DESIREE PALLAIS
Curriculum Vitae
Department of Curriculum & Instruction
The University of Texas at Austin
Email: desiree.pallais@utexas.edu Cell: (512) 970-1591

EDUCATION

Ph.D., Curriculum and Instruction, University of Texas at Austin, Austin, TX 2020
Re-figuring informational texts when using Spanish to create and teach with them in a Bilingual Teacher Preparation Program: Latino Contributions to Linguistics and Pedagogy; Advisor: Cinthia Salinas

Diploma, Especialización en la enseñanza de la lectura (Specialization in Reading Instruction), Universidad de la Laguna, Tenerife, Spain 2015

M.A., Program Evaluation, University of Texas at Austin, Austin, TX 2004
Technology-based problem-solving in middle school. Assessing the impact of structure and direction; Advisor: Gary Borich

M.A., Tecnología Educativa, Salamanca, Spain 1997
Enriquecimiento cognitivo en la computadora (Cognitive Enrichment in the Computer); Advisor: Dr. Javier Tejedor

B.A., Ciencias de la Comunicación, Universidad Centroamericana, Managua, Nicaragua 1991
Impacto de factores extra-escolares en cuarto grado (*Impact of extra-curricular factors on educational indicators in fourth grade*)

B.A., History, Tufts University, Medford, MA 1988

PROFESSIONAL APPOINTMENTS

Assistant Professor of Instruction, Cohort Coordinator, Curriculum and Instruction, The University of Texas at Austin, Austin, TX 2020–present

International Literacy and Evaluation Consultant, Development Portfolio Management Group (DPMG)/University of Southern California (USC); World Vision International/United States Agency for International Development (USAID) /Family Health International (FHI 360) 2012–2020

Senior Field Trainer/Analyst, Building Capacity for Response to Intervention Project, Meadows Center for Preventing Educational Risk, The University of Texas at Austin, Austin, TX — 2008–2013

Field Trainer/Analyst/Statewide Coordinator**,** Vaughn Gross Center. for Reading and Language Arts, The University of Texas at Austin, Austin, TX — 2004–2008

University Instructor, National Autonomous University (Universidad Nacional Autónoma (UNAN), Managua, Nicaragua — 1998

Curriculum, Training and Evaluation Consultant, Academy for Educational Development, (AED/USAID), Base Project, Managua, Nicaragua — 1997–1999

School Founder, Director, and Teacher, Lo Pequeño es Bello (Small is Beautiful)*,* Managua, Nicaragua — 1990–1996

COURSES TAUGHT

A. Undergraduate

Reading Assessment and Development (EDC 339 D)
Reading Methods (EDC 370E)
Second Language Acquisition (ALD 325)
Methods of Teaching English as a Second Language (EDC 370E)
Designing Classroom Communities with Equity and Justice (EDC 331E)
Applied Human Learning (ALD 328)
Student Teaching (EDC 950E)
Global Learning Seminar (LA 329)

B. Graduate

Educational Research Methods and Design (EDC 380R)
Second Language Acquisition (EDC F385G)

PUBLICATIONS

A. Books

1. **Pallais-Downing, D.,** Roy-Campbell, Z., & Ikpeze, C. (in press). *Literacy pedagogies in global contexts: Indigenous, translingual and cross-cultural perspectives*. Emerald Publishing.

B. Peer-Reviewed Journal Articles

2. **Pallais, D.,** Palmer, D., & Rodriguez, H. (in press) "Algo significativo en sus vidas": The translingual Spanish writing practice of a preservice bilingual teacher reimagining the informational picture book. *Journal of Multilingual Theories and Practices.*

1. **Pallais-Downing, D.,** Pineda, M., Mehta, M., Galindo-Tovar, I., & Salinas, C. (2022). Developing academic Spanish in bilingual teacher candidates: A critical interpretive review. *Spanish as a Heritage Language*, *2*(2). https://doi.org/10.5744/shl.2022.1010/

C. Not peer reviewed

3. **Echavarría, M.L**., & **Pallais**, D. (2020, July). *Academic Spanish with heritage Spanish speakers taking an undergraduate college course: An investigation of lexical density, nominalization and field, tenor and mode across three types of texts.* (Unpublished manuscript, 45 pp.) Available upon request.

