ELIZET H. KNEISLER (MORET), EdD.

elizetmartiz@gmail.com | cell: 512-203-5213

EDUCATION

Ed.D.	2021, Doctoral in Educational Leadership Lamar University Dissertation title: Administrator's perceptions of effective implementation of a biliteracy framework: A phenomenological study
M.Ed.	2009, Bilingual/Bicultural Studies Texas State University – San Marcos
B.A.	2003, Liberal Arts – Spanish with a minor in Mass Communications Texas State University
Certificate	2002, Latin American Business Certificate U.S. Department of Commerce – Instituto Tecnológico y de Estudios Superiores de Monterrey (Tec de Monterrey), Monterrey, Nuevo León, México in partnership with Texas State University – San Marcos

PROFESSIONAL CERTIFICATIONS

2006- present	Elementary Bilingual Generalist – Spanish (Early Childhood – 4)

PROFESSIONAL EXPERIENCE

National Consultant, Dr. Elizet Moret Educational Consulting, LLC. (2023- present)

- Provide professional development and coaching across the nation to school districts and charter schools in the areas of dual language programming, biliteracy classroom strategies, and family engagement.
- Currently support Dr. José Medina by providing C6 Biliteracy Instructional Framework workshops and coaching to school districts and charters across the nation.

Director of Professional Learning, Academic Learning Company dba Velázquez Press. (2022-2023)

- Developed and delivered research-based professional development (virtual, video, and face-to-face) in the areas of language acquisition, biliteracy practices, and instructional strategies.
- Analyzed district/charter emergent bilingual student data for targeted professional development and technical support when needed.
- Planed and developed instructional products that are research-based and best practices in the areas of biliteracy instruction and program components.
- Worked with authors and national researchers in the development of books and materials.

- Planed webinars and present at conferences across the U.S.
- Served as a representative of Velázquez Press, displaying courtesy, tact, consideration, and discretion in all interactions with other members of the educational community and with the public.

Coordinator, Bilingual/ESL, Title III, and Migrant Education Program. Education Service Center – Region 13. (2018-2022)

- Coordinated shared services agreements with ESC Region 13 districts for bilingual/ESL services, Title III and Migrant Ed, Title I, Part C.
- Collaborated with Region 13 districts/charters in the development of instructional coaching support and professional learning workshop opportunities.
- Managed and monitored the recruitment of migrant students and supports provided to their families.
- Provided quarterly regional bilingual/ESL directors' meetings to provide updates on state policy, LPAC, and emergent bilingual support programs.
- Served as a representative of ESC Region 13 in state and national conferences.

State Coordinator, Dual Language Education. Texas Education Agency. (2017-2018)

- Responsible for the development and effective implementation of evidence-based supports that meet the varied needs of students served by the English Learner Support Division in the area of bilingual education.
- State Policy: Collaborated in the process for revising Commissioner's Rules (TAC 89) and aligning with statute (TEC 29) in meaningful consultation with stakeholders, to comply with new ESSA State Plan requirements, to promote clarity for stakeholders, and to form the foundation for development of aligned resources and supports in the area of bilingual education.
- Research: Reviewed current research and literature to align state policy, and to ensure that technical assistance and professional development tools and supports were based on the most recent developments in the field. Collaborated with TEA and ESC staff to facilitate data collection processes and/or analysis relating to bilingual program implementation.
- Technical Assistance: Performed highly advanced consultative services and technical assistance work and provided guidance to TEA staff, ESCs, and LEAs to promote strong implementation of effective, research-validated practices in bilingual education, with incentives and supports for all four State program models, including Dual Language.
- Professional Development: Designed and delivered online implementation tools and a suite of professional development resources to facilitate effective implementation of the State's 4 allowable bilingual program models on a statewide scale, based on best practices identified in the research with enhanced resources for Dual Language program models.

National Pk-12 Professional Development Consultant. Center for Applied Linguistics, Washington (CAL), DC. (2015-2017)

- Facilitated professional development services to school districts in the U.S. in the areas of sheltered instruction (SIOP protocol), dual language practices, and dual language programming.

- Developed and completed dual language district program evaluations.
- Collaborated with other consultants in the development of training materials and resources.

