



## Curriculum Vitae

October 09, 2022

## Kip Téllez

Professor

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### EMPLOYMENT HISTORY

- 2013 - Present Professor, Education Department, University of California at Santa Cruz
- 2008 - 2013 Education Department Chair, University of California at Santa Cruz
- 2000 - 2013 Associate Professor, Education Department, University of California at Santa Cruz
- 1997 - 2000 Associate Professor, Department of Curriculum and Instruction, University of Houston
- 1993 - 2000 Chair, ESL/Bilingual Program Area, University of Houston
- 1993 - 1997 Associate Director, University of Houston School/University Research Collaborative
- 1991 - 1997 Assistant Professor, Department of Curriculum and Instruction, University of Houston
- 1992 - 1996 Director, Houston Teaching Academy , Gregory-Lincoln Education Center
- 1991 - 1993 Director, Phase I, RITE Program , University of Houston
- 1990 - 1991 Assistant to the Director, Teacher Education Program, The Claremont Graduate School
- 1989 - 1991 Coordinator, The California Partnership--A member of John Goodlad's National Network of Education Renewal
- 1989 - 1991 Lecturer, School of Education, The Claremont Graduate School
- 1989 - 1991 Student Teacher Supervisor, Teacher Education, The Claremont Graduate School
- 1987 - 1989 Adult School Teacher--Subject Areas: Fine Arts Appreciation, Algebra, and ESL, Rowland (California) Unified School District
- 1983 - 1989 Elementary and High School Teacher, Rowland (California) Unified School District
- 1984 - 1987 Track and Field Coach, Rowland (California) Unified School District
- 1980 - 1982 Teaching Assistant, Severely and Profoundly Disabled Classroom, Frank D. Lanterman State Hospital, Pomona, CA

### EDUCATION

- 1991 Ph.D., The Claremont Graduate School, Claremont, CA; Education; Dissertation Title: *The predicament of the first year teacher.*
- 1989 M.A., The Claremont Graduate School, Claremont, CA; Education.
- 1984 Multiple Subjects Teaching Credential, California State University, Fullerton, CA.
- 1983 B.A., California State University, Fullerton, CA; Major: Developmental Psychology.
- 1980 A.A., Mount San Antonio College

### HONORS AND AWARDS

- Outstanding Scholarship on Teacher Education, Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities, 1993
- Outstanding Junior Faculty Member, University of Houston, College of Education, 1996
- Brush Foundation Teaching Honor, UC Santa Cruz, 2007.

### GRANTS

- 2022 - 2025 Principal Investigator, Computer Science Integration for New Opportunities. A Research/Practice Partnership Grant from the National Science Foundation, \$993,213.
- 2018 - 2023 Co-Principal Investigator, Evaluation of the Mathematics Equity and Access through Mindset and Sense-Making: High Quality Math Instruction in East San Jose. \$35,000
- 2017 - 2023 Co-Principal Investigator, Math And Language, Literacy Integration (MALLI) in Dual Language Settings, US Department of Education, \$1,400,000 (\$485,000 to UCSC).
- 2019 - 2020 Principal Investigator, Understanding preservice teachers' formative feedback practices in elementary, middle and high school classrooms, California Teacher Education Research and Improvement Network \$39,330
- 2015 - 2018 Principal Investigator, Santa Clara County Teacher Workforce Project, Santa Clara County Office of Education, \$22,000
- 2016 - 2017 Principal Investigator, UC MEXUS Travel Grant: Agricultural Employment Growth in Michoacan and English Learner Enrollments in Central California Schools. \$1500
- 2009 - 2015 Principal Investigator, UC Links Project - Corre la Voz (An after-school program for bilingual mentors and elementary learners). \$100,000
- 2009 - 2011 Co-Principal Investigator, UC Linguistic Minority Research Institute, 2009-2011, [Co-PI with Barbara Merino of UC Davis]. \$30,000
- 2003 - 2009 Co-Principal Investigator, Center for the Mathematics Education of Latinos, National Science Foundation. \$1,200,000
- 2001 - 2004 Co-Principal Investigator, Rural Technology and Integration Project, Alianza Charter School, Watsonville, CA. \$30,000
- 1998 - 2003 Principal Investigator, Bilingual Doctoral Fellowship Grant, --US Department of Education, Office of Bilingual Education and Minority Language Affairs. \$1,000,000
- 1995 - 1998 Co-Principal Investigator, Annenberg School Reform Project, with Amaury Nora, University of Houston. \$70,000
- 1993 - 1997 Principal Investigator, Bilingual Doctoral Fellowship Grant, 1993-1997--US Department of Education, Office of Bilingual Education and Minority Language Affairs. \$1,000,000
- 1996 Principal Investigator, Mexican-American Studies Research Fellowship, University of Houston. \$10,000
- 1992 - 1995 Co-Principal Investigator, Professional Development School and Technology Planning Grant (with Dr. W.R. Houston)--Texas Education Agency. \$750,000
- 1994 Principal Investigator, Mexican-American Studies, University of Houston (A study of Latino gang members). \$5,000
- 1993 - 1994 Principal Investigator, Faculty Research Opportunity--University of Houston, College of Education. \$3,000

