
Manka M. Varghese, Ph.D.

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EDUCATION

- 2000 Ph.D., Educational Linguistics, University of Pennsylvania, PA.
- Dissertation: Bilingual teachers-in-the-making: Advocates, Classroom Teachers, and Transients (Professor Nancy H. Hornberger, Chairperson)
- Outstanding Dissertation Award, American Educational Research Association, Division K, Teaching and Teacher Education (2001)
- Distinction, Dissertation, Graduate School of Education University of Pennsylvania, Philadelphia, PA. (2000)
- 1997 Masters of Science in Education, TESOL (Teaching English to Speakers of Other Languages), University of Pennsylvania, PA.
- 1990 Bachelor of Arts, English Literature, Bristol University, England

EMPLOYMENT & PROFESSIONAL EXPERIENCE

- 2019- Professor, Curriculum and Instruction: Language, Literacy, and Culture, University of Washington, Seattle, WA
- 2010 -2019 Associate Professor, Curriculum and Instruction: Language, Literacy, and Culture, University of Washington, Seattle, WA.
- 2004 - 2010 Assistant Professor, Curriculum and Instruction: Language, Literacy, and Culture, University of Washington, Seattle, WA.
- 2001 -2004 Acting Assistant Professor, Curriculum and Instruction: Language, Literacy, and Culture, University of Washington, Seattle, WA.
- 2001 Adjunct Faculty at Antioch University, Seattle University, University of Washington, Seattle, WA.
- 2001 Lecturer, English Language Programs, University of Washington, Seattle,
- 1999 - 2000 Instructor, University of Cincinnati, Cincinnati, OH.

1998 - 2000	Director, Greater Cincinnati ESL Consortium, University of Cincinnati, OH.
1998	Project Assistant, University of Cincinnati, OH.
1996	Project Assistant, Temple University and School District of Philadelphia, Philadelphia, PA.
1993 - 1995	Instructor and Teaching Assistant, Graduate School of Education, University of Pennsylvania, Philadelphia, PA.
1993-1994	Coordinator & Instructor, International House Spoken English Program, Philadelphia, PA.
1992-2000	Pull-out ESL teaching, Philadelphia and Cincinnati School Districts
1992 -1997	Lecturer, English Language Programs, University of Pennsylvania, Philadelphia, PA.
1990-1992	Instructor, Inlingua Language School, Rome, Italy

PUBLICATIONS

+ Editorial Review; * Peer Review

SPECIAL ISSUES & MONOGRAPHS (EDITOR)

- +Han, H. & Varghese, M. (2019). Special Issue: Language ideology, Christianity, and identity: Critical empirical examinations of Christian institutions as alternative spaces. *Journal of Language, Identity, and Education*, (18)1.
- +Miller, E., Kayi-Aydar, K., Varghese, M. & Vitanova, G. (2018). Interdisciplinarity in language teacher agency: Theoretical and Analytical Explorations. *System: An International Journal of Educational Technology and Applied Linguistics*
- +Kayi-Aydar, K., Gao, X., Miller, E., Varghese, M. & Vitanova, G. (2018). (Eds.) *Theorizing and analyzing language teacher agency*. Clevedon, U.K.: Multilingual Matters.
- +Varghese, M., Motha, S, Park, G., Reeves, J. & Trent, J. (Eds.). (2016). Special Issue: Language teacher identity in (multi)lingual educational contexts. *TESOL Quarterly* (50)3.
- Stone, J. & Varghese, M. (Eds.). (2005). Special Issue on Literacies. *New Horizons for Learning*, 11(2). Retrieved from <http://www.newhorizons.org/journal/journal46.htm>
- +Brutt-Griffler, J. & Varghese, M. (2004). (Eds.). *Bilingualism and language pedagogy*. Clevedon, U.K.: Multilingual Matters

JOURNAL ARTICLES

- *Daniels, J. & Varghese, M. (2019). Troubling Practice: Exploring the relationship between Whiteness and practice-based teacher education in considering a raciolinguicized teacher subjectivity. *Educational Researcher*
- *Peercy, M.M., Varghese, M. & Dubetz, N. (2019). Possibilities and dilemmas in practice-based teacher education in TESOL teacher education. *TESOL Quarterly*.
- *Peercy, M. M., Sharkey, J., Baecher, L., Motha, S. & Varghese, M. (in press). Exploring TESOL teacher educators as learners and reflective scholars: A shared narrative inquiry. *Special Issue: An identity-oriented lens to TESOL teachers' lives: From teacher education to classroom contexts. TESOL Journal*.
- *Varghese, M. & Fuentes, R. (2019). College capital and constraint agency: First generation immigrant emergent bilingual students' college success. *Teachers College Record*, 122(1).
- *Varghese, M., Daniels, J., & Park, C. (2019). Structuring disruption: Race-based caucuses in teacher education programs. To appear in Special issue: Preparing Asset, Equity, and Social Justice Oriented Teachers Within the Contemporary Political Challenges to University-based Teacher Education Programs. *Teachers College Record*, 121(6).
- Han, H. & Varghese, M. (2019). Introduction. Special Issue: Language ideology, Christianity, and Identity: Critical Empirical Examinations of Christian Institutions as Alternative Spaces. *Journal of Language, Identity and Education*, 18(1).
- *Philip, T., Souto-Manning, M., Anderson, L., Horn, L., Carter Andrews, D., Diemer, M., Stillman, J. & Varghese, M. (2018). Making justice peripheral by constructing practice as "core": Challenges to teacher education and public schooling with the increasing prominence of core practices. *Journal of Teacher Education*.
- Miller, E., Kayi-Aydar, K., Varghese, M. & Vitanova, G. (2018). Introduction. Interdisciplinarity in language teacher agency: Theoretical and Analytical Explorations. *System: An International Journal of Educational Technology and Applied Linguistics*
- *Varghese, M. & Snyder, R. (2018). Critically examining the agency and professional identity development of novice dual language teachers through figured worlds. Special Issue: Teacher Agency and "Pedagogies of Hope" for Bilingual Learners

- (in a Brave New World). *International Multilingual Research Journal*, 12(3), 145-159.
DOI: [10.1080/19313152.2018.1474060](https://doi.org/10.1080/19313152.2018.1474060)
- * Becerra Lubies, R. & Varghese, M. (2017). Expansive learning in teachers' professional development: A case study of intercultural and bilingual preschools in Chile. *International Journal of Bilingual Education and Bilingualism*.
DOI: [10.1080/13670050.2017.1325832](https://doi.org/10.1080/13670050.2017.1325832)
- *Motha, S. & Varghese, M. (2016). Rewriting dominant narratives of the academy: Women faculty of color and identity management. *Race, Ethnicity and Education*, 21(4), 503-517. DOI: [10.1080/13613324.2016.1248826](https://doi.org/10.1080/13613324.2016.1248826)
- Varghese, M., Motha, S, Park, G., Reeves, J. & Trent, J. (2016). Introduction. Special Issue: Language teacher identity in (multi)lingual educational contexts. *TESOL Quarterly* 50(3), 545-571. DOI: [10.1002/tesq.333](https://doi.org/10.1002/tesq.333)
- *Huang, I. & Varghese, M. (2015). Towards a composite, personalized and institutionalized teacher identity for non-native speaker teachers in U.S. secondary ESL programs. *Critical Inquiry in Language Studies*, 12(1), 51-76.
- *Varghese, M. (2015). Commentary: Special Issue: Race and Language Learning in Canada. *Journal of Multilingual and Multicultural Development*, 36(1), 94-96.
- Varghese, M. M., Lucero, A., & Von Esch, K.S. (2014). Integrating English learner needs in an Elementary Teacher Education program: Moving forward and learning lessons. *Education Matters: The Journal of Teaching and Learning*.
- *Tellez, K. & Varghese, M. (2013). Teachers as intellectuals and advocates: Professional development for bilingual education teachers. Special Issue: Effective Practices of Professional Development for Teachers of CLD Students. *Theory Into Practice*, , 52(2), 1-8.
- *Love, S. & Varghese, M. (2012). The historical and contemporary role of race, language, and schooling in Italy's immigrant policies, public discourses and pedagogies. Special Issue: Challenging Ant-Immigration Discourses in School and Community Contexts. *International Journal of Multicultural Education*, 14(2), 1-19. Available at <http://ijmejournal.org/index.php/ijme/article/view/491/746>.
- *Kanno, Y. & Varghese, M. (2010). Immigrant and refugee ESL students' challenges to accessing four-year college education: From language policy to educational policy. *Journal of Language, Identity and Education*, 9(5), 310-328.

