

MARÍA GUZMÁN ANTELO
+1 (814) 826-8291 / mg5fm@virginia.edu

EDUCATION

- 2024 (expected)** **University of Virginia, School of Education and Human Development, VA, USA**
PhD, Curriculum & Instruction
Academic Advisors: Chris Chang-Bacon (Advisor), Peter Youngs (Co-Advisor)
- 2019** **The Pennsylvania State University, Department of Applied Linguistics, PA, USA**
Master of Arts in Teaching English as a Second Language (MATESL)
- 2010** **Universidad del Museo Social Argentino, Lenguas Modernas, CABA, Argentina**
Bachelor of Arts (B.A.), Sworn Translator (Spanish/English – English/Spanish)
- 2003** **CONSUDEC Teacher Training College, CABA, Argentina**
Bachelor of Arts (B.A.), English as a Foreign/Second Language Teaching (EFL/ESL)
EFL/ESL Professional Teaching Certification

PEER-REVIEWED PUBLICATIONS

Chang-Bacon, C. K., Salerno, A. S., Fox, W. M., & **Guzmán Antelo, M.** (2013) “Advocating for and with?”: Defining, simulating, and enacting advocacy for teacher education in multilingual/multicultural contexts. *Teaching and Teacher Education*, 134. <https://doi.org/10.1016/j.tate.2023.104325>

Guzmán Antelo, M., Chang-Bacon, C. K. & Salerno, A. S. (in revision). Talking the talk: Language ideological positioning in teachers' advocacy for multilingual learners. *Journal of Language, Identity, and Education*.

Anderson, K.T., Chang-Bacon, C.K. & **Guzmán Antelo, M.** (in revision). Navigating monolingual language ideologies: Educators' “Yes, BUT” objections to linguistically sustaining pedagogies in the classroom. *International Journal of Bilingualism*.

Guzmán Antelo, M. (in progress). Challenging the status quo for multilingual learners through mentor teachers' and pre-service teachers' practices.

Guzmán Antelo, M., Schoonover, N., & Chang-Bacon (in progress). Relationship building in bilingual tutoring dyads.

Guzmán Antelo, M. (in progress). A comprehensive perspective on pre-service teacher mentoring: A literature review.

Guzmán Antelo, M. (in progress). Voices and practices from the inside: Exploring what matters to English as a second language (ESL) mentor teachers.

BOOK REVIEWS

Fox, W. M. & **Guzmán Antelo, M.** (2023) Review of *Translanguaging and Transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project*, edited by City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB). (2021)., *Journal of Language, Identity & Education*, 22:4, 396-398, DOI: [10.1080/15348458.2023.2202583](https://doi.org/10.1080/15348458.2023.2202583)

CONFERENCE PRESENTATIONS

Jain, R., Trinh, E., Jang, G., **Guzman Antelo, M.**, KC, M., & Karki, T. (March 2024). Panel. “Transnational Doctoral Students’ Identities and Trajectories Across Inequitable Higher-Education landscapes.” TESOL International Convention and Expo., Tampa, FL, USA.

Guzmán Antelo, Chang-Bacon, C. K., & Salerno, A. (April, 2023). Paper presentation. “Talking the Talk: Language Ideological Positioning in Teachers’ Advocacy for Multilingual Learners.” Annual meeting of the American Educational Research Association (AERA), Chicago, IL, USA.

Guzmán Antelo, M., & Blain, C. (October, 2022). Pedagogical-oriented session. Listics: A Genre-Based Approach to Teaching Writing to Multilingual Learners.” Southeast TESOL Conference (SETESOL), Richmond, VA, USA.

Guzmán Antelo, M., Fox, W. M., Chang-Bacon, C. K., & Salerno, A. (October, 2022). Paper presentation. “How TESOL Practitioners Approach Advocacy for and with Multilingual Learners.” Southeast TESOL Conference (SETESOL), Richmond, VA, USA.

Fox, W. M., Chang-Bacon, C. K., **Guzmán Antelo, M.** & Salerno, A. (April, 2022). Paper presentation. “Can Advocacy be Taught? Simulating Advocacy in Teacher Education. Annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Chang-Bacon, C. K., & **Guzmán Antelo, M.** (December, 2021). Paper presentation. “When “the Field” is a Screen: Reconceptualizing Field-based Teacher Education for Language Diversity in Online Learning.” Annual meeting of the Literacy Research Association (LRA), Atlanta, GA, USA.

