

Michelle Haj-Broussard, Ph.D.

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| <p>Title Department Office Number Extension Email Address</p> | <ul style="list-style-type: none">• Associate Professor• Department of Curriculum and Instruction• Maxim Doucet 450• 482-5280• hajbroussard@louisiana.edu |
| <p>Education</p> | <ul style="list-style-type: none">• Ph.D., Curriculum and Instruction, Louisiana State University• Ed.S., Curriculum and Instruction, Louisiana State University• M.Ed., Curriculum and Instruction, University of Louisiana at Lafayette• B.A., French and Francophone Studies, University of Southwestern Louisiana• Professional certifications – Gifted Education, French 1-12, English Secondary from LA-DOE. |
| <p>Teaching Philosophy</p> | <p>Teaching Philosophy – My teaching philosophy is two-fold. First, I believe that education requires a recursive process that moves through critical reflection, creative problem solving, and deliberate practice. Underlying that process is a desire to spark curiosity and instill a joy of learning. Secondly, I believe that not all students have access to this education and that educators must work to close this opportunity gap.</p> |
| <p>Bio</p> | <p>Dr. Michelle Haj-Broussard is a recipient of the Chevalier of the Order of the Palmes Académiques, a French order for distinguished academics. Michelle is the president of the Louisiana Consortium of Immersion Schools (LCIS), on the executive board of the Council for the Development of French in Louisiana (CODOFIL), and an active committee member of the CODOFIL Education committee, which works to expand French Immersion and professional development for immersion teachers. She taught at the K-12 level, both French and French Immersion, for over 10 years. Michelle has taught in higher education for 14 years in a number of areas ranging from Math Methodology, Gifted Education, Foreign/ESL Language Methodology, Classroom Management, and Immersion Methodology. She is currently working with the University of Louisiana at Lafayette to launch their French Immersion M.A.T as well as an online graduate certificate program in immersion</p> |

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| | pedagogy. Her research interests include French Immersion education, Indigenous language immersion, eradicating bullying, gifted education, and social justice. |
| Courses Taught | EDCI 349- PK-6 Math Methods I EDCI 427 Teaching in a Diverse Society EDCI 463 Foreign Language Methodology EDCI 471 Professional Preparation for ESOL Teachers EDCI 530 Advanced Strategies |
| Research Interests | French Immersion education, Indigenous language immersion, eradicating bullying, gifted education, and social justice. |
| Teaching Experience | <p>University of Louisiana at Lafayette, Assistant Professor <i>August 2015-Present</i></p> <p>McNeese State University, Associate Professor <i>August 2010-August 2015</i></p> <p>McNeese State University, Alternative Certification Coordinator <i>August 2009- 2012</i></p> <p>McNeese State University, Assistant Professor <i>August 2004-August 2010</i></p> <p>Courses Taught:</p> <ul style="list-style-type: none"> ● INOV 180 Innovation Engineering Create Course ● INOV 280 Innovation Engineering Communicate Course ● The five gifted courses needed for certification ● FORL 585 Foreign Language Methods: Focus on immersion (developed syllabus) ● FORL 485 Foreign Language Methods (developed a hybrid and a web class) ● EDUC 334 Elementary Math Methods (developed a hybrid/workshop course) ● EDUC 323 Elementary and Middle School Math Methods (developed a hybrid/workshop course) ● EDUC 647 Educational Diversity and Foundations both land and web-based (developed hybrid web-based) ● EDUC 621/610/628 Elementary Math Methods (developed hybrid/workshop version) for |

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| | <p>MAT/EC M.Ed/ELEM M.Ed.</p> <ul style="list-style-type: none"> ● EDUC 410/523 Elementary Classroom Management (developed Practicum course)/for MAT <p>Lafayette Parish School District, French Immersion Teacher K ,1st and 2nd grade & Foreign Language in Elementary School (FLES) teacher. <i>August 1996- May 2004</i></p> <p>Louisiana State University, Research Assistant. <i>August 1999- May 2000</i></p> <p>Church Point Elementary, French Immersion K, 1st and 2nd, High School French & French Elementary (FLES) Teacher. <i>August 1991- June 1996</i></p> <p>South Rayne Elementary, FLES Teacher. <i>August 1991- June 1992</i></p> |
| Publications | <p>Books:</p> <p>Richard, Z. et al., (2013). <i>The Acadians of Louisiana</i>, UL Presse:Lafayette, LA (Did the pedagogical materials throughout the book)</p> <p>Richard, Z. et al., (2012). <i>Les Acadiens et Acadiennes de la Louisiane</i>, UL Presse: Lafayette, LA (Did the pedagogical materials throughout the book)</p> <p>Articles:</p> <p>Haj-Broussard, M. et al. (2018) Ensuring High-quality Dual Language Immersion Education: Louisiana’s Certified Foreign Language Immersion Program Rubric. <i>Research Issues in Contemporary Education</i>. 3(1), 51-56.</p> <p>Haj-Broussard, M., Olson-Beal, H.K., and Boudreaux, N. (2017). Relating French immersion teacher practices to better student oral production. <i>Canadian Modern Language Review</i>, 73 (3), 319-342. https://doi.org/10.3138/cmlr.3521</p> <p>Haj-Broussard, M., Keefer, N., and Boudreaux, N. (2017). The Rhizomatic effects of academic, linguistic, and cultural attainment in Louisiana immersion programs. <i>Research Issues in Contemporary Education</i>. 2 (1), 1-10.</p> |

