

Christina M. Budde, Ph.D.  
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## Education

- Ph.D. Teaching & Learning, Policy & Leadership** May 2020  
Division: Language, Literacy, and Social Inquiry  
Specialization: Applied Linguistics and Language Education  
University of Maryland, College Park  
Dissertation: Budde, C. (2020). *How pre-k teachers support the language and literacy development of dual language learners: A multi-case study of four exemplary teachers* [Doctoral Dissertation, University of Maryland College Park]. ProQuest Dissertation & Theses Global.
- M.S. Curriculum and Instruction (Bilingual Education/TESOL)** May 2005  
Summer Institute in English Learner Education, 2002  
McDaniel College, Westminster, MD
- B.S. Elementary Education** May 2001  
Minor: Spanish  
Shippensburg University, Shippensburg, PA

## Teaching

- School of Education, University of Delaware, Newark, DE
- **Assistant Professor** 2020- Current
    - Undergraduate Courses
    - EDUC 401 Language Development in School
    - EDUC 472 Teaching English as a Second Language\*
    - EDUC 447 Advanced Methods of Teaching English as a Second Language\*
    - EDUC 210 Early Literacy Instruction\*\*
    - EDUC 310 Reading and Writing in the Elementary School\*\*
  - Graduate Course
  - EDUC 608 Literacy Assessment and Instruction I
- \*Indicates significant redesign of course \*\*Indicates significant (co)redesign of course*
- College of Education, University of Maryland College Park
- **Instructor** 2016- 2019
    - Graduate Course
    - Assessment of Second Language Learners

#### Undergraduate Courses

Foundations of Literacy and Biliteracy Development

Teaching Academically, Culturally, & Linguistically Diverse Students Secondary Education

Language Variation and Multilingualism in Elementary Classrooms

- **Teaching Assistant**

Graduate Course

Foundations of Literacy and Bilingual Literacy Development

Spring 2019

Undergraduate Course

Methods of Teaching English for Speakers of Other Languages

Fall 2015

#### Community College of Baltimore County, Owings Mills, MD

- ESOL Instructor, Beginner Level 1 & 2

2013-2014

#### Community College of Carroll County, Westminster, MD

- ESOL Instructor, Beginner Level 1

2008

#### Anne Arundel County Public Schools, MD

- Teacher, First Grade 2011-2012
- Mentor Teacher (Anne Arundel Community College, Annapolis, MD) 2011
- Resource Teacher, Advanced Learners Program PreK-5 2008-2011
  - Focus: Primary Early Talent Development Pre-K-1, English Language Arts K-5  
emphasis on equity for students from underrepresented populations

#### Gerstell Academy, Finksburg, MD

- Teacher, First and Third Grades

2006-2008

#### Carroll County Public Schools, MD

- Teacher, First and Fifth Grades

2001-2006

## Program Coordination

#### School of Education, University of Delaware, Newark, DE

- **Coordinator**, ESL Concentration
- **Co-Coordinator**, ESL Concentration

2021-Current

2020-2021

## Professional Positions

- **Consultant, Language and Literacy Curriculum Development** 2020-Current  
Children Explore Their World Preschool Curriculum  
Center for Early Childhood Education and Intervention (CECEI), University of Maryland, College Park
- **Team-Lead & Curriculum Writer Language and Literacy** 2017-2018  
under Dr. Rebecca Silverman, Ph.D.  
Children Study Their World Pre-K Curriculum

Center for Early Childhood Education and Intervention (CECEI), University of Maryland, College Park

- **Local Evaluator**, EdTPA, English as an Additional Language 2016  
University of Maryland, College Park
- **University Supervisor**, MA TESOL Program 2015-2016  
University of Maryland, College Park
- **Website Development and Content Editor** Summer 2017  
College of Education, Department of Teaching & Learning, Policy & Leadership  
University of Maryland College Park
- **NYSESLAT Item Writer** Spring 2016  
New York State English as a Second Language Achievement Test assesses a student's English proficiency in Listening. Speaking. Reading. Center for Applied Linguistics, Washington, DC.

