Curriculum Vitae
Doris Luft Santos Baker

GENERAL INFORMATION

University Address:	Department of Special Education, Department of Curriculum and Instruction. College of Education, University of Texas at Austin. 1912 Speedway, Stop D5300, Austin, TX 78712.
Email Address:	doris.baker@austin.utexas.edu

Professional Preparation

2007	Ph.D., University of Oregon, Eugene, OR School of Education Focus: Educational Leadership Dissertation Title: *Relation between oral reading fluency and reading comprehension for Spanish-speaking students learning to read in English and Spanish*. Chair: Dr. Gerald Tindal
1988	M.A., San Diego State University, San Diego, CA History and Literature of the Americas Focus: Latin American Studies
1985	B.S. Universidad Iberoamericana, Mexico City, Mexico Major: Psychology Focus: Community Psychology Honorable Mention

Research Interests

My primary research interest is to develop and test interventions that improve the academic outcomes of English learners, particularly Spanish-speaking English learners, and native Spanish speakers using evidence-based practices and technology. Tightly connected to this interest is the development of formative assessments that can measure student academic growth, the examination of the effect of parental support on their children's academic outcomes, and the enhancement of teacher pedagogical practices and content knowledge.

Professional Experience

2025—present	**Research Associate,** Department of Special Education, and Department of Curriculum & Instruction; Sanchez College of Education, University of Texas at Austin (UT at Austin)

2020 – 2025	**Associate Professor,** Department of Special Education, and Department of Curriculum & Instruction; Sanchez College of Education, University of Texas at Austin (UT at Austin)
2019 – 2020	**Co-Director of the PhD program**, Simmons School of Education, Southern Methodist University (SMU)
2018 – 2020	**Associate Professor**, Department of Teaching and Learning, SMU.
2014 – 2020	**Director of the Master in Bilingual Education**, Simmons School of Education, SMU
2013 – 2018	**Assistant Professor,** Department of Teaching and Learning. Simmons School of Education & Human Development, SMU.
2012 – 2013	**Visiting Professor,** Department of Teaching and Learning, Simmons School of Education & Human Development, SMU.
2008 – 2012	**Research Associate,** Center on Teaching & Learning; University of Oregon.
2005 – 2008	**Regional Coordinator,** Oregon Reading First; Eugene, OR.
2005 – 2008	**Director of Research,** Dynamic Measurement Group; Eugene, OR.
2003 – 2007	**Graduate Research Assistant, Project Coordinator,** College of Education, University of Oregon.
1995 – 2003	**Spanish Senior Instructor,** Department of Romance Languages, University of Oregon.
1998	**Resident Director**. University of Oregon Study Abroad Program in Querétaro, Mexico.
1992 – 1997	**Supervisor Third Year Spanish Courses***,* Department of Romance Languages, University of Oregon.
1989 – 1995	**Spanish Instructor,** Department of Romance Languages, University of Oregon.
1990	**Resident Director and Instructor,** University of Oregon Study Abroad Program at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) in Querétaro, Mexico.
1986 – 1988	**Graduate Teaching Assistant,** San Diego State University, San Diego, CA.
1984	**Research Assistant***,* El Colegio de México, Mexico City.
1983 – 1984	**Research Assistant,** Amnesty International, Mexico City.

HONORS AND AWARDS

2022 – 2023	Leadership Fellow Award, College of Education, UT Austin. The award is intended to build leadership skills, and it includes a course release.
2021	Research Reboot Award ($10,000). College of Education, UT Austin.
2020	Fulbright award to Chile, spring 2020
2019	Technology, Instruction, Cognition, and Learning (TICL) award for the international collaboration with researchers in Finland, American Education Research Association
2019	Kirk award for excellence in a research publication in *Learning Disabilities, Research and Practice;* Division of Learning Disabilities, Council for Exceptional Children
2019	Travel award to attend AERA in Toronto, Canada, SMU University Research Council
2018	Sam Taylor Fellowship Award
2014	Research and travel fund to Finland award. *Science Across Virtual Institutes* (SAVI) project, National Science Foundation
2012	2011 Article of the Year Honorable Mention, School Psychology Review
2008	Distinguished Dissertation Award. International Reading Association
2002	Instructor of the Year Award, Department of Romance Languages, University of Oregon
1988	Scholarship for outstanding academic performance, San Diego State University
1985	Honorable Mention, Universidad Iberoamericana, Mexico City

SCHOLARLY OR CREATIVE ACTIVITIES

Publications

Published Peer Reviewed Journal Articles

[S] = Manuscripts written with graduate students

Baker, D. L., Palma, J., & Smolkowski, K., (2026). Effects of Bilingual Letter Sound Knowledge and Word Automaticity in Spanish and in English on Reading

Comprehension for First Grade Bilingual Students. *Sage Open,* 16(1). https://doi.org/10.1177/21582440261427727

Garcia Isaza, A., Schwartz, S. J., Lorenzo-Blanco, E., Fuentes-Balderrama, J., **Baker, D. L.,** Eddy, J. M., McClure, H. H., & Martinez, C. R., Jr. (2026). Structural and relational parental practices among Latino immigrant families: Predicting youth school engagement and parent self-efficacy to navigate the school. *Journal of Latinos and Education*, 1–14. https://doi.org/10.1080/15348431.2025.2611381

Kowalkowski, H. P., Palma, J., Herrera, C[S]., **Baker, D. L.** Wu, Z., [S] & Larson, E. (2025). Advancing Formative Assessment: Using Natural Language Processing Within a Sociocultural Context to Measure Multilingual Student Science Word Knowledge. *Education Sciences*, *15*(0), x. https://doi.org/10.3390/xxxxx

Kowalkowski, H. [S], Sha, H. [S], Moradibavi, S. [S], & **Baker, D**. **L.** (2025). Navigating the science education landscape: teacher beliefs about supporting multilingual students. *Journal of Multilingual and Multicultural Development*, 1–19. https://doi.org/10.1080/01434632.2025.2579839

Arizmendi, G.D., Palma, J., **Baker, D. L.** (2025). Predicting science and social studies vocabulary learning in Spanish English bilingual children. *Language, Speech, and Hearing Services in the Schools.* https://doi.org/10.1044/2025_LSHSS-24-00045

Baker, D. L., Moradibavi, S. [S], Huang, Y. [S] & Sha, H. [S] (2025). Effects of vocabulary interventions on science vocabulary and comprehension outcomes: A meta-analysis. *Research in Science Education.* https://doi.org/10.1007/s11165-025-10236-2

Crespo, P., Jimenez, J., Rodriguez, C., **Baker, D. L.,** Cabrera, J. (2025). Decoding Strategies in Spanish First-Grade students at risk of reading difficulties, *Learning Disability Quarterly*.

Baker, D. L., Le, N., Basaraba, D. L., & Herrera, C[S]. (2024). Dynamic interaction between text characteristics, order and time of assessment in bilingual student reading efficiency in Spanish and in English. *School Psychology Review*. https://doi.org/10.1080/2372966X.2024.2398986

Baker, D. L., & Santoro, L. (2023). Quality Read Alouds Matter: **How** you teach is just as Important as **What** you Teach. *The Reading Teacher.* https://doi.org/10.1002/trtr.2241

Wu, Z. [S], Larson, E., Sano, M., **Baker, D. L.,** Gage, N.,[S] and Kamata, A. (2023). Towards Scalable Vocabulary Acquisition Assessment with BERT. In *Proceedings of the Tenth ACM Conference on Learning @ Scale (L@S '23).* Association for Computing Machinery, New York, NY, USA, 272–276. https://doi.org/10.1145/3573051.3596170

Baker, D. L., Park, Y., & Andress, T. [S.] (2023). Longitudinal predictors of bilingual language proficiency, decoding, and oral reading fluency on reading comprehension in Spanish and in English. *School Psychology Review*, *52*(4), 421–434. https://doi.org/10.1080/2372966X.2021.2021447

Baker, D. L., Crespo, P., Monzalve, M., Garcia, I.[S], & Gutiérrez, M. (2022). Relation between the essential components of reading and reading comprehension in monolingual Spanish-speaking children: A Meta-analysis. *Educational Psychology Review, 34(4),* pp. 2661-2696, https://doi.org/10.1007/s10648-022-09694-1

Coyne, M. D., McCoach, D. B., Loftus-Rattan, S., **Baker, D. L.,** & Ware, S (2022). Long-term effects of kindergarten vocabulary instruction and intervention on target vocabulary knowledge through 2nd grade. *Topics in Language Disorders.*

Baker, D. L., Cummings, K., & Smolkowski, K. (2022). Diagnostic accuracy of Spanish and English screeners with Spanish and English criterion measures for bilingual students in grades 1 and 2. *Journal of School Psychology (92), pp. 299-323,* https://doi.org/10.1016/j.jsp.2022.04.001

Coyne, M., McCoach, B., Ware, S., Loftus-Rattan, S., **Baker, D. L.,** Santoro, L., & Oldham, A. (2022). Supporting vocabulary development withing a multitiered system of support: Evaluating the efficacy of a supplementary kindergarten vocabulary intervention. *Journal of Educational Psychology*. Advance online publication. https://doi.org/10.1037/edu0000724

Baker, D. L., McCoach, B. D., Ware, S., Coyne, M. D., & Rattan, S. M. (2021). Effects of Spanish vocabulary knowledge on the English word knowledge and listening comprehension of bilingual students. *International Journal of Bilingual Education and Bilingualism*. https://doi.org/10.1080/13670050.2021.1908219

Cummings, K.D., Smolkowski, K., & **Baker, D. L.** (2021). Comparison of literacy screener risk selection between English proficient students and English learners. *Learning Disability Quarterly, 44*(2). https://doi.org/10.1177/0731948719864408

Baker, D. L., Ma, H[S]., Polanco, P[S]., Conry, J[S]., Kamata, A., Al Otaiba, S., Ward, W., Cole, R. (2021). Development and Promise of a Vocabulary Intelligent Tutoring System for Second-Grade Latinx English Learners. *Journal of Research on Technology in Education*, *(53)*2, 223-247, DOI: 10.1080/15391523.2020.1762519

Connor, C. [S], **Baker, D. L.,** & Allor, J. (2020) Multiple language exposure for children with autism spectrum disorder from culturally and linguistically diverse communities. *Bilingual Research Journal,* 43(3, 286-303, DOI: 10.1080/15235882.2020.1799885

Baker, D. L., Santoro, L., Biancarosa, G., Baker, S. K., Fien, H., & Otterstedt, J. (2020). Effects of a Read Aloud Intervention on First Grade Student Vocabulary, Listening Comprehension, and Language Proficiency. *Reading and Writing, An Interdisciplinary Journal 3*(10), pp. 2697-2724. https://doi.org/10.1007/s11145-020-10060-2

Sano, M., **Baker, D. L.,** Collazo, M., Le, N[S]., & Kamata, A. (2020). Measuring the expressive language and vocabulary of Latino English Learners using hand transcribed speech data and automated scoring. *International Journal of Intelligent Technologies and Applied Statistics, (13)*3, pp. 229-255, https://doi:10.6148/IJITAS.202009_13(3).0003.

Baker, D. L., Ma, H[S.], & Gallegos, E. (2019). Increasing parental knowledge through workshops on early childhood programs, home literacy, and technology use. *Bilingual Research Journal, 42.* pp. 491-509. https://doi:10.1080/15235882.2019.1666755

Baker, D. L., Azcárraga, M., Pomes, M.P., Smolkowski, K., & Lepe, N. (2019). Exploring the effects of an explicit Spanish vocabulary intervention to teach words in depth to second grade students in Chile. *Reading and Writing Quarterly* pp. 204-224. https://doi.org/10.1080/10573569.2018.1523763.

Coyne, M. D., McCoach, D. B., Ware, S., Austin, C., Loftus, S., & **Baker, D. L.** (2019). Racing against the vocabulary gap: Matthew effects in early vocabulary instruction and intervention. *Exceptional Children, 5*(2) pp. 163-179. https://doi.org/10.1177/0014402918789162

Baker, D. L., Richards-Tutor, C., Sparks, A.[S], & Canges, R. (2018). Review of single subject research examining the effectiveness of interventions for at risk English learners. *Learning Disabilities Research and Practice, 33*(2), 64-74. https://doi: 10.1111/ldrp.12160.

Hautala, J., **Baker, D. L.,** Keurulainen, A., Ronimus, M., Richardson, U., & Cole, R. (2018). Improving Early Science learning through Multimedia Explanations and Feedback on Spoken Questions with a Virtual Tutor. *Educational Technology Research and Development, 66*(2). https://doi.org/10.1007/s11423-017-9558-6.

