

Molly Hamm-Rodríguez

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EDUCATION

Ph.D. in Equity, Bilingualism, and Biliteracy, University of Colorado Boulder, Expected 2022
Graduate Certificate in Culture, Language, and Social Practice (Department of Linguistics)
Graduate Certificate in Comparative Ethnic Studies (Department of Ethnic Studies)

M.A. in International Educational Development, Teachers College, Columbia University, 2012
Specialization in Latin American and Latino Education
Thesis: Enhancing Teacher Quality to Improve Student Outcomes: An Examination of Teacher Policies in the Dominican Republic

B.S. in Secondary Education, B.A. in English, Kansas State University, 2010
Secondary Major in International Studies, Minor in Nonprofit Leadership
Thesis: Revolutionary Reform: Literacy and Education in Cuba and Nicaragua

RESEARCH INTERESTS

Bi/Multilingual Education; Language, Im/migration and Schooling; Linguistic Anthropology; Sociolinguistics; Critical Language and Literacy Studies; Discourse Analysis; Transnationalism, Displacement and Diaspora; Comparative & International Education; Latin America & Caribbean; Dominican and Puerto Rican Studies; Community-Based and Youth Participatory Action Research; Ethnographic Methods

ADDITIONAL EDUCATION AND TRAINING

March 2019-present	Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities Institute. Selected as one of 26 participants for the National Endowment for the Humanities funded institute hosted by the Digital Library of the Caribbean at the University of Florida.
Sept. 2019-March 2020	Certificate in Afro-Latin American Studies, Afro-Latin American Research Institute (ALARI), Harvard University.
September 2019-present	Specialization in Afro-Latin American and Caribbean Studies, Latin American Council of Social Sciences (CLACSO).
November 2019	Ethnographic Discourse Analysis of Race and Racism Workshop, Dr. Jennifer Roth-Gordon, American Anthropological Association.

PUBLICATIONS

Peer Reviewed Articles

Hamm-Rodríguez, M. & Sambolín Morales, A. (accepted). (Re)producing insecurity for Puerto Rican students in Florida schools: Raciolinguistic perspectives on English-only policies.

CENTRO: Journal of the Center for Puerto Rican Studies.

Sambolín Morales, A. & Hamm-Rodríguez, M. (accepted). Las historias que dejó María:

Educators bearing witness to displacement through counterstorytelling. *The Assembly: A Journal for Public Scholarship on Education*.

Chapters in Edited Collections

Hamm-Rodríguez, M. & Veras, C. (under review). Education in the Dominican Republic. In S. Jornitz & M. Parreira do Amaral. *Global Education Systems. The Education Systems of the Americas*. New York: Springer Publishing.

Hamm, M. & Martinez, R. (2017). Dominican Republic: An overview. In C.M. Posner, C. Martin & A.P. Elvir (Eds.), *Education in Mexico, Central America and the Latin Caribbean*. London, England: Bloomsbury Academic.

Book Reviews

Hamm-Rodríguez, M. (2019). Review of Jonathan Rosa, Looking like a language, sounding like a race: Raciolinguistic ideologies and the learning of Latinidad. *Latino Studies*, 17(4).

Hamm-Rodríguez, M. (under review). Review of Elise Berman, Talking like children: Language and the production of age in the Marshall Islands. *Linguist List*.

Public Scholarship

Hamm-Rodríguez, M. & Sambolín Morales, A. (2018). *The effects of displacement on Puerto Rican K-12 students in Florida after Hurricane Maria*. Boulder, CO: Natural Hazards Center. <https://hazards.colorado.edu/quick-response-report/the-effects-of-displacement-on-puerto-rican-k-12-students-in-florida-after-hurricane-maria>.

Sambolín Morales, A. & **Hamm-Rodríguez, M.** (2018). Unnatural disasters, displacement, and the second-class citizen. *The Assembly: A Journal for Public Scholarship on Education*, 1(1). <https://www.colorado.edu/journal/assembly/2018/12/12/unnatural-disasters-displacement-and-second-class-citizen>.

