

Kara Mitchell Viesca, PhD¹

Professor, Teaching, Learning and Teacher Education

University of Nebraska–Lincoln

Kara.viesca@unl.edu

EDUCATION

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| 6/2010 | PhD, Curriculum and Instruction , Boston College, Chestnut Hill, MA
Specialization: language and literacy with an emphasis on preparing teachers to work with multilingual learners
Advisor: María Estella Brisk
Dissertation Chair: Marilyn Cochran-Smith |
| 6/2002 | M.A., Stanford Teacher Education Program , Stanford University, Stanford, CA
Specialization: modern world language teaching (secondary) |
| 6/2000 | B.A., German major, English minor , Brigham Young University, Provo, UT |

CERTIFICATES

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| 6/2002–3/2004 | Professional Clear Single Subject California Teaching Credential² (German and English) with CLAD, Stanford University, Stanford, CA |
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ACADEMIC APPOINTMENTS

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| 2026–Present | Docent in Teacher Education
University of Turku, Finland
(Lifetime faculty appointment recognizing independent research competence and scholarly contribution.) |
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PROFESSIONAL EXPERIENCE

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| 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 |
| 2010–2014 | Assistant Professor
Urban Community Teacher Education, University of Colorado Denver |
| 2012–2014 | District Professor in Residence |

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

²Full functional proficiency in German and lower intermediate level proficiency in Spanish.

	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
2005–2007	Part Time College Bound Writing Instructor Boston College
2005–2006	Director’s Assistant Donovan Urban Teaching Scholars, Boston College
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

Total = 43, with 3,912 citations across all publications according to Google Scholar

2026	[43+] Strom, K., Zhang, M., Ozuna, A., Ervin, J., & Viesca, K.M. (2026). Beyond the theory-practice divide: A systems analysis of beginning teacher learning-practice through complex theoretical frameworks. <i>Professional Development in Education</i> . https://doi.org/10.1080/19415257.2026.2675284
2025	[42] Chang-Bacon, C. & Viesca, K.M. (2025). The delusion of “Official English:” A policy brief on Executive Order 14224, designating English as the official language of The United States. <i>Racial Justice in Multilingual Education</i> , 1(1), doi:10.58117/337q-t329 [41*+] Alisaari, J., O’Neill, K., Kuusela, K., Seger, A., Kimanen, A., Hammer, S., Viesca, K.M. , & Khalili, S. (2025). Perceptions of belonging and school climate in diverse Finnish secondary schools. <i>Finnish Journal of Social Research</i> , 18(1), 41-57, https://doi.org/10.51815/fjsr.144754 [40] Pollard-Durodola, S.D, Senthil, J. G., & Viesca, K. M. (2025). Teachers’ shifting ideologies about emergent bilinguals based on a professional learning experience. <i>Journal of Education, Language, and Ideology</i> , 3(1), 54-82. https://doi.org/10.5281/zenodo.106932794
2024	[39] Howerton-Fox, A., Viesca, K. M. , & Teemant, A. (2024). A critical sociocultural turn in deaf education: Operationalizing the enduring principles of learning with the bright triad. <i>Disability and Society</i> , DOI: 10.1080/09687599.2024.2313111
2023	[38*] Flynn, N., Teemant, A., Viesca, K. M. , Perumal, R. (2023). Effective Teachers of Multilingual Learners: A Mixed Method Study of UK and US Sociocultural Teaching Practices. <i>TESOL Quarterly</i> . https://doi.org/10.1002/tesq.3224

* indicates a publication/activity with either international collaborators and/or international data

+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- [37+] Kiramba, L., Deng, Q., Gu, X., Yunes-Koch, A., & **Viesca, K.M.** (2023). Community language ideologies: Implications for language policy and practice. *Linguistics and Education*, 78. <https://doi.org/10.1016/j.linged.2023.101251>
- [36+] **Viesca, K.M.**, Yunes-Koch, A. & Gray, T. (2023). The evasion pedagogy of anti-“critical race theory” policy actions: Exploring the role of ideological thinking. *Thresholds in Education*, 46 (1), 79-95.
- 2022**
- [35+] 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>
- [34+] 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>
- [33+] 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>
- [32*] **Viesca, K. M.**, Teemant, A., Alisaari, J., Enns-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*, 113, 1-13. <https://doi.org/10.1016/j.tate.2022.103649>
- 2021**
- [31+] **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>
- [30] 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**
- [29] 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
- [28+] 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
- [27+] 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**
- [26] 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>
- [25*+] **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>

* indicates a publication/activity with either international collaborators and/or international data

+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- 2018** [24] 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
- 2017** [23] 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
- [22+] 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** [21] 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
- [20] 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** [19] 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** [18+] **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
- [17+] **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>
- [16+] 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** [15] **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
- [14] **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>
- [13] **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>
- [12] **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** [11] 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.
- [10] 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
- [9] 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).
- [8] **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: 10.1080/01626620.2012.69402
- [7] **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 [6] 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 [5] 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 [4] Cochran-Smith, M. & **Boston College TNE Evidence Team** (2009). Reculturing teacher education: Evidence, inquiry and action. *Journal of Teacher Education*, 60(5), 458-468.
- [3] 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.
- [2] 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.
- [1] 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 *Total = 2*

- 2021 [2+] 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 [1+] **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.

PUBLICATIONS/CREATIVE WORKS IN PREPARATION

In Press	+	Viesca, K.M. , Morita-Mullaney, T., Leider, C.M., Pratt, K.L., Yilmaz, T., Sun, W., Jeong, H., Holmes, M., Onwubuya, G., Chávez, G.A., Espinosa-Cevallos, L.F., de Jong, E., Chang-Bacon, C., Carson, C., Terrell, K.L., Amoakoh, J., Gómez, M., Kiramba, L., Fotouhi, G., Bankhead, T., Jambor, B., Tamimdari, Z., Morales, A., & Valdez, V. (In Press). 50 Years of Multilingual Education Research: Transforming Towards Multilingual Community Thriving. <i>Review of Research in Education</i> . Doi: 10.3102/0091732X261451283
Under Review	+	Kim, J., Carson, C., Guan, L., Palmquist, K., & Viesca, K.M. (Under Review). <i>Becoming linguistically responsive: Teacher learning through expansive learning and historical mediation</i> .
	+	Masterson, J., Gray, T., Mitchell-McCollough, J., Morgensen C., and Viesca, K. M. (Under Review). <i>Evasion Pedagogies and the Total Institution: A Day in the Life of Six Multilingual Students</i> .
	+	Kacknowski, B., Viesca, K. M. , Jambor, B., Tamimdari, T., Wang, P., & Yunes-Koch, A. (Under Review). <i>Limitations and Affordances of Educator Conceptualizations of Racism, Anti-Racism, and Racial Justice</i> .
In Preparation	*+	Hammer, S., Viesca, K.M. , Ehmke, T., Heinz, B., & Deng, Q., (In Preparation). <i>Measuring Teachers' beliefs regarding multilingualism in school</i> .
	*	Viesca, K.M. , Alisaari, J., Flynn, N., Hammer, S., Lemmrich, S., Routarinne, S., & Teemant, A. (In Preparation). <i>Improving teacher retention through school and classroom climates where diversity is positive and productive</i> .
	*+	Viesca, K.M. & Valdez, V.E. (In Preparation). <i>Handbook of Teacher Education for Multilingual Learners</i> . Oxford Press.

