

Robert S. Rueda, Ph.D.

PRESENT POSITION:

Professor Emeritus
Psychology in Education
Rossier School of Education
University of Southern California
Los Angeles, CA, 90089
Email: rueda@usc.edu
ORCID iD – 0000-0001-5828-9095

EDUCATION

Ph.D. University of California, Los Angeles, California. Major Program: Educational Psychology.
Specialization: Special Education, 1979

Post-Doctoral Research Fellow, Laboratory of Comparative Human Cognition, University of California,
San Diego, 1981-1982.

M.S.W., University of Southern California, Los Angeles, California Specialization: Psychiatric Social
Work, 1974

B.A. University of California, Los Angeles, California. Major: Psychology, 1972.

RESEARCH INTERESTS

Sociocultural and motivational processes in classroom learning processes and instruction, with a focus on reading and literacy in English learners, students in at-risk conditions; teaching/learning issues related to academic achievement in public school settings, including literacy-related assessment and instruction and educational decision-making

PROFESSIONAL POSITIONS

2016 - present

Professor Emeritus, Rossier School of Education, University of Southern California

2015

Associate Dean of Research and Faculty Affairs, Rossier School of Education, University of Southern California

2009-2015

Stephen H. Crocker Professor of Education December 2009, Rossier School of Education, University of Southern California

1999-2015

Professor, Rossier School of Education, University of Southern California, and faculty member in the Education Psychology area

1995-1998

Chairperson, Division of Educational Psychology, and Professor, Division of Educational Psychology and Program Faculty, Language, Literacy, and Learning Doctoral Program

1993-1994

Professor, Division of Educational Psychology, School of Education, University of Southern California, and Program Leader of the Language, Literacy, and Learning doctoral specializations

1991-1992

Associate Professor, Division of Counseling and Educational Psychology, School of Education, University of Southern California, and Program Leader of the Language, Literacy, and Learning doctoral specialization (appointed Vice-Chair of Educational Psychology Program in 1992)

1988-1991

Associate Professor, Department of Curriculum, Teaching, and Special Education, and Coordinator of the Learning Handicapped Credential Program, School of Education, University of Southern California

1986-1987

Visiting Associate Professor, Department of Counseling and Special Education, University of Southern California

1985-1986

Visiting Assistant Professor, Special Education Program, Graduate School of Education, University of California, Santa Barbara (on leave from Arizona State University)

1984-1985

Research Coordinator, Handicapped-Minority Research Institute at the Southwest Regional Laboratory (on leave from Arizona State University)

1983-1984

Associate Professor, Department of Special Education, Arizona State University, Tempe, Arizona.

1982-1983

Assistant Professor, Department of Special Education, Arizona State University, Tempe, Arizona.

1981-1982

Post-Doctoral Research Fellow, Laboratory of Comparative Human Cognition, University of California, San Diego.

1979-1981

Assistant Professor, Department of Special Education, Arizona State University, Tempe, Arizona.

Co-Director, Bilingual/Multicultural Emphasis Area, Graduate Program, Department of Special Education, Arizona State University, Tempe, Arizona.

1978-1979

Instructor, Department of Special Education, Arizona State University, Tempe, Arizona.

1977-1978

Interim Director, Associated League of Mexican-Americans Mental Health Program for the Developmentally Disabled, Los Angeles, California.

Teaching and Research Assistant, Department of Special Education, University of California, Los Angeles, California.

1976-1977

Psychiatric Social Worker, Associated League of Mexican-Americans Mental Health Program for the Developmentally Disabled, Los Angeles, California.

1975-1976

Teaching Assistant, Department of Special Education, University of California, Los Angeles, California.

FELLOWSHIPS, HONORS, AND AWARDS

Elected to Reading Hall of Fame (August, 2022)

Mentoring Award for Mentoring Faculty, Rossier School of Education (December 2014)

Elected to the National Academy of Education (February 2013)

Awarded Stephen H. Crocker Professor of Education chair (December 2009)

Fellow, American Educational Research Association (Elected July 2008)

Recipient of Award for Outstanding Research in Elementary, Secondary, or Postsecondary Education from the Hispanic Research Issues SIG (Special Interest Group) of the American Educational Research Association (AERA), April 2007.

Senior Scholar, The Glenda B. and Forrest C. Shaklee Institute for Improving Special Education (Elected December, 1997-2001)

Fellow, Division 45 (Society for the Psychological Study of Ethnic Minority Issues), American Psychological Association (Elected August, 1996)

Presidential Recognition Award, University of California Presidential Grants for School Improvement Program, 1992 (along with R. Gallimore and C. Goldenberg, UCLA).

Faculty-Student Research Mentorship Award, Phi Kappa Pi Honor Society (University of Southern California Chapter), 1992 (along with A. Lin, and S. Krashen).

Award Recipient, Fund for Projects in Innovative Teaching, University of Southern California, 1992 (along with M. Dembo, and H. O'Neil)

Fellow, Minority Faculty Development Program, Arizona State University, 1983.

National Institute of Mental Health (NIMH) National Research Service Award (to support postdoctoral study at the University of California at San Diego), 1981-82

Graduate Advancement Program Doctoral Fellowship, University of California, Los Angeles, 1974-1978.

National Institute of Mental Health Fellowship, University of Southern California, 1972-1974.

B.A. Degree Cum Laude, University of California, Los Angeles, 1972.

Honors Program, Department of Psychology, University of California, Los Angeles, 1970-1972.

Lloyd Marvin Shearing Scholarship, University of California, Los Angeles, 1969.

California State Scholarship, University of California, Los Angeles, 1968-1972.

GRANTSMANSHIP

Rueda, R. (2014-2015). Impact of the STEM21 Competency-Based Education Model on Underserved Student Engagement, Self Regulation, and Academic Growth
Principal Investigator. \$19,000. Education Connection.

Riconscente, M., Walsh, J.W., & Rueda, R. (2009-10). USC Undergraduate Research Associates Program, \$10,000. (University-based funding)

Rueda, R. (2007-2008). Evaluation of the Mental Health Workforce Pipeline Planning Project for South Los Angeles, funded by the Mental Health Association of Greater Los Angeles, \$50,000. (Private funding)

Narayanan, S., Rueda, R., Margolin, G., & Farver, J. (2007-2008). Creating an interdisciplinary technology center for child-centric societal applications. James H. Zumberge Faculty Research & Innovation Fund, \$50,000. (University-based Funding)

Rueda, R. (2007-2008). Alternative instructional models of effective bilingual education. Funded through the Haynes Foundation. \$131, 211. (Private funding)

Yaden, D., & Rueda, R. (1997-2001). The effects of an emergent literacy preschool program in a community center upon Spanish-speaking preschoolers' acquisition of English literacy. Funded through the OERI National Center for the Improvement of Early Reading Achievement (CIERA), University of Michigan. \$237,870. (Federal funding)

Rueda, R., Yaden, D., & MacGillivray, L. (1997-1999). Interest and engagement as a function of community context and tasks for high-risk children. Funded through the OERI National Center for the Improvement of Early Reading Achievement (CIERA), University of Michigan. \$111,040. (Federal funding)

Rueda, R., Genzuk, M., Baca, R., & Hentschke, G. (1997-1998). Latino paraeducators as teachers: Building on funds of knowledge to improve instruction. Funded through the OERI National Center for

Research on Education, Diversity, and Excellence (CREDE), University of California at Santa Cruz. \$80,220. (Federal funding)

Rueda, R. (1994-1997). Evaluation of language and culture in the 5th Dimension Project. Funded through the Mellon Foundation. \$72,000. (Private funding)

Rueda, R., Krashen, S., & Odden, A. (1993-1996). Title VII Bilingual Doctoral Fellowship Training Award. Funded through Office of Bilingual Education and Minority Language Affairs (OBEMLA), U.S. Department of Education. \$1,200,000. (Federal funding)

Rueda, R., & Garcia, E. (1994-95). Examining responsive instructional activity settings for literacy. Funded through the OERI National Center for Research on Cultural Diversity and Second Language Learning, University of California at Santa Cruz. \$64,350. (Federal funding)

Rueda, R., & Garcia, E. (1993-94). Development and evaluation of contextualized monitoring for literacy environments. Funded through the OERI National Center for Research on Cultural Diversity and Second Language Learning, University of California at Santa Cruz. \$59,400. (Federal funding)

Rueda, R., & Garcia, E. (1992-93). A comparative investigation of teachers' knowledge and practices in assessing literacy of bilingual students. Funded through the OERI National Center for Research on Cultural Diversity and Second Language Learning, University of California at Santa Cruz. \$41,301. (Federal funding)

Rueda, R. (along with Dembo, M., & O'Neill, H.). (1992-93). Innovative Teaching Award, \$5000. (University-based Funding)

Rueda, R. (1989-90) Factors Influencing Teacher Acquisition of Responsive Teaching. USC EDUCARE Research Grant, \$1500. (University-based Funding)

Rueda, R. (1988-89). Improving the acquisition of literacy with learning handicapped Hispanic students: the Optimal Learning Environment. USC EDUCARE Research Grant, \$1875. (University-based Funding)

Rueda, R. (1988-89). Special education demonstration project for Hispanic students. Los Angeles Unified School District, Division of Special Education. \$7764 (State & Local Funding)

Rueda, R., & Prieto, (1982-1984). Cognitive development, linguistic proficiency and communicative competence. National Science Foundation. \$60,515. (Federal funding)

Rueda, R. (1983-1984). Social competence of exceptional children. Department of Special Education Research Project, Arizona State University. \$1000 (University-based Funding)

Rueda, R. (1980-1981). Interpersonal tactics and communicative strategies of Anglo-American and Mexican-American mildly retarded and normally achieving students. College of Education Research Grant, Arizona State University. \$1252 (University-based Funding)

Prieto, A., & Rueda, R. (1979-1982). Preparation of teachers for multicultural/ bilingual handicapped. U.S. Office of Education, Bureau of Education for the Handicapped. \$95,999. (Federal funding)

Rueda, R. (1979-1980). Effects of bilingualism on cognitive development and metalinguistic awareness in mildly retarded children. Faculty Research Grant, Arizona State University. \$2000 (University-based Funding)

Rueda, R., Howell, K., & Rutherford, R. (1978-1979). Modification of on-task behavior in retarded adolescents. Arizona State University Faculty Research Grant, Arizona State University. \$1350 (University-based Funding)

Rueda, R., & Zucker, S. (1978-1979). Persuasive communication of among mildly and moderately retarded children. College of Education Research Grant, Arizona State University. \$1050 (University-based Funding)

Howell, K., Rutherford, R., & Rueda, R. (1978-1979). Modification of on-task behavior in behaviorally disordered children. College of Education Research Grant, Arizona State University. \$1500 (University-based Funding)

Rueda, R., & Rutherford, R. (1978-1979). Mildly handicapped students' metacognitive knowledge about socially competent classroom behavior. College of Education Research Grant, Arizona State University. \$2310 (University-based Funding)

INSTRUCTIONAL ACTIVITIES

I have instructed and/or developed the following courses at the University level:

- Education Performance Problems: The Role of Learning (doctoral)
- Advanced Human Motivation (doctoral)
- Controversies in Learning and Instruction (doctoral)
- Problems in Urban Education: Learning (doctoral)
- Doctoral Proseminar
- Learning and Individual Differences (doctoral)
- Learning and Assessment (Undergraduate Teacher Education)
- Language Proficiency Assessment of Language Minority Students (Master's and doctoral)
- Language, Culture, and Individual Differences in Learning and Thinking (doctoral)
- The Theoretical Foundations of Learning Deficits (doctoral)
- Current Research in Intellectual Deficits (doctoral)
- Research Methods (doctoral)
- Identification, Evaluation, and Classification of Exceptional Children (doctoral)
- Problems of the Learning Handicapped (Master's)
- Language and Speech Problems (Masters')
- Remedial Procedures for Learning Disabled Students (Master's)
- Educational Evaluation (Master's)
- Educational Evaluation of Bilingual/Multicultural Exceptional Children (Master's)
- Behavior Management with Exceptional Children (Master's)
- Behavior & Emotional Problems in Children (Master's)
- Introduction to Bilingual Special Education (Master's)
- Mental Retardation (Master's and undergraduate)

PUBLICATIONS

(Books)

- Gallagher, K. S., Goodyear, R. K., Brewer, D. J., & Rueda, R. (2012). *Urban education: A model for leadership and policy*. NY: Routledge.
- Rueda, R. (2011). *The 3 dimensions of improving student performance: Matching the right solutions to the right problems*. NY: Teachers College Press.
- Morrow, L. M., Rueda, R., & Hartman, D. K. (2011). Section Co-editors for *Section III. History and Theoretical Perspectives* in D. Lapp & D. Fisher, *The Handbook of Research on Teaching the English Language Arts*. Lawrence Erlbaum/Taylor Francis.
- Morrow, L., Rueda, R., & Lapp, D. (2009). *Handbook of Research on Literacy Instruction: Issues of Diversity, Policy, and Equity*. New York: Guilford Press.
- August, D., & T. Shanahan (Eds.), (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum, Pub. [Panel Member]
- Committee on Minority Representation in Special Education (member). M. S. Donovan and C. T. Cross (Eds). (2002). *Minority students in special and gifted education*. Washington, D.C.: National Academy Press. [Committee Member]

(Journal articles)

- Loera, G., Oh, Y.J., & Rueda, R. (2018). Learning and motivational characteristics of urban Latino high school youth. *Urban Education*, 53(7) 875–898. DOI: 10.1177/0042085915602536.
- Unrau, N., Rueda, R., Son, E., Polanin, J. R., Lundeen, R. J., & Muraszewski, A. K. (2018). Can reading self-efficacy be modified? A meta-analysis of the impact of interventions on reading self-efficacy. *Review of Educational Research*, 88(2), 167-204.
- Loera, G., Oh, Y.J., & Rueda, R. (2015). Learning and motivational characteristics of urban Latino high school youth. *Urban Education*, 1-24 (online).
- Son, E., & Rueda, R. (2015). Second language acquisition and teaching language minority students. *KAERA Research Forum*, 2(1), 1-16.
- Rueda, R., Sundt, M., & Picus, L. O. (2013). Developing scholarly practitioners: Lessons from a decade-long experiment. *Planning and Changing*, 44(3/4), pp. x–xx.
- Loera, G., Nakamoto, J., Rueda, R., Oh, Y. J., Beck, C., & Cherry, C. (2013). Collaboration, communication, and connection: Collegial support and collective efficacy among health science teachers. *Career and Technical Education Research*, 38(3), pp. 191-209.

- Loera, G., Nakamoto, J., Oh, Y. J., & Rueda, R. (2013). Factors that promote motivation and academic engagement in a career technical education context. *Career and Technical Education Research, 38*(3), pp. 173-190.
- Rueda, R., & Stillman, J. (2012). The 21st century teacher: A cultural perspective. *Journal of Teacher Education, 63*(4), 245-253.
- Sun, J. C.-Y. and Rueda, R. (2011), Situational interest, computer self-efficacy and self-regulation: Their impact on student engagement in distance education. *British Journal of Educational Technology, 43*(2), 191-204. doi: 10.1111/j.1467-8535.2010.01157.x
- Andreeva VA, Cockburn MG, Yaroch AL, Unger JB, Rueda R, Reynolds KD. (2011). Preliminary evidence for mediation of the association between acculturation and sun-safe behaviors. *Archives of Dermatology, 147*(7), 814-819. doi:10.1001/archdermatol.2011.145
- Loera, G., Rueda, R., & Nakamoto, J. (2011). The association between parental involvement in reading and schooling and children's reading engagement in Latino families. *Literacy Research and Instruction, 50*, 133-155.
- Quirk, M., Unrau, N., Ragusa, G., Rueda, R., Lim, H., Bowers, E., Velasco, A., Fujii, K., Nemerouf, A., & Loera, G. (2010). Teacher Beliefs about Reading Motivation and Their Enactment in Classrooms: The Development of a Survey Questionnaire. *Reading Psychology, 31*(93-120). doi: 10.1080/02702710902754051.
- Andreeva VA, Yaroch AL, Unger JB, Cockburn MG, Rueda R, Reynolds KD. (2010). Moderated mediation regarding the sun-safe behaviors of U.S. Latinos: advancing the theory and evidence for acculturation-focused research and interventions. *Journal of Immigrant and Minority Health, 12*(5), 691-698.
- Hayes, K., Rueda, R., & Chilton, S. (2009). Scaffolding language, literacy, and academic content in English and Spanish: The linguistic highway from Mesoamerica to Southern California. *English Teaching: Practice and Critique, 8*(2), 137-166.
- Monzo, L., & Rueda, R. (2009). Passing as English fluent: Latino immigrant children masking language proficiency. *Anthropology & Education Quarterly, 40*(1), 20-40.
- Payne, S., Rueda, R., & Dembo, M. (2008). Comparing the motivational profiles of High-Ability-Low-Performing (HALP) students and High-Ability-High-Performing (HAHP) students. *Middle Grades Research Journal, 3*(2), 23-50.
- Rueda, R., Lin, H.J., & Velasco, A. (2007). Cultural accommodations in the classroom: An instructional perspective. *Multiple Voices, 10*(1 & 2), 61-72.
- Bensimon, E., Rueda, R., Dowd, A.C., & Harris, F. (2007). Accountability, equity, and practitioner learning and change. *Metropolitan Universities, 18*(3), 28-45.

