



## THE UNIVERSITY OF TEXAS AT EL PASO

María Teresa (Mayte) de la Piedra

Department of Teacher Education  
College of Education, The University of Texas, El Paso  
[mdelapiedra@utep.edu](mailto:mdelapiedra@utep.edu)

805 Education Building  
500 W. University Ave.  
El Paso, TX 79968

### EDUCATION

- 2003                      Ph.D., Multilingual Studies, *University of Texas, Austin, Texas*  
Specialization in Educational Anthropology, Bilingual Education, and Literacy
- Council of Anthropology and Education Outstanding Dissertation Award: “Literacy Practices Among Quechua-Speakers: The Case Study of a Rural Community in the Peruvian Andes.”
- 1998                      M.A., Curriculum Studies, *University of Texas, Austin, Texas*
- 1994                      B.A., Social Anthropology, *Pontificia Universidad Católica del Perú*

### PROFESSIONAL EXPERIENCE

- 2021-present            **PhD Program Director**  
The University of Texas at El Paso, Teaching Learning, and Culture
- 2020-present            **Full Professor**  
The University of Texas at El Paso, Teacher Education
- 2010-2020                **Associate Professor**  
The University of Texas at El Paso, Teacher Education
- 2015-2017                **Associate Dean** of Graduate Studies and Research  
The University of Texas at El Paso, College of Education
- 2012-2015                **Department Chair**  
The University of Texas at El Paso, Teacher Education
- 2004-2010                **Assistant Professor**  
The University of Texas at El Paso, Teacher Education

- 2001- 2004      **Researcher and Teacher Educator**  
Bilingual Intercultural Education in Rural Schools Program  
Asociación Pukllasunchis, Cuzco, Perú
- 2003              **Fieldwork Coordinator** in Cuzco of the study “Discrimination and Pluralism at school” conducted by the Regional Office of Education of UNESCO in five countries in Latin America
- 2003              **Teacher**, Ethnographic methods course (8th-10th grade)  
Pukllasunchis Secondary School (Cuzco, Peru)
- 2001-2003      **Master Thesis Reader**  
Colegio Andino, Centro Bartolomé de las Casas (Cuzco, Perú)
- 1997-2000      **Research Assistant**, Program Evaluation of Head Start and Even Start Programs  
The University of Texas at Austin
- 1992              **Researcher**, Ethnography on Rondas Campesinas in Sihuas-Ancash, Perú.  
Centro de Información y Desarrollo Integral de Autogestión (CIDIAG)

### HONORS AND AWARDS

- 2017-present    **External Evaluators Board of Directors-** Vicerectorate of Research- Pontificia Universidad Católica del Perú
- 2015              **Outstanding Service as Chair of the Department of Teacher Education** granted by the College of Education at UTEP
- 2010              **Excellence in Scholarship Award** granted by the College of Education at UTEP
- 2008              **Excellence in Teaching Award** granted by the College of Education at UTEP
- 2005              **Outstanding Dissertation Award** granted by Council on Anthropology and Education
- 2001              **University Fellowship** (\$15,500) granted by University of Texas at Austin
- 199                **University Fellowship** (\$15,500) granted by University of Texas at Austin
- 1998              **University Tuition Fellowship** granted by University of Texas at Austin
- 1996-1997      **Good Neighbor Scholarship** granted by University of Texas at Austin

### PUBLICATIONS

+ Indicates publication with a current or former student. Name of mentee is italicized.  
\* Indicates invited publication

### **Book (published)**

de la Piedra, M. T., Araujo, B. E. & Esquinca, A. (2018). *Educating Across Borders: The Case of a Dual Language Program on the U.S.-Mexico Border*. Tucson, Arizona: The University of Arizona Press.

### **Book (in preparation)**

de la Piedra, M. T. & Convertino, C., (Eds.). *Border-Crossers and Education: Narratives of Exclusion, Inclusion, and Agency*. Unpublished edited volume in preparation. Chapters authored by students in TLC PhD program at UTEP.

### **Editor of Special Journal Issue**

de la Piedra, M. T. & Guerra, J. (Eds.). (2012a). Literacies Crossing Borders. [Special Issue]. *International Journal of Bilingual Education and Bilingualism*, 25(6). (Acceptance Rate 29%; Impact Factor 1.765; Q1)

### **Peer-Reviewed Journal Articles**

Araujo, B. E., de la Piedra, M. T. & Esquinca, A. (in press) Learning about Translanguaging in Two Bilingual Teacher Preparation Programs. *Language and Education*.

Esquinca, A., de la Piedra, M.T. & Herrera-Rocha, L. (in press) Emergent Bilinguals' Participation in Multilingual Engineering Learning Ecologies. *Journal of Pre-College Engineering Education Research*.

Johnson, S. J., de la Piedra, M.T., Sanmiguel-López, A., Perez, M. (2021). Mexican-heritage children's learning of ballet folklórico: Herencia, familia, y orgullo. *Anthropology & Education Quarterly*, online ISSN 1548-1492.

