

Deborah K. Palmer

Curriculum Vitae

School of Education - UCB 249
University of Colorado Boulder
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Degrees and Certifications

Ph.D., 2004, Education in Language, Literacy and Culture, University of California, Berkeley

M.A., 2000, Education in Language, Literacy and Culture, University of California, Berkeley

California Multiple Subject, K-12 Teaching Credential, 1992 (renewed to 2023) Mills College, Oakland CA.

BCLAD (California Bilingual Supplement) 1996

B.A., 1991, Anthropology, Stanford University, Stanford, CA (Honors in Humanities)

Academic Appointments

Professor, Equity, Bilingualism and Biliteracy, School of Education, University of Colorado Boulder, 2017-present.

Affiliate Faculty, Ethnic Studies

Affiliate Faculty, Program in Culture, Language and Social Practice

Associate Professor, Educational Equity and Cultural Diversity, School of Education, University of Colorado Boulder. 2016-2017.

Associate Professor, Bilingual/Bicultural Education, Department of Curriculum and Instruction, University of Texas at Austin. 2012-2016.

Assistant Professor, Bilingual/Bicultural Education, Department of Curriculum and Instruction, University of Texas at Austin. 2005-2012.

Lecturer, Department of Education, Mills College, Oakland, CA. 2002-2003.

Graduate Student Instructor, UC Berkeley Graduate School of Education, Berkeley, CA. 2000-2001.

Research Assistant, Proposition 227 Project, Center for Latino Policy Research, UC Berkeley. 1999-2000.

K-12 Teaching

English Language Development Lead Teacher Coach, Rosa Parks Elementary School, Berkeley Unified School District, Berkeley, CA. 2001-2002.

Dual Language Bilingual Education Classroom Teacher, Grades 4 and 5, Adelante Spanish Immersion School, Redwood City, CA. 1997-1999.

Elementary Classroom Teacher, Grades K and 1, Orion Open Alternative School, Redwood City, CA. 1993-1997.

Elementary Classroom Teacher, Grades 2 and 3, Hawes Elementary School, Redwood City, CA. 1992-1993.

Publications (*student/former student)

Books

- Dorner, L., **Palmer, D.**, Cervantes-Soon, C., Crawford, E. & *Heiman, D. (2023) *Critical consciousness in dual language bilingual education: Case studies on policy and practice*, Routledge.
- Palmer, D.** & *García-Mateus, S. (2023) *Gentrification and bilingual education: A Texas TWBE school across seven years*. Lexington Books.
- *Henderson, K. & **Palmer, D.** (2020) *Dual language bilingual education: Teacher cases and perspectives on large-scale implementation*. Multilingual Matters.
<https://www.multilingual-matters.com/page/detail/Dual-Language-Bilingual-Education/?k=9781788928106>
- Palmer, D.** (2018) *Teacher leadership for social change in bilingual/bicultural education*. Multilingual Matters.
<https://www.multilingual-matters.com/page/detail/Teacher-Leadership-for-Social-Change-in-Bilingual-and-Bicultural-Education/?k=9781788921428>

Refereed Journal Articles

- *Ingram, M. & **Palmer, D.** (2022) Un día de lo' padre: A multigenerational plática with bilingual pre-service teachers and their elders, sharing perspectivas about translanguaging and bilingual education. *Language and Education*.
<https://doi.org/10.1080/09500782.2022.2161309>
- Menard-Warwick, J. & **Palmer, D.** (Accepted). "Research Says:" Authoritative discourse in dual language across two school districts. *Anthropology & Education Quarterly*.
- *Cardenas-Curiél, L. & **Palmer, D.** (Accepted) Collaborative translanguaging and transmodal literacies: Learning the language of science in a dual language classroom. *Research in the Teaching of English*.
- *Harvey-Torres, R., **Palmer, D.** & *Degollado, E.D. (2022) Three worlds pitfall? A transfronteriza Latina bilingual teacher navigating home, school, and university divides. *Teaching and Teacher Education*. 116.
<https://doi.org/10.1016/j.tate.2022.103767>
- *Hurie, A. & **Palmer, D.** (2022) [Selling English-Medium Schooling in Multilingual Communities](#): A Typology of Choice Schools' Marketing Strategies on the Near South Side of Milwaukee. *Education Policy Analysis Archives*. 30, (28). <https://doi.org/10.14507/epaa.30.6359>
- Dorner, L., Cervantes-Soon, C., *Heiman, D., & **Palmer, D.** (2021) "Now it's all upper-class parents who are checking out schools": Gentrification and coloniality in the enactment of two-way bilingual education policies. *Language Policy*. <https://doi.org/10.1007/s10993-021-09580-6>
- *Rubio, B., **Palmer, D.**, & Martínez, M. (2021) Si no estás defendiendo tus alumnos, ¿qué estás haciendo en el salón? One transnational bilingual teacher's journey to transformation. *Journal of Language, Identity and Education*, 20(1), 45-57. <https://www.tandfonline.com/doi/abs/10.1080/15348458.2021.1864208>
- Hamman, L. & **Palmer, D.** (2022) Introduction to the Special Issue: Identity Development in Two Way Immersion Education. *International Journal of Bilingual Education and Bilingualism*, 26(1), pp.1-6. DOI: [10.1080/13670050.2020.1819096](https://doi.org/10.1080/13670050.2020.1819096)
- *Wall, D., *Greer, E., & **Palmer, D.** (2019) Exploring institutional processes in a district-wide dual language program: Who is it for? Who is left out? *Journal of Latinos in Education*, 21(1), 87-102.
<https://doi.org/10.1080/15348431.2019.1613996>.
- Palmer, D.**, Cervantes-Soon, C., Dorner, L., & *Heiman, D. (2019) Bilingualism, Biliteracy, Biculturalism... and Critical Consciousness for All: Proposing a Fourth Fundamental Principle for Two-Way Dual Language Education. *Theory Into Practice*, 58(2), 121-133. <https://doi.org/10.1080/00405841.2019.1569376>.
- *Henderson, K. & **Palmer, D.** (2019) "I wonder why they don't do the two-way": Disrupting the one-way/two-way dichotomy, re-envisioning the possibilities of dual language bilingual education. *NABE Journal of Research and Practice*, 9(1), <https://doi.org/10.1080/26390043.2019.1589292>.

- *Caldas, B., **Palmer, D.**, & Schwedhelm, M. (2019) Speaking *Educación* in Spanish: linguistic and professional development in a bilingual teacher education program in the US-Mexico borderlands. *International Journal of Bilingual Education and Bilingualism*, 22(1), 43-63.
<https://www.tandfonline.com/doi/abs/10.1080/13670050.2018.1510894>
- Palmer, D.** (2018) Introduction to special issue: Teacher agency and pedagogies of hope for bilingual learners (in a brave new world). *International Multilingual Research Journal*, 12(3), 143-144.
<https://doi.org/10.1080/19313152.2018.1474624>
- Palmer, D.** (2018) Supporting Bilingual Teachers to be Leaders for Social Change: “I must create advocates for biliteracy.” *International Multilingual Research Journal*, 12(3), 203-216.
<https://doi.org/10.1080/19313152.2018.1474063>
- *Zuñiga, C., *Henderson, K., & **Palmer, D.** (2017) Language policy toward equity: How bilingual teachers use policy mandates to their own ends. *Language in Education*.
<http://www.tandfonline.com/doi/full/10.1080/09500782.2017.1349792>
- *Caldas, B. & **Palmer, D.** (2017) Graduate school as a site of remembrance: Educación for resistance for bilingual teachers. *Association of Mexican American Education Journal*. <http://dx.doi.org/10.24974/amae.11.329>
Retrieved online June 1, 2017: <http://amaejournal.utsa.edu/index.php/amae/issue/view/31>
- *Garcia-Mateus, S. & **Palmer, D.** (2017) Translanguaging Pedagogies for Positive Identities in Two-Way Dual Language Bilingual Education. *Journal of Language, Identity and Education*, 16(4), 245-255.
<http://dx.doi.org/10.1080/15348458.2017.1329016>.
- Cervantes-Soon, C., Dorner, L., **Palmer, D.**, *Heiman, D., Schwerdtfeger, R., & Choi, J. (2017) Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education*. 41, 403-427,
<https://doi-org.colorado.idm.oclc.org/10.3102/0091732X17690120>.
- *Nuñez, I. & **Palmer, D.** (2017) Who will be bilingual? A critical discourse analysis of a Spanish-English bilingual pair. *Critical Inquiry in Language Studies*, 14(4), 294-319. <https://doi.org/10.1080/15427587.2016.1266266>.
- Palmer, D.**, & *Henderson, K. (2016) Dual Language Bilingual Education Placement Practices: Educator Discourses About Emergent Bilingual Students in Two Program Types. *International Multilingual Research Journal*, 10(1), 17-30. <http://dx.doi.org/10.1080/19313152.2015.1118668>
- Palmer, D.** & Martínez, R. (2016) Developing biliteracy: What do teachers *really* need to know about language? Research Commentary, *Language Arts* 93(5), 379-385.
- Fitzsimmons-Doolan, S., **Palmer, D.** & *Henderson, K. (2015). Educator language ideologies and a top-down dual language program. *International Journal of Bilingual Education and Bilingualism*.
<http://dx.doi.org/10.1080/13670050.2015.1071776>
- Palmer, D.**, *Henderson, K., *Wall, D., *Zuñiga, C., & *Berthelsen, S. (2015) Team teaching among mixed messages: Implementing two-way dual language bilingual education at third grade in Texas. *Language Policy*. 15: 393.
<http://dx.doi.org/10.1007/s10993-015-9361-3>
- *Henderson, K. & **Palmer, D.** (2015) Teacher and student language practices and ideologies in a third grade two-way dual language program. *International Multilingual Research Journal* 9(2) 75-92.
<http://dx.doi.org/10.1080/19313152.2015.1016827>
- Roser, N., Martínez, M., Moore, H. C., & **Palmer, D.** (2015) Reinvent drama into classroom: Part 2, exploring stories through process drama. *IRA E-essentials*.
- *Henderson, K. & **Palmer, D.** (2015) Teacher scaffolding and bilingual pair work in a developmental bilingual pre-kindergarten classroom. *Journal of Immersion and Content-Based Language Education*, 3(1) 77-101.
<https://doi-org.colorado.idm.oclc.org/10.1080/19313152.2015.1016827>

