

Kimberley (Kim) D. Kennedy, Ph.D.¹

Curriculum Vitae

email: kdkennedy@ollusa.edu

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EDUCATION

Doctor of Philosophy, Curriculum and Instruction. The University of Texas at Austin.

Specializations: (1) Bilingual Education / Multilingual Studies and (2) Language & Literacy

Master of Education, Special Education. University of Texas at Austin.

Specialization: Multicultural Special Education

Bachelor of Science, Applied Learning & Development. University of Texas at Austin.

Specialization: Bilingual Special Education

PROFESSIONAL HISTORY

2024-present	Associate Professor. Department of Education. Our Lady of the Lake University. San Antonio, TX.
2020-present	Dual Language Bilingual Education (DLBE) Consultant.
2019-2020	Visiting Associate Professor. Department of Education. Our Lady of the Lake University. San Antonio, TX.
2017-2019	Visiting Assistant Professor. Department of Education. Our Lady of the Lake University. San Antonio, TX.
2015-2018	Research Facilitator. Department of Urban Studies. Trinity University. San Antonio, TX.
2013-2014	Literacy Specialist & Special Education Teacher. Monarch Academy at Morgan's Wonderland. San Antonio, TX.
2013	Instructional Coach. Pre-K 4 SA, City of San Antonio. San Antonio, TX.
2011-2013	Associate Professor (with tenure). Department of Interdisciplinary Learning and Teaching. The University of Texas at San Antonio.
2005-2011	Assistant Professor. Department of Interdisciplinary Learning and Teaching. The University of Texas at San Antonio.
2002-2005	Assistant Instructor. Department of Curriculum and Instruction. The University of Texas at Austin.
2001-2005	Teaching Assistant. The University of Texas at Austin.
2000-2001	Supervisor of Student Teachers and Interns (in bilingual and general education settings). The University of Texas at Austin.
1999- 2000	Special Education Resource Teacher. Austin Independent School District.
1996-1999	Bilingual Pre-Kindergarten Teacher. Austin Independent School District.

TEACHER CERTIFICATIONS (via Texas State Board of Educator Certification)

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| <ul style="list-style-type: none">• Elementary Self-Contained (01-08)• Elementary Bilingual/ESL (01-08)• Early Childhood Education (PK-KG) | <ul style="list-style-type: none">• Generic Special Education (PK-12)• Elementary Spanish (01-08) |
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¹ Please note: Prior to 2013, I presented and published as Kimberley K. Cuero.

RESEARCH/ SCHOLARSHIP

INTERNATIONAL AND NATIONAL JOURNAL REFEREED/PEER-REVIEWED ARTICLES

- Garza, E., **Kennedy, K.D.**, & Arreguín-Anderson, M.G. (2014). ESL/SSL strategies that bridge content and language in science: Experiential learning in an environmental education workshop. *Journal of Language Teaching and Research*, 5(3), 498-504. DOI: 10.4304/jltr.5.3.498-504
- Crim, C. L., **Kennedy, K. D.**, & Thornton, J. S. (2013). Differentiating for Multiple Intelligences: A study of students' understandings through the use of aesthetic representations. *Issues in Teacher Education*, 22(2), 69-91.
- Arreguín-Anderson, M.G., & **Kennedy, K. D.** (2013). Deliberate language planning in environmental education: A study of the first Project WILD workshop in Spanish. *Journal of Environmental Education*, 44(1), 1-15. DOI: 10.1080/00958964.2012.665098
- Kennedy, K.D.**, & Romo, H. D. (2013). 'All colors and hues': An autoethnography of a multi-ethnic family's efforts to support additive bilingualism. *Family Relations: Interdisciplinary Journal of Applied Family Studies*, 62(1), 109-124. DOI: 10.1111/j.1741-3729.2012.00742.x
- Cuero, K. K.**, & Valdez V. E. (2012). "Good" students and "involved" mothers: Latin@ responses to normalization pressures in schools. *International Journal of Qualitative Studies in Education*, 25(3), 317-338. DOI:10.1080/09518398.2010.529845. [Cabell's listed acceptance rate for journal: 15%]
- Cuero, K. K.** (2010). Artisan with words: Transnational funds of knowledge in a bilingual Latina's stories. *Language Arts*, 87(6), 427-436. [Cabell's listed acceptance rate for journal: 20%]
- Cuero, K. K.**, & Kaylor, M. (2010). Engaging in *travesuras*: A Latino fifth-grader's disassociation from the schoolboy label. *International Journal of Multicultural Education*, 12(1), 1-15. Retrieved 6/3/2014 from <http://ijme-journal.org/index.php/ijme/article/view/269/423>. [Cabell's listed acceptance rate for journal: 20-30%]
- Murakami, E., Nuñez, A-M., & **Cuero, K. K.** (2010). Latin@ advocacy in the hyphen: Faculty identity and commitment in a Hispanic-serving institution. *International Journal of Qualitative Studies in Education*, 23(6), 699 – 717. DOI: 10.1007/s10755-010-9139-7. [Cabell's listed acceptance rate for journal: 15%]
- Nuñez, A-M., Murakami, E., & **Cuero K. K.** (2010). Pedagogy for equity: Teaching in a Hispanic-Serving Institution. *Innovative Higher Education*, 35(3), 177-190. [Cabell's listed acceptance rate for journal: 23%]
- Cuero, K. K.** (2009). Authoring multiple *formas de ser*: Three bilingual Latino/a fifth graders navigating school. *Journal of Latinos and Education*, 8(2), 141-160. [Cabell's listed acceptance rate for journal: 11-20%]
- Cuero, K. K.**, Worthy, J., & Rodríguez-Galindo, A. (2009). Middle school choices for bilingual Latino/a youth: When the magnet school represents "status" and the neighborhood school represents "solidarity." *The Urban Review*, 41(3), 251-268. DOI: 10.1007/s11256-008-0106-x. [Cabell's listed acceptance rate for journal: 6-10%]
- Cuero, K. K.**, & Crim, C. L. (2008). "You wish it could speak for itself": Examining the use of aesthetic representation in an elementary teacher preparation program. *Issues in Teacher Education*, 17(2), 117-140. [Cabell's listed acceptance rate for journal: 11-20%]
- Cuero, K. K.**, Bonner, J., Smith, B., Schwartz, M., Touchstone, R., & Vela, Y. (2008). Venturing into unknown territory: Using aesthetic representations to understand reading comprehension. *International Journal of Education & the Arts*, 9(1), 1-23. Retrieved 5/6/2010 from <http://www.ijea.org/v9n1/>. [Co-authored with 5 UTSA undergraduate students.] [Cabell's listed acceptance rate for journal: 15%]
- Cuero, K. K.**, & Dworin, J. E. (2007). Lessons from Jeniffer: Addressing common assumptions regarding "former" English-language learners. *Voices from the Middle*, 14(4), 15-25. [acceptance rate for journal as cited by editor: 15%]

