

Doris Luft Santos Baker

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CURRENT POSITION

Assistant Professor, Southern Methodist University, Dallas, Texas 2013-present

Courtesy Research Associate, Center on Teaching & Learning; University of Oregon, Eugene, Oregon 2013-present

PRIOR POSITIONS

Research Associate, Center on Teaching & Learning; University of Oregon, Eugene, Oregon 2008-2013

Regional Coordinator, Oregon Reading First; Eugene, Oregon 2005–2008

Director of IDEL Research, Dynamic Measurement Group; Eugene, Oregon 2005–2008

Graduate Research Assistant, College of Education, University of Oregon; Eugene, Oregon 2003–2007

Spanish Senior Instructor, Department of Romance Languages, University of Oregon, Eugene, OR 1995–2003

Spanish Instructor, Department of Romance Languages, University of Oregon, Eugene, OR 1989–1995

ACADEMIC BACKGROUND

Ph.D. University of Oregon *Educational Leadership* 2007

M.S. San Diego State University *Latin American Studies* 1988

B.A. Universidad Iberoamericana, Mexico City, Mexico *Psychology* 1985

PUBLICATIONS

Peer-Reviewed Journal Articles

- Richards-Tutor, C., **Baker, D.L.**, Gersten, R., Baker, S., & Smith, J.M. (in press). The effectiveness of reading interventions for English Learners: A research synthesis of studies published since 2000. *Exceptional Children*.
- Baker, D. L.**, Biancarosa, G., Park, B. J., Bousselot, T., Smith, J., Baker, S. K., Kame'enui, E. J., Alonzo, J., & Tindal, G. (2015). Validity of CBM measures of oral reading fluency and reading comprehension on high-stakes reading assessments in grades 7 and 8. *Reading and Writing: An Interdisciplinary Journal*, 28(1), pp 57-104. DOI: [10.1007/s11145-014-9513-4](https://doi.org/10.1007/s11145-014-9513-4)
- Cena, J., **Baker, D. L.**, Kame'enui, E. J., Baker, S. K., & Park, Y. (2013). The impact of a systematic and explicit vocabulary intervention in Spanish with Spanish-speaking English learners in first grade. *Reading and Writing: An Interdisciplinary Journal*. DOI: [10.1007/s11145-012-9419-y](https://doi.org/10.1007/s11145-012-9419-y).
- Baker, D. L.**, Park, Y., Baker, S. K., Basaraba, D., Kame'enui, E., & Beck, C. (2012). Effects of a paired bilingual reading program on the reading performance of English learners in grades 1-3. *Journal of School Psychology*. DOI: [10.1016/j.jsp.2012.09.002](https://doi.org/10.1016/j.jsp.2012.09.002)
- Baker, D. L.**, Park, Y., & Baker, S. K. (2012). The reading performance of English learners in grades 1 to 3: The role of initial status and growth on reading fluency in Spanish and English. *Reading and Writing: An Interdisciplinary Journal*, 25, 251–281, DOI: [10.1007/s11145-010-9261-z](https://doi.org/10.1007/s11145-010-9261-z).
- Baker, D. L.**, Stoolmiller, M., Good, R. H., & Baker, S. K. (2011). Effects of reading comprehension on passage fluency in Spanish and English for second-language learners. *School Psychology Review*, 40(3), 331–351. - Named by NASP *Article of the Year 2011*.
- Fien, H., Smith, J. L. M., Baker, S. K., Chaparro, E. A., **Baker, D. L.**, & Preciado, J., (2011). Including English learners in a multi-tiered approach to early reading instruction and intervention. *Assessment for Effective Intervention*, 36(3), 143–157, DOI: [10.1177/1534508410392207](https://doi.org/10.1177/1534508410392207).
- Jiménez, J. E., **Baker, D. L.**, Rodriguez, C., Crespo, P., Artiles, C., & Alfonso, M. (2011). Evaluación del progreso de aprendizaje en lectura dentro de un modelo de Respuesta a la Intervención (RTI) en la comunidad autónoma de Canarias. *Escritos de Psicología*, 4(2), 11–19. DOI: [10.5231/psy.writ.2011.1207](https://doi.org/10.5231/psy.writ.2011.1207)
- Baker, D. L.**, Park, Y., & Baker, S. K. (2010). Effects of initial status and growth in pseudoword reading on Spanish reading comprehension at the end of first grade. *Psicothema*, 22, 955–962.
- Baker, D. L.**, Ketterlin-Geller, L. (2010, December/January). Conceptualizing a schoolwide bilingual literacy model: Closing the achievement gap through systematic formative assessment. *NABE News* 32(2), 6–9.
- Baker, S. K., Fien, H., & **Baker, D. L.** (2010). Robust reading instruction in the early grades: Conceptual and practical issues in the integration and evaluation of tier 1 and tier 2 instructional supports. *Focus on Exceptional Children*, 42(9), 1–20.

Smith, J. L. M., **Baker, D. L.**, & Santoro, L. E. (2009, January/February). Early intervention in bilingual education: Teaching phonological awareness in Spanish. *NABE News*, 31(2), 5–6, 9–14, 27–28.

Book Chapters

Baker, D.L., Richards-Tutor, C., Gersten, R., Baker, S. K., & Smith, J. (in press). Building Literacy for English learners within a Response to Intervention. In Emilia C. Lopez, Sara G. Nahari, and Sherrie L. Proctor (Eds). *The Handbook of Multicultural School Psychology. An Interdisciplinary Perspective*, 2nd Edition.

Baker, D.L., Al Otaiba, S., Ortiz, M, Correa, V., & Cole, R. (2014). Vocabulary development and intervention for English Language Learners in the early grades. In J. Benson (Ed.), *Advances in Child Development and Behavior*, vol. 46, San Diego, CA: Elsevier.

