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## **EDUCATION**

Ph.D., Education. Department of Curriculum and Instruction (Language, Literacy and Learning Program), University of Southern California. December 1994. Graduate Certificate. Program for the Study of Women and Men in Society.

A.B., Psychology. Brown University, 1982. Magna cum laude. Phi Beta Kappa, 1981.

## **PROFESSIONAL EMPLOYMENT**

### **Current Position:**

**Professor.** School of Education and Information Studies, UCLA (2009-present).

### **Past Positions:**

**Associate Vice Provost.** International Institute (2022-2026).

**Associate Director,** Center for the Study of International Migration, UCLA (2012-2021).

**Associate Professor.** School of Education and Information Studies, UCLA (2003-2009).

**Director of Faculty,** Teacher Education Program, UCLA (2003-2021).

**Assistant Professor.** School of Education and Social Policy, Northwestern University. Learning Sciences and Human Development and Social Policy programs (1998-2003).

**Research Assistant Professor.** School of Education, University of Southern California (1997-1998).

**Postgraduate Researcher.** Institute of Human Development; University of California, Berkeley. Project: "California Childhoods," sponsored by the MacArthur Foundation Research Network on Successful Pathways through Middle Childhood (1995-1998).

**ESL teacher.** IXIM (Integration of Indigenous Maya, a community organization for K'anjobal immigrants from Guatemala), Los Angeles, California (1987-1988).

**Bilingual Classroom Teacher.** Los Angeles Unified School District (1984-1993).

## **HONORS, FELLOWSHIPS AND AWARDS**

John J. Gumperz Lifetime Achievement Award, Language and Social Processes SIG of AERA, 2023.

AERA Fellow, Elected 2021.

The Bobbie and Mark Greenfield Faculty Award for Applied Research in Learning and Achievement, Graduate School of Education and Information Studies, UCLA, 2017.

Fulbright Specialist Roster, 2016-2022.

Mentoring Award. Division G, American Educational Research Association, 2015.

Distinguished Teaching Award. Graduate School of Education and Information Studies, UCLA, 2013.

Past-President and Facilitator of the CAE Presidential Scholars Program. Council on Anthropology and Education, American Anthropological Association, 2014-15.

President. Council on Anthropology and Education, American Anthropological Association, 2013-14.

President-Elect and Program Chair. Council on Anthropology and Education, American Anthropological Association, 2012-13.

European Social Research Council/Social Science Research Council Collaborative Visiting Fellowship. University of London, Thomas Coram Research Unit, 2008-2009.

Haytin Award for Research at University Elementary School, 2007.

National Academy of Education/Spencer Postdoctoral Fellowship, 2000-2001.

Southwest Regional Laboratory Research Training Fellowship, 1994-1995.

Finalist, Spencer Foundation Dissertation Fellowship, 1994.

University of Southern California Graduate School Dissertation Fellowship, 1993-1994.

Title VII Bilingual Fellowship for graduate studies, 1990-1993.

## **PUBLICATIONS**

### **Books**

Mahmood, Mara, **Orellana, Marjorie Faulstich**, and Cano, J. (Eds.) (2024). *University-Community Partnerships for Transformative Education: Sowing Seeds of Resistance and Renewal*. Palgrave Macmillan.

**Orellana, Marjorie Elaine Faulstich**. (2019). *Mindful Ethnography: Mind, Heart and Activity for Transformative Social Research*. New York: Routledge.

García-Sánchez, Inmaculada and **Orellana, Marjorie Faulstich** (Eds.). (2019). *Language and Social Practices in Communities and Schools: Bridging Learning for Students from Non-Dominant Groups*. New York: Routledge.

**Orellana, Marjorie Faulstich**. (2016). *Immigrant Youth in Transcultural Spaces: Language, Literacy and Love*. New York: Routledge.

**Orellana, Marjorie Faulstich**. (2009). *Translating Childhoods: Immigrant Youth, Language and Culture*. New Brunswick, NJ: Rutgers University Press.

### **Peer-reviewed journal articles**

- Elaine, Marjorie.** (2024). On epistemology in researching the teaching and learning of literacy, literature, and the language arts. *Research in the Teaching of English*, 58 (4): 429-441.
- Haffejee, Sadiyya, Bergnehr, Disa, Iqbal, Humera, **Orellana, Marjorie Faulstich**, Vergara, Ana Darcy, Laura, Fairclough, Charlotte, Mwanda, Anita, Simelane, Thandi, Sundler, Annelie and Twamley, Katherine. (2024). Children's social relationships during Covid-19 in comparative perspective: Explorations from Chile, South Africa, Sweden, the United Kingdom and the United States. *International Journal of Qualitative Studies on Health and WellBeing*. DOI: 10.1080/17482631.2023.2251236.
- Martínez, Krissia, Murillo, Marco, **Orellana, Marjorie Faulstich** and Rodríguez, Michael. (2024). Unravelling Child Language Brokering for Health: Understanding the complexities behind children's interpreting for health care. *Journal of Leadership, Equity and Research*.
- Ángeles, Sophia, Bach, Katherine, and **Orellana, Marjorie Faulstich**. (2023). Connecting mind, heart, culture and activity in an undergraduate education service-learning course. *Mind, Culture and Activity*: <https://doi.org/10.1080/10749039.2023.2251954>.
- Orellana, Marjorie** Faulstich, Priscilla Liu and Sophia Ángeles. (2022). "Re-inventing ourselves and re-imagining education: Everyday learning and life lessons from the COVID-19 pandemic." *Harvard Educational Review*.
- Phoenix, Ann and **Orellana, Marjorie Faulstich**. (2021). Adult narratives about iconic moments in childhood language brokering: Sedimenting identities in and through language. *Children and Society*, DOI: 10.1111/chso.12462.
- Franco, Janelle, Rodríguez, Lilia and **Orellana, Marjorie Faulstich**. (2020). Creando espacios para expandir el conocimiento y el entendimiento mutuo a través del diálogo entre niños, estudiantes universitarios e investigadores. *Decisio: Saberes Para La Acción en Educación de Adultos*, 51: 57-62.
- Franco, Janelle, Ángeles, Sophia, **Orellana, Marjorie Faulstich** and Minkoff, Andréa. (2020). Preparing teachers to recognize and expand on children's linguistic resources: Addressing language ideologies and practices. *Language Arts*, 97(6): 400-405.
- Franco, Janelle, Ángeles, Sophia, **Orellana, Marjorie Faulstich** and Minkoff, Andréa. (2019). *Language manifestos: Preparing teachers to work in linguistically diverse contexts*. CC News, 30(3): 25-27.
- Franco, Janelle, **Orellana, Marjorie Faulstich** and Franke, Megan. (2019). "Castillo blueprint": Young children utilizing multilingual literacy and numeracy to make meaning. *Journal of Early Childhood Literacy*. DOI: 10.1177/1468798419841430.
- O'Connor, Brendan. H., Mortimer, Katherine. S., Bartlett, Lesley, de la Piedra, Maite T., Rabelo Gomes, Ana M., Mangual Figueroa, Ariana, Novaro, Gabrielle, **Orellana, Marjorie Faulstich** and Ullman, Char. (2019). Cruzar fronteras em espaços acadêmicos: Transgressing "the limits of translanguaging." *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2019-0003>

- Orellana, Marjorie Faulstich.** (2017). Solidarity, transculturality, educational anthropology, and (the modest goal of) transforming the world. *Anthropology and Education Quarterly*, 48(3): 210-220.
- Martínez, Krissia, **Orellana, Marjorie Faulstich**, Murillo, Marco and Rodríguez, Michael. (2017). Health Insurance, from a Child Language Broker's Perspective. *International Migration*, 55(5): 31-43.
- Orellana, Marjorie Faulstich**, Johnson, Sarah Jean, Rodríguez-Minkoff, Andréa, Rodríguez, Lilia and Franco, Janelle. (2017). An Apprentice Teacher's Journey in 'Seeing Learning.' *Teacher Education Quarterly*, 44 (2): 7-26.
- Orellana, Marjorie Faulstich** and Phoenix, Ann. (2016). Re-interpreting: Narratives of childhood language brokering over time. *Childhood*, 24(2): 183-196. 0907568216671178.
- Orellana, Marjorie Faulstich** and Rodríguez-Minkoff, Andrea. (2016). Cultivating linguistic flexibility in contexts of super-diversity. *International Journal of Sociolinguistics*, 241: 125-150.
- Kinloch, Valerie, Larson, Joanne, **Orellana, Marjorie Faulstich** and Lewis, Cynthia. (2016). Literacy, equity, and imagination: Researching with/in communities. *Literacy Research Association Yearbook*, 65 (1): 94-112.
- Shu-Sha Guan, Angie, Nash, Afaf and **Orellana, Marjorie Faulstich**. (2015). Language brokering and social processes. *Journal of Multilingual and Multicultural Development*, 37(2): 150-166.
- 5, Jennifer, **Orellana, Marjorie Faulstich**, and García Sánchez, Inmaculada. (2015). In the service of surveillance: Immigrant child language brokers in parent-teacher conferences." *Language et Société*, 3(153).
- Reynolds, Jennifer and **Orellana, Marjorie Faulstich**. (2014). Translanguaging within enactments of quotidian interpreter-mediated interactions. *Journal of Linguistic Anthropology*, 24(3): 315-338.
- Guan, Angie, Greenfield, Patricia and **Orellana, Marjorie Faulstich**. (2014). Translating into understanding: Language brokering and prosocial development in emerging adults from immigrant families. *Journal of Adolescent Research*, 29(3): 331-355.
- Orellana, Marjorie Faulstich** and Johnson, Sarah J. (2012). Anchor babies and dreams deferred. *Encyclopaedia*, XVI (33), 71-87.
- Orellana, Marjorie Faulstich**, Martínez, Danny C., Lee, Clifford H., and Montaña, Elizabeth. (2010). Language as a tool in diverse forms of learning, *Linguistics and Education*, 23: 373-387.
- Eksner, H. Julia and **Orellana, Marjorie Faulstich**. (2012). Shifting in the zone: Latina/o child language brokers and the co-construction of knowledge. *Ethos*, 40(2): 196-220.
- Orellana, Marjorie Faulstich**, Lee, Clifford and Martínez, Danny C. (2011). More than just a hammer: Building linguistic toolkits. *Issues in Applied Linguistics*, 18(2).

