

SANDRA LUCIA OSORIO

EDUCATION

PhD	University of Illinois at Urbana-Champaign, Language & Literacy Dissertation: “ <i>Yo Tengo Algo Que Decir: Promoting critical literacy among emergent bilinguals</i> ” Committee: Anne Haas Dyson (chair), Karla Moller, Christina Passos DeNicolò & Carmen Liliana Medina	Aug 2013
M.Ed.	University of Illinois at Urbana-Champaign, Bilingual Education Advisor: Georgia Earnest García	Dec 2005
BSc	University of Illinois at Urbana-Champaign, Elementary Education	May 2000

PROFESSIONAL EXPERIENCE

Associate Professor	Raciolinguistic Justice and Director of Teacher Education <i>Erikson Institute, Chicago</i>	2022-present
Consultant	Review Team Coach; Framework for Designing Professional Learning Inclusive of English Learners Project Coordinator <i>English Learners Success Forum</i>	2018-present
Writing Coach	Faculty Success Program Writing Coach/Small group Leader <i>National Center for Faculty Development & Diversity</i>	2019-present
Associate Professor	Early Childhood and Bilingual/ Bicultural Education in the School of Teaching and Learning <i>Illinois State University</i>	2019-2022
Assistant Professor	Early Childhood and Bilingual/ Bicultural Education in the School of Teaching and Learning <i>Illinois State University</i>	2013-2019
Dual Language Teacher	First Grade Spanish Dual Language Teacher <i>Urbana School District #116</i>	2016
Bilingual Classroom Teacher	Kindergarten, First and Second Grade Bilingual Teacher <i>Urbana School District #116</i>	2005-2013
Home Visitor	Spanish Speaking Home Visitor for parents with children ages 0-3	

	<i>First Taste Program, Kankakee School District #111.2002-2003</i>	
Head Start Teacher	Two-year-old classroom lead teacher <i>Grace Migrant Head Start Center, Momence, IL</i>	2002

HONORS AND AWARDS

- The Educator Collaborative Associate Member 2021-2023
- Mentor Award from National Council of Teachers of English (NCTE)'s Black and Latinx Caucuses 2021
- Institute for Teachers of Color Committed to Racial Justice (ITOC) Alumni Fellow 2020-2021
- Illinois State University, Teaching Initiative Award 2018
- National Council of Teacher of English (NCTE), Early Childhood Assembly, Professional Dyads and Culturally Relevant Teaching (PDCRT) 2015-2017
- American Educational Research Association (AERA), Critical Perspectives in Early Childhood Education Outstanding Dissertation Award 2016
- National Council of Teachers of English (NCTE) Cultivating New Voices Among Scholars of Color Fellowship 2014-2016
- International Reading Association (IRA), The Reading Hall of Fame Supporting Young Scholars Fellow 2014-2015
- Distinguished Teacher Fulbright Fellowship in Toluca, MX 2011-2012

RESEARCH PROJECTS

Read alouds to support critical literacy with early childhood students <ul style="list-style-type: none"> • Professional learning community with five early childhood teachers in one school about implementing critical literacy as part of their classroom practices 	Illinois State University	2020-present
Framework for Designing Professional Learning Inclusive of English Learners <ul style="list-style-type: none"> • Implementation of framework with professional learning communities, such as, TNTP, Student Achievement Partners and Teaching lab to evaluate and improve professional learning in regard to English learners 	English Learners Success Forum	2020-present
Illinois Gateways to Opportunity® ECE Credential Competency Project and Pilot <ul style="list-style-type: none"> • The Illinois Governor's Office of Early Childhood Development received federal funds through the Preschool Development Birth to Five (PDG B-5) Renewal Grant to offer grant opportunities. 	Illinois State University/ Illinois Network of Child Care Resource and Referral Agencies	2020-2021

Preparing Qualified English-Spanish Bilingual Teachers in Illinois <ul style="list-style-type: none"> Bilingual major preservice teachers' Spanish language development through both coursework and experiences. 	Illinois State University	2018-2020
Outside of my comfort zone: Preservice Teachers Experiences with Cultural Diversity <ul style="list-style-type: none"> Early childhood preservice teachers partner with local bilingual classrooms to implement various science lessons that addressed the specific needs of multilingual students 	Illinois State University	2016-2017
Are they really ready? Students' Awareness of Cultural Awareness and Diversity <ul style="list-style-type: none"> Culturally responsive teaching with early childhood preservice teachers in a science methods and general studies courses 	Illinois State University	2014-2016
Yo Tengo Algo Que Decir: Promoting critical literacy among emergent bilinguals <ul style="list-style-type: none"> Dissertation Advisor: Anne Haas Dyson 	University of Illinois at Urbana-Champaign	2013

