

## MEGAN HOPKINS

University of California, San Diego  
Education Studies  
9500 Gilman Drive  
La Jolla, CA 92093-0070  
Tel: (858) 246-2593  
Email: mbhopkins@ucsd.edu  
Web: <http://meganhopkins.com>

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### EDUCATION

- Ph.D.** University of California, Los Angeles  
2011 *Program:* Urban Schooling  
*Advisors:* Patricia Gándara and Marjorie Faulstich Orellana  
*Dissertation Title:* Building on Our Teaching Assets: Bilingual Educators' Pedagogy and Policy Implementation
- M.Ed.** Harvard University  
2006 *Program:* International Education Policy
- B.A.** Indiana University  
2002 *Majors:* Spanish (conferred with Highest Distinction), Liberal Arts and Management

### ACADEMIC POSITIONS

- 2016-present **Assistant Professor**  
Department of Education Studies  
University of California, San Diego
- 2015-2016 **Assistant Professor**  
Department of Curriculum and Instruction  
University of Illinois at Chicago, College of Education
- 2013-2015 **Assistant Professor**  
Department of Curriculum and Instruction  
Pennsylvania State University, College of Education
- 2012-2013 **Adjunct Faculty**  
Loyola University Chicago, School of Education
- 2011-2013 **Postdoctoral Research Fellow**  
Northwestern University, School of Education and Social Policy  
Distributed Leadership Study (PI: Dr. James P. Spillane)

## PEER-REVIEWED JOURNAL ARTICLES

\*Indicates graduate student. \*\*Indicates undergraduate student.

- Shirrell, M., **Hopkins, M.**, & Spillane, J. P. (accepted with minor revisions). Educational infrastructure, professional learning, and changes in teachers' instructional practices and beliefs. *Professional Development in Education*.
- Neugebauer, S. R., **Hopkins, M.**, & Spillane, J. S. (accepted). Social sources of teacher self-efficacy: The potency of teacher interactions and proximity to instruction. *Teachers College Record*.
- Penuel, W. R., Bell, P., Neill, T., Shaw, S., **Hopkins, M.** & Farrell, C. C. (accepted). Building a networked improvement community to promote equitable, coherent systems of science education. *AASA Journal of Scholarship & Practice*.
- Callahan, R. M., & **Hopkins, M.** (2018). Using ESSA to improve secondary English learners' opportunities to learn through course taking. *Journal of School Leadership*, 27(5).
- Spillane, J. P., **Hopkins, M.**, & Sweet, T. (2017). School system educational infrastructure and change at scale: Teacher peer interactions and their beliefs about mathematics instruction. *American Educational Research Journal*. Advance online publication. <https://doi.org/10.3102/0002831217743928>
- Hopkins, M.**, & Heineke, A. J. (2017). Teachers' learning through culturally relevant literature: A cross-context study of teacher education for English learners. *Teacher Education and Practice*, 30(3), 501-522.
- Vasquez Heilig, J., Romero, L., & **Hopkins, M.** (2017). Coign of vantage and action?: Considering California's local accountability and school finance plans for English language learners. *Education Policy Analysis Archives*, 25(15). <http://dx.doi.org/10.14507/epaa.25.2818>
- Hopkins, M.**, Ozimek, D.\*, & Sweet, T. M. (2017). Mathematics coaching and instructional reform: Individual and collective change. *Journal of Mathematical Behavior*, 46, 215-230. doi:10.1016/j.jmathb.2016.11.003
- Spillane, J. P., Shirrell, M., & **Hopkins, M.** (2016). Designing and deploying a Professional Learning Community (PLC) organizational routine in an education system: Bureaucratic and collegial structures in tandem (and in tension?). *Dossiers des Sciences de l'Education*.
- Hopkins, M.** (2016). Beliefs in context: Understanding language policy implementation at a systems level. *Educational Policy*, 30(4), 573-605. doi:10.1177/0895904814550073 [First published online in 2014.]
- Brezicha, K.\*, & **Hopkins, M.** (2016). Shifting the zone of mediation in a suburban new immigrant destination: Community boundary spanners and school district policymaking. *Peabody Journal of Education*, 91(3), 366-382. doi:10.1080/0161956X.2016.1184945 [Alphabetical order indicates equal authorship.]

