

Teresa M. Huerta, Ed. D.
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EDUCATION

Harvard University, Cambridge, MA
Graduate School of Education *June 2002*
Doctorate of Education in Teaching, Curriculum, and Learning Environments

California State University, San Diego, San Diego, CA
Graduate School of Education *June 1987*
Master of Arts with a concentration in School Administration

California State University, Fresno, Fresno, CA
Bachelor of Arts with a concentration in Liberal Studies *June 1978*

CREDENTIALS

Bilingual/Specialist Teaching Credential, California *1981*
California Multiple Subjects Teaching Credential *1980*

RESEARCH EXPERIENCE AND INTEREST

White Paper: Assessing Arizona's Dropout Problem: Why Current *September 2003*
Methods are Flawed, and How to Fix Them. An investigated study that reviewed dropout and graduation methods used by the national government and the state of Arizona. This paper reviewed methods on calculating and reporting data on school dropouts, considering the strengths and weaknesses of those methods. The report further examined Arizona's available dropout data and the problems inherent in how the state collects and reports that data. Finally, it recommended two approaches to improve the accuracy of Arizona's dropout and school completion data.

Dissertation: Teachers Matter: A Humanizing Pedagogy for Latino Students *May 2002*
An ethnographic case study of four effective elementary public school teachers instructing Latino students in the San Francisco Bay Area. Goals were to identify the pedagogical perspectives of these four teachers, explore how their perspectives inform their teaching practices, and investigate whether their practices in fact engaged their students. Various ethnographic methods were used to conduct this study. Focus groups consisting of parents and students were used in the selection of effective teachers. Interviews (protocol instrument) and classroom observations (fieldnotes and video taping) were used to collect data. Ethnographic analytic strategies were also used to organize and interpret the data. Literature review on the educational experiences of Latino students, effective pedagogy and practices, and current policy reform also provided a context for this study.

Committee Members: Advisor, Marcelo Suarez-Orozco, George Spindler, and Pedro Noguera

Research Interests:

- Investigate effective schooling for linguistically and culturally diverse student populations
- Research new learning environments that support the academic achievement and psychosocial well being of Latino children and youth.
- Explore new ways of promoting effective biliteracy practices for Latino families.

PROFESSIONAL EXPERIENCE

Assistant Professor

August 2006 -- Present

California State University Fresno, Kremen School of Education and Human Development, Fresno, California

- Teach in master's program, single subject and multi-subject courses on culture, language, and literacy in content areas. (LEE 215 Language Issues in Reading, LEE 154 Content Area Language & Literacy Instruction, LEE 172, Culture & Language Contexts of the Classroom, LEE 136, Teaching Content in Spanish.
- Supervise student teachers in their student teaching practicum.
- Advisee for graduate student thesis projects; Spring '07, Spring '09, and Spring '10.
- Provide English-Language Development Seminars for faculty and staff for Spring and Summer '06 and Spring '08.
- Collect data on California's English Language Development and Family Literacy Programs in the Central Valley region and identify effective schools and teachers in order to build collaborative teaching centers and future research.
- Serve as Coordinator of Bilingual Cross-Cultural Language and Academic Development (BCLAD).
- Serve as member of the English Language Development Department Committee
- Serve as the International Teacher Education Council Representative (ITEC) for the Mexican Bilingual Cross-Cultural Language and Academic Development Program
- Serve as the chair of the International Committee of the Kremen School of Education and Human Development.
- Serve as a member of the Presidents' Commission on Human Relations and Equity Committee.
- Serve as a member of the Multiple Subject Program Review Committee
- Serve as Advisory Board member of Children's Service Network (CSR).
- Serve as Advisory Board member of local Saroyan CA Teachers of English Language Learners (CATESOL)
- Serve as member of the Fresno Regional Bilingual/Dual Language Consortium
- Serve as a member of the California Association of Bilingual Educators (CABE).
- Serve as a consultant for A. L. Conner Elementary School, Kings Canyon Unified School District, Project Bridges/Projecto Puentes.

Assistant Professor

August 2004 – May 2006

University of Wisconsin Whitewater, College of Education, Whitewater, Wisconsin

Teresa M. Huerta

- Taught graduate and undergraduate courses in the area of bilingual education and literacy. (Reading Methods Elementary and Middle Schools, Introduction to ESL and Bilingual – Bicultural Education, and Teaching Content in a Bilingual Setting).
- Supervised student teachers in their last phase of student teaching.
- Advised graduate students in their course planning.
- Worked collaboratively with colleagues to collect data on current multicultural literature. This data was later converted into a presentation and presented at the Wisconsin Reading Conference and published in the Wisconsin State Reading Association.
- Collected data on Wisconsin's Bilingual Programs in the southeast region and identify effective schools and teacher in order to build collaborative teaching centers.
- Developed new methods or strategies in content subjects for English-language learners.
- Served as the Bilingual Coordinator for Project SWEETT, a program designed for second language learners (ESL) and Bilingual licensure.
- Served on the advisory board for the Pre-college Programs for the university.
- Served on the board of directors for the Jefferson County Literacy Council.
- Served as a local member of the American Association of University Women.
- Served on the advisory board for the National Task Force on Early Childhood Education for Hispanics.

