

CURRICULUM VITA
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Present Position: Leavey Presidential Endowed Chair in Ethics and Moral Leadership
Department of Educational Leadership and Administration
Executive Director, Center for Equity for English Learners

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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

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| 2006- present, | Founding Executive Director, Center for Equity for English Learners, LMU |
| 2016-2022 | Distinguished Professor, English Learner Research, Policy and Practice, LMU |
| 2011-present | Professor, Department of Educational Leadership, LMU |
| 1994-2011 | Director, Bilingual Education Programs (Spanish and Mandarin), TESOL and CTCL |
| 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 |

M. Lavadenz, Ph.D.

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| 1999-2000 | School of Education, Loyola Marymount University 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. |
| 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, 2008-2009

PROFESSIONAL LEADERSHIP POSITIONS

- President, Californians Together, 2016-2019
- 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

M. Lavaden, Ph.D.

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.

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

US Department of Education/OELA, National Professional Development- Project PEARLL (with Elvira Armas), 2016-2021, \$3 million

Silver Giving Foundation- *California's Bilingual Teacher Shortage: Informing Policy and Research*, 2021-2022. \$100,00

Stuart Foundation- *The Promise and Opportunities of California's Diverse Adolescent Students*, 2021-2023, \$150,000

Gates Foundation- *Advancing Equity in the Adoption and implementation of High-quality Standards-aligned Instructional Materials*, 2021-2023, \$300,000.

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

California Community Foundation. (2018-2022). *English Learner Improvement Networks* \$250,000.

Sobrato Family Foundation, 2021-2023, \$500, 000.

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. Lavaden, 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

M. Lavadenz, Ph.D.

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, \$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

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.

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.

Juried Articles and Chapters

Lavadenz, M., Armas, E., Ee J., & Do, H. (in press). Critical multilingual policy ecology: University-District partnerships in dual language/bilingual teacher education. In: Freire, J., Alfaro, C., & de Jong, E. (Editors). *The Handbook of Dual Language Bilingual Education*. Routledge: New York.

M. Lavadenz, Ph.D.

- Hopkins, M., Weddle, H., Lavadenz, M., Murillo, M., & Vahdani, T., (2022) Examining the English Learner Policy Ecology: How Educators Navigated the Provision of Designated English Language Development (ELD) Support at the Secondary Level, *Peabody Journal of Education*, DOI: [10.1080/0161956X.2022.2026719](https://doi.org/10.1080/0161956X.2022.2026719)
- Lavadenz, M., Kaminski, L. R. G., Armas, E. G., & López, G. V. (2021). Equity Leadership for English Learners During COVID-19: Early Lessons. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2021.636281>.
- de Leon, T., & Lavadenz, M. (2020). A new ecology of biliteracy in California: Case studies on the early implementation of the state seal of biliteracy. In: Heineke, A., & Davin, K. (Editors). *The Seal of Biliteracy Case Studies and Considerations for Policy Implementation*. Information Age Publishers: North Carolina
- 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)
- Allbright, Taylor N., Julie A. Marsh, Michelle Hall, Laura Tobben, Lawrence O. Picus, and Magaly Lavadenz. 2019. "Conceptualizing Equity in the Implementation of California Education Finance Reform." *American Journal of Education* 125 (2): 173. <https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=134147244&site=eds-live&scope=site>.
- 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.

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- 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.
- 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

M. Lavadenz, Ph.D.

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>

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 Monographs

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

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.

M. Lavadenz, Ph.D.

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

Family Insights: Results of the Annual Poll of Los Angeles Families. (with Great Public Schools Now and Families in Schools, 2021). Great Public Schools Now.

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 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.

M. Lavadenz, Ph.D.

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 School s 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., Kottenbeutel, 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

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

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

M. Lavadenz, Ph.D.

- 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 CAFE 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.

M. Lavadenz, Ph.D.

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.

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.

