

CURRICULUM VITA
RICHARD R. VALENCIA

(last revised, September, 2013)

ACADEMIC BACKGROUND

Ph.D. Early Childhood Education, University of California, Santa Barbara, 1977

M.A. Educational Psychology, University of California, Santa Barbara, 1972

B.A. Psychology, University of California, Santa Barbara, 1970

A.A. General Psychology, Santa Barbara Community College, 1966

ACADEMIC APPOINTMENTS

Professor* Educational Psychology, The University of Texas at Austin, 2000 to -

Associate Professor* Educational Psychology, The University of Texas at Austin, 1993 to 2000

Associate Professor Educational Psychology (50%) and Speech Communication (50%),
The University of Texas at Austin, 1989 to 1993

Visiting Professor School of Education, Stanford University, 1987-88, 1988-89

Associate Professor** Education, University of California, Santa Cruz, 1986 to 1989

Assistant Professor** Education, University of California, Santa Cruz, 1978-1986

Lecturer (part-time) Chicano Studies, University of California, Santa Barbara, 1973-1978

*Joint appointment: 50% Educational Psychology; 50% Center for Mexican American Studies

**At UCSC, affiliation was also with Psychology Department

TEACHING EXPERIENCE

Courses taught at The University of Texas at Austin:

- Sociocultural Influences on Learning (ALD 327)
- Tests and Measurement (EDP 362T)
- Psychological Foundations of Education (EDP 332)
- Educational Assessment of Minority Students (EDP 380P)
- The Individual in Society (EDP 381M)
- Mexican Americans in the Schooling Process (EDP 362/MAS 374)
- Chicano Educational Struggles (EDP 362/MAS 374)
- Introduction to Mexican American Studies (MAS 390)
- Communication Disorders: Multicultural Assessment (CSD 393G)
- Research in Communication Sciences and Disorders (CSD 386N)
- Communication Disorders: Multicultural Research (CSD 393G)

Courses taught at The University of California at Santa Cruz:

- Minorities in the Schooling Process (social foundations of education)
- Psychology of Exceptional Children (introduction to special education)
- Psychological Issues and Minority Children (psychological foundations of education)
- Racism: Theory, Form, and Social Change

- Research Methods in Education
- Proseminar: Thesis Preparation
- Values and Change in a Diverse Society

Courses taught at Stanford University:

- Educational Testing and Minority Students
- Minorities in the Schooling Process
- Special Topics: Seminar on Minorities in the Schooling Process

RESEARCH INTERESTS

- Historical, Social, Psychological, Measurement, Legal, Demographic, and Policy Aspects of the Education of Students of Color (particularly Mexican American students)
- Deficit Thinking
- Intellectual/Academic Performance of Students of Color
- High-Stakes Testing

HONORS

Winner, American Educational Studies Association 2012 Critics Choice Book Award; *Chicano School Failure and Success: Past, Present, and Future* (3rd ed.) (2011), New York: Routledge (R.R. Valencia).

Nominee, Robert W. Hamilton Book Award (2012, UT Austin); *Chicano School Failure and Success: Past, Present, and Future* (3rd ed.) (2011), New York: Routledge (R.R. Valencia).

Winner, American Educational Research Association 2011 Outstanding Book Award; *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice* (2010), Critical Educator Series, New York: Routledge. (R. R. Valencia).

Winner, American Educational Studies Association 2011 Critics Choice Book Award; *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice* (2010), Critical Educator Series, New York: Routledge. (R.R. Valencia).

Nominee, Robert W. Hamilton Book Award (2011, UT Austin); *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice* (2010), Critical Educator Series, New York: Routledge.

Nominee, American Educational Studies Association 2011 Critics Choice Book Award; *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice* (2010), Critical Educator Series, New York: Routledge. (R. R. Valencia).

Runner-up Winner, Robert W. Hamilton Book Award (2010, UT Austin); *Chicano Students and The Courts: The Mexican American Legal Struggle for Educational Equality* (2008), Critical America Series, New York: New York University Press. (R.R. Valencia).

Faculty Research Assignment, Office of the Vice Provost and Dean of Graduate Studies, Spring 2012. FRA releases awardee from teaching for a full semester. I will continue work on next book project, *Students of Color and The Achievement Gap: Systemic Challenges, Systemic Transformations*.

Nominee, National Association for Chicana and Chicano Studies 2009 Outstanding Book Award; *Chicano Students and The Courts: The Mexican American Legal Struggle for Educational Equality* (2008) Critical America Series, New York: University Press. (R.R. Valencia).

University Co-operative Society Subvention Award (\$5,000) for 2009-2010 academic year. Award given to offset the underwriting and publishing of *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice* (2010), Critical Educator Series, New York University Press.

Fellow, Cissy Parker McDaniel Fellow Fund, Fall, 2008 – Spring, 2010. College of Education, The University of Texas at Austin.

University Co-operative Society Subvention Award (\$7,000) for 2007-2008 academic year. Award given to offset the underwriting and publishing of *Chicano Students and the Courts: The Mexican American Legal Struggle for Educational Equality* (2008), Critical America Series, New York University Press.

Fellow in the Arizona State University Education Policy Research Unit/University of Colorado (Boulder) Education and the Public Interest Center, 2007 – .

Fellow, Lee Hage Jamail Regents Chair in Education, Fall, 2006 – Spring, 2008. College of Education, The University of Texas at Austin.

Dean's Fellow Appointment, College of Education, Spring Semester, 2006. (Awarded in recognition of a faculty's contributions to the teaching and research missions of the College; appointment releases Dean's Fellow from teaching for a full semester to devote full time to research).

Nominee, Robert W. Hamilton Book Award (2004, UT Austin); *Chicano School Failure and Success: Past, Present, and Future* (2nd ed., 2002), London: Routledge Falmer (R.R. Valencia).

Nominee, Robert W. Hamilton Book Award (2003, UT Austin); *Intelligence Testing and Minority Students: Foundations, Performance Factors, and Assessment Issues* (2001), Series on Racial and Ethnic Minority Psychology, Thousand Oaks, CA: Sage. (R.R. Valencia & L.A. Suzuki).

Distinguished Faculty Award, December, 2001. Awarded by the Texas Association of Chicanos in Higher Education (TACHE). TACHE annual meeting, Austin, TX.

Distinguished Career Contribution Award, April, 2001. Awarded by the American Educational Research Association (AERA), Committee for Scholars of Color in Education. AERA annual meeting, Seattle, WA.

Dean's Fellow Appointment, College of Education, Fall Semester, 1999. (Awarded in recognition of a faculty's contributions to the teaching and research missions of the College; appointment releases Dean's Fellow from teaching for a full semester to devote full time to research).

Nominee, Robert W. Hamilton Book Award (1998, UT Austin); *The Evolution of Deficit Thinking: Educational Thought and Practice* (1997), London: Falmer Press. (R.R. Valencia).

"Outstanding Academic Book" award; *Chicano School Failure and Success* (1991, Falmer Press) (R.R. Valencia) selected by *CHOICE* as an "Outstanding Academic Book" of the year (1993 award).

Visiting Professor, Chicano Fellows Program/Undergraduate Studies on Mexican Society in the United States, Stanford University, 1987-88, 1988-89. Affiliation was also with School of Education.

Fellow, Postdoctoral Fellowship for Minorities, National Research Council/Ford Foundation, 1983-1984 (Stanford Center for Chicano Research at Stanford University was host).

Fellow, Research Fellowship Program for Minority-Group Scholars, Rockefeller Foundation, 1983-1984 (declined).

Fellow, Short-Term Postdoctoral Fellowship for Minorities (American Psychological Association/ National Institute of Education, 1982-1983).

Fellow, Campus Fellow, University of California, Santa Barbara, 1971.

Fellow, John Hay Whitney Fellow, University of California, Santa Barbara, 1970.

RESEARCH GRANTS

Principal Investigator, Community Education Fellowship Program, Santa Barbara County Schools and C.S. Mott Foundation, Center for Chicano Studies, University of California, Santa Barbara, 1976-77.

Principal Investigator, Mexican American mothers' estimations of their preschool children's cognitive performance. Faculty Research Associate Grant, Center for Chicano Studies, University of California, Santa Barbara, 1977-78. (Note: This was a seed grant for a federal grant of \$125,000 I received in 1978).

Principal Investigator, Bilingual preschool research and development (parent training, preschool needs assessment, and preschool instructional development). Comprehensive Employment Training Act, Santa Barbara County, Center for Chicano Studies, University of California, Santa Barbara, 1977-78.

Principal Investigator, Mexican American mothers' estimations of their preschool children's cognitive performance. Administration for Children, Youth, and Families, Office of Human Development Services, U.S. Department of Health, Education, and Welfare, 1978-1981. (\$125,000)

Principal Investigator, Predicting academic achievement of Mexican American children: Preliminary analysis of the McCarthy Scales. Faculty Research Grant, Academic Senate, University of California, Santa Cruz, 1979-80.

