

Karla Lomeli, Ph.D.

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EDUCATION

Ph.D. Race, Inequality, and Language in Education	2020
Stanford University	
Dissertation: <i>Cultural Competence in the Teaching of Latinx Immigrant-Origin Youth: Exploring the Moral Ethic of Cariño in the Teaching Profession</i>	
Committee Members: Rachel Lotan, Guadalupe Valdés, & Ramón Martínez	
M.A. Sociology, Stanford University	2018
M.A. Ed. Teacher Education, Bethany University	2008
B.A. Counseling Psychology, Bethany University	2003

CREDENTIALS

Administrative Leaders in Educational Administrative Program (SCOOE)	2010
CA Single Subject Teaching Credential in English Language Arts With BCLAD Authorization	2008

RESEARCH INTERESTS

Intersection of race and language and its implications for literacy development of multilingual students of immigrant-origin, teaching and learning of linguistically and culturally diverse students, curricular change, teacher learning in school districts, curricular access and inclusion for English Language Learners, bilingualism, liberatory literacy practices, and anti-racist teaching.

PUBLICATIONS

JOURNAL ARTICLES

- Lomeli, K.** (in review). *The Work of Growing Young People Con Cariño: A Reconstructive Lens on one One White Teacher's Critical Pedagogies*. English Teaching Practice and Critique.
- Trepper, K., Levine, S., **Lomeli, K.** (in review). *One Text, Two Worlds, Third Space: Design Principles for Bridging the Worlds Divide in Teacher Education*. Teaching and Teacher Education International Journal of Research and Studies.
- Lomeli, K & Gutierrez, K.** (revisions in review). *Examining the intersections of Culturally-Sustaining Pedagogies and Youth Literature in theatre performing arts and its implications for a more inclusive learning*

experience for BIPOC students. (E. Editor, Ed.). Ethnic Studies and Children Literature. SUNY Press.

Pérez-Jöhnik, G. A., **Lomeli, K.**, Peña, Courtney, Mejia, Alex. (in review). *Constructing a Legacy: Lessons from La Gran Maesta.* Contributions to Festschrifts for Guadalupe Váldez.

Lomeli, K. (2020). *Cultural Competence in Teaching Immigrant-Origin Youth: The Ethic of Cariño.* Stanford University.

Valdés, G., **Lomeli, K.**, & Taube, J. (2017). Nurturing Discursive Strengths: Efforts to Improve the Teaching of Reading and Writing in a Latino Charter School. In *English Language Arts Research and Teaching* (pp. 107-122). Routledge.

MANUSCRIPTS IN PREPARATION

Lomeli, K., Taube, J., Pérez-Jöhnik, G. A. (in progress). *Rethinking Language & Literacy for Bilingual Latinx Students.* Journal of Latinos in Education.

Lomeli, K. (in progress). *Nurturing student connections through critical literacy: A form of Cariño.* Association of Mexican American Educators Journal.

Lomeli, K. (in progress). *The Ethic of Cariño for Equity: Fostering the voices of immigrant-origin youth through critical literacy.* Journal of Adolescent and Adult Literacy.

Sedlacek, G. A., **Lomeli, K.** (in progress). *Audiences that Matter: Connecting Research on Culturally Relevant Pedagogy and Writing to Learn in Science.* Journal of Adolescent and Adult Literacy.

Chavez, R., **Lomeli, K.**, Langer-Osuna, J.M., & Kwon, F. (in progress). *It's not a race problem: Problematizing the essentialism of Latinidad and its contribution to Anti-Blackness in Mathematics Education.* Educational Studies in Mathematics and International Journal.

TECHNICAL REPORTS

Monroe, X. J., Villa III, A. M., **Lomeli, K.**, Pérez-Jöhnik, G. A., Schwartz, D. L., & Brown, B. A. (2019). Students' Perceptions and Attitudes Toward Digital Media Academy and STEM Fields.

CONFERENCE PROCEEDINGS

Lomeli, Karla. (2022). Teaching con Cariño: An Anti-Racist Approach to Critical Literacy. Presented at the Literacy Research Association paper session. Phoenix, AZ.

