

Juan A. Freire
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Department of Teacher Education
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EDUCATION

University of Utah. Salt Lake City, Utah.

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

Universidad Complutense de Madrid. Madrid, Spain.

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

Universidad de Alcalá. Alcalá de Henares, Spain.

Bachelor degree in Teacher Education equivalent (Diplomatura), with specializations in Music Teaching, 2003, and Teaching English as a Foreign Language, 2005.

ACADEMIC APPOINTMENTS

Associate Professor. *Department of Teacher Education, McKay School of Education, Brigham Young University.* Provo, UT. 2022 – present.

* *TESOL K-12 Program Coordinator.* Teacher Education. Spring 2021-present.

* *Affiliate Faculty,* European Studies. Kennedy Center. April 2022-present.

* *Affiliate Faculty,* Latin American Studies. Kennedy Center. June 2018-present.

Assistant Professor. *Department of Teacher Education, McKay School of Education, Brigham Young University.* Provo, UT. 2016 – 2022.

* *TESOL K-12 Program Coordinator.* Teacher Education. Spring 2021-present.

* *Affiliate Faculty,* European Studies. Kennedy Center. April 2022-present.

* *Affiliate Faculty,* Latin American Studies. Kennedy Center. June 2018-present.

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

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

HONORS AND AWARDS

- Article nominated for the 2023 *The International Research Foundation for English Language Education* (TIRF) Alatis prize.

- Delavan, M. G., **Freire, J. A.**, & Morita-Mullaney, T. (2022). Conscripted into thinking of scarce, selective, privatized, and precarious seats in dual language bilingual education: The choice discourse of mercenary exclusivity. *Current Issues in Language Planning*. Advance online publication. doi: <https://doi.org/10.1080/14664208.2022.2077032>
- Nominee for Early Career Award; Bilingual Education Research Special Interest Group (BER SIG), American Educational Research Association (AERA). 2022 & 2023.
- American Association of Hispanics in Higher Education (AAHHE) Faculty Conference Fellowship. National Conference, "Degrees of Value: Focus on Student Learning." Irvine, CA. March 9-11, 2017.
- J. George Jones, Jr. & Velma Rife Jones Doctoral Scholarship; University of Utah. 2013-2014.
- Somos Scholarship, Utah Hispanic Chamber of Commerce. 2012-2013.
- Edith E. Myers Endowed Doctoral Scholarship; University of Utah. 2012-2013.
- University Graduate Assistantship, University of Utah; 2010-2012.

GRANTS

- *Principal Investigator*, A literature review of dual language bilingual education students' outcomes in equity learning. Dean's Research Incentive Grant, McKay School of Education, Brigham Young University. Total funding: \$4,930. Awarded. January 2022.
- *Advisor*, Project PILAR. U.S. Department of Education. Total funding: 2.9 million. Awarded. October 2021.
- *Principal Investigator*, Sociocultural competence in dual language bilingual education. Dean's Research Incentive Grant, McKay School of Education, Brigham Young University. Total funding: \$3,076. Awarded. September 2021.
- *Consultant*, "Sociocultural competence – The elusive third goal of dual language education: What is it, how do we foster it, and why does it matter?" U.S. Department of Education, Institute of Education Sciences for \$1,936,718. Advanced to full panel review, not awarded. April 2021.
- *Co-Principal Investigator*, Teachers and students' language use in dual language immersion/multilingual settings: Understanding communication patterns and social development growth and needs. President's Innovation Funds Awarded Proposal, Brigham Young University, for \$14,904. Not awarded. March 2021.
- *Principal Investigator*, School districts' and language minority parents' discourses in the United States. Dean's Research Incentive Grant, McKay School of Education, Brigham Young University. Total funding: \$9,990. Awarded. January 2021.

