

Verónica E. Valdez
University of Utah
Department of Education, Culture and Society
1721 Campus Center Drive, SAEC 3288; Salt Lake City, Utah 84112
801-587-7814 (W) veronica.valdez@utah.edu
<http://orcid.org/0000-0002-1932-1096>

PERSONAL HISTORY AND PROFESSIONAL EXPERIENCE

EDUCATION

- Ph.D. 2005, Curriculum and Instruction, The University of Texas at Austin, Austin, TX
Specialties: Multilingual Studies: Bilingual Education and Early Childhood Education
- M.S. 1992, Psychology, Emporia State University, Emporia, KS
- B.A. 1984, Psychology, Southwestern University, Georgetown, TX

HONORS, RECOGNITIONS, AND OUTSTANDING ACHIEVEMENTS

- 2023 Invited Researcher to 2023 Dual Language Bilingual Education Researcher Convocation (1 of 40), Dual Language Education of New Mexico, Albuquerque, NM.
- 2022 Faculty Research & Scholarship Award, College of Education, UofU
- 2022-2024 Member, Governing Council, American Educational Research Association (AERA)
- 2022-2024 Chair (Elected), Special Interest Group Executive Committee, AERA
- 2021-2022 Chair-Elect (Elected), Special Interest Group Executive Committee, AERA
- 2021 Outstanding SIG Leadership Recognition, Bilingual Education Research SIG, American Educational Research Association (AERA)
- 2020-2021 Faculty Mentor, 2020 Center for Latin American Studies (CLAS) Tinker Field Research Grant Award (Rosie Ojeda, Doctoral Student), University of Utah (UofU)
- 2019-2020 Faculty Mentor, University Teaching Assistantship Award (Koeun Park, Doctoral Student), UofU
- 2018 Invited Mentor, Cultivating New Voices Among Scholars of Color Research Fellowship Program, National Council of Teachers of English Research Foundation
- 2018-2021 Chair-Elect, Chair, Past-Chair (Elected), Bilingual Education Research SIG, AERA
- 2015 Outstanding Service & Dedication to Organization Recognition, Hispanic Research SIG, AERA
- 2014 Faculty Teaching Award, College of Education, UofU
- 2013 Early Career Award, Bilingual Research Journal, National Association of Bilingual Education
- 2009-2010 Invited Participant, American Educational Research Association – Foundation for Child Development (AERA-FCD) Summer/Spring Institutes, *Connecting Research to Policy – Institute for Emerging Scholars*
- 2006-2008 Cultivating New Voices Among Scholars of Color Research Fellowship, National Council of Teachers of English Research Foundation
- 2005-2008 American Education Research Association-Institute for Educational Sciences (AERA-IES) Post Doctoral Research Fellowship, The University of Texas – San Antonio
- 2004-2005 University Continuing Fellowship, The University of Texas at Austin
- 2003-2004 University Tuition Fellowship, The University of Texas at Austin
- 2000-2003 Title VII Graduate Fellowship, Office of Bilingual Education, U.S. Department of Education/ The University of Texas at Austin

POST DOCTORAL POSITIONS

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| 2022-present | Professor & Department Chair , University of Utah – Department of Education, Culture & Society, College of Education, Salt Lake City, UT |
| 2016-2022 | Associate Professor , University of Utah – Department of Education, Culture & Society, College of Education, Salt Lake City, UT |
| 2017-present | Director , M+ ESL/MEd. Program - A University-School District Partnership program, University of Utah, Department of Education, Culture, and Society, College of Education, Salt Lake City, UT |
| 2008-2016 | Assistant Professor , University of Utah – Department of Education, Culture & Society, College of Education, Salt Lake City, UT |
| 2010 – 2013 (Summers) | Faculty Research Mentor , University of Utah – Global Leadership Internship Program (GLIP), College of Education in partnership with the South Korean Incheon International High School, Salt Lake City, UT |
| 2005-2008 | Post Doctoral Research Fellow , American Educational Research Association (AERA)/Institute for Education Sciences (IES) Post Doctoral Research Fellowship, University of Texas, San Antonio |
| 2006, Spring | Lecturer II (Instructor) , University of Texas, San Antonio – Division of Bilingual Bicultural Studies, College of Education and Human Development |

PRE-DOCTORAL POSITIONS

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| 2002-2005 | Graduate Instructor , University of Texas, Austin – Dept. of Curriculum & Instruction, College of Education |
| 2002, Summer | Teaching Assistant , University of Texas, Austin – Dept. of Curriculum & Instruction, College of Education |
| 2002, Summer | Co-Instructor , San Antonio College, Department of Early Childhood Studies, San Antonio, TX |
| 2004, Spring | Site Researcher , University of Texas, Austin, National Center for Educational Accountability Research |
| 1998-2007 | Learning Coach , Sonoma State University, Hilton Early Head Start Training Project, Rohnert, CA |
| 2005-2008 | Online Professor & Course Developer , Quest, Inc., Training via E-learning: An Alternative Certification Hybrid (T.E.A.C.H.), Austin, TX, www.epathcampus.com |
| 1999-2002 | Early Childhood Trainer/Training Module Developer , University of Arkansas for Medical Sciences, The Nuestra Familia Project, Little Rock, AR |
| 1995-2003 | Disability Specialist/Texas Team Facilitator/Teacher Trainer , University of Arkansas for Medical Sciences, Region VI Head Start Disability Services Quality Improvement Center (DSQIC), Little Rock, AR-Satellite Office in TX |
| 1994-1995 | Executive Director (Interim) , Learning Disabilities Association of Hawaii, Honolulu, HI |
| 1992-1994 | Director , Texas Fiesta Educativa, Project PODER Parent Training & Info Center, San Antonio, TX |
| 1990, Spring | Developmental Assessment Screener (Volunteer) , Negru Voda Orphanage, Negru Voda, Romania |
| 1990-1992 | State Multicultural Coordinator , Advocacy, Inc., Program Services Unit, Austin, TX |
| 1988-1990 | Community Multicultural Coordinator , Mental Health Association of Harris County, Minority Resource Program, Houston, TX |

INVITED LECTURES AND CONFERENCE PRESENTATIONS

- Valdez, V. E.** (October 2-5, 2024). Invited panelist on *University-District/School Partnership Symposium* at 9th International Conference on Immersion and Dual Language Education, Salt Lake City, UT.
- Valdez, V. E.** (November 6-7, 2023). Invited researcher participant in 2023 Dual Language Bilingual Education Researcher Convocation, Dual Language Education of New Mexico, Albuquerque, NM. – convocation of 40 national DLBE researchers and public and foundation funders to draft national research agenda on DLBE research for the next 5 years.
- Valdez, V. E.** (March 2021). *Deepening an equity focus in K-16 dual language education: Issues of access and success.* Invited presentation, K-16 Utah equity and inclusive excellence initiative inaugural meeting (virtual). Sponsored by the Utah State Board of Education and the University of Utah DLI Bridge Program.
- Valdez, V. E.,** Quiñones, S., Coady, M., Stewart, M., & Rodriguez-Mojica, C. (January 31, 2020). Invited panelist on *Research grants: Starting small.* Bilingual Education Research SIG Webinar, American Educational Research Association (AERA).
- Valdez, V. E.** (March 2018). *Multimodality in teaching and research with refugee-background language learners.* Invited colloquium discussant at annual meeting of the American Association for Applied Linguistics (AAAL). Chicago, IL.
- Valdez, V. E.,** Reyes, A. Palmer, D., Sawyer, A. (April, 2015). *The bilingual advantage: Language, literacy, and the U.S. labor market.* Invited presentation, Panel for Hispanic Research Issues SIG Invited Session with Patricia C. Gandara (UCLA), Rebecca Callahan (UT-Austin), and Richard Duran (Chair) presented at the annual meeting of AERA, Chicago, IL.
- Valdez, V. E.** (September 2013). *Dual language immersion parents as language planners.* Invited presentation at annual meeting of the Western Conference Association for Asian Studies, Weber State University, Ogden, UT.
- Valdez, V. E.;** Freire, J. A. (July 2013). *The gentrification of dual language education.* Invited lecture, BILC 7362: Principles of Curriculum Development in Dual Language & ESL Classroom, Instructors, S. Mercuri, Ph.D. & K. A. Hinton, Ph.D.; Distance Learning Broadcast to Department of Language, Literacy, & Intercultural Studies. University of Texas, Brownsville, University of Texas-San Antonio, & University of Houston-Downtown.
- Valdez, V. E.** (May 2010). *Revealing ideological contradictions en la frontera: Language-in-education policies in a bilingual preschool program.* Invited presentation, Excellence in education research: Early career scholars and their work Poster Session at the annual meeting of AERA. Denver, CO.
- Valdez, V. E.** (March 2008) *Language policies and practices in bilingual preschool classrooms in the borderlands: Impact on Latina/o children's developing bilingualism.* Invited presentation, American Educational Research Association/Institute for Educational Sciences (AERA/IES) Poster Session at annual meeting of AERA. NY, NY
- Valdez, V. E.** (November 2007) *Negotiating language(s) in borderland preschool classrooms: Impact of language policies on practices.* Invited presentation, Cultivating New Voices of Scholars of Color Poster Session at the annual meeting of the National Council of Teachers of English (NCTE). NY, NY.
- Valdez, V. E.** (November 2006). *A preschool bilingual program and federal accountability on English proficiency: Impact on classroom practices & Latina/o children's developing bilingualism & biliteracy.* Invited presentation, Cultivating New Voices Poster Presentation at annual meeting of the National Council of Teachers of English (NCTE). Nashville, TN.
- Green, K.; **Valdez, V.E.,** Nasir, N., Seaton, G. (April 2006). *The transition from graduate student to emerging scholar.* Invited panel presentation at annual meeting of the AERA Division G Graduate Student Seminar. San Francisco, CA.
- Alanis, I., Cuero, K. K., Delgado, R., Ek, L., Murakami-Ramvalho, E., Oliva, M., Quijada, P., Rodríguez, M. A., Sanchez, P., & **Valdez, V. E.** (March 2006). *Actualizing a Latina/o research agenda in education: Current efforts and new directions.* Invited Panel presentation at the bi-annual REAL Collaborative Research Colloquium, Women's Studies Institute, University of Texas at San Antonio, San Antonio, TX.

