

Kathryn I. Henderson
Curriculum Vitae

Associate Professor
Department of Bicultural-Bilingual Studies
Applied Linguistics/TESL Program
University of Texas at San Antonio
Kathryn.Henderson2@utsa.edu
Phone: (774) 245-2069
ORCID ID: 0000-0001-8857-9317

EDUCATION

- 2015 Ph.D. in Curriculum and Instruction, The University of Texas at Austin
 Bilingual and Bicultural Education
 Dissertation: *Dual Language Program Implementation, Teacher Language Ideologies and Local Language Policy*
- 2009 M.A. in Education, Framingham State College Campus Guadalajara,
 Guadalajara, Mexico
 Thesis: *Critical Success Factors in Bilingual Schools – A Comparative Analysis of Dual Bilingual Schools in Guadalajara*
- 2009 Preliminary Teacher Certificate, Foreign Language, Spanish: Boston, MA
- 2005 TEFL/TESOL Teaching Certificate: Guadalajara, Mexico
- 2004 B.A. in International Studies, Washington University in St. Louis, St. Louis
 Jan.-May 2003 University of Havana, Cuba
 Honors Thesis: *Cuban Artists and the Cuban Art Market*

PROFESSIONAL EMPLOYMENT HISTORY

- 2020-present Associate Professor, Department of Bicultural-Bilingual Studies, Applied Linguistics/TESL Program, University of Texas at San Antonio
- 2015-2020 Assistant Professor, Department of Bicultural-Bilingual Studies, Applied Linguistics/TESL Program, University of Texas at San Antonio
- 2012-2015 Assistant Instructor, Department of Curriculum & Instruction, Bicultural-Bilingual Program, The University of Texas at Austin
- 2011-2012 Research Assistant, Department of Curriculum & Instruction

The University of Texas at Austin

2010-2011 Student Teaching Supervisor, Department of Curriculum & Instruction
The University of Texas at Austin

2003-2004 Teaching Assistant, Department of International Studies
Washington University in St. Louis

PUBLICATIONS

* denotes a publication co-authored with a UTSA student

** denotes a publication co-authored with a former UTSA student

***denotes a publication co-authored with a community member in education

Books

Henderson, K.I & Palmer, D. (2020). *Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation*. Bristol, England: Multilingual Matters.

Peer Reviewed Articles

Henderson, K.I. (2024) “We Need to Revisit the ‘Whys’ all the Time” Re-visiting Pláticas with Members of a Dual Language Bilingual Education School for Community “Whys” and Researcher Answerability. *Bilingual Review/Revista Bilingüe*, 36(2), 118-132.

*Martin-Corredor, L., **Henderson, K.**, Alvarez, A. (2023) “Mexican and Mexican-American Mothers’ Visions and Decisions Amidst Dual Language Bilingual Education Expansion. *Bilingual Research Journal*. 46(2), 82-99.

Henderson, K.I. (2022) Language ideological multiplicity and tension within dual language bilingual education teachers. *Journal of Language, Identity and Education*, 21(2), 116-132.

*Fallas Escobar, C., **Henderson, K.**, & Lindahl, K. (2022). “I look Mexican, so they assume I speak Spanish”: Latinx teacher candidates’ grappling with raciolinguistic ideologies. *The Modern Language Journal*, 106(1), 196-215.

*Lindahl, K., Fallas Escobar, C., & **Henderson, K.** (2021). Linguistically responsive pedagogy for bilingual teacher candidates: Surfacing language ideological dilemmas. *TESOL Quarterly*.

Bernstein, K. A., Alvarez, A., Chaparro, S., & **Henderson, K. I.** (2021). “We live in the age of choice”: school administrators, school choice policies, and the shaping of dual language bilingual education. *Language Policy*, 20, 383-412.

*Martin, L. & **Henderson, K.I.**, (2019). Assessing simultaneous bilinguals: Teacher perspectives in dual language bilingual education. *Journal of Bilingual Education Research & Instruction*, 21(1), 81-103.

- Henderson, K.I.**, & Palmer, D. (2019). “I wonder why they don’t do the two-way”: Disrupting the one-way/two-way dichotomy, re-envisioning the possibilities of dual language bilingual education. *NABE Journal of Research and Practice*, 9(1), 47-59.
- Lindahl, K., & **Henderson, K.I.** (2019). The intersection of language awareness and ideology among in-service teachers of emerging bilinguals. *Journal of Immersion and Content-Based Language Education*, 7(1), 61-87.
- Henderson, K.I.** (2018). The Danger of the dual language enrichment narrative: Educator discourses constructing exclusionary participation structures in bilingual education. *Critical Inquiry in Language Studies*. 16(3), 155-177.
- Henderson, K.I.**, & Ingram, M. (2018). “Mister, you’re writing in Spanglish”: Fostering spaces for meaning making and metalinguistic connections through teacher translanguaging shifts in the bilingual classroom. *Bilingual Research Journal*. 41(3), 253-271.
- Zúñiga, C. E., **Henderson, K.I.**, & Palmer, D. (2018). Language policy and social justice: How bilingual teachers use policy mandates to their own ends. *Language and Education*, 32(1), 60-76.
- Durán, L., & **Henderson, K. I.** (2018). Pockets of hope: Cases of linguistic flexibility in the classroom. *E-JournALL, EuroAmerican Journal of Applied Linguistics and Languages*, 5(2), 76-90.
- Henderson, K.I.** (2017). Teacher language ideologies mediating classroom-level language policy in the implementation of dual language bilingual education. *Linguistics and Education*, 42, 21–33.
- Fitzsimmons-Doolan, S., Palmer, D., & **Henderson, K.** (2017). Educator language ideologies and a top-down dual language program. *International Journal of Bilingual Education and Bilingualism*, 20(6), 704–721.
- Palmer, D., and **Henderson, K.I.** (2016). Dual language placement practices and educator discourses on emerging bilingual students. *International Multilingual Research Journal*, 10(1), 17–30.
- Lindenberg, A., **Henderson, K. I.**, & Durán, L. (2016). Using technology and mentorship to improve teacher pedagogy and educational opportunities in rural Nicaragua. *Global Education Review*, 3(1), 66–87.
- Henderson, K. I.**, & Palmer, D. K. (2015). Teacher and student language practices and ideologies in a third-grade two-way dual language program implementation. *International Multilingual Research Journal*, 9(2), 75-92.

