

Norma A. Guzmán

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EDUCATION:

(In progress) Doctoral Program Culture, Literacy and Language
College of Education and Human Development, Division of Bicultural-Bilingual Studies
University of Texas at San Antonio, Texas
Enrollment date: Fall, 2004 Expected graduation: Spring, 2008

Research Area(s): School and district practices in the decision making process for culturally and linguistically diverse exceptional learners. Rates of representation of minority students in special education. Educational outcomes for cultural and linguistically diverse students within the sociohistorical and socialpolitical climate of U.S. schooling practices; Language policy implications for bilingual education and special education practices.

Master of Arts, School Psychology (May, 1995)
University of Texas – Pan American, Edinburg, Texas
Bachelor of Arts, Psychology (May, 1992)
Southwest Texas State University (Texas State University), San Marcos, Texas

LICENSE/CERTIFICATION:

Texas State Board of Examiners of Psychologist, *Specialist in School Psychology*
License No. 5702 (Issued: 11/14/96). Current.

Texas State Board for Education, Professional Texas Teacher Certificate
Associate School Psychologist (Grades K-12). Issued: 7/16/1994; Expiration: Life.

PROFESSIONAL EXPERIENCES:

Fall 2004 to Current – University of Texas at San Antonio, Division of Bicultural-Bilingual Studies, College of Education and Human Development

Instructor, BBL 4033, Assessment, Learning and Motivation in Bicultural-Bilingual classrooms, Fall 2005, Spring 2006, Fall 2006

Duties: Instructor of one of four ‘block’ courses required for bilingual pre-service teachers. Development of syllabus based on TeXeS standards and skill development for pre-service EC-4 bilingual teachers. Preparation of weekly class material and development of classroom activities. Assess and monitor pre-service teachers through formal and informal evaluation methods in class; as well as their progress at local elementary school for completion of field-work hour requirement. Monitor of fieldwork completion of pre-service bilingual teachers at one elementary partnership school. Serve as liaison between elementary school and UTSA bilingual-bicultural block course instructors. Course taught in primarily English as well as Spanish.

Course description (BBL 4033): A survey of learning and motivation theory and examination of evaluation and assessment procedures in bicultural-bilingual settings, including formal and informal assessment of language proficiency and learning for instructional purposes. The appropriate use of standardized tests with language minority populations will be included. Ten hours of directed field experience in elementary and/or middle school classrooms are required.

Research Assistant, (June 2006 – July 2006). Professor: Patricia Sánchez

Project Title(s): “Multiple Literacy Events in the Lives of Transnational Latina Youth: ‘Official’ and ‘Unofficial’ Stories of Home, Research, and Organic Authorship.” and “Gender Negotiation and the Politics of Belonging: The Transnational Experiences of Latina Immigrant Youth.”

Duties: Conducted a search for current sources in the literature to be included in the literature review of two manuscripts to be submitted for publication. The search for sources was in the research area of literacy, specifically cultural authenticity; a second manuscript search was conducted in the area of immigration, specifically gender and migration. Produced a word document outlining all of the sources, including brief summaries for some of the articles read. Complied and entered references into the EndNote reference database computer program as well as assisted in filing research articles, as needed.

Research Assistant, (July 2006 – August 2006). Professor: Lucila Ek

Project Title: “Voices from the margins: Latino/a immigrant Pentecostal youth constructing adolescence.”

Duties: Conducted a search for articles and sources as part of a literature review for a conference paper presentation. The review of literature was in the area of the social construction of childhoods, childhood socialization (children and families), as well as school socialization practices. Read and provided an outlined written article summary of twenty of the articles/chapters. Complied and entered references into the EndNote reference database computer program.

Instructor, BBL 3403 - Cultural and Linguistic Diversity in a Pluralistic Society, Summer 2005

Duties: Instructor of course; Development of syllabus based on TeXeS standards and skill development for pre-service generalist teachers (EC-12). Preparation of weekly class material and development of classroom activities for instruction. Assess and monitor pre-service teachers through formal and informal evaluation methods on class assignment requirements.

Course Description (BBL 3403): Examination of sociolinguistic and sociocultural principles central to culturally diverse settings, including the classroom. Various pedagogical practices will be explored to identify culturally inclusive responses.

Teaching Assistant, BBL 3403 - Cultural and Linguistic Diversity in a Pluralistic Society, Fall 2004 and Spring 2005. Professors: Howard Smith and Lorena Gonzalez

Duties: Attended general class session once a week. Provided additional instruction for two discussion sections weekly to assist with student understanding of key concepts and materials presented by professor. Created weekly discussion activities for review of key concepts on multicultural education provided in lecture. Monitored student attendance and grades.

