

Jorge L. Solís
Assistant Professor
The University of Texas at San Antonio
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Professional Training

Ph.D., 2009	University of California, Berkeley	Language, Literacy, & Culture in Education
A.B., 1994	Stanford University	Public Policy (Education)

Academic Appointments

2012- Current	The University of Texas at San Antonio	Assistant Professor, College of Education & Human Development; Department of Bicultural-Bilingual Studies
2009-2012	University of California, Santa Cruz	Assistant Researcher, Step 3 Education Department
2009, 2011	University of California, Berkeley	Visiting Lecturer Ethnic Studies Department

RESEARCH INTERESTS

Bilingual Content & Language Integration • Disciplinary Bi/literacy • Classroom Observation Methods
Discourse & Learning in Bilingual/ CLD classrooms • Adaptation & Transition Theory
Bilingual & CLD Teacher Education • Sociocultural Theory

HONORS & FELLOWSHIPS

2017	“Teacher of the Year” Award. Bilingual Education Student Organization Graduation Spring Ceremony, UTSA.
2017	Nominated for “The Graduate School Excellence in Graduate Advising Award”
2016	“Teacher of the Year” Award. Bilingual Education Student Organization Graduation Fall Ceremony, UTSA.
2015	Related work with UCSC’s Teacher Education & English Learners (TEEL) and UTSA’s Academy for Teacher Excellence (ATE) recognized by Bright Spots in Hispanic Education by the White House initiative on Education Excellence for Hispanics
2011-2012	CADRE Fellowship / National Science Foundation.
2005-2006	University of California President’s Dissertation Year Fellowship.

2004	Dean's Normative Time Grant, UC Berkeley.
2003-2005	Center for Latino Policy Research, Mini-Grant, UC Berkeley.
2001-2004	Flanders Fellowship, Graduate School of Education, UC Berkeley.
2001	Spencer Pre-Dissertation Fellowship, Center for Urban Education, UC Berkeley.
1995, 1996	National Service Award.
1994	James W. Lyons Dean's Award for Service, Stanford University.
1994	Jose & Cecilia Burciaga Community Development Award, Stanford University.

RESEARCH APPOINTMENTS & EDUCATION COLLABORATIONS

2013- 2017	Principal Investigator (UTSA)/Co-Principal Investigator (UA, UCSC, ASU) <u>Secondary Science Teaching with English Language Acquisition Study.</u> Collaboration with Arizona State University, University of Arizona, and the University of California at Santa Cruz. Funded by the National Science Foundation Discovery Research K-12 Program. \$3 million.
2015- 2017	Faculty professional development team on UTSA Community Laboratory School (CLS) Grant, San Antonio Independent School District (SAISD)
2014- 2015	Collaborator/ Co-Principal Investigator Teacher Education and English Learners (TEEL) Group through "Quest for Teacher Education Research" led by California Council on Teacher Education (CCTE); Mentor: Magaly Lavadenz, LMU.
2011- 2012	Assistant Researcher (Step 3), U.C. Santa Cruz, Education Department <u>English Language and Literacy Integration in Subject Areas (ELLISA)</u> Collaboration with San José State University, San Francisco State University, & U.C. Santa Cruz. Funded by the Office of English Language Acquisition, Language Enhancement, & Academic Achievement for Limited English Proficient Students; U.S. Dept. of Education. Principal Investigators: M. Bravo, D. Whitenack, & T. Stoddart
2009- 2012	Assistant Researcher (Step 2), U.C. Santa Cruz, Education Department <u>Effective Science Teaching for English Language Learners (ESTELL)</u> Collaboration with San Diego State University, San José State University, San Francisco State University, & U.C. Santa Cruz. Funded by the National Science Foundation Discovery Research K-12 Program. Principal Investigators: M. Bravo, A.J. Rodriguez, D. Whitenack, & T. Stoddart
2006- 2009	Senior Graduate Researcher, U.C. Berkeley, Graduate School of Education. Center for Research on Education, Diversity, & Excellence (CREDE), <u>Integrating Science & Diversity Education (ISDE) Study,</u> Collaboration with California State University, Stanislaus, San Francisco State University, & U.C. Berkeley. Funded by the Institute of Educational Sciences Principal Investigators: R.G. Tharp and T. Stoddart.

