

M. Lavadenz, Ph.D.

CURRICULUM VITA
Magaly C. Lavadenz, Ph.D.
Loyola Marymount University
School of Education
1 LMU Drive
University Hall, Suite 2637
Los Angeles, CA 90045

Present Position: Distinguished Professor, English Learner Research, Policy and Practice
Department of Educational Leadership and Administration
Executive Director, Center for Equity for English Learners

e-mail: mlavaden@lmu.edu
lavadenz@msn.com
(310) 338-2924 –voice

ACADEMIC DATA

Ph.D. University of Southern California. Major: Education. Specialization: *Language, Literacy, and Learning*. Outside field: Psycholinguistics. Dissertation: *Factors Related to the Teaching Aspirations of Chicano/Latino Paraprofessionals*. 1994.

M.A. California State University, Northridge, Education. Major: Educational Psychology, Counseling, and Guidance. Thesis: *Post Traumatic Stress Disorder in Central American Immigrant Children*. 1991.

B.S. Oakland University, Michigan, Education. Magna cum laude. Major: Elementary Education. Minors: Bilingual/Bicultural Education and History/Social Science, 1979.

PROFESSIONAL/ACADEMIC EXPERIENCE/EMPLOYMENT

2006- present	Founding Director, Center for Equity for English Learners, LMU
2011-present	Professor, Department of Educational Leadership, LMU
1994-2011	Director, Bilingual Education Programs (Spanish and Mandarin), TESOL and CTEL
2003-2005	Founding Associate Director, Ed.D. in Educational Leadership for Social Justice (LMU)
2001-2003	Senior Research Associate, Teacher Quality Initiative, WestEd.
2000- 2005	Associate Professor and Director, Bilingual/Bicultural Education and TESOL/Multicultural Education School of Education, Loyola Marymount University
1999-2000	Faculty Associate, Center for Language Minority Education and Research, California State University, Long Beach
1994-2000	Assistant Professor/ Founding Coordinator, Bilingual/Bicultural Education and TESOL/Multicultural Education.
1993-1994	Visiting Assistant Professor, Loyola Marymount University.
1992 -1993	Title VII Teacher Specialist, Glendale Unified School District, six school sites, K-12.
1993	Part-Time Faculty, California State University, Long Beach
1991-1992	Bilingual/ ESL Teacher Specialist, Glendale Unified School District, five school sites, K-6.

M. Lavadenz, Ph.D.

1985-1991

Spanish Bilingual First Grade Teacher, Horace Mann
Elementary, Glendale Unified School District

1983-1984

7th and 8th grade teacher, East Valley Seventh Day Adventist
School, Baldwin Park, CA.

ADMINISTRATIVE AND LEADERSHIP POSITIONS

Co-Chair, School of Education Teacher Preparation Steering Committee (2014-2016)

Co-Chair, University Task Force on Promoting and Incentivizing Faculty External Funding (2014-2016)

Chair, Department of Teacher Education, 2005-2007

Acting Chair, Department of Language and Culture in Education, Chair 2008-2009

PROFESSIONAL LEADERSHIP POSITIONS

- President, Californians Together, 2016-2019t
- American Educational Research Association- Chair, Division K (Teacher Education) Policy Committee, 2011-2014.
- California Council for Teacher Education, President, 2010-2012.
- California Reading and Literature Project Advisory Board, Chair. 2009-present
- Founding President, California Association for Bilingual Teacher Educators, 2007-2011
- President, California Association for Bilingual Education, 2003-2005

ADMINISTRATIVE TRAINING

Institute for Leading Academic Units and Programs, Loyola Marymount University- 2013-2014.

California Administrative Credential (first tier) - 1993

CREDENTIALS AND CERTIFICATES

Pupil Personnel Services Credential (Basic) - authorizing service as a school counselor, 1991.

Bilingual Certificate of Competency - Spanish, 1988.

California Clear Teaching Credential - Elementary, Multiple Subject, 1987- present.

Certificate of General Studies, 1977

FELLOWSHIPS and SCHOLARSHIPS

LMU School of Education Fellowship, Fall 2011

Faculty Research Fellowship, Loyola Marymount University, Spring, 1998.

Title VII Doctoral Fellowship, U.S. Department of Education, Office of Bilingual Education and Language Minority Affairs. 1990-1993.

Bilingual Teacher Grant, U.S. Department of Education, 1977-1979.

M. Lavadenz, Ph.D.

California State Scholarship to Mount Saint Mary's College, 1975-1976.

HONORS AND AWARDS

Alpha Sigma Nu, 2018

International Latino Book Award, 2018. Honorable mention- *Best Latino Non-Fiction Award for Latino Civil Rights in Education: La Lucha Sigue.*

Los Angeles County Office of Education Bilingual Directors' Educator of the Year, 2017.

Los Angeles Urban Homes' Culver City Unified School District Superintendent's Award, 2013.

Loyola Marymount University, Office of Sponsored Research and Sponsored Projects, Interdisciplinary Programming, 2013.

Loyola Marymount University Office of Research and Sponsored Projects: Teaching and Curriculum Grant Writing Award, 2011

California Association for Bilingual Education: Vision Award, 2007

National Association for Bilingual Education Outstanding Dissertation Competition. Semifinalist, 1997

GRANTS

Funded

National Security Agency- STARTALK (2020) Mandarin Student Immersion Summer Program and LMU 2020 Mandarin Teacher Summer Program. \$130,000.

California Community Foundation. (2018-2021). \$250,000. English Learner Improvement Networks

Sobrato Family Foundation, 2019-2021, \$500,000

Sobrato Family Foundation, 2017-2019, \$650, 000.

US Department of Education/OELA, National Professional Development- Project ROYAL (with Elvira Armas), 2016-2021, \$2.7 million

National Science Foundation, Discovery Research K-12 (with Eric Strauss and Elvira Armas)- Urban Ecology for English Learners, 2015-2019 \$450,000

National Security Agency STARTALK (2019) Chinese Bilingual Teacher Education and Student Programs (\$112,500)

National Security Agency STARTALK (2018) Chinese Bilingual Teacher Education and Student Programs (\$112,500)

M. Lavadenz, Ph.D.

National Security Agency STARTALK (2017) Chinese Bilingual Teacher Education and Student Programs (\$112,500)

National Security Agency STARTALK (2016) Chinese Bilingual Teacher Education and Student Programs (\$112,500)

California Community Foundation- Project Family DREAMMS (with Elvira Armas [Lennox School District], 2016-2017, \$200,000.

Stuart Foundation- Administrators' Decision-making in LCAP development. 2016-2017, \$75,000.

Union Bank, (2015) Journalism Program for English Learners, \$5,000

US Department of Education/OELA, National Professional Development- Project STELLAR, 2012-2017, \$1.9 million.

National Security Agency STARTALK (2015)- Regional Multilingual Trainer of Trainer's Program (with Elvira Armas), \$90,000

National Security Agency STARTALK (2015) Chinese Bilingual Teacher Education and Student Programs (\$112,500)

National Security Agency STARTALK (2014)- Chinese Bilingual Teacher Education and Student Programs (\$112,500)

National Security Agency STARTALK (2013)- Chinese Bilingual Teacher Education and Student Programs (\$198,856)

Union Bank, 2013- Journalism Program for English Learners, \$5,000

Weingart Foundation- Preventing Long Term English Learners (2012-2014)- \$340,000

US Department of Education/WestEd *Doing What Works* (2011-2013) - \$74,959 and \$45,000

California Community Foundation (2010-2012)- Center for Equity for English Learners - \$50,000

National Security Agency STARTALK (2012)- Chinese Bilingual Teacher Education and Student Programs (\$200,000)

National Security Agency STARTALK (2011)- Chinese Bilingual Teacher Education Grant- \$100,000

National Security Agency STARTALK (2010)- Chinese Bilingual Teacher Education Grant- \$100,000

National Security Agency STARTALK (2009)- Chinese Bilingual Teacher Education Grant- \$100,000

National Security Agency STARTALK (2008)- Chinese Bilingual Teacher Education Grant, 2020

M. Lavadenz, Ph.D.
\$100,000

Bank of America (2006): Center for Equity and Excellence in English Learner Education and Research (\$1 million)

California Commission on Teacher Credentialing, Enhanced Intern Grant (2007, with Edmundo Litton and Marta Sanchez) \$100,000

LMU Academic Technology Integration Grant (2005): Global Learning Networks in Teacher Education \$5000

LMU President's Institute on Catholicity. May 15-20, 2004. \$1000.

LMU Summer 2004 Research Expense Fund: Case Studies on Transformative Leadership \$800

ARCO-LAAMP. Professional Development Guide for Second Language Literacy. 1998. \$22,000.

ARCO-LAAMP. A Professional Development Model for Second Language Acquisition and Literacy. 1996. \$22,000.

ARCO Foundation, 1995. \$20,000.

LMU Summer Research Grants, 1993, 1996. \$10,000

CA Dept. of Education: Bilingual Paraprofessional Teacher Training Program, Glendale Unified School District. \$68,000. 1994-1995.

