

**Fatima E. Terrazas-Arellanes, Ph.D.**  
Curriculum Vita

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**EDUCATION**

- 2004-2009      Ph.D., School Psychology  
University of Oregon. Eugene, OR.
- 2004-2008      M.S., Special Education  
University of Oregon. Eugene, OR.
- 1995-2000      B.A., Psychology, General and Special Honors  
Universidad Autónoma de Sinaloa. Sinaloa, Mex.

**PRESENT POSITION**

- 2015            **Research Assistant Professor**  
Center for Equity Promotion, University of Oregon  
Supervisor: Dr. Charles Martinez.  
*Responsibilities:* Principal Investigator of Project ESCOLAR (Etext Supports for Collaborative Online Learning and Academic Reading) and Principal Investigator of Project SSOAR (Stepping Up to SOAR: Strategies for Online Academic Reading). Responsible for providing leadership and support to all project staff and the coordination of administrative and project implementation tasks.

**TEACHING EXPERIENCE**

- 2016            **Research Assistant Professor**  
Taught two graduate level courses:  
- EDUC 611 Survey of Educational Research Methods  
- EDUC 612 Social Science Research Design
- 2007-2008      **Graduate Teaching Assistant**  
University of Oregon, College of Education; Institute on Violence and Destructive Behavior. Eugene, OR.  
*Courses taught:* Behavior and Classroom Management, and Advanced Behavior and Classroom Management.
- 2003 -2004      **Instructional Assistant**  
Learning Resource Center, Fremont Middle School. Roseburg, OR.
- 2000-2001      **Assistant Professor**  
Universidad Autónoma de Sinaloa, Psychology School; Division of Educational Research. Sinaloa, Mex.  
*Courses taught:* Educational Research, I & II.
- 1999-2000      **Elementary School Teacher**  
Colegio Renovación, Private Elementary School. Sinaloa, Mex.

## **RESEARCH EXPERIENCE**

- 2009 - 2015     **Research Associate**  
Center for Advanced Technology in Education, University of Oregon. Eugene OR.
- 2008-2009     **Research Assistant, Graduate Intern**  
University of Oregon, Center for Advanced Technology in Education. Eugene OR.
- 2007-2008     **Principal Investigator, Dissertation Study**  
The effects of the “Templates for Direct and Explicit Spanish Instruction on English Language Learners’ reading outcomes”.  
*Faculty Advisors:* Dr. Roland Good, Dr. Kenneth Merrell, Dr. Jeffrey Sprague, and Dr. Robert Mauro.
- 2005-2007     **Research Assistant**  
University of Oregon, Center on Teaching and Learning;  
Oregon Reading First Division. Eugene, OR.  
Director: Dr. Edward Kame’enui.
- 2004-2009     **Team Member**  
*Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Research Team*  
Director: Dr. Roland Good.
- 2007-2008     **Team Member**  
*Oregon Resiliency Project Research Team*  
Director: Dr. Kenneth Merrell.
- 2000-2001     **Research Assistant**  
Universidad Autónoma de Sinaloa, Psychology School; Division of Educational Research. Sinaloa, Mex.

## **OTHER PROFESSIONAL EXPERIENCES**

- 2017           **Chair**  
Latino Interest Research Group (LARIG)  
National Association for Research in Science Teaching (NARST)
- 2004-2008     **School Psychology Practicum Student**  
Springfield School District. Springfield, OR.  
South Lane School District. Cottage Grove, OR.
- 2003-2004     **Educational Assistant**  
Fremont Middle School, Learning Resource Center. Roseburg, OR.
- 2002-2003     **Advising Specialist**  
Umpqua Community College, Counseling Center. Roseburg, OR.
- 2000-2001     **Technology Education Coordinator**  
Universidad Autónoma de Sinaloa, Psychology School; Division of Educational Research. Sinaloa, Mexico.