- García Sánchez, Inmaculada, **Orellana, Marjorie Faulstich** and Hopkins, Megan. (2011). Facilitating intercultural communication in parent-teacher conferences: Lessons from child translators. *Multicultural Perspectives*, 13(3): 148-154.
- Orellana, Marjorie Faulstich**. (2010). From here to there: On the process of an ethnography of language brokering. *mediAzioni*. 10. <http://mediazioni.sitlec.unibo.it>.
- Orellana, Marjorie Faulstich** and Dwarte, Jacqueline. (2010). A different kind of head start: Response to the Early Literacy Panel Report. *Educational Researcher*, 39(4): 295-300.
- Carbone, Paula and **Orellana, Marjorie Faulstich**. (2010). Developing academic identities: Persuasive Writing as a tool to strengthen emergent academic identities. *Research in the Teaching of English*, 44(3): 292-316.
- Reynolds, Jennifer and **Orellana, Marjorie Faulstich**. (2009). New immigrant youth interpreting in white public space. *American Anthropologist*, 111(2): 211-223.
- Dorner, Lisa, **Orellana, Marjorie Faulstich** and Jiménez, Rosa. (2008). "It's just something you do to help your family:" The development of immigrant youth through relationships and responsibilities. *Journal of Adolescent Development*. 23(5): 515-543.
- Martínez, Ramón, **Orellana, Marjorie Faulstich**, Pacheco, Mariana and Carbone, Paula. (2008). Found in translation: Connecting translating experiences to academic writing. *Language Arts*, 85(6): 421-431.
- de la Peña, Yvonne and **Orellana, Marjorie Faulstich**. (2008). An examination of Latino immigrant youths' out-of-school technology practices. *Psicología Escolar e Educativa (Educational and School Psychology Journal)*, 11:71-82.
- Orellana, Marjorie Faulstich** and Reynolds, Jennifer. (2008). Cultural modeling: Leveraging bilingual skills for school paraphrasing asks. *Reading Research Quarterly*, 43(1): 48-65.
- Dorner, Lisa, **Orellana, Marjorie Faulstich**, and Li-Grining, Christine P. (2007). "I helped my mom and it helped me:" Translating the skills of language brokers into improved standardized test scores. *American Journal of Education*, 113(3): 451-478.
- García Sánchez, Inmaculada and **Orellana, Marjorie Faulstich**. (2006). The construction of moral and social identities in immigrant children's narratives-in-translation. *Linguistics and Education*, 17(3): 209-239.
- Orellana, Marjorie Faulstich** and Eksner, H. Julia. (2006). Power in cultural modeling: Building on the bilingual language practices of immigrant youth in Germany and the United States. *National Reading Conference Yearbook*, 55, 224-234.
- Orellana, Marjorie Faulstich** and Gutiérrez, Kris. (2006). What's the problem, really? Constructing different genres. *Research in the Teaching of English*. 41(1): 118-123.
- Gutiérrez, Kris and **Orellana, Marjorie Faulstich**. (2006). The "problem" of English Learners: Constructing genres of difference. *Research in the Teaching of English*, 40(4), 502-507.

- Jiménez, Rosa and **Orellana, Marjorie Faulstich**. (2006) Journaling translations. *California English Teacher*.
- Orellana, Marjorie Faulstich**, Dorner, Lisa and Pulido, Lucila. (2003). Accessing assets: Immigrant youth as family interpreters. *Social Problems*, 50(5): 505-524.
- Orellana, Marjorie Faulstich**. (2003). Responsibilities of children in Latino immigrant homes. *New Directions for Youth Development: Understanding the Social Worlds of Immigrant Youth*, Winter (100), 25-39.
- Orellana, Marjorie Faulstich** and Bowman, Philip. (2003). Cultural diversity research on learning and development. *Educational Researcher*, 32(5): 26-32.
- Orellana, Marjorie Faulstich**, Reynolds, Jennifer, Dorner, Lisa and Meza, María. (2003). In other words: Translating or “para-phrasing” as a family literacy practice in immigrant households. *The Reading Research Quarterly*, 38(1): 12-34.
- Orellana, Marjorie Faulstich**, Meza, María and Pietsch, Kate. (2002). Mexican immigrant networks and home-school connections. *Practicing Anthropology*. 24(3): 4-8.
- Orellana, Marjorie Faulstich**, Monkman, Karen, and MacGillivray, Laurie. (2002). Coming out ahead vs. being on level: Parents and teachers in an urban immigrant community talk about success. *Center for the Improvement of Early Reading Achievement Technical Report Series #3-020*.
- Orellana, Marjorie Faulstich**. (2001). The work kids do: Mexican and Central American immigrant children’s contributions to households and schools in California. *Harvard Educational Review*, 71(3): 366-389.
- Orellana, Marjorie Faulstich**, Thorne, Barrie, Chee, Anna and Eva Lam, Wan Shun. (2001). Transnational childhoods: The participation of children in processes of family migration. *Social Problems*, 48(4): 573-592.
- Pucci, Sandra, Ulanoff, Sharon and **Orellana, Marjorie Faulstich**. (2000). Se hace camino al andar: Reflections on the process of pre-service teacher inquiry. *Educators for Urban Minorities*, 1(20), 17-26.
- Orellana, Marjorie Faulstich**. (1999). Space and place in an urban landscape: Learning from children’s views of their social worlds. *Visual Sociology*, 14, 73-89.
- Orellana, Marjorie Faulstich**, Ek, Lucila, and Hernández, Arcelia. (1999). Bilingual education in an immigrant community: Proposition 227 in California. *International Journal of Bilingualism and Bilingual Education*, 2(2), 114-130.
- Orellana, Marjorie Faulstich** and Thorne, Barrie. (1998). Year-round schools and the politics of time. *Anthropology and Education Quarterly*, 29(4), 1-27.
- Orellana, Marjorie Faulstich** and Hernández, Arcelia. (1998). Talking the walk: Children reading urban environmental print. *The Reading Teacher*, 52(6), 612-619. [Reprinted in Pamela A. Merson and Jeanne Shay Schuman (Eds.), *Promising Practices for Urban Reading Instruction*. New Jersey: Prentice Hall.]

- Orellana, Marjorie Faulstich.** (1996). Negotiating power through language in classroom meetings. *Linguistics and Education*, 8, 334-365. (Earlier version appears as “Negotiating power: Critical literacy practices in a bilingual classroom” in *Resources in Education*. Washington, D.C.: ERIC Clearinghouse on Language and Linguistics.)
- Commeyras, Michelle, **Orellana, Marjorie Faulstich**, Bertram, Bruce and Neilsen, Lori. (1996). Why feminist theory and literacy research? Four Responses. *Reading Research Quarterly*, 31(4): 458-468.
- Orellana, Marjorie Faulstich.** (1996). ¡Aquí vivimos! Voices of Mexican and Central American participants in a family literacy project. *The Journal of Educational Issues of Language Minority Students*, 16: 115-130.
- Orellana, Marjorie Faulstich.** (1995). Texts, talk, tasks, and take-up: Literacy as a gendered social practice in two bilingual classrooms. *Reading Research Quarterly*, 30(4): 674-708.
- Orellana, Marjorie Faulstich.** (1994). Appropriating the voice of the superheroes: Three preschoolers' bilingual language uses in play. *Early Childhood Research Quarterly*, 9: 171-193. (Earlier version appears in *Resources in Education*. Washington, D.C.: ERIC Clearinghouse on Language and Linguistics.)