TEACHING EXPERIENCE

Illinois State University, Normal, IL. 2013 to 2022
Assistant and Associate Professor, School of Teaching and Learning

TCH 110	Cross-Cultural Teaching and Learning
TCH 205	Elementary Education Clinical I
TCH 248	Foundations for Effective Practice with English Learners
TCH 272	Biliteracy Development in K-12 classrooms
TCH 276	Early Childhood Science Methods
TCH 278	Issues & Practices in Early Childhood Education
TCH 287	Independent Study
TCH 293	Early Childhood Clinical II
TCH 299	Independent Study (Honors Student Project)
TCH 319	Study of Bilingual/Bicultural Education
TCH 321	Methods and Materials for Bilingual and English Language Learners
TCH 471	Social and Cultural Contexts for Language and Literacy
TCH 500	Independent Study
TCH 598	Professional Practice
TCH 599	Dissertation Research

PUBLICATIONS

Books

Sanden, S., Mattoon, C. & **Osorio, S.** (2021). *Book Talk: Growing Into Early Literacy Through Read-Aloud Conversations*. Teachers College Press.

Journal Articles

Kim, J., Braden, E., Rodriguez, S., **Osorio, S.L.** & Flores, T.T. (under review). Navigating Joy and Survival in Seasons of Pandemic. *Journal of Multimodal Rhetoric*.

Osorio, S. L. (2021) Misidentification: How Language Proficiency Exams Missed Out on One Child's Bilingualism. *Journal of Latinos and Education*. DOI: 10.1080/15348431.2021.1998901

Gardner Price, R., **Osorio, S.**, McCormack, S. (2021). Creating Spaces for Emotional Justice in Culturally Sustaining Literacy Education: Implications for Policy & Practice. *Theory into Practice Journal*. DOI:10.1080/00405841.2021.1911578

Kang, G. & **Osorio, S.** (2020) Complicating Literature Circles: Enacting Literature Discussions in an Early Elementary Classroom with an Anti-Racist Lens, *Illinois Reading Council Journal*. <https://doi.org/10.33600/IRCJ.48.4.2020.3>

Osorio, S. (2020). Using Read Alouds to Promote Translanguaging with Emergent Bilinguals, *Reading Teacher*, 74, 127-135. <https://doi.org/10.1002/trtr.1919>

Gardner, R., **Osorio, S. L.**, Gilmore, R. & Carrillo, S. (2020). (Re)Memory and Identity in the Pedagogical Work of Black and Brown Teachers: Reclaiming Stories of Childhood to Adulthood, *Urban Education Journal*, 55, 838-864. <https://doi.org/10.1177/0042085919892036>

Osorio, S. and Carrillo, S. (2019). When a bully is president: Culturally sustaining pedagogy in a first grade dual language classroom. *NCTE ECEA Perspectives and Provocations in Early Childhood Education journal*. <https://www.earlychildhoodeducationassembly.com/journals.html>

Osorio, S. (2018). The Vulnerable Teacher: Working Towards Critical Consciousness in a Second Grade Bilingual Classroom. *Association of Mexican American Educators Journal*, 12, 107-127. DOI: <http://dx.doi.org/10.24974/amae.12.1.390>

Osorio, S. (2018). No room for silence: The impact of the 2016 presidential race on a second-grade dual-language (Spanish-English) classroom. Occasional Paper Series #39: Supporting Young Children of Immigrants in PreK-3, 39, 30-42. <https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1314&context=occasional-paper-series>

Osorio, S. (2018). *Multicultural Literature as a Classroom Tool*. *Multicultural Perspectives*, 20, 47-52. <https://doi.org/10.1080/15210960.2018.1408348>

Osorio, S. (2018). Towards a humanizing pedagogy: Using Latinx Children's Literature with Early Childhood Students. *Bilingual Research Journal*, 41, 5-22. DOI: [10.1080/15235882.2018.1425165](https://doi.org/10.1080/15235882.2018.1425165)

Osorio, S. (2018). Border Stories: Using Critical Race and Latino Critical Theories to Understand the Experiences of Latino/a Children. *Race Ethnicity and Education*, 21, 92-104. DOI: 10.1080/13613324.2016.1195351

Osorio, S. (2015). "Qué es deportar?" Teaching from students' lives. *Rethinking Schools*. Volume 30, pp.28-32.

Osorio, S. (2012). Letting Go: The Multiple Roles of a Teacher in Literature Discussions. *Journal of Classroom Research in Literary*. Volume 5, pp 3-15.

