Vita

Michael J. Orosco, Ph.D.
Professor, Department of Educational Psychology
University of Kansas
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HIGHER EDUCATION

Ph.D. in Education, 2007
University of Colorado Boulder
Emphasis: Bilingual Special Education
Dissertation Advisor: Janette K. Klingner, Ph.D.

M.A. in Education, 2001
University of Colorado Boulder
Emphasis: Bilingual Special Education

B.A. in Elementary Education, 1997
University of Northern Colorado
Emphasis: Bilingual Education

PROFESSIONAL EXPERIENCE

Academic

Professor, Department of Educational Psychology, University of Kansas (2023–present)

Associate Professor, Department of Educational Psychology, University of Kansas (2019–2023)

Associate Professor, Department of Special Education, University of Kansas (2015–2019)

Assistant Professor, Department of Special Education, University of California, Riverside (2008–2015)

Assistant Professor, Department of Special Education and Rehabilitation, Utah State University (2007–2008)

Non-Academic

Elementary Bilingual Special Education Teacher, Multiple Grades, Denver Public Schools (1999–2000; 2002–2003)

Master Bilingual Special Education Teacher, Affective Needs, Multiple Grades, Denver Health Behavioral Health Psych Adolescent Services (Summer 2003)

Bilingual/ESL/Special Education Middle School Mathematics Teacher, Sixth-Grade Connected Mathematics Project, St. Vrain School District (2000–2002)

Fourth-Grade Bilingual Elementary Teacher, Adams Five-Star School District (1998–1999)

ACADEMIC PROGRAM DEVELOPMENT AND LEADERSHIP

Director, Graduate Certificate in Mind, Brain & Education (Online), Department of Educational Psychology, University of Kansas.
https://epsy.ku.edu/academics/mind-brain-education/graduate-certificate

TEACHER LICENSURE (COLORADO)

Colorado Professional Elementary Education License

Colorado Professional Special Education License: Mild to Moderate Needs (K–12)

Bilingual/ESL Endorsement, Denver Public Schools

Literacy Program Certificate (30 hours), Denver Public Schools

HONORS AND AWARDS

Samuel A. Kirk Award for Outstanding *Learning Disabilities Research & Practice* Article, Council for Exceptional Children, for "Effects of Cognitive Strategy Interventions and Cognitive Moderators on Word Problem Solving in Children at Risk for Problem Solving Difficulties" (2014)

Frank Pajares Award for Outstanding *Theory Into Practice* Article, American Educational Research Association, for "A Sociocultural Examination of Response to Intervention with Latino English Language Learners" (2011)

Elected Member, International Academy for Research in Learning Disabilities (2010)

Outstanding Dissertation Research Award, Honorable Mention, American Association of Hispanics in Higher Education and Educational Testing Service (2009)

Outstanding Dissertation Research Award, Finalist, American Educational Research Association, Bilingual Education Research Special Interest Group (2008)

Outstanding Dissertation Research Award, Finalist, National Association for Bilingual Education (2008)

The Best Should Teach Award, Outstanding Doctoral Student (one awarded annually), University of Colorado Boulder (2008)

Clifford Houston Foundation Scholarship for Education, University of Colorado Boulder (2004–2006)

Ceal Barry Scholarship for Bilingual Special Education, University of Colorado Boulder (2003–2004)

Graduate School Fellowship, University of Colorado Boulder (2003–2004)

McAllister Education Scholarship for Bilingual Elementary Education, University of Northern Colorado (1996–1998)

McNair Scholar (1996–1998, ABT)

PUBLICATIONS

Refereed Journal Articles

Orosco, M. J. (2026). Working memory, mathematics motivation, and problem solving in English learners with and without risk for mathematics learning difficulties: Evidence from a high-poverty urban district. *Frontiers in Psychology, 17*, Article 1928492. https://doi.org/10.3389/fpsyg.2026.1928492

Orosco, M. J., Mamedova, S., & Abdulrahim, N. A. (2025). Comprehension strategy instruction for Hispanic children with mathematical learning difficulties. *Frontiers in Psychology, 16*, Article 1645323. https://doi.org/10.3389/fpsyg.2025.1645323

Abdulrahim, N. A., Orosco, M. J., & Mamedova, S. (2025). Teacher preparation for culturally relevant education: A research synthesis. *The Urban Review, 57*(5), 1429–1456.

Swanson, H. L., Orosco, M. J., & Reed, D. K. (2025). The mathematical word problem-solving performance gap between children with and without math difficulties: Does working memory mediate and/or moderate treatment effects? *Child Neuropsychology, 31*(3), 391–427.

Orosco, M. J., & Reed, D. K. (2024). Supplemental intervention for third-grade English learners with significant problem-solving challenges. *Learning Disabilities Research & Practice, 39*(2), 60–69.

Wang, H., Orosco, M. J., Peng, A., Long, H., Reed, D. K., & Swanson, H. L. (2024). The relation of bilingual cognitive skills to the second language writing performance of primary grade students. *Journal of Experimental Child Psychology, 238*, Article 105776. https://doi.org/10.1016/j.jecp.2023.105776

Orosco, M. J., & Reed, D. K. (2023). The effects of professional development on English learners' problem-solving. *Journal of Learning Disabilities, 56*(4), 324–338.

