

Pablo C. Ramírez, Ph.D.

Professor
California State University Dominguez Hills

CSU Dominguez Hills
College of Education
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(619)387-6354

EDUCATION	2011	Ph.D., Multilingual Education, Claremont Graduate University
	2005	M.A., Spanish, San Diego State University
	2000	B.A., Education, San Diego State University
ACADEMIC POSITIONS	2021	Professor, College of Education, California State University Dominguez Hills
	2019	Associate Professor, College of Education, California State University Dominguez Hills
	2018	Assistant Professor, College of Education, University of Utah
	2011	Assistant Professor, Mary Lou Fulton Teachers College, Arizona State University
TEACHING POSITIONS	2000-2009	Bilingual Teacher/EL/Social Studies, Logan School, San Diego, CA
	2009-2011	Social Studies, Logan Middle School, San Diego, CA
	2006-2010	Parent Institute for Quality Education Administrator, San Diego , CA
	1998-1999	Bilingual Teacher, Rosa Parks Elementary, San Diego, CA

PUBLICATIONS

Ramírez, P., & Faltis, C. (in press). Pre-service teachers enacting translanguaging pedagogy in closed language spaces. *Language and Education*.

Park, E., & Ramírez, P. (2022). Digital Inclusion and Digital Divide Revealed by the Global Pandemic. *International Journal of Multicultural Education*, 23 (3).

Ramírez, P., & Garza, A. (2021). Centering Translanguaging in Teacher Education: Cultivando Nuevos Conocimientos de Translenguaje en la Educación de Docentes Bilingües. *Association of Mexican American Educators Journal*, 15(3), 1-10.

Ramírez, P., & Salinas, C. (2021). Reimagining Language Space with Bilingual Youth in a Social Studies Classroom. *Bilingual Research Journal*.
<https://doi.org/10.1080/15235882.2021.1994054>

Ramírez, P., & Ross, L. (2019). Secondary Dual Language Learners and Emerging Pedagogies: The Intersectionality of Language, Culture and Community. *Theory into Practice*, 58 (3), 176-184.

Note: Graduate student co-author names are underlined.

Ramírez, P., & Faltis, C. (2019). Re-imagining dual language education in the United States. *Theory into Practice*, 58 (3), 101-106.

Ramírez, P., Vickery, A., Salinas, C., & Ross, L. (2016). Advocating for language rights: Critical Latina bilingual teachers creating bilingual space in Arizona. *The Bilingual Research Journal*, 39(3-4), 296-308.

Ramírez, P., Jimenez-Silva, M., Boozer, A., & Clark, B. (2016). Going against the grain in an urban Arizona high school: Secondary pre-service teachers emerging as culturally responsive educators. *Multicultural Perspectives*, 18(1), 20-28.

Ramírez, P., & Taylor, A. (2016). Culturally responsive active citizenship education for newcomer students: A cross-state case study of two teachers in Arizona and New York. *International Journal of Multicultural Education*, 18(1), 45-67.

Ramírez, P., Ross, L., & Jimenez-Silva, M. (2016). The intersectionality of border pedagogy and Latino/a youth: Enacting border pedagogy in multiple spaces. *The High School Journal*, 99(4), 302-321.

Ramírez, P., Gonzalez, D., & Roy, B. (2016). Preparing pre-service secondary teachers in Arizona: Using culturally responsive approaches to learn from diverse secondary English learners. *Multicultural Education*, 23(2), 22-30.

Ramírez, P., & De La Cruz, Y. (2015). The journey of two Latino educators: Our collective resilience and education. *Journal of Latinos and Education*, 15(1), 58-65.

Ramírez, P., & Jimenez-Silva, M. (2015). The intersectionality of culturally responsive teaching and poetry: Validating secondary Latino youth and their community. *Multicultural Perspectives*, 17(2), 87-92.

Ochoa, A., Brandon, R., Kadiero-Kaplan, K., & **Ramírez, P.** (2014). Bridging bilingual and special education: Opportunities for transformative change in teacher preparation programs. *Association of Mexican American Educators Journal*, 8(1), 72-82.

