

**Audrey Lucero**  
 Department of Education Studies  
 College of Education  
 University of Oregon  
 5277 University of Oregon  
 Eugene, OR 97403-5277  
 Phone: (541) 346-8069  
[alucero@uoregon.edu](mailto:alucero@uoregon.edu)

<https://education.uoregon.edu/people/csse/alucero>

## PROFESSIONAL BACKGROUND

### *Academic Appointments*

2024-present	<i>Professor, Language and Literacy Education</i> University of Oregon, Department of Education Studies
	<i>Graduate Faculty</i> University of Oregon, Indigenous, Race & Ethnic Studies
2017-2024	<i>Associate Professor, Language and Literacy Education</i> University of Oregon, Department of Education Studies
2011-2017	<i>Assistant Professor, Language and Literacy Education</i> University of Oregon, Department of Education Studies

### *Visiting Research Positions*

Winter 2025	Department of Linguistics and English Language Lancaster University, England
-------------	---

### *Education*

2011 Ph.D.	University of Washington, Seattle, Washington Education - Language, Literacy and Culture Dissertation Title: <i>Lengua Académica in First Grade: Expectations, Instructional Practices, and Teacher Resources</i> , Chair: Tom Stritikus
2002 M.I.T.	Seattle University, Seattle, Washington Elementary Education K-12 Spanish teaching endorsement
1996 B.A., B.S.	Boston University, Boston, Massachusetts Psychology, Broadcasting Summa Cum Laude, With Distinction

## FELLOWSHIPS

2021-2022	<b>Student Experience Research Network Mid-Career Fellowship</b>
-----------	--

National program to bridge research on structures that shape students' experiences with local, state, and federal policies related to education.

- 2016-2017 **UO Center on Diversity & Community Faculty-in-Residence Fellowship**  
Fellowship for tenure-line faculty to undertake research related to the better understanding the needs of diverse communities at the university.

## SCHOLARSHIP

[\*Graduate student co-authors are italicized]

### *Peer-Reviewed Journal Articles*

26. **Lucero, A.**, Vetter, A., Schieble, M., *Avelar, J.D.* (in press). Critical teacher inquiry groups as sites for learning about race and racism. Special issue on Expanding Sites of Opportunity for Critical Teacher Learning in Urban Education, *Urban Education*.
25. **Lucero, A.**, *Avelar, J.D.* (2025). Building community among K-8 teachers through a university-educator network partnership. Special issue on Reclaiming and Rethinking Teacher Education: Global Concerns, Challenges and Opportunities *Educational Sciences*, 15(3). <https://doi.org/10.3390/educsci15030268>
24. **Lucero, A.**, *Mitteis, M., Bermúdez, B.* (2024). Spotlights and shadows: Linguistic and cultural (in)visibility among transnational students in an International Baccalaureate school. *Diaspora, Indigenous & Minority Education*.  
<https://doi.org/10.1080/15595692.2024.2340666>
23. **Lucero, A.** (2024). Learning to read critically: Professional development with picturebooks. *Teaching and Teacher Education*, 142. <https://doi.org/10.1016/j.tate.2024.104521>
22. **Lucero, A.** (2024). Matching or clashing? Teachers analyzing picturebooks using an equity-focused text analysis tool. *The Reading Teacher*, 77(6), 880-887.  
<https://doi.org/10.1002/trtr.2326>
21. **Lucero, A.**, *Bermúdez, B., Mitteis, M.* (2023). “We are not all named María”: Building transnational identities in a U.S. International Baccalaureate high school, 1-15. *Journal of Language, Identity, and Education*. <https://doi.org/10.1080/15348458.2023.2263075>
20. **Lucero, A.**, *Avelar, J.D.* (2023). ‘It’s probably still written by a white person’: Challenging assumptions about racial identity in a critical professional development course. *Critical Discourse Studies*, 23(4), 383-399. <https://doi.org/10.1080/17405904.2022.2164788>

19. Meline, M., Harn, B., Jamgochian, E., Strickland-Cohen, K., Linan-Thompson, S., **Lucero, A.** (2023). Examining the use of video analysis on teacher instruction and teacher outcomes: A meta-analysis. *The Journal of Special Education*, 57(2), 83-93 <https://doi.org/10.1177/00224669221133773>
18. **Lucero, A., Avelar, J.D.** (2022). Exploring the challenges and possibilities of critical literacy pedagogy: K-8 teacher discussions about race in virtual professional development course. *English Teaching: Practice & Critique*, 21(4), 483-495. <https://doi.org/10.1108/ETPC-05-2022-0065>
17. Holguin Mendoza, C., Taylor, A., *Romero Moñtano, L., Lucero, A., & Dorantes, A. A.* (2021). Too Latinx or not Latinx enough? Racial subtexts and subjectivities in a predominantly white university. *Journal of Latinos and Education*, 18(4), 295-316. <https://doi.org/10.1080/15348431.2021.1920945>
16. **Lucero, A., Donley, K., Bermúdez, B.** (2021). The English referencing behaviors of first and second grade Spanish-English emergent bilinguals in oral narrative retells. *Applied Psycholinguistics*, 42(5), 1243-1621. <https://doi.org/10.1017/S0142716421000278>
15. Olivos, E.M. & **Lucero, A.** (2020). Latino parents in dual language immersion programs: Why are they so satisfied? *International Journal of Bilingual Education and Bilingualism*, 23(10), 1211-1224. <https://doi.org/10.1080/13670050.2018.1436520>
14. **Lucero, A. & Uchikoshi, Y.** (2019) Narrative assessment with first grade Spanish-English emergent bilinguals: Spontaneous versus retell conditions. *Narrative Inquiry*, 29(1), 137–156. <https://doi.org/10.1075/ni.18015.luc>
13. **Lucero, A., Dorantes, A.A., Holguin Mendoza, C., & Romero Montaña, L.** (2019). Reforzando las redes: Supporting Latino/a undergraduates at a state flagship university. *Journal of Hispanic Higher Education*. <https://doi.org/10.1177/1538192717741671>
12. Fritz, R., Harn, B., Biancarosa, G., **Lucero, A., Flannery, B.** (2018). How much is enough? Increasing observation efficiency to improve intervention instruction. *Assessment for Effective Intervention*, 44(2), 135-144. <https://doi.org/10.1177/1534508418772909>
11. **Lucero, A.** (2018). The development of bilingual narrative retelling among Spanish-English dual language learners over two years. *Language, Speech, and Hearing Services in Schools*, 49, 607-621. [https://doi.org/10.1044/2018\\_LSHSS-17-0152](https://doi.org/10.1044/2018_LSHSS-17-0152)
10. **Lucero, A.** (2018). Oral narrative retelling among emergent bilinguals in a dual language immersion program. *International Journal of Bilingual Education and Bilingualism*, 21(2), 248-264. <https://doi.org/10.1080/13670050.2016.1165181>

