

Mary A. Avalos
CURRICULUM VITAE

PERSONAL

Current Academic Rank: Research Associate Professor

Primary Department: Teaching and Learning

Citizenship: USA

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Mailing Address: University of Miami
School of Education and Human Development
Department of Teaching and Learning
P.O. Box 248065
Coral Gables, FL 33145-2040

HIGHER EDUCATION

1. Institutional:

University of California, Riverside, Riverside, CA
Ph.D. Curriculum and Instruction, June 1999

University of California, Riverside, Riverside, CA
M.A. Educational Administration, June 1993
(Also Completed Course Requirements for Administrative Credential)

Concordia University, Irvine, CA
B.A. Multicultural Studies, June 1987
Minor: Spanish

2. Certification, licensure:

2010 Certificate in Human Resource Management, University of Miami, Division of Continuing Studies

1989 California Multiple Subject Clear Teaching Credential (K-8) (Expires 7/2018)

1989 California Bilingual, Cross Cultural Clear Credential (K-12)

EXPERIENCE

University of Miami, Coral Gables, FL **June, 2016 – Present**
Research Associate Professor, Associate Department Chair
Faculty Advisor, Education and Social Change Master's Program (2010 – Present)

Language and Literacy Learning in Multilingual Settings Graduate Faculty (2005-Present)

University of Miami, Coral Gables, FL **June, 2005 – June 2015**
Research Assistant Professor, Department of Teaching and Learning
Language and Literacy Learning in Multilingual Settings Graduate Faculty
Direct, teach, and participate in various teacher education programs and research projects.

University of Miami, Coral Gables, FL **June, 2009-June, 2010**
Assistant Department Chair, Department of Teaching and Learning
Assisted Department Chair and perform administrative duties such as scheduling classes; Lead and serve on school and department committees; Coordinated and analyzed program evaluations, Updated and edited faculty/student handbooks, Developed master plans, portfolio criteria, accreditation procedures, documentation, and reports; Cleared students for graduation; Wrote reports and developed folios for FL Department of Education state-approved programs; Resolved complaints among faculty and/or between students and faculty.

University of Miami, Coral Gables, FL **2001-2005**
Full-time Lecturer, Department of Teaching and Learning;
Director, TESOL and Reading Graduate Programs

Instructor and Director, TESOL Scholarship Program **2000-2001**
University of Miami, Coral Gables, FL
Provide direction and leadership for the TESOL Scholarship Program, including budget creation and monitoring. Oversee the teaching and training of instructors/lecturers/teaching assistants. Advise cohort students.

Coordinator, TESOL Scholarship Program **1998-2000**
University of Miami, Coral Gables, FL
Coordinate all aspects of the TESOL Scholarship Program. Advise cohort students.

Riverside Unified School District, Riverside, CA **August, 1990-February, 1998**
Elementary Bilingual Teacher (Self Contained Classrooms: 2nd, 3rd, and 5th grades;
Reading Resource Teacher: 3rd-6th grades; Math Resource Teacher: 2nd-6th grades)

PUBLICATIONS

3. Books, chapters, and monographs:

de Oliveira, L. C, & Avalos, M. A. (in press). Critical SFL praxis among teacher candidates: Using Systemic Functional Linguistics in K-12 Teacher Education. In R. Harmon (Ed.), *Critical Systemic Functional Linguistics*. Cham, Switzerland: Springer.

Avalos, M. A., & Augustin, J. (in press). Haiti's language in education policy: Conflicting

Discourses at the local level. In N. Rudolph and A.F. Selvi (Eds.), *Contextualizing education for glocal interaction*. Cham, Switzerland: Springer.

