

## Curriculum Vitae

### Amy J. Heineke

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Chicago, Illinois 60611  
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### Education

- Ph.D., Curriculum and Instruction, Language and Literacy (2009)  
Arizona State University, M.L. Fulton Graduate School of Education  
Dissertation: *Teachers' discourse on English language learners: Cultural models of language and learning*  
Examination fields: Teacher preparation, English learners, Language policy
- M.Ed., Curriculum and Instruction, Elementary Education (2004)  
Arizona State University, M.L. Fulton Graduate School of Education  
Thesis: *Planting the seed: Cultivating a classroom of Kindergarten writers*  
Examination fields: English learners, Culturally relevant literature, Literacy
- B. A., Spanish and International Studies (2002)  
Northwestern University, Weinberg College of Arts and Sciences  
Examination fields: Spanish language, Latin American literature and politics

### Professional Positions

- Loyola University Chicago, School of Education (2010 – present)  
Professor (2020 – present)  
Associate Professor (2015 – 2020)  
Assistant Professor (2010 – 2015)
- Engage in research on teacher education for multilingual learners (MLLs)
  - Coordinate undergraduate and graduate teacher education for MLLs spanning early childhood, elementary, secondary, special education, and bilingual programs
  - Lead and advise students in the Language, Culture, and Curriculum M.Ed. program
  - Facilitate teacher learning on MLLs at partner schools in Chicago-area schools
  - Contribute substantial service to school, university, profession, and community
- Arizona State University, College of Teacher Education and Leadership (2007 – 2010)  
Clinical Instructor and Supervisor, English Language Learning
- Kindergarten-through-Grade-12 Classroom Teacher (2002 – 2007)  
Primary grades, C. J. Jorgensen School, Phoenix, Arizona  
Mathematics, Notre Dame Preparatory School, Scottsdale, Arizona

### Awards

- 2020 Nominee, Outstanding Book Award, American Association of Colleges for Teacher Education
- 2019 Runner Up, First Book Award, American Association for Applied Linguistics
- 2019 Nominee, First Book Award, American Association for Applied Linguistics

2016 Recipient, Distinguished Faculty Award for Excellence in Research, School of Education, Loyola University Chicago

2016 Nominee, Distinguished Faculty Award for Excellence in Research, School of Education, Loyola University Chicago

2016 Nominee, Faculty Member of the Year, Loyola University Chicago

### **Grants and Fellowships**

Vera, E., & Heineke, A. (2020). *English Learner and Immigrant-Origin Youth and Families: A Comparative Case Study of Learning Experiences During and Following the COVID-19 Pandemic*. Spencer Foundation Small Research Grant, **\$50,000**.

Heineke, A. J. (2018). *Preparing Teachers for English Learners in Linguistically Diverse Classrooms: A Comparative Case Study of Teacher Candidates' Learning across a Four-year, Field-based Teacher Preparation Program*. Summer research stipend from Loyola University Chicago, **\$7,000**.

Heineke, A. J. (2017). *Comparative Case Study of Language Policy in Practice: Seal of Biliteracy Implementation in Five Illinois High Schools*. Internal research grant from Loyola University Chicago, **\$5,000**. Principal Investigator.

Heineke, A. J. (2013 – 2016). *Language Matters: Design and Implementation of Linguistically Responsive Curriculum and Instruction*. The Searle Funds at the Chicago Community Trust. **\$839,165**. Principal Investigator.

Vera, E., Israel, M., & Heineke, A. J. (2012 – 2017). *Chicagoland Partners for English Language Learners – Building Further Capacity*. United States Department of Education, Office of Professional Development, **\$1,995,000**. Faculty Content Expert.

Ryan, A. M., Heineke, A. J., et al. (2012 – 2014). *Teaching, Learning, and Leading with Schools and Communities*. The Searle Funds at the Chicago Community Trust. Chicago, Illinois. **\$100,000**. Faculty Content Expert.

\*Vyas, N., Sifton, R., & Heineke, A. J. (2012 – 2014). *Neural Correlates Associated with Executive Function Performance in Bilingual Individuals*. LUROP Carbon Fellowship Program. **\$15,000**. Supporting Faculty Mentor.

