

Dolores D. Lopez
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EDUCATION

- Ph.D.,
In progress University of California, San Diego
Education
- M.Ed.,
2017 California State University Long Beach, Long Beach, CA
Education, Division of Social and Cultural Analysis
Thesis: *Sixth Grade Latina/o Youth: Voicing Their Experiences and Responses to Racial Microaggressions*
Thesis Chair: Lindsay Perez-Huber
- B.A.,
2011 Chapman University, Orange, CA
Liberal Studies -Elementary Education
Multiple Subject Teaching Credential w/ Bilingual (English/Spanish) Authorization
Magna Cum Laude

PROFESSIONAL EXPERIENCE

University

- 2020 *Instructional Assistant*, Language, Culture, and Education, Education Studies, UC San Diego
Course explores the relationship between language, culture, and education. Led weekly discussion sections to assist student inquiry into course material.
- 2020 *Instructional Assistant*, Social Organization of Education, Education Studies, UC San Diego
This upper-division, undergraduate-level, course focuses on the social organization of education in the United States, the functions of education for individuals and society, and the structure of schools. Held weekly discussion sections to review course material and answer student questions. Evaluated homework, papers, and exams.
- 2018-2019 *Instructional Assistant*, Chancellor's Associates Scholars Program First-year Student Introductory Course, UC San Diego
Course is intended to facilitate academic success by helping first-generation college students understand and embrace academic and curricular expectations, engage and map co-curricular opportunities, and strengthen organizational, wellness, and critical thinking. Taught three sections of the course for two quarters.
- 2018-Present ***K-12***
Curriculum Development Consultant, Orange County Educational Arts Academy, Santa Ana, CA
Responsible for supporting the development of a Spanish/English Culturally and Linguistically Responsive curriculum for grades 4th through 8th, piloted in the 2019-2020 academic year. This curriculum continues to be developed and revised. In

the 2022-2023 academic year, a similar multi-year curriculum development project was initiated with the first-grade teacher team. In both projects, I support the evaluation of the schools' curriculum objectives in relation to the Common Core State Standards and Guiding Principles for Dual Language Education, as well as Expeditionary Learning Core Principles for School Improvement. I also provide professional training on writing instruction, social justice, and pedagogical approaches that meet Latinx students' diverse needs and interests.

2013-2018 *Bilingual Fifth-grade Teacher*, Orange County Educational Arts Academy, Santa Ana, CA

Responsible for a self-contained classroom of 32 students. Provided instruction in Language Arts, Writing, Visual and Performing Arts, Social Science, and Science. Created a community-centered Spanish Language Arts curriculum which yielded positive academic outcomes for students in both English and Spanish. Utilized restorative justice approaches, such as community circles, to boost student interest in academics and cultural appreciation of the Spanish/English dual language program.

2011-2014 *Youth Program Coordinator*, Orange County Children's Therapeutic Arts Center, Santa Ana, CA

Managed a career development program funded by the Workforce Investment Act (WIA) for underrepresented youth ages 17-21. Supervised and trained a group of six WIA staff members to support youth enrolled. Established and conducted workshops on life & job skills for families in the community.

2012-2013 *Bilingual Substitute Teacher*, El Sol Science and Arts Academy, Santa Ana, CA

Instructed K-6th grade students in English & Spanish. Adapted teaching methods and instructional materials in conjunction to those provided by the classroom teacher. Manipulated lesson plans by moderating activities fit to students' needs and objectives; Pioneered positive relationships with school instructors and administrators.

RESEARCH EXPERIENCE

2020-Present *Graduate Student Researcher-Computer Science for English Learners*, Center for Research on Educational Equity, Assessment, & Teaching Excellence (CREATE), UC San Diego

Under the supervision of Dr. Susan Yonezawa, Associate Director, CREATE, I am leading the development of qualitative evaluation protocols for a five-year, federally funded study exploring how a professional development (PD) initiative focused on fostering access and opportunity for English Learners (ELs) in Computer Science coursework, leads to increased CS enrollment for students ever identified as ELs. These protocols will be used to measure how PD providers interact, assist, and work with AP computer science teachers partaking in a year-long professional development training. Interviews with teachers and students will be conducted during the 2021-2022, 2022-2023, and 2023-2024 academic years.

2019-2022 *Graduate Student Researcher-#USvsHate*, Education Studies Department and CREATE, UC San Diego, La Jolla, CA

Under the supervision of Professor and CREATE Director, Mica Pollock, I helped lead research and execution of the K12 #USvsHate project, both in San Diego and nationally. In collaboration with other project leaders, I interviewed teachers and students who engaged with #USvsHate between 2017-2020. Using grounded theory methodological approaches, I aided with coding of gathered data to identify themes associated with teacher and student experiences with #USvsHate. During the 2020-2021 school year, I also co-led the development and implementation of a national #USvsHate Youth Board. In partnership with two other project leaders, we met bi-weekly with youth board members (thirteen 8-12 grade students) for input on how to strengthen social media efforts of the USvsHate project. These students assisted us with the maintenance of the USvsate Instagram account and also offered input on how to further UsvsHate project objectives.

- 2017-2019 *Graduate Student Researcher- 9th-Grade Ethnic Studies Pilot*, Education Studies Department, UC San Diego, and San Diego Unified School District.
Under the supervision of Professor Thandeka Chapman, I assisted with the interpretation, synthesis, and analysis of qualitative student data collected from a two-year Ethnic Studies study conducted at a local high school in San Diego, CA. Also responsible for writing and editing materials for publication and presentation.

