

## **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 2018) Mills College, Oakland CA.

BCLAD (California Bilingual Supplement) 1995

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

### **Academic and Professional Appointments**

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

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

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

*Assistant Professor*, Department of Curriculum and Instruction, University of Texas at Austin. Program area: Bilingual/Bicultural Education. 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 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**

\*Henderson, K. & **Palmer, D.** (under contract) *Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation*. Clevedon, England: Multilingual Matters.

**Palmer, D.** (2018) *Teacher leadership for social change in bilingual/bicultural education*. Clevedon, England: Multilingual Matters.

### **Refereed Journal Articles**

\*Wall, D., \*Greer, E., & **Palmer, D.** (Accepted) African American student participation in a district-wide dual language program: What's race got to do with it? *Journal of Latinos in Education*.

**Palmer, D.**, Cervantes-Soon, C., Dorner, L., & \*Heiman, D. (In Press) Bilingualism, Biliteracy, Biculturalism... and Critical Consciousness for All: Proposing a Fourth Fundamental Principle for Two-Way Dual Language Education. *Theory Into Practice*. Guest Editors: Pablo Ramirez, Christian Faltis.

\*Henderson, K. & **Palmer, D.** (In Press) "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*.

**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>

\*Caldas, B., **Palmer, D.**, & Schwedhelm, M. (2018) Speaking *Educación* in Spanish? Linguistic and professional development in the Bilingual Teacher Education Program - A Case Study. A Special Issue in *International Journal of Bilingual Education and Bilingualism*, ed. Maria Martínez Adrian. <https://www.tandfonline.com/doi/abs/10.1080/13670050.2018.1510894>

- \*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-ssentials*.
- \*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.

- Palmer, D.,** Martínez, R., \*Henderson, K., & \*Mateus, S. (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.
- \*Durán, L. & **Palmer, D.** (2014) Pluralist discourses of bilingualism and translanguaging talk in classrooms. *Journal of Early Childhood Literacy*. 14(3), 367-388.
- 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. [Thompson-Reuters Impact Factor: 0.443; Journal h-index: 46]
- \*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 in Education Quarterly*, 41(1), 94-114. [Thompson-Reuters Impact Factor: 0.841; Acceptance Rate: 17.6%; Journal h-index: 62]
- 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. [Journal h-Index: 3]
- 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

- \*Degollado, E.D., **Palmer, D.**, Urrieta, L., Bybee, E., \*Kehoe, S., Menard-Warwick, J. (Accepted) "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.** (In Press) "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.
- \*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, 4<sup>th</sup> 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.K. & \*Strong, K.A.** (2018) Book Review of "Foundations of bilingual education and bilingualism, 6th edition" by Colin Baker & Wayne E. Wright. Clevedon, England: Multilingual Matters.

**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) *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.

### Under Review

\*Garcia-Mateus, S., \*Strong, K.A., & **Palmer, D.** & \*Heiman, D. (under review) 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*, Clevedon, England: Multilingual Matters (under contract).

### In Progress

\*Cardenas-Curiél, L. & **Palmer, D.** (revising) Collaborative translanguaging and transmodal literacy practices. *Research in the Teaching of English*.

**Palmer, D.** (invited) Considerations for equity in dual language immersion: Curriculum. *Preparing paper for Spencer Conference*, Civil Rights Project, UCLA, December 2018.

Caldas, B., Palais, D. & **Palmer, D.** (in preparation; invited) Embracing our bilingual selves in dialogue: Hacia una praxis bilingüe en espacios de preparación de docentes. In: Eds. Schwarzer, D., Petron, M., & Larrota, C. *Bilingualism and bilingual education: Conceptos fundamentales*, Peter Lang.

Heiman, D., Yanes, M. & **Palmer, D.** (in preparation; abstract under review) “La gentrificación es malo porque la renta subió y tuvimos que ir muy lejos”: Promoting a digital third space in the TWBE classroom. Special Issue of *TESOL Quarterly*, Eds. Claudia Cervantes-Soon and Lisa Dorner.

Whitehead, S., Strong, K.A., & **Palmer, D.** (in preparation; abstract under review) Reflections on presenting multilingual discourse phenomena to monolingual readers. Abstract submitted for consideration for inclusion in book *Learning to do Research Multilingually*, Samuelson & Silvhiany, eds.

