Rebecca M. Callahan
Professor, Department of Education
Coordinator, Educational Leadership & Policy Studies Doctoral Programs
College of Education and Social Services (CESS)
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EDUCATION

2003	PhD Education	University of California, Davis Language and Literacy: Second Language Acquisition
2001	MA Education	University of California, Davis
1993	BCC Certification	University of California, San Diego *Bilingual Cross-Cultural Teaching Certification*
1992	BA Anthropology	University of California, San Diego

ACADEMIC EMPLOYMENT

2021-Present	Professor, Educational Leadership & Policy Studies Faculty Coordinator, Educational Leadership & Policy Studies Doctoral Programs Department of Education, College of Education and Social Services University of Vermont
2018-2021	Associate Professor, Department of Educational Leadership & Policy Faculty Research Associate, Population Research Center Graduate Program Coordinator, Educational Policy & Planning University of Texas, Austin
2015-2018	Associate Professor, Department of Curriculum and Instruction Faculty Research Associate, Population Research Center Graduate Program Coordinator, Bilingual/Bicultural Education University of Texas, Austin
2009-2015	Assistant Professor, Department of Curriculum and Instruction Faculty Research Associate, Population Research Center University of Texas, Austin
2006-2009	Assistant Professor, Department of Language and Literacy Education Faculty Affiliate, Department of Linguistics University of Georgia
2004-2006	Post-Doctoral Fellow, American Educational Research Association- Institute for Educational Sciences University of Texas, Austin: Population Research Center
2003-2004	Post-Doctoral Fellow, American Educational Research Association- Institute for Educational Sciences University of California, Santa Barbara: Linguistic Minority Research Institute

SCHOLARLY WORKS

Books

b. Callahan, R.M. & Muller, C. (2013). *Coming of Political Age: American Schools and the*

Civic Development of Immigrant Youth. Russell Sage Foundation: New York, NY.

a. Callahan, R.M. & Gándara, P.C. (Eds.). (2014). *The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market*. Multilingual Matters: Clevedon, U.K.

Peer-Reviewed Articles

Indicates graduate student co-author

39. **Callahan, R.M**., Schudde, L., Pack-Cosme, K. (Accepted). Immigrant optimism and ever-ELs' journeys from kindergarten to college in Texas. *American Journal of Education.*

38. **Callahan, R.M.**, Rico, J., Obenchain, K.M., Ochoa, C., Desantos-Quezada, A. (2024). Latiné immigrant-origin youths' civic identity development: Media, belonging, responsibility, and the 2020 US Presidential Election. *Identities: Global Studies in Culture and Power*, 1-22.
DOI: 10.1080/1070289X.2024.2367895

37. Obenchain, K.M,**Callahan, R.M.**, Rico, J., Ochoa, C., & Desantos-Quezada, A. (Accepted). Empathy & civic engagement: Latiné youth motivating change in an anti-immigrant America. *Latino Studies.*

36. Schudde, L., **Callahan, R.M.**, Kwon, Y. (OnlineFirst). Language and postsecondary trajectories: How "ever-English learner" status shapes college student pathways and outcomes. *Review of Higher Education.*
DOI: https:doi.org/10.1353/rhe.0.a927805

35. Bartlett, C.S., **Callahan, R.M.**, Mavrogordato, M.C. (OnlineFirst). Beyond a transformative approach & deep understanding: External factors and mid-level leaders' policy implementation to expand equity for ELs. *Educational Administration Quarterly.*
DOI: 10.1177/0013161X241230296

34. **Callahan, R.M**., Schudde, L., Pack-Cosme, K. (2024). Moving the needle for ever-ELs? Advanced math course taking and college enrollment. *International Multilingual Research Journal 18*(2), 173-195.
DOI:10.1080/19313152.2023.2289290 PMCID PMC11189621

33. **Callahan, R.M.**, Jiang, L., & Núñez, A-M. (2023). EL Policy and immigrant politics: State and federal influence on ever-EL students' postsecondary pathways. *Education Policy, 37*(5), 1467-1505.
DOI: 10.1177/08959048221103802

32. **Callahan, R.M.**, Mayer, A.P., Johnson, A., & Ochoa, C. (2023). Exploring organizational leadership for English learner equity: Teachers' and leaders' understandings of culturally responsive practices through professional development. *Leadership & Policy in Schools, 22*(1), 99-118.
DOI: 10.1080/15700763.2021.1916539 PMCID: PMC10120852

NIHMSID: NIHMS1692007 PMID: 37091915

31. Fernández, L.M., Nguyen, U., **Callahan, R.M.** (2022). Learners' mathematics identity and achievement: Where does the teacher come in? *International Journal of Mathematical Education in Science and Technology*.
DOI: 10.1080/0020739X.2022.2117657

30. Mairaj, F., **Callahan, R.M**. (2022) Understanding the role of hollow state in educating refugees. *Literature Reviews in Education and Human Services 1*(1), 24-49.

29. Mavrogordato, M., **Callahan, R.M**., & Bartlett, C.S. (2022). Mid-level leaders as key policy interpreters: State and local leaders' perspectives on leveraging Castañeda to expand equity for English learner students. *Language Policy, 21*, 331-355.
DOI: 10.1007/s10993-021-09605-0

28. **Callahan, R.M.**, Gautsch, L., Hopkins, M.B., & Unda, M. (2022). Equity and state immigrant inclusivity: English learner education in ESSA. *Educational Policy, 36(*5), pp. 1011-1053.
DOI: 10.1177/0895904820925819 PMCID: PMC9266534

27. Hartman, C.E., **Callahan, R.M.,** & Yu, H. (2021). Optimizing intent to transfer: Engagement and community college English learners. *Research in Higher Education, 62*(6), 789-828.
DOI: 10.1007/s11162-020-09619-3

26. **Callahan, R.M.,** Humphries, M., & Buontempo, J. (2021). Making meaning, doing Math: High school English learners, student-led discussion, and Math tracking. *International Multilingual Research Journal, 15*(1), 82-103.
DOI: 10.1080/19313152.2020.1778957 PMCID: PMC7958653
NIHMSID: NIHMS1603213

25. DeMatthews, D., Knight, D., Reyes, P., Benedict, A., & **Callahan, R.M.** (2020). From the field: Educational research during a pandemic. *Educational Researcher, 49 (*6) 398-402.
DOI: 10.3102/0013189X20938761 PMCID: PMC1601017

24. Umansky, I., **Callahan, R.M.** & Lee, J.C. (2020). Making the invisible visible: Identifying and interrogating ethnic differences in English learner reclassification. *American Journal of Education 126*(3), 335-388.
DOI: 10.1086/708250

23. Fernández, L.M., Tharayil, S., & **Callahan, R.M.** (2020). Beyond the spoken word: Examining the nature of teacher gesturing in the context of an elementary engineering curriculum for English-learner students. *Texas Education Review, 8*(1), 40-64.
http://dx.doi.org/10.26153/tsw/7052 PMCID: PMC8443166
DOI: 10.26153/tsw/7052 NIHMSID: NIHMS1601019

22. **Callahan, R.M.,** DeMatthews, D., & Reyes, P. (2019). The impact of Brown on EL students: Addressing linguistic and educational rights through school leadership practice and preparation. *Journal of Research in Leadership Education,14*(4), 281-307. DOI: 10.1177/1942775119878464

21. Hurie, A.H. & **Callahan, R.M.** (2019). Integration as perpetuation: Learning from race evasive approaches to ESL program reform. *Teachers College Record, 121 (*9), 1-38. DOI: 10.1177/016146811912100904 PMCID: PMC7273838

20. **Callahan, R.M**. & Hopkins, M. (2018). Using ESSA to improve secondary English learners' opportunities to learn through course taking. *Journal of School Leadership, 27(*5), 756-767. DOI: 10.1177/105268461702700507 PMCID: PMC7057355

19. **Callahan, R.M.** & Shifrer, D. (2016). Equitable access for secondary English learner students: Course taking as evidence of EL program effectiveness. *Educational Administration Quarterly, 52* (3), 463-496. DOI: 10.1177/0013161X16648190 PMCID: PMC4941630

18. **Callahan, R.M**. & Humphries, M. (2016). Undermatched? School-based linguistic status, college-going, and the immigrant advantage. *American Educational Research Journal, 53 (*2), 263-295. DOI: 10.3102/0002831215627857 PMCID: PMC4820317