Valdez, V. E., Cuero, K. K., Delgado, R. (March 2006). *Latino/a agency: Capitalizing on resources for school achievement*. Invited presentation at the bi-annual REAL Collaborative Research Colloquium, Women's Studies Institute, University of Texas at San Antonio, San Antonio, TX.

GRANTS & CONTRACTS

FUNDED GRANTS & CONTRACTS

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| 2021-2026 | Valdez, V. E. (PI), Sun, W. (Co-PI), & Alvarez-Gutierrez, L. (Co-PI). Advancing Pathways toward Equity and eXcellence with Educators of Multilingual Learners (APEX Project). Proposal for 5-year project submitted: <u>U.S. Department of Education-Office of English Language Acquisition –National Professional Development Grants, \$2.8 million.</u> |
| 2021-2024 | Valdez, V. E. (PD): M+ ESL Endorsement/M.Ed. University District Partnership Program (M+ Program). <u>Canyons School District, \$210,000 total, 3-year contract.</u> (Discontinued in September 2021, replaced by APEX grant) |
| 2016-2021 | Valdez, V. E. (PD): M+ ESL Endorsement/M.Ed. University District Partnership Program (M+ Program). <u>Canyons School District, \$250,000 total, 5-year contract.</u> |
| 2012-2013 | Valdez, V. E. (PI): <i>Teaching and Learning Technologies Center (TLTC) Fellowship. <u>University of Utah, \$5000,</u> “Hybrid conversion of ECS 5645/6645 Assessment of Linguistically Diverse Populations”</i> |
| 2012-2013 | Valdez, V. E. (PI): <i>College of Education (COE) Hybrid Course Development Grant. <u>University of Utah, \$2500</u> “Hybrid conversion of ECS 5645/6645 Assessment of Linguistically Diverse Populations”</i> |
| 2010 | Valdez, V. E. (PI): <i>Individual Teaching Grant, <u>University of Utah</u>, University Teaching Committee, <u>\$3467</u> “Assessment of Linguistically Diverse Populations Test Kits”</i> |
| 2010-2011 | Valdez, V.E. (PI): <i>New Faculty Research Initiative Grant, <u>University of Utah</u>, College of Education, <u>\$2000</u> “Maintaining our languages: Comparative study of 3 Salt Lake City community heritage language programs”</i> |
| 2009 | Valdez, V.E. (Co-PI) & Dr. Zan Gao (Co-PI): <i>Interdisciplinary Research Grant, <u>University of Utah, \$12000</u> “Impact of structured physical activities on urban Latino children's physical health, self-esteem, and academic performance”</i> collaboration with Department of Exercise and Sport Science |
| 2009-2010 | Valdez, V.E. (PI): <i>Technology Assisted Curriculum Center (TACC) Fellowship. <u>University of Utah, \$5000</u> “Fully Online conversion of ECS 3150 Introduction to Multicultural Education”</i> |
| 2008-2010 | Valdez, V.E. (Co-PI/PI) & Dr. Zan Gao (Co-PI): <i>Robert Wood Johnson Foundation Salud America! 2-year Grant, <u>\$75,000,</u> “Project GAME”</i> |

UNFUNDED GRANTS

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| 2010 | Valdez, V. E. (PI): Latina/o Immigrant Children PreK-4 th grade: Language of Instruction, Bilingualism/Biliteracy Development, and Academic Achievement, Proposal submitted: <u>Foundation for Child Development, \$146,810</u> over 3 years. |
| 2009 | Valdez, V. E. (Co-PI) & Dr. Zan Gao (Co-PI): Impact of Structured Physical Activities on Urban Latino Children's Physical Health, Self-Esteem and Academic Performance. Proposal submitted: <u>Spencer Foundation</u> in collaboration with Department of Exercise and Sport Science |
| 2008 | Valdez, V. E. (Co-PI), Dr. María E. Fránquiz (Co-PI) & Dr. Rebecca Callahan (Co-PI): Advancing Learning for English Language Learners by Researching Teacher Effectiveness (ALERTE) Proposal submitted: <u>U.S. Department of Health and Human Services-Administration for Children and Families –Head Start University Partnership Research Grants: Strategies for Developing Head Start Teacher Effectiveness, \$649,585</u> |

- 2007 Valdez, V.E. (Co-PI) & Dr. María E. Fránquiz (Co-PI): Teachers and Parents: Latinos Collaborating for Innovative Early Learning Opportunities (TAP Research Project) Proposal submitted: U.S. Department of Health and Human Services-Administration for Children and Families- Head Start University Partnership Research Grants: English Language Learners in Head Start and Early Head Start Programs, \$499,905

EXTERNAL REVIEW PANELS

- Application Reviewer (Panel), American Educational Research Association, Undergraduate Student Education Research Program, Washington, D.C., 2012
- External Program Review Team, K-12 Site Evaluator, Laredo Independent School District, Office of Bilingual Education/ESL Services, Laredo, TX, May 2003
- Program Reviewer (Team), Early Head Start, U.S. Department of Health & Human Services, Administration for Children and Families, Head Start Bureau, Washington, D.C., 1998
- Grant Reviewer (Panel), U.S. Department of Education, National Institute for Disability & Rehabilitation Research, Washington D.C., 1994

RESEARCH SCHOLARSHIP

RESEARCH PROJECTS

- **DUAL LANGUAGE BILINGUAL EDUCATION, 2009-CURRENTLY**
 - The Utah model & its impact across U.S. states
 - Equity analysis of state language policy and planning
 - Discursive discourses surrounding language policy
 - Experiences of non-state recognized DL programs
 - Minoritized parents' language goals & educational decision-making
 - Narratives of Latina/o DL experiences (academic choices, social & linguistic impacts)
 - Understanding DL student attrition and retention and its long-term impact
- **K-12 TEACHER PREPARATION & PROFESSIONAL DEVELOPMENT, DEVELOPING CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATORS TO SERVE MULTILINGUAL LEARNERS & FAMILIES, 2013-CURRENTLY**
 - UITE, M+, & APEX Program teachers' prep for serving culturally & linguistically diverse students
 - Lessons learned on developing ESL and DLBE curriculum
 - Centering literacy and family engagement efforts
- **UTAH COMMUNITY HERITAGE LANGUAGE EDUCATION PROGRAMS, 2010-2014**
 - Literacy practices in Vietnamese Saturday language school, Spanish religious school, & Korean Saturday language school
 - Comparing teaching & literacy practices, resources, histories, & goals/missions of programs
- **BILINGUAL LATINA/O EARLY CHILDHOOD EDUCATION RESEARCH, 2006-2014**
 - Bilingual early childhood teachers' language ideologies and practices
 - Bilingual preschool children's literacy practices
 - Bilingual preschool program language policies and practices
- **LATINA MOTHERS' BILINGUAL EDUCATIONAL PRACTICES, 2003-2014**
 - Latina school parent involvement
 - Latina/o family bilingual home educational practices
 - Latina/o family language planning

PUBLICATIONS

(^ - doctoral student author; * - high school student author)

REFEREED JOURNAL ARTICLES

- Park, K.^ & Valdez, V. E. (in press). Examining Minnesota schools' discursive positioning and intended educational opportunities for Refugee background students. *Journal of Multilingual Theories and Practices*. (Special Issue: *Refugee-background students in the context of multilingual policies and practices*). (Publication expected in 2024).
- Sun, W., Xu, N. ^, & Valdez, V. E. (2023). Not for us: Chinese immigrant parents' perspectives on Mandarin Chinese dual language bilingual education programs. *Critical Inquiry in Language Studies*. <https://doi.org/10.1080/15427587.2023.2231583> (Quartile 1 in Education; Quartile 1 in Language and Linguistics; 2023 Impact Factor (Cite) Score of 2.5; Google Scholar Citations: 1)
- Freire, J. A., Delavan, M. G. & Valdez, V. E. (2022). Grassroots resistance and activism to one-size-fits-all policies by 90:10 dual language schools en comunidades Latinas. *International Journal of Bilingual Education and Bilingualism*, 25(6), 2124-2141. (Special Issue: *Re-imagining dual language education*), <https://doi.org/10.1080/13670050.2021.1874868> (Quartile 1 in Education; Quartile 1 in Language and Linguistics; 2020 Impact Factor Score of 2.73; Google Scholar Citations: 16)
- Freire, J. A. & Valdez, V. E. (2021). The holistic analysis of multicultural teaching framework: Capturing teachers' pauses and their hybrid and fluid multicultural practices. *International Journal of Multicultural Education*, 23(2), 127-144. DOI: <https://doi.org/10.18251/ijme.v23i2.2647> (Quartile 1 in Education; 2020 Impact Factor Score of 1.143; Google Scholar Citations: 11)
- Freire, J. A. & Valdez, V. E. (2017). Dual language teachers' stated barriers to implementation of culturally relevant practices. *Bilingual Research Journal*, 40(1), 55-69. <http://dx.doi.org/10.1080/15235882.2016.1272504> (Quartile 1 in Education; Quartile 1 in Language and Linguistics; 2020 Impact Factor Score of 1.36; Google Scholar Citations: 98)
- Freire, J. A., Valdez, V. E., & Delavan, G.^ (2017). The (dis)inclusion of Latina/o interests from Utah's dual language education boom. *Journal of Latinos and Education*, 16(4), 276-289. doi: 10.1080/15348431.2016.1229617. Permanent link: <http://www.tandfonline.com/doi/full/10.1080/15348431.2016.1229617> (Quartile 2 in Education; Quartile 1 in Cultural Studies; 2020 Impact Factor Score of 1.15; Google Scholar Citations: 93)
- Delavan, M. G.^, Valdez, V. E., & Freire, J. A. (2017). Language as whose resource?: When global economics usurp the local equity potentials of dual language education. *International Multilingual Research Journal*, 11(2), 86-100. doi: 10.1080/19313152.2016.1204890. Permanent link: <http://dx.doi.org/10.1080/19313152.2016.1204890> (Quartile 1 in Education; Quartile 1 in Language and Linguistics; 2020 Impact Factor Score of 1.79; Google Scholar Citations: 83)
- Valdez, V. E., Freire, J. A.^, & Delavan, G.^ (2016). The gentrification of dual language education. *The Urban Review*, 48(4), 601-627. Doi: 10.1007/s11256-016-0370-0. Permanent link: <http://dx.doi.org/10.1007/s11256-016-0370-0> (Quartile 1 in Education; Quartile 1 in Urban Studies; 2020 Impact Factor Score of 1.71; Google Scholar Citations: 327)
- Valdez, V. E., Delavan, G.^, & Freire, J. A.^ (2016). The marketing of dual language education policy in Utah print media. *Educational Policy*, 30(6), 849-883. <https://doi.org/10.1177/0895904814556750> (Quartile 1 in Education; 2020 Impact Factor Score of 2.12; Google Scholar Citations: 126)
- Valdez, V. E. (2015). Bilingual *educación* in the home: Everyday Latin@ family home educational practices. *Association of Mexican American Educators Journal*, 9(2), 57-68. Permanent link: <https://amaejournal.utsa.edu/index.php/AMAE/article/view/176/167> (open access; acceptance rate 19-30%; Google Scholar Citations: 6)
- Valdez, V. E. & Omerbašić, D.^ (2015). Multimodal self-authoring in bi/multilingual educator and student learning spaces. *Bilingual Research Journal*, 38(2), 228-247. <https://doi.org/10.1080/15235882.2015.1062816> (Quartile 1 in Education; Quartile 1 in Language and Linguistics; 2020 Impact Factor Score of 1.36; Google Scholar Citations: 12)

