

KAREN D. THOMPSON

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CURRENT POSITIONS

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| 2012-present | Assistant Professor, Oregon State University, College of Education |
| 2013-present | Faculty Affiliate, School of Public Policy, Oregon State University |
| 2013-present | Faculty Affiliate, Center for Latin@ Studies and Engagement, Oregon State University |
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EDUCATION

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| Ph.D. | Stanford University (Educational Linguistics), 2012 |
| M.A. | University of California, Berkeley (Education; also earned Bilingual, Crosscultural, Language, and Academic Development Teaching Credential), 2002 |
| A.B. | Brown University (Double major: English and American Literature, with Honors; and Political Science), 1996 |
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PROFESSIONAL EXPERIENCE

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| 2007-2012 | Research Assistant to Prof. Kenji Hakuta, Stanford University |
| 2002-2007 | 4 th Grade Bilingual Teacher, San Leandro Unified School District, San Leandro, CA |
| 1998-2000 | Middle School Program Coordinator, Samaritan House, San Mateo, CA |
| 1996-1998 | Partner, Partners in School Innovation, San Francisco, CA |
| 1995-1996 | Intern, Annenberg Institute for School Reform, Providence, RI |
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RESEARCH AND TEACHING INTERESTS

Education policy affecting emerging bilingual students; curriculum, instruction, and teacher education related to emerging bilingual students; researcher-practitioner partnerships; practitioners' data and research use; mixed methods.

PUBLICATIONS

Refereed journal publications (Graduate student advisees are indicated with an asterisk. Practitioner partners are indicated with a plus sign.)

Thompson, K. D., Martinez, M. I.⁺, Clinton, C.⁺, & Díaz, G.* (revision under review). Towards a typology of questions explored by researcher-practitioner partnerships. *Educational Researcher*.

Umansky, I. M., **Thompson, K. D.**, & Díaz, G.* (in press). Using an Ever-EL framework to examine special education disproportionality among English learners. *Exceptional Children*.

Thompson, K. D. (2017). What blocks the gate? Exploring current and former English learners' math course-taking in secondary school. *American Educational Research Journal*, 54(4), 757-798.

Cimpian, J. R., **Thompson, K. D.**, & Makowski, M. (2017). Evaluating English learner reclassification policy effects across districts. *American Educational Research Journal, Centennial Issue*, 54(S1) 255S-278S.

Thompson, K. D. (2017). English learners' time to reclassification: An analysis. *Educational Policy*, 31(3), 330-363. (Online first, August 2015).

Román, D., **Thompson, K. D.**, Ernst, L.⁺, & Hakuta, K. (2016). WordSift: A free web-based vocabulary tool designed to help science teachers in integrating interactive literacy activities. *Science Activities*, 53(1), 13-23.

Robinson-Cimpian, J. P. & **Thompson, K. D.** (2016). The effects of changing test-based criteria for reclassifying English Learners. *Journal of Policy Analysis and Management*, 35(2), 279-305.

Thompson, K. D. (2015). Questioning the Long-Term English Learner label: How classification and categorization can blind us to students' abilities. *Teachers College Record*, 117(12), 1-50.

Thompson, K. D. (2013). Is separate always unequal? A philosophical examination of ideas of equality in key cases regarding racial and linguistic minorities in education. *American Educational Research Journal*, 50(6): 1249 - 1278.

Hopkins, M., **Thompson, K. D.**, Linqunti, R., August, D., & Hakuta, K. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher* 42(2): 101-108.

Thompson, K. D., Román, D., Wientjes, G., & Hakuta, K. (2012). The effects of a web-based vocabulary development tool on student reading comprehension in science. *REMiE: Multidisciplinary Journal of Educational Research*, 2(3): 272-300.

Working Papers and Submissions (Graduate students are indicated with an asterisk.
Practitioner partners are indicated with a plus sign.)

Kieffer, M. & **Thompson, K. D.** (under review). Hidden progress of multilingual students on NAEP. *Educational Researcher*.