Recipient, Instructional Development Grant for new course, "Racism and Race Relations," summer, 1980.

Principal Investigator, Stability of the McCarthy Scales of Children's Abilities over a one-year period for Mexican American children. Faculty Development Affirmative Action Grant, University of California, Santa Cruz, winter and spring, 1980.

Principal Investigator, The school closure issue and the Chicano community: A follow-up investigation. Faculty Research Grant, Academic Senate, University of California, Santa Cruz, 1980-81.

Recipient, Research award to buy course relief to work on research in progress. Faculty Development Affirmative Action Grant, University of California, Santa Cruz, winter and spring, 1981.

Recipient, Discretionary research award to be used for research in progress. Oakes College, University of California, Santa Cruz, winter and spring, 1981.

Recipient, Discretionary research award to be used for research in progress. Oakes College, University of California, Santa Cruz, summer, 1982.

Recipient, Research award to supplement sabbatical leave. Faculty Development Affirmative Action Grant, University of California, Santa Cruz, 1982-83.

Principal Investigator, Psychoeducational assessment of a Mexican American Head Start population. Faculty Research Grant, Academic Senate, University of California, Santa Cruz, 1982-83.

Principal Investigator, Family constellation and sociocultural influences on intellectual performance of Anglo, Black, and Mexican American children. UC MEXUS, 1983-84.

Principal Investigator, Test-retest stability and predictive validity of the Kaufman Assessment Battery for Children. Faculty Development Affirmative Action Grant, University of California, Santa Cruz, 1983-84.

Principal Investigator, Psychometric examination of the Kaufman Assessment Battery for Children: A cross-ethnic investigation. Faculty Research Grant, Academic Senate, University of California, Santa Cruz, 1983-84.

Recipient, Grant-in-aid for research. Postdoctoral Fellowship for Minorities, National Research Council/Ford Foundation, 1984-85.

Principal Investigator, Psychometric properties of the English and Spanish versions of the K-ABC. Faculty Research Grant, Academic Senate, University of California, Santa Cruz, 1984-85.

Principal Investigator, Chapter projects and review articles. Faculty Research Grant, Academic Senate, University of California, Santa Cruz, 1986-87.

Principal Investigator, Chicano school failure and success: Research and policy agendas for the 1990s (book project). Faculty Research Grant, Academic Senate, University of California, Santa Cruz, 1988-89.

Recipient, Special Research Grant (Familial and Child Predictors of Academic Achievement: Anglo, Black, and Mexican American Comparisons). Vice President and Dean of Graduate Studies, The University of Texas at Austin, 1992.

Recipient, Research Grant (Mexican Americans in the Schooling Process: Historical and Contemporary Perspectives). University Research Institute (URI), Office of Graduate Studies, The University of Texas at Austin, 1993.

Recipient, Faculty Research Award (The Evolution of Deficit Thinking in Educational Thought and Practice — book project). Center for Mexican American Studies, The University of Texas at Austin, Summer, 1995.

Recipient, Faculty Research Award (Intelligence Testing of Racial and Ethnic Minority Students: Foundations, Performance Factors, and Assessment Issues — book project). Center for Mexican American Studies, The University of Texas at Austin, Summer, 1996.

Recipient, Faculty Research Award (Intelligence Testing of Racial and Ethnic Minority Students: Foundations, Performance Factors, and Assessment Issues — book project). Center for Mexican American Studies, The University of Texas at Austin, Summer, 1998.

Recipient, Dean's Research Award (Dean's Fellow Appointment), College of Education, 1999-2000 academic year.

Recipient, Special Research Grant (book projects). Vice President and Dean of Graduate Studies, The University of Texas at Austin, 1999-2000 academic year.

Recipient, Special Research Grant (book project). Vice President and Dean of Graduate Studies, The University of Texas at Austin, Summer, 2001.

Recipient, Special Research Grant (book project). Vice President and Dean of Graduate Studies, The University of Texas at Austin, Summer, 2002.

Recipient, Special Research Grant (book project). Vice President and Dean of Graduate Studies, The University of Texas at Austin, Summer, 2005.

Recipient, Dean's Research Award (Dean's Fellow Appointment), College of Education, Spring and Summer, 2006.

Recipient, Departmental Research Transformational Funds (book project), Department of Educational Psychology, The University of Texas at Austin, Spring, 2010.

Recipient, Special Research Grant (book project). Vice President and Dean of Graduate Studies, The University of Texas at Austin, Summer, 2011.

Recipient, Center for Mexican American Studies Faculty Research Fellowship (book project), The University of Texas at Austin, Summer, 2011.

Recipient, Departmental Research Transformational Funds (book project), Department of Educational Psychology, The University of Texas at Austin, Summer, 2011.

PUBLICATIONS

BOOKS

Valencia, R.R. (Ed.). (1991). *Chicano school failure and success: Research and policy agendas for the 1990s*. The Stanford Series on Education and Public Policy. London: Falmer Press.

Valencia, R.R. (Ed.). (1997). *The evolution of deficit thinking: Educational thought and practice*. The Stanford Series on Education and Public Policy. London: Falmer Press.

Valencia, R.R., & Suzuki, L.A. (2001). *Intelligence testing and minority students: Foundations, performance factors, and assessment issues*. Series on Racial and Ethnic Minority Psychology. Thousand Oaks, CA: Sage.

Valencia, R.R. (Ed.). (2002). *Chicano school failure and success: Past, present, and future* (2nd ed.). London: Routledge Falmer.

Valencia, R.R. (2008). *Chicano students and the courts: The Mexican American legal struggle for educational equality*. Critical America Series. New York: New York University Press.

Valencia, R.R. (2010). *Dismantling contemporary deficit thinking: Educational thought and practice*. Critical Educator Series. New York: Routledge.

Valencia, R.R. (Ed.). (2011). *Chicano school failure and success: Past, present, and future* (3rd ed.). New York: Routledge.

MONOGRAPH

Valencia, R.R. (1984). *Understanding school closures: Discriminatory impact on Chicano and Black students* (Policy Monograph Series, No. 1). Stanford: Stanford University, Stanford Center for Chicano Research.

EDITED ISSUE OF A JOURNAL

Valencia, R.R., & Chapa, J. (Eds.). (1993). Latino population growth and demographic trends: Implications for education [Special issue]. *Hispanic Journal of Behavioral Sciences*, 15(2). (121 pps.)

Valencia, R.R., & Bernal, E.M. (Eds.). (2000). The Texas Assessment of Academic Skills (TAAS) case: Perspectives of plaintiffs' experts [Special issue]. *Hispanic Journal of Behavioral Sciences*, 22(4). (159 pps.)

PUBLISHING GUIDE

Calfee, R.C., & Valencia, R.R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

ARTICLES IN PROFESSIONAL JOURNALS

- Valencia, R.R. (1979). Comparison of intellectual performance of Chicano and Anglo third-grade boys on the Raven's Coloured Progressive Matrices. *Psychology in the Schools*, 16, 448-453.
- Valencia, R.R. (1980). The school closure issue and the Chicano community. *The Urban Review*, 12, 5-21.
- Valencia, R.R. (1982). Predicting academic achievement of Mexican-American children: A preliminary analysis of the McCarthy Scales. *Educational and Psychological Measurement*, 42, 1269-1278.
- Valencia, R.R. (1983). Stability of the McCarthy Scales of Children's Abilities over a one-year period for Mexican-American children. *Psychology in the Schools*, 20, 29-34.
- Valencia, R.R. (1984a). Reliability of the Raven's Coloured Progressive Matrices for Anglo and for Mexican-American children. *Psychology in the Schools*, 21, 49-52.
- Valencia, R.R. (1984b). Concurrent validity of the Kaufman Assessment Battery for Children in a sample of Mexican-American children. *Educational and Psychological Measurement*, 44, 365-372.
- Valencia, R.R. (1984c). The McCarthy Scales and Kaufman's McCarthy short form correlations with the Comprehensive Tests of Basic Skills. *Psychology in the Schools*, 21, 141-147.
- Valencia, R.R. (1984d). The school closure issue and the Chicano community: A follow-up study of the *Angeles* case. *The Urban Review*, 16, 145-163.
- Valencia, R.R. (1985a). Erratum to "Stability of the McCarthy Scales of Children's Abilities over a one-year period for Mexican-American children." *Psychology in the Schools*, 22, 231.
- Valencia, R.R. (1985b). Stability of the Kaufman Assessment Battery for Children for a sample of Mexican American children. *Journal of School Psychology*, 23, 189-193.
- Valencia, R.R. (1985c). Predicting academic achievement with the Kaufman Assessment Battery for Children in Mexican-American children. *Educational and Psychological Research*, 5, 11-17.
- Valencia, R.R. (1985d). Public school closures and policy issues: Financial and social implications. *Public Budgeting & Finance*, 5, 43-53. (Invited article)
- Valencia, R.R. (1988). The McCarthy Scales and Hispanic children: A review of psychometric research. *Hispanic Journal of Behavioral Sciences*, 10, 81-104.
- Valencia, R.R. (1992). Explaining cultural bias in educational tests: How important is "Opportunity to Learn"? *Child Assessment News*, 2, 8-11.
- Valencia, R.R. (2000). Inequalities and the schooling of minority students in Texas: Historical and contemporary conditions. *Hispanic Journal of Behavioral Sciences*, 22, 445-459.
- Valencia, R.R. (2005). The Mexican American struggle for equal educational opportunity in *Mendez v. Westminster*: Helping to pave the way for *Brown v. Board of Education*. *Teachers College Record*, 107, 389-423.
- Valencia, R.R. (2006). A tribute to Thomas P. Carter (1927 – 2001): Activist scholar and pioneer in Mexican American education. *Journal of Latinos and Education*, 5, 237-252.
- Valencia, R.R. (2009, June 25). A response to Ruby Payne's claim that the deficit thinking model has no scholarly utility. *Teachers College Record*. Available at: <http://www.tcrecord.org/Content.asp?ContentID=15691>.

