

**Laura Alvarez, Ph.D.**

[la21@stmarys-ca.edu](mailto:la21@stmarys-ca.edu)

EDUCATION

- 2011            **Stanford University School of Education**, Stanford, CA  
Ph.D., Educational Linguistics
- 2004            **Mills College School of Education**, Oakland, CA  
M.A., Education with an Emphasis in Teaching
- 2001            **Mills College School of Education**, Oakland, CA  
Professional Clear Multiple Subject Credential with CLAD  
BCLAD Certificate (Spanish) granted in 2003  
Clear English Single Subject Credential granted in 2013
- 1998            **University of California at Santa Cruz**, Santa Cruz, CA  
B.A., Anthropology with a concentration in cultural anthropology  
Graduated with College Honors

TEACHING, PROFESSIONAL DEVELOPMENT & TEACHER EDUCATION EXPERIENCE

- 2020-present    **Saint Mary's College of California**  
*Assistant Professor of Teacher Education and Bilingual Education*
- 2019-2020      **Melrose Leadership Academy**, Oakland Unified School District  
*Newcomer ELD Teacher, Grades 6-8*  
Teaching newcomer ELD/history and ELD/science core classes for recently arrived 6-8<sup>th</sup> grade students in a dual-immersion program. Developing instructional units that integrate language development, content, and disciplinary practices. Differentiating instruction for students with limited or interrupted formal education. Creating and implementing intake and assessment systems for newly arrived students. Teaching an 8<sup>th</sup> grade advisory class integrating newcomers with other dual-immersion students to provide language and socio-emotional learning experiences for both groups in English and Spanish.
- 2017-2019      **Melrose Leadership Academy**, Oakland Unified School District  
*Instructional Teacher Leader/Teacher on Special Assignment*  
Designed and managed school-wide professional development plan for TK-8 dual-immersion school. Facilitated weekly inquiry-based professional development for teachers of all content areas, with a focus on supporting English learners. Designed and facilitated professional development sessions on topics such as supporting language development, reading instruction, building student efficacy, socio-emotional learning, and standards-based grading. Supported colleagues in sharing their learning and practice in professional development sessions. Coached new teachers. Managed school-wide English language proficiency assessment administration and reclassification. Taught newcomer and reading intervention classes for grades 4-7.
- 2012-2017      **Melrose Leadership Academy**, Oakland Unified School District

*Teacher, 6<sup>th</sup> grade Science, English Language Arts, Math, and Reading Intervention; 7<sup>th</sup> Grade History and English Language Arts; 8<sup>th</sup> Grade History and English Language Arts; 6-8<sup>th</sup> grade Crew (Advisory)*

Taught all academic content areas at the middle school level at a dual-immersion Expeditionary Learning public school. Developed project-based 6<sup>th</sup> grade science curriculum aligned to Common Core State Standards and Next Generation Science Standards for linguistically, racially, and socio-economically diverse classes. Developed 7<sup>th</sup> and 8<sup>th</sup> grade humanities curricula, in which students investigated guiding questions through case studies of modern day and historical issues while developing disciplinary language and literacy competencies. Designed and piloted student-engaged, standards-based grading system, which is now in use school-wide. Designed and led professional development focused on language and literacy development and inquiry for teachers in grades TK-8. Managed school professional development calendar and coached new teachers. Participated in Instructional Leadership Team to shape school priorities and monitor school improvement plans.