## SCHOLARLY AND CREATIVE WORK

### *Edited Books In Progress*

**In Progress:** Bravo, M. & Téllez, K. (in preparation) *Mathematics Instruction in Dual Language Classrooms: Theory and Research that Informs Practice*. Information Age Publishing

### **Books**

- 2016 Téllez, K. (2016). *The teaching instinct: Explorations into what makes us human*. New York: Routledge.
- 2011 Téllez, K , Moschkovich, J., & Civil, M. (Eds.) (2011). *Latinos and mathematics education: Research on learning and teaching in classrooms and communities*. Charlotte, NC: Information Age Publishing.
- 2010 Téllez, K. (2010). *Teaching English language learners: Fostering language and the democratic experience*. NY: Routledge. *Choice Magazine* "Recommend."
- 2006 Téllez, K., & Waxman, H. (Eds.) (2006). *Preparing quality educators for English lan-*

*guage learners: Research, policy, and practice.* Mahweh, NJ: Lawrence Erlbaum Press.

- 1997 Hlebowitsh, P.S., & Téllez, K. (1997). *Principles and promises of American education.* Belmont, CA: Wadsworth.

### Contributions to Books

- 2022 Dektor, R. & Téllez, K. (2022). Who are the students learning English and how do we talk about them? in Esmail, Pitre, Duhon-Ross, Blakely, and Hamann (Eds.), *Social Justice Perspectives on English Language Learners.* Hamilton Press. INVITED
- \* New 2021 **Book Chapter:** Téllez, K. Manuel's T-shirt: Learning a hard lesson about student poverty. In *Failure before success: Teachers describe what they learned from mistakes*, Warner, J. (Ed.). Rowman & Littlefield Publishers INVITED
- \* New 2020 Téllez, K. The assessment of mathematical knowledge in elementary level dual language programs. In Machado-Casas, M., Maldonado, S. & Bustos Flores, B. (Eds.) *Evaluating bilingual education programs: Assessing students' bilingualism, biliteracy and sociocultural competence.* New York: Peter Lang.
- 2017 Téllez, K. (2018). Maintenance Bilingual Education (MBE). In *The TESOL Encyclopedia of English Language Teaching* (eds J. I. Lioy, T. International Association and M. DelliCarpini). doi:[10.1002/9781118784235.eelt0274](https://doi.org/10.1002/9781118784235.eelt0274) INVITED
- 2016 **Book Chapter:** Mosqueda, E., & Téllez, K. (2016). Contesting racism, marginalization and Mexican immigrant youth failure: Examining the elusive path towards earning a diploma from a nontraditional high school. In G. Conchas (Ed.), *Critical case studies in Latino education: Narratives of inequality and school success.* New York: Teachers College Press. PEER REVIEWED, INVITED
- In Press: Book Chapter:** Téllez, K. (in press.) An analysis of the structure and assessment of standards for teacher candidates and programs. To appear in Waxman, Alford, Brown, and Rollins (Eds.), *Preparing Teachers to Implement College and Career Readiness Standards: Integrating Research, Policy, and Practice.* Rotterdam, The Netherlands: Sense Publishers. PEER REVIEWED, INVITED
- 2011 **Book Chapter:** Téllez, K., Moschkovich, J., & Civil, M. (2011). Latina/os and mathematics education: Why this book now? In Téllez, K., Moschkovich, J., & Civil, M. (Eds.), *Latinos and mathematics education: Research on learning and teaching in classrooms and communities* (pp. 1-18). Charlotte, NC: Information Age Publishing.