#### Edited Journals

- Orellana, Marjorie Faulstich**, Martínez, Ramón and Martínez, Danny C. (Eds.). (May, 2014). *Language Arts: Special Issue on Language Brokering*, 91(5). (Introduction: pp. 11-13).
- Orellana, Marjorie Faulstich**, Martínez, Danny C. and D’warte, Jacqueline. (Eds.) (Fall, 2010). What’s language got to do with it? *Center X X-change*. <http://centerx.gseis.ucla.edu/xchange-repository/current-issue-fall-2010>.
- Pucci, Sandra Liliana and **Orellana, Marjorie Faulstich.** (Eds.) (2002). *Practicing Anthropology*, 24(3). (Special issue on Latinos in the Midwest.)

#### Book and handbook chapters

- García Sánchez, Inmaculada and **Orellana, Marjorie Faulstich.** (Forthcoming). Negotiating Interculturality from the Margins: Translinguistic Practices as Affective Labor in Immigrant Child Language Brokering.
- Elaine, Marjorie.** (Forthcoming). Seeing possibility: Mindful ethnography for social transformation. *Handbook on Research Practices for Anthropology and Education*.
- Orellana, Marjorie Faulstich** and García Sánchez, Inmaculada. (In press). Migrant children’s everyday learning in home and community contexts. In Devine, D., Pinson, H. and Bunar, N. (Eds.) *International Handbook on Migration and Education*. Edgar Edwards Publishing.
- Orellana, Marjorie Faulstich**, Liu, Lu and Ángeles, Sophia. (2023). Polarization, politicization and positionality: COVID-19 policies and family practices in the United States. In Twamley, K.,

Fairclough, C. and Iqbal, H. (Eds.) *Family Life in the Time of COVID: International Perspectives*. London: University of London Press.

**Orellana, Marjorie Faulstich.** (2023). With love and respect for young people: What I learned with and from Barrie about ethnographic approaches to the study of childhoods. In Oeur, F. B. and Pascoe, C. J. (Eds.) *Gender Replay: Reflections on Youth, Gender and Feminism*. New Brunswick, NJ: Rutgers University Press.

Martínez, Krissia and **Orellana, Marjorie Faulstich.** (2022). A day in the life of a language broker. In E. T. Hamann, V. Zúñiga, & J. Sánchez García (Eds.), *What Mexican Teachers Need to Know About 'Educación Básica' in the United States*.

Franco, Janelle, Minkoff, Andrea and **Orellana, Marjorie Faulstich.** (2022). Learning to listen to multilingual kids: Merging theory and practice in pre-service teacher education. In Aquino-Sterling, C., Gort, M. and Flores, B. (Eds.) *Innovative Curricular and Pedagogical Designs in Bilingual Teacher Education: Bridging the Distance with P-12 Contexts*. Charlotte, North Carolina: Information Age Publishing.

Ángeles, Sophia, Cone, Lucas Lundbye, Johnson, Sarah Jean and **Orellana, Marjorie Faulstich.** (2020). Cultivating cultural competence through undergraduate service learning in a play-based after school program. In Puckett, T., Lind, N. and Blessinger, P. (Eds.) *Cultural Competence in Higher Education*. (pp. 131-142). Bingley, UK: Emerald Press.

Reynolds, Jennifer and **Orellana, Marjorie Faulstich.** (2019). Transliteracy practices by youth in new immigrant communities. In García Sánchez, I. & Orellana, M.F. *Everyday Learning: Leveraging Immigrant Youth Language and Culture in Schools*. (pp. 197-212). New York: Routledge.

**Orellana, Marjorie Faulstich** with Franco, Janelle, Johnson, Sarah Jean, Rodríguez, G. Beatriz, Rodríguez, Lilia and Rodríguez-Minkoff, Andréa. (2019). Transforming teaching in multilingual communities: Towards a transcultural pedagogy of heart and mind. In Pacheco, M. and Morales, P. Z. *Transforming Schooling for Second Language Learners: Policies, Pedagogies and Practices*. (pp. 143-158). Charlotte, NC: Information Age Publishing.

**Orellana, Marjorie Faulstich.** (2017). Dialoguing across differences: The past and future of language brokering research. In Antonini, R., Cirillo, L., Rossato, L., and Torresi, I. (2017). *Non-professional Interpreting and Translation*. (pp. 65-80). Amsterdam: John Benjamins Publishing Company.

**Orellana, Marjorie Faulstich.** (2015). Culturally and linguistically appropriate practices for emergent bilinguals. In G. Valdés, K. Menken & M. Castro (Eds.) *Common Core and English Learners/Emergent Bilinguals: A Guide for All Educators* (pp. 82-83). Philadelphia, PA: Caslon Publishing.

Bailey, Alison and **Orellana, Marjorie Faulstich.** (2015). Adolescent development and everyday language practices: Implications for the academic literacy of multilingual learners. In T. Boals, E. Sato, D. Molle & C. Hedgspeth (Eds.). (pp. 53-74). *Multilingual Learners and Academic Literacies: Sociocultural Contexts of Academic Literacy Development in Adolescents*. New York: Routledge.



- Orellana, Marjorie Faulstich** and Shu-Sha Guan, Angie. (2015). Immigrant family settlement Processes and the work of child language brokers: Implications for child development. In Suárez-Orozco, C., Abo-Zena, M. and Kerivan Marks, A. (Eds.) *The Development of Immigrant-Origin Children and Youth: A Contextual Approach*. New York: New York University Press.
- Orellana, Marjorie Faulstich** and Rodríguez, Gloria-Beatriz. (2013). When standards mean standardization: Where does innovation go? In Patrick Shannon (Ed.) *E/LA Common Core Standards: Compliments, Complexities and Concerns*. New Hampshire: Heinemann.
- Orellana, Marjorie Faulstich** and Peer, Karisa. (2013). Methods of early childhood literacy research. In Joanne Larson and Jackie Marsh (Eds.) *Handbook of Early Childhood Literacy* (pp. 633-651). Los Angeles, CA: SAGE.
- Orellana, Marjorie Faulstich**, Reynolds, Jennifer and Martínez, Danny. (2010). Cultural Modeling: Building on cultural strengths as an alternative to remedial reading approaches. In *Handbook of Reading Disabilities Research*. (pp. 273-278). New York: Routledge.
- Orellana, Marjorie Faulstich**. (2007). Moving words and moving worlds: Reflections from ‘the middle.’ In Cynthia Lewis, Elizabeth Moje and Patricia Enciso (Eds.) *Reframing Sociocultural Research on Literacy* (pp. 123-136). Mahwah, NJ: Lawrence Erlbaum.
- Orellana, Marjorie Faulstich**. (2006). “*Qué Dice Aquí?*” Building on the translating experiences of immigrant youth for academic literacies. In Robert Jiménez and Valerie Pang (Eds.) *Race, Ethnicity and Education*. (pp. 115-132). Praeger Press.
- Eksner, H. Julia and **Orellana, Marjorie Faulstich**. (2005). Liminality as linguistic process: Mediation and contestation by immigrant youth in Germany and the U.S. In Knörr, Jacqueline (Ed.) *Childhood and Migration: From Experience to Agency*. (pp. 175-206). Bielefeld & Somerset, N.J.: Transcript & Transaction Publishers.
- García Coll, Cynthia, Thorne, Barrie, Cooper, Catherine and **Orellana, Marjorie Faulstich**. (2004). Beyond social categories: “Race” and ethnicity in school-based research with children of immigrants. In Cooper, Catherine R., Garcia Coll, Cynthia, Bartko, Todd, Davis, Helen, and Céline Chapman (Eds.), *Hills of Gold: Rethinking Diversity and Contexts as Resources for Children’s Developmental Pathways*. (pp. 241-262). Chicago, IL: University of Chicago Press.
- Thorne, Barrie, **Orellana, Marjorie Faulstich**, Eva Lam, Wan Shun and Chee, Anna. (2003). Raising children – and growing up – in transnational contexts: Comparative perspectives on generation and gender. In Hondagneu-Sotelo, Pierrette (Ed.) *Gender and U.S. Immigration: Contemporary Trends*. (pp. 241-262). Berkeley, CA: University of California Press.
- Orellana, Marjorie Faulstich**, Ek, Lucila and Hernández, Arcelia. (2000). Proposition 227 and bilingual education in a transnational community. In Enrique Trueba and Lilia Bartolomé (Eds.) *Immigrant Voices: In Search of Pedagogical Reform*. (pp. 75-92). Boulder, CO: Rowman & Littlefield Publishers.
- Orellana, Marjorie Faulstich**. (1999). Good guys, ‘bad’ girls: Identity construction by Latina and Latino student writers. In Mary Bucholtz, A.C. Liang, and Laurel Sutton (Eds.) *Reinventing Identities: Social Categories in Language and Gender Research*. (pp. 582-592). New York: Oxford University Press. (Earlier version appears as “Good Guys, ‘Bad’ Girls: Gendered Identity Construction in a Writing Workshop.” *Resources in Education*. Washington, D.C.: ERIC

Clearinghouse on Teaching and Teacher Education, April, 1995.) Additional materials related to this work can be found at the *Reinventing Identities* website: [http://www-english.tamu.edu/pers/fac/bucholtz/oslg/re-id/ch\\_03.html](http://www-english.tamu.edu/pers/fac/bucholtz/oslg/re-id/ch_03.html).

