

SUSAN W. HOPEWELL

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EDUCATION

- 2010 Ph.D. Education Equity & Cultural Diversity, Emphasis in Bilingual Education
University of Colorado Boulder; Dissertation Titled “Creating space for bilingualism:
Using two languages to assess and accelerate second language reading comprehension”
- 1998 Linguistically Diverse Educator Endorsement, Bilingual Education
University of Colorado, Boulder
- 1995 K-6 Teaching License
University of Colorado, Boulder
- 1991 M.A. Art History
University of Virginia
- 1988 B.A. Art History
University of Colorado, Boulder

PROFESSIONAL EXPERIENCE

- 2018 - Associate Professor, Educational Equity and Cultural Diversity; School of
Education; University of Colorado Boulder
- 2011 - 2017 Assistant Professor, Educational Equity and Cultural Diversity; School of
Education; University of Colorado Boulder
- 2007 - 2011 Professional Research Assistant; BUENO Center for Multicultural Education
- 2005 - 2011 Research Associate, University of Colorado - Transitions to Biliteracy: Literacy
Squared. Principal Investigator, Dr. Kathy Escamilla
- 2003 - 2007 Literacy Coach, Columbine Elementary, Boulder Valley School District; Boulder,
Colorado
- 1995 - 2003 Bilingual Education Teacher, Grades 1-5, Escuela Bilingüe Washington, Boulder
Valley School District; Boulder, Colorado

REFEREED JOURNAL ARTICLES

Underscoring indicates a doctoral student co-author

- 2021 Escamilla, K., **Hopewell, S.** & Slavick, J. *Teaching (Bi)Multilingual Learners:
Connecting Languages. The Reading Teacher*. Published online 8/2/21.

- 2019 Escamilla, K., Fine, C., & **Hopewell, S.** Enhancing writing outcomes in Spanish/English biliteracy programs. *The Bilingual Review-La Revista Bilingüe*, 34(1), 77- 96.
<http://bilingualreview.utsa.edu/index.php/br/article/view/253>
- 2019 **Hopewell, S.** & Abril-Gonzalez, P. ¿Por qué estamos code-switching? Understanding language use in a second-grade classroom. *Bilingual Research Journal*, 42(1), 105-120, DOI: 10.1080/15235882.2018.1561554
<https://www.tandfonline.com/eprint/pPha3iS9kNpDtDbw6Zp9/full?target=10.1080/15235882.2018.1561554>
- 2017 Butvilofsky, S., Sparrow, W., Roberson, N. D., & **Hopewell, S.** (2017). Lotta Lara: A Promising Biliterate Reading Strategy. *Literacy Research and Instruction*, 56(4), 269-289.
- 2017 Escamilla, K., Butvilofsky, S. & **Hopewell, S.** What Gets Lost When English Only Writing Assessment Is Used to Assess Writing Proficiency in Spanish-English Emerging Bilingual Learners? *International Multilingual Research Journal*, published online January 24: DOI: 10.1080/19313152.2016.1273740. (Impact Factor: Scopus 1.07)
<http://www.tandfonline.com/eprint/D3j7cTM7xAbD9z4vTlna/full>
- 2017 Butvilofsky, S., **Hopewell, S.**, Escamilla, K. & Sparrow, W. Shifting deficit paradigms of Latino students' literacy achievement: Documenting biliterate trajectories. *Journal of Latinos and Education*, 16(2), 85-97. (Available online in 2016).
<http://www.tandfonline.com/eprint/EuqE9QUgENQceZTC73eG/full>
- 2016 **Hopewell, S.** & Butvilofsky, S. Privileging Bilingualism: Using Biliterate Writing Outcomes to Understand Emerging Bilingual Learners' Literacy Achievement. *Bilingual Research Journal*, 39(3-4), 324-338. (Available online November 2016. (Impact Factor: Scopus, 0.68) <http://www.tandfonline.com/eprint/zDvV6uC4eJXUK4qCIyhb/full>
- 2016 **Hopewell, S.**, Butvilofsky, S., & Escamilla, K. Complementing the Common Core with Holistic Biliteracy. *Journal of Education*, 196(2), 89-100. (Featured article for this issue on the JE website).
- 2016 Soltero-González, L., Sparrow, W., Butvilofsky, S., Escamilla, K., & **Hopewell, S.** Effects of a Paired Literacy Program on Emerging Bilingual Children's Biliteracy Outcomes in Third Grade. *Journal of Literacy Research*, 48(2), 1-25. (Impact factor: 1.107).