- 2001-2004 Senior Graduate Researcher, U.C. Berkeley, Graduate School of Education. Science Instruction For All (SIFA) Study, Funded by the National Science Foundation. Principal Investigators: O. Lee, E. García, and P. Baquedano-López.
- 2002 Spencer Fellowship/Center for Urban Education (Pre-Dissertation)
- 1993 Research Intern/Irvine Grant Fellow, Bilingual Education Office, Department of Education, Sacramento, CA.

PUBLICATIONS

Articles

1. Mosqueda, E., Bravo, M., and **Solis, J.L.** (2016). Preparing middle school students for the transition to high school mathematics: Assessing Latina/os' mathematical understanding, academic language and English language proficiency. *Bilingual Review/La Revista Bilingüe*, 33(2), 1-20.
2. Bravo, M., Mosqueda, E., **Solis, J.L.** & Stoddart, T. (2014). Possibilities and limits of integrating science and diversity education in preservice elementary teacher preparation. *Journal of Science Teacher Education*, 25 (5), 601-619.
3. Tolbert, S., Stoddart, T., Lyon, E., & **Solis, J. L.** (2014). The Next Generation Science Standards, Common Core State Standards, and English language learners: A framework for pre-service secondary science teacher education. *Issues in Teacher Education*, 23 (1), 65-90.
4. Stoddart, T., Bravo, M., Mosqueda, E., & **Solis, J. L.** (2013). Restructuring pre-service teacher education to respond to increasing student diversity. *Research in Higher Education Journal*, 19, 1-19.
5. **Solis, J.L.**, Kattan, S. & Baquedano-López, P. (2009). Socializing respect and knowledge in a racially integrated science classroom. *Linguistics & Education*, 20 (3), 273–290.
6. Baquedano-López, P., **Solis, J.L.**, and Kattan, S. (2005). Adaptation: The language of classroom learning. *Linguistics & Education*, 16 (1), 1–26.

Books

7. Lyon, E., Tolbert, S., **Solis, J. L.**, Stoddart, T., & Bunch, G. (2016). *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development*. Landham, MD: Rowman & Littlefield Publishers.

Book Chapters

8. **Solis, J.L.** (In press). Adaptation and the language of learning science in a bilingual classroom. In Juliet Langman and Holly Hansen-Thomas (Eds.), *Perspectives on discourse analysis and STEM education: Exploring English Learner interaction in the classroom* (Educational Linguistics). New York, NY: Springer/ Francis.

9. **Solis, J.**, Bravo, M., & Mosqueda, E. (2017). Capitalizing on the synergistic possibilities between language, culture and science. In Corey Buxton and Martha Allexaht-Snyder (Eds.), *Supporting K-12 English Language Learners in science: Putting research into teaching practice* (pp.178-205). New York, NY: Routledge Publisher.
8. Stoddart, P., **Solis, J.**, Lyon, E., & Tolbert, S. (2017). Preparing pre-service secondary teachers to teach science to English Learners: Theory into practice. In Alan Oliveira and Molly Weinburgh (Eds.). *Science teacher preparation in content-based second language acquisition*. (pp. 97-115). New York, NY: Springer Press.
9. Bravo, M., **Solis, J.** & Mosqueda, E. (2017). Capturing pre-service teachers' enactment of amplified science instruction for English Learners. In Corey Buxton and Martha Allexaht-Snyder). *Supporting K-12 English language Learners in science: Putting research into teaching practice* (pp. 154-177). New York, NY: Routledge Publisher.
10. **Solis, J. L.** (2016). English language and disciplinary literacy development in science. In E. Lyon, E., S. Tolbert, S., J.L. Solis, T. Stoddart, T., & G. Bunch, G. (Eds.), *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development* (pp.131-154). Landham, MD: Rowman & Littlefield Publishers.
11. **Solis, J. L.**, & Bunch, G. (2016). Responsive approaches for teaching English learners in secondary science classrooms. Foundations of the SSTELLA framework. In E. Lyon, E., S. Tolbert, S., J.L. Solis, T. Stoddart, T., & G. Bunch, G. (Eds.), *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development* (pp.21-48). Landham, MD: Rowman & Littlefield Publishers.
12. Lyon, E. & **Solis, J. L.** (2016). Scientific discourse through scientific and engineering practices. In E. Lyon, E., S. Tolbert, S., J.L. Solis, T. Stoddart, T., & G. Bunch, G. (Eds.), *Secondary science teaching for English Learners: Developing supportive and responsive learning contexts for sense-making and language development* (pp.103-129). Landham, MD: Rowman & Littlefield Publishers.
13. Stoddart, T., **Solis, J. L.**, Tolbert, S., & Bravo, M. (2010). A framework for the effective science teaching of English Language Learners in elementary schools. In D. W. Sunal, C. S. Sunal & E. L. Wright (Eds.), *Teaching science with Hispanic ELLs in K-16 classrooms* (Vol. Research in Science Education, pp. 151-182). Charlotte, NC.: Information Age Publishing.
14. Baquedano-López, P., **Solis, J.L.**, & Arredondo, G. (2010). Language socialization among Latinos: Theory, method and approaches. In E.G. Murillo, S. Villenas, T. Trinidad Galván, J. Sánchez Muñoz, C. Martinez, & M. Machado-Casas (Eds.), *Handbook of Latinos and Education: Theory, Research and Practice* (pp. 331–347). New York: Routledge, Taylor and Francis.
15. **Solis, J.L.**, Kattan, S., & Baquedano-López, P. (2009). Locating time in science classroom activity: Adaptation as a theory of learning and change. In K.R. Bruna and K. Gomez (Eds.). *Talking science, writing science: The work of language in multicultural classrooms* (pp. 139–166). New York: Routledge/Taylor Francis. (Special refereed edited volume on the language

