

Iliana Alanís

Professor of Early Childhood and Elementary Education
Department of Interdisciplinary Learning and Teaching
College of Education and Human Development
University of Texas at San Antonio
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EDUCATION

- 1998** **Doctor of Philosophy**, Curriculum and Instruction. The University of Texas at Austin.
Areas of Specialization: Multilingual Studies and Educational Psychology
Dissertation Title: *A Descriptive Analysis of a Texas Two-way Program.*
- 1995** **Master of Education**, Curriculum and Instruction. The University of Texas Pan American at Edinburg, TX. **Specialization:** Bilingual Education
- 1989** **Bachelor of Business Administration**, University of Texas at Austin.
Specialization: Finance

UNIVERSITY & PUBLIC SCHOOL EXPERIENCE

- 2018-Present** **Professor**, The University of Texas at San Antonio, Department of Interdisciplinary Learning and Teaching. Member Graduate Faculty
- 2011-2018** **Associate Professor**. The University of Texas at San Antonio, Department of Interdisciplinary Learning and Teaching. Member Graduate Faculty.
- 2005-2011** **Assistant Professor**, The University of Texas at San Antonio, Department of Interdisciplinary Learning and Teaching. Member Graduate Faculty.
- 2004-2005** **Associate Professor, non-tenured**. The University of Texas Pan American, Department of Curriculum and Instruction, Member Graduate Faculty.
- 1999-2004** **Assistant Professor**. The University of Texas at Brownsville, Department of Curriculum and Instruction, Grant co-Principal Investigator, Member Graduate Faculty.
- 1998-1999** **Program Specialist**. Southwest Educational Development Lab, Reading Conference Initiative.
- 1998-1998** **Lecturer**. The University of Texas Pan American, Curriculum and Instruction.
- 1996-1998** **Teaching Assistant and University Student Teacher Supervisor**. The University of Texas at Austin, Curriculum and Instruction.
- 1996-1997** **Organizational Manager**. The University of Texas at Austin, Texas Center for Reading and Language Arts.
- 1992-1995** **Elementary Teacher, Grade 2**. Mission Consolidated Independent School District, Mission, Texas.
- 1991-1992** **Elementary Teacher, Grade 1**. Presidio Consolidated Independent School District, Presidio, Texas.

RESEARCH/SCHOLARLY ACTIVITIES

Refereed Journal Articles

- Sturdivant, T. & **Alanis, I.** (2020). I'm gonna cook my baby in a pot: Young Black girls' racial preferences and play behavior. *Early Childhood Education Journal*.
<https://doi.org/10.1007/s10643-020-01095-9>
- Sturdivant, T. & **Alanis, I.** (2019). Teaching through Culture: One teacher's use of culturally relevant practices for African American preschoolers. *Journal for Multicultural Education*, 13(3), 203–214. <https://doi.org/10.1108/JME-03-2019-0019>
- Alanís, I.** & Arreguín-Anderson, M. G. (2019). Paired learning strategies in dual language classrooms: Enhancing social competence. *Young Children: Journal for the National Association for the Education of Young Children* 74(2), 6-13. [acceptance rate: 25%]
- Arreguín-Anderson, M. G., Salinas-Gonzalez, I., & **Alanis, I.** (2018). Translingual play that promotes cultural connections. *International Multilingual Research Journal* 12(4), 273-287. (peer-reviewed international journal) [acceptance rate: 29%]
- Alanis, I.** (2018). Enhancing collaborative learning: Activities and structures in a dual language preschool classroom. *Association of Mexican American Educators (AMAE) Journal* 12(1). DOI: <http://dx.doi.org/10.24974/amae.12.1.375> (peer-reviewed journal)
- *Siller, M. & **Alanís, I.** (accepted). Two mathematical heads are better than one: The role of 4 year-old dyads working through a study of patterns. *Young Children: Journal for the National Association for the Education of Young Children*. [acceptance rate: 25%]
- Alanís, I.** & Arreguín-Anderson, M. G. (2017). Supporting young children in partner-based interactions. *Early Years: Journal of the Texas Association for the Education of Young Children*. 23-25. [acceptance rate: 28%]
- Salinas-González, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2017). Supporting language: Culturally rich dramatic play. *Teaching Young Children* 11(2), 4-6. (A NAEYC peer-reviewed publication) [acceptance rate: unavailable]
- Arreguín-Anderson, M. G. & **Alanís, I.** (2017). Oral academic language by design: Bilingual preservice teachers' purposeful infusion of paired strategies during science instruction. *Journal of Classroom Interaction* 52(2), 31-44. (peer-reviewed international research journal) [acceptance rate: 11-21%]
- Machado-Casas, M., **Alanís, I.**, & Ruiz, E. (2017). La tecnología como inclusión educativa de la diversidad cultural: Transformando practicas informales de educación en los Estados Unidos. *Diversidad Cultural e Inclusión Socioeducativa* n°29 55-66. (peer reviewed international journal) [Also published in English: Innovative technologies as social pedagogy: Transforming informal educational practices in the United States. *Journal of Research in Social Pedagogy*] http://dx.doi.org/10.7179/PSRI_2017.29.04
- Arreguín-Anderson, M. G., **Alanís, I.**, & Salinas-González, I. (2016). Using acorns to generate an entire alphabet! Nature walks that empower young bilingual learners. *Science and Children* 53(6), 76-81. (A publication of the National Science Teachers Association-NSTA) [acceptance rate: 50%]
- Arreguín-Anderson, M. G. & **Alanís, I.** (2015). Getting to know your students' linguistic and cultural assets: Opening spaces for bilingual pairs' voices. *NABE Perspectives*, 38(3), 6-11. (A publication of the National Association for Bilingual Education) [acceptance rate: 30%].