- 2014 **Hopewell, S.** & Escamilla, K. Biliteracy Development in Immersion Contexts. *Journal of Immersion and Content-Based Language*, 2(2), 181-195.
- 2014 Sparrow, W., Escamilla, K., Butvilofsky, S., **Hopewell, S.** & Tolento, T. Examining the longitudinal biliterate trajectory of emerging bilingual learners in a paired literacy instructional model. *Bilingual Research Journal*, 37(1), 24-42.
- 2014 **Hopewell, S.** & Escamilla, K., Struggling reader or emerging biliterate student?: Reevaluating the criteria for labeling emerging bilingual students as low achieving. *Journal of Literacy Research*, 46(1), 68-89. First published online October 9, 2013. (Impact factor: 1.107).
- 2013 **Hopewell, S.** Strengthening bi-literacy through translanguaging pedagogies. Dunston, P.J., Fullerton, S.K., Bates, C.C., Stecker, P.M., Cole, M. W., Hall, A.H., Herro, D., & Headley, K. N. (Eds.) *62nd Literacy Research Association Yearbook*. Oak Creek, WI: Literacy Research Association.
- 2012 Soltero-González, L., Escamilla, K., & **Hopewell, S.** Changing teachers' perceptions about the writing abilities of emerging bilingual students: Toward a holistic bilingual perspective on writing assessment. *International Journal of Bilingual Education and Bilingualism*, 15(1), 71-94. (Published initially on-line August 05, 2011). (Thomas Reuters: Impact factor 1.338; Ranking 32/179 - linguistics; 52/230 - education & educational research; Scopus Impact Factor: 1.469).
- 2011 **Hopewell, S.** Leveraging bilingualism to accelerate English reading comprehension, *International Journal of Bilingual Education and Bilingualism*, 14(5), 603-620. (Thomas Reuters: Impact factor 1.338; Ranking 32/179 - linguistics; 52/230 - education & educational research; Scopus Impact Factor: 1.469)
<http://www.tandfonline.com/eprint/5WHPfSaGTII7TMwEHRN2/full>
- 2007 Escamilla, K., Geisler, D., **Hopewell, S.** and Ruiz, O. Transitions to biliteracy: A pilot study and a promising program. *NABE News*, 29(1): 5

BOOK

- 2014 Escamilla, K., **Hopewell, S.**, Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz Figueroa, O., & Escamilla, M. *Biliteracy from the Start: Literacy Squared in Action*. Philadelphia, PA: Caslon Publishing.

BOOK CHAPTERS & CONTRIBUTIONS

- 2020 **Hopewell, S.**, Escamilla, K., Soltero-González, L., & Slavick, J. ¿Qué quieren de mí?: Examining teachers' belief systems about language use in the classroom. Invited Chapter. MacSwan, J. & Faltis, C. (Eds.) *Critical Perspectives on Codeswitching in Classroom Settings: Language Practices for Multilingual Teaching and Learning*. New York: Routledge, 187-206.
- 2018 Escamilla, K., **Hopewell, S.** & Butvilofsky, S. Exacerbating Inequities for Bilingual Teachers and Students Through the Enactment of the CCSS. Invited Chapter in Ramirez, De Jong, & Faltis (Eds). *Learning from Emergent Bilingual Latinx Learners in K-12*. (pp. 41-60). New York: Routledge.
- 2017 **Hopewell, S.** Pedagogies to Challenge Monolingual Orientations to Bilingual Education in the United States. Paulsrud, B., Rosén, J., Strazer, B. & Wedín, A. (Eds.) *New Perspectives on Translanguaging and Education*. .U.K.: Multilingual Matters, (pp. 72-89).
- 2016 Escamilla, K., & **Hopewell, S.** Effective instruction for emergent bilingual children: Accelerating English language acquisition while developing biliteracy. In C. P. Proctor, A. Boardman & E. H. Hiebert (Eds.) *Teaching emergent bilingual students: Flexible approaches in an era of new standards* (pp. 20-39). New York, NY: Guilford Press.
- 2010 Escamilla, K. & **Hopewell, S.** Transitions to Biliteracy: Creating Positive Academic Trajectories for Emerging Bilinguals in the United States. In J. Petrovic (Ed.) *International Perspectives on Bilingual Education: Policy, Practice, Controversy*. Charlotte, NC: Information Age Publishing. (pp. 69-93). (Invited Chapter)
- 2010 Escamilla, K. & **Hopewell, S.** When learners speak two or more languages. In A. Skerrett, M. Franquiz, & N. Roser (Eds.). *The Handbook of Research on Teaching the English Language Arts*. Washington DC: The National Council of Teachers of English (NCTE), 17-21.
- 2010 Soltero-González, L., Escamilla, K., & **Hopewell, S.** A bilingual perspective on writing assessment: Implications for teachers of emerging bilingual writers. In G. Li & P. A. Edwards (Eds.), *Best practices in ELL instruction* (pp. 222-244). New York: Guilford Press.
- 2010 Hoover, J. & **Hopewell, S.** Culturally responsive curriculum for diverse learners (section

contribution). In Hoover, John J. *Response to intervention models: Curriculum implications and interventions* (pp. 206-212). Allyn & Bacon.

- 2009 Escamilla, K., Geisler, D., **Hopewell, S.**, Butvilofsky, S., and Sparrow, W. Using Writing to Make Cross-language Connections from Spanish to English. In C. Rodríguez-Eagle (Ed.) *Achieving Literacy Success with English Language Learners: Insights, Assessment, and Instruction*. Worthington, Ohio: Reading Recovery Council of North America. (Invited Chapter)