Director, Bilingual and English as a Second Language (ESL), Pk-12. Manor Independent School District (2014-2015)

- Collaborated with all district departments to ensure guidelines and resources were aligned with emergent bilingual student services and needs.
- Developed and conducted staff development sessions for district leadership, campus administrators, and teachers.
- Evaluated the bilingual and ESL programs and implemented changes based on findings.
- Developed and implemented a bilingual and ESL program that addressed the affective, linguistic, and cognitive needs of emergent bilinguals.
- Developed a long-term plan for dual language program and created an instructional framework based on a 90-10 model.
- Facilitated targeted professional development in regard to biliteracy for primary grade level teachers district-wide.
- Conducted training on integrated and interactive writing through the content areas for all bilingual teachers in district.
- Monitored student instructional placement to ensure that student program participation (bilingual/ESL) was in compliance.
- Implemented procedures and coordinated the process to identify emergent bilingual students at all grade levels district-wide, including review of student data and testing of students.
- Monitored classroom instruction to ensure program models were being implemented and students were appropriately instructed according to their program participation.
- Planed and conducted district-wide and campus specific parent meetings (Spanish and English).
- Facilitated LPAC meetings district-wide and provided support to LPAC administrators.
- Managed local and Title III budgets.

Coordinator, Multilingual Curriculum and Instruction and English Learner Assessment Pk-12. Pflugerville Independent School District (2011-2014)

- Collaborated with content area coordinators in the development and implementation of the district's curriculum (Grades K-5 and LOTE 6-12).
- Collaborated with program director, campus administrators, and teachers to coordinate district dual language program services, curriculum, and instructional framework.
- Collaborated in the development of the dual language one-way intervention model (Tier I, II, & III)
- Provided support and collaborated in the creation of professional development for all district instructional coaches.
- Developed and delivered district-wide professional development for dual language teachers, non-dual teachers, ESL teachers, Spanish immersion teachers, and dual language principals.

- Provided LPAC support and trainings to district administrators and teachers in regard to data collection for language of assessment decisions.
- Developed integrated Spanish Language Arts and Social Studies district assessments and reviewed Spanish translations for Math and Science district assessments in grades 3-5.
- Assisted campus administrators in screening and hiring of dual language teachers, ESL, and LOTE (secondary).
- Facilitated district-wide and campus specific dual language parent meetings.

ELL Assessment Specialist, K-12. Pflugerville Independent School District (2011-2012)

- Coordinated all aspects of TELPAS state assessment and Tejas LEE
- Collaborated with all curriculum coordinators in the development and translation of district assessments (K-5).
- Developed, implemented, and facilitated training to district bilingual interventionists.
- Assisted with district's ESL Academy and SIOP training for teachers in grades K-12.
- Assisted the Director of Multilingual Instruction with the facilitation, development, and implementation of Bilingual/ESL program activities in grades K-12.
- Guided teachers on use of data to plan for differentiated instruction.

Classroom Teacher and Campus Support. Highland Park Elementary in Pflugerville Independent School District (2006-2011)

2009-2011 Bilingual Campus Lead Teacher – Pk-5
2010-2011 Bilingual Interventionist (K-5/ 2010-2011)

- Planned and implemented individualized intervention plans with specific strategies and goals, per individual emergent bilingual student needs
- Maintained accurate data, records, and documents of all activities and services provided to students
- Conducted weekly progress monitoring for all students and communicated progress to parents and teachers

2008- 2010 Bilingual Intermediate Grades Teacher (3rd and 4th)

- Developed and delivered linguistically accommodated lesson plans that reflected student needs and learning styles in English and Spanish
- Helped students analyze and improve study methods, which improved classroom student achievement

2006-2008 Bilingual and ESL Primary Grades Teacher (Pre-K – 2nd)

- Implemented a differentiated reading program incorporating Spanish phonics instruction and balanced literacy strategies to develop decoding, comprehension skills, and academic vocabulary
- Provided ESL instruction in four core subject areas using research-based methodologies to facilitate students' academic English language acquisition
- Evaluated and monitored student progress utilizing a variety of formal and informal assessments

SERVICE

2024- present	Board Member, Texas Association for Bilingual Educators (TABE), Legislative Chair
2023- present	Member, Texas Education Agency (TEA)/EB Community Stakeholders Roundtable
2023	Invited member to Dual Language Researcher Convocation, DLeNM
2022- present	Committee Member: Annual National Translanguaging Institute
2022- present	Member, Multilingual Education Advisory Committee (MEAC) of Austin Independent School District
2018-2021	Member, Region 13 Advisory Council for Teacher Certification
2018-2021	Member, Curriculum Council Region 13
2015-2018	Member, E3 Alliance EL Collaborative

PUBLICATIONS

Contributing chapter

Thomas, W.P. & Collier, V.P. (2018). *Transforming Secondary Education: Middle and High School Dual Language Programs*. Albuquerque, NM: Fuente Press.

