

CURRICULUM VITAE

Ralph A. Cordova Jr., Ph.D.

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EDUCATION

- 2004 Ph.D. in Teaching and Learning, University of California Santa Barbara, Gevirtz Graduate School of Education
Emphasis: Cultural Perspectives, Teacher Education, Interactional Ethnography
Committee: Judith Green (Chair), Carol Dixon and Gregory Kelly
- 2001 M.A. in Teaching and Learning, University of California Santa Barbara, Gevirtz Graduate School of Education
- 1992 B.A. in German Literature and Language, University of California Riverside
- 1990 A.A. in Liberal Studies Palo Verde College, Blythe, California Emphasis: German as a Foreign Language

CERTIFICATION

- 1993 California Professional Clear Teaching Credential, UCSB Gevirtz Graduate School of Education
Emphasis: bilingual Spanish/English language instruction and second language acquisition.

AREAS OF SPECIALIZATION

Leadership and creativity in the learning sciences. Building intentional and thriving interdisciplinary learning community built in diverse perspectives.

Qualitative Research: Interactional Ethnography, Ethnographic and Sociolinguistic Research on the Social Construction of interdisciplinary knowledge in professional development, schools and community-based settings; Classroom Discourse Processes and Construction of Professional Practices.

Research into how cultural funds of knowledge in underserved communities serve as academic resources in the formal school settings with a focus on dialogic and recursive processes of reading and writing as cultural practices.

Second Language Acquisition, Teaching English to Speakers of Other Languages within a sociocultural and Interactional Ethnographic framework.

LANGUAGE FLUENCY

Language Fluency: English, Spanish and German

TEACHING

University of Missouri Saint Louis, Saint Louis, MO **2012 - present**

Assistant Professor, Educator Preparation, Innovation and Research 2012 - present

Executive Creative Director and Lead Researcher at The ED Collaborat 2014 - present

Co-PI Quality Teachers for English Learners federal grant 2012 - 2015

UMSL Courses Taught (U = undergraduate; G = graduate)

SECED 4589 Methods in Foreign Language Instruction U 2012 - present

SECED 6230 Cross Cultural Communication G 2012 - present

SECED 4590 Foreign Language Practicum Seminar U 2013 - present

SECED 6210 Foundations of Linguistics G 2013 - present

SECED 6220 Principles in Second Language Acquisition G 2013 - present

EDUC 6491 Staff Development and Professional Growth G 2013 - present

EDUC 6295 Inquiry Seminar for Educational Practices G January 2013

TCHEd 3210 Foundations of Linguistics U 2014 - present

TCHEd 3211 Principles in Second Language Acquisition U 2014 - present

TCHEd 3212 Cross Cultural Communication U 2014 - present

TCHEd 4890 Practicum for TESOL undergraduate focus U 2014 - present

SECED 6260 Practicum for TESOL certification G 2014 - present

Southern Illinois University Edwardsville, Edwardsville, IL

Associate Professor, Department of Curriculum and Instruction 2012

Assistant Professor, Department of Curriculum and Instruction 2006 - 2012

Founder and Director of the Piasa Bluffs Writing Project 2008 - 2012

SIUE Courses Taught (U = undergraduate; G = graduate)

- CI337 Literacy at the Early and Elementary Level U
- CI445 Language Arts in Elementary and Middle Grades Curriculum Integration and Change U
- CI452 Literacy in the Elementary and Middle Grades Issues and Trends in Language Arts U
- CI525 Piasa Bluffs Writing Project Summer Institute G
- CI545 Teacher Inquiry Community G
- CI575 The Writing Workshop G
- CI581 Foundations of Teacher Leadership G
- CI575 Becoming a Teacher Leader, Mentor and Coach G

National Writing Project 2004 - 2006

Director of Dissemination for the New Teacher Initiative

University of California Santa Barbara, Santa Barbara, CA 1997 - 2006

Founder and Director of the Cultural Landscapes Collaboratory (CoLab) 2003 - present

Director of Research and the Arts, Gevirtz Graduate School of Education. 2003 - 2005

Co-Director for Master's in Education Credential seminars. 2000 - 2005

Taught and Supervised Multiple Subject and Single Subject credential candidates.

UCSB Courses Taught (G = graduate)

ED393 Supervision Seminar G

ED394 Action Research and Ethnography G

Antioch University, Santa Barbara, CA 2003 - 2005

Adjunct Professor, Department of Curriculum & Instruction.

