

Patricia Martínez Álvarez

Associate Professor of Bilingual/Bicultural Education

Teachers College, Columbia University

Current residence	106 Morningside Dr. #61. New York, NY 10027
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E-mail	pmartinez@tc.columbia.edu
Expertise	Inclusive Bilingual/Bicultural Education; Teacher Preparation for Inclusive Bilingual Education; Cultural Historical Activity Theory
Education level	Doctor of Philosophy in Education



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RESEARCH BIO

Patricia Martínez-Álvarez examines the intersection of bilingualism/biculturalism and disability. Employing Cultural Historical Activity Theory (CHAT) and Disability Studies in Education (DSE), her research exposes and addresses the educational inequities that bilingual children with disabilities experience and explores the preparation of teachers for inclusive bilingual education.

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)

VISITING FACULTY APPOINTMENTS

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

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

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

HONORS AND ACHIEVEMENTS

AERA Division K Innovations in Research on Equity and Social Justice in Teaching and Teacher Education Award (2025)

AERA Division K Mid-Career Award in Teaching and Teacher Education (2024)

Dean's Fellowship for Teaching and Diversity Award. *Mediating artifacts for literacy learning: Theorizing the role of language and culture*. Teachers College, Columbia University (2024)

Fulbright Specialist Fellowship Recipient 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. *Varied Ways of Reading (Formas Variadas de Leer) one-year exploratory pilot*. Teachers College, Columbia University (2022–2023)

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

Digital Futures Institute Pedagogical Innovation Fellows Program Recipient. *Metaphor virtual model: Inclusive Bilingual Education*. Teachers College, Columbia University (2021–2022)

Provost Grant Writing Coaching Award. Spencer grant proposal, *Varied Ways of Reading with Digital and Cultural Tools*. Teachers College, Columbia University (2021–2022).

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

Dean's Faculty Diversity Research Award. *Culmination of the Varied Ways of Knowing project*. Teachers College, Columbia University (2019)

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. Teachers College, Columbia University (2017)

Dean's Fellowship Program for Teaching and Diversity Award. *Creating a course on curriculum/instruction for bilingual children*. Teachers College, Columbia University (2017)

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

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

Dissertation Completion Fellowship. *Impact of an integrated science/reading intervention (INSCIREAD) on bilingual students' reading comprehension*. George Mason University (2006)

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

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

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

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

SCHOLARLY PRODUCTIVITY

REFEREED BOOKS AND BOOKS UNDER CONTRACT

Martínez-Álvarez, P. (2023). *Teaching emergent bilingual students with dis/abilities: Humanizing pedagogies to engage learners and eliminate labels*. Teachers College Press.

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

Martínez-Álvarez, P., Lemos, M., Hilppö, J., Melendez, J., Hick, P., & Lynch, M. (Eds.). (Under Contract, Spring 2027). *Handbook of Cultural Historical research: Pursuing equity through education and learning in multidisciplinary fields of practice*. Bloomsbury.

REFEREED ARTICLE PUBLICATIONS*(*Designates Student Status, Former Student, or Practitioner)*

Martínez-Álvarez, P., Lucas, R. I., *Duan, Y., *Gu, E., *Huang, A., *Shang, L., *Zhang, H., *Zheng, R., *Xie, D., *Pant, N. (Accepted). Bilingual teaching in the self: Action research as a tool for expanding culturally-developed teaching practices. *The Journal of Constructivist Psychology*.

Martínez-Álvarez, P., Arana, B., *Conlon Macías, K. (2026). Learning to teach inclusively in bilingual education: A “toma-y-daca” dance for permeable biliteracy spaces. *Bilingual Research Journal*, 1–21. <https://doi.org/10.1080/15235882.2025.2599933>

Martínez-Álvarez, P., Rivero, E., & *Cheru, S. (2025). Deepening Vygotsky’s legacy: Funds of knowledge and reading research involving bilinguals with and without disabilities / Profundizando en el legado de Vygotsky: Fondos de Conocimiento e investigación sobre la lectura en personas bilingües con y sin discapacidades. Special issue “Tribute to Luis C. Moll (1947-2024)”. *Studies in Psychology: Estudios de Psicología*, 46(1–3), 175–211. <https://doi.org/10.1177/02109395251397557>

López, M. P., **Martínez-Álvarez, P.**, Pangket-Rosario, W. F., Puma-at, P., & Wangwang, S. H. (2025). Pre-service teachers’ experiences with multilingual practices in Bontoc (Philippines): Learning to value a thoughtful and agentive approach to translanguaging. Karanasan ng mga pre-service teacher sa multilingguwal na praktika sa Bontoc (Pilipinas): Pagkatutong pahalagahan ang mapanlikha at makahulugang lapit sa translanguaging. *Bilingual Review/Revista Bilingüe*, 37(2), 109–137. Retrieved from <https://bilingualreviewjournal.org/index.php/br/article/view/537>

Martínez-Álvarez, P., Chang, S., & Arana, B. (2025). Collective discussions for inclusive bilingual teaching: School-university partnerships to influence pre-service teachers’ learning. *Teacher Education Quarterly* 52(1), 28–53.

