

Molly Hamm-Rodríguez

University of South Florida, College of Education
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RESEARCH INTERESTS

Comparative & International Education; Latin America & Caribbean; Bi/Multilingual Education; Language, Literacy, Im/migration, and Schooling; Linguistic Anthropology; Discourse Analysis; Anthropology of Policy; Race and Ethnic Studies; Community-Based and Youth Participatory Action Research; Ethnographic Methods

EDUCATION

Ph.D. in Equity, Bilingualism, and Biliteracy, University of Colorado Boulder, 2023
Graduate Certificate in Culture, Language, and Social Practice (Department of Linguistics)
Graduate Certificate in Critical Ethnic Studies (Department of Ethnic Studies)

M.A. in International Educational Development, Teachers College, Columbia University, 2012
Specialization in Latin American and Latino Education

B.S. in Secondary Education, B.A. in English, Kansas State University, 2010
Secondary Major in International Studies, Minor in Nonprofit Leadership

PROFESSIONAL APPOINTMENTS

August 2023 - present **Assistant Professor**, Social Foundations of Education
College of Education, University of South Florida

ADDITIONAL EDUCATION AND TRAINING

Oct. 2023 – present Racial Equity Facilitator Training, Equity Literacy Institute.

July 2022 Analyzing Race/ism in Interaction Workshop, International Society for Conversation Analysis. Competitively selected.

March – April 2021 Online Teaching Academy, University of Colorado Boulder. Competitively selected.

July 2020 Digital Pedagogy Lab. Training for online teaching focused on critical digital pedagogy.

Sept. 2019 – Sept. 2020 Specialization in Afro-Latin American and Caribbean Studies, Latin American Council of Social Sciences (CLACSO).

Sept. 2019-March 2020 Certificate in Afro-Latin American Studies, Afro-Latin American Research Institute (ALARI), Harvard University.

November 2019 Ethnographic Discourse Analysis of Race and Racism Workshop, Dr. Jennifer Roth-Gordon, American Anthropological Association.

March 2019 – July 2020 National Endowment for the Humanities, Migration, Mobility, and

PUBLICATIONS

Peer Reviewed Articles

- Hamm-Rodríguez, M.** & Ortiz, L. (2022). Layering Caribbean texts and modalities: Relational pedagogies for secondary language arts classrooms. *archipelagos*, 6.
<https://archipelagosjournal.org/fr/issue06/hamm-rodriguez-ortiz-layering.html>
- Hamman-Ortiz, L., Santiago Schwarz, V., **Hamm-Rodríguez, M.**, & Gort, M. (2022). Engaging teachers in a genre-based pedagogy for writing arguments: A case study of shifts in practice and understanding. *TESOL Quarterly*, 57(2), 402-432. <https://doi.org/10.1002/tesq.3156>
- Gort, M. & **Hamm-Rodríguez, M.** (2022). Centering language and communicative purpose in writing instruction for bi/multilingual learners. *The Reading Teacher*, 75(6), 693-706.
<https://doi.org/10.1002/trtr.2098>
- Snow Balderas, M., **Hamm-Rodríguez, M.**, Santiago Schwarz, V., & Gort, M. (2022). Resisting high stakes educational reform through genre writing in a multilingual classroom. *Language Arts*, 99(3), 179-191.
- Hamm-Rodríguez, M.** & Medina, C. (2021). Intra-Caribbean solidarities and the language of social protest. *Applied Linguistics*, 42(6), 1138-1143.
<https://doi-org.colorado.idm.oclc.org/10.1093/applin/amab038>
- Hamm-Rodríguez, M.** & Sambolín Morales, A. (2021). (Re)producing insecurity for Puerto Rican students in Florida schools: A raciolinguistic perspective on English-only policies. *CENTRO: Journal of the Center for Puerto Rican Studies*, 33(1), 112-131.
- Alvarez, A., Teeters, L., & **Hamm-Rodríguez, M.** (2021). Understanding children's funds of identity for learning through multimodal self-expressions in Mexico City. *Learning, Culture, and Social Action*, 29. DOI 10.1016/j.lcsi.2021.100513.
- Sambolín Morales, A. & **Hamm-Rodríguez, M.** (2021). Las historias que dejó María: Educators and researchers bearing witness to the coloniality of displacement. *The Assembly: A Journal for Public Scholarship on Education*, 3(3), 52-70.
<https://www.colorado.edu/journal/assembly/2021/03/11/las-historias-que-dejo-maria-educators-and-researchers-bearing-witness-coloniality>
- ### **Chapters in Edited Collections**
- Hedrick-Shaw, D., **Hamm-Rodríguez, M.**, Snow Balderas, M., Tetu, E., Peña, N., & Gort, M. (under review). Flowing with the corriente: Centering bilingualism in elementary report writing instruction through SFL genre pedagogy. In M. Gort, A. Zapata, K. Seltzer & M. Gomez (Eds.), *Translanguaging perspective on writing development and pedagogy: Learning from findings across contexts*. Information Age Publishing.
- Hamm-Rodríguez, M.** & Veras, C. (2021). Education in the Dominican Republic. In S. Jornitz &