- Alanís, I.,** Salinas-Gonzalez, I., & Arreguín-Anderson, M. G. (2015). Developing biliteracy with intentional support: Using interactive word walls and paired learning. *Young Children: Journal for the National Association for the Education of Young Children* 70 (4), 46-51. [acceptance rate: 25%]
- Alanís, I.** & Arreguín-Anderson, M. G. (2015, Winter). Developing paired learning in dual language classrooms. *Early Years: Journal of the Texas Association for the Education of Young Children*, 24-28. [acceptance rate: 28%]
- Alanís, I.** (2015, Spring). Effective bulletin boards: Developing academic vocabulary for all learners. *Kappa Delta Pi, New Teacher Advocate* 28, 8-9. {Editor Review}
- Salinas-Gonzalez, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2015). Classroom labels that young children can use: Enhancing biliteracy development in a dual language classroom. *Dimensions of Early Childhood* 43(1), 25-32. (A publication from the Southern Early Childhood Association) [acceptance rate: 50%]. Available on-line at <http://go.epublish4me.com/ebook/ebook?id=10082805#/34>
- Alanís, I.** & Arreguín-Anderson, M. G. (2014). Developing Spanish word walls: Taking into consideration the nature of the Spanish language. *Journal of Bilingual Research and Instruction* 16(1), 125-133. (A publication from the Texas Association for Bilingual Education) Available on-line at <http://www.tabe.org> [acceptance rate: unavailable].
- Alanís, I.,** Machado-Casas, M., & Ruiz, E. (2014). Beyond the technical apparatus: Identity, connections, and the use of “Autonarrativas virtuales” Virtual Autonarratives. *NABE Journal for Research and Practice* 5. Accessed at <https://www2.nau.edu/nabej-p/ojs/index.php/njrp/article/view/22/30>. [acceptance rate: unavailable].
- Arreguín-Anderson, M. G., **Alanís, I.**, & Salinas-Gonzalez, I. (2013). Student generated alphabet: A tool to develop language in young bilingual children. *NABE Perspectives* 35(4), 5-9. (A publication of the National Association for Bilingual Education). [acceptance rate: 30%].
- Alanís, I.** (2013). Where’s your partner? Pairing bilingual learners in preschool and primary grade dual language classrooms. *Young Children: The Journal of the National Association for the Education of Young Children* 68(1), 42-47. [acceptance rate: 25%].
- Oliva, M., Rodriguez, M. A., **Alanís, I.** & Quijada, P. (Spring 2013). At home in the academy: Latina faculty counterstories and resistances. *Journal of Educational Foundations*, 27(1-2), 91-110. (A publication of the American Educational Studies Association) [acceptance rate: 18%].
- Riojas-Cortez, M., **Alanís, I.**, & Flores, B. B. (2013). Early childhood teachers reconstruct beliefs and practices through reflexive action. *Journal of Early Childhood Teacher Education* 34(1), 36-45. (A publication of the National Association of Early Childhood Teacher Educators) [acceptance rate: 21-30%].
- Quijada, P., **Alanís, I.**, Ek, L., & Rodriguez, M. A. (2012). Crossing the divide: Latina faculty’s narratives of cultural negotiations in academia. *Border Lines: Journal of the Latino Research Center*, VI, 112-142. (An interdisciplinary academic journal) [acceptance rate: unavailable].
- Quijada, P., Ek, L., **Alanís, I.**, & Murakami, E. (2011). Transformative resistance as agency: Creating a different kind of space. *Journal of the Professoriate*, 5(1), 70-98. (Peer-reviewed national journal) [acceptance rate: unavailable].
- Alanís, I.** (2011). Learning from each other: Examining the use of bilingual pairs in dual language classrooms. *Dimensions of Early Childhood*, 39(1), 21-28.

- [acceptance rate: 50%]. (A publication from the Southern Early Childhood Association)
- Ek, L., Machado-Casas, M., Sanchez, P., & **Alanís, I.** (2010). Crossing cultural borders: *La Clase Mágica* as a university-school partnership. *Journal of School Leadership*, 20(6), 820-849. [acceptance rate: 6-10%]
- Ek, L.D., Quijada Cerecer, P.D., **Alanís, I.**, & Rodriguez, M. A. (2010). "I don't belong here": Chicanas/Latinas at a Hispanic Serving Institution creating community through *muxerista*-mentoring." *Equity & Excellence in Education*, 43(4), 539-553. [acceptance rate: 20%]
- Rodríguez, M. A. & **Alanís, I.** (2010). Negotiating linguistic and cultural identity: One borderlander's leadership initiative. *International Journal of Leadership in Education*. [acceptance rate: 25%]
- Alanís, I.**, Cuero, K. K., & Rodriguez, M. A. (2009). REAL collaborative: Research for the educational advancement of Latinas. *Journal about Women in Higher Education*, 2(1), 243-244.
- Alanís, I.** & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.
- Alanís, I.** & Sutterby J. (2008). Pre-emptive retention: Addressing the impact of accountability on English language learners in Texas. *Texas Association for Bilingual Education Journal*, 10(1), 28-56. Available on-line at <http://www.tabe.org>
- Alanís, I.** (2007). Developing literacy through culturally relevant texts. *Social Studies and the Young Learner*, 19(3) 29-32.
- Abrego, M., **Alanís, I.**, Ramirez, R. & Abrego, J. (2006). The principals' role in retaining para educator turned teacher: Hope for increasing Latinas in the teaching force. *Journal of BorderEducational Research*, 5(1) 29-41. Accessed at http://www.tamui.edu/~brown/pdfs/Volume_5.pdf
- Alanís, I.** (2006). Teacher perspectives on the implementation of a dual language program. *Texas Association for Bilingual Education Journal*, 9 (1) 94-108. Accessed at <http://www.tabe.org>
- Alanís, I.**, & Tinajero, J. (2004). Strategies for first-grade Spanish-speaking students attending a bilingual Spanish /English education program. *NABE Journal of Research and Practice*, (3), 21-44. Accessed at <http://www.uc.edu/njrp>
- Telese, J. & **Alanís, I.** (Spring, 2003). The role of social constructivism in teaching mathematics for understanding. *Texas Association for Bilingual Education Journal*, 7(1), 43-62. Accessed at <http://www.tabe.org>
- Alanís, I.** Munter, J. & Tinajero, J. (Winter, 2003). Preventing reading failure for English language learners: Interventions for struggling first-grade L2 students. *NABE Journal of Research and Practice*, (1),103-121. Accessed at <http://www.uc.edu/njrp>
- Alanís, I.** (Fall, 2001) Students' attitudes and perceptions in a two-way bilingual education program. *Texas Association for Bilingual Education Journal* (6), 23-38.
- Alanís, I.** (Summer, 2000). A Texas two-way bilingual program: Its effects on linguistic and academic achievement. *Bilingual Research Journal*, 24(3), 225-248.

