

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

August 2018 – Present

Research Associate Professor

Faculty Advisor/Director, Education and Social Change M.S. Ed. (2010 – 2019)

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

University of Miami, Coral Gables, FL June, 2016 – August 2018
Research Associate Professor, Associate Department Chair

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

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

Instructor and Director, TESOL Scholarship Program 2000-2001
University of Miami, Coral Gables, FL

Coordinator, TESOL Scholarship Program 1998-2000
University of Miami, Coral Gables, FL

Riverside Unified School District, Riverside, CA 1990-1998
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:

Avalos, M. A., & Jones, L. D. (2019). Facilitating diverse students' discourse during mathematics discussions: What does teacher talk have to do with it? In P. Spycher and E. Haynes (Eds.), *Culturally and Linguistically Diverse Learners and STEAM: Teachers and Researchers Working in Partnership to Build a Better Tomorrow*.

Avalos, M. A., & Secada, W. G. (2019). Linguistically responsive mathematics teaching to foster ELL engagement, reasoning, and discourse. In L. C. de Oliveira, K. Obenchain, R. Kenney, and A. Oliveira (Eds.), *Approaches to Teaching the Content Areas to English Language Learners in Secondary Schools* (pp. 165-179). Cham, Switzerland: Springer.

Massey, S., Bengochea, A., Malova, I., & Avalos, M. A. (2018). Exploring the distribution of EL vocabulary instructional supports in a core reading program during pre-, during-, and post-reading instruction. In D. L. Baker, D. L. Basaraba, & C. Richards-Tutor (Eds.), *Second language acquisition: Methods, perspectives, and Challenges*, (pp. 125-152). Hauppauge, NY: Nova Science Publishers.

- Malova, I., Bengochea, A., Massey, S., & Avalos, M. A. (2018). Exploring multimodal representations in a fourth grade ELA teacher guide to support emergent bilinguals' vocabulary instruction. In L. C. de Oliveira, & B. Smith (Eds.), *Expanding literacy practices across multiple modes and languages for multilingual students* (pp. 21-37). Charlotte, NC: Information Age Publishing.
- Avalos, M. A., Medina, E., & Secada, W. G. (2018). Reading mathematics problems: Exploring how language counts for middle school students with varying mathematics proficiency. In A. Bailey, C. Maher, & L. Wilkinson (Eds.), *Language, Literacy and Learning in the STEM Disciplines: How language counts for English learners* (pp. 57-78). New York, NY: Routledge.
- Avalos, M. A., & Augustin, J. (2017). 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* (pp. 37-54). Cham, Switzerland: Springer.
- de Oliveira, L. C, & Avalos, M. A. (2017). Critical SFL praxis among teacher candidates: Using Systemic Functional Linguistics in K-12 Teacher Education. In R. Harmon (Ed.), *Bilingual Learners and Social Equity: Critical Approaches to Systemic Functional Linguistics* (pp. 109-123). Cham, Switzerland: Springer.
- 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., 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., 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. (2017). "Hey! Today I will tell you about the water cycle!": Variations of language and organizational features in third grade science explanation writing. *The Elementary School Journal*, 118(1), 149-176.

Secada, W. G., Medina, E. & Avalos, M. A. (2017). A framework for modifying math tasks for accessibility. *Teaching for Excellence and Equity in Mathematics (TEEM)*, 8(1), 23-30.

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). "I'm trying to figure this out. Why don't you come up here?": heterogeneous talk and dialogic space in a mathematics discussion. *ZDM (Zentralblatt für Didaktik der Mathematik)*, 47(7), 1313-1322.

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. Competitive Presentations

Avalos, M. A., Gort, M., & Sambolín Morales, A. (2019, March). Examining sentence composing and Logico-semantic resources in writing outcomes of fourth grade Latinx EBs with varying English and writing proficiencies. Paper presented at the Annual meeting of the American Association of Applied Linguistics, Atlanta, GA.

