1/18/23

Cinthia Salinas
Curriculum Vitae

University of Texas at Austin
Department of Curriculum and Instruction
Austin, Texas 78712
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DEGREES AWARDED

Ph.D. 1999, Education
The University of Texas at Austin
Concentration in Curriculum Studies (Social Studies Education/Multicultural Education)

M.A. 1985, Education
Texas A&I University at Kingsville
Concentration: Secondary Education: Social Studies, Speech and Biology
Teaching certification: Government, Economics, Speech, Biology

B.A. 1983, Liberal Arts (Government); Communications (Organizational Communication)
The University of Texas at Austin

PROFESSIONAL APPOINTMENTS

Professor, University of Texas at Austin, 2016-present

Associate Professor, University of Texas at Austin, 2008-2016

Assistant Professor, University of Texas at Austin, 2002-2008

Assistant Professor, University of Colorado at Boulder, 1999-2002

Program Administrator/Director, Texas Education Agency, Division of Migrant Education. Austin, Texas. 1994-1999

Social Studies University Facilitator (field supervisor), University of Texas at Austin, 1998

Teacher, Social Studies, Science, Speech, and Speech & Debate Director, McAllen High School. McAllen, Texas. 1989-1994

Teacher, Social Studies, Science, Speech, and Speech & Debate Director, Premont High School and Premont Junior High. Premont, Texas. 1985-1989

Teaching Assistant, Forensics, Biology, Texas A&I. Kingsville, Texas, 1983-1985

PUBLICATIONS

Articles in peer reviewed journals

(former/current graduate students as coauthors italicized)

Reidel, M. & **Salinas, C**. (2022). Feeling race in the social studies classroom: a self-study, *Social Studies Research & Practice*, 17 (3), 237-250

Ramirez, P. & **Salinas, C**. (2021). Reimagining Language Space with Bilingual Youth in a Social Studies Classroom. *Bilingual Research Journal*, 44(4), 409-425.

Blevins, B., Magill, K., & **Salinas, C.** (2020). Critical historical inquiry: The intersection of ideological clarity and pedagogical content knowledge. *Journal of Social Studies Research, 44*(1), 35-50. https://doi.org/10.1016/j.jssr.2019.09.003

Fránquiz, M., *Leija Lara, M*. & **Salinas, C** (2019). Challenging Damaging Ideologies: Are Dual Language Education Practices Addressing Learners' Linguistic Rights?, *Theory Into Practice,* 58(2), 134-144.

Naseem Rodriguez, N. & **Salinas, C.** (2019). "La lucha todavía no ha terminado"/The struggle has not yet ended: Teaching immigration through *testimonio* and difficult funds of knowledge, *Journal of Curriculum Theory*, 34(3), 136-149.

Vickery, A., & **Salinas, C.,** (2019). "The future is Intersectional": Using the arts to reinsert Black women into the civil rights narrative. *Multicultural Perspectives*, 21(4), 224-232.

Vickery, A., & **Salinas, C.** (2019). ""I question America.... Is this America?" Learning to view the Civil Rights Movement through an intersectional lens" *Curriculum Inquiry*, 49(3), 260-283.

Hutner, T. Petrosino, & **Salinas, C.** (2019). "Do Preservice Science Teachers Develop Goals Reflective of Science Teacher Education? A Case Study of Three Preservice Science Teachers, *Research in Science Education*. https://doi.org/10.1007/s11165-018-9816-6

Magill, K. & **Salinas, C.,** (2019). The Primacy of Relation: Social Studies Teachers and the Praxis of Critical Pedagogy, *Theory and Research in Social Education. 47(1), 1-28*.

Degollado D. E, Bell, R. & **Salinas, C**. (2019). "No Había Bilingual Education:" Stories of Negotiation, Educación, y Sacrificios from South Texas Escuelitas, *Journal of*

Latinos and Education, https://doi-org.ezproxy.lib.utexas.edu:2444/10.1080/15348431.2019.1604351

Salinas, C., (2017). *Por qué "no importa" es importante, Bilingual Research Journal. 40(4), 46.*

Ramirez, P., *Vickery, A.*, **Salinas, C.** & Ross, L., (2016). Advocating for language rights: Critical Latina bilingual teachers creating bilingual space in Arizona, *Bilingual Research Journal*, 39 (3-4), p 296-308.