NON-PEER-REVIEWED PUBLICATIONS, EXHIBITIONS, ETC. Total = 15

2025	[15+]	The RJME Editorial Board (2025). Racial justice in multilingual education: An introduction and an invitation. <i>Racial Justice in Multilingual Education</i> , 1(1), doi: 10.58117/zdgh-1p35
2024	[14]	Commins, N. & Viesca, K. M. (Winter, 2024). <i>The conceptual reservoir</i> . Invited research brief in AERA's Bilingual Education Research Special Interest Group's Newsletter.
2018	[13*+]	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. <i>Research in Teacher Education</i> , 8(2), 6-10.
2016	[12+]	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. <i>Die Deutsche Schule</i> , 13, 98-110.
2015	[11+]	Viesca, K.M. , Agar, D. Berg, M., Chavez, L., Chrzanowshy, A., Grant L., Huang, J., Mahon, E., Svaldi, S., & Walker, D. (2015). <i>Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating General Education Teachers of Bilingual Learners</i> . Denver, CO: Colorado Department of Education.
	[10*]	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.). <i>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</i>

* indicates a publication/activity with either international collaborators and/or international data

+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- 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
- 2014** [9+] **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.
- [8] 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** [7+] **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** [6] 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** [5] **Mitchell, K.** (2010). Advocate for Equity! *MATSOL Currents*, 33(2), 1-4.
- [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** [3] **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: https://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1106&context=gaston_pubs
- [2] **Mitchell, K.** (2009). Time for advocacy in Massachusetts. *MATSOL Currents*, 32(1), 6-7.
- [1] **Mitchell, K.** (2009). Now is the time for action! *MATSOL Currents*, 32(2), 7-8.

NON-PEER-REVIEWED BOOKS & BOOK CHAPTERS *Total = 17*

- 2026** [17] **Viesca, K. M.** & Commins, N. (2026). *Humanizing Pedagogies with Multilingual Learners: Transforming Teaching in Content Areas*. Routledge. (Released August 2025).
- 2025** [16] Terrell, K.L., Beatty, J., & **Viesca, K.M.** (2025). CRT & LRP: Investigating content teacher perspectives of the intersectionality of race and language for antiracist ESOL practice. In L. de Oliveira and K. Terrell (Ed.) *Preparing Antiracist ESOL Professionals: Linguistic Equity for Multilingual Learners*.
- 2024** [15*] **Viesca, K. M.**, Alisaari, J., Flynn, N., Hammer, S., Lemmrich, S., Routarinne, S., & Teemant, A. (2024). Orientations for co-constructing a positive climate for diversity in teaching and learning. Invited manuscript published in *Teacher Education in (Post-) Pandemic Times: International Perspectives on Intercultural Learning, Diversity and Equity*. Peter Lang.
- 2023** [14+] Strom, K. & **Viesca, K. M.**, & Masterson, J. (2023). "I am from 7-11 and big leafless trees": The agency of neighborhoods in constructing more-than-

- human student subjectivities, knowledge, and experiences. In G. Judson and M. Dougherty (Eds.) *Cultivating Imagination in Leadership: Transforming Schools and Communities*. Teachers College Press.
- 2022**
- [13*] **Viesca, K.M.**, Goodwin, A.L., Warinowski, A., Mikkilä-Erdmann, M. (2022). Towards internationally shared principles of quality teacher education: Across Finland, Hong Kong, and the United States. In: *The Palgrave Handbook of Teacher Education Research*. Palgrave Macmillan.
https://doi.org/10.1007/978-3-030-59533-3_15-1
 - [12+] **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*.
 - [11+] **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**
- [10*] 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.
 - [9*] 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.
 - [8+] **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.
 - [7] **Viesca, K. M.** (2020). The guilt of a Becky. In C. E. Matias (Ed.) *Surviving Becky(s): Pedagogies for Deconstructing Whiteness and Gender*. Rowman & Littlefield.
- 2019**
- [6] **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.
 - [5] **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.
 - [4] **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**
- [3+] **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** [2] **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** [1] **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 *Total = 3*

- 2017** [3] **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** [2] **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** [1] **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>

FUNDED GRANTS

5 external for \$4,709,500; 16 internal for \$146,500; overall \$4,856,000

External

- 2019–2024** [5+] *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** [4*+] *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** [3*] *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-PI's: Svenja Hammer & **Kara Mitchell Viesca**. Koordinierungsstelle zur BMBF- Förderinitiative

* indicates a publication/activity with either international collaborators and/or international data

+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- “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 6th-10th 2014. REQ: \$4,500 funded.
- 2011–2016** [2+] *e-Learning Communities for Academic Language Learning in Mathematics and Science (eCALLMS)*. PI: **Kara Mitchell**, Co-PI’s: 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** [1] *Pathways2Teaching for Diverse Urban Youth*. PI: Margarita Bianco, Co-PI: **Kara Mitchell**. Rose Community Foundation. REC: \$15,000, funded.
- Internal**
- 2026** [16] *Distinguished Lecture by Mike Mena*. PI: **Kara Mitchell Viesca**. University of Nebraska Lincoln Research Council Distinguished Lecture Grant. REQ: \$3,000 funded.
- 2025** [15] *Distinguished Lecture by María Cioè-Peña*. PI: **Kara Mitchell Viesca**. University of Nebraska Lincoln Research Council Distinguished Lecture Grant. REQ: \$3,000 funded.
- 2024** [14+] *Humanizing Leadership for Multilingual Learners through Research-Practice Partnership*. PI: Taeyeon Kim. Co-PIs: **Kara Mitchell Viesca**, Nicole Burton, Valerie Kyllmann & Courtney Saylan. CEHS Ignite Grant. REQ: \$5000, funded.
- [13] *50 Year Anniversary of Lau*. PI: **Kara Mitchell Viesca**. University of Nebraska-Lincoln Research Council Distinguished Lecture Grant. REQ: \$3,000, funded.
- 2022** [12*] *Symposium on Finnish System of Education and Teacher Education*. PI: **Kara Mitchell Viesca**. University of Nebraska-Lincoln Research Council Symposia Grant. REQ: \$3,000, funded.
- 2020** [11+] *Inquiry and Productive Play as Curriculum Development Opportunities for Multilingual Students*. PI: **Kara Mitchell Viesca**. Co-PIs: Lauren Gatti, Tricia Gray, Aaron Johnson, and Lydia Kiramba. University of Nebraska-Lincoln Office of Research and Economic Development: COVID-19 Rapid Response Grant Program. REQ: \$50,000, funded.
- 2019** [10+] *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** [9*+] *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** [8*] *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** [7*] *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.
- [6] *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

