

Positions in Academia

Professor in the Department of Teaching and Learning, Peabody College, Vanderbilt University, August 2004 to Present.

Associate Professor in the Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, August 2000-2004.

Assistant Professor in the Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, August 1994 to 2000.

Faculty Fellow in the Bureau of Educational Research, University of Illinois at Urbana-Champaign, September 1996 to May 1998.

Assistant Professor, College of Education and College of Arts and Sciences (joint appointment), Division of Special Education and Rehabilitation and Department of Ethnic Studies, June 1992 to June 1994, University of Oregon, Eugene, Oregon. Acting Assistant Professor, Division of Teacher Education and Department of Ethnic Studies, September 1990 to June 1992.

Research Associate, Eugene Research Institute, January 1991-1995.

Areas of Specialization

Literacy, Latino Education, Linguistically and Culturally Diverse Education

Education

Ph.D. in Education, University of Illinois, Urbana-Champaign, May 1992.

Department of Elementary Education. Areas of specialization: Language and literacy learning and instruction, second-language learning and instruction, bilingual/multicultural education.

M.Ed. in Elementary Education, 1986, University of Illinois, Champaign, Illinois.

B. A. in Elementary Education, 1978, University of the Americas, Puebla, Mexico.

Currently certified in the State of Illinois in the following areas: Standard elementary Illinois certificate (kindergarten through grade 9), Type 10 clinical reading specialist certificate, Bilingual and ESL approvals for the State of Illinois.

Professional Experience

Research Assistant at the Center for the Study of Reading/University of Illinois, responsible for assisting with the project "New Initiatives for Students at Risk of Reading Failure." Fall 1987 to June 1990.

Coordinator (Summer, 1986), Teacher and Assistant Administrator (Summer, 1987), Teacher (Summers 1983, 1982, 1980, 1979 of District #107 Highland Park Summer Migrant Program.

Teacher in Community Consolidated School District #15, Palatine, Illinois. Bilingual Resource Teacher, responsible for grades 2-6, focus on English as a Second Language and teaching content area subjects in Spanish (Reading, Math, Social Studies, Science), 1982-1984. Summer Migrant Program; Grades 3-4, Taught ESL, Reading in both Spanish and English, Math and Culture. Summer 1984, 1978.

Recruiter in Community Consolidated School District #15, Palatine, Illinois, Summer Migrant Program. Enrolled children eligible for services in the program. Required extensive contact with the parents and community, Summer 1977.

Teacher Aide in Community Consolidated School District #15, Palatine, Illinois. Duties were to assist the teacher in a Chapter 1 Reading program, September 1978 - April 1979; Assisted teacher in the bilingual program, January 1975 - June 1975.

Honors & Awards

Alan C. Purves Award, November 21, 2015, for the article, Jiménez, R. T., David, S., Fagan, K., Risko, V. Pacheco, M., Pray, L., Gonzales, M. (2015). Using Translation to Drive Conceptual Development for Students Becoming Literate in English as an Additional Language. *Research in the Teaching of English*, 49(3), 248-271, for research most likely to benefit classroom practice presented in Minneapolis, Minnesota.

Inducted into the Reading Hall of Fame, March 2015.

Selected as Mentor for the STAR (Scholars of Color Transitioning into Academic Research) mentoring program. Literacy Research Association 2013-2015.

Past President (Vice President, President Elect and President) of the Literacy Research Association, December 2009-December 2013

Fulbright Specialist Award, March 7, 2011. Awarded by the J. William Fulbright Foreign Scholarship Board. For proposal with colleagues at the Universidad Autónoma de Yucatan (for period from March 19-April 5).

Joyce Morris Article Award, March 2, 2010, from the International Reading Association for the article, Jiménez, R. T. & Smith, P. H. (2008). Mesoamerican

Literacies: Indigenous Writing Systems and Contemporary Possibilities. *Reading Research Quarterly*, 43 (1), 28-46, presented in Chicago, Illinois.

Outstanding Reviewer Award for the *Bilingual Research Journal*. April 15, 2009.
Presented at the American Association for Educational Research, San Diego, CA.

Elected Member of the National Reading Conference's Board of Directors. April 2002-December 2004.

Latina/o Faculty Recognition Award. Given by La Casa Cultural Latina, University of Illinois at Urbana Champaign, May 2003.

Fulbright-García/Robles Scholars Award to Mexico. Awarded by the Council for International Exchange of Scholars, April 27, 2001 for the spring semester 2002.

College of Education Distinguished Scholar Award. 1999-2000. Sponsored by the College of Education, University of Illinois at Urbana-Champaign.

Albert J. Harris Award, 1999, for the article: Jiménez, R. T. (1997). The strategic reading abilities and potential of five low-literacy Latina/o readers in middle school. *Reading Research Quarterly*, 32, (3), 224-243. Sponsored by the International Reading Association for outstanding contribution to the diagnosis or instruction of learners experiencing problems developing as readers and writers.

Initial Career Award. Given by the Office of Special Education Programs, US Department of Education for the grant, *Culturally and linguistically relevant strategy instruction for language minority students with learning disabilities*, 1997-2000.

Arnold O. Beckman Research Award. Granted by the UIUC Campus Research Board for the Research Proposal titled, *A Strategic Approach to Literacy Instruction for Low-Performing Bilingual Latina/o Students*, October, 1996.

Faculty Fellows' appointment in the Bureau of Educational Research. Awarded by the College of Education, University of Illinois at Urbana-Champaign, academic years 1996-1997, 2003-2004.

Bilingual Education Outstanding Dissertation Award, Sponsored by the National Association of Bilingual Education, 1993.

National Hispanic Scholarship Fund Scholar, 1988, 1989.

Title VII Teacher Training Fellowship, Provided by the Office for Bilingual Education and Multilingual Affairs, US Department of Education, Fall 1984 to Spring 1986.

Teaching Awards

Included in the *Incomplete List of Teachers Ranked as Excellent by their Students*, College of Education, University of Illinois at Urbana Champaign. Fall, 2003, Spring 2003, Fall 2002, Spring 2002, Fall 2001, Spring 2001, Fall, 2000, Fall, 1996, Spring, 1996, Spring 1995, Fall 1987.

Professional Affiliations

American Educational Research Association
National Council of Teachers of English
International Reading Association
National Association for Bilingual Education
National Reading Conference

Publications

* = peer reviewed

† = invited

Edited Books

Jiménez, R. T.; Risko, V. J.; Hundley, M. K. & Rowe, D. W. (2010). 59th Yearbook of the National Reading Conference. Oak Creek, WI: National Reading Conference.

Leander, K. M.; Rowe, D. W.; Dickinson, D. K.; Hundley, M. K.; Jiménez, R. T. & Risko, V. J. (2009). 58th Yearbook of the National Reading Conference. Oak Creek, WI: National Reading Conference.

Kim, Y. & Risko, V. J. with Compton, D. L.; Dickinson, D. K.; Hundley, M. K.; Jiménez, R. T.; Leander, K. M.; & Rowe, D. W. (2008). 57th Yearbook of the National Reading Conference. Oak Creek, WI: National Reading Conference.

Rowe, D. W. & Jiménez, R. T. with Compton, D. L.; Dickinson, D. K.; Kim, Y.; Leander, K. M.; & Risko, V. J. (2007). 56th Yearbook of the National Reading Conference. Oak Creek, WI: National Reading Conference.

Jiménez, R. T. & Ooka Pang, V. (2006). *Race, ethnicity and education: Volume 2, Language and literacy in Schools*. Westport, CT: Praeger.

Gersten, R. M. & Jiménez, R. T. (1998). *Promoting learning for culturally and linguistically diverse students*. Belmont, CA: Wadsworth.