Crespo, P., Jiménez, J., Rodríguez, C., **Baker, D. L.,** Park., Y. (2018). Differences in growth reading patterns for at-risk Spanish-monolingual children as a function of a tier 2 intervention. *The Spanish Journal of Psychology.*

Polanco, P.[S], **Baker, D. L.** (2018). Transitional Bilingual Education and Two-Way Immersion Programs: Comparison of Reading Outcomes for English Learners in the United States. *Athens Journal of Education.* https://www.athensjournals.gr/education/2018-1-X-Y-Polanco.pdf

Baker, D.L., Basaraba, D., Smolkowski, K., Conry, J.[s], Hautala, J., Richardson, U., English, S., & Cole, R. (2017). Exploring the cross-linguistic transfer of reading skills in Spanish to English in the context of a computer adaptive reading intervention. *Bilingual Research Journal 40*(2), 222-239. https://doi.org/10.1080/15235882.2017.1309719

Baker, D.L., Basaraba, D., Polanco, P[S]. (2016). Connecting the present to the past: Furthering the research on bilingualism and bilingual education. *Review of Research in Education* Centennial Volume *40*(1), 821-883. https://doi.org/10.3102/0091732X16660691

Richards-Tutor, C., **Baker, D.L.,** Gersten, R., Baker, S. K., & Smith, J.M. (2016). The effectiveness of reading interventions for English Learners: A research synthesis of studies published since 2000. *Exceptional Children, 82*(2), pp. 144-169*,* https://doi.org/10.1177/0014402915585483

Baker, D.L., Mogna, V[S]., Rodriguez, S.[S], Farmer, D. & Yovanoff, P. (2016). Building the oral language of young Hispanic Children through interactive read alouds and vocabulary games in preschool and at home. *Journal of International Special Needs Education, 19*(2), 81-94.

Baker, D. L., Burns, D.[S], Kame'enui, E., Smolkowski, K. & Baker, S.K. (2015). Does small group explicit instruction support the transition from Spanish to English reading instruction for first grade English Learners at risk for reading difficulties. *Learning Disability Quarterly,39*(4), pp. 226-239. https://doi10.1177/0731948715616757.

Baker, D. L., Santoro, L., Ware, S., Cuellar, D, Oldham, A., Cuticelli, M, Coyne, M., Loftus-Rathan, S., & McCoach, B. (2015). Understanding and Implementing the Common Core Vocabulary Standards in Kindergarten. *Teaching Exceptional Children 47*(5), 264-271, https://doi: 10.1177/0040059915580028.

Baker, D. L, Biancarosa, G., Park, B. J.[S], Bousselot, T., Smith, J., Baker, S. K., Kame'enui, E. J., Alonzo, J., & Tindal, G. (2015). Validity of CBM measures of oral reading fluency and reading comprehension on high-stakes reading assessments in grades 7 and 8. *Reading and Writing: An Interdisciplinary Journal 28*(1), 57-104, https://doi: 10.1007/s11145-014-9505-4.

Correa, V., Lo, Y., Godfrey-Hurrell, K., Swart, K, & **Baker, D.L.** (2015). Effects of adapted dialogic reading on oral language and vocabulary knowledge of Latino preschoolers at risk for English language delays. *Multiple Voices for Ethnically Diverse Exceptional Learners 15*(2), 3-21. https://doi.org/10.5555/2158-396X.15.2.3

Cena, J.[S], **Baker, D. L.**, Kame'enui, E. J., Baker, S. K., Park, Y., & Smolkowski, K. (2013). The impact of a systematic and explicit vocabulary intervention in Spanish

with Spanish-speaking English learners in first grade. *Reading and Writing: An Interdisciplinary Journal, 26,* 1289-1316*,* https://doi 10.1007/s11145-012-9419-y.

Baker, D. L., Park, Y., Baker, S. K., Basaraba, D., Kame'enui, E., & Beck, C. (2012). Effects of a paired bilingual reading program on the reading performance of English learners in grades 1-3. *Journal of School Psychology, 50*(6), 737-758. http://dx.doi.org/10.1016/j.jsp.2012.09.002.

Baker, D. L., Park, Y., & Baker, S. K. (2012). The reading performance of English learners in grades 1 to 3: The role of initial status and growth on reading fluency in Spanish and English. *Reading and Writing: An Interdisciplinary Journal*, 25, 251–281, DOI: 10.1007/s11145-010-9261-z.

Baker, D. L., Stoolmiller, M., Good, R. H., & Baker, S. K. (2011). Effects of reading comprehension on passage fluency in Spanish and English for second-grade English language learners. *School Psychology Review, 40*(3), 331–351.

Fien, H., Smith, J. L. M., Baker, S. K., Chaparro, E. A., **Baker, D. L.**, & Preciado, J., (2011). Including English learners in a multi-tiered approach to early reading instruction and intervention. *Assessment for Effective Intervention, 36*(3), 143–157, DOI: 10.1177/1534508410392207.

Jiménez, J. E., **Baker, D. L.,** Rodriguez, C., Crespo, PS., Artiles, C, & Alfonso, M. (2011). Evaluación del progreso de aprendizaje en lectura dentro de un modelo de Respuesta a la Intervención (RTI) en la comunidad autónoma de Canarias [Evaluation of the reading growth within a Response to Intervention model in the autonomous community of the Canary islands in Spain]. *Escritos de Psicología, 4*(2), 11–19. DOI:10.5231/psy.writ.2011.1207.

Baker, D. L., Park, Y., & Baker, S. K. (2010). Effects of initial status and growth in pseudoword reading on Spanish reading comprehension at the end of first grade. *Psicothema,* 22, 955–962.

Baker, D. L., Ketterlin-Geller, L. (2010, December/January). Conceptualizing a schoolwide bilingual literacy model: Closing the achievement gap through systematic formative assessment. *NABE News 32*(2), 6–9.

Baker, S. K., Fien, H., & **Baker, D. L.** (2010). Robust reading instruction in the early grades: Conceptual and practical issues in the integration and evaluation of tier 1 and tier 2 instructional supports. *Focus on Exceptional Children, 42*(9), 1–20.

Smith, J. L. M., **Baker, D. L.** & Santoro, L. E. (2009, January/February). Early intervention in bilingual education: Teaching phonological awareness in Spanish. *NABE News, 31*(2), 5–6, 9–14, 27–28.

Published Book Chapters

Baker, D. L., Huang, Y. [S], Herrera, C. B. [S], Moradibavi, S. [S], & Sha, H. [S] (2025). Effects of language components on language and reading comprehension. In R. D. Silverman & K. Keane (Eds.), *Best Practices for Supporting PK-6 Language and Reading Comprehension;* NY: Guilford Publications.

Baker, D. L., Basaraba, D.L., & Richards-Tutor, C., (2018). An introduction to second language acquisition: The role of academic English across content areas. In Doris L. Baker, Cara Richards-Tutor, & Deni Basaraba (Eds.), *Second Language Acquisition: Methods, Perspectives, and Challenges.* New York: Nova Science Publishers.

Baker, D. L., Basaraba, D., Polanco, P.[S], & Sparks, A.[S], (2018). Linking theory to practice: review of empirical studies on the effects of second language acquisition instructional strategies and interventions on content area outcomes. In Doris L. Baker, Cara Richards-Tutor, & Deni Basaraba (Eds.), *Second Language Acquisition: Methods, Perspectives, and Challenges.* Nova Science Publishers.

Baker, D. L., Richards-Tutor, C., Gersten, R., Baker, S. K., & Smith, J. (2017). Building Literacy for English learners within Response to Intervention. In Emilia C. Lopez, Sara G. Nahari, and Sherrie L. Proctor (Eds.), *The Handbook of Multicultural School Psychology. An Interdisciplinary Perspective,* 2nd Edition.

Baker, D. L., Al Otaiba, S., Ortiz, M.[S], Correa, V., & Cole, R. (2014). Vocabulary development and intervention for English Language Learners in the early grades. In J. Benson (Ed.), *Advances in Child Development and Behavior, vol. 46,* 281-338. San Diego, CA: Elsevier. DOI:10.1016/B978-0-12-800285-8.00010-8

Baker, D. L., & Baker, S. K. (2009). Second language acquisition. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia* (782–786). Detroit: Macmillan Reference USA.

Baker, S. K., & **Baker, D. L.** (2008). English learners and response to intervention: Improving quality of instruction in general and special education. In E. L. Grigorenko (Ed.), *Educating individuals with disabilities: IDEA 2004 and beyond* (249–273). New York: Springer.

<u>Published Books</u>

Baker, D. L., Basaraba, D., & Richards-Tutor, C. (Eds., 2018). *Second Language Acquisition. Methods, Perspectives, and Challenges.* New York: Nova Science Publishers. ISBN: 978-1-53614-305-8

Baker, D. L. (2008). *Interpreting the process of becoming biliterate: Analyzing the relation between oral reading fluency and comprehension for Spanish-speaking*

students learning to read in English and Spanish. Saarbrücken: VDM Verlag Dr. Müller.

Published Curriculum Materials

Baker, D. L., Allor, J., & Minden-Cupp, C. (2016). Bookshop Fonética Grado K. New York, New York: Mondo.

Baker, D. L., Allor, J., & Minden-Cupp, C. (2016). Bookshop Fonética, Primer Grado. New York, New York: Mondo.

Assessments

Baker, D. L., Good, R. H., Knutson, N., & Watson, J. M. (Eds., 2006). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from https://dibels.uoregon.edu/measures/

Baker, D. L., & Good, R. H. (2006). Fluidez en el Relato Oral [Oral Retell Fluency]. In **D. L. Baker**, R. H. Good, N. Knutson, & J. M. Watson (*Eds.), Indicadores dinámicos del éxito en la lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from https:// dibels.uoregon.edu/measures/

Baker, D. L., Good. R.H., Castro Olivo, S. & Sanford, A. (2006). Fluidez en el uso de las palabras [Word Use Fluency]. In **D. L. Baker**, R. H. Good, N. Knutson, & J. M. Watson (*Eds.), Indicadores dinámicos del éxito en la lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from https://dibels.uoregon.edu/measures/

Baker, D. L. Good, R. H., Mross, A. P., McQuilkin E., Watson, J. M., Chaparro, E. A., Blanco-Vega, C. Castro Olivo, S. Preciado, J. & Sanford, A. K. (2006). Fluidez en la lectura oral [Oral Reading Fluency]. In **D. L. Baker**, R. H. Good, N. Knutson, & J. M. Watson (*Eds.), Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from https://dibels.uoregon.edu/measures/

Baker, D. L., Knutson, N., Good. R. H., & Plasencia-Peinado, J. (2006). Fluidez en la segmentación de fonemas [Phonemic Segmentation Fluency]. In **D. L. Baker**, R. H. Good, N. Knutson, & J. M. Watson (*Eds.), Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from https://dibels.uoregon.edu/measures/

Plasencia-Peinado, J., **Baker, D. L.**, & Good, R.H. (2006). Fluidez en nombrar letras [Letter Naming Fluency]. In **D. L. Baker**, R. H. Good, N. Knutson, & J. M. Watson (*Eds.), Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from https://dibels.uoregon.edu/measures/

Plasencia-Peinado, J., **Baker, D. L.**, Good, R. H., & Peinado, R. (2006). Fluidez en las palabras sin sentido [Nonsense Word Fluency]. In **D. L. Baker**, R. H. Good, N. Knutson, & J. M. Watson (*Eds.), Indicadores Dinámicos del Éxito en la Lectura*. Eugene, OR: Dynamic Measurement Group. Retrieved from https://dibels.uoregon.edu/measures/

Manuscripts Under Review

Kowalkowski, H., de Souza, S., Moradibavi, Sh., & **Baker, D.** (2026). Scaffolding Science Literacy: Vocabulary and Formative Assessment Within MTSS for Multilingual Learners. *Science & Children.* Accepted.

Manuscripts in Preparation

Baker, D. L., Huang, Y., [S] Peng, Peng., Moradibavi, S[S]., Herrera, C. [S], & Sha, H. *Review of language interventions for English learners: a Meta-analysis*.

Palma, J., Herrera, C., **Kowalkowski, H.,** & Baker, D. L. (2026). Evaluating Sociocultural Influences on Student Interpretation of a Science Vocabulary Measure: The Utility of a Coding Rubric.

Technical Reports

Durán, L., Basaraba, D. L., **Baker, D. L.,** & O'Brien, G. (2023). *The importance of dual language assessment in early literacy* [White paper]. New York: Amplify Education.

Baker, D. L., (2019, June). *Summary of the Literature on Second Language Acquisition and STEM Learning.* Brief presented to the Model School Leadership Team, Dallas, TX: Department of Teaching and Learning, Southern Methodist University.

Baker, D. L., & Gallegos, E. (2016, July). *Final report on the Development, Feasibility and Promise of the Hispanic Families Network.* Technical Report presented to the Dallas Morning News and the Knight Foundation. Dallas, TX: Department of Teaching and Learning, Southern Methodist University.

Baker, D. L. (2014). *Report on the Development and Implementation of the LINK Professional Development Modules for Parents and Teachers of Bilingual Head Start Children.* Technical Report presented to the Oregon Child Development Coalition. Department of Teaching and Learning, Southern Methodist University.

Baker, D. L., Baker, S. K., Katz, R. & Otterstedt, J. (2009). *Performance of English learners in Oregon Reading First across three years of implementation (2003-2006).* Technical Report. Eugene, OR: Center on Teaching and Learning.