Chavez, R., **Lomeli, K.**, Kwon, F., & Langer-Osuna, J.M. (2022, April). "It's Not About Race": Problematizing Latinidad and Its Contribution to Anti-Blackness in Teacher Education. Paper to be presented at American Educational Research Association meeting, San Diego, CA.

- Lomelí, Karla.** (2021). The Ethic of Cariño for Equity Driven Literacy: Fostering the Literacy Development of Culturally and Linguistically Diverse Students. Presented at the Literacy Research Association paper session. Atlanta, GA.
- Lomelí, Karla.** (2019). Cultural Competence in Teaching Immigrant-Origin Youth: The Ethic of Cariño. Presented at the 9th Annual Conference on Education and Social Justice paper session. Honolulu, Hawaii.
- Garcia, A., Levine, S., **Lomelí, K.**, Trepper, K. (2019). Bridging the Two Worlds of Teacher Education Through Synchronous “Learning Argument” and “Teacher Argument” Units. Presented at the American Educational Research Association poster session. Vancouver Canada.
- Perez, G., **Lomelí, K.**, Song, D. (2019). Translingual Science Learning in Education: Between Language Minoritization and Ethnic and Racial Minoritization. Presented at the Association of Applied Linguistics colloquium session. Atlanta, GA.
- Lomelí, Karla.** (2017). Teachers’ Views of Pedagogical Change: A Case Study of a Reading and Writing Intervention with Immigrant-Origin Latinos. Presented at the American Educational Research Association paper session. San Antonio, Texas.
- Lomelí, Karla.** (2017). Rethinking Language & Literacy Pedagogy for Bilingual Latino/a Students. Presented at the California Association of Bilingual Education paper session. Anaheim, California.
- Valdés, G., **Lomelí, K.**, Taube, J. (2017). Efforts To Improve the Teaching of Reading and Writing in a Latino Charter High School. Presented at the Association of Applied Linguistics symposium session. Portland, OR.
- Lomelí, Karla.** (2017). ‘But you are changing everything I know!’ Teachers’ Views of Pedagogical Change: A Case Study of a Reading and Writing Intervention with Immigrant-Origin Latinos. Presented at Stanford University at the Race, Inequality, and Language in Education 1st annual conference Poster Session. Stanford, CA

INVITED TALKS

- Lomelí, K.** (2021). Navigating American Schooling Systems: Bilingual Parenting Panel for immigrant-origin Latinx students and their parents. Healing Grove Health Center.
- Lomelí, K.** (2020). Enhancing Diversity and Inclusion in the Bureau. San Francisco, CA. Federal Bureau of Investigation Headquarters.

EXTERNAL AND INTERNAL GRANTS

JEDI: Leadership Through Literacy
PI: Karla Lomelí

Summer 2022

The Justice, Equity, Diversity, and Inclusion in funded by the Office of the Provost at SCU. This summer stipend research grant supported the beginning stages of data analysis of a research project started in 2021-2022 academic school year titled Leadership

Through Literacy. A research project that involved leading a literacy club that met weekly with forty, fifth and sixth graders at a local public school. Through small community circles students discussed their experiences during and post distance learning and write about those experiences in their personal journals. Implementing focus group and conducting student interviews an analysis of their experiences will be examined.

BBILY: Bilingual/Biliterate Instruction for Bilingual Youth 2021 – 2026

Co-PIs: Claudia Rodriguez-Mojica, Allison Briceño, & Karla Lomeli

Awarded from the U.S. Department of Education, Office of English Language Acquisition. Funded for \$2.6 million. Develop high-quality online workshops in Spanish for K-8 Dual Language teachers. These workshops will provide preservice and in-service teachers in California and New Mexico with professional development to improve instruction for ELs by building content vocabulary, comprehension, and writing, and support teachers' accurate and timely use of data. BBILY will also promote strong school-home partnerships by providing EL caregivers with evidence-based strategies for promoting content literacy and supporting caregiver-teacher collaboration through shared workshops.