Chapters in Books

R. T. Jiménez - Vita

- † Jiménez, R. T.; David, S.; Pacheco, M.; Risko, V. J.; Pray, L.; Fagan, K.; & Gonzales, M. (in press). Creating Responsive Teachers of Students Learning English. In Horowitz, R., & Samuels, J. (Eds.). *The Achievement Gap in Reading: Complex Causes, Persistent Issues, Possible Solutions*. New York: Routledge/Taylor & Francis.
- † Teague, B. L. & Jiménez, R. T. (2012). Literacy and transnational migration. In C. A. Chapelle (Ed.) *The Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell. <http://onlinelibrary.wiley.com/book/10.1002/9781405198431>
- † Jiménez, R. T., Rose, B. C., Cole, M. W., & Flushman, T. R. (2011). Problematizing notions of best practice and teaching English language learners. In D. Lapp & D. Fischer, (Eds.) *Handbook of Research on Teaching the Language Arts* (pp. 139-144). International Reading Association and National Council of Teachers of English.
- † Jiménez, R. T., & Teague, B. L. Language, Literacy, and Content: Adolescent English Language Learners. (2009). L. M. Morrow, R. Rueda, & D. Lapp, (Eds.) *Handbook of Research on Literacy and Diversity* (pp. 114-134). New York: Guilford Press.
- † Jiménez, R. T. & Rose, B. C. (2008). English language learners. In Sandra Mathison & W. Wayne Ross, (Eds.) *Battleground Schools: Volume 1, A-K* (pp. 228-234). Westport, CT: Greenwood/Praeger.
- † Jiménez, R. T., Handsfield, L. J. & Fisher, H. (2008). Rethinking Cognitive Strategy Instruction and Multilingual Students: A Review and Critique. In Moktari, K. & Sheorey, R. (Eds.) *Studies in First and Second Language Reading Strategies* (pp. 113-130). Norwood, MA: Christopher-Gordon.
- † Jiménez, R. T. & Teague, B. L. (2007). Legitimacy, Recognition, and Access to Language and Literacy: English Language Learners at the Secondary School Level. In L. S. Rush, J. Eakle, & Berger, A. (Eds.) *Secondary School Literacy: What Research Reveals for Classroom Practices* (pp. 165-183). Urbana, IL: National Council of Teachers of English and the National Conference on Research in Language and Literacy.
- † Jiménez, R. T. (2006). A Response to 'The Linguistic Isolation of Hispanic Students in California's Public Schools' by Bernard R. Gifford and Guadalupe Valdés. In A. Ball (Ed.) *With more deliberate speed: Achieving equity and excellence in education-Realizing the full potential of Brown v. Board of Education*, The 105th Yearbook of the National Society for the Study of Education: Chicago, IL.
- † Jiménez, R. T. (2005). More equitable assessments for Latino students. In S. J. Barrentine & S. M. Stokes (Eds.) *Reading Assessment: Principles and Practices for*

- Elementary Teacher*. Newark, DE: International Reading Association. (Reprint of article in *The Reading Teacher*, 56, (8), 2-11).
- † Smith, P. H.; Jiménez, R. T.; & Martínez-León, N. (2005). Other countries' literacies. What U.S. educators can learn from Mexican schools. In P. Shannon & J. Edmonson (Eds.) *Reading Education Policy* (pp. 325-340). Newark, DE: International Reading Association. (Reprint of article in *The Reading Teacher*, 56, (8), 2-11).
- † Jiménez, R. T. (2004). More equitable assessments for Latino students. In *Preparing Reading Professionals: A collection from the International Reading Association*. (pp. 256-258). Newark, DE: International Reading Association. (Reprint of article: in *The Reading Teacher*, 57 (6), 576-578.)
- † Jiménez, R. T. (2004). Reconceptualizing the literacy learning of Latino students. In Dorothy S. Strickland & Donna Alvermann (Eds.) *Bridging the achievement gap: Improving literacy learning for preadolescent and adolescent learners in grades 4-12* (pp. 1-24). Newark, DE: International Reading Association.
- † Jiménez, R. T. (2004). Literacy and the identity development of Latina/o students. In R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (pp. 210-239). Newark, DE: International Reading Association. (Reprint of article: *American Educational Research Journal*, 37 (4), 971-1000.)
- † Jiménez, R. T. (2003). The interaction of language, literacy, and identity in the lives of Latina/o students. In R. L. McCormack & J. Parratore (Eds.). *After Early Intervention, Then What? Teaching Struggling Readers in Grade Three and Beyond* (pp. 25-38). Newark, DE: International Reading Association.
- † Barrera, R. B., & Jiménez, R. T. (2001). Bilingual teachers speak about the literacy instruction of bilingual Latino students. In B. M. Taylor & P. D. Pearson (Eds.), *Teaching Reading: Effective Schools and Accomplished Teachers* (pp. 335-357). Mahwah, NJ: Earlbaum.
- † Jiménez, R. T. (2001). Strategic reading for language-related disabilities: The case of a bilingual Latina student. In M. Reyes & J. J. Halcón (Eds.), *The Best for Our Children* (pp. 153-167). New York: Teachers College Press.
- † Jiménez, R. T., & Gámez, A. (2000). Literature -based cognitive strategy instruction for middle school Latina/o students. In D. W. Moore, D. E. Alvermann, & K. A. Hinchman (Eds.), *Struggling adolescent readers: A collection of teaching strategies* (pp. 74-82). Newark, DE: International Reading Association. (Reprint of article: *Journal of Adolescent and Adult Literacy*, 40 (2), 84-91.)

- † Jiménez, R. T. (1999). Literacy lessons derived from the instruction of six Latina/Latino teachers. In B. M. Taylor, M. Graves, & P. Van den Broek (Eds.) *Reading for meaning: Fostering comprehension in the middle grades* (pp. 152-169), Newark, DE: International Reading Association.
- † García, G. E., Jiménez, R. T., & Pearson, P. D. (1998). Metacognition, childhood bilingualism, and reading. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.) *Metacognition in educational theory and practice* (pp. 193-219). Mahwah, New Jersey: Erlbaum.
- † Gersten, R. & Jiménez, R. (1998). Modulating instruction for language minority students. In E. Kaméenui & D. Carnine (Eds.) *Effective teaching strategies that accommodate diverse learners* (pp. 161-178). Upper Saddle River, NJ: Prentice-Hall, Inc.
- † Jiménez, R. & Gámez, A. (1998). Literature-based Cognitive Strategy Instruction for Middle School Latina/o Students. In R. M. Gersten, & R. T. Jiménez, (1998). *Promoting learning for culturally and linguistically diverse students*. Belmont, CA: Wadsworth. (Reprint of article: *Journal of Adolescent and Adult Literacy*, 40 (2), 84-91.)

Monographs

- Jiménez, R. T. (2005). *Moving beyond the obvious: Examining our thinking about linguistically diverse students*. Naperville, IL: Learning Point Associates.
- Barrera, R. B., & Jiménez, (2000). *What bilingual education teachers have to say about their literacy practices for Latino students*. Washington D. C.: The National Clearinghouse for Bilingual Education.
<http://www.ncbe.gwu.edu/ncbepubs/reports/literacy/index.htm>
- Barrera, R. B., & Jiménez, (2000). *Literacy instruction for bilingual Latino students: Teachers' experiences and knowledge*. Washington D. C.: Office for Bilingual Education and Minority Language Affairs.
- García, G. E., Pearson, P. D., & Jiménez, R. (1994). *The at-risk situation: A synthesis of reading literature*. (Special Report). Urbana-Champaign: University of Illinois, Center for the Study of Reading.
- Jiménez, R. T. (in press). *Promoting the Literacy Development of Latina/Latino Students at the Middle School Level (and beyond?)* Office of Educational Research and Improvement.

Articles in Journals

- * Puzio, K., Keyes, C., & Jiménez, R. T. (Accepted for publication). *It Sounds More*

Like a Gangbanger: Using Collaborative Translation to Understand Literary Concepts. *Language Arts*.

- * Cole, M.; David, S. & Jiménez, R. T. (Accepted for publication). Negotiating investment in culturally responsive instruction. *Language Arts*.
- † Jiménez, R. T.; David, S.; Pacheco, M.; Risko, V. J.; Pray, L.; Fagan, K.; & Gonzales, M. (2015). Supporting Teachers of English Language Learners by Leveraging Students' Linguistic Strengths. *The Reading Teacher*, 68 (6), 406-412.
- * Pacheco, M. B., David, S. S., & Jiménez, R. T. (2015). Translating pedagogies: Leveraging students' heritage languages in the literacy classroom. *Middle Grades Research Journal*, 10 (1), 49-63.
- * Jiménez, R. T., David, S., Fagan, K., Risko, V. Pacheco, M., Pray, L., Gonzales, M. (2015). Using Translation to Drive Conceptual Development for Students Becoming Literate in English as an Additional Language. *Research in the Teaching of English*, 49(3), 248-271.
- * Keyes, C., Puzio, K., & Jiménez, R. T. (2014). Collaborative translations: Designing bilingual instructional tools. *Journal of Education*, 194(2), 17-24.
- * Puzio, K., Keyes, C. S., Cole, M. W., & Jiménez, R. T. (2013). Language differentiation: Collaborative translation to support bilingual reading *Bilingual Research Journal*, 36(3), 329-349.
- † Jiménez, R. T. (2013). Optimal outfitting: The need for culturally responsive instruction. In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stacker, M. W. Cole, A. H. Hall, D. Herro & K. N. Headly (Eds.), *62nd Yearbook of the Literacy Research Association* (pp. 1-19). Altamonte Springs, Florida: Literacy Research Association.
- * Cole, M. W., Puzio, K., Keyes, C. S., Jiménez, R. T., Pray, L. & David, S. (2012). Contesting Language Orientations: A Critical Multicultural Perspective on Local Language Policy in Two Middle Schools. *Middle Grades Research Journal*, 7(2), 129-143.
- † Jang, E. & Jiménez, R. T. (2011). A sociocultural perspective on second language learner strategies: Focus on the impact of social context. *Theory into Practice*, 50 (2), 141-148.
- † Jiménez, R. T. & Rose, B. C. (2010). Knowing how to know: Building meaningful relationships through instruction that meets the needs of students learning English. *Journal of Teacher Education*, 61(5), 403-412.