- Valdez, V. E.** (2014). Latina early childhood teachers negotiating language policies en la frontera. *Bilingual Research Journal*, 37(3), 223-236. <https://doi.org/10.1080/15235882.2014.966924> (Quartile 1 in Education; Quartile 1 in Language and Linguistics; 2020 Impact Factor Score of 1.36; Google Scholar Citations: 9)
- Gao, Z., Hannan, P., Xiang, P., Stodden, D. F., & **Valdez, V. E.** (2013). Video game-based exercise, Latino children's physical health, and academic achievement. *The American Journal of Preventive Medicine*, 44(3S3), S240-S246. <http://dx.doi.org/10.1016/j.amepre.2012.11.023> (Quartile 1 in Public Health; 2020 Impact Factor Score of 4.00; Google Scholar Citations: 207)
- Cuero, K. & **Valdez, V. E.** (2012). "Good" students and "involved" mothers: Latin@ responses to normalization pressures in schools. *International Journal of Qualitative Studies in Education*, 25(3), 317-338. (50% authorship) doi: 10.1080/09518398.2010.529845 Permanent Link: <http://dx.doi.org/10.1080/09518398.2010.529845> (Quartile 1 in Education; 2020 Impact Factor Score of 1.66; Google Scholar Citations: 11)
- Gao, Z., **Valdez, V. E.**, & Xiang, P. (2011). Impact of structured exercise program on urban children's physical health and academic performance. *Medicine & Science in Sports & Exercise*, 43(5), 33. Doi: 10.1249/01.MSS.0000402769.44946.b0 Link: https://journals.lww.com/acsm-msse/Fulltext/2011/05001/Impact_Of_Structured_Exercise_Program_On_Urban.103.aspx (Quartile 1 in Sports Science; 2020 Impact Factor Score of 4.34)

REFEREED BOOK CHAPTERS

- Delavan, M. G., Freire, J.A., & **Valdez, V. E.** (2024). Mass production, mass marketing and mass displacement in DLBE policy: A call for locally crafted programs. In M. G. Delevan, J.A. Freire, & K. Menken (Eds.) *Overcoming the gentrification of dual language, bilingual, and immersion education: Solution-oriented research and stakeholder resources* (pp. 145-165). Multilingual Matters.
- Xu, N.^ & **Valdez, V. E.** (2023). Introducing translanguaging as pedagogy: Unpacking pre-service ESL teachers' language ideologies and practices. In A. Esmail, A. Pitre, A. Duhon-Ross McCallum, J. Blakely, & H. Prentice-Baptiste (Eds.) *Literacy, Vocabulary, and Acculturation: A critical education triangle for English language learners* (pp. 93-100). Rowan and Littlefield Education/National Association for Multicultural Education.
- Valdez, V. E.**, Delavan, M. G., & Freire, J. A. (2022). Using critical policy analysis in collaborative professional learning communities to enhance dual language bilingual educators' critical consciousness. In L. Dorner, D. Palmer, E. Crawford-Rossi, C. Cervantes-Soon, & D. Heiman (Eds.) *Activating critical consciousness in dual language bilingual education: From policy to pedagogy* (pp. 67-74). Routledge. doi: 10.4324/9781003240594-8
- Valdez, V. E.** & Park, K.^ (2021). Translanguaging as culturally sustaining pedagogy: Transforming traditional practices in an ESOL classroom for older adults from refugee backgrounds. In D. Warriner *Refugee education across the lifespan: Mapping experiences of language learning and use* (pp. 327-345). Springer. https://doi.org/10.1007/978-3-030-79470-5_18
- Valdez, V. E.**, Fránquiz, M. E. & Turner, L.^ (2021). Young Latinx learners in early childhood education: Shifting trends and future directions. In E. G. Murillo, Jr. et. al. (Eds.) *Handbook of Latinos and education: Research, theory, and practice* (2nd ed.) (pp. 343-354). Routledge.
- Delavan, M. G., Freire, J. A., & **Valdez, V. E.** (2021). The intersectionality of neoliberal classing with raciolinguistic marginalization in state dual language policy: A call for locally crafted programs. In N. Flores, A. Tseng, & N. C. Subtirelu *Bilingualism for all? Raciolinguistic perspectives on dual language education* (pp. 19-39). Multilingual Matters. (Google Scholar Citations: 7)
- Park, K.^ & **Valdez, V. E.** (2018). Translanguaging pedagogy to support the language learning of older Nepali-Bhutanese adults. In S. Shapiro, R. Farrelly, and M. J. Curry (Eds.) *Educating refugee-background students: Critical issues and dynamic contexts* (pp. 49-65). Multilingual Matters. (Google Scholar Citations: 10)
- Valdez, V. E.** & Callahan, R. (2011). Who is learning language(s) in our schools? In D. Lapp & D. Fisher (Eds.) *Handbook of Research on Teaching the English Language Arts (3rd edition)* (pp. 3-9). Lawrence Erlbaum. (Google Scholar Citations: 14)
- Valdez, V. E.** & Fránquiz, M. E. (2010). Latin@s in early childhood education: Issues, practices, and future directions. In E. G. Murillo, Jr. (Ed.) *Handbook of Latinos and education: Research, theory, and practice* (pp. 474-487). Routledge. (Google Scholar Citations: 12)

REFEREED EDITED COLLECTION

Fránquiz, M. E., Escamilla, K. & Valdez, V.E. (2016). Special issue: Richard Ruiz and research on language planning – 30 years plus. *Bilingual Research Journal*, 39(3-4). Permanent link: <http://dx.doi.org/10.1080/15235882.2016.1246906>

REFEREED ARTICLES UNDER REVIEW

Xu, N., Sun, W., & Valdez, V.E. (under review, Revise & resubmit). Secondary Chinese DLBE teachers' barriers to developing critical consciousness in Mandarin Chinese DLBE classrooms. *International Journal of Bilingual Education & Bilingualism*.

Xu, N. & Valdez, V.E. (under review). "We don't talk about race in the classroom": Chinese dual language bilingual education teachers' raciolinguistic ideologies, critical consciousness evasion, and language and literacy instructional practices. *Literacy Research: Theory, Method, and Practice*.

REFEREED MANUSCRIPTS IN PREPARATION

Amoakoh, J. & Valdez, V. E. (in preparation, revise & resubmit). English with the Kardashians: Embracing the everyday literacy practices used outside the adult ESL classroom. *Adult Education Quarterly*

Kim, H. & Valdez, V. E. (in preparation). Fostering Korean as a heritage language: U.S. Korean youth navigating public/private multimodal transnational language experiences. *Journal of Language, Identity, and Education*.

Valdez, V. E. (in preparation). Neoliberal formations of dual language bilingual education: A review of current manifestations and counter efforts. *Review of Research in Education*

Valdez, V. E. (book proposal, in preparation). *Revisiting Utah DLBE Policies & Practices 20 Years Later: Educational Equity, Grassroots Advocacy, & Future Directions [Bilingual Education and Bilingualism Series]*. Multilingual Matters. (Refereed Book)

Amoakoh, J. & Valdez, V. E. (in preparation). Enacting an English speaker identity through digital literacies outside the adult ESL classroom. *TESOL Quarterly*

Valdez, V.E. & Sun, W. (co-edited book proposal, in preparation). *Culturally sustaining approaches to language education across the lifespan*. Routledge. (Refereed Edited Book)

Valdez, V. E. (in preparation). Navigating identity politics: U.S. Latina/o/x parents' complex negotiations for Spanish language maintenance/revitalization with English-dominant youth. *Journal of Language, Identity, & Education*

INVITED NON-REFEREED ARTICLES & CONTRIBUTIONS

Valdez, V. E. (2020). Spring/Summer Message from the Chair. *Bilingual Education Research Special Interest Group Newsletter* [Online]. American Education Research Association. Permanent link: <https://drive.google.com/file/d/1txoin1SHM5vu-crnApsHdApKPJ6hmSGT/view?usp=sharing>

Valdez, V. E. (2020). Fall/Winter Message from the Chair. *Bilingual Education Research Special Interest Group Newsletter* [Online]. American Education Research Association. Permanent link: http://www.aera.net/Portals/38/docs/SIGs/SIG12/BER%20SIG%20Newsletter_Winter2020.pdf

Valdez, V. E. (2019). Summer Message from the Chair. *Bilingual Education Research Special Interest Group Newsletter* [Online]. American Education Research Association. Permanent link: <http://www.aera.net/Portals/38/docs/SIGs/SIG12/Bilingual%20Ed%20SIG%20Newsletter%20Summer%202019.pdf>

Fránquiz, M. E., Escamilla, K. & Valdez, V.E. (2016). Coeditors' introduction: Research on language planning - 30 years plus (Special issue: Richard Ruiz and research on language planning – 30 years plus). *Bilingual Research Journal*, 39(3-4), 167-172. doi: 10.1080/15235882.2016.1246906. Permanent link: <http://dx.doi.org/10.1080/15235882.2016.1246906> (Google Scholar citations: 2)

Ban, H.*, Joo, S.*, & Valdez, V. E. (2013). Bilingual Latina teachers' language views, abilities, and practices in a U.S. bilingual early childhood program. *Global Internship Journal of Research*, 4, 31-41.

