

## 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
- Affiliated Faculty*  
 University of Oregon, Educational Methodology, Policy, & Leadership  
 University of Oregon, Center for Latino/a & Latin American 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

#### Additional Professional Development

- 2018      UO Teaching Engagement Program Summer Teaching Institute:  
*Difference, Inequality, and Agency*
- 2014-2015      National Center for Faculty Development & Diversity  
 Faculty Success Program

**HONORS**

- 2018 UO P.A.T.O.S. (Patos Avanzando Tradiciones Orgullosamente y Sobresaliendo) Award
- 2016-2017 Faculty-in-Residence Fellow, UO Center on Diversity & Community

**SCHOLARSHIP*****Peer-Reviewed Journal Articles***

17. **Lucero, A., Donley, K., Bermúdez, B.** (in press). The English referencing behaviors of first and second grade Spanish-English emergent bilinguals in oral narrative retells. *Applied Psycholinguistics*, (ISSUE, etc.).
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*. <https://doi.org/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***

6. **Lucero, A.**, Bermúdez, B., Mitteis, M. (in press). 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.
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).

### ***Under Review***

[\*Graduate student co-authors are italicized]

1. **Lucero, A.** *Donley, K.* Longitudinal referencing and story coherence development in the English narratives of Spanish-English emergent bilinguals. Submitted to *Discourse Processes* in January 2021.

### ***Currently in Revision***

[\*Graduate student co-authors are italicized]

### ***In Preparation***

***Fellowships and Grants***

- 2021-22      **Mid-career Fellowship, *Student Experience Research Network***
- 2020-21      **Lead Facilitator, *Critical Literacy Pedagogy for K-8 Educators in Oregon*.** Professional development grant to develop and facilitate a course module for Oregon K-8 teachers to engage in critical literacy conversations with their students, Roundhouse Foundation, \$33,000.
- 2020-2021    **Principal Investigator, *Languageing while Comprehending*.** Seed grant award for faculty in the field of Latinx Studies, UO Center for Latino/a & Latin American Studies, \$3,878.
- 2020-2021    **Principal Investigator, *Crossing Borders: The Perspectives of Transnational Students in Oregon High Schools*.** Faculty Research Award from the UO Office of the Vice President for Research and Innovation, \$7,000.
- 2015-2016    **Co-Principal Investigator, *SPDG Breadth English Language Professional Development Grant*.** Oregon State Personnel Development Grant, Oregon Department of Education (EPCS Grant #22751), \$18,000 (subcontract).  
\*This grant supported the development and facilitation of professional development webinars for instructional coaches on working with ELL students
- 2014-2015    **Co-Principal Investigator, *Latino Parent Perceptions of Dual Language Education in Oregon Schools*.** University of Oregon Center for Latino/a and Latina American Studies Seed Grant (2014-2015), \$1,750.  
\*This grant funded a qualitative study of Latino/a parent engagement at four dual language immersion schools around the state of Oregon
- 2014-2015    **Co-Principal Investigator, *Reforzando Las Redes de Apoyo para los Estudiantes Latino/as de UO (Strengthening Networks of Support among Latin@ Students at UO)*.** University of Oregon Center for Latino/a and Latina American Studies Seed Grant (2014-2015), \$2,500.  
\*This grant funded the development and dissemination of a survey of the social and academic experiences of Latino/a undergraduates at UO

***National and International Peer-Reviewed Conference Presentations***

29. Rodriguez, A., Cycyk, L., DeAnda, S., Bermúdez, B., **Lucero, A.**, Pakulak, E. (2020, November). *Examining the frequency and function of code-switching in child-directed speech to Spanish-English dual-language learners*. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
28. Lucero, A. & Donley, K. (2020, April) *Longitudinal Referencing and Story Coherence Development in the English Narratives of Spanish-English Emergent*

*Bilinguals* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vylfkak> (Conference Canceled).

27. **Lucero, A.,** Bermudez 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.
26. **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.
25. **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.
24. **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.
23. **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.
22. **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.
21. **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.
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.

