

Juan C. Borda

Curriculum Vitae

2020 Lamprey Circle, Denton, TX 76210

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EDUCATION

Ph. D. in Reading Education	Texas Woman's University, Denton, TX (2023).
Graduate Certificate of Biliteracy	Texas Woman's University, Denton, TX (2019).
Master of Architecture	The University of Texas at Arlington, TX (2008).
M.Ed. Teaching Learning & Curriculum	Texas Woman's University, Denton, TX (2004).
English as a Second Language Certificate	University of North Texas, Denton, TX (2000).
Bachelor of Science in Architecture	Universidad La Gran Colombia, Bogotá (1996).

LICENSURE

Texas Educator Certificate SBEC Elementary Bilingual/ESL-Spanish Grades 1-8 (Current).

Elementary Self-contained Grades 1-8 (Current).

Architect, S.A. (Current).

PROFESSIONAL CERTIFICATIONS from Denton Independent School District

Annual Dual Language ESL Institute at Denton ISD, Professional training for bilingual teachers (2015 -2022).

Texas English Language Proficiency Assessment System (TELPAS), Assessment for evaluating the English language proficiency of English learners (2005 -2021).

The Texas Teacher Evaluation and Support System (T-TESS), Provides formative feedback for teachers (2016 -2022).

Section 504, Guidelines to Protecting Students with Disabilities (2016-2021).

Professional Learning Communities (PLC), An approach that allows teachers to meet and work collaboratively to discuss and plan instruction (2017).

Rick Wormeli, Differentiated Grading, Guides for assessment and grading practices (2015).

Elementary-Sheltered Instruction for ELL, Instructional practice targeting bilingual and ESL students (2013).

Teach Dual Language Enrichment: Gomez and Gomez Dual Language Model, An enrichment model to teach emergent bilingual students (2013).

Cassie Erkens, School improvement through Professional Learning Communities (PLC) workshop on Assessment (2011).

TEACHING & UNIVERSITY EXPERIENCE

Lecturer at the University of North Texas at Dallas. School of Education at the Bilingual and ESL Department.

Course Taught: EDBE4490: Teaching ESL EC-12: Instructional Strategies and Resources

EDBE 4480: Bilingual Approaches to Content-Based Learning.

EDBE 3480: Bilingualism and Multiculturalism for English Language Learning.

EDBE 3470: Foundations of Bilingual and English as Second Language Education.

EDBE 4395: Methods and Materials for Teaching Spanish EC-12
(June 23 to present)

Serving on the Teacher Residency Program, School of Education Curriculum Committee, and School of Education Admissions Committee.

Dual-language Teacher, Evers Park Elementary School, a Title I campus at Denton ISD. Experience teaching First and Second Grade during regular school years. PK through Fifth Grade during Summer School (August 2001 to May 2023).

Adjunct Faculty, Texas Woman's University, Department of Teacher Education.
Course Taught: EDBE 3453 Métodos de la Enseñanza del Inglés como Segundo Idioma (Summer 2020).

Graduate Research Associate, PIONERAS Grant to support pre- and in-service bilingual teachers (2020-2021).

Bilingual Education Grant Assistant, Texas Woman's University, Denton, Texas, (January 2001 to August 2001).

Architecture design and construction, Bochica-Vargas, Colombia, South America, (January 1996 to March 1999).

Teacher Assistant, Universidad La Gran Colombia, Bogotá, Colombia (June 2005-December 2005).

PUBLICATIONS

Borda, J. (2022). Bilingual digital research: Using technology to teach inquiry & reporting. In H. Handen-Thomas, and M. A. Stewart, (Eds.), *Innovative Approaches for Teaching Multilingual Students*. Information Age Publishing, Inc.

Borda, J. (2022). Latinas as change-agents: Feminist activism in the U.S. In C. Salazar, M. A. Stewart, C. Thomas, & V. Lozada, V. (Eds.) *Engage and empower! Expanding the curriculum for justice and activism*. Rowman & Littlefield.

Parkerson, P., & **Borda, J.** (2021). Transforming Schooling for Second Language Learners: A Review. *Texas Journal of Literacy Education*, 9(1), 5-12.

Borda, J. (2021). Digital multimodalities supporting biliteracy development in primary grades. *NABE Global Perspectives*. 45(1), 41-44.

