

**Robert T. Jiménez**

December 12, 2005

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**Positions in Academia**

**Professor in the Department of Teaching and Learning, Peabody College, Vanderbilt University, August 2004 to Present.**

Associate Professor in the Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, August 2000-2004.

Assistant Professor in the Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, August 1994 to 2000.

Faculty Fellow in the Bureau of Educational Research, University of Illinois at Urbana-Champaign, September 1996 to May 1998.

Assistant Professor, College of Education and College of Arts and Sciences (joint appointment), Division of Special Education and Rehabilitation and Department of Ethnic Studies, June 1992 to June 1994, University of Oregon, Eugene, Oregon. Acting Assistant Professor, Division of Teacher Education and Department of Ethnic Studies, September 1990 to June 1992.

Research Associate, Eugene Research Institute, January 1991-1995.

**Areas of Specialization**

Literacy, Latino Education, Linguistically and Culturally Diverse Education

**Education**

Ph.D. in Education, University of Illinois, Urbana-Champaign, May 1992. Department of Elementary Education. Areas of specialization: Language and literacy learning and instruction, second-language learning and instruction, bilingual/multicultural education.

M.Ed. in Elementary Education, 1986, University of Illinois, Champaign, Illinois.

B. A. in Elementary Education, 1978, University of the Americas, Puebla, Mexico.

Currently certified in the State of Illinois in the following areas: Standard elementary Illinois certificate (kindergarten through grade 9), Type 10 clinical reading specialist certificate, Bilingual and ESL approvals for the State of Illinois.

**Professional Experience**

Research Assistant at the Center for the Study of Reading/ University of Illinois, responsible for assisting with the project "New Initiatives for Students at Risk of Reading Failure." Fall 1987 to June 1990.

Teaching Assistant, University of Illinois, responsible for teaching EL ED 370, Reading in the Elementary School. Fall 1989.

Junior Practicum Supervisor/Teaching Assistant, University of Illinois. Responsible for supervising a section of EL ED 237 field experience and for teaching the accompanying seminar, September, 1985 to Spring, 1987.

Head Teacher at The Reading Group, responsible for teaching writing skills. April, 1989 to December, 1990.

Student Teacher Supervisor/Teaching Assistant, University of Illinois. Responsible for the supervision of the field experience of four student teachers and for teaching the accompanying seminar. Fall, 1985.

Coordinator (Summer, 1986), Teacher and Assistant Administrator (Summer, 1987), Teacher (Summers 1983, 1982, 1980, 1979 of District #107 Highland Park Summer Migrant Program.

Teacher in Community Consolidated School District #15, Palatine, Illinois. Bilingual Resource Teacher, responsible for grades 2-6, focus on English as a Second Language and teaching content area subjects in Spanish (Reading, Math, Social Studies, Science), 1982-1984. Summer Migrant Program; Grades 3-4, Taught ESL, Reading in both Spanish and English, Math and Culture. Summer 1984, 1978.

Recruiter in Community Consolidated School District #15, Palatine, Illinois, Summer Migrant Program. Enrolled children eligible for services in the program. Required extensive contact with the parents and community, Summer 1977.

Teacher Aide in Community Consolidated School District #15, Palatine, Illinois. Duties were to assist the teacher in a Chapter 1 Reading program, September 1978 - April 1979; Assisted teacher in the bilingual program, January 1975 - June 1975.

### **Honors & Affiliations**

**Elected Member of the National Reading Conference's Board of Directors.** April 2002-December 2004.

**Latina/o Faculty Recognition Award.** Given by La Casa Cultural Latina, University of Illinois at Urbana Champaign, May 2003.

**Fulbright-García/Robles Scholars Award to Mexico.** Awarded by the Council for International Exchange of Scholars, April 27, 2001 for the spring semester 2002.

**College of Education Distinguished Scholar Award.** 1999-2000. Sponsored by the College of Education, University of Illinois at Urbana-Champaign.

**Albert J. Harris Award.** Sponsored by the International Reading Association for outstanding contribution to the diagnosis or instruction of learners experiencing problems developing as readers and writers, 1999.

**Initial Career Award.** Given by the Office of Special Education Programs, US Department of Education for the grant, *Culturally and linguistically relevant*

*strategy instruction for language minority students with learning disabilities, 1997-2000.*

**Arnold O. Beckman Research Award.** Granted by the UIUC Campus Research Board for the Research Proposal titled, *A Strategic Approach to Literacy Instruction for Low-Performing Bilingual Latina/o Students*, October, 1996.

**Faculty Fellows' appointment in the Bureau of Educational Research.** Awarded by the College of Education, University of Illinois at Urbana-Champaign, academic years 1996-1997, 2003-2004.

**Bilingual Education Outstanding Dissertation Award,** Sponsored by the National Association of Bilingual Education, 1993.

**National Hispanic Scholarship Fund Scholar,** 1988, 1989.

**Title VII Teacher Training Fellowship,** Provided by the Office for Bilingual Education and Multilingual Affairs, US Department of Education, Fall 1984 to Spring 1986.

### Teaching Awards

Included in the *Incomplete List of Teachers Ranked as Excellent by their Students*, College of Education, University of Illinois at Urbana Champaign. Fall, 2003, Spring 2003, Fall 2002, Spring 2002, Fall 2001, Spring 2001, Fall, 2000, Fall, 1996, Spring, 1996, Spring 1995, Fall 1987.

