

**CURRICULUM VITAE
TAMARA F. LUCAS
March 2019**

OFFICE

College of Education and Human Services
University Hall 3132
Montclair State University
Montclair, NJ 07043

(973) 655-5167
Email: lucast@mail.montclair.edu

EDUCATION

Ph.D. Stanford University. Education. Concentration: Language, Literacy, and Culture. 1988.
Dissertation Chair: Arthur Applebee.
Research Assistantship, 1984-87. Supervisor: Judith Langer.
M.A. San Francisco State University. English. Concentration: Teaching English as a Second
Language; Certificate in the Teaching of Composition. 1980.
M.A. Stanford University. Music. 1974.
B.A. Centre College of Kentucky. Music. 1973. Cum Laude, Phi Beta Kappa.

PROFESSIONAL EXPERIENCE

9/97 – Present	Montclair State University, Montclair, NJ College of Education and Human Services
4/1/16 – present	Dean
11/14 – 4/1/16	Acting Dean
8/05 – 11/14	Associate Dean
8/03 – Present	Professor , Educational Foundations Department
9/98 – 8/03	Associate Professor
9/97 – 6/98	Assistant Professor

Courses Taught

Undergraduate Course:

EDFD 264 Gender Issues in Education

Masters Courses:

EDFD 531 Foundations of Education for Language Minority Students

EDFD 540 Cultural and Social Aspects of Education

EDFD 548 Crucial Issues in American Education

ELRS 503 Methods of Research in Education

ELRS 578 Testing and Evaluation

Doctoral Courses:

EDCO 804 Organizational Change, Policy, and Leadership

EDCO 820 Qualitative Methods of Research in Education

TETD 805 Issues in Teacher Education and the Education of English Language Learners

Dissertation Committees

Asa Meghan Bratkovich, 2019 (chair)

Natalie Lacatena, 2018 (chair)

Adrian D. Martin, 2016 (chair)

Stephanie Garrone-Shufran (Boston College), 2015

Mor Yorshansky, 2012

Nathan Brubaker, 2007 (chair)

Raymond Siegrist, 2005

Louise Ferreira, 2004

Dianne Carluccio, 2004

Deborah Ives, 2003

- 2002 - 2007 **Evaluator** (with A.M. Villegas), Bilingual/ESL Teacher Leadership Academy
Bank Street College of Education, New York, NY
- 9/97 – 6/03 **Evaluator**, Teaching and Learning in Community: Service Learning Program
and *America Reads* Initiative
Montclair State University, Montclair, NJ
- 3/99 - 8/00 **Evaluator**, Montclair After-School Tutorial Program
Montclair, New Jersey
- Spring 2000 **Evaluator**, Urban Cohort for Prospective Teachers
Montclair State University, Montclair, NJ
- Spring 2000 **Evaluator**, THISTLE (Thinking Skills in Teaching and Learning) Project
Montclair State University, Montclair, NJ
- 11/96 - 6/00 **Senior Researcher**
Pathways to Teaching Careers Program
Funded by a grant from the DeWitt Wallace Readers Digest Fund
PIs: Beatriz Clewell, ETS, and Ana Maria Villegas, MSU
Montclair State University, Montclair, NJ
- 12/97 - 6/98 **Evaluator**, Paramus Pilot Project
Montclair State University, Montclair, NJ
- 8/94 - 10/96 **Director & Senior Research Associate**
DEWEY (Diversity and Excellence Working for the Education of Youth) Network,
funded by the Andrew W. Mellon Foundation
PIs: Linda Darling-Hammond and Ann Lieberman, Teachers College
National Center for Restructuring Education, Schools, and Teaching
Teachers College, Columbia University, New York, NY
- 10/91 - 7/94 **Director**
Multifunctional Resource Center/Northern California
Funded by the U.S. Department of Education, Office of Bilingual Education and
Minority Languages Affairs (OBEMLA) to provide professional development to
school districts in Northern CA regarding the education of English language learners
PI: Sau-Lim Tsang, Executive Director
ARC Associates, Inc., Oakland, CA
- Summer 1991 **Instructor**
University of California, Berkeley, Extension
Graduate Certificate Program in Teaching English as a Second Language
Course Taught: Second Language Acquisition
- 12/90 - 9/91 **Director of Evaluation**
A Model Video Classrooms Project, KQED Television, San Francisco
ARC Associates, Inc., Oakland, CA

- 9/89 - 2/92 **Project Co-Principal Investigator**
A Descriptive Analysis of Bilingual Instructional Service Capacity Building Among Title VII Grantees
Funded by the U.S. Department of Education, OBEMLA
PI: Sau-Lim Tsang, Executive Director
ARC Associates, Inc., Oakland, CA
- 10/88 – 10/91 **Research Associate**
A Descriptive Study of Significant Features of Exemplary Special Alternative Instructional Programs
Funded by the U.S. Department of Education, OBEMLA
PI: Sau-Lim Tsang, Executive Director
ARC Associates, Inc., Oakland, CA
- 3/88- 8/89 **Director of Research Project**
High Schools in CA and AZ Successfully Educating Latino Language Minority Students
PI: William Tikkunoff
Southwest Center for Educational Equity, ARC Associates, Inc., Oakland, CA

Lead author of frequently cited *Harvard Educational Review* (1990) article of results.
- 1/88 - 10/89 **Site Coordinator** (beg.1/89) and **Educational Equity Specialist**
Northern California Office of the Southwest Center for Educational Equity
Funded by the U.S. Department of Education
PI: Sau-Lim Tsang, Executive Director
ARC Associates, Inc., Oakland, CA
- Fall 1987 **Adult ESL Instructor**, San Francisco State University Extended Education
Course for university English teachers from the People's Republic of China
- Summer 1987 **ESL Instructor**, San Francisco State University Extended Education
ESL writing course for university students and working adults
- 10/85 - 10/87 **Assistant Coordinator**
English Fluency Program
San Francisco State University Extended Education
- Summers 1984
and 1985 **ESL Instructor**
English for Foreign Students, Stanford University
- 10/83 - 3/84 **Teaching Fellow**, Freshman Composition, Stanford University
- 1/80 - 6/83 **Adjunct Assistant Professor (full-time)**
English Department, San Francisco State University
English as a Second Language and Composition for Native English Speakers

