

RUBÉN A. GONZÁLEZ
Curriculum Vitae
Email: rugonzal@stanford.edu

EDUCATION

Stanford University Doctor of Philosophy in Race, Inequality, and Language in Education Graduate School of Education Minor in Comparative Studies in Race & Ethnicity	Expected 2025
Stanford University Master of Arts in Sociology Graduate School of Humanities & Sciences	Expected 2023
California State University, Sacramento Bachelor of Arts in English College of Arts and Letters	2013
Hartnell College Associate of Arts in General Studies Social and Behavioral Sciences Emphasis	2010

CERTIFICATION

California State University, Sacramento Single Subject Teaching Credential in English English Learner Authorization Bilingual Authorization in Spanish	2014
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SELECT PROFESSIONAL EXPERIENCE

English, ELD, & AVID Teacher <i>Florin High School, Elk Grove Unified School District</i>	Autumn 2014 – Spring 2020
Academic Tutor <i>Dixon High School, California Mini-Corps</i>	Autumn 2012 – Spring 2013
Academic Tutor <i>C.A. Jacobs Middle School, California Mini-Corps</i>	Autumn 2010 – Spring 2012

CONSULTATION

Professional Development Provider <i>Summit Prep, Redwood City, CA</i>	Summer 2021
Curriculum Consultant	Summer 2021

UNIVERSITY TEACHING EXPERIENCE

Graduate Teaching Assistant Summer 2021
Education (EDUC) 299A, Stanford Teacher Education Program
Beyond Equity

Graduate Teaching Assistant Summer 2021
Education (EDUC) 289, Stanford Teacher Education Program
The Centrality of Literacies in Teaching and Learning

RESEARCH EXPERIENCE

Co-Principal Investigator Spring 2021 – Present
Graduate School of Education, Stanford University
Teachers of Color Pláticas: Lessons from Teaching During Racially Contentious Times

Research Assistant Autumn 2020 – Present
Graduate School of Education, Stanford University
Learning Opportunities in the time of COVID-19 (COVID edX)

Research Apprentice Summer 2019
California State University (CSU) Educator Quality (EdQ) Center
Exploring the Professional & Social School-Based Experiences of Novice Latinx Teachers

Principal Investigator Autumn 2016 – Spring 2017
Florin High School, Elk Grove Unified School District
Educational Journeys: Youth Experiences & Curricular Implications

Principal Investigator Autumn 2014 – Spring 2016
Florin High School, Elk Grove Unified School District
Participatory Action Research (PAR) EntreMundos in Core English Classrooms

FELLOWSHIPS

Graduate Public Service Fellow, Stanford University 2021 – 2022
Predoctoral Fellow Honorable Mention, Ford Foundation 2021
Enhancing Diversity in Graduate Education Fellow, Stanford University 2020 – 2022
Chancellor's Doctoral Incentive Program Fellow, California State University 2020 – 2021
Pathways Education Research Fellow, California State University, Sacramento 2019
Area 3 Writing Project Leadership Institute Fellow, University of California, Davis 2018

SELECT DISTINCTIONS

Early Career Educator of Color Leadership Award, National Council of Teachers of English	2021
Education Partnership Award, California State University, Sacramento	2019
Social Justice Educator Award, California State University, Sacramento	2017
Outstanding Scholars & Honored Educators, Elk Grove Unified School District	2016 – 2017
Outstanding Scholars & Honored Educators, Elk Grove Unified School District	2015 – 2016
National Latino/a Education Research and Policy Project (NLERAP) Scholar	2013 – 2014
Outstanding Tutor of the Year, California Mini-Corps	2011 – 2012

PUBLICATIONS

Journal Articles

Martínez D.C., Rojo, J., & **González, R. A.** (2018). Speaking Spanish in white public spaces: Implications for literacy classrooms. *Journal of Adolescent & Adult Literacy*, 62(4), 451-454.

