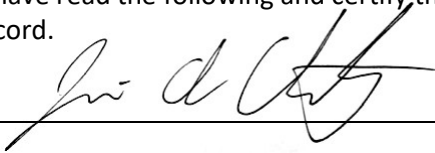


Curriculum Vitae

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature



Date 3/21/2024

I. Personal Information

I.A. Name and Contact Information

Ortiz, José Antonio
0123 Lefrak Hall
College Park, MD 20742
301-405-4228
jortiz5@umd.edu
<https://hesp.umd.edu/facultyprofile/ortiz/jose>
UID: 115158689

I.B. Academic Appointments at UMD

2023 – Present	Assistant Professor, Hearing and Speech Sciences
2023 – Present	Assistant Professor, Human Development and Quantitative Methodology (courtesy appointment)
2017 – 2023	Assistant Clinical Professor, Hearing and Speech Sciences
2022 – Present	Affiliated Faculty, Latin American and Caribbean Studies Center

I.C. Administrative Appointments at UMD

2023 – Present	Associate Director of Community Outreach, Maryland Initiative for Literacy and Equity
2023 – Present	Director, Certificate in Bilinguals Speech-Language Pathology Certificate for Practitioners in HESP
2018 – Present	Director, Certificate in Speech-Language Pathology in HESP
2017 – 2023	Director, Language Learning Early Advantage Program

I.D. Other Employment

2013 – 2017	Master Clinician, New York University, Communicative Sciences & Disorders
2012 – 2013	Clinical Educator, Hunter College of the City University of New York
2012 – 2017	Speech-Language Pathologist, The Guild for Exceptional Children
2008 – 2012	Speech-Language Pathologist, Tender Touch Health Care
2009 – 2012	Speech-Language Pathologist, Associates for Bilingual Child Development
2009 – 2010	Speech-Language Pathologist, Hawthorne Country Day School

I.E. Educational Background

2022	Ph.D. Special Education, University of Maryland, College Park, MD
2011	Bilingual Extension Certificate, Columbia University Teacher's College, New York, NY
2007	M.A. Speech-Language Pathology, University of Massachusetts, Amherst, MA
2004	B.A. Linguistics & Psychology, University of Connecticut, Storrs, CT

I.F. Professional Certifications, Licenses, and Memberships

American Speech-Language Hearing Association (ASHA)
ASHA Special Interest Group 14: Cultural & Linguistic Diversity
Maryland Speech-Language Hearing Association
Licenses to practice speech-language pathology: Maryland, ASHA CCC

II. Research, Scholarly, Creative and/or Professional Activities

II.A. Chapters

II.A.1. Books

1. Ortiz, J. (2018). Language delay in a bilingual child. In Branski, R. and Molfenter, S. M. (Eds.), *Speech-language pathology casebook*. New York: Thieme Medical Publishers.

II.B. Refereed Journals

II.B.1. Journal Articles

1. Ortiz, J., Nolasco, J., Huang, Y., Chow, J. (2024). The use of language sample analysis to differentiate developmental language disorder from typical language in bilingual children: A systematic review and meta-analysis. *Journal of Speech-Language-Hearing Research*, 1-23.
2. Ortiz, J. A. (2021). Using nonword repetition to identify language impairment in bilingual children: A meta-analysis of diagnostic accuracy. *American Journal of Speech-Language Pathology*, 30(5), 2275–2295.
3. Ortiz, J. A. (2021). Nonword repetition in bilingual assessment: A guide to clinical application. *Perspectives of the ASHA Special Interest Groups*, 6(6), 1667–1677.
https://doi.org/10.1044/2021_PERSP-21-00165
4. McAllister, T., Hitchcock, E.R., Ortiz, J., (2021). Computer-Assisted Challenge Point Intervention for Residual Speech Errors. *Perspectives of the ASHA Special Interest Groups*.
5. Harel, D., Hitchcock, E. R., Szeredi, D., Ortiz, J., & McAllister Byun, T. (2017). Finding the experts in the crowd: Validity and reliability of crowdsourced measures of children’s gradient speech contrasts. *Clinical Linguistics & Phonetics*, 31(1), 104-117.