- Jeon, H. J.*, Lee, J. H.*, Kim, Y. J.*, & Valdez, V. E. (2012). Examining language-in-education policies in early childhood language education programs. *Global Internship Journal of Research*, 3, 42-54.
- Hur, J. H.*, Jeong, K. H.*, Kang, S. B.*, & Valdez, V. E. (2011). Korean as a heritage language in the United States. *Global Internship Journal of Research*, 2, 3-10.
- Choi, Y. W.*, Kim, H. W.*, Lee, K. J.*, & Valdez, V. E. (2010). Latin@s early childhood bilingualism and biliteracy project. *Global Internship Journal of Research*, 1, 3-8.

INVITED CREATIVE WORKS IN NON-REFEREED EDITED BOOK

- Valdez, V. E.** (2009). Mi idioma/My language. In D. Delgado Bernal, J. Flores Carmona, S. M. Alemán, L. Galas, & M. Garza (eds.) *Unidas we heal: Testimonios of mind/body/soul* (p. 25). Salt Lake City, UT: University of Utah's Latinas Telling Testimonios.
- Valdez, V. E.** (2009). Conversations with a mirror. In D. Delgado Bernal, J. Flores Carmona, S. M. Alemán, L. Galas, & M. Garza (eds.) *Unidas we heal: Testimonios of mind/body/soul* (p. 62). Salt Lake City, UT: University of Utah's Latinas Telling Testimonios.

REFEREED BOOK REVIEWS

- Valdez, V. E.** (2006, December). Review of the book *Building on Strength: Language and Literacy in Latino Families and Communities* by Ana Celia Zentella (*ed.*). Cited in *Anthropology and Education Quarterly*, 37(4), 404.

DISSERTATION/THESIS

- Valdez, V. E.** (2005). Mothers of Mexican origin within day-to-day parent involvement: Agency & Spanish language maintenance (Co-Chairs: Sofia Villenas & Joel Dworin), University of Texas-Austin Dissertation. (Google Scholar Citations: 10)
- Valdez, V. E.** (1992). Self-esteem and self-referent of adolescents of Mexican descent (Chair: Cooper B Holmes), Emporia State University Master's Thesis.

REFEREED CONFERENCE PAPERS & PRESENTATIONS

- Amoakoh, J. & **Valdez, V. E.** (April 2024, accepted). *Critical reflection: Towards a just and transformed pedagogy with diverse multilingual learners*. Paper to be presented at the 2024 annual meeting of [AERA, Philadelphia, PA](#).
- Park, K.^ & **Valdez, V. E.** (April 2024, accepted). *Examining school websites' equity/heritage focused discursive positioning and educational opportunities for refugee background students*. Paper to be presented at the 2024 annual meeting of [AERA, Philadelphia, PA](#).
- Xu, N. & **Valdez, V. E.** (November 2023). *Setting aside critical consciousness while leveraging students' literacy and cultural practices: Chinese dual language bilingual education*. Paper presented at the 2023 annual meeting of the [Literacy Research Association, Atlanta, GA](#).
- Valdez, V. E.**, Delavan, M. G., & Freire, J. A. (April 2023). Using critical policy analysis in collaborative professional learning communities to enhance dual language bilingual educators' critical consciousness. Paper presented in symposium titled: *Enacting critically conscious policies in practice: Four cases from dual language bilingual education contexts* at the 2023 annual meeting of the [AERA, Chicago, IL](#).
- Xu, N.^, Sun, W., & **Valdez, V. E.** (April 2023). *Secondary Chinese DLBE teachers' barriers to developing critical consciousness in Mandarin Chinese DLBE classrooms*. Paper presented at the 2023 annual meeting of the [AERA, Chicago, IL](#).
- Park, K.^ & **Valdez, V. E.** (April 2023). *Examining linguistically and culturally sustaining policies and opportunities for refugee-background students in U.S. schools*. Paper presented at the 2023 annual meeting of the [AERA, Chicago, IL](#).

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- Xu, N.[^], Sun, W., & Valdez, V. E. (March 2023). *Secondary Chinese dual language bilingual education teachers' lived experiences, language ideologies, and practices*. Paper presented at the 2023 annual meeting of American Association for Applied Linguistics (AAAL), Portland, OR.
- Park, K.[^] & Valdez, V. E. (November 2022). Translanguaging as culturally sustaining pedagogy in an ESOL classroom for older adults of refugee backgrounds. Paper presented as part of Roundtable symposium on *Refugee education across the life span in unsettling times* at the 2022 in-person annual meeting of the American Anthropological Association (AAA), Seattle, WA.
- Xu, N.[^] & Valdez, V. E. (April 2022). *Chinese teachers' raciolinguistic ideologies and perspectives on critical consciousness in dual language bilingual education classrooms*. Paper to be presented at the 2022 annual meeting of the AERA, San Diego, CA.
- Sun, W., Xu, N.[^] & Valdez, V. E. (April 2022). *Perspectives and rationales on Chinese-English dual language education: Voices from Mandarin heritage language speaking parents*. Paper to be presented at the 2022 annual meeting of the AERA.
- Xu, N.[^] & Valdez, V. E. (March 2022). *Implementational spaces for developing critical consciousness in Chinese dual language bilingual education secondary classrooms*. Paper presented at the 2022 annual meeting of American Association for Applied Linguistics (AAAL).
- Monges, S.[^] & Valdez, V. E. (March/April 2022). *Translanguaging pedagogy for multilingual students in community colleges*. Paper presented at the 2022 Council for the Study of Community Colleges (CSCC) Conference. Tempe, AZ.
- Xu, N.[^] & Valdez, V. E. (March 2022). *Translanguaging as Pedagogy in DLI Programs: Potentiality, Implementation and Caution*. Paper presented at the 8th International Conference on Immersion and Dual Language Education. Salt Lake City, UT
- Xu, N.[^] & Valdez, V. E. (April, 2021). The importance of developing heritage language literacy in U.S. Chinese families through Chinese language maintenance. Paper presented virtually at the 2021 hybrid annual meeting of the National Association of Bilingual Education (NABE). Houston, Texas
- Park, K.[^] & Valdez, V. E. (April 2021). Engaging in culturally sustaining practices through translanguaging to reimagine assimilationist and monolingual ESOL classroom practices. Paper presented at the 2021 virtual annual meeting of the American Educational Research Association (AERA).
- Xu, N.[^] & Valdez, V. E. (April 2021). *Introducing translanguaging: Preparing preservice teachers for providing culturally & linguistically sustaining practices*. Paper presented virtually for the 2021 virtual annual meeting of the AERA.
- Xu, N.[^] & Valdez, V. E. (April 2021). Enacting (de)colonial discourses: Chinese immigrant families fostering Chinese heritage language, culture, and knowledge in the U.S. Paper presented virtually as part of a session symposium titled, *Raising bilingual children: Asian immigrant parents' experiences in and across home, school and community spaces* for the 2021 virtual annual meeting of the AERA.
- Freire, J. A., Delavan, M. G. & Valdez, V. E. (April 2020). *Grassroots resistance and activism to one-size-fits-all policies by dual language schools en comunidades Latinas*. Paper submitted virtually for 2020 annual meeting of the AERA. (Conference cancelled due to COVID-19).
- Amoakoh, J.[^] & Valdez, V. E. (April 2020). "You have better status if you speak English": *Learning English in postcolonial Ghana & U.S*. Paper submitted virtually for 2020 annual meeting of AERA. (Conference cancelled due to COVID-19).
- Kim, H. & Valdez, V. E. (April 2020). *Multilingualism through Korean youth's multimodal transnational interactions*. Paper accepted for 2020 annual meeting of the AERA. (Conference cancelled due to COVID-19).
- Kim, H. & Valdez, V. E. (April 2020). *A language watchman to maintain heritage languages: Stories of three transnational families*. Paper accepted for 2020 annual meeting of the AERA. (Conference cancelled due to COVID-19).

