

**INVITED GUESTS**

**Congressman Rubén Hinojosa (TX-15)**



Throughout his career in the private sector and now in public service, Rubén Hinojosa has consistently displayed his dedication to educational excellence. As President and Chief Financial Officer of his family-owned business for 20 years, Congressman Hinojosa experienced first-hand the value of education and a trained workforce.

Not one to sit on the sidelines, he was elected to the local school board and worked to address these issues in his community. From the school board, he moved to the Texas State Board of Education, where he served for 10 years through 1984. Soon after that he was elected Founding Chairman of the Board of Trustees for South Texas Community College, a position he held from 1993 through 1996. Hinojosa was instrumental in leading the efforts to successfully create the South Texas I.S.D. magnet high schools system and the new South Texas Community College.

In 1996, Rubén Hinojosa was elected to the United States Congress representing the 15th Congressional District of Texas. Currently he serves on two House committees: 1) Committee on Education and Workforce, 2) Committee on Financial Services and is Ranking Member of the Subcommittee on Higher Education and Workforce Training.

As a senior member of the Education and Workforce Committee, Congressman Hinojosa is widely recognized as a champion for investing in human capital through education. On March 30, 2010, Congressman Hinojosa joined President Barack Obama for the signing of H.R. 4871: the Health Care and Education Reconciliation Act of 2010. This legislation represents the single largest increase in student financial aid since the GI bill was signed in 1945. This bill invests \$2.55 billion in historically Black Colleges and Universities and in Hispanic Serving Institutions and other Minority Serving Institutions.

Representative Hinojosa is widely recognized as a powerful voice for communities traditionally left behind in America's education system: low-income families, minorities, students with disabilities, English language learners, and the children of migrant and seasonal farm workers. As chair of the Congressional Hispanic Caucus's Education Task Force for many years, Congressman Hinojosa worked to ensure that federal education policy never loses sight of the country's youngest and fastest growing population - Hispanic Americans. By focusing on a group of federal education programs that are critical to the Hispanic community, often referred to as the Hispanic Education Action Plan (HEAP), the Congressman has helped to secure dramatic increases in resources - starting with \$8.5 billion in 1998 and growing to over \$17.6 billion in FY10.

In January 2007, Congressman Hinojosa was appointed Chairman of the Subcommittee on Higher Education, Lifelong Learning, and Competitiveness. As incoming chair, Congressman Hinojosa helped guide into law the historic College Cost Reduction and Access Act of 2007, which until 2010, represented the single largest increase in student financial aid since the GI Bill.

Congressman Hinojosa has also vaulted Hispanic Serving Institutions to a position of prominence in higher education. In the 1998 amendments to the Higher Education Act, the Congressman succeeded in establishing a separate Title V dedicated to the development of HSIs. Since that time, funding for HSIs has grown from \$12 million to nearly \$117 million annually. Congressman Hinojosa's leadership has also enabled the passage of an unprecedented number of measures that boost the achievement of Hispanics in higher education. His successful initiatives include a landmark \$510 million investment in minority institutions and a program to support graduate degree attainment at HSIs.

For his constituents, Congressman Hinojosa's advocacy has resulted in a surge of federal education funding in the 15th Congressional district of Texas. Since Congressman Hinojosa took office in 1997, the district has seen a 50 percent increase in federal education grants, with a total of nearly \$380 million from 1997–2002.

Among the many awards of recognition Congressman Hinojosa has received, his favorites include two elementary schools, a U. S. Highway, and a Regents Endowment Professorship in perpetuity at The University of Texas in Austin ... all bearing his name.

Born in South Texas, Congressman Hinojosa graduated from Mercedes High School and earned a Bachelor's in Business Administration and a Master's in Business Administration from the University of Texas in Austin and in Edinburg, respectively. He is married to Martha Lopez Hinojosa and has five children.

## Rosalinda B. Barrera Assistant Deputy Secretary and Director Office of English Language Acquisition



President Obama named Rosalinda B. Barrera assistant deputy secretary and director of the Office of English Language Acquisition (OELA) on Aug. 23, 2010. She is the principal adviser to Secretary Arne Duncan on all matters related to the education of English Learners, now estimated to be about 10 percent of the total school enrollment nationwide.

As head of OELA, Barrera administers programs under Titles III and V of the Elementary and Secondary Education Act, which support high-quality instructional programs for linguistically and culturally diverse students. Her office also supports foreign language programs for elementary, secondary and postsecondary students and professional development programs for language teachers in these fields.

She is committed to ensuring improvement in English language education through the Department's new educational initiatives—among them Race to the Top, Investing in Innovation and the Teacher Quality Partnership.

