**CURRICULUM VITAE**

**NAME:** Lidia Herrera-Rocha, Ph.D.

**ADDRESS:** 500 W. University Avenue, El Paso, TX 79968

Telephone: (915) 731-6022

E-mail: lherre04@gmail.com

**EDUCATION**

2019 Ph.D. in Teaching Learning and Culture; Strand: Literacy/Biliteracy; University of Texas, El Paso

Dissertation: Language Ideologies and Identities of Emergent Bilinguals in a Dual Language and a Transitional Bilingual Education Context: A Comparative Study

2014 M.Ed., Bilingual Education, University of Texas at El Paso

Area of Concentration: Bilingual education

2005 B.S., Major: Psychology, Minor: Criminal Justice, University of Texas, El Paso

**TEACHING CERTIFICATIONS**

Core Subjects (Grades EC-6)

Core Subjects (Grades 4-8)

Bilingual Generalist - Spanish

**PROFESSIONAL EXPERIENCE**

2021 - present University of Texas at El Paso - Language Institute: Working toward equity by attending to emergent bilingual learners in teacher preparation

Researcher and Facilitator

Coach and train teacher candidates to understand and utilize language assessment data with emergent bilinguals in dual language campuses and monolingual classrooms

Create and revise tools to enhance support for emergent bilinguals’ academic, social, and linguistic success

Analyze data for recurrent trends on the use of tools and assessment data by teacher residents to enhance emergent bilinguals’ learning experiences and growth

2019 – present University of Texas at El Paso

Site Coordinator

Provide intensive coaching and feedback to teacher candidates in dual language campuses during yearlong residency

Conduct walkthroughs and formal observations (POP Cycle) based on Miner Assessment Tool (modeled after T-TESS)

Teach responsive, data-driven weekly seminar course focused on teacher candidates’ areas of refinement: Common topics – Observations/Assessment data and trends, T-TESS Rubric Descriptors: Differentiation, Communication, and Monitor and Adjust

Meet with mentor teachers quarterly to provide responsive training and support based on teacher candidate observation data, co-teaching approaches, crucial conversations, and coaching/mentoring strategies

Work with principals to carefully select qualified mentor teachers to coach, support, and co-teach with teacher candidates

Sustain strong partnerships with districts through planning and facilitation of governance meetings to share ideas, strengths, and challenges to improve, sustain, and scale residency program

Plan and lead *Data Dialogue* and *Community of Practice* sessions with College of Education faculty to reflect on teacher candidates’ areas of strength and need and to develop shared plans for growth in teacher preparation program

Assistant Professor of Instruction - *Lead* – BELSS Division

Develop and update bilingual education courses with relevant, student-centered content and provide students with a wide-range of concepts and strategies related to bilingualism, bilingual learners, and bilingual education in Texas

Plan and lead meetings with adjunct instructors focused on implementation of course, provide ongoing coaching and support, support with Blackboard course creation and implementation

2017 – 2019 University of Texas at El Paso

Research Assistant for *Broadening Participation in Engineering: Understanding Latinx Persistence in and Beyond the Degree*

Analyze interviews, field notes, and artifacts to find patterns and themes

Write papers to share the lived experiences of Latinx engineering participants, accounts of their language use, identities, and stories of persistence

Collected relevant data by attending Computer Science senior courses and outside-of-class meetings to observe focal group’s identity formation as engineers and their collaborative efforts in completing their capstone projects.

2018 Summer Teacher Assistant for TED 5300 - *Research for Classroom Teachers*

Assisted course professor with monitoring of students’ progress in the fulfillment of course assignments and weekly discussions.

2016 – 2018 University of Texas at El Paso

Research Assistant for *Broadening Participation by Working with English Learners Doing Engineering Design (WELDED)*

Analyze interviews, field notes, and artifacts to find patterns and themes

Write papers to share the experiences of students and teachers in a dual language program that implements a curriculum with engineering design practices

Observed and recorded field notes of language and literacy practices during the implementation of Project-Based Learning (PBL) in a dual language and monolingual (all-English) learning setting.

2009-2013 Socorro Independent School District – Jane Hambric School

4th Grade Bilingual Teacher

Created safe, engaging learning environment to enhance student learning

Followed bilingual model and utilized bilingual education best practices

Implemented interventions for emergent bilinguals and other students

Employed grade curriculum to meet and exceed state educational guidelines

Researched students’ longitudinal academic progress

Implemented responsive teaching through differentiated practices

2008-2009 La Fe Preparatory School

Tutor

Assisted students during English and Spanish content learning

Provided content tutoring and guidance to students with academic difficulties

Shadowed teacher and assisted with classroom management

Aided students with homework, proficiency test preparation, and reading comprehension

2008-2009 La Fe Preparatory School

Chess Instructor

Planned and monitored Chess activities

Taught tactics and strategies on the game of Chess in English and Spanish

Assisted students with rules of the game

Helped in the development of Chess tournaments

2008-2009 La Fe Preparatory School

Substitute Teacher

Performed teacher duties as required following dual language model

Provided hands-on experience within various age groups (K-5)