## **CURRENT GRANT**

- 2013-2019     **Principal Investigator**  
Office of Special Education Programs (OSEP), Technology and Media Services for Individuals with Disabilities, Stepping Up Technology Implementation Grant. Project title: *ESCOLAR, Etext Supports for Collaborative Online Learning and Academic Reading*. Budget: \$2,499,828. Budget Period: Oct 2013 – Sep 2019.
- 2018-2022     **Principal Investigator**  
National Science Foundation (NSF), DR K-12. Project title: *ESCOLAR Science Curriculum Program, Impact Study of Effectiveness*. Budget: \$4,350,564. Budget Period: Sep 2019 – Aug 2024. Pending.

## **PAST GRANTS**

- 2009-2014     **Co-Principal Investigator**  
National Science Foundation (NSF), Research Development grant, English Language Learners Division. Project COPELLS: *Collaborative Online Projects for English Language Learners in Science*. Budget: \$1,182,440. Budget Period: Sep 2009 – Aug 2014.
- 2012-2018     **Principal Investigator**  
Office of Special Education Programs (OSEP), Technology and Media Services for Individuals with Disabilities, Stepping Up Technology Implementation Grant. Project title: *Stepping Up to SOAR: Strategies for Online Academic Reading*. Budget: \$2,500,000. Budget Period: Dec 2012 – Nov 2018

## **GRANTS REVIEWS**

- 2016           National Professional Development Program, Department of Education  
2015           Stepping Up Technology Implementation, Department of Education  
2014           Investing in Innovation Fund (I3), Department of Education  
2012           Investing in Innovation Fund (I3), Department of Education  
2011           Investing in Innovation Fund (I3), Department of Education

## **JOURNAL REVIEWER**

2013 to present   Journal of Education and Training

## **CONSULTATION SERVICES**

- 2017 - present   **Project Expert Advisor**  
University of Oregon, Educational and Community Supports Center  
Project title: TIPS EdTech, Developing Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems.

Responsibilities: Provide mentorship to Principal Investigator on the focus group procedures, and analysis of feasibility data.

- 2013            **Methodologist Consultant**  
University of Georgia, Center for Latino Achievement and Success in Education  
Responsibilities: Prepare an IES grant proposal, including the design of project narrative, budget, and other related application documents.
- 2010            **Methodologist Consultant**  
Eugene School District, Eugene, OR. *Live Ink Project*.  
Responsibilities: Consult on the design and implementation of an experimental study on the use of *LiveInk* for students who are English Language Learners. Coordinate the data analysis and assist in the preparation of the final report.
- 2009            **Methodologist Consultant**  
CaptionMax, Inc. Minneapolis, MN. *Expanded Captions Project*.  
Responsibilities: Consult on the design and implementation of an experimental study on the use of expanded captions for educational videos used by students who are deaf or hard-of-hearing. Assist in analysis of the data and writing the final report. The *Expanded Captions Project* was directed by Dr. Anderson-Inman.

## **REFEREED PUBLICATIONS**

- Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (in press). Web-based professional development model to enhance teaching of strategies for online academic research in middle school. *Journal of Research on Technology in Education*.
- Terrazas-Arellanes, F., Gallard Martinez, A. J., Strycker, L. A., & Walden, E. (2018). Impact of interactive online units on learning science among students with learning disabilities and English learners. *International Journal of Science Education*. doi: 10.1080/09500693.2018.1432915
- Terrazas-Arellanes, F., Strycker, L. A., & Walden, E., Gallard Martinez, A. J. (2017) Teaching with Technology: Applications of Collaborative Online Learning Units to Improve 21st Century Skills for All. *Journal of Computers in Mathematics and Science Teaching*, 36(4), 375-386.
- Terrazas-Arellanes, F., Knox, C., Strycker, L. A., & Walden, E. (2017). Online learning tools for middle school science: Lessons learned from a design-based research project. *International Journal of Information Communication and Technology Education*, 13(1), 27-40.
- Terrazas-Arellanes, F. E., Knox, C., Strycker, L. A., & Walden, E. (2016). A face-to-face professional development model to enhance teaching of online research strategies. *Journal of Information Technology Education: Research*, 15, 335-367.
- Knox, C. H., Anderson-Inman, L., Terrazas-Arellanes, F. E., Walden, E., Strycker, L. A., & Hildreth, B. (2016). Strategies for Online Academic Research (SOAR): Digital literacy for middle school students. *International Journal of Information Communication Technologies and Human Development*, 8(1), 42-68.
- Knox, C. H., Anderson-Inman, L., Terrazas-Arellanes, F., Walden, E., & Hildreth, B. (2015). The SOAR strategies for online academic research: Helping middle school students meet new standards. In Y. Rosen, S. Ferrara, & M. Mosharraf (Eds.), *Handbook of research on technology tools for real-world skill development* (pp. 68-104). Hershey, PA: IGI Global.
- Terrazas-Arellanes, F., Walden, E., & Knox, C. (2015). PBL science empowered by discussion forums. *Edutopia*. Retrieved from: <http://www.edutopia.org/blog/learning-science-pbl->

