

APPENDIX V – 293

Francesca A. López, PhD

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College of Education
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EDUCATION

- Ph.D., 2008 **University of Arizona College of Education**, Tucson, AZ
Educational Psychology
- M.A., 2002 **University of Texas at El Paso**, El Paso, TX
Educational Psychology and Special Services, Counseling
- B.A., 1998 **Our Lady of the Lake University**, San Antonio, TX
Liberal Arts *cum laude*
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PROFESSIONAL POSITIONS

ACADEMIC

- University of Arizona**, Tucson, AZ
Associate Professor, *College of Education*, 2013 – present
Educational Policy Studies and Practice, 2016 – present
Teaching Learning & Sociocultural Studies (affiliate) 2016 - present
Educational Psychology, 2013 – 2015
- College of Agriculture & Life Sciences*
Family Studies and Human Development (affiliate) 2015 - present
- Graduate Interdisciplinary Program*
Second Language Acquisition and Teaching (affiliate) 2016 - present
- Marquette University**, Milwaukee, WI
Assistant Professor, *College of Education*, 2008 – 2013
Educational Policy and Leadership Studies, 2008 – 2013

OTHER EXPERIENCE

- 2003-2004 **At-Risk Guidance Counselor**
Andress High School
El Paso Independent School District, El Paso, Texas
- 2002-2003 **Coordinator of Advisement**
Partnership in Teacher Education

University of Texas at El Paso

- 2001-2002 **Bilingual Literacy Leader**
Roosevelt Elementary
El Paso Independent School District, El Paso, Texas
- 2000-2001 **Bilingual Teacher, 4th grade**
Roosevelt Elementary
El Paso Independent School District, El Paso, Texas
- 1998-2000 **Bilingual Elementary Teacher, 3rd and 5th grade**
Loma Terrace Elementary
Ysleta Independent School District, El Paso, Texas

Certification and Licensure

- Texas State Board for Educator Certification, Teacher Certificate, Bilingual/ESL Spanish Grades 1-6 (life)
- Texas State Board for Educator Certification School Counselor, Grades Pre-K-12 06/2002 (not current)

HONORS AND AWARDS

- 2017 English Language Learners Policy Fellow, Stanford Working Group
- 2016 Maria Urquides Laureate Award, University of Arizona College of Education
- 2015 Fellow, National Education Policy Center
- 2015 Visiting Fellow, Arizona State University, Program for Transborder Communities
- 2014 Erasmus Circle Fellow, University of Arizona College of Education
- 2013-2015 National Academy of Education/Spencer Postdoctoral Fellowship
- 2013 Nominated by Marquette University as a Diverse: Issues in Higher Education Emerging Scholar
- 2012 Marquette University Way Klinger Young Scholar Research Award
- 2012 Invited to attend Sixth Annual HBCU, HIS, and Tribal Colleges/Native American Institutions Invitational Conference
- 2007-2008 University of Arizona Graduate College Underrepresented Student Dissertation Award

SCHOLARLY ACTIVITY

Funded Grants/Fellowships

2016-2021	Co-Principal Investigator. <i>Pathways to Doctoral Studies in Education-Related Fields: Underrepresented Students AWARDSS Training Program</i> . Institute of Education Sciences. (PI: Michelle Perfect, Co-PI: Laura Lunsford). (\$1,072,978).
2014-2015	Principal Investigator. <i>Network for Public Education's 2014 State Report Card on Public Education</i> . Network for Public Education (\$40,610).
2013-2015	Principal Investigator. <i>Addressing the Need for Explicit Evidence on the Role of Culturally Responsive Teaching and Achievement among Latino Youth</i> . National Academy of Education/Spencer Postdoctoral Fellowship. (\$55,000).
2010-2012	Principal Investigator. <i>English language learners and state implementation of language acquisition policies: Achievement in reading, math, and science</i> . American Educational Research Association Research Grants (\$35,000)
2010-2012	Principal Investigator with Brenda Gorman. <i>Teaching practices and the development of language and literacy: Validation of two observation protocols in Head Start classrooms</i> . Marquette Regular Research Grant Program (\$10,000)
2011	Principal Investigator. <i>The developmental trajectory of ethnic identity among Hispanic Youth</i> . Marquette Summer Faculty Fellowship Program (\$5,500)
2009-2011	Principal Investigator. <i>Can instructional and emotional support influence the effectiveness of language acquisition methods for English language learners?</i> American Psychological Association, Division 15 Early Career Grant (\$7,500)
2009-2010	Marquette University <i>Who Counts Curriculum Development Grant</i> (\$3,500)
2008-2009	Principal Investigator. <i>English language learners and state implementation of language acquisition policies</i> . Marquette Summer Faculty Fellowship and Regular Research Grant Program (\$8,000)

Grants/Fellowships Under Review

2017-2022	Co- Principal Investigator. (PI: Carol Brochin; Co-PIs: Leah Durán; Erin Turner). <i>Building Capacity of Dual Language and ESL Teachers in Arizona</i> . The National Professional Development (NPD) Program CFDA 84.365Z. (\$2,750,000).
2018-2020	Principal Investigator. (Co-PIs: Dynah Oviedo, Halley Frietas, Jill Koyama, Kevin Henry, Mary Carol Combs). <i>Sustaining Research and Practice Partnerships and Building Capacity between Higher Education and K-12 Institutions</i> . Spencer Foundation. (\$396,357).
2018-2019	Principal Investigator. <i>Augmenting Research with Qualitative Repertoires</i> . Spencer Foundation Mid-Career Fellowship. (\$150,000).