Peng, A., Orosco, M. J., Wang, H., Swanson, H. L., & Reed, D. K. (2022). Cognition and writing development in early adolescent English learners. *Journal of Educational Psychology, 114*(5), 1136–1155.

Abdulrahim, N. A., & Orosco, M. J. (2020). Culturally responsive mathematics teaching: A research synthesis. *The Urban Review, 52*(1), 1–25.

Swanson, H. L., Kong, J. K., Moran, A. S., & Orosco, M. J. (2019). Paraphrasing interventions and problem-solving accuracy: Do generative procedures help English language learners at risk for math disabilities? *Learning Disabilities Research & Practice, 34*(2), 68–84.

Orosco, M. J., & Abdulrahim, N. A. (2018). Examining comprehension strategy instruction with English learners' problem-solving: Study findings and educator preparation implications. *Teacher Education and Special Education, 41*(3), 215–228.

Orosco, M. J., & Abdulrahim, N. A. (2017a). Culturally responsive evidence-based practices with English language learners with learning disabilities: A qualitative case study. *Educational Borderlands: A Bilingual Journal, 1*, 26–44.

Orosco, M. J., & Abdulrahim, N. A. (2017b). Culturally responsive professional development for one special education teacher of Latino English language learners with math learning disabilities. *Insights on Learning Disabilities: From Prevailing Theories to Validated Practices, 14*(1), 73–95.

Swanson, H. L., Orosco, M. J., & Kudo, M. F. (2017a). Do specific classroom reading activities predict English language learners' later reading achievement? *Reading & Writing Quarterly, 33*(3), 199–210. https://doi.org/10.1080/10573569.2016.1145563

Swanson, H. L., Orosco, M. J., & Kudo, M. F. (2017b). Does growth in the executive system of working memory underlie growth in literacy for bilingual children with and without reading disabilities? *Journal of Learning Disabilities, 50*(4), 386–407.

Kong, J., & Orosco, M. J. (2016). Word-problem-solving strategy for minority students at risk for math difficulties. *Learning Disability Quarterly, 39*(3), 171–181.

Orosco, M. J. (2016). Measuring elementary students' mathematics motivation: A validity study. *International Journal of Science and Mathematics Education, 14*(5), 945–958.

Guzman-Orth, D., Grimm, R., Gerber, M., Orosco, M. J., Lussier, C., & Swanson, H. L. (2015). Psychometric properties of the Working Memory Rating Scale for Spanish-speaking English language learners. *Journal of Psychoeducational Assessment, 33*(6), 555–567. https://doi.org/10.1177/0734282914558710

Swanson, H. L., Lussier, C. M., & Orosco, M. J. (2015). Cognitive strategies, working memory, and growth in word problem solving in children with math difficulties. *Journal of Learning Disabilities, 48*(4), 339–358.

Swanson, H. L., Orosco, M. J., & Lussier, C. M. (2015). Growth in literacy, cognition, and working memory in English language learners. *Journal of Experimental Child Psychology, 132*, 155–188. https://doi.org/10.1016/j.jecp.2015.01.001

Fung, W., Swanson, H. L., & Orosco, M. J. (2014). Influence of reading and calculation on children at risk and not at risk for word problem solving: Is math motivation a mediator? *Learning and Individual Differences, 36*, 84–91.

Orosco, M. J. (2014a). A math intervention for third grade Latino English language learners at risk for math disabilities. *Exceptionality, 22*(4), 205–225. https://doi.org/10.1080/09362835.2013.865535

Orosco, M. J. (2014b). A word problem strategy for Latino English language learners at risk for math disabilities. *Learning Disability Quarterly, 37*(1), 45–53. https://doi.org/10.1177/0731948713504206

Orosco, M. J., & O'Connor, R. E. (2014). Culturally responsive instruction for English language learners with learning disabilities. *Journal of Learning Disabilities, 47*(6), 515–531. https://doi.org/10.1177/0022219413476553

Swanson, H. L., Orosco, M. J., & Lussier, C. M. (2014). The effects of strategy instruction for children with serious problem-solving difficulties. *Exceptional Children, 80*(2), 149–168.

Orosco, M. J. (2013). The development of a math strategy in Spanish for Latino English language learners at risk for math disabilities. *International Journal for Research in Learning Disabilities, 1*(2), 86–108.

Orosco, M. J., Swanson, H. L., O'Connor, R. E., & Lussier, C. (2013). The effects of dynamic strategic math on English language learners' word problem solving. *The Journal of Special Education, 47*(2), 96–107. https://doi.org/10.1177/0022466911416248

Swanson, H. L., Lussier, C. M., & Orosco, M. J. (2013). Effects of cognitive strategy interventions and cognitive moderators on word problem solving in children at risk for problem solving difficulties. *Learning Disabilities Research & Practice, 28*(4), 170–183.

