

TAUCIA GONZALEZ, PH.D.

University of Wisconsin-Madison
Rehabilitation Psychology & Special Education
School of Education
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EDUCATION

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

ACADEMIC EXPERIENCE

- 2015-Present Assistant Professor of Special Education
Department of Rehabilitation Psychology and Special Education
University of Wisconsin-Madison
- 2010-2014 Graduate Student Researcher
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

TEACHING EXPERIENCE

University of Wisconsin-Madison

- 2015-2016 RPSE 871 Foundations of Special Education
2016 RPSE 930 Teaching Internship for Special Education Doctoral Students

2016 RPSE 300 Individuals with Disabilities

Arizona State University

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

Adjunct Instruction at Arizona State University

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

K-12 TEACHING & LEADERSHIP EXPERIENCE

2004-2010 Instructional Coach and Junior High Teacher
 Herrera School for the Fine Arts and Dual Language
 Included two years of inclusive education co-teaching
 2004-2008 Fifth Grade Teacher
 Herrera School for the Fine Arts and Dual Language
 Phoenix, Arizona
 2001-2004 Third Grade Teacher
 Academia del Pueblo Dual Language School
 Phoenix, Arizona

EDITORIAL EXPERIENCE

2016 Volunteer Reviewer
 American Educational Research Association
 2017 Annual Meeting
 Special Education SIG, Division G, & Division K
 2016 Guest Reviewer
 Equity/NIUS*Leadscapes* Education Blog
 2014 Guest Reviewer
Education Policy Analysis Archives
 2014 Guest Reviewer

- Journal of American Indian Education*
- 2014 Guest Reviewer
Journal of Critical Thought and Praxis
- 2014 Editorial Assistant
International Multilingual Research Journal, Taylor & Francis
Journal editors, Alfredo Artiles and Jeff MacSwan
- 2012-2013 Managing Editor
The Equity Alliance
Equity/NIUSILeadscape Education Blog
- 2012-2013 Managing Editor
The Equity Alliance
Equity Work that Matters Spotlight
- 2011 Guest Reviewer
Current Issues in Education
- 2010-2014 Editorial Assistant
Disability, Culture & Equity, Teachers College Press
Book series editors: Alfredo J. Artiles and Elizabeth B. Kozleski

GRANTS & FELLOWSHIPS

- 2016 (awarded) Fellow with Kathleen King Thorius (PI)
Midwest and Plain (MAP) Equity Assistance Center
US Department of Education (\$8.25 million, \$25,000/year subaward for 5 years)
- 2016 (awarded) 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)
- 2016 (submitted) Principal Investigator
Youth Participatory Action Research as a Collective Literacy Intervention Approach for Dual Language Learners with and without Learning Disabilities
Wisconsin Alumni Research Foundation (\$50,000/1 year)
- 2015 (funded) Co-Principal Investigator with E. Sybil Durand (PI) and Mel Bertrand (Co-PI)
Developing the civic participation of marginalized youth through a literature-infused youth participatory action research program.
Spencer Foundation: The New Civics Small Grant (\$50,000/1.5 years)

- 2014 (funded) Recipient
Latina/o language minorities with learning disabilities: Examining the interplay between in- and out-of-school literacies.
Wells Fargo Transborder Chicana/o and Latina/o Studies Research Scholarship (\$3,500)
- 2014 (funded) Fellow
Latina/o language minorities with learning disabilities: Examining the interplay between in- and out-of-school literacies.
Arizona State University Graduate Education Dissertation Fellowship (\$17,000 plus tuition and health insurance/1 year)
- 2013 (funded) Recipient
Division of Educational Leadership and Innovation Grant, Mary Lou Fulton Teachers College, Arizona State University (\$3,000)
- 2011 (funded) Recipient
Division of Educational Leadership and Innovation Grant, Mary Lou Fulton Teachers College, Arizona State University (\$5,000)
- 2010-2013 (funded) Doctoral Fellow
Special education leadership for school-wide equity and access, Office of Special Education Programs (78,000 plus tuition and health insurance)

