



**Alexandra (Ale) Babino**  
**Curriculum Vita**  
**June, 2021**

**Current Positions:** Associate Professor, Co-Coordinator of SC&I Doctoral Program  
**Academic Department:** Curriculum and Instruction

**University Address:**       **Curriculum and Instruction**  
Sowers Education South, Room 224  
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**Faculty Web Page Address:** <http://faculty.tamuc.edu/ababino>

**AREAS OF EXPERTISE**

Billiteracy Development  
Bilingual Identities and Investment  
Dual Language Programming  
Critical Pedagogy  
Mixed Methodology

**EDUCATION**

**Ph.D.**

Literacy and Language Studies,  
Minor: Linguistics  
University of North Texas, 2015

**B. A.**

Spanish  
University of North Texas, 2006

**M.Ed.**

Curriculum and Instruction,  
Minor: Bilingual Education  
University of North Texas, 2011

**B. A.**

English Composition  
University of North Texas, 2006

**Texas Certifications:**

Gifted and Talented Certification  
EC-6 Bilingual Generalist Certification  
EC-4 Bilingual/ESL Certification

<b>TEACHING EXPERIENCE</b>
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Fall 2021-Present	Associate Professor	Texas A & M – Commerce
Fall 2017-2021	Assistant Professor	Texas A & M – Commerce
Fall 2015-2017	Adjunct Professor	University of North Texas
Fall 2014-2017	Adjunct Professor	Dallas Baptist University
Fall 2014-2016	Advanced Academics Coordinator	Lewisville I.S.D.
Fall 2011-2017	Gifted and Talented Facilitator	Lewisville I.S.D.
Fall 2008-2011	Bilingual Fourth Grade Teacher	Lewisville I.S.D.
Fall 2006-2008	Spanish, Speech Teacher	Denton Calvary Academy

<b>INSTRUCTIONAL ASSIGNMENTS</b>
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\*Indicates significant course re-design  
 \*\*Indicates complete course re-design

**Texas A&M University-Commerce (2017-present)**

<b>Course Title</b>	<b>Times Taught</b>	<b># of Students</b>	<b>Total Range (1-5, 5 is highest)</b>
RDG 350 <i>Reading &amp; Literacy I.</i> This course introduces the theoretical foundations of reading and explores how reading, literacy and cognitive processes are developed. An examination of teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, spelling and comprehension are included. This course includes a 15-hour observation requirement that will acquaint students with public school literacy instruction.	3 times	24-35 students	4.83-5.0
RDG 370 <i>Reading &amp; Literacy II.</i> This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.	3 times	17-26 students	4.8-4.98
*RDG 448	2 times	15 students	5.0

*Characteristics of ELLs.* The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments will be studied. This course has been selected as a Global Course tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. This course will examine the rich diversity of cultures and languages present in schools today.

BLED 401                    3 times                    32-35 students                    4.82-4.92  
*Foundations of Bilingual and ESL Education.* Introduction to the philosophies and theories of bilingual schooling with emphasis on language policy and the sociological, psychological, and legal aspects involved. Provides students with opportunities to reflect on their own language learning and schooling experiences in bilingual settings and compare them to programs and practices shown by research to be effective.

\*\*BLED 402                    3 times                    16-34 students                    4.74-5.00  
*Bilingual Oral Language & Biliteracy Instruction: Methods, Materials, & Assessment*  
An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy.

\*BLED 403                    2 times                    25 students                    4.44-5.0  
*Bilingual Instruction for the Content Areas.* An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for teaching language arts, math, science and social studies in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy.

BLED 412                    6 times                    31-37 students                    4.76-4.91  
*Foundations of Bilingual/ESL Education.* An introduction to the laws, philosophies and theories of ESL schooling with an emphasis on the evolution of language policy and the sociological, psychological, and legal implications. Students will gain knowledge of effective oral language and literacy practices for English Language Learners in grades K-12. Provides students with opportunities to reflect on their own language learning and schooling experiences then compare them to practices shown by research to be effective.

