

Curriculum Vita

**MARY LOUISE GOMEZ**

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University of Wisconsin-Madison  
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Madison, WI 53706  
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**PROFESSIONAL TRAINING**

- 1985 (December) Ph.D. in Curriculum & Instruction (Teacher Education),  
University of Wisconsin-Madison
- 1975 M.Ed. in Curriculum and Instruction (Reading and Language Arts  
Education with teacher certification K - 6), University of Vermont
- 1974 B.A. in Political Science, University of Vermont

**PROFESSIONAL EXPERIENC**

- 2000 Professor, University of Wisconsin-Madison
- 1995 – 2000 Associate Professor, University of Wisconsin-Madison
- 1987 – 1995 Assistant Professor, University of Wisconsin-Madison  
Specializations: Literacy Education, Teacher Education, Multicultural Education.
- 1986 – 1990 Senior Researcher, National Center for Research on Teacher Education, Michigan  
State University
- 1982 – 1987 Lecturer, Department of Curriculum and Instruction, University of Wisconsin-  
Madison
- 1980 – 1982 Teaching Assistant, Department of Curriculum and Instruction, University of  
Wisconsin-Madison
- 1978 – 1980 Elementary Grade Teacher, Annunciation Catholic School, Havelock, N.C.
- 1975 – 1978 Elementary Grade Teacher & Language Arts Resource Specialist, Shimek  
Elementary School, Iowa City, Iowa.

## PUBLICATIONS

### Journal Articles

- Gomez, M. L.** (October, 2018). Critically reflecting on the discourses that guide our thinking, speaking, and actions: Developing a new literacy. *Scholars Speak Out* (an invited submission). *Journal of Language and Literacy*. Available at [http://jolle.coe.uga.edu/wp-content/uploads/2018/09/SSO-October-2018\\_Gomez.pdf](http://jolle.coe.uga.edu/wp-content/uploads/2018/09/SSO-October-2018_Gomez.pdf)
- Gomez, M. L., & Lachuk, A.S.** (2018). “The roar that lies on the other side of silence”: Developing dissonance, uncertainty, and compassion for diverse learners in aspiring teachers. *Teaching Education*. Published online: 19 Jun 2018.  
<https://doi.org/10.1080/10476210.2018.1486814>
- Gomez, M. L. & Johnson Lachuk, A.** (2018). Cultivating an informed empathy: An aspiring teacher examines his talk and actions. *The European Educational Researcher*, 1(2), 23-39.
- Gomez, M. L.** (2016). The promise and limits of service learning: How are aspiring teachers of color and those who are children of Immigrants affected? *Journal of Educational Thought and Practice*, 6 (1), 19-32.
- Gomez, M. L., Johnson Lachuk, A., & Powell, S. N.** (2015). The interplay between service learning and the ideological becoming of aspiring educators who are marked as different. *Teaching and Teacher Education*, 47, 162-172.
- Gomez, M. L., Ocasio, K., Johnson, Lachuk, A. & Powell, S. N.** (2015). “The “battlefield”: life histories of two higher education staff members of color”. *Urban Review*, 47 (4), 676-695.
- Gomez, M. L., Carlson, J. R., Foubert, J., & Powell, S. N.** (2014). “It’s not them; it’s me: Contradictions in aspiring teachers’ consciousness. *Teaching Education* 25(3) 334-347.
- Gomez, M. L.** (2014). Examining discourses of an aspiring teacher of color in the figured world of schooling. *Teacher Education Quarterly* 41(1), 45-62 .
- Gomez, M. L. & Johnson Lachuk, A.** (2013). The ideological becoming of international graduate assistants in a United States university. *Revista Interuniversitaria de Formación del Profesorado*, 15 (4).
- Gomez, M.L, Khurshid, A., & Freitag, M. B., & Johnson Lachuk, A. S.** (2012). Every day racial microaggressions in graduate students’ lives: How they operate and their consequences. *Teaching and Teacher Education*, 27, 1189-1199.

- Gomez, M.L., & Rodriguez, T.** (2011). Imagining the strengths, knowledge, and skills of a Latina prospective teacher. *Teacher Education Quarterly*, 38 (1), 127-146.
- Johnson Lachuk, A. S., & **Gomez, M. L.** (2011). Listening carefully to young adolescent youth of color. *Middle School Journal*, 3, 6-14.
- Gomez, M.L.** (2010). Talking about ourselves, talking about our mothers: Latina prospective teachers narrate their life experiences. *The Urban Review*, 42, 81-101.
- Gomez, M. L.,** Schieble, M. B., Curwood, J. S., & Hassett, D. D. (2010). Technology, learning, and instruction: Distributed cognition in a secondary English classroom. *Literacy*, 44 (1), 20-27.
- Gomez, M. L., & White, E.** (2010). Seeing one another as “other.” *Teaching and Teacher Education*, (26) 4, 1015-1022.
- Gomez, M.L.,** Rodriguez, T. L. , & Agosto, V. (2008). Who are Latino prospective teachers and what do they bring to U.S. schools? *Race, Ethnicity, and Education*, 11(3), 267-283.
- Gomez, M. L.,** Rodriguez, T., & Agosto, V. (2008). Life histories of Latino/a teacher candidates. *Teachers College Record*, 110(8), 1639 – 1676.
- Gomez, M.L.,** Black, R.W., & Allen, A-R. (2007). “Becoming” a teacher. *Teachers College Record*, 109(9) 2107-2135.
- Gomez, M. L.** (2007). How are U.S. public school teachers described in national survey data? What are their attitudes and feelings about those whom they see as “others”? And, what are challenges to developing a more diverse teaching force? *Language Arts*, 84 (4).
- Gomez, M.L.,** Johnson, A.S. & Gisladdottir, K. (2007). Talking about literacy: A cultural model of teaching and learning untangled. *Journal of Early Childhood Literacy*. 7(1) 27-48.
- Gomez, M.L.,** Stone, J.C., & Hobbel, N. (2004). Textual tactics of identification. *Anthropology and Education Quarterly*. 35 (4), 391 – 410.
- Gomez, M.L.,** Allen, A-R., & Clinton, K. (2004). Cultural models of care in teaching: A case study of one pre-service secondary teacher. *Teaching and Teacher Education*, 20, 473-488.
- Gomez, M.L.,** Stone, J.C., & Kroeger, J. (2004). Conversations on teaching reading: From the point of view of point of view. *English Education*, 36(3), 193-213.
- Gomez, M.L.** (2002). The role of talk in learning to teach. *Curriculum and Teaching*, 17(2), 37-52.
- Ladson-Billings, G. & **Gomez, M. L.** (2001). Just showing up: Supporting early literacy through

