

John Luciano Beltramo, PhD

Lecturer, Director of Catholic School Partnerships
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SCHOLARLY INTERESTS

The education of secondary teachers for providing equitable learning opportunities for diverse students; examining opportunities for K-12 teachers to develop commitments to equity and asset orientations; exploring ways for teachers to better learn about students and their backgrounds, realities, and funds of knowledge; Catholic education and teacher preparation; professional development for teacher educators.

EDUCATION

Ph.D. in Urban Education Policy with concentration in Teacher Education	University of Southern California	August 2016
M.A. in Education, Catholic Inclusive Education	Loyola Marymount University (Los Angeles, CA)	May 2008
M.A. in Education, Secondary ELA, Preliminary CA Teaching Credential (Cleared, 2009)	Loyola Marymount University (Los Angeles, CA)	May 2005
B.A. in Program of Liberal Studies	University of Notre Dame (Notre Dame, IN)	May 2002

TEACHING EXPERIENCE

Lecturer 2018 - Present
School of Education and Counseling Psychology, Santa Clara University

Courses Taught (and syllabi developed):

EDUC 231E: External Practicum
EDUC 252/277: Social Foundations for K-12 Teachers
EDUC 253/283: Elementary & Secondary Classroom Management
EDUC 250/275: Reflection, Ethics, & Diversity: Introduction to Teaching in Urban Classrooms

Assistant Professor (Tenure Track) 2016 – 2018
Department of Education, Regis College, Regis University

Courses Taught (and syllabi developed):
ED 204: Foundations of Education for Diverse Learners
ED 306: Assessment of Learning
ED 403B/603B: Secondary Literacy: Content, Instruction, & Assessment
EDLT/ RCC 400D: Diversity & Identity in Multicultural Young Adult Literature
ED 435: Student-Teaching Seminar

Teaching Assistant 2013 – 2016
Rossier School of Education, University of Southern California

Courses Assisted (and syllabi co-created):
EDUC 513B: Teaching English Language Arts in the Secondary Classroom
EDUC 703: Examining Literacy Theories and Practice in Teacher Education
GESM 130: Introduction to Education: Examining Critical Issues in Public Schooling for Social and Educational Justice

Middle School E/LA Teacher 2003 – 2011
[Nativity School](#) (K-8), South Los Angeles.

Part-time Assistant Principal for Faculty Hiring, Development, & Assessment (2004-2011)

PUBLICATIONS

Beltramo, J., Hilario, A., & Welles, B. (2022). Upholding the dignity of students through asset-oriented teaching. *Momentum*, 53(1), 14-16..

Beltramo, J., Layam, K., Lucas, J., & Schmitt, J. (2021). Cultivating Catholic classroom communities during remote COVID-era teaching. *Journal of Catholic Education*, 24(2), 43-61. <http://dx.doi.org/10.15365/joce.2402032021>.

Beltramo, J.L. (2020). Grappling with ‘bigger questions’ of teaching: Engaging in critical reflection through participation in cogenerative dialogues. *Teacher Education Quarterly*, 47(2), 86-107.

