**Kathryn I. Henderson**

**Curriculum Vitae**

Assistant Professor

Department of Bilingual and Bicultural Studies

Applied Linguistics/TESL Program

The University of Texas at San Antonio Kathryn.Henderson2@utsa.edu

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ORCID ID: 0000-0001-8857-9317

**EDUCATION**

2015 Ph.D. in Curriculum and Instruction, University of Texas, Austin

 Bilingual and Bicultural Education

 Dissertation: *Dual Language Program Implementation,* *Teacher Language Ideologies and Local Language Policy*

2009 M.A. in Education, Framingham State College Campus Guadalajara,

 Guadalajara, Mexico

Thesis: *Critical Success Factors in Bilingual Schools – A Comparative* *Analysis of Dual Bilingual Schools in Guadalajara*

2009 Preliminary Teacher Certificate, Foreign Language, Spanish: Boston, MA

2005 TEFL/TESOL Teaching Certificate: Guadalajara, Mexico

2004 B.A. in International Studies, Washington University in St. Louis, St. Louis

 Jan.-May 2003 University of Havana, Cuba

 Honors Thesis: *Cuban Artists and the Cuban Art Market*

**PROFESSIONAL EMPLOYMENT HISTORY**

2015-Present Assistant Professor, Department of Bilingual and Bicultural Studies, Applied Linguistics/TESL Program, The University of Texas at San Antonio

2012-2015 Assistant Instructor, Department of Curriculum & Instruction, Bicultural-Bilingual Program, University of Texas, Austin

2012-2015 Teaching Assistant, Department of Curriculum & Instruction

 University of Texas, Austin

2011-2012 Research Assistant, Department of Curriculum & Instruction

 University of Texas, Austin

2010-2011 Student Teaching Supervisor, Department of Curriculum & Instruction

 University of Texas, Austin

2003-2004 Teaching Assistant, Department of International Studies

 Washington University in St. Louis

**PUBLICATIONS**

***Books***

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

***Peer Reviewed Articles***

**Henderson, K.I**., & Palmer, D. (forthcoming). “I wonder why they don’t do the two-way”: Re-envisioning the possibilities of dual language bilingual education in linguistically diverse schools. *NABE Journal of Research and Practice*.

**Henderson, K.I.**, & Martin, L. (forthcoming). Assessing Simultaneous Bilinguals: Teacher Perspectives in Dual Language Bilingual Education. *Journal of Bilingual Education Research & Instruction*.

Lindahl, K., & **Henderson, K.I.** (2019). The Intersection of Language Awareness and Ideology among In-service Teachers of Emerging Bilinguals. *Journal of Immersion and Content-Based Language Education*, *7*(1), 61-87.

**Henderson, K.I. (**2018). The Danger of the Dual Language Enrichment Narrative: Educator discourses constructing exclusionary participation structures in bilingual education. *Critical Inquiry in Language Studies.* Advance online publication. doi: 10.1080/15427587.2018.1492343

**Henderson, K.I.**, & Ingram, M. (2018). “Mister, you’re writing in Spanglish”: Fostering Multilingual Awareness through Translanguaging Practices and Strategies in the Bilingual Classroom. *Bilingual Research Journal*. Advance online publication. doi: 10.1016/j.linged.2017.08.003

Durán, L., & **Henderson, K. I.** (2018). Pockets of hope: Cases of linguistic flexibility in the classroom. *E-JournALL, EuroAmerican Journal of Applied Linguistics and Languages, 5*(2), 76-90. doi: 10.21283/2376905X.9.156

**Henderson, K.I.** (2017). Teacher language ideologies mediating classroom-level language policy in the implementation of dual language bilingual education. *Linguistics and Education,* *42*, 21–33.

Fitzsimmons-Doolan, S., Palmer, D., & **Henderson, K.** (2017). Educator language ideologies and a top-down dual language program. *International Journal of Bilingual Education and Bilingualism*, *20*(6), 704–721.