Salinas, C., *Vickery, A.* & Fránquiz, M. (2016). Advancing border pedagogies: Understandings of citizenship through comparisons of home to school contexts, *High School Journal,* 99(4), 332-336.

Salinas, C., & *Alarcon, J.* (2016). Exploring the civic identities of Latina/o high school students: Reframing the historical narrative. *International Journal of Multicultural Education*, 18(1), 68-86.

Salinas, C., Fránquiz, M., & *Rodriguez Naseem, N.* (2016)."Writing Latina/o historical narratives: Narratives at the intersection of critical historical inquiry and LatCrit." *Urban Review*, *48*(2), 1-21.

Salinas, C., *Naseem Rodriguez, N. & Ayala Lewis, B.* (2015). The Tejano History Curriculum Project: Creating a Space for Authoring Tejanas/os into the Social Studies Curriculum, *Bilingual Research Journal*, 38(2), 172-189.

Saye, J. & **Social Studies Inquiry Research Collaborative** (2014). Achieving Authentic Pedagogy: Plan Units, Not Lessons. *Social Education*, *78*(1), 33-37.

Salinas, C., & *Blevins, B.* (2014). Critical historical inquiry: How might pre-service teachers confront master historical narratives? *Social Studies Research and Practice,* 9(3), 35-50.

Fránquiz, M., & **Salinas, C**. (2013). Knowing English is not enough! Cultivating academic literacies among high school newcomers. *High School Journal,* 96(4), 339-357.

Blankenship, W. G., & **Salinas, C**. (2013). Shifting neo-narratives: Online participatory media & historical narrative. *Journal of the Research Center for Educational Technology,* 9(1), 74-93.

Saye, J., & **Social Studies Inquiry Research Collaborative** (2013). Authentic pedagogy: Its presence in social studies classrooms and relationship to student performance on state-mandated tests. *Theory and Research in Social Education,* 41(1), 89–132.

DeWitt, S., & **Social Studies Inquiry Research Collaborative** (2013). The lower-order expectations of high-stakes tests: A four-state analysis of social studies standards and test alignment. *Theory and Research in Social Education,* 41(3), 382-427.

Salinas, C., & *Blevins, B*. (2013). Examining the intellectual biography of pre-service teachers: Elements of "critical" teacher knowledge**.** *Teacher Education Quarterly,* 40(1), 7-24.

Blevins, B., & **Salinas, C.** (2012). Critical notions of historical inquiry: An examination of teacher enactment in history classrooms. *Social Educator,* 30(2), 13-22.

Salinas, C., *Blevins, B., & Sullivan, C*. (2012). Critical historical thinking: When official narratives collide with other narratives. *Multicultural Perspectives,* 14(1), 18-27.

Fránquiz, M., & **Salinas, C.** (2011). Newcomers developing English literacy through historical thinking and digitized primary sources**.** *Journal of Second Language Writing,* 20(3), 196–210.

Fránquiz, M., & **Salinas, C.** (2011). Newcomers to the U.S.: Developing historical thinking among Latino immigrant students in a Central Texas high school. *Bilingual Research Journal,* 34(1), 58-75.

Reyes, R., Valles, E., & **Salinas, C.** (2011). The evolution of Luz: A case study of gendered tensions of romance and domesticity in the life of a former migrant, Chicana college student. *Journal of Hispanic Higher Education,* 10(2), 147 –160.

Salinas, C., *Bellows, M. E., & Liaw, H. L*. (2011). Preservice social studies teachers' historical thinking and digitized primary sources: What they use and why. *Contemporary Issues in Technology and Teacher Education*, *11*(2). Retrieved from http://www.citejournal.org/vol11/iss2/socialstudies/article1.cfm

Reidel, M., & **Salinas, C.** (2011). The role of emotion in democratic dialogue: A self-study. *Social Studies Research and Practice,* 6(1), 2-10.

Salinas, C., & *Castro, T*. (2010). Disrupting the official curriculum: Cultural biography and the curriculum decision making of Latino preservice teachers. *Theory and Research in Social Education,* 38(3), 428-463.

Salinas, C., Fránquiz, M., & *Reidel, M*. (2008). Teaching world geography to late-arrival immigrant students: Highlighting practice and content. *The Social Studies,* 99(2), 71-76.

