

ROSALINDA J. LARIOS, Ph.D.

Department of Special Education
College of Education, California State University, Fullerton
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EDUCATION

California State University, Los Angeles and UCLA June 2020
Ph.D. Joint Doctoral Program Special Education
Dissertation: Promoting Meaningful Mentorship to Support Inclusive Education in a University/District Partnership
Committee: Carola Suárez Orozco (Chair), Anna Osipova, Pedro Noguera, Valerie Talavera-Bustillos, Jennie Grammer

California State University Los Angeles, CA June 2011
MA in Multicultural/Multilingual Special Education
Thesis: Parental Involvement and Participation of Monolingual and Bilingual Latino Families During the Individualized Education Program Meetings

Humboldt State University, Arcata, CA May 2001
BA in Interdisciplinary Studies
Speech Communication, Ethnic Studies, and Sociology
Focus on Contemporary Culture Through the Media

RESEARCH INTERESTS

Latinx family participation in Individual Education Programs; developing positive and collaborative relationships between schools and teacher preparation programs; culturally responsive and sustaining instructional practices

RESEARCH EXPERIENCE

Principal Investigator August 2021- Ongoing
Strengthening Family School Partnerships via Cultural Congruence
Research, Scholarship, and Creative Activity (RSCA) Grant Funded Project
Collaborative partnership with Tomorrow's Leadership Collaborative (TLC) Charter to improve family and school partnership as well as to implement student-led IEPs that are culturally responsive and inclusive of Latinx families.

Principal Investigator May 2021- Ongoing
Community-Based Transition in Special Education Collaboration

Collaborative partnership between multiple institutions (California State University, Fullerton; UCLA; & California State, San Diego) to reconceptualize self-determination for minoritized youth who have an Individualized Education Program at the high school level. Through regular meetings, the research team is in the formative stages of developing a partnership with a local school district.

Graduate Student Researcher

Fall 2016- Spring 2020

Making the Invisible Visible

Principal Investigator: Dr. Carola Suárez Orozco

Spencer Foundation funded project examining teacher implicit biases when interacting with students

Co-developed video observation protocols for cultural sensitivity scales

Co-developed observation protocols for examining student-teacher interactions and corresponding codebooks

Co-developed focus group protocols

Analyzed hour-long classroom video data using INTERACT software

Developing reporting schemes for classroom level statistics for qualitative data

Conceptualized analysis plan for secondary TRIPOD and CLASS datasets for the purpose of data validation and triangulation

Co-authored the first manuscript from the qualitative phase of the study

Project Coordinator

January 22, 2019- August 2019

New Generation of Educators Initiative Small Grant

Funded by the Bechtel Foundation

California State University Los Angeles, CA

Supervisor: Dr. Andrea Zetlin

Collaborated with representatives from the Los Angeles Unified School District, Division of Special Education.

Participated in four webinars led by the West Ed Organization

Developed three empathy interview protocols and conducted eight of the 15 interviews

Analyzed the data to determine key findings and next steps

Project Coordinator

January 23, 2017- June 2018

Integrated Teacher Education Pathway Grant

Funded by the California Teaching Commission

California State University Los Angeles, CA

Supervisor: Dr. Andrea Zetlin

Developed and implemented a four-year Integrated Program of Dual Credential Preparation. Students who successfully complete the program will earn:

Bachelor's degree

Multiple Subject credential

Education Specialist-Mild/Moderate Disabilities credentials

Eligibility to earn the Bilingual Authorization

Collaborated across K-16 institutions to streamline pathways to the credentials.

