



**Curriculum Vita
July 2014**

Instructor: Heidi Vanessa Burbano – Adjunct Faculty

Academic Department: Curriculum & Instruction

University Address: Department of Curriculum and Instruction
Education South
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429-3011

Office Phone:

Cell Phone: 469-688-7539

University Email Address: Vanessa.Burbano@tamuc.edu

Alternate Email Address: heidiburbano@yahoo.com heidiburbano@gmail.com

RESEARCH INTERESTS

- Family literacy within the Hispanic culture
- English Language Learners
- Multiliteracies

EDUCATION

- Doctorate of Education, Supervision, Curriculum & Instruction-Elementary Education, Texas A&M University – Commerce May 2014
- M.Ed. in Reading, Texas A&M University – Commerce December 2004
- B.S. in Elementary Education, Texas A&M University – Commerce May 2000

Professional License/Certifications:

- English as a Second Language Generalist: Grades 1-6, 2010
- Gifted & Talented, Mesquite ISD 2002
- Generalist: Grades 1 – 8, 2000

TEACHING EXPERIENCE

Professional Experience in Education:

Instructor

Texas A&M University-Commerce

2013 – 2014

- **RDG350 Reading and Literacy I**

This course introduces the theoretical foundations of reading and explores how reading, literacy and cognitive processes are developed. An examination of teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, spelling and comprehension are included. This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction.

- **RDG 370 Reading and Literacy II**

This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies

Instructor in Field-Based Settings

Texas A&M University-Commerce

2013 – 2014

- **RDG 448: Characteristics of English Language Learners in Field-Based Settings**

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments will be studied.

- **ELED 438: Integrated Learning: Social Studies in Field-Based Settings**

This course explores the integrated nature of learning with social studies as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team.

- **ELED 452 Student Teaching in Field-Based Settings**

This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT).

Instructor

Texas A&M University-Commerce

2012 – 2013

- **RDG350 Reading and Literacy I**

This course introduces the theoretical foundations of reading and explores how reading, literacy and cognitive processes are developed. An examination of teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, spelling and comprehension are included. This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction.

- **RDG360 Word Analysis Skills**

This course examines the English phonological system used in reading and writing for English Language Learners. The focus of this course is an examination of the competencies and TEKS related to word analysis skills of all learners. Specific attention is given to strategies that are useful to readers and writers in the development and assessment of word knowledge and word analysis.

- **RDG 370 Reading and Literacy II**

This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies

Instructor in Field-Based Settings

Texas A&M University-Commerce

2012 – 2013

- **RDG 448: Characteristics of English Language Learners in Field-Based settings**

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments will be studied.

- **ELED 436 Integrated Learning: Math in Field-Based Settings**

This course explores the integrated nature of learning with math as the content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team.

- **ELED 438: Integrated Learning: Social Studies in Field-Based Settings**

This course explores the integrated nature of learning with social studies as content focus. Seminars are conducted in CPDT centers; field-based applications take place in

public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team.

- **ELED 452 Student Teaching in Field-Based Settings**

This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT).

1st grade Teacher for Mesquite ISD, Mesquite Texas

2008 – 2012; 2000 – 2006

- Grade level Chair – Developed and organized weekly lesson plans for first grade. Collected and distributed resources and materials for first grade teachers.
- Designed and collaborated with other teachers weekly lesson plans for reading acceleration groups in first grade.
- Analyzed the Texas Primary Reading Inventory (TPRI) data for first grade and help form reading groups based on TPRI data.

3rd grade Teacher for Mesquite ISD, Mesquite Texas

2006-2007

- Assisted in the analysis of Math and Reading TAKS data for 3rd grade to include in Campus Improvement Plan.
- Provided after-school tutoring for students who were border line or failed Reading Benchmarks and/or milestones.
- Assisted and implemented weekly lessons plans aligned with our campus, district, and state standards.

Mentor teacher for the Mesquite ISD and Texas A&M University-Commerce partnership,

2010 – 2007; 2002 – 2006

- Provided feedback and guidance for intern/residents on various topics such as classroom management, lesson planning, professionalism, and establishing parent-teacher relations.
- Collaborated with university liaison on the progress of intern/residents.

SCHOLARSHIP

Presentations

Burbano, H.V. (accepted). *Hispanic families: Who are they?* Workshop at the Texas Association for the Education of Young Children, 2014 Annual Convention, Austin, Texas.

- Provide an awareness of the perceptions and attitudes of working with Hispanic bilingual students and their families.
- Participants will understand the importance of broadening the definition of literacy.

- Participants will understand the home-based literacy practices and beliefs of Hispanic bilingual families and how these practices and beliefs support young children's early literacy development.

Burbano, H.V. (2013). *Understanding and Conducting Qualitative Research*. Invited Speaker. Doctoral Methodology course. Texas A&M University – Commerce. Mesquite, TX.