Salinas, C., *Sullivan, C., & Wacker, T*. (2007). Curriculum considerations for late-arrival high school immigrant students: Developing a critically conscious world geography studies approach to citizenship education. *Journal of Border Educational Research,* 6(2), 55-67.

Salinas, C., & *Sullivan, C*. (2007). Latina/o teachers and historical positionality: Challenging the construction of the official school knowledge. *Journal of Curriculum and Pedagogy,* 4(1), 178-199.

Salinas, C., & *Reidel,* M. (2007). The cultural politics of the Texas' educational agenda: Examining who gets what, when and how. *Anthropology and Education Quarterly,* 38(1), 42-56.

Salinas, C., Fránquiz, M., & Guberman, S. (2006). Introducing historical thinking to second language learners: Exploring what students know and what they want to know. *The Social Studies*, 97(5), 203-207.

Salinas, C. (2006). Educating late arrival high school immigrant students: A call for a more democratic curriculum. *Multicultural Perspectives,* 8(1), 20-27.

Rodriguez, H., **Salinas, C.,** & Guberman, S. (2005). Creating opportunities for historical thinking in bilingual classrooms: Experiences and reflections. *Social Studies and the Young Learner*, 18(2), 9-13.

Salinas, C., & *Reyes, R*. (2004). Creating successful academic programs for Chicana/o high school migrant students: The role of advocate educators. *The High School Journal*, 87(4), 54-65.

Robinson, C., & **Salinas, C.** (2002), Finding multiple voices through the internet. *Social Studies and the Young Learner*, 14(3), 31-32.

Salinas, C. (2000). El Colegio Altamirano (1897-1958): New histories of Chicano education in the Southwest. *Educational Forum,* 65(1), 80-86.

Salinas, C., & Davis, M. (1997). In pursuit of equity: Toward democratic education for a multi-cultural mosaic. *Insights*, 3(1), 13-14.

Chapters

(former or current graduate students as coauthors italicized)

Salinas, C. & *Blevins, B*. (accepted). Critical historical inquiry: Disrupting the dominant narrative. In W. Ross XXXX

Salinas, C., Fránquiz, M, *Rojas Williams, M*. (accepted). The narrative and our *civicness*: Capturing the identity, agency and membership of the Latina/o communities. In P. Ramirez (Ed.), *Reimagining Citizenship Education: Empowering students to become critical leaders and community role models*, Information Age Publishing.

Fránquiz, M. E., *Leija, M. G.,* & **Salinas, C.** (2020). Challenging Damaging Ideologies. In C. Faltis & P. Ramirez (Eds.), Dual language education in the US: Rethinking

pedagogy, curricula, and teacher education to support dual language learning for all (pp. 72-84). Taylor and Francis https://doi.org/10.4324/9780367853242

Fránquiz, M. E. & **Salinas, C.** (in press). Latinx Teachers: Challenges and Possibilities. In C. D. Gist & T. J. Bristol (Eds.) *AERA Handbook of Research on Teachers of Color*.

Fránquiz, *M. &* **Salinas, C.** (2018). In search of the civic histories, identities and experiences of Latina/o immigrant students. In P. Ramirez, C. Faltis & E. J. de Jong (Eds.) *Learning from emergent bilingual emergent Latinx learners in K-12*, pp. 123-136, New York, Routledge.

Salinas, C., & *Rojas Williams, M***.** (2018). Crossing/erasing borders: A response to global and Immigration. In D. Krutka, M. Helmsing, & A. Whitlock (Eds.), *Keywords in the Social Studies*: *Concepts and Conversations*. New York: Peter Lang Publishing Group.

Salinas, C., *Vickery, A., & Naseem Rodriguez, N*. (2018). The GI Forum, Felix Longoria and *El* movimiento: Understanding the Latina/o civil rights movement through critical historical inquiry. W. Blankenship (Ed.), Teaching the struggle for civil rights, 1948-1976, pp. 145-156, New York: Peter Lang Publishing Group.

Epstein, T. & **Salinas, C**. (2018) Doing Research in History Education: Methodologies and Reform Advocacies. In S. Metzger & L. Harris (Eds.) *International Handbook of History Teaching and Learning,* pp.61-91, New York, Wiley.

Salinas, C., *Naseem Rodriguez, N., & Blevins, B. (*2017*)*. The second language learner in the social studies classroom. In C. Bolick & M. Manfra (Eds), *Handbook on social studies research*, pp. 440-460, New York:Wiley-Blackwell.