**Orellana, Marjorie Faulstich.** (1999). Language, play, and identity formation: Framing the issues. In Barbara Kamler (Ed.) *Constructing Gender and Difference: Critical Research Perspectives on Early Childhood*. (pp. 97-118). Cresskill, NJ: Hampton Press.

Invited essays and introductions/forwards to edited volumes

**Orellana, Marjorie Faulstich.** (2024). The “trans” turn in language education. In Zaidi, Rahat, Boz, Umit and Moreau, E. *Transcultural pedagogies for Multilingual Classrooms*.

García-Sánchez, Inmaculada and **Orellana, Marjorie Faulstich.** (2019). Everyday learning: Centering in school the language and cultural practices of young people from non-dominant backgrounds. In García-Sánchez, I. & Orellana, M.F. (Eds.) *Everyday Learning: Leveraging Immigrant Youth Language and Culture in Schools*. (pp. 1-23). New York: Routledge.

**Orellana, Marjorie Faulstich.** (2019). Research informing real dilemmas of practice in useful and compassionate ways. In Crawford, E. R. and Dorner, L. M. *Educational Leadership of Immigrants: Case Studies in Times of Change*. (pp. xxii-xxiii.) New York: Routledge.

**Orellana, Marjorie Faulstich.** (2019). Forward. In Magro, K. M. and Honeyford, M. (Ed.) *Transcultural literacies: Re-envisioning relationships in teaching and learning*. (pp. ix-x). Toronto, Ontario: Canadian Scholars Press.

**Orellana, Marjorie Faulstich.** (2017). Literacy lives in transcultural times: Foreword. In Naqvi, R. & Rowsell, J. (Eds.) *Literacy Lives in Transcultural Times*. (pp. xiii-x). New York: Routledge.

Review essays, invited essays and book reviews

**Elaine, Marjorie.** (2024). On epistemology in researching the teaching and learning of literacy, literature, and the language arts. *Research in the Teaching of English*, 58 (4): 424-441.

**Orellana, Marjorie Faulstich.** (2019). Review of *Words of Passage: National Longing and Imagined Lives of Mexican Migrants*. *American Anthropologist*, 121(1): 274-275.

Franco, Janelle and **Orellana, Marjorie Faulstich.** (2016). Review of *Literacy, Place and Pedagogies of Possibility*, by Barbara Comber. *Journal of Early Childhood Literacy*, 17(1): 137-139.

**Orellana, Marjorie Faulstich.** (2007). The socially transformative power of words. *Language Arts*. 85(2): 160-163.

**Orellana, Marjorie Faulstich.** (2007). Review of *Language and Identity in a Dual Immersion School*, by Kim Potowski. *Teachers College Record*.

**Orellana, Marjorie Faulstich** and Morrell, Ernest. (2006). Professional resources for teaching: Multi-modalities. *Language Arts*, 84(1): 87-91.

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**Orellana, Marjorie Faulstich** and Thorne, Barrie. (1997). Review of *Race in the Making: Culture and the Child's Construction of Human Kinds*, by Lawrence A. Hirschfeld. *American Journal of Sociology*, 103(2): 501-503.

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**Orellana, Marjorie Faulstich.** (1993). "Struggling for the 'bi' in bilingual education." Review essay in response to *Pedagogy and the Struggle for Voice: Issues of Language, Power, and Schooling for Puerto Ricans*, by Catherine E. Walsh. *The Review of Education*, 15: 203-206.

#### Public commentaries

Personal blogspot: [immigrantyouthlanguage.com](http://immigrantyouthlanguage.com). (Also accessed as [marjoriefaulstichorellana.com](http://marjoriefaulstichorellana.com).)

**Elaine, Marjorie,** Lu Liu and Sophia Ángeles. (2025). <https://fact-covid.wixsite.com/study/post/five-years-on-notes-from-the-usa>.

- Orellana, Marjorie Faulstich.** (2023). Expanding ways of seeing and hearing through the ethnography of communication. *Language and Social Processes Newsletter*, 43 (1).
- Orellana, Marjorie Faulstich, Liu, Lu and Ángeles, Sophia.** (October, 2020). “Living and Learning under a Global Pandemic.” <https://fact-covid.wixsite.com/study/post/living-and-learning-under-a-global-pandemic-lessons-from-diverse-u-s-households>.
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- Orellana, Marjorie Faulstich.** (2010, June 17). “On Civil Discourse in On-Line Forums: Learning From Immigrant Youth.” *Huffington Post*. [http://www.huffingtonpost.com/marjorie-faulstich-orellana/on-civil-discourse-in-onl\\_b\\_609717.html](http://www.huffingtonpost.com/marjorie-faulstich-orellana/on-civil-discourse-in-onl_b_609717.html).
- Orellana, Marjorie Faulstich.** (2010, May 21). “Recognizing the Human Rights of Immigrant Children.” *Huffington Post*. [http://www.huffingtonpost.com/marjorie-faulstich-orellana/recognizing-the-human-rig\\_b\\_582653.html](http://www.huffingtonpost.com/marjorie-faulstich-orellana/recognizing-the-human-rig_b_582653.html).
- Orellana, Marjorie Faulstich.** (2010, May 7). “Stigmatizing Children: The True Cost of Arizona’s Immigration Law.” *Huffington Post*. [http://www.huffingtonpost.com/marjorie-faulstich-orellana/stigmatizing-children-the\\_b\\_568129.html](http://www.huffingtonpost.com/marjorie-faulstich-orellana/stigmatizing-children-the_b_568129.html).

#### Textbook material

Preparation of draft material for the chapter on Language, Cognition, and Culture in M.K. Dembo. (1993). *Applying Educational Psychology in the Classroom*. New York: Longman Publishing Group.

#### Other publications

- Liu, Lu and **Orellana, Marjorie Elaine Faulstich.** (2022). Cynicism, care, kindness: Contradictory lessons from the COVID-19 pandemic. *Social Science Research Center Newsletter*.
- Orellana, Marjorie Faulstich** and García, Ofelia. (2014). Language brokering and translanguaging in school. *Conversation Currents, Language Arts*, 91 (5): 386-392.
- Orellana, Marjorie Faulstich.** (2007). Unpacking immigration. *Interactions: UCLA Journal of Education and Information Studies* Vol. 3, Issue 2, Article 2. <http://repositories.cdlib.org/gseis/interactions/vol3/iss2/art2>. Reprinted in *Teaching Diversity*, 3, Fall, 2007, 1-3.
- Dorner, Lisa and **Orellana, Marjorie Faulstich.** (2006). Children and immigration. In J. Loucky, J. Armstrong, and L. Estrada (Eds). *Immigration in America Today: An Encyclopedia*. Westport, CT: Greenwood Publishing Group.
- Orellana, Marjorie Faulstich.** (1995). Saliéndose con la suya: Literacy, gender and choice in a bilingual classroom. In Mary Bucholtz, A.C. Liang, Laurel Sutton, & Caitlin Hines. *Cultural Performances: Proceedings of the Berkeley Women and Language Conference*. Berkeley, CA: Berkeley Women and Language Group.
- Orellana, Marjorie Faulstich.** (1993). Border pedagogy. *Voices: The UCLA Graduate Journal of Critical Analysis in Education*, 2(2): 3-4.

#### Under Review

Liu, Priscilla, Ángeles, Sophia, **Elaine, Marjorie** and Phoenix, Ann. (Under review). “I wasn’t born to work as a teacher...and as a sort of psychologist at the same time:” A narrative analysis of three mothers’ experiences with homeschooling during the COVID-19. *Journal of Family Issues*.

Obeso, Olivia E., Kern, Andrea and **Elaine, Marjorie**. (Under review). Imagining linguistically equitable practice: Teacher identity as a lens for understanding teacher candidates’ preparation to move critique into context. *Issues in Teacher Education*.

#### Manuscripts in Preparation

**Elaine, Marjorie, Liu, Lu** and Ángeles, Sophia. (Book prospectus) *Life Lessons from a Global Pandemic: U.S. Family Stories for Re-imagining Education*.

**Elaine, Marjorie**. *Constructing and Reconstructing a Life: Body, Mind, Spirit, Story. (An auto-ethnographic memoir)*.