González, T., Artiles, A. J., **Martínez-Álvarez, P.**, & Salinas, S. M. (2024). Towards the full potential of *Lau*: Interrogating the intersectional nuances of language, disability, & race. *Bilingual Research Journal*, 47(4), 421–437. <https://doi.org/10.1080/15235882.2024.2412541>

Martínez-Álvarez, P., Cuevas, I., *Saez, N., & *Son, M. (2024). Bilingual pre-service teachers’ evolving conceptualizations about curriculum as a hybrid space through multimodal learning experiences. *Teaching and Teacher Education*, 152, 104801. <https://doi.org/10.1016/j.tate.2024.104801>

Martínez-Álvarez, P. (2023). 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). A young linguistic and cultural mediator: Multidimensional learning among multilingual siblings and a researcher. *International Multilingual Research Journal*, 16(1), 47–64. <https://doi.org/10.1080/19313152.2021.1930647>

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. <https://doi.org/10.17759/chp.2021170316>

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. <https://doi.org/10.1080/10665684.2020.1749186>

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. <https://doi.org/10.1177/016146812012200506>

Martínez-Álvarez, P., *Son, M., & Arana, B. (2020). Pre-service teachers' decision-making: 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. <https://doi.org/10.58680/la201930340>

*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. <http://dx.doi.org/10.1007/s11422-019-09909-y>

Martínez-Álvarez, P. (2019). 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. <https://doi.org/10.1080/13613324.2018.1538120>

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. <https://doi.org/10.56829/2158-396x.18.1.22>

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. <http://dx.doi.org/10.1080/03626784.2017.1324734>

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. <http://dx.doi.org/10.1080/19313152.2017.1317506>

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). Special ways of knowing in science: Expansive learning opportunities with bilingual children with learning disabilities. *Cultural Studies of Science Education*, 12(3), 521–553. <http://dx.doi.org/10.1007/s11422-016-9732-x>

Martínez-Álvarez, P. & Ghiso, M. P. (2017). 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. https://doi.org/10.2505/4/sc15_052_05_56

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. <https://doi.org/10.36510/learnland.v6i1.587>

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>

Martinez, P., Peters, E. E., Bannan, B., & Baek, J. (2011). Learning to observe in a geomorphological context. *Science Activities* 48(1), 13–22. <http://dx.doi.org/10.1080/00368121.2010.493903>

Bannan, B., Peters, E., & **Martinez, 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>

GUEST EDITED JOURNAL SPECIAL ISSUE PUBLICATIONS

Lemos, M. & **Martínez-Álvarez, P.** (Guest Eds.). (2024). Addressing persistent inequities in education: A Cultural Historical lens. *Outlines – Critical Practice Studies*. <https://doi.org/10.7146/ocps.v26i.148595>

REFEREED CHAPTER PUBLICATIONS

(*Designates Student Status, Former Student, or Practitioner)

*Pant, N., Arana, B., & **Martínez-Álvarez, P.** (2025). Chapter 3: Equity in education through culturally responsive teaching. In J. Tussey & L. Haas (Eds.), *Supporting cultural differences through literacy education* (49–76). IGI Global. <https://doi.org/10.4018/979-8-3693-9271-3.ch003>

Barrales, W., **Martínez-Álvarez, P.**, Sánchez, M. T., Arana, B., & *Hunt, V. (2024). Chapter 16. University collaborations: Service and research projects. In T. Kleyn, V. *Hunt, A. *Jaar, R. *Madrigal, & C. Villegas (Eds.), *Lessons from a dual language bilingual school: Celebrando una década de Dos Puentes Elementary* (pp. 199–210). Multilingual Matters. <https://doi.org/10.2307/jj.21995535.26>

Martínez-Álvarez, P. & *Son, M. (2022). Breaking down barriers: 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). Teachers College Press. *Outstanding Academic Titles 2024* by Choice Review.

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). Peter Lang. <https://doi.org/10.3726/b17397>

Baron, C., Dobbs, C., & **Martínez-Álvarez, P.** (2018). 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). 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). 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). 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). 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). Cambridge Scholars.
<https://doi.org/10.30827/digibug.30930>

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

(*Designates Student Status, Former Student, or Practitioner)

Martínez-Álvarez, P., Arana, B., *Conlon Macías, K. (Review/Resubmit). A speculative design for inclusive biliteracy spaces: Respites from oppressive learning practices to make the impossible plausible. *Teachers College Record*.

Martínez-Álvarez, P., Arana, B., *Montero-De-Howitt, A., & *Carbajal-Montalvo, L. (Review/Resubmit). Cogenerative dialogues for the development of professional identity through transformative agency with bilingual pre-service teachers. *Mind, Culture, and Activity*.

*Jeon, S., **Martínez-Álvarez, P.** (Review/Resubmit). First generation Chinese English speaking families' attitudes and motivations in a Spanish-English dual language bilingual program. *The International Journal of Bilingualism*.

Martínez-Álvarez, P. (Forthcoming, Spring 2026). 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. & Kajamaa, A. (Under Review). Developing a conceptual model to understand bilingual pre-service teachers' identity development as collective movement across zones of sense. *European Journal of Teacher Education*.

*Jeon, S., **Martínez-Álvarez, P.** (Proposal Accepted). Becoming multilingual/multicultural in a Spanish-English dual language bilingual program: Partnering with Chinese bilingual families and communities. *Educational Studies*.

Martínez-Álvarez, P., *Cheru, S., Hwang, H., & *Conlon Macías, K. (In Preparation). Understanding the role of language and culture in reading instruction with emergent bilingual children with disabilities. *Review of Educational Research (RER)*.

GUEST EDITED ISSUES UNDER REVIEW OR IN PREPARATION

(Designates Student, Former Student, or Practitioner)

Ko, D., Artiles, A., & **Martínez-Álvarez, P.** (Guest Eds.). (Proposal Accepted). Reimagining education for learners at the intersections of disability, language, & race: Speculative approaches for equity and inclusion. *Teachers College Record*.