- Rueda, R., & Goldenberg, C. (2007). What's new in the research world? A focus on English Learners. *The California Reader*, 40(3), 23-28.
- August, D., Goldenberg, C., & Rueda, R. (2006). Native American Children and Youth: Culture, Language, and Literacy. *Journal of American Indian Education*, 45(3), 24-37.
- Rueda, R. & Windmueller, M. P. (2006). English language learners, LD, and overrepresentation: A multiple-level analysis. *Journal of Learning Disabilities*, 39, 99-107.
- Monzo, L., & Rueda, R. (2006). A Sociocultural Perspective on Acculturation: Latino Immigrant Families Negotiating Diverse Discipline Practices. *Education and Urban Society*, 38(2), 188-203..
- Gallego, M.A., Rueda, R., & Moll, L.C. (2005). Multilevel approaches to documenting change: Challenges in community-based educational research. *Teachers College Record*, 107(10), 2299-2325.
- Rueda, R., & Chen, C. (2005). Assessing motivational factors in foreign language learning: Cultural variation in key constructs. *Educational Assessment*, 10(3), 209-229.
- Rueda, R., Monzo, L., Blacher, J., Shapiro, J., & Gonzalez, J. (2005). Cultural models and practices regarding transition: A view from Latina mothers of young adults with developmental disabilities. *Exceptional Children*, 71(4), 401-414.
- Rueda, R. (2005). Searching for the grand unifying theory: Reflections on the field of LD. *Learning Disability Quarterly*, 28(2), 168-169.
- Artiles, A.J., Rueda, R., Salazar, J., & Higareda, I. (2005). Within-group diversity in minority disproportionate representation: English language learners in urban school districts. *Exceptional Children*, 71(3), 283-300.
- Shapiro, J.S., Monzó, L.D., Rueda, R., Gomez, J.A., & Blacher, J. (2004). Alienated Advocacy: Perspectives of Latina Mothers of Young Adults With Developmental Disabilities on Service Systems. *Mental Retardation*, 42(1), 37-54.
- Rueda, R., Monzo, L., & Higareda, I. (2004). Appropriating the sociocultural resources of Latino paraeducators for effective instruction with Latino students: Promise and problems. *Urban Education*, 39(1), 52-90.
- Monzo, L., & Rueda, R. (2003). Professional roles, caring, and scaffolds: Latino teachers' and paraeducators' interactions with Latino students. *American Journal of Education*, 109(4), 438-471.

- Rueda, R., Monzo, L., & Arzubiaga, A. (2003). Academic instrumental knowledge: Deconstructing cultural capital theory for strategic intervention approaches. *Current Issues in Education*, 6(14).. Available: <http://cie.ed.asu.edu/volume6/number14/>
- Monzo, L., & Rueda, R. (2003). Shaping education through diverse funds of knowledge: A look at one Latina paraeducator's lived experiences, beliefs, and teaching practice. *Anthropology and Education Quarterly*, 34(1), 72-95.
- Ortiz, G., & Rueda, R. (2003). Bilingual waivers: Choices given, but not really offered. *The Multilingual Educator*, 4(1), 22-24.
- Arzubiaga, A., Rueda, R., & Monzo, L. (2002). Family matters related to the reading engagement of Latino children. *Journal of Latinos and Education*, 1(4), 231-243.
- Rueda, R., & Monzo, L. (2002). Apprenticeship for teaching: Professional development issues surrounding the collaborative relationship between teachers and paraeducators. *Teaching & Teacher Education*, 18, 503-521.
- Guarino, A., Echevarria, J., Short, D., Schick, J.E., Forbes, S., & Rueda, R. (2001). The Sheltered Instruction Observation Protocol. *Journal of Research in Education*, 11(1), 138-140.
- Monzo, L., & Rueda, R. (2000). Constructing achievement orientations toward literacy: An analysis of sociocultural activity in Latino home and community contexts. *National Reading Conference Yearbook 49*, 405-420.
- Andrews, J., Carnine, D.W., Coutinho, M.J., Edgar, E.B., Fuchs, L.S., Forness, S.R., Jordan, D.J., Kauffman, J.M., Patton, J.M., Paul, J. Rossell, J., Rueda, R., Schiller, E., Skirtic, T.M., & Wong, J. (2000). Bridging the special education divide. *Remedial and Special Education*, 21(5), 258-260, 267.
- Menjares, P.C., Michael, W.B., & Rueda, R. (2000). The development and construct validation of a Spanish version of an academic self-concept scale for middle school Hispanic students from families of low socioeconomic status. *The Spanish Journal of Psychology*, 3(1), 53-62.
- Rueda, R., Gallego, M., & Moll, L.C. (2000). The LRE: A place or a context? *Remedial and Special Education*, 21(2), 70-78
- Graves, A.W., Valles, E.C., & Rueda, R. (2000). Variations in interactive writing instruction: A study in our bilingual special education settings. *Learning Disabilities Research and Practice*, 15(1), 1-9.
- Harry, B., Rueda, R., & Kalyanpur, M. (1999). Cultural reciprocity in sociocultural perspective: Adapting the normalization principle for family collaboration. *Exceptional Children*, 66(1), 123-136.

- Rueda, R., & DeNeve, C. (1999). Building cultural bridges: The role of paraeducators in diverse classrooms. *Reaching Today's Youth: The Community Circle of Caring Journal* 3(2), 53-55.
- Selmi, A., & Rueda, R. (1998). A naturalistic study of the collaborative play transformations of preschoolers with hearing impairments. *Journal of Early Intervention*, 21, 299-307.
- Rueda, R., & Garcia, E. (1997). Do portfolios make a difference? The influence of type of data on making instructional decisions. *Learning Disabilities: Research and Practice*, 12(2), 114-122.
- Rueda, R., & Garcia, E. (1996). Teachers' perspectives on literacy assessment and instruction with language minority students: A comparative study. *Elementary School Journal* 96(3), 311-332.
- Rueda, R., Ruiz, N., & Figueroa, R. (1995). Issues in the implementation of innovative instructional strategies. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 1 (1), 12-22.
- Ruiz, N.T., Rueda, R., Figueroa, R., & Boothroyd, M. (1995). Shifting instructional paradigms of bilingual special education teachers: Complex responses to educational reform. *Journal of Learning Disabilities* 28(10), 622-635.
- Rueda, R. (1994). Cultural considerations in studying learning problems. *Journal of Accelerative Learning and Teaching*, 19(4), 363-377.
- Rueda, R., & Martinez, I. (1992). Fiesta Educativa: One community's approach to parent training in developmental disabilities for Latino families. *Journal of the Association of the Severely Handicapped*, 17(2), 95-103.
- Rueda, R. (1992). Characteristics of teacher-student discourse in computer-based dialogue journals: A descriptive study. *Learning Disabilities Quarterly*, 15(3), 187-206.
- Harris, K., Rueda, R., & Supancheck, P. (1990). A descriptive study of literacy events in secondary special education programs in linguistically diverse schools. *Remedial and Special Education*, 11, 20-28.
- Rueda, R. (1989). Defining handicapping conditions within linguistic minority populations. [Special Issue], *Exceptional Children*, vol.56 (2), 121-129.
- Goldman, S., and Rueda, R. (1988). Developing writing skills in bilingual exceptional children. *Exceptional Children*, 54(6), 543-551.
- Rueda, R., & Mehan, H. (1986). Metacognition and passing: Strategic interactions in the lives of students with learning disabilities. *Anthropology and Education Quarterly*, 17(3), 145-165.

- Cardoza, D., & Rueda, R. (1986). Educational and occupational outcomes of Hispanic learning disabled high school students. *Journal of Special Education, 20*(1), 111-126.
- Whitaker, J., Rueda, R., & Prieto, A. (1985). Cognitive performance as a function of bilingualism in students with mental retardation. *Mental Retardation, 23*(6), 302-307.
- Rodriguez, R., Prieto, A., & Rueda, R. (1984). Issues in Bilingual/ multicultural special education. *NABE Journal, Vol. VIII, No. 3*, 55-65.
- Rueda, R., & Zucker, S. (1984). Persuasive communication among moderately retarded and nonretarded children. *Education and Training of the Mentally Retarded, Vol. 19, No. 2*, 125-131.
- Rueda, R. (1983). Metalinguistic awareness in monolingual and bilingual mildly retarded children. *NABE Journal, Vol. VIII, No. 1*, 55-68.
- Rueda, R., & Smith, D. (1983). Interpersonal tactics and communicative strategies of Anglo-American and Mexican-American mildly retarded and normally achieving students. *Applied Research in Mental Retardation, 4*(2), 153-161.
- Howell, K., Rueda, R., & Rutherford, R. (1983). A procedure for teaching self-recording to moderately retarded students. *Psychology in the Schools, 4*, 202-209.
- Rutherford, R. B., Howell, K. W., & Rueda, R. (1982). Self- control instruction behavior disordered students: Design and implementation. *Instructional Psychology, 9*(2), 91-99.
- Rueda, R., Rodriguez, R., & Prieto, A. (1981). Teaching competencies for bilingual/multicultural exceptional children. *Teacher Education and Special Education, 4*(4), 35-29.
- Rueda, R., Rodriguez, R., & Prieto, A. (1981). Teacher's perceptions of competencies for teaching bilingual/multicultural exceptional children. *Exceptional Children, 48*(3), 268-270.
- Rueda, R., & Chan, K. (1980). Referential communication skill levels of moderately retarded children. *American Journal of Mental Deficiency, 85, No. 1*, 45-52.
- Rueda, R., & Prieto, A. (1979). Cultural pluralism: Implications for teacher education. *Teacher Education and Special Education, 2*(1), 45-52.
- Chan, K., & Rueda, R. (1979). Poverty and culture in special education: Separate but equal. *Exceptional Children, 45*(7), 422-431.

(chapters and monographs)

- Rueda, R. (2021). Metrics of motivation in simulations or game environments. In H. F. O'Neil, E. L. Baker, R. S. Perez, & S. E. Watson (Eds.), *Using cognitive and affective metrics in educational simulations and games: Applications in school and workplace contexts* (pp. 85–106). Routledge.

- O'Neil, H. F., Mayer, R. E., Rueda, R., & Baker, E. L. (2021). Measuring and increasing self-efficacy in a game. In H. F. O'Neil, E. L. Baker, R. S. Perez, & S. E. Watson (Eds.), *Using cognitive and affective metrics in educational simulations and games: Applications in school and workplace contexts* (pp. 131–158). Routledge.
- Gort, M., Martinez, C., Rueda, R., & Yaden, D. (2020). The education of young emergent bilingual children: An update and call for action. *Handbook of Research on the Education of Young Children, 4th Ed.* (pp. 234-253). Routledge/Taylor & Francis.
- Rueda, R. (2016). Cultural processes in education: An academic journey. In F. E. Obiakor & J. Martinez (Eds.), *Voices in multicultural education: From invisibility to visibility in higher education.* (pp. 27-45). New York: Nova Science Publishers.
- Yaden, D. B., Rueda, R., Martinez, C., Mirzaei, A., Scott-Weich, B., Tardibuono, J., & Tsai, T. (2014). A cross-linguistic perspective on studies using psycho-and micro-genetic design elements and methodology to assess young children's understandings of reading, writing and spelling. In B. Spodek and O. M. Saracho (Ed.), *Handbook of Research Methods in Early Childhood Education: Review of Research Methodologies Volume II.* (pp. 309-348). Charlotte, N.C.: Information Age Publishing, Inc.
- Rueda, R. (2013). 21st-century skills: Cultural, linguistic, and motivational perspectives. In D. Alverman & N. Unrau (Eds.), *Theoretical models and processes of reading, 6th Ed.* (pp. 1241-1267). Newark, NJ: International Reading Association.
- Rueda, R., & Ragusa, G. (2012). Social capital. In J. Banks (Ed.), *Encyclopedia of diversity in education.* (pp. 1967-1969). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452218533.n623
- Rueda, R. (2012). Cultivating compassion: Lessons learned from classrooms to educational researchers. In L. G. Denti and P. A. Whang (Eds.), *Rattling chains: Exploring social justice in education.* (pp. 59-66). Boston: Sense Publishers.
- Rueda, R. (2012). An activity-based approach to promoting equity in community college settings: Considering process and outcomes. In E. M. Bensimon & L. Malcolm (Eds.), *Confronting equity issues on campus: Implementing the Equity Scorecard in theory and practice.* (pp. 159-190). Sterling, VA: Stylus.
- Bustillos, L. T., Rueda, R., with Hentschel, D., Kinney, D., Love, J., Magee, I., Payne, N., Plotquin, H., & Wolf, R. (2012). *The Math Project at Los Angeles City College.* In E. M. Bensimon & L. Malcolm (Eds.), *Confronting equity issues on campus: Implementing the Equity Scorecard in theory and practice.* (pp. 117-137). Sterling, VA: Stylus.
- Gallagher, K. S., Goodyear, R., Brewer, D. J., & Rueda, R. (2012). Introduction. In K. R. Gallagher, R. Goodyear, Brewer, D. J., & Rueda, R., *Urban education: A model for leadership and policy.* NY: Routledge.

- Bustillos, L. T., Rueda, R., & Bensimon, E. M. (2011). Faculty views of underrepresented students in community college settings: Cultural models and cultural Practices. In P. R. Portes & S. Salas (Eds.), *Vygotsky in 21st century society: Advances in cultural historical theory and praxis with non-dominant communities.*(pp. 199-213). New York: Peter Lang.
- Rueda, R. (2010). Cultural perspectives in reading: Theory and research. In M. L. Kamil, P. D. Pearson, P. Afflerbach, & E. B. Moje (Eds.), *Handbook of Reading Research, Vol. IV.* (pp. 84-104). New York: Routledge.
- Rueda, R., Lim, H. J., O'Neil, H., Baker, E., Griffin, N., Brockman, S., & Sirotnik, B. (2010). Ethnic differences in students' approaches to learning: Self-regulatory cognitive and motivational predictors of academic achievement for Latino/a and White college students. In M. S. Khine & I. M. Saleh (Eds.), *New Science of Learning: Cognition, Computers, and Collaboration in Education.* (p. 133-162). New York: Springer.
- Rueda, R. & Ragusa, G. (2010). English Language Learners with Special Needs. In: P. Peterson, E. Baker, & B. McGaw, (Eds.), *International Encyclopedia of Education. volume 2*, pp. 701-707. Oxford: Elsevier.
- Rueda, R., & Monzo, L. (2010) Being scholarly and successful in the academy. In F. E. Obiakor, B. Algozzine, & F. Spooner (Eds.), *Publish, flourish, and make a difference.* (pp. 59-74). Arlington, VA: Council for Exceptional Children.
- August, D., Goldenberg, C., & Rueda, R. (2010). Restrictive state language policies: Are they scientifically based? In P. Gandara & M. Hopkins (Eds.), *Forbidden language: English learners and restrictive language policies.*(pp. 139-158). New York: Teachers College Press.
- Payne, S., Rueda, R., & Dembo, M. (2009). Comparing the motivational profiles of high-ability-low- performing (HALP) students and high-ability-high-performing (HAHP) students. Selected for reprint from *Middle Grades Research Journal*, reprinted in D.L. Hough (Ed), *Middle Grades Research: Exemplary Studies Linking Theory to Practice*, (pp. 125-153). Information Age.
- Shin, F., Rueda, R., Simpkins, C., & Lim, H.J. (2009). Developing language and literacy in science: Differentiated and integrated instruction for ELL's. In J. Coppola & E.V. Primas (Eds.), *One classroom, many learners: Best literacy practices in today's multilingual classrooms.* (pp. 140-160). Newark, DE: International Reading Association.
- Guthrie, J.T, Rueda, R., Gambrell, L.B., & Morrison, D.A. (2009). Roles of engagement, valuing, and identification in reading development of students from diverse backgrounds. (pp. 195-215). In L. Morrow, R. Rueda, & D. Lapp (Eds.), *Handbook of Research on Literacy Instruction: Issues of Diversity, Policy, and Equity.* Guilford Press.

- Graves, A.W., & Rueda, R. (2009). Teaching written expression to culturally and linguistically diverse learners, In G.A. Troia, *Instruction and assessment for struggling writers: Evidence-based practices*. (pp. 213-242). New York: Guilford Press.
- Rueda, R., Velasco, A., & Lim, H.J. (2008). Comprehension instruction for English Learners. In C.C. Block & S.R. Parris (Eds.), *Comprehension instruction: Research-based best practices*. (pp. 294-308). New York: The Guilford Press.
- Rueda, R., Klingler, J., Sager, N., & Velasco, A. (2008). Reducing disproportionate representation in special education: Overview, explanations, and solutions. In T.C. Jimenez & V.L Graf (Eds.), *Education for all: Critical issues in the education of children and youth with disabilities*. (pp. 131-166). San Francisco, CA; Jossey Bass.
- Goldenberg, C., Rueda, R.S., & August, D. (2008). Sociocultural contexts and literacy development. In D. August & T. Shanahan, *Developing Reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth*. (pp. 95-130). New York: Routledge, co-published by the Center for Applied Linguistics and the International Reading Association.
- Rueda, R. (2007). Reflection--Literacy and English learners: Where does technology fit? In L.L. Parker (Ed.). *Technology-mediated learning environments for young English learners: Connections in and out of school* (pp. 53-59). New York: Lawrence Erlbaum associates.
- Rueda, R. (2007). Multicultural special education: Future perspectives. In F.E. Obiakor (Ed.), *Multicultural Special Education: Culturally Responsive Teaching*. (pp. 290-297). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Rueda, R., & Dembo, M. (2006). Rethinking learning and motivation in urban schools. In J.L. Kincheloe, K. Hayes, K. Rose, & P.M. Anderson (Eds.), *The Praeger Handbook of Urban Education, Vol. 2*. (pp. 217-226). Westport, Conn: Greenwood Press.
- Gallego, M., Moll, L.C., & Rueda, R. (2006). Evaluating the model activity systems: General methodological considerations. In M. Cole and the Distributed Literacy Consortium, *The Fifth Dimension: An after-school program built on diversity*. (pp. 66-84). New York: The Russell Sage Foundation.
- Bremme, D., Blanton, W., Gallego, M., Moll, L.C., & Rueda, R. (2006). The dynamics of change in childrens' learning. In M. Cole and the Distributed Literacy Consortium, *The Fifth Dimension: An after-school program built on diversity*. (pp. 107-128). New York: The Russell Sage Foundation.
- Goldenberg, C, Rueda, R.S., & August, D. (2006). Sociocultural influences on the literacy attainment of language-minority children and youth. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on*

- Language-Minority Children and Youth*. (pp. 269-318). Mahwah, NJ: Lawrence Erlbaum Associates.
- Goldenberg, C, Rueda, R.S., & August, D. (2006). Synthesis: Sociocultural contexts and literacy development. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. (pp. 249-268). Mahwah, NJ: Lawrence Erlbaum Associates.
- Rueda, R.S., August, D., & Goldenberg, C. (2006). The sociocultural context in which children acquire literacy. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. (pp. 319-340). Mahwah, NJ: Lawrence Erlbaum Associates.
- Rueda, R. (2006). Motivational and cognitive aspects of culturally accommodated instruction: The case of reading comprehension. In D.M. McInerney, M. Dowson, & S. Van Etten (Eds.), *Effective schools: Vol. 6: Research on sociocultural influences on motivation and learning*. (pp. 135-158). Greenwich, Connecticut: Information Age Publishing.
- Rueda, R., & Yaden, D. (2006). The literacy education of linguistically and culturally diverse young children: An overview of outcomes, assessment, and large-scale interventions. In B. Spodek & O.N. Saracho (Eds.), *Handbook of Research on the Education of Young Children, 2nd Ed.*. (pp. 167-186). Mahwah, NJ: Lawrence Erlbaum Assoc., Pub.
- Rueda, R. (2005). Student learning and assessment: Setting an agenda. In P. Pedraza & M. Rivera (Eds.), *Latino education: Setting an agenda*. (pp. 185-204). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Rueda, R. (2005). Culture, context, and diversity: A perspective on urban school reform: A response to Kris Gutierrez. In J. Flood and P.L. Anders (Eds.), *Literacy development of students in urban schools: Research and policy*. (pp. 305-313). Newark, DE: International Reading Association.
- Rueda, R. (2005). Conclusion: Making sense of what we know – from nine propositions to future research and interventions. (pp. 189-199). In W.G. Tierney, Z.B. Corwin, & J.E. Colyar (Eds.), *Preparing for college: Nine elements of effective outreach*. Albany, NY: State University of New York Press.
- Yaden, D., Rueda, R., Tsai, T., & Esquinca, A. (2004). Issues in early childhood education for English learners: Language proficiency assessment, professional development, and the outcomes of early literacy intervention. In O.N. Saracho & B. Spodek (Eds.), *Contemporary perspectives on language policy and literacy instruction in early childhood education*. (pp. 215-242). Greenwich, CT: Information Age Publishing.
- MacGillivray, L., Rueda, R., & Martinez, A. (2004). Listening to inner city teachers of English language learners: Differentiating literacy instruction. In F.B. Boyd, C.H. Brock, & M.S.