- Henderson, K. I.**, & Palmer, D. K. (2015). Teacher scaffolding and pair work in a bilingual pre-kindergarten classroom. *Journal of Immersion and Content-Based Language Education*, 3(1), 77–101.
- Palmer, D., **Henderson, K.**, Wall, D., Zúñiga, C. E., & Berthelsen, S. (2015). Team teaching among mixed messages: Implementing two-way dual language bilingual education at third grade in Texas. *Language Policy*, 15, 393–413.
- Bybee, E., **Henderson, K.I.**, and Hinojosa, R. (2014) Bilingual Education in the U.S. and Texas: A Historical and Legal Background. *Texas Education Review*, 2(2), 138-146.
- Palmer, D., Martínez, R.A., Mateus, S.G., and **Henderson, K.** (2014). Reframing the debate on language separation: Towards a vision for translanguaging pedagogies in the dual language classroom. *The Modern Language Journal*, 98(3), 757–772.

Book Chapters

- Ingram, M., & **Henderson, K.I.** (2024). Transformative Translanguaging Teacher-Student Interactions in a Third Grade Dual Language Bilingual Education Classroom. S.I. Johnson, M.A. Romero, M. Jurado (Eds.), *Cultivating the Pedagogy of Translanguaging for K-12 Transformative Education: Approaches, Activities, and Strategies for Students and Teachers*, Velazquez Press.
- Bernstein, K. A., **Henderson, K. I.**, Chaparro, S., & Alvarez, A. (2024). Creating DLBE programs that center equity in the face of school choice policies. In G. Delavan, J. A. Freire, & K. Menken (Eds.), *Overcoming the gentrification of dual language bilingual education: Solution-oriented research and stakeholder resources*. Multilingual Matters.
- ***Henderson, K. I.**, Tian, Z., Stalnaker, F., Usgaonker, M., & Yazan, B. (2023). Language Education and the COVID-19 Global Pandemic. In P. Makoe, C. McKinney, & V. Zavala (Eds.), *The Routledge Handbook of Education (2nd edition)*, Routledge.
- Katznelson, N., Bernstein, K. A., & **Henderson, K. I.** (2023). Discourses in dual language bilingual education. In J. A. Freire, C. Alfaro, & E. J. de Jong (Eds.), *The handbook of dual language bilingual education*. Routledge.
- ***Henderson, K.**, Fallas-Escobar, C., & Lindahl, K. (2023). Learning from Latinx pre-service teachers' understandings of their linguistic repertoires. In Tian, Z., & King, N. (Eds.), *Developing Teachers' Translanguaging Repertoires for More Socially Just Education*. De Gruyter Mouton.
- ***Hernández, O., & **Henderson, K.** (2022). The Power of Plática: Expanding Dual Language Bilingual Education at the District Level with a Bilingual Redesign Committee. In L. Dorner, D. K. Palmer, D. Heiman, C. Cervantes-Soon, and E. Crawford-Rossi (Eds.), *Critical Consciousness in Dual Language Bilingual Education*. (pp. 85-94). New York, NY: Routledge.

***Alday, E., Hernández, O., & **Henderson, K.I.** (2022). “We Can Change the Academic Trajectory of Our Children in a Snap” Developing a High-School Dual Language Program for Spanish- Speaking Students with No Feeder Program. In Lisa Dorner, Deborah K. Palmer, Daniel Heiman, Claudia Cervantes-Soon, and Emily Crawford-Rossi (Eds.), *Critical Consciousness in Dual Language Bilingual Education*. (pp. 39-46). New York, NY: Routledge.

***Mateus, S., **Henderson, K.I.**, Palmer, D.K., & Tellez-Arste, M. (2022). Pre-K Latinx Students in the Borderlands: A Counter-Hegemonic Transformative Experience of Biliteracy and Bilingual Identity Development. In Maite T. Sánchez and Ofelia García (Eds.), *Transformative Translanguaging Espacios in Bilingual Education- US Latinx Bilingual Children Rompiendo Fronteras* (pp. 156-179). Bristol, England: Multilingual Matters.

Henderson, K.I., & Sayer, P. (2019). Translanguaging in the Classroom: Implications for Emerging Bilingual Youth in Texas. In J. MacSwan & C. Faltis, (Eds.), *Codeswitching in the Classroom: Language Mixing in One-Way and Two-Way Bilingual Programs* (pp. 207-224). New York, NY: Routledge.

Henderson, K.I., Martin, L., & Erker, G. (2018). Issues of Equity in Dual Language Bilingual Education. In N. Avineri, R. C. Riner, L. Graham, E. Johnson, and J. Rosa (Eds.), *Language and Social Justice in Practice* (pp. 63-71). New York, NY: Routledge.

