

**CURRICULUM VITAE****Kara Mitchell Viesca<sup>1</sup>, PhD**

Professor

Teaching, Learning and Teacher Education  
 University of Nebraska Lincoln  
 287 Edwards Hall, [kara.viesca@unl.edu](mailto:kara.viesca@unl.edu)

**EDUCATION**

<b>Date</b>	<b>Degree</b>	<b>Institution</b>	<b>Subject</b>
6/2010	PhD	Boston College Chestnut Hill, MA	Curriculum and Instruction; Specialization: language and literacy with an emphasis on preparing teachers to work with multilingual learners.
6/2002	M.A.	Stanford University Stanford, CA	Stanford Teacher Education Program; Specialization: modern world language teaching (secondary)
6/2000	B.A.	Brigham Young University Provo, UT	German major, English minor

**CERTIFICATES**

<b>Date</b>	<b>Certificate</b>	<b>Institution</b>	<b>Credential Area</b>
6/2002-	Teaching	Stanford University	Professional Clear Single Subject
3/2004	Credential	Stanford, CA	California Teaching Credential <sup>2</sup> (German and English) with CLAD

**PROFESSIONAL EXPERIENCE**

<b>Dates</b>	<b>Position</b>
2022-Present	Professor Teaching, Learning and Teacher Education University of Nebraska Lincoln
2018-2022	Associate Professor Teaching, Learning and Teacher Education University of Nebraska Lincoln
2016-2018	Assistant Professor Teaching, Learning and Teacher Education University of Nebraska Lincoln
2016	Associate Professor Culturally and Linguistically Diverse Education University of Colorado Denver
2014-2016	Assistant Professor Culturally and Linguistically Diverse Education University of Colorado Denver

<sup>1</sup>In November 2012, I married and changed my name from Kara Mitchell to Kara Mitchell Viesca.

<sup>2</sup>Full functional proficiency in German and intermediate level oral proficiency in Spanish.

2010-2014 Assistant Professor  
Urban Community Teacher Education  
University of Colorado Denver

2012-2014 District Professor in Residence,  
Aurora Public Schools/Urban Community Teacher Education  
University of Colorado Denver

2009-2010 Research Assistant – Evaluator  
Title III Professional Development Grant  
Boston College

2006-2008 Pre-Practicum Projects Coordinator  
Title III Professional Development Grant  
Boston College

Summer 2006 Professional Developer – MA Category Two: Sheltering Content Instruction and  
MA Category Four: Teaching Reading and Writing to Limited English Proficient  
Students in Sheltered Content Classrooms  
Boston College, Summer Professional Development Institute

2005-2007 Part Time College Bound Writing Instructor  
Boston College

2005-2006 Director’s Assistant  
Donovan Urban Teaching Scholars  
Boston College

Professional Developer – MA Category Two: Sheltering Content Instruction  
Brook Farm Business and Service Career Academy  
Boston, MA

Summer 2005 Full Time Summer School ESL Teacher  
Buchser Middle School  
Santa Clara, CA

2004-2005 English Instructor in the Graduate School  
Peking University  
Beijing, China

Part Time English Teacher  
HeYi Elementary/Middle School  
Beijing, China

2003-2004 Full Time Teacher of English Language Arts and ESL  
Sunnyvale Middle School  
Sunnyvale, CA

2002-2003 Full Time Teacher of German/ESL  
FC Hammond Middle School  
Alexandria, VA

**PEER REVIEWED PUBLICATIONS IN ACADEMIC JOURNALS**

- 2022 Chang, W., & **Viesca, K. M.** (2022). Preparing teachers for culturally responsive teaching: A critical review of research. *Teachers College Record*, 124(2), <https://www.tcrecord.org/Content.asp?ContentId=23975>
- Kiramba, L., Deng, Q., & **Viesca, K.M.**, (2022). Novice general education teachers' perceptions of preparedness in U.S. public schools: The impact of learning about and working with multilingual students. *Teaching and Teacher Education*. 116, <https://doi.org/10.1016/j.tate.2022.103757>
- Phillips, A., Barnatt, J., & **Viesca, K. M.**, (2022). Linguistically responsive leaders: Responding to multilingual students and their families. *Journal of Research on Leadership in Education*. <https://doi.org/10.1177/19427751221078039>
- Viesca, K. M.**, Teemant, A., Alisaari, J., Ennser-Kananen, J., Flynn, N., Hammer, S.Perumal, R., & Routarinne, S. (2022). Quality content teaching for multilingual students: An international examination of instructional practices in four nations. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2022.103649>
- 2021 **Viesca, K. M. & Gray, T.** (2021). Disrupting evasion pedagogies. *Journal of Language, Identity and Education*, 20(3), 213-220. <https://doi.org/10.1080/15348458.2021.1893173>
- Strom, K. & **Viesca, K. M.**, (2021). Toward a complex framework of teacher learning practice. *Professional Development in Education*, 47(2-3), 209-224. <https://doi.org/10.1080/19415257.2020.1827449>
- 2020 Barnatt, J. D'Souza, L., Gleeson, A. M., **Viesca, K. M.**, & Wery, J. (2020). Intercultural competence in pre-service teacher candidates. *International Journal of Educational Reform*, 29(3), 211-235. DOI: 10.1177/1056787919896866
- Catalano, T., Kiramba, L., & **Viesca, K. M.** (2020). Transformative interviewing and the experiences of multilingual learners not labeled "ELL" in US schools, *Bilingual Research Journal*, 43(2), 178-195. DOI: 10.1080/15235882.2020.1738287
- Deng, Q., Kiramba, L., & **Viesca, K. M.** (2020). Factors associated with novice general education teachers' preparedness to work with multilingual learners: A multilevel study. *Journal of Teacher Education*. Advanced online publication. <https://doi.org/10.1177/0022487120971590>
- 2019 Leech, N., **Viesca, K. M.** and Haug, C. (2019). Motivation to teach: The differences between faculty in schools of education and K-12 teachers. *International Journal of Comparative Education and Development*, 21(3), 190-203. <https://doi.org/10.1108/IJCED-01-2019-0012>
- Viesca, K.M.**, Strom, K., Hammer, S., Masterson, J., Linzell C.H., Mitchell-McCollough, J., & Flynn, N. (2019). Developing a complex portrait of content teaching for multilingual learners via nonlinear theoretical understandings. *Review of Research in Education*, 43, 304-335. <https://doi.org/10.3102/0091732X18820910>
- 2018 Poza, L. & **Viesca, K.M.** (2018). Testing and ideology: policy debates about literacy assessments for Colorado's bilingual students. *Journal of Education Policy*. [doi.org/10.1080/02680939.2018.1511831](https://doi.org/10.1080/02680939.2018.1511831)

- 2017 Barnatt, J. Terrell, D., D'Souza, L. A., Jong, C., Cochran-Smith, M., **Viesca, K.M.**, Gleeson, A. M., McQuillan, P., & Shakman, K. (2017). Interpreting early teaching career trajectories. *Educational Policy*, 31(7), 992-1032. Doi: 10.1177/0895904815625286
- Tandon, M., **Viesca, K. M.**, Hueston, C., & Milbourn, T. (2017). Perceptions of linguistically responsive teaching in teacher candidates/novice teachers. *Bilingual Research Journal*, 40(2), 154-168. DOI: 10.1080/15235882.2017.1304464
- 2016 Joseph, N. M., **Viesca, K.M.**, & Bianco, M. (2016). Black female adolescents and racism in schools: Experiences in a colorblind society. *The High School Journal*. 100(1), 4-25. doi: 10.1353/hsj.2016.0018
- Kim, J. & **Viesca, K. M.** (2016). Three reading-intervention teachers' identity positioning and practices to motivate and engage emergent bilinguals in an urban middle school. *Teaching and Teacher Education*, 55, 122-132. doi: 10.1016/j.tate.2016.01.003
- 2015 Joseph, N. M., Leonard, J., **Viesca, K. M.**, and Hamilton, B. (2015). Mathematics teachers' perspectives on online professional development modules. *NABE Journal of Research and Practice*, 6, 1-33.
- 2014 **Viesca, K. M.** & Hutchison, K. (2014). Reflections on effective writing instruction: The value of engagement, expectations, feedback, data, and sociocultural instructional practices. *Writing and Pedagogy*, 6(3), 681-696. doi: 10.1558/wap.v6i3.681
- Viesca, K. M.**, Matias, C. E., Garrison-Wade, D., Tandon, M. & Galindo, R. (2014). "Push it real good!" The challenge of disrupting dominant discourses regarding race in teacher education. *Critical Education*, 5(11). Retrieved from <http://ojs.library.ubc.ca/index.php/criticaled/article/view/184211>
- Matias, C. E., **Viesca, K. M.**, Garrison-Wade, D. F., Tandon, M. & Galindo, R. (2014). "What is critical whiteness doing in OUR nice field like critical race theory?" Applying CRT and CWS to understand the white imaginations of White teacher candidates. *Equity & Excellence in Education*, 47(3), 289-304. doi: 10.1080/10665684.2014.933692
- 2013 **Viesca, K. M.**, Reagan, E. M., Enterline, S. & Gleeson, A. M. (2013). Developing a system of program assessment within teacher education: Lessons learned. *The Teacher Educator*, 48(4), 257-275. doi: 10.1080/08878730.2013.826766
- Viesca, K. M.**, Torres, A. S., Barnatt, J., & Piazza, P. (2013). When claiming to teach for social justice is not enough: Majoritarian stories of race, difference, and meritocracy. *Berkeley Review of Education*, 4(1), 97-122. Retrieved from <http://www.escholarship.org/uc/item/06c0m9nz>
- Viesca, K. M.** (2013). Linguicism and racism in Massachusetts education policy. *Education Policy Analysis Archives*, 21(52). Retrieved from <http://epaa.asu.edu/ojs/article/view/977>
- Mitchell, K.** (2013). Race, difference, meritocracy, and English: Majoritarian stories in the education of secondary multilingual learners. *Race Ethnicity and Education*. 16(3), 339-364. doi:10.1080/13613324.2011.64556
- 2012 Davis, A., **Mitchell, K.**, Keenan, T. & Dray, B. (2012). Bruce Randolph High School: A Case Study of An Urban High School Becoming Successful for Multilingual Learners. *Journal of Urban Learning, Teaching, and Research*, 8, 61-72.

Cochran-Smith, M., McQuillan, P., **Mitchell, K.**, Terrell, D. G., Barnatt, J., D'Souza, L., Jong, C., Shakman, K., Lam, K., Gleeson, A. M. (2012). A longitudinal study of teaching practice and early career decisions: A cautionary tale. *American Educational Research Journal*, 49(5), 844-880. doi: 10.3102/000283121143100

Cochran-Smith, M., Cannady, M., McEachern, K., **Mitchell, K.**, Piazza, P., Power, C., and Ryan, A. (2012). Teachers' education and outcomes: Mapping the research terrain. *Teachers College Record*, 114(10).

**Mitchell, K.**, Homza, A. & Ngo, S. (2012). Reading aloud with bilingual learners: A fieldwork project and its impact on mainstream teacher candidates. *Action in Teacher Education*, 34(3), 276-294. doi: 10.1080/01626620.2012.694020

**Mitchell, K.** (2012). English is not ALL that matters in the education of secondary multilingual learners and their teachers. *International Journal of Multicultural Education*, 14(1), 1-21.