- Palmer, D.,** Martínez, R., *Mateus, S., & *Henderson, K. (2014) Reframing the debate on language separation: Towards a vision for translanguaging pedagogies in the dual language classroom. *Modern Language Journal*, 98(3) 757-772.
- Palmer, D.,** Ballinger, S., & Peter, L. (2014) Classroom interaction in language immersion education: A research agenda. *Journal of Immersion and Content-Based Language Education*, 2(2), 225-240. <https://doi.org/10.1075/jicb.2.2.05pal>
- Palmer, D.,** *Rangel, V. S., *Gonzalez, R. & *Morales, V. (2014) Activist Teacher Leadership: A case study of Programa CRIAR Teacher Cohort. *Journal of School Leadership*, 24(5), 929-978. <https://doi-org.colorado.idm.oclc.org/10.1177/105268461402400505>
- *Durán, L. & **Palmer, D.** (2014) Pluralist discourses of bilingualism and translanguaging talk in classrooms. *Journal of Early Childhood Literacy*. 14(3), 367-388. <https://doi-org.colorado.idm.oclc.org/10.1177/0895904810374848>
- Palmer, D.K.** & Martínez, R.A. (2013) Teacher agency in bilingual spaces: A fresh look at preparing teachers to educate Latino/a bilingual children. *Review of Research in Education*, 37(1), 269-297. <https://doi.org/10.3102/0091732X12463556>
- Palmer, D.** & Menard-Warwick, J. (2012) Short-term study abroad for Texas preservice teachers: the long road from empathy to critical awareness. *Multicultural Education*, 19(3), 17-26, Spring.
- Menard-Warwick, J. & **Palmer, D.** (2012). Bilingual development in study-abroad journal narratives: Three case studies from a short-term program in Mexico. *Multilingua*, 30(4). <https://doi.org/10.1515/multi-2012-0018>
- Menard-Warwick, J. & **Palmer, D.** (2012). Eight versions of the visit to la barranca. *Teacher Education Quarterly* 39(1). <https://www.jstor.org/stable/23479565>
- Palmer, D.** (2011). The discourse of transition: Teachers' language ideologies within Transitional Bilingual Education programs. *International Multilingual Research Journal* 5(1), 103-122. <https://doi.org/10.1080/19313152.2011.594019>
- Palmer, D.** & *Snodgrass-Rangel, V. (2011). High stakes accountability and policy implementation: Teacher decision making in bilingual classrooms in Texas. *Educational Policy* 25(4), 614-647. <https://doi-org.colorado.idm.oclc.org/10.1177/0895904810374848>
- *Wu, H., **Palmer, D.** & Field, S. (2011). Understanding teachers' professional identity and beliefs in the Chinese heritage language school in the United States. *Language, Culture, and Curriculum*, 24(1), 1-14. <https://doi.org/10.1080/07908318.2010.545413>
- Palmer, D.** (2010). Race, power, and equity in a multiethnic urban elementary school with a dual immersion "strand" program. *Anthropology and Education Quarterly*, 41(1), 94-114. <https://doi.org/10.1111/j.1548-1492.2010.01069>
- Palmer, D.** (2009). Middle-class English speakers in a two-way immersion bilingual classroom: "Everybody should be listening to Jonathan right now..." *TESOL Quarterly*, 43(2), 177-202. [Thompson-Reuters Impact Factor: 1.141; Journal h-index: 131]
- Palmer, D.** (2009). Code switching and symbolic power in a second grade two-way classroom: A teacher's motivation system gone awry. *Bilingual Research Journal*, 32(1), 42-59. <https://doi.org/10.1080/15235880902965854>
- Scanlan, M., & **Palmer, D.** (2009). Race, power and (in)equity within two dual immersion models. *The Urban Review*, 41(5), 391-415. <https://doi.org/10.1007/s11256-008-0111-0>
- Palmer, D.** (2008). Lessons from children on the moral underpinnings of an education policy: Interpretations of NCLB. *International Critical Childhood Policy Studies Journal*, 1(1), 64-81. <https://journals.sfu.ca/iccps/index.php/childhoods/issue/view/9>
- Palmer, D.** & *Lynch, A. W. (2008). A bilingual education for a monolingual test? The pressure to prepare for TAKS and its influence on choices for language of instruction in Texas elementary bilingual classrooms. Special issue on NCLB, *Language Policy*, 7(3), 217-235. <https://doi.org/10.1007/s10993-008-9100-0>

- Palmer, D.** (2008). Building and destroying students' 'academic identities': the power of discourse in a two-way immersion classroom. *International Journal of Qualitative Studies in Education*, 21(6), 1-24. <https://doi.org/10.1080/09518390701470537>
- Palmer, D.** (2007). A Dual Immersion Strand Programme in California: Carrying out the promise of dual language education in an English-dominant context. *International Journal of Bilingual Education and Bilingualism*, 10(6), 752-768. <https://doi.org/10.2167/beb397.0>
- Palmer, D., *Chavez, G. & *Johnson, M. C.** (2006). Supporting Change in our Schools and Classrooms: Two Teachers' Journeys Towards Additive Bilingual Education. *TABE Journal*, 9(1), 66-81.
- Palmer, D. & Garcia, E.** (2000). Voices From the Field: Bilingual Educators Speak Candidly About Proposition 227, *Bilingual Research Journal*, 24(1&2), 169-178.

Book Chapters

- *Heiman, D., Cervantes-Soon, C., Dorner, L. & **Palmer, D.** (In Press) Creating a transformative foundation for dual language bilingual education: Critical consciousness at the core. In: J.A. Freire, E. de Jong & C. Alfaro, Eds. *Handbook of Dual Language Bilingual Education*.
- Palmer, D., Dorner, L., Cervantes-Soon, C., Crawford, E. & *Heiman, D.** (In Press) Countering Gentrification Through Critical Consciousness in your DLBE Classroom, Chapter 13, In K. Menken, J. Freire & G. Delavan, Eds. *Countering Gentrification in DLBE, Multilingual Matters*.
- Palmer, D. & *García-Mateus, S.** (In Press) Colonizing Hillside Elementary: The figured world of parent engagement at a gentrifying (two-way) bilingual school. Chapter 1, In K. Menken, J. Freire & G. Delavan, Eds. *Countering Gentrification in DLBE, Multilingual Matters*.
- *Dougherty, C., **Palmer, D., Aldana, S., & Gilreath, M.** (2022) Intentando incluir a todos: A first-grade team's gender-inclusive pedagogies. In: L. Dorner, D. Palmer, C. Cervantes-Soon, E. Crawford-Rossi, & D. Heiman, Eds. *Critical Consciousness in Dual Language Bilingual Education: Case Studies on Policy and Practice*. Routledge.
- Palmer, D.** (2022) Foreword. B. Caldas Chumbes & S. May, Eds. *Critical ethnography, language, race(ism) and education*. Multilingual Matters.
- Palmer, D. & Kroll, J.** (2021) Foreword. *A Transdisciplinary Lens for Bilingual Education: Bridging Translanguaging, Sociocultural Research, Cognitive Approaches, and Student Learning*. (pp.xix-xxii) Routledge.
- Palmer, D., *Martínez, A., *Terada, L. & Nieto, D.** (In Press) Teacher leadership and advocacy for bilingual and Latinx students: BUENO's partnership work with school districts. In: D. Nieto, E. Almanza, J. Rodriguez & K. Escamilla, Eds. *¡Qué BUENO! Contributions of the BUENO Center to education, language, policy, and culturally and linguistically diverse learners*.
- Menard-Warwick, J., *Kehoe, S., & **Palmer, D.** (2021) The diverse experiences of heritage speakers at a Guatemalan language school: Linguistic agency in the contact zone. In R. Pozzi, T. Quan, & C. Escalante (Eds.), *Heritage speakers of Spanish and Study Abroad*. (p.160-178) Routledge.
- *García-Mateus, S., *Henderson, K., *Téllez-Arsté, M. & **Palmer, D.** (2021) An experienced bilingual Latina teacher and pre-K Latinx students in the borderlands: Translanguaging as humanizing pedagogy. In: M. Sánchez & O. García, Eds. *Transformative translanguaging espacios in bilingual education: U.S. Latinx bilingual children rompiendo fronteras*, (pp.156-179) Multilingual Matters.
- *Caldas Chumbes, B., **Palmer, D. & *Palais, D.** (2021) Embracing our bilingual selves in dialogue: Hacia una praxis bilingüe en espacios de preparación de docentes. In: Schwarzer, D., Petró, M., & Larrotta, C. Eds. *Bilingualism and bilingual education: Conceptos fundamentales*, (pp.65-79) Peter Lang.
- *García-Mateus, S., *Strong, K.A., & **Palmer, D. & *Heiman, D.** (2020) One white student's journey through six years of elementary school: Whiteness in two-way bilingual education. Chapter to be included in: Flores, N.,

Subtirelu, N. & Tseng, A. Eds. *Bilingualism for All? Raciolinguistic Perspectives on Dual Language Education*, (pp.244-265). Multilingual Matters.