- Avalos, M. A., Medina, E., & Secada, W. G. (2015). Planning for Instruction: Increasing Multilingual Learners' Access to Algebraic Word Problems and Visual Graphics. In A. Bright, H. Hansen-Thomas, & L. C. de Oliveira, (Eds.), *The Common Core State Standards in Mathematics for English language learners: High School* (pp. 5-28). Alexandria, VA: TESOL.
- Avalos, M. A., Bengochea, A., & Secada, W. G. (2015). Reading mathematics: More than words and clauses; more than numbers and symbols on a page. In K. Santi and D. Reed (Eds.), *Improving comprehension for middle and high school students* (pp. 49-74). Cham, Switzerland: Springer International Publishing.
- Avalos, M. A., Zisselsberger, M., Langer-Osuna, J., & Secada, W. G. (2015). Building teacher knowledge of academic literacy and language acquisition: A framework for cross-disciplinary professional development. In D. Molle, T. Boals, E. Sato, and C. A. Hedgspeth (Eds.), *Sociocultural context of academic literacy development for adolescent english language learners* (pp. 255-276). New York: Taylor & Francis/Routledge Publishers.
- Schumm, J. S., & Avalos, M. A. (2009). Responsible differentiated instruction for the adolescent learner: Promises, pitfalls, and possibilities. In W. E. Blanton and K. D. Wood (Eds.), *Promoting literacy with adolescent learners: Research-based instruction* (pp. 144-169). New York: Guilford.
- Avalos, M. A., Pazos-Rego, A. M., Cuevas, P. D., Massey, S. R., & Schumm, J. S., (2008). *Ready for the classroom? Preparing reading teachers with authentic assessment*. Newark, DE: International Reading Association.
- Avalos, M. A. (2006). No two learners are alike: Readers with linguistic and cultural differences, in J. S. Schumm (Ed.), *Reading assessment and instruction for all learners: A comprehensive guide for classroom and resource settings*. New York: Guilford.
- Shaver, A. J., Hart, J. E., and Avalos, M. A. (2003). Get real! Authentic assessment in graduate level TESOL programs, in T. Murphey's (Ed.), *Professional development in language education: Extending professional contributions*. Alexandria, VA: Teaching English to Speakers of Other Languages.
- 4. Juried or refereed journal article and exhibitions:**
- Avalos, M. A., Zisselsberger, M., Gort, M., & Secada, W. G. (in press). "Hey! Today I will tell you about the water cycle!": Variations of language and organizational features in

third grade science explanation writing. Accepted for publication in *The Elementary School Journal*.

Avalos, M. A. (2017, January). *Teacher's College Record*, Invited Book Review: Hinkel, E. (Ed.), (2016). *Teaching English Grammar to Speakers of Other Languages*. New York, NY: Routledge. Online access:

<http://www.tcrecord.org/Content.asp?ContentID=21803>

Langer-Osuna, J., & Avalos, M. A. (2015). Fostering productive student-led debates: The role of scaffolding and positioning on the spread of mathematical ideas during whole-class student presentations. For a special themed double issue of *ZDM (Zentralblatt für Didaktik der Mathematik)*, "Scaffolding and dialogic teaching in mathematics education."

Avalos, M. A., Plasencia, A., Chavez, C., & Rascón, J. (2007). Modified guided reading: Gateway to English as a second language and literacy learning. *The Reading Teacher*, 61(4), 318-329.

Shaver, A. J., Cuevas, P. D., Lee, O., & Avalos, M. A. (2007). Teachers' Perceptions of Policy Influences on Science Instruction with Culturally and Linguistically Diverse Elementary Students. *Journal of Research in Science Teaching*, 44(5), 725-746.

Hart, J. E., Shaver, A. J., & Avalos, M. A. (Spring, 2004). Graduate students' perceptions of the comprehensive exam. *Sunshine State TESOL Journal* 3(1), 39-47.

Avalos, M. A. (2003). Effective second language [literacy] transition: From learner specific to generic instructional models. *Bilingual Research Journal*, 27(2) 297-332.

Lee, O., & Avalos, M. A. (December, 2003). Integrating science with English language development. *Southwest Educational Development Laboratory (SEDL) Letter*, XV(1), 21-28.

Lee, O. & Avalos, M. A. (2002). Promoting science instruction and assessment for English language learners. *Electronic Journal of Science Education* 7(2); ISSN 1087-3430.

Shaver, A. J. & Avalos, M. A. (March, 2002). Promoting paperless portfolios as assessment in graduate level TESOL programs. *Society for Information Technology and Teacher Education 2002*. Charlottesville, VA: Association for the Advancement of Computing in Education.

5. Other Works

Secada, W. G., Zisselsberger, M., Langer-Osuna, J., & Avalos, M. A. (2011). Developing teachers' repertoires for language in the mathematics classroom. In M. Setati, T. Nkambule, & L. Goosen (Eds.), *Proceedings of the ICMI Study Mathematics and Language Diversity*. São Paulo, Brazil.

6. Manuscripts Under Review or in Preparation

Avalos, M. A., Perez, X., Thorrington, V. (under review). Preparing diverse secondary students to write: The varying nature of instruction and a call for responsive professional development.