AU Courses Taught (G = graduate)

TEP511 Language Arts Methods G

Goleta Union School District, Goleta, CA 1993 - 2006

Elementary Teacher, Self-contained. Taught in a bilingual English/Spanish classroom.

SCHOLARSHIP

Articles (Refereed) Publications

Córdova, R., & Balcerzak, P. (2015). Co-constructing cultural landscapes for Learning in and out of school: The Next Generation Science Standards and Learning Progressions in action. *Journal of Cultural Studies in Science Education*.

Córdova, R., Kumpulainen, K., & Hudson, J. (2012). Nurturing creativity and professional learning for 21st century education: ResponsiveDesign and the Cultural Landscapes Collaboratory. *Learning Landscapes*, 6(1), 157-180.

Murawski, M. & Córdova, R. (2012). Sharing vision and transforming practice, in B. Garcia, What we do best: Making the case for the museum learning in its own right. *The Journal of Museum Education*, 37(2), 47-55.

Córdova, R. & Murawski, M. (2010). Cultural landscapes for literacies learning: An innovative art museum and teacher-research community partnership. *The Missouri Reader*, 4(2), 9-28.

Córdova, R., Matthiesen, A. (2010). Reading, writing and mapping our worlds into being: Shared teacher inquiries into whose literacies count. *The Reading Teacher*, 63(6), 452-463.

Córdova, R., Hudson, J., Swank, P., Matthiesen, A., & Bertels, M. (2009). Reclaiming and composing our professional lives: A young writing project learns a language of inquiry to establish, thicken and sustain its work. *Scholarlypartnershipedu*, 4(2), 23-37.

Córdova, R. (2008). Writing and painting our lives into being: Learning to see learning in the transformative spaces between school and home. *Language Arts*, 86(1), 18-27.

Córdova, R. (2008). Piasa Bluffs Writing Project: Juxtaposing cultures, languages, and professional development needs. *Illinois English Bulletin*, 95(3), 19-26.

Santa Barbara Classroom Discourse Group: Yeager, B., Córdova, R., Tuyay, S., Green, J., Dixon, C., & Frank, C. (2004). Suggestions for further reading on students and teachers as ethnographers. *Language Arts*, 81(5), 427.

Reveles, J., Córdova, R., & Kelly, G. (2004). Science literacy and academic identity formulation. *Journal of Research in Science Teaching*, 41(10), 1111-1144.

Invited Contribution to Publication

Córdova, R. (2010). From local knowledge to global professional resource: The cultural landscapes collaboratory harnesses digital video technologies to support local teacher-research and inquiries. *Language and Social Processes Newsletter*, American Education Research Association. 31(1), 13-15.

Córdova, R., Breck, S., Hudson, J., & Parson, P. (2009). Announcing the Alan C. Purves Award Winner (Volume 42). *Research in the Teaching of English*. 43(3), 310-311.

Book Chapters (refereed)

Córdova, R., Taylor, A., Hudson, J., Balcerzak P., Whitacre, M. (in press). ResponsiveDesign: Scaling out to transform educational systems, structures and cultures. In Goldman, S & Zabadayo, Z. (Eds.), *Taking design thinking to school*. Taylor & Francis.

Córdova, R., Taylor, A., Singer, N., Cummings, K., Whiteacre, M., Koscielski, S. (2015). 3 durable practices for approaching video as reflective tool: From siloed to connected cultures in educator preparation. In Ortlieb, E, Shanahan, L., & McVee, M. (Eds.), *Video research in disciplinary literacies*. Bingley, UK: Emerald.

Córdova, R. & Taylor, A., Hudson, J., Sellers, J, Pilgreen, J., & Goetz, D. (2014). Using ResponsiveDesign as a shared approach to address the challenge of composing with digital tools. In Anderson, R. S., & Mims, C. (Eds.), *Digital tools for writing instruction in K-12 settings: Student perception and experience*. I.G.I. Global.

Green J., Skukauskaite, A., Dixon, C., & Córdova, R. (2007). Epistemological issues in the analysis of video records: Interactional Ethnography as a logic of inquiry. In R. Goldman, R. Pea, B. Barron & B. Derry (Eds.), *Video Research in The Learning Sciences*. Erlbaum Associates.

