

Noah E. Borrero Ph.D.

Teacher Education Department
 School of Education, University of San Francisco
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EDUCATION

2006 **Ph.D., Stanford University School of Education**, Stanford, CA
 Educational Psychology: Child and Adolescent Development
 Dissertation Sponsor: Professor Amado Padilla
 Dissertation: Promoting academic achievement for bilingual middle
 school students: Learning strategies for young interpreters

1997 **M.A.T., Miami University**, Oxford, OH
 Teacher Education with teaching credential in English

1996 **B.A., Miami University**, Oxford, OH
 English Literature (Honors)

ACADEMIC POSITIONS

2018-present **Professor**, Department of Teacher Education,
 School of Education, University of San Francisco, San Francisco, CA
 • Program Coordinator, Urban Education and Social Justice (UESJ)
 Master's Degree Program

2016-2018 **Associate Professor and Chair**, Department of Teacher Education,
 School of Education, University of San Francisco, San Francisco, CA

2012-2016 **Associate Professor (Tenured)**, Department of Teacher Education,
 School of Education, University of San Francisco, San Francisco, CA
 • Program Coordinator, Urban Education and Social Justice (UESJ)
 Master's Degree Program (2012-2015)

2006-2012 **Assistant Professor**, Department of Teacher Education,
 School of Education, University of San Francisco, San Francisco, CA
 • Program Coordinator, Urban Education and Social Justice (UESJ)
 Master's Degree Program (2006-2012)

2005-2006 **Director**, East Palo Alto Stanford Academy (EPASA)
 Haas Center for Public Service, Stanford University, Stanford, CA

- Organizer and Manager, Academic enrichment program for middle school youth of Color

2002-2005 **University Supervisor**, Stanford Teacher Education Program, School of Education, Stanford University

- Mentor and collaborator, pre-service and cooperating public school teachers

2003-2004 **Lead English Supervisor**, Stanford Teacher Education Program, School of Education, Stanford University

- Supervisor, Program development for instructors, administrators, and staff leading subject matter groups

GRANTS

Borrero, N. E. (2020). Teacher Action Research Across Contexts (\$2700). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2019). Action Research for New Teachers (\$2500). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2018). Ecological Asset Mapping (\$2500). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2017). Culturally Relevant Praxis: Asset Mapping for New Teachers (\$1500). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2017). Culturally Relevant Interventions: Mapping Students' Assets (\$2300). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2015). Culturally Relevant Pedagogy: From Students' Perspectives (\$2522). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2014). Building a Network of Critical Teacher-Scholars to Create Change in Local Schools (\$655). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2014). Leading for Change: New Teachers as Change Agents in Local Schools (\$2500). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2013). Building Teacher and Student Voices for Change: Culturally Relevant Curriculum Across Grade Levels (\$1900). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2013). Teacher and Student Voices for Change: Culturally Relevant Curriculum in Action (\$2500). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2011). Studying Students' Cultural Assets Across Home and School Contexts (\$2500). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2011). Studying English Language Learning in Context: Valuing Students' Perspectives (\$2500). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E., Lusheck, C., & Yeh, C. J. (2011). Empowering the Pacific Islander Community through the Arts (\$5000). University of San Francisco Innovation Faculty Team Grant. *Grant awarded.*

Borrero, N. E. (2011). Exploring high school possibilities in El Cuco, El Salvador (\$5000). University of San Francisco Jesuit Foundation Grant. *Grant awarded.*

Borrero, N. E. (2010). Investigating the cultural assets of ethnic minority youth and their communities (\$2500). University of San Francisco Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2009-2010). Bringing communities together to rebuild schools in Samoa (\$2000). University of San Francisco Jesuit Foundation Grant. *Grant awarded.*

Borrero, N. E. (2008-2009). Immigrant youth in public schools: Exploring the 'other' and documenting successes (\$3000). University of San Francisco Faculty Development Grant. *Grant awarded.*

Yeh, C. J., & Borrero, N. E. (2008-2009). Samoan immigrant youths' cultural adjustment and mental health (\$3000). University of San Francisco School of Education Faculty Development Grant. *Grant awarded.*

Borrero, N. E. (2007-2008). Exploring the assets of Samoan youth and support systems to help them succeed in school (\$5000). University of San Francisco Jesuit Foundation Grant. *Grant awarded.*

Borrero, N. E., & Bird, S. L. (2006-2007). Re-creating the Masters of Arts in Teaching at USF (\$5000). University of San Francisco Jesuit Foundation Grant. *Grant awarded.*

Principal Investigator of USF grant subcontract

Hanson, T., Borrero, N. E., & Chao, R., (in revision). *Efficacy of the Young Interpreters Program for English Language Learners' Academic Achievement, Literacy Skills, and School Connectedness* (\$2,828,430). Institute of Education Sciences, U.S. Department of Education Research Grant.

HONORS AND AWARDS

Borrero, N. E. & Yeh, C. J. (2012). Outstanding Research Award, Division E of the American Educational Research Association.

Borrero, N. E. (2012). Outstanding Reviewer Award, American Educational Research Association.

Borrero, N. E. (2010-2011). Distinguished Research Award, University of San Francisco.

Borrero, N. E. (2009). Honorable Mention, *English Leadership Quarterly* Best Article of the Year. National Council of Teachers of English Conference on English Leadership.

SCHOLARSHIP

Peer-Reviewed Journal Articles

**Empirical Study*

*Nguyen, A., & Borrero, N. E. (2025). A new era for Ethnic Studies: Hearing from early career educators. *Urban Education*, 00420859241244765.

Borrero, N. E. (2024). Deepening Divides or Inciting Change? Ongoing Impacts of COVID-19 on Teaching and Teacher Education in the United States. *COVID*, 4, <https://doi.org/10.3390/>.

