**CURRICULUM VITAE**

**Kathryn McIntosh**

**Associate Professor**

**ESOL/Bilingual and Literacy Education**

**301c Furman Hall**

**Oregon State University**

**Corvallis, OR 97331**

**(541) 737-8585**

**EDUCATION AND EMPLOYMENT INFORMATION**

**Educational Degrees Earned:**

Ph.D., Educational Studies: Language, Literacy, and Culture, 2006, University of Michigan, Ann Arbor, MI

Ed.M., Language and Literacy, 1997, Harvard Graduate School of Education, Cambridge, MA

San José State University, San José, CA, Bilingual Education, teacher licensure, 1998-1999

National Hispanic University San José, Bilingual Education, licensure, 1995-1996

B.S., Human Development, 1995, University of California, Davis, CA

B.A., Spanish & Classics, 1995, University of California, Davis, CA

**Employment:**

***University Positions***

2014-current Associate Professor, ESOL/Bilingual and Literacy, Teacher Education, College of Education

Oregon State University, Corvallis, OR

2015-2016 Associate Director, Center for Latino/a Studies and Engagement, Oregon State University

2014-2015 Interim Associate Director of Research, Center for Latino/a Studies and Engagement, Oregon State University

2006-2014 Assistant Professor, ESOL/Bilingual and Literacy, Teacher Education, College of Education

Oregon State University, Corvallis, OR

2005-06 Graduate Student Field Instructor, Elementary Master’s and Certification Program

 University of Michigan, Ann Arbor, MI

2000-2005 Graduate Student Research Assistant, Science/Literacy, language, and culture

 University of Michigan, Ann Arbor, MI

2003 Graduate Student Instructor, Undergraduate Teacher Education

 ED 403: Individualizing Reading and Writing Instruction-Elementary

University of Michigan, Ann Arbor, MI

2002 Graduate Student Instructor, Undergraduate Teacher Education

ED 401: Development of Reading and Writing in Elementary

University of Michigan, Ann Arbor, MI

***Teaching Positions (K-12)***

1997-2000 Bilingual Elementary Teacher, Grades 2-3, Santa Clara Unified School District, Santa Clara, CA

1999-2000 Intensive Instructional Assistance Program Teacher, After-school intensive literacy instruction, Santa Clara Unified School District, Santa Clara, CA

1998-2000 Bilingual Elementary Summer School Teacher, Grades 1-2, Santa Clara Unified School District, Santa Clara, CA

1995-96 Bilingual Elementary Teacher, Grade 4-5, Alum Rock Union Elementary School District, San Jose, CA

**TEACHING, ADVISING, AND OTHER ASSIGNMENTS**

**Instructional Summary: Teaching at Oregon State University**

Courses for credit**:**

|  |  |
| --- | --- |
| Course | Credits |
| ED 219: Social Justice, Civil Rights & Multiculturalism in Education | 3 |
| ED 620: Research Design and Epistemologies (formerly SED 580 Research & Evaluation) | 3 |
| ED 653: Discourse, Identity, and Education | 3 |
| ED 607 Seminar – doctoral – First Year Writing Seminar | 1 |
| SED 625: Critical Pedagogy | 3 |
| ED 601: Research | 1-3 |
| ED 603: Dissertation | 1-12 |
| ED 606: Projects | 1-3 |
| ED 615: Practicum in College Teaching | 3 |
| TCE 520: Classroom Management | 3 |
| TCE 576: Language Policy & Issues for Bilingual/ELLs | 3 |
| TCE 599: ST/Funds of Knowledge | 3 |
| TCE 573: Instructional Approaches for P-12 English Language Learners | 3 |
| TCE 502: Independent Study | 1-3 |
| TCE 599: ST/Linguistics for ELL/Bilingual Teachers | 3 |
| TCE 572: Theoretical Foundations of Language Acquisition for P-12 Educators | 3 |
| TCE 602: Independent Study (PhD) | 1 |
| TCE 506: Projects (EdM/thesis) | 1-3 |
| TCE 610: Internship (PhD/teaching) | 1-3 |
| TCE 599: ST/Linguistics Part I, II, III | 1 |
| TCE 808: WS/Elementary Language Development Workshop | 3 |
| TCE 607: Seminar (PhD) (co-taught) | 1 |
| TCE 510: ESOL internship | 3 |
| TCE 507 Seminar/CIT | 1 |

**SCHOLARSHIP AND CREATIVE ACTIVITY**

**Publications**

***Refereed publications***

Published manuscripts

Bottoms, S., **Ciechanowski, K**, Jones, K, de la Hoz, J. & Fonseca, A. (2017). Leveraging the community context of

Family Math and Science Nights to develop culturally responsive teaching practices. *Teaching and Teacher Education,* 61, 1-15*.*

Bottoms, S., **Ciechanowski, K**., & Hartman, B. (2016). Learning to teach elementary science to

linguistically and culturally diverse children through iterative cycles of enactment. *Journal of Science Teacher Education,* 26(8), 715-742*.*

Ciechanowski, K., Bottoms, S., Fonseca, A., & St. Clair, T. (2015, spring). A Three-Part Framework for Cultural Competence in

Afterschool Programs: Rey Mysterio as an Exemplar from the *Families Involved in Education: Sociocultural Teaching and STEM* Project. *Afterschool Matters Journal.*

Ciechanowski, K. (2014). Weaving Together Science and English: An interconnected model of language

development for emergent bilinguals. *Bilingual Research Journal, 37*(3). 237-262.

