TEXAS STATE VITA

I. Academic/Professional Background

A. Name: Minda Morren López Title: Professor

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
Ph.D.	2008	The University of Texas, San Antonio	Culture, Literacy and Language	"En los Estados Unidos hablamos inglés….oh, y español tambien": Literacy practices and emerging language ideologies in a Dual Language program
M.Ed.	1999	The University of Houston	Curriculum and Instruction, Second Language Education	
B.A.	1995	The University of Texas, Austin	Bachelor of Arts in Art	

C. University Experience

Position	University	Dates
Professor	Texas State University	2021-current
Co-Founder and Co-Director, REDEE Collaborative	Texas State University	2020 – current
Director, Teacher Residency	Texas State University	2021-2023
Curriculum & Instruction Department Associate Chair	Texas State University	2017 – 2021
Curriculum & Instruction Department Assistant Chair	Texas State University	2015 to 2017
Elementary Education Program Coordinator	Texas State University	2014 to 2017
Associate Professor, Literacy, Curriculum & Instruction	Texas State University	2014 – 2021
Assistant Professor, Literacy, Curriculum & Instruction	Texas State University	2008-2014
Editorial Assistant, *Bilingual Research Journal* and *Journal of Language, Identity and Education*	The University of Texas, San Antonio	2004-2008
Teaching Assistant and Lecturer	The University of Texas, San Antonio	2003-2005
Lecturer	The University of Houston	2001-2002
Lecturer	Rice University	2001-2002

D. Relevant Professional Experience

Position	Entity	Dates
Consultant and Instructor	Education Service Center, Region 20	2003-2008
Bilingual/ESL Specialist	Education Service Center, Region 20	2002-2003
ESL Instructor	Rice University	2001-2002
First and Second Grade Teacher	Pan American School of Bahia, Salvador, Bahia, Brazil	1999-2001
Bilingual/Dual Language Teacher	Spring Branch ISD, Houston, Texas	1998-1999
Bilingual/Dual Language/ESL Teacher	Houston ISD, Houston, Texas	1995-1998

E. Other Professional Credentials (licensure, certification, etc.)

Texas Elementary Education Self-Contained Grades PK-6 (Lifetime certificate obtained in 1996)
Texas Bilingual/ESL Education Grades PK-6 (Lifetime certification obtained in 1996)

II. TEACHING

A. Teaching Honors and Awards

Presidential Distinction Award for Teaching, Associate/Professor Level, College of Education, 2020 (competed for university level award)
Texas State Alumni Award for Teaching, Nominee, 2019
Recipient, Outstanding Educator, Alpha Delta Pi, 2015
College Achievement Award for Teaching, Assistant Professor Level, College of Education, 2014
Presidential Distinction Award for Teaching, Assistant Professor Level, College of Education, 2012 (competed for university level award)
Recognition letters (50+) from the Director of Retention Management and Planning, Jennifer A. Beck for making a contribution to a student's academic career (2008-2020)
Junior Achievement Star Teacher Award, 1996

B. Courses Taught

Graduate Courses

RDG 6333 Reading Specialist Internship: Professional Development in Schools
RDG 6330* Language Acquisition and Development for Literacy Instruction
RDG 5380 Independent Research Study
RDG 5365* ACP pathway -- Literacy as Sociocultural Practice
RDG 5350* Literacy as Sociocultural Practice
RDG 5370 Community Literacies
RDG 5340 Integrating Reading and Writing
RDG 5331 Literacy Methods for Linguistically and Culturally Diverse Students
RDG 5320 Foundations of Literacy

RDG 5380 Independent Research Study
CI 5378 Problems in Education
CI 5389 Action Research for Educators/Practitioners
CI 5336 Methods and Materials for Teaching ESL

Undergraduate Courses
RDG 2320* Language and Literacy in Diverse Communities
RDG 3315* Assessing Reading and Writing
RDG 3320 Integrating Reading and Writing
RDG 3321* Literacy Instruction for EC-6
RDG 4320 Literacy Education for Culturally and Linguistically Diverse Children
BILG 4365 Biliteracy Development for Emergent Bilingual Learners
CI 3315 Human Growth and Development
CI 3332 Foundations of Bilingual and ESL Instruction
CI 4325 Classroom Management
CI 4360 Methods and Materials for Teaching ESL
EDST Student Teaching Supervision
HON 3394V Universal Human Rights: A Global Perspective

* *denotes face to face, hybrid, online and asynchronous formats*

University of Texas, San Antonio:
ESL 3023: Second Language Teaching and Learning**,** Bicultural/Bilingual Studies
IDS 2013: The Individual, Family, and the Community, Interdisciplinary Studies (Curriculum & Instruction)

University of Houston:
CUIN 6314: Teaching the Spanish Curriculum, Curriculum & Instruction and Bilingual/ESL Education

C. Graduate Thesis/Dissertations or Exit Committees
Dissertation Committees:

Ture, Shannon. (2026). *Translanguaging and Indigenous Knowledge Practices in English Language Teaching Within the Contexts of the United States and Europe: A Two Article Dissertation***.** Unpublished doctoral dissertation, Texas State University, San Marcos, TX

Perez, Sabrina. (2022). *Preservice teachers and identity.* Unpublished doctoral dissertation, Texas State University, San Marcos, TX

Santamaria, Claudia. (2020). *Dual Language parents.* Unpublished doctoral dissertation, Texas State University, San Marcos, TX

Lara, M. (2017). *Latino teachers and bilingual student success.* Unpublished doctoral dissertation, University of Texas at Austin, Austin, TX.

Serrano-Ramos, A. (2014). *Financial literacy in community-based programs*. Unpublished doctoral dissertation, Texas State University, San Marcos, TX

Escalante, L. B. (2012). *"¡Luces, cámara, acción!": A classroom teacher research analysis of Dual Language students translanguaging through one-act plays.* Unpublished doctoral dissertation, University of Texas at San Antonio, San Antonio, TX.

Master's Degree Committees:
Exam Chair Reading Masters, Chelsi Besch (2026)
Exam Chair Reading Masters, Star Upton (2025)
Exam Committee Reading Masters, Elizabeth Binder (2025)
Exam Committee Reading Masters, Michelle Le Blanc (2025)
Exam Committee Reading Masters, Elissa Stanton (2025)
Exam Chair Reading Masters, Christa Kratzer (2022)
Exam Committee Reading Masters, Rocio Morales (2022)
Exam Committee Reading Masters, Lexi Altman (2022)
Exam Committee Reading Masters, Kristin Condon (2021)
Exam Chair Reading Masters, Callie Day (2020)
Exam Committee Reading Masters, Griselda Conde-Holman (2019)
Exam Chair Reading Masters, Veronica Perez, (2018)
Exam Chair Reading Masters, Idalia Vela, (2018)
Exam Committee Reading Masters, April Flores (2018)
Exam Chair Reading Masters, Alex Vasquez, (2017)
Exam Committee Reading Masters, Lindsey Carson (2017)
Exam Committee Reading Masters, Heather Detrick (2017)
Exam Committee Reading Masters, Kristyna Faz (2017)
Exam Chair Reading Masters, Monica Mandujano, (2015)
Exam Chair Reading Masters, Victoria Sluyter, (2015)
Exam Committee Reading Masters, Courtney Dyer (2015)
Exam Committee Reading Masters, Hannah Friedman (2015)
Exam Committee Reading Masters, Rachael Hakim (2015)
Exam Committee Reading Masters, Shannon Hardwick (2015)
Exam Committee Reading Masters, Jennifer Winters (2015)
Exam Chair Reading Masters, James (David) Carroll, (2014)
Exam Chair Reading Masters, Leslie DeLeon, (2014)
Exam Committee Reading Masters, Colleen Ott (2014)
Exam Committee Reading Masters, Emily Smith (2014)
Exam Committee Reading Masters, Melissa Tortora (2014)
Exam Committee Reading Masters, Donna Weikert (2014)
Exam Committee Reading Masters, Danya Gardner (2013)
Exam Committee Reading Masters, Lisa Kridner (2013)
Exam Committee Reading Masters, Karen Newton (2013)
Exam Committee Reading Masters, Amon Ryan (2013)
Exam Committee Reading Masters, Bonnie Southerland (2013)
Exam Chair Reading Masters, Analeta (Annie) Box, (2012)
Exam Chair Reading Masters, Natalie Moore Long, (2012)