- Beltramo, J.L., Stillman, J., & Ahmed, K.S. (2019). From approximations of practice to transformative possibilities: Using Theatre of the Oppressed as rehearsals for facilitating critical teacher education. *The New Educator*, 16(1), 25-44.
- Stillman, J.A., & Beltramo, J.L. (2019). Exploring Freirean culture circles as a pedagogical space for preparing asset-oriented teacher educators. *Teachers College Record*, 121(6), 1-38.
- Stillman, J.A., Struthers, K.A., Beltramo, J.L., Garcia, V., Castañeda-Flores, E., & Pyo, M. (2019). From the ground up: Building a teacher educator knowledge base from the situated knowledges of emerging, equity-minded teacher educators. *Asia-Pacific Journal of Teacher Education*, 47(3), 265-285. DOI: 10.1080/1359866X.2019.1600187
- Beltramo, J.L. (2018). Reciprocity, responsiveness, and responsibility: Establishing mutual accountability between teachers and students through participation in cogenerative dialogues. *International Journal of Student Voice*, 3(1). <https://ijsv.psu.edu/?article=developing-mutual-accountability-between-teachers-and-students-through-participation-in-cogenerative-dialogues>
- Beltramo, J.L. (2017). ¡Con Ganas! Using cogenerative dialogues to scaffold Latina students' active participation in science classrooms. *Urban Education*. DOI: 10.1177/0042085917727573
- Stillman, J., Anderson, L., Beltramo, J., Struthers, K., & Gomez-Najarro, J. (2017). *Teaching for equity in complex times: Negotiating standards in a high-performing bilingual school*. New York: Teachers College Press.
- Beltramo, J.L. (2017). Developing adaptive teaching practices through cogenerative dialogues. *Teaching and Teacher Education*, 63C, 326-337.
- Beltramo, J.L. (2016). A case of teacher-assistant principals in Catholic schools: Spanning the boundary between administration and faculty through re-emergent practices in teacher leadership. *Journal of School Leadership*, 26(2), 64-97.
- Beltramo, J.L., & Stillman, J. (2015). Why should students *want* to do close readings? *Voices from the Middle*, 22(4), 9-14.
- Beltramo, J.L. (2014). The experiences of teacher-assistant principals in Catholic elementary schools: Boundary spanners and player managers. *Journal of Catholic Education*, 18(1), 111-136.
- Beltramo, J.L., Padilla, A., & Torres, B. (2014). Enlisting teachers as assistant principals in Catholic schools. *Momentum*, 45(1), 16-19.
- Beltramo, J.L., & Duncheon, J. (2013). Globalization standards: A comparison of U.S. and non-U.S. social studies curricula. *Journal of Social Studies Research*, 37, 97-109.
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CONFERENCE PROCEEDINGS

- Beltamo, J.L. (April 2022). *Remembering Our Students' Dignity: Developing Asset Orientations through Participation in Freirian Culture Circles*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, California.
- Beltramo, J. L., Stillman, J. & Ahmed, K. (2020, Apr 17 - 21) *From Approximation to Transformation: Using Theater of the Oppressed as Rehearsals for Critical Teacher Education* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uu66rpq> (Conference Canceled).
- Stillman, J.A., Struthers, K.A., Beltramo, J.L., Garcia, V., Castañeda-Flores, E., & Pyo, M. (April 2019). *From the ground up: Building a situated knowledge base for asset-oriented teacher educators*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Beltramo, J.L. (April 2017). *Churn and burn(out): Identity, overwork, and education reform*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Beltramo, J.L. (April 2017). *Fostering cultures of reflective practice through professional development*. Chair of session at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Beltramo, J.L. (April 2017). *Grappling with 'big questions' of teaching: Engaging in critical reflection through participation in cogenerative dialogues*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Beltramo, J.L. (April 2017). *Mediating mutual accountability and learning: A design-based study of cogenerative dialogues among teachers and students*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Stillman, J., Anderson, L., Beltramo, J., & Struthers, K. (December, 2016). *Using video-mediated interviewing to learn about teachers' literacy practice in times of policy change*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Stillman, J., Anderson, L., Struthers, K., & Beltramo, J. (December, 2016). *Contending with close reading of complex text: How teachers make sense of and implement Common Core Standards with emerging bilingual students*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Beltramo, J.L. (April 2016). *Becoming more thoughtfully adaptive and responsive teachers through participation in cogenerative dialogues with students*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