- 2012-present **Mills Teacher Scholars**, Mills College  
*Program Associate & Teacher Advisor*  
Led a year-long professional development series for teachers in grades TK-12 focused on collaborative inquiry to support newcomer students. Facilitated partnership between Mills Teacher Scholars and English Language Learner and Multilingual Achievement Office in Oakland Unified School District. Developed workshops focused on academic language and literacy development. Conducted research to support Mills Teacher Scholars program development and evaluation.
- 2013 **Center to Support Excellence in Teaching**, Stanford University  
*Instructor, Stanford Summer Teaching Institute*  
Developed and taught week-long professional development course on Language and Literacy Development and the Common Core for 4-12<sup>th</sup> grade teachers.
- 2011-2012 **WestEd Teacher Professional Development Program**, San Francisco, CA  
*Program Associate*  
Conducted research on the Quality Teaching for English Learners (QTEL) program, contributed to grant writing to support new QTEL projects, developed resources on formative assessment and English learners, and managed professional development institutes.
- 2010 **Mills College School of Education**, Oakland, CA  
*Lecturer, Methodology of English Language Development and Content Instruction in Elementary Schools: Theory, Research, and Practice.*  
Taught required ELD course to 32 credential/M.A. candidates and undergraduate students. Course addressed language development, assessment, policies and programs for educating English learners, and instructional approaches for supporting oral language and literacy development during ELD and content instruction.
- 2008-2009 **Stanford University School of Education**, Stanford, CA  
*BCLAD University Supervisor*, Stanford Teacher Education Program (STEP)  
Supervised student teachers in bilingual education placements, conducted observations and pre- and post-observation conferences, led weekly supervisory seminar focused on integrating coursework and practice, wrote quarterly evaluations, and scored Performance Assessment for California Teachers (PACT).

- 2005-2006 **Mills College School of Education, Oakland, CA**  
*Coordinator, Mills Teacher Scholars*  
 Coordinated teacher research group directed by Prof. Anna Richert. Facilitated meetings and provided support to teachers conducting research in their classrooms. Presented and published teacher research on reading assessment and English learners.
- 2001-2005 **Melrose Elementary School, Oakland Unified School District**  
*4<sup>th</sup> & 5<sup>th</sup> Grade Spanish Bilingual Teacher*  
 Taught all subject areas in English and Spanish and supported English learners transitioning from Spanish to English literacy and content instruction. Collaborated with colleagues on teacher research projects to improve the school's bilingual program and served on school management and literacy leadership teams.
- 2004-2005 **Mills College School of Education, Oakland, CA**  
*Cooperating Teacher*  
 Mentored credential candidates student teaching in my classroom and supported students with solo teaching. Evaluated and provided feedback on their performance.
- 2002-2004 **University of California at Berkeley, Developmental Teacher Education Program, Berkeley, CA**  
*Cooperating Teacher*  
 Mentored credential candidates student teaching in my classroom, including specialized English Language Development placement.
- 1998-2000 **Bay Area Coalition of Equitable Schools (BayCES), now the National Equity Project, Oakland, CA**  
*Program Assistant*  
 Supported professional development projects for teachers, including project on secondary school literacy in collaboration with the Strategic Literacy Initiative. Coordinated numerous professional development institutes and conferences. Documented organization's work, including conducting student interviews and focus groups, analyzing teacher feedback, and documenting professional development institutes.
- 1998 **University of California at Santa Cruz, Department of Latin American and Latino Studies, Santa Cruz, CA**  
*Teaching Assistant, Introduction to Latin American and Latino Studies*  
 Facilitated weekly section of undergraduate students. Evaluated and provided feedback on students' written assignments. Wrote end of quarter narrative evaluations and graded students.

## RESEARCH EXPERIENCE

- 2018-2020 **Stanford Integrated Science and Language Project, Stanford University School of Education, Stanford, CA**  
*Researcher & Project Manager*  
 Managed National Science Foundation project focused on language development in the context of Next Generation Science Units. Developed analytical methods and guided research staff to analyze English learners' language development. Prepared reports to funder, conference presentations, and academic publications on project findings and

implications for teacher education and professional development. Developed NGSS-aligned science units that integrate language learning affordances with inquiry-based science curriculum and project website with video exemplars and supporting materials. Conducted professional development and coached participating teachers.