17. **Callahan, R.M.** & Obenchain, K.M. (2016). Garnering civic hope: Social studies, expectations, and the lost civic potential of immigrant youth. *Theory and Research in Social Education, 44* (1), 36-71. DOI: 10.1080/00933104.2015.1133358 PMCID: PMC4822713

16. Obenchain, K.M. & **Callahan, R.M.** (2014). Building the civic potential of immigrant youth. *Social Education, 78* (4), 179-182. https://eric.ed.gov/?id=EJ1045255

15. Shifrer, D., **Callahan, R.M.,** & Muller, C. (2013). Equity or marginalization? The high school course-taking of students labeled with a learning disability. *American Educational Research Journal, 50 (*4), 656-682. DOI: 10.3102/0002831213479439 PMCID: PMC4074008

14. **Callahan, R.M**. & Obenchain, K.M. (2013). Bridging worlds in the social studies classroom: Teachers' practices and Latino immigrant youths' civic and political development. *Sociological Studies of Children and Youth*, *16*, 97-123. DOI: 10.1108/S1537-4661(2013)0000016009 PMCID: PMC4215544

13. **Callahan, R.M**. & Obenchain, K.M. (2012). Finding a civic voice: Latino immigrant youths' experiences in high school social studies. *The High School Journal, 96* (1), 20-32. 10.1353/hsj.2012.0013 PMCID: PMC3666035

12. Shifrer, D., Muller, C. & **Callahan, R.M**. (2011). Disproportionality and learning disabilities: Parsing apart race, socioeconomic status, and language. *Journal of Learning Disabilities*, 44(3), 246-257. https://doi.org/10.1177/0022219410374236 PMCID: PMC4133990

11. **Callahan, R.M.,** Wilkinson, L., & Muller, C. (2010). Academic achievement and course taking among language minority students in U.S. schools: Effects of ESL placement. *Educational Evaluation and Policy Analysis, 32*(1), 84-117. https://doi.org/10.3102/0162373709359805 PMCID: PMC4244003

10. **Callahan, R.M.,** Muller, C., & Schiller, K.S. (2010). Preparing the next generation for electoral engagement: Social studies and the school context. *American Journal of Education, 116* (4), 525-556. https://doi.org/10.1086/653627 PMCID: PMC4244818

9. Shifrer, D., & **Callahan, R.M**. (2010). Technology and communications coursework: Facilitating the progression of students with learning disabilities through high school science and math coursework. *Journal of Special Education Technology, 25*(3) 65-77. https://doi.org/10.1177/016264341002500307

8. **Callahan, R.M.,** Wilkinson, L., Muller, C., & Frisco, M. (2009). ESL placement and schools: Effects on immigrant achievement. *Educational Policy, 23*(2), 355-384. https://doi.org/10.1177/0895904807310034 PMCID: PMC2898206

7. Riegle-Crumb, C. & **Callahan, R.M.** (2009). Exploring the academic benefits of friendship ties for Latino boys and girls. *Social Science Quarterly, 90*(3), 611-631. https://doi.org/10.1111/j.1540-6237.2009.00634.x PMCID: PMC2843913

6. **Callahan, R.M.** (2008). Latino college-going: Adolescent boys' language use and girls' social integration. *Bilingual Research Journal 31*(1-2), 175-200. https://doi.org/10.1080/15235880802640664

5. **Callahan, R.M.**, Schiller, K.S., & Muller, C. (2008). Preparing for citizenship: Immigrant high school students' curriculum and socialization. *Theory and Research in Social Education*, *36* (2), 6-31. https://doi.org/10.1080/00933104.2008.10473365 PMCID: PMC4244003

4. **Callahan, R.M**., Wilkinson, L., & Muller, C. (2008). School context and the effect of ESL placement on Mexican-origin adolescents' achievement. *Social Science Quarterly 89* (1), 177-198. https://doi.org/10.1111/j.1540-6237.2008.00527.x PMCID: PMC2846644

3. **Callahan, R.M.** (2006). The intersection of accountability and language: Can reading intervention replace English language development? *Bilingual Research Journal 30* (1), 1-21. https://doi.org/10.1080/15235882.2006.10162863

2. **Callahan, R.M**. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal 42* (2), 305-328. https://doi.org/10.3102/00028312042002305

1. Gándara, P., Rumberger, R., Maxwell-Jolly, J. & **Callahan, R.M.** (2003). English learners in California schools: Unequal resources, unequal outcomes. *Education Policy Analysis Archives 11*(36). https://doi.org/10.14507/epaa.v11n36.2003

Book Chapters

*Indicates peer-reviewed; Indicates graduate student co-author

a11. De La Garza, S., Lindo, D., Rico, J., & **Callahan, R.M.** (2022). Compartiendo a nuestros alumnos: pasando del idioma como frontera al idioma como puente [Sharing our students: Shifting from language as a border to language as a bridge]. (ch. 2; pp. 75-94). In E.T. Hamann, V. Zúñiga & J. Sánchez García (Eds.) *Lo que conviene que los maestros mexicanos conozcan sobre la educación básica en Estados Unidos* [What Mexican Teachers Need to Know About 'Educación Básica' in the United States]. Universidad Autónoma de Nuevo León Press.

Translation by E. Carrillo, M. Jacobo, D. Hernández, Y. A. López, M. L. Parra, B. Román, J. Sánchez García, V. Zúñiga.

a10. ***Callahan, R.M**., Hartman, C.E., & Yu, H. (2021). Heterogeneity among community college ELs: Who are our ELs in FYC, and how do they compare? pp. 157-181. In M. Siegal & E. Gilliand (Eds.), *First-Year Composition at the Community College: Empowering the Teacher.* Ann Arbor, MI: University of Michigan Press. https://www.press.umich.edu/11598468

a9. ***Callahan, R.M**., Sampson, V. & Rivale, S. (2019). Activating bilingual English language learners' strengths in science: The pedagogy of Argument Driven Inquiry (ADI), pp. 183-197. In L.C. de Oliveira, K.M. Obenchain, R. Kenney, & A.W. Oliveira, (Eds.), *Approaches to Teaching English Language Learners in K-12: Beyond Sheltered Instruction*. Switzerland: Springer International Publishing AG. https://link.springer.com/chapter/10.1007/978-3-030-02245-7_12

a8. *Obenchain, K.M. & **Callahan, R.M.** (2015). Building the civic potential of immigrant youth. In W. Parker (Ed.) *Social Studies Today: Second Edition,* pp. 126-134. Routledge, New York, NY. *****(Appeared previously in Social Education 2014)***** https://www.ingentaconnect.com/content/ncss/se/2014/00000078/00000004/art00009

a7. **Callahan, R.M.,** & Gándara, P.C. (2014). Contextualizing bilingualism in the labor market: New destinations, established enclaves and the information age. In **R.M. Callahan** & P.C. Gándara (Eds.) *The Bilingual Advantage: Language, Literacy, and the Labor Market*, pp. 3-15. Multilingual Matters: Clevedon, U.K.

a6. Gándara, P.C., & **Callahan, R.M.** (2014). Looking toward the future: Opportunities in a

shifting linguistic landscape. In **R.M. Callahan** & P.C. Gándara (Eds.) *The Bilingual Advantage: Language, Literacy, and the Labor Market*, pp. 288-299. Multilingual Matters: Clevedon, U.K.

a5. **Callahan, R.M.** (2013). The academic achievement of immigrant adolescents: Exploration of school factors from sociological and educational perspectives. In M. Gowda & A. Khanderia (Eds.) *Educational Achievement: Teaching Strategies, Psychological Factors and Economic Impact,* pp. 53-74. New York: Nova Science Publishers. https://researchers.dellmed.utexas.edu/en/publications/the-academic-achievement-of-immigrant-adolescents-exploration-of-

a4. ***Callahan, R**., & Shifrer, D. (2012). High school ESL placement: Practice, policy and effects on achievement. In Y. Kanno & L. Harklau (Eds.) *Linguistic Minority Students go to College: Preparation, Access, and Persistence,* pp. 19-37. New York: Routledge.

a3. Valdez, V.E. & **Callahan, R.M.** (2010). Who is learning language(s) in today's schools? In D. Lapp & D. Fisher (Eds.) *Handbook on Research on Teaching the English Language Arts, Third Edition*, pp. 3-9. New York, NY: Routledge.

a2. *Shifrer, D., Muller, C. & **Callahan, R.M**. (2010). Disproportionality: A sociological perspective of the identification by schools of students with a learning disability. In S. Barnartt & B. Altman (Eds.) *Research in Social Science and Disabilities, Vol. 5*, pp. 279-308. Bingley, UK: Emerald Group Publishing Limited.

a1. **Callahan, R.M.** & Gándara, P.C. (2004). On nobody's agenda: Improving English language learners' access to higher education. In M. Sadowski (Ed.) *Immigrant and Second Language Students: Lessons from Research and Best Practice,* (pp.107-127). Cambridge, MA: Harvard Education Press.