OTHER PUBLICATIONS AND CURRICULUM DEVELOPMENT

(*Designates Student Status, Former Student, or Practitioner)

Lindo, E. J., King Thorius, K., Sullivan, A. L., & **Martínez-Álvarez, P.** (2026). Writing against dismantling—defending the future of special education and rehabilitation. *Exceptional Children*, 92(2), 117–121. <https://doi.org/10.1177/00144029251397698>

Lindo, E. J., **Martínez-Álvarez, P.**, Sullivan, A. L., & King Thorius, K. (2025). IDEA at 50—progress, equity, and the work ahead: The Editors. *Exceptional Children*, 92(1), 5–10. <https://doi.org/10.1177/00144029251367473>

Martínez-Álvarez, P. & Kajamaa, A. (2025). Teacher candidates' identity construction as collective movement along zones of sense. In A. Rajala, A. Cortez, R. Hofmann, A. Jornet, H. Lotz-Sisitka, & L. Markauskaite (Eds.), *Proceedings of the 19th International Conference of the Learning Sciences – ICLS 2025* (pp. 1252–1254). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2025.545063>

Thorius, K. K., Sullivan, A. L., Lindo, E. J., **Martínez-Álvarez, P.** (2025). A refusal to normalize homogeneity, inequity, and exclusion in special education. *Exceptional Children*, 91(4). <https://doi.org/10.1177/00144029251342416>

Lindo, E. J., **Martínez-Álvarez, P.**, Sullivan, A. L., & Thorius, K. K. (2025). Existence and persistence during divisive and uncertain times. *Exceptional Children*, 91(3), 233–235. <https://doi.org/10.1177/00144029251323745>

Lindo, E. J., **Martínez-Álvarez, P.**, Sullivan, A. L., & Thorius, K. K. (2025). Deeping the commitment to our editorial vision and recognizing areas for comprehensive reform in special education. *Exceptional Children*, 91(2), 121–122. <https://doi.org/10.1177/00144029241302399>

*Lemos, M. & **Martínez-Álvarez, P.** (2024). Persistent inequities in education: A Cultural Historical lens. *Outlines – Critical Practice Studies*, 26, Special Issue, 1–5. <https://doi.org/10.7146/ocps.v26i.148595>

Martínez-Álvarez, P. (2024). Researcher commentary. Chapter 14: Learning science through hands-on-experiences and animals. In T. Kleyn, V. *Hunt, A. *Jaar, R. *Madrigal, & C. Villegas (Eds.), *Lessons from a dual language bilingual school: Celebrando una década de Dos Puentes Elementary* (pp. 175–177). Multilingual Matters. <https://doi.org/10.2307/jj.21995535>

King Thorius, K., Lindo, E. J., **Martínez-Álvarez, P.**, Sullivan, A. (2024). Situating ourselves in coalitions with and for Exceptional Children. *Exceptional Children*, 90(4), 353–360. <https://doi.org/10.1177/00144029241273996>

King Thorius, K., Lindo, E. J., **Martínez-Álvarez, P.**, Sullivan, A. (2024). Theoretical and methodological diversity of Exceptional Children scholarship. *Exceptional Children*, 90(3), 209–216. <https://doi.org/10.1177/00144029241240615>

King Thorius, K., Lindo, E. J., **Martínez-Álvarez, P.**, Sullivan, A. (2023). Editorial perspectives on critical issues affecting special education to be addressed by *Exceptional Children*. *Exceptional Children*, 90(2), 100–109. <https://doi.org/10.1177/00144029231219344>

King Thorius, K., Lindo, E. J., **Martínez-Álvarez, P.**, Sullivan, A. (2023). Introduction to the new editors of Exceptional Children: The editorial vision of the new team. *Exceptional Children*, 90(1), 4–10. <https://doi.org/10.1177/001440292311962>

*Melgarejo, V. & **Martínez-Álvarez, P.** (2023). *The wish of belonging in bilingual education: Possibilities to grow as bilingual and biliterate learners when having a disability* (Policy brief July 2023). Stanford Public Scholarship Collective. Retrieved from <https://publicscholarship.stanford.edu/scholarship/policy-briefs>

Martínez-Álvarez, P. (2023, September 1). Hybrid humanizing pedagogical moments: Simplicity and humility as virtues for teaching bilingual children with dis/abilities. *Language Arts and Literacy, Special Education*. <https://bit.ly/HybridHumanizing>

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). 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). 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). [Review of the book *English language learners: Differentiating between language acquisition and learning disabilities*, by J. Klingner and A. Eppolito]. *Journal of Multilingual Education Research* 6 (Article 9), 153–158. <http://bit.ly/BookReviewLanguageDisability>

GRANT WORK (AWARDED OR UNDER REVIEW FOR PI OR CO-PI ROLES)

Clinically-Rich Intensive Teacher Institute in Bilingual Education (Co-Principal Investigator), \$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-Principal Investigator: Carmen Martínez-Roldán (A&H), 2023–2028.

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-Principal 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.

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.

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-Principal Investigator: Carmen Martínez-Roldán (A&H), 2012–2015.

GRANT WORK (NON-PI OR CO-PI ROLES)

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

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.

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.

SCHOLARLY PRESENTATIONS

KEYNOTE AND HIGHLIGHTED PRESENTATIONS

July 2024	Invited Keynote Speaker. <i>Working and serving the needs of bilingual and English language learners with special needs.</i> Summer Bridging Institute (SBI). Academy for Teacher Excellence Research Center (ATE). University of Texas at San Antonio (UTSA).
October 2022	Featured Conference Presenter. <i>A hybrid humanizing lens to understand the learning experiences of bilingual children with a disability.</i> Race, Inequality, Language, & Education (RILE) 2022 Research Conference @ Stanford. Innovation for Healing: Leveraging research and Praxis for a Better Future.
November 2018	Invited Key Presenter on Teacher Education. <i>Knotworking: An analytical tool for teacher learning.</i> Bremen University. Bremen, Germany.
May 2018	Invited Keynote Speaker at the 40 th Annual Sunshine State TESOL (SSTESOL). <i>Kaleidoscope of Community: Perspectives & Practices. Something's going on at home: Possibility-centered hybrid learning spaces for emergent bilinguals with/without a dis/ability.</i> Orlando, FA.
December 2017	Invited Keynote Speaker at the 41 st Annual Illinois State Bilingual Conference. <i>Emergent bilinguals with disabilities: Existing research and new possibilities.</i> 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. <i>Existing research and implications.</i> Fundación Querer USA and Miami Dade College. Miami, FL.
April 2015	Invited Key Presenter for Transitional Bilingual Programs Teachers and Network Personnel. <i>Bilingual education.</i> Office of English Language Learners in NYCDOE. New York, 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 & Iberian Cultures of Columbia University & the Spanish and Latin American Cultures of Barnard College. *Content & language integrated learning (CLIL). Methodological developments of teaching Spanish.* New York, 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, NY.

