

Laura Hamman-Ortiz, Ph.D.

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EDUCATION

- 2018 **Ph.D., Curriculum and Instruction**, University of Wisconsin-Madison
Concentration: Bilingual Education and English as a Second Language
Minors: Qualitative Research Methods and 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 and Spanish**, University of Notre Dame

PROFESSIONAL APPOINTMENTS

- 2022-present **Assistant Professor**, TESOL and Bilingual/Dual Language Education
School of Education, College of Education and Professional Studies
University of Rhode Island
- 2021-2022 **Assistant Professor**, TESOL and Bilingual Education
Program Coordinator, Undergraduate Endorsement Programs in Culturally and
Linguistically Diverse (CLD) Education and CLD/Bilingual Education
School of Teacher Education, College of Education and Behavioral Sciences
University of Northern Colorado
- 2015-2022 **Adjunct Professor** (Summer), English as a New Language Program
Alliance for Catholic Education, Institute for Educational Initiatives
University of Notre Dame
- 2018-2021 **Postdoctoral Researcher**, Equity, Bilingualism, and Biliteracy
School of Education
University of Colorado-Boulder
- 2013-2017 **Instructor and Supervisor**, English as a Second Language Program
Department of Curriculum and Instruction, School of Education
University of Wisconsin-Madison

OTHER PROFESSIONAL ROLES

- 2019-present **Researcher**, Two-Way Immersion Network of Catholic Schools, Boston College
Supports design, implementation, analysis, & writing for TWIN-CS research projects.
- 2019-present **Educational Consultant**
Engages in a range of independent consulting activities related to dual language education and supporting multilingual learners, including curriculum design/adaptation and professional development for in-service teachers.

PUBLICATIONS

Books

Compton-Lilly, C., Shedrow, S., Hagerman, D., **Hamman-Ortiz, L.**, Chi, Y.K., Kim, J., Lee, S.Y., Papoi, K., Quast, E., Tiara, B.W., Zheng, B. (2022) *Children in immigrant families becoming literate: A window into identity construction, transnationality, and schooling*, Routledge.

Journal Articles (Refereed)

Mendoza, A., **Hamman-Ortiz, L.**, Rajendram, S., Tian, Z., Tai, K. W. H., Ho, W. Y., Sah, P., Poza, L. (forthcoming). Sustaining critical approaches to translanguaging research in education. *TESOL Quarterly*.

Wolbers, K., Holcomb, L., & **Hamman-Ortiz, L.** (2023) Translanguaging framework for deaf education. *Languages*. 8(1), 59. <https://www.mdpi.com/2226-471X/8/1/59>

Hamman-Ortiz, L., & Palmer, D. (2023). Student perspectives on two-way bilingual education: Introduction to the special issue. *International Journal of Bilingual Education and Bilingualism*, 26(1), 1-6. <https://doi.org/10.1080/13670050.2020.1819096>

Hamman-Ortiz, L. (2023). Becoming bilingual in two-way immersion: Patterns of investment in a second-grade classroom. *International Journal of Bilingual Education and Bilingualism*, 26(1), 69-83. <https://doi.org/10.1080/13670050.2020.1783637>

Hamman-Ortiz, L., Lichon, K., Roach, C., & Harty, P. S. (2022). Strengthening and sustaining dual language education in Catholic schools. *Journal of Catholic Education*, 25(2), 136–166. 10.15365/joce.2502082022

Hamman-Ortiz, L. & Prasad, G. (2022). Reimagining bilingual education: A linguistically expansive orientation. *Journal of Language, Identity, and Education*. Advance online publication. <https://doi.org/10.1080/15348458.2022.2147526>

Hamman-Ortiz, L., Santiago Schwarz, V., Hamm Rodriguez, M., & Gort, M. (2022). Engaging teachers in genre-based pedagogy for writing arguments: A case study of shifts in practice and understanding. *TESOL Quarterly*. Advance online publication. <https://doi.org/10.1002/tesq.3156>

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>

Compton-Lilly, C., Papoi, K., Shedrow, S., & **Hamman, L.** (2016). Longitudinal case study research: Understanding literacy and identity practices of children in immigrant families in the American Mid-west. *SAGE Research Methods Cases*.