Borrero, N. E. & Yeh, C. (2024). Connecting through mapping: Introduction to the IJME special issue. *International Journal of Multicultural Education*, 26 (1), 1-7.

Borrero, N. E. (2023). Embracing the collective: Challenges and opportunities in teaching and teacher education in the wake of COVID-19, *Social Sciences*, 12 (3), 194.

Borrero, N. E. & Naidoo, J. (2023). Teachers living the curriculum: culturally relevant pedagogy and action research. *International Encyclopedia of Education*, 4 (1), 357-362.

*Yeh, C. J., Stanley, S., Ramirez, C. A., & Borrero, N. E. (2022). Navigating the “Dual Pandemics”: The Cumulative Impact of the COVID-19 Pandemic and Rise in Awareness

of Racial Injustices among High School Students of Color in Urban Schools. *Urban Education*, 00420859221097884.

*Borrero, N. E., Yeh, C. J., De La Cruz, G., Collins, T. (2022). The COVID-19 pandemic and emerging cultural assets. *Equity and Excellence in Education*, 1-14.

Borrero, N. E. & Yeh, C. J. (2021). Justice oriented transformative collaboration in schools as a response to the COVID-19 pandemic. *International Journal of Education*, 9(1), 57-72.

*Yeh, C. J., Borrero, N. E., Suda, J. F., & Cruz, C. I. (2021). Place matters: Exploring Native Hawaiian youths' cultural selves, pride, and generativity. *Asian American Journal of Psychology*, 12(1), 76.

*Borrero, N. E., & Scott, E. (2021). Drop Everything and Read and Write by Hand: Reimagining In-Person Instruction in the Wake of COVID-19. *Language Arts Journal of Michigan*, 37(1), 5.

*Borrero, N. E., Ziauddan, A. & Ahn, A. (2018). Teaching for change: New teachers' experiences with and visions for culturally relevant pedagogy. *Critical Questions in Education*, 9(1), 22-39.

*Borrero, N. E., & Sanchez, G. (2017). Enacting culturally relevant pedagogy: Asset mapping in urban classrooms. *Teaching Education*, 28(3), 297-295.

* Borrero, N. E. (2016). New teachers for change: Considering the perspectives of pre-service urban teachers. *Journal of Urban Learning, Teaching, and Research*, 12(1), 107-115.

*Borrero, N. E., Flores, E., & de la Cruz, G. (2016). Developing and enacting culturally relevant pedagogy: Voices of new teachers of Color. *Equity and Excellence in Education*, 49(1), 27-40.

*Borrero, N. E., & Reed, J. (2016). A case for community partnership and professional development: A nine-week service-learning seminar for faculty. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 7(1), 27-51.

*Borrero, N. E., & Yeh, C. J. (2016). Ecological asset mapping as a pedagogical tool for new urban teachers. *International Journal of Multicultural Education*, 18(3), 114-137.

*Borrero, N. E. & Yeh, C. J. (2016). Fostering the cultural experiences and school engagement of Samoan American students in urban schools. *Urban Education*. Advance online publication. <https://doi.org/10.1177/0042085916674057>

*Borrero, N. E. (2015). Bilingual and proud of it: College-bound Latinos/as and the role of interpreting in their success. *Bilingual Research Journal*, 38(1), 6-22.

*Yeh, C. J., Borrero, N. E., Lusheck, C., Placencia, L., Kilano, K., Mase, M., Suesue, T., & Tito, P. (2015). Fostering social support, leadership competence, community engagement and resilience among Samoan American youth. *Asian American Journal of Psychology*, 6(2), 145-153.

* Yeh, C. J., Borrero, N. E., Tito, P., Petaia, L. S. (2014). Intergenerational stories and the “othering” of Samoan youth in schools. *The Urban Review*, 46(2), 225-243.

*Borrero, N. E., Lee, D. S., & Padilla, A. P. (2013). Developing a culture of resilience for low-income immigrant youth. *The Urban Review*, 45(2), 99-116.

*Yeh, C. J., Borrero, N. E., & Tito, P. (2013). Family and cultural predictors of depression among Samoan American middle and high school students, *Journal of Multicultural Counseling and Development*, 41(2), 96-107.

*Borrero, N. E., Conner, J. & Mejia, A. (2012). Promoting social justice through service-learning in urban teacher education: The role of student voice. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 30(1), 1-24.

Yeh, C. J. & Borrero, N. E. (2012). Social, ecological, and multicultural issues related to students’ spirituality. *Counseling and Spirituality*, 31(2), 37-56.

* Yeh, C. J., & Borrero, N. E. (2012). Evaluation of a health careers program for Asian American and Pacific Islander high school students, *Journal of Multicultural Counseling and Development*, 40(4), 227-239.

Articles included in tenure dossier

* Borrero, N. E., Yeh, C. J., Cruz, I., & Suda, J. (2012). School as a context for “othering” youth and promoting cultural assets. *Teachers College Record*, 114(2), 1-37.

* Borrero, N. E. (2011). Entering teaching for and with love: Visions of pre-service urban teachers. *Journal of Urban Learning, Teaching, and Research*, 7(1), 18-26.

*Borrero, N. E. (2011). Nurturing students’ strengths: The impact of a school-based student interpreter program on Latino/a students’ reading comprehension and English language development. *Urban Education*, 46(4), 663-688.

*Borrero, N. E. (2011). Shared success: Voices of first-generation college-bound Latino/as. *Multicultural Education*, 18(4), 24-30.

*Borrero, N. E., & Yeh, C. J. (2011). The multidimensionality of ethnic identity among urban high school youth. *Identity: An International Journal of Theory and Research*, 11(2), 114-135.

Yeh, C. J., Borrero, N. E., & Shea, M. (2011). Spirituality as a cultural asset for culturally diverse youth in urban schools. *Counseling and Values*, 55(2), 185-198.