- * Teague, B., Smith, P., & Jiménez, R. (2010). Learning to Write in a Mexican School. *Journal of Language and Literacy Education*. [Online], 6(1), 1-19. Available http://www.coa.uga.edu/jolle/2010_1/learningtowrite.pdf
- * Jiménez, R. T.; Smith, P. H.; & Teague, B. L. (2009). Transnational and community literacies for teachers, *Journal of Adolescent and Adult Literacy*, 52 (9), 16-26.
- * Handsfield, L. J. & Jiménez, R. T. (2009). Cognition and misrecognition: A Bourdieuan analysis of cognitive strategy instruction in a linguistically and culturally diverse classroom. *Journal of Literacy Research*, 41 (2), 151-195.
- * Handsfield, L. J. & Jiménez, R. T. (2008). Revisiting cognitive strategy instruction in multilingual classrooms: Caveats and possibilities. *Language Arts*, 85 (6), 450-458.
- * Jiménez, R. T. & Smith, P. H. (2008). Mesoamerican Literacies: Indigenous Writing Systems and Contemporary Possibilities. *Reading Research Quarterly*, 43 (1), 28-46.
- * Smith, P. H., Jiménez, R. t., & Ballesteros Pinto, R. M. (2005). ¿Hay una pedagogía nacional de la lecto-escritura? Una mirada a la construcción social de lectores y escritores en México [Is there a national pedagogy for teaching literacy? Preliminary analysis of the social construction of reader and writers in Mexico.]. *Lectura y Vida*, 26(1), 14-24.
- † Jiménez, R. T. (2004). Theoretical promise, perennial problems, and empirical progress concerning Latino students and literacy. *National Reading Conference Yearbook*, 53, 1-11. Oak Creek, WI: National Reading Conference.
- * Gillanders, C. & Jiménez, R. T. (2004). Reaching for success: A close-up of Mexican immigrant parents who foster literacy success for their kindergarten children. *Journal of Early Childhood Literacy*, 4 (3), 243-269.
- † Jiménez, R. T. (2004). More equitable assessments for Latino students. *The Reading Teacher*, 57 (6), 576-578.
- * Smith, P. H.; Jiménez, R. T.; & Martínez-León, N. (2003). Other countries' literacies. What U.S. educators can learn from Mexican schools. *The Reading Teacher*, 56, (8), 2-11.
- * Jiménez, R. T., Smith, P. H., Martínez-León, N. (2003). Freedom and Form: The language and literacy practices of two Mexican schools. *Reading Research Quarterly*, 38 (4), 488-508.

- * Yau, J. & Jiménez, R. T. (2003). The interface of reading and meaning construction when teaching Asian American students who struggle in school. *Language Arts*, 80 (3), 196-205.
- † Jiménez, R. T. (2003). Literacy and Latino students in the United States: Some considerations, questions, and new directions. *Reading Research Quarterly*, 38 (1), 122-128.
- † Greenleaf, C. L., Jiménez, R. T., Roller, C. M. (2002). Reclaiming secondary reading interventions: From limited to rich conceptions, from narrow to broad conversations. *Reading Research Quarterly*, 37(4), 484-496.
- † Jiménez, R. T. (2002). Key Research, Policy, and Practice Issues for fostering the Literacy Development of Latino Students. *Focus on Exceptional Children*, 34 (6), 1-10.
- * Jiménez, R. T. (2001). "It's a difference that changes us," An Alternative View of the Language and Literacy Learning Needs of Latina/o Students. *The Reading Teacher*, 54 (8), 736-742.
- * Jiménez, R. T. (2000). Literacy and the Identity Development of Latina/o Students. *American Educational Research Journal*, 37 (4), 971-1000.
- † Jiménez, R. T. & Barrera, R. B. (2000). How will bilingual/ESL programs in literacy change in the next millennium? *Reading Research Quarterly*, 35, (4), 522-523.
- * Jiménez, R. T. & Gersten, R. M. (1999). Lessons and dilemmas derived from the literacy instruction of two Latina/o teachers. *American Educational Research Journal*, 36_(2) 265-301.
- † Jiménez, R. T., Moll, L., Rodríguez-Brown, F., & Barrera, R. (1999). Latina and Latino Researchers Interact on Issues Related to Literacy Learning. *Reading Research Quarterly*, 34_(2), 217-230.
- * Jiménez, R. T. (1997). The strategic reading abilities and potential of five low-literacy Latina/o readers in middle school. *Reading Research Quarterly*, 32, (3), 224-243.
- * Jiménez, R. T. (1997). The facilitating effects of transfer on the reading comprehension of bilingual Latina/o students. *National Reading Conference Yearbook*, 46 (pp. 147-155). Chicago, IL: National Reading Conference.
- * Jiménez, R. T. & Gámez, A. (1996). Literature-based Cognitive Strategy Instruction for Middle School Latina/o Students. *Journal of Adolescent and Adult Literacy*, 40 (2), 84-91.

- † Jiménez, R. T., Gersten, R. M. & Rivera, A. (1996). Conversations with a Chicana teacher: Supporting students' transition from native- to English-language instruction. *Elementary School Journal*, 96 (3), 333-341.
- * Jiménez, R. T., García, G. E. & Pearson, P. D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31 (1), 90-112.
- * Jiménez, R. T., García, G. E. & Pearson, P. D. (1995). Three children, two languages, and strategic reading: Case studies of bilingual and monolingual readers. *American Educational Research Journal*, 32 (1), 67-97.
- † Gersten, R., Brengelman, S. & Jiménez, R. (1994). Effective instruction for culturally and linguistically diverse students: A reconceptualization. *Focus on Exceptionality*, 27 (1), 1-16.
- * Gersten, R. M. & Jiménez, R. T. (1994). A delicate balance: Enhancing literacy instruction for students of English as a second language. *The Reading Teacher*, 47 (6), 438-449.
- * Jiménez, R. T. (1994). Understanding and promoting the reading comprehension of bilingual students. *Bilingual Research Journal*, 18 (1 &2), 99-119.
- * Jiménez, R. T. (1991). Methods and materials for the teaching of reading in Colonial Mexico. *The Journal of Educational Issues of Language Minority Students*, 8, 113-123.
- * Stallman, A. C., Commeyras, M., Kerr, B., Meyer-Reimer, K., Jiménez, R., Hartman, D. & Pearson, P. D. (1990). Are "new" words really new? *Reading Research and Instruction*, 29 (2), 12-29.

Media

Core Advisor and Nationally recognized expert on literacy for English learners. (2005). Show #6: Teaching English Language Learners, WGBH/Annenberg Foundation. [<http://www.learner.org/resources/series204.html>].

Technical Reports

García, G. E., Stephens, D. L., Koenke, K. R., Harris, V. J., Pearson, P. D., Jiménez, R. T. & Janisch, C. (1995). *Reading instruction and educational opportunity at the middle school level* (Tech. Rep. 622). Urbana-Champaign: University of Illinois, Center for the Study of Reading.