TECHNICAL REPORTS & TRAINING MANUALS

Underscoring indicates a doctoral student co-author

- 2018 Fine, C. & **Hopewell, S.** *Examining the Effects of Literacy Squared: A Replication Study, Year Three, 2017-2018, Austin, TX.*
- 2017 Fine, C., Slavick, J., & **Hopewell, S.** *Examining the effects of Literacy Squared: A replication study, year two, 2016-2017, Austin, TX.*
- 2017 Holt (Abril-Gonzalez), P., Slavick, J., & **Hopewell, S.** *Literacy Squared Technical Report: Pasco, Washington, Final Year of the Project, 2015-2016.*
- 2017 Schepers, O., Fine, C., & **Hopewell, S.** *Examining the Effects of Literacy Squared: A replication study, year one, Austin, TX, 2015-2016.*
- 2015 Holt (Abril-Gonzalez), P., **Hopewell, S.**, & Bloodsworth, A. *Literacy Squared Technical Report: Pasco, Washington – Year 3 – 204-2015, Phase I Final Report*
- 2015 Butvilofsky, S., Holt, P. & **Hopewell, S.** *Literacy Squared Technical Report: Pasco, Washington – Year 2 – 2013-2014.*
- 2014 **Hopewell, S.**, & Holt, P. *Literacy Squared Technical Report: Pasco, Washington – Year 1 – 2012-2013.*
- 2010 Escamilla, K., Ruiz-Figueroa, O. A., **Hopewell, S.**, Butvilofsky, S., & Sparrow, W. (2010). *Final Technical Report - Transitions to Biliteracy: Literacy Squared, 2004 – 2009.*
- 2009 Escamilla, K., Soltero-González, L., Butvilofsky, S., **Hopewell, S.**, & Sparrow, W. *Transitions to Biliteracy: Literacy Squared. Training Manual. Boulder: Self-Published.*

- 2007 Escamilla, K., **Hopewell, S.**, Geisler, D. & Ruiz, O. *Transitions to Biliteracy: Literacy Squared. Training Manual. Boulder: Self-Published.*

ENCYCLOPEDIA CONTRIBUTIONS

- 2008 Escamilla, K. and **Hopewell, S.** Raising Bilingual Children. In J. González (Ed.) *Encyclopedia of Bilingual Education*, 713-719. (Invited)
- 2008 Escamilla, K. and **Hopewell, S.** Amendment 31. In J. González (Ed.) *Encyclopedia of Bilingual Education*, 24-28. (Invited)
- 2008 Escamilla, K. and **Hopewell, S.** Kathy Escamilla. In J. González (Ed.) *Encyclopedia of Bilingual Education*, 283-284. (Invited)
- 2008 Escamilla, K. and **Hopewell, S.** Peter Roos, Esq. In J. González (Ed.) *Encyclopedia of Bilingual Education*, 721-723. (Invited)
- 2008 Escamilla, K. and **Hopewell, S.** Deborah Escobedo. In J. González (Ed.) *Encyclopedia of Bilingual Education*, 284-285. (Invited)

OTHER PUBLICATIONS

- 2015 **Hopewell, S.** & Escamilla, K. How does a holistic perspective on bi/multiliteracy help educators address the demands of Common Core State Standards for ELLs/emergent bilinguals? In G. Valdés, K. Menken, & M. Castro (Eds.) *Common Core and English Language Learners/Emergent Bilinguals: A guide for all educators*. Philadelphia, PA: Caslon Publishing. (Invited).
- 2015 **Hopewell, S.**, Butvilofsky, S., & Escamilla, K. How can bilingual curriculum and instruction support emergent bilingual students' content learning as well as their development of the language and literacy they need for academic purposes in the context of Common Core State Standards? In G. Valdés, K. Menken, & M. Castro (Eds.) *Common Core and English Language Learners/Emergent Bilinguals: A guide for all educators*. Philadelphia, PA: Caslon Publishing. (Invited).
- 2015 Butvilofsky, S., **Hopewell, S.**, & Escamilla, K. What is the role of the bilingual education teacher and bilingual content classes in the CCSS implementation? In G. Valdés, K. Menken, & M. Castro (Eds.) *Common Core and English Language Learners/Emergent Bilinguals: A guide for all educators*. Philadelphia, PA: Caslon Publishing. (Invited).

- 2014 **Hopewell, S.** Debunking Myths and Misconceptions about Bilingual Education. *Soleado: Promising practices from the field*, a quarterly newsletter. Albuquerque, NM: Dual Language Education of New Mexico. (Spring)
- 2012 **Hopewell, S. & Hernández, Jaclyn.** Literacy Squared: Reconceptualizing Biliteracy Instruction. *Dual Language on Demand*, 10, 3-6, Chicago: Illinois Research Center.
- 2011 **Hopewell, S.,** Butvilofsky, S., Escamilla, K., Escamilla, M., Soltero-González, L., Sparrow, W., Ruiz Figueroa, O., Literacy Squared: Researching Biliteracy. *Eye on Research*, University of Colorado School of Education Newsletter, October.
- 2010 **Hopewell, S. & Escamilla, K.** *The promise of paired literacy.* Illinois Resource Center Newsletter, Spring, Issue 6. (Invited Article).

MANUSCRIPTS IN PREPARATION OR UNDER REVIEW

Underscoring indicates a doctoral candidate co-author

Butvilofsky, S., Escamilla, K., & **Hopewell, S.** (Book Under Contract with Caslon Press - 2020).
Biliterate Writing Development in Spanish and English: Llo se escribir—Ay like to rite

Hopewell, S., Escamilla, K., Ruiz-Martínez, M. & Zamorano, K. (Under Review, submitted 10-20-21) *Exploring Cross Language Connections Through Así se Dice*

Hopewell, S., Slavick, J. & Escamilla, K. (Under Review) Towards a Biliterate Pedagogy.
Invited Chapter in The Handbook of Dual Language Bilingual Education (Editors: Freire, J.A., Alfaro, C., & de Jong, E.J.

