

*Curriculum Vitae***Diego Xavier Román**

Assistant Professor, Department of Curriculum and Instruction,
 University of Wisconsin-Madison
 Madison, Wisconsin
 Telephone: (650) 336-4755
 email: diego.roman@wisc.edu

RESEARCH AND TEACHING INTERESTS

Bilingual education; language development in the content areas; content-area literacy; language acquisition; bilingualism; multicultural education; education of immigrant students; agricultural education; science and environmental education for multilingual students

EDUCATION

- 2014 **Stanford University** – Graduate School of Education,
 Ph.D., Educational Linguistics
 Dissertation Title: “Studies in the language of middle school science: A linguistic and multimodal analysis of the language used in science and social studies textbooks in California”
 Faculty Advisor: Kenji Hakuta, Ph.D.
- 2013 **Stanford University** – Department of Linguistics
 M.A. Linguistics
 Thesis Title: “Understanding the Language of Middle School Science: A Comparison of Discourse Marker Usage in Science and Social Studies Textbooks”
 Faculty Advisor: Eve Clark, Ph.D.
- 2012 **Stanford University** – Department of Biology
 M.Sc. Biology
 Faculty Advisor: Rodolfo Dirzo, Ph.D.
- 2005 **University of Wisconsin, Whitewater** – Department of Curriculum and Instruction
 M.Sc. Curriculum and Instruction – Teaching English as a Second Language
 Thesis Title: “Seventh Grade ESL Science Curriculum for Oaklawn Academy”
 Faculty Advisor: Wallace Sherlock, Ph.D.
- 1998 **Zamorano University**, Honduras
 B.Sc. Agriculture (Ingeniero Agrónomo) Gamma Sigma Delta
 Thesis (with honors): “Financial and Technical Evaluation of the Effectiveness of a Natural Insect Pathogen in the Control of *Spodoptera frugiperda* in Corn Production”
 Faculty Advisor: Ronald Cave, Ph.D.

COLLEGE TEACHING EXPERIENCE

- Fall 2019 **University of Wisconsin – Madison**
School of Education, Department of Curriculum and Instruction
Course (C&I 316): ESL/Bilingual Methods
- Fall 2019 **University of Wisconsin – Madison**
School of Education, Department of Curriculum and Instruction
Course (C&I 673): Learning Second Languages and Literacies
- Spring 2019 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Culture and Community in Education
- Fall 2018 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Classroom Instruction and Assessment for Language Learners
- Fall 2018 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Bilingual Content Instruction
- Spring 2018 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Culture and Community in Education
- Fall 2017 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Classroom Instruction and Assessment for Language Learners
- Fall 2017 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Bilingual Content Instruction
- Spring 2017 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Language Teaching Research, Theory, and Practice
- Fall 2016 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Bilingual Content Instruction
- Fall 2016 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Education Foundations
- Spring 2016 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Differentiated Instruction

- Fall 2015 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Applied Linguistics
- Spring 2015 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Differentiated Instruction
- Fall 2014 **Southern Methodist University – Dallas, Texas**
Simmons School of Education, Department of Teaching and Learning
Course: Education Foundations
- Fall 2013 **Stanford University Online Courses – Massive Open Online Course**
Teaching Assistant: Constructive Classroom Conversations: Mastering
Language for the Common Core State Standards
- Spring 2011 **Stanford University Graduate School of Education**
Course Assistant: Environmental Education
- Spring 1995 **Zamorano University, Honduras**
Teaching Assistant: Agricultural Accounting

PUBLICATIONS

Published Papers and Book Chapters

- Roman, D.**, del Rosal, K., & Basaraba, D. (2019). Constructing Explanations in Science: Informal Formative Assessment Practices among Science Teachers of Emergent Bilinguals. *Research in Science Education*, 49, 1055-1067.
- Roman, D.**, Pastor, A., & Basaraba, D. (2019). Internal linguistic discrimination: A survey of bilingual teachers' language attitudes towards their heritage students' Spanish. *Bilingual Research Journal*.
- Roman, D.**, Briceño, A., & Basaraba, D. (2018). English Learners and the complex language of written science texts: Practical advice for teachers. *Science Scope*, 42(3), 40-46.
- Roman, D.**, Del Rosal, K., Polanco, P., Varela, P., Mora. (2018). Using science and technology to protect urban water sources. *Science Scope*, 42(2), 84-93.
- Del Rosal, K., **Roman, D.**, & Basaraba, D. (2018). Debemos escuchar a los maestros: Perspectives of bilingual teacher candidates in teacher education partnerships. *Bilingual Research Journal*, doi: 10.1080/15235882.2018.1456986
- Patterson, A., **Roman, D.**, Osborne, J., Donovan, B., & Friend, M. (2018). Reading for meaning: The foundational knowledge every teacher of science should have. *International Journal of Science Education* 40(3), 291-307