BLED 501                    2 times                    11-16 students                    4.75-4.86  
*Theoretical Foundations of Bilingual/ESL Education.* A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs.

**\*\*BLED 502**            1 time                            11 students                            4.9  
*Social and Academic Language Development.* Analysis and application of research-based approaches to the development of oral and written language in bi/multilingual students that result in biliteracy and high academic achievement. Preparation and adaptation of holistic, thematically based materials and activities and critical evaluation of existing materials in English and Spanish. Pre/corequisite BLED 501 or instructor approval.

**\*\*BLED 503**            1 time                            22 students                            4.99  
*Content Area Instruction for Emerging Bilingual Students (EBs).* This course is designed for educators who teach in bilingual or ESL education programs. Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of language arts, math, science and social studies in English and other languages to K-12 students who are becoming bilingual and biliterate. \*If you are seeking bilingual specialization, you will get to complete your assignments in Spanish or a combination of Spanish and English. If you are seeking ESL specialization, you will complete your assignments in English with references to other languages when applicable.

**BLED 505**            1 time                            8 students                            4.89  
*Project Based Learning for ELLs.* Project Based Learning (PBL) taps into student strengths and interests in a manner that is cross disciplinary and builds academic language and the ability to think deeply and well. Students will identify and evaluate PBL models and create project plans for linguistically and culturally diverse learners.

**\*\*BLED 510**            2 times                            8-13 students                            4.95  
*Dual Language Assessment.* Selection, evaluation, and design of means for assessing the oral and written language proficiency and academic achievement of bilingual and ESL students. Critical review of standardized tests as well as alternative and informal assessment techniques and instruments, consideration of relationships between first and second language proficiency and academic achievement and sociocultural dimensions of testing and assessment.

**\*\*BLED 597**            1 time                            8 students                            4.93  
*Multilingual Literature.* This course explores both the problems and the possibilities of including multilingual, multicultural literature in the K-12 classroom. By first considering teachers' positionality, the course traverses the natural preferences of individual teachers, with its affordances and limitations, before considering how to implement authentic and complex multilingual, multicultural literature with critical language awareness. The ambition of this class is that through thoughtfully exploring Native, Black/African-American, Chicano/Latinx, Middle Eastern, and Asian literature, teachers may deepen their commitment to critical consciousness with and for their students in language education.

**\*\*BLED 690**            1 time                            9 students                            4.95

*Advanced Bilingual Research.* In-depth analysis of major topics of critical concern to the profession including common misconceptions about English learners (ELs) and bilingual/ESL programs, effective strategies and methods for teaching ELs, and research findings in the areas of oral language and literacy development and academic achievement for bilingual learners.

EDCI 559                      2 times                                      14-17 students                                      4.88-4.92

*Diversity and Equity in Education.* This course focuses on factors of diversity that impact decisions educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

ELED 438                      1 time    10 students    5.0

*Integrated Learning: Social Studies Field Based.* This course explores the integrated nature of learning with social studies as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public-school teachers and university personnel that comprise the Instructional Leadership Team.

## GRADUATE STUDENTS

### **A. Doctoral Advising**

Vanessa Colón  
Laura Fox  
María Franco  
Talle Gómez  
Alejandra Vega Contreras  
Martha Barcenás  
María Daniela García  
Yashira Valentín  
Rudi McKay  
Darci Gueta  
Marie Maxwell

### **B. Dissertation Memberships**

Hessah Aldayel, Outside department committee member (Defended 2018)

Vera Csorvasi, Dissertation committee member (Defended 2019)

Gloria Marquez, Dissertation committee member (Defended 2019)

Vanessa Colón, Dissertation Chair (Projected 2022)

Laura Fox, Dissertation Chair (Projected 2022)

Marie Heath, Dissertation committee member (Projected 2022)

Debra Lonsberry, Dissertation committee member

Menetra Milligan, Dissertation committee member

### C. Master's Thesis Committees

Fred Woods, Spanish M.A.