- Rozendal, M.S. (Eds.), *Multicultural and multilingual literacy and language contexts and practices*. (pp. 144-160). New York: Guilford Press.
- Rueda, R., Au, J., & Choi, S. (2004). Motivation to read: Comparing teachers' perceptions of students' motivation with students' self-reported motivation – A pilot study.. In Y.B. Kafai, W.A. Sandoval, N. Enyedy, A. Scott Nixon, & F. Herrera (Eds.), *Proceedings of the Sixth International Conference of the Learning Sciences: Embracing diversity in the Learning Sciences*. (pp. 443-448). Mahwah, NJ: Lawrence Erlbaum Associates.
- Rueda, R. (2003). Introduction: Children have a right to reading instruction that makes meaningful use of their first language skills. In P.A. Mason & J.S. Schumm (Eds.), *Promising practices for urban reading instruction*. (pg. 356-361). Newark, DE: International Reading Association.
- Gallego, M.A., Rueda, R., & Moll, L.C. (2003). Mediating language and literacy: Lessons from an after-school setting. In G.G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 387-407). Newark, DE: International Reading Association.
- Rueda, R., & Garcia, E. (2003). Assessing and assisting performance of diverse learners: A view of responsive teaching in action. (pp. 203-222). In A.I. Willis, G. Garcia, V. Harris, & R. Barrera (Eds.), *Multicultural Issues in Literacy Research and Practice*, Mahwah , NJ: Lawrence Erlbaum Assoc.
- Artiles, A.J., Rueda, R., Salazar, J., & Higareda, I. (2002). English-Language Learner Representation in Special Education in California Urban School Districts. In D.J. Losen and G. Orfield (Eds.), *Racial inequality in special education*. (pp. 265-284). Boston: Harvard Education Press.
- Rueda, R., Artiles, A.J. Salazar, J., & Higareda, I. (2002). An Analysis of Special Education as a Response to the Diminished Academic Achievement of Chicano/Latino Students: An Update. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future*. (2nd Ed.). (pp. 310-332). London: Routledge Falmer.
- Rueda, R., & McIntyre, E. (2002). Toward universal literacy. In S. Stringfield & D. Land (Eds.), *Educating at risk students: One Hundred-first Yearbook of the National Society for the Study of Education* (pp. 189-209) Chicago, Ill: The University of Chicago Press.
- Arzubiaga, A., Rueda, R., & Monzo, L. (2002). *Family matters related to reading engagement of Latina/o children*. CIERA REPORT #1-015. Ann Arbor, Michigan: Center for the Improvement of Early Reading Achievement, University of Michigan.
- Monzo, L., & Rueda, R. (2001). Constructing achievement orientations toward literacy: An analysis of sociocultural activity in Latino home and community contexts. CIERA REPORT #1-011. Ann Arbor, Michigan: Center for the Improvement of Early Reading Achievement, University of Michigan.

- Rueda, R., MacGillivray, L., Monzo, L., & Arzubiaga, A. (2001). *Engaged reading: A multilevel approach to considering sociocultural factors with diverse learners*. CIERA REPORT #1-012. Ann Arbor, Michigan: Center for the Improvement of Early Reading Achievement, University of Michigan.
- Monzo, L.D., & Rueda, R. (2001). *Sociocultural factors in social relationships: Examining Latino teachers' and paraeducators' interactions with Latino students*. Research Report 9. Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence.
- Rueda, R., MacGillivray, L., Monzó, L., & Arzubiaga, A. (2001). Engaged reading: A multi-level approach to considering sociocultural factors with diverse learners. In D. McNerny & S. VanEtten (Eds.), *Research on sociocultural influences on motivation and learning*. (pp. 233-264). Greenwich, Connecticut: Information Age Publishing, Inc.
- Rueda, R., & Kim, S. (2001). Cultural and linguistic diversity as a theoretical framework for understanding multicultural learners with mild disabilities. In C.A. Utley and F.E. Obiakor (Eds.), *Special education, multicultural education, and school reform: Components of quality education for learners with mild disabilities* (pp.74-89). Springfield, IL.: Charles C. Thomas Pub.
- Rueda, R., & Genzuk, M. (2001). Sociocultural scaffolding as a means of academic self-regulation: Paraeducators as cultural brokers. In L. Denti & P.T. Cousins (Eds.), *New ways of looking at learning disabilities: Connections to classroom practice*. (pp. 315-326). Denver, CO: Love Pub. Co.
- Rueda, R., & Monzo, L. (2000). Apprenticeship for teaching: Professional development issues surrounding the collaborative relationship between teachers and paraeducators. Research Report 8. Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence.
- Monzo, L., & Rueda, R. (2000). Constructing achievement orientations toward literacy: An analysis of sociocultural activity in Latino home and community contexts. In T. Shanahan & F. V. Rodriguez-Brown (Eds.), *NRC, 49th Yearbook of the National Reading Conference*. Chicago, IL: National Reading Conference..
- Lomotey, K., & Rueda, R.. (1998). Being successful in the academy. In B. Algozzine, F.E. Obiakor, & J.N. Boston, (Eds.), *Publish and flourish: A guide for writing in education*. (pp. 21-26). Reston, VA: Council for Exceptional Children.
- Rueda, R. (1998). Addressing the needs of a diverse society. In T.E. Raphael & K.H. Au (Eds.), *Literature-based instruction: Reshaping the curriculum*. (pp. 349-354). Norwood, MA: Christopher-Gordon Publishers.

- Rueda, R. (1996). Language and culture in special education: The changing context. In L. Denti & J. Novak (Eds.), *Multicultures: A monograph on diversity in the field of education*. (pp. 1-14). San Jose: San Jose State University.
- Ruiz, N.T., Rueda, R., Figueroa, R.A., & Boothroyd, M. (1996). Bilingual special education teachers' shifting paradigm: Complex responses to educational reform. In M.S. Poplin & P.T. Cousin (Eds.), *Alternative views of learning disabilities: Issues for the 21st century* (371-395). Austin, TX: Pro-Ed. (Reprint of 1995 journal article of same title)
- Howell, K., & Rueda, R. (1996). Achievement testing with culturally and linguistically diverse students. In L.A. Suzuki, P.J. Meller, and J.G. Ponterotto (Eds.), *Handbook of Multicultural assessment: Clinical, psychological, and educational applications*. (Pp. 253-290). Jossey Bass, Pub.
- Rueda, R., & Dembo, M. (1995). Motivational processes in learning: A comparative analysis of cognitive and sociocultural frameworks. In M. Maehr & P. Pintrich (Eds.), *Advances in motivation and achievement: Culture, Motivation, and Achievement* (Vol. 9). (Pp. 255-289). Greenwich, Connecticut: JAI Press.
- Rueda, R., & Moll, L. (1994). A sociocultural perspective on motivation. In H.F. O'Neil & M. Drillings (Eds.), *Motivation: Research and theory*. Hillsdale, NJ: Lawrence Erlbaum. (pp. 117-140).
- Rueda, R., & Garcia, E. (1994). *Teachers' beliefs about reading assessment with Latino language minority students*. Research Report: 9. Santa Cruz: National Center for Cultural Diversity and Second Language Learning.
- Rueda, R., & Forness, S. (1994). Childhood depression: Ethnic and cultural issues in special education. In R. Peterson & S. Ishi-Jordan (Eds.). *Cultural and community contexts for child and adolescent behavioral disorders*. Boston, MA: Brookline Press.
- Rueda, R., Goldenberg, C., & Gallimore, R. (1992). *Rating instructional conversations: A guide*. Educational Practice Report: 4. Santa Cruz: National Center for Research on Cultural Diversity and Second Language Learning.
- Ruiz, N., Figueroa, R., Rueda, R., & Beaumont, C. (1992). History and status of bilingual special education for Hispanic handicapped students. In A.H. Benavides and R.V. Padilla (Eds.), *Critical perspectives on bilingual education research*. Bilingual Review Press.
- Rueda, R. (1991). An analysis of special education as a response to the academic underachievement of Chicano students. In R. Valencia (Ed.), *Chicano academic underachievement: Research and public policy agendas for the 1990's*. London: Falmer Press.

- Rueda, R. (1991). Characteristics of literacy programs for language minority students. In E. Hiebert (Ed.), *Literacy for a diverse society: Perspectives, Programs, and Policies*. Teachers College Press.
- Rueda, R. (1990). Assisted performance in writing instruction with learning disabled students. In L. Moll (Ed.), *Vygotsky and Education*, Cambridge University Press.
- Gallimore, R., Tharp, R. & Rueda, R. (1989). The social context of cognitive functioning in the lives of special education students. (Pps. 51-82). In D.A. Sugden (Ed.), *Cognitive approaches in Special Education*. London: Falmer Press.
- Rueda, R. (1988). Dynamic and multicultural assessment of mildly handicapped students. In T. Husen & N. Postlethwaite (Eds.), *International Encyclopedia of Education; Research and Studies Supplement, Vol. I*, New York: Pergammon Press.
- Rueda, R. (1987). Social and communicative aspects of language proficiency in low achieving language minority students. In H.T. Trueba (Ed.), *Success or failure: Language minority children at home and in school*. Newbury Pub. Co.
- Rueda, R., Flores, B., & Porter, B. (1986). Examining assumptions and instructional practices related to the acquisition of literacy with bilingual special education students. In A. C. Willig & H.F. Greenberg (Eds.), *Bilingualism and learning disabilities: Policy and practice for teachers and administrators*. New York: Am. Library Pub. Co.
- Rueda, R., & Mercer, J. (1985). *A predictive analysis of decision-making practices with limited English proficient Hispanic students*. BUENO Center for Multicultural Education Monograph Series, Vol. 6, No. 1, 1-30.
- Rueda, R. (1984). Cognitive development and learning in mildly handicapped bilingual children. In P.C. Chinn (Ed.), *Education of Culturally and linguistically different exceptional children*. Reston, VA: Council for Exceptional Children.
- Glenn, D., Rueda, R., & Rutherford, R. (1984). Cognitive approaches to social competence with behavior disordered youth. In J.K. Grosenick, E. McGinnis, S.L. Huntze, and C.R. Smith (Eds.), *Social/Affective Interventions in Behavioral Disorders*. Columbia, MO: National Needs Analysis in Behavioral Disorders Project.
- Rueda, R. (1983). Cognitive development and bilingualism in exceptional and non-exceptional children. In J. Bransford (Ed.), *BUENO Center for Multicultural Education Monograph Series*, Vol. 4, No. 1, 1-45.
- Rodriguez, R., Zucker, S., Prieto, A., & Rueda, R. (1981). The identification of gifted minority children. *Exceptional Child Education Resources*, 11, 1.

Rueda, R. (1981). Future Directions in self-control research. In R. Rutherford, A. Prieto, & J. McGlothlin (Eds.), *Severe Behavior Disorders of Children and Youth: CCBD Monograph, Volume IV*. Reston, Virginia: Council for Children with Behavior Disorders, 16-21.

Rueda, R., Rutherford, R., & Howell, K. (1980). Review of self- control research with behaviorally disordered and mentally retarded children. In R. Rutherford & A. Prieto (Eds.), *Severe Behavior Disorders of Children and Youth: CCBD Monograph, Vol. III*. Reston, Virginia: Council for Children with Behavior Disorders, 188-197.

Moll, L. C., Rueda, R., Reza, R., Herrera, J., & Vasquez, L. P. (1976). Mental Health Services in East Los Angeles: An urban community case study. In Manuel R. Miranda (Ed.), *Psychotherapy with the Spanish Speaking: Issues in Research and Service Delivery, III*. Spanish Speaking Mental Health Research Center, University of California, 21-34.

(reviews/commentaries/essays/research)

Rueda, R. (2013) “*Beyond Individual Interest: A Sociocultural View of Motivation*” video recorded for Advancing the Conversation Video Series produced by the national Equity Alliance (available at <http://www.equityallianceatasu.org>)

Rueda, R., & Sinatra, G. (2013). The Learning Sciences at the Rossier School. *RSOE Futures*.

Marsh, D., & Rueda, R. (in press). The Rossier School leads a revolution in the professional doctorate in education. *RSOE Futures*.

Rueda, R. (2011). Foreword to Zacher, J. "Testing for testing's sake: Effects of high-stakes assessment and structured language arts curricula on English language learners" for Teacher's College Press.

Rueda, R. (2009). Just because I know how to do something doesn't mean I will... (Web log commentary on *Leadcast Blog*). Retrieved from <http://www.niusileadscape.org/bl/?p=356>

Hollingsworth, S., Gallego, M.A., Clandinin, D.J., Morrell, P., Portes, P., Rueda, R., & Welch, O. (2007). Editorial team's introduction: Special issue on No Child Left Behind. *American Educational Research Journal*, 44(3), 454-459.

Hayes, K. G., Rueda, R., Chilton, S., Velasco, A., & Pelayo, I. (2007). *Alternative instructional models of effective bilingual education*. The Civil Rights Project / Proyecto Derechos Civiles. Los Angeles, CA: University of California Regents.

Rueda, R. (2007). A cultural historical approach to closing the achievement gap. [Review of the book *Dismantling educational inequality: A cultural-historical approach to closing the achievement gap*]. *Mind, Culture, and Activity* 14(3), 216-218.

- Rueda, R., & Garcia, E. (2006). The challenge of “urbanicity” and the Ph.D. in education. *UrbanEd*. Spring/summer, p. 25-27. Rossier School of Education, University of Southern California.
- Rueda, R. (2005). Preparing bilingual teachers. *UrbanEd*. Rossier School of Education, University of Southern California.
- Rueda, R. (2004). An urban education view of culture and learning. *UrbanEd*. Rossier School of Education, University of Southern California.
- Rueda, R. (2003). [Review of book D.K. Cohen & H.C. Hill, *Learning policy: When state education reform works*. New Haven: Yale University Press.]. *Teachers College Record*, 105(7), 1295-1298.
- Rueda, R. (2003, spring). Sociocultural factors in teaching and learning. *Urban Ed: The magazine of the Rossier School of Education*, p. 13.
- Arzubiaga, A., MacGillivray, L., & Rueda, R. (2002). *Lessons from Latina Teachers' Childhoods*. (On-line). Available: Harvard Family Research Project (HFRP) Family Involvement Network. <http://www.gse.harvard.edu/~hfrp/projects/fine/resources/digest/lessons.html>
- Rueda, R. (2002). [Review of book M. Kalyanpur & B. Harry, *Culture in special education: Building reciprocal family-professional relationships*, Baltimore: Paul . Brookes]. *Mental Retardation*, 40(6), 481-482..
- Artiles, A., & Rueda, R. (2002). General guidelines for monitoring overrepresentation in special education. In *CASE: The Newsletter for the Council of Administrators of Special Education*, 43(5), 5-6. Also available at http://www.casecec.org/Newsletter/IN_CASE_MARCH02.pdf
- Rueda, R., & Garcia, G.E. (2002). How do I teach reading to English language learners? In CIERA (Ed), *Teaching every child to read: Frequently asked questions*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement, University of Michigan.
- Rueda, R. (2001). [Review of the book C. Finnan & J.D. Swanson (Eds.), *Accelerating the learning of all students: Cultivating culture change in schools, classrooms, and individuals*. (Posted on the website of the American Anthropological Association, <http://www.aaanet.org/cae/aec/br/index.htm>, cited in the December 2001 issue (32:4) of *Anthropology and Education Quarterly*, also indexed in the December 2001 issue (32:4).
- Rueda, R. (2001). [Review of the book D.R. Bereens, *Evaluating teachers for professional growth: Creating a culture of motivation and learning*]. *Journal of Education for Students Placed At Risk* 6(4), 437-439.
- Rueda, R. (2001). Afterword for Obiakor, F.E., *It even happens in good schools: Responding to cultural diversity in today's classrooms*.(pp. 149-151). Thousand Oaks, CA: Corwin Press, Inc.

