

Kara L. Sutton-Jones

Curriculum Vitae

January 2022

Center for Research & Development in
Dual Language & Literacy Acquisition
Texas A&M University
College Station, TX 77840

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Academic History

Education

- 2020 **Ph.D., Educational Psychology**, concentration in ESL/Bilingual Education, Texas A&M University, College Station
- 2012 **M.Ed., Bilingual Education**
Texas A&M University, College Station
- 2010 **M.A., Philosophy**, concentration in Ethics
California State University, Long Beach
- 2002 **Honors B.A., Liberal Studies**, concentration in Journalism
Oregon State University, Corvallis
Minors: Spanish and Philosophy

Professional Experience

- 2021-*present* **Research Specialist III**, Center for Research & Development in Dual Language & Literacy Acquisition, Texas A&M University, College Station.
- 2020-2021 **Postdoctoral Research Associate**, Center for Research & Development in Dual Language & Literacy Acquisition and Education Leadership Research Center, Texas A&M University, College Station.
- 2018-2019 **University Dissertation Fellow**, Texas A&M University, College Station.
- 2017-2018 **Research Specialist II**, Center for Research & Development in Dual Language & Literacy Acquisition, Texas A&M University, College Station.
- 2016-2017 **Research Associate**, Center for Research & Development in Dual Language & Literacy Acquisition, Texas A&M University, College Station.

- 2015 **Graduate Teaching Assistant**, Bilingual Education Program, Texas A&M University, College Station.
- Spring 2013 **Intern**, Office of Planning, Evaluation, and Policy Development – Immediate Office, U.S. Department of Education, Washington, D.C.
- 2011-2016 **Graduate Research Assistant**, Bilingual Education Program, Texas A&M University, College Station.
- 2007-2008 **Graduate Teaching Assistant**, Department of Philosophy, California State University, Long Beach.
- 2007-2008 **K-12 Academic and ESL Tutor**, Pace Academy, Cypress, California.

Languages

Academic/native proficiency: English

Intermediate proficiency: Spanish

Research

Research Interests

- Bilingual education/dual language
- English as a second language (ESL)
- Education policy, especially as it impacts ELs
- Teacher preparation/professional development
- Educational technology
- Educational equity and social justice
- Research methods
- Philosophy of education

Publications (N = 12)

Notes:

Key: AR = Acceptance Rate (Cabell's Int. Database); IF = Impact Factor (Journal Citations Report); Q = Journal Quartile (Scimago Journal & Country Rank)

- Journal metrics are as close as possible to the journal acceptance date.

Refereed Journal Articles

12. Tang, S., Wang, Z., & **Sutton-Jones, K. L.** (2021). A multi-level analysis of upper elementary students' performance on the STAAR reading exam: Comparing growth trajectories of rural and non-rural school districts. *Educational Studies*. <https://doi.org/10.1080/03055698.2021.1894414>; AR: 40%; IF: .814; Q2
11. Tang, S., Wang, Z., & **Sutton-Jones, K. L.** (2021). A multi-level study of the impact

