

## *Curriculum Vita – 2021-2022*

### **TERESA L. McCARTY**

University of California, Los Angeles  
Graduate School of Education and Information Studies  
405 Hilgard Avenue – Moore Hall 1026, Box 951521  
Los Angeles, CA 90095-1521  
PH: 310.206.2569 FAX: 310.206.6293  
Teresa.McCarty@ucla.edu

---

#### **Education**

- 1984 Ph.D., Social-Cultural Anthropology, Arizona State University  
Dissertation: *Bilingual-Bicultural Education in a Navajo Community*
- 1977 M.A., Social-Cultural Anthropology, Arizona State University
- 1975 B.A., Anthropology (Special Education/Child Development minor), Ohio State University

#### **Employment**

- 2013 – George F. Kneller Chair in Education and Anthropology and Faculty, American Indian Studies, University of California, Los Angeles; Alice Wiley Snell Professor Emerita of Education Policy Studies, Arizona State University<sup>1</sup>
- 2004-2012 Alice Wiley Snell Professor of Education Policy Studies and Professor of Applied Linguistics; co-director, Center for Indian Education (2009-2012); Affiliate Faculty in American Indian Studies, Mary Lou Fulton Teachers College, and Learning Sciences Institute; Arizona State University
- 1989-2004 Assistant, Associate, Full Professor of Language, Reading and Culture, College of Education, University of Arizona; Interim Dean, College of Education (2002-2003); Department Head, Language, Reading and Culture (1999-2002); Codirector, American Indian Language Development Institute (AILDI), University of Arizona (1989-2004)
- 1986-1989 Education Program Specialist, Arizona Department of Education, Indian Education Unit, Phoenix
- 1983-1986 Regional Coordinator, National Indian Bilingual Center, Arizona State University, Tempe
- 1980-1983 Curriculum Specialist and Coordinator, Navajo Curriculum Center, Rough Rock Demonstration School, Rough Rock, Navajo Nation, AZ
- 1977-1979 Educational Liaison, Youth Counselor/Summer Program Teacher (grades 4-6), Fort McDowell Yavapai Nation, Scottsdale, AZ

---

<sup>1</sup> Courses taught/developed at UCLA, Arizona State University, and University of Arizona: *Academic Writing and Publishing; Advanced Qualitative Analysis and Interpretation; American Indian Languages, Cultures, and Schooling; Anthropology and Education; Anthropological Perspectives on Bilingual/Multicultural Education; Bilingual Curriculum Development; Ethnography and Education Policy; Ethnography and Language Policy; Foundations of Bilingual Education; Field Research; Indigenous Education; International Perspectives on Indigenous Language Planning and Policy; Introduction to Qualitative Research/Introduction to Qualitative Methods and Design Issues in Educational Research; Language and Culture in Education; Methods and Materials in Bilingual Education; Multicultural Education and Social Justice; Participant Observation and Field Methods; Practicum in Bilingual Education; Qualitative Data Reduction and Analysis; Teacher Research.*

## Selected Honors and Awards

- 2021-2022 Fellow, Center for Advanced Studies in the Social and Behavioral Sciences (CASBS), Stanford University
- 2019 Elected to the National Academy of Education
- 2019 Outstanding Book Award Finalist, Council on Anthropology and Education, American Anthropological Association, for *The Anthropology of Education Policy—Ethnographic Inquiries into Policy as Sociocultural Process* (with A.E. Castagno, Routledge, 2018)
- 2016 Distinguished Teaching Award, University of California, Los Angeles, Department of Education
- 2015 American Educational Research Association 12<sup>th</sup> Annual *Brown* Lecturer in Educational Research, for “producing significant research related to equality in education”
- 2011-2012 National Endowment for the Humanities Resident Scholar, School for Advanced Research, Santa Fe, NM
- 2011– Fellow, International Centre for Language Revitalisation, Auckland University of Technology, Auckland, NZ
- 2010 George and Louise Spindler Award, for “distinguished, exemplary, and inspirational contributions to educational anthropology.” Council on Anthropology and Education, American Anthropological Association
- 2009– Fellow, American Educational Research Association
- 2008-2009 President, Council on Anthropology and Education, American Anthropological Association
- 2007 Outstanding Book Award, American Educational Research Association Division B (Curriculum Studies), for *“To Remain an Indian”: Lessons in Democracy from a Century of Native American Education* (with K.T. Lomawaima; Teachers College Press, 2006)
- 2003– Fellow, Society for Applied Anthropology
- 2002 Outstanding Faculty Research Award, University of Arizona, College of Education
- 1998 Outstanding Graduate Mentor Award, University of Arizona, College of Education
- 1993-1997 Fellow, W.K. Kellogg Foundation National Leadership Program
- 1992 Arizona Minority Education Access and Achievement Cooperative (AMEAAC) Medallion Award

## Publications

### *Scholarly Books and Edited Volumes*

- 2020 Ali, Arshad I., & McCarty, T.L. (Eds.). *Critical Youth Research in Education—Methodologies of Praxis and Care*. New York, NY: Routledge.
- 2019 McCarty, T.L., Nicholas, S.E., & Wigglesworth, G. (Eds.). *A World of Indigenous Languages—Politics, Pedagogies, and Prospects for Language Reclamation*. Bristol, UK: Multilingual Matters.

- 2019 Tom, M., Sumida Huaman, E., & McCarty, T.L. (Guest Eds.). *Indigenous Knowledges and Learning: Vital Contributions Towards Sustainability*. Special Issue, *International Review of Education*, 65(1), 1-184.
- 2018 Castagno, A.E., & McCarty, T.L. (Eds.). *The Anthropology of Education Policy: Ethnographic Inquiries into Policy as Social Practice*. New York, NY: Routledge.
- 2018 Grande, S., & McCarty, T.L. (Guest Eds.). *Indigenous Elsewheres: Refusal and Re-membling in Education Research, Policy, and Praxis*. Special Issue, *International Journal of Qualitative Studies in Education*, 31(3), entire.
- 2017 McCarty, T.L., & May, S. (Eds.). *Language Policy and Political Issues in Education* (Encyclopedia of Language and Education Vol. 1, 3<sup>rd</sup> ed.). Cham, Switzerland: Springer International.
- 2017 McCarty, T.L., & O’Neil, H.F., Jr. (Eds.), with N. Mancevice, S. Lemire, S. Faircloth, & L. Parker. *Education Research for the Next 100 Years—A Renewed Vision of Interdisciplinarity for the New AERJ*. Special AERA Centennial Issue, *American Educational Research Journal*. Washington, DC: American Educational Research Association.
- 2016 Coronel-Molina, S.M., & McCarty, T.L. (Eds.). *Indigenous Language Revitalization in the Americas*. New York, NY: Routledge.
- 2014 Wyman, L.T., McCarty, T.L., & Nicholas, S.E. (Eds.). *Indigenous Youth and Multilingualism: Language Identity, Ideology, and Practice in Dynamic Cultural Worlds*. New York, NY: Routledge.
- 2013 McCarty, T.L. *Language Planning and Policy in Native America – History, Theory, Praxis*. Bristol, England: Multilingual Matters.
- 2012 Hornberger, N. H., & McCarty, T. L. (Guest Eds.). *Globalization from the Bottom Up: Indigenous Language Planning and Policy Across Time, Space, and Place*. Special Issue, *International Multilingual Research Journal*, 6(1)(entire).
- 2011 McCarty, T. L. (Ed.). *Ethnography and Language Policy*. New York, NY: Routledge.
- 2011 Romero-Little, M. E., Ortiz, S. J., & McCarty, T. L., with Chen, R. (Eds.). *Indigenous Languages Across the Generations – Strengthening Families and Communities*. Tempe, AZ: Arizona State University Center for Indian Education.
- 2009 McCarty, T.L., & Wyman, L. (Guest Eds.). *Indigenous Youth and Bilingualism*. Special Issue, *Journal of Language, Identity, and Education*, 8(5) (entire).
- 2008 McCarty, T.L. (Guest Ed.). *American Indian, Alaska Native, and Native Hawaiian Education in the Era of Standardization and NCLB*. Special Issue, *Journal of American Indian Education*, 47(1) (entire).
- 2006 Lomawaima, K.T., & McCarty, T.L. “*To Remain an Indian*”: *Lessons in Democracy from a Century of Native American Education*. New York, NY: Teachers College Press.
- 2006 McCarty, T. L., & Zepeda, O. (Eds.), with V.H. Begay, S. Charging Eagle, S. C. Moore, L. Warhol, & T.M.K. Williams. *One Voice, Many Voices – Recreating Indigenous Language Communities*. Tempe and Tucson: Arizona State University Center for Indian Education and University of Arizona American Indian Language Development Institute.

- 2005 McCarty, T.L. (Ed.). *Language, Literacy, and Power in Schooling*. Mahwah, NJ: Lawrence Erlbaum Associates.
- 2005 McCarty, T.L., with Borgoiakova, T., Gilmore, P., Lomawaima, K.T., & Romero, M.E. (Eds.). *Indigenous Epistemologies and Education: Self-Determination, Anthropology, and Human Rights*. Special Issue, *Anthropology and Education Quarterly*, 36(1) (entire).
- 2002 McCarty, T.L. *A Place To Be Navajo—Rough Rock and the Struggle for Self-Determination in Indigenous Schooling*. Mahwah, NJ: Lawrence Erlbaum Associates.
- 1999 McCarty, T.L., Watahomigie, L.J., Yamamoto, A.Y., & Zepeda, O. (Guest Eds.). *Reversing Language Shift in Indigenous America: Collaborations and Views from the Field*. Special Issue, *Practicing Anthropology*, 21, 2-47.
- 1998 McCarty, T. L., & Zepeda, O. (Guest Eds.). *Indigenous Language Use and Change in the Americas*. Special Issue, *International Journal of the Sociology of Language*, 132 (entire).
- 1995 McCarty, T.L., & Zepeda, O. (Guest Eds.). *Indigenous Language Education and Literacy*. Special Issue, *The Bilingual Research Journal* 19(1) (entire).
- 1994 McCarty, T.L., Lipka, J., & Dick, G.S. (Guest Eds.). *Local Knowledge in Indigenous Schooling: Case Studies in American Indian/Alaska Native Education*. Special Issue, *Journal of American Indian Education*, 33(3) (entire).

#### *Articles in Scholarly and Professional Journals*

- In press McCarty, T.L., & Brayboy, B. McK. J. Culturally responsive, sustaining, and revitalizing pedagogies: Perspectives from Native American education. In G. Ladson-Billings (Guest Ed.), *Three decades of culturally relevant, responsive, and sustaining pedagogy*. Special Issue, *The Educational Forum*, 85(4).
- In press McCarty, T.L., Noguera, J., Lee, T.S., & Nicholas, S.E. “A viable path for education?”—Indigenous-language immersion and sustainable self-determination. *Journal of Language, Identity, and Education*.
- 2020 McCarty, T.L. The holistic benefits of education for Indigenous language revitalisation and reclamation (ELR<sup>2</sup>). *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2020.1827647>
- 2019 Tom, M.N., Sumida Huaman, E., & McCarty, T.L. Indigenous knowledges as vital contributions to sustainability. *International Review of Education*, 65(1), 1-18.
- 2018 McCarty, T.L. Twelfth Annual *Brown* Lecture in Education Research: So that any child may succeed—Indigenous pathways toward justice and the promise of *Brown*. *Educational Researcher*, 47(5), 271-283.
- 2018 McCarty, T.L. Nicholas, S.E., Chew, K., Diaz, N., Leonard, W., & White, L. Hear our languages, hear our voices—Storywork as theory and praxis in Indigenous-language reclamation. In P.J. Deloria et al. (Guest Eds.), *Unfolding Futures: Indigenous Ways of Knowing for the Twenty-first Century*. Special Issue, *Daedalus, the Journal of the American Academy of Arts and Sciences*, 147(2), 160-172.
- 2017 McCarty T.L., Mancevice, N., Lemire, S., & O’Neil, H.F., Jr. Education research for a new century: A renewed vision of interdisciplinarity. *American Educational Research Journal*, 54(1S), 5S-22S.

