

LAURA C. CHÁVEZ-MORENO

ChavezMoreno@ucla.edu

University of California-Los Angeles, Graduate School of Education & Information Studies
457 Portola Plaza, Moore Hall 3135, Los Angeles, CA 90095-1521

RESEARCH INTERESTS

Chicanx/Latinx education and racialization; Critical race & ethnic studies; Intersection of race & language; Critical literacy; Bilingual education; Urban schooling; Education equity; Educational justice movements; Teacher education & teaching; Teacher inquiry & activism; Sociocultural theories; Qualitative research methodologies; Ethnography; Action research

ACADEMIC POSITIONS

Starting 2021 Assistant Professor, UCLA César E. Chávez Department of Chicana/o and Central American Studies (Focus: Education, Race, Literacy & Language)
2018-Present Postdoctoral Scholar at UCLA's Graduate School of Education & Information Studies

EDUCATION

Ph.D. **University of Wisconsin, Madison (UW)**
PhD in Curriculum & Instruction (C&I)

C.A.E.S. **Boston College**, Chestnut Hill, MA
Certificate of Advanced Educational Specialization in Curriculum & Instruction

M.A. **University of Michigan, Ann Arbor, MI**
Master of Arts; Educational Studies: Literacy, Language, and Culture

B.S. in **Northern Arizona University**, Flagstaff, AZ
Education Extended Major in Spanish; Minor in Latin American Studies; Magna Cum Laude

PUBLICATIONS

Peer reviewed

Chávez-Moreno, L. C., Villegas, A. M., & Cochran-Smith, M. (Forthcoming). The experiences and preparation of teacher candidates of color: A literature review. *Handbook of research on teachers of color*.

Chávez-Moreno, L. C. (2020). U.S. empire and an immigrant's counternarrative: Conceptualizing imperial privilege. *Journal of Teacher Education*.
<https://doi.org/10.1177/0022487120919928>

Chávez-Moreno, L. C. (2019). Researching Latinxs, racism, and white supremacy in bilingual education: A literature review. *Critical Inquiry in Language Studies*, 17(2) 101-120. doi: 10.1080/15427587.2019.1624966

LAURA C. CHÁVEZ-MORENO

- Good, A. G., Barocas, S., **Chávez-Moreno, L. C.**, Feldman, R., & *Canela, C. (2017). A seat at the table: How the work of teaching impacts teachers as policy agents. *Peabody Journal of Education*, 1-16. doi: 10.1080/0161956X.2017.1349490
- Cochran-Smith, M., Villegas, A. M., Abrams, L., **Chávez-Moreno, L. C.**, Mills, T., & Stern, R. (2016). Research on teacher preparation: Charting the landscape of a sprawling field. In D. Gitomer & C. Bell (Eds.), *Handbook of research on teaching* (5th ed., pp. 439-547). Washington, DC: AERA.
- Cochran-Smith, M., Villegas, A. M., Abrams, L., **Chávez-Moreno, L. C.**, Mills, T., & Stern, R. (2015). Critiquing teacher preparation research: An overview of the field, part two. *Journal of Teacher Education*, 66(2), 109-121. doi: 10.1177/0022487114558268

Other

- Chávez-Moreno, L. C.** (2018). A review of “Stamped from the Beginning”: On a definitive history of anti-Black racism. *Education Review*, 25, 1-5. doi: 10.14507/er.v25.2407
- Chávez-Moreno, L. C.** (2018). *A critical race ethnography examining dual-language education in the new Latinx diaspora: Reinforcing and resisting bilingual education’s racial roots*. (Doctoral dissertation). University of Wisconsin, Madison.
- Chávez-Moreno, L. C.**, & *Gentlesk, J. (2009). Teaching the Spanish Civil War, Pablo Picasso’s Guernica, and the film La Lengua de las Mariposas. *Pennsylvania Language Forum*, LXXIX (1): 5-12 (Spring).

* Indicates the co-author is a K-12 classroom teacher

AWARDS, GRANTS, AND FELLOWSHIPS

- | | |
|-----------|--|
| 2020-2022 | Fellowship for National Council of Teachers of English (NCTE) Research Foundation’s Cultivating New Voices Among Scholars of Color Program |
| 2019 | Distinguished Dissertation Award, AERA Division G Social Context in Education |
| 2019 | Outstanding Dissertation Award, AERA Bilingual Education Research Special Interest Group (SIG), First-place Award Winner |
| 2019 | Outstanding Dissertation Award, AERA Hispanic Research Issues SIG |
| 2019 | Outstanding Dissertation Competition, Third-place Award Winner, American Association of Hispanics in Higher Education |
| 2019 | Outstanding Dissertation Award, Honorable Mention, National Association of Bilingual Education |
| 2017-2018 | American Association of Hispanics in Higher Education Ford Foundation Graduate Student Fellow |
| 2017-2018 | Advanced Opportunity Fellowship/UW Education Graduate Research Scholar |
| 2016-2017 | Arvil S. Barr Graduate Fellowship; Awarded to one PhD candidate annually by UW School of Education from nomination by UW C&I Program |
| 2015-2016 | Carrie R. Barton Memorial Scholarship Award; Awarded to one graduate student annually in support of pre-dissertation research of PhD student in English Language Arts. Awarded by UW C&I Program |

LAURA C. CHÁVEZ-MORENO

- 2015-2016 Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment Grant for Wisconsin Policy, Outreach and Practice (WiPOP) project: “Creating Dialogue Between Public Policy and Teacher Practice: Refining the ‘WiPOP’ Model”
- 2013-2014 Advanced Opportunity Fellowship/UW Education Graduate Research Scholar

Other Grants & Awards

- 2017 Conference Travel Award, Ethnicity, Race, and Multilingualism Area Committee of Literacy Research Association
- 2017-2018 Student Research Travel Grant Award, UW Graduate School
- 2016-2017 Student Research Travel Grant Award, UW Graduate School
- 2015-2016 Baldwin Grant Matching Award by the UW Partner School Network for WiPOP’s project
- 2015-2016 Student Research Travel Grant Award, Conference Presentation Funds Competition, UW Graduate School
- 2015-2016 Network Fellow, Wisconsin Collaborative Education Research
- 2014-2015 Network Fellow, Wisconsin Collaborative Education Research
- 2011-2013 Diversity Fellowship Award, Boston College
- 2003-2004 Rackham Education Scholars Award, University of Michigan-Ann Arbor
- 2002-2003 Fellowship Award, Hispanic Scholarship Fund