

Audrey Lucero

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PROFESSIONAL BACKGROUND

Academic Appointment

2017-present *Associate Professor, Language and Literacy Education*
 University of Oregon, Department of Education Studies

Graduate Faculty
 University of Oregon, Indigenous, Race & Ethnic Studies

2011-2017 *Assistant Professor, Language and Literacy Education*
 University of Oregon, Department of Education Studies

Education

2011 Ph.D. University of Washington, Seattle, Washington
 Education - Language, Literacy and Culture
 Dissertation Title: *Lengua Académica in First Grade: Expectations, Instructional Practices, and Teacher Resources*, Chair: Tom Stritikus

2002 M.I.T. Seattle University, Seattle, Washington
 Elementary Education
 K-12 Spanish teaching endorsement

1996 B.A., B.S. Boston University, Boston, Massachusetts
 Psychology, Broadcasting
 Summa Cum Laude, With Distinction

HONORS

2022 Nominated for UO MLK, Jr. Social Justice “Drum Major” Award

2018 Received UO P.A.T.O.S. (Patos Avanzando Tradiciones Orgullosamente y Sobresaliendo) Award

SCHOLARSHIP

*[*Graduate student co-authors are italicized]*
Peer-Reviewed Journal Articles

21. **Lucero, A., Bermúdez, B., Mitteis, M.** (in press). “We are not all named María”: Building transnational identities in a U.S. International Baccalaureate high school. *Journal of Language, Identity, and Education*.
20. **Lucero, A., & Avelar, J.** (2023). ‘It’s probably still written by a white person’: challenging assumptions about racial identity in a critical professional development course. *Critical Discourse Studies*, 1-17. <https://doi.org/10.1080/17405904.2022.2164788>
19. **Meline, M., Harn, B., Jamgochian, E., Strickland-Cohen, K., Linan-Thompson, S., Lucero, A.** (2023). Examining the use of video analysis on teacher instruction and teacher outcomes: A meta-analysis. *The Journal of Special Education*. doi:10.1177/00224669221133773
18. **Lucero, A., Avelar, J.** (2022). Exploring the challenges and possibilities of critical literacy pedagogy: K-8 teacher discussions about race in virtual professional development course. *English Teaching: Practice & Critique*, 21(4), 483-495. doi: 10.1108/ETPC-05-2022-0065
17. **Lucero, A., Donley, K., Bermúdez, B.** (2021). The English referencing behaviors of first and second grade Spanish-English emergent bilinguals in oral narrative retells. *Applied Psycholinguistics*, 42(5), 1243-1621. doi: 10.1017/S0142716421000278
16. **Holguin Mendoza, C., Taylor, A., Romero Moñtano, L., Lucero, A., & Dorantes, A. A.** (2021). Too Latinx or not Latinx enough? Racial subtexts and subjectivities in a predominantly white university. *Journal of Latinos and Education*. doi: 10.1080/15348431.2021.1920945
15. **Olivos, E.M. & Lucero, A.** (2020). Latino parents in dual language immersion programs: Why are they so satisfied? *International Journal of Bilingual Education and Bilingualism*, 23(10), 1211-1224. doi: 10.1080/13670050.2018.1436520
14. **Lucero, A. & Uchikoshi, Y.** (2019) Narrative assessment with first grade Spanish-English emergent bilinguals: Spontaneous versus retell conditions. *Narrative Inquiry*, 29(1), 137–156. doi: 10.1075/ni.18015.luc
13. **Fritz, R., Harn, B., Biancarosa, G., Lucero, A., Flannery, B.** (2018). How much is enough? Increasing observation efficiency to improve intervention instruction. *Assessment for Effective Intervention*, 44(2), 135-144. doi: 10.1177/1534508418772909
12. **Lucero, A.** (2018). The development of bilingual narrative retelling among Spanish-English dual language learners over two years. *Language, Speech, and Hearing Services in Schools*, 49, 607-621. doi: 10.1044/2018_LSHSS-17-0152
11. **Lucero, A.** (2018). Oral narrative retelling among emergent bilinguals in a dual language immersion program. *International Journal of Bilingual Education and Bilingualism*, 21(2), 248-264. doi: 10.1080/13670050.2016.1165181

