

# HEATHER C. MACIAS

Curriculum Vitae

College of Education  
Teacher Education  
California State University, Long Beach  
1250 Bellflower Blvd.  
ED2-270  
Long Beach, CA 90840

*[Contact info redacted  
for online publication]*

## EDUCATION

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- 2019                    **University of California, Santa Barbara**  
Ph.D., Education  
Dissertation: “From good policy to good teaching: How issues of equality and rigor emerge between the discourses of different stakeholders in the education of California’s multilingual students”  
Thesis Committee: Tim Dewar (co-chair), Richard Duran (co-chair), Diana Arya
- 2017                    **University of California, Santa Barbara**  
M.A., Education  
Thesis: “The Language Ideologies and Language Socialization Practices of Bilingual Latina Mothers”  
Thesis Committee: Amy Kyratzis (chair), Richard Duran, Mary Bucholtz
- 2007                    **University of Southern California**  
M.A.T., Secondary Teaching  
Single Subject Teaching English Credential and Supplemental Art Credential
- 2006                    **University of Southern California**  
B.A., magna cum laude, Fine Arts

## PROFESSIONAL APPOINTMENTS

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- 2019-present            **Single Subject Credential Program, Teacher Education Department, College of Education, California State University, Long Beach**  
Assistant Professor for the post-baccalaureate student courses, United States Secondary Schools: Intercultural Education and Reading, and Writing in Secondary Schools (course lead), with 25 students each. Designed the course, including required assignments aligned to state Teacher Performance Expectations (TPEs), to provide credential candidates with the knowledge and skills necessary to design and enact comprehensive literacy instruction in STEM courses and culturally responsive pedagogy. Lectured, advised students, wrote exams, and oversaw individual lesson planning.

- 2018-2019 **Gevirtz Graduate School of Education, University of California, Santa Barbara**  
Instructor of Record for the graduate student course, Reading and Writing in Content: Literacy Methods, with 40 students. Designed the course to provide credential candidates with the knowledge and skills necessary to design and enact comprehensive English Language Arts instruction. Lectured, advised students, wrote exams, and oversaw individual lesson planning.
- 2017-2018 **Department of Asian American Studies, University of California, Santa Barbara**  
Instructor of Record for the upper division course, Asian Americans and Education, with 18-30 students. Developed and directed a course investigating the educational experience of Asian American students from a critical race theory perspective. Lectured, advised students, wrote exams, and oversaw individual and group projects.
- 2016-2018 **Gevirtz Graduate School of Education, University of California, Santa Barbara**  
Teaching Consultant/co-instructor of record for the graduate course, Essential South Coast Writing Project, with 20-25 students. Developed and directed a course introducing teacher candidates to writing-centered pedagogy and practices through active and situated learning. Lectured, advised students, developed curriculum, and oversaw group writing pieces.

## PUBLICATIONS

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### Essays

**Macias, H. (2021).** Being an ally through podcast instruction. *English Journal*, 10(4), 115-117.

### Refereed Journal Articles

**Macias, H. (2021).** A letter to students (and myself): A reminder for transparency and reflection. *California English* 26(3), 23-25.

**Macias, H. (2020)** Investigating students' strengths: Using funds of knowledge and Ethnic Studies. *California English*, 25(4), 25-27.

**Macias, H. (2018)** A threshold concept in grading: How I learned to create meaningful opportunities for collaborative peer editing in the classroom. *California English*, 24(1), 14-16.

### Manuscripts Under Review

**Macias, H.** (R & R). Culture and commodity: How Latina mothers use language to battle against language loss and assimilation in their children. *Critical Inquiry in Language Studies*.

**Macias, H.** Respecting teacher voice and expertise: Using collaborative professional development to transform teachers' negative attitudes towards teaching learning and collaboration. *International Journal in Qualitative Studies in Education*.

### Manuscripts Under Preparation

**Macias, H.** Policy versus praxis: The role that high-quality professional development plays in supporting teachers to create assets-based learning opportunities for English Learners.