II.B.2. Pre-print / Working Papers

1. Ortiz, J. (under review). The Disproportionate Identification of Language-Related Disorders in Bilingual Children.
2. Ortiz, J., Cummings, K., Pepkin, S., Chow, J. (under review). A systematic review of response to intervention in addressing special education disproportionality for emergent bilinguals.
3. Ortiz, J., (in prep). Preventing the Disproportionate Identification of Language-Related Disorders in Bilingual Children
4. Ortiz, J., Chow, J., Nolasco, J., Huang, Y. (in prep) An Examination of the Diagnostic Accuracy of Language Sample Analysis in the identification of Developmental Language Disorder in Bilingual Children.

II.C. Conferences, Workshops, and Talks

II.C.1. Invited Talks

1. Wang, M., Ortiz, J. (2025) *Sequential Organization in Literacy Skills: Does Perceiving Visual-Orthographic Patterns Enhance Second Language Word Writing?* MILE Research Symposium.
2. Ortiz, J., Nolasco, J., Huang, Y. (2024) *Reducing Bias in Bilingual Language Sample Analysis*. Poster presented at the Behavioral and Social Sciences Inequality Hub
3. Ortiz, J. (2024) *Bridging the Bilingual Gap: Tools to Reduce Bias in Language Assessment*. Oral session presented at the Maryland Speech-Language-Hearing Association Winter Workshop.
4. Ortiz, J. (2023) *Reducing Bias in Assessment: Tools for Addressing Disproportionality in Special Education*. Webinar hosted by the American Speech-Language-Hearing Association.
5. Ortiz, J. (2021). *Nonbiased Assessment: Current Best Practices*. Oral session presented at the Maryland Speech-Language-Hearing Association Winter Workshop.
6. Ortiz, J. (2019). *Improving Special Education Referrals for ELLs*. Oral session presented at the Maryland English Language Learners Family Involvement Network (MELLFIN) Conference.
7. Ortiz, J. (2018). *Speech & language assessment for bilingual Kids: Raising the bar*. Oral session presented at the Maryland English Language Learners Family Involvement Network (MELLFIN) Conference.

II.C.2. Refereed Presentations

1. Ortiz, J., & Huang. (2024). Automated Language Sample Analysis for Children with Developmental Language Disorder. American Speech-Language-Hearing Association Convention, Seattle, WA.
2. Ortiz, J., Nolasco, J., Huang, Y., Chow, J. (2024). The use of language sample analysis to differentiate developmental language disorder from typical language in bilingual children: A systematic review and meta-analysis. American Speech-Language-Hearing Association Convention, Seattle, WA.
3. Ortiz, J., Nolasco, J., Huang, Y. (2024) *Contextual Factors in Bilingual Language Sample Analysis*. Poster presented at the Language Science Center Language Science Day
4. Ortiz, J. (2023). *The Disproportionate Identification of Language-Related Disorders in Bilingual Children*. Oral session accepted at the American Speech-Language-Hearing Association Convention.
5. Ortiz, J., Nolasco, J., Huang, Y.T. (2023). *Translanguaging in Language Sample Analysis for Bilingual Spanish-English Speakers*. Poster session accepted at the American Speech-Language-Hearing Association Convention.
6. Ortiz, J. (2021). *Nonword Repetition in Bilingual Assessment: A Meta-analysis of Diagnostic Accuracy*. Oral session accepted at the American Speech-Language-Hearing Association Convention (withdrawn due to COVID-19).
7. Ortiz, J. (2021). *Using nonword repetition to identify language impairment in bilingual children: A meta-analysis of diagnostic accuracy*. Poster session presented at the Council for Exceptional Children Convention.
8. Miranda, K., Ortiz, J. (2019). *Building a community of practice for culturally-linguistically diverse populations: A dynamic approach to professional development*. Oral session presented at the American Speech-Language-Hearing Association Convention.
9. Ortiz, J., Brea, M. (2019). *Developing a blueprint for educating bilingual SLPs: Competencies and skills*. Poster session presented at the American Speech-Language-Hearing Association convention.
10. Lemus, R., Featherstone, M., Ortiz, J., Mont, E. (2018). *Building bilingual resources & strengthening professional skills through the founding of a graduate-undergraduate student organization*. Poster session presented at the American Speech-Language-Hearing Association convention.
11. Mont, E., Ortiz, J., Kaplan, K., Lemus, R., Doctrow, A., Booth, T., Featherstone, M., Puyear, K. (2018). *Cultural competence training during pre-service clinical education: a student perspective*. Oral session presented at the American Speech-Language-Hearing Association convention.
12. Ortiz, J., (2018). *Exploring the disproportionate representation of ELLs in special education*. Oral session presented at the American Speech-Language-Hearing Association convention.
13. Ortiz, J., (2016). *Talleres y Terapia: Community-based clinical education for bilingual Spanish-English student clinicians*. Oral session presented at the American Speech-Language Hearing Association convention, Philadelphia, PA.
14. Ortiz, J., Kadison, R. (2015). *¡Vamos a hablar!: A clinical education program for developing professional Spanish language skills*. Technical session presented at the American Speech-Language Hearing Association convention, Denver, CO.
15. McAllister Byun, T., Hitchcock, E. R., & Ortiz, J. (2014). *Challenge-R: Computerized challenge point treatment for /r/ misarticulation*. Research session presented at the American Speech-Language Hearing Association convention, Orlando, FL.
16. Roper, B., & Ortiz, J. (2012). *Cortical underconnectivity and quasilinguistic vocal communication in low-functioning autism: a hypothetical model?* Poster session presented at the American Speech-Language and Hearing Association Convention
17. Roper, B., & Ortiz, J. (2011) *Is there a preference for low-level linguistic processing in autism?* Poster session presented at the American Speech-Language and Hearing Association Convention
18. Zaretsky, E., Curro, K., & Ortiz, J. (2006). *Reading above grade level; still a phonological dyslexic*. Poster session presented at the American Speech-Language and Hearing Association Convention