of science in diverse classrooms).

Conference Proceedings

16. Stoddart, T., Bravo, M. A., **Solis, J. L.**, & Mosqueda, E. (2012). *Preparing pre-service elementary teachers to teach science to English Language Learners* (pp. 1592-1609). Honolulu, Hawaii: Hawaii International Conference on Education.
17. Stoddart, T., Bravo, M., **Solis, J.L.**, Stevens, M., & R. Vega de Jesús (2009). Preparing Pre-Service Teachers to Integrate Inquiry Science with Language and Literacy Instruction for English Language Learners: An Experimental Study. Conference Proceedings: *Improving Recruitment, Development, & Retention through Effective Pedagogy*. University of California, Berkeley: Center for Research on Education, Diversity, & Excellence.
18. **Solis, J.L.** (2005). Locating student classroom participation in science inquiry and literacy activities. In J. Cohen, K. McAlister, K. Rolstad & J. MacSwan (Eds.), *ISB4: Proceedings of the 4th International Symposium on Bilingualism* (pp.2143–2151). Somerville, MA: Cascadilla Press.

Accepted, Under review, & In Preparation

In Press

- Flores, B. B., Machado-Casas, M., Claeys, L. & **Solis, J.** (2017, in press). Promising learning and instructional practices for culturally diverse practicing teachers: The case of Nepohualtitzin Ethnomathematics Club (NEC). *Revista Barceo*. 18(3), 145-160.

Under Review

- **Solis, J.L.** Theorizing the transitions of secondary school emergent bilinguals as preparations for future learning (re-submitted April 10, 2017). *The High School Journal*.
- **Solis, J.L.** Mixing time in a bilingual program: When science time is English time (resubmitted March 20, 2017). *Association of Mexican American Educators Journal*.

In Preparation

- Ek, L., Sanchez, P. and **Solis J.** Fostering the Digital Biliteracy of Latina/o Children in an Afterschool Technology Program. *Bilingual Research Journal*.
- **Solis, J.** , Bravo, M., & Mosqueda, E. (In edited volume by T.T. Yuen, E. Bonner, and M.G. Arreguín-Anderson). Chapter Title: Preparing preservice teachers to support Latin@ student participation in science practices. Book Title: *(Under)Represented Latin@s in STEM: Increasing Participation Throughout Education and the Workplace*. Peter Lang Publishing
- **Solis, J.L. et al.** Science for all means using both languages: Bilingual pre-service teachers engaging in scientific discourse practices. (Journal Article).

- **Solís, J.L.** Discursive transitions in a newcomer secondary classroom. (Journal Article).
- **Solis, J.L. and Johnson, F.** Academic transitions of emergent bilinguals in secondary school.
- Bravo, M., Mosqueda, E., & **Solis, J. L.**, Stoddart, T. (Journal Article). Results from a quasi-experimental teacher education study: Effective science teaching for English language learners (ESTELL).