- 2011 **Book Chapter:** Lasher-Zwerling, C., & Téllez, K. (2011). "No less real in my mind": Using fiction in an introduction to teaching course. In C.J. Craig & L.F. Deretchin (Eds.), *Cultivating curious and creative minds: The role of teachers and teacher educators*, Part II: Teacher Education Yearbook XIX (pp. 69-87). Lanham, MD: Rowan & Littlefield.
- 2009 **Book Chapter:** Ash, D., Téllez, K., & Crane, R. (2009). The importance of objects in talking science: The special case of English language learners. In K.R. Bruna and K. Gomez (Eds.), *Talking science, writing science: The work of language in multicultural classrooms* (pp. 269-288). New York: Routledge.
- 2006 **Book Chapter:** Téllez, K., & Waxman, H.C. (2006). A meta-synthesis of qualitative research on effective teaching practices for English Language Learners". In J.M. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching* (pp. 245-277). Amsterdam: Johns Benjamin.
- 2005 **Book Chapter:** Téllez, K., Flinspach, S., Waxman, H. (2005). Resistance to scientific evidence: Program evaluation and its lack of influence on policies related to language education programs (pp. 57-76). In R. Hoosain & F. Salili (Eds.), *Language in multicultural education.* Charlotte, NC: Information Age Publishing.
- 2000 **Book Chapter:** Téllez, K. (2000). Reconciling service learning and the moral obligations of the professor. In C. R. O'Grady (Ed.), *Integrating service learning and multicultural education in colleges and universities* (pp.71-91). Mahwah, NJ: Lawrence Erlbaum.

- 1997 **Book Chapter:** Téllez, K., & O'Malley, S. (1997). The use of history in multicultural teacher education. In R. Chavez-Chavez and James O'Donnell (Eds.), *Speaking the unpleasant: The politics of (non) engagement in the multicultural education terrain*. Albany, NY: SUNY Press.
- 1996 **Book Chapter:** Téllez, K. (1996). Preparing teachers for multicultural inner-city classrooms: Grinding new lenses. In M. McLaughlin & I. Oberman (Eds.), *Teacher learning: New policies, new practices*. New York: Teachers College Press.
- 1996 **Book Chapter:** Téllez, K. (1996). Authentic assessment. In J. Sikula (Ed.), *The handbook of research in teacher education* (pp. 704-721). New York: MacMillan.
- 1995 **Book Chapter:** Téllez, K., Hlebowitsh, P., Cohen, M., & Norwood, P. (1995). Social service field experiences in teacher education. In J. Larkin & C. Sleeter (Eds.), *Developing multicultural teacher education*. Albany, NY: SUNY Press.
- 1993 **Book Chapter:** Téllez, K. (1993). Experimental and quasi-experimental research in technology and teacher education. In H. Waxman & G. Bright (Eds.), *Approaches to research in teacher education and technology*. Charlottesville, VA: Association for the Advancement of Computer Education.
- 1993 **Book Chapter:** Adler, L., & Téllez, K. (1993). Urban politics and curriculum decisions. In S. Rothstein (Ed.), *Curriculum politics and urban schooling*. New York: Greenwood Press.