REFEREED BOOKS

- Alanís, I.**, Iheoma, I., Friedman, S. (forthcoming). *Advancing equity and embracing diversity in early childhood education: Elevating voices and actions*. Washington, D.C.: NAEYC.

- Alanís, I.,** Arreguín, M. G., & Salinas-González, I., (2021) *The Essentials: Supporting dual language learners in diverse environments in preschool & kindergarten*. Washington, D.C.: NAEYC. <https://www.naeyc.org/resources/pubs/books/essentials-supporting-DLLs>
- Arreguín-Anderson, M. G., & **Alanís, I.** (2019). *Translingual partners in early childhood elementary education: Pedagogies on Linguistic and Cognitive Engagement*. New York, NY: Peter Lang Publishers. DOI: <https://doi.org/10.3726/b14990>

REFEREED BOOK CHAPTERS

- Alanís, I.,** Salinas-González, I., & Arreguín-Anderson, M. G. (2019). Developing biliteracy with intentional support: Using interactive word walls and paired learning. In *Spotlight on Young children: Equity and Diversity* (pp. 105-112). NAEYC. Washington, D.C.
- Salinas-González, I., Arreguín-Anderson, M. G. & **Alanís, I.** (2019). Supporting language through culturally rich dramatic play. In *Serious Fun: Guiding Play to Extend Children's Learning* (pp. 35-44). NAEYC. Washington, D.C.
- Alanís, I.** & Rodriguez, M. A. (2019). Distributing leadership: Enacting borderlander pedagogy. In M. Scanlon & C. Hunter (Eds.), *Culturally and linguistically responsive Education: Designing networks that transform schools*. Harvard Education Press.
- Alanís, I.** & Machado-Casas, M. (2017). Examining bilingual teacher candidates' use of digital media. In G. Onchwari & J. Keengwe (Eds.), *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners* (pp. 239-256). IGI Global, Hershey, PA.
- Alanís, I.** (2015a). Living in the intersection: Reflections of a dual language educator. In G. Theoharris & S. Dotger (Eds.), *On the High Wire: Education Professors Walk Between Work and Parenting*, (pp. 213-219). Information Age Publishing.
- Alanís, I.** (2015b). Where's your partner? Pairing bilingual learners in dual language classrooms. Reprinted as an invited chapter in M. Dombrink-Green & H. Bohart (Eds.). *Spotlight on Young Children: Supporting Dual Language Learners*, (pp. 54–60). Washington, DC: NAEYC.
- Alanís, I.** (2014a). What materials, supplies, displays, and resources should we see in classrooms? In K. N. Nemeth (Ed.). *Young dual language learners: A guide for PreK- 3 leaders*, (pp. 94-96). Caslon Publishers.
- Alanís, I.** (2014b). Preparing aspirantes: Synchronizing culture and digital media. In B. B. Flores, O. A. Vásquez, & E. R. Clark (Eds.). *Generating Transworld Pedagogy: Reimagining La Clase Mágica*, (pp. 101-116). Lexington Publishers, Rowman Littlefield Publishing Group.
- Riojas-Cortez, M. & **Alanís, I.** (2011). *El aprendizaje por medio del juego: Teaching in bilingual early childhood settings*. In B. B. Flores, R. Hernandez Sheets, & E. R. Clark (Eds.). *Teacher preparation for bilingual student populations: Educar para transformer*, (pp. 103-114). Routledge: A Taylor and Francis Group
- Cuero, K. K., & **Alanís, I.** (2010). Becoming a “fashionable and desirable place to live:” A place-perspective study of the regentrification of one dual-language community. In S. Tozer, A. Henry, B. Gallegos, M. B. Greiner, & P. G. Price (Eds.). *Handbook of Research in the Social Foundations of Education*. New York: Routledge Publishers.

Alanís, I. (2004) Effective instruction: Integrating language and literacy. In C. Salinas & M. Fránquiz (Eds.). *Field of hope: Educating migrant children for the future* (pp 209-224). *ERIC Digest: Charleston, West Virginia.*

INVITED PRESENTATIONS/KEYNOTES

Alanís, I. (2021). Invited speaker for the PK4SA Early Childhood Conference

Alanís, I. (2020). Invited speaker for the NABE Early Childhood Dual Language Preconference Institute, Las Vegas, Nevada.

