

Zaid M. Haddad, Ph.D.
Curriculum Vitae

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The University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78248

EDUCATION

- 2013** *Doctor of Philosophy, Teacher Education*—
Teacher Identity and Multicultural Teacher Education
University of Nevada, Las Vegas
- 2007** *Master of Education, Educational Leadership*—
School & Curriculum Leadership
University of Nevada, Las Vegas
- 2003** *Bachelor of Arts in Education, Secondary Education*—
Social Studies Education
University of Nevada, Las Vegas
- 2003** *Bachelor of Arts, Political Science*
American Politics and Foreign Policy
University of Nevada, Las Vegas

PROFESSIONAL EXPERIENCE

- August 2014—** **Assistant Professor of Interdisciplinary Studies and Curriculum and Instruction; The University of Texas at San Antonio;** Undergraduate Teacher Certifications: EC-6, 4-8, and Secondary. Graduate Faculty: M.A.Ed. Curriculum & Instruction emphasis, Ph.D. Curriculum & Instruction cognate.
- Aug. 2012- May 2014: Visiting Lecturer in Teacher Education; University of Nevada, Las Vegas,** Elementary and Secondary Teacher Licensure; Graduate Licensure Program.
- Spring 2011:** **Adjunct Faculty; Nevada State College, School of Education.** Secondary Teacher Licensure
- Jan. 2010-May 2012:** **Graduate Teaching Assistant, University of Nevada, Las Vegas.** Department of Teaching & Learning, Elementary & Secondary Teacher Licensure.
- 2006-2009:** **Magnet Program Theme Coordinator, The Leadership & Law Preparatory Academy;** Canyon Springs High School; Clark County School District, Las Vegas NV
- 2004-2009** **Classroom Teacher & Student Activities Director, The Leadership & Law Preparatory Academy;** Canyon Springs High School; Clark County School District, Las Vegas NV

HONORS AND AWARDS

- 2016 **UTSA Spectrum LGBTQ Lavender Faculty Award,** University of Texas at San Antonio
- 2016 **UTSA Alumni Association Distinguished Faculty Award for Teaching,** University of Texas at San Antonio
- 2015 **Departmental Merit,** Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio
- 2015 **UTSA Ambassadors Amber Award,** University of Texas at San Antonio

2012	Honorary Member , UNLV Golden Key Honour Society, University of Nevada, Las Vegas
2012	UNLV GPSA First Place Poster Presentation Award , University of Nevada, Las Vegas
2011	UNLV CSUN Student Government Faculty Excellence Award in Teaching , University of Nevada, Las Vegas
2011	UNLV Graduate Access Grant Recipient , University of Nevada Las Vegas

RESEARCH/SCHOLARLY ACTIVITIES SUMMARY

Peer Reviewed Articles and Encyclopedia Entries:

Haddad, Z., Clark, C., and Brimhall-Vargas, M. (2013). Social constructionism. In S. Thompson (Ed.), *The encyclopedia of diversity and social justice* (pp. TBD). Lanham, MD: Rowman & Littlefield.

Haddad, Z. (2013). Hidden curriculum. In S. Thompson (Ed.), *The encyclopedia of diversity and social justice* (pp. TBD). Lanham, MD: Rowman & Littlefield.

McGhie, T. & **Haddad, Z.** (2014) Arab Americans as culturally different clients. In L. H. Cousins & J. G. Golson (Eds.) *Encyclopedia of Human Services and Diversity*. Lanham, MD: Rowman & Littlefield.

Peer Reviewed Books and Book Chapters:

Clark, C. VandeHei, A., Fasching-Varner, K., & **Haddad, Z.** (Eds.) (2018). *Foundations of multicultural curriculum transformation in science, technology, engineering, and mathematics (STEM)*. Guest Editors: Bell, L., Candel, S., Hernández-Johnson, M., & Bezar, C. *Foundations of Multicultural Curriculum Transformation Series*. Lanham, MD: Lexington.

Clark, C. VandeHei, A., Fasching-Varner, K., & **Haddad, Z.** (2018). Introduction. In C. Clark, A. VandeHei, K. Fasching-Varner, and **Z. Haddad**, (Eds.), *Multicultural curriculum transformation in science, technology, engineering, and mathematics (STEM) (x-x)*. *Multicultural Curriculum Transformation Series*. Lanham, MD: Lexington.

Clark, C. VandeHei, A., Fasching-Varner, K., & **Haddad, Z.** (2018). Conclusion. In C. Clark, A. VandeHei, K. Fasching-Varner, and **Z. Haddad**, (Eds.), *Multicultural curriculum transformation in science, technology, engineering, and mathematics (STEM) (x-x)*. *Multicultural Curriculum Transformation Series*. Lanham, MD: Lexington.

In Review:

Mattheis, A., Oliver, S. & **Haddad, Z.** Teaching teachers while queer. Journal: *Studying Teaching Education*.