- *Principal Investigator*, An analysis of district-level gentrification of dual language bilingual education. Dean's Research Incentive Grant, McKay School of Education, Brigham Young University. Total funding: \$4,960. Awarded. May 2020.
- *Co-Investigator*, "Filling achievement gap gaps: A two-year study of within-school achievement gap mechanisms and research-informed responses to them." Letter of intent submitted to the Russell Sage Foundation for \$195,000. Not awarded. July 2019.
- *Co-Principal Investigator*, "Achievement gap gaps: A longitudinal study of within-school achievement gap mechanisms and data-informed responses to them." Letter of intent submitted to the William T. Grant Foundation. Total funding: \$195,000. Not awarded. June 2019.
- *Principal Investigator*, Equity in dual language education for English Learners. Dean's Research Incentive Grant, McKay School of Education, Brigham Young University. Total funding: \$4,940. Awarded. January 2018.
- *Principal Investigator*, Classroom observations in a Spanish-English dual language program. Dean's Research Incentive Grant, McKay School of Education, Brigham Young University. Total funding: \$780. Awarded. December 2017.
- *Consultant*, 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*, "BEAST Collaborative." Submitted to the State Farm Youth Advisory Board Service-Learning Grants program for \$92,600. Submitted, not awarded. May 2015.

PUBLICATIONS

REFEREED JOURNAL ARTICLES

- Delavan, M. G., **Freire, J. A.**, & Morita-Mullaney, T. (2022). Conscripted into thinking of scarce, selective, privatized, and precarious seats in dual language bilingual education: The choice discourse of mercenary exclusivity. *Current Issues in Language Planning*. Advance online publication. doi: <https://doi.org/10.1080/14664208.2022.2077032>
- Freire, J. A.**, Gambrell, J. A., Kasun, S. G., Dorner, L., & Cervantes-Soon, C. (2022). The expropriation of dual language bilingual education: Deconstructing neoliberalism, whitestreaming, and English hegemony. *International Multilingual Research Journal*, 16(1), 27-46.
- Freire, J. A.**, & Feinauer, E. (2022). Vernacular Spanish as a promoter of critical consciousness in dual language bilingual education classrooms. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1516-1529.

- Freire, J. A.**, Delavan, M. G., & Valdez, V. E. (2022). Grassroots resistance and activism to one-size-fits-all policies by dual language schools en comunidades latinas. *International Journal of Bilingual Education and Bilingualism*, 22(6), 2124-2141.
- Freire, J. A.**, & Alemán, Jr., E. (2021). "Two schools within a school": Elitism, divisiveness, and intra-racial gentrification in a dual language strand. *Bilingual Research Journal*, 44(2), 249-269.
- Freire, J. A.**, & Valdez, V. E. (2021). The holistic analysis of multicultural teaching framework: Capturing teachers' pauses and their hybrid and fluid multicultural practices. *International Journal of Multicultural Education*, 23(2), 127-144.
- Freire, J. A.** (2021). Conscientization calls: A white dual language educator's development of sociopolitical consciousness and commitment to social justice. *Education and Urban Society*, 53(2), 231-248.
- Freire, J. A.**, & Delavan, M. G. (2021). The fiftyfication of dual language education: One-size-fits-all language allocation's "equality" and "practicality" eclipsing a history of equity. *Language Policy*, 20(3), 351-381.
- Freire, J. A.** (2020). Promoting sociopolitical consciousness and bicultural goals of dual language education: The transformational dual language education framework. *Journal of Language, Identity & Education*, 19(1), 56-71.
- Cervantes-Soon, C. G., Gambrell, J. A., Kasun, G. S., Sun, W., **Freire, J. A.**, & Dorner, L. M. (2020). "Everybody wants a choice" in dual language education of el Nuevo Sur: Whiteness as the gloss for everybody in media discourses of multilingual education. *Journal of Language, Identity & Education*, 20(6), 394-410.
- 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.

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

Accepted with Minor Changes

Dorner, L. M., Moon, J., **Freire, J. A.**, Gambrell, J. A., Kasun, G. S., & Cervantes-Soon, C. (Resubmitted). Dual language bilingual education as a pathway to racial integration? A place-based analysis of policy enactment. *Peabody Journal of Education*.

Under Review

Whitney, R. R., **Freire, J. A.**, Rosborough, A., Wimmer, J. J. (under review). Bittersweet experiences for Brazilian newcomers: Positive interactions, microaggressions, and isolation in English-only and dual language bilingual programs.

Delavan, M. G., Morita-Mullaney, P., & **Freire, J. A.** (under review). Counteracting dual language bilingual education gentrification and other resegregation-prone tracking by language, race, socioeconomics, and ableism: A call for program-level and classroom-level data reporting.