Ciechanowski, K. (2013, spring). Beyond *one-size-fits-all* ELD frameworks: Bringing English learners’

lives and social justice to the center of K-12 instruction. *ORTESOL Journal, 30.*

Ciechanowski, K. (2012). Conflicting Discourses: Linguistic and Critical Analyses of Pocahontas Texts

in Bilingual 3rd Grade Social Studies. *Journal of Literacy Research, 44*(3), pp. 300-338. DOI:10.1177/1086296X12450699

Ciechanowski, K. (spring, 2012). In the words of a teacher: Finding avenues to communicate for ELLs.

*WA-TESOL Quarterly*.

Ciechanowski, K. (2011). Points of Leverage: Navigating Tensions between Socio-Culturally Relevant

Teaching and Accountability Pressures. *Northwest Passage, 9*(2), 47-59.

Cowin, K., Cohen, L., Ciechanowski, K., & Orozco, R. (2012). Portraits of Mentor-Junior Faculty

Relationships: From Power Dynamics to Collaboration. *Journal of Education, 192*(1).

Cohen, L., Ciechanowski, K., Cowin, K., and Orozco, R. (2012). Portraits of Our Mentoring Experiences

in Learning to Craft Journal Articles. *Mentoring and Tutoring Journal, 20*(1).

Ciechanowski, K. (2009). A Squirrel Came and Pushed Earth: Popular Cultural and Scientific Ways of

Thinking with ELLs. *Reading Teacher*, 62(7).

Moje, E. B., Ciechanowski, K., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward

third space in content area literacy: An examination of everyday funds of knowledge and Discourse. *Reading Research Quarterly*, 39(1), 38-70.

Manuscripts in Preparation

*Decolonizing the Syllabus: Moving towards an Integrated Mind-Body-Sensing Approach in Multicultural Education.*

Targeted Journal: Curriculum Inquiry

*Teaching All Multilingual Students: Structure and Agency in Community-School Partnerships during COVID-19.*

Targeted Journal:

*Mindfulness in Multicultural Education: Accepting Responsibility for Teaching Undergraduates Self-Centering for Social Justice*

 Targeted Journal: Multicultural Perspectives

*Using Testimonios Methodology to Explore Social Justice Teaching*

Targeted Journal: Qualitative Research in Education

*Examining Pre-service Teachers’ Perspectives of Normalized Gender Practices through the Analysis of “Toxic Masculinity”*

Targeted Journal: Gender and Education

*Reframing Religion in Multicultural Education*

Targeted Journal:

*Drawing upon Local Community for Culturally Responsive STEM Learning: Discourses of Local Businesses*

Targeted Journal: (research, Race Ethnicity and Education)

*Critical Praxis and Community Walks: Involving Communities as Resources in STEM Learning*

Targeted Journal: (practitioner, Multicultural Perspectives)

Non-refereed publications / Book Chapters

Ciechanowski, K. (2014, fall). Critical linguistics in social studies: Using Modifying Adjectives to

Generalize about Diverse Cultures in the United States. In K. Winograd (Ed.), *Critical Literacies and Young Learners: Connecting Classroom Practice to the Common Core.* New York: Routledge.

Ciechanowski, K. (2011). Bilingualism*.* In Moule, J., *Cultural Competency: A Primer, second edition.*

Wadsworth Publishing (Section of Chapter 9, written as invited author).

**Professional Meetings, Symposia, and Conferences**

***Peer Reviewed Presentations***

**McIntosh, K.,** Canete Blazquez, R., Viveros, M., Saeed, F., Leon, F., & Waite, J. (May 2020). Using Testimonios

Methodology to Explore Social Justice Contemplative Teaching.  Accepted for presentation at *16th International Congress of Qualitative Inquiry*, University of Illinois, Urbana Champaign.