Book Chapters (invited)

Yeager, E. & Córdova, R. (2010). How knowledge counts: Families and their lived experiences as resources for academic and social action. In M. Dantas P. Manyak, P. (Eds.), *Home-School Connections in a Multicultural Society: Learning from and with Culturally and Linguistically Diverse Families*. Routledge. Pp. 218-236.

Doctoral Dissertation

Córdova, R. A. Jr. (2004). Disjuncture in teacher preparation as rich points for developing professionally: An ethnographic investigation of the inter-relationships of supervisor's and teachers'-in-preparation discursive construction of principles of practice (Doctoral dissertation). University of California Santa Barbara, Santa Barbara, CA.

Non-Refereed Publications

Córdova, R. Garkie, J., & Gaudette, C. (2011). Learning to see learning at the art museum. *School Arts*. 110(5), p. 14.

Córdova, R. (2004). Composing our professional lives alongside beginning teachers. *NWP speaks: 30 years of writing project voices*. *The Voice* 9(3), 14.

GRANTS

External Awarded

Song, K. & Córdova, R. (2012- present). Quality Teachers for English Language Learners (QTEL). **[\$1,944,333]** U.S. Department of Education. UM-Saint Louis, Associate Professor Kim Song is Principal Investigator, Ralph Córdova is Co-Principal Investigator.

Córdova, R. & Taylor, A. (2012). The Piasa Bluffs Writing Project. **[\$20,000]** National Writing Project. Ralph Córdova is Principal Investigator, SIUE, Professor Ann Taylor is Co-Principal Investigator.

Córdova, R. & Taylor, A. (2011). The Piasa Bluffs Writing Project. **[\$35,000]** National Writing Project. Ralph Córdova was Principal Investigator, SIUE, Professor Ann Taylor was Co-Principal Investigator.

Córdova, R. & Taylor, A. (2010). The Piasa Bluffs Writing Project. **[\$46,000]** National Writing Project. Ralph Córdova was Principal Investigator, SIUE, Professor Ann Taylor was Co-Principal Investigator.

Córdova, R. (2009). Master Teacher Scholar Fellowship St. Louis Art Museum **[\$4,000]**. Selected among Missouri and Illinois educators for a 4-week intensive fellowship to explore the museum as an innovative learning space, out of which future NWP-CoLab related projects would be developed.

Córdova, R. & Taylor, A. (2009). The Piasa Bluffs Writing Project. **[\$46,000]** National Writing Project. Ralph Córdova was Principal Investigator, SIUE, Professor Ann Taylor was Co-Principal Investigator.

Córdova, R., (2009). Teacher Inquiry Community. **[\$5,000]** National Writing Project. Ralph Córdova was Principal Investigator, SIUE, Professor Ann Taylor was Co-

Córdova, R. & Taylor, A. (2008). The Piasa Bluffs Writing Project. **[\$30,000]** National Writing Project. Ralph Córdova was Principal Investigator, SIUE, Professor Ann Taylor was Co-Principal Investigator.

Internal Awarded

Córdova, R. (2013) Office of International Studies Fellowship **[\$1,000]** Research trip to plan with Dr. Kristiina Kumpulainen of the University of Helsinki, Finland.

Córdova, R. (2012). Office of International Studies Fellowship. **[\$2,000]** Funded Dr. Kristiina Kumpulainen's trip to UMSL to provide the keynote at the CoLab Winter Conference: Creativity @ the Core.

Puchner, L. & Córdova, R. (2010). Dean's Grant, School of Education. **[\$1,000]** Development of ELL Workshops for Undergraduate Teacher Education Students. Southern Illinois University Edwardsville.

Córdova, R. (2009). Office of Faculty Development & Diversity. **[\$2,500]** The Piasa Bluffs Writing Project. To pay Dr. Kylene Beers for intensive day working with Kindergarten to University faculty during the Invitational Summer Institute. Southern Illinois University Edwardsville.

Córdova, R. (2009). Summer Research Fellowship, Graduate School. **[\$4,000]** To analyze data records from the Cultural Landscapes Collaboratory that yielded a publication co-authored with Dr. Mike Murawski of the Saint Louis Art Museum to the Missouri Reading Association Journal. Southern Illinois University Edwardsville.

Córdova, R. (2009). Faculty Development Fund, School of Education. **[\$1,500]** To extend the model of the Cultural Landscapes Collaboratory by visiting the d.School at Stanford University in Palo Alto, CA. Southern Illinois University Edwardsville.