### Presentations

#### National/International Conference Presentations (competitively selected)

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.
- 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., & 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.** & 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.** (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. (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 Maestría: 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 latinas 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. (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. (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.
- 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.
- LaBoskey, V., Cline, S., Palmer, D. (1995) *Teacher Stories: Reflections on Reflection in the First Year of Teaching*, Symposium presented at American Education Research Association, San Francisco.
- Palmer, D. (1991) *Group Discussion in Science: Two Classrooms, Two Worlds for Sense Making*, Paper presented at the American Education Research Association, Chicago.

### **Regional Presentations (competitively selected)**

- Fine, C., Strong, K., **Palmer, D.**, & Furtak, E. (2019) *Teacher 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), Boulder, CO.
- 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.
- 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.**, 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.**, Olivo, M., Tellez, M., Henderson, K., Valdez, C., Slade, W. (2011) *Researchers and Teachers Collaborating in Two-way Dual Language Classrooms*. TextESOL, Austin, TX.
- Palmer, D.**, Kauffman, D., Ramos, L., Flores, D. (2011) *Implementing Dual Language in a large urban school district*. TextESOL, Austin, TX.
- 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.**, 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. (2005) *Discourse in Dual Immersion: Educating for Equity*. A paper presented at the Two-Way CABE (California Association for Bilingual Education) Conference, Monterey, CA.
- 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.
- 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.

#### **Invited National/International Presentations**

- Considerations for equity in dual language immersion: Curriculum*. (December, 2018) Invited presenter for Spencer Conference on Equity in Dual Language Immersion, Civil Rights Project, UCLA.
- The Role of Context in Translanguaging*. (October, 2016) Co-organizer and discussant for Invited Feature Symposium (recruited 4 prominent scholars to present), CARLA Dual Language and Immersion Conference, Minneapolis, MN.
- Teacher and student agency in a kindergarten two-way dual language program: Co-constructing bilingual identities despite programmatic language separation*. (February, 2016) Keynote Presentation, Texas Language Education Research Conference (TexLER), UTSA, San Antonio, TX.
- Considering Identities and the Language/Culture/Power Nexus: Drama-Based Tools for Bilingual and ESL Teacher Preparation* (May, 2015) with Blanca Caldas. Invited workshop for the Language Teacher Educators Conference, Minneapolis, MN.
- Commentary on Callahan, R. & Gándara, P. (2015) "The Bilingual Advantage"* (April, 2015) Invited Panel Presentation, Hispanic SIG, Annual Meeting of the American Education Research Association, Chicago, IL.
- District-wide dual language bilingual education: Teacher and student agency and the co-construction of bilingual identities* (February, 2015) presentation for faculty and graduate students at Neag School of Education, University of Connecticut, Storrs, CT.
- Agency amidst top-down implementation of a dual language bilingual program: Teachers and students co-constructing bilingual identities* (March, 2014) presentation for faculty and graduate students at New York University Graduate School of Education, New York, NY.

*Agency amidst top-down implementation of a dual language bilingual program: Teachers and students co-constructing bilingual identities* (January, 2014) presentation for faculty and graduate students at Columbia Teachers College, New York, NY.

*Meeting the Needs of All Students* (February, 2014) Invited Panel Presenter, Network for Public Education National Conference, Austin, TX.

*Debating the role of LI/Majority Language in Immersion Education.* (October, 2012) Invited symposium at CARLA Immersion Conference, Minneapolis, MN.

*"I don't know Spanish/we are all bilingual!" Positioning and identity in a dual language kindergarten* (February, 2012) presentation for faculty and graduate students at Oregon State University College of Education, Corvallis, OR.

*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")* (May, 2007) presentation for graduate students and faculty at Universidad Pedagógica Nacional de Cuernavaca, Morelos, Mexico.

*Educating for Equity in a Dual Immersion Classroom: "No Interrumpas..."* (February 2006) presentation for the Stanford University School of Education, Palo Alto, CA.

*The Effects of High Stakes Testing and Social Promotion on Latino Youth: A Policy Briefing,* (March 15, 2002) U.S. Capitol, Washington D.C. Presented with Dr. Angela Valenzuela and other authors. Policy Briefing.

### **Invited Regional Presentations**

*Proyecto Maestría: Bilingual teacher leadership for transformation and social change* (April, 2018) Keynote Presentation, Adelante Conference for Dual Language Bilingual Educators, Austin, TX.

