

MARIELLA I. ARREDONDO

Indiana University, Bloomington

EDUCATION

2005-2014 Ph.D. Educational Policy Studies, Indiana University, Bloomington
 2002-2004 M.A. Latin American & Caribbean Studies, Indiana University, Bloomington
 1998-2000 M.A. Applied Linguistics, Ohio University, Athens, OH
 1994-1998 B.A. Global and Social Studies, Antioch College, Yellow Springs, OH

PROFESSIONAL EXPERIENCE**RESEACHER**

CENTER ON EDUCATION AND LIFELONG LEARNING 08/01/2018 - PRESENT
Indiana Institute on Disability and Community, Indiana University Bloomington, IN

I assist the Indiana Department of Education in defining and identifying disproportionality in special education and providing technical assistance to Local Education Agencies (LEAs) throughout the state of Indiana in order to increase educational equity throughout the state. This includes supporting districts by helping them identify the root of their success gaps, action plans and next steps, as well as develop research-based resources and tools that are integrated and aligned with accountability requirements and improvement plans from a culturally responsive and equity driven lens. This lens is applied as we support educators in developing the skills necessary to improve schools. Additionally, my current research project is identifying effective policies, practices, and procedures at the national level that challenge the school to prison pipeline metaphor. Through the identification of three exemplary districts at the national level, in collaboration with researchers at UCLA's Center for Civil Rights Remedies, this work highlights successful school reform processes that eradicate racial/ethnic disparities in school exclusionary practices. Utilizing both quantitative and qualitative approaches to identifying and understand what works at the district and school levels, this rigorous, mixed methods research is in the process of being distilled into a book that describes what works well, and the process for bringing about effective changes to policies and practices.

ASSOCIATE DIRECTOR 10/2014-07/31/2017
THE EQUITY PROJECT
Center for Evaluation and Education Policy, Indiana University Bloomington, IN

The Equity Project is a consortium of federally-, state-, and foundation-funded projects dedicated to providing high quality data to educational decision-makers in order to better understand and address issues regarding educational equity and bridge the gap between research and practice. The project provides evidence-based information specific to issues of school discipline, school violence, special education and equality of educational opportunity. In addition, the Equity Project provides support and technical assistance to educational agencies seeking to create equitable school systems. As associate director, I conducted research as well as managed and coordinated all aspects of grant funded project activities. Some of these became highly visible project that resulted in numerous important publications (see publications). I made sure that all our research, practice, service, and dissemination goals and agendas were achieved and outcomes and deliverables ensured. Including monitoring projects' progress and budgets, establishing and executing internal timelines aligned with project objectives, development of future project grants, written reports for funders showing outcomes and impact of grants. Additionally, led bi-weekly staff meetings, supervised staff and graduate students, and assisted with data analysis, writing, and dissemination of research activities. Under the direction of project director Russ Skiba, I was the primary liaison with the Indiana Department of Education, as well as other institutions with whom we collaborated on research projects.

RESEARCH ASSOCIATE 08/2011- 10/2014
THE EQUITY PROJECT
Center for Evaluation and Education Policy, Indiana University Bloomington, IN

As research associate I led the project *Race and Gender Disparities Research-to-Practice Collaborative*, a highly visible project that brought together over a three year period on a quarterly basis a national collaborative of researchers, policymakers, advocates, educators, parents/students to promote equity in areas such as school discipline and school outcomes. I was entrusted to independently organize and correspond with high-level professionals across the country to make these meetings happen over a three year period, while also conducting research and evaluation activities to assess the impact of school discipline activities on a range of outcome variables including achievement, graduation rates, and family involvement. While on this role, I supervised graduate assistants in conducting literature reviews, and full time staff in overall implementation and coordination of projects.

