

# Desirée Pallais

The University of Texas at Austin  
desiree.pallais@utexas.edu  
Tel: (512) 970-1591

## EDUCATION

- 2015 – now    Doctoral student, Bilingual/Bicultural Program, College of Education, The University of Texas at Austin,  
2015           Post-graduate Specialization in Spanish Reading Instruction, University of La Laguna, Tenerife, Spain.  
2004           M.A. in Program Evaluation, University of Texas at Austin, Honor standing.  
1997           M.A. Educational Technology, University of Salamanca, Honorable mention for thesis defense.  
1988           B.A. Communication Science, Universidad Centroamericana, Managua, Nicaragua.  
1983           B.A. History, Tufts University, Medford, Massachusetts.

## INTERESTS AND EXPERTISE

Spanish literacy in the US (K-12 and after-school programs)  
Spanish literacy in Latin America  
Teacher education with asset-based pedagogies  
Discourse analysis and case study research methods  
Cross-cultural research with Latin American populations

## PUBLICATIONS

### **In preparation**

**Pallais, D.** (In preparation). *Developing Spanish as part of Bilingual Teacher Preparation: A Critical Literature Review.*

**Pallais, D.** (2017) (Submitted). Three risky assumptions around literacy in the Peruvian Amazon. A critical examination of international collaboration efforts. *In Preparation.*

### **Book chapters**

**Pallais, D. & Umansky, I.** (2017). [Forthcoming: Book chapter on *Views from Inside: Languages, Cultures, and Schooling for K-12 Educators*, edited by Drs. Joy Egbert Gisela & Erns-Slavit. Accessible at: <http://www.infoagepub.com/products/Views-from-Inside>

**Pallais, D.** (2014). *Teaching English Language Learners* (Eds.), edited by Martha C. Hougen, Ph.D. Chapter author. Baltimore, MD: Paul Brookes Publishing.

### **Book reviews**

**Pallais, D. & Batista-Morales, N.** (2017). Review of Judy Kalman and Brian Street's *Literacy and Numeracy in Latin America*. New York, NY, Routledge, 2013, 226 pp. *International Journal of Qualitative Studies in Education*.

**Pallais, D.** (2017). Review of Regina Cortina's *The Education of Indigenous Citizens in Latin America*. Clevedon, UK: Multilingual Matters, 2014. 207 pp. *Journal of Latin American and Caribbean Anthropology*,

**Pallais, D.** (2017). Review of Zhou and Bankston's *The Rise of the New Second Generation*. Cambridge, UK, Polity Press, 2016, 248 pp. *Ethnic and Racial Studies*.

Harvey, R. & **Pallais, D.** (2017). Review of Barbican & Cornell Gonzales' *Rethinking Bilingual Education*. ()

### **Other publications**

**Pallais, D.** (2016). Contribuciones de un proyecto de educación intercultural bilingüe en la Amazonía. ¿Qué rol juega el contexto en las evaluaciones internacionales? (Contributions of an intercultural bilingual project in the Amazon). *Proceedings of the XXII Graduate Colloquium of Iberian and Latin American Languages and Cultures: Held at The University of Texas at Austin March 24-26, 2016*. Web.

**Pallais, D. & Thompson, S.** (2014). *Cross-linguistic Connections to Improve Understanding of Reading Challenges in Spanish-speaking Students*, available at Academia.edu.

**Pallais, Desirée.** (2013). *Apoyando la Lectura con niños que se encuentran rezagados*. Revista Educando. Dirección Regional de Educación, Gobierno Regional, San Martín, Perú, Edición 32, Septiembre, 2013.

**Pallais**, Desirée. *Aportes de la Ciencia Cognitiva para la Lectura Inicial*. Gaceta de Educación y Pedagogía. Manuel Valdivia, 19 09 2013. Web. 25 Sep. 2013. <<http://gacetadeeducacion.wordpress.com>>.

## SELECTED CONFERENCE PRESENTATIONS

**Pallais**, D. (2018). Curricular and evaluation contributions of a bilingual intercultural project in the Amazon. *Comparative and International Education Society* 62<sup>nd</sup> Annual Conference, Mexico, March 25-29.

**Pallais**, D. (2018). Evaluation of Programs in Latin America, Session chair. SIG: Latin America. *Comparative and International Education Society* 62<sup>nd</sup> Annual Conference, Mexico, March 25-29.

Callahan, R. **Pallais-Downing**, D. & De Paz, Mayte. Integrating Latino Immigrant Parents' Funds of Knowledge in an Engineering Education Curriculum. *American Educational Research Association* (AERA), Roundtable Session 12, San Antonio, Texas, April 28.