Worthy, J., Rodríguez-Galindo, A., Assaf, L. C., Martínez, L., & **Cuero, K. K.** (2003). Fifth-grade bilingual students and precursors to "Subtractive Schooling." *Bilingual Research Journal*, 27(2), 275-294. [Cabell's listed acceptance rate for journal: n/a]

CONTRIBUTIONS TO PEER-REVIEWED EDITED BOOKS

- Hawkins, J., Crim, C.L., **Kennedy, K.D.**, & Ganz, J.B. (2018). The power of peers: Setting a course for 21st century skills in inclusive classrooms. In J.R. O'Connor, Jr. (Ed.), *Cultivating inclusive practices in contemporary K-12 education*. IGI Global.
- Arreguín-Anderson, M. G., & **Kennedy, K. D.** (2014). *Aspirantes' consejos* on *El Maga* and the role of technology. In B. B. Flores, O. Vásquez, & E. R. Clark (Eds), *Generating Transworld Pedagogy: Reimagining La Clase Mágica* (pp.117-127). Lahman, MD: Lexington Books, Rowman & Littlefield.
- Cuero, K. K.**, & Alanís, I. (2010). Becoming a "Fashionable and Desirable Place to Live:" A Place-Perspective Study of the Regentrification of One Dual-Language Community. In S. Tozer, A. Henry, B. Gallegos, M. B. Greiner, & P. G. Price (Eds.), *Handbook of Research in the Social Foundations of Education* (pp.638-647). New York: Routledge Publishers.
- Cuero, K. K.** (2008). Unz, Ron. In J. M. Gonzalez (Ed.), *Encyclopedia of Bilingual Education* (pp.868-869, Volume 2). Thousand Oaks, CA: Sage Publications, Inc.
- Cuero, K. K.**, & Aburumuh, H. (2008). Concurrent translation method. In J. M. Gonzalez (Ed.), *Encyclopedia of Bilingual Education* (pp.168-171, Volume 1). Thousand Oaks, CA: Sage Publications, Inc. [Co-authored with a graduate student.]

NON-PEER-REVIEWED PUBLICATIONS

- Kennedy, K.D.** (2022). Appendix E: Acentos ortográficos en español: A Simple Guide. In Del Castillo, R., & Cloat, J.S. (Authors), *Teaching Reading in Spanish: A Linguistically Authentic Framework for Emerging Multilinguals* (pp. 117-124). Rowman & Littlefield Publishers.
- Rivera, C. J., & **Kennedy, K.D.** (2013). Yolanda: Cultural differences as a resource for literacy learning. In N. Nilsson & S. Gandy (Eds.), *Struggling readers can succeed: Targeted solutions based on complex views of real kids in classrooms and communities* (pp.111-126). Charlotte, NC: Information Age Publishing.
- Rivera, C., Hicks, S.C., & **Cuero, K.K.** (2012). Using culturally relevant shared stories for English learners with disabilities. *Perspectives*, 34(3), 5-8.
- Cuero, K.K.**, Arreguín-Anderson, M.G., & Garza, E. (2012). WILD about dual-language workshop: Pairing monolingual and bilingual pre-service teachers. *AccELLerate*, 4(3), 21.
- Ruíz, E., Thornton, J., & **Cuero, K. K.** (2010). Integrating literature in mathematics: A teaching technique for mathematics teachers. *School Science and Mathematics Journal*, 110(5), 235-237.
- Alanís, I., **Cuero, K. K.**, & Rodríguez, M. A. (2009). REAL Collaborative: Research for the Educational Advancement of Latin@s. *Journal about Women in Higher Education*, 2(1), 243-244.

INVITED KEYNOTE ADDRESSES

- Kennedy, K.D.** (2025 – Keynote address). From Buzzwords to Breakthroughs: Translanguaging That Makes Sense. *Dual Immersion Riverside County Consortium*. Riverside, CA.
- Kennedy, K.D.** (2024 – Keynote address). ¡Cada estudiante un autor! Transforming your DLI Writing Program into a Publishing House for Young Escritores. *Dual Immersion Riverside County Consortium*. Riverside, CA.
- Kennedy, K.D.** (2011 – Keynote address). The Complexities of Bilingualism: Fostering a Positive View. *San Antonio Youth*. San Antonio, TX.
- Kennedy, K.D.** (2007-2009 – Keynote speaker). Fostering Native-Language Literacy for Bilingual Students in All Classrooms. *San Antonio Writing Project* at UTSA. San Antonio, TX.