Courses Taught
Freshman Composition (for native English speakers)
Junior Composition (for native English speakers)
Basic Writing (for native English speakers)
ESL composition and ESL literature

6/78 - 8/80

ESL Instructor, American Language Institute, San Francisco State University
Courses for pre-university foreign students in all English language skill areas

PUBLICATIONS

Books

Lucas, T. (Ed.). (2011). *Teacher Preparation for Linguistically Diverse Classrooms: A Resource for Teacher Educators*. NY: Routledge.

Villegas, A.M., & Lucas, T. (2002). *Educating Culturally Responsive Teachers: A Coherent Approach*. Albany, NY: SUNY Press.

Lucas, T. (1997). *Into, Through, and Beyond Secondary School: Critical Transitions for Immigrant Youths*. Washington, D.C.: Center for Applied Linguistics.

Peer-Reviewed Articles

Lucas, T., Strom, K., Bratkovitch, M., & Wnuk, J. (2018). Inservice preparation for mainstream teachers of English language learners: A review of the empirical literature. *Educational Forum*, 82(2), 156-173.

Lucas, T., & Villegas, A.M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory Into Practice*, 52(2), 989-109. *Special Issue: Effective practices of professional development for teachers of culturally and linguistically diverse students*, G. Li (Ed.).

Villegas, A. M., Strom, K., & Lucas, T. (2012). Closing the racial/ethnic gap between students of color and their teachers: An elusive goal. *Equity and Excellence in Education*, 45(2), 283-301.

Lucas, T., Villegas, A.M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361-373. [As of July 2015, the 33rd most read article in the *Journal of Teacher Education*.]

Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership*, 64: 6, 28-33.

Lucas, T., & Robinson, J. (2003). Reaching them early: Identifying and supporting prospective teachers. *Journal of Education for Teaching*, 29(2), 159-175.

Lucas, T., & Robinson, J. (2002). Promoting the retention of prospective teachers through a cohort for college freshmen. *The High School Journal*, 86(1), 3-14.

Villegas, A.M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32. [As of July 2015, the 2nd most cited article and the 24th most read article in the *Journal of Teacher Education*.]

Henze, R., Lucas, T., & Scott, B. (1998). Dancing with the monster: Teachers discuss power, privilege, and racism in education. *The Urban Review*, 30(3), 187-210.

Lucas, T., & Katz, A. (1994). Reframing the debate: The roles of native languages in "English-only" programs for language minority students. *TESOL Quarterly*, 28(3), 537-561.

- Henze, R., & Lucas, T. (1993). Shaping instruction to promote the success of language minority students: An analysis of four high school classes. *Peabody Journal of Education*, 69(1), 54-81.
- Lucas, T., & Schecter, S. (1992). Literacy education and diversity: Toward equity in the teaching of reading and writing. *The Urban Review*, 24(2), 85-104.
- Lucas, T. (1991). Individual variation in students' engagement in classroom personal journal writing. *The CATESOL Journal*, 4(1), 7-39.
- Langer, J.A., Bartolomé, L., Vásquez, O., & Lucas, T. (1990). Meaning construction in school literacy tasks: A study of bilingual students. *American Education Research Journal*, 27(3), 427-471.
- Lucas, T., Henze, R., & Donato, R. (1990). Promoting the success of Latino language minority students: An exploratory study of six high schools. *Harvard Educational Review*, 60(3), 315-340.

Lucas, Henze, & Donato (1990) was reprinted in five other publications:

- (1) Plaut, S., & Sharkey, N. S. (Eds.). (2003). *Education policy and practice: Bridging the divide*. Cambridge, MA: Harvard Education Publishing Group.
- (2) Darder, A. (Ed.). (1997). *Latinos and education: A critical reader*. NY: Routledge.
- (3) Capella Noya, G. R., Geismar, K., & Nicoleau, G. (Eds.). (1995). *Shifting histories: Transforming schools for social change*. *Harvard Educational Review Reprint Series #26*. Cambridge, MA: Harvard Educational Review.
- (4) Minami, M., & Kennedy, B. P. (Eds.). (1991). *Harvard Educational Review, Reprint Series No. 22. Language issues in literacy and bilingual/multicultural education* (pp. 456-482). Cambridge, MA: Harvard Educational Review.
- (5) Harvard Educational Review (Ed.). (1990). *Strategies for success: What's working in education today* (pp. 1-26). Cambridge, MA: Harvard Educational Review.

Book Chapters

- Villegas, A.M., Ciotoli, F., & Lucas, T. (2017). A framework for preparing teachers that are inclusive of all students. In L. Florian & N. Pantić (Eds.), *Teacher education for the changing demographics of schools: Issues for research and practice*, (pp. 133-148). Cham, Switzerland: Springer.
- Lucas, T., Villegas, A. M., Martin, A. D. (2015). Teachers' beliefs about English language learners. In H. Fives and G. M. Gill (Eds.), *International handbook on research on teachers' beliefs* (pp. 453-474). New York: Routledge.
- Lucas, T., de Oliveira, L., & Villegas, A.M. (2014). Preparing linguistically responsive teachers in multilingual contexts. In A. Mahboob & L. Barratt (Eds.), *Englishes in multilingual contexts: Language variation and education* (219-230). London: Springer.
- Lucas, T. (2011). Language, schooling, and the preparation of teachers for linguistic diversity. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 3-17). New York: Routledge.

