Vesna Dimitrieska
vdimitri@umail.iu.edu

EDUCATION

Indiana University, Bloomington, Indiana, 2011-2016
Doctor of Philosophy, Literacy, Culture, and Language Education

Boston University, Boston, Massachusetts, 2009
Master of Education, Teaching English to Speakers of Other Languages

Ss. Cyril and Methodius University, Skopje, Macedonia, 2001
Bachelor of Arts, English Language and Literature

CERTIFICATIONS

International House, London, UK,
Certificate in Online Tutoring (IH COLT), 2016

South-East European University, Macedonia
Sheltered Instruction Observation Protocol (SIOP), 2011

University of Cambridge, Cambridge English Language Assessment,
International House, Seville, Spain,
Diploma of English Language Teaching to Adults (DELTA), 2008

British Council, Skopje, Macedonia
English Language Teacher Trainer, 2005

South-East European University, Tetovo, Macedonia
English for Specific Purposes Course Development, 2005

University of Cambridge, Cambridge English Language Assessment,
Stanton School of English, London, UK
Certificate of English Language Teaching to Adults (CELTA), 2004

International Teaching and Training Centre, Bournemouth, UK
Certificate in Teaching English as a Second language, 2002

TEACHING EXPERIENCE

Adjunct, Department of Literacy, Culture, and Language Education,
Indiana University, Bloomington, Indiana, Spring 2017

- Courses taught: L441/L524 *Issues in bilingual/multilingual education* (online)
  X470 *Socio-psycholinguistic applications to reading instruction* (online)

Associate Instructor, Department of Literacy, Culture, and Language Education,
Indiana University, Bloomington, Indiana, 2013- 2017

- Courses taught: L441/L524 *Issues in bilingual/multilingual education*
  X470 *Socio-psycholinguistic applications to reading instruction* (online)

M445 *Methods of teaching foreign languages* (co-taught)

English Instructor, Language Center,
South-East European University, Tetovo, Macedonia, 2003- 2013

- Taught different levels of English (Basic Skills, English, English for Specific Purposes and English for Academic Purposes)
- Cooperated with colleagues in designing the syllabi for the courses
- Coordinated the teachers of a particular level
- Represented the University at conferences and seminars, nationally and internationally

English Instructor, Sunny-Center for Foreign Languages, Skopje, Macedonia, 2001- 2003

- Taught different levels (elementary-advanced) of Basics Skills English to adults and children
- Worked with the director of the Center on elaborating strategies to improve the quality of teaching and entice new customers
- Participated in many seminars and workshops as a part of the teacher development program

English Teacher, Albatros Cambridge University Press Center, Skopje Macedonia, 2001-200

- Taught different levels (intermediate-advanced) of Basic Skills English and Business English to adults

English Teacher, Mak- Big Ben School of Foreign Languages, Tetovo, Macedonia

- Taught different levels (elementary-advanced) of Basic Skills English to adults and children

TEACHER TRAINING EXPERIENCE

Language Coordinator, Bridges: Children, Languages, World Project, Title VI Project, Center for the Study of Global Change, Indiana University, 2012- 2016

- Provided pedagogical training for instructors of Arabic, Chinese, Hausa, Kyrgyz, Mongolian, Persian, Russian, Swahili, Zulu
- Coordinated student instructors of Arabic, Chinese, Hausa, Kyrgyz, Mongolian, Persian, Russian, Swahili, Zulu
- Provided guidance with designing lesson plans
- Observed and provided feedback after lessons
- Engaged in community outreach events

Tutor for University of Cambridge's Certificate of English Language Teaching to Adults, 2010- present, various parts of the world

- Carry out interviews as a part of the selection of candidates
- Make decisions about the candidates eligibility for the course
- Initiate and maintain contact with the CELTA assessor to organize their visit
- Create course timetable with input sessions, observation schedule, and teaching practice schedule
- Maintain contact with Cambridge Language Assessment to ensure proper handling of candidates' information and grades submission
- Provide guidance to candidates on keeping course documentation and portfolios up to date

- Liaise with the other course tutors on matters related to input sessions, candidates' performance, teaching practice, and written assignments
- Provide constructive feedback on teaching practice and written assignments
- Keep up to date records of documents for the assessor and Cambridge administration
- Inform candidates of their progress on the course
- Organize and conduct one-one tutorials with course candidates

