

**Laura Alvarez, Ph.D.**

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EDUCATION

- 2011 **Stanford University School of Education**, Stanford, CA  
Ph.D., Educational Linguistics
- 2004 **Mills College School of Education**, Oakland, CA  
M.A., Education with an Emphasis in Teaching
- 2001 **Mills College School of Education**, Oakland, CA  
Professional Clear Multiple Subject Credential with CLAD  
BCLAD Certificate (Spanish) granted in 2003  
Clear English Single Subject Credential granted in 2013
- 1998 **University of California at Santa Cruz**, Santa Cruz, CA  
B.A., Anthropology with a concentration in cultural anthropology  
Graduated with College Honors

TEACHING, PROFESSIONAL DEVELOPMENT & TEACHER EDUCATION EXPERIENCE

2020-present

*Assistant Professor of Teacher Education and Bilingual Education*

2019-2020

**Melrose Leadership Academy**, Oakland Unified School District  
*Newcomer ELD Teacher, Grades 6-8*

Teaching newcomer ELD/history and ELD/science core classes for recently arrived 6-8<sup>th</sup> grade students in a dual-immersion program. Developing instructional units that integrate language development, content, and disciplinary practices. Differentiating instruction for students with limited or interrupted formal education. Creating and implementing intake and assessment systems for newly arrived students. Teaching an 8<sup>th</sup> grade advisory class integrating newcomers with other dual-immersion students to provide language and socio-emotional learning experiences for both groups in English and Spanish.

2017-2019

**Melrose Leadership Academy**, Oakland Unified School District  
*Instructional Teacher Leader/Teacher on Special Assignment*

Designed and managed school-wide professional development plan for TK-8 dual-immersion school. Facilitated weekly inquiry-based professional development for teachers of all content areas, with a focus on supporting English learners. Designed and facilitated professional development sessions on topics such as supporting language development, reading instruction, building student efficacy, socio-emotional learning, and standards-based grading. Supported colleagues in sharing their learning and practice in professional development sessions. Coached new teachers. Managed school-wide English language proficiency assessment administration and reclassification. Taught newcomer and reading intervention classes for grades 4





implications for teacher education and professional development. Developed NGSS-aligned science units that integrate language learning affordances with inquiry-based science curriculum and project website with video exemplars and supporting materials. Conducted professional development and coached participating teachers.

2012-2017 **Mills Teacher Scholars, Oakland, CA**

*Teacher Researcher*

Conducted applied research in my classroom focused on key topics in language and literacy learning, including supporting students to engage in student-led discussions of complex text and construct arguments with textual evidence. Through my research, I have developed instructional routines and assessment tools grounded in the needs of my diverse students, including English learners, bilingual students, and other students developing academic language in school.

2009-2011

**cess and in Practice: An**

Stanford University

Conducted a seven-month design experiment teaching a reading group of 4<sup>th</sup> grade Latino students designated as English learners. The dissertation provides a grounded

language practices over time as they read and discussed science texts in Spanish.

2010-2011

**Stanford University School of Education, Stanford, CA**

*Research Assistant, Human Well Being and International Migration: Issues and Ideas about Ethnicity, Race, and Language, Stanford University.*

Conducted and analyzed interviews with immigrant parents about conceptions of and experiences with educational institutions in their home countries and the United States.

2006-2010

**Stanford University School of Education, Stanford, CA**

*Research Assistant, Ravenswood English Project, directed by Prof. Guadalupe Valdés. Coordinated after-school intervention program pairing K-3 English learners with*

Analyzed video/audio-taped assessments and interactions to examine language growth and co-authored publications and presentations.

1997-1998

**University of California at Santa Cruz, Department of Latin American and Latino Studies, Santa Cruz, CA**

*Research Assistant for Dr. Susanne Jonas. Conducted research on the peace and reconciliation process in Guatemala.*

## PUBLICATIONS

Alvarez, L. (2020). *Teaching English Learners from a Distance: A Norton Quick Reference Guide*. New York: Norton.

Alvarez, L., Capitelli, S., De Loney, M., & Valdés, G. (2020). English Learners as Agents: Collaborative Sense-Making in an NGSS-A

Alvarez, L., & Pease-Alvarez, L. (2020). An Inquiry Approach to Learning Content with Newcomer Students. *Norton K-12 Talk Blog*. <https://k-12talk.com/2020/05/13/an-inquiry-approach-to-learning-content-with-newcomer-students/>

Alvarez, L. (2020). Teaching in the Time of Corona: Supporting Newcomer Students During School Closures. *Norton K-12 Talk Blog*. <https://k-12talk.com/2020/04/02/teaching-in-the-time-of-corona-supporting-newcomer-students-during-school-closures/>

Samway, K., Pease-Alvarez, L., & Alvarez, L. (2020). *Supporting Newcomer Students: Advocacy and Instruction for English Learners*. New York: Norton.

Mills

*Teacher Scholars Voices*. <http://millsscholars.org/grappling-with-the-black-hole-supporting-students-discussions-about-text/>

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). Focusing formative assessment on the needs of English language learners. San Francisco: WestEd.

Alvarez, L. (2012). Reconsidering Academic Language in Practice: The Demands of Spanish Expository Rea  
*Bilingual Research Journal*, 35(1), 32-52.

Capitelli, S., Alvarez, L., & Valdés, G. (2012). Educating English Learners: An Integrated Perspective. In M. Calderón (Ed.), *Breaking Through: Effective Instruction & Assessment for Reaching English Learners*. Bloomington, IN: Solution Tree Press.

Valdés, G., Capitelli, S., & Alvarez, L. (2011). *Latino Children Learning English: Steps in the Journey*. New York: Teachers College Press.

Valdés, G., MacSwan, J., & Alvarez, L. (2009). Deficits and Differences: Perspectives on Language and Education. Paper for the National Academy of Sciences Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap. Menlo Park, CA.

Alvarez, L. & Corn, J. (2008). Exchanging Assessment for Accountability: The Implications of High-Stakes Reading Assessments for English Learners. *Language Arts* 85(5), 354-365.

## CONFERENCE PRESENTATIONS

Samway, K., Pease-  
COVID-

Capitelli, S.,

Alvarez, L., Ginsberg, L.,

in Action Forum. Oakland, CA.

presentation at Mills Teacher Scholars Gather. Oakland, CA.

Project, Bay Area Science Project, and Bay Area Writing Project Saturday Seminar. Albany, CA.

Oakland, CA.

2009 Stanford Vice Provost for Graduate Education (VPGE) Diversity Dissertation Research Opportunity Grant

2008-2009 Co-Director, Stanford Language, Equity and Educational Policy (LEEP) Working Group and Colloquium Series

2004

