

HUONG TRAN NGUYEN, Ph.D.
CURRICULUM VITAE

Professor, Department of Teacher Education
College of Education
California State University, Long Beach
Long Beach, CA 90840
[Contact info redacted for online publication]

EDUCATION

- Ph.D. University of California Riverside, Riverside, CA, Curriculum and Instruction
December 2004
Dissertation title: “Case studies of five foreign-born Vietnamese American pre-service teachers: Perceptions of Teaching and of Self Development”
- LDS California State Department of Education, Language Development Specialist
Certificate, 1991 (certified to teach English language development, grades K-12)
- M.A. Point Loma College, Point Loma, CA, June 1984
Curriculum Development and Supervision
- California Community College, Community College Credential Life Credential, 1981
(certified to teach English language development and basic subjects)
- MSCP Teaching Credential, San Diego State University, San Diego, CA, December 1977
Multiple Subject Ryan Life Credential
- B.A. San Diego State University, San Diego, CA, June 1976
B.A., Liberal Studies (with Honors), Dean’s Lists 1972-1976

ACADEMIC AWARDS AND HONORS

- 2021 34th Senate District of California *Woman of Distinction*
- 2018 *Distinguished Faculty in Teaching* Award, California State University, Long Beach (campus-wide).
- 2018 *Don T. Nakanishi Excellence in Mentorship* Award from the American Educational Research Association (REAPA Sig.): Excellence in mentoring and supporting the advancement of research on Asian Americans and/or Pacific Islanders in education
- Dissertation Proposal Fellowship Grant Award, *National Council of Teachers of English* (NCTE), New Voices Program, 2002-2004.
- Dissertation Urban Scholar Award, *Institute for Urban School Improvement*, Urban Scholars Program, 2000.

- 1994 Outstanding (national) Teacher of the Year and 1994 Outstanding (national) Teacher in Foreign Languages and English as a Second Language, The American Teacher Awards (sponsored by the Disney Company).

PROFESSIONAL POSITIONS

Professor and Interim Chair, Teacher Education Department, CSULB, Aug. 2018-Aug. 2019

Professor, Teacher Education Department, CSULB, Aug. 2016

Associate Professor, Teacher Education Department, CSULB, Aug. 2010- July 2016

Assistant Professor, Teacher Education Department, CSULB, Jan. 2005-July 2010

Full-Time Lecturer, Teacher Education Department, CSULB, Aug. 2003-Dec. 2004

Distinguished Teacher in Residence, Teacher Education Department, CSULB, Aug. 1998-July 2003.

FUNDED GRANTS

PI, *Secondary Teachers for English Learner Integration (STEELI)* Professional Development grant, 1.5 million U.S. Department of Education funded, 2007-2012. Seventy five (75) content faculty (tenured, tenure-track, and adjunct) across 5 colleges and 11 departments within CSULB participated in the project to better prepare secondary teacher candidates for working with English language learners in urban school contexts.

PUBLICATIONS

Invited Book Chapters

Nguyen, H. T. (2018, invited book chapter) Preparing Prospective Teachers for Teacher Leadership in a Pluralistic Society (Ch. 1, pp. 1-16). *The Diversity, Equity, and Social Justice Handbook for Practicing Educators: Leadership*. Lanham, MD: by Roman and Littlefield.

Gomez-Zwiep, S., Benken, B., **Nguyen**, H. T., & Hakim-Butt, K. (2013). Bridging barriers between higher education and K-12 settings: A collaborative professional development model for improving secondary English learner instruction. In J. Nagle (Ed.), *English Learner Instruction through Collaboration and Inquiry in Teacher Education* (Ch. 8, pp. 137–155). Charlotte, NC: Information Age Publishing.

Peer-Reviewed and Editor-Reviewed Journal Articles

Hsieh, B. & **Nguyen**, H.T. (2021). Coalitional resistance: Challenging racialized and gendered oppression in teacher education. *Journal of Teacher Education*, 72(3) 355–367.

