

Vita

Michael J. Orosco
Department of Educational Psychology
University of Kansas mjorosco@ku.edu
<https://epsy.ku.edu/people/michael-j-orosco>

HIGHER EDUCATION

Ph.D. in Education, 2007
University of Colorado at Boulder
Dissertation Advisor: Dr. Janette K. Klingner

M.A. in Education, 2001
University of Colorado at Boulder

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

PROFESSIONAL EXPERIENCE

Academic

Professor, Department of Educational Psychology, University of Kansas (2023-)

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 at Riverside
(2008-2015)

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

Non-Academic

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

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

St. Vrain School District: Bilingual/ESL/Special Education Middle School Mathematics Teacher:
6th-grade Connected Mathematics Project (2000-2002)

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

TEACHER CERTIFICATION (Colorado)

Colorado Professional Elementary Education Licensure

Colorado Professional Special Education Licensure: Mild to Moderate Needs (K-12)

Denver Public Schools Bilingual/ESL endorsement

Denver Public Schools Literacy Program Certificate (30 hours)

HONORS AND AWARDS

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

Frank Pajares Award for Outstanding *Theory into Practice* article, “A Sociocultural Examination of Response to Intervention with Latino English Language Learners,” Awarded at the American Educational Research Association (2011)

Elected to membership in the International Academy of Research in Learning Disabilities (2010)

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

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

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

Outstanding Doctoral Student: The Best Should Teach Award (given to one student per year), University of Colorado at Boulder (2008)

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

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

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

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

McNair Scholar (1996-1998, ABT)

PUBLICATIONS

Journal Articles

Orosco, M. J. (in press). 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*.

Orosco, M. J., Mamedova, S., & Abdulrahim, N. A. (2025). Comprehension Strategy Instruction for Hispanic Children with Mathematical Learning Difficulties. *Frontiers in Psychology*, 16:1645323.

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.

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 and 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. (2017). Do specific classroom reading activities predict English language learners' later reading achievement? *Reading & Writing Quarterly*, 33(3), 199-210.
- Swanson, H. L., Orosco, M. J., Kudo, M. (2017). 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 student's 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., Swanson, H. L. & Lussier, C. (2015). Psychometric properties of the working memory rating scale for Spanish-speaking English language learners. *Journal of Psychoeducational Assessment*, 33(6), 555-567.
- 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(2015), 155-188
- 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. (2014). A math intervention for third grade Latino English language learners at risk for math disabilities. *Exceptionality*, 22(4), 205-225.
- Orosco, M. J. (2014). A word problem strategy for Latino English language learners at risk for math disabilities. *Learning Disability Quarterly*, 37(1), 45-53.

- 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.
- 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 comprehension 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. *Journal of Special Education*, 47(2), 96-107.
- 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 and 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.
- 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.
- 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., & 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.
- Orosco, M. J. (2010). Sociocultural considerations when using rti with English language learners. *Theory Into Practice*, 49(4), 265-27.

Invited Book Chapters

- Orosco, M. J. (2026). AI, Neuroscience, Dyslexia, and Dyscalculia. In: Bennett, G., Goodall, E. (eds), *Dictionary of Disability and Biomedical Research*. Springer, Singapore. https://doi.org/10.1007/978-981-92-1629-1_268-1
- Abdulrahim, N.A., Orosco, M. J. (2026). Teacher Preparation for Culturally Relevant Education: A Conceptual Framework. In: Bennett, G., Goodall, E. (eds) *The Palgrave Encyclopedia of Disability* (pp. 4982-4991). Palgrave Macmillan, Cham. 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 Bennett, G., & Goodall, E. (eds), *The Palgrave Encyclopedia of Disability* (pp. 4165–4172). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-032-11375-7_7