MANAGERIAL, ADMINISTRATIVE and K-12 EXPERIENCE

Director, Global Education Initiatives, Center for P-16 Research and Collaboration, School of Education, School of Global and International Studies, Indiana University, November 2016- present

- Analyze and initiate internationalization efforts in K-12 education across Indiana
- Organize and carry out internationalization of curricula for faculty in Indiana University's School of Education
- Raise the profile of less-commonly taught languages and work on preparing and credentialing teachers of those languages
- Initiate and organize *Global Competence Workshop Series* for pre-service teachers in Indiana University's School of Education
- Lead *Global Literacy Invitation Project* for in-service K-6 teachers from across Indiana
- Organize and carry out professional development for dual language immersion teachers and administrators
- Organize professional development for K-12 social studies teachers
- Lead *Principals Academy on internationalizing schools* across Indiana
- Work on incorporating and supporting *GALACTIC* aspect in *Balfour Pre-College Academy* for minority and diverse high school juniors
- Conduct research to determine the state of the internationalization in Indiana and the effects of the initiated internationalization efforts
- Conduct research on dual language immersion instructional practices; dual language immersion teachers' and administrators' perceptions, successes, and challenges in implementation of pilot dual language immersion programs in Indiana
- Work as a team member in the *Language Roadmap* grant awarded to Indiana University
- Academic advisor for 2017 Fulbright Distinguished Teachers at Indiana University's School of Education

Language Program Coordinator, Bridges: Children, Languages, World Project, Indiana University, December 2014- May 2016

- Served as a liaison with the different community centers, university language partners, and maintains contact with parents
- Created semester-long schedule of classes
- Consulted with the academic director of pedagogy on issues related to orientation, training, and ongoing questions that arose
- Organized and chaired the stakeholders' meeting
- Worked on advertising strategies
- Created and distributed the Bridges newsletter

Project Assistant, STARTALK Bridges 2 Children, Language, and Community Advocacy, Indiana University, Summer 2012; Summer 2013

- Initiated contact and arranged sites for the Practicum
- Organized site visits to determine their suitability prior to the onsite part of the institute
- Participated in pedagogical training of teachers of Arabic, Chinese, and Turkish
- Prepared and proofread documents for the online and onsite portions
- Designed and carried out class activities for the onsite portion
- Observed and provided oral and written feedback on participants' teaching

Academic Deputy Director, Language Center, South-East European University, Tetovo, Macedonia, 2011- 2012

- Worked on curriculum development for the languages taught (English, Macedonian, Albanian)
- Designed syllabi and course materials for the language courses
- Coordinated the work of the level coordinators
- Observed instructors of English, Macedonian, and Albanian
- Reviewed the creation and execution of the mid-term and final exams
- Planned and executed community outreach activities
- Assisted the Language Center Director in the management of the center consisting of 40 teachers of English, Macedonian, and Albanian

GRANTS and RESEARCH PROJECTS

Dimitrieska, V. (Principal Investigator). (2017-2018). *Infusing Global Perspectives in K-16 Education across Indiana*. Longview Foundation Grant.

Dimitrieska, V. (Principal Investigator). (2017- 2018). *Indiana Dual Language Immersion Pilot Program*.

Dimitrieska, V. (Principal Investigator). (2016- 2017). *Indiana Dual Language Immersion Pilot Program*.

Dimitrieska, V. (Project Director). (2016-2017). *Global Literacy Invitations Project for K-6 in-service social studies teachers from Indiana*. Project funded by the School of Education and Title VI Centers at Indiana university.

Dimitrieska, V. (Project Director). (2016-2017). *Faculty Workshops in Infusing Global Perspectives into School of Education Methods Courses*. Internal funding from School of Education, Indiana University Bloomington.

Nyikos, M. (Principal investigator) & Dimitrieska, V. (Co-Principal Investigator) (2016-2017). *Examining Early Dual Language Teaching and Learning: The Impact of the Teach To Learn (TTL) Approach on Enhancing DLI Pedagogy*. Proffitt Endowment Grant.

Nyikos, M. (Principal investigator) & Dimitrieska, V. (Co-Principal Investigator) (2016-2017). *Saturday Exploration of Language through Art (SELA)*. New Frontiers Grant.

