CURRICULUM VITAE

KATE SELTZER, PH.D.
Rowan University College of Education
Department of Critical Literacy, Technology, & Multilingual Education
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EDUCATION

PhD in Urban Education (May 2017)
Specialization: Bilingual/Multilingual Education of Linguistically Diverse Students
The Graduate Center, CUNY (The City University of New York), New York, NY

Dissertation Title: "Resisting from Within": (Re) Imagining a Critical Translingual English Classroom
Dissertation Chair: Dr. Ofelia García

MS, Secondary English Education (January 2008)
Lehman College, The City University of New York

BA, English and Women's Studies (May 2005)
The George Washington University

ACADEMIC POSITIONS

Associate Professor, Bilingual and TESOL Education (September 2024-present)
Rowan University, College of Education
Critical Literacy, Technology, and Multilingual Education Department

Assistant Professor, Bilingual and TESOL Education (September 2018-2024)
Rowan University, College of Education
Language, Literacy and Sociocultural Education Department

PUBLICATIONS

Books and Teaching Guides

1. Linares, R. & **Seltzer, K.** (2026). *Cultivating Critical Advocacy: A Framework for Educators of Multilingual Learners.* Routledge.

2. Gort, M., Zapata, A. **Seltzer, K.,** & Gómez, M. (Eds.). (2025). *Translanguaging Perspectives on Writing Development and Pedagogy: Learning from Findings Across Contexts.* Emerald.

3. **Seltzer, K.,** Johnson, S., & García, O. (2025). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* (Second Edition). Brookes.

4. García, O., Johnson, S., & **Seltzer, K.** (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning.* Caslon.

5. Hesson, S., **Seltzer, K**, & Woodley, H. (2014). Translanguaging in curriculum and instruction: A CUNY-NYSIEB guide for educators, published for internal use through CUNY-NYSIEB, CUNY Graduate Center, (2014), available online at http://www.nysieb.ws.gc.cuny.edu/files/2014/12/Translanguaging-Guide-Curr-Inst-Final-December-2014.pdf

6. Celic, C. & **Seltzer, K.** (2012). *Translanguaging: A CUNY-NYSIEB guide for educators.* published for internal use through CUNY-NYSIEB, CUNY Graduate Center, available online at http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL-Translanguaging-Guide-With-Cover-1.pdf

Refereed Journal Articles

1. Seltzer, K. (2025). Developing virtual classroom tours with preservice teachers: Integrating a translanguaging stance and design. *TESOL Journal, 16*(1), 1-5. https://doi.org/10.1002/tesj.918

2. Seltzer, K. (2023). "Going around it to go into it": Tensions and questions in teacher-researcher work towards a critical translanguaging stance. *Educational Linguistics*. https://doi.org/10.1515/eduling-2023-0017

3. Seltzer, K. (2023). No such thing as the real world: Confronting ideology through critical translingual professional development. *Teaching and Teacher Education, 125.* https://doi.org/10.1016/j.tate.2023.104028

4. Seltzer, K. (2022). Enacting a critical translingual approach in teacher preparation: Disrupting oppressive language ideologies and fostering the personal, political, and pedagogical stances of preservice teachers of English. *TESOL Journal, 13*(2). https://doi.org/10.1002/tesj.649

5. Seltzer, K. (2021). "A lot of students are already there": Repositioning language minoritized students as "writers in residence" in the English classroom. *Written Communication*. https://doi.org/10.1177/07410883211053787

6. Ascenzi-Moreno, L. & **Seltzer, K.** (2021). Always at the bottom: Ideologies in assessment of emergent bilinguals. *Journal of Literacy Research, 53*(4), 468-490. https://doi.org/10.1177/1086296X211052255

7. García, O., Flores, N., **Seltzer, K.,** Wei, Li, Otheguy, R., & Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto. *Critical Inquiry in Language Studies.* https://doi.org/10.1080/15427587.2021.1935957
Included and reprinted in J. Scott and M. Bajaj (Eds.), World Yearbook of Education 2023: Racialization and Educational Inequality in Global Perspective, pp. 81-99. Routledge.

8. de los Rios, C.V., **Seltzer, K.,** & Molina, A. (2021). "Juntos somos fuertes": Writing participatory corridos of solidarity through a critical translingual approach. *Applied Linguistics,* 1-14. https://doi.org/10.1093/applin/amab026
Awarded 2020 Best Paper Award from the Literacy Research Association (LRA) Section 8 (Literacy Learning in Multilingual and Multicultural Settings)

9. Seltzer, K. (2020). "My English is its own rule": Voicing a translingual sensibility through poetry. *Journal of Language, Identity and Education, 19*(5), 297-311. https://doi.org/10.1080/15348458.2019.1656535

10. Seltzer, K. (2019). Reconceptualizing 'home' and 'school' language: Taking a critical translingual approach in the 'English' classroom. *TESOL Quarterly, 53*(4), 986-1007. https://doi.org/10.1002/tesq.530
Awarded 2021 James E. Alatis Prize for Research on Language Planning and Policy in Educational Contexts, TIRF (The International Research Foundation for English Language Education)

11. Seltzer, K. (2019). Performing ideologies: Fostering raciolinguistic literacies through role-play in a high school English classroom. *Journal of Adolescent and Adult Literacy, 63*(2), 147-155. https://doi.org/10.1002/jaal.966

12. **Seltzer, K.** & de los Ríos, C.V. (2018). Translating theory to practice: Exploring teachers' raciolinguistic literacies in secondary English classrooms. *English Education, 51*(1), 49-79.
Awarded 2019 Janet Emig Award, ELATE (English Language Arts Teacher Educators) and NCTE (National Council of Teachers of English)

13. de los Rios, C.V. & **Seltzer, K.** (2017). Translanguaging, coloniality, and English classrooms: An exploration of two bicoastal urban classrooms. *Research in the Teaching of English, 52*(1), 55-76.
Awarded 2018 Alan C. Purves Award, Research in the Teaching of English
Included in Best of the Journals in Rhetoric and Composition 2019 (Parlor Press)

Book Chapters

1. **Seltzer, K.** & Schissel, J. (2026). A translanguaging lens on assessment. In Li Wei, O. Garcia, and P. Phyak (Eds.), *The Handbook of Translanguaging* (pp. 349-364). Wiley-Blackwell.