- *Degollado, E.D., **Palmer, D.**, Urrieta, L., Bybee, E., *Kehoe, S., Menard-Warwick, J. (2019) “Maybe what we’ve done here in Antigua is just the thing to combat global inequity”: Developing Teachers for Linguistically Diverse Classrooms through Study Abroad. In: D. Martin & E. Smolcic, Eds. *Redefining Competence: Immersion-based teacher preparation for linguistic and culturally diverse classrooms*.
- Palmer, D.** (2019) “You’re not a Spanish speaker!/We are all bilingual” The purple kids on being and becoming bilingual in a dual language kindergarten classroom. In: Faltis, C. & MacSwan, J. Eds. *Code-Switching in the Classroom: A Multilingual perspective on language and language practices*. Routledge, pp.247-267.
- Bybee, E., *Degollado, D., *Kehoe, S., Urrieta, L., **Palmer, D.**, & Menard-Warwick, J. (2018) Curricula without borders: Integrating multicultural and multilingual preservice teacher education coursework. In: C. Sanz & A. Morales-Front, Eds. *The Routledge Handbook of Study Abroad Research and Practice*. New York, NY: Taylor & Francis, 344-358.
- Palmer, D.**, Cervantes-Soon, C. & *Heiman, D. (2017) Cap.3: La condición académica del estudiante bilingüe: Cómo aprovechar de un programa de doble inmersión para asegurar el éxito de tus estudiantes. In: Guerrero, M., Escamilla, K., Guerrero, M., Soltero, L. & Rogers, D. (Eds.) *Fundamentos de la educación bilingüe*. Albuquerque, NM: Fuente Press, 75-92.
- Palmer, D.** (2017) Why aren’t we speaking Spanish? Promoting minoritized languages in the two-way dual language classroom. In: Gonzales, G. C., Barbian, E., & Mejía, P. (Eds.) *Rethinking Bilingual Education*, Milwaukee, WI: Rethinking Schools, 170-176.
- Palmer, D.** & *Caldas, B. (2017) Critical Ethnography. In K.A. King, Y. Lai & S. May (Eds.) *Research Methods in Language and Education: Encyclopedia of Language and Education* (3rd Edition). New York, NY: Springer.
- Roser, N., **Palmer, D.**, Martínez, M. & Greeter, E. (2015) “That’s not fair!” Process drama for children learning English and Spanish. In Wooten, D. and Cullinan, B. *Children’s literature in the reading program: An invitation to read, 4th edition*.
- Palmer, D.**, *Zuñiga, C. & *Henderson, K. (2015) A dual language revolution in the United States? From compensatory to enrichment bilingual education in Texas. In: Wright, W., Boun, S., & Garcia, O. (Eds.) *Handbook of Bilingual and Multilingual Education*, Wiley-Blackwell.
- Palmer, D.** (2008) Diversity up close: building alternative discourses in the dual immersion classroom. In T. Fortune & D. Tedick (Eds.), *Pathways to Multilingualism: Evolving Perspectives on Immersion Education*. Clevedon, UK: Multilingual Matters, 97-116.
- Palmer, D.** (2007) California educational policy shifts: the effects of high-stakes testing and social promotion on Latino youth. In L. Soto (Ed.) *The Praeger Handbook of Latino Education in the US*. (pp.66-68) Westport, CT: Greenwood Publishing Group.
- Alamillo, L., **Palmer, D.**, Viramontes, C., & Garcia, E. (2005) California’s English Only Policies: An Analysis of Initial Effects, In A. Valenzuela (Ed.), *Leaving Children Behind: How ‘Texas-Style’ Accountability Fails Latino Youth* (pp. 201-224). Albany, NY: State University of New York Press.

Critical Book Reviews

- Palmer, D.** (2020) Review of J. Menard-Warwick, “Bilingual parent engagement in a divided school community” (New York, NY: Routledge, 2019) *International Journal of Bilingual Education and Bilingualism*, <https://doi-org.colorado.idm.oclc.org/10.1080/13670050.2020.1718595>.
- Palmer, D.K.** & *Strong, K.A. (2018) Review of C. Baker, C. & W.E. Wright, “Foundations of bilingual education and bilingualism, 6th edition” (Clevedon, England: Multilingual Matters, 2017) *Teachers College Record*.
- Palmer, D.** (2015) Review of W. Au and M. Bollow Tempel, “Pencils Down: Rethinking high-stakes testing and accountability in public schools” (Milwaukee, WI: Rethinking Schools, 2012) *Language Policy*.

- Palmer, D.** (2014) Review of K. Menken and O. Garcia, Eds., “Negotiating language policy in the classroom” (Routledge, 2010). *International Multilingual Research Journal*.
- Palmer, D.** (2008) Review of A. Creese, “Teacher collaboration and talk in multilingual classrooms” (Multilingual Matters, 2005). *Language Policy*, 7(2), 183-185.
- Palmer, D.** (2005) Review of A. I. Gershberg, A. Danenberg, and P. Sánchez, “Beyond “bilingual” education: new immigrants and public school policies in California” (Urban Institute Press, 2004) *Bilingual Research Journal*, 29(2), 493-496.

Media/Impact, Magazine Articles, and Other Publications

- Palmer, D.** & * McGrath, A. (2021) *Language, Leadership and BIPOC Students*. (Podcast) Center for Leadership’s *Leadership Frontiers* Podcast Series, University of Colorado Boulder, <https://www.colorado.edu/lead/news-events/leadership-frontiers-podcast>.
- *Henderson, K.I., Ortega, E. & **Palmer, D.** (2021). “I’m kind of a rebel here”: Documenting the greatest challenges of bilingual teachers during a pandemic. *Multilingual Educator*, Spring 2021, (pp.86-88). https://www.gocabe.org/wp-content/uploads/2021/03/ME_2021-FINAL.pdf
- Palmer, D.** (2021) Teaching for equity in two-way dual language education: The hidden curriculum behind *what* we teach and *how* we teach. *Multilingual Educator*, Spring 2021, (pp.107-110) https://www.gocabe.org/wp-content/uploads/2021/03/ME_2021-FINAL.pdf
- *Henderson, K.I. & **Palmer, D.K.** (2020) *Dual language bilingual education in unprecedented time: Issues of equity amidst the coronavirus pandemic*. Guest blog post for Channel View Publications: <https://channelviewpublications.wordpress.com/2020/04/16/dual-language-bilingual-education-implementation-in-unprecedented-times-issues-of-equity-amidst-the-coronavirus-pandemic/>
- Wagstaffe, J.P. & **Palmer, D.** (2019). Do middle-class native English-speaking children dominate bilingual programs in America?. *OASIS Summary* of Palmer, D. (2009) in *TESOL Quarterly*. <https://oasis-database.org/concern/summaries/qb98mf49p?locale=en>
- *Fine, C., **Palmer, D.**, & *Strong, K.A. (2019) The impact of language ideologies in schools. *Educational Leadership*, Dec/Jan, 77(4), 58-65. <https://www.ascd.org/el/articles/the-impact-of-language-ideologies-in-schools>
- Palmer, D.** (2019) Equity and dual language immersion: Curriculum. *Invited keynote paper presented at Spencer Conference on Equity in DLI*, Civil Rights Project, UCLA, December 2018. Accessed September 12, 2019: <https://www.civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/equity-and-dual-language-immersion-curriculum/Palmer-Curriculum-EquityInDL-2018-11-for-post.pdf>.
- Palmer, D.**, Cervantes-Soon, C., Dorner, L., & *Heiman, D. (2018) Bilingualism, Biliteracy, Biculturalism ... and Critical Consciousness to Support Equity in Dual Language Bilingual Education. *NYSABE Bilingual Times*, Spring/Summer, p.4. <https://www.nysabe.net/wp-content/pdfs/NYSABE-Bilingual-Times-Spring-Summer-2018.pdf>
- Palmer, D.** (2018) *What is the role of teachers in the US struggle over Mexican and Central American immigration?* Guest blog post to Channel View Publications: <https://channelviewpublications.wordpress.com/2018/08/21/what-is-the-role-of-teachers-in-the-us-struggle-over-mexican-and-central-american-immigration/>

Under Review

In Progress

- Palmer, D.K.**, Cervantes-Soon, C.G. & Freire, J.A. (revising) Towards critical solidarity at the heart of meaningful integration in two-way dual Language bilingual education. In: A. Kibler, A. Walqui, G. Bunch & C. Faltis, Eds. *Courageous contributions: Guadalupe Valdés' enduring work toward equity in multilingual schools and communities*. Multilingual Matters.
- *Palais, D., **Palmer, D.** & Hamman-Ortiz, L. (revising) "Algo significativo en sus vidas": A critical SFL analysis of language hybridity in a preservice teacher's Spanish informational text. *Critical Inquiry in Language Studies*.
- *Dougherty, C. & **Palmer, D.** (preparing) Intentando incluir a todos: A critical discourse/ethnography of two dual language teachers' gender inclusive pedagogies. *Equity & Excellence in Education*.
- *Degollado, E.D., **Palmer, D.**, *Kehoe, S. & Menard-Warwick, J. (preparing) Bilingual preservice teachers, raciolinguistic identities, and study abroad. *Journal of Teacher Education*.

Presentations

Invited Keynote Presentations

- Palmer, D. (March, 2023) *A collaborative praxis to counter gentrification in dual language bilingual education*. Plenary, American Association for Applied Linguistics, Portland, OR.
- Palmer, D. (July, 2022) *Critical Consciousness at the Core: Centering and Honoring Minoritized Communities with DLBE Programs*. Language Immersion Spanish Summer Institute, California Association for Bilingual Education Newport Beach, CA.
- Palmer, D. (March, 2022) *Critical Consciousness at the Core of DLBE*. Keynote for Multistate Association for Bilingual Education (Northeast), virtual.
- Palmer, D. & Henderson, K. (April, 2021) *Las Ideologías Son Importantes: Developing Critical Consciousness for the Bilingual Classroom*. Keynote for NABE's Bilingual Education Student Organization (BESO) National Forum, virtual.
- Palmer, D. (February, 2020) *Critical Consciousness at the Core in DLBE Programs*. Keynote, Siempre Bilingüe Conference for Bilingual Educators, San Antonio, TX.
- Palmer, D. (November, 2019) *Teacher Leadership for Bilingual Students: Becoming the leader your students need you to be*. Keynote Presentation, Indiana TESOL Conference, Indianapolis, IN.
- Palmer, D. (April, 2018) *Proyecto Maestría: Bilingual teacher leadership for transformation and social change*. Keynote Presentation, Adelante Conference for Dual Language Bilingual Educators, Austin, TX.
- Palmer, D. (March 2018) *Bilingualism, Biliteracy, Biculturalism... and Critical Consciousness for ALL: Proposing a Fourth Fundamental Principle to support equity in dual language bilingual education*. Keynote Presentation, New York State Association of Bilingual Education (NYSABE), Milford, NY.
- Palmer, D. (July, 2017) *Bilingual teacher leadership: Teachers embracing activism for transformation and social change*. Keynote Presentation, BUENO Summer Institute, University of Colorado Boulder, Boulder, CO.
- Palmer, D. (February, 2016) *Teacher and student agency in a kindergarten two-way dual language program: Co-constructing bilingual identities despite programmatic language separation*. Keynote Presentation, Texas Language Education Research Conference (TexLER), UTSA, San Antonio, TX.

Other Invited Presentations

- Palmer, D. (March 2023) *A collaborative praxis to counter gentrification in dual language bilingual education: co-construction of ideas in community*. Invited talk, Texas State University, San Marcos, TX.

