

Iliana Alanís

Professor of Early Childhood and Elementary Education
Department of Interdisciplinary Learning and Teaching
College of Education and Human Development
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EDUCATION

- 1998** **Doctor of Philosophy**, Curriculum and Instruction. The University of Texas at Austin.
Areas of Specialization: Multilingual Studies and Educational Psychology
Dissertation Title: *A Descriptive Analysis of a Texas Two-way Program.*
- 1995** **Master of Education**, Curriculum and Instruction. The University of Texas Pan American at Edinburg, TX. **Specialization:** Bilingual Education
- 1989** **Bachelor of Business Administration**, University of Texas at Austin.
Specialization: Finance

UNIVERSITY & PUBLIC SCHOOL EXPERIENCE

- 2018-Present** **Professor**, The University of Texas at San Antonio, Department of Interdisciplinary Learning and Teaching. Member Graduate Faculty
- 2011-2018** **Associate Professor**. The University of Texas at San Antonio, Department of Interdisciplinary Learning and Teaching. Member Graduate Faculty.
- 2005-2011** **Assistant Professor**, The University of Texas at San Antonio, Department of Interdisciplinary Learning and Teaching. Member Graduate Faculty.
- 2004-2005** **Associate Professor, non-tenured**. The University of Texas Pan American, Department of Curriculum and Instruction, Member Graduate Faculty.
- 1999-2004** **Assistant Professor**. The University of Texas at Brownsville, Department of Curriculum and Instruction, Grant co-Principal Investigator, Member Graduate Faculty.
- 1998-1999** **Program Specialist**. Southwest Educational Development Lab, Reading Conference Initiative.
- 1998-1998** **Lecturer**. The University of Texas Pan American, Curriculum and Instruction.
- 1996-1998** **Teaching Assistant and University Student Teacher Supervisor**. The University of Texas at Austin, Curriculum and Instruction.
- 1996-1997** **Organizational Manager**. The University of Texas at Austin, Texas Center for Reading and Language Arts.
- 1992-1995** **Elementary Teacher, Grade 2**. Mission Consolidated Independent School District, Mission, Texas.
- 1991-1992** **Elementary Teacher, Grade 1**. Presidio Consolidated Independent School District, Presidio, Texas.

TEXAS TEACHER CERTIFICATIONS

- Texas Lifetime Certificate in Elementary – Self Contained
- Bilingual/ESL Endorsement
- Beginning Teacher Appraisal Program, 2002
- Sheltered Instruction, November 2002
- Professional Development and Appraisal System, August 2000

RESEARCH

My research interests rest largely in three inter-related areas: dual language teachers' effective pedagogy, teacher preparation, and a complementary area of Latinas within the Academy. I have concentrated my work on improving the quality of dual language learning opportunities for young children. I have focused on teaching practices in early childhood classrooms, the integration of native language and literacy, and the effect of quality schooling on language minority students.

RESEARCH/SCHOLARLY ACTIVITIES

Refereed Journal Articles

*denotes graduate student collaboration

*Siller, M. & **Alanís, I.** (2022). Two mathematical heads are better than one:

The role of 4-year-old dyads working through a study of patterns. *Young Children: Journal for the National Association for the Education of Young Children*.

[acceptance rate: 25%]

*Cataldo, R. & **Alanís, I.** (2021). Want to hear my story? Developing Latino children's written narratives through culturally relevant photographs. *Association for Mexican American Educators Journal*, 15(1), 29-56. <https://doi.org/10.24974/amae.15.1.416>

*Sturdivant, T. & **Alanís, I.** (2020). I'm gonna cook my baby in a pot: Young Black girls' racial preferences and play behavior. *Early Childhood Education Journal* 49, 473-482. <https://doi.org/10.1007/s10643-020-01095-9>

*Sturdivant, T. & **Alanís, I.** (2019). Teaching through culture: One teacher's use of culturally relevant practices for African American preschoolers. *Journal for Multicultural Education*, 13(3), 203–214. <https://doi.org/10.1108/JME-03-2019-0019>

Alanís, I. & Arreguín-Anderson, M. G. (2019). Paired learning strategies in dual language classrooms: Enhancing social competence. *Young Children: Journal for the National Association for the Education of Young Children* 74(2), 6-13. [acceptance rate: 25%]

Arreguín-Anderson, M. G., Salinas-Gonzalez, I., & **Alanís, I.** (2018). Translingual play that promotes cultural connections. *International Multilingual Research Journal* 12(4), 273-287. (peer-reviewed international journal) [acceptance rate: 29%]

Alanís, I. (2018). Enhancing collaborative learning: Activities and structures in a dual language preschool classroom. *Association of Mexican American Educators (AMAE) Journal* 12(1). DOI: <http://dx.doi.org/10.24974/amae.12.1.375> (peer-reviewed journal)

Alanís, I. & Arreguín-Anderson, M. G. (2017). Supporting young children in partner-based interactions. *Early Years: Journal of the Texas Association for the Education of Young Children*. 23-25. [acceptance rate: 28%]

- Salinas-González, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2017). Supporting language: Culturally rich dramatic play. *Teaching Young Children* 11(2), 4-6. (A NAEYC peer-reviewed publication) [acceptance rate: unavailable]
- Arreguín-Anderson, M. G. & **Alanís, I.** (2017). Oral academic language by design: Bilingual preservice teachers' purposeful infusion of paired strategies during science instruction. *Journal of Classroom Interaction* 52(2), 31-44. (peer-reviewed international research journal) [acceptance rate: 11-21%]
- Machado-Casas, M., **Alanís, I.**, & Ruiz, E. (2017). La tecnología como inclusión educativa de la diversidad cultural: Transformando practicas informales de educación en los Estados Unidos. *Diversidad Cultural e Inclusión Socioeducativa n°29* 55-66. (peer reviewed international journal) [Also published in English: Innovative technologies as social pedagogy: Transforming informal educational practices in the United States. *Journal of Research in Social Pedagogy*] http://dx.doi.org/10.7179/PSRI_2017.29.04
- Arreguín-Anderson, M. G., **Alanís, I.**, & Salinas-González, I. (2016). Using acorns to generate an entire alphabet! Nature walks that empower young bilingual learners. *Science and Children* 53(6), 76-81. (A publication of the National Science Teachers Association-NSTA) [acceptance rate: 50%]
- Arreguín-Anderson, M. G. & **Alanís, I.** (2015). Getting to know your students' linguistic and cultural assets: Opening spaces for bilingual pairs' voices. *NABE Perspectives*, 38(3), 6-11. (A publication of the National Association for Bilingual Education) [acceptance rate: 30%].
- Alanís, I.**, Salinas-Gonzalez, I., & Arreguín-Anderson, M. G. (2015). Developing biliteracy with intentional support: Using interactive word walls and paired learning. *Young Children: Journal for the National Association for the Education of Young Children* 70 (4), 46-51. [acceptance rate: 25%]
- Alanís, I.** & Arreguín-Anderson, M. G. (2015, Winter). Developing paired learning in dual language classrooms. *Early Years: Journal of the Texas Association for the Education of Young Children*, 24-28. [acceptance rate: 28%]
- Alanís, I.** (2015, Spring). Effective bulletin boards: Developing academic vocabulary for all learners. *Kappa Delta Pi, New Teacher Advocate* 28, 8-9. {Editor Review}
- Salinas-Gonzalez, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2015). Classroom labels that young children can use: Enhancing biliteracy development in a dual language classroom. *Dimensions of Early Childhood* 43(1), 25-32. (A publication from the Southern Early Childhood Association) [acceptance rate: 50%]. Available on-line at <http://go.epublish4me.com/ebook/ebook?id=10082805#/34>
- Alanís, I.** & Arreguín-Anderson, M. G. (2014). Developing Spanish word walls: Taking into consideration the nature of the Spanish language. *Journal of Bilingual Research and Instruction* 16(1), 125-133. (A publication from the Texas Association for Bilingual Education) Available on-line at <http://www.tabe.org> [acceptance rate: unavailable].
- Alanís, I.**, Machado-Casas, M., & Ruiz, E. (2014). Beyond the technical apparatus: Identity, connections, and the use of "Autonarrativas virtuales" Virtual Autonarratives. *NABE Journal for Research and Practice* 5. Accessed at <https://www2.nau.edu/nabej-p/ojs/index.php/njrp/article/view/22/30>. [acceptance rate: unavailable].
- Arreguín-Anderson, M. G., **Alanís, I.**, & Salinas-Gonzalez, I. (2013). Student generated alphabet: A tool to develop language in young bilingual children. *NABE Perspectives*

