

Juan A. Freire

Assistant Professor

Department of Teacher Education
Brigham Young University – School of Education
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EDUCATION

University of Utah. Salt Lake City, Utah.

Ph.D. emphasis in Bilingual and Multicultural Education. 2014.

Title of the dissertation: "Spanish-English Dual Language Teacher Beliefs and Practices on Culturally Relevant Pedagogy in a Collaborative Action Research Process"

Universidad Complutense de Madrid. Madrid, Spain.

Master's degree equivalent (Licenciatura) in Social Pedagogy. 2005.

Universidad de Alcalá. Alcalá de Henares, Spain.

Bachelor degree equivalent (Diplomatura) in English Teaching as a Foreign Language. 2005.

Universidad de Alcalá. Alcalá de Henares, Spain.

Bachelor degree equivalent (Diplomatura) in Music Teaching. 2003.

RESEARCH SPECIALIZATIONS

- Dual language education with an equity focus
- Multicultural education in dual language education
- Language education policy and planning

HONORS AND AWARDS

- American Association of Hispanics in Higher Education (AAHHE) Faculty Fellowship. National Conference, "Degrees of Value: Focus on Student Learning." Irvine, CA. March 9-11, 2017.
- J. George Jones, Jr. & Velma Rife Jones Scholarship; 2013-2014.
- Somos Scholarship, Utah Hispanic Chamber of Commerce; 2012-2013.
- Edith E. Myers Endowed Scholarship; 2012-2013.
- University Graduate Assistantship, University of Utah; 2011-2012.
- University Graduate Assistantship, University of Utah; 2010-2011.

- Comunidad de Madrid Scholarship; 2001-2002.

GRANTS

- Recipient of minigrant. Submitted to the McKay School of Education, Brigham Young University for \$4,940. Awarded. January 2018.
- Recipient of minigrant. Submitted to the McKay School of Education, Brigham Young University for \$780. Awarded. December 2017.
- Collaborator in the National Professional Development Program grant. Submitted to the Office of English Language Acquisition, U.S. Department of Education for \$2.75 million. Submitted not awarded. February 2016.
- Collaborator in the BEAST Collaborative, College of Education, New Mexico State University. Submitted to the State Farm Youth Advisory Board Service-Learning Grants program for \$92,600. Submitted not awarded. May 2015.

PUBLICATIONS

REFEREED JOURNAL ARTICLES (*Doctoral student/candidate)

Published

Freire, J. A., Valdez, V. E., & Delavan, M. G.* (2017). The (dis)inclusion of Latina/o interests from Utah's dual language education boom. *Journal of Latinos and Education*, 16(4), 276-289.

Alemán, Jr., E., **Freire, J. A.**, McKinney, A.* , Delgado Bernal, D. (2017). School-university-community pathways to higher education: Teacher perceptions, school culture and partnership building. *The Urban Review*, 49(5), 852-873.

Freire, J. A., & Valdez, V. E. (2017). Dual language teachers' stated barriers to implementation of culturally relevant pedagogy. *Bilingual Research Journal*, 40(1), 55-69.

Delavan, M. G.* , Valdez, V. E., & **Freire, J. A.** (2017). Language as whose resource?: When global economics usurp the local equity potentials of dual language education. *International Multilingual Research Journal*, 11(2), 86-100.

Valdez, V. E., Delavan, G.* & **Freire, J. A.** (2016). The marketing of dual language education policy in Utah print media. *Educational Policy*, 30(6), 849–883.

Freire, J. A. (2016). Nepantleras/os and their teachers in dual language education: Developing sociopolitical consciousness to contest language education policies. *Association of Mexican American Educators Journal*, 10(1), 36-52. Open access: <http://amaejournal.utsa.edu/index.php/amae/article/viewFile/288/224>

Valdez, V. E., **Freire, J. A.**, & Delavan, M. G.* (2016). The gentrification of dual language education. *The Urban Review*, 48(4), 601-627.

Revise & Resubmit

Freire, J. A. (Resubmitted). Promoting sociopolitical consciousness and bicultural goals of dual language education: The transformational dual language education framework.

Under Review

Freire, J. A. (Under review). Privileged-to-privileged microaggressions and other inequities: A white dual language educator's development of sociopolitical consciousness and commitment to social justice.