UNIVERSITY TEACHING

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|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2012-
2016 | <ol style="list-style-type: none"> 1. BBL 7313. Doctoral dissertation for CLL PhD. 2. BBL 7123: <i>Sociocultural Contexts of Literacy</i>. UTSA, Doctoral course. 3. BBL 7223: <i>Seminar in Biliteracy & Second Language Literacy</i>. UTSA, Doctoral special topics seminar. 4. BBL 6063: <i>Research Methods in Bilingual & Second Language Studies</i>. UTSA, M.A. TESL and BBL program course 5. BBL 5033: <i>Bilingual Content Instruction</i>. UTSA, M.A. Course for BBL program. 6. BBL 4353. <i>Approaching to Teaching Science EC-6</i>. UTSA, Undergraduate bilingual teacher certification course. 7. BBL 3403: <i>Cultural and Linguistic Diversity in a Pluralistic Society</i>. UTSA, Foundations undergraduate education course 8. BBL. 3053: <i>Foundations of Bilingual Studies</i>. Undergraduate bilingual teacher certification course. 9. BBL. 4616: <i>Bilingual Clinical Teaching</i>. |
| 2003-
2009 | <ul style="list-style-type: none"> • Education 246A: <i>Teaching Linguistic & Cultural Minority Students</i>. UC Berkeley. Core course for MA and science/mathematics teacher certification program. • Ethnic Studies 172: <i>Chicanos & the Educational System</i>. UC Berkeley. Foundations undergraduate course. • Teaching Assistant, Education 283F: <i>Urban Education</i>. UC Berkeley. MA level course for certification program. |

UTSA ACADEMIC STUDENT COMMITTEES

Mentoring/service:

In progress mentoring

- Brenda Sarmiento-Isak (doctoral student/faculty advisor, Fall 2016-present)
- Francine Johnson (doctoral student/faculty advisor, Fall 2015-present)
- Vicki Lynton (doctoral student/faculty advisor; Fall 2014-Present)
- Nancy Gonzales (doctoral student/faculty advisor; Fall 2012-2017)

Dissertation Committees

- Karmin San Martin (Dissertation committee, Summer 2015-present)
- Ana Lucia Pallares-Weissling (Dissertation committee, Spring 2016-present)
- Leticia Lozano (Dissertation committee, Spring 2016-present)
- Shikun Li (Dissertation committee, Spring 2016-present)

Completed

- Erika Ortega (undergraduate mentor/McNair Scholar; 2015-2017)
- Armando Garza (Dissertation committee, completed Summer 2015)
- Nancy Gonzales (Dissertation Chair, Fall 2015-Spring 2017)

UNIVERSITY SERVICE

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|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2016-Present | <ul style="list-style-type: none"> • Representative of Culture, Language & Literacy (CLL) Doctoral Studies Committee (DSC), Dept. of Bicultural-Bilingual Studies • Member, Faculty Advisory Committee (FAC) |
| 2012-2016 | <ul style="list-style-type: none"> • Chair, BBL Scholarship Committee • College of Education & Human Development/Presidents Scholarship Committee |
| 2015-Present | <ul style="list-style-type: none"> • Research Faculty Mentor for McNair Scholars Program |
| 2015 | <ul style="list-style-type: none"> • New student orientation, UTSA College of Education & Human Development |
| 2014-16 | <ul style="list-style-type: none"> • Alternate Representative, Graduate Council, UTSA |

REFEREED CONFERENCE PRESENTATIONS

Solís, J.L. (2017). Paper Title: Adaptation and the language of learning science in a bilingual classroom. Panel: Mathematics and science classrooms for bilingual learners. SIG: Bilingual Education Research. Annual Meeting of the *American Educational Research Association*, San Antonio, April 30.

***Solís, J.L., & San Martin, K.** (2017). Paper Title: Science for all means using both languages:

Bilingual pre-service teachers engaging in scientific discourse practices. Symposium: Microanalyses of STEM Teachers' Discursive Practice in Diverse Classrooms: Implications for Teacher Preparation. Division G. Social Context of Education. Annual Meeting of the *American Educational Research Association*, San Antonio, April 28.

***Solís, J.L.**, & Ortiz, E. (2017). La ciencia para todos means teaching science in both languages. Annual Meeting of the *National Association for Bilingual Education* (NABE), Dallas, February 23.

***Solís, J.L.**, & Lynton V. (201). Secondary science teaching for English Learners. Annual Meeting of the *National Association for Bilingual Education* (NABE), Dallas, February 24.

***Solís, J.L.**, & Lynton V. (2016). Demonstration: Integrating language and scientific practices in secondary science teaching. *Regional Conference of Texas Teachers of English to Speakers of Other Languages* (TexTESOL, Region II), San Antonio, October 18.