**Pallais**, D. Pedagogical Strategies of Preservice Bilingual Teachers When Teaching Art at the Museum. Part of a Group Demonstration/Performance Session on: Bilingual Co-Teaching Model: Art Gallery Lessons as an Exploration of a Collaborative Interdisciplinary Pedagogical Approach, *American Educational Research Association* (AERA), Division K. April 29, San Antonio, Texas.

**Pallais**, D. Teaching Reading. Reflections from a Peruvian experience. Second Study Tour–Project *Amazon Reads/USAID*. Austin, Texas. February, 20, 2017

Alvarado, F. & **Pallais-Downing**, D. Mediawiki as a tool for curriculum development and open education resource alignment. Libre Learn Lab, 2016, *Massachusetts Institute of Technology* (MIT), Tang Center, Cambridge, MA

**Pallais**, D. Contribuciones de un proyecto de educación intercultural bilingüe en la Amazonía (Contributions of an intercultural bilingual project in the Amazon), Proceedings of the *XXII Graduate Colloquium of Iberian and Latin American Languages and Cultures: Held at The University of Texas at Austin* March 24-26, 2016. Web

**Pallais**, D. A cross-language approach to support Spanish-speaking English-language learners, 50<sup>th</sup> *Annual International Conference on Learning Disabilities*, February 13-16, 2012, San Antonio, Texas.

**Pallais**, D. & Walker, K. Alternative Approaches for the Reading Difficulties of Spanish-Speaking Children. *Learning Disabilities Association of America* 50th Annual

International Conference. Grand Hyatt Hotel, San Antonio, TX. February 15, 2013. Conference Presentation.

**Pallais, D.** Teaching Reading to Spanish-Speaking Students, 49<sup>th</sup> Annual International Conference on Learning Disabilities, February 2012, Chicago, Illinois.

**Pallais, D.** Instructional Scripts for First Grade Bilingual Classrooms, *International Dyslexia Association (IDA)* 62<sup>nd</sup> Annual Conference, November 2011, Chicago, Illinois.

**Pallais, D.** Managing RTI Campus Data - Monitoring Effectiveness of Intervention." *Learning Disabilities Association of America* 50th Annual International Conference. Grand Hyatt Hotel, San Antonio, TX. February 14, 2013. Conference Presentation.

**Pallais, D.** Resource for Monitoring Campus RTI Implementation: The RTI – Data Management Tool (RTI-DMT), 33<sup>rd</sup> *International Conference on Learning Disabilities*, October 28, 2011, Austin, Texas.

**Pallais, D.** Componentes de la Lectura para una Instrucción Efectiva; La Respuesta a la Intervención, 11vo *Congreso Latinoamericano sobre Lectura*, August 2011, Managua, Nicaragua.

**Pallais, D.** Reading Supports for Spanish-Speaking Students, *Organization of Teacher Educators in Reading (OTER), Annual Meeting, 55<sup>th</sup> Annual Convention of the International Reading Association*, April 2010, Chicago, Illinois.

**Pallais, D.** Rutinas de Instrucción para Elevar la Calidad, *Research Triangle Initiative (RTI) Literacy Meeting*, August 2009, Lima, Perú.

---

## RESEARCH EXPERIENCE

2016 –2017

Co-principal investigator for the study: Spanish Heritage Learners: Linguistic Patterns and Bilingual Language Acquisition in US College Students. Co-authored research proposal and protocols, collected data and currently analyzing the results for future journal submission.

2016–2017

Co-principal investigator for the study: Bilingual Co-Teaching Model: Art Gallery Lessons as an Exploration of a Collaborative Interdisciplinary Pedagogical Approach for Bilingual Pre-Service Teachers. Conducted a case study on two teachers.

2016

Ethnographic exploration in a dual-language classroom in Blazier elementary school as part of a graduate-level class directed by Dr. Claudia Cervantes-Soon.

2015–2017

Graduate research assistant for a study directed by Dr. Rebecca Callahan: Design Technology and Engineering Education for English Learner Students(DTEEL). Conducted a Funds of Knowledge Study in Hutto.

2013–2015

Conducted case study research in Guatemala, Peru, Bolivia and Ecuador. Examined policy documents, conducted interviews and visited schools implementing bilingual initiatives in indigenous communities.

## **TEACHING AND PROFESSIONAL DEVELOPMENT EXPERIENCE**

Fall 2017

Designed and implemented lessons with students who attend an after-school program at Houston elementary school in the Austin area.

2016–2017

Designed and implemented group and individual lessons to support formal Spanish development in prospective bilingual pre-service teachers at the University of Texas at Austin.

2016–2017

Instructor. Undergraduate course: Spanish methods for writing in bilingual classrooms.

2009

Guest Lecturer in the Department of Special Education, The University of Texas at Austin: Fall 2009, Spring 2010, and Fall 2010.

2008

Designed and delivered a model intervention lesson that was videotaped to support teaching Spanish-speaking students considered at-risk in Laredo Independent School District.