SPECIAL ISSUE – EDITORSHIP

Delavan, M. G., **Freire, J. A.**, & Menken, K. (2021). Editorial introduction: A historical overview of the expanding critique(s) of the gentrification of dual language bilingual education. *Language Policy*, 20(3), 299-321.

EDITED BOOKS

Under Review

Delavan, M. G., **Freire, J. A.**, & Menken, K. (Under review). *Overcoming the gentrification of dual language, bilingual, and immersion education: Solutions-oriented research and stakeholder resources for real integration*. Multilingual Matters.

Freire, J. A., Alfaro, C., & De Jong, E. J. (Under review). *The handbook of dual language bilingual education*. Routledge.

BOOK CHAPTERS

Valdez, V. E., Delavan, M. G., & **Freire, J. A.** (2023). Using critical policy analysis in collaborative professional learning communities to enhance dual language bilingual educators' critical consciousness (chapter 6). In L. Dorner, D. Palmer, C. Cervantes-Soon, D. Heiman, & E. Crawford-Rossi (Eds.), *Critical consciousness in dual language bilingual education: Case studies on policy and practice*. Routledge.

Freire, J. A., & Flores Carmona, J. (2023). Bridging testimonio pedagogy with dual language bilingual education in a K/1 classroom: One teacher's journey to critical consciousness through a master's course (chapter 22). In L. Dorner, D. Palmer, C. Cervantes-Soon, D. Heiman, & E. Crawford-Rossi (Eds.), *Critical consciousness in dual language bilingual education: Case studies on policy and practice*. Routledge.

Delavan, M. G., **Freire, J. A.**, & Valdez, V. E. (2021). The intersectionality of neoliberal classing with raciolinguistic marginalization in state dual language policy: A call for locally crafted programs. In N. Flores, A. Tseng, & N. Subtirelu (Eds.), *Bilingualism for all? Raciolinguistic perspectives on dual language education in the United States* (pp. 19-39). Multilingual Matters.

Gambrell, J. A., & Freire, J. A. (2017). Una contextualización lingüística, racial y política de la evaluación de los programas de magisterio en Estados Unidos [Assessment in United States teacher preparation programs: Exploring linguistic, racial, and political contexts]. 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.

In Press (*Student)

García, O., Alfaro, C., **Freire, J. A.** (In Press) Theoretical foundations of dual language bilingual education (chapter 1). In J. A. Freire, C. Alfaro, & E. de Jong (Eds.), *The handbook of dual language bilingual education*. Routledge.

Feinauer, E., **Freire, J. A.**, Willardson, K.* , & Earl, M.* (In Press). Students' development of sociocultural competence in dual language bilingual education (chapter 10). In J. A. Freire, C. Alfaro, & E. de Jong (Eds.), *The handbook of dual language bilingual education*. Routledge.

Freire, J. A., Feinauer, E., Earl, M.* , & Willardson, K.* (In Press). Critical consciousness in dual language bilingual education: A literature review of students' outcomes (chapter 11). In J. A. Freire, C. Alfaro, & E. de Jong (Eds.), *The handbook of dual language bilingual education*. Routledge.

Freire, J. A., Menken, K., & Delavan, M. G. (In press). Introduction. In M. G. Delavan, J. A. Freire, & K. Menken (Eds.), *Overcoming the gentrification of dual language, bilingual, and immersion education: Solution-oriented research and stakeholder resources*. Multilingual Matters.

Delavan, M. G., **Freire, J. A.**, & Menken, K. (In press). Setting the foundation: Tracing the evolving critiques of the gentrification of dual language bilingual education (chapter 1). In M. G. Delavan, J. A. Freire, & K. Menken (Eds.), *Overcoming the gentrification of dual language, bilingual, and immersion education: Solution-oriented research and stakeholder resources*. Multilingual Matters. [Reprint with substantial changes]

Delavan, M. G., **Freire, J. A.**, & Valdez, V. E. (In press). Mass production, mass marketing and mass displacement in DLBE policy: A call for locally crafted programs (chapter 7). In M. G. Delavan, J. A. Freire, & K. Menken (Eds.), *Overcoming the gentrification of dual language, bilingual, and immersion education: Solution-oriented research and stakeholder resources*. Multilingual Matters. [Reprint with substantial changes]

Menken, K., **Freire, J. A.**, & Delavan, M. G. (In press). Overcoming DLBE gentrification by aiming for the commons (concluding chapter). In M. G. Delavan, J. A. Freire, & K. Menken (Eds.), *Overcoming the gentrification of dual language, bilingual, and immersion education: Solution-oriented research and stakeholder resources*. Multilingual Matters.

