

## UC LMRI's Postdoctoral Fellows Historical List

UC LMRI hosted mentored fellowships of one-year duration for four postdoctoral fellows from 2001 to 2006.

The UC Faculty Steering Committee provided intellectual support for the fellow as well as facilitated publication and/or dissemination of the completed fellowship product. The mentor's work was reviewed for publication by LMRI. It was originally anticipated that the mentor would be in regular contact with the fellow and would provide guidance in planning for the fellow's scholarship and career path beyond the mentorship year.

The fellowship awards provided \$50,000 for salary and support for research and travel expenses for the fellow, including a \$2,500 stipend for the UC Faculty mentor.

To be eligible, candidates had to be recent graduates from the University of California (within two years of date of commencement) whose scholarship had been in the area of language minority education (including doctoral level studies in any related discipline or terminal degrees such as J.D. or M.D).

Proposals for the post doctoral fellowship were reviewed by the Steering Committee of the UC LMRI according to the following criteria: (1) the potential contribution of the proposed work to further the understanding of issues relevant to the scholarship of UC LMRI; (2) evidence that the candidate is well-prepared to undertake the proposed work (e.g, background, experience, related work); (3) quality of the proposed work; (4) strength of recommendations and appropriateness of expertise of the candidate's mentor.

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### **Maricela Correa-Chávez: 2005-06**

UC Mentor: **Kris Gutierrez, UCLA**

Maricela Correa-Chávez received her BA in both Anthropology and Psychology from UCLA. She will receive her PhD in developmental Psychology from the University of California, Santa Cruz in June 2005. Her work examines learning as a cultural activity tied to people's participation in community traditions and institutions like school. Specifically, she examines the cultural ways in which children manage attention to multiple events and use observation during a learning activity. Her dissertation focuses on cultural variation in how U.S. middle class children and Guatemalan Maya children pay attention to events that are not addressed to them.

For her postdoc research, beginning September 2005 and co-sponsored jointly by UC LMRI and AERA, she will be working with Dr. Kris Gutierrez at the UCLA Graduate School of Education and Information Sciences. She will examine how migration and transnationalism may play a complimentary part to family schooling in how children observe. The study compares third-party attending among Mexican-heritage children

whose families have extensive or basic schooling, from communities varying in their relation with traditional Indigenous ways. It also examines the families' familiarity with U.S. middle-class cultural norms based on patterns of migration, especially since migration to the United States is a common cultural practice in many Mexican communities with Indigenous history.

**Final Report:** (*forthcoming* as of October 2008)

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### **Rebecca M. Callahan: 2003-04**

UC Mentor: **Russell Rumberger, UCSB**

(*from UC LMRI's Newsletter Vol, 12, No. 4*):

UC Davis Grad, Awarded Joint UC LMRI and AERA/IES Post-Doctoral Fellowships: Rebecca Callahan, who completed her Ph.D. in Education at UC Davis, was awarded two post-doctoral fellowships, one from UC LMRI and one from AERA with funding from the U.S. Department of Education's Institute for Educational Sciences (IES).

Because the AERA fellowship provides funding for two or three years, Dr. Callahan has elected to accept the AERA fellowship rather than the one from UC LMRI. Dr. Callahan will carry out her post-doctoral research with Dr. Russell Rumberger at UC Santa Barbara beginning in September 2003.

Her post-doctoral fellowship will include a detailed analysis of statewide CELDT data and English Learner high school transcripts. Dr. Callahan's dissertation research, under the direction of Dr. Patricia Gándara, focused on the impact of educational policy on high school age English Learners. She is especially interested in long-term English Learners, those students who have been in U.S. schools seven years or more.

Prior to returning to the university for graduate study, Dr. Callahan worked as a bilingual educator, first in the early elementary grades, then at the secondary level. Her previous work has been with the UC LMRI Education Policy Center at UC Davis.

**Final Report(s):** Tracking and High School English Learners: Limiting Opportunity to Learn (PDF, 24 pgs., 108 KB) *American Educational Research Journal*, Summer 2005, Vol. 42, No. 2, pp. 305-328

The Intersection of Accountability and Language: Can Reading Intervention Replace English Language Development? (PDF, 21 pgs., 69 KB) *Bilingual Research Journal (BRJ)*, Vol. 30, No. 1, Spring 2006

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### **Jill Leafstedt: 2002-03**

UC Mentor: **Michael Gerber, UCSB**

*(from her 1998-99 UC LMRI Bilingual Education Doctoral Fellows bio):*

UC LMRI's second postdoctoral fellowship recipient, Jill received her BA and teaching credentials from UCSB. Presently, she is pursuing a masters and doctorate in Special Education, Disabilities and Risk. She is interested in issues that overlap between Special Education and Bilingual Education. Jill worked for three years as a Special Education teacher in Southern California teaching students from diverse backgrounds. After this she spent a year teaching first grade in Guatemala, where her interests in bilingual education increased greatly. She also developed a curiosity for international issues in education. Jill spent time studying the effects of Proposition 227 on schools in California and learning more about cultural perspectives in Special Education, specifically looking at teacher's perceptions of abilities.

This fellowship is for the academic year from September 1, 2002 - August 31, 2003. Dr. Leafstedt was also a 1998-99 UC LMRI Bilingual Education Doctoral Fellow.

**Final Report:** "Effectiveness of Explicit Phonological Awareness Instructions for At-Risk English Learners"

#### **Related Publications:**

- Richards, C., Leafstedt, J. (2006). Qualitative and quantitative examination of four low performing kindergarten English Learners: Characteristics of responsive and non-responsive students. *Remedial and Special Education*, 27(4), 218-234
- Leafstedt, J.M., Richards, C., Gerber, M., (2004) Effectiveness of explicit phonological-awareness instruction for at-risk English learners. *Learning Disabilities Research and Practice*, 19(4), 252-261.

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### **Julie Maxwell-Jolly: 2001**

UC LMRI Faculty Steering Committee Mentor:  
**Patricia Gandara, UC Davis**

UC LMRI's first postdoctoral fellowship recipient received her Ph.D. from UC Davis in November 2001 with Dr. Patricia Gándara serving as her dissertation chair.

Dr. Maxwell-Jolly's dissertation focused on understanding how teachers make decisions about what to do when presented with a policy they do not agree with. Her postdoctoral fellowship will support a study of the current employment situation and post-227 professional experiences of bilingual (BCLAD) teachers in California. Kris Gutierrez, Professor of Education at UCLA and a member of the UC LMRI Faculty Steering Committee, will serve as Dr. Maxwell-Jolly's mentor during the six-month fellowship from April 1, 2001 to September 30, 2001.

Dr. Maxwell-Jolly was also a 1998-99 UC LMRI Bilingual Education Doctoral Fellow.

**Final Report:** "Listening to Teachers of English Language Learners"