Rutherford-Quach, S., **Thompson, K. D.**, Rodriguez-Mojica, C., & Román, D. (in preparation). Taking away excuses to quit: Analyzing teacher learning in an online professional development course.

Other refereed publications (Practitioner partners are indicated with a plus sign.)

Greenberg Motamedi, J., Singh, M., & **Thompson, K. D.** (2016). English learner student characteristics and time to reclassification: An example from Washington state (REL 2016– 128). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. (Peer-reviewed)

Umansky, I., Reardon, S., Hakuta, K., **Thompson, K. D.**, Estrada, P., Hayes, K. ⁺, Maldonado, H. ⁺, Tandberg, S. ⁺, Goldenberg, C. (2015). Improving the opportunities and outcomes of California's students learning English: Findings from school district – university collaborative partnerships. Policy Brief. Stanford, CA: Policy Analysis for California Education. (Peer-reviewed)

Non-refereed publications/Book chapters (Practitioner partners are indicated with a plus sign.)

Thompson, K. D., Rew, J., Martinez, M. I., & Clinton, C. (2017, June 16). Understanding student outcomes by using the “Ever English learner” category. Washington, DC: Institute of Education Sciences. Retrieved from <https://ies.ed.gov/blogs/research/post/understanding-outcomes-for-english-learners-the-importance-of-the-ever-learner-category> (Invited post for the Institute of Education Sciences's blog.)

Robinson-Cimpian, J. P., **Thompson, K. D.**, & Umansky, I. M. (2016). Research and policy considerations for English learner equity. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 129-137.

Thompson, K. D., Silva, J., Cross, K., Robb, S. ⁺, & Curry, D. ⁺ (2015). Collaboration and the Smarter Balanced test. *Leadership* 44(4), 16-19, 37.

Smith, R. ⁺, Johnson, M. ⁺, & **Thompson, K.** (2012). Data, our GPS. *Educational Leadership*, 69(5), 56-59.

Thompson, K. and Hakuta, K. (2011). Education and bilingualism. In J. P. Gee and M. Handford (Eds.), *The Routledge handbook of discourse analysis* (pp. 396-411). New York: Routledge.

Wentworth, L., Pellegrin, N., **Thompson, K.**, & Hakuta, K. (2010). Proposition 227 in

California: A long-term appraisal of its impact on language minority student achievement. In P. Gándara and M. Hopkins (Eds.), *Forbidden language: English learners and restricted language policies* (pp. 37-49). New York: Teachers College Press.

Gifford, B. & **Thompson, K.** (2009). Generation 1.5 students and the linguistic demands of community college mathematics classes: A review of the literature. In G. Valdés. & B. Gifford, *Final report on the developmental mathematics and language project* (pp. 3-44). Stanford, CA: Carnegie Foundation for the Advancement of Teaching.

Román, D., Wientjes, G., **Thompson, K.**, & Hakuta, K. (Summer 2009). WordSift: An interactive vocabulary development tool. *AccELLerate: National Clearinghouse for English Language Acquisition*, 1(4).

Hakuta, K., Wientjes, G., Román, D. & **Thompson, K.** (April 2009). WordSift – A website to support vocabulary and reading for English learners. *ASCD Express*, 4(13).

Thompson, K. (2005). ¿Qué dijo?: Peers supporting newcomers' English language development. *Questions unfolding, volume 2: Teacher research articles and reflections 2004-2005*. Berkeley, CA: University of California.

Thompson, K. (2004). Roadblocks and resistance: Adventures in supporting newcomer students with limited prior schooling. *Questions unfolding, Volume 1: A compilation of teacher research articles and reflections from Project IMPACT participants in 2003-2004*. Berkeley, CA: University of California.

Thompson, K. (2002). *Language problem solving: Strategies for supporting English language learners' development as writers*. (Unpublished master's thesis). University of California, Berkeley, CA.

Thompson, K. (1996). *The Edmonton experience: The interactions among one district's funding, governance, and school choice policies*. Providence, RI: Annenberg Institute for School Reform.

PRESENTATIONS (Graduate students are indicated with an asterisk. Practitioner partners are indicated with a plus sign.)