doi.org/10.1080/09500693.2017.1416205

Busch, K. C. & **Roman, D.** (2017). Fundamental climate literacy and the promise of the next generation science standards. In D. Shepardson, A. Roychoudhury, & A. Hirsch. (Eds.), *Teaching and Learning about Climate Change: A Framework for Educators*. (pp. 121-134). New York, NY: Routledge.

Gates, Z., **Roman, D.**, & del Rosal, K. (2016). Intercultural bilingual educational policies for transnational Indigenous communities: School experiences of the Wichí-Weenhayek people on the Argentinean-Bolivian border. *Bilingual Research Journal*, 39(3-4), 213-230.

Roman, D., Briceño, A., Rohde, H., & Hironaka, S. (2016). Linguistic cohesion in middle-school texts: A comparison of logical connectives usage in science and social studies textbooks. *Electronic Journal of Science Education*, 20(6).

Roman, D., & Busch, K. C. (2016). Textbooks of doubt: using systemic functional analysis to explore the framing of climate change in middle-school science textbooks. *Environmental Education Research*, 22(8), 1158-1180. **DOI:** 10.1080/13504622.2015.1091878

Roman, D., Jones, F., Basaraba, D., & Hironaka, S. (2016). Helping Students Bridge Inferences in Science Texts Using Graphic Organizers. *Journal of Adolescent & Adult Literacy*, 60(2), 121-130.

Roman, D., Thompson, K., Ernst, L., & Hakuta, K. (2016). WordSift: A free web-based vocabulary tool designed to help science teachers in integrating interactive literacy activities. *Science Activities: Classroom Projects and Curriculum Ideas*, 53(1), 13-23.

Roman, D., Cortez, M. C., Cabot, N., & Huss-Lederman, S. (2015). Education for sustainability in Galapagos: A public-private partnership for strengthening education in the islands. In Galapagos Report 2013-2014. GNPD, GCREG, CDF, and GC: Puerto Ayora, Galapagos, Ecuador.

Kibler, A., & **Roman, D.** (2013). Insights into professional development for teachers of English Language Learners: A focus on using students' native languages in the classroom. *Bilingual Research Journal*, 36(2), 187-207.

Thompson, K., **Roman, D.**, Wientjes, G., & Hakuta, K. (2012). The effects of a web-based vocabulary development tool on student reading comprehension of science texts. *Multidisciplinary Journal of Educational Research*, 2(3), 272-300.

Roman, D., & Hakuta, K. (2010). Supporting text comprehension and development using Wordsift. National History Education Clearinghouse (NHEC): TeachingHistory.org

Roman, D., Wientjes, G., Thompson, K., & Hakuta, K. (2009). WordSift: An interactive web-based vocabulary tool. NCELA: *Accelerate!*, 1(4)
http://www.ncela.gwu.edu/files/uploads/17/Accelerate_1_4.pdf

Hakuta, K., Wientjes, G., **Roman, D.**, & Thompson, K. (2009). Web technology enriches academic vocabulary development for ELLs. *ASCD Express*, 4(13).

Williams, T., Goulson, D., Caballero, P., Cisneros, J., Martínez, A., Chapman, J., **Roman, D.**, & Cave, R. (1999). Evaluation of a baculovirus bioinsecticide for small-scale maize growers in Latin America. *Biological Control*, 14:67-75.

Accepted Papers and Book Chapters

Roman, D., del Rosal, K., Rahim, H., Rossi, D., & Gates, Z. (Accepted chapter in book, in preparation). Perspectives of science teachers to contextualizing the Ecuadorian national science curriculum: The case of the Galapagos Islands. In I. Sanchez and A. Rodriguez (Eds.), *Contextualizing science education for social justice*. Springer.

Unpublished Work

Roman, D. (2010). Exploring teachers' linguistic awareness and opinions about the role of reading in science classes. (Unpublished qualifying paper). Stanford University, Stanford, CA.

Roman, D. (2005). Seventh grade ESL science curriculum for Oaklawn Academy. (Unpublished master's thesis). University of Wisconsin at Whitewater, Whitewater, WI.

Roman, D. (1998). Bioensayos de campo y análisis económico de la producción del virus de la poliedrosis nuclear *Spodoptera frugiperda*. (Unpublished undergraduate honors thesis). Zamorano, Honduras.

