
CURRICULUM VITAE

Lynda A. (Costello) Herrera

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EMPLOYMENT EXPERIENCE

George Mason University – Fairfax, Virginia

August 2020 - Present

Assistant Professor/University Supervisor

College of Education and Human Development

Secondary Education Program (SEED)

- Taught graduate courses: Advanced Social Studies Methods; Research in Secondary Education; Advocacy and Agency with Adolescent Learners; Teaching and Learn Difficult History
- Established action research poster project presentation for all students enrolled in the master's program
- Supervised social studies preservice student educators in their field placements.
- Served as a program advisor with responsibilities to develop a course of study form, advise students on course selection, design and implement an orientation session for students in the beginning of their coursework, create a tracking documentation for enrolled students, work with faculty and staff to ensure student needs were being met, work closely with university referral services, work with learning services and recreation services to create support and training for teacher licensure, create SEED monthly newsletter
- Created and fostered a SEED alumni program by creating an alumni database, creating a LinkedIn program profile, developing and supporting social events, establishing an Alumni Advisory board, and creating mentoring opportunities for Alumni

Marymount University – Arlington, Virginia

January 2009-May 2017/August 2020 - Present

Adjunct Faculty and University Supervisor

School of Education

Department of Education

- Lead Doctoral Faculty Member of doctoral students in the Ed.D. in Educational leadership and Organizational Innovation; provided mentorship and direction for 6 Ed.D. candidates through their successful implementation and defense of their dissertation in practice
- Taught graduate and undergraduate level courses: Elementary Education: Research Methods; Methods for Teaching Social Studies and the Expressive Arts (PK-6) and Secondary Education: Teaching English/SS in Middle/High Schools
- University supervisor of secondary and elementary student teachers
- Reader on student's thesis paper: "The Use of an iPad to Facilitate the Morning Routine of a Child with an Autism Spectrum Disorder"

University of Hawaii – Manoa – Honolulu, Hawaii

January 2018-May 2020

Lecturer and University Supervisor

College of Education

Institute for Teacher Education

- Supervised elementary education students in the Exceptional Students and Elementary Education Program during their field placements.

- Taught Social Studies Elementary Education
- Co-taught Planning and Instruction Integrating Social Studies & Performing Arts courses in the Exceptional Student and Education Program (ESEE) that graduated co-horted students with a dual license in K-6 general education and special education.
- Created school partnerships for Exceptional Student and Education Program (ESEE) for student field placements.

University of St. Mary – Leavenworth, Kansas

January 2008 – May 2008

Adjunct Faculty

Department of Education

- Taught Elementary Education graduate course: Teaching Social Studies in a Diverse Setting and Curriculum, Instruction, and Assessment in a Diverse Setting.

Hofstra University – Hempstead, New York

Summer 1999 to May 2004

Adjunct Faculty

School of Education

Department of Curriculum and Teaching

- Taught graduate and undergraduate level courses: Elementary Education: Social Studies in the Curriculum and Secondary Education: Dynamics of Curriculum Change; Perspectives on Secondary Education; Classroom Analysis Seminar and The Secondary School Teacher.

College of New Rochelle – Uniondale, New York

August 2003 – December 2003

Adjunct Faculty

Department of Educational Administration

- Taught graduate course on Staff Development

Uniondale School District – Uniondale, New York

Social Studies Teacher

February 1995 to June 2000

September 2001 to June 2003

- Developed and implemented lesson plans for 7th, 8th, 9th, 10th, and 11th U.S History and Government and Global Studies social studies classes (in the Middle School and an Alternative High School program).
- Developed interdisciplinary units within an interdisciplinary team.
- Developed district wide curriculum implementing the NYS Standards for 7th and 8th grade.
- Worked with mainstream and inclusion special education students and ESL students.
- Used cooperative learning groups, authentic assessment, and project based curricula to implement strategies for 8th grade social studies assessment.
- Taught all class levels from special education inclusion to Talented and Gifted.
- Developed and implemented curriculum to foster mathematical and science experiences for minority girls with Dr. Joan Zaleski.
- Supervised and trained 10 student teachers in lesson development, unit planning, classroom management, interdisciplinary team building and building level logistics.

Discipline Supervisor

September 2000 to June 2001

- Implemented assertive discipline procedures school wide.
- Worked with students, teachers, guidance counselors, parents and other members of the pupil personnel team to change student behavior for a more successful educational experience.

- Assisted teachers in implementing assertive discipline procedures within their classroom.
- Supervised Positive Alternatives to School Suspension (PASS) program.
- Supervised in-school suspension program and coordinated all out of school suspensions, including all superintendent expulsion hearings.
- Supervised and implemented discipline procedures for all students on discipline referrals.
- Helped to create a conflict resolution program with goals and implementation strategy.

