

Belinda Bustos Flores, PhD
University of Texas at San Antonio
College of Education & Human Development
Department of Bicultural-Bilingual Studies
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OBJECTIVES

To continue conduct and disseminate research with emphasis on the Mexican American population, specifically in relation to teacher preparation; to be an advocate and leader in creating support structures for language minoritized children and youth, dual language learners; and to excel in the areas of teaching, research, and service,

ACADEMIC TRAINING/EDUCATION

1999 **Doctor of Philosophy**

Curriculum and Instruction

Specializations: Multilingual Studies & Educational Psychology

University of Texas at Austin, Austin, TX

Specializations in Multilingual Studies (Bilingual Education) and Educational Psychology with an emphasis on learning, cognition, and motivation of Mexican American youth and the pedagogy of bilingual education teachers.

NABE 1st Place Outstanding Dissertation Award: Bilingual Teachers' Epistemological Beliefs about the Nature of Bilingual Children's Cognition and their Relation to Perceived Teaching Practices

1990 **Licensure: Licensed Professional Counselor**

University of Texas at Austin, Austin, TX

University of Texas at San Antonio, San Antonio, TX

Completed 12 additional post-grad hours to satisfy licensure requirements; exam passed.

1987 **Master of Arts**

University of Texas at San Antonio, San Antonio, TX

Fifty-one hour graduate program in Bicultural Bilingual Education with concentrations on bilingual teacher education with a counselor education certification. Title VII Bilingual Counselor Training Grant. Certification: All level Counselor

1980 **Bachelor of Arts**

University of Texas at San Antonio, San Antonio, TX

Completed Bachelor of Arts in early childhood and elementary education with a specialization in bilingual education. Title VII Bilingual Teacher Training Grant. Graduated Magna Cum Laude. Teaching Certificates: Early Childhood, Elementary, and Bilingual Education.

POSITIONS HELD/PROFESSIONAL EXPERIENCE

Fall 2024

University of Texas at San Antonio

San Antonio, TX

Professor, Department of Bicultural-Bilingual Studies, teach courses in research and design, assessment, culture, bilingual education theoretical foundations, and pedagogy.

Founder, & Principal Investigator Academy for Teacher Excellence

Summer 2017 to Summer 2024

University of Texas at San Antonio

San Antonio, TX

Professor, Department of Bicultural-Bilingual Studies, teach courses in research and design, assessment, culture, bilingual education theoretical foundations, and pedagogy.

Associate Dean of Strategic Partnerships, Preparation, & Growth (formally Professional Preparation & Partnerships & Undergraduate Studies)

Associate Dean Duties:

- Monitor and ensure that the UTSA COEHD's professional preparation programs are in compliance with accrediting state and national organizations.
- Work with Department Chairs to ensure that our Educator Preparation Program (EPP) meets or exceeds the required pass rates on the TExES, Counseling, & Administrator exams for accreditation purposes.
- Communicate with department Chairs and faculty regarding changes to educator/professional program requirements through faculty meetings and/or email.
- Chair the Teacher Education Advisory Committee, a faculty committee that assists the Associate Dean in making decisions about policy changes to the EPP.
- Chair and hold bi-annual meetings of the UTSA Teacher Education Advisory Committee, a committee required by the state for all EPPs comprised of a variety of community stakeholders.
- Review and approve any changes to teacher certification programs made by faculty to ensure compliance with state requirements whether for catalog changes or other program changes.
- Foster collaboration and innovation across EPP in curricular planning, development, assessment, and implementation.
- Address student inquiries, concerns, problems, and issues. Investigate, resolve, and report resolutions of issues referred from university administration.
- Foster reciprocal partnerships with school districts and other educational entities.
- Leverage resources from across the college and the university, specifically working with the Academy for Teacher Excellence, Office of P-20 Initiatives, and other related offices.
- Seek school district partners' feedback on programmatic changes and address partner concerns through the Teacher Education Advisory Committee.
- Attain external funding support for teacher candidates and EPP initiatives, such as the Signature Residency Program through the Academy for Teacher Excellence Research Center.

- Work closely with the Associate Deans and Advising Office in the COEHD to ensure that students are meeting state requirements for certification.
- Coordinate with the certification officer in the Advising Office to ensure that students are meeting state requirements to be recommended for certification.
- Collaborate with Director of Assessment and Accountability to ensure accreditation, review required TEA and SBOE reports.
- Represent the Dean for the COEHD when requested. Complete other assignments/activities requested by the Dean.
- Manage unit budget, supervise Assistant Dean of Professional Preparation, Assistant Dean of Community and School Partnerships, Director of Clinical Professional Experiences, Director of PreClinical Field Experiences, Director of Assessment and Accountability, Assistant Director, Certification Officer, Educator Preparation Program Assessment Coordinator, and 1 Administrative Assistant.

Director, Founder, & Principal Investigator Academy for Teacher Excellence, oversee \$4-5 million yearly budget.

- ATE Grants I3 Communities of Practice
- Academy for Teacher Excellence (ATE): I3 (Interdisciplinary, Ingenious, & Innovative) Communities of Practice, Pathways to Hispanic Students' Success in STEM Areas, Title V CCRA grant;
- USPrep Transforming UTSA Educator Preparation Program to prepare Culturally Efficacious Teachers
- USPREP Culturally Efficacious Mentoring Modules
- Musical Bridges/Sprouts
- CAST Network
- Educational Policy Initiative at Carolina

PI/Co-PI:

- USDOE Title V Cooperative Grant: Teacher Academy Learning Communities, \$2.5 million; \$500,000 per year over 5 years.

External Funding for OPPP/ATE Initiatives

- City Educational Partnership Funding approximately \$400,000
- Voya Funding to support scholarships, \$50,000
- Charles Butt Funding to support scholarships, \$8,000-10,000 per recipient
- HEB funding to support UTSA Rowdy Regional Spelling Bee, \$4500
- SugarBee funding to support UTSA Rowdy Regional Spelling Bee, \$5000
- Rebecca and Martin Salinas funding to support UTSA Rowdy Regional Spelling Bee, \$500

Fall 2012–7/1/2017

University of Texas at San Antonio

San Antonio, TX

Chair & Professor

Department of Bicultural Bilingual Education

Chair Duties: Managed department budget, supervised hiring of all staff and faculty, managed 18 TT faculty and 5-10 adjunct faculty; evaluated all staff and faculty, managed department schedule; oversaw curriculum development and proposals; provide recommendations for curriculum development.

Principal Investigator Academy for Teacher Excellence, Special Education Accelerated Teacher Education Program, Innovative Communities of Learning Advancing Student Success (*iCLASS*): An Early College Approach for Increasing Latino Participation in the STEM Disciplines, FIPSE Grant; ATE I3 Communities of Practices: Academy for Teacher Excellence (ATE): I3 (Interdisciplinary, Ingenious, & Innovative) Communities of Practice, Pathways to Hispanic Students' Success in STEM Areas, Title V CCRA grant; oversaw \$4 million yearly budget.

Summer 2016

University of Colorado

Boulder, CO

Professor/Visiting Summer Scholar

Taught a summer course: EDUC 5435 Materials and Methods for Bilingual/Multilingual Populations.

Fall 2008–2012

University of Texas at San Antonio

San Antonio, TX.

Professor of Early Childhood and Elementary Education

Department of Interdisciplinary Learning and Teaching

Principal Investigator: Academy for Teacher Excellence, Accelerated Teacher Education Program, Middle Level Accelerated Teacher Education Program, & Special Education Accelerated Teacher Education Program, Texas Higher Education Coordinating Board, Teacher Academy Induction Learning Community, Greater Texas Foundation; Academy for Teacher Excellence: Equity, Education, & Entrepreneurship (E³) CCRA grant; Innovative Communities of Learning Advancing Student Success (*iCLASS*): An Early College Approach for Increasing Latino Participation in the STEM Disciplines, FIPSE grant; ATE I3 Communities of Practices: Academy for Teacher Excellence (ATE): I3 (Interdisciplinary, Ingenious, & Innovative) Communities of Practice, Pathways to Hispanic Students' Success in STEM Areas, Title V CCRA grant. CoPI: Texas Regional Math and Science Collaboratives, Texas Regional Collaboratives, BTIM. Oversaw \$5 million yearly budget.

Summer 2007–2008

University of Texas at San Antonio

San Antonio, TX.

Provost Office Faculty Fellow: Quality Enhancement Plan (OEP) coordination

Duties: Developed and oversaw the OEP theme selection process; engaged faculty in the development of QEP proposal; developed and disseminated announcements and information packets

Associate Professor of Early Childhood and Elementary Education

Department of Interdisciplinary Learning and Teaching

Principal Investigator: Academy for Teacher Excellence, Accelerated Teacher Education Program, Middle Level Accelerated Teacher Education Program, & Special Education Accelerated Teacher Education Program, Texas Higher Education Coordinating Board, Greater Texas Foundation. Oversaw \$5 million yearly budget.

Spring 2007

University of Texas at San Antonio

San Antonio, TX

Provost Office Faculty Fellow: Quality Enhancement Plan (OEP) coordination

Department Chair: Managed department budget, supervised hiring of all staff and faculty, managed over 100 adjuncts in addition to 20 TT faculty; evaluated all staff and faculty, managed department schedule; oversaw curriculum development and proposals; provide recommendations for curriculum development, assisted in creating doctoral program.

Associate Professor of Early Childhood and Elementary Education
Department of Interdisciplinary Learning and Teaching

Principal Investigator: Academy for Teacher Excellence, Accelerated Teacher Education Program, & Middle Level Accelerated Teacher Education Program; oversaw \$3 million yearly budget.

Fall 2004–Spring 2007

University of Texas at San Antonio

San Antonio, TX

Department Chair: Managed department budget, supervised hiring of all staff and faculty, managed over 100 adjuncts in addition to 20 TT faculty; evaluated all staff and faculty, managed department schedule, oversaw curriculum development and proposals; provide recommendations for curriculum development.

Associate Professor of Early Childhood and Elementary Education
Department of Interdisciplinary Learning and Teaching

Principal Investigator

Academy for Teacher Excellence & Accelerated Teacher Education Program; oversaw \$3 million yearly budget.

Fall 1999–2004

University of Texas at San Antonio

San Antonio, TX

Assistant Professor

Department of Interdisciplinary Studies & Curriculum and Instruction

Founder and Principal Investigator Academy for Teacher Excellence, 2003; oversaw \$1.5 million yearly budget.