10. **Lucero, A., Dorantes, A.A., Holguin Mendoza, C., & Romero Montaña, L.** (2017). Reforzando las redes: Supporting Latino/a undergraduates at a state flagship university. *Journal of Hispanic Higher Education*. doi: 10.1177/1538192717741671
9. **Lucero, A.** (2016). Investigating the simple view of reading with young Spanish-English emergent bilingual children. *Journal of Bilingual Education Research and Instruction*, 18(1), 8-28.
8. Lochmiller, C.R., **Lucero, A.**, Lester, J.N. (2016). Challenges for a new bilingual program: Implementing the International Baccalaureate's primary years programme in four Colombian schools. *Journal of Research in International Education*, 15(2), 155-174. doi: 10.1177/1475240916660803
7. **Lucero, A.** (2015). Cross-linguistic lexical, grammatical, and discourse performance on oral narrative retells among young Spanish speakers. *Child Development*, 86, 1419-1433. doi: 10.1111/cdev.12387
6. **Lucero, A.** (2015). Dual language teachers' use of conventional, environmental, and personal resources to support academic language development. *Bilingual Research Journal*, 38, 107-123. doi: 10.1080/15235882.2015.1017028
5. **Lucero, A.** (2015). Who's holding el marcador? Peer linguistic mediation gone awry in a dual language classroom. *Journal of Language, Identity, and Education*, 14, 219-236. doi: 10.1080/15348458.2015.1070571
4. **Lucero, A.** (2014). Teachers' use of linguistic scaffolding to support the academic language development of first grade emergent bilingual students. *Journal of Early Childhood Literacy*, 14, 534-561. doi: 10.1177/1468798413512848
3. Elfers, A., **Lucero, A.**, Stritikus, T., & Knapp, M. (2013). Building systems of support for classroom teachers working with English Language Learners. *International Multilingual Research Journal*, 7, 155-174. doi: 10.1080/19313152.2012.665824
2. **Lucero, A.** (2012). Demands and opportunities: analyzing academic language use in a first grade dual language program. *Linguistics and Education*, 23, 177-178. doi: 10.1016/j.linged.2012.05.004
1. **Lucero, A.** (2010). Dora's Program: The role of a constructively marginalized paraprofessional and her developmental biliteracy program. *Anthropology and Education Quarterly*, 41, 126-143. doi: 10.1111/j.1548-1492.2010.01074.x

Book Chapters

4. **Lucero, A.** (2016). Oral narrative performance among kindergarten, first, and second grade heritage Spanish-English bilingual children. In C.E. Wilson (Ed.), *Bilingualism: Cultural Influences, Global Perspectives and Advantages/Disadvantages* (pp. 73-100). Hauppauge, NY: Nova Science Publishers.

3. **Lucero, A.** (2013). Pedagogical language knowledge and the instruction of language minority students. In M. B. Arias & C. J. Faltis (Eds.), *Academic language in second language learning* (pp. 57-80). Charlotte, NC: Information Age Publishing.
2. Stritikus, T. & **Lucero, A.** (2012). Immigration and education. In J. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp.1138-1141). Thousand Oaks, CA: Sage Publications.
1. Stritikus, T. & **Lucero, A.** (2012). Second language speakers in the United States. In J. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 1918-1921). Thousand Oaks, CA: Sage Publications.

Other Publications

[*Graduate student co-authors are italicized]

8. **Lucero, A.** & *Avelar, J.* (2023). Confronting book bans: What do educators need to know? Research Perspectives column in *Literacy Today*, July/August/September. [invited]
7. **Lucero, A.** (2022). [Policy Brief] Enacting ethnic studies standards means supporting teachers in learning about race and racism. Student Experience Research Network research library. https://studentexperiencenetwork.org/research_library/enacting-ethnic-studies-standards-means-supporting-teachers-in-learning-about-race-and-racism/#
6. **Lucero, A.**, *Bermúdez, B.*, *Mitteis, M.* (2021). Crossing borders: The perspectives of transnational students in one Oregon high school. In R. Bussell (Ed.), *A state of immigrants: New research on the immigrant experience in Oregon*. Eugene, OR: University of Oregon [invited].
5. Olivos, E.M. & **Lucero, A.** (2018). Bilingual programs remain at risk if parents are not satisfied. *Multilingual Educator* (pp. 20-23).
4. Lindholm-Leary, K. & Molina, R. (2015). *Oregon dual language collaborative final evaluation report* [prepared for Oregon Department of Education & Oregon State Legislature]. Contributed to Part III: Evaluation Findings (pp. 84-93).
3. Varghese, M. M., **Lucero, A.**, & Von Esch, K.S. (2014). Integrating English learner needs in an elementary teacher education program: Moving forward. *Education Matters: The Journal of Teaching and Learning*, 2(1), 67-71.
2. Elfers, A.M., Stritikus, T., Calaff, K.P., Von Esch, K.S., **Lucero, A.**, Knapp, M.S., Plecki, M.L. (2009). [Report] *Building systems of support for classroom teachers working with second language learners*. Seattle, WA: Center for Strengthening the Teaching Profession.
1. **Lucero, A.** (2008). [Review of the book by T. Omoniyi & G. White (Eds.) (2006). *The sociolinguistics of identity*]. *Southwest Journal of Linguistics*, 27(1).

Manuscripts in Revision

1. **Lucero, A.** Primary teachers learning to read picture books critically in a virtual professional development course. Revise & resubmit received from *Teaching and Teacher Education* October 2023.

