

**Jeannette Mancilla-Martinez**

Vanderbilt University  
Peabody College of Education and Human Development  
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## ACADEMIC APPOINTMENTS

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**Associate Professor (tenured), Special Education (primary)**

Vanderbilt University, Peabody College of Education and Human Development,  
Nashville, TN. 2020-present

**Associate Professor (tenured), Literacy (primary) and Special Education (secondary)**

Vanderbilt University, Peabody College of Education and Human Development,  
Nashville, TN. 2015-2020

**Assistant Professor, Language, Literacy, and Technology**

University of California, Irvine, School of Education, Irvine, CA. Tenure-track  
position. 2012-2015

**Assistant Professor, Literacy, Language, and Culture**

University of Illinois at Chicago, College of Education, Chicago, IL. Tenure-track  
position. 2009-2012

**Instructor in Education, Language and Literacy**

Harvard University, Graduate School of Education, Cambridge, MA. 2007-2009

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## OTHER APPOINTMENTS

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**Associate Dean for Academic Affairs and Graduate Education**

Vanderbilt University, Peabody College of Education and Human Development,  
Nashville, TN. 2018-present

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## EDUCATION

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**Harvard University, Graduate School of Education, Cambridge, MA**

**Ed.D., Language and Literacy**, June 2009

Thesis: *Laying Out the Landscape: Spanish-speaking Language Minority Learners' Socio-demographics, Language, and Reading Development*

**Ed.M., Language and Literacy**, June 2004

Reading Specialist Licensure

**Mount Saint Mary's College**, Los Angeles, CA

**B.A. Liberal Studies**, with a concentration in English and Spanish, June 2000  
Graduated Summa Cum Laude

**California Multiple-Subject Teaching Credential**, with an emphasis in Bilingual,  
Crosscultural Language and Academic Development (BCLAD), 2000

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## AREAS OF SPECIALIZATION

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Language and reading development and difficulties; Child development; Language minority learners, immigrant children, and children from low-income homes

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## HONORS AND AWARDS

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**SEC Academic Leadership Development Program Fellow**, 2019-2020

**Early Career Award**, *American Education Research Association*, 2019

**National Institutes of Health/National Institute of Child Health & Human Development, Pediatric Research, Loan Repayment Program**, 2018-2020

**Outstanding Reviewer**, *AERA Open*, 2017

**English Language Learners Policy Fellowship**, *Stanford University*, 2017

**National Academy of Education/Spencer Postdoctoral Fellowship**, 2013

**Hellman Fellow**, 2013

**The American Association of Hispanics in Higher Education and Educational Testing Service, Outstanding Dissertation Competition, Semi-finalist**, 2010

**Scholars of Color Transitioning into Academic Research Institutions Inaugural Cohort Mentee**, *National Reading Conference*, 2009

**Edmonds-Cheng Fellowship**, *Harvard Graduate School of Education*, 2008

**John E. Thayer Scholarship**, *Harvard University*, 2008

**Jeanne Chall Reading Lab Grant**, *Harvard Graduate School of Education*, 2007

**Dean's Entering Award for Highly Promising Future Professors**, *Harvard Graduate School of Education*, 2004

**Department Award for Potential Contribution to the Field of Education**, *Mount Saint Mary's College Education*, 2000

**Association of Hispanic Professionals for Education Scholarship**, 1999

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## PUBLICATIONS

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### Peer-Reviewed Articles

**Mancilla-Martinez, J.**, Hwang, J. K., Oh, M. H., & Pokowitz, E.L. (2020). Patterns of development in Spanish-English conceptually-scored vocabulary among elementary-age dual language learners. *Journal of Speech, Language, and Hearing Research*.  
[https://doi.org/10.1044/2020\\_JSLHR-20-00056](https://doi.org/10.1044/2020_JSLHR-20-00056)

