

TAUCIA GONZÁLEZ, PH.D.

University of Arizona
Disability & Psychoeducational Studies | College of Education
1430 East Second Street | Tucson, Arizona 85721
Email: tauciagonzalez@arizona.edu

CHRONOLOGY OF EDUCATION

- 2010-2015 Doctor of Philosophy in Education
Arizona State University
Curriculum & Instruction, Special Education emphasis
Dissertation: Latina/o Language Minorities with Learning Disabilities:
Examining the Interplay Between In- and Out-of-School Literacies
Dissertation Chair: Alfredo Artiles
Committee Members: Elizabeth Kozleski & Sarah Hudelson
- 2001-2003 Master of Arts in Education
University of Phoenix
Elementary Teacher Education
- 1995-2000 Bachelor of Arts in Foreign Languages
University of Southern Mississippi
College of Arts & Letters, Minor in Sociology

CHRONOLOGY OF EMPLOYMENT

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

Arizona State University

2004-2010 Instructional Coach and 5-8th Grade Teacher/Co-Teacher
Herrera School for the Fine Arts and Dual Language
Included two years of inclusive education co-teaching

2001-2004 Third Grade Teacher
Academia del Pueblo Dual Language School
Phoenix, Arizona

HONORS & AWARDS

2023 Council for Exceptional Children, DDEL Early Career Award

2022 American Educational Research Association's Latina/o/x Research Issues
SIG Early Career Scholar Award

2021 Educational Review's Article of the Year Award for articles published in
print in 2020

2017 University of Wisconsin Outstanding Women of Color Recipient

SERVICE/OUTREACH

Local/State Outreach

2022 Invited Keynote Speaker
Student Equity and Mental Health Conference 2022
Illinois School Districts 87, 88, 203, and 204

2018 Invited speaker
MMSD New Teacher Induction Seminar,
"Voicing Our Way to More Inclusive Learning Communities"

2017 Presenter
Madison Metropolitan School District's Teaching & Learning Institute

2017-2019 Advisory Board Member
Wisconsin Education Research Advisory Council

National/International Outreach

2023 National Leadership Consortium Member
The SWIFT Education Center
University of Kansas

2023 Reviewer, Small Research Grants Program
Spencer Foundation

2022	Invited Panelist Early Career Researcher Network TASH annual meeting, Phoenix
2021-present	Secretary (2021-2022), Program chair (2022-2023), Chair (2023-2024) Special and Inclusive Education Research SIG American Educational Research Association
2022-present	Equity Advisor Midwest and Plains Equity Assistance Center
2021-2022	Publications Chair Division of Culturally and Linguistically Diverse Exceptional Learners Council for Exceptional Children
2020-present	Committee Member Division for Research, Diversity Committee Council for Exceptional Children
2016-2020	Advisory Board Member NYU's Technical Assistance Center on Disproportionality (TAC-D)

Editorial Service

2023-present	Associate Editor <i>Exceptional Children</i>
2021-present	Editorial Board Member <i>Review of Educational Research</i>
2017-present	Consulting Editor <i>Multiple Voices: Disability, Race and Language Intersections in Special Education</i>
2021-present	Guest Reviewer <i>Equity & Excellence in Education</i>
2021	Guest Reviewer <i>Cambridge Journal of Education</i>
2021	Guest Reviewer <i>Journal of American Indian Education</i>
2021	Submission Reviewer <i>Council for Exceptional Children 2021 Annual Meeting</i> <i>Division for Research</i>

- 2020 Guest Reviewer
Teacher Education and Special Education
- 2019 Guest Reviewer
Journal of Teacher Education
- 2016-2019 Submission Reviewer
American Educational Research Association 2020 Annual Meeting
Special Education SIG, Division G, & Division K
- 2019 Guest Reviewer
Review of Research in Education
- 2019 Guest Reviewer
Linguistics & Education
- 2018 Guest Reviewer
International Journal of Qualitative Studies in Education
- 2018 Guest Reviewer
International Journal of Research & Method in Education
- 2017 Guest Editor
Special Issue for the *Wisconsin English Journal*
Culmination of Doctoral Seminar on Inclusive Education
- 2017 Guest Reviewer
Review of Research in Education