LANGUAGE ASSESSMENT/EXAMINING EXPERIENCE

International English Language Testing System Examiner, British Council Macedonia, 2010-2012

- Recruited by British Council Macedonia

- Trained and Certified to carry out IELTS written and spoken assessments biweekly
- Underwent quality control procedures

REFEREED PRESENTATIONS

2017 "*Lessons from newly-implemented dual language immersion programs*", INTESOL, Indianapolis, IN

2017, "*Examining teacher educator/researcher's reflexivity*", INTESOL, Indianapolis, IN

2017 "*Mapping the trajectory of dual language immersion start-up programs*", ACTFL, Nashville, TN

2017 "*Exploring the impact of teacher educator/researcher's practices on pre-service teachers' identity formation*", Tenth International Conference on Language Teacher Education, University of California, Los Angeles

2016 "*Dual Language Immersion in Indiana: Fostering Partnerships*", INTESOL, Indianapolis, Indiana

2016 "*Trajectory of Dual Language Immersion in Indiana: Developments and Possibilities*", IFLTA, Indianapolis, Indiana

2016 "*Language Teacher Cognition and Teacher Learning: Development and Teacher Change*", TESOL, Baltimore, Maryland

2015 "*Meeting the Challenges of Classroom Management and Learner Engagement*", ACTFL Convention, San Diego, California

2015 "*DLI Pilot Program Summer Institute Intro*", INTESOL Conference, Indianapolis, Indiana

2015 "*Exploring the Utility of Teacher Reflections by Tracing the Pedagogical Knowledge Trajectory*, CARLA ILTE Conference, Minneapolis, Minnesota

2014 "*Dynamic Community Advocacy for Young Learners: Making Connections, building bridges"*, Central States Conference on the Teaching of Foreign Languages, St. Louis, Missouri

2013 "*Building and Expanding the Pedagogical Knowledge Base of Experienced Teachers",* FON University, Skopje, Macedonia

2013 "*Reexamining Teacher Reflection: Lessons from Site-Responsive Collaborative Teaching*", ACTFL Convention, Orlando, Florida

2012 *"Multilayered Interactive Reflection",* STARTALK Conference, Atlanta, Georgia

2012 *"The Effectiveness of Teacher Talk in the Context of Less Commonly Taught-Languages", INTESOL,* Indiana University Purdue, Indiana

2009, "Tools for Independent Vocabulary Learning", Language Center, SEE University, Tetovo, Macedonia

2007 *"Creating a Philosophy of Teaching: Learning Styles",* Language Center, SEE University, Tetovo, Macedonia

2007 *"How to Incorporate Critical Thinking in Language Classrooms",* IATEFL Slovenia,

2006 *"Critical Thinking Skills",* ELTAM Conference, Struga, Macedonia

2005 *"Concept Checking",* Language Centre, SEE University, Tetovo, Macedonia

2004 *"How to Make Your Lessons Better",* ELTAM Conference, Ohrid, Macedonia

INVITED TALKS/APPEARANCES

2017 "*Navigating the world of grant writing*", webinar organized by AAAL Graduate Student Council

2017 "*Promoting global competencies among 21st century educators*", talk given to the Fulbright Distinguished Teachers, hosted by the Center for International Education, Development and Research, Indiana University Bloomington

2017 "*Best Practices in Dual Language Immersion*", facilitated the Administrators' Meeting, Dual Language Immersion Summit, Warren Education and Community Center, Indianapolis, IN

2017 *"Global Education Initiatives through the Center for P-16 Research and Collaboration*", Partnershare Symposium, School of Global and International Studies, Indiana University Bloomington

2017 "*Internationalization Efforts in K-12 Education across Indiana*", presented at Title VI Meeting, School of Global and International Studies, Indiana University Bloomington

2017 "*State of Dual Language Immersion Affairs in Indiana*", presented in Issues in Bi-/ Multilingual Education (undergraduate-/ graduate- level course), School of Education, Indiana University Bloomington

2016 "*International Students' Experiences in Cross-Cultural Adaptations*", Panel at the Global Gateway for Teachers, School of Education, Indiana University Bloomington

PUBLICATIONS

(forthcoming book chapter) Dimitrieska, V. *Becoming a Language Teacher: Tracing the Mediation and Internalization Processes of Pre-Service Teachers*.