- 2016 McCarty, T.L. Questions for Bernard Spolsky. *Language Policy*, 15(4), 475-483.
- 2015 McCarty, T.L., Nicholas, S.E., & Wyman, L. T. 50(0) years out and counting: Locating “heritage” in heritage language education for Native American learners. *International Multilingual Research Journal*, 9(4), 227-252.
- 2015 McCarty, T.L. How the logic of gap discourse perpetuates education inequality: A view from the ethnography of language policy. In N. Avineri et al., *Invited Forum: Bridging the “Language Gap”* (pp. 70-72). Special Section, *Journal of Linguistic Anthropology*, 25(1), 70-72.
- 2014 McCarty, T.L. Negotiating sociolinguistic borderlands—Native youth language practices in space, time, and place. *Journal of Language, Identity, and Education*, 13(4), 254-267.
- 2014 McCarty, T. L., & Lee, T. S. Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101-124.
- 2014 McCarty, T. L., & Nicholas, S. E. Reclaiming Indigenous languages – A reconsideration of the roles and responsibilities of schools. *Review of Research in Education*, 38, 106-136.
- 2013 Liebow, E., Dominguez, V.R., Peregrine, P.N., McCarty, T.L., Nichter, M. Nardi, B., & Leeman, J. Vital Topics Forum: On evidence in the public interest. *American Anthropologist*, 115(4), 642-655.
- 2013 McCarty, T.L. A “rightful” place in the world of languages: Rethinking discourses of dis-ability in Indigenous language planning and policy. *Journal of Language, Identity, and Education*, 12, 179-183.
- 2012 McCarty, T.L. Enduring inequities, imagined futures – Circulating policy discourses and dilemmas in the anthropology of education. *Anthropology and Education Quarterly*, 43, 1-12.
- 2012 McCarty, T. L., Nicholas, S. E., & Wyman, L. T. Re-emplacing place in the “global here and now” – Critical ethnographic case studies of Native American language planning and policy. *International Multilingual Research Journal*, 6(1), 50-63.
- 2011 McCarty, T. L., Collins, J., & Hopson, R. K. Dell Hymes and the New Language Policy Studies – Update from an underdeveloped country. *Anthropology and Education Quarterly*, 42(4), 335-363.
- 2010 McCarty, T.L. Questions for Gella Schweid Fishman. *Language Policy*, 9, 357-366.
- 2009 McCarty, T. L., Romero-Little, M. E., Warhol, L., & Zepeda, O. Indigenous youth as language policy makers. *Journal of Language, Identity, and Education*, 8(5), 291-306.
- 2009 McCarty, T.L. The impact of high-stakes accountability policies on Native American learners: Evidence from research. *Teaching Education*, 20(1), 1-23.
- 2008 McCarty, T.L. Native American languages as heritage mother tongues. *Language, Culture and Curriculum*, 21(3), 201-225.
- 2007 Deyhle, D., & McCarty, T.L. Beatrice Medicine and the anthropology of education: Legacy and vision for critical race/critical language research and praxis. *Anthropology and Education Quarterly*, 38, 3, 209-220.

- 2007 Romero-Little, M.E., McCarty, T.L., Warhol, L., & Zepeda, O. Language policies in practice: Preliminary findings from a large-scale national study of Native American language shift. *TESOL Quarterly*, 41(3), 607-618.
- 2006 McCarty, T.L. Voice and choice in Indigenous language revitalization. *Journal of Language, Identity, and Education*, 5(4), 308-315.
- 2006 McCarty, T.L., Romero, M.E., & Zepeda, O. Reclaiming the gift: Indigenous youth counter-narratives on Native language loss and revitalization. *American Indian Quarterly*, 30(1 & 2), 28-48.
- 2003 McCarty, T.L. Revitalising Indigenous languages in homogenising times. *Comparative Education*, 39(2), 147-163.  
Reprinted in O. García & C. Baker (Eds.) (2007). *Bilingual Education: An Introductory Reader* (pp. 33-49). Clevedon, UK: Multilingual Matters.
- 2002 Lomawaima, K.T., & McCarty, T.L. When tribal sovereignty challenges democracy: American Indian education and the democratic ideal. *American Educational Research Journal*, 39(2), 279-305.
- 2002 McCarty, T.L. Bilingual/bicultural schooling and Indigenous students: A response to Eugene Garcia. *International Journal of the Sociology of Language*, 155/156, 161-174.
- 2002 Gutiérrez, K.D., Asato, J., Pacheco, M., Moll, L.C., Olson, K., Horng, E.L., Ruiz, R., Garcia, E., & McCarty, T.L. "Sounding American": The consequences of new reforms on English language learners. *Reading Research Quarterly*, 37, 4, 328-343.
- 1999 McCarty, T.L., & Watahomigie, L.J. Indigenous education and grassroots language planning in the USA. *Practicing Anthropology*, 21, 2, 4-11.
- 1998 McCarty, T.L. Schooling, resistance, and American Indian languages. *International Journal of the Sociology of Language*, 132, 27-41.
- 1998 McCarty, T.L., & Watahomigie, L.J. Indigenous community-based language education in the USA. *Language, Culture and Curriculum*, 11(3), 309-324.
- 1995 Begay, S., Dick, G.S., Estell, D., Estell, J., McCarty, T.L., & Sells, A. Change from the inside out: A story of transformation in a Navajo community school. *The Bilingual Research Journal*, 19(1), 120-139.
- 1994 Dick, G.S., Estell, D.W., & McCarty, T.L. Saad naakih bee'enootíilji na'alkaa: Restructuring the teaching of language and literacy in a Navajo community school. *Journal of American Indian Education*, 33(3), 31-46.
- 1994 Lipka, J., & McCarty, T.L. Changing the culture of schooling: Navajo and Yup'ik cases. *Anthropology and Education Quarterly* 25(3), 266-284.
- 1994 McCarty, T.L. Bilingual education policy and the empowerment of American Indian communities. *Journal of Educational Issues of Language Minority Students*, 14, [Winter], 23-41.
- 1994 McCarty, T.L. Teacher thinking, multiculturalism, and the politics of change. *The Review of Education/Pedagogy/Cultural Studies*, 20, 3, 241-254.

- 1994 Watahomigie, L.W., & McCarty, T.L. Bilingual/bicultural education at Peach Springs: A Hualapai way of schooling. *Peabody Journal of Education*, 69(2), 26-42.
- 1993 McCarty, T.L. Federal language policy and American Indian education. *The Bilingual Research Journal*, 17(1 & 2), 13-34.
- 1993 McCarty, T.L. Language, literacy, and the image of the child in American Indian classrooms. *Language Arts*, 70(3), 182-192.
- 1993 McCarty, T.L. Creating conditions for positive change: Case studies in American Indian education. *Annual Conference Journal NABE '90-'91*, 89-97.
- 1992 Dick, G.S., & McCarty, T.L. Navajo language maintenance and development: Possibilities for community-controlled schools. *Journal of Navajo Education*, 11(3), 11-16.
- 1992 McCarty, T.L., & Zepeda, O. Southwest Memory: Indigenous voices and views in school humanities. *Journal of Navajo Education*, Special Issue: *Dealing with the Quincentenary: Lessons for the Future*, 10(1), 35-39.
- 1991 McCarty, T.L., Wallace, S., Lynch, R.H., & Benally, A. Classroom inquiry and Navajo learning styles: A call for reassessment. *Anthropology and Education Quarterly*, 22(1), 42-59.
- 1989 McCarty, T.L. School as community: The Rough Rock demonstration. *Harvard Educational Review*, 59(4), 484-503.
- 1989 McCarty, T.L., Wallace, S., & Lynch, R.H. Inquiry-based curriculum development in a Navajo school. *Educational Leadership*, 46(5), 66-71.
- 1987 McCarty, T.L. The Rough Rock Demonstration School: A case history with implications for educational evaluation. *Human Organization*, 46(1), 103-112.

### *Chapters in Scholarly Books*

- 2020 Ali, A.I., & McCarty, T.L. Centering critical youth research methodologies of praxis and care. In A.I. Ali & T.L. McCarty (Eds.), *Critical Youth Research in Education—Methodologies of Praxis and Care* (pp. 3-20). New York, NY: Routledge.
- 2020 Benally, C., Vaughn, K., & McCarty, T.L. Finding the “connective tissue” in critical youth research—Storywork as data analysis. In A.I. Ali & T.L. McCarty (Eds.), *Critical Youth Research in Education—Methodologies of Praxis and Care* (pp. 155-172). New York, NY: Routledge.
- 2019 McCarty, T.L. Indigenous language movements in a settler state. In T. Ricento (Ed.), *Language Policies and Politics: Perspectives from Canada and the United States* (pp. 173-191). Cambridge, UK: Cambridge University Press.
- 2019 McCarty, T.L., & Liu, L. Ethnography in research on language contact. In J. Darquennes, J. Salmons, & W. Vandebussche (Eds.), *Language Contact* (pp. 585-598). New York, NY: Mouton De Gruyter.
- 2019 McCarty, T.L., Nicholas, S.E., & Wigglesworth, G. A world of Indigenous languages: Resurgence, reclamation, revitalization and resistance. In T.L. McCarty, S.E. Nicholas, & G. Wigglesworth (Eds.), *A World of Indigenous Languages—Policies, Pedagogies, and Prospects for Language Reclamation* (pp. 1-26). Bristol, UK: Multilingual Matters.

- 2018 McCarty, T.L. Indigenous language rights—Miner’s canary or mariner’s tern? In K. Rehg & L. Campbell (Eds.), *Oxford Handbook of Endangered Languages* (pp. 82-104). Oxford, UK: Oxford University Press.
- 2018 McCarty, T.L. Revitalizing and sustaining endangered languages. In J.W. Tollefson & M. Pérez-Milans (Eds.), *The Oxford Handbook of Language Policy and Planning* (pp. 355-378). New York, NY: Oxford University Press.
- 2018 McCarty, T.L. Community-based language planning—Perspectives from Indigenous language revitalization. In L. Hinton, L. Huss, & G. Roche (Eds.), *The Routledge Handbook of Language Revitalization* (pp. 22-35). New York, NY: Routledge.
- 2018 McCarty, T.L. Language sequestration and public education—A view from the New Language Policy Studies. In A.E. Castagno & T.L. McCarty (Eds.), *The Anthropology of Education Policy—Ethnographic Inquiries into Policy as Sociocultural Process* (pp. 224-243). New York, NY: Routledge.
- 2018 McCarty, T.L., & Castagno, A.E. Finding the practice in education policy—A disciplinary genealogy. In A.E. Castagno & T.L. McCarty (Eds.), *The Anthropology of Education Policy—Ethnographic Inquiries into Policy as Sociocultural Process* (pp. 3-22). New York, NY: Routledge.
- 2017 Lee, T.S., & McCarty, T.L. Upholding Indigenous education sovereignty through critical culturally sustaining/revitalization pedagogy. In D. Paris & S. Alim (Eds.), *Culturally Sustaining Pedagogies: Teaching and Learning for Educational Justice in a Changing World* (pp. 61-82). New York, NY: Teachers College Press.
- 2017 McCarty, T.L., & Coronel-Molina, S.M. Language education planning and policy by and for Indigenous peoples. In T.L. McCarty & S. May (Eds.), *Language Policy and Political Issues in Education* (3<sup>rd</sup> ed.). Cham, Switzerland: Springer International.
- 2016 McCarty, T.L. Policy and politics of language revitalization in the USA and Canada. In S.M. Coronel-Molina & T.L. McCarty (Eds.), *Indigenous Language Revitalization in the Americas* (pp. 15-34). New York, NY: Routledge.
- 2016 McCarty, T.L., & Liu, L. Ethnography of language policy. In K.A. King & Y-J Lai (Eds.), *Encyclopedia of Language and Education Vol. 10: Research Methods* (pp. 1-14). New York, NY: Springer.
- 2016 McIvor, O., & McCarty, T.L. Indigenous bilingual and revitalization-immersion education in Canada and the USA. In O. García & A. Lin (Eds.), *Encyclopedia of Language and Education Vol. 5: Bilingual and Multilingual Education*. New York, NY: Springer. DOI 10.1007/978-3-319-02324-3\_34-1.
- 2015 Lee, T.S., & McCarty, T.L. Bilingual-multilingual education and Indigenous peoples. In W.E. Wright, S. Boun, & O. García (Eds.), *The Handbook of Bilingual and Multilingual Education* (pp. 409-427). Malden, MA: Wiley Blackwell.
- 2015 McCarty, T.L. Ethnography in language planning and policy research. In F. Hult & D.C. Johnson (Eds.), *Research Methods in Language Policy and Planning: A Practical Guide* (pp. 81-93). Malden, MA: Wiley-Blackwell.
- 2015 McCarty, T.L. Ethnography in educational linguistics. In M. Bigelow & J. Enns-Kananen (Eds.), *Handbook of Educational Linguistics* (pp. 23-37). New York, NY: Routledge.