### Journal Articles

- \* New 2022 **Article:** Xia, Y., Patthoff, A., Bravo, M., Téllez, K. (2022). "We don't observe other teachers": Addressing professional development barriers through lesson study and video clubs. *Teacher Learning and Professional Development*, 7, pp. . PEER REVIEWED
- \* New 2022 **Article:** Pozos, R., Severance, S., Téllez, K. & Denner, J. Exploring design principles in computational thinking instruction for multilingual learners: Evidence from a research-practice partnership. *Teachers College Record*, Special Issue. PEER REVIEWED
- \* New 2021 **Article:** Balloffet, L., & Téllez, K. (2021). How Are California's Latina/x/o Students Far-ing?: Charter Elementary Schools' Spanish/English Dual Language Programs. *Journal for Leadership, Equity, and Research*, 7(2). PEER REVIEWED
- \* New 2021 **Article:** Na, L., Gregory, J. C., & Téllez, K. (2021). English Language Standards in California, China and Mexico: History, Comparison, and Analysis. *Interchange*, 1-20. PEER REVIEWED
- 2016 Castellano, K., Duckor, B., Wahardini, D. Téllez, K. & Wilson. M. (2015). Assessing academic language in an elementary teacher licensure exam. *Teacher Education Quarterly*, 1-25 PEER REVIEWED
- 2015 Bunch, G.C. Aguirre, J.M. Téllez, K. (2015). Integrating a focus on academic language, English learners, and mathematics: Teacher candidates' responses on the Performance Assessment for California Teachers (PACT). *The New Educator*. PEER REVIEWED
- 2015 Téllez, K. & Mosqueda, E. (2015). Developing teachers' knowledge and skills at the intersection of English language learners and language assessment. *Review of Research in Education*, 39: 87-121. PEER REVIEWED
- 2015 Téllez, K. & Manthey, G. (2015). Teachers' perceptions of effective school-wide programs and strategies for English language learners. *Learning Environments Research*, 18, 111-127. PEER REVIEWED
- 2014 Duckor, B., Castellano, K., Téllez, K. & Wilson, M. (2014). Examining the internal structure of the Performance Assessment for California Teachers: A validation study of the elementary literacy teaching event for Tier I teacher licensure. *Journal of Teacher Education*. doi: 10.1177/0022487114542517 PEER REVIEWED
- 2013 Téllez, K., & Varghese, M. (2013). Bilingual teacher development. *Theory Into Practice*, 52(2), 128-135. PEER REVIEWED
- 2011 Téllez, K. (2011). A case study of a career in education that began with "Teach for

