

CARMEN TEJEDA-DELGADO, Ed.D.

Business Address

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 Corpus Christi, Texas 78412
 361-825-2860 (voice)
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ACADEMIC TRAINING AND PREPARATION

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| 2004 | <u>Doctor of Education</u> Educational Leadership
Texas A&M University - Corpus Christi and Texas A&M University – Kingsville |
| 2002 | <u>Master of Science</u> Educational Administration
Texas A&M University- Corpus Christi |
| 1999 | <u>Bachelor of Science</u> Interdisciplinary Studies and Bilingual Education Studies
Texas A&M University- Corpus Christi |

PROFESSIONAL EXPERIENCE AND TEACHING

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| 2021- Present | Director of Transformational Alliances and Student Success (TASS) |
| 2018-2021 | <u>Professor and Director of Clinical Experiences and School and University Partnership Field Experiences</u>
Department of Curriculum, Instruction and Learning Sciences, Texas A&M University – Corpus Christi |
| 2017-2018 | <u>Associate Professor and Interim Chair</u> Department of Curriculum, Instruction and Learning Sciences, Texas A&M University – Corpus Christi |
| 2016-2018 | <u>Associate Professor and Chair</u> Department of Teacher Education, Texas A&M University – Corpus Christi |

2012-2016

Associate Professor and Schools and University Partnership Coordinator Department of Teacher Education, Texas A&M University – Corpus Christi

- Coordinate Faculty Retreats (calendars, professional development, professional portfolios, etc.)
- Revised and updated Evaluation Instrument
- Assisted in revising Lesson Plan Template
- Coordinate and schedule Fall and Spring Professional Development for Field Base Students
- Coordinate Field Based Orientations (Interns and Mentor Teachers)
- Coordinate Induction Ceremony
- Coordinate the Admission to Teacher Education Interviews
- Coordinate in house recruitment initiatives
- Articulate the components of the TAMU-CC School-University Partnership Program
- Collect and house artifacts for documentation, publication and program support

2008-2012

Assistant Professor Department of Teacher Education, Texas A&M University – Corpus Christi

2005-2008

Assistant Professor, Department of Educational Leadership and Counseling, Texas A&M University – Kingsville.

- ♦Chaired and served on dissertation committees
- ♦Delivered Instruction via Hybrid and Web-enhanced technology
- ♦Developed Curriculum Comprehensive Questions for Doctoral Student's comprehensive examination
- ♦Provided Workshops for Early College Program
- ♦Served on Task Force for revising Teaching criteria for Tenure and Promotion

- ♦ Assisted in the revision of Educational Leadership Doctoral Program
- ♦ Assisted in Graduate Curriculum Proposal for new Doctoral Course(s)
- ♦ Planned and facilitated Bilingual Training for faculty and students
- ♦ Developed workshop: *The Doctoral Student: How to Cope with the demands of the Journey*

August 2004-2005

Curriculum Specialist, P-16 Educational Improvement Consortium –Texas A&M University System and Texas Education Agency (TEA).

- ♦ Developed a fully online Mathematics Module for the Institute of Second Language Achievement
- ♦ Worked toward improving the quality and effectiveness of Mathematics Achievement in South Texas Rural Districts
- ♦ Planned, facilitated and lead staff development for Teachers, Administrators and Students in Mathematics and Reading Instruction
- ♦ Planned and Delivered Parent Staff Development for Latino and Hispanic Families - South Texas Rural Systemic Initiative
- ♦ Worked toward improving the quality and effectiveness of Reading Achievement in South Texas Rural Districts
- ♦ Worked toward improving the quality and effectiveness of the English Language Learner Achievement in South Texas Rural Districts

August 2003-July 2004

Instructional Teacher Advisor, Corpus Christi Independent School District

Assist administration in implementing instructional support to enhance the academic curriculum within a public

school setting. Primary responsibilities include planning, developing, and coordinating curriculum, instruction, and staff development for teachers and other campus staff.

July 2002-August 2003

Literacy Specialist/AP– Responsible for planning and developing school wide Language Arts/Reading Program through the use of scientifically proven methods as balanced literacy and guided reading.

December 1996- July 2002

Elementary Bilingual and ELL Teacher and Chairperson – Responsible for developing and coordinating curriculum and instruction in an elementary school setting. Primary duties included the second language acquisition in an ELL and Bilingual classroom setting.

Elementary General Education Teacher and Chairperson – Responsible for developing and coordinating curriculum and instruction in an elementary school setting. Primary duties included development of Mathematics and Science lessons for upper elementary grade levels.

SCHOLARSHIP

Publications/Manuscripts

Tejeda-Delgado, C., Pletcher, B. C., Mejia, A. & Johnson, R., &. (2023). Uniting a community: The School and university partnership conference on education. *Texas Educator Preparation*, 7(1). published by the Consortium of State Organizations for Texas Teacher Education. <https://txep.csotte.com/index.php/txep/issue/view/2>

Sanford-Aldridge, Amy, Banda, Rosie, **Tejeda-Delgado, Carmen**. (December, 2022).

I looked in the mirror. I was like "Where?": Grappling with ethnic and racial identity after receiving direct-to-consumer genetic test results. *Southern Communications Journal*.

McCollough, Johnson, **Tejeda-Delgado, C.**, Bruun, C. (December 2021). Inspiring

Social Justice in STEM Future Teachers. Academic Exchange Quarterly Winter addition, is open access. *The article received Editor's Choice Award.

Squires, D., Johnson, R. & **Tejeda-Delgado, C.** (December 2021). The Development of Scenario- Based Simulation Modules for Online Field-Based Experiences in a School-University Partnership. School-University Partnership in National Association for PDS Journal

Johnson, R., Moore, K. **Tejeda-Delgado, C.** (January 2022). What it means to be a Professional

Development School: The Nine Essentials. School-University Partnership in National

Association for PDS Journal. (January 2022).

Tejeda-Delgado, C. & Lucido, F. Brain Compatible Teaching and Learning Classroom Practices for Secondary English Learners. *Journal of Education and Social Development (JESD)*. Accepted for publication (August 2019).

Tejeda-Delgado, C. & Lucido, F. (2018) Instructional Commonalities and Characteristics of Newcomer Centers. *Journal of Education and Social Development*, Volume 2, Issue 2 February 2018, pp 1-27 (2018).

Tejeda-Delgado, C., Johnson, Robin. *Top Ten Tenants for a Highly Successful Clinical Education Program*. Professional Development of Schools Journal. Under review (August 2019).

