


Patricia Martínez Álvarez
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Teachers College, Columbia University

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Expertise Inclusive Bilingual/Bicultural Education; Teacher Preparation for
 Inclusive Bilingual Education; Cultural Historical Activity Theory;
 Disability Studies in Education

Education level Doctor of Philosophy in Education
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EDUCATION

Ph.D. 2008 George Mason University, Fairfax, VA.
 Instructional Technology & Multilingual/Multicultural Special Education

M.A. 2001 George Washington University, Washington, DC.
 Curriculum and Teaching in Bilingual Special Education

B.A. 1996 Alcalá de Henares University, Madrid, Spain.
 Special Education in Speech and Language

PROFESSIONAL AND TEACHING EXPERIENCE

2020 - Present Associate Professor, Bilingual/Bicultural Education
 Teachers College, Columbia University (New York City, NY)

2014 - 2020 Assistant Professor, Bilingual/Bicultural Education
 Teachers College, Columbia University (New York City, NY)

2010 - 2014 Visiting Assistant Professor, Bilingual/Bicultural Education
 Teachers College, Columbia University (New York City, NY)

2008 - 2011 Consultant, Center for Applied Linguistics (Washington, DC)

2010 - 2011 Adjunct Faculty, George Mason University (Fairfax, VA)

2004 - 2008 Graduate Research Assistant, George Mason University (Fairfax, VA)

1997 - 2010 Inclusive Bilingual Teacher, Arlington Public Schools (VA)
Bilingual Teacher, Madrid Public Schools (2001-2002)

TEACHING CERTIFICATIONS

Previously certified in the state of Virginia in teaching of English as a Second Language PreK-12, Specific Learning Disabilities K-12, and Emotional Disturbance K-12 and in Madrid (Spain)

VISITING FACULTY APPOINTMENTS

Universidad Autónoma de Madrid, Madrid (Spain), 2020-2021

University of Helsinki, Finland, LECI (Learning, Culture and Interventions), Summer, 2018 and Summer 2022

Teachers College, Columbia University, Program in Bilingual/Bicultural Education, 2010-2014

HONORS AND ACHIEVEMENTS

Selected Fulbright Specialist for Project, Fulbright Specialist Program in Mountain Province State Polytechnic College for Quality Teaching, Mountain Province, Philippines (2023)

Recipient of the *Research in the Teaching of English* Reviewer Award (2023)

Provost's COVID-19 Relief Fund (2022-2023). Teachers College, Columbia University

Fulbright Specialist Roster (January 7, 2021–January 7, 2025). U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and World Learning. Four-year tenure

Digital Futures Institute Pedagogical Innovation Fellows Program Recipient (December 2021). Teachers College, Columbia University

Provost Grant Writing Coaching Award (February 2021). Teachers College, Columbia University

American Language Fellow (2020). America's Languages Initiative. American Academy of Arts & Sciences

Dean's Faculty Diversity Research Award (2019). Teachers College, Columbia University

Early Career Reviewer Award from the *Bilingual Research Journal: The Journal of the National Association for Bilingual Education* (2017)

Course Development Grant for Inclusion of Latin American Content and Indigenous Languages in the Curriculum at Teachers College (2017). Teachers College, Columbia University.

Dean's Fellowship Program for Teaching and Diversity Award (2017). Teachers College, Columbia University.

AERA, Early Career Bilingual Education Research SIG Award (2013).

NARST, National Association for Research in Science Teaching (NARST) Equity Scholars Award (2008). Equity and Ethics Committee of NARST Scholars Program.

Dissertation Completion Fellowship (2006). George Mason University.

NSF Funded Scholarship (2004). Bannan-Ritland, B., National Science Foundation CAREER Grant (five years), Awarded Full-time Doctoral Tuition Support.

Spencer Foundation Funded Practitioner Researcher Fellowship (2000), Howard, E., Two-Way Immersion Teacher Research Collaborative Grant. Practitioner Researcher and Presenter.

U.S. Department of Education OELA Funded Fellowship (1999). The George Washington University Bilingual Special Education Program, Awarded Full-time Master Candidate Tuition.

Developmental Linguistics Honors Award (1996), Alcalá de Henares University, Madrid, Spain.

SCHOLARLY PRODUCTIVITY

BOOKS

Martínez-Álvarez, P. (2023). Teaching emergent bilingual students with dis/abilities: Humanizing pedagogies to engage learners and eliminate labels. In A. J. Artiles (series ed.), *Disability, Culture and Equity* book series. Teachers College Press.

Martínez-Álvarez, P. (2022). Teacher education for inclusive bilingual contexts: Collective reflection to support emergent bilinguals with and without disabilities. In *Routledge Research in Teacher Education* book series. Routledge.
<https://doi.org/10.4324/9781003112259>

REFEREED PUBLICATIONS

(*Designates Student, Former Student, or Practitioner)

Martínez-Álvarez, P. (2023; Published Online 2019). Redistribution of labor to prepare teachers to work in inclusive bilingual classrooms. *Urban Education*, 58(3), 457–489.
<https://doi.org/10.1177/0042085919873697>

*Kwon, J. & **Martínez-Álvarez, P.** (2022; Published Online 2021). A young linguistic and

cultural mediator: Multidimensional learning among multilingual siblings and a researcher. *International Multilingual Research Journal*, 16(1), 47–64. Available <https://bit.ly/2Svp7jc>

Martínez-Álvarez, P., López-Velásquez, A. M., & Kajamaa, A. (2021). Preparing educators for inclusive bilingual education: A boundary crossing laboratory between professional groups. *Cultural-Historical Psychology*, 17(3), 125–134. Available https://psyjournals.ru/en/kip/2021/n3/Martinez_et_al.shtml

Martínez-Álvarez, P. (2020). Essential constructs in the preparation of inclusive bilingual education teachers: mediation, agency, and collectivity. *Bilingual Research Journal*, 43(3), 304–322. <https://doi.org/10.1080/15235882.2020.1802367>

Martínez-Álvarez, P. & Chiang, H. M. (2020). A bilingual special education teacher preparation program in New York City: Case studies of teacher candidates' student teaching experiences. *Equity & Excellence in Education*, 53(1-2), 196–215. Available <https://bit.ly/313SmM8>

Martínez-Álvarez, P. (2020). Dis/ability as mediator: Opportunity encounters in hybrid learning spaces for emergent bilinguals with dis/abilities. *Teachers College Record*, 122(5), 1–44.

Martínez-Álvarez, P., *Son, M., & Arana, B. (2020). Pre-service teachers' efforts to mediate learning with bilingual children with disabilities. *Teaching and Teacher Education*, 91, 103044. <https://doi.org/10.1016/j.tate.2020.103044>

Ghiso, M. P., **Martínez-Álvarez, P.**, *Clayton, E., *Álvarez, F., & *Gutiérrez, M. (2019). Critical inquiry in the literacy curriculum: The community as a transnational resource. *Language Arts*, 97(2), 97–104.

*Kwon, J., Ghiso, M.P., & **Martínez-Álvarez, P.** (2019). Showcasing transnational and bilingual expertise: A case study of a Cantonese-English emergent bilingual within an afterschool program centering Latinx experiences. *Bilingual Research Journal*, 42(2), 164–177. <https://doi.org/10.1080/15235882.2019.1589605>

Martínez-Álvarez, P. (2019). What counts as science? Expansive learning actions for a new model of science with minoritized bilingual children. *Cultural Studies of Science Education*, 14(4), 799–837. Available <http://bit.ly/WhatCountsBilingualScience>

Martínez-Álvarez, P., Kajamaa, A., *Pantin, L. E. (2018). Creating shared access: Bilingual teachers and children using technology to multimodally negotiate understandings in science and language. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 18(1), 22–41.

