

SANDRA ACOSTA, Ph.D.

CURRICULUM VITAE – DECEMBER 2017

Assistant Professor, Educational Psychology
Bilingual Education Program
College of Education and Human Development
Texas A&M University College Station

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Dr. Sandra Acosta specializes in bilingual education and biliteracy, particularly for Hispanic, emergent bilinguals. Enriched by her experience as a former bilingual educator in Texas public schools, her research focuses on biliteracy development and effective teaching practices for emergent bilinguals and English learners. Her scholarship also examines teacher/practitioner research, as a tool for mediating novice teachers' professional knowledge and supporting their progress from novice-to-expert teacher. Dr. Acosta has published in peer-reviewed journals and presented at national and international conferences on these topics. In addition to her publications on biliteracy and effective teacher practices, she has published on methodological aspects of action research and systematic reviews. These publications include a primer on action research and autoethnography for health professionals. She also developed the Methodological Quality Questionnaire (MQQ), a rating scale for critically assessing primary studies in systematic reviews. Dr. Acosta has worked on multidisciplinary teams as an expert in issues related to bilingualism, biliteracy, and teacher professional development.

EDUCATION

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| Ph.D. | Educational Psychology
Texas A&M University
College Station, Texas
Academic Advisor: Rafael Lara-Alecio |
| M.Ed. | Public School Administration
St. Thomas University
Houston, Texas |
| M.A. | Spanish (Philology)
University of Wisconsin
Madison, Wisconsin
Mentor: John Nitti |
| B.A. | Spanish (Literature)
The University of Texas
Austin, Texas
Mentor: Luisa López-Grigera |

PROFESSIONAL CERTIFICATES

- Superintendent of Schools (Texas)
- Mid-Management Administrator (Grades PK – 12, Texas)
- Educational Diagnostician (Grades PK – 12, Texas)
- Elementary Teacher Self-Contained (Grades PK – 05, Texas)
- Bilingual/ESL (Grades PK – 05, Texas)
- Facilitator for IEP Meetings (Special Education)
- Virtual Instructor Certificate (Center for Distance Learning, Texas A&M University)

PROFESSIONAL EXPERIENCE

ACADEMIC POSITIONS

2010-Present	Assistant Professor	<i>Texas A&M University Bilingual Education Program Educational Psychology Department College Station, Texas</i>
2005-2009	Assistant Lecturer	<i>Texas A&M University Bilingual Education Program Educational Psychology Department College Station, Texas</i>
2005-2008	Undergraduate Coordinator	<i>Texas A&M University Bilingual Education Program Educational Psychology Department College Station, Texas</i>
1993-1995	Research Assistant, Project Student Learning Styles	<i>University of St. Thomas School of Education and Human Services Houston, Texas</i>
1993-1995	Adjunct Professor	<i>Houston Community College Foreign Language Department Houston, Texas</i>
	Adjunct Professor	<i>North Harris Montgomery Community College Foreign Language Department Houston, Texas</i>

PUBLIC SCHOOL ADMINISTRATION

2003-2005	Bilingual/ESL Coordinator	<i>La Porte Independent School District Houston, Texas</i>
2000-2003	Assistant Principal	<i>Jackson Middle School Houston Independent School District Houston, Texas</i>
1998-2000	Assistant Principal (Special Education Programs)	<i>Clemente Martinez Elementary School Houston Independent School District Houston, Texas</i>
1995-1998	Bilingual Educational Diagnostician	<i>Child Study Services Houston Independent School District Houston, Texas</i>

PUBLIC SCHOOL TEACHING

1987-1994	Bilingual Education Teacher	<i>Houston Independent School District Houston, Texas</i>
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SPECIAL PROFESSIONAL ACTIVITIES

2008-2009	Technical assistance in survey item translation (English-Spanish) for whole grains consumption research in schools. United States Department of Agriculture Food and Nutrition Service (USDA-FNS) and Texas A&M University. Washington, DC: Department of Agriculture
2005	Testimony on funding proposals for bilingual education in public schools, Texas Senate Committee on Education
2005	Testimony on bilingual education, Texas State Board of Education
2003	Testimony on impact local education agencies of inadequate funding of bilingual education, Texas Senate

AWARDS, HONORS, AND FELLOWSHIPS

2015	ADVANCE Scholar, Texas A&M University, College Station
2011	Second Place Winner, Dissertation Award, National Association for Bilingual Education (NABE)
2010	Early Childhood Longitudinal Study Kindergarten Class of 1998-99 (ECS-K) Database Training Seminar, National Center for Education Statistics, Washington, D.C.

- 2005-2006 President's Award Scholarship (\$5,000), Educational Psychology, Texas A&M University, College Station, Texas
- 2003 TCWSE Conference Scholarship, awarded by the Texas Council of Women School Executives (TCWSE)
- 2002 Assistant Principal of the Year, awarded by the Association of Hispanic School Administrators (AHSA), Houston, Texas
- 2000 Project Blueprint Class XX [Leadership institute for leaders of non-profit organizations] United Way of Houston, Texas
- 1998 Academic Excellence in Communicative Disorders, Department of Communications Honors Award, Texas Southern University, Houston, Texas
- 1995 Impact II Grant Winner, Houston Independent School District, Houston, Texas
- 1991 Earthwatch Teacher Fellowship, "The Mexican Art of Building," Central Valley of Mexico
- 1990 Teacher/Staff Member of the Year, awarded by Volunteers in Public Schools (VIPS), Houston Independent School District, Houston, Texas
- 1990 Earthwatch Teacher Fellowship, "Pre-Columbian Peoples," Arica, Chile
- 1990 Impact II Grant Winner, Houston Independent School District, Houston, Texas
- 1989 Bilingual Education Teacher of the Year, Dow Elementary School, Houston Independent School District, Houston, Texas
- 1989 Impact II Grant Winner, Houston Independent School District, Houston, Texas

GRANTS

FUNDED GRANT/AWARD PROPOSALS

Title: Validation of a Face-to-Face Instrument to Measure Medication Literacy (2015)

PI: Charles Douglas, Ph.D., Rangel College of Pharmacy, Texas A&M Kingsville

***Co-PI:* Sandra Acosta, Ph.D., Educational Psychology, Texas A&M University**

Co-PI: Carmen Tekwe, Ph.D., School of Rural Public Health, Texas A&M Kingsville

Funding Agency: (Internal) PESCA Development, Texas A&M University College Station.