Lucido, F. & **Tejeda-Delgado, C.** (2018) Conference Proceedings 2018 International Conference on Education and Social Development. Houston, Texas April 6-7, 2018.

Robertson, P. & Tejeda-Delgado, C., . Engaging Preservice Teachers in a Collaborative Effort to Support Diverse Learners in need of Intervention. *Texas Association of Teacher Educators (TxATE)* (September 2017).

Tejeda-Delgado, C., Johnson, Robin. (in progress). *Field Experience Coaching Model: Using the Coaching Voice for Reflective Practice and Professional Development of In-Service and Pre-service teachers*. Professional Development of Schools (PDS) Journal (September 2019).

2015

Lucido, F., **Tejeda-Delgado, C.** (submitted 2015). *Instructional Characteristics and Commonalities of Newcomer Programs in Texas*.

2013

Tejeda-Delgado, C., Lucido, F. (Accepted/Not-Published). A Look at Newcomer Programs and The Need for Culturally Responsive Teachers. *The US-China Education Review Journal*.

2012

Tejeda-Delgado, C. & Boatright, C.(February 2012). The Newcomer Project. *National Association of Latino Studies Monograph*.

Tejeda-Delgado, C. (January 2012). *Mentoring Practices Around The World*. (Chapter 9: *Mentoring for University Faculty Members*. Kahramanmaraş Sütçü İmam University.

Tejeda-Delgado, C., & Metoyer, S., International Studies Course (May 2012)
EDCI5390/4390 Environmental Science in the Multicultural Classroom. Course taught at The Texas A&M University System Soltis Center in San Jose, Costa Rica.

2011

Tejeda-Delgado, C., Millan, B. (October 2011). *Distance and Face-To-Face Learning Culture and Values: A Conceptual Analysis*. Journal of Administrative Issues.

Millan, B., **Tejeda-Delgado, C.,** Slate, J.R. (April 2011). *Value Difference Between Online and Face-to-Face College Students: A Quantitative Study*. *International Journal of University Teaching and Faculty Development*.

2010

Tejeda-Delgado, C. (September, 2010). On Becoming a Successful Tenured Faculty Member: Things I Learned Along the Way. *Inside Higher Education*.

Canales, M., **Tejeda-Delgado, C.,** Slate, J.R. (February, 2010).
Superintendents/Principals in Small Rural School Districts: A Qualitative Study. *International Journal of Educational Leadership Preparation*.

Kelly, P., **Tejeda-Delgado, C.,** Slate, J.R.. (February, 2010). Financial and Non-

Financial Incentives on Teacher Recruitment and Retention: Teachers' Perspectives. *International Journal of Educational Leadership Preparation*.

Kraleovich, M., Slate, J.R., **Tejeda-Delgado, C.**, (February, 2010). Disciplinary Methods And Student Achievement: A Statewide Study of Middle School Students. *International Journal of Educational Leadership Preparation*.

2009

Martinez-Garcia, C., Slate, J. R., & **Tejeda-Delgado, C.** Salary and ranking and teacher turnover: A statewide study. *International Journal of Education Policy and Leadership*.

Noel, C., Slate, J. R., Brown, M. S., & **Tejeda-Delgado, C.** Campus-level decision-making practices: Principals and teachers differ in their views. *International Journal of Educational Leadership Preparation*, 4(1). Available online at <http://ijelp.expressacademic.org/article.php?autoID=273&issueID=69>.

Giese, T. H., Slate, J. R., Brown, M. S., & **Tejeda-Delgado, C.** Female high school principals: Managerial practices and individual traits. *Journal of Advancing Women in Leadership*.

Martinez-Garcia, C., Slate, J. R., & **Tejeda-Delgado, C.** Teacher turnover and student demographics: A three year analysis of Texas statewide data. *National Journal of Urban Education & Practice*.

2008

Kelly, P.C., **Tejeda-Delgado, C.**, & Slate, J. R. Superintendents' views on financial and non-financial incentives on teacher recruitment and retention. *International Journal of Educational Leadership Preparation*. Available online at <http://ijelp.expressacademic.org/article.php?autoID=183&issueID=59>.

Canales, M. T., **Tejeda-Delgado, C.**, & Slate, J. R. Leadership behaviors of superintendent/principals in small, rural school districts in Texas. *The Rural Educator*, 29(3), 30-39.

Noel, C., Slate, J. R., Brown, M.S., & **Tejeda-Delgado, C.** Site-based decision-making: Views from secondary school personnel. *Florida Journal of Educational Administration and Policy*, 2(1), 50-61.

2004

Cassidy, J, Garcia, R., & **Tejeda-Delgado, C.** (2004). A learner centered family Literacy Project for Latino parents and caregivers. *Journal of Adolescent and Adult Literacy*.

Scholarship/Creative Activity In Progress

Tejeda-Delgado, C. & Johnson, R.D. Field-based reciprocal teaching and learning experiences. (Fall 2019)

Johnson, R.D., **Tejeda-Delgado, C.**, & Staples, M. Try teach: A collaborative field-based teaching partnership.(Fall 2019)

Johnson, R.D. & **Tejeda-Delgado, C.** Barrio writers: *The Impact Social Justice Teaching has on High School Students' Decisions to Attend College.* (Fall 2019)

Aldridge-Sanford, A., Colvin, D., **Tejeda-Delgado, C.**, Walker, A. & Hernandez, P. DNA Project – *Who Am I?: Personal Identity Before and After DNA Results are revealed and reviewed.* (Spring 2020)

Tejeda-Delgado, C., (in progress). *How a Field Base Program Can Promote and Foster Social Change and Justice Through Coaching, Reflection and Intervention.* (Spring 2020)

Tejeda-Delgado, C.,. *Build It and They Will Come: Building Relationships among Teacher Preparation Faculty to Foster Relationships between Faculty and Pre-Service Teacher Interns.* American Educator. (Spring 2020)

Presentations and Conferences

Johnson, R., Squires, D., **Tejeda-Delgado, C.** (2021). The Development of Scenario-Based Simulation Modules for Online Field-Based Experiences. International Society for *sk* Technology in Education (ISTE). ISTE Live: Designing A New Learning Landscape.

Tejeda-Delgado, C. & Johnson, R. (2021). Coaching and Mentoring Pre-Service Teachers. School-University Conference of Education (SUPCE).

Tejeda-Delgado, C., Leading for Equity National Project: *Telling the Story of Impact on Social Change (panelist).* (November 2020).

Tejeda-Delgado, C., *Meaningful, Timely and Specific Feedback for Deeper Understanding within an EPP Coaching Model.* School and University Partnership for Education (October 2020).

