

## **TAUCIA GONZÁLEZ, PH.D.**

University of Arizona  
Disability & Psychoeducational Studies  
College of Education  
1430 East Second Street  
Tucson, Arizona 85721  
Email: [tauciagonzalez@email.arizona.edu](mailto:tauciagonzalez@email.arizona.edu)

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### **EDUCATION**

- 2010-2015      Doctor of Philosophy in Education  
Arizona State University  
Curriculum & Instruction, Special Education emphasis
- 2001-2003      Master of Arts in Education  
University of Phoenix  
Elementary Teacher Education
- 1995-2000      Bachelor of Arts in Foreign Languages  
University of Southern Mississippi  
College of Arts & Letters, Minor in Sociology

### **PROFESSIONAL EXPERIENCE**

- 2019-present      Assistant Professor of Special Education  
Disability & Psychoeducational Studies  
University of Arizona
- 2015-2019      Assistant Professor of Special Education  
Department of Rehabilitation Psychology and Special Education  
University of Wisconsin-Madison
- 2015-2019      Faculty Affiliate  
Chican@ and Latin@ Studies  
University of Wisconsin-Madison
- 2010-2014      Graduate Assistant  
Principal Investigators Alfredo Artiles & Elizabeth Kozleski  
The Equity Alliance  
Arizona State University
- 2010-2012      Graduate Research Team Member  
Urban Professional Learning Schools Initiative  
Principal Investigator Elizabeth Kozleski

## Arizona State University

- 2004-2010 Instructional Coach and Junior High Teacher  
Herrera School for the Fine Arts and Dual Language  
Included two years of inclusive education co-teaching
- 2001-2004 Third Grade Teacher  
Academia del Pueblo Dual Language School  
Phoenix, Arizona

**TEACHING**University of Arizona

- 2019 SERP 404 Cultural and Linguistic Diversity in Exceptional Learners

University of Wisconsin-Madison

- 2016-2019 RPSE 300 Individuals with Disabilities [online & in-person]  
2017 RPSE 660 Introduction to Elementary and Special Education  
2017 RPSE 660 Research, Theories, & Practice for Advancing a New Era of  
Inclusive Education  
2015-2017 RPSE 871 Foundations of Special Education  
2016 RPSE 930 Teaching Internship for Special Education Doctoral Students

Arizona State University

- 2013 EDA 505: American Education System (Teaching Intern)  
2013 Gender Equity and Inclusion Module for India Support for Teacher  
Education Program (In-STEP) [Co-facilitated module for Teacher  
Educators from India]  
2011 SPE 580 Culture and Practice in Inclusive Education: Practicum  
2011 SPE 580 Assessment and Practice in Inclusive Education: Practicum  
2010 SPE 580 Learning and Practice in Inclusive Education: Practicum

Adjunct Instruction at Arizona State University

- 2007 BLE 414 Reading Methods, Management, and Assessment in Elementary  
BLE/ESL settings  
2007 BLE 433 Language Arts Methods, Management, and Assessment in  
Elementary BLE/ESL settings

**K-12 TEACHING & LEADERSHIP EXPERIENCE**

- 2004-2010 Instructional Coach and Junior High Teacher  
Herrera School for the Fine Arts and Dual Language  
Included two years of inclusive education co-teaching
- 2001-2004 Third Grade Teacher  
Academia del Pueblo Dual Language School  
Phoenix, Arizona

**ADVISING**University of Arizona

## Graduate Students

2019-present Modhawi ALMedlij, Disability & Psychoeducational Studies  
 Doctoral dissertation committee member

University of Wisconsin-Madison

## Graduate Students

2018-2019 *Joan Hong*, Educational Policy Studies  
 Doctoral prelim committee member

2018-present *Jessica McQueston*, Special Education  
 Doctoral dissertation committee member

2018-present *Dian Mawene*, Special Education  
 Doctoral dissertation committee member

