

Sofía María Vergara

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EDUCATION

Loyola Marymount University (LMU) **Los Angeles, CA**
Leadership for Social Justice Doctor (Ed.D). *May 2017*

Loyola Marymount University (LMU) **Los Angeles, CA**
Master of Arts, Bilingual Secondary Education
BCLAD Preliminary Credentials *May 2009*

University of California, Berkeley (UCB) **Berkeley, CA**
Bachelor of Arts *May 2005*

PROFESSIONAL EXPERIENCE

Co-founder: **BRIDGES TO INCLUSION** (<http://www.bridgestoinclusion.org>) **Los Angeles, CA**
Aiming to provide support services to empower educators, families and students with disabilities

LECTURER, LOYOLA MARYMOUNT UNIVERSITY (LMU) **Los Angeles, CA**

Course: **EDSS 453 -- Disability and Special Education** **Spring 2017**

- Developed curriculum addressing topics of disability studies and special education for this 2½ Hr., once per week course.
- Assessed student progress on course topics:
 - a) *Introduction to Disability and Special Education*
 - b) *History of Disability*
 - c) *Deinstitutionalization, Policies, Laws, & Disability*
 - d) *Disability movement & theories*
 - e) *Disability, Culture, and the Media*
 - f) *Disability and Special Education*
 - g) *Disability Studies vs Special Education*

Course: **EDSS 440 & EDSP 440 -- Introduction to the Culturally/Linguistically Diverse Student with Exceptional Needs**

Fall 2017, Spring 2018, Fall 2018

- 2½ Hr., once per week course.
- Developed curriculum addressing the dimensions and concepts of multicultural education, preparing students to become multicultural teachers.
- Assessed student progress on course objectives:
 - a) *Develop a knowledge of the current issues in assessment for CLDE students*
 - b) *Think about school and classroom climates that foster equitable, high-level student learning.*

- c) *Learn about the nature of culture, race relations, White dominance, and their impact on teaching and learning.*
- d) *Develop knowledge of the language acquisition process and the relation of language acquisition to school performance.*
- e) *Conduct inquiry into the history and culture of major ethnic groups in the United States, especially how contemporary immigration engenders ethnicity*
- f) *Gain a clearer sense of your own racial and cultural identity.*
- g) *Learn about individual, cultural, linguistic, neurological, geographical, and social class differences that affect teaching and learning.*
- i) *Develop multicultural curriculum and instruction materials for your teaching portfolio that is responsive to culturally and linguistically diverse students with exceptionalities.*

Course: EDSP 427 -- *Creating Effective Classrooms in Diverse Settings*

Fall 2018

- 2½ Hr., once per week course.
- Developed curriculum preparing students to demonstrate knowledge of behavior analysis and management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.
- Assessed student outcomes on:
 - a) *Familiarity with the legal requirements and ethical responsibilities surrounding identification, assessment, and intervention of behavioral factors that impact students' availability for learning.*
 - b) *Understanding the importance and benefits of the implementation of positive behavior support systems across levels; including: district-wide, school-wide, classroom-wide, and individualized environments.*
 - c) *Ability to identify and assess procedures related to challenging behavior through functional behavior assessment (FBA).*
 - d) *Understanding the importance of a multi-faceted assessment, including exploration of internal and external factors.*
 - e) *Addressing challenging behavior through a positive behavior support plan (BSP).*
 - f) *Developing behavioral goals to address challenging behavior in the educational environment.*
 - g) *Ability to consult and collaborate with a variety of stakeholders regarding behavioral challenges of a student.*
 - h) *Understanding the process with which behavioral assessment results are discussed and a behavior support plan is developed, within the IEP meeting.*

Course: EDES 6609 -- *Advanced Inclusionary Practices for Students with High Incidence Disabilities*

Fall 2019

- GRADUATE LEVEL Course. 2½ Hr., once per week course.
- Developed curriculum preparing students to examine advanced evidence-based strategies for accommodating and adapting instruction for exceptional learners with high incidence disabilities who may be culturally and/or linguistically diverse.
- Assessed student outcomes on:
 - a) *Evaluating school-based resources, structures, and systems related to Multi-Tiered Systems of Support while identifying potential barriers to learning for all learners.*

- b) Identifying culturally responsive, school and community-based resources, structures, and systems to build and strengthen Multi-Tiered Systems of Supports.*
- c) Evaluating and developing a broad overview of assistive technology products available to augment student performance that remove barriers to learning.*
- d) Developing plans for professional development necessary to support teachers and parents to implement effective MTSS structures for diverse students at-risk and those with high incidence disabilities.*