- 35(4), 5-9. (A publication of the National Association for Bilingual Education). [acceptance rate: 30%].
- Alanís, I.** (2013). Where's your partner? Pairing bilingual learners in preschool and primary grade dual language classrooms. *Young Children: The Journal of the National Association for the Education of Young Children* 68(1), 42-47. [acceptance rate: 25%].
- Oliva, M., Rodriguez, M. A., **Alanís, I.** & Quijada, P. (Spring 2013). At home in the academy: Latina faculty counterstories and resistances. *Journal of Educational Foundations*, 27(1-2), 91-110. (A publication of the American Educational Studies Association) [acceptance rate: 18%].
- Riojas-Cortez, M., **Alanís, I.**, & Flores, B. B. (2013). Early childhood teachers reconstruct beliefs and practices through reflexive action. *Journal of Early Childhood Teacher Education* 34(1), 36-45. (A publication of the National Association of Early Childhood Teacher Educators) [acceptance rate: 21-30%].
- Quijada, P., **Alanís, I.**, Ek, L., & Rodriguez, M. A. (2012). Crossing the divide: Latina faculty's narratives of cultural negotiations in academia. *Border Lines: Journal of the Latino Research Center*, VI, 112-142. (An interdisciplinary academic journal) [acceptance rate: unavailable].
- Quijada, P., Ek, L., **Alanís, I.**, & Murakami, E. (2011). Transformative resistance as agency: Creating a different kind of space. *Journal of the Professoriate*, 5(1), 70-98. (Peer-reviewed national journal) [acceptance rate: unavailable].
- Alanís, I.** (2011). Learning from each other: Examining the use of bilingual pairs in dual language classrooms. *Dimensions of Early Childhood*, 39(1), 21-28. [acceptance rate: 50%]. (A publication from the Southern Early Childhood Association)
- Ek, L., Machado-Casas, M., Sanchez, P., & **Alanís, I.** (2010). Crossing cultural borders: *La Clase Mágica* as a university-school partnership. *Journal of School Leadership*, 20(6), 820-849. [acceptance rate: 6-10%]
- Ek, L.D., Quijada Cerecer, P.D., **Alanís, I.**, & Rodriguez, M. A. (2010). "I don't belong here": Chicanas/Latinas at a Hispanic Serving Institution creating community through *muxerista*-mentoring." *Equity & Excellence in Education*, 43(4), 539-553. [acceptance rate: 20%]
- Rodríguez, M. A. & **Alanís, I.** (2010). Negotiating linguistic and cultural identity: One borderlander's leadership initiative. *International Journal of Leadership in Education*. [acceptance rate: 25%]
- Alanís, I.**, Cuero, K. K., & Rodriguez, M. A. (2009). REAL collaborative: Research for the educational advancement of Latinas. *Journal about Women in Higher Education*, 2(1), 243-244.
- Alanís, I.** & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.
- Alanís, I.** & Sutterby J. (2008). Pre-emptive retention: Addressing the impact of accountability on English language learners in Texas. *Texas Association for Bilingual Education Journal*, 10(1), 28-56. Available on-line at <http://www.tabe.org>
- Alanís, I.** (2007). Developing literacy through culturally relevant texts. *Social Studies and the Young Learner*, 19(3) 29-32.
- Abrego, M., **Alanís, I.**, Ramirez, R. & Abrego, J. (2006). The principals' role in retaining para

- educator turned teacher: Hope for increasing Latinas in the teaching force. *Journal of Border Educational Research*, 5(1) 29-41. Accessed at http://www.tamui.edu/~brown/pdfs/Volume_5.pdf
- Alanís, I.** (2006). Teacher perspectives on the implementation of a dual language program. *Texas Association for Bilingual Education Journal*, 9 (1) 94-108. Accessed at <http://www.tabe.org>
- Alanís, I., & Tinajero, J.** (2004). Strategies for first-grade Spanish-speaking students attending a bilingual Spanish /English education program. *NABE Journal of Research and Practice*, (3), 21-44. Accessed at <http://www.uc.edu/njrp>
- Telese, J. & **Alanís, I.** (Spring, 2003). The role of social constructivism in teaching mathematics for understanding. *Texas Association for Bilingual Education Journal*, 7(1), 43-62. Accessed at <http://www.tabe.org>
- Alanís, I.** Munter, J. & Tinajero, J. (Winter, 2003). Preventing reading failure for English language learners: Interventions for struggling first-grade L2 students. *NABE Journal of Research and Practice*, (1), 103-121. Accessed at <http://www.uc.edu/njrp>
- Alanís, I.** (Fall, 2001) Students' attitudes and perceptions in a two-way bilingual education program. *Texas Association for Bilingual Education Journal* (6), 23-38.
- Alanís, I.** (Summer, 2000). A Texas two-way bilingual program: Its effects on linguistic and academic achievement. *Bilingual Research Journal*, 24(3), 225-248.

REFEREED BOOKS

- Alanís, I., & Sturdivant, T.** (in press). *Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning in Preschool*. Washington, D.C.: NAEYC.
- Alanís, I., Iheoma, I., Friedman, S.** (2021). *Advancing equity and embracing diversity in early childhood education: Elevating voices and actions*. Washington, D.C.: NAEYC. <https://www.naeyc.org/resources/pubs/books/advancing-equity-embracing-diversity>
- Alanís, I., Arreguín, M. G., & Salinas-González, I.** (2021). *The essentials: Supporting dual language learners in diverse environments in preschool & kindergarten*. Washington, D.C.: NAEYC. <https://www.naeyc.org/resources/pubs/books/essentials-supporting-DLLs>
- Arreguín-Anderson, M. G., & **Alanís, I.** (2019). *Translingual partners in early childhood elementary education: Pedagogies on Linguistic and Cognitive Engagement*. New York, NY: Peter Lang Publishers. DOI: <https://doi.org/10.3726/b14990>

REFEREED BOOK CHAPTERS

- Alanís, I. & Salinas-González, I.** (forthcoming). In I. Alanís & T. Sturdivant (Eds). *Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning in Preschool*.
- Alanís, I. & Arreguín, M. G.,** (forthcoming 2023) Paired learning: Strategies for enhancing social competence in dual language classrooms. Reprinted as an invited chapter in *Spotlight on Young Children: Social and Emotional Development*, Revised Edition. Washington, D.C.: NAEYC
- Alanís, I. & Iruka, I.** (forthcoming). Social and cultural contexts: Implications for infant and toddler language development. In D. R. Meir (Ed). *Critical issues in infant/toddler language development*. Routledge.

- Arreguín, M. G., & **Alanís, I.** (forthcoming). Language of instruction and language of learning in an early childhood dual language classroom: Opening spaces for linguistic freedom and flexibility. In H. L. Smith & K. Mukunda Iyengar, (Eds.). *Multicultural Language Arts for Bilingual and Dual Language Classrooms: English-Spanish*.
- Alanís, I.**, Salinas-González, I., & Arreguín-Anderson, M. G. (2019). Developing biliteracy with intentional support: Using interactive word walls and paired learning. In *Spotlight on Young children: Equity and Diversity* (pp. 105-112). NAEYC. Washington, D.C.
- Salinas-Gonzalez, I., Arreguín-Anderson, M. G. & **Alanís, I.** (2019). Supporting language through culturally rich dramatic play. In *Serious Fun: Guiding play to extend children's learning* (pp. 35-44). NAEYC. Washington, D.C.
- Alanís, I.** & Rodriguez, M. A. (2019). Distributing leadership: Enacting borderlander pedagogy. In M. Scanlon & C. Hunter (Eds.), *Culturally and linguistically responsive Education: Designing networks that transform schools*. Harvard Education Press.
- Alanís, I.** & Machado-Casas, M. (2017). Examining bilingual teacher candidates' use of digital media. In G. Onchwari & J. Keengwe (Eds.), *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners* (pp. 239-256). IGI Global, Hershey, PA.
- Alanís, I.** (2015a). Living in the intersection: Reflections of a dual language educator. In G. Theoharris & S. Dotger (Eds.), *On the High Wire: Education Professors Walk Between Work and Parenting*, (pp. 213-219). Information Age Publishing.
- Alanís, I.** (2015b). Where's your partner? Pairing bilingual learners in dual language classrooms. Reprinted as an invited chapter in M. Dombrink-Green & H. Bohart (Eds.). *Spotlight on Young Children: Supporting Dual Language Learners*, (pp. 54–60). Washington, DC: NAEYC.
- Alanís, I.** (2014a). What materials, supplies, displays, and resources should we see in classrooms? In K. N. Nemeth (Ed.). *Young dual language learners: A guide for PreK- 3 leaders*, (pp. 94-96). Caslon Publishers.
- Alanís, I.** (2014b). Preparing aspirantes: Synchronizing culture and digital media. In B. B. Flores, O. A. Vásquez, & E. R. Clark (Eds.). *Generating Transworld Pedagogy: Reimagining La Clase Mágica*, (pp. 101-116). Lexington Publishers, Rowman Littlefield Publishing Group.
- Riojas-Cortez, M. & **Alanís, I.** (2011). *El aprendizaje por medio del juego: Teaching in bilingual early childhood settings*. In B. B. Flores, R. Hernandez Sheets, & E. R. Clark (Eds.). *Teacher preparation for bilingual student populations: Educar para transformar*, (pp. 103-114). Routledge: A Taylor and Francis Group
- Cuero, K. K., & **Alanís, I.** (2010). Becoming a “fashionable and desirable place to live:” A place-perspective study of the regentrification of one dual-language community. In S. Tozer, A. Henry, B. Gallegos, M. B. Greiner, & P. G. Price (Eds.). *Handbook of Research in the Social Foundations of Education*. New York: Routledge Publishers.
- Alanís, I.** (2004) Effective instruction: Integrating language and literacy. In C. Salinas & M. Fránquiz (Eds.). *Field of hope: Educating migrant children for the future* (pp 209-224). ERIC Digest: Charleston, West Virginia.