Exam Committee Reading Masters, Kirby Ferguson (2012)
Exam Committee Reading Masters, Sarah Hays (2012)
Exam Committee Reading Masters, Lissa Nichols (2012)
Exam Chair Reading Masters, Michele Hart Breeden, (2011)
Exam Chair Reading Masters, Kelly Carter Johnson, (2011)
Exam Chair Reading Masters, Lorin Mullin, (2011)
Exam Committee Reading Masters, Cathy Jackson (2011)
Exam Committee Reading Masters, Ruby Martinez (2011)
Exam Committee Reading Masters, Belinda Saldaña (2011)
Exam Committee Reading Masters, Stephanie Heinchon (2010)
Exam Committee Reading Masters, (2010)
Exam Committee Reading Masters, Connie Garza (2009)

D. Courses Prepared and Curriculum Development

RDG 2320: Language and Literacy in Diverse Communities (2026) fully online, asynchronous course
RDG 3315: Reading Assessment (2026) fully online, asynchronous course redesign with Shannon Voges
RDG 3321: Reading Instruction in the Elementary School (2026) fully online, asynchronous course redesign with Shannon Voges
BILG 4365: Biliteracy Development for Emergent Bilingual Learners (2026) fully online, asynchronous course design
CI 4325: Classroom Management From a focus on control to relationship and community building
EDST: Student Teaching/US PREP Year Long Residency Model
CI 3315: Human Growth and Development
CI 3332: ESL Methods
CI 4360: ESL Foundations and Theory
Study Abroad: International Service Learning and Education. Dominican Republic, 2017.
Study Abroad: An International Human Rights Perspective Joint Study Abroad with the School of Social Work. Panama, 2016.
RDG 3315: Reading Assessment
RDG 3320: Integrating Reading and Writing
RDG 3321: Reading Instruction in the Elementary School
RDG 6330: Language Acquisition for Reading Specialists Hybrid, online and asynchronous
RDG 5331: Literacy Instruction for Diverse Populations Hybrid and Online

E. Teaching Grants and Contracts
3. Funded Internal Teaching Grants

López, M. M., & Norton, C. L. (2018). *How stories define us: The importance of diverse storytelling.* Texas State University Equity and Access Grant: $3,000.

López, M. M., Assaf, L. C., Reed, J., & Roberson, C. (2010). *George Ancona: Pioneer Mexican American photographer and author.* Texas State University Equity and Access Grant: $4,100.

G. Professional Development Activities Attended

AI Symposium TX ST, 2026
Info-TED Europe Teacher Educator Academy, 2024-2025
Strategic Staffing, ESC 13, 2023
Education Research Center (ERC)/ P-20/Workforce Data Repository quantitative research institute, November 2021
Bridges Institute Trauma Informed Strategies in Schools, February through April, 2021
Texas Teaching Works, 2020-2021
Socioemotional Thinking Routines, Pilot Study & Implementation Group with Project Zero, 2020-2021
Science of Teaching Reading, LETRS, January through November, 2020
TTESS Training, December, 2020
The Antiracism Leadership Accelerator, 2019
College of Education Grant Development Scholars Program, January – December, 2019
Summer Institute on Community-Engaged Teacher Preparation, Ball State University, Muncie, Indiana, May 14-17, 2019.
We're Tired of Doing it Your Way Book Study, November 2018
Finding Funding at Texas State, October 2018
The Struggle of Identity, Agency and Education in the Lives of Undocumented Students – The Burden of Hyperdocumentation Book Study, 2017-2018
Supporting Undocumented DACA Students Workshop, May 2017
Fulbright Workshop, February 2016
WP Personal Websites, May, 2015
Using Camtasia Relay, May 2014
Multicultural Curriculum and Transformation Institute, May 20-24, 2013
Internationalization of Courses Workshop, May 14-15, 2012
Guidance for Online Learning Design (GOLD), Spring 2012
Infusing Sustainability into the Curriculum Workshop, May 18-19, 2010
Creating and Delivering an Online Course, May 18-22, 2009
Teaching and Learning Excellence Professional Development, 2008-2009

I. Other:

Independent Studies:
Natalie Moore (2011)
Michele Breeden (2010)

Honors College Thesis:
Soobeen Ahn (2025)
Dominique Alanís (2024)
Marcela Salisbury (2015)

III. SCHOLARLY/CREATIVE

**indicates student coauthor/co-presenter*

A. Works in Print
d. Chapters in Books

López, M. M., & Van Overschelde, J. P. (accepted for 2027) Chapter 4: Advocating for change: The role of professional English organisations in reducing teaching OOF. In L. Hobbs book on OOF.

López, M. M., & Saunders, J. M. (2022). *Where Our Paths Crossed: Latina Teachers, Professional Development, and Funds of Identity*. In I. Management Association (Ed.), *Research Anthology on Racial Equity, Identity, and Privilege* (pp. 623-643). IGI Global. https://doi.org/10.4018/978-1-6684-4507-5.ch033

López, M. M., Newman, T., & *Day, C. M. (2020). Community cultural wealth: Uncovering assets through Community Mapping. In T. Jenkins-Henry (Ed.), *Reshaping Graduate Education Through Innovation and Experiential Learning* (pp. 20-45). IGI Global. https://doi.org/10.4018/978-1-7998-4836-3.ch005

López, M. M. & Pu, C. (2020). Infusing global perspectives into teacher education: A self-study in Texas and Georgia. In G. Malfatti (Ed.), *People-Centered Approaches Toward the Internationalization of Higher Education* (pp. 20-45). IGI Global. https://doi.org/10.4018/978-1-7998-3796-1.ch002

Saunders, J. M. & López, M. M. (2020). Literacy Teacher Preparation for Educational Justice through Culturally Sustaining Pedagogies. In C. Clausen & S. Logan (Eds.), *Handbook of Research on Integrating Social Justice Education in Teacher Preparation Programs* (pp. 56-75). IGI Global. https://doi.org/10.4018/978-1-7998-5098-4.ch003

López, M. M. & Newman, T. (2020). Walk with me: *Caminatas* as a way for developing culturally sustaining literacies pedagogies with preservice teachers. In G. Neokleous, A. Krulatz, & R. Farrelly (Eds.), *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms* (pp. 535-554). IGI Global. https://doi.org/ 10.4018/978-1-7998-2722-1.ch025

López, M. M. & Saunders, J. (2020). Where our Paths Crossed: Latina Teachers, Professional Development, and Funds of Identity. In A. Slapac & S. Coppersmith (Eds.), *Beyond Language Learning Instruction: Transformative Supports for Emergent Bilinguals and Educators* (pp. 305-331). IGI Global. https://doi.org/10.4018/978-1-7998-1962-2.ch013

