

# LAURA HAMMAN-ORTIZ

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## EDUCATION

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- 2018      **Ph.D., Curriculum and Instruction**, University of Wisconsin-Madison  
Concentrations: Bilingual Education; English as a Second Language (ESL)  
Minors: Educational Policy Studies; Qualitative Research Methods
- 2010      **English as a New Language (ENL) Certification**, University of Notre Dame
- 2009      **M.Ed., Elementary Education**, University of Notre Dame
- 2007      **B.A., English, Spanish**, University of Notre Dame

## PROFESSIONAL APPOINTMENTS

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- 2018-present      **Post-Doctoral Research Associate**, Educational Equity and Cultural Diversity (EECD), University of Colorado-Boulder
- 2015-present      **Faculty**, English as a New Language (ENL) Program, Alliance for Catholic Education, University of Notre Dame
- 2013-2017      **Instructor / Supervisor**, Early Childhood and Middle Childhood-Early Adolescence English as a Second Language Program, University of Wisconsin-Madison

## AWARDS AND HONORS

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- 2018-2010      **Coyle Fellow**, Center for Literacy Education, University of Notre Dame  
This two-year fellowship identifies and supports promising early career scholars in advancing equity-oriented literacy research.
- 2019      **Dissertation Award (2nd place)**, Bilingual Education Research Special Interest Group, American Educational Research Association (AERA)
- 2019      **Dissertation Award (3rd place)**, National Association for Bilingual Education (NABE)
- 2015-2018      **TEACH Academy Future Faculty Partner**, University of Wisconsin-Madison  
This award recognizes excellence in teaching in higher education; candidates for the TEACH Academy are nominated by their undergraduate/graduate students.

## PUBLICATIONS

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### Articles in Refereed Journals

Hamman-Ortiz, L. (in review). Troubling the 'two' in two-way bilingual education. *Bilingual Research Journal*.

Hamman, L. (2018). Translanguaging and positioning in dual language immersion: A case for criticality. *Language and Education*, 32(1), 21-42.

<http://dx.doi.org/10.1080/09500782.2017.1384006>

Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., & Schwabenbauer, B. (2017). Intersectional identity negotiation: The case of young immigrant children. *Journal of Literacy Research*, 49(1), 115-140. <https://doi.org/10.1177/1086296X16683421>

### Chapters in Edited Collections

Bernstein, K. & Hamman-Ortiz, L. (accepted) Bilingualism and multilingualism. *The Routledge Handbook of Translation and Education*.

Hamman, L. (2018). Bilingualism for all?: Interrogating language and equity in dual language education in Wisconsin. In J. A. Crandall & K. M. Bailey (Eds.), *Global perspectives on educational language policies* (pp. 141-152). New York, NY: Routledge.

### Encyclopedia Entries

Compton-Lilly, C., Papoi, K., Shedrow, S., & Hamman, L. (2017). Longitudinal case study research: Understanding literacy and identity practices of children in immigrant families in the American Mid-west. *SAGE Research Methods Cases*.

### Articles in Practitioner-Oriented Journals and Magazines

Hamman, L., Beck, E., & Donaldson, A. (2018, August) A pedagogy of translanguaging. *Language Magazine*, pp. 36-39.

## FUNDED RESEARCH

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Gort, M., Hamman-Ortiz, L. & Santiago Schwarz, V. (2018-2019). Role: Co-Investigator. Improving Writing Instruction for Colorado English Learners (Millie Gort, PI). Women Investing in the School of Education (WISE; \$8,000).