M. Parreira do Amaral. *Global Education Systems. The Education Systems of the Americas*. New York: Springer Publishing.

Hamm, M. & Martinez, R. (2017). Dominican Republic: An overview. In C.M. Posner, C. Martin & A.P. Elvir (Eds.), *Education in Mexico, Central America and the Latin Caribbean*. London, England: Bloomsbury Academic.

Book Reviews

Hamm-Rodríguez, M. (2023). Review of Nicholas Q. Emlen, Language, coffee, and migration on an Andean-Amazonian frontier. *Language and Society*, 52(2), 353-354.

Hamm-Rodríguez, M. (2019). Review of Jonathan Rosa, Looking like a language, sounding like a race: Raciolinguistic ideologies and the learning of Latinidad. *Latino Studies*, 17(4).

Public Scholarship

Hamm-Rodríguez, M., & Meyers, M. J. (2023). Fulbright (re)connections: Centering community-based research in the Dominican Republic. *Fulbright Chronicles*, 2(1), 51-58 .

Hamm-Rodríguez, M. & Sambolín Morales, A. (2018). *The effects of displacement on Puerto Rican K-12 students in Florida after Hurricane Maria*. Boulder, CO: Natural Hazards Center.
<https://hazards.colorado.edu/quick-response-report/the-effects-of-displacement-on-puerto-rican-k-12-students-in-florida-after-hurricane-maria>

Sambolín Morales, A. & **Hamm-Rodríguez, M.** (2018). Unnatural disasters, displacement, and the second-class citizen. *The Assembly: A Journal for Public Scholarship on Education*, 1(1).
<https://www.colorado.edu/journal/assembly/2018/12/12/unnatural-disasters-displacement-and-second-class-citizen>

RESEARCH EXPERIENCE

2018-2023 Improving Writing Instruction for Colorado English Learners

Principal Investigator: Dr. Mileidis Gort, University of Colorado Boulder

Served as member of research team on Spencer funded multi-year study to understand the nature of writing instruction for Spanish-speaking English Learners in bilingual education programs at two schools. Assisted in the design and implementation of a professional development series to support teacher instructional change through systemic functional linguistics and genre pedagogy for bilingual writing development.

2018-2019 U.S. Department of Education Office of English Language Acquisition (OELA), National Professional Development Grant

Principal Investigator: Dr. David Nieto, BUENO Center for Multicultural Education, University of Colorado Boulder

Served as member of research team on federally-funded five-year grant for two cohorts of public school teachers to receive a master's degree and Culturally/Linguistically

Diverse (CLD) teaching endorsement to better support emergent bilinguals. Assist with development of questionnaires, interview and focus group protocols as well as peer tutoring and family engagement project components.

2018-2019 Educational Effects of Displacement on Puerto Rican K-12 Students in Florida Post-Hurricane

Principal Investigators: Molly Hamm-Rodríguez & Astrid Sambolín Morales

Served as co-PI on 12-month qualitative research study seeking to understand how Hurricane María has affected the educational trajectories of emergent bilingual Puerto Rican public school students and their families in Florida. Funded by NSF Quick Response Grant and internal university grants.

2019 La Vaca Independiente Research Study

Principal Investigator: Dr. Sona Dimidjan, Clinical Research for Evidence-Based Services and Training (CREST) Lab, University of Colorado Boulder

Supported qualitative coding of student work booklets (in Spanish) to analyze themes of socio-emotional learning, identity expression and language development. The larger research study assessed the outcomes of the organization's DIA (Desarrollo de la Inteligencia a través del Arte) methodology to support broader implementation with the Ministry of Education in Mexico.