Under Revision:

Haddad, Z. The means mean more: Using conferencing and dialogue for authentic assessment in teacher education. Rejected from *Multicultural Perspectives* New Target Journal: *Journal of Teacher Education*

In Preparation:

Haddad, Z. The Powerful Impact of Perception: Understanding Identity in Terms of Relational Justice. Target Journal: *Educational Studies*

Haddad, Z. Interrogating Teacher Education's Heteronormative Bias: Narrative Reflections of Gay Teachers Making Sense of Their Learning to Teach. Target Journal: *Teaching and Teacher Education*

Haddad, Z. & Shaffer, P. When “Social Studies” means Social Justice: Using Social Studies Methodology to Develop a Theoretical Orientation Toward Social Justice Education in Pre-service Teachers. Target Journal: *Theory & Research in Social Education*

Invited Keynote Presentations:

Haddad, Z. (2012, November) “*The Power of Service in Success*” Remarks at the annual induction dinner for the UNLV Golden Key Honour Society.

Peer-Reviewed International & National Conference Presentations:

Haddad, Z., Berry, T.R., Clark, C., & Higley, K. (2015, October) Gender*ck and Other Queer Identity Formations, Intersectionality at the Border of the Self and Society. Interactive workshop accepted for presentation at the National Association for Multicultural Education Annual Conference, New Orleans, Louisiana.

Haddad, Z. (2015, April) Gay Teacher Identity: A Multiple Case Study of Identity Negotiation and Enactment . Paper presentation accepted for presentation at the American Educational Research Association Annual Meeting, Chicago, Illinois

Haddad, Z. (2014, November) The Means Mean More than the End: Grading Teachers’ Learning. Interactive workshop accepted for presentation at the National Association for Multicultural Education Annual Conference, Tucson, Arizona.

Piper, R. & **Haddad, Z.** (2014, November) thinking, **C**ritically in order to promote critical thinking: An interdisciplinary approach to teaching social studies and literacy in the primary grades. Interactive workshop accepted for presentation at the National Association for Multicultural Education Annual Conference, Tucson, Arizona.

VandeHei, A, & **Haddad, Z.** (2013, November) Creating Space for Dialogue: Strategies and Practices for the K12 Classroom. Interactive workshop accepted for presentation at the National Association for Multicultural Education Annual Conference, Oakland, California.

Haddad, Z. & VandeHei, A. (2013, April) Bridging Dialogic Instruction and Teacher Self-Disclosure: A Case Study of a University Multicultural Education Course. Paper presentation accepted for presentation at the American Educational Research Association Annual Meeting, San Francisco, California

Haddad, Z., Smith, A. & Garcia, J. (2012, November) Analysis of Two US History Textbooks: Providing Comprehensive Portrayals of Minorities. Paper presentation accepted for presentation at the National Council of the Social Studies Annual Conference, Seattle, Washington.

Haddad, Z., Smith, A. & Garcia, J. (2012, November) A case study of U.S. history textbooks and the teaching of citizenship in America’s K-12 curriculum: What does the 21st century hold? Paper presentation accepted for presentation at the International Assembly of the National Council of the Social Studies Annual Conference, Seattle, Washington.

Garcia, J. & **Haddad, Z.** (2011, October) A case study of U.S. history textbooks and the teaching of citizenship in America’s K-12 curriculum: What does the 21st century hold? Multiple paper presentation accepted for presentation at the First Global Teacher Education Summit, Beijing, China.

Haddad, Z. & Smith, A. (2011, August). Negotiating Identity: How teachers explore their authentic pedagogy to combat institutional heteronormativity and create authentic classrooms. Single paper presentation accepted for presentation at the summer meeting of the Association of Teacher Educators, Philadelphia, PA.

Smith, A. & **Haddad, Z.** (2011, August). Negotiating identity: Looking at the intersectionality of identity negotiation among minority students and queer teachers. Single paper presentation accepted

for presentation at the summer meeting of the Association of Teacher Educators, Philadelphia, PA.

FUNDING ACTIVITIES SUMMARY

Funded:

Claeys, L., & The Academy for Teacher Excellence. Douglass Elementary and Crockett Elementary Community Lab Schools. San Antonio Independent School District: TTIPS Grants, 2015 – 2017. (\$1,800,000). **Haddad, Z.** (Affiliated Faculty along with other University of Texas at San Antonio College of Education and Human Development faculty).