Book Chapters

Hamman-Ortiz, L. (forthcoming). "Because we are bilingual": Transcending binaries in two-way immersion through 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.

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

Magazine Articles, Blogs, and Other Publications

Hamman, L. (2021, October). [Honoring and leveraging students' home languages in the classroom](#). Center for Literacy Education Blog Mini-Series. Institute for Educational Initiatives. University of Notre Dame.

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.

Hamman-Ortiz, L. (2019, December). Unpacking translanguaging. *Educational Leadership*. 77(4), 64-66. ASCD.

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

In Preparation

Hamman-Ortiz, L. (revising). Making space to do being bilingual: The promise of collaborative bilingual identity texts. *Language and Education*.

Hamman-Ortiz, L. (revising). Cultivating a critical translanguaging space in dual language bilingual classrooms. *Modern Language Journal*.

Hamman-Ortiz, L., Tian, Z., Palmer, D., Poza, L., *Ayala, G., & Dougherty, C. (preparing). Translanguaging in U.S. PK-12 classrooms: A critical review of the literature. *Review of Educational Research*.

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

HONORS AND AWARDS

- 2018-2022 **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.

RESEARCH GRANTS AND AWARDS

Funded

- 2023 **Hamman-Ortiz, L. (PI)**. Dismantling School Segregation: Exploring Two-Way Immersion as a Vehicle for Equitable Schooling. Faculty Career Enhancement Grant, University of Rhode Island (\$10,000).
- 2023 Cardamone, K., **Hamman-Ortiz, L.**, Hesson, S., Ortiz, D., & Walker, J., Enhancing High-Quality Instruction for MLLs in Dual Language Programs through Translanguaging Pedagogy. Multilingual Learner (MLL) Success Grant. Rhode Island Department of Education (RIDE). (\$37,899)
- 2022 **Hamman-Ortiz, L. (PI)** Reframing Language Separation in Dual Language Programs. Project Completion Grant. University of Rhode Island. (\$3000).
- 2019-2022 Gort, M. (PI), **Hamman-Ortiz, L. (Co-PI)**, & Santiago Schwarz, V. (Co-PI). Demystifying the Genres of Schooling: Engaging Elementary Bilingual Teachers and Learners in Genre-Pedagogy Study and Practice. Spencer Foundation Small Research Grants Program (\$50,000).
- 2019-2020 Gort, M. (PI), **Hamman-Ortiz, L. (Co-PI)**, & Santiago Schwarz, V. (Co-PI). Partnering with Bilingual Educators to Improve Writing Instruction and Outcomes for Low-Income, Latinx English Learners. Place-based Partnership Seed Awards, School of Education, University of Colorado-Boulder (\$20,000).
- 2018-2020 Gort, M. (PI), **Hamman-Ortiz, L. (Co-PI)**, & Santiago Schwarz, V. (Co-PI). Improving Writing Instruction for Colorado English Learners. Women Investing in the School of Education, University of Colorado-Boulder (WISE; \$18,300).
- 2017 **Hamman, L.**, 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.

- 2017 **Hamman, L.** 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.*
- 2016 **Hamman, L.** 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.*
- 2016 **Hamman, L.** 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.*

Unfunded

- 2022 Reitan, L. (PI), & **Hamman-Ortiz, L.** (Co-PI). Content-Language Integration in Mathematics Education (CLIME) National Science Foundation (\$410,000).
- 2022 Hos, R. (PI), Correia, A. (Co-PI), **Hamman-Ortiz, L.** (Co-PI). Accelerate the Pace for High School Multilingual Learners (MLLs). National Professional Development (NPD) Program, Office of English Language Acquisition (OELA) (\$3,000,000).
- 2019 Gort, M. (PI), **Hamman-Ortiz, L.** (Co-PI), & Santiago Schwarz, V. (Co-PI). Reducing Inequalities in Writing Instruction and Outcomes for Latinx English Learners: Exploring Genre-Oriented Pedagogies in a Bilingual Education Context. William T. Grant Foundation (\$600,000).