Stoddart, T., Bunch, G., **Solis, J.**, Lyon, E., & Tolbert, S. (2016). Symposium: Teaching English Learners through Science-Language Integration: Linking a Conceptual Framework to Secondary Teacher Preparation (Strand 7). Annual Meeting of the National Association for Research in Science Teaching, Baltimore, April 16.

Bravo, M., **Solis, J.L.**, & Mosqueda, (2016). Paper Title: Emergent Bilinguals Writing about Mathematics. Annual Meeting of the National Association for Bilingual Education, Chicago, March 5 (Not presented).

Bravo, M., **Solis, J.L.**, & Mosqueda, (2016). Paper Title: Developing Pre-Service Teacher Pedagogical Expertise for Integrating Science and Diversity Education. Annual Meeting of the Association of Science Teacher Education, Reno, January 9.

Solis, J.L., Lyon, E., & Hill, J. (2016). Paper Title: Observations of Preservice Secondary Science Methods Courses Addressing English Learners. Annual Meeting of the Association of Science Teacher Education, Reno, January 8.

***Solís, J.L.**, & Lynton V. (2015). Paper Title: "As Long as the Students Are Able to Understand Me": Interrogating a Humanizing Science Pedagogy with Secondary School Novice Teachers. Annual meeting of the American Education Studies Association, San Antonio, November 13.

Bravo, M., Mosqueda, E., & **Solis, J.L.** (2015). Paper title: Gauging and fostering language and literacy development for middle school English Learners in math classrooms. Paper session title: Social Justice for Learning: English Language Learners and Bilingual Students, Annual Meeting of the American Educational Research Association, Chicago, April 19.

Solis, J.L., Bravo, M., and Mosqueda, E. (2015). Paper Title: A case study of novice teachers making sense of bilingual science pedagogy: Connecting language, culture, and science. Paper Session Title: Mathematics and Science in Bilingual Education Contexts, Annual Meeting of the American Educational Research Association, Chicago, April 19.

Solis, J.L., Bunch, G., and Lyon, E. (2015). "Approaching this language together": View of language and literacy pedagogy in secondary novice science teachers. Roundtable Session, Annual Meeting of

the American Educational Research Association, Chicago, April 17.

Bravo, M., Mosqueda, E., and **Solís, J.L.**, & (2015). Paper Title: Developing pre-service teacher expertise in integrating science and diversity education. Roundtable Session, Annual Meeting of the American Educational Research Association, Chicago, April 16.

Solís, J.L. (2013). Paper title: "Locating home, community, and local experiences during science learning: Observations of novice teachers in Latino ELL classrooms". Panel Title: "Toward increasing cultural understandings: Latin@ parents', teachers', and students' engagement in multiple educational spaces". American Anthropological Association. Chicago, November 22.

Bravo, M. & **Solís, J.L.** (2013). Paper Title: English language and literacy integration in subject areas: Building capacity in pre-service teacher education. Panel Title "Preparing every teacher: The next generation of teacher education". TESOL Annual International Convention. Dallas, Texas, March 22.

Solís, J.L., & Bravo, M. (2012). Paper Title: Responsive Science pedagogy by pre-service bilingual teachers. Annual International Bilingual Education Conference of the National Association for Bilingual Education, Dallas, February 16.

Stoddart, T., Rodriguez, A., Bravo, M., Shaw, J., **Solís, J. L.**, Mosqueda, E. & Whitenack, D. (2012). National Science Foundation Research Meeting, "Effective Science Teacher for English Language Learners: A pre-service teacher professional development research project across three sites in California", NSF, Washington D.C., June 14.

Solís, J.L., Bravo, M., Mosqueda, E., & McKinney De Royston, M. (2011). Paper Title: Situating responsive science pedagogy with preservice teachers. Annual Meeting of the American Educational Research Association (Division K – Teaching and Teacher Education), April 12.

Stoddard, T., Rodriguez, A., Bravo, M., **Solís, J.L.**, and Mosqueda, E. (2011). Paper Title: Effective science teaching for English Language Learners. Annual Meeting of the American Educational Research Association (Symposium-Science Teaching and Learning), April 12.

Bravo, M., **Solís, J.L.**, Mosqueda, E., Collett, J. (2011). Paper Title: Integrating science and diversity education: Examining novice teacher practices and Impact on student writing achievement. Annual Meeting of the American Educational Research Association (Division K -Teaching & Teacher Education), April 11.

