

# Zaynab A. Gates

9500 Gilman Drive #0070  
La Jolla, CA 92093, USA  
zgates@ucsd.edu  
www.zaynabgates.com

## RESEARCH AND TEACHING INTERESTS

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Teacher education; intercultural bilingual education; Indigenous education; literacy; classroom dialogue; educational policy; social development; design-based research.

## EDUCATION

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- 2017-       **PhD, Education**, Transforming Education for a Diverse Society, University of California San Diego, CA, USA
- 2013       **MA, Social Sciences, Sociology**, FLACSO University, Quito, Ecuador
- 2000       **BA, Education**, Learning Disabilities Studies, Educares University, Santiago, Chile

## PUBLICATIONS

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### PEER REVIEWED ARTICLES

**Gates, Z.**, (2020). The price we pay. *InterActions: UCLA Journal of Education and Information Studies*, 16(2).

**Gates, Z.**, Román, D. & del Rosal, K. (2016). Intercultural bilingual educational policies for transnational Indigenous communities: School experiences of the Wichí-Weenhayek people on the Argentinean-Bolivian border. *Bilingual Research Journal*, 39(3-4), 213-230.

### NON-PEER REVIEWED

**Gates, Z.** (2021). *Centralidad del rol docentes y estrategias de selección y acompañamiento. Estudio de Caso de UNICEF Iniciativa Educativa del Triángulo Norte* [Centrality of teachers' role and selection and accompaniment strategies. Study case UNICEF North Triangle Educational Initiative]. Instructural/UNICEF.

Hopkins, M., & **Gates, Z.** (2019). *Findings from a Survey of State Science Leaders: Year 2*. Boulder, CO: National Center for Research in Policy and Practice.

**Gates, Z.** (2015). La situación de los maestros wichí en Formosa y Salta. In C. Hetch and M. Schmidt (eds.). *Maestros de la Educación Intercultural Bilingüe. Regulaciones, experiencias y desafíos* (pp. 201-222) [Situation of Wichí teachers in Formosa and Salta. In C. Hetch and M. Schmidt (Edits). *Teachers in Bilingual Cultural Education. Regulations, experiences, and challenges*]. Novedades Educativas.

Herdoíza, M. (author); **Gates, Z. (Ed.)**. (2015). *Construyendo Igualdad en la Educación Superior. Fundamentación y lineamientos para transversalizar los ejes de igualdad y ambiente* [Building Equality in Higher Education. Framework and orientations to mainstream equality and environment]. UNESCO/SENESCYT.

**Gates, Z.** (2012). Experiencias de implementación de la Educación Intercultural Bilingüe para el pueblo Wichí-Weenhayek a ambos lados de la frontera argentino-boliviana [Experiences in implementing Intercultural Bilingual Education for the Wichí-Weenhayek people at both sides of the Argentinian-Bolivian border], *Young Educational Researchers Conference*. FLACSO.

Bazán, D. & **Gates, Z.** (2002). *Manual para la evaluación psicopedagógica* [Handbook of psychopedagogic evaluation]. Instituto Profesional Los Leones.

#### PRACTITIONER PUBLICATIONS

**Gates, Z.** & Perez, M. (2011). *30 Ideas para planificar una clase de Lengua y Literatura I. Bloques instrumentales* [30 ideas to plan a Language Arts class. Nonfiction texts]. Santillana.

**Gates, Z.** & Perez, M. (2011). *30 Ideas para planificar una clase de Lengua y Literatura I. Bloques literarios* [30 ideas to plan a Language Arts class. Literary texts]. Santillana.

**Gates, Z.** (2010). *Enfoque del área de Lengua y Literatura. Fascículo del curso ¿Cómo trabajar el área de Lengua y Literatura en el aula?* [Approaches to Language and Literature teaching]. Santillana.

Carriazo, M., **Gates, Z.** & Villarán, V. (2005). *Diagnóstico de Necesidades de Formación Docente. Fascículo de formación de capacitadores* [Diagnosis of Teachers' Training Needs. Teacher trainer module]. CECM.

Carriazo, M., **Gates, Z.** & Villarán, V. (2005). *Investigación en el aula. Fascículo de formación docente* [Research on classroom settings. Teacher trainer module]. CECM.