- Palmer, D. (March 2023) *Dreaming Into Critical Consciousness in Dual Language Bilingual Education: Stories of Advocacy from Policy and Practice*. Featured speaker for California Association for Bilingual Education Annual Conference, Long Beach, CA.
- Palmer, D. & Henderson, D. (2021) *Las Ideologías Lingüísticas Si Son Importantes: Developing Critical Consciousness for the Bilingual Classroom*. Featured Presentation for La Cosecha Conference for Dual Language Education (New Mexico).
- Palmer, D. (November, 2021) *Translanguaging in multilingual spaces*. Invited Colloquium for Colorado TESOL, Aurora, CO.
- Palmer, D. (June, 2021) *Critical Consciousness as a core Goal: Centering and Honoring Minoritized Communities in our DLBE Program*. Invited workshop for Two-Way Immersion Network of Catholic Schools (TWIN-CS) Summer Institute, Virtual.
- Caldas, B., Rubio, B., Heiman, D., **Palmer, D.** & Martínez, M. (February 2021) *Cultivating bilingual education leaders: Tensions, successes and lessons learned at graduate school level*. Webinar, B-MEIS, TESOL International, February 10, 2021. <https://youtu.be/shFEzKJ59d8>
- Hamman, L. & **Palmer, D.** (January 2021) Student perspectives on identity in two-way bilingual education. Webinar, Special Event for the Bilingual Education Research Special Interest Group, AERA, January 22, 2021. <https://cuboulder.zoom.us/rec/share/mdn2XP4hyx8757VqOhsMLq3lX9WP8k2RRmlnCr3gvTxU029m1gRqILmahhVe4nrO.55bFJpwJFs77DPKG> (Access Passcode: q&452GU)
- Palmer, D. (January, 2021) *Reconceptualizing the Role of Critical Dialogue in American Classrooms*. Panelist, colloquium sponsored by Language & Social Processes and Second Language Research SIGs of AERA (virtual).
- Palmer, D. (November, 2020) *Bilingualism, Biliteracy, Biculturalism...and Critical Consciousness for All*. Featured Speaker, La Cosecha Conference on Dual Language Education, New Mexico (virtual).
- Henderson, K. & **Palmer, D.** (2020) *Teacher cases and perspectives on large scale dual language implementation*. Featured Speaker, La Cosecha Conference on Dual Language Education, New Mexico (virtual).
- Heiman, D., Cervantes-Soon, C., Dorner, L. & **Palmer, D.** (November 8, 2020) *Critical consciousness at the core: Ensuring equity for transnational emerging bilinguals in US language education programs*. Webinar, Center for Transnational & Multilingual Education, Georgia State University, November 8, 2020. <https://tinyurl.com/y4x2wsyl>
- Palmer, D. (November, 2019) *Let's turn the gaze inward: Examining our language ideologies to support improved educational experiences for emerging bilingual students*. Invited workshop at Indiana TESOL Conference, Indianapolis, IN.
- Palmer, D. (November, 2019) *Voluntary Desegregation or Gentrification? Examining the Implications of Dual Language Bilingual Programs as a Mechanism for School Integration*. Invited colloquia, The Ohio State University School of Education and Purdue University College of Education.
- Palmer, D. (December, 2018) *Considerations for equity in dual language immersion: Curriculum*. Invited presenter for Spencer Conference on Equity in Dual Language Immersion, Civil Rights Project, UCLA.
- Palmer, D. (June, 2017) *La política, la adquisición de idiomas, y la importancia de la cultura familiar en la educación bilingüe de lenguaje dual en Iowa*. Two-Day Professional Development for Dual Language Educators, Project ACCESS, University of Iowa, Iowa City, IA.
- Palmer, D. (October, 2016) *The Role of Context in Translanguaging*. Co-organizer and discussant for Invited Feature Symposium (recruited 4 prominent scholars to present), CARLA Dual Language and Immersion Conference, Minneapolis, MN.

- Palmer, D. (September, 2015) *Spain vs. Latin America: Faculty Perspective*. Invited Panel Presentation, Creating Access for Global Education Symposium, UT Austin, Austin, TX.
- Palmer, D. & Caldas, B. (May, 2015) *Considering Identities and the Language/Culture/Power Nexus: Drama-Based Tools for Bilingual and ESL Teacher Preparation*. Invited workshop for the Language Teacher Educators Conference, Minneapolis, MN.
- Palmer, D. (April, 2015) *Commentary on Callahan, R. & Gándara, P. "The Bilingual Advantage"* Invited Panel Presentation, Hispanic SIG, Annual Meeting of the American Education Research Association, Chicago, IL.
- Palmer, D. (February, 2015) *District-wide dual language bilingual education: Teacher and student agency and the co-construction of bilingual identities*. presentation for faculty and graduate students at Neag School of Education, University of Connecticut, Storrs, CT.
- Palmer, D. (March, 2014) *Agency amidst top-down implementation of a dual language bilingual program: Teachers and students co-constructing bilingual identities*. Presentation for faculty and graduate students at New York University Graduate School of Education, New York, NY.
- Palmer, D. (February, 2014) *Sociocultural Perspectives on Language Learning*. Invited Panel Member (Q&A Format), TexFLEC Conference, UT Austin, Austin, TX.
- Palmer, D. (January, 2014) *Agency amidst top-down implementation of a dual language bilingual program: Teachers and students co-constructing bilingual identities*. Presentation for faculty and graduate students at Columbia Teachers College, New York, NY.
- Palmer, D. (February, 2014) *Meeting the Needs of All Students*. Invited Panel Presenter, Network for Public Education National Conference, Austin, TX.
- Palmer, D. (November, 2013) *Making the most of your dual language program*. Keynote for ¡Adelante! Saturday Symposium, Proyecto Maestría Collaborative, UT Austin, Austin, TX.
- Palmer, D. & Martínez, R.A. (March, 2013) *Language Ideologies in the Classroom*. Presentation for doctoral course: Spanish in Texas with Dr. Jacqueline Toribio, Departmentt of Spanish and Portuguese, UT Austin.
- Palmer, D. (October, 2012) *Debating the role of L1/Majority Language in Immersion Education*. Panelist for invited symposium at CARLA Immersion Conference, Minneapolis, MN.
- Palmer, D. (February, 2012) *"I don't know Spanish/we are all bilingual!" Positioning and identity in a dual language kindergarten*. Presentation for faculty and graduate students at Oregon State University College of Education, Corvallis, OR.
- Palmer, D. (May 2011) *The Bilingual/ESL Summer Institute: a national professional development project for teacher preparation for secondary ELL students in Texas* presentation for national delegates to American Youth Policy Forum, Austin, TX.
- Palmer, D. (March, 2011) *Bilingual Education Research: Reflections on Scholarship and Activism*. Presentation for faculty and graduate students in TESOL and Educational Leadership at Texas State University: San Marcos.
- Palmer, D. (May, 2010) *Language Ideology and Bilingual Education in Texas*. Guest lecture for doctoral course: Sociolinguistics with Dr. Jacqueline Toribio, Department of Spanish and Portuguese, University of Texas at Austin.
- Palmer, D. (2008) *Bilingual Education Program Models and Language Ideologies*. Presentation for Middle Grades Writing teacher study group, program in Language and Literacy in Education, department of Curriculum and Instruction, University of Texas at Austin.
- Palmer, D. (May, 2007) *La Educación Bilingüe en los EEUU y las Reformas de "No Child Left Behind" (Bilingual Education in the US and the Reforms of "No Child Left Behind")*. Presentation for graduate students and faculty at Universidad Pedagógica Nacional de Cuernavaca, Morelos, Mexico.
- Palmer, D. (February 2006) *Educating for Equity in a Dual Immersion Classroom: "No Interrumpas..."* Presentation for the Stanford University School of Education, Palo Alto, CA.

- Palmer, D. (2006) *Raising Children Bilingually*. Presentation for the parents and staff at the University of Texas Child Development Center.
- Palmer, D. (April 2004) *Educating for Equity in a Dual Immersion Classroom: ¡No Interrumpas!* Presentation for the faculty and students in the department of Curriculum and Instruction, University of Texas, Austin.
- Palmer, D. (2004) *Bilingual Education: An Overview*. Guest lecture for course: Politics of Literacy, Department of Education, Mount Holyoke College, South Hadley, MA.
- Palmer, D. (2002) *Supporting Language Learners in the Mainstream Classroom*. Guest lecture for certification students in course: Early Childhood Education, Department of Education, San Francisco State University, San Francisco, CA.
- Palmer, D. (March 15, 2002) *The Effects of High Stakes Testing and Social Promotion on Latino Youth: A Policy Briefing*, U.S. Capitol, Washington D.C. Presented with Dr. Angela Valenzuela and other authors. Policy Briefing.
- Palmer, D. (March 7, 2002) *Bilingual Education: Program Models in California* guest lecture for course: Education of Bilingual Children, Department of Multicultural Education, University of San Francisco, San Francisco, CA.

National, International, and Regional Conference Presentations (competitively selected)

- Palmer, D. & *Dougherty, C. (2022) *Supporting teachers to learn from their Latinx students con humildad through a pedagogy of acompañamiento*. Paper presentation at American Anthropological Association, Seattle, WA.
- *Hurie, A. & Palmer, D. (2022) *Selling and Resisting English-Medium Schooling in Milwaukee: A Typology of Choice Schools' Marketing Strategies*. Paper presentation for the American Educational Research Association, San Diego, CA.
- *Ingram, M. & Palmer, D. (2022) *Un Día De Lo' Padre': A Multigenerational Plática with Bilingual Pre-service Teachers and Their Elders, Sharing Perspectivas About Translanguaging And Bilingual Education*. Paper presentation for the American Education Research Association, San Diego, CA.
- *García-Mateus, S. & Palmer, D. (2022) *"I feel it's not about ability, it's about power." A Bilingual Teacher's Interpretation of a Gentrifying Two-way Immersion Program*. Roundtable paper presentation for the American Educational Research Association, San Diego, CA.
- Palmer, D. (2022) *Voluntary Desegregation or Gentrification? Examining the implications of dual language bilingual programs as a mechanism for school integration*. Society for Linguistic Anthropology/CLASP Conference, Boulder, CO.
- *Henderson, K., Ortega, E., & Palmer, D. (2021) *Teaching in Dual Language During a Pandemic*. La Cosecha Conference for Dual Language Education, New Mexico (virtual).
- *Dougherty, C. & Palmer, D. (2021) *Intentando incluir a todos: A Critical Discourse/Ethnography of Two Dual Language Teachers' Gender-inclusive Pedagogies*. American Association for Applied Linguistics (virtual)
- Palmer, D. & *Henderson, K. (2020) *Dual Language Bilingual Education: Teacher cases and perspectives in top down implementation*. Workshop for Colorado Association for Bilingual Education (CoCABE), Virtual.
- Palmer, D. & *Henderson, K. (2019) *Language Ideologies Matter: Shaping professional development to address our own language beliefs*. La Cosecha Conference for Dual Language Education, Albuquerque, NM.
- *Fine, C., *Strong, K., Palmer, D., & Furtak, E. (2019) *'My kids were just clueless: 'Creating a plan to help teachers examine language ideologies*. Workshop for Colorado Association for Bilingual Education (CoCABE), Boulder, CO.
- Palmer, D. (2019) *Bilingualism, biliteracy, biculturalism... AND critical consciousness in two way bilingual education*. Workshop for Colorado Association for Bilingual Education (CoCABE) and BUENO Institute, Boulder, CO.

