

KAREN CADIERO-KAPLAN, Ph.D.

Professor Emeritus, San Diego State University

College of Education, Dual Language & English Learner Education Department

Professional Curriculum Vita

Contact Information:

kcadiero@sdsu.edu

<http://www.wisdomcollective.net>

Degrees Earned

- Ph.D. Education (2001). Claremont /San Diego State University Joint Doctoral Program
- MA Education (1994). San Diego State University
- BA Psychology (1989). University of San Diego

Professional Licensure and Certifications

- CA Multiple Subject (K-6) Teaching Credential with Culture & Language Acquisition Development Certification: 1990-present
- CA Specialist Instruction Credential in Special Education (K-12): 1995-present

Professional Experiences

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| 2017-present | <u>Founder and Director</u> , Wisdom Collective, LLC Educational Consulting. Merrimack, NH |
| 2019 (Fall) | <u>Lecturer</u> in Ph.D. Program, Southern New Hampshire University |
| 2016- 2017 | <u>Professor and Department Chair</u> , San Diego State University (SDSU), Department of Dual Language & English Learner Education. |
| 6/2016-9/2017 | <u>Director of Legislative/State Affairs</u> , California Association of Bilingual Education Board. |
| Fall, 2015 | <u>Interim Department Chair</u> , SDSU, Department of Dual Language & English Learner Education. |
| 1/2012-1/2015 | <u>Division Director</u> , English Learner Support Division California Department of Education. Sacramento, CA. <i>Visiting educator status from SDSU.</i> |
| 2010-2012 | <u>Professor, Department Chair and MA Program Coordinator</u> , SDSU, Department of Policy Studies in Language & Cross Cultural Education. |
| 2008-2009 | <u>Associate Professor, Department Chair, and MA Program Coordinator</u> , SDSU, Department of Policy Studies in Language & Cross Cultural Education. |
| 2001-2007 | <u>Assistant Professor & MA Program Coordinator</u> , SDSU, Department of Policy Studies in Language & Cross Cultural Education. |
| 1999-2001 | <u>Lecturer</u> , SDSU, Department of Policy Studies in Language & Cross Cultural Education: Elementary & Secondary Teacher Preparation for English Language Development |

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1998-2000 Lecturer, SDSU, Department of Teacher Education: Elementary & Secondary Teacher Preparation for English Language Development.

1994-2001 Adjunct Faculty, Grossmont Community College, English as a Second Language Dept. Emphasis: Teaching Beginning & Intermediate ESL in the areas of Oral Language, Reading, Vocabulary Development & Writing.

Publications

- Alfaro, C., **Cadiero, K.**, & Ochoa, A. (2017). Teacher education and Latino emergent bilinguals: Knowledge, dispositions, and skills for critically conscious pedagogy. In P. Ramirez, C. Faltis, & E. de Jong, (Eds.), *Critical Teacher Education: Learning from Latino English Language Learners in K-12*. New York, NY: Routledge.
- Alfaro, C., **Cadiero, K.** & Hernandez, S. (2017). Migrant Education and Shifting Consciousness: A Cultural Wealth Approach to Navigating Politics, Access, and Equity. In P. Pérez & M. E. Zarate (Eds.). (2017). *Facilitating educational success for migrant farmworker students in the United States*. New York, NY: Routledge.
- Cadiero-Kaplan, K. (2015). Then and Now: English Language Development & English Language Arts California Standards and Frameworks. *Multilingual Educator*, pp. 18-21.
- Ochoa, A., Brandon, R., **Cadiero-Kaplan, K.** & Ramirez, P. (2015). Bridging Bilingual and Special Education: Opportunities for Transformative Change in Teacher Preparation Programs. *Association of Mexican American Educators Journal*, Vol.8, Issue 1, pp. 72-82.
- Peregoy, S., & Boyle, O. (2012). *Reading, writing and learning in ESL: A resource book for teaching K- 12 English learners* (6th Edition) (**K. Cadiero-Kaplan, Contributing Author**). Pearson Allyn & Bacon: Boston, MA.
- Cadiero-Kaplan, K. (2011). Bicultural Education & Issues of Culture and Power: From Classroom Practice to Educational Leadership & Advocacy. In Darder, A. *Culture and Power in the Classroom: Educational Foundations for the Schooling of Bicultural Students*. Boulder, CO: Paradigm Publishers.
- Cadiero-Kaplan, K. (2010). Naming the world & becoming a being in the world: One teacher's journey on the path of empowerment. In A. Colon-Muniz, P. Park, & T. Wilson (Eds.), *Memories of Paulo*. Rotterdam: Sense Publishers.
- Heck, M. & **Cadiero-Kaplan, K.** (2009). Factors of creative conflict: Caring relationships with diverse others visual art experiences. In T. Huber (Series & Vol. Ed.), *Teaching Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights Series: Vol. 3. Storied inquiries in international landscapes: An anthology of educational research*. Charlotte, NC: Information Age Publishing.
- Cadiero-Kaplan, K. & Rodriguez, J. L. (2008). The preparation of highly qualified teachers for English language learners: Educational responsiveness for unmet needs. *Equity & Excellence in Education*, 41(3), 372 -387.
- Cadiero-Kaplan, K. & Rodriguez, J. L. (2008). The preparation of highly qualified teachers for English language learners: Educational responsiveness for unmet needs. *Equity & Excellence in Education*, 41(3), 372 -387.