#### TEXTBOOKS

**Gates, Z.** (2017). *Talleres de lectura 5* [Reading workshop 5]. Santillana.

Mena, S. & **Gates, Z.** (2016). *Lenguaje y Literatura 2. Guía docente*. [Language Arts and Literature 2. Teachers guide]. Ministerio de Educación/Universidad Andina Simón Bolívar.

Carriazo, M. & **Gates, Z.** (2010). *Lenguaje y Literatura 8* [Language Arts and Literature 8]. Ministerio de Educación/Universidad Andina Simón Bolívar.

Mena, S. & **Gates, Z.** (2010). *Lenguaje y Literatura 5 (Libro de trabajo)* [Language Arts and Literature 5. Workbook]. Ministerio de Educación/Universidad Andina Simón Bolívar.

Member of team of authors: *Desafíos 10* (Texto del estudiante); *Desafíos 10* (Guía Docente); *Desafíos 9* (Guía Docente); *Senderos 9*; *Senderos 8*; *Bachillerato 1*. All from 2010 by Santillana, Ecuador.

## AWARDS & GRANTS

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- 2022 National Academy of Education/Spencer Foundation Fellow 2022-2023  
Wenner-Gren Foundation Dissertation Fieldwork Grantee  
Summer Seminar on Community Agency, Center for Resilient Communities, West Virginia University  
Doctoral Consortium Workshop, International Conference of Learning Sciences  
Congress Grant, Latin American Studies Association (LASA)  
International Institute Graduate Research and Travel Award Fellowship, University of California, San Diego (UCSD) - *declined*
- 2021 Educating Teacher Educators (ETE) Fellowship, California Teacher Education Research and Improvement Network (CTERIN), University of California  
Research Fellowship for the Collective Responses to Social Injustice Project, Institute for Studies in Global Prosperity (ISGP)
- 2020 Education Studies Summer Dean's Scholars Grant, UCSD
- 2019 Rodolfo Stavenhagen Recognition to best postgraduate presentation at the IV International Congress on Intercultural Teacher Preparation and Education in Latin America, Mexico  
Summer Graduate Student Association Travel Grant, UCSD  
Education Studies Summer Dean's Scholars Grant, UCSD  
Pre-dissertation fieldwork grant, Friends of the International at UCSD (second year)
- 2018 Education Studies Doctoral Student American Educational Research Association (AERA) Conference Spring Travel Grant, UCSD  
Education Studies Summer Research Fellowship, UCSD  
Pre-dissertation fieldwork grant, Friends of the International at UCSD

- Tinker Summer Research Grant for preliminary fieldwork in Latin America, Center for Iberian and Latin American Studies (CILAS), UCSD
- 2013 Congress Travel Grant, Latin American Studies Association (LASA)
- 2012 Grant for field studies award, XIX Call for proposals, FLACSO-Ecuador
- 2010-2012 Sociology program scholarship, FLACSO-Ecuador

## RESEARCH EXPERIENCE

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- 2021-2022 California Reading and Literature Project (CRLP): Monitoring of Teacher PD Implementation Tools. Graduate Research Assistant.
- 2018-2021 Class Insight: Insight on Teacher Learning by Scaffolding Noticing & Reflection. McDonnell Foundation. PI Sherice Clarke & Amy Ogan. Graduate Research Assistant.
- 2018-2019 Nueva Vista Project: Research-practice collaborative between Vista Unified School District (VUSD) and UCSD International Center for Educational Research and Practice (ICERP). PI Timothy Brown, Shana Cohen, Amanda Datnow, Matt Doyle, Terry Jerningan, Alison Wishard Guerra. Graduate Research Assistant.

## FUNDED RESEARCH

Gluckman, M., Miguel, J., **Gates, Z.**, & Olvera Cádiz, P. (2020-2021). ICE ‘Dumping’ – Documentation and Analysis of Immigration Enforcement Policies of Asylum Seekers in the Border. Chancellor’s Interdisciplinary Collaboratories Program. \$60K. Researcher.

**Gates, Z.** (2015). Project: Assessment of Scientific Research and Knowledge Production within the Ecuadorian Higher Education System. Accreditation and Quality Assurance in Higher Education National Council (CEAACES), Ecuador. \$10K. PI.