## GRANTS AND FELLOWSHIPS

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### Dissertation Grants and Fellowships

- 2017 Phi Kappa Phi Dissertation Fellowship (\$10,000), awarded to 10 Ph.D. candidates nationally (in any discipline)
- 2017 *Language Learning* Dissertation Grant (\$2,000)
- 2016 National Federation of Modern Language Teachers' Association / *Modern Language Journal* Dissertation Award (\$2500)
- 2016 The International Research Foundation (TIRF) for English Language Education Doctoral Dissertation Grant (\$1500)

### **International Research and Study Awards**

- 2016 Tinker Nave Fellowship, LACIS Program, Research in Mexico (\$2500)
- 2016 Phi Kappa Phi Zillman Summer Research Award, Research in Mexico (\$800)
- 2014 Foreign Language & Area Studies (FLAS) Award, Portuguese Study in Brazil (\$5000)
- 2013 Mellon Recruitment Award, Research and Study in Uganda (\$5000)

### **Conference Travel Grants**

- 2018 Conference Travel Grant, C&I Program Committee, UW-Madison (\$269)
- 2018 SRGC Conference Presentation Funds, Graduate School, UW-Madison (\$1200)
- 2018 AERA Bilingual Education Research SIG Graduate Student Travel Award (\$500)
- 2017 Professional Development Travel Grant, TESOL (\$200)
- 2016 SRGC Conference Presentation Funds, Graduate School, UW-Madison (\$600)
- 2016 Conference Travel Grant, C&I Program Committee, UW-Madison (\$230)
- 2016 ESL/EFL Professional Travel Grant, TESOL Awards Committee (\$1500)
- 2015 SRGC Conference Presentation Funds, Graduate School, UW-Madison (\$600)
- 2015 Conference Travel Grant, C&I Program Committee, UW-Madison (\$250)
- 2015 Tourism Toronto Student Travel Grant, TESOL Awards Committee (\$500)

### **PROFESSIONAL DEVELOPMENT WORKSHOPS**

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- 2018 "Prepare the way: Celebrating and supporting English learners" University of Notre Dame, English as a New Language Program, professional development workshops for the Archdiocese of Denver, CO. August 22 & September 28.
- 2018 "ENL Strategies in the Classroom." University of Notre Dame, English as a New Language Program, professional development workshop for the Diocese of Knoxville, TN. March 7.
- 2017 "Celebrating and supporting emergent bilinguals in Catholic schools." University of Notre Dame, English as a New Language Program, professional development workshops for the Diocese of Memphis, TN. June 1-3.

- 2017 “Teaching high school ELLs.” University of Notre Dame, English as a New Language Program, professional development workshop for the Diocese of Seattle, WA. March 10.
- 2017 “From science to social studies: How to teach ELLs across content areas.” University of Notre Dame, English as a New Language Program (ENL), professional development workshop for the Diocese of Seattle, WA. March 10.
- 2016 “Writing scaffolds for English learners” University of Notre Dame, English as a New Language Program (ENL), professional development workshop for the Diocese of Joliet, IL. March 4.

### INVITED TALKS

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- 2018 Hamman-Ortiz, L. “Supporting culturally and linguistically diverse students” University of Northern Colorado, Guest lecture. Oct 30.
- 2018 Hamman, L. “Bilingualism for all?: Interrogating language and equity in dual language education in Wisconsin.” Invited paper, The International Research Foundation (TIRF) for English Language Education. Teaching English to Speakers of Other Languages (TESOL). Chicago, IL. March 27-30.
- 2018 Hamman, L. “Graduate student advocacy in AAAL: Supporting, sustaining, and transforming.” Colorado State University, Invited speaker for the TEFL/TESL Student Association (TTSA) Advocacy Week, Feb 26.
- 2016 Hamman, L. “Total participation teaching.” University of Wisconsin-Madison, Future Faculty Partner Brown Bag Series. Nov 1.

### CONFERENCE ACTIVITY

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#### Panels Organized

- 2019 Hamman, L. (chair/organizer), Abril-Gonzalez, P., Alvarez, A., Cervantes-Soon, C. (discussant), & Heiman, D. “Critically Engaged Educational Research: Leveraging Creative and Collaborative Pedagogies for Transformative Change” American Educational Research Association (AERA). Toronto, Ontario. April 5-9.
- 2018 Hamman, L. (chair/organizer), Baquedano-López, P., Bernstein, K., Kanno, Y., Kibler, A. (discussant), & Kleyn, T. “Negotiating Bi/Multilingual Identities in and across Diverse Sociolinguistic Spaces.” American Educational Research Association (AERA). New York, NY. April 13-17.