2011 Bianco, M., Leech, N., & **Mitchell, K.** (2011). Pathways to teaching: African American male teens explore urban education. *The Journal of Negro Education* 80(3), 368-383.

2010 Cochran-Smith, M., Gleeson, A.M., & **Mitchell, K.** (2010). Teacher education for social justice: What's pupil learning got to do with it? *Berkeley Review of Education*, 1(1), 35-61.

2009 Cochran-Smith, M. & **Boston College TNE Evidence Team** (2009). Reculturing teacher education: Evidence, inquiry and action. *Journal of Teacher Education*, 60(5), 458-468.

Cochran-Smith, M., Reagan, E., Shakman, K., & the **BC TNE Evidence Team** (2009). Just measures: Social justice as a teacher education outcome. *Teacher Education and Practice*, 22(3), 237-263.

McQuillan, P.J., D'Souza, L.A., Scheopner, A., Miller, G., Gleeson, A.M., **Mitchell, K.**, & Cochran-Smith, M. (2009). Reflecting on pupil learning to promote social justice: A Catholic university's approach to assessment. *Catholic Education: A Journal of Inquiry and Practice*, 13(2), 157-184.

McQuillan, P.J., Jong, C., D'Souza, L., **Mitchell, K.**, Lam, K., Shakman, K., Gleeson, A.M., Enterline, S., Power, C., & Cochran-Smith, M. (2009). Some pieces that matter in teacher education: The synergy of social justice, inquiry-into-practice, and meeting the needs of diverse learners. *Asian Journal of Educational Research & Synergy*, 1(2), 47-65.

#### PEER REVIEWED PUBLICATIONS IN BOOKS

2021 Yunes-Koch, A., **Viesca, K. M.**, & Yunes, C. (2021). Toward racially just multilingual classroom pedagogy: Transforming learning centers for the K-5 classroom. In J. Crawford & R. A. Filback (Eds). *TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy* (pp. 108-131). IGI Global.

2017 **Viesca, K. M.**, Mahon, E., Carson, C. D. & **The eCALLMS Team** (2017). Online professional learning for science teachers of multilingual learners. In A. W. Oliveira and M. H. Weinburgh (Eds), *Science teacher preparation in content-based second language acquisition* (pp. 117-135). Springer.

**GRANTS UNDER REVIEW***External*

2023-2025 *Principle-grounded multi-site research: Possibilities for racial justice in multilingual teacher education.* PI: **Kara Mitchell Viesca**. Co-PIs: Chris Chang-Bacon, Kate Seltzer, Claudia Rodriguez-Mojica, and Manka Varghese. Spencer Foundation Conference Grant Program. REQ: \$50,000.

**FUNDED GRANTS***External*

2019-2021 *Elevating Community-based Indigenous Knowledge in the Educational Research Community.* PI: John Raible. Co-PIs: Colette Yellow Robe, **Kara Mitchell Viesca**, Nancy Engen-Wedin. Spencer Foundation Conference Grant Program. REQ: \$50,000, funded.

2016-2021 *International Consortium for Multilingual Excellence in Education.* PI: **Kara Mitchell Viesca**. Senior Personnel: Joan Barnatt, Chris Carson, Nancy Commins, Kelly Demers, Timo Ehmke, Margaret J. Freedson, Lauren Gatti, Renée Greenfield, Svenja Hammer, Bryn Harris, Kim Hutchison, Aaron Johnson, Joy Johnson, Nicole Joseph, Jung-In Kim, Lydiah Kiramba, Nancy Leech, Amy Liebermann, Christine Montecillo Leider, Ngoc-Diep, Nguyen, Justin Olmanson, Sharolyn Pollard-Durodola, Kathryn Strom, and Annela Teemant. Department of Education Office of English Language Acquisition National Professional Development Program (Award # T365Z160351). REQ: \$2.74 million, funded.

2014 *Assessment of Pre-Service Teacher Competencies for Teaching Second Language Learners in Mainstream Classrooms: A Comparison of Pre-Service Teacher Education in the USA and Germany.* Co-PIs: Svenja Hammer & **Kara Mitchell Viesca**. Koordinierungsstelle zur BMBF-Förderinitiative “Kompetenzmodellierung und –Erfassung im Hochschulsektor (KoKoHs).” Participant in the International Junior Faculty Research Conference, “Development of Joint Research on the Assessment of Higher-Education Competencies”, Berlin, Germany, October 6<sup>th</sup>-10<sup>th</sup> 2014. REQ: \$4,500 funded.

2011-2016 *e-Learning Communities for Academic Language Learning in Mathematics and Science (eCALLMS).* PI: **Kara Mitchell**, Co-PIs: Cindy Gutierrez, Honorine Nocon, and Jacqueline Leonard. U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, National Professional Development Program, English Language Acquisition Grants, Award ID: #T365Z110177. REC: \$1.9 million, funded.

2011-2012 *Pathways2Teaching for Diverse Urban Youth.* PI: Margarita Bianco, Co-PI: **Kara Mitchell**. Rose Community Foundation. REC: \$15,000, funded.

*Internal*

2020 *Inquiry and Productive Play as Curriculum Development Opportunities for Multilingual Students.* PI: **Kara Mitchell Viesca**. Co-PIs: Lauren Gatti, Tricia Gray, Aaron Johnson, and Lydiah Kiramba. University of Nebraska-Lincoln Office of Research and Economic Development: COVID-19 Rapid Response Grant Program. REQ: \$50,000, funded.

- 2019 *Racial Literacy Roundtables*. PI: **Kara Mitchell Viesca**, Co-PIs: Rachel Schachter, Julie Tippens, and Amanda Morales. University of Nebraska Lincoln, Inclusive Excellence Development Grant. REC: \$3000, funded.
- 2018 *Intercultural Perspectives on Theory in Education Research*. PI: Amanda Thomas, Co-PI: **Kara Mitchell Viesca**. University of Nebraska Lincoln, Global Virtual Classrooms Grant. REC: \$4,000, funded.
- 2017 *International Study of Instruction*. PI: **Kara Mitchell Viesca**. University of Nebraska Lincoln, College of Education and Human Sciences (CEHS) International Seed Grant. REC: \$7000, funded.
- 2015 *Pedagogical Linguistic Knowledge Test Translation from German to English*. PI: **Kara Mitchell Viesca**. University of Colorado Denver, School of Education and Human Development (SEHD). REC: \$1000, funded.
- 2015 *Improving K-12 Student Outcomes: An Interdisciplinary Examination of Problems and Solutions Regarding Resources, Leadership, Teaching and Community*. PI: Carrie L. Makarewicz. Co-PIs: **Kara Mitchell Viesca** and Robert Reichardt. University of Colorado Denver, InWorks (funding to design and teach an interdisciplinary course). REC: \$6,500, funded.
- 2015 *Faculty Development Grant. Training with A Queer Endeavor from CU Boulder*. PI: **Kara Mitchell Viesca**. University of Colorado Denver, School of Education and Human Development (SEHD). REC: \$1,000, funded.
- 2014 *Faculty Development Grant: Subscription to Radian6*. PI: **Kara Mitchell Viesca**. University of Colorado Denver, School of Education and Human Development (SEHD), REC: \$3,000, funded.
- 2012-2013 *PhD Research Assistantship Grant. Research Assistant for the Teacher Education Research Team*. PI: **Kara Mitchell**. University of Colorado Denver, School of Education and Human Development. REC: \$24,500 funded.
- Recruiting, Supporting and Retaining Students from Diverse Backgrounds in Urban Community Teacher Education*. PI: **Kara Mitchell**. Co-PI: Cindy Gutierrez, Antwan Jefferson, Cheryl Matias, and John McDermott. University of Colorado Denver, Diversity and Excellence Grants. REC: \$3,000, funded.
- 2011-2012 *PhD Research Assistantship Grant. Research Assistant for Policy Analysis in Colorado*. PI: **Kara Mitchell**. University of Colorado Denver, School of Education and Human Development. REC: \$24,500, funded.

#### AWARDS/HONORS/FELLOWSHIPS

- 2022 INVEST Fellow (University of Turku, Finland) <https://invest.utu.fi/>

- 2022 President's Excellence Award for Inclusive Excellence Collaboration to the Racial Literacy Roundtables Leadership Team: Buchheister, K., Foreman-Black, B., Foort, R., Gray, T., Gu, X., Lloyd, D., Morales, A., Nako, B., Napoli, A., Schachter, R., Tippens, J. & **Viesca, K.M.** (University of Nebraska).
- 2015 Distinguished Paper presented at the American Educational Research Association's Annual Meeting (Chicago): Barnatt, J., Gahlsdorf, D., D'Souza, L., Jong, C., Gleason, A.M., Viesca, K., Cochran-Smith, M., McQuillan, P., & Shakman, K. (2016). *Interpreting Early Career Trajectories. Educational Policy*, pp. 1-41. DOI: 10.1177/0895904815625286 -January 12, 2016
- 2014 Rubovits Award for Best Paper presented at the annual conference of the New England Educational Research Organization in 2014 Terrell, D.G., Barnatt, J., D'Souza, L., Gleason, A.M., Jong, C., & **Viesca, K.M.** (2014). *Figured worlds of learning to teach: Interpreting early career trajectories*. Paper presented at the annual conference of the New England Educational Research Organization (NEERO), West Dover, VT.
- 2014 Graduate School Dean's Mentoring Award (University of Colorado Denver)
- 2014 School of Education and Human Development Excellence in Research Award (University of Colorado Denver)
- 2008-2009 Doctoral Fellow, Teachers for a New Era (Boston College)

## OTHER INDICATORS OF SCHOLARLY AND CREATIVE ACTIVITY

### INNOVATIVE LEARNING

- 2019-Present **College of Education and Human Sciences Racial Literacy Roundtables.** A collaborative initiative launched by a team of faculty from Teaching, Learning, and Teacher Education (ILTE) and Child Youth and Family Studies (CYAF) with a grant from the University of Nebraska, we host multiple conversations each semester to discuss various issues around race and racism and grow abilities to talk across difference as well as disrupt racial inequities in school and society (see <https://cehs.unl.edu/racial-literacy-roundtables/>). Current leadership team includes: Kelley Buchheister, Braden Foreman-Black, Rowan Foort, Consuelo Gallardo, Tricia Gray, Dalhia Lloyd, Amanda Morales, Amy Napoli, Rachel Schachter, Julie Tippens, **Kara Viesca**, Peiwen Wang, and Alexa Yunes-Koch.

### EVALUATION EXPERIENCE

- 2012-2013 Professional Development Audit, North Middle School, Aurora Public Schools
- 2009-2010 Title III Professional Development Grant, Boston College

### PODCAST

- 2017-2020 **¡Hablamos! Conversations on Teaching, Learning and Bilingualism.** A podcast from the ICMEE project. 31 episodes total.