2. **Pallais**, **D**. (2013, September). Apoyando la lectura con niños que se encuentran rezagados [Supporting reading with children who are behind]. *Revista Educando*, (32). Dirección Regional de Educación, Gobierno Regional, San Martín, Perú.

1. **Pallais**, **D.** (2013, September 19). Aportes de la ciencia cognitiva para la lectura inicial [Contributions of cognitive science for early reading]. *Gaceta de Educación y Pedagogía.* https://gacetadeeducacion.wordpress.com/2013/09/

D. Book chapters

6. **Pallais, D.** & Pari-Rodriguez, A. (in press). Curricular and evaluation contributions of a bilingual intercultural project in the Amazon. In D. Pallais, Z. Roy-Campbell, & Ch. Ikpeze (Eds.), *Literacy pedagogies in global contexts: Indigenous, translingual and cross-cultural perspectives.* Emerald Publishing.

5. **Pallais, D.** (in press). Cross-language awareness to improve understanding of reading challenges in Spanish-speaking students immersed in English classrooms. In M. Olson & J. Schluer (Eds.), *Foreign language learning and the role of language, culture and literacy* (Literacy, Language and Learning series). Emerald Publishing.

4. **Pallais-Downing**, D. (2022). International literacy development in the Peruvian Amazon: Three problematic assumptions. In L.C. Assaf, P. Sowa & K. Zammit (Eds.) *Global meaning making* (Advances in Research on Teaching, Vol. 39, pp. 9-23). Emerald Publishing. https://doi.org/10.1108/S1479-368720220000039002/

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3. Caldas, B., Palmer, D**.,** & ***Pallais, D.** (2021). Embracing our bilingual selves in dialogue: Hacia una praxis bilingüe en espacios de preparación de docentes. In D. Schwarzer, M. Petron, & C. Larrota (Eds.), *Bilingualism and bilingual education: Conceptos fundamentales* (pp. 65-79). Peter Lang. https://www.peterlang.com/document/1057483/

2. **Pallais, D**., & Umansky, I. (2017). Nicaragua. In J. Egbert & G. Ernst-Slavit (Eds.), *Views from inside: Languages, cultures, and schooling for K-12 Educators* (pp. 267-288). Information Age Publishing Inc https://www.amazon.com/Views-Inside-Languages-Schooling-Educators/dp/1641130199/

1. **Pallais,** D. (2014). *Teaching English Language Learners* (pp. 205-222). edited by Martha C. Hougen, Ph.D. Chapter author. Baltimore, MD: Paul Brookes Publishing. https://brookespublishing.com/wp-content/uploads/2021/06/teaching-adolescent-English-language-learners.pdf/

E. Articles in Peer-Reviewed Conference Proceedings

1. **Pallais,** D. (2016). Contribuciones de un proyecto de educación intercultural bilingüe en la Amazonía: ¿Qué rol juega el contexto en las evaluaciones internacionales? [Contributions of an intercultural bilingual project in the Amazon: What is the role of context in international evaluations?]. *Proceedings of the XXII Graduate Colloquium of Iberian and Latin American Languages and Cultures,* The University of Texas at Austin, March 24-26, 2016.

F. Encyclopedia Articles

None

G. Book reviews

5. **Pallais, D.,** & Ruiz González, M. J. (2019). [Review of the book *After the "At-Risk" Label: Reorienting educational policy and practice,* by K. Brown]. *Multicultural Perspectives*, 21(3), 184–186. https://doi.org/10.1080/15210960.2019.1654869

4. **Pallais, D.,** & Batista, N. (2017). [Review of the book *Literacy and numeracy in Latin America: local perspectives and beyond,* by J. Kalman & B. Street]. *International Journal of Qualitative Studies in Education*, 31(2), 162–164. https://doi.org/10.1080/09518398.2017.1309589

3. **Pallais**, **D.** (2017). [Review of the book *The education of Indigenous citizens in Latin America,* by R. Cortina]. *Journal of Latin American and Caribbean Anthropology,* 22(2), 376-378. https://doi.org/10.1111/jlca.12294/