### Professional Affiliations

American Educational Research Association  
 Council for Exceptional Children  
 International Reading Association  
 Illinois Association for Multicultural/Multilingual Education  
 National Association for Bilingual Education  
 National Reading Conference

### Publications

\* = peer reviewed

† = invited

### Books

*Literacies Within and Without Mexico* (Proposal in preparation).

### Edited Books

Gersten, R. M. & Jiménez, R. T. (1998). *Promoting learning for culturally and linguistically diverse students*. Belmont, CA: Wadsworth.

**Jiménez, R. T. & Ooka Pang, V. (in press). *Race, ethnicity and education: Language, literacy and schooling, Vol. II*. Westport, CT: Praeger.**

### Chapters in Books

- † Jiménez, R. T. (2005). More equitable assessments for Latino students. In S. J. Barrentine & S. M. Stokes (Eds.) *Reading Assessment: Principles and Practices for Elementary Teacher*. Newark, DE: International Reading Association. (Reprint of article in *The Reading Teacher*, 56, (8), 2-11).
- † Smith, P. H.; Jiménez, R. T.; & Martínez-León, N. (2005). Other countries' literacies. What U.S. educators can learn from Mexican schools. In P. Shannon & J. Edmonson (Eds.) *Reading Education Policy* (pp. 325-340). Newark, DE: International Reading Association. (Reprint of article in *The Reading Teacher*, 56, (8), 2-11).
- † Jiménez, R. T. (2004). More equitable assessments for Latino students. In *Preparing Reading Professionals: A collection from the International Reading Association*. (pp. 256-258). Newark, DE: International Reading Association. (Reprint of article: in *The Reading Teacher*, 57 (6), 576-578.)
- † Jiménez, R. T. (2004). Reconceptualizing the literacy learning of Latino students. In Dorothy S. Strickland & Donna Alvermann (Eds.) *Bridging the achievement gap: Improving literacy learning for preadolescent and adolescent learners in grades 4-12* (pp. 1-24). Newark, DE: International Reading Association.
- † Jiménez, R. T. (2004). Literacy and the identity development of Latina/o students. In R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (pp. 210-239). Newark, DE: International Reading Association. (Reprint of article: *American Educational Research Journal*, 37 (4), 971-1000.)
- † Jiménez, R. T. (2003). The interaction of language, literacy, and identity in the lives of Latina/o students. In R. L. McCormack & J. Parratore (Eds.). *After Early Intervention, Then What? Teaching Struggling Readers in Grade Three and Beyond* (pp. 25-38). Newark, DE: International Reading Association.
- † Barrera, R. B., & Jiménez, R. T. (2001). Bilingual teachers speak about the literacy instruction of bilingual Latino students. In B. M. Taylor & P. D. Pearson (Eds.), *Teaching Reading: Effective Schools and Accomplished Teachers* (pp. 335-357). Mahwah, NJ: Earlbaum.
- † Jiménez, R. T. (2001). Strategic reading for language-related disabilities: The case of a bilingual Latina student. In M. Reyes & J. J. Halcón (Eds.), *The Best for Our Children* (pp. 153-167). New York: Teachers College Press.
- † Jiménez, R. T., & Gámez, A. (2000). Literature -based cognitive strategy instruction for middle school Latina/o students. In D. W. Moore, D. E. Alvermann, & K. A. Hinchman (Eds.), *Struggling adolescent readers: A collection of teaching strategies* (pp. 74-82). Newark, DE: International Reading Association. (Reprint of article: *Journal of Adolescent and Adult Literacy*, 40 (2), 84-91.)
- † Jiménez, R. T. (1999). Literacy lessons derived from the instruction of six Latina/Latino teachers. In B. M. Taylor, M. Graves, & P. Van den Broek (Eds.)

*Reading for meaning: Fostering comprehension in the middle grades* (pp. 152-169), Newark, DE: International Reading Association.

- † García, G. E., Jiménez, R. T., & Pearson, P. D. (1998). Metacognition, childhood bilingualism, and reading. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.) *Metacognition in educational theory and practice* (pp. 193-219). Mahwah, New Jersey: Erlbaum.
- † Gersten, R., & Jiménez, R. (1998). Modulating instruction for language minority students. In E. Kaméenui & D. Carnine (Eds.) *Effective teaching strategies that accommodate diverse learners* (pp. 161-178). Upper Saddle River, NJ: Prentice-Hall, Inc.
- † Jiménez, R. & Gámez, A. (1998). Literature-based Cognitive Strategy Instruction for Middle School Latina/o Students. In R. M. Gersten, & R. T. Jiménez, (1998). *Promoting learning for culturally and linguistically diverse students*. Belmont, CA: Wadsworth. (Reprint of article: *Journal of Adolescent and Adult Literacy*, 40 (2), 84-91.)

### Monographs

- Barrera, R. B., & Jiménez, (2000). *What bilingual education teachers have to say about their literacy practices for Latino students*. Washington D. C.: The National Clearinghouse for Bilingual Education.  
<http://www.ncbe.gwu.edu/ncbepubs/reports/literacy/index.htm>
- Barrera, R. B., & Jiménez, (2000). *Literacy instruction for bilingual Latino students: Teachers' experiences and knowledge*. Washington D. C.: Office for Bilingual Education and Minority Language Affairs.
- García, G. E., Pearson, P. D., & Jiménez, R. (1994). *The at-risk situation: A synthesis of reading literature*. (Special Report). Urbana-Champaign: University of Illinois, Center for the Study of Reading.
- Jiménez, R. T. (in press). *Promoting the Literacy Development of Latina/Latino Students at the Middle School Level (and beyond?)* Office of Educational Research and Improvement.