Zúñiga, C., **Henderson, K.I.**, & Palmer, D. (2017). Language policy and social justice: How bilingual teachers use policy mandates to their own ends. *Language and Education.* Advance online publication. doi: 10.1080/09500782.2017.1349792

Palmer, D., and **Henderson, K.I.** (2016).Dual Language Placement Practices and Educator Discourses on Emerging Bilingual Students. *International Multilingual Research Journal, 10* (1), 17–30.

Lindenberg, A., **Henderson, K. I.**, & Durán, L. (2016). Using Technology and Mentorship to Improve Teacher Pedagogy and Educational Opportunities in Rural Nicaragua. *Global Education Review*, *3*(1), 66–87.

**Henderson, K. I.**, & Palmer, D. K. (2015). Teacher and Student Language Practices and Ideologies in a Third-Grade Two-Way Dual Language Program Implementation. *International Multilingual Research Journal*, *9*(2), 75-92.

**Henderson, K. I.**, & Palmer, D. K. (2015). Teacher scaffolding and pair work in a bilingual pre- kindergarten classroom. *Journal of Immersion and Content-Based Language Education*,

 *3*(1), 77–101.

Palmer, D., **Henderson, K.**, Wall, D., Zúñiga, C. E., & Berthelsen, S. (2015). Team teaching among mixed messages: Implementing two-way dual language bilingual education at third grade in Texas. *Language Policy*, 1–21.

Bybee, E., **Henderson, K.I.**, and Hinojosa, R. (2014) Bilingual Education in the U.S. and Texas: A Historical and Legal Background. *Texas Education Review, 2*(2), 138-146.

Palmer, D., Martínez, R.A., Mateus, S.G., and **Henderson, K.** (2014). Reframing the debate on language separation: Towards a vision for translanguaging pedagogies in the dual language classroom. *The Modern Language Journal, 98*(3), 757–772.

***Book Chapters***

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

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

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

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

***Book Reviews***

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

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

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

***Manuscripts Under Review***

**Henderson, K.I.** Language Ideological Multiplicity and Tension within Dual Language Bilingual Education Teachers. (Revise and Resubmit) *Journal of Language, Identity and Education*.

***Manuscripts in Progress***

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

Lindahl, K., & **Henderson, K.I.**, Dual Immersion Program Implementation: Perspectives of Stakeholder Leaders Across a District.

Fitzsimmons-Doolan, S., & **Henderson, K.I.,** Exploring Language Ideologies: A Mixed-Methods Approach.

***Other Publications***

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

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

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

*Survival, 29* (2), 37.

**PRESENTATIONS**

***Refereed***

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

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

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

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

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

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

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

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

Lindahl, K., & **Henderson, K.I.** (2017). *Exploring Language Ideologies and Language Awareness Among Educators of English Language Learners*. Paper presented at the Annual American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

**Henderson, K.I.,** & Palmer, D. (2017) *Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation.* Paper presented at the National Association of Bilingual Education (NABE) conference, Dallas, TX.

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

Lindahl, K., & **Henderson, K.I.** (2016). *Using qualitative inquiry to investigate degrees of teacher language awareness among English language educators*. Center for Advanced Research on Language Education (CARLA) Dual Language Conference, St. Paul, MN.

**Henderson, K.I.**, & Sayer, P. (2016). *Translanguaging in the classroom: Implications for the diverse language practices of bilingual youth in Texas.* Paper presented as part of the symposium, “*Co-constructing Notions of Linguistic Prestige*,” at the American Education Research Association (AERA) Annual Meeting, Washington D.C.

**Henderson, K.I.,** & Palmer, D. (2016) *“I wonder why they don’t do the two-way”: Re-envisioning the possibilities of dual language bilingual education in linguistically diverse schools.* Paper presented at the American Education Research Association (AERA) Annual Meeting, Washington, D.C.