- of district-level characteristics on Texas student growth trajectories on a high-stakes math exam. *Mathematics*, 9(8). <https://doi.org/10.3390/math9010008>; IF: 1.747
10. Lara-Alecio, R., Tang, S., **Sutton-Jones, K. L.**, Irby, B. J., Tong, F., Jimenez, D. D., & Villarreal, E. (2021). Teachers' pedagogical and content knowledge after participation in virtual professional development. *International Journal of Virtual and Personal Learning Environments*, 11(1), 64-86. doi:10.4018/IJVPLE.2021010105; AR: 15%; Q4
 9. Tang, S., Long, M., Tong, F., Wang, Z., Zhang, H., & **Sutton-Jones, K. L.** (2020). A comparative study of problem-based learning and traditional approaches in College English classrooms: Analyzing pedagogical behaviors via classroom observation. *Behavioral Sciences*, 10(6), 105. <https://doi.org/10.3390/bs10060105>; Q2
 8. Wang, Z., Tang, S., & **Sutton-Jones, K.** (2019). Texas rural vs. non-rural school district student growth trajectories on a high-stakes science exam: A multi-level approach. *Social Sciences*, 8(6). <https://doi.org/10.3390/socsci8060166>; Q2
 7. Tong, F., Irby, B. J., Lara-Alecio, R., Guerrero, C., Tang, S., & **Sutton-Jones, K. L.** (2018). The impact of professional learning on in-service teachers' pedagogical delivery of literacy-infused science with middle school English learners: A randomized controlled trial study in the US. *Educational Studies*. <https://doi.org/10.1080/03055698.2018.1509776>; AR: 40%; IF: .629; Q2
 6. Irby, B. J., Lara-Alecio, R., Tong, F., Guerrero, C., **Sutton-Jones, K. L.**, & Abdelrahman, N. (2018). Implementation of research-based ESL strategies with lower grade middle school ELLs in the science classroom: Findings from an experimental study. *Teaching English as a Second Language—Electronic Journal (TESL-EJ)*, 22(1). <http://www.tesl-ej.org/wordpress/issues/volume22/ej85/ej85a2/>
 5. Lara-Alecio, R., Irby, B. J., Tong, F., Guerrero, C., Koch, J., & **Sutton-Jones, K.** (2018). Assessing conceptual understanding via literacy-infused, inquiry-based science among middle school English learners and economically-challenged students. *Education Sciences*, 8(27). <https://doi.org/10.3390/educsci8010027>
 4. Irby, B. J., **Sutton-Jones, K. L.**, Lara-Alecio, R., & Tong, F. (2017). From MOOCs to MOOPILs: Pushing the boundaries of virtual professional development and learning for teachers. *International Journal of Information Communication Technologies and Human Development*, 9(1), 34-47. doi:10.4018/IJICTHD.2017010103; AR: 15%

Book Chapters

3. Irby, B. J., Lara-Alecio, R., Tong, F., Guerrero, C., **Sutton-Jones, K.**, & Abdelrahman, N. (in press). Behind the scenes of a longitudinal large-scale randomized control

trial study with native Spanish speakers: Lessons learned. In K. Dikilitaş & K. Reynolds (Eds.), *Research methods in language teaching and learning: A practical guide*. Hoboken, NJ: Wiley. (Invited.)

2. Irby, B. J., **Sutton-Jones, K. L.**, Lara-Alecio, R., & Tong, F. (2016). Informal individual learning via virtual professional development: A proposal for massive open online professional informal individual learning (MOOPIL). In M. Khosrow-Pour (Ed.), *Professional development and workplace learning: Concepts, methodologies, tools, and applications* (pp. 23-35). Hershey, PA: IGI Global. (*Selected repeated publication by the publisher.*)
1. Irby, B. J., **Sutton-Jones, K. L.**, Lara-Alecio, R., & Tong, F. (2015). Informal individual learning via virtual professional development: A proposal for massive open online professional informal individual learning (MOOPIL). In F. Muya Nafukho & B. J. Irby (Eds.), *Handbook of research on innovative technology integration in higher education* (pp. 343-355). Hershey, PA: IGI Global.

Presentations (N = 24)

International Conferences

24. Guerrero, C., Pashmforoosh, R., Abdelrahman, N., Singer, E., Vargas, M., Choron, V., & **Sutton-Jones, K. L.** (2021, November). *Implementing virtual mentoring and coaching within large-scale projects: A panel discussion*. Presented at the Cambodia International Conference on Mentoring Educators. (Online)
23. Graham McIntush, K., & **Sutton-Jones, K. L.** (2021, November). *Show me the money: Securing funding for mentoring and coaching programs*. Presented at the Cambodia International Conference on Mentoring Educators. (Online)
22. Jimenez, D. D., Tang, S., **Sutton-Jones, K. L.**, Villarreal, E., Lara-Alecio, R., Irby, B. J., & Tong, F. (2019, April). *The impact of virtual professional development on teachers' ESL pedagogical and content knowledge*. Presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
21. **Sutton-Jones, K. L.**, Villarreal, E., Tang, S., Jimenez, D. D., Lara-Alecio, R., Irby, B. J., & Tong, F. (2019, April). *The impact of virtual professional development on ESL teachers' self-efficacy toward teaching ELs*. Presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