### Articles in Journals

- \* Jiménez, R. T. & Smith, P. H. (Manuscript Under Revision). **Mesoamerican Literacies: Ancient Writing Systems and Contemporary Possibilities**, *Anthropology and Education Quarterly*.
- \* Smith, P. H., Jiménez, R. t., & Ballesteros Pinto, R. M. (2005). **¿Hay una pedagogía nacional de la lecto-escritura? Una mirada a la construcción social de lectores y escritores en México [Is there a national pedagogy for teaching literacy? Preliminary analysis of the social construction of reader and writers in Mexico.]**. *Lectura y Vida*, 26(1), 14-24.

- † Jiménez, R. T. (2004). Theoretical promise, perennial problems, and empirical progress concerning Latino students and literacy. *National Reading Conference Yearbook*, 53, 1-11. Oak Creek, WI: National Reading Conference.
- \* Gillanders, C. & Jiménez, R. T. (2004). Reaching for success: A close-up of Mexican immigrant parents who foster literacy success for their kindergarten children. *Journal of Early Childhood Literacy*, 4 (3), 243-269.
- † Jiménez, R. T. (2004). More equitable assessments for Latino students. *The Reading Teacher*, 57 (6), 576-578.
- \* Smith, P. H.; Jiménez, R. T.; & Martínez-León, N. (2003). Other countries' literacies. What U.S. educators can learn from Mexican schools. *The Reading Teacher*, 56, (8), 2-11.
- \* Jiménez, R. T., Smith, P. H., Martínez-León, N. (2003). Freedom and Form: The language and literacy practices of two Mexican schools. *Reading Research Quarterly*, 38 (4), 488-508.
- \* Yau, J. & Jiménez, R. T. (2003). The interface of reading and meaning construction when teaching Asian American students who struggle in school. *Language Arts*, 80 (3), 196-205.
- † Jiménez, R. T. (2003). Literacy and Latino students in the United States: Some considerations, questions, and new directions. *Reading Research Quarterly*, 38 (1), 122-128.
- † Greenleaf, C. L., Jiménez, R. T., Roller, C. M. (2002). Reclaiming secondary reading interventions: From limited to rich conceptions, from narrow to broad conversations. *Reading Research Quarterly*, 37(4), 484-496.
- † Jiménez, R. T. (2002). Key Research, Policy, and Practice Issues for fostering the Literacy Development of Latino Students. *Focus on Exceptional Children*, 34 (6), 1-10.
- \* Jiménez, R. T. (2001). "It's a difference that changes us," An Alternative View of the Language and Literacy Learning Needs of Latina/o Students. *The Reading Teacher*, 54 (8), 736-742.
- \* Jiménez, R. T. (2000). Literacy and the Identity Development of Latina/o Students. *American Educational Research Journal*, 37 (4), 971-1000.
- † Jiménez, R. T. & Barrera, R. B. (2000). How will bilingual/ESL programs in literacy change in the next millennium? *Reading Research Quarterly*, 35, (4), 522-523.
- \* Jiménez, R. T. & Gersten, R. M. (1999). Lessons and dilemmas derived from the literacy instruction of two Latina/o teachers. *American Educational Research Journal*, 36(2) 265-301.

- † Jiménez, R. T., Moll, L., Rodríguez-Brown, F., & Barrera, R. (1999). Latina and Latino Researchers Interact on Issues Related to Literacy Learning. *Reading Research Quarterly, 34*(2), 217-230.
- \* Jiménez, R. T. (1997). The strategic reading abilities and potential of five low-literacy Latina/o readers in middle school. *Reading Research Quarterly, 32*, (3), 224-243.
- \* Jiménez, R. T. (1997). The facilitating effects of transfer on the reading comprehension of bilingual Latina/o students. *National Reading Conference Yearbook, 46* (pp. 147-155). Chicago, IL: National Reading Conference.
- \* Jiménez, R. T. & Gámez, A. (1996). Literature-based Cognitive Strategy Instruction for Middle School Latina/o Students. *Journal of Adolescent and Adult Literacy, 40* (2), 84-91.
- † Jiménez, R. T., Gersten, R. M. & Rivera, A. (1996). Conversations with a Chicana teacher: Supporting students' transition from native- to English-language instruction. *Elementary School Journal, 96* (3), 333-341.
- \* Jiménez, R. T., García, G. E. & Pearson, P. D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly, 31* (1), 90-112.
- \* Jiménez, R. T., García, G. E. & Pearson, P. D. (1995). Three children, two languages, and strategic reading: Case studies of bilingual and monolingual readers. *American Educational Research Journal, 32* (1), 67-97.
- † Gersten, R., Brengelman, S. & Jiménez, R. (1994). Effective instruction for culturally and linguistically diverse students: A reconceptualization. *Focus on Exceptionality, 27* (1), 1-16.
- \* Gersten, R. M. & Jiménez, R. T. (1994). A delicate balance: Enhancing literacy instruction for students of English as a second language. *The Reading Teacher, 47* (6), 438-449.
- \* Jiménez, R. T. (1994). Understanding and promoting the reading comprehension of bilingual students. *Bilingual Research Journal, 18* (1 &2), 99-119.
- \* Jiménez, R. T. (1991). Methods and materials for the teaching of reading in Colonial Mexico. *The Journal of Educational Issues of Language Minority Students, 8*, 113-123.
- \* Stallman, A. C., Commeyras, M., Kerr, B., Meyer-Reimer, K., Jiménez, R., Hartman, D. & Pearson, P. D. (1990). Are "new" words really new? *Reading Research and Instruction, 29* (2), 12-29.