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- Cadiero-Kaplan, K., Berta-Avila, M., & Flores, J. (2007). CCTC and the process for reauthorization of bilingual teacher preparation standards: A critical-historical perspective. *Association of Mexican American Educators Journal*, 1-13.
- Cadiero-Kaplan, K. (2007). Critically examining beliefs, orientations, ideologies & practices towards literacy instruction: A process of praxis. In L. Bartolomé (Ed.), *Ideologies in education: Unmasking the trap of teacher neutrality* (pp. 117-154). New York: Peter Lang Publishing.
- Cadiero-Kaplan, K. & Berta Avila, M. (2007). Bilingual education. In D. Gabbard (Ed.), *Knowledge and power in the global economy: The effects of school reform in a neo liberal/neo conservative age* (pp. 327-338). Mahwah NJ: Lawrence Erlbaum.
- Cadiero-Kaplan, K. (2007). In G. Anderson (Ed.), Politics versus pedagogy in bilingual education. *Encyclopedia of activism and social justice* (pp. 236-239). Thousand Oaks, CA: Sage Publications.
- Cadiero-Kaplan, K. & Ochoa, A. (2006). Evaluating programs for English language learners: Possibilities for bi-literacy in urban school districts in California. In P. Anderson, K. Hayes, D. Griffith, D. & J. Kincheloe (Eds.), *The Praeger handbook of urban education* (pp. 397-408). Westport, CT: Greenwood Publishing Group.
- Cadiero-Kaplan, K. (2006). Literacy ideologies: Critically engaging the English curriculum. In K. Cadiero-Kaplan, A. Ochoa, J. Rodriguez & N. Kuhlman (Eds.), *Reclaiming our voices: Literacy ideology, teacher's beliefs, language policy and parent voice* (pp. 1-20). Los Angeles, CA: California Association of Bilingual Education.
- Ochoa, A. & Cadiero-Kaplan, K. (2006). Introduction. In K. Cadiero-Kaplan, A. Ochoa, J. Rodriguez & N. Kuhlman (Eds.), *Reclaiming our voices: Literacy ideology, teacher's beliefs, language policy and parent voice* (pp. 1-20). Los Angeles, CA: California Association of Bilingual Education.
- Cadiero-Kaplan, K., Ochoa, A., Rodriguez, J., & Kuhlman, N. (Eds.). (2006). *The living work of teachers: Ideology and practice with and in community*. Los Angeles, CA: The California Association for Bilingual Education.
- Cadiero-Kaplan, K. (2004). *The literacy curriculum and bilingual education: A critical examination*. New York: Peter Lang Publishers, Counter Point Series. Series Editors: Joe Kincheloe and Shirley Steinberg.
- Peregoy, S., & Boyle, O. (2008). *Reading, writing and learning in ESL: A resource book for teaching K- 12 English learners* (6th Edition) (K. Cadiero-Kaplan, Contributing Author). Pearson Allyn & Bacon: Boston, MA.
- Cadiero-Kaplan, K. (2005). Teachers & technology: Engaging pedagogy & practice. In L. Tan Wee Hin and R. Subramaniam (Eds.), *Handbook of research on literacy in technology at the K-12 level*. (pp. 452-468) Hershey, PA: Idea Group Publishing.

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Hinchey, P. & **Cadiero-Kaplan, K.** (2005). Political education for teachers: A matter of survival. *The Journal for Critical Education Policy Studies*, 3(2). Available online at <http://www.jceps.com/index.php?pageID=home&issueID=6>.

Ochoa, A. & **Cadiero-Kaplan, K.** (2004). Towards promoting bi-literacy and academic achievement: Educational programs for high school Latino English language learners. *The High School Journal*, 87(3), 27-43.

Ochoa, A. & **Cadiero-Kaplan, K.** (2004). Towards promoting bi-literacy and academic achievement: Educational programs for high school Latino English language learners. *The High School Journal*, 87(3), 27-43.

Heck, M. & **Cadiero-Kaplan, K.** (2004). Factors of creative conflict: Caring relationships with diverse others through arts-based experiences. *Journal of Critical Inquiry Into Curriculum and Instruction*, 15(3), 37-45.

Cadiero-Kaplan, K. (2002). Literacy ideologies: Critically engaging the language arts curriculum. *Language Arts Journal*, 79(5), 372-392.

Policy Publications

Between January 2012 through December 2014 as part of my leadership of the English Learner Support Division I was part of a larger collective of policy leaders, researchers, technical writers and educational leaders where I was able to inform content for the following public documents that can be found at www.cde.ca.gov:

- California English Language Arts/English Language Development Curriculum Framework (2015).
- California English Language Development Implementation Plan (2013)
- California English Language Development Standards (2012)
- California's Best Practices for Young Dual Language Learners (2013)

Articles in Refereed Proceedings & Professional Field Publications

Cadiero-Kaplan, K., Berta-Avila, M., & Flores, J. (2008). Highly qualified bilingual teachers: Developing standards for bilingual authorization. *Multilingual Educator*, pp. 22-25.

Cadiero-Kaplan, K. (2008). California standards for bilingual teaching authorization approved. *CATESOL News*, 39(4), 3.