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+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- Robert Reichardt. University of Colorado Denver, InWorks (funding to design and teach an interdisciplinary course). REC: \$6,500, funded.
- [5] *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** [4] *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** [3+] *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.
- [2] *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** [1+] *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), September 2022 <https://invest.utu.fi/>
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.
Graduate School Dean's Mentoring Award (University of Colorado Denver)
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)

PEER-REVIEWED PRESENTATIONS AT MEETINGS/CONFERENCES Total = 111

- 2026** [111*] **Viesca, K.M.**, Iversen, J., Goodwin, A.L., Nelson, R., & the REMAP Team (2026, August). *Multilingual/multicultural stories: An international study of educator reflections*. Paper presented at the European Conference on Educational Research (ECER) annual meeting.
Tampere, Finland

- [110*] Hammer, S., Jehles, N., **Viesca, K.M.**, Alisaari, J., Heikkola, L.M., & Oxley, S. (2026, August). *Joy in practice: Learning from everyday encounters with youth*. Paper presented at the European Conference on Educational Research (ECER) annual meeting.
- [109*] Flynn, N., Teemant, A., Lippmann, I.N., & **Viesca, K.M.** (2026, August). *Designing professional learning for multilingual classrooms: Dialogic pedagogy and teachers' orientations to linguistic diversity*. Paper presented at the European Conference on Educational Research (ECER) annual meeting.
- 2026**
Los Angeles, CA
- [108] Chang-Bacon, C.K., & **Viesca, K.M.** (2026, April). *Enshrining English, censoring equity: Language appropriation in anti-diversity mandates*. Paper presented at the American Educational Research Association (AERA) annual meeting.
- [107*+] Strom, K.J., Salvador-Garcia, C., Ervin, J., Zhang, M.Y., Ozuna, A., & **Viesca, K.M.** (2026, April). *Complex systems in beginning teacher learning-practice: A literature review*. Paper presented at the American Educational Research Association (AERA) annual meeting.
- 2026**
Chicago, IL
- [106*] **Viesca, K.M.**, Alisaari, J., Hammer, S., Flynn, N., & Teemant, A. (2026, March). *Humanizing orientations in multilingual education: Individual and collective agency*. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL).
- 2025**
Denver, CO
- [105+] Kim, J., Carson, C., Viesca, K.M. (2025, April). *Learning to be linguistically responsive teachers through the eworkshop: Mediation of teachers' histories-in-person*. Paper presented at the annual meeting of the American Educational Research Association (AERA).
- [104+] **Viesca, K.M.** & TLC4ME (2025, April). *Fifty years of conceptualizing, measuring, and Imagining Equity in Multilingual Education: A Literature Review*. Paper presented at the annual meeting of the American Educational Research Association (AERA).
- [103+] **Viesca, K.M.**, Cioé-Peña, M., Chang-Bacon, C., Clemons, A., Rodriguez-Mojica, C., Seltzer, K., & Varghese, M. (2025, March). *Conceptualizing racial justice in multilingual education*. Symposium organized by the co-editors of Racial Justice in Multilingual Education held at the annual meeting of the American Association of Applied Linguists (AAAL).
- [102+] Carson, C. **Viesca, K.M.**, Terrell, K. (2025, March). *50 Years of conceptualizing, measuring, and imagining equity in multilingual education: Towards a transformative vision of multilingual community thriving*. Paper presented at the annual meeting of the American Association of Applied Linguists (AAAL).
- [101] **Viesca, K. M.** & Commins, N.L. (2025, March). *Humanizing pedagogies with multilingual learners*. Roundtable presentation at the annual meeting of the American Association of Applied Linguists (AAAL).
- 2025**
Philadelphia, PA
- [100+] Yellow Robe, C. & **Viesca, K.M.** (2025, February). *Feminist collaborative life writing for healing, decolonization, and racial justice*. Presentation at the University of Pennsylvania Ethnography Forum.
- 2024**
Pittsburgh, PA
- [99] **Viesca, K.M.**, & Commins, N. (2024, October). *Humanizing pedagogies with multilingual learners*. Presentation related to our forthcoming book at the annual WIDA Conference.
- 2024**
Manchester, England
- [98*] Flynn, N. & **Viesca, K.M.**, (2024, September). *Educator perspectives on agency and shared responsibility: Opportunities and barriers to diversity as positive and productive in classrooms and schools*. Paper presented at the British