Baker, D. L. (2008). *Validez predictiva y de criterio de los Indicadores Dinámicos del Exito en la Lectura (IDEL) en México.* [Predictive and criterion validity of the *Indicadores Dinámicos del Exito en la Lectura (IDEL)* in Mexico]. Technical Report presented to the Department of Education of the State of Guanajuato on 10/20/2008. Eugene, OR: Center on Teaching and Learning.

Baker, S. K., Smith, J. L. M., Fien, H., Otterstedt, J., Katz, R., **Baker, D. L.,** Thomas-Beck, C. (2007). *Three year Oregon Reading First report: Impact and implementation*. Eugene, OR: Oregon Reading First Center.

Baker, D. L., Cummings, K. D., Good, R. H., & Smolkowski, K. (2007). *Indicadores Dinámicos del Éxito in la Lectura* (*IDEL®): Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade.* Technical Report No.1. Eugene, OR: Dynamic Measurement Group. Retrieved from https://dibels.uoregon.edu/techreports/IDEL_Instructional_ Rec.pdf

Cummings, K. D., **Baker, D. L.**, & Good, R. H. (2006). Guía en inglés para la administración y calificación de IDEL. [English guide for the administration and scoring of IDEL]. In **D. L. Baker**, R. H. Good, N. Knutson, & J. M. Watson (*Eds.), Indicadores Dinámicos del Éxito en la Lectura* (7th Ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from https://dibels.uoregon.edu/measures/

Other Publications

Baker, D. L. (2023—November). 1. Bridging Languages: Supporting Bilingual Students for Success. The Podcast: *https://www.boomplay.com/episode/5629479*

Santoro, L.E. & **Baker, D. L.** (2023–October*).* The science of teaching English learners. *Principal Magazine 102*(5)*.* https://www.naesp.org/resource/the-science-of-teaching-reading-to-english-learners/

Baker, D. L., (2022). S5-E4. What bilingualism can teach us. *Science of Teaching Reading,* The Podcast: *https://amplify.com/episode/science-of-reading-the-podcast/season-5/episode-4-what-bilingualism-can-teach-us-with-dr-doris-baker/*

Baker, D. L. (2022). Evidence-based practices to build language acquisition and reading development in bilingual learners. *Learning Ally blog:* https://learningally.org/Solutions-for-School/Educator-Blog/evidence-based-best-practices-build-language-acquisition-and-reading-development-in-bilingual-learners

The Meadows Center for Preventing Educational Risk. (2021). *10 key practices for teaching reading in English-Spanish bilingual programs.* https://utexas.box.com/s/jz1zhy8cxdniu4cc4sobksimj15jqs9b (lead author)

Santoro, L., & **Baker, D. L.** (2020). E18. Read alouds using a structural layering approach with Dr. Doris Baker and Dr. Lana Santoro. *Teaching Literacy Podcast:* https://teachingliteracypodcast.com/e18-read-alouds-using-a-structural-layering-approach/

Baker, D. L. (May, 2018). Three-minute video on the *English Language Vocabulary Acquisition Project* at http://stemforall2018.videohall.com/presentations/1202

Baker, D. L. (April, 2015) ¿Por qué inscribir a sus hijos en el preescolar? [Why register your child for preschool?] Article published in the Dallas Morning News/ Al Día Supplement.

Baker, D. L. (March, 2014). Blog on my experience in Finland from the SAVI award. (http://www.innovationsforlearning.net/) retrieved on May 12, 2017.

Baker, D. L. & Szurmuk, M. (2002). Conexiones universidad-escuela: Una experiencia de colaboración con estudiantes latinos en Oregon [Connections school-university: A collaborative experience with Latino students in Oregon.]. In *Proceeds of the VII Latin American Conference on the Development of Reading and Writing.* Department of Elementary and Teacher Education, Mexican Department of Education.

Other Curriculum Materials Available Online

Baker, D. L. (2015) Understanding the Relation Between Spanish and English Reading Development.

Baker, D. L. (2015) Vocabulary Instruction for English Learners.

Baker, D. L., Cuellar, D. (2014). Spanish adaptation of *Early Learning in Mathematics*. Center on Teaching and Learning, University of Oregon; https://dibels.uoregon.edu/market).

Baker, D. L., Cuellar, D. (2014). Spanish adaptation of *ROOTS,* a mathematics intervention for kindergarten. Center on Teaching and Learning, University of Oregon; https://dibels.uoregon.edu/market).

Baker, D. L., Cuellar, D. (2014). Spanish translation of *FUSION,* a mathematics intervention for first grade students. Center on Teaching and Learning, University of Oregon; https://dibels.uoregon.edu/market).

Baker, D. L. (2014). *Sistema para la Enseñanza de los Componentes Esenciales de la Lectura, SECEL,* a Spanish adaptation of: Dissen, C., Smith, J., Santoro, L. E., Travers, P., Baker, S. K., Fien, H., & Kame'enui, E. J. (2013). Moving Up! Literacy: Enhancing Core Reading Instruction. Eugene, OR: University of Oregon. Retrieved from https://dibels.uoregon.edu/market/movingup/ecri/

Baker, D. L. (2011). Adaptation of the *Oregon Literacy Plan* for English learners. Oregon Department of Education: http:// www.ode.state.or.us/search/page/?id=3325

Baker, D.L. (2011). Adaptation of the *Oregon K-12 Literacy Framework: Writing for English learners*. Oregon Department of Education: http://www.ode.state.or.us/search/page/?id=3514

Baker, D. L. (2007-2008). *Spanish Materials of Explicit Instruction to be Used with Houghton Mifflin Lectura*. Oregon Reading First: http://oregonreadingfirst.uoregon.edu/

Baker, D. L (2006–2008). *Tarjetas para la Instrucción Explícit*a. Eugene, OR: Center on Teaching and Learning, University of Oregon.

Baker, D. L. (2007). *Training Materials for the Indicadores Dinámicos del Exito en la Lectura* (IDEL™). Dynamic Measurement Group, Eugene, OR: Dynamic Measurement Group.

GRANTS AND CONTRACTS

Funded Federal Grants

2024 – 2028 Title: *Transforming the Learning of Science for Second Grade Latinx Students through Meaningful Interactions using Technology Outside of School (Project MITOS)* S411B230036
Funder: Education Innovation Research, US Department of Education.
Funding: $8,000,000
Principal Investigator: Doris L. Baker; Co-Investigators: Letti Grimaldo, Paul Toprac, Eric Larson

2020 – 2025 Title: *MEasuring the Language and Vocabulary Acquisition in Science of Latinx Students Using Speech Recognition and Automated Scoring* (Project MELVA-S for short) R305A170455.
Funder: Institute of Education Sciences
Funding: $1,399,977
Principal Investigator: Doris L. Baker; Co-Investigators: Akihito Kamata, Eric Larson

Additional funding received on August 2024: $**289,592** from IES to offset delays in data collection because of the pandemic.

2020 – 2026 Title: *Iterative Replication of Read Well in First Grade* (Project IR2RW)
Funder: Institute of Education Sciences
Funding: $3,999,930
Principal Investigator: Emily Solari, University of Virginia
Co- Investigators: Doris L. Baker, Catherine Richards-Tutor, Vivian Wong.

2014 – 2018 Title*: English Learner Vocabulary Acquisition (ELVA): Promoting the Vocabulary and Language Proficiency of Spanish Speaking English Learners in Second Grade.*
Funder: Institute of Education Sciences #R305A140471
Funding: $1,499,586
Principal Investigator: Doris L. Baker
Co-Pis: Stephanie Al Otaiba, Ron Cole, Wayne Ward.

2011 – 2015 Title: *Project Early Vocabulary Intervention*. (*EVI*).
Funder: Institute of Education Sciences #R324A110135
Funding: $4,097,835
Principal Investigator: Michael Coyne
Co-Investigator: Doris L. Baker, PI on the sub award to SMU.

2012 – 2013 Title: *Graphogame and MindStars Books: Global Cyber Tools for Improving Young Learner's Reading Comprehension, Scientific Discourse and STEM Learning (Project MindStars).*
Funder: National Science Foundation #: 0733323
Funding: $72,775
Principal Investigator: Ron Cole
Co-Investigator: Doris L. Baker, PI on the sub award to SMU.

2007 – 2012 Title: *Reading Interventions with Spanish-Speaking Students: Maximizing Instructional Effectiveness in English and Spanish (SETR).*
Funder: Institute of Education Sciences # R305B070005
Funding: $3,498,216
Principal Investigator: Scott Baker
Co-Investigator: Doris L. Baker, Sylvia Linan-Thompson, Lana Santoro.

Funded Non-Federal Grants

2019 – 2020 Title: Preparation of Tools for the Fulbright Research Project in Chile titled: *Building the Early Reading Skills of young Chilean Students in an*

Inclusive Context (Desarrollo de las destrezas iniciales de lectura en un contexto de inclusividad, Proyecto DILCI).
Funder: University Research Council, SMU
Funding: $9,430
Principal Investigator: Doris L. Baker

2018 – 2019 Title: Tra*nscription Analysis and Automated Scoring Development* (TAASD) for the English Learner Vocabulary Acquisition Project
Funder: University Research Council, SMU
Funding: $7,100
Principal Investigator: Doris L. Baker

2017 – 2019 Title: *Development of a Prototype of a Mobile HTML5 App Using a Social Studies Unit of the English Learner Vocabulary Acquisition Project (ELVA 2.0).*
Funder: University Research Council, SMU
Funding: $7,437
Principal Investigator: Doris L. Baker

2014 – 2016 Title: *Hispanic Families Network Development and Evaluation Project*
Funder: John S., and James L. Knight Foundation
Funding: $58,466
Principal Investigator: Doris L. Baker

2014 – 2015 Title: *Linking Teachers and Families of Latino Preschoolers at Risk for Language Disabilities, a Follow-up Study.*
Funder: Oregon Childhood Development Coalition, Oregon
Funding: $6,985
Principal Investigator: Doris L. Baker

2014 – 2015 Title: *Bilingual Design Center: Creating Custom Bilingual Instruction with a Virtual Tutor.*
Funder: Office of the Provost, SMU
Funding: $8,340
Principal Investigator: Doris L. Baker

2013 – 2014 Title: *Linking Teachers and Families of Latino Preschoolers at Risk for Language Disabilities, a Pilot Project.*
Funder: Oregon Childhood Development Coalition, Oregon
Funding: $29,960
Principal Investigator: Doris L. Baker

2012 – 2013 Title: *Relation Between Adolescent English Learners, Teacher Attitudes, and Student Motivation.*
Funder: College of Education, University of Oregon
Funding: $7,317
Principal Investigator: Doris L. Baker

2009 – 2011 Title: *Prevención de las dificultades específicas de aprendizaje de la lectura y escritura* [Prevention of Reading and Writing Difficulties] *(Proyecto PREDEA).*
Funder: Center on Teaching and Learning at the University of Oregon and the Dirección General de Ordenación e Innovación Educativa de la Consejería de Educación, Cultura y Deportes del Gobierno de Canarias, the Universidad de La Laguna, and the Universidad de Las Palmas de Gran Canaria, Spain.
Funding: Information not available
Principal Investigator: Juan Jimenez
Co-Investigator: Doris L. Baker

2009 – 2010 Title: *Hillsboro Pilot Study in Math and Reading.*
Funder: Center on Teaching and Learning, University of Oregon
Funding: $318,052
Principal Investigator: Edward Kame'enui.
Co-Investigator: Doris L. Baker

2007 – 2008 Title: *Predictive, and concurrent-criterion related validity of the Indicadores Dinámicos del Exito en la Lectura for Students Learning to Read in Spanish in Mexico.*
Funders: Dynamic Measurement Group and the Department of Education of the State of Guanajuato, Mexico.
Funding: Information not available
Principal Investigator: Doris L. Baker

Presentations

Refereed Presentations or Symposia
[S] = Indicates presentations made with students

International (32)

Yu, F., Palma, J. R., & Baker, D. L. (2025, July). *Evaluation of the depth of vocabulary knowledge test (DOK) for Spanish-English bilingual second-grade students* [Interactive paper]. Scientific Study of Reading 20205 meeting. Calgary, Canada.

Herrera, C. B., Palma, J. R., & **Baker, D. L.** (2025, July). *Bilingual second graders science vocabulary patterns* [Interactive paper]. Society for the Scientific Study of Reading 2025 meeting. Calgary, Canada.

Wright, K., Onkananuwonk, N., Palma, J. R., & **Baker, D. L**. (2025, July). *Modeling growth: Uncovering science vocabulary development in Spanish-speaking second graders* [Interactive paper]. Society for the Scientific Study of Reading 2025 meeting. Calgary, Canada.

Palma, J. R., **Baker, D. L.,** & Kowalkowski, H.[S] (2024, July). *Evaluating sociocultural influences on student interpretation of a science vocabulary measure: The utility of a coding rubric.* Presented at the biannual meeting of the International Test Commission, Granada, Spain.

