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| SORIA ELIZABETH COLOMER  Curriculum Vitae |

Dual Language & Bilingual Education

Division of Cultural & Linguistic Diversity

College of Education

Oregon State University

Joyce Collin Furman Hall 301D

200 SW 15th Street

Corvallis, OR 97331

[soria.colomer@oregonstate.edu](mailto:scolomer@usf.edu)

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| EDUCATION |

**Degrees**

2012 Ph.D., Language and Literacy Education

*Focus Area*: TESOL & World Language Education

University of Georgia, Athens, Georgia

2000 M.A., Curriculum and Instruction

*Program*: Mississippi Teacher Corps

University of Mississippi, Oxford, Mississippi

1998 B.A., Spanish & Economics

Millsaps College, Jackson, Mississippi

**Certifications & Endorsements**

2004-2014 National Board Certified Teacher

World Languages Other than English/Early Adolescence through Young Adulthood

2006 English as a Second Language Endorsement

University of Mississippi, Oxford, Mississippi

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| PROFESSIONAL EXPERIENCE |

2019-present Associate Professor, Bilingual Education

Chair, Education Doctoral Program

Oregon State University, Corvallis, Oregon

2015-2019 Assistant Professor, Bilingual Education

Oregon State University, Corvallis, Oregon

2012- 2015 Assistant Professor, Foreign Language/ESOL Education

Faculty, Second Language Acquisition/Instructional Technology Doctoral Program

University of South Florida, Tampa, Florida

2010- 2011 Research Analyst, Education & Community Engagement

ICF International, Atlanta, Georgia

2009- 2010 Graduate Education Diversity Intern, American Evaluation Association

ICF International, Atlanta, Georgia

2008 - 2012 Graduate Teaching Assistant, University of Georgia, Athens, Georgia

Language & Literacy Education Department

2008, 2009 ESOL Teacher, Middle Grades, Clark County Migrant Education, Athens, Georgia

2006-2010 Graduate Research Assistant, University of Georgia, Athens, GA

Department of Lifelong Education, Administration, & Policy

Center for Latino Achievement and Success in Education

Language & Literacy Education Department

2006 World History Teacher, Oxford High School, Oxford, Mississippi

2005-2006 Spanish Teacher, Oxford High School, Oxford, Mississippi

2005-2006 Spanish Adjunct Instructor, Rust College, Holly Springs, Mississippi

2004-2005 Spanish Instructor; University of Mississippi, Oxford, Mississippi

## English Tutor, Upward-Bound, Co-Lin Community College, Crystal Springs,

## Mississippi

2002-2004 Spanish Teacher, Crystal Springs Job Corps Center, Crystal Springs Mississippi

1998-2004 Spanish Teacher, Crystal Springs High School, Crystal Springs Mississippi

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| **GRANTS** |

***Funded***

2020 2020 Linn-Benton Health Equity Alliance

($12,00 **Co-investigator**

*Exploring School Centered Support for Latinx Families during COVID-19*

2017 College of Education Research Award

OSU College of Education

**Principal Investigator**

*Dynamic Bilingualism in Secondary Dual-Language Programs: Exploring Teacher Ideology, Classroom Practice, and Program Implementation*

2016-2021 National Professional Development Grant

U.S. Department of Education

**Co-investigator and the Corvallis School District Facilitator**

*Teachers Educating All Multilingual Students (TEAMS)*

2016 Technology Course Development Grant

**Principal Developer**

*eCampus*, Oregon State University

Courses: *Ideologies and Partnerships in ESOL* & *Spanish in the Communities*

2016 URSA Engage

**Sponsoring Faculty**

Division of Undergraduate Studies, Oregon State University

*Archiving Oral Histories: The 2015 Biliteracy Seal Graduates of Corvallis High School*

2015 Roads Scholar Community Engagement Project Grant

**Principal Investigator**

University Division of Outreach and Engagement, Oregon State University

*Exploring barriers in the teacher pipeline: Panel with OSU bilingual teacher education majors and Oregon bilingual teachers at the State English Learners Alliance Conference*

2013 Department of Secondary Education Research Award

**Principal Investigator**

University of South Florida, *Understanding the linguistic and professional skills of Chinese interpreters in U.S. K-12 Schools*

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| **AWARDS & HONORS** |

2013-2015 STAR Fellow, Literacy Research Association

Award included professional mentoring, stipend, registration, board, and travel expenses to conferences and writing workshops

