

## **Zenaida Aguirre-Muñoz**

*Associate Professor  
Assistant Director, Center for Leadership in  
Education*

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### ***EDUCATIONAL BACKGROUND***

**Ph.D. in Education, 2000**, University of California, Los Angeles. Division of Psychological Studies in Education with an emphasis in Learning and Instruction.

**B.A. in Psychology, 1992**, University of California, Santa Barbara.

**B.A. in Spanish, 1992**, University of California, Santa Barbara.

### ***Honors and Awards:***

2008 Honorary Diploma, University of San Carlos, Guatemala

1997 UC Language Minority Research Institute Dissertation Research Grant

1995 Title VII Bilingual Education Fellowship

1995 University of California, Los Angeles Graduate Student Fellowship

1994 University of California, Los Angeles Graduate Student Fellowship

1993 University of California, Los Angeles Graduate Student Fellowship

1992 University of California, Los Angeles Graduate Student Fellowship

1992 Robert and Naomi Somer Mexican Studies Award, University of California, Santa Barbara

1992 Senior Service Award, University of California, Santa Barbara

1991 Undergraduate Research Mentorship Program Award, University of California, Santa Barbara

1990 Undergraduate President's Fellowship, University of California, Santa Barbara

### ***CURRENT & PENDING GRANTS***

2008-2013 **National Institute of Health Sciences**, *Plains Bridges to the Baccalaureate: Increasing Minorities in Science* in collaboration with Department of Environmental Sciences. \$1,000,000 (Co-PI)

2007-2012 **Department of Education, Office of English Language Acquisition**, *Project TEACH* \$1,500,000. (Co-PI)

2006-2007 **Texas Education Association, Region 17**, Software Efficacy Study, \$20,000  
(Lead Evaluator)

### ***PENDING GRANTS***

Pending **The Greater Texas Foundation**, *Middle School Math and Science (MS)<sup>2</sup>: Understanding by Design* in collaboration with the Math and Science Department. \$3,000,000 (Co-PI)

Pending **National Science Foundation**, *West Texas Partnership Institute for the Professional Development of Math and Science Teachers* in collaboration with the Department of Mathematics and Statistics. \$6,100,000 (Co-PI)

### ***PUBLICATIONS***

#### ***Published/Accepted Articles***

Aguirre-Muñoz, Z., Park, J. E., Amabisca, A. A. & Boscardin, C. K., (Forthcoming).

Developing teacher capacity for serving ELLs writing instructional needs: A case for systemic functional linguistics. *Bilingual Research Journal*.

Aguirre-Muñoz, Z. (In press, 2008). Estándares de Oportunidad de Aprendizaje: Una estrategia para promover equidad escolar. [Opportunity to Learn Standards: A strategy for promoting educational equity]. *Proceedings from the 2008 Bloom Lecture Series vol. 3*.

Aguirre-Muñoz, Z. & Boscardin, C. K. (2008). Opportunity to Learn and English Learner Achievement: Is Increased Content Exposure Beneficial? *Journal of Latinos and Education*.

Boscardin, C. K., Aguirre-Muñoz, Z., Stoker, G., Kim, J., & Kim, M. (2005). Relationship between opportunity to learn and student performance on English and Algebra assessments. *Educational Assessment Journal*, 10(4), 147-172.

Artiles, A. J., Aguirre-Muñoz, Z., & Abedi, J. (1998). Predicting placement in learning disabilities programs: Do predictors vary by ethnicity group? *Exceptional Children*, vol. 64(4), pp. 543-559.

Aguirre, Z. (1992). Cultural Learning: The Expressions and Learning of Gender Roles and Class Behaviors in the Games of Children in Mexican Rural Communities. *Proceedings of the Fifth Annual Conference on Undergraduate Research*, University of Minnesota, Minneapolis, MA.

#### ***Book Chapters***

Aguirre-Muñoz, Z., & Solano-Flores, G. (Fall, 2008). Accountability and Educational Assessment for Latino, English Language Learning Students: Enhancing Practices

through Multidisciplinary Approaches. In, E. Murrillo (Ed.), *Handbook of Latinos and Education*. Lawrence Erlbaum Associates, Inc. Mahwah, New Jersey.

Aguirre-Muñoz, Z., Baker, E.L., Wang, J., & Niemi, D. (2008). What Works in Distance Learning: Worked Examples. In H. F. O'Neil (Ed.), *What works in distance learning: Guidelines*. Information Age Publishing, Inc. Greenwich, CT.

Aguila, V., Aguirre-Muñoz, Z., Blair, M., Cordova, M., Dobb, F., Koency, G., Sanchez, L., Zenda, N., (2007) *English-Spanish Education Language Glossary Translation Guide*. California Department of Education, Sacramento, CA.