- Hopkins, M.**, Malsbary, C. B., & Morales, P. Z. (2016). Responsive federal policy for bi/multilingual students. *The Education Law and Policy Review*, 3, 31-57.
- Hopkins, M.**, & Spillane, J. P. (2015). Conceptualizing relations between instructional guidance infrastructure (IGI) and teachers' beliefs: Regulative, normative, and cultural-cognitive considerations. *Journal of Educational Change*, 16(4), 421-450. doi:10.1007/s10833-015-9257-1
- Spillane, J. P., **Hopkins, M.**, & Sweet, T. (2015). Intra- and inter-school interactions about instruction: Exploring the conditions for social capital development. *American Journal of Education*, 122(1), 71-110. doi:10.1086/683292
- Hopkins, M.**, Lowenhaupt, R., & Sweet, T. (2015). Organizing English learner instruction in new immigrant destinations: District infrastructure and subject-specific school practice. *American Educational Research Journal*, 52(3), 408-439. doi:10.3102/0002831215584780 [Lead article.]
- Hopkins, M.**, & Spillane, J. P. (2014). Schoolhouse teacher educators: Structuring beginning teachers' opportunities to learn about instruction. *Journal of Teacher Education*, 65(4), 327-339. doi:10.1177/0022487114534483
- Hopkins, M.**, & Heineke, A. J. (2013). Teach For America and English language learners: Shortcomings of the organization's training model. *Critical Education*, 4(12), 18-36.
- Hopkins, M.** (2013). Building on our teaching assets: The unique pedagogical contributions of bilingual teachers. *Bilingual Research Journal*, 36(3), 350-370. doi:10.1080/15235882.2013.845116
- Hopkins, M.**, Spillane, J. P., Jakopovic, P., & Heaton, R. M. (2013). Infrastructure redesign and instructional reform in mathematics: Formal structure and teacher leadership. *The Elementary School Journal*, 114(2), 200-224. doi:10.1086/671935
- Spillane, J. P., & **Hopkins, M.** (2013). Organizing for instruction in education systems and school organizations: How the subject matters. *Journal of Curriculum Studies*, 45(6), 721-747. doi:10.1080/00220272.2013.810783
- Hopkins, M.**, Martinez-Wenzl, M., Aldana, U. S., & Gándara, P. (2013). Cultivating capital: Latino newcomer young men in a U.S. urban high school. *Anthropology and Education Quarterly*, 44(3), 286-303. doi:10.1111/aeq.12026
- Hopkins, M.**, Thompson, K., Linqunti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher*, 42(2), 101-108. doi:10.3102/0013189X12471426
- Hopkins, M.** (2012). Arizona's teacher policies and their relationship with English learner instructional practice. *Language Policy*, 11(1), 81-99.
- Orellana, M. F., García Sánchez, I., & **Hopkins, M.** (2011). Facilitating intercultural communication in parent-teacher conferences: Lessons from child translators. *Multicultural Education*, 13(3), 148-154.

### Under Review:

**Hopkins, M.**, Penuel, W. R., Wiley, K. E., & Farrell, C. C. (revise and resubmit). State education leaders' networks and the use of research evidence: The case of a professional association. *Evidence & Policy*.

**Hopkins, M.**, Gluckman, M.\*, & Vahdani, T.\*\* (under review). Nascent change: Elementary teacher learning in a suburban new immigrant destination. *American Educational Research Journal*.

Solano-Campos, A., **Hopkins, M.**, & Quaynor, L. (under review). Linguistically responsive teaching in pre-service teacher preparation: A review of the literature. *Journal of Teacher Education*.

**Hopkins, M.**, & Schutz, K. (under review). Bilingual teacher leadership: Supporting linguistically responsive practices and parent engagement in schools. *NABE Journal of Research and Practice*.