University Committees

- 2023 Committee Member
University Fellows Selection Committee: Education and Social Sciences
University of Arizona
- 2019 Conference Organizing Committee Member
Childhoods of Color September 13-14, 2019
University of Wisconsin-Madison
- 2016- 2019 Faculty Advisor
Social Contexts of Education Division G Student Special Interest Group
(Larry Love, Katie McCabe, & Mary Johnson)
University of Wisconsin-Madison

School/College Committees

- 2021-2022 Hiring Committee Member, Teaching, Learning, & Sociocultural Studies
University of Arizona

- 2020-2022 Committee Member, College of Education Diversity Committee
University of Arizona
- 2019-2020 Committee Member
College of Education Faculty and Staff Awards Committee
University of Arizona
- 2017-2019 Faculty Liaison
Professional Accelerated Licensure (PAL)
University of Wisconsin-Madison and Madison Metropolitan School
District
- 2017-2019 Faculty Advisory Committee for Students of Color
University of Wisconsin, School of Education
- 2016-2019 Committee Member & Student Awards Committee Co-Chair
Chican@ & Latin@ Studies Faculty Committee
University of Wisconsin, School of Education

Department Service

- 2022-2023 Committee Member
Disability & Psychoeducational Studies Promotion Committee
- 2017-2019 Committee Member
Graduate Education Committee
University of Wisconsin, Special Education Area
- 2015-2017 Committee Member
Teacher Education Committee
University of Wisconsin, Special Education Area

Invited Guest Lectures

- 2022 Guest Speaker, George Mason University
Critical Methodologies in Educational Research (EDUC 8147)
Graduate School of Education and Human Development

PUBLICATIONS/CREATIVE ACTIVITY

Chapters in Scholarly Books

- González, T.**, Kulkarni, S. & Tefera, A. (in press) Centering culturally relevant and sustaining special education preparation. In E. McCray, E. Bettini, P. Sindelar, and J. McLeskey (Eds.) *Handbook of Research on Special Education Teacher Preparation*.
- Artiles, A. J., Rose, D. **González, T.**, & Bal, A. (2020). Biology and culture in learning disabilities research: Legacies and possible futures. In N. Nasir, & C. Lee, R. Pea, M.M. de Royston (Eds.), *Handbook of the cultural foundations of learning*.

- Thorius, K. A. K., **González, T.** & Jackson, R. G. (2020). Accounting for the intersectional complexity of disability and race in critical youth studies/youth participatory action research data collection methods. In A. I. Ali & T. McCarty (Eds.), *Research methods in critical youth studies: A practical guide*.
- Tefera, A. A., **González, T.**, & Artiles, A. J. (2017). Challenges to policy as a tool for educational equity: The case of language and ability difference intersections. In S. Salas, & P. R. Portes (Eds.), *US Latinization: Education and the New Latino South* (pp. 205-226). New York, NY: SUNY Press.
- González, T.**, Tefera, A., & Artiles, A. J. (2014). The intersections of language differences and learning disabilities: Narratives in action. In M. Bigelow, & J. Enns-Kananen, *The handbook of educational linguistics*. New York: Routledge.
- ***González, T.**, & Mulligan, E. (2013) Creating classrooms for all learners. In E. B. Kozleski & K. King Thorius (Eds.), *Ability, equity, and culture: Sustaining inclusive education reform*. New York: Teachers College Press.
- *Huber, J. J., Hynds, A., Skelton, S., Papacek, A. M., **González, T.**, & Lacy, L. (2012). Considering incompatibility: Promoting culturally relevant teaching and learning in the United States and New Zealand. In J. Aiken & C. Gerstl-Pepin (Eds.), *Social justice leadership for a global world* (pp. 115-131). Charlotte, NC: Information Age Publishing.