Borrero, N. E. (2010). Teaching and teacher education for social justice: A focus on cultural assets. *Teacher Education and Practice*, 23(4), 471-474.

Borrero, N. E. (2010). Urban school connections: A university-K-8 partnership. *Catholic Education: A Journal of Inquiry and Practice*, 14(1), 47-66.

*Borrero, N. E., & Yeh, C. J. (2010). Ecological language learning among ethnic minority youth. *Educational Researcher*, 39(8), 571-581.

*Borrero, N. E., Yeh, C. J., Tito, P., & Luavasa, M. (2010). Alone and in between cultural and academic worlds: Voices of Samoan students. *Journal of Education*, 190(3), 47-55.

Borrero, N. E. (2009). Preparing new teachers for urban teaching: Creating a community dedicated to social justice. *Multicultural Perspectives*, 11(4), 221-226.

Borrero, N. E. (2009). The real importance of student data: Urban teachers using data to drive their instruction. *Curriculum and Teaching*, 24(1), 5-14.

Borrero, N. E. (2009). Top-notch supports for language learners: Young interpreters. *Educational Leadership*, 66(7), 60-61.

Borrero, N. E., Oh, K., & Thomas, C. (2009). Does service count for tenure? Finding meaningful service in a graduate school of education. *Conversations on Jesuit Higher Education*, 35(1), 38-40.

*Borrero, N. E. (2008). What students see, hear, and do: Language as an asset at the Bay School. *English Leadership Quarterly*, 30(3), 2-5.

Borrero, N. E., & Bird, S. L. (2008). An asset approach to English language learners in U.S. classrooms: Literacy strategies for new teachers. *Education and Society*, 26(2), 85-92.

*Borrero, N. E. (2007). Promoting cultural and linguistic diversity in American public schools: Fostering the assets of bilingual adolescents. *The International Journal of Diversity in Organizations, Communities, and Nations*, 7(1), 195-203.

MANUSCRIPTS (in review/progress)

Borrero, N. E. & Nguyen, A. (in progress). Collective visions: Ethnic Studies as a place of belonging. *Equity and Excellence in Education*.

Borrero, N. E. & Waler, K. J. (in progress). Culturally relevant teaching in the Trump era: experiences of new teachers. *Multicultural Education*.

*Borrero, N. E. (in progress). “Reviving our culture”: Native Hawaiian youth and their experiences with stereotypes, racism, and cultural assets.

*Borrero, N. E. & Keough, A. (in progress). Asset mapping and community development.

*Borrero, N. E., & Yeh, C. J. (in progress). Defining cultural assets and their impact on youth, schools, and communities.

*Borrero, N. E. & Padilla, A. P. (in progress). Real talk about college access: excitement, preparedness, and fear for first-generation college-bound seniors.

BOOKS

Borrero, N. E., (in progress). *A different view of educational resources: schools and collective assets*.

Borrero, N. E., Camangian, P. R., Ayers, R., Martinez, S. & Flores, E. (2020). *Half an Inch from the Edge: Teacher Education, Teaching, and Student Learning for Social Transformation*. New York: Rowman & Littlefield.

Borrero, N. E., & Bird, S. L. (2009). *Closing the achievement gap: How to pinpoint student strengths to differentiate instruction and help your striving reader succeed*. New York: Scholastic.

INVITED BOOK CHAPTERS

Naidoo, J., & Borrero, N. (2024). Tensions and Opportunities of Teachers “Learning Through Crisis”: A Tale of Two Cities. In *Encouraging Transnational Learning Through Virtual Exchange in Global Teacher Education* (pp. 133-151). IGI Global.

Yeh, C. J., Smith, D., & Borrero, N. E. (2017). Anticolonial and Indigenous Perspectives and Strategies for Counseling Interventions. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds). *Handbook of multicultural counseling* (4th ed.) (pp. 188-196). Thousand Oaks, CA: Sage Publications Inc.

Borrero, N. E., & Yeh, C. J. (2013). Social class and school counseling: A collaborative, asset-based approach. In W. M. Liu (Ed.), *The Oxford handbook of social class in counseling psychology* (pp. 303-316). Oxford University Press.

Borrero, N. E. (2012). Service-learning and urban teaching in the United States: Building communities for social justice. In T. Murphy (Ed.), *Service learning and educating in challenging contexts: International perspectives*. London: Continuum.

Yeh, C. J., Borrero, N. E., & Kwong, A. (2011). Stress and coping among Asian American Pacific Islander and Native Hawaiian Children: An Asset Approach. In F. Leong, D. L. Juang, D. Qin, & H. Fitzgerald (Eds.), *Asian American child psychology and mental health* (pp. 101-124). Santa Barbara: Praeger Press.

Padilla, A. P., & Borrero, N. E. (2006). The effects of acculturative stress on the Hispanic family. In P. Wong & L. Wong (Eds.), *Handbook of multicultural perspectives on stress and coping* (pp. 299-317). New York: Kluwer Academic Press.

BOOK REVIEWS

Borrero, N. E. (2011). Understanding English language variation in U. S. schools. *Teachers College Record*. Retrieved from <http://www.tcerecord.org/BookReviews>.

INVITED KEYNOTE ADDRESSES AND SESSIONS

Borrero, N. E. (2023, November). USF School of Education international connections and collaborations. San Francisco, CA.

Borrero, N. E. (2023, September). Learning through crisis: teaching, teacher education, and cultural assets. University of KwaZulu-Natal, Pietermaritzburg, South Africa.

Borrero, N. E. (2019, March). Creating culturally relevant classrooms. New York City Charter Schools Center, New York, NY.

Borrero, N. E. (2016, February). Ecological asset mapping. Scholastic Education, New York, NY.