Baker, D. L., & Baker, S. K. (2009). Second language acquisition. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia* (pp. 782–786). Detroit: Macmillan Reference USA.

Baker, S. K., & **Baker, D. L.** (2008). English learners and response to intervention: Improving quality of instruction in general and special education. In E. L. Grigorenko (Ed.), *Educating individuals with disabilities: IDEA 2004 and beyond* (pp. 249–273). New York: Springer.

Books & Monographs

Baker, D. L. (2008). *Interpreting the process of becoming biliterate: Analyzing the relation between oral reading fluency and comprehension for Spanish-speaking students learning to read in English and Spanish*. Saarbrücken: VDM Verlag Dr. Müller.

Technical Reports & Other Publications

Baker, D. L., Baker, S. K., Katz, R. & Otterstedt, J. (2009). *Performance of English learners in Oregon Reading First across three years of implementation (2003-2006)*. Technical Report. Eugene, OR: Center on Teaching and Learning.

Baker, D. L. (2008). *Validez predictiva y de criterio de los Indicadores Dinámicos del Exito en la Lectura (IDEL) en México*. Technical Report presented to the Department of Education of the State of Guanajuato on 10/20/2008. Eugene, OR: Center on Teaching and Learning.

Baker, D. L., Cummings, K. D., Good, R. H., & Smolkowski, K. (2007). *Indicadores Dinámicos del Éxito in la Lectura (IDEL®): Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade*. Technical Report No.1. Eugene, OR: Dynamic Measurement Group. Retrieved from https://dibels.uoregon.edu/techreports/IDEL_Instructional_Rec.pdf

Baker, S. K., Smith, J. L. M., Fien, H., Otterstedt, J., Katz, R., **Baker, D. L.**, Thomas-Beck, C. (2007). *Three year Oregon Reading First report: Impact and implementation*. Eugene, OR: Oregon Reading First Center.

- Baker, D. L., & Good, R. H.** (2006). Fluidez en el Relato Oral. In **D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.),** *Indicadores dinámicos del éxito en la lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures/>
- Baker, D. L., Good, R.H., Castro Olivo, S. & Sanford, A.** (2006). Fluidez en el uso de las palabras. In **D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.),** *Indicadores dinámicos del éxito en la lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures/>
- Baker, D. L., Good, R. H., Knutson, N., & Watson, J. M. (Eds.).** (2006). *Indicadores dinámicos del éxito en la lectura* (7th Ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures/>
- Baker, D. L.** Good, R. H., Mross, A. P., McQuilkin E., Watson, J. M., Chaparro, E. A., Blanco-Vega, C. Castro Olivo, S. Preciado, J. & Sanford, A. K. (2006). Fluidez en la lectura oral. In **D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.),** *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures/>
- Baker, D. L., Knutson, N., Good, R. H., & Plasencia-Peinado, J.** (2006). Fluidez en la segmentación de fonemas. In **D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.),** *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures/>
- Cummings, K. D., **Baker, D. L., & Good, R. H.** (2006). Guía en inglés para la administración y calificación de IDEL. In **D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.),** *Indicadores Dinámicos del Éxito en la Lectura* (7th Ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures/>
- Good, R. H., Cumming, K., & **Baker, D. L.** (2006). *Administration and scoring guide for the indicadores dinámicos del éxito en la lectura*. Retrieved from http://dibels.org/papers/IDEL_ASGuide_Eng_041008.pdf
- Plasencia-Peinado, J., **Baker, D. L., & Good, R.H.** (2006). Fluidez en nombrar letras. In **D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.),** *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures/>
- Plasencia-Peinado, J., **Baker, D. L., Good, R. H., & Peinado, R.** (2006). Fluidez en las palabras sin sentido. In **D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.),** *Indicadores Dinámicos del Éxito en la Lectura*. Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures/>

Curriculum Materials

- Oregon Department of Education. (2011). *Oregon literacy plan*. Retrieved from <http://www.ode.state.or.us/search/page/?id=3325>
- Oregon Department of Education. (2011). *Oregon K-12 literacy framework: Writing*. Retrieved from <http://www.ode.state.or.us/search/page/?id=3514>

- Oregon Reading First. (2007–2008). *Spanish materials of Explicit Instruction to be used with Houghton Mifflin Lectura*. Retrieved from <http://oregonreadingfirst.uoregon.edu/>
- University of Oregon. (2006–2008). *Tarjetas para la Instrucción Explícita*. Eugene, OR: Center on Teaching and Learning.
- Oregon Reading First. (2005–2008). *BELL data-decision making modules and trainings*. Retrieved from http://oregonreadingfirst.uoregon.edu/pd_cohortbell.html
- Oregon Reading First. (2005–2007). *Modification and adaptation of materials presented in IBRs I, II, III, and IV*. Retrieved from <http://oregonreadingfirst.uoregon.edu>
- University of Oregon (2005). *Curriculum for a small group of English learners in first grade*. Eugene, OR: Center on Teaching and Learning
- Dynamic Measurement Group. (2007–2007). *Training materials for the Indicadores Dinámicos del Exito en la Lectura (IDEL™)*. Eugene, OR: Dynamic Measurement Group.