Baker, E.L., Aguirre-Muñoz, Z., Wang, J., & Niemi, D. (2005). What Works in Distance Learning: Assessment Strategies. In H. F. O'Neil (Ed.), *What works in distance learning: Guidelines* (pp. 65-88). Information Age Publishing, Inc. Greenwich, CT.

Aguirre-Muñoz, Z. & Baker, E. L. (1999). Improving the Equity and Validity of Assessment-Based Information Systems. In M. Nettles (Ed.), *Measuring up: Challenges minorities face in educational assessment* (121-136). Norwell, MA: Kluwer.

Artiles, A. J., & Aguirre-Muñoz, Z. (1995). Redefining classroom management for students with problem behaviors: The need for a contextualized research program. In F. E. Obiakor & B. Algozzine (Eds.). *Managing Problem Behaviors for Special Educators and Other Professionals*. Dubuque Iowa: Kendall Hunt.

### ***Manuscripts Under Review***

Aguirre-Muñoz, Z., & Boscardin, C. K., (Under Review). Integrating academic language and ELLs instructional needs in opportunity to learn frameworks. *Journal for the Education of Students Placed at Risk*.

### ***Manuscripts In Preparation***

Aguirre-Muñoz, Z., & Amabisca, A. (In preparation). Strategies for making academic language comprehensible to English learners: Moving beyond visuals, TRP, and modified input. *Educational Leadership*.

Aguirre-Muñoz, Z., & Agnello, M.F. (In preparation). Phonics, fluency, decoding, and English language development: Teacher misconceptions and implications for professional development. *International Journal of Bilingual Education and Bilingualism*.

Aguirre-Muñoz, Z., Salazar, D. & Fox, K. (In preparation) Preparing for Diverse Classrooms with Online Learning Communities. *Educational Leadership*.

## ***Technical & Evaluation Reports***

- Salazar, D. & Aguirre-Muñoz, Z (2008). *Project TEACH Year 1 Preliminary Report*, DOE Office of English Language Acquisition.
- Aguirre-Muñoz, Z. Boscardin, C. K., Jones, B., Park, J.E., Chinen, M., Shin, H. S., Lee, J., Amabisca, A. A., and Brenner, A. (2005). *Consequences and validity of performance assessment for English Language learners: Integrating academic language and ELL instructional needs into opportunity to learn measures*. CRESST deliverable.
- Aguirre-Muñoz, Z., Amabisca, A. A., Amoo-Adare, E., Barnwell, M., & Griffin, N. (2003). *Preparing Teachers to Teach English Learners in California: CPDI Year 2 Evaluation Report*. CRESST Deliverable.
- Baker, E. L., Aguirre-Muñoz, Z., Wang, J., & Niemi, D. (2003). What Works in Distance Learning: Assessment Strategies. In H. O’Neil (Ed.) *What Works in Distance Learning*. CRESST Deliverable.
- Griffin, N.C, Aguirre-Muñoz, Z., Goldschmidt, P., Trusela, L. Swigert, S. Miyoshi, J., Barnwell, M., & Amoo-Adare E. (2003). *Evaluation of the California Professional Development Institutes in English Language Arts: Secondary Schools Year Two Report*. CRESST Deliverable.
- Griffin, N.C, Aguirre-Muñoz, Z., Goldschmidt, P., Amabisca, A., Miyoshi, J., Swigert, S. & Trusela, L. (2003). *Evaluation of the California Professional Development Institutes in English Language Arts: Primary Grades Year Two Report*. CRESST Deliverable.
- Aguirre-Muñoz, Z., Kim-Bosacardin, C., & Herman, J. (2002). *Content-Based Evidence of validity for the Chicago Academic Standards Examinations: Findings from an expert panel review*. CRESST Deliverable.
- Boscardin, C. K., Aguirre-Muñoz, Chinen, M., Leon, S., & Shin, H. S. (2004). *Consequences and Validity of Performance Assessment for English Learners: Assessing Opportunity to Learn (OTL) in Grade 6 Language Arts*. CRESST Deliverable.
- Bosacardin, C. K., Stoker, G., Kim, J., Kim, M. Aguirre-Muñoz, Z., & (2002). *An investigation into the validity of the Chicago Academic Standards Examinations: Year 3 Report*. CRESST Deliverable.
- Aguirre-Muñoz, Z., Kim, M., & Bosacardin, C. K. (2001). *Technical Review of CASE Semester 2, Spring 2000 Field Test Data*. CRESST Deliverable.
- Aguirre-Muñoz, Z., Bosacardin, C. K., & Kim, M. (2001). *An investigation into the validity of the Chicago Academic Standards Examinations: Year Two Report*. CRESST Deliverable.

