**SANDRA ACOSTA, Ph.D.**

**CURRICULUM VITAE – DECEMBER 2019**

Associate Professor, Educational Psychology

Bilingual Education Program

College of Education and Human Development

Texas A&M University College Station

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| 608 Harrington Tower MS 4225 | E-mail: sacosta@tamu.edu |
| College Station, TX 77843 | Telephone: (979)458-4211 |
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| **Dr. Sandra Acosta** specializes in bilingual education and biliteracy, particularly for Hispanic, emergent bilinguals. Enriched by her experience as a former bilingual educator in Texas public schools, her research focuses on biliteracy development and effective teaching practices for emergent bilinguals and English learners. Her scholarship also examines teacher/practitioner research, as a tool for mediating novice teachers’ professional knowledge and supporting their progress from novice-to-expert teacher. Dr. Acosta has published in peer-reviewed journals and presented at national and international conferences on these topics. In addition to her publications on biliteracy and effective teacher practices, she has published on methodological aspects of action research and systematic reviews. These publications include a primer on action research and autoethnography for health professionals. She also developed the Methodological Quality Questionnaire (MQQ), a rating scale for critically assessing primary studies in systematic reviews. Dr. Acosta has worked on multidisciplinary teams as an expert in issues related to bilingualism, biliteracy, and teacher professional development. In addition, she has collaborated with health promotion researchers on the evaluation of heath literacy assessment translations for limited English proficient adults.  |

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| **EDUCATION** |
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| Ph.D.  | Educational PsychologyTexas A&M UniversityCollege Station, TexasAcademic Advisor: Rafael Lara-Alecio |
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| M.Ed. | Public School Administration St. Thomas UniversityHouston, Texas |
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| M.A. | Spanish (Philology)University of WisconsinMadison, WisconsinMentor: John Nitti |
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| B.A. | Spanish (Literature)The University of TexasAustin, TexasMentor: Luisa López-Grigera |

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| **PROFESSIONAL CERTIFICATES** |
|  |
| * Superintendent of Schools (Texas)
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| * Mid-Management Administrator (Grades PK – 12, Texas)
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| * Educational Diagnostician (Grades PK – 12, Texas)
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| * Elementary Teacher Self-Contained (Grades PK – 05, Texas)
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| * Bilingual/ESL (Grades PK – 05, Texas)
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| * Facilitator for IEP Meetings (Special Education)
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| * Virtual Instructor Certificate (Center for Distance Learning, Texas A&M University)
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| **PROFESSIONAL EXPERIENCE** |
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| **ACADEMIC POSITIONS** |
|  |  |  |
| 2018-Present | Associate Professor  | *Texas A&M University**Bilingual Education Program**Educational Psychology Department**College Station, Texas*  |
|  |  |  |
| 2010-2018 | Assistant Professor  | *Texas A&M University**Bilingual Education Program**Educational Psychology Department**College Station, Texas*  |
|  |  |  |
| 2005-2009 | Assistant Lecturer | *Texas A&M University**Bilingual Education Program**Educational Psychology Department**College Station, Texas* |
|  |  |  |
| 2005-2008 | Undergraduate Coordinator | *Texas A&M University**Bilingual Education Program**Educational Psychology Department**College Station, Texas* |
|  |  |  |
| 1993-1995 | Research Assistant, ProjectStudent Learning Styles | *University of St. Thomas**School of Education and Human Services**Houston, Texas* |
|  |  |  |
| 1993-1995 | Adjunct Professor | *Houston Community College**Foreign Language Department**Houston, Texas* |
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|  | Adjunct Professor | *North Harris Montgomery Community College Foreign Language Department**Houston, Texas* |

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| **PUBLIC SCHOOL ADMINISTRATION** |
|  |  |  |
| 2003-2005 | Bilingual/ESL Coordinator | *La Porte Independent School District Houston, Texas* |
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| 2000-2003 | Assistant Principal | *Jackson Middle School* *Houston Independent School District**Houston, Texas* |
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| 1998-2000 | Assistant Principal (Special Education Programs) | *Clemente Martinez Elementary School* *Houston Independent School District**Houston, Texas* |
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| 1995-1998 | Bilingual EducationalDiagnostician | *Child Study Services**Houston Independent School District**Houston, Texas* |

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| **PUBLIC SCHOOL TEACHING** |
|  |  |  |
| 1987-1994 | Bilingual Education Teacher | *Houston Independent School District**Houston, Texas* |

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| **SPECIAL PROFESSIONAL ACTIVITIES** |
|  |  |
| 2008-2009 | Technical assistance in survey item translation (English-Spanish) for whole grains consumption research in schools.United States Department of Agriculture Food and Nutrition Service (USDA-FNS) and Texas A&M University. Washington, DC: Department of Agriculture |
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| 2005 | Testimony on funding proposals for bilingual education in public schools, TexasSenate Committee on Education |
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| 2005 | Testimony on bilingual education, Texas State Board of Education |
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| 2003 | Testimony on impact local education agencies of inadequate funding of bilingual education, Texas Senate |

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| **AWARDS, HONORS, AND FELLOWSHIPS** |
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| 2015 | ADVANCE Scholar, Texas A&M University, College Station |
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| 2011 | Second Place Winner, Dissertation Award, National Association for Bilingual Education (NABE) |
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| 2010 | Early Childhood Longitudinal Study Kindergarten Class of 1998-99 (ECS-K)Database Training Seminar, National Center for Education Statistics,Washington, D.C. |
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| 2005-2006 | President’s Award Scholarship ($5,000), Educational Psychology, Texas A&MUniversity, College Station, Texas  |
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| 2003 | TCWSE Conference Scholarship, awarded by the Texas Council of WomenSchool Executives (TCWSE) |
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| 2002 | Assistant Principal of the Year, awarded by the Association of Hispanic SchoolAdministrators (AHSA), Houston, Texas |
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| 2000 | Project Blueprint Class XX [Leadership institute for leaders of non-profitorganizations] United Way of Houston, Texas |
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| 1998 | Academic Excellence in Communicative Disorders, Department ofCommunications Honors Award, Texas Southern University, Houston, Texas |
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| 1995 | Impact II Grant Winner, Houston Independent School District, Houston, Texas |
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| 1991 | Earthwatch Teacher Fellowship, “The Mexican Art of Building,” Central Valleyof Mexico |
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| 1990 | Teacher/Staff Member of the Year, awarded by Volunteers in Public Schools (VIPS), Houston Independent School District, Houston, Texas |
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| 1990 | Earthwatch Teacher Fellowship, “Pre-Columbian Peoples,” Arica, Chile |
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| 1990 | Impact II Grant Winner, Houston Independent School District, Houston, Texas |
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| 1989 | Bilingual Education Teacher of the Year, Dow Elementary School, HoustonIndependent School District, Houston, Texas |
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| 1989 | Impact II Grant Winner, Houston Independent School District, Houston, Texas |