Cadiero-Kaplan, K. & Billings, E. (2008). Developing socio-political active teachers: A model for teacher professional development. *Forum on Public Policy Journal*. Forum on Public Policy Online, Spring 2008 edition. <http://forumonpublicpolicy.com/archivespring08/cadiero.pdf> (accessed July 16, 2016).

Cadiero-Kaplan, K. (2007). California bilingual credential reauthorization: Political process and update. *TESOL Bilingual Education Special Interest Group Community Newsletter*, 9(1), 5-8.

Cadiero-Kaplan, K., Brown, K & Rocap, K. (2005). Developing concepts of democracy in teacher

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education via global learning networks. *Association for the Advancement of Computing in Education*. Society for Information Technology Annual Conference Proceedings Publication of Abstracts & Papers: (p. 19).

Cadiero-Kaplan, K. Bautista, J. D. & Gomez, C. (2004). Connecting children, families, schools and educators: Processes for empowering critical education practice. *NABE Critical Educator Special Interest Group Newsletter*, 27(4), 20-21.

Invited Talks & Professional Workshops

Based on my scholarship, state and national leadership, collaboration with candidates in SDSU graduate programs, and presentations conducted at professional conferences I have been sought after as presenter, facilitator, and leader for professional learning in schools, districts, community settings and for national and international meetings and conferences.

Cadiero-Kaplan, K. (2020). [*Resilient Teachers: Self Care as a Core Practice*](#). Keynote Address: Tucson Unified School District Back to School Conference: A New Era for Education.

Cadiero-Kaplan, K. & Dupre, K. (2020). [*Unpacking the Resources of the Resilient Educator Website*](#). Workshop for Tucson Unified School District Back to School Conference: A New Era for Education.

Cadiero-Kaplan, (2019). *It's more than Language: Preparing Teachers Across Borders in Teaching English and Spanish*. Invited Lecture, Language Programs at the University of Havana, Havana, Cuba.

Cadiero-Kaplan, K. & Benavidez Cumber, R. ((January-April, 2018). Professional Development Series: *Community Building & Transforming Managers into Leaders for Education, Equity & Social Justice*. Chula Vista Learning Community Charter School, Chula Vista, CA.

Cadiero-Kaplan, K. (November, 2016). *It's more than Language: Preparing Teachers Across Borders in Teaching English and Spanish*. Keynote Address, III Congreso Internacional Sobre Educación Bilingüe at Alcalá de Henares, Spain.

Cadiero-Kaplan, K. & Silva-Diaz, L. (April, 2016). *Policy & Processes for the Identification, Placement and Reclassification of English Learners*. Workshop for the Center in Excellence in School Counseling and Leadership Conference.

Cadiero-Kaplan, K. (April, 2016). *English Language Development Standards: An Overview*. Keynote Speaker, United Way of Santa Barbara Literacy Roundtable.

Cadiero-Kaplan, K. (March, 2016). *English Learner Education: Elements for Access & Equity*. Keynote Panelist, San Diego County Office of Education, Dual Language and English Learner Institute.

Cadiero-Kaplan, K. (October, 2015). *Common Core English Language Arts & English Language Development: The WRITE Connections*. Keynote Speaker, WRITE Institute Professional Learning Series, San Diego County Office of Education.

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- Cadiero-Kaplan, K. (May, 2015). Developing Language Standards in State and National Contexts: Lessons from California. Invited Speaker to Teachers and Professors at the Escuela Normal de Nezahualcóyotl, Gobierno del Estado de México, México.
- Cadiero-Kaplan, K. & Spycher, P. (March, 2015). *California's New ELA/ELD Framework for K-12 Public Schools*. Invited Presentation for U.S. Department of Education, Office of English Language Acquisition.
- Cadiero-Kaplan, K. (October, 2010). Keynote Address: *Critical Literacy to Multiliteracies: Reflective Practice for English Language & Biliteracy Development in a Global Society*. Texas TESOL IV– Houston, TX.
- Cadiero-Kaplan, K. (March, 2009). *Pathways for ESL Teachers: Past, Present & Future*. 43rd Annual Teachers of English to Speakers of Other Languages (TESOL) Convention. Denver, CO.
- Cadiero-Kaplan, K. (July, 2008). *Processes for Developing Socio-Political Active Teachers*. University of the Redlands 4th Annual Institute on Leadership for Educational Justice. Redlands, CA.
- Cadiero-Kaplan, K. (March, 2008). *Empowering teachers: The process developing of socio-political active teachers*. Oxford Round Table of Language Policy for English Language Acquisition and Bilingual Education. Oxford, England.
- Cadiero-Kaplan, K. (April, 2008). *California commission on teacher credentialing for bilingual educators: A critical policy research*. American Educational Research Association annual meeting, New York, NY.
- Cadiero-Kaplan, K., Olivos, E., Berta-Avila, M., Hinchey, P & Mchatton, P. (April, 2008). *The struggle and hope for critical researchers and scholars*. Invited speaker at the Critical Educators for Social Justice Special Interest Group Graduate Student Fireside Chat at the American Educational Research Association annual conference, New York.
- Cadiero-Kaplan, K & Brown, K. (March, 2008). *Transforming literacy for the 21st century: From grade expectations to great expectations*. California Association for Bilingual Education Conference, San Jose, CA.
- Cadiero-Kaplan, K. & Ochoa, A. (February, 2008). Invited speaker. *Bi-literacy & biculturalism: Identifying Oregon's challenges in light of California's experiences*. University of Oregon Teacher Education Symposium. Eugene, OR.
- Cadiero-Kaplan, K. (December, 2007). Invited speaker. *Literacy curriculum & teaching practices for English learner success*. Achieving A+ Summit: Acquisition of English Language Academic Achievement for All. Los Angeles Unified School District, Los Angeles, CA.
- Cadiero-Kaplan, K. (August, 2007). *Developing standards for language teaching: Program considerations*. Peru Teachers of English Speakers of Other Languages Convention, Tacna, Peru.