INTERNATIONAL, NATIONAL, & STATE PRESENTATIONS

- Kennedy, K.D.**, Alcantar Armenta, J., Poncio Jordan, J., & Peña, S. (upcoming, February 2026). From Reguetón to Folklórico: Centering Music and Movement in Bilingualism, Academic Learning, and Cultural Identity. *National Association for Bilingual Education*. Chicago, IL.
- Kennedy, K.D.**, Maciel-Gordillo, D., & McFarland, N. (upcoming, February 2026). Picturebook Playwrights: Empowering Emergent Bilingual Storytellers Through Authentic Literature, Writing, and Readers Theater. *National Association for Bilingual Education*. Chicago, IL.
- Kennedy, K.D.** & Alcantar Armenta, J. (upcoming, February 2026). Revolutionizing Spanish Acentuación: A Vertical Alignment Approach. Spanish Accentuation Reimagined: A District's Journey to Empower Teachers and Strengthen Student Biliteracy and Oracy. *National Association for Bilingual Education*. Chicago, IL.
- Kennedy, K.D.** & Alcantar Armenta, J. (upcoming, November 2025). Revolutionizing Spanish Acentuación: A Vertical Alignment Approach. *La Cosecha Conference through Dual Language Education of New Mexico*. Albuquerque, NM.
- Kennedy, K.D.**, Maciel-Gordillo, D., & McFarland, N. (upcoming, November 2025). From Picturebooks to Playwrights: DL Students Creating Original Scripts for Teatro de Lectura. *La Cosecha Conference through Dual Language Education of New Mexico*. Albuquerque, NM.
- Kennedy, K.D.**, Maciel-Gordillo, D., & McFarland, N. (upcoming, October 2025) From Picturebooks to Playwrights: Students Creating Original Scripts for Teatro de Lectura. *Texas Association for Bilingual Education*. Allen, TX.
- Peña, S. & **Kennedy, K.D.** (2024 – en absentia) Embracing Afrolatinidad, Dismantling Hierarchies, and Fostering Critical Consciousness in DLBE. *La Cosecha Conference through Dual Language Education of New Mexico*. Santa Fe, NM.
- Kennedy, K.D.** & Peña, S. (2024) Embracing Afrolatinidad in DLBE: Cultivating Inclusivity and Critical Consciousness. *Texas Association for Bilingual Education*. Round Rock, TX.
- Kennedy, K.D.** & Poncio Jordan, J. (2024) Revolutionizing Spanish Accentuation Instruction through the Grade Levels. *Texas Association for Bilingual Education*. Round Rock, TX.
- Kennedy, K.D.**, Maciel-Gordillo, D., & Donnelly, M. (2024-presented virtually). Our journey to incorporate Writers' Workshop in a dual language program: Challenges, consejos, and celebrations. *National Association for Bilingual Education*. New Orleans, LA.
- Kennedy, K.D.**, Poncio Jordan, J. & Casas, E. (2023). ¡A cantar! Cómo hacer que los acentos ortográficos sean divertidos y simples. *La Cosecha Conference through Dual Language Education of New Mexico*. Albuquerque, NM.
- Kennedy, K.D.** & Poncio Jordan, J. (2023). ¡A bailar! Aprendizajes lingüísticos y culturales usando Zumba, música y movimiento para toda la familia. *Texas Association for Bilingual Education*. Presented virtually.
- Kennedy, K.D.** (2023). Facilitated the affinity group on Diversity & Inclusion. *The Education Institute International Virtual Conference*. Texas State University.
- Kennedy, K.D.** & Poncio Jordan, J. (2022). Extensión del programa dual al hogar: Eventos familiares virtuales. *La Cosecha Conference through Dual Language Education of New Mexico*. Presented virtually.
- Kennedy, K.D.**, Poncio Jordan, J. & Casas, E. (2022). Acentos ortográficos así de fácil: Why Spanish "Tildes" are Important and an Easy and Intuitive Way to Teach Them. *Texas Association for Bilingual Education*. Houston, TX.
- Kennedy, K.D.** (2022). Perdidos en la Traducción: Identifying Authentic Literature for the Bilingual Classroom. *The Education Institute International Virtual Conference*. Texas State University.
- Kennedy, K.D.** & Dray, B. J. (2021). Three ways to Find Culturally and Linguistically Authentic Literature for Your Classroom. 43rd Annual Conference. *NYSABE (New York State Association for Bilingual Education)*. Held virtually.

- Dray, B. J. & **Kennedy, K.D.** (2021). All Teachers are Language Teachers: A Framework for Collaborative Professional Learning. 43rd Annual Conference. *NYSABE (New York State Association for Bilingual Education)*. Held virtually.
- Kennedy, K.D.** (2021). Identifying CLD Children's Literature for the Classroom. 2021 Spring Symposium. *CoTESOL (Colorado Teachers of English to Speakers of Other Languages)*. Held virtually.
- Maurer, A.D., **Kennedy, K.D.**, Cardenas, D., Maine, K., & Ziegler, C. (2019-presented in absentia). Robust Partnership between a University & Title I campus in IR: Clinical Teaching Residencies, Social Work Services, and other Wrap-Around Services. Consortium of State Organizations of Texas Teacher Education (CSOTTE). Frisco, TX. [Presented with 3 OLLU graduate students]
- Arreguín-Anderson, M. & **Cuero, K.K.** (2012). Deliberate Language Planning in Environmental Education: A Study of the First Project WILD Workshop in Spanish. *American Educational Research Association*. Vancouver, Canada.
- CohenMiller, A., & **Kennedy, K.D.** (2012). A Bilingual Latina Informal Learning from Reflection on Life Experience: A Longitudinal Study. *American Association for Adult and Continuing Education*. Las Vegas.
- Cuero, K.K.**, & Arreguín-Anderson, M. (2012). Science for all *en español*: Findings from an Environmental Education Workshop. *National Association for Bilingual Education*. Dallas, TX.
- Núñez, I., & **Cuero, K.K.** (2012). A study of fourth grade students' writing development through dialogue journaling. *National Association for Bilingual Education*. Dallas, TX.
- Cuero, K. K.** (2011). Embedding mini-lessons to build bilingual pre-service teachers' confidence in Spanish written proficiency. *American Educational Research Association*. New Orleans, LA.
- Cuero, K. K.**, & Prior, L. (2011). Metaphorical representations of Latina pre-service teachers' biliterate identities: Infusing culturally relevant practice into university classrooms. *American Educational Research Association*. New Orleans, LA.
- Cuero, K.K.** (2010). "My written Spanish is good but not great..." Using mini-lessons to improve the Spanish written proficiency of pre-service bilingual teachers. *Literacy Research Association / National Reading Conference*. Fort Worth, TX.
- Ruiz, E., **Cuero, K. K.**, & Thornton, J. (2010). Preservice Teachers' Perceptions of Integrating Children's Literature into Mathematics Instruction at a Hispanic-Serving Institution. *American Educational Research Association*. Denver, CO.
- Crim, C. L., Thornton, J. S., & **Cuero, K. K.** (2010). Tapping into Multiple Intelligences: An analysis of students' understanding of differentiation through aesthetic representations. *American Educational Research Association*. Denver, CO.
- REAL Collaborative. (2010). Creating a Transformative Space in the Academy: the Research for the Education and Advancement of Latin@s Collaborative. *American Association of Hispanics in Higher Education, Inc.* Costa Mesa, California.
- Cuero, K. K.**, & Sailors, M. (2009). Inner-City Reading Preparation: Considerations for Exemplary Teacher Preparation Practices. *International Reading Association*. Minneapolis, MN.
- Crim, C. L., **Cuero, K. K.**, & Brooks, J. (2009). Show me what you know: Aesthetic representations as nontraditional assessments in university classrooms. *American Educational Research Association*. San Diego, CA. [Presented with UTSA graduate student]
- Valdez, V. E., & **Cuero, K. K.** (2009). "Good" students and "involved" mothers: Latin@ responses to normalization pressures in schools. *American Educational Research Association*. San Diego, CA.
- Murakami, E., Núñez, A. M., & **Cuero, K. K.** (2009). Building Latin@ Scholarship and Advocacy in the Hyphen. *American Educational Research Association*. San Diego, CA.
- Crim, C. L., Thornton, J. S., & **Cuero, K. K.** (2008). Assessment through Aesthetic Representations: Aligning learning to areas of Multiple Intelligences. *National Association of Gifted Children (NAGC)*. Tampa, FL.