Purpose: Validate a Spanish/English health literacy (over-the-counter medications) instrument

Duration of grant: 1 year

Amount of Grant: \$24,447

Title: Diffusion of technological innovations: How are teachers integrating technology with English language learners in their classrooms? (2010)

***PI:* Sandra Acosta, Ph.D., Educational Psychology, Texas A&M University, College Station**

Funding Agency: (Internal) Research Catalyst Grant, College of Education and Human Development, Texas A&M University College Station.

Purpose: Identify technology used in ELL classrooms and networking/resources for integrating technology in classrooms.

Duration of grant: 2 years

Amount of Grant: \$4,979

Title: Brazos Valley Aggies (2008)

PI: David Byrd, Director of Recruitment, College of Education and Human Development

Co-PI: Sandra Acosta, Educational Psychology, Texas A&M University College Station

Funding Agency: (Internal) Minority Recruitment and Retention Leadership Grant, Texas A&M University College Station

Purpose: Recruit potential future bilingual education teachers from Hispanic high school students in the Brazos Valley (Texas)

Duration of grant: 1 year

Amount of Grant: \$4,995

Title: Instructional Materials Award (2006)

PI: Rafael Lara-Alecio, Ph.D., Director of Bilingual Education Program, Texas A&M University College Station

Co-PI: Sandra Acosta, Bilingual Education Program, Texas A&M University College Station

Funding Agency: (External) Woodcock- Muñoz Foundation, Olympia, WA.

Purpose: Obtain Woodcock-Muñoz Language Survey-Revised kits for training graduate and undergraduate students on the administration and standardization of language proficiency tests (Spanish/English).

Duration of grant: N/A (materials grant - Woodcock-Muñoz Language Survey-Revised (WMLS-R) testing kits)

Amount of Grant: \$6,100

CURRENT GRANT/AWARD PROPOSALS

None

UNFUNDED GRANT/AWARD PROPOSALS

Title: The Coffee Umbrella Project (CUP) at Texas A&M University

PI: Leonardo Lombardini, Ph.D., Department of Horticulture Sciences, Texas A&M University College Station

Co-PI: Sandra Acosta, Ph.D., Department of Educational Psychology, Texas A&M University College Station

Co-PI: Mustafa Akbulut, Ph.D., Department of Chemical Engineering, Texas A&M University College Station

Co-PI: Luis Cisneros-Zevallos, Ph.D., Department of Horticulture Sciences, Texas A&M University College Station

Funding Agency: (Internal) Keck Foundation Grant: Science & Engineering Research Program

Purpose: Provide innovative and high impact learning opportunities, including Study Abroad, for undergraduate students in a cross-disciplinary instructional model where bilingual education pre-service teachers will develop STEM lessons based on related science concepts.

Duration of grant: 3 years
Amount of Grant: \$299,000

Title: Marshalling Aggies and Rebels for Las Vegas English Learners (MARVEL)

PI: Tiberio Garza, Ph.D., Department of Educational Psychology, University of Nevada Las Vegas

Co-PI: Sandra Acosta, Ph.D., Department of Educational Psychology, Texas A&M University College Station

Co-PI: Margarita Huerta, Ph.D., Department of Educational and Clinical Studies, University of Nevada Las Vegas

Co-PI: Tracy Spies, Ph.D., English Language Learner (ELL) Program Coordinator, University of Nevada Las Vegas

Funding Agency: (External) U.S. Department of Education, National Professional Development Program, Office of English Language Acquisition (OELA)

Purpose: Increase the number of teachers certified to teach English learners in the Clark County School District (Nevada) and provide professional development to the teacher-participants via an online mentoring model.

Duration of grant: 5 years

Amount of Grant: \$2,653,827

Title: The Coffee Umbrella Project (CUP) at Texas A&M University

PI: Leonardo Lombardini, Ph.D., Department of Horticulture Sciences, Texas A&M University College Station

Co-PI: Sandra Acosta, Ph.D., Department of Educational Psychology, Texas A&M University College Station

Co-PI: Mustafa Akbulut, Ph.D., Department of Chemical Engineering, Texas A&M University College Station

Co-PI: Luis Cisneros-Zevallos, Ph.D., Department of Horticulture Sciences, Texas A&M University College Station

Funding Agency: (Internal) Tier One Program (TOP) Grant: Integration of Multidisciplinary Research and Creative Activities into the Learning Experience

Purpose: Provide innovative and high impact learning opportunities, including Study Abroad, for undergraduate students in a cross-disciplinary instructional model where bilingual education pre-service teachers will develop STEM lessons based on related science concepts.

Duration of grant: 3 years

Amount of Grant: \$298,799

Title: Retelling and Writing Bilingual Structured Stories in Science: A Case Study of Emergent Bilingual Kindergarteners and Translanguaging

PI: Sandra Acosta, Ph.D., Educational Psychology, Texas A&M University College Station

Funding Agency: (External) Teachers of English to Speakers of Other Languages (TESOL)

Purpose: Investigate a translanguaging strategy for increasing emerging bilingual kindergarteners' science vocabulary (English/Spanish) and apply their language knowledge in writing and orally.

Duration of grant: 4 year

Amount of Grant: \$2,500

Title: Immigrant Adolescents' Science Literacy in the United States from 2000–2012: Influences

and Trends (2014; PISA US data)

PI: Sandra Acosta, Ph.D., Educational Psychology, Texas A&M University College Station

Funding Agency: (External) American Educational Research Association (AERA).

Purpose: Compare and identify trends in U.S. immigrant adolescents' science literacy performance on the Program for International Student Assessment (PISA) of the Organisation for Economic Co-operation and Development (OECD) from 2000 (initiated)–2012

Duration of grant: 2 years

Amount of Grant/Award: \$35,000

Title: Project Evaluating Research Methods of Empirical Studies (ERMES; 2013)

Funding Agency: (Internal) Program to Enhance Scholarly and Creative Activities (PESCA).

PI: Sandra Acosta, Ph.D., Educational Psychology, Texas A&M University College Station

Purpose: Validate the Methodological Quality Questionnaire (MQQ), a rating scale for measuring the methodological quality of systematic review studies and create a web-based training module for systematic reviewers to assess and score studies using the MQQ

Duration of grant: 1 year

Amount of Grant/Award: \$10,000

Title: Immigrant Adolescents in the United States: What are the Trends and Lessons Learned from No Child Left Behind? (2013; PISA US data)

PI: Sandra Acosta, Ph.D., Educational Psychology, Texas A&M University College Station

Purpose: Compare and identify trends in U.S. immigrant adolescents' content area literacies—mathematics, reading, and science—performance on the Program for International Student Assessment (PISA) of the Organisation for Economic Co-operation and Development (OECD) from 2000 (initiated)–2012

Funding Agency: (External) American Educational Research Association (AERA).

