**Rica Ramírez, Ph.D., Assistant Professor**

Interdisciplinary Learning and Teaching

University of Texas at San Antonio

One UTSA Circle, MB 2.228

San Antonio, TX 78249-0654

rica.ramirez@utsa.edu

ORCID Number: 0000-0002-5984-9186

**EDUCATIONAL BACKGROUND**

2017 **University of South Florida, College of Education**

 Ph.D., Curriculum & Instruction- Educational Psychology, Cognate: Statistics and Measurement.

2012 **University of Texas-Pan American, College of Education**

 M.Ed., Early Childhood Education.

2008 **Texas State University, College of Education**

 B.S., Recreation Administration.

**PROFESSIONAL EMPLOYMENT HISTORY**

2017-Present **Assistant Professor of Early Childhood and Elementary Education**

Department of Interdisciplinary Learning & Teaching. University of Texas at San Antonio.

2009-2010 **Kindergarten Teacher**

San Benito, Texas Consolidated Independent School District.

**PEER-REVIEWED PUBLICATIONS**

Research Lines:

1. School readiness development of young Latino children
2. Maternal responsiveness and Latino children’s bilingual language development
3. Intersectionality of culture and identity
4. Bilingualism and language disorders

Huang, B. H., Bedore, L., **Ramirez, R.,** & Wicha, N. (2021). Contributions of oral narrative skills to English reading in Spanish English Latino/a dual language learners. *Journal of Speech, Language, and Hearing Research, 65*(2), 651-673*.* Doi: <https://doi.org/10.1044/2021_JSLHR-21-00105> [Research Line: 1]

 Impact Factor: 2.297

 Citations: 2

**Ramírez, R.,** Huang, B. H., Palomin, A., & McCarty, L. (2021). Teachers and language outcomes of young bilinguals: A scoping review. *Language, Speech and Hearing Services in Schools.* Doi: <https://doi.org/10.1044/2020_LSHSS-20-00066>. [Research Line: 1]

Impact Factor. 2.983

 Citations: 3

**Ramírez, R.** (2021). Latino mothers’ responsiveness and bilingual language development in young children from 24-36 months. *Early Childhood Education Journal.* Doi: <https://doi.org/10.1007/s10643-021-01167-4>. [Research Line: 2]

Impact Factor: 1.771

Citations: 1

**Ramírez, R.,** Cycyk, L., Scarpino, S. E., López, L. M., & Hammer, C. S. (2020). Teachers’ Beliefs and Misconceptions Regarding Dual Language Learners in Head Start: An Opportunity for Enhancing Professional Development. *NHSA Dialog: Research-to-Practice Journal for the Early Childhood Field, 23*(1). [Research Line: 1]

Impact Factor: 0.50

 Citations: 5

**Ramírez, R.,** López, L. M., & Ferron, J. (2019). Teacher characteristics that play a role in the language, literacy and math development of dual language learners. *Early Childhood Education Journal*, *47*(1), 85-96. Doi: 10.1007/s10643-018-0907-9. [Research Line: 1]

Impact Factor: 1.771

 Citations: 36

Agosto, V. Marn, T., **Ramírez, R.** (2015). Place Walking: A trioethnography by biracial walkers in academelandia. *International Congress of Qualitative Inquiry Special Issue, 8,* 109-126. Doi: 10.1525/irqr.2015.8.1.109. [Research Line: 3] Acceptance rate: Special Issue

 Citations: 17

**MANUSCRIPTS UNDER REVISION or UNDER REVIEW**

**Ramírez, R.,** Huang, B. H., Salazar, K., & Eik, M. (2022, R&R, under review). Predictors of Reading Development among School-Age Bilingual Children with Developmental Language Disorder: A Scoping Review. [Research Line: 4]

**Ramírez, R.** (Revising). To speak or not to speak Spanish at home: A look at Latino mothers’ language use with their toddlers across time. [Research Line: 2]

López, L. M., Gonzalez, O. H., Thoman, S., Galicia, M., **Ramírez, R.,** Komaroff, E., Hammer, C. S., & Blair, C. (2021, Revise & Resubmit). Investigating the development of social competence in Latino DLL preschool children. [Research Line: 1]

Marn, T., Mahoney, E. E., Velasco, J. C., Tan, T. X., & **Ramírez, R.** (2019, accepted pending revisions). Black-White biracial identity (in)congruence: Explicit racial identity and implicit racial preferences. [Research Line: 3]

**MANUSCRIPTS TO BE SUBMITTED**

**Ramírez, R.** (In preparation). Conceptual, total, and single language vocabulary in Spanish-English Bilinguals from 23 to 35 Months: Implications for assessment among young bilingual children. [Research Line: 1]

**Ramírez, R.,** & Huang, B. H. (In preparation). Investigating the validity of narrative language sampling for assessing young Spanish-English bilingual children’s bilingual proficiency. [Research Line: 1]

