

Laura Hamman-Ortiz, Ph.D.

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EDUCATION

- 2018 **Ph.D., Curriculum and Instruction**, University of Wisconsin-Madison
Concentrations: Bilingual Education; English as a Second Language (ESL)
Minors: Qualitative Research Methods; Educational Policy Studies
- 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

- 2021-present **Assistant Professor**, TESOL and Bilingual Education
School of Teacher Education, College of Education and Behavioral Sciences
University of Northern Colorado
- 2015-present **Faculty**, English as a New Language (ENL) Program
Alliance for Catholic Education
University of Notre Dame
- 2018-2021 **Postdoctoral Fellow**, Equity, Bilingualism, and Biliteracy
School of Education
University of Colorado-Boulder
- 2013-2017 **Instructor / Supervisor**, English as a Second Language (ESL) Program
Department of Curriculum and Instruction, School of Education
University of Wisconsin-Madison

OTHER PROFESSIONAL ROLES

- 2019-present **Professional Learning Specialist and Researcher**, Two-Way Immersion
Network of Catholic Schools (TWIN-CS), Boston College

PUBLICATIONS

In Preparation and Under Review

Hamman-Ortiz, L. & Prasad, G. (in preparation). Expanding understandings of students' lingual identities in two-way immersion. *Journal of Language, Identity, and Education*.

Hamman-Ortiz, L., Santiago Schwarz, V., Snow Balderas, M.B., Hamm-Rodríguez, M., Stillman, J., & Gort, M. (in preparation). Centering writing instruction for emergent bilinguals in an era of accountability: Challenges and possibilities for teacher agency and learning. *Journal of Literacy Research*.

Hamman-Ortiz, L. (under review). Beyond binaries in two-way bilingual education: The promise of collaborative bilingual identity texts. In L. Shepard-Carey & Z. Tian (Eds.), *(Re)imagining the future of translanguaging pedagogies in classrooms through researcher-practitioner collaboration*. Multilingual Matters.

Hamman-Ortiz, L. (under review). Doing bilingualism in two-way immersion: Envisioning a critical translanguaging space. *International Multilingual Research Journal*.

Hamman-Ortiz, L., Santiago Schwarz, V., Hamm Rodriguez, M., & Gort, M. (revise and resubmit). Engaging teachers in genre-based pedagogy for writing arguments: A case study of shifts in practice and understanding. *TESOL Quarterly*.

Refereed Academic Journal Articles

Hamman-Ortiz, L., & Palmer, D. (2020). Student perspectives on two-way bilingual education: Introduction to the special issue. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2020.1819096>

Hamman-Ortiz, L. (2020). Becoming bilingual in two-way immersion: Patterns of investment in a second-grade classroom. *International Journal of Bilingual Education and Bilingualism*, <https://doi.org/10.1080/13670050.2020.1783637>

Santiago Schwarz, V., & **Hamman-Ortiz, L.** (2020). Systemic functional linguistics, teacher education, and writing outcomes for U.S. English learners: A review of the literature. *Journal of Second Language Writing*, 40(100727), 1-12. <https://doi.org/10.1016/j.jslw.2020.100727>

Hamman-Ortiz, L. (2019). Troubling the “two” in two-way bilingual education. *Bilingual Research Journal*, 42(4), 387–407. <https://doi.org/10.1080/15235882.2019.1686441>

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

Books

Compton-Lilly, C., Shedrow, S., Hagerman, D., **Hamman-Ortiz, L.**, Chi, Y.K., Kim, J., Lee, S.Y., Papoi, K., Quast, E., Ward, B., Zheng, B. (under contract) *Immigrant children becoming literate: The first five years*, Routledge.

Book Chapters

Bernstein, K. & **Hamman-Ortiz, L.** (2019) Bilingualism and multilingualism. In S. Laviosa & M. González-Davies. *The Routledge Handbook of Translation and Education*. New York, NY: Routledge.

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.

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*.