- Hsieh, B. & **Nguyen**, H.T. (Summer, 2020). Identity-informed mentoring to support acculturation of female faculty of color in higher education: An Asian American female mentoring relationship case study. *Journal of Diversity in Higher Education*, 13(2), 169-180.
- Nguyen**, H.T. (Spring, 2020). Designing meaningful learning experiences for Vietnamese American students (invited article, editor-reviewed). *National Association for Bilingual Education*, 44(1), 15-17.
- Seward, T. & **Nguyen**, H. T. (2019). The digital imperative in the 21st century classroom: Rethinking the reciprocity of collaboration. *Issues in Teacher Education*, 80-98.
- Hsieh, B., & **Nguyen**, H. T. (2015, Winter). Co-teaching, co-leading, co-learning: Reflection on the co-teaching model in practicum. *Teaching and Learning in Higher Education*, 14. Available at <http://teachingandlearningtogether.brynmawr.edu>.
- Nguyen**, H. T., Benken, B., & Zwiep, S., Hakim-Butt, K. (2013). Teaching and learning in higher education: Enhancing faculty's preparation of prospective secondary teacher candidates for instructing English language learners. *International Journal of Teaching and Learning in Higher Education*, 25(3), 305-315.
- Nguyen**, H. T. & Watanabe, M. (September, 2013). Using visual supports to teach English language learners in physical education. *Journal of Physical Education, Recreation & Dance*, 84(8), pp. 46-53. Available at
- Nguyen**, H. T. & Cortes, M. (October, 2013). Teaching mathematics to ELLs practical research-based methods and strategies, *Childhood Education: Focus on Middle School*, 89(6), 392-395.
- Nguyen**, H. T. (Winter, 2012). Culturally and linguistically diverse students with giftedness: How teachers and parents can support their academic and social needs. *Multicultural Education*, 19(2), 10-17.
- Nguyen**, H. T. (Spring, 2012). General education and special education teachers collaborate to support English language learners with learning disabilities. *Issues in Teacher Education*, 21(1), 127-152.
- Nguyen**, H. T. (November, 2012). What role do race, ethnicity, language and gender play in the teaching profession? *Race, Ethnicity and Education*, 15(5), 653-681.
- Colburn, A., & **Nguyen**, H. T. (2012). Every word you speak: Helping English language learners swim in the science language stream. *The Science Teacher*, 79(4), 58-61.
- Galvan, C., **Nguyen**, H. T., & Williams, E. (Spring, 2011). Teaching and assessing English

language learners in physical education. *California Association for Health, Physical Education, Recreation and Dance*, 73(3), 48-51.

Nguyen, H. T. (2009). An inquiry-based practicum model: What knowledge, practices, and relationships typify empowering teaching and learning experiences for student teachers, cooperating teachers, and college supervisors? *Journal of Teaching and Teacher Education*, 25(5), 655-662.

Nguyen, H. T. (April, 2008). Conceptions of teaching by five Vietnamese American pre-service teachers. *Journal of Language, Identity & Education*, 7(2), 113 -136.

Nguyen, H. T. (Fall, 2007). Educating Vietnamese American students. *Multicultural Education*, 15(1), 23-26.

Conference Presentations

Hsieh, B. & **Nguyen, H. T.** (2021, April 7-12). Coalitional Resistance: Our Educational Responsibility to Support Women of Color in Teacher Education. American Educational Research Association, Division K: Teaching and Teacher Education (Section 3). Virtual paper presentation.

Hsieh, B. & **Nguyen, H. T.** (2020, Apr 17 - 21) *We Lift as We Rise: Reconceptualizing Resistance as Asian American Female Teacher Educator-Scholars* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/szbt7ur> (Conference Canceled due to COVID-19).

Hsieh, B. & **Nguyen, H.T.** (2019, April). *Space to Blossom: Fostering Holistic Successes and Reclaiming Our Right to Thrive Through Identity-Informed Mentoring*. American Educational Research Association, Division K: Teaching and Teacher Education (Section 3). Paper presentation, American Educational Research Association Meeting, Toronto, Canada.

Hsieh, B. & **Nguyen, H.T.** (2018, April). The Dreams, Possibilities, and Necessity of Identity-Informed Mentoring to Support Teacher Educator Acculturation. Paper presentation, American Educational Research Association Meeting, Division K, New York, NY.

Hsieh, B. & **Nguyen, H.T.** (2017, October). *Diversity Starts with Us: Supporting Teacher Educators of Color through Identity-Informed Mentoring*. Paper presentation, California Council for Teacher Education fall conference, San Diego, CA.