Huang, B., **Ramírez, R.,** & Zhi, M. (In preparation). The Impact of Mask Use on Young Dual Language Learners. [Research Line: 1]

**Ramírez, R.,** López, L. M., & Castillo López, D. (In preparation). Bilingual language scoring approaches: A systematic review. [Research Line: 1 & 2]

**BOOK CHAPTERS**

Huang, B., & **Ramírez, R.** (2022). Research methods for evaluating second language speech production. In Y. Butler & B. Huang (Eds.), Research methods for understanding child second language development, Routledge. [Research Line: 1]
Citations: 2

Ramírez, S., Silva, M., **Ramírez, R**., Perez, E. (2013). Multicultural assessment and treatment issues for individuals with intellectual and developmental disabilities. In F. Panigua & A. Yamada (Eds.), Handbook of Multicultural Mental Health*,* (2nd ed.). [Research Line: 4]

**RESEARCH AND SCHOLARLY PAPER PRESENTATIONS (PEER-REVIEWED)**

Huang, B., **Ramírez, R.,** & Zhi, M. (2022, Submitted). The Impact of Mask Use on Young Dual Language Learners. 2023 American Educational Research Association Annual Meeting, Chicago, IL. [Research Line 1]

**Ramírez, R.,** & Huang, B. H. (2022). Investigating the validity of narrative language sampling for assessing young Spanish-English bilingual children’s bilingual proficiency. NRCEC 2022. [Research Line: 1]

**Ramírez, R.,** Huang, B., Eik, M., & Salazar, K. (2022). Reading outcomes of elementary-age bilingual children with developmental language disorder: A narrative review. 2022 American Educational Research Association Annual Meeting, San Diego, California. [Research Line: 1]

**Ramírez, R.,** & Huang, B. (2021). Reading outcomes of young and elementary-age bilingual children with developmental language disorder: A narrative review. 2021 National Prenatal- to- 3 Research to Policy Summit. [Research Line: 4]

Huang, B., & **Ramírez, R.** (Submitted, 2021). Using oral narratives to study children’s second language speech production. 2022 American Association for Applied Linguistics.

**Ramírez, R.,** Huang, B., Palomin, A., & McCarty, L., (2020). The Role of Teachers in the Language Outcomes of Young DLLs: A Systematic Review. ACF’s National Research Conference on Early Childhood. [Research Line: 1]

Huang, B., & **Ramírez, R.,** Palomin, A., & McCarty, L. (2019). A systematic review on the role of teachers in young dual language learners’ language outcomes. 2020 American Association for Applied Linguistics. [Research Line: 1]

**Ramírez, R.,** Huang, B., McCarty, L., & Palomin, A. (2019). Teachers role in young DLLs language development: A systematic review. 2020 Children First Conference, Helsinki, Finland. [Research Line: 1]

**Ramírez, R.** (2019). Spanish and English Language Use Between Immigrant Mothers and their Children Across Time. Paper presented at the 9th COEHD Research Colloquium in San Antonio, TX. [Research Line: 2]

López, L. M., **Ramírez, R.,** Barreto, J., Christie, D. (2019). Language interactions and classroom discourse promote vocabulary and math skills in preschool classroom serving DLLs. Paper symposium at the 2019 Society for Research in Child Development Biennial Conference, Baltimore, MD. [Research Line: 1]

**Ramírez, R.,** & López, L. M. (2018). Latino Mothers’ Responsiveness and Bilingual Language Development in Young Children From 24 Months to 36 Months. Poster Presentation at the 2018 National Research Conference on Early Childhood, Arlington, VA. [Research Line: 2]

López, L. M., & **Ramírez, R.** (2018). Investigating differences in quality across Head Start classrooms serving DLL children. Paper Presentation at the 2018 National Research Conference on Early Childhood, Arlington, VA. [Research Line: 1]

**Ramírez, R.** (2018). Spanish and English Language Use Between Mother-Child Dyads Across Time. Poster presented at the 2nd Bilingual Research Conference at Children’s Learning Institute in Houston, TX. [Research Line: 2]

López, L., **Ramírez, R.,** Gonzalez, O. H. (2017). An in-depth analysis of language interactions across high and low quality ECE programs serving at-risk and DLL preschool children. Paper symposium at the 2017 Society for Research in Child Development Biennial Conference, Austin, TX. [Research Line: 1]

Marn, T., Agosto, V., & **Ramírez, R.** (2017). *A trioethnography through sound-space-time: A new materialist interpretation*. Paper to be presented at the International Congress of Qualitative Inquiry (ICQI) Annual Conference. Urbana, IL. [Research Line: 3]

**GRANT ACTIVITIES**

**Funded**

**Ramírez, R.** (P.I.), & Huang, B. (Co-P.I.). “Oral Language and Reading of Elementary-Age Bilingual Children with Developmental Language Disorder: A Systematic Review” Funded by UTSA’s INTRA.