Articles in Peer Reviewed Journals (*invited; † student)

- †Cruze, A., †Cota, M., & **López, F.** (under review). A decade of Arizona Structured English Immersion: Has institutionalization improved practice? *Teachers College Record*.
- *Matthews, J., & **López, F.** (under review for Special Issue). Speaking their language: The role of cultural content integration and Spanish language for mathematics achievement among Latino children. *Contemporary Educational Psychology*.
- ***López, F.**, & Santibañez, L. (under review for Special Issue). Teacher preparation to teach English learners and policy implications. *Education Policy Analysis Archives*.
- López, F.** (2017). Altering the trajectory of the self-fulfilling prophesy: Asset-based pedagogy and classroom dynamics. *Journal of Teacher Education*, 68, 193-212.
- López, F.** (2016). When desegregation limits opportunities to Latino youth: The strange case of the Tucson Unified School District. *Chicana/o Latina/o Law Review*, 34, 1-33.
- *Berends, M., Ladwig, J., **López, F.**, Puntambekar, S., Turner, J., & Wilson, S. (2016). Editorial: A statement from the editors of the inaugural unified AERJ. *American Educational Research Journal*, 53, 3-5.
- López, F.** (2016). Teacher reports of culturally responsive teaching and Latino students' reading achievement in Arizona. *Teachers College Record*, 118(5).
- López, F.**, McEneaney, E., & Nieswandt, M. (2015). Language instruction educational programs and academic achievement of Latino English learners: Considerations for states with changing demographics. *American Journal of Education*, 121, 417-450.
- Orozco, R., & **López, F.** (2015). SB 1070: Mexican American student stress and achievement. *Education Policy Analysis Archives*, 23(42). <http://dx.doi.org/10.14507/epaa.v23.1808>
- López, F.**, Scanlan, M., & Gorman, B. (2014). Language modeling and reading achievement: Variations across different types of language acquisition settings. *Reading & Writing Quarterly*, 31, 1-29.
- McEneaney, E., **López, F.**, & Nieswandt, M. (2014). Instructional models for the acquisition of English as bridges into school science: Effects on the science achievement of U.S. Hispanic English language learners. *Learning Environments Research*, 17, 305-318.
- ***López, F.**, & Iribarren, J. (2014). Creating and sustaining inclusive instructional settings for English language learners: Why, what and how. *Theory Into Practice*, 53, 106-114.
- López, F.**, Heilig, J., & †Schram, J. (2013). A story within a story: Culturally responsive schooling and American Indian and Alaska Native achievement in the National Indian Education Study. *American Journal of Education*, 119, 513-538.

- Kim, S. Y., Newhill, C. E., & López, F. (2013). Latino acculturation and perceived educational achievement: Evidence for a bidimensional model of acculturation among Mexican-American Children. *Journal of Human Behavior in the Social Environment*, 23, 37-52.
- López, F., Scanlan, M., & Gundrum, B. (2013). Preparing teachers of English language learners: Empirical evidence and policy implications. *Education Policy Analysis Archives*, 21. <http://epaa.asu.edu/ojs/article/view/1132>
- López, F. (2012). Moderators of language acquisition models and reading achievement for English language learners: The role of emotional warmth and instructional support. *Teachers College Record*, 114(8), 1-30.
- Scanlan, M., & López, F. (2012). ¡Vamos! How school leaders promote equity and excellence for culturally and linguistically diverse students. *Educational Administration Quarterly*, 48, 583-625.
- López, F., & McEneaney, E. (2012). English language learners and state language acquisition policies. *Educational Policy*, 26, 418-464.
- López, F., Thompson, S., & Walker-Dalhouse, D. (2011). Examining the trajectory of differentially-skilled first graders' reading fluency of words in isolation and in context. *Reading & Writing Quarterly*, 27, 281-305.
- López, F. (2011). The nongeneralizability of classroom dynamics as predictors of achievement for Hispanic Students in upper elementary grades. *Hispanic Journal of Behavioral Sciences*, 33, 350-376.
- López, F., Olson, A., & Bansal, N. (2011). Creating composite age groups to smooth percentile rank distributions of small samples. *Journal of Psychoeducational Assessment*, 29, 171-183.
- López, F., & Thompson, S. (2011). The relationship among measures of written expression using curriculum-based measurement and the Arizona Instrument to Measure Skills at the middle school level. *Reading & Writing Quarterly*, 27, 129-152.
- López, F. (2010). Identity and motivation among English language learners in disparate educational contexts. *Education Policy Analysis Archives*, 18. Available at <http://epaa.asu.edu/ojs/article/view/717>
- Featured in Education Week's Blogs, *Learning the Language*
http://blogs.edweek.org/edweek/learning-the-language/2010/08/texas_ells_feel_better_about_e.html
- López, F. (2009). Development considerations and acculturation of children: Measures and issues. *Hispanic Journal of Behavioral Sciences*, 31, 57-72.
- Bauman, S., & Steiner, R., & López, F. (2007). Graphical features of print questionnaires: Effect on responses of middle school students. *Journal of School Counseling*, 5(12). Available at <http://www.jsc.montana.edu/articles/v5n12.pdf>

Scholarly Books

López, F. (forthcoming). *Asset Pedagogies in Latino Youth Identity and Achievement: Nurturing Confianza*. New York: Routledge.

Scanlan, M., & **López, F.** (2014). *Organizing schools to serve linguistically and culturally diverse students*. New York: Routledge.

Book Chapters (*invited; † student)
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***López, F.** (2016). Contextual considerations for the development of identity and achievement of Latino youth. In J. Decuir-Gunby, & P. Schutz (Eds.), *Researching race and ethnicity in the study of learning and motivation in social and cultural contexts* (pp. 133-151). New York, NY: Routledge.

***López, F.** (2016). Language education policies and youth. In Nichols, S. L. (Ed.), *Educational Policy and the Socialization of Youth for the 21st Century* (pp. 105-122). Charlotte, NC: Information Age.