- Crim, C. L., **Cuero, K. K.**, & Brooks, J. (2008). Promoting critical and creative thinking: Aesthetic representations in the university classroom. *National Council of the Teachers of English*. San Antonio, TX. [Presented with a UTSA graduate student]
- Cuero, K. K.**, Worthy, J., & Rodríguez-Galindo, A. (2008). Status vs. solidarity: Middle school choices for bilingual Latino/Latina youth. *National Council of the Teachers of English*. San Antonio, TX.
- Cuero, K. K.** & Romo, H. D. (2008). "All colors and hues": A multi-ethnic family's journey to bilingualism and biliteracy. *American Educational Research Association*. New York, NY.
- Alanís, I. & **Cuero, K. K.** (2008). Becoming a "fashionable and desirable place to live": The regentrification of one dual language community. *American Educational Research Association*. New York, NY.
- Crim, C., **Cuero, K. K.**, Thornton, J., & Brooks, J. (2008). "You wish it could speak for itself": Examining preservice teachers' artistic expressions of literacy. *American Educational Research Association*. New York, NY. [Presented with a UTSA graduate student.]
- Alanís, I., & **Cuero, K. K.** (2008). Demographic shifts: Dual language program response. *Texas Association for Bilingual Education*. Arlington, TX.
- Cuero, K. K.** (2007). Up and out of bilingual education, Up and into middle school: A longitudinal study. *American Educational Research Association*. Chicago, IL.
- Romo, H. D. & **Cuero, K. K.** (2007). Raising a bilingual child. *American Sociological Association*. New York, NY.
- Co-presenter: Cuero, K. K.** (2006). Hermanas/sisters in the academy: Actualizing a Latina/o research agenda in education. *University Council for Educational Administration*. San Antonio, TX.
- Cuero, K. K.** & Valdez, V. E. (2006). Latino/a forms of agency: Capitalizing on resources to navigate through school. *National Association for Bilingual Education*. Phoenix, AZ.
- Cuero, K. K.** (2005). Latino/a children authoring multiple "formas de ser" (ways of being) in the public school. *American Educational Studies Association*. Charlottesville, VA.
- Cuero, K. K.** (2004). How a bilingual Latina "school girl" authors herself through dialogue journaling. *National Council of Teachers of English*. Indianapolis, IN.
- Cuero, K. K.** (2004). Authoring selves: Exploring Latina/o bilingual students' dailyness through narrative. *American Educational Research Association*. San Diego, CA.
- Worthy, J., Rodríguez-Galindo, A., Martínez, L., & **Cuero, K. K.** (2004). Latino/a adolescents' spaces of authoring: Centrifugal and centripetal forces at work. *American Educational Research Association*. San Diego, CA.
- Cuero, K. K.** & Delgado, R. (2004). Challenging the social constructions of language difference and learning disability among Latino/a bilingual students. *Texas Foreign Language Education Conference*. Austin, TX.
- Cuero, K. K.**, Worthy, J., Rodríguez-Galindo, A., & Martínez, L. (2003). Bilingual Students' Resistance and Submission to Linguistic and Cultural Domination. *American Educational Studies Association Conference*. Mexico City, Mexico.
- Cuero, K. K.** & Delgado, R. (2003). Latino English Language Learners with Disabilities: Deconstructing the islands. *American Educational Studies Association Conference*. Mexico City, Mexico.
- Cuero, K. K.** & Wright, A. (1998). Bilingual education is in jeopardy: The importance of vertical teaming and dialogue. *Texas Association for Bilingual Education*. San Antonio, TX.