Heineke, A. J. (2011). *Literacy and Mathematics Summer School for English Learners*. Chicago Public Schools. Chicago, Illinois. **\$6,600**. Principal Investigator.

### **Scholarship**

*\*Denotes graduate student or practitioner*

### **Books and Monographs**

Heineke, A. J., & Papola-Ellis, A. (2022). *Inclusive texts in elementary classrooms: Developing literacies, identities, and understandings*. Teachers College Press.

Davin, K. J., & Heineke, A. J. (2022). *Promoting multilingualism in schools: A framework for implementing the Seal of Biliteracy*. ACTFL.

Heineke, A. J., & Davin, K. J. (Eds.) (2020). *The Seal of Biliteracy: Case studies and considerations for policy implementation*. Information Age.

Heineke, A. J., & Ryan, A. M. (Eds.) (2018). *Teaching, learning, and leading with schools and communities: Field-based teacher education*. Routledge.

Heineke, A. J., & McTighe, J. (2018). *Using Understanding by Design in the culturally and linguistically diverse classroom*. ASCD.

Heineke, A. J. (2016). *Restrictive language policy in practice: English learners in Arizona*. Multilingual Matters.

### **Refereed Journal Articles**

Heineke, A. J., Vera, E. M., \*Guo, W., \*Kaye, J., & \*Elliott, J. (in press). Considering the social-emotional well-being of multilingual learners: A comparative case study across program models. *The Elementary School Journal*.

Heineke, A. J., Papola-Ellis, & Elliott, J. (2022). Using texts as mirrors: The power of readers seeing themselves. *The Reading Teacher*.

Heineke, A. J., Vera, E. M., Hill, M., Israel, M. S., Goldberger, N., \*Anderson, B., \*Giatsou, E., & \*Hook, K. (2022). From preparation to practice: Enhancing in-service teachers' work with English learners through graduate teacher education. *Teacher Education Quarterly*.

Vera, E. M., Heineke, A. J., Hill, M., Israel, M. S., Goldberger, N., \*Anderson, B., & \*Hook, K. (2022). Learning about English learners: Teachers' and leaders' perceptions of effective professional development. *International Multilingual Research Journal*.

Davin, K. J., Heineke, A. J., & Hancock, C. (2022). The Seal of Biliteracy: A retrospective. *Foreign Language Annals*. <http://doi.org/10.1111/flan.12596>

Heineke, A. J., & Vera, E. M. (2022). Beyond language and academics: Investigating teachers' preparation to promote the social-emotional well-being of emergent bilingual learners. *Journal of Teacher Education*, 73(2), 145-158. DOI:10.1177/00224871211027573

Vera, E. M., Heineke, A. J., \*Schultes, A., & \*Daskalova, P. (2022). Social and emotional needs of emergent bilingual high school students: Perspectives of teachers, school counselors, and school social workers. *Journal of Educational and Psychological Consultation*. DOI: 10.1080/10474412.2021.2018657

Vera, E. M., Heineke, A. J., \*Daskalova, P., \*Schultes, A., \*Pantoja-Patino, J., \*Duncan, B., \*Yanuarita, C., & \*Furtado, C. (2021). Emergent bilingual high school students' social and emotional experiences. *Psychology in the Schools*. DOI: 10.1002/ppits.22559

Heineke, A. J., & Davin, K. D. (2021). Implementing the Seal of Biliteracy: A multiple case study of six high-awarding districts. *Modern Language Journal*. DOI: 10.1111/modl.12708

Heineke, A. J., & Davin, K. J. (2020). Prioritizing multilingualism in U.S. schools: States' policy journeys to enact the Seal of Biliteracy. *Educational Policy*, 34, 619-643. DOI: 10.1177/0895904818802099

Heineke, A. J., & \*Giatsou, E. (2020). Learning from students, teachers, and schools: Examining the efficacy of field-based teacher education for emergent bilinguals. *Journal of Teacher Education*, 71(1), 148-161. DOI: 10.1177/0022487119877373

Heineke, A. J., \*Roudebush, A., Papola-Ellis, A., Davin, K., Cohen, S., & \*Wright-Costello, B. (2020). Apprenticing educators of English learners: Partnerships to promote linguistically responsive practice in classrooms, schools, and communities. *The Professional Educator*, 43(1). <https://wp.auburn.edu/educate/archives/>