- teachers' professional communities. *Phi Delta Kappan*, 82(9), 675-680.
- Gomez, M.L.**, Walker, A.B., & Page, M.L. (2000). Personal experience as a guide to teaching. *Teaching and Teacher Education*, 16, 731-747.
- Gomez, M. L.** (1996). Telling stories of our teaching, reflecting on our practices. *Action in Teacher Education*, 18(3), 1-12.
- Gomez, M. L.** & Abt-Perkins, D. (1995). Sharing stories of teaching for practice, analysis and critique. *Education Research and Perspectives*, 22(1), 39-521.
- Gomez, M. L.** (1994). Teacher education reform and prospective teachers' perspectives on teaching "other people's children." *Teaching and Teacher Education*, 10(3), 319-334.
- Abt-Perkins, D. & **Gomez, M. L.** (1993). A good place to begin--examining our personal perspectives. *Language Arts*, 70(3), 193-202.
- Gomez, M. L.** (1993). Prospective teachers' perspectives on teaching diverse children: A review with implications for teacher education and practice. *Journal of Negro Education*, 62(4), 459-474.
- Gomez, M. L.** & Tabachnick, B. R. (1992). Telling teaching stories. *Teaching Education*, 4(2), 129-138.
- Gomez, M. L.** (1991). Learning to teach writing: Building a partnership between a university researcher and a novice classroom teacher. *Journal of Staff Development*, 12(2), 40-43.
- Gomez, M. L.** & Grant, C. A. (1991). A case for teaching writing--in the belly of the story! *The Writing Instructor*, 10(1), 29-41.
- Gomez, M. L.**, Graue, M. E., & Bloch, M. N. (1991). Reassessing portfolio assessment: Rhetoric and reality. *Language Arts*, 68(8), 620-628.
- Gomez, M. L.** & Smith, R. J. (1991). Building interactive reading and writing curricula with diverse learners. *The Clearinghouse*, 64(3), 147-151.
- Gomez, M. L.** (1990). Reflections on research for teaching: Collaborative inquiry with a novice teacher. *Journal of Education for Teaching*, 16(1), 45-56.
- Gomez, M. L.** (1990). They're sending us the best kids they have. *Wisconsin English Journal*, 32(2), 39-45.
- Gomez, M. L.** (1990). Writing the future: Always begin where you are. *Wisconsin English Journal*, 33(1), 3-10.
- Zeichner, K., Liston, D., Mahlios, M., & **Gomez, M. L.** (1988). The structure and goals of a

student teaching program and the character and quality of supervisory discourse. *Teaching and Teacher Education*, 4(4), 349-362.

**Gomez, M. L.** (1986). Equity, English, and computers. *Wisconsin English Journal*, 29(1), 18-22.

**Gomez, M. L.** & Hamann, L. (1985). Computers in children's literature: Images and issues. *Curriculum Review*, 24(3), 37-40.

Donham, J. & **Gomez-Icken, M. L.** (1977). Reading to write: An approach to composition using picture books. *Language Arts*, 54(5), 555-558.

### **Book Chapters**

**Gomez, M. L.,** & Johnson Lachuk, A. (2017). Teachers learning about themselves through learning about 'others'. In J. Clandinin & J. Hukku (Eds.) *International Handbook of Research on Teacher Education* (pp. 457-472). Beverly Hills, CA: Sage Publications.

**Gomez, M. L.** (2017). I always feel like a trespasser: Life histories from Latina staff members in higher education. *Surviving Sexism in Academia: Strategies for Feminist Leadership* (155-162) In K. Cole & H. Hassel (Eds.). New York: Routledge.

Johnson Lachuk, A. S., **Gomez, M. L.,** & Powell, S. N. (2014). What does it mean to be the "pride of Pinesville"? Opportunities facilitated and constrained. In K. Bhopal & U. Maylor (Eds.) *Educational inequalities: Difference and diversity in schools and higher education* (pp. 193-211). New York: Routledge.

Johnson Lachuk, A. S. & **Gomez, M. L.** (2013). Becoming answerable to our participants: A Bakhtinian perspective on relationships in narrative and life history research. In K. Weiss & C. Rhodes (Editors). *Ethical issues in literacy research* (pp. 9-20). New York: Routledge.

**Gomez, M. L.,** Sasse, E., Allen, A-R., & Clinton, K. (2006). Square pegs in hand-crafted holes: Developing caring relations in U. S. secondary schools. B, Swadener & L. O'Brien (Eds.) *Writing the mother-line: Mothers, daughters, and education* (pp. 133 – 144). University Press.

**Gomez, M. L.,** Page, M. L., & Burda, A. W. (2000). Returning to learn: A second-career prospective teacher struggles with personal experience as a guide for teaching. In D. J. McIntyre & D. M. Byrd (Eds.), *Research on effective models for teacher education: Teacher Education Yearbook VIII* (pp. 153-172). Thousand Oaks: Corwin Press, Inc.

**Gomez, M. L.** (1998). Narrating my life. In C. A. Grant (Ed.), *Multicultural research: A reflective engagement with race, class, gender and sexual orientation*, (pp. 77-89). London: Falmer.

- Gomez, M. L.** (1996). The perspectives of prospective and novice teachers: Teaching “other people’s” children. In K. M. Zeichner, S. L. Melnick, & M. L. Gomez (Eds.), *Complexities of reform in teacher education* (pp. 109-122). New York, NY: Teacher’s College Press.
- Gomez, M. L., & Grant, C. A.** (1996). Journeying toward multicultural and social reconstructionist teaching and teacher education. In C. A. Grant & M. L. Gomez (Eds.), *Campus and classroom: Making schooling multicultural* (pp. 3-16). Columbus, OH: Merrill Publishing Co.
- Gomez, M. L.** (1996). Telling stories of our literacy teaching aimed at reflection on and reform of our literacy pedagogy. In C. A. Grant & M. L. Gomez (Eds.), *Campus and classroom: Making schooling multicultural* (pp. 163-183). Columbus, OH: Merrill Publishing Co.
- Gomez, M. L.** (1992). Breaking silences: Building new stories of classroom life through teacher transformation. In S. Kessler & B. B. Swadener (Eds.), *Reconceptualizing early childhood education* (pp. 165-188). New York, NY: Teacher’s College Press.
- Gomez, M. L. & Stoddart, T.** (1992). Personal perspectives and learning to teach writing. In R. Clift & C. Evertson (Eds.), *Context, content, and curriculum: Complex issues in research on teaching* (pp. 39-63). Champaign, IL: Division K, American Educational Research Association and the ERIC Clearinghouse on Teacher Education.
- Gomez, M. L.** (1991). The equitable teaching of composition with computers: A case for change. In C. Selfe & G. Hawisher (Eds.), *Questions for the 1990's: Scholarship on computers and composition in the next decade* (pp. 318-335). Champaign, IL: National Council of Teachers of English.
- Gomez, M. L.** (1991). Teaching a language of opportunity in a language arts methods course: Teaching for David, Albert, and Darlene. In R. B. Tabachnick & K. M. Zeichner (Eds.), *Inquiry-oriented practices in teacher education* (pp. 91-112). London: Falmer Press.
- Gomez, M. L.** (1990). The National Writing Project: Staff development in the teaching of composition. In G. Hawisher & A. Soter (Eds.), *On literacy and its teaching: Issues in English education* (pp. 50-67). Albany, NY: State University of New York Press.
- Gomez, M. L.** (1987). The computer in the language arts class. In D. Johnson & C. Personke (Eds.), *Language arts and the beginning teacher* (pp. 239-247). New York, NY: Prentice Hall.

