

MARY CAROL COMBS

Department of Teaching, Learning & Socio-cultural Studies
College of Education
University of Arizona
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Chronology of Education

- December 1995 **Ph.D.** Language, Reading and Culture
University of Arizona (Tucson), *Magna Cum Laude*
Program Emphasis: Language planning and policy, ESL and bilingual education
Dissertation Title: *Research and policy: Factors influencing the development of bilingual education in the Valle Encantado School District*
Dissertation Director: Richard Ruiz
- May 1983 **M.A.**, Applied Linguistics and Teaching English as a Second Language
Georgetown University (Washington, DC)
Program Emphasis: English as a Second Language Methods, Structure of the English Language
Masters Thesis Title: *Social, historical, and linguistic aspects of Gastarbeiterdeutsch (Foreign Worker German)*
Thesis Advisor: Alexa McCray
- May 1978 **B.A.**, German Language and Literature, *High Honors*
University of Michigan (Ann Arbor)

Chronology of Employment at the University of Arizona

- 2016-Present **Professor**
Department of Teaching, Learning and Sociocultural Studies
Affiliate Faculty: Latin American Studies (LAS), Second Language Acquisition and Teaching (SLAT)
- 2014-2016 **Associate Professor**
Department of Teaching, Learning and Sociocultural Studies
Affiliate Faculty: Latin American Studies (LAS), Second Language Acquisition and Teaching (SLAT)
- 2011-2014 **Professor of Practice**
Department of Teaching, Learning and Sociocultural Studies
Affiliate Faculty: Latin American Studies (LAS), Second Language Acquisition and Teaching (SLAT)

2004-2011 **Associate Professor of Practice**
Department of Teaching, Learning and Sociocultural Studies
(Formerly *Language, Reading and Culture*)

1996-2004 **Assistant Professor (Adjunct)**
Department of Language, Reading and Culture

Graduate and Undergraduate Courses taught (1996-Present)

- American Indians and the Urban Experience (U/G)
- Bilingual Curriculum Development (U/G)
- Bilingual Reading and Writing (U/G)
- Critical Pedagogy and the Life, Work and Legacy of Paulo Freire (G)
- Desert Dystopia: Language and Education Policies in the State of Arizona (G)
- Educating the Bilingual Child (U/G)
- Education and Cultural Pluralism (U/G)
- ESL Methodologies in Bilingual Education (G)
- Foundations of American Indian Bilingual Education (U/G)
- Foundations of Bilingual Education (U/G)
- Foundations of Language Minority Education (U/G)
- Educating the Culturally Diverse (U/G)
- Immigration and Education (G)
- Indigenous Language Policy and Politics (U/G)
- Language and Culture in Education (G)
- Language, Culture and Identity in Indigenous Films (U/G)
- Language, Culture and Race in Education (U)
- Language Planning and Policy (G)
- Language Planning and Policy in Native American Communities (G)
- Language Policy and Language Activism (U/G)
- Language Socialization (G)
- Linguistics for Teachers (U)
- Politics, Poetry and Pedagogy: The Role of Art, Activism and Performance in Education (U)
- Practicum in Bilingual and English as a Second Language (G)
- Structured English Immersion (Foundations) (U/G)
- Structured English Immersion (Methods) (U/G)

1999-2002 **Research Scientist**
Bureau of Applied Research in Anthropology (BARA)
University of Arizona
Co-Investigator for Spencer Foundation research grant: *Comparative Study of Policy Developments in Bilingual Education*

1995-1996 **Federal Grants Coordinator**
Multicultural Technology Support Project
Distance Learning for Bilingual/ESL State Endorsements
Department of Language, Reading and Culture
University of Arizona

Chronology of Visiting Faculty Appointments at Other State IHEs

Aug.–Dec. 2007 **Arizona State University**
Division of Curriculum and Instruction
College of Education
Tempe, Arizona
Undergraduate Course Taught
•Principles of Language Minority Education (2 sections)

1999-2011 **Northern Arizona University**
Department of Educational Specialties, College of Education
Annenberg Foundation/Title VII *Learn in Beauty* Project
Chinle, Arizona (Navajo Nation)