- Neugebauer, S. R., & Heineke, A. J. (2020). Teachers' understandings of academic language: Assessing academic language definitions, motivations, and values of teachers. *Teacher Education Quarterly*, 46, 158-182.
- Heineke, A. J., Davin, K., & \*Dávila, A. (2019). Promoting multilingual communities, schools, and students: A closer look at the Seal of Biliteracy in Washington state. *TESOL Journal*, 10, 1-5. DOI: 10.1002/tesj.451
- Heineke, A. J., & McTighe, J. (2019). Science units of study with a language lens: Preparing teachers for diverse classrooms. *Innovations in Science Teacher Education*, 4(3). Retrieved from <https://innovations.theaste.org/science-units-of-study-with-a-language-lens-preparing-teachers-for-diverse-classrooms/>
- Heineke, A. J., Smetana, L., & \*Carlson, J. (2019). A qualitative case study of inclusive teacher education: One candidate's evolving understanding of science teaching for emergent bilinguals. *Journal of Science Teacher Education*, 1, 80-100. DOI: 10.1080/1046560X.2018.1537058
- Papola-Ellis, A., & Heineke, A. J. (2019). Interrupting teachers' assumptions about English learners through literature discussion. *Action in Teacher Education*. DOI: 10.1080/01626620.2019.1649743
- Smetana, L., \*Carlson, J., & Heineke, A. J. (2019). Pedagogical language knowledge: An investigation of a science teacher candidate's student teaching strengths and struggles. *Action in Teacher Education*. DOI: 10.1080/01626620.2019.1650841
- Heineke, A. J. (2018). The invisible revolving door: The issue of teacher attrition in English Language Development classrooms in Arizona. *Language Policy*, 17, 77-98. DOI: 10.1007/s10993-016-9428-9
- Heineke, A. J., Davin, K. J., & \*Bedford, A. (2018). The Seal of Biliteracy: Considering equity and access for English learners. *Education Policy Analysis Archives*, 26 (99). DOI: 10.14507/epaa.26.3825
- Heineke, A. J., & Neugebauer, S. (2018). The complexity of language and learning: Deconstructing teachers' conceptions of academic language. *Issues in Teacher Education*, 27, 73-89.
- Heineke, A. J., Papola-Ellis, A., Cohen, S., & Davin, K. (2018). Linguistically responsive professional development: An apprenticeship model. *Improving Schools*, 21, 32-47. DOI: 10.1177/1365480217732632
- Heineke, A. J., Papola-Ellis, A., Davin, K. J., Cohen, S., \*Roudebush, A., \*Wright-Costello, B., & Fendt, C. (2018). Language matters: Developing educators' expertise for English learners in linguistically diverse communities. *Language, Culture, and Curriculum*, 32, 63-77. DOI: 10.1080/07908318.2018.1493493
- Davin, K. J., & Heineke, A. J. (2018). The Seal of Biliteracy: Adding students' voices to the conversation. *Bilingual Research Journal*, 41, 312-328. DOI: 10.1080/15235882.2018.1481896
- Davin, K. J., Heineke, A. J., & \*Egnatz, L. (2018). The Seal of Biliteracy: Successes and challenges to implementation. *Foreign Language Annals*, 51, 1-15. DOI: 10.1111/flan.12336