### In Preparation:

Umansky, I., **Hopkins, M.**, Flores, M., & Cox, N. (in preparation). The role of the school district in bilingual education implementation: An historical case study.

**Hopkins, M.**, Wiley, K. E., Weddle, H.\*, Bjorklund, P. Jr.\*, Umansky, I., & Dabach, D. B. (in preparation). The political context of reception: Educating immigrant and refugee students in complex times.

### OTHER JOURNAL ARTICLES

Quinn, R., **Hopkins, M.**, & García Bedolla, L. (2017). The politics of immigration and education. *Educational Policy*, 31(6), 707-715. [Introduction to the 2017 Politics of Education Association Yearbook.]

**Hopkins, M.** & Woulfin, S. L. (2015). School system (re)design: Developing educational infrastructures to support school leadership and teaching practice. *Journal of Educational Change*, 16(4), 371-377. [Introduction to a guest-edited special issue.]

**Hopkins, M.** (2008). Training the next teachers for America: A proposal for reconceptualizing Teach For America. *Phi Delta Kappan*, 89(10), 721-725. Condensed in *Education Digest*, 74(6) (Feb 2009), 4-10. Reprinted in *The Norton field guide to writing with readings*, 2<sup>nd</sup> Edition (Oct 2009).

**Hopkins, M.** (2008). A vision for the future: Collective effort for systemic change. *Phi Delta Kappan*, 89(10), 737-740.

### BOOKS

Frankenberg, E., Garces, L., & **Hopkins, M.** (Eds.) (2016). *School integration matters: Research-based strategies to advance equity*. New York: Teachers College Press.

Gándara, P., & **Hopkins, M.** (Eds.). (2010). *Forbidden language: English learners and restrictive language policies*. New York: Teachers College Press.

## BOOK CHAPTERS

**Hopkins, M.**, & Brezicha, K. (in press). Transforming school district policy for emergent bilinguals in new immigrant destinations: The role of community-based organizations. In M. Pacheco & P. Z. Morales (Eds.), *Transforming schooling for second language learners: Policies, pedagogies, and practices*. Charlotte, NC: Information Age Publishing.

**Hopkins, M.**, Spillane, J. P., & Shirrell, M. (in press). Designing educational infrastructure to support instructional reform: Mathematics coaching and professional learning communities in interaction. In S. A. Yoon & K. J. Baker-Doyle (Eds.), *Networked by design: Interventions for teachers to develop social capital*.

**Hopkins, M.**, & Spillane, J. P. (2017). Instructional guidance infrastructure, curricular reform, and teachers' beliefs related to elementary mathematics instruction. M. Akiba & G. LeTendre (Eds.), *Routledge international handbook of teacher quality and policy*. New York: Routledge.

Spillane, J. P., **Hopkins, M.**, Sweet, T., & Shirrell, M. (2017). The social side of capability: Supporting classroom instruction and enabling its improvement through social capital development. In E. Quintero (Ed.), *Teaching in context* (pp. 95-112). Cambridge, MA: Harvard Education Press.

**Hopkins, M.**, Garces, L., & Frankenberg, E. (2016). Advancing equity through integration from pre-K to higher education. In E. Frankenberg, L. Garces, & M. Hopkins. (Eds.), *School integration matters: Research-based strategies to advance equity*. New York: Teachers College Press.

Frankenberg, E., Garces, L., & **Hopkins, M.** (2016). Which way forward?: A comprehensive approach for advancing equity through integration. In E. Frankenberg, L. Garces, & M. Hopkins. (Eds.), *School integration matters: Research-based strategies to advance equity*. New York: Teachers College Press.

**Hopkins, M.** & Lowenhaupt, R. (2016). Structuring integration and marginalization: Schools as contexts of reception in new immigrant destinations. In E. Frankenberg, L. Garces, & M. Hopkins. (Eds.), *School integration matters: Research-based strategies to advance equity*. New York: Teachers College Press.