## Research Positions

- **Project Manager**, under Christy Tirrell Corbin, PhD and Rebecca Silverman, PhD. 2019-2020  
Children Study Their World Curriculum Evaluation Pilot Study  
Center for Early Childhood Education and Intervention (CECEI)  
University of Maryland, College Park
- **Graduate Research Assistant, Academic Language and Literacy Intervention** 2016- 2017  
IES Funded Intervention Project for Bilingual Learners in Upper Elementary School  
PIs- Drs. Rebecca Silverman & Jeffery Harring, UMD, College Park & Dr. Patrick Proctor, Boston College
- **Collaborative Graduate Student Research Project** 2016- 2018  
Understanding the EdTPA for English as an Additional Language  
University of Maryland College Park

## Certifications

Maryland Advanced Professional Teaching Certificate Elementary Education 1-6 & Middle School

Pennsylvania Teaching Certificate Grades K-5

## Scholarship

### Refereed Journal Articles

Budde, C., Marcus, M., Martin-Beltran, M. (2022). Exploring the Relationship Between Teacher and Multilingual Student Discourse During Small Group Text-Based Discussions. *Language and Literacy*, 24(2), 216-244. <https://doi.org/10.20360/langandlit29555>

Tigert, J., Kidwell, T., **Budde, C.**, Guzman, N., Lawyer, M., Peercy, M. (2018). "It took my knowledge to the limits": The edTPA teacher performance assessment and its implications for TESOL. *Teacher Learning and Professional Development*, 3(1), 19-38.

Proctor, C. P., Silverman, R. D., Harring, J. R., Jones, R. L., & Hartranft, A. M. (2019). Teaching bilingual learners: Effects of a language-based reading intervention on academic language and reading

comprehension in grades 4 and 5. *Reading Research Quarterly*. \* Acknowledgment from authors as a contributor

### **Book Chapter**

Kidwell, T., **Budde, C.**, Guzman, N., DeStefano M., Tigert, J. & Peercy, M. M. (2018). ESOL Teacher Candidate Performance on edTPA: An Exploratory Study. In Hildebrandt, S. & Swanson, P (Eds.), *Researching edTPA Problems and Promises: Perspectives from ESOL, English, and World Language Teacher Education*. Charlotte, NC: Information Age Publishing.

### **Manuscripts in Preparation**

Budde, C. & Silverman R. (*paper presentation, manuscript in progress*). Literacy intervention and implementation research as a symbiotic relationship in Research Practice Partnerships.

Budde, C. & Tirrell Corbin, C. (*in preparation- data collection in 2020*). Re-thinking the read aloud experience for multilingual learners. *Young Children*.

Budde, C., Amendum, S., & Kittle, J. (*Data analysis*). *The Science of Reading and Multilingual Learners: Practices for Educators in Grades K-5*.

Amendum, S., Kittle, J., & **Budde, C.** (*Data analysis*). *Systematic Review of Literature Reviews of the Science of Reading for Multilingual Learners in Grades K-5*.

Budde, C. (*Manuscript in preparation*). *Engaging young DLLs in guided P.L.A.Y: "We meet academic standards when they play."*

Budde, C. (*Manuscript in preparation*). *An ecological perspective of language learning for dual language learners in the pre-k classroom*.

### **Refereed Conference Papers**

\*Doctoral student

Kittle, J.\*, Amendum, S., & **Budde, C.** (2022, Nov. 28- Dec. 3. Expanding "the Science of Reading" for multilingual learners: A systematic review of systematic reviews. Presented at the Literacy Research Associations 72<sup>nd</sup> Annual Conference. Phoenix, AZ.

Budde, C. & Silverman, R. (2021, Dec. 1-4). Literacy intervention and implementation research as a symbiotic relationship in research practice partnerships. Presented at the Literacy Research Associations 71<sup>st</sup> Annual Conference. Atlanta, GA.

Amendum, S. & **Budde, C.** (2021, Dec.1-4) Toward a science of reading for multilingual learners. In L. Tortorelli (Chair), *Broadening the Science of Reading Discussion: Topics That Warrant Additional Attention* [Symposium]. Literacy Research Associations 71<sup>st</sup> Annual Conference. Atlanta, GA.