Research Analyst

October 2002 – August 2004

2003-04 Post-Doctoral Position

Arizona State University, College of Education, Tempe, Arizona

- Produced a literature review report on early childhood education on Hispanics for a technical advisory board committee, under the National Task Force on Early Childhood Education for Hispanics.
- Co-taught a course with Dr. Carlos Ovando on multilingual/multicultural education: Understanding the Culturally Diverse Child (Spring 2004). This course examined multicultural theory and application from a global perspective and educators.
- Under the direction of the Education Policy Studies Laboratory and serving as a Rodel Post-Doctoral Fellow, published a policy report on dropout rates, titled, "Assessing Arizona's Dropout Problem: Why Current Methods Are Flawed, and How to Fix Them".

Program Developer

June 1996 – August 1996

Multicultural Summer Institute – Teacher Associates Program

The Children's Museum, Boston, MA

- Assisted in planning and implementing a 10-day multicultural summer institute program for elementary teachers from Boston schools. Training focused on building multicultural communities through the arts.
- Co-taught a workshop on the changing Latino demographics in the United States, specifically in Massachusetts.
- Collected and recorded teacher evaluations on this program and reported results to program committee.

Teresa M. Huerta

Educational Consultant

June 1995 – August 1995

Teacher in Preparation Internship Program Fresno State University, Fresno, CA

- Assisted in planning and implementing a summer training institute for elementary and secondary teacher candidates working towards their California Clear Teaching Credential.
- Taught a course on classroom management to elementary teachers and co-taught an additional course on teaching in multicultural classrooms to both elementary and secondary teachers.
- Produced an evaluation report on a summer intern teacher education program.

District Resource Teacher

September 1992 – August 1994

San Diego City Schools, San Diego, CA

Bilingual Elementary Teacher, Alternative Training Preparation Program, BECA

- Recruited and trained new teachers during their transition into the teaching profession.
- Identified areas of difficulty and provided technical support to teachers in training.
- Modeled and coached instructional strategies.
- Demonstrated cognitive coaching techniques.
- Developed and taught education courses to teacher interns: Teaching of Literacy to Bilingual Children, Curriculum and Methods of Teaching Multicultural Education in the Bilingual Classroom, Educational Psychology: Stages of Child Psychosocial and Cognitive Development, and Classroom Management.

School Resource Teacher

September 1990 – June 1992

Sherman Elementary School, San Diego, CA

- Coordinated and supervised the implementation of Chapter I in English, bilingual, transition, and sheltered English classrooms.
- Assisted in planning and conducting staff development training in literacy, learning styles, cooperative learning, and gender and ethnic expectations.
- Participated in selecting, training, and supervising classroom and classroom paraprofessionals.
- Provided parent curriculum workshops and forums on educational issues (in both English and Spanish).

Human Race Relations Facilitator

September 1988 – June 1990

District Integration Program, San Diego, CA

- Assisted in planning and implementing yearly site integration plans for seven elementary schools, one middle school, and two high schools.
- Provided training and staff development to staff at these 10 schools in Communication Skills, Valuing Diversity in the Workplace, Equity Awareness, Learning Styles, Cooperative Learning, and Teambuilding.

- Taught general subjects in both English and Spanish at a rural and urban schools.
- Taught English as a second language (ESL) to English language learners.
- Acquired and applied appropriate instructional practices to link the curriculum to the academic needs of the students.
- Promoted parent participation in children's learning by involving them in classroom activities and events.
- Performed School Representative tasks for the Bilingual and Language Arts Program for English Language Learners.
- Conducted parent workshops on the transition process for grade 6 to middle school.
- Served as cooperating teachers for two student teachers.

PUBLICATIONS

Huerta, T. M. (2011). A humanizing pedagogy: Enhancing the way we teach Latino children. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*.34 (1), 38-57.

Huerta, T. M. and Brittain, C. M. (2010). Effective practices that matter for Latino children. In Murillo, E.G., Villenas, S.A., Trinidad- Galván, R., Sanchez- Muñoz, J., Martinez, C., & Machado-Casas, M (Ed.), *Handbook of Latinos and Education: Research, Theory & Practice*. New Jersey: Erlbaum.

Brimmer, K., Huerta, T. M., & Landt, J. (2007). An annotated bibliography of multicultural literature: Early childhood to middle childhood. *WSRA Journal*. 47(1), 56-59.