- Jiménez, R. T., García, G. E. & Pearson, P. D. (1994). *The metacognitive strategies of Latino students who read Spanish and English* (Tech. Rep. 601). Urbana-Champaign: University of Illinois, Center for the Study of Reading.
- Jiménez, R. T., García, G. E. & Pearson, P. D. (1994). *Case studies of bilingual and monolingual readers: Focus on strategic reading processes* (Tech. Rep. 602). Urbana-Champaign: University of Illinois, Center for the Study of Reading.
- Jiménez, R. T. (1989). *The history of reading and the uses of literacy in Colonial Mexico*. (Tech. Rep. 494). Urbana-Champaign: University of Illinois, Center for the Study of Reading..
- García, G. E., Jiménez, R., & Pearson, P. D. (1988). *Annotated bibliography of research related to the reading of at-risk children.* (Tech. Rep. 482). Urbana-Champaign: University of Illinois, Center for the Study of Reading.

Selected Institutional Reports

- Jiménez, R. T., García, G. E. & Pearson, P. D. (1992). *Language linkages: The reading strategies of bilingual students*. (Study 2.2.3.1 (d). Urbana: University of Illinois, Reading Research and Education Center.
- García, G. E., Stephens, D. L., Koenke, K. R., Pearson, P. D., Harris, V. J. & Jiménez, R. T. (1989). *A study of classroom practices related to the reading of low-achieving students: Phase one*. (Study 2.2.3.5). Urbana: University of Illinois, Reading Research and Education Center.

Book Reviews

- † Pray, L. C. & Jiménez, R. T. (2009). Developing literacy in second language learners. *Educational Researcher*, 38 (5), 380-385.
- † Teague, B. L. & Jiménez, R. T. (2007). Book review of *Educating English language learners: A synthesis of research evidence*, by Fred Genesee, Kathryn Lindholm-Leary, William M. Saunders, Donna Christian. *Journal of Cognitive Education and Psychology*, 6 (2), 309-312.
- † Jiménez, R. T. (2002). Book review of *Todos somos iguales: We are all equal* by Bradley Levinson. *Journal of Curriculum Studies*, 34 (3), 374-378.
- † Jiménez, R. T., Barrera, R. B. (1999). Review of *Close to home: Oral and literate practices in a transnational Mexicano community*, by Juan Guerra. *Journal of Literacy Research*, 31 (4), 483-490.

† Hartman, D. K., Rowe, D. W., Jiménez, R. T., Commeyras, M. (1991). Review of Handbook of reading research: Volume II. *Journal of Reading Behavior*, 23 (3), 224-246.

Other Publications

Jiménez, R. T. (2000). *Key research, policy, and practice issues for fostering the literacy development of adolescent Latino students*. Unpublished manuscript, University of Illinois at Urbana Champaign.

Barrera, R. B. & Jiménez, R. T. (2000). *Suggestions from Bilingual Teachers Concerning the Literacy Instruction of Latino Students*. CIERA (Center for the Improvement of Early Reading Instruction) website <http://www.schoolchange.ciera.org/>

Jiménez, R. T. (1995, November 12). Non-English a resource in U.S. *The Champaign-Urbana News Gazette*, p. B-3. (Selected Guest Editorial)

Jiménez, R. T. & García, G. E. (1994, November 30). California's Proposition 187 creates scapegoats, not solutions. *The Daily Illini*, p. 11.

Jiménez, R. T., & Gault, A. (1989). Special activities for children with limited English proficiency. *Open Court Reading and Writing: Teacher's Resource Book*. La Salle, IL: Open Court Publishing Company.

Grants

Project TRANSLATE (Teaching Reading And New Strategic Language Approaches To English-Learners) Robert T. Jiménez and Amanda Goodwin. Proposal submitted for Review to the Institute for Education Sciences, Not funded.

Project PROPEL (Peabody metRO Partnership supporting English Language Learners). Lisa C. Pray, Robert T. Jiménez, Stella Flores. PR Number: T365Z120136. Department of Education, Office of English Language Acquisition, National Professional Development Program 2012, Approximately, \$2,000,000.

A Study of Families and Youth Engaged in Transnationalizing Literacy Practices. Principal Investigator. Transnational Literacy Researchers Work Group (Jonathan Hiskey, Kevin Leander, Patrick Smith, Luz Murillo, Katherine Taylor Haynes, Brad Teague, Charmaine Lowe). Proposal submitted for review to the Spencer Foundation (Pre-proposal submitted and approved, April 2008; \$500,000). Full proposal submitted July 1, 2008. Not Funded

Center for the Americas Work Group. Principal Investigator. Transnational Literacy Researchers Work Group: A Vanderbilt University - University of Texas at Brownsville, Collaboration, 2005-2010. (\$65,000).

Fulbright Alumni Initiative Award. Principal Investigator. Transnational Literacy Researchers Program: A U.S.-Mexico Collaboration. Council for International Exchange of Scholars, academic years 2004-2007 (\$25,000).

Bureau of Educational Research. Named a Faculty Fellow for the project, *Freedom and form: The language and literacy practices of a Mexican community*, College of Education, University of Illinois at Urbana-Champaign, academic years 2003-2004 (\$15,000).

ATT Technology Fellows Program. Named an ATT Technology Fellow 2000-2002. Awarded December 20, 2000-2002 (\$8,000).

Bureau of Educational Research. Recipient of Bureau of Educational Research Summer Research Support Award, Awarded April 2000 (\$5000).

Office of Bilingual Education and Minority Language Affairs, US Department of Education. Project Directors: Georgia Earnest García and Robert T. Jiménez, *Developing Bilingual Education Leaders in Teacher Education/Research for the Twenty-First Century*. University of Illinois at Urbana-Champaign (\$555,824, 1998-2002).

Office of Special Education Programs, US Department of Education. Principal investigator of the grant, *Culturally and linguistically relevant strategy instruction for language minority students with learning disabilities*, University of Illinois at Urbana-Champaign (\$225,000, 1997-2000).

Office of Special Education Programs, US Department of Education. Principal investigator of the grant, *Comprehensible and comprehensive instruction for language minority students with learning disabilities*, Eugene Research Institute (\$100,000, 1994-1995).

Office of Special Education Programs, US Department of Education. Co-principal investigator with Russell Gersten, Project Director, of the grant, *Research synthesis and dissemination: Parameters of effective instruction for language minority students with disabilities and those at risk for school failure*, Awarded May 1995-1997 (\$150,000).

Bureau of Educational Research. Recipient of Bureau of Educational Research Summer Research Support Award, Awarded December 1995 (\$4850).

Research Board, University of Illinois at Urbana-Champaign. Principal Investigator: A strategic approach to literacy instruction for low-performing bilingual Latina/o students. (\$16,128, 1996-1997).

Bureau of Educational Research. Named a Faculty Fellow for the project, *A strategic approach to literacy instruction for low-performing bilingual Latina/o students*, College of

Education, University of Illinois at Urbana-Champaign, academic years 1996-1997 (\$30,000).

Scholarly Presentations (Proposal Peer Reviewed)

Jimenez, R. T., Daniel, S. M., Pray, L., Pacheco, M., David, S., Goodwin, A. & Eley, C. (2015, December). Professional development for the TRANSLATE instructional approach. Selected paper presented at the Annual Meeting of the Literacy Research Association, Carlsbad, CA.

Keyes, C., Puzio, K. & Jiménez, R. T. (2015, April). Collaborative translations: Designing bilingual support. Selected paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Keyes, C., Puzio, K., & Jiménez, R. T. (2014, December). Collaborative translations: Designing bilingual instructional tools. Selected paper presented at the Annual Meeting of the Literacy Research Association, Marco Island, FL.

Jiménez, R. T., David, S., Pacheco, M. B., & Risko, V. (2014, December). Productive instructional moves to help English learners develop metalinguistic awareness related to reading comprehension. Selected symposium presented at the Annual Meeting of the Literacy Research Association, Marco Island, FL.

Jiménez, R. T., Fagan, K. P., Pacheco, M. B., & David, S. (2013, December). The importance of conceptual change for students becoming literate in English as an additional language. Selected paper presented at the Annual Meeting of the Literacy Research Association, Dallas, TX.

Jiménez, R. T., David, S., Pray, L., Keyes, C. (2013, April). Translation as culturally responsive pedagogy. Selected paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Jiménez, R. T., David, S., Keyes, C., & Cole, M. W. (2012, April). Better comprehension through translating. Selected paper presented at the American Educational Research Association, Vancouver, CA.

Jiménez, R. T. (2011, December). Two bites of the apple: Leveraging L1 to support L2 reading comprehension. Selected Alternative Symposium presented at the Literacy Research Association, Jacksonville, Florida.