Solís, J.L., (2011). Paper Title: Disciplinary and disciplining schoolwork: Educational transitions in an urban, multilingual classroom. Annual Meeting of the American Educational Research Association (Division G - Social Context of Education; Symposium), April 9.

Solís, J.L., Bravo, M. & Mosqueda, E. (2011). Paper Title: Scaffolding English Language Learners' experiences with science texts. Annual Meeting of the National Science Teachers Association (ELL Pathway Session), March 10.

Solís, J.L. (2010). Paper Title: Theorizing transitions: ELL contexts in secondary school-future-making work. Annual Meeting of the American Educational Research Association (Div. G/Section 1: Local Contexts of Teaching & Learning). Denver, May 4.

Solis, J.L. & Bravo, M. (2010). Paper Title: Promoting science instruction with new teachers in linguistically and culturally diverse classrooms. Annual Meeting of the American Educational Research Association (Bilingual Science Education). Denver, May 1.

Stoddart, T., Bravo, M., & **Solis, J.L.** (2009). Symposium presentation-ESTELL Effective Science Teaching for English Language Learners: A Pre-Service Teacher Professional Development Research Project Across Four Universities in California. NSF DR-K12 PI Meeting, Washington DC., November 9, 2009.

Solis, J.L. (2009). Paper Title: Bilingual teacher perspectives & practices. Part of a symposium titled: Preparing Pre-service Teachers to Integrate Inquiry Science with Language and Literacy Instruction for English Language Learners. Co-presenters: T. Stoddart, M. Stevens, M. Bravo, R. Vega de Jesus, & E. Mosqueda. Annual Meeting of the National Association for Research in Science Teaching, Garden Grove, CA. April 18.

Bravo, M., **Solis, J.L.** (2009). Paper Title: Bilingual pre-service teacher practices and dispositions towards science: Bringing language to bear on content learning. Annual Meeting of the American Educational Research Association (AERA/ SIG-Bilingual Education Research). San Diego, April 16.

Solis, J.L., Bravo, M., Stoddart, T., McKinney de Royston, M., Tolbert, S. (2009). Paper Title: Dialogic Activity in Science Instruction (DAISI): Integrating CREDE pedagogy into observations of pre-service science teaching. Annual Meeting of the American Educational Research Association (AERA/ Division K-Teaching and Teacher Education). San Diego, April 15.

Kattan, S. Baquedano-López, P. and **Solis, J.L.** (2008). Paper Title: The pragmatics of time in science classrooms: An ethnographically-based theoretical critique of classroom discourse studies. Annual Meeting of the American Educational Research Association (AERA/ Division C-Learning and Instruction/ Panel theme: Discourse in mathematics and science education). NYC, March 25.

Solis, J.L., Kattan, S. and Baquedano-López, P. (2007). Paper Title: Locating time in science classroom activity: Adaptation as a theory of learning and change. Annual Meeting of the American Educational Research Association (AERA/ Division K-Teaching and Teacher Education / Panel theme: Talking science, writing science: The work of language in multicultural classrooms). Chicago, April 10.

Kattan, S., Baquedano-López, P., and **Solis, J.L.** (2007). Paper Title: Time in interaction: The language of classroom learning. Annual Meeting of the American Educational Research Association (AERA/ SIG-Cultural-Historical Research / Panel theme: Discursive practices as mediational means for learning and identity work: Conversation, discourse, and narrative analyses). Chicago, April 10.

Solis, J.L., Kattan, S. and Baquedano-López, P. (2006). Paper Title: Negotiating expertise: Socializing respect and knowledge in an integrated science TRIBES® classroom. Annual Meeting of the American Educational Research Association (AERA/ Division G- Social Context of Learning/ Symposium: Classroom diversity and participation: Socializing the discourse/culture of respect and politeness across classroom communities). San Francisco, April 7.

Baquedano-López, P., **Solis, J.L.** and Kattan (2005). Paper Title: Adaptation: The language of

curriculum modification in scientific inquiry. Annual Meeting of the American Educational Research Association (AERA/ Division C-Learning & Instruction / Symposium: Responsive pedagogies in scientific inquiry development). Montréal.

Solís, J.L. (2004). Paper Title: The language of mediation and scaffolding in linguistically heterogeneous science classrooms. Annual Meeting of the American Educational Research Association (AERA/ SIG-Second Language Research). San Diego, April 16.