OTHER GRANTS AND FELLOWSHIPS

Instructional Development Grants

- 2022 **Hamman-Ortiz, L.**, & Garcia-Paine, Jose. University of Northern Colorado Open Educational Resources & Affordable Course Materials Instructor Grants, Colorado Department of Higher Education (\$2,000)

International Study Grants

- 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 Grants

- 2023 Global Mobility Travel Grant, University of Rhode Island (\$1000)
- 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)

RESEARCH PROJECTS

2023-2024	Enhancing High-Quality Instruction for MLLs in Dual Language Programs through Translanguaging Pedagogy (role: PI, with Sarah Hesson, Co-PI). University of Rhode Island.
2022-2024	Mapping the Landscape of Dual Language Education in Rhode Island (role: co-PI, with Rabia Hos, PI & James Cahan, Graduate Research Assistant). University of Rhode Island.
2021-2022	Exploring Dual Language Classrooms as Critical Translanguaging Spaces: A Research and Professional Learning Project (role: PI, with Deborah Romero, Co-PI). University of Northern Colorado.
2018-2021	Demystifying the Genres of Schooling: Engaging Elementary Bilingual Teachers and Learners in Genre-Pedagogy Study and Practice (role: Co-PI, with Mileidis Gort, PI and Vanessa Santiago Schwarz, Co-PI). University of Colorado-Boulder
2017-2018	Teachers' Conceptions of Language Proficiency in the Writing of Emergent Bilinguals (role: Co-Investigator, with Mariana Castro, PI). 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: Researcher) with Cathy Compton-Lilly (PI). University of Wisconsin-Madison.
2016	Language and Literacy Practices in Mexican Bilingual Classrooms (self-directed pilot study) with Margaret Hawkins (PI). University of Wisconsin-Madison.
2015	Langaging and Positioning within Dual Language Immersion (self-directed pilot study) with Margaret Hawkins (PI), University of Wisconsin-Madison.

UNIVERSITY TEACHING EXPERIENCE

University of Rhode Island

M.A. TESOL and Bilingual / Dual Language Education Program
 EDC 516: Teaching ESL and Bilingual Dual Language Education

Undergraduate Courses

EDC 330: Introduction to Multilingual Learner Education

University of Notre Dame*Graduate-Level English as a New Language Certificate Program*

EDU 70110: Foundations for Teaching Second Language Learners

EDU 75112: Language Immersion in a Foreign Country

University of Northern Colorado*B.A. Elementary Education and Undergraduate CLD Endorsement Program*

EDEL 455: Content Literacies for Diverse Learners (redesigned course)

TESL 400: Methods and Approaches to ESL/EFL (redesigned course)

University of Colorado-Boulder*M.Ed. Educational Equity and Cultural Diversity*

EDUC 5605: Research Issues in Bilingual Education

University of Wisconsin-Madison*B.A. Elementary Education with ESL/Bilingual Endorsement*

C&I 326: Language Use & Acquisition in Early Childhood

C&I 327: Methods of Teaching Young English Learners

C&I 316: ESL/Bilingual Methods

C&I 338: The Language of Schooling

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

C&I 673: Literacies and Advanced Methods in Teaching English as a Second Language

C&I 674: Learning Second Languages

La Universidad del Sagrado Corazón (San Juan, Puerto Rico)*Online Graduate-Level ENL Licensure Program*

EDU 614: Contrastive Analysis of English and Spanish

EDU 544: Cross-Cultural Approaches to Learning

EDU 651: Teaching English as a Second Language

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

INVITED TALKS

- 2023 **Hamman-Ortiz, L.** "Classroom Literacy Practices with Multilingual Learners: Insights from Applied Linguistics and Bilingual Education." Invited panelist for Literacy Symposium organized by the Department of Communicative Disorders. University of Rhode Island. Mar 24.