Spillane, J. P., & **Hopkins, M.** (2015). School-subject variation in educational infrastructures: A cautionary implementation tale. In J. Supovitz & J. P. Spillane (Eds.), *Rising to the challenge of standards implementation in the new America*. Lanham, MD: Rowman and Littlefield Education.

Gándara, P., & **Hopkins, M.** (2010). The changing linguistic landscape of the United States. In P. Gándara & M. Hopkins (Eds.), *Forbidden language: English learners and restrictive language policies* (pp. 7-19). New York: Teachers College Press.

Gándara, P., Losen, D., August, D., Uriarte, M., Gómez, M. C., & **Hopkins, M.** (2010). Forbidden language: A brief history of U.S. language policy. In P. Gándara & M. Hopkins (Eds.), *Forbidden language: English learners and restrictive language policy* (pp. 20-34). New York: Teachers College Press.

## **POLICY REPORTS**

**Hopkins, M.** (2016). *Findings from a survey of state science leaders* (Technical Report No. 1). Boulder, CO: National Center for Research in Policy and Practice. <http://ncrpp.org/pages/our-work>

Gándara, P., Aldana, U. S., Diaz, M., **Hopkins, M.**, Martinez, D., Martinez-Wenzl, M. (2013). *Project SOL Final Report*. Los Angeles: Civil Rights Project, University of California Los Angeles.

Gándara, P., **Hopkins, M.**, & Martínez, D. C. (2011). *An assets view of language and culture for Latino students*. *Latino Issues Brief No. 25*. Los Angeles: Chicano Studies Research Center.

Gándara, P., & **Hopkins, M.** (2008). Conditions of education in California: Benchmarking improvements for students of color and English learners. In D. Plank (Ed.), *Conditions of Education 2008*. Berkeley, CA: Policy Analysis for California Education.

## **BOOK REVIEWS**

**Hopkins, M.** (2017). Invited book review of B. Carolan, *Social network analysis and education*. *Journal of Educational and Behavioral Statistics*, 42(5), 639-646.

**Hopkins, M.**, & D'warte, J. (2008). Invited book review of W. Ayers, G. Ladson-Billings, G. Michie, & P. Noguera (eds.), *City kids, city schools: More reports from the front row*, New York: New Press. In *Teachers College Record*, [www.tcrecord.org](http://www.tcrecord.org).

## **CONFERENCE PRESENTATIONS**

### **Refereed**

**Hopkins, M.**, Wiley, K. E., Weddle, H.\*, & Bjorklund, P. Jr.\* (2017, Nov.). Supporting immigrant and refugee students in complex political times. Paper presented at the annual conference of the University Council for Educational Administration, Denver, Colorado.

Vasquez Heilig, J., Romero, L., S., & **Hopkins, M.** (2017, Nov.). Coign of vantage: Considering California's local accountability and school finance plans for English learners. Paper presented at the annual conference of the University Council for Educational Administration, Denver, Colorado.

Spillane, J. P., **Hopkins, M.**, Shirrell, M., Sweet, T., & Ortiz, M. (2017, Jul.). Teachers learning about teaching and learning on the job: The dual and interacting role of educational and architectural infrastructure. Paper presented at the International Conference on Education and New Learning Technologies (EDULEARN), Barcelona, Spain.