- Shepard, L.A., Duran, R., Rueda, R., & Linn, R.L. (1998, Nov.). Written testimony regarding the inclusion of Limited-English-Proficient students in the National Voluntary Tests. Submitted to the National Assessment Governing Board.
- Rueda, R. (1998). [Review of book M. Moraes, *Bilingual education: A dialogue with the Bahktin Circle*. Albany: State University of New York Press]. *Anthropology and Education Quarterly*, 29(1), 128-130..
- Rueda, R. (1998). Foreward to F.E. Obiakor, J.O. Schwenn, & A.F. Rotatori (Eds.), *Advances in special education: Multicultural education for exceptional learners*. Greenwich, Conn: JAI Press.
- Rueda, R. (1998). Standards for professional development: A sociocultural perspective. *Research Brief #2*. Santa Cruz, CA: National Center for Research on Excellence, Diversity, and Education (CREDE).
- Rueda, R. (1997). Program showcase: Professional development. *Talking Leaves (2)*1, 1-2. (A newsletter of the National Center for Research on Education, Diversity, and Excellence (CREDE), University of California, Santa Cruz).
- Rueda, R. (1997). [Commentary on Exploring the use of Book Club with second language learners in S.I. Mc Mahon & T.E. Raphael (Eds.), *The Book Club Project: Exploring literature-based reading instruction*]. Language & Literacy Series, Teachers College Press. (Pp. 159-161).
- Rueda, R. (1997). [Review of book P.L. Safford & E.J. Safford (Eds.), *A history of childhood and disability*. New York: Teachers College Press]. *Teachers College Record*, 99(1), 213-216.
- Rueda, R. (1993). [Review of book R. Tharp & R. Gallimore, *Rousing minds to life: Teaching, learning, and schooling in social context*. MA: Cambridge Univ. Press]. *Journal of the Society for Accelerated Teaching and Learning*, 18(1 & 2), 223-234.
- Rueda, R. (1989). [Review of book W.W. Willingham, M. Ragosta, R.E. Bennett, H. Braun, D.A. Rock, & D.E. Powers. *Testing Handicapped People*. Boston: Allyn and Bacon]. *Education and Training in Mental Retardation*, 24(2), 188-189.
- Rueda, R. (in press). [Review of test *Oral Motor Assessment and Treatment: Improving Syllable Production*]. J.V. Mitchell (Ed.), *The Tenth Mental Measurements Yearbook*. Lincoln, Nebraska: University of Nebraska-Lincoln.
- Rueda, R. (in press). [Review of test *Multilevel Informal Language Inventory*]. J.V. Mitchell (Ed.), *The Tenth Mental Measurements Yearbook*. Lincoln, Nebraska: University of Nebraska-Lincoln.

- Rueda, R. (1985). [Review of test Comprehension of Oral Language Test]. J.V. Mitchell, (Ed.), *The Ninth Mental Measurements Yearbook*. Lincoln, Nebraska: University of Nebraska Press. (pp. 374-375).
- Rueda, R. (1985). [Review of test Practical Articulation Kit (P.A.K.)]. J.V. Mitchell, (Ed.), *The Ninth Mental Measurements Yearbook*. Lincoln, Nebraska: University of Nebraska Press. (pp. 1182-1183).
- Rueda, R. [Review of book D. R. Omark & J. G. Erickson (Eds.). (1983). *The Bilingual Exceptional Child*. *Hispanic Journal of Behavioral Sciences*], Vol. 6, No. 2, 191-194.
- Rueda, R. [Review of Strain, P.S. (Ed.) (1983). The utilization of classroom peers as behavior change agents]. *Behavioral Disorders*, Vol. 8, No. 4, 283-284.
- Laosa, L., & Rueda, R. [Review of book Abel, T. M. (1975, July). *Psychological testing in cultural contexts*]. *Journal of Biological Psychology*, Vol. XVII, No. 1 (pp. 41-42).
- (final reports/research reports/technical reports)**
- Baker, E. L., Koenig, A., Kao, J. C., Kim, J. A., O'Neil, H. F., & Rueda, R. (2020, Apr.). *Game incentives for high school students*. Final Report deliverable #007, for Project KOD Navy JOIN Navy Life Game Phase 2. Los Angeles, CA: UCLA CRESST.
- O'Neil, H. F., & Rueda, R. (2020, Feb.). *Final report: Navy Life Game support*. Los Angeles: University of Southern California.
- Rueda, R. (2019, Aug.). *Fairness/equity considerations impacting high stakes assessments for high school and postsecondary students*. Los Angeles: University of Southern California. Supported by a USC subcontract from UCLA Navy Life Game and Demand-Based Advancement Exam.
- Rueda, R. (2018, June). *Motivational assessment and metrics in simulation and games*. Los Angeles: University of Southern California. Supported by a USC subcontract from UCLA Navy Life Game and Demand-Based Advancement Exam.
- Rueda, R. (2018, Dec.). *Instructional strategies and metrics/analytics*. Report prepared for the UCLA National Center for Research on Evaluation, Standards, and Student Testing. Los Angeles, CA: NCRESST
- Rueda, R. (2018). *Motivational assessment and metrics in simulation and games*. Final Report, EAG Assessment Enhancement Project. Los Angeles: University of Southern California.
- Oh, J. Y., & Rueda, R. (2014). Impact of the STEM21 Competency-Based Education Model on Underserved Student Engagement, Self-Regulation, and Academic Growth and Achievement.

Year One Final Report to the Nellie Mae Foundation. Waltham, MA: Education Development Corporation.

Rueda, R., Son, E., & O'Neil, H. F. (2013). A Brief Motivational Intervention in Community College Developmental Mathematics. Subcontract for the Project on *Advanced Technologies for Automated Performance Assessment*, award 0070-S-KB914, Office of Naval Research (Harold O'Neil, principal investigator). Los Angeles, CA: University of Southern California.

Loera, G., Nakamoto, J., Rueda, R., & Yates, K. (2011). An examination of California's health science capacity building programs: A multi-faceted CTE model impacting youths' career readiness in healthcare. Los Angeles: Career and College Transition Division, California Department of Education.

Loera, G., Nakamoto, J., Rueda, R., Moulton, K., & Moses, D. (2009). Final Report: Preparing health science teachers for a world in networking: Increasing teacher collegiality and professional practices. Los Angeles, CA: Mental Health America of Los Angeles, Center for Educational Research and Development.

Rueda, R., Lim, H., O'Neil, H., Griffin, N., Brokman, S., & Sirotnik, B. (2008). Final Report: Ethnic differences on students' approaches to learning: Self-regulatory cognitive and motivational predictors of academic achievement for Latino/a and White college students. Los Angeles, CA: University of Southern California.

Rueda, R., Hayes, K., Chilton, S., Pelayo, I., & Velasco, A. (2008). *Final Report: Alternative instructional models of effective bilingual education*. Los Angeles, CA: University of Southern California.

Rueda, R., Loera, G., Fujii, K., Moulton, K., Ragusa, G., Oh, Y.J., & Nakamoto, J. (2008). *Final Report: Learning and motivational characteristics of urban high school students*. Los Angeles, CA: Mental Health of America.

O'Neil, H.F., Dembo, M.H., Rueda, R., Kazlauskas, E., Madni, A., Hull, S., Stevenson, L., & Ayala, D. (2008). Final Report: A Formative Evaluation of a Collaborative Learning and Help Seeking Intervention in a College Remedial Algebra Course. Los Angeles, CA: University of Southern California

Loera, G., Nakamoto, J., & Rueda, R. (2008). *The Human Services Academy Model: A Career Pathway for High School Students in Mental Health*. Los Angeles, CA: Mental Health Association of Greater Los Angeles.

Dembo, M., Rueda, R., O'Neil, H., Kazlauskus, E., Madni, A., Hull, S., Stevenson, L., & Ayala, D. (2007). A Formative Evaluation of a Collaborative Learning and Help Seeking Intervention in a College Remedial Algebra Course. Los Angeles, CA: Office of Naval Research.

- Bensimon, E., Bustillos, L., Dowd, A., Harris, F., Rueda, R., Vallejo-Pena, E., Malcom, L., & Marquez, A. (November, 2007). *Equity for All: Institutional Responsibility for Student Success: Lumina Foundation for Education Final Narrative Report*. Los Angeles, CA: Center for Urban Education, University of Southern California.
- Rueda, R., & Monzo, L. (December, 2000). *Examining Latino Paraeducators' interactions with Latino students*. ERIC Digest, [On-line]. Available: <http://www.cal.org/ericell/digest/00015examining.html>
- Rueda, R., & MacGillivray, L. (2000). *Final Report: Interest and engagement as a function of community context and tasks for high risk children*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement, University of Michigan.
- Rueda, R., & Monzo, L.D. (2000). Final Report: apprenticeship for teaching: professional development issues surrounding the collaborative relationship between teachers and paraeducators. Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence.
- Graves, A.W., Valles, E.C., & Rueda, R. (2000). *Variations in interactive writing instruction: A study in four bilingual special education settings*. CIERA Technical Report. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement, University of Michigan.
- Rueda, R., MacGillivray, L., Monzo, L., & Bastidas, J. (1999). *Engaged reading: A multi-level approach to considering sociocultural factors with diverse learners*. Technical Report prepared for the Center for the Improvement of Early Reading Achievement (CIERA), University of Michigan.
- Rueda, R., Genzok, M., Baca, R., & Hentschke, G. (1999). *Latino paraeducators as teachers: Building on funds of knowledge to improve instruction*. Final Report prepared for the Center on Excellence, Diversity, and Education (CREDE), University of California at Santa Cruz.
- Gallego, M. A., Rueda, R., Moll, L. C., Díaz, E., Menjares, P., Andrade, R., & Camras, M. (1996-1997). Language and culture evaluation report. In M. Cole (Ed.), *Using new information technologies in the creation of sustainable afterschool literacy activities: From invention to maximizing the potential*. Report submitted to the Andrew W. Mellon Foundation
- Rueda, R., & Garcia, E. (1994). *Assessment and responsivity: A study of one community of practice*. Final Report prepared for the OERI National Center on Cultural Diversity and Second Language Learning, University of California at Santa Cruz.
- Rueda, R., & Garcia, E. (1993). *Educators' Judgements and Uses of Portfolio and Traditional Literacy Assessment Data with Language Minority Students*. Report prepared for the National Center on Cultural Diversity and Second Language Learning, University of California at Santa Cruz.

Rueda, R., & Garcia, E. (1992). A comparative study of teachers' beliefs about reading assessment with Latino language minority students. Report prepared for the National Center on Cultural Diversity and Second Language Learning, University of California at Santa Cruz.

Rueda, R., & Mendoza, R. (1992). *FIESTA FAMILIAR Assessment Study*. (FIESTA FAMILIAR is a California-based community training Project on developmental disabilities for Hispanic parents).

Rueda, R., Betts, B., & Hami, A. (1990). *A descriptive analysis of work products in OLE classroom sites*. Report prepared for the California State Department of Education.

Rueda, R., & Cardoza, D. (1989). *FIESTA EDUCATIVA 1988 Evaluation Report*. (FIESTA EDUCATIVA is a California-based training conference on developmental disabilities for Hispanic parents and professionals).

Rueda, R., & Takanishi, M. (1988). *FIESTA EDUCATIVA 1986 Evaluation Report*. (FIESTA EDUCATIVA is a California-based training conference on developmental disabilities for Hispanic parents and professionals).

Rueda, R. (1987). *An analysis of California special education eligibility criteria for language minority students and recommendations for change*. Report prepared for Special Education Demonstration Project I: Hispanic Pupils". Linguistic Minorities Project, University of California, Santa Barbara,

Rueda, R. (1986). *A descriptive analysis of teacher input strategies in microcomputer-based, interactive writing with mildly handicapped students*. Final Report, TEECH Microcomputer Project, Special Education Program, University of California at Santa Barbara.

Rueda, R., Figueroa, R., Cardoza, D., & Mercer, J. (1985). *Performance of limited English proficient students on the WISC- RM, SOMPA, and S-KABC*. Final Report, Office of Special Education Research, U.S. Department of Education.

Rueda, R., Cardoza, D., Mercer, J., Carpenter, L. (1985). *Decision-making practices with limited English proficient Hispanic students referred for special education in large urban school districts*. Final Report, Office of Special Education Research, U.S. Department of Education.

Rueda, R., Prieto, A., & Garcia, E. (1984). *Cognitive development, linguistic proficiency, and communicative competence*. Final Report, Grant No. PRM-8117455, National Science Foundation.

CONFERENCE AND PROFESSIONAL PRESENTATIONS

Rueda, R. S. (2020, Apr 17 - 21) *A framework for motivational analytics and metrics in games* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wbccw7> (Conference Canceled)

- Son, E., & Rueda, R. (2014). *Structural relations among prior reading achievement, motivation, elaboration, and engagement*. Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C.
- Loera, G., Nakamoto, J., & Rueda, R. (2013). *Health science capacity building (HSCB) students' experience and confidence related to healthcare careers*. Paper presented at the session on CTE (Career and Technical Education) Research Findings Related to Postsecondary and Career Sustainability and Success at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April.
- Hayes, K., Rueda, R., & Chilton, S. (2012). *Home grown professional development for pedagogy supporting academic English development through bi-lingual instruction*. Paper presented at the 62nd Annual Conference of the Literacy Research Association, San Diego, CA.
- Pelayo, I., Mendoza, D., Mateo, X., Ragusa, G., & Rueda, R. (2012). *Culturally responsive professional development for culturally responsive teaching practices: An early childhood case study*. Paper presented at the annual conference of the American Educational Research Association, Vancouver, Canada.
- Rueda, R. (2012). *Motivational factors in STEM simulations & training*. Paper presented at the Tenth Annual Hawaii International Conference on Education, Oahu, HI.
- Pelayo, I., Mendoza, D., Mateo, X., Ragusa, G., and Rueda, R. (2011). *Culturally responsive teaching practices, early childhood literacy, and teacher professional development: A case study*. Paper presented at the Literacy Research Association (LRA) Annual Conference, Jacksonville, Florida.
- Rueda, R. (2011). *An assets view of language and culture: The role of motivation*. Presented at the Sixth Annual Latino Educational Summit, UCLA Civil Rights Project, Los Angeles, CA.
- Rueda, R. (2011). Participant on the Education Panel at the Los Angeles Policy Symposium, RAND, Santa Monica, CA.
- Rueda, R. (2011). *Motivational considerations in serious simulations*. Presented at the Hawaii International Conference on Education, Oahu, HI.
- Rueda, R., & Pelayo, I. (2010). *Why bilingual environments should facilitate learning for second language learners: A cognitive load perspective*. Presented at the 60th Annual Meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.
- Rueda, R. (2010). *Motivation, literacy, and dual Language Learners: Perspectives on language policy and practice*. Presented at the Conference on Perspectives on Language, Policy, and Practice in the Education of Linguistic Minorities, Loyola Marymount University, Los Angeles, CA.
- Loera, G., Rueda, R., Fujii, K., Moulton, K., Ragusa, G., Oh, Y.J., & Nakamoto, J. (2010). *Learning and motivational characteristics of urban high school students*. Presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

- Rueda, R. (2010). *A literacy agenda for EL students. Participant in presidential session on a national literacy agenda*. Presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Hayes, K., Rueda, R., & Pelayo, I. (2010). Alternative bilingual instruction in the NCLB context: Cognitive and linguistic instructional features. Presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Rueda, R. (2009). *The USC EdD Program Signature Pedagogy*. Poster presented at the UCEA (University Council for Educational Administration) Conference, Anaheim, CA,
- Andreeva VA, Cockburn MG, Yaroch AL, Unger JB, Rueda R, Reynolds KD. (2009). *Acculturation and sun-safe behaviors among U.S. Latinos: preliminary evidence for mediation by health status, education level, and involvement with social networks*. Presented at the Society of Behavioral Medicine 30th Annual Meeting, Montréal, Québec, Canada, April 24, 2009.
- Andreeva VA, Yaroch AL, Unger JB, Cockburn MG, Rueda R, Reynolds KD. (2009). *Acculturation and sun-safe behaviors: preliminary evidence for moderated mediation by sociodemographic factors*. To be presented at the American Public Health Association 137th Annual Meeting, Philadelphia, PA, November 10, 2009.
- Loera, G., Rueda, R., & Moulton, K. (2009). *The Human Services Academy Model: Supporting the postsecondary pipeline for underrepresented students*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 2009
- Velasco, A., Rueda, R., Pelayo, I., & Chilton, S. (2009). *Reading motivation in urban bilingual elementary classrooms*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 2009
- Ragusa, G., Rueda, R., Quirk, M., & Unrau, N. (2009). *Reading motivation and struggling urban readers: Its relationship to reading activity, achievement, and interest*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 2009
- Rueda, R., Lim, H.J., O'Neil, H., Griffin, N., Bockman, S., & Sirotnik, B. (2009). *An examination of ethnic differences in students' approaches to learning in a four-year college setting: Self-regulatory, cognitive, and motivational predictors of achievement*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 2009
- Tano, C., Rueda, R., & Nakamoto, J. (2009). *Reading comprehension of children of Hawaiian ancestry: A study of motivational and sociocultural factors*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 2009
- Rueda, R. (2009). *Cognitive readiness: Cultural and motivational considerations*. Presented at the 7th Annual Hawaii International Conference on Education, Honolulu, HI, January 2009.
- Andreeva, V.A., Cockburn, M.G., Yaroch, A.L., Unger, J.B., Rueda, R., & Reynolds, K.D. (2009). *Acculturation and sun safety: Preliminary evidence for mediation by sociodemographic factors*. Paper presented at the the Society of Behavioral Medicine's 30th Annual Meeting and Scientific Sessions, Montreal, Quebec, Canada (April), April.