Revise & Resubmit

Palmer, D. K., Cervantes-Soon, C. G., & **Freire, J. A.** (Revise & resubmit). Towards critical solidarity at the heart of meaningful integration in two-way dual language bilingual education. Kibler, A. K., Faltis, C. Walqui, A., & Bunch, G. C. (Eds.). *Equity in Multilingual Schools and Communities: Celebrating the Contributions of Guadalupe Valdés*. Multilingual Matters.

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

Freire, J. A., & Delavan, M. G. (2022, March). *How to make critical consciousness the fourth goal of dual language bilingual education*. Presentation at the International Conference on Immersion & Dual Language Education. Salt Lake City, UT.

Freire, J. A., & Feinauer, E. (2022, March). *Chaqueta? chamarra? campera? casaca? chompa? Honoring students' vernacular Spanish as a promoter of critical consciousness*. Presentation at the International Conference on Immersion & Dual Language Education. Salt Lake City, UT.

Freire, J. A. (2019, July). The inclusion of vernacular Spanish in dual language education: A borderland perspective. V 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.

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

Gambrell, J. A., & **Freire, J. A.** (2017, July). *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 an international symposium called: VI Simposio Internacional de Docencia Universitaria Formación Docente, Ética y Temas Emergentes. Asociación Iberoamericana de Docencia Universitaria y la Universidad Pedagógica Nacional Unidad 211. Ciudad de Puebla, México. Online presentation.

Freire, J. A., Valdez, V. E., & Delavan, G. (2015, July). *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.

Freire, J. A., & Valdez, V. E. (2015, July). *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.

National Presentations (*Student or Practitioner)

Valdez, V. E., Delavan, M. G., & **Freire, J. A.** (2023, April). *Using critical policy in collaborative professional learning communities to enhance dual language bilingual educators' critical consciousness.* Paper presentation at the American Educational Research Association (AERA). Chicago, IL.

Morita-Mullaney, T., Delavan, M. G., & **Freire, J. A.** (2023, April). *Signs of equity rather than gentrification: District administrators navigate dual language politics in the Southeast.* Paper presentation at the American Educational Research Association (AERA). Chicago, IL.

Delavan, M. G., Morita-Mullaney, T., & **Freire, J. A.** (2023, March). *The purported benefits of DLBE on websites of large U.S. districts.* Paper presentation at the American Association for Applied Linguistics (AAAL). Portland, OR.

Freire, J. A. (2023, February). *Gentrification and integration in bilingual education.* Invited Featured Speaker. National Association for Bilingual Education (NABE). Portland, OR.

Freire, J. A. (2023, February). *Dual language bilingual education research, practice, and trends.* National Association for Bilingual Education (NABE). Portland, OR.

Freire, J. A., & Flores Carmona, J. (2023, February). *Critical consciousness at the core of DLBE Classrooms: Case studies in teaching and teacher learning.* National Association for Bilingual Education (NABE). Portland, OR.

Freire, J. A. (2022, April). *Sociocultural competence in a Spanish-English two-way program: Teachers' planning, implementing, and reflecting in a PLC.* Paper presentation at the American Educational Research Association (AERA). San Diego, CA.

Delavan, M. G., Morita-Mullaney, T., & **Freire, J. A.** (2022, April). *DLBE in 12 of the largest districts: Is there demographic, discursive, and programmatic gentrification?* Paper presentation at the American Educational Research Association (AERA). San Diego, CA.