Reports, Policy Briefs, and Other Publications

b12. Mavrogordato, M., Bartlett, C., **Callahan, R.M.**, DeMatthews, D., Izuierdo, E. (2024). *Supports for Multilingual Students who are Classified as English Learners.* EdResearch for Action Brief No. 15, April 2024. Available online at: bit.ly/MLELStudents

b11. Schudde, L., **Callahan, R.M.**, Kwon, Y. & Pack-Cosme, K. (2024). *One size does not fit all: Variation in English learner's programmatic experiences and postsecondary trajectories* https://doi.org/10.26153/tsw/50219.

b10. **Callahan, R.M**., Schudde, L., Pack-Cosme, K. (2023). *Can advanced math course taking sway college enrollment: The case of Texas ever-English learners* University of Texas Repository, White Paper Report for The Greater Texas Foundation https://hdl.handle.net/2152/121164

b9. Schudde, L., **Callahan, R.M**., Kwon, Y. (2022). *Language and postsecondary trajectories:*

How "ever-English learner" status shapes college student outcomes University of Texas Repository, White Paper Report for The Greater Texas Foundation https://hdl.handle.net/2152/121163

b8. **Callahan, R.M**., Schudde, L., Pack-Cosme, K. (2022). *Ever-English learners' K-16 trajectories: Evidence from Texas* University of Texas Repository, White Paper Report for The Greater Texas Foundation https://hdl.handle.net/2152/117540

b7. Mavrogordato, M., **Callahan, R.M.**, DeMatthews, D., Izuierdo, E. (2021). *Supports for Students who are English Learners.* EdResearch for Recovery series, No. 15. Annenberg Institute & Results for America: February, 2021. Available online at: https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_15.pdf

b6. ***Callahan, R.M.** (2018). *K-12 English Learners' Science and Math Education: A Question of Curricular Equity.* NAS Commissioned Report submitted to the National Academies of Sciences, Engineering, and Medicine: Washington, DC. (02/05/2018). Available online at http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_189136.pdf

(White paper, written in support of National Academies of Sciences, Engineering, and Medicine (2018). *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives*. Washington, DC: The National Academies Press. https://doi.org/10.17226/25182)

b5. **Callahan, R.M.**, & Obenchain, K.M. (2017). Fully realizing the civic potential of immigrant youth. *American Educator, 41(*4), 10-41.

Reprinted in Education Digest (2018).
https://www.aft.org/ae/winter2017-2018/callahan_obenchain

b4. **Callahan, R.M.** (2013). *The English learner dropout dilemma: Multiple risks, multiple resources*. Report #19: California Dropout Research Project. Research Report and Policy Brief available online at http://www.cdrp.ucsb.edu/pubs_reports.htm/

b3. Dabach, D.B. & **Callahan, R.M.** (2011). Rights versus reality: The gap between civil rights and English learners' high school educational opportunities. *Teachers College Record, Commentary (*16558)*: October 7, 2011.*
http://www.tcrecord.org/content.asp?contentid=16558

b2. Muller, C., Pearson, J., Riegle-Crumb, C., Requejo, J.H., Frank, K.A., Schiller, K.S., Raley, R.K., Langenkamp, A.G., Crissey, S., Mueller, A.S., **Callahan, R.M.,** Wilkinson, L. & Field, S. (2007). *National Longitudinal Study of Adolescent Health: Wave III Education Data*. Carolina Population Center, University of North Carolina at Chapel Hill.

b1. Rumberger, R.W., **Callahan, R.M.,** & Gándara, P.C. (2003). Has Proposition 227 Reduced The English Learner Achievement Gap? *UC-LMRI Newsletter, 13* (1)
http://lmri.ucsb.edu/publications/newsletters/v13n1.pdf

Encyclopedia Entries

c2. **Callahan, R.M.** & Muller, C. (2013). English as a Second Language (ESL). In J. Ainsworth, & J.G. Golson (Eds.), *Sociology of Education,* pp. 239-242. Thousand Oaks, CA: Sage Publications.

c1. **Callahan, R.M**. & Colomer, S.E. (2009). Bilingual Education. In D. Carr, R. Crosnoe, M.E. Hughes, & A.M. Pienta, (Eds.) *Encyclopedia of the Life Course and Human Development, Vol.1.* (pp.47-50). Detroit, MI: Macmillan Reference.

Book Reviews

d2. **Callahan, R.M**. & Hartman, C.E. (2018). Review of Preparing English learners for college and career: Lessons from successful high schools. Santos, M., Castellon Palacios, M., Cheuk, T., Greene, R., Mercado-Garcia, D., Zerkel, L., Hakuta, K., and Skarin, R. (2018). *Teachers College Record* Published online: November 13, 2018 http://www.tcrecord.org ID Number: 22567

d1. **Callahan, R.M**. (2007). Review of *Educating English Language Learners*: A synthesis of Research evidence. Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (Eds.) *Linguistics and Education, 18*(1), 90-92.

Manuscripts under Review

e1. *Mavrogordato, M.C., **Callahan, R.M.**, Bartlett, C.S. (Forthcoming). *Chapter 60: English learner education policy.* For the AERA handbook of education policy research Volume 2. Editors: Cohen-Vogel, L., Scott, J., and Youngs, P.

e.2 Schudde, L., **Callahan, R.M.**, Kwon, Y. & Pack-Cosme, K. (Under Review*). Heterogeneity in Texas English learner's programmatic experiences and postsecondary trajectories*

GRANTS AND FELLOWSHIPS
Under Review

Fellowships and Grants Awarded

2024 State DREAM Acts and Bilingual Students' College Going. *Internal UVM-CESS Research Grant* ($8500) (05/31/2024 to 08/31/2024) PI: Callahan, R.M.

2020-24 English Learner Status and Postsecondary Outcomes: Exploring Patterns and Policy Levers to Close Gaps. *Greater Texas Foundation (GTF ID#7497).*

PI: Callahan, R.M., Co-PI: Schudde, L. (8/1/2020 to 7/31/2024)
UT OSP # 202001362 – 001 ($399,999)

2020-21 School Context and Student Characteristics: Ever-EL Students' Postsecondary Participation Patterns: College of Education Small Grants.
PI: Callahan, R.M.; Co-Investigator, Schudde, L. ($9,915)

2019-20 Linguistic Status and College-going: Identifying and Understanding Ever-EL Students' Postsecondary Participation Patterns: Population Research Center SEED Grants. PI: Callahan, R.M.; Co-Investigator, Schudde, L. ($14,000)

2015-18 *Design Technology and Engineering Education for English Learner Students (DTEEL).* National Science Foundation (NSF) Discovery Research K-12 (DRK-12) PI: Callahan, R.M.; Co-Investigator, Crawford, R.H. NSF # 1503428 ($445,964) with one year no-cost extension.