- Beltramo, J.L., Castañeda-Flores, E., & Luna, A. (April 2016). *¡Con Ganas! Using cogenerative dialogues to foster Latina students' active participation in science classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- Beltramo, J.L. (April 2016). *Mediating mutual accountability and learning: A design-based case study of cogenerative dialogues among teachers and students*. Poster presented at the semi-annual meeting of the California Council on Teacher Education, San Jose, CA.
- Anderson, L., Stillman, J., Beltramo, J.L., Struthers, K., Gomez-Najarro, J.M. (April 2015). *From stimulate recall to scaffolded reflection: Using video-mediated interviewing to learn about teachers' (sensemaking and) navigation of educational policy*. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Beltramo, J.L. (March 2015). *Using teacher-student dialogues to facilitate teacher growth toward more learner-centered pedagogical practices*. Poster presented at the semi-annual meeting of the California Council on Teacher Education, San Jose, CA.
- Beltramo, J.L. (November 2014). *The press for text complexity, and its impact on classroom practice*. Paper presented at the annual meeting of the National Council of Teachers of English, Washington, D.C.
- Beltramo, J.L. (April 2014). *Boundary positions and player managers: A phenomenological study of elementary school teacher-assistant principals*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Beltramo, J.L. (April 2014). *Catholic school teacher-assistant principals: Linking faculty and administration through a multiplicity of roles and relationships*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Carbone, P.M., Beltramo, J.L., & Datta, M. (December 2013). *Teaching teachers how to design writing instruction and assessment to develop students' fluency*. Alternative format session presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Stillman, J., Beltramo, J., Bugarin, M., Castañeda-Flores, E., Garcia, V., Gavrilovic, D., Gomez, L., Nevarez, D., Pyo, M., Regan, L., & Struthers, K. (October 2013). *Exploring Freirian culture circles as a pedagogical approach for preparing equity-minded teacher educators*. Practice session presented at the semi-annual meeting of the California Council on Teacher Education, San Diego, CA.
- Pine, N., & Beltramo, J.L. (November 2009). *Pedagogical traditions in modern Chinese classrooms*. Paper presented at the Western Regional Conference of the Comparative and International Education Society, University of California Los Angeles.

HONORS, AWARDS, & FELLOWSHIPS

Order of the Araté (Honors Society for USC Graduate Students) University of Southern California	2016
University Dissertation Completion Fellowship University of Southern California	2015 – 2016
Provost's PhD Fellowship University of Southern California	2011 – 2015
Accepted Participant in the Division K Graduate Student Seminar Annual Meeting of the American Educational Research Association – Chicago, IL	2015
University Award for Excellence in Teaching – Outstanding Teaching Assistant (nominated) University of Southern California	2014
Alpha Sigma Nu – Jesuit Honors Society Loyola Marymount University	2005
Graduated Magna Cum Laude University of Notre Dame	2002

PROFESSIONAL & ACADEMIC SERVICE

Santa Clara University

Search Committee (chair)	2020
Structural Change Committee	2020-2021
Radical White Identity Reading Group	2020-Present
Senior Capstone Advisor (Eva Borden)	2020-2021

Regis University Service

Honors Thesis Director	2017-2018
Faculty Senator	2017
Search Committee	2017, 2018
Academic Integrity Board	2017-2018
Faculty Advisor for Student Club – Student Advocates for Educational Diversity	2017-2018
Assessment Committee	2016-2018
Committee on Teacher Education at Regis	2016-2018
Committee to Establish Regis Teacher Leadership & Residency Program	2016-2017

<i>Manuscript Referee</i>	
The New Educator	2020
Meeting of the American Educational Research Association - Paper Reviewer	2018
Urban Education	2017-Present
Teachers College Record	2016-Present
Issues in Teacher Education	2016
Journal of Catholic Education	2014–2018
Mind, Brain, and Education	2012–2016
<i>Teaching Mentor – BTSA</i>	2010 – 2011, 2012 – 2013
Mount St. Mary’s College	
<i>Volunteer Teacher</i>	2003 – 2005
Response-Ability Teaching Corps – Los Angeles, CA	
<i>Housing Advocate for the Homeless</i>	2002 – 2003
Jesuit Volunteer Corps – Sacramento, CA.	

PROFESSIONAL AFFILIATIONS

American Educational Research Association
 Literacy Research Association
 California Council on Teacher Education
 National Council of Teachers of English

RESEARCH EXPERIENCE & PROJECTS

Principal Investigator. 2020 - Present
 School of Education & Counseling Psychology, Santa Clara University.

Pursuing Equity, Honing Practices: Catholic Teachers’ Participation in Freirian Culture Circles

Dissertation Research 2014 - 2016
 Rossier School of Education, University of Southern California.

Cogenerative Dialogues as Spaces for Teacher, Student, and Public Learning: A Design Investigation into Two Instantiations, Principal Investigator: J.L. Beltramo.

Research Assistant. August 2011 - 2015
 Rossier School of Education, University of Southern California.

Research Projects:

A Counter Narrative and a Common Core: Learning from a High-performing School Serving English Language Learners, Principal Investigators: J. Stillman, L. Anderson.

Exploring Freirian Culture Circles as a Pedagogical Approach for Preparing Equity-Minded Teacher Educators, Principal Investigator: J. Stillman.