- 2018 Hamman, L. (chair/organizer), Chaparro, S., Dorner, L., García-Mateus, S., Moon, J.-M., & Potowski, K. (discussant). "Bilingualism for All?: Challenges and Opportunities in Two-Way Immersion." American Association of Applied Linguistics (AAAL). Chicago, IL. March 24-27.
- 2016 Hamman, L. (chair/organizer), Hawkins, M. (presenter/discussant), Manley, R., & Rui, L. "Technology, Globalization, and ELLs: Fostering Students' Critical Cosmopolitanism." Teaching English to Speakers of Other Languages (TESOL). Chicago, IL. April 5-8.

### Papers Presented

- 2019 Hamman-Ortiz, L. "Envisioning a critical translanguaging space: Collaborative bilingual identity texts as research and pedagogy." Paper presented as part of symposium. American Educational Research Association (AERA). Toronto, Ontario. April 5-9.
- 2019 Santiago Schwarz, V. & Hamman-Ortiz, L. "SFL-informed writing instruction and its impact on student writing: A review of the literature." Paper presented as part of symposium: "The Genre and Language Features of Fourth Grade Opinion Writing: Instruction and Outcomes for Latinx Bilingual and English-speaking Students." American Association of Applied Linguistics (AAAL). Atlanta, GA. March 9-12.
- 2019 Santiago Schwarz, V. & Hamman-Ortiz, L. "Writing for success in school and beyond: The teaching and learning cycle." Colorado Association for Bilingual Education (CABE). Boulder, CO. February 6-7.
- 2018 Hamman, L. "Becoming bilingual in two-way immersion: Identities of promise and ideologies of difference." American Educational Research Association (AERA). New York, NY. April 13-17.
- 2018 Hamman, L. "Bilingualism for all?: Interrogating language and equity in dual language education in Wisconsin." Paper presented as part of symposium: "Shifts in practice: Supporting English learners in mainstream classrooms." Teaching English to Speakers of Other Languages (TESOL). Chicago, IL. March 27-30.
- 2018 Hamman, L. "Translanguaging in Two-Way Immersion: Considering the Impact of Flexible Language Practices in a Language Separationist Space" Paper presented as part of colloquium. American Association of Applied Linguistics (AAAL). Chicago, IL. March 24-27.
- 2017 Hagerman, D., Hamman, L., & Shedrow, S., "How immigrant children conceptualize reading." Paper presented as part of symposium: "Understanding complexity in longitudinal data: Alternative lenses for theorizing the experiences of children in immigrant families." Literacy Research Association (LRA). Tampa, FL. November 29-December 2.

- 2017 Hamman, L. "Becoming bilingual in two-way immersion: Arts-based strategies for accessing students' perspectives." La Cosecha. Albuquerque, NM. November 1-4.
- 2017 Hamman, L. & Hagerman, D. "Timescales and time warps: Three cases of children in immigrant families." American Educational Research Association (AERA). San Antonio, TX. April 27-May 1.
- 2017 Hamman, L. & Martinez-Negrete, G. "Translanguaging and TESOL: Terms, issues, and future directions." Teachers of English as a Second Language (TESOL) in Seattle, WA. March 21-24.
- 2017 Hamman, L., Hellenbrand, A., & Beck, E. "Theory into practice: A pedagogy of translanguaging in bilingual classrooms." Teachers of English as a Second Language (TESOL). Seattle, WA. March 21-24.
- 2017 Hamman, L. "'*Pero ellos me entienden*': A critical lens on language brokering in dual language classrooms." American Association of Applied Linguistics (AAAL). Portland, OR. March 18-21.
- 2017 Hamman, L. "Becoming bilingual in two-way immersion: Arts-based tools for tapping into students' perspectives" National Association for Bilingual Education (NABE). Dallas, TX. February 23-25.
- 2016 Hamman, L. "'*Uno, dos, tres, cambiamos al inglés*': Translanguaging and positioning in a bilingual classroom." American Association of Applied Linguistics (AAAL). Orlando, FL. April 9-12.
- 2016 Hamman, L. & Hagerman, D. "Leveling texts or leveling students: A longitudinal look at literate identities." American Educational Research Association (AERA). Washington, D.C. April 8-12.
- 2016 Hamman, L. "Digital media and critical reflection: Understanding pre-service teachers' experiences abroad." Teachers of English as a Second Language (TESOL). Baltimore, MD. April 5-8.
- 2016 Hamman, L. & Martinez-Negrete, G. "Making the familiar strange: Considering rich points and 'Big C' conversations in a collaborative qualitative research course." Comparative and International Education Society (CIES), Vancouver, CND. March 6-10.
- 2015 Hamman, L. & Shedrow, S. "Identities in the 'warp zone': ELLs' conceptions of literacy. Literacy Research Association (LRA). Carlsbad, CA. December 2-5.