- Brown, R., Aguirre-Muñoz, Z., Niemi, D., Herman, J., & Baker, E. L. (2001). *Recommendations for Revising the CASE Item development process*. Chicago Public Schools Assessment Initiative. CRESST Deliverable.
- Griffin, N. C, Aguirre-Muñoz, Z., Hammersley, D. & Amabisca, A. A. (2001). *Evaluation of the California Professional Development Institutes in English language arts: Grades prek-6, Preliminary Report*. CRESST Deliverable.
- Griffin, N. C, Amabisca, A. A., Aguirre-Muñoz, & Z., Hammersley, D. (2001). *Evaluation of the secondary school California Professional Development Institutes in English language arts*. CRESST Deliverable.
- Muñoz, J. & Aguirre-Muñoz, Z. (1999). *Program Evaluation of Cada Cabeza es un Mundo Hispanic Drop-Out Prevention Curriculum*. Hispanic Education Media Group. San Jose, California.
- Aguirre-Muñoz, Zenaida & Eva Baker (1997). *Improving the Equity and Validity of Assessment-Based Information Systems*. CRESST/CSE. Technical Report N° 462 Los Angeles.
- Aguirre-Muñoz, Z., Baker, E. L. & Williams, D. (1996). *Evaluation of the Advanced Management Program: Cohort one*. CRESST Deliverable.
- Baker, E. L., Niemi, D., Herl, H., Aguirre-Muñoz, Z. Staley, L. & Linn, R. L. (1995). *Report on the Content Area Performance Assessment (CAPA): A Collaboration Among the Hawaii Department of Education, the Center for Research on Evaluation, Standards and Student Testing (CRESST) and the Teachers and Children of Hawaii*. CRESST Deliverable.

## **SCHOLARLY PRESENTATIONS**

### ***Peer Reviewed Presentations***

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- Aguirre- Muñoz, Z. (2008, March). *The Development of Point of View in Adolescent English Learner Writing*. Paper presented at the annual meeting of the American Educational Research Association conference, New York, NY.
- Aguirre- Muñoz, Z. (2008, March). *Adolescent English learner development of knowledge display in writing*. Paper presented at the annual meeting of the American Educational Research Association conference, New York, NY.
- Aguirre- Muñoz, Z. (2008, March). *Historical legacy and current challenges: Examining bilingual pre-service preparation programs in Texas*. Chair at the annual meeting of the American Educational Research Association conference, New York, NY.

- Aguirre- Muñoz, Z., & Salazar, D. (2008, February). *Strategies for transitioning students to English reading and writing*. Paper presented at the National Association for Bilingual Education, Tampa, FL.
- Aguirre-Muñoz, Z. (2007, April). *Literacy development of young, at-risk students and potential predictors of subsequent literacy achievement*. Chair at the annual meeting of the American Educational Research Association conference, Chicago, IL.
- Parks, J., Aguirre-Muñoz, Z., & Amabisca, A. (2006, January). *Supporting English learner academic language development*. Paper presented at the annual meeting of the National Association for Bilingual Education (NABE), Phoenix, AZ.
- Aguirre-Muñoz, Z., Parks, J. & Amabisca, A., (2006, March). *Examining developmental patterns of academic language*. Paper presented at the annual meeting of the Teachers of English to Students of Other Languages (TESOL) conference, Tampa, Florida.
- Aguirre-Muñoz, Z., Boscardin, C., & Jones, B., (2006, April). *Integrating Academic Language and ELL Instructional Needs into Opportunity to Learn Measures*. Paper presented at the annual meeting of the American Educational Research Association conference, San Francisco, CA.
- Aguirre-Muñoz, Z., Parks, J., Amabisca, A., Jones, B., & Boscardin, C. K. (2006, April). *Building Teacher Capacity for Developing ELLs' Understanding of Academic Genres: The Promise of Functional Linguistics*. Paper presented at the annual meeting of the American Educational Research Association conference, San Francisco, CA.
- Boscardin, C., Aguirre-Muñoz, Z., Jones, B., Park, J., Chinen, M., & Shin, H. S. (2006, April). *Impact of Academic Language on Student Performance and Implications for Outcome-based Reform Efforts*. Paper presented at the annual meeting of the American Educational Research Association conference, San Francisco, CA.
- Jones, B., Aguirre-Munoz, Z, & Park, J. (2006, April). *Academic Language and Procedural Scaffolding in Writing Instruction*. Paper presented at the annual meeting of the American Educational Research Association conference, San Francisco, CA.
- Aguirre-Muñoz, Z., Amabisca, A., & Parks, J. (2005, April). *Developing Teachers' Expertise in L2 Academic Language: A functional grammar approach*. Paper presented at the annual meeting of American Educational Research Association conference, Montreal, Canada.
- Boscardin, C., Aguirre-Muñoz, Z., Stoker, G., Kim, J., & Kim, M. (2005, April). *Relationship between Opportunity to Learn and Student Performance on English and Algebra*. Paper presented at the annual meeting of American Educational Research Association conference, Montreal, Canada.