**McIntosh, K.,** Viveros, M., Canete Blazquez, R., and Saeed, F. (April 2020).  Reframing Multicultural Education:

Moving from the Rational to Wholeness using Sentipensante Pedagogy in Teacher Education.  Accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

**McIntosh, K**., Buxton, C., Hernandez, L. & Vega, E. (2020). Community-School Partnerships in the Teaching All Multilingual Students (TEAMS) Project. Accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Buxton, C., \***McIntosh, K.**, Burho, J., Hernandez, L., & Ettenauer, B. (2020). Family-School-Community Partnerships in the Teaching All Multilingual Students (TEAMS) Project. Accepted for presentation at the 20th International Roundtable on School, Family, and Community Partnerships. April 17, 2020, San Francisco, CA.

**McIntosh, K.**,, Buxton, C., Hernandez, L., Ettenauer, B., Burho, J., (2020). Teachers’ Agency in Multilingual Family

Engagement in the TEAMS Project. Accepted for presentation at the COSA English Learner Alliance Conference. March, 2020, Eugene, OR.

\*Name changed to McIntosh

**Ciechanowski, K.,** Bottoms, S., Hernandez, L. (2018) *Families and Communities Involved in STEM Learning: A Community Cultural Wealth perspective*. Literacy Research Association, Annual conference (2018), November 27-December 1, Indian Wells, CA.

**Ciechanowski, K.,** Bottoms, S., Hernandez, L. *Preparing Educators to Engage Families Constructively (*2018*)*.  Teaching English to Speakers of Other Languages, Annual conference, March 31, 2018, Chicago, IL. Invited Speakers.

**Ciechanowski, K**. & Bottoms, S. STEM in Neighborhood: *Leveraging Artifacts and Community Expertise for Bilinguals’ STEM Education* (2018). National Association of Bilingual Educators, Annual conference, February 28-March 3, 2018, Albuquerque, NM.

**Ciechanowski, K.,** Bottoms, S., Talamantes, A., Hernandez, L. & Fonseca, A. *Afterschool STEM Partnership as Community of Practice: Families Involved in Education Sociocultural Teaching and STEM* (2017). American Educational Research Association, Annual conference, April 27- May 1, 2017, San Antonio, TX.

Bottoms, S., **Ciechanowski, K.,** Talamantes, A., Hernandez, F. & Fonseca, A. (October, 2016). *Promoting a Family and Community Based Approach to STEM Education*. Scholarship of Engagement, annual conference, October 12, 2016, University of Nebraska.

**Ciechanowski, K**., Bottoms, S., Talamantes, A., Hernandez, L. & Fonseca, A. (April, 2016).  *Engaging Community and University Partners in Research: Families Involved in Education Sociocultural Teaching and STEM.* American Educational Research Association, Paper presented at annual conference, April 8-12, 2016, Washington, DC.

**Ciechanowski, K**., Bottoms, S. & Fonseca, A., (April, 2016). *FIESTAS: An Exemplar of Engaged Research*. Center for Latina@ Studies and Engagement CL@SE Engaged Research Colloquium, Oregon State University, Corvallis, OR.

**Ciechanowski, K**., Bottoms, S., Talamantes, A., Hernandez, L. & Fonseca, A. (March 11, 2016). *Promoting a Family and Community Based Approach to STEM Education.* State Language Learners Alliance Conference, Presented at annual conference, March 9, 2015, Eugene, Oregon.

**Ciechanowski, K.,** Bottoms, S., & Fonseca, A.L. (2015, September). Families Involved in Education Sociocultural

Teaching and STEM (FIESTAS). Paper to be presented at the Engagement Scholarship Conference, Penn State, PA.

**Ciechanowski, K**. & Bottoms, S. (2015, March). “In a position to listen to students”: Preservice teachers engage

bilingual learners in afterschool STEM. Paper presented at the annual conference of the National Association for Bilingual Education, Las Vegas, NV.

Bottoms, S. & **Ciechanowski, K**. (2015, January). Critical Praxis: Situating Thinking and Practice in a STEM

Afterschool Program. Paper presented at the Association for Science Teacher Education, Portland, OR.

**Ciechanowski, K**. & Bottoms, S. (2014, September). Engaged Research: The FIESTAS Model. In Schwartz, A., Rivera-

Mills, S., Ciechanowski, K., Bottoms, S., & Woods, M. *Rethinking Disciplinary Responsibility.* Panel presented at the annual meeting of the Linguistics Association of the Southwest, San Diego, CA.

**Ciechanowski, K**., Bottoms, S., de la Hoz, J., & Fonseca, A. (2014, March). Disrupting Preservice Teachers’ Commonly

Held Assumptions About Bilingual/Diverse Families. Paper presented at the Annual conference of Teachers of English to Speakers of Other Languages, Portland, OR.

**Ciechanowski, K**., Bottoms, S., & de la Hoz, J. (2014, March). A Collaborative Approach: Families Involved in

Education: Sociocultural Teaching and STEM (FIESTAS). Paper presented at the annual meeting of the Conference of School Administrators for English Learners, Eugene, OR.