**Henderson, K.I.** & Ingram, M. (2016). *Developing Student Metalinguistic Awareness in the Bilingual Classroom*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington, D.C.

**Henderson, K.I.** (2016). *Language Ideologies and Dual Language Bilingual Education*. Paper presented at the Modern Language Association (MLA) Annual Conference, Austin, TX.

**Henderson, K.I.** (2015). *Comediantes: Joke Telling to build linguistic and cultural awareness in the DLBE classroom*. Paper presented at La Cosecha Dual Language Education Conference, Albuquerque, NM.

Palmer, D., Maldonado, L., Adams, M., & **Henderson, K.I.** (2015) *A Translanguaging Approach to Learning/Teaching Mathematics: Reconsidering Language of Instruction.* Workshop for La Cosecha Dual Language Education Conference, Albequerque, NM.

**Henderson, K.I.** (2015). *Teacher Language Ideologies and Top-Down Dual Language Bilingual Education Policy Implementation.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Palmer, D., Zuñiga, C., & **Henderson, K.I.** (2015) *Language Policy for Social Justice: Two Teachers.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

**Henderson, K.I.** (2015). *A dual language revolution in the United States? On the bumpy road from compensatory to enrichment education for bilingual children in Texas*. Paper presented as part of the symposium, “*Bilingual and Multilingual Education: Current Practices and Future Prospects for Promoting Justice, Culture, Language, and Heritage in Education*” at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

**Henderson, K.I.** (2014). *Dual Language Bilingual Education Program Implementation, Teacher Language Ideologies and Local Language Policy*. Paper presentation at the Immersion Conference, Salt Lake City, UT.

**Henderson, K.I.** & Palmer, D. (2014) *Teacher and Student Language Practices and Ideologies in a Third Grade Two-Way Dual Language Program,* Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, Portland, OR.

Palmer, D. & **Henderson, K.I.** (2014) *Dual language tracking and teacher discourses on emerging bilingual students,* Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, Portland, OR.

Palmer, D., **Henderson, K.I**., & Wall, D. (2014) *Team teaching among mixed messages: Implementing two-way enrichment bilingual education at third grade in Texas*. Paper presented as part of the symposium, “*From NCLB to Common Core: How Do New Standards Affect Practices and Policies for English Learners?*” at the American Educational Research Association (AERA) Annual Conference: Philadelphia, PA.

**Henderson, K.I.** (2014). *Teacher Language Practices and Ideologies in a Third Grade Two-Way Dual Language Program*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Lindenberg, A., **Henderson, K.I.**, & Durán, L. (2013). *Teacher Professional Development and Practices Using Technology in High- Poverty Rural Primary Schools in Nicaragua*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.

Fitzsimmons-Doolan, S., Palmer, D. & **Henderson, K.I.** (2013) *Language ideologies and district-wide dual language program implementation.* Paper presented at the American Association for Applied Linguistics (AAAL) Annual Conference, Dallas, TX*.*

Palmer, D., **Henderson, K.I.**, & Mateus, S. (2012) *Investing in bilingual identities: reframing the debate on langauge separation.* Paper presented at the Center for Advanced Research on Language Acquisition (CARLA) Immersion Conference, Minneapolis, MN.

**Henderson, K.I.** & Palmer, D. (2012) *Bilingual language development in a pre-k one-way dual language classroom.* Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference, Boston, MA.

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

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

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

***Invited Talks***

2018 *Language Ideological Multiplicity and Tension Within School Communities and Teachers*,

Invited Guest Speaker, Texas Speaker Series, Texas A&M University- Corpus Christi

**AWARDS AND HONORS**

2017 Emerging Scholar Award ($1,000)

 International Society for Language Studies (ISLS); Award includes mentorship and publication in Critical Inquiry in Language Studies (CILS)

2015 Outstanding Dissertation Award ($500)

 Bilingual Education Research SIG AERA Annual Conference

2014 Carolyn J. and John H. Young Endowed Presidential Fellowship ($5,000)

 Merit based fellowship awarded by the University of Texas at Austin for outstanding academic performance