Tejeda-Delgado, C., Unpacking the US Census. Texas A&M University – ICA. (September 2020).

- Tejeda-Delgado, C.**, West Oso High School “*Top Ten Banquet*” What it means to “*Educat*” Keynote (2019).
- Tejeda-Delgado, C.**, Bruun, F., Johnson, Grow Your Own LAUNCH 2019. School and University Partnership for Education (2019).
- Tejeda-Delgado, C.**, McCollough, C., Bruun, F, & Johnson, R. *Establishing a Basis for an NSF Grant: TAMU-CC NOYCE Capacity Grant*. Ball State University EPP Conference. 2019.
- Tejeda-Delgado, C.**, Lucido, F. Commonalities between Newcomer Programs and English Language Secondary Learners. National Association of Bilingual Education. 2019.
- Tejeda-Delgado, C.**, Johnson, R. Texas A&M University System “*We Teach Texas Symposium*.” Developer and Presenter at Texas A&M University System Symposium. 2019
- Tejeda-Delgado, C.**, Lucido, F. Making English Language Learning Accessible and Fun. West Oso ISD Teaching and Learning Conference. 2019.
- Tejeda-Delgado, C.**, Lucido, F. Brain Compatible Classroom Practices for Secondary English Learners. International Conference in Education and Social Science.
- Tejeda-Delgado, C.**, Aldridge, A., Lucido, F. & Moreno, G. Teaching At A Hispanic-Serving Institution. TAMU-CC Center for Faculty Excellence (2018)
- Tejeda-Delgado, C.**, *A Courageous Conversation with Higher Education Faculty on Diversity Competence*. TAMU-CC Center for Faculty Excellence (2018)

2018

Tejeda-Delgado, C., *A Courageous Conversation with Higher Education Faculty on Diversity Competence.* TAMU-CC Center for Faculty Excellence (2018)

Tejeda-Delgado, C., Lucido, Frank. (March, 2018). *Curriculum Alignment, Vertical and Horizontal: An EPP Systematic Response to an Ever-Growing Diverse Student Population through an Intentional Intervention Process.* American Association of Hispanics in Higher Education (AAHHE).

Tejeda-Delgado, C., Smith, Victoria & Johnson, Robin. (March, 2018). *Field Experience Coaching Model: Using the Coaching Voice for Reflective Practice and Professional Development of In-Service and Pre-service teachers.* National Association for Professional Development Schools NAPDS.

Tejeda-Delgado, C. (August, 2018). *Becoming a Master Teacher through the MAC Pathway.* West Oso ISD Teaching and Learning Conference.

2017

Tejeda-Delgado, C., Lucido, Frank. (February, 2017). *Newcomer Centers: Hope for Newly Arrived Immigrant English Learners. Guide to Essential Elements of a Newcomer Program.* National Association for Bilingual Educators (NABE).

Tejeda-Delgado, C., Johnson, Robin & Kimberly Reinhardt (March, 2017). *The Building Blocks of a Field Experience Coaching Model Experience Coaching Model.* National Association for Professional Development Schools NAPDS.

Tejeda-Delgado, C., Smith, Victoria, Johnson, Robin & Michelle Staples. (October, 2017). *Promising Practices of a Field Base Program: A Coacing Model for Tomorrow's Teachers* National Association for Professional Development Schools. Consortium of State Organizations for Texas Teacher Education.

Tejeda-Delgado, C., Salinas, Nancy.(October,2017). *Marketable Skills: The Secrets to Getting into the Teaching Workforce Profession*. Consortium of State Organizations for Texas Teacher Education.

2016

Tejeda-Delgado, C., (February, 2016). *The Five Pillars of a Successful Teacher Education Pre-Service Field Based Program*. Texas A&M University – Corpus Christi, Teacher Education Partnership Conference.

Tejeda-Delgado, C., Ward, M., Smith, V. (March, 2016). *How a Field Base Program Can Promote and Foster Social Change and Justice Through Mentoring, Reflection and Intervention*. National Association for Professional Development Schools.

Lucido, F., **Tejeda-Delgado, C.** (March, 2016). *The Newcomer Project: Meeting the Needs Toward Mainstreaming The Refugee and Newcomer Student*. American Association of Hispanics in Higher Education (AAHHE).

2015

Tejeda-Delgado, C. *Stats Camp: Meta-Analysis on Student Regression Models*. Grapevine, Texas.

Tejeda-Delgado, C., Lucido, F. *The Bilingual Education Program in a Hispanic Serving four-year Institution of Higher Learning*. Chancellor's Summit, San Antonio, Texas.

Tejeda-Delgado, C. Attendee. National Association for Professional Development Schools. Atlanta, Georgia.

2014

Tejeda-Delgado, C. & Lucido, F. Panelist: *How Hispanic Boys Succeed*. National Youth Conference, Savannah, Georgia.

Tejeda-Delgado, C. & Lucido, F. Panelist: *How Hispanic Boys Succeed*. National Youth Conference, Savannah, Georgia.

Lucido, F. & Tejeda-Delgado, C. Newcomer Centers: Hope for Newly Arrived Immigrant English Learners. *National Association of Bilingual Educators* (Dallas, Texas, September).

Reinhardt, K., Tejeda-Delgado, C. & Johnson, R. (September). School and university partnerships: Building high quality teacher preparation through intentional practices. *Association of Teacher Educators*. (New Orleans, February, 2017).

Tejeda-Delgado, C. *Writing the Grant for Acceptance*. Texas A&M University System, (Austin, Texas).

2013

Tejeda-Delgado, C., Lucido, F., Boatright, C. *Research Design and TEA Blueprint (Newcomer Project)*. American Association of Hispanics in Higher Education (AAHHE).

Tejeda-Delgado, C., Lucido, F., Boatright, C. *The Texas Education Agency Newcomer Project: Data and Analysis Report*. Texas Association of Bilingual Educators.

2012

Tejeda-Delgado, C., Lucido, F., Boatright, C., (February 2012). *The Newcomer Project: A Qualitative and Quantitative Analysis & Report*. National Association of Bilingual Educators.

Tejeda-Delgado, C., Lucido, F., Boatright, C., (February 2012). *How The Newcomer Project Has Impacted American Schools*. National Association of African American and Hispanic Studies

Tejeda-Delgado, C., Lucido, F., Boatright, C., (February 2011). *The Newcomer Project: A Preliminary Report* Texas Association of Bilingual Educators.