Bazan, D. & **Gates, Z.** (2002). Project: Research for a Handbook on Learning Disabilities Assessment. Research and Teacher Advisory Department, Los Leones Professional Institute, Chile. \$6K.

## CONFERENCE PRESENTATIONS

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### PEER REVIEWED

**Gates, Z.** (2023, January). Elements of an evolving framework for Indigenous Teacher Education Programs. *36<sup>th</sup> International Conference for School Effectiveness and Improvement (ICSEI)*, Viña del Mar, Chile (accepted).

- Gates, Z.** (2022, June). Writing Our Futures: Cultivating Biliteracy Practices with and by Preservice Indigenous Teachers. Doctoral Consortium. *International Conference of the Learning Sciences 2022 (ICLS)*, [online], Japan.
- S., Sushil., Dennis, K., Clarke, S., **Gates, Z.**, Tripathi, T., Gomoll, A., Leung, V., Lee, U-S., Lee, B. (2022, June). Decomposing Practice: Developing Reliable Analyses of Complex Classroom Discussion Data. *International Conference of the Learning Sciences 2022 (ICLS)*, [online], Japan.
- Tripathi, T., Lee, U-S., Lee, B., S., Sushil., **Gates, Z.**, Dennis, K., Clarke, S., Gomoll, A. (2022, June). Designing to Support Teacher Reflection on Science Classroom Discourse: Insights from Implementation. *International Conference of the Learning Sciences 2022 (ICLS)*, [online], Japan.
- Gates, Z.** (2022, May). Walking together: configurations of Indigenous teachers' agency in teacher education programs. *2022 Latin American Studies Association Conference* [online].
- Gates, Z.**, Clarke, S., Dennis, K., Lee, B., Lee, U., Tripathi, T., S., Sushil. (2022, April). An exploration of a science teacher' epistemological framing and its relationship to their facilitation moves. *2022 Annual Meeting of the American Educational Research Association*, San Diego, CA, USA.
- Clarke, S., Lee, U-S., Gomoll, A., Dennis, K., S., Sushil. **Gates, Z.**, Tripathi, T., (2022, April). Theorizing Ethics as Methodology in Equity-Centered Research-Practice Partnerships. AERA Presidential Session. *2022 Annual Meeting of the American Educational Research Association*, San Diego, CA, USA.
- S., Sushil., Clarke, S., Dennis, K., Lee, U-S., **Gates, Z.**, Lee, B. (2022, April). Prefiguring the Future in Science Classroom Discussions. Poster. *2022 Annual Meeting of the American Educational Research Association*, San Diego, CA, USA.
- Venkatraman,S., Mitra, P., Gomoll, A., **Gates, Z.**, Sushil S, Tripathi, T., Clarke, S. N., & Ogan, A. (2021, August). ClassInSight: Automating Analysis of Classroom Discussions to Support Teacher Noticing and Reflection on Dialogic Pedagogy. *2021 Biennial Conference European Association for Research on Learning and Instruction*, [online], Sweden.
- Crawford, J., **Gates, Z.**, & Matschiner, A. (2021, July). Reflections on advancing racial justice through education. *2021 Association of Bahá'í Studies North America 45<sup>th</sup> Conference: Contributing to the Discourses of Our Time*, [online], Canada/USA.
- S., Sushil, **Gates, Z.**, Gomoll, A., Dennis, K., Tripathi, T., Clarke, S.N. (2021, March). Science Teaching as Nurturing Students' Professional Vision: Examining Tensions and Implications for Equity. *2021 Annual Meeting of the American Educational Research Association*, [online], USA.

