

CYNTHIA C. REYES

410 Waterman Building

Burlington, VT 05405

E-mail: creyes@uvm.edu

Google Scholar: <https://bit.ly/3uMakBU>

1. PERSONAL INFORMATION

A. EDUCATION

- 2001 Ph.D. in Literacy, Language, & Culture
University of Illinois at Chicago
- 1986 M.Ed. in Educational Studies/Instructional Leadership
Endorsement: Bilingual Education (Grades K-9)
University of Illinois at Chicago
- 1983 B.A. Spanish & Communications
Minor: Journalism
Purdue University, West Lafayette, IN

B. FACULTY APPOINTMENTS

- 2022 – present Associate Dean for Academic & Faculty Affairs
College of Education & Social Services
University of Vermont
- 2022 – 2009 Associate Professor of Education for Cultural & Linguistic Diversity
Department of Education
University of Vermont
- 2009 – 2006 Assistant Professor of Middle Level Education
Department of Education
University of Vermont
- 2006 – 2003 Assistant Professor of Middle Level & Secondary Education
Department of Education
University of Vermont
- 2003 – 2002 Assistant Professor of Secondary Education
School of Education
DePaul University, Chicago
- 2002 – 2001 Visiting Assistant Professor of Secondary Education
School of Education
DePaul University, Chicago
- 2000 – 1998 Graduate Teaching Assistant for Elementary Literacy & Social Studies
Education
College of Education

1993 – 1991 University of Illinois at Chicago
 Bilingual Instructor, Spanish/English (Grades 5-8)
 Geraldo Kanoon Magnet School
 Chicago, IL

1990 – 1986 Spanish as a Second Language Instructor (Grades 6-12)
 The Latin School of Chicago
 Chicago, IL

1986 – 1984 English as a Second Language Instructor
 Malcolm X Community College
 Chicago, IL

C. ADMINISTRATIVE APPOINTMENTS

2022-2023 Associate Dean of Academic & Faculty Affairs

2022 – 2021 Faculty Associate
 Center for Teaching & Learning
 University of Vermont

2017 - Program Coordinator for Education for Cultural & Linguistic Diversity
 Department of Education
 University of Vermont

2012 – 2010 Program Coordinator for Middle Level Education
 Department of Education
 University of Vermont

1997 – 1994 Literacy Coordinator for the Center for Literacy
 Project FLAME (Family Literacy: Aprendiendo [Learning], Mejorando
 [Improving], y Educando [Instructing])
 College of Education
 University of Illinois at Chicago

1990 – 1989 Adult Education Supervisor
 Erie Neighborhood House
 Chicago, IL

2. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

A. HONORS

i. Professional

2019 – 2020 HERS Leadership Institute for Women in Higher in Education
 University of Vermont

2016 Honorable Mention, The Society of Professors of Education Book Award,
 Gerstl-Pepin, C. & Reyes, C., *Reimagining the public Intellectual in Education*
 American Educational Research Association (AERA)

2010 – 2007 Educational Alliance Fellow for Project Brite: Diversity & English Language Learners
Brown University

1998 – 1997 AERA Spencer Doctoral Fellow
American Educational Research Association (AERA)

ii. Campus

2019 George V. Kidder Outstanding Faculty Award
University of Vermont

2019 Joseph A. Abruscato Award for Excellence in Research & Scholarship
University of Vermont

2015 John Dewey Educator’s Award for Excellence in Teaching
University of Vermont

2012 ALANA Faculty Teaching Award
University of Vermont

B. SPONSORED PROJECTS (FUNDED)

Year	Amount	Project Title and Funder	Role
2018	\$34, 756	<i>Bridging the gaps: Improving partnerships between refugee families and their children’s teachers to increase student achievement.</i> Braitmayor Foundation. Marion, MA	Haines, S.J., & Reyes, C.C. (Co-Principal Investigators)
2017	\$13, 345	<i>Bridging the gaps: Improving partnerships between refugee families and their children’s teachers to increase student achievement.</i> University of Vermont College of Education and Social Services Innovation Fund Boost Grant.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2017	\$950	<i>Taking on “Academic” Talk in a High School Biology Classroom with English learners.</i> University of Vermont College of Education and Social Services Innovation Fund Boost Grant.	Principal Investigator (with S. Netcoh)
2017	\$2,436	<i>Examining the complexity of literacy brokering within family school partnerships with Middle Eastern Families.</i> University of Vermont College of Education and Social Services International Seed Grant.	Principal Investigator

2017	\$29,138	<i>Bridging the gaps: Improving family school partnerships with refugee families.</i> University of Vermont REACH Grant.	Haines, S.J., & Reyes, C.C. (Co-Principal Investigators)
2017	\$6,340	<i>Family school partnerships: Navigating American school systems for New American families.</i> University of Vermont College of Arts and Sciences Humanities Summer Research Grant.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2016-2012	\$35,000	<i>Vermont Adolescent Literacy and Learning Institute.</i> Vermont Agency of Education	Grace, M., & Reyes, C.C. (Co-Principal Investigators)
2013	\$325	<i>Summer school leadership program for middle grades and high school New American learners.</i> Burlington City Partnership for Change Grant.	Principal Investigator (with J. Bunzigyiye)
2013	\$10,754	<i>Best practices delivery in PreK-12 teacher education program: Preparing pre-service teachers to work with English language learners.</i> University of Vermont College of Education and Social Services Innovation Fund Boost Grant.	Reyes, C.C., Halladay, J., Jung, Y., Tinkler, B., & Tinkler, A. (Co-Principal investigators)
2013	\$941.77	<i>Faculty service learning mini-grant: Engaged scholarship.</i> University of Vermont Community and University Partnerships Office.	Principal Investigator