García-Sánchez, Inmaculada and **Elaine, Marjorie**. Socialization into uncharted social norms: Young children’s experiences during COVID-19.

Minkoff, Andrea, **Elaine, Marjorie**, Rodríguez, Lilia, Franco, Janelle, Bach, Kath, Johnson, Sarah Jean and Martínez, Krissia. (In preparation). Beauty salons, banks, “free” stores, and jails: Play, learning, and imagining social futures.

Minkoff, Andrea, **Elaine, Marjorie**, Rodríguez, Gloria-Beatriz, Oshiro, Michael, and Johnson, Taylor. (In preparation). “What language are you?” Children racing and erasing identities in a linguistic contact zone.

#### **GRANTS FUNDED**

**Elaine, Marjorie**. (PI). “It’s something you do every day to help your family:” An assets-based approach to leveraging language brokering experiences for immigrant youth in schools. *Spencer Foundation*. July 2025-August 2026. \$50,000.

**Orellana, Marjorie Faulstich**. (PI). Re-imagining Bruin Club: UC Links Seed Grant. 2024-2025. \$20,000.

**Orellana, Marjorie Faulstich** (PI). “Re-imagining social futures: Learning from diverse household experiences in a global pandemic.” *Spencer Foundation*. June 2020 – December 2021. \$50,000.

**Orellana, Marjorie Faulstich** (PI). “Re-imagining social futures: Lessons from diverse household experiences during a global pandemic.” *Social Science Research Council*. Sept. 2020-June 2021. \$5,000.

**Orellana, Marjorie Faulstich**. (PI). “Learning Kindness: Everyday Family Life and Learning during the COVID-19 Pandemic.” *Bedari Kindness Institute, UCLA*. June 2021-Jan 2022. \$10,000.

**Orellana, Marjorie Faulstich** (PI). “Language, Learning and Love in an After-school Club.” *UCLinks*. 2011-18. \$25,000/year.

- Orellana, Marjorie Faulstich.** “Language Broker Narratives.” UCLA Academic Senate. 2016. \$10,000.
- Glick, Deborah, Weinreich, Nedra, Heileman, Mary Sue and **Orellana, Marjorie Faulstich** (co-PIs). “Workshop Series on Transmedia for Public Health and Social Good.” *UCLA, Office of Interdisciplinary and Cross Campus Affairs*. 2013-14. \$2500.
- Orellana, Marjorie Faulstich** and Rodriguez, Michael (co-PIs). “Immigrant Youth as Family Health Brokers.” *UCLA Transdisciplinary Seed Grant*.” 2013-14. \$25,000.
- Orellana, Marjorie Faulstich** (PI). “The Transcultural Competencies of Immigrant Youth.” *The Spencer Foundation*. 2012-13. \$50,000.
- Orellana, Marjorie Faulstich** (PI). “Who is X? Seeing, Hearing, and Naming Race in an After-school Program.” *Center for New Racial Studies*, University of California. 2012. \$8,000.
- Orellana, Marjorie Faulstich** (PI). “Transcultural Competencies in an After-School Learning Club.” *UCLinks*, 2011-2013. \$50,000.
- Orellana, Marjorie Faulstich** (PI). “The Cultivation of Transcultural Competencies in an After-School Program Serving Immigrant Youth.” *UCLA Academic Senate and Community Partnership Program*. 2009-2010. \$10,000.
- Orellana, Marjorie Faulstich** (PI). “Adult Child Language Brokers and Perspective Taking Skills.” *UCLA Academic Senate*. 2010-11. \$8000.
- Orellana, Marjorie Faulstich** (PI). “Teachers’ Views of Urban Students’ Linguistic Competencies.” *UCLA Academic Senate and Community Partnership Program*. 2009-2010. \$10,000.
- Orellana, Marjorie Faulstich** (PI). “Bilingual Youths’ Everyday Language Practices as Resources for Academic Language Development.” *Spencer Foundation*. September, 2008-August, 2009. \$40,000.
- Orellana, Marjorie Faulstich** (PI). “Urban Youth Inquiries on Language and Literacy.” *UCLA Academic Senate and Community Partnership Program*. 2008-2009. \$20,000.
- Orellana, Marjorie Faulstich** (PI). “Assessing Children’s Transcultural Skills.” *UCLA Academic Senate*. 2007-2008. \$10,000.
- Orellana, Marjorie Faulstich** and Mistry, Rashmita (co-PIs). “Measuring the Transcultural and Metalinguistic Skills of Bilingual Youth in “Contact Zones.” *Linguistic Minority Research Institute*. March, 2007. \$20,000.
- Orellana, Marjorie Faulstich** (PI). “Culture and Development of Immigrant Family Language Brokers.” Culture, Brain and Development Program, UCLA. March, 2006. \$4300.
- Orellana, Marjorie Faulstich** (PI). “Leveraging Bilingual Youths’ Translation Experiences for School Literacy Tasks.” Linguistic Minority Research Institute. March, 2005. \$20,000.

**Orellana, Marjorie Faulstich** (PI). “Children’s Responsibilities as Family Translators.” William T. Grant Foundation. January, 2004. \$20,500.

**Orellana, Marjorie Faulstich** (PI). “Constructing Community Partnerships for Research.” UCLA Faculty Grants Program. July, 2004. \$2000.

**Orellana, Marjorie Faulstich** (PI). “Bilingual Education Program Development and Implementation.” Seed Grant for Research on Language, Culture and Cognition, Cognitive Science Program, Northwestern University. May, 2001. \$3000.

**Orellana, Marjorie Faulstich** (PI). “Latino Children as Family Translators: Links to Literacy.” National Institute of Child Health and Human Development. September, 2000. Grant # 1-R03-HD39510-01. \$147,000.

Minority supplement grant for María Meza. National Institute of Child Health and Human Development. February, 2001. Supplement to Grant # 1-R03-HD39510-01. \$31,022.

**Orellana, Marjorie Faulstich** (PI). “Language Brokering: Bridging the Home and School Literacy Practices of Immigrant Children.” International Reading Association Elva Knight Research Grant. May, 2000. \$5000.

**Orellana, Marjorie Faulstich** (PI). “Language Brokering: Bridging Home and School for Latino Immigrant Children.” December, 1999. University Research Grants Committee, Northwestern University. \$5000.

#### **SELECTED INVITED TALKS, WORKSHOPS AND KEYNOTE PRESENTATIONS**

“Aprendiendo de los jóvenes para la educación transformativa.” Ecovilla San Mateo, San Mateo, Costa Rica. September 8, 2024.

“Desafíos de la formación de los profesionales de la pedagogía y la educación.” University of Colima, Mexico. February 14, 2022.

“Mindful Ethnography: Workshop and book talk.” University of Missouri, St. Louis. January 31-February 1, 2022.

“Mindful Ethnography.” Invited talks, University of Massachusetts, Amherst. Fall 2020 and Spring 2021.

“Storying Community-Engaged Research: Mind, Heart and Activity.” Keynote: National Council of Teachers of English Research Assembly. Nashville, TN, February 2020.

“Immigrant Child Language Brokering: A Ten-Year Retrospective.” Keynote: Seminar on Children’s Mediating Role and Challenges in Refugee and Migrants’ Everyday Life, Center for Migration and Education, Aarhus University, Copenhagen, November 25, 2019.

“Learning from Immigrant Youth: Language Brokering and Transcultural Perspective Taking.” Invited talk, Developmental Psychology Laboratory, UCLA, November 6, 2019.

“Learning from Immigrant Youth: Language Brokering in a Time of Cultural Polarization.” Invited talk, Brown University, October 25, 2019.



- “Between home and school: Immigrant children making home in an urban after-school program.” Keynote talk at *Home Matters*, University of Helsinki, Finland, June 1, 2018.
- “Lengua, aprendizaje y amor: El aprender con y de los jóvenes transculturales, transnacionales y translingüísticos.” Keynote at the Simposio InterAmericano, University of Texas, El Paso, September 2017.
- “Toward transcultural understanding in polarized times: Learning from immigrant youth.” Invited plenary panel. *Society for the Study of Psychological Anthropology*. New Orleans, LA, March 8, 2017.
- “Translating translation skills into academic literacies.” Invited lecture and interactive panel discussion on meeting the needs of students in a multilingual classroom: Linking theory to practice. University of Calgary, Alberta, Canada. December 5, 2016.
- “Found in Translation” (with Danny C. Martínez, Ramón Martínez, Cliff Lee, and Elizabeth Montaña). Invited Presidential Session at the American Educational Research Association, Chicago, IL, April, 2015.
- “Re-imagining Pedagogies to Cultivate Transculturality.” Invited talk at the *Reimagining Pedagogies for a Transcultural Cosmopolitan World* conference, University of Calgary, Alberta, Canada. April 10-13, 2015.
- “The Transcultural Competencies of Immigrant Youth: Lessons for a Globalized Future.” Invited Presidential Session at the American Educational Research Association, Philadelphia, PA, April 2014.
- “Moving Words and Worlds: Beyond Reading Comprehension.” Invited session at the American Educational Research Association, Philadelphia, PA, April 2014.
- “Dialoguing Across Differences: The Past and Future of Language Brokering Research.” Invited keynote address at the First International Conference on Natural Translation, Forlì, Italy, May 17-18, 2012.
- “(E)racing and Embracing Language in Urban Contexts of Super-Diversity.” Invited paper at the Center for Race, Ethnicity and Language Inaugural Meeting, Stanford University, May 2-3, 2012.
- “Cultivando las Destrezas Transculturales de los Jóvenes Bilingües en los Estados Unidos.” Invited talks at the University of San Carlos, Guatemala, in Guatemala City (March 21, 2012) and Antigua (March 24, 2012).
- “Work, Play, Learning or Development? Researching Children in Schools, Homes and Communities.” Researching Children, Global Childhoods and Education. City University of New York, March 24-26, 2011.
- “Seeing, Hearing, and Supporting the Linguistic Virtuosity of Immigrant Youth.” Keynote address, Qualitative Research Conference, University of St. Louis, Missouri, March 3, 2011.