Intermediated communications between articulation departments at multiple community colleges to maximize the accessibility of the program to student with non-traditional trajectories

Collaborated in efforts to revise and update program curriculum to meet California Executive Order 1071

Developed professional development materials to support and build partnerships with three K-12 schools within the service area of the university

Expanded the teacher placement partners for the credentialing program

Graduate Student Researcher Fall 2016 - 2018
Re-Imagining Migration Project
Principal Investigator: Dr. Carola Suárez Orozco Funded by the Ford Foundation
Piloted interview protocols with nine participants to validate cultural sensitivity of the current protocol.
Conducted extensive fieldwork to provide model content in a guided listening forum designed to scaffold cross-cultural dialogue on migration histories
Coordinated with the application developers to release a user-friendly version of the “Moving Stories App” (February 2018)
Developed a guide for K-12 educators for the New York Department of Education to address knowledge gaps in culturally responsive curricula for recently arrived students

Graduate Student Researcher Fall 2016 - 2017
Intern Study
Principal Investigator: Leila Ricci
Collected data during two focus groups.
Transcribed and analyzed data
Led the writing process for a manuscript

Principal Investigator Spring 2017
Teacher Perceptions of Latino Families Participation in the IEP Process
Research Mentor: Dr. Carola Suárez Orozco
Led a research project qualitatively examined how school personnel perceive and work with Spanish-speaking and English-speaking Latinx parents throughout the Individual Education Program process. Interviewed five school staff members, collected field notes, conducted a document analysis

Principal Investigator Spring 2011
Latino Parent Perceptions of the Individual Education Program
Research Mentor: Dr. Andrea Zetlin
Led a research project qualitatively examining how Spanish-speaking and English-speaking Latino parents perceive and understand the Individual Education Program (IEP) process.
Conducted interviews and observations for 8 families with children with IEPs.

CURRICULUM DEVELOPMENT

Online Course Development Sponsor for EDSP 3010 October 12, 2018- April 2019
Online Course Development Program
Funded by the Center for Effective Teaching and Learning (CETL)
California State University Los Angeles, CA
Collaborated with two Special Education and Counseling colleagues to develop a fully online course.
Completed a Quality Matters Course as part of the program

EDFN 2010 Social and Demographic Landscapes of Urban School Spring 2017
California State University, Los Angeles, CA
Co-authored and approved by the Instructional Curriculum Committee to meet rigorous educational standards for teaching preparation

EDCI 2020 Visual and Performing Arts in the Inclusive Elementary Classroom Spring 2017
California State University, Los Angeles, CA

Co-authored and approved by the Instructional Curriculum Committee to meet rigorous educational standards for teaching preparation

Elementary Subject Matter Waiver

Fall 2017

California State University, Los Angeles, CA

Co-authored a complete Elementary Subject Matter Waiver to the California Commission on Teacher Credentialing on behalf of the California State University, Los Angeles to eliminate barriers to degree completion for its diverse student population

PUBLICATIONS

Peer Reviewed

Larios, R. & Zetlin, A. (2018). Latino Parents' Counterstories of the Individual Education Program (IEP) Meeting, *Urban Education Journal*.

Larios, R. & Zetlin, A., (2013). Parental involvement and participation of monolingual and bilingual Latino families during individual education program meetings. *Journal of Education Research*, 6(3), 279-298.

Larios, R. & Zetlin, A., (2013). Parental involvement and participation of monolingual and bilingual Latino families during Individual Education Program Meetings. In S. Dziuk (Ed.) *Educational programs and special education: Issues, challenges, and perspectives*. NY: Nova Science Publishers

Non-Peer Reviewed

Larios, R. Contributor. "Supporting bilingual families during IEP meetings with Ms. Rosalinda Larios and Dr. Andrea Zetlin", *Leading Equity*. 2019 March 25. <http://sheldoneakins.com/rosalindaandandrea/>

Suarez-Orozco, C., Strom, A., **Larios, R.** (2018). *A culturally responsive approach to understanding the children of immigrants- A curriculum for New York City Public Schools*. Los Angeles. CA; Re-Imaging Migration & UCLA GSE&IS.

Accepted

Larios, R., Zetlin, A., & Ricci, L. (Forthcoming). "What doesn't kill you, makes you stronger!" Alternative certification programs: Interns perspectives about mentorship.

Under Review

Larios, R., Karras, J., Suarez-Orozco, C., & Baaqee, I. (Under Review). Using an iterative approach to systematically observe culturally responsive practices across classrooms.