- 2015 Papoi, K., Quast, E., Hamman, L., Shedrow, S., Ward, B., Compton-Lilly, C. "The longitudinal experience: A hands-on look at a ten-year qualitative study of immigrant children's literacy and identity practices." Literacy Research Association (LRA). Carlsbad, CA. December 2-5.
- 2015 Hamman, L. "Move beyond paper-based assessments: Using digital narratives to measure student learning." Teachers of English as a Second Language (TESOL). Toronto, CND. March 25-28.
- 2015 Hamman, L. & Li, R. "Storytelling in the 21st century: Creating digital stories with iMovie." Teachers of English as a Second Language (TESOL). Toronto, CND. March 25-28.
- 2014 Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., Schwebenaur, B. "Identity construction for young immigrant children: Considering gender, language practices, and multimodalities." National Council of Teachers of English (NCTE). Washington, D.C. November 20-25.
- 2014 Aguinaga, A., Gonzalez Ben, A., Hamman, L. Lindemann, A., & Wong, L. "Crossroads of pink cobblestone around the ivory tower: Female students reflect on their career journey." International Congress of Qualitative Inquiry (ICQI). Champaign-Urbana, IL. May 21-24.

## RESEARCH EXPERIENCE

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- 2018-present "Improving Writing Instruction for English Learners: A Systemic Functional Linguistics Approach"  
Principal Investigator: Dr. Millie Gort, University of Colorado-Boulder  
Co-Investigators: Dr. Laura Hamman-Ortiz, University of Colorado-Boulder; Dr. Vanessa Santiago Schwarz, University of Colorado-Boulder
- 2017-2018 "Teachers' Conceptions of Language Proficiency in the Writing of Emergent Bilinguals"  
Principal Investigator: Dr. Mariana Castro, WIDA Consortium
- 2014-2017 "Immigrant Families' Literacy & Identity Development Over Time & Space"  
Principal Investigator: Dr. Cathy Compton-Lilly, University of Wisconsin-Madison
- 2016-2017 "Bilingualism for all?: Interrogating language and equity in two-way immersion."  
(Dissertation research) Principal Investigators: Laura Hamman, University of Wisconsin-Madison; Dr. Margaret Hawkins, University of Wisconsin-Madison
- 2016 "Language and Literacy Practices in Mexican Bilingual Classrooms"

Principal Investigators: Laura Hamman, University of Wisconsin-Madison; Dr. Margaret Hawkins, University of Wisconsin-Madison

2015 “Languaging & Positioning within Dual Language Immersion”  
Principal Investigators: Laura Hamman, University of Wisconsin-Madison; Dr. Margaret Hawkins, University of Wisconsin-Madison

## **POST-SECONDARY TEACHING EXPERIENCE**

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### **University of Wisconsin-Madison (Madison, WI)**

#### **Course Instructor (Undergraduate)**

Language Use & Acquisition in Early Childhood (Spring 2017)  
Methods of Teaching Young ELs (Spring 2014, Fall 2015, Spring 2016, Fall 2016)  
ESL/Bilingual Methods (Spring 2015)  
The Language of Schooling (Fall 2014)

#### **Teaching Assistant (Graduate)**

Learning Second Languages (Fall 2013, Fall 2014, Fall 2015, Fall 2016)  
Literacies and Advanced Methods in Teaching ESL (Spring 2014, Spring 2015, Spring 2016, Spring 2017)