**Ciechanowski, K**. & Bottoms, S. (December, 2013). Socially Transformative Contexts: Bringing

Together Children, Families, and Preservice Teachers to Disrupt the Commonplace. Paper to be presented at the annual meeting of the Literacy Research Association, Dallas, TX.

**Ciechanowski, K**. & Martin, K. (2013, June). Critical Approaches to ELD: The Importance of Weaving

Social Justice and Content Together with ELD. Paper presented at the annual meeting of the Oregon Association of Bilingual Education, McMinnville, OR.

**Ciechanowski, K**. (2013, April). Towards Anti-Deficit Teaching: Providing Complex and Explicit

Instruction for ELLs and Children in Poverty. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

**Ciechanowski, K**. (2013, March). Critical Approaches to ELD/Content: Everyday Stereotyping and Academic

Generalizing. Paper presented at the annual convention of TESOL International Association, Dallas, TX.

Bottoms, S., **Ciechanowski, K**., & de la Hoz, J. (2013, January). Marbles and Airplanes: Preservice

Teachers Practicing Science in a Bilingual and Family-Centered Context. Paper presented at the annual meeting of the Association for Science Teacher Education, Charleston, SC.

**Ciechanowski, K.** (2012, November). “Most Americans Get Like a *Mesera*”: Using Stereotypes and

Quantifying Adjectives to Infuse Social Activism into English Language Development Instruction. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.

**Ciechanowski, K.** and Berman, H. (2012, November). Collaborative Inquiry Community: Teacher

Collaboration to Support ELLs across the School Day. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.

Cowin, K., Cohen, L., **Ciechanowski, K**., & Orozco, R. (2012, April). *Negotiating Powerlessness and*

*Power Dynamics in Our Mentor-Junior Faculty Portraits.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Colombia.

**Ciechanowski, K.** **M.** (2012, February). *Keeping it Connected: Integrating English Language*

*Development, Content, and Social Justice*. Paper to be presented at the annual meeting of the National Association of Bilingual Education, Dallas, TX.

**Ciechanowski, K.** **M.** (2011, April). *Expanding Conceptions of ELL Teaching and Learning: Weaving*

*Together Science and English Language Development in Third Grade.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Cohen, L., **Ciechanowski, K.,** Cowin, K., and Orozco, R. (2011, January). *Portraits of Our Mentoring*

*Experiences in Learning to Craft Journal Articles.* Panel to be presented at the Oregon Women in Higher Education conference, Portland, Oregon.

**Ciechanowski, K. M.** (2010, December). *A Study of Academic Language and Literacy: Exploring what*

*counts as knowledge in third grade content area classes.* Paper presented at the Literacy Research Association Conference, Fort Worth, Texas.

**Ciechanowski, K. M.** (2010, December). *Knowledge Shaping Literacy Practices.* Paper session

presented at the Literacy Research Association Conference, Fort Worth, Texas. (Session Chair).

Cohen, L., **Ciechanowski, K.,** Cowin, K. and Orozco, R. (2010, May). *Crafting Journal Articles: Our*

*Mentoring Portraiture*. Panel and paper presented at the Pacific Circle Consortium Conference, Ashland, OR.

**Ciechanowski, K. M.** (2010, February). *Integrating Language Development and Content Area*

*Instruction for ELLs*. Paper presented at the West Regional Conference of the International Reading Conference, Portland, Oregon.

**Ciechanowski, K. M.** (2009, April). *Academic Language for English Learners: Exploring Disciplinary*

*Language in Third-Grade Science and Social Studies.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.

**Ciechanowski, K. M.** (2009, February). *Academic and Everyday Literacy for English Language*

*Learners: Reading Critically Across Scientific and Popular Cultural Texts*. Paper and interactive workshop presented at the International Reading Association Annual Convention-West, Phoenix, Arizona.

**Ciechanowski, K. M.** (2008, October). *Academic Language for English Learners: Exploring Language*

*in the Disciplines of Science and Social Studies in Elementary School.* Paper presented at the annual meeting of the Linguistics Association of the Southwest, Corvallis, Oregon.

**Ciechanowski, K. M.** (2008, March). *Family and Popular Cultural Resources in Science and Social*

*Studies: Taking Up Children’s Funds of Knowledge Amidst Testing and Accountability Pressures.* Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

**Ciechanowski, K. M.** (2008, March). *Urban Elementary Bilingual Students Read and Write Science in*

*English: Examples from Two Classrooms..* Roundtable presented at the annual meeting of the American Educational Research Association, New York, New York.

**Ciechanowski, K. M.,** Collazo, T., Cleveland, T., and VanDerPloeg, L. (2008, March). *Urban and*

*Bilingual Contexts: How Sociocultural Resources and Identities Mediate Learning across Content Areas and Grades.* Symposium presented at the annual meeting of the American Educational Research Association, New York, New York. (Symposium chair and organizer).