- Hwang, J.K., **Mancilla-Martinez, J.**, Flores, I., & McClain, J. (2020). The relationship among home language use, parental beliefs, and Spanish-speaking children's vocabulary. *International Journal of Bilingual Education and Bilingualism*. Advance online publication. <https://doi.org/10.1080/13670050.2020.1747389>
- Mancilla-Martinez, J.** (2020). Understanding and supporting literacy development among English learners: A deep dive into the role of language comprehension. *AERA Open*, 6, 1-7.
- Hwang, J.K., **Mancilla-Martinez, J.**, McClain, J., Oh, M., & Flores, I. (2020). Spanish-speaking English learners' English language and literacy skills: The predictive role of conceptually-scored vocabulary. *Applied Psycholinguistics*, 41, 1-24.
- Mancilla-Martinez, J.**, Hwang, J. K., Oh, M. H., & McClain, J. B. (2020). Early elementary grade dual language learners from Spanish-speaking homes struggling with English reading comprehension: The dormant role of language skills. *Journal of Educational Psychology*, 112, 880–894.
- Fuchs, L.S., Fuchs, D., Seethaler, P.M., Cutting, L.E., & **Mancilla-Martinez, J.** (2019). Connections between reading comprehension and word-problem solving via oral Language comprehension: Implications for comorbid learning disabilities. In L.S. Fuchs & D.L. Compton (Eds.), *Models for Innovation: Advancing Approaches to Higher-Risk and Higher-Impact Learning Disabilities Science*. *New Directions for Child and Adolescent Development*. 165, 1–18.
- Mancilla-Martinez, J.**, Greenfader, C.M., & Ochoa, W. (2018a). Spanish-speaking preschoolers' conceptual vocabulary knowledge: Towards more comprehensive assessment. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 21(1).
- Mancilla-Martinez, J.**, Greenfader, C.M., & Ochoa, W. (2018b). Assessing preschoolers' conceptual vocabulary. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 21(1).
- Mancilla-Martinez, J.**, & Jacoby, J.W. (2018). The influence of at-risk factors on preschoolers' Spanish vocabulary development in the context of Spanish instruction. *Early Education and Development* 29, 4, 563-580.
- Mancilla-Martinez, J.**, & Lesaux, N.K. (2017). Early indicators of later reading comprehension outcomes among Spanish-speaking language minority learners. *Scientific Studies of Reading*, 5, 428-448.
- Mancilla-Martinez, J.**, Gámez, P.B., Vagh, S.B., & Lesaux, N.L. (2016). Parent reports of young Spanish-English bilingual children's productive vocabulary: A validation study. *Language, Speech, and Hearing Services in Schools*, 47, 1-15.

- Mancilla-Martinez, J.,** Christodoulou, J.A., & Shabaker, M.M. (2014). Preschoolers' English vocabulary development: The influence of English language proficiency and risk factors. *Learning and Individual Differences, 35*, 79-86.
- Mancilla-Martinez, J.,** & Lesaux, N.L. (2014d). Bilingual Teachers in Early Head Start/Head Start. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 17*(1), 90-94.
- Mancilla-Martinez, J.,** & Lesaux, N.L. (2014c). Promoting shared cultural and linguistic backgrounds among children and families in Early Head Start/Head Start Programs. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 17*(3).
- Mancilla-Martinez, J.,** & Lesaux, N. (2014b). Spanish-speaking parents' beliefs about language. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 17*(1), 108-112.
- Mancilla-Martinez, J.,** & Lesaux, N. (2014a). Spanish-speaking parents' beliefs about their young children's learning and language development. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 17*(1), 1-19.
- Mancilla-Martinez, J.,** & Vagh, S.B. (2013). Growth in toddlers' Spanish, English, and conceptual vocabulary knowledge. *Early Childhood Research Quarterly, 28*, 555-567.
- Kieffer, M.J., Biancarosa, G., & **Mancilla-Martinez, J.** (2013). Roles of morphological awareness in English reading comprehension for Spanish-speaking language minority learners: Exploring partial mediation by vocabulary and reading fluency. *Applied Psycholinguistics, 34*, 697-725.
- Mancilla-Martinez, J.,** & Lesaux, N.K. (2011b). The gap between Spanish-Speakers' word reading and word knowledge: A longitudinal study. *Child Development, 82*, 1544-1560.
- Mancilla-Martinez, J.,** & Lesaux, N.K. (2011a). Early home language use and later vocabulary development. *Journal of Educational Psychology, 103*, 535-546.
- Mancilla-Martinez, J.,** Pan, B.A., & Vagh, S.B. (2011). Assessing the productive vocabulary of Spanish-English bilingual toddlers from low-income families. *Applied Psycholinguistics, 32*, 333-357.
- Mancilla-Martinez, J.,** Kieffer, M.J., Christodoulou, J.A., Biancarosa, G., & Snow, C. (2011). Investigating English reading comprehension growth in adolescent language minority learners: Some insights from the Simple View. *Reading and Writing: An Interdisciplinary Journal, 24*, 339-354.
- Mancilla-Martinez, J.** (2010). Word meanings matter: Cultivating vocabulary knowledge in fifth-grade Spanish-speaking language minority learners. *TESOL Quarterly, 44*, 669-699.

**Mancilla-Martinez, J., & Kieffer, M.J.** (2010). Language minority learners' home language use is dynamic. *Educational Researcher*, *39*, 545-546.

**Mancilla-Martinez, J., & Lesaux, N.K.** (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology*, *102*, 701-711.

Vagh, S.B, Pan, B.A., & **Mancilla-Martinez, J.** (2009). Measuring growth in bilingual and monolingual children's English productive vocabulary development: The utility of combining parent and teacher report. *Child Development*, *80*, 1545-1563.