(revised and submitted) Dimitrieska, V. *Features of teacher talk in the context of less commonly taught languages*. Article submitted to the Journal of the National Council of Less Commonly Taught Languages.

Book review of Thomas C. Farrell, Promoting Teacher Reflection in Second Language Education (ESL & Applied Linguistics Professional Series, Routledge, 2015). Working Papers in Literacy, Culture, and Language Education, Volume 5.

Nyikos, M. Dimitrieska, V.(2015). "A Model for Community-based Language Teaching to Young Learners: The Impact of University Outreach." *Journal of the National Council of Less Commonly Taught Languages, 14*.

Book review of Remi A. van Compernolle, Sociocultural Theory and L2 Instructional Pragmatics (Multilingual Matters, 2014). *Studies in Second Language Acquisition*, 37(1).

Dimitrieska, V. (2011). Current Challenges of the South- East European University's Language Center, *The Language Center Bulletin*, March 2011.

Dimitrieska, V. (2007). Critical thinking skills, *ELTAM Newsletter*.

Dimitrieska, V. (2007). Critical thinking in language classrooms, *Slovenia IATEFL Newsletter, Spring Issue, 2007.*

MANUSCRIPTS (under review and in preparation)

Dimitrieska, V. (under review). *Modeling practices of language teacher educators*. Journal Article.

Dimitrieska, V. (book chapter under review). *Unpacking whiteness and its multiple layers*.

Dimitrieska, V. (in preparation). *Examining dual language immersion instructional practices*. Journal Article.

Dimitrieska, V. (in preparation). *Effectiveness of infusing global perspectives into School of Education Methods courses*. Journal Article.

Dimitrieska, V. (in preparation). *Teacher educator reflexivity: taking the double role of a language teacher educator and researcher*. Journal Article.

FELLOWSHIPS

Post-doctoral Fellowship, 2016-18
Leo and Jean Fay Fellowship, 2016-17
Isabel Craig Memorial Scholarship Fund, 2015-2016
Ruth G. Strickland Memorial Graduate Student Scholarship 2015-16
Leo and Jean Fay Fellowship, 2013-14
Ruth G. Strickland Memorial Graduate Student Scholarship, 2013-14
Isabel Craig Memorial Scholarship Fund, 2012-13
Ruth G. Strickland Memorial Graduate Student Scholarship, 2012-13
Hubert Humphrey Fellowship, 2008-2009

AWARDS:

2016 Graduate and Professional Student Government Travel Award

2014-15 Professional Development Award

2014 Paul Simon Award for the Promotion of Language and International Studies, 2014 (group award for the work on the Title VI Project, Bridges: Children, Languages, World)

ACADEMIC SERVICE

Refereed article reader, MEXTESOL Journal, 2017

Member, International Outreach Committee, School of Global and International Studies, Indiana University, 2016

Reviewer, TESOL/CAEP, March, 2016- present

Reviewer, TESOL Doctoral Research Forum, 2016

Member, International Programs Committee, School of Education, Indiana University, 2016

Member, Postdoctoral Fellowship Selection Committee, Indiana University, March 2015

Member, Symposium in Language Education Department Organizing Committee, Indiana University, January 2013

Member, Mentoring Award Committee, Indiana University, March 2012

Member, Symposium in Language Education Department Organizing Committee, Indiana University, January 2012

Member, Central Observation Team, South-East European University, 2009-2012

Member, Language Committee, South-East European University, Macedonia, 2010-2012

Conference Organizer, *From Teaching to Learning: Current Trends in ELT*, South- East European University, April 2010

Volunteer at Electronic Village, TESOL, Convention Center Denver, March, 2009

COMMUNITY SERVICE
Member, Hubert Humphrey Fellowship Selection Board, US Embassy, Macedonia, August 2009

PROFESSIONAL MEMBERSHIP
American Council on the Teaching of Foreign Languages (ACTFL)
English Language Teachers' Association of Macedonia (ELTAM)
International Association of Teachers of English as a Foreign Language (IATEFL)

Indiana Foreign Language Teachers Association (IFLTA)
Indiana Teachers of English to Speakers of Other Languages (INTESOL)
La Cosecha
National Association of Bilingual Education (NABE)
Teaching English to Speakers of Other Languages (TESOL)

LANGUAGES
Macedonian (native); Serbian (fluent); Albanian and Spanish (basic)