Manuscripts in Preparation and/or Submitted for Publication

- Baker, D.L.**, Basaraba, D., Cole, R., Richardson, U., Lyytinen, H., & Hautala, J. *Using Technology to Support Differentiated Instruction in First Grade Classrooms*. Manuscript submitted for publication.
- Baker, D. L.**, Santoro, L., Ware, S., Cuellar, D, Oldham, A., Cuticelli, M, Coyne, M., Loftus-Rathan, S., & McCoach, B. Understanding and Implementing the Common Core Vocabulary Standards in Kindergarten. Manuscript accepted for publication: *Teaching Exceptional Children*.
- Baker, D. L.**, Baker, S. K., Smolkowski, K., Rodriguez Mielke, A., Linan-Thompson, S., Kost, D & Miciak, J. *Examining the effectiveness of systematic and explicit routines on Spanish reading outcomes for first grade Spanish-speaking English learners*. Manuscript in preparation.
- Baker, D. L.**, Burns, D., Smolkowski, K. & Baker, S.K. *Effect of small group instruction for English learners at risk for reading difficulties in first grade*. Manuscript in preparation
- Baker, D. L.**, Stoolmiller, M., Baker, S. K., & Kennedy, P. C. *Empirical examination of the reciprocal relation between reading comprehension and passage fluency in second grade*. Manuscript in preparation.
- Baker, D. L.**, Park, Y., Baker, S.K. *Relation between English language proficiency and Spanish reading skills for English learners in grades 1-2*. Manuscript in preparation.

EXTERNAL FUNDING

FEDERAL

Principal Investigator (PI) on an award to Southern Methodist University: *English Learner Vocabulary Acquisition (ELVA): Promoting the Vocabulary and Language Proficiency of Spanish Speaking English Learners in Second Grade*. Institute of Education Sciences, 2014-2017, \$1,465,715).

Co-PI on a subaward to Southern Methodist University: *Graphogame and MindStars Books: Global Cyber Tools for Improving Young Learner's Reading Comprehension, Scientific Discourse and STEM Learning (Project MindStars)*. National Science Foundation, 2012-2013, \$72,775).

Co-PI on a subaward to the University of Oregon: *Project early vocabulary intervention. (Project EVI)*. (U.S. Department of Education, 2011–2015, \$1,345,946).

Co-PI on an award to the University of Oregon: *Reading Interventions with Spanish-Speaking Students: Maximizing Instructional Effectiveness in English and Spanish*. (U.S. Department of Education, 2007–2012, \$3,498,216).

NON-FEDERAL

Principal Investigator (PI) on the project titled: *Hispanic Mothers Network* funded by the Knight Foundation to the Dallas Morning News with a subcontract to Southern Methodist University (August 2014- March 2015, \$28,900).

PI on the project: *Bilingual Design Center: Creating Custom Bilingual Instruction with a Virtual Tutor* (Office of the Provost, Southern Methodist University, Dallas, TX, December, 2013 - \$8,340).

PI on the pilot project: *Linking Teachers and Families of Latino Preschoolers at Risk for Language Disabilities, a Follow-up Study*. (Oregon Childhood Development Coalition, Oregon, February-May 2014, \$6,985).

PI on the pilot project: *Linking Teachers and Families of Latino Preschoolers at Risk for Language Disabilities, a Pilot Project*. (Oregon Childhood Development Coalition, Oregon, March – December 2013, \$29,960).

PI on: *Relation Between Adolescent English Learners, Teacher Attitudes, and Student Motivation. (Baney Pilot Project)*. (College of Education, University of Oregon, 2012, \$7,317).

Co-PI on: *Prevención de las dificultades específicas de aprendizaje de la lectura y escritura (Proyecto PREDEA)*. (Collaboration with the Dirección General de Ordenación e Innovación Educativa de la Consejería de Educación, Cultura y Deportes del Gobierno de Canarias (Spain), the Universidad de La Laguna y Universidad de Las Palmas de Gran Canaria, and the Center on Teaching and Learning at the University of Oregon, 2009–2011).

Co-PI on the: *Hillsboro Pilot Study in Math and Reading*. (Center on Teaching and Learning, 2009–2010, \$318,052).

PI on the project: *Predictive, and concurrent-criterion related validity of the Indicadores Dinámicos del Exito en la Lectura for Students Learning to Read in Spanish in Mexico*. (Department of Education of the State of Guanajuato, Mexico, 2007–2008).

AWARDS

School Psychology Review. 2011 Article of the Year Award.	2012
International Reading Association. Finalist in the 2008 Outstanding Dissertation Award.	2008
University of Oregon, Department of Romance Languages. Instructor of the Year Award.	2002
San Diego State University. Scholarship for outstanding academic performance.	1988
Universidad Iberoamericana. Honorable Mention.	1985

PRESENTATIONS

International

Baker, D. L. (2014, November). *Inclusividad y Respuesta a la Intervención: dos acercamientos similares para resolver problemas de aprendizaje*. Keynote address at the VIII Encuentro Internacional de Educación Especial y Psicopedagogía, Universidad Católica del Maule, Talca, Chile.

Baker, D.L. (2014, July). *Linking home and school to build Latino preschoolers' oral language and vocabulary*. Paper presented at the International Association of Special Education, Braga, Portugal.

Baker, D. L. (2014, March). *Usability and feasibility of Graphogame*. Invited to present at the University of Jyväskylä, Finland.

Cole, R., **Baker, D. L.**, Hautala, J. (2014, March). *Grominds and Mind Stars Books. Webinar presented at the international Science Across Virtual Institutes Project, Finland*. Available at: <http://bit.ly/blt-webinar-slide-march2014>.

Baker, D. L., Park, Y., & Baker, S. K. (2013, July). *Effect of English Language proficiency and Spanish and English literacy on English reading comprehension for Spanish-speaking English Learners*. Interactive paper presented at the Society for the Scientific Study of Reading Conference, Hong Kong, China.

Baker, D. L. (2013, May). *La evaluación formativa de la comprensión en niños de edad escolar. El Relato Oral y el Uso de las palabras*. Invited to present at the Universidad del Aconcagua, Mendoza, Argentina.