Hsieh, B. & **Nguyen, H.T.** (2016, October). *Exploring Mutuality as a Dynamic in Faculty Mentoring*. Paper presentation, California Council for Teacher Education fall conference, San Diego, CA.

Seward, T. & **Nguyen, H.T.** (2016, October). *The Digital Imperative in the English Classroom: Harnessing the Inherent Qualities of Participatory Culture within the Internet*. Paper

- presentation, California Council for Teacher Education fall conference, San Diego, CA.
- Nguyen, H.T. & Hankins, C.** (2015, October). *Making the Western Expansion Come Alive for English Language Learners*. Paper presentation, California Council for Teacher Education fall conference, San Diego, CA.
- York, A. & **Nguyen, H. T.** (2015, October). *Joyful Chemistry: Adding the Element of Fun through Project Based-Learning and Cross-Curricular Learning*. Paper presentation, California Council for Teacher Education fall conference, San Diego, CA.
- Nguyen, H. T. & Hsieh., B.** (2015, April). *Reciprocity of a Mentor-Mentee Teacher Education Faculty Relationship*. Paper presentation, American Educational Research Association Meeting, Self-Study SIG, Chicago, IL.
- Nguyen, H. T. & Rovetta, L.** (2015, April) *Language, Culture, and Heritage Shape Teachers' Personal-Professional Identities*. Poster session presentation, American Educational Research Association Meeting, Chicago, IL.
- Nguyen, H. T., View, E., & York, A.** (2014, October). *The Odd Couple: Making Connections between the Arts and Sciences. Examining the Role of Language, Culture, and Heritage in Shaping Teachers' Personal-Professional Identities*. Poster session presentation, California Council on Teacher Education fall conference, San Diego, CA.
- Nguyen, H. T., Rovetta, L., & Yeng, S.** (2014, October). *Examining the Role of Language, Culture, and Heritage in Shaping Teachers' Personal-Professional Identities*. Poster Presentation, California Council on Teacher Education fall conference, San Diego, CA.
- Nguyen, H. T.** (2014, April). *New Teaching and Learning Spaces: Becoming a Transformative Leader*. Paper presentation, California Council on Teacher Education spring conference, San Jose, CA.
- Nguyen, H. T. & Hsieh., B.** (2014, April). *Co-Teaching Partnerships: New Teaching and Learning Spaces*. Paper presentation, California Council on Teacher Education spring conference, San Jose, CA.
- Nguyen, H.T. & Ratanasiripong, P.** (2013, November). *Biofeedback intervention program to reduce stress and anxiety among secondary candidates in a teacher education program*. Paper presentation, California Council on Teacher Education fall conference, San Diego, CA.
- Hsieh, B. & **Nguyen, H.T.** (2013, November). *Erasing the Shadows, Embracing the Light: Re/visioning Multicultural Education*. Paper presentation, Association for Multicultural Education Annual Conference, Oakland, CA.
- Hsieh, B. & **Nguyen, H.T.** (2013, November). *Regenerating the Field through Co-Teaching*

Partnerships: Reflections and Recommendations. Paper presentation, California Council on Teacher Education fall conference, San Diego, CA.

To, S. & **Nguyen, H.T.**, & Ratanasiripong, P. (2013, November). *Regenerating the field by exploring race and white privilege in educational contexts*. Paper presentation, California Council on Teacher Education fall conference, San Diego, CA.

Galvan, C. & **Nguyen, H.T.** (2013, November). *Implementing the responsibility model to create a bully-free environment: Implications for the classroom and beyond*. Poster session presented at the California Council on Teacher Education fall conference, San Diego, CA.

Nguyen, H. T., Benken, B., Gomez-Zwiep, S., Hakim-Butt, K. (2013, April). *Professional development in higher education: Enhancing faculty's preparation of secondary teacher candidates for instructing English language learners*. Roundtable presentation, American Educational Research Association Annual Meeting, Division K Teaching and Teacher Education (Section 8): Teacher Professional Development: Impact on Teacher Practices and Student Learning), San Francisco, CA.