Borrero, N. E. (2016, February). Classroom strategies that build upon students' strengths. New York City Department of Education, New York, NY.

Borrero, N. E. (2014, November). Cultural assets as classroom strengths. Puerto Rico Delegation of English Teachers, San Juan, PR.

Borrero, N. E. (2013, December). Leading for educational transformation: Examining our own perspectives to see our students' strengths. Council of Administrators of Compensatory Education Conference, Chatham, MA.

Borrero, N. E. (2013, April). Knowing your students to know their potential as readers. Moore Public Schools, Moore, OK.

Borrero, N. E. (2013, April). Towards cultural relevance. Moore Public Schools, Moore,

OK.

Borrero, N. E. (2013, February). Learning from and with our English Language Learners. Union City Public Schools, Union City, NJ.

Borrero, N. E. (2012, November). Closing the achievement gap: Differentiated instruction across content areas and grade levels. Edinburg Public Schools, Edinburg, TX.

Borrero, N. E. (2012, September). Utilizing student strengths: Reading strategies for all students. Dallas City Schools, Dallas, TX.

Borrero, N. E. (2012, July). Literacy for All: Focusing on students' strengths. AUSL Teaching and Learning Summer Institute, Chicago, IL.

Borrero, N. E. (2012, April). Reframing the achievement gap to focus on students' strengths. Richmond Public Schools, Richmond, VA.

Borrero, N. E. (2012, March). Closing the achievement gap: philosophies and strategies for reaching reluctant and ELA readers. Salt Lake City Public Schools, Salt Lake City, UT.

Borrero, N. E. (2011, December). Utilizing students' strengths: Literacy for All students. San Mateo County Schools, San Mateo, CA.

Borrero, N. E. (2011, March). ELL strategies and success for grades 4-12. Portland Public Schools, Portland, OR.

Borrero, N. E. (2011, February). Starting with strengths: Literacy strategies for English Learners and striving readers. Cleveland Metropolitan School District, Cleveland, OH.

Borrero, N. E. (2011, February). Why should you go to college? Lincoln West High School Student Forum, Cleveland, OH.

Borrero, N. E. (2010, September). Focusing on students' strengths: Adolescent literacy for diverse learners. *Scholastic Book Summit*, Tampa, FL.

CONFERENCE PRESENTATIONS

Borrero, N. E. (2024, March). Mapping and collective visions for public education. *International Conference on Multidisciplinary Innovations and Research*, Dunedin, New Zealand.

*Borrero, N. E., Ayers, R., & Martinez, S. (2020, April). Socially transformative

pedagogy in action: learning from teacher scholars *American Educational Research Association*, Annual Conference, San Francisco, CA (conference cancelled due to COVID-19).

*Borrero, N. E. & Sanchez, G. (2020, April). Embracing students' strengths in K-6 classrooms: school- and community-based mapping. *American Educational Research Association*, Annual Conference, San Francisco, CA (conference cancelled due to COVID-19).

*Borrero, N. E. (2019, April). Listening to new teachers: Successes and challenges of culturally relevant pedagogy. *American Educational Research Association*, Annual Conference, Toronto, ON.

*Borrero, N. E. & Yeh, C. J. (2018, April). Strength based interventions with urban teachers: Ecological asset mapping. *American Educational Research Association*, Annual Conference, New York, NY.

*Borrero, N. E. & Sanchez, G. (2017, April). Culturally relevant pedagogy in action: Asset mapping in urban classrooms. *American Educational Research Association*, Annual Conference, San Antonio, TX.

*Borrero, N. E. & Sanchez, G. (2016, October). Young cartographers: Asset mapping in grades K-Six. *Teachers for Social Justice*, Annual Conference, San Francisco, CA.

*Borrero, N. E. (2016, May). Ecological asset mapping: Building strength-based foundations for community engagement and development. *Going Global: Building Nations and Collecting Cultures*. Cape Town, South Africa.

*Borrero, N. E., Ayers, R., Ziauddin, A., & Ahn, A. (2016, April). New perspectives on culturally relevant pedagogy: Voices of urban first year teachers. *American Educational Research Association*, Annual Conference, Washington, D.C.

*Borrero, N. E. & Yeh, C. J. (2016, April). (Re)Defining cultural assets and their impact on research, youth, schools, and communities. *American Educational Research Association*, Annual Conference, Washington, D.C.

*Borrero, N. E. (2015, October). Mapping your students' strengths to build classroom community. *Teachers for Social Justice*, Annual Conference, San Francisco, CA.

*Borrero, N. E., Flores, E., de la Cruz, G., Ayers, R. (2015, April). Learning from new teachers: Developing and enacting culturally relevant pedagogy in urban classrooms. *American Educational Research Association*, Annual Conference, Chicago.

Ayers, R., Arawal-Rangnath, R., Salasin, E., Kumashiro, K., & Borrero, N. E. (2014, October). Teacher Education: Challenges and prospects for supporting social justice teachers. *Teachers for Social Justice*, Annual Conference, San Francisco, CA.

*Borrero, N. E. (2014, April). Cultural assets across contexts: Voices of college-bound Latino/a adolescents. *American Educational Research Association*, Annual Conference, Philadelphia, PA.

*Borrero, N. E. (2014, April). Success stories: Latino/a high schoolers share about their bilingualism, community involvement, and path to college. *American Educational Research Association*, Annual Conference, Philadelphia, PA.

*Yeh, C. J., Borrero, N. E., & Tito, P. (2014, April). Using community-based participatory research and mixed methods design to investigate ecological cultural assets among Pacific Islander youth. *American Educational Research Association*, Annual Conference, Philadelphia.

*Borrero, N. E., Camangian, P., & Ayers, R. (2013, November). Hearing from critical new teachers: Action research in Bay Area schools. *National Association of Multicultural Education*, Annual Conference, Oakland, CA.