- *Oropeza, M., Varghese, M. & Kanno, Y. (2010). Linguistic minority students in higher education: Using, resisting, and negotiating labels. *Equity & Excellence in Education*, 43(2), 216-231.
- *Varghese, M. M. & Park, C. (2010). Going global: Can dual language programs save bilingual education? *Journal of Latinos and Education*, 9(1), 72-80.
- *Varghese, M. (2008). Using cultural models to unravel how bilingual teachers enact language policies. *Language and Education*, 22(5), 289-306.
- *Varghese, M. & Johnston, B. (2007). Evangelical Christians and English language teaching. *TESOL Quarterly*, 41(1), 5-31.
- *Varghese, M. (2006). Bilingual teachers-in-the-making in Urbantown. *Journal of Multilingual and Multicultural Development*, 27(3), 211-224.
- *Cahnmann, M. & Varghese, M. (2006). Critical advocacy and bilingual education in the United States. *Linguistics and Education*, 16(1), 59-73.
- *Varghese, M. & Jenkins, S. (2005). Challenges for ESL teacher professionalization in the United States: A case study. *Intercultural Education*, 16(1), 85-95.
- *Varghese, M., Morgan, B., Johnston, B., & Johnson, K. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, 4(1), 21-44.
- *Varghese, M., & Stritikus, T. (2005). "Nadie me dijo [Nobody told me]": Language policy negotiation and implications for teacher education. *Journal of Teacher Education*, 56(1), 73-87.
- Stone, J. & Varghese, M. (2005). Introduction. Special Issue on Literacies: *New Horizons for Learning* 11(2). Retrieved from <http://www.newhorizons.org/journal/journal46.htm>
- Varghese, M. (2004). An introduction for K-12 teachers in meeting the needs of English Language Learners. *New Horizons for Learning* 10 (4). Retrieved from <http://www.newhorizons.org/spneeds/ell/varghese.htm>
- *Varghese, M., & Wilberschied, L. (2002). Reconsidering the novice/expert dichotomy in the K-12 mentor-mentee relationship. *Journal of In-service Education*, 28(1), 23-34, DOI: 10.1080/13674580200200169.

*Billmyer, K., & Varghese, M. (2000). Investigating instrument-based pragmatic variability: Effects of enhancing discourse completion tests. *Applied Linguistics*, 21(4), 517-552.

Billmyer, K., & Varghese, M. (1996). Investigating the structure of discourse completion tests. *Working Papers in Educational Linguistics*. Philadelphia: University of Pennsylvania.

BOOK CHAPTERS

+Snyder, R. & Varghese, M. (2019). Language diversity and schooling. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural Education: Issues and Perspectives* (9th ed.), Hoboken, NJ: John Wiley & Sons.

Kayi-Aydar, K., Gao, X., Miller, E., Varghese, M. & Vitanova, G. (2018). (Eds.) Introduction. *Theorizing and analyzing language teacher agency*. Clevedon, U.K.: Multilingual Matters.

+Varghese, M. (2017). Drawing on cultural models and figured worlds to study language teacher education and identity. In S. Mercer & A. Kostoulas (Eds.), *Teacher Psychology in SLA*, pp.71-85. Clevedon, U.K.: Multilingual Matters

+Varghese, M. M. & Huang, I. (2017). Language Teacher Research Methods. In Volume Ten (ed. K. King, Y. Lai, S., May) of the *Encyclopedia of Language and Education* (3rd ed.) General editor, S. May. Heidelberg, Germany: Springer. DOI: 10.1007/978-3-319-02249-9_38

+Varghese, M. (2016). Thoughts on language teacher educator identity and language teacher identity: Towards a social justice perspective. In G. Barkhuizen (Ed.), *Reflections on Language Teacher Identity Research*, pp.43-48. London, U.K.: Routledge.

+Varghese, M. (2015). Language diversity and schooling. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural Education: Issues and Perspectives* (9th ed.), pp. 188-210. Hoboken, NJ: John Wiley & Sons.

Varghese, M. (2014). Forward. In J. Keengwe & G. Onchwari (Eds.), *Cross-cultural considerations in the education of young, immigrant learners*. Hershey, PA: IGI Global.

+Varghese, M. & Becerra, R. (2013). How do people use different languages

- differently? In R.E. Silver & S. M. Lwin (Eds.), *Language, Education and Social Implications*, pp.143-158. London, U.K.: Bloomsbury.
- Stritikus, T. & Varghese, M. (2012). Global movements in education and their impact on diverse students. In D. Urias,(Ed), *The immigration & education nexus: A focus on the context & consequences of schooling*, pp.37-56. Boston, Massachusetts: Sense Publishing.
- +Varghese, M. (2012). Getting tenured. In R. Kubota & Y. Sun (Eds.), *Demystifying career after graduate school: A guide for second language professionals in higher education*. Charlotte, NC: Information Age Publishing.
- +Varghese, M. & Stritikus, T. (2012). Language diversity and schooling. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural Education: Issues and Perspectives* (8th ed.), pp.219-240. Hoboken, NJ: John Wiley & Sons.
- +Varghese, M. (2012). A linguistic minority student's discursive framing of agency and structure. In Y. Kanno & L. Harklau (Eds.), *Linguistic minority immigrants go to college: Preparation, access, and persistence*, pp.148-162. Routledge.
- +Varghese, M. (2010). Language teacher education and teacher identity. In K. King & F. Hult, *Applying the Local Globally and the Global Locally in Educational Linguistics: Essays in Honor of Nancy H. Hornberger's Sixtieth Birthday*, pp.16-28. Clevedon, England: Multilingual Matters.
- +English, B. & Varghese, M. (2010). Enacting language policy through the facilitator model in a monolingual policy context in the United States. In K. Menken & O. Garcia (Eds.), *Negotiating language policies in classrooms: Teachers as Change Agents*, pp 107-122. New York: Routledge
- +Stritikus, T. & Varghese, M. (2010). Language diversity and schooling. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural Education: Issues and Perspectives* (7th ed.), pp.285-310. Hoboken, NJ: John Wiley & Sons.
- +Varghese, M. M. (2009). Response 6: Caught between poststructuralist relativism and materialism or liberal and critical multiculturalism? In M. Wong & S. Canagarajah (Eds.), *Christian Educators and Critical Practitioners in Dialogue: Ethical Dilemmas in English Language Teaching*. Taylor & Francis.
- +Varghese, M. M. (2007). Language Teacher Research Methods. In Volume Ten (ed. K. King) of the *Encyclopedia of Language and Education* (2nd ed.) General editor, N. Hornberger, pp. 287-298. Heidelberg, Germany: Springer.