2. **Pallais, D.** (2017). [Review of the book *The rise of the new second generation*, by M. Zhou & C. Bankston]. *Ethnic and Racial Studies*, 41(8), 1525–1528. https://doi.org/10.1080/01419870.2017.1363898

1. Harvey, R., & **Pallais, D.** (2017). [Review of the book *Rethinking bilingual education: welcoming home languages in our classrooms*, by B. Barbian & R. Cornell Gonzales]. *International Journal of Bilingual Education and Bilingualism*, 23(5), 635–637. https://doi.org/10.1080/13670050.2017.1404714

H. Op-Eds and Non-Peer-Reviewed Articles

6. **Pallais, D.** (2020). *Contributions of the online curriculum during the pandemic*. Online Learning Initiative. https://online-learning-initiative.org/contributions-of-the-online-curriculum-in-the-midst-of-the-pandemic/

5. **Pallais, D.** (2020*). Improving education quality via a curriculum that meets prescription but incorporates description*. Online Learning Initiative. https://online-learning-initiative.org/improving-education-quality-via-a-curriculum-that-meets-prescription-but-incorporates-description/

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4. Hoffman, J., Bloch, C., **Pallais, D.**, & Goodman, K.S. (2018). *¡Ya Basta! con EGRA: Humanizing international support for literacy development* (Literacy Policy Brief). International Literacy Association: Literacy Research Panel. (7 pp.).https://www.literacyworldwide.org/docs/default-source/where-we-stand/9447_ya-basta-con-egra-2-2020_final.pdf/

3. Castro, V., & **Pallais**, **D.** (2015). *Case Study: Final Evaluation of EIBAMAZ Programme - Inclusive education in Finland's development cooperation in 2004–2013*. Development Portfolio Management Group. https://desireepallais.wordpress.com/wp-content/uploads/2020/03/inclusive_education_case_eibamaz_final-5c.pdf.pdf

2. **Pallais**, **D.** (2014, July). *Summative evaluation of the impact of Scaling Up Reading Comprehension (SURCI) in Western Guatemala.* World Vision https://desireepallais.wordpress.com/wp-content/uploads/2020/03/summative_evaluation_final_report.pdf. (English).

1. **Pallais, D.** (2013, February). *Balance sobre la lecto-escritura en Peru: Un acercamiento reflexivo sobre políticas, el marco institucional y la implementación* [Balance about literacy in Peru: A reflexive account of policies, institutional frameworks and implementation]. USAID Peru.

Media Appearances and Interviews

5. March, 2024. Interview about the role of curriculum in higher education. Universidad Ibero Torreón, Education Department. Mexico. Contact: Alejandra Diaz Rosales, alejandra.diaz@c-iberotorreon.mx

4. Feb, 2024. Panelist invitation: Advocacy for A Multilingual Lens Towards the Science of Reading in Texas. Austin Area for Bilingual Education Adelante Conference. ¡Adelante! Conference for Bilingual & Dual Language Educators. https://docs.google.com/presentation/d/1ZUkJ7C1SxeSjKCmBpH6JuiCY_ZbwIKHsky4R13Q9ZT4/edit?slide=id.g24a31664f4a_2_169#slide=id.g24a31664f4a_2_169

3. Aug. 2023. Video and interview about collaboration with the University of Texas at Austin. Universidad Peruana Cayetano Heredia, Lima, Peru. With the University of Texas (available upon request)

2. June, 2023. Video and interview about UT student visit to the Universidad Nacional Intercultural de la Amazonia (UNIA), Ucayali, Peru.
https://www.youtube.com/watch?v=Pr24xTbJ8K4

1. June, 2022. Podcast Interview with Amplify: Linguistic structure, English versus Spanish.
https://amplify.com/episode/science-of-reading-the-podcast/season-5/episode-8-linguistic-structure-english-vs-spanish-with-dr-desiree-pallais-downing/;
https://www.facebook.com/groups/scienceofreading/posts/1412822665832858/

AWARDS AND HONORS

2022	President's Award for Global Learning, Enhancing Global Education Initiatives in Literacy Development through an Understanding of Context, Texas Global, The University of Texas at Austin, Austin, Texas.
2022	Travel award, Enhancing Global Education Initiatives in Literacy Development through an Understanding of Context, President's Award for Global Learning, Texas Global, The University of Texas at Austin, Austin, Texas.
2021	Division K Outstanding Dissertation Honorable Mention Award, Division K American Educational Research Association (virtual).