- America." *Teaching Education*, 22, 15–38. PEER REVIEWED
- 2010 Téllez, K. & Waxman, H.C. (2010). A review of research on effective community programs for English language learners. *The School Community Journal*, 20 (1), 103-119. PEER REVIEWED
- 2009 Bunch, G., Aguirre, J., & Téllez, K. (2009). Beyond the scores: Using candidate responses on high stakes performance assessment to inform teacher preparation for English Learners. *Issues in Teacher Education*, 18, 103-128. PEER REVIEWED
- 2008 Téllez, K. (2008). What student teachers learn about multicultural education from their cooperating teachers. *Teaching and Teacher Education*, 24, 43-58. PEER REVIEWED
- 2008 Mosqueda, E. & Téllez, K. (2008). Teachers' attributions of language proficiency, mathematics achievement, and school context measures: An exploratory study. *Proceedings of the 32nd Conference of the International Group for the Psychology of Mathematics Education*, Vol.2. (pp. 415-421). PEER REVIEWED
- 2007 Téllez, K. (2007). Have conceptual reforms (and one anti-reform) in preservice teacher education improved the education of multicultural, multilingual children and youth? *Teachers and Teaching: Theory and Practice*. 13(6), 543 - 564 PEER REVIEWED
- 2005 Téllez, K. (2005). Preparing teachers for Latino children and youth. *The High School Journal*. 88(2), 43-54. PEER REVIEWED
- 2003 Téllez, K. (2003). Three themes on standards in teacher education. *Teacher Education Quarterly*, 30(1), 9-18 PEER REVIEWED
- 2002 Téllez, K. (2002). Multicultural education as subtext. *Multicultural Perspectives: The Journal of the National Association for Multicultural Education*, 4, 21-24. PEER REVIEWED
- 2001 Téllez, K. (2001). The big men: A journalist's look at the SAT. *Journal of Curriculum Studies*, 33, 247-260. PEER REVIEWED
- 2001 Téllez, K. (2001). Incommensurable views on multicultural education. *Educational Researcher*, 30, 34-37. PEER REVIEWED
- 1999 Téllez, K. (1999). Mexican-American student teachers and the intransigency of the elementary school curriculum. *Teaching and Teacher Education*, 15(5), 555-570. PEER REVIEWED
- 1998 Téllez, K. (1998). Classroom placement of elementary language learners. *Bilingual Research Journal*, 22, 279-295. PEER REVIEWED
- 1998 Téllez, K., & Estep, M. (1998). Latino youth gangs and the meaning of school. *The High School Journal*, 1(2), 69-81. PEER REVIEWED
- 1997 Norwood, P. M., Atkinson, S. E., Tellez, K., & Saldana, D. C. (1997). Contextualizing parent education programs in urban schools: The impact on minority parents and students. *Urban Education*, 32(3), 411-432. PEER REVIEWED
- 1994 Cohen, M.D. & Téllez, K. (1994) Implementing cooperative learning for language minority students. *Bilingual Research Journal*, 18, 1-19. PEER REVIEWED
- 1993 Téllez, K., & Hlebowitsh, P. (1993). Being there: Social service and teacher education at the University of Houston. *Innovative Higher Education*, 18(1), 87-94. PEER REVIEWED
- 1993 Hlebowitsh, P.S., & Téllez, K. (1993). Preservice teachers and their students: Early views on race, class, and gender. *Journal of Education for Teaching*, 19(1), 41-52. PEER REVIEWED
- 1992 Adler, L. & Téllez, K. (1992). Curriculum challenge from the religious right: The Impressions reading series. *Urban Education*, 27(2), 152-173. PEER REVIEWED
- 1992 Téllez, K. (1992). Mentors by choice, not design: Help-seeking by beginning teachers. *Journal of Teacher Education*, 43(3), 214-221. PEER REVIEWED

### Other Scholarly Activities

- 2017 First Report of the Teacher Pipeline Working Group

## PROFESSIONAL ACTIVITIES

### Public Lecture or Forum Participation

- Summer 2020 Teacher Education: Past, Prologue: CTERIN Interview with influential teacher educators. See <https://cterin.ucop.edu/>
- Oct 2018 The Teaching Instinct: Asking the Deeper Questions. Catch the Next Annual Conference, San Antonio, TX
- Oct 2012 Teacher Education in our Future, California Council on Teacher Education. San Diego, CA. INVITED
- Jun 2006 Crown College Commencement Speaker. INVITED
- 1999 Phi Delta Kappa, Houston Chapter, Initiation Banquet Speaker, Test Scores and Economic Productivity, Houston. INVITED
- 1997 Portfolio Assessment, Teachers of English to Speakers of Other Languages, Orlando. INVITED
- 1996 Keynote Address, Houston Area Association of Bilingual Educators, Houston. INVITED