- Mamedova, S., & Orosco, M. J. (2025). The Impact of Educational Neuroscience on Understanding and Teaching English Learners with Dyscalculia. In Bennett, G., & Goodall, E. (eds), *The Palgrave Encyclopedia of Disability* (pp. 1–12). Palgrave Macmillan, Cham.
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 Bennett, G., & Goodall, E. (eds), *The Palgrave Encyclopedia of Disability* (pp. 1–9). Palgrave Macmillan, Cham.
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 (p. 163-181). In D. C. Castro & A. J. Artiles (Eds.), *Language, Learning and Disability in the Education of Young Bilingual Children*. Washington, D.C.: Center for Applied Linguistics. Multilingual Matters Publishing.
- Abdulrahim, N. A. & Orosco, M. J. (2019). Culturally responsive teaching with Latino English learners with math learning disabilities. In M. Schuelka, C. Johnstone, G. Thomas, & A. Artiles (Eds.), *SAGE Handbook on Inclusion and Diversity* (pp. 276-285). Los Angeles, USA: Sage.
- Orosco, M. J., & Abdulrahim, N. A. (2017). Culturally and Linguistically Diverse Special Education (Chapter 4). In E. Meyen & Y. Bui (Eds.), *Exceptional Children in Today's Schools* (5th Ed.) (pp. 61-74). Austin, TX: Pro-Ed Inc.
- Orosco, M. J., Schonewise, E. A., de Onis, C., & Hoover, J. J. (2016). Distinguishing between language acquisition and learning disabilities among English language learners: Background information (Chapter 1). In J. J. Hoover, & L. Baca (Eds.), *Why Do English Learners Struggle with Reading? Distinguishing Language Acquisition From Learning Disabilities?* (pp. 7-23). Thousand Oaks, CA: Corwin Press.
- Swanson, H. L., & Orosco, M. J. (2013). Evidence based reading comprehension programs for students with learning disabilities (Chapter 8.23). In J. Hattie & E. M. Anderman (Eds). *International Guide to Student Achievement*. (pp. 448-451). UK: Routledge.
- Orosco, M. J., & O'Connor, R. (2011). Cultural aspects of teaching reading with Latino English language learners (Chapter 15). In R. O'Connor & P. Vadasy (Eds.), *Handbook of Reading Interventions* (pp. 356-379). New York: 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 (Chapter 1). In T. E. Scruggs & M. A. Mastropieri (Eds.), *Advances in Learning and Behavioral Disabilities, Volume 24: Assessment and Intervention* (pp. 1-30). Emerald Group Publishing Limited.

Orosco, M. J., & Klingner, J. K. (2010). Bilingual first grade instruction (Chapter 3). In Haager, D., Klingner, J. K., & Jiménez, T., *How to Teach English Language Learners: Effective Strategies from Outstanding Educators, Grades K-6* (pp. 53-77). San Francisco, CA: Jossey Bass.

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 (Chapter 9). In A. Durgunoglu & C. Goldenberg (Eds.), *Language and Literacy Development in Bilingual Settings* (pp. 210-241). New York: Guilford.

Orosco, M. J., & Hoover, J. J. (2009). Characteristics of second language acquisition, cultural diversity and learning/behavior disabilities (Chapter 3). In J. J. Hoover, *Differentiating Learning Differences From Disabilities: Meeting Diverse Needs through Multi-tiered Response to Intervention* (pp. 39-64). New York: 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 (Chapter 1). In J. K. Klingner, J. J. Hoover, & L. Baca (Eds.), *Why Do English Language Learners Who Struggle with Reading: Language Acquisition or Learning Disabilities?* (pp. 5-16). Thousand Oaks, CA: Corwin Press.

Other Works

Orosco, M. J. (2012). Culturally responsive instruction with Latino English language learners. *The Ladder: Story Telling Across the Curriculum (Fall 2012)*, 18-19. Los Angeles, CA: LA 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*. Boulder: Bueno Center for Multicultural Education.

Technical Reports

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

Swanson, H. L., Orosco, M. J., Gerber, M., & Lussier, C. (2012). 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. (2012). 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. (2011). 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. (2011). Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities: Technical report for Lewis

Swanson, H. L., Orosco, M. J., Gerber, M., & Lussier, C. (2010). 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. (2010). 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.

PROFESSIONAL

Research Grants Performed

Math Problem Solving and Working Memory Growth in English Language Learners with Math Disabilities (0026633000). National Science Foundation: Division of Research on Learning, 2017-2022, \$2,482,594.

Growth in Literacy, Language, and Cognition in Children with Reading Disabilities who are English Language Learners (R32A090092). U. S. Department of Education, Institute of Education Sciences, 2009-2014, \$1,438,691.

Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities (R324A09002). U. S. Department of Education, Institute of Education Sciences, 2009-2014, \$1,516,050.

Dynamic Strategic Math. University of California Linguistic Minority Institute, 2009, \$10,000.

Technical Grants Performed

Leading Excellence for Academic Positions in Special Education (LEAPS; H325D110015). U.S. Department of Education, Office of Special Education & Rehabilitative Services, 2012-2017, \$1,238,983.