Guzmán Antelo, M. (December, 2021). Keynote speaker. “A Journey through and into Mentoring Practices.” Primera Convención Regional para Maestros de Inglés. MEXTESOL. Atlacomulco, Mexico.

Kurtz, L., **Guzman Antelo, M.**, & Batista, D. (March, 2019). Paper presentation. “Legal Reading in L2: Tracing Reading Development in the 1L Year through Analysis of Case Briefs.” AAAL Annual Conference, Atlanta, GA, USA.

Guzmán Antelo, M., Loutayf, S., & Quinton Piegas, I. (May, 2013). Teaching demonstration. “Pop Culture, Home-made Videos and Digital Writing? Fun-tastic!” 25th ARTESOL Annual Convention “Surfing ELT”, Universidad Nacional de Mar del Plata y Universidad CAECE, Mar del Plata, Buenos Aires, Argentina.

Guzmán Antelo, M. (December, 2012). Fulbright Teacher Program, Capstone Project Presentation. “Using Popular Culture to Motivate Teenagers: Dissolving the Walls between the Classroom and the Real World.” Benjamin Building, University of Maryland, College Park, MD, USA.

Guzmán Antelo, M., Loutayf, S., & Quinton Piegas, I. (October, 2012). Poster session. “Globalizing Argentinian Education.” Maryland Statewide Colloquium on Internationalizing Education, Prince George’s Room, Adele H. Stamp Student Union, University of Maryland, College Park, MD, USA.

RESEARCH EXPERIENCE

2022-Present

Research Assistant

Preparing Mentors to Support Novices in Eliciting Student Thinking during Mathematics Discussions: Developing and Testing a Simulation-Based PD Program

Principal investigator: Dr. Julie Cohen

Attended lab meetings, wrote an annotated bibliography on literature related to mentor teachers in K-12 settings, & wrote a script for a coaching session on eliciting student thinking in math

2022-Present

Research Assistant

Starr Hill Pathway Program: College and Career Readiness, Youth, Education

Principal investigator: Dr. Joseph Williams

Attended lab meetings, recorded instructional videos of tutoring sessions, and interviewed participants

Summer 2022

Research Assistant

Tracking Expressions of Empathy and Compassion in a Community-Based Language Learning Course

Principal investigator: Dr. Lindsey Wheeler

Managed, labeled, and stored videos, transcripts and written reflections data in UVA Box

2021-2022

Research Assistant

English Learner Advocacy Practitioner-Research Study

Principal investigator: Dr. Chris Chang-Bacon

Attended lab meetings, conducted literature review of relevant literature on advocacy in pre-service teacher education and coded qualitative data

UNIVERSITY TEACHING EXPERIENCE

University of Virginia, Department of Curriculum, Instruction, and Special Education, VA, USA.

Lead Instructor

Seminar: Teaching Internship – ESL Education, EDIS 5878 – (Spring 2023)

Created the course syllabus, planned and delivered instruction, and graded weekly course sessions

Content Area Seminar in ESL, EDIS 5858 – (Fall 2022)

Created the course syllabus, planned and delivered instruction, and graded weekly course sessions

Graduate Teaching Assistant

ESL Methods PreK-12, EDIS 5428 – (Fall 2023 - Online Asynchronous)

Set up Canvas site, managed weekly discussion boards, and graded assignments

Seminar: Teaching Internship – ESL Education, EDIS 5878 – (Spring 2021-2022)

Co-planned and co-taught lessons and graded reflective teaching journals

Content Area Seminar in ESL, EDIS 5858 – (Fall 2020-2021)

Co-planned and co-taught lessons and graded students' professional teaching websites

Understanding Educational Contexts, EDIS 5800 – (Summer 2022)

Facilitated group discussions and graded daily assignments

Curriculum & Instruction for Elementary Education, EDIS 5010 – (Summer 2022 & 2021 in-person & online synchronous)

Facilitated base groups discussions, recorded instructional materials and delivered instruction on the module *Centering Cultural Responsiveness in curricular and Instructional Decisions*, and graded assignments.

ESL Assessment & Curriculum Design, EDIS 5470 – (Spring 2021 - Online Asynchronous)

Managed weekly discussion boards.

The Pennsylvania State University, Intensive English Communication Program (IECP), PA, USA.

IECP courses focus on preparing students to enter degree programs at U.S. universities through instruction in English language and academic skills.