Refereed Journal Articles

- Pacheco, M., **González, T.**, Roberts, K., Hong, J., & Lor, N. (under review). Learning from Latina/o/x and Hmong youths' testimonios. *Journal of Literacy Research*.
- The QR Collective* (2023) Reflexive quality criteria: Questions and indicators for purpose-driven special education qualitative research. *Exceptional Children*, 89(4), 449-466.
- *alpha order: Banks, J., **González, T.**, Mueller, C., Pacheco, M., Scott, L. A., & Trainor, A. A. *All contributed substantially under a model of shared leadership and collaborative intellectual effort, and chose to use the byline, The QR Collective*.
- González, T.**, Okhremtchouk, I., & Esposito, K. (2021). Arizona and California special education teachers on their readiness to work with dual language learners: Re-centering social justice in special education. *Taboo: The Journal of Culture and Education*.
- González, T.** & Artiles, A. J. (2020). Wrestling with the paradoxes of equity: A Cultural-Historical reframing of technical assistance interventions. *Multiple Voices: Disability, Race, and Language Intersections in Special Education*, 20(1), 2020, 1-11.
- González, T.**, Bertrand, M., & Salinas, S. (2019). Pursuing inclusive schools: The case of youth researchers of color expanding a new vision. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 19(1), 4-22.
- Connor, D., Cavendish, W., **González, T.**, & Patrick Jean-Pierre, P. (2019). Is a bridge even possible over troubled waters? The field of special education negates the overrepresentation of minority students: A DisCrit analysis. *Race, Ethnicity & Education*, 1-23. DOI: 10.1080/13613324.2019.1599343

- ⊕ Cavendish, W., Connor, D., **González, T.**, Patrick Jean-Pierre, P., & Card, K. (2018). Troubling “the problem” of racial overrepresentation in special education: A commentary and call to rethink research. *Educational Review*, 1-16.
- ⊕ *Awarded Educational Review’s 2020 Article of the Year* for articles published in print in 2020.
- Ruppar, A., Bal, A. & **González, T.**, Love, L., & McCabe, K. (2018). Collaborative research: A new paradigm for research on inclusive education for students with disabilities. *International Journal of Special Education*, 33, 778-795.
- González, T.** (2017). Introduction to special issue: Inclusive education as literacy pedagogy for historically marginalized learners. *Wisconsin English Journal*.
- Bertrand, M., Durand, E. B., & **González, T.** (2017). “We’re trying to take action”: Transformative agency, role re-mediation, and the complexities of youth participatory action. *Equity & Excellence in Education*, 50(2).
- González, T.**, Hernandez-Saca, D., & Artiles, A. J. (2016). In search of voice: Theory and methods in K-12 student voice research in the U.S., 1990-2010. *Educational Review*. doi: 10.1080/00131911.2016.1231661
- ***González, T.** & Artiles, A. J. (2016). Reframing venerable standpoints about language and learning differences: The need for research on the literate lives of Latina/o language minority students. *Journal of Multilingual Education Research*, 6(1), 3.
- Waitoller, F. W., Kozleski, E. B., & **González, T.** (2016). Professional inquiry for inclusive education: Learning amidst institutional and professional boundaries. *School Effectiveness and School Improvement*, 27(1), 62-79.
- Okhremtchouk, I., & **González, T.** (2014). Meeting the needs of ELLs: Arizona Latino/a teachers’ pre-service preparation and self-reported in-service experiences. *Association of Mexican American Educators Journal*, 8(1), 20-36.
- *Kozleski, E. B., **González, T.**, Atkinson, L., Lacy, L., & Mruczek, C. (2013). Teacher education in practice: Reconciling contexts, practices, and theories. *European Journal of Special Needs Education*, 28(2), 156-172. doi: 10.1080/08856257.2013.778114
- *Artiles, A. J., Kozleski, E. B., & **González, T.** (2011). Para além da sedução da educação inclusiva nos Estados Unidos: Confrontando o poder, construindo uma agenda histórico-cultural. [Beyond the allure of inclusive education in the United States: Facing power, pursuing a cultural-historical agenda]. *Revista Teias*, 12(24), 285-308.
<http://tinyurl.com/hdol6d5>
- Scholarly Works in Progress & Under Review (Titles are tentative)
- Pacheco, M. **González, T.**, Diaz, A. M., Roberts, K., Hong, J., Hafner, M., Lor, N. (in preparation). *Testimoniando y echándole ganas: Sociocritical literacies among bilingual Hmong and Latino youth*. *Journal of Literacy Research*.
- González, T.** & Tefera, A. (in preparation; Eds.). *Handbook of social justice in education: Vol. 8. Bodies and Abilities*. Bloomsbury Press.