Jimenez, R. T. (2011, December). Discussant for the session, Widening the Circle of Literature Research: Narrative, transnational, and critical sociocultural theory in the study of Latino/a children's and young adult literature, Jacksonville, Florida.

- Jiménez, R. T. (2010, December). From colonial Mexican reading instruction to Mexican-U.S. Transnational literacies. Selected paper presented at the National Reading Conference/Literacy Research Association, Fort Worth, Texas.
- Rose, B. C. & Jiménez, R. T. (2010, December). Using community literacies to help teachers build meaningful relationships with students learning English. Selected paper presented at the National Reading Conference/Literacy Research Association, Fort Worth, Texas.
- Jiménez, R. T. (2010, December). Mapping multiple literacies across transnational spaces. Discussant for symposium presented at the National Reading Conference/Literacy Research Association, Fort Worth, Texas.
- Jiménez, R. T. & Handsfield, L. J. (2010, April/May). New perspectives on reading comprehension strategy instruction. Symposium organizer and chair for papers presented at the American Educational Research Association, Denver, Colorado.
- Handsfield, L. J. & Jiménez, R. T. (2010, April/May). Reading comprehension and strategy instruction: New and critical directions in theory and practice. Symposium organizer and discussant for papers presented at the American Educational Research Association, Denver, Colorado.
- Fain, J. G.; Dobbs, C.; Enciso, P.; Florio-Ruane, S.; Hartman, D. K.; Perkins, J. H.; Rowe, D. W. & Jiménez, R. T. (2009, December). Shattering the looking glass of diversity in the past: Editors grappling with diversity for the future. Selected paper presented at the National Reading Conference, Albuquerque, New Mexico.
- Rose, B. C.; Jiménez, R. T. & Pray, L. (2009, December). Instructional rehearsal as a means to prepare pre-service teachers of English language learners. Selected paper presented at the National Reading Conference, Albuquerque, New Mexico.
- Teague, B. L.; Smith, P. H. & Jiménez, R. T. (2008, December). Learning to write in Mexican school. Selected paper presented at the National Reading Conference, Orlando, Florida.
- Teague, B. L. & Jiménez, R. T. (2008, April). Adolescent ELLs and Literacy in the Content Areas. Selected paper presented at the American Educational Research Association Annual Conference, New York, New York.
- Handsfield, L. J. & Jiménez, R. T. (2008, April). Cognition and misrecognition: A Bourdieuan analysis of cognitive strategy instruction in a linguistically and culturally diverse classroom. Selected paper presented at the American Educational Research Association Annual Conference, New York, New York.

- Jiménez, R. T. & Risko, V. J. (2007, November). Bridging differences: Preparing teachers for diverse settings. Selected paper presented along with: Teague, B.L.; Rose, B.; Laughter, J.; Darrow, C.; Justice, J.; Davis, D. S.; Tenore, B.; Furman, J. at the National Reading Conference, Austin, Texas.
- Jiménez, R. T. & Handsfield, L. J. (2007, November). Rethinking cognitive strategy instruction with multilingual students: A critical review. Selected paper presented at the National Reading Conference, Austin, Texas.
- Jiménez, R. T. & Teague, B. L. (2007, February). Reinventing the wheel: The fate of ELLs in the "New South". Selected paper presented at the National Association for Bilingual Education, San José, California.
- Jiménez, R. T. (2006, November). Analyzing cultural issues and providing culturally relevant instruction. Selected paper presented at the National Council of Teachers of English, Nashville, TN.
- Jiménez, R. T. (2006, April). Mexican home and community literacy practices, Selected paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Handsfield, L. J. & Jiménez, R. T. (2006 April). Books, bootstraps, and bell curves: Literacy as cognitive growth in a "Mainstream" multilingual classroom. Selected paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Jiménez, R. T. (2006, March). *What excellent literacy teachers of immigrant ELL students need to know*. Selected paper presented at the Teachers of English to Speakers of Other Languages Conference, Tampa, FL.
- Jiménez, R. T. & Smith, P. H. (2004, December). *Language and literacy practices in Mexico*. Selected paper presented at the National Reading Conference, San Antonio, TX.
- Jiménez, R. T.; Smith, P. H., & Martínez-León, N. (2003, December). *The language and literacy practices of a Mexican community*. Selected paper presented at the National Reading Conference, Scottsdale, AZ.
- Jiménez, R. T., Smith, P. H., & Martínez-León, N. (2003, April). *Freedom and Form: The language and literacy practices of two Mexican schools*. Selected paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

- Jiménez, R. T.; Smith, P. H. & Martínez-León, N. (2002, October). *El uso de Lenguaje y Lectoescritura en dos escuelas mexicanas*. Selected paper presented at the VII Congreso Latinoamericano del Desarrollo de la Lectura y la Escritura, Puebla, Mexico.
- Jiménez, R. T. (2000, December). *Key research, policy, and practice issues for fostering the literacy development of adolescent Latino students*. Selected paper presented at the National Reading Conference, Scottsdale, AZ.
- Jiménez, R. T. (2000, December). *What bilingual teachers have to say concerning the literacy development of Latino students*. Selected paper presented at the National Reading Conference, Scottsdale, AZ.
- Jiménez, R. T. (2000, April). *Enabling and disabling discourses influencing the biliterate development of Latina/o students*. Selected paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Jiménez, R. T. (1999, December). *A collaborative study of the biliteracy development of intermediate grade Latina and Latino students*. Selected paper presented at the 49th Annual Meeting of the National Reading Conference, Orlando, Florida.
- Jiménez, R. T. (1999, April). *Teachers' views on the literacy development of linguistically diverse students*. Selected paper presented at the Council for Exceptional Children Annual Convention, Charlotte, North Carolina.
- Jiménez, R. T. (1998, December). *Culturally relevant, cognitive strategy instruction for bilingual Latino students with learning disabilities*. Selected paper presented at the 48th Annual Meeting of the National Reading Conference, Austin, Texas.
- Jiménez, R. T. (1998, February). *Examining the literacy development of low-literacy Latina/Latino students*. Selected paper presented at the 27th Annual International Bilingual/Multicultural Education Conference, NABE '98, Dallas, Texas.
- Jiménez, R. T. (1997, December). *Using formative experiments to examine the literacy development of at-risk Latina/Latino students*. Selected paper presented at the National Reading Conference, Scottsdale, Arizona.
- Jiménez, R. T. (1996, December). *Transfer of native language skills to English and use of peers*. Selected paper presented at the National Reading Conference, Charleston, South Carolina.
- Jiménez, R. T. (1996, April). *Cognitive strategy instruction for Latina/o students with learning disabilities or who are at-risk for referral to special education*. Selected paper

presented at the Annual Meeting of the American Educational Research Association, New York, New York.

Jiménez, R. T. & Cruz, A. (1996, January). *Literature-based cognitive strategy instruction for low-performing Latina/o students*. Selected paper presented at the Illinois Statewide Conference for Teachers of Linguistically and Culturally Diverse Students, Oakbrook, Illinois.

Jiménez, R. T. (1995, December). *Literacy alarming environments and characteristics of Latina/o students with learning disabilities and those at risk for placement in special education*. Selected paper presented at the National Reading Conference, New Orleans, Louisiana.

Jiménez, R. T., Gersten, R. & Rivera, A. (1995, April). *Conversations with a Chicana teacher about helping Latino students transition into English language instruction*. Selected paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Fritz, M., Hammond, L., Jiménez, R. & Merino, B. (1995, February). *Issues in serving multilingual populations*. Selected paper presented at the 24th Annual International Bilingual/Multicultural Education Conference, Phoenix, Arizona.

Jiménez, R. & Gersten, R. (1994, December). *Cognitive strategy instruction for Latino students with learning disabilities*. Selected paper presented at the National Reading Conference, San Diego, California.

Jiménez, R. (1994, April). *Problems and possibilities in bilingual reading: The issue of transfer*. Selected paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

Jiménez, R. (1993, December). *Multiple perspectives in comprehension instruction for language minority students in the intermediate grades: From the students' perspective*. Selected paper presented at the National Reading Conference, Charleston, South Carolina.

Meyer-Reimer, K. & Jiménez, R. (1993, December). *A discussion on research in bilingual reading and instruction*. Selected paper presented at the National Reading Conference, Charleston, South Carolina.

Jiménez, R. (1993, April). *Minority teachers' perspectives on enhancing literacy acquisition for language minority students*. Selected paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, Georgia.

