

# Chela Myesha Delgado, PhD

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## CERTIFICATION

Secondary English Teaching Certification, 2012.

Secondary CLAD Certification, 2010.

Secondary Social Studies Teaching Certification, December 2003, renewed 2011.

## EDUCATION

**PhD**, Social and Cultural Studies in Education, UC Berkeley, 2013.

**MA**, Social and Cultural Studies in Education, UC Berkeley, 2008.

**BA**, History and Education with High Honors, Swarthmore College, 2003.

## PROFESSIONAL PRESENTATIONS

Delgado, C. (2021) [Theory to Text, Theory to Self, Theory to World](#). Keynote Address. [Teach the Bay 2021](#) Conference (virtual). Oakland, CA.

Delgado, C. (2021) [School Closures and Privatization](#). Panel speaker. Oakland Education Association. Oakland, CA.

Delgado, C. (2021) [Ethnic Studies Pedagogy](#). Guest Speaker in “The Teaching Profession” class. St. Mary’s College, Moraga, CA.

Delgado, C. (2021) [Anti-Blackness in Education](#). Facilitator for Oakland Teacher Residency program, Oakland, CA.

Delgado, C. (2020) [Challenging Indigenous Stereotypes](#). Guest Speaker in “Introduction to Teaching for Diversity and Social Justice” class. University of San Francisco, San Francisco, CA.

Delgado, C. (2019) [What Does It Mean for Public Education to be Public?](#) Panel speaker. Berkeley Educators for Equity and Excellence (BE3). UC Berkeley, Berkeley, CA.

Delgado, C. (2018) [Theory and Practice](#). Lecture presented as part of the Education Equity speaker series at the College of San Mateo, San Mateo, CA.

Delgado, C. (2015) [Radical Economics](#)--Teaching About Economic Inequity through Interactive activities and Community Engagement. Workshop presented at annual Teachers 4 Social Justice conference, San Francisco, CA.

Delgado, C., Westheimer, J, and Hagopian, J. (2015) [Shifting Paradigms, Part 1 :Standardized to Student-Centered](#). Radio interview for Flashpoints series “The Battle for Public Education in the 21st Century,”

Achtenberg, B., Delgado, C., Paraiso, J., Sullivan, L. and Towns, R. (2015) **Intensive Support Schools Forum**. Community panel on ISS school reform process in Oakland. Oakland, CA.

Delgado, C. (2015) **Black Lives Matter in the historical context of Civil Disobedience**. Workshop presented at “Hands Up and Teach”, a Teachers 4 Social Justice conference, San Francisco, CA.

Delgado, C. (2015) **The Black Friday 14 West Oakland BART shutdown and other civil disobedience case studies**. Workshop presented at Bay Area Educators Against Police Brutality symposium, Oakland, CA.

Browne-Dianis, J., Delgado, C and Khalil, H. **The Need for a Racial Justice Intervention in Education Reform**. (2014) Panel participant at Facing Race, a national conference convened by Race Forward, Dallas, TX.

Boner, E., Delgado, C., Jani, N., Moore, E. and Tarlau, R. (2013) **Illuminating the Role of Capital in Education Reform**. Paper and panel presentation at the American Educational Research Association, San Francisco, CA.

Delgado, C and Glasband, S. (2012.) **Theory and Tools for Teaching Meaningful Resistance in the Classroom and Beyond**. Workshop presented at annual Teachers 4 Social Justice conference, San Francisco, CA.

## TEACHING EXPERIENCE

**Graduate Course Instructor, [Urban Education and Social Justice graduate program](#), University of San Francisco**, Fall 2021. *The MAT: UESJ curriculum focuses on the complex learning strengths and needs of urban students from diverse cultural, educational, and socioeconomic backgrounds.*

- Taught TEC-618, “[Teaching for Diversity and Social Justice](#).” Duties include syllabus and assignment design, zoom facilitation, responses to online discussions, and grading of papers.

**11/12 [Humanities](#) teacher and Make the Road Social Justice pathway advisor**, Coliseum College Prep Academy, Oakland, Fall 2014-present.

*[CCPA](#) is a small public high school in OUSD that was founded by parents and teachers in collaboration with Oakland Community Organization (OCO) to ensure a college-preparatory education for low-income Black and Latino students in East Oakland.*

- Duties included teaching both [U.S. History](#) and [Government and Economics](#) courses grounded in Ethnic Studies principles.

**Graduate Course Instructor, [EDDL 932](#)**, Transformational Strategies to Address Inequalities in Education and Society, San Francisco State University, Fall 2015-2016.

*The SFSU EDD program seeks to prepare leaders who will work in our local communities to equalize student access to the cultural capital that a rigorous education based on open-minded inquiry and reflection can provide.*

- Duties included syllabus design for [EDDL 932](#), “Transformational Strategies to Address Inequalities in Education and Society,” leading seminar discussions, lectures, and grading of reading notes, midterms, and final papers.

**Instructional Coach**, [Summerbridge](#) San Francisco, Summer 2014.

*Summerbridge San Francisco is part of Breakthrough Collaborative, a summer program to put highly motivated and underserved middle and high school students on the trajectory of a successful college path and to inspire and develop the next generation of teachers and educational leaders.*

- Duties included developing curriculum for the Debate elective; coaching Teaching Fellows in their pedagogy; and coordinating the culminating debate between the classes.