Lindahl, K.M. & **Henderson, K. I.** (2018). Civic engagement and social studies for middle school English language learners. In Hansen-Thomas and K.M. Lindahl (Eds.), *Engaging research: Transforming practices for middle school English learners* (pp. 99-108). Washington, D.C.: TESOL Press.

Palmer, D., Zúñiga, C., & **Henderson, K.I.** (2015). A dual language revolution in the United States? On the bumpy road from compensatory to enrichment education for bilingual children in Texas. In W.E. Wright, S. Boun, & O. Garcia, (Eds.), *Handbook of Bilingual and Multilingual Education* (pp. 447-460). Oxford, UK: Wiley-Blackwell.

Book Reviews

Henderson, K.I. (2020). [Review of the book *Profiles of Dual Language Education in the 21st Century*, by M. Beatriz Arias and Molly Fee, Eds.] *Tesol Quarterly*.

Henderson, K.I. (2017). [Review of the book *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*, by Ofelia García, Susana Ibarra Johnson, and Kate Seltzer] *Journal of Immersion and Content-Based Language Education*. 5(2), 300-303.

Henderson, K.I. (2011). [Review of the book *Immigrant Stories: Ethnicity and Academics in Middle Childhood*, by Cynthia T. García Coll and Amy Kerivan Marks] *Bilingual Research Journal*, 34(2), 240-243.

Other Publications

***Henderson, K.I.**, Ortega, E. & Palmer, D. (2021). “I’m kind of a rebel here”: Documenting the greatest challenges of bilingual teachers during a pandemic. *Multilingual Educator*, Spring 2021.

Henderson, K.I. & Palmer, D.K. (2020) *Dual language bilingual education in unprecedented time: Issues of equity amidst the coronavirus pandemic*. Guest blog post to for Channel View Publications:
<https://channelviewpublications.wordpress.com/2020/04/16/dual-language-bilingual-education-implementation-in-unprecedented-times-issues-of-equity-amidst-the-coronavirus-pandemic/>

*Chan, V. and **Henderson, K.I.** (2018) Effective Classroom Strategies toward Decolonizing ELT Practices: Implications for Postmethod Pedagogy. *TESOL Encyclopedia of English Language Teaching*.

Henderson, K.I., and Ingram, M. (2015, Summer) Entre broma y broma... integrating risas en el salón for linguistic awareness. *Soleado*, 8, 2-3,13.

Henderson, K. I. (2000, Summer). Warã archive tour brings cultures together. *Cultural Survival*, 29 (2), 37.

Manuscripts Under Review/In Progress

*Fallas-Escobar, C., Ek, L., & **Henderson, K.I.** (Under review). Raciolinguistic Dystopias and Utopias: Centering Latina/o Bilingual Teacher Candidates’ Negotiation of Raciolinguistic Ideologies

*Lindahl, K., **Henderson, K.I.**, Fallas-Escobar, C., AND Yazan, B. (In preparation). Emotion, Tension, and Critical Language Awareness in Teacher Candidates’ Identity Work. *Language Teaching Research*.

***Henderson, K.I.**, Alvarez, A., & Martin-Corredor, L., (In preparation) “Sí se pudo”: Top-down and Bottom-up Language Policy Processes in the Adoption of Dual Language Bilingual Education.

OASIS Summaries

*Fallas–Escobar, C., Henderson, K., & Lindahl, K. (2022). Teacher candidates’ experiences with raciolinguistic policing. *OASIS Summary* of Fallas–Escobar., Henderson., & Lindahl (2022) in *The Modern Language Journal*. <https://oasis-database.org>

*Lindahl, K., Fallas-Escobar, C. & Henderson, K. (2021). Reflecting on ideologies via

linguistically responsive instruction in teacher education. *OASIS Summary* of Lindahl, Fallas-Escobar, Henderson (2021) in *TESOL Quarterly*. <https://oasis-database.org>

PRESENTATIONS

National/International Conferences (competitively selected)

Alday, E., **Henderson, K.I.**, & Hernández, O. (2024) *Developing a High-School Dual Language Program Without a Feeder Pattern: Students Deserve it Now!*. Paper presented at the National Association of Bilingual Education (NABE) conference, New Orleans, LO.

Katznelson, N., Bernstein, K., & **Henderson, K.I.** (2023, November). Discourses here, there, everywhere! Making sense of Discourses in DLBE. Paper presented at La Cosecha Dual Language Education Conference, Albuquerque, NM.

Mateus, S., **Henderson, K.I.**, & Palmer, D. (2023, April). An Experienced Bilingual Latina Teacher and Pre-K Latinx Students in the Borderlands: Translanguaging as Humanizing Pedagogy. American Education Research Association (AERA): Chicago, IL.

Henderson, K., Alday, E., & Hernández, O. (2023, April). Sharing the Transformational Story of Developing a High School Dual Language Program. American Education Research Association (AERA): Chicago, IL.

Fallas–Escobar, C., **Henderson, K.**, & Lindahl, K. (2022, April). "I Look Mexican, So They Assume I Speak Spanish": Teacher Candidates' Grappling With Raciolinguistic Policing. American Education Research Association (AERA): San Diego, CA.

Lindahl, K., Fallas-Escobar, C. & **Henderson, K.** (2022, April). Teacher Candidate Emotions During Linguistically Responsive Instruction at a Hispanic-Serving Institution. American Education Research Association (AERA): San Diego, CA.