Course: EDSP 475 -- Teaching and Assessing Students with Mild/Moderate Disabilities

Fall 2019

- 2½ Hr., once per week course.
- Developed curriculum preparing students to diagnose learning and behavioral strengths and weaknesses in children and youth with specific learning disability, mental retardation, other health impairments, or serious emotional disturbance. Additional emphasis is placed on the development of teaching strategies, goals, and objectives suitable for direct intervention, implementation of individual instructional programs, and evaluation of program approaches and effectiveness.
- Assessed student outcomes on:
 - a) Designing an assessment plan that assesses the whole child*
 - b) Ability to lead all components of the IEP process with a nuanced understanding of the laws, ethics, and issues involved, to apply descriptive statistics to determine learning and behavioral strengths and weaknesses, to distinguish between reliability, validity, and correlation in assessments, and to take basic steps in testing administration to gain the best results for evaluation*
 - c) Ability to assess students with specific learning disability, mental retardation, other health impairments, or serious emotional disturbance, to administer and analyze various curriculum-based academic and behavioral assessments and other informal measures, to interpret assessments for educational intervention, and to develop an appropriate response to intervention and progress monitoring plan*
 - d) Evaluating school-based resources, structures, and systems related to Multi-Tiered Systems of Support*

New Roads Upper and Middle School

Santa Monica, CA

Spanish Teacher

September 2018- June 2019

- Teach 6 courses, including Spanish B- Middle School; Heritage Speaker- Middle School; and, Spanish 4 and 5, Upper School Spanish, to both non-native and native Spanish speakers.

Spanish Teacher

September 2016-2017

- Teach 5 courses, ranging from bilingual Middle School Spanish to level 4 Upper School Spanish, to both non-native and native Spanish speakers.

Spanish Teacher

September 2006-2016

- Teach 5 courses, ranging from level 1 to 4, to both non-native and native Spanish speakers.

Spanish Teacher

September 2019-present

Teach 4 courses, ranging from level 3 to 5, to both non-native and native Spanish speakers.

New Roads Upper School **Santa Monica, CA**
Curriculum Coordinator Spanish Division Sept. 2016-2019

- Created, and supervise implementation, of a curriculum map for levels 1- 7 for Upper School Spanish division.

Advisor to Freshmen Students September 2016-June 2019

Mentor to freshmen students, including students on the autism spectrum and other minority students.

Advisor to Junior Students September 2019-present

Mentor to junior students, including students on the autism spectrum and other minority students.

Faculty Advisor to Student Affinity Group *Latinos Unidos* September 2016-June 2019

Workshop Teacher for Inclusion and Action September 2019-present

Developed curriculum and community service opportunities for students in the areas of disability awareness and inclusion.

University of California, Berkeley (UCB) **Berkeley, CA**

Democratic Education at Cal

Co-Founder and Facilitator of Inclusion Initiative September 2001–December 2004

- Developed curriculum for weekly, two-hour class to raise awareness of issues relevant to the disability community, which was approved by the University of California for credit.
- Taught weekly classes, coordinated with guest speakers, and graded student participants.

BOARD MEMBERSHIP

Westside Regional Center **Culver City, CA**
Board of Directors Chair 2020-present

Westside Regional Center **Culver City, CA**
Member of the Board of Directors 2018-present
Member of the Employment First Business Advisory Committee 2019-present

Loyola Marymount University **Los Angeles, CA**
Member of the Executive Board, Alumni Council. 2017-2019

New Roads Upper School **Santa Monica, CA**
Board of Trustees Alumni Member 2003–2005

HONORS & AWARDS

2017 LMU Latinx Faculty Association Student Award

INVITED LECTURES

University of Southern California (USC) Rossier School of Education **Los Angeles, CA**

Course: **Learning Design and Technology** March 9, 2017
Lecture: *The Medical and Social Models of Disability, and the Disability Rights Movement*

Course: **Learning Design and Technology** March 8, 2018
Lecture: *Attitudinal and Structural Barriers for People with Disabilities.*

Course: **Learning Design and Technology** April 3, 2019
Lecture: *The Medical and Social Models of Disability: What Still Remains*

PUBLICATIONS

- Vergara, S. (2017). *Lived History of a Transformative Leader with Disability: An Evocative Autoethnography for Social Justice* (Doctoral dissertation, Loyola Marymount University). <http://search.proquest.com/openview/1caed4efd4209c467ce5be7f5fd89d90/1?pq-origsite=gscholar&cbl=18750&diss=y>