Prior to joining the Department, Barrera served for five years as dean of the College of Education at Texas State University-San Marcos, which has the largest university-based teacher preparation program in Texas. Before that, she was at the University of Illinois at Urbana-Champaign for seven years, where as a professor of curriculum and instruction, she also served as associate director and, later, director, of the Center on Democracy in a Multiracial Society. In 2004 she was named an associate provost for the UIUC.

Barrera, née Benavides, was born in South Texas, where her father was a rural route mail carrier and her mother a homemaker. The oldest of four children, she was valedictorian of her high school class in Falfurrias, Texas, before enrolling at the University of Texas, where she earned a B.A. degree in journalism with honors in 1968. She completed a Master's in communication at UT a year later before working for two years as a reporter with the *Corpus Christi Caller-Times*.

Subsequently, she served as a curriculum editor for the Southwest Educational Development Laboratory in Austin and, in 1973, began doctoral studies at the University of Texas with a specialization in reading education. Concurrently, she taught in a bilingual elementary school in the Austin Independent School District, before moving to southern New Mexico in 1975. She then served as a reading specialist for the Region 19 Education Service Center in El Paso before becoming director of K–12 curriculum and instruction for the Socorro school district outside El Paso.

After receiving her doctorate in 1978, Barrera joined the faculty at New Mexico State University (NMSU) in Las Cruces in 1980 and, while there, did semester-long visiting professorships at the University of Arizona and the University of California-Berkeley, before being named full professor of curriculum and instruction at NMSU in 1993. Also, she led the New Mexico Professional Standards Commission for the state Board of Education for two years and chaired a statewide Teacher Licensing Task Force.

An editorial board member of numerous academic journals, Barrera was the co-editor of the 2002 book *Multicultural Issues in Literacy Research and Practice* and the 1997 *Kaleidoscope: A Multicultural Booklist for Grades K–8*. Her past professional service includes membership on the reading committee of the National Assessment of Educational Progress, the National Advisory Committee on Head Start Research and Evaluation, the literacy advisory board for Reading Is Fundamental, and board of director positions for the American Association of Colleges for Teacher Education and the National Latino Education Research and Policy Project.

An aficionado of xeric gardening and architectural history and style, Barrera and her husband, Cecilio, a retired microbiology professor and university administrator, have two grandchildren and divide their time between an apartment in Washington, D.C., and a home in San Marcos, Texas. The couple has two daughters, Marisa, who works for the nonprofit microlender ACCION USA in Tucson, Ariz., and Cristina, a preschool teacher in Fort Collins, Colo.

## Rosalinda B. Barrera Subsecretaria adjunta y directora Oficina de Adquisición del Inglés



El Presidente Obama nombró a Rosalinda B. Barrera al puesto de subsecretaria adjunta y directora de la Oficina de Adquisición del Inglés (OELA, por sus siglas en inglés) el 23 de agosto del 2010. Ella es la principal asesora del Secretario de Educación Arne Duncan en todas las cuestiones relacionadas con la enseñanza a los que están aprendiendo inglés, que en estos momentos se estima son el 10 por ciento de la población estudiantil en todo el país.

Como directora de OELA, Barrera administra los programas del Título III y V de la Ley de Educación Primaria y Secundaria, que apoyan los programas de instrucción de alta calidad para los estudiantes con diversidad lingüística y cultural. Su sección también apoya los programas de lenguas extranjeras para los estudiantes de primaria y secundaria y los programas de educación superior y de desarrollo profesional para los maestros de idiomas en estas

materias.

Ella está dedicada a asegurar la mejora de la educación en inglés mediante las nuevas iniciativas del Departamento, entre ellas, Carrera a la Cima (*Race to the Top*), Inversión en la Innovación, y la *Teacher Quality Partnership*.

Antes de llegar al Departamento, Barrera fue decana durante cinco años de la Escuela Normal de la Universidad Estatal de Texas en San Marcos, que tiene el programa universitario para la formación de maestros más grande de Texas. Anterior a eso estuvo en la Universidad de Illinois en Urbana-Champaign durante siete años. Allí fue profesora de currículo e instrucción y también sirvió de subdirectora y más tarde directora del Centro sobre la Democracia en una Sociedad Multicultural. En el 2004 fue nombrada como una rectora adjunta de la UIUC.

