



Alexandra (Ale) Babino
Curriculum Vita
July, 2019

Instructor: Alexandra Babino, Assistant Professor
Academic Department: Curriculum and Instruction

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AREAS OF EXPERTISE

Billiteracy Development
Bilingual Identities and Investment
Dual Language Programming
Critical Pedagogy
Mixed Methodology

EDUCATION

Ph.D.

Literacy and Language Studies,
Minor: Linguistics
University of North Texas, 2015

B. A.

Spanish
University of North Texas, 2006

M.Ed.

Curriculum and Instruction,
Minor: Bilingual Education
University of North Texas, 2011

B. A.

English Composition
University of North Texas, 2006

Texas Certifications:

Gifted and Talented Certification
EC-6 Bilingual Generalist Certification
EC-4 Bilingual/ESL Certification

TEACHING EXPERIENCE

Fall 2017-Present	Assistant Professor	Texas A & M – Commerce
Fall 2015-2017	Adjunct Professor	University of North Texas
Fall 2014-2017	Adjunct Professor	Dallas Baptist University
Fall 2014-2016	Advanced Academics Coordinator	Lewisville I.S.D.
Fall 2011-2017	Gifted and Talented Facilitator	Lewisville I.S.D.
Fall 2008-2011	Bilingual Fourth Grade Teacher	Lewisville I.S.D.
Fall 2006-2008	Spanish, Speech Teacher	Denton Calvary Academy

INSTRUCTIONAL ASSIGNMENTS

*Indicates significant course re-design
 **Indicates complete course re-design

Texas A&M University-Commerce (2017-present)

Course Title	Times Taught	# of Students	Total Range (1-5, 1 is highest)
RDG 350 <i>Reading & Literacy I.</i> This course introduces the theoretical foundations of reading and explores how reading, literacy and cognitive processes are developed. An examination of teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, spelling and comprehension are included. This course includes a 15-hour observation requirement that will acquaint students with public school literacy instruction.	3 times	24-35 students	1.12
RDG 370 <i>Reading & Literacy II.</i> This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.	3 times	17-26 students	1.05-1.11
*RDG 448 <i>Characteristics of ELLs.</i> The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners.	1 time	15 students	1.0

Language assessments will be studied. This course has been selected as a Global Course tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. This course will examine the rich diversity of cultures and languages present in schools today.

BLED 401 1 time 35 students 1.08
Foundations of Bilingual and ESL Education. Introduction to the philosophies and theories of bilingual schooling with emphasis on language policy and the sociological, psychological, and legal aspects involved. Provides students with opportunities to reflect on their own language learning and schooling experiences in bilingual settings and compare them to programs and practices shown by research to be effective.

**BLED 402 2 times 18-34 students 1.06-1.1
Bilingual Oral Language & Biliteracy Instruction: Methods, Materials, & Assessment
 An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy.

*BLED 403 1 time 25 students 1.0
Bilingual Instruction for the Content Areas. An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for teaching language arts, math, science and social studies in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy.

BLED 412 4 times 31-37 students 1.3
Foundations of Bilingual/ESL Education. An introduction to the laws, philosophies and theories of ESL schooling with an emphasis on the evolution of language policy and the sociological, psychological, and legal implications. Students will gain knowledge of effective oral language and literacy practices for English Language Learners in grades K-12. Provides students with opportunities to reflect on their own language learning and schooling experiences then compare them to practices shown by research to be effective.

BLED 501 1 time 11 students 1.25
Theoretical Foundations of Bilingual/ESL Education. A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs.

BLED 505 1 time 8 students 1.1
Project Based Learning for ELLs. Project Based Learning (PBL) taps into student strengths and interests in a manner that is cross disciplinary and builds academic language and the ability to think deeply and well. Students will identify and evaluate PBL models and create project plans for linguistically and culturally diverse learners.

**BLED 510 1 time 8 students 1.0
Dual Language Assessment. Selection, evaluation, and design of means for assessing the oral and written language proficiency and academic achievement of bilingual and ESL students. Critical review of standardized tests as well as alternative and informal assessment techniques and instruments, consideration of relationships between first and second language proficiency and academic achievement and sociocultural dimensions of testing and assessment.