*Borrero, N. E. (2013, October). Your perspective matters: Understanding and utilizing your ELLs' strengths through your classroom practice. *Teachers for Social Justice*, Annual Conference, San Francisco, CA.

*Borrero, N. E. (2013, April). Learning from our English Language Learners. *Presidential Lecture for Division E: American Educational Research Association*, Annual Conference, San Francisco, CA.

*Borrero, N. E., Hannegan, S., Ayers, R., & Camangian, P. (2013, April). Urban teacher education in San Francisco: Critical new teachers entering the profession with love. *American Educational Research Association*, Annual Conference, San Francisco, CA.

*Yeh, C. J., Borrero, N. E., & Tito, P. (2013, April). Exploring poverty and community assets through intergenerational stories: Pacific Islander youth and elders. *American Educational Research Association*, Annual Conference, San Francisco, CA.

*Ayers, R., Borrero, N. E., Camangian, P., Durham, R., Ehara, C., & Umanzor, C. (2013, January). Teaching: Urban Education and Social Justice M.A. and Credential self-study. *National Association of Multicultural Education, California Chapter*, Annual Conference, Oakland, CA.

Placencia, L., Yeh, C. J., Borrero, N. E., Lusheck, C., & Aslan, S. (2012, December). Samoan

American youths' cultural identities. Poster presentation, *Western Psychological Association*. San Francisco, CA.

*Borrero, N. E. (2012, April). Shared success: First-generation college-bound Latinos/as giving back. *American Educational Research Association*, Annual Conference, Vancouver, BC.

*Borrero, N. E., & Yeh, C. J. (2012, April). Measuring second language learning across contexts: An ecological approach. *American Educational Research Association*, Annual Conference, Vancouver, BC.

*Lee, D. S., Borrero, N. E., & Padilla, A. P. (2012, April). Fostering the culture of college from kindergarten. *American Educational Research Association*, Annual Conference, Vancouver, BC.

* Yeh, C. J. & Borrero, N. E. (2012, April). Evaluation of a career development program for ethnic minority students in an urban public high school. *American Educational Research Association*, Annual Conference, Vancouver, BC.

*Borrero, N. E., Lee, D. S., & Padilla, A. P. (2012, March). Promoting motivation and achievement through teaching practices that capitalize on Latino students' strengths. *Society for Research on Adolescence*, Biannual Meeting, Vancouver, BC.

Borrero, N. E. (2011, October). Connecting with Samoan youth and community members. *Teachers for Social Justice*, Annual Conference, San Francisco, CA.

Borrero, N. E. (2011, April). Bring it: Utilizing students' strengths and ELL literacy strategies. *TEAMS Americorps Pedagogical Seminar*, San Francisco, CA.

*Borrero, N. E. (2011, April). Classroom cultural capital: What is an asset approach to literacy in urban classrooms? *American Educational Research Association*, Annual Conference, New Orleans, LA.

*Borrero, N. E., & Yeh, C. J. (2011, April). Samoan American students' school engagement: Negotiating family, academic, and cultural factors. *American Educational Research Association*, Annual Conference, New Orleans, LA.

*Borrero, N. E., & Yeh, C. J. (2011, April). Ecological language learning: Urban youth navigating the spaces across and in between cultural contexts. *American Educational Research Association*, Annual Conference, New Orleans, LA.

*Borrero, N. E., Yeh, C. J. & Tito, P. (2011, April). Community as a cultural asset: Engaging youth, schools, and community members in discussions of cultural and academic identities. *American Educational Research Association*, Annual Conference, New Orleans, LA.

*Yeh, C. J., & Borrero, N. E. (2011, April). Sequential transformative mixed method research for social justice. *American Educational Research Association*, Annual Conference, New Orleans, LA.

*Borrero, N. E., Conner, J., & Mejia, A. (2011, April). Service-learning in urban teacher education: Developing student voice through merging the classroom and the community. *American Educational Research Association*, Annual Conference, New Orleans, LA.

Borrero, N. E. (2010, October). Wait a minute...aren't we all English language learners? Using literacy to create inclusive classrooms for all of your students. *Teachers for Social Justice*, Annual Conference, San Francisco, CA.

*Yeh, C. J., Borrero, N. E., & Tito, P. (2010, August). Tough shift! Asian Pacific Islander identity negotiations in response to discrimination. *Asian American Psychological Association*, Annual Conference, San Diego, CA.

*Thomas, C., Oh, K., & Borrero, N. E. (2010, April). Understanding the implementation of response to intervention (RTI): A case study of an urban K-5 elementary school. *American Educational Research Association*, Annual Conference, Denver, CO.

Borrero, N. E. (2010, April). Making connections between professional development job satisfaction and students' learning. (Chair), *American Educational Research Association*, Annual Conference, Denver, CO.

Borrero, N. E. (2010, April). Research perspectives on teacher induction: Mentoring, professional development, and new teacher evaluation. (Chair), *American Educational Research Association*, Annual Conference, Denver, CO.

*Borrero, N. E., Yeh, C. J., Cruz, I., & Suda, J. (2010, March). Othering and invisibility among Pacific Islander and Native Hawaiian Adolescents. In H-C. Yoo (Chair) Preparing for and effects of unique racism faced by Asian American and Pacific Islander youths (Paper Symposium). *Society for Research on Adolescence*, Bi-annual Meeting, Philadelphia, PA.

*Borrero, N. E. (2009, October). Literacy and justice for all: Tapping into your ELLs' strengths as developing readers. *Teachers for Social Justice*, Annual Conference, San Francisco, CA.

*Borrero, N. E. (2009, October). Voices from the Samoan community: Strengths, challenges, and hopes for our students' academic success. *Teachers for Social Justice*, Annual Conference, San Francisco, CA.