Baker, D. L., & Park, Y. (2012, December). *Relation Between English Language Proficiency and Spanish Literacy for English Learners Attending Bilingual Schools*. Invited to present at a Colloquium sponsored by the University of Amsterdam.

- Baker, D. L.** (2012, November). *Relación entre la decodificación y la comprensión lectora en español*. Invited to present at the VII International Encounter of Special Education and Psychopedagogy, Talca, Chile.
- Baker, D. L., & Stoolmiller, M.** (2012, July). *Empirical examination of the reciprocal relation between reading comprehension and passage fluency in second grade*. Paper presented at the 2012 Annual SSSR Conference, Montreal, Canada.
- Crespo, P. A., **Baker, D. L.**, Park, Y., Rodriguez, C., & Jimenez, J. E. (2012, July). *Patterns of growth of beginning reading skills for Spanish-monolingual children in grades K-2*. Poster presented at the 2012 Annual SSSR Conference, Montreal, Canada
- Park, Y. & **Baker, D. L.** (2012, April). *Comparison of two approaches to reading instruction for English learners in primary grades*. Poster presented at the 2012 American Educational Research Association Convention, Vancouver, Canada.
- Baker, D.L.** (2011, November). Pasos para hacer una investigación cuantitativa. Ejemplo: La enseñanza explícita del vocabulario. Paper presented at the Universidad Católica del Maule in Talca, Chile.
- Baker, D. L.** (2011, April). *El modelo de respuesta a la intervención para prevenir dificultades en la lectura*. Keynote speaker at the inaugural ceremony of the academic school year. Universidad Católica del Maule in Talca, Chile.
- Baker, D. L.** (2011, March). *Vocabulary development for English learners*. Paper presented at the Teaching Students with Learning Challenges Conference, Doha, Qatar.
- Baker, D. L.**, Baker, S. K., Linan-Thompson, S., Kosty, D., Smolkowski, K., Rodriguez-Mielke, A., Miciak, J., & Burns, D. (2010, July). *Reading intervention with Spanish-speaking students: Maximizing instruction in Spanish in first-grade preliminary results*. Paper presented at the SSSR Conference, Berlin, Germany.
- Baker D. L.**, Jimenez, J. E., Baker, S. K. (2009, July). *Improving the reading performance of English Learners: The role of quality of instruction*. Research paper presented at the International Association of Special Education, Alicante, Spain.
- Baker, D. L.** ,& Barrientos, R. (2008). *La evaluación formativa para prevenir problemas de lectura en niños de preescolar a tercer grado*. Paper presented at the XVI Congreso Mexicano de Psicología, Monterrey, Nuevo León, Mexico.
- Baker, D. L.** (2008, July). *El desarrollo de la lectura en la escuela primaria: Proyectos de investigación en México y en Estados Unidos*. Research paper presented at the meeting of the Comission on Education appointed by the Mexican Ministry of Foreign Relations in Guanajuato, Mexico.
- Baker, D. L.** (2006, July). *The predictive validity and decision utility of a Spanish early literacy measure: The Indicadores Dinámicos del Exito en la Lectura (IDEL™)*. Research paper presented in a Symposium format at the 13th Annual Conference for the Society of Scientific Studies in Reading, Vancouver, Canada.
- Linan-Thompson, S., & **Baker, D. L.** (2005, July). *Assessment and instruction of Spanish-speaking children in the United States: Preventing reading difficulties*. Research paper presented at the Learning Conference in Granada, Spain.

- Baker, D. L.** (2004, December). *La enseñanza de la lectura a niños hispanos bilingües en los Estados Unidos: Dilemas, desafíos y propuestas*. Seminar presented at the Instituto Mora in Mexico City, Mexico.
- Baker, D. L., & Szurmuk, M.** (2002, October). *Conexiones universidad-escuela: Una experiencia de colaboración con estudiantes latinos en Oregon*. Paper presented at the VII Congreso Latinoamericano para el Desarrollo de la Lectura y la Escritura in Puebla, Mexico.
- Good, R. H., Baker, S. K., **Baker, D. L.**, & Berber, A. (August, 1989). *Reading curriculum-based assessment: Cross-cultural use*. Paper presented at the XII International School Psychology Colloquium, Ljubljana, Slovenia, Yugoslavia.

National

- Baker, D.L., Baker, S.K., Smolkowski, K., & Linan-Thompson, S.** (2014, March). *Effects of Tier 1 Instruction in Spanish on the Reading Performance of First Grade Spanish-speaking English Learners*. Society for Research on Educational Effectiveness, Washington, DC.
- Baker, D.L.** (2014, February). *Research-Based Interventions to Improve the Reading and Writing Performance of Spanish-speaking English Learners in Spanish and English*. Presented in **D.L. Baker** (Chair.), Special Interest Group, Elementary at the 2014 Annual National Association of Bilingual Education, San Diego, CA.
- Baker, D.L.** (2013, December). *The Effects of Teacher Student Interactions on the Reading Performance in Spanish of First Grade English Learners Attending Bilingual Schools*. Presented at the 63th Annual Literacy Research Association, Dallas, TX.
- Baker, D. L., Park, Y., & Baker, S. K.** (2013, May). *The role of initial status and growth in oral reading fluency on the reading comprehension in Spanish and English of first to third grade English learners*. Presented at the First Bilingual Research Conference, Houston, TX.
- Park, B. J., **Baker, D. L.**, & Biancarosa, G. (2013, April). *Predictive validity of curriculum-based measures of oral reading fluency and reading comprehension on high-stakes reading assessments in seventh and eighth grades*. Paper presented at the 94th Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Baker, D. L., Coyne, M. & McCoach, B.** (2013, February). Project EVI, Early Vocabulary Intervention. Building a strong foundation in the early grades. Research paper in **D. L. Baker** (Chair), *A closer examination of multi-tier systems of instruction: challenges and promising approaches to the prevention of reading difficulties in the early grades*. Session presented at the Pacific Coast Research Conference, San Diego, CA.
- Cuellar, D., **Baker, D. L.**, & Williams, S. (2012, October). *The Early Vocabulary Intervention: An Effective Program to Satisfy the Kindergarten Vocabulary Common Core State Standards*. Poster presented at the 4th Annual Research to Practice Conference, Center on Teaching and Learning, Portland, OR.