**BLED 597 1 time 8 students 1.07
Multilingual Literature. This course explores both the problems and the possibilities of including multilingual, multicultural literature in the K-12 classroom. By first considering teachers' positionality, the course traverses the natural preferences of individual teachers, with its affordances and limitations, before considering how to implement authentic and complex multilingual, multicultural literature with critical language awareness. The ambition of this class is that through thoughtfully exploring Native, Black/African-American, Chicano/Latinx, Middle Eastern, and Asian literature, teachers may deepen their commitment to critical consciousness with and for their students in language education.

**BLED 690 1 time 9 students 1.1
Advanced Bilingual Research. In-depth analysis of major topics of critical concern to the profession including common misconceptions about English learners (ELs) and bilingual/ESL programs, effective strategies and methods for teaching ELs, and research findings in the areas of oral language and literacy development and academic achievement for bilingual learners.

EDCI 559 2 times 14-17 students 1.1
Diversity and Equity in Education. This course focuses on factors of diversity that impact decisions educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

GRADUATE STUDENTS

A. Doctoral Advising

Vanessa Colón
María Franco
Talle Gómez
Shadarra James

Mark Loya
Omer Tocyu

B. Dissertation Memberships

Hessah Aldayel, Outside department committee member (Defended 2018)

Vera Csorvasi, Dissertation committee member (Defended, 2019)

Vanessa Colón, Dissertation Chair (Projected 2020)

Menetra Milligan, Dissertation committee member

Gloria Marquez, Dissertation committee member

Laura Fox, Dissertation committee member

Mariannella Moore, Dissertation committee member

Marie Heath, Dissertation committee member

Daniela García, Dissertation committee member

PUBLICATIONS

Refereed Publications

A. Journal Articles

Babino, A., Araujo, J. A., & Maxwell, M. L. (2019). Critical, compelling, and linguistically scaffolded literature: Utilizing text sets multilingually for social justice. *Texas Journal of Literacy Education*. 7(1), 44-64.

Babino, A., & Stewart, M. A. (2019). Multiple pathways to multilingual investment: a collective case study of self-identified Mexican students in the U.S. *International Multilingual Research Journal*. 13(3), 152-167.

Morton, T., & Babino, A. with Justin Warren and Jillilyn Geremonte. (2019). Teacher educators engage preservice teachers with the 57 Bus. *World of Words*. 6(2), 30-36.

Babino, A. (2018). Humanizing (multi)literacy teaching: a starter kit to renewed hope. *The National Journal of Middle Grades Reform*, 1(1), 27-32.

Babino, A., & Stewart, M. A. (2018). Re-modeling dual language programs: Teachers

enact agency as critically conscious language policymakers. *Bilingual Research Journal*, 41(3), 272-297.

Stewart, M. A., & Babino, A., Walker, K. (2017). Caring as a pedagogical framework for adolescent English learners: A formative experiment. *Tapestry Journal*, 8(1), 1-19.

Babino, A., & Gonzalez-Carriedo, R. (2017). Striving toward equitable biliteracy assessments in hegemonic school contexts. *Association of Mexican American Educators Journal*, 11(1), 54-72.

Babino, A. (2017). Same program, distinctive development: Exploring the biliteracy trajectories of two dual language schools. *Bilingual Research Journal*, DOI: 10.1080/15235882.2017.1307290.

Babino, A., & Stewart, M. A. (2016). "I like English Better": Latino emergent bilinguals' investment in Spanish, English, and bilingualism. *Journal of Latinos in Education*, DOI: 10.1080/15348431.2016.1179186.

**Added to the most cited collection of the journal's articles in March, 2017.*

Babino, A., & Gonzalez, R. (2015). Advocating for dual language programs: Implementation of a public policymaking model. *Journal of Bilingual Education Research and Instruction*, 17(1), 12-27.

Babino, A., & Stewart, M.A. (2015). Emergent bilinguals' emerging identities in a dual language school. *Journal of Bilingual Education Research and Instruction*, 17(1), 28-48.

B. Books (Edited)

Babino, A., Cossa, N., Johnson, R., & Araujo, J. (Forthcoming, 2019). *Educating for a just society*. The 41st Association of Literacy Educators and Researchers Yearbook. Corpus Christi, TX: Association of Literacy Educators and Researchers.

