

Irene Izaguirre Post

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16 W. Main Street, Newark, DE 19716

EDUCATION

Ph.D. in Education Literacy Specialization Advisor: Dr. Steve Amendum University of Delaware, Newark, DE	2022 – Expected Spring 2028
M.S.Ed. in Literacy Bank Street College of Education, New York, NY	2014 – 2016
Bilingual Education Certificate Non-Degree (15 graduate credits) The City College of New York, New York, NY	2013
B.A. in Psychology Concentration in Educational Studies Columbia University, New York, NY	2008 – 2012

RESEARCH INTERESTS

Multilingualism, multilingual learners, oral language development, language acquisition, reading comprehension, translanguaging pedagogy, teacher education, pre-service teachers

PROFESSIONAL APPOINTMENTS

2020-2022	Adjunct Instructor Northeastern Illinois University, Goodwin College of Education, Chicago, IL
2020-2022	Bilingual Program Coordinator Bartolome de las Casas Elementary School, Chicago, IL
2018-2022	K-8 Transitional Bilingual Education Teacher Bartolome de las Casas Elementary School, Chicago, IL
2016-2018	K-5 Reading Specialist Bronx Charter School for the Arts, Bronx, NY
2012-2016	Kindergarten Dual Language Classroom Teacher P.S. 84 Lillian Weber Elementary School, New York, NY

HONORS & AWARDS

2025	Graduate Student Travel Award Graduate College & School of Education, University of Delaware, Newark, DE Awarded in support of presenting a first-authored paper at the 2025 American Educational Research Association (AERA) Annual Meeting in Denver, CO.
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- 2023 **Taylor and Francis Award**
Society for the Scientific Study of Reading (SSSR)
Awarded to a promising emerging researcher.
- 2023 **Ford Foundation Predoctoral Fellowship – Honorable Mention**
Ford Foundation and the National Academies of Sciences, Engineering, and Medicine
Nominated for a meritorious proposed plan of graduate study.
- 2023-2024 **Graduate Scholar Fellowship**
Graduate College & School of Education, University of Delaware, Newark, DE
Fellowship awarded for outstanding academic merit and achievement.
- 2022-2023 **Graduate Scholar Fellowship**
Graduate College & School of Education, University of Delaware, Newark, DE
Fellowship awarded for outstanding academic merit and achievement.
- 2020 **Teach Plus Education Policy Fellowship**
Teach Plus Illinois, Chicago, IL
Awarded for commitment to teacher-led education policy.
- 2020 **Teacher Run Experiment Network Fellowship**
The Learning Agency Lab
Awarded for commitment to classroom-based action research.
- 2015 **Robert G. Porter Scholarship**
American Federation of Teachers, Washington, D.C.
Awarded for dedication to classroom teaching.
- 2014 **Gussie Kappner Named Scholar Award**
Bank Street College of Education, New York, NY
Awarded for commitment to literacy education.
- 2011 **Dean's List Spring 2011 Semester**
Columbia University, New York, NY
- 2011 **George VanAmson Public Interest Fellowship**
Community Impact at Columbia University, New York, NY
Awarded for commitment to community service.
- 2008 **John W. Kluge Named Scholar Award**
Columbia University, New York, NY
Awarded for promising intellectual pursuits.

PUBLICATIONS

Peer-Reviewed Publications

Post, I. I. & Del Tufo, S. N., (*in re-submission*). Peer Social Context Matters: Code-switching associates with expressive language differently as a result of social context, age, and language.

Post, I. I., Kittle, J., Budde, C., Bergwall, E., Zhuang, Z. (*in re-submission*). Exploring Perceptions and Practices: Pre-Service Teachers' Engagement with Translanguaging Pedagogy in a Primarily White, English-Dominant Context.

Education Practitioner Publications

Post, I. (2021, November 30). *A Case for Teaching with Cognates*. The Learning Curve.

<https://www.the-learning-agency-lab.com/the-learning-curve/a-case-for-teaching-with-cognates/>

Post, I., Abangan, E., Delgado, J., Jackson, D., Mehta, J., Tyus, S., & Rosales, L. (2021, July 27) *Strengthening the Pipeline: Recommendations from Teach Plus Illinois Policy Fellows on Supporting Educators of Color in Teacher Preparation Programs*. Teach Plus.