National

Kieffer, M., **Thompson, K. D.**, Parker, C. *Including Ever-English learner students in accountability and continuous improvement*. (2017, June 21). National webinar hosted by the Regional Educational Laboratory Northeast and Islands. (Invited presentation)

Thompson, K.D., Martinez, M. I.⁺, & Clinton, C.⁺. (2017, April 28). *The affordances and constraints of research-practice partnerships at the state level*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Thompson, K. D. (2017, April 10). *How do we look at progress? Using an Ever EL framework*

to understand math course-taking trajectories. Presentation to the National Academies of Sciences, Engineering, and Medicine panel on Supporting English Learners in STEM Subjects. (Invited presentation)

Penuel, B., Farrell, C., Gilligan, E., Martinez, M., Moorthy, S., & **Thompson, K. D.** (2017, March 16). *Successes and challenges of researcher-practitioner partnerships in education research*. National webinar hosted by the National Center for Research on Policy and Practice. (Invited panelist)

Thompson, K.D. & Martinez, M. I.⁺ (2016, December 16). *Oregon English Learner Alliance*. Presentation at the Institute of Education Sciences annual Principal Investigator meeting, Washington, DC. (Invited presentation)

Fitzgerald, S., Kelly, J., Martinez, M. I.⁺, & **Thompson K. D.** (2016, May 24). Ensuring professional capacity to support English learners. National webinar hosted by the American Youth Policy Forum. (Invited presentation)

Thompson, K. D., Martinez, M. I.⁺, Clinton, C.⁺, & Díaz, G.* (2016, April 12). *Towards a typology of questions explored by researcher-practitioner partnerships*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC.

Robinson-Cimpian, J. P., **Thompson, K. D.**, & Makowski, M. (2016, April 10). *Evaluating English learner reclassification policy effects across districts*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC. (Invited session)

Thompson, K. D., Umansky, I. M., & Díaz, G.* (2016, April 10). *Using an Ever-EL framework to understand over- and under-identification of English learner students with disabilities*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC. (Invited session)

Thompson, K. D. & Hakuta, K. (2016, April 10). *The English Language Learner Leadership Network*. Presentation at the annual meeting of the American Educational Research Association, Washington DC. (Invited Presidential session)

Rutherford-Quach, S., **Thompson, K. D.**, Rodriguez-Mojica, C., & Román, D. (2016, April 9). *Using a MOOC to improve teachers' understanding and facilitation of academic arguments*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC.

Thompson, K. D. (2016, April 7). *Incorporating English learners into state accountability systems*. Capitol Hill briefing, organized by American Institutes of Research, Washington, DC. (Invited presentation)

Thompson, K. D. & Bautista, D.⁺ (2015, December 11). Could your grant help improve education for ELs? The Oregon English Learner Alliance. Presentation at the Institute of Education Sciences Principal Investigator Meeting, Washington DC.

Thompson, K. D. (2015, April 20). *What blocks the gate? Exploring current and former English learners' math course-taking in secondary school.* Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.

Robinson-Cimpian, J. P., & **Thompson, K. D.** (2015, April 17). *The effects of changing test-based criteria for reclassifying English Learners: A difference-in-regression-discontinuities approach.* Paper to be presented at the annual conference of the American Educational Research Association, Chicago, IL.

Thompson, K. D. (2014, June 11). *Illustrating empirical relationships between English language proficiency and academic performance.* Presentation at the ETS K-12 Center's English Language Proficiency Assessment Research Working Meeting, Houston, TX. (Invited presentation)

Robinson-Cimpian, J. P., **Thompson, K. D.**, Umanksy, I., Linqunti, R., & Hakuta, K. (2014, March 15). *The effects of changing test-based criteria for reclassifying English Learners: A difference-in-regression-discontinuities approach.* Paper presented at the annual conference of the American Educational Finance and Policy Conference, San Antonio, TX.

Thompson, K. D. (2013, May 1). *How long does it take, revisited: An analysis of English learners' time to reclassification.* Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA. (Invited Presidential Session)

Thompson, K. D. (2013, April 28). *Questioning the Long-Term English Learner label: How categorization can blind us to students' abilities.* Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.