2013 Outstanding Dissertation Recipient, Bilingual Research SIG

American Educational Research Association

2013 Faculty Fellow, American Association for Hispanics in Higher Education/Ford Fdn

Awarded professional mentoring, and expenses to the AAHHE annual conference

2012 Travel Award Recipient, The Council on Anthropology and Education

American Anthropological Association

2011-2012 Dissertation Scholar, Southern Regional Education Board

Award included full tuition, academic mentoring, and conference expenses

2009-2010 Graduate Education Diversity Intern, American Evaluation Association

Award included professional mentoring, stipend, and conference expenses

2006-2008 University Graduate Fellow, Department of Language & Literacy

University of Georgia

Awarded full tuition and stipend to focus on research initiatives

2007 Graduate Fellow, American Association of Hispanics in Higher Education

Awarded professional mentoring, and expenses to the AAHHE annual conference

2007 Tinker Travel Award, The Latin American & Caribbean Studies Institute

University of Georgia, *Effects of Migration on Education: A Case Study in Querétaro, México*

2000, 2002, 2004 Who’s Who Among America’s Teachers

1998-2000 Mississippi Teacher Corps Fellow, University of Mississippi, Oxford Mississippi

Awarded full scholarship for Master of Arts degree

1996-1997 Ford Fellow Scholar, Foreign Language Department, Millsaps College, Jackson,

Mississippi

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| **PUBLICATIONS** |

Peer-reviewed Publications

Hall, J. N., Freeman, M., **Colomer, S. E.** (2020). Assessing Three Core Qualities of Cultural Responsiveness in

a Formative Evaluation of a Professional Development School: Cross-Cultural Communication, Multicultural Validity, and Praxis. *American Journal of Evaluation*.

**Colomer, S. E.**, & Bacon, C. (2019). Seal of Biliteracy graduates get critical: Incorporating critical biliteracies

in dual language programs and beyond. *Journal of Adolescent & Adult Literacy.*

**Colomer, S. E.** (2019). Double binds and (re)imagined storylines: *Las obligaciones* of being a Latina teacher

in a new Latinx community. *Theory into Practice.*

Bauer, E., **Colomer, S. E.**, & Wiemelt, J. (2018). Biliteracy of African Americans and

Latinas/os in a Kindergarten DL Program: Understanding Students' Translanguaging Practices Across

Informal Assessments. *Urban Education*.

**Colomer, S. E.** (2018). Understanding racial literacy through acts of (un)masking: Latinx teachers

in a new Latinx Diaspora Community. *Race, Ethnicity and Education,* 1-17*.* DOI:

10.1080/13613324.2018.1468749

Bauer, E., Presiado, V., & **Colomer, S. E.** (2017). Writing through partnership: Fostering

translanguaging in children who are emergent bilinguals. *Journal of Literacy Research,* 10-37*.* DOI: doi.org/10.1177/1086296X16683417

Pearson, T. M., Wolgemuth J. R., & **Colomer, S. E.** (2015). Spiral of decline or “Beacon of Hope:”

Stories of school choice in a dual language school. *Education Policy Analysis Archives*, 23*(25),* 1-24*.*

Opsal, T., Wolgemuth, J.R., Cross, J. E., Kaanta, T., Dickmann, E., **Colomer, S. E.**, Erdil-Moody, Z.\*

(2015). “There are no Known Benefits…”: Participants’ Experiences of Qualitative Interviews and the Institutional Review Board. *Qualitative Health Research,* 1-14*.* DOI: 10.1177/1049732315580109

**Colomer, S. E.** (2015). Positioning Spanish teachers as Ad hoc ESOL teachers. *TESOL Quarterly, 49*

*(2),* 393-402. DOI: 10.1002/tesq.227

**Colomer, S. E.**, Olivero, M.\*, & Bell, J.\* (2015). A dialogue among bilingual language educators:

An exploration of female attrition in the doctoral pipeline. *International Review of Qualitative Research, 8(1),* 90-108*.* DOI: 10.1525/irqr.2015.8.1.90

**Colomer, S. E.** (2014). Latina Spanish high school teachers’ negotiation of capital in new Latino

communities. *Bilingual Research Journal, 37(3),* 349-365. DOI: 10.1080/15235882.2014.963740

Aponte-Soto, L., Ling Grant, D. S., Carter-Johnson, F., **Colomer, S. E.,** Campbell, J. E., & Anderson, K.

