

# LISA M. DORNER

*Curriculum Vitae – October 2006*

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## EDUCATION

Ph.D. in Human Development and Social Policy, School of Education and Social Policy,  
Northwestern University (2006)

*Constructing a Dual Language Policy in a New Immigrant Community: Conflicts, Contexts, and Kids*  
Committee: Professors James Spillane (chair), Dan McAdams, Helen Schwartzman, and Marjorie  
Faulstich Orellana (University of California, Los Angeles)

Master of Arts in Human Development and Social Policy (2003), Northwestern University

Master of Arts in English (1996), Northern Illinois University

Bachelor of Arts in English with Spanish minor (1994), *summa cum laude*, Truman State University

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## GRANTS, FELLOWSHIPS, AND HONORS

Northwestern University

Spencer Foundation Research Training Grant Fellow (2002-2003)

Summer Travel Grant, Center for International and Comparative Studies (2002)

University Fellowships (2000-2001, Fall 2003, Spring 2004)

Research Assistantships (2001-2002, Fall 2005, Winter 2006)

Teaching Assistantships (Winter 2004, Winter 2005)

School of Education and Social Policy Leadership Award (2006)

Northern Illinois University

Graduate School Fellowship (1995-1996)

Graduate Teaching Assistantship (1994-1995)

Truman State University

University President's Combined Ability Scholarship (1990-1994)

A. B. Dick Company Scholarship (1990-1994)

Dean's List (1990-1994)

Nominated for Senior Leadership Award (1994)

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## PUBLICATIONS - Refereed Journal Articles

Lisa Dorner, Marjorie Faulstich Orellana, & Christine P. Li-Grining. (Forthcoming). "I helped my mom" and it helped me: Translating the skills of language brokers into improved standardized test scores. *American Journal of Education*.

Marjorie Faulstich Orellana, Lisa Dorner, & Lucila Pulido. (2003). Accessing assets: Immigrant youth's work as family translators or "para-phrasers." *Social Problems*, 50 (4): 505-524.

Marjorie Faulstich Orellana, Jennifer Reynolds, Lisa Dorner, & María Meza. (2003). In other words: Translating or “para-phrasing” as a family literacy practice in immigrant households. *Reading Research Quarterly*, 38 (1): 12-34.

Lisa Dorner with David Partenheimer, Maren Partenheimer, Christopher Meyer, & Brad Warner. (1996). Newt Gingrich: Our modern hero (of Literary text ↔ Social text: Unraveling Gordian knots, p. 53-61). *Publications of the Missouri Philological Association*, 20: 54-55.

Lisa Dorner. (1994). Starting all over again? You must be an English graduate! *The Journal of the Midwest Modern Language Association*, 27 (1): 117-119.

### **Other Publications and Curricula**

Marjorie Faulstich Orellana, Lisa Dorner, & Jennifer Reynolds. (2006). Immigrant children in the U.S. In Jeanne Armstrong and James Loucky, Eds., *Encyclopedia of Contemporary American Immigration*. Westport, CT: Greenwood Press, Inc.

Marjorie Faulstich Orellana & Lisa Dorner. (2004). (Many) New directions for research on adolescent development. Review of *Family obligation and assistance during adolescence: Conceptual variations and developmental implications* (2001), edited by Andrew J. Fuglini. San Francisco, CA: Jossey-Bass. *Contemporary Psychology APA Review of Books*, 49 (3): 281-283.

Margaret Fisher & Lisa Dorner. (2001). *Youth court: A guide for trainers of student volunteers*. Contributing writer, researcher, and editor for curriculum developed as part of a grant awarded by the U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention to the Division for Public Education, American Bar Association.

Lisa Dorner. (2000). Commemorating ancestors in Japan and Mexico: A cultural comparison. Lesson 8. In Charlotte Anderson (Ed.), *Latin America and Japan: Classroom Activities for Middle and Upper Grades*. Social Science Education Consortium.

### **Manuscripts Under Review and in Progress**

Lisa Dorner, Rosa Jiménez, & Marjorie Faulstich Orellana. (Under Review.) “It’s just something you do to help your family:” Immigrant youth development through relationships and responsibilities.

Lisa Dorner. Contested communities in a debate over dual language education: The import of public values in shaping public policies.

Lisa Dorner. What’s the client’s perspective? How a new dual language policy means to immigrant families.

Lisa Dorner. English and Spanish “¿para un futuro?”: Listening to immigrant families in a debate over dual language education.

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## SELECTED PRESENTATIONS

Mouna Mana & Lisa Dorner. Translating, para-phrasing, and helping: Coming of age for one child of immigrants. Paper presented at the Annual Meeting of the American Research Association, San Francisco, CA (April, 2006).

Lisa Dorner. Contested communities in a debate over bilingual education: When and how the public shapes policy implementation. Paper presented at the National Council of Teachers of English Assembly for Research, Chicago, IL (February 25, 2006).

Lisa Dorner. "I helped my mom" and it helped me: The relationship between language brokering and standardized test scores. Paper presented at a Human Development and Social Policy seminar, Northwestern University, Evanston, IL (November 1, 2005).

Lisa Dorner, Marjorie Faulstich Orellana & Rosa Jiménez. Translating helps me to identify myself: The development of immigrant youth through relationships and responsibilities. Paper presented at the Annual Meeting of the American Research Association, Montreal, Canada (April 13, 2005).

Lisa Dorner & Sean Morales-Doyle. Community contradictions: The politics of dual language immersion program development. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA (April 13, 2004).