In Preparation

Roman, D., Jones, F., & Basaraba, D, & Beneski, J. (In preparation). Exploring Visual Representations about Human Impact on the Environment in Middle School Science and Social Studies Textbooks.

Roman, D., del Rosal, K., Rossi, D., Busch, K. C., & Calderon, M. (In preparation). Teaching about Conservation in Science Classes in the Galapagos Islands.

Thompson, K., Rodriguez-Mojica, C., Rutherford-Quach, S., & **Roman, D.** (In preparation). Using a MOOC to Improve Teachers' Understanding and Facilitation of Academic Arguments.

PRESENTATIONS AND CONFERENCE PAPERS

Pastor, A., & Román, D. (October 2018). Internal linguistic discrimination and bilingual education: Exploring teachers' language attitudes towards their students Spanish. Hispanic Linguistics Symposium, University of Texas-Austin.

Perez, G., **Román, D.**, del Rosal, K., Rossi, D., & Agredo, H. (April, 2018). The culture of Pachamama: How science teachers contextualize the Ecuadorian Science Curriculum in Galapagos. Poster to be presented at the annual conference of the American Association Research Association (AERA), New York, NY.

Del Rosal, K., **Roman, D.**, Ware, P., Rivas, B., Blackburn, P., Conry, J., & Wu, S. (March, 2018). Examining community-based field teaching to develop teacher expertise in English Learner instruction. Paper to be presented at the annual conference of the Comparative and International Education Society (CIES), Mexico City, Mexico.

Pastor, A., **Roman, D.**, Del Rosal, K., & Basaraba, D. (March, 2018). Language ideologies and attitudes towards Spanish among in-service bilingual teachers in North Texas. Paper to be presented at the annual conference of the Comparative and International Education Society (CIES), Mexico City, Mexico.

Pastor, A., **Roman, D.**, Del Rosal, K., & Basaraba, D. (March, 2018). Bilingual teachers' attitudes towards local varieties of Spanish in North Texas. Poster presented at the Hispanic Linguistics Symposium (HLS), Texas Tech University, Lubbock, TX.

Ware, P., **Roman, D.**, Del Rosal, K., & Rangel, C. (October, 2017). Project CONNECT: Creating the ongoing network needed to engage communities and teachers. Presentation at the meeting of the Council of Chief State School Officers, Dallas, Texas.

Roman, D., Rossi, D., Del Rosal, K., Pérez, G., Busch, KC., Rouse, R., & Rahim, H. (August, 2017). There is no conservation without education: Embedding social topics in the teaching of science in the Galapagos Islands. Paper presented at the bi-annual conference of the European Science Education Research Association (ESERA), Dublin City University, Dublin, Ireland.

Jones, F., Basaraba, D., & **Roman, D.** (July, 2017). Helping Students Bridge Inferences in Science Texts Using Graphic Organizers. Paper presented at the annual conference of the Society for the Scientific Studies of Reading, Nova Scotia, Canada.

Pastor, A., **Roman, D.**, & del Rosal, K. (April, 2017) Language Ideologies and Attitudes Towards Spanish Among In-Service Bilingual Teachers in North Texas. Paper presented at the annual conference of the 26th Conference on Spanish in the United States/ 11th Conference on Spanish in Contact with other Languages, Brigham Young University, Provo, UT.

Runge, J., Jones, F., & **Roman, D.** (April, 2017). IDEA/ESSA: Implications for the Identification of English Learners with Special Needs. Paper presented at the annual conference of the Council for Exceptional Children (CEC), Boston, MA.

del Rosal, K., **Roman, D.**, & Basaraba, D. (April, 2017) Constructing Explanations in Science: Informal Formative Assessment Practices Among Science Teachers of Emergent Bilinguals. Paper presented at the annual conference of the American

Educational Research Association (AERA), San Antonio, TX.

del Rosal, K., & **Roman, D.** (April, 2017). The Affordances of Preparing Bilingual Teachers via Teacher-Education Partnerships. Paper presented at the annual conference of the American Educational Research Association (AERA), San Antonio, TX.

Busch, K. C. & **Roman, D.** (April, 2017). Fundamental Climate Literacy and the Promise of the Next Generation Science Standards. Paper presented at the annual conference of the North American Association for Research in Science Teaching (NARST), San Antonio, TX.

Busch, K. C. & **Roman, D.** (October, 2016). Developing a Toolkit to Support Fundamental Climate Literacy. Paper presented at the annual conference of the North American Association for Environmental Education (NAAEE), Madison, WI.