Thompson, K. D. (2012, November 17). *Disrupting the Long-Term English Learner label: How bureaucratic borders can blind us to students' abilities.* Paper presented at the annual conference of the American Anthropological Association, San Francisco, CA.

Thompson, K. D. (2012, April 15). *Time to English proficiency and the relationship between English proficiency and academic achievement: Analysis of long-term linguistic and academic outcomes for English learners.* Paper presented at the annual conference of the American Educational Research Association, Vancouver, BC.

Thompson, K. D. (2011, April 10). *The role of research-based ideas about language acquisition in curriculum materials for English Language Development.* Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

Thompson, K. D. (2011, April 10). *Longitudinal analysis of English acquisition and academic achievement trajectories for students initially classified as English learners.* Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

Román, D. & **Thompson, K. D.** (2011, March 10). *Practical strategies to help English learners comprehend science texts*. Paper presented at the annual conference of the National Science Teachers Association, San Francisco, CA.

Thompson, K. D. & Román, D. (2010, May 2). *The effects of a web-based vocabulary tool on student reading comprehension*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.

State/Regional

Thompson, K. D. & Blackburn, T. (2017, April 20). *Understanding the needs of dually-identified students*. Presentation to the New York City Office of Special Education. (Invited presentation)

Thompson, K. D. (2017, April 10). *Research on long-term English learners and the effects of reclassification*. Presentation at briefing for state legislators hosted by Policy Analysis for California Education, Sacramento, CA.

Martinez, M. I.⁺ & **Thompson, K. D.** (2016, August 5). *Reclassifying English learners in 2015-16*. Presentation at the annual Summer Assessment Institute, Eugene, OR.

Thompson, K. D., Clinton, C.⁺, & Díaz, G.* (2016, June 22). *English learner students with special needs*. Presentation at the annual Confederation of Oregon School Administrators Conference, Seaside, OR.

Umansky, I. M., **Thompson, K. D.**, Díaz, G.*, & Martinez, M. I.⁺ (2016, March 11). *English learner students with special needs*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

Martinez, M.⁺, McCoy, M.⁺, Chapman, C.⁺, Capener, B.⁺, **Thompson, K. D.**, & Díaz, G.* (2016, March 10). *Using multiple measures of English proficiency for EL reclassification decisions*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

Thompson, K. D. (2016, January 9). *Academic language: Unpacking language demands and designing instructional supports*. Presentation to Bilingual Teacher Pathway cohort, Portland State University, Portland, OR. (Invited presentation)

Thompson, K. D., Diaz, G.*, Echevarria, W.*, & Bautista, D.* (2015, June 12). *Long-term outcomes for English language learners in Oregon*. Presentation at the annual conference of the Oregon Association for Bilingual Education, Happy Valley, OR.

Thompson, K. D., Diaz, G.*, Echevarria, W.*, & Bautista, D.* (2015, March 12). *Long-term outcomes for English language learners in Oregon*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

Martinez, M. I.⁺, **Thompson, K. D.**, Kosty, D.⁺, McCoy, M.⁺, & Fost, J.⁺ (2015, March 12). *Addressing accountability and EL reclassification decisions during the transition*

from Oregon's ELPA to ELPA21. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

Blackburn, T., **Thompson, K. D.**, Hinkle, L. ⁺, Prusko, L. ⁺, Weiss, L. ⁺, & Bauer, C. ⁺ (2015, March 13). *Fostering Professional collaboration with virtual connections: A look at how a Massive Open Online Course can anchor PLC collaboration*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

Thompson, K. D. (2015, January 16). [Invited presentation] Writing across the curriculum: A focus on argumentation. Professional development session for middle and high school teachers, Canby School District, Canby, Oregon.

Thompson, K. D. (2014, October). [Invited keynote] *Meeting the language demands of Oregon's standards: Collaborating to create powerful learning for students*. Keynote at Oregon Department of Education Professional Learning Team Conferences for approximately 1000 Oregon educators at three locations across the state.