### AWARDS AND HONORS

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| 2019 | UCSB Academic Senate Outstanding Teaching Award                |
| 2018 | UCSB Graduate Student Association Excellence in Teaching Award |

### GRANTS AND FELLOWSHIPS

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| 2021 – present | <i>Emerging Research Fellowship</i> , Branch Alliance for Educator Diversity (\$5,000)   |
| 2020 – present | <i>Center to Close the Achievement Gap</i> , CSU Long Beach & CSU Chancellor's Office Grant, Researcher (\$3 million)  |
| 2020 – present | <i>Rebalancing the Equity Gap in Chemistry Education with Individualized Adaptive Learning Grant</i> , UC Davis, CSUSB, CSU CO, Mendocino College, & the Academic Senate for California Community Colleges, Researcher (\$1 million) |
| 2019 – 2020    | University of California, Teacher Education Research and Improvement Network Fellowship  |

### CONFERENCE PARTICIPATION

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| 2022 | <b>Macias, H.</b> "Supporting teachers during changes in educational policy: A Critical Discourse Analysis of the ideologies of different stakeholders towards the education of California's emergent bilinguals." Hawaii International Conference on Education, Waikoloa, HI, January 3-6. |
| 2021 | <b>Macias, H.</b> "Funds of knowledge: Preparing culturally competent educators to access, integrate, and reframe historically marginalized students' knowledge and skills." Critical Questions in Education,   |

Cleveland, OH, October 11-13.

- 2021 **Macias, H.,** Popescu, M., Allen, G., Lopatinsky, G., & Lundy, D. “Using value sensitive design to rebalance the equity gap: Culturally responsive design for personalized learning in STEM.” Cal State Tech Connect Virtual Conference, July 26-29.
- 2021 **Macias, H.** “Rethinking teacher expertise: Using meaningful collaboration to effectively support teacher learning across careers and policy changes.” American Educational Research Association, Orlando, FL (virtual), April 9-12.
- 2020 **Macias, H.** “How to use California’s new guidelines for Ethnic Studies in the ELA classroom: Golden lines and funds of knowledge.” California Association for Teachers of English, Los Angeles, CA: February 21-23.
- 2020 **Macias, H.** “From novice to expert teachers: Using collaboration to effectively support teacher learning across careers and during times of policy change.” Critical Questions in Education, Seattle, WA: February 17-19.
- 2019 **Macias, H.** “From good policy to good teaching: A Critical Discourse Analysis of California’s teachers and multilingual students.” International Society for Language Studies, Hong Kong, China; June 20-22.
- 2019 **Macias, H.** “The role of professional development: A Critical Discourse Analysis of California’s English Learners.” American Educational Research Association, Toronto, Canada, April 4-9.
- 2018 **Macias, H.** “Culture and commodity: How Latina mothers use language to battle against language loss and assimilation in their children.” International Society for Language Studies, Waterloo, Canada; June 28-30.
- 2018 **Macias, H.** “On Wednesdays we wear pink: Using writing to help students see beyond their tribe.” California Association for Teachers of English, San Diego, CA; March 8-11.
- 2017 **Macias, H.** “The language ideologies of Latina mothers regarding Spanish-English code-switching.” International Society for Language Studies, Honolulu, HI; June 5-8.
- 2017 **Macias, H.** “The practice and pedagogy of secondary science (and writing) teachers.” California STEM, Anaheim, CA; May 4-6.

- 2017 **Macias, H.** “Making with a purpose: Exploring reading, writing, presenting, and making connections.” California Association for Teachers of English, Santa Clara, CA; February 16-19.
- 2016 **Macias, H.** “The misrepresentation of queer Asian American bodies in American popular culture.” UCLA QGrad, Los Angeles, CA; October 28.
- 2016 **Macias, H.** “The influence of others’ language use and language ideologies on bilingual, Latina mothers. American Educational Research Association, Washington, D.C.; April 8-12.