### **Books**

Graves, M.F., August, D., & **Mancilla-Martinez, J.** (2013). *Teaching vocabulary to English language learners*. Teachers College Press, New York.

### **Book Chapters**

**Mancilla-Martinez, J., & McClain, J.** (forthcoming, 2020). What do we know today about the complexity of vocabulary gaps and what do we not know? In E.B. Moje, P. Afflerbach, P. Enciso, & N.K. Lesaux (Eds.), *Handbook of Reading Research, Vol. V*.

Troseth, G., **Mancilla-Martinez, J., & Flores, I.** (2018). Bilingual children: Active language learners as language brokers. In M.M. Saylor & P.A. Ganea (Eds.), *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms* (pp. 233-259). Springer International Publishing.

**Mancilla-Martinez, J.** (2018). Latino children's Spanish literacy. In K. Potowski (Ed.), *Handbook of Spanish as a Minority/Heritage Language* (pp. 445-460). Routledge, New York.

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## **RESEARCH GRANTS**

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### **Funded**

*Special Education Representation and Achievement Gaps Across the School Years by Language Status*. Tennessee Education Research Alliance Research Partnership Fund, supported by the Bill and Melinda Gates Foundation, \$40,000 (2020-2021); Principal Investigator.

*EMT en Español: Early Communication Intervention to Support School Readiness Skills for Spanish-speaking Toddlers with Language Delays*. Institute of Education Sciences, \$3,285,443 (2019-2024); Investigator.

*Word Problems, Language, & Comorbid Learning Disabilities.* #2 P20 HD075443, National Institute of Child Health and Human Development Special Emphasis Panel Learning Disabilities HUB, \$2,224,252 (2017-2021); Co-Principal Investigator.

*Research-Practitioner Partnership to Promote Reading Comprehension Achievement.* Peabody College Small Grants Researcher-Practitioner Partnerships, Vanderbilt University, \$15,000 (2017-2019); Principal Investigator.

## **Completed**

*EMT en Español: Caregiver-Implemented Language Intervention for Young Spanish-Speaking Children.* R21, National Institute on Deafness and Other Communication Disorders, \$235,500 (2016-2018); Co-Investigator.

*Language Interactions in Early Childhood Settings Serving Spanish-speaking Dual-Language Learners from Immigrant, Low-Income Homes: Instructional Practices and Language Use.* Peabody College Small Research Grant, Vanderbilt University, \$8,324 (2016-2017); Principal Investigator.

*Reconceptualizing the Task of Early Identification of Reading Comprehension Difficulties for Language Minority Learners: The Persistence Dimension.* National Academy of Education and Spencer Foundation Postdoctoral Fellowship, \$55,000 (2013-2014); Principal Investigator.

*Teaching and Language Facilitation Techniques Associated with Preschooler's Vocabulary Growth.* Hellman Fellowship, \$19,000 (2013-2014); Principal Investigator.

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## **PROFESSIONAL PRESENTATIONS**

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### **Invited Presentations**

**Mancilla-Martinez, J.**, “Promoting English Learners’ Reading Achievement: Linking Research, Assessment, and Instruction,” Talk presented at the *University of Southern California, Rossier School of Education Scholars of Color Lecture Series* (September 2018).

**Mancilla-Martinez, J.**, “Students’ Comprehension: Language as a Gatekeeper,” Keynote presented at *Robert Morris University's annual Education Conference* (March 2018).

**Mancilla-Martinez, J.**, “Language Development among Dual Language Learners from Spanish-speaking Homes: Acknowledging Tensions, Analyzing Trajectories, and Anchoring Theory,” Talk presented at *Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy, Ohio State University* (May 2016).

**Mancilla-Martinez, J.**, “Re-examining Language Assessment Practices for Students from Native Spanish-speaking Homes: Towards Equity in Measurement and Supports,” Endowed Hastorf Lecture presented at *Mount Holyoke College* (March 2016).