**Ciechanowski, K. M.** (2007, December). *When the Everyday Intersects with the Scientific: Making use*

*of everyday resources in Spanish/English bilingual third grade science and social studies classes.* Paper presented at the annual meeting of the National Reading Conference, Austin, Texas.

**Ciechanowski, K. M.** (2007, April). *The Everyday Meets the Academic: Bilingual Third Graders’ Uses*

*of Resources in Science and Social Studies.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

**Ciechanowski, K. M.** (2005, December). *Everyday and Disciplinary Discourses: Bilingual Third*

*Graders’ Language and Literacy Practices in Science and Social Studies*. Paper presented at the annual meeting of the National Reading Conference, Miami, Florida.

Moje, E. B., Martinez, M., **Ciechanowski, K. M.,** & Radhakrishnan, R. (2005, April). *The Role of Peers,*

*Families, and Ethnic Identity Enactments in Educational Persistence of Latino/a Youth*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

**Ciechanowski, K.** & Moje, E. B. (2002, December). *Youths’ language and literacy practices in*

*enactments of identity*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Moje, E. B., **Ciechanowski, K.,** Carrillo, R., Ellis, L., & Kramer, K. (2002, April). *I'm not white: Racial*

*and ethnic identity representations among Latino/a youth in urban spaces*. Paper presented at the annual meeting of the Society for Research on Adolescence, New Orleans, LA.

Moje, E. B., and **Ciechanowski, K.** (2002, April). *Literacy, language, and life in the millennial world: A*

*study of latino/a youth literacy in one urban community.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Moje, E. B., **Ciechanowski, K**., & Athan, R. (2001, December). *Looking for the third space: Exploring the*

*intersections of community and classroom discourses.* Paper presented at the annual meeting of the National Reading Conference, San Antonio, Texas.

**Ciechanowski, K**. (February, 2000). *Bakhtinian voice: Experiences with voice in the life of a writer and teacher*

*and its implications in the teaching of Latino/a youth*. Research Roundtable presented at the mid-winter conference of the National Council of Teachers of English Research Assembly, Berkeley, California.

***Non-peer Reviewed Presentations***

Ciechanowski, K., Bottoms, S., & Talamantes, A. (2017. April). Preparing and Attending Research Conferences. Panel

presentation to Education Ph.D. students. College of Education.

Ciechanowski, K., Bottoms, S., Talamantes, A., Hernandez, L., & Fonseca, A. (2017, March). Engaging Community and

University Partners in Research: Families Involved in Education Sociocultural Teaching and STEM (FIESTAS). College of Education Scholarship Symposium.

Ciechanowski, K., Bottoms, S., & Eseonu, C. (2015, May). ADVANCE symposium: Engaged Research. Presentation for the

ADVANCE participants at Oregon State University.

Ciechanowski, K., Bottoms, S. & Fonseca, A. (2014, February). Engaged Research: The FIESTAS Model. Presentation at the

Center of Latino/a Studies and Engagement (CL@SE) Engaged Research Colloquium.

Ciechanowski, K. (2013, October). *Bridging Funds of Knowledge to Parent/Teacher Communications.* Professional

development workshop presented for COPAL New Teacher Mentorship grant. Philomath, OR.

Ciechanowski, K., Bottoms, S., & de la Hoz, J. (2012). FIESTAS – Families Involved in Education:

Sociocultural Teaching and Science. Poster to be presented at the Center of Latino/a Studies and Engagement (CL@SE) Research Symposium, Oregon State University, Corvallis, OR.

Ciechanowski, K. (April, 2004). Social Justice and Education: Action Symposium and Series, panelist on

Language and Education. Symposium presented at University of Michigan.

**Grant and Contract Support**

***Funded grants***

2016-2021 Investigator, Teachers Educating All Multilingual Students. U.S. Department of Education, $2,599,405.

2016-2018 Investigator, Oregon English Language Learner Alliance, Spencer Foundation, $399,986

2017 OSU Women’s Giving Circle Grant, $3752

2017 OSU Pre-College Programs Youth Outreach Grant, $1500

2013-2016 Investigator, Oregon English Learner Alliance, Institute of Education Sciences, $399,929

2014 Dual Language Teacher Academy, course development funds, Summer Session, Oregon State University

2013 4H Foundation Grant -- Families Involved in Education: Sociocultural Teaching and STEM (FIESTAS) project. Faculty/staff include Ana Lu Fonseca and Carolyn Ashton (4H); SueAnn Bottoms and Kathryn Ciechanowski (College of Education). $2000

2013-2018 Partner, *SuperSTARS: Twenty First Century Community Learning Centers, Oregon Competitive Grant.* Corvallis 509j, Corvallis Boys and Girls Club, and Community Partners (including FIESTAS project at OSU), $513,000/year for five years.