Barrera, de soltera Benavides, nació en el sur de Texas, donde su padre era cartero y su madre ama de casa. La mayor de cuatro hijos, se graduó con altos honores de su secundaria en Falfurrias, Texas, antes de asistir a la Universidad de Texas, de donde obtuvo su título en periodismo con honores en 1968. Obtuvo su máster en comunicaciones en la UT un año más tarde. Después, durante dos años, fue reportera del periódico *Corpus Christi Caller-Times*.

Posteriormente, fue editora de currículo para el Southwest Educational Development Laboratory en Austin, Texas, y en 1973 comenzó sus estudios doctorales en la Universidad de Texas con concentración en la enseñanza de la lectura. Al mismo tiempo, fue maestra en una escuela bilingüe en el Distrito Escolar Independiente de Austin. Después, en 1975, se mudó al sur de Nuevo México. Más tarde fue especialista de lectura para el Centro de Servicio Educativo de la Región 19 en El Paso. Después fue directora de currículo e instrucción K–12 para el Distrito Escolar de Socorro en las afueras de El Paso.

Barrera recibió su doctorado en 1978, y en 1980 fue a trabajar de profesora en la Universidad Estatal de Nuevo México en Las Cruces. Durante su estancia allí, fue a trabajar como profesora invitada durante un semestre en la Universidad de Arizona y en la Universidad de California–Berkeley. Más tarde, en 1973, fue nombrada profesora plena de currículo e instrucción en la Universidad Estatal de Nuevo México. También dirigió la Comisión de Normas Profesionales de Nuevo México para la Junta de Educación del estado durante dos años, y presidió una comisión a nivel estatal sobre la acreditación de maestros.

Barrera ha sido miembro de varias juntas editoriales de revistas académicas y fue coeditora en el 2002 del libro *Multicultural Issues in Literacy Research and Practice* y en 1997 del libro *Kaleidoscope: A*

*Multicultural Booklist for Grades K–8.* Fue miembro del comité de lectura del *National Assessment of Educational Progress*; *National Advisory Committee on Head Start Research and Evaluation*; el consejo de alfabetización de *Reading Is Fundamental*; la junta directiva de la *American Association of Colleges for Teacher Education*, y la *National Latino Education Research and Policy Project*.

En su tiempo libre, Barrera es aficionada de la jardinería árida, y de la historia de la arquitectura y sus estilos. Su esposo, Cecilio, es profesor de microbiología y administrador universitario, ya jubilado. La pareja, que comparte su tiempo entre Washington, D.C., y San Marcos, Texas, tiene dos nietos y dos hijas, Marisa, que trabaja para la ONG, ACCIÓN USA, una microprestamista en Tucson, Ariz., y Cristina, maestra de preescolar en Fort Collins, Colo.

## FACILITATORS



**Okhee Lee** joined the University of Miami faculty in 1990 after earning her Ph.D. in educational psychology from Michigan State University. Her research areas include science education, language and culture, and teacher education.

She has directed research and teacher enhancement projects funded by the National Science Foundation, U.S. Department of Education, Spencer Foundation, and Florida Department of Education. One of her current research projects implements instructional interventions to promote science learning and English language development of English language learners in urban elementary schools.

Lee was awarded a 1993–95 National Academy of Education Spencer Post-doctoral Fellowship. She was a 1996–97 fellow at the National Institute for Science Education, Wisconsin Center for Education Research, University of Wisconsin-Madison. She received the Distinguished Career Award from the American Educational Research Association (AERA) Standing Committee for Scholars of Color in Education in 2004.

She serves on editorial boards for major education research journals as well as advisory boards for science education reform projects. Her research has appeared in the *American Educational Research Journal*, *Educational Researcher*, *Review of Educational Research*, *Review of Research in Education*, *Teachers College Record*, *Journal of Research in Science Teaching*, *Science Education*, and *Bilingual Research Journal*.

**José Franco** was a K–6 bilingual teacher for over a decade in Colorado and California. In 1991 he accepted a position at the University of California, Berkeley (UCB) as Coordinator of the *Matemática para la familia* program, the Spanish-language outreach of FAMILY MATH. From 1997–2009 Mr. Franco was the EQUALS Director, the equity in mathematics education program based at UCB.



As EQUALS Director, Mr. Franco directed various grant-funded projects. He was Co-Director of the Bridges to Excellence: Achievement in Mathematics (BEAM) project, funded by the California Postsecondary Education Commission and the U.S. Department of Education, and the English Language Development in Mathematics Institute funded by the University of California Office of the President. Both projects were designed to address the needs of second language learners. He was Co-Director of the Family Advocacy in Mathematics Education (FAME) Project, funded by the Lucent Technologies Foundation, to develop a parent involvement program for families of middle-school age youth. Mr. Franco was also Co-Director of the After School Mathematics and Science (ASMS) Project, a California statewide initiative designed to provide after-school programs with materials and activities to incorporate into their existing programs. Before leaving UCB, he was Director of the Science and Math in Spanish-language Media project funded by the National Science Foundation, to introduce math and science activities via multi-media venues.