- Aguirre-Muñoz, Z. (2004, April). *Assessment, achievement, and placement in bilingual contexts*. Discussant at the annual meeting of American Educational Research Association conference, San Diego, CA.
- Aguirre-Muñoz, Z., Amabisca, A., & Griffin, N. C. (2003, April). *"Teacher Knows Best": Large-Scale Professional Development to Teachers of English Learners*. Paper presented at the annual meeting of American Educational Research Association conference, Chicago, IL.
- Aguirre-Munoz, Z. Boscardin, C. K., & Herman, J. (2003, April). *Standards-Based Assessments-Inflated Claims or Reality?: Towards an Empirically-based Method for Judging Alignment*. Paper presented at the annual meeting of American Educational Research Association conference, Chicago, IL.
- Aguirre-Muñoz, Z., Griffin, N. C., Amabisca, A., & Amoo-Adare, E. (2003, February) *Super-Size My ELD Combo, Please! Providing Quality Large-Scale Professional Development to Teachers of English Learners*. Paper presented at the annual meeting of the National Association for Bilingual Education, New Orleans, LA.
- Aguirre-Muñoz, Z., Amabisca, A., & Griffin, N. C. (2002, May). *Avoiding the ELD Drive-Thru: Improving the Educational Achievement of English Learners Through Quality Professional Development*. Paper presented at the annual meeting of the Language Minority Research Institute, San Francisco, CA.
- Aguirre-Muñoz, Z. (2000, April). *What does knowledge look like?: Mapping English language learners' Conceptual knowledge*. Paper presented at the Annual meeting of American Educational Research Association conference, New Orleans.
- Koency, G., Aguirre-Muñoz, Z., & Kuan, L. (1999, April). *Where research and practice collide: Creating teacher-researcher collaboratives to develop large-scale performance assessment systems*. Interactive symposium at the annual meeting of the National Council for Measurement in Education.
- Aguirre-Muñoz, Z., Kahn, A., Butler, F., & Waltman, K. (1997, March). *Reaching equity in assessment systems: Applying language accommodations to performance assessments*. Paper presented at the annual meeting of American Educational Research Association conference, Chicago, IL.
- Aguirre-Muñoz, Z., Staley, L., Land, B. (1997, November). *From content standards to assessments and back again*. Symposia conducted at the annual meeting of the California Educational Research Association conference, Santa Barbara.
- Baker, E.L., Aguirre-Muñoz, Z., & Waltman, K. (1997, April). *Impact of Rater Knowledge and Cognitive Demands on Technical Quality of Performance Assessment Rating*. Paper presented at the annual meeting of the National Council for Measurement in Education, Chicago, IL.

- Aguirre-Muñoz, Z. (1996, April). *Assessment-driven reform: Tales of the south pacific*. Symposia conducted at the annual meeting of American Educational Research Association conference, New York.
- Aguirre-Muñoz, Z. (1995, April). *The effects of English learner characteristics on teachers' causal attributions of failure*. Paper presented at the annual meeting of the Council of Exceptional Children, Indianapolis, MA.
- Aguirre-Muñoz, Z., April T., Peterson, S. & Revil, J. (1995, March). *Issues of morality in the development of children's expressions of guilt*. Paper presented at the annual meeting of the Social Research of Child Development, Indianapolis, MA.
- Artiles, A. J., Aguirre-Muñoz, Z., & Masino, L. (1995, April). *Predictors of educational placement for at-risk minority students*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Aguirre-Muñoz, Z. (1994, April). *Bilingual education: Problems and prospects*. Paper presented at the annual meeting of the Council of Mexican-American Administrators Conference. Pasadena, CA.
- Trevino, C., Solorzano, D., Villalpando, O., Avalos, J., Aguirre-Muñoz, Z., & Bernal, D. (1994, April). *Multiple Paths to the Ph.D.: A look at the educational experience of Chicanas and Chicanos*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Aguirre-Muñoz, Z., Villalpando, O., Talavera, V., Avalos, J., Diaz, R., & Celaya, L. (1992, February). *Gente in Education: The Chicano/Latino graduate experience*. Interactive symposia at the annual meeting of the Chicano/Latino Intersegmental Convocation, San Francisco, CA.

