

Sofía María Vergara

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EDUCATION

Loyola Marymount University (LMU) <i>Leadership for Social Justice Doctor (Ed.D)</i>	Los Angeles, CA <i>May 2017</i>
Loyola Marymount University (LMU) <i>Master of Arts, Bilingual Secondary Education</i> <i>BCLAD Preliminary Credentials</i>	Los Angeles, CA <i>May 2009</i>
University of California, Berkeley (UCB) <i>Bachelor of Arts</i>	Berkeley, CA <i>May 2005</i>

PROFESSIONAL EXPERIENCE

Co-founder of ***BRIDGES TO INCLUSION, LLC*** (<http://www.bridgestoinclusion.org>)
Creating pathways of empowerment through education.

Created Content for- and Co-facilitated- the following trainings:

- Disability Awareness Workshop for the startup adaptive wear company *Conquer Adaptive* *Spring 2020*
- Webinar on Supporting Students with Disability in Remote Learning for K-12 Teachers and College Faculty *Spring 2020*
- Two Workshops on Disability Awareness and Student Support in remote learning for *Art Center College of Design* *Summer 2020*
- Ventura College FLEX Day Workshop on Inclusive Teaching Practices and Disability Awareness *Spring 2021*
- Inclusive Practices in Teaching: Workshop for ArtCenter College of Design's Faculty *Summer 2021*
- Bringing Disability Awareness and Inclusive Practices to the Forefront: Presentation to ArtCenter College of Design's Senior Leadership Group *Summer 2021*
- Presentation to the Board of Directors of California Communications Access Foundation (CCAF) on Inclusive Practices and Awareness *Fall 2021*
- Disability Training Workshop for Integral Yoga Institute, NY *Fall 2021*

NEW ROADS UPPER SCHOOL, Santa Monica, CA

Curriculum Coordinator Spanish Division

September 2016-present

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

Spanish Teacher

September 2019-present

Teach 5 upper school courses, ranging from level 3 to 5, to both non-heritage and heritage Spanish speakers.

Lead Advisor to 10th Grade Class

September 2020-present

Assist in the development of advisory materials

Diversity Equity and Inclusion Faculty Practitioner

September 2020-June 2021

Developed material and co-facilitated faculty in-services.

Advisor to Senior Students

September 2020-June 2021

Mentor to senior students, including those who identify as BIPOC and those with disabilities.

Advisor to Junior Students

September 2019-2020

Mentor to junior students, including those who identify as BIPOC and those with disabilities.

Advisor to Freshmen Students

September 2016-June 2019

Mentor to freshmen students, including those who identify as BIPOC and those with disabilities.

Faculty Advisor to Student Affinity Group *Latinos Unidos*

September 2016-June 2019

Workshop Teacher for Inclusion and Action

September 2019-March 2020

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

NEW ROADS UPPER AND MIDDLE SCHOOLS, Santa Monica, CA

Spanish Teacher

- Teach 6 courses, including Spanish B- Middle School; Heritage Speaker- Middle School; and, Spanish 4 and 5, Upper School Spanish, to both non-heritage and heritage Spanish speakers. *September 2018- June 2019*
- Teach 5 courses, ranging from bilingual Middle School Spanish to level 4 Upper School Spanish, to both non-heritage and heritage Spanish speakers. *September 2016-2017*
- Teach 5 courses, ranging from level 1 to 4, to both non-heritage and heritage Spanish speakers. *September 2006-2016*

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

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

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 MEMBERSHIPS

WESTSIDE REGIONAL CENTER, Culver City, CA

President of the Board of Directors 2019-2020

WESTSIDE REGIONAL CENTER, Culver City, CA

<i>Member of the Strategic Planning Committee</i>	<i>2020-2022</i>
<i>Member of the Employment First Business Advisory Committee</i>	<i>2019-2022</i>
<i>Member of the Executive Committee</i>	<i>2019-2021</i>
<i>Member of the Finance Committee</i>	<i>2019-2021</i>
<i>Member of the Board of Directors</i>	<i>2018-2021</i>

LOYOLA MARYMOUNT UNIVERSITY, Los Angeles, CA

Member of the Executive Board, Alumni Council. 2017-2019

*Member of the Alumni Board of Directors for Doctoral Program
Co-Chair of Communications Committee 2021-present*

CALIFORNIA COMMUNICATIONS ACCESS FOUNDATION (CCAF)

Member of the Board of Directors
Governance Committee (Chair) 2021- present

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>
- Vergara, S. (2021) *Rolling my Way into Leadership: Perspectives from an Educator with Cerebral Palsy* In: *Who Decides? Power, Disability, and Educational Administration: Narratives on Disability at Home, in School, and in the Workplace.* Danzig, A, Black, W.R., and O'Brian, C., Eds. Research and Theory in Educational Administration, IAP BOOK SERIES, Information Age Publishing (In Press).