2018-2019 *Kate Roberts*, Special Education  
 Doctoral dissertation committee chair

2016-present *Rebekka Olsen*, Special Education  
 Doctoral dissertation committee co-chair

2016-2018 *Mary Johnson*, Educational Policy Studies  
 Master's thesis committee member

2015-2017 *Hyejung Kim*, Special Education  
 Doctoral dissertation committee member

2016-2017 *Ramon Ortiz*, Educational Leadership & Policy Analysis  
 Doctoral dissertation committee member

## Undergraduate Students

2016-2017 *Josué Velasquez*, Undergraduate University Research Scholar

2015-2016 *Allison Lueke*, Undergraduate University Research Scholar

2015-2016 *Brandon Stringer*, Undergraduate University Research Scholar

**GRANTS & FELLOWSHIPS**

2018 (submitted) Co-Principal Investigator with Mariana Pacheco (PI), Yang Sao Xiong (Co-PI), Annalee Good (Key Personnel), and Jed Richardson (Key Personnel)  
*Improving Academic and Literacy Outcomes for Hmong and Latino English Learner (EL) Adolescents with and without Disabilities through Youth Participatory Action Research*  
 Institute of Education Sciences, Education Research Grant (\$1.8 million)

- 2018 (funded) Co-Principal Investigator with Melinda Leko (PI), Kimber Wilkerson (Co-PI), Andrea Ruppert (Co-PI), and Bonnie Doren (Co-PI)  
*Project SITE (Scholarship in Teacher Education)*  
US Department of Education, Office of Special Education Programs (\$249,599)
- 2018 (funded) Co-Principal Investigator with Mariana Pacheco (PI), Yang Sao Xiong (Co-PI), and Madeline Hafner (Co-PI)  
*Sociocritical literacy for community change and equity: Participatory action research with bilingual Hmong and Latino youth with/out disabilities*  
Transform Grant-Grand Challenges, The University of Wisconsin-Madison (\$180,800)
- 2017 (funded) Co-Principal Investigator with Mariana Pacheco (PI) and Yang Sao Xiong (Co-PI)  
*Exploring and realizing the equitable inclusion of immigrant parents and students in educational policy- and decision-making*  
Engage Grant-Grand Challenges, The University of Wisconsin-Madison (\$22,900)
- 2016 (funded) Fellow with Kathleen King Thorius (PI)  
*Midwest and Plains (MAP) Technical Assistance Equity Center*  
US Department of Education (\$8.25 million, \$25,000/year sub-award for 5 years)
- 2016 (funded) Consultant with Mel Bertrand (PI), Sybil Durand (Co-PI), and Saskias Cassanova (Co-PI)  
*Harnessing interdisciplinary research to examine the relationship between student voice and school change toward equity*  
ASU Internal Scholarship Grant Program: Interdisciplinary Inquiry Studio (\$17,000, 1 year)
- 2015 (funded) Co-Principal Investigator with E. Sybil Durand (PI) and Mel Bertrand (Co-PI)  
*Developing the civic participation of marginalized youth through a literature-infused youth participatory action research program.*  
Spencer Foundation: The New Civics Small Grant (\$50,000/1.5 years)
- 2014 (funded) Recipient  
*Latina/o language minorities with learning disabilities: Examining the interplay between in- and out-of-school literacies.*  
Wells Fargo Transborder Chicana/o and Latina/o Studies Research Scholarship (\$3,500)
- 2014 (funded) Doctoral Fellow

*Latina/o language minorities with learning disabilities: Examining the interplay between in- and out-of-school literacies.*

Arizona State University Graduate Education Dissertation Fellowship (\$17,000 plus tuition and health insurance/1 year)