2017 Literacy Squared

Principal Investigator: Dr. Sandra Butvilofsky, BUENO Center for Multicultural Education, University of Colorado Boulder

Served as graduate student researcher with the Literacy Squared team, a partnership between the BUENO Center's biliteracy program and a local district serving a high number of emergent bilinguals in Colorado. Administered Stanford English Language Proficiency (Spanish) assessments and reviewed student writing samples in English and Spanish using the biliteracy writing composition rubric.

TEACHING EXPERIENCE

University of South Florida

Instructor of Record:

Undergraduate courses: Education, Diversity and Global Society (Fall 2023)

University of Colorado Boulder

Instructor of Record:

Graduate courses: Curriculum for Multicultural Education (Fall 2022), Introduction to Bilingual and Multicultural Education (Spring 2021)

Undergraduate courses: Foundations of Bilingual and Multicultural Education (Fall 2020; Spring 2021, Summer 2021); Language Acquisition for Bilingual Learners (Spring 2021, Spring 2023); First Year Success Seminar (Fall 2019); School and Society (Fall 2017, Spring 2018)

Teaching Assistant:

Graduate courses: Seminar in Parent and Community Involvement (Summer 2018)

Undergraduate courses: Language Acquisition for Bilingual Learners (Fall 2019)

University of Colorado Denver

Instructor of Record:

Graduate courses: Literacy for Bilingual Learners (Fall 2020); Language Development for Multilingual Learners (Summer 2020, Summer 2021, Summer 2022)

GRANTS, SCHOLARSHIPS, AWARDS

- 2023 Council on Anthropology of Education Concha Delgado Gaitán Presidential Fellowship
CU Boulder School of Education Outstanding Dissertation Award
- 2022 NAEd/Spencer Dissertation Fellowship, \$27,500
Philanthropic Educational Organization (P.E.O.) Scholar Award (declined), \$20,000
- 2021 Wenner-Gren Dissertation Fieldwork Grant in Linguistics, \$10,725
Council on Anthropology of Education Shirley Brice Heath Travel Award, \$250
- 2020 Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Fellowship, \$38,517
Foreign Language and Area Studies (FLAS) Fellowship for Haitian Creole, \$4,600
Professor Janette Kettman Klingner Doctoral Fellowship, \$1,500
- 2019 Community-Based Research Fellowship, CU Engage, \$8,000
Institute for Behavioral Science Small Research Grant, \$300
- 2018 URBAN Colorado Research Convening on Place and Displacement, \$3,300
Natural Hazards Center Quick Response Grant Program, \$2,000
Ceal Barry Education Scholarship, CU Boulder School of Education, \$1000
Center to Advance Teaching and Research in the Social Sciences Grad Student Award, \$990
Tinker Foundation and Latin American Studies Center Summer Research Travel Grant, \$920
Institute for Behavioral Science Graduate Training Program Summer Research, \$750
- 2017 Open Society Foundation, Documentation and Human Rights Project in DR, \$155,000
USAID Alerta Joven 2-year Extension for At-Risk Youth in Dominican Republic, \$100,600
Banco Popular, Youth Workforce Development Grant in Dominican Republic, \$27,600
- 2016 U.S. Embassy in Santo Domingo English Teacher Training Grant, \$40,000
U.S. Embassy in Santo Domingo Creative Arts for Social Change Grant, \$28,000
- 2015 U.S. Department of State English Language Fellow Grant, \$23,500
USAID Baseball Cares (with Núcleo de Apoyo a la Mujer), \$571,800 (not funded)

- 2014 USAID Alerta Joven 3-year Grant for At-Risk Youth in Dominican Republic, \$328,000
Distinguished Young Alumni, nominated by Kansas State University College of Education
- 2010 College of Education Outstanding Undergraduate Student, Kansas State University
- 2009 Truman Scholarship Finalist

RELATED PROFESSIONAL EXPERIENCE

October 2022 – May 2023, Consultant, Colorado Department of Education State Review Panel

Selected as member of state review panel for expertise in bilingual education and education for students designated as English Language Learners. Conduct progress monitoring and provide recommendations for schools with improvement and turnaround plans.