- Hopkins, M., & Heineke, A. J. (2017). Teachers' learning through culturally relevant literature circles: A cross-context study of teacher education for English learners. *Teacher Education & Practice, 30*, 501-522.
- Davin, K. J., & Heineke, A. J. (2017). The Seal of Biliteracy: Variations in policy and outcomes. *Foreign Language Annals, 50*, 486-499. DOI: 10.1111/flan.12279
- Israel, M., Vera, E., Heineke, A., & Goldberger, N. (2017). An unlikely destination: Meeting the educational needs of immigrant, migrant and refugee children in the suburbs of Chicago. *International Journal of Educational Management, 31*, 580-597. DOI: 10.1108/IJEM-09-2016-0190
- Vera, E., Heineke, A., \*Carr, A., \*Camacho, D., Israel, M., Goldberger, N., & \*Clawson, A. (2017). Latino parents of English learners: Home vs. school based educational involvement. *Journal of Catholic Education, 20*, 1-28. DOI: 10.15365/joce.2002012017
- Davin, K. J., & Heineke, A. J. (2016). A practice-based approach to preparing teacher candidates for assessing language development. *TESOL Journal, 7*, 921-938. DOI: 10.1002/tesj.253
- \*Lees, A., Heineke, A. J., Ryan, A. M., & \*Roy, G. (2016). Partnering to prepare teachers for urban Native American communities: Kateri Center of Chicago and Loyola University Chicago. *Multicultural Education, 23*, 13-21.
- Vera, E., Heineke, A., \*Carr, A., \*Camacho, D., Israel, M., Goldberger, N., & \*Clawson, A. (2016). Predicting school leadership interests in parents of English learners: An exploratory study. *TESOL Journal, 7*, 645-666. DOI: 10.1002/tesj.236
- Heineke, A. J., Ryan, A. M., & Tocci, T. (2015). Teaching, learning, and leading: Preparing teachers as educational policy actors. *Journal of Teacher Education, 66*, 382-394. DOI: 10.1177/0022487115592031
- Heineke, A. J. (2015). Negotiating language policy and practice: Teachers of English learners in an Arizona study group. *Educational Policy, 29*, 843-878. DOI: 10.1177/0895904813518101
- \*Colón, I., & Heineke, A. J. (2015). Bilingual education in English-only: A qualitative case study of language policy in practice at Lincoln Elementary School. *Mid-Western Educational Research Journal, 27*, 271-295.
- Heineke, A. J. (2014). Dialoging about English learners: Preparing teachers through culturally relevant literature circles. *Action in Teacher Education, 36*, 117-140. DOI: 10.1080/01626620.2014.898600
- Heineke, A. J., & Davin, K. J. (2014). Situating practice in schools and communities: Case studies of teacher candidates in diverse field experiences with English language learners. *NABE Journal of Research and Practice, 5* (1). Accessible online at: <https://www2.nau.edu/nabej-p/ojs/index.php/njrp/article/view/31>
- Heineke, A. J., \*Mazza, B. S., & \*Tichnor, A. (2014). After the two-year commitment: A quantitative and qualitative inquiry of Teach for America teacher retention and attrition. *Urban Education, 49*, 750-782. DOI: 10.1177/0042085913488603

- Kennedy, A., & Heineke, A. J. (2014). Re-envisioning the role of universities in early childhood teacher education: A focus on schools and communities. *Journal of Early Childhood Teacher Education*, 35, 226-243. DOI: 10.1080/10901027.2014.936072
- Nasir, A., & Heineke, A. J. (2014). Teacher candidates and Latina/o English learners at Fenton Elementary School: The role of early clinical experiences in urban teacher education. *Journal of the Association of Mexican American Educators*, 8, 60-71.
- Ryan, A. M., Ensminger, D., Heineke, A. J., Kennedy, A., Prasse, D., & Smetana, L. (2014). Teaching, learning, and leading with schools and communities: One urban university re-envisioning teacher preparation for the next generation. *Issues in Teacher Education*, 22, 139-158.
- Ryan, A. M., Heineke, A. J., & Steindam, C. (2014). Preparing globally minded teachers: One teacher education program's incorporation of the international baccalaureate. *Journal of Education*, 194 (3), 39-52. DOI: 10.1177/002205741419400305
- Heineke, A. J., & Cameron, Q. (2013). Teacher preparation and language policy appropriation: A qualitative investigation of Teach for America teachers in Arizona. *Education Policy Analysis Archives*, 21(10). DOI: 10.14507/epaa.v21n33.2013
- Heineke, A. J., & Cameron, Q. (2013). Closing the classroom door and the achievement gap: Teach for America alumni teachers' appropriation of Arizona language policy. *Education and Urban Society*, 45, 483-505. DOI: 10.1177/0013124511413123
- Heineke, A. J., Kennedy, A., & Lees, A. (2013). Preparing early childhood professionals for the culturally and linguistically diverse classrooms and communities of Illinois. *Early Childhood Research and Practice*, 15 (2). DOI: 10.1177/0013124511413123
- Heineke, A. J., & Preach, D. (2013) Integrating graduate coursework to prepare alternatively certified teachers. *Teacher Education & Practice*, 26, 496-513.
- Hopkins, M., & Heineke, A. J. (2013). Teach for America's preparation for English language learners: Shortcomings of the organization's teacher training model. *Critical Education*, 4 (12), 18-36.
- \*Matielo, R., & Heineke, A. J. (2013). Cognition, bilingualism, and bilingual education. *Academic Exchange Quarterly*, 17 (4), 71-75.
- Heineke, A. J., Coleman, E., Ferrell, E., & Kersemeier, C. (2012). Opening doors for bilingual students: Recommendations for building linguistically responsive schools. *Improving Schools*, 15, 130-147. DOI: 10.1177/1365480212450235
- Martínez-Roldán, C. M., & Heineke, A. J. (2011). Latino literature mediating teacher learning. *Journal of Latinos and Education*, 10, 245-260. DOI: 10.1080/15348431.2011.581111
- Heineke, A. J., Desimone, M., Carter, H., & Cameron, Q. (2010). Working together in urban schools: How a university teacher education program and Teach for America partner to support alternatively certified teachers. *Teacher Education Quarterly*, 37, 123-136.

