

Tatiana M. Cevallos

Associate Professor
College of Education
George Fox University
12753 S.W. 68th Ave.
Portland, OR

EDUCATION

2014	Doctorate in Educational Leadership Portland State University
1998	Master of Science in Education Western Oregon University
1996	Bachelor of Arts in Educational Psychology Catholic University of Ecuador

LICENSURE & ENDORSEMENT

1999 – Present	Oregon Initial II Teaching License, Multiple Subjects Self-Contained
1999 – Present	English for Speakers of Other Languages/Bilingual Endorsement
1996 – 1999	Licensed Educational Psychologist, Ecuador

PROFESSIONAL & TEACHING EXPERIENCE

COLLEGE/UNIVERSITY

2006 – Present	Associate Professor George Fox University, Portland
Summer 2019 & Summer 2018	Visiting Professor Hunan Institute of Science and Technology, Hunan
Winter 2006	Spanish Instructor Portland Community College, Portland
Winter 2001	Applied Linguistics Instructor Catholic University of Ecuador, Quito
1999 – 2002	Spanish Instructor Chemeketa Community College, Salem

P – 12 SCHOOLS

2002 – 2006	Bilingual Coordinator Lincoln Elementary School, Woodburn
1999 – 2002	Bilingual Teacher Lincoln Elementary School, Woodburn
1998 – 1999	Spanish Immersion Teacher The International School, Portland
1997 – 1998	Bilingual Educational Assistant Independence High School, Independence
OTHER:	
1996 – 1997	Spanish Tutor Western Oregon University, Monmouth
1995 – 1996	Continuing Education Coordinator Price Waterhouse Ecuador, Quito
1992 – 1995	French Teacher Alliance Française Ecuador, Quito

DOCTORAL DISSERTATION

Cevallos, T. (2014). *Understanding Biliteracy: Exploring the Lived Experiences of Bilingual Reading Specialists*. Portland State University, Portland, OR.

PUBLICATIONS – Peer-Reviewed Journal Articles

Cevallos, T. (2019). Integrating faith and learning: Preparing teacher candidates to serve culturally and linguistically diverse students. *International Christian Community of Teacher Educators Journal*, 14(1), Article 2.

Thieman, G.Y., & Cevallos, T. (2017). Promoting educational opportunity and achievement through 1:1 iPads. *The International Journal of Information and Learning Technology*, 34(5), 409-427. <https://doi.org/10.1108/IJILT-06-2017-0047>

Cevallos, T. (2017). Mexican dance group: Breaking barriers one tap at a time. In T. Ransaw and R. Majors (Eds). *International race and education: Emerging issues and trends in education Volume I*. East Lansing, MI: Michigan State University Press.

Addleman, R. A., Nava, R. C., Cevallos, T., Brazo, C. J., & Dixon, K. (2014). Preparing teacher candidates to serve students from diverse backgrounds: Triggering transformative learning through short-term cultural immersion. *International Journal of Intercultural Relations*, 43(Part B), 189-200.

- Addleman, R. A., Brazo, C. J., Dixon, K., Cevallos, T., & Wortman, S. (2014). Teacher candidates' perceptions of debriefing circles to facilitate self-reflection through cultural immersion. *The New Educator*, 10, 112-118.
- Addleman, R., Brazo, C., & Cevallos, T. (2011). Transformative learning through cultural immersion. *Northwest Passage: Journal of Educational Practices*, 9(1), 55-67.
- Brazo, C., Addleman, R., & Cevallos, T. (2011). Developing pre-service teachers' attitudes toward diversity: Narratives of MAT students abroad. *Critical Issues in Teacher Education*, 13, 67-74.
- Cevallos, T. (2008). My journey as a reader. *Knowledge Quest* 36(3), 64-65.

PUBLICATIONS – Book Reviews

- Cevallos, T. (2014, March). [Review of the book *Writing instruction and assessment for English language learners K-8* by S. Lenski & F. Verbruggen]. *Journal of Second Language Writing*, 23, 90-92.