- 2015 McCarty, T.L., & Lee, T.S. The role of schools in Native American language and culture revitalization: A vision of linguistic and educational sovereignty. In W.J. Jacob, S.Y. Cheng, & M. Porter (Eds.), *Indigenous Education: Language, Culture, and Identity* (pp. 341-360). Dordrecht, Netherlands: Springer.
- 2015 McCarty, T.L., & Roessel, C.M. *Tsé Ch'izhí Diné Bi'ólta'*—Rough Rock, The People's School: Reflections on a half-century of Navajo community-controlled education. In E. Rodriguez (Ed.), *Pedagogies and Curricula to (Re)imagine Public Education – Transnational Tales of Hope and Resistance* (pp. 49-63). New York, NY: Springer.
- 2015 Nicholas, S. E., & McCarty, T. L. The continuum of literacy in Native American classrooms. In J. Reyhner (Ed.), *Teaching Indigenous Students: Honoring Place, Community, and Culture* (pp. 36-50). Norman: University of Oklahoma Press.
- 2014 McCarty, T.L., Romero-Little, M.E., Warhol, L., & Zepeda, O. Genealogies of language loss and recovery – Native youth language practices and cultural continuance. In L.T. Wyman, T.L. McCarty, & S.E. Nicholas (Eds.), *Indigenous Youth and Multilingualism: Language Identity, Ideology, and Practice in Dynamic Cultural Worlds* (pp. 26-47). New York, NY: Routledge.
- 2014 McCarty, T. L., Wyman, L. T., & Nicholas, S. E. Activist ethnography with Indigenous youth – Lessons from humanizing research on language and education. In D. Paris & M. T. Winn (Eds.), *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Their Communities* (pp. 81-103). Los Angeles, CA: SAGE.
- 2014 McCarty, T. L., & Zepeda, O. The racializing function of medium-of-instruction policies in Indigenous/minoritized schooling. In A. Dixson (Ed.), *Researching Race in Education: Policy, Practice, and Ethnography* (pp. 111-132). Charlotte, NC: Information Age Publishers.
- 2014 Wyman, L.T., McCarty, T.L., & Nicholas, S.E. Beyond endangerment – Indigenous youth and multilingualism. In L.T. Wyman, T.L. McCarty, & S.E. Nicholas (Eds.), *Indigenous Youth and Multilingualism: Language Identity, Ideology, and Practice in Dynamic Cultural Worlds* (pp. 1-25). New York, NY: Routledge.
- 2013 McCarty, T. L. Language education policy, citizenship, and sovereignty in Native America. In V. Ramanathan (Ed.), *Language Policy, Pedagogic Practices: Rights, Access, Citizenship* (pp. 116-142). Bristol, UK: Multilingual Matters.
- 2013 McCarty, T. L. Indigenous literacies – Continuum or divide? In M. Hawkins (Ed.), *Framing Languages and Literacies: Socially Situated Views and Perspectives* (pp. 169-191). New York, NY: Routledge.
- 2013 McCarty, T.L. Language planning and cultural continuance in Native America. In J.W. Tollefson (Ed.), *Language Policies in Education: Critical Issues* (2<sup>nd</sup> ed.) (pp. 257-277). New York, NY: Routledge.
- 2012 McCarty, T. L. Literacy and language revitalization. In C. Chapelle (Ed.), *Encyclopedia of Applied Linguistics*. Malden, MA: Wiley-Blackwell. (DOI: 10.1002/9781405198431.wbeal0730)
- 2012 McCarty, T. L. Indigenous languages and cultures in Native American student achievement – Promising practices and cautionary findings. In B. Klug (Ed.), *Standing Together: Indigenous Education as Culturally Responsive Pedagogy*, pp. 97-119. Lanham, MD: Rowman and Littlefield.

- 2012 McCarty, T. L. Language planning and cultural continuance in Native America. In J. W. Tollefson (Ed.), *Language Policies in Education: Critical Issues* (2nd edn.) (pp. 255-277). New York, NY: Routledge.
- 2012 McCarty, T. L. Indigenous languages in the 21<sup>st</sup> century. In C. Chapelle (Ed.), *Encyclopedia of Applied Linguistics*. Malden, MA: Wiley-Blackwell. (DOI: 10.1002/9781405198431.wbeal0532)
- 2012 McCarty, T. L. Indigenous language planning and policy in the Americas. In B. Spolsky (Ed.), *The Cambridge Handbook of Language Policy* (pp. 544-569). Cambridge, UK: Cambridge University Press.
- 2012 McCarty, T. L., & Nicholas, S. E. Indigenous education – Local and global perspectives. In M. Martin-Jones, A. Blackledge, & A. Creese (Eds.), *Routledge Handbook of Multilingualism* (pp. 145-166). New York, NY: Routledge.
- 2011 Coronel-Molina, S., & McCarty, T.L. Language curriculum design and evaluation for endangered languages. In P.K. Austin & J. Sallabank (Eds.), *The Cambridge Handbook of Endangered Languages* (pp. 354-370). Cambridge, UK: Cambridge University Press.
- 2011 McCarty, T. L. Language choice, education equity, and mother tongue schooling – Comparing the cases of Ethiopia and Native America. In T. Skutnabb-Kangas & K. Heugh (Eds.), *Multilingual Education and Sustainable Diversity Work* (pp. 62-83). London: Routledge.
- 2011 McCarty, T. L. Introducing ethnography and language policy. In T. L. McCarty (Ed.), *Ethnography and Language Policy* (pp. 1-28). New York, NY: Routledge.
- 2011 McCarty, T.L. Unpeeling, slicing, and stirring the onion—Questions and certitudes in policy and planning for linguistic diversity in education. In K. A. King & F. Hult (Eds.), *Educational Linguistics in Practice: Applying the Local Globally and the Global Locally in Educational Linguistics* (pp. 109-125). Bristol, UK: Multilingual Matters.
- 2011 McCarty, T. L., Romero-Little, M. E., Warhol, L., & Zepeda, O. Critical ethnography and Indigenous language survival – Some new directions in language policy research and praxis. In T. L. McCarty (Ed.), *Ethnography and Language Policy* (pp. 31-51). New York, NY: Routledge.
- 2011 McCarty, T. L., & Warhol, L. The anthropology of language planning and policy. In B. A. U. Levinson & M. Pollock (Eds.), *Companion to the Anthropology of Education* (pp. 177-198). Malden, MA: Wiley-Blackwell.
- 2010 Brayboy, B. M. J., & McCarty, T. L. Indigenous knowledges and social justice pedagogy. In T. K. Chapman & N. Hobbel (Eds.), *Social Justice Pedagogy across the Curriculum: The Practice of Freedom* (pp. 184-200). New York, NY: Teachers College Press.
- 2010 McCarty, T.L. Native American language education in light of the Ethiopian case – Challenging the either-or paradigm. In K. Heugh & T. Skutnabb-Kangas (Eds.), *Multilingual Education Works: From the Periphery to the Centre* (pp. 84-105). New Delhi: Orient BlackSwan.
- 2010 McCarty, T.L. Native American languages in the USA. In K. Potowski (Ed.), *Language Diversity in the USA* (pp. 47-65). Cambridge, UK: Cambridge University Press.
- 2010 McCarty, T.L., & Zepeda, O. Language and identity among Native Americans. In J.A. Fishman & O. García (Eds.), *Handbook of Language and Ethnic Identity* (2<sup>nd</sup> edition) (pp. 323-339). Oxford, UK: Oxford University Press.

- 2009 McCarty, T.L. Empowering Indigenous languages – What can be learned from Native American experiences? In A. Mohanty, M. Panda, R. Phillipson, & T. Skutnabb-Kangas (Eds.), *Multilingual Education for Social Justice: Globalising the Local* (pp. 114-127). New Delhi: Orient BlackSwan. Reprinted in T. Skutnabb-Kangas, R. Phillipson, A.K. Mohanty, & M. Panda (Eds.) (2009). *Social Justice through Multilingual Education*. Clevedon, UK: Multilingual Matters.
- 2009 McCarty, T.L. Pedagogy politics, and ethnolinguistic diversity: Lessons from Native American education. In S. May (Ed.), *Language, Education and Diversity*. Hamilton, NZ: University of Waikato.
- 2009 McCarty, T.L., Romero-Little, M.E., Warhol, L., & Zepeda, O. “I’m speaking English instead of my culture”: Portraits of language use and change among Native American youth. In M. Farr, L. Seloni, & J. Song (Eds.), *Ethnolinguistic Diversity and Literacy Education* (pp. 69-98). New York, NY: Routledge.
- 2008 McCarty, T.L. Evaluating images of groups in your curriculum. In M. Pollock (Ed.), *Everyday Anti-Racism* (pp. 180-185). NY: The New Press.
- 2008 McCarty, T.L. Cultivating Native leadership through the pedagogy of multiple literacies. In M.K.P.A. Nee-Benham (Ed.), *Indigenous Educational Models for Contemporary Practice: In Our Mother’s Voice II* (pp. 248-253). New York, NY: Routledge.
- 2008 McCarty, T.L. Schools as strategic tools for Indigenous language revitalization: Lessons from Native America. In N.H. Hornberger (Ed.), *Can Schools Save Indigenous Languages? Policy and Practice on Four Continents* (pp. 161-180). Houndmills, Basingstoke, UK: Palgrave/Macmillan.
- 2008 McCarty, T.L. Language education planning and policies by and for Indigenous peoples. In S. May & N.H. Hornberger, *Encyclopedia of Language and Education Vol. 1: Policy and Political Issues in Education* (2<sup>nd</sup> revised ed.) (pp. 137-150). New York, NY: Springer.
- 2008 McCarty, T.L. Bilingual education by and for American Indians, Alaska Natives, and Native Hawaiians. In J. Cummins & N.H. Hornberger, *Encyclopedia of Language and Education Vol. 5: Bilingual Education* (2<sup>nd</sup> revised ed.) (pp. 239-251). New York, NY: Springer.
- 2008 McCarty, T.L., Skutnabb-Kangas, T., & Magga, O. H. Education for speakers of endangered languages. In B. Spolsky & F. Hult (Eds.), *The Handbook of Educational Linguistics* (pp. 297-312). Malden, MA: Blackwell Publishing, Inc.
- 2008 Skutnabb-Kangas, T., & McCarty, T.L. Key concepts in bilingual education: Ideological, historical, epistemological, and empirical foundations. In J. Cummins & N.H. Hornberger, *Encyclopedia of Language and Education Vol. 5: Bilingual Education* (2<sup>nd</sup> revised ed.) (pp. 3-17). New York, NY: Springer.
- 2006 McCarty, T.L., Romero, M.E., & Zepeda, O. Reimagining multilingual America: Lessons from Native American youth. In O. Garcia, T. Skutnabb-Kangas, & M. Torres-Guzmán (Eds.), *Reimagining Multilingual Schools: Languages in Education and Glocalization* (pp. 91-110). Clevedon, UK: Multilingual Matters.
- 2005 McCarty, T.L. The power within: Indigenous literacies and teacher empowerment. In T.L. McCarty (Ed.), *Language, Literacy, and Power in Schooling* (pp. 47-66). Mahwah, NJ: Lawrence Erlbaum Associates.