9. **Lucero, A.** (2016). Investigating the simple view of reading with young Spanish-English emergent bilingual children. *Journal of Bilingual Education Research and Instruction*, 18(1), 8-28.
8. Lochmiller, C.R., **Lucero, A.**, Lester, J.N. (2016). Challenges for a new bilingual program: Implementing the International Baccalaureate's primary years programme in four Colombian schools. *Journal of Research in International Education*, 15(2), 155-174. <https://doi.org/10.1177/1475240916660803>
7. **Lucero, A.** (2015). Cross-linguistic lexical, grammatical, and discourse performance on oral narrative retells among young Spanish speakers. *Child Development*, 86, 1419-1433. <https://doi.org/10.1111/cdev.12387>
6. **Lucero, A.** (2015). Dual language teachers' use of conventional, environmental, and personal resources to support academic language development. *Bilingual Research Journal*, 38, 107-123. <https://doi.org/10.1080/15235882.2015.1017028>
5. **Lucero, A.** (2015). Who's holding el marcador? Peer linguistic mediation gone awry in a dual language classroom. *Journal of Language, Identity, and Education*, 14, 219-236. <https://doi.org/10.1080/15348458.2015.1070571>
4. **Lucero, A.** (2014). Teachers' use of linguistic scaffolding to support the academic language development of first grade emergent bilingual students. *Journal of Early Childhood Literacy*, 14, 534-561. <https://doi.org/10.1177/1468798413512848>
3. Elfers, A., **Lucero, A.**, Stritikus, T., & Knapp, M. (2013). Building systems of support for classroom teachers working with English Language Learners. *International Multilingual Research Journal*, 7, 155-174. <https://doi.org/10.1080/19313152.2012.665824>
2. **Lucero, A.** (2012). Demands and opportunities: analyzing academic language use in a first grade dual language program. *Linguistics and Education*, 23, 177-178. <https://doi.org/10.1016/j.linged.2012.05.004>
1. **Lucero, A.** (2010). Dora's Program: The role of a constructively marginalized paraprofessional and her developmental biliteracy program. *Anthropology and Education Quarterly*, 41, 126-143. <https://doi.org/10.1111/j.1548-1492.2010.01074.x>

### **Book Chapters**

5. Kornbluh, M., Bell, S., Amador, R., **Lucero, A.** (in press). Learning from Their Voices: Educators' Strategies for Teaching Social Justice in Turbulent Times. In N. Mirra, A. Garcia, & L. Odum (Eds.), *Teaching Civic Literacy*. Champaign, IL: National Council of Teachers of English.
4. **Lucero, A.** (2016). Oral narrative performance among kindergarten, first, and second grade heritage Spanish-English bilingual children. In C.E. Wilson (Ed.), *Bilingualism: Cultural Influences, Global Perspectives and Advantages/Disadvantages* (pp. 73-100). Hauppauge, NY: Nova Science Publishers.

3. **Lucero, A.** (2013). Pedagogical language knowledge and the instruction of language minority students. In M. B. Arias & C. J. Faltis (Eds.), *Academic language in second language learning* (pp. 57-80). Charlotte, NC: Information Age Publishing.
2. Stritikus, T. & **Lucero, A.** (2012). Immigration and education. In J. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp.1138-1141). Thousand Oaks, CA: Sage Publications.
1. Stritikus, T. & **Lucero, A.** (2012). Second language speakers in the United States. In J. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 1918-1921). Thousand Oaks, CA: Sage Publications.

### **Other Publications**

[\*Graduate student co-authors are italicized]