Fall 1996; Fall 1997

University of Texas at San Antonio

San Antonio, TX

Teaching Associate I

Division of Education & Division of Bilingual Education

Fall 1995

University of Texas at San Antonio

San Antonio, TX

Student-Teaching Lecturer/Supervisor

Division of Education

Sum 1995

University of Texas at San Antonio	San Antonio, TX
<i>Lecturer</i> Division of Education	
Fall 1992–Spring 1996 University of Texas at San Antonio	San Antonio, TX
<i>Title VII Coordinator</i> Division of Bicultural Bilingual Education	
1990–1992 Northside ISD	San Antonio, TX
<i>Director of Bilingual Parent Consultation Center</i>	
1990 San Antonio College and Texas Department of Commerce	San Antonio, TX
<i>Career Counselor</i>	
1987–1992 Northside ISD	San Antonio, TX
<i>Elementary School Counselor</i>	
1984–1987 Northside ISD	San Antonio, TX
<i>Prekindergarten Chapter I Bilingual Teacher</i> Bilingual Teacher of the Year Supervised Teacher Assistant	
1980–1984 Harlandale ISD	San Antonio, TX
<i>Kindergarten Bilingual Teacher</i>	

Honors & Awards

- 2024 San Antonio Area Regional Education Forum, Education Champion
- 2024 AACTE Diversified Teacher Workforce Legacy Award
- 2023 Musical Bridges around the World, Leadership in Education Award
- 2019 AERA Bilingual Research SIG Lifetime Achievement Award
- 2017, 2018 COEHD Nominee for UTSA Distinguished Research Academy
- 2017 BBL Nominee for President Research Award
- 2016 University of Colorado, Boulder First Summer Scholar
- 2015 AERA Hispanic Research Issues SIG Elementary, Secondary, and Postsecondary Award.
- 2013 COEHD Faculty Recognition, UTSA Football Game
- 2012 UT College of Education, Department of Curriculum and Instruction Alumni Recognition:
http://www.edb.utexas.edu/education/departments/ci/alumni/flores_b/

- 2012 Texas Association for Bilingual Education Higher Education Honoree
- 2012 University President Diversity Award for the Academy for Teacher Excellence
- 2012 San Antonio Women's Hall of Fame
- 2012 BESO Leadership Valentia Award
- 2011 COEHD Special Faculty Research, Teaching, and Service Recognition Award
- 2010–2011 Henry Trueba Award Nominee, AERA
- 2008 UT Outstanding Alumna Award for 2009 Nominee
- 2008 ILT Research Award Nominee
- 2008 University of California-Linguistic Minority Research Institute, \$2000 Research Award, plus travel expenses to deliver commissioned paper at UC-LMRI Conference entitled: ATEP: Examining the preparation of math and science teachers as culturally efficacious for classrooms serving English Learners
- 2008 HACU Hispanic Higher Education Research Collaborative (H³ERC) Panel
- 2007, 2008, 2009 Who's Who in America Recipient
- 2004 BESO, UTSA Commitment to Teaching Award
- 2004 UTSA President's Distinguished Award for Research Excellence, \$1000.00 Honorarium
- 2002, 2003–2004 BESO, UTSA Sponsor & Guidance Recognition
- Who's Who Among America's Teachers 96–97; 99–2000
- 1999–2000 NABE's Outstanding Dissertation 1st Place Award
- 1998 Summer Grant Recipient, Mexican American Center, University of Texas at Austin
- Title VII Doctoral Fellowship, U. S. Department of Education, University of Texas at Austin
- Pi Lambda Theta, UT Chapter
- Kappa Delta Pi, UT School of Education Honor Society
- 1992, 1993–1994, Service to UTSA BESO Recognition
- 19987 San Antonio Area Association Bilingual Education Teacher of the Year
- 1987 Northside ISD Prekindergarten Teacher of the Year
- 1980 Magna Cum Laude
- 1980 Who's Who Among Students in American Universities and Colleges
- Title VII Bilingual Counselor Grant Training Scholarship, UTSA
- Title VII Bilingual Education Undergraduate Training Scholarship, UTSA

Academy for Teacher Excellence Awards and Honors

- 2015 Academy for Teacher Excellence Summer Bridging Institute recognized for their Commitment to Action Proposal, White House Initiative on Educational Excellence for Hispanics: 25 Years of Fulfilling America's Future
- 2015 Academy for Teacher Excellence named as Bright Spot, White House Initiative on Educational Excellence for Hispanics: 25 Years of Fulfilling America's Future
- 2012 *Example of ¡Excelencia!* Finalist in Washington, D.C
- 2012 University President Diversity Award for the Academy for Teacher Excellence

COEHD, Office of Professional Preparation and Partnerships Recognitions

- 2022 SBOE/TEA Innovative Educator Preparation Program
- 2022 TEA Vetted Residency Program
- 2020, 2021 National Council for Teacher Quality, Teacher Diversity
- 2021 Discovery Early Childhood EDU, Top 65 for Teacher Preparation
- 2021 UTSA's President Distinguished Diversity Award Nominee
- 2021 Clinical Teaching Candidate Team Spirit Award Nominee

PUBLICATIONS

My research focus lies in the area of teacher preparation: (a) Teacher Development and Attributes (attitudes, beliefs, efficacy, identity, ideology); (b) Teacher Learning Communities and Communities of Practice (minority teacher recruitment and retention issues such as gate-keeping mechanisms, high-stakes testing, induction); (c) Teachers' Sociocultural Knowledge: Family & School Connections; and (d) Teacher Accountability: University Teacher School Partnerships. (Note: * =Published with student)

Books in press/under contract

1. Clark, E. R., **Flores, B. B.**, & González, D. A. (contract, expected 2024). *Multicultural literature for Latino bilingual children: Their words, their worlds*, 2nd Edition. Rowman Littlefield Publishing Group.

International and National Refereed/Peer-reviewed Journal Articles/Chapters "In press"
2024

1. Interiano-Shiverdecker, C., **Flores, B. B.**, García, J., Martinez-Smith, C., & Kurz, I. (2024). *Preparing Culturally Efficacious Bilingual Counselors through Theory and Case Studies*. In Series: Critical Studies of Latinxs in the Americas. Peter Lang Publishers.

2023

1. **Flores, B. B.** (2023). Foreword: Challenging hegemonic discourse: Concientización y acción (Critical consciousness and action. In L. M. Dorner, D. Palmer, E. Crawford, C. G. Cervantes-Soon, & D. Heiman (Eds.), *Activating Critical Consciousness in Dual Language Bilingual Education: Case studies on Policy and Practice* (pp. xi-xiii). Routledge.

2022

2. **Flores, B. B.**, & Claeys, L. (2022). Transformative vision and practices: Preparing culturally efficacious mentors. In C. Gist and T. Bristol (Eds.), *Handbook of Teachers of Color and Indigenous Teachers*, pp.473-486. American Education Research Association.
3. **Flores, B. B.**, Herrera, S., & Claeys, L. (2022). Section Introduction: Critical Mentorship: Centering Teachers' of Color Experiences and Deconstructing Power Relationships. In C. Gist and T. Bristol (Eds.), *Handbook of Teachers of Color and Indigenous Teachers* (pp. 433-439). American Education Research Association.
4. ***Flores, B. B.** with Abundis Alonzo, A., García, C. T., & Santillan, L. (2022). ReFraming our work: Critical bicultural-bilingual pedagogues. *National Journal of Bilingual Education Research and Practice*, doi:[10.1080/26390043.2022.2123725](https://doi.org/10.1080/26390043.2022.2123725)
5. Aquino-Sterling, C., Gort, M., & **Flores, B. B.** (Eds.). (2022). *Innovative curricular and pedagogical designs in bilingual teacher education: Bridging the distance with P-12 contexts*. Information Age Publishing.
6. Aquino-Sterling, C., **Flores, B. B.** & Gort, M. (2022). Introduction—Pushing the boundaries of curricular and pedagogical innovations in bilingual teacher education: Toward renewed movement building. In C. Aquino-Sterling, M. Gort, & **B. B. Flores** (Eds.). (2022). *Innovative*

curricular and pedagogical designs in bilingual teacher education: Bridging the distance with P-12 contexts. Information Age Publishing.

7. Machado-Casas, M., Maldonado, S. I., & **Flores, B. B.** (2022). *Assessment and Evaluation in Bilingual Education*. Peter Lang Publishers. doi 10.3726/b18236
8. *Flores, J. B., Garza, K. C., Rochester, T. B., Vera, Y., & **Flores, B. B.** (2022). Assessing bicultural-bilinguals' language development: Language difference or disorder? In M. Machado-Casas, S. I. Maldonado, & B. B. Flores (Eds.). *Assessment and Evaluation in Bilingual Education* (p. 105-125). Peter Lang Publishers. doi 10.3726/b18236
9. *Flores, J. B., Garza, K. C., Rochester, T. B., Vera, Y., & **Flores, B. B.** (2022). Receptive and Expressive Language Pre-referral Protocol Bilingual Learners (RELPP-BL). In M. Machado-Casas, S. I. Maldonado, & B. B. Flores (Eds.). *Assessment and Evaluation in Bilingual Education* (p. 283-291). Peter Lang Publishers. doi 10.3726/b18236 Available from: <https://tinyurl.com/4kn8djmt>
10. *Garza, K. C., Flores, J. B., & **Flores, B. B.** (2022). A preliminary content validity analysis of the Receptive and Expressive Language Pre-Referral Protocol for Bilingual Learners (RELPP-BL). *Languages, Special Issue: Bilingualism and Language Impairments*, 7(3), 164. <https://doi.org/10.3390/languages7030164>

2021

11. Gist, C. D., Bristol, T. J., **Flores, B. B.**, Herrera, S., & Claeys, L. (2021). Effective mentoring practices for Teachers of Color and Indigenous Teachers. *Building a more ethnoracially diverse teaching force: New directions in research, policy, and practice- A KAPPAN Special Report*. Phi Delta Kaplan, 32-35.
12. **Flores, B. B.**, Herrera, S., & Flores, J. B. (2021). Early childhood teacher educators' critical role: Preparing culturally efficacious early childhood teachers. In Iliana Alanis, Iheoma U. Iruka, & Susan Friedman (Eds.), *Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions* (pp 120-126). Washington: National Association of for the Education of Young Children.

2020

13. **Flores, B. B.** (2020). *Autohistoria*: Traversing through time and space to explore identity, consciousness, positionality, and power. *Genealogy MDPI*, 4(3), 86; <https://doi.org/10.3390/genealogy4030086>
14. Gallard, A. J., Pitts, W., **Flores, B. B.**, Ramos de Robles, S. L., & Claeys, L. (2020). *Latina pathways to success in science: Exploring contextual mitigating factors as a form of resiliency*. Peter Lang Publishers. <https://doi.org/10.3726/b16293>
15. Brkich, K. L., Gallard Martínez, A., Stevenson, A., Baynes, G., Pitts, W., Claeys, L., & **Flores, B. B.** (2020). Latina parental involvement: Contributions to persistence in STEM fields. In B. Polnick, B. Irby, & J. Ballenger (Eds.), *Girls and women of color in STEM: Navigating the double bind in K-12 schools* (pp. 157-182). Charlotte, NC: Information Age Publishing.

16. Swoyer, J., Claeys, L., **Flores, B. B.**, Garcia, C., Juárez, L. M., Santillán, L., & Sohn, L. N. (2020). Mentoring the mentors: Developing culturally efficacious educators within a residency model. In P. E. Bernhardt, T. Conway, & G. Richardson (Eds.) *Collaborative models for clinical practice: Reflections from the field*. (pp 73-84). Rowman & Littlefield.

2019

17. **Flores, B. B.**, & Claeys, L. (2019). What we've learned: Bilingual teacher workforce starts with English learner students. *The Learning Professional: The Learning Forward Journal*, 40(2), 12–15.
18. Oscós-Sánchez, M. A., **Flores, B. B.**, Claeys, L., Liang, Y., López, B., McDaniel, M. D., . . . Winkler, P. (2019). Using respondent driven sampling to estimate homicide and motor vehicle crash risk among adolescents and young adults in a Latino community. Platform Research Presentations. *Journal of Adolescent Health*, 64(2), Supplement, S21–S22
<https://doi.org/10.1016/j.jadohealth.2018.10.054>
19. Gallard Martínez, A. J., Pitts, W., Ramos de Robles, S. L., Brkich, K. L. M., **Flores, B. B.**, & Claeys, L. (2019). Discerning contextual complexities in STEM career pathways: Insights from successful Latinas. *Cultural Studies of Science Education Journal*.
<https://doi.org/10.1007/s11422-018-9900-2>

2018

20. Huang, B. H., & **Flores, B. B.** (2018). English language proficiency assessment for the 21st Century (ELPA 21). *Language Assessment Quarterly*, 1–10.
doi:10.1080/15434303.2018.1549241
21. **Flores, B. B.** (2018). *Foreword: Identity formation as a spiraling process*. In T. Yuen, E. P. Bonner, & M. G. Arreguín-Anderson, (Eds.), *(Under)Represented Latin@s in STEM: Increasing participation throughout education and the workplace* (pp. xiii–xvii). Peter Lang.
22. **Flores, B. B.**, Claeys, L. C., & Gist, C. (2018). *Culturally efficacious teacher preparation and pedagogies for social justice*. Lexington.
23. Claeys, L., & **Flores, B. B.** (2018). School-university collaboration offers expansive learning. *ATPE News*, 38(3), pp. 18; 42.
24. **Flores, B. B.** (2018). Review of the book *Exploring the community impact of research-practice partnerships in education* by R. Martin Reardon and J. Leonard. *Teachers College Record*, <http://www.tcrecord.org/Content.asp?ContentID=22255>

2017

25. **Flores, B. B.** (2017). California's mini-corps teacher assistant program: Commentary on an innovative bilingual educator pipeline. In C. D. Gist (Ed.), *Portraits of anti-racist alternative certification in the U.S.: Framing teacher development for community, justice, and visionaries* (pp. 63–70). Peter Lang Publishers. <http://dx.doi.org/10.3726/b11418>
26. **Flores, B. B.**, & Clark, E. R. (2017). *Teacher self-efficacy quiz-Spanish (Cuestionario de autoeficacia)*. Translated version of DiBella-McCarthy, H. (1995). *Teacher self-efficacy quiz*.

