

EFRAIN BRITO

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EDUCATION

PhD	Stanford University, Graduate School of Education Race, Inequality, and Language in Education (RILE) Dissertation: <i>Writing with Girls to Rewrite the World: Approaching Critical Literacy through a Generative Dialogical Practice</i> , Advised by Dr. Arnetha F. Ball	September 2021
ME	University of California Los Angeles, Department of Education Thesis: <i>Integrating Bicultural Students' Lived Experiences in a Highly Regulated Classroom</i> Certificate: Teaching General Education for Elementary School Students (With Distinction)	June 2013 June 2012
JD	The George Washington University Law School, Law	May 2001
MA	Stanford University, Latin American Studies Thesis: <i>Economic and Social Issues related to Cuban and Dominican Migration to Puerto Rico</i>	June 1998
BA	The George Washington University, International Affairs & Latin American Studies Minor in Spanish Language & Literature	May 1997

FELLOWSHIPS

Graduate Public Service (GPS) Fellowship \$1,000 awarded by Haas Center at Stanford University	2015
Enhancing Diversity in Graduate Education (EDGE) Fellowship \$12,800 awarded by Vice Provost of Graduate of Education at Stanford University	2014
Latin American Studies Fellowship \$10,650 awarded by Center for Latin American Studies at Stanford University	1997

TEACHING & MENTORSHIP

CAL POLY (SAN LUIS OBISPO), SCHOOL OF EDUCATION	Fall 2022 to Present
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Access to Learning in a Pluralistic Society, EDUC 412, Assistant Professor

- Inquiry into the role of race, gender, language, ethnicity, social class, gender, sexuality, and other identities that impact public schooling. The course helps prepare teaching candidates to develop critical perspectives on teaching, curriculum, instruction, and the social, political, and cultural issues facing their schools and communities. The course seeks to empower and encourage teachers to take a learner centered approach and to create culturally democratic spaces in which the lived experiences of ALL students (with special attention to students that have been historically rendered marginalized, disenfranchised, or invisible) are not only validated but also used to foster critical consciousness and social transformation (Lopez, 2016).
- Mentor and evaluate three Single Subject teacher candidates through meetings and ongoing on-site classroom observations.
- Evaluate teaching practices of candidates consistent with the SOE's vision of teaching in coordination with cooperating teachers at the different school sites.
- Assist teacher candidates in gaining deep classroom experience in their year-long program in preparation for their first year of teaching.

STANFORD UNIVERSITY

Writing and Rhetoric 1: Changing the Story, PWR 1, Lecturer	Fall 2021 to Spring 2022
<ul style="list-style-type: none"> • PWR 1 courses focus on developing writing and revision strategies for rhetorical analysis and research-based arguments that draw on multiple sources. This course takes as its theme the question of who gets to "the" story. • The Program in Writing and Rhetoric (PWR) teaches courses that fulfill the undergraduate writing and rhetoric requirement. PWR offers approximately 200 courses a year, taught seminar/workshop style in 	

classes of 15 students each. These small classes emphasize the development of each student's analytical and research-based writing. Individual classes explore writing, rhetoric, and research from a range of thematic perspectives and within a range of disciplinary contexts.

- Responsible for teaching as well as developing this first-year writing course, including developing the syllabi for my two sections in alignment with course and assignment guidelines defined and used throughout PWR.

Spring 2021

African American Child and Adolescent Mental Health, EDUC 372/PSYCH 261, Teaching Assistant

- This seminar explored the most salient historical, social, cultural, and ecological factors that influence the mental health and resilience of African American youth, with attention to contextual determinants that shape mental health. Applying an ecological systems approach, the course focused on how families, schools, and communities are integral to youth's adjustment and well-being. By utilizing a culturally specific, critical, and context-based lens in analyzing empirical, narrative, and visual content, students developed an understanding of the factors that can promote or inhibit the mental health and resilience of African American children and adolescents across development and contexts.

Doing STS (Science, Technology & Society): Introduction to Research, STS 191W, Teaching Assistant

Winter 2021

- This seminar introduced key analytical approaches and methodologies in STS, as well as basic tools for designing and conducting original research in STS. Students surveyed a series of influential empirical studies; identified productive questions of their own interest; and explored how to pursue them through strong research design. Students completed writing assignments throughout the quarter in order to produce a fully developed research proposal as their final assignment.