2013-14 *Dean's Fellowship,* College of Education, University of Texas, Austin ($3,000)

2010-13 *The dynamic nature of classroom quality in the pre-K-3rd grade years.* Foundation for Child Development. PI: Crosnoe, R.; Co-Investigator, Callahan, R.M. ($327,586)

2009-11 NSF RDE-FRI Collaborative Research *Students with learning disabilities: STEM pathways in the social context* PI: Callahan, R.M., National Science Foundation, Research in Disabilities in Education (RDE) Focused Research Initiative (FRI). NSF # 0965444 ($107,595) January 1, 2009 through December 31, 2011

2009-10 *Math teachers' pedagogical practices: Effects on linguistic minority students' STEM preparation and participation* PI: Callahan, R.M., American Educational Research Association (AERA) Research Grants Program ($34,546)

2008-10 *New citizens in a new century: Immigrant students, schools and teachers*. Russell Sage Foundation Presidential Authority Award PI: Callahan, R.M. ($20,463)

2008-10 *Paving the way to higher education: Primary language use and academic preparation*. University of Georgia Research Foundation Junior Faculty Research Grant (JR-004): PI: Callahan, R.M. ($5,943)

2006-09 *The role of language and education in the civic integration of adolescent immigrants during the transition to adulthood* (RSF 88-06-12) Russell Sage Foundation. PI: Muller, C.; Co-Investigator: Callahan, R.M. ($150,000)

2005-06 *Language, school context and Hispanic student achievement and integration in Texas.* Texas Higher Education Opportunities Program sponsored by the Ford and Spencer Foundations. PI: Callahan, R.M. ($21,000)

2003-06 American Educational Research Association- Institute of Educational Sciences Post-Doctoral Fellowship. PI: Callahan, R.M. (Approx: $175,000)

2003-04 University of California Linguistic Minority Research Institute Post-Doctoral Fellowship ($40,000 offered, not accepted)

2002-03 University of California All Campus Consortium on Research for Diversity (UC ACCORD) Dissertation Fellowship ($20,000)

HONORS AND AWARDS

2020 *Mid Career Researcher Award*
Second Language Research Special Interest Group (SIG)
American Educational Research Association

2014 *Reviewer Award*
American Educational Research Journal (AERJ)
American Educational Research Association

2011 *Early Career Researcher Award*
Bilingual Education Special Interest Group (SIG)
American Educational Research Association

2008 *Reviewer Award*
Review of Educational Research
American Educational Research Association

Invited Speaker Sessions *(Also cross-listed under selected conference presentations)*

2023 *Ever- English Learners' College Pathways: Making the Invisible Visible Using State, Student, School, and District Data.* Council of Great City Schools (CGCS) Bilingual, Immigrant, and Refugee Education (BIRE) Directors' Annual Meeting. May 3-7, Greensboro, North Carolina

2022 *Exploring and Understanding English Learners' College Pathways: EL Educational Research as it Informs and is Informed by Policy and Practice.* Interdisciplinary Training Program for Education Sciences: Wisconsin Center for Educational Research (WCER). December 1-2, Madison, Wisconsin

2021 *Leading for English Learner Equity During COVID-19 and Beyond,* with Mavrogordato, M. English Learner State Collaborative on Assessment and Student Standards (EL-SCASS); Chief Council of State School Officers (CCSSO).

2020 *Academic Rigor, Expectations, and Asset-based Thinking: Multilingual, Immigrant-origin Youth in US Schools.* Council of Great City Schools (CGCS)

Bilingual, Immigrant, and Refugee Education (BIRE) Director's Virtual Meeting. November 3, https://vimeo.com/476444163

2020 *Exploring Organizational Leadership for English Learner Equity: Teachers' and Leaders' Understandings of Culturally Responsive Practices through Professional Development* Equity Team Summit: "The Time is Now", October 28, Beaverton Multicultural Educators Community, Beaverton, OR. (Virtual)

2019 Invited Keynote Speaker *Refugee and Immigrant Students in US Schools: Translating Research and Theory in to Daily Practice.* The Global Classroom: Working with Immigrants and Refugees in Public Schools. January 12, Austin, TX.

2018 *Research Practitioner Partnerships and a Framework for English Learners' (ELs) Postsecondary Opportunities* English Learner State Collaborative on Assessment and Student Standards (EL-SCASS); Chief Council of State School Officers (CCSSO). October 16-17, Boston, MA.

2018 *Understanding English Learners' (ELs) Postsecondary Opportunities* English Learner State Collaborative on Assessment and Student Standards (EL-SCASS); Chief Council of State School Officers (CCSSO). June 25-26, San Diego, CA.

2017 *Equity & Access: Examining Bilingual EL Students' STEM Engagement.* For the Boston Museum of Science, Engineering is Elementary. December 11, 2017. Boston, MA.

2017 *Measurement, Equity, Access, Achievement, & Attainment: High school EL Students and STEM Course Taking.* National Academies of Science- Supporting English Learners in STEM Subjects. July 25-27. Washington, D.C.

2016 Invited Keynote Speaker *Bilingual STEAM Conference: STEAM Bilingüe.* Think Bilingual Austin and Austin Independent School District. November 12, 2016

2016 *Optimizing the Educational Experiences of Refugee Immigrant Adolescents.* Juneau World Affairs Forum, 'Human Migration and Refugees: Peril and Hope', Conference, October 20-22, 2016

2015 *Coming of Political Age: Immigrant Youth and US Schools.* Texas American Federation of Teachers (Texas AFT), Professional Issues Day, June 13, 2015.

2013 November 14-15: *Creating Civic Leaders among Immigrant Youth* Advancing Justice Conference: Asian Pacific American Legal Center: Los Angeles, CA.

2013 September 24: *Why do ELLs need access to high-quality Social Studies instruction, including Advanced Academics?* Austin Independent School District (AISD): Austin, TX.

2013 April 25: *Coming of political age: The civic development of Latino immigrant youth.* UT Austin Hispanic Faculty and Staff Association. University of Texas, Austin: Austin, TX.

2011 November 10: *Adolescent English Learners' high school course taking: Equitable access under Lau?* Language Equity and Educational Policy (LEEP) Working Group. Stanford University: Menlo Park, CA.

2009 May 1: *ESL placement and language minority adolescents' college preparation: Educational policy into practice.* Educational Policy and Evaluation Center Annual Conference. University of Georgia: Athens, GA.

2009 May 15: *ESL placement and language minority adolescents' college preparation: Educational policy into practice.* Texas Center for Educational Policy, University of Texas, Austin: Austin, TX.

2007 February: *Language use and college going: Post-secondary choice among Latino linguistic minority males*. Department of Sociology, Invited Colloquium Series, University of Georgia: Athens, GA.

2002 *California's new English language development exam: A high stakes assessment*. Council of Chief State School Officers: Palm Desert, CA.

MEDIA EXPOSURE: INTERVIEWS, ACADEMIC COMMENTARIES & OpEds

Interviews

Official-English Effort Continues in Texas, Other States
Athens Review: February 9, 2018

Most School Districts Struggle to Help Refugees Adapt: How Did Anchorage Figure it Out?
Slate: Published June 5, 2016

The Folly of Under-Educating the Undocumented
The Atlantic: Published March 16, 2016

Bilingual Education Makes Dollars, Sense for Students
The Daily Texan: Published February 1, 2015

Entrevista Sobre el Bilingüismo en los EEUU
Canal NTN24, Colombia: Air Date September 17, 2015

¿Cuál es el Beneficio Económico de ser Bilingüe en Estados Unidos?
BBC Mundo: September 8, 2015

Bilingualism Has its Benefits: The Kathleen Dunn Show
Wisconsin Public Radio: Air Date, March 23, 2015

The Bilingual Advantage
The Q&A: Texas Tribune: Published Oct. 29, 2014

The Economic Benefits of Learning a Language
The Daily Texan: Published Sep. 26, 2014

Research-based Op Eds

Education Week (edweek.org) February 28, 2019
Don't Be So Quick to Retain English Learners!

The Hill January 23, 2019
An education-forward Democratic platform: Democracy's silver bullet?

The Hill October 30, 2019
Immigrants and their children can save our democracy and revive our country- they always have

The Conversation (U.S.) March 9, 2015
Know More Than One Language? Don't Give It Up!