- 2013 (funded) Recipient  
Division of Educational Leadership and Innovation Grant, Mary Lou Fulton Teachers College, Arizona State University (\$3,000)
- 2011 (funded) Recipient  
Division of Educational Leadership and Innovation Grant, Mary Lou Fulton Teachers College, Arizona State University (\$5,000)
- 2010-2013 (funded) Doctoral Fellow  
Special education leadership for school-wide equity and access, Office of Special Education Programs (\$78,000 plus tuition and health insurance)

## PUBLICATIONS

### Journal Articles

- Connor, D., Cavendish, W., **González, T.**, & Patrick Jean-Pierre, P. (2019). Is a bridge even possible over troubled waters? The field of special education negates the overrepresentation of minority students: A DisCrit analysis. *Race, Ethnicity & Education*, 1-23. DOI: 10.1080/13613324.2019.1599343
- Cavendish, W., Connor, D., **González, T.**, Trainor, A., & Patrick Jean-Pierre, P. (2018). Troubling “the problem” of racial overrepresentation in special education: A commentary and call to rethink research. *Educational Review*, 1-16.
- Ruppar, A., Bal, A. & **González, T.**, Love, L., & McCabe, K. (2018). Collaborative research: A new paradigm for research on inclusive education for students with disabilities. *International Journal of Special Education*, 33, 778-795.
- González, T.** (2017). Introduction to special issue: Inclusive education as literacy pedagogy for historically marginalized learners. *Wisconsin English Journal*.
- Bertrand, M., Durand, E. B., & **González, T.** (2017). “We’re trying to take action”: Transformative agency, role re-mediation, and the complexities of youth participatory action. *Equity & Excellence in Education*, 50(2).
- González, T.**, Hernandez-Saca, D., & Artiles, A. J. (2016). In search of voice: Theory and methods in K-12 student voice research in the U.S., 1990-2010. *Educational Review*. doi: 10.1080/00131911.2016.1231661
- González, T.** & Artiles, A. J. (2016). Reframing venerable standpoints about language and learning differences: The need for research on the literate lives of Latina/o language minority students. *Journal of Multilingual Education Research*, 6(1), 3.
- Waitoller, F. W., Kozleski, E. B., & **González, T.** (2016). Professional inquiry for inclusive education: Learning amidst institutional and professional boundaries. *School Effectiveness and School Improvement*, 27(1), 62-79.

- Okhremtchouk, I., & **González, T.** (2014). Meeting the needs of ELLs: Arizona Latino/a teachers' pre-service preparation and self-reported in-service experiences. *Association of Mexican American Educators Journal*, 8(1), 20-36.
- Kozleski, E. B., **González, T.**, Atkinson, L., Lacy, L., & Mruczek, C. (2013). Teacher education in practice: Reconciling contexts, practices, and theories. *European Journal of Special Needs Education*, 28(2), 156-172. doi: 10.1080/08856257.2013.778114
- Artiles, A. J., Kozleski, E. B., & **González, T.** (2011). Para além da sedução da educação inclusiva nos Estados Unidos: Confrontando o poder, construindo uma agenda histórico-cultural. [Beyond the allure of inclusive education in the United States: Facing power, pursuing a cultural-historical agenda]. *Revista Teias*, 12(24), 285-308.  
<http://tinyurl.com/hdol6d5>

#### Book Chapters

- Tefera, A. A., **González, T.**, & Artiles, A. J. (2017). Challenges to policy as a tool for educational equity: The case of language and ability difference intersections. In S. Salas, & P. R. Portes (Eds.), *US Latinization: Education and the New Latino South* (pp. 205-226). New York, NY: SUNY Press.
- González, T.**, Tefera, A., & Artiles, A. J. (2014). The intersections of language differences and learning disabilities: Narratives in action. In M. Bigelow, & J. Enns-Kananen, *The handbook of educational linguistics*. New York: Routledge.
- González, T.**, & Mulligan, E. (2013) Creating classrooms for all learners. In E. B. Kozleski & K. King Thorius (Eds.), *Ability, equity, and culture: Sustaining inclusive education reform*. New York: Teachers College Press.
- Huber, J. J., Hynds, A., Skelton, S., Papacek, A. M., **González, T.**, & Lacy, L. (2012). Considering incompatibility: Promoting culturally relevant teaching and learning in the United States and New Zealand. In J. Aiken & C. Gerstl-Pepin (Eds.), *Social justice leadership for a global world* (pp. 115-131). Charlotte, NC: Information Age Publishing.