Sept. 2020-June 2021, Consultant, BUENO Center for Multicultural Education

Co-developed and led year-long professional development series with executive leadership team of school district in turnaround status with majority of student population designated as EL. Programming focused on aligning action plans of all leaders with district vision for biliteracy and bilingualism as well as the establishment of dual language programs.

April 2020-January 2021, Consultant, Congress for Hispanic Educators

Prepared research report on comparability of curricular materials in English and Spanish as part of periodic compliance review for the modified consent decree from the Office of Civil Rights and Department of Justice for a local school district.

May 2014 – July 2018, Teacher Motivation Working Group, Co-Chair

Led global team of NGO practitioners and education policymakers to collect and disseminate research on teacher well-being and motivation in low-income contexts, also serving as liaison with the UNESCO Teachers Task Force for Education for All.

May 2012-Aug. 2017, The DREAM Project, Associate Director, Cabarete, Dominican Republic

Designed monitoring and evaluation system to collect data on 14 diverse educational programs serving more than 7,000 children and youth ages 3-24. Managed 12 research and evaluation projects with external researchers in order to measure impact and strengthen implementation of educational programs. Managed large grants from USAID and U.S. Embassy to implement a five-year project preventing crime and violence among 1,600 youth; provided blended professional development program to 20 public school English teachers in collaboration with World Learning/SIT Graduate Institute; and implemented a creative arts for social change program with 100 elementary school youth.

Sept. 2011-April 2012, New York City Department of Education, New York, NY

Assisted in development of communications strategy for teachers involved in talent management and teacher evaluation pilot in 111 schools across six networks in the district. Created data collection strategy, analyzed data, and developed key findings for surveys administered to district teachers at the beginning, middle, and end of pilot program.

Sept. 2011-Dec. 2011, UNESCO, Graduate Intern to Education Advisor, New York, NY

Analyzed key policy issues related to education and child protection by tracking draft legislation, organizing side events, and creating detailed summary reports of policy sessions.

Aug. 2010-June 2011, Institute for Educational Leadership, Education Policy Fellow, New York, NY

Developed skills in education policy research, analysis, and implementation with a cohort of emerging and mid-level educational practitioners in the New York metropolitan area. Co-authored policy options brief to address low high school completion rates of ELs in NYC.

CONFERENCE ACTIVITY

Paper Presentations

2024 **Hamm-Rodríguez, M.** *Delinking English from capitalism: Culturally relevant pedagogy in the Dominican Republic.* Presentation accepted for the TESOL in Focus: Directions in TESOL Research panel, TESOL Research Professional Council, TESOL International Association Convention. Tampa, FL. March 21-23.

2023 **Hamm-Rodríguez, M.** *Institutional enregisterment of youth languaging in the Dominican Republic.* Paper accepted for American Anthropological Association. Toronto, Canada. November 15-19.

Hamm-Rodríguez, M. *Forming research-practice partnerships to support quality education for multilingual learners.* Presentation accepted for Sunshine State TESOL Virtual Conference. October 21.

Hamm-Rodríguez, M. *Disrupting commodified language in tourism economies: PAR and social justice in the Dominican Republic.* Presentation in symposium: Fostering participatory action research methods in applied linguistics. International Association of Applied Linguistics. Lyon, France. July 17-23.

Gort, M., **Hamm-Rodríguez, M.**, Hedrick-Shaw, D. *Making visible the translanguaging corriente in elementary writing instruction: Bilingual teachers enacting bilingualism in situ.* American Educational Research Association. Chicago, IL. April 13-16.

Hamm-Rodríguez, M. *Leisure, precarity, deferrals: Raciolinguistic chronotopes of paradise and youth futures.* Council on Anthropology of Education, American Ethnological Society, Association for Political and Legal Anthropology Conference. Princeton, NJ. March 23-25.

Aponte, G. Y., **Hamm-Rodríguez, M.**, Moreno Clemons, A., Smith, P. (Discussant). *Shifting raciolinguistic ideologies: Transnational intersections of language and racialization in global perspective.* American Association of Applied Linguistics. Portland, OR. March 18-21.