Administrative Internship

Spring 1997

- Assisted in the budget proposal process, scheduling process, and implementation of standardized testing.
- Helped to create a teacher mentoring program to stimulate student positive self images.
- Created a program recognizing student citizenship and leadership.
- Developed a handbook for substitute teachers.
- Worked with parents and students to modify student behavior and settle conflicts among students when supervising the Positive Alternatives to School Suspension Room (PASS).

EDUCATION

Hofstra University

Hempstead, NY

Doctor of Education in Educational Administration

May 2004

- Dissertation: Quest for a better life: educational experiences of El Salvadorian immigrant students; dissertation chairs: Drs. Charol Shakeshaft and Kimberly Scott
- Doctoral Fellowship
- Participant David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, April 2004

College of New Rochelle

New Rochelle, NY

Certificate of School District Administrator

Summer 1997

- Staff Development Certificate

Hofstra University

Hempstead, NY

Master of Science in Secondary Education

December 1994

- Graduate Assistant to Dr. Alan Singer
- Social Studies concentration

Villanova University

Villanova, PA

Master of Arts in History

December 1993

- Concentration in 20th century world history
- Graduate History Student Council
- Member Phi Alpha Theta National History Honor Society

Virginia Wesleyan University

Virginia Beach, VA

Bachelor of Arts in History

May 1992

CERTIFICATIONS

New York State School District Administrator (SDA) Permanent Certification issued February 1999

PRESENTATIONS AND WORKSHOPS

- American Educational Research Association, Chicago, session on Oppositional Teachers Reflect on Public Education, Assessments, Teacher Unions, and Their Own Praxis, April 2015
- American Educational Research Association, San Diego, session on how Salvadorian immigrant middle school girls are exposed to social justice – April 2009
- Organization of American Historians and National Council on Public History, Washington, D.C., presented Maureen Murphy’s paper entitled “Blacks and Irish in Antebellum and Civil War New York” – April 2006
- American Educational Research Association, San Francisco, session on educational experiences of Salvadorian immigrant students – April 2006
- American Educational Research Association, Montreal, session on how race, ethnicity, class, language and gender shape student understanding and knowledge construction – April 2005
- Gateway to the City Presentation at M.S.61, New York City, session on 8th grade social studies assessment preparation - March 2004
- Hofstra Social Studies Educators Conference, Hofstra University, session on middle school projects - December 2002
- Long Island Partners for Educational Peer Review, session on Learning Experience outline: Importance of Labor Unions in the United States - November 2002
- Nassau County Reading Council, session on document-based questions - January 2002
- American Educational Research Association, Seattle, sessions on literacy of Black and Latina girls and Irish Potato Famine - April 2001
- National Council of the Social Studies, San Antonio, session on differentiated texts- November 2000
- American Educational Research Association, New Orleans, sessions on race, ethnicity, gender and class in secondary schools and literacy of Black and Latina girls- April 2000
- Staff Development Day, Uniondale School District, session on creating DBQ and constructive responses in the elementary classroom- March 2000
- In-service course, session on Social Studies in the elementary classroom- Spring 2000
- Greater Metropolitan New York Social Studies Conference, session on integrating NYS Potato Irish Famine Curriculum- February 2000
- American Educational Research Association, Montreal, Canada, session on building bridges between educational researcher and classroom teachers - April 1999
- Greater Metropolitan New York Social Studies Conference, session on integrating a project approach to Social Studies classes - January 1999
- Nassau County Reading Council Spring Conference, session on Integrating NYS ELA and Social Studies Standards - January 1999
- Hofstra University New Teacher Networking Conference, session on Teaching in Urban and Suburban Minority Junior High Schools - May 1998
- Hofstra University Educators Conference, session on conceptualization of curriculum - December 1997
- Greater Metropolitan New York Social Studies Conference, New York City, session on Controversial Issues/National Issues Forums - February 1997
- Hofstra University Educator Conference, session on deliberative process - December 1996

- Superintendent Conference, Uniondale School District, session on rubric development, September 1996
- Social Studies Educator's Conference, Hofstra University, session on authentic assessment- December 1995
- Greater Metropolitan New York Social Studies Conference, session on communicating and effective teaching of urban and minority students - April 1995
- Facilitator of National Issues Forums on various topics, Hofstra University - 1995, 1996, 1997