2015	Phi Beta Phi Academic Honor Society, UT-Austin chapter (2015-2020), Austin, Texas.
1997	Master's Thesis Honor mention, Enriquecimiento Cognitivo para Niños en el Ordenador, University of Salamanca, Salamanca, Spain.
	1996 Silver plaque Parent community of the school, Lo Pequeño es Bello (Small is Beautiful), Managua, Nicaragua.
1996	Graduate studies Scholarship, The Institute of Iberoamerican Cooperation (ICI), Spanish Agency for International Development, Foreign Ministry of Spain, Madrid, Spain.

PRESENTATIONS

Invited Talks

9. **Pallais, D.,** García-Paz, A., Compean, J., & Bilingual Preservice Teachers. (2024, February 24). *Designing reading centers with Science of Reading content to foster meaningful learning* [Conference presentation]. ¡Adelante! Conference for Bilingual & Dual Language Educators: *Bridging cultures, empowering minds: El poder transformador de la educación bilingüe (The transforming power of bilingual education)*, DoubleTree Hotel – North Austin, Austin, TX.

8. **Pallais, D.** (2023, December 14). *Reseña histórica: Antecedentes, componentes e impactos. Iniciativa Presidencial para el Aprendizaje Global: Mejorando las iniciativas globales en literacidad a través de la comprensión del contexto (Historical review: Background, components and impacts. Presidential Initiative for Global Learning: Improving global initiatives in literacy through an understanding of context)*. Universidad Peruana Cayetano Heredia, Lima, Perú.

7. **Pallais, D.** (2023, November). *Las intervenciones socio-educativas: Perspectivas escolares y sociales en el área de la lectura* [*Socio-educational interventions: School and social perspectives in the area of reading*]. Universidad de la Salle, Mexico City, Mexico. https://docs.google.com/presentation/d/1Kd2baU6kdOR0_hafyHwNVlJS0CgDZJuewJkdT8FYnxk/edit#slide=id.p1/

6. **Pallais, D**. (2023, October). *COE's Global Impact: Expanding horizons beyond borders. Insights from the President's Award experience: Spring, Summer and Fall 2023*. College of Education, The University of Texas at Austin, Austin, TX.

5. **Pallais, D.** (2023, August 1). *Pedagogías (re)emergentes e interculturales en EEUU: (Re)imaginando hacia la equidad educativa* [(Re) emergent and intercultural pedagogies in the US: (Re) imagining towards educational equity] IX Simposio Internacional De Docencia Universitaria: Nuevos escenarios para la docencia universitaria: entornos híbridos y pedagogías emergentes, CETYS Universidad, Campus Internacional Ensenada. Ensenada, Mexico.

4. **Pallais-Downing, D**. (2023, March). *Opportunities and challenges of promoting literacy in the Amazon.* Pan American Round Table of Austin (PART), Austin, TX.

3. **Pallais-Downing, D**. (2022, May). *Strengths-based scaffolds to empower Spanish speakers: Ten examples for the early grades* [featured virtual presentation]. Celebrating Biliteracy, Realizing a Better Future for our Spanish Speakers, Amplify, Austin, Texas.

2. **Pallais, D**. (2022, January). *Engaging Latino students during read alouds with informational texts in dual-language classrooms* [Invited virtual talk]. Teaching English to Speakers of Other Languages (TESOL) Reading and Vocabulary Interest Section. Autumn RVIS Series, Austin, Texas.

1. **Pallais, D.** (2019, September 26). *Desarrollando la lectura con libros informativos en un contexto bilingüe y bicultural* [Developing reading with informational texts in a bilingual and bicultural context]. XV Congreso Latinoamericano para el Desarrollo de la Lectura y la Escritura (CONLES), Lima, Peru.