Roman, D., & Busch, K. C. (May, 2016). How to Talk About Climate Change with Students. Invited presentation at the Jasper Ridge Biological Preserve, Stanford, CA.

Roman, D., Briceño, A., Hasperué, W., & Biedermann, K. (April, 2016). How Common are Nominalizations in Science Textbooks? Implications for Science Teachers of Emergent Bilinguals. Paper presented at the annual conference of the American Educational Research Association (AERA), Washington, DC.

Thompson, K., Rodriguez-Mojica, C., Rutherford-Quach, S., & **Roman, D.** (April, 2016). Using a MOOC to Improve Teachers' Understanding and Facilitation of Academic Arguments. Paper presented at the annual conference of the American Educational Research Association (AERA), Washington, DC.

Osborne, J., Donovan, B., Patterson, A., Friend, M., & **Roman, D.** (April, 2016). Reading in Science. Paper presented at the annual conference of the NARST. Baltimore, MD.

Roman, D., & Pruitt, A. (November, 2015). Beyond Vocabulary and Syntactic Complexity: What Can Teachers do to Address the Challenges of Science Texts? Presentation at the TextESOL annual conference. Irving, TX.

Roman, D. (September, 2015). Textbooks of Doubt: Using Systemic Functional Analysis to Explore the Framing of Climate Change in Middle-School Science Textbooks. Paper presented at the annual conference of the European Science Education Research Association (ESERA), Helsinki, Finland.

Roman, D. (September, 2015). Studies in Multimodality in Middle School Science and Social Studies Textbooks. Paper presented at the annual conference of the European Science Education Research Association (ESERA), Helsinki, Finland.

Roman, D., & Ortiz-Diaz, J. (July, 2015). Addressing the Challenges of the Language of Science Textbooks. World Languages Institute, DISD, Dallas, TX.

del Rosal, K., **Roman, D.** (June, 2015). Teaching the Academic Language of

Science to English Learners. Region 10 Summer Institute. Dallas, TX

Roman, D., & Hironaka, S. (April, 2015). Talk that Talk: Making the Most of Text, Speech, and Silence for Emergent Bilinguals in the Classroom. Paper presented at the annual conference of the American Educational Research Association (AERA), Chicago, IL.

Roman, D., & Busch, K. C. (February, 2015). Textbooks of Doubt: Using Systemic Functional Analysis to Explore the Framing of Climate Change in Middle-School Science Textbooks. Paper presented at the Science Education Research Group, Stanford, CA.

del Rosal, K., **Roman, D.,** & Rouse, R. (January, 2015). Extracting DNA from Strawberries. Dallas ISD STEM Day. Dallas, TX.

Roman, D., Donovan, B., Friend, M., Osborne, J. & Patterson, A. (April, 2014). Towards a Pedagogical Content Knowledge for Literacy Instruction in Science. Paper presented at the annual conference of the National Association for Research in Science Teaching (NARST), Boston, MA.

Rohde, H., & **Roman, D.** (September, 2013). The Use of Explicit Connectives in Science and Social Studies Textbooks. Presentation at the Cohesion and Coherence in Text Comprehension and Text Production Workshop, University of Osnabrück, Germany.

Donovan, B., Friend, M., Metz, M., Osborne, J., Patterson, A., & **Roman, D.** (September, 2013). Middle School Teachers' View of the Role of Literacy in Science Instruction. Paper presented at the annual conference of the European Science Education Research Association (ESERA), Nicosia, Cyprus.

Roman, D. (May, 2013). Difference in the Language Used in the Content Areas at the Middle School Level. Graduate Scholars in Residence Research Symposium, El Centro Chicano, Stanford University.

Roman, D., Rohde, H., & Hironaka, S. (April, 2013). Understanding the Language of Middle School Science: A comparison of Discourse Marker Usage in Science and Social Studies Textbooks. Paper presented at the annual conference of the National Association for Research in Science Teaching (NARST), Río Grande, Puerto Rico.

Donovan, B., Friend, M., Osborne, J., Patterson, A., & **Roman, D.** (April, 2013). Elementary Teachers' Views of the Role of Literacy in Science. Paper presented at the annual conference of the National Association for Research in Science Teaching (NARST), Puerto Rico.

Roman, D., Rohde, H., & Hironaka, S. (April, 2013). Understanding the Language of Middle School Science: A Comparison of Discourse Marker Usage in Science and Social Studies Textbooks. Paper presented at the annual conference of the American Educational Research Association (AERA), San Francisco, CA.

