Speakers of Other Languages, Fall 1990-Winter 1991
- ◆ Phi Beta Kappa, 1989
- ◆ Pi Mu Epsilon National Mathematics Honor Society, 1989
- ◆ The Agnes Sterett Woods Prize for Short Fiction, Dickinson College, 1989
- ◆ Nisbet Scholar, Interdisciplinary Honors Program, Dickinson College, 1986-1989

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

International

Teachers of English to Speakers of Other Languages (TESOL), International Reading Association (IRA), Association for Childhood International (ACEI), Association of North America Higher Education International (ANAHEI), International Ombudsman Association (IOA)

National

National Association for Bilingual Education (NABE)

State

Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL), Florida Reading Association (FRA)