More Emphasis Needed on Social Studies to Increase Voting
Austin American-Statesman (October 10, 2016)
Students Should Retain Their Bilingual Heritage for Its Economic Value.
Contra Costa Times (Jan. 17, 2015);
San Antonio Express (Jan. 30, 2015)
Huffington Post (Jan. 30, 2015)
Houston Chronicle (Jan. 3, 2015)
Know UT Austin (Feb. 9, 2015)

CONFERENCE PRESENTATIONS

2024 Eklof-Parks, Callahan, Vogel. *Lau Plans and Rural ELs: Self-assessment as a Tool for EL Educational Equity* 2024 National ESEA Conference, Association of ESEA Administrators. Feb 8-11, Portland, Oregon

2023 **Invited Speaker** *Ever- English Learners' College Pathways: Making the Invisible Visible Using School, District, and State Data.* Council of Great City Schools (CGCS) Bilingual, Immigrant, and Refugee Education (BIRE) Directors' Annual Meeting. May 3-7, Greensboro, North Carolina

2023 Callahan, Schudde, Pack-Cosme. *Is the Path through Math Enough?: Exploring Initial English Learners' Postsecondary Involvement.* April 12-16. American Educational Research Association: AERA 2023, Chicago, Illinois

2023 Pack-Cosme, Callahan, Schudde. *Dual Enrollment for Initial English Learners: How Dual Credit Coursework Can Close Gaps in College Access.* May4-5. American Educational Research Association: AERA 2023, Online Meeting

2022 **Invited Speaker** *Exploring and Understanding English Learners' College Pathways: EL Educational Research as it Informs and is Informed by Policy and*

Practice. Interdisciplinary Training Program for Education Sciences: Wisconsin Center for Educational Research (WCER). December 1-2, Madison, Wisconsin

2022 Bartlett, Callahan, Mavrogordato *Beyond a Transformative Approach & Deep Understanding: External Factors and Mid-level Leaders' Policy Implementation to Expand Equity for ELs* Nov. 16-19. University Council for Educational Administration: UCEA 2022, Seattle, Washington

2022 Bartlett, Callahan, Mavrogordato *Leveraging Federal Policy to Advance English Learner Equity: State Education Agency and Local Education Agency Leaders as Policy Interpreters.* April 21-26. American Educational Research Association: AERA 2022, San Diego, California

2022 Ochoa, Callahan, Obenchain, Rico, Desantos-Quezada *Immigrant-Origin Latinx Youths' Civic Engagement and the Impact of the 2020 Election.* April 21-26. American Educational Research Association: AERA 2022, San Diego, California

2022 Rico, Callahan, Obenchain, Ochoa, Desantos-Quezada *Latinx, Immigrant-Origin Youths' Civic Identity Development in the 2020 Election: Media, Belonging, and Responsibility.* April 21-26. American Educational Research Association: AERA 2022, San Diego, California

2021 Callahan, Mavrogordato, Bartlett *Midlevel Managers as Key Policy Interpreters: State and Local Leaders' Perspectives on Castañeda.* November 11-15. University Council for Educational Administration: UCEA 2021, Columbus, Ohio

2021 Callahan, Jiang, Núñez *EL Policy & Immigrant Politics: State and Federal Policy and Ever-EL Students' Postsecondary Pathways.* November 11-15. University Council for Educational Administration: UCEA 2021, Columbus, Ohio

2021 Callahan, Mavrogordato, Bartlett *Leveraging Castañeda: State & Local EL Leaders as Policy Interpreters.* April 28. National Association of Bilingual Education: NABE 2021 Online Conference.

2021 Callahan, Jiang, & Núñez *Conceptualizing ever-EL students' college-going: Accounting for the central role of state and federal immigrant and immigration policy.* April 9-11. American Educational Research Association Annual Meeting: Online Conference. Panel (Hartman, Yu), Round Table (Lindo)

2020 *Undocumented in College: K-12 Educational Expectations for English Learners as a Lever for Postsecondary Access,* with Gautsch, L. International Colloquium on Languages, Cultures & Identity in Schools and Society (ISLCI6), Soria, Spain. July 1-3. URL (Conference canceled)

2020 *Undocumented in College: Primary & Secondary Language Education Policies as a Lever for Social Justice,* with Gautsch, L. Language Education for Social

Justice Conference, University of Jyväskylä, Finland. June 1-3. https://sites.google.com/jyu.fi/lang-education-social-justice/home?authuser=0 (Conference canceled).

2020 Hartman, C., Callahan, R. M. & Yu, H. (2020, Apr 17 - 21) *Student Engagement and Intent to Transfer in Community College: Optimizing Community College English Learner Students' Experiences* [Symposium]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/w5x98yv (Conference Canceled)

2020 Callahan, R. M., Schudde, L. & Bicak, I. (2020, Apr 17 - 21) *K–12 Ever–English Learner Students' Community College Pathways: Transfer and Beyond* [Symposium]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/vv4uks6 (Conference Canceled)

2020 Callahan, R. M., Gautsch, L., Hopkins, M. & Unda, M. (2020, Apr 17 - 21) *Equity for English Learner Students: Every Student Succeeds Act Plans and States' Immigrant, Language, and Education Policies* [Roundtable Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/qo793a7 (Conference Canceled)

2020 Callahan, R. M., DeMatthews, D. E. & Reyes, P. (2020, Apr 17 - 21) *Addressing Linguistic and Educational Civil Rights: A Framework for School Leadership Practice and Preparation* [Paper Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/rfl2avc (Conference Canceled)

2019 *Leading for Equity: Engineering Education, EL Instruction, and Equity Consciousness,* with Mayer, A.P., & Ochoa, C. Annual Conference of the University Council for Educational Administration (UCEA), November 19-23. New Orleans, LA

2019 *Language, Immigrant, and Education Policy: States' Responses to Federal Immigration, and Education Policies: How US States Shape Immigrant EL Students' Education,* with Gautsch, L., Hopkins, M.B., & Unda, M. Annual Conference of the University Council for Educational Administration (UCEA), November 19-23. New Orleans, LA.

2019 *Language, Immigration, and Education Policies: How US States Shape Immigrant EL Students' Education,* with Gautsch, L., Hopkins, M.B., & Unda, M. British Association of Applied Linguistics (BAAL) Language Policy Forum. May 29-31, 2019. Edinburgh, UK.

2019 *Boxed In: Barriers to Open-Ended English Learner-Focused Instructional Innovations in Elementary STEM Classrooms*, with Welch-Ptak, J, & Tharayil, S. American Educational Research Association Annual Conference (AERA). April 9, 2019. Toronto, Canada.

2019 **Invited Speaker** *Refugee and Immigrant Students in US Schools: Translating Research and Theory in to Daily Practice.* The Global Classroom: Working with Immigrants and Refugees in Public Schools. January 12, Austin, TX.

2018 *Engaging Researcher-Practitioner Partnerships for EL Success*, with Lowenhaupt, B., Mayer, A.P., Hopkins, M.B. University Council for Educational Administration (UCEA) November 17, Houston, TX.

2018 **Invited Speaker** *Research Practitioner Partnerships and a Framework for English Learners' (ELs) Postsecondary Opportunities* English Learner State Collaborative on Assessment and Student Standards (EL-SCASS); Chief Council of State School Officers (CCSSO). October 16-17, Boston, MA.

2018 **Invited Speaker** *Understanding English Learners' (ELs) Postsecondary Opportunities* English Learner State Collaborative on Assessment and Student Standards (EL-SCASS); Chief Council of State School Officers (CCSSO). June 25-26, San Diego, CA.

2018 *School Structures and the Dynamics of Power: Postsecondary Opportunities for Bilingual English Learner Students* **(**with Nuñez, A-M). American Educational Research Association Annual Conference (AERA). April 16, 2018. New York, NY.

2018 *Navigating "The Dip": Preparing Students for the Emotional Work of STEM through Engineering Tasks* (with Welch-Ptak, J). American Educational Research Association Annual Conference (AERA). April 17, 2018. New York, NY.

2018 *Beyond the Spoken Word: Examining the Nature of Teacher Gesturing in the Context of an Elementary Engineering Curriculum for Bilingual English Language Students* (with Fernández, L, Tharayil, S). American Educational Research Association Annual Conference. April 17, 2018. New York, NY.

2018 *Ethnic and Racial Variation in English Learner (EL) Reclassification Rates: Building on Educator Expertise to Theorize Inequities.* American Association of Applied Linguistics (AAAL). March 26, 2018. Chicago, IL.

2017 **Invited Speaker** *Equity & Access: Examining Bilingual EL Students' STEM Engagement.* For the Boston Museum of Science, Engineering is Elementary. December 11, 2017. Boston, MA. (Cross Listed in Honors & Awards)

2017 **Invited Speaker** *Measurement, Equity, Access, Achievement, & Attainment: High school EL Students and STEM Course Taking.* National Academies of Science-Supporting English Learners in STEM Subjects. July 25-27. Washington, D.C. (Cross Listed in Honors & Awards)

2017 *Promising Approaches and Compelling Questions in Equity, Literacy, and Engineering Education.* Literacies for Engineering Access and Participation (LEAP). May 2-3, San Antonio, TX.

2017 *Integrating Critical Pedagogy for Emergent Bilinguals through a Linguistically Focused Engineering Professional Development.* American Educational Research Association Annual Conference: April 29, San Antonio, TX.

2017 *Integrating Latino Immigrant Parents' Funds of Knowledge in Engineering Education Curriculum.* American Educational Research Association Annual Conference: April 28, San Antonio, TX.