In Preparation

Freire, J. A., & Goenaga Ruiz de Zuazu, A. (In preparation). Combating deficit language ideologies and practices in dual language education.

BOOK CHAPTER

Gambrell, J. A., & **Freire, J. A.** (2017). Una contextualización lingüística, racial y política de la evaluación de los programas de magisterio en Estados Unidos. In A. Rivera Morales (Ed.), *Miradas a la evaluación en la diversidad cultural: Brasil, España, EU, Venezuela y México* (pp. 69-92). Ciudad de México, MX: Castellanos Editores.

BOOK REVIEW

Freire Mora, J. A. (2011). Review of: *The Everyday Language of White Racism* (Hill, J., 2008). *Anthropology & Education Quarterly*, 42(3), 300-301.

PRESENTATIONS

CONFERENCE PRESENTATIONS

International Presentations (*Doctoral student/candidate or Practitioner)

Gambrell, J. A. & **Freire, J. A.** (2017). *Una contextualización lingüística, racial y política de evaluación en los programas de magisterio en Estados Unidos* [Evaluation in United States teacher preparation programs: Exploring linguistic, racial, and political contexts]. Paper presented at the VI Simposio Internacional de Docencia Universitaria Formación Docente, Ética y Temas Emergentes. Paper presented at the Asociación Iberoamericana de Docencia Universitaria y la Universidad Pedagógica Nacional Unidad 211. Ciudad de Puebla, México. Online presentation. July, 2017.

Freire, J. A., Valdez, V. E., & Delavan, G.* (2015). *A critical examination of language policies in Utah dual language programs and their impact on Latina/o students*. I International Colloquium on Language and Cultures in School and Society. Organized by Loyola Marymount University and the Centro Internacional de la Cultura Escolar (CEINCE) in Spain. Soria, Spain. July, 2015.

Freire, J. A., & Valdez, V. E. (2015). *Including culturally relevant pedagogy in an elementary dual language program in Utah*. I International Colloquium on Language and Cultures in School and Society. Organized by Loyola Marymount University and the Centro Internacional de la Cultura Escolar (CEINCE) in Spain. Soria, Spain. July, 2015.

National Presentations (*Doctoral student/candidate or Practitioner)

Dorner, L., **Freire, J. A.**, & Cervantes-Soon, C. (submitted). *Dual language education across the states: Challenges and opportunities with new policies and programs*. Paper presentation at the Center for Advanced Research on Language Education (CARLA) conference. Charlotte, NC. February, 2019.

Freire, J. A. (submitted). *A national perspective of dual language policy expropriation as a neoliberal tool*. Presentation at the American Educational Studies Association (AESA). Greenville, SC. November, 2018.

Freire, J. A., Gambrell, J. A., & Delavan, M. G. (submitted). *The gentrification of dual language education: Towards administrative and instructional solutions*. Paper presentation at the annual meeting of La Cosecha. Santa Fe, NM. November, 2018.

Freire, J. A., & Kasun, G. S. (submitted). *A national examination of dual language programs and policies: A critical perspective*. Paper presentation at the annual meeting of La Cosecha. Santa Fe, NM. November, 2018.

Freire, J. A. (2018). *The national gentrification and policy expropriation of dual language education: Deconstructing neoliberal impacts*. Presentation at the American Educational Research Association (AERA). New York, NY. April, 2018.

Freire, J. A., & Gambrell, J. A. (2017). *Re-imagining dual language instruction in anxious times: Examining supports for English learners across the United States*. Presentation at the annual meeting of the National Association for Multicultural Education (NAME). Salt Lake City, UT, November, 2017.

Freire, J. A. (2017). *"Two schools within a school": Tensions perceived by dual language and non-dual language teachers*. Paper presentation in session panel at the annual meeting of the American Educational Research Association (AERA). San Antonio, TX, April, 2017.

Freire, J. A., & Valdez, V. E. (2017). *Dual language teachers' stated barriers to implementation of culturally relevant pedagogy*. Paper presentation at the annual meeting of the American Educational Research Association (AERA). San Antonio, TX, April, 2017.