Benken, B., Hakim-Butt, K., **Nguyen, H. T.**, Gomez-Zwiep, S. (2013, April). *Impact of a multi-year program intervention: Meeting English language learners' needs by restructuring teacher education*. Paper presentation, American Educational Research Association Annual Meeting, Division K Teaching and Teacher Education (Section 2: Teaching of PK-12 Students in the Humanities and Other Content Areas), San Francisco, CA.

Gomez-Zwiep, S., Benken, B., **Nguyen, H. T.**, & Hakim-Butt, K. (2013, April). *Bridging barriers between higher education and K-12 settings: A collaborative professional development model for improving secondary EL instruction*. Poster session presentation, American Educational Research Association Annual Meeting, Division K Teaching and Teacher Education (School/University Collaborative Research SIG), San Francisco, CA.

Nguyen, H. T., & Cortes, M. (2012, October). *Enhancing mathematics instruction for long-term English language learners in secondary schools*. Poster session presentation, California Council on Teacher Education fall conference, San Diego, CA.

Nguyen, H. T., & Watanabe, M. (2012, October). *General and special education teacher collaboration in physical education: Ensuring success for English language learners with and without learning disabilities*. Poster session presentation, California Council on Teacher Education fall conference, San Diego, CA.

Nguyen, H. T., Benken, B., Gomez-Zwiep, S., Hakim-Butt, K. (2012, January). *A professional development model for content faculty to effectively meet the needs of English language learners*. Paper proceedings, Hawaii International Conference on Education

conference, HI.

Nguyen, H.T., & O'Brien, J. (2011, October). *Proposed model of professional dispositions in cross-cultural contexts*. Paper presentation, Comparative & International Education Society, Western Regional Meeting, Stanford University, School of Education, Palo Alto, CA.

Nguyen, H. T., & Masunaga, H. (2011, April). Perceptions of English skills development: Comparison between Vietnamese students from the city and rural areas. Paper presentation, American Educational Research Association Annual Meeting, New Orleans, LA.

Gomez-Zwiep, S., **Nguyen, H.T., Benken, B., Hakim-Butt, K.** (2011, April). *Addressing the needs of English language learners through professional development for content faculty and secondary candidates within a university-wide program*. Poster session presentation, American Educational Research Association Annual Meeting, Division K Teaching and Teacher Education (Section 7: Teacher Recruitment, Induction, Mentoring, and Retention for and from Diverse Communities and Contexts), New Orleans, LA.

Nguyen, H. T. & Masunaga (2010, October). *Student perceptions of English skills Development at a leading agricultural university in Vietnam*. Paper presentation, Comparative and International Society (CIES) Western Regional Conference, CSULB campus, Long Beach, CA.

Benken, B., Gomez-Zwiep, S., Hakim-Butt, K. & **Nguyen, H. T.** (2010, October). *Preparing secondary teachers for a changing world: Using content-specific strategies and observations in courses on instructing English language learners*. Paper presentation, California Council on Teacher Education fall conference, San Diego, CA.

Benken, B., Gomez-Zwiep, S., **Nguyen, H. T., Hakim-Butt, K.** (2010, May). *Preparing secondary teachers to educate English language learners: The necessity for content-specific strategies and observations*. Paper presentation, American Educational Research Association Annual Meeting, Division K Teaching and Teacher Education, Denver, CO.

Nguyen, H. T. (2009, June). *The critical role of socio-cultural factors in the education of English language learners in California's K-12 urban schools*. Panel presentation, K-12 Alliance/West Ed., K-8 Math and Science Staff Developer Training conference, Long Beach, CA.

Nguyen, H. T., Hakim-Butt, K. Benken, B., & Zwiep, S. (2009, April). *Professional development in higher education: Enhancing teacher education programs for English language learners' success*. Paper presentation, American Educational Research Association Annual Meeting, Division K Teaching and Teacher Education, San Diego,

CA.

Gomez-Zwiep, S., Benken, B., **Nguyen**, H. T., & Hakim-Butt, K. (2008, October). *How can teacher education programs prepare candidates to address the needs of a culturally and linguistically diverse, global community?* Poster session presentation, California Council on Teacher Education fall conference, San Diego, CA.

Nguyen, H. T. & Quynh, H. D. (2007, August). *Advocating for and living harmoniously with your gifted child*. Paper presentation, California Association for Asian and Pacific American Education Summer Institute, CSU Northridge, CA.