Lead Instructor

Academic Literacies, AL 120 – (Spring 2019)

Created the course syllabus, planned and delivered instruction, and graded weekly course sessions

Applied English Science, AES 141 – (Summer 2018, Fall 2018, & Fall 2017)

Created the course syllabus, planned and delivered instruction, and graded weekly course sessions

Grammar for Interactions, GI 110 (Spring 2018)

Created the course syllabus, planned and delivered instruction, and graded weekly course sessions

Peking University, School of Transnational Law, Shenzhen, China (Summer, 2018)

The Legal Boot Camp is designed to introduce incoming law students to the discourse of law school and legal texts and research-informed strategies for developing literacy in that discourse.

Legal English Instructor

Attended team/curriculum planning meetings, facilitated small group discussions, delivered instruction, and graded course sessions/assignments.

Facultad de Filosofía y Letras, Universidad de Buenos Aires, CABA, Argentina (2007-2009)

Teaching Assistant, Online English: Reading Comprehension

Evaluated and supervised students' progress, held feedback sessions at the end of each module, provided students with strategies to understand academic papers in the humanities, and participated in professional development meetings.

Wabash College, IN, USA (2005-2006)

Fulbright Foreign Language Teaching Assistant

Attended team planning meetings, tutored intermediate and upper-intermediate level students in Spanish (speaking, listening, & writing), and led cross-cultural activities with fellow foreign language teaching assistants.

K-12 TEACHING EXPERIENCE

2011-2017

Escuela Técnica N 12 General José de San Martín, CABA, Argentina

Lead ESP Teacher: Computing and Programming (12th grade)

Wrote syllabi, designed course content, developed instructional and assessment materials, provided feedback, trained students in technical translation skills

2002-2017

Colegio Los Robles, CABA, Argentina

Lead EFL Teacher (8th - 12th grades)

Wrote syllabi, designed course content, developed instructional and assessment materials, provided feedback, trained students for the Reading & Writing sections for the First Certificate in English (FCE) and Cambridge Advanced English (CAE) international exams

1999-2017

Colegio Nuestra Señora de la Misericordia, CABA, Argentina

Lead EFL Teacher (2nd - 12th grades)

Wrote syllabi, designed course content, developed instructional and assessment materials, provided feedback, trained students for the Preliminary English Test (PET), Young Learners

Exams (YLE Starters, Movers & Flyers), the Reading & Writing sections for the First Certificate in English (FCE) and Cambridge Advanced English (CAE) international exams

- 2010-2012** **Escuela de Comercio N 2 Dr. Antonio Bermejo, CABA, Argentina**
Lead EFL Teacher (8th & 10th grades)
Wrote syllabi, designed course content, developed instructional and assessment materials, and provided feedback
- 2007-2009** **Colegio N 7 Juan Martin de Pueyrredón, CABA, Argentina**
Lead EFL Teacher (10th & 11th grades)
Wrote syllabi, designed course content, developed instructional and assessment materials, and provided feedback
- 2000-2003** **Colegio San Antonio, CABA, Argentina**
Lead EFL Teacher (4th - 7th grades)
Wrote syllabi, designed course content, developed instructional and assessment materials, and provided feedback

ADULT ENGLISH LANGUAGE TEACHING EXPERIENCE

- 2019-2020** **Carlos Rosario International Public Charter School, DC, USA**
Lead ESL Instructor: Life Skills_ Intermediate Level (Adults: 18+)
Wrote syllabi, designed course content, developed instructional materials, provided feedback
- 2005-2017** **Universidad de Buenos Aires, Laboratorio de Idiomas, CABA, Argentina**
Lead EFL Instructor – Lead ESP Instructor: Business, banking & finance, insurance, & aviation (Adults: 18+)
Wrote syllabi, designed course content, developed instructional and assessment materials, trained student in academic writing, and provided feedback
- 2015-2016** **Instituto de Formación Técnica (IFTS N 6), CABA, Argentina**
Lead ESP Instructor: International trade & customs (Adults: 18+)
Wrote syllabi, designed course content, developed instructional and assessment materials for the courses: Hotel Management and Tourism
- 2003-2006** **Hospital de Pediatría Garrahan, CABA, Argentina**
Lead ESP Instructor: Medical English (Adults: 18+)
Wrote syllabi, designed course content, developed instructional materials, and provided feedback

AWARDS AND FELLOWSHIPS

- Summer 2023** **Doctoral Student Dissertation IDEAs Grant**
School of Education and Human Development, University of Virginia, VA, USA
Awarded \$1,000 to support dissertation research
- Spring 2023** **SEEDS for Change Conference Scholarship**
School of Education and Human Development, University of Virginia, VA, USA
Awarded \$250 to attend and present a paper at the American Education Research Association (AERA) annual conference