Practitioner-Oriented Publications and Blogs

Hamman, L. (2021, September). Language and culture portraits. Blog series: Honoring and leveraging students' home languages in the classroom. Center for Literacy Education. Institute for Educational Initiatives, University of Notre Dame. <https://iei.nd.edu/initiatives/notre-dame-center-for-literacy-education/news/language-and-culture-portraits>

Hamman, L. (2021, September). I am my language. Blog series: Honoring and leveraging students' home languages in the classroom. Center for Literacy Education. Institute for Educational Initiatives, University of Notre Dame. <https://iei.nd.edu/initiatives/notre-dame-center-for-literacy-education/news/honoring-and-leveraging-students-home>

Hamman-Ortiz, L. (2019, December). Unpacking translanguaging. Building bridges for ELLs. *Educational Leadership*. 77(4), 64-66. ASCD. <https://www.ascd.org/el/articles/unpacking-translanguaging>

Hamman-Ortiz, L. (2019, February). Rethinking effective writing instruction for English learners: The promise of genre-based pedagogy. Center for Literacy Education Blog. Institute for Educational Initiatives. University of Notre Dame. <https://iei.nd.edu/initiatives/notre-dame-center-for-literacy-education/news/rethinking-effective-writing-instruction>

Hamman, L., Beck, E., & Donaldson, A. (2018, August) A pedagogy of translanguaging. *Language Magazine*, 36-39. <https://www.languagemagazine.com/2018/09/10/a-pedagogy-of-translanguaging/>

AWARDS AND HONORS

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

FUNDED RESEARCH

Gort, M., **Hamman-Ortiz, L.** & Santiago Schwarz, V. (2019-2021). Role: Co-PI. “Demystifying the Genres of Schooling: Engaging Elementary Bilingual Teachers and Learners in Genre-Pedagogy Study and Practice.” (Gort, PI). Spencer Small Research Grant (\$50,000), Spencer Foundation.

Gort, M., **Hamman-Ortiz, L.** & Santiago Schwarz, V. (2019-2020). Role: Co-Investigator. “Partnering with Bilingual Educators to Improve Writing Instruction and Outcomes for Low-Income, Latinx English Learners.” (Gort, PI). School of Education Place-based Partnership Seed Awards (\$20,000), University of Colorado-Boulder

Gort, M., **Hamman-Ortiz, L.** & Santiago Schwarz, V. (2018-2020) Role: Co-Investigator. “Improving Writing Instruction for Colorado English Learners.” (Gort, PI). Women Investing in the School of Education (WISE; \$18,300), University of Colorado-Boulder

Hamman, L. (2017). “Reframing the Language Separation Debate: Language, Identity, and Ideology in Two-Way Immersion.” Phi Kappa Phi Dissertation Fellowship (\$10,000). Awarded to 10 Ph.D. candidates nationally across all disciplines.

Hamman, L. (2017). Reframing the Language Separation Debate: Language, Identity, and Ideology in Two-Way Immersion.” *Language Learning* Dissertation Grant (\$2,000). Awarded to 22 Ph.D. candidates nationally.

Hamman, L. (2016). “Reframing the Language Separation Debate: Language, Identity, and Ideology in Two-Way Immersion.” National Federation of Modern Language Teachers’ Association / *Modern Language Journal* Dissertation Award (\$2,500). Awarded to 3 Ph.D. candidates nationally.

Hamman, L. (2016). "Reframing the Language Separation Debate: Language, Identity, and Ideology in Two-Way Immersion." The International Research Foundation (TIRF) for English Language Education Doctoral Dissertation Grant (\$1,500). Awarded to 20 Ph.D. candidates nationally.

OTHER GRANTS AND FELLOWSHIPS

International Study Awards

- 2016 Tinker Nave Fellowship, LACIS Program, University of Wisconsin-Madison, Research in Mexico (\$2,500)
- 2016 Phi Kappa Phi Zillman Summer Research Award, University of Wisconsin-Madison, Research in Mexico (\$800)
- 2014 Foreign Language & Area Studies (FLAS) Award, University of Wisconsin-Madison, Portuguese Study in Brazil (\$5,000)
- 2013 Mellon Recruitment Award, University of Wisconsin-Madison, Research and Study in Uganda (\$5,000)

Conference Travel Awards

- 2018 Conference Travel Grant, C&I Program Committee, UW-Madison (\$269)
- 2018 SRGC Conference Presentation Funds, Graduate School, UW-Madison (\$1,200)
- 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 (\$1,500)
- 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)

INVITED TALKS

- 2021 **Hamman-Ortiz, L., & Prasad, G.** "Beyond Bilingualism: A Linguistically Expansive Orientation to Identity and Pedagogy in Two-Way Immersion." Invited webinar for the Georgia State University webinar series with the Center for Transnational and Multilingual Education. Oct. 24. (forthcoming)
- 2021 **Hamman-Ortiz, L., & Palmer, D.** (co-organizers) "Identity and Two-Way Bilingual Education: Considering Student Perspectives." Invited webinar for the Bilingual Education Research Special Interest Group of the American Educational Research Association. Jan 22.