- Umansky, I. M., **Hopkins, M.**, & Dabach, D. B. (2017, Apr.). Policies and practices to support recently-arrived immigrant and refugee students. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Quaynor, L. J., Solano-Campos, A., & **Hopkins, M.** (2017, Apr.). Critical experiences in preservice teacher preparation for multilingual learners: A comparative study. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Ozimek, D.\* & **Hopkins, M.** (2017, Apr.) Mathematics coaching: Supporting individual- and system-level change. Paper presented at the National Council of Teachers of Mathematics Research Conference, San Antonio, TX.
- Hopkins, M.** & Schutz, K. (2016, Apr.). Bilingual teacher leadership: Expanding notions of instructional leadership for English learners. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.
- Brezicha, K., & **Hopkins, M.** (2016, Apr.). Building bridges: Community boundary spanners' role in fostering equitable educational opportunities. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.
- Solano-Campos, A., **Hopkins, M.**, & Quaynor, L. (2016, Mar.). Preparing teachers of bi/multilingual learners: What does the research tell us? Paper presented at the National Association for Bilingual Education Annual Meeting, Chicago, Illinois.
- Hopkins, M.**, & Lee, M.\* (2015, Nov.). Bilingual teacher leadership: A mixed methods study of English learner parent engagement. Paper presented at the annual conference of the University Council for Educational Administration, San Diego, California.
- Brezicha, K.\*, & **Hopkins, M.** (2015, Nov.). Bridging borders: Boundary spanners' role in fostering equitable educational opportunities in new immigrant destinations. Paper presented at the annual conference of the University Council for Educational Administration, San Diego, California.
- Hopkins, M.**, & Brezicha, K.\* (2015, Jun.). A lever of change?: The role of the community in educational language acquisition planning. Paper presented at the Bridging Language Acquisition and Language Policy Symposium, Lund University, Lund, Sweden.
- Hopkins, M.**, Solano-Campos, A., Quaynor, L., & Katunich, J.\* (2015, Apr.). A review of the literature on pre-service teacher preparation for multilingual learners: Where do we go from here? Paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois.
- Hopkins, M.**, Kolb, A. P.\*, Curry, R., & Curry, E. M. (2015, Apr.). Supporting afterschool learning in a new immigrant destination. Paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois. Special session of the Educational Research-Service Partnership program.

- Heineke, A. J., & **Hopkins, M.** (2015, Apr.). Teachers' learning through culturally relevant literature: A cross-context study of teacher education for English language learners. Paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois.
- Hopkins, M.** & Spillane, J. P. (2014, Apr.). Teachers' knowledge development: Structuring opportunities to learn about elementary school mathematics. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.
- Hopkins, M.** & Spillane, J. P. (2014, Apr.). Infrastructure redesign and instructional reform in mathematics: Formal structure and teacher leadership. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.
- Spillane, J. P., & **Hopkins, M.** (2014, Apr.). Realizing the potential of social network analysis in education research and development. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.
- Hopkins, M.** (2014, Apr.). Teachers' opportunities to learn about English language learners: Subject-specific challenges to national standards implementation. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, Pennsylvania.
- Hopkins, M.** (2014, Mar.). Elementary ELL pedagogy: Lessons from ESL and bilingual teachers. Paper presented at the TESOL International Convention, Portland, Oregon.
- Gándara, P., & **Hopkins, M.** (2013, Nov.). Project SOL: Making education work across borders: A partnership between University of California and Mexico. Paper presented at the World Education Research Association Focal Meeting, Guanajuato, Mexico.
- Lowenhaupt, R., & **Hopkins, M.** (2013, Nov.). The formal and informal organization of schooling in new immigrant destinations. Paper presented at the annual conference of the University Council for Educational Administration, Indianapolis, Indiana.
- Hopkins, M.**, & Lowenhaupt, R. (2013, Sept.). Organizing language instruction in new immigrant destinations: Structural marginalization and integration. Paper presented at the Segregation, Immigration, and Educational Inequality Conference, cosponsored by the Civil Rights Project, Ghent University, Université Libre de Bruxelles, and the UCLA Graduate School of Education and Information Studies, Ghent, Belgium.
- Hopkins, M.** (2013, Apr.). Developing positive peer networks among Latina/o newcomer high school students. Paper presented at the annual conference of the American Educational Research Association, San Francisco, California.
- Hopkins, M.** & Lowenhaupt, R. (2013, Apr.). Organizing for ELL instruction in the New Latino Diaspora: The role of the ELL teacher in content-specific practice. Paper presented at the annual conference of the American Educational Research Association, San Francisco, California.