### **University of Notre Dame (Notre Dame, IN)**

#### **Course Instructor (Graduate)**

Language Immersion in a Foreign Country (Fall 2017, Fall 2018)  
Foundations for Teaching Second Language Learners (Summer 2016, Summer 2017, Summer 2018)

#### **Teaching Assistant (Graduate)**

Linguistics and Language Acquisition (Summer 2015)

### **La Universidad del Sagrado Corazón (San Juan, Puerto Rico)**

#### **Online Course Instructor (Graduate)**

Contrastive Analysis of English and Spanish (Summer 2013)  
Cross-Cultural Approaches to Learning (Spring 2013)  
Teaching English as a Second Language (Fall 2012)

## **K-12 TEACHING EXPERIENCE**

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2012-2013 High School English Teacher  
Muchin College Prep, Chicago, IL



- 2011-2012 High School English Teacher  
Villa Maria Academy, Santiago, Chile
- 2009-2010 Second Grade English Teacher  
Saint George College, Santiago, Chile
- 2007-2009 Second Grade Teacher  
St. John Berchmans, San Antonio, TX

## **SERVICE TO PROFESSION**

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### **Appointed and Elected Office: Professional Organizations**

- 2017-2018 Executive Council Representative (appointed), American Association for Applied Linguistics (AAAL)
- 2017-2018 Co-Chair (appointed), American Association for Applied Linguistics (AAAL) Graduate Student Council Steering Committee
- 2017-2018 Secretary/Historian (elected), American Educational Research Association (AERA) Graduate Student Council
- 2016-2017 Secretary (appointed), American Association for Applied Linguistics (AAAL) Graduate Student Council Steering Committee
- 2016-2017 Newsletter Editor (appointed), American Association for Applied Linguistics (AAAL) Graduate Student Council

### **Committee Service**

- 2018-2019 Newsletter Committee, Bilingual Education Research Special Interest Group, American Educational Research Association
- 2018 Mentoring Model Committee, American Association for Applied Linguistics

### **Manuscript Reviewer (Refereed Journals)**

- 2018-present *Bilingual Research Journal (BRJ)*
- 2018-present *TESOL Quarterly*
- 2018-present *Language and Education*
- 2018-present *EuroAmerican Journal of Applied Linguistics and Languages*

### **Conference Proposal Reviewer**

- 2016-present Teaching English to Speakers of Other Languages (TESOL) (Bilingual Education Interest Section)
- 2015-present American Educational Research Association (AERA) (Division G; Bilingual Education Research SIG; Language and Social Processes SIG)
- 2016 Literacy Research Association (LRA) (Areas 5, 7, & 8)

**DEPARTMENTAL/UNIVERSITY SERVICE**

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**Departmental Service**

- 2018-2019 Elementary Education Planning Committee, University of Colorado-Boulder  
 2016-2017 Graduate Student Representative, Graduate Programs Committee, Department of Curriculum & Instruction, University of Wisconsin-Madison  
 2015-2017 Graduate Student Mentor, Department of Curriculum & Instruction, University of Wisconsin-Madison  
 2015, 2016 Chair, Graduate Student Orientation Committee, Department of Curriculum & Instruction, University of Wisconsin-Madison  
 2014 Volunteer, Graduate Student Orientation Committee, Department of Curriculum & Instruction, University of Wisconsin-Madison

**University Service**

- 2016-2017 Organizer, TEACH Academy Future Faculty Partner Brownbag Sessions, University of Wisconsin-Madison  
 2016 SRGC-Research Travel Awards Reviewer, University of Wisconsin-Madison  
 2015-2016 Partner School Network/Wisconsin Center for Educational Research (WCER) Research & Evaluation Fellow, University of Wisconsin-Madison

**LANGUAGES**

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**English** (native), **Spanish** (fluent)

**PROFESSIONAL AFFILIATIONS**

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American Association of Applied Linguistics (AAAL)  
 American Educational Research Association (AERA)  
 Colorado Association for Bilingual Education (CABE)  
 Literacy Research Association (LRA)  
 National Association for Bilingual Education (NABE)  
 Teacher of English to Speakers of Other Languages (TESOL)