Nguyen, H. T. (2007, February). *Five Vietnamese American teachers conceptualize teaching*. Session moderator and paper presenter, Second Annual Conference on Community-Based Teaching and Research: Diversity in California, San Jose, CA.

Nguyen, H. T. & Lac, J. (2006, August). *Mentoring: A simple way to promote Asian teacher leadership development*. Panel session presentation, California Association for the Asian and Pacific American Education Summer Institute, CSU Northridge, CA.

Nguyen, H. T., Huynh, T., Tran, J., Nguyen, T., & Hoang, E. (2006, August). *Through the eyes of the student teacher: It's more than just the experience*. Panel session presentation, California Association for Asian and Pacific American Education Summer Institute, CSU Northridge, CA.

Nguyen, H. T. (2006, January) *Respect in the context of teaching: Case study of five Vietnamese American pre-service teachers*. Poster session presentation, Hawaii International Conference on Education, Hawaii, HI.

Nguyen, H. T. (2005, August). *Respect: earned or unconditional? Five Vietnamese American pre-service teachers conceptualize teaching*. Paper presentation, California Association for Asian and Pacific American Education Summer Institute, CSU Northridge, CA.

Nguyen, H.T. (2004, April). *What shapes the development of five foreign-born Vietnamese American pre-service teachers?* Paper presentation, American Educational Research Association Annual Meeting, Division K Teaching and Teacher Education, San Diego, CA.

Nguyen, H. T. (2003, November). *Why so few Vietnamese American teachers in teaching?* Paper presentation, National Council of Teachers of English (NCTE) winter conference, New Voices Program, U.C. Berkeley, CA.

PROFESSIONAL SERVICE

Reviewer

Teaching and Teacher Education

Multicultural Perspectives
Oxford Bibliographies in Education
Sociology of Race and Ethnicity
 Review of Education, Pedagogy and Cultural Studies

CAMPUS SERVICE & GOVERNANCE ACTIVITIES

University Service

- 2018-19 Member (alternate), University Summer Stipends
- 2013-16 Member (re-elected), CEPC
- 2010-13 Member, Curriculum and Educational Policies Council (CEPC)
- 2012-13 Chair, Teacher Preparation (Advisory body to Academic Senate and subordinate to CEPC)
- 2011-12 Member, Teacher Preparation (Advisory body to Academic Senate and subordinate to CEPC)
- 2010-11 Member, Program Assessment and Review Council Committee (PARC)
- 2006-2008 Member, University Social Forecast on Increasing Diversity in Teaching
- 2004-2007 Recruiter of under-represented students to teaching
- 2004-2007 Recruiter of Math and Science Initiative candidates
- 1998-2003 Member, The Long Beach K-16 Seamless Partnership between CSULB, Long Beach City College, and Long Beach Unified School. Addressed the Chancellor's challenge for CSUs to produce more teachers for public schools. Participated in activities leading up to the blended teaching credential pathways (ITEP, among others) to teaching across colleges at CSULB and in seamless partnerships with school districts and community colleges.

College Service

- 2020-22 Member Elect, RTP Committee
- 2020 Chair, President's Award for Outstanding Faculty Committee
- 2019-20 Member (replacing colleague on leave), Professional Review Committee
- 2017-19 Member Elect, Retention, Tenure, and Promotion Committee

2018-19 Member Elect, Professional Review Committee

Sp 2017 Member Elect (replacing colleague on leave), RTP

2016-18 Member, Committee on Endowments

2016 Member, Search Committee, Math Education, Multiple Subject Credential Program

2015-16 Chair, Faculty Council
Chair, Planning and Policy Sub-Committee
Member, Budget Sub-Committee

2014-15 Chair Elect, Planning and Policy Sub-Committee
Member, Faculty Council
Member, Budget Sub-Committee

2014-15 Member, Professional Review Committee

2014-16 Member, Committee on Endowments (formerly VMJ)

2010-13 Member, Closing the Achievement Gap (CCAG) Committee (CED Dean's initiative)

2011-13 Member, Veffie Milstead Jones (VMJ) Committee

2012-14 Member, Student Affairs Committee

2012 Member, Search Committee, Secondary Reading position, Single Subject Credential Program

2010-12 Member, Nominations and Elections Committee

Sp 2009 CED Faculty Representative, WASC Team

2008-10 Member, Nominations and Elections Committee

2008-10 Member, Student Affairs Committee (formerly Scholarship Committee)

2004-06 Member, Scholarship Committee
The Scholarship Committee changed its name to Student Affairs Committee.