Book Chapters

Osorio, S. (2019). La visión de sí mismos que tienen las/os maestras/os en formación como personas racializadas y culturales. In E.S. Ayala, A.C. Rodríguez, V.C. Cala, & R. Dalouh (Eds.), *Educación y convivencia en sociedades transculturales*. Arco Libros.

Osorio, S. (2018). Classroom Meteorologists: Transforming Science Content in A Dual Language Second Grade Classroom. In C. Clark, A. Wandehai, K. Fasching-Varner & Z. Haddad (Eds). *Multicultural Curriculum Transformation in Science, Technology, Engineering, and Mathematics* (pp. 167-171). Lexington Books.

Osorio, S. (2017). "Qué es deportar?" Teaching from students' lives. In E. Barbian, G.C. Gonzales & P. Mejía (Eds). *Rethinking Bilingual Education: Welcoming home language in our classrooms* (pp. 31-38). Milwaukee, WI: Rethinking Schools.

Osorio, S. (2016). One Test is Not Enough: Getting to Really Know Your Students. In W. Parnell & J.M. Iorio (Eds.). *Disrupting Early Childhood Education Research: Imagining New Possibilities* (pp.170-180). New York: Routledge

Blog Posts/ Educator Guides

Flores, T. & **Osorio, S.** (2021). Using Diverse Books with ELLs: A Guide for Educators 1) Why Diverse Books Matter: Windows and Mirrors, 2) How to Find Diverse Books, 3) Choosing Books for ELLs: Tips for Educators, 4) How to Increase Access to Diverse Books in the Classroom and Community, 5) Mirrors & Windows: Latinx Experiences with Children's Books. ¡Colorín Colorado! Retrieved from <https://www.colorincolorado.org/diverse-books>

Flores, T. & **Osorio, S.L.** (2021). Shake Up Your Shelves Libros Latinos: Educators Guide to Building An Exclusive Bookshelf Representing Latinx Voices. HarperCollins. Retrieved from <https://harperstacks.harpercollins.com/blog/celebrate-hispanic-heritage-month-with-books-for-all-ages/>

Rodriguez, S., **Osorio, S.** & Flores, T. (2020, Sept). Beyond 30 Days: Teaching and Celebrating Latinx Heritage Month. Retrieved from <https://medium.com/@sanjuana.rodriguez12/beyond-30-days-teaching-and-celebrating-latinx-heritage-month-32f5ce03d67e>

Osorio, S. (2018, April 30). Focus on Fulbright: Q&A with Sandra Osorio. *News Illinois State University*. Retrieved from <https://news.illinoisstate.edu/2018/04/focus-on-fulbright-qa-with-sandra-osorio/>

Osorio, S. (2016, Aug 1). Reflective Writing: Students' assessment of their own learning goals. *The SOTL Advocate*. Retrieved from <https://illinoisstateuniversitysotl.wordpress.com/2016/08/01/reflective-writing-students-monitoring-of-their-own-learning-goals/>

Osorio, S. (2013, Oct 6). Meeting the needs of all your students, including those who are emergent bilinguals. *ECEteachertalk*. Retrieved from <https://eceteachertalk.wordpress.com/2013/10/06/meeting-the-needs-of-all-your-students-including-those-who-are-emergent-bilinguals/>

Editors' Introductions

Osorio, S.L., Woodard, R., & Coppola, R.. (May, 2022). Editors' Introduction: Critical Elementary Literacy Pedagogies. *Language Arts Journal*, 99, 297-299.

Osorio, S.L., Woodard, R., Coppola, R., & Taylor, K. (March, 2022). Editors' Introduction: Learning on the Move. *Language Arts Journal*, 99, 225-226.

Coppola, R., Taylor, K., **Osorio, S.L. &** Woodard, R. (Jan, 2022). Editors' Introduction: Centering Children's Joy and Brilliance in Schools. *Language Arts Journal*, 99, 165-166.

Woodard, R., Coppola, R., Taylor, K. & **Osorio, S.L.** (Nov, 2021). Editors' Introduction: In Pursuit of Equity and Justice. *Language Arts Journal*, 99, 85-86.

Osorio, S.L., Woodard, R., Coppola, R. & Taylor, K. (Sept, 2021). New Editors' Introduction and Vision: Advancing Critical, Antiracist, and Inclusive Elementary Literacy Pedagogy. *Language Arts Journal*, 99, 5-7.

