

Curriculum Vitae

Amy J. Heineke

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Education

Ph.D., Curriculum and Instruction, Language and Literacy (2009)

Arizona State University, M.L. Fulton Graduate School of Education

Dissertation: *Teachers' discourse on English language learners: Cultural models of language and learning*

Examination fields: Teacher preparation, English learners, language policy

M.Ed., Curriculum and Instruction, Elementary Education (2004)

Arizona State University, M.L. Fulton Graduate School of Education

Thesis: *Planting the seed: Cultivating a classroom of kindergarten writers*

Examination fields: English learners, culturally relevant literature, literacy

B. A., Spanish and International Studies (2002)

Northwestern University, Weinberg College of Arts and Sciences

Examination fields: Spanish language, Latin American literature and politics

Professional Positions

Loyola University Chicago, School of Education (2010 – present)

Professor (2020 – present)

Associate Professor (2015 – 2020)

Assistant Professor (2010 – 2015)

- Engage in research on teacher education for multilingual learners (MLLs)
- Coordinate undergraduate and graduate teacher education for MLLs spanning early childhood, elementary, secondary, special education, and bilingual programs
- Lead and advise students in the Language, Culture, and Curriculum M.Ed. program
- Facilitate teacher learning on MLLs at partner schools in Chicago-area schools
- Contribute substantial service to school, university, profession, and community

Arizona State University, College of Teacher Education and Leadership (2007 – 2010)

Clinical Instructor and Supervisor, English Language Learning

Kindergarten-through-Grade-12 Classroom Teacher (2002 – 2007)

Primary grades, C. J. Jorgensen School, Phoenix, Arizona

Mathematics, Notre Dame Preparatory School, Scottsdale, Arizona

Awards and Recognitions

2023 Recipient, Fr. Walter P. Krolikowski, SJ Endowed Research Professorship

2023 Nominee, St. Ignatius of Loyola Award for Teaching Excellence, Loyola University Chicago

2022 Nominee, Edward B. Fry Book Award, Literacy Research Association

2022 Nominee, Educators Book Award, Delta Kappa Gamma Society International
2020 Nominee, Outstanding Book Award, American Association of Colleges for Teacher Education
2019 Runner Up, First Book Award, American Association for Applied Linguistics
2019 Nominee, First Book Award, American Association for Applied Linguistics
2016 Recipient, Distinguished Faculty Award for Excellence in Research, School of Education, Loyola University Chicago
2016 Nominee, Distinguished Faculty Award for Excellence in Research, School of Education, Loyola University Chicago
2016 Nominee, Faculty Member of the Year, Loyola University Chicago

Grants and Fellowships [selected]

Heineke, A., & Vera, E. (2020). *English Learner and Immigrant-Origin Youth and Families: A Comparative Case Study of Learning Experiences During and Following the COVID-19 Pandemic*. Spencer Foundation Small Research Grant, **\$50,000**.

Heineke, A. J. (2018). *Preparing Teachers for English Learners in Linguistically Diverse Classrooms*. Summer research stipend from Loyola University Chicago, **\$7,000**.

Heineke, A. J. (2017). *Comparative Case Study of Language Policy in Practice: Seal of Biliteracy Implementation in Five Illinois High Schools*. Internal research grant from Loyola University Chicago, **\$5,000**. Principal Investigator.

Heineke, A. J. (2013 – 2016). *Language Matters: Design and Implementation of Linguistically Responsive Curriculum and Instruction*. The Searle Funds at the Chicago Community Trust. **\$839,165**. Principal Investigator.

Vera, E., Israel, M., & Heineke, A. J. (2012 – 2017). *Chicagoland Partners for English Language Learners – Building Further Capacity*. United States Department of Education, Office of Professional Development, **\$1,995,000**. Faculty Content Expert.

Ryan, A. M., Heineke, A. J., et al. (2012 – 2014). *Teaching, Learning, and Leading with Schools and Communities*. The Searle Funds at the Chicago Community Trust. Chicago, Illinois. **\$100,000**. Faculty Content Expert.

Scholarship

**Denotes graduate student or practitioner*

Books and Monographs

Heineke, A. J., & Davin, K. J. (expected 2026). *Pathways to the Seal of Biliteracy: Promoting multilingualism in elementary and middle schools*. Georgetown University Press.