## PUBLICATIONS

### Refereed Publications

#### A. Books (Authored)

**Babino, A.**, & Stewart, M. A. (2020). *Radicalizing literacies and languaging: A framework toward dismantling the mono-mainstream assumption*. Palgrave-MacMillan.

#### B. Books (Edited)

Cossa, N., Araujo, J. J., **Babino, A.**, & Johnson, R. D. (2020). *Building bridges with and for literacy*. The 42nd Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

**Babino, A.**, Cossa, N., Araujo, J. J., & Johnson, R. D. (2019). *Educating for a just society*. The 41st Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

Araujo, J. J., **Babino, A.**, Cossa, N., & Johnson, R. D. (2018). *Engaging all readers through explorations of literacy, language, & culture*. The 40th Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

#### C. Journal Articles

Riley, J., & **Babino, A.** (In press, 2021) Utilizing SIOP lesson demonstrations as a springboard for reflection: A collaborative self-study of EL teachers. *Journal of Digital Learning in Teacher Education*.

Caldera, A., & **Babino, A.** (2020). Being a conduit and culprit of white language supremacy: a duo autohistoria-teoria. *Transcontinental Human Trajectories*. 8, 1-18.

- Grote-Garcia, S. A., Ortlieb, E., Pletcher, B., Manderino, M., Zygouris-Coe, V., Araujo, J., & **Babino, A.** (2020). Building bridges between research and practice: Reflecting upon the results of the 2019 what's hot in literacy survey. In N. Cossa, J. Araujo, A. Babino & R. Johnson (Eds.) *Building bridges with and for Literacy*. The 42<sup>th</sup> Association of Literacy Educators and Researchers Yearbook, (pp. 1-27). Louisville, KY: Association of Literacy Educators and Researchers.
- Caldera, A., & **Babino, A.** (2020). Moving toward culturally sustaining language instruction that resists white language supremacy. *The National Journal of Middle Grades Reform*. 3, 9-15.
- Babino, A.**, Araujo, J. J., & Maxwell, M. L.\* (2019). Critical, compelling, and linguistically scaffolded literature: Utilizing text sets multilingually for social justice. *Texas Journal of Literacy Education*.7(1), 44-64.
- Babino, A.**, & Stewart, M. A. (2019). Multiple pathways to multilingual investment: a collective case study of self-identified Mexican students in the U.S. *International Multilingual Research Journal*. 13(3), 152-167.
- Morton, T., & **Babino, A.** with Justin Warren\* and Jillilyn Geremonte\*. (2019). Teacher educators engage preservice teachers with the 57 Bus. *World of Words*. 6(2), 30-36.
- Babino, A.** (2018). Humanizing (multi)literacy teaching: a starter kit to renewed hope. *The National Journal of Middle Grades Reform*, 1(1), 27-32.
- Babino, A.**, & Stewart, M. A. (2018). Re-modeling dual language programs: Teachers enact agency as critically conscious language policymakers. *Bilingual Research Journal*. 41(3), 272-297.
- Stewart, M. A., & **Babino, A.**, Walker, K. (2017). Caring as a pedagogical framework for adolescent English learners: A formative experiment. *Tapestry Journal*, 8(1), 1-19.
- Babino, A.**, & Gonzalez-Carriedo, R. (2017). Striving toward equitable biliteracy assessments in hegemonic school contexts. *Association of Mexican American Educators Journal*, 11(1),54-72.
- Babino, A.** (2017). Same program, distinctive development: Exploring the biliteracy trajectories of two dual language schools. *Bilingual Research Journal*, DOI: 10.1080/15235882.2017.1307290.
- Babino, A.**, & Stewart, M. A. (2016). "I like English Better": Latino emergent bilinguals' investment in Spanish, English, and bilingualism. *Journal of Latinos in Education*, DOI: 10.1080/15348431.2016.1179186.

*\*Added to the most cited collection of the journal's articles in March, 2017.*

**Babino, A., & Gonzalez, R.** (2015). Advocating for dual language programs: Implementation of a public policymaking model. *Journal of Bilingual Education Research and Instruction, 17(1)*, 12-27.