Palma, J. R. & **Baker, D. L.** (2024, July). *Evaluating student responses as a means for cultural validation of a science vocabulary measure for Spanish-English bilingual students.* Presented at the annual conference of the Society for the Scientific Study of Reading, Copenhagen, Denmark.

Huang, Y., [S] **Baker, D. L.,** Peng, P., Sha, H. [S] ,Herrera, C. [S], & Moradibavi, S. [S] (2024, July 11–14). *Effects of language interventions on English Language Arts, Math, Science, and Social Studies outcomes for English Learners: A meta-analysis* [Poster presentation]. Society for the Scientific Study of Reading (SSSR) 14th Annual Meeting. Copenhagen, Denmark.

Herrera, C. [S], Sha, H., [S] Huang, Y. [S], **Baker, D. L.,** Peng, P., Moradibavi, S [S]. (2024, July 11–14). *Effects of language interventions on English Language Arts, Math, Science, and Social Studies outcomes for English Learners: A meta-analysis* [Poster presentation]. Society for the Scientific Study of Reading 14th Annual Meeting. Copenhagen, Denmark.

Baker, D. L., Le, N., & Basaraba, D. (2024, July). *Does summer vacation affect the reading performance of bilingual students attending bilingual programs?* [Poster presented]. Society for the Scientific Study of Reading, Copenhagen, Denmark.

Palma, J., **Baker, D**. (2023, July). *Understanding the relation between early reading components in Spanish and English on the prediction of reading in both languages.* Paper presented at the annual conference of the Society for the Scientific Study of Reading, Port Douglas, Australia.

Wu, Z. [S], Larson, E., Sano, M., **Baker, D. L.,** Gage, N.,[S] and Kamata, A. (2023). Towards Scalable Vocabulary Acquisition Assessment with BERT. In *Proceedings of the Tenth ACM Conference on Learning @ Scale (L@S '23).* Association for Computing Machinery, New York, NY, USA, 272–276. https://doi.org/10.1145/3573051.3596170

Le, N., Baker, D. L. & **Basaraba, D.** (2023, July 19-22*). Sources of Validity Evidence of Oral Reading Fluency Passages in Spanish and English.* Society for the Scientific Study of Reading Conference 2023. Port Douglas, Australia (Accepted, but not able to attend).

Huang, Y.[S], & **Baker, D. L.** (2023, July 19–22). *The effectiveness and perception of assessment-adaptative integrated learning systems on students' reading outcomes: A synthesis of quantitative and qualitative studies* [Poster presentation].

Society for the Scientific Study of Reading (SSSR) 29th Annual International Meeting, Port Douglas, Australia.

Arizmendi, G.D. & **Baker, D. L.** (2022, July). Predictors of science and social studies vocabulary word learning in Spanish-English learning students. Poster presented at the Society for the Scientific Study of Reading Conference, Newport Beach, California.

Le, N., **Baker, D. L.,** & Basaraba, D. (2022, July). *Exploring Variability in Growth Rates and Passages for Bilingual Second Grade Students*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, California.

Collazo, M. [S], Le, N. [S], **Baker, D.L.,** McCoach, B., Ware, S., Coyne, M. (2019, July). *Reciprocal relation between native vocabulary knowledge and second language acquisition.* Poster session presented at the Twenty-Sixth Annual Conference of the Society for the Scientific Study of Reading, Toronto, Canada.

Baker, D. L. (2019, April). Launch of book edited by me, Deni Lee Basaraba, and Cara Richards-Tutor titled: *Second Language Acquisition: Methods Perspectives and Challenges*. Comparative International Education Society Conference, San Francisco, CA.

Rodriguez, C., **Baker, D.L.,** Sepúlveda, F., & Bizama, M. (2018, July). *Growth Trajectories on Reading and Mathematics of First Grade Children at Risk of Learning Difficulties.* Poster presented at the Society for the Scientific Study of Reading Conference, Brighton, United Kingdom.

Baker, D.L., (2018, July). *Implementing RTI to Improve Reading Outcomes in Spanish in Spain, Chile, and Argentina: Challenges and Model Adaptations.* Organizer and discussant for the Symposium presented at the Society for the Scientific Study of Reading Conference, Brighton, United Kingdom.

Baker, D. L., & Smolkowski, K. (2016, July). *Diagnostic accuracy of Spanish and English screeners with Spanish and English criterion measures for English Learners in grades 1 and 2.* Presented at the Society for the Scientific Study of Reading Conference as part of the Symposium titled: "Exploring the Predictive Validity of Spanish and English Early Language and Literacy Assessments", in Porto, Portugal.

Azcarraga, M., M., **Baker, D. L.,** Pomes, M. P. & Smolkowski, K. (2016, July). *Effects of a Spanish vocabulary intervention on the literacy skills of second grade students in Chile.* Poster presented at the Society for the Scientific Study of Reading Conference, Porto, Portugal.

Baker, D. L., Conry, J.[S], Polanco, P.[S], & Al Otaiba, S., (2016, July). *Feasibility and use of an intelligent tutoring system to teach vocabulary*. Poster presented at the Society for the Scientific Study of Reading Conference, Porto, Portugal.

Baker, D.L. (2014, July). *Linking home and school to build Latino preschoolers' oral language and vocabulary.* Paper presented at the International Association of Special Education, Braga, Portugal.

Baker, D. L., Park, Y., & Baker, S. K. (2013, July). *Effect of English language proficiency and Spanish and English literacy on English reading comprehension for Spanish-speaking English Learners*. Interactive paper presented at the Society for the Scientific Study of Reading Conference, Hong Kong, China.

Baker, D. L., & Stoolmiller, M. (2012, July). *Empirical examination of the reciprocal relation between reading comprehension and passage fluency in second grade*. Paper presented at the 2012 Annual SSSR Conference, Montreal, Canada.

Crespo, P. A., **Baker, D. L.**, Park, Y., Rodriguez, C., & Jimenez, J. E. (2012, July). *Patterns of growth of beginning reading skills for Spanish-monolingual children in grades K-2.* Poster presented at the 2012 Annual SSSR Conference, Montreal, Canada

Park, Y. & **Baker, D. L.** (2012, April). *Comparison of two approaches to reading instruction for English learners in primary grades.* Poster presented at the 2012 American Educational Research Association Convention, Vancouver, Canada.

Baker, D. L., Baker, S. K**.**, Linan-Thompson, S., Kosty, D., Smolkowski, K., Rodriguez-Mielke, A., Miciak, J., & Burns, D. (2010, July). *Reading intervention with Spanish-speaking students: Maximizing instruction in Spanish in first-grade, preliminary results.* Paper presented at the SSSR Conference, Berlin, Germany.

Baker D. L., Jimenez, J. E., Baker, S. K. (2009, July). *Improving the reading performance of English Learners: The role of quality of instruction.* Research paper presented at the International Association of Special Education, Alicante, Spain.

Baker, D. L. ,& Barrientos, R. (2008). *La evaluación formativa para prevenir problemas de lectura en niños de preescolar a tercer grado.* Paper presented at the XVI Congreso Mexicano de Psicología, Monterrey, Nuevo León, Mexico.

Baker, D. L. (2006, July). *The predictive validity and decision utility of a Spanish early literacy measure: The Indicadores Dinámicos del Exito en la Lectura (IDEL™).* Research paper presented in a Symposium format at the 13th Annual Conference for the Society for the Scientific Study of Reading, Vancouver, Canada.

Linan-Thompson, S., & **Baker, D. L.** (2005, July). *Assessment and instruction of Spanish-speaking children in the United States: Preventing reading difficulties.* Research paper presented at the Learning Conference in Granada, Spain.

Good, R. H., Baker, S. K., **Baker, D. L.**, & Berber, A. (August, 1989). *Reading curriculum-based assessment: Cross-cultural use.* Paper presented at the XII International School Psychology Colloquium, Lubljana, Slovenija, Yugoslavia.

National and Local (78)

Palma, J. R., Koehler, N., Alamu, O., Kowalkowski, H., & Baker, D. L. (2026, April). Understanding bilingual students' interpretation of science vocabulary items: A latent class for measurement. In L. Durán (Chair), *Innovations in culturally and linguistically responsive measure development* [Symposium]. Paper presented at the annual meeting of the National Council on Measurement in Education, Los Angeles, CA.

Kowalkowski, H., Díaz, D., Chen, L., Huang, Y., **Baker, D.,** Richards, C., Wong, V., & Solari., E. (2026, April). *Oral language and reading development: Insights from a systematic replication across diverse contexts.* Roundtable presentation at the annual American Educational Research Association meeting, Los Angeles, CA, United States

Herrera, C. B., Candelaria, P. Y., & **Baker, D. L**. (2026, March 26–29). *Enhancing Early Literacy. Poster presented at the Latinx Studies Association (LSA) Conference, UT Austin, Austin, TX.* ***First Place Poster Award****.*

Huang, Y., Kowalkowski, H., & Baker, D. L. (2025, October). *Evaluating the classification accuracy and cost-effectiveness of a science vocabulary screener for Latino emergent bilinguals* [Poster presentation]. Society for Research on Educational Effectiveness (SREE) 2025 Conference, Chicago, IL, United States.

Kowalkowski, H., **Baker, D.,** Moradibavi, S., & Sha, H. (Feb 2025). *Increasing STEM access for bilingual students: Teacher reflections and best practices*. National Association for Bilingual Education.

Zucker, T., Gonzalez, J., Carlo, M., & Pietimonti, J. (2024, September 18-21). *Supporting language comprehension with Read Alouds for linguistically diverse students in pre-kindergarten and elementary grades.* Invited as a Discussant. Society for Research on Educational Effectiveness, Baltimore, Maryland, US.

Huang, Y.,[S] **Baker, D. L.,** & Yan, X. (2024, April 11–14). *Reading intervention for English learners with reading difficulties: An umbrella review of research syntheses* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting. Philadelphia, Pennsylvania, United States.

Moradibavi, SS.,[S] **Baker, D. L.** (2024, January 31- February 2). *Effects of Technology-Based Reading Comprehension Interventions on Reading Comprehension of Students with Learning Difficulties: A Research-Synthesis [conference presentation]*. Pacific Coast Research Conference, San Diego, California.

Herrera, C.B [S] and **Baker, D. L**. (2024, April). *Latinx Parent-Involved Shared Book Reading Interventions and Children's Language Skills: A Systematic Review*. [Poster presentation]. Research in Reading and Literacy. American Educational Research Association. Philadelphia, Pennsylvania.

Herrera, C. B [S]. and **Baker, D. L** (2024, March*). Home-Based Interactive Reading Intervention: A Pilot Study for Spanish-speaking Kindergartners*. [PowerPoint Presentation]. Special Interest Group Elementary. National Association of Bilingual Education 48th Annual Conference. New Orleans, Louisiana.

Moradibavi, S. [S], **Baker, D. (2024**, January 31-February 2). *Effects of Technology-Based Reading Comprehension Interventions on Reading Comprehension of Students with Learning Difficulties: A systematic Review* [conference presentation]. PCRC 2024 Annual Meeting, San Diego, California, United States.

Huang, Y[S]., **Baker, D. L.** (2023, April 13–16). *The effects of technology-integrated reading interventions for English learners (ELs) with reading difficulties: A systematic review* [Round table presentation]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL, U.S.

Moradibavi, S[S]., **Baker, D**. (2023, April 13-16). *Effect of Vocabulary Interventions on Science Outcomes for English Learners: A Meta- Analysis* [conference presentation]. AERA 2023 Annual Meeting, Chicago, IL, United States.

Willows J.[S], Falcomata T., **Baker D. L.,** Erhard P. & Hooper H. (2023, July). *Culturally responsive transition planning for culturally and linguistically diverse students with autism spectrum disorder, intellectual, or developmental disabilities.* Poster presented at the Research Day, Autism Cares 2023 Conference, Washington D.C. USA

Palma, J., **Baker, D. L.,** & Andress, T[S]. (April 2023). *Understanding student responses to an item from a sociocultural perspective: Implications for measurement.* Paper submitted to the annual meeting of the National Council of Measurement in Education, Chicago, IL.

Baker, D. L., Palma, J. (2023, February). *Effect of a vocabulary intervention using an intelligent tutoring system on bilingual students' vocabulary knowledge in the content areas.* The 31st Annual Pacific Coast Research Conference. Coronado, CA United States. Proposal accepted, but unable to present because of weather.

Herrera, C. B.[S], & **Baker, D.L.,** (2023, February). *Language brokering stressors and its impact on academic outcomes of Latino college students*. Presented for the Special Interest Group Elementary. National Association of Bilingual Education 47th Annual Conference, Portland, OR, United States.

Baker, D. L. (2023, February). *Relation between the essential components of reading and reading comprehension in monolingual and bilingual Spanish-speaking children.* Presented for the Special Interest Group Elementary. National Association of Bilingual Education 47th Annual Conference, Portland, OR, United States.