Ramos, M. R., Tijerina, B. E., **Henderson, K. I.**, Tian, Z., & Guajardo, M. (2022, April). *Exploring Minority Spanishes in DLBE Programs in South Texas*. Presentation at the 3rd International Symposium on Language Attitudes toward Portuguese, Spanish and Related Languages (virtual) hosted by Texas A&M University Corpus Christi.

Tijerina, B. E., Ramos, M. R., **Henderson, K. I.**, Tian, Z., & Guajardo, M. (2022, March). *Perceptions of Different Stakeholders on Dual Language Bilingual Education Implementation*. Presentation at the 2022 annual Bilingualism Matters National Conference: Voices in Harmony – Bilingualism Matters for Everyone, hosted by Bilingualism Matters Center at the University of South Carolina.

Lindahl, K., & **Henderson, K.I.** (2021) Linguistically Responsive Instruction for Latinx Teacher Candidates: Surfacing Language Ideological Dilemmas. American Education Research Association (AERA): Online.

Alvarez, A., Bernstein, K.A., Chaparro, S. & **Henderson, K.** “In the age of choice’: Effects of School Choice Policies on Dual Language Bilingual Education.” American Association of Applied Linguistics (AAAL). Denver, CO. March 28-31, 2020. (*canceled*)

Palmer, D. & **Henderson, K.I.** (2019). *Language Ideologies Matter: Shaping Professional Development to Address our Own Language Beliefs*. Paper presented at La Cosecha Dual Language Education Conference, Albuquerque, NM.

Henderson, K.I. (2019). *Disrupting Discourses of Exclusion in Dual Language Bilingual Education*. Paper presented as part of the symposium, “*Democratizing Evidence by Documenting the Gentrification of DL: Language Allocation, Metaphors, Images, and Teachers’ Perspectives,*” at the American Education Research Association (AERA) Annual Meeting, Toronto, Canada.

Martin-Corredor, L., **Henderson, K.I.**, Alvarez, A. (2019). “*Si se pudo*”: *Top-down and Bottom-up Language Policy Processes in the Adoption of Dual Language*. Paper presented at the American Education Research Association (AERA) Annual Meeting, Toronto, Canada.

Lindahl, K., & **Henderson, K.I.** (2019). *Dual Immersion Program Implementation: Perspectives of Stakeholder Leaders Across a District*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, Atlanta, GA.

Henderson, K.I. (2018). *The Danger of the Dual Language Enrichment Narrative*. Paper presented at the International Society for Language Studies (ISLS) conference, Waterloo, Canada.

Henderson, K.I., & Sayer, P. (2018). *Translanguaging Pedagogy as Language Ideology for Bilingual Youth in Texas*. Paper presented at the International Society for Language Studies (ISLS) conference, Waterloo, Canada.

Henderson, K.I., Martin-Corredor, L., & Caffrey, G. (2018). *Teacher Perspectives on Issues of Equity in Dual Language Bilingual Education Implementation*. Paper presented at the Annual American Educational Research Association (AERA) Annual Meeting, New York City, NY.

Henderson, K.I. (2018). *Teacher Perspectives on a District-Wide Dual Language Bilingual Education Policy Implementation*. Paper presented as part of the symposium, “*Dual Language Education and Neoliberal Reforms: When a Bilingual School Becomes a School of Choice,*” at the Annual American Educational Research Association (AERA) Annual Meeting, New York City, NY.

Durán, L., & **Henderson, K.I.** (2017). *Pockets of Hope: Cases of Linguistic Flexibility in the Classroom*. Paper presented at the Annual American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

- Lindahl, K., & **Henderson, K.I.** (2017). *Exploring Language Ideologies and Language Awareness Among Educators of English Language Learners*. Paper presented at the Annual American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.
- Henderson, K.I.**, & Palmer, D. (2017) *Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation*. Paper presented at the National Association of Bilingual Education (NABE) conference, Dallas, TX.
- Lindahl, K., & **Henderson, K.I.** (2016). *Using qualitative inquiry to investigate degrees of teacher language awareness among English language educators*. Center for Advanced Research on Language Education (CARLA) Dual Language Conference, St. Paul, MN.
- Henderson, K.I.**, & Sayer, P. (2016). *Translanguaging in the classroom: Implications for the diverse language practices of bilingual youth in Texas*. Paper presented as part of the symposium, “Co-constructing Notions of Linguistic Prestige,” at the American Education Research Association (AERA) Annual Meeting, Washington D.C.
- Henderson, K.I.**, & Palmer, D. (2016) “*I wonder why they don’t do the two-way*”: *Re-envisioning the possibilities of dual language bilingual education in linguistically diverse schools*. Paper presented at the American Education Research Association (AERA) Annual Meeting, Washington, D.C.
- Henderson, K.I.** & Ingram, M. (2016). *Developing Student Metalinguistic Awareness in the Bilingual Classroom*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington, D.C.
- Henderson, K.I.** (2016). *Language Ideologies and Dual Language Bilingual Education*. Paper presented at the Modern Language Association (MLA) Annual Conference, Austin, TX.
- Henderson, K.I.** (2015). *Comediantes: Joke Telling to build linguistic and cultural awareness in the DLBE classroom*. Paper presented at La Cosecha Dual Language Education Conference, Albuquerque, NM.
- Palmer, D., Maldonado, L., Adams, M., & **Henderson, K.I.** (2015) *A Translanguaging Approach to Learning/Teaching Mathematics: Reconsidering Language of Instruction*. Workshop for La Cosecha Dual Language Education Conference, Albuquerque, NM.
- Henderson, K.I.** (2015). *Teacher Language Ideologies and Top-Down Dual Language Bilingual Education Policy Implementation*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Palmer, D., Zuñiga, C., & **Henderson, K.I.** (2015) *Language Policy for Social Justice: Two Teachers*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