REGIONAL & LOCAL PAPER PRESENTATIONS

- Kennedy, K.D.** (2025). *Translanguaging Demystified: Actionable Strategies for DLBE Classrooms*. San Antonio Area Association of Bilingual Education (SAAABE). San Antonio, TX.
- Kennedy, K.**, Adams, S., Barrientos, T., Castaneda, S., Escamilla, M., Hernandez, C., Moreno, S., Ochoa, A., Reyes, V., Rodriguez, B., & Vanover, A. (2025). Exhibit on loan from MACRI: Alonso S. Perales: Civil Rights Trailblazer by Mexican American Civil Rights Institute (MACRI). Title of

- bilingual (Spanish/English) multimedia contribution: A Geographic Timeline: Alonso Perales' Life-Long Legacy of Justice & Equality. Our Lady of the Lake University, Sueltenfuss Library, San Antonio, TX. (This contribution was developed by undergraduate pre-service teachers to explore key moments in Perales' lifelong fight for justice and equality.)
<https://youtu.be/wm4XydENoJw?si=EIFNEk12wkn7Lc3k>
- Kennedy, K.**, Avila, A., De Leon, D., Frausto, S., Hernandez, R., Martinez, R., Peña, K., Perez, M., Rivera, J., Rodriguez, N., Salas, K., Smith, S., Barrientos, T., Escamilla, M., Hernandez, C., Ochoa, A., Reyes, V., Rheinberger, L., Rodriguez, B., & Rodriguez, L. (2025). Exhibit on loan from MACRI: Alonso S. Perales: Civil Rights Trailblazer by Mexican American Civil Rights Institute (MACRI). Title of hands-on contribution: Explorando El Legado de Alonso Perales: Hands-On Learning Activities. Our Lady of the Lake University, Sueltenfuss Library, San Antonio, TX. (This contribution was developed by graduate and undergraduate students to enhance the Perales exhibit with engaging, hands-on activities for school-aged children.)
- Kennedy, K.D.**, Maciel-Gordillo, D., & McFarland, N. (2025). Picturebook Playwrights Part 2: Co-Creating Differentiated, Biliterate Readers Theater Scripts with DLI Students. *Dual Immersion Riverside County Consortium*. Riverside, CA.
- Kennedy, K.D.** (2024). Picturebook Playwrights: Cultivating Bilingual Dramaturgos (Playwrights) & Storytellers through Student-Authored Readers Theater Scripts. *Dual Immersion Riverside County Consortium*. Riverside, CA.
- Kennedy, K.D.** (2021). *Identifying and implementing high-quality culturally relevant literature for emerging bilingual students*. EL Summer Symposium 2021. Held virtually by Texas Region 10 ESC (Education Service Center).
- Kennedy, K.D.** (2021). *Time to retire the same ol' English-language books & their Spanish translations! Easy ways to find authentic literature written about & by BIPOC*. 2021 Effective Border Schools Conference (EBSC). Held virtually by Texas Region One ESC (Education Service Center).
- Kennedy, K. D.** (2018). Running Records: The What, the Why, and the How. Rodriguez Elementary. San Antonio ISD.
- Kennedy, K. D.** (2018). Dialogue Journals: A Bilingual Latina's stories. Rodriguez Elementary. San Antonio ISD.
- Kennedy, K. D.** (2017). Meet your BFF: Assessing reading levels using Fountas & Pinnell Benchmark Assessment System. Rodriguez Elementary. San Antonio ISD.
- Cuero, K. K.**, Alanís, I., & Chávez, L. (2008). The impact of changing neighborhood demographics on dual language programs. *San Antonio Area Association for Bilingual Education*. San Antonio, TX. [presented with a UTSA undergraduate student who was BESO president]
- Cuero, K. K.** & Crim, C. L. (2007). The cycle of inquiry: Connecting content, experience, and self-expression through aesthetic representation. *Southwest Educational Research Association*. San Antonio, TX.
- Alanís, I., **Cuero, K. K.**, Rodriguez, M., Delgado, R., Ek, L., Murakami, E., Oliva, M., Quijada, P., Sanchez, P., & Valdez, V. E. (2007). Navigating the academy: Creating networks of support. *Southwest Educational Research Association*. San Antonio, TX.
- Cuero, K. K.** (2007). Writing herself off in *lenguaje*: A bilingual Latina's perceptions of language arts. *UTSA Community of Researchers' Third Annual Research Symposium*. San Antonio, TX.
- Cuero, K. K.** (2006). English as the language of high-stakes: Bilingualism and biliteracy be damned! *Southwest Educational Research Association*. Austin, TX.
- Cuero, K. K.** (2006). *Formas de Ser*: The dialogic nature of identity among bilingual, Latino/a fifth graders. *ILT Junior Faculty Brown Bag Series*. San Antonio, TX.
- Co-Panelist: Cuero, K. K.** (2006). Actualizing a Latina/o research agenda in education: Current efforts and new directions. *REAL Collaborative Research Colloquium*. San Antonio, TX.
- Cuero, K. K.** & Wright, A. (1998). Consider your frame of reference: Advocacy through vertical teaming. *Para Los Niños Bilingual / ESL Conference*. Austin, TX.

MEDIA COVERAGE

3/14/2025 - <https://laprensatexas.com/alonso-s-perales-exhibit-keynote-address-by-author-cynthia-e-orozco-march-20th-6pm-at-the-sueltenfuss-library-ollu/>
 3/31/2025 - <https://ollulakeweekly.com/2025/03/31/ollu-education-students-bring-civil-rights-history-to-life-in-alonso-s-perales-exhibit/>
 3/17/2025 - <https://ollulakeweekly.com/2025/03/17/honoring-alonso-s-perales-a-night-with-dr-cynthia-e-orozco-student-exhibits/>
 2/24/2025 - <https://ollulakeweekly.com/2025/02/24/ollu-sueltenfuss-library-hosts-alonso-s-perales-civil-rights-trailblazer-exhibit/>
 3/8/2019 - <https://www.expressnews.com/news/education/article/College-mentors-nurture-young-authors-at-troubled-13671941.php>

GRANT ACTIVITY**Funded**

- 2023 Co-coordinator** for ChangeX scale-up funding for pollinator garden project. \$5,000.
- 2021 Co-coordinator** for ChangeX funding for pollinator garden project. \$1,800.
- 2011 Co-coordinator** for Fulbright-Hays Group Projects Abroad Program. Award approx. \$80,000.
- 2007 Principal Investigator** for Academy for Teacher Excellence (ATE) Faculty Learning Community grant entitled “*Mujeres* Shaping Legacy in Latin@ Educational Research.” Funded by the Academy for Teacher Excellence: \$1,200.
- 2007 Co-Investigator** for Academy for Teacher Excellence (ATE) Faculty Learning Community grant entitled “Inquiring about Inquiry: Nine Individuals Taking Action Collectively.” Funded by the Academy for Teacher Excellence: \$1,000.
- 2006 Principal investigator** for COEHD Mini-grant entitled “The many formas de ser of bilingual Latino/a adolescents: A longitudinal study.” \$1000.
- 2006 Principal investigator** for the Academy for Teacher Excellence (ATE) concept paper mini-grant. \$800.