Swanson, H. L., Orosco, M. J., & Lussier, C. M. (2012). Cognition and literacy in English language learners at risk for reading disabilities. *Journal of Educational Psychology, 104*(2), 302–320. https://doi.org/10.1037/a0026225

Swanson, H. L., Orosco, M. J., Lussier, C. M., Gerber, M. M., & Guzman-Orth, D. A. (2011). The influence of working memory and phonological processing on English language learner children's bilingual reading and language acquisition. *Journal of Educational Psychology, 103*(4), 838–856. https://doi.org/10.1037/a0024578

Klingner, J. K., & Orosco, M. J. (2010). Response to intervention: Addressing implementation challenges [Introduction to special issue]. *Theory Into Practice, 49*(4), 247–249.

Orosco, M. J. (2010). Sociocultural considerations when using RTI with English language learners. *Theory Into Practice, 49*(4), 265–272.

Orosco, M. J., & Klingner, J. K. (2010). One school's implementation of RTI with English language learners: "Referring into RTI." *Journal of Learning Disabilities, 43*(3), 269–288.

Manuscripts Under Review

Abdulrahim, N. A., Orosco, M. J., Mamedova, S., & Min, K. M. (2026). *Culturally relevant education in literacy: A research synthesis* [Manuscript submitted for publication]. *Educational Research Review*.

Abdulrahim, N. A., Orosco, M. J., & Min, K. M. (2026). *High-tech assistive technology for students with learning disabilities in mathematics* [Manuscript submitted for publication]. *Intervention in School and Clinic*.

Min, K. M., Abdulrahim, N. A., & Orosco, M. J. (2026). *AI-literacy supports for young dual language learners at risk for reading disabilities* [Manuscript submitted for publication]. *Young Exceptional Children*.

Min, K. M., & Orosco, M. J. (2026). *Culturally sustaining instruction for students with early mathematics learning disabilities* [Manuscript submitted for publication]. *TEACHING Exceptional Children*.

Orosco, M. J., Abdulrahim, N. A., & Min, K. M. (2026). *Culturally sustaining structured literacy for English learners with reading disabilities* [Manuscript submitted for publication]. *TEACHING Exceptional Children*.

Orosco, M. J. (2026). *Learning systems: A learning sciences framework for comparing human and artificial learning in education* [Book proposal under review]. Springer Nature.

Invited Book Chapters and Encyclopedia Entries

Abdulrahim, N. A., & Orosco, M. J. (2026). Teacher preparation for culturally relevant education: A conceptual framework. In G. Bennett & E. Goodall (Eds.), *The Palgrave encyclopedia of disability* (pp. 4982–4991). Palgrave Macmillan. https://doi.org/10.1007/978-3-032-11375-7_255

Min, K. M., & Orosco, M. J. (2026). Promoting English learners' literacy development through culturally responsive teaching. In G. Bennett & E. Goodall (Eds.), *The Palgrave encyclopedia of disability* (pp. 4165–4172). Palgrave Macmillan. https://doi.org/10.1007/978-3-032-11375-7_7

Orosco, M. J. (2026). AI, neuroscience, dyslexia, and dyscalculia. In G. Bennett & E. Goodall (Eds.), *Dictionary of disability and biomedical research*. Springer. https://doi.org/10.1007/978-981-92-1629-1_268-1

Mamedova, S., & Orosco, M. J. (2025). The impact of educational neuroscience on understanding and teaching English learners with dyscalculia. In G. Bennett & E. Goodall (Eds.), *The Palgrave encyclopedia of disability* (pp. 1–12). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-40858-8_254-1

Mamedova, S., & Orosco, M. J. (2024). Culturally responsive mathematics: Characteristics in classroom settings. In G. Bennett & E. Goodall (Eds.), *The Palgrave encyclopedia of disability* (pp. 1–9). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-40858-8_6-1

Zepeda, M., & Orosco, M. J. (2021). Language, learning, and disability in an era of accountability. In D. C. Castro & A. J. Artiles (Eds.), *Language, learning, and disability in the education of young bilingual children* (pp. 163–181). Multilingual Matters; Center for Applied Linguistics.

Abdulrahim, N. A., & Orosco, M. J. (2019). Culturally responsive teaching with Latino English learners with math learning disabilities. In M. J. Schuelka, C. J. Johnstone, G. Thomas, & A. J. Artiles (Eds.), *The SAGE handbook of inclusion and diversity in education* (pp. 276–285). SAGE.

Orosco, M. J., & Abdulrahim, N. A. (2017). Culturally and linguistically diverse special education. In E. Meyen & Y. Bui (Eds.), *Exceptional children in today's schools* (5th ed., pp. 61–74). Pro-Ed.

Orosco, M. J., Schonewise, E. A., de Onis, C., & Hoover, J. J. (2016). Distinguishing between language acquisition and learning disabilities among English learners: Background information. In J. J. Hoover, L. M. Baca, & J. K. Klingner (Eds.), *Why do English learners struggle with reading? Distinguishing language acquisition from learning disabilities* (2nd ed., pp. 7–23). Corwin Press.

Swanson, H. L., & Orosco, M. J. (2013). Evidence-based reading comprehension programs for students with learning disabilities. In J. Hattie & E. M. Anderman (Eds.), *International*

guide to student achievement (pp. 448–451). Routledge.