McTighe, J., & Heineke, A. J. (expected 2026). *Understanding by Design in higher education: Designing coursework for deeper learning*. Rowman & Littlefield, Bloomsbury.

Davin, K. J., & Heineke, A. J. (Eds.). (2025). *The Seal of Biliteracy in higher education: Harnessing students' cultural and linguistic strengths at colleges and universities*. Routledge.

- Heineke, A. J., & Papola-Ellis, A. (2022). *Inclusive texts in elementary classrooms: Developing literacies, identities, and understandings*. Teachers College Press.
- Davin, K. J., & Heineke, A. J. (2022). *Promoting multilingualism in schools: A framework for implementing the Seal of Biliteracy*. ACTFL.
- Heineke, A. J., & Davin, K. J. (Eds.) (2020). *The Seal of Biliteracy: Case studies and considerations for policy implementation*. Information Age.
- Heineke, A. J., & Ryan, A. M. (Eds.) (2018). *Teaching, learning, and leading with schools and communities: Field-based teacher education*. Routledge.
- Heineke, A. J., & McTighe, J. (2018). *Using Understanding by Design in the culturally and linguistically diverse classroom*. ASCD.
- Heineke, A. J. (2016). *Restrictive language policy in practice: English learners in Arizona*. Multilingual Matters.

Refereed Journal Articles

- Heineke, A. J., Vera, E. M., *Press, A., *Elliott, J., *Guo, W., & *Pantoja-Patiño, J. (2025). Pandemic-era schooling with multilingual learners: Probing the experiences of teachers and families to inform future practice. *Journal of Latinos in Education*, 24(2), 405-421. <https://doi.org/10.1080/15348431.2024.2385421>
- Heineke, A. J., & Davin, K. J. (2024). Pathways to biliteracy: Investigating the implementation of the Seal of Biliteracy in elementary and secondary schools in Chicago. *Urban Education*. <https://doi.org/10.1177/00420859241244773>
- Vera, E. M., & Heineke, A. J. (2024). Pandemic-related stressors of school counselors: Implications for resilience and retention. *Psychology in the Schools*, 61, 4322-4346. DOI: 10.1002/pits.23282
- Vera, E. M., & Heineke, A. J. (2023). Understanding pandemic-related demands and resources for teachers of emergent bilingual learners: Teacher exhaustion and resilience. *Bilingual Research Journal*. <https://doi.org/10.1080/15235882.2023.2279093>
- Heineke, A. J., Vera, E. M., *Guo, W., *Kaye, J., & *Elliott, J. (2023). Considering the social-emotional well-being of multilingual learners: A comparative case study across program models. *The Elementary School Journal*, 123(4), 599-624. <https://doi.org/10.1086/723028>
- Heineke, A. J., Papola-Ellis, & Elliott, J. (2022). Using texts as mirrors: The power of readers seeing themselves. *The Reading Teacher*, 76 (3), 277-284. <https://doi.org/10.1002/trtr.2139>
- Heineke, A. J., Vera, E. M., Hill, M., Israel, M. S., Goldberger, N., *Anderson, B., *Giatsou, E., & *Hook, K. (2022). From preparation to practice: Enhancing in-service teachers' work with English learners through graduate teacher education. *Teacher Education Quarterly*, 49(2), 8-32.
- Vera, E. M., Heineke, A. J., Hill, M., Israel, M. S., Goldberger, N., *Anderson, B., & *Hook, K. (2022). Learning about English learners: Teachers' and leaders' perceptions of effective

professional development. *International Multilingual Research Journal*, 16(2), 93-112. <https://doi.org/10.1080/19313152.2021.1971474>