## Monographs

- Gomez, M. L. & Comeaux, M. A.** (1990). *Start with the stone, not with the hole: Matching novices’ needs with appropriate programs of induction.* (Issue Paper 90-12). East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.

**Gomez, M. L.** (1989). *Learning to teach writing: Untangling the tensions between theory and practice*. (Research Paper 89-7). East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.

**Gomez, M. L.** (1988). *The National Writing Project: Creating community, validating experience, and expanding professional opportunities*. (Issue Paper 88-2). East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.

**Gomez, M. L.** (1988). *The Bay Area/National Writing Project: Staff development in the teaching of writing. Site report*. In *Dialogues in teacher education* (pp. 133-138). (Issue Paper 88-4). East Lansing, MI: Michigan State University, National Center for Research on Effective Secondary Schools.

**Gomez, M. L.** (1986). *Testing policies and procedures for the at-risk student program area*. Madison, WI: University of Wisconsin, National Center for Research on Effective Secondary Schools.

## **Books**

**Gomez, M. L., & Lachuk, A. J.** (Eds.) (December 2019). *Emotions, teaching, teacher education, and social justice*. Teachers College Record Yearbook Series.

Grant, C. A. & **Gomez, M. L.** (Eds.) (1996). (2nd edition, 2001). *Campus and classroom: Making schooling multicultural*. Columbus, OH: Merrill.

Zeichner, K. M., Melnick, S. L., & **Gomez, M. L.** (Eds.) (1996). *Complexities of reform in teacher education*. New York, NY: Teacher's College Press.

## **Reviews: Books and Software**

**Gomez, M. L.** (February 2015). Review of *Transforming talk into text—Argument writing, inquiry, and discussion*. By Thomas McCann. *Teachers College Record*.

**Gomez, M. L.** (July 2012). Review of *Trust me! I can read: Building from strengths in the high school English classroom*. By Sally Lamping & Dean Woodring Blase. *Teachers College Record*.

**Gomez, M. L.** (November 2011). Review of *Achieving Equity for Latino Students: Expanding the Pathway to Higher Education Through Public Policy* by Frances Contreras. *Teachers College Record*.

**Gomez, M. L.** (2007). Review of the *Handbook of Narrative Inquiry*, edited by Jean Clandinin. *Teachers College Record*.

**Gomez, M.L.** (2004). Review of *Ideology, discourse, and school reform*, by Zeus Leonardo.

*Teachers College Record.*

- Gomez, M. L.** (1996). A review of *Making multicultural education work* by Stephen May. *Journal of Curriculum Studies*, 28(3), 360-363.
- Gomez, M. L.** (1993). A review of *Exploring teaching: Reinventing an introductory course*. *Journal of Education for Teaching*, 19(1), 113-114.
- Gomez, M. L.** (Summer 1990). A review of *Assisting the beginning teacher*. *Journal of Staff Development*, 11(3), 71.
- Gomez, M. L.** (May/June 1985). A review of *Activity files for the Bank Street Writer: Volume I, writing activities and language skill builders*. *Curriculum Review*, 24(5), 36.
- Gomez, M. L.** (March/April 1985). A review of *Reader rabbit and the fabulous word factory*. *Curriculum Review*, 24(4), 40.
- Gomez, M. L.** (January/February 1985). A review of *The Bank Street speller*. *Curriculum Review*, 24(3), 57).

**Essays**

- Gomez, M. L.** (1994). A prerequisite to teaching multiculturally. *Insights on diversity* (p. 7). Urbana, IL: Kappa Delta Pi.

**GRANTS**

- 2012-2013 Gomez, M. L., Scot Curwood, J. & Ptak, D. (February 2012). Increasing the reading achievement of Whitehorse Middle School Seventh Graders. Partner School Network Lodewick Grant Competition.. \$3,283.00.
- 2012-2013 Gomez, M. L., Horning, K. T., & Waddell, S. (February 2012), Student-created book trailers for Read-On Wisconsin. Partner School Network Lodewick Grant Competition. \$4,446.00.
- 2012- 2013 Gomez, M. L., Horning, K. T., & Waddell, S. (September 2012). An After-School Book Trailer Club for 8<sup>th</sup> Graders. Partner School Network Lodewick Grant Competition. \$6,000.00. Partner School Network Lodewick Grant Competition.
- 2007 -2008 Gomez, M. L. Assessment Council. University of Wisconsin-Madison Graduate School. Project Title:Understanding Assessment Tools for Prospective Elementary Teachers' Literacy Teaching. \$3, 400.
- 2000-2002 National Center on English Learning and Achievement. OERI. Project Title: Tracing Teacher Development through Ethnographic Interviews. \$106,160 Grant awarded to M. L. Gomez and G. Ladson-Billings.



2000-2001 University of Wisconsin Foundation. A grant from the Holly Cremer Berkenstadt Foundation. \$16,000. Project Title: Beyond Content Knowledge: Recognizing the Complexity of Learning to Teach. Grant awarded to M. L. Gomez.

2000-2001 Claudia Pogreba Foundation and UW-Madison School of Education, \$10,000. University of Wisconsin-Madison. Project Title: Teachers Helping Teachers: Language and Literacy for Young Learners. Grant awarded to M. L. Gomez and G. Ladson-Billings.

2000-2001 Madison Metropolitan School District. \$9,600. Project Title: Teachers Helping Teachers: Language and Literacy for Young Learners. Grant awarded to M. L. Gomez and G. Ladson-Billings.

1999-2000 Evjue Foundation. University of Wisconsin-Madison. \$23,000. Project Title: Teachers Helping Teachers: Language and Literacy for Young Learners. Grant awarded to M. L. Gomez and G. Ladson-Billings.