### ***Non-Peer Reviewed Presentations***

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- Aguirre-Muñoz, Z. & Boscardin, C. K., (2004, September). *Opportunity to learn: Integrating academic language & related processes*. Paper presented at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing (CRESST), Los Angeles, CA.
- Aguirre-Muñoz, Z. & Boscardin, C. K. (2002, September). *Capturing Opportunity to Learn Using Survey Instruments*. Paper presented at the annual meeting of the National Center for Research on Evaluation, Standards and Student Testing (CRESST), Los Angeles, CA.
- Aguirre-Muñoz, Z. (2000, September). *Applying research on assessing reading skills*. Chair at the annual meeting of the National Center for Research on Evaluation, Standards and Student Testing (CRESST), Los Angeles, CA.

- Aguirre-Muñoz, Z. (2000, October). *Measuring higher order thinking skills*. Chair at the Asia-Pacific Economic Cooperation Assessment Conference, Los Angeles, CA.
- Aguirre-Muñoz, Z. (1999, September). *Linguistic Supports: Do they measure up?* Paper presented at the annual meeting of the National Center for Research on Evaluation, Standards and Student Testing (CRESST), Los Angeles, CA.
- Niemi, D. & Aguirre-Muñoz, Z. (1996, September). *Model-based large-scale assessment*. Paper presented at the annual meeting of the National Center for Research on Evaluation, Standards and Student Testing (CRESST), Los Angeles, CA.
- Staley, L. & Aguirre-Muñoz, Z. (1996, August). *How good is good enough?: A first look at standard setting*. Paper presented at the annual Hawaii Federal Programs Conference, Honolulu, HI.
- Aguirre-Muñoz, Z. & Staley, L. (1995, October). *Teacher Tools for assessing students' deep understanding*. Symposia conducted at the District of Columbia Public Schools, Office of Education Research Institute and Research for Better Schools Conference, Washington DC.

### ***Invited Lectures & Seminars***

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- 2008, May      ***Estándares de oportunidad de aprendizaje: Una estrategia para promover equidad escolar.*** [Opportunity to Learn Standards: A strategy for promoting educational equity] Bloom Distinguished Lecture delivered to an audience of 300 at the Universidad de San Carlos, Guatemala City, Guatemala.
- 2008, May      ***Developing national opportunity to learn standards: Benefits and Issues.*** Seminar presented to the Guatemala Ministry of Education Curriculum and Assessment Division at the request of the US AID Standards Project, Guatemala City, Guatemala.
- 2007, April     ***Preparing for Job Talks: What to Expect and What to Avoid.*** Panel Discussion. Division C Graduate Students Committee, AERA, Chicago, IL.
- 2007, April     ***Negotiating Gender and Gender Equity.*** Pre-conference workshop director at the annual meeting of the American Educational Research Association conference, Chicago, IL.
- 2005, February   ***Developing Academic Language Skills.*** Seminar delivered at the request of the California Association for Bilingual Education Conference, Los Angeles, CA.
- 2004, February   ***In Search of “Existence Proof” in NCLB: Challenges for English Learners.*** Keynote Address. California Science and Mathematics

- Projects/FOCUS Third Annual Assessment Conference. Center for Educational Partnerships. UC, Irvine, Irvine, CA.
- 2004, January ***Assessing the Bilingual Child: A Need for a Paradigm Shift.*** Seminar. Lubbock Unified School District, Lubbock, TX.
- 2003, April ***Deciphering Testing.*** Education Writers Association: New Reporters Seminar. EWA National Seminar: No Child Left Behind: Possibilities, Limits, and Loopholes, Chicago, IL.
- 2003, March ***Fundamental assessment issues in the era of high stakes accountability: Implications for English Learners.*** Theoretical foundations of Language Minority Education. Anastasia Amabisca, Lecturer. California State University, Long Beach, School of Education.
- 2003, February ***No Child Left Behind Assessment Issues for English Language Learners.*** Guest Lecture in Policy Analysis in Education. Alison Bailey, Associate Professor. UCLA Graduate School of Education and Information Studies.
- 2002, March ***Prospects of bilingual education in assessment-driven reform: Issues and possibilities.*** Guest Lecture in Language Development and Education. Alison Bailey, Associate Professor. UCLA Graduate School of Education and Information Studies.
- 2000, May ***What bilingual teachers need to know about assessment for English learners.*** Guest Lecture in Language Development and Education. Concepción Valadez, Associate Professor. UCLA Graduate School of Education and Information Studies.
- 1999, December ***Performance-based instruction and assessment: Strategies for bilingual teachers.*** Guest Lecture in Language Development and Education. Concepción Valadez, Associate Professor. UCLA Graduate School of Education and Information Studies.
- 1998, May ***New assessment strategies in education: Implications for English language learners.*** Guest Lecture in Language Development and Education. Concepción Valadez, Associate Professor. UCLA Graduate School of Education and Information Studies.
- 1997, December ***Developing articulated standards-based systems that meet the needs of all students.*** Panel Participant at the U. S. Department of Education Regional Conference on Improving America's Schools. Washington, D.C.