1998-2004 Math and Science Initiative Recruiter, College of Education

Department Service

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| 2015-date | Course Lead, EDSE 435 (Intercultural Education in U.S. Secondary Schools) |
| 2014-date | Area Coordinator, EDEL 431 course (Cultural and Linguistic Diversity in Schools) |
| 2004- date | Course Equivalency Evaluator, EDSE 435 and EDEL 431 |
| 2010-13 | Course Lead, EDSE 436 (Curriculum, Instruction, Assessment, and Classroom Management) |
| 2010- 13 | Course Equivalency Evaluator, EDSE 436 |
| 2010-13 | Chair, Admissions and Standards Committee |
| 2009-date | Member, Assessment and Program Improvement Committee |
| 2009-10 | Chair, Chancellor's Implementation Improvement and Accountability Plan (IAP) Initiative on English language learner related issues |
| 2004-10 | Member, Admissions and Standards Committee |
| 2005-08 | Chair, Ad Hoc Lottery Committee |
| 2004-07 | Member, Curriculum Committee |
| 2004-07 | Member, Field Experiences Committee |

Service to the Profession

Mentoring Faculty

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|------------------|--|
| 2019-date | Mentor/Facilitator, New Faculty Success Group for the College |
| 2010-2019 | Mentor (unofficial), Tenure-Track faculty, Multiple and Single Subject Credential Programs |
| 2004-2019 | Mentor (unofficial), Adjunct faculty, Multiple and Single Subject Credential Programs |
| 2005- 08 | Member, California Commission on Teacher Credentialing Bilingual Certification Advisory Work Group |
| Spring-Fall 2007 | President-Elect, California Association for Asian and Pacific American Education |
| 2004-07 | Secretary, California Association for Asian and Pacific American Education |

- Spring – Fall 2007 Member, National Evaluation Systems (NES) Validity Study Advisory Panel
- 2004-07 Secretary, California Association for Asian and Pacific American Education
- 2005-06 Member, California Commission on Teacher Credentialing
- 2003 Member, The Long Beach Education Partnership, Campus Compact site

CURRICULUM DEVELOPMENT

- Sp & Fall 2020 Course Review Lead, **EDSE 435** (Intercultural Education in U.S. Secondary Schools)
Led EDSE 435 faculty team in the process of: 1) Enhancing and refining tenets of CRP and MCE across course sections; 2) Revising the Clinical Practice Module (for virtual instruction & 15-hour video observations); and 3) Revising and calibrating scoring rubric of Signature Assignment in preparation for accreditation
- 2019 Course Review Lead, **EDSE 435** (Intercultural Education in U.S. Secondary Schools)
Led EDSE 435 faculty team in the process of: 1) Preliminary discussion and incorporating (on pilot basis) tenets of culturally responsive pedagogy (CRP) and multicultural education (MCE) across course sections in readings and assignments; 2) Revising scoring rubric for the Clinical Practice Module; and 3) Revising Scoring rubric for the Signature Assignment
- 2017 Curriculum Review Lead, **EDEL 431** (Cultural and Linguistic Diversity in Schools), and co-lead in **EDEL 300** (Cultural and Linguistic Diversity in Schools for ITEP pathway), Second revision of Standard Course Outline, Student Learning Outcomes, in alignment with the California Commission for Teacher Credentialing (CCTC) new Common Core Standards, and criteria set by the Council for the Accreditation of Educator Preparation (CAPE)
- 2017 Course Review Lead, **EDSE 435** (Intercultural Education in U.S. Secondary Schools)
In alignment with the California Commission for Teacher Credentialing (CCTC) new Common Core Standards and criteria set by the Council for the Accreditation of Educator Preparation (CAPE), led EDSE 435 faculty team in the process of revising: 1) Preliminary General Education Single Subject Program Standards Course Matrix; and 2) Clinical Practice Module (in-person 15-hour content classroom observations in secondary schools)