### **Media**

**Senior Consultant and Nationally recognized expert on literacy for English learners. (2005). Show #6: Teaching English Language Learners, WGBH/Annenberg Foundation. [<http://www.learner.org/resources/series204.html>].**

### **Technical Reports**

García, G. E., Stephens, D. L., Koenke, K. R., Harris, V. J., Pearson, P. D., Jiménez, R. T. & Janisch, C. (1995). *Reading instruction and educational opportunity at the middle school level* (Tech. Rep. 622). Urbana-Champaign: University of Illinois, Center for the Study of Reading.

Jiménez, R. T., García, G. E. & Pearson, P. D. (1994). *The metacognitive strategies of Latino students who read Spanish and English* (Tech. Rep. 601). Urbana-Champaign: University of Illinois, Center for the Study of Reading.

Jiménez, R. T., García, G. E. & Pearson, P. D. (1994). *Case studies of bilingual and monolingual readers: Focus on strategic reading processes* (Tech. Rep. 602). Urbana-Champaign: University of Illinois, Center for the Study of Reading.

Jiménez, R. T. (1989). *The history of reading and the uses of literacy in Colonial Mexico*. (Tech. Rep. 494). Urbana-Champaign: University of Illinois, Center for the Study of Reading.

García, G. E., Jiménez, R., & Pearson, P. D. (1988). *Annotated bibliography of research related to the reading of at-risk children*. (Tech. Rep. 482). Urbana-Champaign: University of Illinois, Center for the Study of Reading.

### **Selected Institutional Reports**

Jiménez, R. T., García, G. E. & Pearson, P. D. (1992). *Language linkages: The reading strategies of bilingual students*. (Study 2.2.3.1 (d). Urbana: University of Illinois, Reading Research and Education Center.

García, G. E., Stephens, D. L., Koenke, K. R., Pearson, P. D., Harris, V. J. & Jiménez, R. T. (1989). *A study of classroom practices related to the reading of low-achieving students: Phase one*. (Study 2.2.3.5). Urbana: University of Illinois, Reading Research and Education Center.

### **Book Reviews**

† Jiménez, R. T. (2002). Book review of *Todos somos iguales: We are all equal* by Bradley Levinson. *Journal of Curriculum Studies*, 34 (3), 374-378.

† Jiménez, R. T., Barrera, R. B. (1999). Review of *Close to home: Oral and literate practices in a transnational Mexicano community*, by Juan Guerra. *Journal of Literacy Research*, 31 (4), 483-490.

† Hartman, D. K., Rowe, D. W., Jiménez, R. T., Commeyras, M. (1991). Review of *Handbook of reading research: Volume II*. *Journal of Reading Behavior*, 23 (3), 224-246.

### **Other Publications**

Jiménez, R. T. (2000). *Key research, policy, and practice issues for fostering the literacy development of adolescent Latino students*. Unpublished manuscript, University of Illinois at Urbana Champaign.

Barrera, R. B. & Jiménez, R. T. (2000). *Suggestions from Bilingual Teachers Concerning the Literacy Instruction of Latino Students*. CIERA (Center for the Improvement of Early Reading Instruction) website <http://www.schoolchange.ciera.org/>

Jiménez, R. T. (1995, November 12). Non-English a resource in U.S. *The Champaign-Urbana News Gazette*, p. B-3. (Selected Guest Editorial)

Jiménez, R. T. & García, G. E. (1994, November 30). California's Proposition 187 creates scapegoats, not solutions. *The Daily Illini*, p. 11.

Jiménez, R. T., & Gault, A. (1989). Special activities for children with limited English proficiency. *Open Court Reading and Writing: Teacher's Resource Book*. La Salle, IL: Open Court Publishing Company.

### **Grants**

**Center for the Americas Work Group.** Principal Investigator. Transnational Literacy Researchers Work Group: A Vanderbilt University, University of the Americas-Puebla, University of Oaxaca Collaboration, 2005-present. (\$65,000).

**Fulbright Alumni Initiative Award.** Principal Investigator. Transnational Literacy Researchers Program: A U.S.-Mexico Collaboration. Council for International Exchange of Scholars, academic years 2004-2006 (\$25,000).

Bureau of Educational Research. Named a Faculty Fellow for the project, *Freedom and form: The language and literacy practices of a Mexican community*, College of Education, University of Illinois at Urbana-Champaign, academic years 2003-2004 (\$15,000).

ATT Technology Fellows Program. Named an ATT Technology Fellow 2000-2002. Awarded December 20, 2000-2002 (\$8,000).

Bureau of Educational Research. Recipient of Bureau of Educational Research Summer Research Support Award, Awarded April 2000 (\$5000).

Office of Bilingual Education and Minority Language Affairs, US Department of Education. Project Directors: Georgia Earnest García and Robert T. Jiménez, *Developing Bilingual Education Leaders in Teacher Education/Research for the Twenty-First Century*. University of Illinois at Urbana-Champaign (\$555,824, 1998-2002).

Office of Special Education Programs, US Department of Education. Principal investigator of the grant, *Culturally and linguistically relevant strategy instruction for language minority students with learning disabilities*, University of Illinois at Urbana-Champaign (\$225,000.00, 1997-2000).

