

MEGAN HOPKINS

EDUCATION

- Ph.D.** University of California, Los Angeles
2011 *Specialization:* Urban Schooling
Cognate in Public Policy
- M.Ed.** Harvard University
2006 *Specialization:* International Education Policy
- B.A.** Indiana University
2002 *Majors:* Spanish (conferred with Highest Distinction), Liberal Arts and Management

PROFESSIONAL POSITIONS

- 2022-present **Senior Researcher**
English Learner and Migrant Education Services
WestEd
- 2020-present **Co-Advisor**
English Learners Collaborative
Council of Chief State School Officers
- 2019-present **Associate Professor (*on leave 2022-2023*)**
Department of Education Studies
University of California, San Diego
- 2020-2022 **Director of Graduate Studies**
Department of Education Studies
University of California, San Diego
- 2016-2019 **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)

FUNDED RESEARCH

Grants and Contracts

Co-Principal Investigator, “Improving the Use of Research Evidence in Multilingual Learner Policy and Practice: Research-Practice Partnership Engagement with State Education Agency Leaders” (with PI Hayley Weddle), William T. Grant Foundation, \$609,000. (Funded 2022-2025).

Expert Consultant, “AlphaBetter: Developing Literacy Supports for Adult Migrants,” Erasmus+, \$215,000. (Funded: 2021-2023).

Principal Investigator, “Addressing Equity and Access for English Learners in State COVID-19 Guidance: A Research-Policy Partnership,” Council of Chief State School Officers, \$60,000. (Funded: 2020-2021).

Principal Investigator, “Strengthening the English Learner (EL) Teacher Pipeline: The Role of State and District Demographics, Policy, and Leadership,” Council of Chief State School Officers, \$25,000. (Funded: 2020-2021).

Co-Investigator, “Computer Science for English Learners (CSforEL): Increasing Participation and Achievement in Advanced Placement Computer Science Principles for English Learners,” U.S. Department of Education, Office of Elementary and Secondary Education, \$3,015,767. (Funded: 2019-2023).

Principal Investigator, “Binational teacher preparation: Formadores de docentes,” University of California Office of the President, \$100,000. (Funded: 2018-2019)

Co-Investigator, “Binational teacher preparation in CaliBaja: Formadores de docentes,” California Department of Education, \$50,000. (Funded: 2018-2019)

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)

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: 2016-2019)

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

AWARDS

Nominee, Early Career Award, Division L: Educational Policy and Politics, American Educational Research Association, 2018

Nominee, Early Career Award, Bilingual Education Research Special Interest Group, American Educational Research Association, 2017

Nominee, Faculty of the Year, Thurgood Marshall College, University of California, San Diego, 2017

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 Research Special Interest Group, 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

PUBLICATIONS

+ Indicates postdoctoral researcher. *Indicates graduate student. **Indicates undergraduate student. ~ Indicates state education agency leader.

Peer-Reviewed Journal Articles

Hopkins, M., Weddle, H.+ , Castillo, M.,~ Costa, J.,~ Edwards, K.,~ Elliot, S.,~ Gautsch, L.* , Lowenhaupt, R., & Salas, V.~ (2022). Upholding multilingual learners' civil rights under ESSA and beyond: State leadership and the contextual factors shaping federal policy implementation. *American Journal of Education*.

Hopkins, M., Weddle, H.+ , Lavadenz, M., Vahdani, T.,** & Murillo, M. (2022). Examining the English learner policy ecology: How educators navigated the provision of designated English language development (ELD) support at the secondary level. *Peabody Journal of Education*, 97(1), 47-61.

Gluckman, M.* , Gautsch, L.* , & **Hopkins, M.** (2022). Educating transnationally mobile students: A multidimensional framework. *Comparative Education Review*, 66(1).

Weddle, H.+ , Yoshisato, M.,* & **Hopkins, M.** (2021). Professional learning for secondary teachers of English learners in an urban school district: Examining systems of support. *Journal of Professional Capital & Community*. <https://doi.org/10.1108/JPCC-11-2020-0084>

Weddle, H.+ , Caduff, A.* , & **Hopkins., M.** (2021). Equity for multilingual learners in state COVID-19 guidance: A comparative policy analysis. *Thresholds in Education*.

Hopkins, M., Weddle, H.+ , Bjorklund, P. Jr.,* Umansky, I. M., & Dabach, D. B. (2021). "It's created by a community": Local context mediating districts' approaches to serving immigrant newcomers. *AERA Open*, 7(1), 1-13.