II.D. Completed Creative Works

II.D.1. Software and Applications

1. LSA+ [software] (2023)
2. IPA Notepad [software] (2021)
3. Challenge Point Program [software] (2014)

4. Simple Speech [software] (2010)
5. IPA Typing Assistant [software] (2010)

II.E. Sponsored Research and Programs

II.E.1. Current & Pending

1. Institute of Museum and Library Sciences, "The Hatchlings Project: Community-Library Partnerships to Reduce Childhood Literacy Inequities" (PIs: Romeo, R., Ortiz, J., Bonsignore, B.; Award Period: 2024–2026; Total costs: \$250,000)
2. Behavioral and Social Sciences Dean's Research Initiative, "Indexing Neural Representations of Written English in Individuals of Diverse Linguistic Backgrounds" (PIs: Purcell, J., Bolger, D., Ortiz, J.; Award Period: 2024–2025; Total costs: \$7,394)
3. Maryland Initiative for Literacy and Equity, "Sequential Organization in Literacy Skills: Does Perceiving Visual-Orthographic Patterns Enhance Second Language Word Writing?" (PIs: Wang, M., Ortiz, J.; Award Period: 2025; Total costs: \$5,000)
4. National Institutes of Health, "Diversity Supplement: Recasting and book reading under ideal (dose-controlled) and typical (dose-variable) conditions." (PIs: Huang, Y., Van Horne, A; Co-PI: Ortiz, J.; Award Period: 2024–2025; Total costs: \$45,000)
5. National Institute on Deafness and Other Communication Disorders, "Research Equity and Access in Communication and Hearing (UMD-REACH)" Role: Mentor (PIs: Goupell, M., Newman, R.; Award Period: 2023–2028; Requested: \$2,466,703)
6. "The Maryland Initiative for Literacy and Equity (MILE)" Role: Co-PI (PI: Bolger, D.; Award Period: 2023–2025; Total costs: \$3,000,000)
7. National Science Foundation, "Collaborative Research: Leveraging technology to understand family-specific variability in daylong recordings of homes across SES" (PIs: Huang, Y., Ortiz, J., Romeo, R.)
8. Artificial Intelligence Interdisciplinary Institute UMD, "AI-driven Development of Neurodiversity Affirming Practices for Teachers and Clinicians (ADAPT)" (PIs: Kang, V.; Co-PIs: Ortiz, J., Yarger, H., Lu, K., La., A.)
9. Artificial Intelligence Interdisciplinary Institute at Maryland (AIM) Experiential Learning and Community-Engaged Course Development Grant, "Integration of TerpAI in EDSP486 Promoting Prosocial Behavior in Special Education" (PIs: Kang, V.; Co-PIs: Ortiz, J., Yarger, H., Lu, K., La., A.)