## TEACHING EXPERIENCE

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- 2015-2019 **Department of Asian American Studies, University of California, Santa Barbara**  
Teaching Assistant for various lower division Asian American Studies courses with 200 students. Led three discussion sections elucidating the artistic contributions of Asian American authors and artists. Developed syllabi, administered exams, graded papers, and assigned grades.
- Winter/Spring 2016 **Santa Barbara City College/San Marcos High School**  
Co-teacher for a community college class for high school seniors with 30 students. Led a one-hour class twice a week on introductory linguistics from a sociolinguistic perspective. Developed a syllabus, lectured, recruited guest speakers, supervised three undergraduate mentors, advised students, and oversaw group projects.
- 2007-2014 **Granada Hills Charter High School**  
English Teacher for a public charter high school for classes ranging from 25-42 students at various grades (9-12) and levels (Honors, College Preparatory, English Language Development, SKILLS). Led five to six one-hour classes five days a week using innovative teaching pedagogy and practices to develop literacy through critical thinking and interdisciplinary learning.

## RESEARCH EXPERIENCE

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- 2021-present **Teacher Education Department, College of Education, California State University, Long Beach, CA**  
Qualitative case studies on the ideologies of secondary ethnic studies teachers to explore what issues, topics, and/or debates secondary ethnic studies teachers identify in establishing strong ethnic studies programs in schools and teacher education programs to contribute to closing educational racial/ethnic opportunity gaps. Data collection includes in-

depth interviews with teachers, focus groups, observations, and collection of artifacts. (IRB pending)

2021-present

**Teacher Education Department, College of Education, California State University, Long Beach, CA**

Qualitative study on preservice teachers' understanding and perceptions of utilizing students' funds of knowledge into classroom teaching. Textual analysis used to explore how preservice teachers view their own funds of knowledge and understand how to reframe students' "dark knowledge" in ways that value untraditional knowledge and skills as teaching resources to push against the perception of historically marginalized students as "lacking" cultural capital. Data collection includes collection of artifacts throughout the semester from preservice, secondary STEM teachers completing a required, semester-long literacy course. (IRB pending)

2021-present

**Linguistic Diversity Joint Action Group, Branch Alliance for Educator Diversity**

Research under Luzelma G. Canales's supervision focusing on the role of language in learning and linguistic diversity to create resources for teacher educators that prepare teacher candidates to support the needs, strengths, and funds of knowledge of bilingual learners in K-12 schools. Resources include research briefs, slides decks, preservice teacher education assignments, and videologues.

2017-2019

**Gevirtz Graduate School of Education, University of California, Santa Barbara, CA**

Doctoral research under Tim Dewar and Richard Duran's supervision on a qualitative study of the influence of professional development on inservice teachers' attitudes towards English language learners and California state standards. Data collection included in-depth interviews with six teachers and two professional development facilitators, and textual analysis of state educational policy documents. (IRB #73-18-0264)

2017

**Gevirtz Graduate School of Education, University of California, Santa Barbara, CA**

Graduate researcher under Tim Dewar's supervision on a qualitative study of the writing strategies of secondary science teachers involving in a writing-centered summer professional development program. Data collection included in-depth interviews with three science teachers. (IRB #74-18-0452)

2015-2017

**Gevirtz Graduate School of Education, University of California, Santa Barbara, CA**

Master's thesis research conducted under Amy Kyratzis' supervision on a qualitative study of the language socialization practices and ideologies of bilingual Latina mothers raising bilingual children. Data collection

included in-depth interviews with six mothers. (IRB #59-16-0325, modification #16-0325)

2015

**Gevirtz Graduate School of Education, University of California, Santa Barbara, CA**

Graduate research conducted under Amy Kyrtziz and Richard Duran's supervision on a qualitative study of the relationship between personal language ideology and the ideologies of surrounding influences on bilingual, Latina mothers raising bilingual daughters. Data collection included in-depth interviews with three mothers. (IRB #59-16-0325)

2014-2015

**Gevirtz Graduate School of Education, University of California, Santa Barbara, CA**

Graduate research conducted under Richard Duran and Betsy Brenner's supervision on the digital learning practices of the students at an after-school computer club at a local community center. Data collection included videotaped sessions and field notes of students in an afterschool setting.