*Scanlan, M., & **López, F.** (2013). English language learners: The history and practice of bilingual students of many languages. In L. Tillman and J. Scheurich (Eds.), *Handbook of Research on Educational Leadership for Diversity and Equity* (pp. 380-404). New York, NY: Routledge.

***López, F.** (2016). Language education policies in the Common Core era: Policy initiatives that affect English learners and emergent bilingualism. In Proctor, P., A. Boardman, & F. Hiebert (Eds.), *English learners and Emergent Bilingualism in the Common Core Era* (pp. 3-19). New York, NY: Guilford Press.

***López, F.**, Scanlan, M., & Proctor, C.P. (2015). The use of formative data to improve instruction of English language learners and evaluation of teachers. In R. Allington & R. Gabriel (Eds.), *Evaluating literacy instruction: Principles and promising practices* (pp. 134-150). New York, NY: Routledge.

*Kelsey, I., & Campuzano, C. & **López, F.** (2015). Inclusive leadership and English learners. In G. Theoharis & M. Scanlan (Eds.), *Leadership for increasingly diverse schools* (pp. 82-100). New York, NY: Routledge.

*Heilig, J., **López, F.**, & †Torre, D. (2013). Examining ELL teacher quality, educational policy, and evolving political contexts in Latina/o growth states. In C. M. Wilson & S. D. Horsford (Eds.), *Advancing equity and achievement in diverse U.S. schools* (pp. 41-56). New York, NY: Routledge.

***López, F. A.**, & Good, T. L. (2008). The informal curriculum. In T. L. Good (Ed.) *21st Century Education: A Reference Handbook* (pp. 639-648). Thousand Oaks, CA: Sage.

Policy Reports and Working Papers (*invited; † student)
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López, F., † Vriesema, C., † Ohalloran, D., † Bukoski, E., † Clark, J., † Clough, L., & † Caspersen, R. (2015). Report to the Network for Public Education: 2015 State Report Card.

- <http://dianeravitch.net/2016/02/05/please-help-to-circulate-the-npe-report-to-school-leaders-and-legislators/>
- <https://www.washingtonpost.com/news/answer-sheet/wp/2016/02/02/how-do-states-support-their-public-schools-badly-a-new-50-state-report-card-shows/>
- http://www.huffingtonpost.com/john-thompson/the-npe-grade-card-gives_b_9143178.html

López, F. & † Olson, A. (2013). Report to the Network for Public Education: Charter and traditional public school achievement on 4th and 8th grade 2011 reading and mathematics NAEP. Featured in

- <http://inthesetimes.com/article/18352/10-years-after-katrina-new-orleans-all-charter-district-has-proven-a-failur> (8/28/2015)
- http://www.huffingtonpost.com/mercedes-schneider/louisiana-charters-are-by_b_8063100.html (9/1/2015)
- https://www.washingtonpost.com/news/answer-sheet/wp/2016/02/02/how-do-states-support-their-public-schools-badly-a-new-50-state-report-card-shows/?utm_term=.ed35f8f534d2 (2/2/2016)
- <http://www.edweek.org/ew/articles/2016/02/10/advocacy-group-slams-states-for-overtesting-other.html> (2/9/2016)

***López, F.** (2014). *Response to Betts and Tang Rebuttal*. Boulder, CO: National Education Policy Center. <http://nepc.colorado.edu/think-tank-reviews>

Reposted on Diane Ravitch's Blog: <http://dianeravitch.net/2014/11/11/lopez-responds-to-betts-and-tang/>

***López, F.** (2014). *Review of "A Meta-Analysis of the Literature on the Effect of Charter Schools on Student Achievement."* Boulder, CO: National Education Policy Center.

<http://nepc.colorado.edu/think-tank-reviews>

Reposted on Diane Ravitch's Blog: <http://dianeravitch.net/2014/10/07/nepc-latest-charter-school-meta-study-exaggerates-their-benefits/>

*López, F. (2014). *The critical role of educational leaders in dual language programs designed for dual language learners*. National Research Summit on the Early Care and Education of Dual Language Learners.

*López, F. (2013). All teachers need English learner training. Stanford, CA: Policy Analysis for California Education. <http://www.edpolicyinca.org/blog/all-teachers-need-english-learner-training>

Blog Posts (*invited; † student)

*López, F. (2013). “Does not compute”: *Teach for America Mathematica Study deceptive?* Cloaking Inequity. <http://cloakinginequity.com/2013/09/23/does-not-compute-teach-for-america-mathematica-study-is-deceptive/>

Encyclopedia Entries (*invited; † student)

*López, F. (2015). *Bilingual education and classroom management*. In W. G. Scarlett (Ed.), *Encyclopedia of Classroom Management*. Thousand Oaks, CA: Sage.

*López, F., & †Schram, J. (2015). *Native Americans and the culture of classrooms*. In W. G. Scarlett (Ed.), *Encyclopedia of Classroom Management*. Thousand Oaks, CA: Sage.

Scholarly Presentations (*invited; † student)

*López, F. (May, 2017). *The role of culture and context in Latino students’ motivation*. Invited panelist in Division C symposium “How can educational psychology become more culturally relevant: Re-imagining traditional educational psychology concepts” at the 2017 annual meetings of the American Educational Research Association, San Antonio, TX.

López, F., Jayakumar, U., & Romero, A. (May, 2017). *The Colorblinding of the Segregation Policy: Expanding Interest Convergence Beyond the Black-White Paradigm*. Invited panelist in Division G, Section 4 (Social Contexts of Educational Policy and Politics) symposium “Interest Convergence in a “Post-Racial” Policy Era: Expanding on Bell’s Concept to Address Contemporary Racism” at the 2017 annual meetings of the American Educational Research Association, San Antonio, TX.

*López, F. (April, 2017). *Language education policies and Latino youth*. Invited panelist for University of Texas at San Antonio symposium “Policy problems and solutions for 21st century youth.” San Antonio, TX.