### Papers Presented at Professional Meetings

- Apr 2020 Castillo, J. & Téllez, K. Preservice teachers' perspectives on culturally relevant read-alouds. American Educational Research Association. Accepted but not presented (COVID cancellation).
- Feb 2020 Xia, Y., Patthoff, A., & Téllez, K. (2020, February 25-28). *Lesson study with video: A professional development model for mathematics, language, and literacy integration in dual language programs* [Conference presentation]. NABE conference, Las Vegas, NV, United States.
- Mar 2019 Bravo, M., Solis, J. & Téllez, K. Mathematics and Language, Literacy Integration (MALLI) in Dual Language Settings PEER REVIEWED
- Mar 2018 Are Teacher Perceptions of Self-Efficacy and Collective Responsibility Related to Gain Scores in Mathematics? Paper presented at the California Council for Teacher Education
- Apr 2016 An analysis of the structure and assessment of standards for teacher candidates and programs. Paper presented the annual meeting of the American Educational Reserach Association.
- Apr 2013 Duckor, B., Castellano, K., Téllez, K. & Wilson, M. (2013). Examining the internal structure of the Performance Assessment for California Teachers: The elementary-literacy teaching event. Paper presented at the American Educational Research Association, San Francisco.
- Apr 2011 The Ontogenesis of Teaching: What Teacher Preparation Can Learn From the Innate Human Nature of Teaching, American Educational Research Association, New Orleans.
- May 2010 Shaping the Concept of Academic Language: A Case Study of Five Exemplary Beginning Teachers (With Angela Thompson), American Educational Research Association, Denver.
- Jul 2008 Mosqueda, E. & Téllez, K. Teachers' attributions of language proficiency, mathematics achievement, and school context measures: An exploratory study. Psychology of Mathematics Education, Morelia, Michoacan, MX.
- May 2008 Examining the Relation Between Ethnic Identity and Negotiation of the Learning-to-Teach Process Among Five Mexican American Student Teachers, American Educational Research Association, Denver.
- Jun 2007 Reforms in Language Teacher Education. Language Teacher Education Conference, Minneapolis.
- Apr 2007 Preservice Elementary Teachers' Views about Language and Culture in Mathematics Teaching and Learning for Latinos/as, American Educational Research Association,

Chicago.

- Jun 2005 Using MS Powerpoint to create language teaching tools. Language Teacher Education Conference, Minneapolis.
- Apr 2004 What student teachers can learn about multicultural education from expert cooperating teachers. American Educational Research Association, San Diego.
- Mar 2004 Teaching critically in an era of standards: A case study from a two-way bilingual program in California. Teachers of English to Speakers of Other Languages, Long Beach, CA.
- Mar 2003 Standards and teacher education. California Council on Teacher Education, San Diego, CA.
- Feb 2002 Effective instructional practices for English Language Learners (with Hersh Waxman). National Association of Bilingual Education, Philadelphia, PA.
- Mar 2001 Mentoring the beginning ESL teacher. Teachers of English to Speakers of Other Languages, St. Louis, MO.
- Mar 1999 Seduction and cognition: Visual metaphors and the beginning language teacher. Language Teacher Education Conference, Minneapolis, MN.
- Apr 1996 Latino Youth Gangs and the meaning of school. American Educational Research Association, New York.
- Apr 1995 A comparison of university certified and alternative certified teachers in South Texas. American Educational Research Association, San Francisco.
- Oct 1994 Postmodernism vs. neo-pragmatism: Purging the new dualism. American Association for Curriculum and Teaching, Dallas.
- Apr 1994 Variables affecting the teacher implementation of cooperative learning methods in ESL and bilingual classrooms (Dr. Myrna Cohen, lead author) , American Educational Research Association, New Orleans.
- Apr 1994 The dangers of the qualitative/quantitative dualism. American Educational Research Association, New Orleans.
- Apr 1993 Are dropouts really dropouts? An analysis of pre-literate Latino students (with Dr. Judith Walker de Felix). American Educational Research Association, Atlanta.