González, T., Pacheco, M., Roberts, K., Hong, J., Hafner, M., Lor, N. (in preparation). *Testimoniando new understandings and possible futures of disability-race-language intersections in school.*

Media and Web-Based Publications

Agnelia, Liberty, and Tianna (high school co-authors) with Roberts, K., **González, T., Pacheco, M., Hong, J.** (2022). *Hmong and Latina/o/x testimonios: The pedagogical space between.* Indianapolis, IN: Great Lakes Equity Center.

<https://greatlakesequity.org/resource/hmong-and-latinaox-testimonios-pedagogical-space-between>

González, T. & Hong, J. (2022). *YPAR for the classroom: A guide for the critical and curious educator.* Indianapolis, IN: Great Lakes Equity Center.

<https://greatlakesequity.org/resource/ypar-classroom-guide-critical-and-curious-educator>

González, T., & Silvers, M. (2022). *Teaching with culture in mind: An observation and reflection tool.* Indianapolis, IN: Great Lakes Equity Center.

<https://greatlakesequity.org/resource/teaching-culture-mind-observation-and-reflection-tool>

González, T., Monzalvo, A. & Silvers, M. (2022). *Teaching and learning as cultural endeavors.* Indianapolis, IN: Great Lakes Equity Center.

<https://greatlakesequity.org/resource/teaching-and-learning-cultural-endeavors>

González, T., Hafner, M., & °Hong, J. (August, 2019). *Advancing inclusive education using equity by design for students of color with learning disabilities [virtual roundtable].* Indianapolis, IN: Great Lakes Equity Center. Retrieved from

<https://greatlakesequity.org/resources>.

González, T., °Li, L., °Torres-Mercado, M., & °Torres Meza, J. P. (June, 2018). *Grow your own special educator programs: An equity tool for advancing inclusive schools.* Indianapolis, IN: Great Lakes Equity Center. Retrieved from

<https://greatlakesequity.org/resource/grow-your-own-special-programs-contributing-more-diversity>

González, T., McCabe, K. M., & °Lobo de Castro, C. (September, 2017). *An equity toolkit for inclusive schools: Centering youth voice in school change.* Indianapolis, IN: Great Lakes Equity Center. Retrieved from

https://glec.education.iupui.edu/Images/equity_tools/Gonzalez_centeringyouthvoiceinschoolchangetoolkit.pdf

González, T. (June, 2017). *Lean in and listen: Shaping inclusive schools with youth.* [web log post]. Lawrence, KS: University of Kansas Special Education Hawk Hopes Blog.

Retrieved from <https://hawkhopesblog.wordpress.com/2017/06/11/lean-in-and-listen-shaping-inclusive-schools-with-youth/>.

González, T., °Love, L., °Johnson, M. L., °Picón, N. & °Velázquez, J. (July, 2017). *Youth rising: Centering youth voice in the quest for equitable and inclusive schools.* Indianapolis, IN: Great Lakes Equity Center. Retrieved from

https://glec.education.iupui.edu/Images/Briefs/2017_07_20_Taucia%20Gonzalez_Youth%20Rising.pdf

