

Beverley Argus-Calvo, PhD
The University of Texas at El Paso,
Department Chair, Educational Psychology and Special Services
Associate Professor, Educational Psychology and Special Services
(915) 747-5266/ bcalvo@utep.edu

EDUCATION

- 1992-1999** Ph.D. Curriculum and Instruction, New Mexico State University, Program of study, Bilingual Special Education. Research interests: issues affecting special education along the US/Mexico Border, assessment of second language learners, and the role of parental involvement in special education.
- 1985-1987** Master of Arts, Education and Human Development, The George Washington University, Washington D.C., Early Childhood Special Education
- 1983-1985** Montessori Teacher Training Course. Anglo Montessori School, Mexico City, Mexico
- 1981-1983** Bachelor of Arts, Education, concentration in Mental Retardation, Mercer University, Macon, GA.

PROFESSIONAL EXPERIENCE

2021 (Sept.1 – Present)

Department Chair, Educational Psychology and Special Services, College of Education, University of Texas at El Paso

2017-2021 (Aug) Associate Dean for Graduate Programs and Research, College of Education, University of Texas at El Paso

2006 - Present ***Associate Professor, College of Education, Department of Educational Psychology and Special Services University of Texas at El Paso.***

2000 - 2005 ***Assistant Professor, College of Education, Department of Educational Psychology and Special Services University of Texas at El Paso.***

1999-2000 ***Instructor, New Mexico State University, Las Cruces, NM. Special Education/ Communication Disorders. Education/Communication Disorders.***

1996-1999 ***Graduate Assistant, New Mexico State University***
Duties: Coordination of teacher support for Project ARTS, under the supervision of Dr. Jozi De León; Teaching SPED 215 - Orientation to Special Education to undergraduate students; Supervision of student teachers, practicum students and diagnostician interns.

1993-1996 ***Educational Diagnostician, Gadsden Independent School District, NM***
Duties included the assessment of primarily bilingual students referred for special education, conducting Individualized Education Plan meetings, working with parents and teachers, as well as developing district policies regarding special education

1990-1992 ***Resource Teacher, Eastwood Middle School, Ysleta Independent School District, El Paso, TX. 8th grade resource teacher in English and Math***

1988-1990 ***Bilingual Special Education Teacher, Hennigan Elementary, Boston Public Schools***
Bilingual special education teacher, ages 6-13, self-contained program for intellectually disabled bilingual students.

1987-1988 ***Special Education Teacher, Georgian Forest Elementary, Montgomery County, MD.***
Pre-academic/diagnostic classroom for non-categorical students ranging in ages 5-7.

1983-1985 ***Teacher for students with Learning Disabilities, American School Foundation, Mexico City, Mexico.*** Duties included, developing a special education curriculum K-12,

development of Individualized Educational Plans (IEP), and developing awareness amongst staff and parents regarding the educational needs of students with learning disabilities.

CERTIFICATION

Texas Education Agency - Provisional Generic Special Education K-12; Life
State of New Mexico – Educational Diagnostician (1998 – 2000)
Commonwealth of Massachusetts, Department of Education - Young Children with Special Needs; Life
Commonwealth of Massachusetts, Department of Education - Certification of competencies in Language Skills and Culture - Spanish
Maryland State Department of Education - Generic Special Education 1-8 (1987-92)

LANGUAGES

Fluent in Spanish, both written and spoken, with capability to write academic articles and chapters in Spanish

SPECIAL RECOGNITIONS/AWARDS

2003	Outstanding Service Award – College of Education, UTEP
1996-1998	Recipient, Bilingual Special Education Doctoral Grant. New Mexico State University
1992	Nominated teacher of the year - Eastwood Middle School

PUBLICATIONS

Munter, J., Calvo, B., Dino, L., & Oroz, A. (2018). Service learning field experience to build intercultural competence: Teaching and learning on the U.S.-Mexico Border. In T. D. Meidl & M.M. S. Dowell (Eds.), *Service-Learning Initiatives in Teacher Education Programs* (79-102). IGI Global, Publisher. (DOI: <https://10.4018/978-1-5225-4041-0>)

Selected for Reprint 2021 in Research Anthology on Instilling Social Justice in the Classroom

Argus-Calvo, B., Blum Martinez, R. (2020). Innovations in Bilingual Education in New Mexico. In Rebecca Blum Martinez & Mary Jean Habermann Lopez (Ed.), *The Shoulders We Stand On: A History of Bilingual Education in New Mexico*. Albuquerque, NM: <https://unmpress.com/books/shoulders-we-stand/9780826360175>

Gonzalez, M.L, Argus-Calvo, B., & Blum Martinez, R. (2020) Spanish –Speaking and Indigenous Leaders in New Mexico Who Made Successful Innovations in Bilingual Education: A Chapter in Two Parts. In Rebecca Blum Martinez & Mary Jean Habermann Lopez (Ed.), *The Shoulders We Stand On: A History of Bilingual Education in New Mexico*. Albuquerque, NM: <https://unmpress.com/books/shoulders-we-stand/9780826360175>

2021 Southwest Book Award from the Border Regional Library Association

- Macy, M., Argus-Calvo, B., Torres Hernandez, S., & Hernandez Collazo, R. L., (2019). Co-producing culturally relevant services with families of young children with disabilities. *Dimensions of Early Childhood*, (47) 2 p. 25-27.
[https://seca.wildapricot.org/resources/Documents/Dimensions%20PDF/DimensionsSUMMER19\(FNLsm\).pdf](https://seca.wildapricot.org/resources/Documents/Dimensions%20PDF/DimensionsSUMMER19(FNLsm).pdf)
- Macy, M., Argus-Calvo, B., Fort, C. A. (2019). Listening and learning from families of young children. In G. Mendoza Meraz, P. Barrera Valdivia, I. Rivera Herrera (Eds.). *Algunas aportaciones psicológicas y sociológica a la Education*. (pp.57-64). Buenos Aires: Alfagrama.
- Argus-Calvo, B., Saldana Corral, C., Kosheleva, O. M. (2018). Math, Music and Arts, a community-based approach: Improving outcomes for at-risk Hispanic students. *(Under) Represented Latin@s in STEM: Increasing participation throughout education and workplace* (pp. 113-126). Peter Lang Publishers. (DOI: <https://doi.org/10.3726/b12022>)
- Munter, J., Calvo, B., Dino, L., & Oroz, A. (2018). Service learning field experience to build intercultural competence: Teaching and learning on the U.S.-Mexico Border. In T. D. Meidl & M.M. S. Dowell (Eds.), *Service-Learning Initiatives in Teacher Education Programs* (79-102). IGI Global, Publisher. (DOI: <https://10.4018/978-1-5225-4041-0>)
- Argus-Calvo, B., Peterson, S., & Myer, R. (2017). Listening to middle school student's voices on border violence: Meeting their social emotional needs in inclusive school settings. *Rumbo Educativo, Centro Chihuahuense de Estudios de Posgrado*.
- Argus, B, Gonzalez, M.L., & McNeil, K. (2015-16). Educating students on the U.S.-Mexico Border in times of vulnerability: Educational leaders at the vanguard of change. *THULE, Revista italiana di studi americanistica* (n. 38/41)
- Argus-Calvo, B., Gonzalez, M.L., & Rodríguez, M. (2015). Blue Sky Middle School: A case of successful leadership. In M.A. Reyes Seáñez, G. Mendoza Meraz & P. Barrera Valdivia (Eds.). *Algunas Aportaciones Psicológicas y Sociológicas a la Educación, Volumen II*. (pp. 300-326). Mexico, D.F.: Nautilium.
- Munter, J.H., Argus-Calvo, B., Tafoya, G.N., & Trillo, S. (2014). Developing a Contextualized Teacher Identity: Embracing the Culture of the Borderlands. P. Jenlink (Ed). *Teacher identity and the struggle for recognition: Meeting the challenges of a diverse society*. (pp. 197-210). Lanham, MD: Rowman & Littlefield
- Leiner, M., Argus-Calvo, B., Peinado, J., Keller, L., & Blunk, D.I. (2014). Are young people using electronic media as a way of coping with stress? *Frontiers in Pediatrics*.
frontiersin.org/Journal/10.3389/fped.2014.00127/pdf
- Agarwal, N., Argus-Calvo, B., & Kumar, V. (2014). Paving the road to success: A student with disabilities organization in a university setting. *College Student Journal* (48)1.
<https://www.questia.com/library/journal/1G1-372252065/paving-the-road-to-success-a-students-with-disabilities>

Dickson, G., Argus-Calvo, B., & Tafoya, N. (2010). An examination of Hispanic counseling students' multicultural training experiences: Training effects and students' perceptions. *Counselor Education and Supervision* (49) 4 247-263.