- Rueda, R. (2008). Presider/Discussant for symposium on *Diversities in child development*. Annual ISCAR Congress (International Society for Cultural and Activity Research), San Diego, CA, September.
- Rueda, R. (2008). *Thinking about equity in community college settings: Establishing practitioner-based activity settings*. Paper presented for the symposium on Theory as Practice: The Distributed Impact of the Laboratory of Comparative Human Cognition as an Activity System at the Annual ISCAR Congress (International Society for Cultural and Activity Research), San Diego, CA, September.
- Rueda, R., & Shin, F. (2008). *Effective instructional strategies: Developing literacy in science for English Language Learners through content area instruction*. Presented at the Research Institute of the International Reading Association, Atlanta, GA, May.
- Rueda, R. (2008). *Reading motivation and struggling urban readers: Profiles, issues and answers*. Keynote address presented at the International Reading Association, Atlanta, GA, May.
- August, D., Goldenberg, C., & Rueda, R. (2008). *Restrictive state language policies: Are they scientifically based?* Presented at the Annual Meeting of the American Educational Research Association, March 2008.
- Ragusa, G., Quirk, M., Unrau, N., Rueda, R., and Nakamoto, J. (2008). *A Cross-sectional Study of Reading Engagement for Struggling Readers in Urban Schools*. Presented at the American Education Research Association Annual Meeting, New York, New York (March)
- Ragusa, G., & Rueda, R. (2008). *Reading motivation and struggling urban readers: Profiles, issues, and answers*. Brown Bag talk, Rossier School of Education, USC, March.
- Rueda, R. (2008). *Language, culture, cognition, teaching, and learning: A sociocultural approach to thinking about questions and methodologies*. Keynote address presented at the University of California, San Diego Education Studies Winter Methodology Conference, La Jolla, CA, Feb 16, 2008.
- Bowers, E., Honda, K., Jin Lim, H., Loera, G., Nemerouf, A., Quirk, M., Ragusa, G., Rueda, R., Unrau, N., and Velasco, A. (2007). *Teacher Beliefs About Reading Motivation and Their Enactment in Urban Classrooms*. Presented at the National Reading Conference Annual Meeting, Austin, TX, Dec 2007.
- Bensimon, E.M., Harris, F., Vallejo Pena, E., & Rueda, R. (2007). *The equity minded practitioner*. Presented at the Association for the Study of Higher Education (ASHE), 32nd Annual Conference, Louisville, KY, Nov. 9, 2007.
- Rueda, R., & Marquez, A. (2007). *Reconceptualizing institutional impact: A case study from a successful institutional partner in a university-based intervention project on equity*. Presented at the Association for the Study of Higher Education (ASHE), 32nd Annual Conference, Louisville, KY, Nov. 9, 2007.
- Rueda, R. (2007). *Motivation, learning, and assessment of English learners*. Presented at the School of Education, California State University Northridge, Northridge, CA, April.
- Rueda, R. (2007). *Considering English Language Learners*. Presented at the Sixth Annual Intersegmental Reading Faculty Forum: Teaching Teachers to Teach Reading and Writing, Sacramento, CA, April

- Loera, G., & Rueda, R. (2007). *Latino parental aspirations and literacy practices related to childrens' reading engagement*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April.
- Stuart, P., Rueda, R., & Dembo, M. (2007). *Comparing the motivational profiles of High-Ability-Low-Performing (HALP) students and High-Ability-High-Performing (HAHP) students* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April.
- García, C. & Rueda, R. (2007). *Motivation, language learning beliefs, self-efficacy, and acculturation patterns among two groups of English Learners*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April.
- Bustillos, L., & Rueda, R. (2007). *Exploring faculty beliefs about remedial education: A sociocultural approach*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April.
- Rueda, R. (2007). *The education of English learners: Cognitive, motivational, and sociocultural considerations*. Invited presentation to the faculty, University of North Carolina, Raliegh, NC, February.
- Rueda, R. (2007). *The education of English learners: Instructional considerations*. Presented to the principals of the Raliegh-Durham School District, Raliegh, NC, February.
- Rueda, R. (2006). *Advances in understanding issues of socio-cultural and linguistic diversity*. Presented at the 56th Annual Meeting of the National Reading Conference, Los Angeles, CA, November.
- Goldenberg, C, & Rueda, R. (2006). *Sociocultural influences on the literacy attainment of language minority children and youth: Findings from the National Literacy Panel on Language Minority Children & Youth*. Presented at the 51st Annual Convention of the International Reading Association, Chicago, IL, April.
- Rueda, R., Bowers, E., & Loera, G. (2006). *Motivational issues with Latino struggling readers in urban schools*. Presented at the 51st Annual Convention of the International Reading Association, Chicago, IL, April.
- Rueda, R. (2006). *Instructional strategies for working with English Learners in the classroom: Theoretical overview*. Presented at the Institute on Second Language and Literacy Learning: Putting Research Into Practice, at the 51st Annual Convention of the International Reading Association, Chicago, IL, April.
- Rueda, R. (2006). *Panel presentation on teacher education*. Presented at the Reading Faculty Forum, Sacramento, CA, April.
- Goldenberg, C, & Rueda, R. (2006). *Sociocultural influences on the literacy attainment of language minority children and youth: Findings from the National Literacy Panel on Language Minority Children & Youth*. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, March.

- Rueda, R., & Shin, F. (2005). *Developing literacy in science for English language learners through content area instruction: What does it take to succeed?* Keynote talk presented at the California Association for Bilingual Education 19th Annual Literacy & ELD for English Learners Conference, Cerritos, CA, Dec. 8.
- Rueda, R. (2005). *Reading, writing, and sociocultural factors: What do we know and why don't we know more?* Presented at the California Association for Bilingual Education 19th Annual Literacy & ELD for English Learners Conference, Cerritos, CA, Dec. 8.
- Rueda, R. (2005). *The overrepresentation of minorities in special education: Problems and solutions.* Presented at the Loyola Marymount University Education for All 30th Anniversary Commemoration, Los Angeles, CA, Nov. 30.
- Rueda, R., & Wolf, R. (2005). *An action research project at Los Angeles City College Math Department.* Presented at the District Academic Senate/Los Angeles Community College District Summit, Marina Del Rey, CA, Sep 23.
- Shin, F., & Rueda, R. *Developing literacy for English language learners through content area instruction: The why and the how.* Presented at the Annual Meeting of the International Reading Association, San Antonio, TX, May 2005.
- Windmueller, M., Rueda, R., Haager, D., & Oh, D. *Reading predictors of literacy achievement for English learners: A longitudinal study first through third grade.* Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada, April 2005.
- Rueda, R., & Yaden, D. *Education of linguistically and culturally diverse children: Trends in reading and literacy.* Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada, April 2005.
- Batzle, J., & Rueda, R. *Instructional actions of exemplary grades 2 and 5 teachers who mediate strategic reading behavior in guided reading.* Paper presented at the National Reading Conference Annual Meeting, San Antonio, TX, Dec. 2004.
- Rueda, R. *Crossing over to Canaan: Emerging distinguished women and/or minority scholars in critical conversations about tenure.* Paper presented at the National Reading Conference Annual Meeting, San Antonio, TX, Dec. 2004.
- Rueda, R. *English language learners, learning disabilities, and overrepresentation: A multiple level analysis.* Paper presented at the National Research Conference on English Language Learners Struggling to Learn: Emergent Research on Linguistic Differences and Learning Disabilities, Scottsdale, AZ, Nov. 2004.
- Rueda, R. *Reading, writing, and sociocultural factors: How do they work?* Paper presented at the California Reading Association Meeting, San Jose, CA, Nov. 2004.
- Rueda, R. *Reading comprehension and English learners: What role do sociocultural factors play and how do they work?* Presented at Focus on Comprehension Forum (sponsored by Pacific Resources for Education and Learning), New York University, NY, NY, September 2004.

- Rueda, R., Au, J., & Choi, S. *Motivation to read: Comparing teachers' perceptions of students' motivation with students' self-reported motivation*. Presented at the Sixth International Conference of the Learning Sciences, Santa Monica, CA, June 2004.
- Rueda, R. *Factors in instructional scaffolding for English Language Learners*. Presented at the English Language Learners Symposium, The Changing Face of the American Classroom, NY, NY, June 2004.
- Monzo, L.D., & Rueda, R. *Defining literacy for urban Latino youth through mandated commercial reading programs: A case study*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA March 2004.
- Rueda, R., & Chen, B. *A sociocultural perspective on motivation: The case of foreign language learning*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA March 2004.
- Artiles, A.J., Fierros, E., & Rueda, R. *Latino(a) Overrepresentation in Special Education: A 10-State Analysis of Placement Patterns and Opportunity to Learn*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA March 2004.
- Rueda, R. *Preliminary findings of the National Literacy Panel*. Presented at the Reading Faculty Forum, Sacramento, CA March 2004.
- Rueda, R. *Preliminary findings of the National Literacy Panel*. Presented at the Annual Meeting of the California Association for Bilingual Education (CABE), San Jose, CA, March 2004.
- Artiles, A.J., Fierros, E., & Rueda, R. *Latino(a) Overrepresentation in Special Education: A 10-State Analysis of Placement Patterns and Opportunity to Learn*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA March 2004.
- Yaden, D.B., Gubler Junge, L., Tsai, T., & Rueda, R. *Profiling early Spanish-English bilingual preschool literacy growth from ages 4-6*. Presented at the 52nd Annual Meeting of the National Reading Conference, Scottsdale, AZ, December, 2003.
- Rueda, R., & Gutierrez, K. *Thinking about reading and literacy: Issues of culture, language, and teaching*. Presented to District I, Los Angeles Unified School District, May 2003.
- Esquinca, A., Yaden, D., & Rueda, R. *Current language proficiency assessments and their implications for preschool, English language learners*. Presented at the 4th International Symposium on Bilingualism, Tempe, AZ, Feb 2003.
- Rueda, R. *Keeping current with education for Hispanic students: Assessment*. Presented at the Panel from the National Latino Education Research Agenda Project: Re-visioning historical and current education policies and practices impacting Latino communities, American Educational Research Association Annual Meeting, Chicago, Ill, April, 2003.
- Monzo, L., & Rueda, R. *Passing as English fluent: Strategies of Latino immigrant children*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill, April 2003

- Rueda, R. Respondent at the International Reading Association/Urban Partnership Research Mini-Conference, San Diego, CA, April 2003
- Rueda, R. *Entering the Community of Researchers: Considerations in Developing a Research Agenda*. Invited Presentation, Fordham University, New York, New York, March 2003.
- Rueda, R. *Second language literacy and special education: What do we know about second language learners?* Presented at the Los Angeles Unified School District Second Language Acquisition Symposium, Los Angeles, CA November 2002.
- Monzo, L., & Rueda, R. *Defining literacy for urban Latino youth through mandated commercial reading programs: A case study*. Paper presented at the National Reading Conference Annual Meeting, Miami, FL, Dec. 2002
- Rueda, R. Respondent at the Nine Propositions Conference on Higher Education Access for Minority Students, Santa Barbara, CA, August 2002.
- Rueda, R. *Second language issues in early literacy instruction*. Presented at the Third Annual Summer Reading Institute of the Center for the Improvement of Early Reading Achievement (CIERA), Ann Arbor, MI, July 2002.
- Rueda, R., & Arzubigi, A. *Activity theory and Latino families' instrumental knowledge*. Paper presented at the Fifth Congress of the International Society for Cultural Research and Activity Theory: Dealing with Diversity, Amsterdam, The Netherlands, June 2002.
- Rueda, R., Monzo, L., & Arzubigi, A. *Academic instrumental knowledge: Deconstructing cultural capital for strategic intervention approaches*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2002.
- Arzubigi, A., MacGillivray, L., & Rueda, R. *An ecocultural view of how teachers' early family literacy routines and practices impact current adult routines and practices*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2002.
- Monzo, L., & Rueda, R. *Examining acculturation and cultural transmission within Latino immigrant families: A sociocultural perspective*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2002.
- Artiles, A., Gutierrez, K., & Rueda, R. *Teacher learning in a diverse society: Key dimensions of a cultural-historical vision*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2002.
- Rueda, R. Discussant of symposium on "*The disproportionate placement of minorities in special education: Close-up views from early instruction to exit*". Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2002.
- Rueda, R. Discussant of symposium on "*Cultural-historical and activity theoretic approaches to community-based learning and issues of identity*". Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2002.

- Rueda, R. *Sociocultural scaffolding: Paraeducators as cultural and pedagogical brokers*. Invited keynote address to the Chicago Public Schools Conference, "Putting it all together: A Conference for Paraeducators working in special education", Chicago, Ill, Feb 2002
- Rueda, R. Participant in Panel on "*Improving the assessment and instruction of culturally linguistically diverse students with disabilities*", presented at the BUENO Center for Multicultural Education Summer Institute, University of Colorado, Boulder, August 2001.
- Rueda, R. *A research perspective on paraeducators in the classroom*. Keynote address presented at the First Annual Symposium on Teacher Pipelines, Los Angeles Unified School District, Los Angeles, CA, June 2001.
- Selmi, A., Higareda, I., & Rueda, R. *Contextual factors in Hearing and deaf preschoolers use of symbolic representations*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, Apr. 2001.
- Rueda, R., & Artiles, A. *Issues in the overrepresentation of Latino students in special education in a changing policy context*. Invited paper presented to the Hispanic Special Interest Group (SIG) at the Annual Meeting of the American Educational Research Association, Seattle, WA, Apr. 2001.
- Monzo, L., & Rueda, R. *The role of the hidden curriculum in constructing teacher identities: Subtracting the cultural resources of diverse teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, Apr. 2001.
- Rueda, R., Arzubiaga, A., Monzo, L., & MacGillivray, L. *The relationship of Latino Family's instrumental knowledge about school and their children's reading motivation and achievement*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, Apr. 2001.
- Arzubiaga, A., Rueda, R., & Monzo, L. *Family matters related to the reading engagement of Latino children*. Paper presented at the Houston 2001 National Counseling Psychology Conference, Houston, TX, March 1-4, 2001 (Division 17, American Psychological Assn.)
- Artiles, A.J., Rueda, R., Salazar, J., & Higareda, J. *Factors associated with English learner representation in special education: Emerging evidence from urban school districts in California*. Paper presented at the Minority Issues in Special Education Conference, Harvard University, November, 2000.
- Rueda, R., MacGillivray, L., Arzubiaga, A., & Monzo, L. *Reading engagement and motivation to read: a multi-level approach*. Paper presented at the 50th Annual Meeting of the National Reading Conference, Scottsdale, AZ, Nov. 2000.
- Rueda, R. *The past, present, and future of research with special populations*. Presented at the 50th Annual Meeting of the National Reading Conference, Scottsdale, AZ, Nov. 2000.
- Rueda, R. *Improving student writing*. Keynote talk presented at the Annual Meeting of the Texas Association for the Improvement of Reading, McAllen, TX, Nov. 2000.

- Rueda, R. *FIESTA EDUCATIVA: Considerations in community development and service delivery*. Presented at the FIESTA EDUCATIVA 2000 Conference, LA, CA, June 2000
- Rueda, R., & MacGillivray, L. *Latina teachers talk about their own early reading: What we can learn about teaching reading to English language learners*. Presented at the 45th Annual Convention of the International Reading Association, Indianapolis, IN, May 2000.
- Rueda, R., & MacGillivray, L. *Research vs. administrative issues and considerations in school change for English language learners: A case study*. Presented at the 45th Annual Convention of the International Reading Association, Indianapolis, IN, May 2000.
- Rueda, R. Chair of session on *Sociocultural Theory in Teacher Education*, at the Ethnography in Education Conference, California State University, Los Angeles, Apr. 2000
- Rueda, R. Panelist in Symposium on *Teacher Quality: Professional Development Research and Practice That Makes a Difference for Teachers and All Their Students*. Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, Apr. 2000.
- Guarino, A., Echevarria, J., Short, D., & Rueda, R. *The Sheltered Instruction Observation Protocol: Reliability and Validity Assessment*. Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, Apr. 2000.
- Rueda, R., Yaden, D., & MacGillivray, L. *Early literacy in an inner city Latino immigrant community: The intertwining of cognitive and social factors in fostering social change*. Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, Apr. 2000.
- Monzo, L., & Rueda, R. *Constructing achievement orientations toward literacy: An analysis of sociocultural activity in Latino home and community contexts*. Presented at the annual meeting of the Comparative and International Education Society, San Antonio, TX, March 2000.
- Monzo, L., & Rueda, R. *A case of resilience: The influence of home and community on achievement orientation toward literacy*. Presented at the 49th Annual Meeting of the National Reading Conference, Orlando, FL, December 1999.
- MacGillivray, L., Rueda, R., & Monkman, K. *Opportunities are in the eyes of the beholder: Literacy around downtown Los Angeles*. Presented at the 49th Annual Meeting of the National Reading Conference, Orlando, FL, December 1999.
- Cappello, M., & Rueda, R. *Authenticity and appropriation in school writing events*. Presented at the 49th Annual Meeting of the National Reading Conference, Orlando, FL, December 1999.
- Rueda, R. *A sociocultural approach to learning and development*. Presented at the Shaklee Summer Institute, Wichita, KS, June 1999.
- Rueda, R. *First and second language literacy: From research to practice*. Participant in a televised panel on literacy, hosted by Pacific Resources for Education and Learning (PREL), produced and broadcast on Channel 10, the public television station, Honolulu, Hawaii, May 1999.

- Rueda, R. *Creating communities of engaged readers: Why one size doesn't fit all*. Invited keynote talk at the Research Awards and Address session at the annual meeting of the International Reading Association, San Diego, CA, May 1999.
- Rueda, R., & MacGillivray, L. *Research -based principles of reading instruction: cultural and linguistic diversity*. Presented at the annual meeting of the International Reading Association, San Diego, CA, May 1999.
- Rueda, R., & Monzó, L. *Apprenticeship for teaching: Professional development issues surrounding the collaborative relationship between teachers and paraeducators*. Presented in a Symposium on Sociocultural Perspectives on Professional Development, Annual Meeting of the American Educational Research Association, Montreal, CA, April 1999.
- Rueda, R. *Policy implications for English-language learners*. Presented at the Symposium on Implications for Educational Policy of Hart and Risley's Research on Everyday Childhood Experiences: Multiple Perspectives, Annual Meeting of the American Educational Research Association, Montreal, CA, April 1999.
- Rueda, R. Discussant at Symposium on Parents as Intellectuals, Parents as Experts, presented at the Annual Meeting of the American Educational Research Association, Montreal, CA, April 1999.
- Rueda, R., & Gallego, M. *Rethinking competence in the classroom: A sociocultural approach*. Presented at the 48th Annual Meeting of the National Reading Conference, Austin, TX, Dec. 1998.
- Rueda, R. *Young children's acquisition of literacy in inner city communities: Theoretical perspectives on motivation and resilience*. Presented at the 48th Annual Meeting of the National Reading Conference, Austin, TX, Dec. 1998.
- Menjares, P.C., Michael, W.B., & Rueda, R. *The development and construct validation of a Spanish version of an Academic Self-Concept Scale for middle-school Hispanic students*. Presented at the Northeastern Educational Research Association Meeting, New York, New York, Oct. 1998.
- Rueda, R. *Principles of professional development and teacher education*. Presented at the Summer Institute of the BUENO Center for Multicultural Education, "Language Diversity and Inclusion: The Challenge for Professional Development", sponsored by the University of Colorado, Boulder, held in Vail, Colorado, August 1998.
- Gallego, M., & Rueda, R. *Success and failure in the 5th Dimension cultural system*. Presented at the Fourth Congress of the International Society for Cultural Research and Activity Theory, University of Aarhus, Denmark, June 1998.
- Rueda, R. *Perspectives on overrepresentation of Latino students in special education*. Presented at the 20th Annual Bilingual Conference on Disabilities of Fiesta Educativa, University of Southern California, May 1998.
- Rueda, R. *Teacher preparation and professional development*. Presented at the Annual Meeting of the International Reading Association, Orlando, FL, May 1998.