López, M. M., & Assaf, L. C. (2014). Developing deeper understandings of diversity: Service-learning and field experiences combine for generative learning of Bilingual/ESL preservice teachers. In Y. Freeman and D. Freeman (Eds.). *Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals* (*Advances in Research on Teaching, Vol. 21*) (pp. 31-57). Emerald Group Publishing Limited. https://doi.org/10.1108/S1479-368720140000021000

López, M. M. & Brochin, C. (2013). Transnational preservice teachers' literate lives and writing pedagogy in a digital era. In R. Ferdig & K. Pytash (Eds.). *Exploring multimodal composition and digital writing* (pp. 298-315). IGI Global. https://doi.org/10.4018/978-1-4666-4345-1.ch018

2. Articles

a. Refereed Journal Articles

López, M. M. (Accepted for 2027). "Reading the World" under Policy Pressures: Community Mapping and Critical Hope in Texas ELAR Classrooms. *English in Texas.*

Van Overschelde, J. P., Ellis, C., Nale, G., & López, M. M. (2025). Year One Readiness: Preservice Clinical Teaching Programs Results in Most Effective First Year Teachers in Secondary Mathematics. *Teaching and Teacher Education.* https://doi.org/10.1016/j.tate.2025.105156

López, M. M. & Lara Morales, P. (2021). From Global South to Global North: Lessons from a short-term study abroad program for Chilean teacher candidates in English pedagogy. *Journal of Research in Childhood Education, 35*(2), 248-267. Special Topic Issue: Preparing Teachers to serve in the global landscape. https://doi.org/10.1080/02568543.2021.1880997

Guerra, M. J., *Benavidez, A., & López, M. M. (2020). Funds of identity: The journey of a Latina educator from linguistic erasure to linguistic empowerment**.** *Journal of Culture and Values in Education, 3*(2), 100-119. https://doi.org/10.46303/jcve.2020.15

López, M. M. (2020). Linking Community Literacies to Critical Literacy through Community Language and Literacy Mapping. *Teaching and Teacher Education,* 87, 1-9. https://doi.org/10.1016/j.tate.2019.102932

Assaf, L. C., O'Lussier, K., & López, M. M. (2020). Becoming Linguistically Responsive Teachers: Generative Learning One Year After Participating in Study Abroad and International Service Learning Project. *Teacher Education Quarterly, 47*(2), 108-133.

López, M. M. & *Friedman, H. T. (2019). "Don't judge a boy by his face": Creating space for empathy, engagement, and skill building through interactive read alouds. *English in Texas, 49*(1), 32-38.

Van Overschelde, J. & López, M. M. (2018). Raising the bar or locking the door? The effects of increasing GPA admission requirements on teacher preparation. *Equity & Excellence in Education, 51*(3-4), 223-241. https://doi.org/10.1080/10665684.2018.1539355

López, M. M., Ynostroza, A., Fránquiz, M. E., & Curiel, L. C. (2015). Cultural Artifacts: Using Sylvia and Aki for Opening Up Authoring Spaces. *Bilingual Research Journal*, *38*(2), 190–206. https://doi.org/10.1080/15235882.2015.1068243

Assaf, L. C., & López, M. M. (2015). Generative learning in a Service Learning project and Field-Based Teacher Education Program: Learning to become Culturally Responsive Teachers. *65th Literacy Research Association conference yearbook*, (pp. 233-249). National Reading Conference.

López, M. M., & Kramer, K. (2013). Me siento como un heróe: Fostering global citizenry through an integrated unit of study on water. *English in Texas, 43*(2), 11-17.

López, M. M., & *Mendoza, M. A. (2013). We need to "Catch them before they fall": Response to intervention and elementary Emergent Bilinguals. *Multicultural Perspectives, 15*(4), 194-201. https://doi.org/10.1080/15210960.2013.844604

López, M. M. (2013). Mothers choose: Reasons and aspirations for enrolling their children in Two Way Immersion programs. *Bilingual Research Journal, 36*(2), 208-227. https://doi.org/10.1080/15235882.2013.818595

Assaf, L. C., & López, M. M. (2012). Reading Rocks: Creating a space for preservice teachers to become responsive teachers. *Journal of Early Childhood Teacher Education, 33(4),* 365-381. https://doi.org/10.1080/10901027.2012.732667

López, M. M. (2011). Children's language ideologies in a first grade Dual Language class. *Journal of Early Childhood Literacy, 12(1),* 1-26. https://doi.org/10.1177/1468798411417077

López, M. M., & Fránquiz, M. (2009). "We teach this way because it is the model we've adopted": Asymmetries in language and literacy policies and implementation in Two Way Immersion Programs. *Research Papers in Education, 24(2),* 175-200. https://doi.org/10.1080/02671520902867176

b. Non-refereed Journal Articles

Van Overschelde, J. P., & López, M. M. (2024, May 6). Unlicensed teachers now dominate new teacher hires in rural Texas schools. *The Conversation.* Retrieved from: https://news.txst.edu/theconversation/2024/unlicensed-teachers-dominaterural-schools.html

3. Conference Proceedings

a. Refereed Conference Proceedings

López, M. M. & *Benavides, A. (2023). Funds of Identity and education: The journey of a Latina educator from linguistic erasure to linguistic empowerment. In L. R. Miyares, R. M. Rodriguez Abella, A. M. Alvarado, M. R Álvarez Silva (Eds.), *Serie de Comunicación Social* (pp. 281-285). Centro de Lingüistica Aplicada, Cuba.

López, M. M. (2010). Language ideologies of mothers and children in a Dual Language program. In Y. Kim, V. J. Risko, D. Compton, D. Dickinson, M. K. Hundley, R.

Jiménez, K. Leander, & D. W. Rowe (Eds.), *60th National reading conference yearbook,* (pp. 233-249). National Reading Conference.

5. Reports

Van Overschelde, J., & López, M. M. (2026). *Teacher Residency in Texas: Examining Short- and Long-Term Outcomes.* San Marcos, TX: Research for EDucator Equity & Excellence Center, Texas State University and Stanford: Learning Policy Institute.

López, M. M., & Van Overschelde, J. (2026). *Understanding the Uncertified and Unqualified Teachers in Education Service Center 4.* San Marcos, TX: Research for EDucator Equity & Excellence Center, Texas State University and Houston, TX: Houston Endowment.

López, M. M. & Van Overschelde, J. V. (2026) *Human Capital Strategies and Teacher Effectiveness.* San Marcos, TX: Research for EDucator Equity & Excellence Center, Texas State University and Houston, TX: Good Reason Houston.

López, M. M., & Van Overschelde, J. (2025). *Dana Center Pre and Post Data for Corequisites.* San Marcos, TX: Research for EDucator Equity & Excellence Center, Texas State University.

Gottlieb, J., Kirksey, J., López, M. M., Marder, M., Van Overschelde, J. A. (2025, February). *Rebuilding the Pipeline: Ensuring Texas Teachers Have Well-Prepared Teachers.* Report and recommendations.

Van Overschelde, J., & López, M.M. (2024, September). *Texas Districts of Innovation: Unlicensed Teachers Hurt Student Math Achievement*. San Marcos, TX: Research for EDucator Equity & Excellence Center, Texas State University. DOI: 10.13140/RG.2.2.24459.91688

López, M. M., Van Overschelde, J., & Wiseman, A. (2023). *Addressing Misalignment at Critical Transition Points in Texas Education.* San Marcos, TX: Research for EDucator Equity & Excellence Center, Texas State University.