**Hopkins, M.** (2012, Apr.). Building bridges through bilingualism: Parent-teacher communication in the Southwest. Paper presented at the annual conference of the American Educational Research Association, Vancouver, British Columbia, Canada.

**Hopkins, M.** (2012, Apr.). State language policy and teacher practice: A cross-state comparison of bilingual educators' language policy appropriation. Paper presented at the annual conference of the American Educational Research Association, Vancouver, British Columbia, Canada.

**Hopkins, M.** (2011, Apr.). Critical competencies for teachers of English learners. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

**Hopkins, M.** (2011, Apr.). Building on our assets within restrictive policy contexts: The complex work of bilingual teachers. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

**Hopkins, M., & Gándara, P.** (2010, May). Forbidden language: English learners and restrictive language policies. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.

Gándara, P., & **Hopkins, M.** (2010, Mar.). Forbidden language: English learners and access to bilingual instruction. Presented at the annual conference of the National Association for Bilingual Education, Denver, CO.

**Hopkins, M.** (2008, Mar.). Pedagogies of resistance: The development of critical consciousness in teacher education. Paper presented at the annual conference of the American Educational Research Association, New York, NY.

### **Non-Refereed**

**Hopkins, M.** (2010, Mar.). Drawing on our assets: The contributions of bilingual teachers. Presented at the annual conference of the National Association for Bilingual Education, Denver, CO.

Gándara, P., & **Hopkins, M.** (2010, Mar.). Forbidden language: English learners and restrictive language policies. Presented at the Annual Meeting of the California Association for Bilingual Education, San Jose, CA.

Mancilla-Martinez, J., Neugebauer, S., & **Hopkins, M.** (2006, Apr.). Profiling young Spanish-English bilingual children's vocabulary growth. Paper presented at the annual Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

### **Invited Sessions**

**Hopkins, M.** (2016, Nov.). Designing school district infrastructure to support CS4All implementation. Invited address at the White House Symposium on State Implementation for CSforAll, Washington, DC.

**Hopkins, M., Ozimek, D.\*,** & Sweet, T. M. (2016, June). Mathematics coaching and instructional reform: Individual- and system-level change. Invited paper presented at the Virginia Mathematics Specialist Initiative conference, Richmond, VA.

**Hopkins, M.** (2016, Apr.). Immigration policy meets education policy in the classroom. Invited presentation at the Institute for Justice and Journalism Fellowship Conference, Atlanta, GA.

**Hopkins, M.,** & Spillane, J. P. (2012, Apr.). Educational policy, school administration, and the technical core: The local infrastructure and instructional improvement challenge. Presented at STEM Smart: Lessons learned from successful schools, National Science Foundation, Chicago, IL.

**Hopkins, M.** (2010, Apr.). Forbidden language: English learners and restrictive language policies. Presented at the Migration Policy Institute, Washington, DC.

## **FUNDED RESEARCH**

### **Grants**

**Co-Principal Investigator,** “Science 20/20: Bringing Language Learners into Focus through Community-University-School Partnership” (with Co-PI Carla Zembal-Saul), U.S. Department of Education, Office of English Language Acquisition, \$2,141,442. (Funded: 2016-2021)

**Principal Investigator,** “Exploring Teacher Learning in New Immigrant Destinations: Practice and Policy Implications,” National Academy of Education/Spencer Foundation, \$70,000. (Funded: 2016-2018)

**Co-Investigator,** “Closing the Achievement Gap for Long-Term and Late-Arriving English Learners,” (with PIs Laura Hill and Julian Betts), William T. Grant Foundation, \$584,478. (Funded: 2016-2018)

**Principal Investigator,** “Developing Teacher Capacity in New Immigrant Destinations,” UIC Institute for Research on Race and Public Policy, \$7,000. (Funded: 2016-2017, Declined)

**Co-Principal Investigator,** “Fostering Research Use in School Districts through External Partnerships: The Role of District Capacity” (with PI Cynthia Coburn, co-PIs James P. Spillane & Anne-Ruth Allen), William T. Grant Foundation, \$599,969. (Funded: 2015-2017)