1999-2000 Madison Metropolitan School District. \$9,250. Project Title: Teachers Helping Teachers: Language and Literacy for Young Learners. Grant awarded to M. L. Gomez and G. Ladson-Billings.

1998-99 Center for English Learning and Achievement. OERI. \$55,888. Project Title: Teachers Helping Teachers: Language and Literacy for Young Learners. Grant awarded to M. L. Gomez and G. Ladson-Billings.

1998-99: Evjue Foundation. University of Wisconsin-Madison. \$30,000. Project Title: Teachers Helping Teachers: Language and Literacy for Young Learners. Grant awarded to M. L. Gomez and G. Ladson-Billings.

1998-99 Madison Metropolitan School District. \$8,900. Project Title: Teachers Helping Teachers: Language and Literacy for Young Learners. Grant awarded to M. L. Gomez and G. Ladson-Billings.

1997-98: Evjue Foundation. University of Wisconsin Madison. \$55,000. Project Title: Teachers Helping Teachers: Language and Literacy for Young Learners. Grant awarded to M. L. Gomez and G. Ladson-Billings.

1996-97: Evjue Foundation. University of Wisconsin-Madison. \$41,000. Project Title: Teachers Helping Teachers: Language and Literacy for Young Learners. Grant awarded to M. L. Gomez and G. Ladson-Billings.

1996-97: National Writing Project. \$14,000. Project Title: Wisconsin Writing Project. This is a professional development project focused on the improvement of the teaching of writing for grade K-12 teachers.

1994: (Summer) Graduate School, University of Wisconsin-Madison. \$5,071. Project Title: The Influence of School, Community, and Professional Contexts on Teachers' Construction and Use

of Portfolios in Three Elementary Schools.

1993: (Summer) Graduate School Service Research Grant, University of Wisconsin-Madison. \$9,820. Project Title: The Influence of School, Community, and Professional Contexts on Teachers' Construction and Use of Portfolios in Three Elementary Schools.

1991: (Spring) University of Wisconsin System Institute on Race and Ethnicity Minority Faculty Research Grant. \$7,405. Project Title: Tracking the Development and Outcomes of Portfolio Assessment on the School Community and Teachers' Work in the Elementary School.

1992: (Summer) Graduate School, University of Wisconsin-Madison. \$9,605. Project Title: Tracking the Development and Outcomes of Portfolio Assessment on the School Community and Teachers' Work in the Elementary School.

1991: (Summer) Graduate School Service Research Grant. \$7,587. Project Title: Tracking the Development and Outcomes of Portfolio Assessment on the School Community and Teachers' Work in the Elementary School.

7/1/90-6/30/91: The Robert M. LaFollette Institute of Public Affairs. \$15,119.28. Project Title: Tracking the Development and Outcomes of Portfolio Assessment on the School Community and Teachers' Work in the Elementary School. Grant award to M. L. Gomez and Marianne N. Bloch.

1989: (Summer) University of Wisconsin System Institute on Race and Ethnicity Minority Faculty Research Grant. \$4,233. Project Title: The Preparation of Prospective Secondary Teachers of English to Teach Writing.

1988: (Summer) University of Wisconsin System Undergraduate Teaching Improvement Grant. \$9,058.67. Project Title: Race, Class and Gender: Issues of Diversity of Teaching and Learning, a Reader for the Elementary Education Program. Grant awarded to M. L. Gomez, M. N. Bloch, J. H. Stewart, and M. H. Whatley.

## **TEACHING**

Courses taught at the University of Wisconsin-Madison include:

C & I 240 Critical Aspects of Teaching, Schooling, and Education

C & I 305 Teaching Reading and the Related Language Arts

C & I 309 Literacy Across the Curriculum

C & I 375 Social Justice, Equity, and Diversity in Education

C & I 367 Practicum in Reading and Language Arts (accompanying seminar), Practicum

Director

C & I 369 Teaching Language Arts

Educational Psychology 711 Current Issues in Education

C & I 718 Introduction to Narrative Inquiry

C & I 723 Life History: Theories and Methods

C & I 1916 Seminar in Research Methods: The Social and Literary Construction of Whiteness  
C & I 1920 Seminar in English Teaching: Teaching Writing to Diverse Learners  
C & I 1975 General Seminar: Examining Conceptual Frameworks for Understanding Teachers'  
Thinking and Practices

## CONFERENCE PAPERS PRESENTED

### National

- Gomez, M. L., Ocasio, K., Johnson Lachuk, A., & Powell, S. (2015). A warrior for diversity: The life history of a higher education staff member of color. A paper to be presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Gomez, M. L. (2014). Why do students fail? Maybe it is their own fault. Paper accepted for presentation at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Gomez, M. L. (2014). Two aspiring teachers construct arguments about why students fail in school. Paper accepted for presentation at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Gomez, M. L., Carlson, J. R., Foubert, J., & Powell, S. N. (2013). Where do I stand?: Experiences of undergraduates in a course exploring intersections of race, class, gender, social class, and place. Paper accepted for presentation at the American Educational Research Association. San Francisco, CA.
- Gomez, M. L., Scott Curwood, & Gallo, J. R. (2013). "Would it help if I stood on my head?": Developing a community of seventh grade English language learner readers and writers. Paper accepted for presentation at the American Educational Research Association. San Francisco, CA.
- Gomez, M. L., Johnson Lachuk, A., Freitag, M. B., & Khurshid, A. (2012). How race operates in graduate assistants' lives: Lessons from teacher education. Paper presented at the American Educational Research Association. Vancouver, British Columbia, Canada.
- Gomez, M. L. Schieble, M. B., & Scott Curwood, J. (2010). What happened when high school students were taught by prospective secondary English teachers using Moodle technology? National Reading Conference.
- Gomez, M. L. & Rodriguez, T. L. (2009). "I really want you guys to know what I am going through": Responding to the strengths, knowledge, and needs of Latino/a prospective teachers. A paper presented at the First Triennial Conference on Latino Achievement and Immigrant Integration. University of Georgia, Athens. Georgia.
- Johnson, A.S., & Gomez, M.L. (2009). Becoming answerable to our participants: A Bakhtinian perspective on relationships in narrative research. A paper presented at the annual meeting of the American Educational Research Association meeting, San Diego, CA.