Orosco, M. J., & O'Connor, R. E. (2011). Cultural aspects of teaching reading with Latino English language learners. In R. E. O'Connor & P. F. Vadasy (Eds.), *Handbook of reading interventions* (pp. 356–379). Guilford Press.

Swanson, H. L., & Orosco, M. J. (2011). Predictive validity of dynamic testing and working memory as it relates to reading growth in children with reading disabilities. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Assessment and intervention* (Advances in Learning and Behavioral Disabilities, Vol. 24, pp. 1–30). Emerald Group Publishing.

Méndez-Barletta, L., Klingner, J. K., & Orosco, M. J. (2010). Writing acquisition among English language learners in U.S. schools: A critical review of the literature. In A. Durgunoglu & C. Goldenberg (Eds.), *Language and literacy development in bilingual settings* (pp. 210–241). Guilford Press.

Orosco, M. J., & Klingner, J. K. (2010). Bilingual first grade instruction. In D. Haager, J. K. Klingner, & T. Jiménez (Eds.), *How to teach English language learners: Effective strategies from outstanding educators, grades K–6* (pp. 53–77). Jossey-Bass.

Orosco, M. J., & Hoover, J. J. (2009). Characteristics of second language acquisition, cultural diversity, and learning/behavior disabilities. In J. J. Hoover (Ed.), *Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention* (pp. 39–64). Prentice Hall.

Orosco, M. J., Schonewise, E. A., de Onis, C., Klingner, J. K., & Hoover, J. J. (2008). Distinguishing between language acquisition and learning disabilities among English language learners: Background information. In J. K. Klingner, J. J. Hoover, & L. M. Baca (Eds.), *Why do English language learners struggle with reading? Distinguishing language acquisition from learning disabilities* (pp. 5–16). Corwin Press.

Other Publications

Orosco, M. J. (2012, Fall). Culturally responsive instruction with Latino English language learners. *The Ladder: Storytelling Across the Curriculum*, 18–19. Los Angeles Unified School District.

Orosco, M. J. (2005). Do you speak American? *Bilingual Research Journal, 29*(3), 723–726.

Orosco, M. J. (2004). Accommodations in assessment and instruction to meet special needs. In J. J. Hoover (Ed.), *Current issues in special education: Meeting diverse needs in the twenty-first century*. BUENO Center for Multicultural Education, University of Colorado Boulder.

Technical Reports

Aceves, T. C., & Orosco, M. J. (2014). *Culturally responsive teaching* (Document No. IC-2). University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center. http://ceedar.education.ufl.edu/tools/innovation-configurations/

Swanson, H. L., Orosco, M. J., Gerber, M., & Lussier, C. (2012a). *Growth in literacy, language, and cognition in children with reading disabilities who are English language learners: Technical report for Colton School District, year 3*.

Swanson, H. L., Orosco, M. J., Gerber, M., & Lussier, C. (2012b). *Strategy training, problem solving, and working memory in children with math disabilities: Technical report for Lewis Center for Educational Research and Norton Space and Aeronautics Academy, year 3*.

Swanson, H. L., Orosco, M. J., Gerber, M., & Lussier, C. (2011a). *Growth in literacy, language, and cognition in children with reading disabilities who are English language learners: Technical report for Colton School District, year 2*.

Swanson, H. L., Orosco, M. J., Gerber, M., & Lussier, C. (2011b). *Strategy training, problem solving, and working memory in children with math disabilities: Technical report for Lewis Center for Educational Research and Norton Space and Aeronautics Academy, year 2*.

Swanson, H. L., Orosco, M. J., Gerber, M., & Lussier, C. (2010a). *Growth in literacy, language, and cognition in children with reading disabilities who are English language learners: Technical report for Colton School District, year 1*.

Swanson, H. L., Orosco, M. J., Gerber, M., & Lussier, C. (2010b). *Strategy training, problem solving, and working memory in children with math disabilities: Technical report for Lewis Center for Educational Research and Norton Space and Aeronautics Academy, year 1*.

EXTERNAL FUNDING

Funded Research Grants

Swanson, H. L. (Principal Investigator). *Math problem solving and working memory growth in English language learners with math disabilities* (Award No. 1660828). National Science Foundation, Division of Research on Learning in Formal and Informal Settings, EHR Core Research Program, 2017–2022, $2,482,594. Role: Co-Investigator.

Swanson, H. L. (Principal Investigator), & Orosco, M. J. (Co-Principal Investigator). *Growth in literacy, language, and cognition in children with reading disabilities who are English language learners* (Award No. R324A090092). U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, 2009–2014, $1,438,691.

Swanson, H. L. (Principal Investigator), & Orosco, M. J. (Co-Principal Investigator). *Strategy training, problem solving, and working memory in children with math disabilities* (Award No. R324A090002). U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, 2009–2014, $1,516,050.

Orosco, M. J. (Principal Investigator). *Dynamic strategic math*. University of California Linguistic Minority Research Institute, 2009, $10,000.