Manuscripts Under Review

[*Graduate student co-authors are italicized]

3. **Lucero, A.,** *Mitteis, M., Bermúdez, B.* Spotlights and shadows: Linguistic and cultural (in)visibility among transnational students in an International Baccalaureate school. Submitted to *Diaspora, Indigenous & Minority Education* October 2023.
2. **Lucero, A.** Matching or clashing? Teachers analyzing picturebooks using an equity-focused text analysis tool. Revision submitted to *The Reading Teacher* June 2023.
1. **Lucero, A.** Four teachers' 'critical encounters' with The 1619 project: Born on the water picturebook. Submitted to *Journal of Children's Literature* June 2023.

Editorships of Academic Journals

1. **Lucero, A.,** *Schieble, M., Vetter, A., & Zaino, K.* Special issue proposal on Expanding Sites of Opportunity for Critical Teacher Learning in Urban Education. Proposal accepted by *Urban Education* August 2023.

External Funding Received

- 2022-2023 **Building Critical Literacy Capacity among K-8 Educators**
Lead Facilitator on a professional development grant awarded to develop and facilitate a second course module for Oregon K-8 teachers to engage in critical literacy pedagogical practices, Roundhouse Foundation, \$73,500.
- 2021-2022 **SERN Mid-Career Fellowship**
One of fifteen midcareer fellows selected nationwide to collectively bridge research on structures that shape students' experiences with local, state, and federal policies related to education, Student Experience Research Network, \$64,942.
- 2020-2021 **Critical Literacy Pedagogy for K-8 Educators in Oregon**
Lead Facilitator on a professional development grant to develop and facilitate a course module for Oregon K-8 teachers to engage in critical literacy pedagogical practices, Roundhouse Foundation, \$33,000.

Institutional Funding Received

- 2023-2024 **Analysis of 3rd-8th grade Latinx Student Experience Survey Data**
Principal investigator on a project to conduct quantitative and qualitative analyses of data from a research-validated student experience survey to understand the experiences of 3rd-8th graders who identify as Latino/a/x, UO Center for Latino/a & Latin American Studies, \$4,916.

- 2020-2021 **Languaging while Comprehending**
Principal investigator on a seed grant award for faculty in the field of Latinx Studies to study the languaging practices of bilingual children as they engaged with wordless picturebooks, UO Center for Latino/a & Latin American Studies, \$3,878.
- 2020-2021 **Crossing Borders: The Perspectives of Transnational Students in Oregon High Schools**
Principal investigator on a faculty research award to understand the social and academic experiences of transnational youth in Oregon high schools, UO Office of the Vice President for Research and Innovation, \$7,000.
- 2016-2017 **Faculty-in-Residence Fellowship**
One of two tenure-line faculty members awarded a fellowship to undertake research related to the better understanding the needs of diverse communities at the university, UO Center on Diversity & Community.
- 2015-2016 **English Language Professional Development Grant**
Subcontracted as a co-principal investigator on a grant supported the development and facilitation of professional development webinars for instructional coaches on working with ELL students, Oregon State Personnel Development Grant, Oregon Department of Education, \$18,000.
- 2014-2015 **Latino Parent Perceptions of Dual Language Education in Oregon Schools**
Co-principal investigator on a seed grant award for faculty to conduct a qualitative study of Latino/a parent engagement at four dual language immersion schools around the state of Oregon, UO Center for Latino/a & Latin American Studies, \$1,750.
- 2014-2015 **Las Redes de Apoyo para los Estudiantes Latino/as de UO (Strengthening Networks of Support among Latin@ Students at UO)**
Co-principal investigator on a seed grant award for faculty to develop, disseminate, and analyze the findings from a survey of the social and academic experiences of Latino/a undergraduates at the university, UO Center for Latino/a & Latin American Studies, \$2,500.

Pending Funding Proposals

International Peer-Reviewed Conference Presentations

*[*Graduate student co-presenters are italicized]*

2. **Lucero, A.** (2017, July). *The development of literate language among young Spanish-English dual language learners.* Paper presented at the Society for the Scientific Study of Reading Conference, Halifax, Nova Scotia, CANADA.
1. **Lucero, A.** (2016, July). *Oral narrative performance among kindergarten, first, and second grade heritage Spanish-speaking bilingual children.* Paper presented at the Society for

the Scientific Study of Reading Conference as part of a symposium I co-organized with Dr. Trina Spencer, Northern Arizona University, entitled *Oral Narration Assessment for Culturally and Linguistically Diverse Children: Relevant, Authentic, & Useful*, Porto, PORTUGAL.