Gort, M., Sambolín Morales, A., & Avalos, M. A. (2019). *Examining opinion writing instruction for fourth-grade, Spanish-speaking Latino emergent bilinguals in linguistically complex English language arts classrooms*. Paper presented at the Annual meeting of the American Association of Applied Linguistics, Atlanta, GA.

Gort, M., Avalos, M. A., Sambolín Morales, A., Silva, E., & Slavick, J. (2018, December). *The influence of a state writing assessment on the teaching of opinion writing in linguistically-complex elementary classrooms*. Paper presented at the 68th Annual Literacy Research Association, Indian Wells, CA.

Avalos, M. A., & de Oliveira, L. C. (2018, July). *Collective identity construction in fourth grade mathematics problem-solving discussions*. Paper presented at the 45th Annual International Systemic Functional Congress, Boston, MA.

Avalos, M. A., Gort, M., Caswell, L., Howard, E., Sambolin-Morales, A., & Malova, I. (2018, July). *Fourth Grade Emergent Bilinguals' Clause Complexing: Implications for Linguistic Pedagogy*. Paper presented at the 45th Annual International Systemic Functional Congress, Boston, MA.

Avalos, M. A. (2018, April). Reading mathematics texts: Challenges for students learning

English and/or with lower-achieving mathematics proficiency. Paper presented in Symposium, *Teaching and learning mathematics: How language and literacy count for English learner students* at the Annual Meeting of the American Educational Research Association, New York, NY.

Gort, M., Caswell, L., Howard, E., Avalos, M. A., Litwok, D. (2018, April). *Exploring emergent bilinguals' global and academic language-focused [English] argument writing outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Avalos, M. A., Gort, M., Caswell, L., Howard, L., & Sambolin-Morales, A. (2018, March). *Exploring Appraisal resources in 4th grade English learners' persuasive writing to inform instruction*. Paper presented at the Annual Meeting of the American Association of Applied Linguistics (AAAL), Chicago, IL.

Avalos, M. A., Medina, E., & Secada, W. G. (2017, May). *Diverse students' perceptions of math word problems: Exploring linguistic and semiotic solution entry points*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Avalos, M. A., & Jones, L. D. (2017, March). *Facilitating diverse students' discourse during mathematics discussions? What does teacher talk have to do with it?* Paper presented at the Annual Meeting of the American Association of Applied Linguistics, Portland, OR.

Avalos, M. A. (2017, March). *What constitutes academic language during mathematics discussions?* Paper presented at the Annual Meeting of the American Association of Applied Linguistics, Portland, OR.

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., & Thorington, 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., & Sembiante, 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., & Sembiante, 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., & Thorrington, 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 to 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., & Thorrington, 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

7. 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 634: Language Development and Reading Instruction
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 661:	Methods for Teaching Secondary English
TAL 664:	Methods for Teaching Secondary Social Studies
TAL 654:	Methods for Teaching Secondary STEM
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

8. University Committee and Administrative Responsibilities:

Current:

Chair, TAL M.S. Ed. Program Committee

Committee Member, University of Miami Graduate School Council (2018-2021)

Past:

Committee Member, TAL Undergraduate Curriculum Committee

Committee Member, University of Miami Research Council

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)

9. National Activities:

Professional Organization Service:

Literacy Research Association: Ed Fry Book Award Committee (appointed 2016-2018)

Professional Organization Membership:

-American Educational Research Association

-International Literacy Association

-Learning Forward: The Professional Learning Organization [Formerly known as the National Staff Development Council]

- Literacy Research Association (Reviewer for *Journal of Literacy Research*)

-LULAC

-National Council for Teachers of Mathematics

-Sunshine State TESOL (SSTESOL)

-TESOL, International

Institutional Faculty Member:

American Association for Colleges of Teacher Education

Council of Great City Schools

10. Funding Awards:

Avalos, M. A. (Principal Investigator), Cavendish, W., & de Oliveira, L. C. (Co-PIs). (2017-2020). *Supporting Educators' Academic Literacies and Enhanced Discourse* (SEALED). The U.S. Department of Education, Supporting Effective Educator Development [SEED], **\$6,148,903.00**.

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 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**.

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