- Baker, D. L.,** Park, Y. (2012, October). *Relation Between English Language Proficiency and Spanish Literacy for English Learners Attending Bilingual Schools*. Presentation at the Second Language Research Forum, Pittsburgh, PA.
- Baker, D. L.,** Basaraba, D., Mielke, A., & Burns, D. (2012, October). *Building a strong foundation in early literacy and English language proficiency*. Panel presented at the 34th International Conference on Learning Disabilities, Austin, TX.
- Baker, D.L.,** & Correa, V. (2012, February). Using effective classroom and home literacy practices with young Latino children. Paper presented in **D.L. Baker** (Chair.), *Maximizing the benefits of bilingualism to build a strong foundation in early literacy and English language proficiency*. Panel presented at the 2012 Annual National Association of Bilingual Education, Dallas, TX.
- Baker, D. L.,** & Kosty, D. (2012, February). Effect of learning opportunities on the reading performance in Spanish of first grade English learners. Research paper in **D. L. Baker** (Chair), *The relation between observations of student-teacher interactions and student performance*. Panel presented at the Pacific Coast Research Conference, San Diego, CA.
- Baker, D. L.,** Baker, S. K., Linan-Thompson, S., Rodriguez-Mielke, A., Miciak, J., Burns, D. (2011, October). *Systematic and explicit teaching routines to enhance bilingual reading instruction*. Paper presented at the 33rd International Conference on Learning Disabilities, Austin, TX.
- Baker, D. L.** (2011, August). *Teaching reading in English or in Spanish to Spanish-speaking English learners*. Paper presented at the Second Annual RtI/PLC Institute Richland School District, WA.
- Baker, D. L.** & Burns, D. (2011, May). *Supporting English learners in their transition from learning to read in Spanish to learning to read in English*. Paper presented at the International Reading Association, Orlando, FL.
- Baker, D. L.,** Park, Y. & Baker, S. K. (2011, February). *The reading performance of English learners in grades 1 to 3: The Role of Initial Status and Growth on Reading Fluency in Spanish and English*. Paper presented at the National Association of Bilingual Education, New Orleans, LA.
- Baker, D. L.** (2011, February). *Effective strategies to teach reading in English and Spanish*. Paper presented at the National Association of Bilingual Education, New Orleans, LA.
- Baker, D. L.** (2011, February). *Effect of comprehension on passage fluency in Spanish and English for second grade English learners*. Paper presented as part of a panel titled: "Deeper Understanding of Oral Reading Fluency: Individual, Contextual, and Longitudinal Factors" at the Pacific Coast Research Conference, San Diego, CA.
- Crespo, P., **Baker, D. L.** , Jimenez, J. E., Rodriguez, C. & González, D. (2010, October). *Effectiveness of the implementation of a tier 2 reading program within a response to intervention approach in grades k-2 in Spain*. Poster presented at the Conference of Worldwide Learning Disabilities, New Jersey, NJ.
- Baker, D. L.,** Linan-Thompson, S., Smolkowski, K., Baker, S. K., Rodriguez-Mielke, A., & Miciak, J. (2010, June). *Examining the efficacy of a first grade Spanish reading intervention*

- on Spanish outcomes for English Learners: Preliminary results.* Poster presented at the 5th Annual Institute of Education Science Research Conference, National Harbor, MD.
- Baker, D. L.,** Park, Y. & Baker, S. K. (2010, May). *The role of reading growth in the performance in English and Spanish of Spanish-speaking English learners.* Paper presented at the annual American Education Research Association Conference, Denver, CO.
- Doabler, C. T., Fien, H., **Baker, D. L.,** Baker, S. K., Burns, D., & Nelson-Walker, N. J. (2010, April). *Measuring teacher-student instructional interactions in mathematics and bilingual reading classrooms.* Paper presented at the Council for Exceptional Children Convention. Nashville, TN.
- Baker, D. L.,** Park, Y., & Baker, S. K. (2010, March). *The role of oral reading fluency in Spanish and English for English learners in grades 1-3.* Paper presented at the Annual Conference of the National Association for School Psychologists. Chicago, IL.
- Chaparro, E. A., **Baker, D. L.,** Sanford, A. K. (2010, March). The role of oral reading fluency in Spanish and English for English learners in grades 1-3. In Chaparro, E. A., Smith, J. L. M., **Baker, D. L.,** Sanford, A. K., Park, Y. & Travers, T. (Chair), *When the growing gets tough: A discussion about growth measures.* Symposium conducted at the 2010 National Association of School Psychologists Annual Convention. Chicago, Illinois.
- Baker, D. L.** (2010, February). *Using IDEL to monitor reading progress in Spanish in a response to intervention model.* National Association of Bilingual Education, Denver, CO.
- Cena, J. **Baker, D. L.** (2010, February). *Effective vocabulary instruction for ELLs in Spanish.* Paper presented at the National Association of Bilingual Education, Denver, CO.
- Baker, D. L.** (2010, February). *Desarrollo de la conciencia fonémica en español.* Paper presented at the National Association of Bilingual Education, Denver, CO.
- Baker, D. L.,** Stoolmiller, M., Good, R. H., & Baker, S. K. (2009, June). *Unpacking the relation between comprehension and passage fluency in Spanish and English.*
Poster presented at the Society for Scientific Studies in Reading, Boston, MA.
- Baker, D. L.** (2009, May). *Unpacking the relation between passage fluency and comprehension in Spanish and English.* Poster presented at the Research Conference of the International Reading Association, Minneapolis, MN.
- Baker, D. L.** (2009, February). *The use of DIBELS and IDEL with English learners.* Leader of a focus group at the DIBELS Summit, Albuquerque, NM.
- Baker, D. L.** (2008, February). *Implementing a School-wide Bilingual Literacy Model: Results of a two-year study.* Research paper presented at the National Association of Bilingual Education (NABE) Conference, Tampa, FL.
- Santoro, L E., Puhalla, E. & **Baker, D. L.** (2006, May). *Promoting comprehension through classroom read alouds for young elementary grade children: How to design and implement a Read Aloud curriculum, boost vocabulary, and build language skills.* Research paper presented at the 51st International Reading Association Conference, Chicago, Ill.