Scanlan, M., Lowenhaupt, R., & López, F. (April, 2017). *Educational equity for refugee populations: A review of the literature*. Paper presented the annual meetings of the American Educational Research Association, San Antonio, TX.

†Cruze, A., †Cota, M., & López, F. (April, 2017). *A decade after Arizona SEI: Teachers’ perspectives on implementation of SEI and alternative approaches*. Paper presented the annual meetings of the American Educational Research Association, San Antonio, TX.

*Santibañez, L. & **López, F.** (January, 2017). *Preparing California teachers for English language learners: Implications of Proposition 58*. Presentation at the Policy Analysis for California Education (PACE) Research and Policy Conference, Sacramento, CA.

Scanlan, M., Lowenhaupt, R., & **López, F.** (January, 2017). *Educational equity for refugee populations: A review of the literature*. Paper presented at the annual meetings of the International Congress for School Effectiveness and Improvement convention, Ottawa, Canada.

^tOviedo, D., & **López, F.** (December, 2016). *Developing and sustaining research and practice partnerships between higher education and K-12 institutions*. Paper presented at the annual meetings of the Arizona Educational Research Organization, Phoenix, AZ.

Scanlan, M., Lowenhaupt, R., & **López, F.** (November, 2016). *Opportunities to learn for refugee populations: A review of the literature*. Paper presented at the annual meetings of the UCEA convention, Detroit, Michigan.

***López, F.** (September, 2016). *Competencies of teachers of transnational Students: Do they have the language and cultural skills?* Paper presented at the Binational Conference, The Students We Share/*Los Estudiantes Que Compartimos* UC-Mexico Initiative. Mexico City, México.

***López, F.** (August, 2016). *Asset-based pedagogy and classroom dynamics*. Invited Presidential Session. Annual meetings of the American Psychological Association, Denver, CO.

Session Chair (Co-Chair: Jamaal Matthews) for Division C Affirmative Action Council: "Expanding learning opportunities for underserved students: The role of public scholarship," annual meetings of the American Educational Research Association, Washington, DC, 2016.

***López, F.** (April, 2016). Asset based pedagogies and Latino students' achievement and identity. Invited panelist in symposium *Researching race and ethnicity in the study of motivation in educational contexts* at the 2016 annual meetings of the American Educational Research Association, Washington, DC.

^tO'Halloran, D., & **López, F.** (April, 2016). *Lack of new teacher induction and mentorship by states and the link to high attrition*. Paper presented at the 2016 annual meetings of the American Educational Research Association, Washington, D.C.

López, F., ^tLabistre, A., & Olson, A. (August, 2015). *Marsh's model of self-concept: Contemporary considerations*. Poster presented at the 2015 annual meetings of the American Psychological Association, Toronto, Canada.

Session Co-Chair (Chair: Jessica Decuir-Gunby) for Division C Affirmative Action Council: "Asset Based Pedagogies and Educational Outcomes," annual meetings of the American Educational Research Association, Chicago, 2015.

Romero, A., **López, F.**, ^tRodas, J. M. (November, 2014). *The role of multicultural education in the development of ethnic identity*. Panel member at the annual meetings of the National Association for Multicultural Educators, Tucson, AZ.

- López, F.** (October, 2014). *The critical role of educational leaders in dual language programs designed for dual language learners*. Paper presented at the National Research Summit on the Early Care and Education of Dual Language Learners, Washington DC.
- Edwards, L., & **López, F.** (October, 2014). *Development of a brief measure of Latina/o bicultural efficacy*. Poster presented at the 2014 Biennial Conference of the National Latino/a Psychological Association, Albuquerque, NM.
- ^tGonzalez, M. M. O., & **López, F.** (August, 2014). *Contextual considerations of Latino children's perceived discrimination and ethnic identity*. Poster presented at the 2014 annual meetings of the American Psychological Association, Washington, DC.
- ***López, F.** with P. Schutz, T. M. Chavous, J. T. Decuir-Gunby, C. Hudley, & A. Zusho. (April, 2014). *Race and Ethnicity in Study of Learning and Motivation in Social and Cultural Contexts*. Invited town hall symposium at the 2014 annual meetings of the American Educational Research Association, Philadelphia, PA.
- ***López, F.** (April, 2014). *Teaching and learning outcomes for English learners: Contextual considerations for researchers*. Paper presented in special session, "Methodological and Assessment Considerations in Conducting Research with Underrepresented Groups," invited by the American Educational Research Association's Affirmative Action Council, Division C, for the 2014 annual meetings of the American Educational Research Association, Philadelphia, PA.
- López, F.** (April, 2014). *Culturally responsive teaching and Latino ethnic identity*. Poster presented at the 2014 annual meetings of the American Educational Research Association, Philadelphia, PA.
- ***López, F.** (April, 2014). *Addressing the need for explicit evidence on the role of culturally responsive teaching and achievement among Latino youth: Preliminary findings for the Spencer/National Academy of Education Postdoctoral Fellowship*. Poster presented at the 2014 annual meetings of the American Educational Research Association, Philadelphia, PA.
- ***López, F.** with Peterson, D., Goatley, G., Gabriel, R., Hoffman, J. (December, 2013). *Evaluating literacy instruction: Principles and promising practices*. Panel at the 2013 annual meetings of the Literacy Research Association, Dallas, TX.
- Heilig, J., **López, F.**, & ^uTorre, D. (April, 2013) *Examining teacher quality, educational policy and English learners in Latina/o growth States*. Paper presented at the 2013 annual meetings of the American Educational Research Association, San Francisco, CA.
- Gorman, B., ^tDuran, L., & **López, F.** (November, 2012). *Tier 2 language and literacy intervention for diverse preschool children*. Paper presented at the 2012 Annual Meetings of the American Speech-Language-Hearing Association, Atlanta, GA.
- López, F.**, McEneaney, E., Nieswandt, M., & ^tGeronime, L. (April, 2012). *Language acquisition policies as bridges into science for ELLs*. Paper presented the 2012 Annual Meetings of the American Educational Research Association, Vancouver, B.C., Canada.