Tejeda-Delgado, C., Millan, J.B., Slate, J.R. (February 2011). Distance and Face-To-Face Learning Culture and Values: A Conceptual Analysis. Presented at *Southwest Educational Research Association. (SERA)*.

Tejeda-Delgado, C. (2010). *On Becoming a Successful Tenured Faculty Member: Tips from A Junior Faculty Member*. Presented at The American Association for University Professors Annual Conference June 2010.

Canales, M.T., Tejeda-Delgado, C., & Slate, J. R. (2008). Superintendent/Principal in Small Rural School Districts in Texas: Views from School Personnel. *American Educational Research Association (AERA)*.

Canales, M.T., Tejeda-Delgado, C., & Slate, J. R. (2008). Superintendents/Principals in Small Rural School Districts: A Qualitative Study of Dual Roles. *American Educational Research Association (AERA)*.

Kelly, P. C., Tejeda-Delgado, C., & Slate, J. R. (2008). Financial and Non-Financial Incentives on Teacher Recruitment and Retention: Teachers' Perspectives. *National Association for African, Asian, Latino and Native American Studies*.

Kelly, P. C., Tejeda-Delgado, C., & Slate, J. R. (2008). Superintendents' Views on Financial and Non-Financial Incentives on Teacher Recruitment and Retention. *National Association for African, Asian, Latino and Native American Studies*.

Slate, J. R., Tejeda-Delgado, C., & Harris, A. (2008). Doing It All and Then Some: Changing Expectations of Faculty Members. *National Association for African, Asian, Latino and Native American Studies*. MODERATOR

Garcia, C., Slate, J.R., & Tejeda-Delgado, C. (2008). Teacher Turnover and Student Characteristics: A Three Year Statewide Study. *American Association of Colleges of Teacher Education*. ORGANIZER

Garcia, C., Slate, J.R., & Tejeda-Delgado, C. (2008). Teacher Turnover: What Can We Do to Make This Better? *American Association of Colleges of Teacher Education*.

Slate, J.R., Onwuegbuzie, A.J., Collins, K.M.T, Stallone Brown, M., & Tejeda-Delgado, C. (2008). Doing It All and Then Some: Changing Expectations of Faculty Members. *American Association of Colleges of Teacher Education*.

Tejeda-Delgado, C. (2007). Teacher efficacy, tolerance, gender, and years of experience and special education referrals. *National Association for African, Asian, Latino and Native American Studies*.

Lucido, F., Marroquin, C., & Tejeda-Delgado, C. (2007). Implementing Dual Language Practices for English Language Learners. *American Association of Hispanics in Higher Education (AAHHE)*.

Regional/State

Tejeda-Delgado, C., Lucido, F., Boatright, C., (October 2011). *The Newcomer Project: An Analysis of preliminary data*. Texas Association of Bilingual Educators

Tejeda-Delgado, C., Brown, M. (2009). *The Adult Learner and Emotional Intelligence – Online Learning*. Presented at the EI Learning Systems Inc. National Conference.

Giese, T.H., Slate, J.R. & Tejeda-Delgado, C. (2008). Individual Traits and Organizational Factors Associated with Managerial Practices of High School Principals in Texas. *Southwest Educational Research Association*.

Giese, T.H., & Slate, J.R., Tejeda-Delgado, C., & Brown, M.S. (2008). Female High School Principals: Managerial Practices and Individual Traits. *Southwest Educational Research Association*.

Slate, J. R., Onwuegbuzie, A. J., Schulte, D. P., & Tejeda-Delgado, C. (2008). Characteristics of Effective School Principals: A Mixed Methods Study. *Southwest Educational Research Association*.

Tejeda-Delgado, C. (2007). Special Education Referrals and Teacher Efficacy: A Quantitative Analysis to examine the relationship between teacher efficacy and special education factors. *Southwest Educational Research Association Annual Conference*.

Tejeda-Delgado, C. (2007). The ELL Student and Reading Comprehension. *Mathematics for English Language Learners 3rd Annual MELL Conference*.

Tejeda-Delgado, C. (2007). Factors Influencing Elementary Teachers' Decisions to Refer Students for Special Education: A Qualitative Analysis. *Southwest Educational Research Association Annual Conference*.

Tejeda-Delgado, C. (2007). Factors Influencing Elementary Teachers' Decisions to Refer Students for Special Education: A Qualitative Analysis. *Texas Association of School Boards Semi-Annual Conference*.

Bruun, F., & Tejeda-Delgado, C. (2005, July). Literature Makes the Real World Connection for Middle School Mathematics. *Conference for the Advancement of Mathematics Teaching (CAMT)*.

Tejeda-Delgado, C. (2004, May). A Roundtable Discussion Promoting Scholarly Work by Hispanics Across the Country. University of Texas – Permian Basin. Odessa, Texas.

Local

Tejeda-Delgado, C. (2009). Professional Learning Communities: What Are They and Why Do They Work? *The Center for Educational Development, Evaluation, and Research Annual Conference*.

Tejeda-Delgado, C. (2007). So, You Want to Write a Dissertation: A Program for All Doctoral Students in and Educational Leadership Program. *Texas A&M University- Kingsville Doctoral Symposium*.

Tejeda-Delgado, C. (2006). Problem Solving Through Reading Comprehension. (ME) *By The Sea Making Mathematics Education Engaging. Texas A&M University- Corpus Christi*.

SanMiguel, M. & **Tejeda-Delgado, C.** (2004, August). Understanding the Depth and Complexity of the TEKS to TAKS for Novice Teachers. *Corpus Christi Independent School District Staff Development*.

Grants

Grow Your Own GYO Carmen TD PI, Faye Bruun Co-PI, & Robin Johnson Co-PI) Texas Education Agency State Grant, Pathway III teacher preparation pipeline. The \$220,000 grant from the Texas Education Agency will support 10 prospective teachers for the West Oso Independent School District (WOISD) and create a teacher pipeline from TAMU-CC to West Oso ISD (January 2019).

National Science Foundation Robert Noyce Teacher Scholarship Program

Grant \$150,000 capacity grant (2019)– Final grant \$1.5 million (2020)). Co-PIs: Cherie McCollough, Carmen Tejada-Delgado, Faye Bruun & Robin Johnson (February 2019)

Research Enhancement Grant Internal OCR Grant (\$2,200.00) for research dealing with National Science Foundation Robert Noyce Teacher Scholarship Program Grant (Current stage: Capacity Building Proposal). Co-PIs: Cherie McCollough, Carmen Tejada-Delgado, Faye Bruun & Robin Johnson (January 2018)

Research Enhancement Grant (COEHD) (1,250.00) for research dealing with National Science Foundation Robert Noyce Teacher Scholarship Program Grant (Current stage: Capacity Building Proposal Co-PIs: Cherie McCollough, Carmen Tejada-Delgado, Faye Bruun & Robin Johnson (January 2018)

Grow Your Own Teachers Grant by TEA (submitted Part I February 26, 2018) – Carmen Tejada-Delgado, PI and Faye Bruun and Frank Lucido, Co-PIs. Not funded.