Larios, R. & Otis, B. (Under Review). From compliance to engagement: Staff perceptions of working with Spanish-speaking families in the IEP process.

Larios, R., Zetlin, A., & Ramos, A. (Under Review). Factors that inform a veteran teachers' ability and willingness to mentor student teachers.

Larios, R., & Zetlin, A. (Under Review). Challenges to inclusive education: Reflections from a university and school district partnership.

Luelmo, P., **Larios, R.**, & Castellon, F. (Under Review). Latinx caregivers and ASD identification and service access: What do we know? Scoping review.

In Preparation

Karras, J., **Larios, R.**, Flores, R., Lopez, G., & Suarez-Orozco, C. (In Preparation). A multi-region examination of culturally responsive pedagogy: Its presence, its absence, and its antithesis.

Larios, R., Karras, J., Suarez-Orozco, C., & Baaqee, I. (In Preparation). Systematically observing culturally responsive pedagogy across classrooms: Incorporating educator perspectives.

PROFESSIONAL PRESENTATIONS

Larios, R. & Otis, B. *From Compliance to engagement: Staff perceptions of working with Spanish-Speaking families in the IEP process*. American Education Research Association. San Diego, CA., (April 2022).

Larios, R., Osipova, A., Otis, B., Maurer, K., Fischbacher, L., Homerin, N. *Working Towards Culturally Responsive IEPs*. Virtual Presentation at Council of Exceptional Children National Conference, Online. (February, 2022).

Larios, R. (2021, April 1). Encouraging student participation in the IEP Meeting [Video]. YouTube. <https://youtu.be/cxO6w9eK3Bo>

Larios, R. & Ramos, A. *Deal breakers: What's keeping teachers from wanting to mentor student teachers?* Virtual Presentation at the American Teacher Educator National Conference, Online. (February 2021).

Larios, R. *Photovoice: Connecting with students while addressing your learning objectives*. Virtual Presentation at the Orange Unified School District Professional Development, Online. (November 2020).

Larios, R., Michell, G., & Clark, M. *Lights Camera Action: What happens to accessibility when a course goes live*. Virtual presentation at the Quality Matters West Regional Conference, Online. (April 2020).

Osipova, A., Chang, Y-C., Hunt, N., **Larios, R.**, & Oropollo, M.B. *Teaching Together: Culturally and Linguistically Responsive Model of Inclusive Pre-K-12 Grade Collaboration*. Paper presentation at the Council of Exceptional Children National Conference, Portland, OR. (February 2020).

Larios, R., Cabral, P., & Canchola, C. *Developing a Project Based Learning Unit using a Culturally Responsive Checklist*. Workshop presentation at the California Council of Exceptional Children State Conference, San Francisco, CA. (October 2019).

Karras-Jean Gilles, J., **Larios, R.**, & Suarez-Orozco, C. *Using Evidence from MET Data to Center Educators' Ethnic-Racial Identity Development as a Pathway for Cultural Responsivity*. Society for Prevention Research. San Francisco, CA., (May 2019).

Larios, R., Suarez-Orozco, C. *Bridging the Disconnect Between Culturally*

Responsive Theory and Practice by Elevating Community Cultural Wealth. American Education Research Association. Toronto, CA., (April 2019).

Corral, M., **Larios, R.**, Carbajal, P. & Karras-Jean Gilles, J. *Infusing Culturally Responsive Pedagogy into Concrete Classroom Practices.* SRCD Developmental Science Teaching Institute. Baltimore, MD., (March 2019).

Larios, R. Novoa, A., Zetlin, A., Ramos, A., & Vargas, S. *Creating Inclusive Campuses through Community Partnerships.* Los Angeles Unified School District One Conference. Los Angeles, CA. (May 2018).

Larios, R. *Getting Students Actively Involved in their IEP.* Covina Valley Unified School District. Covina, CA. (March 2017).

Haagar, D. **Larios, R.**, Dalton, M., & Solone, C. *Creating an Inclusive Classroom Through Culturally Responsive Co-Teaching and Evidence Based Behavioral Interventions.* Los Angeles Unified School District One Conference. Los Angeles, CA. (January 2016).