2016 **Invited Speaker (Keynote)** *Bilingual STEAM Conference: STEAM Bilingüe*. Think Bilingual Austin and Austin Independent School District. November 12, 2016 (Cross Listed in Honors & Awards)

2016 **Invited Speaker** *Optimizing the Educational Experiences of Refugee Immigrant Adolescents.* Juneau World Affairs Forum, 'Human Migration and Refugees: Peril and Hope', Conference, October 20-22, 2016 (Cross Listed in Honors & Awards)

2016 *Design Technology in Engineering Education for Bilingual English Learners: Project DTEEL Curriculum, RMT Development.* NSF DRK-12 Annual Meeting: CADRE: Washington, DC.

2016 *Immigrant and English Learner Adolescents' Academic Achievement and Attainment:* American Institutes of Research English Learners' Policy Issues Forum, April 2016, Washington, D. C., April 7, 2016.

2015 **Invited Speaker** *Coming of Political Age: Immigrant Youth and US Schools.* Texas American Federation of Teachers (Texas AFT), Professional Issues Day, June 13, 2015 (Cross Listed in Honors & Awards)

2015 *Undermatching & the Immigrant Advantage: Investigating School-based Linguistic Status & College Going* American Educational Research Association Annual Conference: Chicago, IL

2015 *Civic Hope: Social Studies, Expectations, and the Civic Potential of Immigrant Youth.* American Educational Research Association Annual Conference: Chicago, IL

2015 *Language, Culture, & Content Deep in the Heart of Texas: Instructional Ideologies in Bilingual and ESL Teacher Preparation* American Educational Research Association Annual Conference: Chicago, IL

2015 *Rethinking Bilingual Education: New Research on the Economic Benefits of Bilingualism Symposium Session* American Educational Research Association Annual Conference: Chicago, IL.

2014 *(de)Constructing the English learner achievement gap: Track placement and Instructional experiences in high school math achievement.* American Educational Research Association Annual Conference: Philadelphia, PA.

2014 *"Only different on the surface": Constructing a democratic identity in post-communist Romania.* American Educational Research Association Annual Conference: Philadelphia, PA.

2014 *Understanding the immigrant advantage in college going: What matters for EL students and other immigrant and/or language minority youth.* Sociology of Education Association Annual Conference: Asilomar, CA.

2013 **Invited Speaker** *Why do ELLs need access to high-quality Social Studies instruction, including Advanced Academics?* **Austin Independent School District** (AISD) September 24, 2013. (Cross listed in Honors & Awards)

2013 **Invited Speaker** *Naturalization: The importance of English language learner civic education.* **Advancing Justice Conference.** Los Angeles, CA. November 4, 2013. (Cross listed in Honors & Awards)

2013 *Academic English and the college pathways of language minority youth.* American Educational Research Association Annual Conference: San Francisco, CA.

2013 *Civic hope, school context, and student characteristics.* American Educational Research Association Annual Conference: San Francisco, CA.

2013 **Discussant** *Promoting high school graduation and college access for newcomer Latino/a Students.* American Educational Research Association Annual Conference: San Francisco, CA.

2013 **Invited Speaker** *Coming of political age: The civic development of Latino immigrant youth.* UT Austin Hispanic Faculty and Staff Association. **University of Texas, Austin.** April 25, 2013. (Cross listed in Honors & Awards)

2013 *Academic English and the college pathways of language minority youth.* American Association of Applied Linguistics Annual Conference: Dallas, TX.

2012 *Stigma of a label: The social, socio-psychological and educational experiences of high school students identified with a learning disability*. American Educational Research Association Annual Conference: Vancouver, BC.

2011 **Invited Speaker** *Adolescent English Learners' high school course taking: Equitable access under Lau?* Language Equity and Educational Policy (LEEP) Working Group. **Stanford University**: Menlo Park, CA. November 10, 2011. (Cross listed in Honors & Awards)

2010 *Latino immigrant youth's civic development: High school social science teachers' classroom strategies*. American Educational Research Association Annual Conference: Denver, CO.

2010 *Disproportionality: The socio-demographic correlates of being identified with a Learning disability.* American Educational Research Association Annual Conference: Denver, CO.

2010 *The high school course-taking of students identified with learning disabilities*. National Science Foundation Joint Annual Meeting (NSF JAM), Washington, D.C.

2009 *Latino immigrant youth's civic engagement and development.* CLASE First Triennial Conference: Center for Latino Achievement and Success in Education. Athens, GA.

2009 **Invited Speaker** *ESL placement and language minority adolescents' college preparation: Educational policy into practice.* Educational Policy and Evaluation Center Annual Conference, **University of Georgia** May 1, 2009. (Cross listed in Honors & Awards)

2009 **Invited Speaker** *ESL placement and language minority adolescents' college preparation: Educational policy into practice.* Texas Center for Educational Policy, **University of Texas, Austin**: Austin, TX. May 15, 2009. (Cross listed in Honors & Awards)

2009 *The effects of ESL placement on language minority adolescents' post secondary preparation.* American Educational Research Association Annual Conference: San Diego, CA.

2009 *Language minority adolescents' preparation for college: Language and educational policy under the Lau decision (1974).* American Association of Applied Linguistics Annual Conference: Denver, CO.

2008 *Immigrant language minority students' social processes and voting during young adulthood.* American Educational Research Association Annual Conference: New York, NY.

2007 *Predicting college-going among Latino linguistic minority adolescents: Gender, language use and social integration.* University of California, Linguistic Minority Research Institute Annual Conference: Phoenix, AZ.

2007 *Latino linguistic minority adolescents' high school social integration and subsequent involvement in higher education*. American Association of Applied Linguistics Annual Conference: Irvine, CA.

2007 *Latino linguistic minority adolescents' high school social integration and subsequent involvement in higher education.* American Educational Research Association Annual Conference: Chicago, IL.

2007 *The effect of high school ESL placement on immigrants' post secondary preparation.* American Educational Research Association Annual Conference: Chicago, IL.

2007 *Immigrant linguistic minority youths' academic preparation during high school.* American Educational Research Association Annual Conference: Chicago, IL.

2007 **Invited speaker** *Language use and college going: Post-secondary choice among Latino linguistic minority males*. Department of Sociology, Invited Colloquium Series, **University of Georgia** (February): Athens, GA.

2007 *ESL placement and immigrant achievement: The role of school context*. Sociology of Education Association Annual Conference: Asilomar, CA.

2006 *The effect of high school ESL placement on immigrants' post secondary preparation*. University of California, Linguistic Minority Research Institute Annual Conference: Irvine, CA.

2006 *Friendship networks, social capital and Latino immigrant students' academic achievement* with Dr. C. Riegle-Crumb. Sociology of Education Association: Asilomar, CA.

2005 *Language and literacy: Academic opportunities and high school English Learners.* American Educational Research Association Annual Conference: Montréal, Canada.

2005 *Language policy in California and the impact on teacher education and working conditions* with Dr. P. Gándara. American Educational Research Association Annual Conference: Montréal, Canada.

2005 *English language proficiency and reading development in linguistic minority children* with Dr. R. Rumberger. University of California, Linguistic Minority Research Institute Biliteracy Forum: Santa Barbara, CA.

2004 *Long-term English learners and recent immigrants: Qualitatively different responses to a reading intervention program* with Dr. R. Figueroa. University of

California, Linguistic Minority Research Institute Annual Conference: Santa Barbara, CA.

2004 *Opportunity to learn in a California high school: English Learners and track placement.* American Educational Research Association Annual Conference: San Diego, CA.

2004 *NAEP: Addressing the 'achievement gap' post-Proposition 227.* California Bilingual Coordinators Network: San Francisco, CA.

2003 *English language proficiency and track placement: Variable effects on academic achievement.* Fourth International Symposium on Bilingualism: Tempe AZ

2003 *Tracking and high school English learners: Opportunity to learn* University of California, Linguistic Minority Research Institute Annual Conference: San Diego, CA.

2002 *High school English learners: Master scheduling, placement, evaluation and program access.* English Learner Assessment and Accountability Institute: Santa Barbara, CA.

2002 **Invited Speaker** *California's new English Language Development Exam: A high stakes assessment*. **Council of Chief State School Officers**: Palm Desert, CA.

2001 *Academic writing development and secondary school English learners.* Teachers of English to Speakers of Other Languages Annual Conference: St. Louis, MO.