2. Seltzer, K. (2025). Evolving a critical translanguaging stance toward writing with secondary ELA teachers. In M. Gort, A. Zapata, K. Seltzer, and M. Gomez (Eds.), *Translanguaging Perspectives on Writing Development and Pedagogy: Learning from Findings Across Teaching and Learning Contexts* (pp. 195-213). Emerald.

3. **Seltzer, K.** & Otheguy, R. (2025). From teaching languages to teaching students: How teachers of bilingual students take up translanguaging theory in practice. In V. Fialais and R. Streb (Eds.), *Guiding Teachers into Bilingual Education: A Bridge between Theory and Practice* (pp. 39-50). The Center for the Advancement of Languages, Education, and Communities.

4. **Seltzer, K.** Rajendram, S., & García, O. (2024). Translanguaging theory, pedagogies, and future directions from the Global South. In N. Galloway and A. Fuad Selvi (Eds.), *The Routledge Handbook of Teaching English as an International Language* (pp. 138-151). Routledge.

5. Seltzer, K. (2023). Cultivating the critical: Professional development as ideological development for teachers of racialized bi/multilingual students. In V. Tavares and S. Melo-Pfeifer (Eds.), *Foreign Language Teacher Identity: Confronting Ideologies of Language, Race and Ethnicity* (pp. 105-122). Wiley-Blackwell.

6. **Seltzer, K.**, & de los Ríos, C. V. (2023). Creating your classroom from the students up: Tapping into students' translanguaging and raciolinguistic literacies for deep reading. In. P. Sullivan, H. Tinburg, S. Blau (Eds.) *Deep Reading: Teaching Reading in the Writing Classroom* (2nd edition), pp. 175-187. Peter Lang.

7. de los Ríos, C. V. & **Seltzer, K.** . (2023). Translanguaging. In L. M. Barker, D. Gorlewski, J. Gorlewski, & C. Miller (Eds.), *Encyclopedia of English Language Arts Education* (pp. 226-233). Brill.

8. de los Rios, C.V. & **Seltzer, K.** (2021). Collaborative corridos: Ballads of unity and justice. In M. Sánchez and O. García (Eds.), *Transformative Translanguaging Espacios in Bilingual Education: U.S. Latinx Bilingual Children Rompiendo Fronteras.* Multilingual Matters.

9. **Seltzer, K.** & García, O. (2020). Broadening the view: Taking up a translanguaging pedagogy with all language-minoritized students. In Z. Tian, L. Aghai, P. Sayer, and J. Schissel (Eds.), *Envisioning TESOL through a Translanguaging Lens: Global Perspectives*, pp. 23-42. Springer.

10. Abraham, S., Kedley, K., & **Seltzer, K.** (2020). The language and literacy practices of emergent bilinguals in a community-based writing program. In L.A. Henry and N.A. Stahl (Eds.), *Literacy Across the Community: Research, Praxis and Trends,* pp. 11-23. Taylor and Francis.

11. **Seltzer, K.,** Ascenzi-Moreno, L., & Aponte, G.Y. (2020). Translanguaging and early childhood education: Insights from the CUNY-NYSIEB project. In J.A. Panagiotopoulou, L. Rosen, and J. Strzykala (Eds.), *Inclusion, Education and Translanguaging: How to Promote Social Justice in (Teacher) Education?,* pp. 23-39. Springer.

12. Vogel, S., **Seltzer, K.,** Carpenter, K., Ebe, A.E., Celic, C., & Martin, K. (2020). Developing translanguaging pedagogical material. In CUNY-NYSIEB (Ed.), *Translanguaging and transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project.* Routledge.

13. Aponte, G., Espinet, I., & **Seltzer, K.** (2020). Fostering bilingual reading identities in dual language bilingual classrooms. In CUNY-NYSIEB (Ed.), *Translanguaging and transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project,* pp. 115-130. Routledge.

14. Espinet, E., Flores, N., Sánchez, M.T., & **Seltzer, K.** (2020). Different leadership, different times. In CUNY-NYSIEB (Ed.), *Translanguaging and transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project.* Routledge.

15. Seltzer, K. (2020). Translingual writers as mentors in a high school "English" classroom. In S. Lau and S. Van Viegen (Eds.), *Plurilingual Pedagogies: Critical and Creative Endeavors for Equitable Language (in) Education,* pp.185-204. Springer.

16. Johnson, S., García, O. & **Seltzer, K.** (2019). Biliteracy and translanguaging in dual language bilingual education. In D.E. DeMatthews and E. Izquierdo (Eds.), *Dual language education: Teaching and leading in two languages*, pp.119-132. Springer.

17. García, O., **Seltzer, K.** & Witt, D. (2017). Disrupting linguistic inequalities in US urban classrooms: The role of translanguaging. In *The Multilingual Edge of Education*, S. Slembrouck, K. Van Gorp, S. Sierens, K. Maryns, and P. Van Avermaet (Eds), pp. 41-66. Palgrave Macmillan UK.

18. García, O. & **Seltzer, K.** (2016). The translanguaging current in language education. In B. Kindenberg (Ed.) *Flerspråkighet som resurs [Multilingualism as a resource]*, pp. 19-30. Liber.