8. **Lucero, A.** & *Avelar, J.* (2023). Confronting book bans: What do educators need to know? Research Perspectives column in *Literacy Today*, July/August/September. [invited]
7. **Lucero, A.** (2022). [Policy Brief] Enacting ethnic studies standards means supporting teachers in learning about race and racism. Student Experience Research Network research library. [https://studentexperiencenetwork.org/research\\_library/enacting-ethnic-studies-standards-means-supporting-teachers-in-learning-about-race-and-racism/#](https://studentexperiencenetwork.org/research_library/enacting-ethnic-studies-standards-means-supporting-teachers-in-learning-about-race-and-racism/#)
6. **Lucero, A.**, *Bermúdez, B.*, *Mitteis, M.* (2021). Crossing borders: The perspectives of transnational students in one Oregon high school. In R. Bussell (Ed.), *A state of immigrants: New research on the immigrant experience in Oregon*. Eugene, OR: University of Oregon [invited].
5. Olivos, E.M. & **Lucero, A.** (2018). Bilingual programs remain at risk if parents are not satisfied. *Multilingual Educator* (pp. 20-23).
4. Lindholm-Leary, K. & Molina, R. (2015). *Oregon dual language collaborative final evaluation report* [prepared for Oregon Department of Education & Oregon State Legislature]. Contributed to Part III: Evaluation Findings (pp. 84-93).
3. Varghese, M. M., **Lucero, A.**, & Von Esch, K.S. (2014). Integrating English learner needs in an elementary teacher education program: Moving forward. *Education Matters: The Journal of Teaching and Learning*, 2(1), 67-71.
2. Elfers, A.M., Stritikus, T., Calaff, K.P., Von Esch, K.S., **Lucero, A.**, Knapp, M.S., Plecki, M.L. (2009). [Report] *Building systems of support for classroom teachers working with second language learners*. Seattle, WA: Center for Strengthening the Teaching Profession.
1. **Lucero, A.** (2008). [Review of the book *The sociolinguistics of identity*, by T. Omoniyi & G. White (Eds.)]. *Southwest Journal of Linguistics*, 27(1), 239.

***Manuscripts in Revision******Manuscripts Under Review***

*[\*Graduate student co-authors are italicized]*

3. **Lucero, A.,** *Avelar, J.D., Springer, S., Sullivan, B.* 'Schools don't teach this way and they should': A study of racial literacy in in-service teacher professional development. Submitted to *Teachers and Teaching* February 17, 2025.
2. **Lucero, A.,** *Sullivan, B.* Undergraduate education majors' (critical) encounters with picturebooks about immigration. Submitted to *Literacy Research: Theory, Method, and Practice* February 5, 2025.
1. **Lucero, A.** Discussing the n-word in a critical book study. Submitted to *Race Ethnicity and Education* January 17, 2025.

***Editorships of Academic Journals***

2. **Lucero, A.,** Schieble, M., & Vetter, A., Co-editors of *English Teaching: Practice & Critique* April 2024 – April 2026.
1. **Lucero, A.,** Schieble, M., Vetter, A., & Zaino, K. Special issue on Expanding Sites of Opportunity for Critical Teacher Learning in Urban Education. Proposal accepted by *Urban Education* August 2023.

***External Funding Received***

- |           |   |
|-----------|---|
| 2022-2023 | <b>Building Critical Literacy Capacity among K-8 Educators</b><br>Lead Facilitator on a professional development grant awarded to develop and facilitate a second course module for Oregon K-8 teachers to engage in critical literacy pedagogical practices, Roundhouse Foundation, \$73,500.  |
| 2020-2021 | <b>Critical Literacy Pedagogy for K-8 Educators in Oregon</b><br>Lead Facilitator on a professional development grant to develop and facilitate a course module for Oregon K-8 teachers to engage in critical literacy pedagogical practices, Roundhouse Foundation, \$33,000.  |
| 2015-2016 | <b>English Language Professional Development Grant</b><br>Subcontracted as a co-principal investigator on a grant supported the development and facilitation of professional development webinars for instructional coaches on working with ELL students, Oregon State Personnel Development Grant, Oregon Department of Education, \$18,000. |

***Institutional Funding Received***

- |           |  |
|-----------|--|
| 2023-2024 | <b>Analysis of 3<sup>rd</sup>-8<sup>th</sup> grade Latinx Student Experience Survey Data</b><br>Principal investigator on a project to conduct quantitative and qualitative analyses of data from a research-validated student experience survey to understand the |
|-----------|--|

experiences of 3<sup>rd</sup>-8<sup>th</sup> graders who identify as Latino/a/x, UO Center for Latino/a & Latin American Studies, \$4,916.

- 2020-2021 **Languaging while Comprehending**  
Principal investigator on a seed grant award for faculty in the field of Latinx Studies to study the languaging practices of bilingual children as they engaged with wordless picturebooks, UO Center for Latino/a & Latin American Studies, \$3,878.
- 2020-2021 **Crossing Borders: The Perspectives of Transnational Students in Oregon High Schools**  
Principal investigator on a faculty research award to understand the social and academic experiences of transnational youth in Oregon high schools, UO Office of the Vice President for Research and Innovation, \$7,000.
- 2014-2015 **Latino Parent Perceptions of Dual Language Education in Oregon Schools**  
Co-principal investigator on a seed grant award for faculty to conduct a qualitative study of Latino/a parent engagement at four dual language immersion schools around the state of Oregon, UO Center for Latino/a & Latin American Studies, \$1,750.
- 2014-2015 **Las Redes de Apoyo para los Estudiantes Latino/as de UO (Strengthening Networks of Support among Latin@ Students at UO)**  
Co-principal investigator on a seed grant award for faculty to develop, disseminate, and analyze the findings from a survey of the social and academic experiences of Latino/a undergraduates at the university, UO Center for Latino/a & Latin American Studies, \$2,500.

### ***Pending Funding Proposals***

#### ***International Peer-Reviewed Conference Presentations***

*[\*Graduate student co-presenters are italicized]*

4. **Lucero, A.** (2024, July). *Future U.S. educators' critical analysis of picturebooks about immigration*. Critical Approaches to Discourse Analysis Across Disciplines, Poznań, Poland.
3. Cyclic, L. M., De Anda, S., *Rodríguez, A., Lyons, Z., Bermudez, B., Pakulak, E., & Lucero, A.* (2023, July). *Parent and child code-switching patterns: Similar or different?* International Symposium on Bilingualism 14, Sydney, Australia.
2. **Lucero, A.** (2017, July). *The development of literate language among young Spanish-English dual language learners*. Paper presented at the Society for the Scientific Study of Reading Conference, Halifax, Nova Scotia, Canada.
1. **Lucero, A.** (2016, July). *Oral narrative performance among kindergarten, first, and second grade heritage Spanish-speaking bilingual children*. Paper presented at the Society for

the Scientific Study of Reading Conference as part of a symposium I co-organized with Dr. Trina Spencer, Northern Arizona University, entitled *Oral Narration Assessment for Culturally and Linguistically Diverse Children: Relevant, Authentic, & Useful*, Porto, Portugal.