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, Research Documents and Professional Resources

Center for Equity for English Learners. (2022). *Ensuring equity and excellence for English Learners: An annotated bibliography for research, policy, and practice*.
<https://doi.org/10.15365/ceel.publication.2022.0001>

Armas, E., Lavadenz, M., Rozca, N., & O'Brien, G. (October 2021). *The English Learner Master Plan Playbook*. Center for Equity for English Learners.

Lavadenz, M., Ee, J., Armas, E., & López, G. (September 2021). *Leaders' Perspectives on the Preparation of Bilingual/Dual Language Teachers*.

Education and Policy Briefs. 10.
https://digitalcommons.lmu.edu/ceel_education_policybriefs/10

Center for Equity for English Learners, Loyola Marymount University and Wexford Institute,
Sobrato Early Academic Language (SEAL) Model: Final Report of Findings from a Four-
Year Study (2020). doi: <https://doi.org/10.15365/ceel.seal202>

E. Armas, Lavadenz, M., & Strauss, E. (September, 2020). Using Urban Ecology as a
Transdisciplinary Approach for Teaching English/Emergent Bilingual Learners-
Practitioners Note. Cities and the Environment (CATE) Journal. DOI:
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National Title VII Doctoral Fellowships: A Retrospective."(with Macías, R.). Annual Conference of the National Association for Bilingual Education. Orlando, FL. March 15, 1996.

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“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

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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

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"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)

Armas, E. Lavadenz, M., Rozca, N., & O'Brien, G. (October 2021- present). English Learner Master Plan Institutes. (a virtual 2-part series for each of the 19 county offices of education)

Lavadenz, M. (Dec. 5, 2020 and January 23, 2021). Translanguaging: Towards Linguistically and Culturally Sustaining Practices in our Classrooms. (Dec. 5, 2020 and January 23, 2021). Los Angeles Unified School District Teacher Microcredentialing Institutes. (virtual)

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Hiatt, L., Sandoval, N., Ramos, A., Armas, E., & Lavadenz, M. (July 22, 2021). Students and Teachers as Change Agents: Teaching and Learning about the “Real” History of the Unconstitutional Deportation of Mexican Americans in the 1930’s. California Department of Education Equity Conference. (virtual)

Lavadenz, M. (March 26, 2021). Teaching for Equity in Dual Language Programs. California Association for Bilingual Education. (virtual)

CEEL and Californians Together. (January 29, 2021) The Development of LCAPs through an English Learner Lens. California Department of Education Equity Summit. (virtual)

Armas, E. & Lavadenz, M. (Sept. 17, 2020) Linguistically and Culturally Sustaining Practices in Teacher Residencies. National Conference for Teacher Residencies. (virtual)

Lavadenz, M. (August 11, 2021). Education Policy and Multilingual Learners: Issues and Possible Solutions. WestEd. (virtual)

Lavadenz, M., O’Brien, G., & Armas, E. (October 2020-May 2021). 19 LCAP Institutes. Offered to county offices of education throughout the state. (a virtual 2-part series for each of the 19 county offices of education)

Hiatt, L., Franklin, K., Lavadenz, M. B., Fried, C., & Lavadenz, M. (April 21, 2020). Supporting English Learners during COVID-19. Californians Together. (virtual)

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.

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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 CAFE, Newport Beach, CA. July 2008

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

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

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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.

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.

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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.

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.

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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.

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.

M. Lavadenz, Ph.D.

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 Biliteracy. 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.
- 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.

M. Lavadenz, Ph.D.

- Glendale Unified School District, Bilingual Paraprofessional- to- Teacher Project. 1995-present.
- Glendale Unified School District, Title VII Project "USA for ESL." 1993-1994.