Hopewell, S., & Slavick, J. (Accepted) A New Pedagogy is Born: The Conceptualization and Actualization of the Literacy Squared Project (Chapter Submission for Edited Volume on the BUENO Center)

PROFESSIONAL PRESENTATIONS

International

- 2019 **Hopewell, S.** & Escamilla, K. Pedagogies of translanguaging: the promise of *así se dice*, a text-based Spanish-English Bilingual Strategy at the Translanguaging in the Individual, at School and in Society Conference; Växjö, Sweden, April 2019
- 2015 **Hopewell, S.** Challenging Monolingual Approaches to Bilingual Education in the U.S. Paper presented at Translanguaging Conference, Falun, Sweden, April 20.
- 2015 **Hopewell, S.,** Butvilofsky, S. & Escamilla, K. Complementing the Common Core with Holistic Biliteracy, Paper presented at American Association of Applied Linguistics conference, Toronto, Canada, March 22.

National

- 2021 Escamilla, K., **Hopewell, S.,** & Slavick, J. Biliteracy Institute (Full Day). Focus on Social Justice, Oracy, and Paired Literacy. Texas Association for Bilingual Education. El Paso, TX (October).
- 2021 **Hopewell, S.,** Slavick, J. Nguyen Le, K., Ruiz-Figueroa, O., & Escamilla, K. Talk the Talk! Oracy and Advocacy a la Literacy Squared. Pre-Conference Biliteracy Institute (Full Day). Focus on Social Justice, Paired Literacy, and the Holistic Biliteracy Framework. La Cosecha, Albuquerque, NM (November 9).
- 2021 Slavick, J., Escamilla, K., **Hopewell, S.,** & Ruiz Figueroa, O. Biliteracy Considerations Under the “Science of Reading” Regime. La Cosecha, Albuquerque, NM (November 11).
- 2020 **Hopewell, S.** Bilingual Educators as Adelitas, Bilingual Educator Convening, SOBRATO Foundation, Pasadena, CA.
- 2020 Hopewell, S. Bilingual does not Equal Bicultural, Bilingual Educator Convening, SEAL Foundation, Pasadena, CA.
- 2019 **Hopewell, S.** Rejecting Monolingual Ideologies in Research. Invited paper presented at LRA, Tampa, FL.
- 2019 **Hopewell, S.** Biliteracy Assessment & Writing Trajectories, Bilingual Educator Convening, SOBRATO Foundation, San José, CA.
- 2019 **Hopewell, S.** Biliteracy from the Start: *Así se dice*, Bilingual Educator Convening, SOBRATO Foundation, San José, CA.

- 2019 **Hopewell, S.** theDictado 2.0: Creating Complex & Sophisticated Dictados, Bilingual Educator Convening, SOBRATO Foundation, San José, CA.
- 2018 **Hopewell, S.** & Escamilla, K. Exploring cross language connections in Spanish and English through *Así se dice*. Paper presented at LRA, Indian Wells, CA.
- 2017 **Hopewell, S.** & Holt, P. *¿Por qué estamos codeswitching?* Understanding language use in a second grade classroom. Paper accepted for presentation at AERA, San Antonio, TX.
- 2017 Slavick, J., **Hopewell, S.**, Escamilla, K., & Soltero-Gonzalez, L. *¿Qué quieren de mi?* Examining teachers' belief systems about language use in the classroom. Paper accepted for presentation at AERA, San Antonio, TX.
- 2016 Butvilofsky, S., Sparrow, W., Roberson, N. & **Hopewell, S.**, Testing the Efficacy of a Biliteracy Strategy (Lotta Lara). Paper accepted for presentation at AERA, Washington, DC.
- 2015 Escamilla, K., **Hopewell, S.**, & Schepers, O. Red or Blue or Brown and White: Modern Day Segregations, School Reform, and School Ratings. Paper accepted for presentation at AERA, Chicago, IL.
- 2014 Soltero-González, L., Sparrow, W., Butvilofsky, W., **Hopewell, S.**, Escamilla, K., & Tolento, T. Effects of a paired literacy program on emerging bilingual children's biliteracy outcomes in third grade. Paper presented at AERA Conference, Philadelphia, PA: April 4.
- 2013 Butvilofsky, S., **Hopewell, S.**, & Escamilla, K. Assessing the English writing outcomes of Spanish speaking Emerging bilinguals: Issues of interpretation. Paper presented at AERA Conference, San Francisco, CA, April 30.
- 2013 Fránquiz, M., Avila, A., López, M., **Hopewell, S.**, & Lynch, A. *Publishing in the Bilingual Research Journal: What do I need to know?* Symposium presented at the National Association for Bilingual Education Conference, Feb. 7, Orlando, FL.
- 2013 Escamilla, K., **Hopewell, S.**, & Butvilofsky, S. Developing Positive Trajectories Toward Biliteracy Through Paired Literacy Instruction in Spanish/English Emerging Bilinguals. Paper presented at (Inaugural) Bilingual Research Conference, Houston, TX, May 16-17.
- 2012 **Hopewell, S.** Strengthening Bi-literacy Through Translanguaging Pedagogies. Literacy Research Association. San Diego, CA. November 30.

