

**Iliana Reyes, Ph.D.**  
**Associate Dean for Academic Affairs and Community and Global Partnerships**  
**College of Education**

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**CHRONOLOGY OF EDUCATION**

Ph.D. in Developmental Psychology, University of California, Berkeley Major: Developmental Psychology Minor(s): Language, Literacy and Culture in Education; and Family and Child Clinical Psychology	2001
M.A. in Developmental Psychology, University of California, Berkeley	1998
B.A. in Experimental Psychology, Minor: Education University of California, San Diego	1995

**SHORT-TERM COURSES**

Reggio Early Childhood Study Group, Tucson Children's Project Reggio Emilia, Italy	Summer 2008/2011
Portuguese Language & Culture Summer Institute Certificate of Language and Culture Universidade de Lisboa, Portugal	Summer 2002
Summer Linguistic Institute University of California, Santa Barbara	Summer 2001

**ACADEMIC EXPERIENCE**

**Academic Experience in US**

<i>Associate Dean and Professor</i> College of Education, University of Arizona	Present
<i>Associate Professor</i> College of Education, University of Arizona Early Childhood Education, and Language, Reading and Culture	2009
<i>Assistant Professor</i> College of Education, University of Arizona Language, Reading and Culture	2002
<i>Associate Professor</i> , Second Language Acquisition and Teaching (SLAT) interdisciplinary program, University of Arizona	2003-present
<i>Affiliate Faculty</i> , Center for Latin American Studies, University of Arizona	2008-present

*Assistant Director of The Project Interface/SERP Department*  
(a training grant funded by the Office of Special  
Education Programs, U.S. Department of Education) 2007-2009

*Affiliate Faculty, Center for the Mathematics Education of Latinos/as*  
(CEMELA) interdisciplinary program in Mathematics and Education,  
University of Arizona 2005-2007

### **Academic Experience in Mexico**

Research Scientist – Scholar 2013-2020  
CINVESTAV Center for Advance Research  
Mexico City, Mexico

Visiting Scholar  
Universidad Autónoma de Querétaro, México Fall 2000  
Centro de Investigaciones Psicológicas y Educativas (CIPE)  
Academic Sponsor: Dr. Donna Jackson-Maldonado

### **Postdoctoral Fellowship**

UC President's Postgraduate Fellow. 2001-2002  
School of Education, University of California, Berkeley (UCB)  
Division of Language, Literacy and Culture.

Project: The Development of Spanish and English Literacy in the context of Natural Sciences in  
Elementary Students.  
Academic Sponsor: Dr. Eugene Garcia

Research Assistant, VA Northern California Hospital 1999-2000  
Center for Aphasia and Related Disorders  
Advisor: Dr. Nina Dronkers

### **Teaching Positions/ Elementary and Preschool**

Elementary K Grade Student Teacher 1992-1995  
San Ysidro Elementary School  
San Diego, CA

Early Childhood Education Teacher 1993-1995  
Strongly Oriented for Action (SOFA)  
San Diego, California

## TEACHING

### Undergraduate courses

LRC 312c Early Language Acquisition and Literacy Development, University of Arizona

LRC 410 Foundations of Bilingualism and Bilingual Education, University of Arizona

TLS 411 Cultural Pluralism for Young Children, University of Arizona

PSYCH 101 Introduction to Developmental Psychology, University of California, Berkeley

PSYCH 124 Psycholinguistics, University of California, Berkeley

PSYCH 125 The Psychology of Bilingualism & Second Language Acquisition, University of California, Berkeley

### Graduate courses

CINVESTAV

Graduate Seminar: Language and Literacy Theories

Graduate Seminar: Qualitative Methodologies

Special Topics Seminar: Analysis of Verbal -Non-verbal Communication

University of Arizona

LRC 504 Seminar on Language and Culture in Education

LRC 510 Foundations of Bilingualism and Bilingual Education

TLS 551 Developing Programs for Young Children

LRC 595a Seminar on Language Socialization Across Cultures

LRC 595b Border Ecologies: Literacy, Language and Children

LRC 653: Written Language Development

LRC 694a Practicum on Bilingual Education, ESL and SEI

LRC 696b Seminar on Advanced Research on Bilingualism and Bilingual Education

LRC 795 Theory and Research on Biliteracy

TLS 696 Theories of Child Development

## PUBLICATIONS/CREATIVE ACTIVITY

### ***Peer-Reviewed Journal Articles (selected publications)***

Reyes, I. (*in press*). *Multilingual Development in a Dynamic Changing World*. Oxford Encyclopedia. Oxford Press.