- Delavan, M. G., Freire, J. A., & **Valdez, V. E.** (March 2020). Intersectionality of neoliberal classing with raciolinguistic marginalization in state dual language policy. Paper accepted at session symposium titled, *Bilingualism for all?: Raciolinguistic perspectives on dual language education* at the 2020 annual meeting of the American Association for Applied Linguistics (AAAL) (Conference cancelled due to COVID-19).
- Xu, N.^ & **Valdez, V. E.** (November 2019). *U.S. Chinese-immigrant families' efforts to decolonize dominant language ideologies through Chinese language maintenance*. Paper presented at the 2019 annual meeting of National Association of Multicultural Education (NAME). Phoenix, AZ
- Park, K.^ & **Valdez, V. E.** (April 2019). Older adult English learners from refugee backgrounds challenging the 'illiteracy' myth through translanguaging practices. Paper presented at 2019 annual meeting of the AERA. Toronto, Canada.
- Amoakoh, J.^ & **Valdez, V. E.** (April 2019). English literacy with the Kardashians: Adult immigrant women's literacy practices outside the ESL classroom in Ghana and US. Paper presented at 2019 annual meeting of the AERA. Toronto, Canada.
- Kim, H.^ & **Valdez, V. E.** (April 2018). *"I am scared to show how I speak": U.S. transnational Korean youth's heritage language experiences*. Paper presented at 2018 annual meeting of the AERA. New York, NY.
- Valdez, V. E.** (March 2018). *A dual language journey interrupted: Narratives of two English dominant Latina/o students who withdrew*. Paper presented at the 2018 annual meeting of the National Association of Bilingual Education (NABE). Albuquerque, NM.
- Freire, J. A., & **Valdez, V. E.** (April 2017). *Dual language teachers' stated barriers to implementation of culturally relevant pedagogy*. Paper presented at 2017 annual meeting of the AERA. San Antonio, TX.
- Fránquiz, M., Escamilla, K., **Valdez, V. E.**, Ynostroza, A.^ & Omerbasic, D. (Feb. 2017). *Richard Ruiz and Research on Language Planning - 30 Years Plus*. Special session presented at 2017 annual meeting of NABE. Dallas, TX.
- Freire, J. A., **Valdez, V. E.**, & Delavan, G.^ (April 2016). *"90-10 isn't a true dual immersion model": Two dual language programs excluded from state recognition"*. Paper presented at 2016 annual meeting of AERA. Washington, DC.
- Freire, J. A., & **Valdez, V. E.** (April 2016). *Rethinking Banks' multicultural education approaches for understanding teachers' culturally relevant practices*. Paper presented at 2016 annual meeting of the AERA. Washington, DC.
- Valdez, V. E.**, & Omerbašić, D. (April 2016). Multimodal self-authoring in bi/multilingual educator and student learning spaces. Paper presented at a session symposium titled, *The figured world of bilingual education: Proyecto Bilingüe as context for teacher self-authoring* at 2016 annual meeting of the AERA. Washington, DC.
- Valdez, V. E.**, & Omerbašić, D. (December 2015). *Fostering resilience: Diverse communities utilizing varied literacies to convey cultural belonging to the next generation*. Paper presented at 2015 annual meeting of the Literacy Research Association (LRA). Carlsbad, CA.
- Fránquiz, M. E., Ynostroza, A.^, Omerbašić, D. & **Valdez, V. E.** (October 2015). *The Bilingual Research Journal*. Panel presentation at the annual meeting of the National Association of Multicultural Education (NAME). New Orleans, LA.
- Freire, J. A., **Valdez, V. E.**, & Delavan, G.^ (July 2015). *A critical examination of language policies in Utah dual language programs and their impact on Latina/o students*. Paper presented at I International Colloquium on Language and Cultures in School and Society / I Coloquio Internacional sobre Lenguas y Culturas en la Escuela y la Sociedad. Organized by Loyola Marymount University and the Centro Internacional de la Cultura Escolar (CEINCE) in Spain. Berlanga de Duero, Soria, Spain.
- Freire, J. A., & **Valdez, V. E.** (July 2015). *La inclusión de una pedagogía culturalmente relevante en un programa de educación bilingüe en una escuela de educación primaria en Utah*. Paper presented at I International Colloquium on Language and Cultures in School and Society / I Coloquio Internacional sobre Lenguas y Culturas en la Escuela y la Sociedad. Organized by Loyola Marymount University and the Centro Internacional de la Cultura Escolar (CEINCE) in Spain. Berlanga de Duero, Soria, Spain.
- Burbank, M.D., **Valdez, V. E.**, Gutierrez, L.A., Bachman, M., Goldsmith, M.M. (April 2015). The impact of curriculum change on a K-12 licensure program: More than the "equity-equality thing." Paper presented at roundtable at the 2015 annual meeting of the AERA. Chicago, IL.

- Freire, J. A., **Valdez, V. E.** (April 2015). *A transformational dual language educational framework: Teachers reclaiming biculturalism and sociopolitical consciousness in their pedagogical practices*. Paper presented at poster session at the 2015 annual meeting of the AERA. Chicago, IL.
- Freire, J. A., **Valdez, V. E.**, Oland-Wong, M. L., & Darden, A. (March 2015). *Infusing culturally relevant practices in dual-language teachers' journeys toward National Board certification: Lessons learned*. Paper presented at the annual meeting of the NABE. Las Vegas, NV.
- Freire, J. A., **Valdez, V. E.**, Edward, J., Oland-Wong, M. L., Darden, A., and Colovos, G. (April 2014). *Empowering Chicana/o elementary students through culturally relevant pedagogy in a Spanish-English dual language program*. Paper presented at 2014 annual meeting of the National Association for Chicana and Chicano Studies (NACCS). Salt Lake City, Utah.
- Freire, J. A., & **Valdez, V. E.** (February 2014). *"We just seasoned up our lessons": Spanish-English dual language elementary teachers' culturally relevant best practices*. Paper presented at 2014 annual meeting of NABE. San Diego, CA.
- Valdez, V. E.**, Delavan, G., Freire, J. A. (April/May 2013). *For whom is the dual language immersion boom?: The gentrification of strong forms of U.S. language education*. Paper presented at a Paper session titled, "Social Justice Implications of Language Policies and Practices" at annual meeting of the AERA. San Francisco, CA.
- Freire, J. A., & **Valdez, V. E.** (April/May 2013). *Going from "I" to "We": One school's dual immersion teachers' culturally relevant beliefs and practices*. Paper presented at a session symposium titled, "Transformative Learning Begets Transformative Teaching: Universities Preparing Pre-Service Teachers to Work with Bilingual Latino/a Students," at annual meeting of the AERA. San Francisco, CA.
- Delavan, G., Freire, J. A., & **Valdez, V. E.** (April 2012). *Language as whose resource?: How official state and media sources portray Utah dual immersion programs*. Paper presented at presidential roundtable session of the annual meeting of the AERA. Vancouver, B.C.
- Valdez, V. E.**, Freire, J. A., & Delavan, G. (February 2012). *Raising sociopolitical consciousness: Why/what should I tell pre-service teachers about teaching at dual immersion programs?* Paper presented at annual meeting of the NABE. Dallas, Texas.
- Freire, J. A., Delavan, G., & **Valdez, V. E.** (November 2011). *The erasure of ethnic reasons for language learning in Utah's dual immersion boom*. Paper presented in symposium titled Globalizing Utah: Economized education and its local ethnic consequences at annual meeting of the American Education Studies Association (AESA). St. Louis, MO.
- Valdez, V. E.**, Freire, J. A., Delavan, G. (April, 2011). *The (dis)inclusion of Latinos from Spanish programs in Utah's dual immersion boom*. Paper presented as part of a roundtable on "Equitable Yet? Desegregation, School Choice, and Dis/Inclusion" at annual meeting of the AERA. New Orleans, LA.
- Valdez, V. E.**, Omerbasic, D., Kim, H. (April, 2011). *Educators of community heritage language programs: Maintaining children's Korean and Vietnamese home languages*. Paper presented as part of a roundtable on "Culturally Relevant Practices: Teaching, Learning, and Fostering Heritage Languages in Diverse Language communities" at annual meeting of the AERA. New Orleans, LA.
- Valdez, V. E.** (December 2010). *Maintaining our languages: Teachers' literacy practices in community heritage language programs*. Paper presented as part of a panel on "In Many Languages: Literacy Learning and Practices in Diverse Language Communities" at annual meeting of the Literacy Research Association (LRA). Fort Worth, TX.
- Valdez, V. E.** (April, 2010). *The dynamic nature of cultural practices in U.S. Latino/a households*. Paper presented as part of a roundtable on "Cultural practices, literacy, and biliteracy among young Latinas, Latinos, and Families" at annual meeting of the AERA. Denver, CO.
- Valdez, V. E.** (December 2009). *Latina teachers' language ideologies, cultural intuitions, and instructional practices*. Paper presented as part of a panel on "Bilingualism and biliteracy: Influence of the language ideologies of Latina/o parents, teachers, and students" at annual meeting of the National Reading Conference. Albuquerque, NM.

- Valdez, V. E.** (May 2009). *Exploring "ideological borderlands" from within the Texas-Mexico frontera experience*. Paper presented as part of a panel on "Using the borderlands in preschool through higher education research: Theoretical, methodological, and empirical considerations of four education scholars" at El Mundo Zurdo: The first international conference on the work and life of Gloria E. Anzaldua. San Antonio, TX
- Valdez, V. E. & Cuero, K. E.** (April 2009). *'Good' students and 'involved' mothers: Latin@ Responses to normalization pressures in schools*. Paper presented at annual meeting of the AERA. San Diego, CA.
- Valdez, V. E.** (April 2009) *Living with contradictions in the borderlands: Latina preschool teachers' ideologies about bilingualism and biliteracy*. Paper to be presented as part of a panel titled "In Dialogue: The push and pull of language ideologies in Latina/o home, school, and community contexts" at annual meeting of the AERA. San Diego, CA.
- Valdez, V. E.** (November 2008) *Living in the borderlands: Latina teachers' language ideologies and their impact on classroom language and literacy practices*. Paper presented as part of a panel on "Language ideologies in Latina/o home, school, and community contexts and their impact on literacy practices" at annual meeting of the National Council of Teachers of English (NCTE). San Antonio, TX
- Valdez, V. E.** (November 2007) *Teachers as language policymakers: Literacy-related instructional practices in preschool classrooms of English language learners*. Paper presented as part of panel on "Teachers' decision-making strategies for young children's literacy learning" at annual meeting of National Reading Conference. Austin, TX.
- Valdez, V. E.** (April 2007). *A U.S. born Latina's heritage language maintenance efforts: Responses to a school's changing language policies and practices*. Paper presented as part of panel on "Watch your language!: Expectations and ideologies behind Indigenous & Latina/o socialization experiences" at annual meeting of the AERA. Chicago, IL.
- Valdez, V. E.** (April 2007). *Una educación: Teaching and learning in Latina/o households*. Paper presented in panel on "Teaching and learning: Children and youth outside of school" at annual meeting of AERA. Chicago, IL.
- Alanis, I., Cuero, K. K., Rodriguez, M., Delgado, R., Ek, L., Murakami-Ramalho, E., Oliva, M., Quijada, P., Sanchez, P., & **Valdez, V. E.** (February 2007). *Navigating the academy: Creating networks of support*. Paper presented as part of a panel presentation at annual meeting of the Southwest Educational Research Assoc.. San Antonio, TX.
- Valdez, V. E.** (November 2006). *Home pedagogies in U.S. Latina/o households: Case studies of language teaching and learning*. Paper presented as part of panel on "Leveraging resources: Latina/o language and literacy teaching and learning outside of school" at annual meeting of the NCTE. Nashville, TN.
- Rodriguez, M., Alanis, I., Quijada, P., Murakami-Ramalho, E., Cuero, K., Oliva, M., Ek, L., **Valdez, V. E.**, Sanchez, P., and Delgado, I. (Nov. 2006). *Hermanas/Sisters in the academy: Actualizing a Latina/o research agenda in education*. Panel presentation at annual meeting of the University Council for Educational Administration (UCEA). San Antonio, TX.
- Oliva, M., Brunner, C.C., Ek, L., **Valdez, V.E.**, Cuero, K.K., & Opsal, C. (November 2006). *Contested terrain: Identity and agency in academic practice and research*. Panel presentation at annual meeting of the University Council for Educational Administration (UCEA). San Antonio, TX.
- Valdez, V. E., Cuero, K. K.** (January 2006) *Latina/o forms of agency: Capitalizing on resources to navigate through school*. Paper Co-presented at annual meeting of the National Association for Bilingual Education (NABE) Annual Conference, Phoenix, AZ.
- Valdez, V. E.** (February 2006) *Responding to a school's changing views of bilingualism: A case study of a U.S. born Latina mother*. Paper presented at annual meeting of Southwest Educational Research Association (SERA) Annual Conference, Austin, TX.
- Valdez, V. E.** (April 2005) *The politics of Latina parent involvement in the age of accountability*. Paper presented at annual meeting of the AERA, Toronto, Canada.
- Valdez, V. E.** (November 2004) *Exploring the interactions of a U.S. born Latina mother within parent involvement as a factor in Spanish language maintenance*. Paper presented at annual meeting of the NCTE, Indianapolis, IN.