- Gomez, M. L. (2008). Just who do you think you are? Latina teacher candidates struggle for a place in teacher education. A paper presented at the annual meeting of the American Educational Research Association meeting, Chicago, IL.
- Gomez, M. L. (2008). Who are U. S. teachers? Envisioning a more diverse teaching force: Studying Latino pre-service teachers. A paper presented at the annual meeting of the American Educational Research Association meeting, Chicago, IL.
- Gomez, M. L. (2008). Discussant for the panel: Quality in Qualitative Research on, with, and about teachers and teaching. A panel for the invited discussion at the annual meeting of the American Educational Research Association meeting, Chicago, IL.
- Gomez, M. L. (2008). Discussant for the panel: Enacting and reacting to a categorized identity: Narratives of marginalized youth. A panel for discussion at the annual meeting of the American Educational Research Association meeting, Chicago, IL.
- Gomez, M. L. (2008). Discussant for the panel: The impact of various approaches to assist prospective teachers in the classroom. A panel for discussion at the annual meeting of the American Educational Research Association meeting, Chicago, IL.
- Gomez, M.L., Johnson, A.S., Gisladdottir, K. (2005). Talking about literacy: The relationship between a teacher's cultural model of teaching and students' learning. A paper to be presented at the annual meeting of the American Educational Research Association meeting, Montreal, Canada.
- Gomez, M.L & Stone, J.C. (2003). Textual tactics of identification. A paper presented at the annual meeting of the National Council of Teachers of English Assembly on Research, Berkeley, CA.
- Gomez, M.L., Allen, A.R., & Black, R. (2003). How do secondary preservice teachers learn to care for their students in teacher education course work? A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Gomez, M.L., Allen, A-R., & Clinton, K. (2002). The development of pre-service teachers' conceptions of care. A paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Stone, J.C. & Gomez, M.L. (2002). Building a borderland writing curriculum. A paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Stone, J.C. & Gomez, M.L. (2002). What the six traits can't tell us: Using a Bakhtinian framework to understand students' writing. A paper presented at the annual meeting of The Conference on College Composition and Communication, Chicago, IL.
- Stone, J. & Gomez, M. L. (2001). What does equal access mean? Preparing adolescent youth

- of color for the “college track.” A paper presented at the annual meeting of the American Educational Research Association. Seattle, WA.
- Gomez, M. L. (2000, February). Can personal experience be a guide to teaching? A paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Chicago, IL.
- Gomez, M. L., & Ladson-Billings, G. (1999, February). Reading, writing, race, and class: The teachers helping teachers project. Paper presented at the NCTE Research Assembly Mid-winter Conference. Chicago, IL.
- Gomez, M. L., Burda, A. C., & Page, M. L. (1998, April). Discourses they desired: Prospective teachers negotiate meanings of multicultural practices. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Gomez, M. L., Page, M. L., & Burda, A. C. (1998, April). Returning to learn, returning to teach: Meanings of multiculturalism constructed by second-career teacher candidates. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Gomez, M. L., Burda, A. L., & Page, M. L. (1998, April). Composing teaching stories, reflecting on and conceptualizing teaching practices. Paper presented at the annual meeting of the Conference on College Composition and Communication, Chicago, IL.
- Gomez, M. L. (1997, April). Narrating our lives: Seeking understanding. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Gomez, M. L. (1996, April). Learning to teach in a new genre: Narrative and teacher education reform. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Gomez, M. L. (1995, April). Negotiating the terrain of teaching--A look at one teacher’s understanding and uses of portfolio assessment. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Gomez, M. L. (1994, April) Telling stories of our literacy teaching, reflecting on our practices. Paper presented at the annual meeting of the American Educational Research Association, new Orleans, LA.
- Gomez, M. L. & Graue, M. E. (1994). Possibilities, not panacea: A case for rethinking the processes of portfolio assessment. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Gomez, M. L. (1993, April). Teacher education reform and the perspectives of prospective and novice teachers on teaching “other people’s” children. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

- Gomez, M. L. & Abt-Perkins, D. (1993, April). Using narrative to prepare preservice teachers for diverse classrooms: The story of the “rumble.” Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Gomez, M. L. & Tabachnick, B. R. (1992, April). Telling teaching stories. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Gomez, M. L. & Schenk, J. L. (1992, April). What are portfolios? Stories teachers tell. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Stoddart, T., Stofflet, R., & Gomez, M. L. (1992, April). Breaking the didactic teaching-learning-teaching cycle: Reconstructing teachers’ knowledge. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Comeaux, M. A. & Gomez, M. L. (1991, April). Explicating the text of teacher education: An examination of the special methods course in teacher preparation. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Gomez, M. L. & Tabachnick, B. R. (1991, April). “We are the answer”: Preparing prospective teachers to teach diverse learners. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Comeaux, M. A. & Gomez, M. L. (1990, April). Why Sarah doesn’t teach like Sandra: Exploring prospective teachers’ knowledge, skills, and dispositions about teaching writing. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Gomez, M. L. & Comeaux, M. A. (1990, April). Always begin where they are: Matching novices’ needs with appropriate programs of induction. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Melnick, S. L. & Gomez, M. L. (1990, April). Getting from here to there: Liberal arts candidates’ views of student diversity. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Stoddart, T. & Gomez, M. L. (1990, April). The balancing of personal and professional pedagogical perspectives: Learning to teach writing in traditional and alternate routes to certification. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Gomez, M. L. (1990, November). Writing the future with technology: An agenda for equity for the 1990s. Paper presented at the annual meeting of the National Council of Teachers of English, Atlanta, GA.

- Gomez, M. L. (1989, February). Collaboration between a university and classroom teacher: Research for teaching. Paper presented at the annual meeting of the Association of Teacher Educators, St. Louis, MO.
- Gomez, M. L. (1989, April). Learning to teach writing in the secondary school. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Gomez, M. L. (1988, April). Prospective teachers' beliefs about good writing: What do they bring with them to teacher education? Paper presented at the annual meeting of the Conference on College Composition and Communication, St. Louis, MO.
- Gomez, M. L. (1988, March). How does staff development research inform in-service programs concerning the teaching of writing? Paper presented at the annual meeting of the National Council of Teachers of English, Boston, MA.
- Gomez, M. L. (1988, February). Tracking teachers: Learning to teach writing. Paper presented at the annual meeting of the Association of Teacher Educators, San Diego, CA.
- Gomez, M. L. (1988, February). Opportunities to learn in in-service programs. Paper presented at the annual meeting of the Association of Teacher Educators, San Diego, CA.
- Zeichner, K., Liston, D., Mahlios, M., & Gomez, M. L. (1987, April). The structure and goals of a student teaching program and the character of supervisory discourse. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

### **State**

- Gomez, M. L. (1990, October). Ward and June Cleaver don't live here any more: What now? Equity, English and computers. Keynote speech. Wisconsin Council of Teachers of English, Eau Claire, WI.
- Gomez, M. L. (1989, November). Ward and June Cleaver don't live here any more: What now? Equity, English and computers. Keynote speech. Wisconsin Council of Teachers of English Regional Conference, Madison, WI.
- Gomez, M. L. (1988, June). The impact of mentoring on the development of a community of writers: Chapter I--In witch I et married, Chapter II--Murder on the honeymoon. Paper presented at the annual meeting of the Wisconsin Reading Symposium, Milwaukee, WI.
- Gomez, M. L. (1987, October). Case studies of diverse teacher education programs. Paper presented at the annual meeting of the Wisconsin Association of Teacher Educators, Wisconsin Rapids, WI.