<https://teachplus.org/resource/strengthening-the-pipeline-recommendations-from-teach-plus-illinois-policy-fellows-on-supporting-educators-of-color-in-teacher-preparation-programs/>

PRESENTATIONS

Peer-Reviewed Conference Presentations

Post, I. I. (2026, March). *Exploring the Link Between Oral Language Development and Reading Comprehension in Spanish-English Multilingual Children: A Systematic Review*. Poster submitted to the 2026 Literacy Research Association (LR) Annual Conference, Honolulu, Hawaii, USA.

Post, I. I., Kittle, J., Budde, C., Bergwall, E., Zhuang, Z. (2025, April 27). *Exploring Perceptions and Practices: Pre-Service Teachers' Engagement with Translanguaging Pedagogy in Primarily White, English-Dominant Contexts*. Paper presented at the 2025 American Educational Research Association (AERA) Annual Meeting, Denver, Colorado, USA.

Post, I., & Del Tufo, S. N. (2023, July 28). *A fifty-year retrospective investigation: Does written code-switching impact language outcomes in bilingual children?* Poster presented at the 25th Annual Meeting of the Cognitive Science Society (CogSci), Sydney, Australia.

Post, I., & Del Tufo, S. N. (2023, July 20). *Playmates and classmates: The effect of age on bilingual children's expressive language is influenced by peer code-switching*. Poster presented at the 30th Annual Conference of the Society for the Scientific Study of Reading (SSSR), Port Douglas, Queensland, Australia.

Post, I. (2022, March 26). *Leveraging Teacher Research to Promote Equity in Bilingual Education* [Virtual]. Bilingualism Matters Conference, University of South Carolina, Columbia, SC.

Post, I., & Delgado J. (2022, February 24). *Strengthening the Pipeline: Recommendations from Teach Plus Illinois Policy Fellows on Supporting Educators of Color in Teacher Preparation Programs* [Virtual]. Every Student Succeeds Act (ESSA) & Multilingual Illinois Conference, Chicago, IL.

Post, I., & Harder, A. (2022, February 24). *What is Bilingual Special Education?* [Virtual]. Every Student Succeeds Act (ESSA) & Multilingual Illinois Conference, Chicago, IL.

Post, I. (2021, March 6). *Leveraging Teacher Research to Promote Equity in Bilingual Education* [Virtual]. Roosevelt University, Dual Language Symposium, Chicago, IL.

Internal Conference Presentations

Post, I. I. (2025, April 11). *Unpacking the relationship between oral language and reading comprehension in elementary Spanish-English multilingual learners*. Paper presented at the Steele Research Symposium, University of Delaware, College of Education and Human Development, Newark, DE.

Post, I. (2024, April 19). *The code-switching behavior of Spanish-English bilingual children: The role of the interlocutor*. Poster presented at the Steele Research Symposium, University of Delaware, College of Education and Human Development, Newark, DE.

Post, I. (2024, April 5). *Peer Social Context Matters: Code-switching associates with expressive language differently as a result of social context, age, and language*. Poster presented at the Annual Cognitive Science Student Conference, University of Delaware, Department of Linguistics and Cognitive Science, Newark, DE.

Post, I. (2023, April 28). *Do the benefits of code-switching differ when bilingual children communicate*

with non-chosen versus chosen peers? Poster presented at the Steele Research Symposium, University of Delaware, College of Education and Human Development, Newark, DE.

Invited Talks and Workshops

Budde, C., James, B., & Post, I. (2025, April 10). *Beyond the turn & talk: Building literacy through oral language*. Presented at the 5th Annual Multilingual Learner Virtual Conference, Delaware Department of Education.

RESEARCH EXPERIENCE

Graduate Research Assistant, University of Delaware, Newark, DE

- Developmental and Aging Neuroscience Education (DANE) Lab, 2022-2025
PI: Stephanie Del Tufo, Ph.D.

Undergraduate Research Assistant, Columbia University, New York, NY

- Laboratory of Intergroup Relations and the Social Mind, Spring 2011
PI: Valerie Purdie Greenaway, Ph.D.

Undergraduate Research Assistant, Northwestern University, Evanston, IL

- Social Perception and Communication Lab (SPCL), Summer 2010
PI: Jennifer Richeson, Ph.D.