Course Description (BBL 3403): Examination of sociolinguistic and sociocultural principles central to culturally diverse settings, including the classroom. Various pedagogical practices will be explored to identify culturally inclusive responses.

8/1998 – 8/2005 San Antonio Independent School District, San Antonio, Texas

Licensed Specialist in School Psychology (LSSP)

Duties: Provided direct services to students in assigned schools, including pre-referral intervention, counseling, crises intervention, consultation and full and individual evaluations in English and Spanish. Provided bilingual evaluation services (English and Spanish) district wide and assisted new evaluation staff members with evaluation procedures and practices. Attended campus meetings for special education students to present Full and Individual Evaluation (FIE) reports as well as annual review meeting scheduled. Presented different topics at district beginning of school summit as well as to local campus personnel as needed.

8/1997 – 8/1998 Clark County School District, Las Vegas, Nevada

School Psychologist-Bilingual

Duties: Worked as a member of a bilingual evaluation specialist team on a district wide basis. Provided direct services to schools, students and parents to assist with the educational process. Served as consultant to other School Psychologist and local campus pre-referral intervention teams on issues involving cultural and linguistic diversity as they impede the educational process. Provided direct services including pre-referral intervention, consultation, crises intervention and bilingual (English and Spanish) psychoeducational evaluation services to schools districtwide.

8/1994 – 6/1997 Dallas Independent School District, Dallas, Texas

Associate School Psychologist

Duties: Completed a one year internship (1,200 hours) for school psychology under supervision.

Served as a team member on assigned campuses elementary and high school campuses and provided case management services for pre-referral and special education eligible students.

Provided in-service training as well as direct services including pre-referral intervention, consultation, counseling, crises intervention and bilingual (English and Spanish) psychoeducational evaluations at assigned schools. Also, provided bilingual evaluation services district wide as needed, as well as serving as a member of the district wide bilingual evaluation staff.

12/93 – 8/94 McAllen Psychological Center, PC

Clinical Assistant Supervisor(s): Bill Arnold, PhD; Gary Whitworth, PhD

Duties: Assisted in clinical data collection at local mental health facility, as well the two general hospital facilities. Administered and scored psychological assessment instruments to referred patients in English and Spanish. Familiarity with administration and scoring of a variety of assessment instruments used for psychological report write-up. Including the MMPI (English and a Spanish adult version), Raven's colored matrices, Thematic Apperception Test, as well as subtests of the Halstead-Reitan Neuropsychological battery.

12/93 – 8/94 University of Texas – Pan American, , Minority Biomedical Research Support (MBRS), Psychology Department

Graduate Research Assistant (Bill Arnold, PhD)

Project Title: "Statistical and clinical evaluation of the Mattis Dementia Rating Scale – Spanish Adaptation: An initial investigation."

Duties: Conducted data collection (Spring 1994) at various community sites of the Amigos Del Valle adult care program and housing and a local mental health facility. Coded and entered data on Systat statistical program. Prepared and organized material for professional conference presentations. Provided partial supervision of work for an undergraduate research assistant during completion of data collection on research project.

PROFESSIONAL ORGANIZATIONS:

Current Regular member: National Association of School Psychologist (NASP) and Texas Association of School Psychologist (TASP). Currently serving second two year elected term as Area V representative for TASP (2004-2006; 2007-2009)
Current student member of American Educational Research Association (AERA)

PUBLICATIONS:

Arnold, B. R., Cuellar, I. and Guzman, N. (1998) Statistical and clinical evaluation of the Mattis Dementia Rating Scale – Spanish Adaptation: An Initial Investigation. *Journal of Gerontology: Psychological Sciences*, 53B (6), pp. 364-369.

SERVICE:

Currently elected to serve as Area Five (V) Representation for the Texas Association of School Psychologist for two terms (2004-2006 & 2007-2009). Responsibilities include attendance at quarterly board meetings and presentation of concerns from members in Area V, in regards to the practice of school psychology. Maintain contact with current TASP Area V members through e-mail as well as set-up private discussion listserve on yahoogroups.com for dissemination of information as well as presentation of concerns and issues relevant to area members. Provide a quarterly report for publication in the TASP Newsletter (The Texas School Psychologist) for TASP members at large.

LANGUAGES:

Fluent in Spanish
Trained as bilingual evaluation specialist