Huang. Y[S]., & **Baker, D. L**. (2023, February 1-3). *Technology-Integrated Reading Intervention for Elementary English Learners: A Systematic Review of Single Subject Design Studies.* The 31st Annual Pacific Coast Research Conference. Coronado, CA United States.

Huang. Y.[S], & **Baker, D. L**. (2023, April 13–16). *The Effects of Technology-Integrated Reading Interventions for English Learners (ELs) with Reading Difficulties: A Systematic Review.*2023 American Educational Research Association Annual Meeting. Chicago, IL, United States.

Baker, D. L., Arizmendi, G., & Kowalkowski, H.[S] (2022, February). *Supporting Families and Children in Bilingual Classrooms.* Baker organized and led the presentations for the Special Interest Group Elementary. National Association of Bilingual Education 47th Annual Conference, virtual.

Andress, T.[S], **Baker, D. L.** (2021, April 28–29). Science of reading: evidence-based practices for reading instruction in bilingual programs. In Polanco & Baker (chairs). *Bilingual content instruction during COVID.* National Association of Bilingual Education 46th Annual Conference, virtual.

Baker, D. L., García, I., Monzalve, M., Crespo, P., & Gutiérrez, M., (2021, April 8–12). *El desarrollo lector de niños hispanohablantes monolingües: una síntesis sistemática.* [The reading development of Spanish monolingual children: a systematic review]. American Education Research Association 106 Annual Conference. aera21-aera.ipostersessions.com/Default.aspx?s=5B-27-CE-C5-22-6A-02-B9-EC-1D-E5-D9-7B-F7-18-87

Polanco, P., **Baker, D.L.** (2021, April 8–12) *Educating Latinx in the United States: Understanding the impact of bilingualism on post-secondary outcomes.* American Education Research Association 106 Annual Conference, virtual.

Baker, D. L., Rodrigo, S., Moore, C. (2021, February, 11–12). Reducing subjectivity in word selection. In Baker, D. L. *Quarantine, virus, surge, electoral college, provisional, protest… see vocabulary is important* [panel] Pacific Coast Research Conference, 29th Annual Conference, virtual.

Baker, D. L., Orozco, E., (2020, November 4–7). *Bridging the Gap in Reading Comprehension through Bilingual Vocabulary Instruction.* La Cosecha, 25th Annual Conference, virtual.

Baker, D. L., Le, N. & Collazo, M. (2020, April) *Developing the Science Vocabulary of Second-Grade Girls Using a Learning Management System* [Symposium]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/sywbjgb (Proposal accepted but Conference cancelled).

Sparks, A., **Baker, D. L.** & Basaraba, D. L. (2020, April) Evaluating the Classification Accuracy of Reclassification Decisions for Predicting Academic Achievement of English Learners [Roundtable Session]. *AERA* Annual Meeting San Francisco, CA http://tinyurl.com/uhkdp49 (Proposal accepted but Conference cancelled).A

Sano, M., **Baker, D. L.,** Collazo, M*., Le, N*., Kamata, A. (2019, April). *The Use of Automated Scoring to Evaluate the In-Depth Vocabulary Knowledge of English Learners.* Paper presented at the 2019 American Educational Research Association Conference, Toronto, Canada.

Baker, D. L., Basaraba, D., Walkington, C., Ketterlin-Geller, L., & Yovanoff, P. (2019, April). *Teacher perceptions of factors that make mathematics word problems more difficult for English learners.* Round table presented at the 2019 American Educational Research Association Conference, Toronto, Canada.

Baker, D. L., Collazo, M*. (2019, March). *Teaching strategies to enhance the transfer of language skills in L2 to L1.* Presented at the National Association of Bilingual Education Conference in Orlando, FL.

Orozco, E., & **Baker, D. L.** (2018, November). *Engaging systematic and explicit strategies for biliteracy in dual language programs.* Presented at the 24th Annual La Cosecha Conference 2018, Santa Fe, NM.

Baker, D. L., Ma, H.S, & Polanco, P.S, (2018, March). *Challenges and Promise of a Vocabulary App Designed to Teach Words in Depth in English to Second Grade Hispanic English Learners*. Presented at the Society for Research on Educational Effectiveness, Washington, D.C.

Baker, D. L., Ma, H.S, & Gallegos, E., (2017, April). *Effects of Hispanic parental workshops on parent early literacy knowledge and their children's expressive vocabulary.* Round table American Educational Research Association, San Antonio, TX.

Richards-Tutor, C., **Baker, D. L.,** Sparks., AS. (2017, April). *Effective interventions for English learners with learning disabilities: a review of single subject design studies.* Round table presentation at the American Educational Research Association, San Antonio, TX.

Mellado de la Cruz, V., Al Otaiba, S., Rivas, B., Yovanoff, P., Clemens, N., & **Baker, D.** (2017, April). *Knowledge to inform access to early literacy intervention: The role of English and Spanish assessments in kindergarten.* Paper presented at the

Annual Conference of the American Educational Research Association, San Antonio, TX.

Baker, D.L., McCoach, B., Ware, S., & Coyne, (2017, March). *Effects of an English kindergarten vocabulary intervention on the word knowledge of Spanish-speaking English learners.* Society for Research on Educational Effectiveness, Washington, DC.

Basaraba, D., **Baker, D. L.,** Smolkowski, K. (2017, February). *Transferring Spanish decoding skills to English through a computer adaptive decoding program.* Pacific Coast Research Conference, San Diego, CA.

Baker, D. L., Polanco, P.[S,] Conry, J.[S], Yovanoff, P., & Al Otaiba, S. (2016, December). *Feasibility and use of an intelligent tutoring system to teach vocabulary to Hispanic English Learners.* Poster and video (https://vimeo.com/193398988) presented at the annual Principal Investigator Meeting of the Institute of Education Sciences, Washington., D.C.

Baker, D. L., & Mogna Lefeld, V[S]. (2016, March). *The use of technology to support the learning of academic language in science.* Session presented in D.L. Baker (Chair), Special Interest Group, Elementary at the 45[TH] National Association of Bilingual Education conference, Chicago, IL.

Baker, D. L., Santoro, L. E., Coyne, M., & Kosty, D. (2015, February). *Effect of quality of instruction on vocabulary outcomes for kindergarteners at risk for language disabilities.* Pacific Coast Research Conference, San Diego, CA.

Baker, D.L., Baker, S.K., Smolkowski, K., & Linan-Thompson, S. (2014, March). *Effects of Tier 1 instruction in Spanish on the reading performance of first grade Spanish-speaking English Learners.* Society for Research on Educational Effectiveness, Washington, DC.

Baker, D.L., Pulte, B., & Rivera, H., (2014, March). *Bilingual education: linking the past to the future in the state of Texas.* Presented at the Bilingual Education Association of the Metroplex Conference, Dallas, TX.

Baker, D.L. (2014, February). *Research-based interventions to improve the reading and writing performance of Spanish –speaking English learners in Spanish and English.* Presented in **D.L. Baker** (Chair), Special Interest Group, Elementary at the 2014 Annual National Association of Bilingual Education, San Diego, CA.

Baker, D.L. (2013, December). *The effects of teacher student interactions on the reading performance in Spanish of first grade English learners attending bilingual schools.* Presented at the 63th Annual Literacy Research Association, Dallas, TX.

Baker, D. L., Park, Y., & Baker, S. K. (2013, May). *The role of initial status and growth in oral reading fluency on the reading comprehension in Spanish and English of first to third grade English Learners.* Presented at the First Bilingual Research Conference, Houston, TX.

Park, B. J., **Baker, D. L,** & Biancarosa, G. (2013, April). *Predictive validity of curriculum-based measures of oral reading fluency and reading comprehension on high-stakes reading assessments in seventh and eighth grades*. Paper presented at the 94th Annual Meeting of the American Educational Research Association, San Francisco, CA.

Baker, D. L., Pulte, W., (2013, April). *Learning to read in two languages: research evidence and teacher shortage.* Presented at the 29th Annual Bilingual/ESL Education Association of the Metroplex Conference, Dallas, TX.

Baker, D. L., Coyne, M. & McCoach, B. (2013, February). Project EVI, Early Vocabulary Intervention. Building a strong foundation in the early grades. Research paper presented in **D. L. Baker** (Chair), *A closer examination of multi-tier systems of instruction: Challenges and promising approaches to the prevention of reading difficulties in the early grades.* Session presented at the Pacific Coast Research Conference, San Diego, CA.

Cuellar, D., **Baker, D. L.,** & Williams. S. (2012, October). *The early vocabulary intervention: An effective program to satisfy the kindergarten vocabulary Common Core State Standards.* Poster presented at the 4th Annual Research to Practice Conference, Center on Teaching and Learning. Portland, OR.

Baker, D. L., Park, Y. (2012, October). *Relation between English language proficiency and Spanish literacy for English learners attending bilingual schools*. Presentation at the Second Language Research Forum, Pittsburgh, PA.

Baker, D. L., Basaraba, D., Mielke, A., & Burns, D^{S}. (2012, October). *Building a strong foundation in early literacy and English language proficiency.* Panel presented at the 34th International Conference on Learning Disabilities, Austin, TX.

Baker, D.L., & Correa, V. (2012, February). Using effective classroom and home literacy practices with young Latino children. Paper presented in **D.L. Baker** (Chair.), *Maximizing the benefits of bilingualism to build a strong foundation in early literacy and English language proficiency*. Panel presented at the 2012 Annual National Association of Bilingual Education, Dallas, TX.

Baker, D. L., & Kosty, D. (2012, February). Effect of learning opportunities on the reading performance in Spanish of first grade English learners. Research paper in **D. L. Baker** (Chair), *The relation between observations of student-teacher interactions and student performance*. Panel presented at the Pacific Coast Research Conference, San Diego, CA.

Baker, D. L., Baker, S. K., Linan-Thompson, S., Rodriguez-Mielke, A., Miciak, J.[S], Burns, D[S]. (2011, October). *Systematic and explicit teaching routines to enhance bilingual reading instruction.* Paper presented at the 33rd International Conference on Learning Disabilities, Austin, TX.

Baker, D. L. (2011, August). *Teaching reading in English or in Spanish to Spanish-speaking English learners.* Paper presented at the Second Annual RtI/PLC Institute Richland School District, WA.

Baker, D. L. & Burns, D[S]. (2011, May). *Supporting English learners in their transition from learning to read in Spanish to learning to read in English.* Paper presented at the International Reading Association, Orlando, FL.

Baker, D. L., Park, Y. & Baker, S. K. (2011, February). *The reading performance of English learners in grades 1 to 3: The Role of Initial Status and Growth on Reading Fluency in Spanish and English.* Paper presented at the National Association of Bilingual Education, New Orleans, LA.

Baker, D. L. (2011, February). *Effective strategies to teach reading in English and Spanish.* Paper presented at the National Association of Bilingual Education, New Orleans, LA.

Baker, D. L. (2011, February). *Effect of comprehension on passage fluency in Spanish and English for second grade English learners.* Paper presented as part of a panel titled: "Deeper Understanding of Oral Reading Fluency: Individual, Contextual, and Longitudinal Factors" at the Pacific Coast Research Conference, San Diego, CA.

Crespo, P.[S], **Baker, D. L.** , Jiménez, J. E., Rodríguez, C. & González, D. (2010, October). *Effectiveness of the implementation of a tier 2 reading program within a response to intervention approach in grades k-2 in Spain.* Poster presented at the Conference of Worldwide Learning Disabilities, New Jersey, NJ.

Baker, D. L., Linan-Thompson, S., Smolkowski, K., Baker, S. K., Rodriguez-Mielke, A., & Miciak, J. (2010, June). *Examining the efficacy of a first grade Spanish reading intervention on Spanish outcomes for English Learners: Preliminary results.* Poster presented at the 5th Annual Institute of Education Science Research Conference, National Harbor, MD.

Baker, D. L., Park, Y. & Baker, S. K. (2010, May). *The role of reading growth in the performance in English and Spanish of Spanish-speaking English learners.* Paper presented at the annual American Educational Research Association Conference, Denver, CO.

Doabler, C. T., Fien, H., **Baker, D. L.**, Baker, S. K., Burns, D.[S], & Nelson-Walker, N. J. (2010, April). *Measuring teacher-student instructional interactions in mathematics and bilingual reading classrooms.* Paper presented at the Council for Exceptional Children Convention. Nashville, TN.

Baker, D. L., Park, Y., & Baker, S. K. (2010, March). *The role of oral reading fluency in Spanish and English for English learners in grades 1-3.* Paper presented at the Annual Conference of the National Association for School Psychologists. Chicago, IL.

Chaparro, E. A., **Baker, D. L.**, Sanford, A. K. (2010, March). The role of oral reading fluency in Spanish and English for English learners in grades 1-3. In Chaparro, E. A., Smith, J. L. M., **Baker, D. L**., Sanford, A. K., Park, Y. & Travers, T. (Chair), *When the growing gets tough: A discussion about growth measures*. Symposium conducted at the 2010 National Association of School Psychologists Annual Convention. Chicago, Illinois.