Callahan, R., Gautsch, L.* , **Hopkins, M.**, & Unda, M.* (2020). Equity and state immigrant inclusivity: English learner education in ESSA. *Educational Policy*. Advance online publication. <https://doi.org/10.1177/0895904820925819> [Alphabetical order indicates equal authorship.]

Umansky, I. M., **Hopkins, M.**, & Dabach, D. B. (2020). Ideals and realities: How leaders navigate integration and separation for immigrant newcomers. *Leadership and Policy in Schools*, 19(1), 36-59.

- Solano-Campos, A., **Hopkins, M.**, & Quaynor, L. (2020). Linguistically responsive teaching in pre-service teacher education: A review of the literature through the lens of cultural-historical activity theory. *Journal of Teacher Education*, 71(2), 203-217. [First published online in 2018.]
- Hopkins, M.**, Weddle, H.*, Gluckman, M.*, & Gautsch, L.* (2019). Boundary crossing in a professional association: The dynamics of research use among state leaders and researchers in a research-practice partnership. *AERA Open*, 5(4).
- Hopkins, M.**, Gluckman, M.*, & Vahdani, T.** (2019). Emergent change: A network analysis of elementary teachers' learning about English learner instruction. *American Educational Research Journal*, 56(6), 2295-2332.
- Hopkins, M.**, Bjorklund, P. Jr.*, & Spillane, J. P. (2019). The social side of teacher turnover: Closeness and trust among elementary general and special education teachers in the United States. *International Journal of Educational Research*, 98, 292-302.
- Hopkins, M.**, & Schutz, K. (2019). Bilingual teacher leadership: Supporting linguistically responsive practices and parent engagement in schools. *NABE Journal of Research and Practice*, 9(2), 96-109.
- Neugebauer, S. R., **Hopkins, M.**, & Spillane, J. S. (2019). Social sources of teacher self-efficacy: The potency of teacher interactions and proximity to instruction. *Teachers College Record*, 121(6).
- Hopkins, M.**, Wiley, K. E.,+ Penuel, W. R., & Farrell, C. C. (2018). Brokering research in science education policy implementation: The case of a professional association. *Evidence & Policy*, 14(3), 459-476.
- Shirrell, M., **Hopkins, M.**, & Spillane, J. P. (2018). Educational infrastructure, professional learning, and changes in teachers' instructional practices and beliefs. *Professional Development in Schools*, 45(4), 599-613.
- Penuel, W. R., Bell, P., Neill, T., Shaw, S., **Hopkins, M.** & Farrell, C. C. (2018). Building a networked improvement community to promote equitable, coherent systems of science education. *AASA Journal of Scholarship & Practice*, 15(1), 30-38.
- Spillane, J. P., **Hopkins, M.**, & Sweet, T. (2018). School system educational infrastructure and change at scale: Teacher peer interactions and their beliefs about mathematics instruction. *American Educational Research Journal*, 55(3), 532-571.
- Callahan, R. M., & **Hopkins, M.** (2017). Using ESSA to improve secondary English learners' opportunities to learn through course taking. *Journal of School Leadership*, 27(5).
- 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).
- Hopkins, M.**, Ozimek, D.*, & Sweet, T. M. (2017). Mathematics coaching and instructional reform: Individual and collective change. *Journal of Mathematical Behavior*, 46, 215-230.
- 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. [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. [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.
- 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.
- 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. [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.
- 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.
- 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.
- 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.

- 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.
- Hopkins, M.**, Thompson, K., Linquanti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher*, 42(2), 101-108.
- 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.

