

Cory Alan Buckband, Ph.D.

Faculty Associate
Mary Lou Fulton Teachers College
Arizona State University
cbuckband@asu.edu
(818) 642-2191
[Portfolio Linked Here](#)

Education

May 2024

Arizona State University | Tempe, Arizona

Doctor of Philosophy, Educational Policy and Evaluation

Dissertation Title: “Three Languages, Many Multilingualisms: Exploring the Cultural Production of Eliteness in a Trilingual Elementary Charter School”

Committee: Dr. Claudia Cervantes-Soon (Chair), Dr. Yalda M. Kaveh, Dr. Brendan O’Connor

May 2019

Arizona State University | Tempe, Arizona

Master’s in Education, Secondary Education
Concentration in Teaching

Thesis title: “My Teacher Doesn’t Know Spanish’: Spanish Cognates and Social Studies Vocabulary Comprehension for ELL Students”

Adviser: Dr. Charles Anthony

June 2017

University of California, Los Angeles | Los Angeles, California

B.A., Anthropology | B.A., Ancient Near East & Egyptology Studies
Summa Cum Laude (GPA 3.97)

Thesis title: “The Land that Devours its Inhabitants’: How Jewish Ethiopian Israelis Resist the ‘Rescue Narrative’”

Advisers: Dr. Aomar Boum, Dr. Norma Mendoza-Denton

Research Experience

July 2022 -
May 2024

Arizona State University
Doctoral Student Researcher

Dissertation study: “Three Languages, Many Multilingualisms: Exploring the Cultural Production of Eliteness in a Trilingual Elementary Charter School”.

Designed and implemented critical ethnographic research in collaboration with a K-6 trilingual immersion charter school in Arizona; collected 10 months of detailed ethnographic field notes in 3rd and 6th-grade classrooms; conducted semi-structured interviews with ~40 child and adult participants; built relationships with 30+ students, teachers, and family members as a classroom teachers’ aide; used MaxQDA software platforms, Qualtrics survey design, and other methods to qualitatively analyze actors’ beliefs about language, language use, curriculum, standards, school policies, and other documents relevant to the project’s goals; used ArcGIS Online platform to create two GIS maps combining geospatial and demographic data to visualize the competitive school choice environment in Arizona from 2014-2022.

Fall 2023 - May
2024

Arizona State University

Graduate Research Assistant / Education Policy Analyst

Research Assistant for “Legacies of Racialization and Sociopolitical Tensions: Sociolinguistic Consequences for Iranian Immigrant/Refugee Families with Children in K-12 Schools and Heritage Language Programs”

External Funding: Spencer Racial Equity Grant (\$75,000)

Adviser: Dr. Yalda M. Kaveh

Led the team in using the Qualtrics platform to develop a bilingual parent survey (50+ items) in English and Farsi for Iranian parents of children in K-12 schools and heritage language programs; items include questions about parents’ goals, hopes, and perceptions of their children’s bilingualism, as well as their own experiences with heritage language maintenance and linguistic insecurity as (im)migrants in the United States; assisted with the development of parent and child interview protocols to probe more deeply about the survey topics.

June 2020 - May
2023

Arizona State University

Graduate Research Assistant / Education Policy Analyst

Research Assistant for “Building Black and Brown Bridges of Solidarity through Dual Language Education”

Adviser: Dr. Claudia Cervantes-Soon

Conducted a systematic literature review on intercultural solidarity and dual language bilingual education, particularly for students designated as English Learners and their mothers; Developed the literature review into a manuscript for publication; Assisted in uploading, organizing, and labeling qualitative data artifacts (e.g., interview and focus group data) for purposes of

transcription and coding; devised protocols for initial phases of qualitative analysis of focus group recordings with racially and linguistically minoritized children and mothers.

June 2020 - Fall
2023

Arizona State University

Graduate Research Assistant / Education Policy Analyst

Research Assistant for “Reclaiming Access to Two-way Bilingual Education for Dual Language Learners in Early Childhood: Stories from Classrooms and Community”

Adviser: Dr. Yalda M. Kaveh.