- 2020 **Hamman-Ortiz, L.** “Softening and Transcending the Boundaries of Language: A Critical Reframing of English Language Teaching.” Invited Speaker at the International Seminar of the Association of Brazilian English Teachers (ABRALITEC). English Language Specialist, U.S. Department of State. Nov. 26.
- 2019 **Hamman-Ortiz, L.** “Fostering Spaces to *Do* Bilingualism: The Promise of Collaborative Bilingual Identity Texts.” Invited Research Talk, Boston College. Nov. 7.
- 2019 **Hamman-Ortiz, L.** & Santiago Schwarz, V. “Demystifying academic writing for emergent bilingual students: An exploration of genre pedagogy.” BUENO Lunchtime Speaker Series, University of Colorado-Boulder. Sept 25.
- 2019 **Hamman-Ortiz, L.** “Fostering culturally and linguistically responsive classrooms” University of Northern Colorado, Guest Lecture. Sept 24.
- 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

Panels Organized

- 2021 **Hamman-Ortiz, L.,** & Santiago Schwarz, V. (co-organizers) “Writing Instruction across Bilingual Education Contexts: Mapping the Landscape and Illuminating Promising Practices.” American Educational Research Association (AERA). April 2021.
- 2021 **Hamman-Ortiz, L.,** & Tian, Z. (co-organizers) “Crafting (Critical) Translanguaging Spaces in Dual Language Immersion: Leveraging Students’ Multilingualism for Transformative Learning.” American Association for Applied Linguistics (AAAL). March 2021.

- 2020 **Hamman-Ortiz, L.,** & Santiago Schwarz, V. (co-organizers). “Demystifying the Language of Schooling for Teachers of English Learners: The Promise of Systemic Functional Linguistics.” Literacy Research Association (LRA). December 2020.
- 2020 **Hamman, L.,** (organizer), Palmer, D. (chair), Chaparro, S., de Jong, E., García-Mateus, S., Hardigree, C., Mortimer, K., Salerno, A., & Hernandez, O. (discussant). “Identity and Two-Way Bilingual Education: Considering Student Perspectives.” American Educational Research Association (AERA). Accepted symposium; conference canceled due to COVID-19 pandemic.
- 2020 **Hamman, L.,** (co-organizer/co-chair), Palmer, D. (co-organizer/co-chair), Chaparro, S., de Jong, E., García-Mateus, S., Hardigree, C., Mortimer, K., Salerno, A., & Potowski, K. (discussant). “Identity and Two-Way Bilingual Education: Considering Student Perspectives.” American Association for Applied Linguistics (AAAL). Accepted colloquium; conference canceled due to COVID-19 pandemic.
- 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

- 2021 **Hamman-Ortiz, L.,** Santiago Schwarz, V., Snow Balderas, M.B., Hamm-Rodríguez, M., Stillman, J., & Gort, M. “Centering writing instruction for emergent bilinguals in an era of accountability: Challenges and possibilities for teacher agency and learning.” American Educational Research Association (AERA). April 2021.
- 2021 **Hamman-Ortiz, L.** “Fostering Spaces to Do Bilingualism in Two-Way Bilingual Programs: Envisioning a Critical Translanguaging Space.” American Association for Applied Linguistics (AAAL). March 2021.

- 2020 **Hamman-Ortiz, L.**, Santiago Schwarz, V., Hamm-Rodriguez, M., & Gort, M. “Engaging Elementary Bilingual Teachers in Mediated SFL Praxis: A Case Study.” Literacy Research Association (LRA). December 2020.
- 2020 **Hamman, L.**, “Becoming Bilingual in Two-Way Immersion: Patterns of Investment in a Second-Grade Classroom.” American Educational Research Association (AERA). Accepted paper; conference canceled due to COVID-19 pandemic.
- 2020 **Hamman, L.**, “Becoming Bilingual in Two-Way Immersion: Patterns of Investment in a Second-Grade Classroom.” American Association for Applied Linguistics (AAAL). Accepted paper; conference canceled due to COVID-19 pandemic.
- 2020 **Hamman-Ortiz, L.**, Sanchez, L., & Santiago Schwarz, V. “The Teaching and Learning Cycle: A genre-based approach to report writing.” Colorado Association for Bilingual Education (CO-CABE). Boulder, CO. February 12-13.
- 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, CAN. 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, CAN. March 25-28.
- 2014 Compton-Lilly, C., Papoi, K., Venegas, P., **Hamman, L.**, Schwebenbaur, 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