Blevins, B., **Salinas, C. S.,** & Talbert, T. (2015). Critical historical thinking: Enacting the voice of the other in the social studies curriculum and classroom. In C. White (Ed.), *Critical qualitative research in social education*. (pp. 71-90). Charlotte, NC: Information Age Publishing

Grant, S.G., & **Salinas, C.** (2008). Assessment and accountability in the social studies. In C. Tyson & L. Levstick (Eds.), *Handbook of research on social studies education*. (pp. 219-236). New York: Routledge.

Salinas, C. (2006). Teaching in a high-stakes testing setting: What becomes of teacher knowledge? In S. G. Grant (Ed.), *Measuring history* (pp. 177-192). Greenwich, CT: Information Age Publishing.

Salinas, C. (2005). A generation of defiance and change: An oral history of Texas educator and activists Blandina "Bambi" Cárdenas. In L. M. Burlbaw & S. L. Field (Eds.), *Explorations in curriculum history (*pp. 227-240). Greenwich, CT*:* Information Age Publishing.

Webeck, M. L., **Salinas, C.,** & Field, S. L. (2005). A good teacher in Texas. In E. Yeager & O. L. Davis, Jr. (Eds.), *Wisdom in practice, wise practice (*pp. 69-88). Greenwich, CT: Information Age Publishing.

Webeck, M. L., Field, S., & **Salinas, C.** (2004). Tell me more: Boundaries, expectations, challenges, and possibilities for civic education in preservice methods of teaching courses: In G. Hamot, J. Patrick, & R. Leming (Eds.), *Civic learning in teacher education: International perspectives on education for democracy in the preparation of teachers* (pp. 147-167). Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

Salinas, C., & Fránquiz, M. (2004). Making migrant children and migrant education visible. In C. Salinas, & M. Fránquiz (Eds.), *Scholars in the field: The challenges of migrant education (*pp. xi-xviii). Charleston, WV: ERIC Clearinghouse and Small Schools.

Salinas, C., & *Reyes, R*. (2004). Meeting the secondary education needs of migrant students: Challenges and solutions. In C. Salinas & M. Fránquiz (Eds.), *Scholars in the field: The challenges of migrant education* (pp. 119-132). Charleston, WV: ERIC Clearinghouse and Small Schools.

Meyertholen, P., Castro, S., & **Salinas, C.** (2004). Project SMART: Using technology to provide educational continuity for migrant children (pp. 181-191). In C. Salinas & M. Fránquiz (Eds.), *Scholars in the field: The challenges of migrant education*. Charleston, WV: ERIC Clearinghouse and Small Schools.

Salinas, C. (2002) Jo Ann Sweeney. In M. Crocco & O. L. Davis (Ed.), *Reclaiming a legacy: A history of women in social studies* (pp. 145-146). Silver Spring, MD: National Council for Social Studies.

Fránquiz, M., & **Salinas, C.** (2002). *When discourses collide: An ethnography of migrant children at home and in school by* Marianne Exum Lopez. *International Journal of Qualitative Studies in Education,* 15(1), 114-117.

<u>Forwards/Afterwards</u>

Salinas, C. (2022). **In** Dreaming Out Loud: Critical Race Theory & Social Studies Futures, A. Vickery & N. Naseem Rodriguez (Eds.). New York, Teachers College Press. (afterward)

Salinas, C. (2021). In *Teaching Difficult Histories: Pictures of Practice,* L. Harris, M. Sheppard, and S. Levy (Eds). Teachers College Press.

Salinas, C. (2016). In *Teaching Social Studies in an Era of Divisiveness: The Challenges of Discussing Social Issues in a Non-Partisan Ways,* W. Journell (Ed.).

Edited books

Taylor Jaffee, A. & **Salinas, C**. (Eds.) (in process). *Teaching Culturally and Linguistically Relevant Social Studies: Examining Research and Practice with and for Emergent Bilingual and Multilingual Youth,* New York, NY: Teachers College Press.

Salinas, C., & Fránquiz, M. (Eds.). (2004). *Scholars in the field: The challenges of migrant education*. Charleston, WV: ERIC Clearinghouse and Small Schools.

Book Review

Salinas, C. (2010). Book Review-When history and race collide: Examining American history in the classroom. *Educational Researcher*, 39(3), 241-242.

