

SARAH L. ALVARADO DIAZ

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EDUCATION

- 2014 to present Doctor of Philosophy in Education - Learning, Literacies, and Technology
Arizona State University
Committee Chair: Alfredo J. Artiles
Committee Members: Stephen Graham & Danny C. Martinez
- 2004 Master of Arts in Early Childhood Education
Northern Arizona University
- 1998 Bachelor of Arts in Bilingual Elementary Education
Arizona State University

RESEARCH INTERESTS

- Precursors (i.e., teacher referrals) to special education identification (high-incidence disabilities) of culturally and linguistically diverse learners (CLDs)
- Improvement of educational opportunities for CLDs with or at-risk for learning disabilities
- Dynamic conceptualizations of the role of culture (as situated within cultural, historical, and social contexts) and its application to learning and research

PUBLICATIONS

Works in Progress (titles may be tentative)

Kramarczuk Voulgarides, C. K., Tefera, A., Artiles, A. J., **Diaz, S. A.**, Jackson, L. (in progress). Racial Inequities and Assemblages of Power: Title in development.

Tefera, A., Kramarczuk Voulgarides, C. K., Artiles, A. J., **Diaz, S. A.**, Jackson, L. (in progress). Examining the twists, turns, & textures of special education policy: How and why context matters in the racialization of dis/abilities

Diaz, S. A., Salinas, S. M., Artiles, A. J. (under review). Teacher inclusivity. *Oxford Research Encyclopedia of Education*.

Diaz, S.A., Artiles, A.J., Salinas, S., Castro, D.C. (in progress). From instruction to the

social organization of learning: Young bilingual learners in inclusive PreK-3rd grade classrooms. In D.C. Castro & A. J. Artiles (Eds.), *Language, learning, and disability: Issues and opportunities in the education of young bilingual learners*. Washington, D.C.: Center for Applied Linguistics.

Kilinc, S., S. Gonzalez, T. & **Diaz, S. A.** (under review). A review of RTI research activity to advance culturally responsive intervention system. *Remedial and Special Education Journal*.

Diaz, S. A., & Artiles, A.J. (in progress). "I just don't think she's sped:" A close-up of antecedents of EL special education identification.

Diaz, S. A. (in progress). Shifting, hybrid, and dynamic cultural practices: A close-up of im/migrant families' "at-risk" children, technology, and homework.

Publications for Practitioners and the General Public

Diaz, S. A. & Hernandez-Saca, D. (2016). Challenging Rumors, Myths, and Half-Truths in Educational Discourse. [web log post]. <http://www.niusileadscape.org/bl/challenging-rumors-myths-and-half-truths-in-educational-discourse-by-sarah-l-alvarado-diaz-and-david-hernandez-saca/>.

Tefera, A. Gonzalez, T. Moreno Sandoval, C., **Diaz, S. A.** (2014, October). Teaching and Learning at the matrix of language, immigration and Disability Junctures [web log post]. Retrieved from <http://www.niusileadscape.org/bl/topics/authors/sarah-alvarado-diaz/>.

Smith, K., **Diaz, S. A.**, Edgerton, S. (2008). Making Inquiry Intentional and Intertextual. *School Talk*, 13(3), 1-7.

PRESENTATIONS

Refereed National Presentations

Diaz, S. A. & Artiles, A. J. (2018, April). Disability, language, or what else? Precursors to disability identification in dual language learners. Accepted roundtable session at the American Educational Research Association. New York, NY.

Diaz, S. A. & Salinas, S. M. (2018, April). Multi-needs, multi-dreams: Instructional models and dispositions for linguistic minorities with disabilities. Accepted roundtable session at the American Educational Research Association. New York, NY.

Diaz, S. A., Artiles, A. J., Salinas, S. M. (2018, February). *From instruction to the social organization of learning: English language learners with disabilities in Pre-K through third classrooms*. Accepted poster presentation at the Council for Exceptional Children's Annual Meeting: Tampa, FL.

Diaz, S. A. & Artiles, A.J. (2017, April). *Classroom ecological spaces, decisions, and ELL RTI participants: A microanalysis of teacher and student interactions*. Poster presented at the Council for Exceptional Children's Annual Meeting. Boston, MA.

Diaz, S. A. Gonzalez, T., Kilinc, T. (2017, April). *The Role of Research Activity in Advancing Culturally Responsive Intervention Systems for Diverse Learners*. Roundtable session at the American Educational Research Association. San Antonio, TX.

Kramarczuk Voulgarides, C., Tefera, A., **Diaz, S. A.**, Artiles, A. J., Jackson, L., Aylward, A. (2017, April). *Assuring Equal Opportunity and Access Through Policy: Is the Promise Enough? Examining Persistent Racial Inequities in Special Education*. Roundtable session at the American Educational Research Association. San Antonio, TX.