- Freire, J. A.** (2016). *Dual language educators developing sociopolitical consciousness to contest language education policies*. Paper presentation at the annual meeting of La Cosecha. Santa Fe, NM. November, 2016.
- Freire, J. A., Valdez, V. E., & Delavan, G.*** (2016). *"90-10 isn't a true dual immersion model": Two dual language programs excluded from state recognition*. Paper presentation at the annual meeting of the American Educational Research Association (AERA). Washington, D.C., April, 2016.
- Freire, J. A., & Valdez, V. E.** (2016). *Rethinking Banks' multicultural education approaches for understanding teachers' culturally relevant practices*. Paper presentation at the annual meeting of the American Educational Research Association (AERA). Washington, D.C., April, 2016.
- Freire, J. A.** (2015). *Implementando una enseñanza culturalmente relevante en la educación de doble inmersión* [Implementing culturally relevant teaching in dual language education]. Paper presentation at the annual meeting of La Cosecha. Albuquerque, NM. November, 2015.
- Freire, J. A., & Valdez, V. E.** (2015). *A transformational dual language educational framework: Teachers reclaiming biculturalism and sociopolitical consciousness in their pedagogical practices*. Poster presentation at the annual meeting of the American Educational Research Association (AERA). Chicago, IL. April, 2015.
- Freire, J. A., & Valdez, V. E., Oland-Wong, M. L.*, & Darden, A.*** (2015). *Infusing culturally relevant practices in dual-language teachers' journeys toward national board certification: Lessons learned*. Paper presentation at the annual meeting of the National Association for Bilingual Education (NABE). Las Vegas, NV. March, 2015.
- Freire, J. A., & Valdez, V. E., Oland-Wong, M. L.*, & Colovos, G.*** (2014). *Empowering Chicana/o elementary students through culturally relevant pedagogy in a Spanish-English dual language program*. Presented at the annual meeting of the National Association for Chicana and Chicano Studies (NACCS). Salt Lake City, UT. April, 2014.
- Delavan, G., Valdez, V. E., & **Freire, J. A.** (2014). *Market()ability overshadowing equity: How Utah print media positions the value of dual language education policy*. Paper presentation as part of the session "The Role of Media in Educational Reform Discourses" at the annual meeting of the American Educational Research Association (AERA). Philadelphia, PA. April, 2014.
- Freire, J. A., & Valdez, V. E., Oland-Wong, M. L., Darden, A., & Edward, J.** (2014). *"We just seasoned up our lessons": Spanish-English dual language elementary teachers' culturally relevant best practices*. Paper presentation at the annual meeting of the National Association for Bilingual Education (NABE). San Diego, CA. February, 2014.
- Valdez, V. E., Delavan, G., & **Freire, J. A.** (2013). *For whom is the dual language immersion boom?: The gentrification of strong forms of U.S. language education*. Paper presentation as part of the session "Social Justice Implications of Language Policies and Practices" at the annual meeting of the American Educational Research Association (AERA). San Francisco, CA. April, 2013.

- Freire, J. A., & Valdez, V. E. (2013).** *Going from "I" to "We": One school's dual immersion teachers' culturally relevant beliefs and practices.* Paper presentation as part of the session "Transformative Learning Begets Transformative Teaching: Universities Preparing Pre-Service Teachers to Work with Bilingual Latino/a Students" at the annual meeting of the American Educational Research Association (AERA). San Francisco, CA. April, 2013.
- McKinney, A., **Freire, J. A., & Cervantes-Castañeda, C. S. (2012).** *Conversations with teachers in a university- school- community partnership: Transforming school culture and creating college expectations.* Paper presentation as part of the session "Activism and Partnership: Infusing CRT Principles as a Pathway to Transforming School Culture and Creating College Expectations" at the annual meeting of the Critical Race Studies in Education Association (CRSEA). New York, NY. May, 2012.
- Delavan, G., **Freire, J. A., & Valdez, V. E. (2012).** *Language as whose resource?: How official state and media sources portray Utah dual immersion programs.* Paper presentation at a presidential session as part of the annual meeting of the American Educational Research Association (AERA). Vancouver, Canada. April, 2012.
- Valdez, V. E., & Delavan, G., & **Freire, J. A. (2012).** *Raising sociopolitical consciousness: Why and what should I tell pre-service teachers about teaching at dual immersion programs?* Paper presentation as part of the annual meeting of the National Association for Bilingual Education (NABE). Dallas, TX. February, 2012.
- Delavan, G., **Freire, J. A., & Valdez, V. E. (2011).** *The (dis)inclusion of Latinas/os from Spanish programs in Utah's dual immersion boom.* Paper presented as part of a roundtable on "Equitable Yet? Desegregation, School Choice, and Dis/Inclusion" at the annual meeting of the American Educational Research Association (AERA). New Orleans, LA. April, 2011.
- Delavan, G., & **Freire, J. A. (2010).** *Utah's dual language immersion boom: Is it listening to cultural differences or reinforcing differences in power?* Paper presentation for the American Educational Studies Association (AESAs). Denver, CO. October, 2010.
- Freire, J. A. (2009).** *A dual language classroom's journey to "El Supermercado": Using field trips to extend cultural knowledge and assess language skills.* Presentation for the Bilingual Conference. University of Oregon, Eugene, OR. June, 2009.