**9th/10th grade Humanities teacher**, [June Jordan School for Equity, San Francisco](#), Fall 2011-Spring 2014.

*June Jordan School for Equity is a small public high school in SFUSD that was founded by activist parents and teachers who wanted low-income Black and Latino students from the Mission, Bayview/Hunter’s Point, and Excelsior neighborhoods to have college-preparatory education.*

- Duties included teaching ethnic studies-based social studies curriculum with units on civil rights & Black Power, industrialization, the colonization of Latin America, communist China, WWII, and South Africa and English curriculum; including analytical and persuasive essay writing, and the texts *Coffee Will Make You Black*, *A Raisin in the Sun*, *Enrique’s Journey*, *What Night Brings*, and *Romeo & Juliet*. In addition I taught 9th and 10th grade advisory, including facilitating talking circles, future planning, and academic reflection.

**Community Action Coordinator**, June Jordan School for Equity, San Francisco, Fall 2009-Spring 2011.

- Duties included coordinating 10th grade Community Action Program, teaching senior political education class, teaching 9th grade health class, and serving as an 11th grade College & Career advisor.

**Graduate Student Instructor, Current Issues in Education** undergraduate class, U.C. Berkeley, Spring  
*Current Issues in Education is a class that covers basic educational issues including identity and purposes of schooling.*

- Duties included creating syllabus, teaching classes, mentoring students in community projects, and facilitating the creation of student-designed system of accountability.

**Political Education Instructor**, Emiliano Zapata Street Academy, November-June 2009 (part-time).

*Street Academy is an alternative high school in Oakland founded in 1974 that focuses on issues of racial justice.*

- Duties included creating class curriculum, connecting students to community-based organizations in Oakland, and facilitating the creation of a collective class project.

**Humanities teacher**, Mastery Charter High School, Fall 2004-Spring 2006.

*Mastery is a small Philadelphia school that has been recognized by the U.S. Department of Education as one of the top charter schools in the nation.*

- Duties included teaching College and Careers elective and 9th-11th grade-level Humanities courses with reading skills (grammar, reading comprehension, writing organization and fluency) and history content (early U.S. colonies, the American Revolution, Westward expansion, the Civil War, Reconstruction, basic economics, immigration, and labor struggles).

## **COMMUNITY, LEADERSHIP AND POLITICAL WORK**

**Ethnic Studies Teacher Leader cohort facilitator.** Fall 2021-present. *Partnering with Teachers on Special Assignment and the Office of Equity to lead the development of Ethnic Studies standards for grades 10-12 in Oakland OUSD high schools.*

**George Floyd Design Team member.** Spring 2021-present.  
*Design Team included 35 OUSD staff and community partners who met weekly to revise policies and school guides to reflect alternatives to school police responses, develop climate and culture positions, create mental health crisis and child abuse response protocols, and identified budget allocations needed for positions and training.*

**Oakland Education Association (OEA) Executive Board member,** Fall 2019-Spring 2021.  
*OEA is a 3,000+ member teacher union in Oakland, California. Since its strike in 2019, OEA has gained national recognition for its visible Black and Latinx leadership and progressive politics.*

**Creating Affirming Spaces for Black Students Professional Development facilitator,** Fall 2019-Spring 2020. *Helped to lead a series of professional development sessions at my school, which has a majority-Latinx population. Practices included convening panels of Black students to share their experiences and peer assessment of practice to hone in on anti-Blackness at our school site.*

**Bay Area Writing Project (BAWP) Teacher-Consultant,** Summer 2019-present. *The BAWP summer institute is an intensive professional development program aimed at diving into both teacher and student writing practice.*

**Justice 4 Oakland Students (J4OS) Coalition member,** Fall 2018-present. *J4OS is a coalition of youth, parent and teacher member organizations in Oakland that advocates for racial justice and challenges privatization through campaigns like Black Student Reparations.*

**Ethnic Studies Leadership Team, Oakland Unified School District,** Summer 2016-present. *A group of teachers in the district meet monthly to develop our Ethnic Studies pedagogy.*

**Planning committee member, Free Minds Free People,** Fall 2014-Spring 2016.  
*FMFP is a national conference hosted by the Education for Liberation network. The conference and organization are spaces for educators, students and education advocates to gather and share knowledge on developing education that teaches students about social inequality and advocating for a socially just public education system.*

**Lead Member and Study Group facilitator,** Teachers 4 Social Justice, Fall 2007-present

*T4SJ organizes teachers and community-based educators and implements programs and projects that develop empowering learning environments, more equitable access to resources and power, and realizing a just and caring culture. Facilitated a study group on critical pedagogy in the 2011-2012 school year, and an educators' writing group in the 2014-2015 school year.*

**National Collective and Bay Chapter Member, INCITE! Women of Color Against Violence,**  
2005-Spring 2011.

*INCITE! Women of Color Against Violence is a national activist organization of radical feminists of color advancing a movement to end violence against women of color and their communities through direct action, critical dialogue and grassroots organizing.*

## **SKILLS**

**EDUCATION/FACILITATION:** Curriculum development, mentorship of new educators, group facilitation, team leadership.

**TECHNOLOGY:** Proficient in Microsoft office suite and google applications; expert in online teaching tools including zoom, Peardeck, Nearpod, jamboard, google slides/powerpoint, kahoot, and google classroom.

**WRITING:** Instructional expertise in research writing using MLA or APA formats and copy editing.

**LANGUAGE:** Fluent in conversational Spanish; proficient in written Spanish