**Principal Investigator,** “Afterschool Learning Opportunities for ELLs in Hazleton, PA,” Penn State Department of Curriculum & Instruction, \$1,380. (Funded: 2014-2015)

**Principal Investigator,** “Supporting Community Integration in a New Immigrant Destination: A Research and Service Partnership between the Pennsylvania State University and the Hazleton Integration Project,” American Educational Research Association, \$5,000. (Funded: 2014-2015)

### **Fellowships**

National Academy of Education/Spencer Foundation Postdoctoral Fellowship, 2016-2018

Institute for Research on Race and Public Policy Faculty Fellowship, 2016-2017 (Declined)

Working Group on ELL Policy Fellowship, 2015-2016

Dissertation Year Fellowship, University of California All Campus Consortium on Research for Diversity (UC/ACCORD), 2010-2011, \$20,000

Grant Recipient, Ford Foundation, 2010-2011, \$7,000 to support dissertation data collection

Graduate Research Mentorship Fellowship, University of California, Los Angeles, 2009-2010, \$20,000 plus tuition and fees

Graduate Summer Mentorship Fellowship, University of California, Los Angeles, 2008, 2009, \$5,000 per award plus conference travel

Hoyt California Community Foundation Fellowship, 2007, \$10,000

Education Pioneers Graduate Fellowship, 2007, \$8,000

### **Research Project Experience**

Lewis, J. (Principal Investigator), Smith, W. (Co-Investigator), Spillane, J. P. (Co-Investigator), **Hopkins, M. (Research Associate)**, Grant, “NebraskaMATH Omaha Public Schools Teacher Leader Academy Study,” Sherwood Foundation, Nonprofit Foundations. (Funded: 2013-2016)

Spillane, J. P. (Co-Principal Investigator), **Hopkins, M. (Post-Doctoral Research Fellow)**, Sponsored Research, “NebraskaMATH,” National Science Foundation, Nonprofit Foundations. (Funded: 2009-2013)

Gándara, P. (Principal Investigator), **Hopkins, M. (Research Assistant)**, Sponsored Research, “Project Secondary Online Learning,” Bill & Melinda Gates Foundation, Ford Foundation, and UC Irvine Foundation. (Funded: 2008-2012)

### **AWARDS**

Nominee, Faculty of the Year, Thurgood Marshall College, University of California, San Diego

Teaching Scholar, University of Illinois at Chicago, 2016

Reviewer of the Year, *American Educational Research Journal-Social and Institutional Analysis*, 2014

Dissertation of the Year Award, Bilingual Education SIG, American Educational Research Association, 2012

Nominee, Dissertation of the Year, University of California, Los Angeles Graduate School of Education & Information Studies, 2011

Honors Distinction, Qualifying Examinations, University of California, Los Angeles, 2009

Phi Beta Kappa, 2002

## **PROFESSIONAL SERVICE**

### **National Service**

National Academies of Science, Engineering, and Medicine, Board of Science Education  
*Member, Committee on Supporting English Learners in STEM Subjects (2017-2019)*

### **Affiliations and Association Service**

American Educational Research Association

*Chair, Division L, Section 8: Social Policy and Education (2015, 2016)*

*Dissertation of the Year Review Committee, Bilingual Education Research SIG (2016)*

*Member, Division A, Division L, Bilingual Education Research SIG (2007-present)*

*Working Group Chair, ELLs and Education (2011)*

*Proposal Reviewer, Division L (2011-2016)*

*Proposal Reviewer, Division G (2009-2013)*

*Proposal Reviewer, Division K (2009-2014)*

*Proposal Reviewer, Bilingual Education Research SIG (2011-2015)*

National Association for Bilingual Education, Member (2010-present)

Working Group on ELL Policy, Member (2012-present)

University Council for Educational Administration (2015-present)

### **Editorial Work**

*Elementary School Journal*

Editorial Board Member (2017-present)

*Educational Researcher*

Editorial Board Member (2015-present)