Taught content subjects in English and Spanish

Implemented curriculum to meet and exceed state educational guidelines

Created stimulating learning environment to enhance student learning

Implemented educational programs through circle time and engaging activities

**PRESENTATIONS**

2022 AERA Conference 2022 – *Good at Math: Identity and Positioning Among Undergraduate Latinx Engineering/Computer Science Students*

2022 AERA Conference 2022 – *Attending to Emergent Bilingual Learners in Teacher Preparation*

2021 Learning Tour El Paso, TX – UTEP/US PREP/SISD – *Experiencing Transformed Teacher Preparation Model and Partnerships* (Presentation at Horizon Heights Elementary)

2021 UTEP – Language Institute – *Integrating language objectives to support and enhance linguistic needs and abilities of students*

2021 UTEP Language Institute – *Bilingual education models and policies*

2021 UTEP – Language Institute – *Effective learning strategies for emergent bilinguals*

2021 US PREP Convening: *Using Data to Shape Teacher Preparation Curricula through a Faculty Community of Practice*

2021 AERA Virtual Annual Meeting – *Inquiry Based Learning through Biliteracy Practices*

2020 SfAA Annual Meeting - *Language Ideologies and Identities of Emergent Bilinguals in a Dual Language and a Transitional Bilingual Education Context: A Comparative Study*

2020 LASA Annual Meeting *- Language Ideologies and Identities of Emergent Bilinguals in a Dual Language and a Transitional Bilingual Education Context: A Comparative Study*

2019 AERA Annual Meeting – *An Ethnographic Study of STEM Design Learning in Dual Language Classrooms*

2019 ASEE Annual Conference & Exposition – *Latinx Persistence in and Beyond the Degree: Intersections of Gender and Ethnicity*

2018 AERA Annual Meeting - *4th Grade Latinx ELs Developing Disciplinary Literacies in/through Engineering Design*

2017 AAA Annual Conference/CAE Poster Session - *English Learners' Resistance in a Transitional Bilingual Education Program: Identities and Ideologies on the Border*

2016 Sun City Conference - *The Experience of English Language Learners in Transitional Bilingual Education: A Review of Literature*

**PUBLICATIONS**

Esquinca, A., de la Piedra, M. T.& **Herrera-Rocha, L.** (2021). Engineering design in dual language. How teachers leveraged biliteracy practices to add engineering disciplinary literacy practices. *Bilingual Research Journal,* 1-20.

Mein, E., Guerra, H. M., & **Herrera-Rocha, L**. (2020). 8 Latina Undergraduates in Engineering/ Computer Science on the US-Mexico Border. An Asset-Based Approach to Advancing Latina Students in STEM: Increasing Resilience, Participation, and Success.

**Herrera-Rocha, L.** (2019). Language Ideologies and Identities of Emergent Bilinguals in a Dual Language and a Transitional Bilingual Education Context: A Comparative Study (2019). The University of Texas at El Paso, ProQuest Dissertations Publishing, 2019. 13882732.

Esquinca, A. & **Herrera-Rocha, L**. (2019). Latinx Persistence In and Beyond the Degree: Intersections of Gender and Ethnicity. **Association for Engineering Education - Engineering Library Division Papers; Atlanta.**

**Herrera-Rocha**, **L.**, & de la Piedra, M. T. (2018). Ideologies of language among ELLs on the U.S. Mexico border: The case of a Transitional Bilingual Program*.* *Journal of Multilingual and Multicultural Development,* 1-14.

Esquinca, A., de la Piedra, M. T., & **Herrera-Rocha, L.** (2018). Hegemonic language practices in engineering design and Dual Language Education. *Association of Mexican American Educators Journal, 12(2),* 44-68.

**Herrera-Rocha, L.** (2018, March 9). [Review of the book *Becoming Diasporically Moroccan: Linguistic and Embodied Practices for Negotiating Belonging*, by L. Wagner]. *Policy Futures in Education, (0)*0, 1-3.

**Herrera-Rocha, L.** (2017). Hybrid Language Practices for English Language Learners In G. Onchwari & J. Keengwe (Eds.), *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners* (pp. 69-89). Hershey, PA: IGI Global.

**Herrera-Rocha, L.** (2017, July 12). [Review of the book *Language and Power in Post-Colonial Schooling: Ideologies in Practice*,by C. McKinney]. *Policy Futures in Education, (19)*6, 288 289.

**PUBLICATIONS UNDER REVIEW**

Mein, E., Esquinca, A., **Herrera-Rocha, L.**, & Mucino, H. (2022). Identity Capital and Persistence among Latinx Engineering Students at a Hispanic-Serving Institution. (Journal of Hispanic Higher Education).

**Herrera-Rocha, L.** & de la Piedra, M. T. (2021). Standardized Testing: Ideologies and Identities. Manuscript under review. (Bilingual Research Journal).