APA PsycNet. <http://eds.b.ebscohost.com/ehost/detail/detail?vid=0&sid=d6954b62-5c30-45bd-99e8-e70767dad2ba%40pdc-v-sessmgr01&bdata=JnNjb3BIPXNpdGU%3d#AN=9999-37285-000&db=pst>

27. Cano, S. L., **Flores, B. B.**, Claeys, L. & Sass, D. (2017). Consequences of educator stress on turnover: The case of charter schools. In T. McIntyre, S. McIntyre, & D. Francis (Eds.), *Educator stress: An occupational health perspective* (pp. 127–157). Springer International Publishers.
28. **Flores, B. B.**, & Clark, E. R. (2017). *Despertando el ser: Transforming Latino teachers' identities, consciousness, and beliefs*. Peter Lang Publishers.

Chapters:

- a. Clark, E. R., & **Flores, B. B.** (2017). *Así seremos: Our sabiduría as a transformational process*. In B. B. Flores & E. R. Clark (Eds.), *Despertando el ser: Transforming Latino teachers' identity, consciousness, and beliefs* (pp. 187–194). Peter Lang Publishers.
 - b. Clark, E. R., & **Flores, B. B.** (2017). *Descubriendo el ser: Metamorphic journey towards becoming culturally efficacious*. In B. B. Flores & E. R. Clark (Eds.), *Despertando el ser: Transforming Latino teachers' identity, consciousness, and beliefs* (pp. 131–147). Peter Lang Publishers.
 - c. **Flores, B. B.**, & Clark, E. R. (2017). *Despertando el ser: Awakening the ethnic identity and consciousness of Latino teachers*. In B. B. Flores & E. R. Clark (Eds.), *Despertando el ser: Transforming Latino teachers' identity, consciousness, and beliefs* (pp. 3–23). Peter Lang Publishers.
 - d. **Flores, B. B.**, & Clark, E. R. (2017). Preface: Illuminating the *Despertando el ser* transformational process. In B. B. Flores & E. R. Clark (Eds.), *Despertando el ser: Transforming Latino teachers' identity, consciousness, and beliefs* (pp. xix–xxiv). Peter Lang Publishers.
 - e. ***Flores, B. B.**, & Guirao, A. (2017). Cultivating *aspirantes'* Spanish proficiency, ethno-linguistic identity, and ideology. In B. B. Flores & E. R. Clark (Eds.), *Despertando el ser: Transforming Latino teachers' identity, consciousness, and beliefs* (pp. 63–84). Peter Lang Publishers.
 - f. ***Flores, B. B.**, & Santillán, L. (2017). *Mí conscientización: Unraveling aspirantes' ideological beliefs*. In B. B. Flores & E. R. Clark (Eds.), *Despertando el ser: Transforming Latino teachers' identity, consciousness, and beliefs* (pp. 87–110). Peter Lang Publishers.
29. **Flores, B. B.**, Machado–Casas, M., Claeys, L., & Solís, J. (2017). Promising learning and instructional practices for culturally diverse practicing teachers: The case of Nepohualtitzin Ethnomathematics Club (NEC). *Revista Barceo*. 18(3), 145–160.
 30. Fraga, L., & **Flores, B. B.** (2017). Mobile learning in higher education. In S. Keengwe (Ed.), *Handbook of research on mobile technology, constructivism, and meaningful learning* (pp. 123–146). IGI Global.

31. Stevenson, A., Gallard Martinez, A. J., Brkich, K., **Flores, B. B.**, Claeys, L., & Pitts, W. (2017). Latinas' heritage language as a source of resiliency: Impact on academic achievement in STEM fields. *Cultural Studies of Science Education*, 1–13. doi:10.1007/s11422-016-9789-6
32. Arreguín-Anderson, M., & **Flores, B. B.** (2017). Proyectos de ciencia en pares (aspirante-alumno) en La Clase Mágica: Propiciando relaciones de confianza y disonancia para el futuro docente. *NABE Perspectives*, 40(1), 24–31.

2016

33. Clark, E. R., **Flores, B. B.**, Smith, H. L., & González, D. A. (2016). *Multicultural literature for Latino bilingual children: Their words, their worlds*. Rowman Littlefield Publishing Group.

Chapters:

- a. Clark, E. R., & **Flores, B. B.** (2016). *Derrumbando fronteras/Breaking boundaries*. In E. R. Clark, B. B. Flores, H. L. Smith, D. A. González (Eds.), *Multicultural literature for Latino bilingual children: Their words, their worlds* (pp. xix–xxviii). Rowman Littlefield Publishing Group.
- b. Clark, E. R., & **Flores, B. B.** (2016). Multicultural Latino children's literature: A tool to enrich the lives and the learning of Latino bilingual learners. In E. R. Clark, B. B. Flores, H. L. Smith, D. A. González (Eds.), *Multicultural literature for Latino bilingual children: Their words, their worlds* (pp. 19–21). Rowman Littlefield Publishing Group.
- c. *Smith, H. L., **Flores, B. B.**, & González, D. A. (2016). Exploring the traditions of Latino children's literature: Beyond tokenism to transformation. In E. R. Clark, B. B. Flores, H. L. Smith, D. A. González (Eds.), *Multicultural literature for Latino bilingual children: Their words, their worlds* (pp. 25–48). Rowman Littlefield Publishing Group.
- d. **Flores, B. B.**, Clark, E. R., & Smith, H. L. (2016). Latino children's literature and literacy practices as social imagination: Becoming a culturally efficacious educator. In E. R. Clark, B. B. Flores, H. L. Smith, D. A. González (Eds.), *Multicultural literature for Latino bilingual children: Their words, their worlds* (pp. 265–284). Rowman Littlefield Publishing Group.

2015

34. **Flores, B. B.**, Claeys, L., Gist, C., Clark, E. R., & Villarreal, A. (2015). Culturally efficacious mathematics and science teacher preparation for working with English learners. *Teacher Education Quarterly*, 42(4), 1–31.
35. **Flores, B. B.**, Clark, E. R., Guerra, N., & Sánchez, S. V. (2015). *Academic self-identity: Self-observation yearly (ASI SOY) inventory*. APA PsycNet. <http://psycnet.apa.org/?&fa=main.doiLanding&doi=10.1037/t15397-000>
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Chapters:

- a. **Flores, B. B.**, Vásquez, O. A., & Clark, E. R. (2014). *¡Adelante! el mundo nuevo: Educating the new generation of the twenty-first century*. In B. B. Flores, O. A. Vásquez, & E. R. Clark (Eds.), *Generating transworld pedagogy: Reimagining La Clase Mágica* (pp. 3–16). Lexington Publishers.
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Work in Progress

- **Flores, B. B.**, Ryan, A.M., & Sánchez, P. (under development). Transforming UTSA Educator Preparation Program
- Kohli, R., De La Garza, S., Farrington, R., Herrera, S., & Flores, B. B. (submitted). What are we inducting teachers of color into?: Shifting Teacher Professional Development and Mentoring to Center Critical and Community of Color Epistemologies.
- ***Flores, B. B.**, McConnell, J., & Gonzales, A. (in review). A Portrait of Innovative High School Grow Your Own Teacher Pathways: Leveraging Resources across Stakeholders
- Carter Andrews, D. J., Brayboy, B. M, J, **Flores, B. B.**, & Shirley, V. (revise and resubmit). Possibilities for Coalition-Building: Creating the Promises of Beloved Community in Preparing Teachers of Color.
- **Flores, B. B.**, Herrera, S., & Claeys (resubmitted). Mentoring Policy Brief: Countering Teacher Attrition.
- *Garza, K. C., Flores, J. B., & Flores, B. B. (revising) Exploring Bilingual Teachers' Knowledge of Language Disorders versus Language Differences

PAPER PRESENTATIONS (listed by date)

2022

- Flores, B. B. (June 21, 2023) UTSA Signature Teacher Residency Model. US Prep Convening, New Orleans, LA.
- Flores, B. B., De La Garza, S. & García, C. T. (2022, October 11). *Supporting Residency Candidates via a DL Community Lab School Partnership*. CSOTTE, San Marcos, Texas.
- Swoyer, J., Farias-Sokoloski, T., & Flores, B. B. (2022, June 30). *UTSA Signature Residency Program: Role of the Coordinator*. Texas Educator Residency Summit
- García, C. T., Santos, J., Alday, E., & Flores, B. B. (2022, June 29). *Dual Language Community Lab School Partnerships and Bilingual Residency*. Texas Educator Residency Summit.
- Machado-Casas, M., Maldonado, S. I., & **Flores, B. B.** (2022, January 28). A decolonial assessment and evaluation approach for bilingual education. Dual Language Conference-Virtual Presentation. San Diego State University.

2021

- **Flores, B. B.** (2021, October 21). Future of Teaching Profession. HACU virtual presentation.
- **Flores, B. B.** (2021, July 13). Critically-Thinking Culturally Efficacious Teachers. UTSA Summer Bridging Institute.
- **Flores, B. B.**, Herrera, S., Flores, J. B., (2021, June 9). *Advancing Equity— Early Childhood Teacher Educators' Critical Role: Preparing culturally efficacious early childhood teachers*. NAEYC DAP Virtual Symposium.
- Espinoza, K., Machado-Casas, M., **Flores, B. B.**, Schouten, B. (2021, April 27-29). *Bilingual Education Student Organization (BESO): Developing Advocacy, Efficacy, and Leadership in Candidates, Educators, and Leaders*. National Association of Bilingual Education (NABE), Hybrid Conference, Houston, TX.

- **Flores, B. B.** (2021, April 22). *Diálogos Virtuales: Bilingue Education around the World: Cross-national dialogues on the state of the art*, Moderator. San Diego State University.
- **Flores, B. B. & Claey's, L.** (2021, April 8). *Transformative Vision and Practices: Preparing culturally efficacious induction mentors*, AERA Faculty of Color Handbook Teachers of Color Session I. AERA Virtual Conference, 2021.
- **Flores, B. B., Farias-Sokoloski, T., & Claey's, L.** (2021, March 5). *Critically-minded Culturally Efficacious Mentors*, Beyond Envisioning Equity: Situating Teacher of Color Voices, Kansas State University
- **Flores, B. B., García, C. T., & Santillan, L.** (2021, January 30). *Critically-minded Culturally Efficacious Dual Language/Bilingual Teachers*, San Diego Dual Language Virtual Conference, San Diego State University.

2020

- **Flores, B. B., & García, C. T.** (2020, November 6). *Dual language teachers as critical pedagogues: Reframing our identity, conzienticación, and praxis*. La Cosecha, New Mexico.
- **Flores, B. B.** (2020, September 18). Panelist. Center for American Progress: Building a Racially Diverse Teaching Workforce.
- **Flores, B. B.** (2020, August 18). *Preparing culturally efficacious teachers*. Developing a Representative and Inclusive Vision (DRIVE) Task Force. North Carolina's Office of the Governor and Hunt Institute.
- **Flores, B. B. & Claey's, L.** (2020, Apr 17–21) *Mentorship. Transformative Vision and Practices: Preparing Culturally Efficacious Induction Mentors*. [Invited Roundtable]. AERA Annual Meeting San Francisco, CA. <http://tinyurl.com/ry94ayq> (Conference Canceled)
- ***Flores, B. B., Pulte, G. B., Claey's, L. & Guirao, A.** (2020, Apr 17–21) *Addressing Bilingual Teacher Shortages: Sustained Impact of an Innovative Grow-Your-Own Approach* [Symposium]. AERA Annual Meeting San Francisco, CA. <http://tinyurl.com/wvr4268> (Conference Canceled)
- **Flores, B. B.** (2020, February 27). Diversified Teaching Workforce: Advancing research and policy in praxis. Panelist, AACTE Conference, Atlanta, GA.
- **Flores, B. B.** (2020, February 28). Learning Lab on marginalized teachers. Presenter. AACTE Conference, Atlanta, GA.