Grants Under Review

Collaborative Research: Knowing What You Know: Developing Metacognitive Calibration in CEM Students for Construction Project Decision-Making. National Science Foundation (NSF). September 2027–August 2031. \$1,500,000. Pending.

PRESENTATIONS

Invited

University of Vermont College of Education (Burlington, VT; March 2026): “A Culturally Responsive Structured Literacy MTSS Framework for Multilingual English Learners.”

University of Texas/Project Spiral/The Meadows Center. Professional Development for Teachers (Austin, TX; September 2022). Invited Presentation- “Educational Neuroscience And Its Importance To Children’s Math Development.”

University of Texas/Texas Education Agency/The Meadows Center. Tiered Intervention Using Evidence-Based Research (Austin, TX; February 2020). Invited Presentation- “Culturally Responsive Mathematics Teaching.”

Child Language Doctoral Proseminar (Lawrence, KS; September 2016): Invited Presentation- “The Effects of Comprehension Strategy Instruction on English Language Learners’ Word Problem Solving Skills.”

International Strategic Instruction Model International Conference (Lawrence, KS; July 2016): Invited Presentation- “The Effects of Comprehension Strategy Instruction on English Language Learners’ Word Problem Solving Skills.”

Washington Association of School Psychologists (April 2016): Webinar- “Understanding Cultural Validity in Assessment.”

State of Connecticut Department of Education-Evidence-Based Practices for English Language Learners and Culturally Responsive Pedagogy: (New Britain, Connecticut; October 2015): Keynote - “Evidence-Based Practices for English Language Learners and Culturally Responsive Pedagogy.”

University of Kansas Professionals for Disability (Lawrence, KS: September 2015): Invited Brown Bag- “Developing Culturally Responsive Evidence-Based Practices.”

Council for Exceptional Children Division for Learning Disabilities (San Diego, CA: April 2015): Invited Panel Session: Increasing the Involvement of Culturally and Linguistically Diverse Students in Special Education Research - “The Use of Culture in Evidence Based Practices with English Language Learners.”

University of San Francisco (San Francisco, California: May 2014): “Culturally Responsive Teaching for English Language Learners in Special Education.”

California Association of Bilingual Education Annual Conference (Anaheim, California: April 2014): “Word Problem Solving Development with English Language Learners in a Common Core Environment.”

Pacific Coast Research Conference (Coronado Bay, CA: February 2014): “Does cognitive strategy instruction training on word problems compensate for working memory capacity in children with math difficulties,” with H. Lee Swanson and Cathy Lussier.

University of California Special Education, Disabilities and Developmental Risk Annual Conference (Santa Barbara, CA: January 2014): “Word Problem Solving Development with English Language Learners in a Common Core Environment.”

Pacific Coast Research Conference (Coronado Bay, CA: February 2011): “Working Memory Development in Reading with English Language Learners.”

University of California Special Education, Disabilities and Developmental Risk Annual Conference (Santa Barbara, CA: February 2012): “The Impact of Instruction on Latino English Language Learners’ Vocabulary Development.”

Pacific Coast Research Conference (Coronado Bay, CA: February 2011): “Working Memory Development in Reading with English Language Learners.”

Families for Success Panel Presentation (Riverside, CA: February 2011): “Teaching Engagement and Latino English Language Learner Reading Motivation.”

Council for Exceptional Children Division for Learning Disabilities (Baltimore, MD: October 2010): “Growth in Literacy, Language, and Cognition in Children with Reading Disabilities who are English Language Learners.”

Council for Exceptional Children Division for Learning Disabilities (Baltimore, MD: October 2010): “Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities.”

Institute of Education Sciences Annual Conference (National Harbor, MD: June 2010): “Literacy, Language, and Cognition in Children with Reading Disabilities Who are English Language Learners.”

California Association of Bilingual Education Annual Conference (San Jose, California: March 2010): “Identifying Evidence - Based Practices in the Response to Intervention (RTI) Model with English language learners,” with Erin Bostick-Mason.

California Association of Bilingual Education Two - Way Immersion Network (Ontario, California; December 2009), “Interventions and RTI with Latino English Language Learners.”

Council for Exceptional Children (Seattle, Washington; April 2009), Program Chair Invited Speakers Series: Lecture: “Negotiating Educational Equity in RTI with English Language Learners.”