C. Sponsored Projects (Unfunded)

2020	\$3,250	<i>The techno-literacy skills of New American families during COVID-19.</i> AERA Research Service Project (ERSP) Initiative.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2017	\$2,667,905	<i>Vermont English learner knowledge alliance (VELKA): A collaborative community to foster student center learning for English learners.</i> U.S. Department of Education, Office of English Language Acquisition.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2016	\$2,667,905	<i>Vermont English learner knowledge alliance (VELKA): A collaborative community to foster student center learning for English learners.</i> U.S. Department of Education, Office of English Language Acquisition.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)

2016	\$5,000	<i>Examining the complexity of literacy use and brokering within partnerships between refugee families and their children’s teachers.</i> Elva P. Knight Grant, International Literacy Association.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2016	\$12,681	<i>Examining the complexity of literacy brokering within immigrant families and schools, community, and health partnerships.</i> University of Vermont REACH Grant.	Reyes, C.C, Haines, S.J., & Avila, M. (Co-Principal Investigators)

D. ARTICLES IN REFEREED JOURNALS

i. In Press/In Print

19. Haines, S.J., **Reyes**, C.C. (resubmit). “Nobody wants to be the dream squasher” and other teacher perspectives on fostering collaborating relationships with families with refugee backgrounds. (55%/45%)
18. **Reyes**, C.C., Haines, S.J., & Ghemari, A. (Accepted). Examining community cultural wealth of multicultural liaisons during Covid-19. *Voices in Urban Education*. (55%/40/5%)
17. Haines, S.J., **Reyes**, C.C., *Ghising, H., *Alamatouri, A., *Haji, M., & *Hurwitz, R. (2021). Family-professional partnerships between resettled refugee families and their children’s teachers: Exploring multiple perspectives. *Preventing School Failure: Alternative Education for Children and Youth*. DOI:10.1080/1045988X.2021.1934375.j (55%/40%/2%/1%/1%/1%)
16. **Reyes**, C.C., Haines, S.J., *Ghising, H., *Alamatouri, A., *Haji, M., & *Hurwitz, R. (2021). Proposing a model for conducting ethical and humanizing education research with families with refugee experiences. *Journal of Family Diversity in Education*, 4(1), 1-19. DOI:10.53956/jfde.2021.157. (55%/40%/2%/1%/)
15. Kervick, C., Haines, S.J., Green, A., **Reyes**, C.C., Shepherd, K., *Moore, M., *Healy, M., & *Gordon, M. (2021). Engaging interdisciplinary service providers to enhance collaboration to support refugee families whose children have special health care needs. *Educational Action Research*. <https://doi.org/10.1080/09650792.1877165>.
14. **Reyes**, C. (2019). Practicing ‘unsettled listening’ to the migration narratives of young adolescent refugees. *Middle School Journal*, 50(4), 16-25. <https://doi.org/10.1080/00940771.2019.1650546>.
13. **Reyes**, C., & Bishop, P. (2019). What visualizing strategic reading means for young adolescents. *Journal of Visual Literacy*, 39(4), 262-284. <https://doi.org/10.1080/1051144X.2019.1611700>.

12. **Reyes, C.** (2019). An English learner as a cultural broker for youth interviews. *The Qualitative Report*, 24(3), 532-549. <https://doi.org/10.46743/2160-3715/2019.3671>
11. Tinkler, A., Tinkler, B., **Reyes, C.**, & *Elkin, S. (2018). Critical service-learning: Learning Through experience to advance teacher education. *Journal of Experiential Education*, 42(1), 65-78. <https://doi.org/10.1177/1053825918820662>.
10. **Reyes, C.**, & Brinegar, K. (2016). Lessons learned: Using the literacy histories of education students to equitize literacy instruction for young adolescents. *International Journal of Teaching and Teacher Education*, 59, 327-337.
9. **Reyes, C.**, & *Netcoh, S. (2015). A nascent look at theoretical frameworks in middle level Education research. *Middle Grades Review*, 1(1), Article 3. <https://scholarworks.uvm.edu/mgreview/vol1/iss1/3>.
8. Yoon, M., Schaefer, K., **Reyes, C.**, & Brinegar, K. (2015). Comprehensive and critical review: Current middle grades research and practice: 2000-2013. *Middle Grades Research Journal*, 10(1), 1-16.
7. Brinegar, K., & **Reyes, C.** (2014). "Becoming a literate being": Pre-service teachers using digital stories to reflect on personal narratives. In K. Malu, & M.B. Schaefer. *Research on Teaching and Learning Literacy with Young Adolescents*. The Handbook of Research in the Middle Level Education. [pps. 97-118] Charlotte, NC: Information Age.
6. **Reyes, C.** (2010). Locating an authorial voice: engaging a school reform debate through the roles of a mother, teacher, community member, and university professor. In K. Malu (Ed.) *Voices from the Middle: Narrative Inquiry By, For, and About the Middle Level Community*. The Handbook of Research in Middle Level Education. [pps. 339-358]. Charlotte, NC: Information Age.
5. **Reyes, C.** (2009). El libro de recuerdos (book of memories): A Latina student's exploration of self and religion in public school. *Research in the Teaching of English*, 43(3), 263-285.
4. Johnson III, R., **Reyes, C.**, & Smith, S. (2009). Repositioning the culture of power: Advocating for systemic change within public affairs education. *Journal of Public Affairs Education*, 15(1), 33-46.
3. **Reyes, C.** (2008). 'Disturbing the waters:' Using relational knowledge to explore methodology. *Journal of Educational Foundations*, 22(2-4), 13-31.
2. Bishop, P., **Reyes, C.**, & Pflaum, S. (2006). Read smarter, not harder: Global reading comprehension. *The Reading Teacher*, 60(1), 66-69.