### Memberships or Activities in Professional Associations

- 1995 - 2000 Research Committee, Association for Teacher Educators.
- 1997 - 1999 Chair, Teacher Education Interest Section, Teachers of English to Speakers of Other Languages.
- 1992 - 1999 AERA Division D Mentor to Graduate Students in Research Methods and Statistics.
- 1994 - 1998 Conference Organizer, Language Teacher Education Conference, Center for the Advanced Research on Language Acquisition.
- 1991 - 1994 Fiscal Affairs Committee, Association for Teacher Educators.

### Consulting

- 2019 - Present Faculty Research Fellow at The Latinx Education Research Center (LERC), Santa Clara University
- 2017 - Present California Teacher Education Research and Improvement Network, a UC Multicampus Research Funding Opportunity (MRPI), Co-PI
- 2011 - Present **External Reviewer (Tenure and Promotion Files):** San José State University, University of California-Irvine, Texas A&M University, University of Southern California, Indiana University, University of Virginia, Arcadia University, Occidental College, University of Texas-San Antonio, University of California-Santa Barbara, Lehmann College, City University of New York.
- Mar 11 - Mar 12 2015 Performance Assessment for Teachers. Workshop for faculty and students. Governor's State University, Univeristy Park, IL INVITED
  - 2014 Consultant, Antioch University. Los Angeles and Santa Barbara.
  - 2001 - 2005 Consultant, Technology and Integration Project, Alianza Charter School, Pájaro

Valley USD.

2000 - 2004 Consultant for Research and Evaluation, Extended Learning Department, Pájaro Valley USD.

### Editorial Services

- 2021 Associate Editor, *Frontiers in Education: Language, Culture and Diversity*.
- 2019 - 2021 Editorial Board, *Bilingual Research Journal*
- 2013 - 2016 Editor, *Teacher Education Quarterly*..
- 2010 - 2015 Editorial Board, *Research in the Teaching of English*.
- 2010 - 2013 Associate Editor, *Teacher Education Quarterly*.

### Local, State or Federal Government Service

- 2017 Consultant, California Assembly Member Mark Stone
- 2006 - 2016 Trustee, San Lorenzo Valley Unified School District.
- 2013 - 2014 North Monterey County USD English Learner Task Force.
- 1993 - 1999 Spring Branch ISD Hispanic Advisory Council, Spring Branch Independent School District.
- 1991 - 1996 ExCET Professional Development Exam Committee, Texas Education Agency.
- 1993 - 1994 Teacher Evaluation Project, Houston Independent School District.

### Board of Directors

- 2013 - 2014 Board of Directors, California Council on Teacher Education.

### Talks and Presentations at Colleges and Universities

- May 2017 Discussion of the "The Teaching Instinct" National University, April, 2017 INVITED
- Apr 2015 The Teaching Instinct: Frontier Lecture. Texas A&M University INVITED
- Sep 2014 Assessing Teacher's Academic Language Competency. PhD/Faculty Forum. Indiana University, College of Education INVITED
- Apr 2009 Preparing ELD Teachers for Secondary Schools, Stephen F. Austin State University. INVITED
- Mar 2009 The Preparation of ELD Teachers for the Content Areas, University of Maryland. INVITED

### Other Professional Activities

- 2020 - Present Evaluator, Mathematics Equity and Access through Mindset and Sense-Making: High Quality Math Instruction in East San Jose
- 2017 - Present Evaluator, Computer Science for All: A project of Santa Cruz City Schools, ETR, and Santa Cruz Educational Foundation.
- 2017 - Present Evaluator, UC Santa Cruz, Hispanic Serving Institution STEM Initiative.
- 2017 - Present Evaluator, UC Santa Cruz/Calabassas Elementary Community Garden Project
- 2012 - 2017 Evaluator, Center for Agroecology & Sustainable Food Systems, Santa Cruz, CA.
- 2007 - 2017 Evaluator, GEAR Up Project, UCSC Educational Partnership Center, Santa Cruz, CA.
- 2002 - 2005 Evaluator, Pájaro Valley Language Program Evaluation Project, Watsonville, CA.
- 1995 - 2001 Evaluator, L.A. Morgan Elementary Two-Way Immersion Program, Galveston, TX.
- 1994 - 2000 Evaluator, Mark Twain Elementary Two-Way Immersion Program, Houston, TX.