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| **GRANTS** |
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| **FUNDED GRANT/AWARD PROPOSALS** |
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| *Title*: Constructing Thinking Spaces for English Learners: An Instructional Model with Tools for Creative Thinking, Problem-Solving and Equitable Assessment***PI***: **Sandra** **Acosta**, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Tiberio Garza, Ph.D., Department of Educational Psychology, University of Nevada Las Vegas*Funding Agency*: (External) Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology II (CEMRRAT2), American Psychological Association*Purpose*: Create a mentoring framework for supporting pre-service undergraduate bilingual education teachers’ knowledge and skills development in second language acquisition pedagogy and lesson design with an emphasis on creativity, student problem-solving activities, and formative assessment*Duration of grant*: 2 years*Amount of Grant*: $4,500 |
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| *Title*: Creating Spaces for Differences: Transitioning Bilingual Education-ESL Students to Professional Teaching Careers ***PI***: **Sandra** **Acosta**, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Yolanda Padrón, Ed.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Patricia Goodson, Ph.D., Department of Health and Kinesiology, Texas A&M University College Station*Co-PI*: Hector Ramos Garcimartín, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Funding Agency*: (Internal) Office for Diversity, Texas A&M University College Station*Purpose*: Evaluate a framework for recruiting and retaining Spanish-speaking Hispanic bilingual education undergraduate students to develop and expand a Texas A&M footprint in bilingual education that is unique and serves the needs of the culturally and linguistically diverse students in Texas public schools*.**Duration of grant*: 2 years*Amount of Grant*: $5,500 |
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| *Title*: Project Bilingual Education Teacher Retention (2018) ***PI***: ***Sandra Acosta***, Ph.D., Educational Psychology, Texas A&M UniversityCo-I: Yolanda Padrón, Ed.D., Educational Psychology, Texas A&M UniversityCo-I: Hersh Waxman, Ph.D., Teaching, Learning and Culture, Texas A&M University*Funding Agency*: (Internal) CATAPULT TRIAD, Texas A&M University College Station.*Purpose*: Development of a Survey on Bilingual Education Teacher Retention*Duration of grant*: 1 year*Amount of Grant*: $10,000 |
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| *Title*: Validation of a Face-to-Face Instrument to Measure Medication Literacy (2015) *PI*: Charles Douglas, Ph.D., Rangel College of Pharmacy, Texas A&M Kingsville ***Co-I*: Sandra Acosta**, Ph.D., Educational Psychology, Texas A&M University*Co-I*: Carmen Tekwe, Ph.D., School of Rural Public Health, Texas A&M Kingsville*Funding Agency*: (Internal) PESCA Development, Texas A&M University College Station.*Purpose*: Validate a Spanish/English health literacy (over-the-counter medications) instrument*Duration of grant*: 1 year*Amount of Grant*: $24,447 |
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| *Title*: Diffusion of technological innovations: How are teachers integrating technology with English language learners in their classrooms? (2010) ***PI*: Sandra Acosta**, Ph.D., Educational Psychology, Texas A&M University, College Station*Funding Agency*: (Internal) Research Catalyst Grant, College of Education and Human Development, Texas A&M University College Station.*Purpose*: Identify technology used in ELL classrooms and networking/resources for integrating technology in classrooms.*Duration of grant*: 2 years*Amount of Grant*: $4,979 |
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| *Title*: Brazos Valley Aggies (2008) *PI*: David Byrd, Director of Recruitment, College of Education and Human Development***Co-PI*: Sandra Acosta**, Educational Psychology, Texas A&M University College Station*Funding Agency*: (Internal) Minority Recruitment and Retention Leadership Grant, Texas A&M University College Station*Purpose*: Recruit potential future bilingual education teachers from Hispanic high school students in the Brazos Valley (Texas)*Duration of grant*: 1 year*Amount of Grant*: $4,995 |
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| *Title*: Instructional Materials Award (2006) *PI*: Rafael Lara-Alecio, Ph.D., Director of Bilingual Education Program, Texas A&M University College Station***Co-PI*: Sandra Acosta**, Bilingual Education Program, Texas A&M University College Station*Funding Agency*: (External) Woodcock- Muñoz Foundation, Olympia, WA.*Purpose*: Obtain Woodcock-Muñoz Language Survey-Revised kits for training graduate and undergraduate students on the administration and standardization of language proficiency tests (Spanish/English).*Duration of grant*: N/A (materials grant - Woodcock-Muñoz Language Survey-Revised (WMLS-R) testing kits)*Amount of Grant*: $6,100 |

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| **CURRENT GRANT/AWARD PROPOSALS** |
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| *Title*: The Aggie Teacher Education Residency Model (aggieTERM) *PI*: Valerie Hill-Jackson, Ph.D., Department of Teaching, Learning, and Culture, Texas A&M University College Station***Co-PI*: Sandra Acosta**, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Miranda Walichowski, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Marcia Montague, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Debra McKeown, Ph.D., Department of Teaching, Learning and Culture, Texas A&M University College Station*Funding Agency*: (External) Texas Education Agency.*Purpose*: Provide a selective residency program for prospective teachers to teach in an underserved high-needs school district.*Duration of grant*: 2 years*Amount of Grant*: $220,000 |
| **UNFUNDED GRANT/AWARD PROPOSALS** |
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| *Title*: Preparing Future Teachers for Texas Schools: An Interdisciplinary Approach***PI*: Sandra Acosta**, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Jiling Liu, Ph.D., Department of Health and Kinesiology, Texas A&M University College Station*Co-PI*: Noelle Sweeny, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Funding Agency*: (Internal) Presidential Transformational Teaching Grant.*Purpose*: Provide a collaborative network for bilingual education teachers accepted into the TAMU early admissions program and undergraduate pre-service teachers from bilingual and health education where the students will develop health lessons and incorporate technology for language diverse students.*Duration of grant*: 2 years*Amount of Grant*: $60,000 |
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| *Title*: Coffee Origins Service Learning Course in Guatemala: High Impact EducationExperiences Through International Engagement of Students in STEM Fields *PI*: Juliana Rangel, Ph.D., Department of Entomology, Texas A&M University College Station*Co-PI*: Leonardo Lombardini, Ph.D., Department of Horticulture; Director, Center for Coffee Research and Education, Texas A&M University College Station***Co-PI***: **Sandra** **Acosta**, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Funding Agency*: (Internal) Global Engagement, Office of Vice Provost, Texas A&M University College Station*Purpose*: Promote high impact international experiences for TAMU undergraduates using coffee as a common denominator*.**Duration of grant*: 3 years*Amount of Grant*: $60,000 |