Thompson, K. D. (2014, June 28). *Developing curriculum aligned to the new English Language Proficiency Standards and Common Core State Standards*. Presentation at the annual conference of the Oregon Association for Bilingual Education, Happy Valley, OR. (Invited presentation)

Thompson, K. D. (2014, June 24). *The Common Core and our English learners*. Presentation at the Strengthening the Core summer institute, Lane Education Service District, Eugene, OR. (Invited presentation)

Thompson, K. D. (2014, March 14). *Developing curriculum aligned to the new English Language Proficiency Standards and Common Core State Standards*. Paper presented at the annual State English Learners Alliance Conference, Eugene, OR.

Thompson, K. D. (2013, June 28). [Invited presentation] *Exploring long-term outcomes for English language learners*. Presentation at the Oregon Association for Bilingual Education, McMinnville, OR.

Thompson, K. D. (2013, March 14). *Are we there yet? Exploring long-term outcomes for English language learners*. Session presented at the annual State English Learners Alliance Conference, Eugene, OR.

Thompson, K. D. (facilitator) (2013, March 15). *Long-Term English Language Learners: Challenges and promising practices*. Panel presented at the annual State English Learners Alliance Conference, Eugene, OR.

Thompson, K. D. & Román, D. (2010, May 8). *What do teachers need to know about students' primary languages? A linguistic analysis of information about California's immigrant languages contained in state-adopted curriculum materials*. Paper presented at the conference "The Real California Gold": Indigenous & Immigrant Heritage Languages of California, Davis, CA.

Ernst, L. ⁺, Román, D., & **Thompson, K. D.** (2010, March 10). *WordSift: An interactive*

web-based vocabulary development tool. Paper presented at the annual conference of the California Association for Bilingual Education, San Jose, CA.

University

Thompson, K. D. (2017, March 24). *Engaged research at the state level: The Oregon Department of Education and Oregon State University English Learner Partnership*. Presentation at College of Education Research Symposium, OSU.

Thompson, K. D. (2017, March 3). *Examining special education disproportionality for English learners*. Presentation to OSU Disability Network. (Invited presentation)

Thompson, K. D. (2014, November 5). *A MOOC for K-12 Educators Focused on supporting English language learners: A collaborative endeavor*. Presentation at College of Education Brown Bag Seminar. (Invited presentation)

Thompson, K. D. (2014, October 27). *OSU's first MOOC: Creating open educational resources and fostering collaboration among teachers*. Presentation at Open Oregon State launch event. (Invited presentation)

Thompson, K. D. (2014, July 17). *OSU's entry into the MOOC landscape: Supporting English language learners under new standards*. Presentation to the OSU Outreach and Engagement Council. (Invited presentation)

Thompson, K. D. (2014, July 14). *OSU's entry into the MOOC landscape: Supporting English language learners under new standards*. Presentation to the Mid-Valley Mid-Coast Partnership. (Invited presentation)

RESEARCH GRANTS (AWARDED ONLY)

Principal Investigator. (funding years: 2016-2021). U.S. Department of Education Office of English Language Acquisition. Project title: Teachers Educating All Multilingual Students. \$2,599,406.

Principal Investigator. (funding years: 2016-2018). Spencer Foundation. Project title: Oregon English Learners Alliance: An Ongoing Partnership To Understand and Improve Outcomes for Current and Former English Learners in Oregon. \$399,986.

Principal Investigator. (funding years: 2016-17). Ecampus Research Fellowship. Project title: Analyzing Learning in a Massive Open Online Course for Teachers. \$19,997.

Co-Investigator. (funding years: 2015-2019). Institute for Education Sciences. Project title: Red Light, Purple Light! Developing a Self-Regulation Intervention for Children at Risk of School Difficulty. \$1,500,000.

Principal Investigator. (funding years: 2014-2016). Institute for Education Sciences. Project

title: Oregon English Learners Alliance: A Partnership To Explore Factors Associated with Variation in Outcomes for Current and Former English Learners in Oregon. \$399,929.

Principal Investigator. (funding year: Fall 2014). Oregon Department of Education. Project title: Supporting Professional development around English Language Proficiency Standards through a Massive Open Online Course. \$89,494.