- +Stritikus, T. & Varghese, M. (2007). Language diversity and schooling. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural Education: Issues and Perspectives* (6th ed.), pp. 297-326. Hoboken, NJ: John Wiley & Sons.
- +Johnston, B. & Varghese, M. (2006). Neo-imperialism, evangelism, and ELT: Modernist missions and a postmodern profession. In (Ed.) J. Edge, *(Re-)Locating TESOL in an Age of Empire*, pp. 195-207. Basingstoke, U.K.: Palgrave Macmillan.
- +Brutt-Griffler, J., & Varghese, M. (2004). Introduction. In (Eds.), J. Brutt-Griffler, and M. Varghese, *Bilingualism and Language Pedagogy*, pp. 1-9. Clevedon, U.K.: Multilingual Matters.
- +Varghese, M. (2004) Professional development for bilingual teachers in the United States: Articulating and contesting professional roles. In (Eds.), J. Brutt-Griffler, and M. Varghese, *Bilingualism and Language Pedagogy*, pp. 130-145. Clevedon, U.K.: Multilingual Matters.

OTHER PUBLICATIONS: CONFERENCE PROCEEDINGS, BOOK REVIEWS, & REPORTS

- Anderson, L., Carter Andrews, D., Diemer, M., Horn, I., Philip, T., Souto-Manning, M., Self, E., Stillman, J. & Varghese, M. (2017, January 201). Betsy DeVos is unqualified to lead Education Department. *The Tennessean*. Retrieved from <http://www.tennessean.com/story/opinion/2017/01/27/betsy-devos-unqualified-lead-education-department/97135790/>
- Varghese, M. (2009). [Review of the book *Undergraduates in a Second Language: Challenges and Complexities of Academic Literacy Development*]. *International Journal of Bilingual Education and Bilingualism*, 12(5), 599-601.
- Varghese, M. (2008, Spring). [Review of the book (Ed.) *Reclaiming the Local in Language Policy and Practice*]. *Journal of Linguistics and Education* 19(1), 73-75.
- Varghese, M., Stone, J., DiAngelo, R., Jackson, C., Lindsay, J., Mah, J. & Microulis, Z. (2006). *Social Justice Inquiry Project: Final Report of Findings and Recommendations*. Seattle: University of Washington, Teachers for a New Era Project.
- Lenges, A., Edgar, G, Varghese, M. & Feldman, S. (2005). *Issues concerning the preparation of teachers for diverse urban schools*. Seattle: University of Washington, Diverse Urban Schools Project.

Varghese, M. (2005). *Teaching assistants' perspectives of University of Washington College of Education Teacher Education Program and preparing teachers for urban, diverse, schools*. Seattle: University of Washington, Diverse Urban Schools Project.

Varghese, M. (2003). [Review of the book *Language, Culture, and Teaching: Critical Perspectives for a New Century*]. *Language and Education*, 17(3), 237-239.

Varghese, M. (2002). Reflections on learning, identity, and community in second language teacher education. *Teacher Education Interest Section Newsletter, TESOL (Teachers of English to Speakers of Other Languages)*.

Varghese, M. (2001). Professional development as a site for the conceptualization and negotiation of bilingual teacher identities. In B. Johnston & S. Irujo (Eds.), *Research and practice in language teacher education: Voices from the field* (pp.213-232). Minneapolis: University of Minnesota, Center for Advanced Research in Second Language Acquisition.

Castaneda, I., Chappell, C. & Varghese, M. (1998). *School to Work Region 5: Evaluation Report*. Cincinnati: University of Cincinnati, Evaluation Services Center.

WORKS UNDER REVIEW

Snyder, R., Park, C., Varghese, M. & Daniels, J. (revise and *resubmit*). Negotiating teacher educator identities: Fostering transformation for equity through critical reflexivity. *The New Educator*.

WORKS IN PROGRESS

Varghese, M. (in preparation). *Raciolinguistics, Migration, and Schooling in Contemporary Italy*. Clevedon, U.K.: Multilingual Matters.

GRANTS & STIPENDS

- 2020-2025 Co-Principal Investigator. Preparing teachers to facilitate asset-based science and literacy discourse in dual and multilingual elementary classrooms. *James S. McDonnell Foundation*. \$ 2,500,000
- 2019-2020 Principal Investigator. Reducing barriers to educational justice in Washington state. *Washington Education Association*. \$165,000.
- 2017-2022 Principal Investigator. U.S. Department of Education, Office of English Language Acquisition. *Project Bilingual Educator Capacity (BECA): Preparing Spanish and Vietnamese Bilinguals in a Model Dual Language Teacher Education Program*. \$2,390,807
- 2017-2019 Principal Investigator. Institute of Education Sciences *Project PIMSELA: Partnering to Investigate Math and Science English Learners' Access and Achievement*. \$400,000
- 2018-2019 Principal Investigator. *Bringing mindfulness and compassion to equity frameworks and pedagogies: A course for UW undergraduates*. Office of Minority Affairs and Diversity and Race & Equity Initiative. University of Washington. \$2,000
- Spring 2017 Principal Investigator. Royalty Research Fund Scholar. University of Washington. *Raciolinguistics, schooling, and migration in contemporary Italy*. \$8,180
- 2016-2017 Core Participant, *Preparing asset, equity, and social-justice oriented teachers: The crucial challenge for the future of teacher education*. Spencer Conference Grant, \$50,000
- 2015-2017 Principal Investigator. *What's after high school? Understanding the high school-to-college trajectory of academically successful English language learners in two Road Map districts*. Rapid Resource Fund. Road Map. \$30,000
- 2012 (Spring) Stipend recipient for study abroad program, *Border(less) Destinies: Youth, Immigration and Education in Italy and Spain*. Herbert H. Gowen Endowment for International Studies II. University of Washington. \$2500
- 2010 Principal Investigator. *An Investigation of Factors Influencing English Language Learners' Selection of Post-High-School Pathways*. Royalty Research Fund, University of Washington. \$ 32,366
- 2010-2011 Principal Investigator. *More than just good teaching: Research-to-practice perspectives*. Teachers for a New Era, University of Washington, Seattle, WA. \$15,000
- 2008 (Spring) Stipend recipient for Global Learning Seminar. *Immigration, Education & Identity Exploration Seminar*. Office of Minority Affairs & Diversity and the Office of Undergraduate Academic Affairs, University of Washington, Seattle, WA. \$1,500
- 2007 (Fall) Grant recipient for Gowen International Support Endowment. *Immigration, Education & Identity Exploration Seminar*. Office of Global

- Affairs, University of Washington, Seattle, WA. \$2,000
- 2006 - 2007 Co-Principal Investigator. *Immigrant ESL Students' Transitions from High School to University*. Diversity Research Institute, University of Washington, Seattle, WA. \$16,000
- 2005 - 2006 Co-Principal Investigator. *Social Justice in the Elementary Teacher Education Program*. Teachers for a New Era, University of Washington, Seattle, WA. \$49,745
- 2002 - 2003 Co-Principal Investigator. *El primer año: A study of language and literacy practices for Latino kindergarten/1st grade children across three program types*. Center for Mind, Brain and Learning, University of Washington, Seattle, WA. \$32,182
- 1999 - 2000 Primary Author. (P.I. Susan Jenkins, Ph.D.) *Southwest Regional Professional Development Center Grant*. Regional Professional Development Centers. University of Cincinnati, Cincinnati, OH. \$35,000
- 1998 - 2003 Primary Author. (P.I. Susan Jenkins, Ph.D.) *Bilingual Education: Teachers and Personnel Grant*. U. S. Department of Education, Office of Bilingual Education and Minority Language Affairs. University of Cincinnati, Cincinnati, OH. \$630,000

AWARDS, HONORS, FELLOWSHIPS

- 2019 Outstanding Faculty Advisor, College of Education, University of Washington, Seattle, WA.
- 2019 Nominee, Outstanding Mentor Award, Spencer Foundation.
- 2016 Nominee, University of Washington Outstanding Teaching Award, University of Washington, Seattle, WA.
- 2014 Outstanding Faculty Award, Office of Minority Recruitment and Retention, College of Education, University of Washington, Seattle, WA.
- 2014 Nominee, Marsha L. Landolt Distinguished Graduate Mentor Award University of Washington, Seattle, WA
- 2013 Nominee, Marsha L. Landolt Distinguished Graduate Mentor Award University of Washington, Seattle, WA
- 2011 Nominee, Model Study Abroad Course (with Julie Villegas) "Youth Culture/Contemporary Youth: The making of a new Italy", National Collegiate Honors Council Journal.
- 2007 Nominee, Marsha L. Landolt Distinguished Graduate Mentor Award University of Washington, Seattle, WA
- 2006 Nominee, Marsha L. Landolt Distinguished Graduate Mentor Award University of Washington, Seattle, WA.