19. **Seltzer, K.** & Collins, B. (2016). Building bridges and navigating turbulent waters: Translanguaging for academic and social-emotional well-being. In *Translanguaging with Multilingual Students: Learning from Classroom Moments,* O. García and T. Kleyn (Eds.). Routledge.

20. **Seltzer, K.** & Johnson, S. (2015). "What are the roles of bilingual education teachers and content classes in CCSS implementation?" In *Common Core and English Language Learners/Emergent Bilinguals: A Guide for All Educators*, G. Valdés, K. Menken, and M. Castro (Eds), pp.41-142. Caslon.

21. **Seltzer, K.** & Johnson, S. (2015). "How can bilingual curriculum and instruction support emergent bilingual students' content, language, and literacy learning?" In *Common Core and English Language Learners/Emergent Bilinguals: A Guide for All Educators*, G. Valdés, K. Menken, and M. Castro (Eds), pp.176-177. Caslon.

Policy Briefs, Reports and Invited Writing

1. **Seltzer, K.** & de los Ríos, C.V. (2026). Shifting from languages to people: Attuning TESOL to translanguaging realities. *TESOL Quarterly 60*(2), 528-544. https://doi.org/10.1002/tesq.70128

2. **Seltzer, K.** & de los Ríos, C. V. (2024). Glimpses of possibility: Decentering the "E" in English language arts juntos. *English Journal, 114*(1), 20-26. https://doi.org/10.58680/ej2024114120

3. Seltzer, K. (2024). Connections with the community and beyond. In T. Kleyn, V. Hunt, A. Jaar, R. Madrigal & C. Villegas (Eds.). *Lessons from a Dual Language Bilingual School: Celebrando una Década de Dos Puentes Elementary.* Multilingual Matters.

4. Seltzer, K. (2023). Commentary: Toward a multilingual listener-as-teacher stance in teaching and teacher education. *Language Awareness, 32*(4), 574-581. https://doi.org/10.1080/09658416.2023.2274987

5. Seltzer, K. (2023). Afterward. In L. Shepard-Carey and Z. Tian (Eds.), *(Re)imagining the Future of Translanguaging Pedagogies in Classrooms through Teacher-Researcher Collaboration* (pp. 300-304). Multilingual Matters.

6. **Seltzer, K.** & Wassell, B. (2022). Toward an Antiracist World Language Classroom: A Translanguaging Approach. *The Language Educator,* 27-31.

7. **Seltzer, K.**, & de los Ríos, C. V. (2021). Understanding translanguaging in U.S. literacy classrooms: Reframing bi/multilingualism as the norm. (Policy brief) James R. Squire Office of Policy Research in the English Language Arts. NCTE.

8. Seltzer, K. (2021, May 4). The transformative potential of translanguaging. The Educational Linguist. https://educationallinguist.wordpress.com/2021/05/04/the-transformative-potential-of-translanguaging/

9. **Seltzer, K.** & Ardizzone, L. (2020). Role play and student voice: Making space for critiquing language in the literacy classroom. *Literacy Today,* 38-39.

10. **Seltzer, K.** & García, O. (2019). Sustaining Latinx bilingualism in New York's schools: The CUNY-NYSIEB project. Retrieved from:

http://cervantesobservatorio.fas.harvard.edu/en/reports/informes-del-observatorio-observatorio-reports-048-022019en-sustaining-latinx-bilingualism

11. Kleyn, T. & **Seltzer, K.** (2019). Top ten lessons learned from Ofelia García: Researching, teaching and living from the heart. *Journal of Multilingual Education Research, 9,* 147-155.

AWARDS & HONORS

2025 Early Career Award, Bilingual Education Research Special Interest Group, AERA ($500)

2024 Faculty Research Fellowship, College of Education, Rowan University ($3000)

2023 Frances S. Johnson Junior Faculty Innovative Teaching Award, Rowan University ($850)

2023 Senate Diversity Award for Excellence in Scholarship, Faculty (with Diversity in Action Committee), Rowan University

2022 Faculty Research Fellowship, College of Education, Rowan University ($3000)

2022 Program Innovation Award, English as a Second Language and Bilingual Education Certificate of Undergraduate Study, Rowan University College of Education ($3500)

2021 James E. Alatis Prize for Research on Language Planning and Policy in Educational Contexts, TIRF (The International Research Foundation for English Language Education) ($500)

2021 College of Education Diversity in Action Award, Rowan University ($800)

2020 Best Paper Award, Literacy Research Association (LRA) Section 8, Literacy Learning in Multilingual and Multicultural Settings

2019 Janet Emig Award, ELATE (English Language Arts Teacher Educators) and NCTE (National Council of Teachers of English)

2019 Frances R. Lax Fund Award for Professional Development ($1000)

2018 Alan C. Purves Award, *Research in the Teaching of English* and NCTE (National Council of Teachers of English)

2015 Advanced Research Collaborative Fellowship (The Graduate Center, CUNY)

2012-2017 Enhanced Chancellor's Fellowship (The Graduate Center, CUNY)

RESEARCH EXPERIENCE

2024-present Co-Principal Investigator, Toward dynamic understandings of advocacy for multilingual learners (IRB #PRO-2024-190)

2022-present Co-Principal Investigator, Preparing teachers of bi/multilingual students: Examining Coursework in the Bilingual/ESL Certificate Programs (IRB #PRO-2022-231)

2021-2025 Principal Investigator, Towards a critical translingual writing pedagogy: Professional

development as ideological development for teachers of writing (IRB #Pro2020000999)

2018-2020 Co-investigator, Mighty Writers: Everyday Language and Literacy Practices in an After-School Program (Co-PIs: Dr. Stephanie Abraham & Dr. Kate Kedley, Rowan University)