In December 2009, Mr. Franco joined the Math Pathways and Pitfalls program at WestEd, as Co-Director, to develop online professional development modules for K-8 teachers. He is also the current President of *TODOS: Mathematics for All*, a National Council of Teachers of Mathematics (NCTM) Affiliate with a special focus on meeting the needs of Latino/Hispanic students.

Mr. Franco has conducted presentations on family involvement, equity, mathematics education, and second language acquisition at the local, state, national, and international level.

## PRESENTERS



**Dr. Guillermo Solano-Flores** specializes in educational measurement, assessment development, and the linguistic and cultural issues that are relevant to both the testing of linguistic minorities and international test comparisons. He is Associate Professor of Bilingual Education and English as a Second Language at the School of Education of the University of Colorado at Boulder. A psychometrician by formal training, his work focuses on the development of alternative, multidisciplinary approaches that address linguistic and cultural diversity in science and mathematics assessment. He has been principal investigator in several National Science Foundation-funded projects that have examined the intersection of psychometrics and linguistics in testing. He has investigated the use of generalizability theory—a psychometric theory of measurement error—in the testing of English language learners as an approach for developing testing models that are consistent with current knowledge in the field of sociolinguistics. Dr. Solano-Flores is the author of the concept of cultural validity in assessment. Also, he is the author of the theory of test translation error, which addresses testing across cultures and languages.

His current research projects investigate the measurement of mathematics academic language load in tests and the design and use of illustrations as a form of accommodation for English language learners in science testing with an approach that uses cognitive science, semiotics, psychometrics, and sociolinguistics in combination.

**Dr. Yuwadee Wongbundhit** is a District Supervisor of Curriculum and Instruction for Miami-Dade County Public Schools (M-DCPS). Her work is in the area of data analysis for 435 public, charter, and alternative schools and specialized educational centers in Miami-Dade County. Dr. Wongbundhit's professional expertise is in designing school performance reports for Miami-Dade County Public Schools and creating data templates that are friendly and easy for schools to use. She has developed five year school accountability reports for both school grading and Adequate Yearly Progress (AYP), Year at a Glance reports, and Interim Assessment reports by subgroups. She designs and conducts numerous professional development activities for both district and school administrators and school staff on the effective use of data to improve teaching and learning.



From 2003–2005, she was a project director of *Miami Rising to the International Standards in Science/Mathematics Education*, an urban systemic program funded by the National Science Foundation for 11.8 million dollars over a five-year period. The program is integrated with the District Mathematics and Science Comprehensive Plan to enhance student achievement, curriculum, and teacher quality in mathematics and science.

Dr. Wongbundhit collaborates with the M-DCPS Office of Assessment, Research and Data Analysis, and provides data and data analysis for the M-DCPS Office of School Improvement that oversees the development and monitoring of school improvement plans.

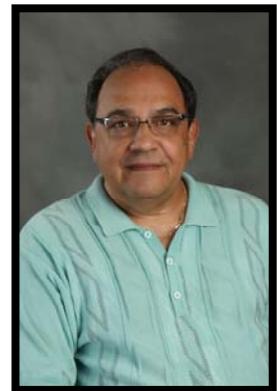


**Angelica M. Infante** is the Executive Director of the New York City Department of Education Office of English Language Learners in the Division of Students with Disabilities and ELLs. She sets policies and implements programs that have an impact on more than 150,000 ELLs each year. Prior to this position, she served the Department in a variety of instructional leadership positions, including Deputy Director in the Office of ELLs and Region 10 ELL Regional Instructional Specialist, specializing in professional development, instruction, and compliance. Ms. Infante began her career as a bilingual classroom teacher in the South Bronx before moving to Community School District 6 in the heart of Washington Heights in 1995. As a dual language

teacher, she worked to maintain and expand students' native language and culture. As a dual language project director, she worked to create a curriculum in two languages that met the specialized learning needs of the Dominican community. She has served as Director of the Early Childhood Center located at the George Washington High School campus, as well as an Assistant Principal, and Bilingual Coordinator. She has also served as an adjunct professor, and holds an MA in Education and in School Administration & Supervision from Mercy College.