## **TEACHING EXPERIENCE**

<b>Associate Professor</b>	Texas Tech University
8/2004-present	<i>College of Education, Bilingual Education and Diversity Studies.</i> Teaching graduate level courses in first and second language acquisition, bilingual education research, research methodology, assessment of linguistically diverse students, and program evaluation.
<b>Lecturer</b>	California State University, Los Angeles, Charter School of Education, Education Foundations
1997-1998	<i>EDFN 402. Psychological Foundations of Education.</i> Developed and delivered a graduate level course that focused on psychological theories pertaining to education from an historical and comparative perspective. The course was designed to give teachers exposure to prominent psychological paradigms and their impact on both the presentation of curriculum and in student learning.

## **RESEARCH EXPERIENCE**

<b>Co-Principal Investigator</b>	Texas Tech University Center for Research in Leadership and Education
2007-pres.	<i>Project TEACH: Teacher Education Alliance Collaborative for Higher Education.</i> Manages and oversees the design, development, implementation, and administration of a research and evaluation of the impact of program model on pre- and in-service teachers' knowledge and skills pertaining to the instruction of ELLs. (\$1,500,000 5-Year Budget)
2008-pres.	<i>Plains Bridges to the Baccalaureate: Increasing Minorities in Science.</i> Manages and oversees the design, development, implementation, and administration of a research and evaluation of the impact of program activities on program participants' transfer rate, BS completion rate and aspirations and enrollment into post graduate science programs. (\$1,000,000 5-Year Budget)
<b>Senior Research Associate</b>	UC, Los Angeles, Graduate School of Education and Information Studies, 1996-present
2003-2004	<i>Technology-Based Assessment of Language and Literacy (TBALL).</i> Supported the design and implementation of a computer-based literacy instruction and assessment tool for bilingual children ages 3-8. (\$1,200,000 3-Year Budget)
2001-2003	<i>Office of Naval Research-Knowledge, Maps, and Tools Project.</i> Supported the design of a computer-based problem solving authoring and

assessment tool. Prepared plans for research and evaluation tasks. (\$500,000 2-Year Budget)

2000-2004 ***Consequences and Validity of Performance Assessments for English Learners.*** Managed and oversaw the design, development, implementation, and administration of a large-scale investigation of the impact of assessment-driven reform on the achievement of English learners. Coordinated and conducted professional development, data analysis, as well as prepared plans for and reports of research and evaluation tasks. (\$300,000 3-Year Budget)

1999-2002 ***Inglewood Unified School District Assessment Development Project.*** Managed and oversaw the design, development, implementation, and administration of alternative assessments in language arts and mathematics at multiple grade levels (4-11). Coordinated and conducted professional development, data analysis, as well as prepared plans for and reports of research and evaluation tasks. (\$150,00 3-Year Budget)

1999-2002 ***Chicago Public Schools Assessment Project.*** Managed and oversaw the design, development, implementation, and administration of alternative and traditional assessments in language arts, mathematics, history/ social studies, and science at multiple secondary grade levels. Coordinated and conducted data analysis as well as prepared plans for and reports of research and evaluation tasks. (\$600,000 3-Year Budget)

1996-2002 ***Los Angeles Unified School District Assessment and Accountability Project.*** Supported the design, development, implementation, and administration of alternative assessments in language arts and history/social studies for multiple grade levels. Coordinated and prepared plans for and reports of research and evaluation tasks. Coordinated the development of Spanish language and new assessment technologies. (5,000,000 7-Year Budget)

***Staff Researcher*** UC, Los Angeles, Graduate School of Education and Information Studies, 1996-present

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1997-1999 ***Los Angeles Unified School District Assessment and Accountability Project.*** Supported the design, development, implementation, and administration of alternative assessments in history/social studies for multiple grade levels. Coordinated and prepares plans for and reports of research and evaluation tasks. Coordinated the development of Spanish language and alternative assessment technologies.