Funded Personnel Preparation Grants

O'Connor, R. E. (Principal Investigator), & Orosco, M. J. (Co-Principal Investigator). *Leading Excellence for Academic Positions in Special Education (LEAPS)* (Award No. H325D110015). U.S. Department of Education, Office of Special Education and Rehabilitative Services, 2012–2017, $1,238,983. University of California, Riverside.

Grants Under Review

Ojah, A. (Principal Investigator), Lines, B. C. (Co-Principal Investigator), & Orosco, M. J. (Co-Principal Investigator). *Collaborative research: Knowing what you know: Developing metacognitive calibration in CEM students for construction project decision-making*. National Science Foundation, September 2027–August 2031, $1,070,468 (requested). University of Kansas.

PRESENTATIONS

Invited Presentations and Keynote Addresses

Orosco, M. J. (2026, March). *A culturally responsive structured literacy MTSS framework for multilingual English learners* [Invited presentation]. University of Vermont College of Education, Burlington, VT, United States.

Orosco, M. J. (2022, September). *Educational neuroscience and its importance to children's math development* [Invited presentation]. Teacher professional development, University of Texas, Project Spiral, and The Meadows Center for Preventing Educational Risk, Austin, TX, United States.

Orosco, M. J. (2020, February). *Culturally responsive mathematics teaching* [Invited presentation]. Tiered Intervention Using Evidence-Based Research, University of Texas, Texas Education Agency, and The Meadows Center for Preventing Educational Risk, Austin, TX, United States.

Orosco, M. J. (2016, September). *The effects of comprehension strategy instruction on English language learners' word problem-solving skills* [Invited presentation]. Child Language Doctoral Proseminar, Lawrence, KS, United States.

Orosco, M. J. (2016, July). *The effects of comprehension strategy instruction on English language learners' word problem-solving skills* [Invited presentation]. International Strategic Instruction Model Conference, Lawrence, KS, United States.

Orosco, M. J. (2016, April). *Understanding cultural validity in assessment* [Invited webinar]. Washington Association of School Psychologists.

Orosco, M. J. (2015, October). *Evidence-based practices for English language learners and culturally responsive pedagogy* [Keynote address]. Connecticut State Department of Education, Evidence-Based Practices for English Language Learners and Culturally Responsive Pedagogy, New Britain, CT, United States.

Orosco, M. J. (2015, September). *Developing culturally responsive evidence-based practices* [Invited brown bag presentation]. University of Kansas Professionals for Disability, Lawrence, KS, United States.

Orosco, M. J. (2015, April). *The use of culture in evidence-based practices with English language learners* [Invited panel presentation]. Increasing the Involvement of Culturally and Linguistically Diverse Students in Special Education Research, Council for Exceptional Children, Division for Learning Disabilities, San Diego, CA, United States.

Orosco, M. J. (2014, May). *Culturally responsive teaching for English language learners in special education* [Invited presentation]. University of San Francisco, San Francisco, CA, United States.

Orosco, M. J. (2014, April). *Word problem-solving development with English language learners in a Common Core environment* [Invited presentation]. California Association for Bilingual Education Annual Conference, Anaheim, CA, United States.

Orosco, M. J., Swanson, H. L., & Lussier, C. M. (2014, February). *Does cognitive strategy instruction training on word problems compensate for working memory capacity in children with math difficulties?* [Invited presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

Orosco, M. J. (2014, January). *Word problem-solving development with English language learners in a Common Core environment* [Invited presentation]. University of California Special Education, Disabilities and Developmental Risk Annual Conference, Santa Barbara, CA, United States.

Orosco, M. J. (2012, February). *The impact of instruction on Latino English language learners' vocabulary development* [Invited presentation]. University of California Special Education, Disabilities and Developmental Risk Annual Conference, Santa Barbara, CA, United States.

Orosco, M. J. (2011, February). *Working memory development in reading with English language learners* [Invited presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

Orosco, M. J. (2011, February). *Teaching engagement and Latino English language learner reading motivation* [Invited panel presentation]. Families for Success, Riverside, CA, United States.

Orosco, M. J. (2010, October). *Growth in literacy, language, and cognition in children with reading disabilities who are English language learners* [Invited presentation]. Council for Exceptional Children, Division for Learning Disabilities Conference, Baltimore, MD, United States.

Orosco, M. J. (2010, October). *Strategy training, problem solving, and working memory in children with math disabilities* [Invited presentation]. Council for Exceptional Children, Division for Learning Disabilities Conference, Baltimore, MD, United States.

Orosco, M. J. (2010, June). *Literacy, language, and cognition in children with reading disabilities who are English language learners* [Invited presentation]. Institute of Education Sciences Annual Research Conference, National Harbor, MD, United States.

Orosco, M. J., & Bostick-Mason, E. (2010, March). *Identifying evidence-based practices in the response to intervention (RTI) model with English language learners* [Invited presentation]. California Association for Bilingual Education Annual Conference, San Jose, CA, United States.

Orosco, M. J. (2009, December). *Interventions and RTI with Latino English language learners* [Invited presentation]. California Association for Bilingual Education Two-Way Immersion Network, Ontario, CA, United States.