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- Educational Research Association (BERA) annual meeting and World Educational Research Association (WERA) focal meeting.
- [97*] Flynn, N., Viesca, K.M., & Teemant, A., (2024, September). *"It takes time to be authentic": The journey to outstanding practice for multilingual learners*. Paper presented at the British Educational Research Association (BERA) annual meeting and World Educational Research Association (WERA) focal meeting.
- [96*] Viesca, K.M. (2024, September) *Humanizing pedagogies with multilingual learners: the need for critical reflection and complexity thinking*. Paper presented at the British Educational Research Association (BERA) annual meeting and World Educational Research Association (WERA) focal meeting.
- 2024**
Nicosia, Cyprus
- [95*] **Viesca, K.M.**, Alisaari, J., Hammer, S., Lemmrich, S., Flynn, N., & Teemant, A., (2024, August). *Humanizing Pedagogies with Multilingual Learners: A Conceptual Framework*. Paper presented at the European Conference on Educational Research (ECER) annual meeting.
- [94*] **Viesca, K.M.**, Alisaari, J., Hammer, S., Lemmrich, S., Flynn, N., & Teemant, A., (2024, August). *Educator Perspectives on Openness and Interconnectedness: Orientations for Creating a Positive Climate for Diversity with Multilingual Students and Beyond*. Paper presented at the European Conference on Educational Research (ECER) annual meeting.
- 2024**
Philadelphia, PA
- [93*+] Alisaari, J., O'Neill, K., Kuusela, A., Seger, A., Kimanen, A., Hammer, S., **Viesca, K. M.**, Khalili, S. (2024, April). *Perceptions of belonging and school climate in diverse Finnish secondary schools*. Paper presented at the American Educational Research Association (AERA) annual meeting.
- [92*+] Hammer, S., **Viesca, K. M.**, Lemmrich, S., Alisaari, J., Flynn, N., Routarinne, S., Teemant, A., (2024, April). *Human diversity as a basic understanding for a positive diversity climate in schools*. Roundtable presentation at the American Educational Research Association (AERA) annual meeting.
- [91+] Hos, R., Seloni, L., Ehlers-Zavala, F. P., Terrell, K. L., Beatty, J., Leider, C. M., Dobbs, C. L., de Oliveira, L., Andrade, B. (Paper Authors), **Viesca, K. M.** (Discussant). (2024, April). *Creating racially just educational spaces for multilingual learners*. Symposium at the American Educational Research Association (AERA) annual meeting.
- [90] Matias, C. E., **Viesca, K. M.**, Beam-Conroy, T. M., Goodwin, A. L., McDevitt, S. E., Lee, C. C. (Paper Authors), Varghese, M. M. (Chair), White-Smith, K. A. (Discussant). (2024, April). *Visions of a racially just teacher education professoriate: Future dreaming for meaningful change*. Symposium at the American Educational Research Association (AERA) annual meeting.
- [89*+] **Viesca, K. M.**, Alisaari, J., Hammer, S., Lemmrich, S., Flynn, N., Routarinne, S., Teemant, A. (2024, April). *An international investigation of education stakeholders' perspectives regarding creating a positive climate for diversity in classrooms*. Roundtable presentation at the American Educational Research Association (AERA) annual meeting.
- 2023**
Glasgow, Scotland
- [88*+] Hammer, S., **Viesca, K.M.**, Alisaari, J., & Lemmrich, S. (2023, August). *Presences and absences in students, teachers, and administrators perspectives on diversity*. Paper presented European Conference for Educational Research (ECER), the Annual Meeting of the European Educational Research Association (EERA).
- [87*+] **Viesca, K.M.**, Alisaari, J., Lemmrich, S., & Hammer, S. (2023, August). *Improving teacher retention through school and classroom climates where diversity is positive and productive*. Paper presented European Conference for

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- Educational Research (ECER), the Annual Meeting of the European Educational Research Association (EERA).
- 2023**
Chicago, IL
- [86*+] **Viesca, K. M.**, Hammer, S. Alisaari, J., & Lemmrich, S. (2023, August). *Orientations to embrace, elevate, and sustain diversity/difference*. Paper presented European Conference for Educational Research (ECER), the Annual Meeting of the European Educational Research Association (EERA).
 - [85*+] Hammer, S. & **Viesca, K.M.** (2023, April). *Measuring preservice teachers' pedagogical language knowledge in the United States: A test instrument*. Paper presented at the American Educational Research Association (AERA) annual meeting.
 - [84+] **Viesca, K.M.**, Yunes-Koch, A., Wang, P., Heinz, B., & David, B. (2023, April). *Interrogating educator white complicity: Notions of racism, racial justice, responsibility, and accountability*. Paper presented at the American Educational Research Association (AERA) annual meeting.
- 2022**
San Diego, CA
- [83*] **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 Research Association (AERA) annual meeting.
 - [82*+] 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 Research Association (AERA) annual meeting.
 - [81*] 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 Research Association (AERA) annual meeting.
- 2021**
Online
- [80+] **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.
 - [79+] 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.
 - [78+] 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.
 - [77*+] 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.
 - [76+] **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.
 - [75+] 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.

- [74*+] 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
- [73*+] 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.
- [72] **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.
- [71*+] **Viesca, K. M.**, Routarinne, 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
- [70*] 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
- 2020**
San Francisco, CA
- [69*+] 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)
- [68+] 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)
- [67+] **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
- [66+] **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
- [65+] **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
- [64*+] **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 Research Association (AERA) annual meeting.
- [63*+] Hammer, S., **Viesca, K. M.**, Ehmke, T., & Heinz, B. (2019, April). *Teachers' beliefs concerning teaching multilingual learners: A cross-cultural comparison*

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- between the United States and Germany*. Poster presented at the American Educational Research Association (AERA) annual meeting.
- [62+] 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 Research Association (AERA) annual meeting.
- 2018**
Detroit, MI [61+] **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 [60*] 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 [59+] **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 Research Association annual meeting.
- [58+] Milbourn, T., **Viesca, K. M.**, & Leech, N. (2017, April). *Measuring linguistically responsive teaching: First results*. Paper presented at the American Educational Research Association annual meeting.
- 2017**
Kearney, NE [57+] **Viesca, K. M.** & Fuentes, O. (2017, April). *eWorkshops: Collaborative Professional Learning for Teachers of Bilingual Students*. Presentation at Nebraska AQuESTT.
- 2017**
Seattle, WA [56] **Viesca, K. M.** (2017, March). *Advocating: Lessons Learned*. Presentation at the Teachers of Speakers of Other Languages annual convention.
- 2016**
Turku, Finland [55*] **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 Research Association Annual Conference.
- 2016**
Denver, CO [54] 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 [53] **Viesca, K. M.** (2016, March). *Teacher Ideologies and Perspectives on Multilingual Learners (MLLs) and Multilingualism Expressed in Online Professional Development*. Presentation at the Gesellschaft für Empirische Bildungsforschung (GEBF) Annual Conference.
- 2015**
Albuquerque, NM [52*] **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.
- [51+] **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 [50] **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 Research Association. Chicago, IL.

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+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- [49] **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 Research Association. Chicago, IL.
- [48*] 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 Research Association. Chicago, IL.
- [47+] 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 Research Association. Chicago, IL.
- [46+] 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 Research Association. Chicago, IL.
- [45] 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 Research Association. Chicago, IL.
- 2014**
Philadelphia, PA
- [44+] 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 Research Association. Philadelphia, PA.
- [43] Russell, N. M., Leonard, J., & **Viesca, K. M.** (2014, April). *Mathematics teachers' perspectives on online professional development modules*. Paper presented at the American Educational Research Association. Philadelphia, PA.
- [42+] 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 Research Association. Philadelphia, PA.
- [41] **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 Research Association. Philadelphia, PA.
- 2014**
West Dover, VT
- [40] 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
- [39] **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
- [38+] 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 Research Association. San Francisco, CA.
- [37] 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 Research Association. San Francisco, CA.

