

Laura D. Turner
Bilingual Bicultural Education
The Department of Curriculum and Instruction
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- Ph.D. Expected 2021, The Department of Curriculum and Instruction
The University of Texas at Austin, Austin, TX
Bilingual Bicultural Education
- M.A. 2012, Spanish and Latin American Linguistic, Literary and Cultural Studies
New York University in Madrid, Madrid, España
Applied Linguistics: Spain and Latin America
Honors and Awards: University Tuition Scholarship, GSAS
- M.S. Ed 2010, Bilingual Special Education
The City College at the City University of New York, New York City, NY
Students with Disabilities Certification (5-9)
Summer 2009, Centro de Lenguas Modernas, Universidad de Granada, España
- B.A. 2004, Political Science, Spanish minor
Miami University, Oxford, OH
Honors and Awards: Phi Alpha Delta, Political Science Honorary
Pi Sigma Alpha, Law Fraternity

PROFESSIONAL EXPERIENCE

- 2019– present Assistant Instructor, The University of Texas at Austin
- 2016– 2018 Director, American Space Madrid
American Space Madrid, a collaboration between U.S. Embassy Madrid and the International Institute in Spain
- 2014– 2016 School Designer and Remote Educational Consultant
EL Education, formerly known as Expeditionary Learning
- 2012– 2014 Peer Review and Outreach
Texas Education Review, Bilingual Bicultural Education Division
- 2012– 2014 Graduate Research Assistant
The University of Texas at Austin – Project ESTRE2LLA, MDCC grant funded by the U.S. Department of Education Office of Special Education Programs (OSEP), Department of Multicultural Special Education, Austin, TX
- 2012– 2013 University Facilitator and Teaching Assistant
The University of Texas at Austin – The Department of Special Education and The Department of Curriculum and Instruction Course: Methods of Teaching Writing in the Spanish Bilingual Classroom
- 2010– 2011 Lead English Mentor Teacher
Instituto de Educación Secundaria (I.E.S.) Centro Bilingüe, Alaynub, Vera, España
Council on International Education Exchange, Region of Almeria, España
- 2009– 2010 10th Grade Instructional Guide / School Leadership Team Teacher Representative / Certified Facilitator: Critical Friends Groups (CFG), National School Reform Faculty
Validus Preparatory Academy: An Expeditionary Learning School, Bronx, NY
- 2006– 2010 Bilingual Special Education Coordinator / Resource Specialist/ Bilingual Special Education Teacher
Validus Preparatory Academy: An Expeditionary Learning School, Bronx, NY

CONFERENCE PRESENTATIONS

The Loris Malaguzzi International Center (2018). Study Group Participant with New York State Educators and Stakeholders. Reggio Emilia, Italy.

Turner, L. and Cavazos, L. (2013). Holistic Bilingualism vs. Parallel Bilingualism: Student Utilization of Linguistic Resources in Writing. Panel Discussion for the Congreso Internacional de Enseñanza Bilingüe en Centros Educativos (CIEB), Madrid, España.

Turner, L. and Alberico, C. (2009). Raising Global Awareness Through Differentiation. Expeditionary Learning Schools Outward Bound National Conference, Master Class Presenter. Baltimore, MD.

SUBMITTED CONFERENCE PROPOSALS

Turner, L. Raciolinguistics and Disproportionality: A Dual Framework to Discuss Issues of Over and Underrepresentation in Special Education. Presentation proposal for the annual meeting of NABE, San Diego, CA (2020). *Accepted*.

Fránquiz, M., Turner, L. and Lopez, M. Humanizing Teaching Practices: Designing Language and Literacy Instruction for ELLs. Symposium proposal for the annual meeting of NABE, San Diego, CA (2014). *Accepted*.

Turner, L., Cavazos, L., and Ortiz, A. Dyslexia and the Bilingual Student: Towards the Use of Holistic Assessment Measures in the Dyslexia Referral Process. Paper proposal for the annual meeting of AERA, Philadelphia, PA (2014). *Accepted*.

Turner, L. and Linan-Thompson, S. Cross-Linguistic Influences in Writing: An Examination of Bidirectional Linguistic Transfer in the Writing of Emergent Bilingual Students. Paper proposal for the annual meeting of AAAL, Portland, OR (2014). *Accepted*.

Turner, L. and Ortiz, A. Cross-Linguistic Analysis of Writing: Implications for Linguistically Responsive Assessment and Instruction for ELLs. Paper proposal for the annual meeting of NABE, San Diego, CA (2014). *Accepted*.

WORKS IN PROGRESS

Rosa, J. (2019). *Looking Like a Language Sounding Like A Race: Raciolinguistic Ideologies and the Learning of Latinidad*. New York: Oxford University Press. (*Book Review*)

RESEARCH EXPERIENCE/INTERESTS

Ongoing research in bilingual special education serving as a critical examination of the adverse effects of language and education policy on the emergent bilingual population in public schools, resulting in issues of over and underrepresentation in special education programs; analyzing the identification, assessment and placement of emergent bilingual students in special education programs and commenting on the increased use of standardized testing in linguistically complex content areas as a decisive means to measure the academic achievement of emergent bilinguals. Particularly interested in the effects of aggressive accountability measures versus the use of holistic, multilingual assessment methods in a changing national policy context.

Research interests: Bilingual Special Education and Bilingualism/Linguistics focus

Holistic assessment of emergent bilinguals in the pre-referral and referral process to receive special education services, particularly in writing assessment- taking into account student use of bilingual strategies as a resource (bidirectional phonetic and syntactic transfer, code-switching) in order to expand current frames of reference regarding biliteracy development and language acquisition, in addition to issues of overrepresentation.

Cross-linguistic influences in emergent bilingual writing, code-switching in writing; utilization of bilingual strategies (bidirectional syntactic transfer, bidirectional phonetic transfer, inter-sentential and intra-sentential code-switching).

Bidirectional linguistic transfer and the intralanguage development process, bilingual/biliteracy and plurilingual/pluriliteracy development, bilingualism, translanguaging.

Dialectology and sociolinguistics, language variation, languages in contact, languages and power—teacher and societal perceptions/ideologies surrounding bilingualism/multilingualism and language variation.

TRANSLATION PORTFOLIO

Ongoing collection of literary and non-literary translations completed throughout the course of professional and educational career. Portfolio contains examples of translations in both Spanish-English and English-Spanish translation sets, in addition to highlighting a wide range of translation skills in diverse fields.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)

National Association of Bilingual Education (NABE)

American Association of Applied Linguistics (AAAL)

Association Internationale de Linguistique Appliquée (International Association of Applied Linguistics) (AILA)

Languages

English, Spanish