2012 Cora Merriman Martin Scholarship ($3,500)

 Merit based scholarship awarded by the University of Texas at Austin for outstanding academic performance

2011 Carolyn J. and John H. Young Endowed Presidential Fellowship ($4,000)

 Merit based fellowship awarded by the University of Texas at Austin for

 outstanding academic performance

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

2008 Above and Beyond Teacher Award ($500)

 1 of 30 teachers selected school-wide

2003 Louis G. Zelson Award ($1,000)

 Merit based fellowship awarded by the Washington University in St. Louis for

 outstanding academic performance in Spanish

2002 Italian Scholars Award ($1,000)

 Merit based fellowship awarded by the Washington University in St. Louis for outstanding academic performance in Italian

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

**GRANTING ACTIVITIES**

***Funded Research Grants***

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

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

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

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

***Research Grants Unfunded***

**Henderson**, K.I. (2018). PI. National Academy of Education/Spencer Postdoctoral Fellowship Program ($70,000), *Dual Language Bilingual Education: Student Language Ideologies, Language Ideological Shift and the Co-Construction of Classroom Language Policy.*

**Henderson**, K.I. (2017). Co-PI. Office of English Language Acquisition (OELA) National Professional Development Grant ($2,700,000), Reimagining Teaching in Urban Dual Language Academies (RTUDLA)*,* CO-PI: Kathryn I. Henderson, Belinda Flores, and Lorena Claeys.

**Henderson**, K.I. (2016). Affiliated UTSA Faculty, Office of English Language Acquisition (OELA) National Professional Development Grant ($2,700,000), *Project BELLO: Building Enhanced Language Learning Opportunities for Els.*PI: Peter Sayer.

**TEACHING EXPERIENCE**

***Undergraduate Courses Taught***

\*Taught bilingually

\*\*Course assisted

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

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

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

*\*Second Language Acquisition (ALD 325)* The University of Texas at Austin, College of

Education, Department of Curriculum and Instruction

*\*Writing Methods for the Bilingual Classroom* (EDC 370E) The University of Texas at

Austin, College of Education, Department of Curriculum and Instruction

*\*\*Fundamentals of Statistics (EDC 382R)* The University of Texas at Austin, College of

Education, Department of Curriculum and Instruction

*\*\*International Leadership Seminar*, Washington University in St. Louis, College of

Liberal Arts, Department of International Studies

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

***Graduate Courses Taught***

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

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

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

**DIRECTED STUDENT LEARNING**

***As Ph.D. Dissertation Committee Chair***

Proposed Anna Saulsbury-Molina, “A Case Study of the Language

Policy of a Local Newcomer Program” (co-chair with Dr. Juliet Langman)

Proposed Lina Martin-Corredor “RETHINGKING DUAL LANGUAGE BILINGUAL PEDAGOGIES FOR SPANISH HERITAGE SPEAKERS” (co-chair with Dr. Belinda Flores)

***As Ph.D. Dissertation Committee Member***

Proposed Hilda Rodriguez, “ENCOUNTERING TRANSLANGUAGING THROUGH SOCIAL JUSTICE: A BRIDGE IN THE DUAL LANGUAGE CLASSROOM.”

Proposed Maren Mitchell, “ESL AND ELA TEACHERS AS COLLABORATIVE

TRANSFORMATIVE INTELLECTUALS IN A TENTH-GRADE ELA CLASS:

DESIGNING DIALOGIC INTERACTIONS.”

Proposed Lauren Miller, “ADULT EDUCATION AND DISCOURSES OF POWER: LANGUAGE POLICY AND ADULT EDUCATION.”

2016 Laila Aghai, “TRANSLINGUAL PRACTICES IN the SECOND LANGUAGE CLASSROOM.”

***As M.A Thesis Committee Member***

2017 Soyoung Oh, “HOW TEACHERS’ KNOWLEDGE OF EXPLICIT/IMPLICIT ENGLISH LANGUAGE INSTRUCTION IMPACT THEIR PRACTICE: A COMPARISON STUDY BETWEEN BBL/ESL TEACHERS AND NON-BBL/ESL TEACHERS.”