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- Terrazas-Arellanes, F., Knox, C., & Walden, E. (2015). Pilot study on the feasibility and indicator effects of collaborative online projects on science learning for English learners. *International Journal of Information and Communication Technology Education*, 41(11).
- Terrazas-Arellanes, F., Knox, C., Rivas, C., & Walden, E. (2014). English language learners' online science learning: A case study. In J. E. Aitken (Ed.), *Cases on communication technology for second language acquisition and cultural learning* (pp. 322-355). Hershey, PA: IGI Global.
- Walden, E., Terrazas-Arellanes, F., & Knox, C. (2014). Connect English learners to science with online projects. *International Society for Technology in Education*. Retrieved from <https://www.iste.org/explore/article/detail?articleid=26>
- Terrazas-Arellanes, F., Knox, C., & Rivas, C. (2013). Collaborative online projects for English language learners in science. *Cultural Studies of Science Education*, 3(8). doi: 10.1007/s11422-013-9521-8
- Anderson-Inman, L., Terrazas-Arellanes, F., & Slabin, U. (2009). Supported eText: Literacy scaffolding for students with disabilities. *Journal of Special Education Technology*, 24(3), 1-8.
- Horney, M., Anderson-Inman, L., Terrazas-Arellanes, F., Schulte, W., Mundorf, J., Wiseman, S., Smolkowski, K., Katz-Buonincontro, J., & Frisbee, M. (2009). Exploring the effects of digital notetaking on student comprehension of science texts. *Journal of Special Education Technology*, 24(3), 45-61.
- Terrazas-Arellanes, F. (2009). The effects of the "Templates" for direct and explicit Spanish instruction on English language learners' reading outcomes (Unpublished doctoral dissertation). University of Oregon, Eugene, OR.
- Peinado, J., Baker, D. & Terrazas-Arellanes, F. (2006). Templates for direct and explicit Spanish instruction (Unpublished materials).
- Terrazas-Arellanes, F. (2000). El Aprendizaje Significativo y las Nuevas Tecnologías: Un Estudio en el Aula de Medios (Unpublished undergraduate thesis). Universidad Autónoma de Sinaloa, Culiacan, Mexico.

## **TECHNICAL REPORTS**

- Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2015, 2016, 2017, 2018). *Project ESCOLAR (Etext Supports for Collaborative Online Learning and Academic Reading) Technical Report of Pilot Study*. Eugene, OR: Center for Equity Promotion, University of Oregon.
- Terrazas-Arellanes, F., Walden, E., & Knox, C. (2014, 2015, 2016, 2017, 2018). *Stepping up to SOAR Project Technical Report of Case Study*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
- Terrazas-Arellanes, F., Walden, E. & Knox, C. (2013). *Project COPELLS Technical Report of Pilot Study*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
- Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2012). *Investigations for Enactment Stage of Project ESTRELLAS: Second Pilot Test of Integrated Supports*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
- Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2012). *Project ESTRELLAS:*