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| *Title*: The Coffee Umbrella Project (CUP) at Texas A&M University*PI*: Leonardo Lombardini, Ph.D., Department of Horticulture Sciences, Texas A&M University College Station***Co-PI*: Sandra** **Acosta**, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Mustafa Akbulut, Ph.D., Department of Chemical Engineering, Texas A&M University College Station*Co-PI*: Luis Cisneros-Zevallos, Ph.D., Department of Horticulture Sciences, Texas A&M University College Station*Funding Agency*: (Internal) Keck Foundation Grant: Science & Engineering Research Program*Purpose*: Provide innovative and high impact learning opportunities, including Study Abroad, for undergraduate students in a cross-disciplinary instructional model where bilingual education pre-service teachers will develop STEM lessons based on related science concepts.*Duration of grant*: 3 years*Amount of Grant*: $299,000 |
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| *Title*: Marshalling Aggies and Rebels for Las Vegas English Learners (MARVEL)*PI*: Tiberio Garza, Ph.D., Department of Educational Psychology, University of Nevada Las Vegas***Co-PI*: Sandra** **Acosta**, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Margarita Huerta, Ph.D., Department of Educational and Clinical Studies, University of Nevada Las Vegas*Co-PI*: Tracy Spies, Ph.D., English Language Learner (ELL) Program Coordinator, University of Nevada Las Vegas*Funding Agency*: (External) U.S. Department of Education, National Professional Development Program, Office of English Language Acquisition (OELA)*Purpose*: Increase the number of teachers certified to teach English learners in the Clark County School District (Nevada) and provide professional development to the teacher-participants via an online mentoring model.*Duration of grant*: 5 years*Amount of Grant*: $2,653,827 |
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| *Title*: The Coffee Umbrella Project (CUP) at Texas A&M University*PI*: Leonardo Lombardini, Ph.D., Department of Horticulture Sciences, Texas A&M University College Station***Co-PI*: Sandra** **Acosta**, Ph.D., Department of Educational Psychology, Texas A&M University College Station*Co-PI*: Mustafa Akbulut, Ph.D., Department of Chemical Engineering, Texas A&M University College Station*Co-PI*: Luis Cisneros-Zevallos, Ph.D., Department of Horticulture Sciences, Texas A&M University College Station*Funding Agency*: (Internal) Tier One Program (TOP) Grant: Integration of Multidisciplinary Research and Creative Activities into the Learning Experience*Purpose*: Provide innovative and high impact learning opportunities, including Study Abroad, for undergraduate students in a cross-disciplinary instructional model where bilingual education pre-service teachers will develop STEM lessons based on related science concepts.*Duration of grant*: 3 years*Amount of Grant*: $298,799 |
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| *Title*: Retelling and Writing Bilingual Structured Stories in Science: A Case Study of Emergent Bilingual Kindergarteners and Translanguaging***PI*: Sandra** **Acosta**, Ph.D., Educational Psychology, Texas A&M University College Station*Funding Agency*: (External) Teachers of English to Speakers of Other Languages (TESOL)*Purpose*: Investigate a translanguaging strategy for increasing emerging bilingual kindergarteners’ science vocabulary (English/Spanish) and apply their language knowledge in writing and orally.*Duration of grant*: 4 year*Amount of Grant*: $2,500 |
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| *Title*: Immigrant Adolescents’ Science Literacy in the United States from 2000–2012: Influences and Trends (2014; PISA US data)***PI*: Sandra Acosta**, Ph.D., Educational Psychology, Texas A&M University College Station*Funding Agency*: (External) American Educational Research Association (AERA). *Purpose*: Compare and identify trends in U.S. immigrant adolescents’ science literacy performance on the Program for International Student Assessment (PISA) of the Organisation for Economic Co-operation and Development (OECD) from 2000 (initiated)–2012 *Duration of grant*: 2 years*Amount of Grant/Award*: $35,000 |
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| *Title*: Project Evaluating Research Methods of Empirical Studies (ERMES; 2013)*Funding Agency*: (Internal) Program to Enhance Scholarly and Creative Activities (PESCA). ***PI*: Sandra Acosta**, Ph.D., Educational Psychology, Texas A&M University College Station*Purpose*: Validate the Methodological Quality Questionnaire (MQQ), a rating scale for measuring the methodological quality of systematic review studies and create a web-based training module for systematic reviewers to assess and score studies using the MQQ*Duration of grant*: 1 year*Amount of Grant/Award*: $10,000 |
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| *Title*: Immigrant Adolescents in the United States: What are the Trends and Lessons Learned from No Child Left Behind**?** (2013; PISA US data)***PI*: Sandra** **Acosta**, Ph.D., Educational Psychology, Texas A&M University College Station*Purpose*: Compare and identify trends in U.S. immigrant adolescents’ content area literacies—mathematics, reading, and science—performance on the Program for International Student Assessment (PISA) of the Organisation for Economic Co-operation and Development (OECD) from 2000 (initiated)–2012*Funding Agency*: (External) American Educational Research Association (AERA). *Duration of grant*: 2 years*Amount of Grant/Award*: $35,000 |
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| *Title*: A Pilot Study of Technology Integration in PK-12 classrooms with English Language Learners—Teachers’ Attitudes, Expectations, and Perception of Barriers (2010)*Funding Agency*: (Internal) Program to Enhance Scholarly and Creative Activities (PESCA). ***PI*: Sandra Acosta**, Ph.D., Educational Psychology, Texas A&M University College Station*Purpose*: Identify technology used in ELL classrooms and investigate teachers’ attitudes, expectations, and barriers to integrating technology in their classrooms.*Duration of grant*: 1 year*Amount of Grant/Award*: $10,000 |
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| *Title*: Integrating Technology For English Language Learners in the Classroom: Are We Transforming Practice Yet? (2010)***PI*: Sandra Acosta**, Ph.D., Educational Psychology, Texas A&M University College Station*Funding Agency*: (Internal) Mexican American and U.S. Latino Research Center (MALRC), Texas A&M. *Purpose*: Identify digital technology tools available in the classroom and how those tools are integrated into curricula and instructional delivery employing a cross-sectional survey, Technology Integration in the Classroom Survey (TICS; Acosta, 2009, unpublished).*Duration of grant*: 1 year*Amount of Grant/Award*: $5,000 |