Avalos, M. A., Medina, E., & Secada, W. G. (in revision). Reading Math Word Problems: Exploring Middle School Students' Knowledge and Use of Semiotic Systems. In A. Bailey, C. Maher, & L. Wilkinson (Eds.), *Language, Literacy and Learning in the STEM Disciplines: How language counts for English learners*. New York, NY: Routledge.

Avalos, M. A., Malova, I., Massey, S., Bengochea, A., & Carlo, M. S. (under review). Vocabulary instruction for English learners then and now: Do we have it right for the future?

7. Competitive Presentations

Avalos, M. A., Massey, S., Malova, I., & Bengochea, A. (2016, December). *Beyond Word Meanings: A Deeper Look at CCSS Vocabulary Instruction to Examine Fourth Grade ELs' Teaching and Learning Opportunities*. Symposium presented at the 66th Annual Conference of the Literacy Research Association, Nashville, TN.

Avalos, M. A., Watson, K., & Malova, I. (2016, May). *Navigating the language of math to support ELs*. Presented at the Annual Meeting of the Sunshine State TESOL, Palm Beach, FL.

Avalos, M. A., Malova, I., Massey, S., & Bengochea, A. (2016, April). *Investigating ELs' fourth grade ELA vocabulary instruction pre- and post-CCSS*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington D.C.

Avalos, M. A., & Augustin, J. (2016, April). *Positioning language learners: A focus on Haiti's language policy*. Paper presented at the Annual Meeting of the American Association of Applied Linguistics, Orlando, FL.

Avalos, M. A., Perez, X., & Thorrington, V. (2015, December). *Teaching secondary writing to diverse learners in an age of accountability: Challenges and implications for professional development*. Paper presented at the 65th Annual Conference of the Literacy Research Association, Carlsbad, CA.

Avalos, M. A., Ramirez, J. A., & Sembiente, S. (2015, April). *Supporting biliteracy development in schools with a common language framework*. Paper presented at the 60th Annual International Linguistics Association meeting, New York, NY.

Avalos, M. A., Bengochea, A., Malova, I., Carlo, M. S., & Augustine, J. (2014, December).

Vocabulary instruction for English learners then and now: Do we have it right for the future? Paper presented at the 64th Annual Conference of the Literacy Research Association, Marco Island, FL.

Avalos, M. A., Spigler, K., & Brazofsky, R. (2014, October). *Focus on Genre and Language Instruction for Middle School English Learners' Access to Content and Academic Language in Social Studies and Language Arts*. Panel presentation at the 58th Annual Fall Conference of the Council of Great City Schools, Milwaukee, WI.

Avalos, M. A., & Fortson, K. (2014, October). *Integrating Language Instruction in Social Studies Classrooms for English Learners and Dialect Speakers*. Paper presented at the Miami-Dade TESOL Conference, Miami, FL.

Avalos, M. A., & Irvin, J. (2014, July). *Expanding LDC to English learners*. Presented at the Second Annual College- and Career-Readiness Standards Networking Conference, Nashville, TN.

Avalos, M. A., Zisselsberger, M., Iuhasz, N., Langer-Osuna, J., & Secada, W. G. (2014, April). *Examining teachers' uptake of professional development designed to foster math-academic language and literacy for English learners*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia PA.

Avalos, M. A., & Sembiente, S. (2014, March). *Teacher knowledge of math academic language: Challenges and possibilities*. Paper presented at the Annual Meeting of the American Association of Applied Linguistics, Portland, Oregon.

Avalos, M. A., Perez, X., & Thorrrington, V. (2013, December). *Investigating secondary writing instruction: Differences and commonalities across diverse high school contexts*. Paper presented at the 63rd Annual Conference of the Literacy Research Association, Dallas, TX.

Avalos, M. A., Gort, M., & Langer-Osuna, J. (2013, December). *Exploring Written Math Explanations as a Tool to Inform Math and Writing Instruction*. Paper presented at the 63rd Annual Conference of the Literacy Research Association, Dallas, TX.

Avalos, M. A., Wright, M., & Secada, W. G. (2013, October). *Fostering mathematical literacy and learning for all students: What we have learned*. Panel presentation at the 57th Annual Fall Conference of the Council of Great City Schools, Albuquerque, NM.