STS Honors Thesis Program, Teaching Assistant

Fall 2019 to
Spring 2020

- STS Honors students have complete innovative projects culminating in a thesis. In a year-long process of research and writing, Honors students become experts in a specialized field of interest. The Honors designation signifies intellectual independence, analytical rigor, organizational skills, discipline, and perseverance – skills and attributes that serve individuals well after graduation.
- Coached students through entire thesis writing process; from brainstorming a topic, developing research questions and project design, to helping with copy editing the final product.
- Worked with and kept track of 13 STS honors students while coordinating and participating in the monthly honors meetings.
- Worked closely with the STS Honors Program Director, Dr. Kyoko Sato, and coordinated with the STS Writing Specialist, Kevin DiPirro, and university writing center tutors.

Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices, AFRICAAM 106/CSRE 103B/EDUC 103B/EDUC 337, Teaching Assistant

Spring 2016
Spring 2017
Fall 2017
Fall 2018
Fall 2019

- The United States has been racially, ethnically, and linguistically diverse throughout its history. Yet diversity is not synonymous with equality. However, hard-won victories by marginalized peoples and allies have led to the increasing diversification of educational institutions (and to increased recognition of the diversity already present in such institutions). With this has come urgent calls to redesign and reimagine these institutions so that they equitably serve the needs of all students. This course focused on classrooms serving students from diverse racial, ethnic, and linguistic backgrounds. We looked at how teaching and learning in schools and community-based organizations have been studied, written about, and represented in scholarship and in the media. We also considered issues related to successful teaching and the development of attitudes, dispositions, and skills that enable teachers to equitably teach all students, including those with historically marginalized identities. We used sociocultural theory as a framework to explore these issues and relied on the Model of Generative Change (Ball, 2009) to analyze teachers' growth from novices into generative and effective agents of change. In doing so, we looked closely at real-world teaching and learning in diverse settings through a service-learning component.

Urban Education, AFRICAAM/CSRE 112X/EDUC 112/EDUC 212/SOC 129X/SOC 229X, Teaching Assistant

Spring 2016
Spring 2017
Winter 2018

- The term "urban education" has become code for various social categories. Particularly, it is often invoked to signal "poor," "minority-dominant," and "underperforming" schools, to name a few. Through various lenses, we surveyed the landscape of urban education in the United States and explored myriad theories or explanations for existing conditions, crises, and policies. Such issues/explanations transcended national boundaries and may be applicable in other education settings that experience similar challenges. Students were tasked with analyzing articles, books, policy reports, chapters, and many seminal works ranging in focus from the ecological context (i.e., the multiple environs of the

educational system—the economy, poverty, residential segregation, and racial and ethnic relations) to the cultural (the different mechanisms such as the organization of school space, curriculum and pedagogy that produce notable differences among various social groups in terms of how they communicate, learn and attain) to the micro-level interactions (such as teacher-student interactions, educational expectations, norms and values about linguistic practices, and dominant achievement ideology). Moreover, we had students reflect on studies, policies and practices that have proven to be either efficacious or ineffective in ameliorating the educational conditions within urban educational contexts.

Community-based Research as a Tool for Social Action: Discourse & Equity in Communities & Classrooms, AFRICAAM 130/CSRE 130/EDUC 123/EDUC 322, Teaching Assistant

Fall 2016

- This seminar was designed for students interested in engaging in community-based research and/or classroom-based research as a tool for social action. Topics covered in this course prepared students to conduct meaningful research designed to take place in collaboration with community or classroom partners with three goals in mind: to build new knowledge and skills on the part of students, to respond to community and classroom needs, and to ultimately contribute to improved life for community residents and student populations. The course provided Stanford students with the frameworks, strategies, tools, and understanding they needed to embark on community-based/classroom-based partnership research that a) brings greater clarity to the challenges these institutions face, and b) considers effective strategies for resolving them. As part of the course, students embarked on or advanced a research project by collecting and analyzing data aimed at supporting the partner organization in serving the community and society at large.

Science, Technology and Society, STS1, Teaching Assistant

Spring 2016

Spring 2017

- The course introduces students to critical perspectives on the history, social context, epistemology, and ethics of science, technology, and medicine. The goal of the course is to learn about major concepts and methods from science & technology studies, introduced in the context of real-world issues.
- As TA for STS1, I developed course strategy, class presentations, prepared materials, and class schedule in conjunction with STS faculty and TA team.
- Led two class sections for a group of over 30 undergraduate students (all levels).
- Evaluated student work for my two class sections, including grading of all assignments and class contributions.
- Provided ongoing support to students in connection with course materials and assignments.