Córdova, R. & Breck, S. (2009). Excellence in Undergraduate Education. **[\$10,150]** Digital Video Technology as Reflection & Inquiry Tools in the Teacher Preparation Years: Bridging complementary technological approaches between the 19th and 21st centuries. Southern Illinois University Edwardsville.

Córdova, R. (2009). Undergraduate Research & Creative Activities (URCA) Recipient. **[\$5,000]** Worked with two undergraduate teacher candidates to document and disseminate innovative literacy and museum partnership.

Córdova, R. (2008). Faculty Development Fund, School of Education. **[\$1,875]** To extend the conceptual model of the Cultural Landscapes Collaboratory and run the Summer Institute in Santa Barbara, CA.

Córdova, R. (2007). Seed Grant, Graduate School. **[\$789]** To establish the Piasa Bluffs Writing Project website.

Córdova, R. (2007). Faculty Development Fund, School of Education. [**\$1,750**] To present the Cultural Landscapes Collaboratory at the Urban Sites Conference of the National Writing Project.

LEADERSHIP PROFESSIONAL DEVELOPMENT

Lead Designer with Dr. Carmen Medina and actor Mr. Ed Reggi of the development of COCOON: Imaginamos, Improvisamos, Transformamos. (February 2015). COCOON is theoretically grounded space, in form of an interdisciplinary 2-day workshop that explored embodied literacies, 3 Durable Practices and the role that the imagination and improvisation play in teacher leadership. Principles and processes will inform an ED Collaborat COCOON Institute in summer 2015. 45+ participating educators.

Discovery-Mapping with the Normandy School District. (February 2015 and ongoing). The Normandy School District lost state accreditation in summer 2013 and has been led by an interim school board appointed by the governor. The superintendent resigned in December 2014 and an interim superintendent was appointed. The present interim school board and superintendent have reached out to UMSL and CoLab to implement CoLab's *Discovery-Mapping* as the district prepares to write its strategic plan towards re-accreditation. 30+ district, family, community and business based participants.

Contra Costa County STEAM Conference. (January 30, 2015). Led a team of CoLab designers to introduce the Inquiry into My Practice (IMP) reflective process to K-12 Contra Costa County educators focused on STEAM. 50+ participating educators.

Contra Costa County ResponsiveDesign Leadership Workshop. (January 29, 2015). Led a team of CoLab designers to guide county-wide leaders to harness ResponsiveDesign to create InnoLabs in their schools. 20+ participating educators.

Schools That Can. (September 2014-present). Part of a design team leading monthly meetings to the local chapter of Schools That Can leaders to build teacher leadership capacity building by harnessing ResponsiveDesign and design thinking approaches. 30+ participating educators.

Introduction of the Inquiry into My Practice to Jennings High School. (August 2012-present). Introduce the IMP process to facilitate the development of InnoLabs for interdisciplinary learning for teachers grades 9-12. 40+ participating educators.

Ideas Island. (July 2014). Led a team of CoLab educational leaders to participate in global competition to win a stay at Ideas Island in Sweden. CoLab proposal *ResponsiveDesign at the Center of Courageously Confident Educators* was one of 5 winners for 2014.

Inquiry into My Practice in the Alton School District. (2014-present). Introduce the IMP process to facilitate the development of InnoLabs for interdisciplinary learning across three schools: High, Middle and Elementary. 70+ participating educators. 30+ participating educators.

Redesigning Department of Educator Preparation Innovation and Research in the College of Education, UM-St. Louis (December 2013/January 2014). Dr. Ann Taylor and I led 20 faculty members to examine their respective erstwhile Elementary, and, Secondary departments in order to form one coherent department.

College-wide facilitating of faculty and staff using ResponsiveDesign to Discovery-Map the future ED-Collabiat at UM-St. Louis. (January 2014). 100+ participants.

3 Durable Practices for Professional Learning and Balanced Literacy Instruction. (July 2014). Led a team of teacher consultants to design and lead a district-wide 3-day summer conference for K-12 teachers in the Hazelwood School District focused develop a model for intentional collaborating, instructing and critically reflecting. 350+ participating educators.

CoLab Fall Conference: Leading Innovating Communities. (October 2013). Led a team of teacher consultants to design and enact a high-profile 2-day professional development conference for the Missouri and Illinois region focused on how to create courageously confident innovating commutes for teachers in schools. Keynote was Peter Sims, author of bestselling book *Little Bets*. 150+ participating educators.