Avalos, M. A., Perez, X., & Thorrrington, V. (2013, April). *Investigating Secondary Writing Instruction in an Era of Accountability: Implications for PD and Pre-Service Programs*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Avalos, M. A., Doorn, K., Saunders, S., & Secada, W. G. (2012, December). *Exploring mathematical literacy: Does reading math matter?* Paper presented at the 62nd Annual

Conference of the Literacy Research Association, San Diego, CA.

- Zisselsberger, M., Doorn, K., Avalos, M. A., & Secada, W. G. (2012, December). *Developing written mathematical explanations: A case study of one fourth grade's journey*. Paper presented at the 62nd Annual Conference of the Literacy Research Association, San Diego, CA.
- Avalos, M. A., Wright, M., & Secada, W. G. (2012, October). *Language in Math project curriculum*. Panel presentation at the 56th Annual Fall Conference of the Council of Great City Schools, Indianapolis, IN.
- Avalos, M. A., & Secada, W. G. (2012, October). *Acquisition of academic literacy and language in math: Implications from the Language in Math project*. Paper presented at the World-Class Instructional Design/WestEd Academic Language and Literacy Conference, Madison, WI.
- Avalos, M. A., & Secada, W. G. (2012, June). *Exploring language in math: Developing Teachers' and ELLs' knowledge of language in math*. Paper presented at the 34th Annual Sanibel Leadership Conference, Clearwater, FL.
- Zisselsberger, M., Avalos, M. A., Secada, W. G. (2012, April). *Operationalizing a linguistic framework for math texts to inform and improve instruction for English learners*. Paper presented at the 2012 Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Avalos, M. A., & Zisselsberger, M. (2012, March). SFL in mathematics classrooms: Exploring the interrelationships between language and math with classroom teachers. Paper presented at the American Association of Applied Linguistics, Symposium, *Operationalizing Systemic Functional Linguistics (SFL) in K-12 Classrooms: Insights Towards Understanding the Interdisciplinary Link between Language and Content*, Boston, MA.
- Avalos, M. A., Evans, A., Zisselsberger, M., Butler, L., & Secada, W. G. (2011, October). *Developing teachers' and ELLs' knowledge of academic language in math*. Presented at the Council of Great City Schools Annual Meeting Panel Session, *Preparing for the Common Core: The ELL Experience in the Great City Schools*, Oct. 26, 2011, Boston, MA.
- Avalos, M. A., Carlo, M. S., & Lipsky, M. G. (2011, April). *Readability indices and linguistic complexity: Implications for pairing English learners with texts for reading instruction and practice*. Paper presented at the American Educational Research Association, New Orleans, LA.
- Avalos, M. A., Ankrum, J. W., Morewood, A., Pole, K., Qualls, R., & Scales, W. (2009, December). *Pathways to Exemplary Literacy Practices*. Paper presented at the 59th Annual Meeting of the National Reading Conference, Albuquerque, NM.

- Avalos, M. A. (2009, December). Are we making a difference? Assessments to link theory and practice in reading teacher education. In F. Pomerantz (Chair), *Inside literacy teacher education: Lessons from the field*. Symposium conducted at the 59th National Reading Conference, Albuquerque, NM.
- Schumm, J. S., Avalos, M. A., Hocutt, A., & Mora, M. (2009, December). *Teaching young English language learners to read in three language programs: Perceptions and practices*. Paper presented, at the 59th National Reading Conference, Albuquerque, NM.
- Ankrum, J. W., Avalos, M. A., Morewood, A., Pole, K., & Qualls, R. (2009, October). *Novice teachers and their literacy teaching practices: Does preservice preparation make a difference?* Paper presented at the 53rd Annual Meeting of Literacy Educators and Researchers, Charlotte, NC.
- Avalos, M. A. (2009, February). *Is this a partnership? Reflections on a university/district professional development effort*. Research poster session at the International Reading Association West Conference, Phoenix, AZ.
- Ankrum, J. W., Avalos, M. A., Morewood, A. L., Conrad Barnyak, N. K., Scales, W. D., & Bergeron, B. S. (2008, December). Framework of “better practices” for comprehensive literacy teaching. Presented at the 58th National Reading Conference, Dec. 4, 2008, Orlando, FL.
- Ankrum, J. W., Avalos, M. A., Morewood, A. L., Conrad Barnyak, N. K., & Scales, W. D., (2008). *Framework development and validation for a literacy teacher preparation study: Process and product*. Presented at the 50th College Reading Association, November 7, 2008, Sarasota, FL.
- Avalos, M. A. (2008, April). *Applied graduate education to improve teaching and learning: The evolution of a university/district partnership*. Paper presented at the Annual Meeting of the American Education Research Association, April, 2008, New York.
- Avalos, M. A., Ankrum, J., Morewood, A., L., Heisey, N., Cuevas, P. D., Conrad, N., Pazos-Rego, A. M., Bergeron, B., & Leiphart, R. (2007, November). *A look at the literature on teacher preparation programs and literacy learning*. Paper presented at the 57th National Reading Conference, Nov. 30, 2007, Austin, TX.
- Avalos, M. A., Chavez, C., & Plasencia, A. (2007, February). *Knowledge, skills, or dispositions: What is important to adolescent English language learners?* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, New York.
- Avalos, M. A. & Pazos-Rego, A. M. (2006, September). *University-District partnerships: Merging graduate education with professional development*. Paper presented at the Florida Association of Teacher Educator’s Fall Conference, Orlando, FL.

