

Santos (Sandy) Gutiérrez, Ph.D.

Curriculum Vitae

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RESEARCH INTERESTS:

Teacher preparation and new teacher induction. Teacher training in ESL and foreign language methodology as it relates to AP Spanish Language/Literature and Culture. Latino Pop Culture especially how Latinas interpret media constructed specifically for them. Focus on *telenovelas*: their construction as hegemonic ideology; their representation of gendered themes; their presentation of social issues and their use to educate the public.

EDUCATION:

University of Houston, Houston, Texas
Bachelor of Arts, Spanish & English

University of Houston, Houston, Texas
Master of Education, Curriculum & Instruction

The University of Texas at San Antonio, San Antonio, Texas
Ph.D., Culture, Literacy & Language
Dissertation: Guilty Pleasures: Class, Gender, Culture and Life as they are connected to Telenovelas
August, 2008

TEACHING EXPERIENCE:

UNIVERSITY LEVEL

Texas A&M, San Antonio

EDBL 3315: Second Language Acquisition and Literacy Development - Designed to give all prospective teachers background on and experience in providing effective instruction for English Learners. This course will address multicultural considerations in understanding language acquisition and literacy development. The course will promote students' awareness of the way in which culture interacts with language development in children from diverse backgrounds. Major learning theories in first and second language acquisition will be addressed, and teaching approaches will be introduced.

EDBL 3307: Academic Spanish in Dual Language Immersion Programs - Academic Spanish for Enrichment provides development of Academic Spanish proficiency for any student who wishes to successfully utilize Academic Spanish in a dual language academic setting or similar environments. Students will refine their language skills in listening, speaking, reading, and writing to become

successful dual language teachers. This course is intended to support academic study areas of biliteracy and Spanish proficiency.

EDBL 3320: Advocacy and Equity in Assessment for CLD Students - Assessment instruments and strategies used in local, state, and national systems for culturally and linguistically diverse students will be emphasized. In addition, this course will focus on the development of successful assessment and advocacy practices and how to address inequities in assessments in Bilingual and ESL classrooms.

EDBL 3321: Methods of Teaching Non-English Speaking Children - The purpose of this course is to provide class participants with the knowledge and skills necessary to work effectively with EC-6 English Learners (ELs). The course emphasizes the teaching and learning with ELs from linguistic and cultural background. This course also prepares students to use Sheltered Instruction Observation Protocol (SIOP) to design a lesson plan different content areas.

EDBL 3340 Applied Linguistics - This course serves as an introduction to linguistics. This course ensures that students have a good understanding of how language is learned. Then the course will introduce different subfields of applied linguistics. Topics include morphology, phonetics, phonology, syntax, semantics, and pragmatics. In addition, the course aims to understand how sociolinguistics and English language educations.

Texas A&M, Kingsville

EDSL 5387: Language Arts and Reading in the Bilingual Classroom – An examination of methods and techniques for teaching oral skills, reading and writing in the bilingual classroom. Relationship among the communication skills will be explored.

EDED 3318: Principles of Learning – Motivation, attention, interest, transfer, relevance and other principles of learning.

EDSL 5367: Language Acquisition and Development - Theories of child's first language acquisition and second language learning presented and researched.

EDSL 5377.600: Teaching English as a Second Language - Theories and methodologies for teaching reading, writing, listening and speaking of English as a second language.

EDBL 6393: Advanced Topics in Bilingual Education II - Directed research in a topic related to one of the following areas: EDSL, Spanish language skills, content area, child's native culture. May be repeated for credit once if topic changes. Taught in English or Spanish.

EDRG 3321.601: Literature for Public Schools - Criteria for selection and evaluation of children's literature in public schools; techniques for using literature in the classroom; integrating children's literature into the content area and reading curriculum. Using literature to meet the needs of children and to complement the reading and content area curriculum in K-12 schools.

University of Texas at San Antonio, San Antonio, Texas

College of Education and Human Development

Lecturer II – Courses taught between 2004-2019

C&I 4646 – Student Teacher Supervision - To supervise and mentor Foreign Language Teachers, Content area teachers, and ESL/Bilingual Teachers at all grade levels.