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- Cadiero-Kaplan, K. (February, 2007). Invited workshop presentation. *Multiculturalism & social justice: Lessons for middle school students*. Memorial Academy Professional Development Workshop, San Diego, CA.
- Cadiero-Kaplan, K. (February, 2007). Invited workshop presentation. *Ideologies of literacy: Informing curriculum & teaching practices for English learners*. San Diego County Office of Education 17th Annual English Language Development Institute: *Own the Vision: Academic Success for English Learners*, San Diego, CA.
- Cadiero-Kaplan, K. (January, 2007). Invited workshop series leader. *Ideologies of literacy: Informing curriculum & teaching practices for English language learners*. Clark County School District In- service Professional Development for Support Teachers & Teacher Leaders. North Las Vegas, NV.
- Cadiero-Kaplan, K. & Jimenez-Castellanos, O. (November, 2006). *Bilingual education on the border: Theory to practice*. Invited plenary presented at the Idiomas Semana Internacional 2006, Tijuana, Baja California, México.
- Cadiero-Kaplan, K. (September, 2006). *Developing language competence & language pedagogy: standards & program considerations*. Invited keynote address at the IV Foro Sistemas de Certificación de Conocimientos de la Lengua Inglesa en las Universidades de México in Tijuana, Baja California, México.
- Cadiero-Kaplan, K. & Brown, K. (November, 2005). Invited Plenary & Workshop Presentation: Integrating Technology for Social Justice. WRITE Institute Professional Development Conference, San Diego County Office of Education. San Diego, CA
- October, 2005. Cadiero-Kaplan, K. Invited workshop presentation. *Developing language & academic literacy with technology*. San Diego Regional California Association of Teachers of English to Speakers of Other Languages Conference, San Diego, CA.
- Cadiero-Kaplan, K. (April, 2005). Invited Speaker at the 15th Annual English Learner Academy: *One Size Does Not Fit All: Ensuring Success for All English Learners*. San Diego County Office of Education, San Diego, CA.
- Cadiero-Kaplan, K. (May, 2004). Invited speaker. *Dual language: Present and future plans for preparing highly qualified bi-literacy teachers*. The 3rd Annual Dual Language Immersion Conference, Salem, OR.
- Cadiero-Kaplan, K. & Alfaro, C. (February, 2004). Invited panel participant. *Two-way teacher certification*. The 3rd Annual Dual Language Education Institute “So They May Speak”, San Diego County Office of Education, San Diego CA.
- Cadiero-Kaplan, K. & Alfaro, C. (September, 2003). *Connecting language development to academic learning*. Teacher Professional Development Training, Boston & Brockton School Districts, University of Massachusetts, Boston, MA.

Professional Conference Academic Presentations

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Brandon, R., Cadiero-Kaplan, K. & Ochoa, A. (2015). ALAS: Acquisition of Language & Academic Skills: Preparing Bilingual and Special Education Teachers. Council for Exceptional Children Annual Meeting, San Diego, CA.

Brandon, R., Cadiero-Kaplan, K. & Ochoa, A. (2015). ALAS: Acquisition of Language & Academic Skills: Preparing Bilingual and Special Education Teachers. California Association of Bilingual Education Annual Conference, San Diego, CA.

Alfaro, C., Cadiero-Kaplan, K., Ochoa, A. (2012). *Developing Critically Conscious Teachers: Shifting Ideologies and Perspectives for English Language and Biliteracy Development*. American Educational Research Association annual meeting, Vancouver, British Columbia.

Ochoa, A., Cadiero-Kaplan, K. & Brandon, R. (2012). *Bridging Bilingual and Special Education: Opportunities for Transformative Change in Teacher Preparation*. American Educational Research Association annual meeting, Vancouver, British Columbia.

Cadiero-Kaplan, K. (October, 2010). Keynote Address: *Critical Literacy to Multiliteracies: Reflective Practice for English Language & Biliteracy Development in a Global Society*. Texas TESOL IV
– Houston, TX.

Cadiero-Kaplan, K. (March, 2009). *Pathways for ESL Teachers: Past, Present & Future*. 43rd Annual Teachers of English to Speakers of Other Languages (TESOL) Convention. Denver, CO.

Cadiero-Kaplan, K. (July, 2008). *Processes for Developing Socio-Political Active Teachers*. University of the Redlands 4th Annual Institute on Leadership for Educational Justice. Redlands, CA.

Cadiero-Kaplan, K. (March, 2008). *Empowering teachers: The process developing of socio-political active teachers*. Oxford Round Table of Language Policy for English Language Acquisition and Bilingual Education. Oxford, England.