- 2004 McCarty, T.L. Dangerous difference: A critical-historical analysis of language education policies in the USA. In J.W. Tollefson & A.B.M. Tsui (Eds.), *Medium of Instruction Policies: Which Agenda? Whose Agenda?* (pp. 71-93). Mahwah, NJ: Lawrence Erlbaum Associates.
- 2004 McCarty, T.L., & Watahomigie, L.J. Language and literacy in American Indian and Alaska Native communities. In B. Pérez (Ed.), *Sociocultural Contexts of Language and Literacy* (2<sup>nd</sup> ed.) (pp. 79-110). Mahwah, NJ: Lawrence Erlbaum Associates.
- 2003 McCarty, T.L., & Dick, G. S. Telling The People's stories: Literacy research and practice in a Navajo community school. In A.I. Willis, G.E. García, R.B. Barrera & V.J. Harris (Eds.), *Multicultural Issues in Literacy Research and Practice* (pp. 101-122). Mahwah, NJ: Lawrence Erlbaum Associates.
- 2002 McCarty, T.L. Between possibility and constraint: Indigenous language education, planning, and policy in the United States. In J.W. Tollefson (Ed.), *Language Policies in Education: Critical Issues* (pp. 285-307). Mahwah, NJ: Lawrence Erlbaum Associates.
- 2001 McCarty, T.L., Yamamoto, A.Y., Watahomigie, L.J., & Zepeda, O. Indigenous educators as change agents: Case studies of two language institutes. In L. Hinton & K. Hale (Eds.), *The Green Book of Language Revitalization in Practice* (pp. 371-383). San Diego, CA: Academic Press.
- 1999 McCarty, T.L., & Watahomigie, L.J. Community-based indigenous language education in the USA. In S. May (Ed.), *Indigenous Community-Based Education* (pp. 79-96). Clevedon, UK: Multilingual Matters.
- 1998 McCarty, T.L., & Watahomigie, L.J. Language and literacy in American Indian and Alaska Native communities. In B. Pérez (Ed.), *The Sociocultural Contexts of Language and Literacy* (pp. 69-98). Mahwah, NJ: Lawrence Erlbaum Associates.  
*Reprinted in* E. Cushman, E.R. Kintgen, B.M. Kroll, & M. Rose (Eds.) (2001). *Literacy: A Critical Sourcebook* (pp. 488-507). Boston: Bedford/St. Martin's.
- 1998 McCarty, T.L., & Zepeda, O. Amerindians. In J.A. Fishman (Ed.), *Handbook of Language and Ethnic Identity* (pp. 197-210). New York, NY: Oxford University Press.
- 1997 Dick, G.S., & McCarty, T.L. Local knowledge, families, and literacy in a Navajo bilingual school. In D. Taylor (Ed.), *Many Families, Many Literacies: An International Declaration of Principles* (pp. 116-119). Portsmouth, NH: Heinemann.
- 1997 McCarty, T.L. American Indian, Alaska Native, and Native Hawaiian bilingual education. In J. Cummins & D. Corson (Eds.), *Encyclopedia of Language and Education Vol. 5: Bilingual Education* (pp. 45-56). Dordrecht, Netherlands: Kluwer.
- 1997 McCarty, T.L. Teacher research methods in language and education. In N.H. Hornberger (Ed.), *The Encyclopedia of Language and Education Vol. 8: Research Methods in Language and Education* (pp. 227-237). Dordrecht, Netherlands: Kluwer.
- 1997 McCarty, T.L., Watahomigie, L.J., Yamamoto, A.Y., & Zepeda, O. School-community-university collaborations: The American Indian Language Development Institute. In J. Reyhner (Ed.), *Teaching Indigenous Languages* (pp. 85-104). Flagstaff: Northern Arizona University Center for Excellence in Education.

- 1996 Dick, G.S., & McCarty, T.L. Reclaiming Navajo: Language renewal in an American Indian community school. In N.H. Hornberger (Ed.), *Language Planning from the Bottom Up: Indigenous Literacies in the Americas* (pp. 69-94). Berlin and New York, NY: Mouton de Gruyter.
- 1996 Watahomigie, L.J., & McCarty, T.L. Literacy for what? Hualapai literacy and language maintenance. In N.H. Hornberger (Ed.), *Language Planning from the Bottom Up: Indigenous Literacies in the Americas* (pp. 95-113). Berlin and New York: Mouton de Gruyter.
- 1992 McCarty, T.L., & Schaffer, R. Language and literacy. In J. Reyhner (Ed.), *Teaching American Indian Students* (pp. 115-131). Norman: University of Oklahoma Press.
- 1990 Martin, J.F., & McCarty, T.L. The Greater Southwest: Diverse lifeways in a varied environment. In D.L. Boxberger (Ed.), *Native North Americans: An Ethnohistorical Approach* (pp. 215-264). Dubuque, IO: Kendall/Hunt.
- 1990 Benally, A., & McCarty, T.L. The Navajo language today. In K. Adams & D. Brink (Eds.), *Perspectives on Official English: The Campaign for English as the Official Language of the USA* (pp. 237-245). Berlin and New York: Mouton de Gruyter.
- 1988 McCarty, T.L. Oral language development for Indian students. In J. Reyhner (Ed.), *Teaching the Indian Child* (pp. 67-85). Billings: Eastern Montana College.

#### *Refereed Reference Works*

- 2014 McCarty, T.L., & Chen, R. Linguistic diversity. *Oxford Bibliographies in Education*. New York, NY: Oxford University Press. (<http://www.oxfordbibliographies.com/page/education>)
- 2012 McCarty, T. L. Indigenous language revitalization. In J. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 1172-1177). Thousand Oaks, CA: SAGE.
- 2012 McCarty, T. L. Indigenous knowledges and skills. In J. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 1170-1172). Thousand Oaks, CA: SAGE.
- 2008 McCarty, T.L. Indigenous language revitalization. In J. González (Ed.), *Encyclopedia of Bilingual Education, Vol. 1* (pp. 386-390). Thousand Oaks, CA: SAGE.

#### *Published Conference Proceedings*

- 2014 McCarty T.L. Making our literacy research matter: Lessons from work with Indigenous youth. In P.J. Dunson, S.K. Fullerton, M.W. Cole, D. Herro, J.A. Malloy, P.M. Wilder, & K.N. Headley (Eds.), *63<sup>rd</sup> Yearbook of the Literacy Research Association* (pp. 18-29). Alamonte Springs, FL: Literacy Research Association, Inc.

#### *Other Published Works: Scholarly Essays and Commentaries*

- 2020 McCarty, T.L. Coda. “Fight back and fight on”: Reflections on education projects for the continuance of Indigenous, tribal and minoritized languages and cultures. In A. Sherris & S. Penfield (Eds.), *Rejecting the Marginalized Status of Minority Languages: Educational Projects Pushing Back Against Language Endangerment* (pp. 152-161). Bristol, UK: Multilingual Matters.
- 2018 Grande, S., & McCarty, T.L. (2018). Indigenous elsewhere: Refusal and re-membering in education research, policy, and praxis. *International Journal of Qualitative Studies in Education*, 31(3), 165-167. DOI: 10.1080/09518398.2017.1401144

- 2018 McCarty, T.L. Concluding commentary: Reimagining education research from Indigenous elsewheres. *International Journal of Qualitative Studies in Education*, 31(3), 231-234. DOI: 10.1080/09518398.2017.1401150
- 2018 McCarty, T.L. Comparing “new speakerhood”: Context, positionality, and power in the new sociolinguistic order. In B. O’Rourke & J. Walsh (Guest Eds.), *New Speakers of Minority Languages: Connectivity and Trajectories across Time and Space*. Special Issue, *Journal of Multilingual and Multicultural Development*, 39(5), 470-474.
- 2017 McCarty, T.L. Volume editor’s introduction to “Language Policy and Political Issues in Education.” In T.L. McCarty & S. May (Eds.), *Language Policy and Political Issues in Education* (3<sup>rd</sup> ed.) (pp. ix-xx). Cham, Switzerland: Springer International.
- 2017 McCarty, T.L. Commentary: Beyond endangerment in Indigenous language reclamation. In W.Y. Leonard & H. De Korne (Eds.), *Reclaiming Languages: Contesting and Decolonizing ‘Language Endangerment.’* Special Issue: *Language Documentation and Description*, 14, 176-184.
- 2017 McCarty, T.L. “Language planning is social planning”: Reflections on the language planning contributions of Richard Ruiz. In N.H. Hornberger (Ed.), *Honoring Richard Ruiz and His Work on Language Planning and Bilingual Education* (pp. 5-12). Clevedon, UK: Multilingual Matters.
- 2016 Coronel-Molina, S.M., & McCarty, T.L. Introduction. In S.M. Coronel-Molina & T.L. McCarty (Eds.), *Indigenous Language Revitalization in the Americas* (pp. 1-11). New York, NY: Routledge.
- 2016 McCarty, T.L. With hands clasped together and voices raised. *Bilingual Research Journal*, 39(3-4), 374-376. <https://doi.org/10.1080/15235882.2016.1236761>
- 2015 McCarty, T.L., Emihovich, C., Hamann, E., Hoerig, K., Homa, D., Lewine, M., Schensul, J.J., & Villenas, S. Looking for anthropology in all the right places: Findings from the Anthropology Education Task Force. *Anthropology News*, 56, 1 (March). Available at <http://www.anthropology-news.org/index.php/2015/03/10/looking-for-anthropology-in-all-the-right-places/>
- 2014 Lomawaima, K.T., & McCarty, T.L. (2014). Examining and applying safety zone theory: Current policies, practices, and experiences. *Journal of American Indian Education*, 53(3), 1-9.
- 2014 Lomawaima, K.T., & McCarty, T.L. Revisiting and clarifying the safety zone. *Journal of American Indian Education*, 53(3), 63-67.
- 2014 McCarty, T.L. Native American languages: Introduction. In T.G. Wiley, J. Peyton, D. Christian, S.C. Moore, & N. Liu (Eds.), *Handbook of Heritage, Community, and Native American Languages in the United States: Research, Policy, and Educational Practice* (pp. 189-191). New York, NY: Routledge.
- 2014 McCarty, T.L. (2014, September 1). Teaching the whole child: Language immersion and student achievement. *Indian Country Today News Media*. Available at <https://indiancountrytoday.com/archive/teaching-the-whole-child-language-immersion-and-student-achievement-GyPJtGyptEielvLHcbmPmQ>
- 2013 McCarty, T.L., & Anderson-Levitt, K. Anthropology and the 3Cs: Positioning anthropology in the New Social Studies. *Anthropology News*, 54(11). <https://doi.org/10.1111/j.1556-3502.2013.541105.x>

- 2012 Hornberger, N.H., & McCarty, T.L. Introduction. Globalization from the bottom up: Indigenous language planning and policy across time, space, and place. *International Multilingual Research Journal*, 6(1), 1-7.
- 2012 McCarty, T.L. Hartman Lomawaima – A life with education. *Arizona Anthropologist*, 21 (Winter), 2-4.
- 2010 McCarty, T.L. Commentary: Cultivating Native leadership through the pedagogy of multiple literacies. In M. K. P. Ah Nee-Benham (Ed.), *Indigenous Education Models for Contemporary Practice: In Our Mother's Voice Vol. II*. New York, NY: Routledge.
- 2005 McCarty, T.L. Tending the language garden — Lessons from Native America. *English Language Learner*, September/October, 10-13, 17.
- 2005 McCarty, T.L. The continuing power of the “Great Divide.” In T.L. McCarty (Ed.), *Language, Literacy, and Power in Schooling* (pp. xv-xxvii). Mahwah, NJ: Lawrence Erlbaum Associates.
- 2005 McCarty, T.L. Reclaiming critical literacies. In T.L. McCarty (Ed.), *Language, Literacy, and Power in Schooling* (pp. 297-304). Mahwah, NJ: Lawrence Erlbaum Associates.
- 2005 McCarty, T.L., & Romero, M.E. What does it mean to lose a language?: Investigating heritage language loss and revitalization among American Indians. *Show and Tell*, Fall, 14-17.
- 1999 McCarty, T.L., & Watahomigie, L.J. Reclaiming indigenous languages. *Common Ground*, Fall, 33-39, 42.
- 1999 McCarty, T.L., & Zepeda, O. Native languages: Preservation and development, culture and identity (Introduction to a theme issue on Indigenous language revitalization). *Red Ink*, 7, 2, p. 17.
- 1999 McCarty, T.L., & Nicholas, S. 'What if the children forget the language?' Language planning issues and cases in American Indian communities. *Red Ink*, 7, 2, 25-29.
- 1998 McCarty, T.L. Review essay: Reversing language shift in Indigenous North America—What schools can and can't be expected to do. *Language, Culture and Curriculum* 11, 2, 204-211.