## **PROGRAM EVALUATION EXPERIENCE**

		Texas Tech University Center for Research in Leadership and Education
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2007-present	<b>Lubbock Independent School District At-Risk and Drop Out Prevention Office.</b> Designed and currently implementing a needs assessment for district-wide programming for services targeting Latino and African-American students at high risk for dropping out of school.	
2007-present	<b>Region 17 Education Service Center Curriculum and Accountability Office.</b> Designed and currently implementing an evaluation of computer-based tools to support the achievement of K-12 students in reading and mathematic in Region 17 service area (59 school districts in West Texas).	
		UC, Los Angeles, Graduate School of Education and Information Studies, 1996-present
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2001-2003	<b>California Professional Development Program Institutes.</b> The goal of the California Professional Development Institutes was to improve teacher content and pedagogical knowledge. Managed and developed a state-wide evaluation plan for the English/Language Arts CPDIs program addressing needs of English language learners.	
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		Diverse Solutions Inc.
1998	<b>Hispanic Education and Media Group.</b> The Hispanic Education and Media Group (HEMG) is an organization that is dedicated to the improvement of the education retention rates of Latino students. Designed and implemented an evaluation study for the first cohort of students who received the HEMG culture-specific multicultural curriculum.	
1997	<b>I Have a Dream Foundation.</b> The I Have a Dream Foundation is a national program to increase educational opportunities for high-risk inner city youth. Developed and created a database designed to compile program information to monitor student progress and program effectiveness.	
1996	<b>Family Partnership Program.</b> The Family Partnership program is an after school program designed to motivate and improve the educational experiences of Latino elementary school students. Developed and implemented evaluation measures to determine program effectiveness.	

## **CONSULTING ACTIVITIES**

### ***International Expert***

Juarez & Associates Inc.

2008-present ***Guatemala Educational Research Standards Project.*** Provide technical assistance to US AID project personnel and the Guatemala Ministry of Education on the development of national opportunity to learn standards to monitor educational reform goals.

### ***Professional Expert***

Los Angeles County Office of Education (LACOE)

2002-present ***Research, Evaluation, and Assessment Division.*** Provide technical assistance to districts in developing and aligning benchmark assessments to the ELA content standards and other state assessments; Assist LACOE Assessment Director with the development and review of California Department of Education (CDE) assessment materials in English and Spanish in the CDE Web site, and distributed through the CDE listserves for the various state testing programs; Provide on-going support to schools for the evaluation of the Comprehensive School Reform program, Immediate Intervention/Under Performing School Program, and High Priority School Grant program.

UCLA Center for Research on Evaluation,  
Standards & Student Testing,  
Center for the Study of Evaluation

### ***Research & Evaluation Consultant***

7/2004-12/2005 ***Consequences of Educational Reform Project.*** Provided technical assistance to senior staff in the final analysis and reporting of an investigation of the impact of assessment-driven reform on the achievement of English learners. Assist with the coordination of data analysis, as well as reports of research findings. Collaborate in research and development efforts including grant proposal writing.

## **TEACHING ACTIVITIES AT TEXAS TECH UNIVERSITY**

EDBL 3334 Dual Language and Cognitive Development in Bilingual Programs  
EDBL 3337 Teaching Strategies for ESL and Content-Area Teachers of Limited English Proficient Students  
EDBL 5334 First and Second Language Acquisition  
EPSY 5385 Introduction to Social Research Methodology  
EDBL 7000.005 Graduate Seminar on Equity and Fairness in the Assessment of Linguistically Diverse Student Populations  
EDBL 7000.003 Graduate Seminar on Evaluation of Special Programs and Populations

## **GRADUATE STUDENT ADVISING & COMMITTEE MEMBERSHIP**

Elizabeth Cortes	Curriculum & Instruction	2006-2008
Dana Manning	Curriculum & Instruction	2006-2008
Nanette Montes	Curriculum & Instruction	2005-present

## **COLLEGE & UNIVERSITY SERVICE**

### College of Education, Faculty Council, Texas Tech University

9/2007-2009 **Member**. The Faculty Council is a vehicle for faculty governance, the empowerment of faculty to recommend policy directly related to the conduct and quality of faculty life in the College of Education. The Faculty Council facilitates processes by which faculty may be fully involved in deliberation and recommendation.

### Graduate Academic Affairs Committee, Texas Tech University

9/2007-2010 **Chair (08-09) Member (07-08)**. The committee has the responsibility of maintaining oversight of all matters related to the quality of graduate education, in both masters and doctoral programs and in advanced certification programs.

### Teacher Certification & Undergraduate Academic Affairs Committee, Texas Tech University

9/2006-2007 **Member**. The Texas Tech College of Education Teacher Certification & Undergraduate Academic Affairs Committee reviews course development and modification proposals for the college of education.

### College of Education Scholarship Committee, Texas Tech University

2/2006-2007. **Member**. The Texas Tech College of Education Scholarship awards continuing students merit and need-based awards to deserving undergraduate and graduate students.

### Annual All University Conference on the Advancement of Women in Higher Education Steering Committee, Texas Tech University

9/2005-2007 **Member**. The All University Conference on the Advancement of Women in Higher Education is sponsored annually by the Women's Studies Council and the Office of Women's Studies. Sponsors for the 2006 conference gratefully acknowledge include the Administration of Texas Tech University and Texas Tech Health Sciences Center; the Student Union Building staff; the members of the Women's Studies Community Connection and Ryan Madrid.