Co-authored article for Soleado, a publication by Dual Language of New Mexico:

Rodríguez, E. & Tovar, I. (2018). Los estudiantes de lenguaje dual hablan: Recomendaciones para administradores. Soleado: Dual Language of New Mexico. *spring*, 1, 12-13.

**Rodríguez was my previous last name.*

BOOK REVIEWS

Moret, E. (2023) [Review of the book *¡Qué BUENO!: A History of Advocacy and Care for Culturally and Linguistically Diverse Education*, by David Nieto, Kathy Escamilla, Estella Almanza, Tania Hogan, and Jesús Rodríguez]] Velázquez Press.

Moret, E. (2023) [Review of the book *Dual Language Tandem Teaching*, by Elizabeth R. Howard and Shera Simpson] Velázquez Press.

Moret, E. (2023) [Review of the book series *FARO Collection: A Legacy of 48 stories* by Alma Flor Ada and Isabel Campoy] Velázquez Press.

Moret, E. (2020). [Review of book *Los niños no lloran* by José Medina] Velázquez Press.
Moret, E. (2020). [Review of book *Boys Don't Cry* by José Medina] Velázquez Press.

Moret, E. (2017). [Review of book *Why Dual Language Schooling* by Wayne Thomas and Virginia Collier] Fuente Press.

AWARDS & HONORS

2016 Central Texas group recipient of Texas Bright Spots recognition given by the White House Initiative on Educational Excellence for Hispanics

PROFESSIONAL PRESENTATIONS

Keynote

Moret, E. (2024, July). *The Advocate in Me*. District's bilingual conference in July. Bastrop Independent School District.

Moret, E. (2024, June). *The Advocate in Me.* District's bilingual conference in June. Bastrop Independent School District.

Moret, E. (2024, May). *Redefining My Bilingual Educator Role.* Presented at the Dual Language Conference. Leander Independent School District.

Conference Presentations

Moret, E. *Honoring Students' Identity and Knowledge through Translanguaging Practices.* Presentation has been accepted for La Cosecha 2024. Santa Fe, New Mexico.

Moret, E. *Multilingual Roundtable Mentor*. SXSW EDU Conference. Austin, Texas 2024.

Moret, E. *Empower Families and Celebrate Culture: Levering the Seal of Biliteracy*. La Cosecha Conference, Albuquerque, New Mexico, November 2023.

Garibay, M., Lara, J., & **Moret, E**. *Biliteracy Seal Panel*. Bilingual Administrators' Pre-Conference Institute. McAllen, Texas, October 2023.

Garibay, M. & **Moret, E**. *Florecer: Panel de conversación*. TABE Parent Pre-Conference Institute. Texas Association of Bilingual Education. McAllen, Texas, October 2023.

Moret, E. *Levering the Seal of Biliteracy and Empowering Bilingual Families*. Texas Association of Bilingual Education. McAllen, Texas, October 2023.

Moret, E. *Empowering Families and Celebrating Culture.* SANIBEL Leadership Conference. Clearwater Beach, Florida, June 2023.

Moret, E. & Rubio, J. *Translanguaging and The Multilingual Brain*. Translanguaging Institute. Albuquerque, New Mexico, June 2023.

Moret, E. *Empower Families and Celebrate Culture: Levering the Seal of Biliteracy*. California Association of Bilingual Education. Long beach, California, March 2023.

Moret, E. *Working Together towards Biliteracy: How Our Identity and Our Roles Create a Stronger Cross-linguistic Connection for Students*. Austin Area Association of Bilingual Education. Austin, Texas, March 2023

Moret, E. *Working Together towards Biliteracy: How Our Identity and Our Roles Create a Stronger Cross-linguistic Connection for Students*. National Association of Bilingual Education. Portland, Oregon, February 2023.

Moret, E. *Empower Families and Celebrate Culture: Levering the Seal of Biliteracy*. National Association of Bilingual Education. Portland, Oregon, February 2023.