Local/Regional Presentations (*Doctoral student/candidate or Practitioner)

- Oland-Wong, M. L. *, & **Freire, J. A. (2017).** *A white Spanish speaking dual-language teacher's journey towards social justice.* Paper presentation in the annual meeting of the Utah National Association for Multicultural Education (Utah NAME). Salt Lake City, UT, February, 2017.
- Freire, J. A. (2016).** *Making room for Spanglish in our classrooms: Towards the empowerment of our bilingual students.* Featured speaker at the Kidd Literacy Conference. Las Cruces, NM. April, 2016.

Hernández, C. M., & **Freire, J. A.** (2015). *A multicultural approach to science literacy instruction*. Featured speakers at the Kidd Literacy Conference. Las Cruces, NM. March, 2015.

Alvarez Gutiérrez, L., **Freire, J. A.**, & Wankier, J. J.* (2011). *Voces colectivas de estudiantes, familias, maestr@s: A community's transformative actions through Family School Partnership (FSP)*. Workshop presented at two breakout sessions at the annual meeting of Equity in Action Conference, University of Utah. Salt Lake City, UT. June, 2011.

INVITED SCHOLARLY PRESENTATIONS (*Doctoral Student or Practitioner)

Freire, J. A. (2016). *Looking at the research on the 90:10 dual language model: Benefits and challenges in the Utah sociopolitical climate*. Session presented to Esperanza Elementary parents. West Valley City, UT. May, 2016.

Freire, J. A., Oland-Wong, M. L.*, Woodring, G.*, & Finerfrock, J.* (2016). *How to implement culturally relevant pedagogy while having your own life*. Training presented to Jackson Elementary faculty members. Salt Lake City, UT. May, 2016.

Freire, J. A. (2016). *Introducción a una pedagogía culturalmente relevante a partir del pensamiento enriquecedor* [Introduction to culturally relevant pedagogy from an assets-based approach]. Training presented to Esperanza Elementary faculty members. West Valley City, UT. January, 2016.

Valdez, V. E., & **Freire, J. A.** (July 2013). *The gentrification of dual language education*. Invited online presentation, BILC 7362: Principles of Curriculum Development in Dual Language & ESL Classrooms, *Instructors, S. Mercuri, Ph.D. & K. A. Hinton, Ph.D.*; Department of Language, Literacy, & Intercultural Studies (LLIS). University of Texas at Brownsville (Distance Learning Broadcast to University of Texas- Brownsville, University of Texas-San Antonio, & University of Houston-Downtown).

Freire, J. A., & McKinney, A.* (2013). *Rethinking student expectations for college readiness through an equity lens*. Training presented to Jackson Elementary faculty members sponsored by the Adelante partnership. Salt Lake City, UT. May, 2013.

Freire, J. A. (2013). *This is how we spiced up our lessons: Culturally relevant lessons by Spanish-English dual language teachers*. Training presented to Jackson Elementary faculty members sponsored by the Adelante partnership. Salt Lake City, UT. April, 2013.

Freire, J. A. (2012). *So what should I know and do?: Foundations for dual immersion Head Start teachers*. Training presented at the orientation-training week for new Head Start dual immersion teachers. Magna, UT. August, 2012.

Freire, J. A., & Valdez, V. E. (2012). *Evaluating the 50:50 and 90:10 dual immersion models: Implications at Jackson Elementary*. Training presented at the semi-annual professional development for dual immersion teachers at Jackson Elementary sponsored by the Adelante partnership. Salt Lake City, UT. March, 2012.