**Babino, A., & Stewart, M.A.** (2015). Emergent bilinguals' emerging identities in a dual language school. *Journal of Bilingual Education Research and Instruction, 17(1)*, 28-48.

#### **D. Book Chapters**

\*Gueta, D., & **Babino, A.** (Accepted, 2022). Preparing pre-service teachers to support Latinx students around the topic of immigration using culturally relevant and sustaining pedagogy, standards, and texts. In J. Araujo (Ed.), *Reconceptualizing Preservice Teacher Preparation in Literacy Education*. IGI: Global.

**Babino, A.** (Accepted, 2022). Enacting a raciolinguistic perspective for "the new mainstream" in literacy classrooms. In J. Araujo (Ed.), *Reconceptualizing Preservice Teacher Preparation in Literacy Education*. IGI: Global.

**Babino, A.** (Invited, 2022). Named, Unnamed, and Coded Oppressions: Applying an Intersectional Analysis to Dual Language Bilingual Education Programs. In J.A. Freire, C. Alfaro, & E. DeJong (Eds.), *The Handbook on Dual Language Bilingual Education*.

Calderón-Berumen, F., **Babino, A.**, & Caldera, A. (In press, 2021). "You can't be a teacher talking like that": decolonizing raciolinguistic identities for teachers of color. *From Being Woke to doing #theWork: Using Culturally Relevant Practices to Support Student Achievement and Sociopolitical Consciousness*.

**Babino, A., & Dixon, K. V.** (2021) From me to we: Humanizing elementary classrooms for LGBTQ+ youth through an EC-6 teacher preparation program. In Management Association, I. (Ed.). (2021). *Research Anthology on Empowering Marginalized Communities and Mitigating Racism and Discrimination*. IGI Global. <http://doi:10.4018/978-1-7998-8547-4>

*\*Selected as a reprint in a new IGI collection "Critical Explorations".*

**Babino, A., & Dixon, K. V.** (2020) From me to we: Humanizing elementary classrooms for LGBTQ+ youth through an EC-6 teacher preparation program. In A. Sanders, L. Isbell, & K. V. Dixon (Eds.), *Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*, (pp. 25-65). IGI: Global.

Gonzalez-Carriedo, R., & **Babino, A.** (2018). Bilingual and biliterate skills as cross-competence skill success. In G. Conchas, M. Gottfried, M. Hinga, L. Oseguera (Eds.), *Educational Policy Goes to School*, 201-214.

**Babino, A., & Wickstrom, C. (2017).** Making space for Spanish. In E. Barbian, G. González, & P. Mejia (Eds.), *Rethinking Bilingual Education*, (pp. 193-199). Rethinking Education.

#### **D. Book Reviews**

**Babino, A. (2019):** Reseña de *La Luz de Lucía*. [Review of Lucy's Light] *WOW Libros: Leyendo entre palabras*. 2(1), 17-18.

**Babino, A. (2013).** Language and identity in a dual immersion school: Professional book review. *English in Texas*. 43(1), 52-54.

#### **E. Review of Materials (Invited)**

Kaier, J., & Morgan-Brown, J. (Expected publication, 2022). *Translanguaging on the fringes: An investigation of translanguaging practice in marginalised communities* Cambridge University Press.

Johnson, R. D., Araujo, J. J., & Cossa, N. (2017). *Literacy: The critical role of teacher knowledge*. The 39<sup>th</sup> Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

#### **F. Other Creative Achievements**

**Babino, A., & Riley, J. (2020, December 10).** Recast student reflection with letters to future students. *The Scholarly Teacher*.  
<https://www.scholarlyteacher.com/post/recast-student-reflection-with-letters-to-future-students>

**Babino, A. (2018).** Me llamo Ale, quien no cabe en tus casillas. [My Name is Ale, Who Doesn't Fit in Your Boxes] *Association of Mexican American Educators Journal*. 12(1), 75-77.