### *Commissioned Research Reports and Policy Briefs*

- 2014 McCarty, T.L., Emihovich, C., Hamann, E., Hoerig, K., Homa, D., Lewine, M., Schensul, J.J., & Villenas, S. *Anthropology Education: An Investigation into the Teaching of Anthropology in Schools of Education and in K-12, Community College, and Museum Settings*. Final Report of the Anthropology Education Task Force submitted to the American Anthropological Association, Washington, DC (May).
- 2013 McCarty T.L., Brayboy, B. M. J., Datnow, A., & Hamann, E. *The Anthropology of Educational Persistence – What Can We Learn from Anthropology to Improve Educational Opportunities and Outcomes for Underserved Students?* Final Report of the Anthropology of Educational Persistence Thought Collective submitted to the Education Credit Management Corporation (ECMC) Foundation Board of Directors, Chicago, IL (December).
- 2011 McCarty, T. L., with Brayboy, B. M. J. *Promising Practices and Partnerships in Indian Education: Native Language and Culture Report*. Policy paper prepared for the U.S. Office of Indian Education Programs, Washington, DC. Spokane, WA: Kauffman and Associates, Inc.

- 2011 McCarty, T. L. *State of the field: The role of Native languages and cultures in American Indian, Alaska Native, and Native Hawaiian student achievement*. Policy paper prepared for the U.S. Department of Education Office of Indian Education Programs, Washington, DC. Spokane, WA: Kauffman and Associates, Inc.
- 2008 The impact of high-stakes accountability policies on Native American learners: Evidence from Research. Queensland, AU: Queensland University of Technology, Indigenous Leadership Institute.
- 2006 Romero, M.E., & McCarty, T.L. Language planning challenges and prospects in Native American communities and schools. Tempe: Arizona State University College of Education, Education Policy Studies Laboratory. Available online at <https://nepc.colorado.edu/sites/default/files/Report-EPSL-0602-105-LPRU.pdf>

### *Selected Editors' Introductions*

- 2014 McCarty, T.L., with S. Faircloth, G.V. Glass, J. Ladwig, S.J. Lee, S. McNaughton, L. Parker, & S. Villenas. As we embark on a new editorship: A statement from the *AERJ-SIA* editors. *American Educational Research Journal*, 51(1), 4-6.
- 2011 Brayboy, B. M. J., & McCarty, T. L. Editors' Introduction: The next 50 years for ASU's Center for Indian Education – Revisiting history and engaging the future. *Journal of American Indian Education*, 50(2), 1-12.
- 2010 Brayboy, B. M. J., & McCarty, T. L. Editors' introduction: *JAIE* and CIE – A renewed vision for the next 50 years. *Journal of American Indian Education*, 49(1 & 2), 1-5.

### *Book Reviews* (available on request)

### *Work in Progress*

- Under revision McCarty, T.L., & Halle-Erby, K.M. Qualitative methods in language policy and planning: Ethnographic monitoring. Under revision for M. Gazzola, F. Grin, L. Cardinal, & K. Heugh (Eds.), *The Routledge Handbook of Language Planning and Policy*. New York and London: Routledge.
- Under revision McCarty, T.L., & Lagunas, R. Indigenous language education. Under revision for *Oxford Bibliographies in Education*. New York, NY: Oxford University Press.
- Under revision McCarty, T.L., Lee, T.S., Noguera, J., Nicholas, S.E., & Yepa, W. “You should know the name of the wind where you live”—Relationality and relational accountability in Indigenous-language education. Under revision for *Comparative Education Review* Special Section: *Comparative Indigenous Education: Indigenous Knowledge Systems and Research Towards Decolonial Educational Practices* (E. Sumida Huaman, Guest Ed.).
- Under review McCarty, T.L., & Erickson, F. Anthropology of education. Under review by *Oxford Bibliographies in Education*. Oxford, UK: Oxford University Press.
- Under review Nicholas, S.E., & McCarty, T.L. To “think in a different way”—A relational paradigm for Indigenous language rights. Under review for J. MacSwan (Ed.), *Language(s): Multilingualism and Its Consequences*. Bristol, UK: Multilingual Matters.
- In preparation McCarty, T.L. Critical ethnographic monitoring and chronic raciolinguistic panic—Problems, necessities, possibilities, and dreams. In preparation for S. May & B. Caldas (Eds.), *Critical Ethnography, Bi/Multilingualism, Race(ism) and Education*. Bristol, UK: Multilingual Matters.



- In preparation McCarty, T.L., & Coronel-Molina, S. Indigenous peoples of the Americas and education policy research. In preparation for L. Cohen-Vogel, J. Scott, & P. Young (eds.), *AERA Handbook of Education Policy Research*. Washington, DC: American Educational Research Association.
- In preparation McCarty, T.L., & Halle-Erby, K.M. Critical ethnography in education research. In preparation for M.D. Young & S. Diem (Eds.), *The Routledge Handbook of Critical Education Research, Theory and Methodology*. New York, NY: Routledge.

## Recent Scholarly Presentations (last 10 years)

### Recent Conferences<sup>2</sup>

- 2021 *Critical Ethnographic Monitoring and Raciolinguistic Panic—Imperatives and Possibilities for Policy Activism and Change*. Refereed paper presentation, Annual Meeting of the American Educational Research Association, Virtual Conference (April 10)
- 2020 *The Holistic Benefits of Education for Language and Culture Revitalization and Reclamation (ELCR<sup>2</sup>)*. **Keynote Address**, Sealaska Heritage Institute Culturally Responsive Education Virtual Conference (August 7).
- 2019 *Finding the Practice in Education Policy—A Disciplinary Genealogy of Anthropological Inventions, Interventions, and Potentials* (with A.E. Castagno). Refereed paper presentation, Annual Meeting of the American Educational Research Association, Toronto, ON (April 8).
- 2018 *Hear Our Languages, Hear Our Voices: Storywork as Theory and Praxis in Indigenous Language Reclamation* (with S.E. Nicholas). **Invited paper presentation**, Sociolinguistics Symposium 22, University of Auckland, Auckland, NZ (June 28).
- 2017 *Beyond Endangerment—The Holistic Benefits of Indigenous Language Revitalization*. **Keynote Address**, First International Conference on Revitalization of Indigenous and Minoritized Languages. Barcelona and Vic, Spain (April 21).
- 2017 *On the “Importance of Linguistic Rights for Speakers of Lesser Used Languages”—Perspectives from Indigenous Language Education*. **Invited paper presentation**, International Symposium on Bilingualism 11, University of Limerick, Limerick, Ireland (June 13).
- 2016 *Multimodal Literacies and Monolingual Policies—Lessons by and for “We Who Imagine Multilingual Schools.”* **Keynote Address**, Annual Ethnography Forum, University of Pennsylvania, Philadelphia, PA (Feb. 26).
- 2016 *“To Remain an Indian”—21<sup>st</sup> Century Indigenous Futures in Education* (with K.T. Lomawaima). **Invited lecture**, Indigenous Book and Authors Festival, University of New Mexico, Albuquerque, NM (March 4).
- 2016 *Macro-level Labels and Micro-level Effects: Undoing Discourses of “Dysfluency” in Indigenous Language Education*. Refereed paper presentation, Annual Meeting of the American Educational Research Association, Washington, DC (April 11).
- 2016 *Indigenous Revitalization-Immersion and the Home-School-Community Connection—Research and Praxis Across Contexts*. **Keynote Address**, Sixth International Conference on Immersion and Dual Language Education, University of Minnesota, Minneapolis, MN (October 21).

---

<sup>2</sup> Discussant commentaries are not included.

- 2016 *Indigenous Language Revitalization and the Home-School-Community Connection—Research and Praxis Across Contexts. Keynote Address*, 10<sup>th</sup> Annual Arizona Linguistics Circle, University of Arizona, Tucson, AZ (Dec. 3).
- 2015 *Language Revitalization from the Inside Out – Families, Communities, and Schools “All Together.” Keynote Address*, 22<sup>nd</sup> Annual Stabilizing Indigenous Languages Symposium, Wind River Reservation, Riverton, WY (June).
- 2015 *Locating “Heritage” in Indigenous Heritage Language Education and Advancing Reclamation and Justice* (with S.E. Nicholas). Refereed paper presentation, Annual Meeting of the American Educational Research Association, Chicago, IL (April).
- 2015 *How the Logic of Gap Discourse Perpetuates Education Inequality: A View from the Anthropology of Language Policy*. Refereed paper presentation, Annual Meeting of the American Anthropological Association, Denver, CO (Nov.).
- 2014 *Public Policy Forum on Indigenous Educational Policy in the U.S. Invited panelist*, Annual Meeting of the American Anthropological Association, Washington, DC (December).
- 2014 *Language Sequestration and Public Education—A View from the Ethnography of Language Policy*. Refereed paper presentation, International Association of Applied Linguistics World Congress, Brisbane, Australia (August).
- 2014 *Culturally Sustaining and Revitalizing Pedagogy—New Pathways for Native American Student Achievement. Keynote Address*, Fifth American Indian/Indigenous Teacher Education Conference, Northern Arizona University, Flagstaff, AZ (July).
- 2014 *50(0) Years Out and Counting: Decolonizing Language Education in 21<sup>st</sup> Century Native America* (with S.E. Nicholas & L.T. Wyman). **Invited paper presentation**, Annual Meeting of the American Educational Research Association, Philadelphia, PA (April).
- 2014 *Academic Journals and the Work of Editorial Boards – An Invitation to Dialogue. Keynote Address*, Third Puerto Rican Conference on Academic Journals, University of Puerto Rico, San Juan, PR (March).
- 2013 *Making Our Literacy Research Matter – Lessons from Work with Indigenous Youth. Keynote Address*, Annual Language Research Association Conference, Dallas, TX (December).
- 2013 *Sequestered Languages in Public Education – A View from the New Language Policy Studies*. Refereed paper presentation, Annual Meeting of the American Anthropological Association, Chicago, IL (November).
- 2013 *English, the Other Mother Tongue – Complicating Inner/Outer Circle Language Ideologies and Practices in Indigenous America. Plenary Address*, International Association for World Englishes Conferences, Tempe, AZ (November).
- 2013 *Language Rights in Indigenous America: Perspectives from the New Language Policy Studies*. Refereed paper presentation, 19<sup>th</sup> International Congress of Linguists, Geneva, Switzerland (July).
- 2013 *Rethinking Discourses of Dis-ability in Indigenous Language Planning and Policy*. Refereed paper presentation, Annual Meeting of the American Association for Applied Linguistics, Dallas, TX (March).