- Provided information on analyzing narrative research and the description of multiple data sources used in analyzing narrative research
- Special emphasis was devoted to field notes, types of data analysis strategies, developing trustworthiness in data, and writing up narrative research

Burbano, H.V., Lee, D., Szabo, S., Williams. S. (2013). *How Much Oral Language and Writing is Occurring in the K-6 Classroom? Roundtable Session at the Association of Literacy Educators and Researchers, Dallas, Texas.* 2013

- Preliminary findings on the first phase of data collection – oral language data
- Discussed the type of oral language being used in the classroom

Burbano, H.V., Lee, D., Szabo, S., Williams. S. (2013). *How Much Oral Language and Writing is Occurring in the K-6 Classroom? Roundtable Session at the Texas Association of Literacy Educators, Round Rock, Texas.* 2013

- Preliminary findings on the first phase of data collection – oral language data
- Discussed the type of oral language being used in the classroom

Burbano, H.V., Alexander, A., Larkin, P. (2011). *Home-based vs. School-based Literacy: A Latino Sociocultural Perspective*. Session presentation at the Association of Literacy Educators and Researchers, Richmond, Virginia. 2011

- Understanding literacy in a sociocultural context – the role of social and culture
- New definitions of literacy as it relates to the 21st century learner
- Implications for educators

Alexander, A. & Burbano, H.V. (2011). *Teaching English Language Learners in the 21st century*. Session presentation at the 7th Annual Bill Martin Jr. Symposium, Commerce, Texas. 2011

- Provide an understanding of the need to broaden the definition of literacy.
- Utilize various resources to design lessons to meet the needs of ELL students through various modes of communication

Publications:

Burbano, H.V. & Page, L. (2012). Understanding the literacy beliefs and practices of Latino families. *Collaborations: The Official Journal of the Louisiana Early Childhood Association*, 4, 21-23.

Grant Supported Research - Funded by the Mesquite Education Foundation - 2012

- MP3 Players in the Classroom
- Amount - \$1,465
- Role: Primary investigator

SERVICE

Professional Service:

Reviewer for manuscripts from the Association of Literacy Educators and Researchers, (ALER Yearbook, Volume 36) 2014

- Reviewed the content of manuscripts and provided suggestions
- Recommended acceptance, denial, or resubmit status

2014 Tenth Annual Bill Martin Jr Symposium, Commerce, Texas. 2014

- Involved in the planning committee
- Searched and contacted possible donors for door prizes and “goodie bags”
- Prepared and distributed door prizes and “goodie bags”
- Assisted with the registration table for presenters

Field-Based Interviews 2014

- Conducted Interviews for prospect students into the teaching field-based program

Doctoral Representative of the Graduate Council 2013

- The graduate council formulates and recommends policies and procedures related to graduate education to the president of the university
- Serve as a member in the Curriculum committee

Field-Based Interviews 2013

- Conducted Interviews for prospect students into the teaching field-based program

Dyslexia Objective for Elementary Education Undergraduate Courses **2013**

- Assisted in the development of Dyslexia Objectives for undergraduate course syllabi

RDG 448 Student Learning Outcomes (SLOs) **2013**

- Assisted in the development of SLOs for Globalization and Cultural Diversity
- Focused on Objective 1: Utilize multidisciplinary perspectives to evaluate initiatives that have been employed to address global issues – How it will be integrated, assessed, and reported

Mane Event College Preview Day, Texas A&M-Commerce **2012 - 2013**

- Assisted in the setup of the information booth for the Department of Curriculum and Instruction
- Distributed and shared information to prospect students and their families

2013 Ninth Annual Bill Martin Jr Symposium, Commerce, Texas. **2013**

- Involved in the planning committee
- Searched and contacted possible donors for door prizes and “goodie bags”
- Prepared and distributed door prizes and “goodie bags”
- Assisted with the registration table for presenters

Reviewer for conference proposals from the Association of Literacy Educators and Researchers, Richmond, Virginia **2011**

- Reviewed the content of the conference proposal and provided suggestions
- Recommended acceptance, denial, or resubmit status

Reviewer for an oral history report from the Association of Literacy Educators and Researchers (formerly College of Reading Association) **2008**

- Reviewed the content of the article and provided suggestions
- Provided specific feedback on the mechanics of the manuscript

Staff Development Presenter for Mesquite ISD New Teacher Camp **2005-2008**

- Attended presenter workshop to receive information on preparing and planning for New Teacher Camp.
- Assisted in developing the agenda and objectives of the training.
- Assisted and developed lesson plans and activities related to first year teaching experiences
- Modeled and provided hands-on activities for teachers to utilize with their students.