Gersten, R. & Jiménez, R. (1992, December). *The language minority student in transition: Defining effective instructional practice in reading comprehension*. Selected paper presented at the National Reading Conference, San Antonio, Texas.

Jiménez, R., García, G. E., & Pearson, P. D. (1992, April). *Opportunities and obstacles in bilingual reading: Three case studies*. Selected paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Jiménez, R., García, G. E., & Pearson, P. D. (1991, December). *The strategic reading processes of bilingual Hispanic children who are good readers*. Selected paper presented at the National Reading Conference, Palm Springs, California.

Jiménez, R. (1990, December). *The metacognitive reading strategies of expert bilingual readers*. Selected paper presented at the National Reading Conference, Miami, Florida.

Jiménez, R. (1989, May). *The History of Reading and the Uses of Literacy in Colonial Mexico*. Selected paper presented at the 18th Annual International Bilingual/Bicultural Education Conference, Miami, Florida.

Stallman, A. C., Commeyras, M., Kerr, B., Meyer-Reimer, K., Jiménez; R., Hartman, D., & Pearson, P. D. (1987, December). *Vocabulary control in basal reading materials*. Selected paper presented at the National Reading Conference, St. Petersburg Beach, Florida.

Invited Scholarly Presentations

Jiménez, R. T. (2012, December). Optimal outfitting: The need for culturally responsive instruction. Presidential address to the Literacy Research Association, San Diego, California.

Jiménez, R. T. (2012, October). Optimal outfitting: The need for culturally responsive instruction. Invited address at the Eighth Annual Jeanne S. Chall Lecture and Reception. Harvard Graduate School of Education, Cambridge, Massachusetts.

Jiménez, R. T. (2010, April). Leveraging the literacy potential of Latino students. Keynote address at Annual Federation Symposium at Texas Woman's University, Denton, Texas.

Jiménez, R. T. (2009, June). Using Transnational and Community Literacies With English Language Learners. Keynote address at the Bilingual/ESL Summer Institute, University of Illinois-Chicago, Chicago, Illinois.

- Jiménez, R. T. (2009, April). Leveraging the Literacy Potential of Bilingual Latino Students. Keynote address at the Teaching English Language Learners Conference, Roosevelt University, Chicago, Illinois.
- Jiménez, R. T. (2009, February). New Directions in Teaching English Language Learners. Invited paper presented to the Edison Schools Group, Las Vegas, Nevada.
- Jiménez, R. T. (2008, December). Response to Sari Biklen and her paper: Recent advancements in qualitative design and analysis. Invited paper presented at the National Reading Conference, Orlando, Florida.
- Jiménez, R. T. (2008, April). Classroom, Calmecac and Cybercafé: Mexican Literacies Crossing Time and Space. Martha King Center for Language and Literacies Lecture Series, The Ohio State University, Columbus, Ohio.
- Jiménez, R. T. (2008, March). *Mesoamerican Indigenous Literacies and What Teachers Can Learn From Them*. Occasional Lecture Series, Center for Reading and Literacy, Illinois State University, Bloomington-Normal, Illinois.
- Jiménez, R. T. (2007, November). *Engineering Successful ELL Students or what Excellent ELL Teachers Need to Know*. Keynote Address to the Puerto Rico Teachers of English as a Second Language Conference, San Juan, Puerto Rico.
- Jiménez, R. T. (2007, November). Literacy learning and practice in multilingual and multicultural settings: Invited panel member. Invited paper presented at the National Reading Conference, Austin, TX.
- Jiménez, R. T. (2007, October). *Literacy and Identity of Latino Students*. Distinguished Literacy Researchers Lecture Series at University of Texas Pan American, Edinburg, TX.
- Jiménez, R. T. (2007, May). *Next Steps in Research on Literacy Learning and Teaching: What Do We Still Need to Know? Trends and Issues in ELL Literacy*. International Reading Association, Toronto, Canada.
- Jiménez, R. T. (2007, February). Response to Keynote Addresses at NCTEAR Conference [National Council of Teachers of English Area Research], Nashville, TN.
- Jiménez, R. T. (2006, January). *Literacies Within and Without Mexico*. Fien Endowed Lecture Series at University of Florida, Gainesville, FL.
- Jiménez, R. T. (2005, November). *What U.S. Educators Can Learn From Mexican Classrooms*. National Council of Teachers of English Annual Convention, Pittsburgh, PA.

- Jiménez, R. T. (2005, October). *Transnational Literacy Researchers Workgroup Report*. Vernacular Conference, Puebla, Mexico.
- Jiménez, R. T. (2005, April). *Historical Influences on Contemporary Mexican Literacy Practices*. Center for the Americas, Vanderbilt University.
- Jiménez, R. T. (2005, February). *Moving beyond the obviousness of ordinary experience in our thinking about Latino students and literacy*. Featured Speaker, 38th Annual Conference of the Virginia State Reading Association, Arlington, Virginia.
- Jiménez, R. T. (2004, March). *The most vigilant thinking and the literacy of linguistically diverse students*. Invited Keynote Address to Conference on Applied Linguistics, Ming Chuan University, Taipei, Taiwan.
- Jiménez, R. T. (2004, February). *That's just the way it is: More equitable literacy assessments for Latino students*. The Ohio Faculty Learning Seminar: Ohio Department of Education, University of Akron, Cleveland State University, Akron Ohio.
- Jiménez, R. T. (2004, January). *Finding ways to recognize the cultural and linguistic capital of Latino students*. Reading Recovery/Descubriendo la Lectura Institute, Chicago, Illinois.
- Jiménez, R. T. (2003, December). *Theoretical promise, perennial problems, and empirical progress concerning Latino students and literacy*. Invited keynote research address to the National Reading Conference, Scottsdale, AZ.
- Jiménez, R. T. (2003, February). *Fostering the literacy development of Latino students*. Literacy Summit, Redondo Beach, CA.
- Jiménez, R. T. (2003, January). *Improving the language and literacy learning of Latino students*. Literacy Leadership Institute, National Louis University, Wheeling, Illinois.
- Jiménez, R. T. (2002, November). *Language and literacy practices in Mexico*. Brownbag Research Series, Educational Psychology, College of Education, UIUC.
- Jiménez, R. T. (2002, May). *The language and literacy practices in two Mexican schools*. Plenary speaker, VII Foro de Lingüística Aplicada: Tendencias y Retos en la Educación de Idiomas Extranjeros. Universidad de las Américas, Cholula-Puebla, Mexico.

- Jiménez, R. T. (2002, April). *Literacy and Latino students in the US: Some considerations, questions, and new directions*. Colloquium Series Talk. Universidad de las Américas, Cholula-Puebla, Mexico.
- Jiménez, R. T. (2000, July). *An alternative view of the language and literacy learning needs of Latino students*. Invited paper presented at the National Conference on Curriculum, Instruction, and Assessment in the Middle Grades: Linking Research and Practice. The National Educational Research Policy and Priorities Board (NERPPB), The U.S. Department of Education, Washington D. C.
- Elkins, J.; Luke, A.; Hynd, C. Jiménez, R. Wepner, S. Kirk, C.; & Moje, E. (2000, May). *Journal of Adolescent and Adult Literacy, its mission, and the challenge of adolescent and adult literacy in "new times."* Invited paper presented at the 45th Annual Convention of the International Reading Association. Indianapolis, IN.
- Barrera, R. B., & Jiménez, R. T. (2000, April). *What bilingual teachers have to say about literacy instruction for Latino students*. Invited paper presented at the OBEMLA Reading Research Symposium. High Standards in Reading for Students from Diverse Language Groups: Research, Practice, and Policy. Washington D.C .
- Jiménez, R. T. (1999, December). *Intermediate Latina/o students' perspectives on biliterate development*. Invited paper presented at the 23rd Annual Conference for Teachers of Linguistically and Culturally Diverse Students, Oakbrook, Illinois.
- Jiménez, R. T. (1999, May). *A conversation with Latina/Latino literacy researchers*. Invited paper presented at the 44th Annual Convention of the International Reading Association, San Diego, CA.
- Jiménez, R. T. (1998, November). *Ensuring that all children learn to read: Students of limited English proficiency*. Invited paper presented at the U.S. Department of Education's 1998 Regional Conferences on Improving America's Schools, Denver, CO.
- Jiménez, R. T. (1998, July). *Academic Achievement of Linguistically Diverse Students with Learning Disabilities*. Invited paper presented at the Office of Special Education Programs Research Project Directors' Conference, Washington D. C.
- Jiménez, R. T. (1998, July). *What Access to the General Education Curriculum Means for Bilingual Latino Students with Learning Disabilities: A Panel Discussion*. Invited paper presented at the Office of Special Education Programs Research Project Directors' Conference, Washington D. C.