Acevedo, T., Martínez, C., & Reyes, I. (2018). Bridging Borders: “We Do Not Need a Wall Because we are Friends”. *NAREA Innovations Publication*.

Kalman, J., & Reyes, I. (2017). On literacy, reading, and learning to read in Mexico. *Prospects*, 1-15. DOI: [10.1007/s11125-017-9406-9](https://doi.org/10.1007/s11125-017-9406-9)

Gort, M. & Reyes, I. (2016). Introduction and Thoughts from the editors:

Language Arts special issue on biliteracy in schools and communities,  
*Language Arts*, 93 (5), 339-340.

Reyes, I. & DaSilva Iddings, A. C., & Feller, N. (2015). Building Relationships with diverse students and families: A Funds of Knowledge Perspective. *Journal of Early Childhood Literacy*, 16(1), 8-33.

Reyes, I., Baker, P.M., Acevedo, A., McPheeters, P., Gomez, A., Gray, M., & Habib, M. (2015). The Tucson hopes and dreams project: teachers and families share their visions for young children. *Young Children*. Vol. 70(2): 66-71.

Clift, R., Da Silva Iddings, A.C., Jurich, D., Reyes, I. & Short, K. (2015). A programmatic focus on engaging families, communities and children: Institutionalizing assets-based pedagogies. *International Teacher Education: Promising Pedagogies (Part C) Advances in Research on Teaching*, Volume 22C, 161-181.

Reyes, I. (2013). Capitalizing on the Strengths and Contributions of Multilingual Families. *Exchange* 3, 55-57.

Reyes, I. (2012). Biliteracy Among Children and Youths. *Research Reading Quarterly*, 47(3) 307-327.

Azuara, P., & Reyes, I. (2011). Negotiating worlds: a young Mayan child developing literacy at home and at school in Mexico. *Compare: A Journal of Comparative and International Education*, 41 (2) 181-194.

Reyes, I. (2009). An ecological perspective on minority and majority language and literacy communities in the Americas. *Colombian Linguistic Applied Journal*, 11 (1) 106-114.

Reyes, I. (2008). English Language Learners' discourse strategies in Science instruction. *Bilingual Research Journal*, 31(1) 95-114.

Reyes, I., & Azuara, P. (2008). Emergent biliteracy in young Mexican immigrant children. *Reading Research Quarterly*, 43 (4) 374-398.

Reyes, I. (2008). Bilingualism: A holistic view. In J. González (Ed.), *Encyclopedia of Bilingual Education in the US*, SAGE Publications.

Arenas, A., Reyes, I., & Wyman, L. (2007). When indigenous and modern education collide. *World Studies in Education*, 8, (2). 33-64.

Reyes, I., Alexandra, D., & Azuara, P. (2007). Home literacy practices in Mexican households. *Cultura y Educación*, 19(4) 463-474.

Reyes, I., Alexandra, D., & Azuara, P. (2007). Las prácticas de lectoescritura en los hogares de inmigrantes mexicanos. *Cultura y Educación*, 19 (4) 395-407.

- Reyes, I. (2006). Exploring connections between emergent biliteracy and bilingualism. *Journal of Early Childhood Literacy*, 6 (3) 267-292.
- Reyes, I., & Hernández, A. E. (2006). Sentence interpretation strategies in emergent bilingual children and adults. *Bilingualism: Language and Cognition*, 9(1) 51-69.
- Ervin-Tripp, S. & Reyes, I. (2005). From child code-switching to adult content knowledge. *International Journal of Bilingualism*, 9(1), 85-102.
- Ervin-Tripp, S., Lampert, M., Escalera, E., & Reyes, I. (2005). "It was hecka funny:" Some Features of Children's Conversational Development. *The proceedings of the XII Symposium About Language and Society (SALSA)*. Texas Linguistic Forum (48), Austin, Texas.
- Goodman, Y., Reyes, I., & McArthur, K. (2005). Emilia Ferreiro: Searching for Children's Understandings about Literacy as a Cultural Object. *Language Arts*, 2, (4), 318-322.