1998 - 1999

University lecturer in the *Universidad Nacional Autónoma de Nicaragua* (UNAN), Education Department.

1990–1996

Taught English and computer-assisted content and literacy instruction to children as part of an innovative elementary school and in its an after-school program.

## **SCHOLARSHIPS, HONORS AND AWARDS**

Phi Beta Phi Academic Honor Society, 2000-Present, UT-Austin chapter.

*Honor Standing*, Graduate Program in Educational Psychology, 2000-2004, University of Texas at Austin.

Silver plaque award given by the parent community of the school *Lo Pequeño es Bello* (*Small is Beautiful*), for work done as a school leader and teacher during the period 1990-1996, Managua, Nicaragua.

Honor mention for Masters thesis: *Enriquecimiento Cognitivo para Niños en el Ordenador*, University of Salamanca, Dic. 1997, Salamanca, Spain.

*Scholarship awarded* by the Institute of Iberoamerican Cooperation (ICI), Spanish Agency for International Development, Foreign Ministry of Spain, 1996-1997, Madrid, Spain.

## **SELECTED PROFESSIONAL EXPERIENCE**

2012 – 2015 Literacy and evaluation consultant for the Development Portfolio Management Group (DPMG)/University of Southern California (USC); the Meadows Center for Preventing Educational Risk, The University of Texas at Austin; World Vision International/United States Agency for International Development/Family Health International, USAID/FHI 360.

2008 – 2013 Senior Field Trainer/Analyst for the *Building Capacity for Response to Intervention Project*, Meadows Center for Preventing Educational Risk, The University of Texas at Austin, Austin, Texas.

- 2004 – 2008 Statewide Coordinator for the *Vaughn Gross Center for Reading and Language Arts*, The University of Texas at Austin, Austin, Texas:
- 1997 - 1999 Curriculum, Training and Evaluation Consultant for the *Academy for Educational Development*, (AED/USAID) Base Project, Managua, Nicaragua.
- 1990 -1996 School Director and Teacher. Founded, directed, taught and evaluated the elementary school *Lo Pequeño es Bello (Small is Beautiful)*, and its associated after-school program serving children ages 3- 15, using student-based methodologies and a technology-based curricular innovation originated in the ideas of Seymour Pappert.

## SERVICE

Journal reviewer: Reading and Writing Quarterly (2015, 2016) and Bilingualism: Language and Cognition (2016)

Current Secretary of the board of the directors of the foundation [Online Learning Initiative](#), led by Dr. Felix Alvarado, to support curriculum implementation in literacy in Latin America.

Past member of the Board of directors of the organization Nicaragua *Lee (Nicaragua Reads)* September 2015-Summer 2016

Created vocabulary centers as part of a training for education leaders conducted by the organization *Save the Children*, March-April, 2014.

Started a website with resources for bilingual educators in the United States: <http://lecturayescrituracooperativa.wordpress.com>

Developed the *Centro Intercultural de Lectura y Escritura (CILEES)* to support literacy collaboration in Latin America: <http://cilees.org>

Blog to Support Reading Instruction in Latin America. Network Support for Book Drive benefitting three schools: “El Corozo”, Matagalpa; “San José de Ticuantepé”, and “San Isidro de Bolas”, Managua, Dic. 2011, Nicaragua.

Participation as a presenter at the 11<sup>th</sup> Latin American Congress on Reading, August, 2011, Managua, Nicaragua.

## **PROFESSIONAL DEVELOPMENT– SELECTED E-LEARNING PRODUCTS CREATED**

Spanish Centers for Kindergarten and First Grade

[Using Data to Design Intervention in Middle School](#)

[The Response to Intervention \(RTI\) Data-Management Tool: A Toolkit for School Leaders](#)

[Reading Support for Spanish-Speaking Students in Bilingual Classrooms](#)

[Implementing Response to Intervention: A “To Do” List for School Leaders](#)

[Reading Center Lessons for Bilingual Classrooms](#)

[Scaffolding Strategies for Comprehension in the Bilingual Classroom](#)

[Instructional Routine Lessons in Comprehension](#)

## **LANGUAGES**

Native speaker of Spanish.

Reading knowledge of French.

## **REFERENCES**

Dr. Cinthia Salinas

[cssalinas@austin.utexas.edu](mailto:cssalinas@austin.utexas.edu)

Department Chair

Curriculum and Instruction

The University of Texas at Austin

Dr. Deb Palmer

[debpalmer@colorado.edu](mailto:debpalmer@colorado.edu)

Professor and Program Chair

Education equity & cultural diversity • Bueno Center

University of Colorado

Boulder, Colorado

Dr. Gwen Sullivan

Center for Writing Talent

Austin, Texas

Gwen Sullivan <centerforwritingtalent@gmail.com>