Lucas, T., & Villegas, A.M. (2011). A framework for preparing linguistically responsive teachers. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 55-72). New York: Routledge.

Villegas, A.M., & Lucas, T. (2011). Preparing classroom teachers for English language learners: The policy context. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 35-52). New York: Routledge.

Lucas, T., & Villegas, A.M. (2010). The missing piece in teacher education: The preparation of linguistically responsive teachers. In C. Faltis & G. Valdés (Eds.), *Education, immigrant students, refugee students, and English learners. Yearbook of the National Society for the Study of Education* (pp. 297-318). NY: Teachers College Press.

Lucas, T., & Grinberg, J. (2008). Responding to the linguistic reality of the mainstream classroom: Preparing all teachers to teach English language learners. In M. Cochran-Smith, S. Feiman-Nemser, & J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring issues in changing contexts* (pp. 606-636). Mahwah, NJ: Lawrence Erlbaum.

Lucas, T. (2005). Fostering a commitment to social justice through service learning: Hopes, plans, and realities in a teacher education course. In N. M. Michelli & D. L. Keiser (Eds.), *Education for democracy and social justice* (pp. 167-188). New York: Routledge.

Villegas, A. M., & Lucas, T. (2004). Diversifying the teacher workforce: A retrospective and prospective analysis. In M. A. Smylie & D. Miretzky (Eds.), *Developing the teacher workforce. Annual Yearbook of the National Society for the Study of Education*, 103(1), 70-104. Chicago: National Society for the Study of Education.

Lucas, T. (1993). Secondary schooling for students becoming bilingual: Issues and practices. In B. Arias & U. Casanova (Eds.), *Bilingual education: Politics, research, and practice. Annual Yearbook of the National Society for the Study of Education* (pp. 113-143). Ninety-second yearbook of the Society for the Study of Education. Chicago: National Society for the Study of Education.

Lucas, T. (1992). Diversity among individuals: Eight students making sense of classroom journal writing. In D. Murray (Ed.), *Diversity as resource: Redefining cultural literacy* (pp. 202-232). Washington, D.C.: TESOL.

Lucas, T. (1990). Personal journal writing as a classroom genre. In Kreeft Peyton, J. (Ed.), *Students and teachers writing together: Perspectives on journal writing* (pp. 99-123). Washington, D.C.: TESOL.

Other Publications

Lucas, T. (2012). Linguistically responsive teacher education. J. Banks (Ed.), *Encyclopedia of diversity in education* (pp. 1401-1406). Thousand Oaks, CA: Sage Publications.

Lucas, T., & Villegas, A. M. (2003). The education of limited English proficient students. In *Field guide for Abbott Districts*. Newark, NJ: The Education Law Center. (Available at www.edlawcenter.org. Click on *Abbott Implementation Manual*.)

Clewell, B. C., & Villegas, A. M. (Lucas, T., Contributor). (2001). *Ahead of the class: A handbook for preparing new teachers from new sources*. Washington, D.C.: Urban Institute.

- Lucas, T. (2000). Facilitating the transitions of secondary English language learners: Priorities for principals. *NASSP Bulletin*, 84(619), 2-16.
- Lucas, T. (Unpublished manuscript, 2000). Promising education research and development designs. *Advances in education research on linguistically and culturally diverse students*. Commissioned by U.S. Department of Education, Office of Educational Research and Improvement.
- Lucas, T. (1999). Promoting secondary school transitions for immigrant adolescents. *The High School Magazine*, 6(4), 40-41.
- Leviatin, V., & Lucas, T. (1999). "WISE" transitions for high school seniors. *Workforce Investment Quarterly, National Governors' Association*, 5(3), 47-55.
- Lucas, T., & Wagner, S. (2000). Facilitating secondary English language learners' transition into the mainstream. *TESOL Journal*, 8(4), 6-13.
- Lucas, T. (1996, December). Promoting secondary school transitions for immigrant adolescents. *ERIC Digest*. Washington, D.C.: Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.
- Lucas, T. (1995, May). Making it into and beyond secondary school: Transitions for immigrant youths. *DEWEY Network Notes*. New York: National Center for Restructuring Education, Schools, and teaching, Teachers College Columbia University.
- Katz, A., & Lucas, T. (Guest Eds.). (Spring 1994). *CATESOL Journal, Special Issue: Political, Social and Cultural Issues Affecting Classrooms with Language Minority Students*, 7(1).
- Lucas, T. (1993). *Applying Elements of Effective Secondary Schooling for Language Minority Students: A Tool for Reflection and Stimulus to Change*. Program Information Guide. National Clearinghouse for Bilingual Education.
- Lucas, T. (1993). Secondary schools and language minority students: A framework for restructuring. *Educating Students from Immigrant Families: Meeting the Challenge in Secondary Schools*. Paper commissioned by the National Center for Research on Cultural Diversity and Second Language Learning. Santa Cruz, CA, October 1992.
- Lucas, T. (1993). What have we learned from research on successful secondary programs for LEP students? A synthesis of findings from three studies. *Proceedings of the Third National Research Symposium on Limited English Proficient Student Issues: Focus on Middle and High School Issues*, Volume I: 81-111. Washington, D.C.: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs.
- Lucas, T., & Henze, R. (1992, November). Successful secondary schools for language minority students. *BEO Outreach*. California Department of Education, Bilingual Education Office.
- Lucas, T. (1991). Promoting the success of secondary Latino language minority students. *California Association for Bilingual Education Newsletter*, 13(4), 18-19.
- Lucas, T., Henze, R., & Donato, R. (1990). Secondary schools promoting the achievement of Hispanic LEP students. In V. Florez & R. Donato. (Eds.). *Conference Proceedings. Multicultural Teacher Education: Research in the 1990's*. College Station, TX: Texas A&M.