#### Digital and Web-Based Publications

- González, T.**, Li, L., Torres-Mercado, M., & Torres Meza, J. P. (June, 2018). Grow your own special educator programs: An equity tool for advancing inclusive schools. Indianapolis, IN: Great Lakes Equity Center. Retrieved from <https://greatlakesequity.org/resource/grow-your-own-special-programs-contributing-more-diversity>
- González, T.**, McCabe, K. M., & Lobo de Castro, C. (September, 2017). An equity toolkit for inclusive schools: Centering youth voice in school change. Indianapolis, IN: Great Lakes Equity Center. Retrieved from [https://glec.education.iupui.edu/Images/equity\\_tools/Gonzalez\\_centeringyouthvoiceinschoolchangetoolkit.pdf](https://glec.education.iupui.edu/Images/equity_tools/Gonzalez_centeringyouthvoiceinschoolchangetoolkit.pdf)
- González, T.** (June, 2017). *Lean in and listen: Shaping inclusive schools with youth*. [web log post]. Lawrence, KS: University of Kansas Special Education Hawk Hopes Blog. Retrieved from <https://hawkhopesblog.wordpress.com/2017/06/11/lean-in-and-listen-shaping-inclusive-schools-with-youth/>.
- González, T.**, Love, L., Johnson, M. L., Picón, N. & Velázquez, J. (July, 2017). Youth rising: Centering youth voice in the quest for equitable and inclusive schools. Indianapolis, IN:

Great Lakes Equity Center. Retrieved from [https://glec.education.iupui.edu/Images/Briefs/2017\\_07\\_20\\_Taucia%20Gonzalez\\_Youth%20Rising.pdf](https://glec.education.iupui.edu/Images/Briefs/2017_07_20_Taucia%20Gonzalez_Youth%20Rising.pdf)

**González, T.** & Brown, A. (submitted). Vocational rehabilitation services and interventions associated with improving employment outcomes for Latinxs. Vocational Rehabilitation Technical Assistance Center for Targeted Communities: Educate, Empower, and Employ (Project E3).

**González, T. E.**, Odutola, A., & Wargo, J. (2015, March). Navigating and negotiating the AERA annual meeting: A podcast presented by AERA's Social Context of Education Division (G) Graduate Student Executive Committee [podcast]. Retrieve from <https://aeradivg.wordpress.com/divgpodcasts/>

Tefera, A., **González, T.**, Moreno Sandoval, C., & Diaz, S. (2014, October). Teaching and learning at the matrix of language, immigration and disability junctures [web log post]. Retrieve from <http://www.niusileadscape.org/bl/teaching-and-learning-at-the-matrix-of-language-immigration-and-disability-junctures-by-adai-tefera-taucia-gonzalez-cueponcaxochitl-d-moreno-sandoval-sarah-alvarado-diaz/>

**González, T. E.** (2012, March 21). The underlying power of homework [web log post]. Retrieve from <http://www.niusileadscape.org/bl/?cat=95>

**González, T. E.** (2011, December 7). The best teacher in the world [web log post]. Retrieve from <http://www.niusileadscape.org/bl/?p=737>

Scholarly Works in Progress & Under Review (*Titles are tentative*)

Artiles, A.J., Rose, D. **González, T.**, & Bal, A. (in preparation). Culture and learning in learning disabilities research: Legacies and possible futures.

Durand, S., Bertrand, M. & **González, T.** (under review). Reimagining participation through literacy: Stories from a literature infused youth participatory action research program.

