

# SCHOOL OF TEACHER PREPARATION, ADMINISTRATION AND LEADERSHIP (TPAL)

School of Teacher Preparation, Administration, and Leadership (TPAL):

Associate Professor, Leanna Lucero, Ph.D., Interim Director, School of Teacher Preparation, Administration, and Leadership  
 Professor, Blanca Araujo, Ph.D., Interim Associate Director, School of Teacher Preparation, Administration, and Leadership

**Professors:** Araujo, Baptiste, Campbell, Fahrenbruck, Flores Carmona, Haynes Writer, A. Hernandez, **Associate Professors:** Guillaume, Huerta-Charles, Kew, Lucero, Parra, Rutledge, Salas; **Assistant Professors:** Alvidrez, Armijo Romero, Becknell, Chatterjee, Dodson, Gray, Ibarra Johnson, Martinez, Matute-Chavarria, Pedraza, Peel, Thomas, Warr, Wiegand; **College Professor:** Gorham Blanco; **College Associate Professors:** Moreno; **College Assistant Professors:** Henderson, Mason, Owens; **College Instructors;** **Emeritus Professors:** Armendáriz, Cahill, Chavez-Chavez, Dominguez, González, Ivory, Reyes, Torres, Townley, Wiburg

**M. Alvidrez**, Ph.D. (University of Texas at El Paso) - mathematics education, Teacher education, Latina, o, e students in mathematics and computer science, errors as learning opportunities in mathematics and computer science; **B. Araujo**, Ph.D. (New Mexico State University) - teacher education, social studies, bilingual education; **M. Armijo Romero**, Ph.D. (University of New Mexico) specializes in bilingual education and transnational Indigenous Intercultural secondary education in México and US Southwest, translanguaging, border theory, decolonial studies, and visual literacy practices; **H. P. Baptiste**, Ed.D. (Indiana University) – science elementary; **C.E. Becknell, Jr.**, Ph.D. (University of New Mexico) channels his research focus into a critical race, class, and gender analysis of Africana Studies, advocating for the integration of the Africana Studies Framework throughout the K–20 educational continuum. His work aims to drive transformative shifts in policy and curriculum that promote justice, equity, and inclusivity, empowering educators and students to deeply engage with issues of identity, history, and social justice. Through these efforts, he aspires to create an empathetic, inclusive, and liberatory educational landscape where Black experiences and knowledge are honored, valued, and celebrated; **S. Chatterjee**, Ph.D. (New Mexico State University) STEM education, teacher education, and technology focusing on instructional design for transformative teaching and learning; **G. Dodson**, Ph.D. (University of South Florida) studies writing instruction, composition processes, and their connection to oral discourse. Particularly, she is interested in the ways teachers use storytelling, improvisation, and process drama as part of writing instruction. Underlying all of this is a commitment to promoting anti-racist writing pedagogy and researching the ways teacher language, counter narratives, racial literacy, and culturally authentic literature may contribute to that goal; **M.L. Fahrenbruck**, Ph.D. (University of Arizona) – language, reading & culture; **J. Flores Carmona**, Ph.D. (University of Utah) - culture and society, sociology of education; **T. Gorham Blanco**, Ph.D. (University of Wyoming) - mathematics education and pre-service teacher preparation; **P. Gray**, Ed.D. (University of Texas-San Antonio) - principalship, culturally responsive leadership, race and leadership; **R. Guillaume**, Ph.D. (New Mexico State University) - student development theory, biracial/ multicultural identity development, higher education administration; for

distance education students; **J.L. Haynes Writer**, Ph.D. (University of New Mexico) – critical multicultural & social justice education, Indigeneity, Native American education teacher preparation; **V. Henderson**, Ph.D. (New Mexico State University)-teacher education; language, literacy, and culture; bilingual education; **A. Hernandez**, (Stanford University) – elementary literacy, sociolinguistics, biliteracy-multiliteracy, and teacher professional development; **L. Huerta-Charles**, Ph.D. (New Mexico State University) – multicultural/bilingual education; **S. Ibarra-Johnson**, Ph.D. (University of New Mexico) - bilingual education, bi/multilingual development, translanguaging pedagogy; **K. Kew**, Ph.D. (Boston College) – educational change and reform, educational leadership, school culture, micro-politics; **L. Lucero** (University of Texas-El Paso) – teaching, learning, and culture, with a concentration in math/science, technology/LGBTQ+studies; **N. Martinez**, Ph.D. (University of New Mexico) - specializes in Indigenous education in the United States. Her research includes critical analyses of schooling, policy, and curriculum; **L. Mason**, Ed.D. (University of Northern Colorado) - visual impairment, orientation and mobility, literacy; **M. Matute-Chavarria**, Ph.D. (University of Nevada, Las Vegas) - special education, culturally responsive practices, and the intersections of race, disability, and family; **Y. Moreno**, Ph.D. (New Mexico State University) - low incidence disabilities, Autism, classroom management, and transition; **A. Owens**, Ph.D. (University of Texas at El Paso) - literacy/bi-literacy, educational equity in special education awareness for teachers and principals; **J.L. Parra**, Ed.D. (Pepperdine University) – online teaching & learning; technology integration; teacher/ faculty professional development, innovative & transformative education; **C. A. A. Pedraza**, Ph.D. (New Mexico State University) - Asians and Asian Americans in higher education, reflexivity and positionality, racial and ethnic identity construction, and master narratives; **A. Peel**, Ph.D. (University of Missouri) - Science education, computational thinking (CT) integration, and socio-scientific issues teaching and learning; **D. Rutledge**, Ph.D. (University of Colorado-Boulder) – learning technologies, international education, bilingual education/ TESOL; **L. Salas**, Ph.D. (New Mexico State University) – bilingual and multicultural special education, early childhood special education; **R. Thomas**, Ph.D. (University of Missouri-Kansas City) - early childhood education, critical literacy; auto-ethnography; **M. Warr**, Ph.D. (Arizona State University) - teacher education, design, creativity, and technology; **S. Wiegand**, Ph.D. (University of Georgia) - autism spectrum disorder, early intervention, and professional development

## Emeritus Professors

**A.L. Armendáriz**, Ph.D. (University of New Mexico - emeritus)– school administration, leadership development, organizational theory; **E. Cahill**, Ph.D. (Kent State University)– early childhood education, community education; **R. Chavez Chavez**, Ph.D. (New Mexico State University - emeritus)– curriculum theory, foundations, and multicultural education; **R. Dominguez**, Ph.D. (New Mexico State University - emeritus)- educational administration, higher education, community college administration, leadership development; **M.L. González**, Ph.D. (New Mexico State University)– leadership in public school administration, multicultural organizations; **L.V. Reyes**, Ph.D. (New Mexico State University - emeritus)– early childhood education and critical pedagogy; **C.T. Townley**, Ph.D. (University of Michigan - emeritus)– knowledge management, higher education; **M. Torres**, Ph.D. (University of New Mexico - emeritus)– critical theory, research as praxis; **K. Wiburg**, Ed.D. (International University - emeritus)– technology, learning design, mathematics education.