INVITED PRESENTATIONS/KEYNOTES

- Alanís, I. & Arreguín, M. G.** (2022). Featured Speakers How do children develop languages? Implications for educators in diverse settings. Equity Symposium for the Illinois Early Intervention Training Program. Virtual Event.
- Alanís, I.** (2021). Invited speaker for the UTSA Child Development Center. San Antonio, TX
- Alanís, I.** (2021). Invited speaker for the City of San Antonio PK4SA Ignite Conference. Virtual
- Alanís, I. & Arreguín, M. G.,** (2021). Translanguaging in ECE: Reimagining communication. WIDA Early Years State Networking Meeting. Virtual Event.
- Alanís, I.** (2019). Invited speaker for DISD Dual Language Institute, Dallas, TX.
- Alanís, I.** (2018). Keynote Speaker for the TexLER Conference. San Antonio, TX.
- Alanís, I.** (2018). Invited speaker for Alamo Heights ISD Dual Language Summit. San Antonio, TX.
- Alanís, I.** (2017). Keynote Speaker for the Dallas ISD Dual Language Summer Institute (August). Closing the gap through dual language enrichment. Dallas, TX.
- Alanís, I.** (2017). Keynote Speaker for the Dallas ISD Dual Language Summer Institute (August). Culturally responsive education. Dallas, TX.
- Alanís, I.** (2017). Invited Speaker for Center for New Communities (June). Dual language Education: Two languages, one child. San Antonio, TX.
- Alanís, I.** (2017). Invited Speaker for the City of San Antonio Early Head Start/Child Care. Quality Interactions follow up: Supporting language development in early childhood contexts. (May) San Antonio, TX.
- Alanís, I.** (2017). Invited Speaker for the City of San Antonio Early Head Start/Child Care. Quality interactions: Supporting language development in early childhood contexts. (April) San Antonio, TX.
- Alanís, I.** (2016). Invited Speaker for St Mary Magdalen Parent Conference. Developing language and literacy. (October) San Antonio, TX.
- Alanís, I.** (2016). Developing language in early head start. Invited Speaker for Center for New Communities. (June) San Antonio, TX.
- Alanís, I.** (2015). Dual language: Enrichment education. Invited Speaker for Education Austin (September). Austin, TX.
- Alanís, I.** (2015). Invited Speaker for the City of San Antonio Early Head Start/Child Care Partnership Kick-Off Event (September).
- Alanís, I.** (2015). Invited Speaker for the City of San Antonio Head Start Speaker Series: Bilingual Education & Dual Language Learners (June).
- Alanís, I.** (2014). Use of pairs for increased student engagement and academic rigor. Invited speaker for the Dual Language Training Institute, ESC-10. Dallas, TX.
- Alanís, I.** (2014). Invited Speaker: The Bilingual Advantage: Latinos and the US Labor Market: A Book Talk organized by the BBL Department at UTSA (September).
- Alanís, I.** (2014). The fundamentals of dual language education. Invited speaker for the La Joya Early Childhood Teacher Orientation. La Joya, TX.
- Alanís, I.** (2013). Use of pairs for increased student engagement and academic rigor. Invited speaker for the Dual Language Training Institute, ESC-7. Kilgore, TX.

- Alanís, I.** (2012). Developing biliteracy through bilingual pairs: A parent's perspective. Invited Session for the TABE Dual Language Institute. San Antonio, TX.
- Alanís, I.** (2012). Developing biliteracy using bilingual pairs. Invited Keynote Address for the North Texas Dual Language Summit. Dallas, TX.
- Alanís, I.** (2012). Developing biliteracy through bilingual pairs: A parent's perspective. Invited session for the TABE Dual Language Institute. San Antonio, TX.
- Alanís, I.** (2010). Learning centers in early childhood classrooms. Invited speaker at the Bilingual/ESL Education Association of the Metroplex Symposium. Colleyville, TX.
- Alanís, I.** (2006). Developing biliteracy: The promise of dual language education. Invited speaker for the HEB Literacy Symposium. San Antonio, TX.

INTERNATIONAL & NATIONAL RESEARCH PRESENTATIONS

- *Hernandez, J., & **Alanís, I.**, (2022). Exploring 3rd grade teachers' technological pedagogical and content game knowledge. Poster Session Presented at the SITE conference. San Diego, CA.
- *Hernandez, J., & **Alanís, I.**, (2022). Gaming in the classroom: A former sixth grade teachers' perspective of video game learning in the classroom. Roundtable Presentation at the SITE conference. San Diego, CA.
- Arreguín-Anderson, M. G., & **Alanís, I.**, (2022). Oracy in early childhood education. 3 ways to support young children's language development. Presented at the ESSA/Multilingual Illinois Combined Virtual Conference.
- Arreguín-Anderson, M. G., & **Alanís, I.**, Salinas-González, I. (2022). Early Childhood/ Dual Language Preconference Institute. Presented at the 51st Annual Conference of the National Association for Bilingual Education. New York, NY.
- Arreguín, M. G., Salinas-González, I., **Alanís, I.** (2021). Understanding children's translanguaging in early childhood settings. Presented at the annual meeting of the National Association for the Education of Young Children. Virtual Event.
- Friedman, S., Alanís, I., Mwenelupembe, A. (2021). Advancing equity in early childhood education and DAP: NAEYC's new position statements and supporting resources. Presented at the High Scope Conference. Virtual Event (non-scholarly).
- Arreguín-Anderson, M. G., & **Alanís, I.**, Salinas-González, I. (2021). Early Childhood/ Dual Language Preconference Institute. Presented at the 50th Annual Conference of the National Association for Bilingual Education. Virtual Event.
- Alanís, I.** & Arreguín, M. G., & Salinas-González, I. (2021). Culture, language, and learning: Ensuring equity in EC settings. Presented at the Developmentally Appropriate Symposium for NAEYC. Virtual Event.
- Alanís, I.** & Arreguín, M. G., (2021). Translanguaging in ECE: Reimagining communication. Presented at the WIDA Early Years State Network Virtual Event. (invited speaker)
- Alanís, I.** & Arreguín, M. G., & Salinas-González, I. (2020). The essentials of dual language learners in diverse environments. Presented at the annual meeting of the National Association for the Education of Young Children. Virtual Event.
- Alanís, I.**, Mwenelupembe, A., *Sturdivant, T., Wright, B., Friedman, S. (2020). (Re) Imagining DAP: A focus on equity and teacher context. NAEYC Professional Development Institute. Virtual Event.

- Salinas-Gonzalez, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2020). Supporting young dual language learners through culturally rich dramatic play centers. Presented at the 49th Annual Conference of the National Association for Bilingual Education. Las Vegas, Nevada.
- Arreguín-Anderson, M. G., **Alanís, I.**, & Salinas-Gonzalez, I. (2020). ¡Vales por dos!: Un modelo de doble inmersión en español para niños de 0-5 años. Presented at the 49th Annual Conference of the National Association for Bilingual Education. Las Vegas, Nevada.
- Arreguín-Anderson, M. G., & **Alanís, I.** (2020). Translingual Partners: Pedagogies on Linguistic and Cognitive Engagement in Early Childhood-Elementary Education. Presented at the 49th Annual Conference of the National Association for Bilingual Education. Las Vegas, Nevada.
- Arreguín-Anderson, M. G., **Alanís, I.**, & Salinas-Gonzalez, I. (2020). Early Childhood/Dual Language PreConference Institute. Presented at the 49th Annual Conference of the National Association for Bilingual Education. Las Vegas, Nevada.
- Alanís, I.** & Arreguín-Anderson, M. G. (2019). Translingual pedagogies: Promoting linguistic and cognitive engagement in early childhood education. Presented at the 27th International Reconceptualizing Early Childhood Education Conference. Las Cruces, New Mexico
- Arreguín-Anderson, M. G., & **Alanís, I.** (2019). Developing effective translingual partners in early childhood contexts: Cognitive and linguistic engagement. Presented at the National Association for the Education of Young Children (NAEYC). Nashville, Tennessee.
- Arreguín-Anderson, M. G., **Alanís, I.**, & Salinas-González, I. (2019). Vales por dos!: Un modelo de doble inmersión en español para niños de 0-5 años. Presented at the National Association for the Education of Young Children (NAEYC). Nashville, Tennessee.
- Arreguín-Anderson, M. G. & **Alanís, I.** (2019) Translingual partners at work: Lessons learned about meaning making in a dual language classroom. Presented at the 48th Annual Conference of the National Association for Bilingual Education, Lake Buena Vista, Florida.
- Alanís, I.**, Arreguín-Anderson, M. G., & Salinas-González, I. (2018). Parejas translanguaging en la educación inicial y primaria: Estrategias que promueven el involucramiento social, lingüístico y cognitivo de todos los estudiantes. Presented at the National Association for the Education of Young Children (NAEYC). Washington, DC.
- Alanís, I.**, Arreguín-Anderson, M. G., Castro, D., Escamilla-Calan, I., Evans Allvin, R. (2018). Featured Session, Equitable early education for dual language learners: Examining research and practice. Presented at the National Association for the Education of Young Children (NAEYC). Washington, DC.
- Arreguín-Anderson, M. G. & **Alanís, I.** (2017) Purposeful infusion of paired strategies during science instruction with young children: Developing oral language. Presented at the National Association for the Education of Young Children (NAEYC). Atlanta, GA.
- *Cataldo, R. & **Alanís, I.** (2017). Listening to children and families' voices. How to implement authentic writing experiences. Presented at the National Association for the Education of Young Children (NAEYC). Atlanta, GA.
- González, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2017). Meaning making and language development through translanguaging practices in the dramatic play center. Presented at the National Association for the Education of Young Children (NAEYC). Atlanta, GA.

