**Lisel Alice Murdock-Perriera**

Stanford University School of Education

485 Lasuen Mall

Stanford, CA

(360) 477-2309

Email: murdockl@stanford.edu

**EDUCATION**

Ph.D. Stanford University Graduate School of Education 2019

Curriculum and Teacher Education/Language and (expected)

Literacy Education

Dissertation Title: Linguistic Belonging: Language and Belonging

in the Classrooms of Early Elementary Teachers

Committee: Guadalupe Valdés (Chair), Ramón Martínez, Ira Lit,

John Rickford, & Maren Aukerman (U.C. Calgary)

M.S. Ed. Bank Street College of Education 2011

 Early Childhood General and Special Education

A.B. Dartmouth College 2009

 Summa cum Laude, Phi Beta Kappa

**RESEARCH INTERESTS**

Teacher education and early elementary language development; linguistic belonging; social psychology and wise interventions; sociolinguistics and identity; culturally relevant pedagogy and literacy; dialectical and varietal pedagogy; teacher expectations; dialogic pedagogy

**PEER-REVIEWED AND INVITED PUBLICATIONS**

**Murdock-Perriera, L. A.**, & Sedlacek, Q. C. (2018). Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. *Social Psychology of Education*, *21*(3), 691-707.

**Murdock-Perriera, L. A**., Boucher, K. L., Carter, E. R. & Murphy, M. Belonging and campus climate: Belonging interventions and institutional synergies to support student success in higher education. *Handbook of Higher Education*. *Invited chapter in press.*

Brannon, T. N., Carter, E. R., **Murdock‐Perriera, L. A**., & Higginbotham, G. D. (2018). From Backlash to Inclusion for All: Instituting Diversity Efforts to Maximize Benefits Across Group Lines. *Social Issues and Policy Review*, *12*(1), 57-90.

Carter, E. R., Brady, S. T., **Murdock-Perriera, L. A**., Gilbertson, M. K., Ablorh, T., & Murphy, M. C. (in press). Intergroup friendships shape college students’ perceptions of injustice and collective action. *Journal of Theoretical Social Psychology*.

**WORKING PAPERS**

 **Murdock-Perriera L. A**. Linguistic Belonging. *Manuscript under review. Available upon request.*

**Murdock-Perriera, L. A.,** Boucher, K. L., Fisher, P & Logel, C. Language: An underexplored dimension of belonging. *Manuscript in preparation. Available upon request.*

 **Murdock-Perriera, L. A**., Boucher, K. L., Fisher, P & Logel, C. Linguistic Belonging: Language in a large-scale belonging intervention. *Manuscript in preparation*.

Aukerman, M., **Murdock-Perriera, L.A**., & Martin, P. “Teaching that respects students’ voices”: Dialogic Pedagogy and Social Justice in a Content Literacy Course. *Manuscript in preparation. Available upon request.*

Aukerman, M., **Murdock-Perriera, L.**A., & Martin, P. 2017. “A teaching that respects students’ voices”: Preservice teachers learning dialogic pedagogy in a content literacy course. *Working Paper. Available upon request.*

Sedlacek, Q.,& **Murdock-Perriera, L.A**. How are teacher Expectancies formed? *Manuscript in preparation.*

**Murdock-Perriera, L.A**. & Carter, E. Linguistic Belonging and Collegiate instruction. *Manuscript in preparation.*

**MEDIA PUBLICATIONS**

Carter, E. R. & **Murdock-Perriera, L.A**.\* 2016. “Half-Truths about race on campus: The paths and dead ends to racial equality in higher education”. *Medium*, featured in *Fortune’s RaceAhead*.