Orosco, M. J. (2009, April). *Negotiating educational equity in RTI with English language learners* [Invited lecture]. Program Chair Invited Speakers Series, Council for Exceptional Children Convention, Seattle, WA, United States.

Orosco, M. J. (2009, February). *The response to intervention model: Cultural and linguistic considerations* [Invited presentation]. California Association for Bilingual Education Annual Conference, Long Beach, CA, United States.

Orosco, M. J. (2007, September). *Conceptualizing the culturally responsive RTI model* [Keynote address]. Utah Personnel Development Center Conference: RTI for Academic Language Learners, Provo, UT, United States.

Orosco, M. J. (2007, June). *Response to intervention with English language learners: A school-based case study* [Invited presentation]. Utah State University Conference on Effective Practices, Logan, UT, United States.

Orosco, M. J. (2006, November). *Understanding the sociocultural perspectives for best practices in addressing disproportionality* [Invited presentation]. University of Northern Colorado, Greeley, CO, United States.

Orosco, M. J. (2006, September). *Developing culturally responsive response-to-intervention models in literacy* [Keynote address]. Northeastern Nevada Professional Development Conference: Improving Results for Students with Disabilities, Elko, NV, United States.

Orosco, M. J. (2006, July). *Developing the culturally responsive response-to-intervention model in literacy* [Keynote address]. Louisiana Leads Summer Conference, New Orleans, LA, United States.

Orosco, M. J. (2006, July). *Cultural considerations in your school or district: Avoiding old wine in a new bottle* [Invited presentation]. Louisiana Leads Summer Conference, New Orleans, LA, United States.

Orosco, M. J. (2006, July). *Developing the culturally responsive response-to-intervention model for literacy teachers* [Invited presentation]. Louisiana Department of Education Conference, New Orleans, LA, United States.

Orosco, M. J. (2006, July). *Developing the culturally responsive response-to-intervention literacy model for culturally responsive leadership* [Invited presentation]. Louisiana Department of Education, Cypress Bend, LA, United States.

Orosco, M. J. (2006, July). *Gaining tools for addressing racial/ethnic disproportionality in special education and discipline: The culturally responsive response-to-intervention model for*

literacy [Invited presentation]. New York University Summer Institute on Minority Disproportionality in Special Education, New York, NY, United States.

Orosco, M. J. (2004, March). *National Center for Culturally Responsive Educational Systems (NCCRESt) conceptual framework and the role of higher education in reducing disproportionate representation* [Invited presentation]. MONARCH Project Seminar (Technical Assistance Center to Improve Personnel Preparation in Special Education at Minority Institutions of Higher Education), San Francisco, CA, United States.

Refereed Conference Presentations

Abdulrahim, N. A., Orosco, M. J., & Mamedova, S. (2026, April). *Teacher preparation for culturally relevant education: A research synthesis* [Paper presentation]. American Educational Research Association Annual Meeting, Los Angeles, CA, United States.

Abdulrahim, N. A., Orosco, M. J., & Mamedova, S. (2025, November). *Culturally relevant education in literacy: A research synthesis* [Paper presentation]. Teacher Education Division of the Council for Exceptional Children Annual Conference, Kansas City, MO, United States.

Abdulrahim, N. A., Orosco, M. J., & Mamedova, S. (2025, November). *Teacher preparation for culturally relevant education: A research synthesis* [Paper presentation]. Teacher Education Division of the Council for Exceptional Children Annual Conference, Kansas City, MO, United States.

Orosco, M. J., Swanson, H. L., & Reed, D. K. (2024, April). *Word problem-solving instruction and serious math difficulties: Does working memory mediate treatment effects?* [Conference presentation]. American Educational Research Association Annual Meeting.

Orosco, M. J., & Jones, N. B. (2024, February). *Longitudinal predictive variables for bilingual writing skills in elementary students* [Conference presentation]. National Association of School Psychologists Annual Convention.

Orosco, M. J., Dugan, A., & Spadoni, S. (2024, February). *Developing a supplemental word problem-solving intervention for Hispanic English learners* [Conference presentation]. National Association of School Psychologists Annual Convention.

Orosco, M. J., Spadoni, S., & Dugan, A. (2023, February). *Bilingual reading predictors affecting problem-solving growth in dual language learners* [Conference presentation]. National Association of School Psychologists Annual Convention.

Orosco, M. J., & Niileksela, C. R. (2023, February). *The simple view of reading in bilingual children* [Conference presentation]. National Association of School Psychologists Annual Convention.

Orosco, M. J., & Swanson, H. L. (2022, September). *Word problem solving, cognitive strategies, and serious math difficulties: Is it mostly mediated by working memory?* [Conference presentation]. Society for Research on Educational Effectiveness Conference.

Orosco, M. J., Wang, H., Peng, A., & Swanson, H. L. (2022, April). *The impact of cognitive skills on English learners' writing at the early elementary school level* [Conference

presentation]. American Educational Research Association Annual Meeting.

Orosco, M. J., Peng, A., Wang, H., Swanson, H. L., & Reed, D. K. (2021, April). *Cognition and writing development in early adolescent English learners* [Conference presentation]. American Educational Research Association Annual Meeting [Virtual].