CA Dept. of Education: Co-Writer, Beginning Teacher Support and Assessment Program, \$403,000. 1993-1994. Glendale Unified School District.

US. Dept. of Education: Title VII "Using Special Alternatives for English as a Second Language," Glendale Unified School District. \$85,000. 1993-1994.

RESEARCH INTERESTS

Education – Intersections of research, policy and practice for emerging bilingual students, bilingual/intercultural education and teacher education; literacy/biliteracy; program design and implementation; second language acquisition; recruitment and retention of minority teachers; assessment and evaluation for language minority students; the social and just construction of knowledge and learning.

Educational Psychology - affective issues in minority immigrant children; psycho-social factors in first and second language acquisition.

Chicana/Chicano and Latin American Studies - the historical and political contexts of Latinos in the U.S. education and policy-making; biculturalism and bicultural identity.

PUBLICATIONS

Books

Colón Muñiz, A. & Lavadenz, M. (2016). *Latinos and Educational Civil Rights: La Lucha Sigue (The Struggle Continues)*. New York, NY: Routledge.

Lavadenz, M. (2011). *Pedagogies of Questioning: Bilingual Teachers and Transformative Inquiry*. Covina, CA. California Association for Bilingual Education.

Lavadenz, M., Reyes, S. and Rojas, E. (2001). *Los Estándares de Lecto-Escritura en Español*. San Diego County Office of Education.

Lavadenz, M. & Velasco, C. (1997). *Hacia un futuro sin fronteras: Jornadas Pedagógicas para la Educación Bilingüe* University of California Board of Regents: California.

Accepted for Publication:

Lavadenz, M. & Armas, E. (in press). *The Observation Protocol for Academic Literacies (OPAL) Handbook: Fostering Instructional Expertise for Teachers of English Learners*. London: Multilingual Matters.

Juried Articles and Chapters

Lavadenz, M. Armas, E., Murillo, M. & Jauregui-Hodge, S. (2019) Equity for English Learners: Evidence from Four Years of California's Local Control Funding Formula, *Peabody Journal of Education*, 94:2, 176-192, DOI: [10.1080/0161956X.2019.1598113](https://doi.org/10.1080/0161956X.2019.1598113)

Lavadenz, M. & Colón-Muñiz, A. (2018). The Preparation of Latin@ Teachers: A LatCrit Analysis of the Role of University Centers in Latin@ Teacher Development. In: P.Ramírez, C. Faltis, & E. deJong. *Learning from Emergent Bilingual Latinx in Prek-12: Critical Teacher Education*. Routledge: New York.

Lavadenz, M., & Baca, R. (2017). Preparing Bilingual Teachers. In: (Co-Editors: M.Lavadenz and R. Baca). *Issues in Teacher Education* (26,2), 2-10.

Colón Muñiz, A. & Lavadenz, M. (Editors). 2016. *Latinos and Educational Civil Rights: La Lucha Sigue (The Struggle Continues)*. New York: Routledge.

Lavadenz, M. & Colon-Muniz, A. (2016). La lucha sigue: An interview with Dolores Huerta. In: Colón Muñiz, A. & Lavadenz, M. *Latinos and Educational Civil Rights: La Lucha Sigue (The Struggle Continues)*. (109-120) New York, NY: Routledge.

Lavadenz, M. (2016). Social capitalization: bilingual communities taking back their schools. In: Colón Muñiz, A. & Lavadenz, M. *Latinos and Educational Civil Rights: La Lucha Sigue (The Struggle Continues)*. (170-176.) New York, NY: Routledge.

Matera, C., Armas, E., & Lavadenz, M., (2016). Using scaffolded dialogic reading to foster the language and literacy development of dual language learners in transitional kindergarten. *National Head Start Association Dialog* (18)4.

M. Lavadenz, Ph.D.

- Lavadenz, M. (2016). Supporting and retaining high quality teachers of English learners. *California Schools Magazine: A Journal of the California School Boards Association*.
- Lavadenz, M., & Hollins, E. (2015). Urban schools as a context for teaching and learning teaching. In: E. Hollins (Ed.) *Rethinking Field Experiences in Pre-Service Teacher Education*. Routledge: NY.
- Lü, C., & Lavadenz, M. (2014). Native Chinese-speaking K-12 language teachers' beliefs and practices. *Foreign Language Annals*, 47(4), 630-652.
- Lavadenz, M. (2014). Como Hablar en Silencio (Like Speaking in Silence): Issues in Language, Culture and Identity of Central Americans in Los Angeles. In: *Latinos and Education Reader* (A. Darder & R. Torres, Eds). Routledge: NY.
- Lavadenz, M. (2011). From Theory to Practice for Teachers of English Learners. *CATESOL Journal*.
- Lavadenz, M. & Armas, E. (2011). Fostering Home-School Collaboration in Diverse Communities. In: *Including Families and Communities in Urban Education*. Information Age Publishers.
- Lavadenz, M. & Armas, E. (2008). Differentiated Instruction for English Learners. *Journal of the California Association of Teachers of English* 13(4).14-18.
- Lavadenz, M., (2009). Teaching English as a Second Language: Turning Theory into Practice for K-12 Catholic School Teachers of English Learners. In: E. Litton & E. Rose (Eds.). *Justice, Care & Diversity: Addressing the Needs of All Students in Catholic Secondary Schools*. Arlington, VA: National Catholic Educational Association
- Lavadenz, M. (2009) Visibly Hidden: Language, Culture and Identity of Central Americans in Los Angeles. *Journal of the Association of Mexican American Education*. 2(1). 16-26.
- Lavadenz, M. Como Hablar en Silencio (Like Speaking in Silence): Issues in Language, Culture and Identity of Central Americans in Los Angeles. In: A.C. Zentella, Editor. (2005). *Language and Literacy Practices in Latino Families and Communities*. Teachers College Press: NY.
- Leistenya, P., Lavadenz, M. & Nelson, T. (Editors). (2004). Introduction: Critical pedagogy--revitalizing and democratizing teacher education. *Teacher Education Quarterly*, 31, 1, 3-17
- Lavadenz, M. La educación bilingüe y la teoría del caos: Implicaciones para la política educativa y lingüística en California. (2003). In: G.Persinotto. *Ensayos de Lenguaje y pedagogía*. University of California Linguistic Minority Research Institute. Santa Barbara, CA.
- Lavadenz, M. *Think Aloud Protocols: Teaching Reading Processes to Young Bilingual Students*. (December 2003). ERIC Digest EDO-FL-03-14. Center for Applied Linguistics: Washington, D.C.
- Lavadenz, M. Políticas lingüísticas y educación multicultural en California. (01 de Julio, 2003). Universidad Pedagógica Nacional: Mexico, D.F. (video-taped and transmitted to 16 campuses nationwide).
<http://interbilingue.upn.mx/docs/nicanor/Actualizado.html>

M. Lavadenz, Ph.D.

- Leistenya, P., Lavadenz, M. & Nelson, T. (2004). Critical pedagogy: Revitalizing and democratizing teacher education. *Teacher Education Quarterly*, 31, 1, 3-17.
- McCullough, M., Lavadenz, M. & Martin, S. (1997). Reconceptualizing leadership in culturally diverse settings: A Learning community model. *Educational Leadership and Administration*, 9, 31-42.
- McCullough, M. Lavadenz, M. & Martin, S. (1997). Sociocultural factors affecting school reform in culturally diverse settings. *Proceedings of the 1996 National Association for Multicultural Education*, 46-58.
- Lavadenz, M. & Martin S. (1997). Educational responses to cultural diversity: A typology for teacher education. *Proceedings of the 1996 National Association for Multicultural Education*, 18-34.
- Lavadenz, M. (1996). Authentic assessment: Towards equity in assessment of language minority students. *New Schools, New Communities: Voices for Educational Change*, XII, 5, 31-35.
- Genzuk, M., Lavadenz, M. & Krashen, S. (1995). Para-Educators: A source for remedying the shortage of teachers for limited English proficient students. *Journal of Educational Issues of Language Minority Students* 14, 211-219.
- Lavadenz, M. (1994). The effects of war trauma in Central American immigrant children. In: Stromquist, N. (Ed.) *Education in Urban Areas: Cross-National Dimensions*. Westport, CT: Praeger Press:, 219-235.
- Constantino, R. & Lavadenz, M. (1994). Secondary newcomer Schools: First impressions. In: Faltis, C. (Ed.). *Special Issue on Secondary Bilingual Education: The Peabody Journal of Education*. 69 (1), 82-101.

Research Monograph

- Lavadenz, M. (2019). *Preparing and Supporting Bilingual Teachers for Equity in Two-Way Dual Language Immersion Programs: A Bilingual Epistemological Framework for Teaching*. UCLA Civil Rights Projects Conference on Confronting Equity Issues in Dual Language Immersion Education. https://civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/preparing-and-supporting-bilingual-teachers-for-equity-in-two-way-dual-language-immersion-programs-a-bilingual-epistemological-framework-for-teaching-research-and-policy/MLavadenz_Preparing-and-Supporting-Bilingual.pdf
- Lavadenz, M. & Armas, E. (2010). The Impact of PROMISE on Classroom Practices. THE PROMISE INITIATIVE (Pursuing Regional Opportunities for Mentoring, Innovation, and Success for English Learners): A Three-Year Pilot Study Research Monograph. PROMISE: CA

Publications Under Review

- Lavadenz, M. & Armas, E. *Developing and Validating the Observation Protocol for Academic Literacies (OPAL): An Exploratory Study of a Classroom Observation Instrument of*

M. Lavadenz, Ph.D.

Teacher Practices.