RESEARCH EXPERIENCE

2018-present Improving Writing Instruction for Colorado English Learners

Principal Investigator: Dr. Mileidis Gort, University of Colorado Boulder

Serve as graduate student researcher on multi-year study to understand the nature of writing instruction for Spanish-speaking English Learners in bilingual education programs. Assist in the design and implementation of a professional development series to support teacher instructional change through the use of systemic functional linguistics and genre pedagogy. Funded by Spencer Foundation and internal university grants.

2018-2019 U.S. Department of Education Office of English Language Acquisition (OELA), National Professional Development Grant

Principal Investigator: Dr. David Nieto, BUENO Center for Multicultural Education, University of Colorado Boulder

Serve as member of research team on federally-funded five-year grant for two cohorts of public school teachers to receive a master's degree and Culturally/Linguistically Diverse (CLD) teaching endorsement to better support emergent bilinguals. Assist with development of questionnaires, interview and focus group protocols as well as peer tutoring and family engagement project components.

2019 La Vaca Independiente Research Study

Principal Investigator: Dr. Sona Dimidjan, Clinical Research for Evidence-Based Services and Training (CREST) Lab, University of Colorado Boulder

Support qualitative coding of student work booklets (in Spanish) to analyze themes of socio-emotional learning, identity expression and language development. The larger research study is intended to assess the outcomes of the organization's DIA (Desarrollo de la Inteligencia a través del Arte) methodology to advocate for its broader implementation with the Ministry of Education in Mexico.

2017 Literacy Squared

Principal Investigator: Dr. Sandra Butvilofsky, BUENO Center for Multicultural Education, University of Colorado Boulder

Served as graduate student researcher with the Literacy Squared team, a partnership between the BUENO Center's biliteracy program and a local district serving a high number of emergent bilinguals in Colorado. Administered Stanford English Language Proficiency (Spanish) assessments and reviewed student writing samples in English and Spanish using the biliteracy writing composition rubric.

TEACHING EXPERIENCE

University of Colorado Boulder

Instructor of Record: School and Society (Fall 2017, Spring 2018); First Year Success Seminar (Fall 2019)

Teaching Assistant: Seminar in Parent and Community Involvement (Summer 2018); Language Acquisition for Bilingual Learners (Fall 2019)

GRANTS AND SCHOLARSHIPS

2020 Foreign Language and Area Studies (FLAS) Fellowship for Haitian Creole, \$4,600

2019 Community-Based Research Fellowship, CU Engage, \$8,000
University of Colorado Boulder School of Education Conference Travel Grant, \$700
Institute for Behavioral Science Small Research Grant, \$300

2018 URBAN Colorado Research Convening on Place and Displacement, \$3,300
Natural Hazards Center Quick Response Grant Program, \$2,000
Ceal Barry Education Scholarship, CU Boulder School of Education, \$1000

Center to Advance Teaching and Research in the Social Sciences Grad Student Award, \$990
Tinker Foundation and Latin American Studies Center Summer Research Travel Grant, \$920
Institute for Behavioral Science Graduate Training Program Summer Research, \$750
University of Colorado Boulder School of Education Conference Travel Grant, \$400
Graduate School Domestic Travel Grant, \$300

- 2017 Open Society Foundation, Documentation and Human Rights Project in DR, \$155,000
USAID Alerta Joven 2-year Extension for At-Risk Youth in Dominican Republic, \$100,600
Banco Popular, Youth Workforce Development Grant in Dominican Republic, \$27,600
- 2016 U.S. Embassy in Santo Domingo English Teacher Training Grant, \$40,000
U.S. Embassy in Santo Domingo Creative Arts for Social Change Grant, \$28,000
- 2015 U.S. Department of State English Language Fellow Grant, \$23,500
USAID Baseball Cares (with Núcleo de Apoyo a la Mujer), \$571,800 (not funded)
- 2014 USAID Alerta Joven 3-year Grant for At-Risk Youth in Dominican Republic, \$328,000
- 2010 Institute for Educational Leadership, Education Policy Fellow, New York City
- 2009 Truman Scholarship Finalist

RELATED PROFESSIONAL EXPERIENCE

May 2014 – July 2018, Teacher Motivation Working Group, Co-Chair

Led global team of NGO practitioners and education policymakers to collect and disseminate research on teacher well-being and motivation in low-income contexts, also serving as liaison with the UNESCO Teachers Task Force for Education for All.