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*, DOI: [10.1080/15235882.2021.1970655](https://doi.org/10.1080/15235882.2021.1970655) (Acceptance Rate 18%; Q1)

O'Connor, B., Mortimer, K., Barlett, L., de la Piedra, M., Mangual Figueroa, A., Rabelo Gomez, A., Novaro, G., Faulstich Orellana, M., Ullman, C. (2019). Cruzar Fronteras em espaços acadêmicos: Transgressing "the limits of translanguaging." *Applied Linguistics Review*. Pp. 1-42. Retrieved 22 Jul. 2019, from doi:10.1515/applirev-2019-0003. (Impact Factor 1.098)

+ Herrera-Rocha, L. & de la Piedra, M. T. (2018). Ideologies of language among ELLs on the US-Mexico border: The case of a transitional bilingual program. *Journal of Multilingual and Multicultural Development*. DOI: [10.1080/01434632.2018.1544638](https://doi.org/10.1080/01434632.2018.1544638) (Acceptance Rate 21-30%; Impact Factor 0.942; Q1)

de la Piedra, M.T. & Méndez, Z. Y. (2018). Reflexiones sobre la complejidad del quehacer antropológico, nuestra posicionalidad, y subjetividades en la frontera (EEUU-México). *Revista Antropológica*, 36(41), 9-34. (Information is not available)

+ 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 (AMAE) Journal*, 12(2), 44-68. (Acceptance Rate 19-30%)

- Esquinca, A., Araujo, B. & de la Piedra, M.T. (2014). Meaning-making and translanguaging in a two-way dual language program on the US/ Mexico border. *Bilingual Research Journal*, 37, 164-181. (Acceptance Rate 18%; Q1)
- de la Piedra, M. T. (2013). *Consejo* as a literacy event: A case study of a border Mexican woman. *Language Arts*, 90(5), 339-350. (Acceptance Rate 10%)
- Araujo, B. E. & de la Piedra, M. T. (2013). Violence in the U.S./Mexico border and the capital students use in response. *International Journal of Qualitative Research*, 26(3), 263-278. (Acceptance Rate 22%; Impact Factor 1.19; Q1)
- + Huereca, K., Tchoshanov, M. A., & de la Piedra, M. (2013). Conceptualization and operationalization of flipped mathematics learning through professional learning communities in a Mexico-U.S. borderland region. *Education and Self-development*, 38(4), 217-224. (Information is not available)
- de la Piedra, M. T. & Guerra, J. (2012b). The literacy practices of *transfronterizos* in a multilingual world. *International Journal of Bilingual Education and Bilingualism*, 15(6), 627-634. (Acceptance Rate 29%; Impact Factor 1.765; Q1)
- de la Piedra, M. T. & Araujo, B. E. (2012a). Literacies crossing borders: Transfronterizo literacy practices of students in a dual language program on the US-Mexico border. *Language and Intercultural Communication*, 12(3), 214-229. (Acceptance Rate 50%; Impact Factor 1.061; Q1)
- de la Piedra, M. T. & Araujo, B. E. (2012b). *Transfronterizo* literacies and content in a dual language classroom. *International Journal of Bilingual Education and Bilingualism*, 15(6), 705-721. (Acceptance Rate 29%; Impact Factor 1.765; Q1)
- de la Piedra, M. T. (2011a). ‘Tanto necesitamos de aquí como necesitamos de allá: leer juntas among Mexican transnational mothers and daughters. *Language and Education*, 25(1), 65-78. (Acceptance Rate 35%; Impact Factor 1.262; Q1)
- Blum, D. & de la Piedra, M. T. (2010). Counter-storytelling through service-learning: Future teachers of immigrant students in Texas and California re-tell the “Self” and the “Other.” *International Journal of Progressive Education*, 6 (2), 6-26. (Acceptance Rate 21-30%)
- de la Piedra, M. T. (2010a). Adolescent worlds and literacy practices on the borderlands. *Journal of Adolescent and Adult Literacy*, 53 (7), 575-584.
- de la Piedra, M.T. (2010b). Religious and self-generated Quechua literacy practices in the Peruvian Andes. *International Journal of Bilingual Education and Bilingualism*, 13 (1), 99-113.
- de la Piedra, M.T. (2009). Hybrid literacies: The case of a Quechua community in the Andes. *Anthropology and Education Quarterly*, 40(2), 110-128.
- de la Piedra, M.T. (2007). Making connections: Bilingual pre-service teacher’s service-learning with Spanish-speaking parents living in the U.S/Mexico border. *TABE Journal*, 9(2), 98-114.

de la Piedra, M. T. (2006). Literacies and Quechua oral language: Towards connecting sociocultural worlds and linguistic resources for biliteracy development. *Journal of Early Childhood Literacy*, 6(3), 383-406.

de la Piedra, M.T., Munter, J., & Girón, H. (2006). Creating links, “atando cabitos”: Connecting parents, communities and future teachers on the U.S./Mexico border. *The School Community Journal*, 16(1), 57-80.

### **Invited Chapters in Books**

\*de la Piedra, M. T. & Esquinca (2021). Translanguaging and other forms of capital of transfronterizxs in DL programs: Lessons from la frontera. In M. Sanchez & O. Garcia (Eds.) *Transformative Translanguaging Espacios. Latinx Students and their Teachers Rompiendo Fronteras*. London, UK: Multilingual Matters.