- 2022 **Hamman-Ortiz, L.** “Reimagining Bilingual Education: Toward a Critical Translanguaging Space.” Invited speaker for Joint Ph.D. Program Fall Colloquium at University of Rhode Island and Rhode Island College. Nov 14.
- 2022 **Hamman-Ortiz, L.** “Reframing Language as an Asset in Catholic Schools: The Value of Translanguaging Pedagogies.” Invited roundtable session for the Cultivating Talent Summit at Boston College. Oct 3.
- 2021 Gort, M., Hamm-Rodriguez, M., **Hamman-Ortiz, L.**, & Santiago Schwarz, V. “Supporting Educators in Improving Literacy Instruction for Bilingual Learners: Lessons from a University-District Professional Development.” Invited session for the National Council of Teachers of English (NCTE) Conference. Nov 20.
- 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.
- 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

- 2023 Dougherty, C., **Hamman-Ortiz, L.**, & Tian, Z. (co-organizers). “(Re)centering Criticality in Language Education: Exploring Translanguaging as Consequential Praxis.” American Educational Research Association (AERA).
- 2022 **Hamman-Ortiz, L.**, & Prasad, G. (co-organizers) “Expanding Understandings of Language and Learning: Rethinking Narrow Conceptualizations of Bi/Multilingual Learning/ers.” American Association for Applied Linguistics (AAAL). March 18-22.
- 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 9-12.
- 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 20-23.
- 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 2-5.
- 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

- 2023 **Hamman-Ortiz, L.**, Tian, Z., Dougherty, C., Palmer, D., & Poza, L. “Translanguaging in U.S. PK-12 Classrooms: A Critical Review.” International Translanguaging Symposium in Falun, Sweden.
- 2023 **Hamman-Ortiz, L.**, Tian, Z., Dougherty, C., Palmer, D., & Poza, L. “Translanguaging in U.S. PK-12 Classrooms: A Critical Review of the Literature.” American Educational Research Association (AERA).
- 2023 **Hamman-Ortiz, L.**, Tian, Z., Dougherty, C., Palmer, D., & Poza, L. “Translanguaging in U.S. PK-12 Classrooms: A Critical Review of Twelve Years of Research.” American Association for Applied Linguistics (AAAL).
- 2023 **Hamman-Ortiz, L.** & Sada, E. “Reimagining Meaningful Parent Engagement in Dual Language Programs.” Multistate Association for Bilingual Education (MABE). March 11.
- 2022 **Hamman-Ortiz, L.** Reimagining languaging in two-way immersion: Reflections on a teacher-researcher collaboration. American Educational Research Association (AERA). April 21-25.
- 2022 **Hamman-Ortiz, L.**, Power flows and strategic (trans)languaging: A critical analysis of positioning and expertise. American Association for Applied Linguistics (AAAL). March 18-22.
- 2022 **Hamman-Ortiz, L.**, & Prasad, G. “Beyond bilingualism: A linguistically expansive orientation to identity and pedagogy in two-way immersion.” American Association for Applied Linguistics (AAAL). March 18-22.
- 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 9-12.
- 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 20-23.
- 2020 **Hamman-Ortiz, L.**, Santiago Schwarz, V., Hamm-Rodríguez, M., & Gort, M. “Engaging Elementary Bilingual Teachers in Mediated SFL Praxis: A Case Study.” Literacy Research Association (LRA). December 2-5.
- 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, 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.**, 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.