PRESENTATIONS

Peer-Reviewed Presentations

International/ National

Flores, T. & **Osorio, S.** (2022, Apr.). *Chicas Poderosas Reads: Writing & Reading Strong Girls (K-8)*. Presentation for the Fall 2022 Educator Collaborative Annual Gathering. Online. <https://gathering.theeducatorcollaborative.com/session-four/session-4-workshop-14-chicas-poderosas-reads-writing-reading-strong-girls-k-8/>

Panelist for *If I Knew Then What I Know Now...The Road to Tenure* sponsored by LRA's Research Committee at the Literacy Research Association 2021 Annual Meeting in Atlanta, GA.

Price Gardner, R., **Osorio, S.L.** & McCormack, S. (2021) *Creating spaces for emotional justice in culturally sustaining literacy education: Implications for policy & practice*. Paper accepted for presentation at the Literacy Research Association Annual Meeting in Atlanta, GA.

Ginsberg, R., Rodriguez, S., Kim, J., **Osorio, S.L.** & Bowles, D. (2021) *Fighting to Learn and*

Maintain Our Own Heritage Languages: Lessons from Educators. Paper accepted for presentation at the National Council of Teachers of English (NCTE) annual conference in Louisville, KY. *virtual conference.

Osorio, S., Sanden, S. & Mattoon, C. (2021) *Pathways to Reading Conversations: Talking with Young Children about Books*. Paper accepted for presentation at the National Council of Teachers of English (NCTE) annual conference in Louisville, KY. *virtual conference.

Osorio, S., Delgado, J. & Lewis, E. (2021). *The Use of Critical Literacy Practices to Nourish a Humanizing Pedagogy in a Dual Language Classroom*. Presentation for the Bank Street College 2021 Language Series Virtual Conference.

Osorio, S. & Lewis, E. (2021). *Critical Literacy Practices During Early Childhood Read Alouds*. Presentation for the Fall 2021 Educator Collaborative Annual Gathering. Online. <https://gathering.theeducatorcollaborative.com/session-one/session-1-workshop-3-critical-literacy-practices-during-early-childhood-read-alouds-prek-2/>

Flores, T. & **Osorio, S.** (2020). *Build Your Stack: Representing Latinx Multiple Identities in the Classroom*. Paper accepted for presentation at the National Council of Teachers of English (NCTE) annual conference in Denver, Colorado. *Presented virtually given COVID

Flores, T. & **Osorio, S.** (2020, Sept). *Reading and Writing, I Fly: Using Translingual Mentor Texts in K-12 Classrooms to Amplify Youth Voices (K-12)*. Presentation for the Fall 2020 Educator Collaborative Annual Gathering. Online. <https://gathering.theeducatorcollaborative.com/session-one/session-1-reading-and-writing-i-fly-using-translingual-mentor-texts-in-k-12-classrooms-to-amplify-youth-voices-k-12/>

Osorio, S. (2020, Apr). *Learning from Our Community: Preservice Teachers' PhotoVoice to Learn How to Best Support Emergent Bilinguals*. Paper accepted for presentation at the annual meeting for American Educational Research Association in San Francisco, CA. *canceled because of COVID

Osorio, S. (2019, Nov). *Building Culturally and Linguistically Sustaining Spaces for Emergent Bilinguals: Using Read Alouds to Promote Translanguaging*. Paper accepted for presentation at the National Council of Teachers of English (NCTE) annual conference in Baltimore, Maryland.

Osorio, S. (2019, Nov). *(Re)membering: Two Teachers' Journeys Together Implementing Culturally Sustaining Pedagogies*. Paper accepted for presentation at the National Council of Teachers of English (NCTE) annual conference in Baltimore, Maryland.

Osorio, S. (2019, Nov). *Here to Stay: Using Culturally and Linguistically Sustaining Spaces to Discuss Immigration*. Paper presented at the annual meeting for the National Association for Multicultural Education in Tucson, AZ.

Osorio, S. (2019, Oct). *Using Children's Literature to Promote Translanguaging with Emergent Bilinguals*. Paper presented at the annual meeting Reconceptualizing Early Childhood Education (RECE) conference in Las Cruces, New Mexico.

Osorio, S. (2019, July). *Building Culturally and Linguistically Sustaining Spaces for Emergent Bilinguals: Using Read Alouds to Promote Translanguaging*. Paper accepts for presentation at the National Council of Teachers of English (NCTE) WLU Literacies for All Summer Institute.

Osorio, S. (2019, Apr.) *Misidentification: How Language Proficiency Exams Missed Out on One Child's Bilingualism*. Paper accepted for presentation at the annual meeting for American Educational Research Association in Toronto, Canada.