*Bilingualism, Biliteracy, Biculturalism... and Critical Consciousness for ALL: Proposing a Fourth Fundamental Principle to support equity in dual language bilingual education.* (March 2018) Keynote Presentation, New York State Association of Bilingual Education (NYSABE), Milford, NY.

*Bilingual teacher leadership: Teachers embracing activism for transformation and social change.* (July, 2017) Keynote Presentation, BUENO Summer Institute, University of Colorado Boulder, Boulder, CO.

*La política, la adquisición de idiomas, y la importancia de la cultura familiar en la educación bilingüe de lenguaje dual en Iowa.* (June, 2017) Two-Day Professional Development for Dual Language Educators, Project ACCESS, University of Iowa, Iowa City, IA.

*Spain vs. Latin America: Faculty Perspective.* (September, 2015) Invited Panel Presentation, Creating Access for Global Education Symposium, UT Austin, Austin, TX.

*Sociocultural Perspectives on Language Learning.* (February, 2014) Invited Panel Member (Q&A Format), TexFLEC Conference, UT Austin, Austin, TX.

*Making the most of your dual language program.* (November, 2013) Keynote for ¡Adelante! Saturday Symposium, Proyecto Maestría Collaborative, UT Austin, Austin, TX.

*Language Ideologies in the Classroom.* (March, 2013) presentation with Dr. Ramón A. Martínez for doctoral course: Spanish in Texas with Dr. Jacqueline Toribio, Dept of Spanish and Portuguese, UT Austin.

*Proyecto Maestría and the Bilingual/ESL Summer Institute: teacher preparation, language ideologies, and bilingual education programs* (June 2010, 2011, 2012) presentation for teachers participating in the summer Master Reading Teacher preparation program in the department of Curriculum and Instruction, University of Texas at Austin.

*Bilingual Education Research: Reflections on Scholarship and Activism* (March, 2011) presentation for faculty and graduate students in TESOL and Educational Leadership at Texas State University: San Marcos.

*The Bilingual/ESL Summer Institute: a national professional development project for teacher preparation for secondary ELL students in Texas* (May 2011) presentation for national delegates to American Youth Policy Forum, Austin, TX.

*Language Ideology and Bilingual Education in Texas* (May, 2010) guest lecture for doctoral course: Sociolinguistics with Dr. Jacqueline Toribio, Department of Spanish and Portuguese, University of Texas at Austin.

*Bilingual Education Program Models and Language Ideologies* (2008) 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.

*Raising Children Bilingually* (2006) presentation for the parents and staff at the University of Texas Child Development Center.

*Educating for Equity in a Dual Immersion Classroom: ¡No Interrumpas!* (April 2004) presentation for the faculty and students in the department of Curriculum and Instruction, University of Texas, Austin.

*Bilingual Education: An Overview* (2004) guest lecture for course: Politics of Literacy, Department of Education, Mount Holyoke College, South Hadley, MA.

*Supporting Language Learners in the Mainstream Classroom* (2002) guest lecture for certification students in course: Early Childhood Education, Department of Education, San Francisco State University, San Francisco, CA.

*Bilingual Education: Program Models in California* (March 7, 2002) guest lecture for course: Education of Bilingual Children, Department of Multicultural Education, University of San Francisco, San Francisco, CA.

### **Honors and Awards**

*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*, 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

*Co-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**

*Co-Principal Investigator/Project Director*, 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, not funded.

*Midcareer Fellowship* (Not Funded), Spencer Foundation.

- Title: *Understanding Bilingual/ESL Teacher Leadership through a Leadership for Social Justice Lens*
- Submitted September 2015, not funded.

*Principal Investigator*, 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, not funded.

*Co-Principal Investigator*, National Science Foundation (with Dr. Benjamin Kramer)

- 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, not funded.

## Teaching

### Graduate

University of Colorado Boulder:

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: 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

\*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:

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; Visiting Professor, Southwestern University, Georgetown TX)

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)

Shannon Kehoe (co-chair, BBE)

Randy Bell (co-chair, BBE)

Rosalyn Harvey (co-chair, BBE)

#### CU Boulder:

Caitlin Fine (co-chair, EECD)

Kimberly Strong (EECD)

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

Youngsoo Yun (BBE 2011).

### **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), Brenda Rubio (EDA 2018), Michelle Mott (Sociology), Andrew Hurie (BBE), Elizabeth Greer (BBE), Mitchell Ingram (BBE), Desiree Palais (BBE).

