

Silvia Nogueron-Liu

Associate Professor, Literacy Studies
School of Education | University of Colorado at Boulder
silvia.nogueronliu@colorado.edu

I. ACADEMIC HISTORY

a. Education

- 2011 Ph.D. in Curriculum and Instruction, Arizona State University
Concentration in Language and Literacy
- 2006 M.A. in Curriculum and Instruction, Arizona State University
Concentration in Language and Literacy

b. Academic Appointments

- 2021-present **Associate Professor**, University of Colorado at Boulder
Literacy Studies, School of Education
- 2015- 2021* **Assistant Professor**, University of Colorado at Boulder
Literacy Studies, School of Education
- 2011-2015 **Assistant Professor**, University of Georgia
Reading, Writing, Children’s Literature & Digital Literacies
Department of Language & Literacy, College of Education
- 2006-2011 **Research & Teaching Assistant**, Arizona State University

II. TEACHING ACTIVITIES

a. University teaching at University of Colorado-Boulder

Course Title	Course Level
EDUC 4320 <i>Reading Instruction for Elementary Schools</i>	Undergraduate
EDUC 3320: <i>Literacy in the Elementary Classroom I</i>	
EDUC 4341 <i>Advanced Issues of Assessment, Teaching, and Learning in Reading, Mathematics, and Science</i>	Undergraduate
EDUC 5245 <i>Foundations of Reading</i>	Masters
EDUC 5275 <i>Assessment in Literacy</i>	Masters
EDUC 5255 <i>Digital Literacies & New Media</i>	Masters
EDUC 8155: <i>Advanced Literacy Seminar: Literacy & Mobilities</i>	Doctoral
EDUC 8155: <i>Advanced Literacy Seminar: Issues, Shifts, & Debates in Literacy Research, Policy, & Practice</i>	Doctoral
EDUC 8101 <i>Theories of Literacy</i>	Doctoral
EDUC 4535 <i>Assessment for Bilingual Learners</i>	Undergraduate

b. Professional Development on Evidence-Based Reading Instruction

2019 **Foundations Level 1 Workshop** | Wilson Language Training (5 hours)

2020 **LETRS Early Childhood Units 1-2** | Voyager Sopris (6 hours)

2021 **The Reading Teacher's Top Ten Tools** (45 hours)

Training Focus: Evidence-based practices to systematically and explicitly teach the foundational skills in reading, and the five components of reading.

Deborah Glaser

2022 **Building a Strong Foundation: Developing Early Literacy Skills** | Pepper Public Consulting Group, Colorado Department of Education (45 hours)

Completed six modules activities and quizzes: *Introduction to the Science of Reading, Oral Language and Phonology, Phonics and Word Study, Creating Fluent Readers, Developing Vocabulary, Increasing Reading Comprehension*

2022 **Colorado Community of Practice** | Reading Science Academy, Stephanie Stollar (8 hrs)

2022 **Comprehensive Orton-Gillingham Training** | Institute for Multisensory Education (30 hours)

II. RESEARCH ACTIVITIES

a. Selected Recent Publications

Journal Articles

Noguerón-Liu, S. (2020). Expanding the knowledge base in literacy instruction and assessment: Biliteracy and translanguaging perspectives from families, communities, and classrooms. Invited commentary for Special Digital Issue on the Science of *Reading, Reading Research Quarterly*. Advanced Online Publication. <https://doi.org/10.1002/rrq.354>

Noguerón-Liu, S., & Driscoll, K. (2021). Bilingual Families' Perspectives on Literacy Resources and Supports at Home. *Reading Teacher*, 75(1), 17– 25. <https://doi.org/10.1002/trtr.2001>

Noguerón-Liu, S., Shimek, C., & Bahlmann Bollinger, C. (2018/2020). "Dime de que se trató / Tell me what it was about": Exploring emergent bilinguals' linguistic resources in reading assessments with parent participation. *Journal of Early Childhood Literacy*, 20(2), 411-433. [First published online, 4.23.2018; print issue published 6.1.20] <https://doi.org/10.1177/1468798418770708>

Book Chapters

(* **Nogueron-Liu, S., Johns-O'Leary, E., & Driscoll, K.** (2025). Multilingual and Critical Perspectives on the Teaching of Foundational Reading Skills in Preservice Teacher Education. In R. L. Jones & Proctor, C.P. (Eds.). *Pursuing Language and Metalinguistic Awareness in K-12 Classrooms: A Framework for Critical Engagement*. Routledge.