Orosco, M. J. (2021, April). *Understanding educational neuroscience* [Online presentation]. University of Kansas School of Education and Human Sciences Speaker Series.

Orosco, M. J., & Abdulrahim, N. A. (2020, April). *Culturally responsive literacy instruction: A research synthesis* [Paper accepted; conference canceled due to COVID-19]. American Educational Research Association Annual Meeting.

Orosco, M. J., & Abdulrahim, N. A. (2019, April). *Culturally responsive mathematics teaching: A research synthesis* [Conference presentation]. American Educational Research Association Annual Meeting, Toronto, ON, Canada.

Orosco, M. J., Kong, J., & Swanson, H. L. (2016, April). *Math motivation, working memory, and reading comprehension in monolingual and English language learner children with math difficulties* [Conference presentation]. American Educational Research Association Annual Meeting, Washington, DC, United States.

Orosco, M. J. (2016, April). *Teaching problem solving to English language learners at risk for math disabilities* [Conference presentation]. Council for Exceptional Children, Division for Learning Disabilities, St. Louis, MO, United States.

Orosco, M. J. (2016, April). *Word problem-solving instruction with English language learners with math disabilities* [Conference presentation]. Council for Exceptional Children, Division for Learning Disabilities, St. Louis, MO, United States.

Orosco, M. J., & Kong, J. (2015, April). *Word problem-solving strategy for minority students at risk for math difficulties* [Conference presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.

Orosco, M. J., Kudo, M. F., & Swanson, H. L. (2015, April). *Effects of early classroom activities on English language learners' later reading achievement* [Conference presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.

Orosco, M. J., & Kong, J. (2015, April). *Word problem-solving strategy for Hispanic students at risk for math difficulties* [Conference presentation]. Council for Exceptional Children, Division for Learning Disabilities, San Diego, CA, United States.

Orosco, M. J., & Swanson, H. L. (2013, April). *The impact of instruction on English language learners' vocabulary development: A selective meta-analysis of the literature* [Conference presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.

Orosco, M. J., Swanson, H. L., & Lussier, C. (2013, April). *The development of a math strategy for ELLs at risk for math disabilities* [Conference presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.

Orosco, M. J., Swanson, H. L., Lussier, C., Gerber, M., & Guzman-Orth, D. (2013, April). *Does growth in working memory predict literacy in English language learners?* [Conference presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.

Orosco, M. J., Swanson, H. L., & Lussier, C. (2013, March). *Does cognitive strategy training on word problems compensate for working memory capacity in children with math difficulties?* [Conference presentation]. Society for Research on Educational Effectiveness Conference, Washington, DC, United States.

Orosco, M. J., Swanson, H. L., & Lussier, C. (2012, April). *The features of instructional reading efficacy with English language learners* [Conference presentation]. American Educational Research Association Annual Meeting, Vancouver, BC, Canada.

Orosco, M. J., Swanson, H. L., Lussier, C., Guzman, D., & Gerber, M. (2012, April). *The influence of working memory on ELL (English as a second language) children's literacy* [Conference presentation]. American Educational Research Association Annual Meeting, Vancouver, BC, Canada.

Orosco, M. J. (2012, April). *Comprehension strategies instruction with Latino English language learners: A bilingual special education case study* [Conference presentation]. American Educational Research Association Annual Meeting, Vancouver, BC, Canada.

Orosco, M. J., Rios, J., & Bachman, P. (2012, April). *Measuring elementary student mathematics motivation: A validity study of the Orosco Math Motivation Survey* [Conference presentation]. American Educational Research Association Annual Meeting, Vancouver, BC, Canada.

Orosco, M. J. (2011, April). *The effects of dynamic strategic math on English language learners' word problem solving* [Conference presentation]. Council for Exceptional Children Convention, National Harbor, MD, United States.

Orosco, M. J. (2011, April). *The cultural aspects of teaching reading* [Conference presentation]. Council for Exceptional Children Convention, National Harbor, MD, United States.

Orosco, M. J., Guzman-Orth, D., Gerber, M., Lussier, C., & Swanson, H. L. (2011, April). *Home language and literacy practices for English language learners* [Conference presentation]. Council for Exceptional Children Convention, National Harbor, MD, United States.

Orosco, M. J., Guzman-Orth, D., Gerber, M., & Swanson, H. L. (2011, April). *Exploring the home literacy environment for Spanish-speaking English learners at risk for reading disabilities* [Conference presentation]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.

Orosco, M. J. (2010, April). *Dynamic strategic math* [Conference presentation]. American Educational Research Association Annual Meeting, Denver, CO, United States.

Orosco, M. J., Klingner, J. K., Méndez-Barletta, L., & Eldridge, E. (2009, April). *A synthesis of the research on culturally responsive education* [Conference presentation]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

Orosco, M. J. (2009, April). *Response to intervention with Latino English language learners: A case study* [Conference presentation]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

Orosco, M. J. (2007, April). *Framework for implementing culturally competent response to intervention* [Conference presentation]. Council for Exceptional Children Convention, Louisville, KY, United States.