- Morita-Mullaney, T., **Freire, J. A.**, Delavan, M. G. (2022, March). *Discursive gentrification on large U.S. district websites: Beneficiaries and maleficiaries of DLBE's purported benefits*. Paper presentation at the American Association for Applied Linguistics (AAAL). Pittsburgh, PA.
- Morita-Mullaney, T., **Freire, J. A.**, Delavan, M. G. (2022, March). *Further problematizing the binaries of two-way bilingual education: Constituencies, intersections, and equity*. Paper presentation at the American Association for Applied Linguistics (AAAL). Pittsburgh, PA.
- Delavan, M. G., & **Freire, J. A.** (2022, March). *What is the best dual language model for my students? A research-based presentation*. Paper presentation at the International Conference on Immersion & Dual Language Education. Salt Lake City, UT.
- Freire, J. A.**, Earl, M.*, Willardson, K.*, & Feinauer, E. (2022, February). *Students' development of sociocultural competence and critical consciousness in dual language bilingual education*. Paper presentation National Association for Bilingual Education (NABE). New York, NY.
- Delavan, M. G., Morita-Mullaney, T., & **Freire, J. A.** (2021, November). *Addressing dual language gentrification: Recommendations for states, schools and communities*. Paper presentation at the La Cosecha Dual Language Conference. Albuquerque, NM.
- Ahlers, A.*, Roberts, J.*, **Freire, J. A.**, Delavan, M. G., & Morita-Mullaney, T. (2021, April). Pre-service teachers developing critical consciousness as research assistants on a policy analysis project. Paper presentation National Association for Bilingual Education (NABE). Online presentation. Houston, TX.
- Freire, J. A.**, Morita-Mullaney, T., & Delavan, M. G. (2021, April). *Discursive gentrification of dual language bilingual education across 12 of the largest U.S. school districts*. Paper presentation at the American Educational Research Association (AERA). Virtual meeting.
- Delavan, M. G., **Freire, J. A.**, Valdez, V. E. (2020, March). *Intersectionality of neoliberal classing with raciolinguistic marginalization in state dual language policy*. American Association for Applied Linguistics (AAAL). Denver, CO.
- Freire, J. A.**, & Delavan, M. G. (2019, November). *50:50? 90:10? A different model? What is the best dual language model for my students?* Paper presentation at the annual meeting of La Cosecha Dual Language Conference. Albuquerque, NM.
- Kasun, G. S., **Freire, J. A.**, Gambrell, J. A., Cervantes-Soon, C. & Delavan, M. G. (2019, November). *A national examination of dual language programs and policies: A decolonizing perspective*. Presentation at the annual meeting of the National Association for Multicultural Education (NAME). Tucson, AZ.
- Freire, J. A.** (2019, April). *Promoting sociopolitical consciousness and bicultural goals: The transformational dual language educational framework*. Paper presentation at the American Educational Research Association (AERA). Toronto, Canada.
- Freire, J. A.**, & Delavan, M. G. (2019, April). *Policy and discursive slippages toward fiftyfication: A critical technical approach to dual language gentrification strategies*. Paper

- presentation at the American Educational Research Association (AERA). Toronto, Canada.
- Freire, J. A.** (2018, November). *A national perspective of dual language policy expropriation as a neoliberal tool*. Presentation at the American Educational Studies Association (AESA). Greenville, SC.
- Freire, J. A.** (2018, April). *The national gentrification and policy expropriation of dual language education: Deconstructing neoliberal impacts*. Presentation at the American Educational Research Association (AERA). New York, NY.
- Freire, J. A.** (2017, April). *"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.
- Freire, J. A.,** Alfaro, C., Guerrero, M., & Lachance, J. (2017, April). *National dual language teacher preparation standards*. Presentation at the annual meeting of the American Educational Research Association (AERA). San Antonio, TX.
- Freire, J. A.,** & Valdez, V. E. (2017, April). *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.
- Freire, J. A.,** & Gambrell, J. A. (2017, November). *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.
- Freire, J. A.,** Valdez, V. E., & Delavan, G. (2016, April). *"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.
- Freire, J. A.,** & Valdez, V. E. (2016, April). *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.
- Freire, J. A.** (2016, November). *Dual language educators developing sociopolitical consciousness to contest language education policies*. Paper presentation at the annual meeting of La Cosecha Dual Language Conference. Santa Fe, NM.
- Freire, J. A.,** & Valdez, V. E. (2015, April). *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.
- Freire, J. A.,** & Valdez, V. E., Oland-Wong, M. L.*, & Darden, A.* (2015, March). *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.

