*Iliana Alanís*

Professor of Early Childhood and Elementary Education

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College of Education and Human Development
University of Texas at San Antonio
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Education

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| 1998 | Doctor of Philosophy, Curriculum and Instruction. The University of Texas at Austin.**Areas of Specialization:** Multilingual Studies and Educational PsychologyDissertation 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**

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| --- | --- |
| **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**

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| * 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
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**AWARDS & HONORS**

2023 coehd nominee for University Service Award

2022 outstanding graduate mentor, UTSA graduate school

2021 nominee for the minnie stephens piper teaching award

2020 faculty development research leave

**Research**

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| My research interests lie in three interrelated 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, integrating native language and literacy, and the effect of quality schooling on language minority students.  |

###### RESEARCH/SCHOLARLY ACTIVITIES

**Refereed Journal Articles**

\*denotes graduate student collaboration

**Alanís, I**. & Salinas-González, I. (2023). Integrating families’ funds of knowledge into daily teaching practices. Reprinted in *Teaching Young Children* 17(1).

Lara, G., \*Vargas, K., Leija, M., **Alanis, I.**, & Ek, L. (submitted 2023). More than words: How read-alouds mediate Latina/o/x emergent bilingual students’ vocabulary development. Submitted to *International Journal of Bilingual Education and Bilingualism.*

Escamilla, I. M., **Alanís, I.,** & Meier, D**.** R.(2023). Translanguaging in preschool: Supporting language rights and social justice for Latino/a children, families, and educators. *Contemporary Issues in Early Childhood Special Issue: Justice for whom and according to whom? (Re)Considering equity, inclusion, and belonging in early care and education.* First published online May 17, 2023. https://journals.sagepub.com/eprint/7QTSYMN7A7NUBHBRKKSQ/full <https://doi.org/10.1177/14639491231164129>

Arreguín, M. G., Alanís, I., & Salinas-González, I. (2023). An interdisciplinary biliteracy sequence: Aligning daily instruction with the way young bilingual children learn. *Childhood Education Innovations, 99(4),* 40-47. <https://doi.org/10.1080/00094056.2023.2232280>

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

The benefit of peer-based learning in preschool. *Young Children: Journal for the National Association for the Education of Young Children 77*(3), 6-15.[acceptance rate: 25%]

**Alanís, I.** (2022). Invited manuscript, Editor reviewed. Considering the unique development of dual language learners. EBSCO Pathways to Research in Education EDU0 71, 1–18. <https://www.pathways2research.com/pte/Considering%20the%20Unique%20Development%20of%20Dual%20Language%20Learners>.

\*Cataldo, R. & **Alanis, 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. & **Alanis, 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. & **Alanis, 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., & **Alanis, I.** (2018).Translingual play that promotes cultural connections. *International Multilingual Research Journal 12*(4),273- 287.(peer-reviewed international journal)[acceptance rate: 29%]

**Alanis, 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 nº29* 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].

Arreguin-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.tamiu.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. (2023). *Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning in Preschool.* Washington, D.C.: NAEYC. <https://www.naeyc.org/resources/pubs/books/dap-focus-preschool>

**Alanís, I.,** Iheoma, I., & Friedman, S. (2021). *Advancing equity and embracing diversity in early childhood education: Elevating voices and actions*. Washington, D.C.: NAEYC. EXCEL Silver Award winner. <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., & **Alanis, 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**

Salinas-González, I., **Alanís, I**., & Arreguín, M. G. (accepted 2023). Planning and implementing an engaging curriculum: Considerations for multilingual infants and toddlers. In M. Masterson & R. Grady, (Eds.). *Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning for Infants and Toddlers.* NAEYC. Washington, D.C.

Arreguín, M. G., & **Alanís, I.** (2023). 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.* Kendall Hunt.

**Alanís, I.** &Salinas-González, I. (2023)**.** Integrating families’ funds of knowledge into daily teaching practices. In I. Alanis & T. Sturdivant (Eds.). *Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning in Preschool (pp. 32-36) NAEYC. Washington, D.C.*

**Alanís, I.** & Arreguín, M. G., (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 (pp.112-121). NAEYC Washington, D.C.

**Alanís, I.** & Iruka, I. (2022). Social and cultural contexts: Implications for infant and toddler language development. In D. R. Meier (Ed). *Critical issues in infant/toddler language development*. Routledge. ISBN 9781032130651. www.routledge.com/9781032130651

**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. & **Alanis, 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*  *transformer,* (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**

**Alanis, I.** (July 2024). Keynote Speaker. (Re)Imagining early childhood education. Promoting agency, bilingualism, and biliteracy. California Association for Bilingual Education (CABE). San Diego, CA.