- Avalos, M. A., Plasencia, A., & Chavez, C. (2006, April). *Guided reading at the secondary level: What does this look like for adolescent English language learners?* Paper presented at the annual state conference of the Florida Secondary Reading Council, Miami, FL.
- Avalos, M. A., Cuevas, P. D., Pazos-Rego, A. M., Massey, S. R., & Shaver, A. J. (2006, January). *Practicing what we preach: An authentic, standards-based assessment model for teacher education.* Roundtable presentation presented at the 58th Annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA.
- Pazos-Rego, A. M., & Avalos, M. A. (2006, January). *University-district partnerships: Linking graduate reading programs to professional development for impact on K-12 reading achievement.* Paper presented at the 58th Annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA.
- Avalos, M. A., Cuevas, P. D., Chavez, C., & Plasencia, A. (2005, November). *Instructional r-evolution: Implementing small group instruction in two secondary ESOL classrooms.* Paper presented at the 56th Annual meeting of the National Reading Conference, Miami, FL.
- Avalos, M. A., Pazos-Rego, A. M., Cuevas, P. D., & Massey, S. R. (2005, November). *Case methods as an evaluation tool for graduate reading programs.* Paper presented at the 56th Annual meeting of the National Reading Conference, Miami, FL.
- Avalos, M. A., Plasencia, A., & Chavez, C. (2005, May). *Modified Guided Reading: A focus on middle school English language learners.* Session presented at the 50th Annual International Reading Association meeting, San Antonio, TX.
- Avalos, M. A., Chavez, C., & Plasencia, A. (October, 2004). *Breaking barriers: University-district collaboration for the professional development of teachers serving English language learners.* Paper presented at the 2004 Hispanic Association of Colleges and Universities Annual Meeting, Miami, FL.
- Avalos, M. A., Chavez, C., Plasencia, A., & Rascón, J. (May, 2004). *Modified guided reading: Gateway to English language literacy.* Paper presented at the 2004 International Reading Association Annual Meeting, Reno, NV.
- Avalos, M. A. and Shaver, A. J. (March, 2004). *Student perceptions of electronic portfolio assessment in a TESOL master's program.* Paper presented at the 2004 TESOL International Annual Meeting, Long Beach, CA.
- Avalos, M. A., Chavez, C., & Plasencia, A. (February, 2004). *Bridging the gap: University-district partnership for the professional development of teachers serving English language learners.* Paper presented at the 2004 National Association of Bilingual Education Annual Meeting, Albuquerque, NM.

Shaver, A. J., Avalos, M. A., & Bertot, L. (2003). *Electronic Portfolios as MA TESOL Evaluation*. Paper presented at the 2003 International TESOL Conference, Baltimore, MD.

Avalos, M. A. (2000). *Second Language Literacy: An Investigation of Text- and Reader-based Features*. Paper presented at the 2000 AERA Annual Meeting, New Orleans, LA.

Avalos, M. A. (2000). *Oral Language Proficiency: A Relevant Factor in Determining Transition Readiness?* Paper presented at the 2000 AERA Annual Meeting, New Orleans, LA.

Avalos, M. A. (1998). *Whole Teaching for Equity and Multiple Literacies*. Paper presented at Simmons College Graduate Student Conference, Boston, MA (April, 1998).