***National Peer-Reviewed Conference Presentations***

35. **Lucero, A.** (2025, February). *Critical encounters with picturebooks about immigration*. Paper presented at the Children's Literature Assembly online research conference.
34. **Lucero, A. & Sullivan, B.** (2024, December). *Undergraduate education majors' (critical) encounters with picturebooks about immigration*. Paper presented at the Literacy Research Association Conference, Atlanta, GA.
33. **Lucero, A.** (2023, November). *Discussing race in a yearlong critical inquiry book study*. Paper presented as part of an Alternative Format Session I co-organized with Amy Vetter and Melissa Schieble entitled *Using discourse analysis to explore critical inquiry work with literacy teachers* at the Literacy Research Association Conference, Atlanta, GA.
32. **Lucero, A., Avelar, J.D., Springer, S.** (2023, November). *Critical encounters with texts in a professional development course*. Paper presented at the Literacy Research Association Conference, Atlanta, GA.
31. **Avelar, J.D. & Lucero, A.** (2023, April). *"It's probably still written by a white person"*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.
30. **Lucero, A., Avelar, J.D.** (2022, November-December). Exploring discourses of race and racism in a critical literacy pedagogy (CLP) professional development course. Paper presented as part of an Alternative Format Session organized by Amy Vetter entitled *An exploration of discourse analysis: Examining how discourses manifest, circulate, and liberate in literacy educational settings* at the Literacy Research Association Conference, Phoenix, AZ.
29. **Lucero, A., Avelar, J.D.** (2022, November-December). *Exploring the challenges and possibilities of critical literacy pedagogy: K-8 teacher discussions about race in a virtual professional development course*. Paper presented at the Literacy Research Association Conference, Phoenix, AZ.
28. **Mitteis, M., Lucero, A., Bermúdez, B.** (2022, April). *Crossing borders: The perspectives of transnational students in one urban Oregon high school*. Paper presented at the annual conference of the American Educational Research Association, San Diego, CA.
27. **Rodriguez, A., Cycyk, L., DeAnda, S., Bermúdez, B., Lucero, A., Pakulak, E.** (2021, November). *Examining the frequency and function of code-switching in child-directed speech to Spanish-English dual-language learners*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, virtual.



26. **Lucero, A. & Donley, K.** (2020, April) *Longitudinal Referencing and Story Coherence Development in the English Narratives of Spanish-English Emergent Bilinguals* [Roundtable Session]. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/vylfkak> (Conference Canceled).
25. **Lucero, A., Bermúdez Bonilla, B., Donley, K.** (2018, November). *First and Second Grade Bilingual Children's Ways of Referring to Protagonists in Narrative Retells*. Poster presented at the American Speech-Language-Hearing Association annual convention, Boston, MA.
24. **Lucero, A.** (2018, April). *The Development of Narrative Story Structure among Young Spanish-English Dual Language Learners*. Poster presented at the annual conference of the American Educational Research Association, New York, NY.
23. **Lucero, A.** (2017, November). *The performance of second grade emergent bilingual children on narrative retelling: Language and instructional context considerations*. Poster presented at the American Speech-Language-Hearing Association annual convention, Los Angeles, CA.
22. **Lucero, A.** (2017, April). *Second grade emergent bilingual children and narrative retelling: Language and instructional context considerations*. Roundtable presented at the annual conference of the American Educational Research Association, San Antonio, TX.
21. **Lucero, A. & Uchikoshi, Y.** (2016, November). *Narrative assessment with first grade Spanish-English emergent bilinguals: Spontaneous versus retell conditions*. Paper presented at the Literacy Research Association Conference, Nashville, TN.
20. **Lucero, A.** (2015, December). *Relations between vocabulary and discourse in the oral narrative retells of young Spanish-English emergent bilinguals in a dual language program*. Paper presented as part of a symposium at the Literacy Research Association Conference I co-organized with Dr. Yuuko Uchikoshi, University of California, Davis entitled *Equitable, Authentic Oral Language Assessment for Young Emergent Bilingual and ELL Children*, Carlsbad, CA.
19. **Lucero, A.** (2015, December). *Oral narrative retelling as an equitable assessment for young Spanish-English emergent bilingual children*. Paper presented at the Literacy Research Association Conference, Carlsbad, CA.
18. **Lucero, A.** (2015, July). *Oral narrative retelling & oral reading fluency among young Spanish-English dual language learners*. Paper presented at the Society for the Scientific Study of Reading Conference as part of a symposium entitled *Dual Language Early Language & Literacy Instruction and Curriculum Based Measurement*, Kohala, Hawai'i.