Gomez, M. L. (1986, March). Computers, equity, and English. Paper presented at the annual meeting of the Wisconsin Council of Teachers of English, Green Bay, WI.

Gomez, M. L. & Hamann, L. (1985, March). Images of technology in children's literature: Children, computers, and control. Paper presented at the annual meeting of the Wisconsin Council of Teachers of English.

### **PROFESSIONAL DEVELOPMENT ACTIVITIES**

A year-long series of professional development workshops for Whitehorse Middle School Teachers, Madison, WI. Focus; Developing a course on teaching reading to seventh grade "non-proficient readers". 2011-2012.

Principals Helping Principals. A year-long critically reflective monthly seminar for 11 elementary principals on school leadership co-led with Assistant Superintendent of Schools Susan Abplanalp. 2008 – 2010.

Teachers Helping Teachers. A monthly critically reflective seminar on literacy for 18 elementary teachers at Glendale Elementary School. 2008-2009.

How Can a Vista Volunteer Be a Parent and Child Advocate? A presentation to the Vista Volunteers of the Madison Metropolitan School District, August 21, & November 9, 2000.

Teachers Helping Teachers: Language Literacy for Young Children: Goals and Processes. A presentation to the Madison Metropolitan School District Reading Council (with Gloria Ladson-Billings), October 5, 2000.

Teachers Helping Teachers: Language and Literacy for Young Learners. This is a multi-year collaboration among myself, my colleague Gloria Ladson-Billings and primary teachers in the Madison Metropolitan School District. Monthly meetings among participants and classroom visits are dimensions of the project. The project aims to help teachers develop "best" practices of teaching reading and writing to all children, particularly focusing on those children having difficulty learning to write and write, many of whom are children living in poverty and who are children of color. 1996-.

Telling Stories of Science Teaching, Reflecting on How We Can Become More Culturally Congruent Teachers of Science. Institute for Multicultural Science Education. University of Wisconsin-Madison. Day-long meeting of science teacher institute participants, March 5, 1994.

Collaborating for Teacher Education for Diversity (with Gloria Ladson-Billings). Individual meetings with the school faculties of Hawthorne, Lapham, Leopold, Lincoln, and Marquette Elementary Schools. One or more meetings were held in each building between September-November, 1993.

Collaborating with Schools and Universities for Teacher Education and Staff Development (with B. R. Tabachnick, C. Miller & M. K. Johnson). A meeting between the faculty of the School of Education and the teachers of the Madison Metropolitan School District. Wisconsin Center for



Education Research, March 1992.

Rethinking Teaching and Assessment in the Language Arts. A series of six 2-hour inservices with teachers of Lowell Elementary School, Madison, WI. Fall, 1990 - Spring, 1991.

What Are Portfolios and How Can They Be Used in the Middle School? A presentation to the Marquette Middle School staff, Madison, WI, November, 1991.

Whole Language: What Is It? A half-day in-service for the Clinical Instructors in Communicative Disorders, UW-Madison, Department of Communicative Disorders, April, 1990.  
Teaching Writing in the Primary Grades. A day-long in-service for all primary grade teachers in the West Allis, WI schools, March, 1990

Teaching Diverse Learners, A Model of Writing Teaching. A series of model lessons with third grade classes at Lincoln Elementary School, Madison, WI, Fall, 1989 and winter 1990. Several books of children's work were produced as outcomes of this project.

Using Computers to Teach Writing in K-12 Classrooms. Two day-long presentations to 60 K-12 teachers at CESA centers in Wisconsin. Portage, WI, February, 1989. Milton, WI, March, 1989.  
Teaching Writing to Elementary-Aged Students with Computer Technology. A sectional of a half-day inservice for elementary grade teachers. Monona, WI, April, 1989.

Learning to Write with a Word Processor. A series of model teaching presentations to four 4th grade teachers and their classes. Lincoln Elementary School, Madison, WI, March-April, 1989.

Using Children's Literature to Teach Reading and Writing Skills to Pre-schoolers. A 2-hour presentation to mothers from the Somerset Circle Housing Project training to become licensed teachers' aides, June, 1989.

Using Peer Writing Guides to Teach Writing to Grade K-6 Classrooms. Half-day presentation to all elementary teachers, Milton, WI, August, 1989.

Teaching Writing Via A Process Approach. Half-day presentation to all teachers. Lincoln Elementary School, Madison, WI, October, 1989.

## **PROFESSIONAL SERVICE**

### **Department Activities**

Member, 2018-2019, Personnel Committee, (1-year term replacing member on sabbatical).

Member, 2018-2019, Professor John Rudolph, Post-Tenure Review Committee.

Chair, 2018-2019, Member, 2016-2017, Associate Professor Mariana Pacheco Review

Committee.

Chair, 2018-2019, Assistant Professor Gail Prasad Review Committee.

Member, 2016-2019, Associate Professor Dawnene Hassett Review Committee.

Chair, 1995 – 2015, Literacy Area.

Chair, 2005 - 2011, Member, 1987 – present, Elementary Education.

Chair, 2010 - 2016, Coordinating Council of Professionals in Education.

Member (2015). Committee on Departmental Workload.

Chair (ex officio) (2014). Committee to select an elementary education services coordinator.

Interim Director, 2010-2012; 2015-2018. Secondary English Education.

Committee Member, 2017-2018, 2011-2012, Susan J. Cellmer Chair in English Education Search Committee.

Chair, 2011-2012, After-School or Out of School Assistant Professor of Education.

Chair (appointed by the Dean) 2006 - 2010 , Department Representative, 2004 – 2006, Programs Committee, School of Education.

Chair, 2007-2008, Morgridge Chair, Literacy Search Committee.

Chair, 2008-2009, 2006-2007, Rethinking Elementary Education Committee, Elementary Education

Member 2007-2009, Salary Equity Committee, Department of Curriculum & Instruction.

Member, 2006 -2008, Minors Committee, Elementary Education.

Chair, 2005 - 2010, Review Committee, Assistant Professor Paula Wolfe.

Member, 2008 – 2010, Review Committee, Associate Professor Margaret Hawkins.