(* **Noguerón-Liu, S. & Lammers, J.** (2020). Literacy instruction and digital innovation: Trends and affordances for digital equity in classrooms. In E. Moje, P. Afflebach, P. Enciso, & N. Lesaux (Eds.), *Handbook of Reading Research*, Vol. V. New York: Routledge.

b. Selected Grants and Funding

External Research Funding

Awarded (5.18.2015) Principal Investigator: *Informational Texts in Family Literacy Practices*. July 2015-June 2017
William T. Grant Foundation. Amount funded: \$24,948

Internal Research Funding

Awarded (April 24, 2024) Co- P Investigator (with T. Hogan, PI, E. Colunga, E. Gleason, P. Battistelli, N. Saeger, co-PIs): *A multifaceted approach to culturally sustaining STEAM education and AI integration*. Amount requested: \$50,000.

Awarded (6.19.2020) Principal Investigator: *Family Inquiry on Elementary Reading and Digital Literacy*. Submitted to Outreach Grant program, University of Colorado-Boulder. Amount requested: \$8991.54

Awarded (11.7.2017) Principal Investigator: *Parents as Co-designers and Inquiry Partners: Using Digital and Community Resources for Research with Elementary Children*. November 7, 2017-November 30, 2019.
University of Colorado-Boulder, WISE Grant Program. Amount funded: \$7950.33.

c. Fellowship, Honors & Awards

(2012) **Early Career Presidential Fellowship**. Awarded by the Council on Anthropology & Education, American Anthropology Association.

(2011) **STAR Mentoring program** funded by the Literacy Research Association.

(2010) **J. Michael Parker Award for Contributions to Adult Literacy Research**. National Reading Conference/Literacy Research Association.

d. Selected Recent Presentations

Noguerón-Liu, Johns O'Leary, E., & Driscoll, K. (April, 2023). Evidence-Based Reading Instruction in Preservice Teacher Education: Analyzing Instructional Practices for Linguistically Diverse Practicum Settings. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Noguerón-Liu, Johns-O'Leary, E., Driscoll, K. & Yerkes, E. (2021, December). Sustaining Equitable Reading Instruction in Teacher Education: State Policy Shifts, Science of Reading, and Literacy Coursework Redesign. Paper presented at the Literacy Research Association (Remote conference).

Noguerón-Liu, S. (2018, November). Unpacking schema with emergent bilingual students and their parents: Critical and translanguaging perspectives. Paper presented at the Literacy Research Association 2018 Meeting, Indian Wells CA.

Noguerón-Liu, S. (2018, November). Community-based perspectives of informational texts. Paper presented at the Literacy Research Association 2018 meeting, Indian Wells CA.

e. Media Appearances

Featured in radio segment and quoted. KRCC. [‘I Hate COVID-19’: Parents Make Adjustments For Beginning Of School Year As Districts Change Plans](#). August 6, 2020.

IV. SERVICE ACTIVITIES

a. To National Professional Organizations

Literacy Research Association

2021-2024	Member, Publications Committee
2018-2021	Member, Albert Kingston Award for Outstanding Service
2015-2017	Area 10 co-chair, Literacy, Technology and Media
2014-2016	Chair, J. Michael Parker Award Committee
2011-2013	Member, J. Michael Parker Award Committee
2017-current	Conference proposal reviewer for Area 8: <i>Literacy Learning and Practice in Multilingual and Multicultural Settings</i> , and Area 10: <i>Literacy, Technology & Media</i> .

American Educational Research Association

2011-2014	Parliamentarian, Bilingual Education Research SIG
2010-2013	Webmaster for Division G: Social Contexts of Education
2012-current	Conference proposal reviewer for the <i>Bilingual Education Research SIG</i> , <i>Writing & Literacies SIG</i> , and <i>Division G: Social Contexts of Education</i>

b. To Academic Publications

2022-current	Editorial Board, <i>Research in the Teaching of English</i>
2018-current	Editorial Board, <i>Reading Research Quarterly</i>
2015-current-	Editorial Board, <i>The Reading Teacher</i>
2012-2022	Editorial Board, <i>International Multilingual Research Journal</i>
2015-2017	Book Review Editor, <i>Linguistics & Education</i>

c. Consulting Activities

2022-2023	Review of grant proposals for the Spencer Foundation
2016-2018	Member and consultant for Advisory Board for NSF Grant Number 1552567 CAREER Grant. (Dr. Amy Wilson-López, PI, Utah State University).
2012-2016	Consultant for National Science Foundation grant (Dr. Amy Wilson, PI, Dr. Christine Hailey, co-PI, Utah State University).

d. To Department, School & University

University of Colorado-Boulder

2024	Member, Search Committee for Assistant Professor, Secondary Social Studies/ Literacy Studies (January-March)
2023	Chair, Search Committee for Assistant Professor, Secondary Social Studies/ Literacy Studies (July-December)
2022	Chair, Search Committee for Assistant Teaching Professor, Literacy
2022-ongoing	Program Area Chair, Literacy Studies
2021-2024	Member, SOE Graduate Award Committee

e. Current Membership to Professional Organizations

The Reading League, Colorado Chapter
Literacy Research Association
American Educational Research Association
International Literacy Association
National Council of Teachers of English