**Alanis, I.** (February 2024). Keynote Speaker. Developing language and literacy: Connecting research to practice. California State University System Early Childhood Convening. Long Beach, CA.

**Alanis, I.,** Escamilla, I., & Flores, R.(February 2024). Panel Presentation. Developmentally appropriate practices to inform the PK-3 ECE credential with a focus on multilingual learners. California State University System Early Childhood Convening. Long Beach, CA.

**Alanis, I.** (October 2023). Invited talk**.** Best Practices to Support Emerging Bilingual Students and Families. Mexican American School Boards. San Antonio, TX

**Alanis, I.** (May 2023). Keynote Speaker. Unique Features of Emergent Bilinguals’ Development. UTRGV Early Childhood Education Conference. Edinburg, TX.

**Alanís, I.** (February 2023)**.** Invited talk. Advancing Equity and Embracing Diversity in Early Childhood Education in an undergraduate course at the University of Oregon (Virtual talk).

**Alanís, I.** (January 2023)**.** Featured Speaker. Book Study Kick-Off with a Q & A Panel Discussion. ECPL Illinois. Virtual Event.

**Alanís, I.** (February 2022). Online Live Webinar. Creating Equitable Learning Opportunities. ECPL Illinois. Virtual Event.

**Alanís, I.** & Arreguín, M. G. (2022). Developing Oracy: Supporting Young Dual Language Learners. ECPL Illinois. Virtual Event.

**Alanís, I.** (2022)**.** Invited talk Understanding the unique development of young bilingual learners in an undergraduate course at San Francisco State, (Virtual talk).

**Alanís, I.** (2022). Invited talk. What does it mean to develop two languages? City of San Antonio Head Start Division, Language Matters Series. May 26, 2022. Virtual Event

**Alanís, I.** & Arreguín, M. G. (2022).Featured SpeakersHow do children develop languages? Implications for educators in diverse settings. Equity Symposium for the Illinois Early Intervention Training Program. October 8. 2022. 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.

**Alanis, I.** (2016). Invited Speaker for St Mary Magdalen Parent Conference. Developing language and literacy. (October) San Antonio, TX.

**Alanis, I.** (2016). Developing language in early head start. Invited Speaker for Center for New Communities. (June) San Antonio, TX.

**Alanis, I.** (2015). Dual language: Enrichment education. Invited Speaker for Education Austin (September). Austin, TX.

**Alanis, I.** (2015). Invited Speaker for theCity of San Antonio Early Head Start/Child Care Partnership Kick-Off Event (September).

**Alanis, I.** (2015). Invited Speaker for theCity 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.

**Alanis, I.** (2014). Invited Speaker: The Bilingual Advantage: Latinos and the US Labor Market:

 A Book Talk organized by the BBL Department at UTSA (September).

**Alanis, 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.

**Alanis, 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.

**Alanis, 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**

**Alanís, I.** &Salinas-González, I. (2024). Dual language development in early childhood: Promoting biliteracy for preschoolers. To be presented at the annual meeting of the National Association for the Education of Young Children. Anaheim, CA.

Salinas-González, I. & **Alanís, I.** (2024).Culturally Responsive Interactive Read Alouds that Enhance Early Literacy Learning for Young Dual Language Learners. Presented at the 53rd Annual Conference of the National Association for Bilingual Education. New Orleans, LA.

Arreguín-Anderson, M. G., & **Alanís, I.,** Salinas-González, I.(February 2024).Early Childhood/ Dual Language Preconference Institute. Presented at the 53rd Annual Conference of the National Association for Bilingual Education. New Orleans, LA.

**Alanís, I.** & Sturdivant, T. (2023). Focus on DAP: Equitable & joyful learning in preschool implementation guide for your setting. Presented at the annual meeting of the National Association for the Education of Young Children. Nashville, TN.

Salinas-González, I., Arreguín, M. G., & **Alanís, I.** (2023). Using culturally responsive dialogic reading to support young dual language learner's language and literacy development. Presented at the annual meeting of the National Association for the Education of Young Children. Nashville, TN.

**Alanís, I.** (2023).Identity, connections, and maestras’ use of virtual auto-narrativas**.** Paper presentation as part of the panel, “Preparing las maestras with ‘New Mestiza’ Approaches:  Teacher educators and their work in contested spaces,” at the MALCS Summer Institute *(Mujeres Activas en Letras y Cambio Social).* UC Davis.  July 2023.

Salinas-González, I., **Alanís, I.,** & Medrano, H. (February 2023). Supporting emergent bilingual learners through intentional strategies. Presented at the 52nd Annual Conference of the National Association for Bilingual Education. Portland, OR.