Valdez, V. E. (November 2004) *Todo lo hago por mis hijos*: Negotiation of identity and language by mothers of Mexican origin within day-to-day parent involvement. Poster presentation at American Anthropological Association Conference, San Francisco, CA.

TEACHING

UNIVERSITY OF UTAH COURSES TAUGHT

GRADUATE COURSES

- ECS 6639/7639 Language and Community (redesigned ESL endorsement course; updated to meet 25% Latin American Studies emphasis)
- ECS 6636/7636 Literacy as Cultural Practice (redesigned course)
- ECS 6654/7654 Language and Power (redesigned course)
- ECS 6950/7950 Language Policy and Planning (**new** course)
- ECS 6960 Masters Directed Reading: ESL Integrative Reflection for In-Service Teachers (**new** course)
- ECS 6961 Masters Comprehensive Exam
- ECS 6813/7813 Community Heritage Language Education (**new** course)
- ECS 7814 Doctoral Seminar: Translanguaging in Bi/Multilingual Education Contexts (**new** course)

COMBINATION UNDERGRADUATE/GRADUATE COURSES

- ECS 5634/6634/7634 Foundations of Bilingual Bicultural Education for Linguistically Diverse Students (ESL and Dual Language Endorsement course/redesigned twice)
- ECS 3150/2150 Introduction to Multicultural Education (face-to-face/ **new** online/**new** hybrid) (ESL endorsement course) (undergraduate only) (redesigned course four times)
- ECS 5645/6645 Assessment of Linguistically Diverse Populations (**new** ESL endorsement course; redesigned three times) (face-to-face [2010]/hybrid [2013]) [Instructor: Fall/Spring 2010-2011/2013-14; Supervising Instructor: Fall, Spring, & Summer 2011-currently]

UNIVERSITY OF UTAH ESL COURSES SUPERVISED (AUDIENCE: M+ PROGRAM IN-SERVICE TEACHERS) & UNDERGRADUATE COMMUNITY-ENGAGED LEARNING COURSE

- ECS 6632: Research Issues in Multicultural Education
- EDU 6200: Teacher Language Awareness
- ECS 6709: Family School Partnerships for Youth Success
- ECS 6645: Assessment of Linguistically Diverse Populations (also supervise sections for pre-service teachers)
- ECS 6647: Instructional Methods for Linguistically Diverse Learners (also supervise pre-service teacher section)
- EDU 6950: Special Topic: ESL Practicum for In-Service Teachers
- ECS 3180: Home, School & Community Relations (Semester Topic: Multilingual Communities & Socially Just Community-Engaged Education) (applied and obtained community-engaged learning (CEL) course designation and Diversity (DV) course designation for this undergraduate course. Undergoing course title change.)

COURSES TAUGHT AT OTHER UNIVERSITIES & PROGRAMS

UNDERGRADUATE COURSES

- Cultural and Linguistic Diversity in a Pluralistic Society (University of Texas-San Antonio)
- Spanish for Bilingual Teachers I (University of Texas-Austin)
- Second Language Acquisition (University of Texas-Austin)
- Cultural and Linguistic Diversity in a Pluralistic Society (University of Texas-San Antonio)
- Spanish for Bilingual Teachers I (University of Texas-Austin)
- Second Language Acquisition (University of Texas-Austin)
- Introduction to Serving Young Children with Disabilities in Inclusive Settings (San Antonio College)

- Foundations of Bilingual Education (TEACH Quest, Inc -www.eathcampus.com) (Alternative Teacher Certification)
- Foundations of ESL (TEACH Quest, Inc -www.eathcampus.com) (Alternative Teacher Certification)
- Survey of the Exceptional Learner (TEACH Quest, Inc -www.eathcampus.com) (Alternative Teacher Certification)

STUDENT SUPERVISION & ADVISING

DOCTORAL STUDENT DISSERTATION COMMITTEES

| Student Name, Supervision Dates, Dissertation Title | Role | Dept. | Status |
|---|----------|-------|---|
| 1. Yda J. Smith, Part-time (PT), "They bring their memories with them: Somali Bantu resettlement in a globalized world" | Member | ECS | Ph.D., 2010 UofU |
| 2. Juan A. Freire, FT, "Spanish-English dual language teacher beliefs and practices on culturally relevant pedagogy in a collaborative action research process" | Co-Chair | ECS | Ph.D., 2014 BYU |
| 3. Delila Omerbašić, Full-time (FT), "Translocal digital authoring: Identity negotiation processes through multimodal literacies among girls who were resettled as refugees from Thailand" | Chair | ECS | Ph.D., 2015 Tulane University |
| 4. Trevor Warburton, FT, "Solving for Irrational Zeros: Whiteness in Mathematics Teacher Education" | Member | ECS | Ph.D, 2015 UVU |
| 5. Talatou Abdoulaye, PT, "Colonial legacies and preservice teachers' subjectivities in Mali: A critical examination of two teacher training programs" | Member | ECS | Ph.D, 2016 SLCC |
| 6. Ann Roemer, PT, "Veiled incivilities: International students and classroom climate at predominantly white universities" | Member | ECS | Ph.D., 2016 USU. |
| 7. Barbara Kessel, PT, "Persisting to college from the margins: Three women of Color's journeys to and through higher education" | Chair | ECS | Ph.D., 2016 |
| 8. M. Garrett Delavan, PT, "Engaging with Latina/o "eth(n)ical issues" in middle school Spanish: Using translanguaging & comprehensible input approaches to advance Spanish proficiency & social justice goals" | Chair | ECS | Ph.D, 2017 GSU |
| 9. Cindy Hyunh, FT, "I've got a bird's eye view: Portraits of four Asian American women educators practicing hip-hop pedagogy" | Member | ECS | Ph.D., 2017 Evergreen Valley College |
| 10. Hyesun Kim, FT, "Language ideologies and the maintenance of Korean by U.S. transnational Korean youth" | Chair | ECS | Ph.D., 2018 UofU |
| 11. Rachel Gee Meads, PT, "Secrete/d pedagogies: Body languaging and the navigation of traumatizing and traumatized space in the first-year composition classroom" | Member | ECS | Ph.D., 2018 UofU |
| 12. Justin Whitney, FT, "From community colleges to four-year universities: Korean international students' preparation for college writing in the United States" | Co-Chair | ECS | Ph.D., 2018 Tennessee State U |
| 13. Erin Jensen, PT, "Chinese international students' experiences in the figured world of first-year composition" | Member | ECS | Ph.D., 2018 Belmont Abbey College |
| 14. Analis Carattini Ruiz, PT, "(Re)framing professional learning communities: Science teachers moving toward equity-driven pedagogical practices for multilingual learners" | Chair | ECS | Ph.D., 2020 Admin/Alpine District |
| 15. Josephine Amoakoh, FT, "Storied lives of immigrant women learning English literacy in the U.S. and Ghana" | Chair | ECS | Ph.D., 2020 UofU |

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| 16. Kevin Eyraud, PT, “Dwelling pedagogically: A place-based eco-pedagogy in an English for academic purposes intensive English program” | Chair | ECS | Ph.D., 2020 UVU |
| 17. Daniel Piper, FT, “Creating zones of linguistic sovereignty through language policy: Navajo language teaching in a Title VI Indian education program” | Chair | ECS | Ph.D., 2020 USU |
| 18. Samir Monges, FT, “Translanguaging pedagogy for multilingual students in the community college classroom” | Chair | ECS | Expected Grad Date: 2024 |
| 19. Laura Heise, PT, “The authoring of adolescent multilingual Latinx students’ reader and writer identities in a community digital storytelling workshop two years into the COVID-19 pandemic” | Chair | ECS | Expected Grad Date: 2024 |
| 20. Koeun Park, FT, “Youth counter-storytelling: The educational experiences of refugee background K’nyaw youth in Korean dual language bilingual education” | Chair | ECS | Expected Grad Date: 2024 |
| 21. Nuo Xu, FT, “Chinese teachers’ raciolinguistic ideologies and instructional practices: Exploring implementational spaces for developing critical consciousness in Chinese dual language bilingual education” | Chair | ECS | Ph.D., 2023 Bowling Green State U |
| 22. Rosie Ojeda, FT, “A dual language elementary charter school’s influence on secondary Latinx students’ educational experiences and trajectories” | Chair | ECS | Expected Grad Date: 2024 |
| 23. Carla Kekejian, FT, Does translanguaging lead to an accurate picture of linguistic ability? An exploratory study with Armenian-English bilingual children | Member | CS&D | Ph.D., 2022 Private Practice |
| 24. Mindy Criado Layton, PT, “Ed.D. Capstone: Educational Leadership and Policy” | Member | ELP | Expected Grad Date: 2024 |
| 25. Eulogio Alejandre, PT, “Latinx-Adapted Invitational Education: A Latinx Community-Based Dual Language Bilingual Education Public Charter School” | Chair | ECS | Expected Grad Date: 2025 |
| 26. Meghan Zarnetske, FT, “Gender non-conforming youth & their educational experiences in U.S. schools” | Chair | ECS | Expected Grad Date: 2024 |