17. **Lucero, A.** (2014, December). *Beyond fluency: The value of oral narrative retell assessment for first and second grade Spanish-speaking ELL children*. Roundtable presented at the Literacy Research Association Conference, Marco Island, FL.
16. **Lucero, A.** (2014, March). *Oral narrative retell performance among Spanish-speaking first and second graders*. Presented at the meeting of Teachers of English to Speakers of Other Languages, Portland, OR.
15. **Lucero, A.** (2013, December). *Dual language teachers' use of conventional, environmental, and personal resources to support oral academic language development*. Paper presented at the Literacy Research Association Conference, Dallas, TX. Part of a symposium I co-organized with Dr. Kate Brayko, University of Montana, entitled *Conceptualizing, Identifying, and Leveraging Resources for ELLs' Literacy Learning*, Dallas, TX.
14. **Lucero, A.** (2013, December). *Cross-linguistic relationships in oral narrative retell performance among young Spanish-speaking children at different levels of reading risk*. Roundtable presented at the Literacy Research Association Conference, Dallas, TX.
13. **Lucero, A.** (2013, April). *The relationship between instruction and oral narrative retells for Spanish-speaking children*. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.
12. **Lucero, A.** (2013, April). *The oral narrative retell performance of Spanish-speaking first and second graders*. Poster presented at the International Reading Association National Conference, San Antonio, TX.
11. **Lucero, A.** (2012, November). *Teachers' use of linguistic scaffolding to support the academic language development of first grade emergent bilingual students*. Paper presented at the Literacy Research Association Conference, San Diego, CA.
10. **Lucero, A.** (2012, November). *Demands and opportunities: Analyzing academic language in a first grade dual language classroom*. Paper presented at the Literacy Research Association Conference, San Diego, CA.
9. Valencia, S., **Lucero, A.** (2010, December). *Reading comprehension challenges of English language learners*. Paper presented at the Literacy Research Association Conference, Fort Worth, TX.
8. Valencia, S., **Lucero, A.**, Alvarez, L. (2010, May). *Reading comprehension challenges of English language learners*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.
7. Elfers, A. & **Lucero, A.** (2010, May). *Building systems of support for classroom teachers working with English language learners*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.

6. **Lucero, A.** (2010, March). *Developing oral academic language in a first grade dual language program*. Presented at the meeting of Teachers of English to Speakers of Other Languages, Boston, MA.
5. **Lucero, A.** (2010, March). *Teacher scaffolding of academic language in first grade dual language classrooms*. Presented at the American Association of Applied Linguistics, Atlanta, GA.
4. Valencia, S., Westover, A., **Lucero, A.**, Alvarez, L. (2008, December). *Understanding the comprehension of English language learners: Challenges and instructional implications*. Paper presented at the National Reading Conference, Orlando, FL.
3. English, B., **Lucero, A.** & Joyce, J. (2008, April). *Teacher community and inquiry-based professional development*. Paper presented at the meeting of Teachers of English to Speakers of Other Languages, New York, NY.
2. English, B. & **Lucero, A.** (2008, March). *Enhancing instruction for English language learners through action research: Lessons from an inquiry professional development program*. Paper presented at the annual conference of the American Educational Research Association, New York, NY.
1. English, B., **Lucero, A.**, Stritikus, T. (2007, April). *Toward a critical conception of teacher community: The micropolitics of inquiry-based professional development*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.

#### ***Regional Peer-Reviewed Conference Presentations***

8. **Lucero, A.** & Olivos, E.M. (2016, March). *Latino parent perceptions of the value/importance of dual language schooling for their children*. Presented at the State English Learners Alliance Conference, Eugene, OR.
7. **Lucero, A.** (2014, March). *Using oral retell assessments to complement CBM reading data for Spanish speakers*. Paper presented at the State English Learners Alliance Conference, Eugene, OR.
6. Elfers, A. & **Lucero, A.** (2009, December). *Building systems of support for classroom teachers working with English language learners*. Paper presented at the Washington Educational Research Association Annual Conference, Seatac, WA.
5. **Lucero, A.** (2009, June). *Dora's program: A constructively marginalized paraeducator and her developmental biliteracy program*. Paper presented at the University of Oregon Biliteracy Conference, Eugene, OR.
4. Stritikus, T., Calaff, K.P., **Lucero, A.**, & Von Esch, K. (2009, May). *Building systems of support for classroom teachers: Working with English learner students*. Paper presented at the annual conference of UC Linguistic Minority Research Institute, Riverside, CA.

3. **Lucero, A.** (2008, October). *Reconstructing the graveyard: Reflections on language shift over three generations of a Spanish-American family*. Paper presented at the Linguistic Association of the Southwest Annual Conference, Corvallis, OR.
2. English, B., **Lucero, A.**, Joyce, J. (2007, December). *Teacher community and inquiry-based professional development for teachers of ELL students*. Paper presented at the Washington Educational Research Association Annual Conference, Seatac, WA.
1. English, B., **Lucero, A.** (2007, May). *Toward a critical conception of teacher community: The micropolitics of inquiry-based professional development*. Paper presented at the annual conference of UC Linguistic Minority Research Institute, Phoenix, AZ.

### ***Invited Presentations***

7. Lucero, A. (2024, August 6). *Critical encounters with picturebooks across grades*. Equitable Accelerated Learning K-8 Oregon Educators' Summit, Corvallis, OR.
6. Lucero, A. (2023, November 30). *The process of analyzing data for "It's probably still written by a white person."* Discourse Analysis Study Group at the Literacy Research Association conference, Atlanta, GA.
5. Lucero, A. (2023, January 28). *Enhancing the Educational Experience of K-12 Immigrant and Refugee Students*. State of Immigrants conference, Portland, OR.
4. Lucero, A. (2023, January 12). *Why terms matter: An introduction to Latinidad*. Latino/a/x Interagency Committee of Douglas County (zoom).
3. Lucero, A. (2022, May 13). *What is Latinx Studies and why is it important?* Hispanic Metropolitan Chamber of Oregon & Southwest Washington 2022 Scholarship Award Luncheon, Portland, OR.
2. Lucero, A. (2021, September 23). Eugene Public Library Foundation Imagination Library Luncheon, Eugene, OR.
1. Lucero, A. (2015, October 15). *Why Dual Language Assessment Matters for Equity*. Latin@s and K-12 Education forum. Sponsored by the UO Center for Latino/a & Latin American Studies.