**González, T.**, Okhremtchouk, I., & Esposito, K. (under review). Teaching at the intersection of linguistic and ability differences: Arizona and California special education teachers' on work with English language learners.

**González, T.**, Bertrand, M., & Salinas, S. (in preparation). Working with youth of Color with and without disabilities to shape a new era of inclusive education.

**González, T.** & Artiles, A. J. (in preparation). Dual language learners with learning disabilities: A microethnographic approach to advancing inclusive literacy practices.

**González, T.** & Kozleski, E. B. (in preparation). The trouble with behavior: It's in the interpretation.

Thorius, K. A. K., **González, T.** & Jackson, R. G. (in press). Crippling the intersections: Accounting for the intersectional complexity of disability in critical youth studies/youth participatory action research data collection methods. In A. I. Ali & T. McCarty (Eds.), *Research methods in critical youth studies: A practical guide*.

Olsen, R. & **González, T.** (in preparation). Crossing borders: A study of beginning teachers' capacity to build partnerships with families of English language learners.

## PRESENTATIONS

### Refereed Presentations

- González, T.**, Pacheco, M., & Xiong, Y. S. (2019, April). What can teachers learn from Hmong and Latina/o parents and youth? Cultural historical change informing inclusive education in *Sociocultural traditions to study teaching and teacher education for the inclusive classroom*. Symposium paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- González, T.** & Bertrand, M. (2018, March). Disrupting South/North and youth/adult knowledge hierarchies through a participatory approach to inclusive education. Paper to be presented at the 62nd Annual Meeting of the Comparative and International Education Society, Mexico City, Mexico.
- González, T.** & Bertrand, M. (2017, April). The role of after school spaces in systemic change: Youth participatory action research in *Advancing educational opportunities through inclusive education: Community based research in special education*. Symposium paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- González, T.**, Okhremtchouk, I. & Esposito, K. (2017, April). At the intersection of linguistic and ability differences: Southwestern special education teachers' perceptions on readiness to work with English learners. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Sarah Diaz, **González, T.** & Kilinc, S. (2017, April). The role of research activity in advancing culturally responsive intervention systems for diverse learners. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Bertrand, M. & **González, T.** (September, 2016). El desarrollo de oportunidades de participación cívica: Investigación-acción participativa y jóvenes de color, bilingües, y/o jóvenes con problemas de aprendizaje [Developing Collective Critical Civic Participation: Participatory Action Research with bilingual youth of color with and without learning disabilities]. Paper to be presented at El Congreso Internacional XXIX Seminario Interuniversitario de Pedagogía Social: Pedagogía social, juventud y transformaciones sociales [XXIX International Interuniversity Congress of Social Pedagogy, Youth and Social Transformation], Girona, Spain.
- Durand, S., Bertrand, M., & **González, T.** (2016, April). Developing critical civic praxis with youth through literature-infused youth participatory action research. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- González, T.**, Diaz, S., & Kilinc, S. (2016, April). Response to intersecting identities: A critical review of research (non)responders. Poster presentation presented at the annual convention of the Council for Exceptional Children, St. Louis, MO.
- Okhremtchouk, I., **González, T.**, & Manak, R. (2016, April). Arizona teachers on meeting the needs of English language learners: From language pedagogies to parents and problems. Round table paper presented at the annual meeting of the American Educational Research Association, Washington, DC.