**Murdock, L**. “Prison Break: The Women’s Prison Project”. *Dartmouth Alumni Magazine*. 2007.

**TEACHING**

**INSTRUCTOR OF RECORD, UNDERGRADUATE**

**Stanford University Graduate School of Education,** 2018-present

Education 104, Introduction to the Profession of Teaching

 **Student evaluations of quality of instruction (of 5) 4.5; 5.0**

**INSTRUCTOR OF RECORD, GRADUATE**

**Mills College Adjunct Associate Professor** 2018-present

Introduction to the Profession of Teaching Diverse Learners

**Stanford Teacher Education Program Co-Instructor** 2018

Elementary special education

**Student evaluations of quality of instruction (of 5) 4.6**

**Stanford Teacher Education Program Teaching Affiliate** 2015-2018

 The Centrality of Literacies in Teaching and Learning

 **No evaluation data available**

**TEACHING AFFILIATE OR ASSISTANT**

**Stanford University Policy, Organization, and Leadership in Education** 2018

**Master’s Program Teaching Assistant**

Master’s seminar

**Stanford Teacher Education Program Teaching Assistant** 2017, 2018

Secondary special education

**Stanford Teacher Education Program Teaching Assistant** 2015-2018

The Creative Arts in Elementary Classrooms

**Stanford Education 101 (undergraduate) Teaching Assistant** 2017

**Bank Street College of Education Graduate Assistant Teacher** 2013

Math for teachers

**CLASSROOM TEACHING**

**Classroom Teacher, Grades 3 & 4**. The Parkside School. New York, NY. 2010-2014

**Gift of Math Teacher**. P.S. 189. New York, NY 2012-2014

**Student Teacher, classroom teacher, Kindergarten**. P.S. 191 New York, NY. 2010

**Pre-Kindergarten Teacher’s Assistant**. 2005

**RESEARCH**

**Linguistic Belonging. Dissertation.** Stanford University. 2018

*Principal investigator.*

Observing and analyzing data from 600 hours of classroom observation and 40 hours

of interviews with teachers and their students.

**College Transition Collaborative Lingua Eius.** Multi-institutional.2016-present

*Principal investigator.*

Working to scale projects related to linguistic belonging through quantitative and

qualitative analysis of a set of more than 5,000 essays related to belonging.

**Linguistic Belonging and University Teaching.** Stanford University and UCLA. 2018-present

*Co-principal investigator.*

Examining the ways in which University faculty think about, describe, and understand student linguistic belonging.

**Teachers Sources of Foreknowledge about their students**. Stanford University. 2015-present

*Co-principal investigator.*

Developing and conducing large-scale surveys and interventions for teachers regarding

teacher expectations.

**Teacher Feedback and Race.** Stanford University. 2018-present

*Co-principal investigator.*

Analyzing teacher feedback on student essays.

**Race Rangers.** Multi-institutional.2015-present

*Co-principal investigator.*

Collaborating with researchers from UCLA, Wake Forest College, and Indiana University-Bloomington to develop race-related interventions to promote inclusion and positive

outcomes on university campuses**.**

**College Transition Collaborative**. Multi-institutional. 2014-present

*Primary lead and research fellow.*

Optimizing belonging social psychological interventions and ran focus groups

for current and incoming college students.

PIs: Greg Walton, Mary Murphy, Christine Logel, David Yaeger.

**I-3 Language and Teaching Institute**. Stanford University. 2018-present

*Contracted Coach.*

Coaching international teachers from linguistically diverse settings in effective techniques for guiding student discussion.

PIs: Janet Carlson

**PERTS Project for Education Research that Scales**. Stanford University. 2016

*Contracted lead.*

Wrote Belonging Toolkit for teachers.

PI: Dave Panesku

**COHERE project for DREME Research Assistantship**. Stanford University. 2015-2017

*Research Assistant.*

Assessed and created observation and interview tools for early elementary math

curricular coherence, conducted classroom observations of elementary teachers,

selected math-centric texts and designed math and literacy-based questions for parents

surrounding those texts.

PIs: Deborah Stipek, Douglas Clements, Megan Franke

**Common Core State Standards Instructional Leadership.** Stanford University.2014- 2015

 *Research Assistant.*

Designed and created web resource for teacher professional development and classroom use.

PIs: Linda Darling-Hammond, John Snyder

**Hopkins Center for the Arts Class Divide Intern**. Dartmouth College. 2006-2007

*Research Assistant.*

Designed arts-based exhibitions on Social Class in the Dartmouth Community and

the New Hampshire Upper Valley, designed focus groups and coordinated student

meetings and speak-outs about social class and status.

**CONFERENCE PRESENTATIONS**

**Murdock-Perriera, L.A.** 2018**.** “Linguistic Belonging in the Classrooms of First-Year Teachers”. AERA annual conference.

**Murdock-Perriera, L.A**., Boucher, K, Fisher, P. & Logel, C. 2018. Will words get in the way? Exploring linguistic belonging in college. Poster presented at the Society for Personality & Social Psychology Annual Convention Psychology of Language preconference.

