

Jeannette Mancilla-Martinez
Associate Professor of Special Education
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INSTITUTION AND LOCATION	DEGREE	Date	FIELD OF STUDY
Mt. St. Mary's College, Los Angeles	B.A.	06/00	Liberal Studies
Harvard University	Ed.M.	06/04	Human Development & Psychology
Harvard University	Ed.D.	06/09	Language & Literacy

A. Personal Statement

My current research builds on my earlier research in reading development and the central role of supporting students' language comprehension (LC) to mitigate later reading comprehension (RC) difficulties to now investigate how different conceptualizations of language comprehension, including attention to bilingual, conceptually-scored LC, predict English RC and relate to special education placement, as well as intervention work. My expertise in language development and reading development spans the early childhood years through adolescence, and is largely anchored on English learners.

Mancilla-Martinez, J., & Lesaux, N.K. (2011). The gap between Spanish-Speakers' word reading and word knowledge: A longitudinal study. *Child Development, 82*, 1544-1560.

Mancilla-Martinez, J., Christodoulou, J.A., & Shabaker, M.M. (2014). Preschoolers' English vocabulary development: The influence of English language proficiency and risk factors. *Learning and Individual Differences, 35*, 79-86.

Fuchs, L.S., Fuchs, D., Seethaler, P.M., Cutting, L.E., & Mancilla-Martinez, J. (2019). Connections between reading comprehension and word-problem solving via oral Language comprehension: Implications for comorbid learning disabilities. In L.S. Fuchs & D.L. Compton (Eds.), *Models for Innovation: Advancing Approaches to Higher-Risk and Higher-Impact Learning Disabilities Science. New Directions for Child and Adolescent Development, 165*, 1-18.

Hwang, J.K., Mancilla-Martinez, J., McClain, J., Oh, M., & Flores, I. (2020). Spanish-speaking English learners' English language and literacy skills: The predictive role of conceptually-scored vocabulary. *Applied Psycholinguistics, 41*, 1-24.

Mancilla-Martinez, J., Hwang, J. K., Oh, M. H., & Pokowitz, E.L. (2020). Patterns of development in Spanish-English conceptually-scored vocabulary among elementary-age dual language learners. *Journal of Speech, Language, and Hearing Research*. Advance online publication https://doi.org/10.1044/2020_JSLHR-20-00056

B. Positions and Honors

Positions and Employment

2009-2012 Assistant Professor, University of Illinois at Chicago, College of Education
2012- 2015 Assistant Professor, University of California, Irvine, School of Education
2015- Associate Professor, Vanderbilt University, Peabody College of Education

Other Experience and Professional Memberships

2000-2003 Elementary School Teacher, Los Angeles, CA
2015-2018- IES Review Panel, Reading, Writing, and Language Development
2015- Associate Editor, *AERA Open*
2017-2020 Associate Editor, *Educational Researcher*
2017- National Assessment of Educational Progress Reading Standing Committee
2018- Associate Dean of Graduate Education, Peabody College
2018- Senior Advisor, Early Learning, Tennessee Education Research Alliance
2020- Early Literacy Advisory Council, Tennessee Department Education
2020- Associate Editor, *Journal of Educational Psychology*

Selected Honors

2007 Harvard Graduate School of Education Jeanne Chall Reading Lab Grant
2008 Harvard University John E. Thayer Scholarship
2010 American Association of Hispanics in Higher Education and Educational Testing Service Outstanding Dissertation Competition 2011, semi-finalist
2013 Hellman Fellow
2013 National Academy of Education/Spencer Foundation Postdoctoral Fellowship
2017 English Language Learners Policy Fellowship, Stanford University
2019 Early Career Award, American Education Research Association
2019 SEC Academic Leadership Development Program Fellow

C. Contributions to Science

1. My work has contributed to our understanding of reading comprehension development, and factors that influence that development, among struggling readers from non-native English-speaking homes in the U.S.

Mancilla-Martinez, J., & Lesaux, N.K. (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology, 102*, 701-711.

Mancilla-Martinez, J., Kieffer, M.J., Christodoulou, J.A., Biancarosa, G., & Snow, C. (2011). Investigating English reading comprehension growth in adolescent language minority learners: Some insights from the Simple View. *Reading and Writing: An Interdisciplinary Journal, 24*, 339-354.

Kieffer, M.J., Biancarosa, G., & Mancilla-Martinez, J. (2013). Roles of morphological awareness in English reading comprehension for Spanish-speaking language minority learners: Exploring partial mediation by vocabulary and reading fluency. *Applied Psycholinguistics, 34*, 697-725.

Mancilla-Martinez, J., & Lesaux, N.K. (2017). Early indicators of later reading comprehension outcomes among Spanish-speaking language minority learners. *Scientific Studies of Reading, 5*, 428-448.

Mancilla-Martinez, J., Hwang, J. K., Oh, M. H., & McClain, J. B. (2020). Early elementary grade dual language learners from Spanish-speaking homes struggling with English reading comprehension: The dormant role of language skills. *Journal of Educational Psychology, 112*, 880–894.