—Cabell's Directory acceptance rate = 20%

Ramírez, P., & Jimenez-Silva, M. (2014). Secondary English learners: Strengthening their literacy skills through culturally responsive teaching. *Kappa Delta Pi Record*, 50(2), 65-69.

Ramírez, P. (2014). Engaging culturally and linguistically diverse youth through performance poetry. *The English Journal*, 103(6), 74-76.

Ramírez, P. (2013). Teaching social studies to English language learners at the middle school level contexts. *Illinois Social Studies Journal*, 1(2), 10-18.

Ramírez, P. (2013). An interview with Dr. Alma Flor Ada. *Journal of Latinos and Education*, 12(2), 121-130.

Ramírez, P., & Gonzalez, G. (2012). Critical Latina agency: Love, tension, and perseverance. *Association of Mexican American Educators Journal*, 6(1), 34-44.

BOOKS

Ramirez, P. (in press). *Reimagining Citizenship Education: Empowering Students to Become Critical Leaders and*

Community Role Models Reimagining Citizenship Education.
New York, NY: Information Age Publishing.

Ramírez, P., & Faltis, C. (2020). *Dual Language Education in the US: Rethinking Pedagogy, Curricula, and Teacher Education to Support Dual Language Learning for All*. New York, NY: Routledge.

Ramírez, P., Faltis, C., & De Jong, E. (Eds.). (2018). *Learning from emergent bilingual Latinx learners: Critical teacher education*. New York, NY: Routledge.

Ramírez, P., & Jimenez-Silva, M.
(Forthcoming/undercontract). *Culturally responsive teaching in secondary education*. New York, NY: Rowman & Littlefield.

BOOK CHAPTERS

Ramírez, P., Faltis, C. & de Jong, E. (2018). Introduction. In P. Ramírez, C. Faltis, & E. de Jong (Eds.), *Learning from emergent bilingual Latinx learners: Critical teacher education*. New York, NY: Routledge.

Ramírez, P. (2017). Using culturally sustaining approaches to learn from diverse secondary English learners. In C. Coulter & M. Jimenez Silva (Eds.), *Culturally sustaining and revitalizing pedagogies* (pp. 230-245). New York, NY: Emerald.

Ramírez, P. (2015). Latino parent engagement: Power, hope and resistance. In M. Lavandez & A. Colon Muniz (Eds.), *Latino civil rights in education: Narratives, counter-narratives and research* (pp. 278-292). New York, NY: Routledge.

GUEST EDITED JOURNALS

Ramírez, P., Faltis, C., De Jong, E., & Okhremtchouk, I. (2014). Introduction. Critical issues in teacher education: Building a bridge between teacher education and Latino English language learners in K-12 schools. *Association of Mexican American Educators Journal*, 8(1), 7-9.

—Cabell's Directory acceptance rate = 20%

—I was the lead editor and responsible for organizing the special issue.

Ramírez, P., Salinas, C., & Epstein, T. (2016). An introduction. Critical multicultural citizenship education: Student engagement toward building an equitable society. *International Journal of Multicultural Education*, 18(6), 1-6.

—Cabell's Directory acceptance rate = 14%

—I was responsible for writing the first drafts.

Ramírez, P., & Jimenez-Silva, M. (2016). The intersectionality of border pedagogy and secondary education: Understanding and learning from the powerful worlds and lives of Latino/a youth. *The High School Journal*, 99(4), 279-281.

—Cabell's Directory acceptance rate = 20%
—I was responsible for writing the first drafts.

BOOK REVIEWS

Ramírez, P., & Jimenez-Silva, M. (2011). Review of the book *Bicultural Parent Engagement: Advocacy and Empowerment*. *The School Community Journal*, 21(2), 213-220.

—Cabell's Directory acceptance rate = 25%

**MANUSCRIPTS
UNDER REVIEW**

Ramírez, P. (2022). Examining the intersection of teacher education, community, and secondary ELLs' funds of knowledge. *Teachers College Record*.

**MANUSCRIPTS
IN PROGRESS**

Ramírez, P. (2022). Newcomer youth in Arizona and California secondary schools. *Bilingual Research Journal*

Ramírez, P. (2022). Examining bilingual teachers' beliefs on translanguaging in urban high schools.

Ramírez, P. (2022). Critical community engagement in complex language spaces.