2019

- **Flores, B. B.** (2019, July 11). Mentoring policy brief: Countering teacher attrition through critical mentoring. Policy Institute, Center for American Progress, Washington, DC.
- **Juarez, L., Santillán, L., Swoyer, J., Claey's, L., & Flores, B. B.** (2019, February). Designing culturally efficacious Residency 2.0 programs: Building new dimension contextually-driven partnerships. *Association of Teacher Educators Meeting*. Presented at ATE conference, Atlanta, GA.
- **DelliCarpini, M., Langman, J., Flores, B. B., Claey's, L., Juarez, L., Santillán, L., & Swoyer, J.** (2019, February). Intentionally designing Residency 2.0 programs: Contextually-driven partnerships. *American Association of Colleges for Teacher Education Annual Meeting*. Presented at AACTE conference, Louisville, KY.
- **Flores, B. B.** (2019, April 6). ReFraming our work: Critical Bicultural-Bilingual Pedagogues. Bilingual Research SIG Award Presentation Talk. *American Education Research Association International Conference*, Toronto, CA,
- **Flores, B. B.** (2019, April 6). Discussant: Bilingual Language Teacher Education in Post-Truth Era. *American Education Research Association International Conference*, Toronto, CA, April 6, 2019
- **Flores, B. B.** (2019, April 7) Discussant: Forging a HSI Identity. *American Education Research Association International Conference*, Toronto, CA,

2018

- **Flores, B. B.**, Juarez, L., Santillán, L., Swoyer, J., & Claeys, L. (2018, October). Embracing change in teacher preparation programs through collaborative partnerships. *CSOTTE Annual Conference*. Presented at CSOTTE annual conference, San Antonio, TX.
- **Flores, B. B.** (in absentia), & Machado-Casas, M. (2018, April). Beyond dreams and possibilities. *Revolucionarias en acción as movement intellectuals preparing critical pedagogues symposia*. Presented at AERA conference, New York, N.Y.
- Pulte, G., **Flores, B. B.**, Claeys, L., Guirao, A., Saavedera, M. (2018, October). Addressing the bilingual teacher shortage: Successful preparation of *normalistas* and para-professionals. *46th Annual Texas Association for Bilingual Education Conference*. Presented at TABE conference, Dallas, TX.
- **Flores, B. B.**, & Claeys, L. (2018, October). UTSA's Teacher Residency Model 2.0: Bilingual teacher pathway. *46th Annual Texas Association for Bilingual Education Conference*. Presented at TABE conference, Dallas, TX.
- Pulte, G., **Flores, B. B.**, Saldaña, L., & Cisneros, A. E. (2018, October). A critical collaboration: Bridging bilingual education and Mexican-American studies to achieve student success, equity, and empowerment. *46th Annual Texas Association for Bilingual Education Conference*. Presented at TABE conference, Dallas, TX.
- **Flores, B. B.**, DelliCarpini, M., Langman, J., Claeys, L., & Fies, C. (2018, February). Collaborative partnerships to create teacher career pathways. *Association of Teacher Educators Meeting*. Presented at ATE conference, Las Vegas, NV.
- **Flores, B. B.**, & Claeys, L. (2018, March). Diversifying the teacher workforce: Mentoring panel. *American Association of Colleges for Teacher Education Annual Meeting*. Presented at AACTE preinstitute and conference, Baltimore, MD.
- Machado, M. C., Guerra, N., Claeys, L., & **Flores, B. B.** (2018, March). Addressing issues of self-care, socio-emotional, self-efficacy, and problem solving to facilitate Student Success. *Alliance of Hispanic Serving Institution Educators Best Practices Conference*. Presented at ASHIE conference, Chicago, IL.

2017

- **Flores, B. B.**, & Guirao, A. (2017, October). Effective Spanish language support for bilingual teacher candidates. *Progressive discourse: A time for leadership*. Presented at CSOTTE conference, Corpus Christi, TX.
- **Flores, B. B.**, Claeys, L., & DelliCarpini, M. (2017, October). Collaborative partnerships to create teacher career pathways. *Progressive discourse: A time for leadership*. Presented at CSOTTE Conference, Corpus Christi, TX.
- **Flores, B. B.** (2017, April). In C. C. King (Chair), *Working for social justice: The challenges of being teacher educators of color in the Academy*. Division K Invited Panel. Presented at AERA Annual Conference, San Antonio, TX.
- Gallard, A., Pitts, W., Claeys, L., **Flores, B. B.** (2017, April). Contextual mitigating factors (CMFs) as a methodological approach to understand how Latinas navigated STEM pipelines. In J. Rockford (Chair), *Inclusive and culturally relevant perspectives on science education*. Presented at AERA Annual Conference, San Antonio, TX.
- **Flores, B. B.**, Vásquez, O. A., & Clark, E. R. (2017, April). Traversing and negotiating the interstices of *nuestros mundos* through *pedagogía transmundial*. In S. I. Musanti & A. N. Ostorga (Chairs), *Practice in the borderlands: Teaching and teacher education, and the promise of educational opportunities*. Presented at AERA Annual Conference, San Antonio, TX.

- Gallard, A., Pitts, W., Robles de Ramos, S. L., & **Flores, B. B.** (2017, April) Using contextual mitigating factors analysis to interrogate STEM intervention efforts. In M. Chiu & B. Crawford (Chairs), *Globalization and sustainability of science education research and practice*. Presented at NARST Conference, San Antonio, TX.
- Gallard-M. A. J., Pitts, W., Ramos de Robles, S. L., Brkich, K., **Flores, B. B.** (in absentia), & Claey's, L. (2017, March). Using contextual mitigating factors (CMFs) to understand contextual complexities in STEM career pathways — Insights from successful Latinas. *9th conference on understanding interventions that broaden participation in science careers*. Paper presented at the Understanding Interventions conference, San Antonio, TX.
- **Flores, B. B.** (2017, March). Invited panelist. *Diversified teaching workforce*. Panelist at AACTE preconference institute, Tampa, FL.
- **Flores, B. B.**, Smith, H. S., Clark, E. R., & Gonzales, D. G. (2017, February). Latino children's multicultural literature. In I. R. Carro & M. Martin (Chairs), *Leadership for equity and excellence through bilingualism and biliteracy*. Presented at NABE conference, Dallas, TX.

2016

- Smith, H. L., **Flores, B. B.** (in absentia), Clark, E. R., & Gonzalez, D. A. (2016, November). Multicultural literature for Latino bilingual children: Their words, their worlds. Presented at La Cosecha Dual Language Conference, Santa Fe, NM.
- Castro, D., Boyd, D., **Flores, B. B.** (2016, October) Preparing effective early childhood educators for bilingual children: Lessons learned and vision for the future. Presented at TABE conference, Galveston, TX.
- **Flores, B. B.**, Claey's, L., Machado-Casas, M., Ek, L., & Arreguin-Anderson (2016, October). Transworld pedagogy: Creating the conditions for democratization for diverse students through informal learning projects. Presented at TABE conference, Galveston, TX.
- Clark, E. R., **Flores, B. B.**, Smith, H. L., & Gonzalez, D. A. (2016, October). Multicultural literature for Latino bilingual children: Their words, their worlds. Presented at TABE conference, Galveston, TX.
- Clark, E. R., & **Flores, B. B.** (2016, June). Multicultural literature for Latino bilingual children: Their words, their worlds. Webinar presented at Center for Applied Linguistics, Washington, DC.
- **Flores, B. B.** (2016, April). Ensuring bilingual candidates Spanish language proficiency as a democratic principle. Presented at AERA annual conference, Washington, D.C.
- Claey's, L., Gist, C., & **Flores, B. B.** (2016, April). Crafting and critiquing culturally efficacious pedagogies for social justice. Presented at AERA annual conference, Washington, D.C.
- Gallard, A. J., Pitts, W. B., Claey's, L., **Flores, B. B.**, Brkich, K. (2016, April). Resiliency: A unique and dynamic form of cultural engagement. Presented at AERA annual conference, Washington, D.C.
- **Flores, B. B.**, Claey's, L., Machado-Casas, M., Arreguin-Anderson, M. (2016, March) The case of *La Clase Mágica*: Generating transworld pedagogy and social justice afterschool informal learning club. Presented for California Association for Bilingual Education, San Francisco, CA.
- Machado-Casas, M., Claey's, L., **Flores, B. B.**, & Lara, E. G. (2016, March). The La Clase Mágica *Nepohualtzitzin* Ethnomathematics Club afterschool informal learning club. Presented for California Association for Bilingual Education, San Francisco, CA.
- Claey's, L., **Flores, B. B.**, Machado-Casas, M., & Solís, J. (2016, March). Integrating the *nepohualtzitzin* as a tool for culturally efficacious teaching practices. Presented for UC Links, Berkeley, CA.
- Gallard, A. J., Pitts, W., Brkich, K., **Flores, B. B.**, Claey's, L., & Stevenson, A. (2016, March). Resiliency: The canary in the coal mine. *Advancing biliteracy through global leaderships and partnerships*. Paper presented at the NABE annual conference, Chicago, IL.

- Gallard, A. J., Pitts, W., Ramos de Robles, S. L., **Flores, B. B.**, Claeys, L., & Brkich, K. (2016, February). Rethinking intervention frameworks through the lens of contextual mitigating factors. Presented for NARST, Philadelphia, PA.

2015

- **Flores, B. B.**, Machado-Casas, M., Arreguin-Anderson, M., Ek, L., Sánchez, P., Guevara, K., & Rodriguez, M. E. (2015, November). Bridging community, teachers, & schools: Generating transworld pedagogy & social justice through the sacred sciences during informal learning clubs. Presented at AESA annual conference, San Antonio, TX.
- Solís, J., García, C. T., Smith, H. L., **Flores, B. B.**, Machado-Casas, M., & Sánchez, P. (2015). SABEC: San Antonio Bilingual Education Consortium. TABE Conference, October 16, 2015, El Paso, Texas
- Gallard, A. J., Pitts, W., **Flores, B. B.**, Claeys, L., & Brkich, K. (2015, May). Latina resiliency: Dealing with contextual mitigating factors in pursuit of STEM careers. *7th conference on understanding interventions that broaden participation in science careers*. Paper presented at the Understanding Interventions Meeting, San Diego, CA.
- **Flores, B. B.**, Claeys, L., Gist, C., Clark, E. R., & Villarreal, A. (2015, April). Culturally efficacious mathematics and science teacher preparation for working with ELs. Presented at AERA annual conference, Chicago, IL.
- **Flores, B. B.**, Vásquez, O., & Clark, E. R. (2015, April). La Clase Mágica: Maximizing opportunities for social imagination. Presented at President's Symposium, AERA annual conference, Chicago, IL.
- Gist, C., **Flores, B. B.**, & Claeys, L. (2015, April). A competing theory of change: Critical teacher development. Presented at AERA annual conference, Chicago, IL.
- **Flores, B. B.**, Claeys, L., Machado-Casas, M., Arreguín-Anderson, M., Prieto, L., Sánchez, P., Ek, L., Lara, K., & Rodríguez, M. H. (2015, March). The La Clase Mágica Nephualtitzin Club: Afterschool informal learning clubs. Presented at the BESO Institute, NABE annual conference, Las Vegas, NV.

2014

- Prieto, L., Arreguín-Anderson, M., **Flores, B. B.**, & Garcia, A. (2014, October). Transworld pedagogy. Presented at TABE conference, El Paso, TX.
- **Flores, B. B.** (2014, August). Recruiting, retaining, & preparing Latino teachers. Presented at White House Hispanic Initiatives Webinar. http://www.ed.gov/edblogs/hispanic-initiative/files/2014/09/Slides_Webinar_Hispanic-Teacher-Recruitment_August-2014.pdf
- **Flores, B. B.**, Clark, E. R., & Vásquez, O. A. (2014, July). Derrumbando fronteras with our consejos: A new mestiza academic consciousness. Presented at 2014 MALCS Summer Institute, Española, NM.
- **Flores, B. B.** (2014, June). Academy for Teacher Excellence: Recruiting, retaining, & preparing Latino early childhood teachers. Panelist at National Association for the Education of Young Childhood, Minneapolis, MN.
- Bayne, G., Birch, K., Claeys, L., **Flores, B. B.**, Gallard, A., & Pitts, W. (2014, April). Latina resiliency: In pursuit of STEM careers. Presented at AERA conference, Philadelphia, PA.
- Birch, K., Bayne, G., Claeys, L., **Flores, B. B.**, Gallard, A., & Pitts, W. (2014, April). Latina parental involvement: Contributions to persistence in STEM fields. Presented at AERA conference, Philadelphia, PA.
- **Flores, B. B.**, Ek, L., Sánchez, P., Claeys, L., Clark, E. R., López, P., Valenzuela, A., & Vásquez O. A. (2014, April). La Clase Mágica: Generating transworld pedagogy symposia. Presented at AERA conference, Philadelphia, PA.