- López, F.,** Heilig, J., & ^tSchram, J. (April, 2012). *The role of teachers in culturally responsive schooling for American Indian and Alaskan Native students*. Paper presented at the 2012 Annual Meetings of the American Educational Research Association, Vancouver, B.C., Canada.
- López, F.** (August, 2011). *The relationship between instructional and emotional support and the effectiveness of language acquisition methods for English language learners*. Poster presented at the 2011 Annual Meetings of the American Psychological Association, Washington, D.C.
- Wiley, C. R. H., & **López, F.** (August, 2011). *Does the relationship between achievement and student-and teacher-level characteristics look different depending on the score metric?* Poster presented at the 2011 Annual Meetings of the American Psychological Association, Washington, D.C.
- Scanlan, M., & **López, F.** (April, 2011). *School leadership promoting equity and excellence for bilingual students*. Paper presented at the 2011 Annual Meetings of the American Educational Research Association. New Orleans, LA.
- López, F.** (March, 2011). *The relationship between instructional and emotional support and the effectiveness of language acquisition methods for English language learners*. Paper presented at the 2011 Annual Meetings of the University of Wisconsin Milwaukee School of Education, Milwaukee, WI.
- ^tKim, Y., **López, F.,** Engel, R. J., & Koeske, G. (January, 2011). *The impact of biculturalism and discrimination on perceptions of scholastic competence among immigrant Latino youth*. Paper presented at the Annual Meetings of the Society for Social Work and Research, Tampa, FL.
- Scanlan, M., & **López, F.** (October, 2010). *School leadership promoting equity and excellence for bilingual students*. Paper presented at the Annual Meetings of the University Council for Educational Administration, New Orleans, LA.
- McEneaney, E., **López, F.,** & Nieswandt, M. (June, 2010). *Language acquisition models as bridges into school science: Effects on science achievement of U.S. Hispanic English language learners*. Paper presented at the annual meetings of the World Conference on Science and Technology Education, Tartu, Estonia.
- López, F.,** & McEneaney, E. (April, 2010). *English language learners and interpretations of state and federal assessments: Disparate educational reform*. Paper presented at the 2010 annual meetings of the American Educational Research Association, Denver, CO.
- López, F.,** & ^tWiley, C. (August, 2009). *External validity threats and predictors of scholastic competence among English language learners*. Poster presented at the Annual Meetings of the American Psychological Association, Toronto, Canada.
- López, F.** (August, 2008). *Educational policy and English language learner performance: NAEP and state assessments*. Poster presented at the Annual Meetings of the American Psychological Association, Boston, MA.
- López, F.** (March, 2008). *Acculturation and perceived scholastic competence*. Paper presented at the Annual Meetings of the American Educational Research Association, New York, NY.

Thompson, S., & **López, F.** (February, 2008). *Universal screening: Oral reading fluency versus word identification fluency*. Paper presented at the Annual Meetings of the National Association of School Psychologists, New Orleans, LA.

López, F., & Thompson, S. (October, 2006). *The relationship of CBM writing data and AIMS writing scores at the middle school level*. Paper presented at the annual meetings of the Arizona Educational Research Organization, Phoenix, AZ.

López, F., & Johnson, S. W. (November, 2005). *Childhood teasing and adult self-concept*. Paper presented at the annual meeting of the Texas Counseling Association, El Paso, TX.

PROFESSIONAL SERVICE

Professional Affiliations

American Psychological Association
Division 15 Educational Psychology

American Educational Research Association

Divisions:

- Social Contexts of Education
- Learning and Instruction
- Measurement and Research Methodology
- Educational Policy and Politics
- SIG: NAEP Studies
- SIG: Bilingual Education

National Association of Multicultural Educators – Tucson Chapter, 2013-2014

Professional Association Positions

Outstanding Student Poster Award Committee, Division 15 American Psychological Association Annual Meetings, 2016

National Academy of Education/Spencer Dissertation Fellows Reviewer, 2015-2016

Division C, Affirmative Action Officer, 2015-2016

Program Co-Chair, AERA Division C, Section 1a (literacy), 2015

Mentor, AERA Bilingual SIG Navigating the Fields of Bilingual Education and Hispanic Research: Mentoring Session for Early Career Scholars, 2014

Discussant, National Academy of Education/Spencer Dissertation Spring 2014 Fellows Retreat Discussion Panel

National Association of Multicultural Educators – Tucson Chapter, Secretary 2013-2014

Review Panel for American Psychological Association Division 15 Conference Proposals 2008-2014

Invited Review Panel for American Educational Research Association SIG NAEP Studies 2010-2014

Invited Review Panel for American Educational Research Association Division G, Section 3 Conference Proposals 2010-11

Invited Review Panel for American Educational Research Association Division G, Section 4 Conference Proposals 2010-14

Invited Review Panel for American Educational Research Association Division C, Section 2b
(Learning and Motivation in Social and Cultural Contexts) Studies 2013-2014
Review Panel for American Educational Research Association Division C Conference Proposals
2008-2009
Review Panel for American Educational Research Association Division D Conference Proposals
2009
Ad Hoc Committee, American Psychological Association Division 15 Early Career Educational
Psychology Research Awards 2011-2013
Ad Hoc Committee, American Psychological Association Paul R. Pintrich Dissertation Award
2014-2016
Ad Hoc Committee, American Psychological Association Division 15 Dissertation Grant 2015-
2016

External Reviewer Promotion and Tenure

Queens College, CUNY

Editor

Co-Editor, *American Educational Research Journal* (2016-2018)