May 2012-Aug. 2017, The DREAM Project, Associate Director, Cabarete, Dominican Republic

Designed monitoring and evaluation system to collect data on 14 diverse educational programs serving more than 7,000 children and youth ages 3-24. Managed 12 research and evaluation projects with external researchers in order to measure impact and strengthen implementation of diverse educational programs. Secured and managed large grants from USAID and U.S. Embassy to implement a five-year project preventing crime and violence among 1,600 youth through education, health and workforce development programs; provide a blended professional development program to 20 public school English teachers in collaboration with World Learning/SIT Graduate Institute; and implement a creative arts for social change program with 100 elementary school youth. Supervised U.S. Department of State English Language Fellow in refining ESL curriculum and assessments for Spanish-speaking children and youth. Provided technical support for DREAM's development of and participation in Spanish literacy programs, including through the My Very Own Library program and two USAID literacy-based projects (LEER and Baseball Cares).

CONFERENCE ACTIVITY

Paper Presentations

2020 Alvarez, A., Teeters, L., & **Hamm-Rodríguez, M.** *Children's understandings of social and environmental issues in Mexico City through creative multimodal expressions*. Paper accepted for the Comparative and International Education Society. Miami, FL, March 22-26. Conference cancelled due to covid-19.

Alvarez, A., Teeters, L., & **Hamm-Rodríguez, M.** *Mediated learning through narrative and art: Understanding children's multimodal self-expressions in Mexico City*. Paper accepted for the American Educational Research Association. San Francisco, CA, April 17-21. Conference cancelled due to covid-19.

2019 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *Linguistic imperialism and "English Only" in Florida schools: The raciolinguistic structuring of precarity for Puerto Rican students*. Puerto Rican Studies Association. Austin, TX. October 26.

Sambolín Morales, A. & **Hamm-Rodríguez, M.** *"I was forced to come": Migration (counter)histories of Puerto Rican women in Florida after Hurricane María*. Joint Conference of Society for the Anthropology of North America (SANA) and Society for Urban, National, and Transnational/Global Anthropology (SUNTA). San Juan, Puerto Rico, May 2-4.

Conference Presentations (Panels, Roundtables, Workshops)

2020 Arnold, L., **Hamm-Rodríguez, M.**, Anand, A., Belmar, G., Everhart, E., Keshav, M., & Redd Kickham, E. *Linguistic anthropology beyond the ivory tower: Community engaged teaching and social justice*. Roundtable accepted to Society for Linguistic Anthropology. Boulder, CO. April 2-5. Conference cancelled due to covid-19.

2019 Accepted to Global Dominicanidades pre-Latin American Studies Association conference (first publication workshop session). Harvard University, Boston, MA, May 23. (Declined due to scheduling conflict with Caribbean Studies Digital Humanities Institute).

Sambolín Morales, A., **Hamm-Rodríguez, M.** & public school teachers from Florida. *Exploring "home" after displacement: Developing multimodal bilingual literacies post-Hurricane María*. Colorado Association for Bilingual Education. Boulder, CO. February 6-7.

Nieto, D., Sambolín Morales, A., & **Hamm-Rodríguez, M.** *Does language matter? Secondary teachers' interpretations of culturally and linguistically responsive instruction*. Roundtable. American Educational Research Association. Toronto, Canada, April 5-9.

2018 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *Mobility, forced migration, and displacement: Exploring the educational futures of Puerto Ricans post-Hurricane María*. Roundtable. CU Boulder Department of Anthropology Graduate Student Conference. Boulder, CO. September 28-29.

