**Rebecca M. Callahan**

Professor, Department of Education

Coordinator, Educational Leadership & Policy Studies Doctoral Program

College of Education and Social Services (CESS)

University of Vermont

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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

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

University of Texas, Austin

2015-2018 Associate Professor, Department of Curriculum and Instruction

Faculty Research Associate, Population Research Center

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

29. **Callahan, R.M.**, Mayer, A.P., Johnson, A., & Ochoa, C. (Forthcoming). Exploring

organizational leadership for English learner equity: Teachers’ and leaders’

understandings of culturally responsive practices through professional development. *Leadership & Policy in Schools,* *vv*(ii), pp-pp.

<http://dx.doi.org/10.1080/15700763.2021.1916539> PMCID:

28. Hartman, C.E., **Callahan, R.M.,** & Yu, H. (Online First). Optimizing intent to transfer:

Engagement and community college English learners. *Research in Higher Education, vv*(ii), pp-pp*.* <https://link.springer.com/article/10.1007/s11162-020-09619-3>

27. **Callahan, R.M.**, Gautsch, L., Hopkins, M.B., & Unda, M. (Online First)*.* Equity and state immigrant inclusivity: English learner education in ESSA. *Educational Policy. vv*(ii), pp.

[https://doi.org/10.1177/0895904820925819](https://doi.org/10.1177%2F0895904820925819) PMCID:

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*.*

<https://doi.org/10.1080/19313152.2020.1778957> PMCID: 1603213

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.

<https://doi.org/10.3102/0013189X20938761> PMCID: 1601017

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. <https://doi.org/10.1086/708250>

23. Fernández, L.M., Tharayil, S., & **Callahan, R.M.** (2019). 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: 1601019

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. [https://doi.org/10.1177/1942775119878464](https://doi.org/10.1177%2F1942775119878464)

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.

<https://www.tcrecord.org/Content.asp?ContentId=22772> 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.

<https://journals.sagepub.com/doi/abs/10.1177/105268461702700507>

PMCID: [PMC7057355](http://www.ncbi.nlm.nih.gov/pmc/articles/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*.*

[https://doi.org/10.1177/0013161X16648190](https://doi.org/10.1177%2F0013161X16648190) 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.

[https://doi.org/10.3102/0002831215627857](https://doi.org/10.3102%2F0002831215627857) 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.

<https://doi.org/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](http://aer.sagepub.com/content/early/2013/03/20/0002831213479439.full.pdf+html)? The high

school course-taking of students labeled with a learning disability. *American Educational*

*Research Journal, 50 (*4), 656-682.

<https://doi.org/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.

<https://doi.org/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](https://doi.org/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](https://doi.org/10.1177%2F0022219410374236) 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](https://doi.org/10.3102%2F0162373709359805) 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](https://doi.org/10.1177%2F016264341002500307)

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](https://doi.org/10.1177%2F0895904807310034) 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](https://doi.org/10.3102%2F00028312042002305)

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.** (Forthcoming). In E.T. Hamann, V. Zúñiga, & J. Sánchez García (Eds.) *What Mexican Teachers Need to Know about “Educación Básica” in the United States.* (pp. xx-yy). Translation by E. Carrillo, M. Jacobo, D. Hernández, Y. A. López, M. L. Parra, B. Román, J. Sánchez García, V. Zúñiga. *TENTAIVE; D.F., México Secretaria de Educación Pública (SEP).*

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***

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.* NASCommissionedReport 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](http://www.tcrecord.org/Home.asp) 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. **Callahan, R.M.**, Jiang, L., & Núnez, A-M. (Under Review). *EL Policy and immigrant politics: State and federal influence on ever-EL students’ postsecondary pathways.*

e2. Mavrogordato, M., **Callahan, R.M**., & Bartlett, C.S. (Under Review). *Mid-level managers as key policy interpreters: State and local leaders’ perspectives on leveraging Castañeda to expand equity for English learner students.*

e3. Mairaj, F., **Callahan, R.M**. (Under Review) *Analyzing the role of hollow state in educating refugees: A review of the research*

## GRANTS AND FELLOWSHIPS

***Under Review***

2020 Linguistic Status and STEM: Identifying Levers to Broaden Ever-EL STEM Participation across the K-16 Educational Pipeline: *National Science Foundation: EHR-Core.* PI: Callahan, R.M., Co-PI: Schudde, L.; Co-PI, González-Howard, M. (9/1/2021 to 08/31/2026). $1.5 Million requested

NSF Proposal Number 2100359

Submitted September 30, 2020; UT OSP #202002873 - 001

## *Fellowships and Grants Awarded*

2020-23 English Learner Status and Postsecondary Outcomes: Exploring Patterns and Policy Levers to Close Gaps. *Greater Texas Foundation.* PI: Callahan, R.M., Co-PI: Schudde, L. (8/1/2020 to 7/31/2023) **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)

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)

2009-11NSF 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)

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)*

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*.](http://austin.thinkbilingual.org/dr-rebecca-callahan-on-the-importance-of-bilingual-bicultural-education_bilingual-steam-2016/) Think Bilingual Austin and Austin Independent School District. November 12, 2016

2016 *Optimizing the Educational Experiences of Refugee Immigrant Adolescents.* [Juneau World Affairs Forum](http://www.jwac.org/forum2016.html), ‘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.

2013April 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.

2009May 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.