Invited Publications/Curriculum Materials

Lavadenz, M. (2009). Teaching English as a Second Language: Theory into Practice for K-12 Catholic School Teachers of English Learners. In: Litton, E. & Martin, S. (Ed.). *Equity and Diversity in Catholic Schools*. National Catholic Educational Association.

Consulting Scholar. (2006). History-Social Science Program for California. Pearson-Scott Foresman. Glenview, IL.

Contributor: Technology Standards (2004). *Puertas al Sol/Gateways to the Sun: A Dual language Multicultural Awareness Program*. Santillana USA Publishing Company: FL.

Staying on Course, with more Ganas. CABE Board of Directors Retreat. Laguna Beach, CA. August 2004.

Staying on Course: Mapping Our Future. CABE Board Retreat. August 2003

Lavadenz, M. (2000). Project WRITE Assessment Guide for Teachers. San Diego County Office of Education.

Lavadenz, M. (1999). Technology in Biliteracy Settings. In: *Effective Strategies for English Language Acquisition: A Curriculum Guide for the Development of Teachers, Grades Kindergarten through Eight*. Los Angeles Annenberg Metropolitan Project/ARCO Foundation.

Lavadenz, M. (1999). Teachers as Researchers. In: *Effective Strategies for English Language Acquisition: A Curriculum Guide for the Development of Teachers, Grades Kindergarten through Eight*. Los Angeles Annenberg Metropolitan Project/ARCO Foundation.

Lavadenz, M. (1999). Equitable Assessment for Language Minority Students. In: *Effective Strategies for English Language Acquisition: A Curriculum Guide for the Development of Teachers, Grades Kindergarten through Eight*. Los Angeles Annenberg Metropolitan Project/ARCO Foundation.

Lavadenz, M. (1999). *Professional Preparation and Development for Teachers of English Language Learners: Considerations for Literacy and Structured English Immersion Instruction within Proposition 227*. California State University Policy Institute. Sacramento.

Research Reports and Professional Journals

The Early Implementation of California's System of Support: Counties, Differentiated Assistance, and the New School Dashboard. (contributing researcher). Policy Analysis for California Education. Stanford, CA. December, 2019.

Lavadenz, M., Armas, E. & Jauregui, S. (2019). Masking the Focus on English Learners: The

M. Lavadenz, Ph.D.

Consequences of California's Accountability System Dashboard Results on Year 4 Local Control and Accountability Plans (LCAPs). *The Multilingual Educator*.

Hill, L, Betts, J., Hopkins, M., Lavadenz, M. et al, (2019). *Academic Progress for English Learners: The Role of School Language Environment and Course Placement in Grades 6–12*. Public Policy Institute of California.

Lavadenz, M., Armas, E. & Jauregui, S. (2019). Masking the Focus on English Learners: The Consequences of California's Accountability System Dashboard Results on Year 4 Local Control and Accountability Plans (LCAPs). *The Multilingual Educator*.

Humphrey, D., Koppich, J., Lavadenz, M., Marsh, M., O'Day, J., Plank, D., Stokes L., Hall, Stokes, K., & Laura Tobben. (2018). *How Stakeholder Engagement Fuels Improvement Efforts in Three Californian School Districts* PACE: Stanford.

Lavadenz, M., Armas, E. & Jauregui-Hodge, S. (2018). *Masking the Focus on English Learners: The Consequences of California's Accountability System Dashboard Results on Year 4 LCAPs*. Long Beach: Californians Together.

Humphrey, D., Koppich, J., Lavadenz, M., Marsh, M., O'Day, J., Plank, D., Stokes L., Hall, M., Allbright, T., Blum, J., Dhaliwal, T., Fahimuddin, L., Stokes, K., & Laura Tobben. (2017). *Paving the way to equity and coherence? The Local Control Funding Formula in Year 3*. PACE: Stanford. http://edpolicyinca.org/sites/default/files/LCFFRC_04_2017.pdf

Olsen, L, Armas, E., & Lavadenz, M. (2016). *A review of year 2 LCAPs: A weak response to English Learners*. Long Beach, CA: Californians Together.

Maxwell-Jolly, J., Buenrostro, B. & Lavadenz, M. (2016). Ensuring high-quality staff for English learners. *English Learners in Focus, Issue 3. California Schools Magazine* https://www.csba.org/~media/CSBA/Files/GovernanceResources/GovernanceBriefs/201607GBEnglishLearnersInFocusIssue3_Staff.ashx

Lavadenz, M. (2016). Supporting and retaining high quality teachers of English learners. *California Schools Magazine*, Spring 2016.15-18.

Curtain, C., Everson, M., Kotenbeutel, C., King, Y., Lavadenz, M., Liu, P., & Ross, C. (2016). *Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese*. <https://startalk.umd.edu/public/resources/chinese-literacy-development>

Armas, E., Lavadenz, M., & Olsen, L. (2015). *Falling Short on the Promise of Increased or Improved Services for English Learners: A Report on Year One LCAPs*. Californian's Together: CA.

Lavadenz, M. President's Messages CC News-Fall, Winter and Spring, 2010-2012. These are brief pieces that address the membership of the California Council on Teacher Education's membership about issues addressing the organization and is published online: <http://www.ccte.org/newsletters/index.html>

Lavadenz, M. (2010) Measuring Teacher Effectiveness. Fall 2010. *LMU Magazine.1(2)XX*

M. Lavadenz, Ph.D.

Lavadenz, M. (2006). Adoption of Criteria for ELD Materials defeated by California State Board of Education. 38(2).

Lavadenz, M. (2005). CABE: A Legacy of Transformative Leadership. *The Multilingual Educator*, 1 (5) 6-11.

Lavadenz, M. (2000). Standards and Accountability: Does the push for higher and more rigorous standards really ensure academic success for English Language Learners? *The Multilingual Educator*, 1, 2.

Lavadenz, M. (1998). Chaos Theory and Bilingual Education: The Impact of Proposition 227 on California's LEP Population. *Multilingual News*, 1, 20.

Lavadenz, M. (1998). Negotiating Cultural Borders: A Cuban-American Returns. *Vistas*, 1(4), 2-4.

Lavadenz, M. (1998). Reading Between the Lines: The role of the media in the attack against bilingual education. *Multilingual News*.

Lavadenz, M. (1997). An Overview of Pending Legislation Impacting English Learners in California: Challenges, Possibilities and Apprehension (with M. Zaragoza-Díaz). *Multilingual News*.

Lavadenz, M. (1997). The Case of Waivers in Orange County: An Ominous Trend in Quality Education for Language Minority Students. *Multilingual News*.

Lavadenz, M. (1997). Placing the Ebonics Debate in Context: Political and Instructional Implications. *Multilingual News*.

Lavadenz, M. (1997) Teachers as Researchers in Bilingual Settings. *CLIPS: A Journal of the California Reading and Literature Project*, 3(2), 15-18.

Berdan, R., Wiley, T. & Lavadenz, M. (1997). *Position paper on Ebonics*. California Association for Bilingual Education: California.

Lavadenz, M. (1996). Preparing for the upcoming Legislative session: What CABE members can do. *Multilingual News*.

Lavadenz, M. (1996). Legislative Update: A Message from the Director of State and Legislative Affairs. *Multilingual News*.

Book Reviews

Lavadenz, M. (2001). Subtractive Schooling: US-Mexican Youth and the Politics of Caring. (Valenzuela, A). *The Multilingual Educator*, 1, 4.

Lavadenz, M. (1996). Crossing Cultural Borders: Education for Immigrant Families in America (Delgado-Gaitan, C. & Trueba, H.). *Journal of Multicultural Education*. Winter 1996, 31-32.

M. Lavadenz, Ph.D.

Lavadenz, M. (1994). The Burden of Support: Young Latinos in an Aging Society. (Hayes-Bautista, Schink, Werner & Chapa). *NABE Journal*.

Editorships

Lavadenz, M. & Baca, R. (2017). Preparing Bilingual Teachers: Research, Pedagogy and Politics. *Issues in Teacher Education* (26, 2).

Leistenya, P., Lavadenz, M. & Nelson, T. (2004). Critical Pedagogy: Revitalizing and Democratizing Teacher Education. *Teacher Education Quarterly*, 31, 1.

Preparing Teachers for Second Language Learners. Fall 2001 issue. *The Multilingual Educator*, 2,2.

Current Research in Bilingual Education (in preparation). Fall/Winter, 2002. *The Multilingual Educator*.

ERIC Documents

Lavadenz, M. (1997). Towards a balanced literacy instruction: Understanding reading skills within a whole language paradigm. ED 398 528.