Associate Editor

Senior Associate Editor, *American Journal of Education* (2015 – 2018)

Associate Editor, *Reading & Writing Quarterly* (2013 – 2015)

Editorial Board

Editorial Review Board Member *Contemporary Educational Psychology*, 2013 – present

Editorial Review Board Member *Journal of Psychoeducational Assessment*, 2009 – present

Editorial Review Board Member, *National Education Policy Center*, 2015 – present

Editorial Review Board Member, *Reading & Writing Quarterly*, 2009 – 2012

Ad Hoc Reviewer

American Educational Research Journal, 2012 – 2015

American Journal of Education, 2014 – 2015

Child Development, 2015 – present

Contemporary Educational Psychology, 2014 – 2015

Cultural Diversity and Ethnic Minority Psychology, 2014 – present

Education Policy Analysis Archives, 2010 – present

Educational Researcher, 2015 – present

Educational Administration Quarterly, 2011 – present

Educational Evaluation and Policy Analysis 2012 – present

Educational Policy, 2011 – present

Educational Psychologist, 2013 – present

Teachers College Record, 2012 - present

Book Reviewer

Cengage Learning Publishers 2008-2009

Pearson 2011-2014

Routledge 2012-2013

Sage 2011-2014

OUTREACH

Public Media Appearances/Interviews

February 13, 2016. The Network for Public Education State Report Card. KVOI 1030, The Voice.

Other Outreach

ESEA/ESSA ELL Policy Meeting, Warrenton, VA. February 16-19, 2017.

Arizona Department of Education, Latino Education Advisory Committee, ELL Subcommittee, 2016-2017.

Tucson Unified School District Two Way Dual Language Task Force 2016-2017

Report for Julian Vasquez Heilig, California Senate Education Committee SB322 (2015).

<http://cloakinginequity.com/2015/04/22/senate-testimony-does-pre-k-have-1700-more-impact-than-charters/>

Member, Design Team, Two-Way Immersion Network for Catholic Schools (TWIN-CS) 2012-2014

Member, Board of Directors, St. Joseph Academy Child Development Center 2012-2013

Peer Review of Expert Panel Report to National Assessment Governing Board for strengthening NAEP Background Questions 2012

External [Milwaukee Public Schools Comprehensive Literacy Plan Evaluation Steering Committee Member](#) 2011-2012

Statistical Consultation

Penfield Children's Center Behavior Clinic January 2012-2013

Invited Presentations/Guest Lectures

Expanding Access and Opportunity for Latino Youth: The Role of Asset Pedagogies. (March, 2017). Keynote address at the *Arizona Association of Latino Administrators and Superintendents Spring Conference*. Tucson, AZ.

Asset Pedagogies. (March, 2017). Keynote address at the 7th annual Tucson Unified School District *Multicultural Symposium*. Tucson, AZ.

Asset Pedagogies and Latino Student Achievement. (March, 2017). Keynote address at the *Adelante Parent & Youth Leadership Conference*, Tucson Unified School District. Tucson, AZ.

Expanding Access and Opportunity for Latino Youth: The Role of Asset Pedagogies. (January, 2017). Keynote address at the *Arizona Association of Latino Administrators and Superintendents Winter Conference*. Phoenix, AZ.

Expanding Access and Opportunity for Latino Youth: The Role of Teacher Beliefs. (October, 2016). Keynote address at the *Arizona Association of Latino Administrators and Superintendents Fall Conference*. Phoenix, AZ.

Creating Racially Inclusive Pedagogy (with Jill Koyama). (August, 2016). New Instructor Orientation, College of Education, University of Arizona, Tucson, AZ.

Addressing the Needs of Historically Marginalized Youth. (June, 2016). Keynote address at the Pueblo Institute for Transformation and Equity. Tucson, AZ.

Addressing the Needs of Historically Marginalized Youth. (June, 2016). Keynote address at the Tucson Unified School District Administrator's Professional Development. Tucson, AZ.

Culturally Responsive Teaching: Student Identity and Achievement. (March, 2016). Keynote address at the 6th annual Tucson Unified School District *Multicultural Symposium*. Tucson, AZ.