- **Flores, B. B.**, Alanis, I, Arreguín-Anderson, M., Claeys, L., Clark, E. R., Ek, L., & Vásquez, O. A. (2014, February). La Clase Mágica: Generating transworld pedagogy. Presented at NABE conference, San Diego, CA.
- Santillán, L., & **Flores, B. B.** (2014, February). Bilingual teachers' navigating through their efficacy and epistemological beliefs. Presented at NABE conference, San Diego, CA.
- Claeys, L., **Flores, B. B.**, Gallard, A., & Pitts, W. (2014, February). Latina STEM resiliency. Presented at NABE conference, San Diego, CA.

2013

- Gallard, A. J., Pitts, W., **Flores B. B.** (in absentia), Claeys, L., Baynes, G., Brkich, K., Stevenson, A., & Wassell, B. (2013, November) Latina resiliency: In pursuit of STEM careers. Paper presented at the meeting of the World Education Research Association (WERA), Guanajuato, Mexico.
- **Flores, B. B.** (2013, December). Recruiting & preparing teachers for bilingual English learners. Presented at University of Denver & Rural Schools Teacher Preparation & Licensure Teleconference, Denver, CO.
- **Flores, B. B.** (2013, September). Recruiting and preparing a diverse teaching force for an increasingly diverse student body. Associated Colleges of Illinois Webinar.
- **Flores, B. B.** (2013, October). Academy for Teacher Excellence: Recruiting, retaining, & preparing culturally efficacious teachers. Presented at HACU, Chicago, IL.
- Ek, L., Sánchez, P., Arreguín-Anderson, M., Machado-Casas, M. Fraga, L., & **Flores, B. B.** (2013, October). Community based informal learning approaches to STEM education for Latino/a children and families: La Clase Mágica and Robotics clubs. Presented at TABE conference, Houston, TX.
- **Flores, B. B.**, & Claeys, L. (2013, October). Culturally efficacious mentoring within a community of practice. *Impact & effectiveness of developmental relationships*. Presented at Mentoring Institute conference, Albuquerque, NM.
- **Flores, B. B.**, & Claeys, L. (2013, June). Mentoring mathematics and science teachers through an induction eCommunity of Practice. Presented at Science and Mathematics Imperative, St. Louis, MO.
- **Flores, B. B.**, & Claeys, L. (2013, April). La Clase Mágica, an innovative demonstrative project. Panel 4: International Links – Learning Across Borders. Panelist at UC Links, Berkeley, CA.
- **Flores, B. B.**, & Santillán, L. (2013, April). Unraveling bilingual education teacher candidates' efficacy and epistemology beliefs. In T. Lucas & A. M. Villegas (Chairs), *Teachers' beliefs about English language learners: A poverty of belief?* Presented at AERA, San Francisco, CA.
- **Flores, B. B.** (2013, April). Navigating the field of bilingual education research: Mentoring session for early career scholars. Presented at AERA, San Francisco, CA.
- Bayne, G., Claeys, L., **Flores, B. B.**, Gallard, A., Guzman-Martinez, C., & Pitts, W. (2013, April). Latinas complex journeys to success. Presented at AERA, San Francisco, CA.
- Gallard, A., Claeys, L., Bayne, G., Pitts, W., Guzman-Martinez, C., & **Flores, B. B.** (2013, April) Latinas: Pathways to success in science. Presented at NARST conference, Río Grande, Puerto Rico.
- Arreguín-Anderson, M., & **Flores, B. B.** (2013, February). Clase Mágica's proyectos de indagación. Presented at NABE conference, Orlando, FL.
- Claeys, L., & **Flores, B. B.** (2013, February). The Academy for Teacher Excellence's bilingual-ESL eCommunity of Practice. Presented at NABE conference, Orlando, FL.
- González, V., Espinoza-Herald, M., Torres-Guzman, M., Villenas, S., & **Flores, B. B.** (2013, February). Promoting new leadership and passing the torch: Mentoring new generations of culturally diverse educators and school leaders in the 21st century. *World Languages and Cultures SIG*. Presented at NABE conference, Orlando, FL.

2012

- Vásquez, O. A., Guerra, A. W., **Flores, B. B.**, & Clark, E. R. (2012, December). Playing with literacy in all the right places: After-school, the community, and teacher education. Presented at Literacy Research Association Annual Conference, San Diego, CA.
- **Flores, B. B.**, & Clark, E. R. (2012, June). La Clase Mágica at the University of Texas at San Antonio. Presented at La Clase Mágica International Seminar, Sevilla, Spain.
- **Flores, B. B.**, & Claeys, L. (2012, June). From learning communities to communities of practice: Recruiting, preparing, & retaining Latino teachers. *Addressing the Demographic Imperative*. Presented at the NAME Summer Institute, DeKalb, IL.
- **Flores, B. B.**, & Claeys, L. (2012, August). Preparing culturally efficacious mentors within a community of practice. Presented at the Association for Teacher Education Summer Conference, Boston, MA.
- **Flores, B. B.**, Claeys, L., & Guerra, N. (2012, February). Retaining culturally efficacious novice teachers through an eCommunity of Practice. Presented at Association of Teacher Educators Annual Conference, San Antonio, TX.
- Clark, E. R., **Flores, B. B.**, Sánchez, P., Ek., L., Arreguín-Anderson, M., Claeys, L., & Fraga, L. (2012, February). Enhancing bilingual education teacher candidates' STEM knowledge and skills. Presented at NABE International Conference, Dallas, TX.
- Riojas-Cortez, M., Alanís, I., & **Flores, B. B.** (2012, February). Early childhood teachers reconstruct beliefs and practices through reflexive action. Presented at Southern Early Childhood Association Conference, San Antonio, TX.
- Sass, D., Claeys, L., & **Flores, B. B.** (2012, April). Investing in charter schools: A reconsideration based in teacher attrition. Presented at AERA International Conference, Vancouver, B.C.

2011

- **Flores, B. B.**, Mata, E., Clark, E. R., Claeys, L., Villarreal, A., & Rodriguez, M. E. (2011, October). Creating a model for preparing culturally efficacious induction mentors. Presented at Mentoring across Disciplines Conference, Albuquerque, NM.
- Clark, E. R., & **Flores, B. B.** (2011, June). The awaking of self identity: Ethnic identity and consciousness of bilingual education teachers. *Ninth international conference on new directions in humanities conference*. Presented at Universidad de Granada, Granada, Spain.
- Casebeer, C., **Flores, B. B.**, & Riojas-Cortez, M. (2011, April). The development of a reflective instrument to examine early childhood preservice teachers' beliefs concerning a culturally responsive environment. Presented at AERA, New Orleans, LA.
- **Flores, B. B.** (2011, April). Developing the necessary attributes for becoming culturally efficacious mathematics and science teachers. *Deconstructing student diversity for schooling equity: A critical discussion of educational research to reinvent language policy symposium*. Presented at AERA, New Orleans, LA.
- **Flores, B. B.** (Session Chair) (2011, April). Academy for Teacher Excellence: Preparing highly-qualified culturally efficacious teachers. Presented at AERA, New Orleans, LA.
- **Flores, B. B.** (Session Chair) (2011, February). Academy for Teacher Excellence's innovative demonstration projects for preparing highly-qualified culturally efficacious teachers. Presented at NABE Annual Conference, New Orleans, LA.
- **Flores, B. B.**, Ruiz, E. C., Bonner, E., & Mata, E. (2011, February). HOT topics in STEM education: Culturally responsive teaching practices in STEM—Working with ELLs. Presented at MSTTPA Conference, El Paso, TX.

2010

- **Flores, B. B.** (2010). TABE Conference
- Clark, E. R., **Flores, B. B.** (in absentia), & Sheets, R. H. (2010, October). Teacher preparation for bilingual student populations: *Educar para transformar*. Presented at AATC 2010 Conference, St. Louis, MO.
- **Flores, B. B.**, & Clark, E. R. (2010, April). Preparing culturally efficacious teachers for classrooms serving ELLs. *Supporting excellent teaching of English learners: New directions for practice and research*. Presented at Stanford University, Stanford, CA.
- Clark, E. R., **Flores, B. B.**, & Sheets, R. H. (2010, February). Preparing teachers for bilingual student populations. Presented at NABE Annual International Conference, Denver, CO.
- **Flores, B. B.** (2010, April). Interdisciplinary lens: Habitus of mind. *AERA president's symposium: Interdisciplinary conversation on ecological factors affecting cultural adaptation and achievement gap in diverse students*. Presented at AERA Annual International Meeting, Denver, CO.
- **Flores, B. B.**, Riojas-Cortez, M., Ek, L. D., Machado-Casas, M., & Sánchez, P. (2010, April). Symposium: La nueva generación de La Clase Mágica: Policy, process, and practice. Pedagogical practice and possibility: Establishing La Clase Mágica at a Hispanic Serving Institution in South Texas. Presented at AERA Annual International Meeting, Denver, CO.
- **Flores, B. B.**, Sheets, R. H., & Clark, E. R. (2010, March). *Educar para transformar*: Teacher preparation for culturally and linguistically diverse student populations. *The 9th annual 2010 region 6-Texas NAME Conference*. Presented for the Texas Chapter of the National Association for Multicultural Education, Denton, TX.

2009

- **Flores, B. B.**, & Clark, E. R. (2009, December). Examining the preparation of math and science teachers as culturally efficacious for classrooms serving English Learners. Presented at 6th International Conference on Teacher Education and Social Justice, Chicago, IL.
- **Flores, B. B.**, (Chair) with Clark, E. R., & Sheets, R. H. (Discussants). (2009, October). *Teacher preparation for bilingual student Populations: Educar para transformar symposium*. Hosted at TABE Annual Conference, Houston, TX.
- **Flores, B. B.**, Ek, L. D., & Sánchez, P. (2009, October). Latin@ bilingual education teacher candidates' ideologies: Descubriendo sus motivos y creencias. Presented at TABE Annual Conference, Houston, TX.
- Clark, E. R., & **Flores, B. B.** (2009, September). Using technology to prepare culturally efficacious mathematics and science teachers for classrooms serving English language learners. Presented at Congreso Bilingüismo-Multilingüismo. Quito, Ecuador.
- **Flores, B. B.** (Organizer) (2009, May). *Bridging theory and practice through collaborative partnerships and mentoring of novice bilingual teachers*. Hosted at COEHD Bilingual Research Symposium, San Antonio, TX.
- **Flores, B. B.**, & Clark, E. R. (2009, May). Examining the preparation of math and science teachers as culturally efficacious for classrooms serving English Learners. UC-LMRI Commissioned Paper. Presented at UC-LMRI Annual Conference, Riverside, CA.
- Clark, E. R., & **Flores, B. B.** (2009, April). The metamorphosis of teacher identity: An intersection of ethnic consciousness, self-conceptualization, and belief systems at teacher identity *Symposium: Shaping teacher lives and teacher identities: An analysis of underlying factors*. Presented at Annual Meeting of the American Education Research Association, San Diego, CA.
- Clark, E. R., & **Flores, B. B.** (2009, February). Academy for Teacher Excellence mediates literacy in bicultural bilingual classrooms: More than meets the eye. Presented at 38th Annual NABE Conference, Austin, TX.

- **Flores, B. B.**, García, C. T., & Claeys, L. (2009, February). Induction support for guiding teachers through their zone of professional development - Academy for Teacher Excellence. Presented at NABE Conference, Austin, TX.
- **Flores, B. B.**, & Riojas-Cortez, M. (2009, February). Desarrollando una alianza entre los padres, la escuela, y la universidad. Presented at 38th Annual NABE Conference, Austin, TX.
- Clark, E. R., & **Flores, B. B.** (2009, January). Negotiating language, culture, and thought. Presented at Hawaii International Conference on Education, Honolulu, HI.
- Guerra, N., Claeys, L., & **Flores, B. B.** (2009, January). Mentoring novice teachers on their identified engagement style. Presented at Hawaii International Conference on Education, Honolulu, HI.