- Evaluation of Usability, Feasibility, and Impact*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
- Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2012). *Project ESTRELLAS: Evaluation of Impact on Reading Comprehension and Vocabulary*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
- Terrazas-Arellanes, F., & Knox, C. (2011). *Let's Help our Environment: Case Study I for Project COPELLS*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
- Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2011). *Investigations for Enactment Stage of Project ESTRELLAS: Pilot Test of Vocabulary Supports*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
- Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2011). *Investigations for Enactment Stage of Project ESTRELLAS: Pilot Test of Notational Supports*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.
- Terrazas-Arellanes, F., Walden, E., & Anderson-Inman, L. (2011). *Investigations for Enactment Stage of ESTRELLAS Project: Testing the Usability of Presentational Supports*. Eugene, OR: Center for Advanced Technology in Education, University of Oregon.

### **REFEREED PRESENTATIONS**

- Terrazas-Arellanes, F. E., Strycker, L. A., Walden, E. & Gallard, A. M. (2018). *ESCOLAR: Bringing the Hope of Equitable Public Education to Diverse Students through Online Science Units*. Paper presented at the American Educational Research Association (AERA) annual meeting, New York, NY.
- Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. M. (2018). *ESCOLAR: Improving Science Literacy for Diverse Learners with Online Units*. Paper presented at the National Association for Research in Science Teaching (NARST) conference, Atlanta, GA.
- Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2018). *Research to Practice in Local Educational Agencies Through Online Science Units*. Paper presented at the Society for Research on Educational Effectiveness (SREE) annual meeting, Washington, DC.
- Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2017). *ESCOLAR: Improving Education Equity for Students with Disabilities and English Learners Through Online Science Units*. Paper presented at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.
- Terrazas Arellanes, F. E., Strycker, L. A., Moore, C., & Walden, E. (2017). Results of an online professional development model's effectiveness in enhancing teaching of Internet research strategies. Paper presented at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.
- Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. M. (2017). *Second-Year Results from a Randomized Trial to Evaluate Globalized Online Science Units for Middle School*. Paper presented at the National Association for Research in Science Teaching (NARST) conference, San Antonio, TX.
- Terrazas-Arellanes (2016). *Teaching with Technology: Promoting Education Equity in Science*. Paper presented at the National Youth-At-Risk (NYAR) annual meeting, San Antonio, TX.

- Terrazas-Arellanes (2016). *Stepping Up to SOAR Online Professional Development*. Paper presented at the STEMstation annual meeting, San Antonio, TX.
- Terrazas-Arellanes (2016). *Project ESCOLAR: Etext Supports for Collaborative Online Learning and Academic Reading*. Paper presented at the STEMstation annual meeting, San Antonio, TX.
- Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2016). *A Face-to-Face Professional Development Model's Feasibility and Effectiveness to Enhance Teaching of Internet Research Strategies*. Paper presented at the American Educational Research Association (AERA) annual meeting, Washington, DC.
- Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. M. (2016). *Results of a Randomized Trial to Test the Effectiveness of Online Units to Teach Science*. Paper presented at the National Association for Research in Science Teaching (NARST) conference, Baltimore, MD.
- Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. M. (2016). *Teaching with Technology: Applications of Collaborative Online Learning Units to Improve 21st Century Skills for All*. Paper presented at the Society for Information Technology and Teacher Education (SITE) conference, Savannah, GA.
- Terrazas-Arellanes, F., Strycker, L. A., & Walden, E. (2016). *SOAR Strategies for Online Academic Research: Achieving the Technology Core*. Paper presented at the Assistive Technology Industry Association (ATIA) conference, Orlando, FL.
- Terrazas-Arellanes, F., Strycker, L. A., Walden, E., & Gallard, A. (2016). *Online Science Units Promote Education Equity*. Poster presented at the meeting of the U.S. Department of Education Office of Special Education Programs, Washington, DC.
- Terrazas-Arellanes, F. (2015). *Improving STEM Outcomes through Online Platforms: Projects ESCOLAR and S-SOAR*. Training session at the Annual Summer Bridging Institute, San Antonio, TX.
- Terrazas-Arellanes, F., Gallard, A. M., & Walden, E. (2015). *Cooperative Online Learning Tools for Middle School Science: Lessons Learned from a Design-Based Research Study*. Symposium presented at the Understanding Interventions conference, San Diego, CA.
- Terrazas-Arellanes, F., Strycker, L., & Walden, E. (2015). *Cooperative Online Learning Tools for Middle School Science: Lessons Learned from a Design-Based Research Study*. Poster presented at the American Educational Research Association (AERA) annual meeting, Chicago, IL.
- Terrazas-Arellanes, F., Gallard, A. M., & Walden, E. (2015). *Designing Cooperative Online Learning Tools for Middle School Science: Lessons Learned from Three Exploratory Studies*. Poster presented at the National Association for Research in Science Teaching (NARST) conference, Chicago, IL.
- Terrazas-Arellanes, F., Gallard, A. M., & Walden, E. (2014). *ESCOLAR*. Poster presented at the meeting of the U.S. Department of Education Office of Special Education Programs, Washington, DC.
- Terrazas-Arellanes, F., Crocker, G., & Knox, C. (2013). *The Stepping Up to SOAR (Strategies for Online Academic Reading) Toolkit*. Poster presented at the meeting of the U.S. Department of Education Office of Special Education Programs, Washington, DC.
- Terrazas-Arellanes, F., & Knox, C. (2013). *Collaborative Online Projects in Science: An Implementation Model for ELs*. Paper presented at the International Society for Technology in Education (ISTE) conference, San Antonio, TX.