Montero, M.T., Tafoya, N. G., & Argus-Calvo, B. (2006) Ciudades Hermanas: Sociedad, Educación, y Familia en la frontera México -E.U. *International Journal of Learning*, (12).
http://www.cgpublisher.com/works/2270/actions/1/3/details/history/num=14/CGDocument/fid=174426/L05_2270_SisterCitiesSocietyEducationFamilyontheUS-MexicoBorder_final.pdf

Argus-Calvo, B., Hughes, J., Montero, M.T., May, M., & Garcia Tafoya, N. (2006). Preparando a los niños pequeños para que tengan una transición exitosa hacia la escuela: La tenacidad de las familias mexicanas y mexicana-americanas que habitan en colonias a lo largo de la frontera entre Estados Unidos y México. Esteinou, R. (Ed). *Family Strengths and Risks in two Contexts: USA and Mexico*. Mexico City, México: CIESAS (Centro de Investigaciones y Estudios Superiores en Antropología Social.)

Argus-Calvo, B., Tafoya, N.G. & Grupp, L.L (2005). Prereferral: A time to empower culturally and linguistically diverse families through a family-centered approach *Multiple Voices* (8) 1 71-83.

Tafoya, N.G., & Argus-Calvo, B. (2005) English language learners with special needs. In A.H. Macias. (Ed.) *Working with English Language Learners: Perspectives and Practice*. (pp.41-53) Kendall Hunt Publishers, ISBN: 0-7575-1928-8

Argus-Calvo, B., & Tafoya, N. (2005). Special education EC-12. In S.R. Hurley, H.L. Ryan & B. Booth (Eds.) *The TExES exam*. (pp. 96-117) Columbus, OH: Pearson Merrill Prentice Hall (ISBN: 0131128035)

Argus-Calvo, B. (2001). NMSU: An overview of the College of Education conceptual framework and program of studies at the Master and Doctoral levels. *Cuaderno de Trabajo/41 CIP-ICSA, Universidad Autónoma de Ciudad Juárez. Cd. Juárez, Chihuahua*.

Argus-Calvo, B. (1999). *Mexican and Mexican American parental perceptions of special education and their roles in the educational process along the U.S. and Mexico border*. Unpublished Doctoral Dissertation, New Mexico State University, Las Cruces, NM.

Rhodes, R. & Argus-Calvo, B. (1999). Psicología escolar en México: Una perspectiva émica. *Acoyahu*. abril –junio (74) Centro de Investigación y Docencia, Chihuahua.

Argus-Calvo, B. (1998). Una conferencia, tres talleres; Taller tres. In B. Calvo Pontón, G. Delgado-Ballesteros, & M. Rueda Beltrán (coord.) *Nuevos Paradigmas; Compromisos Renovados Experiencias de Investigación Cualitativa en Educación*. Universidad Autónoma de Ciudad Juárez; Cd. Juárez, México, ISBN 968-7845 02-3.

De León, J., Argus-Calvo, B., & Medina, C. (1997). A model project for identifying rural gifted and talented students in the visual arts. *Rural Special Education Quarterly*. (16)4, 16-23.

Argus-Calvo, B. & Pryun, M. (1997). Overview of inclusionary practices in special education on the United States/Mexico Border. *Cuadernos de trabajo/35 Aspectos en Educación Bilingüe y*

Especial: Una Perspectiva Binacional. Universidad Autónoma de Ciudad Juárez; Cd. Juárez, México. 8-13 *Issue coordinator with Ayala, I.

Argus-Calvo, B., Ortiz, R.W., & Mc Carty L. (1996). An ethnographic study of special education services in a rural area of Mexico. *Rural Special Education Quarterly* 15 (3).

OTHER SCHOLARLY PUBLICATIONS

Saldana, C. & Argus-Calvo, B., (2019). Rotating Student leadership roles at Tocando. *The world Ensemble*, November 2019, Newsletter, <https://theworldensemble.org/?s=tocando>

Argus-Calvo, B. & Wood. T. A. (2001). Bilingual assessment on the U.S.-Mexico Border, The Texas School Psychologist (8) 4.

Arcudia, Isabel (Universidad Autónoma de Cd. Juárez, Chihuahua) & Argus-Calvo, B. (UTEP) 2001. Relatoría del Taller I del IX Simposio Interamericano de Etnografía. México, D.F. Invited & Submitted for publication in Conference proceedings of the IX Simposio Interamericano de Investigación Etnográfica en Educación.

PUBLICATIONS UNDER REVIEW

Saldana Corral, C., Maier, M.I. & Argus-Calvo, B. (2021- revise and resubmit). Developing Imagination and Creativity in a Music and Arts –Based Program. *Journal of Management, Spirituality & Religion*. Taylor & Francis Online

Research Consulting Evaluation Reports

Argus-Calvo, B & Heidemman, G. (April, 2011). Final Report: *Mission Early College High School, On Time Graduates*.

Argus-Calvo, B (August 2011). BI-IDEEL Final Report: *Elev8 NM Parent Support, Advocacy, and Youth and Parent Engagement components*.

GRANTS AWARDED

Project BLESSED: Bridging Leaders in Education: School Counselor and Special Educator Development (1,076,276.00), Yeager & Brown (Principal), Todd & Argus-Calvo (**Co-Principal**). The purpose of Project BLESSED is to prepare scholars in special education and school counseling to support students with disabilities who have high intensity social-emotional learning (SEL) and/or mental health needs. Scholars will take interdisciplinary coursework and field experiences to complete their M.Ed. in Special Education, obtain state certification as a special education teacher, or gain credits toward an M.Ed. in School Counseling. 10/2021-9/2026

Shadows to Light, Argus-Calvo (Principal) (14,000) The Shadows to Light Internship program will provide doctoral level students the opportunity to engage and assist in learning programs, particularly

working on behalf of at risk youth and those involved in the federal criminal justice system in collaboration with the Philosophic Systems Institute (PSI). PSI is actively involved with the Federal Courts.

Explore STEM: Summer Camps, Argus-Calvo, B. (Co-Principal), Kumar, V. (Principal), Tandon, V. (Co-Principal), Educational, TEXAS WORKFORCE COMMISSION, Funded, **\$60,180** (sub: March 03, 2021, start: end: December 31, 2021).

Targeting Early Intervention Personnel Turnover through Proven Retention Strategies, Argus-Calvo, B (Principal) Yeager, K. (Co-Principal), Ainsa, T (Co-Principal), Mangadu, T (Evaluator), TX HEALTH & HUMAN SERVICES COMMISSION (TX), Federal, Funded, \$707,372.00 [\$360,000.00 UTEP sub award]. (sub: August 26, 2020, start: January 1, 2021, end: March 31, 2024).

Explore STEM: Summer Camps, Argus-Calvo, B. (Co-Principal), Kumar, V. (Principal), Tandon, V. (Co-Principal), Educational, TEXAS WORKFORCE COMMISSION, Funded, **\$63,380** (sub: March 24, 2020, start: March 2020, end: December 31, 2020).

2019-20 Unheard Voices: Building El Paso Children's Museum for All, (Principal) \$46,000, Funded by the El Paso Children's Museum. The purpose is to collect data on parents and caregivers who live in under-resourced El Paso neighborhoods to identify the factors that limit their families' access and participation to cultural events and spaces in the El Paso region.

2017-19 Promoting Mental and Emotional Well-Being in the Paso del Norte Region, funded by the Paso del Norte Health Foundation. **\$1,131,311** Co-Investigator.

2012-13 UTEP Interdisciplinary Research Program – Schools in Time of Vulnerability (Awarded 5,000). **Principal Investigator.** Teams of scholars from the United States and Mexico propose to study the impact of violence on the learning of children living in vulnerable conditions by identifying family, social, and school processes that are lived by social actors in a unique geographical and historical context.

2012 UTEP Technology Fees – (Awarded 5,200) funding to support technology infrastructure for the training lab for the Educational Diagnostician and Counseling lab

2008 Summer 2008 Enrollment Growth Funding Allocation – Funded to support 4 – 5 graduate students to present at NABE and CEC conferences (Awarded \$ 5, 490.00)

2005 UTEP Provost Grant: - A Proposal for Transnational Education Research: A comparative study of teacher education in U.S. and Mexican Higher Education Institutions. (Awarded \$ 32,800) In conjunction with the College of Education, Liberal Arts, and UACJ College of Humanities. Principal Investigator

2005 UTEP (Carnegie Teachers for a New Era) – Effects of Classroom Instruction and Pupil Learning in Relation to Special Education Teachers (Awarded \$10,000). Co PIs: Dr. Sandra Lloyd, Dr. Nancy G. Tafoya, Susan Gray, Susan Kelch, and Angel Nieto

2004 UTEP COE – Awarded Summer Research Grant: Preparing young children for a successful transition to school: Resilience in Mexican and Mexican-American families living in colonias along the U.S./Mexico Border (awarded 1 summer month pay).