2018-2020 Research consultant, Multilingual Awareness Project (Co-PIs: Peter De Costa & Koenraad Van Gorp, Michigan State University)

2017-2018 Project Director, CUNY-New York State Initiative on Emergent Bilinguals (Co-PIs: Ricardo Otheguy, Ofelia Garcia, & Kate Menken, The Graduate Center, City University of New York)

2012-2017 Research Assistant, CUNY-New York State Initiative on Emergent Bilinguals (Co-PIs: Ricardo Otheguy, Ofelia Garcia, & Kate Menken, The Graduate Center, City University of New York)

INVITED TALKS (Since 2020)

Keynotes

Seltzer, K. (2026, June). Following la corriente of translanguaging: Shifts in perspective and practice. Multilingual Teacher Conference, Los Angeles Unified School District. Los Angeles, CA.

Seltzer, K. (2026, March). Hope as inheritance and legacy in the education of bilingual youth. NYSABE (New York State Association of Bilingual Education) Conference. White Plains, NY.

Seltzer, K. (2025, October). Following la corriente of translanguaging: Shifts in perspective and practice for multilingual learners. Tenafly Public School District. Tenafly, NJ.

Seltzer, K. (2025, June). Following la corriente of translanguaging: Shifts in perspective and practice for emergent bilingual students. ACE-STEM Advancing Content-integrated Education for English Learners with a STEM Focus) Summer Institute. Manassas, VA.

Seltzer, K. (2025, May). Following la corriente of translanguaging: Shifts in perspective and practice for multilingual learners in literacy classrooms. Literacy Academy. Champaign, IL.

Seltzer, K. (2025, March). Toward empowered multilingual classrooms: Pedagogical and transformative purposes of translanguaging. ELLSA Conference. Beijing, China.

Seltzer, K. (2024, March). Toward critical translanguaging pedagogies: Developing teachers and teaching that can support language minoritized students in schools. The Third International Translanguaging Symposium in the Global South. Clarens, South Africa.

Seltzer, K. (2023, June). Following la corriente of translanguaging: Shifts in perspective and practice for emergent bilingual students. ACE-STEM (Advancing Content-integrated Education for English Learners with a STEM Focus) Summer Institute. Manassas, VA.

Seltzer, K. (2023, June). Professional (un)learning: Developing a Critical Translanguaging Stance toward Teaching Multilingual Learners. MATSOL Conference. Virtual.

Seltzer, K. (2022, May). A translanguaging pedagogy: Leveraging bilingual students' linguistic gifts and translingual sensibilities in practice. Effective Border Schools Conference. South Padre Island, TX.

García, O. & **Seltzer, K.** (2022, April & July). Following la corriente of translanguaging Shifting perspectives & practices. Los Angeles Unified School District, Dual Language/World Language Institute and Master Plan Instructional Institute. Virtual.

Seltzer, K. (2022, February). A translanguaging pedagogy: Leveraging bi-/multilingual students' linguistic gifts and translingual sensibilities in practice. TexTESOL Conference. Virtual.

Seltzer, K. (2021, September). "My English is its own rule": A critical translingual approach to "English" education. International Literacy Association (ILA) Intensive. Virtual.

Seltzer, K. (2021, May). Translanguaging practices for emergent bilinguals. NJTESOL/NJBE Conference. Virtual.

Seltzer, K. (2021, April). "My English is its own rule": A critical translingual approach to "English" education. University of Iowa SLA Graduate Symposium. Virtual.

Seltzer, K. (2020, October). Creating translanguaging spaces across contexts. Arizona TESOL Conference. Virtual.

Talks, Workshops, & Professional Development

Talks

Seltzer, K. (2026, October). Deconstruct, don't dilute: Unpacking complex secondary texts. Invited Guest Speaker, Savvas Learning *myPerspectives* Series. Virtual.

Seltzer, K. (2025, October). Following la corriente of translanguaging in "English" classrooms: Shifts in perspective & practice. Invited "Spotlight Speaker," WIDA Conference, Seattle, WA.

Linares, R. & **Seltzer, K.** (2025, May). Growing critical advocacy efforts for multilingual learners. Invited Guest Speakers, NJTESOL-BE, New Brunswick, NJ.

Seltzer, K. (2025, April). Professional (un)learning: Developing a critical translanguaging stance and practice as educators of multilingual learners. Invited talk, University of Missouri, Columbia, MO.

Seltzer, K. (2024, October). Professional (un)learning: Developing a critical translanguaging stance. Invited Featured Speaker, TABE Conference, Round Rock, TX.

Seltzer, K. (2024, January). Centering the Languaging and Literacies of Students in the ELA Classroom. Invited talk and Q & A, ILA (International Literacy Association). Virtual.

Seltzer, K. (2023, May). Toward a translanguaging approach: Cultivating a school-wide culture of joy, connection, and co-learning with emergent bi/multilingual students. New York City Department of Education, District 10 (Bronx). Virtual.

Seltzer, K. & Johnson, S.I. (2022, December). A translanguaging pedagogy: Working towards equity and social justice for bilingual students. Invited webinar, EdWeb.net. Virtual.

Seltzer, K. (2022, September & November). Invited talks, Dr. Cati de los Rios's Elementary Education classes, University of California, Berkeley, Virtual.

Seltzer, K. (2022, March). Translanguaging theory and practice: Leveraging la corriente of students' bilingualism in schools and classrooms. Invited talk, Equity Seminar, Student Achievement Partners. Virtual.

Seltzer, K. & de los Ríos, C.V. (2022, February). Adopting a translanguaging lens in the teaching of "English." Invited talk, Dr. Jeremy Benson's Secondary English Education class, Rhode Island College, Virtual.