6. Book Reviews

López, M. M. (2008). [Review of the book *Immigrant students and literacy: Reading, writing, and remembering* by G. Campano]. *Bilingual Research Journal, 31*(1/2), 365-370. https://doi.org/10.1080/15235880802640847

López, M. M. (2008). [Review of the book *Language and Identity in a Dual Immersion School* by K. Potowski]. *Teachers College Working Papers in TESOL & Applied Linguistics*, 8 (1).

7. Other Works in Print:

López, M. M. (2016). Effective Teaching of English Language Learners. *Kappa Delta Pi.* Available from https://www.kdp.org/events/ellworkshops.php

López, M. M. (2012). Taking the TExES Exam: ESL Supplemental. *T-Cert: Texas Educational Agency and Texas A&M University* [online course]. Available from https://pact.tarleton.edu/tcert/

López, M. M. (2012). Taking the TExES Exam: EC-6 Generalist. *T-Cert: Texas Educational Agency and Texas A&M University* [online course]. Available from https://pact.tarleton.edu/tcert/

López, M. M. (2008). Commercial products in education. In E. Murillo, Jr. (Ed.). *Handbook of Latinos in education: Research, theory, & practice* (pp. 544-548). Mahwah, NJ: Lawrence Erlbaum.

B. Works not in Print

1. Papers Presented at Professional Meetings

López, M. M., Jansky-Quintanilla, K., & Van Overschelde, J. (2026, December). *It's a labrynth! Uncertified English teachers' perspectives on becoming licensed in Texas.* Paper presented at the annual meeting of the Literacy Research Association, Honolulu, Hawaii. (peer reviewed)

López, M. M. & Van Overschelde, J. (2026, August). *Incentives and Challenges to Teacher Licensure: A Qualitative Study.* Paper presented at the annual meeting of the ECER (ECER), Tampere, Finland. (peer reviewed)

Oolbekkink-Marchand, H., López, M. M., Georg, K., Mynott, J. P., Dille, K. B. (2026, August). *School-based and Higher Education-based Teacher Educators Roles: Combining and exploring new roles.* Paper presented at the annual meeting of the ECER (ECER), Tampere, Finland. (peer reviewed)

Bland, J., López, M. M., Patrick, S., Van Overschelde, J., & Yun, C. (2026, February). *Emerging Research on Scalability and Sustainability in California & Texas Teacher Residencies.* Paper presented at the annual meeting of the American Association for Colleges of Teacher Education (AACTE), New Orleans, LA. (peer reviewed)

Van Overschelde, J., & López, M. M. (2026, February). *Employer Evaluations of New Teachers: Implications for Policy and EPPs.* Paper presented at the annual meeting of the American Association for Colleges of Teacher Education (AACTE), New Orleans, LA. (peer reviewed)

López, M. M., & Van Overschelde, J. (2025, December). *Bridging the Secondary ELA training and licensure divide: The case of successful ELA teachers in rural schools assigned out of field (OOF).* Paper presented at the annual meeting of the Literacy Research Association, Las Vegas, Nevada. (peer reviewed)

López, M. M., Van Overschelde, J., Dille, K. B., & Samson, A. (2025, September). *Charting the path forward to high quality, Initial Teacher Training through university/school*

partnerships: Cases from four countries. Paper presented at the annual convention for the European Council for Educational Research, Serbia (peer reviewed)

Van Overschelde, J., López, M. M., & Wiseman, A. (2025, September). *Content Knowledge versus Language Knowledge: Specialized Linguistic Training Increases Student Learning 200% for ELLs More than Teaching In-Field.* Paper presented at the 12th Annual OOFTAS Collective Symposium, Belgrade, Serbia (peer reviewed)

López, M. M., Van Overschelde, J., & Wiseman, A. (2025, April). *Research for Remedy and Repair: An Analysis of Opportunity for Mathematics Success for Emergent Bilinguals in Texas.* Paper presented at the annual convention for the American Educational Research Association (AERA), Denver, Colorado, USA. (peer reviewed)

López, M. M., Van Overschelde, J. & Saunders, J. (2024, August). *Teaching out-of-field in English: Understanding the Past, Analyzing the Present, & Hope for the Future.* Paper presented at the European Conference on Educational Research, Nicosia, Cyprus. (peer reviewed) DOI: 10.13140/RG.2.2.27617.11362

Van Overschelde, J., & López, M. M. (2024, August). *Teacher Shortages in Rural Communities: Dramatic Increases in Teaching Out-of-Field Across Core Disciplines.* Paper presented at the European Conference on Educational Research, Nicosia, Cyprus. (peer reviewed) DOI: 10.13140/RG.2.2.19228.50568

López, M. M., Van Overschelde, J., & Wiseman, A. (2024, August). *Teaching out-of-field secondary English: A case study of successful teachers.* Paper presented at The 11th Annual OOFTAS Collective Symposium, virtual. (peer reviewed)

Van Overschelde, J., López, M. M., & Wiseman, A. (2024, August). *Objective measures of near- versus far-out-of-field teaching using student achievement data in secondary English.* Paper presented at The 11th Annual OOFTAS Collective Symposium, virtual. (peer reviewed)

López, M. M., Van Overschelde, J. & Saunders, J. (2024, February). *Confronting the issue of teaching out-of-field: Innovation or Inequity?* Paper presented at the annual meeting of the American Association for Colleges of Teacher Education (AACTE), Denver, CO. (peer reviewed)

López, M. M., & Van Overschelde, J. (2023, October). *Potential student outcomes for OOF teaching in Secondary Math and ELA in Texas, USA.* Paper presented at the International Conference on Teaching Out-of-field: A world-wide phenomenon. Jointly hosted by the UNESCO Teacher Education Centre and OOFTAS Collective, virtual. (peer reviewed)

Van Overschelde, J., Ellis, C., Nale, F., & López, M. M. (2023, August). *Clinical Teaching: Negative Impacts of In-Service ITE on Secondary Students.* Paper presented at the annual meeting of the European Conference on Educational Research, Glasgow, Scotland, UK. (peer reviewed)

Van Overschelde, J. & López, M. M. (2023, August). *Substantial Learning Loss Caused by Teaching Out-of-Field and The Importance of Subject-Specific Teacher Preparation.* Paper presented at the 10th Annual OOFTAS Collective Symposium, Glasgow, Scotland, UK. (peer reviewed)

López, M. M., Van Overschelde, J. & Saunders, J. (2023, August). *Confronting the issue of teaching out-of-field: Inequities in Secondary English in Texas.* Paper presented at the annual meeting of the European Conference on Educational Research, Glasgow, Scotland, UK. (peer reviewed)

López, M. M., Van Overschelde, J. & Wiseman, A. (2023, April). *Understanding Rural Teacher Shortages in Texas by Examining Teacher Candidates and Teacher Persistence.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, USA. (peer reviewed)

Van Overschelde, J., López, M. M. & Wiseman, A. (2023, February). *Clinical Teaching Experience: Negative Impacts of Internships on Student Academic Growth*. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Indianapolis, IN, USA. (peer reviewed)

López, M. M. & *Benavides, A. (2023, January). *Funds of Identity and education: The journey of a Latina educator from linguistic erasure to linguistic empowerment.* Paper presented at the 18th International Symposium on Social Communication, Santiago de Cuba, Cuba. (peer reviewed)

López, M. M. (2022, April). *Community Mapping by teacher candidates as a method for increased understanding of Community Cultural Wealth.* Paper presented as part of the *Exploring Spatiotemporal Dimension of Education and Inequity: Expanding our Capacity to build Equitable Educational Opportunity.* Panel presented at the annual meeting of the American Educational Research Association, San Diego, CA, USA. (peer reviewed)