Coastal Bend Community Foundation (\$10,000) for Barrio Writers. (January 2018). Not funded.

Research Enhancement Grant (\$5,000.00) *Using the Co-Teaching and Coaching Practice Based Research Models to enhance Pre-Service and In-Service Pedagogical Teaching.* Carmen Tejada-Delgado, PI. Kimberly Reinhardt, Co-PI (March 2016).

Research Director and Co-PI NSF Grant, July 2016 (2017 re-submitted) – Dual Language + Math + Science + Parental Involvement = English Learner Success. Frank Lucido, PI. Not funded.

Grant Authorship 2011-2015 Co-author and Research Director for Texas Education Agency funded grant on the development and

implementation of Welcome Centers for ELLs. Texas A&M University – Corpus Christi. (Director, Frank Lucido, Ed.D.).

Grant Evaluator

2010: Evaluated an NSF Teacher Quality Grant, (2006-2008). Project Director, Elaine Young, Ph.D. *Problem Solving with Numbers and Operations*.

External Grant Evaluator

2008: Sam Houston State University. External *Internal* Grant Evaluator for “Enhancement Grant for Research” (EGR).

Grant Consultant

Planned, developed and delivered workshops for the Lyford, ISD parents of Elementary and MS Students, (2007). *How To Read to Your Child*. Sponsored by South Texas Rural Systemic Initiative (STRS) Grant. Director, JoAnn McDonald, Ph.D.

Non-Funded Grants

Tejeda-Delgado, Carmen (PI), Bruun, F. (Co-PI), Lucido, F. (Co-PI) *Grow Your Own Grant – Pathway III*, TEA, \$185,000.00 (April 2018)

Monahan, Laura. (PI), Tejeda-Delgado, C. (Co-PI), Johnson, R. (Co-PI) *Leader to Leader Mentorship between Nursing and Education*, \$40,000.00 (2017)

Lucido, F. (PI), Tejeda-Delgado, Carmen (Co-PI), The Professional Development Grant (Dual Language + Math + Science = Student Success). TEA, \$185,000.00 (2016)

Professional Conferences

Co-Founder and Chair: School and University Conference for Education (2016-Present): SUPCE is the COEHD’s partnership leadership conference for professional development and networking. SUPCE is an event that showcases the varying degrees of work our students are doing within our Educator Preparation Program and beyond, especially within the Field Experiences component. It’s also a venue where our partnerships (e.g. CCISD, Flour Bluff ISD, Portland ISD, West Oso ISD, and many more) are able to present some of the strategies and teaching methods they may be employing within their current professional capacities. This year we continue to have a growing number of other colleges and programs participating in SUPCE whether by presenting a session or hosting an information table to show off their many programs and degrees. We invite partnership administrators and interested community members alike to be a part of the conference and to share their insights. One of the pillars of the conference is to allow a platform for our partnerships and community to be able to share their insight and ideas as a way of responding to the Texas A&M University’s A&M System’s initiative, *We Teach Texas* and preparing Texas teachers to be *day one ready* for the classroom. This year we showcased our 10 recipients of Grow Your Own and

presented a session on how GYO came to be and the exciting journey we have ahead of us with one of our SUPs, WOISD.

Editorial Boards and Journal Reviewer

<u>Proposal Reviewer</u>	Texas Association of Bilingual Education (TABE)
<u>Editorial Board Member</u>	Educational Process: International Journal (EDUPIJ)
<u>External Spanish Editor.</u>	National Council of Professors of Educational Administration. Member of Cadre of Spanish Editors
<u>Journal Article Reviewer.</u>	National Association of African-American Studies & Affiliates. Reviewer for National Refereed Journal of <i>Intercultural Disciplines</i> .
<u>Board member</u>	National Association of African American and Hispanic American Studies (2011-2013)

Professional Service Grant Contribution

Contributed to The Texas Higher Education Coordinating Board's Grant (2009) Grant will create the Texas A&M University – Corpus Christi Mathematics and Science Teacher Academy (MASTA). Project Director, Denise Hill, Ed.D. Co-Director, Faye Bruun, Ed.D. (≈\$390,000)

Contributed to The Texas Higher Education Coordinating Board's Grant to institute (2009-2011) Summer Bridge and Transition Programs as a Faculty Instructor at Texas A&M University – Corpus Christi. Project Director, Gilda Ramirez, Ed.D.

Assisted in the writing of a funded NSF GEAR UP Grant (2006). Partnership Project with Texas A&M University - Corpus Christi and Texas A&M University - Kingsville. Through existing collaborations with national, state and local entities, the Grant can facilitate a higher level of academic performance among secondary students by preparing them for a more rigorous high school course of study. (≈\$975,000)

Book Contributions

Contributing Editor *More Snow For Kids*, (2006)

Book Reviewer *More Snow For Kids*, (2006)

INTERNATIONAL STUDIES

Tejeda-Delgado, C., & Metoyer, S., International Studies Course (May 2012)

EDCI5390/4390 Environmental Science in the Multicultural Classroom. Course taught at The Texas A&M University System Soltis Center in San Jose, Costa Rica.

SERVICE

University/College

Nodes of Excellence Developer and Presenter at Texas A&M University System Symposium

Coordinator and Cofounder Texas A&M University – Corpus Christi, College of Education and Human Development, Department of Curriculum, Instruction and Learning Sciences *Schools and University Partnerships Conference for Education (SUPCE, 2016-Present).*

Commencement Announcer Texas A&M University – Corpus Christi Commencement Name Announcer (2017-Present)

Garcia Art Center Interim Director (Summer 2014)

Islander Launch Coordinator and Presenter (2015-2018).

TAMU-CC Rugby Team Faculty Sponsor (2018-Present)

Educator Preparation Program (EPP) TEA Audit- BSIS Lead (2018)

Across Colleges and Curriculum Alignment Committee (ACCAC). Founder and Coordinator (2017-Present)

Faculty Senate Executive Member (Secretary) (April 2014-2015), Texas A&M University – Corpus Christi.