Graduate Courses taught

- Foundations of ESL and Bilingual Education
- Content-Based English Instruction
- Graduate Research Seminar: Linguistic & Cultural Rights in the Multicultural School
- Structured English Immersion Foundations (on-line)
- Structured English Immersion Methods (on-line)

Chronology of Additional Professional Experience

National Boards of Directors

- 2007-2009 **Board Member (Founding)**
Institute for Language and Education Policy (ILEP)
Portland, OR
- 2005-2006 **Board Member (Parent Representative)**
National Association of Bilingual Education (NABE)
Washington, DC

Governance & Project Administration

- 1995-1997 **Project Evaluator ("Equity 2000")**
The College Board
New York, NY
- 1988-1989 **Commissioner (Mayoral Appointment)**
District of Columbia Commission on Asian and Pacific Islander Affairs
Washington, DC
- 1987-1989 **Director**
English Plus Information Clearinghouse (EPIC)
National Immigration, Refugee & Citizenship Forum
Washington, DC
- 1984-1986 **Legislative Education Policy Analyst (Title VII of the ESEA)**
Delegation Travel Coordinator (Cuba, México, Nicaragua)
League of United Latin American Citizens (LULAC)
Washington, DC

Research & Teaching

- 1998-1999 **Director of Compliance, *Alvarez-Jasso v. TUSD*** Consent Decree
Department of Equity Development
Tucson Unified School District
Tucson, Arizona
- 1996-1997 **Adult Education Teacher of English as a Second Language**
Menlo Park Elementary School
Tucson Unified School District
Tucson, Arizona
- Summer 1989 **Consultant (Language Policy & Bilingual Education)**
Mexican American Legal Defense and Educational Fund (MALDEF)
National Association of Latino Elected Officials (NALEO)
Washington, DC
- 1986-1987 **Education Research Analyst/Information Specialist**
National Clearinghouse for Bilingual Education (NCBE)
Wheaton, MD
- 1981-1984 **Instructor of English as a Second/Foreign Language**
Prince Georges Community College (Largo, MD); International Language Institute,
Spanish Catholic Center, Lado Institute (Washington, DC)
- 1981 **Teacher's Aide**
Indo-Chinese Cooperative Education Program
Arlington, VA

Honors, Awards & Fellowships

- 2012 **College of Education Outstanding Teaching and Mentoring Award**
University of Arizona, Tucson, Arizona
- 2010 **LRC Spirit Award**
Department of Language, Reading and Culture
University of Arizona, Tucson, Arizona
- 2007 **College of Education Outstanding Educator**
University of Arizona, Tucson, Arizona
- Maria Urquides Laureate Award**
University of Arizona, Tucson, Arizona
- 2001 **Outstanding Community Service Award**
U.S. Department of Justice, Federal Bureau of Investigation (FBI) and
League of United Latin American Citizens (LULAC), Tucson, Arizona
- 1996 **Outstanding Doctoral Dissertation Semifinalist**
National Association for Bilingual Education (NABE), Washington, DC

- 1993 **Title VII (Bilingual Education Act) Doctoral Fellowship**
United States Department of Education, Washington, DC
- 1993 **College of Education Outstanding Teaching Assistant**
University of Arizona, Tucson, Arizona
- 1992 **National Endowment for the Humanities Fellowship**
Washington, DC
- 1990-1994 **Graduate Academic Fellowship**
University of Arizona, Tucson, Arizona
- 1990-1995 **Marshall Foundation Doctoral Fellowship**
University of Arizona, Tucson, Arizona
- 1978 **German Department Special Prize for Senior Honors Thesis**
University of Michigan, Ann Arbor, Michigan