### **Refereed Book Chapters**

- Heineke, A. J., Guo, W., McTighe, J., & Carman, L. (In press). Instructional design with a language lens: Preparing teachers for linguistically diverse classrooms.
- \*Giatsou, E., & Heineke, A. (2022). To integrate or not to integrate: Preparing all candidates for emergent bilingual learners in initial teacher education.

- Kennedy, A., & Heineke, A. J. (2020). Preparing urban educators to address diversity and equity through field-based teacher education: Implications for program design and implementation. In Management Association, *Accessibility and Diversity in Education* (pp. 757-781). IGI Global.
- Heineke, A. J., & Papola-Ellis, A. (2017). Field-based teacher preparation to promote all students' language and literacy development. In D. Polly, A. Good, T. Petty, & M. Putman (Eds.), *Handbook of Research on Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs* (pp. 238-261). IGI Global.
- Smetana, L., & Heineke, A. J. (2017). Preparing science teachers for English learners: A targeted and integrated approach to pre-service teacher education. In A. Oliveria & M. Weinburgh (Eds.), *Science teacher preparation in content-based second language acquisition* (pp. 137-159). Springer.
- Israel, M., Goldberger, N., Vera, E., & Heineke, A. (2016). The iterative partnership paradigm: Creating healthy, sustainable university/school district/community organization relationships that work. In J. Slater, R. Ravid, & M. Reardon (Eds.), *Building and Maintaining Collaborative Communities: Schools, University, and Community Organizations* (pp. 117-132). Information Age.
- Kennedy, A., & Heineke, A. J. (2016). Preparing urban educators to address diversity and equity through field-based teacher education: Implications for program design and implementation. In T. Petty, A. Good, & M. Putman (Eds.), *Handbook of Research on Professional Development for Quality Teaching and Learning* (pp. 437-461). IGI Global.

### **Invited Book Chapters**

- Heineke, A. J., Davin, K. J., & \*Elliott, J. (In press). The Seal of Biliteracy and dual-language bilingual education. In J. A. Freire, C. Alfaro, & E. de Jong (Eds.), *The Handbook of Dual Language Bilingual Education*.
- Heineke, A. J. (2020). Language policy in practice: Implementing the Seal in state and local contexts. In A. J. Heineke & K. J. Davin (Eds.), *The Seal of Biliteracy: Case studies and considerations for policy implementation*. Information Age.
- Heineke, A. J. (2018). Using backward design to prepare effective teachers for the 21<sup>st</sup> century. In A. J. Heineke & A. M. Ryan (Eds.), *Teaching, Learning, and Leading with Schools and Communities: Field-based Teacher Education* (pp. 25-36). Routledge.
- Cohen, S., \*Giatsou, E., \*Roudebush, A., & Heineke, A. J. (2018). Preparing all teachers for inclusive classrooms: Teacher expertise for diverse learners. In A. J. Heineke & A. M. Ryan (Eds.), *Teaching, Learning, and Leading with Schools and Communities: Field-based Teacher Education* (pp. 111-130). Routledge.
- Neugebauer, S. R., & Heineke, A. J. (2016). Linguistically diverse students and reading assessments. In M. T. Hughes & E. Talbott (Eds.), *Handbook of research on diversity in special education* (pp. 399-422). John Wiley & Sons.