Faculty Senate Executive Member –Committee on Committees (Chair) (April 2013-2014), Texas A&M University – Corpus Christi.

University Alumni Committee (Chair) – Texas A&M University – Corpus Christi (2010-2013).

Search Committee (Chair) 2013 Successful search: Tenure track faculty member in the Department of Teacher Education.

20/20 President's Vision Momentum (2013 –2015) "Globalization Them Group"– Texas A&M University – Corpus Christi (April 2013-Present).

I.D.E.A. Student Evaluation Instrument (2013) -Texas A&M University – Corpus Christi.

Awards, By-laws and Elections (ABE) (2012-Present) committee member– Texas A&M University – Corpus Christi.

Island Days Presenter Texas A&M University - Corpus Christi (2009- Present).

Vice-President – Texas A&M University – Corpus Christi Alumni Association (2012-2013)

Vice President and Founding Member – Texas Association of Chicanos in Higher Education (TACHE) Texas A&M – Corpus Christi Chapter 2012-2013).

University Scholarship Committee – Texas A&M University – Corpus Christi (2010 – Present).

University Academic Grievance Committee – Texas A&M University – Corpus Christi (2010 – Present).

Coordinator Masters & Certification (MAC)/Alternative Certification Education (ACE) (2016-Present)

Texas A&M University – Corpus Christi Commencement Reader – 2018-Present

Texas Association of School Boards (TASB) campus coordinator 0 2012-Present

Texas A&M University – Corpus Christi Rugby Team Faculty Sponsor – 2018-Present

Tenure and Promotion Task Force (member),_Texas A&M University – Corpus Christi (2015-16)

University Library Committee – Texas A&M University – Corpus Christi (2010 – 2012).

Institute of Second Language Acquisition (ISLA) contributing author

Center for Educational Development, Evaluation and Research (CEDER) Proposal Reviewer

Graduate Council Review Representative (TAMU-K)

Dana Center P-16 Connections Conference Representative

Reader – Texas A&M University – Corpus Christi Hooding Ceremony (2012).

Department

Department Leadership Committee
 Co-Created and updated Graduate and Undergraduate Handbooks (2018)
 Department Chair Search Committee Member (2018)
 Island Days Facilitator (2014-Present)
 Department Marketing and Promotion Committee (Founder)
 BSIS Program Review (Lead, 2017)
 Teacher Education Interview Coordinator (2013-Present)
 Teacher Educator Induction Co-Coordinator and Reader (2012-Present)
 Professional Pedagogy and Responsibilities PD Coordinator
 Teaching Effectiveness Committee (Chair)
 Educational Leadership and Counseling Search Committee – TAMU-K (Chair)
 Early College Committee Co-Coordinator
 Educational Leadership Doctoral Program Student Handbook Revision Member
 Graduate Curriculum Proposal for New Course Task Force Member
 Initiated Faculty Collaborative Discussion Sessions – TAMU-K

National/International/State

- ♦TABE Steering Committee (2019)
- ♦Coordinated and facilitated Panel of Educators for CSOTTE (October, 2017)
- ♦Serve on panel of State of Texas Textbook Adoption Board (2014)
- ♦Proposal Reviewer for Division VI: (2010-2012) Teachers and Teacher Education of the Southwest Educational Research Association Conference (SERA).
- ♦Appointed to the Board of The National Association of African-American, Latino, Native and Asian American Studies (2010-2012).
- ♦American Association of Hispanics in Higher Education (AAHHE) Member
- ♦Former Chair of Latino American Recruitment for The National Association of African-American, Latino, Native and Asian American Studies
- ♦Moderator for The National Association of African-American, Latino, Native and Asian American Studies Annual Conference (2007).
- ♦Kappa Delta Pi Member (2007) *re-activating*
- ♦National Association of Secondary School Principals Member
- ♦American Educational Research Association Member (AERA)
- ♦International Studies and Programs Advisory Committee
- ♦Texas Education Agency Math TEKS Awareness (MTA) Project Advisory Panel Member

♦Advisory Project Panelist Texas Education Agency – Math TEKS Awareness (MTA) 2010-

Community

Keynote Address: West Oso ISD *Top 10 Banquet*

Presented with Corpus Christi Independent School District Teachers at District Wide Professional Development Day (2009-2012).

Served on PDM at Zavala Elementary Special Emphasis Elementary Campus (2009-2012).

St. Patrick's CCD Teacher and Director's Assistance

Corpus Christi ISD Planning and Decision Making Committee Montclair Elementary Campus External Member (2012-Present).

Corpus Christi ISD Teacher Appreciation Luncheon Coordinator, Montclair Elementary Campus (2014-2015).

Corpus Christi ISD Family Night Coordinator, Montclair Elementary Campus (2014-2015).

Corpus Christi ISD Community Collaborator Recognition for College Night (King H.S., fall 2014).

Corpus Christi ISD Advisory Committee Member (Bilingual Education Representative).

DISSERTATION COMMITTEES

2019

Chandrika Prasanna kumaran, Ajitha. Experiences of Fifth-Grade Students Participating in an Emotional Mindfulness Intervention (committee member).

Richardson, Kandee. Grade Placement Committee Decisions (Grades 5 and 8) and Their Predictive Validity on High School Graduation or Completion

2015

Medina, Stephanie, M. *An Investigation of the Impact of Studies Abroad on Science Education*. . Texas A&M University-Corpus Christi (committee member). Jeffrey, Tonya, Committee Chair.

Sohn, Lucinda, N. *Ethnographic Case Study of a High School Science Classroom: Strategies in STEM Education*. Texas A&M University-Corpus Christi (GFR). Kouzekanani, K., Committee Chair.

Copeland, Jamie. *Teaching Matters: Differences in Standardized Test Results among STEM Health Science and General Population Students in the Eleventh Grade*. Texas A&M University-Corpus Christi (Committee Member). Bowden, R. Committee, Chair.

2014

Ashworth, Stephanie, *The Relationship between the Emotional Intelligence of Secondary Public School Principals and School Performance in South Texas*, Texas A&M University-Corpus Christi (Committee Member). Kouzekanani, K., Committee Chair,

“My Life and Future Story: The Voices and Experiences of Hispanic Adolescents Affiliated with Local Street Gangs”

Texas A&M University – Kingsville Spring 2008

“Value Differences Between Online Students and Face-to-Face Students at a College in South Texas.” **CHAIR**

“A Mixed Method Investigation of the Pre-Referral Intervention Process in a Southwest Texas Public School.”

“Disciplinary Placement and Student Achievement Among Texas Middle School Students.”