Izquierdo, E., Medina, J., & **Moret, E**. *The C6 Biliteracy Framework as an Equity Lesson Planning Tool: Voices from the Field.* La Cosecha conference. Virtual conference, November 2020.

Moret, E. *Equity and English Learners.* Panel member for Texas Association of Bilingual Education (TABE) State Bilingual Director's Institute. Virtual conference, October 2020.

Moret, E. & Thomas, C. *Tools for Enhancing English Learner Program Model Implementation*. Title III Symposium, Austin, Texas, July 2018.

Moret, E., & Thomas, C. *Bilingual and ESL Program Implementation on State Initiatives.* The Association for Compensatory Educators of Texas (ACET). Austin, Texas, Spring 2018

International Educational Audiences and University

Moret, E. (2019, December). *Bilingual Programs in Texas and ESL Practices.* Presentation given to visiting educational leaders from Bolivia. December 2019.

Moret, E. (2019, July). *Emergent Bilinguals and ESL Programs.* Presentation given to visiting educational leaders from Japan, supported by the Bureau of Educational and Cultural Affairs from the U.S. Department of State.

Moret, E. (2018, October). *Bilingual/Dual Language Education and Best Practices for English Learners.* Delegation from Spanish Ministry Team, composed of USA, Canada, and Spain educational leaders.

Moret, E. (2016, January). *Leadership Instructional Improvement Practices for English Language Learners.* University of Texas at Austin Principalship Program (UTAPP).

Webinars and Online Trainings

Wayne, T., Collier, V. & M**oret, E.** 2024, February). *Dual Language Institute*. Provided via online during two days for districts across the nation by Velázquez Press.

Moret, E. (2023) Family Engagement: School Practices and Guidelines. Velázquez Press.

Moret, E. & Thomas, C. (2018). *Texas Bilingual-ESL Program Design and Evaluation.* Training webinars presented to all 20 state regional educations service centers (ESCs) across the state.

GRANTS ADMINISTERED

Sponsor Name: Texas Education Agency
Grant Status: Completed; I applied for grant every year I worked at the ESC.
Project Title: ESC Title I, Part C Migrant Basic Services Grant
Project funding period: September 1 – August 31
Role: Applicant and coordinator
Funding amounts per year:

2018-2019	2019-2020	2020-2021	2021-2022
$612,037	$525,478	$452,249	$475,002

Description: Provided support to all school districts and charter schools in Region 13 to ensure that migratory children receive appropriate opportunities to meet state curriculum and graduation requirements. The focus for the grant period was on recruiting all families that had students that met program criteria and to provide informational sessions to parents and students in regard to educational opportunities, as well as to promote support areas recognized as health support by the migrant program.

Sponsor Name: Texas Education Agency
Grant Status: Completed; I applied for grant every year I worked at the ESC.
Project Title: ESC Title III, Part A Basic Service Grant
Project funding period: September 1– August 31
Role: Applicant and coordinator of grant
Funding amounts per year:

2018-2019	2019-2020	2020-2021	2021-2022
$88,589	$72,654	$62,788	$62,828

Description: The purpose for the grant was to provide technical assistance and professional development to school districts and charter schools within Region 13. Additionally, this grant promoted the development of activities that ensured the academic success of emergent bilingual students, family and community engagement, including immigrant children and youth.

Sponsor Name: Texas Education Agency
Grant Status: Completed
Project Title: 2020-2021 ESC Title III Enhancing Program Implementation Grant
Project funding period: October 1, 2019 – August 31, 2022
Role: Applicant and coordinator
Funding amount: estimated amount per year was between $20,000- $30,00.
Description: The purpose of this grant was to develop and provide professional development to enhance bilingual and/or English as a second language programs for school districts and charter

schools in Region 13. Activities conducted under this grant increased academic and language proficiency for emergent bilinguals participating in a state approve language program.

Sponsor Name: Texas Education Agency
Grant Status: Completed; I applied for grant every year I worked at the ESC.
Project Title: ESC ESSA Basic Services Initiative Grant - Title I, Part C
Project funding period: September 1 – August 31 of every year
Role: Applicant and coordinator
Funding amount:
Every year the range would be between $200,000 to $300,000
Description: Provided support to all school districts and charter schools in Region 13 to ensure that migratory children received appropriate opportunities to meet state curriculum and graduation requirements. Supported migratory students and families in overcoming any educational disruptions, cultural and language barriers, and school isolation.

LANGUAGES

Fluent in Spanish and English