- Okhremtchouk, I., Sellu, G., **González, T.**, & Manak, R. (2016, April). Teacher readiness to work with English language learners: California context. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Durand, E. S., Bertrand, M., & **González, T.** (2015, December). Re-imagining participation through literacy: Stories from a literature infused youth participatory action research program. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Durand, E. S. & **González, T.** (2015, November). Examining literacy practices in a youth participatory action research program. Paper presented at the annual meeting of the National Council of Teachers of English, Minneapolis, MN.
- González, T.**, & Okhremtchouk, I. (2015, April). Meeting the needs of ELLs: Arizona Latino/a teachers' self-reported pre-service trajectories and in-service experiences. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- González, T.** (2015, April). Latina/o language minority students with learning disabilities: How intersections of difference mediate in- and out-of-school literacy practices. Round table paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- González, T.** (2014, April). Literacy practices across contexts: The case of Latina/o language minorities with learning disabilities. Symposium paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Kozleski, E. & **González, T.** (2013, April). The trouble with behavior: It's in the interpretation. Symposium paper presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.
- González, T.** & Mulligan, E. (2013, April). Creating inclusive classrooms for all students. Symposium paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- González, T.** & Kozleski, E. B. (2013, April). How pre-and in-service teachers understand the role of feedback in inclusive education. Symposium paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- González, T.**, Hernandez, D., & Artiles, A. J. (2013, April). In search of voice: Student voice research worldwide. Round table paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- González, T.** & Kozleski, E. B. (2013, April). Language Ideologies: Affordances and constraints in inclusive education. Symposium paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Atkinson, L., **González, T.** & Lacy, L. (2011, February). Identity, culture, learning, and assessment: Student stories of success. Paper presented at 2011 Leadership for Equity & Excellence Forum, Phoenix, AZ.
- González, T.** (2008, February). The Watsons Go to Birmingham-1968: Using multicultural literature to form writing identities. Paper presented at the 38<sup>th</sup> Annual Language & Literacy Conference at ASU (held at East campus), Mesa, AZ.

- Edgerton, S., **González, T.**, & Gross, B. (2007, November). *What happens when e-learning and ELLs come together?* Paper presented at the National Council of Teachers of English Annual Convention, New York, NY.
- Edgerton, S., Cabezas, C., **González, T.**, & Gross, B. (2006, November). Defining ourselves and our program in turbulent times. Paper presented at the National Council of Teachers of English Annual Convention, Nashville, TN.
- Smith, K., Amavisca, M., **González, T.**, Gross, B., & Pastor, T. (2006, September). Defining ourselves and the literacy program at Silvestre S. Herrera School. Paper presented at the Arizona Literacy Teacher Educators' Inaugural Conference, Tempe, AZ.

#### Invited Presentations

- González, T.** (2019, April). Links and shoulders mentoring session. Graduate Student Council. Invited panelist at the annual meeting of the American Educational Research Association, Toronto, Canada.
- González, T.** (2017, April). Decolonizing the ivory tower: Experiences from recently conferred scholars. Division G: Student Session. Invited panelist at the annual meeting of the American Educational Research Association, San Antonio, TX.
- González, T.** (2017, April). The transition from graduate student to assistant professor. Graduate Student Council: Invited Speaker Session. Invited session at the annual meeting of the American Educational Research Association, San Antonio, TX.
- González, T.** (2016, May). *Tackling English language learner disproportionality: Slow work and immediate needs*. Research panelist at the Technical Assistance Center on Disproportionality Summer Institute, *Unleashing the Power of Culturally Responsive Education in the 21st Century: Empowering students, families, and educators*, New York, NY.
- González, T.** (2009, April). Invited keynote address presented at the Maricopa Community College "Think Outside the Apple, Teach for Change" Future Educators Conference. Glendale, AZ.
- González, T.** (2009, April). Authentic literacy in the midst of unauthentic programs. Workshop presented at the Maricopa Community Colleges' "Think Outside the Apple, Teach for Change" Future Educators Conference. Glendale, AZ.
- González, T.** (2009, April). Creating young writers. Workshop presented at the Maricopa Community Colleges' "Think Outside the Apple, Teach for Change" Future Educators Conference. Glendale, AZ.

#### Session Chair and/or Discussant

- Disability narrative reclamation: The importance of raising the voices of disabled students (2019, April). Annual meeting of the American Educational Research Association: Toronto, Canada. Session chair.
- Youth experiences with settler colonial schooling (2017, April). Annual meeting of the American Educational Research Association: San Antonio, TX. Session chair.