Donovan, B., Friend, M., Osborne, J., Patterson, A., & **Roman, D.** (April, 2013). Literacy Development in Science Classes: Practical Strategies. Workshop given at the National Science Teachers Association (NSTA) conference, San Antonio, TX.

Roman, D., & Knab, R. (October, 2012). Improving the Quality of Education for the Children of the Galapagos Islands. Annual conference of the North American Association for Environmental Education.

Roman, D. (June, 2012). The Importance of Understanding the Language of Middle School Science. Graduate Scholars in Residence Research Symposium, El Centro Chicano, Stanford University.

Roman, D., Hironaka, S., & Rohde, H. (April, 2012). Exploring Semantic Discontinuity in Middle School Science Texts: Implications for Science Literacy Development. Paper presented at the annual conference of the American Educational Research Association (AERA), Vancouver, Canada.

Friend, M., Osborne, J., Patterson, A., Metz, M., & **Roman, D.** (March, 2012). Teachers' Views of the Role of Literacy in Science. Paper presented at the annual conference of the National Association for Research in Science Teaching (NARST), Indianapolis, IN.

Roman, D., Patterson, A., & Friend, M. (March, 2012). Disciplinary Literacy Development in Content Area Classes. Presentation at Alice Fung Yu K-8 School, San Francisco Unified School District. San Francisco, CA.

Roman, D. (September, 2011). Linguistic Features of the Language of Science. Workshop given to the faculty of Geology, Chemistry, and Education at the University of Wisconsin at Whitewater. Whitewater, WI.

Roman, D. (June 2011). Educational Programs in the Galapagos Islands. Graduate Scholars in Residence Research Symposium, El Centro Chicano, Stanford University.

Hakuta, K., & **Roman, D.** (March, 2011). Using Micro-Experiments to Evaluate Education Programs. Presentation to the Research Department of the San Francisco Unified School District, San Francisco, CA.

Roman, D., & Thompson, K. (March, 2011). Practical Strategies to Help English Learners Comprehend Science Texts. Paper presented at the annual conference of the National Science Teachers Association, San Francisco, CA.

Roman, D. (June, 2010). Using a Web-based Tool for Vocabulary Development in Middle-School Science Classes. Graduate Scholars in Residence Research Symposium, El Centro Chicano, Stanford University.

Thompson, K. & **Roman, D.** (May, 2010). What do Teachers Need to Know About Students' Primary Languages?: A Linguistic Analysis of Information About California's Immigrant Languages Contained in State-Adopted Curriculum Materials. Paper presented at the conference "The Real California Gold":

Indigenous & Immigrant Heritage Languages of California, Davis, CA.

Thompson, K., & **Roman, D.** (May, 2010). The Effects of a Web-based Vocabulary Development Tool on Student Reading Comprehension. Paper presented at the annual conference of the American Educational Research Association (AERA), Denver, CO.

Ernst, L., **Roman, D.**, & Thompson, K. (March, 2010). WordSift: An Interactive Web-based Vocabulary Development Tool. Paper presented at the annual conference of the California Association for Bilingual Education, San Jose, CA.

Hakuta, K., & **Roman, D.** (September, 2009). Webinar: Using Computer-Assisted Language Literacy (CALL) to Increase ELs' Math and Science Literacy. National Clearinghouse for English Language Acquisition (NCELA). September 24, 2009.

Roman, D. (June, 2009). English Language Development in Content Area Classes. Graduate Scholars in Residence Research Symposium, El Centro Chicano, Stanford University.

Grants

Ware, P., del Rosal, K., & **Roman, D.** (September 2017- September 2022). Project CONNECT: Creating the Ongoing Network Needed to Engage Communities and Teachers. \$2.4 million. Funded by the Department of Education Office of English Language Acquisition (OELA).

Roman, D. (December 2016- November 2017). Language Ideologies and Attitudes Towards Spanish Among In-Service Bilingual Teachers in North Texas. \$1,500. Funded by the Sam Taylor Fellowship Fund of the Division of Higher Education.

Roman, D. (May 2016- May 2017). Exploring Visual Representations about Human Impact on the Environment in Middle School Science and Social Studies Textbooks. \$3,500. Funded by the University Research Council Grant at Southern Methodist University.