Other Journal Articles

- Lowenhaupt, R., & **Hopkins, M.** (2020). Considerations for school leaders serving US immigrant communities in the global pandemic. *Journal of Professional Capital and Community*.
<https://doi.org/10.1108/JPC-05-2020-0023> [Online first publication]
- Garver, R., & **Hopkins, M.** (2020). Segregation and integration in the education of English learners: Leadership and policy dilemmas. *Leadership and Policy in Schools*. [Introduction to a guest-edited special issue.]
- 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*, 2nd 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.**, Matsukata, L.*, & Sweet, T. M. (in press). Teachers' interactions about multilingual learner instruction: Consideration for elementary school leaders in the United States. In. Y. Liou & A. J. Daly (Eds.), *The Relational Leader*. London: Bloomsbury. [peer-reviewed]
- Weddle, H., **Hopkins, M.**, & Umansky, I. M. (in press). Transforming K-12 school district structures to center Latinx newcomers. In E. T. Hamann, S. G. Herrera, E. G. Murillo, & S. Wortham (Eds.), *Teaching and learning in the New Latino Diaspora: Creating culturally responsive practice*. New York: Teachers College Press.
- Hopkins, M.**, Weddle, H., Riedy, R.*, Caduff, A.*, Matsukata, L.*, & Sweet, T. M. (2022). Critical social network analysis as a method for examining how power mediates improvement efforts in education. In D. Peurach, J. Russell, L. Cohen-Vogel, W. Penuel, D. Eddy-Spicer, A. Datnow, M. Canata, & A. Daly (Eds.), *The Handbook on Improvement Research in Education*. London: Rowman & Littlefield. [peer-reviewed]
- Santos, M., & **Hopkins, M.** (2020). Creating schools and systems that support asset-based, high-quality instruction for multilingual learners. In *Improving Education for Multilingual and English Learner Students: Research to Practice*. Sacramento, CA: California Department of Education.
- Hopkins, M.**, & Brezicha, K. (2019). Organizing districtwide change: Considerations in designing equitable school systems in new immigrant destinations. In E. Crawford & L. Dorner (Eds.), *School leadership in times of change: Case studies in leadership for immigrant communities*. New York: Routledge.
- Hopkins, M.**, Zembal-Saul, C., Lee, M.*, & Cody, J. L.* (2019). Starting small: Co-designing professional development to foster English learners' sensemaking in science. In Davis, E. A., Zembal-Saul, C., & Kademian, S. (Eds.), *Supporting teacher learning for sensemaking in science*. New York: Routledge.
- Hopkins, M.**, & Brezicha, K. (2019). 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. (2018). 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*. New York: Routledge.
- 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. [peer-reviewed]
- 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.

Under Review:

Hopkins, M., Gluckman, M.*, Lopez, G., & Alfaro, C. (under review). El desarrollo de una comunidad de práctica binacional para la formación de docentes.

Policy Reports

Hopkins, M., & Weddle, H. (2021). *State leadership guide for engaging stakeholders in continuous improvement of English learner programs and services during COVID-19 and beyond*. Washington, DC: Council of Chief State School Officers.

Hopkins, M., & Weddle, H. (2020). *Restart and recovery—access and equity for English learner students and families during COVID-19: Recommendations for state leaders*. Washington, DC: Council of Chief State School Officers.

Hill, L., Betts, J., **Hopkins, M.,** Lavadenz, M., Bachofer, K., Hayes, J., Lee, A., Murillo, M. A., Vahdani, T., & Zau, A. (2019). *Academic progress for English learners: The role of school language environment and course placement in grades 6-12*. Sacramento, CA: Public Policy Institute of California.

Hopkins, M., & Gates, Z.* (2019). *Findings from survey of state science leaders: Year 2*. Boulder, CO: National Center for Research in Policy and Practice.

Umansky, I., **Hopkins, M.**, Dabach, D. B., Porter, L.*, Thompson, K., Pompa, D. (2018). *Understanding and supporting the educational needs of recently arrived immigrant English learner students: Lessons for state and local education agencies*. Washington, DC: Council of Chief State School Officers.

Hopkins, M. (2016). *Findings from a survey of state science leaders*. Boulder, CO: National Center for Research in Policy and Practice.

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

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.

Blogs

Shirrell, M., Spillane, J. P., **Hopkins, M.**, & Sweet, T. (2018). *The social side of capability: Improving educational performance by attending to teachers' and school leaders' interactions about instruction*. Shanker Blog by the Albert Shanker Institute. <http://www.shankerinstitute.org/blog/social-side-capability-improving-educational-performance-attending-teachers%E2%80%99-and-school-leaders>

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>

CONFERENCE PRESENTATIONS

Refereed

Hopkins, M., Weddle, H., Lowenhaupt, R., Salas, V.~ (2022, Apr.). Upholding multilingual learners' civil rights: State leadership and the contextual factors mediating federal policy implementation. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Weddle, H., Caduff, A.*, & **Hopkins, M.** (2022, Apr.). Examining equity for multilingual learners: A policy analysis of states' COVID-19 guidance. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Hopkins, M., & Cowhy, J. R.* (2022, Apr.). Priority or afterthought: Involving special populations leaders in district-level instructional decision-making. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Weddle, H., & **Hopkins, M.** (2021, Nov.). A critical examination of leadership practices and policies shaping ELs' access to computer science courses. Paper presented at the University Council for Educational Administration, Columbus, OH.