- Gort, M., **Hamm-Rodríguez, M.**, Hedrick-Shaw, D., Santiago Schwarz, V., & Snow Balderas, M. *Critical self-reflections on disrupting racialized perceptions of bilingual student writing through SFL and translanguaging pedagogies*. American Association of Applied Linguistics. Portland, OR. March 18-21.
- Hamm-Rodríguez, M.** *Re-storying “paradise”: Language, imperial formations of tourism, and youth futures in the Dominican Republic*. NAEd/Spencer Spring Fellow Retreat. March 8-10, Washington, DC.
- 2022 **Hamm-Rodríguez, M.** *Raciolinguistic formations of tourism economies and Black diasporic solidarities of youth languaging in the Dominican Republic*. Caribbean Studies Association, May 30-June 3.
- Hamm-Rodríguez, M.** *Regional integration, extraction, or contestation? Ideological formations of mono/multilingualism, tourism, and youth languaging in the Dominican Republic*. Department of Spanish and Portuguese Graduate Conference, University of Colorado Boulder. Virtual, March 18-19.
- 2021 **Hamm-Rodríguez, M.** *Imperial formations of tourism and youth futures in the Dominican Republic*. American Anthropological Association. Virtual, November 17-21.
- Santiago Schwarz, V., Hamman-Ortiz, L., **Hamm-Rodríguez, M.**, & Gort, M. *Mapping the landscape of writing instruction in one elementary bilingual education program under the CCSS*. Paper accepted for the American Educational Research Association. Virtual, April 9-12.
- 2020 Hamman-Ortiz, L., Santiago Schwarz, V., Gort, M., & **Hamm-Rodríguez, M.** *Engaging elementary bilingual teachers in mediated SFL praxis: A case study*. Paper accepted for the Literacy Research Association. Virtual, December 2-5.
- Alvarez, A., Teeters, L., & **Hamm-Rodríguez, M.** *Children’s understandings of social and environmental issues in Mexico City through creative multimodal expressions*. Paper accepted for the Comparative and International Education Society. Miami, FL, March 22-26. Conference cancelled due to covid-19.
- Alvarez, A., Teeters, L., & **Hamm-Rodríguez, M.** *Mediated learning through narrative and art: Understanding children’s multimodal self-expressions in Mexico City*. Paper accepted for the American Educational Research Association. San Francisco, CA, April 17-21. Conference cancelled due to covid-19.
- 2019 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *Linguistic imperialism and “English Only” in Florida schools: The raciolinguistic structuring of precarity for Puerto Rican students*. Puerto Rican Studies Association. Austin, TX. October 26.
- Sambolín Morales, A. & **Hamm-Rodríguez, M.** *“I was forced to come”: Migration (counter)histories of Puerto Rican women in Florida after Hurricane María*. Joint Conference of Society for the Anthropology of North America (SANA) and Society for Urban, National, and Transnational/Global Anthropology (SUNTA). San Juan, Puerto Rico, May 2-4.

Conference Presentations (Panels, Roundtables, Workshops)