- 2012 *From a Way of Seeing To a Way of Being in the World: Wolcottian Ethnography and Anthropological Activism.* Refereed paper presentation, Annual Meeting of the American Anthropological Association, San Francisco, CA (November).
- 2012 *Working the Sociolinguistic Borderlands: Space, Time, and Place in Native American Language Planning and Policy.* Refereed paper presentation, Sociolinguistics Symposium 19, Berlin, Germany (August).
- 2011 *“Freedom to Have One’s Voice Heard and to Develop a Voice Worth Hearing”: Tracing Hymes in the New Language Policy Studies.* **Invited paper presentation**, Annual Meeting of the American Anthropological Association, Montréal (November).
- 2011 *Education through Language and Culture Works! Evidence from Research on Promising Practices.* **Keynote Address**, Northwest Regional Bilingual Institute Annual Conference, New Mexico Association for Bilingual Education, Gallup, NM (October).
- 2011 *Language Revitalization Works: Local Practice and National Language Policy.* **Plenary Address**, Administration for Native Americans Language Symposium, Minneapolis, MN (September).
- 2011 *Re-emplacing Place in the “Global Here and Now” – Critical Ethnographic Case Studies of Native American Language Planning and Policy* (with Sheilah E. Nicholas and Leisy T. Wyman). Refereed paper presentation, Annual Meeting of the American Association of Applied Linguistics, Chicago (March).
- 2011 *Native Languages and Cultures in Schooling – The Real “Gap” in Achievement Disparities – and What Can Be Done About It.* **Invited paper presentation**, Annual Meeting of the Society for Applied Anthropology, Seattle WA (April).

#### *Recent Invited Public Lectures, Symposia, and Panel Presentations*

- 2021 *Critical Theory 101: Critical Theory and Change.* Invited panelist for the NSF-, Spencer Foundation- and William T. Grant Foundation-sponsored Institute in Critical Quantitative, Computational, and Mixed Methodologies Scholars Methods Training, Virtual Symposium (January 8).
- 2021 *Building a Legacy of Excellence in Indian Education.* Invited panelist, Arizona State University Center for Indian Education 60<sup>th</sup> Year Celebration Webinar Series, Virtual Symposium (January 22).
- 2020 *Our Cultural Landscape* Plenary Panelist, Sealaska Heritage Institute Culturally Responsive Education Virtual Conference (August 8).
- 2019 *Indigenous-Language Immersion and Culturally Sustaining/Revitalizing Pedagogy* (with T.S. Lee). Invited presentation, Culturally Sustaining Pedagogy Retreat, Santa Monica, CA (June 11).
- 2019 *Language, Well-Being, and AILDI—Celebrating the Gift of Language with AILDI* (with S.E. Nicholas). Invited presentation, American Indian Language Development Institute Symposium: 40 Years of Native Language Education. University of Arizona, Tucson, AZ (June 13).
- 2017 *Beyond Endangerment—Indigenous Language Reclamation, Self-Determination, and Well-Being.* Invited Lecture, University of California, Santa Barbara, Linguistics Department Colloquium Series (October 19).

- 2017 *Culturally Sustaining/Revitalizing Pedagogy and Academic Well-Being—Lessons from Indigenous Education*. Invited Lecture, University of Maryland Multilingual Research Center Colloquium Series, College Park, MD (December 1).
- 2016 *Multilingual Practices and Monolingual Education Policies—A Perspective from Educational Anthropology*. Invited public lecture, Arizona State University, Mary Lou Fulton Teachers College, Tempe, AZ (Jan. 28).
- 2016 *Writing for Peer Review Journals—Reflections of an Accidental Editor*. Invited plenary presentation, American Indian Higher Education Consortium (AIHEC) Native American Research Centers in Health (NARCH) Institute, Stone Child Tribal College, Box Elder, MT (May 27).
- 2015 *So That Any Child May Succeed—Indigenous Pathways Toward Justice and the Promise of Brown*. **American Educational Research Association 12<sup>th</sup> Annual Brown Lecture in Educational Research**, Ronald Reagan Building and International Trade Center, Washington, DC (October 22).
- 2015 *Language Policy for Families – Lessons from Work with Indigenous Families, Communities, and Youth*. Invited Public Lecture, Humboldt State University, Arcata, CA (February).
- 2015 *Critical Culturally Sustaining/Revitalizing Pedagogy and Indigenous Educational Sovereignty* (with T.S. Lee). Invited paper presentation, Culturally Sustaining Pedagogy Retreat, Half Moon Bay, CA (May 2).
- 2013 *Making Educational Ethnography Matter – Lessons from Work with Indigenous Youth*. Invited Public Lecture, Royal Anthropological Institute, London (February).
- 2013 *Rethinking “Majority” and “Minority” from a Language Policy Perspective*. Plenary panel presentation, XIII Simposio Interamericano de Investigación Etnografía en Educación/Inter-American Symposium on Ethnographic Research in Education XIII (September).
- 2012 *Genealogies of Language Loss and Recovery – Language in the Lives of Indigenous Youth*. Invited Public Lecture, School for Advanced Research, Santa Fe, NM.
- 2012 *Language and Linguaging in the Lives of Indigenous Youth*. Invited Public Lecture, University of New Mexico Native American Studies Program and College of Education, Albuquerque, NM (April).
- 2011 *Indigenous Youth and Language Survival*. Invited Public Lecture, School for Advanced Research, Santa Fe, NM (October).
- 2011 *Ethnography and Language Policy: The Challenges of Sustainable Diversity in Homogenizing Times*. Invited roundtable participant, Slovene Committee of UNESCO and Abakan Action, University of Ljubljana, Slovenia (October).

### *Recent Symposia and Scholarly Panels Organized*

- 2018 *Reclaiming Indigenous Languages—New Research and Praxis from the “Ground Up”* (with S.E. Nicholas). Invited session co-organizer and co-chair (with S.E. Nicholas), Sociolinguistics Symposium 22, University of Auckland, Auckland, NY (June 28).
- 2017 *Sustaining Global Multilingualism: Transnational Perspectives on the Contributions of Dónall Ó Riagáin to Linguistic Diversity and Rights*. Invited session organizer and chair, International Symposium on Bilingualism 11, University of Limerick, Limerick, Ireland (June 13).

- 2017 *Indigenous Feminisms, Refusal, and the Politics of Caring*. Refereed session co-organizer and chair, Native American and Indigenous Studies Association (NAISA) Annual Meeting, Vancouver, BC (June 22).
- 2015 *Indigenous Culturally Sustaining/Revitalizing Pedagogy—Humanizing, Decolonizing, and Carrying the Agenda Forward*. Invited session co-organizer and co-chair (with S.E. Nicholas), Language Education and Diversity Conference, Auckland, NZ (Nov. 24).
- 2014 *A World of Indigenous Languages: Rights, Access, and Education*. Invited plenary session co-organizer and co-chair (with G. Wigglesworth), International Association of Applied Linguistics World Congress, Brisbane, Australia (August).
- 2014 *Language and Local and Global Indigenities*. Invited plenary session speaker, co-organizer and co-chair (with V-P Lehtola), Sociolinguistics Symposium 20, Jyväskylä, Finland (June).
- 2013 *Language Policy for Indigenous, Immigrant, and Ethnic Minority Languages: New Directions and Enduring Dilemmas in Linguistic Diversity and Rights*. Refereed session co-organizer and co-chair (with T. Borgoiakova), 19<sup>th</sup> International Congress of Linguists, Geneva, Switzerland (July).
- 2012 *Transcending Borders in Anthropology and Education – The Interdisciplinary Contributions of Harry F. Wolcott*. Refereed session co-organizer and co-chair (with S. Bialostok). Annual Meeting of the American Anthropological Association, San Francisco, CA (November).
- 2012 *Open Forum on Anthropology Education*. Session organizer and chair, Annual Meeting of the American Anthropological Association, San Francisco, CA (November).
- 2011 *Dell Hymes and the New Language Policy Studies: Legacies and Reimaginings of Linguistic (In)equality in Education*. Invited session co-organizer and co-chair (with J. Collins & R.K. Hopson), Annual Meeting of the American Anthropological Association, Montréal, Québec (November).
- 2011 *Legacies of Educational Anthropology: CAE Presidential Fellows and Mentors Look Forward*. Council on Anthropology Open Forum session co-organizer and co-chair (with K. T. Lomawaima), Annual Meeting of the American Anthropological Association, Montréal (November).
- 2011 *Anthropology Education in the U.S. and U.K.* Open Forum session co-organizer and co-chair (with B.V. Street), Annual Meeting of the American Anthropological Association, Montréal (November).
- 2011 *Globalization from the Bottom Up: Indigenous Language Planning and Policy in Globalizing Spaces and Places*. Session co-organizer and co-chair (with N. H. Hornberger). Annual Meeting of the American Association of Applied Linguistics, Chicago (March).

### **Doctoral Mentoring – Dissertations Completed (Chair/Co-chair [50])**

- 2020 Joaquín Noguera, *Seeding Transformation for Seven Generations: A Case Study of Roses in Concrete Community School* (UCLA, Department of Education; co-chair with Daniel Solórzano).
- 2020 Michael Wade Moses II, *“It’s So Gross, But Familiar”’: A Campus’ Racial Past, Present, and Undergraduate Experiences with On-Campus and Online Racism* (UCLA, Department of Education; co-chair with Douglas Kellner).
- 2020 Lu (Priscilla) Lu, *Bridging the Familial and the Global: An Ethnographic Study of Family Language Policy in Beijing, China* (UCLA, Department of Education).

- 2019 Raja Bhattar, *“We Exist!” Sense of Belonging for Indian International LGBTQ Students in U.S. Higher Education* (UCLA, Department of Education; co-chair with Cecilia Rios-Aguilar).
- 2019 Anna Ice, *Raising Bilingual and Biliterate Children in a Monolingual Context: The impact of Family and Supplementary Education Language Policies* (UCLA, Department of Slavic, East European and Eurasian Languages and Cultures; co-chair with Ronald W. Vroon).
- 2018 Andrea Suh Chung, *Working Migrant Children in Mexico’s Agroindustry: Social Reproduction, Exploitation, and Education* (UCLA, Department of Education; co-chair with Edith Mukudi Omwami).
- 2016 Joy Anderson, *A Life Story of Ethnic Studies through the Eyes of Scholars in the Field* (Arizona State University, Educational Policy and Evaluation; co-chair with Elizabeth Blue Swadener).
- 2016 Rosalva Lagunas, *Intergenerational Language Ideologies, Practices, and Management: An Ethnographic Study in a Nahuatl Community* (Arizona State University, Learning, Literacies, and Technologies; co-chair with Mary Eunice Romero-Little).
- 2016 Kathleen M. Corley, *Voices of Refugee Youth in a Restrictive Educational Language Policy Context in Arizona: Narratives of Language, Identity and Belonging* (Arizona State University, Educational Policy and Evaluation; co-chair with Elizabeth Blue Swadener).
- 2016 Ran Chen, *Language Policy, Ideology, and Identity: A Qualitative Study of University-Level Chinese Heritage Language Learners* (Arizona State University, Educational Policy and Evaluation).
- 2015 Lusya Marlina Nurani, *Changing Language Loyalty and Identity: An Ethnographic Inquiry of Societal Transformation among the Javanese People in Yogyakarta, Indonesia* (Arizona State University, Applied Linguistics; co-chair with Mary Eunice Romero-Little).
- 2015 Erin Nolan, *A Phenomenological, Qualitative Study of Place for Place-Based Education: Toward a Place-Responsive Pedagogy* (Arizona State University, Educational Policy and Evaluation).
- 2014 Cynthia Benally, *Native American History Instruction in an Urban Context: An Exploration of Policy, Practice, and Native American Experience* (Arizona State University, Educational Administration; co-chair with Bryan McKinley Jones Brayboy).
- 2014 Man-Chiu Lin, *Practicing Community-based Truku (Indigenous) Language Policy: Dialogues and Hope at the Intersection of Language Revitalization, Identity Development, and Community Rebuilding* (Arizona State University, Applied Linguistics).
- 2013 Donna Bullock, *Assessing Teachers: A Mixed-method Case Study of Comprehensive Teacher Evaluation* (Arizona State University, Education Administration).
- 2013 Rhiannon L. Gishey, *A Qualitative Study of Urban Elementary School Teachers’ Perceptions of Accountability in Their Practice* (Arizona State University, Education Administration).
- 2013 Michelle Lamp, *An Ethnographic Case Study of a School’s Engagement in a School-wide Reform Initiative* (Arizona State University, Education Administration).
- 2013 Sheau-yann Liang, *Interpreting Critical Literacy in a Natural History Museum* (Arizona State University, Curriculum and Instruction).