ASSOCIATE INSTRUCTOR

01/2011-05/2011

TEACHING IN A PLURALISTIC SOCIETY (M300)**Curriculum & Instruction Department, School of Education, Indiana University** Bloomington, IN

Responsible for teaching 300 level college required course for pre-service teachers that introduces them to teaching as a profession. The course examined key concepts of a pluralistic education, teaches central theories about teaching, learning and education in economically and culturally diverse communities and schools, and promotes engagement in witnessing promising practices in efforts to achieve excellence and equity in education. Furthermore, in the course socio economic status, gender, gender identity, ethnicity, sexual orientation, nation-status (i.e. immigrant, resident, citizenship), ability and race are all critical social factors integral to our investigation of teaching and learning in K-12 classroom. I was responsible for selecting all readings and creating all teaching materials: syllabus, tests, exams, class policies, developing lectures, assignments, evaluation materials, and advising students.

FREELANCE RESEARCHER & CURRICULUM DEVELOPER

08/2010 – 12/2010

- The Minority Languages and Cultures Program Indiana University,** Bloomington, IN
Contributed to the creation of an Inga (Quechua)-Spanish-English dictionary and accompanying pedagogic tri-lingual textbook for its use in universities and in the Inga-speaking communities of Colombia.
- Literacy, Culture, & Language Education Department Indiana University,** Bloomington, IN
Developed web-based lessons from a critical educational perspective for The *Critical Web Reader project (CWR)*. The CWR is a set of Web-based literacy and technology tools designed to guide teachers and students to critically evaluate Web-based texts and technologies. The *Critical Web Reader* is a collaborative project between middle and high school teachers in Indiana, Michigan, Taiwan and Singapore and university faculty primarily in the Literacy, Culture, & Language Education department at Indiana University, Bloomington, Indiana, USA.

ASSOCIATE INSTRUCTOR

09/2009 -05/2009 and 09/2005 -05/2006

AMERICAN EDUCATION & CULTURE COURSE (H340)**Education Leadership & Policy Studies Department, Indiana University,** Bloomington, IN

Responsible for teaching 300 level college course on the history of U.S. American education and American culture. This core course fulfilled professional education requirements for future elementary and secondary school teachers, focused on recognizing that teaching has historical, social, moral, and political dimensions, and that these operate in a complex and multicultural environment. I was responsible for selecting all readings and creating all teaching materials: syllabus, tests, exams, class policies, developing lectures, assignments, evaluation materials, and advising students.

DISSERTATION RESEARCH

05/2007- 02/2008
Arequipa, Peru

I conducted a multi-layered ethnographic case study of a schooling community in Arequipa, Peru, following a national educational policy (intercultural bilingual education policy) through its implementation process from the national level to the local school level. In evaluating the policy, the study examines teachers' and students' attitudes, in-school classroom practices and school policies in one semi-urban school comprised of a large rural-urban migrant indigenous population to understand the practical and conceptual challenges and implications of implementing intercultural education in urban schools. I employed qualitative methodology which consisted of in-depth interviews, surveys, participant observation, and some elements of photo-voice.

RESEARCH ASSISTANT

09/2006- 02/2007

Dr. Tarajeon Yazzie-Mintz

Department of Curriculum and Instruction, Indiana University

Bloomington, Indiana

Assisted Dr. Yazzie-Mintz in her research on how language and culture shape classroom instruction and school policy. We focused primarily on American Indian and Alaska Native education, particularly documenting the way in which teachers who teach Native children conceptualize what is a culturally appropriate curriculum and pedagogy.

INTERN/BILINGUAL-INTERCULTURAL EDUCATION CONSULTANT

05/2005-08/2005

Ministry of Education - National Directional Office on Bilingual and Intercultural Education (DINEBI)
Peru

Lima,

Analyzed the country's national curricular content in various subjects in order to make recommendations on how to insert interculturality across the curriculum. Additionally I helped organized teacher training sessions, teacher training manuals, and created teaching materials. I attended bilingual and intercultural education workshops, roundtables, and worked on an intercultural campaign in collaboration with UNESCO. The last few weeks of my work at DINEBI were spent traveling around the rural Andean region of Apurimac with the Educational Emergency Monitoring Team evaluating and monitoring bilingual intercultural schools.