CoLab Winter Conference: Creativity & Collaboration @ the Core. (January 2013). Led a team of teacher consultants to design and enact a high-profile 2-day professional development conference for the Missouri and Illinois region focused on creativity and collaboration as essential practices for successful understanding and implementation of the Common Core State Standards. Dr. Kristiina Kumpulainen of the University of Helsinki provided the keynote. 200+ participating educators.

Writing Rich & Writing Strong district wide PD in form of graduate course work for K-12 teachers in the Hazelwood School District. (Spring 2013). Semester-long courses focused on strengthening teachers' approaches to writing and reading instruction. 65 participating educators.

Summer Leadership Institute for Creativity & Innovation. (July 12). Supported by the National Writing Project with a grant from the John D. and Catherine T. MacArthur Foundation grant. 8 National Writing Project sites' directors and co-directors attended the 5-day institute to learn how harness ResponsiveDesign, the CoLab's theory of action, to build leadership capacity develop innovative solutions to site-based challenges. 25+ participating teacher-leaders.

The CoLab's New Literacies and Design Thinking Conference, inaugural conference (January 2011) Conceptualized and organized the conference's content. Developed leadership to plan, enact and write about the conference's impact on professional development. 50+ participating educators.

Large Scale Comprehensive *Writing-Rich & Writing-Strong* Professional Development Program for Belleville District 118. (2010-2011). Led a team of 10 teacher-consultants to design a customized professional development program with Dr. Ann Taylor, collected and analyzed data from PBWP Teacher Consultants PBWP, and wrote final report of, in-service to Belleville District 118 a teacher-based content-area instructional reform in a district-wide initiative for 350 K-8 teachers in form of a 9-month and 42 full day workshops. 300+ participating educators.

Common Core State Standards: Mathematical Literacy, Instruction & Learning. (August 2011) District-wide 3rd, 4th and 5th grade teachers in Alton District 11 Designed a customized professional development program with Dr. Ann Taylor, collected and analyzed data from PBWP Teacher Consultants PBWP, and wrote final report of, in-service to Alton District 11 grades 3, 4 & 5 3-hour workshop on understanding what the Common Core State Standards (CCSS) are and how to begin revising existing mathematical practices in preparation for CCSS implementation in 2014. 120+ participating educators.

The CoLab: Ethnographic needs assessment for East Saint Louis Charter High School. (2010-2011) Designed a customized professional development program, collected and analyzed data from PBWP Teacher Consultants PBWP, and wrote final report of, in-service to Belleville District 118 East Saint Louis Charter High School hour-long, once per month, professional development workshops supporting teachers' development of reflective teaching practices, learning and implementing writing-process pedagogies, and, becoming a culture of inquiry. 30+ participating educators.

CoLab: Annual 3-day Advanced Summer Institute for the Arts (ASIA) in collaboration with the Saint Louis Art Museum and the Santa Barbara Museum of Art. (2009-2012). Designed and implemented a summer institute where fourteen National Writing Project teacher-leaders from Piasa Bluffs, Gateway, Sabal Palms and South Coast Writing Projects. They engage in the CoLab's explore, envision, enact methodology to construct a community of prototypers. Together, participants developed and enacted viable solutions to support their local site's development of innovative school-to-museum 21st century learning partnerships. 30+ participating educators.

The CoLab: Thinking Partner/Professional Development for Highland CUSD 5. (2008-2009) Designed a customized professional development program, collected and analyzed data from PBWP Teacher Consultants PBWP, and wrote final report of, in-service to Highland CUSD 5 six separate three-hour workshops for 3rd grade teachers to strengthen their classrooms into "Writing-Rich & Writing-Strong" communities of learners. 15+ participating educators.

Cultural Landscapes Collaboratory Annual Summer Institute. (2003-present). Design, lead and sustain a liquid networked innovating community teacher-research organization. 180+ members.

PAPERS PRESENTED

International (invited)

Córdova, R. (2012). What happens when sociocultural theory and art & design hold hands? They create a theory of innovation. Keynote given at NordLAC, University of Helsinki.

Kumpulainen, K. & Córdova, R. (2005). When and where is a school in the 21st century? An introduction to the cultural landscapes living as learning research collaborative. InterLearn – Multidisciplinary Approaches to Learning, Helsinki, Finland.