### ***Public Scholarship***

- |      |  |
|------|--|
| 2022 | Panelist on the City Club of Eugene, <i>Literacy in Oregon: Challenges and solutions</i> . <a href="https://cityclubofeugene.org/forum/literacy-in-oregon-challenges-and-solutions/">https://cityclubofeugene.org/forum/literacy-in-oregon-challenges-and-solutions/</a> |
| 2021 | Interviewed by <i>UO Today</i> , Oregon Humanities Center. <a href="https://youtu.be/Zz5kAYICA70">https://youtu.be/Zz5kAYICA70</a>   |

- 2020 Campuzano, E. (2020, September 6). *17 Oregon counties can start in-person classes for young children – but teachers aren't ready* [interviewee]. Oregon Public Broadcasting. <https://www.opb.org/article/2020/09/06/schools-reopen-oregon-kindergarten-coronavirus/>

## TEACHING

### Higher Education Teaching (\*indicates I developed the syllabus)

#### *Courses taught at University of Oregon*

##### *Graduate Courses*

- EDST666*: Scholarly Writing (sp2024)  
*EDST 607*: Doctoral Professional Development Seminar\* (AY2019-20, AY2020-21)  
*EDST 620*: Curricular Controversies in Literacy and Math\* (su2019, su2020, su2021, su2024)  
*EDST 640*: Constructing Meaning through Literacy\*  
*EDST 641*: Developing Thoughtful Literacy Practices\* (su2012, su2013, su2014, su2015, su2016, su 2017)  
*EDST 664*: Doctoral Seminar in Bilingualism and Biliteracy\* (sp2012, sp2014, sp2018, w2022)

##### *Undergraduate Courses*

- EDST 420*: Living in a Stratified Society\* (f2022)  
*EDST457*: Immigration & the Diaspora in Education (f2023)  
*EDST 463*: Foundations of Literacy\* (w2015, w2016, w2017, w2019, w2020, w2023, w2024)  
*UGST 111*: Latinx Scholars ARC seminar\* (sp2021, f2021, f2022)

#### *Courses Taught at Other Institutions*

##### *University of Washington Graduate Courses*

- EDTEP 544A*: Foundations in Cultural and Linguistic Diversity\*  
*EDTEP 544B*: Foundations and Instructional Methods Cultural and Linguistic Diversity\*  
*EDTEP 544C*: Instructional Methods Cultural and Linguistic Diversity\*  
*EDC&I 545*: Multilingual Socialization and Development

##### *Seattle University Graduate Courses*

- TEED 521*: Literacy Curriculum, Instruction, and Assessment  
*LITC 525*: Seminar in Literacy Instruction\*

##### *Seattle Pacific University Graduate Courses*

- EDU 5751*: Methods of Teaching Spoken Language\*  
*EDU 5961*: Principles of Learning and Teaching Language\*

#### *Dissertation Chair*

- 2023 Bobbie Bermúdez (EDST). *Serving whom? Examining the community cultural wealth and microaggressions of Latine students at an emerging HSI*. Ph.D. Dissertation.

- 2022 Kevin Donley (EDST). *Enacting translanguaging as a critical literacy pedagogy in elementary dual language immersion*. Ph.D. Dissertation. [honorable mention, 2022 National Association of Bilingual Education Dissertation Award]
- 2021 Misael Flores (EMPL). *“Americans don’t take ELD”: Long term English learners and stigma*. Ph.D. Dissertation.
- Angel Dorantes (EDST). *Language brokering experiences among Latina/o high school language brokers in Oregon*. Ph.D. Dissertation.
- 2018 Lynne Gardner-Allers (EDST). *From the ground up: Student engagement and leadership in racial equity at a predominantly white high school*. Ph.D. Dissertation.

### ***Doctoral Committee Membership***

- 2025 Janette Avelar (EDST). *Title* (member)
- 2024 Stephanie Morales Curiel (Linguistics). *Towards a community-based orthography: How variation and a descriptive approach can Approach can aid in fostering a culture of literacy for the San Lucas Quiaviní Zapotec Community*. Ph.D. Dissertation (institutional member).
- Shareen Springer (EDST). *“Adults see everything as dangerous except themselves”: A critical discourse analysis of safety, policing, and protection in schools*. Ph.D. Dissertation (member).
- Niki DeRosia (EDST). *“I just want to build a future”: Future time perspectives and life stories of refugee adolescent girls*. Ph.D. Dissertation (member).
- 2023 Lara Boyero (Romance Languages). *Plurilingües, pluriculturales, y empoderadas: género y literacidad crítica en la enseñanza del español como lengua heredada*. Ph.D. Dissertation (institutional member).
- 2021 Lidia Huerta (SPECS). *Culturally & linguistically responsive care: An exploration of speech-language pathology students’ training and competence*. Ph.D. Dissertation (institutional member).
- 2020 Allyson Dean (EDST). *Divesting from the patriarchal dividend: Participant experiences of the Creating Allyship through Gender Education and Dialogue (CAGED) program*. Ph.D. Dissertation (member).
- Britt Landis (SPECS). *Formative vocabulary assessment for English learners – an exploration of the technical adequacy of vocabulary diversity indices within a writing CBM*. Ph.D. Dissertation (institutional member).