* indicates a publication/activity with either international collaborators and/or international data

+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- [36] **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 Research Association. San Francisco, CA.
- [35+] **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 Research Association. San Francisco, CA.
- 2013**
Dallas, TX
- [34] **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
- [33+] **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.
- [32+] **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
- [31] **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
- [30+] 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
- [29+] **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
- [28+] **Mitchell, K.,** Bianco, M., & Tandon, M. (2012, April). *Pathways2Teaching: Diversifying the Teaching Force*. Poster presented at the American Educational Research Association. Vancouver, BC.
- [27] **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 Educational Research Association. Vancouver, BC.
- 2011**
Denver, CO
- [26] 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.
- [25] 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
- [24] **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
- [23] **Mitchell, K.** (2011, April). *Uncovering Troubling Issues of Institutionalized Racism and Linguicism in Teacher Preparation and Beyond*. Empirical Paper

* indicates a publication/activity with either international collaborators and/or international data

+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- Presented at the Symposium titled “Using Qualitative, Quantitative and Mixed Methods in Program Assessment” at the American Educational Research Association. New Orleans, LA.
- [22] 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 Research Association. New Orleans, LA.
- [21] **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 Research Association. New Orleans, LA.
- 2010**
Denver, CO [20] **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 [19] **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 [18] **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.
- [17] 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 Research Association. Denver, CO.
- 2010**
Boston, MA [16] 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 [15] **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**
Leominster, MA [14] **Mitchell, K.** & Ramírez, J.A. (2009, May). *Transforming Potential Change into Effective Advocacy*. Panel Presentation at the Massachusetts Teachers of English to Speakers of Other Languages Meeting. Leominster, MA.
- 2009**
San Diego, CA [13] 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 Research Association. San Diego, CA.
- 2008**
Leominster, MA [12] **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. Leominster, MA.
- 2008**
New York, NY [11] **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.
- [10] 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 Research Association. New York, NY.

- [9] 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 Research Association. New York, NY.
- [8] 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 Research Association. New York, NY.
- 2008**
New Orleans, LA [7] 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 [6] **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 [5] 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 Research Association. Chicago, IL.
- 2007**
Portsmouth, NH [4] 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 [3] **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.
- [2] 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 [1] **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/INVITED PRESENTATIONS Total = 49

NOTE: I am frequently invited to give guest lectures in university courses including at institutions like Vanderbilt University, the University of Colorado Boulder, and the University of Nevada Las Vegas. Such guest-lecture invitations are not listed individually here.

- 2026**
Lowell, MA [49] **Viesca, K.M.** (2026, April). Invited book talk on *Humanizing Pedagogies with Multilingual Learners: Transforming Teaching in Content Areas* at the University of Massachusetts Lowell.
- 2026**
Online [48] **Viesca, K.M.** & Commins, N. (2026, March). *Exploring humanizing pedagogies for multilingual learners and their teachers.* Invited webinar hosted by the Center for Applied Linguistics (CAL) and the BUENO Center at the University of Colorado Boulder.

- 2025** [47] **Viesca, K. M.** (2025, November). *Humanizing Pedagogies with Multilingual Learners*. Invited keynote speaker at the University of Inland Norway's Diversity in Education research group seminar.
Hamar Norway
- 2025** [46] **Viesca, K.M.** (2025, October). *Humanizing Teachers through Humanizing Pedagogies*. Invited speaker at Boston College.
Boston, MA
- 2025** [45] **Viesca, K.M.** (2025, June). *Re-framing equity and pedagogy towards multilingual community thriving: Learning from the past to create promising futures today*. Plenary speaker at the Heritage Language and Policy Workshop hosted by the University of Duisburg Essen in Germany: <https://www.college-uaruhr.de/news-events/events/event-detail/heritage-language-education-and-policy>
Essen, Germany
- 2025** [44] **Viesca, K.M. & Commins, N.** (2025, February). *Humanizing pedagogies with multilingual learners*. Keynote speakers at the Colorado Association of Bilingual Education annual conference.
Denver, CO
- 2024** [43] **Viesca, K.M.** (2024, December). *Co-imagining/creating transformative educational futures in a shifting global landscape through social design-based teacher education research collectives*. Speaker at the University of Utah's College of Education Dean's Distinguished Speaker Series.
SLC, UT
- 2024** [42] **Viesca, K. M. and TLC4ME** (2024, November). 50 years of conceptualizing, measuring, and imagining equity in multilingual education. Invited research presentation at La Cosecha.
Santa Fe, NM
- 2024** [41] **Viesca, K.M.** (2024). *Humanizing pedagogies with multilingual learners: Insights from and for research and practice*. Invited Public Lecture at the University of Turku.
Turku, Finland
- 2024** [40] **Viesca, K.M. & Commins, N.** (2024). *Humanizing pedagogies with multilingual learners*. Invited Session at the BUENO Institute.
Boulder, CO
- 2024** [39*] Flores, M. A., Robinson, J., Samu, T. L. M., Tan, O. S., Warinowski, A., Erdmann, M. (Panelists), Goodwin, A. L., (Chair), **Viesca, K. M.** (Discussant). (2024). *Teachers at the center of a new social contract for education: International insights and practices*. Invited Speaker Session at the American Educational Research Association (AERA) annual meeting.
Philadelphia, PA
- 2022** [38] **Viesca, K.M.** (2022). Invited Speaker at the University of Colorado Conference on World Affairs (April 6th-9th). <https://www.colorado.edu/cwa/cwa-speakers-performers>
Boulder, CO
- 2021** [37*] **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>
Paris, France
- 2021** [36+] 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.
Kearney, NE
- 2020** [35*] **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.
Turku, Finland
- 2020** [34*] **Viesca, K. M. & Commins, N.** (2020, May). *Humanizing Pedagogies in Working with Multilingual Learners*. Invited Key-Note for the Minority Seminar 2020: "Curriculums for Social Justice" at Åbo Akademi University. Cancelled due to COVID-19.
Vaasa, Finland

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+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- 2019**
Providence, RI [33] **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 [32+] **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 Research Association (AERA) annual Meeting.
- [31] **Strom., K. J. & Viesca, K.M.** (2019, April). *Toward a complex framework of teacher learning-practice.* Paper presented as part of an Invited Presidential Session at the American Educational Research Association (AERA) annual meeting.
- 2017**
Chicago, IL [30] **Viesca, K. M.** (December, 2017). *Developing a teacher-learner orientation.* Invited Presentation at the 41st Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students.
- [29] **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 41st Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students.
- 2017**
Online [28] **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 [27+] **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 [26] **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 [25+] **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 [24+] **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 Research Association (AERA) annual meeting.
- 2016**
Loveland, CO [23] **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 [22+] **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.
- [21+] **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.
- [20+] **Carson, C. & Viesca, K.M.** (2015, September). *Opportunities and challenges for bilingual students in the science classroom.* Invited Presentation at the