TEACHING

8. Teaching Specialization (courses taught):

University of Miami

Coral Gables, Florida

- TAL 103: Psychological Foundations of Education
- TAL 308: Language Development for Linguistically and Culturally Diverse Students
- TAL 420: Literacy Instruction in the Elementary School
- TAL 428: ESOL Curriculum, Methods, and Assessment
- TAL 545: Methods of Teaching in the Elementary School
- TAL 550: Literacy and Early Language Development
- TAL 590: Foundations of Bilingual Education Seminar
- TAL 608: Practicum in Education and Social Change
- TAL 609: Practicum in TESOL
- TAL 609: Practicum in Reading
- TAL 620: Reading in the Elementary School
- TAL 621: Language Arts and Culture in the Classroom
- TAL 625: Literature for Children and Adolescents
- TAL 640: Foundations of Bilingual Education
- TAL 641: Principles of Curriculum Development for TESOL
- TAL 643: Introduction to Theories and Practices in TESOL
- TAL 646: Principles of First and Second Language Acquisition
- TAL 647: Understanding Culture in the Classroom
- TAL 664: Methods for Teaching Secondary Social Studies
- TAL 656: Seminar in Reading
- TAL 793: Advanced Independent Study

University of California, Riverside

Riverside, CA

Principles of Curriculum and Instruction (Teaching Assistant, 1995-1996)

SERVICE

9. University Committee and Administrative Responsibilities:

Current:

Associate Chair, TAL Department
Faculty Liaison, Undergraduate Teacher Preparation Committee
Chair, TAL Master's Program Committee
Committee Member, Undergraduate Curriculum Committee

Past:

National and State DOE Accreditation Steering Committee (TAL)
School of Education Undergraduate Programs Advisory Committee
Graduate Programs Advisory Committee (TAL)
Faculty Advisor, UM School of Education's Future Educators Association
Director, Glazer & Lorton Writing Institute (TAL in collaboration with M-DCPS)

10. National Activities:

Professional Organization Service:

Literacy Research Association: Ed Fry Book Award Committee (appointed 2016-2019)

Professional Organization Membership:

- American Educational Research Association** (Reviewer of conference presentation proposals)
- International Reading Association** (Reviewer for IRA research grant and conference presentation proposals)
- Learning Forward: The Professional Learning Organization** [Formerly known as the National Staff Development Council]
- **Literacy Research Association** (Reviewer for *Journal of Literacy Research*)
- National Council for Teachers of Mathematics** (Reviewer for *Mathematics Teacher*)

Institutional Member:

American Association for Colleges of Teacher Education (Reviewer for *Journal of Teacher Education*)

Council of Great City Schools

11. Funding Awards:

Avalos, M. A. Co-Principal Investigator (PI, University of Miami Subcontract), with Carlo, M.S. (PI). (2015-2019). *The effect of definitions, contextual support, and cognate status on 4th grade Spanish-speaking English learners' (ELs) understanding of unfamiliar words in text.* The Institute of Education Sciences, Goal 1, Exploration, Subcontract Award, \$597,764.

Avalos, M. A., Co-Investigator (PI, University of Miami Subcontract); with Gort, M., (PI), Howard, E., & Caswell, L., (Co-PIs). (2014-2017). *Writing for English Language Learners (WELLS): Exploring the Relationship Between Writing*

February 2017

Instruction and Student Outcomes. The Institute of Education Sciences, Goal 1, Exploration, Subcontract Award, \$277,611.

Avalos, M. A. (PI) in partnership with M-DCPS Division of Reading/Language Arts and Social Studies (2014-2015). *Florida Academic Literacy Network, Miami-Dade Literacy Design Collaborative*. The National Literacy Project, \$15,000.

Avalos, M. A. (PI). (2011-2012). *Examining the Impact of Professional Development to Improve Classroom Intervention Implementation and Project Success*. University of Miami Provost Research Award, \$16,494.

Secada, W. G. (PI), & Avalos, M. A. (Co-PI). (2010-2013). *Language in Math*. The Institute of Education Sciences, Goal 2, Development, \$1,500,000.

Avalos, M. A., (PI). (2008-2009). *Linguistic complexity of texts and comprehension of English language learners*. Carnegie Corporation, Discretionary Funds, \$50,000.

Avalos, M. A., (PI). (2002-2007). *Reading Education Supports Scientific, Up-to-date Language Teaching Strategies (RESSULTS)*. Title III Professional Development Grant, U. S. Department of Education, Office of English Language Acquisition, \$1,410,000.00.