National Conferences

20. Perez-Cabrera, N. O., Jimenez, D. D., Vargas, M.D., Tang, S., **Sutton-Jones, K. L.**, Lara-Alecio, R., Irby, B. J., & Tong, F. (2021, April). *Language proficiency and English learner pedagogical practices: Assessing teachers' self-efficacy after virtual professional development*. Presented at the annual meeting of the American Educational Research Association. (Online)

19. Jimenez, D. D., Choron, V., **Sutton-Jones, K. L.**, Gamez, Y., Vargas, M. D., Lara-Alecio, R., Irby, B. J., & Tong, F. (2021, April). *Enhancing teachers' English learner practices and knowledge through virtual professional development and mentoring and coaching*. Presented at the annual meeting of the American Educational Research Association. (Online)
18. Jimenez, D. D., **Sutton-Jones, K. L.**, Tang, S., Lara-Alecio, R., Irby, B. J., & Tong, F. (2020). *Assessing the language of instruction and language content in a bilingual classroom*. American Educational Research Association, San Francisco, CA. (Conference canceled)
17. Jimenez, D. D., **Sutton-Jones, K. L.**, Tang, S., Lara-Alecio, R., Irby, B. J., Tong, F., Choron, V., & Vargas, M. (2020). *Assessing teachers' ESL pedagogical and content knowledge after participation in virtual professional development*. American Educational Research Association, San Francisco, CA. (Conference canceled)
16. Jimenez, D. D., Tang, S., **Sutton-Jones, K. L.**, Lara-Alecio, R., Irby, B. J., & Tong, F. (2018, April). *Observing second-grade bilingual teachers and the pedagogical practices that impact English learners*. Presented at the annual meeting of the American Educational Research Association, New York, NY.
15. **Sutton-Jones, K. L.**, Tang, S., Villarreal, E., Lara-Alecio, R., Irby, B. J., & Tong, F. (2018, April). *Factors influencing teacher self-efficacy towards working with ELLs in an online professional development program*. Presented at the annual meeting of the American Educational Research Association, New York, NY.
14. Jimenez, D. D., **Sutton-Jones, K. L.**, Tang, S., Lara-Alecio, R., Irby, B. J., & Tong, F. (2017, April). *Factors influencing bilingual education teacher satisfaction with an online professional development program*. Presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
13. Tang, S., **Sutton-Jones, K. L.**, & Jimenez, D. D. (2017, April). *English language learners' language growth in Texas charter and traditional public schools*. Presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
12. Irby, B. J., **Sutton-Jones, K. L.**, Abdelrahman, N., & Druery, D. (2016, November). *Female teachers' perceptions of a virtual professional development*. Presented at the annual meeting of Research on Women in Education, Burlington, VT.
11. Irby, B. J., Lara-Alecio, R., Abdelrahman, N., **Sutton-Jones, K. L.**, Jimenez, D., & Hayes, S. (July, 2016). *Teaching how to complete a leadership dissertation proposal in one semester* [Workshop]. Presented at the annual meeting of the National Council of Professors of Educational Administration, Detroit, MI.

10. Jimenez, D. D., Tang, S. **Sutton-Jones, K. L.**, Lara-Alecio, R., Irby, B. J., & Tong, F. (2016, July). *Teacher perceptions of online and professional development for bilingual education teachers*. Presented at the annual meeting of the National Council of Professors of Educational Administration, Detroit, MI.
9. **Sutton-Jones, K. L.**, Jimenez, D. D., Tang, S., Lara-Alecio, R., Irby, B. J., & Tong, F. (2016, April). *Online teacher professional development for Texas ESL and bilingual educators*. Presented at the annual meeting of the American Educational Research Association, Washington, D.C.
8. **Sutton-Jones, K. L.**, Jimenez, D. D., Tang, S., Lara-Alecio, R., Irby, B. J., & Tong, F. (2016, March). *Online teacher professional development for Texas ESL and bilingual educators*. Presented at the annual meeting of the National Association for Bilingual Education, Chicago, IL.
7. Huerta, M., Lara-Alecio, R., Irby, B. J., Tong, F., Garza, T., & **Sutton-Jones, K. L.** (2015, April). *Relationship between language and concept scores of English language learners and/or economically disadvantaged students*. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
6. **Sutton-Jones, K.** (2014, February). *Policy in action: A comparison of two large urban school districts serving ELLs*. Presented at the annual meeting of the National Association for Bilingual Education, San Diego, CA.
5. **Sutton-Jones, K.** (2013, February). *Bilingual education in the Southern California press and California's Proposition 227: A case study*. Presented at the annual meeting of the National Association for Bilingual Education, Orlando, FL.