GRANT APPLICATIONS (submitted - not awarded)

2020 UTEP Applied Behavior Analyst, Submitted to Paso Del Norte Health Foundation. Argus Calvo & Yeager(496,824)

The College of Education, Department of Educational Psychology and Special Services (EPSS) in collaboration with the Department of Psychology (Psych) at the University of Texas at El Paso (UTEP) propose to develop a fully accredited, Applied Behavior Analysis (ABA) graduate certificate to address the significant gap of trained personnel and Board Certified Behavior Analysts (BCBAs) in the El Paso Del Norte region. Such a program, accelerated by the hiring of critical personnel, will prepare well-qualified professionals to meet the social, emotional, and behavioral needs of children, adolescents, and young adults with a wide range of neurodevelopmental disorders, including autism spectrum disorder (ASD), intellectual disabilities (ID), attention-deficit/hyperactivity disorder (ADHD), and specific learning disabilities (SLD)

2020 DA:TABASED: Deepening understanding of Autism: Trainings in Applied Behavior Analysis for Special Educators (\$467,560.00) Yeager, K, Argus-Calvo, B. Turton, A Specialized training in evidence-based and culturally responsive behavior analysis treatment methods can build capacity in teachers and paraprofessionals to improve the educational outcomes of students with Autism Spectrum Disorder (ASD). The proposed project seeks funding to implement and measure the impact of Board-certified Behavior Analysis (BCBA) trainings to teachers and paraprofessionals who directly work with children with ASD in the El Paso Region. The objective of the two-year project is that over 850 EC-12 students with ASD are served by a minimum of 110 teachers and paraprofessionals who receive a full year of training and classroom support. The ultimate outcome of the project is that teachers and paraprofessionals gain critical knowledge in how to design and lead individualized, classroom-based, and school-wide behavioral interventions that enhance the academic, social-emotional, and behavioral outcomes of students with ASD.

2019 Developing a Board Certified Behavior Analyst (BCBA) Program at UTEP. Submitted to Paso Del Norte Health Foundation. Co-Pi's Argus Calvo & Myer (496,824)

2019 CFDA 84.325K Training Instructional Leaders for Transformation (Project TILT) The overarching goal of this proposal is to develop and implement and interdisciplinary graduate certificate program with an emphasis on school mental health to prepare teachers and related service personnel who can proactively meet the mental health challenges of the students they serve. Project TILT scholars will be trained in recognizing indicators of behavioral, emotional and academic distress in students that influence academic outcomes for students who are ELs and exhibit academic, affective, behavioral and cognitive needs. **PI's Argus-Calvo, Peterson, Moya (1,216,970)**

2018 William T. Grant Foundation: Institutional Challenge Grant. ESC-19 and UTEP Research Collaborative: Working together to reduce inequalities in K-12 educational outcomes.

In an effort to work collaboratively to reduce educational inequalities in youth outcomes in the El Paso Region, The University of Texas at El Paso (UTEP) and Education Service Center-ESC-19's (ESC-19) have established a research-practice partnership (RPP). The Education Service Center-

Region 19 (ESC-19) is part of the Texas educational infrastructure that serves far-west Texas' El Paso and Hudspeth counties. It serves as a link between teachers and administrators and the Texas Education Association (TEA) for communication and accountability. ESC-19 seeks to apply evidence-based and policy-mandated programs to meet the educational needs of students. They provide policy interpretations, data support, and professional development to public school leaders in ESC-19 on topics including special education, bilingual education, and programs for at-risk students. They have positive relationships with the twelve school districts within the region and an ability to work with administrators, teachers, and staff to develop and implement interventions. **PI's: Drs. Dahramsi & Aguirre. CoPI's: Drs. Argus-Calvo, Berger, & Tanabe (\$ 650,000, three years)**

2018 CFDA 84.335K-D Office of Special Education Programs: Teachers as Intervention Leaders (Project TIL) – Resubmit. (PI) Co PI's Drs. Sarah Peterson, Eva Moya (**\$ 1,232,021**) not funded

2017 Project IOS, El Paso Community Foundation. Provides an opportunity for advancement to the El Paso region by building capacity and empowering teachers working with elementary age students who are vulnerable to the effects of violence and to enhance the social emotional wellbeing of vulnerable student populations. The research framework for project IOS includes ongoing engagement of community stakeholders in all phases of the implementation, and evaluation plan of this pilot project. This pilot project is a collaborative approach to explore the complex social emotional issues in children that are reflected in the lives of children living on the U.S. - Mexico border. **PI (\$30,000)**

2016 Tocando IYL, National Endowment for the Arts, will yield empirical results derived from a quasi-experimental study that will document the important role that the Arts play in the general wellbeing of underserved students. This study will add to the body of research that will inform local, state, and national stakeholders as to the importance of these programs on student's overall motivation for staying and succeeding in school. **PI (\$ 149, 800)**

2015 CFDA 84.335K-D Office of Special Education Programs: Teachers as Intervention Leaders (Project TIL). Project Teachers as Intervention Leaders, Project TIL aims to 1) develop a graduate level Master's degree in Special Education with a concentration/certificate in School Mental Health to meet the needs of high-need school-aged English Language Learners (ELL), and 2) over the period of four years graduate 50 master's level special educators to meet the demands of this vulnerable high needs ELL student population. The purpose of this proposal is to graduate scholars who can proactively meet the mental health challenges of the students they serve by developing an integrated preventative strength-based tiered approach and be trained in recognizing indicators of emotional and behavioral disturbances in students that create barriers to academic outcomes. This proposal addresses that objective by emphasizing several areas of skill acquisition: school mental health, culturally responsive intervention and teaching, assessment, and universal tiered models of support and collaboration. **PI – Beverly Argus-Calvo, CoPI's Drs. Sarah Peterson and Kristin Kosyluk (\$ 1,232,021)**

2014 CFDA 84.325K Teachers as Intervention Leaders (Project TIL). Proposed to address the issue of in-service teachers feeling ill-prepared to support and teach high-need students with mental health issues by moving the intervention process from **outside to inside the classroom**. To meet the critical shortage of special education teachers who can meet the needs of high-need children and youth with disabilities who are also English Language Learners (ELLs), Project TIL proposes to graduate 40 Special

Education Master's level scholars with an emphasis in School Mental Health.

PI – Beverley Argus-Calvo; Written in collaboration with Drs. Myer, Carrola, and Peterson. \$1,250,000

2013 Project Teacher as Trauma Coaches (Project TTC). Submitted to the UT System for Transformational Learning (ITL), proposed to develop an approved online UTEP graduate certificate program to prepare teachers to understand and respond to issues their students may be experiencing, specifically, training teachers to identify students who are at-risk for developing affective, behavioral, and/or cognitive problems in response to crises in their unique living circumstances. In addition, the program would provide coaching in instructional strategies teachers can use to support students' coping efforts, as well as strategies for seeking the appropriate level of intervention for students depending on the severity of their reactions to crises.

Co-PI's Beverley Argus-Calvo and Sarah Peterson. \$151,000

2012 Project BLISS: Building Learning and Independence for School Success in collaboration with the Socorro Independent School District. Submitted to The Department of Defense Education Activity (DoDEA), Military-Connected Academic and Support Programs MCASP) \$1,160,000 UTEP Sub contract

Co-PI's Beverley Argus-Calvo and Merranda Romero Marin

2011 Conducting Research in Violent Binational Educational Settings with Vulnerable Populations.

AERA PI's: Beverley Argus-Calvo and Maria Luisa Gonzalez, **\$30,000**

A New Era of Accessibility: Exploring the Technological and accessibility challenges faced by college students with disabilities. Google PI's: Beverley Argus-Calvo and Neelam Agarwal **\$20,700.00**

2010 The Effects of Violence on Educational Settings along the U.S. – Mexico Border: Building a Binational Education research Agenda. AERA - Submitted in collaboration with the Universidad Autónoma de Ciudad Juárez. PI's: Beverley Argus Calvo and Eduardo Arellano; Co-PI's: J. Tinajero, M Gonzalez, J. Munter **\$50,000**

2006 Reading and Behavior Response to intervention Practices, Institute of Educational Sciences Co-PI's: Robert Trussell, Beverley Argus-Calvo, & Nancy Garcia Tafoya **\$1,366,183**