### CURRICULAR MATERIALS

- 2021 **ICMEE Admin Team.** (2021). Book Club: *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Online Professional Development Book Club for K-12 Teachers. (Lead Developer: **Kara Mitchell Viesca**)



**ICMEE Admin Team.** (2021). Book Club: *Unpack Your Impact: How Two Primary Teachers Ditched Problematic Lessons and Built a Culture-Centered Curriculum*. Online Professional Development Book Club for K-12 Teachers. (Lead Developer: Tricia Gray)

**ICMEE Admin Team.** (2021). *Teaching Multilingual Learners Online*. Online Professional Development Module for K-12 Teachers. (Lead Developer: Tianna Bankhead)

**ICMEE Admin Team.** (2021). *Anti-Bias Framework and Classroom Literature*. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer: Jessica Mitchell-McCollough)

**ICMEE eWorkshop Design Strand.** (2021). *Transformative Social Studies*. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer: Aaron Johnson)

**ICMEE eWorkshop Design Strand.** (2021). *Embracing Community Cultural Wealth Among Multilingual Learners of Migrant and Refugee Backgrounds*. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer: Lydiah Kiramba)

2020 **ICMEE Admin Team.** (2020). COVID-19 Rapid Response Supplementary Curriculum Packets. Printable low-tech activities packets for grades K-12 students at levels 1, 2, & 3 of English proficiency. (124 total). Available at: <https://cehs.unl.edu/icmee/learning-packets/>

**ICMEE Admin Team.** (2020). *Assessing, Building Classroom Community, Engaging with Families, and Teaching and Learning in the COVID-19 Era*. Four Online Professional Development Modules for K-12 Teachers. (Lead Developers, Molly Heeren, Jessica Mitchell-McCollough, **Kara Mitchell Viesca**, and Cindy Linzell)

**ICMEE Admin Team.** (2020). Book Club: *The Racial Healing Handbook*. Online Professional Development Book Club for K-12 Teachers. (Lead Developer: **Kara Mitchell Viesca**)

**ICMEE Admin Team.** (2020). Book Club: *How to be an Antiracist*. Online Professional Development Book Club for K-12 Teachers. (Lead Developer: **Kara Mitchell Viesca**)

**ICMEE Admin Team.** (2020). Book Club: *We Want to do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Online Professional Development Book Club for K-12 Teachers. (Lead Developer: **Kara Mitchell Viesca**)

2019 **ICMEE eWorkshop Design Strand.** (2019). *Translanguaging*. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer, Luis Poza)

**ICMEE eWorkshop Design Strand.** (2019). *Whiteness in Education*. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer, Cheryl Matias)

**ICMEE eWorkshop Design Strand.** (2019). *Restorative Practices*. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer, Cheryl Smith)

**ICMEE eWorkshop Design Strand.** (2019). *Scaffolding English Language Arts Instruction for Emergent Bilingual Learners*. Online Professional Development eWorkshop for K-12 English Language Arts Teachers. (Lead Developer, Lauren Gatti)

**ICMEE eWorkshop Design Strand.** (2019). *Uncovering and Leveraging Students' Home Literacies in the Classroom*. Online Professional Development eWorkshop for K-12 Teachers. (Lead Developer, Lydiah Kiramba)

**ICMEE eWorkshop Design Strand.** (2019). *Considerations when Educating Bilingual Learners with Identified Learning Disabilities*. Online Professional Development eWorkshop for K-12 Special Education Teachers. (Lead Developer: Renée Greenfield)

2018 **ICMEE eWorkshop Design Strand.** (2018). *Learning Through Two Languages for School Leaders*. Online Professional Development eWorkshop for K-12 School Leaders. (Lead Developer: Nancy Commins)

**ICMEE eWorkshop Design Strand.** (2018). *Understanding Bilingual Learners in US Schools*. Online Professional Development eWorkshop for K-12 School Psychologists. (Lead Developer: Joan Barnatt)

**ICMEE eWorkshop Design Strand.** (2018). *Powerful Social Studies and Multilingual Learners*. Online Professional Development eWorkshop for K-12 Social Studies Teachers. (Lead Developer: Aaron Johnson)

2016 **eCALLMS eWorkshop Design Team.** (2016). *What is Language?* Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: Sheila Shannon)

**eCALLMS eWorkshop Design Team.** (2016). *Introduction to the Standards of Effective Pedagogy*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: **Kara Mitchell Viesca**)

**eCALLMS eWorkshop Design Team.** (2016). *The Standards of Effective Pedagogy: Standards 1 and 2*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: **Kara Mitchell Viesca**)

**eCALLMS eWorkshop Design Team.** (2016). *The Standards of Effective Pedagogy: Standards 3 and 4*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: **Kara Mitchell Viesca**)

**eCALLMS eWorkshop Design Team.** (2016). *The Standards of Effective Pedagogy: Standards 5 and 6*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: **Kara Mitchell Viesca**)

**eCALLMS eWorkshop Design Team.** (2016). *Reading Supports for Multilingual Students*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades 2-8. (Lead Developer: Liz Mahon)

**eCALLMS eWorkshop Design Team.** (2016). *Getting Kids to Talk about Writing*. Online Professional Development eWorkshop for Teachers of Multilingual learners in Grades 3-6. (Lead Developer: Kim Hutchinson)

**eCALLMS eWorkshop Design Team.** (2016). *Writing*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades 3-6. (Lead Developer: Kim Hutchinson)

**eCALLMS eWorkshop Design Team.** (2016). *Science Inquiry: Engaging Bilinguals in Scientific Questioning*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades 4-8. (Lead Developer: Chris Carson)

**eCALLMS eWorkshop Design Team.** (2016). *Mathematics Geometric Measurement*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades 2-3. (Lead Developer: Nicole Joseph)

**eCALLMS eWorkshop Design Team.** (2016). *Race and Education*. Online Professional Development eWorkshop for Teachers of Multilingual learners in Grades K-12. (Lead Developer: Cheryl Matias)

**eCALLMS eWorkshop Design Team.** (2016). *Writing in Science*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades 3-12. (Lead Developer: Chris Carson)

**eCALLMS eWorkshop Design Team.** (2016). *Mathematics Functions*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grade 8. (Lead Developer: Nicole Joseph)

**eCALLMS eWorkshop Design Team.** (2016). *Home Languages in the Classroom*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-8. (Lead Developer: Liz Mahon)

**eCALLMS eWorkshop Design Team.** (2016). *21<sup>st</sup> Century STEM Learning, Language and Culture*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: Joy Johnson-Barnes)

2015 **eCALLMS eWorkshop Design Team.** (2015). *Grouping Strategies*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: Nancy Commins)

**eCALLMS eWorkshop Design Team.** (2015). *Language and Concept Development*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: Nancy Commins)

**eCALLMS eWorkshop Design Team.** (2015). *Learning Through Two Languages*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: Nancy Commins)

2014 **eCALLMS eWorkshop Design Team.** (2014). *Science 5E Model*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades 3-5. (Lead Developer: Boni Hamilton)

**eCALLMS eWorkshop Design Team.** (2014). *Language in the Multilingual Science Classroom*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades 3-5. (Lead Developer: Geeta Veerma)

**eCALLMS eWorkshop Design Team.** (2014). *Mathematics: Numbers and Operations*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-2. (Lead Developer: Nicole Joseph)

**eCALLMS eWorkshop Design Team.** (2014). *Mathematics: Ratios and Proportions*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades 5-8. (Lead Developer: Nicole Joseph)

2013 **eCALLMS eWorkshop Design Team.** (2013). *Mathematics: Fractions*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades 3-5. (Lead Developer: Nicole Joseph)

**eCALLMS eWorkshop Design Team.** (2013). *Second language acquisition*. Online Professional Development eWorkshop for Teachers of Multilingual Learners in Grades K-12. (Lead Developer: Liz Mahon)

#### NON-PEER REVIEWED PUBLICATIONS, EXHIBITIONS, PERFORMANCES, ETC.

2018 Hammer, S., **Viesca, K. M.**, Ehmke, T., & Heinz, B. E. (2018). Teachers' beliefs concerning teaching multilingual learners: A cross-cultural comparison between the US and Germany. *Research in Teacher Education*, 8(2), 6-10.

2016 **Viesca, K. M.**, Davidson, A. O., & Hamilton, B. (2016). Preparing content teachers to work with emergent bilinguals: A case study and the project it inspired. *Die Deutsche Schule*, 13, 98-110.

2015 **Viesca, K.M.**, Agar, D. Berg, M., Chavez, L., Chrzanowsky, A., Grant L., Huang, J., Mahon, E., Svaldi, S., & Walker, D. (2015). *Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating General Education Teachers of Bilingual Learners*. Denver, CO: Colorado Department of Education.

Hammer, S. & **Viesca, K. M.** (2015). Competency-based model of educator development for culturally and linguistically responsive teachers: The beginnings. In C. Lautenbach & K. Schulz (Eds.). *Developing international research projects in the field of academic competency assessment –*

*Report from the “KoKoHs-Autumn Academy” from October 6-10, 2014 in Berlin (KoKoHs Working Papers, 8)*. Berlin & Mainz: Humboldt University & Johannes Gutenberg University.

Retrieved from: [http://www.kompetenzen-im-hochschulsektor.de/Dateien/Working\\_Paper\\_8\\_2015\\_Autumn\\_Academy.pdf](http://www.kompetenzen-im-hochschulsektor.de/Dateien/Working_Paper_8_2015_Autumn_Academy.pdf)

2014 \***Viesca, K.M.**, Agar, D., Berg, M., Chavez, L., Chrzanowsky, A., Grant, L., Huang, J., Mahon, E., Svaldi, S., & Walker, D. (2014). *Colorado State Model Educator Evaluation System: Implementation Guide for Culturally and Linguistically Diverse Education Specialists*. Denver, CO: Colorado Department of Education.

Greenfield, R. & **Viesca, K.M.** (2014). Reconceptualizing quality education for multilingual students with disabilities: A note from the guest editors. *NYS TESOL Journal*, 1(2), 4-8.

2012 \***Mitchell, K.**, Recker, C. & Tandon, M. (2012). Supporting the success of multilingual learners in Massachusetts through improved policy. *MATSOL Currents*, 35(1), 21-27.

2011 Nocon, H., Davis, A., Keenan, T., Brancard, R., Dray, B. J., Johnson, H., **Mitchell, K.**, Nathenson-Mejia, S., Shanklin, N., Shannon, S., Poulsen, S., Thomas-Ruzic, M., Tzur, R., Verma, G. & DPS-UCD Research Collaborative (2011). *DPS exemplary schools case study: A cross-case analysis*. DPS-UCD collaborative. Denver, CO: University of Colorado & Denver Public Schools.

2010 **Mitchell, K.** (2010). Advocate for Equity! *MATSOL Currents*, 33(2), 1-4.

**Mitchell, K.** (2010). *Systemic inequities in the policy and practice of educating secondary bilingual learners and their teachers: A critical race theory analysis*. Doctor of Philosophy. Boston College, Chestnut Hill, MA.

2009 **ELL Sub-Committee of the Massachusetts Board of Elementary and Secondary Education's Committee on the Proficiency Gap.** (2009). *Halting the race to the bottom: Urgent interventions for the improvement of the education of English language learners in Massachusetts and selected districts*. Malden, MA. Available at:  
[http://www.gaston.umb.edu/publications/pub\\_overview\\_authorname.php?id=286](http://www.gaston.umb.edu/publications/pub_overview_authorname.php?id=286)

**Mitchell, K.** (2009). Time for advocacy in Massachusetts. *MATSOL Currents*, 32(1), 6-7.

**Mitchell, K.** (2009). Now is the time for action! *MATSOL Currents*, 32(2), 7-8.

#### NON-PEER REVIEWED BOOKS & BOOK CHAPTERS

2022 **Viesca, K. M.**, Linzell, C., Wang, P., Heeren, M., Mitchell-McCollough, J., & Yunes, A. (2022). Scaffolding learning for teachers of multilingual learners through agency, leadership and collaboration. In L. C. de Oliveira and R. Westerlund (Eds.) *Scaffolding for multilingual learners in elementary and secondary schools*.