- 2018-2021 Demystifying the Genres of Schooling: Engaging Elementary Bilingual Teachers and Learners in Genre-Pedagogy Study and Practice (role: co-PI). PI: Millie Gort, University of Colorado-Boulder
- 2017-2018 Teachers' Conceptions of Language Proficiency in the Writing of Emergent Bilinguals (role: co-investigator). PI: Mariana Castro, University of Wisconsin-Madison.
- 2016-2017 Reframing the Language Separation Debate: Language, Identity, and Ideology in Two-Way Immersion (dissertation study)
- 2014-2017 Immigrant Families' Literacy & Identity Development Over Time & Space (role: case study lead). PI: Cathy Compton-Lilly, University of Wisconsin-Madison
- 2016 Language and Literacy Practices in Mexican Bilingual Classrooms (self-directed pilot study). PI: Margaret Hawkins, University of Wisconsin-Madison
- 2015 Language and Positioning within Dual Language Immersion (self-directed pilot study). PI: Margaret Hawkins, University of Wisconsin-Madison

UNIVERSITY TEACHING EXPERIENCE

University of Northern Colorado

B.A. Elementary Education with CLD Endorsement

Approaches to Content Literacies for Diverse Learners (Fall 2021)

Methods and Approaches to ESL/EFL (Fall 2021)

University of Notre Dame

Graduate-Level English as a New Language Licensure Program

Foundations for Teaching Second Language Learners (Summer 2016, 2017, 2018, 2019, 2020, 2021)

Language Immersion in a Foreign Country (Fall 2017, Fall 2018)

University of Colorado-Boulder

M.Ed. Educational Equity and Cultural Diversity

Research Issues in Bilingual Education (Spring 2020)

University of Wisconsin-Madison

B.A. Elementary Education with ESL/Bilingual Endorsement

Language Use & Acquisition in Early Childhood (Spring 2017)

Methods of Teaching Young English Learners (Spring 2014, Spring 2016, Fall 2016)

ESL/Bilingual Methods (Fall 2015)

The Language of Schooling (Fall 2014)

M.S. with ESL/Bilingual Endorsement (Teaching Assistant and Instructional Coach)

Literacies and Advanced Methods in Teaching English as a Second Language (Spring 2014, 2015, 2016, 2017)

Learning Second Languages (Fall 2013, 2014, 2015, 2016)

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

Online Graduate-Level ENL Licensure Program

Contrastive Analysis of English and Spanish (Summer 2013)

Cross-Cultural Approaches to Learning (Spring 2013)

Teaching English as a Second Language (Fall 2012)

PROFESSIONAL DEVELOPMENT FOR IN-SERVICE TEACHERS

- 2021 “Enriching Students’ Academic Writing in Dual Language Education.” Professional development workshop for Omaha Dual Language Academy. Aug 13.
- 2021 “Bilingualism in Translation: Cultivating Cross-Linguistic Learning through Collaborative Bilingual Texts.” Summer Academy. Two-Way Immersion Network of Catholic Schools (TWIN-CS). Boston College. June 22.

- 2021 “Centering Language in Writing Instruction for Bilingual Learners: An SFL Genre Approach to Reports.” Summer Bilingual Writing Institute delivered as part of research project “Demystifying the Genres of Schooling: Engaging Elementary Bilingual Teachers and Learners in Genre-Pedagogy Study and Practice” at the University of Colorado-Boulder. June 1-18.
- 2021 “Supporting Emergent Bilinguals in the Mainstream Classroom: Foundations and Literacy Learning” English as a New Language Program, University of Notre Dame. Professional development workshops for St. James Catholic School, Denver, CO. Feb. 26.
- 2020 “Cultivating and sustaining a dual language program.” English as a New Language Program, University of Notre Dame. Virtual professional development modules for Saint George College, Santiago, Chile. Dec 1-31.
- 2020 “Demystifying academic writing for English learners: A genre-based approach.” English as a New Language Program, University of Notre Dame. Professional development workshops for St. James Catholic School, Denver, CO. August 20.
- 2020 “More than ‘Sponges’: Cultivating TWI Students’ Bilingual Identities.” Summer Academy. Two-Way Immersion Network of Catholic Schools (TWIN-CS). Boston College. June 29.
- 2020 “Writing fictional narratives: A genre-based approach” Denver Public Schools, Denver, CO. Summer Writing Institute delivered as part of research project “Improving Writing Instruction for Colorado English Learners” at the University of Colorado-Boulder. June 3-July 2.
- 2019 “Strengthening academic language through content instruction.” English as a New Language Program, University of Notre Dame. Professional development workshop for Saint George College, Santiago, Chile. December 16-18.
- 2019 “Genre-based writing instruction: The report genre.” Professional development workshop delivered to Denver Public School teachers as part of research project “Improving Writing Instruction for Colorado English Learners” at the University of Colorado-Boulder. November 2
- 2019 “Genre-based approaches to writing instruction: The report genre.” Professional development workshops delivered to Denver Public School teachers as part of research project “Improving Writing Instruction for Colorado English Learners” at the University of Colorado-Boulder. August 14-15.
- 2019 “Genre-based approaches to writing instruction: The argument genre.” Professional development workshop delivered to Denver Public School teachers as part of research project “Improving Writing Instruction for Colorado English Learners” at the University of Colorado-Boulder. April 20.