PEER REVIEWED JOURNAL ARTICLES

- 2024 **Lopez, D. D.**, Yonezawa, S., Juarez, S., & Tapia, E. Computer science for English learners: supporting teacher learning and improved practice to engage multilinguals in AP computer science principles. *Journal of Research on Technology in Education*, 1–18. <https://doi.org/10.1080/15391523.2024.2402359>.
- 2022 Pollock, M., **Lopez, D.D.**, Reed, K., Yoshisato, M., Reece, E., & Kennedy, B. Next Steps Toward an Inclusive Country? Inviting and Amplifying Youth Voice in Public Anti-Hate Messaging. *Journal for Multicultural Education*, 17(2), 146-167. <https://doi.org/10.1108/JME-02-2022-0036>.
- 2022 Pollock, M., Reed, K., Reece, E., **Lopez, D.**, & Yoshisato, M. Keeping the Freedom to Include: Teachers Navigating “Pushback” and Marshalling “Backup” to Keep Inclusion on the Agenda. *Journal of Leadership Equity and Research*, 8(1).
- 2020 Chapman, T. K., Jones, M., Stephens, R., **Lopez, D.**, Rogers, K. D., & Crawford, J. A Necessary Pairing: Using Academic Outcomes and Critical Consciousness to Dismantle Curriculum as the Property of Whiteness in K-12 Ethnic Studies. *Equity & Excellence in Education*, 1-14.

SELECTED CONFERENCE PRESENTATIONS

- 2024 Lopez, D., Barba, L., Hardman-Greene, L., Grajeda, G., Perez, B. (June 24-26). *Critical Consciousness in Action: A Teacher Team’s Journey With Justice-Focused Curriculum Development*. [Paper session]. ATDLE Annual Meeting, Riverside, CA.
- 2023 Lopez, D., Yonezawa, S., Juarez, S., & Tapia, E. (Apr 13-16). *Struggling against linguistic apartheid: Teachers’ efforts to include English learners in AP Computer Science Principles*. [Paper session]. AERA Annual Meeting, Chicago, IL.

- 2022 Pollock, M., Yoshisato, M., **Lopez, D.** Kendall, R., & Reece, E. (Apr 21-26). *Designing “onramps” to anti-bias work in schools: Participatory design research catalyzing new pedagogies locally and nationally*. [Paper session]. AERA Annual Meeting, San Diego, CA.
- 2021 Yoshisato, M., **Lopez, D.**, Pollock, M., Kendall, R., & Reece, E. (Apr 8-12). *A vehicle for praxis: Teachers uplifting student voice beyond the classroom in #USvsHate*. [Paper session]. AERA, virtual meeting.
- 2021 Rendall, R., Reece, E., Yoshisato, M., **Lopez, D.**, & Pollock, M. (Apr 8-12). *Pushback, backup: Teachers working to keep topics on the agenda today* [Roundtable session]. AERA, virtual meeting.
- 2020 Pollock, M., Yoshisato, M., Kendall, R., & Reece, E., **Lopez, D.** (Nov 5-10). *#USvsHate: The experience of an “anti-hate” initiative in U.S. education today*. Conference presentation (Podcast). American Anthropological Association, *Raising Our Voices*, virtual meeting.
- 2020 Reece, E. R., **Lopez, D.**, Caduff, A. & Matschiner, A. (Apr 17 - 21). *Designing supports for an era with exacerbated, not new, racism and inequity* [Roundtable session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/s8pgjxm> (Conference Canceled).
- 2019 Rogers, K.R., **Lopez, D.**, Stephens, R., Crawford, J., Chapman T.K., Jones M., Gallagher-Geurtsen, T.M. (Apr 5-9). *“Our own history, our own legacy”: The actualization of change agents through ethnic studies curricula* [Paper session]. AERA, Annual Meeting, Toronto, Canada.
- 2018 Lopez, D. (Apr 13-17). *Sixth-grade Latina/o youth: Voicing their experiences and responses to racial microaggressions* [Roundtable Session]. AERA, Annual Meeting, New York, NY.
- 2018 Lopez, D., Rogers, K.R., Stephens, R., Crawford, J., Chapman T.K., Jones M., Gallagher-Geurtsen, T.M. (Apr 13-17). *The rhetoric of an ethnic studies course on critical consciousness and self-identity* [Paper session]. AERA, Annual Meeting, New York, NY.
- 2018 Stephens, R., **Lopez, D.**, Rogers, K.R., Crawford, J., Chapman T.K., Jones M., Gallagher-Geurtsen, T.M. (Apr 13-17). *“Sometimes we are fake:” Ethnic studies, t.,rust and racial minorities* [Paper session]. AERA, Annual Meeting, New York, NY.
- 2018 Rogers, K.R., Stephens, R., **Lopez, D.**, Crawford, J., Gallagher-Geurtsen, T.M., Jones M., Chapman T.K. (Apr 13-17). *Overcoming stereotypes: Utilizing ethnic studies to cultivate self-love, self-efficacy, and self-empowerment in historically marginalized youth* [Roundtable session]. AERA, Annual Meeting, New York, NY.
- 2017 Lopez, D. (Oct 6-7). *An analysis of a 9th grade ethnic studies course from the perspective of Banks (1993) typology of knowledge* [Poster session]. Race, Inequality, and Language in Education Conference, Stanford University, Stanford, CA.

SELECT AWARDS AND HONORS

2018- Present SEED fellow, University of California San Diego
2016-2017 Sally Casanova Pre-Doctoral Scholar, California State University Long Beach
2009-2010 Joan Cox Turner Scholarship Recipient, Chapman University

MEMBERSHIPS

2020- Present Association of Teacher Educators, Member
2018-Present National Association of Multicultural Education, Member
2016-Present American Educational Research Association, Member
2014-2017 Orange County Educational Arts Academy School Site Council; Elected Teacher