U.S. Mexico Training, Internships, Exchanges, and Scholarships (TIES) Partnership Initiative Co-PI's Beverley Argus-Calvo, & Nancy Garcia Tafoya **\$384,570**

Pediatric Quality of Life Inventory, Pilot Research Grants Program, Center for Border Health Research. In collaboration with Dr. James Varni, Texas A & M **\$75,000**

2003 CFDA 84.328C Abriendo Puertas Grant written for New Mexico Fiesta Educativa, for the establishment of a Regional Clearinghouse and Parent Resource Center in rural communities between El Paso, TX and Las Cruces, NM. Grant written in conjunction with Dr. Nancy G. Tafoya., & Mr. Dan Dickman. Submitted Dec. 2002 – Accepted but Not Funded **\$300,000**

2001 CFDA 84.328C Abriendo Puertas Grant written for New Mexico Fiesta Educativa, for the establishment of a Regional Clearinghouse and Parent Resource Center in rural communities between El Paso, TX and Las Cruces, NM. Grant written in conjunction with Dr. Nancy G. Tafoya. **\$300,000**

2001 URI- Alignment of Professional Training for Early Childhood Day Care Providers in Marginalized Communities along the U.S. Mexico Border. **\$4,953.00**

2000 CFDA 84.325H **Preparing Undergraduate Students to Meet the Needs of High-Incidence CLD Students.** Four-year project submitted to the U.S. Department of Education. PI **\$400,000**

OTHER RESEARCH EFFORTS

2006 **Performance of bilingual pupils on cognitive ability and achievement tests.** Educational Diagnostician Interns tested, 30 6th-12th grade students participating in the TexPREP program using the WJ III test of cognitive and achievement abilities.

2003 **Completed: Successful Transition to School: Resilience in Mexican and Mexican-American Families Living in Colonias along the U.S.-Mexico Border** (Colonias Project in conjunction with Texas A&M, UACJ, and El Paso Community College (EPCC)).

EDITORIAL ACTIVITIES

2017-2020 Journal of Teacher Education, guest manuscript reviewer

2016- 2017 Revista Rumbo Educativo, Centro Chihuahuense de Estudios de Posgrado (manuscript-reviewer)

Journal of Teacher Education (manuscript reviewer)

2012 – 2018 Revista Electrónica de Investigación Educativa, Editorial Board (REDII)

Pearson book reviewer: Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom (7th edition)

2014 International Journal of Educational Research, guest reviewer

2005 Worth Publishers – Chapter reviewer: Experiencing the Lifespan
Pearson Merrill Prentice Hall – Book reviewer:
Multicultural Special Education: Educating teachers to work with all students

2003 Pearson Merrill Prentice Hall – Chapter reviewer:
Diverse Learners with Special Needs
Multicultural Special Education

2000-2001 Editorial Board, Border Walking Journal (Borderlands Center for Educational Studies – BoCES)

1998-2001 DDEL Newsletter, Co-Editor

1996-2000 Border Walking Newsletter, Student Editor Staff, NMSU

1996-1998 Issue Assistant Editor, Rural Special Education Quarterly 15 (2).

1995-1996 Rural Link, Student Editor Staff, NMSU

DISSERTATION /THESIS COMMITTEES

2021	Berenice Peralta-Matus – Dissertation Co-Chair
2020	Ignacio Estorga – UTEP –Dissertation committee member Successfully defended, June 2020
	Angela Owens- UTEP – Dissertation committee member Successfully defended Dec. 2020 – submitted for 2021 AERA Special and Inclusive Education SIG Outstanding Dissertation Award
2016-2019	Claudia Saldaña Corral, UTEP – Dissertation committee member Successfully defended, April 2019
2016	Dino Coronado – Dissertation committee member Successfully defended, Aug. 2016
2015	Raul Saldaña, UTEP – Dissertation committee member Successfully defended, April 2014
2014	Vanessa Espitia Mendoza, UTEP –Dissertation committee member Successfully defended, Fall 2014
2011	Neelam Agarwal, UTEP – Dissertation committee member Successfully defended Fall, 2011
2010	Kathleen Black, UTEP – Dissertation committee member Successfully defended, Summer 2010
2008	Sandra Villa, UTEP – Math Department, MA Thesis successfully defended, Spring 2008 Christine O’Leary, UTEP – English, MA Thesis successfully defended, Fall 2009 Hsin Ju Chen, UTEP – Ed Psych, MA Thesis, committee member, successfully defended, Spring 2009 Gheed Mufied Alsalem, NMSU – Outside representative, data collection at UTEP
2005	Cristina Torres, UTEP, Master’s Thesis, successfully defended Spring 2005
2004	Lydia Elvira Altamirano Pérez, Universidad Autónoma de Cd. Juárez, Tesis de Maestría, successfully defended March 2004 Lorena Nuñez, Universidad de Monterrey, NL, México (Asesora de Tesis –not completed) Julia Truax, UTEP–Dissertation committee member (not completed)
2001	Jesus Chavez, UTEP-Dissertation committee member, successfully defended Dec. 2001.

LEADERSHIP

1999- 2016 Council for Exceptional Children (CEC):

Board appointed:

Work group – Diversity Committee (2012-2015)

Chair, CEC Diversity Committee (2011-2012)

Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)

President 2006

President-elect 2005

CEC Program Advisory Board - 2003-2006

CEC-MRDD Ad Hoc Diversity committee

DDEL (New Mexico DDEL- Treasurer 1999-2005)

2006 -2007 Improving Teacher Education Quality for Hispanic-Serving Institutions- Monarch Center, Chicago, IL

2000 –2005 Consorcio Internacional de Educación Fronteriza (CIEF)
President 2000-2001

PROFESSIONAL DEVELOPMENT/SEMINARS

2017 - 2018 Dyslexia Camp for Parents, in collaboration with Region 19

2016 Deciphering the Legal Framework: Individuals with Disabilities Education Improvement Act, The Vocational Rehabilitation Act and Section 504. (Oct. 2016). Attention Deficit Disorder Seminar, El Paso, TX.

Leadership Seminar: Arriving at Responsive Educational Leadership (Aug. 13-18, 2016) Kansas State University

From Fronteras to Borders in Transcultural Spaces: Research on Educational Leadership in Multiple Binational Settings. (May 2016). Gonzalez & Argus-Calvo. Presentation for NMSU Doctoral Students, EPCC, El Paso, TX.

2015 *Working with students with special needs*, Professional Development Workshop developed for the LEAP Grant, October 2015.

Proud to teach amazing kids, Professional Development Workshop developed for the LEAP Grant, June 2015

2014 *Learning knows no Bounds*, Professional Development Workshop developed for the LEAP Grant, Sept. 2014.

Classroom management and instructional strategies, Tocando, August, 2014

2013 &14

*English Language Learners, Individuals with Disabilities, Miner Athletics Academic Center
Tutoring Orientation, UTEP (August, 2013 & 14)*

- 2012** *Demystifying RTI- Developing Success for All Learners*, Tippet Elementary, El Paso, TX
- 2008** *Language and Culture in Special Education Personnel Preparation* – Sponsored by the Monarch Center (National Technical Assistance Center for Personnel Preparation in special Education at Minority Institutions of Higher Education)
Comeback Sessions:
Chicago, Ill: September, December 2008
- 2007** *ELLs in Special Education: Disproportionality and other Related Issues* Webinar: The Access Center, Improving Outcomes for AL students K-8 With Dr. Laurie Grupp Sept. 20, 2007 (www.k8accesscenter.org)
- ¿La educación especial, es integradora?* Taller 1er Congreso Internacional de Inclusión Educativa y Social Cd. Juárez, Chih. noviembre de 2007
- Language and Culture in Special Education Personnel Preparation* – Sponsored by the Monarch Center (National Technical Assistance Center for Personnel Preparation in special Education at Minority Institutions of Higher Education)
Dallas, TX September 2007
Chicago, IL November, December 2007
- 2006** *Improving Teacher Education Quality for Hispanic-Serving Institutions* – Sponsored by the Monarch Center
San Diego, CA July 2006
Chicago, IL October 2006
- 2004** Programa de Formación y Actualización de Educación Inicial, Cd. Juárez, Chih. Educación Especial y Disciplina Positiva
- 2003** 1er Modelo Completo del Cerebro: Entendiendo Diferentes Estilos de Trabajo, Colegio Crista McAuliffe, México, DF.
- 2002** Early Childhood 45-hour Entry Level Course- EPCC, UACJ
- 2001** Bilingual Assessment – From Theory to Practice, Fourth Annual West Texas School Psychology Workshop, El Paso, TX
- 2000** Prereferral Intervention for Culturally and Linguistically Diverse Students, Aztec, NM.
- 1998** Bilingual Consultant New Mexico Deafblind Services, Pilot Internet Web-based Training.
- 1998** Parent workshops on IDEA and the importance of parental involvement (conducted in Spanish), Gadsden Independent School District.