Hamm-Rodríguez, M. & Sambolín Morales, A. *Educational effects of displacement on Puerto Rican K-12 students in Florida post-Hurricane María*. Works-in-Progress Forum. Puerto Rican Studies Association. New Brunswick, NJ. October 26-28.

Burns, M., **Hamm-Rodríguez, M.**, Richardson, E., Terwindt, R., & Lalancette, D. *Teacher learning, education, and professional development: A review of models and practices from the Global South*. Preconference workshop for the Comparative and International Education Society.

Mexico City, Mexico, March 25-29.

DeLaura, C., **Hamm-Rodríguez, M.**, & O'Flaherty, N. *Fostering instructional change and student learning: Innovative approaches to English teacher training in the Dominican Republic*. Comparative and International Education Society. Mexico City, Mexico, March 25-29.

- 2017 **Hamm, M.** & Aponte-Martínez, G. *Quality for all: Trends in teacher preparation and practice in Latin America*. Comparative and International Education Society. Atlanta, GA, March 5-9.

Richardson, E. & **Hamm, M.** *Bridging the gap: Global conversations on teacher policy and teacher motivation*. Preconference workshop for the Comparative and International Education Society. Atlanta, GA, March 5-9.

Sessions Organized

- 2020 Jayaram, K., Mayes, A., Hoffman, D., & **Hamm-Rodríguez, M.** (Conveners). *Education from an island-wide perspective*. Working Session accepted for the Haitian Studies Association. Washington D.C., October 8-10.

Hamm-Rodríguez, M. & Kosse, M, (Co-organizers), Heller, M., McElhinny, B., Perley, B., Lo, A., Haque, E., & Andrews, T. *Critical conversations on language, capitalism, and colonialism*. Roundtable accepted for Society of Linguistic Anthropology. Boulder, CO, April 2-5. Conference cancelled due to covid-19.

- 2019 Sambolín Morales, A., & **Hamm-Rodríguez, M.** (Co-organizers), Rosario-Ramos, E., Martínez-Roldan, C., Medina, C., & Cardona Otero, J. *Agency, power, and the colonial subject: Educational experiences of Puerto Ricans post-Hurricane María*. American Educational Research Association. Toronto, Canada, April 5-9.

- 2018 Sambolín Morales, A., & **Hamm-Rodríguez, M.** (Co-organizers). *One year after Hurricane María: La lucha del pueblo puertorriqueño*. Boulder, CO. September 24.

Poster Presentations

- 2019 Nieto, D., **Hamm-Rodríguez, M.**, & Sambolín Morales, A. *In search of an equity stance for family engagement: What does it take to change?* Poster. American Educational Research Association. Toronto, Canada, April 5-9.

- 2018 **Hamm-Rodríguez, M.** *Teacher shortages and diversifying student populations: A comparative study of teacher policy in high immigrant-receiving countries*. American Educational Research Association. Division K Preconference Graduate Student Mentoring Poster Session. New York, NY, April 13-17.

Invited Talks

- 2019 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *(Dis)continuities of disaster: Language politics and Puerto Rican students in Florida schools*. M3 Initiative on Migration, Multilingualism, and Multiculturalism, University of Nebraska-Lincoln. Virtual Webinar. November 11.

Sambolín Morales, A. & **Hamm-Rodríguez, M.** *Supporting culturally and linguistically diverse students: Lessons from Central Florida in the aftermath of Hurricane María.* BUENO Center for Multicultural Education Summer Institute. Boulder, CO. August 1-2.

2018 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *Beyond disaster relief: The role of public schools in supporting students displaced from Puerto Rico,* BUENO Center for Multicultural Education. Boulder, CO. October 9.

2017 **Hamm, M.** *Engaging families and communities to support youth.* Resistance and Prevention Project (RAPP) Regional Workshop hosted by the Pan-American Development Foundation. Paramaribo, Suriname, June 12-14.