Cadiero-Kaplan, K. (April, 2008). *California commission on teacher credentialing for bilingual educators: A critical policy research*. American Educational Research Association annual meeting, New York, NY.

Cadiero-Kaplan, K., Olivos, E., Berta-Avila, M., Hinchey, P & Mchatton, P. (April, 2008). *The struggle and hope for critical researchers and scholars*. Invited speaker at the Critical Educators for Social Justice Special Interest Group Graduate Student Fireside Chat at the American Educational Research Association annual conference, New York.

Cadiero-Kaplan, K & Brown, K. (March, 2008). *Transforming literacy for the 21st century: From grade expectations to great expectations*. California Association for Bilingual Education Conference, San Jose, CA.

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Cadiero-Kaplan, K. (March, 2007). *Critical pedagogy: Reflective practice for literacy & bi-literacy in a global society*. Invited plenary address at the Foro de Evaluación, Ensenada, Baja California, México.

Cadiero-Kaplan, K. (February, 2007). *Developing language competence in language teaching: standards & program considerations*. Invited plenary at the International Conference on Language Teaching and Learning in a Global World, La Paz, Baja California Sur, México.

Cadiero-Kaplan, K. (March, 2007). *Critical pedagogy: Reflective practice for literacy and bi-literacy in a global society*. Invited plenary at the VIII Congreso Estatal de Idiomas in Ensenada, Baja California, México.

Cadiero-Kaplan, K. (March, 2007). *Pedagogy versus politics in bilingual education*. Panel presentation for session entitled: What is so revolutionary about revolutionary critical pedagogy? Understanding the contradictions and challenges of critical pedagogy in the teaching trenches. California Association of Bilingual Education annual conference, Long Beach, CA.

Cadiero-Kaplan, K. (July, 2006). Invited plenary presented at the Writing Reform Institute for Teaching Excellence Institute Summer Leadership Institute, San Diego.

Cadiero-Kaplan, K. (April, 2006). *Critically examining beliefs, orientations, ideologies, and practices toward literacy instruction: A process of praxis*. American Educational Research Association annual meeting, San Francisco, CA.

Cadiero-Kaplan, K. & Berta-Avila, M. (April, 2006). *Pedagogy versus politics in bilingual education*. American Educational Research Association annual meeting, San Francisco, CA.

Cadiero-Kaplan, K. & Brown, K. (March, 2006). *Writing to change the world: Developing student voice and community for academic literacy*. California Association for Bilingual Education annual conference, San Jose, CA.

Cadiero-Kaplan, K. & Brown, K. (November, 2005). *Integrating technology for social justice*. Invited paper presented at the 2nd Annual Writing Reform Institute for Teaching Excellence Institute for Partner Teachers & Administrators: Writing Words, Changing Worlds, San Diego, CA.

Cadiero-Kaplan, K. Brown, K. & Rocap, K. (March, 2005). *Developing concepts of democracy in teacher education via global learning network*. Society for Information Technology & Teacher Education annual conference, Phoenix, AZ.

Cadiero-Kaplan, K. (February, 2005). *Engaging technology for teacher development & literacy: Processes and products*. California Association for Bilingual Education annual conference, Los Angeles, CA.

Cadiero-Kaplan, K. (April, 2004). *A critical examination of NCLB by progressive teachers: Implications for diverse classroom communities*. Interactive Symposium Panel Chair at the American Education Research Association annual meeting, San Diego, CA.

Cadiero-Kaplan, K. & Heck, M. (April, 2004). *Visual art, literacy, and metaphor as a means to*

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broaden and deepen educational discourse. American Educational Research Association annual meeting, San Diego, CA.

Hinchey, P. & Cadiero-Kaplan, K. (April, 2004). *Political education for teachers: A matter of survival*. American Educational Research Association annual meeting, San Diego, CA.

Cadiero-Kaplan, K. (April, 2004). *Teachers' literacy ideology: A reflective dialogical process*. American Education Research Association annual meeting, Chicago, IL.

Cadiero-Kaplan, K., Brown, K., Rocap, K., & Cronin, E. (March, 2004). *Knowing our students, knowing ourselves: Global collaborations for diversity-responsive teaching and learning*. California Association for Bilingual Education 29th annual state conference, San Jose, CA.

Cadiero-Kaplan, K. & Wells, G. (April, 2003). *Engaging ideology within multicultural education & literacy with secondary teachers*. American Educational Research Association annual meeting, Chicago, IL.

Cadiero-Kaplan, K. & Ochoa, A. (February, 2003). *Evaluating high school programs for English language learners post-227: Possibilities for bi-literacy*. Panel presentation at the California Association for Bilingual Education annual conference, Los Angeles, CA.

Cadiero-Kaplan, K. & Ochoa, A. (February, 2003). *Evaluating programs for English language learners post-227: Possibilities for bi-literacy*. National Association of Bilingual Education annual conference, New Orleans, LA.

Cadiero-Kaplan, K. (January, 2003). *Processes of critical literacy instruction: Promoting bi-literacy & social justice in K-12 classrooms*. Institute moderator for the National Association of Bilingual Education annual conference, New Orleans, LA.

Cadiero-Kaplan, K. & Miller-Keller, S. (October, 2002). *Exploring ideologies of literacy and their impact on education*. Journal of Curriculum Theorizing: Conference on Curriculum Theory & Classroom Practice, Bergamo Center, Dayton, OH.