2000 *ELD Science curriculum: A cognitive approach via Project PREPA.* California Teachers of English to Speakers of Other Languages Annual Conference: Sacramento, CA.

ACADEMIC INSTRUCTION AND ADVISING

Courses Taught

† Indicates course developed new
*Indicates course substantially revised

University of Vermont

Dissertation Writing Seminar[*] (EDLP 449). University of Vermont, College of Education & Social Services, Department of Education.

Pro-Seminar: P-20 Educational Research and Policy[*] (EDLP 400). University of Vermont, College of Education & Social Services, Department of Education.

University of Texas, Austin

Educational Policy & Planning Master's Internship Organized Course [†] (ELP383N) University

of Texas, Austin, College of Education, Department of Educational Leadership & Policy.

Advanced Policy Seminar: English Learners at the Nexus of Immigrant, Language, and Education Policy † *(ELP394K*) University of Texas, Austin, College of Education, Department of Educational Leadership & Policy.

Immigrant Students in US Schools: Research, Policy, and Practice† *(UGS 302*) A Signature Course for the University of Texas, Austin, College of Undergraduate Studies.

*Pro-Seminar: P-20 Research and Careers in Education** *(ELP 390C).* University of Texas, Austin, College of Education, Department of Educational Leadership & Policy.

Language, Diversity, and Education in Antigua, Guatemala. UT Austin Faculty-led Study Abroad Program: Led and Taught *LAS S322G/ ALD 329G*

Research Methods in Education (EDC 380R) University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

Acquisition of Language and Literacies (ALD 329)* University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

Language Policy in Education† *(EDC 385G*) University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

Immigration Theory in Education† *(EDC 385G*) University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

*Language and Education** *(ALD 330*) University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

Educational Linguistics † *(EDC 371*) University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

Evaluation in Language Education (EDC 385G*) University of Texas, Austin, College of Education, Department of Curriculum & Instruction

Second Language Acquisition (ALD 325) UT Austin, College of Education, Department of Curriculum and Instruction

University of Georgia

Research Practicum in Language Education (ELAN 7655*) University of Georgia, College of Education, Department of Language and Literacy Education

Immigration Theory † *(ELAN 8045*) University of Georgia, College of Education, Department of Language and Literacy Education

Research Methods in Language Education (ELAN 7070*) University of Georgia, College of Education, Department of Language and Literacy Education

Assessment in the ESOL Classroom† *(ELAN 7502*) University of Georgia, College of Education, Department of Language and Literacy Education

First and Second Language Acquisition and Development (ELAN 5730)* University of Georgia, College of Education, Department of Language and Literacy Education

Graduate Student Advising

Doctoral Dissertation Chair/Advisor or Co-Chair (Completed)**:**

			Current academic affiliation
	University of Texas, Austin		
2022	Mairaj, Fiza	*Educational Policy & Planning,*	University of Houston
2019	Welch-Ptak, Jasmine	*STEM Education*	
2017	Heiman, Daniel	*Curriculum & Instruction: BBE:*	University of Texas-El Paso
2015	Henderson, Kathryn	*Curriculum & Instruction: BBE:*	University of Texas- San Antonio

Doctoral Dissertation Committee Member (Completed)**:** w/current academic affiliation

	University of Vermont		
2024	Stern, Sonya	*Educational Leadership & Policy Studies, Ed.D.*	
2023	Griffin, Sarah	*Educational Leadership & Policy Studies, Ph.D.*	
2022	Moore, Heather	*Educational Leadership & Policy Studies, Ed.D.*	
2022	Cabra, Hans	*Educational Leadership & Policy Studies, Ph.D.*	
2022	LaPointe, Nicole	*Educational Leadership & Policy Studies, Ed.D.*	
	University of Texas, Austin, unless otherwise noted		
2023	Ries-Colquitt, E.	*Literacy Education*	
2022	Majorana, Jennifer	*Central Michigan University*	
2021	Jiang, Lei	*University of Georgia*	University of Kansas
2021	Peng, Menglu	*STEM Education*	
2020	Fernández, Luis	*STEM Education*	UT-Rio Grande Valley
2019	Hartman, Catherine E.	*Educational Leadership & Policy*	University of South Carolina
	Golubski, Christopher	*STEM Education*	
2017	Krivitsky, Ludmila	*Educational Psychology*	
	Mendoza, Rudy	*Educational Administration*	
	Morton, Karisma	*STEM Education*	University of North Texas
2016	Ansari, Arya	*Human Development & Family Sciences*	
	Blanchard, Sarah	*Sociology*	
	Chilstrom, Karen	*Linguistics*	
	McMorris, Jennifer	*Sociology*	
	Wall, Dorothy J.	*Curriculum & Instruction: BBE*	California State U-Chico

2015	Martínez, Hector	*Educational Administration*	
	Zúñiga, Christian	*Curriculum & Instruction: BBE*	UT-Rio Grande Valley
2014	Song, Jayoung	*Foreign Language Education*	
	Moore, Chelsea	*Sociology*	
	Whitehead, Sarah	*Foreign Language Education*	UT-Austin
	Hayeri, Navid	*Foreign Language Education*	
2013	Ramos-Wada, Aida	*Sociology*	Baylor University
	King, Barbara	*STEM Education*	
2012	Lynch, Anissa	*Curriculum & Instruction: BBE*	SUNY Old Westbury
	Kao, Tung-Wei	*Foreign Language Education*	
2011	Waldvogel, Dieter	*Foreign Language Education*	
2008	Wilkinson, Lindsey	*Sociology*	Portland State University

University of Georgia (2006-2009)

2008	Kang, Okim	*Language and Literacy Education*	Northern Arizona University
	Tarasawa, Beth	*Sociology* [Emory]	Northwest REL
2009	Pettit, Stacie	*Education Theory and Practice*	Augusta University

Doctoral Dissertation Committee Member (Advanced to Candidacy)**:**

Chair/Dissertation Advisor:

Homsted, Gillian	*University of Vermont, EDLP-EdD*
Desrochers, Monica	*University of Vermont, EDLP-EdD*

Co-Chair:

Member:

Pack-Cosme, Kim	*Educational Leadership and Policy-PHEL (UT)*
Krompf, Alison	*University of Vermont, EDLP-PhD (UVM)*

MA Thesis Advisor (Thesis or Report completed):

University of Texas, Austin

2017	Saco, Maria Teresa	*Curriculum & Instruction: BBE*
2016	Herrera, Christopher	*Curriculum & Instruction: BBE*
	Megargel, Anne	*Curriculum & Instruction: BBE*
2014	May, Melissa	*Foreign Language Education*
	Dougherty, Caitlin	*Curriculum & Instruction: BBE*
2013	Bell, Randy	*Curriculum & Instruction: BBE*
	Cordoba, David	*Curriculum & Instruction: BBE*
2012	Thompson, Kirsten	*Foreign Language Education*
2012	Smith, Regina	*Foreign Language Education*
2011	Slade, William	*Foreign Language Education*
2011	Moon, Daniel	*Foreign Language Education*

University of Georgia (2006-2009)

Lin, Fang Ju	Mayerhoefer, Stephen	Chandler, Bette
Wilder, Charles J.	Sandberg, Karen	Bateman, Kristie

Undergraduate Student Theses and Advising

Liberal Arts Plan II Honors:	Karnes, Sam	2016-2017
	Alejos, Lucy	2011-2012
Bridging Disciplines Program:	Zúniga, Alejandra	2019-2021
	Chavez, Alyssa	2014-2015
McNair Fellows:	Rodriguez, Arlen	2019-2021
	De Paz, Mayte	2015-2016
	Alejos, Lucy	2010-2011
	Roldán, Catalina	2009-2011

SERVICE: COMMITTEES AND LEADERSHIP
NATIONAL

Editorial Service

2022-2024	Associate Editor, Second Term *American Educational Research Journal (AERJ)*
2022-2025	Editorial Board Member *International Multilingual Research Journal (IMRJ)*
2019-2022	Associate Editor *American Educational Research Journal (AERJ)*
2018-2022	Editorial Board Member *International Multilingual Research Journal (IMRJ)*
2018-2019	Editorial Board Member *American Educational Research Journal (AERJ)*
2017-2019	Editorial Board Member *Review of Educational Research (RER)*
2014-2016	Editorial Review Board Teaching Learning & Human Development *American Educational Research Journal*
2009-2013	Internal Review Board Member *Bilingual Research Journal*