2013 Principal Investigator, *Families Involved in Education: Sociocultural Teaching and STEM* (FIESTAS) project, Center for Latino/a Studies and Engagement (CL@SE) Summer Research Stipend for Engage Research, Oregon State University, $3000

2013 *Cultural and Linguistic Diversity and STEM in Undergraduate Teacher Preparation*, L.L. Stewart Faculty Development Award, Oregon State University, co-PIs Bottoms and Ciechanowski, $4400

2013 *4H Science, Technology, Engineering, and Mathematics (STEM) Programs - Collaboration with the College of Education,* Fonseca, Bottoms, & Ciechanowski, Pre-College Programs Grant, Oregon State University, $1000

2008-09 Principal Investigator, *Bringing Together English Language Development and the Content Areas*, Principal Investigator: Ciechanowski, Oregon Department of Education, $15,000

2008 *Connecting Linguistics and Social Justice: Creating a new course to enhance the ESOL/Bilingual Endorsement Program*,L.L. Stewart Faculty Development Award, Oregon State University, $4331

2008 Program lead, Extended Campus Program Development Grant, with SueAnn Bottoms and Allan Brazier – ESOL program development, $61,000, portion of funds released

***Non-funded grants***

2017 Principal Investigator, Mobilizing Community Cultural Wealth into STEM Learning Pathways, National Science Foundation, $2,979,369, unfunded

2017 Lead Principal Investigator, Culturally Responsive STEM Engagement in the FIESTAS Project, Spencer Foundation, $50,000, unfunded.

2017 Principal Investigator, Partnerships for Culturally Responsive STEM Learning In- and Out- of School Time, National Science Foundation, $1,013,504, unfunded.

2015 Principal Investigator, Towards Effective Community Partnerships with FIESTAS, Spencer Foundation, co-PIs SueAnn Bottoms, Kathryn Ciechanowski, AnaLu Fonseca, $383, 606, unfunded.

2014 Principal Investigator, LEADR Fellows Program, Oregon Department of Education, Kathryn Ciechanowski, Nell O’Malley, $183,453 unfunded

2014 Investigator, Mindfulness Training for Teachers, The Spencer Foundation, Matt Nyman, Kathryn Ciechanowski. $49,502 unfunded

2013 Principal Investigator, ACT: Addressing the Complexity of Teaching, National Science Foundation, Matt Nyman, SueAnn Bottoms, Emily VanZee, Kathryn Ciechanowski, $449,361 unfunded

2010 *Tillamook School District ELL Professional Development Grant*, a sub-grant of a district grant received by OCF Regional Action Initiative, co-Principal Investigator/Developer with Rick Orozco, $15,000, not funded [Candidate co-wrote and co-planned professional development sessions for summer and fall 2010.]

2010 *Fostering Inquiry and Literacy Learning through Assessment [FILLA],* 2010 No Child Left Behind: Oregon University/School Partnership Program, co-Principal Investigator and Grant director Nam Hwa Kang, $153,743, not funded [Candidate assisted with writing of proposal.]

2007 *Developing Resources to Enhance Physics and Literacy learning by Prospective and Practicing Elementary School Teachers*, Proposal submitted to NSF, Discovery Research K-12 program,

co-Principal Investigator Emily Van Zee, $ 1,780,560, not funded [Candidate assisted with writing of proposal.]

2007 *Preparing and Supporting Secondary Content Teachers who Teach English Language Learners: A Collaborative Approach,* Proposal submitted to the Office of English Language Acquisition, U.S. Department of Education, 0.25 FTE for Course Development, Principal-Investigator Deborah Healey, $2,094,379, not funded [Candidate collaborated in design of project and writing of proposal.]

**SERVICE**

**Program/Departmental Service**

2015-17 Leadership for development of LEEP PhD Option

2014-2015 Chair, Search Committee for Bilingual/Dual Language Education Assistant Professor(s)

2006-2012 Program Lead, ESOL/Bilingual Education Endorsement Program

2010-12 Search Committee, Assistant Professor of ESOL/Bilingual Education

2011 Chair, search committee, ESOL program Coordinator/Instructor

2009-10 Committee on SMED/CoEd Collaboration and Restructuring

2008-09 Search Committee, Assistant Professor of Cultural and Linguistic Diversity

**College Service**

2019-20 Teaching and Learning, College Governance Committee

2019-20 Mid-Tenure Review committee for Ryan Reese

2018-19 Promotion and Tenure discipline-level committee for Soria Colomer

2017-18 co-Chair ESOL/LEEP programs in the EDU unit

2017-18 Chair, Promotion and Tenure discipline-level committee for Karen Thompson

2017-18 co-Chair, Search for Tenure Track Faculty (two positions): Content and ESOL/Bilingual Education