\*de la Piedra, M. T. & Araujo, B. E. (2021). Maestras transfronterizas. In D. Schwarzer, M. Petron and C. Larrotta (Eds.) *Bilingualism and Bilingual Education: Conceptos Fundamentales*. New York, NY: Peter Lang.

\*de la Piedra, M. T. (2011b). Literacidad híbrida y bilingüismo en dos comunidades de Texas [Hybrid literacy and bilingualism in two communities in Texas]. In V. Zavala (Ed.), *Aprendizaje, cultura y desarrollo [Learning, culture, and development]*, (pp. 199-219). Lima: Fondo Editorial de la Pontificia Universidad Católica del Perú.

### **Refereed Chapters in Books**

\*de la Piedra, M.T. (2004). Oralidad y escritura: El rol de los intermediarios de literacidad en una comunidad quechua-hablante de los Andes Peruanos [Orality and writing: The role of literacy mediators in a Quechua-speaking community in the Peruvian Andes]. In V. Zavala, M. Murcia, & P. Ames, (Eds.), *Escritura y Sociedad: Nuevas Perspectivas Teóricas y Etnográficas [Literacy and Society: New Theoretical and Ethnographic Perspectives]*, (pp. 367-388). Lima: Red para el Desarrollo de las Ciencias Sociales en el Perú.

de la Piedra, M.T., & Romo, H. D. (2003). Collaborative literacy in a Mexican immigrant household: The role of sibling mediators in the socialization of pre- school learners. In R. Bayley, & S.R. Schecter (Eds.), *Language Socialization in Bilingual and Multilingual Societies*, (pp.44-61). Cleveland, Ohio: Multilingual Matters.

### **Book Reviews**

**de la Piedra, M. T & Araujo, B.** (2019, August 8). [Review of the book *Understanding the Latinx Experience: Developmental and Contextual Influences*, by V. Torres, E. Hernández, & S. Martinez]. *Teachers College Record*.

### **Research Reports**

de la Piedra M. T. (2018). Experiencias de alumnos provenientes de zonas rurales en formación docente en la ciudad del Cuzco. Research Monograph. Cuzco: Association Pukllasunchis.

de la Piedra, M. T. & Asociación Pukllasunchis (2001). *El uso del español y el quechua en comunidades rurales cercanas a la ciudad del Cuzco [The use of Spanish and Quechua in rural communities near the City of Cuzco]* (Research Monograph No. 2). Cuzco: Asociación Pukllasunchis.

de la Piedra, M. T. & Asociación Pukllasunchis (2003). *Capacitación de maestros en educación bilingüe en el Perú: Tres estudios de caso [In-service teacher training in bilingual teachers in Peru: Three case studies]* (Research Monograph No. 3). Cuzco: Asociación Pukllasunchis.

## GRANTS

### Grants Awarded

- 2020-2024 Co-P.I. Bodies and minds in motion: Cultural contexts for learning in community arts programs at the United States and Mexico border. National Endowment for the Arts (\$35,000).
- 2008 P.I. Mexican transnational mothers' role in children's biliteracy development on the U.S.-Mexico border. UTEP College of Education Summer Funds Award (\$ 4,800).
- 2005 P.I. Grant funded by UTEP University Research Institute. "Language, literacy and culture: Literacies among bilingual middle-school students living on the U.S.-Mexico border." \$3,000
- 2005 P.I. Grant funded by UTEP Teachers for a New Era Initiative Strengthening home-school partnerships for students' biliteracy development in the U.S.-Mexico border. \$ 10,000

### Submitted not Awarded

- 2017 **Co-P.I.** Grant proposal submitted to National Science Foundation (November 7, 2017) "Bridging Community Funds of Knowledge with Citizen Science: Research in the Service of Diversifying Informal Science Learning Repertoires of Practice." \$ 2,063,357
- 2017 **Co-P.I.** Grant proposal submitted to National Science Foundation (November 10, 2017) "Partnerships Investing in Children's Knowledge of Science, Technology, Engineering, & Mathematics" \$ 449,990
- 2016 **Co-P.I.** Grant proposal submitted to National Science Foundation (November 8, 2016) "Change Makers: Research in the Service of Practice for Developing Community-Based Change Makers in Informal STEM Education." \$1,990,353
- 2016 **Co-P.I.** Grant proposal submitted to IES-U.S. Department of Education (August 4, 2016). "Working with English Learners doing Engineering Design-WELDED." \$ 1,145,260