Office of Special Education Programs, US Department of Education. Principal investigator of the grant, *Comprehensible and comprehensive instruction for language minority students with learning disabilities*, Eugene Research Institute (\$100,000.00, 1994-1995).

Office of Special Education Programs, US Department of Education. Co-principal investigator with Russell Gersten, Project Director, of the grant, *Research synthesis*

*and dissemination: Parameters of effective instruction for language minority students with disabilities and those at risk for school failure, Awarded May 1995-1997 (\$150,000).*

Bureau of Educational Research. Recipient of Bureau of Educational Research Summer Research Support Award, Awarded December 1995 (\$4850).

Research Board, University of Illinois at Urbana-Champaign. Principal Investigator: A strategic approach to literacy instruction for low-performing bilingual Latina/o students. (\$16,128.00, 1996-1997).

Bureau of Educational Research. Named a Faculty Fellow for the project, *A strategic approach to literacy instruction for low-performing bilingual Latina/o students*, College of Education, University of Illinois at Urbana-Champaign, academic years 1996-1997 (\$30,000).

**Scholarly Presentations** (Proposal Peer Reviewed)

Jiménez, R. T. & Smith, P. H. (2004, December). *Language and literacy practices in Mexico*. Selected paper presented at the National Reading Conference, San Antonio, TX.

Jiménez, R. T.; Smith, P. H., & Martínez-León, N. (2003, December). *The language and literacy practices of a Mexican community*. Selected paper presented at the National Reading Conference, Scottsdale, AZ.

Jiménez, R. T., Smith, P. H., & Martínez-León, N. (2003, April). *Freedom and Form: The language and literacy practices of two Mexican schools*. Selected paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Jiménez, R. T.; Smith, P. H. & Martínez-León, N. (2002, October). *El uso de Lenguaje y Lectoescritura en dos escuelas mexicanas*. Selected paper presented at the VII Congreso Latinoamericano del Desarrollo de la Lectura y la Escritura, Puebla, Mexico.

Jiménez, R. T. (2000, December). *Key research, policy, and practice issues for fostering the literacy development of adolescent Latino students*. Selected paper presented at the National Reading Conference, Scottsdale, AZ.

Jiménez, R. T. (2000, December). *What bilingual teachers have to say concerning the literacy development of Latino students*. Selected paper presented at the National Reading Conference, Scottsdale, AZ.

Jiménez, R. T. (2000, April). *Enabling and disabling discourses influencing the biliterate development of Latina/o students*. Selected paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Jiménez, R. T. (1999, December). *A collaborative study of the biliteracy development of intermediate grade Latina and Latino students*. Selected paper presented at the 49<sup>th</sup> Annual Meeting of the National Reading Conference, Orlando, Florida.

- Jiménez, R. T. (1999, April). *Teachers' views on the literacy development of linguistically diverse students*. Selected paper presented at the Council for Exceptional Children Annual Convention, Charlotte, North Carolina.
- Jiménez, R. T. (1998, December). *Culturally relevant, cognitive strategy instruction for bilingual Latino students with learning disabilities*. Selected paper presented at the 48<sup>th</sup> Annual Meeting of the National Reading Conference, Austin, Texas.
- Jiménez, R. T. (1998, February). *Examining the literacy development of low-literacy Latina/Latino students*. Selected paper presented at the 27th Annual International Bilingual/Multicultural Education Conference, NABE '98, Dallas, Texas.
- Jiménez, R. T. (1997, December). *Using formative experiments to examine the literacy development of at-risk Latina/Latino students*. Selected paper presented at the National Reading Conference, Scottsdale, Arizona.
- Jiménez, R. T. (1996, December). *Transfer of native language skills to English and use of peers*. Selected paper presented at the National Reading Conference, Charleston, South Carolina.
- Jiménez, R. T. (1996, April). *Cognitive strategy instruction for Latina/o students with learning disabilities or who are at-risk for referral to special education*. Selected paper presented at the Annual Meeting of the American Educational Research Association, New York, New York.
- Jiménez, R. T. & Cruz, A. (1996, January). *Literature-based cognitive strategy instruction for low-performing Latina/o students*. Selected paper presented at the Illinois Statewide Conference for Teachers of Linguistically and Culturally Diverse Students, Oakbrook, Illinois.
- Jiménez, R. T. (1995, December). *Literacy alarming environments and characteristics of Latina/o students with learning disabilities and those at risk for placement in special education*. Selected paper presented at the National Reading Conference, New Orleans, Louisiana.
- Jiménez, R. T., Gersten, R. & Rivera, A. (1995, April). *Conversations with a Chicana teacher about helping Latino students transition into English language instruction*. Selected paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.
- Fritz, M., Hammond, L., Jiménez, R. & Merino, B. (1995, February). *Issues in serving multilingual populations*. Selected paper presented at the 24th Annual International Bilingual/Multicultural Education Conference, Phoenix, Arizona.
- Jiménez, R. & Gersten, R. (1994, December). *Cognitive strategy instruction for Latino students with learning disabilities*. Selected paper presented at the National Reading Conference, San Diego, California.