1. **Reyes, C., & Bishop, P.** (2005). Meeting in the middle: Preparing teachers on predominantly White campuses for diverse classrooms. *The Journal of Teacher Education & Practice*, 18(2), 137-156.

ii. Revise/Resubmit or Under Review

2. *Aguek, A., **Reyes, C.C.**, & Haines, S.J. (Abstract under review). Resisting linguistic linguistic assimilation: A case study of South Sudanese families maintaining heritage language & literacy practices in the home. Submitted to *Journal of Language, Identity, and Education*.
1. **Reyes, C.** (Under review). AsianCrit belonging: Autoethnographic examination of the practice of comforting the discomfort.

iii. Manuscripts in Preparation

3. *Ghemari, A., Komabu-Pomeyie, S., & **Reyes, C.C.** (in preparation). "I'm just a guest in this Country": Experiences of graduate transnationals in the U.S.
2. Haines, S.J. & **Reyes, C.C.** (in preparation). Fostering relationships among refugee families and their children's teachers.
1. **Reyes, C.C.**, & Haines, S.J. (in preparation). A critical discourse analysis of advocacy in action: RAFT (Relationships among families and teachers) protocol for centering immigrant students.

iv. Invited Book Proposal in Preparation

1. **Reyes, C.C.** (in preparation). *Educational Policy, Language Education, & Schooling for Culturally and Linguistically Diverse Students*. Blackwell-Wiley.

E. BOOKS

2. **Reyes, C. C.**, Haines, S.J., & Clark/Keefe, K. (2021). *Humanizing methodologies in educational research: Centering nondominant communities*. Teachers College Press.
1. Gerstl-Pepin, C., & **Reyes, C.** (Eds.) (2015). *Reimagining the public Intellectual in education: Making scholarship matter*. Peter Lang.

i. Invited Chapters in Books

2. Gerstl-Pepin, C., & **Reyes, C.** (2018). Entering the political fray: The role of public education scholars in media debates. In A. Baroutsis, S., Riddle, & P. Thompson. (Eds.) *Making Education Research Public*. (pps. 99-118). Routledge.

1. **Reyes, C., & Bishop, P.** (2014). The hazards of engaging teacher identity in a pre-service middle level program. In P. Jenlink (Ed.) *Teaching Identity and the Struggle for Recognition: Meeting the Challenges of a Diverse Society*. (pps. 51-66). Rowman & Littlefield.

ii. Chapters in Books

4. Gerstl-Pepin, C., & **Reyes, C.** (2015). A case for emphasizing the “public” in public Intellectual. In C. Gerstl-Pepin, & C. Reyes (Eds.). *Reimagining the public Intellectual in education: Making scholarship Matter*. (pps. 1-12). Peter Lang.
3. **Reyes, C., & Gerstl-Pepin, C.** (2015). Reimagining the public intellectual. In C. Gerstl-Pepin, & C. Reyes (Eds.). *Reimagining the Public Intellectual in Education: Making Scholarship Matter* (pps. 131-143). Peter Lang.
2. **Reyes, C., & Clark, B.** (2013). Exploring writing through the digital story with English language learners: A collaborative approach. In J. Nagle (Ed.) *Creating Collaborative Learning Communities to Improve English Learner Instruction: College Faculty, School Teachers, and Pre-Service Teachers Learning Together in the 21st Century*. (pps. 43-60). Information Age.
1. **Reyes, C.** (2012). “This I believe”: Addressing cultural competency with the digital Narratives of middle grades English language learners. In F. Miller (Ed.) *Transforming Learning Environments: Strategies to Shape the Next Generation*. (pps. 171-191).

F. INVITED BOOK REVIEWS, ARTICLES IN NON-REFEREED JOURNALS, AND REPORTS

i. Book Reviews

- Reyes, C. & Aguek, A.** (2021). *Refugee high: Coming of age in America* by Elly Fishman. Teachers College Press.

ii. Encyclopedia Entries, Refereed

- Reyes, C.** (2016). Limited English Proficient. *The Encyclopedia of Middle Grades Education*. 2nd Edition. Information Age Publishing.

iii. Invited Blog Posts

3. **Reyes, C.** (2016). Student voice and immigrant experiences. *Northern New England Teaching English to Speakers of Other Languages (NNETESOL)*.
<http://www.nnetesol.org/2016/07/11/student-voice-and-immigrant-experiences/>

2. **Reyes, C.** (2016). Online reading comprehension – How difficult is it really? *Vermont Reads Institute Blog*. <http://www.vrium.org/online-reading-comprehension/>
1. **Reyes, C.** (2010). Using the digital story to foster student voice in an English learner classroom. *The Vermont Council on Reading Journal*, 17(2), 17-19.

iv. Reports

4. **Reyes, C. & Rodriguez, J.** (2021). *Co-curricular DEI student activities*. Executive Memo. Provost Office.
3. **Reyes, C., Shepherd, K.G., & Yin, A.** (2018). *General Education Diversity Assessment Committee (GEDAC)*. Final report of 2017-2018. Pilot Project Activities. Provost Office.
2. **Reyes, C., Shepherd, K.G., Flash, L., Kolan, M., McGowan, A., Paris, C., Veal, M., & Yin, A.** (2017). *Executive Summary of General Education Diversity Assessment Committee*. Provost Office.
1. **Reyes, C.** (2017). *Education for Cultural and Linguistic Diversity (ECLD) Minor Proposal*. Approved by the Board of Trustees in May, 2017.

v. Unpublished Doctoral Dissertation

- Reyes, C.** (2001). *“Zulmy, church girl:” An ethnographic case study of the literacy practices of a Latina high school student*. University of Illinois at Chicago.