**Babino, A. (2017).** A response to the siren's call. *The Five Point Bulletin*. Dallas, TX: The North Star of Texas Writing Project.

**Babino, A. (2015).** Talk, read, talk, write: A gem for elementary to graduate school. *The Five Point Bulletin*. Dallas, TX: The North Star of Texas Writing Project.

#### **G. Op-Eds**

Stewart, M. A., & **Babino, A. (2021).** On saluting and resisting like unseen immigrant women changemakers on international women's day. *Latino Rebels* Retrieved from: <https://www.latinorebels.com/2021/03/08/onsalutingandresisting/>

**Babino, A., & Stewart, M. A. (2019).** Immigrant children need to learn English, and they

need to retain their native languages. *The Dallas Morning News* Retrieved from: <https://www.dallasnews.com/opinion/commentary/2019/09/10/immigrant-children-need-to-learn-english-and-they-need-to-retain-their-native-languages/>

## H. In the Media

Caldera, A., & Babino, A. (2021, May 19). Teaching that is Culturally-Relevant – Responsive and -Sustaining – Podcast Episode 211. Retrieved from <https://idra.news/Pod211>

Gage, C. (2021, Jan. 11). TAMUC Professor Co-Authors Innovative Literacy and Bilingual Education Book. Retrieved from <https://new.tamuc.edu/tamuc-professor-co-authors-innovative-literacy-and-bilingual-education-book/>

Gerald, J. P. B. (2020, Nov. 24) Radicalizing Literacies and Linguaging. Retrieved from <https://anchor.fm/unstandardized/episodes/Radicalizing-Literacies-and-Linguaging--with-Ale-Babino-and-Mandy-Stewart-e10ith>

Gerald, J.P.B. (2020, May 12). Critical COVID Conversations #6 with Ale Babino. Retrieved from <https://anchor.fm/unstandardized/episodes/Critical-Covid-Conversations-6-Ale-Babino-ech1sr>

Plascencia, A. (2019). Column: Gifting Me Joy. Retrieved from <https://www.farhar.net/opinions/2019/12/20/column-gifting-me-joy/>

Abbott, S. (2019). A & M-Commerce hosts annual quality enhancement plan awards ceremony. Retrieved from <https://news.tamuc.edu/am-commerce-hosts-annual-quality-enhancement-plan-awards-ceremony/>

LISD facilitator wins national award. (2016). *Lewisville Leader*. Retrieved from [http://starlocalmedia.com/lewisvilleleader/news/lisd-facilitator-wins-national-award/article\\_21ca3350-bd78-11e5-87c9-9ba204d2b18d.html](http://starlocalmedia.com/lewisvilleleader/news/lisd-facilitator-wins-national-award/article_21ca3350-bd78-11e5-87c9-9ba204d2b18d.html)

Steingruber, C. (2015). Growing up multi-cultured. *DFW Child*. Retrieved from <http://www.dfwchild.com/features/1530/Growing-Up-Multi-Cultured>

Central elementary's Babino named Lewisville Chamber educator of the year (2015). *The Lewisville Texan Journal*. Retrieved from <http://archive.lewisvilletexan.com/xoops/modules/news/article.php?storyid=3667>

## Scholarly Works in Progress

**Babino, A., & Stewart, M. A.** (Under review). Resistance literacies and languaging as advocacy: a comparative case study of two Mexicanas' intergenerational testimonios. *Literacy Research Theory, Method, & Practice*.

Stewart, M. A., & **Babino, A.** (In preparation). Whose bilingualism counts? juxtaposing sanctioned and subaltern bilingualism through two dual language teachers' testimonios. *International Journal of Bilingualism and Bilingual Education*.

**Babino, A.** (In preparation). When the program doesn't fit: A counterstory of dual language program implementation. *Journal of Latinos and Education*.

**Babino, A.**, González-Carriedo, R., Heiman, D. (In preparation) Attending to complexity: Exploring the biliteracy program implementation at one dual language school. *International Multilingual Research Journal*.