2015 **Hamm, M.** *Demonstrating results in education retention and reinsertion.* USAID Alerta Joven Project Convention. Santo Domingo, Dominican Republic. July 29-31.

Sessions Chaired or Served as Discussant

2018 *Exploring approaches in teacher education* (Chair). Comparative and International Education Society. Mexico City, Mexico, March 25-29.

2017 *Highlighted Session: Educational policy and practice in Latin America* (Discussant). Comparative and International Education Society. Atlanta, GA, March 5-9.

2015 *Teacher evaluation in Latin America and the Caribbean* (Invited Chair). Comparative and International Education Society. Washington DC, March 8-13.

SERVICE TO DEPARTMENT AND UNIVERSITY

2019-present Latin American Studies Center Graduate Student Cluster
Transnationalism and Migration in Education Speaker Series Coordinating Committee

2018-present Founding Editorial Board Member, *The Assembly* Journal on Public Scholarship in Education, University of Colorado Boulder
Rhodes and Truman Scholarship Finalist Practice Interview Panelist, CU Boulder
Graduate Student Finalist Weekend, Panelist

2018 Volunteer, Natural Hazards Annual Research and Applications Workshop
Volunteer, Urban Research-Based Action Network (URBAN) Conference

2017 Co-Coordinator, Culture, Language and Social Practice (CLASP) Speaker Series, Department of Linguistics

2010-2011 Editorial Board, *Current Issues in Comparative Education (CICE)* Journal, Teachers College, Columbia University

AFFILIATIONS

2019-present Latin American Studies Center, CU Boulder, Graduate Student Affiliate

2018-present Natural Hazards Center at CU Boulder, Graduate Research Affiliate

2017-present BUENO Center for Multicultural Education, Graduate Research Assistant

SERVICE TO PROFESSION

Leadership

- 2019-present Transnational Hispaniola Working Group Co-Coordinator, Caribbean Studies Association
Conference Planning Committee (Guyana 2020), Caribbean Studies Association
Conference Local Planning Committee (2020), Society for Linguistic Anthropology
Global Outlook:: Digital Humanities (GO::DH) Translator Board
- 2018-present Advocacy Working Group, Bilingual Education Research SIG, American Educational Research Association (AERA)
Bilingual Task Force, Language Issues SIG, Comparative and International Education Society (CIES)
Committee for Translinguistic Exchange and Translation, Caribbean Studies Association (CSA)
- 2014-2019 Leadership Board, Comparative and International Education Society, Teacher Education and the Teaching Profession Special Interest Group
- 2015-2017 Program Co-Chair, American Evaluation Association, Nonprofit and Foundations Topical Interest Group
- 2014-2017 Founding Advisory Board Member, Caribbean Evaluators International
- 2013 Invited participant, Caribbean Regional Workshop for Brookings Institution Learning Metrics Task Force, at Inter-American Development Bank in Kingston, Jamaica.

Reviewer

- Journals *Anthropology & Education Quarterly*
Journal of Language and Literacy Education
- Conferences *American Educational Research Association (AERA)*
Review Panel (Caribbean and African Studies in Education SIG)
Graduate Student Reviewer (Bilingual Education, Hispanic Research Issues, Division G: Social Contexts of Multiple Languages and Literacies)
Comparative and International Education Society (CIES)
Proposal Reviewer (African Diaspora; Language Issues; Latin America; Global Migration; Teacher Education and the Teaching Profession SIGs)
Emerging Scholar Award Review Committee, Outstanding Scholar Award Review Committee (Latin America SIG)

LANGUAGES

- English (native)
Spanish (fluent, DELE Diploma of Spanish as a Foreign Language: Level C2)
Portuguese (reading proficiency)
French (lower intermediate)
Haitian Creole (beginner)

PROFESSIONAL MEMBERSHIPS

American Anthropological Association

American Association for Applied Linguistics

American Educational Research Association

American Studies Association

Caribbean Studies Association

Comparative and International Education Society

Latin American Studies Association

Puerto Rican Studies Association