- 2001 Outstanding Dissertation Award, American Educational Research Association, Division K, Teaching and Teacher Education
- 2000 Distinction, Dissertation, Graduate School of Education University of Pennsylvania, Philadelphia, PA.
- 1999 Best New ESL Program in Ohio for Greater Cincinnati ESL Consortium, Ohio Department of Education, Columbus, OH.
- 1996 Distinction, Dissertation Oral Proposal Hearing, Graduate School of Education, University of Pennsylvania, Philadelphia, PA.

*COMPET.
STUDENT
AWARDS &
FELLOWSHIP*

- 2019 Advisor & Co-Chair, AERA Division K Dissertation Award, Julia Daniels, AERA
- 2019 Advisor & Chair, Community Fellows Program (PhD fellowship), Camille Ungco, University of Washington, College of Education, Seattle, WA.
- 2019 Advisor & Chair, Bilingual SIG Travel Award for Rachel Snyder, AERA
- 2018 Advisor & Chair, Community Fellows Program (PhD fellowship), Grace Cornelius Gonzales, University of Washington, College of Education, Seattle, WA.
- 2013-2015 Advisor & Chair, Distinguished Doctoral Research Award (PhD fellowship), Anna Van Windekens,
- 2012 Advisor & Chair, Huckabay Fellowship Recipient, Emily Curtis, University of Washington, Seattle, WA.
- 2005 Advisor & Chair, Bank of America Minority Fellowship, Maria Oropeza

CONSULTING

- 2017-2022 External Examiner, BA&BEd (Language Education) – English (5 year curriculum), University of Hong Kong, Hong Kong.
- 2019 External Examiner, Masters in Teaching English as an Additional Language, Simon Fraser University, Vancouver, Canada.
- 2017-2018 External Reviewer, BAEd program, Westcliff University, Irvine, California.
- 2013-2016 Consultant, Compassionate Social Justice Consulting (Lake Washington Girls Middle School, Learning Tree Preschool, King County), Seattle WA.

- 2015-2016 ELL Consultant, Washington State Office of Superintendent of Public Instruction, \$500,000, Collaborative Schools for Innovation and Success, Seattle, WA.
- 2013-2015 ELL Consultant, Discovery K-12 Grant, National Science Foundation \$750,000, Building Capacity for Science Standards Through Networked Improvement Communities, Seattle, WA.
- 2013-2015 ELL Consultant, Race to the Top, U.S. Dept of Education \$440,000 STEM Academy, Seattle, WA.
- 2008-2013 ELL Consultant, Discovery K-12 Grant, National Science Foundation No. DRL-0822016: \$1,886,684, Tool Systems to Support Progress Toward Expert-Like Teaching by Early Career Science Educators, Seattle, WA.
- 2004 - 2005 Facilitator support, National Board Professional Teaching Standards (NBPTS), University of Washington, Seattle, WA.
- 2003 - 2004 Developer, On-line modules, National Board Professional Teaching Standards (NBPTS), University of Washington, Seattle, WA.
- 2002 - 2003 Facilitator for candidates, National Board Professional Teaching Standards (NBPTS), University of Washington, Seattle, WA.

PAPERS & PRESENTATIONS

INVITED PRESENTATIONS

- Varghese, M. (2019, May). Race, language, and neoliberalism in dual language teacher preparation. Invited panelist. *Supporting teachers to work with culturally, linguistically, and racially diverse students, families, and communities*. University of British Columbia, Vancouver, CA.
- Varghese, M. (2019, May). *Emergent bilinguals' experiences and pathways in a four-year university setting*. Invited speaker. Frontiers in Higher Education Research Seminar, Office of the Provost, University of Washington, Seattle, WA.
- Varghese, M. (2019, April). Dual language teacher development in Western Washington and Seattle Metro Area. Invited session, *Expanding the Educational Research Agenda for Multilingual Language Learners: An AERA-TESOL Collaborative Symposium*. American Educational Research Association, Toronto, CA.
- Souto-Manning, M., Philip, T., Stillman, J., Anderson, L., Carter Andrews, D., Horn, I. Varghese, M. (2019, April). *Transforming University-Based Teacher Education: Preparing Asset-, Equity-, Justice-Oriented Teachers*. Division K Vice Presidential Session. American Educational Research Association, Toronto, CA.
- Varghese, M. (2019, March). Dual language teacher development in Western

- Washington and Seattle Metro Area. Invited session, AERA@TESOL. TESOL International Convention & English Language Expo, Atlanta, GA.
- Peercy, M. M., Sharkey, J., Baecher, L., Motha, S. & Varghese, M. (2019, March). *A Turn to Self: Illuminating Teacher Educators' Identities and Pedagogies*. Invited Session. TESOL International Convention & English Language Expo, Atlanta, GA.
- Souto-Manning, M., Stillman, J., Anderson, L., Carter Andrews, D., Horn, I., Philip, T. & Varghese, M. (2018, April). Teacher education in the United States: Toward needed transformations. Paper presented as part of Division G Vice Presidential Session, *Troubling hollow commitments to "diversity": Denouncing whiteness as a design feature of teacher education*, American Educational Research Association, New York, NY.
- Varghese, M. (2018, March). *Theoretical frameworks and research methods for studying language teacher identity*. Invited speaker. Paper presented at Hong Kong University, Hong Kong.
- Varghese, M. (2018, March). *The role of language teacher identity in anti-oppressive approaches in language teaching and language teacher education*. Invited speaker. Paper presented at Hong Kong University, Hong Kong.
- Varghese, M. & Daniels, J. (2018, March). *Troubling practice: Teacher subjectivity and practice-based teacher education*. Invited speaker. Paper presented at Reimagining Teacher Education Conference, Hong Kong University, Hong Kong.
- Varghese, M. (2017, October). *Language teacher identity in anti-oppressive language teacher education and language teaching in neoliberal times*. Plenary speaker. Paper presented at 52nd ASOCOPI Annual Conference, Cali, Colombia.
- Varghese, M. (2016, March). *Raciolinguistics and language teacher identity*. Coffee Talks (invited). TESOL International Convention & English Language Expo, Washington, D. C.
- Varghese, M. (2016, March). *What makes language teacher identity critical?* Invited colloquium. Colloquia presented at TESOL International Convention & English Language Expo, Washington, D.C.
- Varghese, M. (2016, April). *English language learners navigating high school and transitioning to four year college*. Invited speaker. Paper presented at Palouse Language and Culture Symposium, University of Idaho, Moscow, ID.
- Varghese, M. (2014, June). *College access and readiness for English learners*. Invited speaker.