González, R. A. (2017). If not you, then who, & if not now, then when?: Maintaining a social justice paradigm as a novice educator. *California English Journal*, 21(4), 23-26.

Book Chapters

González, R. A. (in press) Educational journeys: Youth voices as the impetus for social justice curriculum in multilingual classrooms. In A. Esmail (Eds.), *English Language Learners: A Social Change Perspective*. Rowman & Littlefield.

González, R. A., Rosendo-Servín, M., & Williams, D. A. (2019). The struggle for ethnic studies in the golden state: Capitol city organizers & activists. In R. T. Cuauhtin, M. Zavala, C. Sleeter, & W. Au. (Eds.), *Rethinking Ethnic Studies*. Rethinking Schools.

González, R. A. (2018). “Students with big dreams that just need a little push”: Self-empowerment, activism, & institutional change through PAR entremundos. In J. Ayala, J. Cammarota, M. Berta-Ávila, M. Rivera, L. Rodríguez, & M. Torre (Eds.), *PAR EntreMundos: A Pedagogy of the Americas*. Peter Lang.

SELECT CONFERENCE PRESENTATIONS

Martínez, D.C., Rojo, J., & **González, R. A.** (2020). Being Linguistically Dexterous in Restrictive Times. Paper presentation at the American Educational Research Association (AERA) Annual Meeting, April 20, San Francisco, CA. (Conference Canceled)

González, R. A. & Berta-Ávila, M. (2019). Educational Journeys: Youth Voices & Experiences as the Impetus for Social Justice Curriculum. Paper presentation at the National Association of Multicultural Education (NAME) Annual Conference, November 8, Tucson, AZ.

González, R. A. (2019). “So What, Now What?”: Youth Resistance, Activism, & the Disruption of Institutional Racism. Paper presentation at the Critical Race Studies in Education Association (CRSEA) Annual Conference, May 30, Los Angeles, CA.

González, R. A. (2019). Walk it Like I Talk it: Taking a Social Justice Stance as a Novice Educator. California Association of Teachers of English (CATE) Annual Conference. February 22, Burlingame, CA.

González, R. A. (2018). “This isn’t a Normal English Class”: An *EntreMundos* Approach to Literacy Instruction for Latinx Youth. Paper presentation at the American Educational Research Association (AERA) Annual Meeting, April 15, New York, NY.

González, R. A. (2018). Participatory Action Research (PAR) *EntreMundos*: A Culturally Sustaining Approach to Literacy Instruction. California Association of Teachers of English (CATE) Annual Conference, March 9, San Diego, CA.

González, R. A. & Ujagar, N. (2017). Self-Empowerment, Activism & Institutional Change through Participatory Action Research *EntreMundos*. Paper presentation at the American Educational Research Association (AERA) Annual Meeting, April 29, San Antonio, TX.

Rosendo-Servín, M. & **González, R. A.** (2017). Ethnic Studies in Practice: Empowering Youth Socially, Politically, & Academically. Paper presentation at the National Association of Chicana and Chicano Studies (NACCS) Annual Meeting, March 24, Irvine, CA.

González, R. A. & Williams-Anderson, T. (2016). Narrative Writing as an Act of Healing Historical & Present Traumas. California Association of Teachers of English (CATE) Annual Conference, February 19, Costa Mesa, CA.

Berta-Ávila, M., Baker, S., **González, R. A.**, & Rosendo-Servin, M. (2015). Participatory Action Research: A “Critical” Approach for Latin@ Teacher Preparation. California Association for Bilingual Education (CABE) Annual Conference, March 6, San Diego, CA.

Berta-Ávila, M., **González, R. A.**, González-Cifuentes, A., & Rosendo-Servin, M. (2014). Participatory Action Research: Home Growin’ Future Teacher & Community Activists. Annual Teaching for Social Justice (T4SJ) Conference, October 11, San Francisco, CA.