- Henderson, K.I.** (2015). *A dual language revolution in the United States? On the bumpy road from compensatory to enrichment education for bilingual children in Texas*. Paper presented as part of the symposium, “*Bilingual and Multilingual Education: Current Practices and Future Prospects for Promoting Justice, Culture, Language, and Heritage in Education*” at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Henderson, K.I.** (2014). *Dual Language Bilingual Education Program Implementation, Teacher Language Ideologies and Local Language Policy*. Paper presentation at the Immersion Conference, Salt Lake City, UT.
- Henderson, K.I.** & Palmer, D. (2014) *Teacher and Student Language Practices and Ideologies in a Third Grade Two-Way Dual Language Program*, Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, Portland, OR.
- Palmer, D. & **Henderson, K.I.** (2014) *Dual language tracking and teacher discourses on emerging bilingual students*, Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, Portland, OR.
- Palmer, D., **Henderson, K.I.**, & Wall, D. (2014) *Team teaching among mixed messages: Implementing two-way enrichment bilingual education at third grade in Texas*. Paper presented as part of the symposium, “*From NCLB to Common Core: How Do New Standards Affect Practices and Policies for English Learners?*” at the American Educational Research Association (AERA) Annual Conference: Philadelphia, PA.
- Henderson, K.I.** (2014). *Teacher Language Practices and Ideologies in a Third Grade Two-Way Dual Language Program*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Lindenberg, A., **Henderson, K.I.**, & Durán, L. (2013). *Teacher Professional Development and Practices Using Technology in High- Poverty Rural Primary Schools in Nicaragua*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Fitzsimmons-Doolan, S., Palmer, D. & **Henderson, K.I.** (2013) *Language ideologies and district-wide dual language program implementation*. Paper presented at the American Association for Applied Linguistics (AAAL) Annual Conference, Dallas, TX.
- Palmer, D., **Henderson, K.I.**, & Mateus, S. (2012) *Investing in bilingual identities: reframing the debate on language separation*. Paper presented at the Center for Advanced Research on Language Acquisition (CARLA) Immersion Conference, Minneapolis, MN.
- Henderson, K.I.** & Palmer, D. (2012) *Bilingual language development in a pre-k one-way dual language classroom*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, Boston, MA.

Invited National/International Presentations

Henderson, K.I. (2024) *Research Projects & Design with Qualitative Methodology*. Invited Speaker at La Universidad de Guadalajara, Seminario de intercambio de experiencias en el Desarrollo de Tesis de Posgrado. Guadalajara, Mexico.

Henderson, K.I. (2023) *Translanguaging as Humanizing Pedagogy*. Invited Speaker, Inaugural Translanguaging Institute June 9, 2023. Albuquerque, NM.

Palmer, D., Mateus, S. & **Henderson, K.I.** (2023) *Your Stories, Art and Dreams: Sparking critical consciousness in DLBE*. Invited Conference Speaker, California Association of Bilingual Education (CABE) March 23, 2023. Longbeach, CA.

Palmer, D. & **Henderson, K.I.** (2021) *Las Ideologías Son Importantes: Developing Critical Consciousness for the Bilingual Classroom*. Keynote for NABE's Bilingual Education Student Organization National Forum (online) April 27, 2021.

Henderson, K.I. & Palmer, D. (2020) *Teacher cases and perspectives on large scale dual language implementation. Featured Speaker (invited) Presentation*. La Cosecha Conference for Dual Language Education, New Mexico (virtual).

Henderson, K.I. (2019) *Promoting Equitable Access to Dual Language Immersion Programs*, Invited Conference Speaker, La Cosecha Dual Language Conference, Albuquerque, NM.

Henderson, K.I. (2018) *Language Ideological Multiplicity and Tension Within School Communities and Teachers*, Invited Guest Speaker, Texas Speaker Series, Texas A&M University- Corpus Christi.

Regional Presentations (invited or competitively selected)

Henderson, K.I., García Treviño, C, Flores Payan, L., Mercedes Hernandez Corona, D., Murillo, M., Randall, M. (2024, May). International Collaboration for Study Abroad and Bilingual Teacher Preparation. Presentation at San Antonio Association of Bilingual Education (SAABE), San Antonio, TX

Henderson, K.I., Alday, E., & Hernández, O. (2023, April). Critical Consciousness in Secondary Dual Language. Siempre Bilingüe: SAISD San Antonio, TX.

Lindhahl, K., & **Henderson, K.I.** (2017). A Framework for School-to-Community Connections in the Preservice Teacher Experience. Workshop for Civic Engagement Summit, San Antonio, TX.

Henderson, K.I. (2011). Researchers and Teachers Collaborating in Two-way Dual Language Classrooms. Workshop presented at Texas Teachers of English to Speakers of Other Languages (TexTESOL) Conference, Austin, TX.

Henderson, K.I. (2011). *Peer Interactions and Bilingual Development in a Pre-K One-Way Dual Language Classroom*. Paper presented at the Texas Foreign Language Education Conference (TexFLEC) Conference, Austin, TX.

Henderson, K.I. (2011). *Peer interaction in a One-Way Dual Language Classroom*. Paper presented at the Consortium for Research in Teacher Education (CRTE) conference. Austin, TX.