Duration of grant: 2 years

Amount of Grant/Award: \$35,000

Title: A Pilot Study of Technology Integration in PK-12 classrooms with English Language Learners—Teachers' Attitudes, Expectations, and Perception of Barriers (2010)

Funding Agency: (Internal) Program to Enhance Scholarly and Creative Activities (PESCA).

PI: Sandra Acosta, Ph.D., Educational Psychology, Texas A&M University College Station

Purpose: Identify technology used in ELL classrooms and investigate teachers' attitudes, expectations, and barriers to integrating technology in their classrooms.

Duration of grant: 1 year

Amount of Grant/Award: \$10,000

Title: Integrating Technology For English Language Learners in the Classroom: Are We Transforming Practice Yet? (2010)

PI: Sandra Acosta, Ph.D., Educational Psychology, Texas A&M University College Station

Funding Agency: (Internal) Mexican American and U.S. Latino Research Center (MALRC), Texas A&M.

Purpose: Identify digital technology tools available in the classroom and how those tools are integrated into curricula and instructional delivery employing a cross-sectional survey, Technology Integration in the Classroom Survey (TICS; Acosta, 2009, unpublished).

Duration of grant: 1 year

Amount of Grant/Award: \$5,000

PUBLICATIONS

Note: Names with * indicate co-authors/-presenters were doctoral students from Texas A&M University, College Station, Texas; Names with ‡ indicate co-authors/-presenters were Master's students from Texas A&M University, College Station, Texas; Names with † indicate co-authors/-presenters were undergraduate students from Texas A&M University, College Station, Texas

DOCTORAL DISSERTATION

Acosta, S. (2010). *High-Stakes reading assessment and English oral language development: A study of third grade English language learners in a Texas school district*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Order No. 3416136, Texas A&M University). Academic Advisor: Dr. Rafael Lara-Alecio.

PEER REVIEWED JOURNAL ARTICLES

***Chen, X.**, Acosta, S., & Berry, A. (2017). Machine or Human? Evaluating a language translation mobile app for diabetes education material. *Journal of Medical Internet Diabetes*, 2(1), e13. (open access; Journal of Medical Internet Research [JMIR] publications). doi:10.2196/diabetes.7446

Hsu, H-Y., Lin, J-H., Kwok, O., Acosta, S., & Willson, V. (2017). The impact of intra-class correlation (ICC) on the effectiveness of level-specific fit indices in multilevel structural equation modeling (MSEM): A Monte Carlo study. *Educational and Psychological Measurement*, 77(1), 5–31. doi: 10.1177/0013164416642823 (Impact Factor, 2015: 1.485).

***Chen, X.**, Acosta, S., & Berry, A. (2016). Evaluating the accuracy of Google Translate website for diabetes education material. *Journal of Medical Internet Diabetes*, 1(1). (open access; Journal of Medical Internet Research [JMIR] publications). url: <http://diabetes.jmir.org/2016/1/e3/>

Gonzalez, J. E., Acosta, S., Pollard-Durodola, S., Soares, D., Davis, H., Saenz, L., Resendez, N., Zhu, L. (2016). Latino maternal literacy beliefs and practices mediating socioeconomic status and maternal education effects in predicting child receptive vocabulary. *Early Education and Development*, 28(1), 78–95. doi: 0.1080/10409289.2016.1185885 (5-Year Impact Factor, 2014: 1.477).

***Chen, X.**, Goodson, P., & Acosta, S. (2015). Blending health literacy with an English as a second language curriculum: A systematic literature review. *Journal of Health Communication*, 20, 101–111. doi: 10.1080/10810730.2015.1066467 (Special issue on Advancing Health Literacy Research; 5-Year Impact Factor, 2014: 1.686).

Acosta, S., Goltz, H. H., & Goodson, P. (2015). Autoethnography in action research for health education practitioners. *Action Research*, 13(4), 411–431. doi: 10.1177/1476750315573589 (5-Year Impact Factor, 2014: 0.815).

Hsu, H-Y., Kwok, O., Acosta, S., & Lin, J-H. (2015). Detecting misspecified multilevel SEMs using common fit indices: A Monte Carlo study. *Multivariate Behavioral Research*, 50(2), 197–215. doi:10.1080/00273171.2014.977429 (Impact Factor, 2014: 2.477).

- Goltz, H. H., & Acosta, S. (2015). A rare family: Exploring genetic literacy in an online support group. *Journal of Family Strengths*, 15(2). (Special issue on Literacy).
<http://digitalcommons.library.tmc.edu/jfs/vol15/iss2/6>
- Acosta, S., & Goltz, H. (2014). Transforming practices: A primer on action research. *Health Promotion Practice*, 15(4), 465–470. doi:10.1177/1524839914527591
- Hsu, H.-Y., Lau, H.-H., Acosta, S., Lai, Y.-H. & (2014). Impact of participation in extracurricular activities during college on graduate employability: An empirical study of graduates of Taiwanese business schools. *Educational Studies*, 40(1), 26–47. doi: 10.1080/03055698.2013.830244 (Impact Factor, 2014: 0.366).
- Acosta, S., & Hsu, H.-Y. (2014). Shared academic values: Testing a model of the association between Hong Kong parents' and adolescents' perception of the general value of science and scientific literacy. *Educational Studies*, 40(2), 174–195. doi: 10.1080/03055698.2013.866889 (Impact Factor, 2014: 0.366).
- Acosta, S., & Hsu, H.-Y. (2014). Negotiating diversity: An empirical investigation into family, school, and student factors influencing New Zealand adolescents' science literacy. *Educational Studies*, 40(1), 98–115. doi:10.1080/03055698.2013.830243 (Impact Factor, 2014: 0.366).
- Acosta, S., & *Garza, T. (2011). The podcasting playbook: A typology of evidence-based pedagogy for prek-12 classrooms with English language learners. *Research in the Schools*, 18(2), 39–56. <http://dtm10.cep.msstate.edu/rits.htm> (Systematic review)
- Acosta, S., & Hsu, H. (2010). Priming the pump: A case study of pre-service bilingual education teachers' Spanish writing. *Texas Association for Bilingual Education (TABE) Journal*, 12(1), 76–107. <http://www.tabe.org/publications.cfm?subpage=424147>
- Irby, B., Tong, F., Lara-Alecio, R., Mathes, P., Acosta, S., & Guerrero, C. (2010). Quality of instruction, language of instruction, and Spanish-speaking English language learners' performance on a state reading achievement test. *Texas Association for Bilingual Education (TABE) Journal*, 12(1), 1–42.