- Baker, D. L.** (2006, April). *Effects of Spanish Syllabic and Phonemic Awareness on Students Understanding of the Alphabetic Principle*. Round table presentation at the AERA 2006 Annual Conference, San Francisco, CA.
- Baker, D. L., & Katz, R.** (2006, March). *Relation between DIBELS and IDEL: Student Reading Progress in English and Spanish*. Research paper presented at the DIBELS Summit 2006 in Santa Ana Pueblo, New Mexico.
- Watson, J. M., **Baker, D. L.**, Good, R. H., & Peyton, J. (2005, March). *The Validity and Reliability of the Indicadores Dinámicos del Exito en la Lectura*. Research paper presented at the DIBELS Summit 2005 in Santa Ana Pueblo, New Mexico.
- Baker, S. K., Good, R. H., **Baker, D. L.**, & Berber, A. (1990, April). *Construct validity of CBM reading for Spanish-speaking children*. Paper presented at the Annual Conference of the National Association of School Psychologists Conference, San Francisco, CA.

Regional

- Baker, D. L. (2013, November). *The Benefits of Bilingualism: How to Support your Child's Bilingual Development*. Keynote Speech at the Power of Two Languages Workshop. Dallas Independent School District, Dallas, TX.
- Baker, D.L. (2013, August). *Language, Culture, and Global Connections*. Keynote Speech at the World Languages Summit: Destination 2020. Dallas Independent School District, Dallas, TX.
- Baker, D.L. (2013, June). *Teaching students to read in Spanish using systematic and explicit teaching routines (SETR)*. Presented at the Desoto School District Professional Development Conference, Dallas, TX.
- Baker, D.L. (2013, June). *Administration and scoring of the Indicadores Dinámicos del Exito en la Lectura (IDEL)*. Presented at the Desoto School District Professional Development Conference, Dallas, TX.
- Baker, D. L., Pulte, W., (2013, April). *Learning to read in two languages: research evidence and teacher shortage*. Presented at the 29th Annual Bilingual/ESL Education Association of the Metroplex Conference, Dallas, TX.
- Crespo, P., **Baker, D. L.**, Park, Y., Rodriguez, C. Jiménez, J. E. (2011, November). *Growth patterns in nonsense word fluency for first grade Spanish monolingual students at risk for a reading disability*. Poster presented at the 2011 CTL Research to Practice Conference, Portland, OR.
- Crone, D. A., & **Baker, D. L.** (2011, October). *The benefits of interactive shared reading with young children with applications for English language learners*. Oregon Association for the Education of Young Children, OR.
- Baker, D. L.**, Park, Y. & Baker, S. K. (2011, April). *The B-ELL series: Teaching reading to English learners in Spanish and English in grades 1-3*. Results of three longitudinal studies. Invited to present to the College of Education, University of Oregon by the DIBELS/IDEL Research Team.

- Baker, D. L.** (2011, February). *Examining the reading performance of English learners in bilingual and English only programs in grades 1-3*. Research paper presented to school administrators at the Tigard-Tualatin School District, Tigard, OR.
- Baker, D. L.** (2010, October). *Explicit comprehension and vocabulary instruction for English learners*. Presented at the CTL Research To Practice Fall Conference, Portland, OR.
- Baker, D. L.** (2010, April). *Understanding the relation between Spanish and English reading development*. Webinar presented as a follow-up from the Center on Teaching and Learning Fall Conference, Eugene, OR.
- Baker, D. L.,** Chaparro, E. A. (2009, October). *Recommendation #2 intensive small-group reading interventions*. Paper presented at the CTL Fall Conference, Moving Research into Practice, Portland, OR.
- Baker, S. K., & **Baker, D. L.** (2008, March). *English language learners and response to intervention: Essential considerations*. Research paper presented at the OrRTI Mini-Conference, Portland, OR.
- Baker, S. K., & **Baker, D. L.** (2007, June). *Teaching English language learners to read in Oregon schools: Moving from theory to practice*. Research paper presented at the Confederation of Oregon School Administrators, Seaside, OR.
- Smith, J. L. M., Baker, S. K., Katz, R., Fien, H., **Baker, D. L.**, & Otterstedt, J. (2007, February). *What are we doing? What are we finding? What does it mean?* Paper presented at the Oregon Conference Eugene, Oregon.
- Baker, D. L.** (2005, June). *Cross-linguistic transfer of reading skills for children learning to read in English and Spanish: What does the evidence tell us?* Paper presented at the Institute for Beginning Reading I, Portland, OR.
- Baker, D. L.,** & Szurmuk, M. (2002, May). *Participatory learning experience-UO community collaborations*. Report on the results of a Romance Languages internship program in public schools and community organizations in the Lane County area.
- Baker, D. L.,** (2002, April). *Dichos, refranes y trabalenguas*. Paper presented at the Foreign Language Day at the University Of Oregon, Eugene, OR.
- Baker, D. L.,** & McQuilkin E. (1999, October). *The many faces of poetry: Analyzing Neruda's odes*. Paper presented at the Conference of Oregon for Foreign Language Teacher. Eugene, OR.