Conducted one year of ethnographic observations of students and teachers in an online dual-language kindergarten classroom during COVID-19 pandemic; led and annotated Zoom-based semi-structured interviews with parents and other caregivers; analyzed previous literature for reviews in grant proposals; thematically analyzed qualitative data in collaboration with team members; collaborative writing for publications about critically conscious bi/multilingual education, family language policy, and linguistic motherwork.

2016 - 2017

University of California, Los Angeles

Student Research Scholar, Anthropology

Thesis title: “The Land that Devours its Inhabitants’: How Jewish Ethiopian Israelis Resist the ‘Rescue Narrative’”

Advisers: Dr. Aomar Boum, Dr. Norma Mendoza-Denton

As part of the Lemelson Undergraduate Anthropological Honors Program, I conducted critical ethnographic research in Palestine-Israel for 3 months in 2016. This collaboration with Jewish Ethiopian Israeli adults explored their perspectives on cultural citizenship and Jewish identity, highlighting their strategies for educating themselves and Israeli society about Ethiopian Jewish history, culture, and the historical and political contexts of their community’s migration to Israel.

Peer-Reviewed Publications

Published

Buckband, C.A., Kaveh, Y.M., Ozbek-Damar, S., & Yuhas, B. (2024). “Puro English and A Little Bit of Spanish’: Bi/Multilingual Kindergarteners’ Language Ideologies in a Dual Language Bilingual Class during the COVID-19 Pandemic.” *International Journal of Bilingualism*.
<https://doi.org/10.1177/13670069241236683>.

Buckband, C.A. (2024). “A Genealogical Inquiry into Raciolinguistic Ideology and Language Policy among Spanish Franciscan Missionaries in Alta California.” *Language Policy*.
<https://doi.org/10.1007/s10993-024-09700-y>.

Buckband, C.A. (2023). "Conducting Online Ethnography During Covid-19: Methodological Reflections from a Kindergarten Classroom." *Anthropology & Education Quarterly*, 54(3), 297-306. <https://doi-org.ezproxy1.lib.asu.edu/10.1111/aeq.12460>.

Kaveh, Y.M. & **Buckband, C.A.** (2022). "When Life Gives You Lemons: Critically Conscious Family Engagement in a Virtual Dual Language Kindergarten Class during a Pandemic." In *Critical Consciousness in Dual Language Bilingual Education: Case Studies on Policy and Practice*, eds. Cervantes-Soon, C., Dorner, L., Palmer, D., Heiman, D., and Crawford-Rossi, E.

Kaveh, Y.M. & **Buckband, C.A.** (In Press, 2024). "Critically Conscious Family Engagement: Positioning Families as Co-Teachers Amidst the Covid-19 Pandemic." *Equity & Excellence in Education*.

Buckband, C.A. (In Press; 2024) "Not Ethnograph-*ish*: Illuminating Theories of Culture in Evaluation with a Critical Ethnographic Onto-Epistemology." *Transformative, Comparative, and Intersectional Possibilities of Ethnography and Evaluation* (eds. R. Hopson & M. Goodnight).

Publications Under Review

Kaveh, Y.M., Rodriguez-Martinez, S., Clement, V., Ozbek-Damar, S., **Buckband, C.A.**, & Coughlin, A. "Adelantando el Camino: Linguistic Motherwork in Dual Language Kindergarten Classrooms During the Pandemic." (Revise and Resubmit, *American Educational Research Journal*).

Publications In Preparation

Buckband, C.A. "Sharing Jordan's Story: A DisCrit Testimonio of Anti-Blackness in an Arizona Trilingual Immersion School." (Prepped for August 2024 submission to *Equity & Excellence in Education*).

Buckband, C.A. "Producing Eliteness, Prioritizing Whiteness: Seeding an Elite Trilingual School in the Arizona Desert." (Prepped for August 2024 submission to *Harvard Educational Review*).

Buckband, C.A. (In Progress). "'We Hablo Espanol': A Raciolinguistic Exploration of Native Speakerism and Inverting Spanglish in a Trilingual Immersion Charter School." *International Journal of Bilingual Education and Bilingualism*.