Alanís, I. (2019). Invited speaker for DISD Dual Language Institute, Dallas, TX.

Alanís, I. (2018). Keynote Speaker for the TexLER Conference. San Antonio, TX.

Alanís, I. (2018). Invited speaker for Alamo Heights ISD Dual Language Summit. San Antonio, TX.

Alanís, I. (2017). Keynote Speaker for the Dallas ISD Dual Language Summer Institute (August). Closing the Gap through Dual Language Enrichment. Dallas, TX.

Alanís, I. (2017). Keynote Speaker for the Dallas ISD Dual Language Summer Institute (August). Culturally Responsive Education. Dallas, TX.

Alanís, I. (2017). Invited Speaker for Center for New Communities (June). Dual Language Education: Two Languages, One Child. San Antonio, TX.

Alanís, I. (2017). Invited Speaker for the City of San Antonio Early Head Start/Child Care. Quality Interactions follow up: Supporting language development in early childhood contexts. (May) San Antonio, TX.

Alanís, I. (2017). Invited Speaker for the City of San Antonio Early Head Start/Child Care. Quality interactions: Supporting language development in early childhood contexts. (April) San Antonio, TX.

Alanís, I. (2016). Invited Speaker for St Mary Magdalen Parent Conference. Developing language and literacy. (October) San Antonio, TX.

Alanís, I. (2016). Developing language in early head start. Invited Speaker for Center for New Communities. (June) San Antonio, TX.

Alanís, I. (2015). Dual language: Enrichment education. Invited Speaker for Education Austin (September). Austin, TX.

Alanís, I. (2015). Invited Speaker for the City of San Antonio Early Head Start/Child Care Partnership Kick-Off Event (September).

Alanís, I. (2015). Invited Speaker for the City of San Antonio Head Start Speaker Series: Bilingual Education & Dual Language Learners (June).

Alanís, I. (2014). Use of pairs for increased student engagement and academic rigor. Invited speaker for the Dual Language Training Institute, ESC-10. Dallas, TX.

Alanís, I. (2014). Invited Speaker: The Bilingual Advantage: Latinos and the US Labor Market: A Book Talk organized by the BBL Department at UTSA (September).

Alanís, I. (2014). The fundamentals of dual language education. Invited speaker for the La Joya Early Childhood Teacher Orientation. La Joya, TX.

- Alanís, I.** (2013). Use of pairs for increased student engagement and academic rigor. Invited speaker for the Dual Language Training Institute, ESC-7. Kilgore, TX.
- Alanís, I.** (2012). Developing biliteracy through bilingual pairs: A parent's perspective. Invited Session for the TABE Dual Language Institute. San Antonio, TX.
- Alanís, I.** (2012). Developing biliteracy using bilingual pairs. Invited Keynote Address for the North Texas Dual Language Summit. Dallas, TX.
- Alanís, I.** (2012). Developing biliteracy through bilingual pairs: A parent's perspective. Invited session for the TABE Dual Language Institute. San Antonio, TX.
- Alanís, I.** (2010). Learning centers in early childhood classrooms. Invited speaker at the Bilingual/ESL Education Association of the Metroplex Symposium. Colleyville, TX.
- Alanís, I.** (2006). Developing biliteracy: The promise of dual language education. Invited speaker for the HEB Literacy Symposium. San Antonio, TX.

INTERNATIONAL & NATIONAL RESEARCH PRESENTATIONS

- Arreguín-Anderson, M. G., & **Alanís, I.**, Salinas-González, I. (2021). Early Childhood/ Dual Language Preconference Institute. Presented at the 50th Annual Conference of the National Association for Bilingual Education. Virtual.
- Alanís, I.** & Arreguín, M. G., & Salinas-González, I. (2021). Culture, language, and learning: Ensuring equity in EC Settings. Presented at the Developmentally Appropriate Symposium for NAEYC. Virtual.
- Alanís, I.** & Arreguín, M. G., (2021). Translanguaging in ECE: Reimagining communication. Presented at the WIDA Early Years State Network Virtual Event.
- Alanís, I.**, Mwenelupembe, A., Sturdivant, T., Wright, B., Friedman, S. (2020). (Re)Imagining DAP: A focus on equity and teacher context. NAEYC Professional Development Institute. Virtual
- Alanís, I.** & Arreguín, M. G., & Salinas-González, I. (2020). The essentials of dual language learners in diverse environments. Presented at the annual meeting of the National Association for the Education of Young Children. Virtual.
- Salinas-González, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2020). Supporting young dual language learners through culturally rich dramatic play centers. Presented at the 49th Annual Conference of the National Association for Bilingual Education. Las Vegas, Nevada.
- Arreguín-Anderson, M. G., **Alanís, I.**, & Salinas-González, I. (2020). ¡Vales por dos!: Un modelo de doble inmersión en español para niños de 0-5 años. Presented at the 49th Annual Conference of the National Association for Bilingual Education. Las Vegas, Nevada.
- Arreguín-Anderson, M. G., & **Alanís, I.** (2020). Translingual Partners: Pedagogies on Linguistic and Cognitive Engagement in Early Childhood-Elementary Education. Presented at the 49th Annual Conference of the National Association for Bilingual Education. Las Vegas, Nevada.
- Alanís, I.** & Arreguín-Anderson, M. G. (2019). Translingual pedagogies: Promoting linguistic and cognitive engagement in early childhood education. Presented at the 27th International Reconceptualizing Early Childhood Education Conference. Las Cruces, New Mexico