Navigating spatial and symbolic borderlands: Mobilization of language resources and new literacies (2015, April). Annual meeting of the American Educational Research Association: Chicago, IL. Session chair.

Ethnographic, mixed methods and community-based participatory research: Equity and vulnerable populations (2014, April). Annual meeting of the American Educational Research Association: Philadelphia, PA. Session chair.

## HONORS & AWARDS

2017 University of Wisconsin Outstanding Women of Color Recipient

2013 Preparing Future Faculty Fellow, Arizona State University

2008 Esperanza Latina/o Teacher Award honoring exemplary Latina/o educators in Arizona (\$5,000)

1999 Ronald E. McNair Scholar, University of Southern Mississippi

### Travel Awards

2016 International Travel Award, The Office of the Vice Chancellor for Research and Graduate Education, University of Wisconsin-Madison (\$2,000)

2014 Graduate College Travel Award, Arizona State University (\$300)

2014 Graduate and Professional Student Association Travel Award, Arizona State University (\$700)

2014 Mary Lou Fulton Teachers College Travel Award, Arizona State University (\$500)

2014 Division G Travel Award, American Educational Research Association (\$200)

## SERVICE

### Editorial Service

2019-present Consulting Editor  
*Multiple Voices for Ethnically Diverse Exceptional Learners*

2019 Guest Reviewer  
*Review of Research in Education*

2019 Guest Reviewer  
*Linguistics & Education*

- 2018                    Guest Reviewer  
*International Journal of Qualitative Studies in Education*
- 2018                    Guest Reviewer  
*International Journal of Research & Method in Education*
- 2017                    Guest Editor  
Special Issue for the *Wisconsin English Journal*  
Culmination of Doctoral Seminar on Inclusive Education
- 2017                    Guest Reviewer  
*Review of Research in Education*
- 2017-2019            Field Reviewer  
*Multiple Voices for Ethnically Diverse Exceptional Learners*
- 2016                    Volunteer Reviewer  
*American Educational Research Association*  
2017 Annual Meeting  
Special Education SIG, Division G, & Division K
- 2016-2019            Guest Reviewer  
Equity/NIUSI-*Leadscape* Education Blog
- 2014                    Guest Reviewer  
*Education Policy Analysis Archives*
- 2014                    Guest Reviewer  
*Journal of American Indian Education*
- 2014                    Guest Reviewer  
*Journal of Critical Thought and Praxis*
- 2014                    Editorial Assistant  
*International Multilingual Research Journal*, Taylor & Francis  
Journal editors, Alfredo Artiles and Jeff MacSwan
- 2012-2013            Managing Editor  
The Equity Alliance  
Equity/NIUSI-*Leadscape* Education Blog
- 2012-2013            Managing Editor  
The Equity Alliance  
*Equity Work that Matters* Spotlight
- 2011                    Guest Reviewer  
Current Issues in Education

- 2010-2014 Editorial Assistant  
*Disability, Culture & Equity*, Teachers College Press  
Book series editors: Alfredo J. Artiles and Elizabeth B. Kozleski
- University Service
- 2019 Conference Organizing Committee Member  
*Childhoods of Color* to be held September 13-14, 2019  
University of Wisconsin-Madison
- 2016-present Faculty Affiliate  
Chican@ and Latin@ Studies Program  
University of Wisconsin-Madison
- September 2017 Invited Panelist  
Wisconsin Association of Graduate Engaged Scholars &  
Graduate School: Communicating with Public Audiences  
University of Wisconsin-Madison
- 2016- present Faculty Advisor  
Social Contexts of Education Division G Student Special Interest Group  
(Larry Love, Katie McCabe, & Mary Johnson)  
University of Wisconsin-Madison
- April 2016 Invited panelist  
University of Wisconsin-Madison Health & Society Scholars
- 2015-2018 Member  
Junior Faculty of Color Group  
University of Wisconsin-Madison
- 2013-2015 Mentor  
SHADES mentoring [multicultural mentoring program for  
underrepresented students in higher education]  
Arizona State University, Tempe, AZ
- 2011-2015 Campus Liaison  
American Educational Research Association, Division G  
Arizona State University, Tempe, AZ
- 2011-2013 Executive President of the Beta Phi Chapter  
Kappa Delta Pi International Honor Society for Educators  
Tempe, Polytechnic, Downtown, and West campuses
- School Service
- 2019-present Committee member  
College of Education Faculty and Staff Awards Committee  
University of Arizona