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

INVITED PRESENTATIONS, DISCUSSANT ROLES, AND WORKSHOPS

November 2025 Featured Speaker. *Humanizing pedagogies and the hybrid possibilities of inclusive bilingual education.* Bilingual Education & Social Justice Speaker Series. Supported by the Sheila Y. Oliver Center for Politics and Race in America at Rutgers–Newark.

October 2025 Invited EduTalk Speaker. *Pre-service teacher experiences with multilingual practices: The case of learning to value a thoughtful and agentive approach to translanguaging in Bontoc (Philippines).* ICBERG EduTalks with leading voices on bi-/multilingual education.

April 2025 Invited Symposium Presenter. *The schooling paradox: Reimagining futures of learning.* AERA 2025. Denver, CO.

April 2025 Invited Webinar Presenter. *From access to meaningful instruction to equitable access to high quality bilingual instruction: Lau 50th anniversary special issue webinar.* *Bilingual Research Journal.*

March 2025 Invited Panelist Presenter. *Publishing journal articles, books, and other materials.* CEC 2025 Special Education Convention. Baltimore, MA.

February 2025 Panelist Presenter. *Exceptional Children: Inclusive research & future possibilities*. Organized by the AERA Special and Inclusive Education Research (SIER) Special Interest Group.

January 2025 Webinar Presenter. *Shaping special education futures: A conversation with the editors on publishing in Exceptional Children*.

December 2024 Workshop Presenter. *Taller para co-crear recursos pedagógicos inclusivos ya* (Cocreating inclusive and accessible pedagogical resources). Universidad Autónoma de Chile.

July 2024 Workshop Presenter. *Innovations in multilingual and bilingual literacies symposium*. Advancing Literacy Program, Teachers College.

May 2024 Workshop Presenter. *How to read and comment on others' writing in helpful ways*. 2024 TCR Writing for Publication Workshop. Sponsored by the *Teachers College Record*, Teachers College.

February 2024 Webinar Presenter. *Using theory and practice symposium series*. Teachers College Advancing Literacy Program, Teachers College.

October 2023 Webinar Presenter. *Radical imagination at the intersection of bilingualism and other diversities*. Sponsored by the AERA Bilingual Education Research SIG. Available [here](#)

April 2023 Webinar Presenter. *Disability, culture, and equity series: Moving the field forward*. Sponsored by the AERA Special and Inclusive Education Research SIG.

April 2021 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 Seminar Presenter. Seminario Desarrollo Humano y Educación. *Dis/ability as mediator: “Opportunity encounters” in hybrid spaces*. Universidad Autónoma de Madrid (UAM), Spain.

October 2019 Seminar Participant. *Second Binational Seminar UPenn-UdG*. Collaborative endeavor to increase the knowledge base of the critical approach to literacy. University of Guadalajara, Mexico.

March 2019 Panel Presenter. Bilingual Special Education Panel Highlighted Session. *Differently-abled multilingual learners*. The 42nd New York State Association for Bilingual Education (NYSABE) Conference. New York.

November 2018	Conference Presenter. Get-to-Work Conference as part of the Anxiety Culture Research Project. Kiel University, Germany. <i>An activity theoretical approach to understanding anxiety</i> . Kiel, Germany.
June 2018	Expert Research Seminar Presenter. Learning, Culture and Interventions (LECI). <i>Dis/ability as mediator</i> . Helsinki, Finland.
June 2015	Conference Presenter. Come in Touch Conference on Teacher Education. Kiel University, Germany. <i>Preparing bilingual teachers</i> . Kiel, Germany.
March 2015	Speaker. International Conference for School Leaders. <i>Bilingual learning advantages</i> . Chiclayo, Perú.
March 2015	Speaker. International Seminar for Language Teachers. <i>Pedagogy of social imagination in language learning and teaching</i> . Chiclayo, Perú.
November 2013	Presenter for the Symposium Organized by the TC Program in BBE. <i>The pedagogy of social imagination in language learning and teaching</i> (PSILLT) Teachers College, Columbia University. New York, NY.
January 2010	Conference Speaker and Workshop Organizer, Congreso Nacional de Educadores. <i>La tecnología en la educación</i> (Technology in education.) Universidad de Ciencias Aplicadas. Lima, Peru.
February 2007	Speaker: 2007 Language Series. <i>Differentiated instruction for language and concept development</i> . Bank Street College of Education. New York.
August 2005	Conference Speaker at the Congreso Nacional de Educadores. <i>Acercándonos al aprendizaje por indagación</i> (Getting closer at learning through inquiry.) Universidad de Ciencias Aplicadas. Lima, Peru.
April 2001	Speaker: Spencer Research on Practice Meeting. <i>Strategies to develop higher order thinking skills with math word problems</i> . Seattle, WA.
April 2000	Speaker at the Spencer Foundation Research on Practice Meeting. <i>Learning styles and language acquisition</i> . New Orleans, LO.

PEER-REVIEWED RESEARCH CONFERENCE PRESENTATIONS

(*Designates Student, Former Student, or Practitioner)

Martínez-Álvarez, P., *Conlon, K., *Navarro Gonzalez, A., *Rossi Diaz, R., *Lusk, M., *Wang, N., *Li, Y., *Lee, C., *Cao, Y., & *Chen, C. (2026). Integrating embodied/dance forms of learning while doing action research in bilingual education to center well-being. Accepted for the 50th New York State Association for Bilingual Education (NYSABE) Conference. Saratoga Springs, New York.