SERVICE ACTIVITY

ACADEMIC SERVICE

- | | |
|--------------|---|
| 2018 | Participant and co-organizer of planning retreat of Education for Sustainability in Galapagos Project, Southern Methodist University, Dallas, TX. |
| 2017-present | Member of the Editorial Review Board, <i>Journal of Adolescent and Adult Literacy</i> |
| 2017-present | Member of the Editorial Board, <i>Middle Grades Review</i> |

- 2017-present Reviewer. *American Education Research Journal* (AERJ)
- 2017 Reviewer. AERA Bilingual Dissertation Awards.
- 2015-present Fellow. English Language Learners Policy Network. This network includes Dr. Kenji Hakuta, Dr. Diane August, Dr. Jennifer O’Day, Dr. Patricia Gandara.
- 2016 Invited to participate in the “Education for Sustainability” Workshop at Southern Methodist University (January 7-9).
- 2015 Invited to participate in the conference, Exploring Science and English Language Development: Implications for Teaching Professional Learning. The Exploratorium Institute for Inquiry, San Francisco, CA. January 9-10, 2015.
- 2012 - Present Reviewer, *Bilingual Research Journal*.
- 2015 Reviewer, *Educational Researcher*.
- 2012-2013 Co-Chair Language, Equity, and Educational Policy Group (LEEP). School of Education, Stanford University
Coordinated the presentations of Dr. Zhihui Fang (University of Florida), Dr. Amanda Kibler (University of Virginia), among others.
- Spring 2012 Student Director and Co-organizer, Ecuador’s Educational Policy 2006-2012 and the Development of a New Science Curriculum: Potential Impacts in Galapagos, Stanford University
<http://ed.stanford.edu/events/ecuadors-educational-policy-2006-2012>.
- 2012 Reviewer, *Multidisciplinary Journal of Educational Research*, 3(1).
- Spring 2011 Student Coordinator, Inspiration Chocolate Symposium. Center for Latin American Studies and Department of Biological Sciences Stanford University.
- 2008-2014 Planning Committee Member, Language, Equity, and Educational Policy Group (LEEP)
School of Education, Stanford University
Organized the presentations of Dr. Anne Charity-Hudley (College of William and Mary), Dr. Mary Schleppegrell (University of Michigan), and Dr. Cecilia Colombi (University of California at Davis).
- 2009 Curriculum Reviewer, *Facing the Future Making Connections: Engaging Students in Language, Literacy, and Global Issues*.

CONSULTING

- August 2014- Present Improving the quality of science education in schools in the Galapagos Islands.
- 2016 – 2017 Improving the preparation of bilingual teachers part of the Teach For America (TFA).

SERVICE TO UNIVERSITY

- 2019- Present University of Wisconsin-Madison, Curriculum committee
- 2015- Present Southern Methodist University, President's Scholars Committee
- 2015- Present Simmons School of Education and Human Development, Department of Teaching and Learning, STEM Committee
- 2014- Present Simmons School of Education and Human Development, Department of Teaching and Learning, Bilingual Education Committee
- 2016- 2018 Member of the Education Committee at the Dallas Arboretum and Botanical Gardens.

SERVICE TO COMMUNITY

- 2017 Presenter. College prep day at SMU. Spoke with students interested in majoring in Education.
- 2017 Presenter. STEM Day at Dallas Independent School District. February 4th, 2017.
- 2016 Presenter. STEM Day at Dallas Independent School District. February 6th, 2016.
- 2015 Presenter. College Day at Urban Park Elementary.
- 2015 Mentor. Jaime Sisson's ESL for adults project. Southern Methodist University.
- 2015 Presenter. STEM Day at Dallas Independent School District. January 31st, 2015.
- 2015 Presenter. College day at SMU. Invited elementary school teachers and their students to experience a day at SMU.
- 2014 Invited speaker at Ecuador Service Project Student Group, Southern Methodist University. October, 2014.

- 2012 – Co-Founder and Vicepresident, Ecuatorianos @ Stanford
2014 (Ecuadorian-American Student Association)
Stanford University
- 2009 – Undergraduate Honors Thesis Mentor
2014 El Centro Chicano, Stanford University
- 2009 – Board Member, The Burciaga Foundation
2014 Stanford University
- 2009 – Graduate Student Representative in the Guiding Concilio
2010 El Centro Chicano, Stanford University (Elected Member)
- 2007 Science Fair Coordinator
Everett Middle School, San Francisco Unified School District, San Francisco, California
- 2005 Science Olympics Coordinator
Oaklawn Academy, Edgerton, Wisconsin

