

Lucinda Soltero-González
Curriculum Vitae

School of Education
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EDUCATIONAL BACKGROUND

- 2007 Ph.D. in Language, Reading, and Culture, specialty in bilingual education, literacy and education, University of Arizona
Dissertation: “Exploring the literacy practices of preschool bilingual Spanish-English speaking children”
Committee: Kathy Short and Iliana Reyes (Co-chairs), Luis Moll and Yetta Goodman
- 2001 M.A. Bilingual Special Education, University of Arizona
1995 B.A. Pedagogy, Universidad Panamericana, Mexico

AREAS OF SPECIALIZATION

- Bilingual and biliteracy development in early childhood and elementary school children
- Bilingual education and bilingual special education
- Methods of language arts for culturally and linguistically diverse students
- Second language acquisition

ACADEMIC EMPLOYMENT HISTORY

- 2007-current *Assistant Professor*, School of Education, Division of Educational Equity and Cultural Diversity, University of Colorado at Boulder
- 2005-2006 *Instructor*, Children’s Literature in the Classroom, University of Arizona, Department of Language, Reading and Culture
- 2004-2007 *Graduate Research Assistant*, University of Arizona, Tucson, College of Education, Department of Language, Reading and Culture, Emergent Literacy and Language Development in Latino Children Project (PI: Dr. Iliana Reyes)
- 2004-2005 *Graduate Research Assistant*, College University of Arizona, Tucson, College of Education, Department of Language, Reading and Culture and Department of Higher Education, College Academy for Parents Project (PIs: Dr. Luis Moll and Dr. Gary Rhoades)
- 2001-2002 *Graduate Research Assistant*, University of Arizona, Tucson, College of Education, Department of Special Education, Rehabilitation & School Psychology, Reading Instructional Methods of Efficacy with Students Project (PI: Dr. Nancy Mather)
- 1998-1999 *Instructor*, History of Education, Universidad Católica de Culiacán, Mexico, School of Education

TEACHING EMPLOYMENT

- 2002-2003 *Tutor – 3rd grade*, The American Overseas School of Rome, Rome, Italy
- 2000-2002 *Bilingual special education teacher – K-5th*, Tucson Unified School District, Tucson, AZ
- 1999-2000 *Teacher assistant – Kindergarten*, Children’s Success Academy, Tucson, AZ
- 1996-1999 *Special education teacher*, AVES Centro Psico-pedagógico, Culiacán, Mexico
- 1996-1998 *Teacher – 1st and 6th grade*, Colegio Chapultepec, Culiacán, México

SUPERVISING AND CONSULTING EXPERIENCE

- 2003-2005 *Program Coordinator*, Word Cats**Math Cats* Tutoring program, America Reads, College of Education, University of Arizona, Tucson
- 2005 *Bilingual education consultant*, Colegio Teresiano de la Vera Cruz, Obregón, Mexico, Advisor: Richard Ruiz

SCHOLARSHIPS, AWARDS, AND HONORS

- 2010 *Early Career Reviewer Award*
Bilingual Research Journal, National Association for Bilingual Education
- 2006 *Graduate Student Travel Award*
Office of the Dean, College of Education, University of Arizona
To fund travel expenses for presenting at a national conference
- 2006 *Graduate College Scholarship*
Graduate College, University of Arizona
To fund tuition expenses during dissertation work
- 2004- *Graduate Tuition Achievement Award*
2006 Graduate College, University of Arizona
In recognition of meritorious performance
- 2003- *Mary F. & Maude Miller Scholarship*
2004 College of Education, University of Arizona
Two times recipient
- 2003 *Graduate Tuition Fellowship*
Department of Language, Reading and Culture, University of Arizona
To support tuition expenses during the first year of graduate school
- 1999- *Full scholarship for graduate social and humanistic studies abroad*
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
- 1995 *Bachelor’s degree with honors* - Universidad Panamericana, Mexico
For outstanding thesis and academic achievement
- 1994 *Benito Juárez Academic Honor*, Mexico City, Mexico
For outstanding achievement

RESEARCH AND CREATIVE WORKS

Peer-Reviewed Work

- Soltero-González, L., & Butvilofsky, S. (Spring, 2012). Connecting Spanish and English literacy instruction in kindergarten. *Soleado. Promising practices from the field. A Publication of the Dual Language Education of New Mexico*, p. 8-9, 14-15.
- Butvilofsky, S., Escamilla, K., Soltero-González, L., & Aragon, L. (2012). Promoting reflective teaching through simulation in a study in Mexico program. *Journal of Hispanic Higher Education*, 11(2), 197-212. DOI: 10.1177/1538192711435561
- Soltero-González, K., Escamilla, K., & Hopewell, S. (2011). Changing teachers' perceptions about the writing abilities of emerging bilingual children: Towards a holistic bilingual perspective on writing assessment. *International Journal of Bilingual Education and Bilingualism*, 1-24, iFirst article. DOI:10.1080/13670050.2011.604712
- Klingner, J., & Soltero-González, L. (2010). Culturally and linguistically responsive literacy instruction for English language learners with learning disabilities. *Multiple Voices*, 12, 1-17.
- Soltero-González, L. (2009). Preschool Latino immigrant children: Using the home language as a resource for literacy learning. *Theory into Practice*, 48(4), 283-289.
- Soltero-González, L. (2008). The hybrid literacy practices of young immigrant children: Lessons learned from an English-only classroom. *Bilingual Research Journal*, 31, 75-93.