Arreguín-Anderson, M. G., & **Alanís, I.,** Salinas-González, I.(February 2023).Early Childhood/ Dual Language Preconference Institute. Presented at the 52nd Annual Conference of the National Association for Bilingual Education. Portland, OR.

\*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.

**Alanís, I.** (2022). Creating language spaces that prioritize children’s cultural and linguistic repertoires. Panel Discussion: Meier et al. Early childhood educators for a new age — Placing social justice, equity, and inclusion at the foundation of curriculum and assessment systems. Presidential Session. Annual Conference of the American Educational Research Association. San Diego, CA.

Arreguín-Anderson, M. G., & **Alanís, I.,** (February 2022).Oracy in early childhood education. Three 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.(February 2022).Early Childhood/ Dual Language Preconference Institute. Presented at the 51st Annual Conference of the National Association for Bilingual Education. New York, NY.

Salinas-González, I., Arreguín, M. G., & **Alanís, I.** (2022). Planning read-alouds to facilitate symbolic experiences for young dual language learners. Presented at the annual meeting of the National Association for the Education of Young Children. Washington, DC.

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, NM.

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.

**Alanis, 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 theInternational 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.,** & Arreguín-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.

**International/National Conference Proceedings**

Hernandez, J. & Alanís, I. (2022). Exploring 3rd Grade Teachers' Technological Pedagogical and Content-Game Knowledge. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1867-1872). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/220965/>.

Hernandez, J. & Alanís, I. (2022). Gaming in the classroom? A former sixth grade teacher’s perspective of video game learning in the classroom. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1873-1878). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/220966/>.

**Regional**

**Alanís, I.** (2017). Cultural Studies Paper Session Discussantat 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**

**Alanis, I.** (2023). Publishing in the journal of bilingual education research & practice. Presented at the 51st TABE Annual Conference. McAllen, TX.

**Alanis, I.** & Salinas-Gonzalez, I. (2023). Reimagining preschool education: A biliteracy sequence for learning. Presented at the 51st TABE Annual Conference. McAllen, TX.

Salinas-Gonzalez, I. & **Alanís, I.** (2023). Creating Dramatic Play Centers that Build on Children's Funds of Knowledge-Spanish session. Presented at the Texas Association for the Education of Young Children. Round Rock, TX

\*Cardona-Berrio, L. & **Alanís, I.** (2022). The Potential of culturally relevant read alouds to support children’s positive racial/ethnic identities. Presented at the Texas Association for the Education of Young Children. San Antonio, TX

**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.** (2024). UTSA 9th Annual Early Childhood Institute San Antonio, TX.

**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**

|  |  |
| --- | --- |
| 2023-Present2019-20202016-2021 | National Association for Bilingual Education. Para Niño’s ProjectAcademy for Teacher Excellence. Community Lab Schools-Crocket and Douglas. Faculty Strategist. 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 an expert in dual language education |
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**Funded: External and Internal Grants**

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| --- | --- |
| **2021-Present**2007-20092007200720052001-2005 | Neely, L., Sullivan, J., Project EARLY. U.S. Office of Special Education Programs Award Allocation-$1.2 Million. Faculty Strategist 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.**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.Cuero, K. K., **Alanís, I.,** Delgado, R., Ek. L., Murakami-Ramalho, E., Núñez, A. MOliva, 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.**Alanís, I.** & Rodríguez, M. A. (2005). COEHD College Research Grant, Co-Principal Investigator, Award Allocation-$1200.**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

* García, Andrea (in progress). Chair. Music for early childhood education: An action research study on music implementation for Pk 3 & 4 Latinx children. Department of Interdisciplinary Learning and Teaching. UTSA.
* Cardona-Berrio, L. (in progress). Co-Chair. Department of Interdisciplinary Learning and Teaching. UTSA.
* Bryne, S. (in progress). Co-Chair. Department of Interdisciplinary Learning and Teaching. UTSA.
* Hernandez, J. (2023). Games and learning: Social interactions and language use of 2nd grade students playing a digital game in pairs. 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-Parsi, C (in progress). Breaking Barriers and Building Bridges: Exploring Perceived Barriers to Participation in Career and Technical Student Organizations. Department of Curriculum & Instruction. UT Austin.
* 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. (2022). 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

* Garcia, A. (2024). Department of Interdisciplinary Learning and Teaching. UTSA.
* Cardona-Berrio, L. (2023). Department of Interdisciplinary Learning and Teaching. UTSA.
* 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

* Appointed Member, AVANCE National Executive Board Member 2024-
* Invited Member, Board Secretary 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 2020-2023

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

* Editor of a Special Journal Issue Alanís, I. (2023).