- Alanís, I.** (2017). Equitable degree pathways: A necessity for advancing a diverse profession. Symposia presented at the NAEYC Professional Learning Institute. San Francisco, CA.
- González, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2017). Translingual play that promotes cultural connections, invention, and regulation. Presented at the Twenty-fourth Annual International Conference on Learning. Honolulu, US.
- Alanís, I.** & *Cataldo, R. (2017). Developing Latino children's narratives through family engagement. Roundtable session presented at the annual meeting of the American Educational Research Association (AERA). San Antonio, TX.
- Arreguín-Anderson, M. G. & **Alanís, I.** (2017). Bilingual preservice teachers: Purposeful infusion of paired strategies during science instruction. Roundtable session presented at the annual meeting of the American Educational Research Association (AERA). San Antonio, TX.
- Alanís, I.** & Arreguín-Anderson, M. G. (2017). Exploring the implementation of partner-based learning in one dual language classroom. Presented at the National Association for Bilingual Education (NABE) International Bilingual/Multicultural Education. Dallas, TX
- Gonzalez, I., **Alanís, I.**, & Arreguín-Anderson, M. G. (2016). Scaffolding language and literacy of young dual language learners in the preschool classroom through socio-dramatic play. Presented at the annual meeting of the National Association for the Education of Young Children (NAEYC). Los Angeles, CA.
- Gonzalez, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2016). Student-generated alphabet: Empowering dual language learners through alphabets in authentic contexts. Presented at the annual meeting of the National Association for Bilingual Education (NABE) International Bilingual/Multicultural Education. Chicago, IL.
- Gonzalez, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2015). Young dual language learners' sociodramatic play: Creating contexts for cultural and linguistic learning through funds of knowledge. Presented at the National Association for the Education of Young Children (NAEYC). Orlando, FL.
- Alanís, I.**, & Arreguín-Anderson, M. G. (2015). Developing the whole child through paired learning strategies. Presented at the National Association for Bilingual Education 44th Annual International Bilingual/Multicultural Education. Las Vegas, NV.
- González, I., Arreguín-Anderson, M. G. & **Alanís, I.** (2015). Creating engaging early childhood environments for dual language learners: Using word walls, labels, and student-generated alphabets. Presented at the National Association for Bilingual Education 44th Annual International Bilingual/Multicultural Education. Las Vegas, NV.
- Gonzalez, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2014). Facilitating the linguistic and academic development of dual language learners through play. Presented at the annual meeting of the National Association for the Education of Young Children. Dallas, TX.
- Alanís, I.**, & Arreguín-Anderson, M. G. (2014). Developing children's linguistic and cognitive skills through interactive activities. Presented at the National Association for Bilingual Education 43rd Annual International Bilingual/Multicultural Education. San Diego, CA.
- Alanís, I.**, Arreguín-Anderson, M. G., Ek, L., & Machado-Casas, M. (2014). La clase mágica: Generating transworld pedagogy. Symposia presented at the National Association for Bilingual Education 43rd Annual International Bilingual/Multicultural Education. San Diego, CA.

- González, I., Arreguin-Anderson, M., & **Alanís, I.** (2013). Building an interactive bilingual classroom with word walls, labels, and child-generated alphabets. Presented at the annual meeting of the National Association for Early Childhood Education. Washington, D.C.
- López, M., Salinas, C., Franquiz, M., Ek, L., Sanchez, P., & **Alanís, I.** (2013). Symposium: Deconstructing language and literacy ideologies in bilingual teacher education. Presented at the International Society for Language Studies. San Juan, Puerto Rico.
- Quijada, P., Rodriguez, M., **Alanís, I.**, & Ek, L. D. (2012). Chicana/Latina faculty in Academia: Establishing identities. Presented at the International European Conference on Educational Research. Cadiz, Spain.
- Quijada, P., **Alanís, I.**, Ek, L., & Rodriguez, M. (2012). Constructing identity: Narratives of Latina faculty in the Academy. Presented at the annual meeting of the American Educational Research Association (AERA). Vancouver, CA.
- Clark, E., Flores, B., Sánchez, P., **Alanís, I.**, & Arreguin-Anderson, M. G. (2012). Enhancing Bilingual Education Teacher Candidates' STEM Knowledge and Skills Panel. Presented at the National Association for Bilingual Education 41th Annual International Bilingual/Multicultural Education Dallas, TX.
- Quijada, P. D., Ek, L. D., **Alanís, I.** & Rodriguez, M. (2011). Working toward equity by creating a Chicana/Latina collaborative at a Hispanic Serving Institution. Paper presented as part of the panel, "In the public good: Supporting a diverse professoriate" at the Annual American Educational Research Association Meeting. New Orleans, LA.
- Alanís, I.** (2010). Dual language teacher preparation: Can we survive another decade. Presented at the annual meeting of La Cosecha. Santa Fe, NM.
- Rodríguez, M. A., **Alanís, I.**, Ek, L. D. & Quijada, P. D. (2010). The ecology of a Chicana/Latina research collaborative at a Hispanic serving institution. Presented at the annual meeting of the American Educational Research Association (AERA). Denver, CO.
- Alanís, I.** (2010). The role of learning centers in dual language classrooms. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Denver, CO.
- Alanís, I.** (2010). Dual language reflections: Negotiating the shift. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Denver, CO.
- Alanís, I.** & Cortez, M. (2010). El aprendizaje por medio del juego: Teaching in bilingual early childhood settings. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Denver, CO.
- Alanís, I.**, Ek, L., & Rodríguez, M. A. (2009). Divisions that must be crossed: Latina professors' perspectives of hybridity. Presented at the annual meeting of the American Educational Research Association (AERA). San Diego, CA.
- Rodríguez, M. A., **Alanís, I.**, Cuero, K. K., Delgado, R., Ek, L., Machado-Casas, M., Murakami-Ramalho, E., Nuñez, A. M., Oliva, M., Quijada, P., & Sanchez, P. (2009). Hermanas in the academy: Actualizing a Latina education research agenda. Presented at the MALCS Summer Institute: Las Cruces, NM.
- Quijada, P. D., Ek, L. D., **Alanís, I.** & Murakami Ramalho, E. (2009). Chicanas/Latinas (Re)Create Academic Spaces in Higher Education. Presented at the annual meeting of the American Educational Research Association (AERA). San Diego, CA.
- Alanís, I.** & Romo, H. (2008). Online professional development for providers: 15 Latinas share

- experiences and reflections. Presented at the annual meeting of The National Association for Early Childhood Education. Dallas, TX.
- Alanís, I.** (2008). Professional development: Early childhood teachers connecting theory to practice. Presented at the annual meeting of The National Council of Teachers of English (NCTE). San Antonio, TX.
- Beam-Conroy, T., DeNicolo, C., Franquiz, M.E., Salazar-Jerez, M. & **Alanís, I.** (2008). How is student demographic change impacting teacher development in urban areas. Presented at the annual meeting of The National Council of Teachers of English (NCTE). San Antonio, TX.
- Alanís, I.** & Cuero, K. K. (2008). Becoming a “fashionable and desirable place to live:” The regentrification of one dual language community. Presented at the annual meeting of the American Educational Research Association (AERA). New York, NY.
- Rodríguez, M. A. & **Alanís, I.** (2007). Instructional leadership for English learners: A model principal. Presented at the annual meeting of The University Council of Educational Administrators. Washington, D.C.
- Alanís, I.** & Rodríguez, M. A. (2007). Sustaining dual language programs: One model school. Presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Rodríguez, M., **Alanís, I.** & Cuero, K. K. (2006). Hermanas/sisters in the academy: Actualizing a Latina/o research agenda in education. Presented at University Council of Educational Administration. San Antonio, TX.
- Alanís, I.** (2006). Reflections on dual language implementation: Teachers’ perspectives. Presented at the annual meeting of the American Education Research Association (AERA). San Francisco, CA.
- Pena, S., Sutterby, J. & **Alanís, I.** (2005). *El desarrollo del pensamiento crítico en la lectura* (pre K-tercer grado). Presented at the annual meeting of the International Reading Association. San Antonio, TX.
- Sutterby, J. & **Alanís, I.** (2005). Pre-emptive Retention: Elementary academic red shirting to prop up accountability ratings. Presented at the annual meeting of the National Association of Hispanic and Latino Studies. Houston, TX.
- Alanís, I.** (2005). Dual immersion teacher’s reflections on first year implementation. Presented at the NABE Dual Language Immersion Pre-Conference Institute. San Antonio, TX.
- Salinas, C., Rodriguez, H., Celedón, S. & **Alanís, I.** (2005). Examining struggles to novice teacher preparation for bilingual classrooms: Approaches and reflections for improved instruction. Presented at the annual meeting of the National Association for Bilingual Education. San Antonio, TX.
- Sutterby, J. & **Alanís, I.** (2005). Pre-emptive Retention: Elementary academic red shirting to prop up accountability ratings. Presented at the annual meeting of the National Association for Bilingual Education. San Antonio, TX.
- Salinas, C., Franquiz, M., **Alanís, I.**, Lopez, G. & Carrillo, R. (2004). What we need to know to succeed with NCLB and migrant students: The challenges of migrant education. Presented at the annual meeting of the National Migrant Education San Antonio, TX.
- Salinas, C., Franquiz, M., **Alanís I.**, Celedón, S. & Cardenas, B. (2004) Examining current practices and challenges in migrant education: A collection of case studies. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Albuquerque, NM.