Martínez-Álvarez, P. (2018). Dis/ability labels and emergent bilingual children: Current research and new possibilities to grow as bilingual and biliterate learners. *Race Ethnicity and Education*, 22(2), 174–193. Available <http://bit.ly/DisabilityEmergentBilinguals>

- Martínez-Álvarez, P., *Sáez, N., & Ghiso, M. P. (2018).** Mediating hybrid spaces in the bilingual science class by learning to cultivate children's metaphors. *Linguistics and Education*, 47, 68–83. <https://doi.org/10.1016/j.linged.2018.08.003>
- Martínez-Álvarez, P. (2017).** Multigenerational learning for expanding the educational involvement of bilinguals experiencing academic difficulties. *Curriculum Inquiry*, 47(3), 263–289. Available <http://bit.ly/MultigenerationalLearning>
- Martínez-Álvarez, P. (2017).** Language multiplicity and dynamism: Emergent bilinguals taking ownership of language use in a hybrid curricular space. *International Multilingual Research Journal*, 11(4), 255–276. Available <http://bit.ly/LanguageMultiplicity>
- Martínez-Álvarez, P., Cuevas, I., & Torres-Guzmán, M. E. (2017).** Preparing bilingual teachers: Mediating belonging with multimodal explorations in language, identity, and culture. *Journal of Teacher Education*, 68(2), 155–178. <https://doi.org/10.1177/0022487116685752>
- Martínez-Álvarez, P. (2017, Published Online 2016).** Special ways of knowing in science: Expansive learning opportunities with bilingual children with learning disabilities. *Cultural Studies of Science Education*, 12(3), 521–553. Available <http://bit.ly/WaysOfKnowing>
- Forum Response to Article:** Morawski, C. M. (2017). Teaching students in place: The languages of third space learning. *Cultural Studies of Science Education*, 12(3), 555–564.
- Martínez-Álvarez, P. & Ghiso, M. P. (2017, Published Online 2015).** On languaging and communities: Latino/a emergent bilinguals' expansive learning and critical inquiries into global childhoods. *International Journal of Bilingual Education and Bilingualism*, 20(6), 667–687. <https://doi.org/10.1080/13670050.2015.1068270>
- Martínez-Álvarez, P. & Hubard, O. (2015).** Modeling change with clay: Bilingual primary students create imaginary landscapes to model slow changes to Earth's surface. *Science and Children*, 52(5), 57–63.
- Martínez-Álvarez, P. (2014).** Reconceptualizing what counts as language and learning in bilingual children with disabilities. *The NYS TESOL Journal*, 1(2), 39–58.
- Martínez-Álvarez, P. & Bannan, B. (2014).** An exploration of hybrid spaces for place-based geomorphology with Latino bilingual children. *Journal of Geoscience Education*, 62(2), 104–117. <https://doi.org/10.5408/12-407.1>
- Martínez-Álvarez, P., Ghiso, M. P., & Campano, G. (2014).** Engaging double binds for critical inquiry with first-grade Latina/o emergent bilinguals. *Sustainable Multilingualism*, 5, 62–98. <https://doi.org/10.7220/2335-2027.5.3>
- Martínez-Álvarez, P. & Bannan, B. (2013).** Blending practices: DBR and CALL to enrich emergent bilingual learners' concept and language development. *Computer Assisted Language Instruction Consortium (CALICO) Journal*, 11, 127–156.

- Martínez-Álvarez, P.**, Ghiso, M. P., & Martínez, I. (2013). Creative literacies and learning with Latino emergent bilinguals. *LEARNing Landscapes Journal*, 11, 273–298.
- Martínez-Álvarez, P.**, Torres-Guzmán, M. E., & Martínez-Roldán, C. (2013). The relevance of the 21st century expansive metaphor in teacher education. *Revista Magisterio*, 2(1), 11–24.
- Martínez, P.**, Bannan, B., & Kitsantas, A. (2012). Bilingual students' ideas and conceptual change about slow geomorphological changes caused by water. *Journal of Geoscience Education*, 60(1), 54–67. <https://doi.org/10.5408/09-145.1>
- Martínez-Álvarez, P.**, Bannan, B., Peters-Burton, E. E. (2012). Effect of strategy instruction on fourth-grade dual language learners' ability to monitor their comprehension of scientific texts. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 35(3), 331–349. <https://doi.org/10.1080/15235882.2012.734005>
- Martínez, P.**, Peters, E. E., Bannan, B., & Baek, J. (2011). Learning to observe in a geomorphological context. *Science Activities* 48(1), 13–22.
- Bannan, B., Peters, E., & **Martínez, P.** (2010). Mobile, inquiry-based learning and geological observation: An exploratory study. *International Journal of Mobile and Blended Learning*, 2(3), 13–29. <https://doi.org/10.4018/jmbl.2010070102>

REFEREED CHAPTER PUBLICATIONS

(*Designates Student, Former Student, or Practitioner)

- Martínez-Álvarez, P.** (Invited). Inclusive bilingual education teacher preparation. In M. T. Winn & L. T. Winn (Eds.), *Encyclopedia of Social Justice (ESJ). Volume on Bodies/Abilities/Justice* (Invited Editors, T. González & A. A. Tefera). Bloomsbury Publishers.
- Martínez-Álvarez, P.** & *Son, M. (2023). Hearing from children to cultivate inclusive bilingual education. In F. R. Waitoller & K. A. K. Thorius (Eds.), *Sustaining disabled youth: Centering disability in asset pedagogies* (pp. 95–107). New York, NY: Teachers College Press.
- Martínez-Álvarez, P.** & Roviró, B. (2020). Facing the complexity of bilingual special education: An activity theoretical approach to understanding anxiety-mediated tensions in discussions with teachers and administrators serving bilingual children with disabilities. In U. Hoinkes & M. L. G. Meyer (Eds.), *Der einfluss der migration auf sprach- und kulturräume - The impact of migration on linguistic and cultural areas* (247–278). Berlin, Germany: Peter Lang.
- Baron, C., Dobbs, C., & **Martínez-Álvarez, P.** (2018, Published Online 2017). Using historical building analysis to support English language learners' bicultural and historical thinking skills development. In L. C. de Oliveira & K. Obenchain (Eds.), *Teaching history and social studies to English language learners: Preparing pre-service and in-service teachers*

(pp. 67-92). Switzerland: Palgrave Macmillan (Springer International).
https://doi.org/10.1007/978-3-319-63736-5_4

Martínez-Álvarez, P. & Ghiso, M. P. (2014). Multilingual, multimodal compositions in technology-mediated hybrid spaces. In R. S. Anderson & C. Mims (Eds.), *Handbook of research on digital tools for writing instruction in K-12 settings: Student perception and experience* (pp. 193–218). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-4666-5982-7.ch010>

Torres-Guzmán, M. E. & **Martínez-Álvarez, P.** (2014). NNS imagining a future self as teachers in bilingual education. In J. dD. Martínez Agudo (Ed.), *English as a foreign language: Teacher education* (pp. 169–185). The Netherlands: Editions Rodopi.
https://doi.org/10.1163/9789401210485_012

Ghiso, M. P., **Martínez-Álvarez, P.**, & *Dernikos, B. P. (2013). Writing from and with community knowledge: First-grade emergent bilinguals' engagements with technology-integrated curricula. In K. E. Pytash & R. E. Ferdig (Eds.), *Exploring technology in writing and writing instruction* (pp. 169–185). Hershey, PA: IGI Global.
<https://doi.org/10.4018/978-1-4666-6042-7.ch003>

Martínez-Álvarez, P. & Torres-Guzmán, M. E. (2012). Bilingual teacher education students' struggle with interculturality. In J. dD. Martínez Agudo (Ed.), *Teaching and learning English through bilingual education* (pp. 213–242). United Kingdom: Cambridge Scholars.