Aukerman, M., **Murdock-Perriera, L.A**., & Martin, P. \* 2018.“Social Justice and Dialogic Pedagogy in a Content Literacy Course.” AERA annual conference.

Aukerman, M., **Murdock-Perriera, L.A**., & Martin, P.\* 2017. “Teaching that respects students’ voices”: Dialogic Pedagogy and Social Justice in a Content Literacy Course. LRA annual conference.

Aukerman, M., **Murdock-Perriera, L.**A., & Martin, P.\* 2017. “A teaching that respects students’ voices”: Preservice teachers learning dialogic pedagogy in a content literacy course. NCTEAR annual conference.

**Murdock-Perriera, L.A.** Boucher, K, Fisher, P. & Logel, C. 2016. Linguistic belonging. American Psychological Association Divison 45 Research conference: Society for the study of culture, ethnicity, and race research.

 **Murdock-Perriera, L.A**. Linguistic belonging. 2016. Literacy Research Association Annual Conference.

**Murdock-Perriera, L.A**. 2016. SWAYWO conference for graduate work at Stanford University. An introduction to Linguistic Belonging.

Clements, D. et. al. 2016. “Comprehensive review of assessments of mathematics in early childhood.” National Association for the Education of Young Children National Institute.

**Murdock-Perriera, L.A**. 2015. SWAYWO conference for graduate work at Stanford University. Language, Identity, and Belonging.

**Murdock, L.A**. 2008. “The Unequal Equalizer: Blue jeans as a marker of social status among college women.” American Sociological Association Annual Meeting.

**HONORS/AWARDS**

**Stanford Graduate School of Education Dean’s Fellowship** 2018-2019; $27,500/year 2015-2016

**DREME network** 2015-2016

PIs: Deborah Stipek, Douglas Clements, Megan Franke

 $Multi-million

**Goldberg/Rubermand scholarship** 2014

for the potential to become an exceptional professional educator

$6,000

**Zaltzman-Deutch scholarship** 2013

for the potential to become an exceptional professional educator

$3,000

**Dartmouth College Dean of Faculty Senior Scholar** 2009-2010

Graduate Fellowship

$5,000

**Presidential Scholar for Kathryn Lively, Ph.D.**  2009

**Rufus Choate Honor Scholar Dartmouth College** 2009

**Mabry Scholarship of Dartmouth College** 2009

 Most promising student pursuing graduate studies in a related field”

Sociology Department

 $1,000

**SERVICE**

**Stanford Graduate School of Education Doctoral Student Mentor** 2016-2018

 **Stanford Graduate School of Education Student Guild Chair (elected)** 2014-2016

 **Stanford Graduate School of Education Committee** 2016

**for Student Diversity officer (invited)**

**Stanford Pre-Education Society Mentor** 2015-2016

Mentored socioeconomically, racially, and linguistically diverse students

who intend careers in education.

**Stanford LEEP** (Language Education Equity and Policy), officer 2015-2017

**Stanford PIES** (Psychological Interventions in Education Settings), officer 2016-2018

**CERTIFICATES**

 Stanford Summer Graduate Institute 2015

 Adventures in Design Thinking (Design “bootcamp”)

Early Childhood, Elementary General Education, New York State 2012

 98th percentile on examination

 Early Childhood, Elementary Special Education, New York State 2012

* 99th percentile on examination
* Named in 95th percentile of teachers seeking work by the

New York City Department of Education via interview and

examination

**PROFESSIONAL AND ONGOING RESEARCH AFFILIATIONS**

 American Educational Research Association

Literacy Research Association

American Psychological Association

American Sociological Association

CTC (Stanford College Transition Collaborative)

CSET (Stanford Center to support Excellence in Teaching)

SCOPE (Stanford Center for Opportunity Policy Education)

Aukerman Lab (Language, literacy, and Education)

 Dweck-Walton Social Psychology Lab

 Eberhart Lab on Race and Inequality

**REFERENCES (contact information available upon request)**

**Dr. Guadalupe Valdés**

Stanford University

**Dr. Ira Lit**

Stanford University

**Dr. Ramón Martínez**

Stanford University

**Dr. John Rickford**

Stanford University

**Dr. Evelyn Carter**

U.C.L.A.

**Dr. Maren Aukerman**

U.C. Calgary