

Lucinda A. Soltero González

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University of Colorado at Boulder
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EDUCATION

Ph.D. in Language, Reading, and Culture, 2007

University of Arizona, Tucson, AZ

Area of specialization: Bilingualism, Literacy and Education

Dissertation: Exploring the school literacy practices of preschool bilingual Spanish-English speaking children

Committee: Kathy Short (Chair), Yetta Goodman,
Luis Moll and Iliana Reyes

M.A. Bilingual Special Education, 2001

University of Arizona, Tucson, AZ

B.A. Pedagogy, 1995

Universidad Panamericana, Mexico City, Mexico

RESEARCH AND TEACHING INTERESTS

- Bilingual and biliteracy development in early childhood
- Bilingual education and bilingual special education
- Methods of reading and language arts for linguistically and culturally diverse students
- Second language acquisition
- Multicultural Children's literature and the young child

CURRENT POSITION

Assistant Professor, fall 2007-present

University of Colorado at Boulder, Division of Educational Equity and Cultural Diversity

PREVIOUS POSITIONS

Instructor, Children's Literature in the Classroom, fall 2005

University of Arizona, Department of Language, Reading and Culture

Instructor, History of Education, fall 1998

Universidad Católica de Culiacán, Mexico, Department of Pedagogy

TEACHING EXPERIENCE

Tutor – Grade 3, 2002

The American Overseas School of Rome, Rome, Italy

Bilingual special education teacher – K-5th, 2000-2002

Tucson Unified School District, Tucson, AZ

Teacher assistant – Kindergarten, 2000-2001

Children's Success Academy, Tucson, Arizona

Special education teacher, 1996-1999
AVES Centro Psico-pedagógico, Culiacán, Mexico

Teacher – 1st and 6th grade, 1995-1997
Colegio Chapultepec, Culiacán, México

SUPERVISING EXPERIENCE

Program Coordinator, Word Cats*Math Cats Tutoring program, 2003-2005
America Reads, College of Education, University of Arizona

RESEARCH EXPERIENCE

Graduate Research Assistant, 2004-2007
College of Education, University of Arizona, Tucson, AZ
Department of Language, Reading and Culture
Project: Emergent Literacy and Language Development in Latino Children (ELLD)
Principal Investigator: Iliana Reyes

Graduate Research Assistant, Fall 2004
College of Education, University of Arizona
Department of Language, Reading and Culture
Department of Higher Education
Project: College Academy for Parents (CAP)
Principal Investigators: Luis Moll and Gary Rhoades

Graduate Research Assistant, Spring 2001
College of Education, University of Arizona
Department of Special Education, Rehabilitation & School Psychology
Project: Reading Instructional Methods of Efficacy with Students (RIMES)
Principal Investigator: Nancy Mather

CONSULTING EXPERIENCE

Bilingual Education consultant, Spring 2005
Colegio Teresiano de la Vera Cruz, Obregón, Mexico
Advisor: Richard Ruiz

WORKSHOP FACILITATOR

From a Skills-based to a Holistic/Constructivist Orientation in Special Education:
Theoretical and practical considerations, Fall 2001
AVES Centro Psico-pedagógico, Culiacán, Mexico

HONORS, AWARDS AND SCHOLARSHIPS

Graduate Student Travel Award, 2006
Office of the Dean, College of Education, University of Arizona
To fund travel expenses for presenting at a national conference

Graduate College Scholarship, 2006
Graduate College, University of Arizona

To fund tuition expenses during dissertation work

Graduate Tuition Achievement Award, 2004-2006

Graduate College, University of Arizona

In recognition of meritorious performance

Mary F. & Maude Miller Scholarship, 2003-2004

College of Education, University of Arizona

Two times recipient

Graduate Tuition Fellowship, 2003

Department of Language, Reading and Culture, University of Arizona

To support tuition expenses during the first year of graduate school

Full scholarship for graduate social and humanistic studies abroad, 1999-2001

Consejo Nacional de Ciencia y Tecnología (CONACYT), Mexico

Awarded for leadership and academic excellence to fund full tuition, living expenses and health insurance during the graduate studies in the United States

Bachelor's degree with honors - Universidad Panamericana, Mexico, 1995

For outstanding thesis and academic achievement

Benito Juárez Academic Honor, Mexico City, Mexico, 1994

For outstanding achievement

PROFESSIONAL PRESENTATIONS AND PUBLICATIONS

Soltero-González, L. (in press). The literacy learning of Latino immigrant children: Using Spanish as a resource in an English-medium preschool. *Theory into Practice*.