- * Yeh, C. J., Borrero, N. E., Yoo, H-C., Cruz, I., & Suda, J. (2009, August). Racism and coping among Pacific Islander youth. In J. Chang (Chair) Interplay of culture, coping, and psychological well-being. *American Psychological Association*, Annual Conference, Toronto, Canada.
- Borrero, N. E. (2009, July). Social justice through service-learning: Creating a sense of community for pre-service teachers. *The International Conference for Service-Learning in Teacher Education*, Galway, Ireland.
- *Borrero, N. E, Yeh, C. J., Tito, P., & Luavasa, M. (2009, April). Moving forward and giving back: Samoan high school students' cultural, social, and academic negotiations. *American Educational Research Association*, Annual Conference, San Diego, CA.
- *Yeh, C. J., & Borrero, N. E. (2009, March). Samoan high school students' struggles with poverty, stereotypes, and discrimination. *Society for Research in Child Development*, Annual Conference, Denver, CO.
- Borrero, N. E. (2008, October). Samoans speak out: How teachers can help Samoan students succeed. *Teachers for Social Justice*, Annual Conference, San Francisco, CA.
- Borrero, N. E. (2008, April). Utilizing students' strengths: Reading strategies for ELLs and all students. *Bay Area Coalition for Essential Schools Urban Small Schools Symposium*. Oakland, CA.
- *Borrero, N. E. (2008, March). Promoting the strengths of English language learners: Strategies for teachers and administrators. *California Charter Schools*, Annual Conference, Sacramento, CA.
- Borrero, N. E. (2008, February). Social justice for new teachers. *National Center for Education Information*, Annual Conference, New Orleans, LA.
- *Borrero, N. E. (2008, January). Focusing on students' strengths: Academic success for English language learners. *Hawaii International Conference on Education*. Honolulu, HI.
- *Borrero, N. E. (2007, July). Promoting cultural and linguistic diversity in American public schools: Fostering the assets of bilingual adolescents. *The International Conference of Diversity in Organizations, Communities, and Nations*. Amsterdam, The Netherlands.
- Borrero, N. E. (2007, July). Service-learning in teacher education programs in the United States: Critical elements for program development. *The International Conference for Service-Learning in Teacher Education*. Brussels, Belgium.

*Borrero, N. E. (2007, April). Promoting academic achievement for bilingual middle school students: Learning strategies for young interpreters. *American Educational Research Association*, Annual Conference, Chicago, IL.

*Borrero, N. E. (2006, April). Immigrant youth as language brokers: Theory practice, and educational applications. *American Educational Research Association*, Annual Conference, San Francisco, CA.

*Borrero, N. E. (2005, April). Young interpreters and language vitality. *American Educational Research Association*, Annual Conference, Montreal, Canada.

PUBLIC SCHOLARSHIP (selected)

Borrero, N. E. (2019, January 15) Ethnic Studies in San Francisco High Schools: A model for the U.S.?, In Bright Future or Cautionary Tale? How the Bay Area Shapes the Future of the U.S. Special Issue for the University of San Francisco Center for Research, Artistic, and Scholarly Excellence.

UNIVERSITY TEACHING

2006-Present **Professor**, Teacher Education Department
School of Education, University of San Francisco

Learning and Teaching (2013-present)

- *Foundations course for all first-semester Teacher Education students*
- *Seeks to connect learning theory with pedagogy through conceptual understandings and field work in local schools*

Action Research and Service-Learning for Urban Teachers (2010-present)

- *Culminating course for in-service teachers completing their M.A. in Urban Education and Social Justice*
- *Applies theoretical approaches to critical pedagogy through community- and classroom-based research*

Critical Pedagogy and Cultural Studies for Urban Educators (2010-present)

- *1st of 2-course sequence in which students develop theoretical and conceptual approach to classroom-based research*
- *Critical analysis of cutting-edge educational theory in urban contexts*

Global Citizenship (2009-present)

- *Focuses on issues of leadership and global human rights*
- *2-part course—class meetings at USF and an 11-day practicum at the Salzburg Seminar in Salzburg, Austria*

Education of Bilingual Students: Theory and Practice (2006-present)

- *Explores linguistic diversity in today's classrooms*
- *Focuses on preparing teachers for work with English Language Learners and other bilingual students through research and effective classroom practice*

Teaching for Diversity and Social Justice (2006-present)

- *Equips young teachers with knowledge and skills to work with diverse groups of learners via exposure to theory and practice of contemporary issues in education*

Dean's International Leadership Seminar (2013)

- *Teach and accompany graduate and undergraduate students for a 2-week immersion leadership seminar in Sydney*
- *2-part course involves pre-trip meetings in San Francisco and daily sessions in Sydney*

Masters Field Project (2008-2009)

- *Culminating course for students earning their M.A. in Teaching*
- *Provides assistance for students completing their research project in teacher education*

2006 **Instructor**, Stanford University School of Education

Culture, Class, and Educational Opportunity

- *Prepared undergraduate fellows of the Haas Center for Public Service for teaching middle school students*

2003-2005 **Teaching Assistant**, Stanford University School of Education

Principles of Learning for Teaching (2005). Instructors: Rachel Lotan & Bryan Brown

- *Helped plan instruction and teach classes*
- *Advised English candidates in the development, implementation, and assessment of the Performance Assessment for California Teachers (PACT)*

English Curriculum and Instruction (2005). Instructors: Christa Compton & Jennifer Wolfe

- *Helped teach and advise students in English pedagogy*
- *Focused on the development and implementation of student-generated curricula*

Foundations of Assessment (2005). Instructor: Rachel Lotan

- *Helped plan and deliver instruction on the theory and practice of assessment to teacher candidates in Teacher Education Program*