- Jiménez, R. (1994, April). *Problems and possibilities in bilingual reading: The issue of transfer*. Selected paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.
- Jiménez, R. (1993, December). *Multiple perspectives in comprehension instruction for language minority students in the intermediate grades: From the students' perspective*. Selected paper presented at the National Reading Conference, Charleston, South Carolina.
- Meyer-Reimer, K. & Jiménez, R. (1993, December). *A discussion on research in bilingual reading and instruction*. Selected paper presented at the National Reading Conference, Charleston, South Carolina.
- Jiménez, R. (1993, April). *Minority teachers' perspectives on enhancing literacy acquisition for language minority students*. Selected paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, Georgia.
- Gersten, R. & Jiménez, R. (1992, December). *The language minority student in transition: Defining effective instructional practice in reading comprehension*. Selected paper presented at the National Reading Conference, San Antonio, Texas.
- Jiménez, R., García, G. E., & Pearson, P. D. (1992, April). *Opportunities and obstacles in bilingual reading: Three case studies*. Selected paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.
- Jiménez, R., García, G. E., & Pearson, P. D. (1991, December). *The strategic reading processes of bilingual Hispanic children who are good readers*. Selected paper presented at the National Reading Conference, Palm Springs, California.
- Jiménez, R. (1990, December). *The metacognitive reading strategies of expert bilingual readers*. Selected paper presented at the National Reading Conference, Miami, Florida.
- Jiménez, R. (1989, May). *The History of Reading and the Uses of Literacy in Colonial Mexico*. Selected paper presented at the 18th Annual International Bilingual/Bicultural Education Conference, Miami, Florida.
- Stallman, A. C., Commeyras, M., Kerr, B., Meyer-Reimer, K., Jiménez, R., Hartman, D., & Pearson, P. D. (1987, December). *Vocabulary control in basal reading materials*. Selected paper presented at the National Reading Conference, St. Petersburg Beach, Florida.

### **Invited Scholarly Presentations**

- Jiménez, R. T. (2006, January). *Literacies Within and Without Mexico*. Fien Lecture Series at University of Florida, Gainesville, FL.
- Jiménez, R. T. (2005, November). *What U.S. Educators Can Learn From Mexican Classrooms*. National Council of Teachers of English Annual Convention, Pittsburgh, PA.**

- Jiménez, R. T. (2005, October). *Transnational Literacy Researchers Workgroup Report. Vernacular Conference, Puebla, Mexico.*
- Jiménez, R. T. (2005, April). *Historical Influences on Contemporary Mexican Literacy Practices.* Center for the Americas, Vanderbilt University.
- Jiménez, R. T. (2005, February). *Moving beyond the obviousness of ordinary experience in our thinking about Latino students and literacy. Featured Speaker, 38<sup>th</sup> Annual Conference of the Virginia State Reading Association, Arlington, Virginia.*
- Jiménez, R. T. (2004, March). *The most vigilant thinking and the literacy of linguistically diverse students.* Invited Keynote Address to Conference on Applied Linguistics, Ming Chuan University, Taipei, Taiwan.
- Jiménez, R. T. (2004, February). *That's just the way it is: More equitable literacy assessments for Latino students.* The Ohio Faculty Learning Seminar: Ohio Department of Education, University of Akron, Cleveland State University, Akron Ohio.
- Jiménez, R. T. (2004, January). *Finding ways to recognize the cultural and linguistic capital of Latino students.* Reading Recovery / Descubriendo la Lectura Institute, Chicago, Illinois.
- Jiménez, R. T. (2003, December). *Theoretical promise, perennial problems, and empirical progress concerning Latino students and literacy.* Invited keynote research address to the National Reading Conference, Scottsdale, AZ.
- Jiménez, R. T. (2003, February). *Fostering the literacy development of Latino students.* Literacy Summit, Redondo Beach, CA.
- Jiménez, R. T. (2003, January). *Improving the language and literacy learning of Latino students.* Literacy Leadership Institute, National Louis University, Wheeling, Illinois.
- Jiménez, R. T. (2002, November). *Language and literacy practices in Mexico.* Brownbag Research Series, Educational Psychology, College of Education, UIUC.
- Jiménez, R. T. (2002, May). *The language and literacy practices in two Mexican schools.* Plenary speaker, VII Foro de Lingüística Aplicada: Tendencias y Retos en la Educación de Idiomas Extranjeros. Universidad de las Américas, Cholula-Puebla, Mexico.
- Jiménez, R. T. (2002, April). *Literacy and Latino students in the US: Some considerations, questions, and new directions.* Colloquium Series Talk. Universidad de las Américas, Cholula-Puebla, Mexico.
- Jiménez, R. T. (2000, July). *An alternative view of the language and literacy learning needs of Latino students.* Invited paper presented at the National Conference on Curriculum, Instruction, and Assessment in the Middle Grades: Linking