*American Journal of Education*

Senior Associate Editor (2014-present)

Student Board Advisor (2014-2015)

*Educational Policy (Politics of Education Association Yearbook)*

Guest Editor, Special issue on the politics of immigration and education (2017)

*Journal of Educational Change*

Guest Editor, Special issue on educational infrastructure (2015)

## **Ad-Hoc Reviewer**

*American Educational Research Journal*  
*Bilingual Research Journal*  
*British Educational Research Journal*  
*Cognition & Instruction*  
*Educational Policy*  
*Journal of Educational Change*  
*Journal of Teacher Education*  
*Journal of School Leadership*  
*Social Problems*  
*Sociology of Education*  
*Teaching and Teacher Education*

## **CONGRESSIONAL BRIEFINGS**

*Student access to prepared and effective teachers: Understanding the impact of federal policy.* Special briefing sponsored by Senator Bernie Sanders and The Coalition for Teaching Quality, Washington, DC.

## **BLOGS**

Hopkins, M., Spillane, J. P., & Sweet, T. M. (2015). Beyond the individual teacher: Developing social capital in schools and school systems. *AJE Forum*. <http://www.ajeforum.com/beyond-the-individual-teacher-developing-social-capital-in-schools-and-school-systems-by-megan-hopkins-james-p-spillane-and-tracy-m-sweet/>

Hopkins, M. (2011). Teach For America at 20: Add a year of training to the model. *Thoughts on Public Education*. <http://toped.svefoundation.org>

## **MEDIA MENTIONS**

Santos, S. (2015). Study examines city's changes in immigration, education. *The Standard Speaker*.

Penn State. (2015). *Teaching technology*. Available: <http://www.psu.edu/feature/2014/11/05/teaching-technology>

Sliman, K. (2014). Partnership offers future teachers experience with English language learners. *Penn State News*. Available: <http://news.psu.edu/story/319683/2014/06/30/academics/partnership-offers-future-teachers-experience-english-language>

Whalen, J. (2014). Afterschool learning grows at center. *The Standard Speaker*.

Cody, A. (2013). TFA faces a California showdown over qualifications to teach English learners. *Education Week*.

Branam, C. (2012). Grant aims to produce bilingual teachers. *Northwest Arkansas Democrat-Gazette*.

Gilbertson, A. (2012). Rise in Spanish speakers has school trying to adapt. *National Public Radio*.

Armario, C. (2011, November). Teach For America met with big questions in face of expansion. *Huffington Post*.

Toppo, G. (2009, July). Teach For America: Elite corps or costing older teachers jobs? *USA Today*.

Azimi, N. (2007, September). Why Teach For America. *New York Times Magazine*.

Lipka, S. (2007, June). Teach For America gets mixed reviews. *The Chronicle of Higher Education*.

## **OTHER PROFESSIONAL EMPLOYMENT**

- 2010-2012      **Policy Coordinator**  
Working Group on English Language Learner (ELL) Policy  
*Project Scope:* Policy liaison and legislative assistant for ESEA Reauthorization, Drs. Diane August, Kris Gutierrez, Kenji Hakuta, Robert Linqunti, and others
- 2006-2009      **University Field Supervisor**  
University of California, Los Angeles, Teacher Education Program
- 2007            **Program Evaluator**  
California Charter Schools Association  
*Project:* California Charter Quality Institute (Principal training program)
- 2006            **Education Research Associate**  
Save the Children USA, El Salvador  
*Project Scope:* Data collection and analysis focused on teacher quality for a nationwide rural pre-kindergarten program
- 2005-2006      **Research Assistant**  
Harvard University Graduate School of Education  
*Study:* Tracking Bilingual Children's Language Development, Dr. Barbara Pan
- 2002-2005      **Bilingual Classroom Teacher**  
Roosevelt School District, Phoenix, Arizona

## **LICENSURE**

- 2007            State of California  
Multiple Subject Teaching Credential
- 2004            State of Arizona  
K-8 Teaching Credential, Bilingual Endorsement