2. My work has expanded our understanding of the complexities of assessing language comprehension among children who negotiate more than one language.

Vagh, S.B, Pan, B.A., & Mancilla-Martinez, J. (2009). Measuring growth in bilingual and monolingual children's English productive vocabulary development: The utility of combining parent and teacher report. *Child Development, 80*, 1545-1563.

Mancilla-Martinez, J., Pan, B.A., & Vagh, S.B. (2011). Assessing the productive vocabulary of Spanish-English bilingual toddlers from low-income families. *Applied Psycholinguistics, 32*, 333-357.

Mancilla-Martinez, J., Gámez, P.B., Vagh, S.B., & Lesaux, N.L. (2016). Parent reports of young Spanish-English bilingual children's productive vocabulary: A validation study. *Language, Speech, and Hearing Services in Schools, 47*, 1-15.

Mancilla-Martinez, J., & Jacoby, J.W. (2018). The influence of at-risk factors on preschoolers' Spanish vocabulary development in the context of Spanish instruction. *Early Education and Development 29, 4*, 563-580.

Mancilla-Martinez, J. (2020). Understanding and supporting literacy development among English learners: A deep dive into the role of language comprehension. *AERA Open, 6*, 1-7.

3. Drawing on scientific understandings of bilingual language acquisition, my work has contributed new insight into the utility of conceptually-scored vocabulary assessments.

Mancilla-Martinez, J., & Vagh, S.B. (2013). Growth in toddlers' Spanish, English, and conceptual vocabulary knowledge. *Early Childhood Research Quarterly, 28*, 555-567.

Mancilla-Martinez, J., Greenfader, C.M., & Ochoa, W. (2018). Spanish-speaking preschoolers' conceptual vocabulary knowledge: Towards more comprehensive assessment. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 21*(1).

Hwang, J.K., Mancilla-Martinez, J., McClain, J., Oh, M., & Flores, I. (2020). Spanish-speaking English learners' English language and literacy skills: The predictive role of conceptually-scored vocabulary. *Applied Psycholinguistics, 1-24*.

Mancilla-Martinez, J., Hwang, J. K., Oh, M. H., & Pokowitz, E.L. (2020). Patterns of

development in Spanish-English conceptually-scored vocabulary among elementary-age dual language learners. *Journal of Speech, Language, and Hearing Research*. Advance online publication. https://doi.org/10.1044/2020_JSLHR-20-00056

4. My work has expanded insight into the dynamic nature of home language use and dual language development beliefs among children, families and educators

Mancilla-Martinez, J., & Kieffer, M.J. (2010). Language minority learners’ home language use is dynamic. *Educational Researcher*, 39, 545-546.

Mancilla-Martinez, J., & Lesaux, N.K. (2011). Early home language use and later vocabulary development. *Journal of Educational Psychology*, 103, 535-546.

Mancilla-Martinez, J., & Lesaux, N. (2014). Spanish-speaking parents' beliefs about their young children's learning and language development. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 17(1), 1-19.

Mancilla-Martinez, J., & Lesaux, N.L. (2014). Promoting shared cultural and linguistic backgrounds among children and families in Early Head Start/Head Start Programs. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 17(3).

Hwang, J.K., Mancilla-Martinez, J., Flores, I., & McClain, J. (2020). The relationship among home language use, parental beliefs, and Spanish-speaking children’s vocabulary. *International Journal of Bilingual Education and Bilingualism*. Advance online publication. <https://doi.org/10.1080/13670050.2020.1747389>

Complete List of Published Work in MyBibliography:

<https://www.ncbi.nlm.nih.gov/sites/myncbi/1dsVzu58yPcke/bibliography/49534679/public/?sort=date&direction=>

D. Additional Information: Research Support and/or Scholastic Performance

Current Support
2 P20HD075443; Fuchs, L., PI; 12/01/17-11/30/20; NICHD; \$462,557; <i>Word Problems, Language, and Comorbid Learning Disabilities</i> ; co-PI
Mancilla-Martinez, PI; 07/10/20-08/20/21; Tennessee Education Research Alliance Research Partnership Fund, supported by the Bill and Melinda Gates Foundation, \$40,000; <i>Special Education Representation and Achievement Gaps Across the School Years by Language Status</i>
R324A190177; Kaiser, A. PI; 11/01/2019-04/30/2024; IES; \$3,285,444 <i>EMT en Español: Early communication intervention to support school readiness skills for Spanish-speaking toddlers with language delays</i> ; co-I
Pending Support
Mancilla-Martinez, J., PI; 08/01/2021-/7/21/2025; \$1,699,998; IES; <i>Special Education Placement based on Assessment Practices for Spanish-Speaking English Language Learners Struggling with Reading Comprehension</i>

Goodwin, A., PI; 06/01/2021-05/31/2024; \$1,999,989; IES; *Monster, PI Junior: Elementary Language Computer Adaptive Testing Project*; co-PI