- Palmer, D., Dorner, L., Cervantes-Soon, C. & *Heiman, D. (2019) *Critical consciousness at the core: Addressing inequities in dual language education*. Paper presentation at American Education Research Association, Toronto, ONT, Canada.
- *Strong, K., Palmer, D. & Nieto, D. (2019) *Implicated in the problem and the solution: The role of emotional discourses in raising critical consciousness for teachers of culturally and linguistically diverse students*. Paper presentation at American Education Research Association, Toronto, ONT, Canada.
- Palmer, D. & *Heiman, D. (2018) *A fourth pillar for DL: Critical consciousness*. La Cosecha Conference for Dual Language Education, Santa Fe, NM.
- *Cárdenas-Curiel, L. & Palmer, D. (2018) *Emergent bilinguals' collaboration in designing and producing multimodal texts: Translanguaging to support learning*. Paper presentation in symposium, *Developing Multi-translingual Competencies and expertise through peer interactions*. American Education Research Association, New York, NY.
- Palmer, D. (2018) *Bilingual teacher leadership for transformation: Proyecto Maestría teachers' activist pedagogies of hope*. Paper presentation in symposium, *Beyond dreams and possibilities - Revolucionarias en acción as movement intellectuals preparing critical pedagogues*. American Education Research Association, New York, NY.
- *Caldas, B. & Palmer, D. (2017) *Embodied Rescriptings in Critical Ethnography: Raciolinguistic Advocacy in Bilingual Teacher Education at the US Borderlands*. Paper Presentation in symposium, *Critical ethnography, bi/multilingualism, race(ism) and education*, organized by Stephen May. American Association of Applied Linguistics, Portland, OR.
- *Caldas, B. & Palmer, D. (2017) *Spanish in Confianza: Linguistic and Professional Development in a Bilingual Teacher Education Program in the Borderlands*. Paper presentation for American Education Research Association, San Antonio, TX.
- Bybee, E., *Degollado, E.D., *Kehoe, S. & Palmer, D. (2017) *Language, Culture and Education in Antigua Guatemala: A Study Abroad Program for Preservice Teachers from UT Austin!* Paper presentation at National Association of Bilingual Education, Dallas, TX.
- *Henderson, K. & Palmer, D. (2017) *Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation*. Paper presentation at National Association of Bilingual Education, Dallas, TX.
- Gort, M., Palmer, D. & Poza, L. (2017) *Leveraging Translanguaging for teaching and learning in bilingual/multilingual classrooms*. Workshop for Colorado Association for Bilingual Education (CoCABE), Denver, CO.
- Palmer, D. (2017) *Bilingual/ESL Teachers Embracing Activism and Leadership for Justice: What do we need?* Workshop for Colorado Association for Bilingual Education (CoCABE), Denver, CO.
- *Adams, M., Maldonado, L., Palmer, D., & *Henderson, K. (2016) *A Translanguaging Approach to Learning/Teaching Mathematics: Reconsidering Language of Instruction*. Workshop for Adelante Conference for Bilingual/Dual Language Educators, Austin, TX.
- *Garcia-Mateus & Palmer, D. (2016) *The role of translanguaging pedagogies in emergent bilinguals' co-construction of positive identities in a dual language bilingual education program*. Paper presentation on symposium *The breaking away from multilingual solitudes*, American Association of Applied Linguistics, Orlando, FL.
- Palmer, D. (2016) *Bilinguals/emergent bilinguals: Toward a multilingual norm in understanding language in identity and learning*. Invited paper presentation on symposium *What's in a Name? How we label linguistically diverse students, and why it matters*, Second Language SIG, American Education Research Association, Washington, D.C.
- *Henderson, K. & Palmer, D. (2016) *"I wonder why they don't do the two-way": Re-envisioning the possibilities of dual language bilingual education in linguistically diverse schools*. Paper presentation for Division G, American Education Research Association, Washington D.C.

- Palmer, D., Maldonado, L., Adams, M., & Henderson, K. (2015) *A Translanguaging Approach to Learning/Teaching Mathematics: Reconsidering Language of Instruction*. Workshop for La Cosecha Dual Language Education Conference, Albuquerque, NM.
- Wall, D., Greer, E. & Palmer, D. (2015) *African American Student Participation in a District-Wide Dual Language Program: What's Race Got to do with it?* American Education Studies Association, San Antonio, TX.
- Palmer, D., Zuñiga, C., & Henderson, K. (2015) *Language Policy for Social Justice: Two Teachers*, American Education Research Association, Chicago, IL.
- Harbon, L. Fielding, R. Palmer, D. & Wall, D. (2014) *Fidelity to the model: bilingual programs and high-stakes testing in Australian and US primary schools*, a paper presented at the International Association of Applied Linguistics (AILA), Brisbane, Australia.
- Palmer, D., Henderson, K., & Wall, D. (2014) *Team teaching among mixed messages: Implementing two-way enrichment bilingual education at third grade in Texas*. A paper presentation as part of symposium, *From NCLB to Common Core: How Do New Standards Affect Practices and Policies for English Learners?* American Education Research Association, Philadelphia, PA.
- Zuñiga, C. & Palmer, D. (2014) *There's just some things that aren't working: Teachers and language policy*. American Education Research Association, Philadelphia, PA.
- Henderson, K. & Palmer, D. (2014) *Teacher and Student Language Practices and Ideologies in a Third Grade Two-Way Dual Language Program*, American Association of Applied Linguistics, Portland, OR.
- Palmer, D. & Henderson, K. (2014) *Dual language tracking and teacher discourses on emerging bilingual students*, American Association of Applied Linguistics, Portland, OR.
- Roser, N. Palmer, D., Martinez, M. Mateus, S., Moore, H. (2013) *Process Drama and Critical Multicultural Children's Literature*. A poster presentation at the International Reading Association, San Antonio, TX.
- Fitzsimmons-Doolan, S., Palmer, D. & Henderson, K. (2013) *Language ideologies and district-wide dual language program implementation*. American Association for Applied Linguistics, Dallas, TX.
- Caldas, B. & Palmer, D. (2013) *Play and development of "language:" Reenacting the bilingual teacher experience in the bilingual teacher preparation classroom*. American Educational Research Association, San Francisco, CA. (also served as chair and discussant for panel.)
- Palmer, D. Henderson, K., Wall, D., & Adams, M. (2013) *Implementing Two-Way Dual Language in the Third Grade: Teachers' Perspectives on Negotiating High Stakes Testing for Bilingualism and Biliteracy*. A research presentation at the Texas Association of Bilingual Education (TABE), Houston, TX.
- Palmer, D., Henderson, K., & Mateus, S. (2012) *Investing in bilingual identities: reframing the debate on language separation*. Center for Advanced Research on Language Acquisition (CARLA) Immersion Conference, Minneapolis, MN.
- Roser, N. Martinez, M., Palmer, D., (2012) *Understanding each other and the world through dramatic enactments of multicultural children's literature*. Round table at the American Education Research Association, Vancouver, British Columbia.
- Palmer, D., Mateus, S., Zuñiga, C., & Johnson, M. (2012) *A jugar con los cuentos! Process drama with multicultural children's literature to promote critical thinking and develop cross-cultural awareness*. A workshop presented at the Texas Association of Bilingual Education (TABE), San Antonio, TX.
- Palmer, D. & Durán, L (2012) *Pluralist discourses and the local ecology of talk in a two-way dual language classroom*. Round table at the American Education Research Association, Vancouver, British Columbia.

- Henderson, K. & Palmer, D. (2012) *Bilingual language development in a pre-k one-way dual language classroom*. American Association of Applied Linguistics, Boston, MA.
- Palmer, D. (2011) *"We are all bilingual": co-constructing bilingualism and identity in a two-way dual language program*. American Anthropological Association, Montreal, Quebec.
- Palmer, D., Olivo, M., Tellez, M., Henderson, K., Valdez, C., Slade, W. (2011) *Researchers and Teachers Collaborating in Two-way Dual Language Classrooms*. TESOL, Austin, TX.
- Palmer, D., Kauffman, D., Ramos, L., Flores, D. (2011) *Implementing Dual Language in a large urban school district*. TESOL, Austin, TX.
- Palmer, D. (2010) *Helping Children Transition Into English: Teachers' Language Ideologies in Transitional Bilingual Programs*. American Anthropological Association, November 2010, New Orleans, LA.
- Palmer, D. (2010) *"Now I Know How My Students are Going to Feel:" Short-term Study Abroad for Texas Preservice Teachers*. American Association of Applied Linguistics, Atlanta, GA.
- Palmer, D., Gonzalez, R., Snodgrass-Rangel, V. & Morales, V. (2010) *Teacher leadership through advocacy in bilingual classrooms*. University Council for Educational Administration, New Orleans, LA.
- Palmer, D. (2010) *Teacher leaders transforming bilingual programs: three case studies*. Paper presented as part of symposium *Preparing teachers to better serve Latina/o students: the development of conscientización in language and literacy*, American Educational Research Association, Denver, CO.
- Villarreal, E.; Palmer, D; Sanchez, M.; Calderón, M.; Villicana, J. (2010) *Preguntale a la maestra: a teacher column and collaborative between bilingual educators and local Spanish media*. Symposium presented at National Association for Bilingual Education (NABE), Denver, CO.
- Palmer, D., Cervantes, J, Molina, M.G., Rodriguez, N. (2010) *Preparing Bilingual Teachers to Lead: Proyecto Maestria Model for Bilingual Teacher Leadership Preparation*. A symposium presented at the Texas Association for Bilingual Education (TABE), El Paso, TX.
- Palmer, D. (2009) *Proyecto Maestria Collaborative for Teacher Leadership in Bilingual Education: teacher leaders envisioning transformation in bilingual programs*. First Triennial Conference on Latino Education and Immigrant Integration, Athens, GA.
- Palmer, D; Garcia, M.; Sanchez, M; Peña-Wilk, L.; Tellez-Arste, M. (2009) *Proyecto Maestria: A collaborative for teacher leadership*. Symposium. National Association for Bilingual Education (NABE), Austin, TX.
- Palmer, D. & Snodgrass-Rangel, V. (2009) *Bilingual teachers respond to the TAKS: access to curriculum for English learners in Texas*. A paper presented as part of the symposium *A comparative study of three state policies: meaningful access for English learners?* Division L, Section 3, American Educational Research Association, San Diego, CA.
- Palmer, D. (2009) *English dominance in transitional bilingual programs: teachers' subtractive discourses and language ideology*. Bilingual Education Research SIG, American Educational Research Association, San Diego, CA.
- Goldstein, L., Palmer, D, & Chavez, L. (2008) *Teaching bilingual kindergarten in the shadow of NCLB: One teacher's struggles and strategies for success*. Early Childhood Education SIG, American Education Research Association, April 2008.
- Scanlan, M, & Palmer, D. (2007) *Race, power and (in)equity within two dual immersion models*. Paper Presentation, University Council for Educational Administration, Vancouver, BC.