Adolescent Development and Learning (2003-2004). Instructors: Amado Padilla, Linda Darling-Hammond, Na'ilah Nasir, & Teresa La'Framboise

- *Helped select readings, plan instruction, teach classes, and evaluate student work*
- *Advised M.A.T. students in the development of their fieldwork—an eight-week case study of an adolescent*

MIDDLE AND HIGH SCHOOL TEACHING

2003-2005 **Spanish and English Teacher**, East Palo Alto Charter School, East Palo Alto, CA

Spanish 1 and Young Interpreters (7th & 8th grades)

- *Developed curriculum and delivered instruction to heterogeneously grouped 7th and 8th graders*

- *Young Interpreters class trained bilingual students in the skills and professionalism of translation and interpretation as they served as on-site translators and interpreters*
- *Spanish class focused on conversational Spanish development through grammar, writing, and vocabulary*

1999-2002 **English Teacher**, Gunn High School, Palo Alto, CA
 AP English, The Writer's Voice, The Literary Style, Communications, British Literature, American Classics, World Traditions (9th-12th grades)

- *Developed curriculum and taught writing and literature*
- *Helped create "Communications"—a required course for 9th and 10th graders focusing on the development of writing and public speaking*

1998-1999 **English Teacher**, Woodside High School, Woodside, CA
 Freshman and Sophomore English (9th & 10th grades)

- *Taught reading and writing skills via literature of the canon*

1997-1998 **English Teacher**, Benedict International School, Guayaquil, Ecuador
 Introductory through Advanced English (9th grade through adult)

- *Taught English language development skills for native Spanish speakers*

UNIVERSITY SERVICE

Teacher Education Department, School of Education, University of San Francisco

- Program Coordinator, Master's Degree in Urban Education and Social Justice (2006-2015, 2018-present)
 - Developed Urban Education and Social Justice M.A.T. program*
 - Curriculum development, design, review, and revisions*
 - Supervise instructors, placement coordinator, and staff*
 - Advise and mentor students*
 - Create marketing materials*
 - Oversee recruitment and admissions*
 - Update information, brochures, website*
 - Recruit, interview, hire, and mentor new supervisors and faculty*
- Scholarship Committee, Teacher Education Department (2024-2025)
- University Supervisor, Teacher Education Department (2007-2023)
- Course Leader, CTC review (2020-present)
- Department Chair, Teacher Education Department (2016-2018)
- Task Force Member, Teacher Education Department Student Support (2015-2018)
- Task Force Member, Teacher Education Department Teacher Performance Assessment (TPA) Review and Support (2015-2016)
- Task Force Member, Teacher Education Pathways Partnership (2013-2016)
- Course Leader, California Teacher Credentialing Review (2013-2014)
- Task Force Member, Teacher Education Department Scholarships (2011-2012)

School of Education, University of San Francisco Service

- Committee Member, Curriculum Committee (2010-2012; 2018; 2024-present)
- Chair, Teacher Education Department Faculty Search (2022)
- Committee Chair, Tenure and Promotion Committee (2020-2021)
- Committee Member, Tenure and Promotion Committee (2018-2020)
- Faculty Representative, USF Partnership in Siem Reap, Cambodia (2017-2020)
- Faculty Mentor, School of Education (2017-present)
- Committee Member, Faculty Advancement Task Force (2018-2020)
- Faculty Advisor, School of Education/SFUSD Dual Enrollment Initiative (2015-present)
- Faculty Advisor, Future Educators Conference (2017)
- Panel Moderator, Bay Area Job Fair (2017)
- Faculty Presenter, John Henry High School USF Visit (2017)
- Committee Member, Teacher Education Department Faculty Search (2016)
- Committee Member, Teacher Education Department Program Assistant Search (2016)
- Committee Member, Continuing Education Committee (2014-2015)
- Chair, Teacher Education Department Faculty Search (2014-2015)
- Committee Member, Counseling Psychology Department Faculty Search (2014-2015)
- Committee Member, School of Education Scholarship Committee (2014-2015)
- Committee Member, School of Education Assistant Director of Assessment Search (2014)
- Working Group Member, School of Education Faculty of Color Retreat Planning (2014)
- Committee Member, School of Education Strategic Plan Implementation Committee (2013-2015)
- Committee Member, School of Education Professional Development Committee (2010-2014)
- Proposal Reviewer, School of Education Research and Pedagogy Symposium (2013-2014)
- Coordinator, School of Education Writing Retreat (2012-2013)
- Committee Member, Department of Counseling Psychology Faculty Search (2012-2013)
- Coordinator, School of Education Teaching Retreat (2012)
- Co-Chair, School of Education Professional Development Committee (2010-2011)
- Participant, School of Education Teaching Retreat (2012)
- Advisory Board Member, TEAMS, University of San Francisco (2008-2012)
- TEAMS Family Leader, University of San Francisco (2008-2012)
- Participant, School of Education Writing Retreat (2008-present)
- Panelist, *Spoken in Tongues*, University of San Francisco, School of Education Visibility Committee (2010)

- Committee Member, Vision 2014—Establishing Partnerships, School of Education (2009-2010)
- Search Committee Member, Department of Counseling Psychology (2009-2010)
- Chair, Teacher Education Department Faculty Search Committee (2008-2009)
- Treasurer, University of San Francisco, School of Education Faculty Association (2007-2009)
- Search Committee member, Teacher Education Department (2007-2008)