PUBLICATIONS

Journal Articles

- Bertrand, M., Durand, E. B., & **Gonzalez, T.** (accepted). “We’re trying to take action”: Transformative agency, role re-mediation, and the complexities of youth participatory action. *Equity & Excellence in Education*.
- Kilinc, S. **Gonzalez, T.**, & Diaz Alvarado, S. (under review). Improving academic outcomes for diverse learners: Turning to research activity to advance culturally responsive intervention systems.
- Gonzalez, T.**, Okhremtchouk, I., & Esposito, K. (under review). Teaching at the intersection of linguistic and ability differences: Arizona and California special education teachers’ on work with English language learners.
- Gonzalez, 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
- Gonzalez, 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., & **Gonzalez, T.** (2016). Professional inquiry for inclusive education: Learning amidst institutional and professional boundaries. *School Effectiveness and School Improvement*, 27(1), 62-79.
- Okhremtchouk, I., & **Gonzalez, 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., **Gonzalez, 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., & **Gonzalez, T.** (2011). Para além da sedução da educação inclusiva nos Estados Unidos: Confrontando o poder, construindo uma agenda histórico-cultural. [Beyond the allure of inclusive education in the United States: Facing power, pursuing a cultural-historical agenda]. *Revista Teias*, 12(24), 285-308.
<http://tinyurl.com/hdol6d5>

Book Chapters

- Tefera, A. A., **Gonzalez, T.**, & Artiles, A. J. (expected 2016). Challenges to policy as a tool for educational equity: The case of language and ability difference intersections. In Salas, S., & Portes, P.R. (Eds.), *Latinization of K-12 communities: National perspectives on regional change*.
- Gonzalez, 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.
- Gonzalez, 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., **Gonzalez, 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.

Scholarly Works in Progress (Titles are tentative)

- Gonzalez, T.** (in preparation). Dual language learners with learning disabilities: A microethnographic approach to advancing inclusive literacy practices.
- Ruppar, A., Bal, A. & **Gonzalez, T.** (in preparation). Collaborative research for inclusive education: A systematic review of methodologies and recommendations for researchers.
- Durand, S., Bertrand, M. & **Gonzalez, T.** (in preparation). Reimagining participation through literacy: Stories from a literature infused youth participatory action research program.
- Gonzalez, T.**, Bertrand, M., & Durand, S. (in preparation). Youth participatory action research as sites for inclusive literacy for diverse learners: The case of a dual language learner and a student with a learning disability.
- Gonzalez, T.** (in preparation). Knot working as boundary crossing: Teachers unraveling poly-contextual understandings of Latino/a junior high students.

Digital and Web-Based Publications

Gonzalez, 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]. Retrieved from <https://aeradivg.wordpress.com/divgpodcasts/>

Tefera, A., **Gonzalez, T.**, Moreno Sandoval, C., & Diaz, S. (2014, October). Teaching and learning at the matrix of language, immigration and disability junctures [web log post]. Retrieved 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/>

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

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

PRESENTATIONS

Refereed Presentations

Gonzalez, 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 to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Gonzalez, 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 to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Sarah Diaz, **Gonzalez, T.** & Kilinc, S. (2017, April). The role of research activity in advancing culturally responsive intervention systems for diverse learners. Paper to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Bertrand, M. & **Gonzalez, 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., & **Gonzalez, 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.