Member, 2004 - 2012, Review Committee, Assistant Professor, Catherine Compton-Lilly.

Member, 2009 - 2012 , Review Committee Assistant Professor Melinda Leko.

Member, 2017-2018, Search Committee for the Cellmer Chair in English Education.

Member, 2003 - 04, Search Committee for a faculty member in English Education.

Member, 2003 - 04, Search Committee for a faculty member in Reading Recovery.

Chair, 2007 – 2008, 1998 - 99, Literacy Area 10-Year Review.

Member, 2000 - 2001, Search Committee for faculty member in Mathematics Education.

Member, 1999 - 2000, Search Committee for faculty member in Literacy Education.

Member, 1998, Subcommittee on Foreign Language Education, Elementary Education Faculty.

Member, 1997 - 98, Subcommittee on Nominations for the Personnel Committee.

Member, 1997 - 98, Tenure Review Committee for Susan McMahon.

Member, 1996 - 99, Personnel Committee.

Member, 2008, 1995-997, Committee on Dual Certification in Elementary and Special Education.

Co-Director, 1993-1997, Teach for Diversity, A Master's degree with teacher certification (in grades 1-6) program grounded in principles of social justice and equity.

Co-Director, 1990-1992, Teach for Diversity, An experimental multicultural undergraduate program of teacher education.

Member, 1993-1994, Spanish Education Search Committee.

Member, 1993, Planning Committee for the 10-Year Review of Elementary Teacher Education.

Chair, 1987-1990; Member, 1987-1997, Ad Hoc Committee on Enrollment Policy for Elementary Education.

Member, 1987-1990, Elementary Planning Group.

Member, 1987-1996, Committee on Minority Student Affairs.

Student Advisor to Undergraduates of Color in the Teacher Certification Programs, 1988-1995.

Member, 1987-1991, 1999-2002, Graduate Programs Committee.

Founder and Member, 1989-1992, Multicultural Educators Group (a group of undergraduate students of color in the Department of Curriculum and Instruction who are prospective teachers).

Member, 1989-1990, 1992-1996, Pk-3 Committee.

Member, 1988-1991, Ad Hoc Committee on Minority Faculty Recruitment.

Member, 1990-1994, Ad Hoc Committee on Graduate Teacher Certification in Elementary Education.

Member, 1991 - , Committee on Reforming UW-Madison Secondary Teacher Education.  
Subcommittee Chair, 1993 - , Planning for the course Teaching for Diversity.

Chair, 1992-1997, Member, 1991- , . School of Education Committee on Student Awards and Recognition.

Advisor Regarding Language Arts Education, 1990-1992, Summer Science Institute for Students of Color.

### **University Activities**

Member, (2018-2019) Chicana/Latina Studies Area, Assistant Professor, Cluster Hire.

Member, (2018—2019) Chicana/Latina Studies, Assessment Committee for the Program Certificate.

Member, 2013 - 2016 Graduate Faculty Executive Committee, University of Wisconsin-Madison.

Member, 2013 – 2016 Bouchet Honorary Society Selection Committee.

Member, 2004 - , School of Education Committee on Awards and Honors.

Member, 2008 - 2016, Committee on Graduate Research Scholars, School of Education.

Member, 2011- 2012, School of Education Outreach and Partnerships Professional Learning Advisory Group.

Member, 2009 – 2014, Chair, 2010 – 2012. Kemper K. Knapp Bequest Committee.

Member, 2010, Multicultural Student Center Advisory Board.

Member, 2008 - 2012, Committee on Undergraduate Recruitment and Financial Aid.

Member, 2007-2008, Committee to Search for a Chancellor, UW-Madison.

Member, 2006 - 2010, Advisory Board, Morgridge Center for Service Learning.

Mentor, McNair Scholars: Yaribel Rodriguez, DeAna McCusky, Melissa Lipsitz.

Member, 2004 - 2008, University Honors Committee.

Member, 2004 – 2011, Committee on Academic and Nonacademic Misconduct.

Member, 2004 - 2005, Committee on New Admissions Policy, School of Education (appointed by the Dean).

Member, 2003-2004, 2004-2005, Committee to search for a new Director of the Wisconsin Center for Education Research (appointed by the Dean).

Member and Chair, 2001-2004 , Academic Affairs Subcommittee of Plan 2008, named by the Faculty Senate.

Member, 2000-2001, CIC Academic Leadership Program. Nominated by School of Education Dean (Selected by University Provost).

Member, 2000-2001, Committee on Institutional Cooperation/Academic Leadership Program.

Member, 2000- 2004, Planning & Implementation Leadership Group, Madison People Program.

Member, 2002, Search Committee for an Assistant Vice Chancellor for Student Affairs, School of Education.

Chair, 1997-2003, Council of University/School Partnership. (Appointed by the Chancellor).

Chair, 1996-1997, Interim Committee on University/Schools Partnership. (Appointed by the Chancellor).

Member, 1997-2000, Committee on Academic Affairs of Minority/Disadvantaged Students in the University.

Member, 1993 - 94, Course planning committee for the preparation of a video-based course on education that is multicultural to be shared across the University of Wisconsin System.

Member, 1987-1996, Steering Committee of the Coordinating Council of Teacher Education (CCTE).

Faculty Senator, 2005 - 2008, 1996-1999, 1990-1991 (to fill the term of John M. Antes, deceased).

Alternate Faculty Senator, 1987-1993 (for Ronald Allen, Thomas Barrett, Julia Koza).

Member, 1988-1993, Madison Plan Collaboration with Madison Metropolitan School District.

Member, 1989-1990, Interdisciplinary Committee on the Ph.D. In Composition and Text Studies.

Member, 1990 - 98, Board of Directors, Cooperative Children's Book Center.

Member, 1990-1991, School of Education Committee on Incorporating Wisconsin Indians into the Curriculum.

Member, 1990, Committee to Select New Director of the Office of Field Experiences for Educational Personnel, UW-Madison, School of Education.

Mentor, 1988-1990, University Mentor Program for Students of Color.

Chair, 1993 - 2004, Member, 1992-2004, School of Education Committee on Awards and Recognition.

### **State Activities**

Member, 2010 – National Writing Project Advisory Board Proposal Group.

Editor, 2009 – 2014. *Wisconsin English Journal*.

Director, 1995-1997, Wisconsin Writing Project.

Associate Director, 1987-1995, Wisconsin Writing Project.

Member, 1989-1992, Board of Directors, Wisconsin Council of Teachers of English (WCTE).

SLATE (policy) representative, 1989-1992, Wisconsin Council of Teachers of English.

Member, 1991-1992, Publications Committee, Wisconsin Council of Teachers of English.