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| **PUBLICATIONS** |
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| **Note:** Names with \* indicate co-authors/-presenters were doctoral students from Texas A&M University, College Station, Texas; Names with ‡ indicate co-authors/-presenters were Master’s students from Texas A&M University, College Station, Texas; Names with † indicate co-authors/-presenters were undergraduate students from Texas A&M University, College Station, Texas |

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| **DOCTORAL DISSERTATION** |
|  |
| Acosta, S. (2010). *High-Stakes reading assessment and English oral language development: A study of third grade English language learners in a Texas school district.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3416136, Texas A&M University). Academic Advisor: Dr. Rafael Lara-Alecio. |
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| **PEER REVIEWED JOURNAL ARTICLES** |
|  |
| Acosta, S., Garza, T., Hsu, H.-Y., Goodson, P., Padrón, Y., Goltz, H. H, & **Johnston, A**. (in press). The Accountability Culture: A Systematic Review of Research on English Learners and High-Stakes Testing From 2001–2016. *Educational Psychology Review*. doi: 10.1007/s10648-019-09511-2 |
|  |
| Hsu, H-Y., Lee, K., Bentley, J. & Acosta, S. (2019). Investigating the role of school-based extracurricular activity participation in adolescents’ learning outcomes: A propensity score method. *Journal of Education and Learning, 8*(4), 8–17. |
|  |
| Acosta, S., \*Chen, X., Goltz, H., Goodson, P., & Padrón, Y. (2018). A case study of novice bilingual education teachers conducting action research and diffusing teaching innovations. *Urban Education*. Advance online publication. doi:10.1177/0042085918805148  |
|  |
| \***Chen, X**., Goodson, P., Acosta, S., Berry, A., & McKyer, L.E. (2018). Assessing health literacy among populations with limited English proficiency: A case of Chinese American immigrants. *Health Literacy Research and Practice*, *2*(2):e94-e106. (open access: <https://doi.org/10.3928/24748307-20180405-01>) |
|  |
| \***Chen, X**., Acosta, S., & Berry, A. (2017). Machine or Human? Evaluating a language translation mobile app for diabetes education material. *Journal of Medical Internet Diabetes*, *2*(1), e13. (open access; Journal of Medical Internet Research [JMIR] publications). doi:10.2196/diabetes.7446  |
|  |
| Hsu, H-Y., Lin, J-H., Kwok, O., Acosta, S., & Willson, V. (2017). The impact of intra-class correlation (ICC) on the effectiveness of level-specific fit indices in multilevel structural equation modeling (MSEM): A Monte Carlo study. *Educational and Psychological Measurement, 77*(1), 5–31. doi: 10.1177/0013164416642823  |
|  |
| \***Chen, X**., Acosta, S., & Berry, A. (2016). Evaluating the accuracy of Google Translate website for diabetes education material. *Journal of Medical Internet Diabetes*, *1*(1). (open access; Journal of Medical Internet Research [JMIR] publications). url: http://diabetes.jmir.org/2016/1/e3/ |
|  |
| Gonzalez, J. E., Acosta, S., Pollard-Durodola, S., Soares, D., Davis, H., Saenz, L., Resendez, N., Zhu, L. (2016). Latino maternal literacy beliefs and practices mediating socioeconomic status and maternal education effects in predicting child receptive vocabulary. *Early Education and Development, 28*(1), 78–95. doi: 0.1080/10409289.2016.1185885  |
|  |
| \***Chen, X**., Goodson, P., & Acosta, S. (2015). Blending health literacy with an English as a second language curriculum: A systematic literature review. *Journal of Health Communication, 20*, 101–111. doi: 10.1080/10810730.2015.1066467 (Special issue on Advancing Health Literacy Research).  |
|  |
| Acosta, S., Goltz, H. H., & Goodson, P. (2015). Autoethnography in action research for health education practitioners. *Action Research*, *13*(4), 411–431. doi: 10.1177/1476750315573589  |
|  |
| Hsu, H-Y., Kwok, O., Acosta, S., & Lin, J-H. (2015). Detecting misspecified multilevel SEMs using common fit indices: A Monte Carlo study. *Multivariate Behavioral Research*, *50*(2), 197–215. doi:10.1080/00273171.2014.977429  |
|  |
| Goltz, H. H., & Acosta, S. (2015). A rare family: Exploring genetic literacy in an online support group. *Journal of Family Strengths*, 15(2). (Special issue on Literacy). http://digitalcommons.library.tmc.edu/jfs/vol15/iss2/6 |
|  |
| Acosta, S., & Goltz, H. (2014). Transforming practices: A primer on action research. *Health Promotion Practice*, *15*(4), 465–470. doi:10.1177/1524839914527591 |
|  |
| Hsu, H.-Y., Lau, H.-H., Acosta, S., Lai, Y.-H. & (2014). Impact of participation in extracurricular activities during college on graduate employability: An empirical study of graduates of Taiwanese business schools. *Educational Studies*, *40*(1), 26–47. doi: 10.1080/03055698.2013.830244  |
|  |
| Acosta, S., & Hsu, H.-Y. (2014). Shared academic values: Testing a model of the association between Hong Kong parents’ and adolescents’ perception of the general value of science and scientific literacy. *Educational Studies*, *40*(2), 174–195. doi: 10.1080/03055698.2013.866889 |
|  |
| Acosta, S., & Hsu, H.-Y. (2014). Negotiating diversity: An empirical investigation into family, school, and student factors influencing New Zealand adolescents’ science literacy. *Educational Studies*, *40*(1), 98–115.doi:10.1080/03055698.2013.830243 |
|  |
| Acosta, S., & \***Garza, T**. (2011). The podcasting playbook: A typology of evidence-based podagogy for prek-12 classrooms with English language learners. *Research in the Schools***,** *18*(2), 39–56. https://search.proquest.com/results/2AEE762C76DE4B35PQ/1?accountid=7082 (Systematic review) |
|  |
| Acosta, S., & Hsu, H. (2010). Priming the pump: A case study of pre-service bilingual education teachers’ Spanish writing. *Texas Association for Bilingual Education (TABE) Journal*, *12*(1), 76–107. http://www.tabe.org/publications.cfm?subpage=424147 |
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| Irby, B., Tong, F., Lara-Alecio, R., Mathes, P., Acosta, S., & Guerrero, C. (2010). Quality of instruction, language of instruction, and Spanish-speaking English language learners’ performance on a state reading achievement test. *Texas Association for Bilingual Education (TABE) Journal*, *12*(1), 1–42.  |
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| **TEST REVIEWS** |
|  |
| Acosta, S. (in press) [Review of the IPT Early Literacy Test-Third Edition: K–1]. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The nineteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements. |
|  |
| Acosta, S. (2017) [Review of the VersantTM English Placement Test]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 847–849). Lincoln, NE: Buros Institute of Mental Measurements. |
|  |
| Acosta, S. (2017) [Review of the Academic Achievement Battery Screening Form]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 11–13). Lincoln, NE: Buros Institute of Mental Measurements. |
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| Acosta, S. (2014) [Review of the Computerized Oral Proficiency Instrument]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook*(pp. 187–189). Lincoln, NE: Buros Institute of Mental Measurements. |
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| Acosta, S. (2014) [Review of the Michigan English Test]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook*(pp. 435–437). Lincoln, NE: Buros Institute of Mental Measurements. |
|  |
| Acosta, S. (2010) [Review of the Test of Early Language Development-Third Edition: Spanish Version]. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook*(pp. 627–629). Lincoln, NE: Buros Institute of Mental Measurements. |
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| **PEER REVIEWED BOOK REVIEWS**  |  |
|  |  |
| Acosta, S., & Goltz, H. H. (2011). Connecting the dots: Theory in research and practice [Review of *Theory in health promotion research and practice: Thinking outside the box* by P. Goodson]. *Educational Studies*, *47*(6), 583-588. doi:0.1080/00131946.2011.621077 |  |

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| **MANUSCRIPTS UNDER REVIEW**  |
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| Acosta, S., Garza, T., Hsu, H.-Y., & Goodson, P. Assessing Quality in Systematic Reviews: A Case Study of Novice Rater Training. *Sage Open.* |
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| **PEER REVIEWED CHAPTERS/BOOK SECTIONS**  |
|  |
|  Acosta, S., & Goltz, H. (2015). Transforming practices: A primer on action research. In K.D. Denard & K.J. Schmalz (Eds.), *Tools of the trade*, Volume 3. (e-book). Washington, DC: Society for Public Health Education [SOPHE]).  |
|  |
| Chen, X., & Acosta, S. (2019). Computer-aided healthcare translation. In M. Ji (Ed.), *Cross-cultural health translation: Exploring methodological and digital tools*. London, England: Routledge. |
|  |
| Chen, X., Acosta, S., Goodson, P., Berry, A., & McKyer, L.E. (in press). A systematic literature review and meta-analysis of the non-English TOFHLA. *Oxford handbook of translation and social practices*.  |

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| **NON-PEER REVIEWED PUBLICATIONS**  |
|  |
|  Acosta, S. (2008) *Reference manual: Bilingual education undergraduate programs*. Unpublished document, Educational Psychology Department, Texas A&M University, College Station, Texas. |
|  |
| Acosta, S., & Walichowski, M. (2007) *Bilingual education programs: Undergraduate teacher preparation student advisement handbook.* Unpublished document, Educational Psychology Department, Texas A&M University, College Station, Texas. |
|  |
| Acosta, S. (2005). *Handbook bilingual/ESL program*. Unpublished document, Curriculum and Instruction Department, La Porte Independent School District, La Porte, Texas. |
|  |
| Acosta, S. (2003). *Language Proficiency Assessment Committee (LPAC) manual.* Unpublished document, Curriculum and Instruction Department, La Porte Independent School District, La Porte, Texas. |