PUBLICATIONS – Manuscripts -- In Process

- Cevallos, T.M., & Floyd R.. (in process) Kindergarteners as co-constructors of an equitable learning community in a dual language class. Chapter accepted for the book *Freirean Approaches to Language Education Celebrating 50 years of Pedagogia do Oprimido* edited by S. Barros & L. C. de Oliveira.
- Cevallos, T. Walking the talk: Bilingual reading specialists support and promote minority students' language and culture. Will submit for publication to the *Journal for Multicultural Education* by June 2021.

PRESENTATIONS – Peer Reviewed

- Cevallos, T., & Dáz-Philipp, A.L. (2020). *Cómo conectar el currículum con la casa para desarrollar las habilidades de escritura*. Presented at the annual Oregon Association of Bilingual Education, Wilsonville, OR.
- Cevallos, T., & Turner, M. (2020). *From fun games to substantial SLA understandings: How games can lead to experiential and meaningful learning in PD*. Accepted at the annual English Learners Alliance Conference, Eugene, OR.
- Cevallos, T., & Ramos, A. (2018). *Transformative parental involvement: Recognizing, validating, and engaging multicultural assets*. Presented at the annual Oregon Association of Teacher Educators Conference, Monmouth, OR.
- Thieman, G., & Cevallos, T. (2017). *Did 1:1 iPads make a difference for English learners in a high poverty urban high school?* Paper presented at the American Educational Research Association, San Antonio, TX.

- Cevallos, T., Floyd, R., & Farris, T. (2016). *Embracing Mexican culture: Parent outreach through dance in a dual language school*. Paper presented at the annual Oregon English Learners Alliance Conference, Eugene, OR.
- Cevallos, T. (2015). *Walking the talk: Bilingual reading specialists support and promote minority students' language and culture*. Paper presented at the annual meeting of the American Association for Applied Linguistics, Toronto, Canada.
- Cevallos, T. (2015). *Biliteracy: Insights from bilingual reading specialists*. Paper presented at the annual Oregon English Learners Alliance Conference, Eugene, OR.
- Cevallos, T. (2015). *Developing biliteracy: A collaboration among bilingual reading specialists, teachers, and parents*. Paper presented at the annual meeting of the National Association of Teacher Educators, Phoenix, AZ.
- Cevallos, T., Tran, Y., & Molitor, K. (2014). *Transforming teacher education: Preparing teachers for a culturally diverse world*. Paper presented at the annual TESOL International Convention, Portland, OR.
- Cevallos, T., & Thieman, G. (2014). *Technology equity, now what?* Paper presented at the annual Oregon English Learners Alliance Conference, Eugene, OR.
- Nava, R., Addleman, R., & Cevallos, T. (2013). *Transforming teacher candidates to better serve students from diverse backgrounds: How does short-term cultural immersion provoke transformative learning*. Paper presented at the annual International Globalization, Diversity and Education Conference, Vancouver, WA.
- Brazo, C., Addleman, R., Cevallos, T., Dixon, K., & Wortman, S. (2013). *The lasting impact of an international immersion experience for pre-service teachers*. Paper presented at the annual meeting of the National Association of Teacher Educators, Atlanta, GA.
- Brazo, C.J., Nava, R., & Cevallos, T. (2012). *Educational theory at work: Connecting educational theory to the classrooms of Quito, Ecuador*. Paper presented at the annual meeting of the National Association of Teacher Educators, San Antonio, TX.
- Addleman, R.A., Brazo, C.J., Cevallos, T., Dixon, K. & Wortman, S. (2012). *Teacher candidates' perceptions of debriefing circles to facilitate critical reflection in a cultural immersion experience*. Paper presented at the annual meeting of the National Association of Teacher Educators, San Antonio, TX.
- Brazo, C.J., Addleman, R., & Cevallos, T. (2011). *Stop the noise! Structured reflective discourse assists pre-service teachers in hearing their own voices*. Paper presented at the annual meeting of the National Association of Teacher Educators.
- Addleman, R., Brazo, C.J., & Cevallos, T. (2010). *Internationalizing teacher education*. Presented at George Fox University Faculty Forum, Newberg, OR.
- Cevallos, T., Brazo, C.J., & Addleman, R. (2010). *Culturally responsive teaching: Developing intercultural competence through a preservice practicum in Ecuador*. Paper presented at the annual meeting of the Oregon Association of Teacher Educators, Monmouth, OR.