- Arreguín-Anderson, M. G., & **Alanís, I.** (2019). Developing effective translingual partners in early childhood contexts: Cognitive and linguistic engagement. Presented at the National Association for the Education of Young Children (NAEYC). Nashville, Tennessee.
- Arreguín-Anderson, M. G., **Alanís, I.**, & Salinas-González, I. (2019). *Vales por dos!*: Un modelo de doble inmersión en español para niños de 0-5 años. Presented at the National Association for the Education of Young Children (NAEYC). Nashville, Tennessee.
- Arreguín-Anderson, M. G. & **Alanís, I.** (2019) Translingual partners at work: Lessons learned about meaning making in a dual language classroom. Presented at the 48th Annual Conference of the National Association for Bilingual Education, Lake Buena Vista, Florida.
- Alanís, I.**, Arreguín-Anderson, M. G., & Salinas-González, I. (2018). Parejas translanguaging en la educación inicial y primaria: Estrategias que promueven el involucramiento social, lingüístico y cognitivo de todos los estudiantes. Presented at the National Association for the Education of Young Children (NAEYC). Washington, DC.
- Alanís, I.**, Arreguín-Anderson, M. G., Castro, D., Escamilla-Calan, I., Evans Allvin, R. (2018). Featured Session, Equitable early education for dual language learners: Examining research and practice. Presented at the National Association for the Education of Young Children (NAEYC). Washington, DC.
- Arreguín-Anderson, M. G. & **Alanís, I.** (2017) Purposeful infusion of paired strategies during science instruction with young children: Developing oral language. Presented at the National Association for the Education of Young Children (NAEYC). Atlanta, GA.
- Cataldo, R. & **Alanís, I.** (2017). Listening to children and families' voices. How to implement authentic writing experiences. Presented at the National Association for the Education of Young Children (NAEYC). Atlanta, GA.
- González, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2017). Meaning making and language development through translanguaging practices in the dramatic play center. Presented at the National Association for the Education of Young Children (NAEYC). Atlanta, GA.
- Alanís, I.** (2017). Equitable degree pathways: A necessity for advancing a diverse profession. Symposia presented at the NAEYC Professional Learning Institute. San Francisco, CA.
- González, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2017). Translingual play that promotes cultural connections, invention, and regulation. Presented at the Twenty-fourth Annual International Conference on Learning. Honolulu, US.
- Alanís, I.** & Cataldo, R. (2017). Developing Latino children's narratives through family engagement. Roundtable session presented at the annual meeting of the American Educational Research Association (AERA). San Antonio, TX.
- Arreguín-Anderson, M. G. & **Alanís, I.** (2017). Bilingual preservice teachers: Purposeful infusion of paired strategies during science instruction. Roundtable session presented at the annual meeting of the American Educational Research Association (AERA). San Antonio, TX.
- Alanís, I.** & Arreguín-Anderson, M. G. (2017). Exploring the implementation of partner-based learning in one dual language classroom. Presented at the National Association for Bilingual Education (NABE) International Bilingual/Multicultural Education. Dallas, TX
- Gonzalez, I., **Alanís, I.**, & Arreguín-Anderson, M. G. (2016). Scaffolding language and literacy of young dual language learners in the preschool classroom through socio-dramatic play. Presented at the annual meeting of the National Association for the Education of Young Children (NAEYC). Los Angeles, CA.

- Gonzalez, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2016). Student-generated alphabet: Empowering dual language learners through alphabets in authentic contexts. Presented at the annual meeting of the National Association for Bilingual Education (NABE) International Bilingual/Multicultural Education. Chicago, IL.
- Gonzalez, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2015). Young dual language learners' sociodramatic play: Creating contexts for cultural and linguistic learning through funds of knowledge. Presented at the National Association for the Education of Young Children (NAEYC). Orlando, FL.
- Alanís, I.**, & Arreguín-Anderson, M. G. (2015). Developing the whole child through paired learning strategies. Presented at the National Association for Bilingual Education 44th Annual International Bilingual/Multicultural Education. Las Vegas, NV.
- González, I., Arreguín-Anderson, M. G. & **Alanís, I.** (2015). Creating engaging early childhood environments for dual language learners: Using word walls, labels, and student-generated alphabets. Presented at the National Association for Bilingual Education 44th Annual International Bilingual/Multicultural Education. Las Vegas, NV.
- González, I., Arreguín-Anderson, M. G., & **Alanís, I.** (2014). Facilitating the linguistic and academic development of dual language learners through play. Presented at the annual meeting of the National Association for the Education of Young Children. Dallas, TX.
- Alanís, I.**, & Arreguín-Anderson, M. G. (2014). Developing children's linguistic and cognitive skills through interactive activities. Presented at the National Association for Bilingual Education 43rd Annual International Bilingual/Multicultural Education. San Diego, CA.
- Alanís, I.**, Arreguín-Anderson, M. G., Ek, L., & Machado-Casas, M. (2014). La clase mágica: Generating transworld pedagogy. Symposia presented at the National Association for Bilingual Education 43rd Annual International Bilingual/Multicultural Education. San Diego, CA.
- González, I., Arreguín-Anderson, M., & **Alanís, I.** (2013). Building an interactive bilingual classroom with word walls, labels, and child-generated alphabets. Presented at the annual meeting of the National Association for Early Childhood Education. Washington, D.C.
- López, M., Salinas, C., Franquiz, M., Ek, L., Sanchez, P., & **Alanís, I.** (2013). Symposium: Deconstructing language and literacy ideologies in bilingual teacher education. Presented at the International Society for Language Studies. San Juan, Puerto Rico.
- Quijada, P., Rodriguez, M., **Alanís, I.**, & Ek, L. D. (2012). Chicana/Latina faculty in Academia: Establishing identities. Presented at the International European Conference on Educational Research. Cadiz, Spain.
- Quijada, P., **Alanís, I.**, Ek, L., & Rodriguez, M. (2012). Constructing identity: Narratives of Latina faculty in the Academy. Presented at the annual meeting of the American Educational Research Association (AERA). Vancouver, CA.
- Clark, E., Flores, B., Sánchez, P., **Alanís, I.**, & Arreguín-Anderson, M. G. (2012). Enhancing Bilingual Education Teacher Candidates' STEM Knowledge and Skills Panel. Presented at the National Association for Bilingual Education 41th Annual International Bilingual/Multicultural Education Dallas, TX.
- Quijada, P. D., Ek, L. D., **Alanís, I.** & Rodriguez, M. (2011). Working toward equity by creating a Chicana/Latina collaborative at a Hispanic Serving Institution. Paper presented as part of the panel, "In the public good: Supporting a diverse professoriate" at the Annual American Educational Research Association Meeting. New Orleans, LA.