Consultant. (funding years: 2014-2015). Institute for Education Sciences. Project title: English Language Learners In Middle & High School: Predictors And Outcomes Related To Reclassification In New York City.

Consultant. (funding years: 2013-2017). Central Valley Foundation. Project title: Data Network: Data Augmentation to the Stanford ELL Leadership Network. \$130,500.

Consultant. (funding years: 2012-2015). S. H. Cowell Foundation. Project title: The Stanford ELL Leadership Network: A Research-Based Collaboration of California School Districts to Improve the Education of English Language Learners. \$575,000.

Principal Investigator. (funding year: 2011-2012). Stanford University School of Education Dissertation Support Grant. Project Title: What Happens for English Learners? A Mixed Methods Analysis of Long-Term Linguistic and Academic Outcomes. \$5,230.

FELLOWSHIPS AND AWARDS

2014	Outstanding Dissertation Award, Bilingual Education Research Special Interest Group, American Educational Research Association
2009-2012	Stanford Interdisciplinary Graduate Fellowship, (3 years tuition & stipend), ~\$160,000
2000-2002	Flanders Fellowship, GSE Alumni Association Fellowship, University Fellowship, and California Teacher Scholar, University of California, Berkeley (2 years tuition & stipend), ~\$36,000
1995	Phi Beta Kappa, Brown University

TEACHING

Supporting English Language Learners under New Standards, Massive Open Online Course in partnership with Stanford University, Fall 2014, Fall 2015, Spring 2017, (One of three course instructors, over 6000 participants in the course to date)

Linguistics for Teachers, Oregon State University, Fall 2012, Summer 2013, Fall 2013, Spring 2014, Winter 2015, Spring 2015, Winter 2016, Spring 2016, Winter 2017, Spring 2017

Theoretical Foundations of Language Acquisition for P-12 Educators, Winter 2013

Statistical Analysis in Education Research: Regression, Stanford University, Winter 2009 (Teaching Assistant for Prof. Sean Reardon)

4th Grade, San Leandro Unified School District, San Leandro, CA, 2002-2007

REVIEWER

Educational Researcher; American Educational Research Journal; Educational Evaluation and Policy Analysis; Educational Policy; American Journal of Education; Language Testing; Bilingual Research Journal; Journal of Language, Identity, and Society

SERVICE AND OTHER PROFESSIONAL ACTIVITIES

Member, Dual Language Working Group Advisory Committee, New America Foundation, 2017-present.

Member, ELPA21 Technical Advisory Committee, 2017-present.

Co-founder and lead facilitator, English Language Learner Policy Fellows, 2015-present.

Reviewer, American Educational Research Association Annual Meeting, Bilingual Research SIG Dissertation Award, 2017.

Co-Facilitator, Every Student Succeeds Acts working group on English learner reclassification, Oregon Department of Education, 2016-present

State ELL Advisory Group, Oregon Department of Education, 2015-2017

Grant reviewer, English as an Additional Language grants. Educational Endowment Foundation, 2015.

Grant Review Panel Member, Institute of Education Sciences, U.S. Department of Education, 2014-2015.

Facilitator, workgroup on transition from ELPA to ELPA21 assessment, Oregon Department of Education, 2014-2015.

Reviewer, American Educational Research Association Annual Meeting, Bilingual Research SIG, 2014.

Grant Review Panel Member, Dual Language Program Grants, Oregon Department of Education, 2013, 2015.

Member, Technical Working Group, REL Northwest Education Alliance, 2013-present

Strategic Planning Committee, College of Education, Oregon State University, 2013-2016

Reviewer, English Language Proficiency Standards, Oregon Department of Education, 2013.

Oregon EL Alliance Conference Planning Committee, 2012-present

Language, Equity, and Educational Policy Working Group, Stanford University, 2007-2012

LANGUAGES

Fluent in Spanish

PROFESSIONAL AFFILIATIONS

American Educational Research Association, 2008-present (Division L, Bilingual Research SIG, Second Language Research SIG)

Teachers of English for Speakers of Other Languages, 2013-present
