

## **Curriculum Vitae**

M. BEATRIZ ARIAS Ph.D.

Center for Applied Linguistics  
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Washington, DC 20016  
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### **AREAS OF SPECIALIZATION:**

Educational Language Policy  
Educational Equity for Latinx students

### **EDUCATIONAL HISTORY:**

#### University

Ph. D. Stanford University, School of Education, Curriculum and Teacher Education. Minor: Linguistics  
M. A. Occidental College, Master of Arts in Urban Education  
B. A. Occidental College, Double Major: Sociology and Spanish

#### Accreditation

State of California, Permanent Teaching Certificate: Grades 7-12;  
Endorsements in English as a Second Language and Social Sciences.

#### Honors

Dean's Faculty Diversity Award  
Rockefeller Research Fellow  
Kellogg Foundation Fellow  
Ford Foundation Fellow

### **PROFESSIONAL HISTORY**

2018-present Senior Research Scientist, Center for Applied Linguistics

2017-2018 Associate Vice President, Center for Applied Linguistics

2012-2017 Vice President and Chief Development Officer, Center for Applied Linguistics, Washington, DC.

2010- 2012 Associate Professor, Department of English, Arizona State University

1989-2010 Associate Professor, Graduate School of Education, Arizona State University

1989-2006 Director, Center for Bilingual Education and Research, Arizona State University

2009 Visiting Scholar, UCLA Civil Rights Project, University of California, Los Angeles

2006 Visiting Scholar Stanford Graduate School of Education

1980-1989 Assistant Professor, School of Education, Department of Curriculum and Instruction, Stanford University

1980-1984 Visiting Scholar, Institute for Finance and Governance, Stanford University

1987-1988 Visiting Associate Professor, Graduate School of Education, University of California, Los Angeles

1977-1980 Assistant Professor, Graduate School of Education, University of California, Los Angeles

1976-1977 Lecturer and Supervisor of Teacher Education, University of California, Berkeley

1973-1976 Research Associate, American Institutes for Research, Palo Alto CA.

1970-1973 English as a Second Language and Social Sciences Teacher, Blair High School Pasadena CA.

#### **ADMINISTRATIVE EXPERIENCE**

2012-2017 Vice President and Chief Development Officer, Center for Applied Linguistics

2004-2011 Faculty Director, Vice-President's Office of Education Partnerships, Arizona State University.

2007-2011 Principal Investigator: ACCESS grant

1989-1996 Director, Center for Bilingual/Bicultural Education and Research, Arizona State University

1976-2003 Director, Office of the Compliance Monitor, Federal District Court, Ninth Circuit, San Jose, CA.

**Selected Expert Testimony and Judicial Appointments:**

1980-84 *Crawford v. Los Angeles Unified School District* member expert panel for Honorable Judge Paul Egly.

1986-03 *San Jose Unified School District vs. Diaz*: Compliance Monitor. Appointed by Chief Federal Judge, Robert F. Peckham, Ninth Circuit, San Francisco. Completed work in 2003 for Federal District Judge Ronald Whyte, San Jose, California. Assisted the District to reach Unitary Status in 2003.

1988-90 Member: Compliance Assistance Panel in *Keyes v Denver SD #1* Appointed by Honorable Judge Matches

1999-00 *U.S. Department of Justice & Coleman et al v. Midland School District (Texas)*: Impact of desegregation on bilingual services. Expert witness for the Department of Justice

2001-03 *U.S. Department of Justice v. Chicago Public Schools*: Impact of desegregation remedies on services for English Language Learners.

2000-01 *Yazzie v. Flazstaff* Unified School District Expert Witness on resources for Limited English Proficient Students.

2002-03 Chicago Public Schools: Expert witness in *U.S. Department of Justice v. Chicago Public Schools*, re: services for English Language Learners

2002-04 Arizona bilingual finance case: Expert witness in *Flores v. SDE* bilingual finance case.

2006-08 Expert witness in school finance case Nebraska Schools Trust: *Douglas County. v David Heineman* Financing services for English Language Learners

2008-09 Expert witness in *Delgado v. U-46* (Elgin, Illinois)

2008-10 *U.S. Department of Justice v. Chicago Public Schools*, expert witness in Federal District Court

2009-11 *Flores v. Horne*, prepared testimony on implementation of Structured English Immersion (SEI) in K-12 classrooms (AZ).

2009-present *Fisher, Mendoza v. TUSD*. Expert for the plaintiffs, Mendoza.

2014-present *Shannon v. Morales* in Uvalde Texas. Expert for Uvalde School District.