National Peer-Reviewed Conference Presentations

31. **Avelar, J. & Lucero, A.** (2023, April). *“It’s probably still written by a white person”*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.
30. **Lucero, A. & Avelar, J.** (2022, November-December). Exploring discourses of race and racism in a critical literacy pedagogy (CLP) professional development course. Paper presented as part of an Alternative Format Session organized by Amy Vetter entitled *An exploration of discourse analysis: Examining how discourses manifest, circulate, and liberate in literacy educational settings* at the Literacy Research Association Conference, Phoenix, AZ.
29. **Lucero, A., & Avelar, J.** (2022, November-December). *Exploring the challenges and possibilities of critical literacy pedagogy: K-8 teacher discussions about race in a virtual professional development course*. Paper presented at the Literacy Research Association Conference, Phoenix, AZ.
28. **Mitteis, M., Lucero, A., & Bermúdez, B.** (2022, April). *Crossing borders: The perspectives of transnational students in one urban Oregon high school*. Paper presented at the annual conference of the American Educational Research Association, San Diego, CA.
27. **Rodriguez, A., Czyck, L., DeAnda, S., Bermúdez, B., Lucero, A., & Pakulak, E.** (2021, November). *Examining the frequency and function of code-switching in child-directed speech to Spanish-English dual-language learners*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, virtual.
26. **Lucero, A. & Donley, K.** (2020, April) *Longitudinal Referencing and Story Coherence Development in the English Narratives of Spanish-English Emergent Bilinguals* [Roundtable Session]. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/vylfkak> (Conference Canceled).
25. **Lucero, A., Bermúdez Bonilla, B., & Donley, K.** (2018, November). *First and Second Grade Bilingual Children’s Ways of Referring to Protagonists in Narrative Retells*. Poster presented at the American Speech-Language-Hearing Association annual convention, Boston, MA.
24. **Lucero, A.** (2018, April). *The Development of Narrative Story Structure among Young Spanish-English Dual Language Learners*. Poster presented at the annual conference of the American Educational Research Association, New York, NY.

23. **Lucero, A.** (2017, November). *The performance of second grade emergent bilingual children on narrative retelling: Language and instructional context considerations*. Poster presented at the American Speech-Language-Hearing Association annual convention, Los Angeles, CA.
22. **Lucero, A.** (2017, April). *Second grade emergent bilingual children and narrative retelling: Language and instructional context considerations*. Roundtable presented at the annual conference of the American Educational Research Association, San Antonio, TX.
21. **Lucero, A. & Uchikoshi, Y.** (2016, November). *Narrative assessment with first grade Spanish-English emergent bilinguals: Spontaneous versus retell conditions*. Paper presented at the Literacy Research Association Conference, Nashville, TN.
20. **Lucero, A.** (2015, December). *Relations between vocabulary and discourse in the oral narrative retells of young Spanish-English emergent bilinguals in a dual language program*. Paper presented as part of a symposium at the Literacy Research Association Conference I co-organized with Dr. Yuuko Uchikoshi, University of California, Davis entitled *Equitable, Authentic Oral Language Assessment for Young Emergent Bilingual and ELL Children*, Carlsbad, CA.
19. **Lucero, A.** (2015, December). *Oral narrative retelling as an equitable assessment for young Spanish-English emergent bilingual children*. Paper presented at the Literacy Research Association Conference, Carlsbad, CA.
18. **Lucero, A.** (2015, July). *Oral narrative retelling & oral reading fluency among young Spanish-English dual language learners*. Paper presented at the Society for the Scientific Study of Reading Conference as part of a symposium entitled *Dual Language Early Language & Literacy Instruction and Curriculum Based Measurement*, Kohala, Hawai'i.
17. **Lucero, A.** (2014, December). *Beyond fluency: The value of oral narrative retell assessment for first and second grade Spanish-speaking ELL children*. Roundtable presented at the Literacy Research Association Conference, Marco Island, FL.
16. **Lucero, A.** (2014, March). *Oral narrative retell performance among Spanish-speaking first and second graders*. Presented at the meeting of Teachers of English to Speakers of Other Languages, Portland, OR.
15. **Lucero, A.** (2013, December). *Dual language teachers' use of conventional, environmental, and personal resources to support oral academic language development*. Paper presented at the Literacy Research Association Conference, Dallas, TX. Part of a symposium I co-organized with Dr. Kate Brayko, University of Montana, entitled *Conceptualizing, Identifying, and Leveraging Resources for ELLs' Literacy Learning*, Dallas, TX.
14. **Lucero, A.** (2013, December). *Cross-linguistic relationships in oral narrative retell performance among young Spanish-speaking children at different levels of reading risk*. Roundtable presented at the Literacy Research Association Conference, Dallas, TX.