ESL 3023 – Second Language Teaching and Learning (EC-6) - To explore, understand, and be able to apply the principles of second language acquisition to promote language and academic

development in Pre-K to 6th grade classrooms using *SIOP* as the primary textbook. To pay particular attention to the needs of English language learners during the first years of schooling. Course involved fieldwork and supervision in elementary ESL classes. Course required for pre-service teachers.

BBL 3013 – Language Analysis and Bilingualism – To study concepts in descriptive and contrastive analysis; analysis of language contact phenomena, including cross-linguistic transfer, language alteration, and bilingualism. Course taught in English and Spanish.

BBL 4403 – Approaches to Teaching Mathematics EC–6 - This course involves the study of instructional methods and materials that support diverse children’s meaningful exploration, discovery, and development of basic concepts and skills in mathematics from EC–Grade 6. Emphasizing a constructivist approach to the teaching and learning of mathematics, this course also advances the use of technology to facilitate mathematics understanding.

ESL 4003 – Approaches to Second Language Teaching - To provide background knowledge on oral, reading and writing development in English for grades 4 to 8 English language learners (ELLs). The course offers a critical overview of second language acquisition theories, classroom organization, teaching strategies and instructional methods in the learner-centered classroom, as well as assessment procedures for effective English language instruction in grades 4-8 education.

ESL 3053 – Literacy in a Second Language - To focus on the relationship of reading and writing acquisition to second language development, literacy instruction to second language learners, and the design and evaluation of appropriate materials for the teaching of literacy.

ESL 3063 – Second language Acquisition-Early Adolescence

Course required for pre-service teachers. Application of principles of second language acquisition to promote language and academic development in fourth to eighth grade classrooms. Attention to the needs of English language learners in early adolescence. Course required fieldwork in ESL classrooms.

BBL 3133 – Language Development in Bilinguals - To study bilingual language development in its social and cultural contexts. Emphasis on factors affecting successful bilingual language development in schools and communities.

ESL 5053 – Approaches to Second Language Instruction - To focus on effective instructional practices for teaching English as a second or foreign (L2) language. Emphasis on how to develop a set of ‘best practices’ that responds to students, the context for teaching, the curricular goals, and strengths and philosophy as a teacher.

ESL 3033 – Foundations in English as a Second Language - Introduction to the field of English as a second language, with attention to knowledge of the foundations of ESL education.

ESL 5043 – Listening and Speaking in Second Language Programs – To focus on the development, presentation, and evaluation of materials and strategies for teaching of listening and speaking to second language learners. The aim of the course is to get a solid foundation in

the theories from applied linguistics that explain oral language use and acquisition for L2 speakers, and examine the teaching methods that can best promote and assess L2 oral/aural proficiency.

ESL 5003 – Linguistics for Second Language and BBL Specialists - To introduce students to key concepts in linguistics, which are directed toward a broad understanding of human language, with particular attention to second language and bilingual contexts. The course has been designed for students with little or no previous work in linguistics and begins with an introduction of basic linguistic principles and relates these to second language teaching and learning contexts.

ESL 5063 – Language/Content Area Instruction – Theoretical and practical approaches to integration of language teaching with subject matter areas. Emphasis on oral language and literacy for academic purposes. To prepare teachers to work with English language learners in the context of subject area courses, whether in mainstream, ESL or bilingual classrooms.

ESL 3033 – Foundations in English as a Second Language - Introduction to the field of English as a second language, with attention to knowledge of the foundations of ESL education.

ESL 3003 – Language and Schooling - To Introduce students to key concepts in linguistics, which are directed toward a broad understanding of human language, with particular attention to second language and bilingual contexts.

Essential Communication Skills for Business – Mexico

Working under the direction of Dr. Victoria Jones in the Business Department to develop an intensive Spanish language program for business professionals. This project involved filming scenarios for scripts that portrayed ordinary business meetings. The scenarios serve as a basis for teaching language in a functional way. My role was to edit the scripts and to develop the instructor's manual and the exercises for the classes. (Summer 2009-10)

EDUC 4399/6378 – Reading and Writing in the ESL Classroom

Course examined the pedagogy of teaching reading and writing in English as a Second Language and investigated the relationship between second language reading and writing to language learning. Literacy development in a second language included oral development and communicative competence. Course also provided a critical evaluation of existing literacy materials for second language learners. (University of the Incarnate Word - Fall 2008)

Pacific University, Forest Grove, Oregon

College of Education – Courses taught between 2013-2016

Visiting Assistant Professor – ESOL Program Coordinator and ESOL Practica Supervision.