2017 Emre Basok, “LANGUAGE TEACHING POLICIES AND PRACTICES IN THE

TURKISH EFL CONTEXT AND THE EFFECTS ON ENGLISH TEACHERS’ MOTIVATION.”

2017 Amanda Swearingen, “Exploring Second Language Reading

Engagement through a Canine-Assisted Reading Program: A Case Study."

2017 Marie-Louise Koezler, "Is it just ‘very fun?’: Textual coherence in digital storytelling in L2 academic writing."

***Advising in Progress***

Ph. D. Program of Study Advisor: Jessica McConnell

Master of Arts in Teaching English as a Second Language (MA-TESL) Advisee total: 20

**SERVICE**

***National Committees and Leadership***

2019 Mentor, *AERA Bilingul Sig*

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

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

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

2014-present Proposal Reviewer: *AERA Bilingual SIG*

2015 Proposal Reviewer: *AERA Bilingual SIG; Language and Social Processes SIG*

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

***Peer Reviewer***

*Journal of Language, Identity and Education*

*TESOL Quarterly*

*Anthropology and Education Quarterly*

*Linguistics and Education*

*Language and Education*

*Bilingual Research Journal*

***Memberships in Professional Organization***

*American Educational Research Association (AERA)*

*American Association of Applied Linguistics (AAAL)*

*International Society for Language Studies (ISLS)*

*National Association of Bilingual Education* (*NABE*)

*Texas Association of Bilingual Education (TABE)*

*TexTESOL II*

***University***

2019 Faculty Senate Representative (semester-long substitute)

***College***

2019- present UTSA COEHD Scholarship Committee

2018-Present COEHD Theoretical Framework Committee

2018-Present ACE Mentoring Committee

***Department***

2018-Present TexLER Conference Faculty Advisor

2018-Present Member of Doctoral Studies Committee

2017-Present Department faculty meeting secretary

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

2015-2017 State Employee Charitable Campaign Representative

***Community***

2017-Present San Antonio Independent School District Dual Language Re-

 Design Committee

***Community Presentations and Workshops***

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

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

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

2014 Co-Presenter: *Emergent Bilingual Students: Excellence for All,* InvitedProfessional

 Development, Pickle Elementary

2014 Classroom Guest Speaker: *Mixed Methods and Language Ideologies*

2013 Classroom Guest Speaker: *Language Learning, Language Ideologies and*

 *Translanguaging: What Every Bilingual and ESL Teacher Should Know*

2012 Co-Presenter: *Deepening Understandings Across Cultures*, Professional

 Development, Ridgetop Elementary

**ADDITIONAL EDUCATION EMPLOYMENT**

2012-Present Bilingual/ESL Consultant

 Judson ISD, San Antonio, TX; Austin AISD: Austin, TX; Manor ISD: Manor, TX

2012-2014 Summer Instructional Coach

 Breakthrough: Austin, Texas

2012-2013 Curriculum Writer

 Breakthrough: Austin, Texas

2011-2012 Educational Consultant

 Fundación Uno: Managua, Nicaragua

2005-2010 Secondary (6th grade) and Elementary (4th grade) School Teacher

 Thomas Jefferson Institute: Guadalajara, Mexico

2008-2009 *Massive step-up in the fight against poverty*: Challenge 20/20, National

 Association of Independent Schools

2005 Summer Educational Group Leader

 School of International Training (SIT): Italy

2004-2005 Intern for Central and South American Research

 Cultural Survival: Cambridge, MA

2002 Washington University in St. Louis Study Abroad: Arrezo, Italy

2001 Washington University in St. Louis Study Abroad: Madrid, Spain

**LANGUAGES**

Fluent Spanish and English