- 2012-2017 **Mills Teacher Scholars, Oakland, CA**  
*Teacher Researcher*  
Conducted applied research in my classroom focused on key topics in language and literacy learning, including supporting students to engage in student-led discussions of complex text and construct arguments with textual evidence. Through my research, I have developed instructional routines and assessment tools grounded in the needs of my diverse students, including English learners, bilingual students, and other students developing academic language in school.
- 2009-2011 **Dissertation: “Considering Academic Language in Process and in Practice: An Examination of Latino English Learners’ Academic Language Competencies in Spanish,”** Stanford University  
Conducted a seven-month design experiment teaching a reading group of 4<sup>th</sup> grade Latino students designated as English learners. The dissertation provides a grounded conceptualization of academic language as a social practice by examining students’ language practices over time as they read and discussed science texts in Spanish.
- 2010-2011 **Stanford University School of Education, Stanford, CA**  
*Research Assistant, Human Well Being and International Migration: Issues and Ideas about Ethnicity, Race, and Language, Stanford University.*  
Conducted and analyzed interviews with immigrant parents about conceptions of and experiences with educational institutions in their home countries and the United States.
- 2006-2010 **Stanford University School of Education, Stanford, CA**  
*Research Assistant, Ravenswood English Project, directed by Prof. Guadalupe Valdés.*  
Coordinated after-school intervention program pairing K-3 English learners with volunteers to support students’ oral English language development. Trained and supervised undergraduate volunteers. Assessed children’s language development. Analyzed video/audio-taped assessments and interactions to examine language growth and co-authored publications and presentations.
- 1997-1998 **University of California at Santa Cruz, Department of Latin American and Latino Studies, Santa Cruz, CA**  
*Research Assistant for Dr. Susanne Jonas.* Conducted research on the peace and reconciliation process in Guatemala.

## PUBLICATIONS

Alvarez, L. (2020). *Teaching English Learners from a Distance: A Norton Quick Reference Guide*. New York: Norton.

Alvarez, L., Capitelli, S., De Loney, M., & Valdés, G. (2020). English Learners as Agents: Collaborative Sense-Making in an NGSS-Aligned Science Classroom. In A. Kibler, G. Valdés, & A. Walqui (Eds.), *Reconceptualizing the Role of Critical Dialogue in American Classrooms: Promoting Equity Through Dialogic Education*. Routledge.

Alvarez, L., & Pease-Alvarez, L. (2020). An Inquiry Approach to Learning Content with Newcomer Students. *Norton K-12 Talk Blog*. <https://k-12talk.com/2020/05/13/an-inquiry-approach-to-learning-content-with-newcomer-students/>

Alvarez, L. (2020). Teaching in the Time of Corona: Supporting Newcomer Students During School Closures. *Norton K-12 Talk Blog*. <https://k-12talk.com/2020/04/02/teaching-in-the-time-of-corona-supporting-newcomer-students-during-school-closures/>

Samway, K., Pease-Alvarez, L., & Alvarez, L. (2020). *Supporting Newcomer Students: Advocacy and Instruction for English Learners*. New York: Norton.

Alvarez, L. (2014). Grappling with the Black Hole: Supporting Students' Discussions about Texts. *Mills Teacher Scholars Voices*. <http://millsscholars.org/grappling-with-the-black-hole-supporting-students-discussions-about-text/>

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). Focusing formative assessment on the needs of English language learners. San Francisco: WestEd.

Alvarez, L. (2012). Reconsidering Academic Language in Practice: The Demands of Spanish Expository Reading and Students' Bilingual Resources. *Bilingual Research Journal*, 35(1), 32-52.

Capitelli, S., Alvarez, L., & Valdés, G. (2012). Educating English Learners: An Integrated Perspective. In M. Calderón (Ed.), *Breaking Through: Effective Instruction & Assessment for Reaching English Learners*. Bloomington, IN: Solution Tree Press.

Valdés, G., Capitelli, S., & Alvarez, L. (2011). *Latino Children Learning English: Steps in the Journey*. New York: Teachers College Press.

Valdés, G., MacSwan, J., & Alvarez, L. (2009). Deficits and Differences: Perspectives on Language and Education. Paper for the National Academy of Sciences Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap. Menlo Park, CA.

