LAURA C. CHÁVEZ-MORENO

Author | Researcher | Social Scientist | Assistant Professor

Laura C. Chávez-Moreno is an award-winning researcher, qualitative social scientist, and assistant professor at the University of California, Los Angeles, in the Departments of Chicana/o and Central American Studies and Education. She received her PhD from the University of Wisconsin-Madison School of Education in Curriculum and Instruction.

Prof. Chávez-Moreno researches, writes, and teaches about Chicanx/Latinx education. She works at the intersection of education, pedagogy, language, literacy, and ethnic studies, particularly Chicanx/Latinx Studies. Her research has been published in top-tier journals such as *Review of Educational Research, Educational Researcher, American Educational Research Journal, Research in the Teaching of English,* and *Journal of Teacher Education.*

Dr. Chávez-Moreno's research has been recognized with multiple awards, including from the American Educational Research Association (AERA) Division G Social Contexts in Education; AERA Latinx Research Issues Special Interest Group (SIG); AERA Bilingual Education Research SIG; American Association of Hispanics in Higher Education; and National Association of Bilingual Education. Notably, she was a fellow of the 2020–2022 cohort of NCTE Research Foundation's Cultivating New Voices among Scholars of Color, and she was awarded a 2022 National Academy of Education/Spencer Foundation Postdoctoral Fellowship. Most recently the National Council for Teachers of English awarded the 2023 Alan C. Purves Award to her article in *Research in the Teaching of English,* "The continuum of racial literacies: Teacher practices countering whitestream bilingual education."

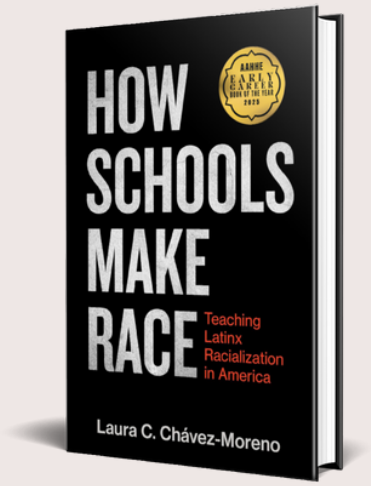
Prof. Chávez-Moreno is sought after as a speaker by school districts, university organizations, and teacher preparation programs. She draws from her research and extensive teaching experience across a variety of educational levels—including elementary, secondary, tertiary, teacher education, and older-adult education. She served as a high school teacher of Spanish in the The School District of Philadelphia for five years, wrote district curriculum, and served on boards of community organizations. She is deeply committed to mentorship, emphasizing support for students from underrepresented backgrounds and/or those dedicated to social justice causes. Among her many service activities, she has mentored undergraduate and graduate students through several organizations, including the Hispanic Scholarship Fund. She grew up in Douglas, Arizona, and Agua Prieta, Sonora, México.

Recent Works:

- Chávez-Moreno, L. C. (2023). Examining race in LatCrit: A systematic review of Latinx critical race theory in education. *Review of Educational Research,* 0(0). https://doi.org/10.3102/00346543231192685
- Chávez-Moreno, L. C. (2022). Critiquing racial literacy: Presenting a continuum of racial literacies. *Educational Researcher* (51)7, 481-488. https://doi.org/10.3102/0013189X221093365
- Chávez-Moreno, L. C. (2024). Toward a relational racialization lens in education: Addressing critiques of CRT's race theory. *International Journal of Qualitative Studies in Education,* 1–17. https://doi.org/10.1080/09518398.2024.2365196
- Chávez-Moreno, L. C. (2024). A Literature Review of Raciolinguistics in Dual-language Bilingual Education: A Call for Conceptualizing Racialization. In J. Friere, C. Alfaro, & E. de Jong (Eds.), *Handbook of Dual Language Bilingual Education* (pp. 254–265). Routledge. 10.4324/9781003269076-20
- Chávez-Moreno, L. C. (2023). A raciolinguistic and racial realist critique of dual language's racial integration. *Journal of Latinos & Education,* 22(5), 2085-2101. http://dx.doi.org/10.1080/15348431.2022.2086555

Speaking Subjects:

- Explaining critical race theory in education and the political distortions
- Teaching and learning about race in the classroom
- How teachers and students face racial issues in school
- Making bilingual education serve Latinx students
- What schools teach about the Latinx category
- Making sense of the term "Latinx"



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