Awarded (but unable to accept)

- 2012 Fulbright Scholar Program (2012-13): Teaching/Research Award #2505** for Colombia, South America. Title: A Qualitative Study of Educational Equity and “Choice” for Vulnerable Urban Communities in Colombia; A Transnational, Sociocultural Framework for Learning.

Not Funded

- 2008 Co-Investigator:** Kaylor, M., Ray, J., Cuero, K. K., & Jaciw, A.J. Examination of the Efficacy of an Evidence-Based Reading Program for Students with Significant Disabilities. Institute of Education Sciences: \$ 2,374,095.
- 2007 Co-PI** for Born to Read: Family Literacy Study. Requested amount: \$300,000.
- 2006 Collaborating Researcher** for Early Childhood grant proposal entitled “Early Literacies Learning Communities Project.” PI: Mari Cortez. Requested amount: \$645,542.
- 2006 Collaborating researcher** with the University of Arizona for a Teacher Quality grant proposal entitled “An experimental study of the impact of a reading intensive teacher education (RITE) program on preservice teachers, teaching practices and student achievement in schools serving low-income, Hispanic communities.”

Submitted

2020 Principal Investigator for submitted proposal to The Charity Ball Association grant entitled “*Literacy at the Lake: Promoting Student Authorship through The Lakeside Press Mobile Writing Lab.*” Requested amount: \$15,000. Note: COVID interrupted this grant process.

UNPUBLISHED RESEARCH REPORTS

- 2018** Final Project Evaluation Report for Department of Education’s Full-Service Community School (FSCS) Program.
- 2018** Mid-Year Project Evaluation Report for Department of Education’s Full-Service Community School (FSCS) Program.
- 2017** Annual Project Evaluation Report for Department of Education’s Full-Service Community School (FSCS) Program.
- 2017** Mid-Year Project Evaluation Report for Department of Education’s Full-Service Community School (FSCS) Program.
- 2016** Annual Project Evaluation Report for Department of Education’s Full-Service Community School (FSCS) Program.
- 2016** Mid-Year Project Evaluation Report for Department of Education’s Full-Service Community School (FSCS) Program.
- 2015** Annual Project Evaluation Report for Department of Education’s Full-Service Community School (FSCS) Program.

TEACHING ACTIVITIES

University Courses

Doctoral courses taught:

The University of Texas at San Antonio (UTSA):

- Interdisciplinary Learning and Teaching in Sociocultural Contexts (ILT 7143)
- Socio-constructivist & Cognitivist Perspectives on Interdisciplinary Learning & Teaching (ILT 7133)
- Doctoral Research Seminar in Interdisciplinary Learning and Teaching (ILT 7893)

Graduate courses taught:

Our Lady of the Lake University (OLLU):

- Bilingual Special Education: Instruction & Assessment (SPED 7312)
- Foundations of Emergent Bilingual/ESL Learners (EDUC 6315 – **taught online**)
- First and Second Language Development for Language Learners (EDUC 6363)
- Reading and Writing at the Elementary Level (EDUC 6348)
- Linguistic Analysis of Language Development and Acquisition in Dual Language Programs (EDUC 6365)
- Organizing & Supervising Reading & Literacy Programs (EDUC 6369)
- Reading & Writing Assessment (EDUC 6344)
- Reading & Writing Development – Secondary Level (EDUC 6375 – **taught online**)
- Individual Differences: Advanced Studies (SPED 6305 – **taught online**)

The University of Texas at San Antonio (UTSA):

- Sociocultural Issues and the Teaching of Reading (BBL 5173)
- Bilingual Content Instruction (BBL 5033 – **taught in Spanish**)
- Biliteracy in Bilingual Classrooms (BBL 5063 – **taught in Spanish**)
- Special Problems: Multiliteracies using Critical Perspectives (C&I 6973)
- Early Literacy Development, Diagnosis, & Practicum (C&I 5823)

- Integrating Reading & Language Arts (C&I 5723)
- Diagnosis & Practicum in Reading (C&I 5763)
- Reading Diagnosis & Prescription (EDUC 6374)

Texas Lutheran University (TLU):

- Teaching & Learning in Diverse Classrooms (EDUC 532 – **taught online**)

Undergraduate courses taught:

Our Lady of the Lake University (OLLU):

- Language Arts/ Reading Bilingual (EDUC 4340—**taught primarily in Spanish**)
- Approaches to Teaching English Language Learners (EDUC 4364)
- Clinical Teaching: Bilingual Elementary (EDUC 5682)
- Clinical Teaching: Elementary (EDUC 5680)
- Developing Creative Expression in Children (EDUC 4372)
- Literacy Development and Instruction (EDUC 4345)
- Reading Comprehension EC-12 (EDUC 3344—**taught face-to-face, online, and hybrid formats**)
- Literacy Diagnosis and Remediation EC-12 (EDUC 4348)
- Content Area Reading: Secondary Schools (EDUC 3344—**taught online**)
- Special Education Practicum (SPED 5355)

Trinity University:

- Principles and Practices of ESL (EDUC 3345)
- Survey of Special Education (EDUC 1331)
- Teaching Science in Elementary School (EDUC 3341)

The University of Texas at San Antonio (UTSA):

- Reading Comprehension (RDG 3823 – **taught in both Spanish and English**)
- Children's Literature (RDG 3513)
- Writing Development & Processes (RDG 3803)
- Language and Cognitive Development in EC-4 (ECE 3603)
- Literacy Problems (RDG 4733)
- Practicum: Special Education (SPE 4611– **taught online**)
- Student Teaching: Special Education (C&I 4676)

The University of Texas at Austin (UT):

- Second Language Acquisition (ALD 325)
- Teacher Assistant for the following courses at UT-Austin: Applied Linguistics and Methods in ESL; Language Arts/Writing Methods (**taught in Spanish**); & Spanish for Bilingual Teachers (**taught in Spanish**).