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+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- Colorado Association of Bilingual Education (CABE) Annual Conference. Westminster, CO.
- 2015** [19] **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.
- Denver, CO
- 2015** [18] 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.
- Golden, CO
- 2014** [17] 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.
- Aurora, CO
- 2014** [16*] **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.
- Lüneburg, Germany
- 2014** [15] **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."
- Online
- 2014** [14+] 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.
- Westminster, CO
- [13] **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** [12] **Viesca, K. M.** (2014, September). *Developing Linguistically Responsive Teaching*. Presentation at the Colorado National Association of Multicultural Educators (CO NAME) Conference. Denver, CO.
- Denver, CO
- [11] **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** [10] **Viesca, K. M.** (2013, April). *Collaborative online professional development: Language based content instruction*. Presentation at Spring CoTESOL. Colorado Springs, CO.
- Colorado Springs, CO
- 2013** [9] **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).
- Online
- 2013** [8] **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.
- Boulder, CO

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+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

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| 2012
Online | [7] | Mitchell, K. (2012, July). <i>Culturally Responsive Teaching</i> . Invited webinar for the summer Cultural Proficiency Institute for in-service teachers sponsored by Primary Source. Watertown, MA. |
| 2012
Dekalb, IL | [6] | Bianco, M. & Mitchell, K. (2012, June). <i>Pathways2Teaching for High School Students of Color</i> . 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 | [5] | Mitchell, K. & Nocon, H. (2012, April). <i>Improving the Education of Multilingual Learners through Collaborative Relationships and Partnerships</i> . Invited presentation at the Colorado English Language Acquisition Academy. Westminster, CO. |
| 2009
Waltham, MA | [4] | Mitchell, K. (2009, January & October). <i>Working with English Language Learners</i> . Invited lecture presented to undergraduate and graduate students in the elementary education program at Brandeis University. Waltham, MA. |
| 2008
Waltham, MA | [3] | Mitchell, K. (2008, January & October). <i>Working with English Language Learners</i> . Invited lecture presented to undergraduate and graduate students in the elementary education program at Brandeis University. Waltham, MA. |
| 2007
Boston, MA | [2] | Mitchell, K. (2007, February). <i>In-service training module on working with bilingual learners</i> . Invited Panelist. Citizen Schools, Boston, MA. |
| 2007
Bridgewater, MA | [1] | Mitchell, K. (2007, October). <i>Working with English Language Learners</i> . Invited lecture presented to all students in elementary education program. Bridgewater State College, Bridgewater, MA. |

PROFESSIONAL DEVELOPMENT SEMINARS/WORKSHOPS PRESENTED Total = 20

NOTE: Due to the impact and popularity of the ICMEE eWorkshops (listed below) most of the seminars/workshops I have offered through my career have been in relationship to the use of those eWorkshops. Here I only list the work I have done outside of offering the eWorkshops.

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| 2026 | [20] | Viesca, K.M. & Commins, N.L. (2026, October–November). <i>Humanizing Pedagogies with Multilingual Learners: Transforming Teaching in Content Areas</i> online book club. Three online sessions (October 7, October 28, and November 18) for PK–12 practitioners, hosted by the Center for Applied Linguistics (CAL) and the BUENO Center at the University of Colorado Boulder. |
| 2025 | [19] | Viesca, K.M. (2025). Contributor to the APEX Summer Institute at the University of Utah, Salt Lake City, UT. |
| 2024 | [18+] | Viesca, K.M. Jones, D. Houdeshell, J., Hayes, E., Pepicelli-Raposo, N. (2024). Contributors to the APEX Summer Institute at the University of Utah, Salt Lake City, UT. |
| 2024–25 | [17] | Viesca, K. M. (2024). <i>Humanizing Pedagogies in the College Classroom</i> . Invited professional development initiative online with faculty at Douglas College in British Columbia, Canada. |
| 2023–24 | [16] | Viesca, K.M. (2023–2024). <i>Collaborative Professional Learning</i> . Invited year-long professional development initiative with team of teachers of multilingual students at Lawrence Public Schools in Lawrence, MA through both online and in-person meetings, observations, conversations, and collaborations. |
| 2021 | [15] | Viesca, K. M. (2021, July). <i>Courageous Conversations in the Classroom</i> . 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** [14+] 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 5th 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.
- [13+] 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** [12+] 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 1st, 3rd, 5th Wed of the month. August 2012-May 2013.
- [11+] 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** [10] **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.
- [9] **Mitchell, K.** (August, 2009). *Sheltered Reading and Writing for Bilingual Learners/ELLs*. Session Facilitator. Boston College New Teacher Academy, Chestnut Hill, MA.
- 2008** [8] **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.
- [7] **Mitchell, K.** (August, 2008). *Sheltered Reading and Writing for Bilingual Learners/ELLs*. Session Facilitator. Boston College New Teacher Academy, Chestnut Hill, MA.
- [6] **Mitchell, K.** (August, 2008). *Teaching Vocabulary: Helping Your Bilingual Students/ELLs Succeed*. Session Facilitator. Boston College New Teacher Academy, Chestnut Hill, MA.
- [5] **Mitchell, K.** (August, 2008). *Working with English Language Learners*. Session Facilitator. Bridgewater State College New Teacher Academy, Bridgewater, MA.
- [4] **Mitchell, K.** (November, 2008). *Writing Across the Content Areas*. Session Facilitator. Taunton High School, Taunton, MA.
- 2007** [3] **Mitchell, K.** (August, 2007). *Teaching Vocabulary: Helping Your Bilingual Students/ELLs Succeed*. Session Facilitator. Boston College New Teacher Academy, Boston, MA.
- Summer 2006** [2] **Mitchell, K.** (Summer, 2006). *MA Category Two: Sheltering Content Instruction and MA Category Four: Teaching Reading and Writing to Limited English*

* indicates a publication/activity with either international collaborators and/or international data

+ indicates a publication/activity with either doctoral students, junior scholar, and/or practitioner

- Proficient Students in Sheltered Content Classrooms*. Professional Developer. Boston College Summer Professional Development Institute, Chestnut Hill, MA.
- 2005–2006 [1] **Mitchell, K.** (2005–2006). *MA Category Two: Sheltering Content Instruction*. Professional Developer. Brook Farm Business and Service Career Academy, Boston, MA.

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 (TLTE) 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: Lead: **Kara Mitchell Viesca**, Collaborators: Amanda Morales, Amy Napoli, and Courtney Johnson.
- Teaching and Learning Coalition for Multilingual Education (TLC4ME)+***. A collaborative initiative launched by a team of scholars from across the nation to dedicated to advancing equitable and just multilingual education for multilingual learners, no matter where they are by, engaging in collaborative research that decenters whiteness, moves beyond the white listening subject, gaze, and centers cultural and linguistic pluralism as well as self-determination. Lead: **Kara Mitchell Viesca**.
- 2023–Present **Racial Justice in Multilingual Education+**. A free, online peer-reviewed journal for research-based tools to support racial justice in multilingual education across P-20 (rjme.org). Policy analyses/briefs, research briefs, arts-based works, interviews and/or datasets, and teaching tools (e.g., curricula, syllabi, etc.) will be published along with empirical studies and conceptual research. All submissions will go through masked peer review to ensure quality. This journal seeks to publish and make available strong theoretically grounded, empirically innovative, and conceptually forward-thinking research and teaching tools to further *Racial Justice in Multilingual Education* in impactful ways. Multimedia and multilingual submissions are encouraged. An expansive notion of scholarship and intersectional perspective regarding racial justice in multilingual education grounds this journal's publications. 1st Issue to be published in 2025. Editor in Chief: María Cioè-Peña, Co-Editors: Chris Chang-Bacon, Aris Clemons, Claudia Rodriguez-Mojica, Kate Seltzer, Manka Varghese, and **Kara Mitchell Viesca** (Managing Editor).