2017 Governance Task Force, Revisions to College governance statement

2016-17 Discipline Liaison, Cultural and Linguistic Diversity unit in EDU

2016-17 Chair, Senior Instructor Promotion, Cheridy Aduviri

2016-17 Committee member, Personnel Committee

2016 Chair, Senior Instructor Promotion: Sara Wright

2016 Committee, Senior Instructor Promotion: Terry Adams

2016 Committee, Senior Instructor Promotion: Michael O’Malley

2016 Chair, Third Year Review, Soria Colomer

2016 Chair, Third Year Review, Lucy Arrellano

2015 Chair, Third Year Review, Karen Thompson

2014-15 Chair, Personnel Committee, College of Education

2013-14 Member, Personnel Committee, College of Education

2013 Licensure Faculty, co-organized and co-presented ESOL professional development

2006-2011 Member, Social and Cultural Affairs Committee, College of Education, Oregon State University

2010 College of Education and Science and Math Education Reorganization/Collaboration Committee

2009 Licensure Faculty, organized and presented day-long ESOL retreat

2009 Presenter, *Science and Language: SMILE Workshop for Teachers*, half-day workshop, August 2009

2007-08 *Chair*, Social and Cultural Affairs Committee, College of Education, Oregon State University

2007-08 Diversity Action Plan representative

2008 Presenter, College of Education fundraising event, Latino Cultural Center, OSU

2007 Licensure Faculty, co-organized and co-presented ESOL retreat

2007 Scholarship Committee, College of Education

1. Presenter, College of Education fundraising event, Portland, OR

**University committees**

2017 Task Force, Office of Institutional Diversity, Strategic Planning

2017 Task Force, Office of Institutional Diversity, Cultural Competence Professional Development

2017 Consultant on diversity/equity, Center for Lifelong STEM Learning, faculty/staff training

2017 Search committee, Dean of Education search

2016 External reviewer, Senior Instructor promotion, World Languages

2015 Community Diversity Relations Strategy Group (led by: Angelo Gomez)

2015 ADVANCE participant, summer workshop session

2015 Search Advocate Training, Renewal

2013-14 Advisory Board Member, Center for Latino/a Studies and Engagement (CL@SE)

2013-14 Committee, Redevelopment of Contemporary Hispanic Studies program, College of Liberal Arts

2013 Organize public screening and author visit of Latino film *From the Fields: An American Journey*

2013 Affiliated Faculty, Center for Latino/a Studies and Engagement

2012 Search Advocate, Office of Equity and Inclusion, Oregon State University

2010-current Affiliated Faculty, Master of Arts in Contemporary Hispanic Studies

* 1. Diversity Council, Faculty Senate Committee, Oregon State University

**Statewide committees and organizations**

2016 Committee, Development of State’s Seal of Biliteracy

2014-2017 Evaluator/Panelist, Seal of Biliteracy, Corvallis School District

2009-11 Journal Advisory Board Member, *Oregon Teachers of English to Speakers of Other Languages.*

2006-08 Higher Education ESOL interest group, a coalition of universities and colleges across Oregon, who served as experts, informants, and stakeholders for state licensure processes

**Service to the Profession**

2019-20 Manuscript Reviewer, *Bilingual Research Journal*: Science and Language Education

2017-18 Manuscript Reviewer, *Bilingual Research Journal*: Emergent Bilinguals, Pre-Ninth Grade Intervention

2017-18 Manuscript Reviewer, *Bilingual Research Journal*: Writing in Spanglish

2016-17 Manuscript Reviewer, *Bilingual Research Journal*

2016 Contributor to Center for Applied Linguistics catalog/book about Dual Language Programs

2015 Manuscript Reviewer, *Bilingual Research Journal*

2015 External Reviewer, Promotion and Tenure dossier for New Mexico State University

2015 Manuscript Reviewer, *Cultural Diversity and Ethnic Minority Psychology*: Math and Science Efficacy in

fifth Grade ELLs

2013 Conference Proposal Reviewer, Literacy Research Association

2013 Manuscript Reviewer, *Journal of Literacy Research,* Spaces for Dynamic Bilingualism

2012 Manuscript Reviewer, *Journal of Literacy Research*, Building a Discourse Community of ELLs

2012 Conference Proposal Reviewer, Literacy Research Association

2010 Published Review Excerpt, new edition of book, Adrienne L. Herrell’s *50 Strategies for Teaching English Language Learners, 3e*. Pearson/Allyn & Bacon.

2010 Conference Proposal Reviewer, Literacy Research Association

2009 Book Revision Reviewer, Adrienne L. Herrell’s *50 Strategies for Teaching English Language Learners, 3e*. Pearson/Allyn & Bacon.