2017-present	Faculty Liaison Professional Accelerated Licensure (PAL) University of Wisconsin-Madison and Madison Metropolitan School District
2017-present	Faculty Advisory Committee for Students of Color University of Wisconsin, School of Education
November 2017	Invited Panelist Wisconsin Ideas in Education Series: A Panel Discussion about Careers in Academia
2017	Invited Speaker “2 Middle-Aged Ladies Talkin’ Bout Methods” Podcast Podcast created for Introduction to Qualitative Methods University of Wisconsin-Madison, School of Education
2017	Invited Speaker Global Education, Global Inequalities Conference Education Policy Studies The University of Wisconsin-Madison
2017	Invited Speaker Office of Undergraduate Recruitment and Retention (OURR) Teacher Education Conference
2016-2017	Guest Lecturer Office of Undergraduate Recruitment and Retention (OURR)
2016	Teacher of Color Support Group Faculty Support
2016-present	Committee Member & Student Awards Committee Co-Chair Chican@ & Latin@ Studies Faculty Committee University of Wisconsin, School of Education
2015-present	Committee Member Equity & Diversity Committee University of Wisconsin, School of Education
2014-2015	Facilitator Sociocultural Research Group Arizona State University, Tempe, AZ
<u>Department Service</u>	
2017-present	Committee Member Graduate Education Committee University of Wisconsin, Special Education Area
2015-2017	Committee Member Teacher Education Committee

## University of Wisconsin, Special Education Area

Professional Service

2016-present Advisory Board Member

NYU's Technical Assistance Center on Disproportionality (TAC-D)

2016

AERA-Division G Campus Liaison Program at ASU, invited speaker  
Durand, S., Bertrand, M. & González, T. (2016, February). *Vision, trust, and expertise: Tools and strategies to sustain collaborative research.*

2013-2015

Committee Member  
Division G Student Executive Committee  
American Educational Research AssociationLocal Service

2018

Invited speaker  
MMSD New Teacher Induction Seminar,  
"Voicing Our Way to More Inclusive Learning Communities"

2017

Presenter  
Madison Metropolitan School District's Teaching & Learning Institute

2017-present Advisory Board Member

Wisconsin Education Research Advisory Council

2015-2016

The Network and Madison Metropolitan School District Collaboration for  
Special Education Plan  
Madison, WI

2015-2017

The Partner School Network's Peña for Special Education Teachers  
Madison, WI

2011-2015

Board Member  
The Orchard Community Learning Center  
Phoenix, AZ

2012

Committee Member  
Collective Impact initiative in South Phoenix  
St. Luke's Health Initiative Technical Assistance Partnership

2011

Volunteer  
Literacy Instruction  
Valley View SchoolProfessional Affiliations

2012-present

Council for Exceptional Children

2010-present

American Educational Research Association  
Division G, Social Context of Education

Disability Studies SIG  
Special Education SIG

2008-2016	National Council for Teachers of English
2014-2015	International Reading Association
2010-2014	Kappa Delta Pi Beta Phi Chapter
2010-2015	Graduate Professional Student Association, ASU
2012-2014	American Anthropological Association Council on Anthropology and Education Society for Linguistic Anthropology