- Mancilla-Martinez, J.**, “Language Measurement and Use: Potentially Promising Approaches for Dual-Language Learners from Spanish-speaking Homes,” Talk presented at the *University of California, Berkeley* (April 2015).
- Mancilla-Martinez, J.**, “Language Development among Spanish-Speaking Language Minority Learners from Early Childhood through Adolescence,” Talk presented at the *Los Angeles County Office of Education Migrant Education Program* (March 2015).
- Mancilla-Martinez, J.**, “Spanish-speaking Language Minority Learners: Promoting Language for Literacy,” Talk presented at the *University of California Center for Research on Special Education, Disabilities, & Developmental Risk* (January 2015).
- Mancilla-Martinez, J., & Ochoa, W.**, “Language Development: A Key to Educational Achievement,” Talk presented at the *Capistrano Unified School District Preschool Program* (December 2014).
- Mancilla-Martinez, J., & Lesaux, N.K.** “Early Indicators of Later Reading Comprehension Outcomes among Spanish-speaking Language Minority Learners,” Talk presented at the *National Academy of Education/Spencer Fall Retreat* (November 2014).
- Mancilla-Martinez, J., & Mercado, J.**, “Promoting Student-Teacher Language Interactions in the Early Childhood Classroom,” Talk presented at the *Capistrano Unified School District Preschool and Transitional Kindergarten Program* (March 2014).
- Mancilla-Martinez, J.**, “Dual-Language Learning During the Early Grades and the Implications for Later Reading Achievement,” Talk presented at *Reading in Motion 2014 Speaker Series* in Chicago, IL (February 2014).
- Mancilla-Martinez, J.**, “Familiarizing Yourself with California’s New English Language Development Standards,” Talk presented at the *University of California, Irvine School of Education Credential Faculty Meeting* (September 2013).
- Mancilla-Martinez, J.**, “Developing English Language Learners’ Vocabulary,” Talk presented at the *University of California, Irvine School of Education Writing Summer Institute* (July 2013).
- Mancilla-Martinez, J.**, “California’s New English Language Development Standards,” Talk presented at the *University of California, Irvine School of Education Spring Alumni & School Partners Event* (May 2013).
- Mancilla-Martinez, J.**, “The Reading Achievement of Language Minority Learners Born and Educated in the U.S.,” Talk presented at the *University of California Center for Research on Special Education, Disabilities, & Developmental Risk* (January 2013).

**Mancilla-Martinez, J.,** Banu Vagh, S., Lesaux, N.L., Pan, B.A., & Jacoby, J.W., “Developing an Extension of the Spanish CDI (IDHC) for Children Ages 30-48 months,” Talk presented at the *Head Start’s Tenth National Research Conference*, Washington, D.C. (June 2010).

**Mancilla-Martinez, J.,** “U.S. Born Spanish-speaking Language Minority Learners’ Language and Reading Development,” Invited Panelist, Immigration, Education, and Language: A Spain/USA Perspective Conference at the King Juan Carlos I of Spain Center, New York University, NY (November 2009).

**Mancilla-Martinez, J.,** “Tracking Bilingual Toddler's Vocabulary in Two Languages,” Talk presented at the National Dual Language Institute, Washington, DC (October 2008).

Pan, B.A. & **Mancilla-Martinez, J.,** “Tracking Bilingual Children’s Vocabulary Development: Reporter- and Language-Related Measurement Challenge,” Talk presented at the *Head Start’s Eighth National Research Conference*, Washington, D.C. (June 2006).

**Mancilla, J.** Keynote Speaker. “Aligning State Standards to Character Education,” Talk presented at the *Third Annual Latino Leadership Conference*, Los Angeles, CA (April 2002).

### **Conference Papers, by Organization (alphabetical)**

#### **American Education Research Association**

**Mancilla-Martinez, J.** (2020, Apr 17 - 21) *Reimagining Possibilities for Understanding and Supporting English Learners' Language and Reading Achievement* [Invited Speaker Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rgw7gcw> (Conference Canceled)

Hwang, J. K., **Mancilla-Martinez, J.,** McClain, J. B., Oh, M. & Flores, I. (2020, Apr 17 – 21) *Spanish-Speaking English Learners' English Language and Literacy Skills: The Predictive Role of Conceptually Scored Vocabulary* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yx832pzt> (Conference Canceled)

Hwang, J., **Mancilla-Martinez, J.** & Oh, M. (2020, Apr 17 - 21) *Patterns of Development in Spanish-English Receptive and Expressive Conceptually Scored Vocabulary Among Elementary-Age Dual Language Learners* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uk8stt6> (Conference Canceled)

Oh, M., **Mancilla-Martinez, J.,** Hwang, J. & McClain, J. B. (2020, Apr 17 - 21) *Conceptual and Total Vocabulary of Dual Language Learners: Score Comparison and Prediction of Reading Comprehension* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vsdwj3o> (Conference Canceled)



**Mancilla-Martinez, J. (Discussant).** “Systematic Reading Interventions in Schools and Families: Effectiveness for Disadvantaged Groups,” presented at the *American Education Research Association Annual Meeting*, Toronto, Canada (April 2019).

**Mancilla-Martinez, J. (Chair).** “Bilingualism in the U.S.: Exploring Linguistic and Social Ecologies across Home, School, and Out-of-School Contexts,” presented at the *American Education Research Association Annual Meeting*, New York, NY (April 2018).

McClain, J., **Mancilla-Martinez, J.**, & Flores, I. “Spanish-speaking Parents’ Language and Literacy Practices and Preschool Children’s Spanish-English vocabulary performance,” Talk presented at the *American Education Research Association Annual Meeting*, New York, NY (April 2018).