Osorio, S. (2018, Apr). *Latinx Children's Literature Employed to Unpack Our Hostile and Racist World*. Paper accepted for presentation at the annual meeting for American Educational Research Association in New York, NY.

Osorio, S. (2018, Apr). *I Just Stood There: One Woman's Testimonio on Daily Microaggressions and Racial Battle Fatigue*. Paper accepted for presentation at the annual meeting for American Educational Research Association in New York, NY.

Osorio, S. (2017, Nov). *When a Bully is President: Culturally Sustaining Pedagogies in a First Grade Dual Language Classroom*. Paper accepted for presentation at the annual meeting for the National Council of Teachers of English in St. Louis, MO.

Guerrero, J., Cameron, D., Riley, A. (2017, Nov). *Developing Allyship and Student Center Spaces through Reciprocity*. Proposal accepted for the 2nd annual Culturally Responsive Campus Community Conference: "Bridging Divides, Becoming Allies" at Illinois State University. *Served as a panelist*.

Osorio, S. (2017, June). *We Belong: Using Latinx Children's Literature to Combat Negative Imagery on Immigration*. Paper accepted for presentation at the annual Children's Literature Association Conference in Tampa, FL.

Osorio, S. (2017, Apr). *Young Latinx Counternarratives in a Two-way Dual Language (Spanish-English) White Supremacist Context*. Paper accepted for presentation at the annual meeting for the American Educational Research Association in San Antonio, TX.

Osorio, S. (2017, Apr). *Trump Effect in a 2nd grade dual language classroom: Exploring Literacies of Social Transformation*. Paper accepted for presentation at the annual meeting for the American Educational Research Association in San Antonio, TX.

Osorio, S. (2017, Apr). *Pre-service Teachers Understanding Themselves as Racialized and Cultural Beings*. Paper accepted for presentation at the annual meeting for the American Educational Research Association in San Antonio, TX.

Osorio, S. (2016, Nov). *Teaching as a Political Act: The Faces of Advocacy*. Paper accepted for presentation at the annual meeting for National Council of Teachers of English (NCTE) in Atlanta, GA.

Osorio, S. (2016, Nov). *Advocating for Culturally Sustaining Pedagogies in Early Childhood Classrooms*. Paper accepted for presentation at the annual meeting for National Council of Teachers of English (NCTE) in Atlanta, GA.

Osorio, S. (2016, Mar). *Learning to Really Listen: Promoting Humanizing Pedagogy*. Paper accepted for presentation at the annual meeting for the National Association for Bilingual Education, Chicago, IL.

Osorio, S. (2015, Dec). *Border Stories: Using Critical Race and Latino Critical Theories to Document Latino/a Experiences*. Paper accepted for presentation at the annual conference for Literacy Research Association, Carlsbad, CA.

Osorio, S. (2015, Oct). *Promoting Humanizing Pedagogy through literature discussions*. Paper presented at the annual meeting for the National Association for Multicultural Education, New Orleans, LA.

Osorio, S. (2014, Nov). *Realizing Opportunities: Bridging Academic Language for English Language Learners in Science*. Paper presented at the annual meeting for the National Council of Teachers of English, Washington, D.C.

Osorio, S. (2014, April). *Yo tengo algo que decir: Emergent Bilinguals' Use of Personal Narratives to Reach Conscientization*. Paper presented at the annual meeting for the American Education Research Association, Philadelphia, PA.

Osorio, S. (2014, Feb). *Fostering Critical Consciousness among Emergent Bilinguals*. Paper presented at the annual meeting of the National Association for Bilingual Education, San Diego, CA.

Geoghegan, C. & **Osorio, S.** (2013, April). *Can I Tell You Something?: Understanding How Personal Narratives Shape Students' Scientific Literacies During Content-Based ESL*

Instruction. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Osorio, S. (2013, Feb). *Content Analysis of Latinos in Children's Literature: What are our children really being exposed to?* Paper presented at the National Association for Bilingual Education, Lake Buena Vista, FL.

Osorio, S. (2013, Feb). *Promoting Critical Literacy Among Emergent Bilinguals: An Exploration of their Identities*. Paper presented at the National Association for Bilingual Education, Lake Buena Vista, FL.

Osorio, S. (2012, Nov). *Bridging Multiple Worlds: Emergent Bilingual Learners Making Connections Across Contexts*. Paper presented at the annual meeting for the National Council of Teachers of English, Las Vegas, NV.

Osorio, S. (2011, Nov). *Living Language Arts: Bilingual Students Reading, Talking, and Writing about their lives*. Paper presented at the annual meeting for the National Council of Teachers of English, Chicago, IL.