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**Julio E. López-Ferrao** is a Program Director at the National Science Foundation's Division of Research on Learning in Formal and Informal Settings (DRL) where he manages most of the R&D projects with English Language Learners. His work in this division focuses on three key programs: Discovery Research K-12, Faculty Early Career Development (CAREER), and Innovative Technology Experiences for Students and Teachers. Previously, he was a Program Director with NSF's Experimental Program to Stimulate Competitive Research, and the former Division of Educational System Reform.



Before coming to NSF, Julio--a graduate from the University of Puerto Rico (Biology), New York University (Science Education), and George Mason University (Science Education)--was a Senior Research and Development Associate with Education Development Center, in Newton, Massachusetts, where he provided technical assistance in science education to most of the New England states. In addition, he was a science teacher, district science coordinator, curriculum specialist, and science supervisor at the Puerto Rico Department of Education, where he was appointed as the State Science Program Director. His systemwide responsibilities included K–12 curriculum development and implementation; professional development programs for teachers and administrators; coordination of technical assistance to K–12 science teachers through regional supervisors and district coordinators; and special programs for teachers and students, including scientific research academies and state and international competitions.

A science educator committed to excellence and equity, Julio believes that the creation of coherent and coordinated approaches to implement STEM reform efforts speaks to the need to effectively address the foundational inequities that have supported low expectations and disparities for underrepresented groups in the education systems, if all students will be ensured high-quality education. His perspectives are articulated in the co-authored monograph, *Infusion Equity in Systemic Reform: An Implementation Scheme* (NSF, 1998); and his dissertation, *Listening to Middle-School, Spanish-Speaking English Language Learners: A Qualitative Study of Their Perspectives of Science* (2008).



**Cory A. Buxton** is an Associate Professor of Science Education at the University of Georgia. His research interests include the teaching and learning of science in multilingual and multicultural contexts. His current research explores the value of teaching science inquiry practices and academic language development as a context for supporting students, parents, teachers and researchers learning with and from each other, with the goal of improving the educational experiences of English language

learners. Buxton was a Peace Corps volunteer in Guatemala and a high school bilingual science teacher in urban New Orleans and rural Colorado before moving to higher education.

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On May 3, 2011 before a White House audience, President Barack Obama presented to the American people, the 2011 National Teacher of the Year, **Michelle Shearer**, a tenth through twelfth grade Chemistry teacher from Urbana High School in Frederick County, Maryland.

As the daughter of two teachers, Ms. Shearer says that education was so central to her life that she recognized from a young age that she wanted to become a teacher. While studying at Princeton University, she had the opportunity to learn sign language and volunteer to teach a deaf fourth grade class. From that point on, Ms. Shearer knew that she had to become a teacher. She holds a bachelor's degree in chemistry from Princeton University and a master's degree in deaf education from McDaniel College in Westminster, Maryland. She is also certified in special education.



Ms. Shearer believes that there is an aspiring scientist in all of us. Although chemistry, as she says, can be an intimidating subject that is often viewed as difficult for students to grasp, she has always embraced this simple idea: Chemistry is everywhere, and thus chemistry is for everyone. Her personal teaching style incorporates her beliefs about teaching in that she is always conscious of the chemistry between the students and her in addition to the chemistry curriculum itself. Ms. Shearer does not let any students fade into the background, and every year she watches students unsure of their scientific abilities transform into confident, mature learners in the positive and high-energy classroom environment she and her learners create.

Her methods have a powerful impact. Derrick Williams, a former student at the Maryland School for the Deaf, says, "Ms. Shearer has the passion and the drive to ensure that each individual in the classroom has a precise understanding of the content she is teaching and her classes are structurally built for nothing else but success."

She was chosen the National Teacher of the Year from among the fifty-five 2011 state and territorial teachers of the year. Selected by the oldest and most prestigious awards program to focus public attention on excellence in teaching, Ms. Shearer began a year as a full-time educational spokesperson in June 2011. The National Teacher of the Year Program, a project of the Council of Chief State School Officers, is sponsored by the ING Foundation and Target, in partnership with the University of Phoenix and People to People Ambassador Programs.



**Erick Perez** is a teacher in the New York City public school system. Mr. Perez teaches Mathematics and English as Second Language at the middle school level. He joined the New York City Teaching Fellows upon graduating from college in 2004 and completed a Masters of Education in TESOL in 2007. Seven years ago he accepted a Math/ESL teaching position at Harbor Heights Middle School where all students are recent arrivals to the United States from various Spanish-speaking countries. The mission of the school is to help students acquire the English language through content areas. Over the past seven years he has strived to develop a curriculum and classroom environment where proficiency in English and Math takes place simultaneously.