- “Immigrant Child Language Brokering and the Cultivation of Transcultural Dispositions.”  
Department of Education, University of California, Santa Cruz, November 12, 2009.
- “Repertoires of Linguistic Practice.” Keynote address, With Different Eyes Conference, UCLA,  
November 7, 2009.
- “Immigrant Youth’s Contributions to Families and Society and Language and Culture Brokers.”  
World Culture Forum, Western Washington University, Bellingham, WA, November 4, 2009.
- “Working with Video in Research with Children.” All-day workshop, University of Missouri, St.  
Louis, October 26, 2009.
- “(Im)migrant Youth Translators and the Development of Transcultural Skills. Northwestern  
University, October 22, 2009.
- “Translating Childhoods: Immigrant Youth as Language and Culture Brokers.” Sydney University,  
Sydney, Australia, July 2, 2009.
- “Immigrant Youth as Language Brokers: Leveraging Transcultural Repertoires.” Technical  
University of Queensland, Queensland, Australia, June 29, 2009.
- “From the Borderlands to the Center: Migrant Youth, ‘Mixed’ Contexts and the Development of  
Transcultural Skills.” Keynote presentation, Migration and Memories Conference, University of  
London, London England, May 9, 2009.
- Study Day on Language Brokering. Università di Bologna, Bologna, Italy. November 2008.
- Preconference workshop on Intent Participation led by Barbara Rogoff. International Society for  
Cultural and Activity Research, San Diego, CA. September 2008.
- “Life Lessons.” Invited talk for the Last Lecture Program, Office of Residential Life, UCLA. May  
2008.
- “Translating as a Family Literacy Practice in Central American and Mexican Immigrant Households  
in Los Angeles.” Invited talk for the Latin American Immigrants and Mobile Communities in  
the United States Teacher Professional Development Workshop, UCLA, May, 2007.
- Workshop leader and invited speaker for a pre-conference workshop on Culture and Development at  
the Annual Meetings of the American Educational Research Association, Chicago, IL, April  
2007.
- “The Development of Immigrant Youth Through Relationships and Responsibilities.” Invited talk at  
the Relationships Group lunch series, April, 2007.
- “Vygotsky Meets the New Sociology of Childhoods: Thinking about Children and Development  
through the Experiences of Child Language Brokers.” Invited talk for the Culture, Brain and  
Development program, January, 2007.
- “Leveraging Bilingual Skills for Literacy Development.” Invited talk for Project Literacy, UCLA,  
February 2007.

“Leveraging Bilingual Skills for Academic Language Development.” Invited talk at the Bilingual Education Conference, United Teachers of Los Angeles, March, 2007.

“Diálogo de Costa en Costa.” Invited guest on the live radio show, “Cuando el niño se convierte en traductor de la familia.” (*When a Child Becomes a Family Translator*). October 5, 2005.

“Using Immigrant Youths’ Translating Skills to Build Academic Literacies.” Invited talk for the UCLA Writing Project, July 21, 2005.

“Translating as a Family Literacy Practice in Immigrant Households.” Keynote presentation at the Linguistic Minority Research Institute, Santa Barbara, California (May 8, 2004).

“Children’s Work as Translators in Immigrant Households.” Paper presented at the Economic Sociology Workshops, Princeton University, Princeton, New Jersey. (March 8, 2004). Co-sponsored by Princeton’s Center for Migration and Development and the Center for Child Well Health.

### SELECTED CONFERENCE PRESENTATIONS

“Playing with Language, Linguaging Play: Translanguaging Practices in a New Immigrant After-school Program.” Paper presented at the American Educational Research Association, Philadelphia, PA, April 2014.

“From the 3Rs to the 3Ls: Language, Literacy and Love in Response to a Regime of Regimentation” (with Gloria-Beatriz Rodriguez). Literacy Research Association Annual Meeting, Dallas, Texas, December, 2013.

“What Do We Know About Child Language Brokering? Implications for Children of Deaf Adults.” Critical Links 7 Conference, Toronto, CA, June 20, 2013.

“The Translanguaging Competencies of Immigrant Youth in Situations of Super-Diversity.” American Educational Research Association, San Francisco, CA, April 2013.

“Transliteracy Practices of Immigrant Youth in New Immigrant Communities.” Urban Multilingualism Conference, Ghent, Belgium, March, 2013.

“Leveraging Translation for Writing and the Expansion of Linguistic Repertoires.” (with Danny C. Martínez and Elizabeth Montaña). *Literacy Research Association*, San Diego, CA, November 2012.

“Immigrant Child Language Brokering and the Cultivation of Transcultural Dispositions.” Annual Meeting of the American Educational Research Association, Vancouver, BC, April 2012.

“Metalinguistic Awareness: Expanding Repertoires of Practice by Building on Students’ Linguistic Strengths” (with Danny Martínez, Jacqueline D’warte and Elizabeth Montaña). National Council of Teachers of English Midwinter Research Assembly, Los Angeles, CA, February 2009.

“Transformations through Translation: Learning, Development, and the Practice of Immigrant Child Language Brokering.” International Society for Cultural and Activity Research, San Diego, CA, September 8-13, 2008.

- “Developing Academic Identities: Persuasive Writing as a Tool to Strengthen Emergent Academic Identities” (with Paula Carbone). Paper presented at the Annual Meetings of the American Educational Research Association, New York, NY, March 2008.
- “Immigrant Youth as Linguistic and Cultural Brokers in Parent-School Interactions.” Paper presented at the International Conference on Ethnography and Education, Barcelona, Spain, September, 2007.
- “Translating Voices: Leveraging Students’ Audience Awareness Skills for Academic Writing” (with Ramón Martínez). Paper presented at the Annual Meetings of the American Educational Research Association, Chicago, IL, April 2007.
- “Chican@ Youths’ Voices ‘in Translation’ on Immigrant Rights” (with Ramón Martínez). Annual Meetings of the Pacific Coast Council on Latin America, Los Angeles, CA, November 3, 2007.
- “Transculturations: Language and Literacy Brokering by the Children of Immigrants.” Paper presented at the Annual Meetings of the American Educational Research Association, San Francisco, CA, April, 2006.
- “Vygotsky Meets the Sociology of Childhoods: Immigrant Family Language Brokering in Zones of Proximal Development. Paper presented at the Annual Meetings of the American Educational Research Association, San Francisco, CA, April, 2006.
- “Leveraging Language Brokering Experiences for Academic Language Development.” Presentation at the University Elementary School Bilingual Education Conference (with Ramón Martínez, Rosa Jiménez, and Mariana Pacheco). UCLA, November 5, 2005.
- “Using Immigrant Youths’ Translating Skills to Build Academic Literacies” (with Paula Carbone, Rosa Jiménez and Ramón Martínez). Workshop presented at the With Different Eyes Writers Workshop Conference, UCLA. November 5, 2005.
- “Agency and Identity In and Out of School: Adolescent Cultural Practices and their Implications for Learning” (with Lisa Dorner and Rosa Jiménez). Paper presented at the Annual Meetings of the American Educational Research Association, Montreal, PQ, April 2005.
- “In Their Own Words: Literacy Brokering or ‘Para-phasing’ by Immigrant Youth in the United States.” Presentation at the Language Brokering Conference, Manchester, UK, March, 2005.
- “Immigrant Child Translators and the Social Meaning of Numbers.”(with Andrew Brantlinger.) Paper presented at the Annual Meetings of the American Educational Research Association, San Diego, California, April, 2004.
- “I Helped My Mom” and It Helped Me: Translating Bilingual Skills into Improved Standardized Test Scores” (with Lisa Dorner and Christine Li-Grining). Paper presented at the Annual Meetings of the American Educational Research Association, Chicago, IL (April, 2003).
- “Power in Translation: Building on Bilingual Students’ Translating Experiences for School Literacy Tasks.” Paper presented at the Annual Meetings of the National Council of Teachers of English, Atlanta, GA, November 24, 2002.