- Abrego, M., **Alanís, I.**, Ramirez, R. & Abrego J. (2003). Transitioning paraeducators to teachers: Induction level support. Presented at the annual meeting of the American Education Research Association (AERA). Chicago, IL.
- Salinas, C., **Alanís, I.**, Beck, S., Lopez, G., & Franquiz, M. (2003). Fields of hope: Examining current policy and practice in migrant education. Presented at the annual meeting of the American Education Research Association (AERA). Chicago, IL.
- Alanís, I.** & Morgan, B. (2003). Enhancing professional development-Bilingual education: A training for all teachers project. Presented at the annual meeting of the National Association for Bilingual Education (NABE). New Orleans, LA.
- Alanís, I.** & Tinajero, J. (2003). Struggling Spanish readers. Presented at the annual meeting of the National Association for Bilingual Education (NABE). New Orleans, LA.
- Alanís, I.** & Morgan, B. (2003). A training for all teachers program. Hawaii International Conference on Education. Honolulu, HA.
- Alanís, I.** & Morgan, B. (2002). Threading the framework into a bilingual training for all teachers project. Educational Testing Service, Users Conference, Minneapolis, MN.
- Salinas, C., **Alanís, I.**, Beck, S. & Fránquiz, M. (2002). Fields of hope: Examining current policy and practice in migrant education. Presented at the annual meeting of the American Education Research Association (AERA). New Orleans, LA.
- Tinajero, J. & **Alanís, I.** (2002). Addressing the needs of the Spanish struggling reader. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Philadelphia, PA.
- Alanís, I.**, Celedón, S. & Salinas, C. (2001). What is the "place" of reading in the content areas. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Phoenix, AZ.
- Alanís, I.** (2001). The role of native language in second language acquisition. 9th Annual Binational Conference. Brownsville, TX.
- Alanís, I.**, Lake, V., Pappamehiel, E. & Salinas, C. (2000). Women on a hero's journey. Presented at the annual meeting of the American Education Research Association (AERA). New Orleans, LA.
- Alanís, I.** & Salinas, C. (2000). Integrating literacy acquisition through the content areas. Presented at the annual meeting of the National Association for Bilingual Education (NABE). San Antonio, TX.
- Alanís, I.**, Lake, V., Salinas, C. & Pappamehiel, E. (1999). Peer debriefing and more: A look at the dynamics of a dissertation research group. Presented at the annual meeting of the American Educational Research Association (AERA). Montreal, CA.
- Alanís, I.**, Salinas, C. & Celedón, S. (1999). A history of voices: The educational influences of middle class Mexican American educators. Presented at the annual meeting of the American Education Research Association (AERA). Montreal, CA.
- Alanís, I.**, Salinas, C., Celedón, S. & Peña, D. (1999). Mexican American educators: A history of voices. "Hispanic educational leadership." Presented at the annual meeting of the American Education Research Association (AERA). San Diego, CA.
- Alanís, I.** (1999). The development of biliterate/bicultural students. 7th Annual Binational Conference. Brownsville, TX.
- Alanís, I.** (1998). Issues in identifying gifted bilingual children. Presented at the annual meeting of the Association for Supervision and Curriculum Development (ASCD). San Antonio, TX.

REGIONAL

- Alanís, I.** (2017). Cultural Studies Paper Session Discussant at the annual meeting of the Southwest Educational Research Association (SERA). San Antonio, TX.
- Alanís, I., *Garcia-Alvarado, S., *Cataldo, R., *Siller, M., & *Whitlock, T.** (2017). Symposium: Engaging young children in interactive, culturally responsive practices. Presented at the annual meeting of the Southwest Educational Research Association (SERA). San Antonio, TX.
- Cortez, M., **Alanís, I., & Flores, B. B.** (2012). Early childhood teachers reconstruct beliefs and practices through reflexive action. Presented at the annual meeting of the Southern Early Childhood Association. San Antonio, TX.
- Alanís, I., Cuero, K. K., Rodriguez, M. A., Delgado, R., Ek, L., Murakami-Rumalho, E., Oliva, M., Quijada, P., Sanchez, P., and Valdez, V.E.** (2007). Navigating the academy: Creating networks of support. Southwest Educational Research Association. San Antonio, TX.
- Alanís, I.** (2006). Dual language teacher reflections: Surviving first-year implementation. Presented at the annual meeting of the Southwest Educational Research Association (SERA). Austin TX.
- Rodriguez, M. A. & **Alanís, I.** (2006) Dual language education and Latina/o student achievement. Annual REAL Collaborative Research Colloquium. San Antonio, TX.
- Alanís, I.** (2004). Developing vocabulary. Region One Dual Language Symposium. South Padre Island, TX.
- Alanís, I.** (2002). Strategies for struggling readers. Region One Two-way Bilingual Symposium. South Padre Island, TX.
- Alanís, I.** (2002). Developing children's vocabularies. Teaching Learning and Literacy Conference. South Padre Island, TX.
- Alanís, I.** (2002). Strategies for struggling readers. Teaching Learning and Literacy Conference. South Padre Island, TX.
- Alanís, I.** (2000). Integrating literacy across the content areas. Region One: TxBESS New Teacher Conference. Edinburg, TX.

STATE

- Alanís, I. & Arreguín, M. G., & Salinas-González, I.** (2022). Culture, language, and learning: Ensuring equity in EC settings. Presented at the Texas Association for the Education of Young Children. San Antonio, TX.
- Alanís, I., Arreguín, M. G., & Salinas-González, I.** (2021). Reimagining your environment: Using experiences to develop culturally and linguistically responsive spaces. Presented at the Texas Association for the Education of Young Children. Galveston, TX.
- Arreguín, M. G., Salinas-González, I., & **Alanís, I.,** (2021). Early Childhood/Dual Language Preconference Institute Presented at the annual meeting of the Texas Association for Bilingual Education. Virtual Event.
- Arreguín, M. G., Salinas-González, I., & **Alanís, I.,** (2020). Early Childhood/Dual Language Preconference Institute Presented at the annual meeting of the Texas Association for Bilingual Education. Virtual Event.