Regional Conferences

4. **Sutton-Jones, K. L.**, Tang, S. & Jimenez, D. D. (2018, October). *Oral language growth of English language learners in Texas charter and traditional public schools*. Presented at the annual meeting of the Texas Association for Bilingual Education, Dallas, TX.
3. Jimenez, D. D., **Sutton-Jones, K. L.**, Lara-Alecio, R., Irby, B. J., Tong, F., Tang, S. & Stackhouse, E. (2015, October). *Designing and supporting online professional development for ESL/bilingual teachers*. Presented at the annual meeting of the Texas Association for Bilingual Education, El Paso, TX.
2. Huerta, M., Garza, T., & **Sutton-Jones, K.** (2013, February). *Evaluating the reliability of a science language writing rubric on science notebook entries from a population of ELL and low-SES students*. Presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX. *Paper awarded a 2013 SERA Deans' Award for Exceptional Graduate Student Research.*

Invited Presentations

1. **Sutton-Jones, K. L.** (2020, November). *Go fish: A quick and simple introduction to grant writing for educational researchers*. Invited presentation for the Center for Research & Development in Dual Language & Literacy Acquisition, Texas A&M University.

Grants & Contracts (Involved in grant writing and development resulting in more than \$36 million in external funding)

Under Review

Let's Talk Science. Grant submitted to the National Science Foundation, Discovery Research PreK-12 Program. Total budget requested: \$2,998,909 over 4 years (2022-2026).

Investigators: Lara-Alecio, R. (PI), Irby, B. J. (Co-PI), & Tong, F. (Co-PI).

Roles and Responsibilities: Proposal development team.

Further Validation of a Classroom Pedagogical Observation Instrument for Improving Instruction for Teachers of English Learners. Grant submitted to the Institute of Educational Sciences, National Center for Education Research, U.S. Department of Education. Total budget requested: \$2 million over 2 years (2022-2024).

Investigators: Lara-Alecio, R. (PI), Irby, B. J. (Co-PI), Tong, F. (Co-PI), & Walker, D. (Co-PI).

Roles and Responsibilities: Proposal development team.

Active

Virtually-Infused Collaborations for Teaching and Learning Opportunities for Rural Youth: Implementation and Evaluation of Online and Face-to-Face Delivery in High-Needs Schools (VICTORY) (Grant Award No. S411B200055). Grant funded by U.S. Department of Education, Office of Elementary and Secondary Education, Education Innovation and Research Program. Grant funded for \$7,999,563 (federal)+\$800,000 (private match) over 3 years (2021-2024).

Investigators: Lara-Alecio, R (PI), Irby, B. J. (Co-PI), Tong, F. (Co-PI), R. Capraro (Co-PI), & Capraro, M. M. (Co-PI).

Roles and Responsibilities: Proposal development team, Project Coordinator, recruitment, and logistics.

Accelerated Preparation of Leaders for Underserved Schools (A-PLUS): Building Instructional Capacity to Impact Diverse Learners. (Grant Award No. U423A170053). Grant funded by U.S. Department of Education, Office of Innovation and Improvement (OII). Grant funded for \$13,692,601 (federal)+\$6,111,302 (private match) over 3 years (2017-2021), with 1 year of no-cost extension.