- 2012 Antonia Franco, *The Journey of an Urban High School District Implementing a College Readiness Initiative* (Arizona State University, Education Administration).
- 2011 Joseph Axel, *Language in Filipino America* (Arizona State University, Educational Leadership and Policy Studies).
- 2011 Tina Craig, *Factors that Influence Teacher Expectations of Hispanic, African American and Low-Income Students* (Arizona State University, Education Administration).
- 2011 Sara S. Crawford, *The Impact of Local Wellness Policies on School Meals and Wellness in Public Schools* (Arizona State University, Education Administration; co-chair with A. Molnar).
- 2011 Danielle Lansing, *Landscapes of School Choice, Past and Present: A Qualitative Study of Navajo Parent School Placement Decisions.* (Arizona State University, Education Administration).
- 2011 Theresa Ratti, *I Have To Go On: The Effect of a Mother's Death on Her Daughter's Education* (Arizona State University, Education Administration).
- 2011 Susanna M. Steeg, *Teacher Learning within Literacy Instruction: Reflective and Refractive Considerations on Community, Interpersonal, and Individual Planes* (Arizona State University, Curriculum and Instruction, Language and Literacy Studies).
- 2010 Rucheeta Kulkarni, *The Costs of Caring: What Motivated Low-Income Youth of Color Gain and Give Up in Pursuit of School Success* (Arizona State University, Division of Advanced Studies in Education Policy, Leadership, and Curriculum).<sup>3</sup>
- 2009 Kishan Lara, *Conceptions of Giftedness on the Hoopa Valley Indian Reservation* (Arizona State University, Division of Curriculum and Instruction; co-chair with K. Manuelito).
- 2009 Larisa Warhol, *Native American Language Education as Policy-in-Practice: An Interpretive Policy Analysis of the Native American Languages Act of 1990/1992* (Arizona State University, Division of Educational Leadership and Policy Studies).
- 2008 Sheilah E. Nicholas, *Becoming "Fully" Hopi: The Role of the Hopi Language in the contemporary Lives of Hopi Youth – A Hopi Case Study of Language Shift and Vitality* (University of Arizona, American Indian Studies Program; co-chair with E. Sekaquaptewa).<sup>4</sup>
- 2007 Christopher Macaluso, *Too Big, Too Small, Just Right: The Impact of School District Size on a Principal's Ability to Exercise Leadership – A Study of the Extremes* (Arizona State University, Education Administration).
- 2006 Hien Ta, *Reading the Word and the World: A Critical Literary and Autoethnographic Study of Educational Renovation in Vietnam* (University of Arizona, Department of Language, Reading and Culture).
- 2005 Takaharu Saito, *Exploring Nonnative-English-Speaking Teachers' Experiences in Teaching English at a U.S. University* (University of Arizona, Department of Language, Reading and Culture)

---

<sup>3</sup> Recipient of the 2010 Council on Anthropology and Education Outstanding Dissertation Award.

<sup>4</sup> Recipient of the 2009 Honorable Mention Award, Council on Anthropology and Education Outstanding Dissertation competition.

- 2004 Terese Rand Bridges, *Language and Literacy Ideologies of Bilingual Preservice Teachers* (University of Arizona, Department of Language, Reading and Culture).
- 2004 María López, *Stories from the Heart: Youth Narratives on Alternative School Experiences* (University of Arizona, Department of Language, Reading and Culture).
- 2004 Char Ullman, *English Matters? Undocumented Mexican Transmigration and the Negotiation of Language and Identities in a Globalizing Economy* (University of Arizona, Department of Language, Reading and Culture).
- 2004 Robert Whitman, *Literacy, New Capitalism, and the New Work Orders: Case Studies from School-to-Work Education* (University of Arizona, Department of Language, Reading and Culture).
- 2004 Lorrie Wright, *A Case Study of Speech/Language Therapists Who Advocate for Native American Dialect Speakers* (University of Arizona, Department of Language, Reading and Culture).
- 2002 Christine Cain, *Literacy, Politics and Power in California Classrooms* (University of Arizona, Department of Language, Reading and Culture).
- 2002 Yuriko Wellington, *How Multicultural Are We? A Case Study of Curriculum Reform in Higher Education* (University of Arizona, Department of Language, Reading and Culture; co-chair with K. Short).
- 2001 Anita Fernández, *Autobiography and Multicultural Teacher Preparation* (University of Arizona, Department of Language, Reading and Culture).
- 2000 Lawrence Berlin, *Toward a “Working Definition” of Effective Language Instruction in the Multicultural ESL Classroom* (University of Arizona, Interdisciplinary Program in Second Language Acquisition and Teaching; co-chair).
- 1998 Laurene Gallimore, *Teachers’ Stories: Teaching American Sign Language and English Literacy* (University of Arizona, Department of Language, Reading and Culture).
- 1999 Melanie Uttech, *Education and Immigration in Rural Mexico: An Ethnographic View of Local Experience* (University of Arizona, Department of Language, Reading, and Culture).
- 1997 Pamela Rossi *Having an Experience: Multiple Literacies in Young Children’s Opera* (University of Arizona, Department of Language, Reading and Culture).
- 1995 Mariella Espinoza-Herold, *From the Students’ Point of View: Latino Students’ Perspectives on Schooling* (University of Arizona, Department of Language, Reading and Culture).
- 1995 Julie Simon, *An Ethnographic Study of Sign Language Interpreter Education* (University of Arizona, Department of Language, Reading and Culture).
- 1995 Howard Smith, *The Linguistic Ecology of a Bilingual Classroom: The Child’s View* (University of Arizona, Department of Language, Reading and Culture).
- 1994 Theresa M. Sonneleitner, *Yaqui Voices: Schooling Experiences of Yaqui Students* (University of Arizona, Department of Language, Reading and Culture).
- 1994 Kwo-Jen Yang, *The Tension and Growth in Taiwanese Students’ Experiences as Non-Native Writers of English* (University of Arizona, Department of Language, Reading and Culture).



1993 Louise Lockard, *Navajo Literacy: Stories of Learning to Write* (University of Arizona, Department of Language, Reading and Culture).

## Service and Professional Activity

### *Intramural Service*<sup>5</sup>

2021-2022 Chair, Ad Hoc Committee for Faculty Member's Promotion and Tenure, Department of Education

2020-2021 Chair, Ad Hoc Committee for Faculty Member's Promotion to Step VI, Department of Education  
Member, Legislative Assembly, Academic Senate

2019-present Member, Tribal Learning Community Education Exchange (TLCEE) Advisory Committee

2019-2020 Chair, Qualitative Research Methods Assistant/Associate Professor Search Committee, Department of Education  
Chair, Indigenous Studies Assistant Professor Search Committee, American Indian Studies  
Chair, Ad Hoc Committee for Faculty Member's Fourth-Year Review, Department of Education

2018-2021 Member, Faculty Executive Committee, Graduate School of Education and Information Studies/School of Education and Information Studies

2017-2021 Chair, Faculty Advisory Committee, American Indian Studies Center  
Member, Faculty Advisory Committee, American Indian Studies

2017-2018 Co-chair, American Indian Studies Center 5-Year Review Committee

2016-2018 Chair, Education Department 8-Year Review Committee

2016 Chair, UCLA Law School Ad Hoc Committee to Evaluate the Tribal Learning Community Education Exchange (TLCEE) Director's Position and Program

2015-2017 Member, Academic Personnel Committee, Department of Education

2015-2016 Chair, Qualitative Research Methods Assistant Professor Search Committee, Graduate School of Education and Information Studies (GSE&IS)  
Member, Penny Kanner Endowed Chair in Women's Studies Search Committee, Department of Gender Studies

2014-2017 Member, Faculty Advisory Committee, American Indian Studies Center

2014-2015 Chair, Ad Hoc Committee For Faculty Member's Adjunct Professor Appointment, Department of Education  
Member, Ad Hoc Committee for Faculty Member's Promotion to Full Professor, Department of Education  
Member, American Indian Studies Research Center Director Search Committee  
Member, Tribal Learning Community and Educational Exchange (TLCEE) Advisory Board, American Indian Studies Program

---

<sup>5</sup> Only UCLA intramural service is listed. Intramural service at Arizona State University and the University of Arizona is available on request.

- 2013-present Organizer and Host, G.F. Kneller Endowment in Education and Anthropology Colloquium Series Affiliate/Core Faculty, American Indian Studies
- 2013-2015 Member, Tribal Learning Community and Educational Exchange (TLCEE) Advisory Board  
Member, Committee on Degrees, Admissions and Standards (CDAS), Graduate School of Education and Information Studies, Department of Education
- 2013-2014 Chair, Qualitative Research Methods Assistant/Associate Professor Search Committee, Department of Education

*Community/Tribal Service Activities (last 10 years)*

- 2020-present Advisor, Pascua Yaqui Tribe Initiative to Establish a Culturally Responsive and Responsive K-3/12 School.
- 2016-2018 Advisory Member, Working Group on Language Documentation and Revitalization for Young Learners
- 2009-2015 Outreach partnership with the Fort Mojave Indian Tribe Language Recovery Program, Needles, CA. Provided workshops on oral history, language teaching, and language revitalization and collaborated on grant development in support of the Tribe's language recovery efforts.
- 2004-2012 Ongoing outreach and collaboration with Native American communities in Arizona and the Southwest on tribal language planning/language revitalization initiatives

*National and International Professional Activities (last 10 years)*

- 2021-2022 Member, AERA Education Research Service Project Selection Committee  
External Thesis (Dissertation) Examiner, University of Technology, Sydney, Australia  
External Reviewer, Promotion and Tenure Committee: Utah State University  
Mentor, Council on Anthropology and Education Concha Delgado Gaitan Early Career Fellowship Program
- 2020-2023 Member-at-Large, American Educational Research Association (AERA)  
Member, NAEd/Spencer Dissertation Fellowship Selection Committee
- 2020-2021 Chair, American Association for Applied Linguistics (AAAL) Distinguished Scholarship and Service Award Committee  
Member, AERA Review Panel for Education Research Service Projects Focusing on the COVID-19 and Systemic Racism Pandemics  
External Thesis (Dissertation) Examiner, Tilburg University, Netherlands  
External Reviewer, Promotion and Tenure Committee: University of Arizona
- 2019-2021 Member, Center for Indian Education 60<sup>th</sup> Anniversary Planning Committee, Arizona State University
- 2019-2020 Member, American Association for Applied Linguistics Distinguished Scholarship and Service Award Committee  
External Reviewer, Promotion and Tenure Committees: University of Arizona, University of California Riverside
- 2018-2019 External Reviewer, Promotion and Tenure Committee: University of California, Davis
- 2017-2018 Program Co-chair and Conference Co-organizer, Native American and Indigenous Studies Association (NAISA) Indigenous Education Preconference (held at UCLA)

