

Edgar Díaz

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EDUCATION

- May 2022 **Ph.D.** | Language and Literacy Learning in Multilingual Settings
University of Miami, Coral Gables, FL
Dissertation title: “*Far less is known*”: A three-article dissertation exploring the perceptions and experiences of LGBTQIA+ educators in California and Florida
Committee: Dr. Matthew R. Deroo (Chair), Dr. Mary A. Avalos, Dr. Batya Elbaum, & Dr. J.B. Mayo, Jr.
- August 2015 **M.S.Ed.** | Education and Social Change
University of Miami, Coral Gables, FL
- June 2011 **B.A.** | Sociology | Minor in History
University of California, Santa Barbara, Santa Barbara, CA

RESEARCH EXPERIENCE

Articles in Peer-Reviewed Journals (*denotes student co-author)

(1st author: N=2)

8. Suárez, M. I., Strunk, K. K., Furr, K. N., Tuxbury, K. L., Justus-Smith, C., Nicolai, K. D., Racelis, T. L., Frierson, M., **Díaz, E.**, Boateng, O. A., & Grigg, J. P. (2025). QuantCrit at the intersections: A systematic review of gender and sexuality in QuantCrit research. *Current Opinion in Behavioral Sciences*. <https://doi.org/10.1016/j.cobeha.2025.101549>
7. Butler, T.* & **Díaz, E.**, (2025). Bridging theory and practice: Applying systemic functional linguistics to U.S. history textbooks. *Iowa Journal of the Social Studies*, 33(1), 4-25. <https://iowasocialstudies.org/https://iowajournalforthesocialstudies.weebly.com>
6. Wadhwa K.* & **Díaz, E.** (2023). Rift in representation: A linguistic analysis of STEM identity in a 9th grade world history textbook. *Social Studies Journal*, 43(1), 17-33. <https://pcsonline.org/wp-content/uploads/2023/03/SSJ-Winter-2023-Full-Issue.pdf>
5. de Oliveira, L., Smith, S. L., Axelrod, D., **Díaz, E.**, & Vicentini, C. (2021). Supporting academic language development for multilingual learners across content areas through the identification of textual features. *Journal of Narrative and Language Studies*, 9(17), 227-242. <https://nalans.com/index.php/nalans/article/view/431>
4. Deroo, M. R. & **Díaz, E.** (2021). “They enjoyed little political power:” Representations of immigrant experience in an 11th-grade U.S. history textbook. *Linguistics and Education*, 63(August 2021), 1-10. <https://doi.org/10.1016/j.linged.2021.100952>

3. **Díaz, E.** (2021). Constructing cohesive meaning: A textual analysis of diseases in an 11th-grade U.S. history textbook. *International Journal on Social and Education Sciences (IJonSES)*, 3(2), 197-215. <https://doi.org/10.46328/ijonSES.84>

2. Cavendish, W., Barrenechea, I., Young, A. F., **Díaz, E.**, & Avalos, M. A. (2020). Urban teachers' perspectives of strengths and needs: The promise of teacher responsive professional development. *The Urban Review*, 53(2021). 318-333. <https://doi.org/10.1007/s11256-020-00569-9>

1. **Díaz, E.**, & Deroo, M. R. (2020). Latinxs in contention: A systemic functional linguistic analysis of 11th-grade U.S. history textbooks. *Theory & Research in Social Education*, 48(3), 375-402. <https://doi.org/10.1080/00933104.2020.1731637>

Book Chapters (*denotes student co-author)

(1st author: N=1)

3. **Díaz, E.** (2025). In the Heights (2025). In J. Tirado & T. Monreal (Eds.), *Hollywood or history?: An inquiry-based strategy for teaching Latinx history*. Emerald.

2. Braden, S., Hansen, T., **Díaz, E.**, Tofel-Grehl, C. & Ozbekbayeva, G.* (accepted – under review). Integrating CDFs into asset-based engineering education: Challenges and successes from a collaborative project. In, Gerns, P., Mortimore, L. & Breeze, R. (Eds.), *Integrating Language and Content in CLIL Science and Technology*. De Gruyter series on Trends in Applied Linguistics.