CO-INSTRUCTOR

LATINO EDUCATION ACROSS THE AMERICAS COURSE (H-380)
Educational Leadership and Policy Studies, Indiana University,
Bloomington, IN

01-2005 -05/2005

Rooted in anthropology, sociology, and history, this course was designed to provide students with critical knowledge about patterns and issues in Latino education. Moreover, the course sought to illuminate major educational patterns and issues for Latinos by examining the impact of cultural and institutional flows across the Americas. As co-instructor, along with professor Levinson, I was involved in lecturing, leading discussions, organizing educational projects, assessing students' progress and overall teaching.

RESEARCH ASSISTANT

09/2004- 05/2005

Dr. Bradley Levinson

Educational Leadership and Policy Studies, Indiana University,

Bloomington, IN

I was involved in the data collection and analysis of a research project on the incorporation of newcomer Latino students into two communities in the state of Indiana. Other tasks/projects included media and code analysis, interview transcriptions, and gathering literature to be used in forthcoming printed articles.

GRADUATE ASSISTANT 09/2003- 05/2004
Center for Latin American & Caribbean Studies, Indiana University Bloomington, IN

Responsible for the creation and publication of semester newsletter, coordinating lectures, serving as host to international visiting scholars and prospective students, maintaining alumni relations, coordinating and researching summer languages institute, grant writing, researching Quechua language project materials, and assisting the center director.

ASSOCIATE INSTRUCTOR 09/2002- 05/2003
Spanish Language
Department of Spanish & Portuguese, Indiana University Bloomington, IN

Responsible for teaching college level Spanish language. Classes meet four hours a week. I was responsible for creating course syllabus, preparing lectures, and evaluating each student.

SPECIAL PROJECTS MANAGER 09/2000-11/2001
Rennert Bilingual, Worldtrade Languages, Ltd., New York, New York

Created, developed, implemented and managed four different especial-interest English language programs. I served as international student groups' program coordinator and consultant. Responsible for creating all publishable materials (program registrations, handbooks, public relations write ups, policies, etc.). My duties also included maintaining public relations with international agents and handling all marketing in New York City and abroad.

TEACHING ASSOCIATE 09/1998- 06/ 2000
Introduction to Linguistics, Language, & Society
Department of Linguistics, Ohio University, Athens, Ohio

This course was designed to provide undergraduate linguistics and education majors an introduction to the field of linguistics. The course was divided into the following branches: neurolinguistics, sociolinguistics, semantics, syntax, phonology, morphology, and first & second language acquisition. As associate instructor I was responsible for designing the course syllabus, creating classroom policies, daily lesson plans, lectures, selecting reading, and evaluating and assessing students.

PUBLICATIONS

***Denotes peer reviewed publication.**

Arredondo, M. & Suarez, M. (2019). System-involved LGBTQ Youth of Color: Ecological Determinants K-12 Schooling. In K. J. Conron & B. D. M. Wilson (Eds.), *A Research Agenda to Reduce System Involvement and Promote Positive Outcomes with LGBTQ Youth of Color Impacted by the Child Welfare and Juvenile Justice Systems* (pp. 21-26). Los Angeles, CA: The Williams Institute.

Available: <https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBTQ-Youth-of-Color-July-2019-3.pdf>