Seltzer, K. (2022, February). "My English is its own rule: A critical translingual approach to "English" education. Invited talk, Boston University Wheelock Language Education Speaker Series. Boston, Massachusetts.

Seltzer, K. & de los Ríos, C.V. (2021, September). Adopting a translanguaging lens in the teaching of "English." Invited talk, Savvas Learning Company. Virtual.

Seltzer, K. (2021, June). Towards a translanguaging perspective in world language education. Invited webinar, ACTFL (American Council on the Teaching of Foreign Languages). Virtual.

Seltzer, K. (2021, June). Translanguaging practices of emergent bilinguals. Invited webinar, TESOL International. Virtual.

Seltzer, K. (2021, May). Translanguaging in action. Invited presentation, NJTESOL/NJBE Conference. Virtual.

Seltzer, K. (2021, May). Translanguaging. Invited talk, Fashion Institute of Technology (FIT). Virtual.

Seltzer, K. (2021, April). Invited respondent, Special roundtable on translanguaging in response to Dr. Jim Cummins. Canadian Center for Studies and Research in Bilingualism and Linguistic Planning (CCERBAL) Conference. Virtual.

Seltzer, K. & de los Rios, C.V. (2021, April). Invited presentation, Understanding translanguaging in US literacy classrooms: Reframing bi-/multilingualism as the norm. NCTE Virtual Leadership and Advocacy Summit. Virtual.

Seltzer, K. (2021, April). Invited talk, Translingual writers as mentors in a high school "English" classroom. Linguistics and Applied Linguistics Lecture Series, book launch for *Plurilingual Pedagogies.* Virtual.

Seltzer, K. & Ardizzone, L. (2021, February). Invited presentation, Designing critical translingual *English instruction for linguistically diverse students. ECIS (Educational Collaborative for International Schools)/MLIE (Multilingual Learning in International Education) Conference. Virtual.

Seltzer, K. (2021, January). Invited talk, Translanguaging across the curriculum and in all classrooms. New Jersey Principals and Supervisors Association ELL Committee. Virtual.

Seltzer, K. (2020, December). Invited talk, Dr. Ayanna Taylor's English Education class, New York University, Virtual.

Seltzer, K. (2020, November & 2020, December). Invited talks, Dr. Cati de los Rios's Elementary Education classes, University of California, Berkeley, Virtual.

Seltzer, K. (2020, October). Invited talk, Dr. Peter De Costa's Educational Linguistics class, Michigan State, Virtual.

Workshops and Professional Development

Seltzer, K. (2025-2026). Invited year-long workshop series with teachers and administrators, International School of Beijing. Virtual.

Seltzer, K. (2025, March). Invited 3-day workshop series with teachers and administrators, International School of Beijing. Beijing, China.

Seltzer, K. (2025, February). Following la corriente of translanguaging: Shifts in perspective and practice for emergent bilingual students. Invited workshop, Advancing Content-Integrated Education for English Learners with a STEM Focus (ACE-STEM). Virtual.

Seltzer, K. (2025, February). Book Study: *The Translanguaging Classroom.* Invited book club facilitator, Los Angeles Unified School District. Virtual.

Seltzer, K. & Tian, Z. (2024, March). Translanguaging: Theory, practice, and possibilities. Invited workshop, University of the Free State, Bloemfontein, South Africa.

Linares, R. & **Seltzer, K.** (2024, February). Toward sustainable and collaborative approaches to advocacy for emergent bilingual students. Invited workshop, Educational Transformation Speaker Series, Georgetown University. Washington, DC.

Seltzer, K. (2023-2024). Invited year-long workshop series with teachers and administrators, International School of Bangkok. Virtual.

Seltzer, K. (2023, June). Translating a Critical Translanguaging Stance into Classroom Ecology & Practice. Invited workshop, ACE-STEM (Advancing Content-integrated Education for English Learners with a STEM Focus) Summer Institute. Mannasas, VA.

Seltzer, K. (2023, February, March, April). Toward Sustainable Translanguaging Approaches. Invited workshop series, American International School of Bucharest. Virtual.

Seltzer, K. (2023, February & June). Following la corriente of translanguaging: Shifts in perspective and practice for emergent bilingual students. Invited workshops, Advancing Content-Integrated Education for English Learners with a STEM Focus (ACE-STEM). Virtual and In person, George Mason University.

Seltzer, K. (2023, February & April). Toward a translanguaging approach: Cultivating a school-wide culture of joy, connection, and co-learning with emergent bi/multilingual students. Invited workshops, New York City Department of Education. Virtual.

Seltzer, K. (2023, January). ESL through a translanguaging lens. Invited Professional Development workshop, Delran, NJ.

Seltzer, K. (2022, November). Toward a translanguaging perspective in foreign language classrooms. Invited workshop, Fulbright Foreign Language Teaching Assistants (FLTA) Mid-Year Conference, Washington, DC.

Seltzer, K. (2022, October). A translanguaging lens on literacy. Invited Professional Development workshop, Delran, NJ.

Seltzer, K. (2022, June). Translanguaging as social justice: Centering bilingual students and working toward equity in schools and classrooms. Invited workshop, IDRA Conference: Power! People! Plan! Virtual Convening for Educators. Virtual.

Seltzer, K. (2022, March). A translanguaging lens in our work with teachers: Bringing theory into practice. Invited Professional Development workshop for ESL teachers in Wisconsin CESA #11 (Cooperative Educational Service Agency). Virtual.

Seltzer, K. (2022, March). Translanguaging theory into practice: Leveraging la corriente in our classrooms. Invited Professional Development workshop, Delran, NJ.

Seltzer, K. (2022, February). "Teaching Bilinguals Even if You're Not One": How ALL teachers can develop innovative instruction for bilingual students. Invited Professional Development workshop, Vineland, NJ.