1. de Oliveira, L. C., Axelrod, D., **Díaz, E.**, Smith, S. L., & Vicentini, C. (in press). Virtual collaborations to disseminate and publish research results. In C. Coombe & L. Hiasat (Eds.), *Getting English language teachers research ready*. E-book available online. Springer.

Funded Grants (Total funding approximately: \$7.9 million)

(PI total: \$1,500, Co-PI total: \$1,786,397, Graduate Personnel total: \$6,148,903)

3. **Exploring Writing and Teacher Beliefs in Social Studies Classrooms** | Principal Investigator: Edgar Diaz | Budget: \$1,500 | This project consists of investigating the state of writing in social studies classrooms and exploring how teachers' identities and experiences influence their pedagogy and instructional decisions | Funded by the Center for Intersectional Gender Studies and Research, Utah State University | 2024 – 2025

2. **Ingenieros Ingeniosos (Ingenious Engineers): Connecting Latinx Youths' Workplace Practices with Engineering through Out-of-School Time Programs** | NSF Grant #2115472 | Co-Principal Investigator | Budget: \$1,786,397 | 2021 – 2025 (terminated)

1. **Supporting Educators' Academic Literacies and Enhanced Discourse (SEALED)** | Principal Investigator: Dr. Mary A. Avalos | SEED Grant #U423A170078 | Graduate Research Assistant | Budget: \$6,148,903 | The purpose is to increase the number of diverse and highly qualified teachers, increase teachers' use of data-driven instructional decision-making, and

Peer-Reviewed Conference Presentations (*denotes student co-author)

(1st author: N=8)

17. Braden, S., Hansen, T., Tofel-Grehl, C., **Díaz, E.**, Ozbekbayeva, G. (2025, June 30 – July). Ingenious engineers: Developing students' language & engineering literacies (workshop for teachers). *Working CLIL 4th International Colloquium*, Castelo Branco, Portugal.
16. Braden, S., Hansen, T., Tofel-Grehl, C., **Díaz, E.**, Ozbekbayeva, G. (2025, June 30 – July). Developing multimodal literacy and plurilingualism in engineering: A case study. Working CLIL 4th International Colloquium, Castelo Branco, Portugal.
15. **Díaz, E.**, & Wadhwa, K. (2025, April 23 – 27). An examination of language, agency, and the portrayal of slavery in U.S. history textbooks. *American Educational Research Association (AERA)*, Denver, CO, United States.
14. Pearson, A. *, & **Díaz, E.** (2025, April 23 – 27). Practice what you preach: The positionality of mentor teachers. *Graduate Student Research-in-Progress Roundtable Series at American Educational Research Association (AERA)*, Denver, CO, United States.
13. **Díaz, E.** (2024, July 1 – 5). “Unfit For Teaching”: A systemic functional linguistics examination of anti-LGBTQIA+ legislative texts in education. *49th International Systemic Functional Congress (ISFC49)*, Sydney, Australia.
12. **Díaz, E.** (2024, April). A case study of the perceptions and realities of a Black gay male elementary teacher. *American Educational Research Association (AERA)*. Philadelphia, PA.
11. **Díaz, E.**, & Avalos, M. A. (2022, April 22 – 25). “They don't really ask us what students want”: Writing challenges of 12th-grade bilingual students. *American Educational Research Association (AERA)*, San Diego, CA, United States.
10. **Díaz, E.** (2022, April). “People associate it [pedophilia] with homosexuality”: A survey about the experiences of LGBTQIA+ teachers from California and Florida. *Graduate & Postdoctoral Research Symposium*, University of Miami, Coral Gables, FL.
9. Wadhwa, K., & **Díaz, E.** (2021, April). Rifts in representation: A linguistic analysis of STEM identity in a 9th-grade world history textbook. *American Educational Research Association (AERA)*. Virtual Meeting.
8. **Díaz, E.** (2020, November 30 – December 4). Packaging of diseases in history: A textual analysis of an 11th-grade U.S. history textbook. *College & University Faculty Assembly (CUFA) of the National Council for the Social Studies 2020 Annual Conference*, Washington, D.C., United States. (Virtual Conference).