Lavadenz, M. (1994). The role of paraprofessionals in the instruction of language minority children. ED 368 206.

CEEL Policy Briefs and Research Documents

Lavadenz, M., Armas, E, & Robles, N. (2019). *Bilingual Teacher Residency Programs in California: Considerations for Development and Expansion*. CEEL Policy Brief 7.

Lavadenz, M., Armas, E., Chang, S, Murrillo, M., Vahdani, T., Khoury, S.N., & Ramirez, N. (2019). *Leveraging Equity and Excellence for English Learners: An Annotated Bibliography*. Center for Equity for English Learners. Loyola Marymount California: CA.

EVALUATION REPORTS

Walnut Valley Unified School District: Foreign Language Assistance Program 2011/2012/2013.

Lennox-Weingart Foundation: Long Term English Learner Intervention Program. 2008-2010.

Project HOPE Title VII Comprehensive School Grant Biennial Report. Montebello Unified School District. October, 2004.

Project HOPE Title VII Comprehensive School Grant Biennial Report. Montebello Unified School District. October, 2003.

Project HOPE Title VII Comprehensive School Grant Biennial Report. Montebello Unified School District. October, 2002.

M. Lavadenz, Ph.D.

Project SEASWELL Title VII Academic Excellence Final Grant Report. Glendale Unified School District. April 2002.

Project HOPE Title VII Comprehensive School Grant Biennial Report. Montebello Unified School District. October, 2001.

Project ASPIRE Title VII Systemwide Grant Biennial Report (with Therese Snyder). San Diego County Office of Education. September 2001.

Project HOPE Title VII Comprehensive School Grant Performance Report. Montebello Unified School District. April, 2000

Project SEA SWELL Title VII Academic Excellence 2000 Biennial Report. Glendale Unified School District. U.S. Department of Education. November, 2000.

Pathways to Teaching Title VII Program Enhancement End of Project Report. Glendale Unified School District. U.S. Department of Education. November, 2000.

Project SEA SWELL Title VII Academic Excellence 1999 Performance Report. Glendale Unified School District. U.S. Department of Education.

Pathways to Teaching Title VII Program Enhancement Performance Report. Glendale Unified School District. U.S. Department of Education.

Paraprofessional Teacher Training Project 1999 Report. Glendale Unified School District. California Commission on Teacher Credentialing.

Progress Report for Pathways to Teaching (Title VII Program Enhancement Program). Glendale Unified School District. June, 1998.

Biennial Report: San Diego City Schools Title VII Systemwide Improvement Program. 1998.

End of Third Year Report: Evaluation of the Paraprofessional Teacher Training Program. California Commission on Teacher Credentialing: Glendale Unified School District, 1997.

End of Second Year Report: Evaluation of the Paraprofessional Teacher Training Program. California Commission on Teacher Credentialing: Glendale Unified School District. 1996.

End of First Year Report: Evaluation of the Paraprofessional Teacher Training Program. California Commission on Teacher Credentialing: Glendale Unified School District. 1995.

End of Project Report: Using Special Alternatives for English as a Second Language. U. S. Department of Education. Glendale Unified School District. 1994.

End of Fourth Year Report: Using Special Alternatives for English as a Second Language. U. S. Department of Education. Glendale Unified School District. 1993.

End of Third Year Report: Using Special Alternatives for English as a Second Language. U. S. Department of Education. Glendale Unified School District. 1992.

M. Lavadenz, Ph.D.

PROGRAM DOCUMENTS to Accrediting Agencies

Loyola Marymount University. Bilingual/Crosscultural and Academic Development Credential and Certificate Programs in Spanish and Mandarin)- Leading to Bilingual Authorizations. California Commission on Teacher Education. 2009.

Loyola Marymount University. CTEL (California Teachers of English Learners)- Leading to CLAD Authorization. California Commission on Teacher Education.

Loyola Marymount University. WASC Structural Substantive Change Proposal for the Ed.D. in Educational Leadership for Social Justice (with Albert Koppes, O.C. and Mary McCullough). March 2003.

Loyola Marymount University Crosscultural Language and Academic Development (CLAD) and Bilingual Crosscultural Language and Academic Development (BCLAD). April 1994 and April 1998.

California State University Asian BCLAD Consortium Program (with K. Nguyen-Lam). California State University, Long Beach. 1998.

KEYNOTE PRESENTATIONS

Improving Policy Implementation for English Learners. PACE Policy Research Panel on Continuous School Improvement and Support Systems. Oct. 15-16, 2019.

A New Ecology of Biliteracy: Teacher Education Policies and Practices. CCTE Fall 2019 Conference. San Diego, CA. October 17, 2019.

Celebrating Biliteracy. Archdiocese of Los Angeles Inaugural Biliteracy Pathway Celebration. Loyola Marymount University. May 29, 2019

Project-Based Learning with English Learners. Tulare County Office of Education. Fresno, CA. October 8, 2013.

Journalism for English Learners (with Elvira Armas). California Department of Education Accountability Institute. Santa Clara, CA. December 4, 2013

The World Café. Mandarin in the Schools Conference, Los Angeles, CA. October 26, 2013

Preparing Culturally and Linguistically Responsive Teachers. Los Angeles Unified School District Committee of the Whole. September 19, 2013

Creating Enduring StarTalk-University Partnerships. Program Directors' Institute. Atlanta, GA. May 5, 2013

Report on the Teacher Education Policy Committee. AERA Division K Teacher Education Summit, Chair. American Educational Research Association, Washington D.C.

M. Lavadenz, Ph.D.

Engagement, Motivation and Rigor for English Learners and Their Teachers. Los Angeles County Office of Education- Multilingual Academic Services Division. May 3, 2013

Implications of the CAEP Standards on Teacher Education Research and Policy. Teacher Education Policy Committee. American Educational Research Association, C. April 13, 2013.

Preventing Long Term English Learners (with Elvira Armas). Riverside County Office of Education. January 29, 2013.

The Next Generation English Language Development Standards: A Dialogue Around the Shift. California Reading and Literature Project Statewide Directors' Meeting. January 13, 2013.

Reflecting on Practice: Research on Content-Based Second Language Instruction. Universidad San Ignacio de Loyola. Lima, Peru. April 13, 2010.

Social Capitalization: Building capital in minority communities. Leadership for Social Justice Conference. University of Redlands. July 18, 2010.

Converging Interests: Multilingualism and Global Education. Dual Language Institute. San Diego County Office of Education, CA. March 29, 2010.

Leadership Through Transformative Teacher Research. LA Regional Joint Leadership Institute-UCLA Writing Project and CSULA Reading and Literature Project- April 3, 2009.

State of the Organization Address. "CABE: A 30-year Legacy of Transforming Hearts and Minds." California Association for Bilingual Education. Los Angeles, CA. Feb. 28, 2005.

State of the Organization Address. "Bilingual Education: An individual right, a national asset, and a global imperative." California Association for Bilingual Education. San José, CA. March 3, 2004

Para-Educator's as Transformative Leaders. University of Southern California Linguistic Minority Teacher Induction Project. December 6, 2003.

Teaching to Content Standards: Strategies for English Language Learners. LAUSD District I. Drew Magnet School. Los Angeles, CA. January 11, 2003

Capacitación del Maestro Bilingüe: El Uso de los Estándares de Lecto-Escritura en Español. CRLP Los Angeles, April 2001.

Contrastive Analysis: Using Positive and Negative Transference to Inform Instruction for English Language Learners. California Reading and Literature Project. CSULA Follow up. January, 2000.

Powerful Spanish Language Literacy through Standards Integration. Spanish Language Arts Institute. San Diego County Office of Education. September, 1999

Multicultural Voices: Understanding Stereotypes in Spanish Children's Literature. Joint Regional

M. Lavadenz, Ph.D.

Conference of the California Reading and Literature Project and Montebello CAFE Chapter.
April, 1998.

Cultural Diversity and California Secondary Schools: Equitable Program Practices. Temple City High School. March, 1998.

Roots, Wings and a Map: Ingredients for Raising Latino Youth. Bell Cluster Annual Parent Conference. Los Angeles Unified School District: CA. March, 1998.

PRESENTATIONS (refereed)

Does the State Accountability System Work for English Learners? (with Shelly Spiegel-Coleman). California School Boards Association. San Diego, CA. December 7, 2019.

Does the State Accountability System Work for English Learners? (with Shelly Spiegel-Coleman). Association of California School Administrators. San Francisco, CA. November 8, 2019 .

Transforming University-District STEM Ecosystems to Promote Equity and Access for English Learners (with Gisela O'Brien). National Science Teachers Association Conference. San Francisco, CA. July 26, 2019.

A Critical Policy Analysis of California's New Accountability System: Focusing on English Learners (with Elvira Armas and Sylvia Jauregui). American Association for Education Research. Montreal, Canada. April 9, 2019.

Developing a Depth of Implementation Measure for a Comprehensive Reform Model Focused on English Learners (with Martha Martinez and Elvira Armas). American Association for Education Research. Montreal, Canada. April 9, 2019.