Lesaux, N.K., & **Mancilla-Martinez, J.**, “The Spanish-speaking Language-Minority Learners’ Academic Conundrum: Low Student Performance Despite High Parent and Student Aspirations,” Roundtable presented at the *American Education Research Association Annual Meeting*, Philadelphia, PA (April 2014).

Lesaux, N.L., & **Mancilla-Martinez, J.**, “The Development of Vocabulary and Comprehension in Spanish-speaking English-Language Learners,” Talk presented at the *American Education Research Association Annual Meeting*, Vancouver, Canada (April 2012).

**Mancilla-Martinez, J.** & Spencer, K., “Middle School Language Minority Learners’ Listening Comprehension Performance: Much More than Hearing,” Talk presented at the *American Education Research Association Annual Meeting*, Chicago, IL (April 2007).

Kieffer, M.J., Biancarosa, G., Christodoulou, J.A., **Mancilla-Martinez, J.**, & Snow, C.E., “Shades of Struggle: Heterogeneity among Urban Adolescent Struggling Comprehenders,” Talk presented at the *American Education Research Association Annual Meeting*, Chicago, IL (April 2007).

### **Bilingual Research Conference**

Hwang, J. K., **Mancilla-Martinez, J.**, Flores, I., & McClain, J. “The Interplay among Parental Beliefs, Home Language Use, and Spanish-speaking Children’s Vocabulary,” invited paper presented at the 2nd meeting of the *Bilingual Research Conference*. Houston, TX. (May 2018).

### **California Association for Bilingual Education Annual Conference**

**Mancilla, J.**, “No Hunger of Memories: Recollections of Second Language Learners,” Talk presented at the *California Association for Bilingual Education 24<sup>th</sup> Annual Conference*, Los Angeles, CA (February 1999).

### **Conference on Research Innovations in Early Intervention**

Dillehay, K., Pak, N., Lopez, N., Peredo, T., **Mancilla-Martinez, J.**, & Kaiser, A. (2020). “Latino Caregiver Values, Practices, and Beliefs about Children’s Language Development,” Poster presented at the *Conference on Research Innovations in Early Intervention*, San Diego, CA (February 2020).

### **European Association for Research on Learning and Instruction**

Lesaux, N.L., & **Mancilla-Martinez, J.**, “Early Contextual and Child-Level Child Influences on Later Reading: Generating a Model of L2 Reading Comprehension,” Talk presented at the *European Association for Research on Learning and Instruction Conference*, Amsterdam (August 2009).

### **European Summer School**

**Mancilla-Martinez, J.**, “Demographic Characteristics and Growth in Language and Literacy Skills among Spanish-speaking L2 Learners in the U.S.,” Talk presented at the *5<sup>th</sup> European Summer School*, Egmond aan Zee, The Netherlands (August 2008).

### **Harvard Graduate School of Education Student Research Conference**

**Mancilla-Martinez, J.**, Neugebauer, S. & Hopkins, M., “Profiling Young Spanish-English Bilingual Children’s Vocabulary Growth: Measurement Matters,” Talk presented at the *Eleventh Annual Harvard Graduate School of Education Student Research Conference*, Cambridge, MA (February 2006).

### **Head Start National Research Conference**

**Mancilla-Martinez, J.**, Gámez, P.B., & Lesaux, N.L., “Validating Tools to Track Young Spanish-English Bilingual Children’s Vocabulary Development,” Poster Symposium presented at the *Head Start’s Eleventh National Research Conference*, Washington, D.C. (June 2012).

**Mancilla-Martinez, J.**, Banu Vagh, S., Jacoby, J.W., Pan, B.A., & Lesaux, N.L., “Language Beliefs and Practices of Spanish- and English-monolingual and Spanish-English Bilingual Parents of Early Head Start and Head Start Children,” Poster presented at the *Head Start’s Tenth National Research Conference*, Washington, D.C. (June 2010).

**Mancilla-Martinez, J.**, & Pan, B.A., “Measuring the Vocabulary Growth of Low Socioeconomic, Spanish-English Bilingual Children,” Poster presented at the *Head Start’s Eighth National Research Conference*, Washington, D.C. (June 2006).

### **Literacy Research Association**

**Mancilla-Martinez, J.**, “Conceptually-Scored Vocabulary Measures: Assessing What You Intend to Assess,” Study Group Talk presented at the *Literacy Research Association 2018 Conference*, Indian Wells, CA (December 2018).

Min, O., **Mancilla-Martinez, J.**, & McClain, J.B., “Exploring Elementary Teachers' Knowledge and Beliefs about Vocabulary Development and Instruction,” Poster presented at the *Literacy Research Association 2018 Conference*, Indian Wells, CA (December 2018).

**Mancilla-Martinez, J.**, & Lesaux, N.L. “Early Indicators of Later Reading Comprehension Outcomes Among Spanish- Speaking Language Minority Learners,” Talk presented at the *Literacy Research Association 2016 Conference*, Nashville, TN (December 2016).