- McKenzie Meline (SPECS). *Efficiently improving implementation quality – the role of self-reflection and the value-added of video analysis*. Ph.D. Dissertation.
- Nuvia Nevarez (EMPL). *Tackling the Pobrecito mindset: Latinx student community cultural wealth & academic achievement*. D.Ed. Dissertation (institutional member).
- Kavitha Rao (CPHS). *A longitudinal examination of the relationship between sociopolitical development and vocational outcomes in emerging adulthood*. Ph.D. Dissertation. (outside member).
- 2019 Tasha Katsuda (EMPL). *The Relationship between cultural identity and achievement for Latino youth in Oregon: An exploratory study*. D.Ed. Dissertation. (member).
- Lauren Vega O’Neil (PSYCH). *How Individual Differences in Language and Executive Function affect Learning in Young Children across Socio-economic Populations*. Ph.D. Dissertation (institutional member).
- 2018 Asilia Franklin Phipps (EDST). *Bodies and Texts: Race education and pedagogy of images*. Ph.D. Dissertation (member).
- Nadia Raza (EDST). *Pedagogies of Repair: Community College and Carceral Education for Adult Learners*. Ph.D. Dissertation (member).
- Catherine Woods (CPSY). *Racial battle fatigue and graduate student roles: The experiences of Black/African American, biracial Black, and multiracial Black identified students*. Ph.D. Dissertation (member).
- Frank Bender (EMPL). *Exploring variations of the lexical-grammatical architecture of teacher instructional language: Analysis of the measures of effective teaching data for fifth grade lessons during English language arts*. Ph.D. Dissertation (institutional member).
- Tiffany Beattie (SPECS). *Oral Reading Fluency and the Simple View of Reading for English Language Learners*. Ph.D. Dissertation (institutional member).
- 2017 Spirit Brooks (EDST). *Cultural competence, race, and gender: Portraits of teaching in high school college access programs*. Ph.D. Dissertation (member).
- Shadiin Garcia (EDST). *Oregon Indian curriculum: Tribal knowledge meets practitioner knowledge*. Ph.D. Dissertation (member).
- 2016 Ronda Fritz (SPECS). *Increasing observation efficiency to improve instructional*

*quality in small group intervention settings*. Ph.D. Dissertation (institutional member).

Marko Mwipopo (EDST). *Secondary school graduates' personal experiences in the context of English-only language of instruction within and outside school settings in Tanzania*. Ph.D. Dissertation (member).

Josh Bald (EMPL). *What motivates parents to choose a charter school?* D.Ed. Dissertation (institutional member).

Brian Sica (EMPL). *Are we doing what we say we're doing? A case study evaluating the fidelity of implementation of Constructing Meaning training at a local middle school*. D.Ed. Dissertation (institutional member)

Brooke Wagner (EMPL). *Predictive value of phonemic awareness curriculum-based measures on first grade passage reading fluency*. D.Ed. Dissertation (institutional member).

2015 Susan Dwoskin (EDST). *Preparing citizens: Reviving a lost educational enterprise*. Ph.D. Dissertation (member).

Jasmine Bitnara Park (EMPL). *Investigation of reading skill development of English language learners: A two-year longitudinal study*. Ph.D. Dissertation (institutional member).

2014 Adam Withycombe (EMPL). *An exploration of the role of English language proficiency in academic achievement*. D.Ed. Dissertation (institutional member).

Ron Young (EMPL). *An Analysis of subgroup differences on measures of two key college and career readiness skills*. D.Ed. Dissertation (institutional member).

Sara Deboy (EMPL). *The predictive relationship between oral reading fluency and comprehension as it relates to minority students*. D.Ed. Dissertation (institutional member).

2013 Jennifer Spencer-Iiams (EMPL). *Passage reading fluency in Spanish and English: The relation to state testing outcomes in English in a dual language context*. D.Ed. Dissertation (institutional member).



**Thesis Committees**

- 2022-2023 Anayaset Sandino (CDS master's student), *Dual language factors and their associations with language and literacy in school-aged children* (member).
- 2021-2022 Nicole Williams (Language Teaching Studies master's student), *"Out of the fog": Chinese adult international adoptees' orientations toward heritage language learning and their sense of identity* (second reader).
- 2020-2021 Emily Enns (CDS master's student), *The changes that occur in bilingual children from kindergarten to second grade in terms of referencing behavior and language sophistication* (chair).
- Karmen Clark (Clark Honors College undergraduate student), *Reconstructing the ecosystem of Spanish two-way immersion programs through a pedagogy of transcaring* (member)
- 2019-2020 Alyssa Rodriguez (CDS master's student), *Examining the frequency, patterns, and functions of code-switching in child-directed speech to Spanish-English dual language learners* (member).
- Héloïse Gayet (Clark Honors College undergraduate student), *Pedagogy and culture of immigration in Eugene Spanish bilingual elementary schools in the Trump era* (chair)
- 2017-2018 Maia Wilson, (Clark Honors College undergraduate student) *Oral linguistic skill and reading literacy in native Spanish-speaking children* (chair)
- 2013-2014 Kathryn Carpenter (Clark Honors College undergraduate student), *Assessment Plan for Bilingual Elementary Programs in the United States* (member)

**Undergraduate Research Supervision**

- 2021-2022 Naivi Vargas Garcia (Family & Human Services undergraduate student), *Surveying bilingual families who participated in the Eugene Public Library Imagination Library program*, Latinx Studies Experiential Learning Fellowship

**SERVICE****National Service**

- 2023-2026 Editorial Board Member, *Latinx Talk: Research, Commentary, Creativity*
- 2023-present Faculty mentor, AERA Language & Social Processes SIG