Completed

1. MPowering the State, "Disproportionality in communication impairments: Leveraging technology to provide individualized language assessments of bilingual children" (PIs: Huang, Y., Woolley, M., Co-PIs: Ortiz, J., Feldman, N., Boyd-Graber, J.; Award Period: 2022-2024; Total costs: \$249,968).
2. University of Maryland, Teaching and Learning Transformation Center, "Reaching all students: An active-learning approach to infusing diversity, equity, and inclusion in the curriculum" (PI: Mont, E., Co-PIs: Anderson, S., Hoover, E., Nguyen, N., Ortiz, J., Sohns, S.; Award Period: 2022-2023; Total costs: \$70,000)
3. Course Innovation Grant: Steinhardt School of Education Culture and Human Development, New York University (Period 2015; Total costs: \$9000)

II. Teaching, Extension, Mentoring, and Advising

II.A. Courses Taught

1. HESP120: Introduction to Linguistics (Spring 2018, Fall 2019, Spring 2025)
2. HESP202: Introduction to Hearing and Speech Sciences (Fall 2017)
3. HESP389: LEAP Classroom internship (Spring 2017 – Summer 2018)
4. HESP605: Assessment and Intervention in Bilingual Populations (Summer 2019 to Present)
5. HESP648B: Clinical Supervision—Treatment (Spring 2017 – Present)
6. HESP648A: Clinical Supervision—Diagnostics (Spring 2017 – Present)
7. HESP708: Independent Study [bilingual certificate students] (Fall 2020)
8. CSCD-GE 2115: Practicum II—Diagnostics (Fall 2013 – Summer 2015)

9. CSCD-GE 2111: Practicum I—Pre-Clinic (Fall 2015 – Summer 2016)
10. CSCD-GE 2141: Multicultural Issues in Communicative Sciences and Disorders (Summer 2016 – Fall 2016)

II.B. Teaching Innovations

II.B.1. Course or Curriculum Development

1. HESP605: Assessment and Intervention in Bilingual Populations Department of Hearing and Speech Sciences, University of Maryland, College Park (2018)
2. HESP621: Bilingualism in Children and Adults Department of Hearing and Speech Sciences, University of Maryland, College Park (2020)
3. HESP623: Education, Policy & Advocacy in Bilingual Service Delivery Department of Hearing and Speech Sciences, University of Maryland, College Park (2020)
4. CSCD-GE 2079 Culturally/Linguistically Diverse Populations: Approaches in CSD Department of Communicative Sciences and Disorders, New York University (2016)

II.C. Advising: Research or Clinical

1. Master's thesis committee member
 - Ogbonna, Chidinma (2023)
 - Guevara, Sandra (2019)
 - Otarola-Seravalli, Daniella (2021)
2. Master's Candidacy paper reader

Delcid, Valeria (2024)	Del Rosario, Hannah (2022)
Kennedy, Samantha (2024)	Gilbert, Caitlin (2022)
Miranda-Amaya, Ramon (2024)	Jimenez, Cecilia (2022)
Truillo, Emily (2024)	Wyatt, Laurel (2022)
Domogauer, Carlie (2023)	Beckford, Brittany, (2020)
Eagle, Sarah (2023)	Eisner, Lauren (2020)
Koh, Jessica (2023)	Levine, Karen (2020)
Lee, Jessica (2023)	Featherstone, Margaret (2019)
Teran, Gabriela (2023)	Puyear, Kelly (2019)
Whitlock, Kayla (2023)	Wexler, Claire (2019)
Yoon, Amy (2023)	Oliveira, Evelyn (2018)
Babaa, Nada (2022)	
3. Undergraduate Thesis Committee Member:
 - Ahluwalia, Seetal (2024)

II.D. Advising: Other than Directed Research

II.D.1. Other Advising Activities

1. Faculty Advisor for National Student Speech-Language-Hearing Association (2017 – 2023)

II.D.2. Professional Programs Established

1. Certificate in Bilingual Speech-Language Pathology for Practitioners, Department of Hearing and Speech Sciences, University of Maryland, College Park (2023)
2. Certificate in Bilingual Speech-Language Pathology Department of Hearing and Speech Sciences, University of Maryland, College Park (2018)
3. Bilingual Extension Program Department of Communicative Sciences and Disorders, New York University (2016)