Seltzer, K. (2021, November). "Teaching Bilinguals Even if You're Not One": How ALL teachers can develop innovative instruction for bilingual students. Invited Professional Development workshop, Vineland, NJ.

Seltzer, K. (2021, July). Translanguaging theory into practice: Leveraging la corriente in our classrooms. Invited Professional Development workshop to bilingual teachers in Katy, TX. Virtual.

Seltzer, K. (2021, February). Invited Professional Development workshop for ESL teachers in CESA #11 (Cooperative Educational Service Agency) in Wisconsin: Translanguaging theory into practice. Virtual.

Seltzer, K. (2021, January). Invited participant (with Drs. Maria Cioe-Pena & Heather Woodley), panel, "Mothering and Scholaring Through & Beyond Our Experiences in the Racializing Gendering Academy." CUNY Graduate Center, Virtual.

CONFERENCE ACTIVITY (Since 2020)

Refereed Paper Presentations

Linares, R. & **Seltzer, K.** (2026, April). The roots of teachers' critical advocacy for multilingual learners: Connecting personal histories to action. AERA (American Educational Research Association), Los Angeles, CA.

Louloudi, E., Panagiotopoulou, J.A., & **Seltzer, K.** (2024, June). Critical literacy and translanguaging for all: A comparative perspective on inclusive settings in Germany and the USA. 23rd European Conference on Literacy, Chania, Greece.

Seltzer, K. & Ascenzi-Moreno, L. (2024, April). Toward expansive literacies: Teachers of multilingual learners using theory to push boundaries and shape practice. AERA (American Educational Research Association), Philadelphia, PA.

Seltzer, K. (2023, April). Evolving a critical translanguaging stance toward writing with secondary ELA teachers, AERA (American Educational Research Association), Chicago, IL.

Seltzer, K. (2023, April). Evolving translanguaging stance and practice through a critical translingual professional development series, AERA (American Educational Research Association), Chicago, IL.

Seltzer, K. & de los Ríos, C. V. (2023, April). Seeing and hearing bi/multilingual students' translingual sensibilities and ingenuities: Implications for research and practice, AERA (American Educational Research Association), Chicago, IL.

Seltzer, K. (2023, March). No such thing as the real world: Disrupting raciolinguistic ideologies though English teacher professional development. (American Association for Applied Linguistics), Portland, OR.

Seltzer, K. (2022, April). Engaging with theory in professional development: Taking up a critical translingual approach with teachers of English. AERA (American Educational Research Association), San Diego, CA.

Seltzer, K. & Espinet, I. (2022, April). Fostering bilingual reading identities in dual-language bilingual classrooms. AERA (American Educational Research Association), San Diego, CA.

de los Ríos, C. V. & **Seltzer, K.** (2022, April). Hearing and seeing anew: Learning from language-minoritized students' skillful and creative appropriations of language. AERA (American Educational Research Association), San Diego, CA.

Seltzer, K. (2021, November). "My English is its own rule": Translanguaging & linguistic pride in the English classroom. NCTE (National Council of Teachers of English), Virtual.

Seltzer, K. & Ardizzone, L. (2021, November). Moving past a "standard": Designing critical translingual ELA instruction for linguistically diverse students. NCTE (National Council of Teachers of English), Virtual.

Seltzer, K. (2021, November). Evolving a translanguaging stance: Honing the personal, political, and pedagogical stances of teachers of Latinx bilingual students. NCTE (National Council of Teachers of English), Virtual.

Seltzer, K. (2021, April). Disrupting language ideologies and fostering the personal, political, and pedagogical stances of teachers of English through PD. AERA (American Educational Research Association), Virtual.

Seltzer, K. (2021, March). Broadening the view: Taking up a translanguaging pedagogy with all language minoritized students. TESOL Conference, Virtual.

Seltzer, K. (2020, December). Developing a critical translingual writing pedagogy: Professional development as ideological development for teachers of writing. LRA (Literacy Research Association), Virtual.

Ascenzi-Moreno, L. & **Seltzer, K.** (2020, December). "Always at the bottom": Uncovering raciolinguistic ideologies in the assessment of emergent bilinguals as readers. LRA (Literacy Research Association), Virtual.

de los Rios, C.V., **Seltzer, K.,** & Molina, A. (2020, December). "Juntos somos fuertes": Collaborative corridos of social justice. LRA (Literacy Research Association), Virtual.

Seltzer, K. & Ardizzone, L. (2020, November). Embracing the confluencia: Designing critical translingual ELA instruction for linguistically diverse students. NCTE (National Council of Teachers of English), Denver, CO. *Canceled due to COVID-19.*

Seltzer, K. (2020, November). "My English trips but keeps walking": Fostering Translanguaging and Linguistic Pride in the English Classroom. NCTE (National Council of Teachers of English), Denver, CO. *Canceled due to COVID-19.*

Ascenzi-Moreno, L. **& Seltzer, K.** (2020, November). "Always at the bottom": Uncovering raciolinguistic ideologies in the assessment of emergent bilinguals as readers. NCTE (National Council of Teachers of English), Denver, CO. *Canceled due to COVID-19.*

Seltzer, K. (2020, April). Curriculum as Advocacy: How Teachers and Students Shape the Content of the "English" Classroom. AERA (American Educational Research Association), San Francisco, CA. *Canceled due to COVID-19.*

Refereed Panels, Symposia, and Colloquia Organized
Chang-Bacon, C., Clemons, A.M., Rodriguez-Mujica, C., **Seltzer, K.,** Varghese, M., Mitchell, K., & Cióé-Peña, M. (2025, April). Racial justice in multilingual education: What is it and how do we realize it? AERA (American Educational Research Association), Denver, CO.