Freire, J. A., & Valdez, V. E. (2011). *Spanish oral language development & status of Spanish at two-way Spanish dual immersion programs*. Training presented at the semi-annual

professional development for dual immersion teachers at Jackson sponsored by the Adelante partnership. Salt Lake City, UT. September, 2011.

Freire, J. A. (2011). *Culturally and linguistically responsive teaching when mentoring novice teachers*. Break out session presented at the 2011 Site Teacher Educator Conference. Urban Institute for Teacher Education, University of Utah. Salt Lake City, UT. October, 2011.

Freire, J. A., Swartz, D.* , & Hendricks, H.* (2010). Panel discussion at the *IV BYU Summer Workshop for Spanish Teachers*. Brigham Young University, Provo, UT. July, 2010.

Freire, J. A. (2010). *Dual language principles for teachers in a 90:10 model*. Training presented at the teacher orientation for teachers at the Dual Immersion Academy. Salt Lake City, UT. August, 2010.

Freire, J. A. (2009). *Fostering multiculturalism in a dual language immersion class*. Presentation at the AUDI conference sponsored by the Utah State Office of Education. Brigham Young University, Provo, Utah. July 2009.

TEACHING EXPERIENCE

HIGHER EDUCATION

Brigham Young University

Assistant Professor. *Department of Teacher Education, Provo, Brigham Young University.* Provo, UT. 2016 – present.

Coursework

- Family, School and Community Partnerships, TELL 450. Fall 2016-present.

Doctoral Dissertation Committee (Evaluator)

- *Isabel María Mora Barba*, Departamento de Psicología Evolutiva y de la Educación, Facultad de Educación (Department of Developmental and Educational Psychology), Universidad Complutense de Madrid. Winter 2017. Completed

New Mexico State University

Assistant Professor. *Department of Curriculum & Instruction, New Mexico State University.* Las Cruces, NM. 2014 – 2016.

Coursework

- Curriculum and Pedagogy, EDUC 516. *Online course*. Summer 2016
- Issues in Schooling for Bilingual Learners, EDUC 344. Spring 2016
- Issues in Schooling for Bilingual Learners, BIL 520. *Online course*. Spring 2016
- Curriculum for a Diverse Society, EDUC 603. Fall 2015
- Pedagogy of TESOL, EDUC 587. Fall 2015

- Elementary School Literacy I, RDG 360/560. Fall 2014 & Spring 2015. Supervised 20 students' practicums each semester.
- Methods of Teaching Early Childhood Education, EDUC 450/550. Fall 2014 & Spring 2015. Supervised 20 students' practicums each semester.

Independent Studies

- Directed Study in Bilingual Education, EDUC 698 (Independent Study), 3 credits. Doctoral Student: Theophile Awana. Spring 2016.
- Directed Study in Bilingual Education, BIL 670 (Independent Study), 3 credits. Doctoral Student: Adriana Goenaga Ruiz de Zuazu. Fall 2015.

Guest Lectures

- EDUC 576, Qualitative Research. January 2016 (*instructor, Xeturah Woodley, Ph.D.*)
- EDUC 576, Qualitative Research. February 2015 (*instructor, Judith Flores Carmona, Ph.D.*)

Doctoral Dissertation Committee (Member)

- *Lizette Ornelas Villanueva*, Department of Curriculum and Instruction, New Mexico State University. Fall 2015. Completed.

Master Thesis Committees (Member)

- *Perry Hardin*, Master's Program in Spanish, Department of Languages and Linguistics. New Mexico State University. Spring 2016. Completed.
- *Jaime Pérez Macanas*, Master's Program in Spanish, Department of Languages and Linguistics. New Mexico State University. Spring 2016. Completed.
- *Sara K. Torres*, Masters of Arts-Creative Writing, Department of English. New Mexico State University. Spring 2016. Completed.
- *Phyllis Claytor*, Master's Program in Spanish, Department of Languages and Linguistics. New Mexico State University. Fall 2015. Completed.
- *Shelly Saunders*, Master's Program in Spanish, Department of Languages and Linguistics. New Mexico State University. Fall 2015. Completed
- *Maha Migdadi*, Master's Program in Bilingual Education/TESOL, Department of Curriculum and Instruction. New Mexico State University. Fall 2015. Completed.