Grants and Contracts

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|-------------|--|----------|
| Aug. 2016 | Co-Investigator Arabic Language Planning in Egypt: An Interdisciplinary approach CONFLUENCE CENTER, UNIVERSITY OF ARIZONA | \$12,360 |
| Nov. 2008 | Co-Investigator (25%) PIMA EDUCATION RESEARCH COLLABORATIVE | \$ 9,330 |
| Dec. 2006 | Co-Investigator (25%) <i>Plyler v. Doe</i> in the Schools Study EARL WARREN INSTITUTE FOR JUSTICE, UC BERKELEY | \$ 3,000 |
| April 2004 | Principal Investigator (50%) Focused Participant Observation of SEI Classrooms, Teachers and Students PIMA EDUCATION RESEARCH COLLABORATIVE | \$ 9,700 |
| Spring 2003 | Principal Investigator (100%) [Immigrant] Parent Education Workshops LEAGUE OF UNITED LATIN AMERICAN CITIZENS | \$ 2,500 |
| 2003-2004 | Co-Investigator (50%) Assessing the Educational Impact of Proposition 203 on the Education Of English Language Learners UNIVERSITY OF ARIZONA VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES | \$ 8,557 |

1999-2000 Principal Investigator (50%) \$172,960
The Language Policy Project
Bureau of Applied Research in Anthropology (BARA)
The University of Arizona
SPENCER FOUNDATION

Publications

Peer Reviewed Journals

Combs, M.C. & Lee, C. (Revise and Resubmit). "Linguistic Exhibitionism & "Elite Closure" in Arizona Language Policies." *Language Policy*.

Combs, M.C. (2016). Letter to Richard Ruiz. *Bilingual Research Journal*, 39(3-4), 363-364.

Parra, E. B., **Combs, M.C.**, Fletcher, T. & Evans, C. (2014). The psychological impact of English language immersion on elementary age English language learners. *Journal of Multilingual Education Research* 5, Article 4, 33-65.

Combs, M.C. & Nicholas, S. E. (2012). The effect of Arizona language policies on Arizona Indigenous students. *Language Policy* 11, 101–118. DOI 10.1007/s10993-011-9230-7.

DaSilva, I. A. C., **Combs, M.C.**, & Moll, L. (2012). In the Arid Zone: Drying out Educational Resources for English Language Learners through Policy and Practice. *Urban Education*, 47(2), 495-514.

Combs, M.C. (2011). Book Review of *ESL, EFL & Bilingual Education* (by Lynn W. Zimmerman), *Teachers College Record* [On-line Journal, <http://www.tcrecord.org/>].

Rabin, N., **Combs, M.C.** & González, N. (2008). Understanding Plyler's legacy: Voices from border schools. *Journal of Law and Education*, 37(1), 15-82.

Combs, M.C., Evans, C., Parra, E., Jimenez, A., & Fletcher, T. (2005). Bilingualism for the children: Implementing a dual language program in an English only state. *Educational Policy Journal*, 19(5), 701-728.

Lynch, L., & **Combs, M.C.** (1988, October). English Plus: A positive language policy. In *English Today*. New York: Cambridge University Press.

Scholarly Books and Monographs

Jiménez-Castellanos, O., **Combs, M.C.**, Martínez, D. & Gómez, L. (2013). *English language learners: What's at stake for Arizona?* Morrison Institute for Public Policy. Tempe: Arizona State University.

Ovando, C. J. & **Combs, M.C.** (2018). *Bilingual and ESL classrooms, 6th Edition*. Lanham, MD: Rowman & Littlefield.

Ovando, C. J. & **Combs, M.C.** & Collier, V. (2012). *Bilingual and ESL classrooms, 5th Edition*. Boston: McGraw-Hill.

Ovando, C. J. & **Combs, M.C.** & Collier, V. (2005). *Bilingual and ESL classrooms, 4th Edition*. Boston: McGraw-Hill.

Ovando, C. J., Collier, V. & **Combs, M.C.** (2002). *Bilingual and ESL classrooms, 3rd Edition*. Boston: McGraw-Hill.

Combs, M.C. (Ed.) (1986). *The English Only Movement: An Agenda for Discrimination*. Washington, DC: League of Latin American Citizens.

Refereed Chapters in Scholarly Books and Monographs

Combs, M.C. & Nicholas, S.E. (2016). Language, voice and empowerment frameworks. In N. Hornberger (Ed.), *Honoring Richard Ruiz and his work on language planning and bilingual education*. Bristol, England: Multilingual Matters.