Curriculum materials

Riggins, J., & **Salinas, C**. (Eds.). (1998). *University interscholastic league: Extemporaneous speaking handbook*. UIL: Austin.

McLemore, D., Romo, H., **Salinas, C**., & Matthews, J. (1998). *Racial and ethnic relations in America: Instructor's manual and test bank*. Boston: Allyn and Bacon.

Manuscripts under review

Montemayor, S. & Salinas, C. (Resubmtted/under review). The curious incident of the missing queer teachers of color voices in the social studies curriculum, Qualitative Studies in Education

Pallais, D., Pineda, M., Mehta, M., Galindo-Tovar, I., & Salinas, C (under review). Developing Academic Spanish in Bilingual Teacher Candidates: A Critical Interpretive Review, RER.

Manuscripts in preparation

HONORS AND AWARDS

American Education Research Association (AERA), Division G, Mentor Award, 2021
Honorary Leon Jaworski Award, Law Related Education, May 2019
Warren Fellowship for Future Teachers Faculty Fellow, Houston Holocaust Museum, 2018
Texas A&I Distinguished Alumni, October 21, 2017
Ruben E. Hinojosa Regents Professorship in Education, 2017-current
Elizabeth Shatto Massey Award for Excellence in Teacher Education, 2015

Fellow in the Ruben E. Hinojosa Regents Professorship in Education, 2015-16
Fellow Elizabeth Glenadine Gibb Teaching in Education, 2014-15
Visiting Scholar, Teachers College Columbia, Summer 2014
American Education Research Association (AERA), Division K, Innovations in Research on Diversity in Teacher Education Award, 2013
Faculty Research Assignment, Spring 2013
Regents' Outstanding Teaching Award, The University of Texas System, 2012
American Education Research Association, Social Studies Special Interest Group, Best Paper Award, 2012
Judy Spence Tate Fellowship for Excellence, 2011-12, 2012-13, 2013-14
Commencement Address, College of Education, University of Texas at Austin, Fall 2008
Dean's Fellow Award, University of Texas at Austin, Spring 2006, Fall 2006
Excellence and Equity Faculty Teaching Award, University of Colorado at Boulder, May 2001
Texas Excellence Award for Outstanding High School Teachers, The Ex-Students' Association of The University of Texas at Austin, 1993
Supporter of Entrepreneurship Award, INC Magazine, 1994
Kappa Delta Pi, Member, Delta Chapter, 1996
Pi Lambda Theta, Psi Chapter, 1998

GRANT

DOE, Gear Up Grant, Primary/lead COE PI, Collaborative with ISPI, $100,000; 2018-2023. My role ends Fall 2022.
DOE, EIR Restorative Practices Grant, Primary/lead COE PI, Collaborative with AISD, 2018-2023. My role ends Fall 2022.
DOE Title VI NRC FlAS Fellowship Program Grant, Primary/lead COE PI, Collaborative with LILLAS, 2018-2022
NEH Digital Humanities, Project Co-director and Content Expert, $200,000; 2007-2013
Big 12 Faculty Fellowship (with the University of Colorado at Boulder), Fall 2009 ($1200)
Big 12 Faculty Fellowship (with the University of Colorado at Boulder), Fall 2006 ($2500)
College of Education Field Based Funding Initiative Award, Spring 2005 ($3,000)
Curriculum and Instruction Summer Research Grant, Summer 2005 ($800)
College of Education Field Based Initiative, Spring 2006 ($3,000)
Meadows Foundation, Faculty Fellowship, Fall 2003 ($5,000)
IMPART, Fall 2000, University of Colorado at Boulder ($1,500)
Co-PI: Preparing Tomorrow's Teachers to Use Technology, 2000-2002, University of Colorado at Boulder ($1M over 3 years)
Co-PI: Teaching and Learning with Technology, Spring 2000, University of Colorado at Boulder ($90,000 planning grant)

PRESENTATIONS

Jaffee Taylor et al & **Salinas, C.** *Culturally and Linguistically Relevant Social Studies with Emergent Bilingual and Multilingual Youth*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Philadelphia, PA, November 30- December 4, 2022.

Duncan, K et al**. & Salinas, C.** *This Bridge Called My Back: Engaging Feminisms of Color in Social Studies Education***.** National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Philadelphia, PA, November 30-December 4, 2022.