- González, T. E.**, Odutola, A., & Wargo, J. (2015, March). Navigating and negotiating the AERA annual meeting: A podcast presented by AERA's Social Context of Education Division (G) Graduate Student Executive Committee [podcast]. Retrieve from <https://aeradivg.wordpress.com/divgpodcasts/>
- *Tefera, A., **González, T.**, Moreno Sandoval, C., & Diaz, S. (2014, October). Teaching and learning at the matrix of language, immigration and disability junctures [web log post]. Retrieve from <http://www.niusileadscape.org/bl/teaching-and-learning-at-the-matrix-of-language-immigration-and-disability-junctures-by-adai-tefera-taucia-gonzalez-cueponcaxochitl-d-moreno-sandoval-sarah-alvarado-diaz/>
- ***González, T. E.** (2012, March 21). The underlying power of homework [web log post]. Retrieve from <http://www.niusileadscape.org/bl/?cat=95>
- ***González, T. E.** (2011, December 7). The best teacher in the world [web log post]. Retrieve from <http://www.niusileadscape.org/bl/?p=737>

PRESENTATIONS

Refereed Presentations

- González, T.** (accepted 2023). *Testimoniando new understandings and possible futures of race-disability intersections in school* in Reflection, resistance, and resilience: Latina/o/x and Hmong Youth expanding possibilities through testimonios and youth-driven designs. Symposium paper to be presented at the annual meeting of the American Educational Research Association, Chicago.
- González, T.** (February, 2023). *Toward a utopian (special) education with Latinx dis/abled youth in Utopian methodology: Educational interventions to promote equity in inclusive/special education*. Paper presented at the annual convention of the Council for Exceptional Children, Louisville.
- González, T.** (2022, December). *Rethinking teacher preparation*. Invited Early Career Researcher Network panel. TASH annual meeting, Phoenix.
- °Diaz, A. M., °Roberts, K., Pacheco, M., **González, T.** & Hafner, M. (2022, April). *Shifting Spaces: Engaging in a Virtual Testimonio Writing Program with Latinx and Hmong Youth*. Paper to be presented at the annual meeting American Educational Research Association.
- González, T.** (2021, March). Breakout Two: Discourse, Positioning, Argumentation & Learning in *Creating Expansive and Equitable Learning Environments: Elaborating the RISE Learning Principles*. Invited round table presented in a Presidential Session at the annual meeting of the American Educational Research Association, Virtual Meeting.
- González, T.** & Tefera, A. (2021, March). *Rethinking Inclusive Education as a Participatory Process*. Paper presentation with Q & A to be presented at the Council for Exceptional Children Virtual Convention.
- Tefera, A. & **González, T.** (2021, March). *Race, Disability, & Segregation: Tools of Exclusion in Special Education Policy*. Multi-presentation session to be presented at the Council for Exceptional Children Virtual Convention.

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

Invited Presentations

- González, T.** (2021, February). *The future of education is youth-led: Youth participation in building inclusive schools*. Universidad Peruana de Ciencias Aplicadas. International Congress for Educators virtual Congress, Lima, Perú.
- González, T.** (2019, April). Links and shoulders mentoring session. Graduate Student Council. Invited panelist at the annual meeting of the American Educational Research Association, Toronto, Canada.
- González, T.** (2017, April). Decolonizing the ivory tower: Experiences from recently conferred scholars. Division G: Student Session. Invited panelist at the annual meeting of the American Educational Research Association, San Antonio, TX.
- González, T.** (2017, April). The transition from graduate student to assistant professor. Graduate Student Council: Invited Speaker Session. Invited session at the annual meeting of the American Educational Research Association, San Antonio, TX.
- González, T.** (2016, May). *Tackling English language learner disproportionality: Slow work and immediate needs*. Research panelist at the Technical Assistance Center on Disproportionality Summer Institute, *Unleashing the Power of Culturally Responsive Education in the 21st Century: Empowering students, families, and educators*, New York, NY.