### Mentor Tech Mentoring Program, Texas Tech University

8/2005-2006 **Mentor**. Mentor Tech Mentoring Program is designed to increase the retention of underrepresented student groups at the undergraduate and graduate levels at Texas Tech University. The program offers a range of services to students to assist with academic, financial and social needs of the students.

Diversity and Excellence Award Committee, Office Of the President, Texas Tech University  
2004-2006 **2004 Member; 2005 Chair.** Diversity and Excellence Award Committee selects nominated faculty, staff and students for this award. The award is designed to recognize and promote activities on and off campus that impact diversity on campus.

McNair Advisory Committee (MAC), Texas Tech University  
9/2004-2005 **Member.** The McNair Advisory Committee (MAC) is charged with promoting educational opportunity to first generation college students from limited income backgrounds. The committee offers annual scholarships to deserving underserved students.

Kappa Delta Pi Honor Society in Education, Texas Tech University  
2004-2005 **Adviser.** Kappa Delta Pi Honor Society is dedicated to: scholarship and excellence in education; the development and dissemination of worthy educational ideas and practices; the continuous growth of leadership of its diverse members; inquiry and reflection on significant educational issues; and a high degree of educational fellowship.

## **STATE & NATIONAL SERVICE**

Texas Education Certification Committee for the Bilingual Target Language Proficiency Test, Texas Education Agency  
2007-2008 **Member.** Provides expertise and support to the development of the frameworks and items for the new language proficiency test all bilingual teachers are required to pass for certification.

Committee on Scholars and Advocates on Gender Equity (SAGE), American Education Research Association  
2006-2009 **2007-2009 Chair. Chair Designate in 2006-2007.** SAGE focuses on research and action for gender equity and invites members who engage in gender equity research and advocacy to look to the committee as a resource and voice for their interests.

Social Justice Action Committee (SJAC), American Education Research Association  
2008-2009 **Member.** SJAC is charged to ensure that the programs of AERA including the annual meeting commits to promoting the diverse demographic representation of the membership and to advance educational research with a focus on disadvantaged populations in society.

Division C: Learning and Instruction, American Education Research Association  
2006-2007 **Literacy and Language Arts Section Chair.** Organized the review, selection, and scheduling for accepted proposals for the national AERA conference (38,000 members).

2006-present **Graduate Student Committee Advisor.** Oversee and advise graduate student committee members and activities at local and national events.

*Presidential Taskforce for the Review of AERA/APA/NCME Educational and Psychological Testing Standards*, American Education Research Association

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2007 **Member.** This committee was charged with reviewing and making recommendations for both content and committee membership for the next edition of the AERA/APA/NCME Educational and Psychological Testing Standards, the gold standard in testing practices, which is published by these three organizations.

*American Education Research Association Proposal Reviewer*

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2005-present Divisions C, H, and Bilingual Sig.

*Journal of Latinos and Education Reviewer*

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2004-present Editors: Enrique Murrillo & Juan. S. Muñoz

*Journal of Thought Reviewer*

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2007-present Editor: Doug Simpson

*Statewide Pupil Assessment Review Panel (SPAR) Sensitivity Review Panel*, California State Board of Education

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2004 **Member.** Participated in regularly scheduled meetings for the purpose of reviewing the sensitivity of all of the State Testing and Reporting (STAR) & California High School Exit Exam (CAHSEE) items at all grade levels and content areas, including inappropriate or offensive content and potential areas of bias.

## **COMMUNITY SERVICE**

*Harwell Elementary School Outdoor Education Center Committee*, Lubbock Texas

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8/2004-2008 **Member.** Outdoor Education Center Committee collaborates with Texas Tech and local community agencies to plan and develop an outdoor classroom that promotes learning in the life sciences. Obtained \$10,000 towards construction of Center from LOWE's Education Foundation.

*Mother/Daughter Program (MD) Development Committee*, American Association of University Women, Lubbock, Texas Branch

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10/2005-2007 **Member.** American Association of University Women promotes education and equity for women and girls thru its wide range of services and fundraising activities. The Lubbock MD program aims to increase the motivation of middle school girls of underrepresented groups and their mothers to prepare for and eventually complete a college education. Obtained \$8,000 to offset the cost of a summer enrichment program from the Lubbock Area Foundation.

*Harwell Elementary School Advisory Committee, Lubbock Texas*

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8/2004-2006 **Member.** Harwell Elementary Advisory Committee advises the principle on matters related to the education of students in the Two-Way Language Immersion Program. The committee is committed to the recruitment of families entering the program, dissemination of program materials, and beautification of the campus. Obtained \$2,000 to offset the cost of a summer robotics enrichment program from the Lubbock Area Foundation

***MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS***

American Education Research Association  
National Association for Bilingual Education  
Teachers of English to Students of Other Languages  
Texas Association for Bilingual Education