Hopkins, M., **Weddle, H.,** & Lowenhaupt, R. (2021, Nov.). State leaders' efforts to uphold multilingual learners' civil rights: How context mediates federal policy implementation. Paper presented at the University Council for Educational Administration, Columbus, OH

Hopkins, M., Weddle, H., Lavadenz, M., Murillo, M. A., & Vahdani, T. (2021, Apr.). Examining access for long-term English learners: Implementing designated English language development policy. Paper presented at the Virtual American Educational Research Association Annual Meeting.

Farrell, C., Wong, L., **Hopkins, M.,** Cowhy, J. R.*, Ceperich, R.***, & Beneke, A. J.* (2021, Apr.). What district conditions matter for productive partnering? Paper presented at the Virtual American Educational Research Association Annual Meeting.

Callahan, R., **Hopkins, M.,** Gautsch, L.* & Unda, M.* (2020). Equity for EL students: ESSA plans and states' immigrant, language, and education policies. American Educational Research Association Annual Meeting [cancelled due to COVID-19].

Hopkins, M., Dorner, L. M., Schultz, L. M., Bonney, E. N.*, Matsukata, L.*, & Song, K. H. (2019, Apr.). Measuring effects of English learner-focused professional development across contexts. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Hopkins, M., Weddle, H.*, Bjorklund, P. Jr.*, Gautsch, L.*, Umansky, I. M., Dabach, D. B. (2019, Apr.). Constructing opportunity: How the context of reception for newcomers shapes district policy. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

- Hopkins, M.**, Bjorklund, P. Jr.*, & Spillane, J. P. (2019, Apr.). Social networks and early career teachers' trajectories in the United States: Closeness and self-efficacy. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Callahan, R., **Hopkins, M.**, Mayer, A., & Lowenhaupt, R. (2018, Nov.) Leadership in research-practice partnerships for English learner equity. Paper presented at annual conference of the University Council for Educational Administration, Houston, Texas.
- Spillane, J. P., **Hopkins, M.**, Shirrell, M. (2018, Jun.). Designing educational infrastructures for teacher development. Paper presented at the 13th International Conference of the Learning Sciences. London, UK.
- Hopkins, M.**, Vahdani, T.**, & Gluckman, M.* (2018, Apr.) On the verge of change: Organizational contexts to support teacher learning in new immigrant destinations. Paper presented at the American Educational Research Association Annual Meeting, New York, New York.
- Hopkins, M.**, Umansky, I. M., & Dabach, D. B. (2018, Apr.) Reconciling integration and separation in the education of newcomer immigrant students. Paper presented at the American Educational Research Association Annual Meeting, New York, New York.
- Zemba-Saul, C. & **Hopkins, M.** (2018, Mar.). Building capacity for ELs' sequential learning experiences in elementary science teacher education. Paper presented at the NARST Conference, Atlanta, Georgia.
- 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

Hopkins, M. (2021, Jun.). Educating transnationally mobile students on the U.S.-Mexico border: Bilingual pedagogy and teacher preparation. Invited presentation to WSB University faculty and students in Poland, Online.

Hopkins, M. (2021, Sept.). Opening up or closing down: How national education policy shapes (im)migrant students' opportunities along the U.S.-Mexico border. International Conference Territorial and Inter-Organizational Cooperation in Poland, Online.

Hopkins, M. (2022, Mar.). Bilingual programs for transnational students: Situational, operational, and outcome factors. Invited presentation at the WSB University Science Festival, Dąbrowa Górnicza, Poland.

Hopkins, M. (2021, Apr.). Computer science for English learners (CSforEL). Invited address at the CS for Multilingual Students conference, an AERA Educational Research Conference.

Hopkins, M. (2020, Nov.). Access and equity for English learners during COVID-19. Invited address at the Council of Chief State School Officers State Collaborative on Assessment and Student Standards Fall 2020 Virtual Meeting.

Penuel, W. R., **Hopkins, M.**, & Riedy, R.* (2019, June). Building a networked improvement community to promote equity in state systems of science education. Invited address at the Professional Learning Networks in Education conference, an AERA Educational Research Conference.