Buckband, C.A. (In Progress). "Living, Learning, and Languaging 'Sin Fronteras': A Critically Conscious 'Pocha' Teacher's Plurilingual Border Pedagogy." *Bilingual Research Journal*.

Buckband, C.A. (In Progress). "Access and Advocacy for Emergent Multilingual Children Labeled as Disabled: One Latinx Mother's Counterstory." *The Urban Review*.

Conference Paper Presentations

Peer-Reviewed

Buckband, C.A. (2024, April). "Sharing Jordan's Story: A DisCrit Testimonio of Anti-Blackness in

an Arizona Trilingual Immersion School,” in the SIG: Disability Studies in Education. American Educational Research Association (AERA) Conference. Philadelphia, PA, U.S.A.

Buckband, C.A. (2024, April). “Access and Advocacy for Emergent Multilingual Children Labeled as Disabled: One Latinx Mother’s Counterstory,” in the SIG: Bilingual Education Research. American Educational Research Association (AERA) Conference. Philadelphia, PA, U.S.A.

Buckband, C.A. (2023, November). “Being a ‘Poch@’ in an Elite Trilingual School: A Critically Conscious Latinx Teacher’s Trilingual Border Pedagogy,” in Paper Session, “Decolonizing the Teaching Profession and the Multilingual Classroom: Power and Possibilities.” American Anthropology Association (AAA) Conference. Toronto, ON, CA.

Buckband, C.A. (2023, April). "GIS-Based Counterstories of Gentrification in Arizona’s Language Immersion Schools," in the SIG: Language and Social Processes (Roundtable session). American Educational Research Association (AERA) Conference. Chicago, IL, U.S.A.

Buckband, C.A. & Long, C. (2023, April). "Braiding Positionality: A Novel Conceptualization of Multiple Identities," in the SIG: Indigenous Peoples of the Americas (Paper session). American Educational Research Association (AERA) Conference. Chicago, IL, U.S.A.

Kaveh, Y.M. & **Buckband, C.A.** (2023, April). "When Life Gives You Lemons: Critically Conscious Family Engagement in a Virtual Dual Language Kindergarten Class during a Pandemic." in Poster Session, "Case Studies of Critically Conscious Practice in Dual-Language Bilingual Education Schools, Classrooms, and Communities". American Educational Research Association (AERA) Conference. Chicago, IL, U.S.A.

Kaveh, Y.M., **Buckband, C.A.**, Coughlin, A., Ozbek-Damar, S., Clement, V., & Rodriguez-Martinez, S. (2023, April). "Intersecting Pressures of Linguistic Motherwork Supporting Children in Bilingual Education during the COVID-19 Pandemic." (Paper session). American Educational Research Association (AERA) Conference. Chicago, IL, U.S.A.

Kaveh, Y.M. & **Buckband, C.A.** (2022, April). “Resetting Family Engagement: Embracing ‘Co-Maestrxs’ in Virtual Dual-Language Bilingual Classrooms During a Pandemic.” American Educational Research Association (AERA) Conference. San Diego, CA, U.S.A.

Buckband, C.A. (2022, April). “Co-optation, Not Co-existence: Language Ideologies and Educational Practices among Spanish Missionaries in Alta California.” American Educational Research Association (AERA) Conference. San Diego, CA, U.S.A.

Abstract-Reviewed

Buckband, C.A. (2024, March). “Imagining, Interpreting, and Inverting Immersion: Perspectives from an Arizona Trilingual Charter School.” American Association for Applied Linguistics (AAAL) Conference. Houston, TX, U.S.A.

Buckband, C.A., Kaveh, Y.M., Ozbek-Damar, S., & Yuhas, B. (2023, March). "Bi/Multilingual Children in Dual Language Kindergarten: Perspectives on FLP." American Association for Applied Linguistics (AAAL) Conference. Portland, OR, U.S.A.

Buckband, C.A. (2022, March). Co-optation, Not Co-existence: Language Ideologies and Educational Practices among Spanish Missionaries in Alta California. American Association for Applied Linguistics (AAAL) Conference. Pittsburgh, PA, U.S.A.

Buckband, C.A. (2021, April). "Going Against the Grain: Amplifying Family Engagement in Early Childhood Dual-Language Online Classrooms During the Pandemic". National Association for Bilingual Education Conference. Virtual.