Martínez-Álvarez, P., Arana, B. & *Conlon Macías, K. (2026). *Learning to teach inclusively in bilingual education: A “toma-y-daca” dance for permeable biliteracy spaces*. Accepted for the 2026 AERA conference. Los Angeles, CA.

*Jeon, S. & **Martínez-Álvarez, P.** (2026). *Mediating multilingualism: Chinese families’ transnational practices in dual language education*. Accepted for the 2026 AERA conference. Los Angeles, CA.

Martínez-Álvarez, P. & *Conlon Macías, K. (2026). *A Practice-based workshop on integrating embodied/dance forms of learning into bilingual pre-service teaching inquiry to center well-being*. Accepted for the International conference on bridging well-being and (teacher) education: A globalized perspective to science diplomacy. United Nations Headquarters and Teachers College. New York, NY.

Martínez-Álvarez, P., Kajamaa, A. (2025). *Teacher candidates’ identity construction as collective movement along zones of sense*. Accepted for the 2025 International Society of the Learning Sciences (ISLS) Annual Meeting. Helsinki, Finland.

Martínez-Álvarez, P., *Cheru, S., Hwang, H., & *Conlon Macías, K. (2025). *Theorizing the role of language and culture in reading instruction with bilingual children with disabilities*. Accepted for the 2025 AERA conference. Denver, CO.

*Jeon, S. & **Martínez-Álvarez, P.** (2025). *In partnership: Becoming trilingual/tricultural in a dual language bilingual program*. Accepted for the 2025 AERA conference. Denver, CO.

*Sáez, N., **Martínez-Álvarez, P.**, *Son, M., & Cuevas, I. (2025). Exploring pre-service bilingual teachers’ conceptual understandings about curriculum through the analysis of metaphors. Accepted for the 2025 AERA conference. Denver, CO.

Martínez-Álvarez, P., Lucas, R. I., *Pant, N. [...] (2025). Becoming bilingual teacher inquirers: Action research as tool for expanding the traditional figured world of literacy teaching. Accepted for the 47th New York State Association for Bilingual Education (NYSABE) Conference. Saratoga Springs, New York.

Hilppö, J., **Martínez-Álvarez, P.**, & *Lemos, M. (2024). *Bloomsbury Handbook on CHAT: A discussion on themes for potential authors*. Accepted for the 2024 International Society for Cultural and Activity Research (ISCAR). Rotterdam, The Netherlands.

Martínez-Álvarez, P. (2024). *Inclusive bilingual education: Pushing boundaries and entertaining utopias*. Accepted but not attended due to cost for the 2024 International Society for Cultural and Activity Research (ISCAR). Rotterdam, The Netherlands.

*Lemos, M., **Martínez-Álvarez, P.**, Hilppö, J. (2024). *Cultural Historical Research – Bloomsbury handbook project*. Invited speaker session for the 2024 AERA conference. Philadelphia, PA.

Martínez-Álvarez, P. & *Lemos, M. (2024). *Addressing persistent inequities in education through cultural historical research*. Symposium Organizer and Chair. Accepted for the 2024 AERA conference. Philadelphia, PA.

Martínez-Álvarez, P. & Arana, B. (2024). *Leveraging the jigsaw: An afterschool program speculative design for inclusive reading teaching*. Accepted for the 2024 AERA conference. Philadelphia, PA.

*Jeon, S. J. & **Martínez-Álvarez, P.** (2023). *Chinese bilingual families navigating Spanish bilingual programs: Systems of support for children's trilingual development*. Accepted for the Literacy Research Association (LRA). Atlanta, GA.

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. 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. Chicago, IL.

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., 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. 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. 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. (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 Nordic-Baltic international Society for Cultural-Historical Activity Research 2022 (NBISCAR). 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. San Diego, CA.

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.

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. 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. 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.

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

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. 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. Chicago, IL.

Martínez-Álvarez, P. (2018). *Dis/ability as mediator*. Accepted for the 2018 AERA. New York.

Martínez-Álvarez, P., Chang, S., & Arana, B. (2018). *Knotworking: An analytical tool for bilingual special education teacher learning*. Accepted for the 2018 AERA. New York.

Ghiso, M.P. & **Martínez-Álvarez, P.**, (2018). *Latina/o children and families' cross-cultural repertoires: Learning from/with each other through multilingual, multimodal texts*. Accepted for the 2018 AERA. New York, NY.

Ghiso, M.P. & **Martínez-Álvarez, P.**, (2018). *Practitioner research with Latinx teachers: Designing a social justice literacy curriculum*. Accepted for the 2018 AERA. New York.

Martínez-Álvarez, P. (2017). *Using intersectionality to surface patterns of inequality for emergent bilinguals with dis/abilities*. Accepted 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*. Accepted 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 classroom*. Accepted for 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*. Accepted for the 2017 AERA. San Antonio, TX.

Ghiso, M. P. & **Martínez-Álvarez, P.** (2016). *Reading the world through images: Latina/o emergent bilinguals exploring inequities and transnational migration*. Accepted 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. Naples, Italy.

Martínez-Álvarez, P. & Chiang, H. (2016). *Preparing bilingual special education teachers*. Presenter for Council for Exceptional Children. Convention and Expo. 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*. Accepted for a symposium at the LRA Conference. Carlsbad, CA.

Martínez-Álvarez, P., Waring, H. Z., & Ghiso, M. P. (2015). *Expanding science: Identity and agency in a hybrid science/language multimodal curriculum*. Accepted for the 2015 International Pragmatics Conference. Antwerp, Belgium.

Martínez-Álvarez, P. (2015). *Expanding what counts as science with bilingual children perceived as having disabilities*. Accepted 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 curriculum partnerships*. Accepted for 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*. Accepted for the 2015 AERA. Chicago, IL.

Ghiso, M. P. & **Martínez-Álvarez, P.** (2014). *E/merging theory and practice in literacy research partnerships: An inquiry into experiences*. Accepted for LRA. Marco Island, FL.