- Marcus, M., & **Budde, C.** (2021, Apr.9-12) Teacher and Linguistically Diverse Student Talk in Small-Group Reading Discussions: Creating an Equitable Space. Presented at the annual meeting of the American Educational Research Association Virtual Meeting.
- Budde, C. (2019, Nov. 20-23). Engaging in guided P.L.A.Y. (Purposeful, Language & Literacy-focused, Active engagement for Young DLLs): Intentionally implementing play to support language and literacy development of young dual language learners. Presented at the National Association for the Education of Young Children (NAEYC) Annual Conference. Nashville, TN.
- Budde, C. (2019, Nov.13-16). Learning during PLAY: Focused on young DLLs. Presented at La Cosecha 24<sup>th</sup> Annual Dual Language Conference. Albuquerque, NM.
- Budde, C. (2019, May 30- June 1). What do Pre-K teachers need to know to effectively teach young dual language learners?" Presented at the 11<sup>th</sup> International Language Teacher Education Conference. Minneapolis, MN.
- Budde, C. Marcus, M., & Silverman, R. (2018, April 13-17). "I have something to say!" Exploring the dynamic between teacher talk-moves and quality-talk for emerging bilinguals. Presented at the annual meeting of the American Educational Research Association. New York, NY.
- Budde, C. Marcus, M., & Silverman, R. (2018, March 24-27). Teacher Talk-Moves and the Influence on Quality Talk for Emerging Bilinguals. Presented at the annual meeting of the American Association for Applied Linguistics. Chicago, IL.
- Budde, C. (2017, Nov.11). Creating culturally and linguistically responsive lessons. Presented at the annual meeting of Maryland TESOL Fall Conference. Laurel, MD.
- Meyers, A., **Budde, C.**, & Silverman, R. (2017, March 18-21). English language learners use of multimedia to understand complex informational texts: An exploratory study. Presented at the annual meeting of the American Association for Applied Linguistics. Portland, OR.
- Kidwell, T., **Budde, C.**, & Stump, M. (2017, March). Say More: Strategies to Promote Sustained Student Interaction-Speech, Pronunciation, and Listening. Presenting at the annual meeting of the International TESOL Conference. Seattle, WA.
- Budde, C. (2016, November 12). Engage ELLs with Dialogic Reasoning: A Framework for Teachers. Presented at the annual meeting of Maryland TESOL Fall Conference. Columbia, MD.
- Budde, C., DeStefano, M., Guzman, N., Kidwell, T., Tigert, J., & Peercy, M. M. (2016, April 5-8). edTPA and its Implications for TESOL. Presented at the annual meeting of the International TESOL Conference. Baltimore, MD.
- Budde, C., DeStefano, M., Guzman, N., Kidwell, T., Tigert, J., & Peercy, M. M. (2016, February). edTPA and its Implications for TESOL. Presented at the annual meeting of the Maryland TESOL Graduate Student Conference. Baltimore, MD.

Budde, C., DeStefano, M., Kidwell, T., Tigert, J., Peercy, M. M., & Fredricks, D. (2015, September). Voices from the field: Enacting core practices in TESOL. Poster presented at the annual meeting of Language Science Day. College Park, MD.

### **Invited Presentations**

Christina Budde (January 24, 2023). *The Science of Reading and Instructional Needs of Multilingual Learners*. Invited Speaker, The Council of Chief State School Officers (CCSSO) EL Collaboratives Joint Session with English Language Arts Collaborative. Virtual.

Christina Budde (November 9, 2022). *The Science of Reading and Multilingual Learners: Engaging MLs in Evidence Based Practices to Support Language & Literacy Development*, Invited Speaker, EL Pandemic Recovery Forum, The Century Foundation. (Virtual)

Christina Budde (October 25, 2022). *The Science of Reading and Multilingual Learners: What Should PhD Students Know?* Invited Speaker, University of Maryland College Park TLPL 743 Class Presentation. (Virtual)

Budde, C. (2022, January). *Engaging in Guided P.L.A.Y.: Intentionally Implementing Play to Support the Language & Literacy Development of Young Multilingual Learners* presented at the LAAA Biliteracy Virtual Conference.