Araujo, J., Babino, A., Cossa, N., & Johnson, R. (2018). *Engaging all readers through explorations of literacy, language, & culture*. The 40th Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

C. Book Chapters

Gonzalez-Carriedo, R., & Babino, A. (2018). Bilingual and biliterate skills as cross-competence skill success. In G. Conchas, M. Gottfried, M. Hinga, L. Oseguera (Eds.), *Educational Policy Goes to School*, 201-214.

Babino, A., & Wickstrom, C. (2017). Making space for Spanish. In E. Barbian, G. Gonzáles, & P. Mejia (Eds.), *Rethinking Bilingual Education*, 193-199.

D. Book Reviews

Babino, A. (2019). Reseña de *La Luz de Lucía*. *WOW Libros: Leyendo entre palabras*. 2(1), 17-18.

Babino, A. (2013). Language and identity in a dual immersion school: Professional book review. *English in Texas*. 43(1), 52-54.

E. Review of Materials (Invited)

Johnson, R., Araujo, J., & Cossa, N. (2017). *Literacy: The critical role of teacher knowledge*. The 39th Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

F. Other Creative Achievements

Babino, A. (2018). Me llamo Ale, quien no cabe en tus casillas. *Association of Mexican American Educators Journal*. 12(1), 75-77.

Babino, A. (2017). A response to the siren's call. *The Five Point Bulletin*. Dallas, TX: The North Star of Texas Writing Project.

Babino, A. (2015). Talk, read, talk, write: A gem for elementary to graduate school. *The Five Point Bulletin*. Dallas, TX: The North Star of Texas Writing Project.

G. In the Media

Abbott, S. (2019). A & M-Commerce hosts annual quality enhancement plan awards ceremony. Retrieved from <https://news.tamuc.edu/am-commerce-hosts-annual-quality-enhancement-plan-awards-ceremony/>

LISD facilitator wins national award. (2016). *Lewisville Leader*. Retrieved from http://starlocalmedia.com/lewisvilleleader/news/lisd-facilitator-wins-national-award/article_21ca3350-bd78-11e5-87c9-9ba204d2b18d.html

Steingruber, C. (2015). Growing up multi-cultured. *DFW Child*. Retrieved from <http://www.dfwchild.com/features/1530/Growing-Up-Multi-Cultured>

Central elementary's Babino named Lewisville Chamber educator of the year (2015). *The Lewisville Texan Journal*. Retrieved from <http://archive.lewisvilletexan.com/xoops/modules/news/article.php?storyid=3667>

Scholarly Works in Progress

Babino, A., & Dixon, K. (Book chapter accepted, 2019) From me to we: Humanizing elementary classrooms for LGBTQ+ youth through an EC-6 teacher preparation

program in the south in *Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*.

Riley, J., & Babino, A. (Submitted November, 2018; Revised and Resubmitted April, 2019) Utilizing SIOP lesson demonstrations as a springboard for reflection: An action research study of EL teachers. *Action in Teacher Education*.

Stewart, M. A., & Babino, A. (Book proposal originally submitted January, 2019; re-submitted May, 2019) Critical literacies and languaging: Towards a framework to dismantle the mono-mainstream assumption. Palgrave-McMillian.

Riley, J., & Babino, A. (Submitted June, 2019). Integrating YouTube video comments into class discussion. *College Teaching*

Babino, A., & Riley, J. (Under preparation). Recast student reflection with letters to future students. *The Scholarly Teacher*

Babino, A. (In preparation) When the program doesn't fit: A counterstory of dual language program implementation. *Journal of Latinos and Education*.

Babino, A., González-Carriedo, R., Heiman, D. (In preparation) Attending to complexity: Exploring the biliteracy program implementation at one dual language school. *International Multilingual Research Journal*.

González-Carriedo, R., Babino, A., & Stewart, M. A. The seal of biliteracy goes to Texas: Challenges in district implementation.

Babino, A., & González-Carriedo, R. Dynamic biliteracy programs: How bilingual theories, contexts, and reading trajectories inform equitable opportunities.