- Research and Practice. The National Educational Research Policy and Priorities Board (NERPPB), The U.S. Department of Education, Washington D. C.
- Elkins, J.; Luke, A.; Hynd, C. Jiménez, R. Wepner, S. Kirk, C.; & Moje, E. (2000, May). *Journal of Adolescent and Adult Literacy, its mission, and the challenge of adolescent and adult literacy in "new times."* Invited paper presented at the 45<sup>th</sup> Annual Convention of the International Reading Association. Indianapolis, IN.
- Barrera, R. B., & Jiménez, R. T. (2000, April). *What bilingual teachers have to say about literacy instruction for Latino students.* Invited paper presented at the OBEMLA Reading Research Symposium. High Standards in Reading for Students from Diverse Language Groups: Research, Practice, and Policy. Washington D.C .
- Jiménez, R. T. (1999, December). *Intermediate Latina/o students' perspectives on biliterate development.* Invited paper presented at the 23rd Annual Conference for Teachers of Linguistically and Culturally Diverse Students, Oakbrook, Illinois.
- Jiménez, R. T. (1999, May). A conversation with Latina/Latino literacy researchers. Invited paper presented at the 44<sup>th</sup> Annual Convention of the International Reading Association, San Diego, CA.
- Jiménez, R. T. (1998, November). *Ensuring that all children learn to read: Students of limited English proficiency.* Invited paper presented at the U.S. Department of Education's 1998 Regional Conferences on Improving America's Schools, Denver, CO.
- Jiménez, R. T. (1998, July). *Academic Achievement of Linguistically Diverse Students with Learning Disabilities.* Invited paper presented at the Office of Special Education Programs Research Project Directors' Conference, Washington D. C.
- Jiménez, R. T. (1998, July). *What Access to the General Education Curriculum Means for Bilingual Latino Students with Learning Disabilities: A Panel Discussion.* Invited paper presented at the Office of Special Education Programs Research Project Directors' Conference, Washington D. C.
- Jiménez, R. T. (1998, February). *Literacy Lessons Derived from the Instruction of Six Latina/Latino Teachers.* Invited address to the Oregon Conference. College of Education, University of Oregon, Eugene, Oregon.
- Jiménez, R. T. (1998, February). *The Literacy Instruction Provided by Latina/Latino Teachers.* Invited address to the Twenty-first Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students. Oakbrook, Illinois.
- Jiménez, R. T. (1997, October). *Literacy Lessons Derived from the Instruction of Six Latina/Latino Teachers.* Invited address to the Second Annual Guy Bond Commemorative Reading Conference, Reading for meaning: Fostering comprehension in the middle grades. University of Minnesota, Minneapolis.

- Jiménez, R. T. (1997, March). *Learning to read in L2: A view from L1 research. Metacognitive strategies in bilingual readers*. Invited address to the American Association of Applied Linguistics, Orlando, FL.
- Jiménez, R. T. (1996, December). *Literature-based cognitive strategy instruction for middle-school Latina/o students*. Invited address sponsored by the Children's Discourse Study Group, University of Illinois, Champaign, IL.
- Jiménez, R. T. (1996, October). *Multicultural education and the pre-service teacher*. Invited Keynote address to the Illinois Association of Teacher Educators, Urbana, IL.
- Jiménez, R. T. (1996, August). *Literacy lessons from Latina/o students and Latina/o teachers*. Invited Keynote address to the Bilingual Education Summer Institute hosted by Northeastern University, Chicago, IL.
- Jiménez, R. T. (1995, July). *Comprehensive and comprehensible instruction for language minority students with learning disabilities*. Invited paper presented at the Office of Special Education Programs Research Project Directors' Conference, Washington D. C.
- Jiménez, R. (1993, February). *NABE's Outstanding Dissertations Competition Winners*. Invited paper presented at the 22nd Annual International Bilingual/Multicultural Education Conference, Houston, Texas.

### **Teaching: Vanderbilt University**

English Education 2450/3400	Teaching Reading in the Content Areas	Fall 2004
Educ 3140	Capstone Doctoral Seminar	Spring 2005
T&L 2530/3900	Foundations for Teaching Linguistically Diverse Students	Fall 2005

### **Ph.D. Program Adviser and/or Thesis Director**

Student Name	Dates Supervised	Current Status	Thesis Title	Student's Placement
Brad Teague	2005-present	Coursework		
Eun-Young Jang	2004-present	Defended MAP		
Lara Handsfield	2000-2005	Defended Thesis	"Movin' Up that 3 <sup>rd</sup> Grade Hill": Discourses of Progress and Hybrid Language and Literacy Practices in a Mainstream Multi-Lingual Classroom	Asst. Professor, Illinois State University
Mary Montavon	1999-2003	Defended Thesis	English Language Learners and Social Capital: Discourses of a Rural School District	Asst. Professor Southern Illinois University
Cristina Gillanders	2000-2001	Defended Thesis	Reaching for Success as a	Post-doc, University of North Carolina

Jia-ling Yau	1995-2000	Defended Thesis	Mexican Immigrant: A Close Up of Kindergarten Children and their Families Literacy Learning Experiences of Four Language Minority Students: The Principles of Importance	Assoc. Prof. Ming Chuan University, Taiwan
Mary Holbrock		Defended Thesis	The Language and Literacy of Guatamalan Mayan Women	Job Search

### **Master's Program Committee Member (University of the Americas)**

Student Name	Dates Supervised	Current Status	Thesis Title	Student's Placement
Christopher Vance	2004-2005	Defended Thesis	Literacy Practices of Mexican Fathers and How These Influence The Literacy of their Children	Teacher in Arizona
Brad Teague	2003-2004	Defended Thesis	A Comparative Study of Attitudes Toward Literacy: Parents, Students, and Teachers in a Mexican Elementary School	Doctoral Student at Vanderbilt
Jane Kimbraugh	2003-2004	Defended Thesis	Literacy Learning and Instruction in a Mexican Bilingual School	Teacher in Washington State

### **Teaching: University of Illinois**

Curriculum and Instruction 490:	Qualitative Literacy Research and Methods
Curriculum and Instruction 349:	Issues in Latina/Latino Education
Curriculum and Instruction 399:	History of Chicana/o Education
Curriculum and Instruction 490:	Reading and Writing in a Second Language
Curriculum and Instruction 370:	Principles and Practices in Reading Education
Curriculum and Instruction 333:	Foundations of Bilingual Education
Curriculum and Instruction 399:	Bilingual and ESL Methods and Materials