- Freire, J. A.** (2015, November). *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 Dual Language Conference. Albuquerque, NM.
- Freire, J. A., & Valdez, V. E., Oland-Wong, M. L.* , Darden, A.* , & Edward, J.*** (2014, February). *"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.
- Delavan, G., Valdez, V. E., & **Freire, J. A.** (2014, April). *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.
- Freire, J. A., & Valdez, V. E., Oland-Wong, M. L.* , & Colovos, G.*** (2014, April). *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.
- Valdez, V. E., Delavan, G., & **Freire, J. A.** (2013, April). *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.
- Freire, J. A., & Valdez, V. E.** (2013, April). *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.
- Valdez, V. E., & Delavan, G., & **Freire, J. A.** (2012, February). *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.
- Delavan, G., **Freire, J. A., & Valdez, V. E.** (2012, April). *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.
- McKinney, A., **Freire, J. A., & Cervantes-Castañeda, C. S.** (2012, May). *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.

Delavan, G., **Freire, J. A.**, & Valdez, V. E. (2011, April). *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.

Delavan, G., & **Freire, J. A.** (2010, October). *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 (AESA). Denver, CO.

Freire, J. A. (2009, June). *A dual language classroom's journey to "El Supermercado": Using field trips to extend cultural knowledge and assess language skills*. Presentation for the Biliteracy Conference. University of Oregon, Eugene, OR.

Local/Regional Presentations (*Practitioner)

Oland-Wong, M. L.*, & **Freire, J. A.** (2017, February). *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.

Freire, J. A. (2016, April). *Making room for Spanglish in our classrooms: Towards the empowerment of our bilingual students*. Featured speaker at the Kidd Literacy Conference. Las Cruces, NM.

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

Alvarez Gutiérrez, L., **Freire, J. A.**, & Wankier, J. J.* (2011, June). *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.

INVITED SCHOLARLY PRESENTATIONS (*Practitioner)

Freire, J. A. (2020, November). *Principios investigadores: Una mirada al paradigma crítico* [Research principles: A critical paradigm approach]. Online presentation. Universidad César Vallejo. Peru.

Freire, J. A. (2020, August). *Investigación: Sustento filosófico y antropológico* [Research: Philosophical and anthropological foundations]. Online presentation. Universitat Abat Oliba CEU Postdoctorado & Centro de Altos Estudios Internacionales. Peru.

Freire, J. A. (2020, June). *Investigación sociocrítica, superadora del positivismo cosificante* [Sociocritical research, overcoming reifying positivism]. Participation in international online panel sponsored by Grupo Compas, Cositel, SUTE Canchis. Ecuador & Peru.

Freire, J. A. (2020, April). *Educación superior en tiempos de pandemia* [Higher education in pandemic times]. Participation in international online panel sponsored by Grupo

Compas, Instituto Tecnológico Corporativo Deming, RITED & Red Hemabigdat.
Ecuador & Peru.

Freire, J. A. (2019, February). *Sociopolitical consciousness as the fourth goal of dual language education*. Invited online presentation. EDUC 658: Practices and Strategies for Bilingualism/Multilingualism and Biliteracy/Multiliteracy Development. *Instructor, M. G. Delavan, Ph.D.* Department of *Multilingual & Multicultural Education*. *California State University San Marcos*. San Marcos, CA.

Freire, J. A. (2016, May). *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.

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

Freire, J. A. (2016, January). *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.

Valdez, V. E., & **Freire, J. A.** (2013, July). *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, May). *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.

Freire, J. A. (2013, April). *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., 2013.

Freire, J. A. (2012, August). *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.

Freire, J. A., & Valdez, V. E. (2012, March). *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.

Freire, J. A., & Valdez, V. E. (2011, September). *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.

Freire, J. A. (2011, October). *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.

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

Freire, J. A. (2010, August). *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.