GRANTS

California State University Dominguez Hills

National Professional Development Grant (2022-2027)

Teacher Education in Los Angeles: Language and Literacy
Development for Emergent Multicultural/ multilingual students
Role, Co- PI, \$2.5M(**Awarded**)

Bilingual Teacher Residency Grant (2019- 2023)

LAUSD- CSU Dominguez Hills

Role, Co-PI, \$150,000 awarded

Neuro Diversity Grant (2020- 2025)

Teacher Education- Special Education

CSU-UC Collective

Role, Co- PI, \$20, 000 awarded

University of Utah

William T. Grant Research Grant (2019)

Critical Multilingual Education in Utah

Role, PI, \$ 50,000 (not funded)

University of Utah (2018)

Faculty Scholarly Grant Program

Role, PI, \$6,000

Arizona State University

Arizona State University (2017)

Mary Lou Fulton Teachers College

Spencer Foundation Research Grant

Dual Language Teaching Competencies developed by in-
service teachers and the influence they have on schools serving
culturally and linguistically diverse students in Arizona.

Role, PI, \$50,000 (not funded)

Arizona State University Research Travel Grant (2015)

Mary Lou Fulton Teachers College

\$1,500 awarded

Arizona State University Internal Grant (2014)

Mary Lou Fulton Teachers College

Culturally Responsive Pedagogy in Secondary Education

Role, PI, \$18,000 awarded

Arizona State University Research Grant (2013)
Mary Lou Fulton Teachers College
\$2,000 awarded

Arizona State University Research Travel Grant (2012)
Mary Lou Fulton Teachers College
\$2,000 awarded

Arizona State University Research Grant (2011)
Mary Lou Fulton Teachers College
\$2,000 awarded

**NATIONAL
CONFERENCE
PRESENTATIONS**

Ramírez, P. (2019). Secondary Newcomer Latino/a Youth, Bilingualism, and Citizenship Education. Paper to be presented at the International Conference on Education, Honolulu, HI.

Ramírez, P. (2018). *Re- Imagining Critical Bilingual Education in Teacher Education*. Paper presented at the National Association for Bilingual Education Annual Conference (NABE), Albuquerque, NM.

Ramírez, P. (2017). *Critical bilingual leadership*. Paper presented at the National Association for Multicultural Education Annual Conference (NAME), Salt Lake City, UT.

Ramírez, P. & Tovar, A. (2017). *Secondary newcomers in Arizona*. Paper presented at the National Association for Bilingual Education Annual Conference (NABE), Dallas, TX.

Ramírez, P. (2015). *Citizenship education and ELLs*. Paper presented at the American Educational Research Association (AERA), Chicago, IL.

Ramírez, P. (2014). *The intersection of teacher education, leadership and culturally responsive teaching*. Paper presented at the American Association of Colleges for Teacher Education Annual Conference, Indianapolis, IN.

Ramírez, P. (2014). *Culturally responsive teaching and preservice teachers*. Paper presented at the National Association of Multicultural Education Annual Conference, Tucson, AZ.

Ramírez, P. (2014). *Culturally responsive teaching in secondary social studies classrooms*. Paper presented at the International Conference on Education, Honolulu, HI.

Ramírez, P. (2014). *The perils and promise of culturally responsive teaching in Arizona high schools*. Paper presented at the National Association for Bilingual Education Annual Conference, San Diego, CA.

Ramírez, P. (2014). *English learners and social studies*. Paper presented at the College & University Faculty Assembly, Boston, MA.

Ramírez, P. (2013). *Social studies and EL youth*. Paper presented at the National Council for the Social Studies, St. Louis, MO.

Ramírez, P. (2013). *A Latino/a teacher agency framework*. Paper presented to the American Educational Research Association (AERA), San Francisco, CA.

Ramírez, P. (2013). *The trajectory of secondary ELLs in the educational system*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

Ramírez, P. (2012). *Examining immigration and ELL education in social studies secondary classroom*. Paper presented at the National Council for the Social Studies, Seattle, WA.

Ramírez, P. (2012). *Critical literacy practices and English learners*. Paper presented at the Annual Convention of the American Educational Research Association (AERA), Vancouver, Canada.