Kerkhoff, S., Mardi, F., Rong, H., López, M. M., Kopish, M., Tanghe, S. (2021, February). *Strengthening TC's Engagement in Courageous Action through International Experiences.* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education. (peer reviewed) (conference online)

López, M. M. (2020, December). *The power and possibilities of literacy leaders resisting monolingual, prescriptive views of literacy.* Paper presented at the annual meeting of the Literacy Research Association. (peer reviewed) (conference online)

López, M. M. (2020, November). *Trenzas de Identidades: Braiding Our Linguistic and Cultural Selves into K-12 and Teacher Education Literacy Practices.* Paper presented at the annual meeting of the National Conference of Teachers of English Assembly for Research, Denver, CO. (peer reviewed) (conference online)

López, M. M. (2020, August). *Caminatas: Public pedagogies as dynamic multilingual multiliteracies in teacher education*. Paper presented at the World Congress of Applied Linguistics. Grongingen, the Netherlands. (peer reviewed) (conference canceled)

López, M. M. (2020, March). *It's a DREAM: Learning to teach writing to multilingual students through community mapping.* Writing Research Across Borders V Conference. Xi'An, China. (peer reviewed) (conference canceled)

López, M. M., & *Friedman, H. (2019, October). *"I would act like Jack": The benefits of read alouds for building empathy and desire to read.* Paper presented at the annual convention of the International Literacy Association, New Orleans, LA. (peer reviewed)

López, M. M. (2019, August). *Bringing (back) Wonder: Read alouds for more than skill development*. Paper presented at the 21st European Conference on Literacy / 18th Nordic Conference on Literacy, Copenhagen, Denmark. (peer reviewed)

López, M. M., & Saunders, J. (2019, February). *Journeys of growth: Using audit trails to reflect on teacher learning.* Paper presented at the annual meeting of the National Conference of Teachers of English Assembly for Research, Birmingham, AL. (peer reviewed)

Ash, G., López, M. M., Saunders, J., *Vela Garcia, I., & Garcia, J. (2018). *The Three Questions: Creating a Successful District/University Collaboration for the Preparation of Reading Professionals.* Paper presented at annual convention of the International Literacy Association, Austin, TX. (peer reviewed)

López, M. M. (2017, December). *Methodological considerations for conducting meaningful literacy research in multilingual/multiliterate communities.* Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL. (peer reviewed)

Van Overschelde, J. & López, M. M. (2017, April). *Knowledge to action: Detrimental Impacts and Collateral Damage of Higher GPA for Teacher Preparation Admission.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX. (peer reviewed)

López, M. M. (2015, December). *Sylvia & Aki: Using children's literature as a cultural artifact to affirm bilingual teachers and students.* Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA. (peer reviewed)

López, M. M. (2014, December). *Longitudinal influences on the language practices and attitudes of bilingual young adults.* Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL. (peer reviewed)

López, M. M. (2014, April). *Fostering social justice learning and teaching across university campuses.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. (peer reviewed)

López, M. M. (2014, February). *Humanizing teaching practices: Designing language and literacy instruction for ELLs*. Paper presented at the annual meeting of the National Association for Bilingual Education, San Diego, CA. (peer reviewed)

López, M. M. (2013, December). *Sylvia & Aki: Social justice educators integrating Social Studies and Language Arts*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX. (peer reviewed)

López, M. M. (2013, April). *Teacher education for diverse students using community language and literacy mapping*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (peer reviewed)

López, M. M., & Fránquiz, M. (2013, April). *RTI for ELLs: Tier 1 instruction and humanizing pedagogy.* Paper presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX. (peer reviewed)

Fránquiz, M., López, M. M., Martinez, M., Ynostroza-Cardenas, A., Garcia, I., & Kramer, K. (2013, February). *Nuestra historia: Our history as reflected in Latino children's literature.* Paper presented at the annual meeting of the National Association of Bilingual Education, Orlando, FL. (peer reviewed)

López, M. M., Gorman, E., & Mendoza, M. (2012, November). *"Response to Individuals": An RTI framework for Dual Language programs.* Paper presented at La Cosecha, Dual Language Conference for Dual Language New Mexico, Santa Fe, NM. (peer reviewed)

López, M. M., & Mendoza, M. (2012, April). *We need to "catch them before they fall": A case study of one school districts' journey of RTI implementation for Elementary ELLs.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada. (peer reviewed)

López, M. M. (2011, December). *Conducting literacy research in multilingual communities: Challenges, reflexivity, and transformations.* Paper presented at the annual conference of the Literacy Research Association (formerly NRC), Jacksonville, FL. (peer reviewed)

Assaf, L. C., & López, M. M. (2011, December). *Learning to teach in a community of practice tutoring program: READING ROCKS!* Paper presented at the annual conference of the Literacy Research Association (formerly NRC), Jacksonville, FL. (peer reviewed)

López, M. M. (2011, April). *Researcher as instrument: Languages and interactions in interviews.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (peer reviewed)

López, M. M. (2010, November). *Cultivating social consciousness among preservice teachers through literacy development timelines and critical reflection.* Paper presented at the annual meeting of the National Conference of Teachers of English, Orlando, FL. (peer reviewed)

López, M. M. (2010, April). *A continua of language ideologies across time: A case study of five elementary students in a Spanish-English Dual Language program in central Texas.* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO. (peer reviewed)

López, M. M. (2009, November). *Unveiling ideologies: Using literacy development timelines and critical reflection with preservice teachers*. Symposium presented at the annual conference of the National Reading Conference, Albuquerque, NM. (peer reviewed)

López, M. M. (2009, April). *"All students need to learn to read in Spanish first because that's the model we've adopted": Language ideologies and (bi)literacy instruction in Dual Language programs.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. (peer reviewed)

López, M. M. (2009, February). *Unveiling ideologies: Language and literacy in schools with Dual Language programs.* Paper presented at the annual meeting of the National Conference of Teachers of English Assembly for Research, Los Angeles, CA. (peer reviewed)

López, M. M. (2008, November). *Dual Language parents' language ideologies and their impact on children's literacy practices.* Paper presented at the annual meeting of the National Conference of Teachers of English, San Antonio, TX. (peer reviewed)

López, M. M. (2008, April). *Additive education for whom? Dual Language teachers' competing language ideologies and classroom practices.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY. (peer reviewed)

López, M. M. (2007, November). *"Hablamos inglés y español tambien" (We speak English and Spanish, too): Using literature to explore embryonic language ideologies in a Dual Language first grade classroom*. Symposium presented at the annual conference of the National Reading Conference, Austin, TX. (peer reviewed)

López, M. M. (2007, November). *Mapping young Dual Language students' ideologies through language and literacies*. Paper presented at the annual conference of the National Council of Teachers of English, New York, NY. (peer reviewed)

López, M. M., & López, T. (2007, April). *Genre in the ESL classroom: Poetry, multiple identities, and middle school Latinas.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (peer reviewed)

López, T. & López, M. M. (2006, November). *Responsive teaching: poetry, multiple identities and middle school Latinas.* Paper presented at the annual conference of the National Council of Teachers of English, Nashville, TN. (peer reviewed)

López, T., & López, M. M. (2005, November). *"My love gonna be eternal": Urban adolescent Latinas developing identities through poetry*. Paper presented at the annual meeting of the National Association of Multicultural Education, Founders Roundtable, Atlanta, GA. (peer reviewed)

López, M. M., & García, I. (2005, January). *From life to text and back again: Second grade bilingual students connect to text and beyond.* Paper presented at the annual meeting of the National Association for Bilingual Education, San Antonio, TX. (peer reviewed)

López, M. M. (2004, November). *Language use and ethnic identity in children's literature.* Paper presented at the American Studies Association of Texas, San Antonio, TX. (peer reviewed)

Salazar, M., Villareal, B., & López, M.M. (1998, February). *Dual Language Immersion programs: A partnership between the community, school and university.* Symposium presented at the annual meeting of the National Association for Bilingual Education, Dallas, TX. (peer reviewed)

2. Invited Talks, Lectures, and Presentations:

Van Overschelde, J., López, M. M., & Wiseman, A. (2026, August). *Texas Educator Pipeline: Identifying barriers to educator and student success.* Paper presented to The Texas Higher Education Coordinating Board Convening, Austin, Texas.