Lucas, T. (1988). Teaching and learning genre conventions in an ESL writing classroom. In R. Gupta, C. Pearson, L. Bartolomé, & C.S. Lee (Eds.), *Proceedings of the Forum for Research on Language and Culture*. Stanford, CA: Stanford University, School of Education.

Lucas, T., Henze, R., & Donato, R. (1988, fall). Nogales High: Working toward success with Hispanic language minority students. *Equity News*, 1(4), 3-5. Los Alamitos, CA: Southwest Center for Educational Equity.

TECHNICAL REPORTS

Lucas, T., & Villegas, A. M. (2007, 2006, 2005, 2004, 2003, July). *Bilingual/ESL Teacher Leadership Academy Evaluation Report*. New York: Bank Street College of Education Leadership Center.

Lucas, T. (2002, 2001, 2000, 1999, 1998, June). *Teaching and Learning in Community: Montclair State University America Reads and Service Learning Programs, 2001-02, 2000-01, 1999-2000, 1998-99, 1997-98*. Montclair, NJ: Montclair State University.

Lucas, T. (2000, June). *Montclair State University Service Learning Program: Teaching and Learning in Community. Three-Year Report: 1997-2000*. Montclair, NJ: Montclair State University.

Lucas, T. (2000, May). *Project THISTLE Evaluation Report*. Montclair, NJ: Montclair State University.

Lucas, T. (2000, May). *Formative Study Report: Urban Cohort for Prospective Teachers*. Montclair, NJ: Montclair State University.

Lucas, T. (2000, February). *Freshman Cohort for Prospective Teachers. Report of Formative Study*. Montclair, NJ: Montclair State University.

Lucas, T., & Jacobowitz, T. (1999, September). *Montclair Tutorial Project Preliminary Evaluation Report*. Montclair, NJ: Montclair State University.

Lucas, T. (1999, January). *Teaching and Learning in Community: Montclair State University America Reads and Service Learning Programs, 1997-98. Year Two Interim Report*. Montclair, NJ: Montclair State University.

Lucas, T. (1998, September). *Report on Scholars Who Left the DeWitt Wallace-Readers Digest Pathways to Teaching Careers Program Before Program Completion*. Montclair, NJ: Montclair State University.

Lucas, T. (1998, June). *Teaching and Learning in Community: Montclair State University America Reads and Service Learning Programs, 1997-98. Plan for Assessing the Impact of Reading/Literacy Tutoring on Pre-Kindergarten - Third Grade Children*. Montclair, NJ: Montclair State University.

Lucas, T. (1998, June). *Paramus Pilot Project. Evaluation Report*. Montclair, NJ: Montclair State University.

Lucas, T. and others. (1996, July). *The DEWEY Network: Diversity and Excellence Working for the Education of Youth. Third Year Progress Report to the Mellon Foundation*. NY: The National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University.

Lucas, T. and others. (1995, October). *The DEWEY Network: Diversity and Excellence Working for the Education of Youth. Annual Report to the Mellon Foundation (Second Year Progress Report)*. NY: The

National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University.

Lucas, T. and others. (1994, November). *The DEWEY Network: Diversity and Excellence Working for the Education of Youth. Final Report to the Mellon Foundation (First Year Progress Report)*. NY: The National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University.

Lucas, T., Tsang, S. L., Lu, J., & Beard, T. (1993, October). *Multifunctional Resource Center, Service Area 12. Annual Performance Report to the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education*. Oakland, CA: ARC Associates.

Kim, Y., & Lucas, T. (1992, September). *Descriptive Analysis of Bilingual Instructional Service Capacity Building Among Title VII Grantees. Final Report to the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education*. Oakland, CA: ARC Associates.

Lucas, T. (1992, September). *Successful Capacity Building: An Analysis of 20 Case Studies. Final Report to the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education*. Oakland, CA: ARC Associates.

Lucas, T. (1991). *Model Video Classrooms Project: KQED Instructional Television. Formative Evaluation Report*. Oakland, CA: ARC Associates.

Tikunoff, W., Ward, B., van Broekhuizen, Romero, M., Castaneda, L., Lucas, T., & Katz, A. (1991, October). *A Descriptive Study of Significant Features of Exemplary Special Alternative Instructional Programs. Final Report to the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education: Volume One, for Researchers; Volume Two, for Practitioners*. Los Alamitos, CA: Southwest Regional Educational Laboratory.

PROFESSIONAL PRESENTATIONS

Peer-Reviewed Presentations

Golden, A., Lucas, T., Gaynor, C., Lormand, K., & Villegas, A.M. (April 2019). Poster: Teacher Beliefs about English Language Learners: A Critical Review of the Literature. Annual American Educational Research Association (AERA) Meeting, Toronto, Canada.

Hylar, M., Gutierrez, C., Lucas, T., Suleman, R., & Williamson, P. (March 2018). Walking the Talk: Teacher Preparation for Deeper Learning. AACTE Forum. American Association of Colleges for Teacher Education (AACTE), Baltimore.

Lucas, T. (April 2017). Respondent for Symposium: Preparing Future Educators to Teach for “Deeper Learning”: Lessons from Seven Promising Preparation Programs. Annual AERA Meeting, San Antonio, TX.

Lucas, T., & Robinson, J. (October 2016). Developing and Sustaining an Urban Teacher Residency (UTR) Through a School/University Partnership. Annual Conference, Teacher Education Council of State Colleges and Universities (TECSCU), Charleston, SC.

Lucas, T. (April 2016). Discussant for Symposium: Preservice Teachers’ Perceptions of Their Preparation to Teach English Language Learners. Annual AERA Meeting, Washington, DC.

Lucas, T., Martin, A., & Villegas, A.M. (February 2015). Teachers' Beliefs about English Language Learners and their Education. AACTE Annual Conference, Atlanta.