Invited Presentations

International/ National

Osorio, S., Woodard, R., & Coppola, R. (2022, Feb). Meet the Editors. National Council of Teachers of English (NCTE), virtual session.

Osorio, S., Woodard, R., & Coppola, R. (2022, Feb). Mentoring Workshop: Journal Editor Panel National Council of Teachers of English Assembly on Research (NCTEAR), virtual conference.

Osorio, S. (2016, May). *Culturally Relevant Practices in a 2nd grade dual language*

classroom. Report #2 presentation for National Council of Teachers of English (NCTE), Early Childhood Assembly, Professional Dyads and Culturally Relevant Teaching (PDCRT) at NCTE Headquarters, Urbana, IL.

Osorio, S. (2016, Apr). *Public Scholarship and Immigrant Students and Families: Leveraging Community and Research Partnerships*. Invited speaker in presidential panel for the American Education Research Association, Washington, D.C.

Osorio, S. (2015, Nov). *One Classroom's Journey: How Students Co-created a Humanizing Pedagogy*. Invited paper presented at the annual conference for the National Council of Teachers of English, Minneapolis, MN.

Osorio, Sandra. (2015, Feb). *Border Stories: Using Critical Race and Latino Critical Theories to Document Latino/a Experiences*. Invited paper presented at the National Association for Teachers of English, Cultivating New Voices Among Scholars of Color Meeting, Berkeley, CA.

Osorio, S. (Nov, 2014). "Yo tengo algo que decir" *Promoting Critical Literacy among Emergent Bilinguals*. Invited paper presented at the annual meeting for the National Council of Teachers of English, Washington, D.C.

Peer-Reviewed Presentations

Regional/State

Osorio, S. & Carrillo, S. (2017, July). *Latinx Children Literature: How to use it in the Classroom*. Proposal accepted for presentation at Illini EDge: First Year Teachers Conference in Champaign, IL.

Osorio, S. (2017, Jan). *Ready, AIM, Teach-Quality Matters in Online Courses!* Paper accepted for presentation at the Start where you are: The journey towards cultural responsiveness, 2017 University-Wide Teaching & Learning Symposium at Illinois State University in Normal, IL.

Osorio, S. (2015, Jan). *Are They Really Ready? Students' Awareness of Multiculturalism and Diversity*. Poster presented at the Next Steps in Student Engagement, 2015 University-wide Teaching and Learning Symposium at Illinois State University in Normal, IL.

Osorio, S. (2013, Dec). *What are Students Learning?: Science Notebooks as a Formative Assessment*. Paper presented at the annual Illinois State Conference for Teachers of Linguistically and Culturally Diverse Students, Oak Brook, IL.

Osorio, S. (2012, Dec). *Literature Discussion with Bilingual First and Second Graders in their Native Language of Spanish*. Paper presented at the annual Illinois State Conference for Teachers of Linguistically and Culturally Diverse Students, Oak Brook, IL.

Invited Presentations

Regional/State

Osorio, S & Baca, E. (2022, April). *Supporting Migrant Children in their Learning*. Presentation for the Illinois Migrant Services Summer Professional Development Workshop.

Osorio, S. (2017, Feb). *Listening to Students' Voices: Culturally Relevant Practices in the Classroom*. Presentation at Illinois New Teacher Collaborative 11th annual Induction and Mentoring conference.

Osorio, S. (2016, Nov). *Learning to Listen to Students' Stories: Culturally Responsive Teaching in the Classroom*. Presentation at Illinois State University Urban Needs in Teacher Education (UNITE), education fall conference.

Osorio, S. (2011, Oct). *Responding to Immigrants in New Growth Communities: Early childhood and Elementary Education*. Panel Discussion at University of Illinois at Urbana-Champaign for Focal Point Grant Initiative.

PROFESSIONAL TRAINING

National

Osorio, S. (2021, Mar). *Somos Maestras Guest Speaker* at University of Texas at Austin.

Osorio, S. (Facilitator) (2020, Oct). Connecting the DOTS (Distance, Online Teachers & Students). *Supporting Emerging Bilinguals in Remote Learning*.

Skarin, R. & **Osorio, S.** (2019, Oct). *The Role of Literacy Learning Materials in Realizing the Immense Potential of Els. Two Day Professional Development Series at Curriculum Associates Headquarters in Massachusetts*.

Osorio, S. & Carrillo, S. (2017, Jan). *What's So Critical about Critical Literacy in the Early Childhood Classroom?* Online webinar presented through the National Council of Teachers of English (NCTE).