- Gates, Z.** & O’Neal, M. (2020, August). Non-Violent Social Change and Constructive Agency. Summer Reading Group. *2020 Association of Bahá’i Studies North America 44<sup>th</sup> Conference: Beyond Critique to Constructive Engagement*, [online], Canada/USA.
- Clarke, S., **Gates, Z.**, Foster, M. & S. Sushil. (2020, June). Mapping the Design Space for Teacher Learning through Reflection. *International Conference of the Learning Sciences 2020 (ICLS)*, [online], USA.
- Gates, Z.** (2020, March). A literature review of Indigenous Teacher preparation programs: capability development for individual and collective action. *64th Annual Meeting of the Comparative and International Education Society (CIES)*, [online], USA.
- Gates, Z.** (2019, August). EIB del pueblo wichí-weenhayek [Intercultural Bilingual Education of the wichí-weenhayek people]. *IV Congreso Internacional de Formación en Educación y Docencia Intercultural en América Latina*, FES Aragón-UNAM, México. (Poster presentation).
- Gates, Z.** (2019, May). Access to Postsecondary Education in Ecuador (2006-2018). How different dimensions of equity cancel each other. *Latin American Studies Association LASA Conference*, Boston, MA, USA.
- Chacón, M., **Gates, Z.**, Patiño, I. & Pinto, S. (2019, April). Mentoring for educational transformation in Galapagos Islands: a metacognition centered approach for in-service teacher development. *63rd Annual Meeting of the Comparative and International Education Society (CIES)*, San Francisco, CA, USA.
- Clarke, S. & **Gates, Z.** (2018, October). Teacher Frameworks in Dialogic Science Discussion. SIG 26. *Argumentation, Dialogue, and Reasoning Conference*, The Hebrew University of Jerusalem, Israel. (Poster presentation).
- Daly, I., **Gates, Z.**, Gluckman, M. & Miguel, J. (2018, June). Teachers’ empowerment through reflection and mentoring. Session on: Teacher experiences, empowerment, and support systems in rural Honduras. *Action Research Network of the Americas (ARNA) Conference*, San Diego, CA, USA.
- Gates, Z.** (2013, April). “La EIB es una máscara”: implementación de la Educación Intercultural Bilingüe para el pueblo Wichí-Weenhayek a ambos lados de la frontera argentino-boliviana [“IBE is a mask”: implementation of the Intercultural Bilingual Education for the Wichí-Weenhayek people in the Argentine-Bolivian border]. *Latin American Studies Association LASA Conference*, Washington DC, USA.

## INVITED ADDRESSES

- Gates, Z.** (2009, June). Keynote Speaker. Experiencia del CECM de la Universidad Nur en la Alfabetización Inicial [Nur University's Center for Excellence on Teacher Training Experience on Early Literacy]. *VII International Conference on Reading and Writing, Nur University, Santa Cruz, Bolivia.*
- Gates, Z.** (2008, August). Keynote Speaker. Desafíos y dilemas de la alfabetización inicial [Challenges and dilemmas of early literacy Spanish]. *International Conference on Reading and Writing, Cayetano Heredia Peruvian University, Lima, Peru.*
- Gates, Z.** (2006, July). Propuestas didácticas para la alfabetización inicial [Proposal of classroom strategies for early literacy]. *V International Conference on Reading and Writing, Nur University, Santa Cruz, Bolivia.*
- Gates, Z.** (2004, August). Inventario de la investigación sobre los procesos de lectura y escritura [Research inventory on early literacy Spanish]. *I Conference on Reading and Writing, Cayetano Heredia Peruvian University, Lima, Peru.*

## TEACHING & MENTORING

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### GRADUATE COURSES

- 2007-2022      **Nur University, Bolivia**  
Qualitative Data Analysis. Master's Degree, Fall 2018, Fall 2022  
Evolution of Development Concepts. Master's Degree, Fall 2021  
Early Reading & Writing Approaches. Specialization Degree, 2007

### UNDERGRADUATE COURSES

- 2017-2018      **University of California San Diego, Linguistic Department**  
Spanish Conversation Intermediate (undergraduate), Spring, 2018  
Spanish Conversation Advanced (undergraduate), Winter, 2018  
Spanish Grammar Intermediate (undergraduate), Fall 2017
- 2000-2002      **Los Leones Professional Institute, Chile**  
Professional Practice (undergraduate), 2002  
Reading and Writing Assessment (undergraduate), 2002  
Diversity and Prevention (undergraduate), 2001  
Language Arts Methods (undergraduate), 2001  
Introduction to the Field of Learning Disabilities (undergraduate), 2000

## ADVISING MASTERS THESIS

- 2022        **Alejandra Bartels**, Núr University, Bolivia  
              **Fanny Mazi**, Núr University, Bolivia
- 2019        **Gloria Marina Bermúdez Arzú**, Núr University, Bolivia  
              **Masu'd Ortega Zelada**, Núr University, Bolivia

## K-12 TEACHING EXPERIENCE

- 2000-2001    Teacher from 1<sup>st</sup> to 10<sup>th</sup> grade (6 to 15 years old), Virtues Development course.