- Gonzalez, 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., **Gonzalez, 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., **Gonzalez, T.,** & Manak, R. (2016, April). Teacher readiness to work with English language learners: California context. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Durand, E. S., Bertrand, M., & **Gonzalez, T.** (2015, December). Re-imagining participation through literacy: Stories from a literature infused youth participatory action research program. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Durand, E. S. & **Gonzalez, T.** (2015, November). Examining literacy practices in a youth participatory action research program. Paper presented at the annual meeting of the National Council of Teachers of English, Minneapolis, MN.
- Gonzalez, T.,** & Okhremtchouk, I. (2015, April). Meeting the needs of ELLs: Arizona Latino/a teachers' self-reported pre-service trajectories and in-service experiences. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Gonzalez, T.** (2015, April). Latina/o language minority students with learning disabilities: How intersections of difference mediate in- and out-of-school literacy practices. Round table paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Gonzalez, T.** (2014, April). Literacy practices across contexts: The case of Latina/o language minorities with learning disabilities. Symposium paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Kozleski, E. & **Gonzalez, T.** (2013, April). The trouble with behavior: It's in the interpretation. Symposium paper presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.
- Gonzalez, T.** & Mulligan, E. (2013, April). Creating inclusive classrooms for all students. Symposium paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Gonzalez, T.** & Kozleski, E. B. (2013, April). How pre-and in-service teachers understand the role of feedback in inclusive education. Symposium paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Gonzalez, T.,** Hernandez, D., & Artiles, A. J. (2013, April). In search of voice: Student voice research worldwide. Round table paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Gonzalez, T. & Kozleski, E. B. (2013, April). Language Ideologies: Affordances and constraints in inclusive education. Symposium paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Atkinson, L., **Gonzalez, T.** & Lacy, L. (2011, February). Identity, culture, learning, and assessment: Student stories of success. Paper presented at 2011 Leadership for Equity & Excellence Forum, Phoenix, AZ.

Gonzalez, T. (2008, February). The Watsons Go to Birmingham-1968: Using multicultural literature to form writing identities. Paper presented at the 38th Annual Language & Literacy Conference at ASU (held at East campus), Mesa, AZ.

Edgerton, S., **Gonzalez, T.**, & Gross, B. (2007, November). *What happens when e-learning and ELLs come together?* Paper presented at the National Council of Teachers of English Annual Convention, New York, NY.

Edgerton, S., Cabezas, C., **Gonzalez, T.**, & Gross, B. (2006, November). Defining ourselves and our program in turbulent times. Paper presented at the National Council of Teachers of English Annual Convention, Nashville, TN.

Smith, K., Amavisca, M., **Gonzalez, T.**, Gross, B., & Pastor, T. (2006, September). Defining ourselves and the literacy program at Silvestre S. Herrera School. Paper presented at the Arizona Literacy Teacher Educators' Inaugural Conference, Tempe, AZ.

Invited Presentations

Gonzalez, 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.

Gonzalez, T. (2017, April). The transition from graduate student to assistant professor. Division G: Invited Speaker Session. Invited session at the annual meeting of the American Educational Research Association, San Antonio, TX.

Gonzalez, 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.

Gonzalez, T. (2009, April). Invited keynote address presented at the Maricopa Community College "Think Outside the Apple, Teach for Change" Future Educators Conference. Glendale, AZ.

Gonzalez, T. (2009, April). Authentic literacy in the midst of unauthentic programs. Workshop presented at the Maricopa Community Colleges' "Think Outside the Apple, Teach for Change" Future Educators Conference. Glendale, AZ.

Gonzalez, T. (2009, April). Creating young writers. Workshop presented at the Maricopa Community Colleges' "Think Outside the Apple, Teach for Change" Future Educators Conference. Glendale, AZ.

Session Chair and/or Discussant

Youth experiences with settler colonial schooling (2017, April). Annual meeting of the American Educational Research Association: San Antonio, TX. Session chair.