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| **CONFERENCE PRESENTATIONS**  |
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| ***PEER REVIEWED PAPER PRESENTATIONS*** |
|  |
| Acosta, S., & **\*Shu, L**. (2020, April). *What’s in an ID? An Exploratory Model of Pre-Professional Identity Development in Bilingual Education Undergraduates.* American Educational Research Association (AERA) 2020 Annual Conference, San Francisco, CA. AERAOnline Paper Repository http://www.aera.net/repository |
|  |
|  **\*Shu, L**., & Acosta, S. (2020, February). *An Exploratory Model of Pre-Professional Identity Development in Bilingual Education Teachers-in-Training*.Southwest Educational Research Association (SERA) 43rd Annual Conference, Arlington, TX. |
|  |
| Chen, X., Goodson, P., Acosta, S., Berry, A., & McKyer, E. L. J. (2018, March). *Assessing Health Literacy among Populations with Limited English Proficiency: A Case of Chinese American Immigrants.* American Academy of Health Behavior (AAHB) 2018 Annual Conference, Portland, OR.  |
|  |
| Acosta, S., Garza, T., & Hsu, H-Y. (2017, April). *Assessing Study Quality Using the Methodological Quality Questionnaire: A Case Study of Novice Rater Training.* American Educational Research Association (AERA) 2017 Annual Conference, San Antonio, TX. AERAOnline Paper Repository http://www.aera.net/repository |
|  |
| Acosta, S. \***Chen, X**., & Goltz, H. H. (2016, April). *Breakfast of innovators: Action research, scholarship, and bilingual education.* American Educational Research Association (AERA) 2016 Annual Conference, Washington, DC. AERA Online Paper Repository http://www.aera.net/repository |
|  |
|  Acosta, S. (2015, February). *First-year bilingual education teachers as instructional leaders: Integrating systems thinking with action research*.Southwest Educational Research Association (SERA) 38th Annual Conference, San Antonio, TX. |
|  |
|  \***Garza, T**., Acosta, S., & Goldsby, D. (2013, February). *How systematic are systematic reviews in critically evaluating evidence?* Southwest Educational Research Association (SERA) 36th Annual Conference, San Antonio, TX. |
|  |
| Acosta, S., & Goldsby, D. (2012, February). *Integrating technology in the classroom: Pre-service teachers’ perceptions about educational website evaluation.* Southwest Educational Research Association (SERA) 35th Annual Conference, New Orleans, LA. |
|  |
| Hsu, H.-Y., & Acosta, S. (2011, April). *The role of parents in adolescents’ scientific literacy in Hong Kong: Exploring the transmission of general value of science using the Program for International Student Assessment (PISA) 2006.* American Educational Research Association (AERA) 2011 Annual Conference, New Orleans, LA. |
|  |
| Acosta, S., & Goldsby, D. (2011, February). *Rubrics for evaluating educational websites.* Southwest Educational Research Association (SERA) 34th Annual Conference, San Antonio, TX. |
|  |
| \***Garza**, **T**., & Acosta, S. (2011). Podcasting, narrated PowerPoint, and web-based stand alone instructional modules: Three digital tools for learner-centered classrooms. In Proceedings of Society for Information Technology & Teacher Education International Conference 2011 (pp. 2460–2464). Chesapeake, VA: AACE. |
|  |
| Acosta, S., Irby, B., Lara-Alecio, R., & Mathes, P. (2010, May). *English oral language trajectory and high-stakes reading assessment for third grade English language learners.* American Educational Research Association (AERA) 2010 Annual Conference, Denver, CO. |
|  |
| Acosta, S. (2010, February). *English oral language development and English language learners: A systematic review of the literature.* Southwest Educational Research Association (SERA) 33nd Annual Conference, New Orleans, LA. |
|  |
| Acosta, S. (2009, February). *High-stakes reading assessment and English oral language development.* Southwest Educational Research Association (SERA) 32nd Annual Conference, San Antonio, TX. |
|  |
| Acosta, S. (2008, February). *Using Wright’s rules in path analysis.* Southwest Educational Research Association (SERA) 31st annual conference, New Orleans, LA. |

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| ***PEER REVIEWED ORAL PRESENTATIONS WITH NO PAPER*** |
|  |
|  Acosta, S., & Goodson, P. (2016, June). *Communicating with editors and reviewers: Do’s and don’ts.* Text and Academic Authors Association (TAA) Annual Conference, San Antonio, TX. |
|  |
|  †**Yamin, K**., & Acosta, S. (2014, April). *Emotional intelligence + participative action research: Why? How?* Student Conference on Latino Affairs (SCOLA) 26th Annual Conference, College Station, TX. |
|  |
|  ‡**Vega, Y.**, †**Jiménez Wong, Y. A**., & Acosta, S. (2012, April). *Putting the plus back into subtractive language policies in public schools: Recovering our language, identity, and self-worth.* Student Conference on Latino Affairs (SCOLA) 24th Annual Conference, College Station, TX. |
|  |
| ‡**Vega, Y.**, & Acosta, S. (2011, February). *eXtreme Reading: Strategies for creating successful readers.* National Association for Bilingual Education (NABE) 40th Annual Conference, New Orleans, LA. |
|  |
| Honoré, H., Acosta, S., Honoré-Jones, M., Chen, Lei-Shih, Latini, D., & Goodson, P. (2010, November). *Exploring the relationship between genetic stigma and sexual decision-making among college students.* 138th Annual Conference, American Public Health Association, Denver, CO. |
|  |
| ‡**Álvarez, C**., ‡**Treviño, S**., & Acosta, S. (2009, October). *Transforming and motivating the struggling ELL Reader: From fluency to prediction*. Texas Association for Bilingual Education (TABE) 37th Annual Conference, Houston, TX. |
|  |
| †**Dávila, M.**, †**Huerta, B**., & Acosta, S. (2009, October). *Science inquiry for first grade: Readers' Theatre and note-taking in a concept-based thematic unit.* Texas Association for Bilingual Education (TABE) 37th Annual Conference, Houston, TX. |
|  |
| Acosta, S. (2009, February). *High-stakes reading assessment and English oral language development: A study of third grade English language learners in a Texas school district.* National Association for Bilingual Education (NABE) 38th Annual Conference, Austin, TX. |
|  |
| Acosta, S. (2006, October). *The bilingual field experience: An emerging delivery model framework to accelerate English and guide pre-service teacher development*. Texas Association for Bilingual Education (TABE) 34th Annual Conference. Galveston, TX. |
|  |
| †**Díaz, N**., †**Barragán, A**., & Acosta, S. (2006, October). *Simple machines: Designing concept-based units.* Texas Association for Bilingual Education (TABE) 34th Annual Conference, Galveston, TX. |
|  |
| Acosta, S. (2001, October). *ABC’s of student behavior contracts*. Houston Area Association for Bilingual Education conference, Houston, TX. |
|  |
| Acosta, S. (1995, October). *Ten frame fever: Increasing math fluency in first grade.* Houston Area Association for Bilingual Education annual conference, Houston, TX. |

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| ***PEER REVIEWED POSTER PRESENTATIONS WITH PAPER*** |
|  |
| \***Garza, T.**, Acosta, S., & Hsu, H-Y. (2013, July). *Evaluating a systematic rating review scale: The Methodology Quality Questionnaire.* American Psychological Association (APA), 121st Annual Convention, Honolulu, HI. AERA Online Paper Repository http://www.aera.net/repository |
|  |
| Hsu, H-Y., & Acosta, S. (2013, July). *Alternative procedure for incorporating aggregate level 2-Variables in the two-level model.* American Psychological Association (APA), 121st Annual Convention, Honolulu, HI. |
|  |
| Hsu, H-Y., & Acosta, S. (2013, April). *Aggregate variables are not always reliable: Two-step procedure for incorporating aggregate variables in the two-level model.* American Educational Research Association (AERA) 2013 Annual Conference, San Francisco, CA. |
|  |
| \***Garza, T.**, & Acosta, S. (2013, April). *Assessing educational research evidence in systematic reviews: The psychometric characteristics of the Methodological Quality Questionnaire.* American Educational Research Association (AERA) 2013 Annual Conference, San Francisco, CA. AERA Online Paper Repository http://www.aera.net/repository |
|  |
| \***Garza, T.**, & Acosta, S. (2011, March). *Podcasting, narrated PowerPoint, and web-based stand alone instructional modules: Three digital tools for learner-centered classrooms.* 22nd International Conference, Society for Information Technology & Teacher Education, Nashville, TN. |

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| ***PEER REVIEWED POSTER PRESENTATIONS WITH NO PAPER*** |
|  |
| \***Chen, X**., Acosta, S., & McKyer, E.L.J. (2016, October). A Systematic Literature Review and Reliability Generalization Meta-Analysis of the Translated TOFHLA. Presented at 8th Health Literacy Research Conference, Bethesda, Maryland. |
|  |
| Honoré, H., Acosta, S., Latini, D., & Goodson, P. (2010, November). *Genetic literacy among college students: The best-case scenario.* 138th Annual Conference, American Public Health Association, Denver, CO. |
|  |
| Acosta, S., Honoré, H., Goodson, P., Padrón, Y., & Lara-Alecio, R. (2010, June). *High-stakes testing and English language learners: A systemic review of the research evidence.* The Society for the Psychological Study of Ethnic Minority Issues, Division 45 of American Psychological Association, Inaugural Conference, Ann Arbor, MI |
|  |
| Honoré, H., Acosta, S., Latini, D., & Goodson, P. (2010, May). *Cancer literacy among college students: Missing a subtle but meaningful distinction.* 7th Biennial Cancer, Culture & Literacy Conference, Clearwater, FL. |
|  |
| Honoré, H., Acosta, S., Latini, D., Chen, J., & Goodson, P. (2010, April). *Genetic literacy among college students: The best-case scenario.* Department of Medicine Research Symposium, Baylor College of Medicine, Houston, TX. |
|  |
| Honoré, H., Acosta, S., Latini, D., Chen, J., & Goodson, P. (2010, April). *Exploring the relationship between genetic stigma and sexual decision-making among college students.* Department of Medicine Research Symposium, Baylor College of Medicine, Houston, TX. |

