

Cecilia Pincock, Ph.D.

Ph.D. Curriculum and Instruction

PROFILE

Bilingual/ESL certified, with 19 years of professional teaching experience with regular mainstream and multicultural learners at various elementary grade levels. Eight years of various university teaching assignments with undergraduates.

EDUCATION

2017, Texas Tech University	Doctor of Philosophy , Curriculum and Instruction Advisor, Dr. Zenaida Aguirre-Muñoz
2014, Texas Tech University	Multidisciplinary in Science Certificate
2011, Texas Tech University	Masters of Science , Bilingual Education
1992, Brigham Young University	Bachelors of Science , Early Childhood, Elementary Education

AWARDS / ACHIEVEMENTS

Texas Tech, 2014	Adjunct Part-time Distinguished Teaching Award
Texas Tech, 2011	Recipient of the Outstanding Masters Student Award
Texas Tech, 2012	Nominated for Outstanding Thesis Award

TEACHING EXPERIENCE

UNIVERSITY

Assistant Professor Tenure Track (CFS)

Brigham Young University
Provo, UT
2017-Current

- Teach classroom management course, K-2 practicum, 3-6 practicum, supervise and conduct trainings within partnership program BYU/Provo School District involving student teachers, interns, practicum students, Clinical Faculty Assistants (CFA's), facilitators and Mentor

Teachers. Contribute to professional service requirements for continuing faculty status.

Adjunct Instructor/Liaison
Brigham Young University
Provo, UT
2016

- Taught classroom management course, K-2 practicum, 3-6 practicum, supervised and conducted trainings within partnership program BYU/Provo School District involving student teachers, interns and practicum students, CFA's and Facilitators

Instructor
Texas Tech University
Lubbock, Texas
2012- 2016

- Develop, design and teach online courses in: instruction and management, foundations in bilingual education, methods to teach English language learners, content area development
- Teach undergraduates a course in teaching culturally and linguistically diverse students in the mainstream classroom
- Assisted Program Director in editing course descriptions and designing curriculum
- Teach a Capstone class for undergraduates

PUBLIC SCHOOLS

Bilingual Elementary Teacher
LISD, Harwell Elementary Lubbock,
Texas
2003-2011

- Taught Elementary grades 4th, 2nd, Kindergarten, Title 1 school serving culturally diverse student in a 90:10 Dual Language Classroom
- Prepared lesson plans in accordance with district curriculum, prepared learning activities based on student's needs
- Mentor in-service teachers, Supervised pre-service teachers

Bilingual Elementary Teacher
Rocky Mountain Elementary
55 South 500 East
Lindon, Utah 74042
2002-2011

- Taught 4th grade Spanish Immersion class
- Helped developed and implement a Spanish writing and home reading program
- Directed Activities for Cultural Awareness Festival
- Served as President and Chair of the school's Language Acquisition Program SIPA (Spanish Immersion Parent Association)

Director/ Pre-school Teacher

Young Explorer's Preschool
19 North 900 East
Lindon, UT 74042
1994-2001

- Director and owner of local preschool
- Prepared task-oriented lesson plans and theme-based activities
- Taught three- and four-year- olds

Mainstream Teacher

North Sanpete Middle School
Moroni, Utah 84646
1992-1993

- Taught 6th grade mainstream self-contained classroom

OTHER JOB EXPERIENCE**Online Course**

2014-2015

- Designed and develop Bilingual Education course for the 2+1 Tech Teach Program, Designed and developed a migration online course in Blackboard 9,

**Program Director for Federal Grant:
*Proyecto EL SMed***

Texas Tech University
Lubbock, TX 79409
2011- 2014

- Coordinate all program activities
- Assist Principal Investigator in monitoring budget and timetable targets
- Supervising project staff
- Recruiting and assisting with the training of graduate research assistance

Research Associate

Texas Tech University
Lubbock, TX 79409
2011- 2014

- Assist with data collection, analysis and preparation of project reports
- Assist with dissemination material
- Assist with writing proposals to present at conferences
- Assist with conference presentations

PROFESSIONAL AFFILIATION

- American Education Research Association (**AERA**)
- National Associate for Professional Development Schools (**NAPDS**)
- Northern Rocky Mountain Educational Research Association (**NRMERA**)
- Association of Teacher Educators (**ATE**)
- Utah Chapter of National Association of Multicultural Education (**NAME**)