- 2012 Escamilla, K. & **Hopewell, S.** *Common Core Standards, High Stakes Assessment and Opportunities to Learn: A Case Study*. International Reading Association Conference, Chicago, IL, April 30.
- 2012 **Hopewell, S.** & Escamilla, K. *Honoring trajectories to biliteracy: Reevaluating the criteria for labeling emerging bilingual students as low achieving*. Association for Multilingual Multicultural Education & New Mexico Association for Bilingual Education Joint Conference, Albuquerque, NM, April 26, 2012
- 2011 **Hopewell, S.** *When learners speak two or more languages* (Round Table Talk). Session Title: Introducing the 3rd Volume of *The Handbook of Research on Teaching the English Language Arts*. International Reading Association Conference, Orlando, FL, May 10, Featured Research Session.
- 2011 **Hopewell, S.** *Bilingual Learners' Ability to Communicate Reading Comprehension Stifled by Policies of Strict Language Separation*. AERA Conference, New Orleans, LA, April 7-12.
- 2011 Escamilla, K. & **Hopewell, S.** *Struggling Reader or Emergent Biliterate Student: Reevaluating Criteria for Labeling Emerging Bilingual Students as Low Achieving*. Accepted for presentation at 2011 AERA Conference, New Orleans, LA, April 7-12.
- 2009 Soltero-González, L., Escamilla, K., & **Hopewell, S.** (April, 2009). *A bilingual perspective on writing assessment: Implications for teachers of emerging bilinguals*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- 2008 Nguyen, K., **Hopewell, S.**, Escamilla, K., Aragon, L., & Escamilla, M. *Developing teachers' critical consciousness vis-à-vis a study in Mexico experience*. American Education Research Association, New York, April 24-28.
- 2007 Escamilla, K. Geisler, D., **Hopewell, S.**, & Ruiz, O. (2007). *Transitions to Biliteracy: Beyond Spanish and English*. American Education Research Association, Chicago, IL, April 9-13.
- 2007 Escamilla K., & **Hopewell, S.** *The Role of Code-Switching in the Written Expression of Early-Elementary, Simultaneous Bilinguals*. American Education Research Association, Chicago, IL, April 9-13.

- 2007 Geisler, D., Escamilla, K., **Hopewell, S.** & Ruiz, O. *Transitions to Biliteracy: Focus on Writing*. American Education Research Association, Chicago, IL, April 9-13.
- 2007 Escamilla, K., Geisler, D., Ruiz, O., & **Hopewell, S.** *Transitions to biliteracy: Literacy Squared[®]—report of first-year research*. National Association for Bilingual Education (NABE) Conference, February.

State & Regional

- 2021 **Hopewell, S.** Reclaiming Our Roots: Bilingualism as Activism in Service to Social Justice (Keynote Address, Colorado Association for Bilingual Education, February 25)
- 2020 **Hopewell, S.** Writing from Imagery, Colorado Association for Bilingual Education (February)
- 2018 **Hopewell, S.** Critical Advocacy for Bilingual Learners. CO-TESOL. Denver, November 2, 2018. (Invited Featured session)
- 2017 **Hopewell, S.** & Fine, C. theDictado 2.0. La Cosecha. November 3, 2017. Albuquerque.
- 2017 **Hopewell, S.**, Escamilla, K., Alvarez, A., Holt, P., Slavick, J., & Fine, C. Literacy Squared Pre-conference Institute. La Cosecha. November 1, 2017. Albuquerque.
- 2017 **Hopewell, S.** *Linguistically Responsive Education in Service to Social Justice: Debunking 5 Popular Myths*. Austin ISD Biliteracy Institute, August 2. Invited Keynote.
- 2015 Escamilla, K., **Hopewell, S.** & Butvilofsky, S. 10 Ways to Build a Trajectory to Biliteracy, La cosecha, November 5, 2015, Albuquerque.
- 2015 **Hopewell, S.** Biliteracy from the Start: Leveraging Languages. Houston ISD Biliteracy Conference, September, Invited Keynote.
- 2014 **Hopewell, S.** Bilingual Education Needs a Research Agenda, La cosecha, Santa Fe, Invited response to Deputy Secretary of OELA (Dr. Gil), Opening Ceremony, November 2014.
- 2014 **Hopewell, S.** Establishing and Sustaining an Action Research Agenda. COTESOL Conference, November 13, Invited Featured Speaker.
- 2014 **Hopewell, S.** Good teaching is good teaching! Or is it?: Reading instruction for bilingual learners. Reading in the Rockies Conference, October 12. (Invited).