Investigators: Irby, B. (PI), Tong, F. (Co-PI), Torres, M. (Co-PI), & Lara-Alecio, R. (Co-PI).

Roles and Responsibilities: Proposal development team, Project Coordinator, public outreach/communications, and results dissemination.

Massive Open Online Professional Informal Individual Learning (MOOPIL) for Bilingual and ESL Teachers, Paraprofessionals, Administrators, and Families. (Grant Award No. T365Z170192). Grant funded by U.S. Department of Education, Office of English Language Acquisition (OELA). Funded for \$2,687,272 over 5 years (2017-2022).

Investigators: Irby, B. (PI), Tong, F. (Co-PI), Torres, M., (Co-PI), & Lara-Alecio, R. (Co-PI).

Roles and Responsibilities: Public outreach/communications.

Preparing Academic Leaders (PAL): Teachers of English Learners Building Instructional Capacity. (Grant Award No. T365Z170192). Grant funded by U.S. Department of Education, Office of English Language Acquisition (OELA). Funded for \$2,567,821 over 5 years (2017-2022).

Investigators: Irby, B. (PI), Tong, F. (Co-PI), & Lara-Alecio, R. (Co-PI).

Roles and Responsibilities: Public outreach/communications.

Literacy-Infused Science Using Technology Innovation Opportunity (LISTO). (Grant Award No. U411B160011). Grant funded by U.S. Department of Education, Office of Innovation and Improvement (OII). Funded \$12,000,000 over 5 years (2017-2021).

Investigators: Lara-Alecio, R. (PI), Irby, B. (Co-PI), Tong, F. (Co-PI), Jones, R. (Co-PI), Capraro, R. (Co-PI), & Capraro, M. M. (Co-PI).

Roles and Responsibilities: Proposal development team and public outreach/communications.

Empowering Teachers of English Language Learners (ETELL). (Grant Award No. T365Z160229). Grant funded by U.S. Department of Education, Office of English Language Acquisition (OELA). Funded \$2,750,000 over 5 years (2016-2021).

Investigators: Lara-Alecio, R. (PI), Irby, B. (Co-PI), & Tong, F. (Co-PI).

Roles and Responsibilities: Proposal development team, Lead Project Coordinator, district and participant recruitment, instrument development, data collection and analysis, quarterly and annual reporting to sponsor, public outreach/communications, and results dissemination.

Completed

Building Rural Teaching Acme in Secondary Science: Enhancing Science Teaching for High Needs Students in Rural Schools (BRASS). Granted funded by College of Education & Human Development, Texas A&M University. Funded \$10,000 over 2 years (2018-2020).

Investigators: Lara-Alecio, R. (PI), Nafukho, F. (Co-I), & Fahrenwald, C. (Co-I).

Roles and Responsibilities: Coordinated logistics for online BRASS Symposium and wrote final report.

English Language and Literacy Acquisition-Validation (ELLA-V). (Grant Award No. U411B120047). Grant funded by U.S. Department of Education, Office of Innovation and Improvement (OII). Funded \$15,000,000 over 5 years, with 1-year, no-cost extension (2013-2018).

Investigators: Lara-Alecio, R. (PI), Irby, B. (Co-PI), & Tong, F. (Co-PI).

Roles and Responsibilities: Designed Center for Research & Development in Dual Language & Literacy Acquisition website (crdlla.tamu.edu), qualitative data analysis, edited K-3 curricula, aided K-12 teachers using web conferencing tools, supported/developed online teacher professional development videos, supported summer professional development workshops and stakeholder meeting, public outreach/communications, and results dissemination.

Bilingual/ESL Online: Working All Together (WAT). Grant funded by U.S. Department of Education. Funded \$1,500,000 over 5 years, with 2-year, no-cost extension (2007-2014).

Investigators: Lara-Alecio, R. (PI) & Padron, Y. (Co-PI).

Roles and Responsibilities: Provided technical support for online courses and presented at state and federal conferences.

Online Bilingual/ESL Certification Project. Grant funded by Texas Education Agency. Funded \$500,000 over 3 years (2010-2013).

Investigator: Lara-Alecio, R. (PI).