Budde, C. (2019, September). *How to Engage DLLs in Developmentally Appropriate Learning Experiences* presented to faculty and staff at Head Start Professional Development. Westminster, MD.

Budde, C., Kidwell, T., & Sinclair, K. (2018, August). *Invited Panel: Teaching in the College of Education* presented to new and current Graduate Student Instructors at the University of Maryland, College Park.

Budde, C. (2018, July). *Nurturing a Linguistically and Culturally Responsive Classroom: Engaging English Learners Through Speaking and Reading* presented to faculty at Frederick Community College. Frederick, MD.

Budde, C. (2018, July). *Training the Trainers: How to Teach Language and Literacy Using the Children Study Their World Pre-k Curriculum* presented to trainers and coaches preparing teachers to use the new Maryland Pre-K curriculum. Annapolis and Frederick, MD.

Budde, C. (2017, September) *Creating Culturally and Linguistically Responsive Lesson Plans* presented to P-5 teachers at the Institute of the Teacher Parent Connections Institute at CASA Maryland.

Budde, C. (2017, August) *Reaching ALL Learners through Culturally and Linguistically Sustaining Pedagogies* presented to P-5 teachers at the Summer Institute of the Teacher Parent Connections Institute at CASA Maryland.

### **MEDIA COVERAGE**

#### **Articles**

Revised 2.2.23 CB

Wolf, A. (2022, July 29). Reading Instruction: UD professors teach future educators to use evidence-based practices. *UD Daily*. <https://www.udel.edu/udaily/2022/july/reading-literacy-instruction-phonics-evidence-research-based-education/>

Rutz, J. (2022, August 12). Here's how science of reading will look in classrooms. *Delaware online*. <https://delawarelive.com/heres-how-science-of-reading-will-look-in-class/>

### Podcast

Budde, C. (2019, January) *Children Study Our World Pre-K Curriculum: Focus on DLLs* prepared for Professional Development of Curriculum.

### Video/Webinar

Budde, C. & Silverman, R. (2020, Oct.). *Children Study Our World Pre-K Curriculum: How to Teach Literacy Using Targeted Small Group Instruction (2-part series)* prepared for UMD Center for Early Childhood Education and Intervention's CSW Professional Development Sessions.

Budde, C. (2019, May) *Children Study Our World Pre-K Curriculum: How to Do the Read Aloud* prepared for UMD Center for Early Childhood Education and Intervention's CSW Professional Development Sessions.

Budde, C. (2019, December). *Children Study Our World Pre-K Curriculum: Supporting Dual Language Learners* prepared for UMD Center for Early Childhood Education and Intervention's CSW Professional Development Sessions (in development).

## Fellowships, Honors, & Awards

- **Most Valuable Professor, University of Delaware Women's Lacrosse** 2022
- **Support Program for Advancing Research and Collaboration Grant Award (\$1,000)** 2018  
College of Education  
University of Maryland College Park
- **AERA Language and Social Processes Mentoring Workshop** 2018  
The Annual Meeting of the American Educational Research Association  
New York, NY
- **Goldhaber Travel Award (\$400)** 2017  
Graduate School, University of Maryland College Park
- **Multilingual Resource Center Travel Grant (\$1,900)** 2016  
University of Maryland, College Park
- 2017
- 2018
- 2019
- 2020
  
- **Department of Teaching, Learning, Policy and Leadership Travel Award (\$14,000)** 2017  
University of Maryland, College Park
- 2018
- 2019
- 2020

- **Dean's Fellowship (\$15,000)**

2015

University of Maryland, College Park, Department of Teaching and Learning, Policy and Leadership

## Advising

Undergraduate Advisor	Status
Jessica Pidgeon	Independent Study, Honors Capstone 2/3/23

Doctoral Committee Member	Status
LiLi Lin	Ed.D. Student; ELP defended 9/20/22
Sugley Solano	Ed.D. Student; ELP proposal defense 2/15/22

## Professional Memberships

- American Educational Research Association
  - Division K- Teaching and Teacher Education
  - SIG- Second Language Research
  - SIG- Self Study of Teacher Education
- Literacy Research Association
- National Association for the Education of Young Children
- TESOL International