- Davin, K. J., Heineke, A. J., & Hancock, C. (2022). The Seal of Biliteracy: A retrospective. *Foreign Language Annals*. <http://doi.org/10.1111/flan.12596>
- Heineke, A. J., & Vera, E. M. (2022). Beyond language and academics: Investigating teachers' preparation to promote the social-emotional well-being of emergent bilingual learners. *Journal of Teacher Education*, 73(2), 145-158. DOI:10.1177/00224871211027573
- Vera, E. M., Heineke, A. J., *Shultes, A., & *Daskalova, P. (2022). Social and emotional needs of emergent bilingual high school students: Perspectives of teachers, school counselors, and school social workers. *Journal of Educational and Psychological Consultation*. DOI: 10.1080/10474412.2021.2018657
- Vera, E. M., Heineke, A. J., *Daskalova, P., *Schultes, A., *Pantoja-Patino, J., *Duncan, B., *Yanuarita, C., & *Furtado, C. (2021). Emergent bilingual high school students' social and emotional experiences. *Psychology in the Schools*. DOI: 10.1002/ppits.22559
- Heineke, A. J., & Davin, K. D. (2021). Implementing the Seal of Biliteracy: A multiple case study of six high-awarding districts. *Modern Language Journal*. DOI: 10.1111/modl.12708
- Heineke, A. J., & Davin, K. J. (2020). Prioritizing multilingualism in U.S. schools: States' policy journeys to enact the Seal of Biliteracy. *Educational Policy*, 34, 619-643. DOI: 10.1177/0895904818802099
- Heineke, A. J., & *Giatsou, E. (2020). Learning from students, teachers, and schools: Examining the efficacy of field-based teacher education for emergent bilinguals. *Journal of Teacher Education*, 71(1), 148-161. DOI: 10.1177/0022487119877373
- Heineke, A. J., *Roudebush, A., Papola-Ellis, A., Davin, K., Cohen, S., & *Wright-Costello, B. (2020). Apprenticing educators of English learners: Partnerships to promote linguistically responsive practice in classrooms, schools, and communities. *The Professional Educator*, 43(1). <https://wp.auburn.edu/educate/archives/>
- Neugebauer, S. R., & Heineke, A. J. (2020). Teachers' understandings of academic language: Assessing academic language definitions, motivations, and values of teachers. *Teacher Education Quarterly*, 46, 158-182.
- Heineke, A. J., Davin, K., & *Dávila, A. (2019). Promoting multilingual communities, schools, and students: A closer look at the Seal of Biliteracy in Washington state. *TESOL Journal*, 10, 1-5. DOI: 10.1002/tesj.451
- Heineke, A. J., & McTighe, J. (2019). Science units of study with a language lens: Preparing teachers for diverse classrooms. *Innovations in Science Teacher Education*, 4(3). Retrieved from <https://innovations.theaste.org/science-units-of-study-with-a-language-lens-preparing-teachers-for-diverse-classrooms/>
- Heineke, A. J., Smetana, L., & *Carlson, J. (2019). A qualitative case study of inclusive teacher education: One candidate's evolving understanding of science teaching for emergent bilinguals. *Journal of Science Teacher Education*, 1, 80-100. DOI: 10.1080/1046560X.2018.1537058