2009May 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*](http://www.athensreview.com/news/official-english-effort-continues-in-texas-other-states/article_2e487f4e-0dba-11e8-9189-5374306bf8e0.html)

Athens Review: February 9, 2018

[*Most School Districts Struggle to Help Refugees Adapt: How Did Anchorage Figure it Out?*](http://www.slate.com/articles/life/tomorrows_test/2016/06/the_newcomers_center_has_made_anchorage_alaska_one_of_the_best_school_districts.html)

Slate: Published June 5, 2016

[*The Folly of Under-Educating the Undocumented*](http://www.theatlantic.com/politics/archive/2016/03/the-folly-of-under-educating-the-undocumented/473877/)

The Atlantic: Published March 16, 2016

[*Bilingual Education Makes Dollars, Sense for Students*](http://www.dailytexanonline.com/2016/02/15/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?*](http://www.bbc.com/mundo/noticias/2015/09/150908_economia_beneficios_bilinguismo_lf) *BBC Mundo: September 8, 2015*

[*Bilingualism Has its Benefits: The Kathleen Dunn Show*](http://www.wpr.org/shows/bilingualism-has-its-benefits)

Wisconsin Public Radio: Air Date, March 23, 2015

[*The Bilingual Advantage*](http://www.texastribune.org/2014/10/29/q-rebecca-callahan/)

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

[*The Economic Benefits of Learning a Language*](http://www.dailytexanonline.com/person/rebecca-callahan)

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!*](https://www.edweek.org/ew/articles/2019/03/01/dont-be-too-quick-to-retain-english-language.html)

The Hill January 23, 2019

# [*An education-forward Democratic platform: Democracy’s silver bullet?*](https://thehill.com/opinion/education/426549-an-education-forward-democratic-platform-democracys-silver-bullet)

The Hill October 30, 2019

[*Immigrants and their children can save our democracy and revive our country- they always have*](https://thehill.com/opinion/immigration/413816-immigrants-and-their-children-can-save-our-democracy-and-revive-our)

The Conversation (U.S.) March 9, 2015

[*Know More Than One Language? Don’t Give It Up!*](https://theconversation.com/know-more-than-one-language-dont-give-it-up-37573)

*More Emphasis Needed on Social Studies to Increase Voting*

[Austin American-Statesman](http://www.mystatesman.com/news/news/opinion/commentary-more-emphasis-needed-on-social-studies-/nsn9R/) (October 10, 2016)

*Students Should Retain Their Bilingual Heritage for Its Economic Value.*

[Contra Costa Times](http://www.contracostatimes.com/Opinion/ci_27329848/Guest-commentary:-Students-should-retain-their-bilingual-heritage-for-its-economic-value) (Jan. 17, 2015);

[San Antonio Express](http://www.mysanantonio.com/opinion/commentary/article/Bilingual-students-are-economic-gold-6049481.php) (Jan. 30, 2015)

[Huffington Post](http://www.huffingtonpost.com/rebecca-callahan/students-should-retain-th_b_6582050.html) (Jan. 30, 2015)

[Houston Chronicle](http://www.chron.com/opinion/commentary/article/Bilingual-students-are-economic-gold-6049481.php) (Jan. 3, 2015)

[Know UT Austin](http://www.utexas.edu/know/2015/02/09/students-should-retain-their-bilingual-heritage-for-its-economic-value/) (Feb. 9, 2015)

## CONFERENCE PRESENTATIONS

2021 AERA SYMPOSIUM (Lei)\_ PANEL (Hartman, Yu)\_ROUND TALE (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*](http://convention.allacademic.com/aera2004/view_paper_info.html?pub_id=6103&part_id1=17018)*.*  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 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 ofEducation,

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 or Co-Chair (Completed): Current academic affiliation

*University of Texas, Austin*

2019 Welch-Ptak, Jasmine *STEM Education*

2017 Heiman, Daniel *Curriculum & Instruction: BBE:* University of North Texas

2015 Henderson, Kathryn *Curriculum & Instruction: BBE:* University of Texas- San Antonio

Doctoral Dissertation Committee Member (Completed):

*University of Texas, Austin*

2021 Jiang, Lei *University of Georgia* North Dakota State University

2021 Peng, Menglu *STEM Education*

2020 Fernández, Luis *STEM Education* University of Texas-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*

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]

2009 Pettit, Stacie *Education Theory and Practice* Augusta University

Doctoral Dissertation Committee Member (Advanced to Candidacy):

Chair:

Mairaj, Fiza *Educational Leadership and Policy-EPP*

Torres, Edgar  *Educational Leadership and Policy-EPP*

Co-Chair:

Member:

Jiang, Lei *University of Georgia*

Kaszuba, Jennifer *STEM Education*

Majorana, Jennifer *Central Michigan University*

**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 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***

2019-2022 Associate Editor

*American Educational Research Journal (AERJ)*

2018-present 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*

**Professional Service, Activities, and Affiliations**

2020 AERA Second Language Research SIG, Awards Committee

2018-Present High School & Beyond (HS&B):2020 Technical Review Panel (TRP)

2018-2021 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 four 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***

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

* 1. UC LMRI Representative: *California Bilingual Coordinators Network*

***University***

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***

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-present 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.

***Departmental: Educational Leadership & Policy***

2018-present Co-Coordinator Graduate Program in Educational Policy and Planning

2018-present Member, Executive Committee

2017-present Member, Graduate Studies Committee

2018-2019 Chair: Research Methods Sequence Committee

***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