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| | <p>Haj-Broussard, M., Hall, T., Allen, S., Stephens, C., Person, V., & Johnson, T. (2016). Alternative certification teacher candidate retention: Measures of educator preparation, certification, and school staffing effectiveness. <i>Journal of the National Association for Alternative Certification</i>. Vol 11 (2), pp. 4-13.</p> <p>Book Chapters:</p> <p>Haj-Broussard, M. et al. (2015). Clinical Prototypes: Nontraditional Teacher Preparation Programs. In E. Hollins (Ed.), <i>Rethinking Field Experiences in Pre-service Teacher Preparation</i> (pp. 117-148). New York, NY: Routledge.</p> |
| Presentations | <p style="text-align: center;">2018</p> <p><i>The Persistence of Graduate Education Majors' Deficit Perspectives After Explicit Exposure to Asset-Based Curriculum</i>, AERA Annual Meeting, April 2018, New York, NY (with Natalie Keefer)</p> <p><i>Transitioning to translanguaging? Introducing a biliteracy approach in Louisiana French immersion</i>, CCERBAL 2018 CONFERENCE, May 2018, Ottawa, Canada (with Ballinger, Susan, McGill University)</p> <p><i>Is there a need for alternative pathways for preparing effective teachers?</i>, NATIONAL ASSOCIATION FOR ALTERNATIVE CERTIFICATION (NAAC) 2018, March 2018, Summerlin, NV (with Bishop, C., Karge, B., & Stephens, C.)</p> <p><i>Informing Social Studies Education in French Immersion Graduate Programs</i>, LERA Annual Meeting, March 2018 (with Natalie Keefer)</p> <p style="text-align: center;">2017</p> <p><i>Creating a longitudinal study to evaluate French immersion in Louisiana</i>, LERA Annual Meeting, February 2017, Lafayette, LA (with Nicole Boudreaux)</p> <p><i>French Immersion Teachers Expertise Development: Relationships between School Culture, Internal Factors, and State of Flow</i>, LERA Annual Meeting, February 2017, Lafayette, LA (with Amanda Mayeux)</p> <p><i>Data and our programs: Selection, diversity, retention, and effectiveness</i>, NAAC Annual Conferences, March 2017, San Antonio, TX</p> |

Coffee and conversation: Coming together and looking ahead, NAAC Annual Conference, March 2017, San Antonio, TX

The Rhizomatic effects of academic, linguistic, and cultural attainment in Louisiana immersion programs, AERA Annual Meeting, April 2017, San Antonio, TX (with Natalie Keefer & Nicole Boudreaux)

Recruiting, Selecting, and Placement with Dual Language Education, American Association of School Personnel Administrator Annual Conference, October 2017, Phoenix, AZ (with Cynthia Stephens)

What Do You Mean? Part II: Critical self-reflections and socratic dialogues, International Forum for Psychoanalytic Education, November 2017, Fort Lauderdale, FL (with Rebecca Peterson, Kenya King, and Jacqueline Roller)

2016

Introduction a l'immersion, Besoncon Centre pour linguistique applique, January 2016, Webinar presentation.