- Papola-Ellis, A., & Heineke, A. J. (2019). Interrupting teachers' assumptions about English learners through literature discussion. *Action in Teacher Education*. DOI: 10.1080/01626620.2019.1649743
- Smetana, L., *Carlson, J., & Heineke, A. J. (2019). Pedagogical language knowledge: An investigation of a science teacher candidate's student teaching strengths and struggles. *Action in Teacher Education*. DOI: 10.1080/01626620.2019.1650841
- Heineke, A. J. (2018). The invisible revolving door: The issue of teacher attrition in English Language Development classrooms in Arizona. *Language Policy*, 17, 77-98. DOI: 10.1007/s10993-016-9428-9
- Heineke, A. J., Davin, K. J., & *Bedford, A. (2018). The Seal of Biliteracy: Considering equity and access for English learners. *Education Policy Analysis Archives*, 26 (99). DOI: 10.14507/epaa.26.3825
- Heineke, A. J., & Neugebauer, S. (2018). The complexity of language and learning: Deconstructing teachers' conceptions of academic language. *Issues in Teacher Education*, 27, 73-89.
- Heineke, A. J., Papola-Ellis, A., Cohen, S., & Davin, K. (2018). Linguistically responsive professional development: An apprenticeship model. *Improving Schools*, 21, 32-47. DOI: 10.1177/1365480217732632
- Heineke, A. J., Papola-Ellis, A., Davin, K. J., Cohen, S., *Roudebush, A., *Wright-Costello, B., & Fendt, C. (2018). Language matters: Developing educators' expertise for English learners in linguistically diverse communities. *Language, Culture, and Curriculum*, 32, 63-77. DOI: 10.1080/07908318.2018.1493493
- Davin, K. J., & Heineke, A. J. (2018). The Seal of Biliteracy: Adding students' voices to the conversation. *Bilingual Research Journal*, 41, 312-328. DOI: 10.1080/15235882.2018.1481896
- Davin, K. J., Heineke, A. J., & *Egnatz, L. (2018). The Seal of Biliteracy: Successes and challenges to implementation. *Foreign Language Annals*, 51, 1-15. DOI: 10.1111/flan.12336
- Hopkins, M., & Heineke, A. J. (2017). Teachers' learning through culturally relevant literature circles: A cross-context study of teacher education for English learners. *Teacher Education & Practice*, 30, 501-522.
- Davin, K. J., & Heineke, A. J. (2017). The Seal of Biliteracy: Variations in policy and outcomes. *Foreign Language Annals*, 50, 486-499. DOI: 10.1111/flan.12279
- Israel, M., Vera, E., Heineke, A., & Goldberger, N. (2017). An unlikely destination: Meeting the educational needs of immigrant, migrant and refugee children in the suburbs of Chicago. *International Journal of Educational Management*, 31, 580-597. DOI: 10.1108/IJEM-09-2016-0190
- Vera, E., Heineke, A., *Carr, A., *Camacho, D., Israel, M., Goldberger, N., & *Clawson, A. (2017). Latino parents of English learners: Home vs. school based educational involvement. *Journal of Catholic Education*, 20, 1-28. DOI: 10.15365/joce.2002012017

- Davin, K. J., & Heineke, A. J. (2016). A practice-based approach to preparing teacher candidates for assessing language development. *TESOL Journal*, 7, 921-938. DOI: 10.1002/tesj.253
- *Lees, A., Heineke, A. J., Ryan, A. M., & *Roy, G. (2016). Partnering to prepare teachers for urban Native American communities: Kateri Center of Chicago and Loyola University Chicago. *Multicultural Education*, 23, 13-21.
- Vera, E., Heineke, A., *Carr, A., *Camacho, D., Israel, M., Goldberger, N., & *Clawson, A. (2016). Predicting school leadership interests in parents of English learners: An exploratory study. *TESOL Journal*, 7, 645-666. DOI: 10.1002/tesj.236
- Heineke, A. J., Ryan, A. M., & Tocci, T. (2015). Teaching, learning, and leading: Preparing teachers as educational policy actors. *Journal of Teacher Education*, 66, 382-394. DOI: 10.1177/0022487115592031
- Heineke, A. J. (2015). Negotiating language policy and practice: Teachers of English learners in an Arizona study group. *Educational Policy*, 29, 843-878. DOI: 10.1177/0895904813518101
- *Colón, I., & Heineke, A. J. (2015). Bilingual education in English-only: A qualitative case study of language policy in practice at Lincoln Elementary School. *Mid-Western Educational Research Journal*, 27, 271-295.
- Heineke, A. J. (2014). Dialoging about English learners: Preparing teachers through culturally relevant literature circles. *Action in Teacher Education*, 36, 117-140. DOI: 10.1080/01626620.2014.898600
- Heineke, A. J., & Davin, K. J. (2014). Situating practice in schools and communities: Case studies of teacher candidates in diverse field experiences with English language learners. *NABE Journal of Research and Practice*, 5 (1). Accessible online at: <https://www2.nau.edu/nabej-p/ojs/index.php/njrp/article/view/31>
- Heineke, A. J., *Mazza, B. S., & *Tichnor, A. (2014). After the two-year commitment: A quantitative and qualitative inquiry of Teach for America teacher retention and attrition. *Urban Education*, 49, 750-782. DOI: 10.1177/0042085913488603
- Kennedy, A., & Heineke, A. J. (2014). Re-envisioning the role of universities in early childhood teacher education: A focus on schools and communities. *Journal of Early Childhood Teacher Education*, 35, 226-243. DOI: 10.1080/10901027.2014.936072
- Nasir, A., & Heineke, A. J. (2014). Teacher candidates and Latina/o English learners at Fenton Elementary School: The role of early clinical experiences in urban teacher education. *Journal of the Association of Mexican American Educators*, 8, 60-71.
- Ryan, A. M., Ensminger, D., Heineke, A. J., Kennedy, A., Prasse, D., & Smetana, L. (2014). Teaching, learning, and leading with schools and communities: One urban university re-envisioning teacher preparation for the next generation. *Issues in Teacher Education*, 22, 139-158.
- Ryan, A. M., Heineke, A. J., & *Steindam, C. (2014). Preparing globally minded teachers: One teacher education program's incorporation of the international baccalaureate. *Journal of Education*, 194 (3), 39-52. DOI: 10.1177/002205741419400305