- Race is, race ain't: Creating racially inclusive pedagogy (with Nolan Cabrera). (August, 2015). New Instructor Orientation, College of Education, University of Arizona, Tucson, AZ.
- Addressing the need for explicit evidence on the role of culturally responsive teaching and achievement among Latino youth. (April, 2015). Guest lecture, School of Transborder Studies, College of Liberal Arts & Sciences, Arizona State University. Tempe, AZ.
- Addressing the need for explicit evidence on the role of culturally responsive teaching and achievement among Latino youth. (November, 2014). Paper presented at the 2014 annual meetings and fall retreat of the National Academy of Education, Washington, DC.
- Effective Teaching in Border Communities. (April, 2014). Invited presentation at Naco School District, Naco, AZ.
- The Benefits of Bilingualism. (February, 2014). Invited presentation at Pueblo Magnet High School, Tucson Unified School District, *The Path from Cradle to Career: Families with Promise*, Tucson, AZ
- Essential Knowledge and Effective Teaching Practices for ELLs. (February, 2014). Invited panel member at the University of Arizona South conference, *Living and Learning on the Border*, Sierra Vista, AZ.
- Enhancing Teacher Observations with Effective Teaching Practices for English Learners. (January, 2014). Invited paper presentation at the University of Arizona, College of Education Conference, *Using Observational and Student Achievement Data to Improve Teaching*, Tucson, AZ.
- The Effect of Teacher Behaviors on Reading Achievement for English Learners in Dual Language and Developmental Bilingual Classrooms. (October, 2013). Presentation hosted by the Department of Teaching, Learning, and Sociocultural Studies in the College of Education at the University of Arizona.
- Using Data Sets to Address Research on Latino Youth. (April, 2013). Presenter (with Frances Contreras and Leticia Ocegüera), Carlos J. Vallejo AERA Pre-Conference Research Seminar, San Francisco, CA.
- Quantitative Research Design Session (April, 2012). Presenter (with Frances Contreras and Leticia Ocegüera), Carlos J. Vallejo AERA Pre-Conference Research Seminar, Vancouver, B.C., Canada.
- Guest Lecture, College of Arts and Sciences, *Studies in Language*, Spring 2011
- Effectively Serving Latin@ Students in the Classroom (with Martin Scanlan). (February, 2010). 1-credit course for Alverno College, Milwaukee, WI. *Presentation to local school leaders and teachers.*
- MPS and NAEP Achievement. (January, 2010). Presentation to bilingual teachers: Hayes Bilingual School, Milwaukee Public Schools, Milwaukee, WI.
- MPS and NAEP Achievement. (January, 2010). Presentation to bilingual teachers: Pierce Elementary School, Milwaukee Public Schools, Milwaukee, WI.
- Guest Lecture, Marquette University, College of Arts and Sciences, *Health Psychology*, Fall 2010
- Hispanic English Language Learner Performance on the 2005 and 2007 NAEP. (December, 2009). Milwaukee Public Schools. *Presentation to Milwaukee Public School leaders.*
- Guest Lecture, Marquette University, College of Arts and Sciences, *Health Psychology*, Fall 2009
- Guest Lecture, Marquette University, College of Education, *Critical Inquiry into Contemporary Issues*, Fall 2009
- Guest Lecture, Marquette University, College of Education, *Critical Inquiry into Contemporary Issues*, Summer 2009

Professional Development

- Cultural wealth and cultural asset approaches, part 2. (June 2, 2017). Tucson Unified School District.
- Cultural wealth and cultural asset approaches, part 1. (June 1, 2017). Tucson Unified School District.

Identity formation, part 2. (May 18, 2017). Tucson Unified School District.
 Identity formation, part 1. (April 20, 2017). Tucson Unified School District.
 Student belonging and resistance. (March 30, 2017). Tucson Unified School District.
 Student attachment. (February 9, 2017). Tucson Unified School District.
 Identifying and Mitigating Bias in Classrooms. (January 19, 2017). Tucson Unified School District.
 Asset-Based Pedagogies. (December 8, 2016). Tucson Unified School District.
 Culturally Responsive Practice: How to Identify and Minimize “Signal” Influences. (July 19 & 20, 2016). Tucson Unified School District.
 Multicultural Education: Why and How? (with Carol Brochin). (June, 2016). Davis Bilingual, Tucson Unified School District.
 Cultivating Effective Teaching and Learning Environments for Latino Students. (August 2012-May 2013). Notre Dame Primary and Middle School. *Professional development provided on a monthly basis to Notre Dame Primary & Middle School leaders and teachers.*
 Cultivating Effective Teaching and Learning Environments for Latino Students. (January, 2013). Scholarships, Opportunities, & Access in Racine (SOAR). *Professional development provided to Milwaukee school leaders and teachers.*
 Cultivating Effective Teaching and Learning Environments for Bilingual Latino Students. (October, 2009). Greater Milwaukee Catholic Education Consortium. *Professional development provided to local school leaders and teachers.*

UNIVERSITY SERVICE

University of Arizona

University-level

Member, Working Group: Diversifying the Faculty 2017

College-level

Member, Search Committee, Dean, College of Education 2016-2017

Member, Search Committee, Teaching, Learning, and Sociocultural Studies 2015 - 2016

Member, College of Education Faculty Personnel and Salary Committee, Fall 2014-present

Executive Committee Member, Educational Policy Studies and Practice Academic Program Review, Fall 2014

UA Vitae Focus Group, Fall 2014

Department-level

Member, Search Committee, Faculty in Higher Education, 2016-2017

Member, Search Committee, Faculty in Educational Leadership, 2015-2016

Member, College of Education Institutional Review Board for Human Subjects Protections Fall, 2013- 2015

Chair, EDP Promotion and Tenure Committee, 2014-2015

Member, Search Committee, Faculty in Educational Psychology, 2013-2015

PhD Handbook revisions (with Heidi Legg Burross), 2013-2014

Marquette University

University-level

University Student Affairs-Appeals Committee 2010-2013

Panel Member, Research and Scholarship, Marquette University Board of Trustees Meeting (May, 2012).

McNair Scholars Advisor, Summer 2012

College-level

Student Diversity Committee Member 2010-2013

Member of Initiation of Dual Immersion Programs in Milwaukee Catholic Schools, Greater Milwaukee Catholic Education Consortium 2010-2013

Department-level

Doctoral Committee Member 2009-2013

Curriculum and Instruction Committee Member 2008-2010

PROFESSIONAL DEVELOPMENT AWARDS

2011	Marquette Faculty Seminar in Catholic Identity
2010	American Education Research Association Grants Program Conference
2009-2010	Research Development Program, Marquette University. <i>Cultural Responsiveness and English Language Learners</i> (Funded: \$1,100)
2008	National Center for Education Statistics (NCES) National Assessment of Progress Monitoring (NAEP) database Use for Research and Policy Analysis, Washington, DC. (Funded participant)

TEACHING

University of Arizona

Graduate:

EDP 696b: Educational Psychology Issues Related to Instructing Linguistically and Culturally Diverse Students (3 credits)

EDP 558: Measurement and Assessment (3 credits)

EDP 667: Design and Analysis of Educational Research (3 credits)

EDL 696b: Quantitative Research Methods: Writing a Quantitative Proposal (3 credits)

EDL 696b: Advanced Quantitative Research Methods: Validity (3 credits)

EDL 696a: Culturally Responsive Leadership (3 credits)