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

(*Designates Student, Former Student, or Practitioner)

Martínez-Álvarez, P., Cuevas, I., *Saez, N., & *Son, M. (Under Review). Bilingual pre-service teachers learning to design an inclusive curriculum: Relevant evolving conceptualizations mediated through multimodal learning experiences. *Journal of the Learning Sciences*.

*Jeon, S., **Martínez-Álvarez, P.** (Under Review). First generation Chinese English speaking families' attitudes and motivations in a Spanish-English dual language bilingual program. *Bilingual Research Journal*

OTHER PUBLICATIONS AND CURRICULUM DEVELOPMENT

Martínez-Álvarez, P. (2021). Something's going on at home: Hybrid learning spaces for emergent bilinguals with and without a dis/ability. *The Teacher 1*(1), 27–32. Education Association of America. <https://eduaa.org/>

Roviró, B. & **Martínez-Álvarez, P.** (2018). Do our concepts of bilingual education match the anxieties of migrants? *EuropeNow*, 19. <http://bit.ly/AnxietyImmigrants>

Howard, E. R., Dressler, C., & **Martínez-Álvarez, P.** (2012). *Words in motion* (English, bilingual, and cross-linguistic versions). Washington, DC: Center for Applied Linguistics. <http://bit.ly/WordsMotion>

Martínez, P. (2010). Real Story: Should interventions be provided in immersion students' first language, second language, or in both? In T. W. Fortune & M. R. Menke, *Struggling learners & language immersion education* (pp.77–79). Minneapolis, MN: CARLA.

BOOK REVIEWS AND EXPERT COMMENTARIES

Martínez-Álvarez, P. (2019). [International expert commentary of the book *Políticas para la educación y formación de los profesores indígenas. El caso de México, Chile, Colombia, Perú y Venezuela*, by M. V. Fregoso & J. S. Cáceres], 17. Guadalajara, Jalisco, México: Universidad de Guadalajara.

Martínez-Álvarez, P. (2015). Book Review: *English language learners: Differentiating between language acquisition and learning disabilities*, by Janette Klingner and Amy Eppolito. *Journal of Multilingual Education Research* 6 (Article 9), 153–158. Available at: <http://bit.ly/BookReviewLanguageDisability>

GRANT WORK

Clinically-Rich Intensive Teacher Institute in Bilingual Education (Co-Principal Investigator), Under Review, \$687,497 for five years, The New York State Education Department, Office of Bilingual Education and Foreign Language Studies. Principal Investigator: Sharon Chang (A&H); Co-investigator: Carmen Martínez-Roldán (A&H), 2023-2028.

Spencer Vision Grant (Interdisciplinary Scholar Collaborator), \$75,000 for 12 months, The Spencer Foundation. *Understanding the Production of Racial & Linguistic Ability Stratification: A Blueprint for Systemic Transformation*. Principal Investigator: Alfredo Artiles, Stanford University, 2023-2024.

Clinically-Rich Intensive Teacher Institute in Bilingual Education (Co-Principal Investigator), \$550,000 for five years, The New York State Education Department, Office of Bilingual Education and Foreign Language Studies. *The Bilingual Advanced Online Certification*. Principal Investigator: Sharon Chang (A&H); Co-investigator: Carmen Martínez-Roldán (A&H), 2019-2023.

The New York Community Trust: Brooke Astor Fund for New York City Education (Co-Principal Investigator), \$350,000 for one-year continuation of the *Photos and Me Program* (awarded to Union Settlement Association). Principal investigator: María Paula Ghiso (C&T), 2017-2018. See <https://photosandmeproject.com/>

The New York Community Trust: Brooke Astor Fund for New York City Education (Co-Principal Investigator), \$439,000 for one-year continuation of the *Photos and Me Program* (awarded to Union Settlement Association). Principal investigator: María Paula Ghiso (C&T), 2016-2017.

The New York Community Trust: Brooke Astor Fund for New York City Education (Co-Principal Investigator), \$440,955 for one-year continuation of the *Photos and Me Program* (awarded to Union Settlement Association). Principal investigator: María Paula Ghiso (C&T), 2015-2016.

Clinically-Rich Intensive Teacher Institute in Bilingual Education (Principal Investigator), \$320,000 for three years, The New York State Education Department, Office of Bilingual Education and Foreign Language Studies. The *Bilingual Special Education Studies*. Co-investigators: Carmen Martínez-Roldán (A&H) and Sharon Chang (A&H), 2014-2017.

The New York Community Trust: Brooke Astor Fund for New York City Education (Research Consultant and Curriculum Developer), \$115,000 for one year, The *Photos and Me Program* (with Union Settlement Association), 2014.

Faculty Development Grant at Southern Connecticut State University (Research Consultant, Guest Speaker), \$2,500, English Language Learners and Special Education and Reading. Principal Investigators: Ángela López-Velázquez and Michael Alfano, 2013.

National Professional Development Grant (Co-Principal Investigator), \$1,200,000, for three years. United States Department of Education, Office of English Language Acquisition. *Pedagogy of Social Imagination for Language Learning and Teaching (PSILLT)*. Principal Investigator: María Torres Guzmán. Co-investigator: Carmen Martínez-Roldán (A&H), 2012-2015.

Enhancing Vocabulary through Cognate Awareness (EVOCA) (Research Consultant and Curriculum Developer), \$1,828,906, four years. Principal Investigators: Igone Arteagoitia and Elizabeth Howard, 2010.

The Two-Way Immersion Toolkit (Bilingual Special Education Consultant), Institute of Education Sciences (IES), U.S. Department of Education, Contract Number ED-01-CO-0010. Editors: Elizabeth R. Howard, Julie Sugarman, Marleny Perdomo, and Carolyn T. Adger, 2005.

Study of Two-Way Immersion Education (Teacher Assessor of Student Writing Outcomes in Spanish). The Center for Research on Education, Diversity, & Excellence (CREDE). Principal Investigators: Christian, D., Genesee, F., and Lindholm Leary, K, 2000.

PRESENTATIONS

KEYNOTE AND HIGHLIGHTED PRESENTATIONS

October 2022 Featured Conference Presenter. *A hybrid humanizing lens to understand the learning experiences of bilingual children with a disability*. Race,

- Inequality, Language, & Education (RILE) 2022 Research Conference @ Stanford. Innovation for Healing: Leveraging research and Praxis for a Better Future. Virtual presentation.
- November 2018 Invited Key Presenter on Teacher Education. *Knotworking: An analytical tool for teacher learning*. Bremen University. Bremen, Germany.
- May 2018 Invited Keynote Speaker at the 40th Annual Sunshine State TESOL (SSTESOL). Kaleidoscope of Community: Perspectives & Practices. *Something's going on at home: Possibility-centered hybrid learning spaces for emergent bilinguals with/without a dis/ability*. Orlando, FL.
- December 2017 Invited Keynote Speaker at the 41st Annual Illinois State Bilingual Conference. *Emergent bilinguals with disabilities: Existing research and new possibilities*. Oak Brook, Illinois.
- October 2017 Invited Speaker on Effective Education for Students with Communication Disorders at the Love, Grow, Learn: Annual Conference of Neurologists and Educators. *Existing research and implications*. Fundación Querer USA and Miami Dade College. Miami, FL.
- April 2015 Invited Key Presenter for Transitional Bilingual Programs Teachers and Network Personnel. *Bilingual education*. Office of English Language Learners in NYCDOE. New York City, NY.
- October 2013 Invited Guest Speaker and Research Organizer. Faculty development project. *Bilingual special education: An interdisciplinary exploration*. Southern Connecticut State University. New Haven, CT.
- April 2013 Invited Panelist. Bilingual Special Education Roundtable: NYS/NYC Regional Bilingual Education Resource Network. *Building on bilingualism: Teaching ELLs with disabilities*. New York, NY.
- November 2013 Invited Presenter for the 2014 NCTE Presidential Session. *The pedagogy of social imagination in language learning and teaching* (PSILLT). Boston, MA.
- April 2012 Invited Key Speaker. Department of Latina American and Iberian Cultures of Columbia University and the Spanish and Latin American Cultures of Barnard College. *Content & language integrated learning (CLIL). Methodological developments of teaching of Spanish*. New York City, NY
- June 2011 Invited Speaker on Needs of ELLs in Special Education. Division of Students with Disabilities & ELLs in NYCDOE. *Literacy strategies for ELLs & the common core standards*. New York City, NY.