TEST REVIEWS

- Acosta, S. (2017) [Review of the Versant™ English Placement Test]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 847–849). Lincoln, NE: Buros Institute of Mental Measurements.
- Acosta, S. (2017) [Review of the Academic Achievement Battery Screening Form]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 11–13). Lincoln, NE: Buros Institute of Mental Measurements.
- Acosta, S. (2014) [Review of the Computerized Oral Proficiency Instrument]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook* (pp.

187–189). Lincoln, NE: Buros Institute of Mental Measurements.

Acosta, S. (2014) [Review of the Michigan English Test]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook* (pp. 435–437). Lincoln, NE: Buros Institute of Mental Measurements.

Acosta, S. (2010) [Review of the Test of Early Language Development-Third Edition: Spanish Version]. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook* (pp. 627–629). Lincoln, NE: Buros Institute of Mental Measurements.

PEER REVIEWED BOOK REVIEWS

Acosta, S., & Goltz, H. H. (2011). Connecting the dots: Theory in research and practice [Review of *Theory in health promotion research and practice: Thinking outside the box* by P. Goodson]. *Educational Studies*, 47(6), 583-588. doi:0.1080/00131946.2011.621077

MANUSCRIPTS UNDER REVIEW

Acosta, S., *Garza, T., Hsu, H.-Y., Goodson, P., Padrón, Y., Goltz, H. H., & ‡Johnston, A. (Review & Resubmit). The Accountability Culture: A Systematic Review of Research on English Learners and High-Stakes Testing From 2001–2016. *Review of Educational Research*.

Acosta, S., *Chen, X., Goltz, H., & Padrón, Y. (Review & Resubmit). Diffusing Innovations and Growing Social Capital: A Case Study of Novice Bilingual Education Teachers and Action Research. *Urban Education*.

*Chen, X., Acosta, S., Goodson, P., Berry, A., & McKyer, L.E. Functional health literacy among Chinese Americans with limited English proficiency. *Journal of Health Care for the Poor and Underserved*.

Hsu, H.-Y., & Acosta, S. Investigating the role of school-based extracurricular activity participation in adolescents' learning outcomes. *Journal of Research on Educational Effectiveness*.

*Chen, X., Goodson, P., Acosta, S., Berry, A., & McKyer, L.E. Assessing health literacy among populations with limited English proficiency: A case of Chinese American immigrants. *Health Literacy Research and Practice*.

*Chen, X., Acosta, S., Goodson, P., Berry, A., & McKyer, L.E. A systematic literature review and meta-analysis of the non-English TOFHLA. *Health Literacy Research and Practice*.

Acosta, S., Garza, T., Hsu, H.-Y., & Goodson, P. Assessing Quality in Systematic Reviews: A Case Study of Novice Rater Training. *International Journal of Research & Method in Education*.

MANUSCRIPTS IN PREPARATION

Acosta, S., Lara-Alecio, R., Irby, B., Tong, F., Kwok, O. & *Lai, M. High-stakes reading assessment and English oral language development: A study of third grade English language learners in a Texas school district. *Educational Evaluation and Policy Analysis*. (Impact Factor, 2014: 1.688).

Acosta, S. Oral language and literacy development in English language learners: A systematic review [working title]. *Educational Research Review*. (Impact Factor, 2014: 2.452).

Acosta, S., Goodson, P., *Chen, X., & Goltz, H. H. A case study of teacher leadership in the classroom: Concepts, challenges, and opportunities. *Journal of School Psychology*. (Impact Factor, 2014: 2.262).

PEER REVIEWED CHAPTERS/BOOK SECTIONS

Acosta, S., & Goltz, H. (2015). Transforming practices: A primer on action research. In K.D. Denard & K.J. Schmalz (Eds.), *Tools of the trade*, Volume 3. (e-book). Washington, DC: Society for Public Health Education [SOPHE]).

NON-PEER REVIEWED PUBLICATIONS

Acosta, S. (2008) *Reference manual: Bilingual education undergraduate programs*. Unpublished document, Educational Psychology Department, Texas A&M University, College Station, Texas.

Acosta, S., & Walichowski, M. (2007) *Bilingual education programs: Undergraduate teacher preparation student advisement handbook*. Unpublished document, Educational Psychology Department, Texas A&M University, College Station, Texas.

Acosta, S. (2005). *Handbook bilingual/ESL program*. Unpublished document, Curriculum and Instruction Department, La Porte Independent School District, La Porte, Texas.

Acosta, S. (2003). *Language Proficiency Assessment Committee (LPAC) manual*. Unpublished document, Curriculum and Instruction Department, La Porte Independent School District, La Porte, Texas.

CONFERENCE PRESENTATIONS

PEER REVIEWED PAPER PRESENTATIONS

Chen, X., Goodson, P., Acosta, S., Berry, A., & McKyer, E. L. J. (2018, March). *Assessing Health Literacy among Populations with Limited English Proficiency: A Case of Chinese American Immigrants*. American Academy of Health Behavior (AAHB) 2018 Annual Conference, Portland, OR.

Acosta, S., Garza, T., & Hsu, H-Y. (2017, April). *Assessing Study Quality Using the Methodological Quality Questionnaire: A Case Study of Novice Rater Training*. American Educational Research Association (AERA) 2017 Annual Conference, San Antonio, TX.

AERA

Acosta, S. ***Chen, X.**, & Goltz, H. H. (2016, April). *Breakfast of innovators: Action research, scholarship, and bilingual education*. American Educational Research Association (AERA) 2016 Annual Conference, Washington, DC. AERA Online Paper Repository <http://www.aera.net/repository>

Acosta, S. (2015, February). *First-year bilingual education teachers as instructional leaders: Integrating systems thinking with action research*. Southwest Educational Research Association (SERA) 38th Annual Conference, San Antonio, TX.

***Garza, T.**, Acosta, S., & Goldsby, D. (2013, February). *How systematic are systematic reviews in critically evaluating evidence?* Southwest Educational Research Association (SERA) 36th Annual Conference, San Antonio, TX.