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**Patricia E. Simmons** is currently Professor and Head of the Department of Science, Technology, Engineering and Mathematics (STEM) Education at North Carolina State University. She was the inaugural holder of the William R. Orthwein, Jr. Professorship of Life-long Learning in the Sciences at the University of Missouri-St. Louis, a special endowed professorship between the University of Missouri and the St. Louis Science Center. She received a BS in Secondary Education, a Masters degree in Biological Sciences, and a Ph.D. in Science Education. Dr. Simmons, a former high school science teacher, moved into higher education when she joined the Department of Science Education at the University of Georgia. Dr. Simmons (as PI or co-PI) has participated in numerous education and technology innovation projects, and was awarded over \$58 million in externally funded federal and private grants for research, teacher education, and education projects. Much of her scholarship focuses on the role of technology in science education and science teacher education. Among her publications are articles in the *Journal of Research in Science Teaching*, *Science Education*, *The Science Teacher*, *American Biology Teacher*, book chapters, and an edited volume for the NSTA.



Dr. Simmons has presented more than 100 papers at international and national meetings in science education and related science and mathematics fields (such as the World Conference on Computers in Education, International Federation for Information Processing, Australian Science Education Association, National Association for Research in Science Teaching, American Educational Research Association, Taiwanese K-9 Science Education Conference, *International Institut for die Pädagogie der Naturwissenschaften*). She received awards for excellence in teaching and in science education at the University of Georgia and the University of Missouri, and by the Association for Science Teacher Education and National Science Teachers Association. In 2007, Dr. Simmons was honored with the Trustees Award from the St. Louis Academy of Science, recognizing her outstanding contributions to the Academy in its mission of promoting the practice and understanding of science, engineering and technology, and became a Fellow in 2008. Dr. Simmons served as President of the Association for Science Teacher Education and as Secretary of the Council of Scientific Society Presidents. She is currently President of the National Science Teachers Association.



**Dr. Sharon Nelson-Barber** is the elected President and Chief Executive Officer for the Pacific Resources for Education and Learning (PREL). For the last 12 years, Dr. Nelson-Barber served as the Director of WestEd's Center for the Study of Culture and Language in Education. She has also been a lecturer at Stanford University on the subjects of Native American studies and cultural and social anthropology. She is active in major organizations and meetings in anthropology and education and serves on a number of national advisory boards. She holds a doctorate in human development from Harvard University. She combines expertise in qualitative research and culturally competent assessment and evaluation with years of experience providing equity assistance to schools, organizations, and service agencies serving diverse communities. A particular focus of hers is cultural issues in the teaching and learning of mathematics and science. Among her extensive publications, she is co-editor and contributor to the 2009 book titled *Culturally Responsive Mathematics Education*.

Dr. Nelson-Barber is a sociolinguist with ample experience in the Pacific. Her work explores ways in which teachers can more effectively teach the full spectrum of students in today's classrooms. It centers, in particular, on the teaching knowledge and abilities of educators in nontraditional contexts, spanning indigenous settings in the lower 48 states, Alaska, the northern Pacific islands of Micronesia, and many areas of Polynesia. She is co-founder of Pacific/Polar Opportunities to Learn, Advance and Research Indigenous Systems (POLARIS), a research and development network that encourages social and educational transformation.

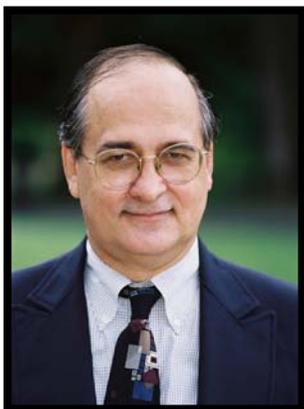
PREL is an independent, nonprofit 501(c)(3) corporation that serves the educational community in the U.S.-affiliated Pacific, the continental United States, and countries throughout the world. PREL bridges the gap between research, theory, and practice in education and works collaboratively with schools and school systems to provide services that range from curriculum development to assessment and evaluation. In addition, PREL administers the Regional Educational Laboratory (REL) Pacific, 1 of 10 Regional Educational Laboratories funded through the Institute of Education Sciences of the U.S. Department of Education. With a commitment to ensuring that all students have an equal opportunity to develop a strong academic foundation, regardless of circumstances or geographic location, PREL has service centers in the U.S.-affiliated Pacific islands, including American Samoa, the Commonwealth of the Northern Mariana Islands (CNMI), the Federated States of Micronesia (FSM: Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawai'i, the Republic of the Marshall Islands (RMI), and the Republic of Palau.