**Viesca, K. M.**, Wang, P., Heinz, B., & Yunes-Koch, A. (2022). (Re)turning to Freirean-philosophy in preparing content teachers to work with multilingual students. In S. R. Barros & L. C. de Oliveira (Eds.) *Paulo Freire and Multilingual Education Theoretical Approaches, Methodologies, and Empirical Analyses in Language and Literacy*. Routledge.

2020 Hammer, S., **Viesca, K.M.**, & Commins, N. (Eds.) (2020). *Teaching content and language in the multilingual classroom: International research in policy, perspectives, preparation, and practice*. New York, NY: Routledge.

Perumal, R., Flynn, N., **Viesca, K.M.**, Ennsner-Kannan, H. & Routarinne, S. (2020). What is effective pedagogy for multilingual learners? Observations of teaching that challenges inequity from the OPETAN project in England. In: Kirsch, C. & Duarte, J. (eds.) *Multilingual Approaches for Teaching and Learning, From Acknowledging to Capitalizing on Multilingualism in European Mainstream Education*. Abingdon: Routledge.

**Viesca, K. M.**, Gray, T., Masterson, J., Demers, K, Dray, B., Nguyen, D., Terrell, K., Guzmán, M., & Pollard-Durodola, S. (2020). Content teacher ideologies and perspectives on multilingual learners. In S. Hammer, **K.M. Viesca**, & N. Commins (Eds.) *Teaching content and language in the multilingual classroom: International research in policy, perspectives, preparation, and practice*. New York, NY: Routledge.

**Viesca, K. M.** (2020). The guilt of a Becky. In C. E. Matias (Ed.) *Surviving Becky(s): Pedagogies for Deconstructing Whiteness and Gender*. Rowan & Littlefield.

2019 **Viesca, K. M.**, & Teemant, A. (2019). Preparing mainstream content teachers to work with bi/multilingual students in L. C. de Oliveira (Ed). *The Handbook of TESOL in K-12*. pp. 371-386. Hoboken, NJ: Wiley and Sons.

**Viesca, K. M.** & Poza, L. (2019). Colorado's READ Act: A case study in policy advocacy against monolingual normativity. In N. Avineri, L. R. Graham, E. J. Johnson, R. C. Riner, & J. Rosa (Eds.) *Language & Social Justice in Practice*. New York, NY: Routledge.

- Viesca, K. M.**, Joseph, N. & Commins, N. (2019). A framework for improving the teaching of mathematics to bi/multilingual learners. In L.C. de Oliveira, K. M. Obenchain, R. H. Kenney, and A. W. Oliveira (Eds). *Teaching the Content Areas to English Language Learners in Secondary Schools*. New York, NY: Springer.
- 2016 **Viesca, K.M.**, Hamilton, B., Davidson, A., & **The eCALLMS Team** (2016). Supporting linguistically responsive teaching: e-Learning communities for academic language learning in mathematics and science (eCALLMS). In C. P. Proctor, A. Boardman, & E. H. Hiebert (Eds.), *Teaching emergent bilingual students: Flexible approaches in an era of new standards* (215-236). New York, NY: Guilford.
- 2013 **Viesca, K. M.**, Bianco, M., & Leech, N. (2013). Pathways to teaching: The perspectives and experiences of two Black male teens considering teaching as a career. In C. W. Lewis and I. Toldson (Eds.), *Black Male Teachers: Diversifying the Nation's Workforce* (pp. 133-150). Bingley, United Kingdom: Emerald Group Publishing Limited.
- 2010 **Mitchell, K.** (2010). Teach outside the classroom. In M.C. Fehr and D.E. Fehr (Eds.), *Teach Boldly! Letters to Teachers about Contemporary Issues in Education* (pp. 151-160). New York, NY: Peter Lang.

#### NON-PEER REVIEWED BOOK REVIEWS

- 2017 **Viesca, K. M.** (2017). Ellen B. Mandinach & Edith S. Gummer: Data Literacy for Educators: Making it Count in Teacher Preparation and Practice. [Review of the book *Data Literacy for Educators: Making it Count in Teacher Preparation and Practice* by E.B. Mandinach & E.S. Gummer]. *Teachers College Record*, <http://www.tcrecord.org> ID Number: 21824
- 2013 **Mitchell, K.** (2013). Heather Lotherington: Pedagogy of Multiliteracies: Rewriting Goldilocks. [Review of the book *Pedagogy of Multiliteracies: Rewriting Goldilocks* by H. Lotherington]. *Language Policy*, 12, 363-365. doi: 10.1007/s10993-012-9255-6
- 2011 **Mitchell, K.** (2011) Andrea J. Stairs and Kelly A. Donnell (Eds.): Review of Research on Urban Teacher Learning. [Review of the book *Review of Research on Urban Teacher Learning* edited by A.J. Stairs and K.A. Donnell]. *Education Review*, 14, 1-6. <http://www.edrev.info/reviews/rev1096.pdf>

#### PEER REVIEWED PRESENTATIONS AT MEETINGS/CONFERENCES

- 2022, San Diego, CA **Viesca, K.M.**, Goodwin, A.L., Warinowski, A., and Mikkilä-Erdmann, M. (2022, April). *Toward internationally shared principles of quality teacher education*. Paper presented at the American Educational Researchers Association (AERA) annual meeting.
- Hammer, S., **Viesca, K.M.**, Ehmke, T., Heinz, B., & Deng, Q. (2022, April). *Measuring teachers' beliefs regarding multilingualism in schools*. Paper presented at the American Educational Researchers Association (AERA) annual meeting.
- Alisaari, J., Kilpi-Jakonen, E., & **Viesca, K.M.** (2022, April). *An international investigation of quality teaching and learning: Whose perception matters?.* Paper presented at the American Educational Researchers Association (AERA) annual meeting.
- 2021, Online **Viesca, K.M.**, Linzell, C. H., Wang, P., Heeren, M., & Hammer, S. (2021, September). *Agency, leadership, and collaboration in professional learning for teachers of multilingual students*. Paper presented at the European Conference for Educational

Research (ECER), the Annual Meeting of the European Educational Research Association (EERA) Online.

2021, Online

Gray, T., Masterson, J., **Viesca, K.M.**, Morgenson, C., & Hammer, S. (2021, April). *Evasion pedagogies in middle school: A day in the life of three multilingual students*. [Symposium: Identifying and Disrupting Evasion Pedagogies]. AERA Annual Meeting Online.

Gu, X., Wang, P. & **Viesca, K. M.** (2021, April). *Teacher agency and collaboration in U.S. in-service teacher development*. [Symposium: Developing Quality Teachers: International Insights from Europe, the United States, and Hong Kong]. AERA Annual Meeting Online.

Hammer, S., & **Viesca, K. M.** (2021, April). *Observations of pedagogical excellence in teachers across nations (OPETAN): Lessons learned from a four-nation study*. [Symposium: Developing Quality Teachers: International Insights from Europe, the United States, and Hong Kong]. AERA Annual Meeting Online.

**Viesca, K. M.**, Wang, P., Heinz, B., Yunes-Koch, A., Strom, K. J. (2021, April). *Disrupting evasion pedagogies in preservice teacher preparation*. [Symposium: Identifying and Disrupting Evasion Pedagogies]. AERA Annual Meeting Online.

Phillips, A. J., Barnatt, J. & **Viesca, K. M.** (2021, April). *Linguistically responsive leaders: Responding to multilingual students and their families*. [Paper Session]. AERA Annual Meeting Online.

Wen-Chia, C. C. & **Viesca, K. M.** (2021, April). *Disrupting evasion pedagogies in research: Preparing teachers for culturally responsive teaching*. [Paper Session]. AERA Annual Meeting Online.

2020, Glasgow, Scotland

Thomas, A., Haser, C., Mikkilä-Erdmann, M, Timoštšuk, I., Warinowski, A., & **Viesca, K. M.** (2020, August). *Developing Graduate Students' Intercultural Competence in a Globally-Networked Course Focused on Educational Theory*. Paper accepted for presentation at the annual meeting of the European Educational Research Association called the European Conference on Educational Research (ECER). Cancelled due to COVID-19.

**Viesca, K. M.** & Leech N. (2020, August). *Teacher Agency and Collaboration in US In-Service Teacher Development*. Paper accepted for presentation at the annual meeting of the European Educational Research Association called the European Conference on Educational Research (ECER). Cancelled due to COVID-19.

**Viesca, K. M.**, Routine, S., Perumal, R., & Alisaari, J. (2020, August), *Observations of Pedagogical Excellence in Teachers Across Nations (OPETAN): Lessons Learned from a Four Nation Study*. Paper accepted for presentation at the annual meeting of the European Educational Research Association called the European Conference on Educational Research (ECER). Cancelled due to COVID-19.

2020, Reading, England

Flynn, N., Teemant, A. & **Viesca, K. M.** (2020). *Teachers' successful practices for multilingual learners in the UK and the US*. Paper presented at COM 2020 conference, University of Reading, England. June 2020. Retrieved from [osf.io/zgj2w](https://osf.io/zgj2w)



- 2020, San Francisco, CA Hammer, S., **Viesca, K. M.**, Ehmke, T. & Heinz, B. (2020, Apr 17 - 21) *Changes in Teachers' Beliefs Regarding Multilingualism in Schools* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wng4ljr> (Conference Canceled)
- Palmquist, K., Guan, L., Kim, J., Carson, C. & **Viesca, K. M.** (2020, Apr 17 - 21) *Learning to Be Linguistically Relevant Teachers Through Online Professional Development Modules: Two Case Studies* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r7nh9u5>(Conference Canceled)
- Viesca, K. M.**, Strom, K. J., Gatti, L., Gray, T., Masterson, J., Heinz, B., Linzell, C. H., Morgenson, C., Rfissa, Y., Hammer, S. & Damgaard, K. (2020, Apr 17 - 21) *Content Teaching for Multilingual Students: A Complex Assemblage of Interconnected Elements* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/seru5c2> (Conference Canceled)
- 2020, Denver, CO **Viesca, K. M.**, Leider, C., Barnatt, J., Pollard-Durodola, S., & Looper, H., (2020, March). *Teacher Agency, Leadership and Collaboration: Elements of Quality Professional Learning*. Workshop accepted for presentation at TESOL International Annual Convention. Cancelled due to COVID-19.)
- 2019, Providence, RI Viesca, K.M., Leider, C. M., Nguyen, D., & Aleckson, J. (2019, October). *Results from the ICMEE WIDA pilot*. Research presented at the WIDA annual meeting.
- 2019, Toronto, Canada **Viesca, K.M.** Hammer, S., Alisaari, J., Routarinne, S., Teemant, A., Perumal, R., Flynn, N., & Aquah, E. O. (2019, April). *Quality content teaching for multilingual students: An international examination of instructional practices in four nations*. Paper presented at the American Educational Researchers Association (AERA) annual meeting.
- 2019, Toronto, Canada Hammer, S., **Viesca, K. M.**, Ehmke, T., & Heinz, B. (2019, April). *Teachers' beliefs concerning teaching multilingual learners: A cross-cultural comparison between the United States and Germany*. Poster presented at the American Educational Researchers Association (AERA) annual meeting.
- 2019, Toronto, Canada Kim, J., Carson, C., Gray, T., Schmidt, T., Guan, L., Palmquist, K., & **Viesca, K. M.** (2019, April). *Learning to be linguistically relevant teachers through online professional development*. Paper presented at the American Educational Researchers Association (AERA) annual meeting.
- 2018, Detroit, MI **Viesca, K.M.**, Linzell, C., Lobato, A., Leider, C. M., Nguyen, D., Pollard-Durodola, S. (2018, October). *What does effective content teaching for multilingual students look like?* Presentation at the annual WIDA conference.
- 2017, Copenhagen, Denmark Perumal, R., **Viesca, K. M.**, Hammer, S., Alisaari, J., Mendonca-Dias, C., Leboeuf-Hansen, C. (2017, August). *The multilingual learner research group: eWorkshops Project*. Presentation at the annual meeting of the European Educational Research Association called the European Conference on Educational Research (ECER).
- 2017, San Antonio, TX **Viesca, K.M.**, Dray, B., & Leech, N. (2017, April). *Developing linguistically responsive content teachers through eWorkshops: Results from the learning activities survey*. Paper presented at the American Educational Researchers Association annual meeting.