**Mancilla-Martinez, J.**, Greenfader, C.M., & Ochoa, W. “Spanish-speaking Preschoolers’ Conceptual Vocabulary Knowledge: Towards More Comprehensive Assessment,” Talk presented at the *Literacy Research Association 2015 Conference*, Carlsbad, CA (December 2015).

**Mancilla-Martinez, J.**, Christodoulou, J.A., & Shabaker, M.M., “Spanish-speaking Preschoolers’ Vocabulary Development,” Talk presented at the *Literacy Research Association 2012 Conference*, San Diego, CA (November 2012).

**Mancilla-Martinez, J.**, & Lesaux, N.L., “Exploring the Relationship between Adolescent Spanish-speaking Language Minority Learners’ Reading Comprehension Achievement, Strategy Knowledge and Self Efficacy,” Talk presented at the *American Education Research Association Annual Meeting*, New Orleans, LA (April 2011).

### **National Association for Multicultural Education International Conference**

**Mancilla, J.**, “Learning in Two Worlds,” Talk presented at the *National Association for Multicultural Education Ninth Annual International Conference*, San Diego, CA (November 1999).

### **Pacific Coast Research Conference**

**Mancilla-Martinez, J.**, Christodoulou, J.A., & Shabaker, M.M., “Preschoolers’ English Vocabulary Development: The Influence of Language Proficiency and Risk Factors,” Talk presented at the *Pacific Coast Research Conference*, San Diego, CA (February 2013).

## **Society for Research in Child Development**

**Mancilla-Martinez, J. (Discussant)**, “Disparities in Early Childhood Education: Three observational approaches to literacy achievement and development,” presented at the *Society for Research in Child Development Biennial Meeting*, Baltimore, MD (March 2019).

**Mancilla-Martinez, J. (Discussant)**, “Social Language Ecology in Dual Language Learners in the U.S.,” presented at the *Society for Research in Child Development Biennial Meeting*, Baltimore, MD (March 2019).

Flores, I., **Mancilla-Martinez, J.**, & McClain, J., “Spanish-speaking Dual Language Learners’ Preschool Classroom Language environments,” presented at the *Society for Research in Child Development Biennial Meeting*, Baltimore, MD (March 2019).

Yamasaki, B., Luk, G., & **Mancilla-Martinez, J.**, “Academic Performance among Elementary Students with Diverse Language Experiences,” Poster presented at the *Society for Research in Child Development Biennial Meeting*, Baltimore, MD (March 2019).

**Mancilla-Martinez, J. (Chair)**. “Assessing School Readiness Skills of Spanish-speaking Dual Language Learners: Moving Beyond Standard English Achievement Measures,” presented at the *Society for Research in Child Development Biennial Meeting*, Austin, TX (April 2017).

**Mancilla-Martinez, J.**, Pan, B.A., & Banu Vagh, S., “Measuring the Vocabulary Growth of Low Income, Spanish-English Bilingual Children,” Poster presented at the *Society for Research in Child Development Biennial Meeting*, Boston, MA (March 2007).

## **Society for the Scientific Study of Reading**

**Mancilla-Martinez, J. (Chair)**. “Contributors to English reading comprehension of linguistically diverse learners across the K-12 years,” presented at the annual meeting of the *Society for the Scientific Study of Reading*, Newport Beach, CA, USA (July, 2020) (Conference canceled).

Kieffer, M. J., & **Mancilla-Martinez, J. (Co-chairs)**. “Reading and language development of Spanish-English bilinguals: Insights from linguistic, cognitive, and intervention research,” presented at the annual meeting of the *Society for the Scientific Study of Reading*, Santa Fe, New Mexico (July, 2014).

**Mancilla-Martinez, J.**, & Lesaux, N.L., “The Role of Sentence-Level Syntactic Knowledge on Fifth Grade Spanish-speaking Language Minority Learners’ Reading Comprehension Outcomes,” Talk presented at the *Society for the Scientific Study of Reading Eighteenth Annual Meeting*, St. Pete Beach, FL (July 2011).

Lesaux, N.L., & **Mancilla-Martinez, J.**, “Sources of Reading Comprehension Difficulties among Adolescent Spanish-speaking Language Minority Learners,” Talk presented at the *Society for the Scientific Study of Reading Seventeenth Annual Meeting*, Berlin, Germany (July 2010).

**Mancilla-Martinez, J.**, “From Receptive to Productive Word Knowledge: Exploring the Relationship between Vocabulary Instruction and Writing amongst Fifth-Grade Language Minority Learners,” Poster presented at the *Society for the Scientific Study of Reading Fifteenth Annual Meeting*, Asheville, North Carolina (July 2008).