- Valencia, R.R. (2012). Deficit thinking paradigm. In J. A. Banks (Ed.), *Encyclopedia of diversity in education* (pp. 612-614). Thousand Oaks, CA: Sage. (Invited article)
- Valencia, R.R. (2012). Activist scholarship in action: The prevention of a Latino school closure. *Journal of Latinos and Education*, 11, 69-79.
- Valencia, R.R. (2012). Commentary. In B. Beatty (Ed.), Rethinking compensatory education: Historical perspectives on race, class, culture, language, and the discourse of the “disadvantaged child.” *Teachers College Record*, 114, 15-16. (Invited commentary)
- Valencia, R.R. (2013). Jason Richwine’s dissertation, *IQ and Immigrant Policy: Neohereditarianism, pseudoscience, and deficit thinking*. *Teachers College Record*. <http://tcrecord.org> ID Number: 17134.
- Valencia, R.R., & Bernal, E.M. (2000). An overview of conflicting opinions in the TAAS case. *Hispanic Journal of Behavioral Sciences*, 22, 423-444.
- Valencia, R.R., & Black, M.S. (2002). “Mexican Americans don’t value education!”: On the basis of the myth, mythmaking, and debunking. *Journal of Latinos and Education*, 2, 81-103.
- Valencia, R.R., Henderson, R.W., & Rankin, R.J. (1981). Relationship of family constellation and schooling to intellectual performance of Mexican American children. *Journal of Educational Psychology*, 73, 524-532.
- Valencia, R.R., Henderson, R.W., & Rankin, R.J. (1985). Family status, family constellation, and home environmental variables as predictors of cognitive performance of Mexican American children. *Journal of Educational Psychology*, 77, 323-331.
- Valencia, R.R., Menchaca, M., & Valenzuela, A. (1993). The educational future of Chicanos: A call for affirmative diversity. *The Journal of the Association of Mexican American Educators*, 5-13.
- Valencia, R.R., & Rankin, R.J. (1983). Concurrent validity and reliability of the Kaufman version of the McCarthy Scales for a sample of Mexican-American children. *Educational and Psychological Measurement*, 43, 915-925.
- Valencia, R.R., & Rankin, R.J. (1985). Evidence of content bias on the McCarthy Scales with Mexican American children: Implications for test translation and nonbiased assessment. *Journal of Educational Psychology*, 77, 197-207.
- Valencia, R.R., & Rankin, R.J. (1986). Factor analysis of the K-ABC for groups of Anglo and Mexican American children. *Journal of Educational Measurement*, 23, 209-219.
- Valencia, R.R., & Rankin, R.J. (1988). Evidence of bias in predictive validity on the Kaufman Assessment Battery for Children in samples of Anglo and Mexican American children. *Psychology in the Schools*, 25, 257-263.
- Valencia, R.R., & Rothwell, J.G. (1985). Concurrent validity of the WPPSI with Mexican-American preschool children. *Educational and Psychological Measurement*, 44, 955-961.
- Valencia, R.R., Rankin, R.J., & Livingston, R. (1995). K-ABC content bias: Comparisons between Mexican American and White children. *Psychology in the Schools*, 32, 153-169.
- Valencia, R.R., Rankin, R.J., & Oakland, T. (1997). WISC-R factor structures among White, Mexican American and Black children. *Psychology in the Schools*, 34, 11-16.

- Valencia, R.R., Valenzuela, A., Sloan, K., & Foley, D.E. (2001). At odds — Let's treat the cause, not the symptoms: Equity and accountability in Texas revisited. *Phi Delta Kappan*, 83, 318-321, 326.
- Valencia, R.R., & Villarreal, B.J. (2003). Improving students' reading performance via standards-based school reform: A critique. *The Reading Teacher*, 56, 612-621.
- Bernal, E.M., & Valencia, R.R. (2000). The TAAS case: A recapitulation and beyond. *Hispanic Journal of Behavioral Sciences*, 22, 540-556.
- Chapa, J., & Valencia, R.R. (1993). Latino population growth, demographic characteristics, and educational stagnation: An examination of recent trends. *Hispanic Journal of Behavioral Sciences*, 15, 165-187.
- Menchaca, M., & Valencia, R.R. (1990). Anglo-Saxon ideologies and their impact on the segregation of Mexican students in California, the 1920s-1930s. *Anthropology and Education Quarterly*, 21, 222-249.
- Miranda, J.P., Jr., & Valencia, R.R. (1997). English and Spanish versions of a memory test: Word-length effects vs. spoken duration effects. *Hispanic Journal of Behavioral Sciences*, 19, 171-181.
- Reyes, P., & Valencia, R.R. (1993). Educational policy and the growing Latino student population: Problems and prospects. *Hispanic Journal of Behavioral Sciences*, 15, 258-283.
- Ronda, M.A., & Valencia, R.R. (1994). "At-risk" Chicano students: The institutional and communicative life of a category. *Hispanic Journal of Behavioral Sciences*, 16, 363-395.
- San Miguel, G., Jr., & Valencia, R.R. (1998). From the Treaty of Guadalupe Hidalgo to *Hopwood*: The educational plight and struggle of Mexican Americans in the Southwest. *Harvard Educational Review*, 68, 353-412.
- Suzuki, L.A., & Valencia, R.R. (1997). Race-ethnicity and measured intelligence: Educational implications. *American Psychologist*, 52, 1103-1114. (Special Issue on Intelligence and Lifelong Learning, edited by Robert J. Sternberg)

CHAPTERS IN BOOKS

- Valencia, R.R. (1982). Psychoeducational needs of minority children: The Mexican American child, a case in point. In S. Hill & B.J. Barnes (Eds.), *Young children and their families: Needs of the 90s* (pp. 73-87). Lexington, MA: Lexington Books, D.C. Heath.
- Valencia, R.R. (1985). Public school closures and policy issues: Financial and social implications. In J. Augenblick (Ed.), *Public schools: Issues in budgeting and financial management* (pp. 87-97). New Brunswick, NJ: Transaction books. (Reprint from journal article, Valencia, 1985d)
- Valencia, R.R. (1990). Clinical assessment of young children with the McCarthy Scales. In C.R. Reynolds & R.W. Kamphaus (Eds.), *Handbook of psychological and educational assessment of children: Vol. 1, intelligence and achievement* (pp. 209-258). New York: Guilford.
- Valencia, R.R. (1991a). The plight of Chicano students: An overview of schooling conditions and outcomes. In R.R. Valencia (Ed.), *Chicano school failure and success: Research and policy agendas for the 1990s* (pp. 3-26). The Stanford Series on Education and Public Policy. London: Falmer Press.
- Valencia, R.R. (1991b). Conclusions: Towards Chicano school success. In R.R. Valencia (Ed.), *Chicano school failure and success: Research and policy agendas for the 1990s* (pp. 321-325). The Stanford Series on Education and Public Policy. London: Falmer Press.