- 2017, San Antonio, TX Milbourn, T., **Viesca, K. M.**, & Leech, N. (2017, April). *Measuring linguistically responsive teaching: First results*. Paper presented at the American Educational Researchers Association annual meeting.
- 2017, Kearney, NE **Viesca, K. M.** & Fuentes, O. (2017, April). *eWorkshops: Collaborative Professional Learning for Teachers of Bilingual Students*. Presentation at Nebraska AQuESTT.
- 2017, Seattle, WA **Viesca, K. M.** (2017, March). *Advocating: Lessons Learned*. Presentation at the Teachers of Speakers of Other Languages annual convention.
- 2016, Turku, Finland **Viesca, K. M.**, Hammer, S., & Fischer, N. (2016, November). *Cross national research on teachers of bi/multilingual learners: Challenges and successes in improving equity*. Presentation at the Finnish Educational Researchers Association Annual Conference.
- 2016, Denver, CO Poza, L. & **Viesca K. M.** (2016, June). *Rule Revisions: Evolving Discourses in the Suppression of Bilingual Education in Colorado*. Presentation at the Critical Race Studies in Education Association (CRSEA) Annual Conference.
- 2016, Berlin, Germany **Viesca, K. M.** (2016, March). *Teacher Ideologies and Perspectives on Multilingual Learners (MLLs) and Multilingualism Expressed in Online Professional Development*. Presentation at the Gessellschaft für Empirische Bildungsforschung (GEBF) Annual Conference.
- 2015, Albuquerque, NM **Viesca, K. M.**, Hammer, S., and Commins, N. (2015, June). *USA, Germany and Finland: Collaborating to develop culturally and linguistically responsive teachers of second language*. Symposium presented at the International Society of Language Studies bi-annual conference. Albuquerque, NM.
- 2015, Albuquerque, NM **Viesca, K. M.**, Knowles, M., & Adamcikova, A. (2015, June). *Collaborative action research examining critical language pedagogy*. Presentation at the International Society of Language Studies bi-annual conference. Albuquerque, NM.
- 2015, Chicago, IL **Viesca, K. M.** (2015, April). *Majoritarian stories regarding teacher evaluation, quality and effectiveness: A frame analysis of digital media*. Paper presented at the American Educational Researchers Association. Chicago, IL.
- 2015, Chicago, IL **Viesca, K. M.**, Amayo, J., Chávez, L., & Esser, K. J. (2015, April). *Statewide collaboration in support of improved teaching and teacher education practices for bilingual students: When competitors don't compete*. Paper presented at the American Educational Researchers Association. Chicago, IL.
- 2015, Chicago, IL Hammer, S. & **Viesca, K. M.** (2015, April). *Towards an international competency model for teaching multilingual learners in content classrooms*. Paper presented at the American Educational Researchers Association. Chicago, IL.
- 2015, Chicago, IL Greenfield, R., **Viesca, K. M.**, & Davidson, A. (2015, April). *Increasing equity for multilingual students with disabilities through critical sociocultural pedagogical practices*. Paper presented at the American Educational Researchers Association. Chicago, IL.
- 2015, Chicago, IL Tandon, M., Hueston, C., Milbourn, T. & **Viesca, K. M.** (2015, April). *Perceptions of linguistically responsive teaching in US teacher candidates/novice teachers*. Paper presented at the American Educational Researchers Association. Chicago, IL.

- 2015, Chicago, IL Gahlsdorf-Terrell, D., Barnatt, J., D'Souza, L. A., Glesson, A. M., **Viesca, K. M.**, & Jong, C. (2015, April). *Figured worlds of learning to teach: Interpreting early career trajectories*. Paper presented at the American Educational Researchers Association. Chicago, IL.
- 2014, Philadelphia, PA Hamilton, B., Douglass, H., **Viesca, K.M.**, & Verma, G. (2014, April). *Finding balance: Design of online professional development for elementary science teachers of multilingual students*. Paper presented at the American Educational Researchers Association. Philadelphia, PA.
- 2014, Philadelphia, PA Russell, N. M., Leonard, J., & **Viesca, K. M.** (2014, April). *Mathematics teachers' perspectives on online professional development modules*. Paper presented at the American Educational Researchers Association. Philadelphia, PA.
- 2014, Philadelphia, PA Shannon, S., Mahon E. A., Commins, N. L., & **Viesca, K. M.** (2014, April). *Lessons learned: Reframing teachers' perceptions of bilingual students*. Paper presented at the American Educational Researchers Association. Philadelphia, PA.
- 2014, Philadelphia, PA **Viesca, K. M.**, Russell, N. M., Gutierrez, C., Leonard, J., & Nocon, H. (2014, April). *Teacher perspectives of linguistically responsive teaching*. Paper presented at the American Educational Researchers Association. Philadelphia, PA.
- 2014, West Dover, VT Terrell, D. G., Barnatt, J., D'Souza, L., Gleeson, A. M., Jong, C., **Viesca, K.M.** (2014, March). *Figured worlds of learning to teach: Interpreting early career trajectories*. Paper presented as the Annual Meeting of the New England Educational Research Organization. West Dover, VT.
- 2013, Burlington, VT **Viesca, K. M.**, Russell, N. M., & Mahon, E. (2013, May). *Collaborative online professional development focused on academic language in science and mathematics*. Presentation at the Academic Language in the Content Areas for English Learners Conference. Burlington, VT.
- 2013, San Francisco, CA Leonard, J., Douglass, H., Hamilton, B., & the **eCALLMS Module Design Team**. (2013, April). *Improving Teacher Education for Multilingual Learners through Action Research*. Poster presented at the American Educational Researchers Association. San Francisco, CA.
- 2013, San Francisco, CA Russell, N. M., **Viesca, K. M.**, & Bianco, M. (2013, April). *Black female adolescents and racism in schools: Experiences in a "post-racial" society*. Paper presented at the American Educational Researchers Association. San Francisco, CA.
- 2013, San Francisco, CA **Viesca, K. M.** (2013, April). *English is not ALL that matters: Challenging a majoritarian story found in research, policy, and practice*. Paper presented at the American Educational Researchers Association. San Francisco, CA.
- 2013, San Francisco, CA **Viesca, K. M.**, Matias, C. E., Garrison-Wade, G., Tandon, M., & Galindo, R. (2013, April). *"Push it Real Good!": The Challenge of disrupting dominant discourses regarding race in teacher education*. Paper presented at the American Educational Researchers Association. San Francisco, CA.
- 2013, Dallas, TX **Viesca, K. M.** (2013, March). *Preparing every teacher: The next generation of teacher education*. Symposium presented at the Teachers of English to Speakers of Other Languages annual convention. Dallas, TX.

- 2012, Denver, CO **Mitchell, K.**, Douglass, H., Hamilton, B., Mahon, E., Russell, N., & eCALLMS Module Design Team (2012, November). *Online Professional Development: Language Based Content Instruction*. Presented at the Colorado Teachers of English to Speakers of Other Languages Meeting. Denver, CO.
- 2012, Denver, CO **Mitchell, K.**, Tandon, M. & Recker, C. (2012, November). *Ensuring Inequity: Accountability Colorado Style*. Presented at the Colorado Teachers of English to Speakers of Other Language Meeting. Denver, CO.
- 2012, Indianapolis, IN **Mitchell, K.**, Gutierrez, C., Nocon, N., & Leonard, J. (2012, October). *Improving Urban Educator Development Through Collaborative District/University Partnerships*. Presented at the Council of Great City Schools Annual Meeting. Indianapolis, IN.
- 2012, Boulder, CO Matias, C., **Mitchell, K.**, & Tandon, M. (2012, October). *What is Critical Whiteness Doing in OUR Nice Field Like Critical Race Theory?*. Presented at the Teachers of Color and their Allies Summit. Boulder, CO.
- 2012, New York, NY **Mitchell, K.**, Garrison-Wade, D., Galindo, R., Matias, C., & Tandon, M. (2012, May). "Push it real good": *The need to force critical race awareness in teacher preparation*. Paper presented at the Critical Race Studies in Education Conference. New York, NY.
- 2012, Vancouver, BC **Mitchell, K.**, Bianco, M., & Tandon, M. (2012, April). *Pathways2Teaching: Diversifying the Teaching Force*. Poster presented at the American Education Researchers Association. Vancouver, BC.
- 2012, Vancouver, BC **Mitchell, K.**, Scheopner, A., Barnatt, J., & Piazza, P. (2012, April). *Best Intentions and Unintended Outcomes: The Role of Majoritarian Stories in Teaching for Social Justice*. Paper Presentation/Roundtable presented at the American Education Researchers Association. Vancouver, BC.
- 2011, Denver, CO Nocon, H., Kennan, T., Dray, B., **Mitchell, K.**, Thomas-Ruzic, M., & the DPS-UCD Research Collaborative (2011, November). *Successful School-Wide Practices for Multilingual Learners*. Research Presented at the Colorado Teachers of English to Speakers of Other Languages Meeting. Denver, CO.
- 2011, Denver, CO Nocon, H., Dray, B., Keenan, T., Nathenson-Mejia, Shannon, S., Thomas-Ruzic, M., and the **DPS-UCD Research Collaborative** (2011, November). *Successful School-Wide Practices for Multilingual Learners*. Research Presented at the Colorado Association of Bilingual Educators Meeting. Denver, CO.
- 2011, Boston, MA **Mitchell, K.** Dray, B., Keenan, T., Nocon, H., Shannon, S., and the DPS-UCD Research Collaborative (2011, October). *Successful School-Wide Practices Supportive of Multilingual Learners*. Empirical research presented at the Council of Great City Schools Annual Meeting. Boston, MA.
- 2011, New Orleans, LA **Mitchell, K.** (2011, April). *Uncovering Troubling Issues of Institutionalized Racism and Linguicism in Teacher Preparation and Beyond*. Empirical Paper Presented at the Symposium titled "Using Qualitative, Quantitative and Mixed Methods in Program Assessment" at the American Education Researchers Association. New Orleans, LA.