TEACHING EXPERIENCE

EDU6339 Bilingual Content Instruction

Spring 2014

Differentiating Instruction for English Learners. Guest lecturer in the Advanced Literacy Development Course (EDU6363). Southern Methodist University.

Spring 2013

Spring 2013

Language and Literacy Institute: Topic: Effective Bilingual Programs.
Southern Methodist University.

EDU6321Bilingualism/Biliteracy. Dept of Teaching and Learning, SMU

Fall 2012, 2013

La enseñanza del vocabulario. Workshop presented at the VII International Encounter of Special Education and Psychopedagogy, Talca, Chile.

November 2012

Reading Interventions for English Learners. Guest lecturer in the Reading Intervention Course (EDLD 612).

November 2012

Teaching Students to Read in Spanish Using Systematic and Explicit Teaching Routines. Five day training provided to all Spanish elementary school teachers at the Nido de Aguilas school in Santiago, Chile.

November 2011

Effective Vocabulary Instruction Within a Multitier Framework. Two day training provided to kindergarten teachers and interventionists participating in the Early Vocabulary Intervention project.

September 2011

Vocabulary development: Teaching Words. Guest lecturer in the Interventions for Struggling Readers Course (EDST 410/510)

April 2010 and 2011

IDEL Entrenamiento Esencial. Two-day training on the Indicadores Dinámicos del Exito en la Lectura. Nido de Aguilas k-12 school in Santiago, Chile.

April 2011

Supporting English Learners in the General Education Classroom and in Special Education. One day training presented at the RtI Conference: Building Student Success organized by the Anchorage School District, Anchorage, AL.

January 2011

Supporting Schools with English Learners. Half-day training for the Washington Oregon School Psychology Association, Vancouver, WA.

October 2010

Increasing EL Vocabulary and Comprehension Through Explicit and Systematic Teaching Routines. One day training in Hillsboro, OR.

August 2010

Supporting Schools with English Learners. One-day workshop presented to the Camas School District, personnel in Camas, WA.

August 2010

<i>Using Systematic and Explicit Routines to Teach Reading in Spanish.</i> Two-day workshop presented at Sharpstein elementary, Walla Walla, WA.	<i>August 2009</i>
<i>IDEL Entrenamiento Esencial.</i> One day training on the Indicadores Dinámicos del Exito en la Lectura. Austin Independent School District, Austin, TX.	<i>July 2009</i>
<i>Foundations of the Indicadores Dinámicos del Exito en la Lectura (IDEL).</i> Two-day workshop presented at the Washington Association of Bilingual Educators. Lynnwood, WA.	<i>May 2009</i>
<i>Teaching Students to Read in Spanish Using Systematic and Explicit Teaching Routines.</i> Two-day workshop presented to Spanish teachers participating in the New Mexico Reading First initiative.	<i>August 2008</i>
<i>Teaching Reading in Spanish Using Systematic and Explicit Teaching Routines.</i> Two-day workshop presented to Spanish teachers participating in the New Mexico Reading First initiative.	<i>October 2008</i>
<i>Senior Instructor.</i> Taught all levels of Spanish language courses, from Spanish 101 to Spanish 416/516, Advanced Writing.	<i>1995–2003</i>
<i>Making Connections.</i> Created and implemented a pilot program between Kelly Middle School and the Department of Romance Languages. Middle School Spanish heritage speakers attended a UO Span 307 oral skills class for two weeks to learn more about the university. University students were able to practice their language skills in a meaningful context.	<i>Spring 2002</i>
<i>Using technology to improve communication in the foreign language classroom.</i> Designed materials and activities using web-based blackboard technology to encourage students to participate in discussion and reading groups in SPAN 303 and 305.	<i>Fall 2001</i>
<i>Reading strategies for a second year college level course.</i> Developed a series of pre-reading activities to accompany the SPAN 201 textbook readings.	<i>Fall 2000</i>
<i>Team learning.</i> Implemented team learning in the foreign language classroom. This learning strategy combines individual accountability for preparation with group accountability for overall products. Effectively builds a sense of belonging and cooperation among students.	<i>Spring 2000</i>

<i>Creativity and language skills development.</i> Added creative activities in the Span 303, Expresiones artísticas course that encourages and motivates students to express their personal interpretation of course materials. Students write poems, design collages, and create drawings of personal experiences. Students' projects were displayed at a UO building.	<i>Winter 1999</i>
<i>New courses.</i> Taught the first Span 305, Cambios Sociales course under the revised curriculum designed to enhance student awareness of cultural differences while developing language skills.	<i>Fall 1999</i>
<i>Curriculum materials for field trips.</i> Provided guidelines for field trips in the Spanish study abroad programs at the University of Oregon to enhance learning experience. Activities included interviewing locals, describing historic buildings, observing market places and other communal sites, and researching native languages.	<i>Summer 1998</i>
<i>Portuguese for students of Spanish.</i> Designed a syllabus to teach Portuguese to students of other Romance languages.	<i>Fall 1997</i>
<i>Spanish Instructor.</i> Taught all levels of Spanish language courses, from Spanish 101 to Spanish 416/516, Advanced Writing.	<i>1989-1995</i>
<i>Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) in Querétaro, Mexico.</i> Taught Mexican Culture and Civilization to all the University of Oregon students participating in the intensive Spanish study abroad program.	<i>Summer 1992 and Summer 1990</i>