- 2016 **Co-P.I.** Grant proposal submitted to National Science Foundation (September 8, 2016). “Working with English Learners doing Engineering Design-WELDED.” \$499,180
- 2016 **P.I.** Grant proposal submitted to Wenner-Gren Foundation, Workshop Grant in support of the “Inter-American Symposium on Ethnographic Research in Education XIV Crossing Borders: Disciplines, Languages/Cultures, and Spaces/Places to take place September 21-23, 2017 at the University of Texas at El Paso (UTEP) El Paso, TX, USA.” \$18,800
- 2016 **P.I.** Grant proposal submitted to AERA Educational Research conference Grant in support of the “Inter-American Symposium on Ethnographic Research in Education XIV Crossing Borders: Disciplines, Languages/Cultures, and Spaces/Places to take place September 21-23, 2017 at the University of Texas at El Paso (UTEP) El Paso, TX, USA.” \$35,000
- 2015 **Co-P.I.** Grant proposal submitted to IES-U.S. Department of Education (August 6<sup>th</sup>, 2015). “Working with English Learners doing Engineering Design-WELDED.” \$ 1,106,776
- 2015 **P.I.** Grant proposal submitted to the U.S Department of Education, Fulbright-Hays Group Projects Abroad Program—Short-Term Projects (March, 2015). “Spanglish and Quechuañol: Bilingual Educators Increasing and Exchanging Cultural and Linguistic Competency, Knowledge, and Practices.” \$ 75,190
- 2014 **Co-P.I.** Grant proposal submitted to National Science Foundation (October 2014). “Studying Youth in Science, Technology, Engineering, & Mathematics (STEM) in K-5 Schools.” \$ 442,561
- 2014 **P.I.**, Grant proposal submitted to the Teacher Quality Partnership, U.S. Department of Education (July 2014). “Enriching the Preparation of Teachers for English Learners” \$ 4,715, 686
- 2013 **Co-PI**, Grant proposal submitted to the National Science Foundation (December 2013). “Studying Youth in Science, Technology, Engineering, & Mathematics (STEM) in K-5 Schools” \$ 449, 736
- 2009 Co-PI, Grant proposal submitted to the Spencer Foundation “Transnational Mexican children’s tools for navigating U.S. schools.”
- 2006 Co-PI, Grant proposal submitted to the Latin American Studies Association “Language Socialization and biliteracy development in the Southern Peruvian Andes.” \$20,000

## **SCHOLARLY PRESENTATIONS**

### **Keynote and Other Invited Presentations**

de la Piedra, M. T. & Maldonado, G. (2021). Entre el quechua y el castellano: El proceso bilingüe en la escuela. Invited online presentation in Mink'arikuy Programa de Formación. EESP Pukllasunchis, Cusco, Peru.

de la Piedra, M. T. (2019, February). Educating across borders. Keynote address. The Border Learning Conference. El Paso Community College, El Paso, TX.

de la Piedra, M. T. & Esquinca, A (2018, April) Translenguando en programas de enseñanza en dos idiomas (“dual language”): Reflexiones en torno a las prácticas y políticas lingüísticas en escuelas que atienden a poblaciones superdiversas. Invited paper presented at Foro CLACSO: México ante los procesos sociopolíticos de América Latina - Ciudad de México, Mexico.

de la Piedra, M. T. (2018, June). Cruzar fronteras al educar: Ejemplos de dos programas de lenguaje dual en El Paso, TX. Invited address at Taller de Antropología de la Educación, PUCP, Pontificia Universidad Católica del Perú, Lima, Peru.

de la Piedra, M. T. (2017, May). Transfronterizx practices as generative spaces: Challenging narratives that dominate educational discourse and practice. Invited speaker for the panel La Transfronteriza: Navigating the Borderlands toward Equitable Education. Invited paper presented at the American Educational Research Association Conference. San Antonio, TX.

de la Piedra, M. T. (2016, April). Keynote speaker at the Sixth Annual Women's History Conference. El Paso, TX.

de la Piedra, M. T. (2015, December). Haciendo investigación en tiempos de guerra: Reflexiones sobre la complejidad del quehacer antropológico, nuestra posicionalidad, y subjetividades en la frontera (EEUU-México). Invited paper presented at the International Workshop “Rethinking Public Anthropology through Epistemic Politics and Practice” funded by Wenner-Gren Foundation, La Habana, Cuba.

Mortimer, K. de la Piedra, M.T., and Esquinca, A. (2015, October) Translanguaging for meaningful learning in dual language classrooms. Invited workshop presented at the Texas Association of Bilingual Education: Dual Language Institute. El Paso, TX.

de la Piedra, M. T. and Araujo, B. (2012, January). Literacies crossing borders: What can we learn from the literacy practices of transnational students attending US schools on the border? Invited paper presented at the 19th Annual BEEMS Conference. El Paso, TX.

de la Piedra, M. T. (2009, July). Hybrid literacies: The case of a Quechua community in the Andes. Invited paper presented at the International Seminar “Antropología de la educación en América Latina, procesos educativos y comunidades indígenas” [Educational Anthropology in Latin America, educational processes and Indigenous communities], of the Departamento de Investigaciones Educativas of CINVESTAV, México DF, México.

de la Piedra, M. T. (2008, November). Literacidad híbrida y bilingüismo en comunidades subalternas. Invited paper presented at the International Seminar “Aprendizaje, Cultura y Desarrollo” [Learning, culture, and development] of The Pontificia Universidad Católica del Perú, Lima, Perú.

de la Piedra, M. T. (2005, February). Invited speaker, Congreso Internacional de



Relaciones Exteriores del Gran Consejo Supremo Indígena. El Paso, TX.

de la Piedra, M. T. (November, 2004). Highway, land, and school: Historical narratives and local meanings about literacy in a Quechua-speaking community. Invited poster presentation at the Annual Meeting of the American Anthropological Association, San Francisco, CA.

de la Piedra, M. T. (2004, March). Literacy practices and culturally relevant pedagogy. Paper presented at the annual of the BEEMS conference. El Paso, TX.