Lucas, T. (April 2015). Paper: Contextualizing Teaching ELLs: From Teacher Preparation to Teaching Practice. Symposium: Preparing Linguistically Responsive Teachers Across the Professional Continuum. Annual AERA Meeting, Chicago.

Lucas, T. (April 2015). Discussant for Symposium: *Preparing Classroom Teachers to Succeed with Second Language Learners: Research from a Faculty Learning Community*. Annual AERA Meeting, Chicago.

Lucas, T., Martin, A. D., & Crooms, C. (April 2015). Paper: A Comparative Analysis of Conceptions of the Knowledge Base for Mainstream Teachers of English Language Learners. Symposium: *Access for All? Preservice Teachers' Sources of Knowledge and Instructional Decisions for ELLs*. Annual AERA Meeting, Chicago.

Lucas, T. (April 2015). Discussant for Symposium: *Online Professional Learning: Improving Educator Development for Mainstream Teachers of Multilingual Learners*. Annual AERA Meeting, Philadelphia.

Lucas, T. (April 2013). Organizer of Symposium: Teachers' Beliefs About English Language Learners: A Poverty of Belief? Paper: Lucas, T., Villegas, A. M., & Martin, A. D., Teacher Beliefs about English Language Learners: A Critical Review of the Literature. AERA Annual Meeting, San Francisco.

Lucas, T. (April 2013). Paper: Supporting the Academic Success of English Language Learners: Linguistically Responsive Teacher Preparation Across the Teacher Development Continuum. Symposium: Helping English Language Learners Achieve in Academics: Language and Content Instruction Integrated. AERA Annual Meeting, San Francisco.

Lucas, T. (March 2011). Paper: *Preparing Linguistically Responsive Teachers in Preservice Teacher Education*. Symposium: Examining Linguistically Responsive Teacher Education. Annual TESOL Conference, New Orleans.

Lucas, T. (April 2011). Discussant for Symposium: *Preparing Linguistically Responsive Educators: Challenges and Opportunities in One Teacher Education Program's Multifaceted Approach*. Annual AERA Meeting, New Orleans.

Villegas, A. M., & Lucas, T. (April 2010). *The Teacher Development Continuum for Teachers of English Language Learners*. AERA Annual Meeting, Denver.

Lucas, T., & Villegas, A. M. (Feb. 2010). *A Framework for Preparing Teachers for Linguistic Diversity*. American Association of Colleges for Teacher Education (AACTE) Annual Conference, Atlanta.

Lucas, T., Reznitskaya, A., & Villegas, A.M. (April 2008). *Exploring the Attitudes and Preparedness of Regular Classroom Teachers to Teach English Language Learners*. American Educational Research Association (AERA) Annual Meeting, New York.

Lucas, T. (April 2007). Organizer of Symposium and Presenter: *Preparing Teachers to Provide Quality Education for English Language Learners*. American Educational Research Association (AERA) Annual Meeting, Chicago. Paper: Lucas, T., & Villegas, A.M. *Preparing Teachers to Teach English Language Learners*.

- Lucas, T. (Feb 2007). Organizer of Symposium and Presenter: *Taking Up the Call to Action: Preparing All Teachers to Teach English Language Learners*. American Association of Colleges for Teacher Education (AACTE) Annual Conference, New York.
- Lucas, T., & Villegas, A.M. (Feb 2007). *Holding Ourselves Accountable: Assessing Teacher Candidates' Development as Culturally Responsive Teachers*. AACTE Annual Conference, New York.
- Lucas, T. (April 2006). *Exploring the Preparedness of Regular Classroom Teachers to Teach English Language Learners*. AERA Annual Meeting, San Francisco.
- Villegas, A. M., & Lucas, T. (April 2006). *Holding Ourselves Accountable: Assessing Teacher Candidates' Development as Culturally Responsive Teachers*. Symposium paper, AERA Annual Meeting, San Francisco.
- Hernandez, L., Orta, A., Carrasquillo, B., Berrios, D., & Lucas, T. (April 2005). *Building Capacity in Schools to Educate English Language Learners: The Bilingual/ESL Teacher Leadership Academy (BETLA)*. Symposium, AERA Annual Meeting, Montreal.
- Lucas, T. (April 2005). *Fostering Commitment to Social Justice Through Service Learning in a Teacher Education Course*. AERA Annual Meeting, Montreal.
- Villegas, A. M., & Lucas, T. (April 2004). *Diversifying the Teacher Workforce: A Retrospective and Prospective Analysis*. Symposium: Developing the Teacher Workforce: The 103rd Yearbook of the National Society for the Study of Education. AERA Annual Meeting, San Diego.
- Lucas, T. (Feb 2004). *Improving the Preparation of Nonspecialist Classroom Teachers to Teach English Language Learners*. AACTE Annual Conference, Chicago.
- Lucas, T., & Villegas, A. M. (Feb 2004). *Infusing Attention to Diversity Across the Curriculum: One Institution's Approach to Preparing Culturally Responsive Teachers*. AACTE Annual Conference, Chicago.
- Villegas, A. M., & Lucas, T. (Feb 2004). *Diversifying the Teacher Workforce: A Retrospective and Prospective Analysis*. Symposium: Developing the Teacher Workforce: The 103rd Yearbook of the National Society for the Study of Education. AACTE Annual Conference, Chicago.
- Lucas, T., & Robinson, J. (Jan 2003). *Reaching them Early: Identifying and Supporting Prospective Teachers Through a Cohort for College Freshmen*. AACTE Annual Conference, New Orleans.
- Lucas, T., & Robinson, J. (April 2002). *Reaching them Early: Identifying and Supporting Prospective Teachers Through a Cohort for College Freshmen*. AERA Annual Meeting, New Orleans.
- Villegas, A. M., & Lucas, T. (Feb 2002). *Preparing Culturally Responsive Teachers: Coherence throughout the Curriculum*. AACTE Annual Conference, New York.
- Lucas, T., & Robinson, J. (Feb 2002). *Reaching them Early: Identifying and Supporting Prospective Teachers Through a Cohort for College Freshmen*. AACTE Annual Conference, New York.
- Lucas, T. (Dec 2001). *What it Means for Teachers to Be Agents of Change: Perspectives of Educators Committed to Social Justice*. American Anthropological Association (AAA) Conference, Washington, D.C..