Interdisciplinary Instruction for Teachers of English Learners: Increasing Teachers' Capacity to Deliver Powerful Environmental Science Instruction (with Elvira Armas). American Association for Education Research. Montreal, Canada. April 8, 2019.

Bilingual Teacher Expertise: Building a Continuum of Preparation and Professional Learning. Featured Institute. California Association for Bilingual Education. Long Beach, CA. March 20, 2019

Masking the Focus on English Learners: The Consequences of California's Accountability System Dashboard on Year 4 Local Control and Accountability Plans (LCAPs). California Association for Bilingual Education. Long Beach, CA. March 19, 2019.

Teaching Young English Learners: Implications for TK, Kindergarten and Early Childhood Educators. (with Carola Matera and Elvira Armas). California Association for Bilingual Education- Long Beach, CA .March 3, 2013.

Social Capitalization in Bilingual Communities. American Educational Research Association. New Orleans, LA. April 10, 2011

M. Lavadenz, Ph.D.

Beliefs and practices of Chinese language teachers in K-12 classrooms: the case of Southern California
(with Chan Lu) American Educational Research Association. New Orleans, LA. April 11, 2011

Content and Construct Validity of the Observation Protocol for Academic Literacies (OPAL)
American Educational Research Association. New Orleans, LA. April 9, 2011

Cross-Linguistic Resource Sharing in Young Bilingual Learners (with Ana Hernandez).
American Educational Research Association. New Orleans, LA. April 9, 2011

Chinese Language Teaching in California: Standards, Programs and Practices. (with Sally Chou and Susan Jain). California Association for Bilingual Education. San Jose, CA. March 12, 2010.

Pedagogies of Questioning: Bilingual Teacher Researchers and Transformative Inquiry.
California Association for Bilingual Education. San Jose, CA. March 12, 2010

A Multi-Modal Approach to Chinese Language Teacher Preparation. (with Yvonne Chan, Hongyin Tao and Susan Jain). National Chinese Language Education Conference-Asia Society. Washington D.C. April 23, 2010.

Unpacking the California World Language Standards for Chinese Language Education in the K-12 Context. (with Yvonne Chan, Hongyin Tao and Susan Jain). National Chinese Language Education Conference. - Asia Society. Washington D. C. April 2 Preventing Long-Term English Learners:

“Listening to Parent Voices: Home-School Collaboration for Diverse Communities.” Paper Presentation with Elvira Armas at the American Educational Research Association, San Diego, CA. April 2009

“Preparing Teachers for Multiliteracies Pedagogy through Global Learning Networks” (RoundTable with Kristen Brown, San Diego State University). American Educational Research Association, San Diego, CA. April 2009

“Preparing Chinese Language Teachers”. Paper Presented at the CAIS Chinese Education Conference. San Francisco, CA.. March 14, 2009.

“Social Capitalization: Bilingual Communities Taking Back Their Schools” CAFE. Long Beach, CA. February 27, 2009,

“Why Aren’t They Talking?” (with Elvira Armas). Paper presented at the Annual Meeting of the American Educational Research Association New York City, March 24-28, 2008

Perspectivas Internacionales en Prácticas, Teorías, e Investigaciones de Bi-Alfabetización. Paper presented at 14th Annual National Two-Way Bilingual Immersion program Summer Conference. Long Beach, CA. July 20, 2006

Policy Making/Legal and Political Issues. *Political Versus Pedagogy in Bilingual Education: The Path to Reauthorization of Bilingual Credential Standards.* Paper presentation presented at California Association for Bilingual Education 31st Annual Conference. (CAFE) 2006

M. Lavadenz, Ph.D.

“Courage to Act Begins with One Voice”. San José McEnery Convention Center, San Jose, CA. March 02, 2006

Questioning our Practices: Bilingual Teacher-Researchers and Transformative Inquiry. Paper presented at Annual Conference of the American Educational Research Association. Montreal, Canada. April 20, 2005

Como Hablar en Silencio (Speaking yet Silenced): Issues of Language, Culture and Identity of Central Americans in Los Angeles. Paper presented at the Annual Conference of the American Educational Research Association. San Diego, CA. April 14, 2004

Discussant, *Ethnography as Policy Analysis*. Presented at the Annual Conference of the American Anthropological Association. New Orleans, LA. November 21, 2003.

La Metacognición y la Bilingüidad. Paper presented at the Annual Conference of the California Reading Association. San Diego, CA. November 7, 2003.

Teacher-Research in Secondary Classrooms. California Association for Bilingual Education. February, 2002.

Bilingual Teachers as Warriors and Peacemakers: Crossnational Perspectives. Chair, American Anthropological Association. Washington D.C. December 2002.

The Development of Bilingual Teachers' Identity and Beliefs. American Anthropological Association. Chicago, Illinois. November, 2000.

Metacognition and Bilingüidad. American Educational Research Association. New Orleans, Louisiana. April, 2000.

Creating an Intercultural Campus. American Association of Higher Education. Anaheim, CA. March, 2000. (Session Facilitator).

Transforming Teacher Education Beliefs and Practices: The Development of a Collective Identity. American Anthropological Association. Chicago, Illinois. December, 1999.

Developing a Sociocultural/Constructivist Framework for Teacher Education: Reconstructing Theory and Practice (with Shane Martin). American Educational Research Association. Montreal, Canada. April, 1999.

Chaos Theory and Bilingual Education: Implications for Language Policies in California. American Association for Applied Linguistics. Connecticut, March, 1999.

Accreditation as professional development. American Association of Colleges of Teacher Education Annual Meeting, Washington D.C. February, 1999.

Reforming Teacher Education Beliefs and Practices: The Sociocultural/Constructivist Approach (with Shane Martin). National Association for Multicultural Education. St. Louis, MO. October, 1998.

M. Lavadenz, Ph.D.

A Binational Review of Bilingual Teacher Preparation: Mexico and the U.S. Fourth Annual European Immersion Conference. Wales, U.K. September 1998.

Current Trends in Teaching English as a Second Language: A View from California". Second International Conference on Science, Education and Technology. Beijing, China. July, 1998.

Preparing Teachers to be Culturally Responsive Educators: Sociocultural/Constructivist Theory into Practice". Fifth International Seminar on Teacher Education. Havana, Cuba. February, 1998.

Bilingual Teachers Beliefs: Using journals to develop reflective practice." Paper presented at the Annual Conference of the Council for Exceptional Children. Salt Lake City, UT. April, 1997.

Educational Responses to Cultural Diversity: A Framework for Analysis . (With Shane Martin). Comparative and International Education Society. Mexico City, Mexico. March, 1997.

Replicating Effective District-Level Career Ladders for Bilingual Para-Educators." National Association for Bilingual Education. Albuquerque, New Mexico. February, 1997.

Educational Responses to Cultural Diversity: Theory into Practice." (With Shane Martin). Association for Teacher Educators. Washington, D.C. February, 1997.

Understanding the impact of war trauma: Central American students in U.S. Public Schools." California Association for Bilingual Education. San Diego, California. February, 1997.

Theoretical and Practical Responses to Cultural Diversity: A Typology for Teacher Education." (With Shane Martin). Annual Conference of the National Association for Multicultural Education. St. Paul, MN. November, 1996.

Sociocultural Factors Affecting School Reform in Culturally Diverse Settings." (With Mary McCullough and Shane Martin). Annual Conference of the National Association for Multicultural Education. St. Paul, MN. November, 1996.

Career Pathways to Beginning Teacher Support: A Model Program. Beginning Teacher Support Induction Network Conference. Occidental College, Los Angeles, CA. October 10, 1996.

Teacher- Researchers in Literacy Instruction." Annual Conference of the California Reading and Literature Project. Los Angeles, CA. October 19, 1996.

Authentic Assessment in Bilingual Immersion Programs." Third Annual European Institute for Bilingual Immersion. Barcelona, Spain. September 26, 1996.

Theoretical and Practical Responses to Cultural Diversity: A Typology for Teacher Education." (With Shane Martin). Annual Conference of the American Association of Colleges of Teacher Education. Chicago, IL. February 23, 1996.

Highlights form the U.S.C. Latino Teacher Project." Annual Conference of the American Association of Colleges of Teacher Education. Chicago, IL. February 22, 1996.

M. Lavadenz, Ph.D.

Paraprofessionals, Para-Educators, Para-Teachers." (With Reynaldo Macías). Annual Conference of the National Association for Bilingual Education. Orlando, FL. March 14, 1996.

National Title VII Doctoral Fellowships: A Retrospective."(with Macías, R.). Annual Conference of the National Association for Bilingual Education. Orlando, FL. March 15, 1996.

A Cross-National Study on Bilingual Education: The Impact of Policy and Legislation in the Preparation of Bilingual Teachers in the United States and Mexico. Annual Conference of the American Educational Research Association. New York. April, 1996.

"*A Large-Scale Analysis of Para-Educators.*" (With Reynaldo Macías). Annual Conference of the American Educational Research Association. New York. April, 1996.