MEDIA PRESENCE

- 2017 Texas Tribune: Q & A: Diego Román
<https://www.texastribune.org/2017/08/17/q-diego-roman/>
- 2015 Education Week: Textbooks out of step with scientists on climate change, study says. Available at
http://blogs.edweek.org/edweek/curriculum/2015/12/textbooks_out_of_step_with_scientists_on_climate_change.html
- 2015 The Guardian: California public school textbooks mislead students on climate, study says. Available at: <http://www.theguardian.com/us-news/2015/nov/23/california-public-school-textbooks-mislead-students-climate-study-says>
- 2015 Stanford News: Textbooks inaccurately present science on climate change as uncertain and doubtful, Stanford research shows. Available at
<http://news.stanford.edu/news/2015/november/textbook-climate-science-112315.html>
- 2015 NPR-Capital Public Radio, Sacramento, CA: California sixth grade textbooks frame climate change as uncertain. Available at
<http://www.capradio.org/articles/2015/11/30/california-sixth-grade-textbooks-frame-climate-change-as-uncertain/>
- 2015 Talking Points Memo: Major California textbooks inaccurately describe climate change, study shows. Available at
<http://talkingpointsmemo.com/livewire/california-textbooks-climate-change>

- 2015 San Francisco Chronicle: California textbooks seen as spineless on climate change. Available at <http://www.sfgate.com/bayarea/article/Study-California-school-textbooks-spineless-on-6652861.php>
- 2015 California 6th grade science books: climate change a matter of opinion not scientific fact. Available at <http://blog.smu.edu/research/2015/11/09/california-6th-grade-science-books-climate-change-a-matter-of-opinion-not-scientific-fact/>
- 2015 TechTimes: California textbooks mislead students on climate change: study. Available at <http://www.techtimes.com/articles/110015/20151124/california-textbooks-mislead-students-on-climate-change-study.htm>
- 2015 Lighthouse News Daily: Scientists speak out about inaccurate climate change textbooks. Available at <http://www.lighthousenewsdaily.com/scientists-speak-out-about-inaccurate-climate-change-textbooks/3037/>
- 2015 National Center for Science Education: Textbooks of doubt. Available at: <http://ncse.com/blog/2015/11/textbooks-doubt-0016720>
- 2015 HNGN: Climate change misrepresented as debate instead of fact in middle-school textbooks, study finds. Available at <http://www.hngn.com/articles/153363/20151123/climate-change-misrepresented-debate-instead-fact-middle-school-textbooks-study.htm>
- 2015 PhysOrg: Textbooks inaccurately present science on climate change as uncertain and doubtful, research shows. Available at <http://phys.org/news/2015-11-textbooks-inaccurately-science-climate-uncertain.html>
- 2015 EdSource: Report says 6th grade science texts inaccurate on causes of climate change. Available at <http://edsources.org/2015/report-finds-6th-grade-science-texts-inaccurate-on-causes-of-climate-change/91159>
- 2015 Grist: California Textbooks aren't totally sure about climate change. Available at <http://grist.org/article/california-textbooks-arent-totally-sure-about-climate-change/>
- 2015 RawStory: California science textbooks written like 'climate change denier blogs': researchers. Available at <http://www.rawstory.com/2015/11/calif-science-textbooks-written-like-climate-change-denier-blogs-researchers/>
- 2015 Annenberg learner: Framing climate change: when textbooks cloud the issue. Available at <https://learnerlog.org/tag/climate-change/>
- 2015 Gawker: California textbooks are completely misleading about climate change. Available at <http://gawker.com/study-california-textbooks-are->

[completely-misleading-a-1744317212](#)

TEACHING CREDENTIALS

- 2005 **San Francisco Unified School District** –
State of California Commission on Teacher Credentialing
- Biological Sciences Preliminary Single Subject Teaching Credential, grades PK-12
 - Bilingual, Crosscultural, Language and Academic Development Certificate (BCLAD), grades PK-12
 - Crosscultural, Language and Academic Development Certificate (CLAD), grades PK-12
- 2004 **University of Wisconsin, Whitewater** –
Wisconsin Department of Public Instruction
- English as a Second Language, grades PK-12
 - Broad field Science, grades 6-12
 - Biology/Life Science, grades 6-12

K-12 TEACHING EXPERIENCE

- 2005 – **Everett Middle School** – San Francisco Unified School District
2008 Department Chair: Science Department
Science Teacher: 6th, 7th, and 8th grades
- 2001 - **Oaklawn Academy** – Edgerton, Wisconsin
2005 Department Chair: Science Department
Science Teacher: 6th, 7th, and 8th grades
Mathematics Teacher: 8th grade
- Spring **Latino Youth Alternative High School** – Chicago, Illinois
2000 Substitute Teacher: Science