G. (2014). Championing culturally responsive leadership for evaluation practice. *New Directions*

*for Evaluation, 143*, 37–47. DOI: <http://dx.doi.org/10.1002/ev.20092>

Wolgemuth, J.R., Erdil-Moody, Z.\*, Opsal, T., Cross, J. E., Kaanta, T., Dickmann, E., & **Colomer, S. E.**,

(2014). Participants’ experiences of the qualitative interview: Considering the importance of research paradigms. *Qualitative Research*, 1-22. DOI:10.1177/1468794114524222

**Colomer, S. E.** (2010). Dual role interpreters: Spanish teachers in new Latino communities. *Hispania,*

*93,* 491-504.

**Colomer, S. E.**, & Harklau, L. (2009). Spanish teachers as impromptu translators and liaisons in new

Latino communities. *Foreign Language Annals, 42,* 658-672. DOI: http://dx.doi.org/10.1111/

j.1944-9720.2009.01048.x

**Manuscripts under Review**

Qin, K., **Colomer, S. E.**, Yu, L.\*, Cole, C.\* (under review). Understanding Chinese Immigrant Parents’

Academic Expectations and Involvement in Their Children’s Schooling Through a Lens of AsianCrit. *Urban Education*.

Bacon, C., & **Colomer, S. E.** (under review). Biliteracy as Property. *Journal of Literacy Research.*

Bacon, C., & **Colomer, S. E.** (under review). Critical bi/multiliteracies: The mutually reinforcing endeavor of

Freirean criticality and bi/multilingual education. Chapter in *Freirean Approaches to Language Education: Celebrating 50 years of Pedagogia do Oprimido.* Eds. S. Barrios and L. DeOliveira

**Manuscripts in Preparation**

**Colomer, S. E.**, & Schwartz, A. (*in preparation*). A duoethnography of racialization: Becoming critical race

scholars of language education. *Qualitative Inquiry*.

Diaz, L, **Colomer, S. E**., Dodge-Vera, T. Cevallos, D. F., Brambila, M.(*in preparation*). *“I didn’t*

*understand...and I didn’t go back”:* Experiences of Latinx families in a rural school district.

Book Chapters

Harklau, L., & **Colomer, S. E.** (2015). Defined by language: The role of foreign language departments in

Latino education in southeastern new diaspora communities. In E. T. Hamann, S. Wortham, & E.

G. Murillo, Jr. (Eds.), *Revisiting Education in the New Latino Diaspora: One of Twelve and Rising*. Charlotte, NC: Info Age Press.

Hasko, V., & **Colomer, S. E.** (2011). Foreign language teacher technology education: Innovation through social

networking. In A. Honigsfeld & A. Cohan (Eds.), *Breaking the Mold of Pre-Service and In-Service*

*Teacher Education: Innovative and Successful Practices for the 21st Century* (pp. 177-188). New York:

Rowman & Littlefield Publishers.

**Colomer, S. E.**, Coris, J., DeTemple, R., Hughes, C., Murchison, K., Pelli, T., Rudder, C., & Wilkens, C. (2001). In A.

P. Mullins, Jr. & C. Wilkens (Eds.), *Delta autumn: A guide for first year teachers in the Mississippi Delta*.

Amory, MS: Mid-South Fine Printers.

**Encyclopedia Entries**

Bauer, E., & **Colomer, S. E.** (2016). Biliteracy. In Michael A. Peters (Ed.) *Encyclopedia of Educational*

*Philosophy and Theory*. Singapore: Springer.

Callahan, R. M., & **Colomer, S. E.** (2009). Bilingual Education. In Carr, D., Crosnoe, R., Hughes, M.E., and

Pienta, A.M. (Ed.) *Encyclopedia of the Life Course and Human Development, 1*, 47-50. Detroit:

Macmillan Reference USA.

**Book Reviews**

**Colomer, S. E.** (2009). [Review of the book *Revealing the invisible: Confronting passive racism in teacher*

*education*.]. Education Review.

**Colomer, S. E.** (2008). [Review of the book *Raising Bilingual-Biliterate Children in Monolingual* *Cultures*].

Critical Inquiry in Language Studies.

**Colomer, S. E.** (2008). [Review of the book *Language, Culture, and Society*]. Critical Inquiry in Language

Studies.

**Evaluation Reports**

Freeman, M., Hall, J., Costantino, T., Crowder, I., & **Colomer, S. E.** (2010). *Evaluation of a Professional*

*Development Elementary School's First-Year Activities*. College of Education, UGA, Athens, GA.

Freeman, M., Burchfield, B., Clark, S., Collier, N. D., **Colomer, S. E.**, Davis, D., Duffy, A., Garner, G., Lee,

S. J., Poulton, D., Teitelbaum, D. (2009). *Qualitative evaluation of an early childhood education course*

*sequence at a research I university*. University of Georgia, Athens, GA.