Acosta, S., & Goldsby, D. (2012, February). *Integrating technology in the classroom: Pre-service teachers' perceptions about educational website evaluation*. Southwest Educational Research Association (SERA) 35th Annual Conference, New Orleans, LA.

Hsu, H.-Y., & Acosta, S. (2011, April). *The role of parents in adolescents' scientific literacy in Hong Kong: Exploring the transmission of general value of science using the Program for International Student Assessment (PISA) 2006*. American Educational Research Association (AERA) 2011 Annual Conference, New Orleans, LA.

Acosta, S., & Goldsby, D. (2011, February). *Rubrics for evaluating educational websites*. Southwest Educational Research Association (SERA) 34th Annual Conference, San Antonio, TX.

***Garza, T.**, & Acosta, S. (2011). Podcasting, narrated PowerPoint, and web-based stand alone instructional modules: Three digital tools for learner-centered classrooms. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 2460–2464). Chesapeake, VA: AACE.

Acosta, S., Irby, B., Lara-Alecio, R., & Mathes, P. (2010, May). *English oral language trajectory and high-stakes reading assessment for third grade English language learners*. American Educational Research Association (AERA) 2010 Annual Conference, Denver, CO.

Acosta, S. (2010, February). *English oral language development and English language learners: A systematic review of the literature*. Southwest Educational Research Association (SERA) 33rd Annual Conference, New Orleans, LA.

Acosta, S. (2009, February). *High-stakes reading assessment and English oral language development*. Southwest Educational Research Association (SERA) 32nd Annual Conference, San Antonio, TX.

Acosta, S. (2008, February). *Using Wright's rules in path analysis*. Southwest Educational Research Association (SERA) 31st annual conference, New Orleans, LA.

PEER REVIEWED ORAL PRESENTATIONS WITH NO PAPER

- Acosta, S., & Goodson, P. (2016, June). *Communicating with editors and reviewers: Do's and don'ts*. Text and Academic Authors Association (TAA) Annual Conference, San Antonio, TX.
- †**Yamin, K.**, & Acosta, S. (2014, April). *Emotional intelligence + participative action research: Why? How?* Student Conference on Latino Affairs (SCOLA) 26th Annual Conference, College Station, TX.
- ‡**Vega, Y.**, †**Jiménez Wong, Y. A.**, & Acosta, S. (2012, April). *Putting the plus back into subtractive language policies in public schools: Recovering our language, identity, and self-worth*. Student Conference on Latino Affairs (SCOLA) 24th Annual Conference, College Station, TX.
- ‡**Vega, Y.**, & Acosta, S. (2011, February). *eXtreme Reading: Strategies for creating successful readers*. National Association for Bilingual Education (NABE) 40th Annual Conference, New Orleans, LA.
- Honoré, H., Acosta, S., Honoré-Jones, M., Chen, Lei-Shih, Latini, D., & Goodson, P. (2010, November). *Exploring the relationship between genetic stigma and sexual decision-making among college students*. 138th Annual Conference, American Public Health Association, Denver, CO.
- ‡**Álvarez, C.**, ‡**Treviño, S.**, & Acosta, S. (2009, October). *Transforming and motivating the struggling ELL Reader: From fluency to prediction*. Texas Association for Bilingual Education (TABE) 37th Annual Conference, Houston, TX.
- †**Dávila, M.**, †**Huerta, B.**, & Acosta, S. (2009, October). *Science inquiry for first grade: Readers' Theatre and note-taking in a concept-based thematic unit*. Texas Association for Bilingual Education (TABE) 37th Annual Conference, Houston, TX.
- Acosta, S. (2009, February). *High-stakes reading assessment and English oral language development: A study of third grade English language learners in a Texas school district*. National Association for Bilingual Education (NABE) 38th Annual Conference, Austin, TX.
- Acosta, S. (2006, October). *The bilingual field experience: An emerging delivery model framework to accelerate English and guide pre-service teacher development*. Texas Association for Bilingual Education (TABE) 34th Annual Conference. Galveston, TX.
- †**Díaz, N.**, †**Barragán, A.**, & Acosta, S. (2006, October). *Simple machines: Designing concept-based units*. Texas Association for Bilingual Education (TABE) 34th Annual Conference, Galveston, TX.
- Acosta, S. (2001, October). *ABC's of student behavior contracts*. Houston Area Association for Bilingual Education conference, Houston, TX.

Acosta, S. (1995, October). *Ten frame fever: Increasing math fluency in first grade*. Houston Area Association for Bilingual Education annual conference, Houston, TX.

PEER REVIEWED POSTER PRESENTATIONS WITH PAPER

***Garza, T.**, Acosta, S., & Hsu, H-Y. (2013, July). *Evaluating a systematic rating review scale: The Methodology Quality Questionnaire*. American Psychological Association (APA), 121st Annual Convention, Honolulu, HI. AERA Online Paper Repository <http://www.aera.net/repository>

Hsu, H-Y., & Acosta, S. (2013, July). *Alternative procedure for incorporating aggregate level 2-Variables in the two-level model*. American Psychological Association (APA), 121st Annual Convention, Honolulu, HI.

Hsu, H-Y., & Acosta, S. (2013, April). *Aggregate variables are not always reliable: Two-step procedure for incorporating aggregate variables in the two-level model*. American Educational Research Association (AERA) 2013 Annual Conference, San Francisco, CA.

***Garza, T.**, & Acosta, S. (2013, April). *Assessing educational research evidence in systematic reviews: The psychometric characteristics of the Methodological Quality Questionnaire*. American Educational Research Association (AERA) 2013 Annual Conference, San Francisco, CA. AERA Online Paper Repository <http://www.aera.net/repository>

***Garza, T.**, & Acosta, S. (2011, March). *Podcasting, narrated PowerPoint, and web-based stand alone instructional modules: Three digital tools for learner-centered classrooms*. 22nd International Conference, Society for Information Technology & Teacher Education, Nashville, TN.

PEER REVIEWED POSTER PRESENTATIONS WITH NO PAPER

***Chen, X.**, Acosta, S., & McKyer, E.L.J. (2016, October). *A Systematic Literature Review and Reliability Generalization Meta-Analysis of the Translated TOFHLA*. Presented at 8th Health Literacy Research Conference, Bethesda, Maryland.