- 2018-2019 “Prepare the way: Celebrating and supporting English learners.” English as a New Language Program, University of Notre Dame. Professional development workshops for the Archdiocese of Denver, CO. Aug. 22, Sept. 28, & May 10.
- 2018 “ENL Strategies in the Classroom.” English as a New Language Program, University of Notre Dame. Professional development workshop for the Diocese of Knoxville, TN. March 7.
- 2017 “Celebrating and supporting emergent bilinguals in Catholic schools.” English as a New Language Program, University of Notre Dame. Professional development workshops for the Diocese of Memphis, TN. June 1-3.
- 2017 “Teaching high school ELLs.” English as a New Language Program, University of Notre Dame. Professional development workshop for the Diocese of Seattle, WA. March 10.
- 2017 “From science to social studies: How to teach ELLs across content areas.” English as a New Language Program, University of Notre Dame. Professional development workshop for the Diocese of Seattle, WA. March 10.
- 2016 “Writing scaffolds for English learners.” English as a New Language Program, University of Notre Dame. Professional development workshop for the Diocese of Joliet, IL. March 4.

K-12 TEACHING EXPERIENCE

- 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

National and International Organizations

- 2021-present Membership Officer (elected), Second Language Research Special Interest Group, American Educational Research Association (AERA)

- 2019-2021 Chair (appointed), Newsletter Committee, Bilingual Education Research Special Interest Group, American Educational Research Association (AERA)
- 2018-2019 Member (appointed), Mentoring Model Task Force, American Association for Applied Linguistics (AAAL)
- 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

Service to Department/University

- 2021-present Coordinator, Undergraduate Culturally and Linguistically Diverse (CLD) Education Endorsement Program, School of Teacher Education, University of Northern Colorado
- 2021-present Diversity, Equity, and Inclusion Committee, College of Education and Behavioral Sciences, University of Northern Colorado
- 2018-2020 Elementary Teacher Education Committee, School of Education, University of Colorado-Boulder
- 2016-2017 Graduate Student Representative, Graduate Programs Committee, Department of Curriculum & Instruction, University of Wisconsin-Madison
- 2016-2017 Organizer, TEACH Academy Future Faculty Partner Brownbag Sessions, 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
- 2015-2016 Partner School Network/Wisconsin Center for Educational Research (WCER) Research & Evaluation Fellow, University of Wisconsin-Madison

2014 Graduate Student Orientation Committee, Department of Curriculum & Instruction, University of Wisconsin-Madison

Referred Journal Reviewer

2019-present *Journal of Literacy Research*

2019-present *TESOL Quarterly*

2018-present *Bilingual Research Journal*

2018-present *Language and Education*

Conference Proposal Reviewer

American Association of Applied Linguistics (AAAL)

Language, Culture, Socialization, and Pragmatics (LCS)

Bilingual, Immersion, Heritage, and Language Minority Education (BIH)

Educational Linguistics (EDU)

American Educational Research Association (AERA)

Division G

Bilingual Education Research SIG

Language and Social Processes SIG

Second Language Research SIG

LANGUAGES

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

PROFESSIONAL AFFILIATIONS

American Association of Applied Linguistics (AAAL)

American Educational Research Association (AERA)

Colorado Association for Bilingual Education (CO-CABE)

Literacy Research Association (LRA)

National Association for Bilingual Education (NABE)

Teachers of English to Speakers of Other Languages (TESOL)

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