Roles and Responsibilities: Led technical team responsible for transitioning and adapting online teacher certification courses from one learning management system to another, provided technical support for online courses, and co-taught online ESL preparation course.

Not Funded

Enhancing Literacy-Infused STEM in Texas High-Need Coastal Schools. Grant submitted to U.S. Department of Education, Office of Elementary and Secondary Education, Education Innovation and Research Program. Total budget requested: \$7,999,680 (federal)+\$814,835 (private match) over 4 years (2022-2026).

Investigators: Lara-Alecio, R. (PI), Irby, B. J. (Co-PI), Tong, F. (Co-PI), Da Silva, D. (Co-PI), Chakravorty, D. (Co-PI), & Schulze, A. (Co-PI).

Roles and Responsibilities: Proposal development team.

Working All Together: A Three-Component Dual Language NPD Project. Grant submitted to the National Professional Development Program, Office of English Language Acquisition, U.S. Department of Education. Total budget requested: \$3 million over 5 years (2021-2026).

Investigators: Lara-Alecio, R. (PI), Irby, B. J. (Co-PI), Tong, F. (Co-PI), & Hill-Jackson, V. (Co-PI).

Roles and Responsibilities: Proposal development team.

Engaging Children and Families Working on Oceanic Challenges in Informal Learning Spaces for Advancing STEM (OLAS). Grant submitted to the National Science Foundation, Advancing Informal Science Learning Program. Total budget requested: \$3,000,000 over 4 years (2021-2025).

Investigators: Lara-Alecio, R. (PI), Irby, B. J. (Co-PI), Tong, F. (Co-PI), Capraro (Co-PI), R., Schulze, A. (Co-PI), Song, D. (Sen. I), Capraro, M. M. (Sen. I), & Medina-Cetina, Z. (Sen. I).

Roles and Responsibilities: Proposal development team.

Improving K-12 Bilingual/ESL Instruction via Classroom Observations Utilizing Sensing and Artificial Intelligence. Grant submitted to the X-Grant Program, Division of Research, Texas A&M University. Total budget requested: \$1.5 million over 3 years (2021-2024).

Investigators: Lara-Alecio, R. (PI), Irby, B. J. (Co-PI), Tong, F. (Co-PI), Jiang, A. (Co-PI), De Miranda, M. A. (Co-PI), Hammond, T. (Co-PI), Huang, R. (Co-PI), Quek, F. (Co-PI), Song, D. (Co-PI), Walker, D. (Co-PI), Gutierrez-Osuna, R. (Co-PI), Guerrero, C. (Mem.), **Sutton-Jones, K. L.** (Mem.), & Tang, S. (Mem.).

Roles and Responsibilities: Proposal development team.

Advancing Literacy-Infused STEM in High-Needs Rural Coastal Schools (ALIS-RS). Grant submitted to U.S. Department of Education, Office of Elementary and Secondary Education, Education Innovation and Research Program. Total budget requested: \$4,000,000 (federal)+\$400,000 (private match) over 3 years (2021-2023).

Investigators: Lara-Alecio, R. (PI), Irby, B. J. (Co-PI), & Tong, F. (Co-PI).

Roles and Responsibilities: Proposal development team.

Project Working All Together. Grant submitted to U.S. Department of Education, Office of English Language Acquisition (OELA). Total budget requested: \$2,571,042 over 5 years (2017-2022).

Investigators: Lara-Alecio, R. (PI), Tong, F. (Co-PI), & Irby, B. (Co-PI).

Roles and Responsibilities: Proposal development team.

Exploring Marine Robotics: Mar-Robotics. Grant submitted to the National Science Foundation (NSF). Total budget requested: \$300,000 over 2 years (2017-2019).

Investigators: Irby, B. (PI), Lara-Alecio, R. (Co-PI), Tong, F. (Co-PI), & Song, D. (Co-PI).

Roles and Responsibilities: Proposal development team.

Project English Language and Literacy Acquisition—Replication Plus (ELLA-RP). Grant submitted to the U.S. Department of Education, National Center for Education Research (NCER). Total budget requested: \$3,300,000 over 5 years (2017-2022).