California Association of Bilingual Education Annual Conference (Long Beach, California:

February 2009): “The Response to Intervention Model: Cultural and Linguistic Considerations.”

Utah Personnel Development Center’s Conference-RTI for Academic Language Learners: (Provo, Utah; September 2007): Keynote - “Conceptualizing the Culturally Responsive RTI Model.”

Utah State University’s Conference on Effective Practices (Logan, Utah; June 2007): Presentation- “Response to Intervention with English Language Learners: A School Based Case Study.”

University of Northern Colorado (Greeley, CO; November 2006): Presentation - “Understanding the Sociocultural Perspectives for Best Practices in Addressing Disproportionality.”

Northeastern Nevada Professional Development Conference-Improving Results for Students with Disabilities (Elko, NV; September 2006): Keynote - “Developing Culturally Responsive Response-to-Intervention Models in Literacy.”

Louisiana Leads Summer Conference (New Orleans, LA; July 2006): Keynote - “Developing the Culturally Responsive Response-to-Intervention Model in Literacy.”

Louisiana Leads Summer Conference (New Orleans, LA; July 2006): Presentation - “Cultural Consideration in your School or District: Avoiding Old Wine in a New Bottle.”

Louisiana Department of Education Conference (New Orleans, LA; July 2006): Presentation - “Developing the Culturally Response Responsive-to-Intervention Model for Literacy Teachers.”

Louisiana Department of Education (Cypress Bend, LA; July 2006): Presentation - “Developing the Culturally Responsive Response to Intervention Literacy Model for Culturally Responsive Leadership.”

New York University Summer Institute on Minority Disproportionality in Special Education (Manhattan, NY; July 2006): Presentation - “Gaining Tools for Addressing Racial/Ethnic Disproportionality in Special Education and Discipline: The Culturally Responsive Response-to-Intervention Model for Literacy.”

MONARCH Project (Technical Assistance Center to Improve Personnel Preparation in Special

Education at Minority Institutions of Higher Education) Seminar (San Francisco, CA; March 2004): Presentation - “National Center for Culturally Responsive Educational Systems (NCCRESt) Conceptual Framework and the Role of Higher Education in Reducing Disproportionate Representation.”

Other Presentations

- Abdulrahim, N. A., Orosco, M. J., & Mamedova, S. (April 2026). Teacher Preparation for Culturally Relevant Education: A Research Synthesis. [Paper Presentation]. Los Angeles, California: American Educational Research Association (AERA).
- Abdulrahim, N. A., Orosco, M. J., & Mamedova, S. (November 2025). *Culturally Relevant Education in Literacy: A Research Synthesis*. [Multiple Paper Presentation]. Kansas City, Missouri: Teacher Education Division (TED) of the Council for Exceptional Children (CEC) Annual Conference.
- Abdulrahim, N. A., Orosco, M. J., & Mamedova, S. (November 2025). *Teacher Preparation for Culturally Relevant Education: A Research Synthesis*. [Single Paper Presentation]. Kansas City, Missouri: Teacher Education Division (TED) of the Council for Exceptional Children (CEC) Annual Conference.
- American Educational Research Association. (April 2024): "Word Problem-Solving Instruction and Serious Math Difficulties: Does Working Memory Mediate Treatment Effects?" with H. Lee Swanson & Deborah K. Reed.
- National Association of School Psychologists. (February 2024): "Longitudinal Predictive Variables for Bilingual Writing Skills in Elementary Students" with Nathan B. Jones.
- National Association of School Psychologists. (February 2024): "Developing a Supplemental Word Problem-Solving Intervention for Hispanic English Learners." with Abby Dugan & Shannon Spadoni.
- National Association of School Psychologists. (February 2023): "Bilingual Reading Predictors Affecting Problem-Solving Growth in Dual Language Learners" with Shannon Spadoni & Abby Dugan.
- National Association of School Psychologists. (February 2023): "The Simple View of Reading in Bilingual Children" with Christopher R. Niileksela.
- Society for Research on Educational Effectiveness (September 2022): "Word Problem Solving, Cognitive Strategies, and Serious Math Difficulties: Is It Mostly Mediated by Working Memory" with H. L. Swanson.
- American Educational Research Association Conference (April 2022): "The Impact of Cognitive Skills on English Learners' Writing at the Early Elementary School Level" with H. Wang, Anqi Peng, & H. L. Swanson.
- University of Kansas School of Education and Human Sciences Speaker Series. (Online Presentation, April 2021): Understanding Educational Neuroscience.
- American Educational Research Association Conference (Virtual Annual Meeting: April 2021): *Cognition and Writing Development in Early Adolescent English Learners* with Anqi Peng, H. Wang, H. L. Swanson, & D. K. Reed.
- American Educational Research Association Conference (2020): "Culturally Responsive Literacy Instruction: A Research Synthesis" with Naheed A. Abdulrahim. Paper accepted but conference canceled due to COVID.