## PRESENTATIONS

### International

**Babino, A.**, & Stewart, M.A. (2019). El desarrollo cognoscitivo, emocional, y social de adolescents bilingües. [Cognitive, Emotional, & Social Development for Bilingual Adolescents] Workshop presented at La Escuela Arturo Muró. Portreillos, Panamá.

Stewart, M. A., & **Babino, A.** (2019). Multiple pathways to multilingual investment: a collective case study of self-identified mexicana students in the U.S. American Educational Research Association. Toronto, CA.

### National

Caldera, A., & Babino, A. (2021). Being a conduit and culprit of white language supremacy: a duo autohistoria-teoria. Qualitative Inquiry, Virtual.

Stewart, M. A., & **Babino, A.** (2021). Whose bilingualism counts? Juxtaposing sanctioned and subaltern bilingualism through two dual language teachers' testimonios. American Educational Research Association, Virtual.

**Babino, A.**, & Stewart, M. A. (2020). [Radicalizing literacies and languaging: Book Overview](#). Association of Literacy Educators and Researchers, Virtual.

Stewart, M. A., & **Babino, A.** (2020). [Resistance literacies and languaging as advocacy: a comparative case study of two Mexicana's intergenerational testimonios](#). Literacy Research Association, Virtual.

**Babino, A.**, & Dixon, K. V. (2020). From me to we: Humanizing elementary classrooms for LGBTQ+ youth through a teacher preparation program. American Educational Research Association. San Francisco, CA. (Cancelled due to COVID-19.)

- Babino, A., & Dixon, K. V. (2019).** From me to we: Strengthening ec-6 literacy education programs to foster humanizing practices for LGBTQ youth. Association of Literacy Educators and Researchers. Corpus Christi, TX.
- Babino, A., Cossa, N., Araujo, J. J., & Johnson, R. D. (2019).** Meet the editors of the ALER yearbook. Association of Literacy Educators and Researchers. Corpus Christi, TX.
- Stewart, M. A., & **Babino, A. (2018).** Disrupting status quo through viewing literacies and languaging within Bourdieu's reflexive sociology. Literacy Research Association. Indian Wells, CA.
- Araujo, J. J., **Babino, A., Cossa, N., & Johnson, R. D. (2018).** Meet the editors of the ALER yearbook. Association of Literacy Educators and Researchers. Louisville, KY.
- Babino, A., & Wickstrom, C. (2018).** When the program doesn't fit: Dual language stakeholders negotiate the unique program implementation at Rivera. American Educational Research Association. New York, NY.
- Babino, A., & Stewart, M. A. (2018).** Remodeling dual language programs: Teachers enacting programmatic agency within competing priorities. American Educational Research Association. New York, NY.
- Babino, A., & González-Carriedo, R. (2018).** Incentivizing multilingualism: The Seal of Biliteracy in Texas. National Association for Bilingual Education. Albuquerque, NM.
- Babino, A., & González-Carriedo, R. (2017).** Toward equity: Exploring the biliteracy program implementation at one dual language school. Literacy Research Association. Tampa, FL.
- Babino, A. & Wickstrom, W. (2017).** How "fiel" is your dual language implementation?: Results and implications from a comparative case study. National Association for Bilingual Education. Dallas, TX.
- Babino, A. (2016).** Same program, distinctive development: Exploring the biliteracy trajectories at two dual language schools. Literacy Research Association, Nashville, TN.
- Babino, A. (2016).** Learning two languages at the same time: Using the L1 to support the L2. National Association for Bilingual Education, Chicago, IL.
- Stewart, M. A., & **Babino, A. (2015).** Caring as a pedagogical framework for adolescent English learners: A formative experiment, Literacy Research Association. Carlsbad, CA.

**Babino, A., & Stewart, M.A. (2015).** Emergent bilinguals' emerging identities. American Educational Research Association. Chicago, IL.

**Babino, A., DeVaughn, N., & Hernandez, V. (2015).** Insuring equity: Conflicting cultural representations in dual language programs. National Association for Bilingual Education. Las Vegas, NV.