13. **Lucero, A.** (2013, April). *The relationship between instruction and oral narrative retells for Spanish-speaking children*. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.
12. **Lucero, A.** (2013, April). *The oral narrative retell performance of Spanish-speaking first and second graders*. Poster presented at the International Reading Association National Conference, San Antonio, TX.
11. **Lucero, A.** (2012, November). *Teachers' use of linguistic scaffolding to support the academic language development of first grade emergent bilingual students*. Paper presented at the Literacy Research Association Conference, San Diego, CA.
10. **Lucero, A.** (2012, November). *Demands and opportunities: Analyzing academic language in a first grade dual language classroom*. Paper presented at the Literacy Research Association Conference, San Diego, CA.
9. Valencia, S., **Lucero, A.** (2010, December). *Reading comprehension challenges of English language learners*. Paper presented at the Literacy Research Association Conference, Fort Worth, TX.
8. Valencia, S., **Lucero, A.**, Alvarez, L. (2010, May). *Reading comprehension challenges of English language learners*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.
7. Elfers, A. & **Lucero, A.** (2010, May). *Building systems of support for classroom teachers working with English language learners*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.
6. **Lucero, A.** (2010, March). *Developing oral academic language in a first grade dual language program*. Presented at the meeting of Teachers of English to Speakers of Other Languages, Boston, MA.
5. **Lucero, A.** (2010, March). *Teacher scaffolding of academic language in first grade dual language classrooms*. Presented at the American Association of Applied Linguistics, Atlanta, GA.
4. Valencia, S., Westover, A., **Lucero, A.**, Alvarez, L. (2008, December). *Understanding the comprehension of English language learners: Challenges and instructional implications*. Paper presented at the National Reading Conference, Orlando, FL.
3. English, B., **Lucero, A.** & Joyce, J. (2008, April). *Teacher community and inquiry-based professional development*. Paper presented at the meeting of Teachers of English to Speakers of Other Languages, New York, NY.

2. English, B. & **Lucero, A.** (2008, March). *Enhancing instruction for English language learners through action research: Lessons from an inquiry professional development program*. Paper presented at the annual conference of the American Educational Research Association, New York, NY.
1. English, B., **Lucero, A.**, Stritikus, T. (2007, April). *Toward a critical conception of teacher community: The micropolitics of inquiry-based professional development*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.

Regional Peer-Reviewed Conference Presentations

8. **Lucero, A.** & Olivos, E.M. (2016, March). *Latino parent perceptions of the value/importance of dual language schooling for their children*. Presented at the State English Learners Alliance Conference, Eugene, OR.
7. **Lucero, A.** (2014, March). *Using oral retell assessments to complement CBM reading data for Spanish speakers*. Paper presented at the State English Learners Alliance Conference, Eugene, OR.
6. Elfers, A. & **Lucero, A.** (2009, December). *Building systems of support for classroom teachers working with English language learners*. Paper presented at the Washington Educational Research Association Annual Conference, Seatac, WA.
5. **Lucero, A.** (2009, June). *Dora's program: A constructively marginalized paraeducator and her developmental biliteracy program*. Paper presented at the University of Oregon Biliteracy Conference, Eugene, OR.
4. Stritikus, T., Calaff, K.P., **Lucero, A.**, & Von Esch, K. (2009, May). *Building systems of support for classroom teachers: Working with English learner students*. Paper presented at the annual conference of UC Linguistic Minority Research Institute, Riverside, CA.
3. **Lucero, A.** (2008, October). *Reconstructing the graveyard: Reflections on language shift over three generations of a Spanish-American family*. Paper presented at the Linguistic Association of the Southwest Annual Conference, Corvallis, OR.
2. English, B., **Lucero, A.**, Joyce, J. (2007, December). *Teacher community and inquiry-based professional development for teachers of ELL students*. Paper presented at the Washington Educational Research Association Annual Conference, Seatac, WA.
1. English, B., **Lucero, A.** (2007, May). *Toward a critical conception of teacher community: The micropolitics of inquiry-based professional development*. Paper presented at the annual conference of UC Linguistic Minority Research Institute, Phoenix, AZ.

Invited Presentations

5. **Lucero, A.** (2023, January 28). *Enhancing the Educational Experience of K-12 Immigrant and Refugee Students*. State of Immigrants conference, Portland, OR.

4. Lucero, A. (2023, January 12). *Why terms matter: An introduction to Latinidad*. Latino/a/x Interagency Committee of Douglas County (zoom).
3. Lucero, A. (2022, May 13). *What is Latinx Studies and why is it important?* Hispanic Metropolitan Chamber of Oregon & Southwest Washington 2022 Scholarship Award Luncheon, Portland, OR.
2. Lucero, A. (2021, September 23). Eugene Public Library Foundation Imagination Library Luncheon, Eugene, OR.
1. Lucero, A. (2015, October 15). *Why Dual Language Assessment Matters for Equity*. Latin@s and K-12 Education forum. Sponsored by the UO Center for Latino/a & Latin American Studies.