March 2011 Invited Key Speaker for Administrators and Teacher Trainers. Division of Students with Disabilities & ELLs in NYCDOE. *Bilingual learners & disabilities*. New York City, NY.

OTHER INVITED PRESENTATIONS AND WORKSHOPS

April 2023 Invited Webinar Presenter. *Disability, Culture, and Equity Series: Moving the Field Forward*. Sponsored by the AERA Special and Inclusive Education Research SIG

April 2021 Invited Conference Presenter. *Hybrid spaces and emergent bilinguals with dis/abilities*. Facultad de Formación del Profesorado y Educación. Universidad Autónoma de Madrid (UAM), Spain.

April 2021 Invited Seminar Presenter. Seminario Desarrollo Humano y Educación. *Dis/ability as mediator: "Opportunity encounters" in hybrid spaces for emergent bilinguals with dis/abilities*. Universidad Autónoma de Madrid (UAM), Spain.

October 2019 Invited Seminar Participant. *Second Binational Seminar UPenn-UdG*. Collaborative endeavor to increase the knowledge base of the critical approach to literacy through bi-national research partnerships. University of Guadalajara, Guadalajara (Jalisco), Mexico.

March 2019 Invited Panel Presenter. Bilingual Special Education Panel Highlighted Session. *Differently-abled multilingual learners: Identifying and accessing the strengths of all students*. The 42nd New York State Association for Bilingual Education (NYSABE) Conference. New York, NY.

November 2018 Invited Conference Presenter. Get-to-Work Conference as part of the Anxiety Culture Research Project. Kiel University, Germany. *An activity theoretical approach to understanding anxiety*. Kiel, Germany.

June 2018 Invited Expert Research Seminar Presenter. Learning, Culture and Interventions (LECI; <http://www.helsinki.fi/leci>). *Dis/ability as mediator*. Helsinki, Finland.

June 2015 Invited Conference Presenter. Come in Touch Conference on Teacher Education. Kiel University, Germany. *Preparing teachers to work with bilingual children perceived as having disabilities*. Kiel, Germany.

March 2015 Invited Speaker. International Conference for School Leaders. *Bilingual learning advantages*. Chiclayo, Perú.

- March 2015 Invited Speaker. International Seminar for Language Teachers. *Pedagogy of social imagination in language learning and teaching: A Collaborative Project on Expansive Teaching and Learning*. Chiclayo, Perú.
- November 2013 Presenter for the Symposium Organized by the TC Program in BBE. *The pedagogy of social imagination in language learning and teaching* (PSILLT) Teachers College, Columbia University. New York, NY.
- January 2010 Invited Conference Speaker and Workshop Organizer, Congreso Nacional de Educadores. *La tecnología en la educación* (Technology in education.) Universidad de Ciencias Aplicadas. Lima, Peru.
- February 2007 Invited Speaker in the 2007 Language Series. *Differentiated instruction for language and concept development*. Bank Street College of Education. New York City, NY.
- August 2005 Invited Conference Speaker at the Congreso Nacional de Educadores. *Acercándonos al aprendizaje por indagación* (Getting closer at learning through inquiry.) Universidad de Ciencias Aplicadas. Lima, Peru.
- April 2001 Invited Speaker at the Spencer Research on Practice Meeting. *Strategies to develop higher order thinking skills when solving math word problems*. Seattle, WA.
- April 2000 Invited Speaker at the Spencer Foundation Research on Practice Meeting. *Learning styles and language acquisition*. New Orleans, LO.

RESEARCH CONFERENCE PRESENTATIONS

(*Designates Student or Practitioner)

- Martínez-Álvarez, P., Cuevas, I., *Sáez, N. & *Son, M. (2023). *Bilingual teacher candidates' evolving conceptualizations of relevant aspects of curriculum for inclusive education*. Accepted for the 2023 AERA conference, Curriculum Studies Division B (Section 1: Cultural Inquiry in Curriculum Studies). Chicago, IL.
- Martínez-Álvarez, P. & Kajamaa, A. (2023). *Teacher candidates' identity construction as collective movement along zones of sense*. Accepted for the 2023 AERA conference, Cultural-Historical Research SIG. Chicago, IL.
- Arana, B., Martínez-Álvarez, P., *Montero-De-Howitt, A., & *Carbajal-Montalvo, L. (2023). *Dialectical reflective processes for enactment of transformative agency with teacher candidates*. Accepted for the 2023 AERA conference, Cultural-Historical Research SIG. Chicago, IL.
- Hyrkkö, S., Kajamaa, A., & Martínez-Álvarez, P. (2023). *Multimodality and expansive*

learning during a school change laboratory: Externalising and implementing distributed leadership. Accepted for the 2023 AERA conference, Cultural-Historical Research SIG. Chicago, IL.

Martínez-Álvarez, P., Arana, B., *Anillo, C., *Castro, P., *Montero-De-Howitt, A., & *Park, A., (2023). *Leveraging the jigsaw: Pre-service and in-service teachers working to integrate perspectives for inclusive reading teaching.* Accepted for the 45th New York State Association for Bilingual Education (NYSABE) Conference. Long Island, NY.

Martínez-Álvarez, P. (2023). *Teaching emergent bilingual students with dis/abilities: Humanizing pedagogies to engage learners and eliminate labels.* Accepted for the 2023 NABE conference. Portland, ORE.

Martínez-Álvarez, P., Ghiso, M. P., & Rajan, S. (2022). *Development of an instrument to understand the higher order reading skills of emergent bilingual children.* Accepted for the Literacy Research Association (LRA). Phoenix, AZ.

Martínez-Álvarez, P. (2022). *The learning of emergent bilinguals with a disability: Oppressive legacies and ableism.* Accepted for the Society for Disability Studies (SDS) Annual Conference. Virtual Meeting.

Martínez-Álvarez, P. (2022). *“Hybrid humanizing pedagogical moments”: A tool to mediate inclusive bilingual education.* Accepted for the 9th Nordic-Baltic international Society for Cultural-Historical Activity Research 2022 (NBISCAR 2022). Helsinki, Finland.

Martínez-Álvarez, P. & Arana, B. (2022). *Hybrid reflective processes for enactment of transformative agency with teacher candidates.* Accepted for the 9th Nordic-Baltic international Society for Cultural-Historical Activity Research 2022 (NBISCAR 2022). Helsinki, Finland.

Martínez-Álvarez, P., Cuevas, I., *Saez, N. & *Son, M. (2022). *Pre-service teachers’ learning to design curriculum for inclusive bilingual education: Capturing relevant aspects of curriculum.* Accepted for the 2022 AERA conference, Teaching and Teacher Education Division K (Section 5: Preservice Teacher Education Coursework: Curriculum and Pedagogy to Improve Teacher Knowledge and Instruction). San Diego, CA.