Larios, R. *A Comparative Look at the Gregorian and Mayan Calendar.* San Francisco State Ethnic Studies Symposium. San Francisco, CA. (April 2001).

Larios, R. and Moreno, F. *The History Behind the Guest Worker Program: The Bracero Program.* Humboldt State Diversity Conference. Arcata, CA. (January 2001).

ROUND TABLE PRESENTATIONS

Larios, R., Zetlin, A., *Unpacking challenges to building model clinical school sites.* Accepted presentation at American Education Research Association. Toronto, CA., (Cancelled 2020).

Larios, R., Karras-Jean Giles, J. Suárez-Orozco, C. *Advancing CRP Beyond the Superficial.* Accepted as a Round table presentation at The California Council on Teacher Education. San Diego, CA, (October 2019).

Larios, R., Zetlin, A., Ricci, L. *“What doesn’t kill you, makes you stronger!” Alternative certification programs: Interns perspectives about mentorship.* American Education Research Association. Toronto, CA., (April 2019).

Zetlin, A., & **Larios, R.** *Findings from the NGEI Mini-Grant.* NGEI Learning Community Convening. CSU Sacramento, CA., (April 2019).

Larios, R. *Special Education and Bilingual Families.* Round table at the 5th Annual Critical Race Studies in Education Association Conference, San Antonio, TX. (May 2011).

POSTER PRESENTATIONS

Chang, Y-C., Osipova, A., Hunt, N., **Larios, R.**, & Oropollo, M.B. *Culturally Responsive Pedagogy:*

Experiences of Pre-Service Early Childhood Special Education Teachers in Inclusive Classroom Settings. Accepted as a poster presentation at the Council of Exceptional Children National Conference, Portland, OR. (February 2020).

Osipova, A., Chang, Y-C., Mona, S., Oropollo, M.B., & **Larios, R.** *Learning Together: Practicing Culturally Responsive Pedagogy from Pre-K to 12 grade.* Accepted as a poster presentation for the Pacific Coast Conference, San Diego, CA. (February 2019).

Larios, R. *Developing Legally Sound IEPs.* Poster Session at the Council of Exceptional Children Boston, MA. (April 2017).

Larios, R. & Zetlin, A. *Using Cultural Counterstories to Increase Involvement for Monolingual and Bilingual Latina/o Families during IEP Meetings.* Poster Session at the Council of Exceptional Children. San Diego, CA. (April 2015).

Larios, R. & Zetlin, A. *Using Cultural Counterstories to Increase Involvement for Monolingual and Bilingual Latina/o Families during IEP Meetings.* Poster Session at the American Education Research Association, San Francisco, CA. (April 2013).

Larios, R. & Zetlin, A. *Parental Involvement and Participation of Monolingual and Bilingual Latino Families During IEP Meetings.* Poster Session at the Council of Exceptional Children. Denver, CO. (April 2012).

INVITED TALKS

Larios, R. *Spicing up your IEPs.* Covina Valley Unified School District. Covina, CA. (March 2017).

Gulsrud, A., **Larios, R.**, Markowitz, S., & Monterrey, B. *Autism Conference.* Fiesta Educativa, Mexican Consulate of Los Angeles, CA. (October 2016).

Larios, R. *Creating an Inclusive Classroom Through Culturally Responsive Co-Teaching and Evidence Based Instructional Strategies.* Parlier Unified School District. Parlier, CA. (August 2016).