Conference Presentations

31. **Pallais, D.** (2025). *Cross-linguistic insights to improve understanding of apparent reading challenges in Spanish-speaking students***.** Thrive Summer Mentor Institute, College of Education, The University of Texas at Austin, Austin, Texas**.**

30. **Pallais, D.,** Palmer, D., & Rodriguez, H. (2025, March 22-25). *"Algo significativo en sus vidas (Something meaningful in their lives)": The translingual Spanish writing practice of a preservice bilingual teacher reimagining the informational picture book.* American Association for Applied Linguistics, Denver, CO.

29. **Pallais, D.** (2025, March). *"Algo significativo en sus vidas (Something meaningful in their lives)": The translingual Spanish writing practice of a preservice bilingual teacher reimagining the informational picture book.* The Second Language Research Studies Group, Austin, TX.

28. **Pallais, D.,** et al. (2024, December). *Re-examining the Role of AI in times of trouble and its role to accentuate agency. Literacy Research Association 74th Annual Conference,* Atlanta, GA. https://convention2.allacademic.com/one/lra/lra24/

27. **Pallais, D.,** García-Paz, A., Compean, J., & Bilingual Preservice Teachers. (2024, February 24). *Designing reading centers with Science of Reading content to foster meaningful learning* [Conference presentation]. ¡Adelante! Conference for Bilingual & Dual Language Educators: *Bridging cultures, empowering minds: El poder transformador de la educación bilingüe*, Austin, TX.

26. **Pallais, D.** (2023, December). *Autobiographical and Indigenous culturally responsive–sustaining teaching: A local, national, and global perspective* [Alternative session]. *Literacy Research Association Annual Conference*, Atlanta, GA.

25. **Pallais, D.,** et al. (2022, December). *International literacy development in the Peruvian Amazon: three problematic assumptions* [Book Symposium]. *Global Meaning Making: Disrupting and Interrogating International Language and Literacy Research Association 72nd Annual Conference,* Atlanta, GA. https://convention2.allacademic.com/one/lra/lra24/

24. **Pallais, D.** (2022, December). *Global meaning making: Disrupting and interrogating international language and literacy research and teaching* [Alternative session]. *Literacy Research Association Annual Conference*, Phoenix, AZ.

23. **Pallais, D.** (2022, December). *Global meaning making: Disrupting and interrogating international language and literacy research and teaching* [Alternative session]. *Literacy Research Association Annual Conference*, Phoenix, AZ.

22. **Pallais, D.** (2022). *Pedagogies of social positioning when teaching with Spanish informational texts* [Conference presentation]. *National Association for Bilingual Education (NABE) Annual Conferenc*e, New York, NY.

21. **Pallais, D.** et al. (2021, December). *International literacy development in the Peruvian Amazon: three problematic assumptions* [Book Symposium]. *Global Meaning Making: Disrupting and Interrogating International Language and Literacy Research Association 72nd Annual Conference,* Atlanta, GA. https://convention2.allacademic.com/one/lra/lra24/

20. **Pallais, D**., Pineda, M., Mena, M., & Tovar, I. (2020, December). *¿Aprender español? Contributions of bilingual education research to the teaching and the construct of academic Spanish with bilingual teacher candidates* [Conference presentation]. *70th Literacy Research Association Annual Conference* (Virtual).

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19. **Pallais, D.** (2019, December 4-7). *Pedagogical Contributions of Spanish informational texts for aspiring bilingual teachers.* In *Culturally relevant mentor texts as guides for biliteracy, bilingualism, and writing development of Latinx Students* [Symposium]. *69th Literacy Association Research Conference*, Tampa, FL.

18. **Pallais, D.** (2019, December). *Pedagogical contributions of Spanish informational texts for aspiring bilingual teachers* [Conference symposium]. *Literacy Research Association Annual Conference*, Tampa, FL.

17. **Pallais**, D. (2019, September 26). *Contribuciones al currículo y evaluación de un proyecto en la Amazonía peruana* [Curricular contributions of a proyect in the Peruvian Amazon]. *XV Congreso Latinoamericano para el Desarrollo de la Lectura y la Escritura (CONLES)*. Lima, Peru.

16**. Pallais, D**. (2019). *Lexical and discursive innovations when preservice teachers create informational texts in Spanish* [Conference presentation]. *6th National Symposium on Spanish as a Heritage Language*, University of Texas Rio Grande Valley, McAllen, TX.