PRESENTATIONS

National

Babino, A., & Dixon, K. (2019). From me to we: Strengthening ec-6 literacy education programs to foster humanizing practices for LGBTQ youth. Association of Literacy Educators and Researchers. Corpus Christi, TX.

Stewart, M. A., & Babino, A. (2019). Multiple pathways to multilingual investment: a collective case study of self-identified mexicana students in the U.S. American Educational Research Association. Toronto, CA.

Stewart, M. A. & Babino, A. (2018). Disrupting status quo through viewing literacies and languaging within Bourdieu's reflexive sociology. Literacy Research Association. Indian Wells, CA.

- Babino, A. & Wickstrom, C. (2018). When the program doesn't fit: Dual language stakeholders negotiate the unique program implementation at Rivera. American Educational Research Association. New York, NY.
- Babino, A. & Stewart, M. A. (2018). Remodeling dual language programs: Teachers enacting programmatic agency within competing priorities. American Educational Research Association. New York, NY.
- Babino, A. & González-Carriedo, R. (2018). Incentivizing multilingualism: The Seal of Biliteracy in Texas. National Association for Bilingual Education. Albuquerque, NM.
- Babino, A. & González-Carriedo, R. (2017). Toward equity: Exploring the biliteracy program implementation at one dual language school. Literacy Research Association. Tampa, FL.
- Babino, A. & Wickstrom, W. (2017). How "fiel" is your dual language implementation?: Results and implications from a comparative case study. National Association for Bilingual Education. Dallas, TX.
- Babino, A. (2016). Same program, distinctive development: Exploring the biliteracy trajectories at two dual language schools. Literacy Research Association, Nashville, TN.
- Babino, A. (2016). Learning two languages at the same time: Using the L1 to support the L2. National Association for Bilingual Education, Chicago, IL.
- Stewart, M. A. & Babino, A. (2015). Caring as a pedagogical framework for adolescent English learners: A formative experiment, Literacy Research Association. Carlsbad, CA.
- Babino, A. & Stewart, M.A. (2015). Emergent bilinguals' emerging identities. American Educational Research Association. Chicago, IL.
- Babino, A., DeVaughn, N., & Hernandez, V. (2015). Insuring equity: Conflicting cultural representations in dual language programs. National Association for Bilingual Education. Las Vegas, NV.
- Babino, A., DeVaughn, N., & Hernandez, V. (2014). Insuring equity: Uncovering cultural inconsistencies in dual language programs. National Association for Bilingual Education. San Diego, CA.
- Babino, A., Nguyn, K., Pribanic, J., Miles, S. (2012). RTI for elementary ELLs: Language acquisition, delay or disability? NABE Conference. Dallas, TX.
- Babino, A. (2011). Si se puede: Facilitating dual language writer's workshop in a high

stakes world, workshop style presentation to translate dual language writing research into classroom practice, NABE Conference, New Orleans, LA.

Babino, A. (2011). To be bien educado: Using case study of two Hispanic cousins as a springboard for discussion, a symposium to discuss views on “bien educado” and its implications for classrooms, NABE conference, New Orleans, LA.

Regional

Roby, D. & Babino, A. (2014). Brave new world redux: Identification procedures for CLD students. Texas Association of Gifted and Talented. Ft. Worth, TX.

Roby, D. & Babino, A. (2013). Brave new world: Identification procedures for CLD students. Texas Association of Gifted and Talented. Houston, TX.

Babino, A. (2012). Serving bilingual gifted and talented students in a high stakes world. Texas Association of Gifted and Talented. Dallas, TX.

Local

Gonzalez-Carriedo, R. & Babino, A. (2017). Incentivizing bilingualism: Application of the Seal of biliteracy. Texas Women’s University, Denton, TX.

Babino, A. & Windham, R. (2017). Depth and complexity in 4th and 5th grades. Lewisville I.S.D. Lewisville, Texas.

Babino, A. (2015). Serving GT students in a high stakes world: Creating defensible service plans. Lewisville ISD. Lewisville, TX.

Babino, A. (2014). Dual language writer’s workshop: It doesn’t have to be so hairy! LISD Fall Inservice, Lewisville, TX.

Babino, A. (2014). Unpacking and aligning the TEKS. LISD Fall Inservice, Lewisville, TX.