University of San Francisco Service

- Committee Member, Academic Integrity Committee (2024-present)
- Chair, Strategic Enrollment Management Advisory Board (2020-2022)
- Facilitator, USFFA Tenure and Promotion Workshops (2019-present)
- Committee Member, McGrath Fellows Program for Graduate Students (2020-2022)
- Committee Member, Tenure and Promotion Committee (2018-2021)
- Board Member and School of Education Representative, Strategic Enrollment Management Advisory Board (2017-2020)
- Vice Chair, Institutional Review Board for Human Subjects Research, University of San Francisco (2014-2019)
- School of Education Representative, USF Faculty Association Department Chairs Task Force (2017-2019)
- Faculty Representative, USF Partnership in Medellin, Colombia (2017-2020)
- Advisory Board, USF Center for Research and Scholarly Excellence (2017-2018)
- School of Education Representative, Executive Director Search, Leo T. McCarthy Center for Public Service and the Common Good (2015)
- School of Education Representative, Committee on Campus Climate and Workplace Safety (2014-2015, 2016-2020)
- School of Education Representative, University of San Francisco Presidential Search Advisory Committee (2013-2014)
- Participant, Engage SF Working Group, Leo T. McCarthy Center for Public Service and the Common Good Steering Committee, University of San Francisco (2012-2016)
- Participant, Street Soldiers—Conversations on Reframing the Achievement Gap, Part 2 (2012)
- Panelist, Conversations on Reframing the Achievement Gap (2012)
- Scholar of Global Solidarity, University of San Francisco and Catholic Relief Services (2011-2013)
- Faculty Mentor, University of San Francisco Upward Bound (2011-2012)
- Panel Moderator, Infinite San Francisco—the Western Addition, Leo T. McCarthy Center for Public Service and the Common Good, University of San Francisco (2011)
- Committee Member, Leo T. McCarthy Center for Public Service and the Common Good Steering Committee, University of San Francisco (2011-2016)
- Participant, Multicultural Recruitment and Retention Team outreach, University of San Francisco (2011-2014)

- Participant, Conversations on the Jesuit Catholic Mission and Identity at USF, University of San Francisco (2011-2012)
- Participant, Diversity, Equity, Inclusion Caucus (2011)
- Task Force Member, Task Force for Ethnic Minority Students, University of San Francisco (2010-2012)
- Collaborator, On-campus interviews with School of Business search committees (2010-2011)
- Study Participant, iPad innovation study, University of San Francisco (2010-2011)
- Participant, Christopher Connell's Report on the Senator Paul Simon Internationalizing the Campus Award from NAFSA (2010)
- Committee Member, Institutional Review Board for Human Subjects Research, University of San Francisco (2008-2014)
- USF Faculty Partner, USF-Alliance of Mission District Catholic Schools Initiative (2007-2008)
- Invited Delegate, Western Conversations Conference, Gonzaga University Conference theme, *"Fr. Pedro Arrupe and the intellectual apostolate: Examining the legacy of the 28th superior general of the society of Jesus."* (October 2007)
- Committee Member, University of San Francisco Service-Learning Committee (2006-2009)

NATIONAL SERVICE

Journal Editor

Guest Editor, *International Journal of Multicultural Education* (2023-2024)

Editorial Board

Journal of Urban Learning, Teaching, and Research, (2012-2015; 2017-2018; 2024)

Ad-Hoc Editorial Review Boards

Ad Hoc Reviewer, *Equity and Excellence in Education*, (2016-present)

Ad Hoc Reviewer, *Bilingual Research Journal*, (2011-present)

Ad Hoc Reviewer, *Journal of Teacher Education*, (2011-present)

Ad Hoc Reviewer, *Educational Researcher*, (2010-present)

Ad Hoc Reviewer, *Urban Education* (2008-present)

Ad Hoc Reviewer, *Ethos--The Journal of the Society for Psychological Anthropology* (2008-2009)

Ad Hoc Reviewer, *The International Journal of Diversity in Organizations, Communities, and Nations* (2007)

Conferences Reviewer

Chair, Division G, *American Educational Research Association* (2010-present)

Proposal Reviewer, *Society for Research on Adolescence* (2009-2015)

Proposal Reviewer, Division G, *American Educational Research Association* (2008-2016)

Committees

2015 Legacy Award Committee, *American Educational Research Association, Division B*
 2014 Chair, Dissertation Award Committee, *American Educational Research Association, Division K*
 2013 Chancellor's Search Advisory Committee, City College of San Francisco
 2011 Dissertation Award Committee, *American Educational Research Association, Division B*
 2010 Dissertation Award Committee, *American Educational Research Association, Division B*

Professional Organizations

American Educational Research Association
 Society for Research on Adolescence
 Society for Research on Child Development
 International Reading Association
 Association for Supervision and Curriculum Development
 Teachers for Social Justice

COMMUNITY SERVICE

2020-Present **Board of Directors**, CT3 Education, San Francisco, CA

2008-Present **Community Collaborator**, Samoan Community Development Center, San Francisco, CA

2011-2020 **Faculty Advisor**, Nuestro Niños, El Cuco, El Salvador

2010-2020 **Board of Directors**, Surf for Life Foundation, San Francisco, CA

2008-2017 **Faculty Advisor**, East Palo Alto Phoenix Academy, East Palo Alto, CA

2012-2013 **Faculty Advisor**, SF Achievers, San Francisco, CA

2009-2013 **University Collaborator**, Breakthrough San Francisco, San Francisco, CA

2010 **Professional Development Participant**, New Leaders for New Schools, San Francisco, CA

2010 **Faculty Sponsor**, Samoan Tsunami Relief, Samoan Community Development Center, San Francisco, CA

2008-2009 **Faculty Advisor**, DeMarillac Academy, San Francisco, CA

2008 **Guest Lecturer**, Adolescent Development, Stanford Teacher Education Program, Stanford University, Palo Alto, CA

2007-2009 **University Collaborator**, Population Education

2007 **Mentor**, National Urban Alliance (NUA), New York, NY

2006-2007 **Literacy Specialist**, DeMarillac Academy, San Francisco, CA