- Valencia, R.R. (1997a). Conceptualizing the notion of deficit thinking. In R.R. Valencia (Ed.), *The evolution of deficit thinking: Educational thought and practice* (pp. 1-12). The Stanford Series on Education and Public Policy. London: Falmer Press.
- Valencia, R.R. (1997b). Genetic pathology model of deficit thinking. In R.R. Valencia (Ed.), *The evolution of deficit thinking: Educational thought and practice* (pp. 41-112). The Stanford Series on Education and Public Policy. London: Falmer Press.
- Valencia, R.R. (1997c). Latinos and education: An overview of sociodemographic characteristics and schooling conditions. In M. Yepes-Baraya (Ed.), *ETS Invitational Conference on Latino Education Issues: Conference Proceedings* (pp. 13-37). Princeton, NJ: Educational Testing Service.
- Valencia, R.R. (1999). Educational testing and Mexican American students: Problems and prospects. In J.F. Moreno (Ed.), *The elusive quest for equality: 150 years of Chicano/Chicana education* (pp. 123-139). Cambridge, MA: Harvard Educational Publishing Group. **NOTE.** Moreno's edited book was recipient of the Gustavus Myers Outstanding Book Award for 2000 (Honorable Mention).
- Valencia, R.R. (2002a). The plight of Chicano students: An overview of schooling conditions and outcomes. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (2nd ed., pp. 3-51). London: RoutledgeFalmer.
- Valencia, R.R. (2002b). The explosive growth of the Chicano/Latino population: Educational implications. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (2nd ed., pp. 52-69). London: RoutledgeFalmer.
- Valencia, R.R. (2002c). Conclusions: Towards Chicano school success. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (2nd ed., pp. 365-369). London: RoutledgeFalmer.
- Valencia, R.R. (2011). The plight of Chicano students: An overview of schooling conditions and outcomes. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (3rd ed., pp. 3-41). New York: Routledge.
- Valencia, R.R. (2011). Segregation, desegregation, and integration of Chicano students. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (3rd ed., pp. 42-75). New York: Routledge.
- Valencia, R.R., & Aburto, S. (1991a). Competency testing and Latino student access to the teaching profession: An overview of issues. In G.D. Keller, J. Deneen, & R. Magallán (Eds.), *Assessment and access: Hispanics in higher education* (pp. 167-194). Albany, NY: State University of New York Press.
- Valencia, R.R., & Aburto, S. (1991b). Research directions and practical strategies in teacher testing and assessment: Implications for improving Latino access to teaching. In G.D. Keller, J. Deneen, & R. Magallán (Eds.), *Assessment and access: Hispanics in higher education* (195-232). Albany, NY: State University of New York Press.
- Valencia, R.R., & Aburto, S. (1991c). The uses and abuses of educational testing: Chicanos as a case in point. In R.R. Valencia (Ed.), *Chicano school failure and success: Research and policy agendas for the 1990s* (pp. 203-251). The Stanford Series on Education and Public Policy. London: Falmer Press.
- Valencia, R.R., & Guadarrama, I.N. (1996). High-stakes testing and its impact on racial and ethnic minority students. In L.A. Suzuki, P.J. Meller, & J.G. Ponterotto (Eds.), *Multicultural assessment: Clinical, psychological, and educational applications* (pp. 561-610). San Francisco: Jossey-Bass.

- Valencia, R.R., & López, R. (1992). Assessment of racial and ethnic minority students: Problems and prospects. In M. Zeidner & R. Most (Eds.), *Psychological testing: An inside view* (pp. 399-439). Palo Alto, CA: Consulting Psychologists Press.
- Valencia, R.R., & Menchaca, M. (1992). Demographic overview of Latino and Mexican-origin populations in the United States: Counseling implications. In G. M. Gonzalez, I. Alvarado, & A. S. Segrera (Eds.), *Challenges of Cultural and Racial Diversity to Counseling: Mexico City Conference Proceedings* (pp. 27-35). Alexandria, VA: American Association for Counseling and Development.
- Valencia, R.R., & Menchaca, M., & Donato, R. (2002). Segregation, desegregation, and integration of Chicano students: Old and new realities. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (2nd ed., pp. 70-113). London: RoutledgeFalmer.
- Valencia, R.R., & Pearl, A. (1997). Epilogue: The future of deficit thinking in educational thought and practice. In R.R. Valencia (Ed.), *The evolution of deficit thinking: Educational thought and practice* (pp. 242-255). The Stanford Series on Education and Public Policy. London: Falmer Press.
- Valencia, R.R., & Pearl, A. (2011). Conclusion: Toward school reform. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (3rd ed., pp. 273-286). New York: Routledge.
- Valencia, R.R., & Solórzano, D.G. (1997). Contemporary deficit thinking. In R.R. Valencia (Ed.), *The evolution of deficit thinking: Educational thought and practice* (pp. 160-210). The Stanford Series on Education and Public Policy. London: Falmer Press.
- Valencia, R.R., & Solórzano, D.G. (2004). Today's deficit thinking about the education of minority students. In O. Santa Ana (Ed.), *Tongue-tied: The lives of multilingual children in public education* (pp. 124-133). Lanham, MD: Rowman & Littlefield. (Abridged from chapter, Valencia & Solórzano, 1997)
- Valencia, R.R., Valenzuela, A., Sloan, K., & Foley, D.E. (2004). At odds — Let's treat the cause, not the symptoms: Equity and accountability in Texas revisited. In L. Skrla & J.J. Scheurich (Eds.), *Educational equity and accountability: Paradigms, policies, and politics* (pp. 29-38). New York: RoutledgeFalmer. (Reprint from journal article, Valencia et al., 2000)
- Valencia, R.R., & Villarreal, B.J. (2005). Texas' second wave of high-stakes testing: Anti-social promotion legislation, grade retention, and adverse impact on minorities. In A. Valenzuela (Ed.), *Leaving children behind: How "Texas-style" accountability fails Latino youth* (pp. 113-152). Albany: State University of New York Press.
- Valencia, R.R., & Villarreal, B.J. (2011). Gifted chicano students: Underrepresentation issues and best-case practices for identification and placement. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (3rd ed., pp. 235-254). New York: Routledge.
- Valencia, R.R., Villarreal, B.J., & Salinas, M.F. (2002). Educational testing and Chicano students: Issues, consequences, and prospects for reform. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (2nd ed., pp. 253-309). London: RoutledgeFalmer.
- Donato, R., Menchaca, M., & Valencia, R.R. (1991). Segregation, desegregation, and integration of Chicano students: Problems and prospects. In R.R. Valencia (Ed.), *Chicano school failure and success: Research and policy agendas for the 1990s* (pp. 27-63). The Stanford Series on Education and Public Policy. London: Falmer Press.
- Donato, R., Menchaca, M., & Valencia, R.R. (2001). Segregation, desegregation, and integration of Chicano students: Problems and prospects. In M.M. Suárez-Orozco, C. Suárez-Orozco, & D. Qin-Hilliard (Eds.),

Interdisciplinary perspectives on the new immigration: Vol. 5. The new immigrant and American schools (pp. 141-177). New York: Routledge. (Reprint from chapter, Donato, Menchaca, & Valencia, 1991).

Henderson, R.W., & Valencia, R.R. (1985). Nondiscriminatory school psychological services: Beyond nonbiased assessment. In J.R. Bergan (Ed.), *School psychology in contemporary society* (pp. 340-377). Columbus, OH: Charles E. Merrill.

Moreno, R.P., & Valencia, R.R. (2002). Chicano families and schools: Myths, knowledge, and future directions for understanding. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (2nd ed., pp. 227-249). London: RoutledgeFalmer.

Moreno, R.P., & Valencia, R.R. (2011). Chicano families and schools: Challenges for strengthening family-school relationships. In R.R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (3rd ed., pp. 197-210). New York: Routledge.

Reyes, P., & Valencia, R.R. (1995). Educational policy and the growing Latino student population: Problems and prospects. In A.M. Padilla (Ed.), *Hispanic psychology: Critical issues in theory and research* (pp.303-325). Thousand Oaks, CA: Sage. (Reprint from journal article, Reyes & Valencia, 1993).

San Miguel, G., Jr., & Valencia, R.R. (2004). From the Treaty of Guadalupe Hidalgo to *Hopwood*: The educational plight and struggle of Mexican Americans in the Southwest. In D.J. Carter, S.M. Flores, & R.J. Reddick (Eds.), *Legacies of Brown: Multiracial equity in American education* (pp. 121-180). Cambridge, MA: Harvard Educational Review (Reprint Series no. 40).

INSTITUTE REPORT

Valencia, R.R. (1984). *School closures and policy issues* (Policy Paper No. 84-C3). Stanford University: Institute for Research on Educational Finance and Governance.

NEWSLETTER ARTICLE

Valencia, R.R. (1997). Latino demographic and educational concerns. *ETS Policy Notes*, 8 (1), 1-4, 11.

TECHNICAL AND RESEARCH REPORTS

Valencia, R.R., & Cruz, J. (1981). *Mexican American mothers' estimations of their preschool children's cognitive performance* (Contract No. 90-C-1777). Washington, DC: Administration for Children, Youth, and Families.

Henderson, R.W., Zils, J., & Valencia, R.R. (1981). *Content and progress in the development of children's scientific knowledge* (Contract No. 105-81-C-008; under subcontract from the University of Arizona). Washington, DC: Department of Health and Human Services.

BOOK REVIEWS

Valencia, R.R. (1976). [Review of *Chicanos: Social and psychological perspectives*]. *Aztlán: Chicano Journal of the Social Sciences and Arts*, 6, 123-126.