- Villegas, A. M., & Lucas, T. (April 2001). *Preparing Culturally Responsive Teachers: How Can We Teach What We Don't Know?* Symposium: *The Education of Teacher Educators: Problems and Possibilities*. Paper presented at the Annual AERA Meeting, Seattle.
- Lucas, T. (April 2001). *Preparing Teachers to Be Agents of Change in Urban Schools*. Paper presented at the AERA Annual Meeting, Seattle.
- Villegas, A. M., & Lucas, T. (March 2001). *Preparing Culturally Responsive Teachers: A Coherent Approach*. Paper presented at the Annual AACTE Meeting, Dallas.
- Villegas, A. M., & Lucas, T. (March 2001). *Developing Positive Social Values through Culturally Responsive Practices*. Paper presented at the AACTE Annual Meeting, Dallas.
- Lucas, T. (March 2001). *The Challenge of Preparing Teachers to be Agents of Change*. Roundtable presented at the AACTE Annual Meeting, Dallas.
- Villegas, A. M., & Lucas, T. (April 2000). *Beyond Fragmentation: The Need for a Coherent Approach to Preparing Teachers for a Changing Student Population*. Paper presented at the AERA Annual Meeting, New Orleans.
- Lucas, T. (March 1999). *A View from the Inside: A Cycle of Action and Reflection for Building a Service-Learning Program*. With F. Lazarus, K. Brooke, G. Waters, and R. Greenwald. American Association for Higher Education (AAHE) National Conference, Washington, D.C.
- Lucas, T. (Feb 1997). *Professional Development for School Change*. Paper in Institute on *World Class Standards for Learning and Leadership: Elements of School Change*. Annual California Association for Bilingual Education (CABE) Conference, San Diego.
- Lucas, T. (Feb 1997). *Promoting Transitions Into, Through, and Beyond Schools for Immigrant Students at the Secondary Level*. Annual CABE Conference, San Diego.
- Lucas, T., & Villegas, A. M. (Nov 1996). *Changing Conceptions of Educational Excellence: Dynamics of Reform in a Diverse Suburban School District*. AAA Annual Meeting, San Francisco.
- Lucas, T., & Grolnick, M. (April 1996). *Building a Network to Support Reform: Collaboration Within and Across District Boundaries*. AERA Annual Meeting, New York.
- Lucas, T., & Spreen, C. A. (April 1996). *Building Bridges and Building Credibility: First Steps toward Secondary School Reform*. AERA Annual Meeting, New York.
- Lucas, T., & Leviatin, V. (April 1996). *The WISE Program: Putting Principles into Practice for All High School Seniors*. AERA Annual Meeting, New York.
- Lucas, T. (April 1996). *Into, Through, and Beyond Secondary School: Critical Transitions for Immigrant Youths*. AERA Annual Meeting, New York.
- Lucas, T. (March 1996). *Postsecondary Transitions for Immigrant Students: Issues, Innovations, and Challenges*. Annual TESOL Convention Colloquium, Chicago.
- Lucas, T. (April 1995). *Making it Into and Beyond School: Transitions for Secondary Immigrant Students*. AERA Annual Meeting, San Francisco.

- Lucas, T., & Katz, A. (Feb 1994). *Reconceptualizing "English-Only" Classrooms for Language Minority Students: Roles of Native Language*. Annual National Association for Bilingual Education (NABE) Conference, Los Angeles.
- Lucas, T. (Feb 1994). *Applying Lessons from Successful Secondary Programs for Language Minority Students*. Annual CABE Conference, San Jose, CA.
- Lucas, T., Henze, R., & Scott, B. (Oct 1993). *Power, Privilege, and Ethnicity in Education*. 5th Annual California Conference on Ethnic and Gender Equity and Achievement for the New Student Majority, San Francisco.
- Lucas, T., Henze, R., & Scott, B. (April 1993). *Dancing with the Monster: Teachers Attempt to Discuss Power, Racism, and Privilege in Education*. AERA Annual Meeting, Atlanta.
- Lucas, T. (April 1993). *Successful Programs and Practices for Secondary LEP Students*. Annual TESOL Convention. In Colloquium entitled *Promoting Dialogue: Bilingual Education Research for the TESOL Audience*, Atlanta.
- Lucas, T. (April 1993). *Successfully Maintaining ESL/Bilingual Programs in School Districts*. Annual TESOL Convention, Atlanta.
- Lucas, T. (Jan 1992). *Capacity Building in Title VII Programs*. Annual NABE Conference, Albuquerque.
- Lucas, T., & Katz, A. (Jan 1992). *Uses of Students' Native Languages in Classes where English is the Primary Language of Instruction*. Annual NABE Conference, Albuquerque.
- Lucas, T. (April 1992). *Twenty Success Stories: Overview of the Case Study Phase of the National Study of Title VII Capacity Building*. AERA Annual Meeting, San Francisco.
- Lucas, T. (Nov 1991). *Policy and the Institutionalization of Programs for LEP Students*. AAA Annual Meeting, Chicago.
- Lucas, T., & Katz, A. (April 1991). *The Roles of Students' Native Languages in Exemplary Programs for Limited English Proficient Students*. AERA Annual Meeting, Chicago.
- Lucas, T., & Katz, A. (March 1991). *From Policy to Practice: The Role of the Native Language in LEP Classrooms*. Annual TESOL Convention, New York.
- Lucas, T., & Schecter, S. (March 1990). *Literacy Education and Diversity: Toward Equity in the Teaching of Reading and Writing*. Annual TESOL Convention, San Francisco.
- Lucas, T., Henze, R., & Donato, R. (April 1990). *Promoting the Success of Latino Language Minority Students: A Cross-Case Analysis of Six High Schools*. AERA Annual Meeting, Boston.
- Lucas, T., Henze, R., & Donato, R. (May 1989). *Educational Equity for Latino LEP Students in High Schools*. Colloquium, Annual TESOL Convention, San Antonio, March 1989, and at the Annual NABE Conference, Miami.
- Lucas, T. (Oct 1989). *Literacy Instruction and Diversity: Toward Equity in the Teaching of Reading and Writing*. Paper presented at the CABE Whole Language K-8 Conference, Garden Grove, CA.