- Paper presented at GEAR UP EDI Professional Development Summer Institute: The Era of Rising Standards: Improving College Readiness for the 21st Century, University of Washington, Seattle, WA.
- Varghese, M. (2013, June). *Language teacher education and teacher identity: Connecting the dots*. Invited speaker. Paper presented at Wenzao University, Kaohsiung, Taiwan.
- Varghese, M. (2013, June). *Issues and practices for integrating language and content for English learners*. Invited speaker. Paper presented at Wenzao University, Kaohsiung, Taiwan.
- Varghese, M. (2013, March). *Constraints and opportunities in language minority teacher identity and teacher education in the United States*. Invited Speaker. Paper presented at TESOL International Convention & English Language Expo.
- Varghese, M. (2013, March). Academic session for Teacher Education Interest Section. Invited speaker. Paper presented at TESOL International Convention & English Language Expo.
- Varghese, M. (2012, June). *Teacher education for language minority teachers: Current issues in preparing teachers in the United States* Invited plenary speaker. Paper presented at MOSAIC Centre for Research on Multilingualism, School of Education, University of Birmingham, Birmingham, U.K.
- Varghese, M. (2012, June). *Understanding and improving the pipeline to higher education for English learners*. Invited brown bag. English department, University of Washington, Seattle, WA.
- Varghese, M. (2009, March). *Advocacy for Bilingual/Multilingual Learners*. Invited presenter. Paper presented at TESOL International Convention & English Language Expo Bilingual Education Interest Section, Special Academic Session, Denver, Colorado.
- Varghese, M. (2007, May). *Learning in and out of school in diverse learning environments: Life-long, life-wide, life-deep*. Invited panelist. Paper presented at LIFE Center Invitational Conference, Seattle, WA.
- Varghese, M. (2006, October). *Dilemmas in Language, Culture, and Identity Research*. Invited panelist. Paper presented at Second Language Research Forum, Seattle, WA.
- Varghese, M. (2003, November). *Multicultural Teacher Education Pedagogy Project*. Invited panelist. Paper presented at National Association for Multicultural Education,

Seattle, WA.

CONFERENCE PRESENTATIONS

- Varghese, M. (submitted). Linguistic and raciolinguistic ideologies in interviews with bilingual teacher candidates. Paper presented as part of colloquium entitled *Language, identity, and ideology in the research interview: Negotiating roles and reciprocity in dynamic, multilingual contexts*. American Anthropological Association, Vancouver, CA.
- Varghese, M. (2019, April). Recentering race and teacher identity in an elementary teacher education program. Paper presented as part of colloquium entitled *Examining the role of teacher education as identity-forming site: Democratizing our work as teacher educators*. American Educational Research Association, Toronto, CA.
- Varghese, M. (2019, April). "What's in a name?": Language, Identity, and Equity in Teacher Education. Paper presented as part of colloquium entitled *Beyond the Methods Feitsh at 25: Preparing teachers of emergent bilinguals*. American Educational Research Association, Toronto, CA.
- Sanders, E. Van Windekens, A. & Varghese, M. (2019, April). School staff expectations for high school English learners' Math and Science coursetaking. Paper presented as part of colloquium entitled *Re-envisioning English Learner research using state and district data*. American Educational Research Association, Toronto, CA.
- Varghese, M. (2019, March). *Disrupting and re-centering ELL Teachers: Developing critical study abroad programs*. Colloquium presented at TESOL International Convention & English Language Expo, Atlanta, GA.
- Varghese, M. (2019, March). *Decolonizing, re-imagining, and transforming ELT in Latin America*. Discussant. Colloquium presented at TESOL International Convention & English Language Expo, Atlanta, GA.
- Peercy, M. M., Sharkey, J. Baecher, L., Motha, S. & Varghese, M. (2019, March). *A turn to self: Illuminating TESOL teacher educators' identities and pedagogies*. Colloquium presented at TESOL International Convention & English Language Expo, Atlanta, GA.
- Shank, R., Beam-Conroy, T., Varghese, M., Venegas-Weber, P., Ferreyra, P., Snyder, R., Cornell Gonzales, G., & Dabach, D. (October, 2018). *Centering multilingual voices and experiences in monolingual teacher education*. Advancing Equity through Social Justice Conference, Teaching Equity is Central, Ellenburg, WA.

- Varghese, M. & Snyder, R. (2018, April). "It's been kind of conflicting: Dual language teachers' figured worlds and agency development. Paper presented as part of colloquium entitled *Teacher agency and "pedagogies of hope" for bilingual learners (in a brave new world)*. American Educational Research Association, New York, NY.
- Varghese, M., Daniels, J., Park, C. (2018, April). Transforming teacher candidates' understandings and experiences of racialization and teaching identities through race-based affinity groups. Paper presented as part of colloquium entitled *Teacher educators creating critical and anti-oppressive alternative spaces within university-based programs* at American Educational Research Association, New York, NY.
- Varghese, M. & Daniels, J. (2018, April). Teacher subjectivity/identity and practice-based teacher education for emergent bilinguals. Paper presented as part of colloquium entitled *The Possibilities of Public Education: Critical perspectives on practice-based teacher education for language minoritized youth* at American Educational Research Association, New York, NY.
- Peercy, M.M., Dubetz, N. & Varghese, M. (2018, March). *Sustaining Dialogues about Practice-Based Teacher Education and English Learners*. Colloquium presented at TESOL International Convention & English Language Expo, Chicago, IL.
- Han, H. & Varghese, M. (2018, March). *Language ideology, Christianity, and Identity: Critical Empirical Examinations of Christian Institutions as Alternative Spaces*. Paper presented at American Association of Applied Linguistics, Chicago, IL.
- Han, H. & Varghese, M. (2017, March). (Discussant and co-organizer). *Critical Perspectives in Evangelical Christianity and English Language Teaching*. Colloquium presented at TESOL International Convention & English Language Expo, Seattle, WA.
- Varghese, M. (2017, March). *Racializing language teacher identity in TESOL*. Paper presented as part of colloquium entitled *Language Teacher Identity: Exploring Old/new Domains and Practices*, TESOL International Convention & English Language Expo, Seattle, WA..
- Reeves, J., Park, G., Motha, S., Varghese, M. & Trent, J. (2017, March). *Language teacher identity in (multi) educational contexts*. Colloquium presented at TESOL International Convention & English Language Expo, Seattle, WA.
- Han, H. & Varghese, M. (2017, March). (Discussant and co-organizer). *Intersections of Language and Christianity: Critical Explorations and New Directions*. Colloquium presented at American Association of Applied Linguistics, Portland, OR.