## TEACHER PROFESSIONAL DEVELOPMENT

- 2016-2019    **Literacy Team Advisor and Teacher Trainer** for Education for Sustainability in Galapagos Program, a five-year teacher training project in Galapagos for all 300 teachers on the islands.
- 2012        **Literacy Specialist** on the IV Seminary of the Mentorship Program, Ministry of Education and Organization of Ibero-American States (OEI), Quito, Ecuador.
- 2010-2016    **Instructor** on Learning & Education. Mental Models & Education. Open courses for teachers. Simón Bolívar Andean University, Ecuador.
- 2009        **Teacher trainer**, Fundación Horizonte, course on Project Citizen methodology for its replica with 7th and 11th graders, Quito, Ecuador.
- 2003        **Teacher educator**, Action Research course for teacher educators at Pedagogical Institutes in Camiri and Portachuelo, Bolivia.

## OTHER PROFESSIONAL EXPERIENCE

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- 2017-        **Academic Advisor.** Master's in Social Development degree, Núr University, Bolivia and FUNDAEC, Colombia.
- 2016        **International consultant.** United Nations Development Program (UNDP), México. Author of lesson plans to develop teenager's socio-emotional skills through Language Arts, project ConstruyeT of UNPD México and Secretariat of Public Education.
- 2015        **Consultant.** VVOB Flemish Association for Development Cooperation and Technical Assistance, Ecuador. Research and selection of digital educational resources for EducarEcuador (Ministry of Education of Ecuador), analysis and



recommendations to promote the development of open educational resources (OER) for the technical secondary schools.

- 2013-2014 **National Coordinator of University Preparatory Courses.** National Higher Education Admittance and Leveling System (SNNA) at the National Secretary of Higher Education (SENESCYT), Ecuador. Strengthened cooperative relationships with 30 public Universities for the successful delivery of preparatory courses for 95 000 students annually involving 2 500 teachers. In three semesters, average student enrollment went up from 80% to 87%. Assistance to higher management in planning and budgeting processes for the project (\$43M). Direct responsibility for budget execution of \$14M yearly. Organization of team directed towards application process and acceptance of best performing Ecuadorian students at Excellence Universities abroad with State sponsoring. By October 2014, 84% of students who finished preparatory courses were abroad (approx. 350 in total).
- 2002-2008 **Applied Research Advisor,** Center for Excellence in Teacher Training (CETT), Núr University, Bolivia. Principal responsibility to advise original research, identify and process relevant evidence for the program design and implementation (6000 primary teachers in disadvantaged urban and rural schools), organization of dissemination events, and assistance to teacher trainer's professional development.

## SERVICE & OUTREACH

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### INTERNATIONAL PROFESSIONAL LEADERSHIP AND SERVICE

- 2022-2023 Global South (Central/South America, Africa) Regional Rep for the International Learning Sciences Student Association (ILSSA).
- 2014- Collaborator to the Institute for Studies in Global Prosperity (ISGP), Ecuador chapter and Latin American region. Non-profit organization dedicated to building capacity in individuals, groups, and institutions to contribute to prevalent discourses concerned with the betterment of society.
- 2013- 2016 Member of INEVAL Directive Board, SENESCYT delegate. The National Institute of Educational Assessment (INEVAL) is a public entity, its Board of Directors consists of the Minister of Education of Ecuador, a delegate of National Secretary of Planning (SENPLADES), and a delegate of the National Secretary of Higher Education (SENESCYT).
- 2007-2012 Member of Núr University Board of Trustees. Núr University is a non-profit higher education institution founded with the mission to serve the Bolivian society, focusing on rural and Indigenous peoples.

## REVIEWER

*Proceedings International Conference of the Learning Sciences*  
*International Journal of Computer-Supported Collaborative Learning*  
*Bilingual Research Journal*

## LANGUAGES

Spanish	native
English	professional and academic fluency
Portuguese	conversational
French	basic oral fluency

## PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

American Educational Research Association (AERA)  
Comparative International Education Society (CIES)  
Latin American Studies Association (LASA)  
Native American and Indigenous Studies Association (NAISA)  
International Society of Learning Science (ISLS)