**Babino, A., DeVaughn, N., & Hernandez, V. (2014).** Insuring equity: Uncovering cultural inconsistencies in dual language programs. National Association for Bilingual Education. San Diego, CA.

**Babino, A., Nguyn, K., Pribanic, J., Miles, S. (2012).** RTI for elementary ELLs: Language acquisition, delay or disability? NABE Conference. Dallas, TX.

**Babino, A. (2011).** Si se puede: Facilitating dual language writer's workshop in a high stakes world, workshop style presentation to translate dual language writing research into classroom practice, NABE Conference, New Orleans, LA.

**Babino, A. (2011).** To be bien educado: Using case study of two Hispanic cousins as a springboard for discussion, a symposium to discuss views on "bien educado" and its implications for classrooms, NABE conference, New Orleans, LA.

## **Regional**

Roby, D. & **Babino, A. (2014).** Brave new world redux: Identification procedures for CLD students. Texas Association of Gifted and Talented. Ft. Worth, TX.

Roby, D., & **Babino, A. (2013).** Brave new world: Identification procedures for CLD students. Texas Association of Gifted and Talented. Houston, TX.

**Babino, A. (2012).** Serving bilingual gifted and talented students in a high stakes world. Texas Association of Gifted and Talented. Dallas, TX.

## **Local**

Gonzalez-Carriedo, R., & **Babino, A. (2017).** Incentivizing bilingualism: Application of the Seal of biliteracy. Texas Women's University, Denton, TX.

**Babino, A. & Windham, R. (2017).** Depth and complexity in 4<sup>th</sup> and 5<sup>th</sup> grades. Lewisville I.S.D. Lewisville, Texas.

**Babino, A. (2015).** Serving GT students in a high stakes world: Creating defensible service plans. Lewisville ISD. Lewisville, TX.

**Babino, A. (2014).** Dual language writer's workshop: It doesn't have to be so hairy! LISD Fall Inservice, Lewisville, TX.

**Babino, A.** (2014). Unpacking and aligning the TEKS. LISD Fall Inservice, Lewisville, TX.

Lewis, L. C. & **Babino, A.** (2013-2014). Cultivating culturally proficient leadership in dual language programs. LISD, Lewisville, TX.

**Babino, A.** & Pribanic, J. (2012). RTI in dual language settings, LISD Fall Dual Language Institute, Lewisville, TX.

Roby, D. & **Babino, A.** (2012). Dynamic duo: Combining dual language and GT programs, LISD Fall Inservice, Lewisville, TX.

**Babino, A.** (2011). ELL, program models and special education, Guest Lecturer at TWU.

**Babino, A.** & Hernandez, V. (2011). Making workstations work for you: Differentiating for primary and intermediate, TAIR conference for preservice teachers, Denton, TX.

**Babino, A.** & Swanson, B. (2011). Using comprehension toolkit across the curriculum, LISD Dual Language Institute, Lewisville, TX.

**Babino, A.** (2010). A bilingual perspective, LISD in service for new fourth grade Teachers, Lewisville, TX.

**Babino, A.** (2010). Metacognition in dual language education, LISD in service for pk-5 teachers, a macro and micro level view of metacognition in dual language education, Lewisville, TX.

**Babino, A.** (2009). Making work stations work for you, LISD In service for 3-5 grade language arts teachers, Lewisville, TX.

## SERVICE

### **A. Professional Memberships**

Association for Literacy Educators and Researchers (2017-present)

Literacy Research Association (2015-present)

American Educational Research Association (2014-present)

National Association for Bilingual Education (2011-present)