- Terrazas-Arellanes, F., Frisbee, M., & Anderson-Inman, L. (2012). *The ESTRELLAS eLiteracy Kit: Digital Reading Environments for English Learners*. Paper presented at the TESOL International Association convention, Dallas, TX.
- Terrazas-Arellanes, F., Frisbee, M., Anderson-Inman, L., & Walden, E. (2012). *The ESTRELLAS Project: Preliminary Findings for a Supported eText Intervention for Middle School ELLs*. Poster presented at the American Educational Research Association (AERA) annual meeting, Vancouver, BC.
- Terrazas-Arellanes, F., & Knox, C. (2012). *Project COPELLS: Collaborative Online Projects for English Language Learners*. Poster presented at the Council for Exceptional Children (CEC) Convention, Denver, CO.
- Terrazas-Arellanes, F., & Knox, C. (2012). *Project COPELLS: Collaborative Online Projects for English Language Learners*. Paper presented at the TESOL International Association convention, Philadelphia, PA.
- Terrazas-Arellanes, F. (2012). *Project COPELLS: Collaborative Online Projects for English Language Learners*. Paper presentation at the Northwest Council for Computer Education; Seattle, WA.
- Frisbee, M., Terrazas-Arellanes, F., & Anderson-Inman, L. (2012). *Promoting English Language Learner Academic Success with an eText Reading System*. Paper presented at the American Educational Research Association Annual Meeting; Vancouver, BC.
- Knox, C., & Terrazas-Arellanes, F. (2009). *Project COPELLS: Collaborative Online Projects for English Language Learners*. Poster presented at the National Science Foundation PI Meeting; Washington, DC.
- Sanford, A., Castro-Olivo, S. & Terrazas-Arellanes, F. (2006). *Less-Biased Assessment Tools. Working with English Learners? Context Matters!* Paper presented at the National Association of School Psychologists Conference; Anaheim, CA.
- Alexander, K., Harrison, C., Terrazas-Arellanes, F., & Whitcomb, S. (2006) *Family-School Partnerships: Collaborative Interventions for Children with ADHD*. Poster presented at the National Association of School Psychologists Conference; Anaheim, CA.
- Terrazas-Arellanes, F. (1999). *Meaningful Learning and New Technologies*. Psychological and Organizational Advice Center; Puebla, Mex.
- Terrazas-Arellanes, F. & Vazquez, E. (1998). *Group Development, Subjectivity and Cognition*. Week of the Scientific Research IX; Sinaloa, Mex.
- Santos, V., & Terrazas-Arellanes, F. (1998). *Educational Research in Sinaloa*. Government of Sinaloa State Congress; Sinaloa, Mex.
- Vazquez, E., & Terrazas-Arellanes, F. (1997). *Ecology and Human Development*. Psychology School, Universidad Autónoma de Sinaloa; Sinaloa, Mex.
- Vazquez, E., & Terrazas-Arellanes, F. (1997). *The Meeting of Psychology of Health II*. Psychology School, Universidad Autónoma de Sinaloa; Sinaloa, Mex.