### **Peer-Reviewed Symposia and Meetings: International and National**

Johnson, S. J., De La Piedra, M. T., Saldana Corral, C. Sanmiguel López, A. “¿Una gallina miss?”: Bilingual storytelling and touch as a pedagogical structure in young children’s learning of the violin”, Annual Meeting of the American Anthropological Association, American Anthropological Association, Seattle, 2022

Johnson, S. J., de la Piedra, M. T., *Sanmiguel-López, A., Pérez-Piza, M.* (2021, November). Embodied and multilingual pedagogies for children’s cultural learning in ballet folklórico. Paper presented at the Annual Meeting of the American Anthropological Association, Baltimore, MD.

de la Piedra, M.T. & Convertino, C. (2019, May). Transcultural production of schooling among transfronterizxs. Paper presented at the annual meeting of the Latin American Studies Association, Boston.

de la Piedra, M.T. (2018, December). Maestras transfronterizas: Narratives of nepantleras in dual language programs. Paper presented at the American Anthropological Association Annual Meeting, San Jose, CA.

Mortimer, K.S., de la Piedra, M.T., Esquinca, A. (2018). Rendering wholeness: Collaborative analysis as resistance to fragmentations in educational ethnography. Paper presented at the annual meeting of the American Anthropological Association, 14-18 November, San Jose, CA.

+ de la Piedra, M.T. & *Aranda, B.* (2018, August). Maestras bilingües resisting language hegemony. Paper presented at the 2018 MALCS Summer Institute in El Paso, Texas.

de la Piedra, M.T., Araujo, B. & Esquinca, A. (2017, May). “Transfronterizo language and literacy practices as community cultural wealth. Paper presented at the American Educational Research Annual Meeting in San Antonio, TX.

de la Piedra, M.T. (2016, April). Theorizing Transfronterizo Experiences in Academic Settings. Paper presented at the American Educational Research Association Annual Meeting, Washington DC.

+ *Talamantes, M.* & de la Piedra, M.T. (April, 2015). “Me Siento Tiste:” Separation of Languages and Its Impact Among Recent Immigrants in a First-Grade Dual Language Immersion Class. Paper presented at the American Educational Research Association Annual Meeting, Chicago.

de la Piedra, M. T. & Araujo, B. E., (2014, December). Multimodal literacies in a dual language classroom. Paper presented at the Literacy Research Association Annual Meeting, Marco Island, Florida.

de la Piedra, M. T. & Araujo, B. E., (2013, April). Transfronterizo Funds of Knowledge: Understanding Student Resources in the US/Mexico Border. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, California.

de la Piedra, M. T. & Araujo, B. E., (2011, November). Literacies crossing borders: The literacy practices of transnational students in a dual-language program on the US-Mexico Border. Paper presented at the Literacy Research Association Annual Meeting, Jacksonville, Florida.

Araujo, B. E., & de la Piedra, M. T., (2011, May). Real and Symbolic Violence in the US Mexico Border and the capital students use in response. Paper presented at the Critical Race Studies in Education Conference, San Antonio, Texas.

de la Piedra, M. T. (2010, November). Literacies to give *consejo*: the case study of Lucia, a transnational Mexican woman. Paper presented at the American Anthropological Association Annual Meeting, New Orleans, LA.

de la Piedra, M. T. (2010, April). Mexican transnational mothers' role in children's biliteracy development on the U.S.-Mexico border. Paper presented at the American Educational Research Association Annual Meeting, Denver, Colorado.

de la Piedra, M. T. (2007, November). Adolescent worlds and literacy practices on the borderlands. Paper presented at the annual meeting of the American Anthropological Association, Washington, DC.

de la Piedra, M. T. (2006, November). Service-learning in the U.S.-Mexico border: Self-reflection, research and direct experience interacting with parents. Paper presented at the annual meeting of the American Anthropological Association, San José, CA.

de la Piedra, M. T. (2006, October). El desarrollo de las literacidades locales en quechua: Un estudio de caso. Paper presented at the Third International Conference on Education, Labor and Emancipation, El Paso, TX.

de la Piedra, M. T. (2006, April). ¿Dejando México atrás? Literacies among bilingual middle-school students living on the U.S.-Mexico border. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

de la Piedra, M. T. (2006, March). ¿Son los niños quechua hablantes autores de sus propios textos? Autoría en una comunidad de los Andes Peruanos. Paper presented at the annual meeting of the Latin American Studies Association, San Juan, PR.

de la Piedra, M. T. (2006, February). Learning from case studies of parental engagement: The use of case studies in the U.S.-Mexico border. Paper presented at the annual meeting of the Association of Teacher Educators, Atlanta, GA.

de la Piedra, M. T. (2005, November). Language, literacy and culture: Literacies among bilingual middle school students living on the U.S.-Mexico border. Paper presented at the annual meeting of the American Anthropological Association, Washington DC.

de la Piedra, M. T. (2004, October). Literacy in the indigenous community: an interpretation of teachers' ideas about indigenous children and literacy. Paper presented at the Second International Conference on Education, Labor and Emancipation in El Paso, TX.

de la Piedra, M. T. (2000, April). Literacy practices at home and at school: A case study of a Mexican immigrant family. Paper presented at the annual meeting of the American Educational Research Association Conference, New Orleans.

de la Piedra, M. T. (1999, April) The relationship between Mexican origin fathers and the school. Paper presented at the annual meeting of the American Educational Research Association Conference Montreal, Canada.

de la Piedra, M. T. (1998, February). Fathers and families: Mexican origin working-class fathers. Poster session presented at the Head Start's Fourth National Research Conference, Washington D.C.