Garcia, E., Jensen, B., Miller, S., and, Huerta T. M. (2005). Early childhood education of Hispanics in the United States. *National Task Force on Early Childhood Education for Hispanics*. College of Education, Arizona State University, Tempe, Arizona.

Huerta, T. M. (2003). Assessing Arizona's dropout problem: Why current methods are flawed, and how to fix them. Educational Policy Studies Laboratory, College of Education, Arizona State University, Tempe, Arizona.
<http://www.asu.edu/educ/epsl/EPRU/documents/EPSSL-0309-112-EPRU.doc>

Huerta, T. M. (2002). Teachers matter: Humanizing pedagogy for Latino students. Unpublished doctoral dissertation, Harvard University Graduate School of Education.

PRESENTATIONS

- Huerta, T. M. and Aguilar, R. (November 17, 2011). *Cuentos Familiares/Family Stories: A family literacy project*. La Cosecha 2011. Albuquerque, N. M.
- Huerta, T. M. (October 29, 2011). *What I should know about working with culturally & linguistically diverse students*. Master Teacher Professional Development Conference, CSU, Fresno.
- Huerta, T. M. (October 1, 2011). Keynote Speaker. *Understanding & Embracing Diversity*. CATESOL Saroyan Chapter Fall 2011 Conference. Fresno Pacific University.
- Huerta, T. M. (July 1 2011) Humanizing Pedagogy: Beliefs and Practices on the Teaching of U.S. Latina/o Children. 4th International Symposium over Bilingualism and Bilingual Education of Latin America. Oaxaca, Mexico.
- Huerta, T. M., Orozco, J. L. and Aguilar, R. (April 26, 2010). *Parent Literacy: La Lectoescritura en dos idiomas*. International Reading Association (IRA). Chicago
- Huerta, T. M. and Aguilar, R. (April 10, 2010). *Cuentos Familiares/Family Stories: A family literacy project*. Tulare/Kings County Reading Council. Tulare, CA.
- Huerta, T. M. & Aguilar, R. (April 9, 2010). Video (showcasing program developed at McConner's Elementary School, Orange Cove, CA) 0 to 5 in 30 Minutes. Valley Public Television (PBS)
- Huerta, T. M., Orozco, J. L. and Aguilar, R. (February 19, 2009). *Rin, rin, rin, do re, mi: Parent literacy program and the use of music*. National Association of Bilingual Education (NABE) Annual Conference, Austin, TX.
- Huerta, T. M. and Aguilar, R. (December 10, 2008). *Building literacy in Latino homes*. Fresno-Madera CABE/CASBE Chapter, Fresno, CA.
- . (December 10, 2008). *The status of Latinas in education*. (Presentation at the Latina Issues Roundtable: Status of Latinas in the San Joaquin Valley. Central California Latina Network, Fresno, CA.
- . (April 10, 2008). *Culturally responsive teaching for Latino students*. Presentation at the American Educational Research Association (AERA) 2008 National Conference, New York, NY.
- . (March 8, 2008). *Building literacy in Latino homes*. Presentation at the California Association of Bilingual Education, (CABE) 2008 State Conference, San Jose, CA.
- . (May 16, 2006). *Latino family literacy*. Presentation at the McCord Elementary School, Reedley School District, Orange Cove, CA.

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——. (February 3, 2006). *Multicultural literature: Early childhood to middle childhood*. Wisconsin State Reading Association Convention, Milwaukee, WI.

——. *Assessing Arizona's dropout problem: Why current methods are flawed, and how to fix them*, a presentation at:

The Center for the Future of Arizona	September 9, 2003
Arizona Business & Education Coalition	September 24, 2003
All A's for Arizona	October 11, 2003
KPHX, local Spanish radio station	November 7, 2003
KTVW 33— Univision, a Spanish television station	December 3, 2000

——. (April 28, 2003). *High school graduation rates and ways to enhance Hispanic high school graduates: G.O.L.D. scholars*. Presentation at El Puente Conference, Scottsdale Prevention Institute, Scottsdale, AZ.

——. (April 25, 2003). *Teachers matter: Humanizing pedagogy for Latino students*, American Educational Research Association (AERA) Annual Conference, Chicago, IL.

——. (April, 1993). *BECA: A successful bilingual education alternative credentialing program for California*. Presentation to the California Association of Bilingual Educators Annual Conference, San Francisco, CA.

——. (April 1990). *Adelante mujer Hispana Conference: How to organize a conference in your community*. California Association of Bilingual Educators Annual Conference, San Francisco, CA.

DISCUSSANT/RESPONDENT

——. (April 30 – May 1, 2004). Respondent to Chapa, J. *Increasing successful participation of Latinos in higher education*. Presentation at the Latino Students in Higher Education Conference, Mesa, Arizona.