"*Theoretical and Practical Responses to Cultural Diversity: A Typology for Teacher Education.*" (With Shane Martin). Annual Conference of the American Educational Research Association. New York. April, 1996.

"*Cuban-American Women: A Legacy to the Bilingual Education Community of California.* (Invited panelist). California Association for Bilingual Education. San José, CA. January 12, 1996.

"*Title VII Doctoral Fellowships.*" (Co-organizer). California Association for Bilingual Education. San José, CA. January 12, 1996.

Factors Related to the Teaching Motivation of Chicano/Latino Paraprofessionals. American Educational Research Association, San Francisco, CA. April 20, 1995

Baca, R., Genzuk, M. & Lavadenz, M. "*Developing Career Ladders for Minority Paraprofessionals.*" American Educational Research Association, San Francisco, CA. April 20, 1995.

"*Factors Related to the Teaching Motivation of Chicano/Latino Paraprofessionals.*" National Association for Bilingual Education, Phoenix, AZ. February 13, 1995.

"*Round Table on Central American Immigrants and Education.*" University of California Linguistic Minority Research Institute Annual Conference. UC Riverside. October 20, 1994.

Case Studies of War: The Effects of Traumatic Experiences on Learning in Central American Immigrant Students." First Annual Central American Conference, California State University, Los Angeles. May 13, 1994.

"*Research Symposium on Bilingual Teacher Education.*" (With Macías, R). American Educational Research Association, New Orleans, LA. April 1994.

"*War Trauma and Central American Immigrant Children.*" National Association for Bilingual Education, Los Angeles. February 1994.

University of Southern California's Latino Teacher Project." National Association for Bilingual Education, Los Angeles. February, 1994

M. Lavadenz, Ph.D.

“Title VII Fellows' Research Developments.” California Association for Bilingual Education, San José, CA. February 1994.

Las Razones de la Escasez de Maestros Bilingües: Una Encuesta (Paraprofessionals as a Remedy for Bilingual Teacher Shortages in California).” Quintas Jornadas Pedagógicas Internacionales para la Educación Bilingüe: Un Futuro Sin Fronteras. Pasadena, CA. September, 1993

“Social, Cultural and Political Factors Related to Career Entry Paths of Bilingual Paraprofessionals.” National Association for Bilingual Education, Houston, TX. February, 1993.

“Paraprofessional to Teacher: Obstacles and Potential.” California Association for Bilingual Education, Anaheim, CA. January, 1993.

“War Trauma and Central American Immigrant Children.” Education Graduate Association, University of Southern California, Los Angeles, CA. April, 1992.

“Overcoming Obstacles in Pursuing a Teaching Career.” California Paraprofessional's Association for Bilingual Education, Pasadena, CA. December, 1992.

“The Effects of War Trauma on Central American Immigrant Children.” Center for International and Ethnic Studies, Los Angeles, CA. November, 1991.

“Thematic Integrated Approaches in Bilingual Education.” California Association for Bilingual Education. San Francisco, CA. January, 1990.

“Jumping Frogs, Inch Worms and Flying Cranes: A Bilingual, Thematic Approach.” Whole Language Conference at California State University, Los Angeles. May 1990.

PRESENTATIONS (Invited)

Supporting Standard English Learners in LAUSD (Invited Presentation to the Board). LAUSD: Los Angeles, July 1, 2014.

English Learner Roundtable with Secretary of Education Arne Duncan. US Department of Education. Washington DC. May 27, 2014

American Educational Research Association National Meeting. Chaired Invited Session: “The Implications of the Council for the Accreditation of Educator Preparation Policy Standards on Teacher Education Research, Policy, and Practices.” April 6, 2014.

Journalism for English Learners (with Elvira Armas). California Department of Education Accountability Institute. Santa Clara, CA. December 4, 2013

The World Café. Mandarin in the Schools Conference, Los Angeles, CA. October 26, 2013

Preparing Culturally and Linguistically Responsive Teachers. Los Angeles Unified School District Committee of the Whole. September 19, 2013

M. Lavadenz, Ph.D.

Creating Enduring StarTalk-University Partnerships. Program Directors' Institute. Atlanta, GA. May 5, 2013.

Report on the Teacher Education Policy Committee. AERA Division K Teacher Education Summit, Chair. American Educational Research Association, Washington D.C.

Engagement, Motivation and Rigor for English Learners and Their Teachers. Los Angeles County Office of Education- Multilingual Academic Services Division. May 3, 2013

Implications of the CAEP Standards on Teacher Education Research and Policy. Teacher Education Policy Committee. American Educational Research Association, C. April 13, 2013.

Preventing Long Term English Learners (with Elvira Armas). Riverside County Office of Education. January 29, 2013.

The Next Generation English Language Development Standards: A Dialogue Around the Shift. California Reading and Literature Project Statewide Directors' Meeting. January 13, 2013.

US. Department of Education: Race to the Top Assessment Testimony: Equitable Assessment for English Learners December 2, 2009, Denver, Colorado

STARTALK National Teacher Certification Summit- Preparing World Language Teachers. December 11, 2009, Washington, D.C.

Towards Equitable and Authentic Assessment of English Learners. University of Massachusetts, Boston. March 30, 2009.

La Enseñanza de la Lecto-Escritura. Two-Way CABE, Newport Beach, CA. July 2008

Preparing California's Bilingual Teachers: Theory, Practices and Policy. Two-Way CABE, Newport Beach, CA. July 2008.

Equitable Assessment of English Learners. National Council of La Raza, San Diego, CA. July, 2008.

No Child Left Behind and English Learners. Testimony presented to the California Department of Education meeting for No Child Left Behind Reauthorization Public Meetings. Glendale High School, Glendale Unified. Glendale, CA. October 18, 2006.

Adoption of Criteria for ELD Materials defeated by California State Board of Education. Paper presentation presented at the Annual Catesol Conference. Mascone Conference Center. San Francisco, CA. April 6, 2006

Creating the Change – Dropout Prevention Strategies. Paper presented at the Los Angeles Leadership Forum on High School Dropouts. Davidson Conference Center, University of Southern California. Los Angeles, CA. March 1, 2006.

M. Lavadenz, Ph.D.

Preparing Moral Educators of English Learners. Paper presented at the Annual Conference of the Association of Moral Educators. Chapman University. November 13, 2004

Featured Speaker Presentation: *Perspectives on Biliteracy Policies and Practices.* Paper presented at the Annual Conference of the California Reading Association. San Diego, CA. November 6, 2003.

Teaching to Content Standards: Additive Approaches for English Language Learners. Paper presented at the Annual Joint Conference of the California Association for Asian and Pacific American Education and the National Association for Asian and Pacific American Education. Woodland Hills, CA. August 23, 2003.

Supporting New Teachers of English Learners (with Aída Walqui). Presented at the Annual Conference of the California Association of Teachers of English to Speakers of Other Languages. Pasadena, CA. April 10, 2003.

El Rigor y la Riqueza en la Escritura en Español. Presented at the Annual Conference of the California Association for Bilingual Education. Los Angeles, CA. February 13, 2003.

Viaje con el baile a través de Mexico, Cuba y España. Presented at the Annual Conference of the California Association for Bilingual Education. Los Angeles, CA. February 12, 2003.

Theory, Research and Effective Practice for Biliteracy. Los Angeles Basin Policymakers' Literacy Forum. March, 2002.

El Español en California: Implicaciones para la enseñanza basada en los estándares de lecto-escritura. University of Southern California. March 2002.

Preparing Teachers for Equitable Assessment of English Learners. Project EXCEL. Los Angeles County Office of Education. Los Angeles, CA. Feb. 2002.

Developing Academic Language for Adolescent English Learners (with Aida Walqui). Standards and Accountability Institute. Santa Barbara, CA. December, 2001.

La Educación Bilingüe /Intercultural en California: Un caso de caos. Universidad Pedagógica Nacional de México. Mexico City. Nov. 2001.

Contrastive Analysis as a Tool for English Language Development. CATESOL. Ontario, CA. April 2001.

Un futuro brillante: Multiple Language Acquisition for young Latino children. Sparking the Connection: La Familia, Los Niños y La Comunidad. Annual Conference of the Families and Work Institute and the National Latino Children's Institute. Los Angeles. January, 2000.

Equitable Assessment Practices for Language Minority Students. Rio Rico Unified School District. Tucson, Arizona. November, 1999.

Assessment and cultural diversity in university settings. Center for Teaching Excellence. Loyola Marymount University. Los Angeles, November, 1999.

M. Lavadenz, Ph.D.

Culturally Responsive Pedagogy in university classrooms. Center for Teaching Excellence. Loyola Marymount University. Los Angeles, October, 1999.

Using the Spanish Language Arts Standards to Guide Literacy Instruction in Two-Way Bilingual Classrooms. National Two-Way Bilingual Immersion Conference. Monterrey, California. July, 1999.

Clasificaciones de la Educación Bilingüe e Intercultural. Instituto de Desarrollo Profesional en la Educación Bilingüe e Intercultural. Rafael Landívar University. Guatemala. July, 1999.