Doctoral Dissertation Committees Served (at UTSA)

Member for: Gann, Linda. (May 2013). Secondary Mathematics Teachers' Beliefs, Attitudes, Knowledge Base, and Practices in Meeting the Needs of English Language Learners. The University of Texas at San Antonio.

Member for: Wittnebel, Leo. (May 2013). Learning within the confines of a continuing professional education activity: Perspectives from respiratory therapists. The University of Texas at San Antonio.

Member for: Kumar, Tracey. (December 2012). Using rap music to promote culturally relevant content area instruction. The University of Texas at San Antonio.

Member for: Prior, Lori. (May 2012). *There is more to the story... Support for children's construction of meaning from contemporary picturebook read alouds*. The University of Texas at San Antonio.

Member for: Nguyen, Shelbee. (May 2012). *The influence of public pedagogy on adult and higher education undergraduate learners' perceptions and motivations to study abroad*. The University of Texas at San Antonio.

Member for: Garza, Esther. (May 2010). *Scientific Biliteracy*. The University of Texas at San Antonio.

Doctoral Qualifying Exam Committees Served (at UTSA)

Qualifying Exam Committee Co-Chair for: CohenMiller, Anna (2013).

Qualifying Exam Committee Member for: Iyengar, Kalpana. (2013).

Thesis Committees Served (at UTSA)

Thesis Committee Chair for: Nuñez, Idalia. (May 2012). Communicating with a different purpose: A study of 4th grade bilingual students' dialogue journals. The University of Texas at San Antonio.

Thesis Committee Member for: Aburumuh, Hamsa. (May 2007). *Learning about cultures other than your own: Arab-American students in public schools: Assessing educators' cultural awareness and perceptions*. The University of Texas at San Antonio.

SERVICE ACTIVITY

Memberships in Professional Organizations

- National Association for Bilingual Education (NABE)
- Texas Association for Bilingual Education (TABE)
- Dual Language Education of New Mexico (DLeNM)
- San Antonio Area Association for Bilingual Education (SAABE)

Selected University Service

2025-present	Faculty Co-Advisor , Bilingual Education Student Organization (BESO) at OLLU
2024-present	Coordinator , Special Education Program at OLLU
2024-present; 2017-20	Coordinator , Catalog revisions for graduate and undergraduate literacy courses at OLLU
2025-present	Faculty Academic Advisor , Education Department at OLLU
2024-present; 2017-20	Member , TEACH Interview Committee at OLLU
2024-present	Liaison , Social Media for the Education Department at OLLU
2017-19	Supervisor , Clinical Teaching Interns for SAISD/OLLU partnership – OLLU
2010-12	Chair , ILT Doctoral Program Committee (DPC) & Graduate Advisor of Record (GAR) - UTSA
2008-2010	University Faculty Senator , representing ILT Department – UTSA
2009-2013	Member , Department Advisory Council (DAC) – UTSA
2006-2013	Lead-Faculty for RDG 4833 (formerly RDG 4733) – UTSA
2007-09	Secretary , ILT Department – UTSA
2007-09	Secretary , ILT Graduate Faculty – UTSA
2008-10	Coordinator , Literacy Program area – UTSA
2005-2013	Member , Ad-hoc Committee Storytelling Festival – UTSA

2007-2013	Member , Department Academic Policy and Curriculum Committee (DAPCC) – UTSA
2005-06	Co-coordinator for graduate and undergraduate catalog for Literacy Program – UTSA
2005	Invited Reception Participant in UTSA event “Authors and Researchers on Diversity” – UTSA
2005-2013	Graduate Advisor for Interdisciplinary Learning and Teaching. – UTSA

Selected Service to Profession

2018	Judge for Region 20’s <i>Texas Association of Future Educators (TAFE) Conference</i> .
2011-13	Reviewer for <i>The Urban Review</i> .
2007-13	Reviewer for the <i>Bilingual Research Journal</i> .
2008-13	Reviewer for the <i>Journal of Latinos and Education</i> .
2008-10	Member , Membership Committee of Division K (Teaching and Teacher Education) in <i>American Educational Research Association</i> .
2006-10	Reviewer for AERA (American Educational Research Association) annual meetings.
2008	Volunteer , Local committee for National Council of Teachers of English’s 98th annual convention in San Antonio.
2007	Member , Diversity Initiative Committee for National Council of Teachers of English 2008 annual convention in San Antonio.
2007	Chair of symposium entitled <i>Young Children and Youth Struggling with Bilingualism and Literacy</i> . American Educational Research Association. Chicago, IL.
2005	Proposal Reviewer for Southwest Educational Research Association (SERA) 2006 annual conference.
2002-03	Internal Review Board Member for the <i>International Journal for Qualitative Studies in Education (QSE)</i> ; Editors: Dr. Jim Scheurich and Dr. Angela Valenzuela.

