

EURYDICE BOUCHEREAU BAUER

Provide Educational Background

University of Iowa, Bachelor of Science (Education with an endorsement Early Childhood), 1986.
 University of Iowa, Master of Arts (Education, Major: Developmental Reading [K–8]), 1990.
 University of Illinois at Urbana-Champaign, Doctor of Philosophy, Department of Curriculum and Instruction, 1996.

Academic Positions

1995–2001	Assistant Professor, Reading Department, University of Georgia, Athens, Georgia.
1997–1998	Visiting Scholar, Educational Testing Service in Educational Policy Research Division, Princeton, New Jersey.
2001–2004	Assistant Professor, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, Champaign, Illinois.
2004–2017	Associate Professor, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, Champaign, Illinois.
2017-Present	John E. Swearigen Chair of Education and Professor in Department of Instruction & Teacher Education, University of South Carolina, Columbia, South Carolina.

Offices Held in Professional Societies

Chair, Studies and Research Committee, International Reading Association, 2002.
 Co-Chair, Section 1 in Division C of AERA: Literacy and Language Arts, 2004.
 Chair, CEE Nominating Committee, National Council for Teachers of English, 2005–2006.
 Parliamentarian, Literacy Research Association, formerly known as National Reading Conference, Executive Board of Directors, 2009–2013.
 Chair, Intellectual Freedom Committee, International Reading Association, 2010–2012.
 Co-Chair, Multilingual and Transcultural Literacies ICG, Literacy Research Association, 2012–2013.

Editorships of Journals or Other Learned Publications

Editorial Positions (Appointed)

Editorial Advisory Board, *Journal of Literacy Research*, 1997–2005.
 Editorial Advisory Board, *National Reading Conference Yearbook*, 1997–1999.
 Editorial Advisory Board, *Reading Research Quarterly*, 2001–2004.
 Editorial Advisory Board, *Journal of Literacy Research*, 2009–present.
 Editorial Advisory Board, *Language Arts*, 2015.
 Editorial Advisory Board, *Reading Research Quarterly*, 2015-present.

Ad hoc Reviewer

Elva Knight Research Grant, Studies and Research: Grants Subcommittee (reviewed and recommended grants for funding), 1999–2010.

Research in the Teaching of English, 2000 & 2009.

Teaching and Teacher Education, 2000.

Journal of French Language Studies, 2007, 2009, 2011.

Journal of Teacher Education, 2012.

Urban Education, 2014–present.

Review of Educational Research, 2016.

Journal of Early Childhood Literacy Research, 2015—present.

Linguistics and Education, 2017.

Grants ReceivedExternal (Selected)

1. Bauer, E. B. (Co-Principal investigator), A Research Community for Teacher Educators and K-12 Teachers. Funded by the Spencer Foundation, 2001, \$49,700.
2. Bauer, E. B. (Senior Researcher), Instruction of Reading Comprehension: Cognitive Strategies or Cognitive Engagement, U.S. Department of Education Grant, 2003–07 (\$1,475,400).
3. Bauer, E. B. (Co-Principal Investigator), A comprehensive approach to improve the preparation of University faculty, Pre-service and In-service Teachers to Effectively Teach Limited English Proficient Students, U.S. Department of Education Grant, 2007–2012 (\$1,275,754).
4. Bauer, E. B. (Domestic Site Researcher) National Science Foundation OISE-1545900: PIRE (Partnerships in International Research and Education): Translating cognitive and brain science in the laboratory and field to language learning environments. 2016–2021 (\$5,000,000).
<http://pire.la.psu.edu/people/domestic-partners>.

University

1. Bauer, E. B. (Principal investigator), Emergent Literacy Across Two Languages: A Case Study. Faculty Collaboration Grant, University of Georgia, 1997, \$1,800.
2. Bauer, E. B. (Principal investigator), Alternative Literacy Assessment: Making it Work” project. Funded by Faculty Research Grant, University of Georgia Research Foundation, 1997, \$2,500.
3. Bauer, E. B. (Principal investigator), Becoming literate in two languages: Lessons from a bilingual preschooler. University of Illinois at Urbana-Champaign, Campus Research Board, 2001, \$18, 122.
4. Bauer, E. B. (Principal Investigator), Challenging Deficit Orientations and Transforming the Education of Minoritized Youths Through a Dual Language Program. University of Illinois at Urbana-Champaign, Campus Research Board, April 2014 (\$13,000).

Review PanelsGovernment and Foundations

1. Invited member of National Research Agenda Planning Panel for ELL Students, Washington, DC, 2007.
2. Invited member by the National Center for Education Statistics (NCES) to attend the NAEP Reading Framework Study Comparison Expert Panel, Washington, DC. (December 17–20), 2007.
3. Member of the Spencer Foundation Special Panel, Reconceptualizing and Reducing Risk in Early Childhood Development, 2008.