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| ***PEER REVIEWED WORKSHOPS*** |
|  |
| ‡**Nelson, A.**, ‡**Rueda, M.**, & Acosta, S. (2013, October). *Action (teacher) research: What is it? How to do it? Why is it important for increasing student learning and engagement?* Texas Association for Bilingual Education (TABE) 41st Annual Conference, Houston, TX. |
|  |
| Valdéz, P., & Acosta, S. (2012, October). *Early childhood science exchange: Teachers sharing science lessons, strategies, and instructional activities.* Texas Association for Bilingual Education (TABE) 40th Annual Conference, San Antonio, TX. |
|  |
| †**Nelson, A.**, \***Garza, T**., & Acosta, S. (2012, February). *Increasing student engagement with electronic learning centers: Vodcasting.* National Association for Bilingual Education (NABE) 41st Annual Conference, Dallas, TX. |
|  |
| †**Nelson, A.**, \***Garza, T.**, & Acosta, S. (2011, October). *Bringing technology into the classroom: Podcasting and vodcasting.* Texas Association for Bilingual Education (TABE) 39th Annual Conference, McAllen, TX. |
|  |
| †**Nicolau, S.**, †**Nelson, A.**, & Acosta, S. (2010, November). *Bringing technology into the ESL classroom: SMART Boards and narrated PowerPoints.* National Association for Bilingual Education (NABE) 40th Annual Conference, New Orleans, LA. |
|  |
| †**Nicolau, S.**, †**Nelson, A.**, & Acosta, S. (2010, November). *Bringing technology into the ESL classroom: SMART Boards and narrated PowerPoints.* Texas Teachers of English of Speakers of Other Languages II (TexTESOL II) Annual Conference, San Antonio, TX. |
|  |
| *\****Garza, T.**, & Acosta, S. (2010, February). *Bringing technology into the classroom: Podcasting.* National Association for Bilingual Education (NABE) 39th Annual Conference, Denver, CO. |
|  |
| *\****Garza, T.**, & Acosta, S. (2009, October). *Bringing technology into the classroom: Podcasting.* Texas Association for Bilingual Education (TABE) 37th Annual Conference, Houston, TX. |

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| ***INVITED WORKSHOPS/PRESENTATIONS*** |
|  |
| Acosta, S. (2017, April). *Diffusing innovations and growing social capital in schools: A case study of novice teachers and practitioner research.* Presentation for Educational Psychology Student Organization (EPSO), doctoral students in the Department of Educational Psychology, Texas A&M University, College Station, TX. |
|  |
| Acosta, S. (2014, October). *Autoethnography in action research for health education practitioners.* Presentation for HLTH 649 Advanced Health Behavior Theory doctoral students in the Department of Health and Kinesiology, Texas A&M University, College Station, TX. |
|  |
| Acosta, S. (2012, February). *How to prepare oral presentations for TABE and NABE annual conferences: A guide for undergraduate pre-service teachers.* Presentation for Bilingual Education Student Organization (BESO), Texas A&M University, College Station, TX. |
|  |
| Acosta, S. (2011, October). *Biliteracy and oral language development: Research, pedagogy, LPAC.* Presentation for DTELL school psychology doctoral students in the Department of Educational Psychology, Texas A&M University, College Station, TX. |
|  |
| Acosta, S. (2005, October).*ESL certification review courses: Certifying ESL teachers in Texas public schools.* Region IV Education Service Center, 2nd Annual Bilingual Conference. Houston, TX. |
|  |
| Acosta, S., & Romero, A. (2005, April). *ESL program models that bridge the gap for English language learners.* Mexican American School Board Association (MASBA), 4th Annual Conference, San Antonio, TX. |
|  |
| Acosta, S. (2004, November) *Teaching English language learners,* Accomplished Teachers’ Academy, La Porte Independent School District, La Porte, TX. |
|  |
| Acosta, S. (1998, November). *Equity and excellence for all learners: Special education.* Prairie View A&M University, Prairie View, TX. |

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| **TALKS AND SPEECHES** |
|  |
| Acosta, S. (2005, May). Plenary Speaker. *State of TABE: Strategic planning.* Region I Education Service Center 3rd Annual Bilingual Symposium, South Padre Island. |
|  |
| Acosta, S.(2005, March). Featured Speaker. *TABE: Tomando acción, tu voz cuenta/Taking action, your voice counts.*  San Antonio Association for Bilingual Education (SAABE) annual conference. San Antonio, TX. |
|  |
| Acosta, S. (2004, October) Featured Speaker. *Bilingual education: Advocating for English language learners.* Panel member, Texas Association for Bilingual Education (TABE), 32nd Annual Conference, El Paso, TX. |
|  |
| Acosta, S. & Green, J.(2000, October). *Collaboration among professional organizations for English language learners*, Collaborative summit, TEXTesol annual conference, San Antonio, TX. |
|  |
| Acosta, S. (1999, January). *Their future is in your hands: English language learners in the primary grades.* Winter Bilingual Education Conference, Alief Independent School District. |

**TEACHING**

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| **COURSES** |
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| ***GRADUATE*** |
|  |  |
| BIED 613: | *Spanish/English Biliteracy,* Texas A&M University. Introduces the major components of the biliteracy process, socio-linguistic theories of second language acquisition, and instructional approaches and models for supporting biliteracy development. |
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| BIED 619: | *Second Language Acquisition in PreK-12: Advanced Theory and Practice,* Texas A&M University. Focuses on second language acquisition theories and the basic competencies related to incorporating theory into research and practice. |
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| BIED 683: | *Field Practicum in Issues Related to Bilingual Education,* Texas A&M University. Presents a systematic approach to instructional design in bilingual classrooms with an emphasis on technology integration strategies for increasing student discourse and engagement. |
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| BIED 684: | *Professional Internship,* Texas A&M University. Provides a foundation for developing skills and knowledge to design and conduct small-scale empirical studies in bilingual classrooms using action research approach. |
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| BIED 685: | *Directed Studies in Bilingual Education,* Texas A&M University. Provides a platform for pursing independent research using action research approach in a specific area of practitioner interest while working under the supervision of a faculty member. |

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| ***UNDERGRADUATE*** |
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| BEFB 476: | *Content Area Instruction for Bilingual Programs,* Texas A&M University Provides a framework for developing knowledge and skills in second language acquisition pedagogy that includes lesson design in the core content areas using an inquiry-based approach. (Conducted in Spanish.) |
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| BEFB 470: | *Bilingual Assessment and Monitoring,* Texas A&M University Provides an overview of basic concepts in the formal and informal assessment of English language learners using standardized tests and observational data collection. (Conducted in Spanish.) |
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| BEFB 474: | *Biliteracy for Bilingual and Dual Language Programs,* Texas A&M University Introduces the concepts of biliteracy in bilingual education program models and provides exposure to lesson design and instructional delivery. |
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| BEFB 472: | *Bilingual and Dual Language Methodologies,* Texas A&M University Introduces the history and legal framework of bilingual education in Texas and the United States. |