- 2014 **Hopewell, S.** Cross-language Connections. Tucson Unified School District Dual Language Institute. July 15.
- 2014 **Hopewell, S.** Leveraging Languages. Plenary session at Literacy Squared Institute. Puebla, México, June 18, 2014.
- 2014 **Hopewell, S.** Bilingualism from the start: Así se dice. Break-out session. Literacy Squared Institute. Puebla, México, June 18, 2014.
- 2013 **Hopewell, S.** Paired Literacy and Así se dice at the Intermediate Grades, La Cosecha, November 8, Invited Featured speaker.
- 2013 Alim, S., Taylor, E., Hand, V., & **Hopewell, S.** “*Crafting a Future of Race-Conscious Praxis*” Panel Presentation at the 4th Annual Racial Initiatives for Students and Educators (RISE) Symposium, February 15
- 2012 **Hopewell, S. & Cano-Rodriguez, E.** Holistic Bilingualism and Connecting Language Environments. La cosecha, Santa Fe, NM.
- 2012 **Hopewell, S.** Under Destruction: Toppling 10 Commonly held Beliefs about Bilingual Educators and Bilingual Education through Literacy Squared. Literacy Squared Institute Keynote, June 28, 2012, Estes Park, CO.
- 2012 **Hopewell, S. & Cano-Rodriguez, E.** Connecting Language Environments: *Cancion de Gabriela & My Diary from Here to There*. Literacy Squared Institute. June 27, 2012, Estes Park, CO.
- 2012 **Hopewell, S.** Así se dice: translation as a tool to develop language and literacy. Literacy Squared Institute. June 27, 2012, Estes Park, CO.
- 2012 **Hopewell, S.** Leadership and Literacy Squared. Literacy Squared Institute. June 28, 2012.
- 2012 **Hopewell, S.** *Academic Language: Panacea or fool’s paradise?* Language, Culture, and Equity Academy, Westminster, CO, April 18.
- 2011 Escamilla, K., **Hopewell, S. & Hernández, J.** Red and blue or brown and white: A case of modern day segregation. Boulder, CO, Teachers of Color and Allies Summit, October 24.
- 2011 **Hopewell, S.** *Paired Literacy: Making Cross-Language Connections*. Illinois Resource Center. Dual U Summer Institute, Santa Fe, NM, June 12-17. Invited Keynote Session.

- 2010 **Hopewell, S.**, Escamilla, K., Stobaugh, A., & Martis, C. *Reformulating Individual Literacy Plans (ILPS) for Biliteracy*. Colorado Association for Bilingual Education Conference, Denver, October 14 – 15, 2010
- 2009 **Hopewell, S.** *Languages in Sync: The promise of Biliteracy*. December 9, 2009. Illinois Resource Center and the Illinois Association for Multilingual Multicultural Education 33rd Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students. Oak Brook, IL. Invited Keynote.
- 2009 Escamilla, K., & **Hopewell, S.** (2009). *Moving from a parallel monolingual framework to a holistic bilingual framework: Examining the writing of bilingual children*. 3rd Annual English Language Acquisition Academy, Denver, April 22-23.
- 2008 Escamilla, K., Ruiz, O., Geisler, D., Soltero-González, L., Escamilla, M., & **Hopewell, S.** (November, 2008). *Transitions to biliteracy: Literacy Squared*. Presentation at the 13th Annual Dual Language Conference, La Cosecha 2008. Santa Fe, NM.
- 2008 **Hopewell, S.** & Latimer, S. *Creating a space for bilingualism: Explicit teaching of cross-language connections*. Colorado Association for Bilingual Education Conference, Denver, October 2 – 4, 2008.
- 2008 Escamilla, K., & **Hopewell, S.** *Literacy Squared[®]: Examining the writing of bilingual children*. 2nd Annual English Language Acquisition Academy, Denver, April 17-18.
- 2008 Ruíz, O., **Hopewell, S.**, Escamilla, K. & Geisler, D. *Codeswitching: What is it? Who does it? What can we do about it?* National Association for Bilingual Education Conference, Tampa, FL.
- 2007 **Hopewell, S.** (2007). *Truth in labeling? Achieving A+ Summit: Acquisition of English + Academic Achievement for All*, Los Angeles Unified School District, December 2007.
- 2007 **Hopewell, S.**, Escamilla, K., Geisler, D. & Ruíz, O. *Creating a space for bilingualism: Instructional strategies for two-language children*. La Cosecha, Albuquerque, NM, November.
- 2007 Geisler, D. Escamilla, K., **Hopewell, S.** & Ruíz, O. *Literacy-based ESL*. Colorado Association for Bilingual Education (CABE) Conference, Denver, September.

COURSES TAUGHT

Doctoral Level

EDUC 8610: Language Use and Power: Beyond Microaggressions

Masters Level

EDUC 5445: Curriculum for Multicultural Education, Puebla, MX

EDUC 5455: Literacy for Linguistically Different Students

EDUC 5605: Research Issues in Bilingual and Special Education

EDUC 5615: Second Language Acquisition

EDUC 5625: Methods of Teaching English as a Second Language – Hybrid Format (ESL)

EDUC 5625: Methods of Teaching English as a Second Language - Face-to-Face Format

EDUC 5555/5595: Practicum

EDUC 6804: Special Topics - Meeting the educational needs of English Learners: policy, practice, & program

EDUC 6804: Special Topics – Transitions to Biliteracy Part III: Cross-cultural communication

EDUC 6804: Special Topics – Transitions to Biliteracy Part II: Focus on Writing

EDUC 6804: Special Topics - Transitions to Biliteracy Part I: Focus on Reading

Undergraduate/Teacher Preparation

EDUC 4321: Reading & Writing in Elementary School (Writing Portion)

EDUC 4351: Differentiating Instruction in Elementary Classrooms

EDUC 4455: Biliteracy Methods

Hybrid (Undergraduate & MA together)

EDUC 2625/5625: ESL Methods (Undergraduate Education Minors and MA Students: face-to-face)

AWARDS/HONORS

2016 International Literacy Association Dina Feitelson Award. Award recognizes an outstanding empirical study published in English language refereed journal (more than 30 journals considered). (\$500)

Received for: Hopewell, S. & Escamilla, K. (2014) Struggling reader or emerging biliterate student?: Reevaluating the criteria for labeling emerging bilingual students as low achieving. *Journal of Literacy Research*, 46(1), 68-89.