Special Issue: The Intersection of early childhood and dual language education

*Journal of Bilingual Education Research and Instruction*  2023

* Editorial Board Member, *Bilingual Research Journal*  2007-Present
* Editorial Board Member, *Texas Association for Bilingual Education* 2005-Present

 *Journal*

* Co-Book Editor, *Bilingual Research Journal*  2007-2011

Reviewer for Professional Journal

* Reviewer, *Multicultural Perspectives*  2021-Present
* Reviewer, *Journal for Multicultural Education*  2020-Present
* 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 2016

Infant and Toddler Classroom

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, 2001

Texas Center for Reading and Language Arts

* 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

|  |  |
| --- | --- |
| * **Committee Member,** COLFA-CFRAC
* **Committee Member,** UFRAC
* **Alternate member,** Internal Review Board
* **Member,** Faculty Grievance Committee
* **Chair,** Special Hearings Tribunal
* **Member,** COLFA-CFRAC
 |  20232020-2024 2020-Present 2019-20202018-20182020 |
| * **Member,** University Women’s Task Force
* **Member,** University Grievance Committee
* **Chair,** Informal Subcommittee
 | 2017-20182016-2018 |
| * **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 Member,** TEAC
* **Committee Member,** ELPS Search Committee
* **Committee Member,** BBL CPE
* **Committee Chair,** Super Committee
* **Committee Member,** UT System Early Childhood Steering Committee
* **Committee Member,** COEHD Standing Committee for Faculty Issues
* **Committee Member,** BBL D-CPER
* **Affirmative Action Advocate,** BBL Biliteracy Search Committee
 | 2018-Present2023-202420232022-20232018-20222020-20202019-20232019 |
| * **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

|  |  |
| --- | --- |
| * **Chair,** Ph. D.Department Graduate Program Committee
 | 2018-2024 |
| * **Graduate Advisor of Record,** ILT Ph.D. Program
 | 2018-2024 |
| * **Committee Member,** Department Review Committee
* **Committee Member,** CFRAC
* **Member,** Second Year Faculty Reviews, Ad hoc Committee
* **Member**, DAPCC
* **Member,** Department Advisory Committee (DAC)
* **Lead Faculty Member,** ECE 4203 Assessmentin EC/Elementary Education
* **Committee Member,** ILT Chair search
* **Member,** MA Ed Department Graduate Program Committee
 | 2021-Present2017-20232015-Present2020-Present2020-Present2012-Present2018-20192017-2019 |
| * **Member,** DAPCC
* **Member,** ECE Search Committee
* **Member,** SACS Review Committee
 | 2016-20172018-2019 |
| * **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)
* **Chair,** Department Advisory Committee (DAC)
 | 2010-20112010-2011 |
| * **Chair,** EC-6 Committee
 |  2008-2009 |
| * **Department Historian**
* **Co-chair,** Ad-hoc SACS Graduate Assessment Committee
* **Member,** Faculty Search Committee for Special Education position
* **Member**, Storytelling Festival Committee
* **Member,** Ad hoc Committee to Review Social Studies Standards
 | 2007-20092006-20092006-20092005-2009 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 inEarly Childhood and Elementary Education
 | 2005-2007 |
| * Presentation to ILT doctoral students
* Presentation to ILT graduate students in ILT 5003
 | 20182015 |
| * Presentation to Brackenridge High School Students
 | 2014 |
| * Presentation to Brackenridge High School Students
 | 2013 |

Service to Community

|  |  |
| --- | --- |
| * **Invited Board Member,** AVANCE San Antonio
* **Invited Presenter,** UTSA Child Development Center
* **Invited Presenter,** Center for New Communities, San Antonio, TX
 | 2021-Present20212017 |
| * **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-Present |
| * **Invited Member,** NEISD English Language Learner Advisory Board
 | 2011-2014 |
| * **Invited Member,** City of San AntonioHead 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 AntonioHead 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 <http://kut.org/items/show/20123>
 | 2010 |
| * **Expert Testimony,** TexasHouse 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
* **Presenter** at Bonham Elementary to parents
 | 20082006 |
| * **Presenter** at South West Independent School district to administrators
 | 2006 |
| * **Presenter** at the AVANCE Early Learning Academy
 | 2005 |
| * **Tutor** ExCET and TExES candidates
* **Co-Chair**, Secondary ExCET Review Committee
 | 20001999 |
| * **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
* **Member,** Dual Language Training Institute
 | 2021-Present2004-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,** *Aprenda 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 |