Seltzer, K. & Wassell, B. (2023, March). A translanguaging lens on World Language contexts: Disrupting ideologies and creating more expansive spaces. AAAL (American Association for Applied Linguistics), Portland, OR.

Seltzer, K. (2023, April). Translanguaging perspectives on writing: Learning from findings across contexts. AERA (American Educational Research Association), Chicago, IL.

Seltzer, K. & de los Ríos, C. V. (2023, April). (Re)imagining ELA through a critical translanguaging lens: Practical and epistemological insights on teaching "English". AERA (American Educational Research Association), Chicago, IL.

Seltzer, K. & Ascenzi-Moreno, L. (2020, November). Critical approaches to literacies for emergent bilinguals: Reconciling theory and practice. NCTE (National Council of Teachers of English), Denver, CO. *Canceled due to COVID-19.*

Campus & Department Talks
Hoffman, B. & **Seltzer, K.** (2026, February). [Flying First Symposium].

Hawkman, A. & **Seltzer, K.** (2024, April). Faculty frontlines: Research perspective on reshaping the future of education. Rowan CASE Summit. Glassboro, NJ.

Linares, R., & **Seltzer, K.** (2025, April). A framework for critical advocacy for multilingual learners: Insights from the field. College of Education Research Talk Series. Glassboro, NJ.

Michener, C., Hoffman, B., & **Seltzer, K.** (2024, June). Supporting multilingual, immigrant-origin students and families in P-12 settings. Invited professional development virtual workshop, Rowan University MOCHA Program. Virtual.

Seltzer, K. (2023, March). No such thing as the real world: Confronting ideology through critical translingual professional development. Rowan CASE Summit. Virtual.

Seltzer, K. (2021, May). Creating inclusive language policies. Invited talk, Coffee, Community, and Critical Conversations, a project of the Diversity in Action Committee, Rowan University. Virtual.

Seltzer, K. (2020, November). Translingual approaches to classroom writing. Invited talk, Writing Arts Department, Rowan University. Virtual.

TEACHING EXPERIENCE

2024-present Associate Professor, Rowan University
2018-2024 Assistant Professor, Rowan University

*A * denotes a course I designed for the ESL/Bilingual Certificate of Undergraduate Study program.*

Course	Term(s)
CASE 90841 Transliteracy and Translingualism	Fall 2025
***BLED 40405** Current Policy and Practice in ESL and Bilingual Education	Fall 2020; Spring 2021; Summer 2021; Fall 2021; Summer 2022; Fall 2022; Fall 2023; Fall 2024; Spring 2026
BLED 40415 Understanding Immigrant, Bilingual, and English Learner Students	Spring 2024; Fall 2024; Spring 2025; Fall 2025; Fall 2026
***BLED 40420** Planning, Teaching and Assessment in ESL Classrooms	Spring 2020; Fall 2021; Spring 2023; Spring 2024
***BLED 40424** Biliteracies and translanguaging in the Bilingual Education Classroom	Summer 2020; Spring 2022; Spring 2023; Spring 2024; Spring 2025
BLED 50510 Issues in Language and Cultural Diversity in ESL and Bilingual Education	Spring 2019; Fall 2023; Fall 2024
BLED 50520 Planning, Teaching and Assessment in ESL Classrooms	Fall 2018; Spring 2020; Spring 2026
EDUC 01272 Teaching in Learning Communities II / Teaching Content in Diverse Classrooms	Fall 2018; Spring 2019 / Fall 2026

2010-2016 Adjunct Instructor, City College, City University of New York
Introduction to Bilingual Education
Methods of TESOL

Multicultural Education
Research Seminar in Teaching Culturally & Linguistically Diverse Students
Teaching Literacy to Speakers of Other Languages

2006-2012 High School English Language Arts teacher, New York City Department of Education

SERVICE TO PROFESSION

National Service

Editorial & Review Service

2021-present Founding co-editor, *Racial Justice in Multilingual Education* (Open access, peer reviewed journal; see: www.rjme.org)

2024-present Invited member, Editorial Advisory Board, *Journal of Education for Multilingualism*

2021-present Invited reviewer, TIRF (The International Research Fund for English Language Education) James E. Alatis Prize.

2021-present Invited member, Editorial Review Board, *Language Arts*

2018-present Proposal reviewer, Bilingual Education and Second Language Acquisition SIGs, AERA

2026-2027 Guest Co-editor, Special Collection: Revolutionary Love and Radical Possibilities: Advancing the Legacy of Dr. Ernest Morrell in Adolescent Critical Literacy Research. *Journal of Adolescent and Adult Literacy*.

2026, Jan. Invited member, AERA BER SIG Early Career Award Committee

2025, Dec. Invited reviewer, AERA Second Language Research (SLR) SIG's Critical Language Education Seed Research Grant.

2023-2026 Invited member, Editorial Advisory Board, *TESOL Quarterly.*

2024-2025 Invited reviewer, Spencer Large Research Grant proposals

2021-2022 Editorial Review Board member, *Central States Conference on the Teaching of Foreign Language*

2021-2022 Editorial Review Board member, *Journal of Adolescent and Adult Literacy*

Advisory Boards & Committees

2025-present Invited member, NSF Advisory Board, "Developing Mathematics Teachers Responsive Pedagogies for Linguistically Marginalized Students," NC State University

2022-2027 Invited member, NPD grant advisory board, Establishing Translanguaging Classrooms (TLC) in Dual Language Education (DLE), Florida International University

2021-2026 Invited member, NPD grant advisory board, ACE-STEM Project, George Mason University

2022-2023 Consultant, NJTESOL/NJBE Professional Development Committee

2020-2021 Editorial Review Board member, *Literacy in Composition Studies*

Dissertation Committees & Mentorship

2025-2026 Invited external committee member, PhD dissertation for Lauren Hatch Pokhrel, Salisbury University