Member, 1989-1990, Wisconsin Council of Teachers of English Committee to redirect the association's membership to better serve elementary and middle school teachers.

Chair, 1990, Meeting of Wisconsin English Teacher Educator's Meeting, WCTE annual state meeting, May 3, 1990.

### **Activities in National Professional Organizations**

Member, 2018 - , Special Interest Group Selection Committee, Outstanding Dissertation Award, SIG on Narrative inquiry, American Educational Research Association.

Member, 2018 (over 30 years of judging), Selection Committee, National Council of Teachers of English, Annual Essay Contest for Outstanding High School Student Writers 2018.

Member, 2018 - . Selection Committee, National Council of Teachers of English, Outstanding High School Literary Magazine.

Member, 2012 - 2013 , 2005 – 2007. Division K Teaching and Teacher Education. Committee to Select Early Career Award recipient, American Educational Research Association.

Chair, 2010-2012. Division K Teaching and Teacher Education. Committee to Select Mid-Career Award recipient, American Educational Research Association.

Chair, 2008, Section 9, Division K Teaching and Teacher Education. Program Committee for the 2009 annual meeting, American Educational Research Association.

Chair, 2008, Nominating Committee, Division B, American Educational Research Association, for a secretary for the division.

Member, 2003 – 2005, Division B Curriculum Studies, Outstanding Dissertation Award, American Educational Research Association.

Mentor, 1995 - 2010, Proposal writing for the annual meeting, Division K, American Educational Research Association meeting.

Reviewer, 1997 - , Program proposal submitted to Division C (Learning and Instruction) for the annual meeting of the American Educational Research Association.

Reviewer 1996 - , Program proposals submitted to Division G (Social Context of Education) for the annual meeting of the American Educational Research Association.

Member of Executive Committee, 1994 -1997, American Association for Teaching and Curriculum.

Member (invited), 1993-1995, Commission on Teacher Education for Teachers of Urban, Rural and Suburban Studies of Color, National Council of Teachers of English.

Affirmative Action Chair, 1992-1994, Division B, American Educational Research Association.

Judge, 1983-1985, 1987 - , National Council of Teachers of English (NCTE) Student Achievement Awards in Writing.

Member, 1985-1988, 1988-1991, Committee on Instructional Technology, National Council of Teachers of English; Chair, 1988-1991, Subcommittee on Equity.

Liaison, 1988-1991, to the Council of Exceptional Children from the NCTE Instructional Technology Committee.

Member, 1989-1990, Nominating Committee, NCTE Assembly on Computers in English.

Reviewer, 1990 - , Program Proposals submitted to Division K (Teaching and Teacher Education) for the annual meeting of the American Educational Research Association.

Reviewer, 1994 - , Program Proposals submitted to Division B (Curriculum) for the annual meeting of the American Educational Research Association.

### **Other Professional Activities**

Member, 1999, 2000, 2003. Review Committee for elementary principal applicants, Madison Metropolitan School District.

Member, April-May, 2000. Committee to select a new Assistant Superintendent of Schools for the West Area, Madison Metropolitan School District.

Member, April-May 1998, Committee to select a new Assistant Superintendent of Schools for the East Area, Madison Metropolitan School District.

Reviewer, 2013 - , Editorial Board Member, 2014 -2017, *Research in the Teaching of English*.

Reviewer, 1993, Editorial Board Member, 2013 - , *Teaching and Teacher Education*.

Reviewer, 2012 - , *Journal of Diaspora, Indigenous, and Minority Education*

Reviewer, 2010 – *ALAN Review of Children’s Literature*.

Reviewer, 2010 – *Emotion, Space, and Society*.

Reviewer, 2002 - , *Equity and Excellence in Education*.

Reviewer, 2002 - , *Journal of Research in Mathematics Education*.

Reviewer, 1997 - , *Curriculum Inquiry*.

Reviewer, 1997 - , *Review of Research on Education*.

Reviewer, 1996 – *Teachers College Record*.

Reviewer, 1995 - , *Written Communication*.

Reviewer, 1993 - , Member, 2002-2005, 1995-1998, Editorial Board, *Language Arts*.

Reviewer, 1992 - *American Educational Research Journal*.

Reviewer, 1992 - , *Journal of Curriculum Studies*.



Reviewer, 1990 - , *Journal of Teacher Education*.

Reviewer, 1990 - , *Teaching Education*.

Participant, May 17, 1994, National Forum on Assessment Indicator Meeting Sponsored by FAIRTEST, Madison, WI.

Member, April 2001. Committee to select new principal, West High School, Madison, WI.

Member, February 2000. Committee to select new Assistant Superintendent of Schools, Madison Metropolitan School District.

Judge, July 1994, Centro Hispano High School and College Student Essay Scholarship Competition.

Member, July 1994, Committee Rating Applications for the position of Assistant Superintendent for Instructional Services, Madison Metropolitan School District, Madison, WI.

Member, 1988-1990, School of Education Advisory Committee to the South Madison Neighborhood Community Center.

Member, 1989-1991, Madison Metropolitan School District Committee to Develop Portfolios for Elementary School Students.

### **Community Service Activities**

President & Member, 2002 – 2008. Kanopy Dance Board of Directors, Madison, WI.

Member, 2000 - 2001, Vice President of the Executive Committee West High School Parent/Teacher/Student Organization.

Member, 2000 – 2002, Dane County Fair Youth Foundation Board.

Member, 1997 - 2002, Dane County Youth Commission, Subcommittee on School Success, Subcommittee on the Youth Survey. (Appointed by Dane County Executive Kathleen Falk.)

Member, 1998-1999, Wingra School Committee on Independent Schools Accreditation Council, Subcommittee on Foreign Language, Wingra School, Madison, WI.

Member, 1997, Wingra School Future Planning Task Force, Wingra School, Madison, WI.

Member, 1995 -1997, Hispanic/Latino Task Force, Madison Metropolitan School District.

### **AWARDS AND RECOGNITION**

Favorite Professor Luncheon, 2012, Chi Omega Sorority, Inviting Undergraduate: Jessica Gimbel. Student in 375: Introduction to Education.

CIC Academic Leadership Program Fellow, 2000-2001.

Award for Outstanding Teaching, School of Education, UW-Madison, 1991.

Who's Who in American Education, Nominated 1991.

Who's Who in Hispanic Americans in the United States, Nominated 1990.

Advanced Opportunity Fellow, University of Wisconsin-Madison, 1982 - 83.

National Hispanic Scholarship Foundation Recipient, 1982.

### **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

National Council of Teachers of English

Phi Delta Kappa

Wisconsin Council of Teachers of English