Tefera, A., Kramarczuk Voulgarides, C., Artiles, A. J., **Diaz, S. A.**, Jackson, L., Aylward, A. (2017, April). *Between & Between: Students of Color with Disabilities & the Paradox of Equity in Educational Policy* Roundtable session at the American Educational Research Association. San Antonio, TX.

Diaz, S. A. (2016, November). *Latin@ im/ migrant families creative use of technology with school-mandated homework tasks outside of school: a pilot study*. Oral presentation, American Anthropological Association. Minneapolis, MN.

Diaz, S. A., Gonzalez, T., Kilinc, S. (2016, April). *Response to Intersecting Identities (RTIi): A Critical Review of Research (Non)Responders*. Poster presentation at the Council for Exceptional Children's National Conference. St. Louis, MO.

Refereed Local Presentations

Diaz, S. A., (2017, January). *Shifting, hybrid, and dynamic cultural practices: A close-up of im/ migrant families, "at-risk" children use of technology and homework*. Arizona State University Teacher's College Doctoral Council's 3rd Annual Education Research Conference. Tempe, AZ.

Diaz, S. A., (2016, January). *I just don't think she's sped": A Close-up of classroom-based practices, ELs, and predecessors of special education identification*. Arizona State University Teacher's College Doctoral Council's 2nd Annual Education Research Conference. Tempe, AZ.

Session Chair

Diaz, S. A. (2018, April). Teaching across difference: ability, language, and race. American Educational Research Association. New York, NY. Session chair.

Diaz, S. A. (2017, April). Empowerment and equitable education for emergent bilinguals. American Educational Research Association. San Antonio, TX. Session chair.

Invited Guest Speaker

Diaz, S. A. & Knowlton, K. (2018, April). Invited guest speaker for EED 411, *Science Methods and Assessment*, Arizona State University, Mary Lou Fulton Teachers College. Tempe, AZ.

Diaz, S. A. (2017, November). Invited guest speaker for TCL 394 (CDE/PSY 394): Identity Development and Learning for Immigrant Communities, Arizona State University,

School of Transborder Studies, Tempe, AZ.

Diaz, S. A. & Knowlton, K. (2017, January). Invited guest speaker for EED 411, *Science Methods and Assessment*, Arizona State University, Mary Lou Fulton Teachers College. Tempe, AZ.

Diaz, S. A. (2016, November). Invited guest speaker for TLC 394, *Identity Development and learning for immigrant communities*. Arizona State University, School of Transborder Studies. Tempe, AZ.

Diaz, S. A. & Edgerton, S. (2008, July). *Lunch roundtable panel discussant: Discussion of intentional inquiry*. Whole Language Umbrella Summer Institute. National Council of Teachers of English Conference, Tucson, AZ.

Diaz, S. A. & Edgerton, S. (2008, November). *Intentional inquiry: Powerful learning for students and teachers*. Keynote presentation, Teachers Applying Whole Language. Fall Conference, Tucson, AZ.

RESEARCH EXPERIENCE

2014- present Graduate Research Assistant, Arizona State University, Mary Lou Fulton Teachers College, Tempe, AZ.

Collaborative Research projects

Harris, K. & Barkel, A. (2017-present). *Rooted in Writing: Self-Regulated Strategies Development*. Research project with English language learners.

Diaz, S. A., & Artiles, A. J. (2016-2017). *Oral discourse as a semiotic ecology in reading conferences of Tier 2 English Language Learners (ELLs)*. Pilot case study of the antecedents of special education identification.

Liou, D. (2016). *Arizona Successful Schools Project*

Casanova, S., Vukovic, R. (2013-2015). *Identity, Stereotypes, and Math: Socio-Ecological and Socio-Cognitive underpinnings of math difficulties for Latina/o learners*. American Psychological Association, Kenneth B. and Mamie P. Clark Early Career Grant. \$9,731.

Tefera, A. A., Artiles, A. J., Kramarczuk, C.V., & Noguera, P. (2014-2015). *Paradoxes and inequalities in special education and the law*. Officers' Research Grant. William T. Grant Foundation: Researcher Officers' Grant. \$23,639.

Artiles, A. J. (International Expert). Werning, R. (PI). (2013-2015). *Inclusive Education in Development Cooperation – Applied research project concerning the inclusion of disadvantaged and marginalized groups in educational systems in Guatemala and Malawi*.

Administered by Gesellschaft für Organisation, Planung und Ausbildung (GOPA). Funded by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. 924,489 Euros.