Carroll, K. & **Combs, M.C.** (2016). Bilingual education in a multicultural world. In G. S. Hall (Ed.), *The Routledge handbook of English language teaching* (pp. 191-205). New York: Routledge.

Moll, L. C. & **Combs, M.C.** (2015). Funds of knowledge as a multicultural project. In H. P. Baptiste (Ed.), *Multicultural Education: A renewed paradigm of transformation and call to action* (pp. 149-161). San Francisco, CA: Caddo Gap Press.

Combs, M.C. (2014). "Performing goofiness" in teacher education for emergent bilingual students. In Y. Freeman & D. Freeman (Eds.), *Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals* (287-312). Bingley, England: Emerald Group Publishing Limited.

Combs, M.C. (2014). Self-Inflicted Reductio ad Absurdum: Pedagogies and Policies of the Absurd in the State of Arizona, In J. Cammarota & A. Romero (Eds.), *Raza Studies: The public option for educational revolution* (pp. 63-90). Tucson: University of Arizona Press.

DaSilva Iddings, A.C., **Combs, M.C.** & Moll, L.C. (2014). English language learners and partnerships with families. In H. R. Milner & K. Lomotey (Eds.), *Handbook of Urban Education* (pp. 188-196). New York: Routledge.

Combs, M.C., DaSilva Iddings, A.C. & Moll, L.C. (2014). 21st Century linguistic Apartheid: English language learners in Arizona public schools. In P. W. Orelus (Ed.), *Affirming language diversity in schools and society: Beyond linguistic Apartheid* (pp. 23-34). New York: Routledge.

Combs, M.C., Betts, J.D. & Fisher, P. (2013). Acted and enacted lives: Language play, theatre, and language development on the border. In S. Chappell & C. Faltis (Eds), *The arts and English language learners: Building culturally responsive, critical and creative programs in school and community contexts* (pp. 63-67). New York: Routledge.

Combs, M.C. (2012). Everything on its head: Re-inventing theory and practice in a Structured Immersion Classroom. In B. Arias and C. Faltis (Eds.), *Implementing Educational Language Policy in Arizona: Legal, Historical and Current Practices in SEI* (59-85). Clevedon, England: Multilingual Matters.

Combs, M.C., & Penfield, S. (2012). Language activism and language policy. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 461-474). Cambridge, England: Cambridge University Press.

Combs, M.C., González & Moll, L.C. (2010). Latinos and the learning of English: The Metonymy of Language Policy (with Norma Gon & Luis Moll). In T. McCarty (Ed.), *Ethnography and language policy* (pp. 184-203). New York: Routledge.

Combs, M.C. (2008). What we need to know to educate English language learners. In J. Scott, D. Strateker, & L. Katz (Eds.), *Affirming Students' right to their own language: Bridging language policies to teaching practices* (35-38). New York: Routledge.

Combs, M.C. (2008). Biographical entries for James Crawford, Adalberto Guerrero, Luis Moll, Henry ("Hank") Oyama, Maria Urquides. In J. González (Ed.) *Encyclopedia of Bilingual Education*. Los Angeles, CA: SAGE Publications.

Combs, M.C. (1999). Public perceptions of Official English/English only: Framing the debate in Arizona. In T. Huebner, J. Lo Bianco, K. Davis (Eds.), *Socio-political perspectives on language policy and language planning* (pp. 131-154). Erdenheim, PA: John Benjamins, Inc.

Combs, M.C. (1997). Official English (English Only) versus English Plus. In C. A. Grant & Ladson-Billings, G. (Eds.), *Dictionary of multicultural education* (pp. 203-204). Phoenix, AZ: Oryx Press.

Combs, M.C. (1992). English Plus: Responding to English Only. In J. Crawford (Ed.), *Language Loyalties: A Source Book on the Official English Controversy* (pp. 216-224). Chicago, IL: University of Chicago Press.

Combs, M.C. & Lynch, Lynn (1990). Growing disillusionment and the search for alternatives (with L. Lynch). In H. Daniels (Ed.), *Not English Only* (pp.). Urbana, IL: National Council of Teachers of English.