Biancarosa, G., **Mancilla-Martinez, J.**, Lawrence, J., & Snow, C., “Passage Effects on Oral Reading Fluency: A Rasch Analysis of Middle Grade DIBELS Results,” Talk presented at the *Society for the Scientific Study of Reading Fifteenth Annual Meeting*, Asheville, North Carolina (July 2008).

**Mancilla-Martinez, J.**, Kieffer, M.J., Christodoulou, J.A., Biancarosa, G., & Snow, C.E., “The Simple View Grows Up: Investigating the Development of English Reading Comprehension among Adolescent Language Minority Learners,” Talk presented at the *Society for the Scientific Study of Reading Fourteenth Annual Meeting*, Prague, Czech Republic (July 2007).

Biancarosa, G., **Mancilla-Martinez, J.**, Kieffer, M.J., Christodoulou, J.A., & Snow, C.E., “Exploring the Heterogeneity of English Reading Comprehension Difficulties of Spanish-Speaking Middle School Students,” Talk presented at the *Society for the Scientific Study of Reading Thirteenth Annual Meeting*, Vancouver, British Columbia (July 2006).

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## UNIVERSITY TEACHING

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### Vanderbilt University

- *Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties* (Undergraduate Level)
- *Inquiry into Education* (PhD Level)
- *Language Minority Learners’ Language and Literacy Development* (Master’s and PhD Level)
- *Educational Linguistics* (Master’s Level)

### University of California, Irvine

- *Language Minority Learners’ Language and Literacy Development* (PhD Level)
- *Language and Literacy Development* (Undergraduate Level)
- *Theories and Methods of English Language Development* (Master’s Level)

### **University of Illinois at Chicago**

- *Oral Language: Its Development and Role in the Classroom* (Master's and PhD Level)
- *Studies in Literacy Research and Teacher Inquiry* (Master's and PhD Level)

### **Harvard University, Graduate School of Education**

- *Models of Bilingual Education and Literacy Instruction* (Master's and EdD Level)

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## **DOCTORAL ADVISING/MENTORING**

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### **Chair/Primary Adviser**

Laura Buckley (Vanderbilt, Peabody College, Teaching and Learning)  
Min Oh (Vanderbilt, Peabody College, Teaching and Learning)  
Janna McClain (Vanderbilt, Peabody College, Teaching and Learning)  
Wendy Ochoa (University of California, Irvine)  
Michelle Shabaker (University of Illinois at Chicago)

### **Committee Member**

BrittanyLee Martin (Vanderbilt, Peabody College, Special Education)  
Israel Flores (Vanderbilt, Peabody College, Psychology)  
Christa Mulker Greenfader (University of California, Irvine)  
Jin Hwang (University of California, Irvine)  
Elizabeth Miller (University of California, Irvine)

### **Senior Mentor**

Foundation for Child Development, Young Scholars Program Awarded to Jennifer Wallace Jacoby for "The Other Teachers in the Room: Foregrounding the Roles and Contributions of Assistant Teachers in Early Childhood Classrooms" (\$225,000)

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## **SERVICE TO THE RESEARCH & EDUCATION COMMUNITY**

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Early Literacy Advisory Council, Tennessee Department Education (2020-present).

Literacy Research Association, Distinguished Scholar Lifetime Achievement Award Committee Member (2019-2022).

National Institute of Health, Language and Communication (LCOM) Study Section Reviewer (2019).

Spencer Foundation Large Research Grants on Education Program Reviewer (2019-2020).

Institute of Education Sciences, Low-Cost, Reading, Writing, Language, and Development Scientific Peer Review Panel. Principal Member (2019).

Institute of Education Sciences, Low Cost, Short Duration Evaluation of Education Interventions Research Scientific Review Panel. Principal Member (2018, 2019).



Senior Advisor, Early Learning, Tennessee Education Research Alliance (2018-Present)

Digital Promise, Learner 4-6 Literacy Factor Map. Expert Advisor (2018).

National Assessment of Educational Progress-State Assessment Study. English Language Arts Review Panel (2018).

National Assessment of Educational Progress Reading Standing Committee. Member (2017-Present).

Institute of Education Sciences, Reading, Writing, and Language Development Education Research Scientific Review Panel. Principal Member (2017-2019).

Institute of Education Sciences, Impact Evaluation of Academic Language Interventions. Expert Advisor (2016-present).

Digital Promise, Learner K-3 Literacy Factor Map. Expert Advisor (2016-2017).

Institute of Education Sciences, Reading, Writing, and Language Development Education Research Scientific Review Panel. Member (2016).

Institute of Education Sciences, Reading, Writing, and Language Development Education Research Scientific Review Panel. Member (2015).

Reading Partners, Curriculum Advisory Board. Expert Advisor (2013- present).

Educational Testing Services, English Language Arts Teacher Licensure Advisory Board (2014-2015).

Dual Language Learner Teacher Competencies Advisory Committee. Expert Advisor (2010-2012).