Kaveh, Y.M. & **Buckband, C.A.** (2021, February). "Going Against the Grain: Amplifying Family Engagement in Early Childhood Dual-Language Online Classrooms During the Pandemic". Arizona State University Early Childhood Education Conference. Virtual.

Buckband, C.A. (2017, May). "The Land that Devours its Inhabitants': How Jewish Ethiopian Israelis Resist the 'Rescue Narrative". Lemelson Undergraduate Research Program Conference. Los Angeles, CA.

Teaching Experience

May 2024 -
July 2024
(Contract) **Faculty Associate, Arizona State University, Mary Lou Fulton Teachers College, Tempe, AZ**

BLE 534: Language, Policy, and Power: Past and Present

I taught this seven-week asynchronous online course beginning in May 2024. This is a graduate-level foundations course for the Master's of Arts in Educating Multilingual Learners. It introduces students to the major theories, concepts, and findings in the field of language policy and planning (LPP), with a focus on educating K-12 and adult multilingual learners. The course focuses on political, social, economic, and linguistic issues that are intertwined with language policies that are in place for educating multilingual learners at local, national, and global levels. Students are introduced to subjects such as orientations in language planning; linguistic human rights; historical overview of educational language policies in the U.S.; as well as policy implementation, appropriation, and creation in schools, classrooms, and families of multilingual learners. Through the course, I guide and support in-service teachers and school and district-level administrators as they conduct focused literature reviews that identify inequities for multilingual learners and offer research-driven solutions to improve their educational experiences and academic outcomes.

January - May
2023 **Instructor of Record, Arizona State University, Mary Lou Fulton Teachers College, Tempe, AZ**

& MCE 447: Diversity in Family & Communities in Multicultural Settings

January - May
2022 *During the Spring 2022 and Spring 2023 semesters, I instructed a group of ~25 senior-level undergraduate students from culturally and linguistically*

diverse backgrounds in an elementary bilingual teacher preparation program on a bi-weekly basis. This course covers vital topics such as family involvement in language and biliteracy development, the historical context of bilingual families in U.S. schools, integrating family literacies into content instruction, and transformative paradigms of family engagement. My role as instructor included supporting students' teaching practicum at their field placement school sites by building on our course readings and discussions to assist students with developing lesson plans that integrated translanguaging pedagogies and equitable models of family engagement to support emergent multilingual students and English Learners. I leveraged my previous experience as co-instructor to modify the class materials, reading lists, and final products with students' needs, values, and strengths in mind; developed course syllabus between 2022 and 2023, integrating student feedback to include more practitioner-oriented readings; evaluated students' work and instructional materials and offered relevant, timely, and constructive feedback; built relationships with students and offered advice as they navigated their student-teaching responsibilities in addition to classwork and projects.

June 2017 -
May 2020

Secondary Teacher, Empower College Preparatory High School, Phoenix, AZ
AP Human Geography; AP Psychology; U.S. Government & History;
Human Geography

Designed scaffolded curriculum and educational materials based on Arizona state standards and culturally responsive pedagogy for four different social studies courses, teaching over 120 secondary students (8th-12th grade) each year; Advanced Placement (AP) courses integrated undergraduate-level content and were offered in classes of ~25-30 high school students each; instructed and built relationships with culturally and linguistically diverse students, including those with special education and unique socioemotional needs; curated online and print resources in both English and Spanish for students categorized as ELLs. My key accomplishments in this role include designing curricula for U.S. History and Human Geography courses built around project-based learning units. The range of sociopolitical problems posed in each unit, such as issues around environmental justice, migration, and human rights, required critical and collaborative problem-solving from students as they worked together to derive implications from the historical learning materials (newspapers, photographs, interview footage, government documents, etc.) that can be used to transform the world.