## **FUNDED PROJECTS**

2012-2016 Principal Investigator, i3 Teacher Education Connections

2012-2016 Principal Investigator, TELAC Project: Teaching English Learners Academic Content. U.S. Department of Education. \$1.8 million over five years.

2008-2012 Principal Investigator, Project ACCESS: Preparing Secondary Teachers for ELLs. \$1.4 million dollars

2006-2007 Principal Investigator, Women in Philanthropy: \$60,000 for pre-service teachers in urban schools.

2005-2006 Co-Principal Investigator, Project ENABLE: Teacher Preparation for ELLs. \$57K

2001-2005 Principal Investigator & Director, Title VII Doctoral Program \$4.35K over 5 years.

1998-2004 Director, Principal Investigator, Title VII Doctoral Program \$400K over 5 years.

1989-1993 Principal Investigator: Researching Effective Practices for English Learners, National Institutes of Education (NIE) \$140K per year

1989-1992 Principal Investigator: Mexico Visto Por Sus Niños (Mexico through the Eyes of Children) National Foundation for the Improvement of Education (NFIE) an affiliate of the NEA. \$100K per year

1976-2003 Federally appointed Compliance Monitor & Director, Office of the Compliance Monitor. \$300K per year.

## **SCHOLARLY PUBLICATIONS AND ACTIVITIES**

### **Books:**

Arias, M.B. & Fee, M. (Eds) Perspectives in Dual Language Education for the 21st Century. Multilingual Matters, Clevedon. 2018

Arias, M.B. and Faltis, C.J. (Eds) Implementing Educational Language Policy in Arizona: An Examination of Legal, Historical and Current Practices in SEI. Multilingual Matters, Clevedon 2012.

Arias, M.B. and Faltis, CJ (Eds) *Academic Language in Second Language Learning. Research on Second Language Learning*, Information Age Publishing, Charlotte, NC. 2012

Arias, M. B. and Casanova, U. (Eds.) *Bilingual Education: Politics, Practice and Research*. University of Chicago Press, 1993.

### **Forthcoming Books:**

Arias, M.B *Coming to Voice: Preparing Teachers for English Language Learners..* Roman Littlefield Press, 2020

Arias, M.B *Latino Segregation in the Southwest: Challenges and Remedies..* Roman Littlefield Press, 2020

### **Selected Publications:**

Wiley, T., Arias, M.B., Renn, J., and Bhalla, S. *Language and the Fulfillment of the Potential of All Americans*. American Academy of Arts and Sciences. Washington, D.C. 2017

Arias, M.B., and Markos, A.M. (2016). *Characteristics of the Workforce Who Are Educating and Supporting Children Who Are English Language Learners*. Unpublished manuscript commissioned by the National Academy of Sciences: *Toward New Directions in Policy, Practice, and Research*, Washington, DC.

Arias, M.B. and Wiley, T.G. (2015) *Forty Years after Lau: The continuing assault on educational human rights in the United States with implications for linguistic minorities*. *Language Problems and Language Planning* 39 (3), 227–244

Arias, M. B., Lillie, K., Willey, T.G. and Markos, A. *Policy in Practice: The Implementation of Structured English Immersion in Arizona*. *Teachers College Record*, 2012

Arias, M. B. and Faltis, C.J. *Identifying Relevant Competencies for Secondary Teachers of English Language Learners*, *Bilingual Research Journal* 2010.

De Jong, E. and Arias, M.B “*Undermining Teacher Competencies: Another Look at the Impact of Restrictive Language Policies*” in *Forbidden Language: English Language Learners and Restrictive Language Policies*: Patricia Gandara and Megan Hopkins (eds) 2010. Teachers College Press.

*Policy in Practice: The Implementation of Structured English Immersion in Arizona*; Lillie, et al. UCLA Civil Rights Project, UCLA 2010

Garcia, E; Arias, M.B., Murri N. & Serna, C. Journal of Teacher Education, 2010. Developing Responsive Teachers: A Challenge for a Demographic Reality.

Arias, M. B. and Morillo, M. Promoting ELL Parental Involvement: Challenges in Contested Times. Education and the Public Interest Center, Boulder, CO. January 2009

Arias, M. B. and Faltis, C. Coming Out of the ESL Ghetto: Promising Practices for English Learners in Hyper-segregated Schools. Journal of Borderlands Research, March 2008.

Arias, M. B. School Desegregation, Linguistic Segregation and Access to English for Latino Students. Journal of Educational Controversy Vol. 2 University of Washington, 2008

Arias, M.B., Faltis, C. & Cohen, J. Adolescent immigrant students and intergroup relations. In E. Frankenberg & Orfield, G. (Eds) Lessons in integration: Realizing the promise of racial diversity in America's public schools. Charlottesville VA: University of Virginia Press 2006.