G. REFEREED CONFERENCE PRESENTATIONS, KEYNOTE, AND INVITED TALKS

i. Refereed Conference Presentations

31. Haines, S.J., **Reyes, C.C.**, & *Ghemari, A. (2022). *Fostering relationships among refugee families and their children’s teachers: A pilot study*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
30. **Reyes, C.C.**, Haines, S.J., *Ghising, H., *Alamatouri, A., *Haji, M., *Hurwitz, R., & *Ghemari, A. (2021). *Decolonizing mentoring relationships between professors and students in a community-engaged research study*. Presented at the Annual Meeting of the Literacy Research Association, virtual.
29. **Reyes, C.C.**, Haines, S.J., & *Ghemari, A. (2021). *Centering connections: Home school liaisons as institutional agents in a family school partnership*. Division G: Sociocultural

- Context of Education. Presented at the Annual Meeting of the *American Educational Research Association*, virtual.
28. **Reyes**, C.C., Haines, S.J., *Ghising, H., *Alamatouri, A., *Haji, M., *Hurwitz, R., & *Ghemari, A. (2021). *Family professional partnerships and centering refugee family experiences*. Presented at the Annual Meeting of the Ethnography in Education Research Forum, Graduate School of Education, University of Pennsylvania, virtual.
 27. Haines, S.J., **Reyes**, C.C., *Ghising, H., & *Alamatouri, A. (2019). *Family-professional partnerships between refugee families and their children's teachers*. Presented at the Annual Meeting of the American Educational Research Association, virtual.
 26. **Reyes**, C.C., & Haines, S.J. (2018). *Examining the ethics and humanizing approaches of conducting research with families with refugee experiences*. Presented at the Qualitative Research Special Interest Group of the Annual Meeting of the American Educational Research Association, NYC, NY.
 25. **Reyes**, C.C., & Haines, S.J. (2017). *Examining the complexity of literacy use and brokering within partnerships between Middle Eastern families and U.S. schools*. Presented at the European Literacy Conference, Madrid, Spain.
 24. Brinegar, K., Harrison, L., & **Reyes**, C.C. (2016). *Culturally responsive pedagogy in the middle grades*. Presented at the Annual Meeting of the Association of Middle Level Education, Austin, TX.
 23. **Reyes**, C.C. (2016). *Intersection of child language brokering, self-efficacy, and student voice in the middle grades*. Presented at the Middle Level Education Research SIG of the Annual Meeting of the American Educational Research Association, Washington, D.C.
 22. **Reyes**, C.C., & Gerstl-Pepin, C. (2016). *The role of public education scholars in media debates*. Presented at the Annual Division A: Critical Policy Perspectives and the Politics of Leadership of the American Educational Research Association, Washington, D.C.
 21. **Reyes**, C.C., Halladay, J., Moses, L., & Shapiro, S. (2014). *Identity, voice, and agency in English language learners' literacy development across grade levels*. Presented at the Annual Meeting of the Literacy Research Association, Marco Island, FL.
 20. Brinegar, K., & **Reyes**, C.C. (2014). *Re-defining literate selves: Middle grades pre-service teachers using digital storytelling to reflect on personal stories*. Presented at the Annual Meeting of the Middle Level Education Research Special Interest Group of the American Educational Research Association, Philadelphia, PA.
 19. Yoon, B., Schaefer, M.B., Brinegar, K., & **Reyes**, C.C., & *Netcoh, S. (2013). *Comprehensive and critical review of current middle level research and practice*. Presented at the Annual

Meeting of the Middle Level Education Research Special Interest Group of the American Educational Research Association, San Francisco, CA.

18. Malu, K., Schaefer, M.B., Yoon, B., & **Reyes, C.** (2013). *Teaching and literacy learning with middle grades students in the 21st century*. Presented at the Annual Meeting of the Middle Level Education Research Special Interest Group of the Annual Educational Research Association, San Francisco, CA.
17. **Reyes, C.C.** (2013). *"This I Believe": Addressing cultural competency with the digital narratives of middle grades English learners*. Presented at the Annual Meeting of the Narrative Research Special Interest Group of the American Educational Research Association, San Francisco, CA.
16. **Reyes, C.C.** (2011). *"This I Believe": Stories of middle grades English language learners*. Presented at the Annual Meeting of the Association of Middle Level Education, Louisville, KY.
15. **Reyes, C.C.** (2011). *Varying literacies in educating today's young adolescents*. Presented as Chair at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
14. **Reyes, C.C.** (2010). *Digital storytelling: Fostering student voice for emergent English language learners*. Presented at the Association of the Middle Level Education, Baltimore, MD.
13. **Reyes, C.C.** & *Lathem, S. (2008). *"Walking in the reading hall of shame": Using digital story to explore literacy autobiography in a pre-service teacher education classroom*. Presented at the Annual Meeting of the International Reading Association, Orlando, FL.
12. **Reyes, C.C.** (2007). *Understanding process writing in a multicultural and multilingual classroom*. Presented at the American Educational Research Association. Writing Literacies Special Interest Group. Chicago, IL.
11. **Reyes, C.C.** & Bishop, P. (2007). *Drawing what we know about reading: What middle grades students say about reading strategy awareness*. Presented at the American Educational Research Association. Qualitative Research Special Interest Group. Chicago, IL.
10. **Reyes, C.C.** (2007). *Literacy and Reading Policy*. Chair. Presented at the American Educational Research Association. Chicago, IL.
9. **Reyes, C.C.** (2007). *Writing Research*. Chair, Roundtable Session. Presented at the National Council of Teachers of English. New York, NY.