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

TEACHING EXPERIENCE

HIGHER EDUCATION

Brigham Young University (2016 – Present)

Coursework

- Introduction to Educational Research, T ED 691.
- Contemporary Culture, SPAN 395R.
- Cultural Survey, IAS 201R.
- Curriculum Theory, Design & Assessment, T ED 613.
- Family, School and Community Partnerships, TELL 450.
- Madrid Walks, IAS 201R.

Guest Lectures

- EIME 690-R: Seminar. *Educational Inquiry, Measurement, and Evaluation (EIME)*. Brigham Young University. Provo, UT. October 2021 (instructor, R. Sudweeks, Ph.D.)
- EDU 1010, Introduction to Teaching (Honors class). *Urban Institute for Teacher Education*. University of Utah. SLC, UT. February 2021 & March 2022 (instructor, Mary Burbank). Invited online presentations.
- BIL 685, Practices and Strategies for Bilingualism/Multilingualism and Biliteracy/Multiliteracy Development. *Department of Multilingual & Multicultural Education*. California State University San Marcos. San Marcos, CA. February 2019 (instructor, M. G. Delavan, Ph.D.). Invited online presentation.

Doctoral Dissertation Committees (External Member)

- *Sandra Silva-Enos*, Department of Curriculum & Instruction, NEAG School of Education, University of Connecticut. In Progress.
- *Kayla Sorin*, Department of Education, Culture, & Society, Rutgers University. In Progress.
- *Nuo Xu*, Department of Education, Culture, & Society, University of Utah. In Progress.

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

Master Thesis Committee (Chair)

- *Sarai Clemente Solí*, Master's Program in Teacher Education, Department of Teacher Education. Brigham Young University. In Progress.
- *Rose Whitney*, Master's Program in Teacher Education, Department of Teacher Education. Brigham Young University. Summer 2022.

Master Thesis Committee (Member)

- *Jordan Roberts*, Master's Program in Teacher Education, Department of Teacher Education. Brigham Young University. In progress.
- *Alisa Wu-Ting Chen*, Master's Program in Teacher Education, Department of Teacher Education. Brigham Young University. In progress.
- *Amy Hawks*, Master's Program in School Psychology, Department of Counseling Psychology and Special Education. Brigham Young University. In Progress.
- *Jenny Rowley*, Master's Program in School Psychology, Department of Counseling Psychology and Special Education. Brigham Young University. In Progress.
- *Esmeralda Torres*, Master's Program in Teacher Education, Department of Teacher Education. Weber State University. In Progress.
- *Ray Davis*, Master's Program in Teacher Education, Department of Teacher Education. Brigham Young University. Summer 2022.

New Mexico State University (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.

Student Supervision

- Supervisor of Students' Practicum in the Teacher Education Program. *Department of Curriculum & Instruction*. New Mexico State University. Las Cruces, NM. Fall 2014 & Spring 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 (2011 – 2014)**Coursework**

- Foundations of Bilingual, Bicultural, and Dual Immersion Education, ECS 5634/6634. Spring 2012, 2013, & 2014.
- Seminar Language Awareness, EDU 6201. Summer 2012 & 2013. *Online course*
- ESL Field Practicum, EDU 5940/6950. Summer 2011 & 2013.

Guest Lectures

- Multicultural Education, ECS 3150. June 2012, July, 2012, June 2013, & July 2013
- 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 Supervisor. Field Practicum Elementary, EDU 5390. *Urban Institute for Teacher Education (UITE)*. 2010-2013.

ELEMENTARY EDUCATION

Second Grade Teacher. *Dual Immersion Academy*. Salt Lake City, UT. 2007-2010.

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

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

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

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

OTHER PROFESSIONAL EXPERIENCE

National Dual Language Specialist. Parental Inclusion in Language and Research (PILAR) Project. *Purdue University.* Pending grant approval.

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

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

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

SERVICE

International/National

Co-editor (section editor, ad-hoc)

- **International Journal of Multicultural Education.** July 2021-present.

Editorial Board Member (ad-hoc)

- **Bilingual Research Journal.** April 2021-present.

Guest Editor (ad-hoc)

- **Co-Editor of Special Issue:** “Gentrification of Bilingual, Immersion and Dual Language Education.” 2021, *Language Policy*, 20(3).

Journal Reviewer (ad-hoc).