1995 The referral process and the role general education teachers play, Berino Elementary, Gadsden Independent School District

INVITED PRESENTATIONS AT PROFESSIONAL CONFERENCES

Argus-Calvo, B., Tanabe, C., Carrola, P., Kosheleva, O., Fields, H. K. & Yeager, K., (May 27, 2021). The University of Texas at El Paso, College of Education: Driving Change through Partnerships. The 7th Annual International Forum on Teacher Education, Kazan Federal University, Kazan Federal University (Virtual- International)

Argus-Calvo, B. & Fields, H. K. (May 3, 2021). El desarrollo de un modelo de investigación educativo para el bienestar de la región. Universidad Autónoma de Chihuahua. (Virtual- Latin America)

Argus-Calvo, B., 1st Dresden Conference on Lateral Entry and Second Career Teachers, Technische Universität Dresden, Virtual, "Alternative Teacher Certification Preparation Programs in Response to the Shortage of Special Education Teachers in Urban and Rural Settings", Conference, International, Invited. (November 26, 2020).

Calvo, B., A, *The Role of Teacher Preparation Programs in STEM Education*. Townhall Meeting on Strengthening National Foundation for Advanced Modeling & Simulations at HBCU/MIs, The University of Texas at El Paso, Virtual, National, Invited. (September 2020).

Oct. 2019 Transformations, Challenges and Potentials, Technische Universität, Dresden, Germany

May 2019 Celebrating 50 years of excellence in Education: Enhancing Teacher preparation from a binational/bicultural perspective. V International Forum on Teacher Education, Kazan Federal University. Kazan, Russia

May 2016 Conversación Educativa *El Sistema Educativo de E.U.A. desde el Punto de Vista Fronterizo*. Centro Chihuahuense de Estudios de Posgrado

Dec. 2015 *Estrategias universales para la inclusión: Reflexiones*, XIII Coloquio de Investigación, Universidad Autónoma de Chihuahua

April 2014 Seminar, *What Children Learn in Times of Violence*, CIESAS, Mexico City, MX.

October 2009 Invited guest speaker - 6to Congreso Estatal de Educación Especial, Chihuahua, México *Adecuaciones Curriculares* – unable to attend due to travel restrictions to Chihuahua

June 2008 Keynote speaker: *La Autodeterminación (retraso mental)*: 5to Congreso Estatal de Educación Especial, Chihuahua, México

March 2008 *The Role of the Educational Diagnostician* 19th Annual Children's Disabilities Symposium "A Vision to the future," El Paso, TX.

Dec. 2007 Mexican and Mexican-American Parental Perceptions of Parental Participation in the Education of their Children, Achieving A+ Summit, Los Angeles Unified School District

- Nov. 2007** *La inclusión educativa* 1er Congreso Internacional de Inclusión Educativa y Social. Cd. Juárez, Chih.
- Oct. 2007** *Round Table Discussions.*_ Fiesta Educativa, NM. Las Cruces, NM
- March 2007** *Teachers and Administrators on the U.S./Mexico Border: Experiences and Visions* Segundo simposio Binacional "El Español en los Estados Unidos y el Inglés en México, Monterrey, NL. With Drs. Maria Teresa de la Piedra and Nancy García Tafoya.
- Feb. 2007** *The Challenges of No child Left Behind & Individuals with Disabilities.*_ MECA Therapies Border Walking Conference. Panel Presentation with Dr. Leonard Baca & Dr. Salvador Hector Ochoa, Las Cruces, NM
- June 2006** *Evaluating Special Education Teacher Effectiveness.*_COE International Summer Research Conference, UTEP, El Paso, Texas June 16, 2006 With S. Lloyd, N. Tafoya
- April 2004** *Chaired Round Table Discussions,*_NM Fiesta Educativa, Las Cruces, NM. With N. Tafoya
- Oct. 2004** *Bilingual special education: Where are we, what are we doing, and where should we be?* Texas Association for Bilingual Education, (TABE) El Paso, TX with N. Tafoya, A. Nieto, L. Ingalls, I. Housen
- Nov. 2003** *Special populations in two-way dual language programs,* National Association for the Education of Young Children (NAEYC) 2003, Nov 5-8, Chicago Illinois. With N. Tafoya, E. Izquierdo, E. Treadway
- May 2003** *Transition and the IEP: How to make it work.* New Mexico Fiesta Educativa, May 2003, Las Cruces, NM.
- April 2003** *El sentido de la diversidad,* Segunda jornada de Psicología y Educación del 1ero al 3ero de abril, 2003. Centro Teresiano de Estudios Superiores, Ciudad Juárez, Chih.
- Feb 2002** *The complexity of literacy: Practices that embrace the whole child* 5th Border Walking Conference, Las Cruces, NM.
- Dec. 1999** *La Experiencia de los Padres,* Investigación y Experiencias Docentes, Encuentro Educativo, UACJ, Cd. Juárez, Chihuahua.
- Nov. 1996** *Encuentro Ciudadano: Educación y Democracia,* gobierno del Estado de Chihuahua, Coordinación de Investigación y Desarrollo Académico., Coordinadora mesa de trabajo. Cd. Juárez, Chih.
- June 1996** *Panel Coordinator,* V1 Simposio Interamericano de Investigación Etnográfica en Educación, Cd. Juárez, Chih.

Nov. 1994 *Chaired round-table discussion on assessment issues,* Multicultural Symposium on Culturally and Linguistically Diverse Students, San Diego, CA.

REFEREED PRESENTATIONS AT NATIONAL AND INTERNATIONAL CONFERENCES

Argus-Calvo, B., (May, 2021). Reconociendo las barreras que limitan a comunidades Latinas para participar activamente en el nuevo museo de niños. XLIII Convegno Internazionale DI Americanistica, Centro Studi Americanistici " Corcolo Amerindiano" Onlus, Perugia, Italy (Virtual)

Sadaña, C., O'Hara, J., Gonzalez, A. Kihnley, P., & Argus-Calvo, B. (Feb. 2021). Enhancing Student and family engagement through meaningful programming: Reimagining the future of Tocando. El Sistema USA! National Symposium & Seminario. (Virtual).

Saldaña Corral, C. & Argus-Calvo, B., American Educational Research Association, AERA, **Due to COVID 19- Conference was cancelled**, "Exploring Children Learning and Meanings Constructed in a Music and Arts-Based Program", Roundtable, National, peer-reviewed/refereed, No. (April 2020).

Yeager, K.H. & Argus-Calvo, B. Building School and Community Partnerships. 31st Annual Children's Disabilities Symposium, Regional, (March 2020)

Nov 2019 *What no one ever tells you about surviving and thriving in the educational leadership professoriate: A frank and open conversation.* Panelist. University Council for Educational Administrators. New Orleans, LA.

April 2019 *Community advocacy: Local service organization and migrant children.* Symposium. AERA, Toronto, Canada

Oct. 2018 Co-production of culturally and linguistically relevant family-centered services, 34th Annual International Conference on Young Children with Special Needs and Their Families, Orlando, FL (Macy, Argus-Calvo, Torres Hernandez)

Feb. 2018 New Mexico's innovations in bilingual education and the leaders who made them successful. New Mexico Associate of Bilingual Education, Santa Fe, NM. (Panel presentation)

Nov. 2017 *Bilingual Education Innovations: Reflections 1960's-1980's.* La Cosecha, Albuquerque, NM. (Panel presentation)

Oct. 2017 *Co-Producing culturally relevant services with families of young children with disabilities (Poster Presentation).* 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR. (Macy, Torres Hernandez, Hernandez Collazo)

Co-Producing culturally relevant services with families of young children with disabilities. Texas Association for the Education of Young Children, San Antonio, TX. (Macy, Torres Hernandez, Hernandez Collazo)