2008 Manuscript Reviewer, Bilingual Research Journal, Science Achievement in Writing for ELLs

2008 Manuscript Reviewer, Bilingual Research Journal, English-Cairene Arabic Classroom Code-Switching: A Sociolinguistic Approach

2008 Manuscript Reviewer, Oregon Teachers of English to Speakers of Other Languages Journal, Detracking Reconsidered in High School ELL Class

2008 Manuscript Reviewer, Untitled book outlining Comprehensive Reading and Writing Framework and Essential Strategies for the Instruction of ELLs, Allyn & Bacon

2007 Manuscript Reviewer, Corwin Press, Dissertation Guide

**AWARDS**

**National and International**

2015 Bright Spots in Hispanic Education Fulfilling America’s Future, White House Initiative on Educational Excellence for Hispanics, U.S. Department of Education, highlighting the FIESTAS project

2007 First Place Award in Dissertation Competition, National Association of Bilingual Education (NABE)

2005 Ethnicity, Race & Multilingualism Committee Travel Award, National Reading Conference

2005 Ford Foundation Diversity Dissertation Fellowship, *Honorable Mention*, National Research Council, The National Academies

1995 Phi Beta Kappa Honors Association

**State and Regional**

2016 Benton County 4-H Association Grant, $5480

1995 California Retired Teachers Association, M. Outler Scholarship

**University and Community**

2017 OSU Women’s Giving Circle Grant, $3752

2017 OSU Pre-College Programs Youth Outreach Grant, $1500

2014 Outreach and Engagement, 2014 Search for Excellence Award, Oregon State University

2014 Vice Provost Award for Excellence, FIESTAS project, Winner in Diversity Category, $1000

2013 OSU Extension Association, Search for Excellence Award for Outstanding Innovative Program

2013 L.L. Stewart Faculty Development Award, Oregon State University

2013 OSU 4-H Foundation grant for culturally relevant materials for Family Nights, $2000

2012 OSU LL Stewart Professional Development grant, $4400

2008 L.L. Stewart Faculty Development Award, Oregon State University

2006 School of Education Dissertation Finishing Grant, University of Michigan

2000-05 Rackham Education Fellowship, University of Michigan

1998 Multicultural Education Award, San José State University

1995 Minority Grant, Harvard Graduate School of Education, Harvard University

1995 Minority Undergraduate Research Grant Award, University of California, Davis

**MEDIA AND PRESS REPORTS**

2017 State of the University address and IMPACT report: *FIESTAS* project

2016 [*Oregon Stater* (alumni magazine)](https://adminlb.imodules.com/s/359/file_lib/1001/56/Education_INSPIRE_fall2016_636083428874107999.pdf), Feature story, Families Involved in Education Sociocultural Teaching and STEM (FIESTAS)

2016 [*Youth Today*](https://youthtoday.org/2016/07/are-you-culturally-competent-responding-to-kids-diverse-backgrounds-and-experiences/)*,* Are You Culturally Competent? Responding to Kids’ Diverse Background

and Experiences.

2016 [Corvallis Gazette-Times](http://www.gazettetimes.com/news/local/people/good-words-for-saturday-march/article_51d82a7a-4718-5ede-a7a2-ad39958b1094.html) (March 12, local daily newspaper), “*Good Words*” a public thank-you and acknowledgment of appreciation of the work of FIESTAS in partnership with the Boys and Girls Club of Corvallis.

2014 [Summer OSU Featured Story, FIESTAS makes learning accessible](http://poweredbyorange.com/2014/07/11/fiestas-makes-learning-accessible/)

2014 *Oregon Stater* (alumni magazine), Families Involved in Education Sociocultural

Teaching and STEM (FIESTAS).

2014 *Oregon State University’s Outreach and Engagement*, Families Involved in Education

Sociocultural Teaching and STEM (FIESTAS).

2014 [OSU Extension Newsletter. Families Involved in Education Sociocultural Teaching and STEM](http://extension.oregonstate.edu/news/release/2014/03/language-science) (FIESTAS).

2014 OPB Oregon Educators prioritize Bilingual Education: <https://www.opb.org/news/article/bilingual-education/>

2013 Oregon State University Extension Service Benton County, Community Report, *Learning*

*Through FIESTAS*.

2012 Voices of Literacy podcast: <http://www.voiceofliteracy.org/posts/48509>

2010 Outreach and Engagement video: <https://vimeo.com/5828702>

2010 TERRA Research Magazine: <http://terra.oregonstate.edu/2010/02/freakishly-excited-to-learn/>

2009 Life @OSU *Blending Language Development into science, social studies:* [*http://oregonstate.edu/dept/ncs/lifeatosu/2009/blending-language-development-into-science-social-studies/*](http://oregonstate.edu/dept/ncs/lifeatosu/2009/blending-language-development-into-science-social-studies/)

2009 Corvallis Gazette-Times *The Word on Language*: <http://www.gazettetimes.com/news/local/the-word-on-language/article_2466afc0-d308-5623-b30f-fb3548620b5d.html>