- “Latino Adolescent Family Interpreters: Accessing Assets, Ascribing Identities” (with Lisa Dorner and Lucila Pulido). Paper presented at the Annual Meetings of the American Sociological Association, Chicago, IL, August 2002.
- “Lessons from Cross-Cultural Border Crossing: Cross-Disciplinary Conversations in the Academy” (with Kimberley Williams). Paper presented at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 2, 2002.
- “Team Ethnography: The Benefits and Challenges of Multiple Collaborations” (with Lisa Dorner, Kimberley P. Williams, Erica Rosenfeld, María Meza, Nicole Wong, Lucila Pulido, Lauren Hersh, Nancy Randall and Jennifer Reynolds). Paper presented at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 2, 2002.
- “Exploring the Translating Experiences of Bilingual Adolescents: Of the Kids, For the Kids, and By the Kids” (with Erica Rosenfeld and Lucila Pulido). Paper presented at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 2, 2002.
- “Researching the Language and Literacy Practices of Latino Students” (with Kimberley Williams, Erica Rosenfeld, Lisa Dorner, Jennifer Reynolds, María Meza, Lucila Pulido, Nicole Wong and Lauren Hersh). Roundtable discussion at the National Council of Teachers of English Research Assembly Midwinter Conference, New York, NY, February 20-22, 2002.
- “Reciprocal Socialization: How Bilingual Daughters Influence and Support Their Immigrant Mothers” (with Lisa Dorner, María Meza, and Lucila Pulido). Poster session at the Society for the Study of Human Development, October 2001, Ann Arbor, Michigan.
- “Whose Voice is it Anyway?: Problematizing the Notion of the ‘Latino Student Voice’” (with Erica Rosenfeld). Paper presented at the American Educational Research Association, Seattle, WA, April 9-13, 2001.
- “Home-School Connections and Mexican Immigrant Family Networks” (with Kate Pietsch and María Meza). Paper presented at the American Educational Research Association, Seattle, WA, April 9-13, 2001.
- “Inquiring Voices: A Case Study of Latino Students in an Urban Middle School Science Classroom” (with Kimberley Williams). Paper presented at the American Educational Research Association, Seattle, WA, April 9-13, 2001.
- “Bridging Discourse Communities: Latino Students’ Engagement with Science Literacy, School Literacy, and Home Literacy Practices in the Midwest” (with Kimberley Williams and Erica Rosenfeld). Round table discussion at the National Council of Teachers of English Midwinter Research Assembly, February 9-11, 2001.
- “Mediating Mediation: Immigrant Children as Language Brokers or ‘Para-Phrasers.’” Paper presented at the National Reading Conference, Scottsdale, AZ, November 30, 2000.
- “Leveraging the Language Skills of Immigrant Children for Literacy Learning in School” (with Maria Meza). Paper presented at the National Council of Teachers of English, Milwaukee, WI, November 17, 2000.

- “Children as Language Brokers: Implications for Literacy Learning in School?” Paper presented at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 24-28, 2000.
- “Who’s Accessing Whose Literacies? The Children of Immigrants in California.” Round table discussion at the Annual Meetings of the American Educational Research Association, New Orleans, LA, April 24-28, 2000.
- “Transnational Families and the Negotiation of Childhood” (with Barrie Thorne). Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL, August 6-10, 1999.
- “Translating Citizenship: Child Language Brokers in Immigrant Families” (with Wan Shun Eva Lam). Paper presented at the Annual Meeting of the Society for the Study of Social Problems, Chicago, IL, August 5-7, 1999.
- “Niños inmigrantes de Centro-América en California: Conociendo Sus Mundos Sociales A través de los Medios de Alfabetización.” Talk given at the Second International Literacy Conference, Guatemala City, Guatemala, February 16-19, 1999.
- “Parents and Teachers Talk about Literacy and Success” (with Karen Monkman and Laurie MacGillivray). Paper presented at the National Reading Conference, Austin, TX, December 3-5, 1998.
- “Transnational Childhoods: The Deployment, Development, and Participation of Children in Family Migration Projects” (with Barrie Thorne). Paper presented at the World Congress of Sociology, Montreal, PQ, July 1998.
- “Proposition 227 and Bilingual Education in an Immigrant Community” (with Lucila Ek and Arcelia Hernández). Paper presented at the Annual Meeting of the Educational Research Association, San Diego, CA, April, 1998.
- “Exploring Immigrant Children’s Identity Construction through Pictures, Maps and Stories” (with Anna Chee). Poster session at the Annual Meeting of the Educational Research Association, San Diego, CA, April, 1998.
- “Fostering emergent literacy in a bilingual preschool setting” (with Laurie MacGillivray, Robert Rueda, and David Yaden). Roundtable discussion at the National Council of Teachers of English Research Assembly Midwinter Conference, Los Angeles, CA, February 20-22, 1998.
- “Los Niños Inmigrantes de Pico Union: Sus Vidas Diarias y Visiones del Futuro” (with Lucila Ek and Arcelia Hernández). Talk given at the Jornada Pedagógica Internacional para la Educación Bilingüe,” Loyola Marymount University, November 22, 1997.
- “The Transglobalization of Childhoods: Immigrant Children in Los Angeles” (with Barrie Thorne and Wan Shun Eva Lam). Paper presented at Urban Childhood: An International, Interdisciplinary Conference, Trondheim, Norway, June 9-12, 1997.
- “Central American Immigrant Children’s Views of Los Angeles.” Talk given at the Central American Educational Conference (Central Americans in the U.S.: Building the Future through Education). Loyola Marymount University, Los Angeles, May 24, 1997.

- “Brokering Home-School Relationships: The Role of Community Workers” (with Jill Denner and Catherine Cooper). Paper presented at the Annual Meeting of the Educational Research Association, Chicago, Illinois, March, 1997.
- “‘I’m the Mother and You’re the Son:’ The Realities of the Socially Constructed Categories of Ethnicity and Gender” (with Laurie MacGillivray). Paper presented at the National Reading Conference, December, 1996.
- “Investigaciones Sobre Impedimentos en la Comunidad Latina.” Talk given at the Fiesta Educativa Conference. University of Southern California, May 19, 1995.
- “Good Guys and “Bad” Girls: Identity Construction in a Writing Workshop.” Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1995.
- “Gendered Journals.” Poster session at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1995.
- “Contextualizing Gender in the Classroom: Merging Critical Discourse Analysis with Activity Theory.” Round table discussion at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1995.
- “Pico Union ¡Presente!: Immigrant Families Speak Up.” Paper presented at the Comparative and International Education Conference, University of California, Los Angeles, November, 1994.
- “Vivimos Aquí: Voces de Familias Mexicanas y Centroamericanas en la Ciudad de Los Angeles.” Talk given at the First Conference on the Education of Central American Children in North American Schools, California State University, Los Angeles, 1994.
- “Saliéndose con la Suya: Gender, Literacy, and “Choice” in Two Bilingual Classrooms.” Paper presented at the Berkeley Women and Language Conference, University of California, Berkeley, April, 1994.
- “Negotiating Power: Critical Literacy Practices in a Bilingual Classroom.” Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April, 1994.
- “Literacy as a Gendered Social Practice in Two Bilingual Classrooms.” Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April, 1994.
- “Superhuman Voices: Popular Culture’s Influence on Young Children’s Bilingualism (Follow-up report).” Poster session at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 4, 1994.
- “The Voice of Superheroes.” Paper presented at the Annual Meetings of the American Anthropological Association, San Francisco, CA, December, 1992.
- “It’s Kinda’ Like Guys Talking about Cars: Gender Issues in Higher Education.” Paper presented at the Comparative and International Education Society, Stanford University, November, 1992.

“Appropriating the Voice of the Superheroes.” Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages, Vancouver, B.C., Canada, March, 1992.

"Approaches to Un-tracking." Invited talk given at Social and Political Perspectives On Bilingual Education, conference sponsored by United Teachers of Los Angeles, 1992.

"Rethinking Pedagogy: Language, Culture, and Instruction." Invited talk given at The Legacy of Columbus, conference sponsored by the Los Angeles Human Rights Coalition, Los Angeles, 1991.

### **TEACHING CREDENTIALS AND CERTIFICATES**

California Professional Clear Multiple Subject Credential; Bilingual/Cross-Cultural Emphasis (Spanish). Coursework at California State University, Los Angeles, 1984-1986.

Bilingual Certificate of Competence, 1985.

### **PROFESSIONAL AFFILIATIONS**

American Educational Research Association; American Anthropological Association, Council on Anthropology and Education; Literacy Research Association; National Council of Research on Language and Literacy, Phi Beta Kappa Society.