Valencia, R.R. (1980). [Review of *Language, ethnicity, and the schools: Policy alternatives for bilingual-bicultural education*]. *Journal of School Psychology*, 18, 179-180.

Valencia, R.R. (1987). [Review of *The school achievement of minority children: New perspectives*]. *American Journal of Psychology*, 100, 298-302. (Invited review)

Valencia, R.R. (1990). [Review of *Psychological testing: An introduction to tests and measurement*]. *Contemporary Psychology*, 35, 1159-1160. (Invited review)

Valencia, R.R. (1993). [Review of *Psychological testing of Hispanics*]. *Journal of Educational Measurement*, 30, 351-356. (Invited review) (Was also invited by *Contemporary Psychology* to review this book, but had to decline.)

Valencia, R.R. (1998). [Review of *Transformations: Immigration, family life, and achievement motivation among Latino adolescents*]. *Contemporary Psychology*, 43, 113-114. (Invited review)

Valencia, R.R. (2011). [Review of *White but not equal: Mexican Americans, jury discrimination, and the Supreme Court*]. *Journal of American Ethnic History*, 31, 108.

EDITORIALS

Valencia, R.R. (1989). Report on the underrepresented groups project. *Journal of Educational Psychology*, 81, 451.

Calfee, R. C., & Valencia, R.R. (1990). Educational psychology: The *Journal* and the discipline. *Journal of Educational Psychology*, 82, 613-615.

UNPUBLISHED REPORTS/PAPERS

Valencia, R.R. (1981). *The school closure issue and the Mexican American community. A follow-up investigation*. Unpublished report.

Valencia, R.R. (1983). *An examination of the skills of entry level Mexican American Head Start children*. Unpublished report.

Rankin, R.J., Valencia, R.R., & Henderson, R.W. (1980). *Replication designs in research on environmental research*. Unpublished paper.

WORK IN PROGRESS

Valencia, R.R. *Students of color and the achievement gap: Systemic challenges, systemic transformations*. (Book project; contract in hand, Routledge)

Valencia, R.R. *Deficit thinking in education: Perspectives from abroad*. (Book project)

PRESENTATIONS AT PROFESSIONAL CONFERENCES

Valencia, R.R. (1976). Invited discussant for a paper delivered by Dr. Robert Guthrie, "Psychology of Black Americans." ESAA Symposium for elementary school teachers and administrators, Santa Barbara, CA.

Valencia, R. R (1977, November). *Chicanos and school failure: Some conceptual alternatives*. Invited paper presented at International Conference on Colonial Education and Contemporary Conflict in Southern Africa: The African and African-American Perspectives, University of California, Santa Barbara.

Valencia, R.R. (1981, April). *Synthesizing a theoretical perspective on Chicano school failure: The testing mechanism*. Paper presented at the meeting of the National Association for Chicano Studies, University of California, Riverside.

Valencia, R.R., Rankin, R. J., & Henderson, R. W. (1981, June). *Continuity in intellectual performance and socio-familial factors among Mexican American children*. Paper presented at the meeting of the Pacific Division of the American Association for the Advancement of Science, University of Oregon, Eugene.

- Valencia, R.R. (1981, June). *Psychoeducational assessment and cognitive development research needs concerning Mexican American children: Implications for researchers and policymakers*. Paper presented at the Needs of the 90s: A Research Conference on Young Children and Their Families, Anaheim, CA.
- Valencia, R.R. (1984, April). *Psychometric properties of the Kaufman Assessment Battery for Children: Validity research with Mexican American children*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, R.R. (1985, March-April). *Overview of research on Chicano intellectual performance: A critical appraisal of methodological and substantive issues*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Valencia, R.R., & Rankin, R. J. (1985, March). *Examination of content bias on the K-ABC with Anglo and Mexican American children*. Paper presented at the meeting of the Western Psychological Association, San Jose, CA.
- Valencia, R.R., Rankin, R. J., & Henderson, R. W. (1986, May). *Path analysis of sociocultural and family constellation variables on intellectual performance of Anglo, Black, and Mexican American children*. Paper presented at the meeting of the Western Psychological Association, Seattle, WA.
- Valencia, R.R. (1987, August). *The Journal of Educational Psychology Underrepresented Groups Project*. In K. K. Deaux (Chair), *Ethnic minorities and women and publishing: Opening doors*. Symposium conducted at the meeting of the American Psychological Association, New York City. (Invited panelist)
- Valencia, R.R. (1988, April). *Mexican American children's cognitive performance as related to mothers' knowledge of their ability*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, R.R. (1988, April). *The editorial "quick read: "What scanning can tell us about the publishability of a manuscript*. In P. L. Peterson (Chair), *Publishing in scholarly journals in education*. Professional development and training workshop conducted at the meeting of the American Educational Research Association, New Orleans, LA. (Invited panelist)
- Valencia, R.R. (1988, May). *Chicano school failure: An analysis through many windows*. Paper presented at the 5th Forum for Research on Language and Culture, School of Education, Stanford University, Stanford, CA. (Invited panelist)
- Valencia, R.R. (1988, August). *A progress report: A one-year update of the Journal of Educational Psychology Underrepresented Groups Project*. In A.M. Cauce (Chair), *Publication experiences of Latino psychologists: A survey, report, and proposal*. Symposium conducted at the meeting of the American Psychological Association, Atlanta, GA. (Invited panelist)
- Valencia, R.R. (1989, February). *For whom does the school bell toll?* Keynote address presented at the invitational conference on Chicano School Failure and Success: Research and Public Policy Agendas for the 1990s, Stanford University, Stanford, CA. (Invited speaker)
- Valencia, R.R., & Aburto, S. (1989, February). *The uses and abuses of educational testing: Chicanos as a case in point*. Paper presented at the invitational conference on Chicano School Failure and Success: Research and Public Policy Agendas for the 1990s, Stanford University, Stanford, CA. (Invited speaker)
- Valencia, R.R. (1989, March). *A measurement perspective on differing learner contexts, cultures, and characteristics: The dilemma of examiner bias*. In S. Nelson-Barber (Chair), *What's missing in tests for teachers?: Learner contexts, cultures, and characteristics*. Symposium conducted at the meeting of the American Educational Research Association, San Francisco, CA.

- Valencia, R.R. (1989, March). *Common methodological problems in submitted manuscripts: An editor's perspectives*. In B. S. Plake (Chair), *Publishing in scholarly journals in education*. Professional development and training workshop conducted at the meeting of the American Educational Research Association, New Orleans, LA. (Invited panelist)
- Valencia, R.R., & Aburto, S. (1989, April). *Issues of access: The case of Latino teacher testing*. Paper presented at the Educational Testing Service Invitational Conference on Advances in Assessment and Their Application to Latino College Student Access, Princeton, NJ. (Invited speaker)
- Valencia, R.R. (1989, October). *Demographic and educational trends for the next 25 years: The significance for delivery of multicultural services in communication disorders*. Paper presented at Unlocking the Future: The Realities and the Possibilities in Communication Disorders, a conference in observation of The University of Texas at Austin College of Communication 25th anniversary celebration. Sponsored by the U.T. Austin Program in Communication Sciences and Disorders. (Invited panelist)
- Valencia, R.R. (1989, November). *The plight of Chicano students: An overview of schooling conditions and outcomes*. Keynote address presented at the conference on The Latino Educational Struggle, The University of Texas at Austin. Sponsored by the Texas Union Chicano Culture Committee. (Invited keynote)
- Valencia, R.R. (1989, December). *The low reading performance of Mexican American students: The issues of test bias and the opportunity to learn*. In R. Horowitz (Chair), *Critical issues in the schooling of children at-risk*. Symposium conducted at the meeting of The National Reading Conference, Austin. (Invited panelist)
- Valencia, R.R. (1990, April). *How to respond to a "revise and resubmit."* In R. C. Calfee (Chair), *Publishing in scholarly journals in education*. Professional development and training workshop conducted at the meeting of the American Educational Research Association, Boston, MA. (Invited panelist)
- Valencia, R.R., & Menchaca, M. (1990, June). *Cultural diversity and growth in the U.S. Latino population: Implications for counseling and human development*. Keynote address presented at the 2nd Annual American Association for Counseling and Development International Conference, Mexico City, Mexico. (Invited keynote)
- Valencia, R.R., & Menchaca, M. (1991, May). *The future of Mexican American people in the U.S.: A call for affirmative diversity*. Lecture presented during the Hispanic Awareness Week, University of Wisconsin at La Crosse. (Invited keynote)
- Valencia, R.R. (1991, September). *The plight of Latino students: For whom does the school bell toll?* Keynote address presented at the Hispanic Education Conference: Looking Towards the Future, University of Wisconsin at La Crosse. (Invited keynote)
- Valencia, R.R., & Donato, R. (1991, September). *Multicultural education, pluralism, and the future*. Workshop presented at the Hispanic Education Conference: Looking Towards the Future, University of Wisconsin at La Crosse.
- Valencia, R.R. (1992, March). *Mexican American issues in achieving educational equity and excellence*. Keynote address presented at the Second Annual Principals' Conference — Schools for the 21st Century: Programs and Designs for Equity and Excellence, Austin. (Invited keynote)
- Valencia, R.R. (1992, April). *Hispanics in Texas higher education: An academic perspective*. Invited faculty panelist, Education Conference on Hispanics in Higher Education ("Escala: Hacia el Futuro"), The University of Texas at Austin. Sponsored by the Texas Union Chicana/o Culture Committee.