- Salinas-González, I., Arreguín-Anderson, M., & **Alanís, I.**, (2017). Translingual play in culturally responsive dramatic play settings. Presented at the annual meeting of the Texas Association for the Education of Young Children. San Antonio, TX.
- Arreguín-Anderson, M., **Alanís, I.**, González, I. (2013). *Utilizando actividades de ciencia para generar alfabetos auténticos en el aula infantil bilingüe.* (Using science activities to create a student generated alphabet in a bilingual classroom) Presented at the annual meeting of the Texas Association for Bilingual Education (TABE). Houston, TS.
- Alanís, I.** (2013). Bilingual pairs in the dual language classroom. Invited speaker for the Denton ISD Bilingual Institute. Denton, TX.
- Alanís, I.**, Ek, L., Garcia, A., Garza, A., & Sánchez, P. (2011). Developing bilingual teacher candidates' technological expertise. Presented at the annual meeting of the Texas Association for Bilingual Education. McAllen, TX.
- Alanís, I.**, Ek, L., & Machado-Casas. (2010). La clase mágica: Fostering bilingualism & biliteracy through technology. Presented at the annual meeting of the Texas Association for Bilingual Education. El Paso, TX.
- Alanís, I.** & Riojas-Cortez, M. (2009). El aprendizaje por medio del juego: Teaching in bilingual early childhood settings. Presented at the annual meeting of the Texas Association for Bilingual Education. Houston, TX.
- Alanís, I.** & Rodriguez, R. (2009). The Texas bilingual education story: Celebrating our legacy. Presented at the annual meeting of the Texas Association for Bilingual Education. Houston, TX.
- Alanís, I.** (2008). Responding to demographic shifts: Avoiding the pitfalls. Presented at the annual meeting of the Texas Association for Bilingual Education. Arlington, TX.
- Alanís, I.** & Cuero, K. K. (2008). Demographic shifts: Dual language program response. Presented at the annual meeting of the Texas Association for Bilingual Education. Arlington, TX.
- Rodriguez, M. A. & **Alanís, I.** (2007). 10 Years and counting: Successful leadership practices for ELLs in a dual language program. Presented at the annual meeting of the Texas Association for Bilingual Education. San Antonio, TX
- Oliva, M., **Alanís, I.**, Lopez, M., Pate, E. & Tinajero, J. (2007). The mystery of publication. Presented at the annual meeting of the Texas Association for Bilingual Education. San Antonio, TX.
- Cortez, M., Flores, B. & **Alanís, I.** (2007). Reconstructing early childhood beliefs and practices: Bridging theory and professional development. Presented at the annual meeting of the Texas Association for Bilingual Education. San Antonio, TX.
- Alanís, I.** & Rodríguez, M. A. (2006). Sustaining your dual language program. Presented at the annual meeting of the Texas Association for Bilingual Education. Galveston, TX.
- Alanís, I.** & Ruíz-Escalante, J. (2005). Incorporating culturally relevant texts in the classroom. Presented at the annual meeting of the Texas Association for Bilingual Education. Corpus Christi, TX.
- Salinas, C., Fránquiz, M., & **Alanís, I.** (2004). A comprehensive conversation: Examining the elementary to secondary to service coordination/community outreach migrant education directions. Presented at the annual meeting of the Texas Migrant Education Conference. South Padre Island, TX.
- Sutterby, J. & **Alanís, I.** (2004). A look at retention policies. Presented at the annual meeting of the Texas Association for Bilingual Education. El Paso, TX.

- Alanís, I.** (2000). Simple things you can do to increase your child's literacy skills. Texas Migrant Education Conference. South Padre Island, TX.
- Alanís, I.** (1999). Increasing students' vocabularies. Texas Education Agency: State Migrant Conference. San Antonio, TX.
- Alanís, I. & Celedón, S.** (1999). The intersection of literacy acquisition and mathematics. Presented at the annual meeting of the Texas Association for Bilingual Education (TABE). Corpus Christi, TX.
- Alanís, I. & Gómez, L.** (1999). Two-way bilingual education: Developing biliterate and bicultural students. Presented at the annual meeting of the Texas Association for Bilingual Education (TABE). Corpus Christi, TX.
- Alanís, I.** (1999). Summary of the national research council findings on early literacy. Texas Education Agency: State Educational Service Center Forum. Austin, TX.
- Alanís, I.** (1999). Identifying gifted bilingual children. Texas Education Agency: Midwinter Conference. Austin, TX.
- Alanís, I.** (1998). Issues in two-way bilingual education. Texas Education Agency: State Migrant Conference. El Paso, TX.

LOCAL

- Alanís, I.** (2021). Promoting equity through inquiry in the early childhood/elementary classroom. PK4 San Antonio. Virtual Event. (invited speaker)
- Arreguín-Anderson, M. & **Alanís, I.** (2020). Translingual Partnership: Promoting continuous engagement in the Early Childhood/Elementary Classroom. San Antonio Association for Bilingual Education. San Antonio, TX.
- Alanís, I.** (2016). Developing language and literacy. Parent Conference, St. Mary Magdalen, San Antonio, TX.
- Alanís, I.** (2013). Everyday math: Using household items to develop numeracy. Presented at the 3rd Annual Early Childhood Education Institute. UTSA, San Antonio, TX.
- Alanís, I.** (2012). Developing language through learning centers. UTSA Early Childhood Institute. San Antonio, TX.
- Cuero, K. K., **Alanís, I.**, & Chávez, L. (2008). The impact of changing neighborhood demographics on dual language programs. San Antonio Area Association for Bilingual Education's annual conference. San Antonio, TX.
- Alanís, I.** (2004). How do toddlers learn? El aprendizaje de niños pequeños. San Benito Parent Conference. San Benito, TX.
- Alanís, I.** (2003). Strategies to facilitate early literacy: A Guide for parents. San Benito Parent Conference. San Benito, TX.
- Alanís, I.** (2003). The do's and don'ts of dual language programs. Presented at the annual meeting of the Rio Grande Valley Texas Association for Bilingual Education. South Padre Island, TX.
- Alanís, I., Alanís, L. & González, D.** (2002). Strategies for struggling Spanish readers. Presented at the annual meeting of the Rio Grande Valley Texas Association for Bilingual Education. South Padre Island, TX.
- Alanís, I.** (2001). The interactive writing process. Presented at the annual meeting of the Rio Grande Valley Association for Bilingual Education (RGV TABE). McAllen, TX.

GRANT ACTIVITY

UNSOLICITED INVITATIONS TO PARTICIPATE ON GRANTS

- 2016-2021 Pharr San-Juan Alamo Independent School District Dual Language Connecting to College (DLCC) Project. Pharr, Texas. Invited to serve as professional development expert on dual language education
- 2016-Present Santa Cruz University/UTSA Math and Language, Literacy Integration (MALLI) in Dual Language Settings. Invited to serve as a Grant Advisory Board Member as expert on dual language education

Funded: External and Internal Grants

- 2021-Present** Neely, L., Sullivan, J., Project EARLY. U.S. Office of Special Education Programs Award Allocation-\$1.2 Million. Faculty Strategist
- 2007-2009** Crim, C., **Alanís, I.**, Cortez, M. (2007). COEHD: ATE Faculty Learning Community, Co-investigator. Professional development to facilitate differentiated practices in the bilingual early childhood classroom. Award Allocation-\$1,000.
- 2007** **Alanís, I.** & Romo, H. (2007). CPB/PBS, Co-Principal Investigator, KLRN, Ready to Learn: On-line professional development for early childhood caregivers, Award Allocation-\$15,000.
- 2007** Cuero, K. K., **Alanís, I.**, Delgado, R., Ek. L., Murakami-Ramalho, E., Núñez, A. M Oliva, M., Quijada, P., Rodríguez, M., Sánchez, P., Valdez, V. (2007). *Mujeres* shaping legacy in Latina educational research. COEHD: ATE Faculty Learning Community. Co-investigator. Award Allocation-\$1,000.
- 2005** **Alanís, I.** & Rodríguez, M. A. (2005). COEHD College Research Grant, Co-Principal Investigator, Award Allocation-\$1200.
- 2001-2005** **Alanís, I.** & Morgan, B. (2001). Bilingual Education Title VII-Training for All Teachers Project. Co-Principal Investigator, Award allocation-1.2 Million.

COURSES TAUGHT*Undergraduate:*

- C & I 4303: Approaches to Teaching Language Arts/Social Studies/ Fine Arts-Grades EC-4
- ECE 3603: Language and Literacy Acquisition in Early Childhood and Infancy
- ECE 3313: Play in Early Childhood and Elementary
- ECE 3143: Child Growth and Development
- ECE 2123: Diversity in ECE

Graduate:

- ECE 5443 Guidance of Social and Emotional Development in Children
- ECE 6163 Biological Basis of Early Childhood Development
- ECE 6423 Advanced Studies in Play
- ECE 6453: Responsible Assessment & Evaluation in ECE
- ECE 5123: Seminar in Development in Early Childhood and Infancy

- ECE 5513: Curriculum Methods and Materials in ECE and Elementary Education
- ECE 6523: Social Policy and Families and Children
- ILT 7133: Sociocognitive Perspectives in ILT
- ECE 7133: Cognitive Development in Early Childhood

Graduate courses developed or restructured:

- ECE 6503: Theoretical Foundations of Early Childhood and Elementary Education-*Hybrid format*
- ECE 7123 Cognitive Development in ECE
- ECE 5133: Language and Discourse in Early Childhood/Elementary-*Hybrid format*
- ECE 5523: Metacognitive Thinking and Learning Strategies across Instructional Domains-*Hybrid format*
- ECE 6183 Seminar: Cross Cultural Perspectives in ECE- *Hybrid format and Online format*
- ECE 6453: Responsible Assessment in Early Childhood/Elementary- *Online format*
- ECE 2123: Diversity in ECE-Online hybrid format

DISSERTATION/THESIS COMMITTEES

Dissertation Committee Chair

- Hernandez, J. (in progress). Department of Interdisciplinary Learning and Teaching. UTSA.
- Sturdivant, T. (2020). Developing while Black: An exploration of racial discourse found in the play of Black preschool girls. Department of Interdisciplinary Learning and Teaching. UTSA. Tenure-track position at TX A & M Commerce
- Young, V. (2020). A prekindergarten teacher's beliefs reflected in phonological awareness practices for children with speech delays. Department of Interdisciplinary Learning and Teaching. UTSA. Project Administrator Johns Hopkins University
- Siller, M. (2019). Communities of practice as comprehensive induction for early childhood educators. Department of Interdisciplinary Learning and Teaching. UTSA. Instructor at Trinity University
- Cataldo, R. (2018). How do bilingual four-year olds develop emergent writing skills that extend their funds of knowledge? Department of Interdisciplinary Learning and Teaching. UTSA. Classroom teacher, Northside ISD

Dissertation Committee Member

- Committee Member-Thompson, C. (2022). Department of Interdisciplinary Learning and Teaching. UTSA.
- Committee Member-Antuna M. (2021). Kaleidoscopic role re-visions: A queer, Aztec autoethnographic perspective on locally novel parapedagogies. Department of Interdisciplinary Learning and Teaching. UTSA.
- Committee Member-Salinas, E. (2021). Evaluating the effects of tootling on disruptive and academically engaged behaviors of students with emotional and behavioral disorders. Department of Interdisciplinary Learning and Teaching. UTSA.