Bilingualism and the brain Louisiana Foreign Language Teachers Association (LFLTA) Annual Meeting, January 2016, Baton Rouge, LA. (with Nicole Boudreaux)

Immersion State Site Certification LFLTA Annual Meeting, January 2016, Baton Rouge, LA. (with Peggy Feehan)

The Rhizomatic Effects of Academic, Linguistic, and Cultural Attainment in Louisiana Immersion Programs Louisiana Educational Research Association (LERA) Annual Meeting, February 2016, Lafayette, LA (with Natalie Keefer & Nicole Boudreaux)

Motivating French Immersion Teachers Towards Expertise Development: Motivating French Immersion Teachers Towards Expertise Development, Round Table Presentation, LERA Annual Meeting, February 2016, Lafayette, LA (with Amanda Mayeaux)

At-Risk Students: Finding meaning in a career-driven setting Round Table Presentation, LERA Annual Meeting, February 2016, Lafayette, LA (with Mona Ristovv)

Stakeholder Collaboration to Create a French Immersion MAT Program Round Table Presentation, National Association of Alternative Certification (NAAC) Annual Conference, March 2016, New Orleans. (with Peter Sheppard)

Motivating immersion teachers towards expertise development: Relationships between School Culture,

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| | <p>Internal Factors, and Flow Sixth International Conference on Immersion and Dual Language Education: <i>Connecting Research and Practice Across Contexts</i>, October 2016, Minneapolis, MN (with Amanda Mayeaux)</p> <p>Conversations in immersion: Stakeholders' primary concerns ACTFL 2016 Annual Convention and World Languages Expo, November 2016, Boston, MA. (with Natalie Keefer, Peggy Feehan, Terri Hammatt, Dustin Hebert & Nicole Boudreaux).</p> <p>Informing global citizenship education in French immersion graduate programs NCSS-IA Annual Conference 2016, Washington D.C. (with Natalie Keefer)</p> |
| Grants | <p>National Professional Development Grant from the Office of English Language Acquisition (2.35 million over 5 years) to train English Language Learners.</p> <p>Rural Experiences for Prospective Practitioners Grant (\$325,000 over 2 years) to train rural teachers of record in Louisiana.</p> <p>University of Louisiana at Lafayette Travel Grant (\$750) to present at CARLA 2016.</p> <p>University of Louisiana at Lafayette Summer Research Award (\$3500) Koasati Assessment 2016</p> <p>University of Louisiana at Lafayette Travel Grant (\$750) to present at NAAC 2016. (CIEP) & French ministry of education. McNeese Foundation</p> |
| Conferences Attended | <p>AERA 2018 NAAC 2018 CCERBAL 2018 LERA 2018 AASPA 2017 AERA 2017 NAAC 2017 LERA 2017 LFLTA 2016 LERA 2016 NAAC 2016 CARLA 2016 ACTFL 2016</p> |
| Professional Memberships | <p>Association canadienne de professionnelles de l'immersion (ACPI) American Educational Research Association (AERA)</p> |

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| | <p>Louisiana Foreign Language Teacher Association Louisiana Educational Research Association, (board member: Higher Ed rep) Louisiana Consortium of Immersion Schools, (board member: President) Mid-South Educational Research Association National Association for Alternative Certification (board member: Past-President) American Council on the Teaching of Foreign Languages</p> |
| Awards | <p><i>Rising Star Award for the Office of Sponsored Research</i> Nominated by the dean for the 2016-2017 academic year. <i>LERA Rayma Hatcher Outstanding Paper Award (2016)</i> (\$500) to present at AERA 2017 <i>Chevalier of the Ordre des Palmes académique (2014)</i> Knighted by the French Government for distinguished contributions to education.</p> |
| Additional Skills | <p>Fluent in French (Superior ACTFL rating), Working knowledge of Spanish, Novice level in Arabic</p> |
| Dissertation | <p>Language, Identity and the Achievement Gap: Comparing Experiences of African-American Students in a French Immersion and a Regular Education Context</p> <p>This mixed-methodology study examined both academic achievement and the experiences of Louisiana fourth grade students/teachers in both the regular education and the French immersion contexts. The quantitative phase compared these students' LEAP test scores. The qualitative phase was a cross-case comparison of four classrooms--an extreme class (90% of the school population in poverty) and a typical class (African-Americans of average academic achievement) in each context.</p> <p>Advisor: Denise Egea-Kuehne, Professor formerly of Louisiana State University</p> |
| Other Professional Experience | <p>Louisiana Renaissance Grant Evaluator for the Louisiana Department of Education, 2011-2015 External program reviewer for Alternative Certification Programs (2015 & 2016)</p> |
| Service | <p>Reviewer for the American Association for Applied Linguistic Board member and Executive board member for the Council for the Development of French in Louisiana. President of the Louisiana Consortium for Immersion Schools</p> |

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| | Reviewer for Writes of Spring writing contest, National Writing Project of Acadiana Reviewer for LAWrites writing context, National Writing Project of Louisiana |
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