## STUDENT SUPERVISION

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**Master's Thesis Committee Chair**

Min Jung Park, CSULB, 2020-2021

## SERVICE TO THE PROFESSION

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| <b>Facilitator</b>   | <b>“Faculty Professional Development Learning Community on Inclusive, Accessible, and Equity-Minded Instructional and Classroom Management Strategies,”</b> CSULB Faculty Center, Fall 2021 |
| <b>Facilitator</b>   | <b>“Culturally Responsive Pedagogy in Higher Education,”</b> CSULB College of Education, 18 August 2021   |
| <b>Facilitator</b>   | <b>“How to use Ethnic Studies Principles in the ELA Classroom: Golden Lines and Funds of Knowledge,”</b> UCSB South Coast Writing Project spring renewal seminar, 13 May 2021               |
| <b>Facilitator</b>   | <b>“Culturally Responsive Pedagogy in Higher Education,”</b> CSULB Faculty Center professional development seminar, 19 & 23 April 2021  |
| <b>Speaker</b>       | <b>“Culturally Sensitive Teaching in STEM,”</b> <i>STEM-NET <a href="#">Webcast</a></i> , 10 March 2021   |
| <b>Invited Guest</b> | <b>“Culturally Responsive Pedagogy in STEM Fields,”</b> <i>All Things STEM <a href="#">[podcast]</a></i> , 11 February 2021   |

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| <b>Co-organizer</b>  | <b><i>CSULB Black Lives Matter at School</i></b> , online events, 29 April 2021; 1-5 February 2021 |
| <b>Speaker</b>       | <b>Critical Questions in Education Symposium</b> , Seattle, WA; 17 February 2020                   |
| <b>Speaker</b>       | <b>Southern California Teachers of English Fall Symposium</b> , Long Beach, CA; 26 October 2019    |
| <b>Peer Reviewer</b> | <b>American Educational Research Association Annual Conference</b> , 2016, 2018-19, 2021-22        |

## UNIVERSITY SERVICE

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|---------------------------|--|
| <b>Associate Director</b> | <b>CSULB Faculty Center</b> , AY2021-present   |
| <b>Member</b>             | <b>CSU, Long Beach University Academic Senate</b> , AY2021-present   |
| <b>Member</b>             | <b>CSU, Long Beach University Advisory Council on Strategic Enrollment Management</b> , 2021-present                             |
| <b>Alternate</b>          | <b>CSU, Long Beach University Committee on Lesbian, Gay, Bisexual, Transgender, Intersex, Queer + Campus Climate</b> , 2020-2021 |
| <b>Member</b>             | <b>CSU, Long Beach College of Education Endowments Committee</b> , AY2021-present  |
| <b>Member</b>             | <b>CSU, Long Beach College of Education Curriculum Committee</b> , AY2020-2021   |
| <b>Member</b>             | <b>CSU, Long Beach Teacher Education Curriculum Committee</b> , 2021-present   |
| <b>Member</b>             | <b>CSU, Long Beach Teacher Education Grade Appeals Committee</b> , 2020-present  |
| <b>Member</b>             | <b>CSU, Long Beach Teacher Education Admissions and Standards Committee</b> , 2019-present                                       |
| <b>Co-Chair</b>           | <b>CSU, Long Beach Latinx Faculty and Staff Association, Outreach Committee</b> , 2021-present                                   |
| <b>Facilitator</b>        | <b>UCSB Summer Teaching Institute for Teaching Associates</b> , 2018   |



“Constructing an Effective Course Syllabus,” workshop facilitator  
“Active Learning,” workshop facilitator  
“Handouts 101,” workshop facilitator

**Pedagogical Advisor UCSB Instructional Development, 2017-2018**

“Teaching to Different Levels,” workshop facilitator  
“The Active Classroom,” workshop facilitator  
“Common Concerns for First Time TAs,” workshop facilitator

**COMMUNITY INVOLVEMENT**

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**Speaker/Volunteer Pacific Pride Foundation, 2015-2019**

**PROFESSIONAL MEMBERSHIPS**

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California Association of Teachers of English  
American Educational Research Association  
International Society for Language Studies  
National Council of Teachers of English  
Southern California Teachers of English  
California Association for Bilingual Educators