University of Utah

Instructor. *Education, Culture, & Society, University of Utah.* Salt Lake City, UT. 2011-2014.

- Foundations of Bilingual, Bicultural, and Dual Immersion Education, ECS 5634/6634. Spring 2012, 2013, & 2014.

Guest Speaker

- ECS 3150, Multicultural Education. July 2013 (*instructor, R. Gutiérrez Maldonado*)
- ECS 3150, Multicultural Education. June 2013 (*instructor, N. Huante*)
- ECS 3150, Multicultural Education. July 2012 (*instructor, C. Fierros*)
- ECS 3150, Multicultural Education. June 2012 (*instructor, S. Mendoza*)

Instructor. *Urban Institute for Teacher Education (UITE), University of Utah.* Salt Lake City, UT. 2011-2014.

- Seminar Language Awareness, EDU 6201. Summer 2013 & 2014. *Online course*

- ESL Field Practicum, EDU 5940/6950. Summer 2011 & 2013.

Guest Speaker

- EDU 5310, Theories Classroom Management. November 2012 (*instructor, P. McCandless*).
- EDU 5310, Theories Classroom Management. Monthly Guest Speaker, Fall 2011 (*instructor, D. Caldwell, Ph.D.*).
- EDU 5310, Theories Classroom Management. October & November 2011 (*instructor, P. McCandless*).

Student-Teacher Assistant Supervisor. Field Practicum Elementary, EDU 5390. *Urban Institute for Teacher Education (UITE), University of Utah.* Salt Lake City, UT. 2010-2013.

- Supervised and mentored student teachers in public elementary schools in the Salt Lake City School District. 2012-2013.
- Supervised and mentored student teachers in public elementary schools in the Granite School District. 2010-2012.
- Participated in classes of Field Practicum Elementary, EDU 5390.

Facilitator of Monthly Meetings for Student-Teacher Assistant Supervisors. *Urban Institute for Teacher Education (UITE), University of Utah.* Salt Lake City, UT. 2011-2013.

- Purpose of meetings was to promote culturally relevant pedagogy and effective instruction for English learners.
- Developed a collaborative action research project through monthly meetings for student-teacher assistant supervisors.

ELEMENTARY TEACHING EXPERIENCE

Second Grade Geacher & Interim Assistant to the Dean of Students. *Dual Immersion Academy.* Salt Lake City, UT. 2007-2010.

Third Grade Teacher. *Colegio Santos Niños (Public Elementary School).* Alcalá de Henares, Spain. 2006-2007.

First Grade Teacher. *Colegio Ciudad del Aire (Public Elementary School).* Alcalá de Henares, Spain. 2005-2006.

Second, Third and Fourth Grades Teacher. *Colegio Minerva (Elementary Private, State-Funded School).* Alcalá de Henares, Spain. Mar-June 2005.

Third, Fourth & Fifth Grade Teacher. *Colegio Santa María de la Providencia (Elementary Private, State-Funded School).* Alcalá de Henares, Spain. 2003-2004.

OTHER PROFESSIONAL EXPERIENCE

Internship Coordinator. *Upward Bound, University of Utah.* Salt Lake City, UT. Summer 2011

Curriculum Developer of Dual Language Education. *Utah State Office of Education.* Salt Lake City, UT. June 2010.

Member of Assessment Team of Dual Language Education. *Utah State Office of Education.* Salt Lake City, UT. June 2010.

SERVICE

National

Journal Reviewer (ad-hoc). 2016 to present.

- *Bilingual Research Journal*
- *Journal of Teacher Education*
- *Multicultural Perspectives*
- *International Multilingual Research Journal*
- *Journal of Latinos and Education*

Member. *National Dual Language Standards committee.* Dual Language Education of New Mexico. Albuquerque, NM. September 2016–April 2018.

Conference Reviewer. *Critical Educators for Social Justice SIG.* American Educational Research Association (AERA). August 2016.

Co-Chair. *Nominations & Election committee.* Hispanic Research Issues SIG. American Educational Research Association (AERA). 2014–2016.

Expert Facilitator. *Breakfast with an Expert.* La Cosecha Conference. Albuquerque, NM. November, 2015.