Lucas, T. (Nov 1989). *Multicultural Secondary Schools: What's Working for Latino LEP Students?* California Association for Secondary Bilingual Education (CASBE) Conference, Garden Grove, CA, October 1989, and at the Association of Mexican American Educators (AMAE) California Conference, San Francisco.

Lucas, T. (Nov 1989). *Promoting the Achievement of Latino Language Minority Students in High Schools.* AAA Annual Meeting, Washington, DC.

Lucas, T. (Feb 1988). *Writing as an Act of Reflection.* Annual CAFE Conference, San Francisco.

Lucas, T. (March 1988). *Beyond Language and Culture: Individual Variation in Students' Engagement with a Written Genre.* Annual TESOL Convention, Chicago.

Lucas, T. (March 1986). *Personal Journal Writing as a Classroom Genre.* Annual TESOL Convention, Anaheim.

Lucas, T. (April 1983). *Teaching the Writing Process.* CATESOL State Conference, Los Angeles.

Wong, R., & Lucas, T. (March 1980). *Beyond Advanced ESL Composition: Writing the Term Paper.* Annual TESOL Convention, San Francisco.

Invited Presentations

Scholarly presentations

Lucas, T., Schultz, K., & Grogan, M. (October 2018). *Education Deans for Justice and Equity (EDJE): Reframing the Current Discourse.* Annual Conference of the Council of Deans of Research Education Institutions (CADREI), Tucson, AZ

Lucas, T. (March 2007). Invited participant in *Spotlight Session: Fostering Dialogues and Collaboration between ESOL and K-12 Teacher Educators.* Annual TESOL (Teachers of English to Speakers of Other Languages) Conference, Seattle.

Lucas, T. (March 2007). Invited participant: *Defining, Enacting, and Advocating for Linguistically Responsive Pedagogies.* Annual TESOL Conference, Seattle.

Lucas, T. (Oct 2002). Keynote Speaker. *The Tensions Between Value and Validity.* Plenary Speaker, 2002 National Network for Educational Renewal (NNER) Annual Conference, Parsippany, NJ.

Villegas, A. M., & Lucas, T. (May 2002). *Preparing Culturally Responsive Teachers.* Rhode Island Department of Education Teacher Preparation Program Diversity Initiative, Newport, RI. (Paid consulting.)

Lucas, T. (June 2001). *Priorities for Educating English Language Learners in Secondary Schools.* Paper presented at the First Annual Conference on Teaching Diverse Learners: Meeting the Needs of English Language Learners. Brown University, Providence, RI.

Lucas, T. (Dec 2000). *Comprehensive School Reform at the Secondary Level: Implications for English Language Learners.* Invited Presentation, Comprehensive School Reform Forum. Sponsored by

Annenberg Institute for School Reform, The Northwest Regional Educational Laboratory, the Consortium for Policy Research in Education, the Council of Chief State School Officers, and the U.S. Department of Education, Atlanta.

Lucas, T. (July 1999). *Secondary Schooling for Language Minority Students: Principles and Practices*. Invited Presentation, Conference on Research-Based Practices in the Education of Language Minority Students. Sponsored by the Office of Educational Research and Improvement (OERI) and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), Washington, D.C.

Lucas, T. (Feb 1999). *Responsive Education for English Language Learners: Paving the Way Into, Through, and Beyond School*. Invited Professional Development Workshop, Georgia TESOL, Atlanta.

Lucas, T. (Aug 1998). *Facilitating the Transitions of Immigrant Students Into, Through, and Beyond Secondary School*. Keynote Address. The Third Annual Conference for Secondary Education for Limited English Proficient Students in Texas. Sponsored by the Texas Education Agency, Austin, TX.

Lucas, T. (Oct 1997). *New Trends in Research on Schooling and Educational Practice for Immigrant Students*. Invited paper. Spencer Foundation Invited Working Conference on Immigration and Education, Los Angeles.

Lucas, T. (March 1996). *ESL and Educational Reform: Making Connections*. Invited session for the Secondary Interest Section, Annual Teachers of English to Speakers of Other Languages (TESOL) Convention, Chicago.

Villegas, A. M., & Lucas, T. (Feb 1996). *Transforming Teacher Education for Diversity*. Invited session for the AACTE Annual Conference, Chicago.

Lucas, T. (May 1994). *Lessons from Successful Programs for Language Minority Students*. Keynote Address. *Success for All Students*, Multifunctional Resource Center/Southern California, CA State University, Pomona.

Lucas, T. (March 1991). *High Schools Promoting the Achievement of Latino LEP Students*. General Session, Northern California Institute on Latino Newcomer Students, Asilomar, CA.

Lucas, T. (Nov 1991). *Key Elements of Schools that Work for LEP Students*. Conference on School Restructuring and the Education of LEP Students, Upper Great Lakes Multifunctional Resource Center, Madison, WI.

Lucas, T. (May 1987). *Teaching and Learning Genre Conventions in an ESL Writing Class*. Stanford University School of Education Forum for Research on Language Issues, Stanford University.