Local

Osorio, S. and España, Carla. (2021, Feb). Growing Our Bilingual and Multilingual Remote Writing Community with Writing Mentors and Multimodel Projects. Urbana School District #116 Winter Inservice Presentation.

Catanzaro, S., Cuenca-Carlino, Y. & **Osorio, S.** (2020, Dec). Illinois State University, University Faculty Mentoring Network, Scholarship strand *Annual evaluations, tenure and promotion dossiers presentation*.

Osorio, S. & Cuenca-Carlino, Y. (2020, Nov). Illinois State University, University Faculty Mentoring Network, Scholarship strand *Best Practices in Academic Time Management presentation*.

Osorio, S. (panelist). (2020, Oct). GROWTH Team Professional Development Session 2. *Creating an Inclusive Classroom Culture: Disrupting White Norms/Pedagogy*.

Osorio, S. & Cuenca-Carlino, Y. (2020, Oct). Illinois State University, University Faculty Mentoring Network, Scholarship strand *Identifying Resistance and Developing Strategies presentation*.

Osorio, S. & Cuenca-Carlino, Y. (2020, Sept). Illinois State University, University Faculty Mentoring Network, Scholarship strand *Strategic Planning and Weekly planning presentation*.

Cuenca-Carlino, Y. & **Osorio, S.** (2020, Aug). Illinois State University, New Faculty Orientation, *University Faculty Mentoring Network, Scholarship strand presentation*.

Osorio, S., Avant, D. & Zeng, L. (2020, Feb). *University Faculty Mentoring Network presentation* for Early Career Scholars at Illinois State University.

Osorio, S. (2018, May). *Content-based Science Instruction*. Workshop for Unit 5 and District 87 Teachers, Normal, IL.

Osorio, S. (2018, Apr). *Culturally relevant pedagogy: What is it and why is it important?* INDABA: A 2018 University of Illinois iSchool Conquering Racism

Kang, G., Lee, A. & **Osorio, S.** (2017, June). *Seeing with Fresh Eyes: Rejuvenating Instruction and Rapport with Students with using Culturally Responsive Practices*. ISU New Teacher Conference. Normal, IL.

Osorio, S. (2017, June). *Introduction to SIOP workshop*. Professional Development Workshop for Peoria Public Schools District 150 bilingual/ESL teachers. Peoria, IL. Paid for by the Illinois State University National Center for Urban Education.

Osorio, S. & Carrillo, S. (2017, May). *Teaching in difficult times: Incorporating Culturally Sustaining Pedagogy in the Classroom*. Professional Development Workshop as part of Transformative Leadership for Racial Equity conference for Urbana School District #116 teachers and staff. Urbana, IL.

Osorio, S. (2017, Apr). *Introduction to Qualitative Research*. Workshop for Students from Doctoral Program in English department of Western Languages, Srinakharinwirot University, Thailand. Normal, IL.

Osorio, S. (2017, Feb). *Using Latino Children's Literature in the Classroom*. Professional Development workshop for Unit 5 Teachers. Normal, IL.

Osorio, S. & Handsfield, L. (2016, Jan/Feb). *Professional Development Series of Workshops (4) on Working with English Language Learners*. Mahomet, IL.

Osorio, S. (2016, Jan). *Workshops on English Language Teaching Methodologies for Visiting Teachers from Panama*. Illinois State University, Normal, IL.

Osorio, S. (2014, Oct). *Professional Development Follow-Up to University of Illinois's Chancellor's Academy*. Head State, Rantoul, IL.

GRANTS

(2021, Jan). Co-PI for the Illinois Gateways to Opportunity ECE Credential Competency grant implementation pilot with a team of ISU ECE faculty. \$330,000

Osorio, S. and Lin, M. (co-PIs) (2020, July). Co-PI for the Illinois Gateways to Opportunity ECE Credential Competency grant with a team of ISU ECE faculty. \$45,000

Osorio, S. (2020, May). University Research Grant. *Read Alouds to Support Critical Literacy with Early Childhood Students*. \$5,000

Osorio, S. (2018, Apr). Center for Teaching and Learning (CTLT) Culturally Responsive Learning Grant. \$500.00

Osorio, S. (2018, Feb). Center for Teaching and Learning (CTLT) Teaching Development Travel Grant. \$500.00

Osorio, S. (2016, May). Preparing Urban Teachers TEACHER+PLUS Course Development Grant at Illinois State University. \$4,500.

Osorio, S. (2015, Sept). Learning & Leadership Grant from The National Education Association, \$5,000.