- Valencia, R.R., & Chapa, J. (1992, April). *Implications of demographic characteristics of Hispanic education: An examination of 1990 census data*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Valencia, R.R., & Lott, T. (1992, October). *Stress in academia*. Co-facilitated discussion at the National Conference for National Research Council/Ford Foundation Minority Predoctoral, Dissertation, and Postdoctoral Fellows, Irvine, CA.
- Valencia, R.R. (March, 1994). *Texas LEP students: A growing population with growing needs*. Keynote address presented at the Tenth Annual Bilingual/ESL Spring Conference, University of North Texas. (Invited keynote)
- Valencia, R.R., & Reyes, P. (1994, April). *Predictors of academic achievement among four Latino student subgroups*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, R.R. (1995, April). *High-stakes testing and minority students: An issue of test abuse*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Valencia, R.R. & Padilla, A.M. (1995, April). *Historical and future perspectives: Select journals that contribute to our knowledge about learning and instruction*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Valencia, R.R. (1996, April). *Contemporary deficit thinking and its role in limiting equal educational opportunity for minority students*. Paper presented at an interactive symposium ("access compromised") at the meeting of the American Educational Research Association, New York City.
- Valencia, R.R. (1996, November). *Latinos and education: An overview of sociodemographic characteristics and schooling conditions*. Paper presented at the Latino Education Issues Conference, Educational Testing Service, Princeton, NJ. (Invited speaker)
- Valencia, R.R. (1997, December). *Latino students and testing issues: Perspectives on the great gatekeeper*. Commissioned paper presented at the Harvard University Civil Rights Project and the Tomás Rivera Policy Institute, Research Conference on the Latino Civil Rights Crisis, Los Angeles, CA and Washington, DC.
- Valencia, R.R. (1998, April). *Educational testing and Mexican American Students: Problems and prospects*. Commissioned paper for the Conference on 150 Years of Chicano/Chicana Education: 1848-1998. Co-sponsored by the *Harvard Educational Review* and the University of California at Irvine, Irvine, CA.
- Valencia, R.R. (2000, April). *Deconstructing deficit thinking using heterodox discourse: Research strategies from the past*. In P. Bauch (Chair), *Anti-racist scholarship, education, and social activism*. Symposium conducted at the meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, R.R. (2000, April). Discussant. In L. McNeil (Chair), *The new discrimination: Creating and re-creating racial discrimination in public schools*. Symposium conducted at the meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, R.R. (2000, July). *Legislated school reform via high-stakes testing: The case of pending anti-social promotion legislation in Texas and its likely impact on racial/ethnic minority students*. Commissioned paper for the National Academy of Sciences Committee on Educational Excellence and Testing Equity. Paper presented at the National Academy of Sciences workshop on School Completion in Standards-Based Reform, Washington, DC.
- Valencia, R.R. (2001, June). Panelist. *Educational testing in Texas*. Paper presented at the Marginalization on the Border Conference, University of Texas at El Paso.

- Valencia, R.R., & Villarreal, B.J. (2001, December). *The neglected of the neglected of the neglected: Gifted English language learners in Texas*. In *Meeting the needs of Spanish dominant children in Texas: New policy directions*. Panel conducted at the meeting of the Texas Association of Chicanos in Higher Education, Austin, TX.
- Valencia, R.R. (2002, April). *Thomas Carter's institutional analysis in understanding Chicano school failure*. In R. Donato (Chair), *Reflecting on Thomas Carter's Mexican Americans in the Schools: Research, policy, and history*. Symposium conducted at the meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, R.R. (2003, April). *Educational testing issues and students of color: A career retrospective*. Invited address by Recipient of 2001 Distinguished Career Contribution Award, American Educational Research Association, Committee for Scholars of Color in Education, Chicago, IL.
- Valencia, R.R. (2004, April). *The California Mendez v. Westminster (1946) Case: Helping pave the way for Brown v. Board of Education of Topeka (1954)*. In R.R. Valencia (Chair), *Mexican American desegregation litigative struggles: Foreshadowing Brown, benefitting from Brown*. Symposium conducted at the meeting of the American Educational Research Association, San Diego, CA.
- Valencia, R.R., & Villarreal, B.J. (2004, April). *Texas' first year of mandated testing for grade promotion: Third-grade students failing the TAKS Reading test in the 10 largest school districts*. In R.R. Valencia (Chair), *Texas' legislative efforts to halt social promotion: Negative consequences for Latino and African American students*. Symposium conducted at the meeting of the American Educational Research Association, San Diego, CA.
- Valencia R.R. (2004, November). Discussant. *Assessment Issues 1. English language learners struggling to learn: Emergent research on linguistic differences and learning disabilities*. Symposium conducted at the National Research Conference, National Center for Culturally Responsive Educational Systems, Scottsdale, AZ.
- Valencia R.R. (2004, December). *The Mexican American struggle for equal educational opportunity in Mendez v. Westminster: Helping to pave the way for Brown v. Board of Education*. Paper presented at The Politics of Latino Education Conference. Sponsored by The University of Texas at Austin and Texas A&M University, Austin, TX.
- Valencia R.R. (2005, January). *The Mexican American struggle for equal educational opportunity in Mendez v. Westminster: Helping to pave the way for Brown v. Board of Education*. Paper presented at the Siglo XXI: Latino Research into the 21st Century. The Inter-University Program for Latino Research (IUPLR) Inaugural Triennial Conference, Austin, TX.
- Valencia R.R. (2005, April). *From the classrooms to the courtrooms: The Mexican American litigative struggle for educational equality*. In R.R. Valencia (Chair), *Emerging book scholarship on Mexican American education*. Symposium conducted at the meeting of the American Educational Research Association, Montréal, Canada.
- Valencia R.R. (2005, April). Panelist. In E.M. Reid, (Chair), *Outsiders within: A diverse group of educators address overcoming barriers to successful crossing of group/institutional boundaries*. Symposium conducted at the meeting of the American Educational Research Association, Montréal, Canada.
- Valencia R.R. (2005, October). Moderator. *Engaging scholars in transition: Strategies for empowerment and partnerships*. Counseling and Education Academic Exchange Session. 2005 Conference of Ford Fellows, National Academies, Washington, DC.
- Valencia R.R. (2005, November). *The challenge of teaching multicultural education in segregated schools*. Paper presented at the Fall Diversity Symposium, *Building community, embracing diversity, and leading change*. Sponsored by the Teacher Education Committee of The University of Texas College of Education, Austin, TX.

- Valencia R.R. (2006, April). *The winds of oppression: Students of color blown away — again*. In S. Hood & M. Pollock (Chairs), *Unpacking the Hurricane: Educating the nation after Katrina: Part A: Unpacking the Hurricane in our own university classrooms: Analyzing race and class after Katrina*. Presidential Session. Symposium conducted at the meeting of the American Educational Research Association, San Francisco, CA.
- Valencia, R.R. (2007, April). *From the classrooms to the courtrooms: The Mexican American litigative struggle for educational equality*. In R.R. Valencia (Chair), *Emerging book scholarship on greater Mexico by UT Austin CMAS Faculty Affiliates*. Symposium conducted at the Siglo XXI: Economies of Class, Economies of Culture. The Inter-University Program for Latino Research (IUPLR) Second Biennial Conference, Austin, TX.
- Valencia, R.R. (2010, February). *A model for understanding Chicano school failure and success: Schooling conditions and outcomes*. Paper presented at the meeting of the Texas Association of Chicanos in Higher Education, San Antonio, TX.
- Valencia, R.R. (2011, February). *The bankruptcy of the standards-based school reform movement: The need for systemic transformations*. Paper presented at the statewide conference, Leading the nation: A Texas retrospective on educational reform, Austin, Texas.
- Valencia, R.R. (2011, April). *Do global differences in intelligence explain variation in the wealth of nations?: Debunking scientific racism via anti-deficit thinking discourse and social justice*. Keynote address at the conference, Global-local partnerships for the 21st century: A United Nations collaborative, The University of Texas at Austin.
- Valencia, R.R. (2011, April). *Unpacking the construct of deficit thinking*. In R. R. Valencia (Chair) *Revisiting and critiquing deficit thinking: Implications for equitable democratic schooling for all students and the common good*. Symposium conducted at the meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, R.R. (2011, April). *A model for understanding Chicano school failure and success*. In R.R. Valencia (Chair), *Chicano school failure and success* (3rd ed.): *Chapter contributors' reflections on school reform*. Symposium conducted at the meeting of the American Educational Research Association, New Orleans, LA.

