

Lindsey Brown, Ph.D.

Arizona State University

Email: labrow38@asu.edu

Phone: (765)-427-0364

[LinkedIn Profile](#)

[Google Scholar](#)

[ORCID ID](#)

[Research Gate](#)

Education

Ph.D. ❖ Arizona State University, Tempe, AZ

April 2025

Degree: *Education Policy and Program Evaluation*

Dissertation: *Evaluating the Effects of Reclassification from the Four-Hour English Language Development Block in Arizona: A Regression Discontinuity Approach*

Dissertation Chairs: Dr. Maria Teresa Tatto, Dr. Margarita Pivovarova

M.Ed. ❖ 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 Concentration)*

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

Research interests: Education Policy, Language Policy, EL Education, School Choice, Policy Legitimation/Argumentation

Scholarship

Peer Reviewed Publications

Brown, L. The (il)legitimacy of Arizona's English-only language policies: an analysis of legitimacy in language policy discourse. *Lang Policy* (2024). <https://doi.org/10.1007/s10993-024-09708-4>

Bernstein, K., **Brown, L.**, Kaveh, Y., Yuhas, B., & Pazhouhi, S. (2024). *Because the Law Says So: An Arizona Language Policy Update and Analysis of "English-Only" Policy Legitimation Strategies*. Journal of Language, Identity, and Education. Taylor & Francis.

Under Review

Brown, L. & Pivovarova, M. (2023, September 19, Preprint). *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. (2025, Under Review) *Evaluating the Effects of Reclassification from the Four-Hour English Language Development Block in Arizona: A Regression Discontinuity Approach*.

Edited Books and Book Chapters

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.

Evaluation Reports

AzR3 High dosage Tutoring Program Evaluation [Evaluation Report] (Summer, 2024)

Brown, L. & Gibbs, P. (2024). *Self-Sustainability in a School Choice Context: An Evaluation of a Public Montessori Program*. Evaluation report.

University of Arizona Office of Early Academic Achievement Program Evaluation [Evaluation Report] (Spring, 2023)

Brown, L. & Avarzamani, F. (2023). *Equipping Parents to Engage in Home Literacy and Mathematics Activities Through Mesa K-Ready Programming*. Evaluation report.

Peer Reviewed Conference Presentations/Acceptances

Brown, L. (2025) The (il)legitimacy of Arizona's English-only language policy: an analysis of legitimacy in language policy discourse. [Conference Presentation]. American Education Research Association Conference (AERA). Denver, CO, United States.

Tatto, M.T., with **Brown, L.** (2025, March). Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency and Online Community. In M.T. Tatto (Chair) *Book Launch*. Comparative and International Education Society, Chicago, IL, USA.

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 (AAAL). Houston, TX, United States.
<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 (AAAL). Houston, TX, United States.
<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 (AERA) 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 (AEFP), 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 (CIES), 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://aoce.gse.harvard.edu/virtual-expo>

Research/Evaluation Experience

Program Evaluator

- ❖ University of Arizona Office of Early Academic Achievement Program Evaluation
 - ❖ Managed IRB submission, survey construction, created interview protocols, drafted logic model and evaluation plan.
- ❖ Arizona State University AzR3 Intensive Tutoring Grant Evaluation
 - ❖ Student lead for the evaluation. Managed IRB submission, created interview protocols, conducted semi-structured interviews, primary writer of evaluation report.
- ❖ Mesa K-Ready Early Childhood Education Program
 - ❖ PI for the evaluation. Managed IRB submission, created surveys and interview protocols, administered surveys and semi-structured interviews, data analysis, evaluation report author.
- ❖ Serrine Montessori Academy, Mesa Public Schools
 - ❖ PI for the evaluation. Managed IRB submission and data sharing agreement, created surveys and interview protocols, administered surveys and semi-structured interviews, data analysis, evaluation report author.

Research Assistant

- ❖ Advisors: *Dr. Maria Teresa Tatto; Dr. Margarita Pivovarova*
 - ❖ Edited Empowering Teachers for Equitable and Sustainable Education book, arranged panel for conference presentation, conducted reviews of the literature for advisors' projects, engaged in listed evaluation work, pursued individual research agenda.

Teaching Experience

Faculty Associate (Adjunct Professor), Arizona State University, Tempe, AZ

2021-Present

- ❖ Global Education 598: *Philosophy of Education Research* (Summer 2023; Summer 2024). Lead instructor for the course. Created presentations and provided supplementary readings.

Teaching Assistant

- ❖ Global Education 593: *Applied Project* (Fall, 2021). Assisted lead instructor with student communication and grading student work.

Lafayette Adult Resource Academy, Lafayette, IN

2018-2021

- ❖ Adult ELL Instructor: *Taught beginning, intermediate, and advanced English courses*
- ❖ Leadership development: *Leadership training courses taught at Wabash National Corp.*

Indiana Department of Workforce Development, Indianapolis, IN

2019-2021

- ❖ Region 4 Adult Education Professional Development Facilitator: *Monitored teacher and student achievement data and provided targeted professional development for adult education centers throughout the region.*

North Montgomery High School, Crawfordsville, IN

2014-2018

- ❖ Social Studies Teacher: *Taught high school freshman world geography and junior/senior psychology and sociology classes. Assistant swim coach for two years. Fine Arts Academic Team advisor for four years. Led schools first Model UN delegation for MUN conference in Chicago, IL.*

Jarabacoa Christian School, Jarabacoa, Dominican Republic

2012-2014

- ❖ Jr/Sr. High School Social Studies and Literature Teacher: *Taught U.S. Government, International Relations, Economics, Economic Theory, Psychology, Sociology, Geography, Literature, and Human Sexuality. Led a “breaking barriers” campaign where my predominantly Dominican students collected food supplies and distributed them to Haitian migrants (traditionally marginalized) living in the outskirts of town.*

Professional Service

- ❖ Reviewer for the Education Policy Analysis Archives Journal (EPAA) **2024-Present**
- ❖ Reviewer for the International Journal of Modern Education Studies (IJONMES) **2021-Present**
- ❖ American Education Research Association (AERA) Conference Submission Reviewer **2022**
- ❖ American Education Research Association (AERA) Session Chair and Discussant **2023**
- ❖ Arizona State University Prospective PhD Student Orientation Presenter **2022, 2023**
- ❖ Arizona State University PhD student orientation roundtable discussant and presenter **2022, 2023**

Research and Learning Management Software

- ❖ IMB SPSS (Quantitative data analysis)
- ❖ STATA (Quantitative data analysis)

- ❖ MAXQDA (Qualitative data analysis)
- ❖ Qualtrics (Survey construction and administration)
- ❖ Canvas (Learning Management System)
- ❖ SQL