Proposals In Preparation:

Haddad, Z. Using Dialogue and Conferences as an Affirming Assessment. Proposal intended to be submitted to *the Dunn Family Foundation*. Target Spring 2018

TEACHING ACTIVITIES SUMMARY

Undergraduate Courses Taught:

C&I 4203	Teaching Content in Secondary Schools (Social Studies), UTSA
C&I 4303	Approaches to Social Studies with ELA and Fine Arts in EC6, UTSA
C&I 4543	Approaches to Teaching Social Studies, grades 4-8, UTSA
C&I 4553	Approaches to Service Learning in Social Studies, grades 4-8, UTSA
IDS 3713	Interdisciplinary Inquiry, UTSA
EDU 201	Introduction to Elementary Education, UNLV
EDU 202	Introduction to Secondary Education, UNLV
EDU 280	Valuing Cultural Diversity, UNLV
EDSC 323	Teaching and Learning in the Secondary Classroom, UNLV
EDEL 453	Elementary Social Studies Methodology, UNLV
EDSC 403	Secondary Social Studies Methodology, NSC

Graduate Courses Taught:

C&I 5013	Curriculum, Instruction, and Assessment, UTSA
C&I 6693	History, Policy and Critical Issues in Social Studies Education, UTSA
C&I 7123	Critical Perspectives in Curriculum and Instruction, UTSA
C&I 7153	Critical Multicultural Education in Urban Settings, UTSA
ILT 7153	Critical Cultural Perspectives, UTSA
CIE 543	Elementary Social Studies Methods, UNLV
CIS 602	Secondary Methods Practicum, Graduate Licensure Program, UNLV
CIS 603:	Secondary Process and Instruction, Graduate Licensure Program, UNLV

Courses Coordinated as Lead Faculty:

IDS 2013	Introduction to Learning and Teaching in a Culturally Diverse Society, multiple sections, syllabus and Blackboard development and implementation
IDS 3713	Interdisciplinary Inquiry, multiple sections, syllabus and Blackboard development and implementation
C&I 4303	Approaches to Teaching Social Studies Integrating ELA & Fine Arts, multiple sections, syllabus and Blackboard development and implementation

Masters Thesis Committees Chaired:

Spring 2016	Jennifer Rodriguez, Curriculum and Instruction. Thesis: Teacher Identity and Commitment in Title I Schools: A Collective Case Study
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Workshops & Professional Development Presented:

Summer 2016	Developing Social Justice Based Inquiry Units, Somerset ISD--Secondary Summer School.
Fall 2015	Using Critical Literacies to Bridge Science and Social Justice; Fall Conference Voelcher Biosciences Teacher Academy, University of Texas Health Science Center-San Antonio (UTHSCSA).

Fall 2015	Defining Social Justice in Education: A Praxis of Equity, Care, and Respect; Fall Conference Voelcher Biosciences Teacher Academy, UTHSCSA.
Spring, 2015	C3 Workshop: Integrating Research Based Practices in Teaching Science; Voelcher Biosciences Teacher Academy, UTHSCSA.

SERVICE ACTIVITIES SUMMARY

Department Service:

2017-	<i>Program Coordinator, Secondary Certification</i>
2016-	<i>DAPCC Representative, Interdisciplinary Studies</i>
2014-	<i>IDS Program Committee Member and SACS Data Collection and Reporting</i>
2014-	<i>Committee Member, 4-8 Program Area, EC6 Certification</i>
2015-	<i>C&I Representative, ILT 5003 Syllabus Creation Committee</i>

College Service:

2016-2017	Member, Ad Hoc Scholarship Committee
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Service in the Community:

December 2017	Consultant, Educational Testing Service, Praxis Content Knowledge for Teaching Social Studies Exam development
2015-2017	Board Member, Pride Center San Antonio
October 2015	Consultant, City of San Antonio, Office of Equity (Formerly Office of Diversity and Inclusion), Initial Stakeholders Meeting Facilitation

Service to the Field:

2016-	Reviewer, <i>Action in Teacher Education</i>
2015-2016	Membership Chair, Queer Studies SIG, AERA
2015	Reviewer, <i>Equity and Excellence in Education</i>
2015	Reviewer, <i>Journal of Social Studies Research</i>
2013-2015	Webmaster, Queer Studies SIG, AERA
2014-2016	Reviewer, AERA Annual Meeting Proposals

Additional Contributions to the Profession and Community:

2014-2016	Faculty Advisor—Interdisciplinary Studies (IDS) Ambassadors; UTSA
2013-2014	Faculty Advisor—Sigma Omega Nu, Latina Interest Sorority; UNLV
2012-2014	Faculty Co-Advisor—Golden Key Honor Society; UNLV
2012-2014	Graduate and Professional Student Association Representative, Department of Teaching & Learning; UNLV

Professional Affiliations and Memberships:

American Educational Research Association (AERA)

Division G: Social Context of Education

Division K: Teaching and Teacher Education

Critical Educators for Social Justice (CESJ) Special Interest Group (SIG)

Research in Social Studies Education Special Interest Group (SIG)

Queer Studies Special Interest Group (SIG),

National Council for the Social Studies (NCSS)

Association of Teacher Educators (ATE)
National Association for Multicultural Education (NAME)