8. **Reyes, C.C. & Bishop, P. (2006).** *Drawing reading strategies: What middle grades students tell us about strategic reading.* Qualitative Research Special Interest Group. Presented at the American Educational Research Association.
7. Lathem, S., Qi, J., & **Reyes, C.C. (2006).** *Literacy autobiography: Digital storytelling to capture student voice and reflection.* Presented at the Association for the Advancement of Computing in Education. Orlando, FL.
6. **Reyes, C.C., & Brinegar, K. (2005).** *Understanding writing contexts for refugee and Immigrant middle grades learners.* Presented at the Association for Middle Level Education. Philadelphia, PA.
5. Bishop, P., **Reyes, C., & Allen-Malley, G. (2004).** *Voices of urban middle schoolers: New directions for successful school experiences.* Presented at the Association for Middle Level Education. Minneapolis, MN.
4. Worthman, C., Mogge, S., **Reyes, C., & Colomb, A. (2004).** *Reader response and language minority students.* Presented at the International Literacy Association. Phoenix, AZ.
3. Mogge, S., **Reyes, C., & Colomb, A. (2002).** *Engaging alternatives: Critical responses across institutional contexts among language minority learners.* Presented at the American Educational Research Association. New Orleans, LA.
2. **Reyes, C.C. (1998).** *Transferring religious literacy from home to school: A teenager's experience.* Presented at the Conference on College Composition and Communication. Chicago, IL.
1. **Reyes, C.C., Mogge, S., & Colomb, A. (1997).** *Everything that you want and need to know about adult education.* Presented at the American Educational Research Association. Chicago, IL.

ii. Invited National Presentations

4. Cipriano, C., **Reyes, C.C., McKay, S., & Mendoza, M. (2022).** *Forging Inclusive Paths in Social and Emotional Programming.* Presented at Teaching English to Speakers of Other Languages (TESOL) Conference. Virtual. Pittsburgh, PA.
3. **Reyes, C.C., Haines, S.J., & Ghising, H. (2020).** *New American refugees: A case study of how a community of Nepali-speaking Bhutanese families experience school and educational policy in the Northwest.* Presented at the American Educational Research Association. (Canceled because of COVID-19)

2. **Reyes, C.C., & Bishop P. (2009).** *Teacher symposium, shaping teacher lives and teacher identity*. Presented at American Educational Research Association. San Diego, CA.
1. **Reyes, C.C., & Bishop, P. (2009).** *The hazards of engaging teacher identity in a pre-service teacher education program*. Presented at the American Educational Research Association. San Diego, CA.

iii. Invited Keynote Speaker/Presenter

19. **Reyes, C.C. (2022).** *Tensions of multicultural liaisons who employ the community cultural wealth (CCW) of families with refugee experiences*. Keynote Speaker: Graduate Student Working Group for Foreign Language Research & Teaching (FLRT), Ohio State University. Virtual.
18. Garces, A., **Reyes, C.C.**, Shultz, M., & *Swan-Bauman, C. (2011). *Vermont Act 1 Ethnic Studies Working Group*. Presented at the Vermont Rowland Conference, UVM.
17. Smith, L., **Reyes, C.C.**, & Yoon, P. (2020). *Beyond brave spaces: Conversations to inform and move to action, Part 2 – Pandemic pods, hybrid schedules, and remote instruction: solutions or perpetuating inequities?* Webinar presented at UVM.
16. Okech, J., **Reyes, C.C.**, Bose, P., & Montesano, R. (2020). *Teaching for tumultuous times*. Virtual. Webinar presented at the Center for Teaching and Learning, UVM.
15. **Reyes, C.C. (2020).** *Why is the history of bilingual education so controversial? The complexity of raciolinguistic ideology*. Webinar presented at CRES 11: Race and Racism: Across the Disciplines – 2 parts, UVM.
14. **Reyes, C.C. (2019).** *When caring isn't enough: Reaffirming pedagogy for culturally and linguistically diverse students*. George V. Kidder Award Keynote Speaker. Presented at the Alumni Association, UVM.
13. **Reyes, C.C., & Haines, S. J. (2019).** *Family and school professional partnerships with refugee families*. Presented at the Honors College Faculty Summer Seminar: Immigration in the Contemporary Age. UVM.
12. Haines, S.J., & **Reyes, C.C. (2018).** Presentation for Community Service Providers for Refugee Families. Presented at the RISPnet: Refugee & Service Provider Network, Fletcher Free Library, Burlington, VT.
11. **Reyes, C.C. (2018).** Decolonizing methodologies, Fireside chat with first-year students. Presented for the *Higher Education Student Affairs Program*, UVM.
10. Green, A., **Reyes, C.**, Haines, S. (2017). *Family-professional partnerships among newly arrived refugee families with adolescent children: Emerging research from an embedded*

multi-case analysis. Presented at the Stepping Forward Together: Advancing Equity and Cultural Competency to Improve Population Health, Burlington, VT.