- 2015-date Course equivalency petition reviewer, **EDSE 435** (Intercultural Education in U.S Secondary Schools)
- 2014 Faculty Consultant, **UDCP 402** ((Equity, Access, and Inclusive Education), new course for Dual Credential ITEP teacher candidates. Evaluated proposal rationale for course offering and possible overlapping areas with EDEL 300 and EDEL 431
- Summer-Spring 2008 Developer, Custom Text (select chapters from 7 other textbooks) for **EDSE 436** (Curriculum, Instruction, Assessment, and Classroom Management). Since *no* single published text in the market contains all four components for this course, I worked with the Pearson publishing editor on this semester-long project to produce a custom edition, which was adopted by tenure-track and adjunct faculty.
- 2014 Curriculum Review Lead Faculty, **EDEL 431**, Revision of Standard Course Outline, Student Learning Outcomes, in alignment with the California Commission for Teacher Credentialing standards, and in preparation for the National Council for Accreditation of Teacher Education (NCATE)
- 2013 Curriculum Review Lead Faculty, **EDSE 435** (Intercultural Education in U.S. Secondary Schools), Revision of Standard Course Outline, Signature Assignment, in alignment with CCTC standards, and in preparation for the National Council for Accreditation of Teacher Education (NCATE)

TEACHING

Courses Taught (Multiple Subject Credential Program & ITEP Pathway)

- EDEL 572** Student Teaching in Linguistically and Culturally Diverse Classrooms
- EDEL 540** Advanced Studies in Teaching Language Arts/Reading in Diverse Classrooms
- EDEL 530** Intercultural Education: US and Global Dimensions
- EDEL 431** Cultural and Linguistic Diversity in Schools (undergraduate and post-baccalaureate credential students)
- EDEL 380** Teaching in a Democratic Society
- EDEL 300** Cultural and Linguistic Diversity in Schools (Multiple subject credential students), ITEP pathway
- EDEL 100** Introduction to Teaching and Learning in Contemporary Classrooms, ITEP pathway

Courses Taught (Single Subject Credential Program)

- EDSE 435:** Intercultural Education in U.S. Secondary Schools (post-baccalaureate and master's credential students), SSCP program

EDSE 436: Curriculum, Instruction, Assessment, and Classroom Management
(post-baccalaureate and master's credential students)

Student Supervision

- 2012, Fall University Supervisor and Student Teaching Practicum seminar.
EDEL 482: Student Teaching in Diverse Classrooms (16 units), MSCP program
Co-taught with newly-hired colleague-mentee, Dr. Betina Hsieh, to post-
baccalaureate student teachers, Westminster School District schools (gr K-5)
- 2000-2004 University Supervisor and Student Teaching Practicum seminar
EDEL 482 Student Teaching in Culturally Diverse Classrooms
Supervised cohorts of student teachers in English-only diverse classrooms
EDEL 482B Student Teaching in Bilingual Classrooms
Supervised cohorts of student teachers who must teach in English-only
classrooms and additional hours in bilingual (English-Vietnamese) K-8 contexts.
- 1998-2000 University Supervisor and Student Teaching Practicum seminar
EDMS 483 Student Teaching at the Middle Level in Culturally Diverse
Classrooms. Supervised student teachers, grades 6-8, Long Beach Unified School
District (LBUSD) middle schools
EDEL 482: Student Teaching in Diverse Classrooms (16 units), MSCP program
Supervised emergency permit teachers (today known as intern teachers) in
LBUSD

Master Thesis Committee

- Chair, Grace Ocular, Dual Language Development (TED), 2022
Member, Mathew Kaiser Gonzales, Student Development in Higher Education (EDLD), 2018
Member, Jacqueline Paredes, Social and Cultural Analysis in Education (ASEC), 2017
Member, Will Thai, Student Development in Higher Education (EDLD), 2014
Member, Sandy to, Marriage and Family Therapy (ASEC), 2012
Member, Aaron Berro Krugman, Marriage and Family Therapy (ASEC), 2012

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
California Council on Teacher Education

LANGUAGES

Proficient in English, French, and Vietnamese
Modest knowledge of Spanish