CITIZENSHIP

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|-------------------------------------|--|
| October 2019 -Present | • McKay School Education Preparation Program (MSE EPPC) |
| October 2019 - Present | • Educator Preparation Program Initial Programs Council (IPC) |
| June 2019-2022 | • McKay School of Education Multicultural Committee (Committee/Council Member) |
| July 2019-Present | • Utah Chapter of the National Association of Multicultural Education (Planning Committee) |
| October 2018-Present | • Elementary Education Professional Track Liaison Search Committee (Committee/Council Member) |
| September 2018- Present | • Student Advisory Council (Committee/Council Member) |
| September 2017-Present | • Early Childhood and Elementary Partnership Advisory Council (Full EEPAC)(Committee/Council Member) |
| September 2017, September 2019-2020 | • Early Childhood and Elementary Partnership Advisory Council Executive Committee (Executive EEPAC) (Committee/Council Member) |
| September 2018-Present | • Instructional Coaching Academy (Participant) |
| February 2018- June 2018 | • Wheatley Institute (Participant) |
| September 2017-April 2018 | • CITES Associates (Participant) |

PROFESSIONAL PRESENTATIONS

NATIONAL CONFERENCE PRESENTATIONS

Leavitt, T. A., Chowen, B.W. & **Pincock, C.** (2019, February). Same yet different: Bridging the context between one university and five school districts. Association of Teacher Educators, Atlanta, GA.

Pincock, C., Leavitt, T.A. & Chowen, B.W. (2019, February). Creating impact through annual partnership conferences. National Association of Professional Development Schools, Atlanta, GA.

Chowen, B.W., **Pincock, C.** & Leavitt, T.A., (2019, February). How can universities provide adequate, ongoing professional development for PDS partners most closely associated with pre-service teachers in the face of constant change and turn-over in PDS settings? National Association of Professional Development Schools, Atlanta, GA.

Leavitt, T.A., Losser, J.L., **Pincock, C.** & Chowen, B.W., (2018, March). Partnership within a partnership. National Association of Professional Development Schools, Jacksonville, FL.

Aguirre-Muñoz, A., **Pincock, C.**, Carrizales, D., Pando & M., Lara, D., (2015, April). Elementary professional development for teachers of English learners: Support for discipline-based approaches. American Educational Research Association, Chicago, IL.

Aguirre-Muñoz, Z., Carrizales, D., **Pincock, C.**, Lara, D., Pando, M. & Koca, F., (2014, April). Elementary science professional development for teachers of English learners: Support for discipline-based approaches. American Educational Research Association, Philadelphia, PA.

REGIONAL CONFERENCE PRESENTATIONS

MacKay, K., **Pincock, C.**, Pinnegar, S., Pinnegar, E., (2019). Exploring the use of narrative in uncovering identity formation as teachers become teacher educators. Northern Rocky Mountain Educational Research Association. Denver, Co.

Pincock, C., (2018, October). Experiences teaching second language writing in dual immersion classrooms through the eyes of international teachers. Northern Rocky Mountain Educational Research Association Annual Conference, Salt Lake City, UT.

Losser, J.L., Leavitt, T.A., **Pincock, C.**, & Chowen, B.W., (2018, October). From classroom management to democratic classrooms: An intentional journey for novice teachers. Northern Rocky Mountain Educational Research Association. Salt Lake City, UT.

Losser, J.L., Chowen, B.W., Leavitt, T.A. & **Pincock, C.**, (2017, October). Democratic practices in new teachers' classrooms. Northern Rocky Mountain Educational Association, Boulder, Co.

Pincock, C. & Aguirre-Muñoz, Z. (2011, November). Effectiveness of dual language programs in writing development. La Cosecha Conference, Albuquerque, NM.

Aguirre-Muñoz, Z., **Pincock, C.**, Brito, M., Cano, G. & DeSantiago, E. (2008, November). Dual language 90/10 model. La Cosecha Conference, Santa Fe, NM.

LOCAL PRESENTATIONS

- Pincock, C.**, (2017, August). Supporting writing for diverse language learners in the classroom. Wasatch District, Heber, UT.
- Pincock, C.**, (2014, February). ELL reading comprehension. Texas Tech English Language Science and Math Education Conference, Lubbock, TX.
- Pincock, C.** & Carrizales, D., (2014). K-5 writer's workshop. Lubbock Independent School District Professional Development, Lubbock, TX.
- Aguirre-Muñoz, Z., **Pincock, C.** & Carrizales, D., (2013). Effective instruction for dual language teachers. Lubbock Independent School District Professional Development, Lubbock, TX.
- Pincock, C.** (2012, February). Spanish early literacy program. Texas Tech English Language Science and Math Education Conference, Lubbock, TX.
- Pincock, C.** & Carrizales, D., (2008). A look at the English proficiency standards. Texas Tech University Project Teach Conference, Lubbock, TX.
- Pincock, C.** & Carrizales, D., (2008). English language proficiency standards training for teachers. Lubbock Independent School District, Lubbock, TX.
- Pincock, C.** & Carrizales, D., (2007-2008). Spanish language arts and reading training for all district teachers. Lubbock Independent School District, Lubbock, TX.