

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

EDUCATION

Stanford University Expected 2025
Doctor of Philosophy in Race, Inequality, and Language in Education
Graduate School of Education
Minor in Comparative Studies in Race & Ethnicity

Stanford University Expected 2023
Master of Arts in Sociology
Graduate School of Humanities and Sciences

California State University, Sacramento 2013
Bachelor of Arts in English
College of Arts and Letters

Hartnell College 2010
Associate of Arts in General Studies
Social and Behavioral Sciences

CERTIFICATION

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

SELECT PROFESSIONAL EXPERIENCE

English, ELD, & AVID Teacher Fall 2014 – Spring 2020
Florin High School, Elk Grove Unified School District

Academic Tutor Fall 2012 – Spring 2013
Dixon High School, California Mini-Corps

Academic Tutor Fall 2010 – Spring 2012
C.A. Jacobs Middle School, California Mini-Corps

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.

FELLOWSHIPS

Ford Predoctoral Fellow, National Academy of Sciences	2022 – 2025
Graduate Public Service Fellow, Stanford University	2021 – 2022
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

GRANTS

Stanford Graduate Public Service Research Grant, Haas Center, \$630	2022
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UNIVERSITY TEACHING EXPERIENCE

Graduate Teaching Assistant <i>Language Policies and Practices, Education (EDUC) 388</i>	Winter 2022
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Stanford Teacher Education Program
Instructor: Dr. Ramón Antonio Martínez

Graduate Teaching Assistant

Summer 2021

Beyond Equity, Education (EDUC) 299B
Stanford Teacher Education Program
Instructor: Dr. Antero Garcia

Graduate Teaching Assistant

Summer 2021

The Centrality of Literacies in Teaching and Learning, Education (EDUC) 289
Stanford Teacher Education Program
Instructor: Dr. Antero Garcia

RESEARCH EXPERIENCE

Research Assistant

Fall 2021 – Present

Graduate School of Education, Stanford University
DisCrit & Disproportionality: A Disability Critical Race Theory Analysis of Disproportionate Representation of Black Youth in Special Education and Suspensions in SFUSD
Supervisor: Dr. Subini Annamma

Principal Investigator

Fall 2021 – Spring 2022

Graduate School of Education, Stanford University
Anti-Racist & Racial Affinity Groups: Preparing & Supporting Pre-Service Teacher Candidates

Co-Principal Investigator

Fall 2020 – Spring 2021

Graduate School of Education, Stanford University
Teachers of Color Pláticas: Lessons from Teaching During Compounding Hardships
Collaborator: Dr. Danny C. Martínez, University of California, Davis

Research Assistant

Fall 2020 – Fall 2021

Graduate School of Education, Stanford University
Learning Opportunities in the time of COVID-19 (COVID edX)
Supervisor: Dr. Antero Garcia

Research Apprentice

Summer 2019

California State University (CSU), Educator Quality (EdQ) Center
Exploring the Professional & Social School-Based Experiences of Novice Latinx Teachers:
Implications for Teacher Retention & Attrition
Supervisor: Paul Tuss

Principal Investigator

Fall 2016 – Spring 2017

Florin High School, Elk Grove Unified School District
Educational Journeys: Youth Experiences & Curricular Implications

Principal Investigator

Fall 2014 – Spring 2016

Florin High School, Elk Grove Unified School District

SELECT CONFERENCE PRESENTATIONS

Jackson, K. & **González, R. A.** (2022). Exploring the Critical Development of Teacher Educators of Color through Collaboration & Shared Positional Analysis. Paper presentation at the American Educational Research Association (AERA) Annual Meeting, April 26, San Diego, CA.

González, R. A., González-Ortiz, I. & Martínez, D. C. (2022). Teachers of Color & Teaching During Contentious Times. Paper presentation at the American Educational Research Association (AERA) Annual Meeting, April 24, San Diego, CA.

González, R. A. & Martínez, D. C. (2021). Latinx Teacher Well-being: Developing & Sustaining an Anti-Racist Disposition. Paper presentation at the National Council of Teachers of English (NCTE) Annual Convention, November 21, Louisville, KY.

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). The Potential of Critical Literacy & Student Activism within Oppressive Political Institutions. Yosemite Conference (CATE Regional Chapter), April 6, Fish Camp, 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. & 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). “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., Ballesteros, J., Adame, M., Vázquez, D., & Martínez, A. (2018). Power through Unity: A Community Approach to Ethnic Studies Implementation. Association of Raza Educators (ARE) Annual Conference, March 10, San Diego, CA.

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.

Berta-Ávila, M., **González, R. A.**, González-Cifuentes, A., & Rosendo-Servin, M. (2014). Participatory Action Research (PAR): A Critical Curriculum Approach. Annual Multicultural Education Conference, California State University, Sacramento, April 26, Sacramento, CA.

SELECT INVITED PRESENTATIONS

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). Navigating Oppressive Schooling Experiences as First Generation, Low-Income Students, Movimiento Estudiantil Chicano de Aztlán (MEChA) Club Meeting, Manteca High School, April 27, Manteca, CA.

González, R. A. (2021). #FromPushOutToPhD, 5th Annual Virtual College and Career Summit. Vista Verde Middle School, January 29th, Greenfield, CA.

González, R. A. (2020). “Yo Bailó al Ritmo Que Me Pongan:” The Academic, Professional, & Personal Two-Step to Success. Mission College Counseling 005, November 11, Santa Clara, 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. (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). Public Education for “Those Kids”: Picking up the Shattered Pieces. Harvesting Good Health in Galt: A Binational Health Family Event, October 25, Galt, CA.

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.

González, R. A. (2013). English Learner Scaffolding Strategies & Motivating At-Risk Youth. California Mini-Corps, California State University, Sacramento, December 7, Sacramento, CA.

González, R. A. (2013). Navigating the Public Schooling and Higher Educational Systems as a Person of Color and of Low Socioeconomic Standing. Familias Unidas, August 5, Richmond, CA.

González, R. A. (2013). How to Access, Maintain, and Thrive in Educational Opportunities Beyond High School. Migrant Education Program, July 15, Esparto, CA.

SELECT SERVICE

Professional

The Education Trust–West (ETW)
Educator Advisory Council (EAC) Member
Fall 2019 – Present

University

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

Stanford Teacher Education Program (STEP)
Secondary Advisory Mentor
Fall 2021 – Spring 2022

Literacy Collective
Co-Director
Member
Spring 2021 – Present
Fall 2020 – Present

Community

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

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

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Literacy Research Association (LRA)
National Council of Teachers of English (NCTE)