- Rueda, R., & Genzuk, M. *Preparing Latino paraeducators as teachers: Building on funds of knowledge to improve instruction*. Paper presented at the American Educational Research Association annual meeting, San Diego, CA, April 1998.
- Rueda, R. *English language learners, cultural diversity, and reading*. Presented to the Administrators Association, San Diego City Schools, San Diego, CA, Feb. 1998.
- Yaden, D., Rueda, R., MacGillivray, L., & Orellana, M. *Fostering emergent literacy in a bilingual preschool setting*. Roundtable session at the National Council of Teachers of English (NCTE) Research Assembly Midwinter Conference, Sociocultural Views of Literacy: Creating Communities of Learners, Los Angeles, CA, Feb. 1998.
- Gallego, M., Rueda, R., & Moll, L. *Literacy assessment and programmatic evaluation dilemmas: Understanding language and culture in community-based learning environments*. Presented at the Annual Meeting of the National Reading Conference, Scottsdale, AZ, Dec. 1997.
- Rueda, R. *Information processing and sociocultural approaches to school-based assessment*. Presented to the School Psychology Program, California State University, Los Angeles, Los Angeles, CA, Nov. 1997.
- Rueda, R. *A synthesis and analysis of current research on bilingual and native language instruction*. Presented at the 7th Annual Conference of the National Association for Multicultural Education, Albuquerque, NM, Oct. 1997.
- Rueda, R. *A review of bilingual and native language research*. Presented at the Ninth Annual Bilingual Special Education Institute, BUENO Center for Multicultural Education, University of Colorado at Boulder, Boulder, CO, July 1997.
- Rueda, R., & Menjares, P. *Learning without schooling in the 5th Dimension: Linguistic and cultural features of after-school programs in the Distributed Literacy Consortium*. Presented at the Conference on Reclaiming Voice: Ethnographic Inquiry and Qualitative Research in a Postmodern Age, Los Angeles, CA, June 1997.
- Kogan, S., & Rueda, R. *Comparing the effects of teacher-directed homework and student-centered homework on return rate and homework attitudes of minority learning disabled students*. Presented at the American Educational Research Association annual meeting, Chicago, IL, April 1997.
- Gallego, M., Rueda, R., and Moll, L. *Bridging theory and bridging practice: Methodological challenges in community-based research: The Distributed Literacy Consortium*. Presented at the American Educational Research Association annual meeting, Chicago, IL, April 1997.
- Rueda, R. *What's happening in bilingual education*. Presented at the California Association of Bilingual Education annual meeting, San Diego, CA, February 1997.
- Rueda, R. *Social constructivism in educational settings: Studies of Latino and African-American students*. Presented at the Symposium on Culturally and Linguistically Diverse Exceptional Learners, New Orleans, LA, January 1997.

- Rueda, R. *Writing for publication*. Presented at the Symposium on Culturally and Linguistically Diverse Exceptional Learners, New Orleans, LA, January 1997.
- Harry, B., & Rueda, R. *From Normalization to the Zone of Proximal Development: Effective collaboration with culturally diverse families*. Presented at the Symposium on Culturally and Linguistically Diverse Exceptional Learners, New Orleans, LA, January 1997.
- Rueda, R. *Culture and language in the 5th Dimension Literacy Network*. Presented at the Andrew Mellon Foundation and Russull Sage Foundation Literacy Program Meeting, Center for Advanced Study in the Behavioral Sciences, Stanford, CA November 1996.
- Rueda, R. *Assessing reading: A new look at how English language learners achieve success*. Paper presented at the California Reading Association Annual Conference, San Jose, CA, October 1996.
- Rueda, R. *Language and culture in special education: The changing context*. Keynote address presented at the Border Walking: A Bilingual Special Education Conference, New Mexico State University, Las Cruces, New Mexico, October 1996.
- Rueda, R. & Garcia, E. *Responsive assessment: A study of one community of practice*. Paper presented at the American Educational Research Association annual meeting, New York, NY, April 1996.
- Rueda, R. *Exploring the process of realigning curriculum, instruction, and assessment in three literature-based classrooms*. (Discussant). American Educational Research Association annual meeting, New York, NY, April 1996.
- Rueda, R. *Assessment and current reading trends: A perspective on the California Reading Task Force Report*. Presented at the California Association for Bilingual Education (CABE) Conference, San Jose, CA, January, 1996.
- Rueda, R. *Recent research on authentic assessment*. Presented at the OLE Project Summer Institute, sponsored by the California State Department of Education and the OLE Research and Dissemination Center, California State University, Sacramento, San Francisco, CA, August 1995.
- Rueda, R. *Recent research and issues in classroom-based assessment*. Presented at the Sacramento Unified School District, August, 1995.
- Rueda, R. *Coherent assessment policies for bilingual education*. Presented at the Institute on Assessment: Its Impact on Learning, Teaching, and Policy, Harvard Graduate School of Education, Cambridge, MA, July 1995.
- Rueda, R. *Assessment of diverse students: Best practices*. Presented at the Alliance 2000 Training Meeting, Denver, CO, June 1995.
- Rueda, R. *Current research on Latinos and disability*. Presented at the 16th Annual Bilingual Conference on Disabilities of Fiesta Educativa, University of Southern California, May 1995.
- Rueda, R. *The next generation of literacy interventions: Extension to new cohorts, grade levels, and communities (symposium discussant)*. Presented at the American Educational Research Association annual meeting, San Francisco, CA, April 1995.

- Melendez, T., & Rueda, R. *Rubrics of knowledge: A case study examination of conflicting mathematics and literacy theories of learning among practicing teachers*. Presented at the American Educational Research Association annual meeting, San Francisco, CA, April 1995.
- Rueda, R. *Sociocultural theory and the role of teachers (symposium participant)*. Presented at the American Educational Research Association annual meeting, San Francisco, CA, April 1995.
- Rueda, R. *Current issues in research, policy, and practice (symposium panelist)*. Presented at the CEC (Council for Exceptional Children) Symposium on Multicultural Exceptional Learners, San Diego, CA, November, 1994.
- Rueda, R. *Effective instructional practices and issues in implementation*. Presented at the CEC (Council for Exceptional Children) Symposium on Multicultural Exceptional Learners, San Diego, CA, November, 1994.
- Rueda, R. *Instructional practices*. Presented at the National Commemorative Symposium, Revisiting the Lau Decision: 20 Years After, San Francisco, CA, November, 1994
- Rueda, R. *Implementing mediated learning approaches to literacy instruction in the classroom*. Paper presented at the International Association for Cognitive Education, Oxnard, CA, October 1994.
- Rueda, R. *Language acquisition theories: A framework for bilingual education*. Presented at the Multicultural Education Infusion Center 1994 Summer Institute, San Diego State University, San Diego, CA, June 1994.
- Figueroa, R., & Rueda, R. *Reforming how schools assess children*. Presented at the Second Annual Symposium: Special Education and Cultural Diversity (sponsored by the California Research Institute on Special Education and Cultural Diversity, University of California at Santa Cruz), San Diego, CA, June, 1994.
- Figueroa, R., Garcia, E., & Rueda, R. *Assessing second language learners: Psychometric vs. portfolio approaches*. Daylong presentation at Reading Research '94, Implications for Policy and Practice: The Work of the Major Literacy Research Centers in the U.S., in conjunction of the Annual Meeting of the International Reading Association, Toronto, Canada, May 1994.
- Rueda, R. & Garcia, E. *Assessing literacy: A comparison of teachers' use of portfolio and standardized data*. Paper presented at the Annual Convention of the Council for Exceptional Children (CEC), Denver, Colorado, April 1994.
- Rueda, R. *Portfolio assessment, equity, and literacy learning*. Respondent to Invited Session of Division C (Learning & Instruction) of AERA, Annual Meeting of the American Educational Research Association, New Orleans, LA, April 1994.
- Rueda, R., & Garcia, E. *The impact of traditional v. portfolio assessment on educators' evaluation of literacy with language minority students*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 1994.

- Rueda, R. *What do you believe? Practices and paradigms of instruction and assessment*. Keynote address presented at the Seventeenth Annual Illinois Statewide Conference for Teachers of Linguistically and Culturally Diverse Students, Oak Brook, Ill, March 1994.
- Rueda, R., & Garcia, E. *Portfolio assessment of classroom literacy: The connection to learning paradigms*. Paper presented at the 23rd Annual Conference of the National Association for Bilingual Education (NABE), Los Angeles, CA, February, 1994.
- Rueda, R. *The theoretical underpinnings of alternative assessment: Recent research*. Paper presented at the 5th Annual Cross-cultural Special Education Conference, San Diego, CA. Sponsored by the San Diego County Office of Education and County Special Education Local Planning Areas (SELPAS). San Diego, CA, October, 1993.
- Rueda, R. *Assessment issues in writing*. Presented at the USC California Writing Project Summer Institute, University of Southern California, July 1993.
- Rueda, R. *Current research issues in bilingual special education*. Invited keynote address, First Annual Bilingual Special Education Conference, University of Illinois at Chicago, Chicago, IL, July 1993.
- Rueda, R. *Portfolio and alternative assessments*. Presented at the Biliteracy Institute on Creating an Optimal Learning Context, University of California at Santa Cruz, July 1993
- Rueda, R. *The politics of race, gender, ethnicity, class, gender, and language in Colleges of Education; and Advanced cognitive and language theory with language minority students*. Presented at the Summer Institute of the Multicultural Education Infusion Center, San Diego State University, June 1993
- Rueda, R., & Copher, G. *Assessing literacy in the Latino child*. Presented at the 15 Annual Bilingual Conference on Disabilities of Fiesta Educativa, University of Southern California, May 1993.
- Rueda, R. *Practices and paradigms on the assessment of culturally diverse pupils in special education*. Paper presented at the Symposium on Special Education in Multicultural California: Reform and Restructure, University of California at Santa Cruz, May, 1993.
- Rueda, R., & Garcia, E. *Classroom-based portfolio assessment*. Second Annual Teacher Education Conference, University of Southern California, May 1993.
- Rueda, R., & Garcia, E. *Assessment issues in bilingual education*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Atlanta, GA, April 1993.
- Rueda, R. *A Sociocultural Approach to Learning Disabilities: Examples from Literacy-based Research and Intervention Programs*. Paper presented at the Conference for Sociocultural Research, Facultad de Ciencias de Informacion, Universidad Complutense, Madrid, Spain, September 1992.
- Rueda, R. *A review of the California Department of Developmental Disabilities Regional Center's Purchase of Services Study*. Presentation at the FIESTA EDUCATIVA (a training conference for Hispanic parents of developmentally disabled persons), University of Southern California, May 1992.

- Rueda, R., Ruiz, N.T., & Boothroyd, M. (1992). *Shifting instructional paradigms of bilingual special education teachers: Complex responses to educational reform*. Paper presented at the San Francisco, CA, April 1992.
- Rueda, R. *The impact of changing paradigms of disability on assessment for special education*. Paper presented at the Council for Exceptional Children Topical Conference on At-Risk Children and Youth, New Orleans, LA, November 1991.
- Rueda, R. *Identifying challenges in urban schools: Demographics*. Presented at the Conference of the California Council on the Education of Teachers, Irvine, CA, October 1991.
- Rueda, R. *Educational issues in California*. Presented at the Annual Meeting of the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges, October, 1991.
- Rueda, R. *Authentic assessment*. Presented at the 3rd Annual Cross-Cultural Special Education Conference, San Diego County Office of Education, San Diego, CA, September 1991.
- Rueda, R. *Discussant of paper on "Innovative practices in the identification of Limited English Proficient students"*. Second National Research Symposium on Limited English Proficient Student Issues with a Focus on Evaluation and Measurement, Washington, D.C., September 1991.
- Rueda, R. *Restructuring special education for language minority students*. Invited presentation, California State University at Los Angeles, Division of Special Education, July 1991.
- Rueda, R. *Rethinking the structure of special education for language minority students*. Visiting Scholar's presentation, California State University, Sacramento, May 1991.
- Rueda, R. *Evaluating reading environments: Examining instructional conversations*. Paper presented at the California Association of School Psychologists (CASP) Conference, Los Angeles, CA, March 1991.
- Rueda, R. *When is an instructional conversation?* Paper presented at the American Educational Research Association Conference (AERA), Division C, Chicago, Ill., April 1991.
- Rueda, R. *Alternative methods of assessment*. Paper presented at the National Meeting of the National Association of Bilingual Education (NABE), Washington, DC, January, 1991.
- Rueda, R. *An ethnographic analysis of resource room programs for language minority special education students*. Paper presented in the Strand on Ethnographic/Naturalistic Research in Special Education, Symposium on Culturally Diverse Exceptional Children, Albuquerque, New Mexico, October, 1990.
- Rueda, R. *Methodological considerations in multicultural research*. Paper presented at the Office of Special Education Programs (OSEP) Research Project Directors' Conference, US Department of Education, Washington, D.C., July 1990.
- Chang, J., & Rueda, R. *Locus of reading disability: Clues from a study of Chinese students*. Paper to be presented at the Thirty-fifth Annual Convention of the International Reading Association, Atlanta, Georgia, May 1990.

- Rueda, R. *Recent research on literacy with learning disabled, language minority students*. Presented at the Council for Exceptional Children California Division for Learning Disabilities, Mount St. Mary's College, Los Angeles, CA, May 1990.
- Rueda, R., Figueroa, R., & Ruiz, N. *The history and status of bilingual special education for Hispanic handicapped pupils*. Paper presented at the 1990 Annual Meeting of the National Association for Bilingual Education, Tucson, Arizona, April 1990.
- Selmi, A. & Rueda, R. *A naturalistic study of metacommunication during play interactions of hearing impaired preschoolers*. Paper presented at the American Educational Research Conference (AERA), Division C, Boston, April 1990.
- Rueda, R., Figueroa, R., & Ruiz, N. *An ethnographic analysis of instructional activity settings for Mexican American learning handicapped students*. Paper presented at the American Educational Research Conference (AERA), Division G, Boston, April 1990.
- Rueda, R. *An empirical coding scheme for examining responsive teaching situations*. Paper presented at the Linguistic Minority Research Project Conference, University of California at Santa Cruz, April 1990. (LMRP is a UC multi-campus research effort dealing with educational problems affecting language minority students in public schools.)
- Rueda, R., & Forness, S. *Childhood depression: Ethnic and cultural issues in special education*. Paper presented at the Annual Midwest Symposium for Leadership in Behavioral Disorders. Kansas City, MO. February, 1990.
- Rueda, R. *Educational quality indicators*. Paper presented in a session on "Accountability and at-risk students" at the National Conference on Educational Quality Indicators, sponsored by the UCLA Center for Research on Evaluation, Standards, and Student Testing (CRESST), UCLA, October 1989.
- Rueda, R. *Identifying Hispanic children with learning disabilities*. Paper presented at the Learning Disabilities Association of America International Conference, Anaheim, CA, February 1989.
- Figueroa, R., & Rueda, R. *A new model of special education for bilingual pupils*. Presented at the California State Department of Education Fourth Annual State Fall Conference on Special Education, Sacramento, CA, October 1989.
- Rueda, R. *Top-down vs. bottom up indicators and their relation to theory*. Paper presented at the National Forum on Educational Quality Indicators ("Educational Quality Indicators: Taking Stock"), Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California at Los Angeles, October, 1989.
- Rueda, R. *Educational statistics and the technical adequacy of psychometric instruments*. Presented at the Riverside County Special Education Local Planning Area (SELPA) CLD Summer Institute, Riverside, CA, August 1989.
- Rueda, R. *An analysis of special education as a response to the academic underachievement of Chicano students*. Paper presented at the Stanford Centennial Conference Series, Palo Alto, CA, Spring 1989.

- Chang, J., & Rueda, R. *A comparison of proficient and non-proficient Chinese elementary readers' oral reading*. Paper presented at the Annual Meeting of A.E.R.A., San Francisco, CA, April 1989.
- Rueda, R. *An analysis of special education eligibility criteria for linguistic minority students and recommendations for change*. Paper presented at the Annual Meeting of A.E.R.A., San Francisco, CA, April 1989.
- Rueda, R., Ruiz, N., & Figueroa, R. *A review and analysis of home and community-based ethnographic research on language, literacy, and cognition with Mexican American students*. Paper presented at the Annual Meeting of A.E.R.A., San Francisco, CA, April 1989.
- Rueda, R. *Student diversity and literacy*. Invited paper presented at the "Literacy for Diversity Conference" at the University of Colorado-Boulder, April, 1989.
- Rueda, R. *Strategies and guidelines for increasing the cognitive achievement of Hispanic and other minority students*. Paper presented at the Professional Development Conference organized by the Tomas Rivera Center for the Council of Mexican American Educators (CMAA) and the Association of Mexican American Educators (AMAE) at UCLA, March, 1989.
- Rueda, R., & Cardoza, D. *Program evaluation and Spanish speaking parents: When theory and method fall apart*. Paper presented at the California Association of Bilingual Education (CABE) Annual Conference, February, 1988.
- Rueda, R. "A new era of responsiveness: Decisions ahead", Keynote address delivered at the Council for Exceptional Children Symposia on Culturally Diverse Children, Denver, Colorado, October, 1988.
- Rueda, R., Goldenberg, C., & Gallimore, R. *A comparison of "Assisted Performance" vs. "Basal" instructional approaches with at-risk Hispanic first grade students*. Paper presented at the Council for Exceptional Children Symposia on Culturally Diverse Children, Denver, Colorado, October, 1988.
- Rueda, R. *Developing writing skills in bilingual exceptional children*. Invited presentation delivered at California State University, Bakersfield, May 1988.
- Rueda, R. *Learning, cognition, and literacy*. Invited presentation delivered to the teachers of Educable Retarded students, Los Angeles Unified School District, May 1988.
- Rueda, R. *Research on special education and linguistically diverse students*. Presentation at the FIESTA EDUCATIVA (a training conference for Hispanic parents of developmentally disabled persons), University of Southern California, May 1988.
- Rueda, R. *The development of higher order thinking skills*. Invited presentation, Department of Education, Loyola Marymount University, April 1988.
- Rueda, R. *Instructional approaches for Limited English Proficient students*. Keynote presentation delivered at conference series on Coordinating Services for the LEP Handicapped Student sponsored by Special Education Program, California State University, Los Angeles, February 1988.