Chapters in Peer Reviewed Edited Books and Handbooks

- Soltero-González, L. & Reyes, I. (2011). The literacy practices and language use of emergent bilinguals in English immersion preschool classrooms. In E.B. Bauer & M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp. 34-54). NY: Routledge.
- Solano-Flores, G., & Soltero-González, L. (2011). Meaningful assessment in linguistically diverse classrooms. In B.B. Flores, R.H. Sheets, & E.R. Clark (Eds.), *Teacher preparation for bilingual student populations: Educar para transformar* (pp. 146-163). New York: Routledge.
- Soltero-González, L., Escamilla, K., & Hopewell, S. (2010). A bilingual perspective on writing assessment: Implications for teachers of emerging bilingual writers. In G. Li & P. A. Edwards (Eds.), *Best practices in ELL instruction* (pp. 222-244). New York: Guilford Press.
- Soltero-González, L. & Klingner, J. (2010). Effective reading instruction for culturally and linguistically diverse exceptional learners. In R. T. Boon & V. Spencer, (Ed.), *Best practices for the inclusive classroom: An evidence-based guide for teachers* (pp. 143-162). Waco, TX: Prufrock.
- Klingner, J. K., Soltero-González, L., & Lesaux, N. (2010). Response to intervention for English language learners. In M. Lipson & K. Wixson (Eds.), *Successful approaches to response*

to intervention (RTI): Collaborative practices for improving K-12 literacy (pp. 134-162). Newark, DE: International Reading Association.

Manuscripts in Press

Soltero-González, L., Klingner, J., & Cano-Rodríguez, E. (in press). English language learners: Assessment and instructional practices to support literacy development. In Stone, C.A., Silliman, E.R., Ehren, B.J., & Wallach, G.P. (Eds.), *Handbook of Language and Literacy: Development and Disorders*. New York: Guilford Press.

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (in press). *Literacy squared: Trajectories toward Biliteracy*. Caslon Pub. Inc.

Manuscripts In Progress

Soltero-González, L., & Cano-Rodríguez, E. (in progress). *The bilingual writing development of Spanish-English emerging bilingual children in school contexts: Results from a three-year longitudinal qualitative study*. To be submitted for publication to a tier 1 peer review journal.

Soltero-González, L., Hopewell, S. (in progress). The bilingual writing development of Spanish-English speaking students.

ACADEMIC CONFERENCES

Refereed Conference Papers

Soltero-González, L., & Cano-Rodríguez, E. (2013). *The bilingual writing development of Spanish-English emerging bilingual children in school contexts: Results from a three-year longitudinal qualitative study*. Paper accepted to be presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

Berg, H., Soltero-González, L., Butvilofsky, S., & Escamilla, K. (2010). *A Comparison of literacy outcomes of Spanish-English emerging bilinguals in English-only and bilingual programs*. Paper accepted to be presented at the Annual Meeting of the American Educational Research Association. Denver, CO.

Soltero-González, L., Escamilla, K., & Hopewell, S. (April, 2009). *A bilingual perspective on writing assessment: Implications for teachers of emerging bilinguals*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

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. (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.

- Reyes, I., Soltero-González, L., & Azuara, P. (November, 2006). *The development of emergent biliteracy in preschool children*. Paper presented 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.

Conference Presentations

- Soltero-González, L., & Butvilofsky, S. (October, 2011). *Reading, writing and oracy in Literacy Squared classrooms*. Presentation at the Annual Meeting of the Colorado Association for Bilingual Education. Denver, CO.
- Soltero-González, L. (May, 2009). *New strategies designed to improve the disproportionality of English Language Learners enrolled in special education*. Presentation at the Annual Meeting of the Building Bridges Conference. Fargo, ND.
- Soltero-González, L. (May, 2009). *Issues that affect English Language Learners*. Presentation at the 1st Annual Equity Conference, Region VIII Equity Assistance Center. Denver, CO.
- Soltero-González, L. (April, 2009). *A response to intervention (RTI) model for English language learners*. Presentation at the Wyoming North Central Association Commission on Accreditation and School Improvement (NCA CASI) Fall Conference. Cheyenne, WY.
- 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 2008. 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.
- 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.
- 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.

RESEARCH GRANTS

2011 Co-PI in “RTI Effectiveness Model for ELLs (REME)”, 2012-2016

TEACHING

Courses Taught

EDUC 5615 Second Language Acquisition (MA/PhD level)

EDUC 5455 Literacy for Linguistically Different (MA level)

EDUC 5435 Materials and Methods in Bilingual Multicultural Education (MA level)

EDUC 8610 Advanced Topics in Educational Equity and Cultural Diversity (Ph.D level)

SERVICE ACTIVITIES

National

2011 Reviewer of conference proposals for the Council of Exceptional Children, 2012 Convention and Expo

2011-current Reviewer of grant proposals for the International Reading Association

2010-current Reviewer of conference proposals for the American Educational Research Association (Bilingual Education Special Interest Group)

2009 Symposium organizer, chair and presenter at the American Educational Research Association

2008-current Reviewer for the Bilingual Research Journal

Workshops and Invited Courses from Local School Districts

2009 Invited workshop titled, “*A culturally and linguistically responsive RTI model for emerging bilinguals.*” Provided to Adams 50 School District teachers. Westminster, CO.

2009 Invited workshops for ESL, special education and general education teachers in Wyoming and North Dakota

2008- current Ongoing professional development on biliteracy and ESL instruction and assessment provided to teachers and literacy coordinators in the Boulder Valley School District, Denver Public Schools, Jeffco Public Schools, and Salem-Kaiser School District

PROFESSIONAL AFFILIATIONS

2008- current Colorado Association for Bilingual Education

2006- current International Reading Association

2005- current American Educational Research Association

LANGUAGES

Spanish (Native); English (fluent); Italian and French (functional)