Orosco, M. J. (2007, February). *Culturally responsive teaching: A synthesis* [Conference presentation]. National Center for Culturally Responsive Educational Systems, Washington, DC, United States.

Orosco, M. J. (2007, February). *The response to intervention: A school-based study* [Conference presentation]. National Center for Culturally Responsive Educational Systems, Washington, DC, United States.

Orosco, M. J., Klingner, J. K., & Bianco, M. (2006, February). *Cultural considerations and challenges in response to intervention (RTI) for literacy* [Conference presentation]. National Center for Culturally Responsive Educational Systems, Denver, CO, United States.

Orosco, M. J. (2006, February). *Positive behavioral support systems: The need for developing culturally responsive systems* [Conference presentation]. National Center for Culturally Responsive Educational Systems, Denver, CO, United States.

Orosco, M. J. (2005, April). *The future of bilingual education* [Conference presentation]. Bilingual Education Linguistics Symposium, Boulder, CO, United States.

Professional Development Workshops

Orosco, M. J. (2020, February). *Culturally responsive mathematics teaching* [Professional development workshop]. University of Texas Tiered Intervention Using Evidence-Based Practices Project, Austin, TX, United States.

Orosco, M. J. (2017, April). *Integrating culturally responsive teaching with evidence-based practices for culturally and linguistically diverse students* [Professional development workshop]. University of Mississippi School of Education, Oxford, MS, United States.

Orosco, M. J., Swanson, H. L., Lussier, C., & Bostick-Mason, E. (2013, August). *ELs and special education: Distinguishing language development from disabilities* [Professional development workshop]. California Association for Bilingual Education Back to School Series, Orange County Department of Education, CA, United States.

Orosco, M. J. (2007, September). *The importance of cultural competency in the RTI process for school leadership* [Professional development workshop]. Utah Personnel Development Center Conference: RTI for Academic Language Learners, Provo, UT, United States.

Orosco, M. J. (2007, September). *Culturally responsive RTI literacy for teachers of English language learners* [Professional development workshop]. Utah Personnel Development Center Conference: RTI for Academic Language Learners, Provo, UT, United States.

Orosco, M. J. (2006, September). *Developing the culturally responsive response-to-intervention model in literacy for school leadership and personnel in the Elko School District* [Professional development workshop]. Northeastern Nevada Professional Development Conference: Improving Results for Students with Disabilities, Elko, NV, United States.

Orosco, M. J. (2006, July). *Developing the culturally responsive response-to-intervention model for literacy with school leadership and school personnel in Louisiana school districts* [Professional development workshop]. Louisiana Department of Education School Leadership Development, Cypress Bend, LA, United States.

SERVICE

Editorial Service

Assessment for Effective Intervention, Associate Editor (2021–2022)

Theory Into Practice, Guest Co-Editor, Special Issue on Response to Intervention (2009–2010)

Journal of Learning Disabilities, Editorial Board (2014–present)

Journal of Literacy Research, Editorial Board (2014–present)

Intervention in School and Clinic (2023–2024)

Theory Into Practice, Editorial Board (2010–2023)

Learning Disability Quarterly, Editorial Board (2016–2020)

Multiple Voices, Editorial Board (2008–2019)

University Service

Faculty Research Committee, Member (2024–present)

Executive Vice Chancellor and Provost Search Committee, Member (2013)

Faculty Salary Equity Study Committee, Member (2013)

Graduate Advisor for Admissions and Recruitment (2013)

Assistant Director of Teacher Education Committee, Member (2013)

Affirmative Action Information System (AAIS) Committee, Member (2012)

Committee on Educational Policy, Member (2012)

Assistant Dean and Director of Teacher Education Committee, Member (2012)

Ad Hoc Faculty Search Committee for Chief Financial Academic Officer, Member (2011)

Riverside Division Representative, Statewide Committee on Affirmative Action, University of California Systemwide Academic Senate (2011)

Committee on Diversity and Equal Opportunity, Chair (2011)

Executive Council, Member (2011)

Executive Vice Chancellor and Provost Search Committee, Member (2009)

Committee on Diversity and Equal Opportunity, Member (2009)

School Service

Committee on Academic Programs and Curriculum (CAPC), Chair (2022–2024)

Committee on Academic Programs and Curriculum (CAPC), Member (2018–present)

Committee on Diversity, Equity, and Inclusion, Member (2020)

Teacher Education Committee, Member (2020)

Teacher Education Committee, Member (2015)

Graduate School of Education Dean Search Committee, Member (2013)

Teacher Education Committee, Member (2008)

Minority Student Development and Recruitment Committee, Member (2007)

Faculty Search Committee for Educational Equity and Cultural Diversity (EECD), Member (2006)

Departmental Service

Tenure Review Committee, Department of Educational Psychology, Member (2020–present)

Faculty Search Committee, Department of Educational Psychology, Member (2020)

SPED FAR Personnel Committee, Member (2015)

Leadership Studies Committee, Member (2015)

Graduate Recruitment Advisory Committee, Member (2012)

Ad Hoc Faculty Search Committee for Educational Psychology, Member (2008)

Doctoral Program Committee, Member (2007)

Minority Student Recruitment Committee, Member (2006)