- 2011, New Orleans, LA Cochran-Smith, M., McQuillan, P., **Mitchell, K.**, Terrell, D. G., Barnatt, J., D'Souza, L., Jong, C., Shakman, K., Lam, K., Gleeson, A. M. (2011, April). *Teaching Practice and Early Career Decisions: Findings from a Longitudinal Cross-Case Study*. Paper presented at the Symposium titled "Teaching Practice and Teachers' Career Paths" at the American Educational Researchers Association. New Orleans, LA.
- 2011, New Orleans, LA **Mitchell, K.** (2011, April). *Linguicism and Racism: Powerful issues in Massachusetts Educational Policy Regarding Bilingual Learners and their Teachers*. Paper Presented at the American Educational Researchers Association. New Orleans, LA.
- 2010, Denver, CO **Mitchell, K.** (2010, November). *Is English Really ALL that Matters?* Research Presented at the Colorado Teachers of English to Speakers of Other Languages Meeting. Denver, CO.
- 2010, Boulder, CO **Mitchell, K.** (2010, October). *English is Not ALL that Matters*. Presented at the Teachers of Color and their Allies Summit. Boulder, CO.
- 2010, Denver, CO **Mitchell, K.** (2010, October). *Linguicism and Racism: Powerful Issues in Massachusetts State Policy Regarding the Education of Secondary Bilingual Learners and their Teachers*. Paper Presented at the American Educational Studies Association. Denver, CO.
- 2010, Denver, CO Cochran-Smith, M., Cannady, M., McEachern, K., **Mitchell, K.**, Piazza, P., Power, C., & Ryan, A. (2010, April). *Teachers' Education and Outcomes: Mapping the Research Terrain*. Paper presented at the American Educational Researchers Association. Denver, CO.
- 2010, Boston, MA Luther, J., Ramirez, R., & **Mitchell, K.** (2010, March). *READY to Advocate for English Language Learners? SET, GO!!* Panel Presentation at the Teachers of English to Speakers of Other Languages Annual Meeting. Boston, MA.
- 2010, Portsmouth, NH **Mitchell, K.** (2010, February). *Teacher Education Policy for Teachers of Bilingual Learners/ELLs in Massachusetts*. Research Presented at the New England Education Research Organization Meeting. Portsmouth, NH.
- 2009, Loeminster, MA **Mitchell, K.** & Ramirez, J.A. (2009, May). *Transforming Potential Change into Effective Advocacy*. Panel Presentation at the Massachusetts Teachers of English to Speakers of Other Languages Meeting. Loeminster, MA.
- 2009, San Diego, CA McQuillan, P., Jong, C., **Mitchell, K.**, Shakman, K., Gleeson, A.M., Lam, K., Power, C., & Cochran-Smith M. (2009, April). *The Pieces that Matter in Teacher Education*. Paper Presentation at the American Educational Researchers Association. San Diego, CA.
- 2008, Loeminster, MA **Mitchell, K.**, Ngo, S., & Homza, A. (2008, May). *Improving Language and Literacy through Read-Alouds*. Research Presented at the Massachusetts Teachers of English to Speakers of Other Languages Meeting. Loeminster, MA.
- 2008, New York, NY **Mitchell, K.**, Homza, A., & Ngo, S. (2008, April). *Improving Language and Literacy through Read-Alouds*. Demonstration at the Teachers of English to Speakers of Other Languages Annual Meeting. New York, NY.

- 2008, New York, NY Cochran-Smith, M., Gleeson, A.M., & **Mitchell, K.** (2008, April). *Teacher Education for Social Justice: What's Pupils' Learning Got to Do With It?* Paper Presentation at The American Educational Researchers Association. New York, NY.
- 2008, New York, NY Homza, A., **Mitchell, K.** & Ngo, S. (2008, March). *What Do Teacher Candidates Learn About Literacy for Bilingual Learners/ English Language Learners (ELLs) Through a Field-Based Read-Aloud Project?* Paper Presentation at the American Educational Researchers Association. New York, NY.
- 2008, New York, NY Homza, A., **Mitchell, K.** & Ngo, S. (2008, March). *Fieldwork with Bilingual Learners: A Project and Its Impact on Mainstream Teacher Candidates.* Paper Presentation at the American Educational Researchers Association. New York, NY.
- 2008, New Orleans, LA Homza, A., **Mitchell, K.** & Ngo, S. (2008, February). *Field-based work with English Language Learners: A Model for Teacher Education Programs to Increase Competence and Confidence of Mainstream Teacher Candidates to work with Diverse Pupils.* Research Presented at the American Association of Colleges for Teacher Education Annual Meeting. New Orleans, LA.
- 2007, Denver, CO **Mitchell, K.** (2007, October). *Pre-service Teachers Field-Based Work with ELLs: Project Structure and Initial Research Findings.* Presented during the “Promising Practices Session” at the Teachers for a New Era Learning Network Meeting. Denver, CO.
- 2007, Chicago, IL D’Souza, L., Miller, G., McQuillan, Scheopner, A., **Mitchell, K.**, Gleeson, A.M. & Cochran-Smith, M. (2007, April). *Reflecting on Pupil Learning: Growing as a Teacher.* Paper Presented at the American Educational Researchers Association. Chicago, IL.
- 2007, Portsmouth, NH Homza, A., **Mitchell, K.**, & Ngo, S. (April, 2007). *Evolution of Pre-Service Teachers’ Beliefs and Practices in Regard to English Language Learners.* Research Presented at the New England Education Research Organization Meeting. Portsmouth, NH.
- 2007, Leominster, MA **Mitchell, K.** (2007, March). *Academic Language Development in the Mainstream Secondary Classroom.* Research Presented at the Massachusetts Teachers of English to Speakers of Other Languages Meeting. Leominster, MA.
- 2007, Leominster, MA Homza, A., Ngo, S., & **Mitchell, K.** (2007, March). *Reading Aloud with ELLs: An Intervention Activity for Mainstream Teacher Candidates.* Research Presented at the Massachusetts Teachers of English to Speakers of Other Languages Meeting. Leominster, MA.
- 2007, Seattle, WA **Mitchell, K.** (2007, March). *Language in Development.* Paper Presented at the Teachers of English to Speakers of Other Languages Conference. Seattle, WA.

## NON-PEER REVIEWED PRESENTATIONS AT MEETINGS/CONFERENCES

### INVITED PRESENTATIONS AT MEETINGS/CONFERENCES

- 2022, Boulder, CO **Viesca, K.M.** (2022). Invited Speaker at the University of Colorado Conference on World Affairs (April 6<sup>th</sup>-9<sup>th</sup>). <https://www.colorado.edu/cwa/cwa-speakers-performers>

- 2021, Paris, France **Viesca, K.M.** & Joseph, N. M. (2021). *A Framework for Improving the Teaching of Mathematics to Bi/Multilingual Learners*. Invited presentation (Online) at the University of Paris Journées Plurimaths, Automne 2021. <https://irem.u-paris.fr/journees-plurimaths-automne-2021>
- 2021, Kearney, NE Mitchell-McCough, J., **Viesca, K.M.**, & Olson, A. (2021). *Cultivating Purposeful Professional Learning for Educators of Culturally and Linguistically Diverse Students*. Session at NDE Days for Nebraska Administrators. July 2021.
- 2020, Turku, Finland **Viesca, K. M.** & Commins, N. (2020). *Racial Healing*. Online Presentation at Seminar on Power and Privilege hosted by the University of Turku in Finland. October 2020.
- 2020, Vaasa, Finland **Viesca, K. M.** & Commins, N. (2020, May). *Humanizing Pedagogies in Working with Multilingual Learners*. Invited Key-Note for the Minority Seminar 2020: "Curriculum for Social Justice" at Åbo Akademi University. Cancelled due to COVID-19.
- 2019, Providence, RI **Viesca, K. M.** (2019, October). *Professional Learning: What's Agency Got to Do With It?* Invited Key-Note for WIDA Fellows Pre-Conference Session at the WIDA annual meetings.
- 2019, Toronto, Canada Strom, K. J., **Viesca, K.M.**, Mills, T., Gray, M., Sherman, B., Abrams, L. W. (2019, April). *Non-linear perspectives on teacher learning and practice across the professional continuum*. Invited Presidential Session at the American Educational Researchers Association (AERA) annual Meeting.
- 2019, Toronto, Canada Strom, K. J. & **Viesca, K.M.** (2019, April). *Toward a complex framework of teacher learning-practice*. Paper presented as part of a Invited Presidential Session at the American Educational Researchers Association (AERA) annual meeting.
- 2017, Chicago, IL **Viesca, K. M.** (December, 2017). *Developing a teacher-learner orientation*. Invited Presentation at the 41<sup>st</sup> Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students.
- 2017, Chicago, IL Commins, N., Nguyen, D., & **Viesca, K. M.** (December, 2017). *Developing culturally and linguistically responsive teaching competencies: What teachers should know and do?* Invited presentation at the 41<sup>st</sup> Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students.
- 2017, Online **Viesca, K. M.** (2017, September). *Maximizing Opportunities for Early Childhood Learners in a Multilingual Setting*. Invited presentation for the online conference "Building Bridges for The Learning Child" hosted Nebraska Extension.
- 2017, La Vista, NE **\*Viesca, K. M.** & Linzell, C. (2017, April). *eWorkshops: Collaborative Professional Learning for Teachers of Bilingual Students*. Invited presentation to state-wide meeting hosted by the Nebraska Department of Education.
- 2016, Online **Viesca, K. M.** (2016, November). *Culturally Responsive Teaching*. Return invited online webinar for Primary Source (Watertown, MA) in their collaborations with the Illinois Education Association.

- 2016, Golden, CO Ricci, C. & **Viesca, K.M.** (2016, April). *eCALLMS project: Past, present and future (professional development that works)*. Presentation at the Colorado Department of Education Culturally and Linguistically Diverse Education Academy. Golden, CO.
- 2016, Washington, DC **Viesca, K.M.**, Chávez, L., Esser, K., Vigil, P., & **HELDE**. (2016, April). *Public scholarship and teacher education for diverse democracies*. Presidential Session at the American Educational Researchers Association (AERA) annual meeting.
- 2016, Loveland, CO **Viesca, K.M.** (2016, April). *Teaching multilingual learners: Rethinking our narratives*. Presentation to teachers and staff in Thompson School District. Loveland, CO.
- 2015, Westminster, CO **Viesca, K.M.**, Esser, K., Chávez, L., & Mahon, E. (2015, September). *CO State Level Data: Problems and Opportunities for Bilingual Learners and their Teachers*. Invited Presentation at the Colorado Association of Bilingual Education (CABE) Annual Conference. Westminster, CO.
- 2015, Westminster, CO \*Milbourn, T. & **Viesca, K.M.** (2015, September). *Measuring linguistically responsive teaching*. Invited Presentation at the Colorado Association of Bilingual Education (CABE) Annual Conference. Westminster, CO.
- 2015, Westminster, CO Carson, C. & **Viesca, K.M.** (2015, September). *Opportunities and challenges for bilingual students in the science classroom*. Invited Presentation at the Colorado Association of Bilingual Education (CABE) Annual Conference. Westminster, CO.
- 2015, Denver, CO **Viesca, K.M.** (2015, May). *Culturally Responsive Practices: Rethinking our Narratives*. Invited Lecture for the CU Denver Staff Council on both the Anschutz and Downtown Campuses. Denver, CO.
- 2015, Golden, CO Owen, K., Boyer, R., Rangel, M., **Viesca, K. M.**, & Wyman, W. (Panel) Hopewell, S. (Moderator) (2015, April). *Current Challenges and Opportunities in Preparing Rural Colorado English Learner Students for Success in College and Careers*. Panel Discussion sponsored by the Colorado Department of Education at the Language, Culture and Equity Academy Community Conversation. Golden, CO.
- 2014, Aurora, CO Sample, B., **Viesca, K.M.**, & Crookes, G. (2014, November). *Teaching for social justice: Building schools, critical pedagogy, and urban education*. Featured presentation sponsored by CO TESOL Intensive English Programs/Higher Education (IEP/HE) SIG at the Colorado Teachers of English to Speakers of Other Languages (CO TESOL) Conference. Aurora, CO.
- 2014, Luneburg, Germany **Viesca, K.M.** (2014, October). *Innovative Approaches for Preparing Teachers to Work with Second Language Learners: Perspectives from a Project in the USA*. Invited guest lecture at the Leuphana University of Lüneburg in Lüneburg, Germany.
- 2014, Online **Viesca, K. M.** (2014, October). *Culturally Responsive Practice for Teaching Multilingual Learners: Rethinking Our Narratives*. Return invited online webinar for Primary Source (Watertown, MA) and their new online course titled “Engaging Culturally and Linguistically Diverse Students & Families in Secondary Schools.”