**TRAINING AND DEVELOPMENT**

2021- present *US PREP – POP Pilot 2.0* – Integrating tools to enhance equitable practices for teacher residents and K-12 students

2021 – present *US PREP – Curriculum Design –* Collaborating to improve teacher preparation curriculum to support student growth and experiences

2021 *US PREP Site Coordinator Training* - Innovative approaches to high-quality, equitable, development of teacher candidates

2021 *US PREP Virtual Retreat/Convening* – Sharing and learning effective practices and experiences to support teacher candidate growth

2021 *Opportunity Culture Residency Symposium* – Learning about MCL models

2020 *VIA by Watermark* – Data Platform training: Data collection and dissemination

2020*US PREP Site Coordinator Coaching/Training -* Innovative approaches to high-quality, equitable, development of teacher candidates

2020 *US PREP Virtual Retreats* – Using Data to inform instruction and governance

2020 *US PREP Social Emotional Learning* – Establishing a clear process of developing self awareness, self control and interpersonal skills of students and residents

2020 *UTEP Edge - Teaching Online Academy* – Creating engaging online learning

2020 *US PREP - Learning Community*: High-Leverage Practices in Online Teacher Preparation Courses

2019 *UTEP - Student Organization Leadership* – Supporting student organizations to enhance social and practical skills in students

2019 *US PREP - Site Coordinator Coaching/Training* - Innovative approaches to high-quality, equitable, development of teacher candidates

2019 Educate Texas - edTPA Community of Practice

2019 UTEP Campus Edge - Blackboard Institute

2019 *EPISD - GT Training*- Nature and needs of gifted students; creativity and instructional strategies, differentiated curriculum

2019 *EPISD - Biliteracy Squared*

2019 *EPISD - Guided Reading*

2019 *US PREP Site Coordinator Training – New Orleans* - Innovative approaches to high-quality, equitable, development of teacher candidates

**AWARDS AND NOMINATIONS**

2019 Outstanding Dissertation Award – UTEP College of Education

2019 Outstanding Dissertation Award nomination – AERA 2020

**HIGHER EDUCATION PROFESSIONAL SERVICE**

2021 Interview Committee Member, *UTEP/Teacher Preparation* – Search for Site Coordinators

2021 Peer Reviewer, *Bilingual Research Journal,* for Metalinguistic Awareness in Partial Immersion and English-Only Students

2021 Peer Reviewer, *Bilingual Research Journal,* for Examining One-Way Dual Language Elementary Latinx Bilingual Learners’ Trajectory on a State Standardized Reading Assessment

2020 - present Ambassador, *Elevate Texas* - working to strengthen the pipeline that connects K-12 and universities; support pre-service and in-service teachers by connecting research to practice in innovative ways

2020 - present Network Participant, *Raising Texas Teachers - Teaching Works,* developing repertoire in practice-based teacher education through focused, high-leverage practices

2019 – present Advisor, *Miner Teacher Residency Society UTEP Student Organization* – assist members and officers in evaluating projects, progress, and performance

2020 Abstract reviewer, *2021 American Society Engineering Education Annual Conference & Exposition* Liberal Education/Engineering & Society Division, for Scaling and Sustaining of a Liberal Arts Speaking Course That Target Engineering Students,

2018 - present Internal review team member, *Anthropology and Education Quarterly* (Katherine Mortimer, Associate Editor), Official journal of the council on Anthropology and Education, a section of the American Anthropological Association.

2018 - present Peer reviewer, *Bilingual Research Journal,* for Exploring New York City Elementary School Principals’ Language Ideologies

2017 University of Texas at El Paso

14th Inter-American Symposium on Ethnography in Education

**K-12 PROFESSIONAL SERVICE**

2020 Spanish Spelling Bee Judge at Mesita Elementary

2019 Science Fair Judge at Reyes Elementary

2018 Spanish Spelling Bee (Word Reader) at Reyes Elementary

2013 Science Fair Judge at Cooley Elementary School

2004 Special Olympics Volunteer

2003 University of Texas at El Paso Saint Jude Research Hospital Fundraising Projects

**PROFESSIONAL MEMBERSHIPS**

Latin American Studies Association (LASA)

Society for Applied Anthropology (SfAA)

American Educational Research Association (AERA)

American Anthropological Association (AAA)

American Society for Engineering Education (ASEE)

**HIGHER EDUCATION TEACHING**

2019 – present The University of Texas at El Paso

BED 4340 Principles of Bilingual/ESL Education

BED 4318 Seminar – Residency Semester 1

BED 4338 Seminar – Residency Semester 2

**MASS MEDIA PRESENCE**

## *El Paso – Herald Post*: UTEP, El Paso ISD teacher residency partnership expanded to five campuses

<https://elpasoheraldpost.com/?s=residency>

*Univision Noticias* – *El Paso*: Hispana logra obtener doctorado en educación

**LANGUAGES**

*Spanish* – First language/Academic proficiency

I have taught using Spanish as support and as the language of instruction. I have also integrated Spanish and English (translanguaging) in my courses.

*English* – Second language/Academic proficiency

I have taught using English and written scholarly papers in English.