Martínez-Álvarez, P. (2014). *Place-based learning without boundaries: Bilingual children's funds of knowledge in geoscience*. Accepted 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*. Accepted for 2014 International Society for Cultural and Activity Research (ISCAR). Sidney, Australia.

Martínez-Álvarez, P. (2014). *Expansive learning opportunities with bilingual children with disabilities*. Accepted for the 30th EGOS Colloquium. Rotterdam, The Netherlands.

Martínez-Álvarez, P., Cuevas, I., & Torres-Guzmán, M. E. (2014). *Art & multimodality in bilingual teacher candidates' expressions of interculturality*. Accepted 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*. Accepted 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*. Accepted for 2014 American Educational Research Association Conference (AERA). Philadelphia, PA.

Martínez-Álvarez, P. & Ghiso, M. P. (2014). *Emergent bilinguals' discussions about translanguaging in a technology-mediated hybrid space*. Accepted 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*. Accepted 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 for English learners*. Accepted for 2013 National Council of Teachers of English (NCTE). Boston, MA.

Ghiso, M. P. & **Martínez-Álvarez, P.** (2013). *Learning in the laundromat: First grade emergent bilinguals document their families and communities through photography*. Accepted for the 2013 AERA. San Francisco, CA.

Martínez-Álvarez, P. & Ghiso, M. P. (2013). *Language multiplicity and dynamism: Latino emergent bilinguals taking ownership of language use in a hybrid curricular space*. Accepted for the 2013 AERA Conference. San Francisco, CA.

Martínez-Álvarez, P., Cuevas, I., & Torres-Guzmán, M. E. (2013). *Bilingual teacher candidates' interculturality in a multimodal hybrid exploration: Implementations for teacher education programs and for the multicultural classrooms*. Accepted for 2013 New York State Association for Bilingual Education (NYSABE) Conference. New York, NY.

Ghiso, M. P., **Martínez-Álvarez, P.**, & *Dernikos, B. P. (2013). *Pictures as counter-narratives: First grade emergent bilinguals explore community resources through writing and technology*. Accepted for 34th Ethnography in Education Forum. Philadelphia, PA.

Martínez-Álvarez, P. & Ghiso, M. P. (2013). *Emergent bilinguals' linguistic ownership in culturally engaged, technology enhanced curricula*. Accepted for NABE. Orlando, FL.

Ghiso, M. P., **Martínez-Álvarez, P.**, & *Dernikos, B. P. (2012). *Talking multimodality: How children, youth, and teachers talk about multimodal literacies*. Accepted for LRA Conference. San Diego, CA.

Martínez-Álvarez, P., *Wilder, C., & *Keene, S. (2012). *An exploration of teachers' concept of culture and dispositions with comic life software and follow-up practitioner research experiences*. Accepted for 33rd Ethnography in Education Forum. Philadelphia, PA.

Martínez-Álvarez, P. (2012). *Exploring teacher candidates' concept of culture and dispositions with comic life software*. Accepted for NABE. Dallas, TX.

Martínez-Álvarez, P. (2011). *Fourth grade dual language learners' use of cognitive strategies to comprehend science texts*. Accepted for NABE. Orleans, LO.

Bannan, B. & **Martínez-Álvarez, P.** (2010). *Using mobile technologies in science with smart kids who learn differently*. Accepted for 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*. Accepted for the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

Martínez, P., Behrmann, M., Bannan-Ritland, B., & Baek, J. Y. (2007). *Implementing a technology system combining inquiry-based science and reading comprehension strategies to help bilingual ELLs*. Accepted for NARST Annual Conference 2007. New Orleans, LO.

Baek, J. Y., Xia, Q., **Martínez, P.**, Peters, E. E., Bannan-Ritland, B., & Hjalmarson, M. A. (2007). *Design research on the means of support for teaching and learning geological observation*. Accepted for 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.** (2006). *Teachers as design-based research: Designing a technology system inquiry-based science and reading comprehension strategies*. Accepted for the 2006 AERA Meeting. San Francisco, CA.

Peters, E. E., Bannan-Ritland, B., Baek, J. Y., **Martínez, P.**, Qutub, J., & Xia, Q. (2006). *Design-based research as professional development: Case study of a reading teacher in a science inquiry project*. Accepted for the annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.

Martínez-Álvarez, P. & Perdomo, M. (2005). *Inquiry in mathematics: Getting closer through word problem solving*. Accepted for NABE. San Antonio, TX.

Martínez-Álvarez, P. & Perdomo, M. (2002). *Strategies to help special education and language learners acquire higher order thinking skills*. Accepted for 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

A&HB 5020 Curriculum & Instruction: Inclusive Bilingual Education and Issue of (Dis)Abilities

A&HB 4199 Curriculum & Instruction for Bilingual Students with and Without Disabilities

A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education

A&HB 4020 Foundations of Bilingual Special Education

A&HB 4199 Science, Bilingualism, and Technology
 A&HB 4075 Cross-cultural Communication and Classroom Ecology
 A&HB 4028 Teaching Literacy in Bilingual Settings
 A&HB 4020 Bilingualism and Disabilities
 A&HB 4021 Foundations of Bilingual/Bicultural Education
 Bilingualism and Second Language Research (George Mason University)

SERVICE

NATIONAL SERVICE

Past co-chair for the AERA Cultural-Historical Research SIG (2024–2025). Elected Position
 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 in Chief of *Exceptional Children* – July 2023–present
 Associate Editor of the *Teachers College Record* – 2021–present
 Editorial Board Member of the *Bilingual Research Journal* – 2018–2023 and 2023–present
 Editorial Board Member of *Mind, Culture, and Activity* – 2026–present
 Editorial Board Member of *Canadian Journal of Language and Literature Studies* – 2021–2023
 Editorial Board Member of the *Journal of Science Teacher Education* - 2013–2016