4. Invited to review K–3 Reading Comprehension content on the Doing What Works, Washington, DC, 2011.
5. Invited member of the NAEP Validity Studies (NVS) Panel, American Institute of Research, Washington, DC, 2017.

PUBLICATIONS AND CREATIVE WORKS

Books Authored or Co-Authored

1. Aaron, J., Bauer, E. B., Commeyras, M., Cox, S., Daniell, B., Elrick, E., Fecho, R., Herman-Wilmarth, J., Hogan, B., Pintaone-Hernandez, A., Roulston, K., Siiegel, A., & Vaughn, H. (2006). *No Deposit, no return: Community, responsibility, and risk in critical inquiry classrooms*. Newark, DE: International Reading Association.

Books Edited or Co-Edited

1. Van Kleek, A., Stahl, S., & Bauer, E. B. (2003). *On reading books to children: Parents and teachers*. Mahwah, NJ: Erlbaum.
2. Bauer, E. B., & Gort, M. (2012). *Early biliteracy development: Images of how young bilinguals make use of their linguistic resources*. New York, NY: Routledge Publishers.

Chapters in Books (selected)

1. Stahl, K. D., Garcia, G. E., Bauer, E. B., Pearson, P. D., & Taylor, B. M. (2006). Making the invisible visible: The development of a comprehension assessment system. In K. Stahl & M. McKenna (Eds.) *Reading Research into Practice* (pp. 425-436). New York, NY: Guilford Press.
2. Taylor, B. M., Pearson, P. D., Garcia, G. E., Stahl, K. D., & Bauer, E. B. (2006). Improving students' reading comprehension. In K. Stahl & M. McKenna (Eds.) *Reading Research into Practice*. (pp. 303—315). New York, NY: Guilford Press.
3. Garcia, G. E., & Bauer, E. B. (2009). Assessing student progress in the time of No Child Left Behind. In L. M. Morrow, R. Rueda, D. Lapp, & E. W. Gordon (Eds.) *Handbook of Research on Literacy Instruction: Issues of Diversity, Policy, and Equity*. (pp. 233–253). New York, NY: Guilford Press.
4. Bauer, E. B., & Gort, M. (2012). Reflections and directions for biliteracy research. In E. B. Bauer & M. Gort (Eds.), *Early Biliteracy Development: Exploring Young Learners' Use of their Linguistic Resources* (pp. 185–197). New York, NY: Routledge.
5. Gort, M., & Bauer, E. B. (2012). Introduction: Holistic approaches to bilingual/biliteracy development, instruction, and research. In E. B. Bauer & M. Gort (Eds.), *Early Biliteracy Development: Exploring Young Learners' Use of their Linguistic Resources* (pp. 2—7). New York, NY: Routledge.
6. Bauer, E. B., & Mkhinze, D. (2012). Supporting the early development of biliteracy. In E. B. Bauer & M. Gort (Eds.), *Early Biliteracy Development: Exploring Young Learners' Use of their Linguistic Resources* (pp. 14–33). New York, NY: Routledge.
7. Bauer, E. B., & Guererro, B. (2015). Young children's emerging identities as bilingual and biliterate students: The role of context. In A. Anderson, J. Anderson, J. Hare, & M. McTavish (Eds.). *Language, Culture, and Learning in Early Childhood: Transcultural Home, School, and Community Contexts* (pp. 40–84). New York, NY: Routledge.
8. Bauer, E. B., & Harrison, D. (2015). Parental perspectives on dual language classrooms: The role of the African American parents. In P. Smith, & A. Kumi-Yeboah (Eds.), *Handbook of Research on Cross-Cultural Approaches to Language and Literacy Development* (pp. 139–157). IGI Global.

Articles in Journals (Selected)