9. **Reyes, C.C.** (2016). Women's Award Banquet. Presented at the *Women & Gender Equity Center Annual Celebration*, Faculty Speaker, UVM.
8. Vea, M., & Reyes, C.C. (2014). *ALANA Sisterhood Circle, "Asianess."* Presented at the MOSAIC Center, UVM.
7. **Reyes, C.C.** (2014). *Reading against racism day with the middle grades*. Presented at Edmunds Middle School, Burlington, VT.
6. **Reyes, C.C.** (2014). *Getting real about race: Fireside chat with Burlington High School Students*, Presented at the Fletcher Free Library, Burlington, VT.
5. **Reyes, C.C.** (2008). Exploring subjectivity in an ethnographic case study. *Lesley College, Cambridge, MA*, October 2008, Seminar Presenter.
4. **Reyes, C.C.** (2007). "Emerging identities": Immigration and migration panel. Presented at a Panel Session, UVM.
3. **Reyes, C.C.** (2006). *Looking within and crossing boundaries*. Middle School Institute Keynote Speaker, Vermont Technical College, Randolph, VT.
2. Reyes, C.C. (2005). *Exploring subjectivity in an ethnographic case study about a Latina high school student*. Presented to doctoral students at Lesley College, Cambridge, MA.
1. **Reyes, C.C.** (2004). "*Shaping Hispanic identity*": *The U.S. Agenda*. Presented at a panel for the Brown v. Board Celebration, UVM.

iv. Regional Presentations

13. *Haslam, R., *Richter, E., **Reyes, C.**, *Netcoh, S., & *Looby, W. (2018). *The lifegraph journal: How students engage self-reflection in a diversity-required undergraduate course*. Presented at the New England Educational Research Organization (NEERO), Portsmouth, NH.
12. *Ghising, H., *Alamatouri, A., *Hurwitz, R., **Reyes, C.**, & Haines, S. (2018). *Examining the complexity of family professional partnerships between refugee families and their children's teachers*. Presented at the New England Educational Research Organization (NEERO), Portsmouth, NH.
11. Reyes, C.C. (2012). *Cultural and literacy competency in the K-12 global classroom*. Presented at the Blackboard Jungle 5, UVM.

10. Backman, A., & **Reyes**, C.C. (2012). *Getting the conversation started: Deconstructing and discussing text through a social justice lens*. Presented at the Vermont Reads Institute, Stowe, VT.
9. Clark, B., & **Reyes**, C.C. (2012). *Working with Nepali-Bhutanese children and their families: A teacher's perspective*. Presented at the Northeastern Family Institute (NFI), Shelburne, VT.
8. Clark, B., & **Reyes**, C.C. (2011). *Sharing research work from English language learner students and digital storytelling*. Presented at the Northern New England Teachers of Speakers of Other Languages (NNETESOL) Conference, St. Michael's College, Colchester, VT.
7. **Reyes**, C.C. (2011). *Learning from the digital stories of multilingual students with refugee experiences*. Presented at the MOSAIC Center, UVM.
6. **Reyes**, C., & Lathem, S. (2008). *Walking the reading hall of shame through digital storytelling: Exploring literacy identity in a pre-service literacy education classroom*. Presented at CESS Research Day, UVM.
5. Mekkelsen, J., & **Reyes**, C.C. (2006). *Multicultural literature and adolescent literacy*. Presented at the Vermont Strategic Reading (VSR) Initiative, Montpelier, VT.
4. **Reyes**, C.C. (2003). *Homo sapiens win out again mute fate: Practices in a traditional English class*. Presented at the Illinois Reading Council (IRC) Conference, Springfield, IL.
3. **Reyes**, C.C. (1996). *How religion informs literacy in a narrative of one adult learner*. Presented at the Chicago Language and Literacy Conference, University of Illinois at Chicago, IL.
2. **Reyes**, C.C. (1996). *The "Funds of Knowledge" of Project FLAME: Family Literacy Aprendiendo [Learning], Mejorando [Improving], & Educando [Teaching]*. Presented at the Luis Moll Symposium. University of Illinois at Chicago, IL.
1. **Reyes**, C.C. (1996). *Narratives of Mothers who are Project FLAME Literacy Coordinators: Family Literacy Aprendiendo [Learning], Mejorando [Improving], & Educando [Teaching]*. Presented at the Illinois State Family Literacy Conference, Springfield, IL.

3. TEACHING

H. Graduate and Undergraduate Course Instruction

On-Load Courses

The following are courses I have taught over the last three years as part of my on-load responsibilities. The asterisk denotes all courses that I created for the Education for Cultural & Linguistic Diversity Minor program.

Course Number	Abbreviated Title	Graduate/Undergraduate	Average Enrollment	Programs Served
*ECLD 056 3 cr.	Language Policy Issues, Race, & School (D1)	Undergraduate	130	Diversity-Required course for Education majors, & open to all undergraduate majors
*ECLD 102/202 3 cr.	Bilingual Education Policy	Undergraduate & Graduate	20	Required for the ECLD Minor & #40 ELL transcript review
* 189/190 3 cr.	Teaching Reading & Writing to English Learners	Undergraduate	12	Required for the ECLD Minor & #40 ELL transcript review
*ECLD 201 3 cr.	Developing Curriculum for English Learners	Undergraduate & Graduate	20	Required for the ECLD Minor & #40 ELL transcript review
*ECLD 295/296 3 cr.	English Language Learner (ELL) Practicum	Undergraduate & Graduate	10	Required for the ECLD Minor & #40 ELL transcript review
*ECLD 303 3 cr.	Language Policy, Race, & School	Graduate	12	Graduate elective seminar for the Educational Leadership & Policy M.Ed., Ed.D., & Ph.D. programs, and open to all Masters programs across the University.

Additional On-Load Courses

The following are on-load courses that I have taught over three years ago.

Course Number	Abbreviated Title	Graduate/Undergraduate	Average Enrollment	Programs Served
EDTE 055 3 cr.	Current Trends in Teaching English Learners	Undergraduate	15	An elective for all undergraduate Education majors.
EDML 171 3 cr.	Teaching Practicum for English Learners	Undergraduate	10	Required for the Middle Level Education Program B.Ed. and M.Ed. licensure programs.