DOCTORAL STUDENT GRANT/FELLOWSHIP MENTOR

| | | | |
|---|--------|-----|---|
| Rosie Ojeda, 2020 Center for Latin American Studies Tinker Field Research Grant, <i>The Forging Mixteco Guided Partnerships for Collaborative Research</i> project | Mentor | ECS | Summer 2020 (disrupted due to COVID) |
| Koeun Park, 2019 University Teaching Assistantship, Community-engaged learning with multilingual communities & undergraduate degree application: Community engaged learning & ed. for social change | Mentor | ECS | 2019-2020 |

MASTERS STUDENT ADVISOR

| | | | |
|----------------------------------|---------|-----|----------------|
| M+ Program 2018-19 Cohort (n=7) | Advisor | ECS | MEd, 2019 |
| M+ Program 2019-20 Cohort (n=13) | Advisor | ECS | MEd, 2020/2021 |
| M+ Program 2020-21 Cohort (n=13) | Advisor | ECS | MEd, 2021 |
| M+ Program 2021-22 Cohort (n=13) | Advisor | ECS | MEd, 2022 |

DOCTORAL STUDENT PRELIMINARY EXAM COMMITTEES

| Student Name | Role | Dept. | Status |
|----------------------------------|-------|-------|--------|
| 1. Juan A. Freire, 2010-2011, FT | Chair | ECS | Passed |
| 2. Delila Omerbašić, FT | Chair | ECS | Passed |

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|--|----------|-----|-------------|
| 3. M. Garrett Delavan, PT | Chair | ECS | Passed |
| 4. Kevin Eyraud, PT | Chair | ECS | Passed |
| 5. Hyesun Kim, 2013-14, FT | Chair | ECS | Passed |
| 6. Rachel Meads-Jardine, 2013, PT | Chair | ECS | Passed |
| 7. Cara Greenwell, 2014-15, PT | Chair | ECS | Passed |
| 8. Josephine Amoakoh, 2015, FT | Chair | ECS | Passed |
| 9. Erin Jensen, 2013-14, PT | Member | ECS | Passed |
| 10. Ann Roemer, PT | Member | ECS | Passed |
| 11. Annya J. Becerra-Pérez, 2013-14, PT | Member | ECS | Passed |
| 12. Justin Whitney, 2014, FT | Member | ECS | Passed |
| 13. Angela Wilkinsen, PT | Member | ECS | Passed |
| 14. Kathleen Christy, PT | Member | ECS | Passed |
| 15. Talatou Abdoulaye, PT | Member | ECS | Passed |
| 16. Adeli Ynostroza Ochoa, 2016, FT | Chair | ECS | Passed |
| 17. Analis Carattini-Ruiz, 2016, PT | Chair | ECS | Passed |
| 18. Laura Heise, 2017, PT | Member | ECS | Passed |
| 19. Daniel Ammon Piper, 2017, FT | Chair | ECS | Passed |
| 20. Koeun Park, 2019, FT | Chair | ECS | Passed |
| 21. Samir Monges, 2019, FT | Chair | ECS | Passed |
| 22. Nuo Xu, 2020, FT | Chair | ECS | Passed |
| 23. Rosie Ojeda, 2021, FT | Chair | ECS | Passed |
| 24. Juan Carlos Fernandez, 2022-23, PT | Chair | ECS | Passed |
| 25. Elizabeth (Ellie) Gallagher, 2023-24, PT | Co-Chair | ECS | In Progress |
| 26. Spencer Hadlock, 2023-24, PT | Member | ECS | In Progress |

UNDERGRADUATE STUDENTS

| | | | |
|---|--------|--------------------------|-----------|
| Sarah Orozco, Fall 2021/Spring 2022 | Mentor | UGS Research Scholarship | Completed |
| Camilla Flores, Spring 2021 | Mentor | Ethnic Studies | Completed |
| Maria Guzman, Innovation Scholar, Fall 2011 | Mentor | UGS | Completed |
| Sam Matyjasik, Spring 2009 | Mentor | UITE | Completed |

GRADUATE RESEARCH/TEACHING ASSISTANTS SUPERVISED

| Student Name | Degree | TA/RA | Research/Course |
|----------------------------------|-------------|-------|--|
| 1. Juan A. Freire, 2010-2014 | Ph.D. | RA/TA | Dual Language Education (DLE) Research/ Foundations of Bilingual Bicultural Ed. |
| 2. M. Garrett Delavan, 2010-2016 | Ph.D. | RA | DLE Research/Foundations of Bilingual Bicultural Education |
| 3. Delila Omerbašić, 2009-2015 | Ph.D. | RA/TA | Three research projects/Assessment of Linguistically Diverse Populations |
| 4. Alicia De Leon, 2012 | Ph.D. | RA | Social Justice Educators Research |
| 5. Hyesun Kim | M.Ed./Ph.D. | RA | Community Language Programs Research |
| 6. Barbara Kessel | Ph.D. | TA | Multicultural Education |
| 7. Trevor Warburton | Ph.D. | RA | Bilingual Early Childhood Ed. Research |
| 8. Talatou Abdoulaye | Ph.D. | TA | Multicultural Education |
| 9. Cindy Hyunh | Ph.D. | TA | Multicultural Education |
| 10. Cindy Fierros | Ph.D. | TA | Multicultural Education |
| 11. Sunet Rubalcava | M.Ed. | RA | Community Language Programs Research |
| 12. Diego Luna | Ph.D. | TA | Multicultural Education |

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|---------------------------------|-------------|-------|--|
| 13. Justin Whitney | Ph.D. | RA | Latina Early Childhood Teachers Research |
| 14. Rebecca Coplan Armitage | Ph.D. | TA | Multicultural Education |
| 15. Josephine Amoakoh | Ph.D. | TA/RA | EL Assessment/M+ ESL Program/Methods for LDP/M+ ESL Program |
| 16. Nancy Huante-Tzintzun | Ph.D. | TA | Multicultural Education |
| 17. Elizabeth Perez | M.Ed. | TA | EL Assessment |
| 18. Dawn-Marie Tabery | M.Ed. | TA | EL Assessment |
| 19. Koeun Park | M.Ed./Ph.D. | RA/TA | Bilingual Education/ESL Research/ University Teaching Assistantship/APEX NPD Project |
| 20. Daniel Piper | Ph.D. | TA/RA | EL Assessment/LPP/M+ ESL Program |
| 21. Analis Carattini-Ruiz | Ph.D. | TA | EL Assessment/ESL Instructional Methods |
| 22. Nuo Xu | Ph.D. | TA | ESL Instructional Methods/APEX NPD Project |
| 23. Rosie Ojeda | Ph.D. | TA | EL Assessment/M+ ESL Program/APEX NPD Project |
| 24. Meghan Zarnetske | Ph.D. | TA | EL Assessment/APEX NPD Project |
| 25. Juan Carlos Fernandez | Ph.D. | GA | APEX NPD Project |
| 26. Laura Heise | Ph.D. | GA | APEX NPD Project |
| 27. Elizabeth (Ellie) Gallagher | Ph.D. | GA | APEX NPD Project/EL Assessment |

OTHER CONTRIBUTIONS TO INSTRUCTIONAL PROGRAMS

CURRICULAR LEADERSHIP IN CONCEPTUALIZING NEW ECS DEPARTMENT UNDERGRADUATE DEGREE PROGRAM IN EDUCATION AND COMMUNITY ENGAGEMENT FOR SOCIAL CHANGE (2019-2022)

- Led the conceptualization of the new undergraduate BA/BS degree curriculum in partnership with local community partners, university partners, graduate student mentees, and ECS faculty and assisted in presenting proposed degree program to Undergraduate Council for approval process and expected Fall 2022 initiation.

LEADERSHIP IN UNIVERSITY OF UTAH TEACHER PREPARATION PROGRAM ESL CURRICULAR CHANGE (2009-2015)

- Lead and developed ESL endorsement program for all teacher licensure programs as part of a shift away from traditional teacher education to an urban education focus in partnership with the new College of Education “Urban Institute for Teacher Education”, the Department of Special Education, the Department of Education, Culture, and Society, and the Linguistics Department (College of Humanities).

COURSE DEVELOPMENT TO COMPLEMENT NEW AREAS OF EMPHASIS & TECHNOLOGIES

- Developed expertise in online and hybrid pedagogical approaches and used expertise to re-conceptualize and develop two undergraduate ECS courses (2009-2013)
- Developed new English as a Second Language (ESL) endorsement courses and embedded issues related to serving linguistically diverse students & their families/communities (2009-2014)
- Established & managed ECS 5645/6645 Assessment course enrollment lists and waiting lists for an average of 130 students/year in consultation with elementary, secondary, and special education licensure advisors (2011-currently)
- Director, M+ University-District Partnership Program - conceptualized and adapted current ESL course offerings for practicing teachers seeking their ESL endorsement in Canyons district. Included development of new online and hybrid course offerings, supervision of new instructors and graduate teaching assistant, program administration, program evaluation, and communication with district administrative liaisons. (2017-currently).

ECS GRADUATE STUDENT ADVISER FOR ESL ENDORSEMENT (2010-CURRENTLY)

- Advised on University of Utah approved English as a second language (ESL) endorsement courses, course sequence, and prerequisites for ECS Masters students pursuing degree with ESL Endorsement option.
- Advised on University of Utah P&P, graduate courses, course sequence, navigating graduate school responsibilities while working full-time as practicing teachers, and program of study requirements to complete MEd for ECS M+ MED students pursuing degree with ESL endorsement as part of M+ Program.

GRADUATE STUDENT MENTORSHIP (2009-CURRENTLY)

- Sustained mentorship of ECS graduate students with language and education focus that includes advising, teaching, research, professional networking, conference presentations, links to national mentorship opportunities, identification of student funding options, publication support, employment support, and mentorship post-graduation.