## Professional Growth & Learning (Sample)

- KCTO: Getting Started with Feedback Fruits, January 2023
- Delaware DTGSS Credentialing, Analyzing Teaching for Student Results, Spring 2022
- KCTO: Getting Started with Perusall, January 2022
- UD Faculty Accountability Program (UDFAP), Fall 2021
- KCTO: Getting Started with Poll Everywhere, September 2021
- KCTO: Classroom Orientation, August 2021
- KCTO: Canvas Assignments- More than the Basics, August 2020
- KCTO: Group & Collaborative Work in Canvas, August 2020
- Participant, Online Teaching Strategies, Wiley Professional Course, July 2020
- Keep Calm and Teach On Workshop (KCTO), University of Delaware, Summer/Fall 2020

## Service

### College/School of Education and Human Development

Revised 2.2.23 CB

#### University of Delaware, Newark, DE

- **Coordinator**, ESL Concentration in Elementary Teacher Education (July 2021-present)
- CUSE, **Member** (2021-2022 Academic Year)
- Literacy Specialization PhD Admissions (2020- present)
- Dean's Strategic Committee: Increase teacher preparation programs enrollment, diversity, and graduates, **Member** (Spring 2021)
- Presentation on strategies for teaching MLLs given to Secondary Educators Club (March 2021)
- **Co- Coordinator**, ESL Concentration in Elementary Teacher Education (August 2020 to June 2021)
- College Undergraduate Committee, **Member** (2020-2021 Academic Year)

#### University of Maryland, College Park

- College of Education Assembly Graduate Student Representative for the Division of Language, Literacy, and Social Inquiry in the Department of Teaching & Learning, Policy & Leadership, (2017-2018 Academic Year)
- Member, Language & Literacy Research Center (2016-2021)
- Graduate Student Representative, Faculty Search Committee for Clinical Professor in Applied Linguistics and Language Education (Spring 2018)
- Graduate Student Representative, Faculty Search Committee for Clinical Professor in Applied Linguistics and Language Education (Winter 2017-2018)
- Division II Graduate Student Representative, Division of Language, Literacy, and Social Inquiry in the Department of Teaching & Learning, Policy & Leadership (2017-2018 Academic Year)
- Member, New Doctoral Student Event Planning Committee, Applied Linguistics and Language Education (Spring 2017)
- Scorer, MA TESOL Maryland Technology in Teaching Standards Portfolio (Spring 2017)
- Member, UMD Teacher Education Research Committee (Fall 2016)
- Interviewer, admission into UMD MA TESOL program (Spring 2016)

#### Profession

- Manuscript Reviewer
  - TESOL Journal (2022- Current)
  - International Multilingual Research Journal (2020-Current)
  - Language and Literacy (2020-Current)
- Conference Proposal Reviewer
  - AERA Annual Meeting- Division K (2022)
  - Literacy Research Association Annual Conference (2022)

#### State/City/Local Service

- Professional Development, Teaching Multilingual Learners, Tower Hill School, Wilmington Delaware (September 2022- present)
- Professional Development, Westminster Head Start (September 30, 2019)
- Professional Development, Introduction to Language and Literacy for the Children Study Our World Pre-K Curriculum Pilot Site (February 24, 2018)

- Professional Development, CASA presented to P-5 teachers at the Institute of the Teacher Parent Connections Institute at CASA Maryland (August 2017, October 2017).
- Professional Development for Intervention Teachers, CLAVES Project, University of MD, College Park (Fall 2016)
- Co-Manager, Bilingual List Serve at UMD, Dr. Jeff MacSwan (2016-2017)
- Curriculum Writer, Anne Arundel County Public Schools, Advanced Learners Programs Novel Units (2011)
- Professional Development, Anne Arundel County Public Schools, Advanced Learners Program M3: Mentoring Mathematical Minds (2010-2011)
- Curriculum Writer, Gerstell Academy First Grade Curriculum across Subject Areas (2006-2007)
- Shadow Teacher for High School Students with Teaching Aspirations, Century High School, Sykesville, MD (2003)