Cadiero-Kaplan, K. & Heck, M. (October, 2002). *Using art vocabulary as a medium for educational dialogue: Continuing the process of engaging theory through art & metaphor*. Journal of Curriculum Theorizing: Conference on Curriculum Theory & Classroom Practice, Bergamo Center, Dayton, OH.

Cadiero-Kaplan, K. (April, 2002). *Teacher education & social justice: Processes for engaging pre-service teachers in critical reflection on race, class, & gender*. Interactive symposium panel chair at the American Educational Research Association annual meeting, New Orleans, LA.

Cadiero-Kaplan, K. & Gonzalez, S. (February, 2001). *Reconceptualizing literacy: Engaging language beyond words*. Round-table presentation at the National Council for the Teachers of English Assembly for Research Midwinter Conference, Berkeley, CA.

Funded Research & Professional Development Grants

Principal Investigator: *Integrated Bilingual Teacher Preparation Program Planning Grant*. January 2017-

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May, 2018. Total: \$249,858. California Commission Teacher Credentialing.

The proposed DLE Integrated Bilingual Teacher Preparation (DLE-IBTP) program will be an inclusive program where undergraduate students will have the opportunity to earn a baccalaureate degree in Biliteracy and Educational Studies concurrently with their preliminary MS or SS credential and bilingual authorization in four years. The purpose of this initial planning project will be to create an innovative pathway for students entering either through Southwestern Community College or San Diego State University to obtain either a Multiple Subject or Single Subject credential concurrently with a Bachelor of Arts (BA) degree in Biliteracy and Educational Studies.

Principal Investigator: *Transforming Education for English Learners through Common Core Standards* (Project CORE). September, 2011-July, 2015 (transferred PI to Dr. Cristina Alfaro in January 2012 upon appointment to California Department of Education). Total: \$1,844,572. U.S. Department of Education, Office of English Language Acquisition.

Project CORE prepares San Diego County university faculty, in-service teachers, and pre-service teachers to provide dual language instruction. Additionally, participants in the program are prepared to provide English Learners an increased educational opportunity through access to 21st century, college- and career-readiness skills put forth by California's state-adopted standards—including the California Common Core State Standards, the Common Core en Español, and the 2012 California English Language Development Standards. Responding to the growth of Dual Language education in San Diego and the city's high number of multilingual learners, Project CORE is committed to providing

professional development that enhances participants' knowledge base in biliteracy and bicultural development and builds their capacity to design standards-aligned instruction for Dual Language and English-Only classrooms.

Co-Principal Investigator: *Professional Development for Pre-service Bilingual Special Education Teachers of English Learners: Acquisition of Language Skills and Academic Literacy (ALAS)*. July 2007-August, 2012. Co-Principal Investigator: Dr. Alberto Ochoa. Total: \$1,860,300 U.S. Department of Education, Office of English Language Acquisition.

The overall goal of the ALAS project is to address the need for qualified bilingual (English-Spanish) special education teachers in California who are trained to teach K-8 English language learners (ELLs) with special needs. This dual credential teacher preparation program is designed for Bilingual individuals proficient in Spanish and English seeking a Bilingual Credential and who are interested in obtaining an additional credential as an Education Specialist in Mild / Moderate disabilities. This is an intensive two-year credential program for highly committed individuals interested in meeting the specific needs of English language learners in California. The work started under ALAS has continued (2013-present) under a new project Adelante: The Way Forward, where I currently serve as a Seminar Leader.

Principal Investigator: *Even Start Family Literacy Program: Project ACCESS*, July, 2008-December, 2011. Total \$169,050. California Department of Education

The ACCESS Even Start program incorporates all four components of Even Start (Adult Education, Parenting, PCILA and Early Childhood Education) On a weekly basis the program is designed to provide eligible participants with classes five days a week from 8:00 am-12:00 p.m. Twenty hours of adult education, twenty hours of early childhood education (Preschool 3- 5years), and three hours of parenting and parent child interaction (PCILA) activities. Preschool children are the focus age of the Family Access program.

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Principal Investigator: *Even Start Family Literacy Program: Project CBS*, November, 2007-June, 2008.
Total

\$113,636. San Diego Unified School District.

The CBS Even Start program addresses all four Even Start components (adult education, early childhood education, parenting, and parent-child interaction) and provides flexible scheduling in order to respond to families' schedules. The San Diego State University/CBS Even Start Family Literacy Program completed its third year of a second cycle. The 2007-08 is the fourth year of a second cycle. The program incorporates two schools, Balboa and Porter housed in the San Diego Unified School District.

Principal Investigator: *Even Start Family Literacy Program: Project ACCESS*, November, 2007-June 2008.

Total \$109,893. California Department of Education.

The ACCESS Even Start program incorporates all four components of Even Start (Adult Education, Parenting, PCILA and Early Childhood Education) On a weekly basis the program is designed to provide eligible participants with classes five days a week from 8:00 am-12:00 p.m. Twenty hours of adult education, twenty hours of early childhood education (Preschool 3-5years), and three hours of parenting and parent child interaction (PCILA) activities. Preschool children are the focus age of the Family Access program. The project serves the Edison and Kimbrough Elementary Schools in the San Diego City School.