II.D.3. Guest Lectures (*Presented in traditional classes or for someone else's program*)

1. Bilingual Speech-Language Pathology Program: University of Texas Austin (Spring 2024)

2. EDHD241: Are Two Languages Better than One: The Science and Controversy of Bilingualism (Spring 2023)
3. HESP603: Cultural and Linguistic Diversity Seminar (Spring 2018, Fall 2018, Spring 2019, Fall 2019)
4. HESP617: Cultural and Linguistic Diversity (Winter 2019)

III. Service and Outreach

III.A. Editorships, Editorial Boards, and Reviewing Activities

III.A.1. Reviewing Activities for Journals and Presses

1. Journal of Speech, Language, Hearing Research (2024)
2. International Journal of Language & Communication Disorders (2024)
3. Language and Speech (2024)
4. Bilingualism: Language and Cognition (2022)
5. American Journal of Speech-Language Pathology (2021)

III.A.2. Reviewing Activities for Agencies and Foundations

1. Auckland Medical Research Foundation (2022)

III.B. Committees, Professional & Campus Service

III.B.1. Campus Service – Department of Hearing and Speech Sciences

1. Member, Behavioral and Social Sciences Faculty & Staff Awards Review Committee (2024 –2025)
2. Member, Policy and Outreach Committee, Maryland Initiative for Literacy and Equity (2023 – present)
3. Member, HESP seminar committee (2023 – present)
4. Faculty Advisor, Cultural Leadership Initiative Student Organization (2018 – 2020)
5. Faculty Advisor, National Student Speech-Language-Hearing Association (2017 – 2023)
6. Member, Diversity committee (2017 – 2023)
7. Member, Teaching committee (2017 – 2023)
8. Chair, Search Committee in Hearing & Speech Sciences (2022)
9. Member, Search Committee in Hearing & Speech Sciences (2018)

III.B.2. Other Non-University Committees, Memberships, Panels, etc.

1. Director of Multicultural Affairs, Maryland Speech-Language Pathology Multicultural Affairs Committee (2021-2022)
2. Chair, Maryland Speech-Language Pathology Multicultural Affairs Committee (2019-2020)
3. Member, Admissions Committee, Department of Communicative Sciences and Disorders, New York University (Spring 2014)
4. Faculty Advisor, NSSHLA, Department of Communicative Sciences and Disorders, New York University (Spring 2016 – Fall 2016)
5. Member, Clinic Committee, Department of Communicative Sciences and Disorders, New York University (Fall 2013 – Fall 2016)
6. Member, Faculty Search Committee, Steinhardt School of Education Culture and Human Development (Summer 2015, Summer 2016)

III.B.3. Other

1. Advancing Professional Track Faculty UMD (Fall 2019 – Spring 2020)

III.C. External Service and Consulting

III.C.1. Consultancies (*to local, state and federal agencies; companies; organizations*)

1. Maryland State Department of Education: Workgroup for Developing Guidelines for Implementing Screening and Supplemental Reading Instruction for English Learners (2020)
2. Biofeedback Intervention Technology for Speech Lab, New York University, Communicative Sciences & Disorders (2013 – 2023)

III.D. Community & Other Service

1. Montgomery County Public Schools Professional Development, (Spring 2025)
2. Legislative Advocacy Day, Maryland Initiative for Literacy and Equity, Annapolis, MD (Spring 2024)
3. Escuelas Universitarias, University of Maryland, College Park, MD (Fall 2023)
4. Howard County Community Action Council, Howard County, MD (Fall 2022)
5. Hyattsville Reading Program, Hyattsville, MD (Summer 2018, Summer 2019)
6. Lenox Hill Neighborhood House, New York, NY (Fall 2015 – Fall 2016)
7. PS 267 Manhattan, New York, NY (Fall 2013 – Fall 2016)
8. Project Go, New York, NY (Summer 2015)
9. Henry Street Settlement, New York, NY (Fall 2014)
10. University Settlement – Children’s Corner, Brooklyn, NY (Spring 2014)

III.E. Service Awards and Honors

1. University of Maryland, College of Behavioral and Social Sciences Excellence in Service for Diversity and Inclusion Award (2022)