2016 *Journal of Education* Featured Article for Volume 196 Issue 2; Early Career Scholars; Highlighted on Website

GRANTS (funded)

Women Investing in the School of Education (WISE) Grant, *Exploring the Creation of Multilingual Pedagogies for Academic Success*, Research Study, November 2014 – August 2015), \$5,512.00

P.I., Office of English Language Acquisition (OELA) Grant: *Organizational Alignment to Serve EL Students (OASES)*, T365Z110008, 9/1/11 – 8/31/16, \$1,711,181

PROFESSIONAL SERVICE

National

- 2021 National Committee for Effective Literacy for Emerging Bilingual Learners
- 2019 Co-Editor of Special Edition of *Bilingual Review/Revista Bilingüe* dedicated to Biliteracy in the Latinx Community. Volume 34, Issue 1.
- 2019 Tenure cases (2), external reviewer
- 2018 Tenure case, external reviewer
- 2018 Immediate Past Chair, AERA Bilingual Education Research SIG
- 2017 Chair, AERA Bilingual Education Research SIG
- 2016 Program Chair, AERA Bilingual Education Research SIG
- 2015 Session Discussant, *Biliteracy: Bilingual Children Learning to Read and Write*, AERA, Chicago, April 17
- 2015 Session Chair, *Exploring Classroom Discourse, Vocabulary, and Academic Language Use in Second Language Learning*, AERA, Chicago, April 16
- 2015 Discussant, *Beyond Monolingual Notions of Academic Languages and Literacies: Insights from and for Working with Spanish-English Emergent Bilinguals*, AAAL, Toronto, March 22.
- 2011-2020 Reviewer, Conference Proposals, American Education Research Association, Bilingual Special Interest Group
- 2014 Reviewer, Conference Proposals, Literacy Research Association
- 2013 - 2016 Member (Nominated), Early Career Achievement Award Committee, Literacy Research Association (3-year term)
- 2012 Grant Reviewer (invited), Social Studies and Humanities Research Council of Canada

University

- 2013, 2014 Mentor & Recruiter, Boulder Faculty Assembly Freshman Mentoring Program

School of Education

- 2021 Search Committee, BUENO Center Executive Director
- 2021-2022 Program Area Chair, EBB

- 2016-17 Program Area Chair, Educational Equity & Cultural Diversity
- 2015-16 Member, Dean Search Committee
- 2014-15 Member, Pre-Dean Search Committee
- 2014-15 Member, Faculty Search Committee, Bilingual/Special Education
- 2013-14 Member, Faculty Search Committee, Bilingual Education
- 2013-17 Coordinator of Education Equity & Cultural Diversity M.A. Admissions
- 2011-2014 Member, Graduate Studies Committee Member: Outstanding graduate student selection committee (MA & PhD) for the University of Colorado School of Education; Miramontes Scholarship Selection
- 2013 Member: EECD Faculty Search Committee
- 2011-2015 Member, Teacher Licensure Admissions
- 2011 – 2014 Leadership in developing faculty & student expertise in Academic Language (multiple guest lectures, program events, and meetings with school district partners)
- 2012 Member, Faculty Reappointment Committee, Senior Instructor Donna Begley, Teaching Component
- 2012 Reader for M.A. Candidates, May Graduation Ceremony
- 2012 Adjunct Member; Faculty Search Committee; Research, Evaluation, and Methodology (REM)
- 2012 Member, Faculty Search Committee, Literacy
- 2009 – 2010 Doctoral student representative on EECD Faculty Search Committee
- 2008 Invited Moderator, Second Annual Research Fellows Symposium sponsored by Education and the Public Interest Center (EPIC) and Education Policy Research Unit (EPRU). Session Title: *Research and Policy on Racial Disparities in Special Education: Inappropriate Referrals for Evaluation, Restrictiveness of Education Setting, and Discipline*. Boulder, CO, October 24.

State/Community

- 2020 Guest Teach, Research Methods Class (For Laura Hammon)
- 2019 Invited Keynote, Thompson School District, The Importance of Development Metalinguistic Awareness, April
- 2015 Advisor, Boulder Valley School District, Writing Rubrics for Bilingual Schools
- 2014 Member Boulder Valley School District Interview Committee For English Language Acquisition Director (Invited)
- 2014 CABE Café, featured speaker on Saturday Series, May 17, 9:00 – 12:00.
- 2014 Department of Justice Oversight of Denver Public Schools Consent Decree as Required by Keyes vs. School District Number 1, Denver, CO. Invited to review documents and collect data. (April)
- 2010-2014 Co-coordinator of the Language, Culture, and Equity Academy (with Colorado