EDML 177 3 cr.	Young Adolescent Literature & Literacy	Undergraduate & Graduate	15	Required for the Middle Level Education B.Ed. and M.Ed. licensure programs.
EDML 260 6 cr.	Curriculum for Young Adolescents	Undergraduate & Graduate	15	Required for the Middle Level Education B. Ed. & M. Ed. licensure programs.
EDML 261 3 cr.	Practicum in Middle Level Education	Undergraduate/Graduate	10	Required for the Middle Level Education B. Ed. & M. Ed. licensure programs.
EDML 287 3 cr.	Content Literacy for the Middle Grades	Undergraduate & Graduate	15	Required for the Middle Level Education B. Ed. & M. Ed. licensure programs.
EDSC 215 3 cr.	Secondary Reading	Undergraduate/Graduate	20	Required for the Secondary Education B. Ed. & M. Ed. licensure programs.
EDSC 209 3 cr.	Practicum in Secondary Education	Undergraduate	15	Required for the Secondary Education B. Ed. licensure program.
EDSC 230 3 cr.	Secondary Education Capstone Course	Undergraduate	15	Required for the Secondary Education B. Ed. licensure program.
EDFS 322 3 cr.	Challenges in Multicultural Education/Educational & Social Institutions	Graduate	15	Required for the Masters in Curriculum & Instruction program.
EDFS 455 3 cr.	Social Processes & Organization	Graduate	9	Required for the Educational Leadership & Policy Doctoral Program.

4. SERVICE

I. National & Regional Service to the Profession

i. Editorial Advisory Boards

2022	<i>Journal of Adolescent & Adult Literacy</i> (ad hoc reviewer)
2019-2022	<i>Middle School Journal</i>
2012-2017	<i>Research in the Teaching of English (RTE)</i>

ii. Leadership

2021-2024	Ethnicity, Race, & Multilingualism Committee (ERM), Literacy Research Association
2016-2017	President, Northern New England Teachers to Speakers of Other Languages (NNETESOL)
2015-2016	Interim President, Northern New England Teachers to Speakers of Other Languages (NNETESOL)
2014-2016	Higher Education Representative, IDEAS Group, World-Class Instruction & Design Assessment (WIDA), University of Wisconsin at Madison
2011-2013	State Representative, Northern New England Teachers to Speakers of Other Languages (NNETESOL)
2007-2010	Standing Committee of Research, National Council of Teachers of English (NCTE)
2007	Conference Chair, Research Roundtable, National Council of Teachers of English (NCTE)
2007	Conference Chair, Literacy Research Special Interest Group (SIG), American Educational Research Association

iii. Reviewing Activities

2021	<i>International Journal of Qualitative Studies in Education</i>
2020	<i>Research in the Teaching of English</i>
2016	<i>Teachers College Record</i>
2015	<i>Literacy Research: Theory, Method, and Practice Yearbook</i>
2009-2011	<i>Teacher Education & Practice</i>
2006	<i>Teacher Education & Practice, Special Issue on Teacher Identity</i>
2003	<i>Research in the Teaching of English</i>

iv. Conference Proposal Reviewer

2023	Literacy Research Association
2017-2020	American Educational Research Association, Family, School & Community Special Interest Group (SIG) and Qualitative Research SIG
2013-2015	American Educational Research Association, Middle Level Research SIG
2015	American Educational Research Association, Writing & Literacies SIG

2015	Literacy Research Association
2009	National Council of Teachers of English (NCTE), Research Roundtables
2007	American Educational Research Association, Division K, Literacy and Language Arts

J. State & Community Service to the Profession

i. Leadership

2020-2023	Elected Member, Act 1. Working Group, Vermont Coalition of Social Justice & Equity, VT Agency of Education.
2022	English Learner (EL) Review Standards, VT Agency of Education
2016	Every Student Succeeds Act Committee, VT Agency of Education
2015	English Learner (EL) Review Standards, VT Agency of Education
2006	Adolescent Literacy Design Team, Position Paper, VT Agency of Education
2006	Program Reviewer, Results-Oriented Program Approval (ROPA), Middle Level & Secondary Literacy Education, Champlain College, Burlington, VT

K. Service to the University of Vermont

i. Leadership

2020-2021	Co-Chair, Diversity, Equity, & Inclusion Co-Curricular Committee
2017-2019	Co-Chair, Diversity Assessment Outcome Group
2017-2018	Education for Cultural & Linguistic Diversity (ECLD) Minor Program

ii. Committees

2019-2022	Diversity Curriculum Review Committee (DCRC)
2015-2018	General Education Diversity Outcome Committee
2014	Search Committee, Global Gateway Program
2011-2015	Writing Across the Disciplines Committee
2011	Mentor, McNair Scholar Program
2005-2008	Senator, Faculty Senate
2005	Search Committee, Writing Across the Disciplines Program

L. Service to the College of Education & Social Services (CESS)

i. Leadership

2021-2022	Chair, Search Committee, Counseling Program (3 Tenure-Track Positions)
2018-Present	Coordinator, Education for Cultural & Linguistic Diversity (ECLD) Program
2009-2017	Chair, Committee on Diversity Initiatives (CDI) Collaborative CESS & Community Annual Conference