- Palmer, D. (2007) Discussant, *Two latin@s in school: case studies in identity and linguistic diversity*. Symposium Session, National Reading Council, Austin, TX.
- Palmer, D. (2007) *The Controversial Role and Positioning of Middle Class English Speakers in a Two-Way Bilingual Classroom*. A paper presented at the annual meeting of the American Educational Research Association, Division G, Section 4, Chicago, IL.
- Palmer, D. (2007) *The Role and Positioning of Middle Class English Speakers in a Two-Way Bilingual Classroom*. A paper presented at the annual meeting of the American Association for Applied Linguistics, Costa Mesa, CA.
- Palmer, D. (2007) *Code switching and symbolic power in a second grade two-way classroom: A teacher's motivation system gone awry*. A paper presented at the annual meeting of the American Educational Research Association, Language and Social Processes SIG, Chicago, IL.
- Palmer, D. & Lynch, A.W. (2007) "*Teach in the language they're testing in*": *Contradictions in Texas language and assessment policies for elementary ELL's*. A paper presented as part of a panel presentation, American Educational Research Association, Chicago, IL.
- Palmer, D., Meave, J., Chavez, G., Peña, L., & Nuñez, P. (2006) *Proyecto Maestría: A Collaborative Masters Program* (2006) A symposium presented at the Texas Association of Bilingual Education, Galveston, TX.
- Palmer, D., Chavez, G. & Cancino-Johnson, M. (2006) *Supporting Change in our Schools and Classrooms: Two Teachers' Journeys Towards Additive Bilingual Education* A paper presented at the Texas Association of Bilingual Education, Galveston, TX.
- Palmer, D. (2006) *Building and Destroying Students' "Academic Identities": The Power of Discourse in a Dual Immersion Classroom* A paper presented at the Texas Foreign Language Education Conference, University of Texas, Austin, TX.
- Palmer, D. (2006) *Negotiating NCLB's "Underperforming" label: A new take on "names will never hurt me."* A paper presented for data analysis consultation session, Ethnography in Education Conference, University of Pennsylvania, Philadelphia, PA.
- Palmer, D. (2005) *Race, Power, and Equity in a Diverse Urban Elementary School with a Dual Immersion "Strand" Program*. A paper presented at the annual meeting of the American Education Research Association, Montreal, Quebec.
- Palmer, D. (2005) *Discourse in Dual Immersion: Educating for Equity*. A paper presented at the Two-Way CABE (California Association for Bilingual Education) Conference, Monterey, CA.
- Palmer, D. (2004) *Educating for Equity in a Dual Immersion Classroom: 'no interrumpas'* A paper presented at Pathways to Bilingualism: Perspectives on Immersion Education, a conference sponsored by the Center for Applied Research in Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN.
- Palmer, D. (2003) *Discourse in a Two-Way Immersion Class: "I don't understand this book very much"* data analysis consultation session, Ethnography in Education Conference, University of Pennsylvania. Data-Analysis Consultation.
- Menard Warwick, J. & Palmer, D. (2002) *California's English Only Policies: Effects and Side Effects* (April 5, 2002) A paper presented at American Education Research Association, New Orleans, LA.
- Alamillo, L., Palmer, D., & Viramontes, C. (2002) *Intersecting Multiple State Policies: Bilingual Education, Proposition 227, and High Stakes Testing in California*, Paper presented at the annual meeting of the California Association for Bilingual Education, San José, CA.
- Palmer, D. (2001) *Where do we belong? The Struggle Between Order and Chaos in a Roving Class*, Round table presentation at the NCTE Midwinter Conference, Berkeley, California.
- Garcia, E., Stritikus, T., Alamillo, L., Palmer, D., & Viramontes, C. (2000) *Research Portraits on Proposition 227*, Symposium presented at the annual meeting of the California Association for Bilingual Education, San Francisco, CA.

Palmer, D. (1991) *Group Discussion in Science: Two Classrooms, Two Worlds for Sense Making*, Paper presented at the American Education Research Association, Chicago.

Honors and Awards

“Best Should Teach” Award, School of Education, University of Colorado Boulder (2020)

Distinguished Professor Award, Austin Area Association of Bilingual Education, Austin, TX (2016)

Early Career Scholar Award, Bilingual Education Research Special Interest Group, American Education Research Association (2014).

Early Career Reviewers Award, Bilingual Research Journal (2011).

Teacher of the Year for the College of Education, “Texas Exes” Alumni Association Teaching Awards (2008).

Reconocimiento por destacada contribución en la promoción y fortalecimiento de la ciudad, Ayuntamiento de Cuernavaca (Recognition of the City Council of Cuernavaca, Morelos, Mexico for contributions to the city.) (2007)

Third Prize, Dissertation Award, Bilingual Education Research Special Interest Group, American Educational Research Association. (2006)

Fellowships

College of Education Dean’s Fellowship, The University of Texas at Austin, 2015 (\$3,000 stipend and 2-course reduction).

College of Education Dean’s Fellowship, The University of Texas at Austin, 2009 (\$3,000 stipend and 2-course reduction).

University Summer Research Assignment (SRA), The University of Texas at Austin, 2005 (Summer Salary for 6 weeks)

Normative Time Grant, Graduate Division, University of California, Berkeley, 2003 (\$14,000).

Summer Grant, Graduate Division, University of California, Berkeley, 2003 (\$3,509).

University Fellowship, Graduate School of Education, University of California, Berkeley, 1999 (\$9,408.50).

Flanders Fellowships, Graduate School of Education, University of California, Berkeley, 2000 (\$4000), 2001 (\$10,000).

Spencer Research Mini-Grant, Center for Urban Education, University of California, Berkeley, 2000 (\$2,000).

Funded Grants

Co-Principal Investigator, Spencer Foundation Conference Grant (with Lisa Dorner, University of Missouri and Amy Young, Minnesota Department of Education)

- Title: *Building Raciolinguistic Justice in Midwestern Dual Language Programs through Research/Practice Partnerships*
- Grant Period: 1/2022-12/2022
- Award: \$49,983

Co-Principal Investigator, CU Boulder Outreach Grant & SOE Partnership Seed Grant (with Andrea Dyrness and Enrique Sepúlveda)

- Title: *School of Education/University Hill Partnership for Equity*

- Grant Period: 8/2021-7/2022
- Award: \$17,015 (Outreach), \$9,940 (Partnership Seed)

Principal Investigator; WISE Grant, CU Boulder School of Education (with Krishna Pattisapu and Johanna Maes)

- Title: *Cultivating Leaders: Pathways to Transformation, Strength, Confidence, and Leadership for First-Generation BIPOC Students in College*
- Grant Period: 8/2021-12/2021
- Award: 9,352.39

Principal Investigator; Center for Leadership Seed Grant

- Title: *Emerging Leaders: Exploring the Leadership and Activist Identities of Former First-Generation BIPOC Students who Participated in the Multicultural Leadership Scholars Program at CU Boulder*
- Grant Period: 1/2021-12/2021
- Award: \$5000

Co-Principal Investigator; CU Boulder Outreach Grant (with Andrea Dyrness and Enrique Sepúlveda)

- Title: *School of Education/University Hill Partnership for Equity*
- Grant Period: 8/2020-7/2021
- Award: \$23,200

Principal Investigator; School of Education Partnership SEED Grant (with Andrea Dyrness and Krishna Pattisapu)

- Title: *Developing Critical Consciousness through Dialogue with our Neighbors: Uni Hill and SOE Partnership for Equity*
- Grant Period: 8/1/2019-12/1/2020
- Award: \$19,995.17

Co-Principal Investigator; WISE Grant, CU Boulder School of Education (with Dr. Melissa Braaten and Dr. Jamy Stillman)

- Title: *Multilingual STEM Teaching Collaborative: Learning and Teaching Science and Language Together*
- Grant Period: 11/2017-12/2019
- Award: \$7500

Co-Principal Investigator; UT Faculty Special Research Grants (with Dr. Luis Urrieta)

- Title: *The Effects of a Study Abroad Program on the Language Learning, Professional Development, and Critical Reflection of Pre-Service Teachers*
- Grant Period: 2015
- Award: \$750

Co-Principal Investigator; UT Faculty Special Research Grants (with Dr. Nancy Roser)

- Title: *Dramatization of Multicultural Children's Literature at Ridgetop Elementary School.*
- Grant Period: 2011-2012
- Award: \$750

Consultant (0%), Department of Education, National Foreign Language Resource Center: Center for Open Educational Resources and Language Learning, (with Dr. Jacqueline Toribio)

- Title: *Spanish in Texas: Representing and assessing the bilingual experience.*
- Grant Period: 2010-2013
- Award: \$38,000

Principal Investigator/Project Director; Department of Education, Title III National Professional Development Project (with Dr. Alba Ortiz)

- Title: *Proyecto Maestría Collaborative for Teacher Leadership in Bilingual/ESL Education.*
- Project Goal: To improve quality and increase quantity of bilingual education/ESL teachers in the Austin metroplex.