Baker, D. L. (2010, February). *Using IDEL to monitor reading progress in Spanish in a response to intervention model.* National Association of Bilingual Education, Denver, CO.

Cena, J.[S] , **Baker, D. L.** (2010, February). *Effective vocabulary instruction for ELLs in Spanish*

Baker, D. L. (2010, February). *Desarrollo de la conciencia fonémica en español.* Paper presented at the National Association of Bilingual Education, Denver, CO.

Baker, D. L., Stoolmiller, M., Good, R. H., & Baker, S. K. (2009, June). *Unpacking the relation between comprehension and passage fluency in Spanish and English.* Poster presented at the Society for Scientific Studies in Reading, Boston, MA.

Baker, D. L. (2009, May). *Unpacking the relation between passage fluency and comprehension in Spanish and English.* Poster presented at the Research Conference of the International Reading Association, Minneapolis, MN.

Baker, D. L. (2009, February). *The use of DIBELS and IDEL with English learners.* Leader of a focus group at the DIBELS Summit, Albuquerque, NM.

Baker, D. L. (2008, February). *Implementing a School-wide Bilingual Literacy Model: Results of a two-year study.* Research paper presented at the National Association of Bilingual Education (NABE) Conference, Tampa, FL.

Santoro, L. E., Puhalla, E. & **Baker, D. L.** (2006, May). *Promoting comprehension through classroom read alouds for young elementary grade children: How to design and implement a Read Aloud curriculum, boost vocabulary, and build*

language skills. Research paper presented at the 51st International Reading Association Conference, Chicago, Ill.

Baker, D. L. (2006, April). *Effects of Spanish syllabic and phonemic awareness on students understanding of the alphabetic principle.* Round table presentation at the American Educational Research Association, San Francisco, CA.

Baker, D. L., & Katz, R. (2006, March). *Relation between DIBELS and IDEL: Student reading progress in English and Spanish.* Research paper presented at the DIBELS Summit 2006 in Santa Ana Pueblo, New Mexico.

Watson, J. M., **Baker, D. L.**, Good, R. H., & Peyton, J. (2005, March). *The Validity and Reliability of the Indicadores Dinámicos del Exito en la Lectura.* Research paper presented at the DIBELS Summit 2005 in Santa Ana Pueblo, New Mexico.

Baker, D. L., & McQuilkin E. (1999, October). *The many faces of poetry: Analyzing Neruda's odes.* Paper presented at the Conference of Oregon for Foreign Language Teacher. Eugene, OR.

Baker, S. K., Good, R. H., **Baker, D. L**., & Berber, A. (1990, April). *Construct validity of CBM reading for Spanish-speaking children.* Paper presented at the Annual Conference of the National Association of School Psychologists Conference, San Francisco, CA.

Invited Presentations or Symposia

International (21)

Baker, D. L. (2022, May). Making Sense of the World Through Rich Vocabulary Instruction. The when, why, and how to teach vocabulary in bilingual settings. Webinar organized by Amplify. More than 5,000 people logged in.

Baker, D. L. (2021, September). *Teaching students of multicultural backgrounds in the US: An interdisciplinary approach.* Keynote address at Chungnam National University, Department of Education, South Korea.

Baker, D. L. (2021, September). *El Desarrollo lector de niños hispanohablantes monolingües: un meta-análisis* [The Reading development of Spanish monolingual children: a meta-analysis]. Keynote address at the Ciclos de charlas de mención, Universidad Católica del Maule, Talca, Chile.

Baker, D. L., (2017, October). *Estrategias para desarrollar el lenguaje oral y la lectura en el aula* [Strategies to Develop the Oral Language and Reading in the Classroom]. Keynote address at the Second Conference on Language Development at the Universidad Católica del Maule, Talca, Chile.

Baker, D. L., (2017, October). *Estrategias para desarrollar el lenguaje oral y la lectura dentro de un modelo de Respuesta a la Intervención* [Strategies to Develop the Oral Language and Reading within a Model of Response to Intervention]. Universidad de los Andes, Santiago, Chile.

Baker, D. L., (2017, June). *El aprendizaje de la lectura en idiomas alfabéticos* [Learning to Read in Alphabetice Languages]. Keynote address at the II Jornada de actualización en dificultades de aprendizaje, de la evidencia a la práctica [Second Refresher Conference on learning difficulties, from the evidence to practice] in Buenos Aires, Argentina. I also presented this address at the Universidad de San Martín, Buenos Aires, Argentina.

Baker, D. L., (2017, June). *Intervenciones psicopedagógicas en el ámbito escolar.* **[**Psychopedagogical Interventions in Schools]. Presented at the II Jornada de actualización en dificultades de aprendizaje, de la evidencia a la práctica [Second Refresher Conference on learning difficulties, from the evidence to practice] in Buenos Aires, Argentina.

Baker, D.L., (2016, November). *Cómo mejorar la comunicación y el vocabulario expresivo de los niños a través de la lectura interactiva y la enseñanza explícita del vocabulario.* [How to improve the communication and the expressive vocabulary of children through interactive reading and explicit instruction] Workshop presented at the IX International Encounter of Special Education and Psychopedagogy at the Universidad Católica del Maule in Talca, Chile.

Baker, D.L. (2015, April). *Relation between engagement and academic outcomes for young learners using state-of the art technology.* New Ways to Teach and Learn for Student Engagement, Stanford University**.**

Baker, D. L. (2014, November). *Inclusividad y Respuesta a la Intervención: dos acercamientos similares para resolver problemas de aprendizaje.* [Inclusion and Response to Intervention: Two similar approaches to resolving learning problems]. Keynote address at the VIII Encuentro Internacional de Educación Especial y Psicopedagogía, Universidad Católica del Maule, Talca, Chile.

Baker, D. L. (2014, March). *Usability and feasibility of Graphogame.* Presented at the University of Jyväskylä in Jyväskylä, Finland.

Cole, R., **Baker, D. L.,** Hautala, J. (2014, March). *Grominds and Mind Stars Books.* Webinar presented at the international Science Across Virtual Institutes Project in Helsinki, Finland. Available at: http://bit.ly/blt-webinar-slide-march2014.

Baker, D. L. (2013, May). *La evaluación formativa de la comprensión en niños de edad escolar. El Relato Oral y el Uso de las palabras* [Formative assessment of children's comprehension, Retelling, and Word Use]. Presentation at the Universidad del Aconcagua, Mendoza, Argentina.

Baker, D. L., & Park, Y. (2012, December). *Relation between English language proficiency and Spanish literacy for English learners attending bilingual schools*. Presentation at a Colloquium sponsored by the University of Amsterdam, Holland.

Baker, D. L. (2012, November). *Relación entre la decodificación y la comprensión lectora en español* [Relation between decoding and reading comprehension in Spanish]. Invited to present at the VII International Encounter of Special Education and Psychopedagogy, Talca, Chile.

Baker, D.L. (2011, November). *Pasos para hacer una investigación cuantitativa. Ejemplo: La enseñanza explícita del vocabulario* [Steps to conduct quantitative research]. Paper presented at the Universidad Católica del Maule in Talca, Chile.

Baker, D. L. (2011, April). *El modelo de respuesta a la intervención para prevenir dificultades en la lectura* [The Response to Intervention approach to prevent reading difficulties]. Keynote speaker at the inaugural ceremony of the academic school year. Universidad Católica del Maule in Talca, Chile.

Baker, D. L. (2011, March). *Vocabulary development for English learners.* Paper presented at the Teaching Students with Learning Challenges Conference, Doha, Qatar.

Baker, D. L. (2008, July). *El desarrollo de la lectura en la escuela primaria: Proyectos de investigación en México y en Estados Unidos* [Reading development at the elementary level. Research projects in Mexico and the United States]. Research paper presented at the meeting of the Commission on Education appointed by the Mexican Ministry of Foreign Relations in Guanajuato, Mexico.

Baker, D. L. (2004, December). *La enseñanza de la lectura a niños hispanos bilingües en los Estados Unidos: Dilemas, desafíos y propuestas* [Teaching reading to Hispanic bilingual children in the United States: Dilemmas, challenges, and proposals]. Seminar presented at the Instituto Mora in Mexico City, Mexico.

Baker, D. L., & Szurmuk, M. (2002, October). *Conexiones universidad-escuela: Una experiencia de colaboración con estudiantes latinos en Oregon* [University-school connections: A collaborative experience with Latino students in Oregon]. Paper presented at the VII Congreso Latinoamericano para el Desarrollo de la Lectura y la Escritura, Puebla, Mexico.

National and Local (38)

Baker, D. L., (2024-March) *Supporting multilingual learners with special needs while addressing assessment challenges.* University of Nevada Las Vegas, Keynote.

Baker, D. L., (2023, October). *Unlocking Literacy for Bilingual Learners: The Science of Reading and Effective Instruction.* Webinar organized by Just Right Books. Same presentation was also done at the Conference for the School Administrators Association of New York State.

Baker, D. L. (2023, September). *What does it mean to know a word? Examining ways English learners make sense of words.* University of Wyoming Literacy Conference, Keynote speaker.

Baker, D.L. (2023, March). *Identifying English Learners with Learning Disabilities: Is it a Language or a Learning Problem?* Invited to present at the virtual California Dyslexia Initiative.

Baker, D.L. (2023, February). *Identifying English Learners with Learning Disabilities: Is it a Language or a Learning Problem?* Invited to present at the virtual Southwest Dyslexia Virtual Institute.

Baker, D. L., (2022, January). *Cómo fomentar el lenguaje oral y el vocabulario de los niños en su hogar* [How to Promote the Oral Language and Vocabuklary of Children ages 3-5 through Interactive Reading]. Virtual presentation at the first Latino Literacy Summit of the International Dyslexia Association, Oregon.

Baker, D. L. (2021, April). *10 Tips to Engage Parents in the Education of their Bilingual Children*. Keynote address at the 37th Annual Symposium of the Bilingual Education Association of the Metroplex, Dallas, TX.

Baker, D. L. (2019, November). *Bilingualism and Bilingual Education.* Roundtables on bilingual education. Invited to present to students, researchers, and the community at Texas Christian University, Fort Worth, TX.

Baker, D. L., (2019, November). *El bilingüismo en la educación temprana.* Invited to present a workshop to train parents on how to support their bilingual children academic development at the Bachman Lake Together community organization in Dallas, TX.

Baker, D. L. & Walkington, C. (2019, January). *Teaching math word problems to English learners: Challenges and opportunities.* Presented at the Research in Mathematics Education Conference at SMU, Dallas, TX.

Baker, S.K. & **Baker, D. L.** (2018, November). *Facts, evidence, myths, and opportunities. How connections between education practice and research can improve outcomes for English Learners.* Keynote presented at the MTSS and Meeting the Needs of Diverse Students in Chicago, Ill.

Baker, S.K. & **Baker, D. L.** (2018, November). *Meeting the literacy needs of English Learners in MTSS settings.* Presented at the MTSS and Meeting the Needs of Diverse Students in Chicago, Ill.

Baker, D. L. & Baker, S. K. (2018, November). Teaching academic English in the content classes. Presented at the MTSS and Meeting the Needs of Diverse Students in Chicago, Ill.

Baker, D. L., Collazo, M., & Le, Nancy. (2018, May). Cross-Linguistic Transfer of Academic Vocabulary for Second Grade Spanish-speaking English Learners. Presented at the second Bilingual Research Conference in Houston, TX.

Baker, D. L. (2018, February). *Assessing struggling bilingual students in a collaborative environment.* Presented at the annual SWEP conference organized by Region 12, an Educational Service Center in North Texas.

Orozco, E[S]., Rivera, J., & **Baker, D. L**., (2017, April). *Estrategias para mejorar la fluidez y poder leer palabras correctamente* [Strategies to improve fluency and read words correctly]**.** Presented at the Simmons and Region X first Bilingual Institute, SMU.

Baker, D. L., Vanderbeer, B.[S], & Garcia-Masso, S[S]. (2017, April). *Identifying and supporting bilingual students with learning difficulties.* Presented at the Simmons and Region X first Bilingual Institute, SMU.

Baker, D.L. (April, 2017). *Should we teach syllables or sounds in Spanish*? Invited to present at the Beginning Teachers' Institute, SMU.

Baker, D.L. (2016, August). Invited to participate in the panel discussion titled: *Beyond Two-Way: Impacting the lives of new generations* at the Proud to be Two-Way Symposium, Dallas Independent School District, Dallas, TX.

Baker, D.L. (2016, August). *Enhancing the Instruction for Students in Dual Language Programs.* Presented at the Proud to be Two-Way Symposium, Dallas Independent School District, Dallas, TX.

Baker, D.L. (2016, February). *Enlace: Linking oral language activities in school and at home.* Invited to present by the Center for Children and Families, 2016 Lecture Series, University of Texas at Dallas.

Baker, D.L. (2015, April). *Research evidence for teaching children vocabulary early.* Brown bag lunch at the Callier Institute for Communication Disorders, Dallas, TX.