Salinas, C. (discussant), *New Directions in Education for Civic Life: Research with Students and Teachers*, American Education Research Association (AERA) Annual Meeting, San Diego, California, April 20-26, 2022.

Riedel, M & **Salinas, C**., *Feeling Race in the Social Studies Classroom*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Minneapolis, Minnesota, November 17-19, 2021.

VanHover, S et al. including **Salinas, C.,** *Routines, rituals, tools and aspirations: Social studies assessment past, present and future*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Minneapolis, Minnesota, November 17-19, 2021.

Joseph, M, Robinson, H., Baker, M. & **Salinas, C**. *"It's only right that you should play the way you feel it": Examining the fleeting emotions of preservice teachers' navigation of historical inquiry*, National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Minneapolis, Minnesota, November 17-19, 2021.

Fránquiz, M. E. & **Salinas, C.,** *Induction and Human Resource Development. Latinx Teachers: Pláticas and Possibilities* [Invited Roundtable]. American Education Research Association (AERA) Virtual Meeting, April 8-14, 2021.

Montemayor, S. R., **Salinas, C**. & Fránquiz, M. E. *Curriculum's Hidden Closest: Disrupting Discourses in Social Studies Using Gender and Sexuality* [Roundtable Session]. American Education Research Association (AERA), San Francisco, CA, Apr 17 – 21, 2020, http://tinyurl.com/yx88awtu (Conference Canceled)

Fránquiz, M. E. & **Salinas, C.** (2020, Apr 17 - 21) *Induction and Human Resource Development. Latinx Teachers: Pláticas and Possibilities* [Invited Roundtable]. American Education Research Association (AERA), San Francisco, CA, Apr 17 – 21, 2020, http://tinyurl.com/t7whomb (Conference Canceled)

Salinas, C (panel). , *Teacher education: Initiating cases into teaching difficult knowledge/difficult histories*, National Council for the Social Studies (NCSS);

College University Faculty Association (CUFA, Austin, Texas, November 22-December 24, 2019.

Salinas, C. Naseem Rodriguez, N., & Blevins, B., *Emergent Bilinguals in the Social Studies: Why citizenship matters*, National Council for the Social Studies (NCSS): Council of State Social Studies Specialists (CS4), Austin, Texas, November 22-December 24, 2019.

Salinas, C., Palacios, A. & Hall, D. , *Incorporating Latin American perspectives in world history and geography*, National Council for the Social Studies (NCSS), Austin, Texas, November 22-December 24, 2019.

Rojas, M., **Salinas, C, &** Fránquiz, M., *Teaching El Movimiento: How teachers come to understand history through critical historical inquiry & multicultural children's literature*, American Education Research Association (AERA), Toronto, Canada, April 5-9, 2019.

Shanks, N., Magil, K. & **Salinas, C,** "*Actual People's Lives*": *Simulations and Critical Consciousness in World History, American History, and Economics*, American Education Research Association (AERA), Toronto, Canada, April 5-9, 2019.

Rojas, M., & **Salinas, C,** *Lo construimos de nuevo*": *Bilingual elementary teachers rethinking el movimiento through critical historical inquiry,* National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Chicago, Illinois, November 28-December 2, 2018.

Salinas, C., *Rethinking cultures, histories and literacies: Identity investment in teaching and learning*. National Association of Bilingual Education (NABE), Albuquerque, New Mexico, February 28th – March 3rd, 2018

Salinas, C. *Transforming Social Studies Education: Insights from Previous Disrupters*. National Council for the Social Studies (NCSS);), San Francisco, California, November 15-19, 2017.

Salinas, C., Brooke Blevins, & Noreen Naseem Rodriguez. *On the Problem of Evidence, Knowledge, and Knowing*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), San Francisco, California, November 15-19, 2017.

Salinas, C., & Nasseem Rodriguez, N. The Evolution of the Journey Box Assignment in Elementary Social Studies Education. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), San Francisco, California, November 15-19, 2017.

Salinas, C., Nasseem Rodriguez, N. & Williams Rojas, M. *Teaching U.S. History Through Other Histories: Using Counter narratives and Critical Lenses in*

Teacher Education Classrooms. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), San Francisco, California, November 15-19, 2017.

Salinas, C. *Troubled Waters: Making Sense Of The Post-election World With Preservice Teachers*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), San Francisco, California, November 15-19, 2017.