López, M. M. (2026, March 26). *The state of Educator Preparation in Texas.* [keynote]. Association for Advancing Quality in Educator Preparation (AAQEP).

López, M. M. (2025, October 30). *Mixed Methods Research in Education.* [Graduate class presentation] Texas State University.

López, M. M. (2025, October 30). *Teaching Out of Field (OOF) in English/Reading Language Arts in Texas: A Mixed Methods Inquiry*. Research Enhancement Invited Talk, Texas State University.

López, M. M. (2025, October 17). *Infusing Global Perspectives and Competencies into Teacher Education: Three Studies.* [Webinar] Globalizing Curriculum Faculty Learning Community, UT Global.

López, M. M. (2024, October 4). *Infusing Global Perspectives and Competencies into Teacher Education.* [Webinar] Globalizing Curriculum Faculty Learning Community, UT Global.

López, M. M., Van Overschelde, J. (2024, April). *TX Teacher Certification: Implications for students, principals, and programs.* Paper presented to faculty of UTRGV.

López, M. M., & Van Overschelde, J. (2023, November). *Potential student outcomes for OOF teaching in Secondary Math/ ELA and intersections with rural education in Texas, USA.* Paper presented at the China Institute of Rural Educational Development, Northeast Normal University, China.

López, M. M. (2022, July 18). *Fostering culturally responsive pedagogy & Funds of Identity for multilingualism.* Keynote for the Multilingual Education Team Institute, Austin ISD.

López, M. M. (2020, September 28). *Seeking a graduate education.* **[**Invited talk via zoom]. Ohio University presentation invited by Dr. Jacqueline Yahn.

López, M. M. (2020, February 20). *Infusing Global Competency into Curriculum and Programming.* Internationalization of Teacher Education: Building a Strategic Framework for Developing Candidates' Global Competencies Preconference Workshop. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.

López, M. M. (2019, December 12). *Using YA literature to understand various perspectives of childhood and to integrate global competencies in education.* **[**Webinar]. GTE Fellows Webinar Series presentation.

López, M. M. (2019, June). *Cultural, Racial, and Linguistic Disparities in Schools.* Universidad Alberto Hurtado, Santiago, Chile.

López, M. M. (2019, June). *How to Address English Language Teaching in Multilingual Classrooms*. Universidad Alberto Hurtado, Santiago, Chile.

López, M. M. (2017, March). *The Tomás Rivera Mexican American Children's Book Award: A Legacy in Transforming Latino Children's Literature*. Paper presented at The National Latino Children's Literature Conference, San Antonio, TX.

López, M. M. (2013, February). *Writing for publication: The Bilingual Research Journal*. Panel at the annual meeting of the National Association of Bilingual Education, Orlando, FL.

López, M. M. (2011, July). *Children's literature and language ideologies.* University of Texas at Austin, Austin, TX.

Stephens, E., López, M. M., Gray, E., & Cowan, D. (2010, October). *Preservice teacher education, critical thinking, and technology.* Invited presentation given at the Microsoft Innovative Educator Forum, Cape Town, South Africa.

López, M. M. (2009, February). *Using technology in the writing classroom.* Guest lecture at University of Texas at Austin, Austin, TX.

López, M. M., & Hunter, J. (2007, April). *Affiliations, institutions and relationships: The where, when, and how of forming a professional identity in the academy.* Co-chair for AERA Annual Meeting Division G Fireside Chat, Chicago, IL.

López, M. M. (2004, September). *Poetry and ELLs: A jumpstart to success.* Invited presentation in Literacy for Elementary Students Undergraduate course at Texas State University, San Marcos, TX.

3. Consultancies:

López, M. M. (2011-current). *Preparing teachers for the ESL Supplemental TExES exam.* Various school districts and service centers in Texas.

López, M. M. (2016). *Academic vocabulary development for ELLs.* Bastrop ISD, Bastrop, TX.

López, M. M. (2012-2014). *Understanding the ESL Supplemental TExES exam.* Texas A&M System, College Station, TX.

López, M. M. (2012). *Understanding the ESL Supplemental TExES exam.* University of Texas, San Antonio (Academy for Teacher Excellence), San Antonio, TX.

López, M. M. (2012). *Response to intervention and ELLs.* Northeast ISD, San Antonio, TX.

López, M. M. (2012). *Sheltered Instruction.* Eagle Pass ISD, Eagle Pass, TX.

López, M. M. (2011). *Sheltered Instruction.* Sterling City ISD, Sterling City, TX.

4. Workshops:

López, M. M., & Van Overschelde, J. (2026, September). *Texas Teacher Residency: Mixed Methods Research.* Workshop with Learning Policy Institute in El Paso.

López, M. M., & Van Overschelde, J. (2025, September). *Texas Teacher Residency: Mixed Methods Research.* Virtual workshop with Learning Policy Institute.

Van Overschelde, J. & López, M. M. (2024, May). *Rural Teaching Education: Training, licensure, and persistence trends.* Virtual workshop series through REDEE.

López, M. M., & Van Overschelde, J. (2023, October). *Teaching out of field (OOF): What does it mean and why does it matter?* Virtual workshop series through REDEE. DOI: 10.13140/RG.2.2.27000.87048

Van Overschelde, J. & López, M. M. (2023, May). *Effective Clinical Teaching Models: Current research from the REDEE Collaborative.* Virtual workshop series through REDEE.

López, M. M. (2021, January - May). *Competencia global en educación.* Faculty Development workshop conducted in Spanish for Uniminuto, Colombia.

López, M. M. (2017-2018). *Faculty Development Book Study. Deconstructing Race: Multicultural Education Beyond the Color-Bind.* Faculty Development workshop conducted at Texas State University.

López, M. M. (2016, February). *Effective Teaching of English Language Learners*. Online workshop created for Kappa Delta Pi chapters nationally.

Assaf, L., & López, M. M. (2013, October). *Fostering Global Thinking in Our Local Students.* Texas State University, San Marcos, TX.

López, M. M. (2013, May). *My experiences teaching a hybrid course.* Instructional Technology GOLD program workshop. Texas State University, San Marcos, TX.

López, M. M. (September, 2009; May 2013; October 2013; May 2014). *How to Pass the ESL TExES Exam*. Office of Teacher Preparation. Texas State University, San Marcos, TX.

Mendoza, M., & López, M. M. (2012, February). *Intersections of Policy and Practice in Dual Language Education.* Texas State University 11th Annual Education and Community Leadership Conference, Texas State University, San Marcos, TX.

López, M. M. (2008). *Sheltered Instruction.* Hays High School and Central Texas Writing Project, Kyle, TX.