- Sept. 2017** *Transformando la atención a la diversidad. XIV Inter-American Symposium on Ethnography and Education, El Paso, TX. (Altamirano, Montero, Cruz)*
- May 2017** *Arte y música: Esperanza para niños vulnerables en la frontera de México y los Estados Unidos, XXXIX Convengno Internazionale di Americansitica, Perugia, Italy*
- Nov 2016** *Simposio: Prácticas educativas en contextos de vulnerabilidad, acciones emprendidas en escuelas públicas. Visión entre dos países. II congreso de Investigación Educativa en el estado de Chihuahua. Cd. Juarez, Chih. (Argus-Calvo, Gonzalez, Torres, & Hernandez)*
- May 2016** *When flipping pays off and cross cultural connections become possible. 12th Annual Innovations in Online Learning (IOL). San Antonino, TX (Grupp, Argus-Calvo)*
- Nov. 2015** *From fronteras to borders in transcultural spaces: Research on educational leadership in multiple binational settings. Panel Chair, University Council of Education Administration, San Diego, CA. (Argus-Calvo, Gonzalez, Rubio, Torres, Hernandez, & Zamora)*
- Invited, Making invisible children and youth visible in research, theory, and practice, Critical Conversations, panelist: University Council of Educational Administration*
- May 2015** *Educando a los estudiantes en la frontera de México y Estados Unidos en tiempos de vulnerabilidad: Directores Escolares a la vanguardia del cambio. XXXVII International Americanistic Studies Congress, Perugia, Italy.*
- April 2015** *Listening to middle level students' voices on border violence: Lessons for counselors and educators, AERA, Chicago, Ill. (Peterson)*
- March 2015** *A Call for Agents of Social Change: Will we ReALLY Accept, Town Hall Meeting, prepared by Diversity Workgroup (Pikes, Matuszny, Gonzalez) CEC, San Diego, CA*
- Nov. 2014** *Safeguarding U.S.-Mexico Students' Rights impacted by Drug Cartel Violence Implications for Educational Leadership, University Council for Educational Administration Annual Conference, Washington, DC*
- July 2014** *Embracing Inclusive Approaches around the World: Issues, Challenges, and Barriers, Embracing Inclusive Approaches for Children and Youth with Special Education Needs Conference. Braga, Portugal*
- May 2014** *Enhancing Student Learning Outcomes in Online Learning with Instructional Coaches, Innovations in Online Learning Conference, Austin, TX with (Tucker & Williams).*
- Including Electronic Media Entertainment among Younger Adults as a Strategy for Coping with Stress: A Cross-sectional Study. 8th Annual Research Colloquium of the Texas Tech University Health Science Center-Paul L. Foster School of Medicine. (Cabral & Leiner)*
- Nov. 2013** *What and How Children Learn in Schools in Times of Vulnerability, Coordinator focal meeting. World Education Research Association, Guanajuato, Mexico*

A Mosaic: The Heart and Souls of Education on the Border in Times of Violence: Cases of Educators without Borders (Gonzalez).

- June 2013** *What are children learning in times of vulnerability?* International Association of Special Education, Vancouver, BC
- June 2012** *Understanding Success and Navigating Pathways to Postsecondary Experiences*, CIRCLE Conference, El Paso, TX
- Reflections on conducting research and proposing policy to improve the lives of students with disabilities.* Graduate student presentation, Alejandria Wallis, Xochitl Myers, Lee Willmot, Nuria Colom: CIRCLE Conference, El Paso, TX
- Feb. 2010** *Identifying cultural borders in defining success for culturally and linguistically diverse students with and without disabilities*, National Association of Bilingual Education, Denver, CO. (Grupp)
- Exploring cultural differences in setting educational goals for English language learners with and without disabilities*, Leadership for Equity and Excellence Forum, Reinvesting in Equity: Building Bridges and Tearing down Walls, Phoenix, AZ. (Grupp)
- April 2010** *The cultural meaning of disability in Mexico: Giving voice to parents*, National Council for Exceptional Children, Nashville, TN. (Skivington)
- July 2010** *How disabilities impact college students at UTEP*, CIRCLE Conference. El Paso, TX. (Agarwal)
- July 2009** *Play based assessments and parent involvement with culturally and linguistically diverse young children with disabilities.* CIRCLE – conference for International Research on Cross-cultural learning in education, El Paso, TX.
- March 2009** *Leading for the future: promoting multilingual education for all children – Inclusion as a means for promoting success for culturally and linguistically diverse students with disabilities.* 16th annual BEEMS conference, El Paso, TX.
- Feb. 2009** *Developing positive relationships with CLD families of exceptional children through transdisciplinary play based assessment practices*, National Association of Bilingual Education (NABE), Austin, TX (with TPBA team from EPISD)
- Intervention for culturally linguistically diverse families of young children with special needs.* National Association for Bilingual Education (NABE) (Grupp & Lopez-Reyna)
- Oct. 2007** *A model for understanding student culture: Supporting culturally responsive practices in schools.* MECA Therapies Border Walking Conference: Celebrating the Family: Culturally Responsive Practices. Las Cruces, NM. (Trussell)

- June 2007** *Servicios de Educación Especial en Ciudad Juárez.* (Mentor). Presented by: Hector Ronquillo, Elizabeth Chavira, Rosa María Palacios, y Paula Melchor (CRRIE de Cd. Juárez, Chih.)
- Tools that Mexican and Mexican American Parents use to Help their Children with Disabilities.* _ Fiesta Educativa – national, Los Angeles, CA.
- Feb, 2007** *Preparing Culturally Responsive Educational Diagnosticians: The Use of Portfolios.*_Texas Educational Diagnostician Association, El Paso, TX. (Ingalls)
- Jan, 2007** *Classroom teachers working with English language learners: Adopting effective approaches,* Leadership for Equity and Excellence: Transforming Education, Washington, D.C.(Grupp)
- Nov, 2006** *Transition: Parents promote our children's futures/Transición los padres promueven el futuro de nuestros hijos/hijas.*_ The Ninth Annual Regional Parental Engagement conference, El Paso, TX, November 18, 2006
- Culturally responsive special education (CRSE) – Are we there yet? ¿Educación culturalmente sensible (CRSE)? ¿Estamos nosotros allí?* 14th Annual Conference, New Mexico Fiesta Educativa, Las Cruces, NM
- April, 2006** *Measuring pupil progress in relation to special education teacher effectiveness,* Council for Exceptional Children Annual Convention, (CEC) Salt Lake City, Utah, April 7, 2006. (Lloyd & Tafoya)
- March, 2006** *Cerca y lejos: Estudio comparativo sobre sociedad, educación, y familia en la frontera U.S.- México.* Simposio Interamericanos de Investigación Etnográfica en Educación. Argentina. (Paper presented by M. Montero).
- Jan, 2006** *Connecting across borders: The UTEP-UACJ experience.* Featured session The National Association for Bilingual Education (NABE) 35th Annual conference, January 21, 2006, Phoenix, AZ. (Tinajero, Munter, Montero Mendoza, Tafoya)
- Special education, culture and family: How do they all come together?* The National Association for Bilingual Education (NABE) 35th Annual conference, January 19, 2006, Phoenix, AZ (Grupp & Tafoya)
- Nov. 2005** *Practical tips for parents preparing for an ARD or teacher meeting.* 8th Annual Regional Parental Engagement Conference. El Paso, TX.
- Enhancing lives affected by disabilities (Bernadette Hernandez, Emma Romero, Ruben Rivera- Block I Secondary Students)* First Annual Fall Research Symposium, COE UTEP, El Paso, Texas.
- April 2005** *Draw infinity project: Middle grade students' concept images of infinity.* Annual Meeting Southwestern Section Mathematical Association of America, UTEP, El Paso, TX. (Tchoshanov & Blake)

- March 2005** *An ecological centered approach to working with families and teachers of CLD exceptional children.* 12th Annual Beems Conference, El Paso, TX. (Tafoya & Delgado)
- Feb. 2005** *The role parents play in the transition to school for young children living in "Colonias" on the U.S. Mexico Border,* 13th Annual Conference on Parent Education, Denton, TX. (Montero & Tafoya)
- Oct. 2004** *Best practices for working with culturally and linguistically diverse exceptional children and their families.* Texas Association of Bilingual Educators (TABE), El Paso, TX. (Tafoya & Delgado)
- Nov. 2003** *Celebrating cultures and language and its influence on play development, self-concept and emergent academic potential.* National Association for the Education of Young Children (NAEYC) 2003, Nov 5-8, Chicago, Il. (Tafoya & Gonzalez)
- Sept. 2003** *Participante del panel: El aula en la escuela primaria: Lo que allí sucede.* IX Congreso Internacional de Historia Regional. La Universidad Autónoma de Ciudad Juárez, Chih. (Calvo Pontón & Trujillo Rodarte)
- Experiencias de investigación educativa: Historias desde la frontera.* (Montero, Tafoya, Ortiz, Limas Hernández, Almada)
- April 2003** *Working more effectively with families from diverse backgrounds: A family-centered approach to referral.* Council for Exceptional Children, CEC Annual Convention, Seattle Washington. (Grupp)
- March 2003** *The Journal and Writing Place,* SUN Conference, The University of Texas at El Paso, El Paso, TX. (Scenters-Zapico)
- New directions in teacher education preparation: Breaking the "teach as you were taught cycle.* (Licona, & Liguori)
- Feb 2002** *Informing and empowering parents throughout the referral process.* 5th Border Walking Conference, Las Cruces, NM. (Grupp & Tafoya)
- March 2002** *Crossing borders in teacher preparation programs.* SUN Conference, The University of Texas at El Paso, March 2003, El Paso, Texas. (Licona, Liguori, Izquierdo).
- April 2002** *Community involvement in education: Images along the U.S./Mexico Border.* National Technology and Social Science Conference Las Vegas, NV. (Tafoya & Montero)
- April 2002** *The role of the LPAC: Recommendations for bilingual students referred for special education services.* BEEMS 2002 Conference, El Paso, TX. (Tafoya)
- Oct. 2002** *Hands across the border: Collaboration for improved early intervention practices,* TAEYC Conference, El Paso, TX. (Montero & Tafoya)