AWARDS AND HONORS

2021 Lucher Brown Endowed Professorship
The University of Texas at San Antonio

2017 Emerging Scholar Award (\$1,000)
International Society for Language Studies (ISLS)

2015 Outstanding Dissertation Award– First Place (\$500)
Bilingual Education Research SIG AERA Annual Conference

2014 Carolyn J. and John H. Young Endowed Presidential Fellowship (\$5,000)
Merit based fellowship awarded by the University of Texas at Austin for outstanding academic performance

2012 Cora Merriman Martin Scholarship (\$3,500)
Merit based scholarship awarded by the University of Texas at Austin for outstanding academic performance

2011 Carolyn J. and John H. Young Endowed Presidential Fellowship (\$4,000)
Merit based fellowship awarded by the University of Texas at Austin for outstanding academic performance

2010 Recruitment Fellowship University of Texas at Austin (\$6,000)

2008 Above and Beyond Teacher Award (\$500)
1 of 30 teachers selected school-wide

2003 Louis G. Zelson Award (\$1,000)
Merit based fellowship awarded by the Washington University in St. Louis for outstanding academic performance in Spanish

2002 Italian Scholars Award (\$1,000)
Merit based fellowship awarded by the Washington University in St. Louis for outstanding academic performance in Italian

2000 Selected Washington University Leadership Program and Scholarship (\$1,000)
Competitive Honors Program

GRANTING ACTIVITIES

Funded Research Grants

Henderson, K.I. (2021 – 2026). Affiliated Faculty. Office of English Language Acquisition (OELA) National Professional Development Grant (\$2,700,000). *Project SELF: Secondary English Learners and Families Advancing Academic Literacy in the Content Areas*. PI: Kristen Lindahl, and other Co-PIs: Jorge Solís, Bedrettin Yazan, Becky H. Huang. Affiliated faculty: Zhongfeng Tian, M. Sidury Christiansen, and Olesya Kisselev.

Henderson, K.I. (2020 – 2021). Co-Principal Investigator (Co-PI). COEHD Junior Faculty Research Awards (\$5,000) funded by College of Education and Human Development, The University of Texas at San Antonio. *Perceptions of Different Stakeholders on Dual Language Bilingual Education (DLBE) Implementation*. PI: Zhongfeng Tian.

Henderson, K.I. (2019). Co-PI. Innovation and Course Redesign Program (\$30,000), course innovation grant awarded by The University of Texas at San Antonio. *Second Language Teaching and Learning*. Co-PI: Kathryn I. Henderson and Kristen Lindahl.

Henderson, K.I. (2016). Co-PI. Internal Research Awards (INTRA) (\$5,000), seed grant awarded by The University of Texas at San Antonio. *The Intersection of Language Awareness and Ideology among In-service Teachers of Emerging Bilinguals*. Co-PI: Kathryn I. Henderson and Kristen Lindahl.

Henderson, K.I. (2015). Co-PI. College of Education and Human Development (COEHD) Faculty Research Award (\$5,000), seed grant awarded by The University of Texas at San Antonio. *The Intersection of Language Awareness and Ideology among In-service Teachers of Emerging Bilinguals*. Co-PI: Kathryn I. Henderson and Kristen Lindahl.

Henderson, K.I. (2015-2017). Affiliated UTSA Faculty. Douglass Elementary and Crockett Elementary Community Lab Schools Research Grant, funded by San Antonio Independent School District: TTIPS Grants. (\$1,800,000). PI: Lorena Claeys and the Academy for Teacher Excellence.

Research Grants Submitted

Henderson, K.I. (2023 – 2024). Principal Investigator (PI). Spencer Foundation Vision Grant (\$70,000). *Exploring Dyslexia through Families, Education, and Medicine*. Co-PIs: Belinda Flores, Sam DeJulio, Kathy Ewoldt, & Karen Kohler. [not funded]

Henderson, K.I. (2022 – 2024). Principal Investigator (PI). Spencer Foundation Small Research Grant (\$50,000). *Participatory Design Research for Recognizing Students’ Spanishes via Translanguaging Pedagogy in a Spanish-English Dual Language Bilingual Education Program*. Co-PI: Zhongfeng Tian. [finalist: 44 out of over 300]

Henderson, K.I. (2022 – 2023). Principal Investigator (PI). Internal Research Awards (INTRA) Program (\$5,000). *Pre-schoolers’ Linguistic Repertoires in Mandarin, Vietnamese, and Spanish Dual Language Bilingual Education*. Co-PIs: Kristen Lindahl and Zhongfeng Tian. [not funded]

Henderson, K.I. (2021 – 2026). Co-Principal Investigator (Co-PI). Office of English Language Acquisition (OELA) National Professional Development Grant (\$2,700,000). *Bilingual Education and Reading Specialization (BEARS)*. PI: Gilberto Lara, and other Co-PIs: Jorge Solís, Maria Leija Lara, and Howard Smith. [not funded]

Henderson, K.I. (2021 – 2022). Co-Principal Investigator (Co-PI). AERA Division G Mini-Grant (\$5,000). *Perceptions of Different Stakeholders on Dual Language Bilingual Education (DLBE) Implementation*. Co-PI: Zhongfeng Tian. [not funded]

Henderson, K.I. (2021 – 2022). Principal Investigator (PI). Engaged Scholarship Research/Creative Activities Grant (\$5,000). *Supporting San Antonio Dual Language Bilingual Education by Increasing Engagement Between Teachers at Different Schools and with University Faculty and Ensuring Mutual Benefits*. Co-PI: Zhongfeng Tian. [not funded]

Henderson, K.I. (2018 – 2019). PI. National Academy of Education/Spencer Postdoctoral Fellowship Program (\$70,000), *Dual Language Bilingual Education: Student Language Ideologies, Language Ideological Shift and the Co-Construction of Classroom Language Policy*. [not funded]