TEDV 527: Adolescent Development (3 credits)

Undergraduate:

EDP 405: Public Schools in America (3 credits)

Marquette University (2008-2013)

Graduate:

EDPL 8995: Independent Study: Competence and Motivation (3 credits)

EDPL 6410: Practitioner Research (3 credits)

EDUC 6340: Child and Adolescent Development (3 credits)

COPS 8311: Advanced Multivariate Statistics (3 credits)

EDUC 5277: Theory and Methods of Teaching Bilingual-Bicultural Learners (3 credits)

EDUC 5230: Learning and Linguistic Diversity (3 credits)

COPS 8320: Measurement and Assessment (3 credits)

Undergraduate:

EDUC 1220: Psychology of Human Development (3 credits)

EDUC 4277: Theory and Methods of Teaching Bilingual-Bicultural Learners (3 credits)

EDUC 4230: Learning and Linguistic Diversity (3 credits)

Teaching Prior to 2008:

Graduate Teaching Associate, University of Arizona (2005-2008)

EDP 357: Methods of educational assessment of students, University of Arizona

EDP 301: Child development, University of Arizona

EDP 310: Learning in the schools, University of Arizona

INDV 102: Psychology of gender

Lecturer, University of Arizona (2006)

INDV 102: Psychology of gender

SUPERVISION OF STUDENT RESEARCH

Major Advisees, PhD

Angela Labistre

Charles Collingwood

Mitzy González Ocegüera

José González

Norma González

Eve McOmber

Crystal Schilling

Isabel Kelsey

Tiffany Sorrell

Ganna Sobolevska

Dynah Oviedo

Josef Torres

Norma Jaramillo

Reena Joseph

Alexei Marquez

Minor Advisees, PhD

Patrick Campbell

UROC

Angela Cruz

Angela Martin

Doctoral Dissertations – Committee Chair - In Progress

Hortencia (Meg) Cota (University of Arizona)

Mindy White (University of Arizona)

Doctoral Dissertations – Committee Member - In Progress

Spring 2014 – present Ashley Potter (University of Arizona)

Spring 2014- present Caitlan Allen (University of Arizona)

Fall 2015 – present Marylyn Valencia (University of Arizona)

Spring 2016 – present Arturo Rodriguez (University of Arizona)

Fall 2016 – present Audrey Reff (University of Arizona)

Fall 2016 – present Mahmoud Marei (University of Arizona)

Doctoral Dissertations – Chair

- Ermidez, O. (2017). Turkish preservice elementary school teachers' perceptions of giftedness. University of Arizona.
- Beasley, L. (2017). Grades and perceptions of high school climate: The role of race and ethnicity. University of Arizona.

Doctoral Dissertations - Committee Member

- Geronime, L. (2012). Number sense mediated by mathematics self-concept in impacting middle school mathematics achievement. Marquette University.
- Veal, J. (2012). Academic success factors influencing linguistically diverse and native English speaking associate degree nursing students. Marquette University.
- O'Sullivan, E. (2013). Distributed scaffolding: Wiki collaboration among Latino high school chemistry students. Marquette University.
- Monaghan, S. (2013). Textbooks, teachers, and middle school mathematics achievement. Marquette University.
- Gresl, B. (2013). Early termination and barriers to treatment in parent and child therapy. Marquette University.
- Rothong, N. (2013). Assessment of performance validity during neuropsychological evaluation in patients with epilepsy. Marquette University.
- Fung, M. (2014). A parent-child therapy program for Latino families. Marquette University.
- Mendez, J. (2014). From migrant farmworkers to first-generation Latino/a students: Factors predicting college outcomes in students participating in the college assistance migrant program. University of Arizona.
- Carroll, A. (2015). Financial incentives for educational outcomes with homeless youth. University of Arizona.
- Heshmati, S. (2015). Actions speak louder than words: How should attributional feedback be communicated to students in classrooms for the most achievement gain? University of Arizona.
- Earl, E. (2015). I still play: Exploring play and creativity in early adulthood amongst science, technology, engineering, arts, and mathematics professionals. University of Arizona.
- Polat, M. (2016). Emerging technologies in language pedagogy: Language learners' perceptions through the lenses of innovation diffusion and user intention theories. University of Arizona.
- Gray, C. (2016). In plain sight: Changing representations of "biracial" people in film 1903-2015. Marquette University.
- Desjardin, S. J. (2016). Living Within and Outside the Margins and Borders: The Impact of School Leadership on Successful Bridge Programs and Latino/a Transitions to Community College and Beyond. University of Arizona.
- Thames, G. (2017). Effects of Peer Tutoring on Incidence of Passing Developmental Mathematics. University of Arizona.
- Tam, K. (2017). Examining Productive Failure Instruction as an Effective Teaching Method in Dental Ethics. University of Arizona.
- Schilaty, B. (2017). Navigating Language Choice as a Mormon Missionary. University of Arizona.

Master's Thesis – Committee Members

Labistre, A. (2014). An Exploration of Self-Concept in the Wake of No Child Left Behind. University of Arizona.

Zirbel, C. (2014). Communicating Positive Expectations to College Football Players: An Attempt to Change Culture and Performance. University of Arizona.

Pierce, L. (2016). Predicting Performance through Athlete Behavior. University of Arizona.

Master's Report – Chair

Romo, V. (2016). Adopting Ethnic Studies in K-12 Settings: Increasing Academic Achievement in Students of Color, and Awareness in White Students. University of Arizona.

Master's Report – Committee Member

Nazhaer, A. (2014). The strength of basic human motives in Uyghur, Han Chinese, and American Children's Stories. University of Arizona.

Caldera, B. (2016). A Review of the Self-Efficacy Literature in the Domain of Mathematics. University of Arizona.

LANGUAGES

Spanish (Native)

English (Fluent)