Honoré, H., Acosta, S., Latini, D., & Goodson, P. (2010, November). *Genetic literacy among college students: The best-case scenario*. 138th Annual Conference, American Public Health Association, Denver, CO.

Acosta, S., Honoré, H., Goodson, P., Padrón, Y., & Lara-Alecio, R. (2010, June). *High-stakes testing and English language learners: A systemic review of the research evidence*. The Society for the Psychological Study of Ethnic Minority Issues, Division 45 of American Psychological Association, Inaugural Conference, Ann Arbor, MI

Honoré, H., Acosta, S., Latini, D., & Goodson, P. (2010, May). *Cancer literacy among college students: Missing a subtle but meaningful distinction*. 7th Biennial Cancer, Culture & Literacy Conference, Clearwater, FL.

Honoré, H., Acosta, S., Latini, D., Chen, J., & Goodson, P. (2010, April). *Genetic literacy among*

college students: The best-case scenario. Department of Medicine Research Symposium, Baylor College of Medicine, Houston, TX.

Honoré, H., Acosta, S., Latini, D., Chen, J., & Goodson, P. (2010, April). *Exploring the relationship between genetic stigma and sexual decision-making among college students.* Department of Medicine Research Symposium, Baylor College of Medicine, Houston, TX.

PEER REVIEWED WORKSHOPS

‡**Nelson, A.**, ‡**Rueda, M.**, & Acosta, S. (2013, October). *Action (teacher) research: What is it? How to do it? Why is it important for increasing student learning and engagement?* Texas Association for Bilingual Education (TABE) 41st Annual Conference, Houston, TX.

Valdéz, P., & Acosta, S. (2012, October). *Early childhood science exchange: Teachers sharing science lessons, strategies, and instructional activities.* Texas Association for Bilingual Education (TABE) 40th Annual Conference, San Antonio, TX.

‡**Nelson, A.**, ***Garza, T.**, & Acosta, S. (2012, February). *Increasing student engagement with electronic learning centers: Vodcasting.* National Association for Bilingual Education (NABE) 41st Annual Conference, Dallas, TX.

‡**Nelson, A.**, ***Garza, T.**, & Acosta, S. (2011, October). *Bringing technology into the classroom: Podcasting and vodcasting.* Texas Association for Bilingual Education (TABE) 39th Annual Conference, McAllen, TX.

‡**Nicolau, S.**, ‡**Nelson, A.**, & Acosta, S. (2010, November). *Bringing technology into the ESL classroom: SMART Boards and narrated PowerPoints.* National Association for Bilingual Education (NABE) 40th Annual Conference, New Orleans, LA.

‡**Nicolau, S.**, ‡**Nelson, A.**, & Acosta, S. (2010, November). *Bringing technology into the ESL classroom: SMART Boards and narrated PowerPoints.* Texas Teachers of English of Speakers of Other Languages II (TexTESOL II) Annual Conference, San Antonio, TX.

***Garza, T.**, & Acosta, S. (2010, February). *Bringing technology into the classroom: Podcasting.* National Association for Bilingual Education (NABE) 39th Annual Conference, Denver, CO.

***Garza, T.**, & Acosta, S. (2009, October). *Bringing technology into the classroom: Podcasting.* Texas Association for Bilingual Education (TABE) 37th Annual Conference, Houston, TX.

INVITED WORKSHOPS/PRESENTATIONS

Acosta, S. (2017, April). *Diffusing innovations and growing social capital in schools: A case study of novice teachers and practitioner research.* Presentation for Educational Psychology Student Organization (EPSO), doctoral students in the Department of Educational Psychology, Texas A&M University, College Station, TX.

Acosta, S. (2014, October). *Autoethnography in action research for health education*

practitioners. Presentation for HLTH 649 Advanced Health Behavior Theory doctoral students in the Department of Health and Kinesiology, Texas A&M University, College Station, TX.

Acosta, S. (2012, February). *How to prepare oral presentations for TABE and NABE annual conferences: A guide for undergraduate pre-service teachers*. Presentation for Bilingual Education Student Organization (BESO), Texas A&M University, College Station, TX.

Acosta, S. (2011, October). *Biliteracy and oral language development: Research, pedagogy, LPAC*. Presentation for DTELL school psychology doctoral students in the Department of Educational Psychology, Texas A&M University, College Station, TX.

Acosta, S. (2005, October). *ESL certification review courses: Certifying ESL teachers in Texas public schools*. Region IV Education Service Center, 2nd Annual Bilingual Conference. Houston, TX.

Acosta, S., & Romero, A. (2005, April). *ESL program models that bridge the gap for English language learners*. Mexican American School Board Association (MASBA), 4th Annual Conference, San Antonio, TX.

Acosta, S. (2004, November) *Teaching English language learners*, Accomplished Teachers' Academy, La Porte Independent School District, La Porte, TX.

Acosta, S. (1998, November). *Equity and excellence for all learners: Special education*. Prairie View A&M University, Prairie View, TX.

TALKS AND SPEECHES

Acosta, S. (2005, May). Plenary Speaker. *State of TABE: Strategic planning*. Region I Education Service Center 3rd Annual Bilingual Symposium, South Padre Island.

Acosta, S. (2005, March). Featured Speaker. *TABE: Tomando acción, tu voz cuenta/Taking action, your voice counts*. San Antonio Association for Bilingual Education (SAABE) annual conference. San Antonio, TX.

Acosta, S. (2004, October) Featured Speaker. *Bilingual education: Advocating for English language learners*. Panel member, Texas Association for Bilingual Education (TABE), 32nd Annual Conference, El Paso, TX.

Acosta, S. & Green, J. (2000, October). *Collaboration among professional organizations for English language learners*, Collaborative summit, TEXTesol annual conference, San Antonio, TX.

Acosta, S. (1999, January). *Their future is in your hands: English language learners in the primary grades*. Winter Bilingual Education Conference, Alief Independent School District.

TEACHING

COURSES

GRADUATE

- BIED 613: *Spanish/English Biliteracy*, Texas A&M University. Introduces the major components of the biliteracy process, socio-linguistic theories of second language acquisition, and instructional approaches and models for supporting biliteracy development.
- BIED 619: *Second Language Acquisition in PreK-12: Advanced Theory and Praxis*, Texas A&M University. Focuses on second language acquisition theories and the basic competencies related to incorporating theory into research and practice.
- BIED 683: *Field Practicum in Issues Related to Bilingual Education*, Texas A&M University. Presents a systematic approach to instructional design in bilingual classrooms with an emphasis on technology integration strategies for increasing student discourse and engagement.
- BIED 684: *Professional Internship*, Texas A&M University. Provides a foundation for developing skills and knowledge to design and conduct small-scale empirical studies in bilingual classrooms using action research approach.
- BIED 685: *Directed Studies*, Texas A&M University. Provides a platform for pursuing independent research using action research approach in a specific area of practitioner interest while working under the supervision of a faculty member.