RESEARCH EXPERIENCE

Leadership through Literacy Project 2020 - Present

PI: Karla Lomeli

Collecting data through leading a literacy club that meets weekly during lunch in which forty fifth and sixth grade participants join. Through small community circles students discuss their experiences during and post distance learning and write about those experiences in their personal journals. Implementing focus group and conducting student interviews an analysis of their experiences will be examined.

Bilingual/Biliterate Instruction for Bilingual Youth 2021 – 2026

Co-PIs: Claudia Rodriguez-Mojica, Allison Briceño, & Karla Lomeli

(Funded for \$2.6 million). Will develop culturally and linguistically responsive curriculum and online professional development workshops for teachers in bilingual and dual language programs across the content areas with a special focus on multilingual literacy development.

Understanding how Latinx Pre-Service Teachers Make Sense of Latinidad to Inform Teaching Practices 2020 - Present

Co-PIs: Rosa Chavez & Karla Lomeli

Collected and analyzed positionality statements from Latinx pre-service teachers across three institutions to understand how teacher candidates make sense of their own Latinidad in relation to their schooling experiences and mathematics teaching. Will be applying for grant funding to collect future data with bilingual pre-service teachers who teach in bilingual and/or dual language programs.

Dissertation: Cultural Competence in Teaching Immigrant-Origin Youth: The Ethic of Cariño 2018 – 2020

PI: Karla Lomeli

Conducted interviews with teachers of immigrant-origin youth, as well as classroom observations, and four case study classrooms in Northern California to understand how teachers

practices and perspectives inform teachers instructional practices with linguistically and culturally diverse students.

Stanford 3 District Partnership for Increasing Long-Term Serving Capacity

2019 – 2020

Project Manager: Karla Lomeli

PI: Drs. Guadalupe Valdés and Guillermo Solano-Flores

The Stanford Tri-District Project (3D) focuses on *Long Term English Language Learners* (LTELs)—students who have not attained English language proficiency after five years of initial classification as English language learners. Collaborated with research team on identifying students to participate on the program. Manage day-to-day progress of project work in partnership with PIs and school district personnel. Ensure forward progress of the research study according to project timeline; identify barriers and work to trouble-shoot.

Digital Media Academy Summer Research Program to Inform Teaching Practices

Summer 2019

Co-PIs: Dr. Bryan Brown & Dr. Dan Schwartz

Research Assistant: Karla Lomeli

This project provided a review of the summer digital media camps enterprise that involves the participation of adolescents as they engage in one- or two-week camps to develop their digital literacies. This project emerged from the desire of the Digital Media Academy team to better understand the dynamics and effects of their course offerings on students' interest and engagement. Conducted focus groups of adolescents to understand their process of participation in digital media literacies. Filmed focus and audio recorded focus group for analysis. Identified emergent themes across courses as related to what the students saw as highlights and what they suggested as improvements. Collaborated in a program review of Stanford third -party summer camps. Collaborated in data the analysis and writing of a final report.

Science and Integrated Language (SAIL) Funded by The National Science Foundation

2015-2018

PIs: Drs. Guadalupe Valdés and Helen Quinn, (Stanford University), Ohkee Lee, and Lorena Llosa (New York University)

Research Assistant: Karla Lomeli

This project produces new NGSS-aligned materials for 5th grade and examines strategies that elementary school teachers could implement in order to meet the needs of students currently categorized as English Language Learners. Collaborated with research team on long-term science and English Language Learners Project for 5th Grade Instruction in Science with NGSS alignment curriculum. Examined strategies that effective programs use to respond to the educational needs of long-term English language learners (ELLs) and the new NGSS curriculum. Led classroom classroom data. Filmed classroom instruction of the newly written science curriculum using a robotic camera (SWIVL). Produced conceptual memorandums of lessons upon completion of filming the lesson.

Stanford Language and Literacy Intervention for English Language Learners at the Secondary Level

2014-2016

PI: Dr. Guadalupe Valdés

Research Assistant: Karla Lomeli

This project was a longitudinal intervention designed to examine the instructional/linguistic needs of students categorized as English Language Learners in small charter high school. Led data collection (classroom observations, teacher and administrator interviews, content level professional development) at one school site. Participated in a design study meant to retool and redesign the way

language acquisition is taught to newly arrived High School students in East Side San José. Examined the instructional/linguistic needs of English Language Learners in the mainstream classroom. Conducted weekly classroom observations. Arranged weekly meetings with classroom teacher. Designed and implement lessons that were aligned with the PI's theory of change. Worked with teacher to implement strategies that were linguistically responsive to the needs of the recently arrived students.