1. Bauer, E. B., & Manyak, P.C. (2008, October). Creating Language-Rich Instruction for English-Language Learners. *The Reading Teacher*, 62(2), 176–178.
2. Manyak, P. C., & Bauer, E. B. (2008). Explicit Code and Comprehension Instruction for English Language Learners. *The Reading Teacher*, 61(5), 432–434.
3. Bauer, E. B. (2009). Informed Additive Literacy Instruction for ELLs. *The Reading Teacher*, 62(5), 446–448.
4. Manyak, P., & Bauer, E. B. (2009). English vocabulary instruction for English learners. *The Reading Teacher*, 63(2), 174–176.
5. Bauer, E. B., Manyak, P., & Cook, C. (2010). Supporting content learning for English learners, *The Reading Teacher*, 63(5), 430–432.
6. Bauer, E. B., & Arazi, J. (2011). Promoting literacy development for beginning ELs. *Reading Teacher*, 64(5), 383–386.
7. García, G. E., Pearson, P. D., Taylor, B. M., Bauer, E. B., & Stahl, K. A. D. (2011). Socio-constructivist and political views on teachers' implementation of two types of reading comprehension approaches in low-income schools. *Theory into Practice*, 50(2), 149–156.
8. Bauer, E. B., Guerrero, B., Hornberg, S., & Bos, W. (2015). Understanding Students with Immigrant Background: A German Case of Students' language and Identity in Development. *Journal of language, Identity, and Education*, 14(5), 299–315.
9. Bauer, E. B., & Colomer, S. (2016). Biliteracy. *Encyclopedia of Educational Philosophy and Theory*. 113(1), 1-6. Retrieved from file:///Users/bauer/Downloads/manuscript.html
10. Bauer, E. B., Presiado, V., & Colomer, S. (2017). Writing through Partnership: How Emergent Bilinguals Foster Translanguaging. *Journal of Literacy Research*, 49(1), 10-37.

Referred Conference Papers and PresentationsInternational Presentations (Selected)

1. Hornberg, S., Stubbe, T., & Bauer, E. B. (2009, September). Student and School Factors that Explain the Reading Achievement of Children with Migration Background—an International Comparison. Paper presented at the Theory and Evidence in European Educational Research Conference. Vienna, Austria.
2. Bauer, E. B., Hornberg, S., & Bos, W. (2011, July). Understanding the experiences of students with immigration background in school: what they can teach us. Paper presented at the 17th European Conference on Reading in Mons, Belgium.
3. Bauer, E.B. & Colomer, E. B. (2017, July). Adopting a translanguaging framework in dual language education: Transforming emergent bilinguals' language and biliteracy skills. Paper presented at the 20th European Conference on Literacy. Madrid, Spain.

National Presentations (Selected)

1. Bauer, E. B., Presiado, V., & Smith, P. (2014, December). Emergent Writers in a Kindergarten Dual Language Classroom: A Snapshot of how Students developed their Writing Voice in Spanish. Paper presented at the Literacy Research Association, Marco Island, Florida.
2. Bauer, E. B., & Harrison, D. (2015, December). Parental Perspectives on Dual Language Classrooms: The Role of the African American Parents. Paper presented at the Literacy Research Association 65th Annual Conference, Carlsbad, California.
3. Bauer, E. B., & Colomer, S. (2016, March). Parental Perspectives: African-American and Latina/o Emergent Bilinguals as Ethnolinguistic Change Agents. Paper presented at National Association of Bilingual Education. Chicago, Illinois.

4. Wiemelt, J., Bauer, E. B., Presiado, V., & Behrends, A. (2016, March). School District and university partnership for dual language program in racially and linguistically diverse context. Paper presented at National Association of Bilingual Education. Chicago, Illinois.
5. Wiemelt, J., Bauer, E. B., Cheema, J., & Behrends, A. (2016, April). Spanish literacy development of emergent bilinguals in a multiracial context. Paper presented at American Educational Research Association, Washington, DC.
6. Bauer, E. B., & Colomer, S. (2016, April). New Directions in Biliteracy. Paper presented at American Educational Research Association, Washington, DC.
7. Bauer, E. B. (2016, April). Literacy, positioning, and Agency: Multiple perspectives from culturally and linguistically diverse learners and families. Paper presented at American Educational Research Association, Washington, DC.
8. Bauer, E. B., & Colomer, S. E. (2016, May). African American and Latina/o Emergent Bilinguals as Ethnolinguistic Change Agents in a New Latino Community. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Champaign, Illinois.
9. Bauer, E. B., & Colomer, S. E., Wiemelt, J. (2017). Beyond static assessments. Revealing African American and Latina/o dual language kindergartners' dynamic biliteracy skills. Paper presented at American Educational Research Association, San Antonio, TX.

Local & State Presentations (Selected)

1. Bauer, E. B. (2014). Plenary speaker at the Sixth Annual Second Language Acquisition and Teacher Education (SLATE) Graduate Research Symposium, University of Illinois at Urbana-Champaign, Champaign, Illinois.
2. Bauer, E. B. (2015) Challenging Deficit Orientations and Transforming the Education of Minoritized Students in Dual Language Classrooms, Paper presented at the thirteenth IERC Focus on Illinois Education Research Symposium, Lisle, Illinois.
3. Bauer, E. B. (2016). Do African Americans and Latin@ lives matter in schools? Seminar presentation. University of Illinois at Urbana-Champaign, College of Education, Champaign, Illinois.