INTEGRATION OF LATIN AMERICAN FOCUS INTO ECS 7639 FOR FLAS FELLOWSHIP (FALL 2020)

- Integration of readings, assignments, inquiry project centered on Latin American indigenous communities and their language practices in the ECS Language and Community course to fulfill the 25% Latin American focus required for FLAS fellows.

SERVICE**PUBLIC ENGAGEMENT****STATE/REGIONAL**

- Member, Utah State Office of Education,
 - ESL Endorsement Committee, 2009-currently
 - UALPA Standard Setting – Elementary, 2011
- Presenter
 - K-16 Utah equity and inclusive excellence initiative inaugural meeting (virtual). Sponsored by the Utah State Board of Education and the University of Utah DLI Bridge Program (Virtual Meeting), 2021.
 - Utah Council for Citizen Diplomacy in partnership with U.S. Department of State's International Visitor Leadership Program, Salt Lake City, UT, 2014
 - Parent Training, Western Conference of the Association for Asian Studies, Ogden, UT, 2013
 - Utah Education Conference, Utah Office of Ethnic Affairs, Salt Lake City, UT, 2008

LOCAL

- Member, Director Search Committee, Community Writing Center, Salt Lake Community College, Salt Lake City (SLC), UT, 2021
- Member, Advisory Committee, Community Writing Center, Salt Lake Community College, SLC, UT, 2015-currently
- Language Accessibility, Office of Diversity and Human Rights, Mayor's Office, SLC, UT, 2017
- Newsletter/blog contributor based on parent training, Chinese Dual Language Immersion Parent Association, SLC & Ogden, Utah, 2013
- In-service Teacher Professional Development, Co-presenter, Jackson Elementary Dual Immersion Program/University of Utah Adelante Project, SLC, Utah, 2012-13
- Upward Bound Summer Internship, Supervisor (3 high school students), University of Utah, SLC, UT, 2011
- Upward Bound Pre-College Student Event, Presenter, University of Utah Heritage Center, SLC, UT, 2010

MEDIA

- Woolf Harris, D. (2016, Nov. 30). Chicana voices: Newly tenured Mexican American women model success for minorities on U of U campus. Salt Lake City Weekly, 33(30). Retrieved from: <http://www.cityweekly.net/utah/chicana-voices/Content?oid=3542041>
- Ehmann, K. (2015, Feb. 9). Four U professors look to make history with their tenure. The Daily Utah Chronicle. Retrieved at <http://www.dailyutahchronicle.com/2015/02/09/four-u-professors-look-to-make-history-with-their-tenure/>

- Vazquez Moreno, F. (2015, March 9). Noticiero Utah: Latinas Emprendedoras. Telemundo Utah (Spanish language television Channel 10). Retrieved at <https://www.youtube.com/watch?v=ha4VVj3HNCY>

NATIONAL SERVICE TO DISCIPLINARY AND PROFESSIONAL ASSOCIATIONS

NATIONAL SERVICE TO ACADEMIC JOURNALS

- Co-Editor
 - 2016 Special Issue, Bilingual Research Journal, 2015-2017
- Journal Reviewer
 - Equity & Excellence in Education, 2019-currently
 - Association for Mexican American Educators Journal, 2019-currently
 - Critical Inquiry in Language Studies, 2017-currently
 - Bilingual Research Journal, 2007-currently
 - Journal of Latinos and Education, 2015-currently
 - International Multilingual Research Journal, 2015-currently
 - Educational Policy, 2015-currently
 - Urban Education, 2009-currently
 - American Education Research Journal, 2013-currently
 - Review of Research in Education, 2016-currently
 - The Urban Review, 2016-currently
 - Journal of Early Childhood Literacy (JECL), University of AZ, 2006 (Guest Reviewer)
 - Educational Policy Analysis Archives, 2020-currently
 - NABE Journal of Research and Practice, 2020-currently
- Editorial Review Board
 - Member, Intersections: Critical Issues in Education, University of New Mexico, 2016-2018.
 - Internal Member, Int'l Journal of Qualitative Studies in Education, University of Texas-Austin, 2003-2004

NATIONAL SERVICE TO PROFESSIONAL ORGANIZATIONS

Literacy Research Association (2013-2020)

- Conference Proposal Reviewer

American Educational Research Association (2004-currently)

- Chair (2022-2024), Chair-elect (2021-2022), Special Interest Group (SIG) Executive Committee
- Member, AERA Council (2022-2024)
- Member, AERA Nominating Committee for the SIG Executive Committee (2024-2026)
- 2022 Presidential Program Committee (Summer 2021)
- Bilingual Education Research (BER) SIG (2014-currently)
 - BER SIG Chair (2019-2020)
 - BER SIG Past Chair/Nominations Committee Chair (2020-2021)
 - BER SIG Communications (2019-2020)
 - Mentorship Committee (2019-2021)
 - Conference Proposal Reviewer 2014-2017)
 - 2020 Awards Committee Co-Chair & Host (2020)
- Latina/o/x Research Issues SIG (2004-currently)
 - Committee Chair, Nominations Committee, (2009-2016)
 - Committee Member, Program Committee, (2009-2011)
 - Committee Member, By-laws Committee, (2008-2011)
 - Committee Member, Awards Committee, (2004-2006)
 - Conference Proposal Reviewer, (2004-2014)
- Division K Teaching & Teacher Education, (2018-currently)
- Division G Social Context of Education (2007-currently)
 - Committee Member, Henry T. Trueba Award for Research Leading to the Transformation of the Social Contexts of Education Committee (2013-2014)
 - Conference Proposal Reviewer (2007-08 & 2010-13)

- Critical Examination of Race, Ethnicity, Class and Gender SIG (2007-2020)
 - Conference Proposal Reviewer (2007-08)
- Narrative Research SIG (2018-currently)
- Qualitative Research SIG (2018-currently)
- Language and Social Processes SIG (2018-currently)

TENURE AND PROMOTION REVIEWS

- 2018 - External Tenure Reviewer, Undisclosed College and University

MEMBERSHIPS IN NATIONAL PROFESSIONAL ORGANIZATIONS

- American Education Research Association (AERA)
- National Association for Bilingual Education (NABE)
- National Council for Teachers of English (NCTE)
- Literacy Research Association (LRA)
- National Association for Multicultural Education (NAME)
- American Association for Applied Linguistics (AAAL)
- International Literacy Association (ILA)
- American Anthropological Association (AAA)

UNIVERSITY SERVICE

UNIVERSITY OF UTAH

- Member, Internal Review Committee for Departmental Review, Department of Communication Sciences and Disorders, The Graduate School, Fall 2021
- External Reviewer, University Research Committee Faculty Scholarly Grant Program, 01/2019
- Undergraduate Council, College of Education Representative, 2015-2018
- Graduate Council Ad Hoc Committee Member for Departmental Review, Department of Family & Consumer Sciences, College of Social and Behavioral Sciences, 2016
- Graduate Council Ad Hoc Committee Member for Departmental Review, Department of Psychology, College of Social and Behavioral Sciences, 2017
- Internal Review Team Member, L2TREC (Second Language Acquisition Center), College of Humanities, 2017
- Community-Engaged Learning-Faculty, 2018-currently
- Member, Women of Color Academics (WOCA), 2019-currently

COLLEGE OF EDUCATION

- Member, Dean's Leadership Team, College of Education, (2022-currently)
- Search Committee Member, Associate Dean of Faculty & Student Affairs & Associate/Full Professor Search, College of Education, 2020-2021
- Chair (2019-2020), Member (2018-2019), College of Education, Curriculum Committee, 2018-2020
- Member, College of Education ESL Committee, 2009-currently
- Member, College of Education Executive Council, 2015-2018, 2021-2022
- Member, Multiple Approaches to Instruction Working Group, 2012 - 2014
- Member, Linguistics/College of Education ESL Endorsement Partnership Committee, 2009-2016
- Member, Research Task Force of Strategic Planning Committee, 2010
- Member, Diversity Action Task Force, 2009-2013
- Co-Organizer, 2013 African American Awareness Week Event with speaker H. Samy Alim, Ph.D. on Articulate While Black: Barack Obama, Language and Race in the U.S., 2012-13

DEPARTMENT OF EDUCATION, CULTURE, AND SOCIETY

- Department Chair, 2022-currently
- Curriculum Committee, 2019-2020, 2021-currently
- Undergraduate Degree Program Planning Committee, 2019-2022
- ECS Department Leadership Team, 2017-currently
- M+ University-District Partnership Program Director, 2017-2021
- APEX/M+ M.Ed. Admissions Committee, 2017-currently
- Junior Faculty Mentor, 2020-currently
- ESL Contact Person, 2010-currently
- Chair, Multilingual/Multicultural Education Faculty Search Committee, 2019-2020
- Chair, Language and Education Faculty Search Committee, 2017-2018
- M+ MEd. Comprehensive Exam Committee, 2017-2020
- ECS Graduate Admissions Committee, 2012-2013, 2018-2020
- Ed.D. Committee, Member, 2018-2019
- Central Committee, Member, 2008-2012
- M.Ed. Review Committee, Chair, 2009-2010

OTHER SKILLS
LANGUAGE SKILLS

Bilingual in English and Spanish: speaking, understanding, reading, and writing skills in both languages.

TECHNOLOGY SKILLS

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|-----------------------------|---|
| Instructional Formats | Canvas, Blackboard, WebCT, and E-path for on-line delivery of academic courses. |
| Research Software | SPSS, Transana, Dedoose, Atlas.ti. and NVivo. |
| Computer Software/Equipment | Proficient user of Microsoft Word, PowerPoint, Excel, Publisher, Outlook, and various online communication applications. Digital audio and video equipment with corresponding computer software to support transcription and data analysis; PC and Mac computer user. |

PROFESSIONAL DEVELOPMENT

- Undergraduate Research Mentor Development Certificate (Fall 2019), Office of Undergraduate Research, Univ of Utah
- Leadership Development Program (2017-2018), Academic Affairs & Division of Human Resources, Univ of Utah
- Center for Teaching and Learning Excellence Boot Camp (Summer 2013: Focus on Online/Hybrid Course Redesign, Summer 2016: Focus on Online Learning)
- Member, Faculty Learning Community on Global Learning (Spring 2020-2022)
- Member, Faculty Learning Community on Community-Engaged Learning (Fall 2019-2022)