- *American Educational Research Journal*
- *Language Policy*
- *International Journal of Bilingual Education and Bilingualism*

- *Journal of Language, Identity, and Education*
- *Journal of Multilingual and Multicultural Development*
- *Bilingual Research Journal*
- *Journal of Teacher Education*
- *Multicultural Perspectives*
- *International Multilingual Research Journal*
- *Journal of Latinos and Education*
- *The Urban Review*
- *Association of Mexican American Educators (AMAE) Journal*

Reviewer of Book Proposal

- **Reviewer.** Book Proposal, Springer (Spring 2021).

American Educational Research Association

- **Conference Reviewer.**
 - *Division G, section 3: Languages, Literacies, and Representations.* August 2020.
 - *Bilingual Education Research.* August 2018.
 - *Critical Educators for Social Justice SIG.* August 2016.
- **Co-Chair.** *Nominations & Election Committee.* Hispanic Research Issues SIG. 2014–2016.
- **Committee Member.** *Nominations & Election Committee.* Hispanic Research Issues SIG. 2012–2014.
- **Committee Member.** *Annual Mentoring Social for Junior Faculty Members.* Critical Educators for Social Justice SIG. Vancouver, BC. 2012.
- **Campus Liaison.** *Graduate Student Council.* 2011-2014.

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

Dual Language Education of New Mexico

- **Member.** *National Dual Language Standards Committee.* Albuquerque, NM. September 2016–April 2018.
- **Expert Facilitator.** *Breakfast with an Expert.* La Cosecha Dual Language Conference. Albuquerque, NM. November, 2015.

University

Director. *Spain Study Abroad Program.* Kennedy Center. Brigham Young University. Provo, UT. Winter 2023.

Faculty Affiliate. *Latin American Studies.* Kennedy Center. Brigham Young University. Provo, UT. June 2018-present.

Faculty Affiliate. *European Studies.* Kennedy Center. Brigham Young University. Provo, UT. April 2022-present.

College

Member. *Educator Preparation Program Committee.* McKay School of Education. Brigham Young University. Provo, UT. Aug 2021-present.

Reviewer. *Scientific Review Committee.* McKay School of Education. Brigham Young University. Provo, UT. Jan 2019-present.

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

Department

Coordinator of TESOL K-12 program. *Department of Teacher Education.* Brigham Young University. Provo, UT. Spring 2021-present.

Chair of Faculty Search Committee, Teaching English as a Second or Other Language (TESOL) K-12 program. *Department of Teacher Education.* Brigham Young University. Provo, UT. Fall 2021-Spring 2022.

Member of Graduate Faculty Committee. *Department of Teacher Education.* Brigham Young University. Provo, UT. Fall 2018-Summer 2022.

Member of Faculty Search Committee, Math Education. *Department of Teacher Education.* Brigham Young University. Provo, UT. Fall 2016-March 2019.

Member of Undergraduate Student Recruitment Committee. *Department of Teacher Education.* Brigham Young University. Provo, UT. Winter 2017-Summer 2018.

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

Member of Admissions Committee for Doctoral Program. *Department of Curriculum & Instruction.* New Mexico State University. Las Cruces, NM. Spring 2015 & Spring 2016.

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

Community

Founding & Governing Board Member. *Esperanza Elementary (non-for-profit charter school).* West Valley City, UT. January 2012-present.

- Board President, August 2016-September 2018
- Secretary, August 2012-August 2014

Advisory Board Member. *Dual Immersion Academy (non-for profit charter school).* 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.

PROFESSIONAL ORGANIZATIONS

- American Educational Research Association (AERA), 2011-present.
- American Applied Linguistics (AAAL), 2020-present.
- National Association for Bilingual Education (NABE), 2012, 2014-2015, 2021-present.
- La Cosecha, Dual Language Education of New Mexico (DLENM). 2015-2017, 2019, 2021.
- National Association for Multicultural Education (NAME), 2017, 2019.
- American Educational Studies Association (AESA), 2010, 2018.
- American Association of Hispanics in Higher Education (AAHHE). 2017.
- National Association for Chicana and Chicano Studies (NACCS), 2014.
- Critical Race Studies in Education Association (CRSEA), 2012.

LANGUAGES

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