2008

- Alanis, I., Riojas-Cortez, M., & **Flores, B. B.** (2008, November). Professional development: Early childhood teachers connecting theory to practice. Presented at NCTE Conference, San Antonio, TX.
- **Flores, B. B.**, & Riojas-Cortez, M. (2008, November). Supporting preschoolers' social development in school through funds of knowledge. Presented at NAEYC 2008 Annual Conference, Dallas, TX.
- **Flores, B. B.**, & Riojas-Cortez, M. (2008, October). Actualizing a culturally responsive early childhood ecology. Presented at American Association for Teaching & Curriculum 15th Annual Conference, Austin, TX.
- **Flores, B. B.**, Guerra, N., & Claeys, L. (2008, February). Teacher Academy Learning Community's induction support: The LIBRE Model as a problem solving approach. Presented at New Teacher Center, San Jose, CA.
- **Flores, B. B.**, Claeys, L., & Guerra, N. S. (2008, February). Celebrating the lessons learned. Presented at Tenth Annual New Teacher Center Symposium on Teacher Induction, San Jose, CA.
- Clark, E. R., & **Flores, B. B.** (2008, February). Measuring psychosocial factors of Latino teacher candidates-the Academic Student Inventory: Self-Observation Year (ASI SOY). Presented at National Association for Bilingual Education Conference, Tampa, FL.
- **Flores, B. B.**, & Clark, E. R. (2008, March). The role of identity development in teacher preparation. Presented at AERA Annual Meeting, New York, NY.
- **Flores, B. B.**, & Clark, E. R. (2008, March). Quién soy? Exploring bilingual teachers' ethnicity and acculturation: Implications for teacher education. Presented at AERA Annual Meeting, New York, NY.
- **Flores, B. B.**, & Clark, E. R. (2008, March). Despertando el ser: Bilingual teacher ethnic identity development. Presented at AERA Annual Meeting, New York, NY.

2007

- Riojas-Cortez, M., **Flores, B. B.** (in absentia), & Alanís, I. (2007, October). Reconstructing early childhood teachers' beliefs and practices: Bridging theory and professional development. Presented at TABE 35th Annual Conference, San Antonio, TX.
- **Flores, B. B.**, Claeys, L., Treviño-García, C., & Hernández, A. (2007, June). Exploring the effectiveness of the Teacher Academy Learning Community's induction support with first year teachers. Presented at Texas Association for Teacher Educators Summer Conference, Austin, TX.
- Riojas-Cortez, M., & **Flores, B. B.** (2007, June). Accounts and reflections: Teacher candidates' beliefs and attitudes about culturally and linguistically diverse families. Presented at Texas Association for Teacher Educators Summer Conference, Austin, TX.
- Clark E. R., & **Flores, B. B.** (in absentia). (2007, May). Academic Student Inventory: Self-Observation Year (ASI SOY): Exploring teacher candidate identity development. *Children's*

Identity & Citizenship in Europe, Thematic Network. Presented at Citizenship Education in Society Université Paul Valéry Montpellier III, Montpellier, France.

- **Flores, B. B.** (2007, April). Round Table Discussant: Division G. Hosted at AERA, Chicago, IL.
- **Flores, B. B.**, Clark, E. R., Claeys, L., & Villarreal, A. (2007, February). Academy for Teacher Excellence: Recruiting, preparing, and retaining Latino teachers through learning communities. Presented at NABE Conference, San Jose, CA.
- Riojas-Cortez, M., & **Flores, B. B.** (in absentia) (2007). Preservice teachers' notions of families. Presented at SERA Conference, Austin, TX.
- Riojas-Cortez, M., & **Flores, B. B.** (2007, May). Los valores familiares construyen el éxito escolar: Family values build school success. Presented at Association of Childhood Education International Conference, Tampa, FL.
- Desjean-Perrotta, B., & **Flores, B. B.** (2007, May). Teacher certification: Does teacher certification really matter? Presented at Association of Childhood Education International Conference, Tampa, FL.

2006

- **Flores, B. B.** (2006, November). Academy for Teacher Excellence: Components, milestones, & success. Presented at UTSA's Researchers and Authors Symposium, San Antonio, TX.
- **Flores, B. B.** (2006, August). Academy for Teacher Excellence addressing Ana Maria Villegas' Hispanics in the teaching field: Demographic profile and needed research. Presented at The HACU Hispanic Higher Education Research Collective, San Antonio, TX.
- **Flores, B. B.** (2006, January). Academy for Teacher Excellence: Recruiting Latino teachers and fostering cultural teaching efficacy in all teachers. Presented at National Association for Bilingual Education, Phoenix, AZ.
- **Flores, B. B.** (2006, February). Academy for Teacher Excellence: Extending the dialogue in university and community college partnerships. Presented at Southwest Education Research Association, Austin, TX.
- **Flores, B. B.** (2006, April). Fitness to teach in a global society: Assessing the intangibles in preservice teachers. Presented at Association for Childhood Education International Conference.
- **Flores, B. B.** (2006, April). ASI SOY: Academic Student Inventory: Self-observation Year, Presented at Annual Meeting of the Association Educational Research Association, San Francisco, CA.

2005

- (2005, January). Las ciencias con sabor casero: Linking cultural and literacy practices to promote young children's scientific knowledge. Presented at National Association for Bilingual Education, San Antonio, TX.
- (2005, September). Teacher efficacy: A comparative study of university certified and alternatively certified teachers. *Center for Research, Evaluation, and Advancement of Teacher Education: Research Conference on Teacher Education*. Presented at Center for Research, Evaluation, and Advancement of Teacher Education, San Antonio, TX.
- Clark, E. R., & **Flores, B. B.** (in absentia) (2005, July). Teachers' perceptions of ethnic minority students' transnational lives. Presented at The Twelfth International Conference on Learning, Granada, Spain.

2004

- (2004, July). Academy for Teacher Excellence: Recruiting Latino teachers and fostering cultural teaching efficacy in all teachers. *Fourth international conference on diversity in organisations, communities and nations*. Presented at the University of California, Los Angeles, CA.

- (2004, October). Enhancing the quality of teacher preparation programs by touching the intangibles: Issues related to fitness to teach. Presented at Consortium of State Organizations for Texas Teacher Education: Fall Teacher Education Conference, Galveston, TX.
- (2004, September). Project Alianza: The UTSA experience—Institutional challenges and solutions. Presented at Tri-State Symposium, Washington, DC.
- (2004, February). Enhancing the quality of teacher preparation programs by touching the intangibles: Issues related to fitness to teach, Presented at AACTE 56th Annual Meeting & Exhibits, Chicago, IL.
- (2004, February). Reaching out and serving a new student population: Mexican-trained teachers interested in becoming certified teachers in the United States. Presented at AACTE 56th Annual Meeting & Exhibits, Chicago, IL.
- (2004, April). Teachers and the construction of identity in a transnational community. Presented at Annual Meeting of the Association Educational Research Association, San Diego, CA.

2003

- (2003, March). Un instituto familiar: Working with parents of preschoolers. Presented at Bilingual, Biliterate, Bicultural Conference, Laredo, TX.
- (2003, January). From meriendas to cuentos: Fostering early literacy experiences through intergenerational activities. Presented at Texas Border Literacy Conference, South Padre Island, TX.
- (2003, January). De la casa a la escuela: Connecting families with the school's early childhood program. Presented at NABE International Annual Conference, New Orleans, LA.
- (2003, January). A theoretical framework for establishing culturally appropriate classroom ecology within the early childhood bilingual classroom. Presented at NABE International Annual Conference, New Orleans, LA.
- (2003, February). Paper presentation: Early childhood teachers' notions of classroom practices: Creating equitable classroom ecology for language-minority students. Presented at Southwest Educational Research Association Annual Meeting, San Antonio, TX.
- (2003, February). Developing professionalism by touching the intangibles: A fitness to teach policy. Presented at Southwest Educational Research Association Annual Meeting, San Antonio, TX.

2002

- (2002, November). The harmful impact of the "Texas-style" accountability on Latina/o youth, teacher preparation, and curriculum. Presented at NACC FOCO Conference, San Antonio, TX.
- (2002, March). The effects of high-stakes testing and social promotion on Latino youth. A policy briefing: The U.S. Capitol. Room HC-5, Washington, DC.
- (2002, March). A critical examination of foreign-trained teachers' self-conceptualization and self-efficacy. Paper in progress presented at NABE International Annual Conference, Philadelphia, PA.
- (2002, March). You can't have a rainbow without a tormenta: An IHE, a community, and a dual language school. Paper presented at NABE International Annual Conference, Philadelphia, PA.

2001

- (2001, December). Biliteracy development in two-way immersion classrooms: A five year study. Paper presented at The National Reading Conference, San Antonio, TX.
- (2001, November). Speaking-out about high-stakes testing: Teachers and students' voices. Paper presented at NAME Annual Conference, Founders Roundtable, Las Vegas, NV.

- (2001, October). MACEIT: An innovative master's degree and teacher certification program. Working paper presented at Texas Teacher Education Conference, Corpus Christi, TX.
- (2001, October). Is Spanish proficiency simply enough? An examination of normalistas attitudes towards Spanish, bilingualism, and bilingual teacher pedagogy. Presented at V Congreso de las Americas, Puebla, México.
- (2001, July). Psychological schema of normalistas in a bilingual education teacher-training program. Presented at the Project Alianza Research Meeting, Mexico, DF.
- (2001, February). Is Spanish proficiency simply enough? An examination of normalistas attitudes towards Spanish, bilingualism, and bilingual teacher competencies & pedagogy. Presented at NABE International Annual Conference, Phoenix, AZ.
- (2001, March). The psychological schema of normalistas. Presented at 22nd Annual Ethnographic Forum, Philadelphia, PA.
- (2001, January). High-stakes testing, Austin, TX.

2000

- (2000, February). Standards and accountability: Who is responsible? Recruitment and training for normalistas. Presented at NABE International Conference, San Antonio, TX.
- (2000, February). Retooling normalistas as bilingual teachers: Who are they and what resources do they bring? Presented at NABE International Annual Conference, San Antonio, TX.
- (2000, February). Award winning dissertation: Bilingual teachers' epistemological beliefs... Presented at NABE International Conference, San Antonio, TX.
- (2000, April). NORMALISTAS: A prospective pool of bilingual teachers: A study examining their self-conceptualization and self-efficacy. Presented at AERA Annual Meeting, New Orleans, LA.
- (2000, May). Are your teaching practices aligned with your beliefs? Presented at AEL Equity Conference, Lexington, KY.
- (2000, November). Special session: Where are the Teachers of Color? Examining myths and realities of the minority teacher shortage. *Do standards and high-stakes testing assure accountability or create barriers for prospective bilingual education teachers?* Presented at NAME International Annual Conference, Orlando, FL.

1999

- (1999). Second language acquisition for elementary teachers. Presented at EISD Staff Development.
- (1999). Sheltered instruction for secondary teachers. Presented at EISD Staff Development.

NON-REFEREED/NON-PEER REVIEWED PUBLICATIONS

- Vásquez, O. A., Razfar, A, **Flores, B. B.**, Clark, E. R., & Claey's, L. (2010). *Laboratories for learning collaborative research-based fter-school programs. A research policy brief: La Clase Mágica research initiative*. Available from: <http://ate.utsa.edu/Policy-Brief>
- **Flores, B. B.**, Claey's, L., Clark, E. R., & Villarreal, A. (2010). *Transformative vision and practices: Creating a model for preparing culturally efficacious induction mentors*. Academy for Teacher Excellence, University of Texas at San Antonio.
- **Flores, B. B.**, with Mata, E., Rodríguez, M. E., Claey's, L., Fraga, L., García, C. T., Guerra, N. S, Clark, E. R., & Villarreal, A. (2010). *Becoming culturally efficacious: Induction mentor modules handbook*. Academy for Teacher Excellence, University of Texas at San Antonio. Available from: <http://moodle.ate.utsa.edu/moodle19/course>

- Jaramillo, P. **Flores, B. B.**, Clark, E. R., & Claeys, L. (2010). *Summit on Latino student success: critical analysis and dialogue for transforming STEM pedagogies and policies policy brief*. Academy for Teacher Excellence, University of Texas at San Antonio. Available from <http://ate.utsa.edu/>
- Clark, E. R. & **Flores, B. B.** (2000). Report on a study of *Normalistas*' ethnic identity & teaching efficacy. *NABE NEWS*, 24(1), pp. 20-23.
- **Flores, B. B.** (March 2000). Cascarones. *Appleseeds*, 2(7), 12-15.
- **Flores, B. B.** (1991). Ease report card stress. Counselor's Corner. *Northside Recorder*. San Antonio, TX.
- **Flores, B. B.** (1985). Contributor to *CROSSCUTS*, DLM; Developmental Learning Materials. Dallas, TX.