CU Boulder: Clara Smith (EECD 2017), Astrid Sambolin (EECD), Angeles Osorio de la Rosa (EECD), Deena Gumina (EECD)

### **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**

*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)

## **Administrative and Committee Service**

### **University Level**

#### University of Colorado Boulder

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

*Member,* Education Abroad Committee (2017-2020)

*Representative for School of Education,* Boulder Faculty Council (2017-2020)

*Member,* Diversity Committee

*Member,* Search Committee for Staff Position: Director of International Student Success (2018)

#### 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)

### **College Level**

#### School of Education, University of Colorado Boulder

*Member,* Graduate Studies Committee (2016-17)

*Member, Dean's Advisory Council (2016, 2017-2019)*

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 )*

**Departmental Level**

Program in EECD, 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- 2020)*

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**

*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)*

*Member*, Planning Committee, 2016 CARLA Immersion and Dual Language Conference,  
University of Minnesota, Minneapolis MN

*Member*, Editorial Board, TESOL Quarterly (2019-2022)  
AERJ-SIA (2014-2016)  
AERJ (2017-)  
International Multilingual Research Journal (2015-)  
Language Arts (2015-)  
International Journal of Bilingual Education and Bilingualism (2017-)  
TABE Journal/JBERI (2006-2014)

*Associate Editor*, Anthropology and Education Quarterly (2006-2007)

*Manuscript Reviewer* – Various journals including:  
American Education Research Journal (2015, 2016, 2017, 2018)  
Teaching and Teacher Education (2016, 2017, 2018)  
Language Arts (2015, 2016)  
Anthropology & Education Quarterly (2014, 2016)  
Bilingual Research Journal (2005-2015)  
Education Policy (2005)  
Urban Education (2006)  
National Reading Conference Yearbook (2008)  
Multicultural Perspectives (2008)  
The Social Studies Review (2009)  
Journal of Language and Culture (2009)  
Diaspora Indigenous and Minority Education (2010, 2012, 2013, 2016)  
Language Policy (2011, 2013, 2016)  
International Journal of Multicultural Education (2011)  
Linguistics and Education (2012)  
Language and Linguistic Compass (2012)  
Journal of Immersion and Content Based Language Education (2012, 2014, 2015)  
International Multilingual Research Journal (2012, 2015, 2016, 2017, 2018)  
Language and Education (2013)  
Excellence & Equity in Education (2013)  
Journal of Family Strengths (2016)  
International Journal of Bilingual Education and Bilingualism (2016-18)  
Language Arts (2016)  
System (2018)  
Journal of Language, Identity and Education (2018)  
Language Teaching Research (2018)  
Journal of Teacher Education (2018)  
Education Sciences (2018)

*Reviewer*, TESOL Award for Distinguished Research (2013)

*Conference Proposal Reviewer*  
American Education Research Association:  
Division G, Section 3 (2005-2007, 2010, 2011)  
Division G, Section 4 (2010)  
Division G, Section 1 (2017)

SIG: Bilingual Education Research (2005, 2007, 2009-17)  
 SIG: Hispanic Research (2009)  
 SIG: Language and Social Processes (2009, 2017)  
 American Association of Applied Linguistics (2011-13)  
 TextESOL (2012)  
 National Reading Association, Area 8 (2006)  
 Conference on Leadership in Bilingual Education, University of Connecticut (2005)  
*External Reviewer*, Department of Education, Oregon State University (2013).  
 College of Education, University of Georgia (2015)  
 School of Education, University of Colorado Boulder (2015)  
 College of Education, University of Oregon (2016)  
 Mary Lou Fulton Teachers College, Arizona State University (2016)  
 University of Texas at El Paso (2017)  
 Northern Illinois University (2017)  
 University of Oregon (2017)  
 City University of New York (2018)  
 University of North Carolina at Greensboro (2018)  
 University of Texas Rio Grande Valley (2018)  
 University of Arizona (2018)

#### **Campus level**

*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)

#### **Community level**

*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)

- o 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, (2005-present)

### **Professional Organizations**

American Education Research Association  
American Association for Applied Linguistics  
American Anthropological Association  
National Association for Bilingual Education  
Colorado Association of Bilingual Education

### **Languages**

English (native speaker), Spanish (academic fluency), French (intermediate)