- Heineke, A. J., & Cameron, Q. (2013). Teacher preparation and language policy appropriation: A qualitative investigation of Teach for America teachers in Arizona. *Education Policy Analysis Archives*, 21(10). DOI: 10.14507/epaa.v21n33.2013
- Heineke, A. J., & Cameron, Q. (2013). Closing the classroom door and the achievement gap: Teach for America alumni teachers' appropriation of Arizona language policy. *Education and Urban Society*, 45, 483-505. DOI: 10.1177/0013124511413123
- Heineke, A. J., Kennedy, A., & *Lees, A. (2013). Preparing early childhood professionals for the culturally and linguistically diverse classrooms and communities of Illinois. *Early Childhood Research and Practice*, 15 (2). DOI: 10.1177/0013124511413123
- Heineke, A. J., & Preach, D. (2013) Integrating graduate coursework to prepare alternatively certified teachers. *Teacher Education & Practice*, 26, 496-513.
- Hopkins, M., & Heineke, A. J. (2013). Teach for America's preparation for English language learners: Shortcomings of the organization's teacher training model. *Critical Education*, 4 (12), 18-36.
- *Matielo, R., & Heineke, A. J. (2013). Cognition, bilingualism, and bilingual education. *Academic Exchange Quarterly*, 17 (4), 71-75.
- Heineke, A. J., *Coleman, E., *Ferrell, E., & *Kersemeier, C. (2012). Opening doors for bilingual students: Recommendations for building linguistically responsive schools. *Improving Schools*, 15, 130-147. DOI: 10.1177/1365480212450235
- Martínez-Roldán, C. M., & Heineke, A. J. (2011). Latino literature mediating teacher learning. *Journal of Latinos and Education*, 10, 245-260. DOI: 10.1080/15348431.2011.581111
- Heineke, A. J., Desimone, M., Carter, H., & Cameron, Q. (2010). Working together in urban schools: How a university teacher education program and Teach for America partner to support alternatively certified teachers. *Teacher Education Quarterly*, 37, 123-136.

Refereed Book Chapters

- Heineke, A. J., *Guo, W., *Carman, L., & McTighe, J. (2023). Instructional design with a language lens: Preparing teachers for linguistically diverse classrooms. In J. S. Etim & A. S. Etim (Eds.), *Handbook of Research on Solutions for Equity and Social Justice in Education* (pp. 154-174). IGI Global. DOI: 10.4018/978-1-7998-9678-4.ch010
- *Giatsou, E., & Heineke, A. (2022). To integrate or not to integrate: Preparing all candidates for emergent bilingual learners in initial teacher education. In B. Sande & C. W. Kemp (Eds.), *Collaborative Models and Frameworks for Inclusive Education Preparation Programs* (pp. 32-55). IGI Global. DOI: 10.4018/978-1-6684-3443-7
- Kennedy, A., & Heineke, A. J. (2020). Preparing urban educators to address diversity and equity through field-based teacher education: Implications for program design and implementation. In *Accessibility and Diversity in Education: Breakthroughs in Research and Practice* (pp. 757-781). IGI Global. DOI: 10.4018/978-1-7998-1213-5
- Heineke, A. J., & Papola-Ellis, A. (2017). Field-based teacher preparation to promote all students' language and literacy development. In D. Polly, A. Good, T. Petty, & M. Putman (Eds.), *Handbook of Research on Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs* (pp. 238-261). IGI Global.