- Grant Period: 2007-2012
- Award: \$1,456,887

Principal Investigator, Summer Research Grant, University of Texas at Austin, 2006.

- Title: *Exploring the implications of linguistic diversity in the classroom for teachers' effective management of discourse: how can bilingual teachers make talk Accountable?*
- Grant Period: Summer 2006
- Award: \$8000

Co-Principal Investigator, Department of Curriculum and Instruction Departmental Summer Research Grant, University of Texas at Austin. (with Dr. Guadalupe Carmona)

- Title: *Exploring new technologies for collaborative analysis of video*
- Grant Period: Summer 2005
- Award: \$2750

Select Grants/Fellowships Not Funded

PI, (Not Funded) Spencer Foundation Small Grant (Co-PI Dr. Katherine Espinoza, Texas A&M San Antonio)

- Title: *Bilingual educators' testimonios: Resistencia, sobrevivencia, y sabiduría during COVID-19*
- Submitted June 2021.

Co-Principal Investigator/Project Director, (Not Funded) Department of Education, Title III National Professional Development Project (with Dr. Claudia Cervantes-Soon, UT Austin)

- Title: *Proyecto Maestría Collaborative for Teachers and Parents in Bilingual/ESL Education.*
- Submitted March 2016.

Midcareer Fellowship (Not Funded), Spencer Foundation.

- Title: *Understanding Bilingual/ESL Teacher Leadership through a Leadership for Social Justice Lens*
- Submitted September 2015.

Principal Investigator, (Not Funded) Spencer Small Grants, Spencer Foundation,

- Title: *Dual Language in the Testing Grades? How third grade teachers negotiate policy mandates in two urban schools in Central Texas.*
- Submitted February 2012.

Co-Principal Investigator, (Not Funded) National Science Foundation (with Dr. Benjamin Kramer, Texas State)

- Title: *Collaborative Research: Utilizing a Voice Recognition, Transcription, and Translation System (VRTT) for Instruction of English Learners in a High School Biology Class.*
- Submitted January 2010.

Teaching

Graduate

University of Colorado Boulder:

- EDUC 5615: Second Language Acquisition
- EDUC 5625: Methods of Teaching ESL
- EDUC 5425: Introduction to Bilingual/Multicultural Education
- EDUC 5605/5525: Research Issues in Bilingual/Special Education
- *EDUC 8014: Democracy, Diversity and Justice in Education (doc)
- *EDUC 8370: Advanced Qualitative Methods: Critical Discourse Analysis (doc)

University of Texas at Austin:

- EDC 384P: Foundations of Bilingual Education
- EDC 382E: Teaching in the Elementary Classroom: Bilingual Education
- EDC 385G: Seminar on Program Development and Research in Bilingual Education

EDC 390T: Theoretical Foundations of Bilingual/Bicultural Education (doc)
EDC 388R: Advanced Qualitative Methods: Discourse Analysis (doc)
EDC 385G: Biliteracy and New Literacy Studies (doc)
*EDC 385G: Teacher Leadership in Bilingual/ESL Education
*EDC 385G: Dual Language Education Research: Issues and Trends
* *new courses introduced and developed*

Undergraduate

University of Colorado Boulder:

EDUC 4425: Introduction to Bilingual/Multicultural Education (for education minors)
*EDUC 4625: Methods of English Language Development (for elementary ed majors)
EDUC 2625: Teaching ESL (for education minors)

University of Texas at Austin:

*EDC 370E: Methods in Teaching English as a Second Language (2014-present)
ALD 327: Sociocultural Influences in Learning GUA (2013)
(Summer UT Faculty-Led Study-Abroad course in Antigua Guatemala)
ALD 329: Acquisition of Languages and Literacies GUA (2015)
+(Summer UT Faculty-Led Study Abroad course in Antigua Guatemala)
*ALD 325: Second Language Acquisition (2006-2012)
+(Taught as “Maymester” Faculty-Led Study Abroad in Cuernavaca, Mexico (2007)
*EDC 371/340F: Foundations of Bilingual Education (2005-present)
* *I lead courses and supervise graduate student instructors*
+*I designed, proposed (competitive process), promoted and led Study Abroad Program.*

Advising and Related Student Service

Dissertation Chair (Doctoral)

UT Austin: (first post-graduation position)

Dora Fabelo (BE 2008; Director of Human Resources, Austin ISD)
Dolores Godinez (co-chair, BBE 2013; Principal, Bastrop ISD)
Sarah Whitehead (FLE 2014; Lecturer, Department of Spanish & Portuguese, UT Austin)
Christian Zuñiga (BBE 2015; Assistant Professor, UT Rio Grande Valley)
Kathryn Henderson (BBE 2015; Assistant Professor, Bil/Bicul Studies, UT San Antonio)
Suzanne Mateus (co-chair, BBE 2016; Assistant Professor, CSU Monterey Bay)
Blanca Caldas (BBE 2016; Assistant Professor, University of Minnesota, Minneapolis)
Dorothy Wall (BBE 2016; Assistant Professor, California State University Chico)
Crystal Cusey (co-chair, FLE 2016; Lecturer, ESL Services, UT Austin)
Lucía Cárdenas (co-chair, BBE 2017; Assistant Professor, Michigan State University)
Elizabeth Steinbach (co-chair, FLE 2019; Lecturer, ESL Services, UT Austin)
Randy Bell (co-chair, BBE 2020; Assistant Professor, University of North Texas)
Roselyn Harvey (co-chair, BBE 2020; Post-Graduate Researcher/Assistant Prof, Georgia State University)

CU Boulder:

Caitlin Fine (co-chair, EBB, 2021; Post-doctoral scholar, Boston College)
Caitlín Dougherty (EBB)
Alexandra McGrath (EBB)
Allarie Coleman (EBB)

Qualifying Exam Committee Chair (Doctoral – other than those above)

Youngsoon Yun (BBE 2011)
Shannon Kehoe (co-chair, BBE 2017)
Kimberly Strong (EECD 2018)

Dissertation Committee Member (Doctoral)

UT Austin: Kimberley Cuero (BE 2005), Hsiu-Mei Hsu (CS 2007), Benjamin Kramer (CS 2007), A. Scott Gibby (IT 2007), Patricio Ortiz (CSE 2007), Ana Laura Rodriguez (ECE 2009), Beatriz Gutierrez (CSE 2009), Shannon Giroir (FLE 2010), Maria Luisa Illescas-Glascock (CSE 2011), Hsu-Pai Wu (CS 2011), Hyunju Lee (ECE 2011), Robert Wilson (CSE 2012), Sun Young Chun (FLE), Tan-Wen Ivy Hou (FLE), Luz Maldonado (SME 2012), Rachel Showstack (Span Ling 2013), Bindiya Hassaram (SED 2013), Nara Takakara (SED 2013), Ricardo Lopez (EDA 2015), Leah Durán (LLE 2015), Eunjeong Choi (FLE 2016), Erin Greeter (LLE 2016), David Huenlich (German Linguistics 2016), Eric Bybee (CSE 2015), Shilpa Parmani (FLE 2017), Marian Morris (SSW 2017), Daniel Heiman (BBE 2017), Kristine Massey (CSE 2017), Elizabeth Steinbach (FLE 2019), Brenda Rubio (EPL 2018), Michelle Mott (Sociology 2019), Andrew Hurie (BBE 2020), Elizabeth Greer (BBE 2019), Mitchell Ingram (BBE 2020), Desiree Palais (BBE 2020), Jenna Doane (EPL).

CU Boulder: Clara Smith (EECD 2017), Benjamin Walsh (EDCI-LS 2021), Monica Gilmore (CI-STEM 2020), Jose Ortiz (EFPP 2020), Deena Gumina (EBB 2020), Danny Garzón (EBB); Vinitha Gadiraju (CompSci); Emily Yerkes (LS); Kristen Driscoll (LS); Rebecca Machen (STEM); Mushfique Wadud (CMCI); Anna Noble (EFPP)

Other/External: Sandra Leu (UUtah, 2020); Mingzhu Deng (UMichigan)

Master's Thesis (UT)

Chair: Jennifer Heller (FLE 2008), Tatiana Mesquita (FLE 2009), William Slade (FLE 2011), Elizabeth Greer (BBE 2015)

Reader: Melissa Adams (BBE 2014), Noreen Rodriguez (BBE 2010), Ya-Wen Yang (FLE 2007)

Master's Report (UT)

Chair: Marta Ortiz-Vely (BE 2005), Hilary Jan Jackson (BE 2006), Dolores Godinez (BE 2006), Jorge Meave (BE 2006), Christian Zuñiga (BBE 2009), Hye Young Ahn (BBE 2009), Janet Saab (FLE 2012), Marissa Thomei (BBE 2013), Shannon Kehoe (BBE 2013), Josephine Rubio (BBE 2014), Anne Megargel (BBE 2016).
Reader: Sae Mee Park (FLE 2009), Miyeon Sung (FLE 2009), Erin Neutzling (FLE 2009), Rebecca Casas De Leon (BBE 2012), Erin Maradiegue (IT 2012) Ruby Flores (BBE 2013), Randy Bell (BBE 2013), David Córdoba (BBE 2013), Manuel Martínez (BBE 2013), Christopher Herrera (BBE 2016).

Undergraduate Research Supervisor

UT Austin: Jorge Segovia (2010-2012, McNair Scholar), Austyn Shaner (2011-12, Plan II Honors), Stefan Berthelsen (2012-13, Humanities Honors), Denisse Reynoso (2013-14, IE Pre-graduate Internship), Abigail Barrett (2014-15, Plan II Honors)

Academic Advisor and Program Director

UT Austin:

BBE Graduate Programs: 2013-2016

Proyecto Maestria: Cohort Master's Degree Program. Approx. 12 students per year (2008-2013).