### **B. Honors and Awards**

2021	“Ceaseless Innovation” Research Award	Faculty Senate, Texas A & M University – Commerce
2021	TABPHE Teaching Award	TABPHE Chapter of TAMU-C
2020	Early Career Reviewer Award	Bilingual Research Journal
2019	Augustine “Chuck” Arize Junior Faculty Award for Research, Teaching, & Service	Texas A & M University –
2019	Distinguished Global Fellow	Texas A & M University – Commerce
2018	OpEd Writing Fellow	Write to Change the World - Education Cohort
2018	Global Fellow	Texas A & M University – Commerce
2017	Alatis Prize Nomination	The International Research Foundation for English Language Education
2016	1 <sup>st</sup> Place Outstanding Dissertation	National Association for Bilingual Education
2015	District Teacher of the Year	Lewisville Chamber of Commerce
2014	Campus Teacher of the Year	Central Elementary
2009-2011, 2014-2015	Roberto Alonzo Scholarship	University of North Texas

### **C. Grants**

#### **External**

2020	Texas Higher Education Coordinating Board: Bilingual Education Scholarship Program. PI: Jennifer Dyer, co-PI: Alexandra Babino, \$107,142.00 Awarded
2018	Institute of Education Sciences: Three Innovative Online SIOP Courses to Improve EL Teaching, \$1.4 M-Unfunded

#### **Internal**

#### **Texas A & M University – Commerce**

2020 Faculty Development Grant, Unfunded  
2019 International Faculty Development Grant, \$2,000 Unfunded  
2018 Faculty Development Grant, \$700 Awarded  
2017 Faculty Development Grant, \$700 Awarded

**University of North Texas**

2015 Graduate Student Research Travel Grant, \$500 Awarded  
2014 Dissertation Research Support Grant, \$500 Awarded

**Lewisville I.S.D.**

2014 LEF Grant for Graduate Students, \$500 Awarded

**D. Department Service**

Supervision, Curriculum & Instruction Doctoral Program Co-Coordinator (August, 2020-present)

Curriculum Committee with U.S. Prep (March 2020-present)

Undergraduate EC-6 Program Interviewer (2017-present)

Bilingual/ESL Program Director, Department of Curriculum and Instruction (November, 2019-August, 2020)

Bilingual/ESL Student Organization (BESO) Co-Faculty Advisor, Texas A & M University - Commerce (2017-2020)

Secondary Writing Remediator (2017-2019)

Search Committee Chair, Texas A & M University – Commerce  
Associate Professor Faculty (Fall, 2020)  
Assistant Professor Faculty (Fall, 2020)  
Two clinical professor positions (Fall, 2020)

Search Committee Member, Texas A & M University – Commerce  
Bilingual/ESL Tenure-Track Faculty (Spring 2018)  
Statistics and Research Tenure-Track Faculty (Spring 2018)

## **E. University Service**

Latinx Student Initiatives Committee, Texas A & M University - Commerce (2020-present)

Latino Staff and Faculty Association, Texas A & M University - Commerce (2020-present)

Diversity, Equity, and Inclusion Committee, Texas A & M University - Commerce (2020-present)

IRB Board Member Alternate, Texas A & M University - Commerce (2019-present)

IRB Board Member, Reviewer of Spanish materials, Texas A & M University - Commerce (2019-present)

Latin American and Latino Studies (LALS) Advisory Board Member, Texas A & M University – Commerce (2017-present)

Quality Enhancement Plan (QEP) Committee member, Texas A & M University - Commerce (2017-2019)

## **F. National Service**

### **Journal Reviewer**

Journal of Multilingual and Multicultural Development (2021- present)

International Multilingual Research Journal (2020 – present)

Social Semiotics (2020 – present)

Texas Journal of Literacy Education (2019 – present)

Teacher's College Record (2018 - present)

Bilingual Research Journal (2014 - present)

Journal of Latinos and Education (2014 - present)

### **Special Interest Groups**

Bilingual Research SIG, AERA (2014-present)

Multilingual and Transcultural Literacies Community Group, LRA (2018-present)

## **Leadership**

Association for Literacy Educators and Researchers (ALER) Board Member  
(2018-present)

Co-Editor of the Association for Literacy Educators and Researchers (ALER)  
Yearbook (2018-present)

Publication Committee for the Association for Literacy Educators and  
Researchers (ALER) (2018-present)

Secretary/Treasurer of the Bilingual Education Research SIG, AERA (2018-  
2020)