

Curriculum Vitae for Dr. Cristina Igoa

EDUCATION

- Ed.D. Multicultural Education, University of San Francisco
- M.A. Theology, Sociology, Psychology (Integrated), Seattle University
- B.A. Spanish (minor in History), College of Notre Dame de Namur
- Credential, ESL (English as Second Language), University of San Francisco
- Credential, Bilingual, University of San Francisco
- Certificate, Spanish, Universidad de Madrid
- Credential, Standard Elementary Teaching, College of Notre Dame de Namur
- Credential, Standard Secondary Teaching, College of Notre Dame de Namur
- Bay Area Writing Project (BAWP), University of California at Berkeley
- San Francisco Conservatory of Music
- Jung Institute of Psychology (Switzerland and San Francisco)

PUBLICATIONS

Children of War: Immigrant Children in U.S. Schools (in progress), New Jersey: Lawrence Erlbaum Associates, Inc.

“The Phenomenon of Uprooting: Academic Success for English Language Learners” in *Strategies for K-12 Mainstream Teachers* (2005), eds. Patricia A. Richard-Amato and Marguerite Ann Snow, New York: Pearson Education, Inc.; also appears in *Child and Family Issues: School and Community Contexts* (2006, University of Oregon).

“Immigrant Children: Art as a Second Language” in *The Invisible Children of Our Society and Schools*, (2006, 3rd ed.), ed. Sue Books, New Jersey: Lawrence Erlbaum Associates, Inc.

The Inner World of the Immigrant Child, (1995), New York: Routledge (originally published by Lawrence Erlbaum Associates, Inc.)

“Second language literacy and immigrant children: The inner world of the immigrant child,” *The Power of Two Languages: Literacy and Bilingualism for Spanish-speaking*

Students, (1993), eds. Josefina Tinajero and Alma Flor Ada, New York: McMillan/McGraw Hill.

Toward a Psychology and Education of the Uprooted: A Study of the Inner World of Immigrant Children, (1988, unpublished; copyright 1990), Doctoral dissertation, University of San Francisco, California.

PRESENTATIONS AND PAPERS

Key to Conference Abbreviations

AERA American Education Research Association

CABE California Association of Bilingual Educators

CENDI Los Centros de Desarrollo Infantil del Frente Popular

TESOL Teachers of English as a Second Language

“The Invisible Children in the Society and its Schools: Immigrant Children and Art as a Second Language,” Oxford Symposium in School-Based Family Counseling, Barcelona, Spain, 2009

“Children of War in US Schools,” Oxford Symposium in School-Based Family Counseling, Oxford, United Kingdom, 2008

“Compulsory Public School Education and the Prussian Schedule: Teacher as Healer,” Oxford Symposium in School-Based Family Counseling, Hong Kong, 2007

“The Inner World of the Immigrant Child – A Case Study,” Oxford Symposium in School-Based Family Counseling, Oxford, United Kingdom, 2006

“The Invisible Children in Society and Its Schools: Immigrant Children and Art as a Second Language,” CENDI, Sixth International Primary and Preschool Educational Encounter, Monterrey, Nuevo Leon, Mexico, 2006

“Pedagogical Approaches for Teaching Immigrant Children” CENDI, Fifth International Primary and Preschool Educational Encounter, Monterrey, Nuevo Leon, Mexico, 2005 (by telephonic conference)

“The Inner World of the Immigrant Child,” CENDI, Fourth International Primary and Preschool Educational Encounter, Monterrey, Nuevo Leon, Mexico, 2004

East-West Educational Dialog: A Day with the Dalai Lama, University of California at Fullerton, California, 2000

“Language and Psychological Dimensions: The Inner World of the Immigrant Child,” AERA, Montreal, Canada

“Children of War: Immigrant Children in U.S. Schools,” AERA, Chicago, Illinois

“Immigrant Children and the Search for Common Ground in U.S. Schools,” Department of Counseling and School Psychology Conference keynote address, University of San Diego, California

“The Inner World of the Immigrant Child,” Southeast TESOL Conference keynote address, Charleston, South Carolina

“Children of War: Immigrant Children in U.S. Schools,” AERA, San Diego, California

”Change Dynamics: The Transformation of Existing Practices,” lecture series, College of Notre Dame de Namur, Belmont, California

“Immigrant Children: Art as a Second Language,” AERA, Chicago, Illinois

“The Inner World of the Immigrant Child,” TESOL, Long Beach, California

“The Nesting Experience: An ESL Classroom Responsive to the Needs of Immigrant Children,” CAFE, San Jose, California

“Stories on Filmstrips and the ESL Student,” CAFE, San Francisco, California

TEACHING, UNIVERSITY

Adjunct Professor, School of Education, College of Notre Dame de Namur,
Belmont, California

- Multicultural Education: Cultural Diversity,
- Change Dynamics: The Transformation of Existing Practices

Guest Lecturer in multicultural education topics, including:

- College of Notre Dame de Namur, Belmont, California
- San Jose State University, California
- St. Mary's College, Moraga, California
- University of California at San Diego
- University of San Francisco, California
- University of California at Santa Cruz
- Auckland Refugee Center AIT, New Zealand
- Auckland University, New Zealand

Guest Teacher, multicultural topics, Teacher's College, Auckland, New Zealand

Workshop Instructor, Kohia Teachers' Centre, Auckland, New Zealand

Adjunct Professor and Student Teacher Supervisor, San Francisco State University,
California, including:

- Student Teaching in a Self-Contained Classroom
- Student Supervision in the Classroom

Teaching Assistant for Doctoral Program, University of San Francisco, including:

- Children's Literature
- Theories and Methods of Bilingual Education
- Ethnic and Linguistic Issues in Research

Workshop Developer, "Storytelling and the Minority Language Student," San
Francisco State University

TEACHING, CHILDREN

Teacher/Researcher, Shepherd School, Hayward Unified School District, California:

- Working with 3rd grade children
- Focus of research is “how long does it take bring a child who is not on grade level up to grade level, and what interventions are needed?”
- Classroom functions as a laboratory with student teachers in observation

English Language Development (ELD), Tyrell School, Hayward Unified School District, California, accomplishments including:

- Designed and implemented ELD Program for second language learners focused on cultural, academic and psychological development
- Participated in writing of grant for restructuring of school
- California Mentor Teacher for ELD and Sheltered Classroom Teachers

Spanish Language Classroom and Lab, Reed Union School District, Tiburon, California

English, Spanish, Marin Academy, San Rafael, California

English Language Development, Robertson School, Daly City, California

Departmental (English, Spanish, Literature, History, Drama), St. Peter’s School, San Francisco, California

ADMINISTRATIVE

- Vice Principal, Notre Dame Elementary School, San Francisco, California
- Co-founder, Mission Reading Clinic, San Francisco, California
- Member, Textbook Selection Committee, Hayward Unified School District, California
- Member, ELD Standards Committee, Hayward Unified School District, California

AWARDS AND HONORS

- Outstanding Educator in Teaching Award, University of San Francisco Education Alumni Society
- Distinguished Dissertation, Doctoral Research Award, University of San Francisco

- J. Russell Kent Award for Exemplary Program in ESL, County of San Mateo, California
- Bilingual Fellowship Grant, United States Department of Education, Washington, D.C.
- Kathleen McCue Kelly Women of Vision Award, Notre Dame High School Alumni Society, California
- Foreign Language Award, Alpha Mu Gamma, Notre Dame de Namur University, Belmont, California
- Award of Excellence in Teaching, Mason-McDuffie Education Foundation of the Bay Area, California
- Board of Directors, Mission Reading Clinic, San Francisco, California