Program Evaluation Experience

December 2021 -
June 2022

Program Evaluation: National AI Institute for Adult Learning and Online Education (AI-ALOE)

In Collaboration with Dr. Ayesha Boyce and Dr. Aileen Reid, STEM Program Evaluation Lab (SPEL), Arizona State University & University of North Carolina-Greensboro

Assisted with a values-engaged educative evaluation of AI-ALOE, an adult learning program funded by the National Science Foundation; partnered with stakeholders to improve diversity, equity, and inclusion within organizational staff, comprised of an intersectionally-diverse group of researchers from various interdisciplinary and identity backgrounds; coordinated and administered five Zoom-based semi-structured interviews with key leaders and program stakeholders about internal DEI initiatives; constructed a critical theoretical framework to guide rigorous qualitative analysis of these interviews, along with organizational policies and documents; applied ethnographic insights to support the development of a logic model for the organization; spearheaded the creation of an 80-page report of findings with an annotated bibliography about diversity and bias in organizational culture and the burgeoning field of artificial intelligence; developed a typology to help implement an equity audit and ensure that diversity was understood in policy and practice to exist along multiple, intersectional axes.

August 2020 -
February 2021

Program Evaluation: Phoenix Catholic Diocese, St. Matthew's School

Assisted the Phoenix Catholic Diocese in establishing a Dual Language Bilingual Education program at an urban Catholic school that enrolls primarily Latinx, Spanish-speaking students; adapted and transformed published surveys to design, pilot, administer, and analyze a bilingual survey for bi/multilingual parents in order to center the program's creation and implementation around community members' goals, needs, values, and expectations.

Funded Grants

2024 Dissertation Research Grant	Doctoral Candidate Research Support Grant, Arizona State University, Mary Lou Fulton Teachers College \$2720
2023 Conference Travel Grant	Graduate Professional Student Association (GPSA), Arizona State University. \$750
2022 Conference Travel Grant	Graduate Professional Student Association (GPSA), Arizona State University. \$925
2022 Independent Research Grant	Graduate Research and Support Program (GRSP), Arizona State University. \$721
2016 Undergrad. Research Grant	Cotsen Institute of Archaeology, University of California, Los Angeles. \$1,200

Non-Funded Grants

2022 National Academy of Education/Spencer Dissertation Fellowship
Dissertation Grant

Honors, Awards, and Fellowships

2024 Annual Meeting Graduate Student Assistance Fund (AMGSAF) Award,
American Educational Research Association.
\$500

2024 Graduate Student Travel Award, Bilingual Education Research SIG, American
Educational Research Association.
\$500

2023/2022/
2021/2020 Tuition Remission Scholarship, Arizona State University, Mary Lou Fulton
Teachers College.
\$5,148 per year

2023 Annual Conference Registration Award, American Educational Research
Association.

2020 Noel Chadwin Grey Fellowship, Arizona State University, Mary Lou Fulton
Teachers College.
\$10,000

2017 Outstanding Presentation Award, Undergraduate Research Week, University
of California, Los Angeles.

2016 Robert Lemelson Anthropological Honors Program Scholarship, University of
California, Los Angeles.
\$7,000

Related Professional Skills and Software Proficiency

Ethnographic Research Methodologies
Exploratory Sequential Mixed Methods (ESMM)
Culturally Responsive Program Evaluation
Backwards Planning for Instructional Design
Critical Problem and Project-Based Learning (CPBL)
Infographic and Multimedia Design

Software Proficiency

Qualitative Data Analysis Software

- MaxQDA: Advanced
- Dedoose: Intermediate
- Nvivo: Intermediate

Survey Design

- Qualtrics: Advanced

Descriptive Statistical Analysis

- MS Excel: Intermediate
- SPSS: Novice (**2024 Professional Goal: Develop intermediate proficiency in SPSS by using the platform to analyze dissertation survey data*)

Geospatial Analysis & Geographic Information Systems (GIS)

- ESRI ArcGIS: Intermediate

Professional Affiliations

American Educational Research Association (AERA), Student Member, Division G

- Student Member, Bilingual Education Research SIG
- Student Member, Language and Social Processes SIG

American Evaluation Association (AEA), Student Member

American Association for Applied Linguistics (AAAL), Student Member

American Anthropological Association (AAA), Student Member

- Student Member, Council on Anthropology and Education

Arizona Teachers of English to Speakers of Other Languages (AZTESOL), Student Member