### **Other Writing**

- Heineke, A. J., & McTighe, J. (2018). Language matters: Giving students the words to learn and understand. Published August 9, 2018 in *ASCD Express*. Accessible online at <http://www.ascd.org/ascd-express/vol13/Language-Matters-Giving-Students-the-Words-to-Learn-and-Understand.aspx>

- Davin, K. J., \*Okcraski, C., & Heineke, A. J. (2018). Empowering heritage learners through the Seal of Biliteracy. *The Language Educator*. DOI: 10.1080/15235882.2018.1481896
- Heineke, A. J. (2016). Considering linguistic privilege and bias in deeper learning. Invited guest contributor, *Education Week*. Posted June 7, 2016 at [http://blogs.edweek.org/edweek/learning\\_deeply/2016/06/considering\\_linguistic\\_privilege\\_and\\_bias\\_in\\_deeper\\_learning.html](http://blogs.edweek.org/edweek/learning_deeply/2016/06/considering_linguistic_privilege_and_bias_in_deeper_learning.html)

### **Invited Presentations [Selected]**

- Heineke, A. J. (2022). *Learning for life: Student engagement, inquiry, language, and culture*. Aptakasic-Tripp School District 102. Strategic Planning Panelist.
- Heineke, A. J. (2021). *The Seal of Biliteracy: Supporting multilingualism in every school*. Keynote for annual bilingual teachers' conference. Istation.
- Heineke, A. J., & Vera, E. (2021). *Learning starts at home: Supporting bilingualism for every child*. Aptakasic-Tripp School District 102. Bilingual Parent Institute.
- Heineke, A. J. (2019). *Closing the opportunity gap: Disrupting and reimagining the education of emergent bilinguals*. Illinois State Bilingual Directors Annual Meeting.
- Heineke, A. J. (2019). *Language education policy in practice: The ideologies, paradigms, and politics influencing the education of linguistically diverse students*. CEPS Policy Forum, Loyola University Chicago, Chicago, Illinois.
- Heineke, A. J. (2018). *Using Understanding by Design in the culturally and linguistically diverse classroom*. Illinois Annual Conference for Teachers of Linguistically and Culturally Diverse Students. Oak Brook, Illinois.
- Heineke, A. J. (2018). *Working with English learners*. Inaugural School of Ed Talks, Loyola University Chicago, Chicago, Illinois.
- Heineke, A. J. (2018). *Between language ideologies and policies: How policy paradigms shape the influence of research on the education of English learners*. Panel entitled Shaping Educational Policy: What Role Does Research Play? TESOL Annual International Conference, Chicago, Illinois.

### **Refereed Presentations [Selected]**

- Heineke, A. J. (2023). *Using inclusive texts to mediate identities, languages, and understandings*. National Association for Bilingual Education Annual Conference. Portland, Oregon.
- Heineke, A. J., & Vera, E. M. (2023). *English learners and the COVID-12 pandemic: Implications for future practice*. National Association for Bilingual Education Annual Conference. Portland, Oregon.
- Heineke, A. J., & Davin, K. J. (2023). *The Seal of Biliteracy: Supporting multilingualism in every school*. National Association for Bilingual Education Annual Conference. Portland, Oregon.
- Davin, K. J., & Heineke, A. J. (2022). *Promoting multilingualism in schools: A framework for implementing the Seal of Biliteracy*. ACTFL Annual Conference. Boston, Massachusetts.
- Heineke, A. J. (2022). *Promoting multilingualism in schools: A framework for implementing the Seal of Biliteracy*. ICTFL Annual Conference. Naperville, Illinois.