Osorio, S. (2015, Sept). *Professional Dyads and Culturally Relevant Teaching* (PDCRT), Early Childhood Assembly, National Council for Teachers of English, \$5,000.

Osorio, S. (2015, Sept). “*Outside of my comfort zone: Preservice Teachers Experiences with Cultural Diversity*” Scholarship of Teaching and Learning (SoTL) Small Grant Program, Illinois State University, \$5,000.

Osorio, S. (2015, June). *Implementing Culturally Relevant Practices in Dual Language Classrooms*. Fulbright Alumni Grant, \$5,000.

Osorio, S. (2014, April). *Cultivating New Voices Among Scholars of Color* 2 year Fellowship, National Council for Teachers of English (NCTE), \$6,000.

Osorio, S. (2014, April). *Preservice Teachers Experiences with Cultural Diversity “Are they really ready? Students’ Awareness of Multiculturalism and Diversity”*. University Research Grant, Illinois State University, \$7,000.00

Osorio, S. (2014, Sept) Borg Fellow in the Mary & Jean Borg Center for Reading and Literacy, Illinois State University, \$500.00.

Osorio, S. (2014, May). *Preparing Preservice Students for a Multicultural World*. Center for Teaching, Learning and Technology, Illinois State University, \$750.00

PROFESSIONAL SERVICE

External

National Council of Teachers of English	<i>Language Arts Journal</i> Editor	2020-2025
National Council of Teachers of English	Nominating Committee Member (Elected Position)	2021
Literacy Research Association	<i>Literacy Research: Theory, Method, and Practice Vol. 71</i> Editorial Advisory Board	2021
National Council of Teachers of English	Chair (Elected Position), Early Childhood Assembly	2019-2021
National Council of Teachers of English	Elected Position, Elementary Section Steering Committee	2017-2020

Illinois State Board of Education	Early Childhood Education program proposal team peer reviewer	2017-2018
Literacy Research Association	Member, <i>Literacy Research: Theory, Method, and Practice Vol. 70</i> Editorial Advisory Board	2020
Language & Literacies for All	Member of the Local Planning Committee for Language and Literacies for All conference *canceled because of COVID	2020
Gateways to Opportunity	Professional Development Advisory Council (PDAC) ESL & Bilingual Credentials Committee	2018-2020
Gateways to Opportunity	Professional Development Advisory Council Member	2018-2020
National Council of Teachers of English	Co-Chair (Elected Position), Early Childhood Assembly	2017-2019
Literacy Research Association	Area 8 Co-chair, Literacy Learning and Practice in Multilingual and Multicultural Settings	2016-2019
National Council of Teachers of English	Rainbow Strand Program Chair	2016-2018
National Council of Teachers of English	Chair, <i>Creating Dialogue across Generations of Scholars: Revolutionary Scholarship for and with Latinx Students, Families and Communities</i>	2017
National Council of Teachers of English	Latinx Caucus Co-Chair	2015-2017
National Council of Teachers of English	Latinx Caucus Cultural Event Planning Committee	2015-2017
American Educational Research Association	Program Chair, Critical Educators for Social Justice Special Interest Group	2015-2017
National Council of Teachers of English	Chair, <i>Latinx Caucus Mentoring Workshop and Roundtable Conversations: Creating Dialogue Across "Generations" of Scholars</i>	2016
National Council of Teachers of English	Chair, <i>(Re)thinking Writing Instruction: Critical and Cultural Pedagogies and the discourse of #BlackLivesMatter</i> panel	2016

Institutional

TCH Coordinator Position Search Team Member 2022

Faculty Diversity Recruitment and Retention Initiative Committee, Team lead	2020-2021
English Scholars Mentor, College of Education	2021- present
Borg Center, College of Education Illinois Tutoring Initiative (ITI) Modules Committee	2021
School Faculty Status Committee Member	2021-2023
Faculty Search Committee Chair (ECE, Bilingual, National Center for Urban Education, Office of the Dean-College of Education)	2016-2022
University Faculty Mentoring Network Planning Committee	2019-2020
Council on Teacher Education, School of Teaching and Learning Representative	2017-2020
CAUSA (Committee Assisting Undocumented Student Achievement)	2016-2018
Culturally Responsive Campus Community Committee	2016-2018 2015-2017
Golden Apple Summer Camp Planning Committee	2014-2017
Diversity Education Committee Member & Co-chair	2014
TCH edTPA Local Evaluator	2013-2017
Minority in the Academic Workplace (MAW)	

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- Illinois Association for Multilingual Multicultural Education
- National Association of Bilingual Education
- National Association for the Education of Young Children
- National Association of Multicultural Education
- National Council of Teachers of English