Professional development presentations

Lucas, T. (Jan 2003). *Language and Identity: Making the Invisible Visible*. Keynote Speaker, Montclair State University Center of Pedagogy January Advance.

Lucas, T. (April 2002). *Constructivist Teaching and Learning*. Seminar for Educational Leaders, Paterson, NJ.

Villegas, A. M., & Lucas, T. (Dec 2001). *Preparing Culturally Responsive Teachers*. Regional Leadership Associates Program, Agenda for Education in a Democracy, Parsippany, NJ.

Lucas, T. (Nov 2001). *Key Issues in the Education of Language Minority Students*, Minority Teacher Candidates' Organization (MINTCO), Montclair State University, Montclair, NJ.

Villegas, A. M., & Lucas, T. (Jan 2001). Keynote address. *Educating Culturally Responsive Teachers*. Montclair State University Center of Pedagogy January Advance.

Lucas, T. (July 1999). *Responsive Education for Immigrant Students: Some Essentials*. Closing Keynote Address, 1999 New Jersey Network for Educational Renewal Summer Institute. Montclair State University, Montclair, NJ.

Lucas, T. (Oct 1998). *Issues in the Education of Immigrant Students. Seminar on Issues in Immigration*. Montclair State University, Montclair, NJ.

Lucas, T. (Oct 1998). *Principles and Practices in Teaching Language Minority Students*. Minority Teacher Candidates Organization (MINTCO), College of Education and Human Services, Montclair State University, Montclair, NJ.

Lucas, T. (March 1998). *Mastering English: Another View*. Response to University Day Invited Faculty Address. Montclair State University, Montclair, NJ.

PROFESSIONAL MEMBERSHIPS

American Association of Colleges of Teacher Education (AACTE)
American Educational Research Association (AERA)
Education Deans for Justice and Equity (EDJE)
Teachers of English to Speakers of Other Languages (TESOL)

OTHER PROFESSIONAL ACTIVITIES AND APPOINTMENTS

Editorial, Review, and Advisory Activities

- Review Board Member: *Journal of Teacher Education*, 2015-2018
- Reviewer: *American Educational Research Journal*
Bilingual Research Journal
Educational Administration Quarterly
Educational Researcher
Journal of Teacher Education
Research in the Teaching of English
Teachers College Record
Teaching and Teacher Education
Teaching Education
- External Review Panel Member, *Quality Teaching for English Learners*, WestEd (San Francisco), Fall 2002
- Proposal reviewer, Spencer Foundation, 1997, 2013
- Member, Advisory Group on Immigrant Education, Spencer Foundation, Los Angeles, 1996
- *TESOL Journal* Editorial Board, 1995-1996
- Advisor on Immigrant Education, Andrew W. Mellon Foundation, New York, 1992
- Member, Advisory Council, Center for the Study of Writing, UC Berkeley, 1988-1990

Professional Conference Service Activities

- Invited Session Leader, Affiliate Organization Session, Annual Conference, American Association of Colleges for Teacher Education (AACTE), 2018 and 2019
- Invited Table Talk Leader, Ethical Challenges of Leadership, Council of Academic Deans of Research Education Institutions (CADREI) at Annual AACTE Meeting, 2019
- Proposal reviewer for the AERA Annual Meeting, Division G (Social Context of Education), 1993-1996, and Division K (Teaching and Teacher Education), 2001
- Assistant Program Co-Chair, Division K, AERA Annual Meeting, 2000
- Assistant Program Co-Chair, Division G, AERA Annual Meeting, 1995
- Chair, Program Committee, 1990 CABE (California Association for Bilingual Education) Conference, San Francisco, 1990

Other Professional and Service Activities

National

- Founding Member and Steering Committee Member, 2016-present; Steering Committee Co-Chair, 2019-present - Education Deans for Justice and Equity (EDJE)
- Member, American Association of State Colleges and Universities (AASCU) Task Force on Teacher Education, Washington, DC, 2016
- Advisory Board member for *E-learning Communities for Academic Language Learning in Math and Science*, University of Colorado, Denver. Funded by the US Department of Education, the 5-year project focuses on improving English learners' acquisition of language, literacy, and mathematics and science content knowledge through establishing online courses for professional learning communities (PLCs) in the Denver area. Fall 2011-Spring 2016.
- Member of invitational working group on *Professional Development in Context*, sponsored by the Stanford University Center to Support Excellence in Teaching and funded by a grant from the American Educational Research Association. Stanford University, November 2011 and January 2012
- Invited participant, Research Symposium on High School Reform & English Language Learners, Annenberg Institute for School Reform and the LAB at Brown University, Feb. 2003

State

- Member, New Jersey Association of Colleges for Teacher Education, 2014-present
- Member, New Jersey Department of Education State Program Approval Council, 2014-2015

Local/Regional

- NCATE (National Council for Accreditation of Teacher Education) Coordinator responsible for overseeing the accreditation process at Montclair State University, 2000-2014
- Chair, Institutional Review Board for the Protection of Human Subjects in Research, Montclair State University, 10/04-6/05; IRB Member, 10/99 – 6/05
- Member, Board of Directors, The International Institute of New Jersey, Jersey City, January 1999 - January 2000
- Participant, Leadership Associates Program, The Agenda for Education in a Democracy, Montclair State University, 1998-99
- Invited participant, Language Diversity and Academic Achievement of African American Students, Conference Co-Sponsored by Howard University and the Center for Applied Linguistics, New York City, January 11-12, 1998
- Founding member, Small Schools Language Forum, New York City Public Schools, 1995-1996
- Elected to Board of Directors, Alumni Association, Centre College of Kentucky, 1991-1994
- Member of California Bilingual County Coordinators' Network, Sponsored by California Department of Education, Bilingual Education Office, 1990-1994

- Selected to participate in the Bay Area Writing Project Summer Invitational Institute on the Teaching of Writing, University of California, Berkeley, 1981