- Rueda, R. Invited discussant, Stanford School of Education Centennial Conference on Educating Children at Risk ("What do Anthropologists Have to Say About Dropping Out?"), Stanford University, February 1988.
- Rueda, R. *Improving writing skills and academic achievement with Hispanic learning disabled children.* Ninth International Conference on Learning Disabilities, San Diego, CA, October, 1987.
- Rueda, R., and Chu, J.M. *A review of effective microcomputer- based instructional practices with learning disabled students.* Ninth International Conference on Learning Disabilities, San Diego, CA, October, 1987.
- Rueda, R., and Mercer, J. *Special education decision making and assessment: Incorporating current advances on learning as an interactive process.* California State Department of Education, Special Education Division, National Conference on Special Education for a Changing Population, Los Angeles, CA, May 1987.
- Harris, K., Rueda, R., Manlavi, F. *The nature of literacy events in special education classrooms with language minority students.* California State Department of Education, Special Education Division, National Conference on Special Education for a Changing Population, Los Angeles, CA, May 1987.
- Harris, K., and Rueda, R. *Factors influencing curriculum and instruction for Mildly Handicapped Hispanic Youth.* Council for Exceptional Children (CEC) Symposium on Ethnic and Multicultural Concerns, Dallas, Texas, November, 1986.
- Rueda, R. *Cultural variables in learning.* Conference on Critical Issues in Multicultural, Bilingual Special Education, California State College, Bakersfield, November, 1986.
- Rueda, R. *Research on interactive writing with learning disabled students.* Conference on Latino Illiteracy: Causes, Consequences, and New Directions for Overcoming Barriers to Literacy. The Tomas Rivera Center, Claremont Graduate School, Claremont, CA, November, 1986.
- Rueda, R. *The acquisition of written language in learning disabled children.* Center for Cross-Cultural Studies, University of California at Santa Barbara, June, 1986.
- Rueda, R. *Special education decision making for Hispanic students.* California Department of Education, Special Education Division Conference, Sacramento, Ca, May, 1986.
- Mercer, J., Rueda, R., & Cardoza, D. *Special education decision making with Hispanic students in large urban school districts.* Annual Meeting of the American Educational Research Association, April, 1986.
- Rueda, R. *Integrating recent research on effective instructional practices with special education bilingual students.* San Diego State University, San Diego, CA, November, 1985.
- Rueda, R. *Shifts in the patterns of special education decision making with LEP students: The role of language proficiency and other factors.* Center for Bilingual Education Colloquium, Arizona State University, October, 1985.

- Rueda, R. Decision making practices with limited English proficient students referred for special education in large urban school districts. Annual Meeting of the American Psychological Association, Los Angeles, CA, August, 1985.
- Rueda, R. Factors in the linguistic assessment of "at risk" students. Summer Institute in Bilingual Education Evaluation, Bilingual Education Multifunctional Support Service Center, California State University, Los Angeles, August, 1985.
- Rueda, R. A predictive analysis of decision-making with handicapped limited English proficient students. Paper presented at the C.E.C. Third Annual Symposium: Hispanic Children and Youth, Denver, Colorado, June, 1985.
- Rueda, R. Effective instructional practices: The development of literacy. Ventura County Special Education Consortium. Ventura, CA, May, 1985.
- Rueda, R. An examination of Piagetian reasoning tasks in the differentiation of Hispanic children at various levels of language proficiency. American Association of Mental Deficiency (AAMD), Philadelphia, Pennsylvania, May, 1985.
- Rueda, R. Bilingualism and cognitive development in exceptional and non-exceptional children. California Speech and Hearing Association (CASHA), Ahaheim, CA, April, 1985.
- Rueda, R. Qualitative research in special education. Council for Exceptional Children (CEC), Anaheim, CA, April 1985.
- Cardoza, D., and Rueda, R. Ethnicity vs. handicap in the educational careers of Hispanic learning disabled students. Western Psychological Association, San Francisco, CA, April, 1985.
- Rueda, R., and Cardoza, D. The relationship between age of arrival and academic achievement in Hispanic learning disabled high school students. American Education Research Association (AERA), Chicago, Ill., March, 1985.
- Rueda, R., and Cardoza, D. Educational and occupational outcomes of Hispanic learning disabled high school students. California Association for Bilingual Education (CABE), Universal City, CA, January, 1985.
- Whitaker, J., & Rueda, R. Bilingual proficiency and cognitive task performance by mentally retarded students. American Association on Mental Deficiency (AAMD) Annual Meeting, Minneapolis, NM, May, 1984.
- Rueda, R. (Session leader) Research Forum: Infants and young children. Council for Exceptional Children (CEC) Annual Meeting, Washington, DC, April, 1984.
- Whitaker, J., Prieto, A., Zucker, S., & Rueda, R. The effects of bilingualism on cognitive task performance. Council for Exceptional Children (CEC) Annual Meeting, Washington, DC, April, 1984.

- Rueda, R. *The development of writing skills in a special education class with bilingual students: Interactional perspectives*. Invited presentation, UCLA Mental Retardation Research Center, Symposium on Interaction and Cognition, Los Angeles, California.
- Lancy, D., Goldstein, G., & Rueda, R. *Concept acquisition in language-delayed populations*. AERA Annual Meeting, New Orleans, Louisiana, April, 1984.
- Rueda, R., Prieto, A., Garcia, E., & Lancy, D. *Distinguishing communicative vs. linguistic competence in bilingual children*. AERA Annual Meeting, New Orleans, Louisiana, April, 1984.
- Rueda, R., & Flores, B. *Literacy development in a special education classroom with bilingual students*. Arizona Association for Bilingual Education (AABE), March, 1984, Flagstaff, Arizona.
- Rueda, R. *Cognitive development in bilingual exceptional children*. Symposium on the Bilingual Exceptional Child, Council for Exceptional Children. Reston, Virginia, Feb., 1984.
- Rueda, R. *Psychological evaluation and the influence of language on Mexican American students*. Arizona Conference on Applied Psychological Issues, Minority Assessment Conference (invited presentation).
- Whitaker, J., Prieto, A., & Rueda, R. *Cognitive performance of bilingual educable mentally handicapped students: A comparative study*. New Mexico State Council for Exceptional Children, Albuquerque, New Mexico, October, 1983.
- Rueda, R. *Research on language and cognition in bilingual handicapped and non-handicapped children*. Keynote address presented at Colorado Symposium on interdisciplinary research in bilingual education, Vail, Colorado, May, 1983.
- Rueda, R. *Preliminary results of work on linguistic proficiency, communicative competence, and cognitive development in first grade bilingual students*. Invited symposium, Annual meeting of the Western Psychological Association, San Francisco, California, April, 1983.
- Rueda, R. *Metalinguistic awareness in monolingual and bilingual mildly retarded adolescents*. Council for Exceptional Children (CEC) National Conference, Detroit, Michigan, April, 1983.
- Rueda, R. *Investigations in language and cognition with handicapped and nonhandicapped Hispanic youngsters*. Symposium on the Handicapped Hispanic Child: Research and Implications for Educational Practice, Texas A & M University, College Station, Texas, March, 1983.
- Glenn, D., Rueda, R., & Rutherford, R. *Behavior disordered students' production of strategies in social problem solving situations*. Sixth Annual Conference on Severe Behavior Disorders of Children and Youth, Arizona State University, Tempe, Arizona, November, 1982.
- Maag, J., Rutherford, R., & Rueda, R. *A comparison of student and teacher perceptions of students' socially competent behavior*. Sixth Annual Conference on Severe Behavior Disorders of Children and Youth, Arizona State University, Tempe, Arizona, November, 1982.

- Rueda, R. *Proposed regulations for PL 94-142: Implications for the education of exceptional bilingual children*. Invited paper presented at Council for Exceptional Children National Conference on the Exceptional Bilingual Child. Phoenix, Arizona, November, 1982.
- Rueda, R. & Mehan, H. *Passing and management and metacognition in bilingual learning handicapped students*. Council for Exceptional Children National Conference on the Exceptional Bilingual Child. Phoenix, Arizona, November, 1982.
- Rueda, R. *Theoretical perspectives on bilingualism, social interaction, and cognition: Applications to school practice*. Southeast Regional Resource Center, Juneau, Alaska, October, 1982.
- Rueda, R. *Language and cognition in bilingual children*. Invited presentation, University of Alaska, Juneau, Alaska, September, 1982.
- Rueda, R. *Educational evaluation of exceptional bilingual/bicultural children*. Alaska State Department of Education Conference on Special Education, Anchorage, Alaska, September, 1982.
- Rueda, R., & Rutherford, R. *Learning handicapped students' understanding of factors influencing classroom behavior*. Council for Exceptional Children (CEC) Topical Conference on Behavior Disorders, Minneapolis, Minnesota, September, 1982.
- Rueda, R. *Cross-setting cognitive functioning in a bilingual learning disabled student: A case study*. Presented at the Laboratory of Comparative Human Cognition, University of California, San Diego, May, 1982.
- Rueda, R. *Passing and management and educational decision making: Preliminary findings of a three year study of learning disabled and poor reader students*. Invited colloquium, Arizona State University, April, 1982.
- Rueda, R., & Zucker, S. *The effects of listener status on the persuasive strategies of moderately retarded and nonretarded students*. Presented at the 1982 Gatlinburg Conference on Research in Mental Retardation/Development Disabilities, April, 1982.
- Rueda, R., & Rodriguez, R. *Teacher preparation in bilingual/ multicultural special education*. Council for Exceptional Children (CEC) National Conference, April, 1982.
- Rueda, R. *A research model for investigating school learning problems: Preliminary findings*. Invited presentation, San Diego State University, March, 1982.
- Rueda, R., & Rutherford, R. *Mildly handicapped childrens' metacognitive awareness of socially competent behavior*. Fifth Annual Conference on Severe Behavior Disorders of Children and Youth, Arizona State University, Arizona, November, 1981.
- Howell, K., Rutherford, R., & Rueda, R. *Self-control procedures with behaviorally disordered students*. American Psychological Association National Conference, Los Angeles, California, August, 1981.
- Rodriguez, R., Prieto, A., Rueda, R., & Zucker, S. *The identification of gifted Hispanic children*. Council for Exceptional Children (CEC) National Conference, New York, April, 1981.

- Rueda, R., Zucker, S., & Prieto, A. Teacher race as a factor in special class placement of Mexican-American students. Council for Exceptional Children (CEC) National Conference, New York, April, 1981.
- Rueda, R. The investigation of social competence in mentally retarded students. Invited presentation, San Diego State University, November, 1981.
- Prieto, A., Rueda, R., & Rodriguez, R. Teaching competencies for bilingual/multicultural exceptional children. Annual Meeting of American Association of Colleges for Teacher Education, Houston, Texas, October, 1981.
- Rueda, R. Teacher race as a factor in special class placement of Mexican-American students. Council for Exceptional Children National Conference, New York, April, 1981.
- Rueda, R., & Zucker, S. Social problem solving strategies of moderately retarded children. Gatlinburg Conference on Research in Mental Retardation/Developmental disabilities, Gatlinburg, Tennessee, March, 1981.
- Rueda, R., & Smith, D. Interpersonal tactics and communicative strategies of Anglo-American and Mexican-American mildly retarded students. Gatlinburg, Tennessee, March, 1981.
- Rueda, R. Teacher's perceptions of competencies for teaching bilingual/ multicultural exceptional children. Council for Exceptional Children (CEC) National Conference on the Exceptional Bilingual Child, New Orleans, Louisiana, February, 1981.
- Rueda, R., Rodriguez, R., & Prieto, A. Teacher preparation of bilingual/ multicultural exceptional children. Arizona State University Bilingual Conference, Tempe, Arizona, December, 1980.
- Rueda, R., Howell, K., & Rutherford, R. Self-monitoring, self-evaluation, and self-reinforcement in behavior disordered children. Fourth Annual Conference on severe Behavior Disorders of Children and Youth, Arizona State University, Tempe, Arizona, November, 1980.
- Rueda, R., & Zucker, S. Persuasive communication among moderately retarded adolescents. American Association of Mental Deficiency (AAMD) National Conference, San Francisco, California, May, 1980.
- Rueda, R., Howell, K., & Rutherford, R. Self-monitoring of on-task behavior in behavior disordered children. Council for Exceptional Children (CEC) National Conference, Philadelphia, Pennsylvania, April, 1980.
- Rueda, R., Rutherford, R., & Howell, K. Review of self-control research with mentally retarded and behavior disordered children. Third Annual Conference on Severe Behavior Disorders of Children and Youth, Arizona State University, Tempe, Arizona, November, 1979.
- Rutherford, R., Howell, K., & Rueda, R. Self-control research with mentally retarded and behavior disordered children. New Mexico Conference on Behavior Therapy. Ghost Ranch, New Mexico, September, 1979.

Rueda, R. *Assessment of bilingual/multicultural exceptional children*. Indian Education Conference, Arizona State University, Phoenix, Arizona, April, 1979.

Rueda, R. *Mental health in an urban Chicano community*. Western Psychological Association, Los Angeles, California, April, 1976.

EDITORIAL SERVICE

Routledge/Taylor and Francis, Section on Education, Psychology & Mental Health Research - Book series reviewer (2019)

American Educational Research Journal (Section on Teaching, Learning, and Human Development) – Editorial Board, 2010-2015; Advisory Board Member (2004-2006) (Section on Social and Institutional Analysis) –Associate Editor, (2006-2008); Field Reader, (1992, 1986-88, 1999-2000, 2002, 2003)

Review of Research in Education – Editorial Board Member for Vol. 23 (1998), Vol. 24 (1999), Volume 32 (2005-2006), Volume 33 ((2009), Developmental reviewer for Volume 34 (2010)

Reading Research Quarterly – Consulting Editor, 2012-2014, reviewer, 2010-2013

Journal of Literacy Research – Editorial Board Member (2003 – present)

Bilingual Research Journal – Editorial Board (2011-2013)

Educational Psychology: An International Journal of Experimental Educational Psychology – reviewer, 2013

Education and Training in Autism and Developmental Disabilities – Consulting Editor (2012-2016)

Higher Education, Skills, and Work-Based Leadership – manuscript reviewer 2013

Teaching Education – manuscript reviewer 2010

Asia Pacific Journal of Education – manuscript reviewer 2010

Multicultural Teaching & Learning – Executive Associate Editor (2005 - 2013)

Mind, Culture, and Activity – An International Journal – manuscript reviewer (2010 – 2012)

Reading Research Quarterly - Editorial Board 2010-2013

The California Reader - Editorial Board Member (2003); column editor for English Learner column (2007)

Multiple Voices - Editorial Board Member, (2002 – 2007), Associate Editor (2008 - 2012)

International Multilingual Research Journal – Editorial Review Board (2007-2014), field reviewer (2009-present)

Social Behavior and Personality: An International Review – field reviewer 2009-2011)

Journal of Latinos and Education - Editorial Advisory Board, (2000 – 2004)

Learning Disabilities Research and Practice - Editorial Board, (2001 – 2011)

The Elementary School Journal - Field Reviewer, 2001

NRC Yearbook - Field Reviewer, for 49th National Reading Conference Yearbook (2001) and the 52nd Yearbook (2004), Editorial Advisory Board Member for 50th (2002), 51st (2003), 53rd (2004), and 55th (2006) Yearbooks

Mind, Culture, & Activity - Field Reviewer, (1999)

Exceptional Children - Associate Editor, (1990-1995), Field Reader 2003-2004

Learning Disability Quarterly - Field Reader, (1992-1998)

Journal of the Society for Accelerated Learning and Teaching - Editorial Board, (1992-1995)

Mental Retardation - Field Reader (1993-1996), Consulting Editor (1998-2002)

Educational Psychology Review - Field Reader, (1993)

Contemporary Educational Psychology - Field Reader, (1990-1994)

Educational Evaluation and Policy Analysis - Field Reader, (1992)

Journal of Special Education - Field Reader, (1991, 1995)

NABE Journal -Reviewer, (1982-1988, 1991-1994)

Education and Training in Mental Retardation -Consulting Editor, (1986-present)
Anthropology and Education Quarterly -Field Reader, (1989-1991, 1993, 1995, 1997-2000)
Multicultural Perspectives - Field Reader (2001)
Urban Education - Field Reader (2002)
Handbook of Latinos and Education: Research, Theory, & Practice – Advisory Board Member (2005-06)
Journal of Early Childhood Literacy – Field Reader (2005)
Journal of Intellectual Disability Research – Field Reader (2006)

OTHER PROFESSIONAL ACTIVITIES

(Consulting)

- Subcontract, Office of Naval Research on the *Navy Life Game Simulation*, UCLA/CRESST (2020)
- Subcontract, Office of Naval Research on the *Navy Life Game Simulation*, UCLA/CRESST (2019)
- Subcontract, Office of Naval Research on the *Navy Life Game Simulation*, UCLA/CRESST (2018)
- Advisory Board, Assessment Enhancement Grant (EAG), UCLA/CRESST (2018)
- Review Team Member, Department of Teaching and Learning, University of Miami (2018)
- Consultant to WGBH Public Broadcasting Station, Educational Foundation on *Reading and Writing in the Disciplines* Project (2013-15)
- Research proposal review, Research Grants Council, Hong Kong (2010, 2011, 2012)
- National Institute for Literacy, Washington, DC (2009, 2010)
- Consultant, LA County Office of Education, Program Improvement Unit (2009)
- Consultant to Mid-Atlantic Comprehensive Center at the George Washington University Center for Equity and Excellence in Education on the implementation of Response to Intervention Models (2009)
- Consultant to Center for Instruction, Texas Institute for Measurement, Evaluation, and Statistics (2009)
- Consultant to Sadlier-Oxford educational publisher on elementary reading program (2008)
- Consultant to Center for Research on Accessible Reading Assessment, National Accessible Reading Assessment Projects, University of Minnesota (2007-2008)
- Consultant to Nobel Learning Communities, Inc., on *Links to Learning* Spanish Program (2007-2008)
- Consultant, Rosen Publisher, on *Journeys* (a science education program for English Learners) (2004-2010)
- Core consultant, WGBH TV (PBS Television, Boston, MA) on “*Teaching Reading, GR 3-5*” series (2004-2006)
- Consultant, Pacific Resources for Education and Learning (PREL) on classroom observation protocol (2003-2005)
- Consultant, WGBH Educational Foundation (PBS television station, Boston, MA) on the *Teaching Reading Project* (2001-2003)
- Consultant, Barbosa Garcia, LLP, Attorneys at Law, on school-related legal suit (1998-2000)
- Consultant to UCLA Socio-Behavioral Group, Neuropsychiatric Institute, on federal review (1998-99)
- Consultant, Families Project, University of California, Riverside (1998-99)