- Committee Member-Salinas, M. (2021). The Unspoken Element Of *Cariño*: Hearing The Voices Of Teachers, Students And Parents About *Cariño* In The Dual Language Classroom. Culture, Literacy, and Language. UTSA.
- Committee Member-Rodriguez, H. (2020). Translanguaging in the dual language classroom: Analyzing opportunities of social justice in the classroom through a translanguaging lens. Culture, Literacy, and Language. UTSA.
- Committee Member-Alvarado-Garcia, S. (2019). Agency and meaning making: A participatory study of Mexican-American preschooler's retelling of culturally relevant books. Department of Interdisciplinary Learning and Teaching. UTSA
- Committee Member- Lozano, L. (2017). Examining the early school relationships among teachers and students as a bridge for academic language use in the classroom and students' maintenance and sustainability of their home language. Culture, Literacy, and Language. UTSA.
- Committee Member- Carrillo, Juan (2010). From "at risk" to "at risk:" Four Mexican American *scholarship boys* and their narratives of loss. UT Austin.
- Committee Member- Lopez, M. (2008). "En los Estados Unidos hablamos inglés...oh, y español tambien": Emerging language ideologies in a dual language primary school. Culture, Literacy, and Language. UTSA.

Thesis Committee Chair

- Chair-Özel, Özge, (2013). Mexican-American children who have lost their Spanish language and culture: Exploring the relationship with their Mexican, Spanish-speaking grandmothers. Department of Interdisciplinary Learning and Teaching. UTSA.

Thesis Committee Member

- Committee Member-Amadsun, E. (in progress). Department of Interdisciplinary Learning and Teaching. UTSA.
- Committee Member-Aburumuh, H. (2007). Learning about cultures other than your own. Arab-American students in U. S. public schools: Assessing educators' cultural awareness and perceptions. Department of Interdisciplinary Learning and Teaching. UTSA.

Doctoral Qualifying Exam Committee Chair

- Hernandez, J. (2021). Department of Interdisciplinary Learning and Teaching. UTSA.
- Sturdivant, T. (2019). Department of Interdisciplinary Learning and Teaching. UTSA.
- Siller, M. (2019). Department of Interdisciplinary Learning and Teaching. UTSA.
- Cataldo, R. (2018). Department of Interdisciplinary Learning and Teaching. UTSA.

Doctoral Qualifying Exam Committee Member

- Thompson, C. (2019). Department of Interdisciplinary Learning and Teaching. UTSA.
- Alvarado-Garcia, S. (2019). Department of Interdisciplinary Learning and Teaching. UTSA.
- Whitlock, T. (2018). Department of Interdisciplinary Learning and Teaching. UTSA.

PROFESSIONAL SERVICE

APPOINTED/ELECTED/INVITED BOARD MEMBER

- Invited Member, Board of Directors, AVANCE San Antonio, TX 2021-

- Invited Member Board of Directors, Center for New Communities
Early Head Start, San Antonio, TX 2016-2020
- Elected Governing Board Member, NAEYC 2015-2020
 - Member, Nominating Committee 2020-Present
 - Chair, Member Engagement Committee 2016-2019
 - Member, Early Learning Systems Committee 2015-2019
- Invited Early Childhood Advisory Board Member, Scholastic Education 2016-2019
- Invited Advisory Board Member, *Escuelita Cultural* 2015-2017
- Invited Board Member, National Latino Children's Institute 2011-2012
- Invited Member Spanish Advisory Council, Istation, 2010-2012
- Past-President, Texas Association for Bilingual Education 2010-2011
- President, Texas Association for Bilingual Education 2009-2010
- Vice-President, Texas Association for Bilingual Education 2008-2009
- Secretary, Texas Association for Bilingual Education 2007-2008
- Publications and Archives Chair, TABE 2007
- Public Relations Officer, RGV Dual Language Consortium 2000-2003

Editorial Board Member

- Editorial Board Member, Bilingual Research Journal 2007-Present
- Editorial Board Member, Texas Association for Bilingual Education
Journal 2005-Present
- Co-Book Editor, The Bilingual Research Journal 2007-2011

Reviewer for Professional Journal

- Reviewer, *Bilingual Research Journal* 2007-Present
- Reviewer, *Texas Association for Bilingual Education Journal* 2005-Present
- Reviewer, *International Journal of Early Childhood* 2018-Present
- Reviewer, *Journal of Early Childhood Literacy* 2017-Present
- Reviewer, *Journal of Multilingual and Multicultural Development* 2017-Present
- Reviewer, *Journal of Urban Education* 2017-2018
- Reviewer, *Advances in Early Education and Day Care* 2016-2017
- Reviewer, *Journal of Qualitative Studies in Education* 2013

Reviewer for Professional Texts

- Vanover, S. *The Beginning of School Readiness: Foundations of the
Infant and Toddler Classroom* 2016

External Reviewer

- External Reviewer for Promotion and Tenure to Associate Professor. University of Hong Kong (2020)
- External Reviewer for Promotion to Professor. Texas Tech University (2020)
- External Reviewer for Promotion and Tenure to Associate Professor. Hawaii-Manoa (2018)
- External Reviewer for Promotion and Tenure to Associate Professor. Colorado-Denver (fall 2018)

- External Reviewer for Promotion and Tenure to Associate Professor. Wisconsin-Milwaukee (fall 2018)
- External Reviewer for Promotion and Tenure to Associate Professor. UNC Charlotte, College of Education Department of Special Education and Child Development (fall 2013)

Conference Proposal Reviewer

- Proposal Reviewer for SERA 2017 Annual Conference 2016
- Proposal Reviewer for AERA 2015 Annual Conference 2014
- Reviewer, TABE Program Proposals 2013-2014
- Proposal Reviewer Division G for AERA 2012 Annual Conference 2011
- Proposal Reviewer for AERA 2011 Annual Conference 2010

Conference/Committee Service

- Panel Discussant, SERA 2017 Cultural Studies Session 2017
- Member, AERA: HRSIG Outstanding Dissertation Award Committee 2016-2017
- Member, NAEYC Leadership Round Table 2016
- Chair for AERA Panel: Knowing English is not Enough 2012
- Panel Discussant, NABE Policy Makers SIG 2010
- Member, NABE Dissertation Award Competition Committee 2008-2011
- Member, NABE Policy Makers SIG 2007-2012
- Chair/Discussant, AERA 2007 AERA Annual Conference 2007
- Proposal Reviewer for AERA 2007 Annual Conference 2006
- Member, Ad Hoc Committee, TABE ELL Plan 2007
- Chair, Ad Hoc Committee, TABE Leadership Forum 2005-2006
- Panel member, HEB Literacy Symposium 2006
- Member, State Dual Language Training Panel 2005
- Discussant, BUENO Center Annual Conference 2000

Professional Memberships

- Member, National Association for the Education of Young Children 2005-Present
- Member, Texas Association for Bilingual Education (TABE) 2004-Present
- Member, American Educational Research Association (AERA) 1999-Present
- Member, National Association for Bilingual Education (NABE) 1999-Present
- Member, Texas Dual Language Consortium 2002-2019
- Member, Texas Bilingual Education Coalition 2008-2012
- Member, South Texas Dual Language Consortium 2000-2005

State Review Boards

- Member, ESL State Textbook Review Panel 2003
- Member, State Bilingual Frameworks Panel 2003
- Member, State Review Board for TOPT 2003
- Member, State Review Board for TExES Frameworks EC-4 Bilingual 2002
- Member, Early Spanish Curriculum Revision Team, Texas Center for Reading and Language Arts 2001
- Member, Evaluation of Kindergarten Teacher Reading Academies,

- Texas Center for Reading and Language Arts 2001
- Member, State Review Board for EC-8 Bilingual Generalist Framework 2000
 - Member, Southwest Educational Development Laboratory Reading Forum 1999