- Alanís, I.** (2010). Dual language teacher preparation: Can we survive another decade. Presented at the annual meeting of La Cosecha. Santa Fe, NM.
- Rodríguez, M. A., **Alanís, I.**, Ek, L. D. & Quijada, P. D. (2010). The ecology of a Chicana/Latina research collaborative at a Hispanic serving institution. Presented at the annual meeting of the American Educational Research Association (AERA). Denver, CO.
- Alanís, I.** (2010). The role of learning centers in dual language classrooms. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Denver, CO.
- Alanís, I.** (2010). Dual language reflections: Negotiating the shift. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Denver, CO.
- Alanís, I.** & Cortez, M. (2010). El aprendizaje por medio del juego: Teaching in bilingual early childhood settings. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Denver, CO.
- Alanís, I.**, Ek, L., & Rodríguez, M. A. (2009). Divisions that must be crossed: Latina professors' perspectives of hybridity. Presented at the annual meeting of the American Educational Research Association (AERA). San Diego, CA.
- Rodríguez, M. A., **Alanís, I.**, Cuero, K. K., Delgado, R., Ek, L., Machado-Casas, M., Murakami-Ramalho, E., Nuñez, A. M., Oliva, M., Quijada, P., & Sanchez, P. (2009). Hermanas in the academy: Actualizing a Latina education research agenda. Presented at the MALCS Summer Institute: Las Cruces, NM.
- Quijada, P. D., Ek, L. D., **Alanís, I.** & Murakami Ramalho, E. (2009). Chicanas/Latinas (Re)Create Academic Spaces in Higher Education. Presented at the annual meeting of the American Educational Research Association (AERA). San Diego, CA.
- Alanís, I.** & Romo, H. (2008). Online professional development for providers: 15 Latinas share experiences and reflections. Presented at the annual meeting of The National Association for Early Childhood Education. Dallas, TX.
- Alanís, I.** (2008). Professional development: Early childhood teachers connecting theory to practice. Presented at the annual meeting of The National Council of Teachers of English (NCTE). San Antonio, TX.
- Beam-Conroy, T., DeNicolo, C., Franquiz, M.E., Salazar-Jerez, M. & **Alanís, I.** (2008). How is student demographic change impacting teacher development in urban areas. Presented at the annual meeting of The National Council of Teachers of English (NCTE). San Antonio, TX.
- Alanís, I.** & Cuero, K. K. (2008). Becoming a "fashionable and desirable place to live:" The regentrification of one dual language community. Presented at the annual meeting of the American Educational Research Association (AERA). New York, NY.
- Rodríguez, M. A. & **Alanís, I.** (2007). Instructional leadership for English learners: A model principal. Presented at the annual meeting of The University Council of Educational Administrators. Washington, D.C.
- Alanís, I.** & Rodríguez, M. A. (2007). Sustaining dual language programs: One model school. Presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Rodríguez, M., **Alanís, I.** & Cuero, K. K. (2006). Hermanas/sisters in the academy: Actualizing a Latina/o research agenda in education. Presented at University Council of Educational Administration. San Antonio, TX.