### **Regional Symposia and Meetings**

Johnson, S., de la Piedra, M.T., *San-Miguel, A. & Perez, M.* (April, 2020). Young children's identity and cultural learning in ballet folklórico. EL3 Lab College of Education, El Paso.

de la Piedra, M. T. (2018, November). EL3 Lab Coloquios, EL3 Lab College of Education, El Paso, "Narratives of Transfronterizxs." Panel organizer.

de la Piedra, M. T. (2015). Multimodality and translanguaging as resource for the social organization of learning in dual language settings. Paper presented at the annual UTEP CETal Sun conference, UTEP, El Paso, TX.

+de la Piedra, M. T., Macias, A. H. & *Ortiz, M.* (2011, March). Alfabetización Familiar: Un Curso a distancia en comunidades rurales de America Central y el Caribe. Paper presented at BEEMS conference, UTEP, El Paso, TX.

de la Piedra, M. T., (2011, January). Preliminary results of an ethnographic study in a dual language setting. Oral presentation for the BEEMS Council, BEEMS, College of Education, UTEP, El Paso, TX.

de la Piedra, M. T. (2008, December). Hybrid literacies and bilingualism in subaltern communities. Paper presented at the COE Faculty Research Colloquia Series at UTEP, El Paso, TX.

de la Piedra, M. T. (2008, April). Hybrid literacies in the Andes: Community practices. Paper Presented at the COE Faculty Research Colloquia Series at UTEP, El Paso, TX.

de la Piedra, M. T. (1998, October). The relationship between the school and Mexican immigrant fathers: Early Head Start staff's strategies. Paper presented at the Third Annual Statewide Parent Involvement Conference, Houston, Texas.

### **Chairing Symposia**

de la Piedra, M. T. (2019, May). "Border-crosser's expertise: Testimonios of exclusion, inclusion, and agency that span national borders". Session organizer and Chair at the annual meeting of the Latin American Studies Association, Boston.

de la Piedra, M. T. (2006, November). Border pedagogy in practice: crossing borders and making connections among pre-service teachers, students, parents, and communities. Symposium conducted at the annual meeting of the Teachers for a New Era-English Language Development Conference, El Paso, TX.

de la Piedra, M. T. (2006, June). Strengthening home-school partnerships for students' biliteracy development in the U.S.-Mexico border. Symposium conducted at the annual International Summer Research Conference, El Paso, TX.

de la Piedra, M. T. (2005, March). Pedagogía crítica y la enseñanza de la lengua: La relevancia de la cultura y vida de los estudiantes. Symposium conducted at the annual BEEMS conference, El Paso, TX.

## **TEACHING**

2004-present                      The University of Texas at El Paso

### **Doctoral**

TED 6300 Research Trends in Bilingual Education/ ESL  
TED 6301 Biliteracy and Academic Development  
TED 6304 Research Methodology & Design in Education  
TED 6305 Practicum  
TED 6319 Special Topics: Transnational and Transfronterizx Literacy Practices  
TED 6319 Special Topics: Narrative Inquiry  
TED 6323 Research Methodology & Design in Education II

### **Masters**

BED 5315 Translanguaging Research and Teaching  
BED 5331 Survey Issues in Bilingual Education  
BED 5332 Spanish Literacy Development (taught in Spanish)  
BED 5334 Teaching content in Spanish (taught in Spanish)  
TED 5300 Research for Classroom Teachers

### **Undergraduate**

BED 3345/4345 Biliteracy Development (taught in Spanish)  
BED 4340 Principles of Bilingual/ESL Education  
BED 4341 Critical Perspectives in Spanish/English Literacy/ Biliteracy in the Middle-Grades  
BED 4344/3344 Parent/ Community Advocacy (taught in Spanish)  
TED 3330 Issues in Critical Pedagogy: Schools and Communities in Partnership

### **Dissertation Committees and Student Mentoring**

*Committee Chair and Co-Chair*

1. Laura Mendoza, PhD "The digital literacy practices of transfronterix ESOL college students: Los de ESOL," December 13, 2020.