“Assessing Emotional Intelligence of Nursing Students in a South Texas College.”

“Factors Influencing the under representation of Latinos in Higher Education.”

“The Impact of Character Education Programs on Student Discipline Referrals in Texas Public Schools.”

“An Analysis of Automated Essay Scoring Versus Human Scoring.”

“The Impact of School Culture on Student Achievement in A Southwest Texas Community.”

“A Mixed-Methods Analysis of Current Challenges of the Public School Superintendency in South Texas.”

“A Comparative Study Between Superintendent and School Board Views of the Competencies Necessary in managing Successful School Districts.”

“Factors Influencing Bilingual Teachers to Refer English Language Learners to Special Education.”

Texas A&M University – Kingsville
Fall 2007

“Nursing Tenure and Emotional Intelligence of Nursing Students and Nurses in South Texas.”

“The Impact of the Student Success Initiative (SSI) and Grade Retention on Fifth Grade Students in a Southwest Texas Border School District.”

“A Mixed Method Investigation of the Pre-Referral Intervention Process in a Southwest Texas Public School.”

“The Incidence and Influence of Mentorship in the Professional Development of First Year Teachers in Public Schools.”

“The Impact of NCLB, High-Stakes Testing, and Retention on Third Graders in Region One South Texas Schools.”

“The Impact of the State Accountability System on the Perceptions and Practices of Elementary School Teachers in South Texas.”

“The Impact of a Reading Program to Increase Comprehension and Proficiency of Middle School Migrant Students in a South Texas School District.”

TEACHING

Courses Taught

- School & Society (FYLC)
- Clinical Teaching (EC-6, 4-8, 7-12)
- School and Society
- Foundations of Education in America
- Studies in Equality of Educational Opportunity
- Student Internship

- Planning, Teaching, Assessment and Technology for Field
- Base
- Instructional Design for Special Populations
- Applied Research and Professional Writing
- Classroom Management for the P-12 Classroom
- Educational Theory
- School Law

Dynamic Teacher Leadership

Education professionals are introduced to the concept of teacher leadership and its value in the field of education today in this course. They engage in personal assessment and analysis so that they may cultivate the dispositions and attitudes of a teacher leader for the purpose of effecting positive change in their learning communities. They also learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that effectively address today's educational challenges. Education professionals complete coursework that emphasizes self-examination and self-perceptions with regard to teacher leadership.

Enhancing Learning Through Linguistic and Cultural Diversity

In this course, education professionals explore the value of linguistic and cultural diversity and the powerful learning opportunities it affords today's classrooms and schools. They examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities, and they learn approaches for working together to ensure high levels of learning for all students. Through real-world observations, they assess strategies for ensuring equitable access to high-quality learning experiences. Education professionals also explore effective practices, such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and academic vocabulary development.

Understanding the English Language Learner

In this course, education professionals gain a historical and cultural perspective of K–12 English-language learners. They explore concepts, theories, research, and first and second language acquisition differences to understand and teach this diverse group of students. Education professionals also examine their own attitudes, beliefs, and biases and learn the importance of developing culturally responsive learning environments. They also learn the value of working collaboratively with families and school staff to support the needs of all students in the general classroom.

Strategies for Teaching English as a Second Language

Education professionals in this course learn effective instructional skills and strategies to teach English as a second language in the K–12

classroom. Through conceptual and practical discussions and activities, they learn strategies and techniques to help students develop listening, speaking, reading, writing, and vocabulary skills in a variety of English-language learning environments. They also examine a range of language-learning programs, such as dual language immersion, transitional bilingual education, and structured English immersion. Additionally, education professionals learn to apply theories of second-language learning, literacy development, and standards-based teaching strategies to provide productive learning environments for English-language learners in general classroom settings.

Teacher As Professional

In this course, education professionals explore what it means to be a professional in today's diverse and changing educational landscape. They examine their values, beliefs, vision, and mission, and they explore their role in the larger context of the teaching profession. They also explore the importance of collaboration in a professional learning community and the need to advocate for Education students, other educators, and the field of education. Education professionals learn how a professional stance influences student learning. Through a written reflection, they synthesize their learning throughout the course and consider how to use this knowledge to enhance professional growth and development.

Creating an Effective Classroom Learning Environment

Education professionals in this course are helped to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character to optimize learning for all students. Education professionals learn how to foster a sense of community in the classroom and develop positive relationships with and among students. They explore skills and strategies for managing dynamic and flexible classroom structures and for teaching conflict resolution as well as for building positive relationships and engaging in effective communication and problem solving with parents and families. Applying course concepts, they also implement an instructional strategy and reflect on its efficacy in increasing student engagement in learning activities.

Designing Curriculum, Instruction, and Assessment

The relationship between classroom curriculum, instruction, and assessment in the context of standards and accountability plays an important role in education. Education professionals in this course focus on the importance of aligning these components as well as the resulting influence on student learning. They explore learning theory, learner variables, and the need for differentiation to meet diverse learning needs. They discuss multiple purposes and methods of assessment as well as effective approaches to grading and reporting. Using their state or district standards, education professionals engage in a process for designing standards-driven classroom curriculum, instruction, and assessment that will meet the diverse learning needs of their students.

Literacy Development in an Academically Diverse Classroom

Today's inclusive classrooms require teachers to become competent and confident in working with students who struggle with reading and writing. Education professionals in this course focus on accelerating the literacy development of students with reading difficulties, including students who have specific learning disabilities, and addressing the needs of students considered gifted. They use diagnostic assessments, apply research-based strategies, and work with reading specialists/coaches and special educators to support academically diverse needs within the larger classroom context. They also explore and discuss a variety of topics, including informal and formal assessment, methods to differentiate and scaffold instruction, progress monitoring, leveling books, intervention strategies, and use of motivating texts. Additionally, education professionals learn the importance of collaboration with support resources.

The Developing Reader: Grades 4-6

The intermediate grades present new and unique challenges to literacy learning. In this course, education professionals learn and apply a developmental approach to reading and literacy instruction for grades 4–6. Using the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—as an organizational framework, education professionals explore the characteristics of intermediate and advanced readers. They also plan and implement developmentally appropriate assessments, materials, and strategies for instruction. Through various conceptual and application-based assignments, they explore text structures, specialized vocabulary, content area and interdisciplinary reading, literature, reading-writing connections, critical thinking, comprehension, research and study skills, multiple literacies, and use of current technologies.