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**Ricardo Rincon** has been a 5th grade dual language elementary teacher in Las Cruces, New Mexico for over 8 years. Mr. Rincon has also been part of the faculty at the University of Phoenix, specializing in graduate pedagogy in the areas of diversity and closing the achievement gap for English Language Learners. As an active and proud member of NEA he serves in the ELL Cadre and is on the ELL advisory online committee. Other works and affiliations include ELA Common Core State Standards Review Committee, the Council of Chief State School Officers (CCSSO) and National Governors' Association (NGA) review committees, and PLT or Project Learning Tree Steering committee.



Mr. Rincon has proudly collaborated with other respected leaders and members of NEA to present workshops and trainings locally and nationally. His presentation topics have included best ELL practices, math instruction, science instruction, and integration of technology. In his work, Mr. Rincon focuses on research-based instructional methods, theory, and applications that focus specifically on addressing the needs of English Language Learners.



**Aurelio M. Montemayor** is a senior education associate and lead trainer at the Intercultural Development Research Association (IDRA). Currently serving as the professional development team leader for IDRA, he brings extensive experience in working with school personnel, parents and students. His career in education spans four decades and has included teaching at the high school, middle school and elementary school levels.

Montemayor was the lead developer of IDRA's Family Leadership in Education model and advocates development of bilingual materials and approaches to accelerate parent leadership in education. Through IDRA's OurSchool Portal, he has guided families to analyze data on math achievement and to take positive action with this knowledge.

His work in parent and community partnerships in education includes the ARISE South Tower PTA Comunitario, a new community PTA that epitomizes the IDRA family leadership process. He designed the *WOW! Workshop on Workshops* guide and seminar, now a bilingual cornerstone for capacity building in schools and organizations for parent leadership. For 12 years, he has directed IDRA's federally-funded parent information and resource center: Texas IDRA PIRC, which brings together parents, schools, universities, community organizations and businesses to support under-served student populations.

Montemayor has served on several national boards, including the National PTA, Parents for Public Schools (PPS) and the National Association for Bilingual Education. He has directed efforts to create and support collaborative efforts such as the Texas Latino Education Coalition, the San Antonio Coalition for Educational Excellence, and Parents Bilingual Education. He was lead trainer for ten years with the Community Education Leadership Project in San Antonio, and has conducted leadership training for youth organizations, non-profit groups, and civic organizations.

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**Charles Galindo Jr.** has worked in the Astromaterials Research Exploration Science (ARES) Directorate at the NASA Johnson Space Center (JSC) for the past 27 years. Early in Charles' career as a sample processor in the Pristine Lunar Laboratory, he described and analyzed samples from the Moon, Mars and beyond. Charles' positions as a research scientist have included managing the ARES Soils Chemistry and Mineralogy Laboratory and later the Astrobiology Research Laboratory while employed by MEIT, a NASA-JSC contractor with the Engineering Science Contract Group (ESCG). Throughout his analytical research career he has mentored undergraduate students from both minority serving and highly competitive traditional internship programs. Charles' role in the ARES Education Group is as an educational specialist supporting NASA's goal to influence and expose underserved students to the pre-requisites needed to develop a strong foundation in Science, Technology, Engineering and Mathematics (STEM).



For the last eight years, Charles has been the co-founder and co-director of an informal STEM outreach program, NASA Space Science Day (NSSD), held annually at the University of Texas Brownsville/Texas Southmost College (UTB/TSC). Charles now is the Principal Investigator of a NASA Science Mission Directorate (SMD) grant taking the UTB/TSC NSSD model nationally. NSSD continues to grow, training undergraduate and upper level high school students throughout the U.S. to mentor middle school students in space science in their communities.



**Rogelio Botello** was born in a small town in the state of Jalisco, Mexico. At age nine, along with his elder brother and others, Rogelio crossed the Tijuana-US border on foot. Rogelio attended the CPS system in Chicago: Whittier Elementary, Cooper Middle School, and Benito Juarez HS. He is an Alumnus of the *Math and Science for Minority Students* program at Phillips Andover Academy (Andover, MA).

Rogelio received a B.S. degree in Electrical Engineering from the University of Illinois at Urbana-Champaign. He currently works as a Lead Engineer for Motorola Solutions Inc. The professional environment has provided him a world education like no other: he has traveled to countries in North, Central and Latin America, Middle East, Europe, Asia and many places within the continental United States. His own personal and professional experiences propel him to have faith in the potential of our young, and to invest in programs that promote the importance of STEM to the future of our children and our country.