5. Other works not in print

a. Works "submitted" or "under review"

López, M. M (submitted March 2026) Reading the World to Teach the Word: Community Mapping in English Teacher Preparation Amid Scripted and Whitewashed Curricula. *English in Education.*

López, M. M., & Van Overschelde, J. P. (submitted February 2026). Bridging the Secondary ELA training and licensure divide: The case of successful rural ELA teachers assigned out of field (OOF). *Journal of Research in Rural Education.*

López, M. M., Van Overschelde, J. P. & Saunders, J. M. (submitted October 2025). Teaching ELA Out of Field: The measurable cost to student learning. *Research in the Teaching of English.*

López, M. M., & Van Overschelde, J. P. (submitted 2025). Teaching Secondary English out of field in Texas, United States: Teacher success stories. In S. Quirk, S. Caldis, L. Hobbs & R. Porsch (Eds.), *Implications for out-of-field teaching in various subjects: What we know from research* (pp.xx). Routledge.

b. Works "in progress"

López, M. M., Van Overschelde, J., Ingram, M. (in progress) Bilingual and ESL teacher licensure: teacher qualifications and successful student outcomes. *Journal of Teacher Education.*

López, M. M., & Van Overschelde, J. (in progress) Feedback and High Quality Feedback for teacher candidates.

López, M. M., & Arellano, E. (in progress) The Dolores Huerta Elementary School Hispanic Heritage Museum: Thirty-five years of community cultural wealth.

Van Overschelde, J. P., L*ó*pez, M. M., & Wiseman, A. (in progress) Keys to understanding rural teacher shortages: what do we know about teacher candidates and teacher persistence? *Journal of Research in Rural Education*

C. Grants and Contracts
1. Funded External Grants and Contracts:

López, M. M. & Van Overschelde, J. V. (2025-2026) *Human Capital Strategies and Teacher Effectiveness.* Funder: Gates Foundation through Good Reason Houston. $100,000.

López, M. M. & Van Overschelde, J. V. (2025-2026) *Understanding the Unlicensed and Unqualified Teachers in Education Service Center 4.* Funder: Houston Endowment. $130,000.

Lopez, M. M., & Van Overschelde, J. P. (2025-2026). *Deepening Corequisites Across Texas -- Evaluation*. University of Texas at Austin, Charles A. Dana Center. $45,000.

Van Overschelde, J. P. & Lopez, M. M. (2022-2024). *Identifying barriers to educator and student success*. Bill & Melinda Gates Foundation, $299,998.

Lopez, M. M., & Van Overschelde, J. P. (2021-2022). *Addressing Misalignment at Critical Transition Points in Texas Education*. University of Texas at Austin, Charles A. Dana Center. $91,200.

Van Overschelde, J. P., & Lopez, M. M. (2021-2022). *Identifying barriers to educator and student success*. Bill & Melinda Gates Foundation, $100,000.

Werner, P., Van Overschelde, J. V., López, M. M. (2020-2023). *Texas State University Residency Pilot.* Funder: US PREP Foundation. $400,000.

Negrete Lagos, B. C., Lara Morales, P. R**.,** Gainer, J. S., López, M. M., Colegrove, K., & O'Malley, M. P. (2018). *Migration, inclusion, and diversity in Texan and Chilean K-12 schools and local communities.* Funder: 100,000 Strong in the Americas Innovation Fund. $24,300.

López, M. M. (2008-2010). *Language and literacy ideologies of literacy educators working with English Language Learners.* NCTE Research Foundation, Urbana, IL. $6,350.

2. Not funded External Grants and Contracts:

López, M. M., Suh, E. K., & Assaf, L. C. (2026). *READY: Responsive Evidence-based Academics for Emergent Bilingual Youth.* Funder: U.S. Department of Education, National Professional Development Program. $4,415,000. Under review.

Ekin, T., López, M. M., Qasem, A., Mendez, F., Berger, E., Rogers, R., Wierschem, D. (2025). *STAIRS to Success: Short-Term AI Readiness Stacks for Workforce-Pell-Eligible Micro-Credentials.* Funder: Office of Postsecondary Education (OPE). $3,900,000. Not funded.

López, M. M. & Van Overschelde, J. V. (2024-2025). *Reducing inequalities in student literacy outcomes: A differentiated professional learning intervention for secondary ELA teachers assigned out-of-field*. Funder: William T. Grant Foundation. $600,000. Not funded.

López, M. M. & Van Overschelde, J. V. (2024). *Impact Targets for Prepare Portfolio.* Funder: Houston Endowment. $78,879. Not funded.

Van Overschelde, J. V., López, M. M., LeDoux, S., & Thornton, D. (2023). *Evaluating the Impacts of Knowledge-Aligned Algebra Readiness Professional Learning on Middle-Grades Math Teachers' Knowledge and Behavior, and Student Math Achievement*. US Department of Education, IES. $4,000,000. Not funded.

Van Overschelde, J. P., & Lopez, M. M. (2022-2025). *Research for EDucator Equity and Excellence (REDEE) EPP-Research Partnership.* Spencer Foundation. $399,745. Not funded.

Van Overschelde, J. P., & Lopez, M. M. (2022-2027). *Research for EDucator Equity and Excellence (REDEE) Postdoctoral Training Program*. US Department of Education, Institute of Education Science. $774,400. Not funded.

Van Overschelde, J. (PI), & López, M. M. (submitted Dec 2020 and September 2021). *Teaching out-of-field: Measures of educator effectiveness.* Funder: American Educational Research Association. $35,000. Not funded.

Hamilton, M. (PI), Martinez, M., López, M. M., Yoon, H. (2018). *Comprehensive Evaluation of Con Mi MADRE Programming*. Funder: Annie E. Casey Foundation.

Worthy, J. (PI), & López, M. M. (2013). *Language practices and attitudes of bilingual young adults: A longitudinal study of factors that influence Spanish maintenance.* Spencer Major Research Grant.

López, M. M. (2010). *Language ideologies and literacy practices of Dual Language students and their parents: A longitudinal study.* Spencer PostDoctoral Research Fellowship.

3. Funded Internal Grants and Contracts:

López, M. M. & Van Overschelde, J. V. (2023-2024). *Understanding the success factors of teachers teaching out of field in secondary ELA and Math in Texas.* Research Enhancement Program Grant, Texas State University, San Marcos, TX. ($16,000)

López, M. M., & Saunders, J. (2017-2018). *To be or not to be a Reading Specialist.* Research Enhancement Program Grant, Texas State University, San Marcos, TX. ($12,000)

López, M. M. (2013-2014). *Preparing preservice teachers to work with culturally and linguistically diverse students through Service Learning.* College of Education Faculty Pilot Research Grant, Texas State University, San Marcos, TX. ($3,243)

López, M. M., & Ryser, G. (2011-2012). *Teachers Language Ideologies: The quantitative data.* College of Education Scholar-Mentor Program, Texas State University, San Marcos, TX. ($1,000)

López, M. M., & Stephens, L. (2010-2011). *The National Writing Study: Teachers' beliefs and practices in teaching writing.* Awarded by the College of Education Scholar-Mentor Program, Texas State University, San Marcos, TX. ($1,000)

López, M. M., & Assaf, L. (2009-2010). *Reading Rocks: A Culturally Relevant Tutoring Program.* Awarded by the College of Education Scholar-Mentor Program, Texas State University, San Marcos, TX. ($1,000)

4. Not Funded Internal Grants and Contracts:

López, M. M., Jansky, K., & Van Overschelde, J. V. (2025-2026). *Texas Teacher Residency Success: Understanding Contributing Factors from the Residents' Perspective.* Research Enhancement Program Grant, Texas State University, San Marcos, TX. ($24,000)