RESEARCH AND PROFESSIONAL WORK EXPERIENCE

- 2010 – **Strategic Education Research Partnership (SERP) and Stanford**
2014 **University Graduate School of Education**
Research Assistant
Project: Reading for Understanding in Science, Catalyzing Comprehension through Discussion and Debate (elementary and middle school teachers)
Principal Investigator: Dr. Jonathan Osborne
- 2009 – **The Stanford California Teachers of English Learners (CTEL) /**
2010 **Cross-cultural Language and Academic Development (CLAD) Program**
Research Assistant
Project: Evaluation of the Impact of the Stanford CTEL/CLAD Programs in Teachers of English Learners

Principal Investigators: Dr. Guadalupe Valdés and Dr. Kenji Hakuta

2009 – **Stanford University Graduate School of Education and Educational**
2010 **Testing Service (ETS)**

Research Assistant

Project: Integration of Text Adaptor / Language Muse (technological tools for text analysis for teachers) into the Stanford CLAD Program

Principal Investigator: Dr. Kenji Hakuta

2008 – **Strategic Education Research Partnership (SERP) and Stanford**
2010 **University School of Education**

Research Assistant

Project: Addressing the Needs of English Learners in Science Education Using Web-based Tools

Principal Investigator: Dr. Kenji Hakuta

1999 – **Department of Entomology, Charles Darwin Research Station,**
2000 **Galapagos Islands, Ecuador**

Assistant Research Scientist

Project: Establishment of a quarantine program to prevent the introduction of insects to the Galapagos Islands

Principal Investigator: Mr. Carlos Zapata

1998 – **Center for Economic Entomology, Illinois Natural History Survey,**
1999 **University of Illinois at Urbana-Champaign**

Assistant Research Scientist

Project: Biological control of purple loosestrife

Principal Investigators: Dr. Robert Widenmann and Dr. Leellen Solter

1998 – **Center for Agricultural Economics, Zamorano University, Honduras**
1999 **Research Assistant**

Project: Rural development of the Honduran – Nicaraguan border

Principal Investigator: Dr. Francisco Gomez

1997 – **Center for Biological Control of Pests, Zamorano University,**
1998 **Honduras**

Research Assistant

Project: Evaluating an insect pathogen for the control of *Spodoptera frugiperda*

Principal Investigator: Dr. Ronald Cave

AWARDS AND FELLOWSHIPS

2018 Rotunda Outstanding Professor Award, Southern Methodist University

2014 Vice-Provost of Graduate Education Academic Excellence Award, Stanford University.

2013 Grant from the Center for Latin American Studies, Stanford University. Co-leader of Learning Science in the Forest Working Group. \$3000

- 2012 Shriram Family Fellowship, School of Education, Stanford University
- 2012 Graduate Scholar in Residence Award, El Centro Chicano, Stanford University
- 2012 Outstanding Graduate Mentor Award, Ernesto Galarza and Chicano/Latino Community Awards, Stanford University
- 2012 Stanford University Woods Institute for the Environment Fellowship
“Rising Environmental Leaders Program DC Bootcamp: Connecting Research with Policy Development”
- 2011 Shriram Family Fellowship, School of Education, Stanford University
- 2011 Graduate Scholar in Residence Award, El Centro Chicano, Stanford University
- 2010 John Evans Gessford Stanford Interdisciplinary Graduate Fellowship in K-12 Education (SIGF)
- 2010 Graduate Scholar in Residence Award, El Centro Chicano, Stanford University
- 2009 North American Association for Environmental Education (NAAEE) Conference Fellowship, NAAEE Conference, Portland, Oregon
- 2009 Graduate Scholar in Residence Award, El Centro Chicano, Stanford University
- 2008 Eddie Owl Award for Teaching, Everett Middle School, San Francisco Unified School District, San Francisco, California
- 2007 Science Department Chair, Everett Middle School, San Francisco Unified School District, San Francisco, California
- 2006 Outstanding Teacher Award, Oaklawn Academy, Edgerton, Wisconsin
- 1997 European Union Research Fellowship, Zamorano University, Honduras
- 1996 Gamma Sigma Delta –The Honor Society of Agriculture, Zamorano University, Honduras

PROFESSIONAL ORGANIZATIONS

National Association for Research in Science Teaching (NARST)

American Educational Research Association (AERA)

National Science Teachers Association (NSTA)

North American Association for Environmental Education (NAAEE)

National Association for Bilingual Education (NABE)

LANGUAGES AND CITIZENSHIP

Fluent in English and Spanish

Dual citizenship (American and Ecuadorian)