- *Skiba, R., **Arredondo, M.**, Gray, C., Raush, K., (2018) Discipline Disparities: New and Emerging Research in the United States. In Deakin, J., Taylor, E., & Kupchik, A. (Eds.) The Palgrave International Handbook of School Discipline, Surveillance and Social Control. Palgrave Macmillan Ltd.
- *Carter, P., Skiba, R., **Arredondo, M.** & Pollock, M. (2017). You Can't Fix What You Don't Look At: Acknowledging *Race* in Addressing Racial Disparities. *Urban Education*, 52 (2), 207-235.
- Arredondo, M., Gray, C., Russell, S., Skiba, R., Snapp, S. (2016). Documenting disparities for LGBT students: Expanding the collection and reporting of data on sexual orientation and gender identity. Bloomington, IN: The Equity Project at Indiana University. Available at <http://rtpcollaborative.indiana.edu/briefing-papers/>
- *Skiba, R. **Arredondo, M.** Williams, N. (2016). In and of Itself a Risk Factor: Exclusionary Discipline and the School-to-Prison Pipeline. In *Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline*. Kenneth J. Fasching-Varner; Lori Latrice Martin; Roland W. Mitchell; Karen Bennett-Haron and Arash Daneshzadeh (eds.). Rowman & Littlefield.
- * Skiba, R., **Arredondo, M.**, Gray, C., Rausch, M. (2016) What do we Know about Discipline Disparities? New and Emerging Research. In *Disparate Opportunity: Understanding and Addressing Inequality in School Discipline*. Skiba, K., Mediratta, K., Raush, K.(eds). Palgrave/MacMillan
- *Snapp, S., Russell, S., **Arredondo, M.**, Skiba, R. (2016). A Right to Disclose: LGBTQ Youth Representation in Data, Science, and Policy. In *Advances in Child Development and Behavior* Theoretical and empirical/methodological issues associated with equity and justice. Horn, S., Ruck, M., Liben, L. (eds). Isevier Limited. Oxford
- *Skiba, R., **Arredondo, M.**, Williams, N. (2015). More Than a Metaphor: The Contributions of Exclusionary Discipline to a School-to-Prison Pipeline. In J. Irizarry (Ed.), *Equity and Excellence in Education*, 47, (4), 546-564.
- Skiba, R., Chung, CG; **Arredondo, M.** (2015) Suspensions and Expulsions in Indiana: A Status Report. The Equity Project, Center for Evaluation Education Policy, IUB.
- Skiba, R. J., **Arredondo, M. I.**, & Rausch, M. K. (2014). *New and developing research on disparities in discipline*. Bloomington, IN: The Equity Project at Indiana University.
- Carter, P., Skiba, R. J., **Arredondo, M. I.**, & Pollock, M., (2014). *You Can't Fix What You Don't look At: Acknowledging Race in Addressing Racial Discipline Disparities*. Bloomington, IN: The Equity Project at Indiana University.
- *Arredondo, M. (2014). Born Indigenous, Growing up Mestizos: Schooling and youth in Arequipa, Peru. In *Mestizaje and Globalization: Transforming Identity and Power in the Americas*. Young & Wickstrom (eds.) Arizona: University of Arizona Press.
- *Skiba, R., **Arredondo, M.** & Williams, N. (2014). More than a Metaphor: The Contribution of Exclusionary Discipline to a School-to-Prison Pipeline. *EQUITY & EXCELLENCE in Education*

Special Theme Issue Breaking the Pipeline: Examining, Understanding and Dismantling the School to Prison Pipeline.

Skiba, R. J., **Arredondo**, M. I., & Rausch, M.K (2014). *New and developing research on disparities in discipline*. Bloomington, IN: The Equity Project at Indiana University. Available at http://www.nijn.org/uploads/digital-library/OSF_Discipline-Disparities_Disparity_NewResearch_3.18.14.pdf

Arredondo, M. (2010) Lessons from the Mountains. CIES Perspectives. Available: <http://www.cies.us/newsletter/jan10/arredondo.html>

Arredondo, M. (2009). Mira a esas cholas: Migration, Schooling and Inequalities. Congress proceedings *XXVIII International Congress of the Latin American Studies Association, Rethinking inequalities*, Rio de Janeiro, Brazil

Arredondo, M. (2006) Book Review – Bolin, Inge. Growing up in a Culture of Respect. *The Journal of Latin American Anthropology* 11(2).

*Arredondo, M. (2003). La re emigracion de una expatriota (The re-immigration of an expatriot). *Chiricu – Indiana University's Chicano-Riqueno Studies*, 10 (1).

Arredondo, M. (2000). Phonological Variation: Yeísmo in Arequipa, Peru. Congress Proceedings *High Desert Linguistic Society, University of New Mexico, Albuquerque, NM*.