## TEACHING

### Higher Education Teaching (\*indicates I developed the syllabus)

#### *Courses taught at University of Oregon*

##### *Graduate Courses*

- EDST640: Constructing Meaning through Literacy\**
- EDST641: Developing Thoughtful Literacy Practices\**
- EDST664: Doctoral Seminar in Bilingualism and Biliteracy\**
- EDST607: Doctoral Professional Development Seminar\**
- EDST601: Doctoral Research Seminar\**

##### *Undergraduate Courses*

- EDST463: Foundations of Literacy\**
- UGST111: Latinx Scholars ARC seminar\**

#### *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\**

## STUDENT ADVISING

### ***Doctoral Dissertations Chaired***

- Ongoing      Bobbie Bermúdez (EDST). *How can testimonios influence a predominantly white pre-service teachers' program's misconceptions about Latinx immigrant students?* Ph.D. Dissertation (proposal defended April 2021).
- Kevin Donley (EDST). *Enacting translanguaging as a critical literacy pedagogy in elementary dual language immersion.* Ph.D. Dissertation (proposal defended November 2020).
- Misael Flores (EMPL). *Long term ELs and stigma.* Ph.D. Dissertation (proposal defended October 2019).
- 2021            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      Lara Boyero (Romance Languages). *Multilingües, pluriculturales, y empoderadx: Interseccionalidad y acercamiento crítico en la enseñanza del español como lengua heredada.* Ph.D. Dissertation (institutional member, prospectus defended November 2020)
- Niki DeRosia (EDST). *Future time perspectives and life stories of refugee adolescents.* Ph.D. Dissertation (member, proposal defended May 2021).
- Lidia Huerta (SPECS). *Culturally & linguistically responsive care: An exploration of speech-language pathology students' training and competence.* Ph.D. Dissertation (institutional member, proposal defended March 2021).
- 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).

### ***Comprehensive Exam Committees***

2020 Bobbie Bermudez (EDST) (chair)  
Lara Boyero (Romance Languages) (outside member)

2019 Kevin Donley (EDST) (chair)  
Niki DeRosia (EDST) (member)

2017 Brianna Bertoglio (EDST) (chair)

2016 Allyson Dean (EDST) (member)  
Angel Dorantes (EDST) (chair)

- 2015 Emily Mathis (EDST) (chair)  
Lynne Gardner-Allers. (EDST) (member)
- 2014 Asilia Franklin-Phipps (EDST) (member)
- 2013 Ronda Fritz, Special Education (SPED) (outside member)  
Susan Dwoskin (EDST) (member)  
Marko Mwipopo (EDST) (member)

### ***Master's Thesis Committees***

- 2021-2021 Emily Enns (SPECS), *The changes that occur in bilingual children from kindergarten to second grade in terms of referencing behavior and language sophistication* (chair).
- 2019-2020 Alyssa Rodriguez (SPECS), *Examining the frequency, patterns, and functions of code-switching in child-directed speech to Spanish-English dual language learners* (member).

### ***Undergraduate Thesis Committees***

- 2021 Wendy Palfox-Arceo, McNair Scholar (advisor)
- Karmen Clark, *Reconstructing the ecosystem of Spanish two-way immersion programs through a pedagogy of transcaring*, Honors College Thesis (member)
- 2020 Héloïse Gayet, *Pedagogy and culture of immigration in Eugene Spanish bilingual elementary schools in the Trump era*, Honors College Thesis (advisor)
- 2018 Maia Wilson, *Oral linguistic skill and reading literacy in native Spanish-speaking children*, Honors College Thesis (advisor)
- 2014 Kathryn Carpenter, *Assessment Plan for Bilingual Elementary Programs in the United States*, Honors College Thesis (member)

### ***Professional Mentoring***

- 2013-present Supervise directed readings for various EDST doctoral & master's students
- 2014-2017 Co-taught EDST641 with Susan Dwoskin, EDST doctoral student
- 2014 Facilitated summer EDST doctoral writing group
- 2012-2013 Co-taught EDST640, EDST641 with Ronda Fritz, SPECS doctoral student  
Supervised Blaine Barbee, EDST doctoral student as research assistant