**Gerard Kovach** is a National Board Certified and 2011 Golden Apple Award Teacher of 6th-8th grade students at Ruben Salazar Bilingual Center in the heart of Chicago. Ruben Salazar is a pre-kindergarten through grade 8 elementary school that serves 450 students, most of whom are Spanish-speaking ELs from Mexico and other parts of Latin America. Salazar has also seen a recent increase in ELs who speak other languages including Russian, Polish, Urdu, and Arabic.



Mr. Kovach teaches 8th grade English/language arts and 6th-8th grade science. His experience working with mostly Hispanic EL students has encouraged him to pursue learning the Spanish language so that he can establish stronger cooperative relationships with his students' parents and family members. He has taken university courses to learn more about meeting the needs of our growing EL population, which also included a recent study-abroad summer experience across the Yucatan Peninsula of Mexico. This NSF-sponsored program run through Northern Illinois University allowed him to meet teachers who teach in traditional Mayan communities. Salazar students benefited from a reciprocal visit from the Yucatan teachers, as well as from Mexican environmental scientists who were also part of the program. The students in Chicago will continue to network via Skype with the Mexican students, teachers, and scientists.

In order to enhance STEM education and promote interests in STEM careers for his EL students, Mr. Kovach continues to establish and maintain partnerships with successful professionals within the STEM fields, such as Rogelio Botello, who share cultural characteristics with his students. Because of these public school and private partnerships, students are able to see firsthand the exciting work engineers do on the job, how use of both English and their native language is an important advantage to success in STEM careers on a global scale, and how important analytical problem-based learning is to the everyday challenges that STEM careers demand. These partnerships bring the classroom lessons to life for English learners and heighten the relevance of STEM content.



**Paula Hooper** is a Senior Science Educator and Learning Research Scientist in the Institute for Inquiry at the Exploratorium. Her current work involves the design and teaching of inquiry-oriented science professional development experiences for K–6<sup>th</sup> grade educators, teacher educators, and museum educators. She supports the connection to English language development research and practice for a US Department of Education Investing in Education grant recently awarded to the Exploratorium to collaborate with the Sonoma Valley Unified School district. This project will produce a professional development approach to support elementary school teachers in using science learning as a productive context for English language development. Her research areas include uses of digital media to support math, science and design learning in both informal and formal learning settings from a sociocultural perspective. She has also worked with youth in informal settings on robotics,

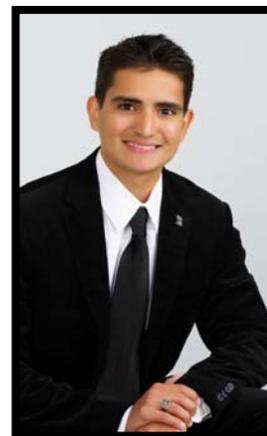
programmable media and the use of digital design fabrication. Her goal in both research and practice is to contribute to understanding how the ways that we live culturally can inform the ways that we improve learning and teaching of math, science and computational ideas.

She currently serves on the advisory board for the NSF-funded project MathCore for Museums for the Science Museum of Minnesota. She has served on the Technology Committee of the American Educational Research Association. She was an AERA Post-doctoral Fellow (2002 – 2005) in the Cheche Konnen Center at TERC and a Warren Weaver Fellow at the Rockefeller Foundation (1997–1998). She also has over 10 years of classroom teaching experience in pre-K–12 classrooms and technology-focused settings. Paula holds a doctorate in Media Arts and Sciences focusing on epistemology and learning from the Media Lab at the Massachusetts Institute of Technology.

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**Tony Castilleja** is co-founder of the DREAM: Achievement through Mentorship Program (DREAM). The DREAM program strives to increase the number of underrepresented minority students earning undergraduate degrees in Science, Technology, Engineering and Mathematics (STEM) fields through high school mentoring.

Castilleja is also a Mechanical Engineer at The Boeing Company Space Exploration Division. He conducts stress analysis for the P8-A Navy Aircraft and provides real-time support in the NASA Mission Control Mission Evaluation Room (MER) for the Boeing Main Propulsion Systems (MPS) Integration console for the Space Shuttle Program. He has served on internal STEM Investments Committees for Boeing that established metrics on effectiveness for STEM Programs.



Castilleja has been recognized locally and nationally for his efforts in STEM as a Bank of America Local Hero of 2009, the Houston Mayor's Volunteer Award of 2009, Top 40 under 40 Engineer by *Hispanic Engineer & IT Magazine* of 2010, and a Regional Finalist for the 2011 White House Fellows Program.

Castilleja received his Bachelor's of Science Degree in Mechanical Engineering and a Master's in Mechanical Engineering from Rice University in Houston, Texas.