GRANT ACTIVITY

Funded

- 2022-23 Minority Male Educator Mentoring Initiative of South Texas. City Education Partnership, \$185,204
- 2023 US Prep Transforming Teacher Preparation, US Prep, \$7000.00; \$8000
- 2023 Texas Education Agency, \$759
- 2023 Accelerated Teacher Education pathway, UT System, \$41,600
- (CoPI) Latino Teacher Academy Learning Community (Latino-TALC). Title V USDOE grant. 2.5 million
- 2011 to present PI for ATE I3 Communities of Practice: Academy for Teacher Excellence (ATE): I3 (Interdisciplinary Ingenious Innovative) Communities of Practice, Pathways to Hispanic Students' Success in STEM Areas, Title V USDOE grant, approximately \$680,000 per year, \$4.2 million over 5 years.
- 2011 CoPI for La Clase Mágica Preescolar from HEB \$60,000.
- 2011 CoPI for La Clase Mágica Preescolar from San Antonio Hispanic Fund, \$5000.00
- 2010-2013 PI for Innovative Communities of Learning Advancing Student Success (*iCLASS*): An Early College Approach for Increasing Latino Participation in the STEM Disciplines, FIPSE Grant, USDOE \$749,972
- 2010 PI for Project ACEST: Academy for Culturally Efficacious STEM Teachers, Texas Higher Education Coordinating Board, \$750,000.
- 2009 PI *Greater Texas Foundation*, Teacher Academy Induction Learning Community \$150,000.
- 2009 Co-PI Texas Regional Collaborative for Excellence and Science Teaching: Induction Program, 102,000
- 2008 Co-PI Texas Regional Collaborative for Excellence and Science Teaching: Mid-career Teacher Recruitment Program, \$200,000,
- 2008 PI for *Academy for Teacher Excellence: Equity, Education, & Entrepreneurship (E³)*, College Costs Reduction and Access Act, Title V USDOE Grant, 2.5 million over two years.
- 2008 PI for *Teacher Academy Induction Learning Community*, Greater Texas Foundation, \$500,000 over 2.5 years
- 2007 PI for *Special Education Accelerated Teacher Education Program (SPE-ATEP): Transition to Teaching* Grant, USDOE Grant, approximately 384,050.00 per year for 5 years for a total of 2.1 million
- 2007 PI Texas Higher Education Coordinating Board, Educator Research Center (in collaboration with UT Austin and UT Pan Am, approximately \$238,000 per institution, amount awarded, \$ 234,000 as Co-PI.

- 2006 PI for *Middle level Accelerated Teacher Education Program (ML-A-TEP): Transition to Teaching Grant*, USDOE Grant, approximately 377,050.00 per year for 5 years for a total of 1.6 million
- 2004-2007 PI for *Academy for Teacher Excellence*, Title V Grant, \$590,825.00 continuation funding for a total of 2.75 million dollars
- 2004-2007 PI for *Accelerated Teacher Education Program (A-TEP): Transition to Teaching Grant*, USDOE Grant, approximately \$320,000 a year for 5 years for a total of 1.634 million dollars.
- 2003 Co-PI & Principal Grant writer for *Academy for Teacher Excellence*, Title V Grant, \$550,000+ a year for 5 years for a total of 2.75 million dollars
- 2003 Funded for COEHD Faculty Research Grant: *Linking cultural and literacy practices to promote young children's socioemotional development*. \$1000.00
- 2001-2002 Received grant to write final Project Alianza Monograph from ASU and IDRA, \$ 9600
- 2001 Received \$1000.00 to assist with the writing of Academy for Teacher Excellence grant
- 2000-2001 Funded for UTSA Faculty Research Grant for proposed study: *In order to have a Rainbow, there must be a Storm: The transformation of low performing school to an exemplary school*. \$4945.00

COURSES TAUGHT

- *Undergraduate courses taught:*
C&I 4403, Approaches to Teaching Math & Science EC-4
ECE 4203 Assessment and Evaluation for EC-4; EC-6
ECE 4403: Approaches to Teaching, Grades 3-8
- *MA Graduate courses taught:*
BBL 5053 Assessment in Bilingual and ESL Programs
BBL 5013 Multicultural Groups in the U.S.
BBL 5013 Social Justice and Multiculturalism in U.S. Urban Settings
BBL 5073 Psychological Considerations in Bicultural Bilingual Environments
BBL 5113 Theoretical Foundations in Bilingual Education
BBL 6063 Research Methods in Bilingual and Second Language Studies.
BBL 6033 Counseling for Bicultural-Bilingual Populations: Consejería Para Poblaciones Biculturales-Bilingües
C&I 6943/6 Instructional Internship
C&I 6123 Critical Perspectives in C&I
ECE 6163 Biological Basis for Child Development-Brain Research and Learning
ECE 6543 Community Resources in Elementary Education
ECE 6643 Teacher as Researcher
ECE 6653 Action Research in Childhood Settings
ECE 6453 Assessment and Evaluation in Early Childhood and Elementary Education
ECE 6973 Special Problems: Instructional Internship
EDUC 5435 Materials and Methods for Bilingual/Multilingual Populations (Colorado @ Boulder)
- *Doctoral courses developed and taught*
BBL 7033 Seminar in Advanced Survey Research
BBL 7013 Research Design & Statistics for Language, Literacy & Culture.
ILR 7783 Survey Research Methods

ILT 7013 Introduction to Interdisciplinary Research & Design
 ILR 7643 Advanced Research in Education
 ILT 7733 Evaluation of Research

Dissertation Committees Served/Serving

- Abdul-Razaq, Haetham Tariq (2017). *Refugee families' engagement with the public school system: the integration journey of the Iraqi refugees* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Caceda, Carmen (2009). *Teaching English language learners: Teacher candidates' language beliefs* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Chapa, Hector (2019). *Cultural reproduction: Teacher professional development in rural Texas schools* [Unpublished doctoral dissertation]. University of Texas at San Antonio. (Chair)
- Chen, Wan-Ching (2011). *Taiwanese beliefs and motivation* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Claeys, Lorena (2011). *Motivation to teach culturally and linguistically diverse students* [Unpublished doctoral dissertation]. University of Texas at San Antonio. (Co-chair)
- Collier, J. (2021). *A Consequential validity study of a state English language proficiency test: The Texas English Language Proficiency Assessment System (TELPAS)*.
- Conceicao de Silva, Daniela (2018). *Elementary preservice teachers' dispositions toward social justice: How schooling experiences, life experiences, and beliefs inform their teaching practice*.
- Diaz, Cristella Rivera (2019). *Effects on self-efficacy in a mathematics bridge program*. Texas State University.
- Fernández, Mary Ruth (2008). *The relationship between educational decisions and academic achievement: A focus on Mexican American students* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Fraga, Lucretia (2012). *Mobile learning in higher education* [Unpublished doctoral dissertation]. University of Texas at San Antonio. (Co-chair)
- Galindo, Sandra (2012). *Media representation of immigration in a migrant provide and migrant receptor country: A critical discourse analysis* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Gahn, Linda (2013). *Secondary mathematics teachers' beliefs, attitudes, knowledge base and practices in meeting the needs of English language learners* [Unpublished doctoral dissertation]. University of Texas at San Antonio. (Co-chair)
- Garcia, Claudia (2016). *El renacer de maestras bilingües: Actualizing cultural efficaciousness* [Unpublished doctoral dissertation]. University of Texas at San Antonio. (Chair)
- Garza, Esther (2010). *A comparison of bilingual education and generalist teachers' approaches to scientific biliteracy* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Garza, Karla (in progress). *Understandings of speech and language practices for serving bilingual-bicultural children*.
- Gatis, Dilans (2010). *Oral corrective feedback and second language vocabulary development: Prompts and recasts in the adult ESL classroom* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- González, N. (2016). *A case study: The co-construction of mathematical knowledge in a 4th grade dual language classroom* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- González, Lupita (2006). *A study on the effectiveness of reading for middle school English language learners (RFELL) program (Would a reading program designed for a specific student population succeed with recent immigrant students?)*. University of Texas at Austin.
- Guillen, Adrienne. (2018). *The development of academic identity of the Latina(o) bilingual elementary learner through education robotics*.

- Guzman, Carmen (2011). *Chicana and Chicano “Pedagogies of the Home” : Learning from students’ lived experiences* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Hawkins, Don (2016). *Designing mobile learning environments to support teacher-led field trips within informal learning spaces* [Unpublished doctoral dissertation]. University of Texas at San Antonio
- Henderson, Nancy (2007). *Teacher and principal perceptions of effective instructional leadership: An exploration of guiding practice and personal beliefs* [Unpublished doctoral dissertation]. University of Texas at San Antonio
- Huerta, Mary Esther (2005). *Biliteracy: Negotiating reading comprehension across two languages*. University of Texas at San Antonio, NABE Outstanding 2nd Place Dissertation Award.
- Iyenger, Kalpana (2014). *Asian Indian American students’ expression of culture and identity construction through narrative writing* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Li, Shikun (2017). *Exploring the influence of video feedback upon teacher candidates’ evolution of teaching beliefs and SLA specialized knowledge of comprehensible input*. (Co-Chair)
- Lopez, Minda (2008). *“Hablamos ingles...o, y español también” : Students’ emerging language ideologies in a dual language primary program*. University of Texas at San Antonio, AERA Bilingual Sig Outstanding 2nd Place Dissertation Award.
- Martin Corredor, L. M. (2021). *Rethinking dual language bilingual education pedagogies for Spanish heritage speakers*. [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Mari-Acevedo, Vanessa (2017). *Motivation to learn and teach English in Puerto Rico’s public and private schools*. Unpublished doctoral dissertation]. University of Texas at San Antonio.
- McConnell, J. (2023). *Secondary world language teachers: Empowerment, job satisfaction, burnout, and intent to quit*. Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Mika, Virginia (2007). *Salud y Vida: Exploring the health literacy of a Mexican American population* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Rivas, Elizabeth (2017). *Latina social studies teachers negotiating public institutions* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Salazar, M. (2015). *Using technology to teach English language learners: Beliefs on digital access and efficacy* [Unpublished doctoral dissertation]. University of Texas at San Antonio. (Chair)
- Salinas Hinojosa, M. (2021). *The unspoken element of cariño: Hearing the voices of teachers, students, and parents about cariño in the dual language classroom*. [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Santillán, L. (2014). *Un pie en dos lados: The life-histories of Latina/o teachers fusing social and professional roles* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Shearn, Nancy (2007). *Sources of efficacy for first-year teachers* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Siller, Melissa C. (2019). *Communities of practice as comprehensive induction for early childhood educators* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Sung, Koyin (2009). *Language learning strategy use and language achievement for American college learners of Chinese as a foreign language* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Tran, D. (2023) Co-Chair. *Effects of self-efficacy, task value, test anxiety, and learning strategies on test scores: a washback study*. [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Wilson, A. (2013). *Examining children’s comprehension of conventional, wordless, and postmodern picturebooks* [Unpublished doctoral dissertation]. University of Texas at San Antonio.
- Zaragoza, Mariana (2017). *Rural schooling practices: Mexican-descent students and their teachers* [Unpublished doctoral dissertation]. University of Texas at San Antonio

Thesis Committees Served/Serving

Sanchez Killorin Gabriela (2021). Voices and perceptions of language brokering mediators. Unpublished master's thesis]. University of Texas at San Antonio. (Chair).