#### Chapters and Monographs (selected publications)

- Azuara, P. & Reyes, I., (2018). Negotiating worlds: a young Mayan child developing language and literacy at home and at school in Mexico. In Safford, K. and L. Chamberlain (eds.), *Learning and Teaching Around the World: comparative and international studies in primary education*. New York, NY: Routledge.
- Reyes, I., Acosta, J., Fierro, A., Fu, Y. & Zapien, R. (2017). Teacher Candidates Connecting to Community Resources and Children's Literacies. In DaSilva Iddings, A. C. (Ed.) *Re-Designing Teacher Education for Culturally and Linguistically Diverse Students: A Critical Ecological Approach* (pp85-99). New York, NY: Routledge.
- Reyes, I., & DaSilva Iddings, A.C. (2017) Learning about Linguistic Resources through Home Engagements: Opportunities for Latina Pre-service Teachers to Shape their Language Orientations. In Hornberger, N. (ed): *Richard Ruiz: Essays on Language Planning and Bilingual Education*. Multilingual Matters.
- Dyson, A. H., Marsh, J., Dewayani, S., Comber, B., Kerkham, L., Sahni, U., Genishi, C., Reyes, I., & Lianza, E. M. (2016). The situated cases: Child agency, cultural resources, language. *Child Cultures, Schooling, and Literacy: Global Perspectives on Composing Unique Lives* (pp 15-115). Taylor & Francis.
- Reyes, I. (2016). *Natalia: "I want to speak Tata's Language!" Learning and Awakening the Local Language*. In Dyson, A. H. (Ed.). (2016). *Child Cultures, Schooling, and Literacy: Global Perspectives on Composing Unique Lives*. New York: Routledge.
- Reyes, I., & Guitart, M.E. (2013). Exploring Multiple Literacies from Homes and

Communities: A Cross-Cultural Comparative Analysis. In K. Hall, Cremin, T., Comber B., & Moll. L.C. (Eds.), *the International Handbook of Research on Children's Literacy, Learning and Culture* (pp 155-170). NJ: Wiley-Blackwell.

Reyes, I. & Azuara, P. (2013). *Communities and Families in Transition: A Comparative Study of Mexican Families in Mexico and US (original title in Spanish: Las comunidades y familias en Transición. Un estudio de caso comparativo de las familias mexicanas en EE.UU. y México. XII Congreso Nacional de Investigación Educativa. Temática 7: Educación en espacios no escolares. Memoria electrónica, COMIE. Guanajuato, Gto. ISSN: 2007-7246.*

Soltero-González, L., & Reyes, I. (2012). Literacy Practices and Language Use among Latino Emergent Bilingual Children in Preschool Contexts. In E. B. Bauert & Gort, M. E., *Early Biliteracy Development: How young bilinguals make use of their linguistic resources: Research and Applications* (pp 44-64). New York: Routledge.

Reyes, I. (2011). Literacy Practices and Language Ideologies of First Generation Mexican Immigrant Parents. In Potowski, K. & Rothman, J. (Eds.), *Bilingual youth: Spanish in English-speaking societies*. Amsterdam: John Benjamins.

Reyes, I., & Uchikoshi, Y. (2010). Families and Young Immigrant Children: Learning and Understanding their Home and School Literacy Experiences. In R. Takanishi & Grigorenko, E. (Eds.), *Immigration, Diversity, and Education* (pp. 259-275). New York: Routledge.

Reyes, I. (2010). Learning from Young Bilingual Children's explorations of Language and Literacy at Home and School. In *Defying Convention, Inventing the Future in Literacy Research and Practice: Essays in Tribute of Ken and Yetta Goodman* (pp. 144-159). New York: Routledge.

Reyes, I., & Ervin-Tripp, S. (2010). Language Choice and Competence: Code-Switching and Issues of Social Identity in Young Bilingual Children. In Shatz M., & Wilkinson, L. (Eds.), *The education of English language learners: Research to practice* (pp. 67-84). New York: Guilford.

Arenas, A., Reyes, I., & Wyman, L. (2010). When Indigenous and modern education collide in the global culture. In J. Zajda (Ed.), *Global pedagogies: Schooling for the future* (pp. 85-110). Dordrecht, The Netherlands: Springer.