Combs, M.C. & Trasviña, J. (1986). The legal implications of the English Language Amendment. In M.C. Combs (Ed.), *The English Only Movement: An Agenda for Discrimination* (pp. 24-31). Washington, DC: League of United Latin American Citizens.

Scholarly Presentations

2018 University of West England, English as an Additional Language and Creativity Conference. Keynote presentation: *Learning in the Third Space: Pedagogies of hope and resistance in an "English Only" classroom*. Bristol, England, July 12, 2018.

- University of Arizona, Constitutional Issues in Higher Education Symposium. Panel presentation: *Abiding freedoms, tranquilizing thalidomides and infants of frustration: Interrogating civility and respect in "safe-space" discourses.* Tucson, Arizona, June 21, 2018.
- Comparative International Education Society. Paper presentation, *Linguistic exhibitionism and elite closure in Arizona language policy.* Mexico City, Mexico, March 26, 2018.
- 2017 Michigan State University, Addressing Inequalities, Mobility and Dislocation: Insights from International and Domestic Research and Practice. Paper Presentation: *"Reducto ad absurdum: Excluding refugee and migrant speakers of "critical languages" from immersion programs designed to teach their languages."* East Lansing, Michigan, June 12, 2017.
- 2017 University of Glasgow, Researching Multilingually at the Borders of Language, the Body, Law and the State, Final Symposium. Respondent and "Critical Friend." Glasgow, Scotland, March 6-8, 2017.
- 2017 Hunter College Program: Teachers in Field Work. Panel discussion on School as Refuge: Language Policy, (In)visibility and Education with and for Culturally and Linguistically Diverse Communities in Arizona. Tucson, Arizona, February 20, 2017.
- 2017 University of Arizona, South: Living and Learning on the Border Symposium. Moderator and "Critical Friend." Bisbee, Arizona, February 18th, 2017.
- 2016 Researching Multilingually Conference on Education and Migration: Language Foregrounded. *Multilingual pain and pressure: Repressive language policies in the state of Arizona.* Durham, England, October 22, 2016.
- American Indian Language Development Institute Weekend Seminar: *Claim Your Sovereignty: Make a Language Plan.* AILDI, University of Arizona, Tucson, June 17-18, 2016.
- Developing Future Language Planning and Policy Scholars. *Celebration of the Language Planning and Policy Scholarship of Richard Ruiz (1948-2015).* SOILLSE: Small Language Planning: Communities in Crisis. University of Glasgow, Glasgow, Scotland, June 7, 2016.
- 2015 Past Achievements, Present Successes, Future Aspirations: 25 Years of NAME. *Hodge-Podge Pedagogy and "Accelerated" Language Acquisition Obsessions: English Language Learner Policies in Arizona.* National Association for Multicultural Education, 25th Annual Conference, New Orleans, Louisiana, October 3, 2015.
- Communities as Linguistic Resources Across the Americas: A symposium honoring the Legacy of Richard Ruiz: *Linguistic Diversity and Empowerment Frameworks: Honoring the Scholarly Contributions of Richard Ruiz.* VI International Symposium on Bilingualism and Bilingual Education in Latin America. Lima, Perú, August 14, 2015.
- Language Policies and Academic Progress of Secondary Language-Minority Students. *How Arizona's Restrictive Language Policies Affect Indigenous Students and Tribal Sovereignty.* TESOL International Conference, Toronto, Canada, March 27, 2015.

Dos Días Para Transforming Bilingual Education in Connecticut: *Reinstating De Jure Segregation and the Education of English Learners in Arizona and Connecticut*. Central Connecticut State University, New Britain, Connecticut, February 27, 2015.

Neag School of Education, University of Connecticut: *Crafting and Negotiating a Department Statement on Social Justice*. Storrs, Connecticut, February 26, 2015.

- 2014 Dismantling Fronteras through Multicultural Education: Con Comunidad, Cariño y Coraje. *21st Century Linguistic Apartheid: English Language Learners in Arizona Public Schools*. National Association for Multicultural Education, 24th Annual Conference, Tucson, Arizona, November 8, 2014.