Ramírez, P. (2012). *Working critically with English learners in social studies contexts*. Paper presented at the National Association for Bilingual Education Annual Conference, Dallas, TX.

**LOCAL
CONFERENCE
PRESENTATIONS**

Ramírez, P. (2017). *Dual language education and school leaders in K-12*. Paper presented at the Teacher Language Conference (TLC), Tempe, AZ.

Ramírez, P. (2012). *Latino school leaders, ELLs and education*. Paper presented at the California Council on Teacher Education (CCTE), San Diego, CA.

Ramírez, P. (2012). *English language learners in Arizona*. Paper presented at the Arizona Education Conference, Phoenix, AZ.

Ramírez, P. (2011). *Critical teacher education and Latino ELLs*. Paper presented at the California Council on Teacher Education (CCTE), San Diego, CA.

**RESEARCH
PROJECTS IN
PROGRESS**

Principal research: Examining the complexities of bilingual residency teacher programs in California

Principal research: Culturally responsive education and curricula in Utah high schools. This is a qualitative research study that examines teachers' beliefs and practices concerning Latina/o secondary youth.

Principal research: Dual language education and access. Examining the sustainability of DL programs in K-12schools.

Principal research: Examining the intersections of teacher and special education

**HONORS &
AWARDS**

American Educational Research Association Division K Early Career Award Nominee (2015)

**TEACHING/
COURSES
TAUGHT**

California State University Dominguez Hills (Fall 2019)

GRADUATE COURSES

DLL 525	Bilingual Teaching Practices & Curriculum
DLL 520	Critical Literacies & Curriculum in Dual Language
TED 412	Social Studies in K-8 Classrooms

University of Utah (Fall 2018)

GRADUATE COURSES

ECS 6715	Urban Education
ECS 6754	Instructional Methods for Linguistically Diverse Learners

Arizona State University (Fall 2011–Fall 2017)

UNDERGRADUATE COURSES

BLE 220	Introduction to Structured English Immersion
BLE 324 K-8	Social Studies in Diverse Language Classrooms
BLE 407	Structured English Immersion in the Secondary School
BLE 404	Instructional Design for Culturally and Linguistically Secondary Diverse Students

GRADUATE COURSES

BLE 561	Parent Involvement in Language Minority Education (online)
ELL 515	Structured Immersion Methods (Secondary)
ELL 516 Methods	Advanced Structured English Immersion
TEL 713 Leaders	Advanced Qualitative Methods for School

**LEADERSHIP IN
SERVICE TO
UNIVERSITY**

Mentorship

Koeun Park, Doctoral dissertation member (Utah) (2019-present)
Samir Monges, Doctoral dissertation member (Utah) (2019-present)
Nuo Xu, Doctoral research advisor (Utah) (2018- present)
Laura Todd, Doctoral dissertation member (Utah) (2018-present)
Analis Ruiz, Doctoral dissertation member (Utah) (2018-present)
Laura Kelly, Doctoral research advisor (2018)
Jorge Sandoval, Doctoral research advisor (2016)
Britanni Roy, Doctoral advisor (2015)
Lydia Ross, Doctoral research advisor/ dissertation second member (2015-Present)
Angela Palacios, Dissertation second member (2015)
Darlene Gonzalez, Doctoral academic advisor/dissertation second member (2014-Present)
April Boozer, Doctoral advisor (2014)

Masters completed: 10
Doctoral committees: 7

Honor Student

Ashley Blair, Barrett Honors Project Chair (2017)
Erica Reyes, Barrett Honors Project Second Member (2014)

COLLEGE

OF EDUCATION

California State University Dominguez Hills

Chair, Division of Teacher Education (2020- present)
Bilingual Residency Grant Coordinator (2019- 2023)
College of Education Curriculum Committee (2019- present)
College of Education Evaluation Committee (2019- present)
College of Education CSI3 STEM Committee (2019- present)

University of Utah

Faculty Advisory Committee for Teacher Education Member
(FACTE) 2018- 2019t

Urban Institute for Teacher Education Member
2018- 2019

Arizona State University

Search Committees

Member, Division of Teacher Preparation (Social Studies
Assistant Professor, 2014)
Member, Division of Education Leadership and Innovation
(Assistant Professor, Summer 2013)
Member, Division of Teacher Preparation (Clinical Assistant
Professor, Fall 2013)