REVIEWER FOR JOURNALS

- Reviewer *Journal of Multilingual Education Research* (since 2026)
- Reviewer *Bilingual Research Journal* (since 2011)
- Reviewer for *Equity & Excellence in Education* (2020–2024)
- Reviewer for *Research in the Teaching of English* (2017–2024)
- Reviewer for *Journal of Teacher Education* (2017–2024)
- Reviewer for *Linguistics and Education* (2016–2024)
- Reviewer for *Urban Education Journal* (2015–2024)
- Reviewer for the *Journal of Literacy Research* (2012–2024)
- Reviewer for *Teachers College Record* (2015–2021)
- 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, AND OTHER

- AERA Cultural Historical Research SIG Invited Member of the Awards Committee for 2025–2026
- AERA Division K in Teaching and Teacher Education Invited Chair of the Mid-Career Award Committee for 2025–2026
- AERA (*American Educational Research Association*). 2018, 2019, 2020, 2021, 2026 Conference Proposal Reviewer for Bilingual Education Research Special Interest Group
- AERA (*American Educational Research Association*). 2022, 2023, 2024, 2025, 2026 Conference Proposal Reviewer for Cultural Historical Research Special Interest Group
- Spencer Foundation. 2024 Invited Reviewer for Research of Education: Large Program
- AERA (*American Educational Research Association*). 2025 Conference Proposal Reviewer for Division G: Social Context of Education
- Routledge/Taylor & Francis Group. 2022 Invited Book Proposal Reviewer.
- National Science Foundation (NSF). 2022 Invited Panelist Reviewer for the Division of Research for Learning Grant Proposals
- 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, Department of Arts and Humanities (Ruth Vinz, Co-Chair), 2024–2026
- Interim Chair, Department of Arts and Humanities (Ruth Vinz, Co-Chair), 2023-2024
- Director, Program in Bilingual/Bicultural Education, 2012-2015; 2017-2018; 2021–2024
- Member, 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, 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

- International and Comparative Education Program Search Committee Invited Member, International and Transcultural Studies Department, 2024-2025
- Co-sponsor of Vice President's Grant for Diversity and Community Initiative. *Weaving Unity: Interlacing Cultures Through Anti-Racist Art*. Responsible Leaders: Qianyu (Mia) Zhou. Awarded 2024-2025.
- Co-sponsor of Vice President's Grant for Diversity and Community Initiatives. *A Learning Day for Educators and Community: Multilingualism, Multiliteracies, and Culturally Responsive Teaching Practices*. Responsible Leader: Alexandra Roman (TC Advancing Literacy). Awarded 2024-2025.
- Co-sponsor of Vice President's Grant for Diversity and Community Initiatives. *Empowering Inclusion: Advancing Equity through Innovation in Education*. Responsible Leaders: Srikala Naraian and La Toya Caton. Proposed 2024-2025.
- Member of Mentoring Committee for Dr. Prem Phyak. Chair: María Paula Ghiso. Members: Regina Cortina. 2024–Present
- Member of Mentoring Committee for Dr. Tamara Handy. Chair: Srikala Naraian. Members: Ansley Erickson and Dani Friedrich. 2023–Present
- Co-sponsor of Vice President's Grant for Diversity and Community Initiatives. *Designing a Symposium on Multilingual Learning and Multiliteracies Planning Team*. Responsible Leader: Mary Ehrenworth (TC Advancing Literacy). Awarded 2023-2024.
- Co-sponsor of Vice President's Grant for Diversity and Community Initiatives. *Empowering Inclusion: Bridging Accessibility and Equity in Education*. Responsible Leaders: Srikala Naraian, Tamara Handy, and La Toya Caton. Awarded 2023-2024.
- Elected Member of the Standing Committee on Appointment to Tenure, 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*, 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, 2017–2019
- 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 speaker for C&T 6011 Qualitative Research Methods – Classrooms and Teaching taught by Dr. María Paula Ghiso. Teachers College, Fall 2019
- Invited speaker for C&T 5505 Seminar: Discourses in Difference taught by Dr. Srikala Naraian. Teachers College, Fall 2019
- Invited speaker for C&T 5905 Discourse and Difference taught by Dr. Jean Wong. Teachers College, Fall 2018
- Invited speaker for C&T 5905 Discourse and Difference taught by Dr. Jean Wong. Teachers College, Fall 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 for C&T 5080 Access to Full Participation in Schools taught by Dr. Srikala Naraian. Teachers College, Fall 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
- Invited Speaker. QUIERE Seminar Series. Teachers College, November 2015
- Invited Panel Presenter. TC Chinese Students and Scholars Association (TCCSSA). Cultural Differences of International Students. Teachers College, November 2011
- Invited Round Table Speaker. The Rita Gold Early Childhood Center. Supporting Young Children's Bilingualism. Teachers College, February 2011

PROFESSIONAL AND EDUCATIONAL COMMUNITY

- Advisory Board Member for the Monterey Institute for English Learners (MIEL) at CSU-Monterey Bay – 2021–present
- Invited virtual presenter to Advanced Seminar in Curriculum and Instruction organized by Dr. Cristian R. Aquino-Sterling. *Current Issues and Future Directions in Bilingual Teacher Education in the U.S.* Texas Tech University, Fall 2024.
- Invited virtual presenter to Doctoral Course on ESL/ELL Research and Practice K-12 organized by Lucía Cárdenas Curiel. *(Im)possibilities in ESL and Bilingual Education.* Michigan State University, Fall 2024.
- Invited participant in the 2023 Dual Language Bilingual Education Researcher Convocation. Invitation-only event designed for individuals and organizations committed

to engaging in research initiatives to help strengthen the implementation of dual language bilingual education programs. Albuquerque, NM, November 6 & 7, 2023.