Investigators: Irby, B. (PI), Lara-Alecio, R. (Co-PI), & Tong, F. (Co-PI).

Roles and Responsibilities: Proposal development team.

Apprenticeship and Coaching for Cultivating Education Science Scholars (ACCESS Fellows Program). Grant submitted to the U.S. Department of Education, National

Center for Education Research (NCER). Total budget requested: \$1,200,000 over 5 years (2017-2022).

Investigators: Lara-Alecio, R. (PI), Irby, B. (Co-PI), & Tong, F. (Co-PI).

Roles and Responsibilities: Proposal development team.

Project Bilingual/ESL Teaching Preparation Program. Grant submitted to U.S. Department of Education, Office of English Language Acquisition (OELA). Total budget requested: \$2,750,000 over 5 years (2016-2021).

Investigators: Lara-Alecio, R. (PI), Irby, B. (Co-PI), & Tong, F. (Co-PI).

Roles and Responsibilities: Proposal development team.

Communities Leading Development in the Western Highlands of Guatemala: The Guatemala Aggie 12 Community-Led Development Project. Grant submitted to U.S. Agency for International Development. Total budget requested: \$50,000,000 over 5 years (2016-2021).

Investigators: Lara-Alecio, R. (PI), Irby, B. (Co-PI), Tisone, C. (Co-PI), Cascante, D. (Co-PI), Nafukho, F. (Co-PI), Tong, F. (Co-PI), Cunningham, G. (Co-PI), Strong, J. (Co-PI), Cooper, J. (Co-PI), Vanegas, J. (Co-PI), Alexander, J. (Co-PI), Watson, K. (Co-PI), Wijekumar, K. (Co-PI), Dooley, K. (Co-PI), Bierman, L. (Co-PI), Lombardini, L. (Co-PI), Torres, M. (Co-PI), Watson, N. (Co-PI), Jones, R. (Co-PI), Strong, R. (Co-PI), Crocker, R. (Co-PI), Hudson, V. (Co-PI), & Muñoz, O. (Co-PI).

Roles and Responsibilities: Proposal development team.

Teaching

As Graduate Teaching Assistant

Texas A&M University

BIED 614: Curriculum Development for English Language Learners (Fall 2015, online graduate course)

California State University, Long Beach

PHIL 160: Introduction to Ethics (Fall 2007, undergraduate course)

PHIL 100: Introduction to Philosophy (Spring 2008, undergraduate course)

As Instructor

Texas A&M University

Online ESL Teacher Certification Preparation Course (Summer 2012)

Dissertation writing coach; 1 doctoral student (Fall 2020-Spring 2022)

Service

Service to the Profession

2020-*present* **Advocacy Working Group**, American Educational Research Association, Bilingual Education SIG.

Field Reviewer Assignments

<i>Dual Language Research and Practice Journal</i>	2021
<i>Languages</i>	2021
<i>Mentoring & Tutoring: Partnership in Learning</i>	2015, 2017

Other Review Activities

2019, 2021	Proposal reviewer , American Educational Research Association, Second Language Research SIG.
2016, 2019, 2021	Proposal reviewer , American Educational Research Association, Bilingual Research SIG.
2013	Proposal reviewer , Southwest Educational Research Association, Division L. San Antonio, TX.

University Service

2013-2014 **Graduate Student Council, Educational Psychology delegate**, Texas A&M University. Served on Graduate Quality of Life Committee and Student Organizations Advisory Board.

College Service

2021-*present* **College of Education and Human Development Equity and Social Justice Collective member**, Texas A&M University.

Department Service

2013-2014	Educational Psychology Student Organization (EPSO), Bilingual Education Program representative , Department of Educational Psychology, Texas A&M University.
2012-2013	Educational Psychology Student Organization (EPSO) treasurer/secretary , Department of Educational Psychology, Texas A&M University.

2007 **Mirror Neurons and Cognition Conference volunteer**, California State University, Long Beach.

Outreach Service to Schools & School Districts

2016 **Team member**, Snook Independent School District Root Cause Analysis, Snook, TX.