GUEST LECTURES, COLLOQUIA, AND WORKSHOPS

- The University of Texas at Austin, College of Education Research Colloquium Series. Lectured on “Competency Testing of Prospective Hispanic Teachers: Issues and Prospects,” December 7, 1989.
- The University of Texas at Austin, course on “Mexican American Culture” (Professor Martha Menchaca, Anthropology Department, Anthropology 318L). Lectured on “The School Segregation of Chicano Students: Historical Perspectives,” March 8, 1990.
- The University of Texas at Austin, Counseling Psychology Research Seminar Series (Professor Lucia Gilbert). Lectured on “Cultural Bias in Educational Tests: Research Strategies and Findings,” April 17, 1991.
- The University of Texas at Austin, course on “Theory and Practice in Cross-Cultural Counseling” (Professor Guy Manaster, Educational Psychology 381). Co-lectured (with Professor Martha Menchaca) on “Diversity Among Mexican Americans: Implications for Counseling,” June, 1991.
- Southwest Educational Development Laboratory (SEDL), Austin. Served as panelist for “Multiculturalism in Education Research and Development,” A Seminar for the Minority Internship Program of SEDL, November 14, 1991.

- The University of Texas at Austin, course on “Multicultural Counseling” (Professor Steve Quintana, Educational Psychology 381). Lectured on “The Changing Ethnic Demography: Implications for Ethnic Relations,” March 10, 1992.
- Southwest Educational Development Laboratory (SEDL), Austin, TX. Presented interactive workshop (to staff and minority interns) on “Ethnic Minority Educational Assessment: Problems and Prospects,” March 23, 1992.
- Annual Texas Testing Conference, Austin, TX. Presented pre-conference workshop on “Educational Testing of Mexican American Students: Issues and Advances,” March 1, 1993.
- Southwest Educational Development Laboratory (SEDL), Austin, TX. Presented workshop to minority interns on “Scholarly Publishing: Strategies for Success,” August 27, 1993.
- The University of Texas at Austin, course on “Assessment in Counseling” (Professor Steve Quintana, Educational Psychology 381). Lectured on “Cultural Bias in Testing,” February 9, 1994.
- Southwest Educational Development Laboratory (SEDL), Austin, TX. Presented workshop to minority interns on “Scholarly Publishing: Strategies for Success,” July 22, 1994.
- Southwest Educational Development Laboratory (SEDL), Austin, TX. Presented workshop to minority interns on “High-Stakes Testing and its Impact on Minority Students,” July 29, 1994.
- The University of Texas at Austin, course on “Adolescent Development” (Professor Cindy Carlson, Educational Psychology 363M). Lectured on “Correlates of Minority Adolescent Academic Performance,” February 23, 1998.
- Third Annual Learning Communities Network Conference, Las Vegas, NV. “The Resegregation of America’s Schools: What’s At Stake? What Should Be Done?” Presented workshops on (a) “Chicano Educational Plight and Struggles,” and (b) “Chicano School Success: Principles and Strategies,” April 25-27, 2002.
- The University of Texas at Austin. Served as panelist for “Forum on High-Stakes Testing, Accountability, and Minority Youth,” March 25, 2003.
- The University of Texas at Austin, delivered “A Tribute to George I. Sánchez: Scholar, Legal Strategist, Civil Rights Activist, and Mentor.” In commemoration of the Center for Mexican American Studies (CMAS) 35th anniversary. The College of Education, April 26, 2006.
- The University of Texas at Austin, course on “Law, Ethics, & History of School Psychology” (Professor Cindy Carlson, Educational Psychology EDP 389H). Lectured on “Chicano Special Education Litigation,” November 4, 2009.
- The University of Texas at Austin, course on “Covering the U.S. Latino Community” (Professor Maggie Rivas-Rodriguez, Journalism J 349T). Lectured on “From El Plán de Santa Bárbara to Chicano/Chicana Studies,” November 5, 2009.
- The University of Texas at Austin, course on “Introduction to Mexican American Studies” (Professor Jose E. Limon, Mexican American Studies 390). Lectured on “Mexican American School Segregation and Desegregation: Historical and Contemporary Litigation,” November 3, 2010).
- The University of Texas at Austin, course on “Departmental Colloquium” (Professor Diane Schallert, EDP 196). Poster session on my book, *Dismantling Contemporary Deficit Thinking*, November 19, 2010.
- The University of Texas at Austin, delivered “Students of Color and the Achievement Gap: Systemic Challenges, Systemic Transformations.” Center for Mexican American Studies Faculty Research Plática, February 22, 2012.

UNIVERSITY SERVICE (UT AUSTIN)

Minority Liaison Officer, Department of Speech Communication, 1989-90, 1990-91.

Member, Minority Retention Committee, College of Communication, 1989-92.

Member, Program Development on Multi-Cultural Education, College of Education, 1989-90, 1993-94.

Faculty Resource Person, College of Communication, Senior Fellows Program Symposium ("Great Debate Series"), Fall, 1989.

Panelist, Faculty Seminar on Multiculturalism in Research and Teaching, College of Communication, August 27, 1990.

Member, Faculty Welfare Committee of the General Faculty, 1990-1992.

Member, Graduate Opportunity Fellowship Selection Committee, Graduate Studies, 1991, 1994.

Member, Mentor Program Committee, College of Communication, 1991.

Panelist, Faculty panel discussion for Office of Graduate Studies Workshop Series ("Life after the Ph.D.: Interviewing for Academic Positions"), October 23, 1991.

Member, Center for Mexican American Studies Advisory Committee, 1992-93.

Member, Interim Executive Council for Center for Mexican American Studies, 1994-95.

Member, Selection Committee for Américo Paredes Lecture Series, Center for Mexican American Studies, 1996.

Member, Faculty Recruitment Committee, Department of Educational Psychology, 1996.

Member, Executive Council, Center for Mexican American Studies, 1996 to 1999.

Member, CMAS Teaching Assistant/Research Assistant Selection Committee, 1997.

Chair, Curriculum Review Committee, Center for Mexican American Studies, 1996-1997.

Member, Curriculum Review Committee, Center for Mexican American Studies, 1997-1998.

Member, Parking and Traffic Panel of the General Faculty, 1997-2001.

Panelist, Constructing Reality After Hopwood: The Case for Equal Opportunity for Mexican Americans in Texas, sponsored by the Chicano/Hispanic Law Students' Association, The University of Texas School of Law, March 24, 1997.

Panelist, Teach-In on Affirmative Action, sponsored by Faculty for Affirmative Action, October 27, 1997.

Member, Selection Committee, Dissertation Awards, Center for Mexican American Studies, Summer, 1998.

Organizer and Panelist, Publishing in Scholarly Journals Workshop, College of Education, November 13, 1998.

Co-Organizer, Center for Mexican American Studies Retreat, December 8, 1998.

Member, Undergraduate Curriculum and Teacher Education Committee, College of Education, 1998-1999.

Compiler and Producer, Directory of College of Education Faculty Who Offer Courses and/or Conduct Research on Racial/Ethnic Minority Populations, College of Education, March, 1999.

Member, Committee on Peer Review of Teaching, Department of Educational Psychology, March, 1999.

Member, Committee on Academic Policies, Department of Educational Psychology, 2000 to -.

Member, Selection Committee, Doctoral Dissertation Award Committee, Department of Educational Psychology, 2000-2001.

Chair, University-Wide Dissertation Award Committee, Department of Educational Psychology, 2001-2002.

Chair, Fruchter Dissertation Award Committee, Department of Educational Psychology, 2001-2002.

Member, University Library Committee, 2002-2005.

Member, Executive Council, Center for Mexican American Studies, 2003 to -.

Member, Promotion and Tenure Committee, College of Education, 2003-2005, 2006-2007.

Member, Consultative Committee to Review the Chairperson of the Department of Educational Psychology, 2006.

Member, Population and Public Policy Committee of the Bridging Disciplines Program (Connexus), Provost Office, UT Austin, 2006 to – 2008.

Member, Hamilton Book Awards Selection Committee, Office of the Vice President for Research, 2006-2007.

Member, Consultative Committee for Faculty Mid-Year Raises for the Department of Educational Psychology, 2009.

Member, Consultative Committee to Dean Justiz to Select Next Chair of the Department of Educational Psychology, 2010.

Chair, Associate Professor Review Committee, Department of Educational Psychology, 2010

Member, Selection Committee, Faculty Research Leave, Center for Mexican American Studies, 2010.

Member, Nomination Committee, Interim Director, Center for Mexican American Studies, 2010.

CONSULTANT

Speaker, Participated in in-service program in cultural awareness and ethnic studies workshop. Purpose of presentation was to expose a group of elementary school teachers to some aspects of Chicano family life. Curren Elementary School District, Oxnard, California, 1974.