PUBLICATIONS

- Dissertation: Costello - Herrera, L. (May, 2004). *Quest for a better life: Educational Experiences Of El Salvadorian Immigrant Students*. Hempstead NY: Hofstra University.
- Costello-Herrera, L. (2010). Diverse Schools Without Multicultural Curriculum. *Race, Gender & Class*, 88-92.
- Costello, L. (2003). I was called a 'spic'. In S. M. Alan Singer with Maureen Murphy, *Teaching to Learn, Learning to Teach: A Handbook for Secondary School Teachers* (p. 45). Mahwah, NJ:: Lawrence Erlbaum.
- Mac Curtain, M., Murphy, M., Singer, A., Costello, L., Gaglione, R., Miller, S., . . . Williams, N. (Spring 2001). Text and Context: Field-Testing the NYS Great Irish Famine Curriculum. *Theory and Research in Social Education*, 238-260.
- Gaglione, R., & Costello, L. (2000, Winter-Spring). Great Irish Famine Museum . *Social Science Docket*, pp. 23-24.
- Singer, A., Libresco, A., Costello, L., & Bachman, D. (1997). Book Corner: Ronald W. Evans and David Warren Saxe, eds., *Handbook on Teaching Social Issues*. *NCSS Bulletin 93, Social Science Record*, pp. 44-46.

CURRICULUM DEVELOPMENT

- Field tested NYS Great Irish Famine Curriculum, 1999-2000
- Uniondale Social Studies Assessment Packet - Grade 4, 1999
- Uniondale Social Studies Assessment Packet - Grade 3, 1999
- Interdisciplinary Cluster Portfolio - Grade 8, 1998
- Social Studies Calendar of Lessons - Grade 7/8, 1997
- Interdisciplinary curriculum for GREEN project (Math, Science, and Technology camp for girls of color) funded by an National Science Foundation grant (Green Project – 1998-2001), Principal: Charol Shakeshaft
- National Issues Forums in the Classrooms Teacher's Guide for the Kettering Foundation, 1995-1998

OTHER PROFESSIONAL ACTIVITIES/ACKNOWLEDGEMENTS

- National Council of Social Studies, Social Studies and the Young Learner Journal, Editorial Board (September 2011 – present)
- Co-Chairperson, Illuminations Scholarship Fundraiser, ASSETS School, Honolulu, 2018-2019
- Participant in Irving Middle School Counselor Advisory Council, Fairfax County Public

School, (FCPS), May 2017

- Participant in policy planning and implementation of elementary school homework policy, Fairfax County Public School (FCPS) April 2017
- Reviewer; Race, Class and Gender Journal, November 2016
- Participant in creation of elementary school mission and vision statements, Fairfax County Public School (FCPS), June 2016
- PTA Executive Board Positions (Room Parent Coordinator, Room Parent, Volunteer Coordinator, Directory Chairperson, After School Program Coordinator, Fun Night Chairperson, West Springfield Elementary School, Springfield VA, 2008-2017)
- PTA President, West Springfield Elementary School, Springfield VA, 2014-2016
- Panel Participant on Principal Selection at Fairfax County Public School (FCPS) an elementary school (June 2015) and a middle school (July 2016).
- Recipient, Mentor Teacher of the Year Award, Hofstra New Teacher Network (May 2, 2002)
- Hofstra Social Studies Educators (Former Board Member)
- Social Science Docket Journal (Former Advisory Committee)
- National Issues Forums of the Kettering Foundation
 - Member of National Networking Committee, summer 1997 - summer 1999
 - Member of research team for National Issues Forums in the Classroom - spring 1997
 - Evaluator of Public Policy Workshop, Miami University, Ohio - July 1996
 - Participant at the Public Policy Workshop, Miami University, Ohio - July 1995

REFERENCES

- Kristien Zenkov, Ph.D., Professor of Education, Academic Program Coordinator, Secondary Education (SEED) Program, George Mason University, Fairfax, VA, 216.470.2384, kzenkov@gmu.edu
- Ku'ulei Serna, Ph. D., Director Institute for Teacher Education, Elementary Education Program, College of Education, University of Hawai'i at Manoa, Manoa, HI, 808-956-4412, kserna@hawaii.edu
- Jamie Simpson Steele, Ph. D., Associate Professor, Institute for Teacher Education, College of Education, University of Hawai'i at Manoa, Honolulu, HI, (808) 255-2545, jamiesim@hawaii.edu
- Cindy Farley, Program Coordinator: Exceptional Students and Elementary Education, Department of Special Education, College of Education, University of Hawai'i at Manoa, Honolulu, HI, 913-702-5856, farley87@hawaii.edu
- Lisa Turissini, Ed.D., Education Chair at Marymount University, (703) 397-6023, lturissi@marymount.edu
- Alan Singer, Ph. D., Professor, Department of Curriculum and Teaching, Hofstra University, Hempstead, New York, (516) 463-5853, catajs@hofstra.edu
- Charol Shakeshaft, Ph. D., Professor, Department Chair, Educational Leadership, Virginia Commonwealth University, Richmond, Virginia, (804)828-9892, cshakeshaft@vcu.edu