Celebrating culture and play, TAEYC Conference, El Paso, TX (A. Gonzalez)

- Oct. 2002** *Listening to the voices of the community and making them count.* 10th Inter-American Symposium on Ethnographic and Qualitative Research in Education. Albuquerque, NM. (Montero & Tafoya)
- Nov. 2002** *Fortaleciendo e informando a los padres durante el proceso de recomendación.* Sixth Annual Regional Parent Engagement Conference. El Paso, TX. (Tafoya)
- Oct. 2001** *Por los más pequeños de la familia y la comunidad*, VIII Congreso Internacional de Historia Regional Ciudad Juárez, Chihuahua. (Tafoya, Montero, Almada, Limas)
- Aug. 2001** *Strategies to help parents prepare for IEP meetings*, Texas Fiesta Educativa San Antonio, Texas.
- April 2001** *20 Strategies to a Better IEP*, New Mexico Fiesta Educativa, El Paso, Texas.
- Oct. 2000** *Parental perceptions of special education along the United States/Mexico Border.* CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners Albuquerque, NM.
- Percepciones de la Educación Especial por Parte de los Padres Mexicanos y Mexicanos Americanos en la Frontera Norte de México*, Ninth Inter-American Symposium on Ethnographic Research in Education México City, México.
- April, 2000** *Reflection in action: Addressing critical issues through reflective teaching*, CEC Annual Convention, Vancouver, Canada. (Grupp)
- Saber es Poder*, New Mexico Fiesta Educativa Las Cruces, New Mexico.
- Oct. 1999** *¿Y Los padres qué?*, Inter-American Symposium on Ethnographic Educational Research, Indiana University, Bloomington, Indiana.
- April 1999** *Parental rights*, Fiesta Educativa New Mexico, Las Cruces, NM.
- Dec. 1998** *Presentación de Nuevos paradigmas: Compromisos Renovados, Experiencias de Investigación Cualitativa en Educación* Universidad Autónoma de México, Centro de Investigaciones y Servicios Educativos, México, D.F. Rueda & Calvo Pontón)
- Nov. 1998** *Hispanic parental perceptions of issues related to special education*, CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners, Washington, D.C. (De Blassie & Tafoya)
- May 1998** *What parents need to know about IDEA and why Is their participation important*, Fiesta Educativa New Mexico, Anthony, NM.

- March 1998** *Inclusion: How it relates to students who are deaf and hard of hearing, Community and School Awareness Conference for the Deaf and Hard of Hearing, Las Cruces, NM. (Vodunoo)*
- Feb. 1998** *Aspectos en educación especial y bilingüe, presentación del Cuaderno de Trabajo No/35, Centro de Investigación y Decencia, Chihuahua, Chih.*
- March 1997** *Panel presentation on the Bilingual Special Education Doctoral Leadership Program at New Mexico State, University, National Association for Bilingual Education (NABE), Albuquerque, NM. (Grupp, Oritz, Gallegos)*
- Jan. 1997** *Felipe's story, CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners, New Orleans, LA. (Grupp)*
- April 1996** *Inclusion for parents, Fiesta Educativa New Mexico, Mesilla Park, NM.*
- March 1996** *Leadership Panel, Bilingual Special Education Institute, National Association for Bilingual Education (NABE), Orlando, FL (McCarty, Ortiz, & Gallegos)*
- Feb. 1996** *Javits Project ARTS: A project to identify and serve artistically talented students form culturally and linguistically diverse backgrounds. (De León)*
- Felipe's Story: An In-depth View of the School Experiences of a Native Spanish Speaker*
New Mexico Federation CEC, Albuquerque, NM. (McCarty)
- July 1995** *The referral and assessment process for culturally and linguistically diverse students, Educación Sin Fronteras, U.S./Mexico Binational Institute on Educational Development, UTEP, El Paso, TX.*

UNIVERSITY TEACHING

The University of Texas at El Paso *Graduate*

- EDPC 5348** *Application of Assessment for Decision making:* Pre-Internship course. Includes supervised practice of testing procedures, comprehensive evaluations, psycho-educational report writing and side-by-side comparison of federal and state regulations for identifying and serving students in special education.
- EDPC 5344** *Use and Interpretation of Cognitive Measures:* Analysis, evaluation, and administration of individual instruments, including the Woodcock-Johnson Cognitive Scale (WJ IV), the Wechsler Intelligence Scale for Children (WISC IV). Additional measures, the Kaufman Assessment Battery for Children (K-ABC III), Bayley Scales of Infant Development, the Stanford-Binet IV, Differential Abilities Scale (DAS), will be surveyed. Assessment of students with cultural and language differences and other issues associated with the appropriate selection and use of cognitive tests are discussed.

- EDPC 5375** ***Internship for Educational Diagnosticians:*** Supervised experience in public schools working with educational diagnosticians. Experience includes: completing comprehensive assessments, preparing written reports of assessments and other required paperwork, attending ARD meetings and presenting test data to educators and families. Regular meeting with university faculty to establish progress and learn from the experience of classmates is required.
- SPED 5337** ***Assessment: Disability and Cultural/Linguistic Factors:*** Course content focuses on language acquisition, assessment of cultural variance in educational settings; selection of appropriate norm referenced assessment tools, administration and analysis of selected test as it applies to students with, or suspected to have a disability.
- EDPC 5334** ***Classroom Based Appraisal:*** Theory and use of norm and criterion referenced instruments in the classroom, including curriculum based, performance, portfolio and informal assessments.
- SPED 5322** ***The Bilingual Exceptional Child:*** The focus of this course is on the bilingual exceptional child, and provides information on how to teach students of limited English proficiency and multicultural background who are assigned to special education classes. (Online)
- SPED 5367** ***Characteristics of Students with Learning Disabilities:*** Focuses on the various theoretical, etiological, sociological, and behavioral approaches to the understanding of children with language and learning disabilities. Emphasis on the characteristics of this population and assessment strategies are discussed.
- EDPC 5336** ***Principles of Appraisal and Assessment:*** Principles of psychological testing including purposes, methods, and procedures; analysis, evaluation, and administration of educational and psychological instruments.
- SPED 5369** ***Teaching the Learning Disabled in Reading:*** Focuses on learning disabled students; provides information on how to teach learning disabled students decoding, word attack, comprehension, and other skills in reading; includes assessment of learning disabled students in reading difficulties.

Undergraduate

- SPED 3310** ***Special Education Services for Students in General and Special Education Settings:*** Survey of the various exceptionalities, litigation, and laws pertaining to the disabled and definitions and characteristics of the various disabilities. Emphasis on the way behavior, learning problems, and physical disorders affect learning. (Face-to-face, Online, Study abroad)
- SPED 4365** ***Organization and Management in Special Education:*** Includes general principles in the organization of all types and levels of special education and inclusive classrooms as well as theories regarding the behavioural and social needs of students in those classrooms. Specific field experience is required.

- SPED 3325** ***The Learning Disabled Student:*** A course designed to acquaint students with cognitive and social-emotional characteristics common to learning-disabled students, and to explore factors that influence the performance of these students in various settings. Includes definitions, characteristics, and causes for learning disabilities.
- EDPC 3300** ***Developmental Variations:*** This course covers the typical development from birth through young adulthood as well as variations of typical development and accommodations made within the education system to include federal, state, local, and school-based decisions in instruction, curriculum, and law. This course is part of a four-course Block for students seeking secondary certification. Instructors of this Block are on the fifth semester of teaching this block together and implementing new strategies to integrate the curriculum of the four courses in an effort to make the Block experience more meaningful.