Dismantling Fronteras through Multicultural Education: Con Comunidad, Cariño y Coraje. *Raza Studies: The Public Option for Educational Revolution*. National Association for Multicultural Education, 24th Annual Conference, Tucson, Arizona, November 7, 2014.

Dismantling Fronteras through Multicultural Education: Con Comunidad, Cariño y Coraje. *Becoming and Being a Socially Just Department of Teaching and Learning: Encouraging a Critical Stance*. National Association for Multicultural Education, 24th Annual Conference, Tucson, Arizona, November 6, 2014.

5th Annual American Indian/Indigenous Teacher Education Conference. *Tribal educational sovereignty and Arizona state policy: Unintended consequences – or not?* Northern Arizona University, Flagstaff, Arizona, July 12, 2014.

Combinando Razón y Corazón: Balance y Perspectivas de la Education Intercultural Bilingüe en América Latina. *Soberanía educativa indígena y la política lingüística de Arizona*. Universidad Mayor de San Simón, Facultad de Humanidades y Ciencias de la Educación. Cochabamba, Bolivia, June 11, 2014.

- 2013 International Symposium on Bilingualism and Bilingual Education in Latin America. *Desierto distópico o Muestras autoinfligidas reductio ad absurdum: Pedagogía del Lenguaje y Políticas del absurdo en el Estado de Arizona*. Valparaiso, Chile, October 11, 2013.

The Language Center, Al Akhawayn University. *Incorporating Drama Play and “Performed Goofiness” into instruction for English language learners*. Ifrane, Morocco, June 17, 2013.

Critical Race Theory in Education Conference. *Linguistic Apartheid and the White Supremacist “Master Script.”* Vanderbilt University, Nashville, TN, May 31, 2013.

American Educational Research Association (AERA). *The state of language minority education 40 years after Lau v. Nichols*. April 28, 2013.

New York Collective of Radical Educators. *¡Basta Ya! The consequences of [not] saying no*. Julia Richman Education Complex, New York, New York, March 16, 2013.

- Regional AZ-TESOL Teacher's Conference. *Bravado, Daddy Yankee and Zumba Fitness: Teaching Shakespeare to secondary English language learners*. Northern Arizona University, Flagstaff, Arizona, March 9, 2013.
- 2012 Consejo Mundial de Académicos Universitarios e Investigadores en Educación (World Council of Academic Scholars and Researchers in Education). *Desert Dystopia: Pedagogies and Policies of the Absurd in the State of Arizona*. Habana, Cuba, February 2, 2012.
- 2011 American Educational Research Association (AERA). *Learning in the Third Space: Pedagogies of hope and resistance in a kindergarten Structured English Immersion classroom*. New Orleans, Louisiana, April 9, 2011.
- American Educational Research Association (AERA). Hispanic Research Issues SIG Roundtable: *Unearthing the experiences of Non-Immigrant Latina/o Students in Education*. New Orleans, Louisiana, April 8, 2011.
- 2010 American Educational Research Association (AERA). Hispanic Research Issues SIG Session: "Latino students in elementary schools: Identity, students' views and pedagogy": *Off-script but on task: Embellishing an English-only scripted reading program for English language learners*. Denver, Colorado, May 3, 2010.
- American Educational Research Association (AERA). Bilingual Education Research SIG Symposium. *Critical bilingual perspectives on Preparing effective teachers for English language learners* (discussant). Denver, Colorado, April 30, 2010.
- 2009 American Anthropological Association (AAA) Annual Meeting. Ethnography and Language Policy – New Means, New Ends, New Times. *Latinos and the learning of English: The metonymy of language policy*. Philadelphia, Pennsylvania, December 4, 2010.
- 2008 Ten Years of Proposition 227 and Beyond: Connecting Research, Policy and Practice. *Pedagogies of hope and resistance in a kindergarten Structured English Immersion classroom* (paper presentation). California State University, San Marcos, November 7, 2008.
- The *No Child Left Behind Act: Blessing or curse for English language learners?* (discussant), Arizona State University. Tempe, Arizona, October 6, 2008.
- U.S. –Mexico Border Institute. *Education, immigration, and ideology* (panel presentation). University of Arizona, Tucson, Arizona, April 9, 2008.
- American Educational Research Association. *Learning in the 'Third Space': Literacy Interactions in a Kindergarten Structured English Immersion classroom*. New York, March 27, 2008.
- Bilingual Educators Emphasizing Mastery of Standards (BEEMS) Conference. *Negotiating the 'Third Space' in a Structured English Immersion Classroom* (featured session). University of Texas, El Paso, El Paso, Texas, March 8, 2008.