7. **Díaz, E.** (2020, October 8 – 10). Dipping in and out: Experiences of Latino and Black LGBTQ+ teachers. *The National Association for Multicultural Education (NAME) Conference*, Montgomery, AL, United States. (Virtual Conference).
6. Deroo, M. R. & **Díaz, E.** (2020, April 13 – 22). Representations of immigrant experience in a U.S. history textbook using a systemic functional linguistics lens [Conference session]. *American Educational Research Association (AERA)*, San Francisco, CA, United States.
<https://www.aera20.net/presenter-and-participant-information.html> (Conference canceled)
5. Avalos, M. A., de Oliveira, L. C., & **Díaz, E.**, & Blair, A. (2020, March 31 – April 3). Teaching content through language: Secondary English learners' academic literacy instruction [Conference session]. *TESOL Conference*, Austin, TX, United States.
<https://www.tesol.org/convention-2020/schedule-at-a-glance> (Conference canceled)
4. Avalos, M. A., Blair, A., Wadhwa, K., & **Díaz, E.** (2019, December 4 – 7). Supporting in-service teachers' sense-making and implementation of academic literacies by design: Lessons from a research-practice partnership. *69th Literacy Research Association Annual Conference*, Tampa, FL.
3. **Díaz, E.**, & Deroo, M. R., (2019, November 20 – 21). Latinxs in Contention: A systemic functional linguistic analysis of 11th-grade U.S. history textbooks. *College & University Faculty Assembly (CUFA of the National Council for the Social Studies 2019 Annual Conference)*, Austin, TX.
2. Jones, L., Smith, S. L., & **Díaz, E.** (2019, March 12 – 15). Teaching vocabulary and grammar through mentor texts in diverse contexts. *TESOL 2019 International Convention & English Language Expo*, Atlanta, GA.
1. Cavendish, W., Young, A. F., Barrenechea, I., **Díaz, E.**, & Avalos, M. A. (2019, February 9 – 11). Perspectives of strengths and needs of urban teachers. *Eastern Educational Research Association (EERA)*, Myrtle Beach, SC.

Poster Conference Presentations

(1st author: N=2)

2. **Díaz, E.**, Groves, A. F., & Barrenechea, I. (2019, March 7). Perspectives of strengths and needs of urban teachers. *Graduate & Postdoctoral Research Symposium*, University of Miami, Coral Gables, FL.
1. **Díaz, E.**, Groves, A. F., & Barrenechea, I. (2018, April). Supporting educators' academic literacies and enhanced discourse. *School of Education and Human Development Research Showcase*, University of Miami, Coral Gables, FL.

Invited Talks

2. **Díaz, E.** (2024, February 5). Intentionality and publishing. Invited talk presented at Dr. Matthew Deroo's course, *TAL 734: Theory and Research in Reading*, University of Miami, Coral Gables, FL.

1. **Díaz, E.** (2020, April 13). Latinxs in contention: A systemic functional linguistic analysis of 11th-grade U.S. history textbooks. Invited talk presented at Dr. Beth Harry's course, *TAL 703: Issues in Multicultural Education*, University of Miami, Coral Gables, FL.

Press

3. Schwartz, S. (2023). Latino history is U.S. history. High school textbooks neglect it. *Education Week*. <https://www.edweek.org/teaching-learning/latino-history-is-u-s-history-high-school-textbooks-neglect-it/2023/05>

2. Krutka, D., & Milton M. K. (2021). Episode 166: Latinxs in U.S. history with Edgar Díaz and Matthew Deroo. [Audio podcast]. *Visions of Education*. <https://visionsofed.com/2021/06/08/episode-166-latinxs-in-u-s-history-with-edgar-diaz-and-matthew-deroo/>

1. Malone, M.R. (2020). *Research shows verbal bias against Latinxs*. NEWS@TheU. <https://news.miami.edu/stories/2020/03/research-shows-verbal-bias-against-latinxs.html>

TEACHING EXPERIENCE

Utah State University | School of Teacher Education and Leadership | 2023-Present

Undergraduate

SCED 3500:

Teaching Social Studies

This methods course focuses on social studies curriculum and instruction for pre-service secondary teachers with teaching majors or minors in history or any of the social sciences.