Selected Service to Community

2024-present	Co-Coordinator for OLLU college tour and Día de los Muertos presentations for Rodriguez Elementary students in SAISD.
2017-18	
2009-13	Trainer/Facilitator . Project WILD through Texas Parks and Wildlife Department.
2008-10	Volunteer Spanish teacher for 6-14 year olds at a non-profit family-cooperative school. The Circle School, San Antonio, TX.
2008	Presenter to faculty & staff. Presentation title: <i>Believing in multilingualism: Beyond theory and practice</i> . Bonham Academy, San Antonio I.S.D.
2008	Presenter to Spanish- and English-speaking parents with children enrolled in a dual-language program regarding their bilingual, biliterate, and academic development. Presentation title: <i>A Bonham Family’s Journey to Bilingualism and Biliteracy</i> . Bonham Academy, San Antonio I.S.D.
2007-08	Collaborator on King William Association grant for Bonham Academy, San Antonio I.S.D.
2006	Co-presenter with Dr. Iliana Alanis to administrators of Southside I.S.D. regarding dual language programs.
2005	Organizer/Facilitator of a multilingual presentation for parents of children in Pre-K through second grade. Presentation title: <i>Recognizing and valuing daily opportunities for literacy/Reconocer y estimar las oportunidades diarias para el alfabetismo</i> . Monroe May Elementary School, Northside I.S.D., San Antonio, TX.
2004	Presenter to Habibi’s Hutch Natural Child-Life Preserve, Austin, TX. A critical look at how the “mainstream” pathologies differ.

- 2003** **Presenter** to Struggling Readers Master Teacher Summer Institute, Austin, TX. Who are English Language Learners?
- 1999** **Presenter** to Barbara Jordan Elementary, Austin, TX. The challenge of differentiating language difference from language disability.
- 1997** **Presenter** to Barbara Jordan Elementary, Austin, TX. Bilingual education awareness and advocacy.
- 1995-96** **Presenter** to Colegio Tomás Mora 10-day workshop series and ongoing staff development, Quito, Ecuador. Estrategias integrales para aprendices diversos (Holistic Literacy and Thematic Strategies for Diverse Learners).
- 1996** **Presenter** to Special and regular education teachers in the northern coastal region. Esmeraldas, Ecuador. Estrategias integrales para aprendices diversos (Holistic Literacy and Thematic Strategies for Diverse Learners).
- 1996** **Presenter** to Special and regular education teachers in the rural Amazon Basin. Tena, Ecuador. Estrategias integrales para aprendices diversos (Holistic Literacy and Thematic Strategies for Diverse Learners).

INTERNATIONAL AND STUDY ABROAD EXPERIENCE

- 1995-96** **Intern at *El Consejo Nacional de Discapacidades*** (The National Council for Disabilities). Quito, Ecuador.
- 1994-95** **Student at *La Pontífica Universidad Católica del Ecuador*** (The Pontific Catholic University of Ecuador). Quito, Ecuador.
- 1993** **Student at *Instituto de Centro América*** (The Institute of Central America). Quetzaltenago, Guatemala.
- 1991** **Student at *Universidad de Guanajuato*** (The University of Guanajuato). Guanajuato, México.

AWARDS & ACHIEVEMENTS

- 2002-present** **University Educator and Supervisor of Student Teachers.** Received excellent course and supervisor evaluations across 3 doctoral courses, 15+ graduate courses, and 20+ undergraduate courses in the areas of: bilingual education, literacy & language, diversity & equity, ESL, EC-12 education, special education, and foundations of teaching.
- 2006-20** **Principal Investigator and/or Collaborating Researcher for Grants and Grant Proposals.** Awarded multiple grants through granting agencies, including the Fulbright Scholar Program.
- 2008-18** **Published Researcher/ Author: 5 peer-reviewed edited book contributions.** Authored or co-authored 5 contributions to peer-reviewed edited books, including: *Handbook of Research in the Social Foundations of Education*, *Generating Transworld Pedagogy: Reimagining La Clase Mágica*, *Encyclopedia of Bilingual Education*, and *Cultivating inclusive practices in contemporary K-12 education*.
- 2003-14** **Published Researcher/ Author: 15 peer reviewed research articles.** Authored or co-authored peer-reviewed research articles in international and national journals, including: *Issues in Teacher Education*, *Journal of Latinos and Education*, *Bilingual Research Journal*, *International Journal of Qualitative Studies in Education*, *Language Arts*, and *International Journal of Multicultural Education*.
- 2009-22** **Published Researcher/ Author: 6 articles and/or chapters.** Authored or co-authored 5 articles or chapters published in publications, including: *AccELLerate* and *School Science and Mathematics Journal*.
- 1998-present** **Regional, State, and Local Presenter.** Presented over 30 regional, state, and local paper presentations at schools and conferences, including: Consortium of State Organizations of Texas Teacher Education (CSOTTE), Texas Association for

- Bilingual Education (TABE), Southwest Educational Research Association (SERA), and Texas Foreign Language Education (TFLE).
- 2003-present** **International & National Conference Presenter.** Presented over 30 peer-reviewed paper presentations at international and national conferences, including: American Educational Research Association (AERA), National Association for Bilingual Education (NABE), Literacy Research Association/ National Reading Conference (LRA/ NRC), and National Council of Teachers of English (NCTE).
- 2007-13** **Research Mentor for Graduate Students.** Served as: **Chair and/ or member** on committees for Master's Thesis, Doctoral Dissertation, and Doctoral Qualifying Exam.
- 2008** Faculty recipient of **Certificate of Distinction** through the **International Reading Association.** This inaugural award was presented to UTSA's reading preparation program.
- 2006** Student-nominated for the **National Society of Collegiate Scholars (NSCS) Faculty of the Year award.**
- 2005** **Curriculum & Instruction Travel Scholarship.** Through the College of Education, UT-Austin.
- 2003** **Professor of the Month Award** (October) by Education Student Council, UT-Austin.
- 2003** **Recognized Professor** for academic service by Hispanic Business Student Association, UT-Austin.
- 1992-2005** **Recipient of Fellowships & Scholarships**, such as: Title VII Doctoral Fellowship through U.S. Department of Education; Multicultural Special Education Fellowship through U.S. Department of Education; National Security Education Program Fellowship through the Federal Academy for Educational Development; Pre-service Bilingual Special Education Fellowship through U.S. Department of Education; & International Education Fees Scholarship (1994) through UT-Austin.