ADDITIONAL PROFESSIONAL EXPERIENCE

<i>Research Assistant.</i> Taught, adapted, and modified materials to teach Spanish speaking English Learners content vocabulary, and language development in the Read Aloud grant funded by the Institute of Education Sciences, #R305G050216.	<i>2004-2008</i>
<i>Project Coordinator on the research study: Validity and Reliability of the Indicadores Dinámicos del Exito en la Lectura,</i> Institute of Educational Achievement (IDEA), University of Oregon.	<i>2003-2004</i>
<i>Coordinator Participatory Learning Experience Internship,</i> Department of Romance Languages, University of Oregon.	<i>2000-2003</i>
<i>College Adviser,</i> University of Oregon.	<i>2001-2003</i>
<i>Spanish teacher for Latino students in 3rd grade.</i>	<i>2000-2001</i>

Resident Director , University of Oregon Study Abroad Program in Querétaro, Mexico.	1998
Supervisor Third Year Spanish Courses , Department of Romance Languages, University of Oregon.	1992–1997
Spanish Translator	1990–present
Assessor for Portuguese , Department of Romance Languages, San Diego State University, San Diego, CA.	1990–2003
Resident Director and Instructor , University of Oregon Study Abroad Program at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) in Querétaro, Mexico.	1990
Graduate Teaching Assistant , San Diego State University, San Diego, CA.	1987–1988
Graduate Teaching Assistant , San Diego State University, San Diego, CA.	1986–1987
Research Assistant , El Colegio de México, Mexico City. Classified and analyzed stories written by children from elementary schools throughout Mexico.	1984
Research Assistant , Amnesty International, Mexico City. Compiled and summarized information from various newspapers regarding human rights violations in Latin America. Conducted research and coauthored an article on the psychological consequences of systematic abuse.	1983–1984

SERVICE

International

Scientific advisor to the grant proposal titled: <i>Efecto de un programa de enseñanza explícita y sistemática de vocabulario (VES) en la fluidez, comprensión lectora y vocabulario en estudiantes de segundo año básico de la provincia de Talca</i> submitted to the Chilean Department of Education,	July, 2012
Member of the Scientific Committee for the 7 th Conference for Special Education and Psychopedagogy, Universidad Católica del Maule, Talca, Chile.	2012
Advisor for the Department of Education of the State of Guanajuato,	2007–2009

Mexico.

National

- Guest Speaker and advisor for the Oregon RTI initiative***, Oregon Department of Education. 2012–present
- Chair of the Elementary Special Interest Group***, National Association for Bilingual Education. 2011–present
- Reviewer for the following journals: Reading and Writing: An Interdisciplinary Journal, Elementary School Journal, Annals of Dyslexia, Learning and Individual Differences, Educational Psychology, and Spanish Journal of Psychology.*** 2010–present

Regional

- Co-Chair of the Bilingual Committee and the Master's Program Committee***, Department on Teaching and Learning, Simmons School of Education, SMU. present
- Leader of the Bilingual Interest Group***, Center on Teaching and Learning, University of Oregon. present
- Leader of the English Learner strand for the 2012 CTL Research to Practice Conference*** sponsored by the Center on Teaching and Learning, University of Oregon. October 2010, 2012
- Advisor on three doctoral dissertations***, University of Oregon. 2009–present
- Member of the Leadership Team***, Center on Teaching and Learning, University of Oregon. 2008–2010
- Member of the Instructor Advisory Committee***, Department of Romance Languages, University of Oregon. 2002–2003

Consulting

- Consultant on the IES funded project: Research And Development of Spanish Individual Growth And Development Indicators (S-Igdis): Early Literacy Identification Measures for Spanish-English Bilingual Children.*** 2011-2012
- Consultant***, Cambium Learning, inc. for the development of the Read Well third grade program. 2011

- Consultant**, Nido de Aguilas School in Santiago, Chile. Main focus is on building the Spanish reading program and helping teachers understand the connection between Spanish reading instruction and English reading instruction. 2011–present
- Consultant**, The Learning Center School in Doha, Qatar. Main focus is on building a school of excellence for students in grades 1-12 who are struggling with reading. Workshops have included (a) the development of an action plan, (b) improving language and vocabulary instruction in the general education classroom, (c) providing professional development on explicit instruction to all school staff. Worked closely with a team of the Center on Teaching and Learning. 2010–2012
- Consultant**, Tigard-Tualatin, Walla Walla, and Hillsboro School Districts on using evidence based practices to improve the academic performance of English learners. 2008–2012
- Consultant**, for the development of the Spanish literacy software program titled: *Sonidos y Letras*. Product available at: <http://www.ayudatec.org/incio> 2008–2009
- Adviser**, for the development of classroom materials to be used in grades 3-5 at Drinking Gourd Elementary School. In addition, planned and coordinated a field trip to Costa Rica for parents and students grades 3-5. 1999–2003

PROFESSIONAL MEMBERSHIPS

American Education Research Association
 International Reading Association
 National Association for Bilingual Education
 Society for the Scientific Study of Reading
 Society for Research on Educational Effectiveness

DISSERTATION

Baker, D. L. (2007). *Relation between oral reading fluency and reading comprehension for Spanish-speaking students learning to read in English and Spanish*. Doctoral dissertation, Chairperson: Gerald Tindal. University of Oregon, Eugene, OR.

LANGUAGES

Fluent in Spanish, English, Portuguese, and German.