2. Lidia Herrera-Rocha, PhD “Language ideologies and identities of emergent bilinguals in a dual language and a transitional bilingual education context: A comparative study”, May 18, 2019. Holds a position of Professor of Instruction at the University of Texas at El Paso.
3. María del Rosario Talamantes, PhD “Es Que Nadie Me Quiere Ayudar,” Affective Factors in the Schooling Experiences of Recent Immigrants in Dual Language Instruction,” December 4<sup>th</sup>, 2015. Adjunct faculty at the University of Texas at El Paso.
4. Beatriz Soria (PhD candidate)
5. Yolanda Castro (PhD Candidate) (Co-chair)
6. Laura Salazar (PhD Candidate) (Co-chair)
7. Berenice Peralta Matus (Co-chair)
8. Mariarlett Villalobos (Chair)

*Committee Member*

1. Majd Sarah- 2022-present
2. Manuela Gomez- 2021-present
3. Judith Lara-2016-present
4. Maria “Sharo” Dickerson-2015-present
5. Helena Muciño-2019-2022
6. George Thomas- 2020-2022
7. Jose Velasquez-2011-2021
8. Cynthia Ontiveros-2013-August, 2015
9. Yirah Valverde-2014-May, 2014
10. Ben McDermott-2011-June 2013

**Master’s Theses Committees**

*Committee Member*

1. Martha Bernales (Rutgers) (2021)
2. Luciene Wandermuren (May 5, 2010)

**PhD Student Advisor and Research Mentor**

1. Jessica Flores
2. Daniel Medrano
3. Valeria Frias Ruiz
4. Carlos Saldaña Perez

**SERVICE TO PROFESSIONAL ORGANIZATIONS**

**Leadership in National/ International Professional organizations**

- |           |                                                                                                                                                                 |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2020-2022 | <b>ElevateTXed Ambassador</b> , UT System                                                                                                                       |
| 2019-2020 | <b>Conference Co-Chair</b> , 15 Simposio Interamericano de Investigación: <i>Etnografía en Educación</i> , Lima-Peru (event cancelled due to Covid 19 pandemic) |

- 2018-2019 **Co-Chair**, Education Citizenship and Inclusion Track, *2019 Latin American Studies Association Congress*, Boston, Massachusetts
- 2017-2018 **Site Committee Member**, *2018 Mujeres Activas En Letras Y Cambio Social Summer Institute* “Convivencia y Resistencia: Fronteriza Scholars for Social Justice,” El Paso, TX
- 2016-2017 **Conference Chair**, *14 Simposio Interamericano de Investigación: Ethnografía en Educación*, El Paso, TX and Ciudad Juarez, Chihuahua, Mexico
- 2013 **Scientific Committee Member**, *13 Simposio Interamericano de Investigación: Ethnografía en Educación*, UCLA, Los Angeles, California
- 2006 Organizing Committee Member, *Third International Conference on Education, Labor And Emancipation*, El Paso, TX and Ciudad Juarez, Chihuahua, Mexico

### **Editorial Board**

*Anthropology and Education Quarterly* (2009-present)

### **Internal Review Board**

*Anthropology and Education Quarterly* (2016-present)

*Anthropology and Education Quarterly* (2007-2008)

*International Journal of Qualitative Studies in Education* (2000)

*Educational Researcher* (1999)

### **Journal Article Reviewer**

*American Anthropologist*

*American Educational Research Journal*

*Anthropology and Education Quarterly*

*Bilingual Research Journal*

*Bilingual Review*

*Cultura y Educación*

*Diaspora, Indigenous, and Minority Education*

*International Journal of Bilingual Education and Bilingualism*

*International Journal of Multilingualism*

*International Journal of Qualitative Studies in Education*

*Journal of Literacy Research*

*Language Policy*

*Latin American and Caribbean Ethnic Studies*

*Latinos and Education*

*Language and Education*

*Linguistics and Education*

*Revista Antropológica*

*Revista Peruana de Investigación Educativa*

*The Journal of Latin American and Caribbean Anthropology*

### **Research Groups/Collectives Membership**

- 2013-present **Member**, Ethnography of Language, Literacy, and Learning Lab
- 2016-present **Member**, UTEP Community of Engaged Scholars

2016-present **Member**, UTEP’s Border and Immigration Issues Group  
 2008-2009 Member, EDUCAR, Educational Collective for Academic Research

**SERVICE TO LOCAL SCHOOLS AND THE COMMUNITY**

2019 **Panelist**, Engaging against white supremacy in classrooms and communities: Having critical conversations. Trauma, Trauma, Resilience, and Resistance Series, El Paso, TX.  
 2019 **Guest Speaker**, El Paso High School mentor program for “LEP” young women, EL PASO, TX.  
 2016-2019 **Volunteer** providing rides and hospitality services for refugees, Annunciation House, El Paso, TX  
 2019 **Judge**, Science Fair, Reyes Elementary, Canutillo ISD, TX  
 2018, 2017 **Judge**, KCOS Writing Contest  
 2018, 2017, 2016 **Judge**, Educators Rising Competition of Socorro High school students hosted by UTEP College of Education, Texas Association for Future Educators (TAFE)  
 2017 **Professional Development** with Dual Language teachers, Reyes Elementary School, Canutillo ISD, Canutillo, TX  
 2017 **Reader**, Read across the District for EPISD, Moye Elementary, El Paso ISD, El Paso, TX  
 2016 **Speaker**, Career Day, Herrera Elementary, EPISD  
 2016 **Panelist**, Interactive Workshop for Educators: Confronting Hate in our Schools: A Philosophy for Children Approach. Blumberg Auditorium, UTEP.  
 2014 **Moderator**, 4th Annual Student Leadership conference organized by YISD Academic Language Programs Department  
 2008-2010 Speaker, Professional Development workshops for Project SI Summer Institute, Ysleta ISD, El Paso TX.  
 2008-2009 Coordinator, Service-Learning Project “Trabajando hacia la Lectura y Escritura Bilingüe en la Frontera: Un Proyecto para Futuros Maestros y Niños de las Escuelas Públicas de Doble Sendero.” [Working towards biliteracy on the border: A project for future teachers and children attending dual language immersion programs in public schools]  
 2007 Member, Ysleta ISD Search Committee for the position of Bilingual Education Director  
 2005-2006 Member, Board of Directors, Women’s Intercultural Center, Anthony, New Mexico