DEPARTMENT

University of Utah

Curriculum Committee Chair (2018- 2019)
Masters Plus/ ESL Steering & Recruitment Committee Member
(2018-2019)

Arizona State University

Curriculum Review Committee 2016-2018
BLE Program Coordinator, 2016-2018
BLE Secondary Teacher Education Research Chair, 2015-2018

Learning, Literacies and Technology Ph.D. Admissions
Committee Member, 2015-2017

BLE/ELL Masters Online Program, Member, 2011-2017

BLE/ESL Committee, Member, 2011-2015

Coordination

Course Coordinator, BLE 324, BLE 407, BLE 561 , and TEL 713
Revised BLE 407 and BLE 561 Syllabus
Supported BLE 407 and BLE 561 Instructors
Redesigned Content (Research Aspect) for BLE 561

SERVICE

American Educational Research Association Division K
Section 7 (Teacher Recruitment, Induction, Mentoring, and Retention for and from Diverse Communities and Contexts)
Chair (2014-2017)

**EDITORIAL
POSITIONS
(SCHOLARLY
SERVICE)**

Editorial Board Member

Teacher Education Quarterly (2013-Present)
School Community Journal (2013-2016)

Associate Editor

International Journal of Multicultural Education (2018-present)

Manuscript Reviewer

Issues in Teacher Education (2015-Present)
Multicultural Perspectives (2015-Present)
International Journal for Multicultural Education (2015-Present)
The High School Journal (2015-Present)
Bilingual Research Journal (2015-Present)
Urban Education (2014-Present)
Journal of Latinos in Education (2013-Present)
Teacher Education Quarterly (2013-Present)
School Community Journal (2012-Present)
Association of Mexican American Educators (2012-Present)
Action in Teacher Education

National Professional Organizations

American Educational Research Association
Reviewer, AERA Conference

National Association for Bilingual Education
Proposal Reviewer, NABE Conference, 2012-Present

National Association for Multicultural Education
Proposal Reviewer, NAME Conference, 2014-Present

Consultation

Latino Educational Equity Partnerships (LEEP)
Consultant, 2016-Present

Arizona Department of Education Office of English Language
Acquisition, ELL K-12 Committee, 2016-Present

San Diego City School District, Latino Leadership in
Education, 2008- Present

COMMUNITY

Symposium lead presenter, Osborn School District, Arizona,
2017
—Dual Language teacher development and school leadership in
K-8 schools

Organizer & lead presenter, ASU/Osborn, Arizona, 2017
—Pre-service teachers emerging pedagogies in DL schools

Symposium lead presenter, ASU, Arizona, 2017
-BLE Recruitment: Critical teachers for our communities

Workshop presenter, Isaac School District, Arizona, 2017
—The intersection of community engagement and education
leadership

Organizer & lead presenter, Central High School, Phoenix
Union High School District, Arizona, 2016
-Critical recruitment for Arizona communities

Workshop presenter, Isaac School District, Arizona, 2016
—Introducing a caring curriculum for community teachers and
administrators: Community Grow Your Own Initiative

Symposium presenter, Phoenix Union High School District,
Arizona, 2016
—Using critical ethnography to learn from Latina/ o
communities

Organizer & lead presenter, ASU/Osborn, Arizona, 2016.
—Pre-service teachers: An introduction to the guiding
principles of DLE

Seminar lead presenter, Osborn School District, 2015
—Examining the funds of knowledge of dual language learners

Workshop lead presenter, Central High School, Phoenix Union High School District, Arizona, 2014.
—Innovative pedagogies for secondary Latina/o Emergent Bilinguals

Symposium lead presenter, Central High School, Phoenix Union High School District, Arizona, 2013.
—Discussed research and teaching associated with culturally responsive education and community engagement

MEDIA

Radio Interview, KJZZ, English Learners in Rural Arizona, 2017

Radio Interview, KJZZ, English Learners in Secondary Schools, 2016

Radio Interview, KJZZ, Latino/a English Learners, 2015

Interview, KPBS/ASU Conkrite News: Latino Leadership in Education, 2014