Martínez-Álvarez, P. (2022). *Humanizing perspectives for inclusive bilingual education: Authoring “hybrid humanizing pedagogical moments”.* Accepted for virtual presentation but not attended for the 2022 NABE conference. New York, NY.

Martínez-Álvarez, P. (2021). *Assimilation and resistance: Reclaiming the right to learn Spanish in inclusive bilingual education.* Accepted for the 2021 AERA conference, Disability Studies in Education SIG. Virtual Meeting.

López-Velásquez, A. M., Martínez-Álvarez, P., & Kajamaa, A. (2021). *Preparing educators for*

inclusive bilingual education: A boundary crossing laboratory between professional groups. Accepted for the 2021 AERA conference, Cultural-Historical Activity Theory SIG. Virtual Meeting.

Martínez-Álvarez, P. & *Son, M. (2021). *Breaking down barriers: Hearing from children to learn to teach inclusively in bilingual education.* Accepted for the 2021 AERA conference, Division K (Section 4: The Socio-Cultural and Racial). Virtual Meeting.

Arana, B., Martínez-Álvarez, P., & *Jeon, S. (2021). *Understanding radical inclusive education from within: Pre-service bilingual teachers' trajectories along a radical-reductionist pedagogical continuum.* Accepted for the 2021 AERA conference, Division G (Section 2: Differences and Intersectionalities). Virtual Meeting.

Martínez-Álvarez, P. (2021). *Rules and tensions in the inclusive bilingual classroom: Possibilities for the preparation of teachers as agents.* Accepted for the 2020 International Society for Cultural and Activity Research (ISCAR). Natal, Brazil. Postponed for a year.

Arana, B., *Jeon, S., & Martínez-Álvarez, P. (2020). *Radical versus reductionist continuum: Pre-service teachers' experiences, tensions and breakthroughs when working with bilingual students with disabilities.* Under review for the 43rd New York State Association for Bilingual Education (NYSABE) Conference. New York, NY (Conference Canceled)

Martínez-Álvarez, P., López-Velásquez, A. M., & Kajamaa, A. (2020, Apr 17-21). *Landscapes for boundary crossing between professional groups in preparation for teaching bilingual children with disabilities* [Roundtable Session]. Cultural Historical Research Special Interest Group (SIG). AERA Annual Meeting San Francisco, CA
<http://tinyurl.com/w2mkths> (Conference Canceled)

Ghiso, M. P., Martínez-Álvarez, P., *Animashaun, O., & *Son, M. (2020, Apr 17-21). *Interrogating Culture in a Teacher Inquiry Community: Collaborating towards Culturally Engaged and Equity-Oriented Literacy Learning with Latinx students* [Paper Session]. Division G: Social Context of Education; Section 3: Languages, Literacies, and Representations. AERA Annual Meeting San Francisco, CA
<http://tinyurl.com/vfu3xu9> (Conference Canceled)

Martínez-Álvarez, P., *Son, M., & Arana, B. (2019). *Analytical tools to design inclusive contexts: Conversations in clinical experiences about compensating and removing barriers.* Accepted for the 2019 AERA, Teaching and Teacher Education Division. Toronto, Canada.

Martínez-Álvarez, P. (2019). *Dis/ability as mediator: Possibility-centered hybrid learning spaces for emergent bilinguals with a dis/ability.* Accepted for the 42nd New York State Association for Bilingual Education (NYSABE) Conference. New York, NY.

Ghiso, M.P. & Martínez-Álvarez, P., (2018). *Practitioner research with Latinx teachers: Designing a social justice literacy curriculum using photography.* Accepted for the 2018 Literacy Research Association Conference (LRA). Indian Wells, CA.

- Baron, C. & Martínez-Álvarez, P. (2018). *Historical building analysis as a tool to provide multiple means of accessing and demonstrating knowledge for bilingual learners with disabilities in the social studies classroom*. Accepted for the 2018 National Council for the Social Studies (only first author attended). Chicago, IL.
- Martínez-Álvarez, P. (2018). *Dis/ability as mediator*. Presenter for the 2018 AERA, Cultural Historical Research (CHAT) SIG. New York, NY
- Martínez-Álvarez, P., Chang, S., & Arana, B. (2018). *Knotworking: An analytical tool for bilingual special education teacher learning*. Presenter for the 2018 AERA, Teaching and Teacher Education Division. New York, NY.
- Ghiso, M.P. & Martínez-Álvarez, P., (2018). *Latina/o children and families' cross-cultural repertoires: Learning from/with each other through multilingual, multimodal texts*. Presenter for the 2018 AERA, Research in Reading and Literacy SIG. New York, NY.
- Ghiso, M.P. & Martínez-Álvarez, P., (2018). *Practitioner research with Latinx teachers: Designing a social justice literacy curriculum using photography*. Presenter for the 2018 AERA, Social Context of Education Division. New York, NY.
- Martínez-Álvarez, P. (2017). *Using intersectionality to surface patterns of inequality for emergent bilinguals with dis/abilities*. Presenter for the 17th Disability Studies in Education Conference. Minneapolis, MN.
- Martínez-Álvarez, P. (2017). *Contributions of CHAT and DSE for expansion of the field of bilingual special education*. Presenter for the 2017 International Society for Cultural and Activity Research (ISCAR). Quebec, Canada.
- Martínez-Álvarez, P. (2017). *Redistribution of labor: Surfacing forms of exclusion in the BiSPED classroom*. Presenter for the 2017 AERA, Cultural Historical Research SIG. San Antonio, TX.
- Martínez-Álvarez, P., *Saez, N., & Ghiso, M. P. (2017). *Mediating hybrid spaces in the bilingual science class by learning to cultivate children's metaphors*. Presenter for the 2017 AERA, Bilingual SIG. San Antonio, TX.
- Ghiso, M. P. & Martínez-Álvarez, P. (2016). *Reading the world through images: Latina/o emergent bilinguals exploring inequities and transnational migration through photography*. Presenter for the Literacy Research Association Conference (LRA) Conference. Nashville, TN.
- Martínez-Álvarez, P. (2016). *The relevance of learning across activity systems for bilingual special education teacher preparation programs*. Presenter for the 32nd European Group for Organizational Studies (EGOS) Colloquium. Sub-theme 33: Activity Theory and Organizations. Naples, Italy.