Hopkins, M. (2018, June). Teacher capacity and English learner equity. Invited address at the Council of Chief State School Officers State Collaborative on Assessment and Student Standards Summer 2018 Meeting, San Diego, CA.

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.

PROFESSIONAL SERVICE

University Service

Academic Integrity Review Board, UC San Diego (2021-present)

Mentor, Chancellor's Postdoctoral Fellowship Program, UC San Diego (2021-present)

Academic Senate Representative, Alternate, Thurgood Marshall College, UC San Diego (2020-2022)

National Service

Member, EL Technical Advisory Taskforce, Council of Chief State School Officers (2020-present).

National Academies of Science, Engineering, and Medicine, Board of Science Education
Member, Committee on Pre-K Science and Engineering Education (2020-2022)

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

Advisory Board Member, UCLA Civil Rights Project/*Proyecto Derechos Civiles*.

Affiliations and Association Service

American Educational Research Association

Award Committee Member, Districts in Research and Reform Special Interest Group
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

Journal of Education Policy and Management (2022-present)

Review of Educational Research

Editorial Board Member (2021-present)

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)

Leadership and Policy in Schools

Guest Editor, Special issue on the integration and separation of English learners in US schools (2020)

Ad-Hoc Reviewer

AERA Open
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
Language Policy
Social Problems
Sociology of Education
Teacher Education Quarterly
Teaching and Teacher Education

CONGRESSIONAL BRIEFINGS

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

Hopkins, M. (2011, Oct.) *Student access to prepared and effective teachers: Understanding the impact of Teach For America*. Special briefing sponsored by Senator Bernie Sanders and The Coalition for Teaching Quality, Washington, DC.

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*.

COURSES TAUGHT

University of California, San Diego, Department of Education Studies

EDS 125: History, Politics, and Theory of Bilingual Education: Global Perspectives (Undergraduate)

EDS 130: Introduction to Academic Mentoring of Elementary School Students (Undergraduate)

EDS 255: Advanced Quantitative Analysis (Graduate, Ph.D.)

EDS 264: Introduction to Qualitative Methods (Graduate, Ph.D.)

EDS 281: Leadership for Learning (Graduate, Ed.D.)

EDS 288B: Advanced Qualitative Methods (Graduate, Ph.D.)

EDS 297: Immigration and Education (Graduate, Ph.D.)

EDS 298: Academic Writing Seminar (Graduate, Ph.D.)

EDS 351: Teaching the English Language Learner (Graduate, M.Ed.)

EDS 352: Bilingual Instructional Practices (Graduate, M.Ed.)

University of Illinois at Chicago, College of Education

CI 472: Language Proficiency Assessment and ESL Instruction (Graduate, M.Ed.)

CI 594: Bi/Multilingual Education Policy (Graduate, Ph.D.)

Pennsylvania State University, College of Education

CI 280: Introduction to Teaching English Language Learners (Professor in Charge, Undergraduate)

WL ED 411: Methods of Teaching World Languages in Grades 1-5 (Undergraduate)

CI 497E: Teaching Reading and Writing to English Language Learners (Graduate, M.Ed.)

EDLDR 589/CI 597E: Mixed Methods Design in Educational Research (Graduate, Ph.D.)

CI 602: Supervised Experience in College Teaching (Graduate, Ph.D.)

Loyola University Chicago, College of Education

CIEP M78: Methods and Materials for Teaching ESL (Undergraduate)

CIEP 375: Theoretical Foundations of ELL/Bilingual Education (Undergraduate)

Northwestern University, School of Education and Social Policy

MSEd 460: Practicum in School Leadership (Graduate, M.Ed.)

University of California, Los Angeles, Graduate School of Education & Information Studies

ED315B: Methods for Teaching Writing in the Elementary Grades (Graduate, M.Ed.)

ED409: Language Structure, Acquisition, and Use (Graduate, M.Ed.)

OTHER PROFESSIONAL EMPLOYMENT

2010-2012

Policy Coordinator

Working Group on English Language Learner (ELL) Policy

- 2006-2009 **University Field Supervisor**
University of California, Los Angeles, Teacher Education Program
- 2007 **Program Evaluator**
California Charter Schools Association
- 2006 **Education Research Associate**
Save the Children USA, El Salvador
- 2005-2006 **Research Assistant**
Harvard University Graduate School of Education
- 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