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| **MENTORING** |
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| ***GRADUATE STUDENTS (DOCTORAL)*** |
|  |  |  |  |
| 2016-2017 | Mentor | Jiacheng Lu | Bilingual Education*Texas A&M University Collect Station* |
|  |  |  |  |
| 2016 | Mentor | Mizzo Kwon | Urban Planning*Texas A&M University Collect Station* |
|  |  |  |  |
| 2016 | Mentor | Jiniva Serrano | Graduate Teaching Academy Teaching MentorProgram, *Texas A&M University College Station* |
|  |  |  |  |
| 2015-2018 | Mentor | Xuewei Chen | Health & Kinesiology Program, *Texas A&M University College Station*Dissertation Committee Member |
|  |  |  |  |
| 2011-2015 | Mentor | Tiberio Garza | Bilingual Education Program, College ofEducation and Human Development StrategicFellowship ($20,000, 2012),*Texas A&M University College Station*Dissertation Committee Member |
|  |  |  |  |
| 2009 | Mentor | Eddi Ying | Graduate Teaching Academy Teaching MentorProgram, *Texas A&M University College Station* |

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| ***GRADUATE STUDENTS (MASTER’S)*** |
|  |  |  |  |
| 2015-2017 | Mentor | Elizabeth Castillo | Bilingual Education Program*Texas A&M University College Station* |
|  |  |  |  |
| 2012-2013 | Mentor | Annabelle Nelson | Bilingual Education ProgramTexas A&M University College Station |
|  |  |  |  |
| 2012-2013 | Mentor | Myrna Limón-Rueda | Bilingual Education Program*Texas A&M University College Station*Master’s Examination Committee Co-Chair |

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| ***UNDERGRADUATE GRADUATE STUDENTS*** |
|  |
| 2014-2017 | Mentor | Sandra Ramirez | Century Scholars Program*Texas A&M University College Station* |
|  |  |  |  |
| 2011-2012 | Mentor | Susana Nicolau | College of Education and Human DevelopmentJane Stallings Student Service Award ($5,000)*Texas A&M University College Station* |
|  |  |  |  |
| 2008 | Mentor | Daniel de la Rosa | College of Education and Human DevelopmentJane Stallings Student Service Award ($5,000)*Texas A&M University College Station* Master’s Committee Co-Chair |
|  |  |  |  |
| 2007 | Mentor | Yessenia Vega | Sigma Lambda GammaStudent Academic SuccessMentoring Program*Texas A&M University College Station* |
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| 2006-2007 | Mentor |  | Insights Alumni Mentoring Students Program*University of St. Thomas, Houston, Texas* |

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| ***STUDENT ORGANIZATION FACULTY ADVISOR***  |
|  |  |
| 2013-2014 | Bilingual Education Student Association (BESO)*Texas A&M University College Station* |
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| 2007-2009 | Stay in School, Continue Your Education, and Achieve Your Goals/ Sigue en la escuela, continúa con tu educación y alcanza tus metas*Texas A&M University College Station* |

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| **GRANTS (TEACHING)** |  |
|  |  |  |
| 2013 | College of Education & Human DevelopmentUndergraduate Student Research Initiative(USRI), Work Study Award to Undergraduate Student | *Texas A&M University College Station* |
|  |  |  |
| 2012 | College of Education & Human DevelopmentUndergraduate Student Research Initiative(USRI), Work Study Award to Undergraduate Student | *Texas A&M University College Station* |
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| 2011 | College of Education & Human DevelopmentUndergraduate Student Research Initiative(USRI), Work Study Award to Undergraduate Student | *Texas A&M University College Station* |

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| **STUDENT ADVISING** |
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| ***GRADUATE STUDENTS (DOCTORAL)*** |
|  |  |  |  |  |
| ***Past Dissertation Committee Member*** |  |  |  |
|  |  |  |  |  |
| Tiberio Garza | Bilingual Education  | Ph.D. | 2015 | Chair: Rafael Lara-Alecio |
| Ivonne Estrella | School Psychology  | Ph.D. | 2016  | Chair: Cynthia Riccio |
| Xuewei Chen | Health & Kinesiology  | Ph.D. | 2017  | Chair: Lisako McKyer |
| Glenda Thacker | Teaching, Learning & Culture  | Ph.D. | 2019  | Chair: Julie Singleton |

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| ***Dissertation Committee Member*** |  |  |  |
|  |  |  |  |  |
| Yoheily Widdison | Educational Psychology  | Ph.D. | 2020 EXP | Chair: Yolanda Padrón |
| Carlos Ortiz | Educational Psychology  | Ph.D. | 2022 EXP | Co-Chairs: Fuhui Tong Rafael Lara-Alecio |
| Ramón Salazar | Educational Psychology  | Ph.D. | 2020 EXP | Chair: Yolanda Padrón |
| Karen Harper | Teaching, Learning & Culture  | Ph.D. | 2018 EXP | Chair: Julie Singleton |
| Valerie Choron | Teaching, Learning & Culture  | Ph.D. | 2018 EXP | Chair: Julie Singleton |
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| ***GRADUATE STUDENTS (MASTER’S)*** |
|  |  |  |  |  |
| ***Past Master’s Examination Committee Chair*** |
|  |  |  |  |  |
| Sarah Velazquez-Castro | Bilingual Education  | M.Ed. | 2019 | Chair: Sandra Acosta |

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| ***Master’s Examination Committee Chair*** |
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| Aide Paola Salgado | Bilingual Education  | M.Ed. | 2020EXP | Chair: Sandra Acosta |

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| ***Past Master’s Examination Committee Co-Chair*** |
|  |  |  |  |  |
| Heidy Son | Bilingual Education  | M.Ed. | 2012 | Chair: Rafael Lara-Alecio |
| LeeAnn Herrera | Bilingual Education  | M.Ed. | 2012 | Chair: Yolanda Padrón |
| Elizabeth Cruz | Bilingual Education  | M.Ed. | 2012 | Chair: Fuhui Tong |
| Betsy Hernández | Bilingual Education  | M.Ed. | 2012 | Chair: Fuhui Tong |
| Daniel De La Rosa | Bilingual Education  | M.Ed. | 2012 | Chair: Fuhui Tong |
| Alison Bowen | Bilingual Education  | M.Ed. | 2013 | Chair: Yolanda Padrón |
| Jorge Villa | Bilingual Education  | M.Ed. | 2013 | Chair: Fuhui Tong |
| Guadalupe Vega | Bilingual Education  | M.Ed. | 2014 | Chair: Fuhui Tong |
| Myrna Limón-Rueda | Bilingual Education  | M.Ed. | 2014 | Chair: Yolanda Padrón |
| Angelita Yañez | Bilingual Education  | M.Ed. | 2016 | Chair: Yolanda Padrón |
| Ana K. Ortiz | Bilingual Education  | M.Ed. | 2016 | Chair: Yolanda Padrón |

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| ***Master’s Examination Committee Co-Chair*** |
|  |  |  |  |  |
| Adrian Lara | Bilingual Education  | M.Ed. | 2019EXP | Chair: Yolanda Padrón |
| Medrana, Vanessa | Bilingual Education | M.Ed. | 2020EXP | Chair: Yolanda Padrón |
| Clarissa Melchor | Bilingual Education  | M.Ed. | 2020EXP | Chair: Yolanda Padrón |
| ***Past Master’s Examination Committee Member*** |  |  |
|  |  |  |  |  |
| Sara Treviño | Bilingual Education | M.Ed. | 2011 | Chair: Yolanda Padrón |
| Jennifer Farmer | Health & Kinesiology  | M.Ed. | 2012 | Chair: Patricia Goodson |
| Susan Thorn | Health & Kinesiology  | M.Ed. | 2012 | Chair: Patricia Goodson |
| Jennifer Nash | Bilingual Education | M.Ed. | 2014 | Chair: Yolanda Padrón |
| José Zelaya | Teaching, Learning & Culture | M.Ed. | 2014 | Chair: Zohreh Eslami |
| Edward Guarnica | Bilingual Education | M.Ed. | 2014 | Chair: Fuhui Tong |
| María Felix | Bilingual Education | M.Ed. | 2016 | Chair: Yolanda Padrón |
| Lucinda Fernandez | Bilingual Education | M.Ed. | 2016 | Chair: Yolanda Padrón |
| Nariman Eljaouha | Teaching, Learning & Culture | M.Ed. | 2018 | Chair: James LaubChair: Monica Neshyba |
| Yan Bai | Teaching, Learning & Culture | M.Ed. | 2018 | Chair: Quentin Dixon |