GRANTS AND FELLOWSHIPS

Santa Clara University, U.S. National Professional Development Grant	2021-2025
Stanford University Digital Teaching Fellowship	2020
Stanford University Diversity Dissertation Research Opportunity Grant	2020
Stanford University Preparing Future Professors Fellowship	2019
Stanford University Digital Teaching Fellowship	2019
Stanford University Graduate Public Service Doctoral Fellowship	2018
Stanford GSE Dean's Collaborative Learning Fund Grant – Women of Color Collective	2018
Silicon Valley Latino Leadership Alliance Fellow	2016
Stanford University Enhancing Diversity in Graduate Education Fellowship	2014-2016

HONORS AND AWARDS

Stanford University Community Impact Award	2020
Stanford Diversifying Academia, Recruiting Excellence Program Alternate	2018
Latino College Preparatory Academy Outstanding Teacher of the Year Award	2009

UNIVERSITY TEACHING EXPERIENCE

Santa Clara University – Assistant Professor

EDUC 294B – Adolescent Literacy	2022
EDUC 294A – Adolescent Literacy	2021
EDUC 257 – English Language Development in TK-12	2021
EDUC 249B – Bilingual Methods	2021
EDUC 294B – Adolescent Literacy	2021
EDUC 294A – Adolescent Literacy	2020
EDUC 249B – Bilingual Methods	2020

Stanford University Graduate School of Education

EDUC 299 – Beyond Equity and Schooling, Teaching Assistant	2020
EDUC 388 – Language Policy and Practices – ELA & Instructional Support	2020
EDUC 299 – Beyond Equity and Schooling, Teaching Assistant	2019
EDUC 388 – Language Policy and Practices – ELA & Instructional Support	2019
EDUC 299 – Beyond Equity and Schooling, Teaching Assistant	2018
EDUC 388 – Language Policy and Practices – ELA & Instructional Support	2018
EDUC 299 – Beyond Equity and Schooling, Teaching Assistant	2017
EDUC 388 – Language Policy and Practices – ELA & Instructional Support	2017
EDUC 299 – Beyond Equity and Schooling, Teaching Assistant	2016

Santa Clara University – Adjunct

EDUC 249B – Bilingual Methods	2019
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EDUC 257 – English Language Development in TK-12 2018

San Jose State University – Adjunct

EDTE – Special Studies in Education MA Inquiry Project Advisement 2019
EDTE 262 – Language and Literacy Dev. of Second Language Learners 2018
EDTE 353 – Methods in Teaching English 2018
EDTE 262 – Language and Literacy Dev. of Second Language Learners 2017
EDTE 353 – Methods in Teaching English 2017

K-12 TEACHING EXPERIENCE

English Language Arts Teacher – Grades 9th-12th August 2008– June 2014

Latino College Preparatory Academy, San José, CA.

- Developed/taught multiple standards based curriculum (9th-12th grade classes, American Literature, British Literature, World Literature CCSS aligned Reading and Writing Initiative).

Chicano Literature – Grades 11th-12th August 2007– June 2008

Latino College Preparatory Academy, San José, CA.

- Developed/taught culturally relevant literature to a 99% Latinx student demographic.

English as a Second Language Teacher – 9th Grade August 2006– June 2007

Alisal High School, Salinas, CA.

- Developed curriculum that would enhance reception and production of English.
- Taught transitional English Language Learners (9th grade).

Language Arts Teacher – 10th Grade August 2005– June 2006

El Portal Leadership Academy, Gilroy, CA.

Mexican American Community Services Agency

- Developed/taught multiple standards-based curriculum
- 10th grade classes, World Literature, CST aligned & CAHSEE Prep.

Language Arts Teacher – 9th Grade August 2004– June 2005

Academia Calmecac, San José, CA.