PRESENTATIONS

- 2017 The School to Prison Pipeline and LGBTQ Youth.** Research workgroup meeting on LGBTQ Youth of Color in State Systems: Crafting an Intersectional Research Agenda to Promote Opportunities and Wellbeing. The Williams Institute, UCLA, Los Angeles, CA, December 3, 2017
- 2015 SOGIE Data Collection.** Presented recommendations to the Civil Rights Data Collection Department at the US Department of Education in Washington D.C.
- 2015 The 'Survival' of Inequity in Discipline: The use of survival analysis in examining effects of types of student infraction behaviors on exclusionary discipline.** Annual Conference of the American Educational Research Association (AERA), Chicago, IL.,
- 2013 Disrupting "traditional" education in the name of intercultural citizenship formation: Schooling practices in Peru.** American Anthropological Association (AAA) 112th, Chicago, IL.
- 2013 Constructing democratic alternatives to "traditional" discipline: Citizenship education in an urban school.** Inter-American Symposium on Ethnography and Education, UCLA, Los Angeles, CA. September 18-22
- 2012 Comparative perspectives on school climate and LGBT students and teachers** (Discussant) Comparative & International Education Society, San Juan, PR. April 22-27, 2012
- 2011 The School to Prison Pipeline: A model for presenting the evidence** Race & Gender Discipline Disparities: Research to Practice Collaborative Meeting III Oakland, CA May 23-24, 2011
- 2010 Roundtable presenter: Migration Issues in Selected World Regions: Internal migration in Peru** International Studies Summer Institute (ISSI), Center for the Study of Global Change, Bloomington, Indiana, July 13

- 2010 Exploring themes and engaging dialogue through *Soy Andina*** – teacher workshop International Studies Summer Institute, Center for the Study of Global change, Bloomington, IN, July 12, 2010.
- 2010 Schooling in Arequipa: notes from the field** Minority Languages and Cultures Project brownbag series, Bloomington, Indiana, March 26, 2010.
- 2010 Born Indigenous, Growing up *Mestizos*: Ethnic, national, & cultural identity and schooling in Arequipa, Peru (Poster presentation)** AERA Annual meeting, Denver, Colorado April 30-May 4 **2010 From Ethnic to National: Migration, ethnic identity and schooling** 54th Annual Conference of the Comparative & International Education Society, Chicago, IL March 1-5, 2010
- 2009 Born Indigenous, Growing up *Mestizos*: An ethnographic account of urban schools in Peru** Annual Meeting of the American Society for Ethnohistory, Hotel Monteleone, New Orleans, LA, Sept. 30-Oct. 4
- 2009 Mira a Esas Cholas: Migration, Schooling and Inequalities/ Rethinking inequalities -** XXVIII International Congress of the Latin American Studies Association, Rio de Janeiro, Brazil. June, 11-14, 2009
- 2005 Using the Video Image to Dialogue with Meaning: A Visual Ethnography in the Andes** Seventh Annual CIC American Indian Studies Graduate Conference Indiana Memorial Union, Indiana University, Bloomington, IN
- 2005 Usando la video imagen para dialogar con los significados: Etnografía visual en los Andes.** InterAmerican Symposium on Ethnographic Educational Research, Buenos Aires Argentina.
- 2004 Dancing Drums: Powwow at IU (Documentary film presentation).** Fifth Annual CIC Indian Studies Consortium Graduate Student Conference and Competition – Ann Arbor, Michigan.
- 2000 Phonological Variation: Yeismo in Arequipa, Peru.** Third Annual High Desert Linguistics Society Conference, University of New Mexico.

DIVERSITY INITIATIVES

- 2012 & 2014 ***ART THAT AWAKENS MEMORY***- Curated a collection of paintings in the Amazonian tradition and organized two art and dialogue workshops around the topic of indigenous epistemologies and cosmovision.
- 2009 ***YUYANAPAQ: TO REMEMBER*** – Photo exhibit exploring political violence in Peru between 1980 and 2000.
- 2009 ***SOY ANDINA***- documentary showing, presentation and discussion at Indiana University, Bloomington.
- 2009 ***Afro-Peruvian Dance workshop*** - open to the Bloomington, IN community.