Arias, M.B. The Impact of Brown on Latinos: A Study of Policy Transformation. Teachers College Record Vol. 107 No. 9 2005

Garcia-Nevarez, A.M.; Safford, M.; Arias, M. B. Arizona's Elementary Teacher Attitudes Toward English Language Learners. Bilingual Research Journal, Volume 39 No. 2. March 2005

Arias, M.B and Poynor, L. Teaching Against the Grain: Bilingual Schools in a monolingual policy state: Bilingual Research Journal 2002

Arias, M. B. and Poynor, L. A Transactional Approach to Teacher Professional Development: Bilingual Research Journal, Spring 2002

Arias, M. B., Gordon, E; and Sleeter, C. On the Status and Future of Minorities in AERA. Educational Researcher, May 1997.

Arias, M. B. Mexican American Student Segregation and Desegregation in California. In Critical Perspective on Bilingual Education Research (Eds. Padilla, R. and Benavides, A) Bilingual Review Press, Tempe AZ 1992.

Arias, M. B. and Faltis, C. Speakers of Language (Other Than English) in the Secondary School: Accomplishments and Struggles, Peabody Journal of Education, Vol., 69, No. 1, Fall, 1993.

Arias, M. B. Computer Access for Hispanic Secondary Students in Faltis and deVillar (eds) Language Minority Students and Computers. Computers in the Schools Volume 7, Numbers 1/2, 1990. Haworth Press, Binghamton, NY.

Arias, M. B (editor) The Education of Hispanic Americans: A Challenge for the Future. American Journal of Education Vol 95, No. 1. 1986.

Arias, M. B. (November 1986) The Context of Education for Hispanic Students: An Overview. American Journal of Education,

### **Selected Presentations:**

Arias, M. B. & Markos, A. (2015) Research on the Third Pillar of Dual Language Instruction. Annual meeting of La Cosecha, Dual Language New Mexico.

Arias, M.B. & Markos, A. (2012) Strategies for Enhancing the Instruction of English Learners. Annual meeting of the American Association of College Teachers in Education (AACTE)

Arias, M.B. (2011) Innovation within Restrictive Policy Settings: Professional Development for Teachers of ELLs. Annual Meeting of the American Educational Research Association, New Orleans, LA.

Arias, M. B. (2011) A View of Arizona's Structured English Immersion: Offering Access or Creating Barriers to Education for English Learners? Meeting of the American Educational Research Association, New Orleans, LA.

Arias, M.B. (2010) Critical competencies for EL Secondary Teachers, Paper presented at the Annual Meeting of the American Educational Research Association, Denver. CO.

Arias, M.B. (2010) Opportunities for English Learners to Learn: The Implications of Horne v. Flores Annual Meeting of the American Educational Research Association, Denver, CO.

Arias, M.B. (2010) On the Efficacy of Structured English Immersion. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Arias, M.B. (2009) Implications of Language Policy for Teacher Preparation. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Arias, M. B. (2009) Preparing Teachers for Secondary ELLs. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Arias, M. B. (2009) Equal Educational Opportunity and the Continuing Segregation of Latino Students. Presentation for urban school superintendents, Hogan and Hartson, Washington, D.C.

Arias, M. B. (2008) Preparing Teachers to Teach ELLs: Recent Sociocultural Research. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

Arias, M.B. (2008) Preparing Secondary Teachers for English Language Learners (ELLs): Learning from Teachers. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

Arias, M. B. (2008) The Changing Nature of Suburbia and What it Means for Public Education: Rethinking Stereotypes of "Urban" and "Suburban" Spaces and Schools. AERA Presidential Symposium, Discussant. New York, NY.

Arias, M. B. (2007, April). Socio-cultural framework for teachers working with ELLs Paper presented at the annual meeting of the American Educational Research Association. Chicago, Il.

Arias, M. B. (2007). Preparing teachers for English Language Learners: Building on students' funds of knowledge. Symposium presented at the annual meeting of the American Educational Research Association. Chicago, Il.

Arias, M. B., & Faltis, C. (2007). Critical Race Theory and Adolescent Mexican-Immigrant Students in High School: Stories of Success and Silence. Paper presented at the annual meeting of the American Educational Research Association. Chicago, Ill.

Arias, M. B., & Garcia, E. E. (2006). University-School Partnerships Supporting ELL Teacher Preparation: A Case Study. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

### **Professional Affiliations**

American Educational Research Association (AERA)

Teachers of English to Speakers of Other Languages (TESOL)

National Education Policy Scholar ( University of Colorado, Boulder)

Language Policy Research Network (AILA)

Dual Language Education New Mexico (DLENM)

California Association of Bilingual Education (CABE)