- External Reviewer, Promotion and Tenure Committees: Northwestern University, Smithsonian Institution, Stanford University, University of New Mexico, University of Pennsylvania
- 2016-2019 Member, AERA Minority Dissertation Fellowship Committee
- 2016 External Reviewer, Promotion and Tenure Committees: Rutgers University, University of Michigan, University of Washington  
Review Panelist, National Academies, Ford Foundation Predoctoral, Doctoral, and Postdoctoral Fellowship Program, Irvine, CA  
Advisor, American Anthropological Association Council on Anthropology and Education  
Committee on Publishing Futures
- 2015-2016 External Reviewer, Promotion and Tenure Committee: University of Maryland, College of Education
- 2014 – Member, Language Policy Research Network (LRPreN) Advisory Board, Center for Applied Linguistics, Washington, DC
- 2014-2016 Mentor-at-Large, Council on Anthropology and Education Presidential Early Career Fellows Program, American Anthropological Association
- 2014-2015 Member, Society for Linguistic Anthropology (SLA) Award for Public Outreach and/or Community Service Selection Committee, American Anthropological Association
- 2014 External Reviewer, Promotion and Tenure Committees: University of Arizona; University of Connecticut; University of Maryland  
External Examiner, Ph.D. Thesis Committee of Sophie Nocks, University of Waikato, New Zealand  
External Examiner, Ph.D. Thesis Committee of Miye Tom, University of Coimbra, Portugal  
Expert Testimony, U.S. Senate Committee on Indian Affairs, S.1948, *Native Language Immersion Student Achievement Act*, and S.2299, *Native American Languages Reauthorization Act of 2014*, a bill to amend the Native American Programs Act of 1974 to reauthorize a provision to ensure the survival and continuing vitality of Native American languages
- 2013 External Reviewer, Promotion and Tenure Committees: University of Rochester; University of Texas-San Antonio
- 2010-2014 Chair, Anthropology Education Task Force, American Anthropological Association
- 2013-2014 Member, PARCC (Partnership for Assessment of Readiness for College and Careers) Accessibility, Accommodations, and Fairness Technical Working Group
- 2013 Advisor and coauthor, Anthropology Companion Document to the National Council for the Social Studies (NCSS) *College, Career, and Civic Life (C3) Framework for Social Studies Standards* (January-August)
- 2012 External Reviewer, Promotion and Tenure Committee: University of California, Santa Barbara
- 2011 Chair, George and Louise Spindler Award Committee, Council on Anthropology and Education, American Anthropological Association  
External reviewer, Promotion and Tenure Committees: Cornell University; Georgia State University; National Research Foundation, South Africa; University of Minnesota; University of New Mexico

- 2010-2011 Past-President, Council on Anthropology and Education, American Anthropological Association  
Chair, Council on Anthropology and Education Presidential Early Career Fellows Program  
Member, National Working Group, Promising Practices and Partnerships in Indian Education, U.S. Office of Indian Education  
External reviewer, Promotion and Tenure Committees: University of South Florida; University of Kansas; University of Hawai'i-Mānoa; University of Pennsylvania
- 2009 – Member, Stabilizing Indigenous Languages Symposium Advisory Board
- 2006 – Founding Member, Abakan Action, an international language rights organization

### *Editorial Service to Scholarly Publications*

- 2019 – Co-editor, *Language, Education and Diversity* Book Series, Multilingual Matters  
Advisory Board Member, *Culturally Sustaining Pedagogies* Book Series (D. Paris, Ed.), Teachers College Press, Columbia University
- 2017 – International Advisory Board Member, *Tapuya: Latin American Science, Technology and Society*
- 2016 – Editorial Board Member, *Journal of Immersion and Content-Based Language Education (JICB)*
- 2014 – Advisory Committee Member, *Acquired Wisdom: Lessons Learned by Distinguished Researchers* electronic book series
- 2013-2015 Editor-in-Chief, *American Educational Research Journal*, Section on Social and Institutional Analysis (*AERJ-SIA*)
- 2010 – Editorial Board Member, *Language, Culture, and Curriculum*
- 2010-2013 Associate Editor, *American Educational Research Journal*, Section on Teaching, Learning, and Human Development
- 2009 – Co-editor, *Journal of American Indian Education*  
Editorial Board Member, *International Journal of Bilingual Education and Bilingualism*
- 2009-2015 Associate Editor, *Language Policy*
- 2007 – Editorial Board Member, *Anthropology and Education Quarterly*  
Consulting Editor, *International Multilingual Research Journal*
- 2006-2012 Editorial Board Member, *Language Arts*  
Editorial Board Member, *Reading Research Quarterly*
- 2005-2009 Editorial Board Member, *Language Policy*
- 2005-2006 Consulting Editor, *SAGE Handbook of Curriculum and Instruction*
- 2002-2013 Editorial Board Member, *Journal of Language, Identity, and Education*
- 2001-2006 Editor-in-Chief, *Anthropology and Education Quarterly*
- 2001-2004 Editorial Board Member, ERIC Clearinghouse on Rural Education and Small Schools
- 1995-2009 Editorial Board Member, *Journal of American Indian Education*

- 1995-2001 Editorial Board Member, *Anthropology and Education Quarterly*
- 2000 — Periodic manuscript and book reviewer for *American Indian Culture and Research Journal*; *American Indian Quarterly*; *Anthropology and Education Quarterly*; *Bilingual Research Journal*; *Ethnicities*; *International Journal of Bilingual Education and Bilingualism*; *International Journal of Multilingual Research*, *International Journal of Qualitative Studies in Education*; *Journal of Language, Identity, and Education*; *Journal of Multilingual and Multicultural Development*; *Language, Culture and Curriculum*; *Language and Education*; *Modern Language Journal*; *Research in the Teaching of English*; *Review of Educational Research*; *Teachers College Record*; Cambridge University Press; De Gruyter; Multilingual Matters; Routledge/Taylor and Francis; Teachers College Press; University of New Mexico Press; University of Oklahoma Press;

### *Consulting Activities* (last 10 years)

- 2016 Consultant, American Indian Higher Education Consortium (AIHEC) community-based behavioral health research and education program. Provided guidance on publishing behavioral health research by Tribal College participants in AIHEC's Native American Research on Community Health (NARCH) initiative.
- 2015 Advisor to staff for Representative Jonathan Kreiss-Tomkins of Juneau, AK, on a bill to create a separate class of charter schools for Alaska Native language immersion education. Advisor to the National Alliance to Save Native Languages on proposed federal legislation to include Indigenous-language immersion/revitalization in the 2015 Every Student Succeeds Act (ESSA)
- 2013 Advisor and team leader on the anthropology of educational persistence for underserved students, Education Credit Management Corporation Foundation. Advised the Foundation on anthropological research on factors leading to educational persistence for underserved populations; comprised and led a team of researchers with expertise in the anthropology of educational persistence; prepared and presented a report detailing anthropological data related to educational persistence.
- 2013 External Program Evaluator, Department of Teaching and Learning, The Ohio State University External Program Evaluator, Department of Education Studies, University of California, San Diego
- 2010-2013 Member, International Expert Panel, Stronger Smarter Learning Communities (SSLC), Queensland University of Technology, Brisbane, Queensland, Australia

### *Professional Memberships*

American Anthropological Association; American Association for Applied Linguistics; American Educational Research Association; Native American and Indigenous Studies Association; Society for Applied Anthropology

## **Grants and Fellowships Under Review and Awarded**

### *External Grants and Fellowships Awarded*

#### **RESEARCH AWARDS [\$2,306,602 total]**

- 2021-2022 \$79,000 Center for Advanced Studies in the Social and Behavioral Sciences (CASBS) Fellowship Award, for *Indigenous-Language Immersion Education: Examining Its Affordances and Effects*
- 2020-2022 \$35,000 American Educational Research Association Research Conference Award for *Indigenous-Language Immersion and Native American Student Achievement: A Symposium to Advance New*

*Research and Innovative Education Practice*, a 2-day in-place conference expected to take place between summer 2021–summer/fall 2022 (PI).

- 2016-2021 \$1 million Lyle Spencer Award, Spencer Foundation, for *Indigenous-Language Immersion and Native American Student Achievement*, a national study of Indigenous-language immersion schooling (PI).
- 2011-2014 \$26,998 National Science Foundation Documenting Endangered Languages (DEL) Program RAPID Award for *Documenting Critically Endangered Mojave Bird Songs in Authentic Cultural Contexts*, a community-based language documentation and education project in partnership with the Fort Mojave Tribe of Needles, CA (PI).
- 2011-2012 \$40,000 School for Advanced Research/National Endowment for the Humanities Resident Scholar Fellowship Award for *Reclaiming the “Cultural Language” – Indigenous Youth and Language Continuance* (PI).
- 2009-2011 \$20,000 subcontract from Kauffman Associates for the U.S. Office of Indian Education Programs study, *Promising Practices and Partnerships in Indian Education*, to investigate the role of Native American languages and cultures in American Indian students’ academic achievement (co-PI).
- 2000 \$3,500 Salzburg Seminar/Freeman Foundation Fellowship Award, Salzburg, Austria.
- 2001-2006 \$848,907 U.S. Department of Education, Institute of Education Sciences Award, for *The Impact of Native Language Shift and Retention on American Indian Students’ English Language Learning and School Achievement*, a 5-year research grant to study the educational effects of Native language loss and retention in urban and rural Indigenous-serving schools (50% FTE; PI).
- 1995 \$3,500 Salzburg Seminar Fellowship Award, Salzburg, Austria (PI).
- 1993-1996 \$75,000 W.K. Kellogg Foundation National Fellowship Award, for leadership development and individual research project: *Language Rights and National Unity: Race, Class, Culture and Political-Economic Influences on Minority Language Rights* (PI).
- 1991-1994 \$162,701 National Endowment for the Humanities Award, for *Southwest Memory: Indigenous Voices and Views on Arizona History*, a 2-1/2-year research and teacher development/curriculum enrichment grant on American Indian oral and written histories (co-PI).
- 1989-1991 \$11,996 Arizona Humanities Council Award, for *The Written and the Unwritten Word*, an 18-month research and teacher development grant on indigenous oral and written literatures (co-PI).

#### INDIGENOUS TEACHER PREPARATION, RECRUITMENT/RETENTION, & CONFERENCE AWARDS

##### **[\$1,217,415 total]**

- 2010-2014 \$1,184,415 U.S. Department of Education Office of Indian Education Programs award for the *Arizona Four Corners Teacher Preparation Project (AZ4CTPP)*, a project to prepare Native American teachers (co-PI).
- 2009 \$5,000 Lannan Foundation Award, for the 16<sup>th</sup> Annual Stabilizing Indigenous Languages Symposium (co-PI).
- 1998-1999 \$17,500 Lannan Foundation Award, for the 20th Annual American Indian Language Development Institute (co-PI).

- 1996-1997 \$7,900 Lannan Foundation Award, for the 17th Annual American Indian Language Development Institute (co-PI).
- 1996-97 \$2,600 Award from the San Manuel Band of Mission Indians to recruit and retain American Indian students through the American Indian Language Development Institute (co-PI).

### *Internal University Awards*

#### RESEARCH AWARDS [**\$89,432 total**]

- 2009-2010 \$11,990 Arizona State University (ASU) Institute for Humanities Research award for *Stabilizing Indigenous Languages – From Documentation to Revitalization*, a collaborative COE-CLAS seed grant to support the Stabilizing Indigenous Languages Symposium, anthology development and publication, and preparation of an NSF/NEH grant under the Documenting Endangered Languages Program (no grant-supported FTE; co-PI).
- 2003-2004 \$67,000 grant from Arizona State University for the *Language Minority Education Research Roundtable of Arizona (LMERRA) Project*, a collaborative grant between Arizona State University and the University of Arizona for language policy research, presentation, and publication (no grant-supported FTE; co-PI with T. Wiley of ASU).
- 1998-1999 \$4,484 University of Arizona (UA) Foundation Small Grant Award for the *Rough Rock Oral History Project* (research grant; no grant-supported FTE; PI).
- 1997-1998 \$2,200 UA College of Education Research Support Grant for the *Rough Rock Ethnography Project* (research grant; no grant-supported FTE; PI).
- 1995 \$600 UA Foreign Travel Grant, for participation as a fellow in the Salzburg Seminar, Salzburg, Austria; and research consultation with language planning and literacy specialists at UNESCO, Paris, France.
- 1994-1995 \$1,258 UA College of Education Research Incentive Award, to transcribe oral history texts for the NEH-funded *Southwest Memory* project (no grant-supported FTE; PI).
- 1989-1990 \$2,500 UA College of Education Dean's Award, for analysis and write-up of first-year data from the *Rough Rock Literacy Research Project* (summer salary for one session; PI).

INDIGENOUS STUDENT RECRUITMENT & RETENTION [**\$169,112 total** from 27 awards between 1990–2001, to support Native American student recruitment and retention through the American Indian Language Development Institute at the University of Arizona.]