Oh, Soyung. (2017). The impact of teacher knowledge of explicit/implicit English language instruction on their Practice: A comparison study between BBL/ESL and Non-BBL-ESL Teachers.

Ozturk, Mohammed (2012). *The influences of male early childhood education teachers on parental involvement* [Unpublished master's thesis]. University of Texas at San Antonio. (Chair)

Saldaña, Liliana Patricia (2002). *An examination of bilingual educators' teaching approaches and the pedagogical frameworks that inform their practices* [Unpublished master's thesis]. University of Texas at San Antonio.

Swearingen, Amanda Jayne. (2017). Exploring second language reading engagement through a canine-assisted reading program: A case study [Unpublished master's thesis]. University of Texas at San Antonio.

UNIVERSITY SERVICE**UTSA Internal Activities**

- 2010-2012 Legacy Chair, organized group of ILT senior faculty
- 2007, 2008 Presenter at Department Chair Meetings
- “Come to College” Day Mock Class
- Recruiting potential graduate students for undergraduate and graduate program
- Recruiting potential faculty at the Association of Teacher Educators Conference

UTSA Committees Served

- 2017- present DFRAC
- 2021 DFRAC for ELPS
- 2020 Tactical Teams
- 2019 Strategic Partnerships
- 2019 Dual Credit
- 2017 CFRAC Chair
- 2017 BBL CPE Committee
- 2017 College Tenure and Promotion Faculty Forum
- 2012-2013 P-20 Summit Committee Member
- 2011-2012 College Council Chair; co-chair of Roadrunner Corner
- 2011 UFRAC Chair
- 2011 DFRAC Committee Member for Ed Psychology
- 2011 Professional Development for ECE-6 Blocks
- 2010-2011 ECE-6 Mathematics and Science Search Committee Chair
- 2011- 2012 ILT Doctoral Program Research Chair
- 2009 -2011 UFRAC Member
- 2009 DFRAC Chair
- 2009 MA Ed SACS Assessment Chair
- 2008 P-20 Vice-President Search
- 2008 DFRAC for Health and Kinesiology
- 2008 DFRAC for Counseling
- 2008-2010, Spring & Fall University Collaborative Research Seed Grant
- 2008 College Video: Beyond the Tenure box
- 2008 President's Affirmative Action & Diversity Committee Co-Chair
- 2007, 2008 ILT Math Education Search Committee

- 2007 VPAA Search Committee
- 2006-2007 UT System Vice Chancellor's Faculty Leadership Development Advisory Group C
- 2006 VPSA Search Committee
- 2006 President's University Diversity Committee Co-chair
- 2006 University Vision 2016 Committee
- 2006 Faculty and Staff Success Sub-Committee
- 2006 Math Chair Search Committee
- 2006 University-wide Tuition and Fees Committee
- 2005-2006 University Diversity Committee
- 2006 University Tuition & Fees Committee
- 2006 University & NWVC partnership Committee creating JUMP (Joint Undergraduate Matriculation Program)
- 2003-2004 University-wide Technology Initiative Committee
- 2003-2004 Convener for the EC-4 Search Committee
- 2003-2009 Member of Doctoral Proposal Committee
- 2002-2004 Chairing the DISCI Diversity Committee
- 2002-2004 Chairing Instructional Technology E-portfolio Committee
- 2002-2004 Admission to Teacher Certification Committee
- 2002-2003 Member of BBL Teacher Search Committee
- 2002 Chaired the Departmental Governance Task Force Committee
- 2001-2002, 2002-2003 Chaired the EC-4 Search Committee
- 2001, 2002 Teacher Appreciation Committee
- 2000 Chaired the College Governance Committee
- 1999-2002 Member Professional Development Model Schools Committee
- 1999, 2000 ECE & Elementary Search Committee
- 1999-2000 EC-4 Teacher Certification & 4-8 Teacher Certification Committee
- 1999-2000 EC-4 Bilingual Teacher Certification & 4-8th Teacher Certification Committee
- 1999 College Implementation Committee

Partnerships (2018-present)

- MacUp Dual Credit Residency Pathway, NEISD
- Brackenridge Dual Credit Residency Pathway, SAISD
- Bilingual Signature Residency, SAISD
- COEHD Signature Residency, NISD
- Transfer Academy for Future Teachers, Alamo Community Colleges
- CAST Network

PROFESSIONAL SERVICE

2021 to Present

National Latino Education Research Policy Project Dean's Council
BranchED Advisory Council

2020

National Latino Education Research Policy Project Dean's Council
BranchED Advisory Council
UTS Dean's Council

2019

BranchED Advisory Council
TEA Data Working Group
TEA Bilingual Standards Committee
TEA EC-3 Standards Committee

2018 to Present

Musical Bridges around the World (educational/research consultant)

2017

Division K Early Career Award
UTS Dean's Council

2016

Bilingual Education Research SIG Early Career Award Chair
San Antonio ISD Dual Language Academy
MacArthur Teacher Academy

2015 to 2018

SASTEMIC (STEM) Board

2014

Interview on radio Academy for Teacher Excellence Informal Learning Clubs
<https://soundcloud.com/tech-city-usa/sat-july-13-2014>

2012-Present

AERA Bilingual Research SIG & Hispanic Research SIG Early Career Scholar Mentor

Media Contributions

2021

Castillo, L. (2021, June 14). *UTSA partners with SAISD to establish Dual Language community lab schools*. UTSA Today. <https://www.utsa.edu/today/2021/06/story/utsa-saisd-establish-dual-language-community-lab-schools.html>

Heubeck, Elizabeth. (2021, June 8) How 'Grow-your-Own' Programs are helping recruit teachers of color. *Education Week*.

Perez, D. (2021, July 26). *'A model for the nation': San Antonio ISD and UTSA partner to enhance Dual-Language programs*. San Antonio Express News. <https://www.expressnews.com/news/education/article/A-model-for-the-nation-San-Antonio-ISD-and-16340454.php>

2020

November 15, 2020, Experts weigh in on current job trends. *Educator Trends*.

2019

Garza, R. (2019, October 30). *Paving the way for Latinx teachers: Recruitment and preparation to promote educator diversity: Profile: San Antonio's P-20 Partnerships*. New America. <https://www.newamerica.org/education-policy/reports/paving-way-latinx-teachers/>

2015

<https://sombrilla.utsa.edu/the-bilingual-advantage/>

Interview for Newspapers: Critical Need for Bilingual Teachers

Dallas Paper: Preparing Bilingual Teachers

AP Independent Reporter: Bilingual Teacher Shortage/Pipeline

Chavez, J. (2015, September 17). *UTSA recognized by white house initiative for work with Hispanic community*. UTSA Today. <https://www.utsa.edu/today/2015/09/brightspots.html>

Reviewer

2007-Present

AERA Conference
 Bilingual Research Journal
 Journal of Educational Policy
 Journal of Latinos and Education
 Teacher Education and Practice
 Teacher Education and Teaching
 Curriculum Teaching Dialogue Journal
 Journal of Teacher Education
 Journal of Mentoring and Tutoring
 External Reviewer for Taylor & Francis Book

2007

AERA Conference Reviewer
Teaching and Teacher Education SIG
 Handbook of Latino Identity

2006

Bilingual Research Journal Reviewer
 Teacher Education and Practice Reviewer
 Anthropology of Education Reviewer

2005

Proposal Reviewer for AERA 2005 Annual Conference
 Bilingual Research Journal Reviewer
 Book Proposal Reviewer for Dr. Josúe González, ASU: *Encyclopedia of Bilingual Education in the United States*

2004

Proposal Reviewer for AERA 2004 Annual Conference
Early Education and Child Development SIG
Bilingual Education Research SIG
Teaching and Teacher Education SIG

2003-present

Outside Reviewer for Bilingual Research Journal

2003

Outside Reviewer for **NABE** Journal of Research and Practice

2002- present

Member of NABE Research and Evaluation SIG

External Tenure Reviewer

2020 Tenure Reviewer for UT Rio Grande Valley
 2019 Tenure Reviewer for CUNY, UNLV, & UT Rio Grande Valley
 2018 Tenure Reviewer for University of Denver
 2017 Tenure Reviewer for UT Rio Grande Valley
 Tenure Reviewer for Northern Arizona University
 Service Reviewer for University of Massachusetts, Boston

- 2016 Tenure Reviewer for University of New Mexico
 Tenure Review for New Mexico State University
 Tenure Review for Arizona State University
- 2015 Tenure Reviewer for University of New Mexico
- 2014 Tenure Reviewer for Texas A&M University
 Tenure Reviewer for UT Pan Am
- 2012 Tenure Reviewer for Lehman College, CUNY
 Tenure Reviewer for UNC Wilmington
 Tenure Reviewer for St. John's University
- 2012 Tenure Reviewer for University of Denver
- 2011 Tenure Reviewer for George Mason University
- 2010 Tenure Reviewer for UT EL Paso
- 2009 Tenure Reviewer for Texas A&M University

MEMBERSHIPS

- American Educational Research Association
- Association for Childhood Education International
- Association for Teacher Education
- Southwest Educational Research Association
- Texas Association of Teacher Educators
- National Association for Bilingual Education
- Texas Association for Bilingual Education
- San Antonio Area Association for Bilingual Education
- National Association for Multicultural Education Member

Committees Outside University

- 2018-present Brackenridge & Lanier High Schools Dual Credit, San Antonio ISD
- 2016-present San Antonio ISD Dual Language Committee
- 2016-present MacArthur High School Dual Credit, North East ISD
- 2013-2016 Early Learning Career Pathways Initiative, US Department of Education, nominated by Dr. Libby Doggett.
- 2011-2012 AERA, Division K Reviewer
- 2000-Bilingual Research SIG Mentor
- 2010 AERA Division K, Program Chair Section 5: Focus on the Lives of Teachers
- 2010 AERA Hispanic Sig Past Chair
- 2009 AERA Hispanic Sig Chair
- 2007 AERA Division K Nominating Committee
- 2005 AERA Division K Nominating Committee
- 2002-2003 San Antonio ISD's Early Childhood Advisory and Task Force Committee;
- 2001-2005 San Antonio College Early Childhood Advisory Council Committee
- 2000-2003 State Board of Education Committee for the development of EC-4, 4-8th Bilingual Standards
- 2000-2003 Texas Quality Enhancement Grants Program & Beginning Teacher Activity Profile in Texas Consortium Member
- 2000 TxBESS Facilitator for Region XX

Volunteerism

- 2014 Mentor for Advance Leadership Institute at UT Pan Am
- 2012-present AERA Mentor for Early Scholars

- 2005 “Preparing Transformative Leaders” at the UTSA Alumni Breakfast. Oct 6, 2006
- 2000-2003 Family Institute for Early Literacy Development – plan, coordinated, & presented parent/family workshop at Storm Elementary on annual basis during Week of Young Child
- 2002, 2001 Career Day Speaker at LBJ and Burleson, EISD
- 2000-2002 Mentored a Holmes Business Career High School student for the past three years

Professional Development

- 2010 CREATE Research Seminar
- 2006-2007 CREATE Research Fellow Series
- 2006 Hierarchal Linear Modeling Advanced Seminar
- 2006 Factor Analysis Advanced Seminar
- 2006 HACU Hispanic Higher Education Research Collective (HPERC): Setting the Research Agenda for Hispanic Success in Higher Education, UTSA Downtown Campus, August 3, 2006, San Antonio, Texas
- 2006 CREATE Leadership Conference, May 1–2, Austin, Texas
- 2006 Raising Graduate Rates Summit, The University of Texas at San Antonio, March 24, 2006.
- 2006 Texas Association for Colleges of Teacher Education Meeting, March 3, 2006 Austin Texas
- 2006 Women’s Leadership Symposium, “Profiles of Outstanding Women”, sponsored by the Texas Diversity Council, January 13, 2006 University of Texas at San Antonio
- 2005 Chairing the Academic Department: A workshop for Division and Department Chairs and Deans, November 2–5, 2005, San Antonio, Texas
- 2005 ATE Summer Conference: Focus on NCATE, July 30–Aug 2, 2005
- 2005 23rd Annual Academic Chairperson Conference, Feb 9–11, 2005, Orlando, Florida