Leadership Training

2023	Management Development Program (MDP) June 4-June 9: Cambridge, MA Harvard Graduate School of Education (HGSE)
2022	Next Stages, Next Steps October, Four half-day sessions: Virtual HERS: Higher Education Resource Services
2021	Women in Education Leadership Program (WIL) April 21-27: Virtual Harvard Graduate School of Education (HGSE)

Professional Service, Activities, and Affiliations

National & International

2022-present	Technical Working Group Member IES *Evaluating Policies, Programs, and Strategies to Support English Learners* PI: Joseph Cimpian, New York University, Steinhardt College of Education Co-PI Molly Faulkner-Bond, WestEd; Project Manager, Eric Isenberg, Westat
2020-2021	AERA Second Language Research SIG, Awards Committee
2018-Present	High School & Beyond (HS&B):2020 Technical Review Panel (TRP)
2018-2023	Advisory Board Member: NSF CAREER Award*: Analyzing the Nexus between Advantaged Social Positioning and Science Identity Development among English Language Learners* PI: Shakhnova Kayumova: University of Massachusetts, Dartmouth
2017-2018	Spencer Small Grants Review
2016-2017	Chair, Bilingual Education Research SIG, Dissertation Awards Committee
2015-Present	External Dossier Reviews- two to seven annually since 2015
2014-2017	English Learners Policy Fellows: National Panel, PI: Hakuta, Kenji
2011-2012	Review Committee Scholar Awards, Bilingual Education Research SIG *American Educational Research Association*
2008-2010	Advisory Council Member: NSF grant *Pathways to STEM Degrees for Latina/o Students* PI: Alicia Dowd, Estela Bensimon; University of Southern California
2007-2009	Board member *Sociology of Education Association*
2004-present	Manuscript Reviewer *American Educational Research Journal (Reviewer Award: 2014)* *AERA Open* *Educational Administration Quarterly* *Educational Evaluation and Policy Analysis* *Educational Policy* *Educational Researcher* *Demography* *International Migration* *Review of Educational Research (Reviewer Award: 2008)* *Sociology of Education* *Social Forces* *Social Problems* *Social Science Quarterly*
2005-present	Proposal Reviewer *American Educational Research Association* Annual Conference *Sociology of Education Association* Annual Conference
2004-2005	Conference Registrar: *Sociology of Education Association*

Regional

2021	Invited Speaker: Vermont Migrant Education Services

2019 TELPAS Alignment Study: Texas Education Administration (TEA) (January)
2011-present Member English Language Learner Assessment Focus Group Committee
Texas Education Association
2013 TELPAS Standards Review TX 4161 (August 5th to 7th)
Texas English Language Proficiency Assessment System
Texas Education Association
2009-2013 Editorial Board
TABE Journal
Texas Association of Bilingual Education
2003-2004 California English Language Development Test Technical Advisory Group
2002-2004 UC LMRI Representative: *California Bilingual Coordinators Network*

University
2023-2024 Member: Search Committee, Director, Master's of Public Administration
2022-2023 Member: Search Committee, Dean of Graduate College
2022-2024 GEC: Graduate Executive Committee, UVM Graduate School
2018-2019 SSD: Services for Students with Disabilities Committee
2015-2018 UT Austin Writing Flag Course Committee
2013-2015 UT Faculty Council, Voting Member
2012-2015 *Student Life and Activities Committee*, UT Faculty Council

College
2021-present Faculty Coordinator: Doctoral Advisor Committee (DAC)
2021-present Faculty Coordinator: Doctoral Steering Committee
2021-present Faculty Coordinator: EDLP Doctoral Admissions, Progress Committees
2021-present Faculty Coordinator: Ed.D. Comprehensive Exam Review Committee
2020-2021 College of Education: Dean's Promising Scholars Committee
2016-2018 College of Education: Teacher Education Committee
2015-2018 College of Education: Applied Learning and Development (ALD) Committee
2014-2021 College of Education: Language Testing Unit
2014-2017 College of Education: Youth & Community Studies (YCS) Committee
2013 Panelist: *You Have the Job Interview, Now What?* COE Graduate Committee on Research in Education. December 10, 2013.

Department of Education
2023-present Coordinator: Master's Program in Educational Leadership & Policy
2022-2023 Chair: Search Committee Educational Leadership
2021-2022 Co-chair: Search Committee Curriculum & Instruction / Literacy
2021-present Coordinator: Doctoral Programs in Educational Leadership & Policy

Departmental: Educational Leadership & Policy
2018-2021 Co-Coordinator Graduate Program in Educational Policy and Planning
2018-2021 Member, Executive Committee
2017-2021 Member, Graduate Studies Committee
2018-2019 Chair: Research Methods Sequence Committee
2020-2021 Member, Search Committee: Educational Leadership

Departmental: Curriculum & Instruction

2017-2018 Chair: Foundations, Research, and Common Course Committee
2016-2018 Member, Executive Committee
2016-2018 BBE Program Area Coordinator, Advisor, & GPAC representative
2014-2018 Graduate Program Advisors Committee: BBE Representative
2016-2017 Asst. Chair: Foundations, Research, and Common Course Committee
2014-2016 Member: Foundations, Research, and Common Course Committee
2014-2018 Graduate Admissions Committee
2014-2018 Chair, EDC 380R Master's Research Methods Committee
2013-2018 Quantitative Methods Committee
2013-2015 Ad Hoc Committee on Research Methods Courses.
2013-2014 Chair, Committee on Fellowships and Other Awards: Department of C&I
2011-2013 Committee on Fellowships and Other Awards: Department of C&I

Program Area: Bilingual Bicultural Education (BBE)

2016-2017 Chair, Search Committee: Bilingual Education Faculty
2016-2018 Graduate Program Area Chair and Advisor, Bilingual-Bicultural Education
2014-2016 Graduate Program Area Advisor, Bilingual-Bicultural Education
2014-2015 Revision of Master's Program of Work
2014-2015 Search Committee: Bilingual Education Faculty
2013-2014 Search Committee: Bilingual Education Faculty
2012-2013 Search Committee: Bilingual Education Faculty
2009-2011 Revision of Doctoral Program of Work

Other

2013-2015 Campus Advisory Committee
Bryker Woods Elementary School,
Austin Independent School District (AISD), Austin, TX
2001-2003 Policy Representative
Graduate Student Government
University of California, Davis
1999-2002 Bilingual Teacher Representative
English Learner Advisory Committees (ELAC)
Woodland High School and Woodland Joint Unified School District
1993-1999 Bilingual Teacher Representative
English Learner Advisory Committees (ELAC)
Jamul-Dulzura Union School District
1994-1998 Bilingual Representative:
School Site Council
Jamul-Dulzura Union School District
1997-1999 Chapter President
Jamul Primary School Teachers Association
Jamul-Dulzura Union School District
1994-1999 Member, Jamul-Dulzura Union School District Teachers Association
Jamul-Dulzura Union School District
1997-1999 English Language Development Representative

	Language Arts Improvement Project Jamul-Dulzura Union School District
1994-1996	School Presentation and Visitations Team Jamul-Dulzura Union School District
1997-1999	English Language Development Cadre *Train the Trainers Program* San Diego County Office of Education OBEMLA *Project PREPA*
1995	Cognitive Coaching Institute San Diego County Office of Education
1994-1999	Development and implementation of a primary language development and academic enrichment program for Spanish-dominant Kindergarten students: Jamul Dulzura Union School District

Additional Educational Employment

2002-2003	Research Assistant Education Policy Center University of California Linguistic Minority Research Institute University of California, Davis
2002-2003	English Learner Program Consultant Grant Joint Union High School District
1999-2002	Bilingual Coordinator/ Resource Specialist Woodland Joint Unified School District
1993-1999	Bilingual Teacher: Grades Kindergarten through Second Jamul-Dulzura Union School District
1995-1998	English Language Development (ELD) Science Curriculum Developer Project PREPA (Title VII) San Diego County Office of Education: San Diego, California

Additional International Education

1990-1991	Pontificia Universidad Católica del Ecuador: Quito, Ecuador
1994	Center for International Studies: Mérida, Mexico
1998	California State University at Sacramento: Burgos, Spain

LEADERSHIP TRAINING

2021 HGSE Women in Leadership DATES
2023 HERS Next Stages, Next Steps DATES
2023 HGSE Management Development Program DATES