Principal Investigator: *My Dad, My Book and I--Literacy Project*, November, 2007-June, 2008. Total \$15,000.

First Five Commission of San Diego.

The Policy Studies Department Family Access Even Start Family Literacy Program proposes to enhance its existing program with an early literacy program aimed at increasing fathers' involvement in their children's education, to be known as "My Dad, my Book and I" ("Mi Papa, mi Libro y Yo"). Program partners, contractors and collaborators include San Diego Unified School District (SDUSD), San Diego Council and Literacy, SDUSD Dad's Club. This project seeks to prepare, involve and educate fathers in the educational and personal support of their preschool children, with the goal of increasing each child's level of educational and personal success.

Principal Investigator: *Family Literacy & Coaching Project: Circle Training*, November, 2007- June, 2009.

Total \$25,805.00.

California Department of Education/Even Start Office.

Grant assists in providing additional technical assistance to local Even Start projects. Specifically, the grant supports technical assistance and professional development to support California Even Start program projects and personnel in the four program components of Adult Education, Early Childhood Education (ECE), Parenting, and Parent Child Interaction. Project Director has agreed to provide coaching support and training to local projects. The grant will support program expenditures in the following areas: 1) Conduct a minimum of six on-site technical assistance visits to local Even Start projects 2) Host a minimum of four local project network meetings 3) Conduct a minimum of three monitoring project reviews for the state 4) Assist with the delivery of four state trainings for Center for Improving the Readiness of Children for Learning and Education (CIRCLE).

KAREN CADIERO-KAPLAN, Ph.D.

Professor Emeritus, San Diego State University

Co-Principal Investigator: *Learning, Equity, Achievement and Reform Network (LEARN)*, September, 2005- September, 2007. Total \$106,380. Long Island University – LEARN PTE Project Agreement.

The Learning, Equity, Achievement And Reform Network (LEARN), a PT3 Project, prepares tomorrow's teachers to use technology meaningfully to improve learning and achievement for traditionally underserved K-12 students. Collaborative work and professional development offerings of the LEARN Project focus on the need to prepare teachers to work effectively with diverse, underserved students and families, and to integrate technology into diverse, underserved students and families, and to integrate technology into diversity-responsive education reforms. LEARN proposes to collaborate with the Center for Equity and Biliteracy Education Research (CEBER) at SDSU's Department of Policy Studies as and IHE partner with an interest in technology-enhanced, diversity-responsive teacher preparation and a focus on global learning networks.

Co-Principal Investigator: *Learning, Equity, Achievement and Reform Network (LEARN)*, September, 2005- September, 2007. Total \$106,380. Long Island University – LEARN PTE Project Agreement.

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Principal Investigator: *Evaluating Program Outcomes using Electronic Portfolio Software*, September-2004-May, 2005. Total \$ 1,000. San Diego State University, College of Education Inquiry Grant.

Principal Investigator for *Evaluating Policy and Program Services for English Language Learners in Middle Schools & High Schools*, September, 2001-May 2002. Total \$3,000. San Diego State University, College of Education Grant-in-Aid for Research.

Principal Investigator: *The High School Second Language Population and Grossmont College: A First Step Toward Building Bridges*, September, 2000-May, 2001. Total \$1,500. Grossmont College, Educational Development & Innovation Mini-Grant.

Honors & Awards

- *State of California Senate Resolution (2015)* Author: Marty Block, Senate District 69. Presented by State Superintendent Tom Torlakson, January, 2015: Recognition of Leadership and Service for Leading the first Division for English Learner Support at the California Department of Education.
- *San Diego County Bea Gonzales Leadership in Biliteracy Award*. (2007). *Celebrating Leadership in Biliteracy*, Presented at the 9th Annual Symposium San Diego County Office of Education in recognition for leadership and advocacy for biliteracy in San Diego County, San Diego, CA.
- *Most Influential Faculty Award* by San Diego State University, College of Education, 2008, 2007, 2006, and 2003.

KAREN CADIERO-KAPLAN, Ph.D.

Professor Emeritus, San Diego State University

- California Association of Teachers to Speakers of Other Languages (CATESOL) *Leadership Award in Recognition of Outstanding Leadership as President of CATESOL 2007-2008*. (2007). Presented at the 38th Annual State Conference: Transcending Borders. San Diego, CA.
- *TESOL Affiliate Leader Recognition*. (2006-2008).
- Certificate of Appreciation for Outstanding Service and Leadership presented in 2006, 2007 & 2008 by the executive committee of CATESOL.

Leadership in Professional Associations

- Legislative Director, California Association of Bilingual Education (2015-present).
- President, California Association of Bilingual Teacher Educators (2015-present).
- President, Californians Together (2010-2012).
- Symposium Chair. *Educational Agency and Transformation: Enacting Pathways for Empowerment With Latino Educators and Youth*. American Education Research Association annual meeting, Vancouver, British Columbia. (April, 2012).
- Affiliate Leadership Council Chair. Teachers of English to Speakers of Other Languages (TESOL) International Association (2011-2012)
- Affiliate Leadership Council Representative. TESOL International Association (TESOL). (2008-2011).
- Vice President, Californians Together (2008-2010)
- CATESOL Executive Board Liaison to Californians Together (2008-2010).
- President, California Association of Teachers of English to Speakers of Other Languages (CATESOL) 2006-2007.