- Varghese, M., Windekens, A., Dang, T., Riquelme Sanderson, M., Adkins, N. (2016, December). *Students speak: The college preparatory experiences and perceptions of local English learner and immigrant students*. Paper presented at Washington Educational Research Association/Office of Superintendent of Public Instruction, Seattle, WA.
- Motha, S. & Varghese, M. (2016, November). *Rewriting dominant narratives of the academy: Women faculty of color and identity management*. Paper presented as part of colloquium entitled "We encourage all applicants": How academia works against racial and gender justice. Paper presented at American Educational Studies Association, Seattle. WA.
- Varghese, M. (2016, November). Raciolinguistic ideologies in citizen production in Italy. Paper presented as part of colloquium entitled *Raciolinguistic ideologies: Field-based approaches in the local and the global*. American Anthropological Association, Minneapolis, MN.
- Varghese, M. (2016, April). (Discussant). *Religious institutions as alternative spaces in Applied Linguistics research: Taking stock, and moving forward*. Colloquium presented at American Association of Applied Linguistics, Orlando, FL.
- Varghese, M. (2016, April). (Co-organizer). *Investigating methodological and conceptual understandings of agency in language teacher identity*. Colloquium presented at American Association of Applied Linguistics, Orlando, FL.
- Varghese, M. (Chair). (2016, April). *The value of teacher identity as a conceptual tool for understanding teacher development and educational equity*. Colloquium presented at American Educational Research Association, Washington, D. C.
- Thompson, J. Von Esch, K.S., Richards, J., Van Windekens, A., Lohwasser, K. & Varghese, M. (2016, April). *Opening spaces for inquiry and noticing language: Negotiating Tools and EL/Science Teaching Practices*. Paper presented at American Educational Research Association, Washington, D. C.
- Varghese, M. & Love, S. (2015, November). Race, language and citizenship in the Italian nation state. Paper presented as part of colloquium entitled *The National as Global, the Global as National: Citizenship Education in the Context of Migration and Globalization*. Association of American Anthropology, Denver, CO.
- Varghese, M. (2015, March). Critical perspectives on theorizing language teacher

- identity. Paper presented as part of colloquium entitled, *Advancing the Teacher Identity Research Agenda: Theoretical and Methodological Innovations*. American Association of Applied Linguistics, Toronto, CA.
- Varghese, M. (2013, December). Paper presented as part of colloquium entitled, *New Research in Postsecondary Access, Readiness and Success: Informing Policies and Programs for Historically Underserved Students*. Washington Educational Research Association, Seattle, WA.
- Varghese, M. (2013, April). The heterogeneous experiences of English Language Learners navigating high school. Paper presented as part of colloquium entitled *Language minority students and transitions to college: Insights from qualitative research*, American Educational Research Association, San Francisco, CA.
- Varghese, M. (2013, March). Getting tenure. Paper presented as part of colloquium entitled *Demystifying academic career paths for nonnative graduate students and scholars*, TESOL International Convention & English Language Expo, Dallas, TX.
- Varghese, M. (2012, November). U.S. Spanish dual language programs, globalization, and inequalities in public education. Paper presented as part of colloquium entitled, *The glorification or dorification of Spanish language programming in the U.S.*, Association of American Anthropology, San Francisco, CA.
- Varghese, M. (2012, June). *A linguistic minority students' discursive framing of agency and structure*. Paper presented at 11th Nordic Conference on Bilingualism, Copenhagen, Denmark.
- Varghese, M., Myers, J. & Gaeta, C. (2012, April). *An investigation of factors influencing English Language Learners' selection of post-high-School pathways*. Paper presented at American Educational Research Association, Vancouver, BC.
- Varghese, M. (2012, April). (Discussant). *Race and language learning in multicultural Canada*. Colloquium presented at American Educational Research Association, Vancouver, BC.
- Love, S. & Varghese, M. (2011, April). *The construction and contestation of Italian national identity: Race, language and schooling*. Paper presented at the Intercultural vs. Critical Education conference, Stockholm, Sweden.
- Varghese, M. (2009, April). (Co-organizer). *English language learners and access to higher Education*. Chair: V. Louie. Colloquium presented at American Educational Research Association, San Diego, CA.

- Kanno, Y. & Varghese, M. (2009, April). *Immigrant English Language Learners' access to higher education and individual agency*. Paper presented at American Educational Research Association, San Diego, CA.
- Varghese, M. (2009, April). (Co-organizer). *Social Justice in Elementary Teacher Education Programs: Across Time, Contexts, and Content Areas*. Chair: M. Cochran-Smith. Colloquium presented at American Educational Research Association, San Diego, CA.
- Varghese, M. & Stone, J. (2009, April). *The Evolution of Social Justice in an Elementary Teacher Education Program*. Paper presented at American Educational Research Association, San Diego, CA.
- Stone, J. & Varghese, M. (2009, April). *Rethinking the relationship between social justice and content area learning in teacher education*. Paper presented at American Educational Research Association, San Diego, CA.
- Varghese, M. (2009, March). (Co-organizer). *English language learners and access to higher education*. Colloquium presented at American Association for Applied Linguistics, Denver, CO.
- Kanno, Y. & Varghese, M. (2009, March). *Immigrant English Language Learners' Access to Higher Education and Individual Agency*. Paper presented at American Association for Applied Linguistics, Denver, CO.
- Kanno, Y. & Varghese, M. (2008, March). *Immigrant English language learners' transitions from high school to university*. Paper presented at American Association of Applied Linguistics, Washington, D.C.
- Kanno, Y. & Varghese, M. (2008, March). *The ELL factor in Higher Education*. Paper presented at American Educational Research Association, New York, NY.
- Varghese, M. (2006, June). *Researching and documenting language teacher identities: From structuralist to poststructuralist perspectives*. Colloquium presented at American Association of Applied Linguistics, Montreal, Canada.
- Varghese, M. (2006, April). *Multicultural education in second language education: Furthering dialogue across two academic disciplines*. Colloquium presented at American Educational Research Association, San Francisco, CA.
- Varghese, M. & Johnston, B. (2006, April). *Evangelical Christians and English language teaching*. Paper presented at American Educational Research Association, San Francisco, CA.

- Varghese, M. & Lenges, A. (2006, April). *What matters in preparing teachers for urban, diverse schools?* Symposium presented at American Educational Research Association, San Francisco, CA.
- Varghese, M. & Johnston, B. (2005, July). *The pedagogy of teaching about difference in English language teaching.* Paper presented at Association Internationale de Linguistique Appliquee (AILA), Wisconsin, MA.
- Varghese, M., Stritikus, T. & Park, C. (2005, April). *Los primeros años: The educational experiences of Latino children in a dual language immersion program.* Paper presented at American Educational Research Association, Montreal, Canada.
- Varghese, M. & Morgan, B. (2005, March). *Teaching teachers about race, ethnicity, gender, and sexual identity.* Discussion group presentation presented at TESOL International Convention & English Language Expo, San Antonio, TX.
- Varghese, M. (2005, March) *Asking critical questions about community-oriented research.* Symposium presented at TESOL International Convention & English Language Expo, San Antonio, TX.
- Varghese, M., & Johnston, B. (2004, May). *"Planting seeds": Dilemmas in religious beliefs and English language teaching.* Paper presented at American Association for Applied Linguistics, Portland, OR.
- Varghese, M., Anderson, K., Martin, C., Hamilton, J. & Wollan, A. (2004, March). *Teacher professional development using sheltered instruction.* Paper presented at TESOL International Convention & English Language Expo, Long Beach, CA.
- Johnston, B., & Varghese, M. (2003, May). *Religious values in English Language Teaching.* Colloquium presented at Third International Conference on Language Teacher Education, Minneapolis, MN.
- Cahnmann, M., & Varghese, M. (2003, February). *By any other name: Critical ethnographies of Spanish-English bilingual education.* Paper presented at the 24th Annual Ethnography Forum in Education Research, Philadelphia, PA.
- Johnston, B., Johnson, K., Morgan, B., & Varghese, M. (2002, May). *Teacher identities in language teaching.* Paper presented at the Second International Language Teacher Education Conference, Minneapolis, MN.