- 2023 **Hamm-Rodríguez, M.**, & Adamska, U. *Ethnographic approaches to discourse analysis: Understanding youth experiences of discrimination and racism in the Dominican Republic*. Workshop accepted for the Department of Spanish and Portuguese Graduate Student Conference. Boulder, CO. April 8.
- Hamm-Rodríguez, M.**, DeLaura, C., & Louis, J. *Global perspectives on community-based learning: Programs and practices for engaging multilingual youth across contexts*. Association for Supervision and Curriculum Development. March 31-April 3, Denver, CO.
- 2022 Anderson, T., Blanks-Jones, J., Crumdy, A., Figuera, R., **Hamm-Rodríguez, M.**, Rahman, S., Warner, R., & Foster, K. (Discussant). *Re-constructions, restorations, and resistances: Dislocating Black global education landscapes*. Panel accepted to American Anthropological Association. Seattle, WA. November 9-13.
- Arnold, L., **Hamm-Rodríguez, M.**, Belmar, G., Everhart, E., & Redd Kickham, E. *Teaching in times of crisis and hope: A roundtable discussion on language and social justice*. Society for Linguistic Anthropology. Virtual. April 7-9.
- 2020 Toribio, A.J. (Chair), Clemons, A., **Hamm-Rodríguez, M.**, Domingue, A.T., & Irizarry, Y. (Discussant). *Language and the construction of Dominicanidades across geographic space*. Panel accepted to Dominican Studies Association. Virtual. December 4-5.
- 2019 Sambolín Morales, A., **Hamm-Rodríguez, M.** & public school teachers from Florida. *Exploring “home” after displacement: Developing multimodal bilingual literacies post-Hurricane María*. Colorado Association for Bilingual Education. Boulder, CO. February 6-7.
- Nieto, D., Sambolín Morales, A., & **Hamm-Rodríguez, M.** *Does language matter? Secondary teachers’ interpretations of culturally and linguistically responsive instruction*. Roundtable. American Educational Research Association. Toronto, Canada, April 5-9.
- 2018 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *Mobility, forced migration, and displacement: Exploring the educational futures of Puerto Ricans post-Hurricane María*. Roundtable. CU Boulder Department of Anthropology Graduate Student Conference. Boulder, CO. September 28-29.
- Hamm-Rodríguez, M.** & Sambolín Morales, A. *Educational effects of displacement on Puerto Rican K-12 students in Florida post-Hurricane María*. Works-in-Progress Forum. Puerto Rican Studies Association. New Brunswick, NJ. October 26-28.
- Burns, M., **Hamm-Rodríguez, M.**, Richardson, E., Terwindt, R., & Lalancette, D. *Teacher learning, education, and professional development: A review of models and practices from the Global South*. Preconference workshop for the Comparative and International Education Society. Mexico City, Mexico, March 25-29.
- DeLaura, C., **Hamm-Rodríguez, M.**, & O’Flaherty, N. *Fostering instructional change and student learning: Innovative approaches to English teacher training in the Dominican Republic*. Comparative and International Education Society. Mexico City, Mexico, March 25-29.

2017 **Hamm, M.** & Aponte-Martínez, G. *Quality for all: Trends in teacher preparation and practice in Latin America*. Comparative and International Education Society. Atlanta, GA, March 5-9.

Richardson, E. & **Hamm, M.** *Bridging the gap: Global conversations on teacher policy and teacher motivation*. Preconference workshop for the Comparative and International Education Society. Atlanta, GA, March 5-9.

Sessions Organized

2023 **Hamm-Rodríguez, M.** (Organizer and Discussant). Guerrón Montero, C., Loperena, C., & Williams, E. *Critical perspectives on tourism in Latin America and the Caribbean*. Latin American and Latinx Studies Center, University of Colorado Boulder. Virtual, April 17.

2023 Hamm-Rodríguez, M., & Crumdy, A. (Co-organizers). *Transformations in Black educational experiences (across time and space)*. Two-part panel series accepted for American Anthropological Association. Toronto, Canada. November 15-19.

2022 **Hamm-Rodríguez, M.** & Kosse, M, (Co-organizers). Heller, M., McElhinny, B., Perley, B., Lo, A., Haque, E., & Andrews, T. *Critical conversations on language, capitalism, and colonialism*. Society of Linguistic Anthropology. Hybrid, April 7-9.

2021 **Hamm-Rodríguez, M.** (Organizer). Kenfield, J., Valdiviezo, L., Zavala, V., & Linares, R. (Discussant). *Indigeneity, language, and education*. Celebrating the Indigenous Americas, Latin American and Latinx Studies Center, University of Colorado Boulder. Virtual, March 3.

2020 Jayaram, K., Mayes, A., Hoffman, D., & **Hamm-Rodríguez, M.** (Conveners). *Education from an island-wide perspective*. Working Session accepted for the Haitian Studies Association. Washington D.C., October 8-10. Session cancelled due to covid-19.

2019 Sambolín Morales, A., & **Hamm-Rodríguez, M.** (Co-organizers). Rosario-Ramos, E., Martínez-Roldan, C., Medina, C., & Cardona Otero, J. *Agency, power, and the colonial subject: Educational experiences of Puerto Ricans post-Hurricane María*. American Educational Research Association. Toronto, Canada, April 5-9.

2018 Sambolín Morales, A., & **Hamm-Rodríguez, M.** (Co-organizers). *One year after Hurricane María: La lucha del pueblo puertorriqueño*. Boulder, CO. September 24.

Sessions Chaired or Served as Discussant

2023 *Transnational language politics, old and new* (Discussant). Talking Politics, Center for the Study of Communication and Society, University of Chicago. Virtual, May 5.