- Alanís, I.** (2006). Reflections on dual language implementation: Teachers' perspectives. Presented at the annual meeting of the American Education Research Association (AERA). San Francisco, CA.
- Pena, S., Sutterby, J. & **Alanís, I.** (2005). *El desarrollo del pensamiento crítico en la lectura* (pre K-tercer grado). Presented at the annual meeting of the International Reading Association. San Antonio, TX.
- Sutterby, J. & **Alanís, I.** (2005). Pre-emptive Retention: Elementary academic red shirting to prop up accountability ratings. Presented at the annual meeting of the National Association of Hispanic and Latino Studies. Houston, TX.
- Alanís, I.** (2005). Dual immersion teacher's reflections on first year implementation. Presented at the NABE Dual Language Immersion Pre-Conference Institute. San Antonio, TX.
- Salinas, C., Rodriguez, H., Celedón, S. & **Alanís, I.** (2005). Examining struggles to novice teacher preparation for bilingual classrooms: Approaches and reflections for improved instruction. Presented at the annual meeting of the National Association for Bilingual Education. San Antonio, TX.
- Sutterby, J. & **Alanís, I.** (2005). Pre-emptive Retention: Elementary academic red shirting to prop up accountability ratings. Presented at the annual meeting of the National Association for Bilingual Education. San Antonio, TX.
- Salinas, C., Franquiz, M., **Alanís, I.**, Lopez, G. & Carrillo, R. (2004). What we need to know to succeed with NCLB and migrant students: The challenges of migrant education. Presented at the annual meeting of the National Migrant Education San Antonio, TX.
- Salinas, C., Franquiz, M., **Alanís, I.**, Celedón, S. & Cardenas, B. (2004) Examining current practices and challenges in migrant education: A collection of case studies. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Albuquerque, NM.
- Abrego, M., **Alanís, I.**, Ramirez, R. & Abrego J. (2003). Transitioning paraeducators to teachers: Induction level support. Presented at the annual meeting of the American Education Research Association (AERA). Chicago, IL.
- Salinas, C., **Alanís, I.**, Beck, S., Lopez, G., & Franquiz, M. (2003). Fields of hope: Examining current policy and practice in migrant education. Presented at the annual meeting of the American Education Research Association (AERA). Chicago, IL.
- Alanís, I.** & Morgan, B. (2003). Enhancing professional development-Bilingual education: A training for all teachers project. Presented at the annual meeting of the National Association for Bilingual Education (NABE). New Orleans, LA.
- Alanís, I.** & Tinajero, J. (2003). Struggling Spanish readers. Presented at the annual meeting of the National Association for Bilingual Education (NABE). New Orleans, LA.
- Alanís, I.** & Morgan, B. (2003). A training for all teachers program. Hawaii International Conference on Education. Honolulu, HA.
- Alanís, I.** & Morgan, B. (2002). Threading the framework into a bilingual training for all teachers project. Educational Testing Service, Users Conference, Minneapolis, MN.
- Salinas, C., **Alanís, I.**, Beck, S. & Fránquiz, M. (2002). Fields of hope: Examining current policy and practice in migrant education. Presented at the annual meeting of the American Education Research Association (AERA). New Orleans, LA.
- Tinajero, J. & **Alanís, I.** (2002). Addressing the needs of the Spanish struggling reader. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Philadelphia, PA.

- Alanís, I.,** Celedón, S. & Salinas, C. (2001). What is the "place" of reading in the content areas. Presented at the annual meeting of the National Association for Bilingual Education (NABE). Phoenix, AZ.
- Alanís, I.** (2001). The role of native language in second language acquisition. 9th Annual Binational Conference. Brownsville, TX.
- Alanís, I.,** Lake, V., Pappamehiel, E. & Salinas, C. (2000). Women on a hero's journey. Presented at the annual meeting of the American Education Research Association (AERA). New Orleans, LA.
- Alanís, I. &** Salinas, C. (2000). Integrating literacy acquisition through the content areas. Presented at the annual meeting of the National Association for Bilingual Education (NABE). San Antonio, TX.

REGIONAL/STATE/LOCAL PAPER PRESENTATIONS

REGIONAL

- Alanís, I.** (2017). Cultural Studies Paper Session Discussant at the annual meeting of the Southwest Educational Research Association (SERA). San Antonio, TX.
- Alanís, I.,** Garcia-Alvarado, S., Cataldo, R., Siller, M., & Whitlock, T. (2017). Symposium: Engaging young children in interactive, culturally responsive practices. Presented at the annual meeting of the Southwest Educational Research Association (SERA). San Antonio, TX.
- Cortez, M., **Alanís, I.,** & Flores, B. B. (2012). Early childhood teachers reconstruct beliefs and practices through reflexive action. Presented at the annual meeting of the Southern Early Childhood Association. San Antonio, TX.
- Alanís, I.,** Cuero, K. K., Rodriguez, M. A., Delgado, R., Ek, L., Murakami-Rumalho, E., Oliva, M., Quijada, P., Sanchez, P., and Valdez, V.E. (2007). Navigating the academy: Creating networks of support. Southwest Educational Research Association. San Antonio, TX.
- Alanís, I.** (2006). Dual language teacher reflections: Surviving first-year implementation. Presented at the annual meeting of the Southwest Educational Research Association (SERA). Austin TX.
- Rodriguez, M. A. & **Alanís, I.** (2006) Dual language education and Latina/o student achievement. Annual REAL Collaborative Research Colloquium. San Antonio, TX.
- Alanís, I.** (2004). Developing vocabulary. Region One Dual Language Symposium. South Padre Island, TX.
- Alanís, I.** (2002). Strategies for struggling readers. Region One Two-way Bilingual Symposium. South Padre Island, TX.
- Alanís, I.** (2002). Developing children's vocabularies. Teaching Learning and Literacy Conference. South Padre Island, TX.
- Alanís, I.** (2002). Strategies for struggling readers. Teaching Learning and Literacy Conference. South Padre Island, TX.
- Alanís, I.** (2000). Integrating literacy across the content areas. Region One: TxBESS New Teacher Conference. Edinburg, TX.

STATE RESEARCH PRESENTATIONS

- Arreguín, M.G., Salinas-González, I. & **Alanís, I.,** (2020). Early Childhood/ Dual Language Preconference Institute. Presented at the annual meeting of the Texas Association for Bilingual Education. Virtual.