American Educational Research Association Conference (Toronto, Canada: April 2019):
Presentation - “Culturally Responsive Mathematics Teaching: A Research Synthesis,” with
Naheed A. Abdulrahim.

American Educational Research Association Center (Washington, DC: April 2016): “Math
Motivation, Working Memory, and Reading Comprehension in Monolingual and English
Language Learner Children with Math Difficulties,” with Jennifer Kong & H. Lee Swanson.

Council for Exceptional Children Division for Learning Disabilities (St. Louis, MO: April 2016):
“Teaching Problem Solving to English Language Learners at Risk for Math Disabilities.”

Council for Exceptional Children Division for Learning Disabilities (St. Louis, MO: April 2016):
“Word Problem Solving Instruction with English Language Learners with Math Disabilities.”

American Educational Research Association Center (Chicago, IL; April 2015): “Word Problem-
Solving Strategy for Minority Students at Risk for Math Difficulties,” with Jennifer Kong.

American Educational Research Association Center (Chicago, IL; April 2015): “Effects of Early
Classroom Activities on English Language Learners’ Later Reading Achievement,” with
Milagros F. Kudo and H. Lee Swanson.

Council for Exceptional Children Division for Learning Disabilities (San Diego, CA: April
2015): “Word Problem Solving Strategy for Hispanic Students at Risk for Math Difficulties,”
with Jennifer Kong.

American Educational Research Association Center (San Francisco, CA; April 2013): “The
Impact of Instruction on English Language Learners’ Vocabulary Development: A Selective
Meta-Analysis of the Literature,” with H. Lee Swanson

American Educational Research Association Center (San Francisco, CA; April 2013): “The
Development of a Math Strategy for ELLs at Risk for Math Disabilities,” with H. Lee
Swanson and Cathy Lussier

American Educational Research Association Center (San Francisco, CA; April 2013): “Does
Growth in Working Memory Predict Literacy in English Language Learners?” with H. Lee
Swanson, Cathy Lussier, Michael Gerber, and Danielle Guzman-Orth

Society for Research on Educational Effectiveness (Washington, DC; March 2013): “Does
Cognitive Strategy Training on Word Problems Compensate for Working Memory Capacity in
Children with Math Difficulties?” with H. Lee Swanson and Cathy Lussier

American Educational Research Association Conference (Vancouver, CA; April 2012):
Presentation – “The Features of Instructional Reading Efficacy with English Language
Learners,” with Lee Swanson and Cathy Lussier.

American Educational Research Association Conference (Vancouver, CA; April 2012):
Presentation – “The Influence of Working Memory on ELL (English as a Second Language) Children’s Literacy,” with Lee Swanson, Cathy Lussier, Danielle Guzman, and Michael Gerber.

American Educational Research Association Conference (Vancouver, CA; April 2012):
Presentation – “Comprehension Strategies Instruction with Latino English Language Learners: A Bilingual Special Education Case Study.”

American Educational Research Association Conference (Vancouver, CA; April 2012):
Presentation – “Measuring Elementary Student Mathematics Motivation: A Validity Study of the Orosco Math Motivation Survey,” with Joseph Rios and Patina Bachman.

Council for Exceptional Children Conference (National Harbor, MD: April 2011): Presentation
“The Effects of Dynamic Strategic Math on English Language Learners’ Word Problem Solving.”

Council for Exceptional Children Conference (National Harbor, MD: April 2011): Presentation
“The Cultural Aspects of Teaching Reading.”

Council for Exceptional Children Conference (National Harbor, MD: April 2011): Presentation
“Home Language and Literacy Practices for English Language Learners,” with Danielle Guzman-Orth, Michael Gerber, Cathy Lussier, and Lee Swanson.

American Educational Research Association Conference (New Orleans, LA; April 2011):
Presentation – “Exploring the Home Literacy Environment for Spanish-Speaking English Learners at Risk for Reading Disabilities,” with Danielle Guzman-Orth, Michael Gerber, and Lee Swanson.