**SERVICE TO THE UNIVERSITY OF TEXAS, EL PASO**

2017-2022 **Member**, UTEP IRB Council, Member  
 February 5, 2020 **Facilitator**, Discussion in Leadership focus Group, organized by UTEP Provost Office  
 2019-2020 **Member**, Entering Student Experience (Re) Visioning Group  
 2018-2020 **Member**, Community Outreach and Engagement Committee, UTEP Edge  
 2017-2020 **Faculty Fellow**, UTEP EDGE, Provost Office  
 2017-2020 **Member**, UTEP EDGE Advisory Committee  
 2018 **Judge**, Graduate Student Research Expo  
 2016-2017 **Member**, Research and Sponsored Projects Council  
 2013-2017 **Member**, Core Assessment Task Force  
 2013-2015 **Member**, Online Programs Working Group

2014-2015	<b>Member,</b> Human Resources Representative Search Committee
2013-2014	<b>Member,</b> Dean College of Education Search committee
2013-2014	<b>Member,</b> Engineering Education Search Committee
2010-2013	<b>Member,</b> UTEP Women's Advisory Board
2007-2013	<b>Member,</b> Admissions and Standards Standing Committee
2006-2008	Member, Faculty Senate
2006-2007	Mentor, UTEP College Assistance Migrant Program

## **SERVICE TO THE COLLEGE OF EDUCATION**

### **Professional Service**

2010-2012	<b>Faculty Advisor,</b> UTEP College of Education LEAP UP/BEEMS Advisory Council
2007-2011	<b>Faculty Advisor,</b> UTEP College of Education Project SABEMOS (Science Across Borders for Educators in Mexico to promote Outstanding Schools)
2006-2011	Volunteer, UTEP Mother-Daughter/ Father-Son Program
2005-2010	Faculty Advisor, UTEP College of Education Project ACE

### **Committees and Task Forces**

2022-present	<b>Member,</b> College Curriculum Committee
2020-present	<b>Member,</b> COE Full Professor Promotion Committee
2020-2022	<b>Member,</b> Teacher Preparation Community of Practice
2019-2020	<b>Member,</b> Inter-Professional Education Steering Committee
February, 2020	<b>Participant,</b> EPCC-UTEP meet and greet/dialogue session
2018	<b>Member,</b> Committee “Queering our Classrooms: Educating the campus community about policies and practices to support LGBTQIA students, staff and faculty”
2016-2017	<b>Chair,</b> UTEP College of Education Tenure & Promotion Guidelines Task Force
2016	<b>Member,</b> College of Education, College Administrative Officer Search Committee
2011-2012	<b>Member,</b> Strategic Plan Implementation Advisory Committee
2010-2011	<b>Member,</b> Strategic Planning Advisory Committee
2009-2011	Member, Certification Testing (TExES)/ExCET) Advisory Committee
2006-2008	Member, US/Mexico Initiative Committee
2004-2006	Member, Enhancing the climate committee

## **SERVICE TO THE DEPARTMENT OF TEACHER EDUCATION**

### **Committees and Task Forces**

2021-present	<b>Member,</b> Graduate Program Committee
2019-present	<b>Member,</b> Department of Teacher Education Tenure & Promotion Committee
2017-2020	<b>Member,</b> PhD program Committee
2017-2018	<b>Chair,</b> TLC Doctoral Committee Task Force for Curriculum Revision
2017-2019	<b>Chair,</b> Department of Teacher Education Tenure & Promotion Committee
2016-2017	<b>Member,</b> Dual Language Certificate Working Group
2015-2017	<b>Member,</b> ESL Certificate Working Group



2012-2015            **Member**, PhD Program Committee  
2010-2011            Member, Department of Teacher Education Tenure & Promotion Committee

**Faculty Search Committees**

2021-2022            **Chair**, Bilingual Education/ Biliteracy Search  
2018-2019            **Member**, Bilingual Education/ Biliteracy Search  
2017-2018            **Chair**, Literacy Education Search  
2010-2011            **Chair**, Bilingual Education/ Biliteracy Search  
2008-2009            Member, Reading Education Search  
2007-2008            Member, Reading Education Search  
2006-2007            Member, Reading Education Search  
2005-2006            Member, Bilingual Education Search  
2005-2006            Member, Reading Education Search