MEDIA PRESENTATIONS

Television

Univision. *Edúcate! 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

EdSource- "Standardized test scores fell during the pandemic" Jan. 12, 2022. (quoted)

M. Lavadenz, Ph.D.

EdSource-(with Elvira Armas). "Schools must work harder to connect with English Learners."
Oct. 20, 2020

EdSource- "Community engagement is the key to making California's school funding
formula work." (cited). March 14, 2018

Los Angeles Times- Great Public Schools Now Family Insights (quoted) 11/8/21

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

National Public Radio (NPR)

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

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 7009" Education Policy and Praxis
- 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 2018)
- EDES 6320: Methodology for Primary Language Instruction in Bilingual Settings (1994-2019.
- EDUC 5002 "Theories of Second Language Acquisition for Teach for America," (2008-2013)
- EDLA 7000 'Sociopolitical Context of Education' (2005-2008)
- EDLA 7020 'Situated Inquiry in Education', doctoral level course, 2004 to 2018
- 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 2015.
- EDUC 604 "Methods in Second Language Teaching," masters level students, LMU, 1994.
- EDUC 607 "Cultural Diversity in Schools," certificate and masters level students, LMU, 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 2003.
- EDLC 5324 Bilingualism and Biliteracy
- 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 Studies cross-listing)

UNIVERSITY SERVICE

- LMU University Research Council (2021-present)
- LMU Strategic Planning Committee (2019-2021)
- LMU School of Education Dean's Search Committee (2018)
- LMU Committee on the Economic Status of the Faculty (2017-2018)
- LMU Sabbatical Review Committee (2018-2021)
- 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 Multilingüe. Loyola Marymount University, 1995-2022.
- Conference Site Organizer, California Association of Teachers of English to Speakers of Other Languages, November 5, 1999.
- 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 Board of Visitors, 2020-present
- Carnegie Project on the Education Doctorate on Ed.D. Redesign. May-September 2021
- School of Education Grants and Fellowships Committee (2018-present)
- School of Education Cluster Search Committee (2017)
- School of Education Pre-Tenure Review Committee (2016)
- 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

Commission on Teacher Credentialing. Bilingual Teacher Authorization Expert Panel. 2019-present.

Technical Working Group (TWG) for the Study of Practices for English Learners (SPEL). member- AIR and TIMES are carrying out on behalf of the Institute of Education Sciences at the U.S. Department of Education. 2021-present

National Committee on Effective Literacy for English Learners: To address the lack of attention to the Science of Literacy movement, the committee supported the development of the white paper titled, *Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students*, authored by Kathy Escamilla, Ph.D., Laurie Olsen, Ph.D., and Jody Slavick, Ph.D., focuses on effective literacy instruction for English learners (ELs) and emergent bilingual students (EBs) by addressing what is missing from current national literacy initiatives and trends that focus narrowly on foundational skills such as phonics. NCEL's goal with this publication is to make clear what a science of reading that is really based on research and evidence about ELs and EB students is and to clarify and articulate what a true research-based approach to literacy education for these students needs to be. This publication is offered as a counter narrative to challenge what is becoming a prevailing viewpoint, and it is offered as a reminder and guidance about what needs to be done for ELs.

Policy Analysis for California Education (PACE): The PACE Newcomer Research-Practice-Policy Partnership is an national workgroup comprised of experts on newcomer education. This group is intended to work collaborate to inform each other on best practices and research on new immigrant and refugee students.

Advisory Boards

- Great Public Schools Now, 2021 to present
- New Teacher Center, 2020 to present
- Commission on Teacher Credentialing- Bilingual Program Authorization Expert Panel (2018-present)
- California Association for Bilingual Teacher Education (CABTE, ex officio), 2019-present
- Californian's Together, 2011-2021
- AERA Division K (Teacher Education) Committee on Teacher Education Policy, Chair, 2011- present
- Global Education Academy Charter School- 2007 to 2019.
- Re-Appointed to the California Commission on Teacher Credential English Learner Advisory Panel. January 2011-January 2013.
- President, Californians Together, 2017-2019

- Co-Chair: Teacher Education Leadership and Policy. Fall Conference of the California Council in Teacher Education. October 23-26, 2010. San Diego, CA.
- Founding President, California Association for Bilingual Teacher Education, 2007-2010
- California Reading and Literature Project 1999- present
- UCLA Confucius Institute- 2008 to 2016
- CTC English Learner Advisory Panel, 2008 to 2009
- California World Language Road Map Planning Committee, January-June 2010
- 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.

M. Lavadenz, Ph.D.

LANGUAGES

Verbal and written fluency in the following languages:

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

References provided upon request