Nancy L. Deutsch, Wendy Luttrell & Lisa Dorner. Engaging with adolescents: The rewards and challenges of qualitative methods and feminist methodology. Discussion hour presented at the Tenth Biennial Meeting of the Society for Research on Adolescence, Baltimore, MD (March 12, 2004).

Lisa Dorner. Helping out at home helps immigrant kids at school. Paper presented at the Biennial Meeting of the Society for the Study of Human Development, Boston, MA (November 1, 2003).

Lisa Dorner. "Los dos son importantes:" Immigrant parents making sense of bilingual education. Paper presented at the Annual Meeting of the American Sociological Association, Atlanta, GA (August 17, 2003).

Lisa Dorner, Christine Li-Grining & Marjorie Faulstich Orellana. "I helped my Mom" and it helped me: The positive relationship between language brokering and students' test scores. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL (April 22, 2003).

Marjorie Faulstich Orellana, Lisa Dorner & Lucila Pulido. Accessing assets, inscribing identities. Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL (August 17, 2002).

Lisa Dorner, Marjorie Faulstich Orellana, & the Culture, Language, and Literacy Research Team. Reflections on the process of team ethnography: Beyond race, class, and gender. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA (April 2, 2002).

Lisa Dorner, Marjorie Faulstich Orellana, María Meza, & Lucila Pulido. Reciprocal socialization: How bilingual daughters influence and support their immigrant mothers. Poster presented at the Biennial Meeting of the Society for the Study of Human Development, Ann Arbor, MI (October 2001).

Lisa Dorner. Global education in America: The role of the not-for-profit organization. Workshop presented at the Seminar for Multicultural Facilitation hosted by Education for Global Involvement in Tokyo and Osaka, Japan (March 2000).

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## PROFESSIONAL EXPERIENCES IN TEACHING AND RESEARCH

*Adjunct Faculty*, Northwestern University, Evanston, IL (2006)

“Human Development: Childhood and Adolescence”

“Methods of Observing Human Behavior”

*Research Assistant*, Northwestern University, Evanston, IL (2001-2006)

“Latino Children’s Links to Literacy,” Marjorie Faulstich Orellana, Ph.D. (2001-2005)

“Distributed Leadership Studies,” James Spillane, Ph.D. (2005-2006)

- Collaborated with research teams to design protocols for survey, interviews, and observations
- Developed consent forms and submitted proposals to Internal Review Board
- Conducted qualitative research (e.g., participant observation; shadowing and interviewing)
- Analyzed and synthesized quantitative and qualitative data for presentations/publications
- Monitored and advised undergraduate research assistants

*Teaching Assistant*, Northwestern University, Evanston, IL (2001-2005)

“Field Methods” for graduate students (Winter 2005)

“Methods of Observing Human Behavior” (Spring 2002, Spring 2003, Winter 2004)

“Adult Development and Aging” (Fall 2001)

*Director of Special Projects*, Education for Global Involvement, Inc., Chicago, IL (1998-2000)

- Conducted professional development workshops for Japanese and Chicago-area educators
- Coordinated and participated in Mexico and Japan Study Tours for educators
- Wrote and edited grant proposals, project reports, and curricula
- Developed and maintained website

*Instructor*, Wright City College, Chicago, IL (1994, 2000, 2005)

- Developed and taught customized English as a Second Language (ESL) curriculum for adult immigrants in Workforce Training Program
- Designed and taught courses for children (ages 5-17) for Center for Lifelong Learning

*Teacher of Language and Culture (ALT)*, Japan Exchange and Teaching (JET) Program, Niigata Prefectural Education Center, Niigata, Japan (1996-1998)

- Taught English language and U.S. culture to junior- and senior-high-school students
- Facilitated and presented seminars to develop Japanese teachers’ abilities in English
- Coordinated orientations for students and teachers visiting and working in Japan
- Designed “team-teaching” conference for 125 Japanese teachers and their assistants

*Technical Editor and Program Assistant, College of Liberal Arts and Sciences, External Programming Department, Northern Illinois University, DeKalb, IL (1995-1996)*

*Instructor, Department of English, Northern Illinois University, DeKalb, IL (1994-1995)*  
*“Rhetoric and Composition I and II”*

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## PROFESSIONAL AFFILIATIONS AND ACTIVITIES

American Educational Research Association (AERA)  
Society for Research on Adolescence (SRA)  
Society for the Study of Human Development (SSHD)

Social Context of Education Research Project (Division G of AERA)

- Select group of new career scholars chosen to analyze the origins and evolution of the Division’s theoretical, methodological, pedagogical, and epistemological grounding.

External Reviewer (2006)

- *The Narrative Study of Lives* book series, published by the American Psychological Association
- *Social Science Research* journal

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## LANGUAGE AND COMPUTER SKILLS

Spanish (advanced reading/writing; intermediate speaking/listening)  
Japanese (beginning)

SPSS & Stata Research Software; HTML programming and web design; Microsoft Office Suite

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## VOLUNTEER SERVICE ACTIVITIES

*For bilingual education communities in the Chicago area*

- Presented research on bilingual education to both Spanish and English speakers (2003-2006)
- Mentored children of immigrants on educational opportunities (2001-2006)

*For faculty and students of Human Development and Social Policy (HDSP) Program*

- Organized HDSP faculty presentations (2003-2004)
- Initiated revisions of official graduate program handbook (2001-2003)
- Developed and organized meetings to orient new students (2001-2002)

*For participants of Japan Exchange and Teaching (JET) Program*

- Interviewed JET applicants (1998-2005)
- Led orientation sessions for JET participants (1998-2003)
- Created handbook for Assistant Language Teachers in Niigata, Japan (1998)
- Volunteered as peer counselor for JET participants in Niigata, Japan (1997-1998)