Session Chair and/or Discussant

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

AWARDED GRANTS

- 2018 (funded) Co-Principal Investigator with Mariana Pacheco (PI), Yang Sao Xiong (Co-PI), and Madeline Hafner (Co-PI)
Sociocritical literacy for community change and equity: Participatory action research with bilingual Hmong and Latino youth with/out disabilities
Transform Grant-Grand Challenges, The University of Wisconsin-Madison (\$180,800)
- 2017 (funded) Co-Principal Investigator with Mariana Pacheco (PI) and Yang Sao Xiong (Co-PI)
Exploring and realizing the equitable inclusion of immigrant parents and students in educational policy- and decision-making
Engage Grant-Grand Challenges, The University of Wisconsin-Madison (\$22,900)
- 2016 (funded) Fellow with Kathleen King Thorius (PI)
Midwest and Plains (MAP) Technical Assistance Equity Center
US Department of Education (\$8.25 million, \$25,000/year sub-award for 6 years)

- 2016 (funded) Consultant with Mel Bertrand (PI), Sybil Durand (Co-PI), and Saskias Cassanova (Co-PI)
Harnessing interdisciplinary research to examine the relationship between student voice and school change toward equity
ASU Internal Scholarship Grant Program: Interdisciplinary Inquiry Studio (\$17,000, 1 year)
- 2015 (funded) Co-Principal Investigator with E. Sybil Durand (PI) and Mel Bertrand (Co-PI)
Developing the civic participation of marginalized youth through a literature-infused youth participatory action research program.
Spencer Foundation: The New Civics Small Grant (\$50,000/1.5 years)

TEACHING

University of Arizona

- 2021-present SERP 202 Introduction to Low Incident Disabilities [Online synchronous & In person]
- 2020-present SERP 504 Cultural and Linguistic Diversity in Exceptional Learners [Online asynchronous]
- 2019-present SERP 404 Cultural and Linguistic Diversity in Exceptional Learners [In person]

University of Wisconsin-Madison

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

Arizona State University

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

Adjunct Instruction at Arizona State University

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

ADVISING

University of Arizona

Graduate Students

2021-present	Bruce Watson, Educational Leadership Doctoral dissertation committee member
2021-present	Cecilia Muzquiz, Educational Leadership Doctoral dissertation committee member
2021-present	Flori Centeno Huitt, Educational Leadership Doctoral dissertation committee member
2020-present	<i>Michelle Silvers</i> , Disability & Psychoeducational Studies Doctoral dissertation committee member
2021-2022	<i>Kristin Robertson</i> , Disability & Psychoeducational Studies Doctoral dissertation committee member
2021-2022	<i>Mi Young Jun</i> , Disability & Psychoeducational Studies Doctoral dissertation committee member
2021-2021	<i>Sevgi Kirboyun</i> , Disability & Psychoeducational Studies Doctoral dissertation committee member
2019-2021	<i>Modhawi ALMedlij</i> , Disability & Psychoeducational Studies Doctoral dissertation committee member
2019-2021	<i>Haya Alshahrani</i> , Disability & Psychoeducational Studies Doctoral dissertation committee member

Undergraduate Students

2021-2022	<i>Leah Gonzales</i> , Disability & Psychoeducational Studies Honor's Thesis Advisor
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University of Wisconsin-Madison

Graduate Students

2018-2022	<i>Joan Hong</i> , Educational Policy Studies Doctoral committee member Postdoctoral scholar, Oregon State University
2016-2021	<i>Rebekka Olsen</i> , Special Education Doctoral dissertation committee co-chair
2018-2021	<i>Dian Mawene</i> , Special Education Doctoral dissertation committee member Assistant professor, University of New Hampshire
2018-2020	<i>Jessica McQueston</i> , Special Education Doctoral dissertation committee member Assistant professor, Sam Houston State University
2018-2019	<i>Kate Roberts</i> , Special Education Doctoral dissertation committee chair (until my transition to UArizona)

- 2016-2018 *Mary Johnson*, Educational Policy Studies
Master's thesis committee member
- 2015-2017 *Hyejung Kim*, Special Education
Doctoral dissertation committee member
Assistant professor, Binghamton University
- 2016-2017 *Ramón Ortiz*, Educational Leadership & Policy Analysis
Doctoral dissertation committee member
Business School Dean, Madison Area Technical College

Undergraduate Students

- 2016-2017 *Josué Velasquez*, Undergraduate University Research Scholar
- 2015-2016 *Allison Lueke*, Undergraduate University Research Scholar
- 2015-2016 *Brandon Stringer*, Undergraduate University Research Scholar