Henderson, K.I. (2017). Co-PI. Office of English Language Acquisition (OELA) National Professional Development Grant (\$2,700,000), *Reimagining Teaching in Urban Dual Language Academies (RTUDLA)*, CO-PI: Kathryn I. Henderson, Belinda Flores, and Lorena Claeys. [not funded]

Henderson, K.I. (2016). Affiliated UTSA Faculty, Office of English Language Acquisition (OELA) National Professional Development Grant (\$2,700,000), *Project BELLO: Building Enhanced Language Learning Opportunities for Els*. PI: Peter Sayer. [not funded]

TEACHING EXPERIENCE

Undergraduate Courses Taught

*Taught bilingually

**Course assisted

Multicultural Mexico: The Cultural and Educational Spaces of Mexico (BBL 4953) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Foundations of English as a Second Language (ESL 3033) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Second Language Teaching and Learning for EC-6 Educators (ESL 3023) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Second Language Teaching and Learning for 6-12 Educators (ESL 3063) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Teaching English as a Second Language (EDC 370E) The University of Texas at Austin, College of Education, Department of Curriculum and Instruction

**Second Language Acquisition (ALD 325)* The University of Texas at Austin, College of Education, Department of Curriculum and Instruction

**Writing Methods for the Bilingual Classroom (EDC 370E)* The University of Texas at Austin, College of Education, Department of Curriculum and Instruction

***Fundamentals of Statistics (EDC 382R)* The University of Texas at Austin, College of Education, Department of Curriculum and Instruction

***International Leadership Seminar*, Washington University in St. Louis, College of Liberal Arts, Department of International Studies

***International Conflict and Conflict Resolution*, Washington University in St. Louis, College of Liberal Arts, Department of International Studies

Graduate Courses Taught

Multicultural Mexico: The Cultural and Educational Spaces of Mexico (BBL 6973) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Technology for Language Learning (ESL 5073) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Proseminar Culture, Literacy & Language (BBL 7003) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Qualitative Research Methods for Culture, Literacy, and Language (BBL 7023) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Seminar in Second Language Learning & Multilingualism (BBL 7233) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Advanced Topics in Language Policy (ESL 6233/7233) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Research Methods in Bilingual and Second Language Studies (BBL 6063) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Language and Content Area Instruction (ESL 5063) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Approaches to Second Language Instruction (ESL 5053) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

Technology for Language Teaching (ESL 5073) The University of Texas at San Antonio, College of Education, Department of Bicultural-Bilingual Studies

DIRECTED STUDENT LEARNING

As Ph.D. Dissertation Committee Chair

- Proposed Sandra Balderrama “HOW DO FORMER BILINGUAL SCHOOL TEACHERS DELIVER GUIDANCE CURRICULUM? SCHOOL COUNSELING, LANGUAGE CHOICES, AND LANGUAGE IDEOLOGICAL STANCES.”
- Proposed Hector Castrillon-Costa “CREOLE LANGUAGES IN EDUCATION: AN ETHNOGRAPHY OF EDUCATIONAL LANGUAGE POLICY IN SAINT LUCIA.”
- 2023 Fabiana Stalnaker “FOREIGN LANGUAGE SPEAKING ANXIETY. THE CASE OF ENGLISH AS FOREIGN LANGUAGE BRAZILIAN LEARNERS.”
- 2022 Christian Fallas Escobar “LATINX BILINGUAL TEACHER CANDIDATES’ NEGOTIATION OF LANGUAGE IDEOLOGICAL ORIENTATIONS.” (co-chair with Dr. Ek)
- 2021 Lina Martin-Corredor “RETHINKING DUAL LANGUAGE BILINGUAL PEDAGOGIES FOR SPANISH HERITAGE SPEAKERS.” (co-chair with Dr. Belinda Flores)
- 2019 Anna Saulsbury-Molina, “A CASE STUDY OF THE LANGUAGE POLICY OF A LOCAL NEWCOMER PROGRAM.” (co-chair with Dr. Juliet Langman)

As Ph.D. Dissertation Committee Member

- Proposed Elise Brittain, “LANGUAGE TEACHER IDENTITY IMPACTS OF ENGLISH TEACHING AND IDEOLOGY IN UZBEKISTAN: TEACHER TRAINING AS NEXUS OF PRACTICE.”

- Proposed Leticia Medina, “CHICANA/LATINA BILINGUAL EDUCATION TEACHER CANDIDATES NAVIGATING THE INTERSECTIONS OF LANGUAGE, RACE, AND GENDER: A CRITICAL NARRATIVE ANALYSIS.”
- 2024 Madhavi Usgaonker, “EMPATHY DRIVEN SOCIAL EMOTIONAL LEARNING: FROM LESSON DESIGN TO DELIVERY IN K-5 CLASSROOMS.”
- 2022 Nguyen Dao, “TOWARD BILITERACY SOCIALIZATION FOR VIETNAMESE AMERICAN CHILDREN: A CASE STUDY IN TWO CONTEXTS.”
- 2021 Maren Mitchell, “ESL AND ELA TEACHERS AS COLLABORATIVE TRANSFORMATIVE INTELLECTUALS IN A TENTH-GRADE ELA CLASS: DESIGNING DIALOGIC INTERACTIONS.”
- 2020 Hilda Rodriguez, “ENCOUNTERING TRANSLANGUAGING THROUGH SOCIAL JUSTICE: A BRIDGE IN THE DUAL LANGUAGE CLASSROOM.”
- 2016 Laila Aghai, “TRANSLINGUAL PRACTICES IN THE SECOND LANGUAGE CLASSROOM.”