Alvarez, L. & Corn, J. (2008). Exchanging Assessment for Accountability: The Implications of High-Stakes Reading Assessments for English Learners. *Language Arts* 85(5), 354-365.

### CONFERENCE PRESENTATIONS

Samway, K., Pease-Alvarez, L., & Alvarez, L. (2020). "Teaching Newcomer Students in the Time of COVID-19." TESOL Virtual Seminar.

Capitelli, S., Alvarez, L., Valdés, G. (2020). "The Qualities and Conditions of Productive Interactions Between English Learners During Science Instruction." Paper session accepted for the Annual Meeting of the American Educational Research Association. San Francisco, CA.

Capitelli, S. & Alvarez, L. (2020). "Key Strategies to Support Language Development During Science Learning." Workshop accepted for the Annual Meeting of the California Association for Bilingual Education. San Francisco, CA.

Alvarez, L., Ginsberg, L., Hum, E., Lanker, H., & Kindle, J. (2017). "Engaging Newcomers and English Learners in Purposeful Academic Talk." Convened panel presentation for Mills Teacher Scholars Inquiry in Action Forum. Oakland, CA.

Alvarez, L. (2014). "Supporting Students to Grapple with Complex Text Collaboratively." Keynote presentation at Mills Teacher Scholars Gather. Oakland, CA.

Alvarez, L. (2013). "Looking at Academic Language Across the Mode Continuum." Bay Area Math Project, Bay Area Science Project, and Bay Area Writing Project Saturday Seminar. Albany, CA.

Alvarez, L. (2013). "What Makes a Good Argument?" Mills Teacher Scholars Inquiry in Action Forum. Oakland, CA.

Alvarez, L. (2012). "Understanding Spanish Academic Language Development Among Latino English Language Learners." Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Alvarez, L. (2011). "Considering Academic Language in Practice: An Examination of Latino English Learners' Academic Language Competencies in Spanish." Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

Alvarez, L. (2010). "Using Students' Primary Language to Support Academic Language Development." Presentation at Supporting Excellent Teaching of English Learners: New Directions for Research and Practice, conference organized by the Stanford University Center for the Support of Excellence in Teaching. Stanford, CA.

Alvarez, L., Capitelli, S., & Valdés, G. (2010). "What is the Role of Accuracy in English Language Proficiency Assessments?" Presentation at the Annual Conference of the American Association of Applied Linguistics. Atlanta, GA.

Rutherford Quach, S., Alvarez, L., & Grunow, A. (2010). "Deeply Considering Language in Practice: Examining Pre-service Bilingual Teachers' Developing Conceptions." Presentation at the Annual Meeting of the American Educational Research Association. Denver, CO.

Alvarez, L. (2006). "Assessing Students' Reading Development in a Climate of Standardized Curriculum and Testing." Presentation at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

Capitelli, S., Alvarez, L., & Comelo, A. (2003). "The Impact of Teacher Research on School Policy: One Case Example." Presentation at the Bay Area Coalition of Equitable Schools Small Schools Conference. Oakland, CA.

#### AWARDS AND PROFESSIONAL INVOLVEMENT

2019-2020      Teacher Fellow, Agency by Design Oakland

2014            Teaching Excellence Award, Oakland Unified School District

2012            Outstanding Dissertation Award, Bilingual Education SIG, American Educational Research Association

- 2009 Stanford Vice Provost for Graduate Education (VPGE) Diversity Dissertation Research Opportunity Grant
- 2008-2009 Co-Director, Stanford Language, Equity and Educational Policy (LEEP) Working Group and Colloquium Series
- 2004 Featured in “Teaching Multicultural Literature: A Workshop for the Middle Grades”: Documentary Produced by Annenberg Media and WNET New York.  
<http://www.learner.org/channel/workshops/tml/workshop7/index.html>
- 2002 Bay Area Writing Project, UC Berkeley  
Summer Writing Institute for Elementary School Teachers