- 2014, Westminster, CO Shannon, S., Commins, N., Mahon, E. A., **Viesca, K.M.**, & Poza, L. (2014, September). *Elevating the Status of Natural Bilingualism: Instructional Practices Involving Two Languages*. Presentation at the Colorado Association for Bilingual Education (CABE) Conference. Westminster, CO.
- 2014, Westminster, CO **Viesca, K. M.** (2014, September). *Free, Innovative, Multimedia, Online Resources to Support Professional Learning Communities in Becoming Linguistically Responsive*. Presentation at the Colorado Association for Bilingual Education (CABE) Conference. Westminster, CO.
- 2014, Denver, CO **Viesca, K. M.** (2014, September). *Developing Linguistically Responsive Teaching*. Presentation at the Colorado National Association of Multicultural Educators (CO NAME) Conference. Denver, CO.
- 2014, Denver, CO **Viesca, K. M.** (2014, April). *Education policy and reform: What's equity got to do with it?* Presentation at the CU Denver Planners Network Panel Discussion Series on Inequity titled "Inequities in Education and the Economy." Denver, CO.
- 2013, Colorado Springs, CO **Viesca, K. M.** (2013, April). *Collaborative online professional development: Language based content instruction*. Presentation at Spring CoTESOL. Colorado Springs, CO.
- 2013, Online **Viesca, K. M.** (2013, July). *Culturally Responsive Teaching*. Return invited webinar for the summer Cultural Proficiency Institute for in-service teachers sponsored by Primary Source (Watertown, MA).
- 2013, Boulder, CO **Viesca, K. M.** (2013, October). *eCALLMS: e-Learning Communities for Academic Language Learning in Math and Science*. Presentation at Teachers of Color and their Allies conference. Boulder, CO.
- 2012, Online **Mitchell, K.** (2012, July). *Culturally Responsive Teaching*. Invited webinar for the summer Cultural Proficiency Institute for in-service teachers sponsored by Primary Source. Watertown, MA.
- 2012, Dekalb, IL Bianco, M. & **Mitchell, K.** (2012, June). *Pathways2Teaching for High School Students of Color*. Invited presentation at the National Association of Multicultural Education workshop on Addressing the Demographic Imperative: Recruiting and Preparing a Diverse and Highly Effective Teaching Force. Dekalb, IL.
- 2012, Westminster, CO **Mitchell, K.** & Nocon, H. (2012, April). *Improving the Education of Multilingual Learners through Collaborative Relationships and Partnerships*. Invited presentation at the Colorado English Language Acquisition Academy. Westminster, CO.
- 2009, Waltham, MA **Mitchell, K.** (2009, January & October). *Working with English Language Learners*. Invited lecture presented to undergraduate and graduate students in the elementary education program at Brandeis University. Waltham, MA.
- 2008, Waltham, MA **Mitchell, K.** (2008, January & October). *Working with English Language Learners*. Invited lecture presented to undergraduate and graduate students in the elementary education program at Brandeis University. Waltham, MA.



- 2007, Boston, MA **Mitchell, K.** (2007, February). *In-service training module on working with bilingual learners*. Invited Panelist. Citizen Schools, Boston, MA.
- 2007, Bridgewater, MA **Mitchell, K.** (2007, October). *Working with English Language Learners*. Invited lecture presented to all students in elementary education program. Bridgewater State College, Bridgewater, MA.

### SEMINARS/WORKSHOPS PRESENTED

- 2021 **Viesca, K. M.** (2021, July). *Courageous Conversations in the Classroom*. Invited workshop hosted by Global Education Allies on their Alabama and Tennessee: Building Resilient Classrooms Amid Divergent Perspectives tour. Smoky Mountains, TN (I facilitated online).
- 2013 Hutchison, K. & **Viesca, K.M.** (Fall 2013). *Moving students to proficiency in writing*. District supported professional development for teachers in Aurora Public Schools based on the successful practices of Kim Hutchison as a 5<sup>th</sup> grade writing teacher. My role is to support her as lead professional developer. We meet with a group of ~12 teachers every other week. Aurora Public Schools. Aurora, CO.
- Hutchison, K. & **Viesca, K.M.** (July, 2013). *Having trouble moving kids to proficiency in writing?* Seminar presented to teachers in Aurora Public Schools based on the practices of Kim Hutchison and her success in her classroom. My role was to support the presentation of her work based on my research in her classroom. Aurora Public Schools. Aurora, CO.
- 2012 Dray, B. J., **Viesca, K. M.**, Espinoza, M., Jefferson, A. (2012-2013). Teachers Working Together to implement and develop culturally and linguistically responsive practices: Bruce Randolph Middle and High School Ongoing Schoolwide Professional Development. Denver Public Schools Every 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> Wed of the month. August 2012-May 2013.
- Dray, B. J., **Mitchell, K.** Bougher, K., Espinosa, M., Jefferson, A. (2012-2013). Two-Day Trainer of Trainers: Teachers Working Together to implement and develop culturally and linguistically responsive practices. Bruce Randolph Middle and High School 2012-2013 Schoolwide Professional Development. Administration and instructional coaches. Denver Public Schools. June 2012.
- 2009 **Mitchell, K.** (March & November, 2009). *Working with English Language Learners*. Consultant/Facilitator for the Advancing Practice Seminar. Boston Public Schools and Boston College Teachers for a New Era, Boston, MA.
- Mitchell, K.** (August, 2009). *Sheltered Reading and Writing for Bilingual Learners/ELLs*. Session Facilitator. Boston College New Teacher Academy, Chestnut Hill, MA.
- 2008 **Mitchell, K.** (January & October, 2008). *Working with English Language Learners*. Consultant/Facilitator for the Advancing Practice Seminar. Boston Public Schools and Boston College Teachers for a New Era, Boston, MA.
- Mitchell, K.** (August, 2008). *Sheltered Reading and Writing for Bilingual Learners/ELLs*. Session Facilitator. Boston College New Teacher Academy, Chestnut Hill, MA.
- Mitchell, K.** (August, 2008). *Teaching Vocabulary: Helping Your Bilingual Students/ELLs Succeed*. Session Facilitator. Boston College New Teacher Academy, Chestnut Hill, MA.
- Mitchell, K.** (August, 2008). *Working with English Language Learners*. Session Facilitator. Bridgewater State College New Teacher Academy, Bridgewater, MA.

**Mitchell, K.** (November, 2008). *Writing Across the Content Areas*. Session Facilitator. Taunton High School, Taunton, MA.

2007 **Mitchell, K.** (August, 2007). *Teaching Vocabulary: Helping Your Bilingual Students/ELLs Succeed*. Session Facilitator. Boston College New Teacher Academy, Boston, MA.

### PROFESSIONAL ORGANIZATIONS (Current Memberships)

- American Association of University Professors (AAUP)
- American Educational Researchers Association (AERA)

### PUBLICATIONS/CREATIVE WORKS IN PREPARATION

In Press Strom, K. & **Viesca, K. M.**, & Masterson, J. (In Press). "I am from 7-11 and big leafless trees": *The Agency of Neighborhoods in Constructing More-than-Human Student Subjectivities, Knowledge, and Experiences*. Chapter in edited book on imagination and leadership.

**Viesca, K. M.**, Goodwin, L., Warinowski, A., & Mikkilä-Erdmann, M. (Invited Chapter, In Press). Towards internationally shared principles of quality teacher education across Finland, Hong Kong, and the United States. *The Palgrave Handbook of Teacher Education Research*. manuscript to be published in *Teacher Education in (Post-)Pandemic Times: International Perspectives on Intercultural Learning, Diversity and Equity*. Peter Lang.

### COURSES TAUGHT

<u>Course and Number</u>	<u>Level</u>	<u>Department</u>	<u>Institution</u>
Assessment and Advocacy for Bilingual Learners, CLDE 5050	Graduate	Culturally and Linguistically Diverse Education	University of Colorado Denver
Co-Developing Culturally Responsive Classroom Communities ( <i>revised</i> ), UEDU 4020/5020	Undergrad/ Graduate	Urban Community Teacher Education	University of Colorado Denver
English Writing ( <i>revised</i> ), number unknown	Graduate (PhD)	Graduate School	Peking University (Beijing, China)
English Oral Communication ( <i>revised</i> ), number unknown	Graduate (PhD)	Graduate School	Peking University (Beijing, China)
ESL: Teaching and Curriculum, TEAC 813B	Graduate	Teaching, Learning & Teacher Education	University of Nebraska Lincoln
Exploring Diversity in Content and Pedagogy I, UEDU 4040/5040	Undergraduate/ Graduate	Urban Community Teacher Education	University of Colorado Denver
Exploring Diversity in Content and Pedagogy II, UEDU 4050/5050	Undergraduate/ Graduate	Urban Community Teacher Education	University of Colorado Denver

Improving K-12 Student Outcomes, CLDE 5835	Graduate	Culturally and Linguistically Diverse Education	University of Colorado Denver
Introductory Doctoral Seminar, TEAC 995A Language and Literacy Acquisition for Diverse Learners, CLDE 4030	Graduate	Teaching, Learning & Teacher Education	University of Nebraska Lincoln
	Undergraduate	Culturally and Linguistically Diverse Education	University of Colorado Denver
Language and Literacy Acquisition for Diverse Learners, CLDE 5030	Graduate	Culturally and Linguistically Diverse Education	University of Colorado Denver
Linguistic Analysis of English, CLDE 5070	Graduate	Culturally and Linguistically Diverse Education	University of Colorado Denver
Multicultural Education, TEAC 330	Undergraduate	Teaching, Learning & Teacher Education	University of Nebraska Lincoln
Secondary Literacy Instruction and Assessment, UEDU 4100/5100	Undergraduate/ Graduate	Urban Community Teacher Education	University of Colorado Denver
Secondary Curriculum and Instruction ( <i>revised</i> ), ED 211	Undergraduate	Department of Teacher Education, Special Education, Curriculum and Instruction	Boston College
School and Society TEAC 331	Undergraduate	Teaching, Learning & Teacher Education	University of Nebraska Lincoln
Teaching Bilingual Students, ED 346	Graduate	Department of Teacher Education, Special Education, Curriculum and Instruction	Boston College
Teaching Multilingual Learners in Elementary School, TEAC 317, and in Secondary, TEAC 413M	Undergraduate	Teaching, Learning & Teacher Education	University of Nebraska Lincoln
Techniques in Teaching English as a Second Language, CLDE 5820	Graduate	Culturally and Linguistically Diverse Education	University of Colorado Denver
Thematic Dissertation Group ( <i>new</i> ), DSEP 8994	Graduate (EdD)	Leadership for Educational Equity	University of Colorado Denver
Writing Literature Reviews Independent Study ( <i>new</i> ), DSEP 7840	Graduate (PhD)	Educational Studies and Research	University of Colorado Denver

**SERVICE***UNIVERSITY/COLLEGE/DEPARTMENT*

Current Roles *Faculty Advisor*, Undergraduate students doing UCARE research projects (2022-present) 4 students awarded funds for Summer 2022, 2 of which will continue for 2022-2023 AY.