15. Rodríguez, H., Cárdenas-Curiel, L., & **Pallais, D.** (2018, October). *Bilingual co-teaching model for art gallery lessons in a pre-service bilingual teacher preparation program: Empowering bilingual teachers and learners' linguistic repertoires* [Conference presentation]. *8th International Conference on Education and Social Justice*, Honolulu, HI.

14. Callahan, R., **Pallais-Downing, D.,** & De Paz, M. (2017, April 28). *Integrating Latino immigrant parents' funds of knowledge in an engineering education curriculum* [Roundtable session]. *American Educational Research Association (AERA)*, San Antonio, TX.

13. **Pallais,** D. (2017). *Pedagogical strategies of preservice bilingual teachers when teaching art at the museum* [Group demonstration/performance session]. In *Bilingual co-teaching model: Art gallery lessons as an exploration of a collaborative interdisciplinary pedagogical approach*. *American Educational Research Association Annual Meeting*, Division K, San Antonio, TX.

12. **Pallais, D.** (2017, February 20). *Teaching reading. Reflections from a Peruvian experience*. *Second Study Tour – Project Amazon Reads/USAID*. Austin, TX.

11. Alvarado, F. & **Pallais-Downing**, D. (2016). *Mediawiki as a tool for curriculum development and open education resource alignment* [Conference presentation]. Libre Learn Lab, Massachusetts Institute of Technology (MIT), Tang Center, Cambridge, MA.

10. **Pallais**, D. (2016, March 24-26). *Contribuciones de un proyecto de educación intercultural bilingüe en la Amazonía* [Contributions of an intercultural bilingual project in the Amazon]. *XXII Graduate Colloquium of Iberian and Latin American Languages and Cultures*, The University of Texas at Austin. Austin, TX.

9. **Pallais**, D., & Walker, K. (2013, February 15). *Alternative approaches for the reading difficulties of Spanish-speaking children* [Conference presentation]. *Learning Disabilities Association of America 50th Annual International Conference*. Grand Hyatt Hotel, San Antonio, TX.

8. **Pallais, D**. (2013, February 14*). Managing RTI campus data: Monitoring effectiveness of intervention* [Conference presentation]. *Learning Disabilities Association of America 50th Annual International Conference.* Grand Hyatt Hotel, San Antonio, TX.

7. **Pallais, D.** (2012, February 13-16). *A cross-language approach to support Spanish-speaking English language learners* [Conference presentation]. *50th Annual International Conference on Learning Disabilities*, San Antonio, TX.

6. **Pallais, D.** (2012, February). *Teaching reading to Spanish-speaking students* [Conference presentation]. *49th Annual International Conference on Learning Disabilities*, Chicago, IL.

5. **Pallais, D. (**2011, November**).** *Instructional scripts for first grade bilingual classrooms* [Conference presentation]. *International Dyslexia Association (IDA) 62nd Annual Conference*, Chicago, IL.

4. **Pallais, D.** (2011, October 28). *Resource for monitoring campus RTI implementation*: *The RTI – Data Management Tool (RTI-DMT*) [Conference presentation]. *33rd International Conference on Learning Disabilities*, Austin, TX.

3. **Pallais, D.** (2011, August). *Componentes de la lectura para una instrucción efectiva; La respuesta a la intervención* [Conference presentation]. *11vo Congreso Latinoamericano sobre Lectura*, Managua, Nicaragua.

2. **Pallais, D.** (2010, April). *Reading supports for Spanish-speaking students* [Conference presentation]. *Organization of Teacher Educators in Reading (OTER), Annual Meeting, 55th Annual Convention of the International Reading Association*, Chicago, IL.

1. **Pallais, D.** (2009, August*). Rutinas de instrucción para elevar la calidad* [Conference presentation]. *Research Triangle Initiative (RTI) Literacy Meeting*, Lima, Perú.

ADVISING AND STUDENT-RELATED SERVICE

Dissertation Committees

2025-2027: Lizanne Thornton, Department of Germanic Studies, The University of Texas at Austin. (Committee member).

Undergraduate Honors Theses

2023: Paola Gon, Department of Psychology, The University of Texas at Austin. (Advisor).