- Martínez-Álvarez, P. & Chiang, H. (2016). *Preparing bilingual special education teachers: A pilot study*. Presenter for the Council for Exceptional Children (2016). Convention and Expo to be held in St. Louis, Mo.
- Ghiso, M. P. & Martínez-Álvarez, P. (2015). *Cultivating transnational imaginaries: Latina/o children and families' multimodal explorations of (in)justice and social change*. Presenter for a symposium at the LRA Conference. Carlsbad, CA.
- Martínez-Álvarez, P., Waring, H. Z., & Ghiso, M. P. (2015). *Expanding science: Identity and agentivity in a hybrid science/language multimodal curriculum*. Presenter for the 2015 International Pragmatics Conference. Antwerp, Belgium.
- Martínez-Álvarez, P. (2015). *Expanding what counts as science with bilingual children perceived as having disabilities*. Presenter for 2015 AERA, Bilingual SIG. Chicago, IL.
- Hubard, O., Ghiso, M. P., & Martínez-Álvarez, P. (2015). *Children's multimodal creations as mediators for expanding what counts as knowledge through an interdisciplinary curriculum partnership*. Presenter for the 2015 AERA, Cultural Historical Research SIG. Chicago, IL.
- López-Velázquez, A. M. & Martínez-Álvarez, P. (2015). *Boundary crossing in higher education: Exploring possibilities for bilingual special education preparation program*. Presenter for the 2015 AERA, CHAT SIG. Chicago, IL.
- Ghiso, M. P. & Martínez-Álvarez, P. (2014). *E/merging theory and practice in literacy research partnerships: An inquiry into our experiences*. Presenter for the LRA. Marco Island, FL.
- Martínez-Álvarez, P. (2014). *Place-based learning without boundaries: Bilingual children's funds of knowledge in geoscience*. Presenter for the Geological Society of America Annual Meeting. Vancouver, British Columbia (Canada).
- Martínez-Álvarez, P., Torres-Guzmán, M. E., & Ruíz-Fajardo, G. (2014). *Pedagogy of social imagination in language learning/teaching: Expansive learning/teaching*. Presenter for 2014 International Society for Cultural and Activity Research (ISCAR). Sidney, Australia.
- Martínez-Álvarez, P. (2014). *Expansive learning opportunities with bilingual children with learning disabilities*. Presenter for the 30th EGOS Colloquium. Sub-theme 61: Activity Theory and Organizations. Rotterdam, The Netherlands.
- Martínez-Álvarez, P., Cuevas, I., & Torres-Guzmán, M. E. (2014). *Art & multimodality in bilingual teacher candidates' expressions of interculturality*. Presenter for the 35th Ethnography in Education Research Forum. University of Pennsylvania Philadelphia, PA.
- Ghiso, M.P., Hubard, O., Martínez-Álvarez, P., Martínez-Roldán, C., Torres-Guzmán, M. (2014). *Pedagogy of social imagination in language learning/teaching (PSILLT): Arts, Multimodality, and Pedagogies of the Possible*. Presenter for the 35th Ethnography in Education Research Forum. University of Pennsylvania Philadelphia, PA.

- Martínez-Álvarez, P. & Ghiso, M. P. (2014). *In languaging and communities: Emergent bilinguals' expansive learning in a hybrid space*. Presenter for 2014 American Educational Research Association Conference (AERA), Language and Social Processes SIG. Philadelphia, PA.
- Martínez-Álvarez, P. & Ghiso, M. P. (2014). *Emergent bilinguals' discussions about translanguaging in a technology-mediated hybrid space*. Presenter for the 2014 National Association for Bilingual Education Conference (NABE). San Diego, CA.
- Ghiso, M. P. & Martínez-Álvarez, P. (2013). *Documenting communities: Opportunities for critical stances with first grade Latino emergent bilinguals*. Presenter for a symposium at the LRA Conference. Dallas, TX.
- Ghiso, M. P., Mraz, K., & Martínez-Álvarez, P. (2013). *Writing workshop is for all students: Using visuals, oral language, and digital tools to maximize success and independence for English language learners*. Presenter for the 2013 National Council of Teachers of English (NCTE). Boston, MA.
- Ghiso, M. P. & Martínez-Álvarez, P. (April 2013). *Learning in the laundromat: First grade emergent bilinguals document their families and communities through photography*. Presenter for the 2013 AERA, Language and Social Processes SIG. San Francisco, CA.
- Martínez-Álvarez, P. & Ghiso, M. P. (April 2013). *Language multiplicity and dynamism: Latino emergent bilinguals taking ownership of language use in a hybrid curricular space*. Presenter for the 2013 AERA Conference, Bilingual SIG. San Francisco, CA.
- Martínez-Álvarez, P., Cuevas, I., & Torres-Guzmán, M. E. (March 2013). *Bilingual teacher candidates' interculturality in a multimodal hybrid exploration: Implementations for teacher education programs and for the multicultural classrooms*. Presenter for 2013 New York State Association for Bilingual Education (NYSABE) Conference. New York, NY.
- Ghiso, M. P., Martínez-Álvarez, P., & *Dernikos, B. P. (February 2013). *Pictures as counter-narratives: First grade emergent bilinguals explore community resources through writing and technology*. Presenter for the 34th Ethnography in Education Research Forum. University of Pennsylvania Philadelphia, PA.
- Martínez-Álvarez, P. & Ghiso, M. P. (February 2013). *Emergent bilinguals' linguistic ownership in culturally engaged, technology enhanced curricula*. Presenter at NABE. Orlando, FL.
- Ghiso, M. P., Martínez-Álvarez, P., & *Dernikos, B. P. (November 2012). *Talking multimodality: How children, youth, and teachers talk about multimodal literacies*. Presenter at the LRA Conference. San Diego, CA.
- Martínez-Álvarez, P., *Wilder, C., & *Keene, S. (February 2012). *An exploration of teachers' concept of culture and dispositions with comic life software and follow-up practitioner research experiences*. Accepted as presenter 33rd Ethnography in Education Research Forum. University of Pennsylvania Philadelphia, PA.

- Martínez-Álvarez, P. (February 2012). *Exploring teacher candidates' concept of culture and dispositions with comic life software*. Presenter as a presenter at NABE. Dallas, TX.
- Martínez-Álvarez, P. (February 2011). *Fourth grade dual language learners' use of cognitive strategies to comprehend science texts*. Presenter at NABE. Orleans, LO.
- Bannan, B. & Martínez-Álvarez, P. (March 2010). *Using mobile technologies in science with smart kids who learn differently*. Co-Presenter at the National Conference Diamonds in the Rough Smart Kids Who Learn Differently. Rockville, MD.
- Martínez, P., Bannan-Ritland, B., Kitsantas, A., & Baek, J. Y. (2008). *The impact of an integrated science reading intervention on elementary children's misconceptions regarding slow geomorphological changes caused by water*. Presenter at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Martínez, P., Behrmann, M., Bannan-Ritland, B., & Baek, J. Y. (April 2007). *Implementing a technology system combining inquiry-based science and reading comprehension strategies to help bilingual ELLs improve their understanding of scientific text*. Presenter at NARST Annual Conference 2007. New Orleans, LO.
- Baek, J. Y., Xia, Q., Martínez, P., Peters, E. E., Bannan-Ritland, B., & Hjalmarson, M. A. (2007, April). *Design research on the means of support for teaching and learning geological observation*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, New Orleans, LA.
- Bannan-Ritland, B., Baek, J. Y., Peters, E., & Martínez, P. (April 2006). *Teachers as design-based research: Designing a technology system inquiry-based science and reading comprehension strategies*. Co-Presenter at the 2006 AERA Meeting. San Francisco, CA.
- Peters, E. E., Bannan-Ritland, B., Baek, J. Y., Martínez, P., Qutub, J., & Xia, Q. (April 2006). *Design-based research as professional development: Case study of a reading teacher in a science inquiry project*. Poster presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.
- Martínez-Álvarez, P. & Perdomo, M. (January 2005). *Inquiry in mathematics: Getting closer through word problem solving*. Presenter at NABE. San Antonio, TX.
- Martínez-Álvarez, P. & Perdomo, M. (March 2002). *Strategies which help special education and language learner students acquire higher order thinking skills in mathematics*. Presenter at NABE. Philadelphia, PA.

INVITED INTERVIEWS

Interview with *Rachel Morris* from *Parents Latina* magazine – The benefits of being bilingual for Hispanic school-aged children. November 2017.

JTE Insider Blog Post on July 17th, 2017 at <https://edwp.educ.msu.edu/jte-insider/2017/mactg/>

Interview with *Christine Kiernan* on *CCTV News* - When East meets West: The benefits of a bilingual education. Aired 2012.