As M.A Thesis Committee Member

- 2017 Soyoung Oh, “HOW TEACHERS’ KNOWLEDGE OF EXPLICIT/IMPLICIT ENGLISH LANGUAGE INSTRUCTION IMPACT THEIR PRACTICE: A COMPARISON STUDY BETWEEN BBL/ESL TEACHERS AND NON-BBL/ESL TEACHERS.”
- 2017 Emre Basok, “LANGUAGE TEACHING POLICIES AND PRACTICES IN THE TURKISH EFL CONTEXT AND THE EFFECTS ON ENGLISH TEACHERS’ MOTIVATION.”
- 2017 Amanda Swearingen, “EXPLORING SECOND LANGUAGE READING ENGAGEMENT THROUGH A CANINE-ASSISTED READING PROGRAM: A CASE STUDY.”
- 2017 Marie-Louise Koezler, "IS IT JUST ‘VERY FUN?': TEXTUAL COHERENCE IN DIGITAL STORYTELLING IN L2 ACADEMIC WRITING."

Advising in Progress

Ph.D. Program of Study Advisor: Briseida Tijerina and Afrika Hairston

Master of Arts in Teaching English as a Second Language (MA-TESL) Advisee total: 10

SERVICE

Editorial Board

TESOL Quarterly

International Multilingual Research Journal (IMRJ)

Journal of Language, Identity and Education (JLIE)

Book review editor

2021-2023 *Journal of Language, Identity and Education*

National Committees and Leadership

2019-present Mentor, *AERA Bilingual Sig*

2019 Proposal Reviewer: *CARLA Eleventh International Language Teacher Conference*

2018-present Proposal Reviewer: *American Association of Applied Linguistics (AAAL)*

2017-present Committee Member: *Social Media Presence for AERA Bilingual Research Sig*

2016-2017 Committee Member: *Pachanga Event for AERA Bilingual Research Sig*

2014-present Proposal Reviewer: *AERA Bilingual Research SIG*

2015-present Proposal Reviewer: *Language and Social Processes SIG*

2012-2015 Co-Founder & Member: *Bilingual Education Forum*

Peer Reviewer

Journal of Language, Identity and Education (JLIE)

International Multilingual Research Journal (IMRJ)

TESOL Quarterly

Language Policy

Linguistics and Education

Language and Education

Bilingual Research Journal

Memberships in Professional Organization

American Educational Research Association (AERA)

American Association of Applied Linguistics (AAAL)

National Association of Bilingual Education (NABE)

Texas Association of Bilingual Education (TABE)

University

2019 Faculty Senate Representative (semester-long substitute)

College

2021 Member Faculty Search Committee (SPE)

2019-present UTSA COEHD Scholarship Committee

2018-2022 COEHD Theoretical Framework Committee

2018-2019 ACE Mentoring Committee

Department

2022-Present Graduate Advisor of Record Cultural, Literacy and Language (CLL) PhD Program

2023-2024 TESL Program Area T-T Faculty Search Committee

2019-2022 Undergraduate Advisor of Record

Spring 2020 Interim Doctoral Program Graduate Advisor of Record

2018-Present TexLER Conference Faculty Advisor

2018-Present Member of Doctoral Studies Committee

2017-2019 Department faculty meeting secretary

2017-2018 TESL Program Area T-T Faculty Search Committee

2015-2017 State Employee Charitable Campaign Representative

Community

2023 Testimony for Celebrate Dyslexia Schools

2017-2019 San Antonio Independent School District Dual Language Re-Design Committee

Community Presentations and Workshops

2022 Linguistic Repertoires & Translanguaging, Invited Professional Development, Boerne School District

2018 *ESL Translanguaging Strategies*, Invited Professional Development, Summer Bridging Institute, Academy of Teacher Excellence

2017 *ESL Strategies*, Invited Professional Development, MacArthur High School

2016 *Language, Translanguaging, and Translanguaging Strategies*, Invited Professional Development, McPolin Elementary

2014 Co-Presenter: *Emergent Bilingual Students: Excellence for All*, Invited Professional Development, Pickle Elementary

- 2014 Classroom Guest Speaker: *Mixed Methods and Language Ideologies*
- 2013 Classroom Guest Speaker: *Language Learning, Language Ideologies and Translanguaging: What Every Bilingual and ESL Teacher Should Know*
- 2012 Co-Presenter: *Deepening Understandings Across Cultures*, Professional Development, Ridgetop Elementary

ADDITIONAL EDUCATION EMPLOYMENT

- 2012-Present Bilingual/ESL Consultant
Boerne ISD, Judson ISD, San Antonio, TX; Austin AISD: Austin, TX; Manor ISD: Manor, TX
- 2012-2014 Summer Instructional Coach
Breakthrough: Austin, Texas
- 2012-2013 Curriculum Writer
Breakthrough: Austin, Texas
- 2011-2012 Educational Consultant
Fundación Uno: Managua, Nicaragua
- 2005-2010 Secondary (6th grade) and Elementary (4th grade) School Teacher
Thomas Jefferson Institute: Guadalajara, Mexico
- 2008-2009 *Massive step-up in the fight against poverty: Challenge 20/20*, National Association of Independent Schools
- 2005 Summer Educational Group Leader
School of International Training (SIT): Italy
- 2004-2005 Intern for Central and South American Research
Cultural Survival: Cambridge, MA

NAMED LANGUAGES

Spanish and English