Bilingual Supervisor, Stanford Teacher Education Program (STEP)

Fall 2016 to

Spring 2018

- Mentored and evaluated six STEP Bilingual Elementary teacher candidates through weekly meetings and ongoing on-site classroom observations.
- Evaluated teaching practices of candidates consistent with the STEP's vision of teaching in coordination with cooperating teachers at the different school sites.
- Assisted STEP Elementary teacher candidates in gaining deep classroom experience in their year-long program in preparation for their first year of teaching.

SECONDARY TEACHING

Middle School Teacher, South Meadows Middle School, Hillsboro, OR

August 2013

to June 2014

- Created program of study and syllabus for 7th Grade Math, including preparation of students' in-class materials.
- Developed and implemented syllabi with lesson planning and special assignments.
- Led parent/guardian – teacher discussions and develop individual data analysis plans to increase student learning for 150+ students.
- Oversaw afterschool study/homework club.

Middle School Teacher, Crown Preparatory Academy, Los Angeles, CA

August 2011

to June 2013

- Create program of study and syllabus for 5th Grade Math and 7th Grade Math and Social Studies, including preparation of students' in-class materials.
- Select the study materials and design the learning parts on that math curriculum.
- Co-teach 5th Grade Reading and Social Studies, including development of curriculum and student materials.
- Develop and implement syllabi with lesson planning and special assignments.

- Lead parent/guardian – teacher discussions and develop individual data analysis plans to increase student learning.
- 7th Grade students averaged over 80% proficiency in Math on all Benchmark and Trimester Examinations.

Teach for America (TFA), Los Angeles, CA

June 2011
to June 2013

- 2011 Corps Member – Selected from more than 47,000 applicants nationwide to join national teacher corps of recent college graduates who commit two years to teach in under-resourced public schools.
- Participate in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement. Teach in a summer school program for students in Los Angeles area public schools, under the supervision of a faculty of experienced teachers.
- Engage in a full schedule of professional development activities, including seminars, discussion groups, workshops, individual and group reflections, readings, and ‘learning teams’ specific to teaching license area.

PUBLICATIONS

Brito, E. & Ball, A. F. (2020). Realizing the Theory of Generative Change using a Freirean Lens: Situating the Zone of Generativity Within a Liberatory Framework, *Action in Teacher Education*, 42(1), 19-30. DOI: 10.1080/01626620.2019.1702598.

SERVICE

President, Hispanic Law Students Association

The George Washington University Law School

Fall 1999 to
Spring -2000

Phi Sigma Delta (Hispanic Honor Society)

The George Washington University Law School

1996

PROFESSIONAL EXPERIENCE

Attorney for Arent Fox LLP, Washington, DC and Los Angeles, CA

2005-2011

- Worked Pro-Bono in representation of juvenile in connection with application for asylum; regular visits in conjunction with the CAIR Coalition to USCIS detention facilities in Virginia to assist detained aliens; assistance to battered women in obtaining U-visa status as prescribed by Violence Against Women Act.
- Worked Extensively on intellectual property matters, including the preparation and prosecution of trademark applications, licensing agreements, litigation, and representing clients in trademark opposition and cancellation actions in front of the U.S. Patent and Trademark Office.

Attorney for Baker & Hostetler LLP, Washington, DC

2002-2005

- Worked Pro-Bono in landlord-tenant litigation to obtain repairs and better living conditions on behalf of tenant.
- Prepared petitions on all types of U.S. nonimmigrant and immigrant visas including professional visas (H 1B); intra-company transferee visa (L 1); student visas (F 1); and extraordinary ability/artist/athlete visas.

Attorney and Law Clerk for Greenberg Traurig LLP, Tysons Corner, VA

2000-2002

- Prepared petitions on all types of U.S. nonimmigrant and immigrant visas including professional visas (H-1B); intra-company transferee visa (L-1); student visas (F-1); and extraordinary ability/artist/athlete visas

MEMBERSHIPS & LANGUAGES

- Native Spanish Speaker
- Member of the American Educational Research Association (AERA)
- California Preliminary Teaching Credential with BCLAD (Bilingual) Authorization (2012)
- Oregon Initial Teaching License with Endorsements for English for Speakers of Other Languages/Bilingual, Multiple Subjects, and Middle Grades Mathematics (2013)
- 2011 Teach for America Corps Member
- Member of the Bar of the U.S. Supreme Court, the Maryland Bar (Inactive), & District of Columbia Bar (Inactive)
- Socio – Real Madrid CF