National/Regional (invited)

Córdova, R. & Taylor, A. (2011). The CoLab: A Prototyping Community Constructing Cultures of Creativity and Innovation. Invited paper given to Stanford University's Hasso Plattner School of Design, d.School. Stanford University. Palo Alto, CA.

Córdova, R. (2011). The CoLab is professionals developing professionals: Learning to see learning within and across cultural landscapes. Paper presented in Dr. Judith Green's Classrooms as Cultures graduate level course. University of California Santa Barbara. Santa Barbara, CA.

Córdova, R. (2011). 21st century schools and professional learning communities as problem-solving places with prototyping mindsets. Paper presented at South Coast Writing Project 33rd Annual Summer Institute in Composition and Critical Literacy. Santa Barbara, CA.

Córdova, R. (2010). Cultural Landscapes for Learning: Learning a Language of Inquiry. Paper presented at South Coast Writing Project 32nd Annual Summer Institute. Santa Barbara, CA.

Córdova, R. (2009). Annotated Maps of Our Neighborhoods: Storytelling, Writing and Cultural Relevance. Paper presented at the MayaWest Writing Project Invitational Summer Institute, University of Puerto Rico.

International (refereed)

Murawski, M. & Córdova, R. (2012). From shared vision to transformative practice: A co-expertise approach to connecting museum, school, and university communities. International Conference on Museum Teaching: Inclusive Museum. Barbados, West Indies.

Córdova, R., Taylor, A. & Swank, P. (2012). Learning to see learning-in-the-making: The CoLab's human-centered & innovative-centric theory of action. Empowerment through Learning in a Global World Conference. H-STAR, SCOPE & CICERO-Learning, Stanford University.

Córdova, R. (2006). Video research methods for studying classroom life as cultures-in-the-making. Global CICERO-Learning Conference, University of Helsinki, Finland.

National (refereed)

- Kumpulainen, K., Córdova, R. (2013). Dialogic pedagogy and the advancement of connected learning. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Bates, B., Córdova, R., Mindlin, F., Ortiz, A., Rollag, S., Swank, P., & Taylor, A. (2012). ResponsiveDesign: Innovating to build partnerships and navigate site-based challenges. Paper presented at the Annual Meeting of the National Writing Project, Las Vegas, NV.
- Córdova, R., Jung, D. Schon, N., Swank, P., & Taylor, A., (2011). The CoLab is at the intersection of education and design: ResponsiveDesign, a prototyping habit of mind for professional and site development. Paper presented at the Annual Meeting of the National Writing Project, Chicago, IL.
- Córdova, R., Greenlee, R., Hudson, J., Sellers, J., Swank, P. & Taylor, A., (2010). Making practice in inquiry visible using WebDIVER. Paper presented at the Annual Meeting of the National Writing Project, Orlando, FL.
- Córdova, R. & Hudson, J. (2010). Developing inquiring as a stance of practice within a young writing project site. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Matthiesen, A. & Córdova, R. (2010). Learning to see learning in a community of teacher-researchers: digital video technology as mediator. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Córdova, R. & Parson, P. (2009). Making local teaching knowledges global resources for developing professionally through face-to-face and digital video technologies. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Córdova, R., Hudson, J., Swank, P., & Matthiesen, A., (2009) Balancing your site: Addressing the needs of rural teachers at an urban-based site. Paper presented at the Annual Meeting of the Rural Sites Network Conference, National Writing Project, Kalamazoo, MI.
- Córdova, R., Parson, P.,Rodriguez, P. & Matthiesen, A., (2008) The Cultural Landscapes Collaboratory. Paper presented at the Annual Meeting of the Rural Sites Network Conference, National Writing Project, Denver, CO.
- Córdova, R. (2008) The New Teacher Initiative. Paper presented at the Annual Meeting of the National Writing Project, San Antonio, TX.
- Carter, C., Cordrey, A., Moorman, L., Ummel-Ingram, L., Córdova, R. & Bush, J. (2008) Strengthening work with new teachers. Paper presented at the Annual Meeting of the National Writing Project Annual Meeting, San Antonio, TX.
- Córdova, R., Cordrey, A., Kelly, J., Moorman, L., Remington, N., Rose, C., Stephens, L., & Ummel- Ingram, L. (2007). The New Teacher Initiative. Paper presented at the Annual Meeting of the National Writing Project, New York City, NY.
- Yeager, E., Córdova, R. (2007). How knowledge counts: Families and their lived experiences as resources for academic and social action. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Kumpulainen, K., Krokfors, L., & Córdova, R. (2007). Classrooms as cultures for professional learning: Making local knowledge global via digital video Technology. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Córdova, R. & Yeager, E. (2006). Families and their schools: Families as resources for academic and social action. Paper presented at the Annual Meeting of the National Reading Conference, Los Angeles, CA.
- Córdova, R., Cordrey, A., Moorman, L., & Ummel-Ingram, L. (2006) The New Teacher Initiative. Paper presented at the Annual Meeting of the National Writing Project New Orleans, LA.