- Heineke, A. J., & Davin, K. J. (2022). *The common characteristics of Seal of Biliteracy implementation across six high-awarding districts*. American Association for Applied Linguistics Annual Conference. Pittsburgh, Pennsylvania.
- Heineke, A. J., & Davin, K. J. (2021). *The 5Ps framework for implementing the Seal of Biliteracy*. ACTFL Annual Conference. Virtual.
- Heineke, A. J. (2020). *Using Understanding by Design to promote rigorous, language-rich instruction*. ASCD Empower Annual Conference. Los Angeles, California.
- Heineke, A. J. (2019). *Using Understanding by Design to promote rigorous, language-rich instruction*. Multilingual Illinois Annual Conference. Oak Brook, Illinois.
- Heineke, A. J. (2019). *Using Understanding by Design to support English learners*. WIDA Annual Conference. Providence, Rhode Island.
- Heineke, A. J., & Davin, K. J. (2019). *Pipelines to practice: A framework to utilize the Seal of Biliteracy in teacher education*. International Language Teacher Education Conference. Minneapolis, Minnesota.
- Heineke, A. J. (2019). *Using Understanding by Design to support English learners*. ASCD Empower Conference. Chicago, Illinois.
- Davin, K. J., & Heineke, A. J. (2019). *The Seal of Biliteracy: Adding students' voices to the conversation*. American Association of Applied Linguistics Annual Convention, Atlanta, Georgia.
- Heineke, A. J. (2018). *Using Understanding by Design to support English learners*. ASCD Conference on Educational Leadership. Nashville, Tennessee.
- Heineke, A. J., & \*Bedford, A. (2018). *The Seal of Biliteracy: Policy in practice for English learners*. Panel entitled English Learners & the Seal of Biliteracy: Access and Achievement. TESOL Annual International Conference. Chicago, Illinois.
- Davin, K. J., Heineke, A. J., & \*Egnantz, L. (2017). *Seal of Biliteracy implementation: Benefits and challenges*. American Council on the Teaching of Foreign Languages Conference. Nashville, TN.
- Heineke, A. J. (2016). *Arizona language policy in practice: The unique role of community organizations and organizers*. American Educational Research Association Conference. Washington, DC.
- Heineke, A. J. (2016). *The invisible revolving door: The issue of teacher attrition in English language development classrooms in Arizona*. American Educational Research Association Conference. Washington, DC.
- Heineke, A. J., & \*Roudebush, A. (2016). *Apprenticing educators of English learners: Linguistically responsive practice in classrooms, schools, and communities*. American Educational Research Association Conference. Washington, DC.
- Smetana, L., Heineke, A. J., \*Carlson, J., & \*Roudebush, A. (2016). *Collaborative university-school-community partnerships to prepare science teachers for English learners*. American Educational Research Association Conference. Washington, DC.

Heineke, A. J. (2016). *Teacher education for today's classrooms: Preparing all teachers for culturally and linguistically diverse students*. American Association for Colleges of Teacher Education Conference. Las Vegas, Nevada.

Heineke, A. J. (2016). *Finding space to advocate for bilingualism and biliteracy: Lessons from five years of restrictive language policy in Arizona*. National Association of Bilingual Education Conference. Chicago, Illinois.

### **Media Appearances & Contributions**

Education Week. (November 2018). *The Seal of Biliteracy for English learners*. Accessible at <https://www.edweek.org/ew/articles/2019/01/09/the-truth-about-bilingualism-its-only-for.html?r=418913141>

BAM Radio Network. (June 2018). *The evolution of Understanding by Design in diverse classrooms*. Accessible at <http://www.bamradionetwork.com/ascd-learn-teach-lead-radio/4756-the-evolution-of-understanding-by-design-in-diverse-classrooms>

National Public Radio. (March 2018). *Researcher: Arizona's teacher shortage is about more than teacher pay*. Accessible at <http://theshow.kjzz.org/content/621171/researcher-arizonas-teacher-shortage-about-more-teacher-pay>

National Public Radio. (February 2018). *High teacher turnover in Arizona English language classrooms*. Accessible at <http://kjzz.org/content/602654/high-teacher-turnover-arizona-english-language-classrooms>

Education Week. (April 2013). *TFA faces a California showdown over qualifications to teach English learners*. Accessible at [http://blogs.edweek.org/teachers/living-in-dialogue/2013/04/tfa\\_faces\\_a\\_california\\_showdow.html](http://blogs.edweek.org/teachers/living-in-dialogue/2013/04/tfa_faces_a_california_showdow.html)