2020 *Communicating crisis: Getting back to whose normal?* (Chair). Talking Politics, Center for the Study of Communication and Society, University of Chicago. Virtual, October 30.

2018 *Exploring approaches in teacher education* (Chair). Comparative and International Education Society. Mexico City, Mexico, March 25-29.

2017 *Highlighted session: Educational policy and practice in Latin America* (Discussant). Comparative and International Education Society. Atlanta, GA, March 5-9.

2015 *Teacher evaluation in Latin America and the Caribbean* (Invited Chair). Comparative and International Education Society. Washington DC, March 8-13.

Poster Presentations

2023 **Hamm-Rodríguez, M.** *Languaging for solidarity: Relational possibilities for youth in the Dominican Republic.* American Educational Research Association. Dissertation Fellows Session. Chicago, IL, April 13-16.

2018 **Hamm-Rodríguez, M.** *Teacher shortages and diversifying student populations: A comparative study of teacher policy in high immigrant-receiving countries.* American Educational Research Association. Division K Preconference Graduate Student Mentoring Poster Session. New York, NY, April 13-17.

Invited Talks

2023 **Hamm-Rodríguez, M.** *Translanguaging pedagogy and the non-bilingual teacher.* Action TESOL Caribbean, Trinidad and Tobago. September 1.

2023 **Hamm-Rodríguez, M.** *Second language learning and literacy development: Building on students' strengths.* Modern Languages Department, Universidad Tecnológica de Santiago, Recinto Gáspar Hernández, Dominican Republic. February 25.

2022 **Hamm-Rodríguez, M.** *Collaborative tools for the English classroom.* Open Learning Programs. U.S. Embassy in Santo Domingo and Instituto Cultural Dominicano Americano. October 13.

Hamm-Rodríguez, M. *Educational equity: Practices, programs, and policies that advance academic achievement.* Mandela Washington Fellowship, IREX and Department of State. June 23.

Hamm-Rodríguez, M., Valdez Castro, P., & Guerrero, S. *Mi acento está bien. Una discusión entre acento y la identidad.* ICDA Alumni Talks Podcast. February 7.

2021 **Hamm-Rodríguez, M.** *Combatiendo ideologías lingüísticas en el contexto sociocultural de la enseñanza y el aprendizaje.* Fulbright 75th Anniversary Conference in Dominican Republic, November 17.

Hamm-Rodríguez, M. *Educational governance in the U.S.: A cross-cultural discovery and reflection.* Mandela Washington Fellowship, IREX and Department of State. May 17.

2020 **Hamm-Rodríguez, M.** Scholarship Ceremony Speaker, College of Education, University of Colorado Boulder. October 20.

2019 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *(Dis)continuities of disaster: Language politics and Puerto Rican students in Florida schools.* M3 Initiative on Migration, Multilingualism, and Multiculturalism, University of Nebraska-Lincoln. Virtual Webinar. November 11.

Sambolín Morales, A. & **Hamm-Rodríguez, M.** *Supporting culturally and linguistically diverse students: Lessons from Central Florida in the aftermath of Hurricane María.* BUENO Center for Multicultural Education Summer Institute. Boulder, CO. August 1-2.

- 2018 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *Beyond disaster relief: The role of public schools in supporting students displaced from Puerto Rico*, BUENO Center for Multicultural Education. Boulder, CO. October 9.
- 2017 **Hamm, M.** *Engaging families and communities to support youth*. Resistance and Prevention Project (RAPP) Regional Workshop hosted by the Pan-American Development Foundation. Paramaribo, Suriname, June 12-14.
- 2015 **Hamm, M.** *Ethical global partnerships, learning, and service*. Leading Change Institute. Kansas State University. August 10-14.
- Hamm, M.** *Demonstrating results in education retention and reinsertion*. USAID Alerta Joven Project Convention. Santo Domingo, Dominican Republic. July 29-31.