ESOL 450/550 - Cultural Constructs and Diversity in ESOL Education – designed to equip ESOL teacher candidates with competency in cultural, linguistic, educational, and ethnic issues present in educating English-Language Learners (ELLs) and to develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students.

ESOL 444/544 - Educational Linguistics for ESOL Teachers – To introduce candidates to linguistic aspects of teaching ESOL and to build a solid foundation in theories of first- and second-language acquisition.

ESOL 572 – ECE/Elem Supervised ESOL Practicum – Observation and supervision of Early Childhood and Elementary Student Teachers.

ESOL 540 - Language Policy in ESOL Classrooms for STEM Teachers – To study the theory and research that have shaped language policy in the United States and apply theory and research to the present and future educational setting.

ESOL574 – MS/HS Supervised ESOL Practicum – Observation and supervision of Middle School and High School Student Teachers.

LEVEL 6-12

1/2011 – 2015 **Center for Educational ReVision “CerV”** – Mentoring AP Spanish Language/Literature and Culture teachers in Texas Public Schools via WebEx conferencing. At times involved teaching the AP Spanish Literature course via Skype (distance learning) and assessing students’ practice AP tests and working with students on test taking strategies, especially for Spanish Literature.

Fairfax County Public Schools, Fairfax, Virginia
Licensed Teacher in Spanish, English, Gifted and Talented

Dept. Chair at Falls Church H.S. (1990-2000)

Member of Instructional Council, Technology Committee, Staff Development Committee, Attendance Improvement Committee, Colleague Lead Teacher - coordinated and conducted new teacher inservice. Managed budget for Foreign Language Dept. which included ordering supplies and books, and conference funding.

George Mason University Clinical Faculty. (1998-2003) Lead mentor for LMTIP (Language Minority Teacher Induction Program) and worked with beginning teachers each year doing reflective practice, controlled budget for materials and conferences. Wrote conference proposals for mentees and guided presentations.

Spanish Teacher (1989-2004)

Have taught all levels of Spanish (I-V and A.P.), taught the AP Spanish language class for 18 years and the literature class for 14 years; sponsored the National Spanish Honor Society; took group of students to Spain for 18 days.

Distance Learning Teacher (1992-2004)

Taught A.P. Spanish Literature via an Electronic Classroom (studio classroom) to students at Falls Church, Hayfield, West Potomac, Woodson, Langley, and West Springfield High Schools; compiled and/or developed materials for the literature class, two-time recipient of Mellon Grant for AP teachers.

NAEP Committee for Foreign Language (2001-2002)

Served on the planning committee to develop the testing instrument to assess the nation's students in Spanish at the high school level. Participated in piloting the test in 2002.

AP CONSULTING

1999-2025 In Person and Online/Virtual AP Courses – ZOOM, BlackBoard Collaborate, Microsoft Teams

- AP Summer Institutes for AP Spanish Language and Culture (4 days); Presented the AP Spanish Language and Culture curriculum (syllabus planning, teaching strategies, finding authentic materials, classroom management, differentiated instruction, lesson demonstrations, testing and assessment) University of Texas at El Paso, University of Texas at Austin, Northeastern State University (Broken Arrow, OK), University of Houston, Rice University, UTSA and Texas A&M International University.
- AP Summer Institute for AP Spanish Literature and Culture (4 days); Presented the AP Spanish Literature and Culture curriculum (syllabus planning, teaching strategies, finding authentic materials, classroom management, differentiated instruction, lesson demonstrations, testing and assessment) University of Texas, El Paso, TX, Texas Lutheran University, Texas A&M International University.

Distance Learning Teacher (1992-2004)

Taught A.P. Spanish Literature via an Electronic Classroom (studio classroom) to students at Falls Church, Hayfield, West Potomac, Woodson, Langley, and West Springfield High Schools; compiled and/or developed materials for the literature class, two-time recipient of Mellon Grant for AP teachers.

RESEARCH EXPERIENCE

Research Assistant, University of Texas at San Antonio, Division of Bicultural-Bilingual Studies, College of Education and Human Development.