- 2008 Teacher-University Partnership, Action Research: *What does intentional and intertextual teaching with social justice issues look like?* Arizona State University, Mary Lou Fulton Teachers College, Tempe, AZ.

TEACHING AND PROFESSIONAL EXPERIENCE

College Teaching

- 2017 SPE 317, *Culturally and Linguistically Diverse Exceptional Child*, course instructor. Arizona State University, Mary Lou Fulton Teachers College, Tempe, AZ. Response rate: 61.54%; Mean score: 3.5.
- 2015 AEC 37, Methods of Learning and Instruction, course instructor. Commission for Educational Exchange between Mexico and United States (COMEXUS), Tempe, AZ.

K-12 Teaching & Leadership Experience

- 1998-2014 First through third bilingual/dual immersion teacher (single and combination grades) Silvestre Herrera Elementary School Fine Arts and Dual Language Phoenix, AZ.
- 2012, 2014 District Adoption English Language Arts Committee Member Silvestre Herrera Elementary School Fine Arts and Dual Language Phoenix, AZ.
- 2006-2008 District Star Team Leadership Member District data team, Phoenix Elementary School District, Phoenix, AZ.
- 2004-2013 Mentor teacher for pre-service teachers, Mary Lou Fulton Teachers College, Tempe, AZ.
- 2000-2004 Teacher Assistance Team Member, Silvestre Herrera School for the Fine Arts and Dual Language, Phoenix, AZ.

EDITORIAL EXPERIENCE

- 2015-present Editor & Reviewer, The Equity Alliance at ASU: *Monthly Blog*
- 2016 Education Review/*Reseñas Educativas*, International & Multilingual Journal Guest Reviewer
- 2015-2017 Conference Proposal Reviewer, American Educational Research Association Divisions G & K

2014-2015 E-blasts co-coordinator and editorial support, The Equity Alliance at ASU, *Advancing the Conversations Video Commentary Series* and *Monthly Blog*

PROFESSIONAL MEMERSHIPS AND SERVICE

Professional Affiliations

2014-present Council for Exceptional Children
Division for Culturally & Linguistically Diverse Learners

2014-present American Educational Research Association
Division G, Social Context of Education
Division K: Teaching and Teacher Education
Disability Studies SIG
Bilingual Education SIG

2016-2017 American Anthropological Association Member

2008, 2015 National Council of Teachers of English member

Service

2017 Coalition Community Member: [#Demand2Learn](#) (Arizona schools)

2014 - present Campus Liaison
American Educational Research Association, Division G

2016 National Sub-Committee Member
American Educational Research Association, Division G

2015 Facilitator
Sociocultural Research Group
Arizona State University, Tempe AZ

2014-2017 Classroom volunteer: academic support
Phoenix Elementary School District #1, Phoenix, AZ

GRANTS, FELLOWSHIPS & AWARDS

2014-2018 Fellowship

Artiles, A. J. (PI); Graham, S. (co-PI), Harris, K. (co-PI), & Mathur, S. (co-PI). (2013- 2018). *Evidence-based interventions in high-need schools: An interdisciplinary program to prepare special education faculty*. U.S. Department of Education, Office of Special Education Programs. \$976,527. Grant # H325D130065.

Other awards

- 2017 Mary Lou Fulton Teachers College Travel Award, Arizona State University (\$750)
- 2017 Graduate College Student Support Initiatives Travel Award (\$500)
- 2017 Graduate and Student Professional Association Individual Travel Grant (\$950)
- 2017 Preparing Future Faculty Travel Award, Arizona State University (\$300)
- 2016 University Graduate Fellowship Award, Arizona State University (\$1,887)
- 2015-2016 Graduate College Travel Award, Arizona State University (\$650)
- 2015 Graduate and Professional Student Association Individual Travel Award, Arizona State University (\$900)
- 2015 College of Education General Scholarship, Arizona State University (\$2,180)
- 2009 Silvaroli Language and Literacy Award, Arizona State University, 2009
Recognition of outstanding teaching in language and literacy

LICENSURE & PROFESSIONAL DEVELOPMENT QUALIFICATIONS

Collaborative Institutional Training Initiative (CITI PROGRAM), IRB- Social & Behavioral Research (Group 2), Stage 1- Basic course, Arizona State University, Tempe, AZ, valid 2014-2018.

Arizona Department of Education Elementary Education Certificate

Arizona Department of Education Reading Endorsement

Arizona Department of Education Bilingual Endorsement (K-12)

REFERENCES

Alfredo J. Artiles

Dean, Graduate College, ASU

Ryan C. Harris Professor of Special Education

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Saskias Casanova

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