### **Teaching: University of Oregon**

Special Education and Rehabilitation 607:	Instructional Qualitative Research
Curriculum and Instruction 607:	Reading and Writing in a Second Language
Curriculum and Instruction 622:	Trends in Primary Reading
Curriculum and Instruction 425/525:	Teaching Reading in the Primary Grades
Ethnic Studies 103:	Ethnic Groups in the U.S.: Focus on the Educational System
Ethnic Studies 407/507:	History of Chicano Education
Ethnic Studies 410/510:	Issues in Bilingual/Multicultural Education
Ethnic Studies 410/510:	Issues in Chicano Education

### **Editorial Service**

Editorial Advisory Board for *Reading Research Quarterly*  
 Editorial Advisory Board for *Journal of Literacy Research*  
 Editorial Advisory Board for *The Reading Teacher*  
 Editorial Advisory Board for *Journal of Adolescent and Adult Literacy*  
 Editorial Advisory Board for *The National Reading Conference Yearbook*

Reviewer for *Anthropology and Education Quarterly*  
 Reviewer for the *Elementary School Journal*  
 Reviewer for *Language Learning*  
 Reviewer for *School Psychology Review*

Reviewer for *Journal of Special Education*.

Reviewer for *Educational Researcher*

### **Professional Service**

**Senior Consultant to WGBH/Annenberg Foundation, Teaching Reading 3-5, January 2005-July 2005** [<http://www.learner.org/resources/series204.html>].

**Author for McDougal Littell Secondary Education Literacy Anthology Series, Evanston, Illinois, 2004 to present.**

Member of the Publications Committee for the International Reading Association, 2002-2003

Member of the Qualitative Research Task Force for the Research Division of the Council for Exceptional Children, 2003.

Consultant for the U.S. Department of Education, Office of Elementary and Secondary Education and the American Institutes for Research. Provide expert advice concerning how the Reading Excellence Program can serve English language learning students, September 26, 2000, Washington D.C.

Office of Special Education Programs (OSEP) Grant Reviewer for Competition 84.324D, May 17-19, 2000, Washington D.C.

Office of Special Education Programs (OSEP) Project Directors Planning Meeting for July 15-17 Project Directors Meeting. Washington DC.

Evaluator for the Social Sciences and Humanities Research Council of Canada, January 1996

Program Area Chair, Literacy and Language Diversity for the National Reading Conference, 1996-1998

Mentor for the Ronald E. McNair Program, Summer 1995 (Angelica Arroyo wrote and presented the paper, "The teacher's role in the literacy development of bilingual Latina/o students." Office of Minority Student Affairs.

Illinois Congressional Bilingual/Bicultural Teacher Training Task Force.

Language Minority Special Education Researchers Task Force, convened by the US Department of Education Office of Special Education Programs, Co-sponsored by the Office for Civil Rights and the Office of Bilingual Education and Minority Language Affairs, met in Denver, July; December, 1995.

Editor and contributor to a special issue of the *Elementary School Journal* (1996), highlighting current research on students from language minority communities.

Search Committee Chair for Director of High School Equivalency Program, Migrant Education, University of Oregon, 1991.

### **University Committees**

**Language Diversity Instructional Program Ad-hoc Committee Director, 2004-2005.**

**Center for the Americas Executive Committee, Vanderbilt University, 2005-Present.**

**Martha Ingram Scholars Selection Committee, Vanderbilt University, 2005.**

Elementary Education Committee, Vanderbilt University, 2004

Senior Literacy Faculty Position Committee Chair, Vanderbilt University, 2004-2005.

College of Education, University of Illinois Executive Committee, 2003-2004

Curriculum and Instruction Advisory Committee, 1995-1997.

Latina/Latino Studies Advisory Committee, Office of the Provost and Vice Chancellor for Academic Affairs, 1994-to 2001.

Professional Preparation and Development Committee, College of Education, 1994-1995.

Committee on Elementary and Early Childhood Education, Council on Teacher Education, Vice Chancellor's Office for Academic Affairs, 1994-1996.  
Language and Literacy Search Committee, Department of Curriculum and Instruction, 1995.

**Dr. Robert Jiménez.** Robert T. Jiménez is a professor of Language, Literacy and Culture at Vanderbilt University. He received his B.A. from the University of the Americas in Puebla, Mexico, and his M.Ed. and Ph.D. from the University of Illinois. He was a bilingual education teacher and he has served as recruiter, teacher, and program director in migrant education in the state of Illinois. At present, Jiménez is a faculty member in Peabody College, Language, Literacy and Culture Program where he teaches courses in research methods, second language literacy, and issues related to the education of Latina/Latino students. He received a García Robles Fulbright Fellowship to Mexico, the Albert J. Harris Award for research on struggling readers from the International Reading Association, a Faculty Appreciation Award for his teaching from the Latino students at UIUC, and a Distinguished Scholar Award from the College of Education at UIUC. His research focuses on the cognitive, cultural, social, and linguistic capital of Latino students and finding ways to make these resources accessible to both students and teachers. Jiménez has published in *Reading Research Quarterly*, the *American Educational Research Journal*, the *Journal of Adolescent and Adult Literacy*, *The Reading Teacher* and numerous other journals. He has served on IRA's publications committee, and as a member of the board of reviewers for RRQ, RT, and JAAL. He may be contacted at Box 330 Peabody College, 261 Wyatt Center, Language, Literacy, & Culture Program, Vanderbilt University. Nashville, TN 37203.