Course Developer (with Julian Sánchez), Course was designed to provide motivational techniques for the student who was experiencing academic difficulties. EOPS, Santa Barbara Community College, Santa Barbara, California, 1976.

Course Developer (with Marta Sánchez). Course was designed as a multicultural module of “Social Foundations of Education.” Graduate School of Education, University of California at Santa Barbara, 1976.

- Instructor and Director, Contracted as consultant for teacher training workshops. Workshops covered pre-reading skills, pre-math skills, personality and psychomotor development. La Escuela Tiburcio Vásquez Bilingual/Multicultural Preschool, Santa Barbara, California, 1976.
- Program Evaluator, Assisted in the development of an evaluation component for the Summer Institute in Bilingual Education. Washington State University at Pullman, 1978.
- Expert Witness, Certified as an expert witness on the psychological development of minority children and social foundations of education of Mexican American children. Testified in *Angeles vs. Santa Barbara School District* school closure trial. Superior Court, Santa Barbara, California, 1979.
- Cultural Advisor and Manager of Data Collection, Head Start Multiple Measures Development Project (Cognitive Domain). University of California, Santa Cruz, 1981-82.
- Expert Witness, Certified as an expert witness on the psychological and educational development of minority students. Testified in *Castro et al. vs. Phoenix Union High School District # 210 et al.* school closure injunctive relief hearing. United States District Court, District of Arizona, 1982.
- Consultant, "San Jose High School Project" (a sub-study of the Study of Stanford and the Schools, Dr. Alberto Camarillo et al., Stanford Center for Chicano Research, Stanford University, 1984.
- Expert Witness, Certified as an expert witness on school closures, particularly Hispanic school closures. Testified in *Diaz et al. vs. San Jose Unified School District et al.* segregation school trial. United States District Court, Northern District of California, 1985.
- Consultant, Served as consultant to plaintiffs in *Samantha Price et al. vs. Austin Independent School District et al.* segregation school trial. United States District Court, Western District of Texas, Austin Division, 1989.
- Consultant, Advisory Committee to the National Teacher Examination (NTE) Successor Project, Educational Testing Service, Princeton, NJ, 1990-1991.
- Consultant, West Educational Publishing, Austin, TX, 1991-1992.
- Consultant, Tomás Rivera Center, San Antonio, TX, 1992.
- Consultant, General Accounting Office, Denver, CO, 1993.
- Consultant, Advisory Committee to the Latino Channel for Learning Project, National Latino Communications Center, Los Angeles, CA, 1994-95.
- Consultant, U.S. Department of Education Hispanic Dropout Project, Wisconsin Center for Education Research, University of Wisconsin-Madison, 1995.
- Consultant, Albert Flores, attorney for plaintiffs in *Castro et al. vs. Phoenix Union High School District #210 et al.*, Phoenix, AZ, 1996.
- Expert Witness, Certified as an expert witness on minority education. Testified in *G.I. Forum et al. vs. Texas Education Agency et al.* TAAS trial, United States District Court, Western Division of Texas, San Antonio Division, 1999.
- Consultant, Invited participant in working meeting to discuss current issues in legal challenges to voluntary integration plans. U.S. Department of Justice, Civil Rights Division, Washington, DC, April, 2000.
- Consultant, Consortium on Race, Gender, and Ethnicity, University of Maryland, College Park, 2003.

Expert witness, Certified as an expert witness on school segregation. Testified in *Santamaria et al. v. Dallas Independent School District*, United States District Court, Northern District of Texas, Dallas Division, 2006.

EDITORIAL WORK

Associate Editor

Journal of Educational Psychology, 1987 – 1990

Editorial Board

Journal of Educational Psychology, 1984 – 1986; 1990 – 1995

Hispanic Journal of Behavioral Sciences, 1989 to –

Review of Educational Research, 1991 – 1994

Child Assessment News, 1991 – 1995; 1997 – 2001

Educational Psychologist, 1995 to 2004

Racial and Ethnic Minority Psychology (Sage Book Series), 1995 to –

American Educational Research Journal (Social and Institutional Analysis), 2000 – 2002, 2005 – 2007.

Journal of Latinos and Education, 2001 to –

Educational Researcher, 2003 to 2006

Association of Mexican American Educators Journal, 2011 to-

Reviewer

Review of Educational Research, 1979, 1990, 1991

Inter-American Journal of Psychology, 1983, 1985

Western Historical Quarterly, 1984

Journal of Educational Psychology, 1984

Child Development, 1988

Reading Research Quarterly, 1990

Aztlán: A Journal of Chicano Studies, 1991

American Educational Research Journal, 1991, 1993, 1994

Urban Education, 1995, 2000

School Psychology Quarterly, 1998

Human Relations (London, England), 1998

Pacific Historical Review, 2000, 2001

Language and Education (Clevedon, England), 2006

Equity & Excellence in Education, 2007

Cultural Dynamics, 2008

Journal of Educational Administration, 2012

Social Identities: Journal for the Study of Race, Nation and Culture, 2013

OTHER SERVICE TO PROFESSION

Nominee, Board of Directors, National Council on Measurement in Education. Asked in July, 1984, by NCME Nominating Committee to have name placed in nomination for Board of Directors of NCME.

Reviewer, Invited to review proposals for paper presentations (1985 Convention Committee for Division 16 of American Psychological Association), January, 1985.

Reviewer, Invited to Washington, DC in March 1985, March 1986, March 1987, and March 1988, to review postdoctoral research proposals (Postdoctoral Fellowships for Minorities Program) as member of National Research Council/Ford Foundation's Postdoctoral Evaluation Panel in Behavioral Sciences (Psychology).

Chair, National Research Council/Ford Foundation Postdoctoral Fellowships for Minorities, Evaluation Panel in Behavioral Sciences (Psychology) (reviewed postdoctoral research proposals), March, 1987, 1988.

Member, Invited to Washington, DC in April 1985 and April 1986 to serve on planning committee for the 1985 and 1986 conference of current and former fellows in the Postdoctoral Fellowships for Minorities Program.

Co-Chair, National Conference for National Research Council/Ford Foundation Minority Predoctoral, Dissertation, and Postdoctoral Fellows, Washington, DC, November, 1986.

Co-Founder, *Ford Fellows Network News*, 1986.

Advisory Board Member, Stanford Center for Chicano Research, Stanford University, 1986 to 1989.

Director, Underrepresented Groups Project, *Journal of Educational Psychology*, 1987 to 1990.

Member, Nominating Committee for Ernesto Galarza Commemorative Lecture Series, Stanford Center for Chicano Research, Stanford University, 1988, 1989.

Respondent, Teacher Assessment Project: Minority Scholars and Consortium Meetings, School of Education, Stanford University, May, 1988.

Nominee, Board of Ethnic Minority Affairs, Society for Psychological Studies of Ethnic Minority Issues, Division 45 of American Psychological Association, 1988.

Reviewer, Invited to review proposals for paper presentations (by Program Chair, Division C, Section 5 [Applied Research on Social and Motivational Factors Relating to Education] for 1992 annual meeting of the American Educational Research Association), August, 1991.

Reviewer, Invited to review proposals for paper presentations (by Program Chair, Division G [Social Context of Education] for 1992 annual meeting of the American Educational Research Association, August, 1991.

Nominee, Vice President, Division C ("Learning and Instruction"), American Educational Research Association, 1993.

Affirmative Action Officer, Division C ("Learning and Instruction"), American Educational Research Association, 1994-95.

Participant, Research Roundtable: Affirmative Action in Higher Education and K-12. The Civil Rights Project, Harvard University, Cambridge, MA, March, 2001.

Member, Social Justice Action Committee, American Educational Research Association, 2002-2005.

Member, Social Justice in Education Award Selection Committee, American Educational Research Association, 2005.

Participant, American Educational Research Association Research Workshop on Race-Conscious School Assignment, Alexandria, VA, September, 2006.

Contributor and Signer, Social Science Statement submitted to the United States Supreme Court regarding lawsuits initiated in Seattle (*Comfort*) and Louisville (*Parents Involved in Community Schools*) who desire to end voluntary race-conscious student assignment policies in their school districts (September, 2006).

Nominee, Publications and Communications Board, American Psychological Association (October, 2006).

Volunteer, provided pro bono report to help save Park Oaks Elementary School (Conejo Valley Unified School District [CA]) from being closed (November, 2009).

Reviewer, chapter for *Handbook of Research on Educational Leadership for Diversity and Equity*, American Educational Research Association, 2010.

Nominee, Editor of *American Educational Research Journal: Social and Institutional Analysis*, American Educational Research Association, 2010. (Declined)

Member, Research Advisory Panel, National Coalition on School Diversity, 2011 to -

PROFESSIONAL ORGANIZATIONS (member)

American Educational Research Association

National Association for Chicana and Chicano Studies.

Texas Association of Chicanos in Higher Education