

**Mr. Lindsey A. Brown**  
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## EDUCATION

**PhD-** Arizona State University, Tempe, AZ **Present**  
**Degree:** Education Policy and Evaluation

**MEd-** Arizona State University, Tempe, AZ **August 2021**  
**Degree:** Global Education  
**Thesis:** Toward a More Inclusive Classroom: Cultural Pluralism in Adult ELL Education

**B.A.-** Anderson University Anderson, IN **May 2012**  
**Degree:** Social Studies Education- Economics Focus

**Teaching English as a Foreign Language (TEFL) Certification-** University of Toronto (120 Hours) **2015**

## PROFESSIONAL EXPERIENCE

**Arizona State University, Tempe, AZ** **2021-Present**  
Faculty Associate (Adjunct Professor)  
- *GLE 598 Philosophy of Education Research (Summer, 2023)*  
Teacher Assistant  
- *GLE 593 Applied Project (Fall, 2021)*  
Research Assistant  
- Advisors: *Maria Teresa Tatto; Margarita Pivovarova*

**Lafayette Adult Resource Academy, Lafayette, IN** **2018-2021**  
Adult ESL Instructor: *Beginning, Intermediate, Advanced English.*

**Indiana Department of Workforce Development, Lafayette, IN** **2019-2021**  
Region 4 Professional Development Facilitator: *Monitored data regarding teacher and student progress and provided targeted professional development for adult education centers throughout the region.*

**North Montgomery High School, Crawfordsville, IN** **2014-2018**  
High School Social Studies Instructor: *Human Geography, Psychology, Sociology, U.S. History.*

**Jarabacoa Christian School, Jarabacoa, Dominican Republic** **2012-2014**  
High School Social Studies/Language Arts Instructor: *Government, Economics, International Relations, Psychology, Sociology, Geography, Literature, Human Sexuality.*

## RESEARCH & EVALUATION EXPERIENCES

Tatto, M. T. with Brown, L. (Eds.). (2024). *Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency, and Online Community*. Taylor & Francis.

- Brown, L. Developing Cultural Pluralism in Adult English Language Learning Education: Toward a More Inclusive Classroom. In *Empowering Teachers for Equitable and Sustainable Education* (pp. 231-250). Routledge.
- Brown, L., Bernstein, K., Kaveh, Y., Yuhas, B., & Pazhouhi, S. (Forthcoming). Because the Law Says So: An Arizona Language Policy Update and Analysis of “English-Only” Policy Legitimation Strategies.
- Brown, L. (2023, October 20). The (il)legitimacy of Arizona’s English-only language policy: an analysis of legitimacy in language policy discourse. <https://doi.org/10.31235/osf.io/e94su>
- Brown, L. & Pivovarova, M. (2023, September 19). Does the Home Literacy Environment Matter: Reading Achievement of Immigrant and Emergent Bilingual Students in Canada. <http://dx.doi.org/10.2139/ssrn.4568863>
- Brown, L. & Gibbs, P. (2024, forthcoming). *Self-Sustainability in a School Choice Context: An Evaluation of a Public Montessori Program*. Evaluation report.
- Brown, L. & Avarzamani, F. (2023). *Equipping Parents to Engage in Home Literacy and Mathematics Activities Through Mesa K-Ready Programming*. Evaluation report.
- University of Arizona Office of Early Academic Achievement Program Evaluation [Evaluation Report] (Spring, 2023)

## PEER REVIEWED CONFERENCE PRESENTATIONS

- Brown, L. (2024) The (il)legitimacy of Arizona’s English-only language policy: an analysis of legitimacy in language policy discourse. [Conference Presentation]. American Association for Applied Linguistics. <https://www.xcdsystem.com/aaal/program/SqDM5Li/index.cfm?pgid=304&RunRemoveSessionFilter=1>
- Brown, L., Bernstein, K., Kaveh, Y., Yuhas, B., & Pazhouhi, S. (2024) The perils of relying on benevolent policy arbiters: Arizona’s return to 2000s-era English-only enforcement. [Conference Presentation]. American Association for Applied Linguistics. <https://www.xcdsystem.com/aaal/program/SqDM5Li/index.cfm?pgid=304&RunRemoveSessionFilter=1>
- Brown, L. (2023, April 13-16). Does the Home Literacy Environment Matter: Reading Achievement of Immigrant and Emergent Bilingual Students in Canada [Conference Presentation]. American Education Research Association Conference, Chicago, IL, United States, <https://www.aera.net/Events-Meetings/2023-Annual-Meeting>
- Brown, L. (2023, March 23-25). Does the Home Literacy Environment Matter: Reading Achievement of Immigrant and Emergent Bilingual Students in Canada [Conference Presentation]. American Education Finance and Policy Conference, Denver, CO, United States, <https://virtual.oxfordabstracts.com/#/event/3308/program>
- Brown, L. (2023, February, 25). Toward a More Inclusive Classroom: Cultural Pluralism in Adult ELL Education [Conference Presentation]. Comparative and International Education Conference, Online, <https://cies2023.org/>
- Brown, L. (2022). Toward a More Inclusive Classroom: Cultural Pluralism in Adult ELL Education [Conference Presentation]. Harvard Graduate School of Education, AOC Conference, Virtual Expo <https://aocc.gse.harvard.edu/virtual-expo>

## SERVICE

Reviewer for the Education Policy Analysis Archives	2024-Present
Reviewer for the International Journal of Modern Education Studies	2021-Present
AERA Submission Reviewer	2022
AERA Session Chair and Discussant	2023

## **PROFESSIONAL MEMBERSHIPS**

### **American Association for Applied Linguistics**

### **American Education Finance and Policy**

- Doctoral Students

### **American Educational Research Association (AERA)**

- Division K (Teacher and Teacher Education)
- Division L (Education Policy and Politics)
- Multicultural/Multiethnic Education: Theory, Research and Practice (Special Interest Group)
- Second Language Research (Special Interest Group)

### **Comparative International Education Society (CIES)**

- Globalization and Education (Special Interest Group)
- Teaching Comparative Education (Special Interest Group)
- New Scholars (Standing Committee)

### **Indiana Association for Adult and Continuing Education (IAACE)**

### **Coalition on Adult Basic Education (COABE)**

## **RESEARCH INTERESTS**

Education Policy

Language Policy

EL Education

Qual Methods

Quant Methods

Mixed Methods