Committee Member. *Nominations & Election committee.* Hispanic Research Issues SIG. American Educational Research Association (AERA). 2012–2014.

Organizer. *Annual Mentoring Social for junior faculty members.* Critical Educators for Social Justice SIG; American Educational Research Association (AERA), Vancouver, BC. 2012.

Campus Liaison. *Graduate Student Council.* American Educational Research Association (AERA). 2011-2014.

University

Guest Speaker. *Honors College.* Brigham Young University. Provo, UT. Nov. 2017

College

Faculty Reader. McKay School of Education Convocation. Brigham Young University. Provo, UT. Aug. 2017

Associate Advisor. *Borderlands Center for Educational Studies (BoCES).* New Mexico State University. Las Cruces, NM. 2014-2016.

Committee Member. *Graduation Inspiration Days.* New Mexico State University. Las Cruces, NM. Las Cruces, NM. Fall 2015.

Department

Member of Student Recruitment Committee. *Department of Teacher Education.* Brigham Young University. Provo, UT. Winter 2017-present.

Member of Graduate Finance Committee. *Department of Teacher Education.* Brigham Young University. Provo, UT. Fall 2016-Winter 2017.

Member of Faculty Search Committee, Math Education. *Department of Teacher Education.* Brigham Young University. Provo, UT. Fall 2016-Winter 2017.

Reviewer of Doctoral Candidates. *Department of Curriculum & Instruction.* New Mexico State University. Las Cruces, NM. Spring 2015 & Spring 2016.

Co-Supervisor of Block A in the Teacher Education Program. *Department of Curriculum & Instruction.* New Mexico State University. Las Cruces, NM. Fall 2014 & Spring 2015.

Reader of Teacher Education Program Applications. *Department of Curriculum & Instruction.* New Mexico State University. Las Cruces, NM. 2014-2016.

Reader of Student Teacher Education Program Applications. *Department of Curriculum & Instruction.* New Mexico State University. Las Cruces, NM. 2014-2016

Reader of Master's Exams. *Department of Curriculum & Instruction.* New Mexico State University. Las Cruces, NM. 2014-2016.

Reviewer of Action Research Capstone Projects for Cohort 1, EDUC 520. *Department of Curriculum & Instruction.* New Mexico State University. Las Cruces, NM. Fall 2014.

Community

Founding & Governing Board Member. *Esperanza Elementary.* West Valley City, UT. January 2012-present.

- Board President, August 2016-present
- Secretary, August 2012-August 2014

Advisory Board Member. *Dual Immersion Academy.* Salt Lake City, UT. 2016-2017.

Professional Development Facilitator on Dual Language Education. *Esperanza Elementary.* West Valley City, UT. August, 2015 & January, 2016.

Professional Development Facilitator on Dual Language Education. *Dual Immersion Academy.* Salt Lake City, UT. August 17, 2015.

Co-Coordinator and Co-Facilitator. *2nd Annual Ensuring Capacity Mini-Conference for teachers, administrators, and families.* Borderlands Center for Educational Studies (BoCES). New Mexico State University. Las Cruces, NM. January, 2015.

Volunteer and Field Trip Instructor. *Adelante university-school-community partnership, & Jackson Elementary.* Salt Lake City, UT. January 2012-May 2013.

Voluntary Coordinator. *Family School Partnership (FSP).* Salt Lake City, UT. January-June 2011.

PROFESSIONAL ORGANIZATIONS

- La Cosecha, Dual Language Education of New Mexico. 2015-present.
- American Association of Hispanics in Higher Education (AAHHE). 2017.
- American Educational Research Association (AERA), 2011-present.
- National Association for Bilingual Education (NABE), 2012, 2014-2015.
- National Association for Chicana and Chicano Studies (NACCS), 2014.
- Critical Race Studies in Education Association (CRSEA), 2012.
- American Educational Studies Association (AESA), 2010.

LANGUAGES

- *Spanish.* Native Spanish speaker.
- *English.* Proficient oral and writing skills.
- *French.* Working knowledge. High School & Universidad de Alcalá. Alcalá de Henares, Spain. 1993-1997 & 2001-2002.
- *Portuguese.* Studied Portuguese. Universidad de Alcalá. Alcalá de Henares, Spain. 2002-2003.