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.

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Curricular Materials (Total = 167)

- 2013–2021** **ICMEE Admin Team+ & Design Strand+ and eCALLMS eWorkshop Design Team+.** eWorkshops and Book Clubs. Online professional development for K-12 Teachers of Multilingual learners. (43 eWorkshops, modules or book clubs total). Available at: <https://icmee.unl.edu/>
- 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://icmee.unl.edu/learning-packets/>

External Grant Writing

- 2024** *Wellness4All+: Growing and Sustaining Collaborations to Improve Student Mental Health.* PI: Jen McNally. Worked as external grant writer for ESU5 to prepare a grant for the School-Based Mental Health Services grant program from the Department of Education (2024).

SELECTED MEDIA**News Coverage**

- 2025** Vargas, A. (2025, March 9). UNL professor recalls brave actions of student who tried to help murdered woman. *Lincoln Journal Star*. (Also published in the *Grand Island Independent* and the *St. Joseph News-Press*.)
- 2021** Whitney, A. (2021, July 6). Will critical race theory be taught in Nebraska classrooms? *KHGI-TV (Nebraska.tv)*.
- 2019** Campbell, B. (2019, August 7). UNL researchers team up with ESU 5 for mental health study. *KLKN-TV*.
- 2017** Robles, Y. (2017, December 20). This Colorado school district was supposed to be a model for advancing biliteracy. Now it's scaling back. *Chalkbeat Colorado*. (Republished by *Denverite*, December 27, 2017.)

University News

- 2026** Kara Viesca named docent with University of Turku. (2026). *CEHS News*, University of Nebraska–Lincoln.
- 2025** New book by Kara Viesca and Nancy Commins, former SEHD colleagues. (2025, August 25). *SEHD Impact*, University of Colorado Denver.
- 2021** Journey co-leaders release statement on CRT resolution. (2021, August 3). *Nebraska Today*, University of Nebraska–Lincoln.
- 2020** Five faculty to help guide Nebraska U's anti-racism journey. (2020, July 7). *Nebraska Today*, University of Nebraska–Lincoln.
- 2017** Husker-led project supports teachers of bilingual learners. (2017, February 27). *Nebraska Today*, University of Nebraska–Lincoln.

COURSES TAUGHT

Total = 21 unique courses; 4 institutions

Course and Number	Level	Department	Institution
Assessment and Advocacy for Bilingual Learners, CLDE 5050	Graduate	Culturally and Linguistically Diverse Education	University of Colorado Denver

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Course and Number	Level	Department	Institution
Co-Developing Culturally Responsive Classroom Communities (revised), UEDU 4020/5020	Undergraduate & Graduate	Urban Community Teacher Education	University of Colorado Denver
English Writing (revised), number unknown	Graduate (PhD)	Graduate School	Peking University (Beijing, China)
English Oral Communication (revised), 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	Graduate	Teaching, Learning & Teacher Education	University of Nebraska Lincoln
Language and Literacy Acquisition for Diverse Learners, CLDE 4030	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 (revised), 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 (new), DSEP 8994	Graduate (EdD)	Leadership for Educational Equity	University of Colorado Denver
Writing Literature Reviews Independent Study (new), DSEP 7840	Graduate (PhD)	Educational Studies and Research	University of Colorado Denver

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DOCTORAL ADVISING & MENTORING

Doctoral Committee Advisor (*Graduated = 9; In Progress = 3*)

Fall 2024	<i>Advisor</i> , Brendan Kacknowski, PhD Candidate, University of Nebraska-Lincoln (Current status: Started Fall 2024)
Fall 2022	<i>Advisor</i> , Brooke David, PhD Student, University of Nebraska-Lincoln (Current status: Started Fall 2022) <i>Advisor</i> , Zohreh Tamimdari, PhD Candidate, University of Nebraska-Lincoln (Current status: Started Fall 2022)
Fall 2020	<i>Advisor</i> , Alexa Yunes-Koch, PhD, University of Nebraska Lincoln (Graduated 2022)
Fall 2019	<i>Advisor</i> , Peiwen Wang, PhD, University of Nebraska Lincoln (Graduated 2024)
Fall 2017	<i>Advisor</i> , Brandon Heinz, PhD, University of Nebraska Lincoln (Graduated 2023)
Fall 2011	<i>Advisor</i> , Nicole Bosworth, EdD, University of Colorado Denver (Graduated 2014) <i>Advisor</i> , Robert Garcia, EdD, University of Colorado Denver (Graduated 2014) <i>Advisor</i> , Tina Moses, EdD, University of Colorado Denver (Graduated 2014) <i>Advisor</i> , Colleen O'Brien, EdD, University of Colorado Denver (Graduated 2014) <i>Advisor</i> , Madhavi Tandon, PhD, University of Colorado Denver (Graduated 2015) <i>Advisor</i> , Jessica Taylor, EdD, University of Colorado Denver (Graduated 2016)

Doctoral Committee Member (*Graduated = 9; In Progress = 12*)

In Progress	Nannan Wang, PhD Student, University of Nebraska-Lincoln Adriana Martinez, PhD Student, University of Nebraska-Lincoln Mackayla Kelsey, PhD Candidate, University of Nebraska-Lincoln Tracy Mitchell, EdD Student, University of Nebraska-Lincoln Sam Servellon, PhD Student, University of Nebraska-Lincoln Jared Noetzel, PhD Candidate, University of Nebraska-Lincoln Dawn Ferreyra, EdD Student, University of Nebraska-Lincoln Abisola Aiyeola, PhD Student, University of Nebraska-Lincoln Ashley Engeler, PhD Candidate, University of Utah Laura Lusardi, PhD Student, University of Nebraska-Lincoln Anton Olbricht, PhD Student, University of Nebraska-Lincoln Taylor Wusk, PhD Student, University of Nebraska-Lincoln
Graduated	2026 – Valerie Kyllman, EdD, University of Nebraska-Lincoln 2026 – Brittany Bearss, PhD, University of Nebraska-Lincoln 2025 – Abril Rangel-Pacheco, PhD, University of Nebraska-Lincoln 2024 – Sarah Barker Ladd, PhD, University of Nebraska-Lincoln 2024 – Charla Brant, PhD, University of Nebraska-Lincoln 2023 – Yassine Rfissa, PhD, University of Nebraska-Lincoln 2019 – Chris Chang-Bacon, PhD, Boston College 2018 – Jenna Ream, PhD, University of Colorado Denver