	<i>Confronting Bias and Discrimination at the Intersection of Identities</i>	2017
	<i>Challenging Poverty: Conversations to Promote Advocacy & Change</i>	2016
	<i>Poverty & Education</i>	2015
	<i>Teaching & Practice in Times of War</i>	2014
	<i>Fulfilling Dreams for the First-Generation College Student</i>	2013
	<i>Human Rights in Our Everyday Lives</i>	2012
	<i>Serving and Learning from Our New American Neighbors</i>	2011
	<i>Identity & Intercultural Awareness: Stories of English Learners</i>	2010
2014-2015	Chair, Faculty Standards Committee (FSC)	

ii. Committees

2018-2019	Committee for Equity Action & Diversity (CEAD)
2018-2020	CESS Research Council
2017-2018	Search Committee, Department of Education
2016-2017	Search Committee, Social Work
2012-2014	Faculty Standards Committee (FSC)
2016-2018	Research Committee (RIC)
2014-Present	Doctoral Advisory Steering Committee
2011	Invited Speaker, Advanced Qualitative Research Course
2011	Participant, Self-Study Diversity Group
2008	Participant, Self-Study Diversity Group

M. Dissertation and Thesis Committees

i. Dissertation Advisor (14)

Current	Arby Ghemari Elsa Richter Akol Aguek Michael Hill, Jr. Jessica Murray (Co-Advisor with Maureen Neumann)
2022	Audrey Richardson, <i>Envisioning equitable access to secondary literacy: Learning through sociocultural approaches to implementation of multitiered systems of supports.</i>
2019	Rebecca Haslam, <i>Equity pedagogies, hidden curricula: Social-emotional wellbeing among students of color in elementary school.</i> Hemant Ghising, <i>Bhutanese refugee students: Their perceptions of high school and challenges of accessing a four-year college degree in the U.S.</i>

- 2015 Nancy Disenhaus, *Boys, writing, and the literacy gender gap: What we know, what we think we know.*
- 2014 Ellen Montgomery, *The experience of adolescent refugee students in a visual arts classroom: Matters of the heart and mind.*
- Jeff Bukowski, *The grammar of social identity: Perceptions of self through Higher education from students who have a refugee story at one community college.*
- 2009 Kathleen Brinegar, *"I feel like I'm safe again": The middle school experience of Immigrants in a multilingual/multicultural setting.*
- Kristy Gallup-Ellis, *Developing a commitment to change through collaborative inquiry: What teachers need to know about reading comprehension to engage in formative assessment.*
- 2005 Robin Hood, *Finding hope and meaning in poverty and tragedy: An educational leader's story.*

ii. Dissertation Committee Member (26)

- Current Abija Manga
Ashraf Alamatouri
Daniel O'Neil
Payne Hiraldo
Rhiannon Kim
Sydney Viray
Diana Gonzales
- 2020 Marie Veal
- 2019 Jennifer Jang
- 2018 Sarah Child
- 2017 Bill Clark
Julie Longchamp
- 2016 Kelly Becker
Megan Munsonwarken
- 2012 Monica McInerney
- 2011 Bethany Rice
Jacqueline Gale
- 2010 Lisa Driver
Linda Wasleban
Preston Randall
- 2009 Stacy Miller
Sandra Lathem

2008 Marion Anastasia
2005 Martha Dubuque
Edorah Frazer
Andrea McManus

iii. Honors College Thesis Supervisor (4)

2022 Erin Adams, *The decolonization of education: Vermont's implementation of Ethnic Studies in Grades PreK-12.*

2021 Sarah Lincoln, *Examining the role of arts integration in the classroom for students with refugee experiences from the perspective of teachers.*

2020 Maeve Poleman, *Relationships among families and teachers (RAFT)*
2019 Jordan Kerr, *Understanding family-professional partnerships: Bridging The gap between refugee families and educators with Project RAFT.*

iv. Honors College Committee Member (2)

2021 Emma Staff
2018 Rachel Hurwitz (External Chair, Sociology)

v. Masters of Arts (3)

2010 Marie-Claire Smith (External Chair, Nursing)
Gretchenrae Callanta
Lorriz Alvarado

vi. Masters of Curriculum and Instruction (3)

2016 Hilary Watson
Lorelei Westbrook
2013 Sydney Viray

vii. Masters Oral Comprehensive Advisor (26)

2016 Kate Hillyard
Mac Sullivan
David Dabney
Elizabeth Percy
Ethan Cody
Andrea Boone
2015 Katherine Cooper
Nicole Crocco

2014	Marji Schlitt Liz Clements
2012	Kimberly Jones Erin Jackman
2011	Sean Murphey Keeli Counos Garceau
2010	Katie Wyndorf Rebecca Katz Jay Meadows Jenna Bisset
2009	Gina Kroll Brian Kelly
2008	Jared Bailey Stephanie Pliskin
2007	Alex Chirelstein
2005	Kathryn Hughes Ryan Becker Kerri Brien

viii. Masters Oral Comprehensive Committee Member (29)

2014	Kelsey Higgins Elizabeth Cool Matt Hayes
2012	Katelyn Gates
2010	Chris Magistrale Sarah Bowering Hannah Kast Joye Mudgett
2009	Gretchen Miller Kelsey Moore-Quinn Devon Morrill Susan McEwing
2008	J. Cori Chandler
2007	Eric Fries Leah Toffolon Betsy Dickinson Benjamin Zimmerman Darcie Jensvold Sydney Copp
2006	Lara White Rachel Ezell Eric Gross Elizabeth Jameson

2005 Sarah Brodbeck
Erin McGraw
Timony Nicholson
Eliza Pirie
2004 Kristine Barnes Kirkaldy
Justin Norris

N. Professional Memberships

American Educational Research Association

Social Context of Education Division

Critical Educators Social Justice Special Interest Group

Qualitative Research Special Interest Group

Middle Level Education Research Special Interest Group

Literacy Research Association

Ethnicity, Race, and Multilingualism