Online Teaching

Developed Both EDPC 3300 and the graduate counterpart EDPC 5370-Special Topics in Special Education: Developmental Variations and Learning Differences as fully online courses

Fall 2007, Hybrid Course SPED 3310, SPED 5321, SPED 5322

Spring 2008 SPED 3310, SPED 5321 – fully online

Summer 2009 SPED 5322 – fully online

New Mexico State University

Graduate

SPED 590/690 *Graduate/Professional Seminar:* Capstone review of current issues in special education. Preparation for comprehensive oral exam.

SPED 510/610 *Current Issues in Special Education:* Theoretical and empirical bases for special education practices. Skill development in critical thinking, reading and writing in relation to contemporary problems.

SPED 523 ***Advanced Curriculum for Exceptional Learners:*** Strategies for developing curricula appropriate to disabled and gifted learners.

SPED 504 ***Assessment of Exceptional Learners:*** Theory and use of norm-and criterion-referenced instruments in the classroom; planning of prescriptive instructional programs.

Undergraduate

SPED 355 ***Introduction to Bilingual/Multicultural Special Education:*** Introduction to issues related to the provision of services to culturally and linguistically diverse students with exceptionalities.

SPED 350/500 *Survey of Programs for Exceptional Learners:* Characteristics, identification, and educational needs of exceptional learners.

SPED 215 ***Orientation to Special Education and Communication Disorders:*** For lower division students considering a career in one of the many areas of special education, speech-language pathology, and audiology.

Universidad Autónoma de Ciudad Juárez -UACJ

Fall 2002 **Pedagogia II-** Master level course related to the education of students with special needs

COMMUNITY TEACHING

Oct-2001 **Early Care, Education and Family Support, 45-Hour-Entry Level Course for Day Care Providers.** Supported by the Paso Del Norte Health Foundation, Begin at Birth New Mexico State University Dove Learning Center grant. Project A.C.C.E.S.S. Course attended by 35-day care providers in Cd. Juárez, Chih.

Diplomado 1997 Planned, coordinated, and taught a 60 hr. course in Special Education, in conjunction with Ma. Teresa Montero, coordinator of the Masters in Education Program, UACJ and local area supervisors and special education teachers.

SUPERVISION/MENTORSHIP

2016-2018 Student teaching mentor- special education

2014-2018 Diagnostician intern supervisor

2000-2002 Alternative Certification Program (ATCP) Intern supervisor (12 interns)

1996- 1999 Student Teacher Supervisor: Las Cruces, I.S.D & Gadsden I.S.D. NM, El Paso I. S.D. TX.

1996-1997 Practicum student teacher supervisor

CONFERENCE ORGANIZATION

2019 Discovering Potential – ADHD Seminar (PDNCDC, Empower Change, CoED)

2016-17 The Road to Recovery: Supporting Children with IDD Disabilities who Have Experienced Trauma (two-day train-the-trainer institute, 1 day parent workshop)

2014 -2017 UTEP – Student Annual Interdisciplinary Research Symposium

2014 -2017 UTEP – Disabilities Awareness Week

2008-12 CIRCLE Conference, The University of Texas at El Paso

2009 20th Annual Children’s Disabilities Symposium, Canutillo, TX

1er Foro Bi-fronterizo “Porque el ser diferente no tiene fronteras” (UTEP/UACJ)

2007 1er Congreso Internacional de Inclusión Educativa y Social, Cd. Juarez, Chih

2006 International Summer Research Conference, UTEP

2005 Childhood on the U.S. - Mexico Border UTEP

- 2001** Marginalization on The Border – a collaborative effort between CIEF and Project TRIO
- 2001** II Foro de Educación Marginalidad, y Frontera, CIEF- Cd. Juárez, Chih.
- 1996-1999** Border Walking-Borderland Center of Educational Studies-NMSU
- 1996** CASA/DHH Community and School Awareness for the Deaf and hard of Hearing, Gadsden Independent School District and the New Mexico School for the Deaf.
- 1995** Educación Sin Fronteras - U.S./Mexico Binational Institute on Educational Development. UTEP, El Paso, TX.

SERVICE

National/International Organizations

- 2018-20** **AERA Proposal Reviewer**
Bilingual, Special Education Research, and Early Childhood SIG)
CEC Annual Convention Proposal Reviewer
- National Endowment for the Arts (NEA)**
Grant Proposal Review Panelist
- Juror Brock International Prize in Education**
Nominated: Dr Nirvana Pištoljević

- 1999-2016** **Council for Exceptional Children (CEC)**
- Diversity Work group (Board Appointed) 2013-2015
Diversity Committee (Board Appointed) 2010 - 2012
Annual Convention Proposal Reviewer 2012-2018

Division for Culturally and Linguistically Diverse Exceptional Learners (CEC-DDEL)

- President (Elected) 2006
CEC Program Advisory Board - 2003-2008
CEC-MRDD Ad Hoc Diversity committee
DDEL (New Mexico DDEL- Treasurer 1999-2002
- 2000-2005** Consorcio Internacional de Educación Fronteriza – CIEF
-President (Elected) 2000-2001

State:

- 2021** Texas Division of Early Childhood Intervention (DEC), Committee Member. Texas

Texas Education Agency (TEA)

- 2021** Texas Examination Online Item Review Conference-School Counseling Exam
2020 Texas Examination Online Item Review Conference-Educational Diagnostician Exam

- 2019** Texas Educator Certification Examination Program – Examination Materials Review Conference (Educational Diagnostician Test Framework)
- 2018** Item review team- Certification Exam for Educational Diagnosticians
- 2014** Item review team - Certification Exam for Special Education
- 2013** Expert Review Committee of Special Education Teachers

The University of Texas at El Paso

- 2021- Title IX - Advisor
- 2017-18 COE Dean Search Committee
- 2016-18 Graduate Council
- Global Reach Community
- 2013-14 COE Dean Search Committee
- 2014 UTEP Celebrates, Presa Elementary
- 2012-14 Undergraduate Scholarship Committee
- 2012-14 Committee on Committees
- 2012 Provost Taskforce – International Initiatives
- 2008-2013 Collaborative Faculty Mentoring Program
- 2007-2008 University Advising Task Force
- 2007 Library Director -search committee
- 2005 Quality Enhancement Plan (QEP) – Academic and Advising workgroup
- 2006 - 2008 University Library Committee – chair
- 2002-2004 UTEP AWARE – Co-chair 2004-2005
- Organized Visit to UACJ (2007, 2008)
- 2001-2004 University Student Publications Committee
- 2002-2005 Admissions and Academic Standards Committee (Vice-Chair 2004, Secretary 2005)

College of Education

- 2021- Department Chair, Educational Psychology and Special Services
- 2017-2021 Associate Dean, Graduate Programs and Research
- 2017 Teaching Collective Council
- 2015-2017 Chair, College of Education Curriculum Committee
- 2014-2015 College of Education Task Force 3 - Facilitator
- 2012 Search Committee – Department Chair, EDPSS
- 2005-2012 ExCET/TEExES Strategic Planning
- 2000-2004 COE Honors and Awards
- 2001-2010 U.S. Mexico & Other International Initiatives
- 2001, 2005 Chair – EDPSS faculty Search Committee

Departmental

- 2000-present Diagnostician Program Review Committee
- Special Education Program Review Committee
- 2016-17 Early Childhood Intervention Certificate
- 2015-16 Early Childhood Search Committee
- ExCET/TEExES Strategic Planning
- 2013 Search Committee – Counseling Program

2010	Early Childhood Special Education Teacher Preparation Program
2007, 2008	Chair – School Psychology Search Committee
2001	Chair- Search Committee, Special Education
2000-2001	State Employees Charitable Campaign- United Way, Department Coordinator
2000-present	Diagnostician Program Review Committee
	Special Education Program Review Committee
	ExCET/TEExES Strategic Planning

El Paso Community

2019	Paso Del Norte Health Foundation: Grant proposal reviewer
2016-present	Paso del Norte Child Development Center – Community Resource Partnership Advisory Council
2016-2018	Dyslexia Network Committee
2016- present	<i>Tocando</i> – Hart Elementary & Guillen MS after school music program –ongoing professional development
2014-2016	<i>Tocando</i> – Hart/Mission Ridge Elementary after school music program –ongoing professional development
2001-present	Region 19 Special Education Regional Director’s monthly Meeting
2005	Miracle League of El Paso
2005	El Paso Rehabilitation Center, Community Services Program, Partnership Advisory Council (PAC)
2006-11	Children’s Disability Information Coalition (CIDIC)

Cd. Juarez, Chih

2015 – 2020	Transformando la Atencion a la Diversidad, A.C. – Mesa Directiva (Board of Directors), Professional Development
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