### **Book**

Romero, A. & Reyes, I. (in progress with contract with Routledge). *Advancing Educational Equity for Students of Mexican Descent: Creating an Asset-based Bicultural Continuum Model.*

***Edited Volume(s) (Peer-reviewed)***

Gort, M. & Reyes, I. Co-Editors (2016), Special Issue on biliteracy in schools and communities. *Language Arts*, 93 (5).

Gort, M. & Reyes, I. Introduction and Thoughts from the editors: Language Arts special issue on biliteracy in schools and communities, *Language Arts*, 93 (5), 339-340.

Reyes, I., & Hornberger, N. *Conversation Currents: The continua of Biliteracy*.

Podcast Interview: Reyes, I., & Hornberger, N. *Biliteracy*

Podcast retrieved from <http://www.ncte.org/journals/la/podcasts/may-2016>

***Re-printed publication in the following International volume:***

(Originally published on RRQ 2008)

Reyes, I., & Azuara, P. (2013). Emergent biliteracy in young Mexican immigrant children. In Alvermann, D.E., Unrau, N.J., & Ruddell, R.B. (Eds.). *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association.

***Technical Reports***

Reports from Community as Resources in Early Childhood Teacher Education (CREATE) – five-year Instructional and Research Project:

Reyes, I. (with CREATE team) Community as Resources in Early Childhood Teacher Education Semi-Annual Report to the Helios Foundation (June, 2014).

Community as Resources in Early Childhood Teacher Education (CREATE Team) with Reyes, I. Semi-Annual Report to the Helios Foundation (June, 2013).

Community as Resources in Early Childhood Teacher Education (CREATE Team) with Reyes, I. Semi-Annual Report to the Helios Foundation (June, 2012).

Reyes, I. (with CREATE team) Community as Resources in Early Childhood Teacher Education Semi-Annual Report to the Helios Foundation (June, 2011).

First Things First External Evaluation/ Family and Community Case Study (FCCS) Team with Reyes, I. (May, 2011). Raising Arizona's

### GRANTS AND FELLOWSHIP HISTORY (partial)

Reyes, I., (2020-2022) in partnership with Jenny Volpe, Natalia Hoffman and *Make Way for Books* (MWFB): Project *Cuéntame*. Awarded by Helios Education Foundation.

Reyes, I. (2020-present), in collaboration with Naomi Karp, United Way–Great Expectations Grant. University of Arizona Early Childhood Professional Development Community of Practice (CoP).

Reyes, I., (2017- 2018). Co- Principal Investigator (in collaboration with Dr. Anna O’Leary), *University of Arizona Office of Research, Discovery and Innovation* grant for international collaboration. Project Title: “Shared Populations/*Poblaciones Compartidas*” to work with transnational immigrant communities in US and Central Mexico.

Reyes, I. (2011-2015). Principal Investigator, leading author with co-PI with Drs. Chris Iddings, René Clift, Donna Jurich, and Kathy Short.

*Communities as Resources in Early Childhood Teacher Education (CREATE)*  
Grant awarded by the Helios Education Foundation. Amount awarded: \$1.2 Million  
Finished the formal grant in 2015, and established the redesigned CREATE undergraduate program.

Reyes, I. (2010-2011). Principal Investigator. *Community-Based Early Childhood Education*.  
Grant awarded by the Helios Education Foundation. Amount awarded: \$347,116.

### PUBLIC MEDIA & PODCASTS

Reyes, I., & Hornberger, H. N. (2016, May). Conversation Currents: The Continua of Biliteracy  
Podcast retrieved from <http://www.ncte.org/journals/la/podcasts/may-2016>

Reyes, I. (June 17, 2010). *Los niños en su casa (A Place of Our Own)*. KPBS Los Angeles, CA.  
Media presentation retrieved from  
[http://www.losninosensucasa.org/question\\_detail.php?id=572](http://www.losninosensucasa.org/question_detail.php?id=572)

Baker, E. A., & Reyes, I. (2009, January 19). Biliteracy of preschool immigrant Mexican children. Voice of Literacy.  
Podcast retrieved from <http://voiceofliteracy.org>