VIDEO PROJECTS

- **Over-the-counter Development ¡No mas! (No more)**

About the film: Development is a word that not only is multifaceted it is also loaded. Its semantics will vary according to the time period, context, or experience of an individual or society at large. What it means now is not what it meant forty years ago or even fifteen. In making this video project, I travelled to five different countries, engaged in several conversations with individuals, representatives of multinational organizations and indigenous communities, in order to examine the oftentimes difficult task of capturing the essence of development's evolutionary meaning and how its influenced people's lives on a global scale. My attempt here is to create a balance between, the still image, the moving image, the spoken and the written word. All powerful in their milieu. Available: <https://youtu.be/8E3NLVzTp0U>

- **Visiting Intercultural Bilingual Schools: Lessons from the Andes**

About the film: This short film was created while visiting intercultural bilingual schools in the rural Andes of Peru in South America. I was consulting for Peru's ministry of education at the time and had the opportunity to travel around the country documenting issues of equity and access among Peru's isolated rural schools children. Video available: <https://youtu.be/0A3BvFv18u8>

- **Home Away Stay: Bloomington Stories**

About the film: Using migration theory, this video explores the migration stories of three residents from Bloomington, IN to understand the system of migration, its impact, the reason why people move, and what the children of those immigrants understand geographical movement. Available: <https://youtu.be/mJaeksFIPg8>

- **Dancing Drums: Powwow at IU**

About the film: This documentary films captures the first campus Pow Wow to be held at Indiana University. The film explores the meaning of Pow Wows and traces the origin of this intertribal meeting point in order to understand the culture, the shared experienced of being native in the United States, and highlights the solidarity among the multi-tribal populations who have disparate political and social agendas. The film attempts to show the Pow Wow as a meeting point for all of the different cultures for Natives and non-natives.

HONORS AND AWARDS

2014 "Exemplary" Annual Performance Review - Center for Evaluation & Education Policy at Indiana University

2013 "Exemplary" Annual Performance Review – Center for Evaluation & Education Policy at Indiana University

PUBLICATION PEER REVIEWER & GRANT EVALUATOR

- **May 2019** – William T Grant Foundation proposal reviewer for their Reducing Inequality program.
- **April 2015** - US Department of Education, Office of Post Secondary Education, FY 2015 SSS grant reader and evaluator, Washington, D.C.
- **April 2010** - Inter-American Journal of Education for Democracy
- **December 2009** - Inter-American Journal of Education for Democracy.
- **September 2002-May 2003** - Associate Editor Chiricú Literary Magazine, Indiana University Bloomington

LANGUAGES

Native in Spanish, English, intermediate German and Quechua, fluent reading in Portuguese, beginning Italian.

MEMBERSHIPS & ADVISORY BOARDS

2001-PRESENT LATIN AMERICAN STUDIES ASSOCIATION (LASA)
2004-PRESENT COMPARATIVE INTERNATIONAL EDUCATION SOCIETY (CIES)
2009-PRESENT NATIONAL ASSOCIATION FOR MULTICULTURAL EDUCATION (NAME)
2011-PRESENT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)
2013-PRESENT AMERICAN ANTHROPOLOGICAL ASSOCIATION (AAA)
2013-2015 ADVISORY BOARD MEMBER PRIDE, BLOOMINGTON, IN

REFERENCES

Dr. Sandi Cole Indiana University 812.855.7779 cmcole@indiana.edu
Dr. Russ Skiba Indiana University (812) 327-6628 skiba@indiana.edu
Dr. John Hitchcock Abt Associates (812)650-2187 jhhitchc@gmail.com
Dr. Bradley Levinson Indiana University (812) 856-8359 brlevins@indiana.edu
Dr. Tarajeau Yazzie-Mintz American Indian College Fund tyazziemintz@collegefund.org
Dr. Shane Greene Indiana University (812) 856-1317 lsgreene@indiana.edu
Dr. Robert Arnové Indiana University (812) 856-8374 arnové@indiana.edu