- Varghese, M., & Stritikus, T. (2002, April). *Towards a sociocultural perspective of teacher learning*. Paper presented at American Educational Research Association, New Orleans, LO.
- Varghese, M., & Wilberschied, L. (2001, April). *Reconsidering the Expert/Novice Dichotomy in K-12 Mentor-Mentee Relationships*. Paper presented at American Educational Research Association, Seattle, WA.
- Varghese, M. (2001, February). *Applying situated learning to understanding bilingual teacher identities*. Colloquium presented at TESOL International Convention & English Language Expo, St. Louis, MO.
- Varghese, M., Jenkins, S. & Wilberschied, L. (2001, February). *K-12 ESOL teachers learning through action research*. Paper presented at TESOL International Convention & English Language Expo, St. Louis, MO.
- Varghese, M. (2001, February). "*La lengua es el espiritu del alma*": *Bilingual teachers as language planners*. Paper presented at American Association of Applied Linguistics, St. Louis, MO.
- Varghese, M., Wilberschied, L., Pare, J. & Carlson, C. (1999, October). *Implementing an ESL K-12 summer program: Multiple perspectives on learning*. Paper presented at the meeting of Ohio Teachers of English to Speakers of Other Languages, Columbus, OH.
- Mohamud, A., & Varghese, M. (1999, October). *Grants for Ohio ESL programs*. Paper presented at the meeting of Ohio Teachers of English to Speakers of Other Languages, Columbus, OH.
- Varghese, M. (1999, May). *Content and form in bilingual teacher professional development*. Paper presented at the First International Conference on Language Teacher Education, Minneapolis, MN.
- Varghese, M., & Jenkins, S. (1999, May). *ESL teacher professionalization: Creating and mediating links through a systemic approach*. Paper presented at the First International Conference on Language Teacher Education, Minneapolis, MN.
- Varghese, M. (1999, April). *Ways of learning to be a bilingual teacher and ways of being a bilingual teacher*. Paper presented at American Educational Research Association, Montreal, CA.
- Varghese, M. (1999, April). *Forming and enacting occupational identities: In-service and classroom experiences of bilingual teachers*. Paper presented at American Educational

Research Association, Montreal, CA.

Varghese, M. (1999, March). *Language, sociocultural theory, and situated learning: A study of bilingual teachers' professional identity formation*. Paper presented at American Association for Applied Linguistics, Stamford, CT.

Varghese, M. (1999, January). *The process of bilingual teacher occupational identities: Co-construction of discourses and contexts*. Paper presented at National Association for Bilingual Education, Denver, CO.

Varghese, M. (1998, April). *La lengua es el espíritu del alma: Bilingual teacher perspectives in a Puerto Rican community*. Paper presented at Society for Applied Anthropology, San Juan, Puerto Rico.

Billmyer, K., & Varghese, M. (1997, March). *Enhancing discourse completion tests: Effects and implications*. Paper presented at American Association for Applied Linguistics, Orlando, FL.

Varghese, M. (1996, October). *My name is Maria Elisabeta: Personal experiences in teacher education*. Paper presented at the meeting of PennTESOL-East, University of West Chester, PA.

Billmyer, K., & Varghese, M. (1995, March). *Investigating the structure of discourse completion tests*. Paper presented at TESOL International Convention & English Language Expo, Long Beach, CA.

PROGRAM DEVELOPMENT, TEACHING & ADVISING

PROGRAM DEVELOPMENT

ESL (English as a Second Language)/ Multilingual Masters and Ph.D. program within Language, Literacy & Culture

2001 - present: Co-developer/Co-chair. Masters and Ph.D. courses (Specialized doctoral seminar for doctoral students), pathway, and program for students interested in ESL and Multilingualism in College of Education.

EES (Education, Equity and Society) Intellectual/Interest Group

2012 - 2016: Co-developer & Co-Lead. Initiated faculty group, year-long colloquium series, and future initiatives within and outside of campus working on issues of equity in College of Education.

Teacher Education Program & ESL emphasis for practicing and future teachers

2009-present: ELL Endorsement Summer Program, Elementary Teacher Education

Program

2007 – present: Co-developer. ESL overview and courses in Differentiated Instruction Strand for renewal of Elementary Teacher Education Program

2004 – 2006: Co-developed (with T. Stritikus) ESL endorsement program for Bellevue and Kent school districts

2007 – 2010: Co-developer. ESL endorsement classes and pathway to match Washington state competencies for practicing and future teachers

Undergraduate Education: ECO & Study Abroad Program Director and Co-Director

2017-present: Developed language and equity 3 course sequence in ECO (available to other COE undergraduate programs)

2015 (Summer): Re-enacting German and American Identities (Berlin, Germany)

2014 (Spring): Youth, Identity and Education in Italy (Rome, Italy)

2012 (Summer): Border(less) destinies: Youth, immigration and education in Italy and Spain (Rome, Italy & Leon, Spain)

2011 (Winter): “Youth Culture/Contemporary Youth: The Making of a New Italy” (Rome, Italy)

2008 (August – September): Immigration, Education & Identity (Rome, Italy)

COURSES REGULARLY TAUGHT AT UW

EDC&I 359: Second Language Learning in Schools and Communities

EDC&I 528: Language, Literacy, and Culture

EDTEP 544: Culturally and Linguistically Responsive Teaching (ELTEP)

EDC&I 545: Multilingual Socialization and Development

EDCI 547: Sociolinguistics and Education

EDC&I 505/506: Doctoral Seminar in Cultural and Linguistic Diversity

EDC&I 518: Sociocultural Approaches to Language and Literacy

COURSES TAUGHT IN THE PAST AT UW

EDTEP 544: Differentiated instruction for Elementary Teacher Education

EDTEP 551: Multicultural Teaching for Elementary Students

EDTEP 551: Multicultural Teaching for Secondary Students

EDC&I 453: Teaching the bilingual bicultural student

EDC&I 458: Content-based ESL

EDC&I 457: Methods in ESL

EDC&I 494: Assessment of ELL students

EDC&I 519: Second Language Teacher Education and Identity

EDLPS 598: Seminar for International Graduate Students

ADVISING

Doctoral Student Committees as Chair

I-Chen Huang, March 2009: "Theorizing Non/Native Dichotomy: Non/native Teachers of English in Secondary ESL Classrooms"

Ellen Kaje, August 2009: "More than just Good Teaching: Two Exemplary Teachers Developing Academic Discourse with Culturally and Linguistically Diverse Learners"

Chung Caryn Park, June 2010 (co-chair): "Teaching and Learning about Racial and Ethnic Diversity in Early Childhood Classrooms"

Amber Bader, March 2011: "The Beliefs and Practices of Foreign Language Teaching Assistants"

Maria Oropeza, August 2011: "Graduating from College: What Does this Capital Allow Latinas to Accomplish: A Multi-Method Study"

Chin-Wen Chien, June 2011: "The Influence of ELL Teachers' Professional Development on Classroom Practice"

Emily Curtis, Dec 2013: "Toward Linguistically Inclusive Teaching: A Curriculum for Teacher Education and a Case Study of Secondary Teachers' Learning"

Shun-Jen Hsiao, June 2014: "Investment and Challenges: ESL Learning among Older Adult Chinese Speaking Immigrants"

Pei Chia Liao, March 2015: "The Professional Legitimacy of Taiwan-educated versus US-educated Taiwanese English teachers"

Jitpicha Jarayapun, June 2015: "Language Teacher Identity Negotiation: A Case Study of a Heritage Thai Language Class in a Thai Buddhist School in the United States"

Rukmini Becerra Lubies, August 2015: "Negotiating a Hybrid Space in the Context of School-Community Partnership: How Teachers and Community Members Become Intercultural and Bilingual Educators"

Cristina Gaeta, March 2016: "Researching Situated Learning as the Development of Practice for College Access Practitioners: A Case Study of the College Access Migrant Program"

Youngmin Seo, June 2017: "Early Bilingual Development: Expanding our Understanding of Family Language Policy in Heritage Language Maintenance"

Julia Daniels, June 2018: "White Women Teachers and the Possibilities of Harm"

Reduction" (AERA K Dissertation Award Winner, 2019)

Nancy Yi-Cline; June 2019: "Learning to Teach Emergent Bilinguals: Mainstream Pre-Service Secondary Teachers in Student Teaching."