American Educational Research Association Conference (Denver, Colorado; April 2010):
Presentation - “Dynamic Strategic Math.”

American Educational Research Association Conference (San Diego, California; April 2009):
Presentation - “A Synthesis of the Research on Culturally Responsive Education,” with J. K. Klingner, Laura Méndez-Barletta, and Elizabeth Eldridge.

American Educational Research Association Conference (San Diego, California; April 2009):
Presentation - “Response to Intervention with Latino English Language Learners: A Case Study.”

Council for Exceptional Children (Louisville, Kentucky; April 2007): Presentation - “Framework for Implementing Culturally Competent Response to Intervention.”

National Center for Culturally Responsive Educational Systems (Washington, D.C.; February 2007): Presentation - “Cultural Responsive Teaching: A Synthesis.”

National Center for Culturally Responsive Educational Systems (Washington, D.C.; February 2007): Presentation - “The Response to Intervention: A School Based Study.”

National Center for Culturally Responsive Educational Systems (Denver, CO; February 2006): Presentation - “Cultural Considerations and Challenges in Response to Intervention (RTI) for Literacy,” with J. K. Klingner and M. Bianco.

National Center for Culturally Responsive Educational Systems (Denver, CO; February 2006): Presentation - “Positive Behavioral Support Systems: The Need for Developing Culturally Responsive Systems.”

Bilingual Education Linguistics Symposium (Boulder, CO; April 2005): Presentation - “The Future of Bilingual Education.”

Professional Staff Developments

University of Texas Tiered Intervention Using Evidence Based Practices Project. Culturally Responsive Mathematics Teaching Presentation. (Austin, TX: February 2020).

University of Mississippi, School of Education - Integrating Culturally Responsive Teaching with Evidence Based Practices for Culturally and Linguistically Diverse Students: (Oxford, MS: April 2017).

California Association of Bilingual Education - Back to School Series: (Orange County Department of Education, CA: August 2013): “ELs and Special Education: Distinguishing Language Development from Disabilities,” with H. Lee Swanson, Catherine Lussier, and Erin Bostick Mason.

Utah Personnel Development Center’s Conference - RTI for Academic Language Learners: (Provo, Utah; September 2007): “The Importance of Cultural Competency in the RTI Process for School Leadership.”

Utah Personnel Development Center’s Conference - RTI for Academic Language Learners: (Provo, Utah; September 2007): “Culturally Responsive RTI Literacy for Teachers of English Language Learners.”

Northeastern Nevada Professional Development Conference - Improving Results for Students with Disabilities (Elko, NV; September 2006): “Developing the Culturally Responsive Response-to- Intervention Model in Literacy for School Leadership and Personnel in the Elko School District.”

Louisiana Department of Education - School Leadership Development (Cypress Bend, LA; July 2006): “Developing the Culturally Responsive Response- to- Intervention Model for Literacy with School Leadership and School Personnel in Louisiana School Districts.”

SERVICE

Departmental Service

EPSY Faculty Search Committee. 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)

School Service

Committee on Academic Programs and Curriculum: CAPC Chair (2022 - 2024)
Committee on Academic Programs and Curriculum: CAPC Member (2018 - Present)
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)

University Service

Faculty Research Committee (2024 -)
Executive Vice Chancellor and Provost Search Committee Member (2013)
Faculty Salary Equity Study Committee Member (2013)
Graduate Advisor for Admissions and Recruitment (2013)
Affirmative Action Information System (AAIS) Committee Member (2012)
Committee on Educational Policy Member (2012)
Assistant Director of Teacher Education Committee Member (2013)
Assistant Dean and Director of Teacher Education Committee Member (2012)
Ad Hoc Faculty Search Committee for Chief Financial Academic Officer. Member (2011)
Statewide Committee Representative on Affirmative Action for the Riverside Division in the UC System-wide Academic Senate Representative (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)

B. Professional Development

Editorial Responsibilities Editorship

Associate Editor *Journal of Assessment for Effective Intervention* 2021-2022

Editorial Board (Member)

Journal of Learning Disabilities, Editorial Board 2014-present

Intervention in School and Clinic 2023 - 20024

Journal of Literacy Research, Editorial Board 2014-2020

Learning Disability Quarterly, Editorial Board 2016-2020

Multiple Voices, Editorial Board 2008-present

Theory Into Practice, Co-Editor of a Special Edition 2009-2010

Theory Into Practice, Editorial Board 2010-2023