Instructor of Record

Fall 2023 (IDEA Summary Score: 65) | Spring 2024 (IDEA Summary Score: 62) | Fall 2024 (IDEA Summary Score: 65) | Spring 2024 (IDEA Summary Score: 58)

SCED 3300/4300:

Clinical Experience

This course includes a 45-hour minimum clinical practicum in a secondary school, arranged by instructors and the Office of Field Experience in Teacher Education and Leadership (TEAL).

Instructor of Record (IDEA not collected in this class)

Fall 2023 | Spring 2024 | Fall 2024

SCED 3550:

Teaching Social Studies in the Middle Grades

This course explores the foundation for teaching social studies at the middle grades level (6-8) through an emphasis on curriculum and pedagogy.

Instructor of Record

Spring 2025 (IDEA Summary Score: 65)

Graduate

TEAL 7810: The purpose of this course is to advance students' understanding of historical and contemporary theoretical underpinnings of the field of cultural studies.
Advanced Review of Cultural Studies Research
Instructor of Record
Summer 2024 (Response count below reporting threshold)

University of Miami | Department of Teaching and Learning | 2017 – 2020

Undergraduate

TAL 480: Seminar on Teaching This methods course focuses on social studies curriculum and instruction for pre-service secondary teachers with teaching majors or minors in history or any of the social sciences.
Co-Instructor
Spring 2020 | Fall 2020

TAL 470: Student Teaching in the Elementary School A comprehensive semester-long program in observation and supervised teaching in a K-12 classroom setting. The student spends the equivalent of a full-time teacher in a school, participating in all activities of the teacher under the guidance of school and university personnel.
University Supervisor
Fall 2019 | Spring 2020 | Fall 2020

TAL 544: Instruction and Assessment in Secondary Social Studies Analysis of methods, materials, and content appropriate for teaching the social sciences in the secondary school.
Instructor of Record
Fall 2017

Graduate

TAL 677: Applied Research in Education This graduate course introduces research in education, specifically different study designs and methods, to understand the strengths of each approach and become a critical consumer of research. Also emphasized is how educators can apply research methods to gauge student learning and drive instructional decision-making in classrooms.
Research Support Faculty
Summer A 2020 | Summer B 2020

TAL 700: Professional Seminar The TAL Pro-seminar consists of a series of interactive sessions at which faculty, doctoral students, and guest speakers have the opportunity to discuss current topics in education research. Its purpose is to enhance the culture of scholarship and collegiality within the Department and to provide informal guidance to doctoral students on research and career directions in education.
Co-Instructor
Spring 2019

TAL 634: Theories and methods of teaching reading to children and adolescents, including exceptional and linguistically diverse children in the regular classroom. This course emphasizes applying research-based practices in reading instruction to disciplinary (e.g., STEM, Social Studies, and/or English/Language Arts) classroom settings.
Teaching Assistant
Spring 2019

Online Learning

Department of Coral Gables, FL
Teaching and *Online Learning Module Developer*
Learning July 2020 – August 2020

University of California, Santa Barbara | College of Letters and Science | Winter 2009

Undergraduate

INT 20: Through reading, videos, and writing, students in this course are introduced to disciplines and activities at the core of the research university. Students learn about the form and function of the research university, understand how natural science, social science, humanities and fine arts, and interdisciplinary programs are situated, and develop a plan for engaging in undergraduate research as part of their UCSB experiences.
Co-Instructor
Winter 2009

Primary and Secondary Education | 2013 – 2023

August 2022 – *7th-Grade Humanities Teacher* | Gabriella Charter School | Los Angeles, CA
July 2023

December 2020 – *11th/12th-Grade AP Geography/AP U.S. Government & Politics/AP Comparative Government & Politics Faculty* | Gulliver Preparatory: Upper School Campus | Pinecrest, FL
September 2021

January 2018 – *10th-Grade English Language Arts Interventionist* | Miami Edison Senior High School | Miami, FL
March 2018

July 2015 – *6th-Grade Social Studies /8th-Grade Science Teacher* | KIPP Philosophers Academy | Los Angeles, CA
June 2017