Public Scholarship

- 2022 Panelist on the City Club of Eugene, *Literacy in Oregon: Challenges and solutions*. <https://cityclubofeugene.org/forum/literacy-in-oregon-challenges-and-solutions/>
- 2021 Interviewed by *UO Today*, Oregon Humanities Center. <https://youtu.be/Zz5kAYICA70>
- 2020 Campuzano, E. (2020, September 6). *17 Oregon counties can start in-person classes for young children – but teachers aren't ready* [interviewee]. Oregon Public Broadcasting. <https://www.opb.org/article/2020/09/06/schools-reopen-oregon-kindergarten-coronavirus/>

TEACHING

Higher Education Teaching (*indicates I developed the syllabus)

Courses taught at University of Oregon

Graduate Courses

- EDST 607: Doctoral Professional Development Seminar** (AY2019-20, AY2020-21)
*EDST 620: Curricular Controversies in Literacy and Math** (su2019, su2020, su2021)
*EDST 640: Constructing Meaning through Literacy**
*EDST 641: Developing Thoughtful Literacy Practices** (su2012, su2013, su2014, su2015, su2016, su 2017)
*EDST 664: Doctoral Seminar in Bilingualism and Biliteracy** (sp2012, sp2014, sp2018, w2022)

Undergraduate Courses

- EDST 420: Living in a Stratified Society** (f2022)
EDST457: Immigration & the Diaspora in Education (f2023)
*EDST 463: Foundations of Literacy** (w2015, w2016, w2017, w2019, w2020, w2023)
*UGST 111: Latinx Scholars ARC seminar** (sp2021, f2021, f2022)

Courses Taught at Other Institutions*University of Washington Graduate Courses**EDTEP 544A: Foundations in Cultural and Linguistic Diversity***EDTEP 544B: Foundations and Instructional Methods Cultural and Linguistic Diversity***EDTEP 544C: Instructional Methods Cultural and Linguistic Diversity***EDC&I 545: Multilingual Socialization and Development**Seattle University Graduate Courses**TEED 521: Literacy Curriculum, Instruction, and Assessment**LITC 525: Seminar in Literacy Instruction***Seattle Pacific University Graduate Courses**EDU 5751: Methods of Teaching Spoken Language***EDU 5961: Principles of Learning and Teaching Language*****Dissertation Chair***

Ongoing Maggie Mitteis (EDST).

2023 Bobbie Bermúdez (EDST). *Serving whom? Examining the community cultural wealth and microaggressions of Latine students at an emerging HSI*. Ph.D. Dissertation.2022 Kevin Donley (EDST). *Enacting translanguaging as a critical literacy pedagogy in elementary dual language immersion*. Ph.D. Dissertation. [honorable mention, 2022 National Association of Bilingual Education Dissertation Award]2021 Misael Flores (EMPL). *“Americans don’t take ELD”: Long term English learners and stigma*. Ph.D. Dissertation.Angel Dorantes (EDST). *Language brokering experiences among Latina/o high school language brokers in Oregon*. Ph.D. Dissertation.2018 Lynne Gardner-Allers (EDST). *From the ground up: Student engagement and leadership in racial equity at a predominantly white high school*. Ph.D. Dissertation.***Doctoral Committee Membership***

Ongoing Shareen Springer (EDST). (member, proposal defended fall 2022).

Karen Zyskind (SPECS). (institutional member, proposal to be defended fall 2023).

Stephanie Morales Curiel (Linguistics). (institutional member, qualifying paper to be defended fall 2023).

- Niki DeRosia (EDST). *Future time perspectives and life stories of refugee adolescents*. Ph.D. Dissertation (member, proposal defended May 2021).
- 2023 Lara Boyero (Romance Languages). *Plurilingües, pluriculturales, y empoderades: género y literacidad crítica en la enseñanza del español como lengua heredada*. Ph.D. Dissertation (institutional member).
- 2021 Lidia Huerta (SPECS). *Culturally & linguistically responsive care: An exploration of speech-language pathology students' training and competence*. Ph.D. Dissertation (institutional member).
- 2020 Allyson Dean (EDST). *Divesting from the patriarchal dividend: Participant experiences of the Creating Allyship through Gender Education and Dialogue (CAGED) program*. Ph.D. Dissertation (member).
- Britt Landis (SPECS). *Formative vocabulary assessment for English learners – an exploration of the technical adequacy of vocabulary diversity indices within a writing CBM*. Ph.D. Dissertation (institutional member).
- McKenzie Meline (SPECS). *Efficiently improving implementation quality – the role of self-reflection and the value-added of video analysis*. Ph.D. Dissertation.
- Nuvia Nevarez (EMPL). *Tackling the Pobrecito mindset: Latinx student community cultural wealth & academic achievement*. D.Ed. Dissertation (institutional member).
- Kavitha Rao (CPHS). *A longitudinal examination of the relationship between sociopolitical development and vocational outcomes in emerging adulthood*. Ph.D. Dissertation. (outside member).
- 2019 Tasha Katsuda (EMPL). *The Relationship between cultural identity and achievement for Latino youth in Oregon: An exploratory study*. D.Ed. Dissertation. (member).
- Lauren Vega O'Neil (PSYCH). *How Individual Differences in Language and Executive Function affect Learning in Young Children across Socio-economic Populations*. Ph.D. Dissertation (institutional member).
- 2018 Asilia Franklin Phipps (EDST). *Bodies and Texts: Race education and pedagogy of images*. Ph.D. Dissertation (member).
- Nadia Raza (EDST). *Pedagogies of Repair: Community College and Carceral Education for Adult Learners*. Ph.D. Dissertation (member).
- Catherine Woods (CPSY). *Racial battle fatigue and graduate student roles: The*

experiences of Black/African American, biracial Black, and multiracial Black identified students. Ph.D. Dissertation (member).