## SCHOLARLY PRESENTATIONS

(Peer-reviewed/selected)

- Reyes, I., & DaSilva Iddings A. C., Buttler, E., Feller, N.** (2018, December). Preservice Teachers Using Bilingual and Multimodal Literacy Practices to Critically Explore Linguistic Orientations in the Borderlands Context. Paper to be presented at the *Annual Meeting of the Literacy Research Association (LRA)*. Indian Wells, CA.
- Kalman, J., & **Reyes, I.**, (2018, April). *One literacy, reading and learning to read as a social practice in México*. Paper presented at the *Annual World Congress of Comparative and International Education Society (CIES)*. Mexico City.
- Martínez, C., Pena, B., Ramirez, A, Acevedo, T., & **Reyes, I.** (2018, February). Documenting the Multiple Languages of Children and the Impact on their Language and Biliteracy. Paper presented at the National Association for Bilingual Education (NABE). Albuquerque, NM.
- Reyes, I., & Valencia, M. G.** (2017, November). Sharing Family and Community Knowledge through Literacy Baskets: *Bilingualism, Biliteracy and Biculturalism*. [Original title in Spanish: *Diálogos con Familias sobre Bilingüismo, Biliteracidad, y Biculturalidad*.] CIELI. Querétaro, México.
- Tapia, E., & **Reyes, I.**, (2017, September). Understanding Children’s Construction of Day-to-Day Sociocultural Literacy Practices. Paper presented as part of the Symposium on “Ethnographic Approaches to Situated Literacy Practices in Borderland Spaces” at the *XIV Inter-American Symposium on Ethnography and Education Simposio Interamericano de Investigación Etnográfica de la Educación*, in El Paso, TX and Cd. Juárez, México.
- Reyes, I., & DaSilva Iddings, A.C.** (2016, December). Home Interactions with Prospective Teachers and Families: Understanding Home Language and Literacy Practices to Foster Biliteracy. Paper presented as part of the Symposium on “Biliteracy as Resource: Understanding Theory, Problematizing Practice” at the *Annual Meeting of the Literacy Research Association (LRA)* in Nashville, TN.
- Reyes, I., (2016, April). Global Perspectives on Language Variation and Child Identities: Three Case Studies. Paper presented as part of the Symposium on “*Global Perspectives on Composing in Diverse Childhoods*” at the Annual Meeting of the American Educational Research Association (AERA) in Washington, DC.
- Reyes, I., Fierro, A., & Zapien, R.** (2015, December). *Community Literacy Canastas*. Paper presented as part of the Symposium on “Toward a Critical-Ecological Approach in Early Childhood Teacher Education” at the *Annual Meeting of the Literacy Research*

*Association (LRA) in San Diego, CA.*

Acosta, J., Feller, N., Fierro, A., & **Reyes, I.**, (2015, December). Community Literacy Walks and Maps. Paper presented as part of the Symposium on "Toward a Critical Ecological Approach in Early Childhood Teacher Education," at the *Annual Meeting of the Literacy Research Association (LRA)* in San Diego, CA.

Reyes, I., (2015, December). Natalia: A Mexican Case Study. Paper presented as part of the Symposium on "*Global Perspectives on Children Composing*" at the *Annual Meeting of the National Council of Teachers of English (NCTE)* in Minneapolis, MINN.

DaSilva Iddings A. C., **Reyes, I.**, Buttler, E., Duncan, A., Feller, N., Fierro, A., & Zapien, R. (2015, January) Toward and Ecological Approach in Early Childhood Teacher Education: Partnerships and Connections among Family, Community, Schools and University. Paper presented at the *CREATE College of Education Conference: Imagine Possibilities for Early Childhood Teacher Education*. Tucson, AZ.

### Invited Professional and Scholarly Presentations (Partial list)

Reyes, I., (2017, June). La alfabetización y desarrollo de la lectoescritura: Perspectivas Socio-constructivistas (original in Spanish). Literacy and Reading Development from Socioconstructivist Perspectives. Keynote Conference presented at Third Annual Meeting for Normalistas Preservice Educators in Puebla, Mexico.

Reyes, I. (2017, May) *Constructing Early Childhoods by "Awakening" the Native Language*. Keynote Speaker at the Literacy Colloquy, Department of Teaching and Learning, College of Education and Human Ecology. Ohio, Columbus.