Award: $5,000. June, 2020. [Research Line: 4]

 **Ramírez, R.** (P.I.). “The role of teachers in the language outcomes of young dual language learners in the U.S.: A systematic review” Funded by UTSA’s COEHD Research Award Award: $5,000. April, 2019. [Research Line: 1]

**Unfunded**

 **Ramírez, R.** (P.I.) **“**Evaluation of A Local School District’s Bilingual Program” Submitted to Engaged Scholarship Research/Creative Activities Grant Program for Faculty

Award: $5,000. April, 2021 [Research Line: 1]

Neely, L. (P.I.), McNaul, H. (Co-P.I), & **Ramírez, R.** (Co-P.I). “Project EARLY (**E**vidence-Based, **A**ction **R**esearch and **L**earning to support **Y**oung children with or at-risk for autism)”

Submitted to OSEP Grant

Award: $1,000,000. May, 2020 [Research Line: 4]

**Ramírez, R.** (P.I). “Home visitations in Early Head Start serving low-income Latino dual language learners: Implications regarding cultural responsiveness and bilingual language development” Unfunded by the Foundation for Child Development: Young Scholars Program

Award: $225,000. October, 2019. [Research Line: 2]

**TEACHING ACTIVITIES**

**Doctoral**

ILT 7733 Evaluation of Educational Research

ILT 7213 Quantitative Analysis and Research Design in ILT

ILT 7143 Internship

**Masters**

ECE 6183 Reconceptualizing Sociocultural Contexts in ECE

ECE 6523 Social Policy for Families and Children

ECE 6953 Independent Study

**Undergraduate**

ECE 3133 Programs and Policies in Early Childhood Education

ECE 2013 Introduction to Multicultural Early Childhood Education

ECE 3143 Child Growth and Development

ECE 4913 Independent Study

**Doctoral Student Advising and Committee Membership**

Internship Supervisor James Hernandez

Dissertation Committee Member Charles Wright

Dissertation Committee Member Robin Nelson

 Dissertation Committee Member Alexandria Howell

Dissertation Committee Member Stacy Johnson

Dissertation Committee Member Victor Young

Dissertation Committee Member Lorena Bailey

Dissertation Committee Member Breanne Hicks

Qualifying Exam Committee Member Tracy Walton

**Master of Arts Graduate Student Advising**

2017- Present Advised 31 Master of Arts in Early Childhood & Elementary Education Students

2021 Master’s Thesis Committee Member - Ejiroghene Amadasun

**SERVICE**

**(Leadership roles are bolded)**

**DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING**

2022- Present Member, Research Colloquium Planning Committee

2020-2022 MA, Department Graduate Program Committee

2019-2022 **Area Coordinator, M.A. Early Childhood and Elementary Education**

2018-2022 **Area Coordinator, B.A. Multicultural Early Childhood Development (BAMECD)**

2018-2022 Member, SACS Assessment Committee BAMECD

2018-2022 Member, SAC Advisory Board

2018-2020 Member, Awards Committee

2018-2019 Member, DAPCC

2018 Member, Search Committee for ILT Department Chair (first attempt)

2018 Member, Search Committee for ILT Department Chair (second attempt)

2018 Volunteer, Freshman Orientation

2018 Volunteer, New Faculty Orientation

2017-2019 Member, M.A. Early Childhood Education

2017-2018 Member, B.A. Multicultural Early Childhood Development

**UTSA COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

2022- Present Member, Super Committee for COEHD

2018-2022 Member, Under Graduate Advisor of Record for BAMECD

2018- 2019 **Chair, Scholarships Committee**

2018 & 2019 Attended Education Forum at Witte Museum with Dean Dellicarpini

2017-2020 Scholarships Committee

**UNIVERSITY OF TEXAS AT SAN ANTONIO**

2020- Present **Coordinator, UTSA ILT ECE in Finland Partnership**

2021 Reviewer, GREAT UTSA

2019- Present Member, UTSA Faculty Senate

2019- Present Member, UTSA Faculty Senate Research Committee

2018- 2019 Member, UTSA Parking Appeals Panel

**SERVICE TO THE COMMUNITY**

2022 Collaborator on a Spencer Foundation Grant

2022 Pro Sem USF

2021- Present Program Evaluator for SAISD Bilingual Program

**PROFESSIONAL SERVICE**

2022 Reviewer, Frontiers of Psychology

2022 Reviewer, Language, Speech, and Hearing Services in Schools

2021- Present Editorial Board Member, Early Childhood Education Journal

2019-Present Reviewer, Early Childhood Education Journal

2018 Reviewer, Society for Research in Child Development (SRCD) submission for the Language Communication Panel

**AWARDS AND HONORS**

**Unawarded**

2019 Society for Research in Child Development Outstanding Dissertation Award

**PROFESSIONAL AFFILIATIONS**

Society for Research in Child Development and the Latino Caucus

American Education Research Association

National Association for the Education of Young Children