PROFESSIONAL DEVELOPMENT WORKSHOPS

- 2022 “Supporting dual language learners in the preschool classroom.” Professional development workshop for Child Development Center at University of Rhode Island. Nov 7.
- 2022 “Dual language education.” Professional development workshop for St. Patrick’s Catholic School with colleagues from Two-Way Immersion Network of Catholic Schools (TWIN-CS) at Boston College. Pasco, WA. June 7-8.
- 2022 “Cultivating students’ bilingualism through translanguaging pedagogy.” Professional development workshop for Escuela de Guadalupe. Denver, CO. April 18.
- 2022 “Translanguaging pedagogies in dual language classrooms.” Professional development workshop delivered to Colorado teachers as part of research project “Exploring Dual Language Classrooms as

- Critical Translanguaging Spaces: A Research and Professional Learning Project” at the University of Northern Colorado. March 7.
- 2022 “El bilingüismo y la identidad.” Professional development workshop delivered to Colorado teachers as part of research project “Exploring Dual Language Classrooms as Critical Translanguaging Spaces: A Research and Professional Learning Project” at the University of Northern Colorado. Jan 31.
- 2021 “La enseñanza de la escritura: Repaso y aplicación.” Professional development workshop (delivered in Spanish) for Omaha Dual Language Academy. Jan 5.
- 2021 “La enseñanza de la escritura: Un método funcional.” Professional development workshop (delivered in Spanish) for Omaha Dual Language Academy. Nov 8.
- 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 “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, 2018; Sept. 28, 2018; & May 10, 2019.
- 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.

EDUCATIONAL CONSULTING

- 2023 SFL Genre-Based Writing Curriculum Development for Caminantes Dual Language Program in Amherst-Pelham Regional Schools, MA
Delivered multiple professional development workshops in English and Spanish on developing a writing curriculum using an SFL genre-based framework. Supported dual language teachers in designing writing units using this framework through workshops and coaching sessions.
- 2022-2023 EL Curriculum Development in Weymouth Public Schools, MA.
Facilitated the design of a standards-based and language-focused EL curriculum to align with the district’s new ELA curriculum (Wit and Wisdom) with EL teachers across Weymouth Public Schools.
- 2020 Literature Review on U.S. K-12 Social Studies Education. Education Solutions
Completed a literature review on social studies education (addressing history, approaches, policies, etc.) for Education Solutions to inform the design of a project focused on developing equity-oriented social studies curricula.

SERVICE

National and International

2021-2023	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

State/Regional

2023-present	Member, Policy Committee, Coalition for a Multilingual Rhode Island
2022-present	Member-at-Large (elected), Multistate Association for Bilingual Education (MABE), Northeast

Department/University

2023-present	Member, Right to Read Working Group, School of Education, University of Rhode Island
2022-present	Member, Ph.D. Planning Committee, School of Education, University of Rhode Island
2022-2023	Member, International Teaching Program Committee, School of Education, University of Rhode Island
2021-2022	Program Coordinator, Undergraduate Culturally and Linguistically Diverse (CLD) Education Program, School of Teacher Education, University of Northern Colorado
2021-2022	Equity and Diversity 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

Thesis and Dissertation Committees

Master's Thesis

Chair: Sarah Carney (Speech-Language Pathology; 11/2022)

Committee Member: Melissa Kluglein (Speech-Language Pathology; 6/2023)

Referred Journal Reviewer

Bilingual Research Journal (BRJ)

Elementary School Journal

International Multilingual Research Journal (IMRJ)

International Journal of Bilingualism and Bilingual Education (IJBE)

Journal of Literacy Research (JLR)

Language and Education

TESOL Quarterly

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)

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)
Literacy Research Association (LRA)
Multistate Association for Bilingual Education, Northeast (MABE)
National Council of Teachers of English (NCTE)
Teachers of English to Speakers of Other Languages (TESOL)

REFERENCES

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Phone: 1-512-921-4336

Dr. Mileidis Gort, Professor, University of Colorado-Boulder
Email: Mileidis.Gort@colorado.edu
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Dr. Cathy Compton-Lilly, Professor, University of South Carolina
Email: comptonlilly@sc.edu
Phone: 1-585-732-0893

Dr. Deborah Romero, University of Northern Colorado
Email: Deborah.romero@unco.edu
Phone: 1-970-301-9993

Dr. Katy Lichon, Director of English as a New Language Program, University of Notre Dame
Email: Kwalter5@nd.edu
Phone: 1-832-359-6810