UNDERGRADUATE

- BEFB 476: *Content Area Instruction for Bilingual Programs*, Texas A&M University. Provides a framework for developing knowledge and skills in second language acquisition pedagogy that includes lesson design in the core content areas using an inquiry-based approach. (Conducted in Spanish.)
- BEFB 470: *Bilingual Assessment and Monitoring*, Texas A&M University. Provides an overview of basic concepts in the formal and informal assessment of English language learners using standardized tests and observational data collection. (Conducted in Spanish.)
- BEFB 474: *Biliteracy for Bilingual and Dual Language Programs*, Texas A&M University. Introduces the concepts of biliteracy in bilingual education program models and provides exposure to lesson design and instructional delivery.
- BEFB 472: *Bilingual and Dual Language Methodologies*, Texas A&M University. Introduces the history and legal framework of bilingual education in Texas and the United States.

MENTORING

GRADUATE STUDENTS (DOCTORAL)

2016-2017	Mentor	Jiacheng Lu	Bilingual Education <i>Texas A&M University Collect Station</i>
2016	Mentor	Mizzo Kwon	Urban Planning <i>Texas A&M University Collect Station</i>
2016	Mentor	Jiniva Serrano	Graduate Teaching Academy Teaching Mentor Program, <i>Texas A&M University College Station</i>
2015-Present	Mentor	Xuewei Chen	Health & Kinesiology Program, <i>Texas A&M University College Station</i> Dissertation Committee Member
2011-2015	Mentor	Tiberio Garza	Bilingual Education Program, College of Education and Human Development Strategic Fellowship (\$20,000, 2012), <i>Texas A&M University College Station</i> Dissertation Committee Member
2009	Mentor	Eddi Ying	Graduate Teaching Academy Teaching Mentor Program, <i>Texas A&M University College Station</i>

GRADUATE STUDENTS (MASTER'S)

2015-2017	Mentor	Elizabeth Castillo	Bilingual Education Program <i>Texas A&M University College Station</i>
2012-2013	Mentor	Annabelle Nelson	Bilingual Education Program Texas A&M University College Station
2012-2013	Mentor	Myrna Limón-Rueda	Bilingual Education Program <i>Texas A&M University College Station</i> Master's Examination Committee Co-Chair

UNDERGRADUATE GRADUATE STUDENTS

2014-2017	Mentor	Sandra Ramirez	Century Scholars Program <i>Texas A&M University College Station</i>
2011-2012	Mentor	Susana Nicolau	College of Education and Human Development Jane Stallings Student Service Award (\$5,000) <i>Texas A&M University College Station</i>
2008	Mentor	Daniel de la Rosa	College of Education and Human Development Jane Stallings Student Service Award (\$5,000)

Texas A&M University College Station
 Master's Committee Co-Chair

- 2007 Mentor Yessenia Vega Sigma Lambda Gamma Student Academic Success
 Mentoring Program
Texas A&M University College Station
- 2006-2007 Mentor Insights Alumni Mentoring Students Program
University of St. Thomas, Houston, Texas

STUDENT ORGANIZATION FACULTY ADVISOR

- 2013-2014 Bilingual Education Student Association (BESO)
Texas A&M University College Station
- 2007-2009 Stay in School, Continue Your Education, and Achieve Your Goals/
 Sigue en la escuela, continúa con tu educación y alcanza tus metas
Texas A&M University College Station

GRANTS (TEACHING)

- 2013 College of Education & Human Development *Texas A&M University College Station*
 Undergraduate Student Research Initiative
 (USRI), Work Study Award to Undergraduate
 Student
- 2012 College of Education & Human Development *Texas A&M University College Station*
 Undergraduate Student Research Initiative
 (USRI), Work Study Award to Undergraduate
 Student
- 2011 College of Education & Human Development *Texas A&M University College Station*
 Undergraduate Student Research Initiative
 (USRI), Work Study Award to Undergraduate
 Student

STUDENT ADVISING

GRADUATE STUDENTS (DOCTORAL)

Past Dissertation Committee Member

Tiberio Garza	Bilingual Education	Ph.D.	2015	Chair: Rafael Lara-Alecio
Ivonne Estrella	School Psychology	Ph.D.	2016	Chair: Cynthia Riccio
Xuewei Chen	Health & Kinesiology	Ph.D.	2017	Chair: Lisako McKyer

Dissertation Committee Member

Karen Harper	Teaching, Learning & Culture	Ph.D.	2018 EXP	Chair: Julie Singleton
Valerie Choron	Teaching, Learning & Culture	Ph.D.	2018 EXP	Chair: Julie Singleton
Glenda Thacker	Teaching, Learning & Culture	Ph.D.	2018 EXP	Chair: Julie Singleton

GRADUATE STUDENTS (MASTER'S)

Master's Examination Committee Chair

Sarah Velazquez-Castro	Bilingual Education	M.Ed.	2018EXP	Chair: Sandra Acosta
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Past Master's Examination Committee Co-Chair

Heidy Son	Bilingual Education	M.Ed.	2012	Chair: Rafael Lara-Alecio
LeeAnn Herrera	Bilingual Education	M.Ed.	2012	Chair: Yolanda Padrón
Elizabeth Cruz	Bilingual Education	M.Ed.	2012	Chair: Fuhui Tong
Betsy Hernández	Bilingual Education	M.Ed.	2012	Chair: Fuhui Tong
Daniel De La Rosa	Bilingual Education	M.Ed.	2012	Chair: Fuhui Tong
Alison Bowen	Bilingual Education	M.Ed.	2013	Chair: Yolanda Padrón
Jorge Villa	Bilingual Education	M.Ed.	2013	Chair: Fuhui Tong
Guadalupe Vega	Bilingual Education	M.Ed.	2014	Chair: Fuhui Tong
Myrna Limón-Rueda	Bilingual Education	M.Ed.	2014	Chair: Yolanda Padrón
Angelita Yañez	Bilingual Education	M.Ed.	2016	Chair: Yolanda Padrón
Ana K. Ortiz	Bilingual Education	M.Ed.	2016	Chair: Yolanda Padrón