Kumpulainen, K. & Córdova, R. (2005). Professionals developing/developing professionals: Interacting with and learning from video case observations. Paper presented at the Stanford Center for Innovations in Learning, Stanford University, Palo Alto, CA.

Córdova, R. & Hagan, M. (2005). Growing a school: Professionals developing/developing professionals. Distinguished Speaker at Whole Language Umbrella's Annual Conference, Literacies for All, San Diego, CA.

Córdova, R., Yeager, B., Dixon, C. & Green, J. (2004). Talk as potential resource for constructing professional identities: An ethnographic study of oral and written texts over time in a teacher education setting. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Córdova, R., Yeager, B., Grace, E. & Kim, M. (2004). The social construction of identity potentials: Interactional ethnographic studies of academic and professional identities. Paper presented at the University of Pennsylvania Ethnography Forum, Philadelphia, PA.

Yeager, E. & Córdova, R. (2004). Constructing academic and professional identities: The role of discourse in shaping potential identities in classrooms and in teacher education. Paper presented at the Qualitative Inquiry Program, College of Education, University of Georgia, Atlanta, GA.

Yeager, E., Córdova, R., & Dixon, C. (2003). Talk as potential resource for constructing professional Identities: Border crossings and the discursive role of disjuncture in teacher preparation. Academic and Professional Identities: The Role of Discourse in Shaping Potential Identities in Classrooms and in Teacher Education. Paper presented at the Annual Meeting of the National Council of Teachers of English, San Francisco, CA.

Córdova, R. & Yeager, B. (2003). "Once you start approaching things from an ethnographic point of view, there's no going back". Paper presented at the International Conference on Teacher Education and Social Justice, Center for Anti-Oppressive Education, San Francisco, CA.

Yeager, B., Córdova, R., Desler, G. and Green, J. (2002). Interacting with the lived experiences of others: Underlying principles for engaging with complex issues as resource for academic and social action. Paper presented at the Annual Meeting of the National Council of Teachers of English, Atlanta, GA.

Córdova, R. (2002). The making of teachers: The situated co-construction of potentials for professional identities. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Córdova, R. & Nordyke, S. (2002). Ethnographic eyes: Using an ethnographic perspective in a teacher preparation program. Conference on Ethnography, University of California, Santa Barbara and California State University, Los Angeles, Los Angeles, CA.

Córdova, R. (2000). What is Project Outreach Network? Paper presented at the Annual Meeting of the National Writing Project, Milwaukee, WI.

Córdova, R. (1999). Project Outreach Network. Paper presented at the Annual Meeting of the National Writing Project, Denver, CO.

Yeager, B. & Córdova, R. (1996). Creating interacting communities: classrooms, research communities and writing Projects. Paper presented at the Annual Meeting of the National Council of Teachers of English, Chicago, IL.

Regional

Córdova, R. & Breck, S. (2009). Learning to teach and teaching from learning in teacher preparation: Internet-based video technology as reflective professional learning tools. Paper presented at the Seventh Biennial Qualitative Research Conference, University of Missouri - St Louis, MO.

Córdova, R. (2008) Studying the overtime development of writers. Workshop given at St. Clair County Teacher Institute, O'Fallon, IL.

Córdova, R., Taylor, A., Breck, S. & Marlette, S. (2007). Lesson study and undergraduate teacher preparation. Paper presented at the Sixth Annual Qualitative Research Conference, University of Missouri - St Louis, MO.

AFFILIATIONS

National Organizations

- American Educational Research Association (AERA).
- Teaching English to Speakers of Other Languages (TESOL) International.
- The American Oral History Association (AOHA).
- The National Writing Project (NWP).
- Urban Sites Network, National Writing Project.
- Rural Sites Network, National Writing Project.