2022-present	Faculty mentor, Proposal Mentoring Project, Literacy Research Association
2020-present	External reviewer on tenure file (1)
2018-2020	Editorial Review Board member, <i>Reading Research Quarterly</i>
2017-2021	Faculty Mentor, AERA Bilingual Special Interest Group (SIG)
2011-2017	Oregon Representative, Literacy Research Association Field Council

### ***Invited Reviewer***

American Educational Research Association conference proposals  
*Applied Psycholinguistics* (1 review)  
*Bilingual Research Journal* (9 reviews)  
*Critical Inquiry in Language Studies* (1 review)  
*Educational Researcher* (1 review)  
*Elementary School Journal* (3 reviews)  
*English Teaching: Practice & Critique* (1 review)  
*Forum for Linguistic Studies* (1 review)  
*Heritage Language Journal* (1 review)  
*International Journal of Bilingual Education and Bilingualism* (2 reviews)  
*International Multilingual Research Journal* (1 review)  
*Journal of Communication Disorders* (2 reviews)  
*Journal of Early Childhood Literacy* (4 reviews)  
*Journal of Educational Psychology* (1 review)  
*Journal of Language, Identity, and Education* (1 review)  
*Journal of Psycholinguistic Research* (1 review)  
*Journal of Research in Childhood Education* (5 reviews)  
*Journal of Research in Reading* (3 reviews)  
*Journal of Teacher Education* (2 reviews)  
*Language Awareness* (1 review)  
*Language and Education* (7 reviews)  
*Language, Speech, and Hearing Services in Schools* (2 reviews)  
*Linguistics and Education* (8 reviews)  
 Literacy Research Association conference proposals  
*Multicultural Perspectives* (1 review)  
*Reading & Writing* (1 review)  
*Reading Research Quarterly* (5 reviews)  
*Research in the Teaching of English* (1 review)  
*School Psychology Review* (1 review)  
*Teacher Education Quarterly* (1 review)  
*Teachers College Record* (1 review)  
*TESOL Journal* (4 reviews)  
*Whiteness and Education* (2 reviews)

### **State Service**

2023	Quality Assurance and Learning Panelist, Oregon Department of Education
2022-2023	Expert consultant on the development of the Oregon Literacy

2012 Framework, Oregon Department of Education  
English Language Proficiency Assessment (ELPA) Verification  
Workshop, Oregon Department of Education

### **Institutional Service**

#### ***University of Oregon***

2024 Moderator, Undergraduate Research Symposium session  
2024 Hispanic Serving Institution Senate Resolution Drafting Committee  
2023-2024 Interim Director, Common Reading program  
2020-2024 Director, Latinx Studies program  
2018-2024 Center for Latino/a & Latin American Studies Executive Board

- Undergraduate Scholarship Review Committee
- Undergraduate Research Award Committee
- Graduate Student Fellowship Review committee
- 2019-21 Thematic Planning committee - *The Politics of Language in the Americas*

2022-present CoDaC writing group facilitator  
2020-present Wayne Morse Center Advisory Board

- Undergraduate Scholar Application Review Committee

2019-present Spanish Heritage Language Program Advisory Board, Department of Romance Languages  
2018-present Common Reading Selection Committee  
2016-present Dreamers Steering Committee

- Lead Facilitator: UO Dreamer ally trainings
- Co-chair: Education, Training, & Outreach subcommittee

2023 Culture & Community Forum, panelist  
2022 DuckPreview presenter  
2022 Latinx Studies SAIL program coordinator & presenter  
2022 IntroDUCKtion Faculty Perspectives presenter  
2022 Latine Academic Advisor Search Committee, Center for Multicultural Academic Excellence  
2020-2023 Faculty Co-Director, Latinx Scholars Academic Residential Community  
2019-2020 Latinx Studies Minor Development Committee  
2016 Faculty Judge, Graduate Student Three Minute Thesis competition  
2015-2017 Puertas Abiertas Leadership Academy facilitator  
2014-present Latinx Strategies Group  
2011-present Center for the Study of Women in Society Women of Color Project  
2011-2012 UO Education and Language Working Group

#### ***UO College of Education***

2020-2023 Tenure & Promotion committee  
2019-2020 Academic Continuity committee  
2018-2019 Common Reading committee  
2016-2020 Curriculum committee  
2016 Reading Endorsement Revision committee  
2015-present Media Ambassador

2015-2018 Library committee  
 2015-2017 Tenure-Track Policy Development workgroup  
 2015 Oregon Graduation Success Summit Steering committee & session chair

***UO Department of Education Studies***

2018-2021 Director, CSSE Doctoral Program  
 2016-2017 Doctoral Student Travel Award committee  
 2013-2016 SAIL (Summer Academy to Inspire Learning) Camp Planning committee  
 2014-2016 Faculty Search Committees: Educational Psychology, Math Education  
 2014-2015 UOTeach Professional Development Workshop Series Co-coordinator  
 2014-2015 UOTeach edTPA Development & Instructional Team  
 2013, 2015 Practicum Coordinator Search committee  
 2013 Organized Dr. Janette Klingner's visit and presentation "Distinguishing between Language Acquisition and Learning Disabilities"  
 2013 Student Support task force

***Eugene Community Service***

2019-2022 Integration Network for Immigrants of Lane County  
 2016 Invited professional development facilitator, Roosevelt Middle School  
 2014 César E. Chavez Leadership Conference presenter, Monmouth, OR  
 2013-2016 Dual Language Leadership Team, El Camino del Río Elementary  
 2012-2013 UO representative, TeachOregon Project

***Professional Affiliations***

American Educational Research Association (AERA)  
 Division K: Teaching and Teacher Education  
 Special Interest Group: Language and Social Processes  
 Literacy Research Association (LRA)  
 National Council of Teachers of English (NCTE)  
 Children's Literature Assembly