Past Master's Examination Committee Member

Sara Treviño	Bilingual Education	M.Ed.	2011	Chair: Yolanda Padrón
Jennifer Farmer	Health & Kinesiology	M.Ed.	2012	Chair: Patricia Goodson
Susan Thorn	Health & Kinesiology	M.Ed.	2012	Chair: Patricia Goodson
Jennifer Nash	Bilingual Education	M.Ed.	2014	Chair: Yolanda Padrón
José Zelaya	Teaching, Learning & Culture	M.Ed.	2014	Chair: Zohreh Eslami
Edward Guarnica	Bilingual Education	M.Ed.	2014	Chair: Fuhui Tong
María Felix	Bilingual Education	M.Ed.	2016	Chair: Yolanda Padrón
Lucinda Fernandez	Bilingual Education	M.Ed.	2016	Chair: Yolanda Padrón

Master's Examination Committee Member

Jennifer Hilbawi	Bilingual Education	M.Ed.	2018EXP	Chair: Fuhui Tong
Nariman Eljaouha	Teaching, Learning & Culture	M.Ed.	2018EXP	Chair: James Laub Co-Chair: Monica Neshyba

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA)

- Southwest Educational Research Association (SERA)
- American Psychological Association (APA)
- National Association for Bilingual Education (NABE)
- Texas Association for Bilingual Education (TABE)

PROFESSIONAL ACTIVITIES

PROFESSIONAL ORGANIZATIONS

2017-2020	Member-at-Large	Southwest Educational Research Association Board
2011-2015	Co-Chair	Division IV; Teacher and Teacher Education, Southwest Educational Research Association Annual Conference
2010-2012	Discussant	Southwest Educational Research Association Annual Conference
2008-2010	Field Reviewer	Southwest Educational Research Association Annual Conference
2004-2005	President	Texas Association for Bilingual Education
2003-2004	President-Elect	Texas Association for Bilingual Education
2004-2005	President	Association of Hispanic School Administrators
2002-2003	Vice- President	Texas Association for Bilingual Education
2000-2002	Treasurer	Texas Association for Bilingual Education
1998-1999	President	Houston Area Association for Bilingual Education

NATIONAL AND INTERNATIONAL JOURNALS

2008-Present	Editorial Board	<i>Research in the Schools</i> , Mid-South Educational Research Association
2008-Present	Editorial Reviewer	<i>The Mental Measurements Yearbook</i> , Buros Institute of Mental Measurements, University of Nebraska, Lincoln
2015-Present	Field Reviewer	<i>Action Research</i>
2014-2015	Field Reviewer	<i>Health Promotion Practice</i>
2011-2012	Field Reviewer	<i>Educational Studies Journal</i>
2010-2012	Field Reviewer	<i>Language Learning & Technology</i>

UNIVERSITY AND STATE COMMITTEES AND PROGRAMS

2007-Present	Consultant	Promoting Outstanding Writing for Excellence in Research (POWER), graduate writing support services College of Education and Human Development <i>Texas A&M University College Station</i>
2007-Present	Chair	Selection Committee for Bilingual Education Master's Program-Teacher Leadership Track Candidates Bilingual Education Program <i>Texas A&M University College Station</i>
2006-Present	Member	Selection Committee for Bilingual Education Undergraduate Program Cohort Members Bilingual Education Program <i>Texas A&M University College Station</i>
2013	Member	Search Committee for Bilingual Education Programs Assistant Professor Position College of Education and Human Development <i>Texas A&M University College Station</i>
2009-2010	Assistant Professor Representative	Educational Psychology Department Executive Committee <i>Texas A&M University College Station</i>
2009-2010	Member	Texas Textbook Review Panel, 2nd grade Spanish reading Texas State Board of Education, Austin, Texas
2007	Member	Committee Undergraduate Learning Outcomes College of Education and Human Development <i>Texas A&M University College Station</i>
2006	Member	Search Committee for Bilingual Education Programs Full Professor Position College of Education and Human Development <i>Texas A&M University College Station</i>
2005-2008	Member	Council on Teacher Education College of Education and Human Development <i>Texas A&M University College Station</i>
2005-2008	Member	Special and Bilingual Education (SABE) Program Undergraduate Certification Committee Educational Psychology Department <i>Texas A&M University College Station</i>

PROFESSIONAL DEVELOPMENT

2017	Introduction to Meta-Analysis	<i>Summer Statistics Institute</i>
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*The University of Texas
Austin, Texas*

2016	Statistics for Sociolinguistic Analysis: An Introduction with Rbrul and R	<i>Hispanic Studies Texas A&M University College Station, Texas</i>
2015	Systems Thinking and Complexity in Public Health	<i>Department of Health & Kinesiology Texas A&M University College Station, Texas</i>
2013	Quality Matters Rubric Workshop	<i>College of Education & Human Development Texas A&M University College Station, Texas</i>
2013	Action Research and Action Learning (online course)	<i>Action Research and Action Learning Association, Inc. (ALARA) Australia</i>
2011	Summer Statistics Institute: Missing Values	<i>Educational Psychology Department Texas A&M University College Station, Texas</i>
2011	Wakonse South Conference on College Teaching, 14th Annual Conference	<i>Center for Teaching Excellence Texas A&M University College Station, Texas</i>
2010	Early Childhood Longitudinal Study Kindergarten Class of 1998-99 (ECS-K) Database Training Seminar (by invitation)	<i>National Center for Education Statistics Washington, DC</i>
2009	Summer Statistics Institute: Mediation and Moderation Analysis	<i>Educational Psychology Department Texas A&M University College Station, Texas</i>
2008	Summer Statistics Institute: Item Response Theory, Mixed Methods	<i>Educational Psychology Department Texas A&M University College Station, Texas</i>
2007	Summer Statistics Institute: Structural Equation Modeling Multivariate Analysis Hierarchical Linear Modeling	<i>Educational Psychology Department Texas A&M University College Station, Texas</i>

LANGUAGES

Fluent: English and Spanish; basic: American Sign Language, French, Portuguese

OTHER ACCOMPLISHMENTS

- 2005 Houston Poetry Fest, juried poet.
- 1995 First Prize, José Martí Literary Award Competition, Institute of Hispanic Culture, *Is the poetry of Gabriela Mistral meaningful to the present day?* (\$1,000).