HIGHER EDUCATION TEACHING EXPERIENCE

Instructor of Record

University of Delaware, School of Education, Newark, DE

- Beginning Literacy Instruction (Spring 2026)

Northeastern Illinois University, Goodwin College of Education, Chicago, IL

- Cultural Diversity in Our Schools (Fall 2020, Spring 2021, Summer 2021, Summer 2022)
- Foundations of Bilingual Education (Fall 2021, Spring 2022)
- Methods for Teaching English Learners (Fall 2021)
- Assessment of Multilingual Students (Spring 2021)

Guest Lectures

Post, I. (2024, October). *The Curricular Application of Critical Theories in Education*. Culturally Relevant Pedagogies (EDUC 853). IOR: Dr. Elizabeth Soslau. University of Delaware, Newark, DE.

Post, I. (2023, November). *The Intersection of the Sheltered Instruction Observation Protocol (SIOP) and the Multi-tiered System of Supports (MTSS) framework for Multilinguals Learners*. Advanced Methods in Teaching ESL (EDUC 447). IOR: Dr. Christina Budde. University of Delaware, Newark, DE.

Post, I. (2023, April). *Multi-tiered System of Supports (MTSS) for Multilinguals Learners*. Diagnosis and Instruction for Literacy Problems (EDUC 437). IOR: Dr. Stephanie Del Tufo. University of Delaware, Newark, DE.

Graduate Teaching Assistant

Bank Street College of Education, New York, NY

- Communication Disorders in School Aged Children (Summer 2016)

TEACHING CERTIFICATIONS

Illinois State Board of Education - Elementary Certificate with Spanish Endorsement

New York State Education Department - Elementary Certificate with Spanish Endorsement

SERVICE TO THE PROFESSION

- 2025-2026 **Division K (Teaching & Teacher Education) Campus Liaison**
American Educational Research Association
- 2025-2026 **Second Language Research Special Interest Group Peer Mentoring Committee**
American Educational Research Association
- 2025 **2026 AERA Annual Meeting Reviewer**
Language and Social Processes Special Interest Group
- 2024-2025 **APA Division 15 Race and Diversity Committee**
American Psychological Association
- 2024 **Odyssey Program Summer Mentor**
Columbia College Alumni Association, Columbia University, New York, NY
- 2024 **George Van Amson Alumni Panelist**
Community Impact, Columbia University, New York, NY
- 2024 **School of Education Colloquium Planning Committee**
University of Delaware, Newark, DE
- 2023 **Panelist for Building Your Toolbox for Teaching in Graduate School**
Education Graduate Association, School of Education, University of Delaware, Newark, DE
- 2023-2024 **APA Division 15 State Policy Liaison**
American Psychological Association
- 2023 **Columbia Alumni Mentorship Program (CAMP) Mentor**
Center for Career Education, Columbia University, New York, NY
- 2022-2024 **First-year Ph.D. Cohort Representative**
Education Graduate Association, School of Education, University of Delaware, Newark, DE
- 2022-2023 **Graduate Student Representative**
University Council for Teacher Education, University of Delaware, Newark, DE
- 2022-2023 **Open Data for Assessment Fund (ODAF) Teacher Advisory Board Member**
The Learning Agency
- 2021-2022 **Teacher Advisory Board Member**
Bilingual Special Education Subcommittee, Illinois State Board of Education, Springfield, IL
- 2018-2020 **Alumni Interviewer**
Alumni Representative Committee, Columbia University, New York, NY

Ad Hoc Reviewer - AERA Open (March 2025)

Ad Hoc Reviewer - Learning and Individual Differences (November 2024)

Ad Hoc Reviewer - Mind, Brain, and Education (November 2022)

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA) - since 2024
American Psychological Association (APA Divisions 7 & 15) - since 2023
Cognitive Science Society - since 2023
Society for the Scientific Study of Reading (SSSR) - since 2023
International Literacy Association (ILA) - since 2018
National Association for Bilingual Education (NABE) - since 2017

ANALYTICAL SKILLS & COMPETENCIES

Statistical Programming: R
Data Tools: Qualtrics
Languages: Spanish (native and professional proficiency), English (native and professional proficiency)