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| Fall 2010 | Ongoing fieldwork on ethnography: “Las Tías – Strong Women in South Texas”.
Interviewed a 92 year old aunt, the first of three who left the agricultural life of South Texas to move to Houston, raise a family and prosper with dignity. |
| Summer 2007
Spring | Participated in an empirical investigation on the role of language (Spanish, English, and code-switching) in patients’ experiences with health care delivery at a primarily Hispanic-serving medical clinic in San Antonio, Texas (U.S.A.). Conducted surveys that collected information on demographics and experiences at the clinic.
Conducted interviews with 100 patients that were audio recorded and transcribed. Coded for themes in transcriptions of interviews.
Professor: Thomas Ricento |

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| Summer | 2005 | Coded for themes in transcriptions of interviews with teachers and other education professionals in six California school districts concerned with improving K-12 opportunities for immigrant students. Professor: Patricia Sanchez |
| Spring | 2005 | Used CHILDES for the transcription of video and recordings of ELLs in a middle school science classroom. Professor: Juliet Langman. |

SCHOLARLY PUBLICATIONS:

- Gutierrez, S. (2009). *Telenovelas: Focusing on Gender*. Under review for *Performing the Borderlands* (book project).
- Ricento, T., **Gutierrez, S.** (2007). Language Ecology and Health Care: Language Varieties and Communication in a Latino-serving Family Health Center. *The Language Of Health Care*. Proceedings Of The 1st International Conference On Language And Health Care.

SCHOLARLY PRESENTATIONS:

- September, 2018 – “Development of Listening Skills in the Teaching and Learning Process for Second Language Learners” – Presented at the III Congreso Internacional: “Problemas de la Enseñanza de la Lengua/Lenguaje/ELM/ELE, Universidad Autónoma de Nuevo León.
- November, 2014 – “Latino/a Perspectives on Linguistic Identity” – Presented at the American Council on the Teaching of Foreign Languages (ACTFL).
- March, 2014 – “The Perspectives of Latino Heritage Speakers on Linguistic Identity” – Presented at the ORTESOL Conference in Portland, OR.
- March, 2013 – “Improving ELL Teaching effectiveness of stem teachers” – Presented at the COSA (Confederation of Oregon School Administrators) State EL Alliance Conference in Eugene, Oregon.
- February, 2013 – “Latino/a Perspectives on Linguistic Identity” – Presented at the National Association of Bilingual Education (NABE) – NABE Annual Conference in Orlando, Florida.
- May, 2009 – “Telenovelas and Gender” – invited to present at the Third International qualitative Research Conference in Guanajuato, Guanajuato, Mexico. The conference was cancelled due to the swine flu epidemic and was rescheduled for May of 2010.
- October, 2007 – “Language Ecology and Health Care: Language Varieties and Communication in a Latino-serving Family Health Center” – on a panel which focused on Language and Health Care – International Conference on Language and Health Care (IULMA). Alicante, Spain

April, 2006 – “Promoting School Improvement for Newcomer Students in California: The Experiences of Elementary- and Middle-School Educators” – on a panel which focused on “Improving K-12 Opportunities for Immigrant Students: A Critical Examination of Schooling Practices and Migration Patterns - AERA Annual Meeting, San Francisco, CA

GRANTS / FELLOWSHIPS:

Faculty Travel Award, (\$1500) Pacific University for professional conference presentation at ACTFL, November, 2014.

Doctoral Fellowship, Ph.D. Program in Culture, Literacy and Language, University of Texas at San Antonio, College of Education and Human Development, Division of Bicultural-Bilingual Studies, 2004-2008.

Teaching & Research Assistantship, University of Texas at San Antonio, COEHD, Division of Bicultural-Bilingual Studies, 2004 – 2008.

Graduate Student Research Travel grant award (\$700.00). University of Texas at San Antonio, College of Education and Human Development, Fall 2007.

Graduate Student Research Travel grant award (\$600.00). University of Texas at San Antonio, College of Education and Human Development, Spring 2006.

PROFESSIONAL ORGANIZATIONS:

- AERA – American Educational Research Association

LICENSE/CERTIFICATION:

Texas State Board for Education, Professional Texas Teacher Certificate
English and Spanish (Grades 7-12). Issued: Summer/1968; Expiration: Life.

REFERENCES:

On request