Other Mentorship

Fall 2024: Ana Carrasco, *Directed Research Faculty Guide*, EDC 396T.
Summer & Fall 2024: Amanda Susan Byrd, *Directed Research Faculty Guide*, EDC 396T.
Spring 2023: Ana Carolina Espino, *Master's Thesis Faculty Reader*.

ADMINISTRATIVE AND PROFESSIONAL SERVICE

Professional Service

2021-present: Leadership Member and Organizer, International ICG Study Group, *Literacy Research Association*
2023-2024: Presentation Chair, *Literacy Research Association Annual Conference,* Phoenix Arizona
2020-2025: Co-organizer, *International literacy study group*, Literacy Association Conference, virtual (2020); Atlanta, Georgia (2021); Phoenix Arizona (2022); Atlanta, Georgia (2023); Atlanta, Georgia (2024); Planet Hollywood, Las Vegas (2025)
2020-2022: Member, Board of Directors, Online Learning Initiative
2020-2022: Discussant, *70th Literacy Research Association Annual Conference* (virtual)

2019: Conference panel member, *XV Congress for the improvement of Reading and Writing in Latin America*, Lima, Peru

Editorial Service
2019: Ad hoc reviewer, *Journal of Language, Identity and Education*
2019: Ad hoc reviewer, *International Journal of Qualitative Studies in Education*

2018: Ad hoc Book proposal reviewer, *Brookes Publishing*
2016-2018: Ad hoc reviewer, *Bilingualism: Language and Cognition*
2015-2019: Ad hoc reviewer, *Reading & Writing Quarterly: Overcoming Learning Difficulties*

Professional Memberships
2024- present: American Association of Applied Linguistics (AAAL)
2022-present: National Association of Bilingual Education (NABE)
2020-2021: American Educational Research Association (AERA)
2020: National Council for Teachers of English (NCTE)
2019-2020: Online Learning Initiative (OLI)

University Service
2025: Website Design, President's Award for Global Learning (Peru field study): https://sites.utexas.edu/2023-field-study-peru/, The University of Texas at Austin, Austin, Texas
July 2025: Reviewer, President's Award Proposal, Texas Global, The University of Texas at Austin, Austin, Texas
July 2024: Reviewer, President's Award Proposal, Texas Global, The University of Texas at Austin, Austin, Texas
May 2024: Project Showcase Support, Central American Studies Curriculum, The University of Texas at Austin, Austin, Texas
July 2023: Field Study Mentor, President's Award for Global Learning, The University of Texas at Austin, Austin, Texas
Fall 2023-Spring 2025: Peer Review Scholar, The Provost's Office, The University of Texas at Austin, Austin, Texas
May 2023: Speaker, Bilingual/Bicultural Education Program, Seal of Biliteracy Event, Austin, TX
Fall 2022-Spring 2024: Course Re-design, Curriculum and Instruction, College of Education, The University of Texas at Austin, Austin, Texas
Fall 2022-Spring 2023: Collaborator, President's Award Proposal, Universidad Peruana Cayetano Heredia, Lima, Peru
Fall 2020-Spring 2022: Bilingual Research Journal Article Reviewer

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2017-2018: Proposal reviewer, American Educational Research Association Annual Conference (AERA)

College Service
2021-2022: Member, Curriculum Literacy Advisory Committee and Panel
Fall 2021: Organizer, International Scholar Faculty Dr. Bettina Buch Visit

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Fall 2009, Spring 2010, Fall 2010: Guest lecturer, Department of Special Education, The University of Texas at Austin

Departmental Service

Summer 2025: Contributor, BBE Support for Future Online Teacher Residency Program
2022-2025: Representative, Bilingual/Bicultural Program, UT/AISD Collaborative
Spring 2022-2025: Reviewer, Bilingual/Bicultural Foundations Applications
2022-2025: Member, Bilingual/Bicultural Program Revisions Committee
2021-2022: Member, Teacher Education Committee
2020-2025: Member, Bilingual/Bicultural Program Re-design Committee
Spring and Summer 2022: Facilitator, Bilingual Teacher Certification guidance and practice sessions

Other Services

2015-2019: Educational website design
https://desireepallais.wordpress.com/research-support/