- Invited virtual presenter to *Cultural Historical Activity Theory Seminar* organized by Dr. Aydin Bal. University of Wisconsin-Madison, April 2023.
- Invited podcast participant for DiveIn: A Podcast about Diversity, Equity, and Inclusion in Special Education Research by Federico Waitoller. *Teaching Emergent Bilingual Students with Disabilities: A conversation with Patricia Martínez Álvarez*. Sponsored by Council for Exceptional Children. <https://divein.alitu.com/1?order=newest>, Feb. 2024

TENURE AND PROMOTION REVIEWS PROVIDED

- Syracuse University (2025)
- University of Wisconsin-Madison (2025)
- University of Pennsylvania (2024)

DISSERTATION COMMITTEE MEMBER

- Shuhrat Tagaev (in progress) – Exploring the teaching of writing in Uzbekistan. Second Member of Dissertation Committee. Department of Arts and Humanities. Sponsor: Ruth Vinz.
- Stella Kyprianou (in progress) – Language development of bilingual children with autism spectrum disorder. Second Member of Dissertation Committee. Department of Health and Behavior Studies. Sponsor: Dr. Laudan Jahromi.
- Neha Pant (in progress) – Including bilingual students with disabilities in secondary general education classrooms. Sponsor. Department of Curriculum and Teaching.
- Ruth Aguirre (in progress) – Latinx music education faculty in higher education. Moderator and Third Member of Dissertation Committee. Department of Arts and Humanities. Sponsor: Dr. Lori Custodero.
- Jennifer Robbin (in progress) – Write to be read, not to be graded. Third Member of Dissertation Committee. Department of Arts and Humanities. Sponsor: Ruth Vinz.
- Janelle B. Flores (in progress) – Navigating referrals: Bilingual educators' decisions and SLPs' clinical judgment. Invited Ph.D. Committee Member. University of Houston. Sponsor: Anny Castilla-Earls.
- Fatima Kerry Joy T. Bukong (in progress) – Inclusive education of HEIs in CAR: Tailoring an MPSPU inclusive education framework. Member of Dissertation Committee. School of Advance Education. Mountain Province Polytechnic College. Bontoc, Mountain Province (Philippines). Sponsor: Mark Preston Lopez.
- Sakari Hyrkö (in progress) – Expanding distributed leadership for educational change. Invited Thesis Committee Member. University of Helsinki. Sponsor: Anu Kajamaa and Lasse Lipponen.
- Isabelle Dumoulin (2025) – Title in progress. Third Member of Dissertation Committee. Department of Arts and Humanities. Sponsor: Ruth Vinz.
- Lauren Midgette (2025) – From page to practice: Inherited ideologies and the becoming of pre-service teachers through children's literature. Dissertation Proposal Committee Member. Department of Arts and Humanities. Sponsor: Dr. Ruth Vinz.
- SooJin Jeon (2025) – Funds of knowledge in bilingual special education. Sponsor in Interdisciplinary Doctoral Program with Professor Felicia Moore Mensah.

- Jacqui Stolzer (2025) – Curriculum Orientations Framework with Pre-service Teachers. Fourth Member of Dissertation Committee. Department of Arts and Humanities. Sponsor: Dr. Ruth Vinz.
- Lurdez Berrios (2025) – building science teachers' empathy through continuous professional development to improve support for multilingual learners. Fourth Member of Dissertation Committee. Department of Mathematics, Science and Technology. Sponsor: Dr. Felicia Moore Mensah.
- Karina Malik (2025) – 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
- Adrián O. Rodríguez (2025) – Towards institutional renewal: Women of color as leaders and change-advocates in higher music education. Fourth Dissertation Committee Member. Department Arts & Humanities. Sponsor: Patrick Schmidt.
- Oluwaseun O. Adelaja (2024) – Before and after the doctorate: Reflective journeys of immigrant, first-generation Black females in science education. Fourth Member of Dissertation Committee. Department of Mathematics, Science and Technology. Sponsor: Dr. Felicia Moore Mensah.
- Julie Smith (2024) – A person-centered approach to examining preschool dual language learners' development and home environments. Fourth Member of Dissertation Committee. Department of Biobehavioral Sciences. Sponsor: Dr. Carol Hammer.
- Amanda Kathleen Earl (2024) – Supporting Indigenous languages and knowledges through higher education: A study of decolonial pedagogy at an intercultural university in Mexico. Moderator and Fourth Member of Dissertation Committee. Department of International and Transcultural Studies. Sponsor: Dr. Regina Cortina.
- Natalia Sáez (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.
- Joshua Jenkins (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.
- Kyle Oliver (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.
- Minhye Son (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.
- Ayesha Rabadi-Raol (2020) – Acknowledging & valuing the experiences of immigrant/transactional teachers of color in early childhood. Fourth Member Dissertation Committee. Department of Curriculum and Teaching. Sponsor: Dr. Souto-Manning.
- Jungmin Kwon (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. 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
- Lorna Mathieu (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.
- Suzzanna Javed (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.
- Damien E. LaRock (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.
- Alcira Jaar (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.
- Jason Wu (2017) – Assessing bilingual knowledge organization in secondary science classrooms. Fourth Member of Dissertation Committee. Department of Mathematics, Science & Technology. Sponsor: Dr. O. Roger Anderson.
- Kristy De la Cruz (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.
- Estrella Olivares-Orellana (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.
- George Diaz (2015) – Attitudes and perceptions of Latino students toward high school physical education. Fourth Member of Dissertation Committee. Department of Behavioral Sciences. Sponsor: Stephen Silverman.
- I-Ching Wang (2014) - ESL learners' avoidance behaviors in speaking English. Second Member of Dissertation Committee. Department of Human Development. Sponsor: Dr. Xiaodong D. Lin.
- Ya-Ning Hsu (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.
- Kuo-Hsun Hung (2011) - The design and development of an education-designed massively multiplayer online role-playing game 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
- Yue Lin (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 (LRA)
- Council for Exceptional Children (CEC)