Anderson, P., & **Borda, J.** (2020). Visuals, sounds, text, and symbols: Multimodal instruction to support second language acquisition. *TexELT: Texas English Language Teaching*, 9(1), 14-28. <https://textesolv.org/journal/>

PRESENTATIONS

Borda, J. (2023) *Integrating Multimodalities and Translanguaging to Develop Biliteracy*. Bilingual Education Conference Unidos para Texas, Texas A&M International University.

Mojica, Z., **Borda J.** (2022) *A Teacher's Perception of Translanguaging in the Dual Language Classroom*. Individual Paper. Literacy Research Association Annual Conference.

Stewart MA., **Borda J.**, & Mojica Z.(2022) *Literacy Research across Borders: Disrupting English Hegemony in Literacy Research Spaces*. Alternative Format Session. Literacy Research Association Annual Conference.

Stewart MA., HansenThomas H., Figueroa J., **Borda, J.**, & Mojica Z. (2022). *Disrupting English-only and Monolingual Norms: Repositioning Bilingualism in Bilingual Teacher Preparation*. National Association for Bilingual Education Annual Convention.

Borda, J., Ramos-Rivera, M., & Walker, M.J. (2021). Desarrollando orgullo de su lenguaje y herencia latina: unidades integradas de estudios sociales para el aula bilingüe y más. National Association for Bilingual Education Annual Convention.

Anderson, P., & **Borda, J.** (2020). *Multimodalities in second language acquisition*. Literacy Research Association Annual Conference.

Solano G., Stewart, M.A., Mojica, Z., Koskina, G., **Borda, J.**, Jimenez-Hernandez F., Walker, M. (2020). *Critically Conscious Maestrxs Bilingües: Teaching for Biliteracy with Armed Love - Individual Paper*. Literacy Research Association Annual Conference.

Mojica, Z., & **Borda, J.** (2019). *Planeamiento de preguntas inferenciales y textos de ficción*. Rose Spicola Forum of Reading.

Mojica, Z., & **Borda, J.** (2018). *¿Cómo planear intencionalmente preguntas para activar la comprensión inferencial en textos de ficción? K-2*. Texas Association for Bilingual Education Annual Conference.

Mojica, Z, **Borda, J.** (2005) *Cómo involucrar a los padres en la educación de sus hijos*. First Annual Symposium on Second Language Acquisition and Diversity. University of North Texas.

HONORS AND AWARDS

COPE Outstanding Doctoral Student Award, Texas Woman's University (2022).

TWU PIONERAS Success Stories, Texas Woman's University (2019-2000).

Doctoral Merit Scholars Award, Texas Woman's University (2019-2000).

PIONERAS Scholarship, Texas Woman's University (2017-2022).

PIONERAS Tier 1 Program, Texas Woman's University, and OELA, U.S. Department of Education (2018).

The State of Texas Certificate of Appreciation, Texas State Representative, Roberto R. Alonzo (2011 & 2013).

Special Recognition, City of Dallas, Monica R. Alonzo, Concejal del Distrito 6 (2011).

Certificate of merit for mentoring a pre-service teacher in the BEGIN project, Midwestern State University (2005).

Denton Public School Foundation, Recognition for grant award (2004).

APREP Grant, in recognition for contributions to Bilingual Education, Texas Woman's University (2002).

PROFESSIONAL SERVICE

University of North Texas at Dallas and Dallas Police Department: Dallas Police Department Professional Development Project. (2023- Present).

Literacy Research Association (LRA) reviewer. Area 8. Literacy Learning and Practice in Multicultural and Multilingual Settings (2020 - Present).

Literacy Research Association (LRA) Session Chair and Discussant (2021 - 2022).

Denton Independent School District Mentor for pre-service bilingual teachers, University of North Texas (2020 - 2021).

PIONERAS Mentor for pre-service bilingual teachers, Texas Woman's University (2019).

Rose Spicola Forum in Reading Planning Committee, Texas Woman's University (2019).

Hispanic Colombian Association, Dallas - Forth Worth, President (2010 - 2013).

PROFESSIONAL AFFILIATIONS

Association of Texas Professional Educators (ATPA) Texas

Literacy Research Association (LRA)

Association for Bilingual Education (TABE)

National Association of Bilingual Education (NABE)