Baker, D. L. (2013, November). *The Benefits of bilingualism: How to support your child's bilingual development.* Keynote Speech at the Power of Two Languages Workshop. Dallas Independent School District, Dallas, TX.

Baker, D.L. (2013, August). *Language, culture, and global connections.* Keynote Speech at the World Languages Summit: Destination 2020. Dallas Independent School District, Dallas, TX.

Baker, D.L. (2013, June). *Teaching students to read in Spanish using systematic and explicit teaching routines (SETR).* Presented at the Desoto School District Professional Development Conference, Dallas, TX.

Baker, D.L. (2013, June). *Administration and scoring of the Indicadores Dinámicos del Exito en la Lectura (IDEL).* Presented at the Desoto School District Professional Development Conference, Dallas, TX.

Crespo, P.[S], **Baker, D. L.**, Park, Y., Rodriguez, C. Jiménez, J. E. (2011, November). *Growth patterns in nonsense word fluency for first grade Spanish monolingual students at risk for a reading disability.* Poster presented at the 2011 CTL Research to Practice Conference, Portland, OR.

Crone, D. A., & **Baker, D. L.** (2011, October). *The benefits of interactive shared reading with young children with applications for English language learners.* Oregon Association for the Education of Young Children, OR.

Baker, D. L., Park, Y. & Baker, S. K. (2011, April). *The B-ELL series: Teaching reading to English learners in Spanish and English in grades 1-3.* Results of three longitudinal studies. Invited to present to the College of Education, University of Oregon by the DIBELS/IDEL Research Team.

Baker, D. L. (2011, February). *Examining the reading performance of English learners in bilingual and English only programs in grades 1-3.* Research paper presented to school administrators at the Tigard-Tualatin School District, Tigard, OR.

Baker, D. L. (2010, October). *Explicit comprehension and vocabulary instruction for English learners.* Presented at the CTL Research To Practice Fall Conference, Portland, OR.

Baker, D. L. (2010, April). *Understanding the relation between Spanish and English reading development.* Webinar presented as a follow-up from the Center on Teaching and Learning Fall Conference, Eugene, OR.

Baker, D. L., Chaparro, E. A. (2009, October). *Recommendation #2 intensive small-group reading interventions.* Paper presented at the CTL Fall Conference, Moving Research into Practice, Portland, OR.

Baker, S. K., & **Baker, D. L.** (2008, March). *English language learners and response to intervention: Essential considerations.* Research paper presented at the OrRTI Mini-Conference, Portland, OR.

Baker, S. K., & **Baker, D. L.** (2007, June). *Teaching English language learners to read in Oregon schools: Moving from theory to practice.* Research paper presented at the Confederation of Oregon School Administrators, Seaside, OR.

Smith, J. L. M., Baker, S. K., Katz, R., Fien, H., **Baker, D. L.,** & Otterstedt, J. (2007, February). *What are we doing? What are we finding? What does it mean?* Paper presented at the Oregon Conference, Eugene, Oregon.

Baker, D. L. (2005, June). *Cross-linguistic transfer of reading skills for children learning to read in English and Spanish: What does the evidence tell us?* Paper presented at the Institute for Beginning Reading I, Portland, OR.

Baker, D. L., & Szurmuk, M. (2002, May). *Participatory learning experience-UO community collaborations.* Report on the results of a Romance Languages internship program in public schools and community organizations in the Lane County area.

Baker, D. L., (2002, April). *Dichos, refranes y trabalenguas.* Paper presented at the Foreign Language Day at the University Of Oregon, Eugene, OR.

TEACHING

Courses Taught

2025–Spring	SED383 Bilingual Students Struggling Academically, doctoral seminar, University of Texas at Austin
2024–Fall	SES383 Intervention Research in Learning Disabilities, University of Texas at Austin
2024– Spring	SED383 Bilingual Students Struggling Academically, doctoral seminar, University of Texas at Austin
2023–Fall	EDC370E Teaching English as a Second Language, University of Texas at Austin
2021–2023	Post-doctoral fellowship seminar. Co-taught with Dean Martinez, Dr. Prasch, and Dr. Bartholomew, University of Texas at Austin
2022–Fall	EDC370E Teaching English as a Second Language, University of Texas at Austin
2022 –Spring	EDC370E Reading Methods; University of Texas at Austin
2021–Fall	EDC370E Teaching English as a Second Language, University of Texas at Austin

2021 –Spring	EDC370E Reading Methods; University of Texas at Austin
2013 – 2019	EDU6321 Bilingualism/Biliteracy, SMU
2014 – 2019	EDU6319 Foundations of Bilingualism and Bilingual Education, SMU
2018	EDU7119 Synthesis and Integration Doctoral Seminar: Grant Writing, SMU
2018	EDU6309 Differentiated Instruction, SMU
2013	EDU6339 Bilingual Content Instruction, SMU
1995 – 2003	Senior Spanish Instructor. Department of Romance Languages, University of Oregon
1990 & 1992	Instructor for Mexican Culture and Civilization, *Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) Querétaro, Mexico in partnership with the University of Oregon.*
1989-1995	Spanish Language Instructor. Department of Romance Languages, University of Oregon. Taught all levels of Spanish language courses.

Guest Lecturer

2022 Spring – 2024 Spring	Guest lecturer in BDP101, Introduction to the Children and Society Bridging Disciplines course. UT Austin
2021 – 2023	Guest lecturer in SPAN377N. Research Through Community Engagement, Department of Spanish and Portuguese. UT Austin
2017	Guest lecturer in the Master of Special Education at the Universidad Católica del Maule in Talca, Chile. Topic: *La evidencia empírica de la enseñanza explícita para desarrollar el lenguaje oral y la lectura en niños con problemas de aprendizaje* [Empirical Evidence of Explicit Instruction to Develop the Oral Language and Reading Skills of Children with learning Difficulties].
2015, 2016	Guest lecturer in the Initial Administrative Licensure Program (EDLD 607), University of Oregon. Topic: *Developing, Implementing, & Supervising Effective Instruction for English Learners.*
2014	Guest lecturer in Anth 4307, Global and Public Health, SMU. Topic: *How to conduct applied research.*

2013 Guest Lecturer in EDU 7315, Instructional Design and Design Studies, SMU. Topic: *Grant writing.*

2013 Guest lecturer in EDU 6363, Advanced Literacy Development, SMU. Topic: *Differentiating Instruction for English Learners*.

2012 Guest lecturer in EDLD 612, Reading Interventions, SMU. Topic: *Reading Interventions for English Learners.*

2010, 2011 Guest lecturer in EDST 410/510, Struggling Readers. Topic: *Vocabulary development: Teaching Words in depth.*

Professional Development Trainings for Teachers

2021 – Fall *Intervenciones preventivas para el aprendizaje de la lectura.* [Interventions to prevent at -risk reading] (December 3, and 11). Two-day virtual professional certification provided to teachers across Latin America. Sponsored by the Instituto Umbrales, Mexico.

2021 – Spring *La enseñanza explícita de la lectura: desde la alfabetización inicial hasta la comprensión lectora* [Explicit Reading Instruction: From initial literacy to Reading comprehension] (April 9–10). Two-day virtual professional certification provided to teachers across Latin America. Sponsored by the Instituto Umbrales, Mexico.

2018-2019 *Teaching Academic Language in Social Studies.* One-day professional development for teachers participating in the federally funded grant from the Office of English Language Acquisition titled: *Project E3, Enhancing, Engaging, and Empowering Teachers for the Next Generation* to the University of Nevada, Las Vegas.

2017 *El uso de la batería de pruebas de IDEL para identificar y evaluar el progreso de los niños con dificultades de lectura en los primeros grados* [The Use of the IDEL Test to Identify and Monitor Students with Reading Difficulties in the Early grades]. Workshop presented at the Colegio Cumbres in Santiago, Chile.

2013 *Effective Bilingual Programs.* Two months training at the Language and Literacy Institute, SMU.

2011 *Teaching Students to Read in Spanish Using Systematic and Explicit Teaching Routines.* Five-day training provided to all Spanish elementary school teachers, Nido de Aguilas school in Santiago, Chile.

2011 *Effective Vocabulary Instruction Within a Multitier Framework.* Two-day training provided to kindergarten teachers, Beaverton, OR.

2011	*IDEL Entrenamiento Esencial.* Two-day training on the Indicadores Dinámicos del Exito en la Lectura. Nido de Aguilas, Santiago, Chile.
2011	*Supporting English Learners in the General Education Classroom and in Special Education.* One-day training presented at the RtI Conference: Building Student Success organized by the Anchorage School District, Anchorage, AL.
2011	*Supporting Schools with English Learners.* Half-day training for the Washington Oregon School Psychology Association, Vancouver, WA.
2010	*Increasing EL Vocabulary and Comprehension Through Explicit and Systematic Teaching Routines.* One-day training in Hillsboro, OR.
2009	*IDEL Entrenamiento Esencial.* One-day training on the Indicadores Dinámicos del Exito en la Lectura. Austin Independent School District, Austin, TX.
2009	*Foundations of the Indicadores Dinámicos del Exito en la Lectura (IDEL).* Two-day workshop presented at the Washington Association of Bilingual Educators. Lynnwood, WA.

Director of Independent Studies/Other

Fall 2025	Conducted an informal seminar with doctoral students I advised. We discussed how to prepare for job interviews, and future hiring. We also practiced answering questions and complete job applications.
	Direct independent research with Paulina Chapa and Evelyn Gualdrón.
Spring 2025	Advice on Independent Study for doctoral students for doctoral students: Paulina Chapa, Sholeh Moradibavi.
	Research Mentoring B for doctoral students: Cinthia Herrera, Sholeh Moradibavi and Yixian Huang.
Fall 2024	Research Mentoring A for doctoral students: Cinthia Herrera and Sholeh Moradibavi.
Summer 2024	Research Mentoring A for doctoral student Yixian Huang

Fall 2021	Advice on Independent Study using Social Media to inform parents during the 2020-2021 Pandemic. UT Doctoral Student: Holland Briggs Kowalkowski.
Fall 2019	Reading Research. Reading summer loss in bilingual students in grades 1-3. SMU Doctoral students: Marlen Collazo and Nancy Le
Fall 2019	Reading Research. Effect of a Vocabulary intervention on the science knowledge of second grade girls. SMU Doctoral students: Nancy Le
Fall 2019	Reading Research. Review of the literature on beginning reading for Latinx students. SMU Doctoral student: Veronica Mellado
Fall 2017	Reading Research. Efficacy of the English Learner Vocabulary Acquisition intervention. SMU Doctoral students: Paul Polanco and Hao Ma
Fall 2016	Reading Research. Feasibility and Use of the English Learner Vocabulary Acquisition Project. SMU Doctoral students: Jillian Conry and Paul Polanco
2010 and 2012	Reading Research. Patterns of Growth in Beginning Reading Skills of Students at Risk for Reading Disabilities in the Canary Islands. Doctoral student: Patricia Crespo, Universidad Autónoma de Canarias, Spain.

MENTORING

Mentor of Postdoctoral Fellows and Professors

2025–2026	**Mentor of Postdoctoral Fellow, Dr. Holland** Kowalkowski
2024 –2025	**Mentor of Assistant Professor Monica Romero** in the Department of Educational Psychology.
	Mentor of Assistant Professor Gomee Park at the University of Texas Rio Grande Valley
	Mentor of Full Professor Su Yeong Kim, University of Texas with support from a Provost Fellowship.
2021-2023	**Co-mentored** two post-doc fellows at UT. Dr Jose Palma and Dr. Genesis Arizmendi. Dr. Palma is currently an Assistant Professor at Texas A & M, and Dr. Arizmendi is an Assistant Professor at the University of Arizona.

Mentor, Member or Advisor of Students on their PhD Program and Dissertation

2024 –2025	**Member of the Dissertation Committee** for Emily Bauer, Jaekyung Willows, Kenia G Cruz, Yuting Liu. All students defended their dissertation successfully in the spring of 2025. Dr. Cruz received her degree from the Department of Educational Psychology, Dr. Emily Bauer received her degree from Curriculum and Instruction and from Special Education.
2024 - present	**Advisor for doctoral student Shirley Souza**
2023 -present	**Advisor** for doctoral students Hanyue Sha
2024 – May	**Member of the Dissertation Committee** for Tim Andress
2024– May	**Member of the Dissertation Committee** for Tessa Arsenau
2022 –2023	**Member of the Dissertation Committee** for Sarah King, PhD candidate. *Impact of a Culturally and Linguistically responsive Mathematics Instructional Module for Pre-service Teachers.* Unpublished doctoral dissertation, UT Austin. Graduated in the spring of 2023.
2022 –2024	**Co-chair** for the dissertation of Holly Kowalkowski who defended in the Fall of 2024
2022 –present	**Advisor** for doctoral students Sholeh Moradibavi and Cynthia Herrera
2021 –present	**Advisor** for doctoral student Yixian Huang
2019 – 2021	**Member of the EdD Committee** for Agueda Paredes, EdD candidate: *Exploring the Commonalities of Elementary Principals in Blue Ribbon Dual Language Schools.* Unpublished study for the Doctorate in Education, Southern Methodist University, Dallas. Graduated in the spring of 2021.
2017 – 2021	**Member of the Dissertation Committee** for Veronica Mellado, PhD candidate: *Bilingual Kindergarteners' Early Literacy Measurement: Assessment Using the Alphabetic Principle in English and in Spanish.* Unpublished doctoral dissertation, Southern Methodist University, Dallas. Graduated in the spring of 2021. Received a post-doc fellowship at the Center for Reading Research in Talahassi, FL.