- 2007 2nd Annual International Research Conference: Cultural Complexities in Qualitative Research. Universidad de Guanajuato – Escuela de Idiomas. *Sociocultural perspectives on Mexican immigrant students: Language, learning, and literacy development in home and school settings* (panel presentation). Guanajuato, Mexico, May 31, 2007.
- 2006 National Association for Bilingual Education (NABE) Annual Conference. *Bilingual parent and community institute: Advocacy and bilingual education* (convener & facilitator). Phoenix, Arizona, January 17, 2006.
- National Association for Bilingual Education (NABE) Annual Conference. *Studying two-language children in an English-Only state: New challenges*. Research SIG Phoenix, Arizona, January 20, 2006.
- University of Arizona, College of Education Policy Research Consortium. *The Effect of Structured English Immersion and Proposition 203 Policies on Teachers and Students at an Elementary Dual-Language School* (research presentation). Tucson, January 22, 2006.
- Bi-national Symposium of Educational Researchers. *English language learners and Structured English Immersion: Legal, psychological, academic, and social consequences of English Only education in Arizona*. Universidad Pedagógica Nacional (paper presentation). Mexico City, México, March 13, 2006.
- National Association for Bilingual Education (NABE) Annual Conference. *Bilingualism for the children: Implementing a dual language program in an English Immersion state* (paper presentation), Symposium at the Research and Evaluation Special Interest Group (SIG). Albuquerque, New Mexico, February 6, 2006.
- 2005 National Association for Bilingual Education (NABE). Annual Conference. *No Language Left Behind: Tribal responses to standards, accountability mandates, and English Only laws*. Symposium within the Indigenous Bilingual Education Special Interest Group (SIG) San Antonio, Texas, January 21, 2005.
- National Association for Bilingual Education (NABE). Annual Conference. *The combined effect of anti-bilingual education and NCLB policies on English learners at an Arizona elementary dual language school* (featured session). San Antonio, Texas, January 20, 2005.
- 2004 American Indian Language Development Institute (AILDI). Conference Commemorating the 25th Anniversary of AILDI: Indigenous Language and Education Rights. *Prospects for Indigenous Language Revitalization in an English Only State* (panel presentation & organizer). University of Arizona, Tucson, Arizona, June 25, 2004.

Editorial Boards & Manuscript Submission Reviewer

Article Reviews for Peer-Reviewed Journals (2013-Present)

Action in Teacher Education

American Educational Research Journal (Review Board)

Anthropology and Education
Cultural Studies in Science Education
Educational Policy
International Journal of Bilingual Education and Bilingualism
International Journal of Multilingual Research
Journal of Language, Identity and Culture
Journal of Literacy Research
Language Policy
Multicultural Perspectives
NABE Journal of Research and Practice
Urban Education

Book Manuscripts

Multilingual Matters: *Language Policy Processes and Consequences: Arizona Case Studies* (Sarah C.K. Moore, Editor, published 2014).

Palgrave-Macmillan: *Linguistic Disobedience: Restoring Power to Civic language* (Yuliya Komska, Michelle Moyd, David Grambling, forthcoming 2018).

Professional Memberships

American Educational Research Association (AERA)
Arizona Educational Research Organization (AERO)
Comparative International Education Society (CIES)
Critical Race Studies in Education Association (CRSEA) – Charter Member
Institute for Language and Education Policy (ILEP) – Founding Board Member
National Association of Ethnic Studies (NAES)
National Association for Multicultural Education (NAME)
National Association for Bilingual Education (NABE)
Teachers of English to Speakers of Other Languages (TESOL)

Updated July 2018