Métodos de Investigación Cualitativos en Investigaciones Educativas. (with Shane Martin). Instituto de Desarrollo Profesional en la Educación Bilingüe e Intercultural. Rafael Landívar University. Guatemala. July, 1999.

Investigaciones cuantitativas que utilizan la tecnología y las encuestas (with Martin S. P., & Colín, E.) Workshop presented to the Social Science/Political Science faculty, Universidad Rafael Landívar, Guatemala. July, 1999.

Classroom Activities for Young Learners. Course module taught for the Egyptian Professors of English Teachers Summer Institute. California State University, Los Angeles. May, 1999.

Beyond Learning Styles (with Shane Martin). LMU Junior Faculty Colloquium. March, 1999.

21st Century Schooling. LMU President's Day. March, 1999.

Integrating the English Language Development Standards into Literacy Instruction for English Language Learners. Los Angeles Annenberg Metropolitan Project. January, 1999.

The English Language Development Standards: Implications for Teaching. California Reading and Literature Project Summer Invitational. La Jolla, CA. August, 1998.

Implications of Proposition 227 for Bilingual Para-Educators. First Annual Para-Educator Conference, California School Employee Association. Sacramento, CA. August, 1998.

Socio-Political Contexts for Language Minority Education in California. Symposium for the Annual Conference of the California Association of Teachers of English to Speakers of Other Languages. Pasadena, CA. April, 1998.

The Role of University Faculty in Educational Responses to Cultural Diversity. (with S. Martin). Junior Faculty Colloquium. Loyola Marymount University, Los Angeles, CA. April, 1998.

The Next Generation: What We Know about Effective Instruction for English Learners. Respondent to Dr. Eugene García. English Language Learner Forum. California Reading and Literature Project. Sacramento, CA. March, 1998.

Response to the Meta-Analysis of the Effectiveness of Bilingual Education. Thomas Rivera Policy Institute. Los Angeles, CA. March, 1998.

M. Lavadenz, Ph.D.

Adapting Language Arts Standards for Spanish Bilingual Programs: Analysis and Practical Applications. Annual Conference on Migrant Education. Los Angeles, CA. March, 1998.

The Media and the Attack on Bilingual Education. Annual Conference on Language Minority Education. University of California, Riverside. January, 1998.

The Role of Faculty and K-12 Connections in Hispanic Serving Institutions. W.K. Kellogg Foundation. Los Angeles, CA. December, 1997.

Research and Evaluation of Bilingual Programs. Senate Select Committee on Bilingual Education. Los Angeles Regional Hearing on the Efficacy and Implementation of Bilingual Education, December, 1997.

Authentic Writing Assessment in Spanish Bilingual Classrooms. Lecto-Escritura Institute, San Diego County Office of Education. San Diego, CA. Nov. 1997.

Research on Bilingual Education and the Preparation of Teachers. California School Board Association. Anaheim, CA. April, 1997.

School Reform and Language Minority Students. Research Institute at the California Association for Bilingual Education." San Diego, California. February, 1997.

Teacher Action Research and Bilingual Literacy. California Reading and Literature Project at California State University, Los Angeles. August 10, 1996.

Second Annual US/Mexico Educational Symposium, Professional Development. Juárez, Mexico. September 13-15, 1995.

Features of Effective Bilingual Education Programs. National Council of Jewish Women, Los Angeles. February 9, 1995.

El Portafolio como parte de la Evaluación Auténtica." Universidad Pedagógica Nacional. Mexico City, Mexico. November 30, 1994.

First Annual U.S./Mexico Curriculum Symposium. Austin, Texas. November 9-10, 1994.

Manuscript Reviewer

- *Educational Measurement: Issues and Practice*, 2019 to present
- *Review of Educational Research*, 2013-present
- *Journal of Language, Culture and Identity*, 2001 to 2008
- *Educators for Urban Minorities*, 1999 to 2005
- *Teacher Education Quarterly*, 1997 to present.
- Reviewer, *Momentum*, 1997.
- Reviewer of proposals, AERA Hispanic Research SIG. 1997.-present
- Reviewer, *International Journal of Qualitative Studies in Education*. 1997-present
- Reviewer, *Journal of Urban Education*. 1996.

M. Lavadenz, Ph.D.

- Reviewer of proposals, AERA SIG on the Sociocultural Context of Education. September, 1995.
- Reviewer, *Literacy and Language Diversity in the United States*. Center for Applied Linguistics. Washington, D.C. 1993.
- Reviewer, *A Guide to Becoming Culturally Responsive and Responsible Educators*. For the Beginning Teacher Support and Assessment Program, Commission on Teacher Credentialing, California State Department of Education. 1993.

CONSULTING EXPERIENCE

- University of California Literacy Consortium (2004-2006).
- Project HOPE - Montebello Unified School District. (2001-2004).
- American-Egyptian Master Teacher Exchange Project. (USAID and CSULA). 1999 through Summer 2002.
- Montebello Unified School District. 2000 to present.
- Glendale Unified School District. Elementary and Secondary English Language Development Curriculum Development. 1999-2002.
- California English Language Proficiency Assessment Project (Chair, Assessment Review Sub-committee). 1998-1999.
- Project ASPIRE (A Secondary Spanish-English Biliteracy Program). San Diego. 1998-present.
- University of Southern California Latino Teacher Project. 1991-1995.
- Utah State Department of Education. 1997.
- Granite School District, Salt Lake City, Utah, Summer, 1997.
- University of California, Santa Barbara. Secondary B/CLAD Staff Development. January - April, 1996.
- San Diego County Office of Education. 1997-1998.
- University of California Reading and Literature Project (Spanish). Teacher Action Research in Biliteracy. 1996-1998.
- CSU Asian BCLAD Consortium. Program Development. 1996-1997.
- Bryson Street Elementary School, Los Angeles Unified School District. "Developing an Effective Bilingual/Multicultural Program." March 1, 1996.
- Center for Language Minority Education and Research, CSU, Long Beach. Needs Assessment for a High School Comprehensive Education Grant. November, 1995.
- Center for Language Minority Education and Research and the School of Education. CSU, Long Beach. Developing the B/CLAD Single Subject Program. September, 1995 - June, 1996.
- Occidental College School of Education. Seminar on Adapting Course Syllabi for the B/CLAD Specifications. June, 1995.
- Multifunctional Resource Center and the Center for Language Minority Education and Research. CSU, Long Beach. Research Team on Instructional Services for LEP students. May-June, 1995.
- California State University, Long Beach. Seminars on Culturally Responsive Pedagogy and Authentic Assessment. January, 1995.
- Glendale Unified School District, Bilingual Paraprofessional- to- Teacher Project. 1995-present.
- Glendale Unified School District, Title VII Project "USA for ESL." 1993-1994.

M. Lavadenz, Ph.D.

MEDIA PRESENTATIONS

Television

Univision. Educate! The Importance of Bilingual Teachers.

<http://noticias.univision.com/video/256653/2012-10-10/educacion/videos/la-importancia-de-los-mentores-en-tus-anos-de-escuela>. Oct. 17, 2012

KCET. A Place of Our Own & Los Niños en su Casa. September, 2004; November, 2004; December, 2004; December, 2004- December 2008.

http://aplaceofourown.org/question_detail.php?id=315

KVEA. ¿ Ahora qué para la educación bilingüe? Sept. 2000

Univision. El impacto de la proposición 227. Oct. 2000.

Café California (KWHY-TV). Teaching Columbus to Latino Students. October, 1998.

VISTA, LA. (ABC-TV). "Characteristics of Effective Bilingual Programs." April, 1998.

KVEA, KMEX and *La Opinion* (news) "A Meta-Analysis on the Effectiveness of Bilingual Education". March, 1998. Respondent to Tomás Rivera Policy Institute Study.

Continental Cable. "Saving the American Dream: The Impact of the English-Only Amendment." (Jan. 1996). Panelist.

Telemundo (KVEA). Investigaciones sobre la Educación Bilingüe. October 29, 1995. Interview.

KCAL News. Bilingualism as a Perceived Threat to National Unity: A Response to the Separatist Movement in Canada. October 30, 1995. Interview.

KCAL News: "CrossTalk." Reactions to the English Only Initiatives in Congress. October 18, 1995.

Print Media

October 21, 2003. Quoted in the Chicago Tribune: *Hispanic population in America growing, assimilating fast.*

<http://www.centredaily.com/mld/centredaily/news/7066185.htm>.

La Opinión. La Educación Bilingüe. October 29, 1995. Interview.

San Bernardino Sun. Variations in Foreign Language Instruction in High Schools. September 28, 1995. Interview.

United Press International. Language Policies and Bilingual Education: Reflections on the Amarillo, Texas court decision. September 11, 1995. Interview.

Radio

November 10, 2003. Commentary for local National Public Radio (89.3 FM) regarding the appointment of Richard Riordan as Secretary of Education

M. Lavadenz, Ph.D.

Power 106 (105.9). Proposition 227. May, 1998. Panelist.

KLOV (107.5). "Programas Para La Prevención del Abuso de Drogas Para Padres en el Distrito Escolar de Glendale" (Drug Abuse Prevention and Awareness Programs for Parents in Glendale). October, 1992. Interview.