BESI: Bilingual/English as a Second Language Summer Institute. Approx. 15 students per summer (2009-2012)

CU Boulder:

Academic Advisor, MA in EECD (non-cohort and BUENO cohorts). 2019-

Administrative and Committee Service

University Level

University of Colorado Boulder

Member, Task Force on International Student Support (2016-17)

Member, Education Abroad Committee (2017-2022)

Representative for School of Education, Boulder Faculty Assembly (2017-2022)

Member, Diversity Committee

Member, Search Committee for Staff Position: Director of International Student Success (2018)
Member, Research & Innovation Office (RIO) SEED Grant Review Committee (2021)

University of Texas at Austin

Member, Fulbright Committee (2009)
Member, Standing Committee of the General Faculty for International Programs and Studies (2013-2016) (Vice-Chair 2015-16)
Member, Faculty Review Committee for Faculty Led Study Abroad Programs (2014-2015)
Member, Independent Inquiry Flag Committee (2015-2016)
Member, Program Development Committee, Abriendo Brecha Conference, Center for Mexican American Studies (2006)
Session Chair, Symposium About Language and Society – Austin (SALSA) Conference, Department of Linguistics (2005)
Presenter, Explore UT *Strategies for teachers and tutors of second language students (ESL)* (2005)

School/College Level

School of Education, University of Colorado Boulder

Member, Graduate Studies Committee (2016-17)
Member, Dean's Advisory Council (2016, 2017-2019)
Member, Teacher Education Committee (2016-present)
Member, Education Minor Committee (2020)
Chair, Education Minor (2021-)
Advisory Board Member, CU Engage, CU Boulder School of Education (2021-)

College of Education, University of Texas at Austin

Member, Applied Learning and Development SACS Review Committee (2006)
Member, Teacher Education Committee (2015-2016)
Member, Undergraduate Curriculum Committee (2015-2016)

Program/Departmental Level

Program in EECD/EBB, University of Colorado Boulder

Member, Faculty Search Committee (2016-17)
Chair, EECD. Plan and lead meetings, coordinate course scheduling and staffing, supervise adjunct instructors, serve as representative and liaison to college and BUENO Center. (2017- 2019)

Department of Curriculum and Instruction, University of Texas at Austin

Chair, Graduate Studies Committee (2013-2015)
Secretary, Graduate Studies Committee (2010-2011)
Chair, Committee for Advanced Qualitative Research Courses (2012-2016)
Chair, Standing Committee on Awards and Fellowships (2011-2012) *Member* (2010-2011)
Chair, Faculty search committee, Bilingual/Bicultural Education position (2014)
Faculty search committee, Bilingual/Bicultural Education position (2013)
Member, Faculty search committees
Bilingual/Bicultural Education position (2012)
Bilingual/Bicultural Education position (2009)
Bilingual/Bicultural Education position (2008)
Bilingual/Bicultural Education position (2007)
Cultural Studies position (2006)
Bilingual Education position (2005)
Graduate Program Advisor/Co-Advisor, Program in Bilingual/Bicultural Education (2005-present).
Graduate Program Coordinator, Program in Bilingual/Bicultural Education (2005-2006, 2014-2015)
Member, Standing Committee on Admissions (2005-2006)
Member, Graduate Studies Committee, Curriculum and Instruction (2005-2016)

Member, Graduate Studies Committee, Foreign Language Education (2005-2015)
Faculty Co-Sponsor, Bilingual Education Students' Association (BESO) (2005-2007)
Program Area Representative, Website Redesign, Bilingual/Bicultural Education Program (2005-2006; 2012-14)
List Owner, "UT Multilingual" Student and Community Listserv (2005-present)

Professional Public Service

National Level

Service to American Education Research Association

Co-Chair, Leadership Through Research Award, Second Language Research SIG, AERA (2022)
Co-Chair, Dissertation Award Committee, Bilingual Education Research SIG, AERA (2020, 2022)
Chair, Travel Awards Committee, Bilingual Education Research SIG, AERA (2018)
Past Chair/Elections Chair, Bilingual Education Research SIG, AERA (2016-2017)
Chair, Bilingual Education Research SIG, AERA (2015-2016)
Program Chair, Bilingual Education Research SIG, AERA (2014-15)

Service to Council for Anthropology in Education, AAA

Member at Large, Leadership Team, Council for Anthropology in Education (2022-2025)
Chair, Outstanding Dissertation Committee, Council for Anthropology in Education (2021)
Member, Outstanding Dissertation Committee, Council for Anthropology in Education (2020)

Service to other national organizations

Member, Advocacy Committee, *National Dual Language Forum*, Center for Applied Linguistics (2021-present)
America's Languages Fellow, American Councils for International Education. Promoting education in less-commonly spoken languages nationwide. (2020-2021)
Member, Planning Committee, 2016 CARLA Immersion and Dual Language Conference, University of Minnesota, Minneapolis MN

Editorial/Reviewer Work

Associate Editor, Anthropology and Education Quarterly (2006-2007)
Bilingual Review/Revista Bilingüe (2021-present)
International Multilingual Research Journal (2021-present)
Editorial Board Member, Research in the Teaching of English (2022-)
TESOL Quarterly (2019-2022)
AERJ-SIA (2014-2016)
AERJ (2017-2020)
International Multilingual Research Journal (2015-2021)
Language Arts (2015-)
International Journal of Bilingual Education and Bilingualism (2017-)
TABE Journal/JBERI (2006-2014)

Manuscript Reviewer – 12+ reviews per year for various journals including:

American Education Research Journal (Editorial board)
Teaching and Teacher Education
Anthropology & Education Quarterly
Bilingual Research Journal
Education Policy
Urban Education
National Reading Conference Yearbook
Multicultural Perspectives
The Social Studies Review
Journal of Language and Culture
Diaspora Indigenous and Minority Education
Language Policy
International Journal of Multicultural Education
Linguistics and Education
Language and Linguistic Compass

Journal of Immersion and Content Based Language Education
 International Multilingual Research Journal (Editorial board)
 Language and Education
 Excellence & Equity in Education
 Journal of Family Strengths
 International Journal of Bilingual Education and Bilingualism (Editorial board)
 Language Arts (Editorial board)
 System
 Journal of Language, Identity and Education
 Language Teaching Research
 Journal of Teacher Education
 Education Sciences
 NABE Journal of Research and Practice
 Research on the Teaching of English
 Reading Research Quarterly
 TESOL Quarterly (Editorial board)
 Applied Linguistics
 American Anthropologist
Reviewer; TESOL Award for Distinguished Research (2013)
Conference Proposal Reviewer
 American Education Research Association:
 Division G, Section 3 (2005-2007, 2010, 2011, 2018, 2019, 2020)
 Division G, Section 4 (2010)
 Division G, Section 1 (2017)
 SIG: Bilingual Education Research (2005, 2007, 2009-21)
 SIG: Hispanic Research (2009)
 SIG: Language and Social Processes (2009, 2017, 2018)
 American Association of Applied Linguistics (2011-13; 2020-21)
 TexTESOL (2012)
 National Reading Association, Area 8 (2006)
 Conference on Leadership in Bilingual Education, University of Connecticut (2005)
External Review Team Member; Department of Education, Culture and Society, University of Utah
External Reviewer; Department of Education, Oregon State University (2013) tenure
 College of Education, University of Georgia (2015) tenure
 School of Education, University of Colorado Boulder (2015) tenure
 College of Education, University of Oregon (2016) tenure
 Mary Lou Fulton Teachers College, Arizona State University (2016) tenure
 University of Texas at El Paso (2017) tenure
 Northern Illinois University (2017) tenure
 University of Oregon (2017) tenure
 City University of New York (2018) tenure
 University of North Carolina at Greensboro (2018) tenure
 University of Texas Rio Grande Valley (2018) promotion to full
 University of Arizona (2018) tenure
 Teacher's College, Columbia University (2019) tenure
 City College of New York (2019) tenure
 University of Texas at El Paso (2019) tenure
 University of Massachusetts Amherst (2019) promotion to full
 Texas State University San Marcos (2019) promotion to full
 Swarthmore College (2019) tenure
 University of Illinois Champaign Urbana (2020) tenure
 Arizona State University (2020) tenure
 Washington State University (2020) promotion to full
 Purdue University (2020) tenure

CCNY Staten Island (2021) promotion to full
University of Texas at El Paso (2021) promotion to full
Texas Christian University (2021) tenure
University of Utah (2021) promotion to full
University of New Mexico (2021) nomination for distinguished professor
CUNY Brooklyn College (2021) promotion to full
CUNY Lehman College (2021) promotion to full
City College of New York (2021) promotion to full
CUNY Graduate School (2023) nomination for distinguished professor

Community level

Advisory Board Member, MIEL (Monterey Institute for English Learners) at California State University Monterey Bay, 2021-

Conference Convener, (March 2013, March 2014, March 2015, April 2016) ADELANTE Conference for Bilingual/Dual Language Educators. Collaborative project with Austin ISD's Department of Bilingual/ELLs. Conference for regional bilingual/dual language educators, convened on campus at UT Austin.

- Supervised Employees to organize conference: manage budget; arrange venue; print/produce programs, t-shirts, bags, nametags, materials; liason with AISD personnel.
 - Chaired Program Committee: recruited, selected, and scheduled 50+ local teacher leaders as breakout session presenters and lunchtime panelists for 5 sets of 7 concurrent sessions.
 - Served as liason with AISD administration and UT Austin staff
 - Introduced key presenters, welcomed attendees
 - Headed up process to organize for next year's Conference.
- 2013: 400+ attendees (local bilingual teachers)
 - 2014: 600+ attendees (local bilingual teachers and parents)
 - 2015: 700+ attendees (local/statewide bilingual teachers and parents)
 - 2016: 700+ attendees (local/statewide bilingual teachers and parents)

Member and Advisor, ELL Consortium, E3Alliance (local nonprofit) (2011-2013)

Member, Dual Language Advisory Board and AAFR Committee for Expansion of Dual Language Programs, Austin Independent School District (2010-present)

Advisor and Consultant, Department of Bilingual/ESL Education, Austin Independent School District (2005, 2006, 2011)

Member, Campus Advisory Council, Maplewood Elementary School, AISD (2009-12)

Advisor, Magellan International School, Austin, TX (2008-2015)

Advisor, Harmony and Opportunity through Language Acquisition (HOLA) and the HILO program for Spanish Language Instruction in East Austin, Overton Group (2008-2016)

Advisor, Austin Community School (proposed two-way dual language charter school) (2006-2008)

Spanish Instructor, University Methodist Cooperative Preschool, Austin, Texas. (2006-2007)

List Owner, Dual Language Austin Listserve/Facebook Group, (2005-present)

Professional Organizations

American Education Research Association
American Association for Applied Linguistics

American Anthropological Association:

Council for Anthropology and Education, Society for Linguistic Anthropologists

TESOL International (and B-MEIS section)

National Association for Bilingual Education

Colorado Association of Bilingual Education

Languages

English (home/first language), Spanish (academic fluency), French (intermediate)