August 2013 – *9th-Grade World History/Reading Teacher* | Miami Edison Senior High School | Miami, FL
June 2015

July 2013 – *Corps Member* | Teach For America | Miami, FL
June 2015

July 2014 – *10th-Grade Reading Teacher* | Gear Up | Miami, FL

August 2014

September 2012 – 4th – 6th-Grade Afterschool Program Leader | THINK Together |
June 2013 Baldwin Park, CA

Non-Profit | 2010 – 2013

November 2012 – Children’s Program Coordinator | Friends Outside | Corona, CA
May 2013

October 2010 – Mentor Program Advocate | Council on Alcoholism and Drug Abuse |
July 2012 Santa Barbara, CA

School Leadership Experience

August 2022 – Social Studies Lead | Gabriella Charter School | Los Angeles, CA
July 2023

August 2014 – 10th-Grade Team Leader | Miami Edison Senior High School | Miami,
June 2015 FL

August 2014 – Gay-Straight Alliance (GSA) Founder/Advisor | Miami Edison Senior
June 2015 High School | Miami, FL

September 2009 – Students Teaching Alcohol & other drug Responsibility (S.T.A.R.)
December 2010 External Chair | UCSB Health & Wellness | Santa Barbara, CA

SERVICE

Service to the Field

December 2024 – Article Reviewer | Theory & Research in Social Education (TRSE)
Present

August 2024 Conference Peer Reviewer | American Educational Research
Association (AERA)

June 2024 – Present Conference Peer Reviewer | College & University Faculty Assembly
(CUFA) of the National Council for the Social Studies

November 2019 – Program Chair | Scholars of Color | College & University Faculty
December 2020 Assembly (CUFA)

August 2018 – GAFAC Chair | Graduate Activity Fee Allocation Committee (GAFAC)
December 2018 | University of Miami

Service to the Department, College, and University

August 2023 – Committee Member | Cultural Studies | School of Teacher Education and
Present Leadership | Utah State University

September 2023 – Present *Committee Member* | Doctor of Education (EdD) | School of Teacher Education and Leadership | Utah State University

Student Advisement and Mentorship

January 2025 – Present Kason Kendall | Dissertation Committee Member | Utah State University | Logan, UT

August 2024 – Present Anda Pearson | Graduate Research Advisor | Utah State University | Logan, UT

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Active

2018 – Present	American Educational Research Association (AERA) Division K Queer Studies SIG Social Studies Research SIG
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Inactive

2019 – 2022	College & University Faculty Assembly (CUFA) of the National Council for the Social Studies
2023 – 2025	Literacy Research Association (LRA)

CERTIFICATIONS

Active

May 2025 Teaching Documentation Workshop
Office of the Provost & Executive Vice President
Utah State University, Logan, UT

January 1, 2022 – February 1, 2027 Single Subject Teaching Credential in Social Studies Pre-K-12 Grade
California Commission on Teacher Credentialing

July 1, 2020 – June 30, 2025
(Renewal under review)

Summer 2018 Clinical Teacher Training
Department of Teaching and Learning
University of Miami, Coral Gables, FL

Inactive

January 1, 2022 – February 1, 2024 Crosscultural, Language and Academic Development (CLAD) Permit
California Commission on Teacher Credentialing

August 15, 2022 – September 1, 2024 General Education Limited Assignment Multiple Subject Teaching Permit

California Commission on Teacher Credentialing

June 2017 – June 2020 Classroom Assessment Scoring System-Secondary
Teachstone
University of Miami, Coral Gables, FL

AWARDS AND HONORS

2022 Award of Academic Merit | University of Miami | Coral Gables, FL

2015 – 2016 Nominated for Teacher of the Year | KIPP SoCal Public Schools | Los Angeles, CA

2015 Award of Academic Merit | University of Miami | Coral Gables, FL

2014 – 2015 Nominated for Rookie Teacher of the Year | Miami-Dade Public Schools | Miami, FL

2012 Mentor of the Summer | Fighting Back Mentor Program | Santa Barbara, CA

2010 – 2011 University Service Award | University of California, Santa Barbara | Santa Barbara, CA