### **Associate Editor**

*Journal of Educational Psychology* (2020-present)

*AERA Open* (2016-present)

*Educational Researcher* (2017-2019)

### **Editorial Review Board Member**

*Reading Research Quarterly* (2020-present; 2014-2017)

*International Multilingual Research Journal* (2018-2021)

*Language, Speech, and Hearing Services in Schools* (2016-2017)

**Ad Hoc Reviewer for Peer-Reviewed Journals:** *Annals of Dyslexia, American Journal of Speech-Language Pathology, Applied Psycholinguistics, Child Development, Developmental Psychology, Developmental Science, Early Childhood Research Quarterly, Early Education & Development, Educational Psychology, Journal of Child Language, Journal of Communication Disorders, Journal of Educational Psychology, Journal of Experimental Child Psychology, Language, Culture, and Curriculum, Language Learning, Learning and Individual Differences, Pediatrics, Psychological Reports, Reading and Writing: An Interdisciplinary Journal, Review of Educational Research, Scientific Studies of Reading*

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## **UNIVERSITY SERVICE**

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### **Vanderbilt University**

- Arts Collections Governance Subcommittee Member, 2019-present
- Internal Advisory Board for Academic Pathways Postdoctoral Program, 2018-present
- Selection Committee Member for Provost's Graduate Fellowship for Students from Traditionally Underrepresented Backgrounds, 2018
- COACHE Faculty Survey Analysis Working Group, Peabody Representative, 2016
- Peabody College Faculty Council, At Large Representative for the Department of Teaching & Learning, 2016-2019 (Secretary, 2016-present)
- Faculty Lead for the Language, Literacy, and Culture Program, 2016-2017
- Committee Member for the Department of Teaching & Learning Diversity & Inclusion Committee, 2016-2017
- Search Committee Member for the Vanderbilt Kennedy Center Director, 2016
- Committee Member for the Otto Bassler Dissertation Award, 2016
- Search Committee Member for English Language Learners and Educational Linguistics Open-Rank, Tenure-Track Position, 2015-2016

### **University of California, Irvine**

- EugeneCota-Robles Fellowship Selection Committee, 2015
- School of Education Doctoral Admissions Committee, 2014-2015
- School of Education Doctoral Admissions Committee, 2013-2014
- Fletcher Jones Fellowship Selection Committee, 2013
- Summer Undergraduate Research Fellowship Program Mentor, 2013
- Junior Faculty Mentoring Committee, 2012-2015
- Chancellor's Club Review Committee, 2012

### **University of Illinois at Chicago**

- Chicago Teacher Preparation Pipeline, 2009-2012
- Fulbright Scholarship Interview Committee, 2010

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## **PROFESSIONAL AFFILIATIONS**

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American Education Research Association  
International Reading Association

Literacy Research Association  
Society for Research in Child Development  
Society for the Scientific Study of Reading  
Vanderbilt Kennedy Center

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## **RESEARCH, CONSULTANCIES, & PREK-12 EXPERIENCE**

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Calm Island, Seoul, Korea  
Senior Advisor, 2019-present

Word Heroes for English Language Learners, Austin, TX  
Author, 2018

Sesame Workshop, New York, NY  
Content Advisor, 2016

Harvard University, Graduate School of Education, Cambridge, MA  
Research Design, Data Analysis, and Collaborating Author, 2009-2013

Cherry Lake Publishing, Ann Arbor, MI  
Content Advisor, 2010-2012

Jones International University, Centennial, CO  
Course Development, 2009

Harvard University, Graduate School of Education, Cambridge, MA  
Predicting Spanish-Speakers' Growth in Reading  
Study Coordinator, 2007-2009

Validating Measures for Tracking Vocabulary Development of English Language  
Learners  
Study Coordinator, 2007-2009

Developing Methods for Tracking Bilingual Children's Early Language  
Development.  
Study Coordinator, 2004-2007

Strategic Educational Research Partnership Middle School Literacy Project  
Research Assistant, 2004-2007

New York Department of Youth & Community Development, New York, NY  
Professional Development, 2006-2008

Buckingham, Browne, & Nichols, Cambridge, MA  
Consulting Researcher, 2006

Scholastic, Inc., New York, NY  
Consulting Researcher, 2005

Soliloquy Learning, Framingham, MA  
Research Assistant, 2004

National Literacy Panel on Language Minority Children and Youth, Washington, D.C.  
Research Assistant, 2003-2004

Farragut Elementary School, Culver City, CA  
Fourth-Grade Teacher, 2002-2003  
Kindergarten Teacher, 2001-2002

Beulah Payne Elementary School, Inglewood, CA  
First-Grade Teacher, 2000-2001

Edison Dual-Language Academy, Santa Monica, CA  
Long-Term Second-Grade Substitute, 2000

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## **LANGUAGES**

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English and Spanish