TEACHING

UNIVERSITY COURSES TAUGHT

- Curriculum and Instruction: Inclusive Bilingual Education and Issue of (Dis)Abilities
- Curriculum and Instruction for Bilingual Students with and Without Disabilities. Teachers College, Columbia University
- Teacher Inquiry in Bilingual Education. Teachers College, Columbia University
- Foundations of Bilingual Special Education. Teachers College, Columbia University
- Science, Bilingualism, and Technology. Teachers College, Columbia University
- Cross-cultural Communication & Classroom Ecology. Teachers College, Columbia University
- Teaching Literacy in Bilingual Settings. Teachers College, Columbia University
- Bilingualism and Disabilities. Teachers College, Columbia University
- Foundations of Bilingual/Bicultural Education. Teachers College, Columbia University
- Bilingualism and Second Language Research. George Mason University

SERVICE

NATIONAL SERVICE

Co-chair for the AERA Cultural-Historical Research SIG (2022-2024). Elected Position

Past-chair for the AERA Bilingual Education Research SIG (2019-2020). Elected Position

Chair for the AERA Bilingual Education Research SIG (2018-2019). Elected Position

Program Chair for the AERA Bilingual Education Research SIG (2017-2018). Elected Position

REFEREED JOURNAL EDITORIALS

Co-Editor of *Exceptional Children* – July 2023–present

Associate Editor of the *Teachers College Record* - 2021–present

Editorial Review Board Member of the *Bilingual Research Journal: The Journal of the National Association for Bilingual Education* - 2018–present

Editorial Review Board Member of the *Journal of Science Teacher Education* - 2013–2016

Editorial Review Board Member of the *Canadian Journal of Language and Literature Studies (CJLLS)* - 2021–present

REVIEWER FOR JOURNALS

- Reviewer for *Equity & Excellence in Education* (since 2020)
- Reviewer *Bilingual Research Journal* (since 2011)
- Reviewer for *Research in the Teaching of English* (since 2017)
- Reviewer for *Journal of Teacher Education* (since 2017)
- Reviewer for *Linguistics and Education* (since 2016)
- Reviewer for *Urban Education Journal* (since 2015)
- Reviewer for *Teachers College Record* (since 2015)
- Reviewer for the *Journal of Literacy Research* (since 2012)
- Reviewer for the *Journal of Research in Science Teaching* (2019–2020)
- Reviewer for *Cultural Studies of Science Education* (2019–2020)
- Reviewer for *Science Education* (2015–2020)
- Reviewer for *Science Activities* (2013–2018)
- Reviewer for the *Journal of Geoscience Education* (2013–2018)

REVIEWER FOR AWARDS & CONFERENCE PROPOSALS

- National Science Foundation (NSF). 2022 Invited Panelist Reviewer for the Division of Research for Learning Grant Proposals
- AERA (*American Educational Research Association*). 2022, 2023, 2024 Conference Proposal Reviewer for Cultural Historical Research Special Interest Group
- AERA (*American Educational Research Association*). 2018, 2019, 2020, 2021 Conference Proposal Reviewer for Bilingual Education Research Special Interest Group
- 64th Annual Conference of the Comparative and International Education Society (CIES). 2020 Conference Proposal Reviewer
- Reviewer AERA Bilingual Education Research SIG 2017 Early Research Career Award
- AERA (*American Educational Research Association*). 2015 Conference Proposal Reviewer for Disability Studies in Education Special Interest Group
- AERA (*American Educational Research Association*). 2014 Conference Proposal Reviewer for Bilingual Education Research Special Interest Group
- NARST (*National Association Research Science Teaching*). 2012 Conference Proposal Reviewer for Strands: Cultural, Social, and Gender Issues; Science Teaching-Primary School (Grades preK-6); Educational Technology

DEPARTMENT AND PROGRAM SERVICE

- Chair of the Department of Arts and Humanities, September, 2023-Present
- Director for the Program in Bilingual/Bicultural Education, 2012-2015; 2017-2018; 2021-Present
- Member of the A&H Diversity and Social Justice Committee, 2016-2023
- AL/TESOL Search Committee, A&H Department, 2021-2022
- Committee member for Walter Sindlinger Writing Award nominations, A&H Department, 2016
- AL/TESOL Search Committee, A&H Department, 2015-2016
- Committee member for Doctoral Fellowship Funds Allocation, A&H Department, 2014

- English Education Search Committee, A&H Department, 2014-2015
- Co-organizer of the AL/TESOL and BBE symposium for master students, 2014-2015
- Discussant for the A&H in the City: Ailey Arts in Education Alum Event, 2015 and 2018

UNIVERSITY SERVICE

- Elected Member of the Standing Committee on Appointment to Tenure (SCAT), 2022-2023.
- International and Comparative Education Program Search Committee Invited Member, International and Transcultural Studies Department, 2022-2023
- Elementary Inclusive Education Program Search Committee Invited Member, Curriculum & Teaching Department, 2022-2023
- Elected member of the President's Committee on Community and Diversity (CCD), 2021-2022, 2022-2023
- Invited Member of the Office of Diversity, Community and Inclusion (DCI) Grant selection committee, 2022-2023
- Zankel fellowships project sponsor as part of the *Varied Ways of Reading* Project, 2022-2023
- Invited Faculty Panelist at the virtual fall 2022 Open House for students across TC programs by the Office of Admission at Teachers College, October 2022
- Member of the Ed.D. and Ph.D. Committee, 2021-2022
- Member of the Dean's Grants for Students Appointed Committee, Teachers College, 2018-2019; 2021-2022.
- Early Childhood Search Committee Invited Member, C&T Department, 2021-2022
- Invited panelist for the virtual program "What Is Doctoral Education?" Part of the Diversity in Doctoral Education Initiative, Teachers College, Fall 2021
- Invited panelist for "First Generation Students" webinar on Admitted Student Day, Teachers College, Spring 2019 and Spring 2020
- Invited panelist for the Faculty Panel at Columbia during New Student Orientation, Columbia University, Fall 2019
- Selected Member of the Affirmative Action Committee, Teachers College, 2017-present
- Member of the Committee to Address the Need for an Academic Continuity Plan for a College Emergency, Teachers College, 2017-present
- Member of the selection committee to recommend the Minority Postdoctoral Fellow during the 2017-2018 and 2018-2019 academic years
- Zankel fellowships project sponsor as part of the *Varied Ways of Knowing* Project, 2016-2020 at <http://bit.ly/VariedWaysKnowing>
- Invited presenter for course in Curriculum and Teaching C&T 6011 Qualitative Research Methods – Classrooms and Teaching taught by Dr. María Paula Ghiso. Invited Speaker. Dis/ability as mediator: "Opportunity encounters". Teachers College, November 2019
- Invited presenter for course in Curriculum and Teaching C&T 5505 Seminar: Discourses in Difference taught by Dr. Srikala Naraian. Invited Speaker. Teachers College, Oct 2019
- Invited presenter for course in Curriculum and Teaching C&T 5905 Discourse and Difference taught by Dr. Jean Wong. Invited Speaker. *The learning of bilingual children with disabilities*. Teachers College, November 2018