- Fall 2022** **Community Building Grant**
 School of Education and Human Development, University of Virginia, VA, USA
 Awarded \$300 to create a writing/study group that meets weekly both in-person and online to foster community and collaboration across programs
- Fall 2021** **Community Building Grant**
 School of Education and Human Development, University of Virginia, VA, USA
 Awarded \$300 to connect with international students across programs as a first step to create a support community, connect students to the wider school community, & build a student mentoring program for new international students
- Spring 2019** **International Conference Travel Grant**
 Department of Applied Linguistics, The Pennsylvania State University, PA, USA
 Awarded \$1,500 to attend and present a paper at the American Association of Applied Linguistics (AAAL) conference
- Fall 2012** **Fulbright Fellowship**
 Distinguished Fulbright Awards in Teaching Program
 University of Maryland, MD, USA
- 2005-2006** **Fulbright Fellowship**
 Fulbright Scholar Program: Foreign Language Teaching Assistant
 Wabash College, IN, USA

INVITED PRESENTATIONS

Guzmán Antelo, M. (January 25th, 2022). *Tutoring Adult Linguistically Diverse Learners*. Professional development delivered to beginning English language volunteer tutors -1:1 tutoring sessions or group sessions- for Sin Barreras, Charlottesville, VA, USA.

Guzmán Antelo, M. & Bentley, L. (July 7th, 2021). *International Students' Experiences through a Critical Race Theory Lens*. Presentation delivered to doctoral research course in Multicultural Education. Prof. Stanley Trent. University of Virginia School of Education and Human Development, VA, USA.

Guzmán Antelo, M. (October 13th, 2021). *Tutoring High School Linguistically Diverse Learners*. Professional development delivered to beginning volunteer tutors as part of the RAISE orientation workshop. Pennsylvania State University, College of Education, PA, USA.

Guzmán Antelo, M. (August 31st, 2020). *Studying Abroad: What does it Take?* Presentation delivered to students in 12th grade as part of the project *Bringing the world to You*. Profs. Natalia Marcantoni & Marcela Ferreyra. Escuela del Mirador, CABA, Argentina.

PROFESSIONAL AFFILIATIONS

American Education Research Association (AERA)

Division C: Learning and Instruction

Division K: Teaching and Teacher Education

SIG: Bilingual Education and Research

NATIONAL AND DEPARTMENTAL SERVICE

University of Virginia, Department of Curriculum, Instruction, and Special Education, VA, USA

EHD Student Advisory Board (Fall 2022 – Present)

Attended monthly meetings to discuss topics that are relevant to students, including admissions, recruitment, student support, policies, curriculum

Center for Teaching Excellence (CTE) (Fall 2023 & 2022)

Facilitated *Teaching as a Graduate Student* (TAGS) session: Discussed effective approaches to common teaching scenarios, ways to create equitable and inclusive learning environments, principles of learning-centered teaching, facilitating effective classroom discussions, and approaching feedback and grading effectively and efficiently.

Hunter Student Research Conference (Spring 2022)

This conference is an opportunity for undergraduate and graduate students to share their research while gaining valuable experience proposing, preparing, and presenting their work in a supportive environment.

Participated as session moderator for synchronous session

Clinical Coach (2021-2022)

Observed ESL pre-service teachers, provided instructional coaching, and collaborated with mentor teachers

Invited Reviewer for Peer-Reviewed Journal (2022)

Journal of Teacher Education

Sin Barreras, Charlottesville, VA, USA (2021- Present)

Sin Barreras is a non-profit organization that supports and serves the immigrant community focusing on the Hispanic population of Charlottesville and the surrounding areas.

Served as an English language specialist for the English program and as an online conversation tutor

The Pennsylvania State University, Department of Applied Linguistics, PA, USA

American English Oral Communicative Proficiency Test (AEOCPT) (Spring 2019)

The AEOCPT is designed for the purpose of determining the extent to which a potential International Teaching Assistant (ITA) demonstrates a sufficient level of English language proficiency required to carry out the duties of a teaching assistant in his/her home department.

Test administrator (written and speaking sections)

Teacher Training and Mentoring (Spring & Fall 2018)

Mentored M.A. TESL graduate student during a 15-week practicum for the class AES 141: Applied English Science (Fall 2018)

Peer mentored M.A. TESL graduate students for the class APLNG 500: Practice Teaching in ESL (Spring & Fall 2018)

Writing Tutor (Fall 2018)

Weekly tutoring sessions with four ESL students (Writing instruction)