### **INVITED TALKS**

- Terrazas-Arellanes, F. (August, 2013). *Technological Resources to Improve the Academic Outcomes of linguistically and Culturally Diverse Students*. Talk given at Georgia Southern University, Statesboro, GA.

Terrazas-Arellanes, F. (February, 2013). *Electronic Reading Supports for English Language Students*. Talk given at University of Georgia, Athens, GA.

### **AWARDS AND HONORS**

- 2012 Summer Research Training Institute, sponsored by the National Center for Special Education Research (NCSER), Institute of Education Sciences (IES), U.S. Department of Education. Summer 2012.
- Doctoral Research Award. University of Oregon, College of Education, February 2007.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS), New Mexico, 2006. DIBELS Summit Certificate of Attendance.
- Wes Becker Scholarship Award. University of Oregon, College of Education, April 2005.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS), New Mexico, 2005. DIBELS Summit Certificate of Attendance.
- College tuition and transportation coverage. Universidad Autónoma de Sinaloa, 1996-2000.
- Universidad Autónoma de Sinaloa, Psychology School. June 2000. Best Accumulative GPA of the generation 1995/2000.
- Universidad Autónoma de Sinaloa, August 2000. Academic Award for 3.97 GPA at Psychology School.
- Universidad Autónoma de Sinaloa, June 2000. Awarded for Excellence in Research Tasks.
- Psychological and Organizational Advice Center, Cholula, Puebla, November 1999. Awarded for participation in the “First Meeting of Educational and Clinical Psychologists”.
- Government of Sinaloa State, May 1998. Awarded for participation in the course: “Multidimensional Typologies in the Professional Educators: science, technique and the art of teaching”.
- Mexican Academic of Sciences, 1998. Awarded for participation in “The Summer of the Scientific Research IX”.
- Universidad Autónoma de Sinaloa, Psychology School, May 1997. Awarded for participation in the course: “Ecology and Human Development”.
- Universidad Autónoma de Sinaloa, Psychology School, February 1996. Awarded for participation in “The Meeting of Psychology of Health II”.
- Universidad Autónoma de Sinaloa, Psychology School, May 1996. Awarded for participation in the “XVII Reunion of Psychology Students”.
- Sinaloa Psychiatric Hospital, August 1996. Awarded for participation in the course: “Depression”.
- Sinaloa Psychiatric Hospital, August 1996. Awarded for participation in the course: “Anxiety disorders, diagnostic and treatment”.

## **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association (AERA)  
National Association for Research in Science Teaching (NARST)

## **OTHER TRAININGS**

Single-Case Intervention Research Design and Analysis, from the IES Summer Research Training Institute.

## **VOLUNTEER EXPERIENCE**

2005-2006	<i>Volunteer in development of 7th edition of Indicadores Dinámicos del Éxito en la lectura (IDEL) assessment.</i> Dinamic Mesurement Group. Eugene, OR.
2004-2005	<i>Data collector, Indicadores Dinámicos del Éxito en la lectura, School psychology program, University of Oregon.</i> Eugene, OR.
2002-2003	<i>Volunteer Literacy Tutor, Department of Adult Basic Skills Development, Umpqua Community College.</i> Roseburg, OR.

## **LANGUAGES**

Spanish  
English

## **WEBSITES**

- [Dr. Terrazas-Arellanes LinkedIn Profile](#)
- [ESCOLAR Website](#)
- [ESCOLAR Blog](#)
- [ESCOLAR Facebook](#)
- [ESCOLAR LinkedIn Profile](#)
- [SSOAR Website](#)