Escamilla, K., Ruiz, O., Geisler, D., Soltero-González, L., Escamilla, M., & Hopewell, S. (November, 2008). Transitions to biliteracy: Literacy Squared. Presentation at the 13th Annual Dual Language Conference, la Cosecha 2009. Santa Fe, NM.

Escamilla, K., Aragon, L., Escamilla, M., & Soltero-González, L. (October, 2008). *Do children in Mexico write differently than children in the U.S.?* Presentation at the Colorado Association for Bilingual Education. Denver, CO.

Soltero-González, L. (in Press). The hybrid literacy practices of young immigrant children: Lessons learned from an English-only preschool. *Bilingual Research Journal*, 31 (1).

Soltero-González, L. & Reyes, I. (in press). *The literacy practices and language use of emergent bilinguals in English immersion preschool classrooms*. Manuscript accepted for publication.

Soltero-González, L., & Reyes, I. (April, 2008). *Preschool English language learners' early literacy development: Challenges and possibilities from a sociocultural perspective*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Soltero-González, L. (August, 2007). *Literacy practices of emerging bilingual preschoolers*. Presentation at the *Educational Equity and Cultural Diversity Doctoral Seminar*. University of Colorado at Boulder.

Soltero-González, L. (November, 2007). *Language and literacy practices in a preschool classroom: Two case studies of Mexican immigrant children in a southwest U.S. community*. Paper presented at the 106th Annual Meeting of the American Anthropological Association Annual Meeting. Washington, D.C.

Combs, M.C., Reyes, I., Fletcher, T., & Soltero-González, L. (May, 2007). *Sociocultural perspectives on Mexican immigrant students: Language, learning, and literacy development in home and school settings*. Presentation at the 2nd International Research Conference. Guanajuato, México.

Reyes, I., Soltero-González, L., & Azuara, P. (November, 2006). *The development of emergent biliteracy in preschool children*. Presentation at the Annual Meeting of the National Reading Conference. Los Angeles, CA.

Reyes, I. & Soltero-González, L. (April, 2006). *Literacy development in bilingual preschoolers*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

Reyes, I., Soltero-González, L., Alexandra, D., & Azuara, P. (January, 2006). *Emergent bilingual preschoolers: A report on home and school literacy practices*. Paper presented at the Annual Meeting of the National Association for Bilingual Education Conference. Phoenix, AZ.

Baker, P., Reyes, I., McPheeters, P., Habib, M., Soltero-González, L., Alexandra, D., Azuara, P. (October, 2005). *Giving voice and visibility to hopes and dreams: families and teachers in Southern Arizona share hopes and dreams for the young children in their lives*. Presentation at the Southern Arizona Association for the Education of Young Children Conference. Vail, AZ.

Azuara, P., Quintos, B., & Soltero-González, L. (March, 2005). *The power of authentic literature: Struggling readers' responses to Latino literature*. Presentation at the Annual Conference in Children and Adolescents Literature. University of Arizona, Tucson, AZ.

Soltero-González, L. (February, 2001). *Un enfoque de lenguaje integral: Implicaciones pedagógicas en el campo de la educación especial. A whole language approach: pedagogical implications in the special education field*. Presentation at the Congreso Internacional de Educación, Mazatlán, México.

PROFESSIONAL AFFILIATIONS

American Educational Research Association
International Reading Association
American Anthropological Association
Colorado Association for Bilingual Education

LANGUAGE ABILITIES

Spanish (Native)
English (Fluent)
Italian (Functional)
French (Functional)

SHORT-TERM TRAINING

The Reggio Emilia Approach to Early Childhood, 2002
Reggio Emilia, Italy

Migrant/Optimal Learning Environment (OLE) Literacy Academy, 2001
Sacramento, California