2019 – 2020 **Member of the Dissertation Committee** for Hao Ma, PhD candidate: *Evaluation of the Utility of Informative Priors in Bayesian SEM with Small Samples.* Unpublished doctoral dissertation, Southern Methodist University, Dallas. Graduated in the spring of 2020. Received a Research Position at Rice University.

2018 - 2019 **Chair of the Dissertation Committee** for Anthony Sparks, PhD candidate: *Reframing Reclassification Research through a Consequential Validity Lens.* Unpublished doctoral dissertation, Southern Methodist University, Dallas. Graduated in the spring of 2019. Received a post-doc position with Dr. Ketterlin Geller at SMU.

2018 – 2019 **Chair of the Dissertation Committee** for Paul Polanco, PhD candidate: *Bilingualism: Visualizing the Outcomes of Bilingualism for Latinx Students in the United States.* Unpublished doctoral dissertation, Southern Methodist University, Dallas. Graduated in the fall of 2019. Was hired by the University of Texas, Arlington.

2018 - 2019 **Member of the Committee** for Stacy Voigt, EdD. *Instructional Approaches Impacting Achievement of Non-Spanish Speaking English Learners at the Elementary Level.* Unpublished study for the doctorate in Education, Southern Methodist University, Dallas. Graduated in the spring of 2019.

2016 **Advisor** on the master thesis by Marina Hounder. *Entwicklung und erste Evaluation einer romanischen Eine Minute Leseprobe als Instrument zur Erfassung der Leseflüsigkeit und zur Lernverlausfsdiagnostik.* [Development and First Evaluation of a one Minute Oral Reading Fluency Probe as Instrument to Determine Oral Reading Fluency and Potential Reading Disabilities in the Romansch Language]. Master Thesis, Faculty of Philosophy, Freiburg University, Germany.

2011 **Member of the Dissertation Committee** for Darci Burns, PhD candidate. *Examining the Effect of an Overt Transition Intervention on the Reading Development of At-Risk English-Language Learners in First Grade,* Department of Special Education and Clinical Services, University of Oregon.

2009 **Member of the Dissertation Committee** for Johanna Cena, PhD candidate. *An Investigation of the Efficacy of a Vocabulary Intervention Using Vocabulary Enhanced Systematic and Explicit Teaching Routines on First Grade Spanish Readers' Vocabulary Development and Reading Comprehension*. Department of Educational Leadership, University of Oregon.

SERVICE

The Profession

Editorial Board Membership

2024 – present	Board Member, Elementary School Children
2020 – present	Board Member, Journal of Learning Disabilities
2018 – present	Board Member, Bilingual Research Journal
2016 – present	Board Member, Learning Disability Quarterly
2016 – 2020	Board Member, Journal of International Needs in Special Education

Reviewer for Refereed Journals

2023 – present	International Journal of Multilingualism
2023 – present	Bilingualism, Language and Cognition
2023 – present	European Education Science Research Journal
2023 – present	Journal of Experimental Psychology: Applied
2022 – present	Scientific Studies of Reading
2021– present	International Journal of Science Education
2019 – present	Developmental Psychology
2017 – present	Journal of Learning Disabilities
2017 – present	Language Learning
2016 – present	Review of Educational Research
2016 – present	Educational Psychology Review
2016 – present	Journal of Psychoeducational Assessment
2016 – present	Language, Speech, and Hearing Services in Schools
2015 – present	American Education Research Journal
2015 – present	Educational Researcher
2015 – present	Bilingualism, Language and Cognition
2015 – present	Universal Journal of Educational Research
2015 – present	Journal of Educational Psychology
2015 – present	International Journal of Bilingualism and Bilingual Education
2015 – present	Journal of Special Education
2014 – present	Education and Learning Research Journal
2014 – present	Educational Assessment
2012 – present	Elementary School Journal
2012 – 2014	Annals of Dyslexia
2011 – present	Reading & Writing: An Interdisciplinary Journal
2011 – 2013	Educational Psychology
2011 – 2013	Spanish Journal of School Psychology

Reviewer for Grant Applications

2025	Panel Review member of the Reading and Writing Program, U.S. Department of Education, Institute of Education Sciences. This panel was cancelled in February 2025.
2021	Invited to review a grant for CONACYT (Consejo, Nacional de Ciencia y Tecnología), a federal institute that conducts educational research in Chile.
2018 – 2021	Invited to serve as Principal Member of the Reading, Writing, and Language Development grant review panel, U.S. Department of Education, Institute of Education Sciences
2016	Panel Review member of the Reading and Writing Program, U.S. Department of Education, Institute of Education Sciences

Reviewer for Professional Conferences

2024	Invited as a Discussant for the Symposium titled: *Empowering English Learners. Strategies for Academic Success* at the 2024 Society for Research on Educational Effectiveness, Baltimore, Maryland, USA
2015 – 2024	Society for Research on Educational Effectiveness
2011 – present	Special Interest Group in Elementary, National Association of Bilingual Education (NABE)

International

2012 – 2014	**Member** of the Science Across Virtual Institutes grant. Project funded by the National Science Foundation and the Academy of Finland (http://www.innovationsforlearning.net/home-SAVI.html#.V92nD7U7Q4s)
2012	**Member of the Scientific Committee** for the 7th Conference for Special Education and Psychopedagogy, Universidad Católica del Maule, Talca, Chile.
2007 – 2009	**Advisor** for the Department of Education of the State of Guanajuato, Mexico.

National, State, and Local

2022–2025	Member of the NABE Council of SIGs

2022	Invited to present my research to the: *Committee on A New Vision for High Quality Pre-K Curriculum* organized by the National Academies of Science, Engineering, and Medicine (8/30/2022).
2022–2023–2025	Invited to present to Latino parents of Bachman Lake Together on the US education system
2021	**Reviewer of promotion and tenure files** for bilingual assistant professors in national universities.
2017	**Chair of the roundtable session**, *Strengths and Challenges for Families and Communities*, American Educational Research Association Conference, San Antonio, TX.
2017	**Organized the First Bilingual Institute at SMU** in collaboration with Region X, April 22, 2017 titled: *Addressing Affective and Linguistic Aspects in Dual Language Programs.*
2016	**Organized and hosted an event for more than 80 Hispanic families** participating in the Hispanic Families Network. Parents toured the SMU campus, and received a certificate for their participation in the network, SMU.
2014 – 2016	**Presenter** for the Hispanic Families Network, Dallas, TX.
2012 – 2018	**Advisor** for Spanish instruction at the Lamplighter School, Dallas, TX.
2011 – 2024	**Chair** of the Special Interest Group in Elementary, National Association of Bilingual Education.
2011	**Member** of the Oregon Literacy Plan team, and the Oregon K-12 Literacy Framework, University of Oregon.

Service to the University, College, and Department

2024	Member of the college wide Search Committee for an Associate or Full Professor with a focus on Interdisciplinary Research
2023–2024	Worked with the Bilingual Bicultural Education team in the Department of Curriculum and Instruction on the new curriculum for the in-service bilingual teachers.
2023 – 2024	**Member** of the Search Committee for a Bilingual Assistant Professor in the Bilingual Bicultural Education program

2022 –2023	**Chair** of the University wide C9 Transportation Committee.
2022 –2023	**Co-Chair** of the Search Committee for an Assistant Professor in the Early Childhood program in the Dept. of Special Education
2022 –2023	**Member of the Research to Practice** initiative in the College of Education
2022 - 2024	**Member of** the summer award committee
2021–2023	**Co-taught and co-mentored five** postdoctoral fellows
2021–2022	**Steering Committee Member** of the Texas Center for Equity and Promotion (TEXCEP).
2022 –2023	**Member of the AISD-UT collaborative**. Active participant in the bilingual and the special education groups.
2021 – 2022	**Co-chair of the Search Committee** for a full professor in Health and Education Disparities for the College of Education.
2020 – 2023	**Developed with Dr. Palais the new syllabi** for EDC370E Reading Methods course, and EDC339D Reading and Assessment course in the Department of Curriculum and Instruction
2020– 2021	**Lead** the initial development of an interdisciplinary program at the COE.
2021 – 2024	**Member of the Bridging Disciplines Program,** UT
2020 – 2021	**Member of the Search Committee** for a tenure track professor in the Bilingual/Bicultural Education program at UT Austin.
2020 – 2021	**Member of the Search Committee** for six early career fellows for the College of Education at UT Austin.
2020– present	**Advisory Board Member** at the Meadows Center for Preventing Educational Risk
2019 – 2020	**Co-director** of the Simmons School of Education Ph.D. program.
2018	**Member of the Emerging Leaders Seminar** organized by the provost at SMU. Recommended to participate by the Dean of Simmons School of Education, SMU.

2018 – 2020	**Member of the Research Council,** Simmons School of Education, SMU.
2018 – 2019	**Member of the Search Committee** for the Department Chair in Policy and Leadership, Simmons School of Education, SMU.
2015 – 2019	**Member of the Simmons School of Education Ph.D. program**, SMU.
2015 – 2019	**Creator of the Celebration of Learning event,** an annual poster presentation for all master students in the Department of Teaching and Learning.
2014 – 2015	**Member of the Action Team Leadership Committee,** Department of Teaching and Learning, Simmons School of Education, SMU.
2013 – 2019	**Chair of the Master in Bilingual Education, and chair of the MBE/ESL Committee,** Department of Teaching and Learning, Simmons School of Education, SMU.
2013, 2014	**Member of the Search Committee** for a Bilingual Tenure Track position**,** Department of Teaching and Learning, Simmons School of Education, SMU.
2011 – 2012	**Creator and Chair of the Bilingual Interest Group (BIG),** Center on Teaching and Learning, University of Oregon.
2011, 2012	**Leader of the English Learner strand for the** 2011 and 2012 CTL Research to Practice Conference sponsored by the Center on Teaching and Learning, University of Oregon.
2008 – 2010	**Member of the Leadership Team,** Center on Teaching and Learning, University of Oregon.
2002 – 2003	**Member of the Instructor Advisory Committee,** Department of Romance Languages, University of Oregon.
2001 – 2003	**College Advisor***,* University of Oregon
1990 – 2003	**Assessor for Portuguese***,* Department of Romance Languages, University of Oregon.

Consultant on National and International Projects

2023–present	**Current consultant for two IES grants:** AERO from the University of Virginia, and Southwest REL on training teachers to

	use RTI and the Science of Reading and Teaching. The Southwest Rel collaboration was cancelled on February 2025.
2023	**Consultant for the Center on Intensive Interventions**
2023–present	Member of the Advisory Board at Amplify, the developer of assessments and curriculum materials for students in the elementary grades.
2021–2025	**Consultant for Teaching Together,** an IES grant (2021-2025)
2020 – present	**Consultant** on several projects by publishers, designed to develop bilingual reading programs and assessments in the US such as: Lectura, Curriculum Associates, Amira, Amplify, Just Right Books among others.
2018 – 2019	**Advisor** for the Model School Collaborative grant between SMU, Dallas Independent School District, and Toyota.
2017	**Presenter.** *Assessing the reading proficiency and vocabulary knowledge of English learners in English and in Spanish,* Statewide Evaluation Personnel Conference, Dallas, TX.
2017	**Reviewer** of preschool and kindergarten assessments. Texas Educational Agency.
2017	**Consultant** for the Jurupa Valley School District, CA.
2016 – 2019	**Consultant and presenter** for the Office of English Language Acquisition grant to the University of Nevada titled: *Enhancing, Engaging, and Empowering Teachers for the Next Generation of Teacher Leaders*. Project Director: Dr. Tracy Spies.
2012 – present	**Consultant** for the Walla Walla School District, WA.
2013 – 2014	**Consultant** *on the IES federal grant to the University of Minnesota to develop the Spanish Indicators of Growth and Development (IGDIs)*
2011 – 2014	**Consultant** for the Nido de Aguilas school in Santiago, Chile.
2010 – 2012	**Consultant** for The Learning Center in Doha, Qatar.

2008 – 2009 **Consultant,** for the development of the Spanish literacy software program titled: ***Sonidos y Letras.*** Product available at: http:// http://www.ayudatec.org/incio and **Consultant** for the Albuquerque School District, NM.

Membership in Professional Organizations

American Educational Research Association
National Association for Bilingual Education.
Society for the Scientific Study of Reading
Society for Research on Educational Effectveness

Languages

Fluent in Spanish, English, Portuguese, and semi-fluent in German.