Service to the University of Texas at San Antonio

- **Alternate member**, Internal Review Board 2020-PRESENT
- **Member**, Faculty Grievance Committee 2019-2020
- **Chair**, Special Hearings Tribunal 2019
- **Member**, COLFA-DFRAC 2018-2018
- **Member**, University Women's Task Force 2017-2018
- **Member**, University Grievance Committee 2016-2018
- **Chair**, Informal Subcommittee
- **Member**, University Graduation Ceremonies Committee 2014-2016
- **Member**, *La Raza* Faculty and Administrators Association at UTSA (LRFAA) 2016-PRESENT
- **Member**, University Academic Inquiry Social and Behavioral Sciences 2013
- **Member**, University Grievance Committee 2012-2014
- **Panel Member, P-20 Initiatives**: Invited presentation to parents and children regarding college access. April 22, 2012 2012
- **Treasurer**, *La Raza* Faculty and Administrators Association at UTSA (LRFAA) 2010- 2012
- **ILT Department Representative**, University Hearing Panel 2006- 2007

Service to the College of Education and Human Development

- **Committee Chair**, Super Committee 2022-Present
- **Committee Member**, UFRAC 2021-Present
- **Committee Member**, UT System Early Childhood Steering Committee 2020-2022
- **Committee Member**, COEHD Standing Committee for Faculty Issues 2019
- **Committee Member**, BBL D-CPER 2019
- **Affirmative Action Advocate**, BBL Biliteracy Search Committee 2018
- **Committee Member**, Teacher Advisory Committee 2018-2020
- **Faculty Strategy Specialist**, UTSA COEHD Lab School, Crockett/Douglas Elementary, SAISD, San Antonio, TX 2016-2017
- **Affirmative Action Advocate**, Health and Kinesiology Search 2014-2016
- **Chapter Coordinator**, Kappa Delta Pi Student Organization 2012-2014
- **Member**, Parking Appeals Panel 2012-2013
- **Member**, President's Distinguished Achievement Award Committee 2012-2013
- **Affirmative Action Advocate**, BBL Biliteracy Search Committee 2012-2013
- **Chair**, College Advisory Program Curriculum Committee (CAPCC) 2011-2012
- **Member**, Teacher Education Advisory Committee (TEAC) 2011-2013
- **Affirmative Action Advocate**, BBL Biliteracy Search Committee 2011-2012
- **Co-Coordinator**, *La Clase Mágica* 2010-2011
- **Member**, Appeals Committee 2007 -2011
- **Member**, College Council 2008-2010
- **Parliamentarian**, College Council 2008-2009

- **Member**, Cooperating Teacher Advisory Committee 2008-2009
- **ILT Representative**, Westmeyer Memorial Scholarship 2008
- **Chair**, Faculty Development Leave Committee 2007

Service to the Department of Interdisciplinary Learning and Teaching

- **Committee Member**, TEAC 2019-Present
- **Chair**, Ph. D. Department Graduate Program Committee 2018-Present
- **Graduate Advisor of Record**, ILT PhD Program 2018-Present
- **Committee Member**, Department Review Committee 2021-Present
- **Committee Member**, CFRAC 2017-Present
- **Member**, Second Year Faculty Reviews, Ad hoc Committee 2015-Present
- **Member**, DAPCC 2020-Present
- **Member**, Department Advisory Committee 2020-Present
- **Lead Faculty Member**, ECE 4203 Assessment in EC/Elementary Education 2012-Present
- **Lead Faculty Member** for ECE 3603 Language and Literacy 2019-2020
- **Committee Member**, ILT Chair search 2018-2019
- **Member**, MA Ed Department Graduate Program Committee 2017-2019
- **Member**, DAPCC 2016-2017
- **Member**, ECE Search Committee 2018-2019
- **Member**, SACS Review Committee
- **Lead Faculty Member** for ECE 3603 Language and Literacy 2006-2020
- **Member**, EC-6-ESL, Ad hoc Committee 2015
- **Chair**, DFRAC 2014-2015
- **Member**, ILT 5003, Ad hoc Committee 2015
- **Member**, ILT Ph.D. Admissions Committee 2014-2015
- **Coordinator**, Early Childhood Graduate Program 2013-2015
 - ECE Institute
 - Course scheduling/offering
 - Recruitment
- **Assistant Department Chair** 2012-2014
 - Catalog Revisions
 - Awards Committee
 - Department Mentoring Program
 - SACS
 - Graduate Assistant Allocations
 - Course Substitution Requests
 - HEB Read-3 Project
- **Graduate Advisor of Record: MA Ed** 2013-2014
- **Chair**, ECE Faculty Search Committee 2012-2014
- **Member**, DAPCC 2013-2014
- **Member**, Special Education Faculty Search Committee 2013
- **Member**, Interdisciplinary STEM Project 2012-2013
- **Co-Coordinator**, BAAS Program 2008-2013
- **Department Parliamentarian** 2011-2012

- **Alternate**, Faculty Senate 2011-2012
- **Member**, DAC 2011-2012
- **Member**, Ad-hoc MAEd Comprehensive Rubric Development Committee 2011-2012
- **Member**, ILT Doctoral Selection Committee 2011-2012
- **Member**, Ad-hoc Faculty Travel Award Committee 2011-2012
- **Chair**, Department Advisory Program Curriculum Committee (DAPCC) 2010-2011
2010-2011
- **Chair**, Department Advisory Committee (DAC)
- **Chair**, EC-6 Committee 2008-2009
- **Department Historian** 2007-2009
- **Co-chair**, Ad-hoc SACS Graduate Assessment Committee 2006-2009
- **Member**, Faculty Search Committee for Special Education position 2006-2009
- **Member**, Storytelling Festival Committee 2005-2009
- **Member**, Ad hoc Committee to Review Social Studies Standards 2008
- **Coordinator**, ECE Graduate Program 2006-2007
- **Member**, Ad-hoc Doctoral Program Revision Committee 2006-2007
- **Member**, Ad-hoc MAECIT Student's Portfolio Committee 2007
- **Member**, Ad-hoc ILT Doctoral Program Planning Committee 2007
- **Member**, Ad-hoc Committee Children's Writing Conference 2005

Service to Students

- **Graduate Advisor**, MA in Early Childhood and Elementary Education 2005-Present
- Presentation to ILT doctoral students 2018
- Presentation to ILT graduate students in ILT 5003 2015
- Presentation to Brackenridge High School Students 2014
- Presentation to Brackenridge High School Students 2013

Service to Community

- **Invited Presenter**, UTSA Child Development Center 2021
- **Invited Presenter**, Center for New Communities, San Antonio, TX 2017
- **Invited Presenter** for Center for New Communities (June). Dual Language Education: Two Languages, One Child. San Antonio, TX. 2016
- **Expert Reviewer**, National Education Systems 2011-2019
- **Invited Member**, City of San Antonio Head Start, Education Planning Committee 2014-2019
- **Invited Member**, NEISD English Language Learner Advisory Board 2011-2014
- **Invited Member**, City of San Antonio Head Start, Assessment Sub-Committee 2011-2013
- **Invited Member**, San Antonio Community College Early Childhood Education Advisory Board 2011-2012
- **Faculty Strategy Specialist**, La Clase Mágica-Academy for Teacher Excellence 2011-2012

- **Invited Presenter** to Bonham parents re: Dual Language Education 2012
- **Invited Member**, City of San Antonio Head Start, Advisory Committee 2010-2012
- **Member**, Texas Latino Complete Count Committee 2010 Census 2010
- **Expert Testimony**, Texas House: Mexican American Legislative Caucus 2010
- **Guest Interviewee** for Texas Public Radio 2010
<http://kut.org/items/show/20123>
- **Expert Testimony**, Texas House Education Committee 2009
- **Expert commentator** for San Antonio Express News 2009
- **Expert commentator** for Texas Monthly Magazine 2009
- **Member**, Evaluation Committee City of S. A., Head Start Services Request for Proposals 2009
- **Member**, Laborers in the Field of Education (LIFE) 2007-2009
- **Expert Testimony**, Texas State Board of Education 2008
- **Presenter** at Bonham Elementary to parents 2006
- **Presenter** at South West Independent School district to administrators 2006
- **Presenter** at the AVANCE Early Learning Academy 2005
- **Tutor** ExCET and TEXES candidates 2000
- **Co-Chair**, Secondary ExCET Review Committee 1999
- **Member**, EDCI 4301 Revision Committee 1999
- **Member**, Ad hoc Committee to Review Entrance Requirements to Alternative Certification Program 1999

CONSULTING ACTIVITIES

- **Member**, Vales Por Dos Consulting 2021-Present
- **Member**, Dual Language Training Institute 2004-Present
- **Educational Consultant**, Two-way Inclusion Network for Catholic Schools Boston College Lynch School of Education, Roche Center for Catholic Education, Boston, MA 2015-2019
- **Educational Consultant**, *Apranda con Amigos* Preschool, Portland Oregon 2014
- **Educational Consultant**, Austin ISD 2014-2015
- **Educational Consultant**, Round Rock ISD 2012-2015
- **Educational Consultant**, Bethel, Alaska 2011
- **Educational Consultant** for Istation 2010-2013
- **Educational Consultant** for *Caramba Kids*-Los Angeles, CA 2010
- **Educational Consultant**, Round Rock Independent School District. 2009
- **Educational Consultant**, Leander Independent School District. 2009
- **Educational Consultant**, USAID *Programa Estandares e Investigación Educativa* Guatemala, Guatemala 2008