Frank Bender (EMPL). *Exploring variations of the lexical-grammatical architecture of teacher instructional language: Analysis of the measures of effective teaching data for fifth grade lessons during English language arts.* Ph.D. Dissertation (institutional member).

Tiffany Beattie (SPECS). *Oral Reading Fluency and the Simple View of Reading for English Language Learners.* Ph.D. Dissertation (institutional member).

2017 Spirit Brooks (EDST). *Cultural competence, race, and gender: Portraits of teaching in high school college access programs.* Ph.D. Dissertation (member).

Shadiin Garcia (EDST). *Oregon Indian curriculum: Tribal knowledge meets practitioner knowledge.* Ph.D. Dissertation (member).

2016 Ronda Fritz (SPECS). *Increasing observation efficiency to improve instructional quality in small group intervention settings.* Ph.D. Dissertation (institutional member).

Marko Mwipopo (EDST). *Secondary school graduates' personal experiences in the context of English-only language of instruction within and outside school settings in Tanzania.* Ph.D. Dissertation (member).

Josh Bald (EMPL). *What motivates parents to choose a charter school?* D.Ed. Dissertation (institutional member).

Brian Sica (EMPL). *Are we doing what we say we're doing? A case study evaluating the fidelity of implementation of Constructing Meaning training at a local middle school.* D.Ed. Dissertation (institutional member)

Brooke Wagner (EMPL). *Predictive value of phonemic awareness curriculum-based measures on first grade passage reading fluency.* D.Ed. Dissertation (institutional member).

2015 Susan Dwoskin (EDST). *Preparing citizens: Reviving a lost educational enterprise.* Ph.D. Dissertation (member).

Jasmine Bitnara Park (EMPL). *Investigation of reading skill development of English language learners: A two-year longitudinal study.* Ph.D. Dissertation (institutional member).

2014 Adam Withycombe (EMPL). *An exploration of the role of English language proficiency in academic achievement.* D.Ed. Dissertation (institutional member).

Ron Young (EMPL). *An Analysis of subgroup differences on measures of two key college and career readiness skills*. D.Ed. Dissertation (institutional member).

Sara Deboy (EMPL). *The predictive relationship between oral reading fluency and comprehension as it relates to minority students*. D.Ed. Dissertation (institutional member).

2013 Jennifer Spencer-Iiams (EMPL). *Passage reading fluency in Spanish and English: The relation to state testing outcomes in English in a dual language context*. D.Ed. Dissertation (institutional member).

Thesis Committees

2022-2023 Anayaset Sandino (CDS master's student), *Dual language factors and their associations with language and literacy in school-aged children* (member).

2021-2022 Nicole Williams (Language Teaching Studies master's student), *"Out of the fog": Chinese adult international adoptees' orientations toward heritage language learning and their sense of identity* (second reader).

2020-2021 Emily Enns (CDS master's student), *The changes that occur in bilingual children from kindergarten to second grade in terms of referencing behavior and language sophistication* (chair).

Karmen Clark (Clark Honors College undergraduate student), *Reconstructing the ecosystem of Spanish two-way immersion programs through a pedagogy of transcaring* (member)

2019-2020 Alyssa Rodriguez (CDS master's student), *Examining the frequency, patterns, and functions of code-switching in child-directed speech to Spanish-English dual language learners* (member).

Héloïse Gayet (Clark Honors College undergraduate student), *Pedagogy and culture of immigration in Eugene Spanish bilingual elementary schools in the Trump era* (chair)

2017-2018 Maia Wilson, (Clark Honors College undergraduate student) *Oral linguistic skill and reading literacy in native Spanish-speaking children* (chair)

2013-2014 Kathryn Carpenter (Clark Honors College undergraduate student), *Assessment Plan for Bilingual Elementary Programs in the United States* (member)

SERVICE**National Service**

2023-2026	Editorial Board Member, <i>Latinx Talk: Research, Commentary, Creativity</i>
2023-present	Faculty mentor, AERA Language & Social Processes SIG
2022-present	Faculty mentor, Proposal Mentoring Project, Literacy Research Association
2020-present	External reviewer on tenure file (1)
2018-2020	Editorial Review Board member, <i>Reading Research Quarterly</i>
2017-2021	Faculty Mentor, AERA Bilingual Special Interest Group (SIG)
2011-2017	Oregon Representative, Literacy Research Association Field Council