2016-2015 **Presenter**, ELLA-Virsity online teacher professional development project.

2014 **Mentor & English Tutor**, GEAR UP, Mary Catherine Harris High School, Bryan, TX.

Memberships

2012-*present* American Educational Research Association (AERA)
Division K: Teaching and Teacher Education
Division L: Educational Policy and Politics
Bilingual Education SIG
Second Language Research SIG
Politics of Education SIG
Classroom Observation SIG

2012-2014 National Association for Bilingual Education (NABE)

2012-2013 Southwest Educational Research Association (SERA)

Competitive Scholarships and Awards

2019 **CEHD Graduate Travel Award (\$500)**, College of Education & Human Development, Texas A&M University. Presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

2019 **Travel Grant (\$252.65)**, Department of Educational Psychology, Texas A&M University. Presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

2018-2019 **Texas A&M University Dissertation Fellowship (\$1,600/month+tuition/fees).**

2018 **Division K Travel Scholarship (\$300)**, Division K, American Educational Research Association (AERA). Presented at the annual meeting of AERA, New York, NY.

2018 **Travel Grant (\$312)**, Department of Educational Psychology, Texas A&M University. Presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.

- 2016 **CEHD Research Scholars Award (\$500)**, College of Education & Human Development, Texas A&M University. Presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
- 2016 **Travel Grant (\$237.50)**, Department of Educational Psychology, Texas A&M University. Presented at the annual meeting of the American Educational Research Association (AERA), Washington, D.C.
- 2016 **Travel Grant (\$237.50)**, Department of Educational Psychology, Texas A&M University. Presented at the annual meeting of the National Association for Bilingual Education (NABE), Chicago, IL.
- 2015 **Travel Grant (\$512.37)**, Department of Educational Psychology, Texas A&M University. Presented at the annual meeting of the Texas Association for Bilingual Education (TABE), El Paso, TX.
- 2015 **CEHD Research Grant (\$800)**, College of Education and Human Development, Texas A&M University. Awarded for Dual Language Survey.
- 2015 **Travel Grant (\$500)**, College of Education and Human Development, Texas A&M University. Presented at the annual meeting of the American Educational Research Association (AERA), Washington, D.C.
- 2014 **Travel Grant (\$537.98)**, Department of Educational Psychology, Texas A&M University. Presented at the annual meeting of the National Association for Bilingual Education (NABE), San Diego, CA.
- 2013 **Travel Grant (\$500)**, College of Education and Human Development, Texas A&M University. Interned in the U.S. Department of Education, Washington, D.C.
- 2012 **Travel Grant (\$500)**, College of Education and Human Development, Texas A&M University. Presented at the annual meeting of the National Association for Bilingual Education (NABE), Orlando, FL.
- 2012-2013 **Lechner Graduate Grant (\$750)**, Department of Educational Psychology, Texas A&M University.
- 2010 **Distinguished Graduate Award**, College of Liberal Arts, California State University, Long Beach.
- 2007-2008 **Friends of Philosophy Scholarship (\$500)**, Department of Philosophy, California State University, Long Beach.

2001-2002	E.E. Wilson Scholarship (\$1,200) , Oregon State University.
2000-2001	Mark Hass Journalism Scholarship (\$1,000) , Oregon Student Assistance Commission.
1999-2000	E.E. Wilson Scholarship (\$1,000) , Oregon State University.
1999-2000	William Q. Wick Memorial Scholarship (\$500) , Oregon State University.
1998-1999	Dale and Thomasina Trout Scholarship (\$1,000) , The Benton County Foundation, OR.
1998-1999	Professor John Fulton Scholarship (\$2,100) , Oregon State University.

Training and Workshops

Spring 2021	Becoming an Antiracist Educator Higher Education Series , offered online from Virginia Commonwealth University.
Spring 2015	Fundamentals of NVivo for Windows , online course.
April 2021	Advanced Meta-Analysis , American Educational Research Association (AERA).
April 2021	Advancing Qualitative and Mixed Methods Collection and Analysis with Visual Displays , American Educational Research Association (AERA).