**SERVICE****National Service**

2020-present	External reviewer on tenure files
2018-present	Editorial Review Board member, <i>Reading Research Quarterly</i>
2017-present	Mentor, AERA Bilingual Special Interest Group (SIG)
2011-2017	Oregon Representative, Literacy Research Association Field Council
2011-present	Conference Proposal Reviewer, Literacy Research Association
2011-present	Conference Proposal Reviewer, American Educational Research Association - Bilingual Special Interest Group
2012-2015	Conference Discussant & Session Chair, LRA
2013	Session Chair, AERA Annual Conference

**Invited Reviewer**

<i>Applied Psycholinguistics</i> (1 review)
<i>Bilingual Research Journal</i> (6 reviews)
<i>Critical Inquiry in Language Studies</i> (1 review)
<i>Educational Researcher</i> (1 review)
<i>Elementary School Journal</i> (3 reviews)
<i>Heritage Language Journal</i> (1 review)
<i>International Journal of Bilingual Education and Bilingualism</i> (1 review)
<i>International Multilingual Research Journal</i> (1 review)
<i>Journal of Communication Disorders</i> (2 reviews)
<i>Journal of Early Childhood Literacy</i> (2 reviews)
<i>Journal of Educational Psychology</i> (1 review)
<i>Journal of Psycholinguistic Research</i> (1 review)
<i>Journal of Research in Childhood Education</i> (5 reviews)
<i>Journal of Research in Reading</i> (3 reviews)
<i>Journal of Teacher Education</i> (1 review)
<i>Language and Education</i> (6 reviews)
<i>Language, Speech, and Hearing Services in Schools</i> (2 reviews)
<i>Linguistics and Education</i> (8 reviews)
<i>Multicultural Perspectives</i> (1 review)
<i>Reading &amp; Writing</i> (1 review)
<i>Reading Research Quarterly</i> (5 reviews)
<i>School Psychology Review</i> (1 review)
<i>Teacher Education Quarterly</i> (1 review)
<i>TESOL Journal</i> (4 reviews)

**State Service**

2012	Oregon ELPA Verification Workshop
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**Institutional Service****University of Oregon**

2020-2023	Director, Latinx Studies program
2020-2023	Wayne Morse Center Advisory Board

2020-2021	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"> <li>• Lead Facilitator: UO Dreamer ally trainings</li> <li>• Co-chair: Education, Training, &amp; Outreach subcommittee</li> </ul>
2018-2021	Center for Latino/a & Latin American Studies Executive Board <ul style="list-style-type: none"> <li>• Graduate Student Fellowship Review committee</li> <li>• 2019-21 Thematic Planning committee - <i>The Politics of Language in the Americas</i></li> </ul>
2019-2020	Latinx Studies Minor Development Committee
2018-2019	Provost's Teaching Academy
2016	Faculty Judge, Graduate Student Three Minute Thesis competition
2015-present	Oregon Expert
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***

2019-2020	College of Education Academic Continuity committee
2018-2019	College of Education Common Reading committee member
2016-2020	College of Education Curriculum Committee
2016	Reading Endorsement Revision Committee
2015-present	College of Education Media Ambassador
2015-present	College of Education Library Committee
2015-present	College of Education Tenure-Track Policy Development Work Group
2015	College of Education Space Policy Committee
2015	Oregon Graduation Success Summit Steering Committee & Session Chair

### ***UO Department of Education Studies***

2018-2021	Director, CSSE Doctoral Program
2016-2017	Education Studies 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

### **Seattle & Eugene Communities**

2019	Integration Network for Immigrants of Lane County
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2016	Invited professional development facilitator, Roosevelt Middle School
2014	Planning Committee for Eugene 4J Community Conversation
2014	César E. Chavez Leadership Conference, Monmouth, OR
2013-2016	Dual Language Leadership Team, El Camino del Río Elementary
2012-2013	UO representative, TeachOregon Project
2010-2014	Board Member, StoryGarden Seattle/Dragons FC

***Professional Affiliations***

American Educational Research Association (AERA)

Division C: Learning and Instruction

SIG: Bilingual Education Research

Literacy Research Association (LRA)

ICG: LRA Multilingual/Transcultural Innovative Community

Society for the Scientific Study of Reading