Anna Van Windekens, July 2019: "Does reclassification matter? An examination of English learner status and high school science course-taking."

Michel Riquelme; Fall 2019: "Narratives of language teacher educators in Chile: Unveiling their professional identities, agency, and pedagogies"

Tram Dang; Fall 2019: "Cultivating social capital for college success: A case-study of Vietnamese-American students at two-year colleges"

Rachel Snyder: Teacher identities in dual language programs

Grace Cornelius Gonzales: Race and dual language teaching

Camille Ungco

Doctoral Student Committees as Member

Graduated, 40; Not graduated, 11; External examiner (graduated), 5

Masters Student Committees

Graduated (as chair) 58, Graduated (as member) 42, Not graduated 7

SERVICE

INTERNATIONAL & NATIONAL

Editorial Board

2018-present: Second Language Teacher Education

2017-2020: TESOL Quarterly

2017-present: HOWJournal, Colombian Association of Teachers of English

2017- present: Book series entitled "Selected Works of Renowned TESOL Experts" by Shanghai Foreign Language Education Press (SFLEP)

2009-2012; 2013-2016: Anthropology & Education Quarterly

Journal manuscript reviewer

American Educational Research Journal (AERJ), Language Policy, Modern Language Journal, Teaching and Teacher Education, Teaching Education, TESOL Quarterly, International Journal of Bilingual Education and Bilingualism, Applied Linguistics, Research in the Teaching of English, Issues in Applied Linguistics, Journal of Teacher Education, Comparative Education Review, International Journal of Multicultural Education, Language and Education, Journal of Language, Identity and Education,

Anthropology and Education Quarterly, Critical Inquiry in Language Studies

Conference reviewer

American Association of Applied Linguistics, American Educational Research Association, TESOL, International Language Teacher Education Conference

Academic Press manuscripts and chapters reviewer

Multilingual Matters, Springer, Routledge

Formal mentoring in professional organizations

AAAL (American Association of Applied Linguistics)

AERA, Bilingual SIG

AERA, Second Language SIG

National Committees

2020-2023: Member, Outreach Award Committee, American Association of Applied Linguistics

2019: Teacher education and beliefs, Strand coordinator, American Association of Applied Linguistics

2019-2020: Chair, AERA Division K Dissertation Award Committee

2019-2020: Co-chair, AERA Second Language SIG Senior Scholar Award Committee

2018-present: 2020 Conference Planning Committee, American Association for Applied Linguistics

2018-2019: AERA Second Language Research SIG Senior Scholar Award,

2017-2018: Ad Hoc Diversity and Equity Committee, American Association for Applied Linguistics

2018: Bilingual Early Career Award Committee

2017: Task Force for Diversity and Equity, American Association for Applied Linguistics

2017: AERA Division K Early Career Award Committee

2012: AERA Division G Mentoring Award Committee

2011: Bilingual Sig (AERA) Dissertation Award Committee

2005-2006: American Association for Applied Linguistics Resolutions Committee

2004-2005: Planning committee, Fourth International Language Teacher Education Conference

RECENT K-12 SCHOOLS AND COMMUNITY

Committee and Partnership

2014-2015: Member, OSPI Seal of Biliteracy Advisory Committee

2011-present: Member, ELL Work Group, Road Map Project

UNIVERSITY

Committee/Groups/Partnerships

Fall 2018- present: Member, Faculty of Color Caucus, University of Washington
Fall 2016-Winter 2017: Member, University of Washington Teach-In Committee
Winter-Spring 2015: Member, CTL Hiring Committee
Winter 2015: Member, FLAS Committee
Fall 2013-Spring 2015: Member, Royalty Research Fund, Arts Review Committee
Fall 2013- present: University of Washington Language Immersion Committee
Fall 2012-Spring 2014: Member, University of Washington Diversity Council
Spring, 2013-Fall 2013: Co-facilitator, Tri-campus English learner policy working group
Spring 2012: Go! And Fritz Scholarship committee
2010-2011: Mentor, McNair Scholar
2010-2011: Member, Diversity Pedagogy Fellows
2009-present: Royalty Research Fund Reviewer
2009-2010: Member, Focus group for University of Washington, Educational Outreach International Teacher Training Program
2007-present: Member, WIRED (Women Investigating Race, Ethnicity, Diversity) & Research sub-committee (2013-present)
2007-2011: Education, Learning and Society (ELS) Minor Committee
2006-2007: Member, Untenured minority faculty group (CORD)
2004-2005: Member, Faculty/Staff Advisory Board, Graduate Opportunities & Minority Achievement Program in The Graduate School (GOMAP)

COLLEGE

Spring 2019- present: Mentoring committee, Emily Machado
Fall 2019-Spring 2019: Lead, Language, Literacy and Culture applications
Fall 2018-Spring 2019: Chair, Student Support and Advancement Committee
Fall 2018- present: Chair, Mentoring committee, Maggie Beneke
Spring 2018-Winter 2019: Member, Justice and equity in teacher education search committee
Spring 2017-Winter 2018: Member, Multilingual literacy search committee
Fall 2016-Winter 2017: Member, English language arts search committee
Spring 2016-Fall 2016: Chair, tenure committee, Dafney Dabach
Fall 2015- Spring 2016: Faculty President
Winter 2016-Spring 2016: Member, ELTEP Director Search
Fall 2015-Spring 2016: Member, Lead Team, College Re-Organization Subcommittee
Spring 2015: Faculty Lead, Common book
Fall 2014-Fall 2015: Member, tenure committee, Jennifer Hoffman
Fall 2014-Spring 2015: Faculty Vice President
Fall 2013- Fall 2014: Member, tenure committee, Megan Bang
Fall 2013- Spring 2014: Co-Chair, Student Support and Advancement Committee
Fall 2012- Spring 2016: Member, Faculty Council
2007- :Member, Elementary Teacher Education Program

2001- : Co-chair, EL/BL program
Fall 2012-Spring 2013: Co-chair, Diversity Committee/ Faculty Lead, Common book
Fall 2012 -Fall 2013 : Member, tenure committee, Clayton Cook
Spring 2011: Member, Gordon C. Lee Dissertation Award Committee
2010-2011: Member, ELL/BL faculty search committee
2009-2010: Member, ELL/BL faculty search committee
2007-2008: Member, Elementary Teacher Education Program (TEP) renewal
2007-2008: Member, Diversity Task Force
2007-2008: Member, ELL/BL faculty search committee
2005-2006: Member, Futures Committee
2005-2007: C&I representative, Cultural and linguistic diversity search committee
2005-2006: Member, ELL Study Group, Teachers for a New Era (TNE)
2004-2005: Member, School Psychology faculty search committee
2004-2005: Member, Zesbaugh undergraduate scholarship committee
2004-2005: Member, Diversity scholarship committee for TEP
2004-2005: Member, Elementary Evidence of Learning Team for TNE/TEP
2004-2005: Facilitator, College of Education International Students Group
2001-2002: Member, University of Washington and John Stanford International School
Partnership Committee

Languages

English (Fluent)

Italian (Fluent.): Use this to be program director for study abroad programs and current research.

Spanish (Working knowledge.): Used this in dissertation research with Puerto Rican community and bilingual teachers & current research.

French (Working knowledge.)

Malayalam (Working knowledge.)

Professional Affiliations

Teachers of English to Speakers of Other Languages (TESOL)

American Educational Research Association (AERA)

American Association for Applied Linguistics (AAAL)

American Anthropological Association (AAA)