- Jiménez, R. T. (1998, February). *Literacy Lessons Derived from the Instruction of Six Latina/Latino Teachers*. Invited address to the Oregon Conference. College of Education, University of Oregon, Eugene, Oregon.
- Jiménez, R. T. (1998, February). *The Literacy Instruction Provided by Latina/Latino Teachers*. Invited address to the Twenty-first Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students. Oakbrook, Illinois.
- Jiménez, R. T. (1997, October). *Literacy Lessons Derived from the Instruction of Six Latina/Latino Teachers*. Invited address to the Second Annual Guy Bond Commemorative Reading Conference, Reading for meaning: Fostering comprehension in the middle grades. University of Minnesota, Minneapolis.
- Jiménez, R. T. (1997, March). *Learning to read in L2: A view from L1 research. Metacognitive strategies in bilingual readers*. Invited address to the American Association of Applied Linguistics, Orlando, FL.
- Jiménez, R. T. (1996, December). *Literature-based cognitive strategy instruction for middle-school Latina/o students*. Invited address sponsored by the Children's Discourse Study Group, University of Illinois, Champaign, IL.
- Jiménez, R. T. (1996, October). *Multicultural education and the pre-service teacher*. Invited Keynote address to the Illinois Association of Teacher Educators, Urbana, IL.
- Jiménez, R. T. (1996, August). *Literacy lessons from Latina/o students and Latina/o teachers*. Invited Keynote address to the Bilingual Education Summer Institute hosted by Northeastern University, Chicago, IL.
- Jiménez, R. T. (1995, July). *Comprehensive and comprehensible instruction for language minority students with learning disabilities*. Invited paper presented at the Office of Special Education Programs Research Project Directors' Conference, Washington D. C.
- Jiménez, R. (1993, February). *NABE's Outstanding Dissertations Competition Winners*. Invited paper presented at the 22nd Annual International Bilingual/Multicultural Education Conference, Houston, Texas.

Current Teaching Evaluations: 2015

Area	Crs	Sec	Sem	Enrl	Title	4	7	9
EDUC	3580	01	spr2015	12	Teaching Second Language Literacy	4.33	3.55	3.88
EDUC	6520	02	f2015	19	Foundations for ELL Education	4.57	4.21	4.15
EDUC	6580	01	f2015	7	Issues in ELL Education	4.00	3.66	4.00

Teaching: Vanderbilt University

EDUC 3530	Foundations for Teaching English Learners	Fall 05, 06, 07, 08, 09, 10, 11
EDUC 2540/3540	Methods and Materials for Teaching English Learners	Spring 2007, 08, 09, 10, 11, 12
EDUC 3900	Issues in ELL Education: Research, Policy, and Instruction	Fall 2009, Fall 2011
EDUC 3900	Second Language Literacy	Fall 2006, '08, 12
EDUC 3700	Research Group: ELL Teacher Development	Fall- Spring 2006- 2009
EDUC 3900	History of Literacy Doc Seminar	Spring '06,07
EDUC 3460	Teaching and Learning the Language Arts	Spring 2006
ENED 2450/3400	Teaching Reading in the Content Areas	Fall 2004
EDUC 3140	Capstone Doctoral Seminar	Spring 2005

Ph.D. Program Adviser and/or Thesis Director (Peabody)

Student Name	Dates Supervised	Current Status	Thesis Title	Student's Placement
Charmaine Lowe	2006-2008	Defended Dissertation	<i>Promoting the retention of Latina students in community-based English language learner programs through the implementation of critical, feminist, and ethno-feminist pedagogies</i>	Assistant Professor at Austin Peay University
Brian Rose	2006-2012	Defended Dissertation, March 13, 2012	<i>In service learning for teachers of ELLs: An ecological perspective</i>	Assistant Professor at Georgia Gwinnett College
Brad Teague	2005-2010	Defended Dissertation Proposal, Sep 2, 2010	<i>Preparing effective teachers of English language learners: The impact of a cross-cultural field experience</i>	Assistant Director of Interlink Language Center, University of North Carolina, Greensboro
Eun-Young Jang	2004-2008	Defended Dissertation May 22, 2009	<i>The Genesis of Second Language Learner Strategies: Sociocultural Influences on the Strategy Development of New Korean Immigrant Adolescents</i>	Lecturer at Sungkyunkwan University, Seoul, Korea
Tanya Flushman	2007-2012	Defended Dissertation	Nonfiction writing in pre-kindergarten: Science journal use and children's understanding of informational text features	Assistant Professor at California Polytechnic State University
Mikel Cole	2007-2012	Dissertation Defended, August 27, 2012	Effectiveness of Peer-mediated Learning for English-language Learners: A Meta-analysis	Assistant Professor at Clemson University
Chris Keyes	2008-2012	Defended	Rethinking Coaching: Transformative and	

		Dissertation, April 12, 2013	Sustainable Professional Development	Assistant Professor at Shippensburg University
Kelly Puzio	2008-2012	Defended Dissertation, June 29, 2012	Social and organizational influences on literacy differentiation: A mixed methods study	Assistant Professor at Washington State University, Pullman
Mark Pacheco	2011-present	Proposal, March 25, 2015		
Sam David	2011-present	Proposal, Nov. 9, 2015		
Keenan Fagan	2011-present	MAP, Nov. 13, 2014		
Caitlin Eley	2013-present	Coursework		

Ph.D. Student Committee Member (Peabody)

Student Name	Dates	Current Status	Thesis Title	Student's Placement
Mary Miller	2014-present	Defended Proposal		
Katie Butler	2014-present	Defended Proposal		
Summer Wood	2012-2015	Defended Dissertation		
Robin Jocius	2012-2015	Defended Dissertation		
Dennis Davis	2008-2011	Defended Dissertation, Meta-Analysis of comprehension strategy instruction for upper elementary and middle school students, University of Texas, San Antonio, 5/26/2010		
Daneell Edwards	2006-2007	Defended Thesis 5/21/2007		
Judson C. Laughter	2007-2009	Defended Dissertation, 5/20/2009		University of Tennessee
Jim Furman	2005-present	Defended Dissertation, 3/11/2009		University of New Orleans

Member Program Adviser and/or Thesis Director (Illinois)

Student Name	Dates Supervised	Current Status	Thesis Title	Student's Placement
Lara Handsfield	2000-2005	Defended Thesis	"Movin' Up that 3 rd Grade Hill": Discourses of Progress and Hybrid Language and Literacy Practices in a Mainstream Multi-Lingual Classroom	Illinois State University
Mary Montavon	1999-2003	Defended Thesis	English Language Learners and Social Capital: Discourses of a Rural School District	Asst. Professor Southern Illinois University
Cristina Gillanders	2000-2001	Defended Thesis	Reaching for Success as a Mexican Immigrant: A Close Up of Kindergarten Children and their Families	Post-doc, University of North Carolina
Jia-ling Yau	1995-2000	Defended	Literacy Learning Experiences of Four	Assoc. Prof. Ming Chuan University,

		Thesis	Language Minority Students: The Principles of Importance	Taiwan
Mary Holbrock	1996-2004	Defended Thesis	The Language and Literacy of Guatamalan Mayan Women	Job Search

Master's Program Committee Member (Peabody College)

Student Name	Dates Supervised	Current Status	Thesis Title	Student's Placement
Brittany Aronson	2006	Nov. 2006	A historical narrative of the changes in Nashville's school system through desegregation	Teaching in Miami

Master's Program Committee Member (University of the Americas)

Student Name	Dates Supervised	Current Status	Thesis Title	Student's Placement
Maru de Luna	2006	Defend Thesis, Dec. 2006	The Literacy practices of Mexicans living in Canada	
Christopher Vance	2004-2005	Defended Theis	Literacy Practices of Mexican Fathers and How These Influence The Literacy of their Children	Teacher in Arizona
Brad Teague	2003-2004	Defended Thesis	A Comparative Study of Attitudes Toward Literacy: Parents, Students, and Teachers in a Mexican Elementary School	Doctoral Student at Vanderbilt
Jane Kimbraugh	2003-2004	Defended Thesis	Literacy Learning and Instruction in a Mexican Bilingual School	Teacher in Washington State

Editorial Service

Guest Editor of the Journal, Theory into Practice (2009-2010)

Editor of the National Reading Conference Yearbook (2006-2010)

Editorial Advisory Board for Journal of Education, (2010-present)

Editorial Advisory Board for Research in the Teaching of English (2008-2010)

Editorial Advisory Board for Educational Researcher (2006-present)

Editorial Advisory Board for Review of Educational Research (2006-present)

Editorial Advisory Board for *Reading Research Quarterly*

Editorial Advisory Board for *the Bilingual Research Journal*

Editorial Advisory Board for the journal, *Language Arts* (2005-2007)

Reviewer for *Journal of Educational Research*

Reviewer for *Anthropology and Education Quarterly*

Reviewer for the *Elementary School Journal*

Reviewer for *Language Learning*
 Reviewer for *School Psychology Review*
 Reviewer for *Journal of Special Education*.
 Reviewer for *Educational Researcher*

Professional Service

Selected as a member of the Literacy Research Panel (LRP) International Reading Association, June 2015.