- Smetana, L., & Heineke, A. J. (2017). Preparing science teachers for English learners: A targeted and integrated approach to pre-service teacher education. In A. Oliveria & M. Weinburgh (Eds.), *Science teacher preparation in content-based second language acquisition* (pp. 137-159). Springer.
- Israel, M., Goldberger, N., Vera, E., & Heineke, A. (2016). The iterative partnership paradigm: Creating healthy, sustainable university/school district/community organization relationships that work. In J. Slater, R. Ravid, & M. Reardon (Eds.), *Building and Maintaining Collaborative Communities: Schools, University, and Community Organizations* (pp. 117-132). Information Age.
- Kennedy, A., & Heineke, A. J. (2016). Preparing urban educators to address diversity and equity through field-based teacher education: Implications for program design and implementation. In T. Petty, A. Good, & M. Putman (Eds.), *Handbook of Research on Professional Development for Quality Teaching and Learning* (pp. 437-461). IGI Global.

Invited Book Chapters

- Davin, K. J., & Heineke, A. J. (in press). Seal of Biliteracy implementation in world language programs. In F. Troyan (Ed.), *Handbook of Research on World Language Instruction*. Routledge.
- Heineke, A. J., Davin, K. J., & *Elliott, J. (2024). The Seal of Biliteracy and dual-language bilingual education. In J. A. Freire, C. Alfaro, & E. de Jong (Eds.), *The Handbook of Dual Language Bilingual Education*. Routledge.
- Heineke, A. J. (2020). Language policy in practice: Implementing the Seal in state and local contexts. In A. J. Heineke & K. J. Davin (Eds.), *The Seal of Biliteracy: Case studies and considerations for policy implementation*. Information Age.
- Heineke, A. J. (2018). Using backward design to prepare effective teachers for the 21st century. In A. J. Heineke & A. M. Ryan (Eds.), *Teaching, Learning, and Leading with Schools and Communities: Field-based Teacher Education* (pp. 25-36). Routledge.
- Cohen, S., *Giatsou, E., *Roudebush, A., & Heineke, A. J. (2018). Preparing all teachers for inclusive classrooms: Teacher expertise for diverse learners. In A. J. Heineke & A. M. Ryan (Eds.), *Teaching, Learning, and Leading with Schools and Communities: Field-based Teacher Education* (pp. 111-130). Routledge.
- Neugebauer, S. R., & Heineke, A. J. (2016). Linguistically diverse students and reading assessments. In M. T. Hughes & E. Talbott (Eds.), *Handbook of research on diversity in special education* (pp. 399-422). John Wiley & Sons.

Other Writing

- Davin, K. J., & Heineke, A. J. (2023). The Seal of Biliteracy and its role in dual language immersion programs. *The Immersion Conversation*. ACTFL Immersion SIG.
- Heineke, A. J., & McTighe, J. (2018). Language matters: Giving students the words to learn and understand. Published August 9, 2018 in *ASCD Express*. Accessible online at <http://www.ascd.org/ascd-express/vol13/Language-Matters-Giving-Students-the-Words-to-Learn-and-Understand.aspx>

- Davin, K. J., *Okcraski, C., & Heineke, A. J. (2018). Empowering heritage learners through the Seal of Biliteracy. *The Language Educator*. DOI: 10.1080/15235882.2018.1481896
- Heineke, A. J. (2016). Considering linguistic privilege and bias in deeper learning. Invited guest contributor, *Education Week*. Posted June 7, 2016 at http://blogs.edweek.org/edweek/learning_deeply/2016/06/considering_linguistic_privilege_and_bias_in_deeper_learning.html

Invited Presentations [Selected]