Lewis, L. C. & Babino, A. (2013-2014). Cultivating culturally proficient leadership in dual language programs. LISD, Lewisville, TX.

Babino, A. & Pribanic, J. (2012). RTI in dual language settings, LISD Fall Dual Language Institute, Lewisville, TX.

Roby, D. & Babino, A. (2012). Dynamic duo: Combining dual language and GT programs, LISD Fall Inservice, Lewisville, TX.

Babino, A. (2011). ELL, program models and special education, Guest Lecturer at TWU.

Babino, A. & Hernandez, V. (2011). Making workstations work for you: Differentiating for primary and intermediate, TAIR conference for preservice teachers, Denton, TX.

Babino, A. & Swanson, B. (2011). Using comprehension toolkit across the curriculum, LISD Dual Language Institute, Lewisville, TX.

Babino, A. (2010). A bilingual perspective, LISD in service for new fourth grade Teachers, Lewisville, TX.

Babino, A. (2010). Metacognition in dual language education, LISD in service for pk-5 teachers, a macro and micro level view of metacognition in dual language education, Lewisville, TX.

Babino, A. (2009). Making work stations work for you, LISD In service for 3-5 grade language arts teachers, Lewisville, TX.

SERVICE

A. Professional Memberships

Association for Literacy Educators and Researchers (2017-present)

Literacy Research Association (2015-present)

American Educational Research Association (2014-present)

National Association for Bilingual Education (2011-present)

B. Honors and Awards

2019	Distinguished Global Fellow	Texas A & M University – Commerce
2018	OpEd Writing Fellow	Write to Change the World - Education Cohort
2018	Global Fellow	Texas A & M University – Commerce
2017	Alatis Prize Nomination	The International Research Foundation for English Language Education
2016	Outstanding Dissertation	National Association for Bilingual Education
2015	District Teacher of the Year	Lewisville Chamber of Commerce
2014	Campus Teacher of the Year	Central Elementary

2009-2011, Roberto Alonzo Scholarship University of North Texas
2014-2015

C. Grants
External

2018 Institute of Education Sciences: Three Innovative Online SIOP
Courses to Improve EL Teaching, \$1.4 M-Unfunded

Internal

Texas A & M University – Commerce

2019 International Faculty Development Grant, \$2,000 Unfunded

2018 Faculty Development Grant, \$700 Awarded

2017 Faculty Development Grant, \$700 Awarded

University of North Texas

2015 Graduate Student Research Travel Grant, \$500 Awarded

2014 Dissertation Research Support Grant, \$500 Awarded

Lewisville I.S.D.

2014 LEF Grant for Graduate Students, \$500 Awarded

D. Department Service

Bilingual/ESL Program Co-Director, Department of Curriculum and Instruction
(2018-present)

Bilingual/ESL Student Organization (BESO) Faculty Advisor, Texas A & M
University - Commerce (2017-present)

Undergraduate EC-6 Program Interviewer (2017-present)

Secondary Writing Remediator
(2017-present)

Search Committee Member, Texas A & M University – Commerce
Bilingual/ESL Tenure-Track Faculty (Spring 2018)
Statistics and Research Tenure-Track Faculty (Spring 2018)

E. University Service

IRB Board Member Alternate, Texas A & M University - Commerce (2019-present)

Quality Enhancement Plan (QEP) Committee member, Texas A & M University - Commerce (2017-present)

Latin American and Latino Studies (LALS) Advisory Board Member, Texas A & M University – Commerce (2017-present)

F. National Service

Journal Reviewer

Texas Journal of Literacy Education (2019 – present)

Teacher's College Record (2018-present)

Bilingual Research Journal (2014-present)

Journal of Latinos and Education (2014-present)

Special Interest Groups

Bilingual Research SIG, AERA (2014-present)

Multilingual and Transcultural Literacies Community Group, LRA (2018-present)

Leadership

Secretary/Treasurer of the Bilingual Education Research SIG, AERA (2018-present)

Association for Literacy Educators and Researchers (ALER) Board Member (2018-present)

Co-Editor of the Association for Literacy Educators and Researchers (ALER) Yearbook (2018-present)

Publication Committee for the Association for Literacy Educators and Researchers (ALER) (2018-present)