SELECT ADDITIONAL PRESENTATIONS & WORKSHOPS

González, R. A. (2021). Care, Healing, & (Re)Imagining Schooling via Civic Literacies, Region 5 History-Social Science Community of Practice Series, August 24, Santa Cruz, CA.

González, R. A. (2021). Multilingual Students & Structured English Immersion Settings, Summit Prep, August 12, Redwood City, CA.

González, R. A. (2021). “Nos Estamos Desahogando”: Teachers of color & teaching during times of crisis, So, What Are You Working On? (SWAYO) Annual Conference, Stanford University Graduate School of Education, May 14, Stanford, CA

González, R. A. (2020). Leveraging Youth Experiences toward Activism. Uplift & Uprise Student Action Committee, Improve Your Tomorrow (IYT), June 11, Sacramento, CA.

González, R. A. (2020). Participatory Action Research (PAR) *EntreMundos*: Youth Problematizing Lived Experiences to Take Action. National Latino/a Research & Policy Project (NLERAP) Training, February 22, Sacramento, CA.

González, R. A. (2019). Using the Master's Tool to Subvert the System: (Re)Imagining Scripted Classroom Curriculum with an Anti-Racist Stance. Pathways Fellows Research Symposium, May 7, Sacramento, CA.

González, R. A. (2019). The Potential of Critical Literacy & Student Activism within Oppressive Political Institutions. Yosemite Conference (CATE Regional Chapter), April 6, Fish Camp, CA.

González, R. A. & Canant, K. (2018). Beyond the Culturally Responsive/Relevant Fetish: The Need to Work Toward a Critical Sociopolitical Stance. Power of 1 Conference, September 8, Sacramento, CA.

González, R. A. (2018). Participatory Action Research (PAR) *EntreMundos*: Identifying & Problematizing Generative Themes. San Juan Unified School District Social Justice Institute, November 30, Sacramento, CA.

Williams-Anderson, T. & **González, R. A.** (2016). "It's too Much": Helping Youth Cope with and Counter Structural Violence. Capitol Council of Teachers of English (CATE regional chapter), October 1, Sacramento, CA.

Gonzales, G. & **González, R. A.** (2015). Bringing Ethnic Studies into K-12 Classrooms. Association of Raza Educators (ARE) Sacramento Chapter General Meeting, October 13 & November 10, Sacramento, CA (two-part workshop).

González, R. A. (2015). "Yo, Mr. G, I Don't Give a F*ck About the Snow": Strategies for Contra la Corriente Future Educators. California Mini-Corps, California State University, Sacramento, February 15, Sacramento, CA.

González, R. A. (2014). Participatory Action Research (PAR) Curriculum Integration. National Latino/a Research & Policy Project (NLERAP)/California Teacher Education Initiative (CTEI) Training, November 8, Sacramento, CA.

Berta-Ávila, M., **González, R. A.**, González-Cifuentes, A., & Rosendo-Servin, M. (2014). Participatory Action Research (PAR): A Critical Curriculum Approach. Association of Raza Educators (ARE) Sacramento Chapter General Meeting, June 12, Sacramento, CA.

SELECT SERVICE

Professional

The Education Trust–West (ETW)
Educator Advisory Council (EAC) Member

Autumn 2019 – Present

University

Curriculum & Teacher Education (CTE)
Student Representative Autumn 2021 – Present

Stanford Teacher Education Program (STEP)
Secondary Advisory Mentor Summer 2021 – Present

Literacy Collective
Board Member Spring 2021 – Present
Member Autumn 2020 – Present

School

The Social Justice & Equity Collective (SJEC)
Founder & Co-Advisor Autumn 2014 – Spring 2020

Community

Ethnic Studies Now (ESN)–Sacramento
Board Member Spring 2015 – Spring 2020
Founding Member Autumn 2014 – Spring 2020

Association of Raza Educators (ARE)–Sacramento
Board Member Autumn 2015 – Present
Member Autumn 2014 – Present

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
English Language Arts Teacher Educators (ELATE)
National Council of Teachers of English (NCTE)