2024-2026 Invited mentor, AERA Bilingual Education Research SIG Mentoring Session

2024, Nov. Invited external evaluator, PhD dissertation committee for Noeline Nkomo, University of Fort Hare, South Africa

2024-2025 Invited mentor, Working Papers in Educational Linguistics, University of Pennsylvania

2023-2025 Invited mentor, Works-In-Progress Mentoring Program, Council for Anthropology & Education, University of Colorado, Boulder

2022-2024 Invited external evaluator, PhD dissertation committee for Ana Bogota, Kutztown University

2021-2022 Invited external evaluator, PhD dissertation committee for Rose Iser, University of Melbourne

Conference Service

2025, April Invited discussant, Interrogating reading policies and practices for emergent bilinguals in changing political and instructional contexts, AERA (American Educational Research Association) Conference, Denver, CO.

2024, Apr. Invited discussant, Engaging with raciolinguistic ideologies through transformative pedagogies. AERA (American Educational Research Association) Conference, Philadelphia, PA.

2024, Nov. Invited discussant, Translanguaging Perspectives on Writing Practice and Pedagogy: Learning from Findings Across Contexts. NCTE (National Council of Teachers of English), Boston, MA.

2023, Apr. Invited discussant, Translanguaging lens on World Language contexts: Disrupting ideologies and creating more expansive spaces. AAAL (American Association for Applied Linguistics) Portland, OR.

2023, Mar. Invited discussant, Developing critical multilingual language awareness from pedagogical stance to research-based practices. AAAL (American Association for Applied Linguistics), Portland, OR.

Other National Service

2026, Feb. Invited guest, AERA Writing and Literacies SIG *Inquiring Minds* Podcast.

2021, March Invited participant, Expert Study on ELA and Computational Thinking

Department, College, and University Service

Department

2026-2027	Member, Sabbatical Committee
2025-2027	Co-chair, CLTM Department Tenure and Promotion Committee
2025-present	Program coordinator, ESL-BE Certificate of Undergraduate Study
2024-2025	Member, Department Tenure and Promotion Committee
2022, Fall	Member, ESL/Bilingual Education Search Committee
2022-2024	Member, Curriculum Committee
2018-present	Member, ESL/Bilingual Education Program Team

College

2026, October	Member, PhD Committee for Erica Figueroa
2026, April	Member, PhD Comprehensive Exam Committee for Erin Hedges
2022-present	Co-chair, DIA (Diversity in Action) Committee
2025-2026	Member, CASE Summit Planning Committee
2025, May	Invited presenter, Holmes Scholar Research Bootcamp
2023, June	Committee Member, PhD 1st year review for Erica Figueroa
2022-2025	Committee Member, Higher Education Ed.D. for Rhonda Huegel
2022, Spring	Member, College of Education Strategic Action Planning Committee
2020-2022	Member, Urban Education PhD Committee for Sharada Krishnamurthy
2018-2022	Member, College of Education Diversity in Action (DIA) Committee
2018-2021	PhD in Education Faculty Council Co-chair, Student Support Committee Language, Literacy & Sociocultural Education Concentration Committee

University

2026, October	Member, Campus Committee, Fulbright Scholarship
2025, Dec.	Invited panelist, Munch & Learn: Navigating Controversial Topics in the Classroom
2023-2025	Invited participant, New Faculty Orientation "Tenure, Recontracting, & Promotion Q&A Panel of Peers" session (held each August)

2021-2022 Member, Anti-racism Pedagogy and Practices Taskforce, Division of Diversity, Equity & Inclusion; sub-committee, Professional Development and Materials Development

Community-Based Educational Service

2022-2025 Elected School Board member, Collingswood Public School District

2021 Member, Collingswood/Oaklyn School District Strategic Action Planning Committee

Advisory Boards

2026-present President, Multilingual Pathways Initiative Advisory Board

2022-2024 Member, Student Achievement Partners Advisory Board on Equitable Instruction

2021-2022 Member, Savvas Learning Company, Culturally Responsive Learning Advisory Board

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
- AERA Language and Social Processes SIG
- AERA Bilingual Education Research SIG
- AERA Writing and Literacies SIG

American Association of Applied Linguistics (AAAL)
National Council of Teachers of English (NCTE)

MEDIA

	Media Type	**Role**
2026, September	Podcast, *Teaching MLs with Tan Huynh*	Invited interviewee, Episode 238, "Cultivating Critical Advocacy: Dr. Kate Seltzer and Dr. Rebecca Linares"
2026, February	Podcast, *ML Chat Podcast: Conversations with Multilingual Educators*	Invited interviewee, Episode 72, "Dr. Kate Seltzer: Translanguaging in Theory and Practice"
2022, February	Podcast, *Teaching MLs with Tan Huynh*	Invited interviewee, Episode 96, "Listening to MLs differently through translanguaging w/ Dr. Kate Seltzer"
2022, April	Newspaper article, *The Philadelphia Inquirer*	Quoted expert, "An NJ bill is proposing later start times for high schools. Will it make a difference?"
2021, September	Article, *The Council Chronicle* (NCTE's member magazine)	Interviewee for article promoting Policy Brief written for NCTE, "Bringing home languages into the classroom: The power and promise of translanguaging,"

2021, April	Press release, PR Newswire	Cited as author of one of 3 new policy briefs published for NCTE, “National Council of Teachers of English's James R. Squire Office Releases New Policy Briefs to Promote Literacy Instruction That Prepares Students for an Increasingly Diverse and Digital World”
2020, November	Website report, Zippia: The Career Expert	Featured expert, “Job Outlook for Specialists in the United States”