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

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

HONORS & AWARDS

2016	International Travel Award, The Office of the Vice Chancellor for Research and Graduate Education, University of Wisconsin-Madison (\$2000)
2014	Graduate College Travel Award, Arizona State University (\$300)
2014	Graduate and Professional Student Association Travel Award, Arizona State University (\$700)
2014	Mary Lou Fulton Teachers College Travel Award, Arizona State University (\$500)
2014	Division G Travel Award, American Educational Research Association (\$200)
2013	Preparing Future Faculty Fellow, Arizona State University
2008	Esperanza Latina/o Teacher Award honoring exemplary Latina/o educators in Arizona (\$5,000)
1999	Ronald E. McNair Scholar, University of Southern Mississippi

SERVICE

Student Mentoring at the University of Wisconsin-Madison

Graduate Students

2016 – Present *Rebekka Olsen*, Doctoral dissertation committee chair

2015 – Present *Hyejung Kim*, Doctoral dissertation committee member

Undergraduate Students

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

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

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

University Service

- April 2016 Invited panelist
UW-Madison Health & Society Scholars
- 2015-Present Member
Junior Faculty of Color Group
University of Wisconsin-Madison
- 2013-2015 Mentor
SHADES mentoring [multicultural mentoring program for
underrepresented students in higher education]
Arizona State University, Tempe, AZ
- 2011-2015 Campus Liaison
American Educational Research Association, Division G
Arizona State University, Tempe, AZ
- 2011-2013 Executive President of the Beta Phi Chapter
Kappa Delta Pi International Honor Society for Educators
Tempe, Polytechnic, Downtown, and West campuses

School of Education Service

- 2015-Present Committee Member
Equity & Diversity Committee
University of Wisconsin, School of Education
- 2014-2015 Facilitator
Sociocultural Research Group
Arizona State University, Tempe, AZ

Department Service

- 2015-Present Committee Member
Teacher Education Committee
University of Wisconsin, Special Education Area

Professional Service

- 2016 Advisory Board Member
Technical Assistance Center on Disproportionality (TAC-D)
- 2016 AERA-Division G Campus Liaison Program at ASU, invited speaker
Durand, S., Bertrand, M. & Gonzalez, T. (2016, February). *Vision, trust, and
expertise: Tools and strategies to sustain collaborative research.*
- 2013-2015 Committee Member
Division G Student Executive Committee
American Educational Research Association

Local Service

2015-present	Partner School Network and the Madison Metropolitan School District Madison, WI
2015-present	The Network's Peña for Special Education Teachers Madison, WI
2011-2015	Board Member The Orchard Community Learning Center Phoenix, AZ
2012	Committee Member Collective Impact initiative in South Phoenix St. Luke's Health Initiative Technical Assistance Partnership
2011	Volunteer Literacy Instruction Valley View School

Professional Affiliations

2012-present	Council for Exceptional Children
2010-present	American Educational Research Association Division G, Social Context of Education Disability Studies SIG Special Education SIG
2008-present	National Council for Teachers of English
2014-2015	International Reading Association
2010-2014	Kappa Delta Pi Beta Phi Chapter
2010-2015	Graduate Professional Student Association, ASU
2012-2014	American Anthropological Association Council on Anthropology and Education Society for Linguistic Anthropology

CREDENTIALS/LICENSES

Collaborative Institutional Training Initiative (CITI). Human Research Curriculum Basic Course: Social & Behavioral Research Investigators and Key, Arizona State University, Tempe, AZ. Valid 2011-2014.

Collaborative Institutional Training Initiative (CITI). Responsible Conduct of Research Curriculum Basic Course: Social and Behavioral Responsible Conduct of Research, Arizona State University, Tempe, AZ. Valid 2011-2014.

Collaborative Institutional Training Initiative (CITI). Responsible Conduct of Research Curriculum Refresher Course: Social and Behavioral Responsible Conduct of Research, Arizona State University, Tempe, AZ.

Leadership for Equity Certificate for Professional Learning Certification Training. 2011
Leadership for Equity & Excellence Forum. Phoenix, AZ.

Arizona Department of Education Middle Grades Language Arts/Reading Highly Qualified

Arizona Department of Education ESL endorsed

Arizona Elementary Education Certification

NVIVO and SPSS data analysis software proficient

English and Spanish Proficient