TEACHING EXPERIENCE

Assistant Professor

Fall 2020- Present

California State University, Fullerton

SPED 429: Introduction to Collaboration and Consultation

EDD 670: Dissertation Research

SPED 489: Fieldwork for Special Educators in the K-8 Special Education Classroom

SPED 371: Exceptional Individual

SPED 421: Working with Families of Individuals with Disabilities

SPED 488: Fieldwork for Special Educators in the K-8 General Education Classroom

SPED 529: Collaboration and Consultation Seminar

SPED 433: Reading and Language Arts Instruction

Adjunct Lecturer

Fall 2011-Spring 2020

California State University Los Angeles, CA

ULRN 4190: Senior Seminar: Topics in Urban Schooling: Reading, Writing, and Reflection

EDSP 3010: Disabilities in Contemporary Society

EDSP 4091: Final Directed Teaching in Approved Candidate Teaching Assignment: Mild/Moderate Disabilities

EDSP 4095: Directed Teaching in Approved Candidate Teaching Assignment: Preschool Special Education

EDSP 5047: Fieldwork with Students with Disabilities: Autism

EDSP 4075: Student Teaching with a Master Teacher in Preschool Special Education

EDSP 5045: Fieldwork in Early Childhood Special Education

EDSP 4001: Observations in Urban Classrooms

EDSP 5811: Seminar: Issues and Strategies for Multicultural Special Education Students

EDSP 4010: Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs

EDSP 511: Co-Taught Seminar: Issues and Strategies for Multicultural Special Education Students

EDSP 412: Standard Based Goals in the Individual Education Program

EDSP 501: Problems and Practices in Special Education

Education Specialist

August 8, 2007 – June 10, 2016

Covina Valley Unified School District, CA

K-3 Behavior Class

K-3 Specialized Academic Instruction Class

9-12 Specialized Academic Instruction: Math 1, Geometry Essentials, CAHSEE Prep, Study Skills

Student Led Seminars – non-paid position

January 2000 – May 2001

Humboldt State University, CA

ES 480: Living Chicana/o Theory

CERTIFICATES AND AWARDS

Research, Scholarship, and Creative Activity (RSCA) Grant	December 2021
California State University, Los Angeles Outstanding Dissertation	April 2021
Travel Grant from Chancellors Doctoral Incentive Program	December 2019
California Council on Teacher Education Graduate Fellow	2019-2020
Tech Certificate from CETL	January 2019
Chancellors Doctoral Incentive Program	2017-2020
Project Start-Up Fellow through OSEP	2015-2020
Departmental Honors for the department of Special Education and Counseling	2011
Al Elpusan Award for Student Activism, Humboldt State	May 2001
Who's Who Among Students in American Universities and Colleges	May 2000, 2001

PROFESSIONAL AFFILIATIONS (Past and Present)

Member, National Association of Multicultural Education

Member, Association of Teacher Educators

Member, California Council on Teacher Education

Member, Society for Research in Child Development

Member, Council for Exceptional Children
Member, American Education Research Association
Member, The Honor Society of Phi Kappa Phi
Member, The Golden Key Honour Society

PROFESSIONAL SERVICE

University

Just, Equitable, Inclusive, Education Committee, Cal State Fullerton, 2022-present
Assessment & Educational Effectiveness Committee, Cal State Fullerton, 2021-present
Curriculum Committee, College of Education, Cal State Fullerton, 2021-present
Jr./Sr. Grant Committee, College of Education, Cal State Fullerton, 2021-present
Student Advisor, Urban Learning Program, Cal State LA 2018-2020
Club Advisor, Urban Learning Student Association, Cal State LA, 2019-2020
Lead Organizer, Student Advisement Sessions for the Urban Learning Program, Cal State LA, 2019
Member, Lamar Learning Center Registration Team, Cal State LA, 2018-2019
Documenter, Re-imagining Migration Fellows Convening, UCLA, 2018
Lead Organizer, High School Student Summit, Cal State LA, 2018
Coordinator, Partnership between Teachers Test Prep and Cal State LA, 2018

Community

Reviewer for Issues in Teacher Education, 2021
Presenter at Orange Unified School District Professional Development Day, 2020
Guest Speaker for Career Day, Belvedere Elementary LAUSD, 2020
Advisory Board, I Learn America Project, 2019
Member, Advisory Board for the Bell High Multilingual Teacher Career Academy, 2017
Photo Documenter, Bridging the Empathy Gap Symposium, 2016

LANGUAGE PROFICIENCY

Fluent in written and verbal Spanish