- Salinas-González, I., Arreguín-Anderson, M., & **Alanís, I.**, (2017). Translingual play in culturally responsive dramatic play settings. Presented at the annual meeting of the Texas Association for the Education of Young Children. San Antonio, TX.
- Arreguín-Anderson, M., **Alanís, I.**, Gonzalez, I. (2013). *Utilizando actividades de ciencia para generar alfabetos auténticos en el aula infantil bilingüe.* (Using science activities to create a student generated alphabet in a bilingual classroom) Presented at the annual meeting of the Texas Association for Bilingual Education (TABE). Houston, TS.
- Alanís, I.** (2013). Bilingual pairs in the dual language classroom. Invited speaker for the Denton ISD Bilingual Institute. Denton, TX.
- Alanís, I.**, Ek, L., Garcia, A., Garza, A., & Sánchez, P. (2011). Developing bilingual teacher candidates' technological expertise. Presented at the annual meeting of the Texas Association for Bilingual Education. McAllen, TX.
- Alanís, I.**, Ek, L. & Machado-Casas. (2010). La clase mágica: Fostering bilingualism & biliteracy through technology. Presented at the annual meeting of the Texas Association for Bilingual Education. El Paso, TX.
- Alanís, I.** & Riojas-Cortez, M. (2009). El aprendizaje por medio del juego: Teaching in bilingual early childhood settings. Presented at the annual meeting of the Texas Association for Bilingual Education. Houston, TX.
- Alanís, I.** & Rodriguez, R. (2009). The Texas bilingual education story: Celebrating our legacy. Presented at the annual meeting of the Texas Association for Bilingual Education. Houston, TX.
- Alanís, I.** (2008). Responding to demographic shifts: Avoiding the pitfalls. Presented at the annual meeting of the Texas Association for Bilingual Education. Arlington, TX.
- Alanís, I.** & Cuero, K. K. (2008). Demographic shifts: Dual language program response. Presented at the annual meeting of the Texas Association for Bilingual Education. Arlington, TX.
- Rodriguez, M. A. & **Alanís, I.** (2007). 10 Years and counting: Successful leadership practices for ELLs in a dual language program. Presented at the annual meeting of the Texas Association for Bilingual Education. San Antonio, TX
- Oliva, M., **Alanís, I.**, Lopez, M., Pate, E. & Tinajero, J. (2007). The mystery of publication. Presented at the annual meeting of the Texas Association for Bilingual Education. San Antonio, TX.
- Cortez, M., Flores, B. & **Alanís, I.** (2007). Reconstructing early childhood beliefs and practices: Bridging theory and professional development. Presented at the annual meeting of the Texas Association for Bilingual Education. San Antonio, TX.
- Alanís, I.** & Rodríguez, M. A. (2006). Sustaining your dual language program. Presented at the annual meeting of the Texas Association for Bilingual Education. Galveston, TX.
- Alanís, I.** & Ruíz-Escalante, J. (2005). Incorporating culturally relevant texts in the classroom. Presented at the annual meeting of the Texas Association for Bilingual Education. Corpus Christi, TX.
- Salinas, C., Fránquiz, M., & **Alanís, I.** (2004). A comprehensive conversation: Examining the elementary to secondary to service coordination/community outreach migrant education directions. Presented at the annual meeting of the Texas Migrant Education Conference. South Padre Island, TX.
- Sutterby, J. & **Alanís, I.** (2004). A look at retention policies. Presented at the annual meeting of the Texas Association for Bilingual Education. El Paso, TX.

Alanís, I. (2000). Simple things you can do to increase your child's literacy skills. Texas Migrant Education Conference. South Padre Island, TX.

LOCAL RESEARCH PRESENTATIONS

- Alanís, I.** (2021). Promoting equity through inquiry in the early childhood/elementary classroom. PK4 San Antonio. Virtual
- Arreguín-Anderson, M. & **Alanís, I.** (2020). Translingual Partnership: Promoting continuous engagement in the early childhood/elementary classroom. San Antonio Association for Bilingual Education. San Antonio, TX.
- Alanís, I.** (2016). Developing language and literacy. Parent Conference, St. Mary Magdalen, San Antonio, TX.
- Alanís, I.** (2013). Everyday math: Using household items to develop numeracy. Presented at the 3rd Annual Early Childhood Education Institute. UTSA, San Antonio, TX.
- Alanís, I.** (2012). Developing language through learning centers. UTSA Early Childhood Institute. San Antonio, TX.
- Cuero, K. K., **Alanís, I.**, & Chávez, L. (2008). The impact of changing neighborhood demographics on dual language programs. San Antonio Area Association for Bilingual Education's annual conference. San Antonio, TX.
- Alanís, I.** (2004). How do toddlers learn? El aprendizaje de niños pequeños. San Benito Parent Conference. San Benito, TX.
- Alanís, I.** (2003). Strategies to facilitate early literacy: A Guide for parents. San Benito Parent Conference. San Benito, TX.
- Alanís, I.** (2003). The do's and don'ts of dual language programs. Presented at the annual meeting of the Rio Grande Valley Texas Association for Bilingual Education. South Padre Island, TX.
- Alanís, I., Alanís, L. & González, D.** (2002). Strategies for struggling Spanish readers. Presented at the annual meeting of the Rio Grande Valley Texas Association for Bilingual Education. South Padre Island, TX.
- Alanís, I.** (2001). The interactive writing process. Presented at the annual meeting of the Rio Grande Valley Association for Bilingual Education (RGV TABE). McAllen, TX.

PROFESSIONAL SERVICE

APPOINTED/ELECTED/INVITED BOARD MEMBER

- Invited Member Board of Directors, Center for New Communities
Early Head Start, San Antonio, Tx 2016-2020
- Elected Governing Board Member, NAEYC 2015-2020
- Invited Early Childhood Advisory Board Member, Scholastic Education 2016-2019
- Invited Advisory Board Member, *Escuelita Cultural* 2015-2017
- Invited Board Member, National Latino Children's Institute 2011-2012
- Invited Member Spanish Advisory Council, Istation, 2010-2012
- Past-President, Texas Association for Bilingual Education 2010-2011
- President, Texas Association for Bilingual Education 2009-2010