Reyes, I., (2015, February). La alfabetización y desarrollo de la lectoescritura: Perspectivas Socio-constructivistas (original in Spanish). Literacy and Reading Development. Socioconstructivist Perspectives. Keynote Conference presented at the Annual Meeting for Early Childhood Educators and Presevice Teachers. Puebla, Mexico.

Reyes, I., (2015, November). *Más allá de un México bilingüe español-inglés. Encaminando la construcción del bilingüismo hacia un multilingüismo colectivo. Seminario Permanente de Lingüística Antropológica*. Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS). Tlalpan, Ciudad de México.

Translation: *Beyond a Bilingual (Spanish-English) Mexico: Working towards building a multilingual collective society*. Paper presented at the Linguistic Anthropology Seminar at CIESAS (Center for Advance Stuides in Social Anthropological). November, 2015. Mexico City.

Reyes, I. (2014, March). *Learning and Awakening the Local Indigenous Language: A Case Study of Revatalization in náhuatl and Spanish*. *Global perspectives on Childhoods*

*and composing: the interplay of child cultures, schooling and literacy.* Urbana Champagne, IL. (Skype Presentation)

DaSilva Iddings, A. C. & Reyes, I. (May, 2013). Placing Families and Communities as the Central Focus in Early Childhood Teacher Education Programs. Paper presented at the *Networks of Practice in Teacher Education*. Nashville, TN.

Reyes, I. (January, 2012). *Funds of Knowledge for Early Childhood Educators*. Raising Arizona Summit at Paradise Valley Community College. Phoenix, AZ.

## SERVICE

### National and International Achievements and Recognition

#### 1) Foundation for Child Development (FCD)

##### a. FCD Advisory Board Member for Young Scholars Program (2014- present)

Invited by FCD President Jacqueline Jones to become a member of the FCD Young Scholars Program (YSP) Advisory Committee. Since Fall 2014 Dr. Reyes has participated at the national advisory committee to select the new Young Scholars and provide annual awards (from 175,000 to 250, 000).

Dr. Reyes has contributed to the development of strategies to recruit minority Scholars and in making recommendations to support scholars' application submission.

b. FCD Young Scholar Fellow (2004-2007). Selected as a Young Scholar, and awarded a three-year grant to focus on the bilingual and biliteracy development of immigrant children and their family literacy practices.

#### 2) International Literacy Association

a) Invited member for 2015-2017 Standards Review Committee (National Panel to review and revise the Diversity for Literacy section).

#### 3) Literacy Research Association

a) Co-chair, Area 8. Literacy Learning and practice in multilingual and multicultural settings (2012-2015)

b) Transnational and Multilingualism ISG Co-chair co-chair (2014-2016) Iliana Reyes with Mikel Cole

c) Edward Fry Book Award Committee

c.1 Selection Committee Member (2014-2017)

c.2 Chair, Selection Committee Member (2017-2020)

- 4) Board member of the International Bilingual Latin American Conference Organization (2010-2014)
- 5) Member of the Mexican National System of Researchers (Sistema Nacional de Investigadores-SNI) (2012-present)
- 6) NCTE Early Childhood Education Assembly  
Nominated and elected Board Member for the Early Childhood Education Assembly (2015-2017).
- 7) UA-UNAM Consortium Member, Educational and Social Sciences Immigration and Policy Issues.

### Editorial/Consultations

#### Community Activities

- *United Way of Southern Arizona*, Community of Practice and First Things First Professional Development, 2017-present
- *Make Way for Books*, Consultant, 2015-present
- *Make Way for Books*, Board member, 2009-2012

#### Editorial Activities

- On the editorial board of *Journal of Literacy Research (JLR)*
- On the editorial board of *The Reading Teacher*
- On the editorial board of *Reading Research Quarterly* (2010-2014; 2017-present)
- On the editorial board of *Colombian Applied Linguistics Journal (CALJ)*
- On the editorial board (Comité Científico Editorial) de la Revista *Papers on Culture, Education and Human Development* from University of Girona, Spain (Universidad de Girona, España) since 2015.  
[psicologia.udg.edu/PTCEDH/presentation.asp](http://psicologia.udg.edu/PTCEDH/presentation.asp)