Brazo, C.J., Addleman, R., & Cevallos, T. (2010). *Mi Ecuador: Professional identity development in an intercultural immersion program for MAT pre-service teachers*. Paper presented at the annual meeting of the National Association of Teacher Educators, Chicago, IL.

Addleman, R., Brazo, C.J., & Cevallos, T. (2010). *Increasing funds of knowledge through cultural immersion*. Paper presented at the biennial meeting of the World Federation of Association of Teacher Educators, Chicago, IL, February 13, 2010.

LaForce, B., Cevallos, T., & Torres, M. (2009). *An examination of a reading endorsement program with courses in English and Spanish*. Paper presented at the annual meeting of the Oregon Association of Teachers Educators, Portland, OR.

PRESENTATIONS -- Invited

Cevallos, T., & Floyd, R. (2016). *Traditional Mexican dance group: An equalizer in parent-school relationships*. Paper presented at the Alliance for Multilingual Multicultural Education Winter Institute, Portland, OR.

Bautista, D., & Cevallos, T. (2015). *Advantages and planning issues on dual language programs*. Presented at Jackson County School District, Eagle Point, OR.

Cevallos, T. (2015). *Spelling in dual language classroom*. Presented at Western Oregon University, Hillsboro, OR.

Cevallos, T. (2007). *Academic Spanish development and linguistic transfer among bilingual students*. Presented at Salem School District, Salem, OR.

Cevallos, T. (2005). *Lecto-escritura en los programas duales*. Presented at the Pacific Northwest Dual Language Conference, Salem, OR.

Cevallos, T. (2005). *GLAD strategies to support literacy and language development*. Presented at Western Oregon University, Monmouth, OR.

Cevallos, T. (2005). *El desarrollo académico de nuestros hijos es un desarrollo compartido*. Paper presented at the annual meeting of the Oregon Association for Comprehensive Education Conference, Seaside, OR.

Blomberg, W., Bautista, D., & Cevallos, T. (2003). *Engaging and inspiring ALL students: Closing the achievement gap through strategic planning and curriculum alignment*. Paper presented at the Closing the Achievement Gap Conference, Portland, OR.

Cevallos, T. (2003). *The power and purpose of instruction in the native language*. Presented at the annual English Language Learner Conference, Salem, OR.03

Cevallos, T. (1997). *Assessment of ELL students*. Presented at the Bilingual Summer Institute, Bend, OR.

PEER REVIEWER -- Journals

2018 – Present	Bilingual Research Journal
2012 – Present	Bilingual Basics News
2011 – Present	GIST-Education and Learning Research Journal

PEER REVIEWED PROFESSIONAL/SCHOLARLY ACTIVITIES

2015 – 2017	Dual Language Specialty: Wrote a curriculum proposal for a new specialty program. It was reviewed by the School of Education Leadership Team and approved by TSPC.
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SERVICE – To the University

2016 – Present	Presenter: Professional development regarding English language policies and requirements for English learners to support TSPC English Language Standards for All Programs.
2014 – Present	MAT Curriculum Alignment for ESOL basic proficiencies for initial teachers
2013 – Present	Graduate School of Education Senator
2006 – Present	MAT Admissions Committee
2006 – 2010	Act Six Admissions Interviewer
2010 – 2013	Presenter: Faculty Convocation and Faculty Conference sessions focused on English learners, diversity, and sheltered strategies.
2012	Presenter: Faculty Conference session on online teaching
2010 – 2012	Presenter: SIOP Professional Development for MAT Department

SERVICE – To P-12 Schools

2018 – Present	Volunteering in Dual Language program at Ainsworth Elementary.
2009 – Present	Professional development for in-service teachers on Sheltered Instruction Strategies. This is part of our agreement between international hosting schools in Quito and George Fox University for the MAT short-time study abroad program
2007 – Present	Support to MAT Plus ESOL alumni

SERVICE – To Community

2017 – Present	Fundraising for Imago Dei Church's youth/sport capoeira group
2016 (Spring)	St. Patrick's Church in Portland: Quest Series (hospitality)