García, E.G., Reyes, I., Bravo, M., & **Solís, J.L.** (2003). Paper Title: Rethinking school reform in the context of cultural and linguistic diversity. 4th International Symposium on Bilingualism, Arizona State University, April 30.

INVITED SCHOLARLY PRESENTATIONS

Stoddart, T. Lyon, E., **Solís, J.**, Tolbert, S., Ash, D., Bunch, G., Salinas, I. & Knox, C. (2016). Poster: Secondary Science Teaching with English Language & Literacy Acquisition: Year 1 & Year 2 Analysis. NSF-DRK-12 PI meeting, Washington, DC. June 2.

Solís, J.L. (2011). Reform approaches to the teaching of science for ELLs. Invited Course Lecture: Design, practice, and policy in educational settings for English Language Learners. Berkeley, July 25.

R.G. Tharp, T. Stoddart, M. Bravo, **J.L. Solís**, E. Mosqueda, M. McKinney de Royston, J. Collett et al. (2010). *Poster*. Final Report: *Integrating Science & Diversity: A model for pre-service teacher education programs*. Institute of Educational Sciences. Washington DC, June 29.

R.G. Tharp, T. Stoddart, M. Bravo, **J.L. Solís**, M. McKinney de Royston, J. Collett et al. (2009). *Poster*. In progress report: *Integrating Science & Diversity: A model for pre-service teacher education programs*. Institute of Educational Sciences. Washington DC, June 8.

Stoddart, T., Bravo, M., **Solís, J.L.**, Stevens, M. & Vega de Jesús, R. (2009). *Paper*. Preparing Pre-Service Teachers to Integrate Inquiry Science with Language and Literacy Instruction for English Language Learners: An Experimental Study. CREDE Seminar, San Francisco, May 29.

Baquedano-López, P., **Solís, J.L.** & Kattan, S. (2006). *Lecture*. “Time, discourse, and learning in classroom interaction”. Language, Equity, Educational Policy (LEEP). Colloquium Series, Stanford University. May 4.

Baquedano-López, P., **Solís, J.L.** & Kattan, S. (2006) *Lecture*. “Locating time in learning”. Center for Informal Learning and Schools (CILS). UC Santa Cruz, April 20.

Baquedano-López, P., **Solís, J.L.** & Kattan, S. *Lecture*. (2006) “Locating time in learning: Chronolectic and the Chronolect of classroom interaction”. Linguistic Anthropology Workshop Series. Department of Anthropology, UC Berkeley. February 24.

SYNERGISTIC ACTIVITIES/PROFESSIONAL DEVELOPMENT PRESENTATIONS

Solís, J.L. (2017). Presenter, Latino Education Summit, Santa Clara University, May 13.

Solís, J.L. (2016). Invited online facilitator, “NSF 2016 Advancing STEM Learning for All: Sharing cutting edge work and community discourse,” May 17-23, <http://stemforall2016.videohall.com/>

Solís, J.L. (2013). Nationally televised education panel/town hall on Latino higher education. Sponsored by “El Mundo Es Tuyo” (The World Is Yours) Fox Deportes/21st Century Fox Networks. San Antonio/Thomas Jefferson High School, November 16.

Solís, J.L. (2013). Workshop: “Accelerating language and content learning for English language learner achievement in secondary school stem areas”. Summer Bridging Institute 2013: Education Renovation. UTSA Academy for Teacher Excellence. July 17.

Ek, L., **Solís, J.** & Yuen T. (2013). Panel discussion: “Supporting development through collaboration”. Summer Bridging Institute 2013: Education Renovation. UTSA Academy for Teacher Excellence. July 16.

Bravo, M. & **Solís, J.L.** (2013). Effective science teaching for English Language Learners: A sociocultural approach. TESOL Annual International Convention. Dallas, Texas, March 20.

Solís, J.L. (2013). ESL and Science. ESL Institute (with visiting Mexican Teacher Educators). UTSA Mexico Center, January 24.

Solís, J.L. Presenter; *Accelerating Language & Content Learning for English Language Learner Achievement (ALCELLA)*; August, 2011; Eastside Unified School District; San Jose, CA.

Solís, J.L. Facilitator; Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) Conference on *Improving outcomes for English Language Learners: Oral language and literacy learning across the curriculum*, October 5-6, 2009 in Austin, TX.