- Senior author/Consultant, Silver-Burdett Ginn Publishing Co., for 1996 reading series, English and Spanish versions
- Consultant, Project CASE ↔ LINK (multimedia web-based problem-based learning modules for special education professional development), University of California, Santa Barbara (1996-97)
- Consultant, National Research Council, Commission on Behavioral and Social Sciences, Committee on the Prevention of Reading Difficulties in Young Children (1996-97)
- Research consultant on Project "Enhancing childrens' scientific explanations through collaborative creation of animated qualitative models", University of Colorado at Boulder (1995-96)
- Consultant, Eugene Research Institute, Eugene, Oregon (1994-85)
- Research Consultant, Department of Children's Services, Los Angeles County (1993-94)
- Consultant, Eugene Research Institute, Eugene, Oregon (1994-95)
- Consultant on the assessment of limited-English students for the California Assessment Plan (CAP), California State Department of Education (1992-93)
- Evaluation consultant, FIESTA FAMILIAR (a statewide community-based training program for Hispanic families with a developmentally disabled member) (1991-92)
- Consultant, Western Washington University, Bellingham, WA (1990-91)
- Consultant, Washington State Department of Education (1990-91)
- Consultant, University of Illinois at Chicago Circle (1990-91)
- Consultant, Development Associates, Inc., Management and Governmental Consultants, Arlington, VA. (1988-89)
- Consultant, Department of Special Education, Loyola Marymount University (1988-89)
- Consultant, Office of Research, State of California Department of Education (1988-89)
- Consultant, Underrepresented Groups Project, Journal of Educational Psychology (1986-88)
- Consultant, "Special Education Demonstration Project: Hispanic Pupils", a joint venture between The California State Department of Education, Office of Special Education, and the University of California's Multicampus Research Unit, Linguistic Minorities Project (1986-88)
- Consultant, Little, Brown, and Company (1986-87)
- Consultant, Special Education Program, California State University, Fresno (1986-87)
- Evaluation consultant, Los Angeles County Fiesta Educativa (1985-87)
- Consultant, California State Department of Education, Special Education Division, Personnel Development Unit (1985-86)
- Consultant, California Speech and Hearing Association (1984-85)
- Consultant, Department of Special Education, San Diego State University (1984-85)
- Consultant, Bilingual Education Multifunctional Support Service Center, California State University, Los Angeles (1984-85)
- Consultant, Ventura County School District (1984-85)
- Consultant, Arizona State Department of Education, Office of Bilingual Education, Phoenix, Arizona. (1983-1984)
- Consultant, National Center for Bilingual Research, Los Alamitos, California. (1983-1984)
- Software Reviewer, Council for Exceptional Children.
- Consultant, Glendale School District, Glendale, AZ. (1983-1984)
- Consultant, Littleton School District, Phoenix, AZ. (1983-1984)
- Consultant, Cashion School District, Phoenix, Arizona. (1983-1984)
- Consultant, Arizona State Department of Education, Bilingual Education Division. (1983-1984)

- Research Consultant, Microcomputer Project, Tempe School District (E.S.E.A. Title VII Demonstration Project). (1983-1984)
- Consultant, Dept. of Ed., State of Alaska, Anchorage, AK. (1982-83)
- Consultant, University of Alaska, Juneau, AK. (1982-83)
- Consultant, Southeast Regional Resource Center, Juneau, AK. (1982-83)
- Consultant, Special Education Division, Washington Elementary School District, Phoenix, Arizona, 1982. (1982-83)
- Consultant, Arizona State Department of Education, Office of Bilingual Education, Phoenix, Arizona, 1982. (1982-83)
- Consultant, C. V. Mosby Publishing Co. (1982-83)
- Consultant, Texas A&M University, Department of Educational Psychology. (1982-83)
- Consultant, University of Alaska, Fairbanks, Alaska. (1982-83)
- Technical Consultant, Center for Ethnographic Research, San Diego State University. (1981-82)
- Consultant, Legal Aid Society of Albuquerque (case of Rodney Schells v. Albuquerque Public School District, a class action suit related to EMR placement of minority students) (1980-81)
- Consultant, Tucson Unified School District. (1980-81)
- Consultant, Tolleson School District. (1980-81)
- Consultant, Ethnic Heritage Studies Project, Council for Exceptional Children. (1980-81)
- Consultant, Special Education Learning Experiences for Competency in Teaching, Arizona Department of Education, Division of Special Education, Phoenix, Arizona. (1979-80)
- Consultant, Garden Park School for Trainable Mentally Retarded Children, Phoenix, Arizona (1979-80)
- Consultant, Arizona State Department of Education.(1979-80)
- Consultant, East Los Angeles Community College, Title I Project, Los Angeles, California. (1976-77)
- Consultant, California State Network of Hispanic Professionals and Parents of the Developmentally Disabled, Los Angeles, California. (1977-78)

(Professional Service)

- Member, Research Advisory Board, FIESTA EDUCATIVA (2019-2020)
- Chairperson, Board of Directors, ADVANCE! (a community organization to promote college access to underrepresented students) (Board Member 2010 -2017), Board Chairperson (2017-present)
- Research Affiliate, Los Angeles Education Research Institute (2011- 2012)
- Proposal review, Division C, AERA Annual Meeting (2011)
- Member, International Reading Association Response to Intervention (RTI) Commission (2010-2011)
- Member, Advisory Board, Center for Equity for English Learners (CEEL), Loyola Marymount University (2010-2014)
- Member, Technical Assistance Group, for UCLA CRESST Center Project on Improving the Validity of Assessment Systems for English Language Learners (2009)
- Member, Advisory Board, Center for Advanced Technology in Schools (CATS), UCLA (2009)
- Member, Expert Working Group on Response to Intervention (RTI), for Mid-Atlantic Comprehensive Center (MACC) at The George Washington University Center for Equity and Excellence in Education (2008-10)
- Member, Advisory Board, National Center on Response to Intervention, University of Vanderbilt and University of Kansas (2008-2010)

- Member, Para Los Ninos Charter School Research Advisory Board (Los Angeles) (2007-2012)
- Member, AERA Meeting Policies & Procedures Committee, 2006-2009
- Faculty Affiliate, Center for Equity and Excellence in English Learner Education & Research, Loyola Marymount University (2007-2008)
- Faculty Affiliate, USC Center for the Study of Urban Youth (2007-2008)
- Member, External Review Team for Language, Reading, & Culture Program at the University of Arizona (2006-2007)
- Member, First 5 LA Research Advisory Committee (2005-2010)
- Member, Technical Advisory Committee for the National Task Force on Early Childhood Education (2003-2009)
- Member, AERA Dissertation Award Committee (2005-2006)
- Proposal Reviewer, National Reading Conference, 2005 Annual Meeting (Areas 3, 5)
- Member, Urban Diversity Initiatives Commissions (2002-2006) and Second Language and Learning Commission of the International Reading Association (2004-2008)
- Advisory Board Member, National Center for Research on Student Standards and Testing (CRESST), University of California, Los Angeles (1996-2007)
- Proposal reviewer for AERA 2005 Annual Meeting (Divisions C, G, Bilingual Education Research SIG and Cultural-historical SIG)
- External Advisory Group on Special Education at the Annenberg Institute for School Reform at Brown University (2005-2006)
- Research Design and Methods Subcommittee, National Latino Education Research Agenda Project, Hunter College, New York (2004-2005)
- Member, AERA Dissertation Award Committee (2004-2005)
- Member, Distinguished Scholars Award Committee, National Reading Conference (2004-2005)
- Proposal Reviewer, International Reading Association 2004 Annual Meeting
- Principal for the Day, La Habra H.S., at the invitation of the Fullerton Joint Union High School District (2004)
- Member, AERA Nominating Committee (2003-04)
- Proposal reviewer for AERA 2004 Annual Meeting (Divisions C, G, Bilingual Education Research SIG and Cultural-historical SIG)
- Member, Distinguished Scholars Award Committee, National Reading Conference (2002-2003)
- Proposal reviewer, National Reading Conference 2003 Annual Meeting
- Reviewer, *National Reading Conference Yearbook* (2003)
- Steering Committee, *Latino Parents Awareness Campaign*, La Opinión Newspaper (2003-2004)
- Advisory Board Member, Centro Chicano, USC (2003-2004)
- Member, Research and Development Core Team, for the National Center for Culturally Responsive Educational Systems, University of Colorado at Denver (2003-2004)
- Proposal reviewer for AERA 2003 Annual Meeting (Divisions C, G, Bilingual Education Research SIG and Cultural-historical SIG)
- Member, National Panel on Language Minority Children and Youth (through Center for Applied Linguistics and SRI International) (2001-2005)
- Member, Nominating Committee, American Educational Research Association (AERA) (2002-2003)
- Member, Distinguished Scholar Award Committee, National Reading Conference (2002-2003)
- Member, Division K (Teacher Education) Awards Committee, American Educational Research Association (2002-2003)
- Member, Technical Assistance Network on Secondary Curriculum, Instruction and Assessment

- for the National Center on Secondary Education and Transition (2000-2002)
- Proposal reviewer for AERA 2002 Annual Meeting (Divisions C, G, and Cultural-historical SIG)
- Member, Division K (Teacher Education) Awards Committee, American Educational Research Association (2000-2002)
- Consultant, McDougall Littell Publishers on a secondary level reading program (2001-2002)
- Manuscript reviewer, Center for Applied Linguistics, Wash., DC (2001-2002)
- Mentor for Spencer Foundation Fellows Program (2000-2001)
- Proposal review for National Reading Conference for 2002 meeting
- External reviewer, RAND Reading Study Group Report (2000-2001)
- Member, AERA Relating Research to Practice Award Committee (2000-2001)
- Member, Distinguished Scholars Award Committee, National Reading Conference (2000-2001)
- Member, Advisory Committee for Reading Language Arts for English Learners, Calif. State Dept. of Ed. (1999-2001)
- Member, Committee on Representation of Minority Children in Special Education, National Research Council, National Academy of Science (1999-2001)
- Senior Author, Houghton-Mifflin Language Arts Program (2001-2003)
- Member, AERA Committee on Outstanding Contributions Relating Research to Practice Award (1999-2000)
- Book reviewer, Harvard University Press, and SAGE Press. (1999-2000)
- Senior Scholar by the the Glenda B. and Forrest G. Shaklee Institute for Improving Special Education (1996-2000)
- Co-director, Professional Development Research Program Strand, Center for Research on Education, Diversity, and Excellence (CREDE), University of California, Santa Cruz (1996-2000)
- Proposal reviewer for AERA Annual Meeting (Division C and Division G) (1998-99)
- Technical Advisory Panel Member for LACE (Los Angeles Compact on Evaluation) for the Los Angeles Annenberg Metropolitan Project (LAAMP) (1996-98)
- Proposal reviewer for AERA Annual Meeting (Division C and Division G) (1997-98)
- Research Consultant, Center to Identify and Meet the Technical Assistance Needs of Elementary and Secondary Schools, American Institutes of Research, Washington, DC. (1996-97)
- Advisory Board Member, Review of Educational Research (AERA) for 1998 and 1999 Volumes
- Participant, Consortium Research Institute on Social Relationships of Children and Youth with Severe Disabilities, California State University, Long Beach (1994-97)
- Field Reader, US. Dept of Education, Division of Educational Services (1996-97)
- Proposal reviewer for Special Education Research Special Interest Group, AERA 2007 Annual Meeting
- Board of Directors, FIESTA EDUCATIVA, (a statewide advocacy and training organization for Hispanics with developmental disabilities) (1992-96)
- Member, New Standards Project English Language Arts Advisory Group and Language Minority Issues Advisory Groups, sponsored by the Learning, Research, and Development Center at the University of Pittsburgh and the National Center on Education and the Economy (1991-96)
- Proposal reviewer for Division C (Learning & Instruction), Technology Section, and Bilingual Education SIG (Special Interest Group), 1996 AERA Annual Meeting
- Member, Western Association of Schools and Colleges (WASC) Review team to St. Mary's College, Moraga, CA(1994-95)
- Research Associate, California Research Institute on Special Education and Cultural Diversity, University of California Santa Cruz(1994-95)

- Program Co-chair, Division C (Learning & Instruction), Section 1B (Instructional and contextual research) 1994 AERA Annual Meeting
- Proposal reviewer for Division C (Learning & Instruction), and Bilingual Education SIG (Special Interest Group), 1994 AERA Annual Meeting
- Reviewer, Handbook on Research on Multicultural Education, University of Washington, Seattle (1992-93)
- Field Consultant, National Center on Educational Outcomes for Students with Disabilities for Project on "Educational Outcomes and Indicators for Students Completing School"(1992-93)
- Member, Collaborative Task Force to Restructure Special Education Credentials, Commission on Teacher Credentialing, California State Department of Education "(1992-93)
- Member, Collaborative Task Force for Restructuring of Special Education Credentials, Commission on Teacher Credentialing, California State Department of Education (1991-92)
- Proposal reviewer for Division G, (Social Context of Education), AERA 1992 Annual Meeting
- Manuscript reviewer, Longman Publishing Co.; Prentice Hall Publishing Co.; Center for Applied Linguistics (Wash, D.C.); Allyn & Bacon Publishing Co (1992)
- Chair, Nominating Committee, AERA Division C (Learning and Instruction) (1991-1992)
- Member, Program Advisory Committee, National Conference on At-Risk Children and Youth, Council for Exceptional Children (1990-91)
- Co-chairperson, Symposium on Culturally Diverse Exceptional Children, Council for Exceptional Children, Albuquerque, New Mexico (1990-91)
- Member, Advisory Council, Mattell Foundation Project on literacy and special education (1989-91)
- Proposal reviewer for Division G, (Social Context of Education), AERA 1991 Annual Meeting
- Proposal reviewer for Hispanic Research Issues SIG, AERA 1991 Annual Meeting
- Member, Western Association of Schools and Colleges (WASC) Review team to Pacific Union College, Angwin, CA (1990-91)
- Proposal reviewer for Division G, (Social Context of Education) and Hispanic Research Issues SIG, AERA 1990 Annual Meeting
- Member, Western Association of Schools and Colleges (WASC) Review team to Heritage College, Hilo Hawaii (1989-90)
- Member, National Content Determination Panel for the Content Mastery Examinations for Educators (CMEE) test in special education (1989-90)
- Member, Multilingual/Multicultural Special Education Advisory Committee, California State University, Los Angeles (1989-90)
- Proposal reviewer for Division G (Social Context of Education), A.E.R.A. 1989 Annual Meeting
- Chair, Board of Directors, EL ARCA Human Services Corporation, overseeing Centro de Ninos y Padres, Department of Special Education, California State University, Los Angeles. (1987-88)
- Member, Bilingual Special Education Advisory Committee, Loyola Marymount University (1986-88)
- Member, Multicultural/Multilingual Special Education Advisory Committee, California State University, Los Angeles (1987-88)
- Member, Technology and Media Division (TAM) of the Council for Exceptional Children (CEC), subcommittee on Research (1986-88)
- Proposal Reviewer, Field Initiated Research Competition, OSERS (Office of Special Education and Rehabilitative Services) Consultant, Western Association of Schools and Colleges (1987-88)
- Council for Exceptional Children (CEC)-Mental Retardation Division, Publications Committee (1986-87)

- Proposal Reviewer, Field Initiated Research Competition, OSERS (Office of Special Education and Rehabilitative Services) Consultant, Western Association of Schools and Colleges (1986-87)
- Reviewer, Buros Mental Measures Yearbook (1985-86)
- Reviewer, AERA National Meeting, Division 6 (1985-86)
- Member, Arizona Governor's Council on Developmental Disabilities (Gubernatorial Appointee). (1982-1984)
- National Conference proposal reviewer, Society for Research in Child Development (SRCD). (1982-83)
- National Conference proposal reviewer, Council for Exceptional Children (CEC). (1982-83)
- Co-coordinator, CEC National Conference on the Bilingual Exceptional Child, Phoenix, Arizona. (1982-83)
- President, National Hispanic Caucus, Council for Exceptional Children. (1982-83)
- Member, Council on Developmental Disabilities and Special Education, Southwest Regional Laboratory (SWRL). (1980-83)
- Reviewer, Buros Mental Measurements Yearbook. (1981-82)
- Member, Council on Developmental Disabilities and Special Education, Southwest Regional Laboratory (SWRL). (1981-82)
- Reviewer, National Science Foundation. (1980-81)
- Reviewer, Society for Research in Child Development (for 1981 National Conference).
- Reviewer, Policy Options Project, Department of Governmental Relations, Council for Exceptional Children. (1980-81)
- Arizona Developmental Disabilities Advisory and Planning Council (Gubernatorial Appointee).
- Member, State Advisory Committee for Special Education for Arizona State Board of Education.
- Proposal Reviewer, National Institute of Education. (1980-81)
- Field Reader, National Institute of Education. (1980-81)
- Arizona Developmental Disabilities Advisory and Planning Council (Gubernatorial Appointee). (1977-78)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- American Education Research Association (Fellow)
 - Division C, Social Context of Education;
 - Division G, Learning & Instruction;
 - Hispanic Research Issues SIG;
 - Motivation in Education SIG;
 - Cultural Historical Research SIG);
 - Research in Reading & Literacy SIG
- American Psychological Association (Fellow)
 - Division 15, Educational Psychology;
 - Fellow, Division 45, Society for the Psychological Study of Ethnic Minority Issues)

LINGUISTIC/COMMUNICATIVE PROFICIENCY

Bilingual/Bicultural (Spanish/English)