- Department of Education
- 2014 Denver Dual Language Expeditionary School, Board Member
- 2010 - 2013 Elected Board Member – Colorado Association for Bilingual Education
- o Secretary, 2011 & 2012
 - o Chair – 2011 & 2012 Conference Presenters & Keynote Speakers Committee
- 2005-2017 Professional Developer, Literacy Squared Biliteracy (Arizona, Colorado, Illinois, New Mexico, Oregon, Texas, Washington)
- 2013 Member of Adams 14 Evaluation Team – BUENO Center for Multicultural Education.
- 2012 - 2014 Peer Review of Educator Preparation Programs (PREPP) for the Colorado Department of Education (March 2013 – March 2015)
- 2012 Consulted with Language, Culture, & Equity Department within Denver Public Schools to Review Transitions Documents
- 2010 Guest Lecturer, Biliteracy, University of Colorado, Denver, March 9 (Instructor: Dr. Nancy Commins)
- 2007 – 2011 College Assistance Migrant Program (CAMP) Cyber mentor

EDITORIAL REVIEW BOARD

2017 - 2021 *Journal of Literacy Research*

PEER REVIEWER FOR THE FOLLOWING JOURNALS

Reading Research Quarterly

American Educational Research Journal

Bilingual Research Journal

Education Assessment

Educational Policy

International Journal of Bilingual Education and Bilingualism

International Multilingual Research Journal

Journal of Early Childhood Literacy

Journal of Immersion and Content-based Language Education

Journal of Literacy Research

Language Arts

Learning and Individual Differences

Multicultural Education

Review of Educational Research

Journal of Educational Policy

Language & Education

L2 Journal

DISSERTATION COMMITTEES

Chair

Jody Slavick, 2020 *Negotiating Tensions as Bilingual Teacher Advocates: Reflecting on the Past and Transforming the Future*

Paty Abril González, 2018, *Memorias y Sueños en Nepantla:*

Relationships in Space and Time for Culturally Transformative Artistic *Testimonios*
(Co-chair Dr. Silvia Noguerón Liu)

Anne Davidson, 2017, *Transforming Everyday Teaching: Pedagogy and Collaboration Supporting Equity, Inclusion and Effective Instruction*

Interim Chair:

Amy Boelé, 2014, *Does it say that? How teacher questions mediate dis/ability in an era when the text and test have the final say.* (Original chair: Janette Klingner - passed away)

Member:

Xueyu (Ellen, Ying-Ying) Zhao, 2018, *Test translation review procedures in international large-scale assessment: Sensitivity to culture and society*

Clara Smith, 2017, *The academic experiences and trajectories of gifted, Spanish-speaking, Latino/a, bilingual students: A multicase study*

Adriana Alvarez, 2017, *Senderos Familiares: Building Pedagogical Pathways to Advance Strength-based Perspectives and Inclusive Family Engagement in Bilingual Classrooms*

Chelsey Shade, 2017, *Mathematics Assessment in the Race to the Top Era: An Exploratory Study of the Semiotic Resources in large-scale assessment and their use by emergent and non-emergent bilingual students*

Nicole Sager, 2015, *The Language Ecologies of Emergent Spanish/English Bilinguals: A comparative case study of five preschool classrooms*

Margaret Burns, 2015, "Compromises that we make:" Biculturalism, equity, and whiteness in the dual language context (2017, AERA Bilingual Education SIG First Place Dissertation Winner).

Jaclyn Hernández, 2015, *Pathways toward proficiency: A case study of emerging bilingual students' opportunities to learn academic English*

Edilberto Cano-Rodríguez, 2015, *The Biliterate Writing Development of Emerging Bilingual Students at the Word, Sentence, and Discourse Level in a Paired Literacy Program in Grade Levels 1 – 5.*

HONORS THESIS COMMITTEE

- 2018-2019 Allison Jeanne Deptolla, Linguistics, *Language-learner preferences for corrective feedback*
- 2015-2016 Verónica González, Spanish Department, *La conciencia fonológica en un currículo de lenguaje dual*, Magna Cum Laude
- 2015-2016 Steve Myer, MA EECD, *Luces de la comunidad*

PAID CONSULTATION

- 2018 - 2020 SEAL: Sobrato Early Academic Language
- 2018 - 2020 Mannheim District 83, Chicago, IL, Biliteracy
- 2013 – 2018 St. Vrain Valley School District, Biliteracy Grades K-3
- 2016 Denver Public Schools, PARCC/SchoolKit Biliteracy Consulting
- 2015 Denver Public Schools, EngageNY Paired Literacy
- 2015 Montessori del Mundo, Aurora, CO
- 2015 Ross Montessori Elementary, Carbondale, CO
- 2013 Kennesaw State University, Preparing Teacher Educators to Understand and Identify the Role of Academic Language in the Curriculum, Atlanta, GA, August, 8.
- 2012 Northeast ISD, San Antonio, TX; 2-day professional development regarding Literacy Squared for bilingual teachers, August 7-8
- 2012 Tucson Unified School District, Tucson, AZ; Full day professional development on the Common Core State Standards & English Language Learners, K-5 bilingual teachers
- 2006 - 2008 Pearson Learning – Technical assistance EDL2

PROFESSIONAL MEMBERSHIPS

- American Association for Applied Linguistics (AAAL)
- Literacy Research Association (LRA)
- American Educational Research Association (AERA)
- Colorado Association for Bilingual Education (CABE)

LANGUAGES

- English/Spanish (biliterate)