- Elementary Mathematics: Numbers and Operations
- Elementary Mathematics: Geometry and Measurement

Masters & Certification (MAC)/Alternative Certification Education (ACE) Coordinator redesigned 85% of courses offering flexible scheduling and content restructuring (2016-2018)

Collaborated with West Oso ISD and Tuloso Midway IST to formulate Internship MOU for MAC and ACE Programs (July 2018)

Proposed ESL Endorsement added to the BSIS with Reading Delivery degree (proposal submitted to Dean in April 2018)

Coordinated with FYLC and established EDUCATION LEARNING COMMUNITY (Fall 2018 & Fall 2019).

Course Re-design (2017-2018)

- EDUC 3311 (Embedded “Try-Teach”)
- EDUC 4605, 06, 07,08 ASCENT (Embedded “Try Teach”)

- EDUC 4321, 22, 23 & 24 (Integrated ELL content and multicultural content)
- EDUC 5393 & EDUC 5394 (Stacked courses for Internships)
- EDUC 5351, 552 & 53 (Hashtag courses to be taken prior to EDUC 5393 or EDUC 5394)
- EDUC 5352 (Changed to a 15 week course with a greater presence of classroom observations and lesson preparation)

Doctoral Level

- EDLD Curriculum Theory and Research
- EDLD Educational Innovations
- EDLD The Politics of Education
- EDLD Analysis of Learning Environments
- EDAD Elementary and Secondary Curriculum
- EDAD Multicultural Education for Educators
- EDAD Public School Law
- EDAD School Administration
- EDAD Graduate Research Project

Graduate and Undergraduate

- EDUC 5358 Action Research and Professional Writing
- EDCI Instructional Design for Special Populations
- EDCI Classroom Management and the Classroom Environment
- EDCI Planning, Teaching, Assessment and Technology
- EDCI School and Society

Planning, Teaching, Assessment and Technology (Undergraduate)

- Serve as the Course Lead
- Coordinate Community Building Events such as *Family Night, Mentor Teacher Appreciation Luncheon, Mid-Term Review Breakfast & Exchange PD initiatives*
- Developed an International Course of Study entitled, "Mathematics and Science Integration into the ELL
- Blackboard enhanced delivery
- Supervise Student Teachers

Professional Writing and Research (Graduate)

- Dissertation Proposal final product of course
- 100% on-line teaching delivery

International Study Abroad Course of Study: Ells in the Environmental Science Classroom (Stacked)

- Co-developed course with Sandra Metoyer Texas A&M, College Station
- Course taught in Costa Rica (2 semesters)
- Incorporated the use of the natural Costa Rican Rainforest into the ELL classroom
- On location: Texas A&M System Soltis Center, Costa Rica

College of Education Courses

- *Instructional Design for Special Populations* (Graduate and Undergraduate)
- *Classroom Management and the Learning Environment* (Graduate and Undergraduate)
- *School and Society*(Undergraduate)
- *Planning, Teaching and Learning Process* (Graduate)
- *Teaching Environmental Science* (Graduate)
- *Introduction To Research* (Graduate)
- *ASCENT*

OTHER PROFESSIONAL TRAINING

1. Texas Teacher Evaluation and Support System (TTESS) by TEA (2018).
2. Novice Teacher and Pre-Service Teacher Instructional Modeling
3. WebCT Faculty Certification
4. Certified Online Course Development and Delivery Instructor
5. Texas Education Agency and Texas A&M University TEKS Awareness (MTA) Project Advisory Panel Member
6. Curriculum Alignment (P-16 Math/Reading/Science)
7. Wireless Generation mClass digital assessment
8. Critical Friends: A Strategic 4MAT Training in School Reform, Wauconda, Illinois
9. Technical Assistance Certification (Texas)
10. ELL Training: Institute for Second Language Achievement, Dallas TX, January 2005
11. Conference for the Advancement of Mathematics Teaching, San Antonio TX, July 2004
12. High School Classroom Observation Measure: TAMU
13. Learning Structures by Dr. Ruby Payne
14. Mathematics for At-Risk Students
15. Texas Mathematics Diagnostic System (TMDS) Trainer &Implementer TEA
16. Technical Assistance Provider (TAP) Training by the School Improvement

17. Resource Center including Scientifically-Based Research (SBR) and Texas School Improvement in 2004-2006
18. Digital Curriculum
19. The Curriculum Project for Higher Order Thinking in Mathematics
20. Understanding the Depth and Complexity of the Mathematics TEKS to TAKS
21. Data-Driven Decisions: Aligning Classroom Instruction and Assessment with TEKS & TAKS
22. Eighth Annual Conference on School-University Partnership for the Texas A&M University System's Academy for Educator Development, Prairie View TX, September 2004
23. School Net Data Management System
24. Roadmap II Collaborative sponsored by Texas Education Agency (TAMUCC; TAMUK, Del Mar College, Coastal Bend Community College, and CCISD).

PROFESSIONAL CERTIFICATES AND AFFILIATIONS

American Association of University Professors (AAUP)
 Texas Association of Bilingual Education (TABE) Steering Committee
 Member – Texas Association of Chicanos in Higher Education (TACHE) Texas A&M – Corpus Christi Chapter
 National Association of Bilingual Educators
 Instructional Leadership Development (ILD)
 Principal Certification
 Technical Assistance Provider (TAP) Certification (Texas)
 Superintendent Certification
 Texas Education Agency Teacher Certification
 Bilingual and ESL – Spanish Certification
 Gifted and Talented Certification
 Professional Development and Appraisal System
 Title V Roadmap II Initiative Panel Member, Region II (Texas)

AWARDS AND RECOGNITIONS

West Oso ISD Honored Alumni Recipient (May 2022)
 Chancellor's Academy of Teacher Educators (March 2019)
 West Oso ISD *Top Ten Recognition Banquet* Keynote Speaker (2018)
 Higher Education Leadership Development Program Recipient (2018).
 Finalist for The Texas A&M University Faculty Excellence Award for Scholarly Creativity, (April 2013).
 Corpus Christi ISD Community Collaborator Recognition for College Night

Commissioner of Education Recipient of Gratitude for Service (Textbook Adoption Panelist and Reviewer (2010 & 2012).

America, University of Texas Permian Basin, Odessa, Texas Invited to present research findings for *Latino Scholars across America* (2008).

Oxford Round Table 20th Anniversary

Invited to attend Advisory Meeting for the council of *Proficiency in Language: Bilingual and English Language Acquisition* (2007).

Presidential Travel Support for attending National, International and Regional Conferences. Texas A&M University – Kingsville (2006).

Presidential Travel Support for attending National, International and Regional Conferences. Texas A&M University – Kingsville.