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2015 – Ashley Chrzanowski, PhD, University of Colorado Boulder

SERVICE

University/College/Department

Current Roles	<i>Chair, TLTE Personnel Committee (Member 2025-present; Chair 2026-present)</i>
	<i>Chair, CEHS Promotion and Tenure Committee (Member 2025-present; Chair 2026-present)</i>
	<i>Faculty Representative, UNL Graduation Committee, University of Nebraska-Lincoln (2023-present)</i>
	<i>Planning Committee Member, Teachers/Educators of Color Summit (2023-present).</i>
	<i>Member, Marshal Corps, University of Nebraska Lincoln (2017-present)</i>
Previous Roles	<i>Leadership Team Member, CEHS Racial Literacy Roundtables (2019-present)</i>
	<i>TLTE Representative, CEHS Curriculum Committee (2023-2026)</i>
	<i>Faculty Advisor, Racial Justice Alliance (2021-2025)</i>
	<i>Faculty Advisor, Undergraduate students doing UCARE research projects (2022-2024) 4 students awarded funds for Summer 2022, 2 continued 2022-2023 AY, 3 Summer 2023, 2 continued 2023-2024 AY</i>
	<i>Member, Teaching, Learning and Teacher Education Curriculum Committee, University of Nebraska Lincoln (2020-2023)</i>
	<i>Member, Teaching Learning and Teacher Education Personnel Committee, University of Nebraska Lincoln (2020-2023)</i>
	<i>Member, Teaching, Learning and Teacher Education Advisory Council., University of Nebraska Lincoln (2019-2023)</i>
	<i>Co-Leader, Chancellor's Anti-Racism Journey, University of Nebraska Lincoln (2020-2023)</i>
	<i>Chapter Advisor, Sigma Alpha Lambda Chapter, University of Nebraska Lincoln (2017-2023)</i>
	<i>Facilitator, Husker Dialogues (2016-2023)</i>
	<i>Member, Graduate Council, Graduate Studies, University of Nebraska Lincoln (2018-2022)</i>
	<i>Member, Honors Faculty/Staff Advisory Board, University of Nebraska Lincoln (2018-2021)</i>
	<i>Member, Faculty Senate Committee on Committees, University of Nebraska Lincoln (2017-2021)</i>
	<i>Member, Husker Dialogues' Steering Committee, University of Nebraska Lincoln (2020-2021)</i>
	<i>Member, Husker Dialogues' Education Committee, University of Nebraska Lincoln (2020-2021)</i>
	<i>Faculty Fellow, Executive Vice Chancellor's Faculty Development Fellows Program, University of Nebraska Lincoln (2018-2021)</i>
	<i>Member, Reading Center Leadership Team, University of Nebraska Lincoln (2018-2020)</i>

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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

International Advisor, Sustaining National Minorities in Education: Kven/Norwegian Finnish and Forest Finnish Experiences and Needs in Mainstream Schools (NAMED

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Project), UiT The Arctic University of Norway and University of Inland Norway (INN), Norway. PI: Leena Maria Heikkola; Co-PI: Jonas Iversen. Funding from the Research Council of Norway, NOK 11.1 million (2026-present)

Advisory Board Member, Cultivating Transformative Data Agency in and through Teacher Education (TDATE), University of Eastern Finland, Finland. PI: Henriikka Vartiainen. Funding from the Research Council of Finland (Academy Project), €555,917 (2026-present)

Program Co-Chair, AERA Division K Section 7 (2025-Present)

Managing Editor and Co-Founder, Racial Justice in Multilingual Education (2023-Present)

Member of Editorial Board, Bilingual Research Journal (2024-Present)

Facilitator, Teaching and Learning Coalition for Multilingual Education (TLC4ME) (2019-Present)

Member, International Research Network, Finnish Teacher Education Database (FinTED), University of Turku, Finland.

<https://sites.utu.fi/finted/en/finted/kansainvalinen-tutijaverkos/> (ongoing)

Reviewer, Book manuscripts, journal articles, tenure and promotion dossiers, conference proposals (ongoing)

Previous Roles

Member, AERA Division K VP Nomination Committee (2023-2024)

Member, AERA Division K Early Career Award Committee (2022-2023)

Member, AERA Division K Mid Career Award Committee (2022-2023)

Invited Discussant, AERA Division K paper session (2023)

Co-Chair, AERA Bilingual Education Research SIG Graduate Student Travel Award Committee (2019-2022)

Member, AERA Bilingual Education Research SIG Dissertation Award Committee (2020-2022)

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 Research Association (AERA) (2018-2019)

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

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

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

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

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

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Website Coordinator, Bilingual Education Research SIG, American Educational Research 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 Research 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 Research 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*, *Multicultural Perspectives*, *Teachers College Record*, *Whiteness in Education*

Peer Reviewer, Conference Proposals, American Educational Research Association (AERA), Critical Race Studies in Education (CRSEA), New England Education Researchers (NEERO), American Association of Applied Linguistics (AAAL) British Educational Research Association (BERA), World Educational Research Association (WERA)

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

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

Peer Reviewer, Book Manuscripts, Bloomsbury and Springer

External Reviewer for Promotion and Tenure, Institutions include: University of Colorado Denver, Georgia State University, University of Massachusetts Amherst, Boston University, Toronto University (Canada), Northern Illinois University, Drake University, St. Anselm College, Rowan University, Monash University (Australia), University of Miami, Arizona State University, Florida International University, University of Nevada Las Vegas, University of Oregon, CUNY Hunter College.

External Reviewer for Doctoral Students, Institutions include: University of Turku (Finland), and Toronto University (Canada)

Community

Lincoln Public Schools Online Book Club for Native American Middle School Students, Lead monthly online book club meetings in Lincoln, NE (2023-present)

Lincoln Public Schools American Indian Demonstration Grant Partnership Advisory Council, Lincoln Public Schools Indian Education, Lincoln, NE (2020-Present)

Collaborator on Digital Language Assessment, Ho-Chunk Language Renaissance Project in Winnebago, NE (2020-2025)

Advisory Board Member, Global Education Allies. <https://www.globaledallies.org/> (2021-2022)

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)

PROFESSIONAL ORGANIZATIONS *Current memberships*

- American Association of University Professors (AAUP)
- American Educational Research Association (AERA)
- World Educational Research Association (WERA)
- American Association for Applied Linguistics (AAAL)