Assisted in the Development of Social Studies Curriculum for First Grade, Mesquite ISD, Mesquite, Texas. 2005

- Planned and aligned lessons based on Texas Essential Knowledge Skills (TEKS) and district's standards.
- Aligned resources and materials to meet the design of lessons
- Revised the scope and sequence to meet district's special events and holidays

Professional Experience in Instruction, Program Development, and Supervision Outside the School Setting:

Trustee of New Life Christian Academy, Garland, Texas 2009 – 2010

- Propose and review yearly budgets
- Interview and hire staff and teachers.
- Evaluate the Accelerated Christian Education curriculum and instructional-related activities
- Assist in designing fundraiser projects and developing partnerships with community

PROFESSIONAL DEVELOPMENT

Professional Development:

- **Building Momentum in Guided Reading for Middle School Students: Comprehension Accomplishments for Rural Latinos, Texas Association for Literacy Educators, Round Rock, Texas 2013**
(Understanding of the importance of guided reading within the middle school grades, especially as a means to enhance the reading and literacy skills of Latino students)
- **Guided Reading for the 21st Century, Texas Association for Literacy Educators, Round Rock, Texas 2013**
(Presented data from a research study that examined the use of e-readers during Guided Reading instruction)
- **Preservice Teacher's Perceptions and Knowledge of Young Children's Writing, Association of Literacy Educators and Researchers, Dallas, Texas 2013**
(Understanding how preservice teachers' perceptions and pedagogical knowledge, related to writing, evolves)

- **Empowering the Learner: Using Transformative Practices to Construct Critical Thinking Pathways to Disciplinary Reading and Research, Association of Literacy Educators and Researchers , Dallas, Texas 2013**
(Multisensory techniques to improve comprehension of disciplinary content using a variety of reading, writing, and science connections for all grade levels)
- **Exploring the World of Literacy in a RTI Environment, Association of Literacy Educators and Researchers, Dallas, Texas 2013**
(Collaboration of several universities seeking to identify the practices of RTI in the field; ongoing study seeking to learn about the understanding of RTI implementation in the field)
- **Introduction to Online Instruction (eCollege), Texas A&M University-Commerce 2012**

(Completed online training for the use eCollege as a student and the various tasks as an instructor as it relates to designing and facilitating instruction online)

Selected Professional Development within Public School District 2010 - 2000

- **English Language Proficiency Standards (ELPS) Academy for Elementary Teachers, Mesquite ISD, Mesquite Texas.**
(Understanding and using the new standards to improve instruction for English Learners).
- **Differentiated Math Instruction, Mesquite ISD, Mesquite, Texas**
(Utilizing technology to design and implement math lessons focusing on higher-order thinking).
- **Co-Teaching with English Language Learners, Mesquite ISD, Mesquite, Texas**
(Learning ways that classroom and ESL teachers co-teach to meet the student needs).
- **Thinking Maps: A Language for Learning, Mesquite ISD, Mesquite, Texas**
(Supporting instructional practice and improving student performance by utilizing Thinking Maps)
- **TELPAS (Texas Education Language Proficiency Assessment) Rater Training 2-12, Mesquite ISD, Mesquite, Texas.**
- ***What Great Teachers Do Differently: 14 Things That Matter Most* book study, Mesquite ISD, Mesquite Texas**
(Maintaining a positive attitude to face the daily demands and challenges of teaching).
- **Academy for the Improvement of Mathematics Instruction and Nurturing Growth (AIMING), Mesquite ISD, Mesquite, Texas**
(Using hands-on activities and problem-solving skills to improve students' math skills).

- **Classroom Literacy Facilitator through the Verizon Early Literacy Project and Texas Woman’s University College of Professional Education Department of Reading (year-long class), Mesquite ISD, Mesquite, Texas**
- **Destination Imagination Training and Tournament, 2005, Mesquite ISD, Mesquite, Texas**
(Prepared and judged regional student competitions focusing on creative problem-solving skills)
- **Gifted and Talented Staff Development, Mesquite ISD, Mesquite, Texas**
(Differentiating curriculum to meet diverse needs of gifted students).
- **Comprehension Strategies For First Grade, Mesquite ISD, Mesquite, Texas,**
(Reading strategies to improve students’ comprehension level).
- **Dyslexia Teacher Academy through Region 10, Dallas, Texas.**
- **Extending Creative and Divergent Thinking Workshop, Mesquite ISD, Mesquite, Texas**
(Differentiating curriculum to meet the diverse needs of gifted students in the classroom).
- **One Size Does Not Fit All: Differentiating Curriculum for Gifted Learners, Mesquite ISD, Mesquite, Texas**
(Differentiating curriculum to meet the diverse needs of gifted students in the classroom).
- **Guided Reading Strategies That Work (Grades 1-3) through Bureau of Education and Research workshop, Dallas, Texas.**
- **First Grade Teacher Reading Academies through Education Service Center X, Dallas, Texas**

AFFILIATION

Professional Affiliation:

- Kappa Delta Pi (KD)
- International Reading Association (IRA)
- Association of Literacy Educators and Researchers (ALER) formerly College Reading Association
- National Association of the Education of Young Children (NAEYC)
- Association of Texas Professional Educators (ATPE)
- Texas Association of Literacy Educators (TALE)
- Texas Association for the Education of Young Children (TAEYC)
- Southern Early Childhood Education (SECE)