Named a member of the Selection Committee for the National Academy of Education/Spencer Foundation Dissertation Fellowship Program, June 2015.

Co-chair of Academic Program Review Committee for the Department of Teaching and Learning and Sociocultural Studies. University of Arizona.

Expert Panel member for the National Professional Development Program (NPDP), sponsored by the Policy and Program Studies Service (PPSS) at the U.S. Department of Education, Office of English Language Acquisition, 2012.

Board Member of National Center for Literacy Education (NCLE), funded and supported by the Ball Foundation and the National Council Teachers of English (NCTE), 2012.

Conference Chair for the 2011 Annual Conference of the Literacy Research Association. November 30-December 3, Jacksonville, Florida.

Guest Editor of special issue of *Theory into Practice*, *New and Critical Perspectives on Reading Comprehension and Strategy Instruction*, (with Lara Handsfield), 50 (2), 2011

Reviewer for IES, Reading, Writing, and Language Development Two scientific peer review panel, February 28, March 1, 2011 and March 1 & 2, 2012.

Board of Directors member for Knowledge Academies, Nashville Charter School, Funded December 2011-2013.

Evaluator for State University of New York, Albany. Doctoral Program Review, 2010.

Author for McDougal Littell Secondary Education Literacy Anthology Series, Evanston, Illinois, 2004 to present.

ELL Advisory Board for Voyager Publishers (2008)

ELL Advisory Board for Pearson Publishers (2008)

Member of Expert Review Panel, NAEP Reading Frameworks Comparison Study Expert Panel Meeting, Washington DC; December 17-20.

External Reviewer for State of Texas. Doctoral Program at University of Texas, Brownsville, College of Education. April 4-7, 2007.

Author for Harcourt Achieve, Rigby Literacy Access for Middle School English Language Learners, 2006 to 2007. Project put on hold after company buyout.

Core Advisor to WGBH/Annenberg Foundation, *Teaching Reading 3-5*, January 2005-July 2005 [<http://www.learner.org/resources/series204.html>].

Member of the Publications Committee for the International Reading Association, 2002-2003

Member of the Qualitative Research Task Force for the Research Division of the Council for Exceptional Children, 2003.

Consultant for the U.S. Department of Education, Office of Elementary and Secondary Education and the American Institutes for Research. Provide expert advice concerning how the Reading Excellence Program can serve English language learning students, September 26, 2000, Washington D.C.

Office of Special Education Programs (OSEP) Grant Reviewer for Competition 84.324D, May 17-19, 2000, Washington D.C.

Office of Special Education Programs (OSEP) Project Directors Planning Meeting for July 15-17 Project Directors Meeting. Washington DC.

Evaluator for the Social Sciences and Humanities Research Council of Canada, January 1996

Program Area Chair, Literacy and Language Diversity for the National Reading Conference, 1996-1998

Mentor for the Ronald E. McNair Program, Summer 1995 (Angelica Arroyo wrote and presented the paper, "The teacher's role in the literacy development of bilingual Latina/o students." Office of Minority Student Affairs.

Illinois Congressional Bilingual/Bicultural Teacher Training Task Force.

Language Minority Special Education Researchers Task Force, convened by the US Department of Education Office of Special Education Programs, Co-sponsored by the Office for Civil Rights and the Office of Bilingual Education and Minority Language Affairs, met in Denver, July; December, 1995.

Editor and contributor to a special issue of the Elementary School Journal (1996), highlighting current research on students from language minority communities.

Search Committee Chair for Director of High School Equivalency Program, Migrant Education, University of Oregon, 1991.

University Committees

Member of Diversity and Inclusion Committee for Peabody College

Member of Review Committee for Shannon Daniel

Member of Search Committee for Educational Linguistics Position

Co-Chair of Search Committee for Digital Literacies Position, Teaching and Learning

Member of Faculty Review Committee for Professor Amanda Goodwin

Member of Faculty Review Committee for Kathy Ganske

Member of Faculty Review Committee for Lisa Pray

Member of the Search Committee for Chair of DTL/Endowed Chair of Teacher Education, 2011-2012.

Member of Faculty Review Committee for Professor Bridget Dalton

Member of Promotion Committee for French and Italian Department, College of Liberal Arts and Science

Member of Search Committee for Elementary Education Literacy Position, Teaching and Learning

Chair of Search Committee for Secondary Education Program Director, Teaching and Learning

Member of Search Committee for Diversity and Urban Education for Teaching and Learning

Graduate Program Committee for Teaching and Learning
 Member of Peabody Tenure Review Committee
 Chair of the Search Committee for ELL Faculty of the Practice
 Member of the Chair Search Committee for Teaching and Learning
 Member of the Faculty Council for Peabody College, 2006 to present (Secretary).
 Member of the Center for the Americas Executive Committee, Vanderbilt University,
 2005-2008.
 Convenor for Language, Literacy and Culture, Department of Teaching and Learning,
 2005-2008
 Member of the Secondary Education Literacy Faculty Search Committee, 2006.
 Chair of Faculty Review Committee for Professor Ann Neely, 2006.
 Chair of the Faculty Council Committee on Teaching, 2005 to Present.
 Elementary Education Committee, Vanderbilt University, 2004
 Senior Literacy Faculty Position Committee Chair, Vanderbilt University, 2004-2005.
 College of Education, University of Illinois Executive Committee, 2003-2004
 Curriculum and Instruction Advisory Committee, 1995-1997.
 Latina/Latino Studies Advisory Committee, Office of the Provost and Vice Chancellor
 for Academic Affairs, 1994-to 2001.
 Professional Preparation and Development Committee, College of Education, 1994-
 1995.
 Committee on Elementary and Early Childhood Education, Council on Teacher
 Education, Vice Chancellor's Office for Academic Affairs, 1994-1996.
 Language and Literacy Search Committee, Department of Curriculum and Instruction,
 1995.

Dr. Robert Jiménez. Robert T. Jiménez is currently Professor of Education in Peabody College, Vanderbilt University. He first became interested in the literacy of Latino students as a bilingual education teacher working with migrant agricultural worker children. He received his B.A. from the University of the Americas in Puebla, Mexico, and his M.Ed. and Ph.D. from the University of Illinois. Currently, he is directing the Teaching English Language Learners program at Peabody College of Vanderbilt University. He was recently an editor of the National Reading Conference Yearbook and he is past president of the Literacy Research Association (formerly NRC). He has examined the literacy practices found within a central Mexican community and he researched the transnational and community-based literacy practices of immigrant students in the US. His most recent project involves the development of a reading comprehension approach that involves teaching students how to strategically translate key excerpts of grade-level appropriate literature into their first language. His work has been recognized with a García Robles Fulbright Fellowship to Mexico, the Albert J. Harris Award for research on struggling readers, and the Alan C. Purves Award for research most likely to benefit classroom practice. In 2015, he was named to the Reading Hall of Fame by the International Literacy Association. He was formerly a faculty member at the Universities of Oregon and Illinois. He is also editor of the book, *Race, Ethnicity, and Education: Language and Literacy in Schools* (2006). Jiménez has published in

Reading Research Quarterly, the American Educational Research Journal, the Journal of Adolescent and Adult Literacy, The Reading Teacher and numerous other journals. He has served on IRA's publications committee, and as a member of the board of reviewers for *RRQ, RT, and JAAL*. He may be contacted at Box 330 Peabody College, 261 Wyatt Center, Language, Literacy, & Culture Program, Vanderbilt University. Nashville, TN 37203.