**Dissertation**

**Colomer, S. E.** (2012). *Latina teachers’ ethnolinguistic identities, sociocultural roles, and the possibility of*

*culturally responsive practices*. Unpublished doctoral dissertation, University of Georgia, Athens.

*\* Denotes name of graduate student with whom I have published*

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| **PRESENTATIONS** |

**Peer-Reviewed Presentations: National & International (2016-2021)**

**Colomer, S. E**., Cevallos, D. F., Diaz, L, Dodge-Vera, T. Brambila, M.(*accepted, April, 2021*). *“I didn’t*

*understand...and I didn’t go back”:* Experiences of Latinx families in a rural school district. Paper presented at the annual meeting of the American Educational Research Association, Virtual.

Chang-Bacon, C., & **Colomer, S. E.** (April, 2020). *Biliteracy as Property: The Promise and Perils of*

*the Seal of Biliteracy*. Paper presented at the annual meeting of the American Educational Research

Association, San Franciso, CA. [Cancelled due to COVID-19]

Chang-Bacon, C., & **Colomer, S. E.** (December, 2019). Biliteracy as (Whose?) Property. Paper

presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Qin, K., **Colomer, S. E.**,Yu, L., & Cole, C. (April, 2019). *Understanding Chinese Immigrant*

*Parents’ Academic Expectations and Involvement in School Through a Lens of AsianCrit*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada.

**Colomer, S. E.**,Qin, K., Yu, L., & Cole, C. (April, 2019). Toward Inclusive Communication Practices

with Chinese Immigrant Parents in US K-12 Schooling Communities. Paper presented at the annual

meeting of the American Educational Research Association, Toronto, ON, Canada.

**Colomer, S. E.**, & Bacon, C. (April, 2018). *Critical biliteracies: Understanding how biliteracy*

*seal graduates negotiate bilingual competencies*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada.

**Colomer, S. E.**,Qin, K., Yu, L., & Cole, C. (March, 2019). *Understanding Chinese Immigrant*

*Parents’ Use of Capital to Navigate Communication in US K-12 Schooling Communities*. Roundtable presented at the annual meeting of the American Association of Applied Linguistics Atlanta, GA.

Bacon, C., & **Colomer, S. E.** (March, 2019). *Biliteracy as White Property*. Paper presented at the

annual meeting of the American Association of Applied Linguistics Atlanta, GA.

**Colomer, S. E.**, & Bacon, C. (November, 2018). *Critical biliteracies: Understanding how biliteracy*

*seal graduates negotiate bilingual competencies*. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.

**Colomer, S. E.**, & Schwartz, A. (May, 2018). *A duoethnography of racialization: Becoming critical race*

*scholars of language education*. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Colomer, S. E.**, & Bacon, C. (March, 2018). *Critical biliteracies: Understanding how biliteracy seal*

*graduates negotiate bilingual competencies*. Paper presented at the annual meeting of the American Association of Applied Linguistics Chicago, IL.

Bauer, E., Presiado, V., & **Colomer, S. E.** (November, 2017*). Buddy Pairs: Supporting Writing*

*Among African American and Latina/o Dual Language Kindergarteners.* Paper presented at the

annual meeting of the Literacy Research Association, Tampa, FL.

**Colomer, S. E.** (November, 2017). *To conform or resist? How middle school Latina language teachers*

*negotiate internalized raciolinguistic ideologies in new Latina/o communities.*Paper presented at the

annual meeting of the Literacy Research Association, Tampa, FL.

Bauer, E. & **Colomer, S. E.** (June, 2017). *Adopting a Translanguaging Framework in Dual Language*

*Education: Transforming Emergent Bilinguals’ Language and Biliteracy Skills.* Paper presented at the 2017 European Conference on Literacy, Madrid, Spain.

**Colomer, S. E.** (April, 2017). *Understanding how Middle School Latina Language Teachers Negotiate*

*Internalized Raciolinguistic Ideologies in New Latina/o Communities*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Bauer, E. & **Colomer, S. E.**, Wiemelt, J. (April, 2017). *Beyond Static Assessments: Revealing African*

*American and Latina/o Dual Language Kindergarteners’ Dynamic Biliteracy Skills.* Paper presented at t he annual meeting of the American Educational Research Association, San Antonio, TX.