López, M. M. (2023-2024). *Qualitative Researcher in Education and Educator Preparation*. Run to R1 Postdoctoral Research Catalyst Program, Texas State University, San Marcos, TX. ($174,080)

López, M. M. & Saunders, J. (2016-2017). *Literacy Leadership: Notions of Identity, Community, and Resiliency*. Research Enhancement Program Grant, Texas State University, San Marcos, TX. ($16,000)

López, M. M. (2013-2014). *Language Ideologies of Bilingual/Biliterate Young Adults.* Research Enhancement Program Grant, Texas State University, San Marcos, TX. ($8,000)

D. Fellowships, Awards, Honors:

Honorary Professor for the Center for International Studies (2025-current)
Info-Ted Academy Fellow (2024-2025)
TX ST Service-Learning Fellow (2020 – current)
Longview Foundation Global Teacher Education Fellow: $3,000 (2019-2020)
Texas Academic Leadership Academy (TALA) Fellow (2018-2019)
Association of Teacher Educators Clinical Fellow (2014)
College of Education Achievement Award in Scholarly/Creative Activities (2010)
American Educational Research Association (AERA) Bilingual Research SIG Dissertation Award (Third Place) Amount: $250 (2009)
National Association of Bilingual Education (NABE) Dissertation Award (Second Place 2009)
Texas State University Pre-Doctoral Dissertation Fellowship Amount: $11,000 (2007)
University of Texas, San Antonio Doctoral Fellowship (Culture, Literacy and Language) for $15,000 annually (2003-2007)
University of Houston and Houston Independent School District Urban Teacher Development Scholarship Amount: $500 (1998)
Houston Independent School District Classroom Teacher Mini-Grant Amount $1,000 (1997)
Phi Delta Kappa Honor Society in Education (1997)

SERVICE
University:
Future Teachers Living Learning Community Faculty Sponsor (2023- current)
REDEE Co-Founder & Co-Director (2021- current)
Allies of Texas State University (2011-current)
Piper Professor Committee (2023-2026)
Faculty Senate COED Representative interim member (2024)
Tomás Rivera Mexican American Children's Book Award: Member (2009-2021)
Academic Governance Committee (2018-2021)
Work-Life Advisory Council (2018-2021)
Associate Vice President of International Affairs Search Committee member (2018-2019)
Learning Management System (LMS) Advisory Committee (2017-2019)
Texas State Teachers Association Aspiring Educators: Faculty Advisor (2016-2019)
Texas State PreDoctoral Fellow: Mentor (Danny Martinez, 2011)
San Marcos Student Reading Council: Faculty Advisor (2009-2013)

College:
COERO Advisory Committee (2024-current)
College Review Group, Full Professor Representative (2023-2026)

Associate Chair, Curriculum & Instruction (2017-2021)
Assistant Chair, Curriculum & Instruction (2015-2017)
International Committee (2015-2018)
Faculty Development Committee: Member (2010-2015)

Department:
Reviewer, Charles Butt Scholarship Applications (2024- current)
TX ST Teacher Residency Director (2021- 2023)
RYHT Student Success and Retention Committee member (2019- 2023)
C&I Student Ambassadors: Co-Creator and Co-Advisor (2018-2021)
C&I Chair Job Search Committee member (2018-2019)
Elementary Education Social Studies Job Search Committee: Chair (2018-2019)
Elementary Education Program Coordinator (2013-2017)
Elementary Education Job Search Committee: Chair (2016-2017)
Graded Comprehensive Exams for Elementary Graduate Program (2016, 2018, 2019)
Bilingual Education Job Search Committee: Member (2014-2015)
Literacy Job Search Committee: Member (2013-2014)
Microsoft Pre-Service Teacher Institute: Facilitator (2010)
EC-6 ESL Curriculum Committee: Member (2008-current)

Professional:
E3 Alliance Committee on EB Education (2024-current)
LRA Program Chair, Area 4 Policy (2024-2027)
Fort Worth ISD Emergent Bilingual Steering Committee (2023-current)
Reviewer for Fulbright ETA Brazil (2020-2025)
NCTE Committee on Resolutions, Chair (2023-2024)
NCTE Committee on Resolutions, Associate Chair (2022-2023)
AACTE Standing Committee on Global Diversity, Member (2020-2023)
AACTE Standing Committee on Global Diversity, Chair (2021-2022)
Spring Independent School District Emergent Bilingual Advisory Committee (2020-2023)
Editorial Review Board, *Language Arts* (2012-current)
Reviewer for *Multicultural Perspectives* (2011 - current)
Reviewer for the *Bilingual Research Journal* (2006 - current)
Reviewer for *Action in Teacher Education* (2013- current)
Reviewer for *Language Arts* (2011-current)
Bilingual Research Journal Book Review Editor (2011-2019)
AERA Bilingual Research SIG Early Career Award Committee (2015-2017)
LRA Nominating Committee (2014-2016)
AERA Division G Media Chair and Webmaster (2014-2016)
LRA Student Outstanding Award Committee member (2013-2016)
Editorial Review Board, *The Journal of Language, Identity and Education* (2012-2016)
LRA Area Chair *Adolescent, College, and Adult Literacy Processes* (2012-2015)
LRA Area Chair *Social, Cultural, and Political Issues of Literacy Practices In and Out of School* (2010-2012)
LRA Technology Committee (2009-2012)
Reviewer for *Educational Policy* (2012)

AERA Program Chair, Division G Section 4 *Social contexts of educational policy, politics, and praxis* (2010-2011)
AERA Outstanding Book Award Committee (2009-2011)
Texas Education Agency and Educational Testing Service (ETS) Standards Setting Committee for Generalist EC-6 TExES Exam (2009)
Reviewer for *Journal of Research in Reading* (2009)
Reviewer for *Research Papers in Education* (2009)
NCTE Convention Local Committee—Special Sessions Chair (2008)
AERA Division G Handbook Committee Co-Chair (2007-2009)
AERA Division G Graduate Student Executive Council Member (2007-2008)
Ph.D. Student Mentor, The University of Texas, San Antonio (2007-2008)
Local Steering Committee for NCTE Annual Meeting (2008)
Reviewer for *American Educational Research Journal* (2007)
Reviewer for *Urban Education* (2007)
Division G Graduate Student Seminar Chair, AERA (2006-2007)
Division G Graduate Student Council Representative, AERA (2005-2007)
Central Texas Writing Project Leadership Team (2005-2007)
Fulbright Commission (Colombia) Literacy Consultant (2005)
NABE Annual Conference Site committee member and host (2004-2005)
TESOL Steering committee member and school liaison (2004-2005)

Community:
Ovarian Cancer Research Alliance Advocate Leader (2014-current)
After School Program Co-Sponsor, Co-Facilitator and Teacher: El Centro Esperanza (2017)
Campus Advisory Committee: Member, Blazier Elementary (2015-2016)
After School Program Sponsor, Facilitator and Teacher: Blazier Elementary (2012-2014)
ELL Advisory Board Member, North East ISD (2011-2013)
Comal Independent School District Curriculum Action Team Member (2011-2013)
PTA Board Member; Education Committee Chair, Hoffmann Lane Elementary (2011-2013)
Sponsored "Read Aloud" at the San Marcos Public Library through the SMSRC, (2009-2010)

SERVICE HONORS AND AWARDS

Presidential Distinction in Service, Associate/Professor Level, College of Education, 2021 (competed for university level award)
College of Education Achievement Award in Service, 2017
College of Education Achievement Award in Service, 2011