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| ***Master’s Examination Committee Member*** |  |  |
|  |  |  |  |  |
| Erica Ramirez | Bilingual Education | M.Ed. | 2020EXP | Chair: Hector Rivera |
| Liliana Castro | Bilingual Education | M.Ed. | 2020EXP | Chair: Yolanda Padrón |
| Eloisa Griffin | Bilingual Education | M.Ed. | 2021EXP | Chair: Yolanda Padrón |
| Aimee Williamson | Bilingual Education | M.Ed. | 2021EXP | Chair: Yolanda Padrón |

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| **PROFESSIONAL AFFILIATIONS** |
|  |
| * American Educational Research Association (AERA)
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| * Southwest Educational Research Association (SERA)
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| * American Psychological Association (APA)
 |
| * National Association for Bilingual Education (NABE)
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| * Texas Association for Bilingual Education (TABE)
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| **PROFESSIONAL ACTIVITIES** |
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| **PROFESSIONAL ORGANIZATIONS** |
|  |  |  |
| 2019-2022 | Member | Outstanding Book Award CommitteeQualitative Research-SIGAmerican Educational Research Association Annual Conference |
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| 2018-Present | Field Reviewer | American Educational Research Association Annual Conference |
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| 2017-2020 | Member-at-Large | Southwest Educational Research Association Board |
|  |  |  |
| 2011-2015 | Co-Chair | Division IV; Teacher and Teacher Education, SouthwestEducational Research Association Annual Conference |
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| 2010-2019 | Discussant | Southwest Educational Research Association Annual Conference |
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| 2008-2010 | Field Reviewer | Southwest Educational Research Association Annual Conference |
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| 2004-2005 | President | Texas Association for Bilingual Education |
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| 2003-2004 | President-Elect | Texas Association for Bilingual Education |
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| 2004-2005 | President | Association of Hispanic School Administrators |
|  |  |  |
| 2002-2003 | Vice- President | Texas Association for Bilingual Education |
|  |  |  |
| 2000-2002 | Treasurer | Texas Association for Bilingual Education |
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| 1998-1999 | President | Houston Area Association for Bilingual Education |

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| **NATIONAL AND INTERNATIONAL JOURNALS** |
|  |  |  |
| 2008-Present | Editorial Board | *Research in the Schools,* Mid-South Educational ResearchAssociation |
|  |  |  |
| 2008-Present | Editorial Reviewer | *The Mental Measurements Yearbook*, Buros Institute of Mental Measurements, University of Nebraska, Lincoln |
|  |  |  |
| 2018-Present | Field Reviewer | *American Educational Research Journal* |
|  |  |  |
| 2015-Present | Field Reviewer | *Action Research* |
|  |  |  |
| 2014-Present | Field Reviewer | *Health Promotion Practice* |
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| 2011-2012 | Field Reviewer | *Educational Studies Journal* |
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| 2010-2012 | Field Reviewer | *Language Learning & Technology* |

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| **UNIVERSITY AND STATE COMMITTEES AND PROGRAMS** |
|  |  |  |
| 2018-2019 | Member | Strategic Planning Committee: Advancing Teaching and Learning College of Education and Human Development *Texas A&M University College Station* |
|  |  |  |
| 2018 | Chair | Curriculum Alignment and Revision CommitteeBilingual Education Program *Texas A&M University College Station* |
|  |  |  |
| 2018  | Member | Selection Committee AFS College Level Teaching AwardsCollege of Education and Human Development *Texas A&M University College Station* |
|  |  |  |
| 2013 | Member | Search Committee for Bilingual Education Programs Assistant Professor PositionCollege of Education and Human Development *Texas A&M University College Station* |
|  |  |  |
| 2009-2010 | Assistant Professor Representative | Educational Psychology Department Executive Committee*Texas A&M University College Station* |
|  |  |  |
| 2009-2010 | Member | Texas Textbook Review Panel, 2nd grade Spanish readingTexas State Board of Education, Austin, Texas |
|  |  |  |
| 2007-Present | Chair | Selection Committee for Bilingual Education Master’s Program-Teacher Leadership Cohort CandidatesBilingual Education Program *Texas A&M University College Station* |
|  |  |  |
| 2007-Present | Consultant | Promoting Outstanding Writing for Excellence in Research(POWER), graduate writing support services College of Education and Human Development *Texas A&M University College Station* |
|  |  |  |
| 2007 | Member | Committee Undergraduate Learning OutcomesCollege of Education and Human Development *Texas A&M University College Station* |
|  |  |  |
| 2006-Present | Member | Selection Committee for Bilingual Education Undergraduate Program Cohort MembersBilingual Education Program *Texas A&M University College Station* |
|  |  |  |
| 2006 | Member | Search Committee for Bilingual Education Programs Full Professor PositionCollege of Education and Human Development *Texas A&M University College Station* |
|  |  |  |
| 2005-2008 | Member | Council on Teacher EducationCollege of Education and Human Development *Texas A&M University College Station* |
|  |  |  |
| 2005-2008 | Member | Special and Bilingual Education (SABE) Program Undergraduate Certification CommitteeEducational Psychology Department *Texas A&M University College Station* |

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| **PROFESSIONAL DEVELOPMENT** |
|  |  |  |
| 2018 | Personal Creativity and Giftedness | *Educational Psychology**Texas A&M University**College Station, Texas*  |
|  |  |  |
| 2017 | Introduction to Meta-Analysis  | *Summer Statistics Institute**The University of Texas* *Austin, Texas*  |
| ` |  |  |
| 2016 | Statistics for Sociolinguistic Analysis: An Introduction with Rbrul and R | *Hispanic Studies**Texas A&M University**College Station, Texas*  |
|  |  |  |
| 2015 | Systems Thinking and Complexity in Public Health | *Department of Health & Kinesiology**Texas A&M University**College Station, Texas*  |
|  |  |  |
| 2013 | Quality Matters Rubric Workshop | *College of Education & Human Development* *Texas A&M University**College Station, Texas* |
|  |  |  |
| 2013 | Action Research and Action Learning(online course) | *Action Research and Action Learning Association, Inc. (ALARA)**Australia* |
|  |  |  |
| 2011 | Summer Statistics Institute: Missing Values | *Educational Psychology Department Texas A&M University**College Station, Texas* |
|  |  |  |
| 2011 | Wakonse South Conference on College Teaching, 14th Annual Conference | *Center for Teaching Excellence Texas A&M University**College Station, Texas*  |
|  |  |  |
| 2010 | Early Childhood Longitudinal StudyKindergarten Class of 1998-99 (ECS-K)Database Training Seminar (by invitation) | *National Center for Education Statistics* *Washington, DC* |
|  |  |  |
| 2009 | Summer Statistics Institute: Mediation and Moderation Analysis | *Educational Psychology Department Texas A&M University**College Station, Texas*  |
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| 2008 | Summer Statistics Institute:Item Response Theory, Mixed Methods | *Educational Psychology Department Texas A&M University**College Station, Texas* |
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| 2007 | Summer Statistics Institute:Structural Equation ModelingMultivariate AnalysisHierarchical Linear Modeling | *Educational Psychology Department Texas A&M University**College Station, Texas*  |

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| **LANGUAGES** |
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| Fluent: English and Spanish; basic: American Sign Language, French, Portuguese |

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| **OTHER ACCOMPLISHMENTS** |
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| 2005 | Houston Poetry Fest, juried poet. |
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| 1995 | First Prize, José Martí Literary Award Competition, Institute of Hispanic Culture, *Is the poetry of Gabriela Mistral meaningful to the present day?* ($1,000). |