- Heineke, A. J. (2025). *Finding diverse funding sources to support the Seal of Biliteracy*. Panelist, Elementary and Secondary Education Association National Conference.
- Heineke, A. J. (2024). *Hitting the mark for multilingual learners: Programs and practices to promote multilingualism, nurture identities, and transform school experiences*. Illinois State Bilingual Directors Meeting. Rosemont, Illinois.
- Heineke, A. J., & Davin, K. (2024). *Supporting multilingualism in schools: A framework for implementing the Seal of Biliteracy*. Office of English Language Acquisition, US Department of Education, First Annual Seal of Biliteracy Summit. Washington, DC.
- Heineke, A. J. (2024). *Understanding by Design: Planning coursework for deeper learning*. *User Designed Inquiry Symposium*. Lehigh University. Bethlehem, PA.
- Hopkins, M., & Heineke, A. J. (2024). *Examining implementation of the Massachusetts Seal of Biliteracy: English learners and equitable access*. Massachusetts Department of Elementary and Secondary Education. Malden, MA.
- Heineke, A. J. (2023). *Crazy about performance tasks: Authentic, engaging, and responsive classroom assessment*. Multilingual Illinois Conference. Oak Brook, IL.
- Heineke, A. J., & Davin, K. J. (2023). *Supporting multilingualism for all: Implementing the Seal of Biliteracy*. Two-session webinar for the Office of English Language Acquisition, US Department of Education.
- Heineke, A. J. (2023). *Centering multilingual learners' holistic identities in classrooms*. Illinois Association for Multilingual and Multicultural Education. Chicago, IL.
- Heineke, A. J. (2022). *Learning for life: Student engagement, inquiry, language, and culture*. Aptakistic-Tripp School District 102. Strategic Planning Panelist.
- Heineke, A. J. (2021). *The Seal of Biliteracy: Supporting multilingualism in every school*. Keynote for annual bilingual teachers' conference. Istation.
- Heineke, A. J., & Vera, E. (2021). *Learning starts at home: Supporting bilingualism for every child*. Aptakistic-Tripp School District 102. Bilingual Parent Institute.
- Heineke, A. J. (2019). *Closing the opportunity gap: Disrupting and reimagining the education of emergent bilinguals*. Illinois State Bilingual Directors Annual Meeting.
- Heineke, A. J. (2019). *Language education policy in practice: The ideologies, paradigms, and politics influencing the education of linguistically diverse students*. CEPS Policy Forum, Loyola University Chicago, Chicago, IL.

Heineke, A. J. (2018). *Between language ideologies and policies: How policy paradigms shape the influence of research on the education of English learners*. Panel entitled Shaping Educational Policy: What Role Does Research Play? TESOL Annual International Conference, Chicago, IL.

Refereed Presentations [Selected]

Heineke, A. J., & Davin, K. (2024). *Pathways to the Seal of Biliteracy*. Multilingual Illinois Conference. Tinley Park, Illinois.

Heineke, A. J. (2024). *The Seal of Biliteracy and multilingual learners: Enhancing equity in biliteracy development*. NAELPA Conference. New Orleans, LA.

Heineke, A. J., & Davin, K. J. (2024). *Leveraging the Seal of Biliteracy to nurture multilingualism in elementary and middle schools*. AAAL Conference. Houston, TX.

Davin, K. J., Heineke, A. J., Fadda-Ginski, F., & Szuber, A. (2023). *Pathways awards and the Seal of Biliteracy*. ACTFL Conference. Chicago, IL.

Heineke, A. J., & Davin, K. J. (2023). *The Seal of Biliteracy: Supporting multilingualism is every school*. WIDA Conference. Milwaukee, WI.

Heineke, A. J., & Vera, E. M. (2023). *Multilingual learners and the COVID-19 pandemic: Implications for future practice*. WIDA Conference. Milwaukee, WI.

Heineke, A. J., Vera, E. M., *Elliott, J., *Guo, W., & *Press, A. (2023). *Teachers' experiences with English learner and immigrant-origin children in pandemic-era schooling: A comparative case study*. AERA Conference, Chicago, IL.

Vera, A. J., Heineke, A. J., *Elliott, J., *Guo, W., & *Press, A. (2023). *English learners and immigrant-origin families' pandemic learning experience*. AERA Conference, Chicago, IL.

Vera, E. M., & Heineke, A. J. (2023). *English learners and the COVID-12 pandemic: Implications for future practice*. NABE Conference. Portland, OR.

Davin, K. J., & Heineke, A. J. (2022). *Promoting multilingualism in schools: A framework for implementing the Seal of Biliteracy*. ACTFL Conference. Boston, MA.

Heineke, A. J., & Davin, K. J. (2022). *The common characteristics of Seal of Biliteracy implementation across six high-awarding districts*. AAAL Conference. Pittsburgh, PA.

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