UNIVERSITY LEVEL FACULTY DEVELOPMENT AREAS

- Program Development and Syllabi Adaptation for B/CLAD Programs
- Culturally Responsive Pedagogy
- Authentic Assessment
- Bilingual Education Policies and Practices
- SDAIE in the Content Area

ACADEMIC PROGRAM AND CURRICULUM DEVELOPMENT

- Ed.D. in Educational Leadership for Social Justice, 2002-present
- Master of Arts in Biliteracy, Leadership and Intercultural Education, 2004-present
- Masters of Arts in Bilingual /Bicultural Education, Loyola Marymount University, 1993-present.
- Masters of Arts in TESL/Multicultural Education, Loyola Marymount University, 1993-present.
- Bilingual and Crosscultural Language and Academic Development Credential Programs (Multiple and Single Subject (B/CLAD) at Loyola Marymount University, 1993.
- Co-Author, Parent Education Program, Glendale Unified School District (GUSD), 1990.
- Cross-Age Author Program, Mann Elementary School, GUSD. 1989-1991.
- Spanish Language Arts, Mann Elementary School, GUSD. 1988.

COURSES DEVELOPED and TAUGHT

- EDLA 7040: Contextualizing Leadership in Educational Contexts doctoral level course, 2018 to present
- EDLA 7049: Research Seminar: Public, Private and Catholic to present. (2014 to present)
- EDES 6320: Methodology for Primary Language Instruction in Bilingual Settings (2019_.
- EDUC 5002 "Theories of Second Language Acquisition for Teach for America," 2013-present
- EDLA 7000 'Sociopolitical Context of Education', doctoral level course to be taught fall 2005
- EDLA 7020 'Situated Inquiry in Education', doctoral level course, 2004 to present
- EDUC 651 'Second Language Literacy' Graduate level specialized course (TESL), 2001.
- EDUC 640 'Elementary and Secondary Curriculum' Graduate level core course, 1999.
- EDUC 658 "Advanced Research Design" Graduate level thesis proposal course, 1999.
- EDUC 520/620 "Chicano/Latino Cultures: An Interdisciplinary Perspective," undergraduate and graduate students. LMU, 1995 to present.
- EDUC 611 "Educational Linguistics," masters level students, LMU, 1995.
- EDUC 516/ 609 "Methodology for Primary Language Instruction in a Bilingual Setting," graduate students (taught in Spanish), LMU, 1994 to present.
- EDUC 604 "Methods in Second Language Teaching," masters level students, LMU, 1994.
- EDUC 607 "Cultural Diversity in Schools," certificate and masters level students, LMU,

M. Lavadenz, Ph.D.

1994.

- EDUC 606 "Applied Linguistics," masters level students, LMU, 1994.
- EDUC 515/608 "Theories and Methods in Bilingual Education," undergraduate and graduate students, LMU, 1993 to present.
- EDLC 5324 Bilingualism and Bilinguality
- EDLC 6995 Comprehensive Examinations
- EDLA 7049 Doctoral Seminar – Dissertation Proposal
- EDLA 7353 Doctoral Seminar- Dissertation Advisor
- EDLC 6323 Ethnolinguistics
- CHST 503/EDUC 603 "Theories in Second Language Acquisition," undergraduate upper division (Chicano

UNIVERSITY SERVICE

- LMU Strategic Planning Committee (2019-present)
- LMU School of Education Dean's Search Committee (2018)
- LMU Committee on the Economic Status of the Faculty (2017-2018)
- LMU Sabbatical Review Committee (2018-2020)
- LMU Committee on the Status of Women (chair, Fall 2016)
- Co-Chair, Task Force on External Funding- University Research Council
- LMU Internationalization Committee
- LMU Library Committee
- LMU APRC Committee
- LMU Intercultural Advisory Committee
- LMU Women Faculty of Color
- LMU Undergraduate Teacher Preparation Advisory Committee
- University Teacher Education Committee,
- Graduate Blue Ribbon Committee, 2001
- Irvine Faculty Committee, 1998-1999.
- Co-Chair, and Co-Founder, LMU Latino Faculty Association, 2004, 2001, 1998, and 1996.
- University Research Committee, 1996-present.
- Chair, Committee on Ethnic Minority Faculty Affairs, 1996-1998.
- President's Committee on Diversity. 1996-1999.

Conference Organizer

- California Council for Teacher Education, Co-Chair for Fall 2001/2007/2010/2015 Conferences.
- Central American Education Conference. May, 1999 and Fall 2000.
- California Reading and Literature Project Summer Reading Institute for K-3 Teachers. July, 1999 and August 2000.
- Conference Site Organizer, Jornada Pedagógica Internacional para la Educación Bilingüe. Loyola Marymount University, 1995-2016.
- Conference Site Organizer, California Association of Teachers of English to Speakers of Other Languages, November 5, 1999.

M. Lavadenz, Ph.D.

- Conference Site Organizer, Pacific-Southwest Regional Technology in Education Consortium. Loyola Marymount University, January, 1999.
- Guest Speaker. Día de Reconocimiento. May, 1995.
- Guest Respondent, FOCUS LA. Issues Related to the "Contract with America". May, 1995.
- Latino Faculty Sub-Committee: A Response to SDS on minority student support services. 1994-1995.
- Faculty Sponsor, LMU Sigma Lambda Beta, 2000-2001.
- Faculty Sponsor, LMU Student Advocates for Bilingual Education (SABE), 1994-present.
- Loyola Marymount University Study Abroad Program, Cuernavaca, Mexico. July 1994.
- Co-Sponsor, UC Linguistic Minority Research Institute and Commission on Teacher Credentialing Collaborative Meeting at LMU. November 1993.

SERVICE TO THE SCHOOL OF EDUCATION

- School of Education Grants and Fellowships Committee (2018)
- School of Education Cluster Search Committee (2017)
- School of Education Pre-Tenure Review Committee
- School of Education Search Committee (Elementary Education), 2000-2001.
- School of Education Search Committee (Secondary Education), 1998-1999.
- School of Education Search Committees (TESL/Multicultural Education), 1996-2000.
- Elementary/Secondary Education Teacher Admissions and Advisory Committee (TAAC).
- School of Education Thesis Committee.
- Chair, School of Education Adjunct Faculty Selection Committee, 1996.
- Co-Chair, New Graduate Student Orientation. August 31, 1995.
- Presenter, First Annual Catholic School Teacher Renewal Day. LMU, October, 1993.
- School of Education (LMU) Library Representative, 1994.
- Coordinator, Spring 1994, Faculty Development Seminars for Specially Designed Academic Instruction in English and Multiculturalism.

SERVICE to the PROFESSION

Advisory Boards

- AERA Division K (Teacher Education) Committee on Teacher Education Policy, Chair, 2011- present
- Global Education Academy Charter School- 2007 to present.
- Re-Appointed to the California Commission on Teacher Credential English Learner Advisory Panel. January 2011-January 2013.
- Co-Chair: Teacher Education Leadership and Policy. Fall Conference of the California Council in Teacher Education. October 23-26, 2010. San Diego, CA.
- California Reading and Literature Project 1999- present
- UCLA Confucius Institute- 2008 to present
- CTC English Learner Advisory Panel, 2008 to 2009
- California World Language Road Map Planning Committee, January-June 2010

M. Lavadenz, Ph.D.

- Mandarin in the Schools Committee, 2008-present
- California Association of Teacher of English to Speakers of Other Languages, 2005- 2009
- California Council on Teacher Education, 2002-2005.
- California Association for Bilingual Education, 2003 to 2007
- California Reading and Literature Project, 1999 to present.
- California Association for Bilingual Education, 1996-2005.
- California International Studies Project, Stanford, California. 1996-2000.
- Beginning Teacher Support and Assessment Program and Bilingual Paraprofessional Teacher Training Project, Glendale Unified School District, 1996-2006.
- External Reviewership

Editorial Boards

- *Issues in Teacher Education*, 2016-present
- *Journal of Language, Identity and Education*, 2001 to 2009
- *Journal of Qualitative Studies in Education*, 2008-present
- *Teacher Education Quarterly*, 1998-2003.
- *The Multilingual Educator*, 1998-2000.
- *Multilingual News*, 1998-2000.
- *Educators for Urban Minorities*. 1998 to 2004

COUNSELING

Glendale 2000, 1992-1993.

Leadership Team, Mann Elementary, 1988.

PROFESSIONAL ORGANIZATIONS

- California Council for Teacher Education, 1998 to present..
- Kappa Delta Pi, 1996 to present.
- American Anthropological Association, 1998 to present
- American Association of Applied Linguistics, 1995 to present.
- International Reading Association, 1994 to present.
- American Educational Research Association, 1992 to present.
- California Association for Bilingual Education, 1985 to present.
- National Association for Bilingual Education, 1990 to present.
- American Association of Colleges of Teacher Education, 1996 to present.

LANGUAGES

Verbal and written fluency in the following languages:

1. English
2. Spanish
3. Intermediate fluency in French

References provided upon request