## UNIVERSITY SERVICE

### Service to the Division

- 2015 - Present Co-Director (with E. Mosqueda), Center for Research on Equity and Collaborative Evaluation



## Service to the Department

- 2021 Chair, Undergraduate Programs Committee
- 2016 - 2021 Faculty Director, MA/Credential Program
- 2013 - 2014 Director, Master of Arts/Credential Program.
- 2007 - 2013 Department Chair.
- 2007 - 2008 Co-Chair, Teacher Education Committee.
- 2007 - 2008 Co-Director, Teacher Education.
- 2005 - 2007 Undergraduate Programs Chair.
- 2004 - 2005 Interim Director of Teacher Education.
- 2000 - 2005 Co-Chair, Teacher Education Committee.

## Service to the University

- 2016 - Present Co-Chair, Career Center Advisory Board (with Director Barbara Silverthorne)
- Winter - Fall 2019 Academic Senate Standardized Testing Task Force
- 2017 - 2018 Committee on Preparatory Education
- 2016 - 2017 Committee on Career Advising
- 2011 - 2014 Blue Ribbon Panel on Online Education, University of California Office of the President, 2011-2014.

## MENTORING AND STUDENT ADVISING

### Doctoral Students

Dates	Relationship	Degree Year	Name and Activities
2022	Primary Supervisor	2022	Adria Patthoff - Exploring pre-service teachers' conceptualizations and enactments of formative assessment in the context of multilingual learners.
2022	Primary Supervisor	2022	Yuzhu Xia - Dissertation Committee Chair: Predicting Students' English Performance with traditional statistical modeling and machine learning: An analysis of the China Education Panel Survey (CEPS)
2021	Primary Supervisor	2021	Jolene Castillo - 2021 Dissertation Committee Chair - Bids for linguistic capital through translanguaging during Spanish and English instruction in DLP classrooms
2013	Primary Supervisor		Wendy Treat 2013 Dissertation Committee Chair - Animal-Assisted Literacy Instruction for Students With Identified Learning Disabilities: Examining the Effects of Incorporating a Therapy Dog into Guided Oral Reading Sessions.
2012	Primary Supervisor		Angela Thompson 2012 Dissertation Committee Chair - Teacher Profiles and High School Mathematics Achievement: What Do We Know About the Teachers of Latino and ELL High School Students? by Angela Thompson, PhD. UC SANTA CRUZ, 2012
1999	Primary Supervisor		Criselda Guajardo Alvarado 1999 Dissertation Committee Chair - A theoretical and empirical study of the English/Spanish Bilingual Verbal Ability Tests by Criselda Guajardo Alvarado, EdD. UNIVERSITY OF HOUSTON, 1999
1999	Primary Supervisor		Janet Penner 1999 Dissertation Committee Chair - Teacher and principal perceptions of factors influencing teachers' decisions to participate in professional development by Janet S Penner, EdD, UNIVERSITY OF HOUSTON, 1999

1996 Primary Supervisor

**Ricardo Garcia**

1996 Dissertation Committee Chair - The relation among college student attitudes, motivation and aptitude to foreign language achievement: A test of Gardner's model by Ricardo Thomas Garcia, EdD, UNIVERSITY OF HOUSTON, 1996

1996 Primary Supervisor

**Sharon O'Malley**

1996 Dissertation Committee Chair - An evaluation of an elementary Japanese language program taught via instructional television by Sharon Marie O'Malley, EdD, UNIVERSITY OF HOUSTON, 1996