### **PROFESSIONAL SERVICE**

#### **University-Wide Service**

Associate Vice Provost, International Institute. January, 2022 – December, 2024.

Global Advisors Council, UCLA, 2024-25. Chair, Curriculum Grants Committee.

Faculty Advisory Committee, International Institute. Chair, 2024-27.

Curriculum Committee, International Institute, 2024-27.

Associate Director of the Center for the Study of International Migration, UCLA, 2015-2022.

Co-director, Migration Study Group, UCLA, 2005-2014.

Fulbright US Student Program Review Committee, 2023.

Advisor and mentor, UCLA Summer Research Training Program, various years, 2003-present.

Faculty Mentor, UCLA Council of Advisors Program, 2021.

Faculty Mentor, Immigrant Youth Task Force Summer Research Program, 2021.

Faculty Mentor, Research Rookies, UCLA, 2021.

Faculty Mentor, Un-DACAmented Research Program, UCLA, 2019.

Faculty Mentor, McNair Scholar Program, UCLA, various years.



Faculty Mentor, Senior Honors Thesis program.

Faculty Mentor, Graduate Summer Research Mentoring Program, various years.

Faculty Mentor, Culture Brain and Development program, UCLA, various years.

Faculty-in-Residence, UCLA (2004-2010).

Coordinating Committee Member of the Culture, Brain and Development program, UCLA, 2004-present.

Affiliated Faculty, Relationship Sciences program, UCLA.

### **Departmental Service**

Co-Chair, Urban Schooling Division, School of Education and Information Studies, 2020-22.

Director/Co-Director of Faculty, Teacher Education Program, UCLA, 2003-2022.

Director of Faculty for the Teacher Education Program, UCLA, 2004-2022.

Member, Academic Personnel Committee, Department of Education, 2004-2006, 2010-2012, 2015-2017, 2019-2021.

Member, Research and Accountability Committee UCLA Community School.

Member, Spencer Research Training Grant Advisory Committee, 2005-2007.

Advisor, Spencer Research Training Grant, 2006-2007.

Member, Faculty Executive Committee, Graduate School of Education and Information Studies, 2008-2010, 2019-present.

Member, CDAS, Graduate School of Education and Information Studies, 2008-2010.

Advisor and Seminar Facilitator, Project ADVANCE, 2006-2008.

Faculty search committee member and chair: various years.

Mentoring committees and chair: various years.

### **Selection Committees, Mentoring and other National Service**

Vision Grants Selection Committee, Spencer Foundation. 2025-2027.

International Relations Committee, American Educational Research Association, 2021-present.

Mentor, Spencer Foundation/National Academy of Education, 2023-present.

Mentor, Advanced Placement Program, 2023-24.

Mentor, Language and Social Processes SIG, American Educational Research Association, 2024.

Mentor, Cultural and Historical Activity Theory SIG, American Educational Research Association, 2024.

Mentor, Council on Anthropology and Education, various years.

AERA Division G Outstanding Mentor Selection Committee, 2020.

Council on Anthropology and Education Fellowship Selection Committee, 2013-14.

Council on Anthropology and Education Career Award Selection Committee, Chair, 2019.

Facilitator, Council on Anthropology and Education “Mentors-at-Large” Program, 2014-15.

Member, Spencer Foundation Dissertation Selection Committee, 2012-2016.

Mentor, AERA Qualitative Research SIG Junior Scholars Program.

Mentor, STAR program, Literacy Research Association, 2013.

Mentor, Spencer Foundation Fellowship Program, 2013-14; 2019; 2022; 2023.

Mentor, Council on Anthropology and Education Junior Scholar Works in Progress, various years.

Faculty Mentor, McNair Scholar Program, Claremont College, 2011.

### **Editorial Review Boards and Ad Hoc Reviewing**

Associate Editor, *Anthropology and Education Quarterly*, 2020-2023.

Co-Editor (with Ernest Morrell) of the Professional Resources in Education section of the journal *Language Arts*, 2006-2009.

Editorial Review Board member: *American Educational Research Journal (Social and Institutional Analysis section)* (2014-15); *Bilingual Research Journal* (2007-2012), *Childhoods* (2008-present), *Journal of Non-Professional Interpreting and Translation* (2024-present); *Journal of Early Childhood Literacy* (2000-present), *The Reading Research Quarterly* (2006-2010), *Research in the Teaching of English* (2007-2010), *Journal of Literacy Research* (1996-present).

Ad Hoc Reviewer for *the Advocate*; *AERA Open*; *Anthropology and Education Quarterly* (multiple reviews); *American Anthropology*; *Aztlán*; *the Bilingual Research Journal* (multiple reviews); *Cognition and Instruction*; *Childhoods* (multiple reviews); *Diaspora, Equity and Education*; *Indigenous and Minority Education: International Journal*; *Educational Evaluation and Policy Analysis*; *Ethos*; *the Handbook of Early Childhood Literacy Research* (multiple reviews), *International Journal of Behavioral Development*; *the Journal of Early Literacy Research* (multiple reviews); *the Journal of Language, Identity and Education*; *the Journal of Literacy Research* (multiple reviews); *the Journal of Research on Adolescence*; *the Journal of Social and Personal Relationships*; *the Journal of Sociolinguistics*; *Linguistics and Education* (multiple

*reviews*); *Literacy Research Journal* (multiple reviews); *Mind and Society*; *Research in the Teaching of English* (multiple reviews); *Reading Research Quarterly* (multiple reviews); *Social Problems* (multiple reviews); *TESOL Journal*.

Manuscript reviewer for *Chicago University Press*, *New York University Press*, *Multilingual Matters*, *Oxford University Press*, *Routledge Publishing Company*, *Rutgers University Press*, *Teachers College Press*, *University of Arizona Press*, *University of Pittsburgh Press*.

Proposal reviewer for the National Science Foundation (2019); Spencer Foundation Dissertation Fellowships (2010-2011), the UCLA Academic Senate, the Spencer Foundation Small Grants Program (2006-2008); the International Reading Association small grants program (2006); the National Council of Teachers of English, Promising Research Awards Committee (2000); National Reading Conference (2000, 2002, Section Chair, 2004); American Educational Research Association, (2002, 2004, 2005, 2006); Joint Center for Poverty Research Development Grants, 2002, W. T. Grant Foundation, the Spencer Foundation, the National Science Foundation (2007), the National Institute of Health (2003 and 2004), Israel Science Foundation (2007), the Culture, Brain and Development Program of UCLA (2006-2007), and the American Educational Research Association (2004-08).

### **External Committee Member**

For doctoral students at the University of El Paso, Texas; Instituto Tecnológico de Monterrey; University of California, San Diego; and West Virginia University.

### **External Reviewer, Promotion and Tenure Committees**

For faculty at Arizona State University; Barnard College; Boston College; Brown University; Columbia University; the City College of New York; City University of New York; Indiana University; Montclair State University; New York University; Northwestern University (multiple reviews); Rutgers University (multiple reviews); Stanford University; Swarthmore College; University of Arizona (multiple reviews); University of California, Berkeley (multiple reviews); University of California, Santa Barbara; University of California, Los Angeles; University of California, Santa Cruz (multiple reviews); University of Chicago; University of Colorado, Boulder (multiple reviews); University of Colorado, Denver; University of Illinois, Urbana-Champaign; University of Laverne; University of Oregon; University of Texas, Austin (multiple reviews); University of Texas, San Antonio (multiple reviews); University of Michigan; University of Missouri; University of Nebraska, Lincoln; University of Minnesota; University of Pennsylvania (multiple reviews); Texas State University, San Marcos; University of Washington (multiple reviews); University of Wisconsin, Madison; University of Edinbrough, Scotland.

### **Professional Development/Consultation**

Invited expert, University of Bologna, Italy, Winter 2025.

Fulbright Specialist Advisor, University of Padova, Italy, Summer 2022.

Program Evaluator, Zero to Five Program, Los Angeles, California, 2004-2006.

Consultant, Annie E. Casey Foundation, May 2002.

Program evaluator, District 65 Two-Way Immersion program, 2000-2001.

Consultant, Leadership Academy and Urban Network for Chicago, 1999-2001.

Consultant, NU-TEACH, Northwestern University, 1999-2000.

Consultant, Gender Equity Teacher-Research Group, Winnetka School District, 1999.

Consultant, Multicultural Leadership Training Institute, United Teachers of Los Angeles, 1997.

Program leader for family literacy workshops to produce family-authored books documenting experiences of immigration, Los Angeles, 1992.

Series of workshops on literature-based instruction for Spanish readers, presented for teachers and paraprofessionals in Los Angeles Unified Schools, 1988-1990.

Series of workshops on teaching about Central America and working with Central American refugee children, presented at teachers' conferences in Los Angeles, 1986-1988.

Study series leader on the social and cultural history of Guatemala, Guatemala Information Center, Los Angeles, CA, 1986-1988.