Service for San Diego State University

University Service

- Secretary to Academic Senate 2016-present
- University Academic Senate, College of Education Representative, 2015-present
- Senator at Large for the University Academic Senate Executive Committee, 2008-2011
- Senate Chair Representative to the Diversity & Equity Committee, 2006-2008
- Senate Executive Committee, Representative for Academic Senate Chair, 2010
- Interim Chair Diversity & Equity Committee, Fall Semester, 2008
- University Academic Senate, College of Education Representative, 2006-2011
- Invited Presenter for the SDSU Center for Teaching & Learning (April, 2004). Presentation to new faculty entitled: *How You Can Use the Experimental Classroom to Investigate New Technologies for Teaching and Learning*.
- National Issues Forum Moderator for the Cross Cultural Center Advisory Board and the ACHA Student Organization (March, 2004). Forum focused on: Race & Ethnic Relations: Issues & Concerns.

College of Education Service

- Chair, College of Education Curriculum Committee 2015-present
- Member, College of Education Curriculum Committee, 2015-present
- Member, College of Education Personnel Committee, 2015-present
- College Leadership Committee (2015-present)
- Co-Chair, College of Education Curriculum Committee 2009-2011
- Member, College of Education Curriculum Committee, 2003-2011
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KAREN CADIERO-KAPLAN, Ph.D.

Professor Emeritus, San Diego State University

- College of Education NCATE Review Committee, 2008

Department Service

- Department Chair – 2016-present (3 year-term)
- Interim Department Chair, Spring, 2015
- Single Subject Program Coordinator (2015-2016)
- Search Committee Chair, 2015, 2016
- Department Chair –June, 2008-2011
- Department Lead for Revision for Education California Required Teacher Performance Standards
- Coordinator for MA Program in Policy Studies in Language & Cross Cultural Education, 2002- 2011
- Lead Writer: Bilingual Authorization for K-12 teachers in Spanish, Mandarin, Arabic and Japanese, approved by Commission on Teacher Credentialing in 2009-2010.
- Policy Studies Comprehensive Exam/Portfolio Leader, 2002-2011
- Technology Advising for Student and Faculty Development, 2001-2004
- TaskStream Support for Multiple & Single Subject Blocks (2002-present)
- Lead Writer: California Commission on Teacher Credentialing Performance Assessment Document for Bilingual Specialist Credential, 2008-2011

Service to the Community

- Peer Reviewer, *Teachers College Record* online journal, 2003-present
- Faculty Tenure Reviewer for University of San Diego, San Diego, CA
- 2014 Faculty Tenure Reviewer for University of Massachusetts, Boston, MA
- 2012 Faculty Tenure Reviewer for University of San Diego, San Diego, CA
- California Commission on Teacher Credentialing Performance Assessment Document Writer for the 5th Year of Study Program (Induction), 2008
- 2007-2008, California Commission on Teacher Credentialing, Bilingual Design Team Member. Work with academics and school practitioners' form across the state to develop updated standards for the teaching profession for Bilingual Teacher Certification.
- Affiliate Leadership Council Presenter for the Teachers of English to Speakers of Other Languages 2008 Conference. *Policy Promotion for the Profession: Increasing TESOL's Professional Visibility*, 2008.
- 2008 Faculty Tenure Reviewer for University of Massachusetts, Amherst, MA
- 2007 Faculty Tenure Reviewer for Loyola Marymount University, Los Angeles, CA
- Committee Member, English Language Development Institute, 2007.
- 2006 Conference Organizer for: Aspiring, Inspiring & Perspiring Educators a College of Education event led by PLC Graduate Students.
- CCTC 5th Year of Study (Induction Year) Proposal Committee, 2003-2004
- College of Education Assessment Committee, 2003-2004
- Faculty Advisor for Future Teachers Association, ASB Student Organization, 2003-2006
- Program and Resource Support to Counseling and School Psychology Faculty: Tam E. O'Shaughnessy & Tonika Duren Green, NCLB Co-Project Directors of the grant: *No Child Left Behind: Preparing School Psychologists to be English Language Acquisition Consultants*, 2003-2004
- 2005-2006, California Commission on Teacher Credentialing, Bilingual Work Group Member. With academics and school practitioners from across the state, goal to review need for continued bilingual teacher certification and review of current standards.
- External Reviewer, Ed.D. Program in Critical Pedagogy. University of St. Thomas,

KAREN CADIERO-KAPLAN, Ph.D.

Professor Emeritus, San Diego State University

Minneapolis, MN, 2005-2006

- Manuscript Reviewer, *Equity & Excellence in Education Journal of the School of Education*, University of Massachusetts, Amherst, 2003.
- Mentor & Advocate, Californians for Justice Community Organization, 2001-present
Acknowledged in the Spring, 2002 publication, *Profiled & Punished: How San Diego Schools Undermine Latino & African American Student Achievement*. Oakland, CA: ERASE Initiative Applied Research Center.
- Research Associate, Post Proposition 227 Audit Committee, Sweetwater Union High School District, Chula Vista Elementary District & San Diego State University, Department of Policy Studies in Language & Cross Cultural Education, 2001-2004
- University Partner Representative, San Diego Charter School Project: The Museum Middle School: A Project Of The Children's Museum/Museo De Los Niños, 2002-2004