- Invited presenter for course in Curriculum and Teaching C&T 5905 Discourse and Difference taught by Dr. Jean Wong. Invited Speaker. *The learning of bilingual children with disabilities*. Teachers College, November 2017
- Featured faculty speaker at the on-campus fall 2017 Open House for students across TC programs by the Office of Admission at Teachers College, September 2017
- Participant on the 2nd Annual First-Generation Diversity Graduation Celebration at Teachers College. Invited speaker and letter reader honoring the impact and support of the families of first generation Latinx graduating students, May 2017
- Invited presenter on Bilingual Special Education for course in Curriculum and Teaching C&T 5080 titled “Access to Full Participation in Schools” taught by Dr. Srikala Naraian. Invited Speaker. Teachers College, November 2016
- Member of the Institutional Review Board Committee, Teachers College, 2014-2015
- Member of the Advisory Board for QUIERE (Quality Universally Inclusive Early Responsive Education) project, with the Early Childhood Program within the Department of Curriculum and Teaching, 2014-2016
- Presenter on Supporting Bilingual Children: Classroom Practice and Research. QUIERE Seminar Series. Invited Speaker. Teachers College, November 2015
- Presenter on Exploring Cultural Competence. Teachers College Chinese Students and Scholars Association (TCCSSA). Invited presenter in panel, Cultural Differences of International Students. Teachers College, November 2011
- Presenter on Bi- and Multilingualism in Young Children: Supporting Families, Cultivating Linguistic Diversity. The Rita Gold Early Childhood Center. Invited speaker in roundtable, Supporting Young Children’s Bilingualism. Teachers College, Feb. 2011

PROFESSIONAL AND EDUCATIONAL COMMUNITY

- Advisory Board Member for the Monterey Institute for English Learners (MIEL) at CSU-Monterey Bay – 2021-present
- Invited presenter to Cultural Historical Activity Theory Seminar organized by Dr. Aydin Bal. University of Wisconsin-Madison, April 2023

DISSERTATION COMMITTEE MEMBER

- Kyprianou, Stella (in progress) – Language development of bilingual children with autism spectrum disorder. Department of Health and Behavior Studies.
- Jeon, SooJin (in progress) – Funds of knowledge in bilingual special education. Sponsor in Interdisciplinary Doctoral Program with Professor of Science Education Felicia Moore Mensah
- Kim, Jeanne (in progress) – Language policies and cultural identities within and international school in Korea: Examining school practices and student perspectives. Member of Dissertation Committee. Department of Interdisciplinary Studies. Sponsor: Dr. María Paula Ghiso
- Karina Malik (in progress) – Latinx special educators at the helm: Journeying special education in New York City schools. Fourth Member of Dissertation Committee. Department of Curriculum and Teaching. Sponsor: Dr. Mariana

Souto-Manning

- Sáez, Natalia (2022) – Prepositions and metaphorical thinking in English as a second language by intermediate and advanced learners with Spanish as their first language. Fourth Member of Dissertation Committee. Department of Arts and Humanities. Sponsor: Peter Gordon
- Jenkins, Joshua (2022) – Teacher perspectives on literacy assessment in a social media space in neoliberal times. Fourth Member of Dissertation Committee. Department of Curriculum and Teaching. Sponsor: Marjorie Siegel
- Oliver, Kyle (2022) – Becoming tapestry: A multimodal ethnographic podcast exploring storytelling and belonging in a faith-adjacent fostering youth mentoring network. Fourth Member of Dissertation Committee. Department of Mathematics, Science and Technology. Sponsor: Lalitha Vasudevan
- Son, Minhye (2021) – Building on, not tearing down: Serving emergent bilinguals through bilingual education. Sponsor in Interdisciplinary Doctoral Program with Professor of Curriculum and Teaching María Paula Ghiso
- Rabadi-Raol, Ayesha (2020) – Acknowledging and valuing the experiences of immigrant/transactional teachers of color in early childhood education. Fourth Member of Dissertation Committee. Department of Curriculum and Teaching. Sponsor: Dr. Souto-Manning
- Kwon, Jungmin (2019) – Moving across linguistic, cultural, and geographic boundaries: The multi-sited ethnographic case study of immigrant children. Member of Dissertation Committee. Department of Curriculum and Teaching. Sponsor: Dr. María Paula Ghiso
- Moulay Driss Aqil (2019) – Morocco: Multilingualism, cultural identity and mathematics education post-French Protectorate, a historical perspective. Member of Dissertation Committee. Department of Mathematics, Science & Technology. Sponsor: Dr. Alexander Karp
- Ga Hye Song (2019) – Person References in Korean. Fourth Member of Dissertation Committee. Department of Arts and Humanities. Sponsor: Dr. Hansun Waring
- Mathieu, Lorna (2018) – An examination of special education instructional programs for English learners in New York City schools. Fourth Member of Dissertation Committee. Department of Human Development. Sponsor: Dr. Lawrence DeCarlo
- Javed, Suzzanna (2018) – Functions of challenging behaviors and strategies utilized to decrease challenging behaviors reported by teachers and parents of children with and without autism spectrum disorder. Department of Health and Behavior Studies. Member of Dissertation Committee. Sponsor: Dr. Hsu-Min Chiang
- Kensuke, Hakoda (2018) – High school instrumental students' composition processes. Fourth Member of Dissertation Committee. Department of Arts and Humanities. Sponsor: Randall Allsup
- LaRock, Damien E. (2018) - The Common Core State Standards as applied to the instruction of students with disabilities: Special education teachers' perceptions. Member of Dissertation Committee. Department of Health and Behavior Studies. Sponsor: Dr. Hsu-Min Chiang
- Jaar, Alcira (2017) – Professional development of dual-language teachers: learning communities as potential sites of teacher identity, agency, and advocacy. Member of Dissertation Committee. Department of International and Transcultural Studies. Sponsor: Dr. Carmen Martínez-Roldán
- Wu, Jason (2017) – Assessing bilingual knowledge organization in secondary science

- classrooms. Fourth Member of Dissertation Committee. Department of Mathematics, Science & Technology. Sponsor: Dr. O. Roger Anderson
- De la Cruz, Kristy (2017) – Middle school leaders' guide to integrated English as a New Language (ENL) instruction. Fourth Member of Dissertation Committee. Department of Organization and Leadership. Sponsor: Dr. Brian Perkins
 - Olivares-Orellana, Estrella (2016) – Labeled as insufficiently educated: Testimonios from students classified as SIFE. Member of Dissertation Committee. Department of Curriculum and Teaching. Sponsor: Dr. María Paula Ghiso
 - Diaz, George (2015) – Attitudes and perceptions of Latino students toward high school physical education. Fourth Member of Dissertation Committee. Department of Behavioral Sciences. Sponsor: Stephen Silverman
 - Wang, I-Ching (2014) - ESL learners' avoidance behaviors in speaking English. Second Member of Dissertation Committee. Department of Human Development. Sponsor: Dr. Xiaodong D. Lin
 - Hsu, Ya-Ning (2011) - Informational books shared reading at home and heritage language maintenance. Second Member of Dissertation Committee. Department of International and Transcultural Studies. Sponsor: Dr. María Torres-Guzmán
 - Hung, Kuo-Hsun (2011) - The design and development of an education-designed massively multiplayer online role-playing game (EDD MMORPG) for young Taiwanese Mandarin-speaking learners learning English vocabulary words. Fourth Member of Dissertation Committee. Department of Mathematics, Science and Technology. Sponsor: Dr. Charles Kinzer
 - Lin, Yue (2011) - L2 Attitudes and motivation. Specialization exam in the department of International and Transcultural Studies.

MEMBERSHIP OF PROFESSIONAL SOCIETIES

- American Educational Research Association (AERA)
 - Bilingual Education Research Special Interest Group (SIG)
 - Disability Studies in Education SIG
 - Cultural Historical Activity Theory (CHAT) SIG
 - Division G: Social Context of Education
 - Division K: Teacher Education
- International Society for Cultural-historical Activity Research (ISCAR)
- National Association for Bilingual Education (NABE, life-long membership)
- New York State Association for Bilingual Education (NYSABE)
- Society for Disability Studies (SDS)
- Literacy Research Association