Invited Reviewer

American Educational Research Association conference proposals
Applied Psycholinguistics (1 review)
Bilingual Research Journal (9 reviews)
Critical Inquiry in Language Studies (1 review)
Educational Researcher (1 review)
Elementary School Journal (3 reviews)
English Teaching: Practice & Critique (1 review)
Heritage Language Journal (1 review)
International Journal of Bilingual Education and Bilingualism (2 reviews)
International Multilingual Research Journal (1 review)
Journal of Communication Disorders (2 reviews)
Journal of Early Childhood Literacy (3 reviews)
Journal of Educational Psychology (1 review)
Journal of Language, Identity, and Education (1 review)
Journal of Psycholinguistic Research (1 review)
Journal of Research in Childhood Education (5 reviews)
Journal of Research in Reading (3 reviews)
Journal of Teacher Education (2 reviews)
Language Awareness (1 review)
Language and Education (7 reviews)
Language, Speech, and Hearing Services in Schools (2 reviews)
Linguistics and Education (8 reviews)
 Literacy Research Association conference proposals
Multicultural Perspectives (1 review)
Reading & Writing (1 review)
Reading Research Quarterly (5 reviews)
Research in the Teaching of English (1 review)
School Psychology Review (1 review)
Teacher Education Quarterly (1 review)
TESOL Journal (4 reviews)
Whiteness and Education (1 review)

State Service

2023	Quality Assurance and Learning Panelist, Oregon Department of Education
2022-2023	Expert consultant on the development of the Oregon Literacy Framework, Oregon Department of Education
2012	English Language Proficiency Assessment (ELPA) Verification Workshop, Oregon Department of Education

Institutional Service

University of Oregon

2023-2024	Interim Director, Common Reading program
2023	Culture & Community Forum, panelist
2022	DuckPreview presenter
2022	Latinx Studies SAIL program coordinator & presenter
2022	IntroDUCKtion Faculty Perspectives presenter
2022	Latine Academic Advisor Search Committee, Center for Multicultural Academic Excellence
2020-present	Director, Latinx Studies program
2020-present	Wayne Morse Center Advisory Board <ul style="list-style-type: none"> • Undergraduate Scholar Application Review Committee
2020-2023	Faculty Co-Director, Latinx Scholars Academic Residential Community
2019-present	Spanish Heritage Language Program Advisory Board, Department of Romance Languages
2018-present	Common Reading Selection Committee
2016-present	Dreamers Steering Committee <ul style="list-style-type: none"> • Lead Facilitator: UO Dreamer ally trainings • Co-chair: Education, Training, & Outreach subcommittee
2018-present	Center for Latino/a & Latin American Studies Executive Board <ul style="list-style-type: none"> • Undergraduate Scholarship Review Committee • Undergraduate Research Award Committee • Graduate Student Fellowship Review committee • 2019-21 Thematic Planning committee - <i>The Politics of Language in the Americas</i>
2019-2020	Latinx Studies Minor Development Committee
2016	Faculty Judge, Graduate Student Three Minute Thesis competition
2015-2017	Puertas Abiertas Leadership Academy facilitator
2014-present	Latinx Strategies Group
2011-present	Center for the Study of Women in Society Women of Color Project
2011-2012	UO Education and Language Working Group

UO College of Education

2020-present	Tenure & Promotion committee
2019-2020	Academic Continuity committee
2018-2019	Common Reading committee
2016-2020	Curriculum committee
2016	Reading Endorsement Revision committee

2015-present Media Ambassador
 2015-2018 Library committee
 2015-2017 Tenure-Track Policy Development workgroup
 2015 Oregon Graduation Success Summit Steering committee & session chair

UO Department of Education Studies

2018-2021 Director, CSSE Doctoral Program
 2016-2017 Doctoral Student Travel Award committee
 2013-2016 SAIL (Summer Academy to Inspire Learning) Camp Planning committee
 2014-2016 Faculty Search Committees: Educational Psychology, Math Education
 2014-2015 UOTeach Professional Development Workshop Series Co-coordinator
 2014-2015 UOTeach edTPA Development & Instructional Team
 2013, 2015 Practicum Coordinator Search committee
 2013 Organized Dr. Janette Klingner's visit and presentation "Distinguishing between Language Acquisition and Learning Disabilities"
 2013 Student Support task force

Eugene Community Service

2019-2022 Integration Network for Immigrants of Lane County
 2016 Invited professional development facilitator, Roosevelt Middle School
 2014 César E. Chavez Leadership Conference presenter, Monmouth, OR
 2013-2016 Dual Language Leadership Team, El Camino del Río Elementary
 2012-2013 UO representative, TeachOregon Project

Professional Affiliations

American Educational Research Association (AERA)
 Division K: Teaching and Teacher Education
 SIG: Language and Social Processes
 Literacy Research Association (LRA)
 National Council of Teachers of English (NCTE)