Bauer, E., **Colomer, S. E**., & Wiemelt, J. (November, 2016). *Flexible Assessments: Transforming*

*Our Understandings of How African American and Latina/o Emergent Bilinguals Approach Literacy*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Bauer, E. & **Colomer, S. E.** (May, 2016). *African American and Latina/o Emergent Bilinguals as*

*Ethnolinguistic Change Agents in a New Latino Community.* Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Bauer, E. & **Colomer, S. E.** (April, 2016). *New Directions in Biliteracy.* Paper presented at the annual

meeting of the American Educational Research Association, Washington D.C.

**Colomer, S. E.** (April, 2016). *(Re)Positioning Chinese Immigrant Parents to Foster Engagement in*

*K-12 Schooling Communities*. Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

Bauer, E. & **Colomer, S. E.** (March, 2016). *Parental Perspectives: African-American and Latino Emergent*

*Bilinguals as Ethnolinguistic Change Agents.* Paper presented at the annual meeting of the *National Association for Bilingual Education*, Chicago, IL.

**Peer-Reviewed Presentations: State**

Carlisle, T., Caropelo, F., **Colomer, S. E.**, Kaller, S., Capener, B. (April, 2018) Oregon Department of

Education EL Strategic Plan Input Session*.* Panel presented at the annual State English Learner Alliance Conference, Eugene, OR.

**Colomer, S. E.**, Lee, S., Almendarez, J., Alvarez, P., Argo, C., Curiel, A., Faulkner, A., Filloy-Sharp, A.,

Guillen, D., Hill, O., Lopez. C., Torregrosa, C., & Torres-Montaño, V. (April, 2016) *In their words:*

*Recruiting and sustaining bilingual teachers.* Panel presented at the annual State English Learner

Alliance Conference, Eugene, OR.

**Colomer, S. E.**, & Yu, L.\* (November, 2014). *Chinese Immigrant Parents’ Perspectives of Linguistic*

*Transactions in Florida K-12 Schooling Communities.* Florida Educational Research Association. Cocoa

Beach, FL.

**Colomer, S. E.**, Cuesta-Medina, J.\*, Liontas, J., & Freijo, T. (November, 2014). *Growing our own:*

*Florida male and minority elementary teachers’ perceptions of Project PRIDE.* Florida Educational

Research Association. Cocoa Beach, FL.

**Colomer, S.E.** (February, 2014). *Professional Development Series: The Process of Becoming an Effective*

*Teacher.* In Liontas, J. (Chair), Mentoring male and minority prospective teachers. Colloquium presented at the annual meeting of Black Brown and College Bound. Tampa, FL.

**Colomer, S. E.** (2002, November). *Fun Activities for First Year Language Teachers.* Presentation at the annual

meeting of the Mississippi Foreign Language Association, Louisville, Mississippi.

**Invited Keynote/Plenary Address**

**Colomer, S. E.** (2018, December). *Toward (Re)Casting Words and Identities: Stories of Biliteracy and*

*Bilingualism.* Ohio State Summit on Impact of Seal of Biliteracy on Heritage Learners.

**Colomer, S. E.** (2013, October). *Teaching in the Midst of Change.* Keynote Address, Fall Initiation Ceremony,

Kappa Delta Pi, USF-Tampa.

**Invited Speaker**

**Colomer, S. E.** (2015, December*). Linguistic and Cultural Transactions in Growing Chinese K-12 Schooling*

*Communities*. Invited lecture for visiting professors from Chongqing, China. Sponsored by the Office of Global Education at the University of Oregon. Presented at Oregon State University, Corvallis, OR.

**Colomer, S. E.** (2013, October). *Defining Identities and Negotiating Relationships:**Latina Teachers in New*

*Latino Communities.* Invited paper presented at The University of Illinois, Urbana-Champaign, Spanish,

Italian, and Portuguese Colloquium, Urbana-Champaign, IL.

Harklau, L., & Colomer, S. E. (2009, October). *Weaker, not fully appropriate, but not catastrophic: Improvised responses to Latino/a newcomer students*. Invited Panel presented at the first Triennial Conference on Latino Education and Immigrant Integration, Athens, GA.

*\* Denotes name of graduate student with whom I have presented*

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| **RESEARCH INTERESTS & LANGUAGES** |

**Research and Teaching Interests**

Education in New Latino Communities

Schooling of Emergent Bilinguals

Student-Teacher Relationships

Multilingual/Multicultural Teacher Identity

Language and Culture in the Classroom

Teaching Methods for Emergent Bilinguals

Critical Sociocultural Theories

Qualitative Research Methods

**Additional Languages**

Spanish: Heritage speaker with near native fluency in all four skills of communication