Mexican American Community Services Agency

- Developed/taught multiple standards-based curriculum (9th American Literature, CST aligned & CAHSEE Prep).

K-12 PROFESSIONAL SERVICE

INSTRUCTIONAL COACHING

Stanford Instructional Coach September 2015 – December 2017

Center for Support in Excellence in Teaching, Stanford University, Stanford, CA.

- Coached Spanish Heritage Teachers across the state of CA.

- Provided targeted practices that align with accompanied Stanford World Languages seminars throughout the academic school year.
- Designed and developed coaching model aligned with the Stanford Hollyhock program.

Literacy & Language Coach

August 2012 – June 2014

Reading & Writing Initiative Coach, Latino College Preparatory Academy, San José, CA.

- Implemented a school wide initiative that shifted the instructional practices of Literacy approaches aligned with CCSS and College & Career Readiness Standards.
- Responsible for collaborating across three departments within the school to shift literacy practices in the classroom.

Instructional Coach

September 2012 – June 2014

Beginners Teacher Support and Assessment (BTSA), Silicon Valley New Teacher Center, Santa Clara, CA.

- Engaged preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements for California Single Subject credential.
- Coached an entire district’s first- and second-year teachers.

PROFESSIONAL EXPERIENCE

EDUCATIONAL CONSULTING

Language & Literacy Curriculum Consultant

September 2015 – June 2016

The Foundation for Hispanic Education

Latino College Preparatory Academy, San José, CA.

- Provided guidance and structure to the Literacy Development of a school program that is aligned with the college readiness standards for English Language Learners.
- Provided Summer Professional Development for Teachers across three departments (English, Spanish, and Social Science) in school wide Reading and Writing initiative.
- Provided coaching and guidance to teacher leadership and district literacy coach.

9th Grade Reading & Writing Summer Bridge Program Consulting

Summer 2014

Latino College Preparatory Academy, San José, CA.

- Designed a reading and writing curriculum that addressed issues of inequality for Latinx students.
- Engaged students in process writing & complex analysis of critical text.

ELL Summer Program Consulting

Summer 2013

Latino College Preparatory Academy, San José, CA.

- Trained classroom teacher to work with newly arrived ELLs in the school.
- Co-taught lessons that was linguistically responsive to newly arrived students in order to enhance receptive skills.

- Created videos that would provide access to the language in order to target receptive skills of students.

UNIVERSITY SERVICE

Graduate School of Education Women of Color Collective November 2018– Present **Founding & Planning Committee**

Stanford, CA

- Collaborated to coordinate workshops for women of color to in the graduate school of education. These workshops are geared to encourage and strengthen diversity in academia.
- Liaised between graduate students and learning communities interested in issues of inclusion and diversity as it pertains to women of color in the academy.

Race, Inequality, and Language in Education Conference August 2017– Present **Planning Committee**

Stanford, CA

- Collaborated to coordinate conference logistics for the Stanford community and beyond for two consecutive years (2017 and 2018).
- Liaised between graduate students and learning communities interested in issues of race and language in schools.

Enhancing Diversity for Graduate Students Mentor August 2017– Present

Stanford, CA

- Collaborated to coordinate guest speaker events for the Stanford community and beyond.
- Liaised between graduate students and learning communities interested in issues of language & equity in schools.

Frosh/Soph Fist Generation Undergraduate Mentor September 2014– Present

El Centro Chicano & Latino, Stanford, CA

- Mentored first generation undergrad students of Latino/Chicano descent.
- Provided academic and emotional support as students made transition to Stanford life.

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association
- Literacy Research Association
- California Association of Bilingual Education
- National Association of Bilingual Education
- National Council of Teachers in English

LANGUAGES & RELEVANT SKILLS

- Spanish (Bilingual and Biliterate)
- Speak, write, and understand Spanish fluently
- Deeply understand the narrative of immigrant-origin Latino/a and first-generation students

- Santa Clara University, CITI (Collaborative Institutional Training Initiative) certified
- Stanford CITI (Collaborative Institutional Training Initiative) certified
- Trained in STATA