*Faculty Advisor*, Racial Justice Alliance (2021-present)

*Co-Leader*, Chancellor's Anti-Racism Journey, University of Nebraska Lincoln (2020-present)

*Member*, Teaching, Learning and Teacher Education Curriculum Committee, University of Nebraska Lincoln (2020-present)

*Member*, Teaching Learning and Teacher Education Personnel Committee, University of Nebraska Lincoln (2020-present)

*Member*, Teaching, Learning and Teacher Education Advisory Council., University of Nebraska Lincoln (2019-present)

*Member*, Graduate Council, Graduate Studies, University of Nebraska Lincoln (2018-present)

*Member*, Marshal Corps, University of Nebraska Lincoln (2017-present)

*Chapter Advisor*, Sigma Alpha Lambda Chapter, University of Nebraska Lincoln (2017-present)

*Facilitator*, Husker Dialogues (2016-present)

Previous Roles *Member*, Honors Faculty/Staff Advisory Board, University of Nebraska Lincoln (2018-2021)

*Member*, Faculty Senate Committee on Committees, University of Nebraska Lincoln (2017-2021)

*Member*, Husker Dialogues' Steering Committee, University of Nebraska Lincoln (2020-2021)

*Member*, Husker Dialogues' Education Committee, University of Nebraska Lincoln (2020-2021)

*Faculty Fellow*, Executive Vice Chancellor's Faculty Development Fellows Program, University of Nebraska Lincoln (2018-2021)

*Member*, Reading Center Leadership Team, University of Nebraska Lincoln (2018-2020)

*Member*, Search Committee for Research Professor for Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska Lincoln (2018-2019)

*Thesis Committee Member*, Darin Hanigan, MA student in the UNL College of Architecture, University of Nebraska Lincoln (2017-2018)

*Panel Member*, Discussion about "Poverty Inc." with the UNL student group, Engineers Without Borders, University of Nebraska Lincoln (2017)

*Judge*, Spring Research Fair, University of Nebraska Lincoln (2017)

*Member*, College of Education and Human Sciences Committee to Develop Diversity and Inclusion Language for Syllabus Guidelines, University of Nebraska Lincoln (2016-2017)

*Vice Chair*, CU System Ethnic Minority Affairs Committee, University of Colorado (2015-2016)

*Chair*, SEHD Student Affairs Committee, University of Colorado Denver, School of Education and Human Development (2015-2016)

*Member*, CU System Ethnic Minority Affairs Committee, University of Colorado (2014-2015)

*Committee Member/SEHD Rep*, Institutional Review Board Panel S, University of Colorado Denver (2013-2016)

*Member of Advisory Board*, ASPIRE To Teach (Alternative Teacher Licensure Program), University of Colorado Denver, School of Education and Human Development (2013-2016)

*Member*, Director of Research Center Search Committee, University of Colorado Denver, School of Education and Human Development (2013-2014)

*Member of Advisory Committee*, Associate Vice Chancellor for Research Advisory Committee 2 (AVCRAC2), University of Colorado Denver (2013-2014)

*Member*, Culturally and Linguistically Diverse Education Assistant Professor Search Committee, University of Colorado Denver, School of Education and Human Development (2013-2014)

*Faculty Affiliate*, Buechner Institute, University of Colorado Denver, School of Public Affairs (2012-2016)

*Member*, SEHD Diversity Committee, University of Colorado Denver, School of Education and Human Development (2012-2014)

*Member*, UCTE Associate/Full Professor Search Committee, University of Colorado Denver, School of Education and Human Development (2012-2013)

*Faculty Rep.*, PhD Research Assistantship RFP Review Committee, University of Colorado Denver, School of Education and Human Development (2012)

*Member*, SEHD Dean Search Committee, University of Colorado Denver, School of Education and Human Development (2011)

*Faculty Affiliate*, Center for Culturally Responsive Urban Education (CRUE Center), University of Colorado Denver, School of Education and Human Development (2010-2016)

## PROFESSION

*Current Roles* *Co-Chair*, AERA Bilingual Education Research SIG Graduate Student Travel Award Committee (2019-present)

*Member*, AERA Bilingual Education Research SIG Dissertation Award Committee (2020-present)

*Peer Reviewer* (2021), manuscript review, *TESOL Quarterly*, *Bilingual Education Research Journal*, and *Linguistics and Education*, *MIDTESOL Journal*, & *Multicultural Perspectives, Teaching and Teacher Education*

*Peer Reviewer* (2021), book proposal, *Routledge*

*Peer Reviewer* (2021), conference proposals, AAAL and AERA

*External Reviewer* (2021), comprehensive review for tenure-track assistant professor

Past Roles *Invited Participant*, Spencer Foundation, Initiative on Developing High-Quality Educators and Leaders (Fall 2019)

*Discussant*, Invited discussant at AERA for the symposium “Teacher Education Policies and Linguistic Diversity: An Investigation of Teacher Education for Supporting English Learners” at AERA 2019 in Toronto.

*Associate Editor*, Oxford Research Encyclopedia of Education, complement on Global Perspectives in Teacher Education, <http://education.oxfordre.com/> (2016-2019)

*Past Chair*, Bilingual Education Research SIG, American Educational Researchers Association (AERA) (2018-2019)

*Chair*, Bilingual Education Research SIG, American Educational Researchers Association (AERA) (2017-2018)

*Advisory Board Member*, Culturally Sustaining and Linguistically Responsive Teaching Grant, University of Turku, PI, Jenni Alisaari. Funding from the Finish Ministry of Education, \$1 Million Euros. (2017-2018)

*Program Chair*, Bilingual Education Research SIG, American Educational Researchers Association (AERA) (2016-2017)

*Member*, Division K Exemplary Research Awards Committee, American Educational Researchers Association (AERA) (2016-2017)

*Editor*, 2016 Issue of Journal of Urban Learning, Teaching, and Research (JULTR).

*Website Coordinator*, Bilingual Education Research SIG, American Educational Researchers Association (AERA) (2015-2016)

*Associate Editor*, Support the 2015 Issue of Journal of Urban Learning, Teaching, and Research (JULTR)

*Member*, Colorado Department of Higher Education Site Review Team for the School of Education at Metropolitan State University of Denver. (2014-2015)

*Editorial Board Member*, Journal Manuscript Review, Journal of Urban Learning, Teaching, and Research (JULTR) (2013-2014)

*Committee Member*, Nominating Candidates for Division K Secretary, American Educational Researchers Association (AERA) (2013-2014)

*Guest Editor*, Guest Editing Special Issue (July 2014 Issue), New York State Teachers of English to Speakers of Other Languages Journal (NYS TESOL) (2013-2014)

*Organizer*, Facilitating collaborations among teacher educators in Linguistically Diverse Teacher Education, Higher Educators in Linguistically Diverse Education (HELDE) (2013-2016)

*Website Coordinator*, Bilingual Education Research SIG, American Educational Researchers Association (AERA) (2010-2012)

*Peer Reviewer*, Journal Manuscript Review, *Language Policy*, *Journal of Teacher Education*, *Bilingual Research Journal*, *Journal of Education Policy*, *TESOL Quarterly*, *MIDTESOL Journal*, *The New Educator*, *Journal of Language, Identity and Education*, *Teaching and Teacher Education*, *Action in Teacher Education*, *Urban Education*, *The Teacher Educator*, *Topics in Early Childhood Special Education*, *Educational Policy*, *International Journal of Qualitative Studies in Education*, *Democracy and Education*, *Education Policy Analysis Archives*, *Critical Education*, *NABE Journal of Research and Practice*, *Voices from the Middle*, *International Journal of Multicultural Education*

*Peer Reviewer*, Conference Proposals, American Educational Researchers Association (AERA), Critical Race Studies in Education (CRSEA), New England Education Researchers (NEERO)

*Peer Reviewer*, Grant Proposal, German-Israeli Foundation for Scientific Research and Development,

*Peer Reviewer*, Book Proposals, Teachers College Press and Routledge

## COMMUNITY

*Collaborator on Digital Language Assessment*, Ho-Chunk Language Renaissance Project in Winnebago, NE (2020-Present)

*Advisory Board Member*, Global Education Allies. <https://www.globaledallies.org/> (2021-Present)

*Member of Colorado Team*, Schools of Opportunity Project, National Education Policy Center/University of Colorado Boulder (2015)

*Participant*, READ Act Spanish Literacy Work Group (rule rewrite regarding Spanish literacy), Colorado Department of Education (2014-2016)

*Advocacy Coordinator*, Board of Directors, Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) (2009-2010)

*Member*, ELL Subcommittee, Massachusetts Board of Elementary and Secondary Education's Committee on the Proficiency Gap (2009-2010)

*Associate Director*, Education Policy Advocacy, National Education Task Force (the NET) (2007-2010)

**OTHER PROFESSIONAL ACTIVITIES***DOCTORAL COMMITTEE ADVISOR*

- Fall 2022     *Advisor*, Brooke David, PhD, University of Nebraska-Lincoln  
(Current status: Starting Fall 2022)
- Advisor*, Zohreh Tamimdari, PhD, University of Nebraska-Lincoln  
(Current status: Starting Fall 2022)
- Fall 2022     *Advisor*, Alexa Yunes-Torres, PhD, University of Nebraska Lincoln  
(Current status: PhD Candidate)
- Fall 2019     *Advisor*, Peiwen Wang, PhD, University of Nebraska Lincoln  
(Current status: PhD Candidate)
- Fall 2017     *Advisor*, Brandon Heinz, PhD, University of Nebraska Lincoln  
(Current status: PhD Candidate)
- Fall 2011     *Advisor*, Nicole Bosworth, EdD, University of Colorado Denver  
(Graduated 2014)  
                  *Advisor*, Robert Garcia, EdD, University of Colorado Denver  
(Graduated 2014)  
                  *Advisor*, Tina Moses, EdD, University of Colorado Denver  
(Graduated 2014)  
                  *Advisor*, Colleen O'Brien, EdD, University of Colorado Denver  
(Graduated 2014)  
                  *Advisor*, Madhavi Tandon, PhD, University of Colorado Denver  
(Graduated 2015)  
                  *Advisor*, Jessica Taylor, EdD, University of Colorado Denver  
(Graduated 2016)

*DOCTORAL COMMITTEE MEMBER*

- In Progress    Yassine Rfissa, PhD Candidate, University of Nebraska-Lincoln  
                  Nannan Wang, PhD Student, University of Nebraska-Lincoln  
                  Yun Liang, PhD Student, University of Nebraska-Lincoln  
                  Adriana Martinez, PhD Student, University of Nebraska-Lincoln  
                  Charla Brant, PhD Student, University of Nebraska-Lincoln  
                  Abril Rangel-Pacheco, PhD Student, University of Nebraska-Lincoln  
                  Mackayla Kelsey, PhD Student, University of Nebraska-Lincoln  
                  Sarah Barker Ladd, PhD Student, University of Nebraska-Lincoln
- Graduated     2019 – Chris Chang-Bacon, PhD, Boston College  
                  2018 – Jenna Ream, PhD, University of Colorado Denver