SERVICE TO DEPARTMENT AND UNIVERSITY

- 2023 – present Qualitative Advisory Group, University of South Florida
- 2019-2023 Latin American Studies Center, Graduate Student Association
- 2020-2023 Organizing Committee, Talking Politics Series for Linguists and Anthropologists
Rhodes, Truman, Marshall Scholarship Finalist Interview Panelist, CU Boulder
- 2018-2021 Founding Editorial Board Member, Co-Editor of Special Issue, *The Assembly* Journal on Public Scholarship in Education, University of Colorado Boulder
- 2020 Doctoral Mentorship Pathways, Mentor to Ph.D. Applicant
Transnationalism and Migration in Education Speaker Series Coordinating Committee
- 2018 Volunteer, Natural Hazards Annual Research and Applications Workshop
Volunteer, Urban Research-Based Action Network (URBAN) Conference
- 2017 Co-Coordinator, Culture, Language and Social Practice (CLASP) Speaker Series, Department of Linguistics
- 2011-2012 President, Society for International Education, Teachers College, Columbia University
- 2010-2011 Editorial Board, *Current Issues in Comparative Education (CICE)* Journal, Teachers College, Columbia University

SERVICE TO PROFESSION

Leadership

- 2023-present Program Co-Chair, Language Issues SIG, Comparative and International Education Society

- 2020-present Council on Anthropology of Education (AAA), Co-Chair, Committee on African Americans, African Diaspora, and Education
- 2019-present Transnational Hispaniola Working Group Co-Coordinator, Caribbean Studies Association
- 2019-2020 Conference Planning Committee (Guyana 2020), Caribbean Studies Association
Conference Local Planning Committee (2020), Society for Linguistic Anthropology
Facilitator. Rights, Rules, and Rhetoric: Exploring Language for and About Migrants Online Event; Language, Culture, and Justice Hub
- 2018-2021 Advocacy Working Group, Bilingual Education Research SIG, American Educational Research Association (AERA)
Bilingual Task Force, Language Issues SIG, Comparative and International Education Society (CIES)
- 2014-2019 Leadership Board, Comparative and International Education Society, Teacher Education and the Teaching Profession Special Interest Group
- 2015-2017 Leadership Board (Program Co-Chair), American Evaluation Association, Nonprofit and Foundations Topical Interest Group
Cultural Competence in Evaluation Working Group Member, American Evaluation Association
- 2013 Invited participant, Caribbean Regional Workshop for Brookings Institution Learning Metrics Task Force, at Inter-American Development Bank in Kingston, Jamaica.

Board Member

- 2023 – present Board Member, LNEESC – Kansas City, League of United Latin American Citizens (LULAC) National Educational Service Centers
2022 – present Board Member, The DREAM Project, Dominican Republic

Reviewer

- Book Awards Gordon K. & Sybil Farrell Lewis Book Award, Caribbean Studies Association
Council on Anthropology of Education Outstanding Book Award
Translation Prize, Haiti-Dominican Republic Section, Latin American Studies Assoc.

- Fellowships Fulbright Student Applications, U.S. Embassy of Santo Domingo

- Grants Department of Homeland Security, Citizenship and Integration Grant Program
Office of English Language Acquisition, National Professional Development Grants

- Journals *Anthropology & Education Quarterly*
English Journal

International Journal of Research on Service-Learning and Community Engagement
International Journal of the Sociology of Language
Journal of Language and Literacy Education
Journal of Language, Identity, and Education
Language Arts
Literacy Research: Theory, Method, and Practice (LRTMP)
NEOS: A publication of the anthropology of children and youth interest group
Reading Research Quarterly
The Reading Teacher

Conferences *American Evaluation Association (AEA)*
International and Cross-Cultural Evaluation TIG
American Educational Research Association (AERA)
Bilingual Education; Caribbean and African Studies in Education; Language and Social Processes SIGs; Division G: Social Contexts of Multiple Languages and Literacies
Comparative and International Education Society (CIES)
Proposal Reviewer: African Diaspora; Language Issues; Latin America; Youth Development and Education SIGs
Emerging Scholar and Outstanding Scholar Award Review Committees (Latin America SIG)
Literacy Research Association (LRA)
Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

LANGUAGES

English (native)
Spanish (fluent, DELE Diploma of Spanish as a Foreign Language: Level C2)
Portuguese (reading proficiency)
French (lower intermediate, DELF Diploma of French Language Studies: Level B1)
Haitian Creole (beginner)

PROFESSIONAL MEMBERSHIPS

American Anthropological Association
American Association for Applied Linguistics
American Educational Research Association
American Educational Studies Association
Caribbean Studies Association
Comparative and International Education Society
Latin American Studies Association