Naseem Rodriguez, N. & **Salinas, C.** *I need to do justice to this topic: Enacting Asian American History in the elementary classroom*. American Education Research Association (AERA), San Antonio, Texas, April 27-May 1, 2017.

Neem Rodriguez, N. & **Salinas, C.** (2017). Right Under Our Noses: Prospective bilingual teachers discover the power of local histories. National Association of Bilingual Education (NABE), Dallas, Texas, February 22nd - 25, 2017

Salinas, C., Naseem Rodriguez, N. & Ayala Lewis, B. *The Tejano History Curriculum Project: Creating a space for authoring Tejanas/os into the social studies curriculum*. American Education Research Association (AERA), Washington, DC, April 8-12, 2016.

Hutner, T, **Salinas, C** & Petrosino, A. *Do preservice science teachers develop goals reflective of teacher education: An exploratory study*. American Education Research Association (AERA), Washington, DC, April 8-12, 2016.

Salinas, C., Naseem Rodriguez, N. & Magill, K, *Writing Latina/o Historical Narratives: Narratives At The Intersection Of Critical Historical Inquiry And Latcrit*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), New Orleans, Louisiana, November 18-22, 2015.

SSIRC. *Authentic Pedagogy: Examining Intellectual Challenge in Social Studies Classrooms*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), New Orleans, Louisiana, November 18-22, 2015.

Salinas, C., Naseem Rodriguez, N. & Fránquiz, M. *Identity and Remembrance in History Education*. American Education Research Association (AERA), Chicago, Illinois, April 16-20, 2015.

Salinas, C., Naseem Rodriguez, N. & Fránquiz, M. *Immigrant Youth and Citizenship Education*. American Education Research Association (AERA), Chicago, Illinois, April 16-20, 2015.

Salinas, C. *Interactive Strategies to Improve Student Thinking*. SXSWedu, Austin, Texas, March 8, 2015.

Naseem Rodriguez, N., **& Salinas, C.** *Beyond Black and White: Teaching Latino Civil Rights in Bilingual/Dual Language Classrooms*. National Association of Bilingual Educators (NABE), Las Vegas, Nevada, March 5-7, 2015.

Manfra, M., Bolick, C., AveryP., Crocco, M., Mayo, J.B., Parker, W., **Salinas, C**., & Thornton, S. *Town Hall on Social Studies Education Research*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Boston, Massachusetts, November 19-21, 2014.

Salinas, C., & Naseem Rodriguez, N. *Other Citizens: Using Sociocultural Frameworks to Explore Alternative Conceptualizations of Citizenship Education*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Boston, Massachusetts, November 19-21, 2014.

Salinas, C., Blevins, B., & Fránquiz, M. *Learning the Teaching of History: Making Historical Thinking a Critical Event in Elementary Teacher Education*. American Education Research Association (AERA), Philadelphia, Pennsylvania, April 3-7, 2014.

Blankenship, W., & **Salinas, C**. *Neo-Narratives in Online Participatory Media: "Stories" of Revolution*. American Education Research Association (AERA), Philadelphia, Pennsylvania, April 3-7, 2014.

Blevins, B., & **Salinas, C.** *Historical Inquiry and the Development of Counternarratives*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), St. Louis, Missouri, November 20-21, 2013.

Salinas, C., & Blevins, B. *Historical Inquiry as a Way to Disrupt Notions of Race, Class, and Gender: An Analysis of the Development of Counter narratives*. American Education Research Association (AERA), San Francisco, California, April 26-May 1, 2013.

Blankenship, W., & **Salinas, C**. *Neo-Narratives in Online Participatory Media: "Stories" of Revolution*. American Education Research Association (AERA), San Francisco, California, April 26-May 1, 2013.

Blevins, B., **Salinas, C.,** & Reidel, M. *Developing More Critical Notions of Historical Thinking: An Examination of Social Studies Teachers' Wisdom of Practice*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Seattle, Washington, November 14-16, 2012.

Alarcon, J., & **Salinas, C**. *Exploring the Civic Identity of Late-Arrival Immigrant Students: School Curricula Enacting Macro and Micro Ideals of Citizenship*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Seattle, Washington, November 14-16, 2012.

Blakenship, W., & **Salinas, C**. *Disrupting the Narrative: The Development of Historical Narratives in Online Discussion Forums*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Seattle, Washington, November 14-16, 2012.

Fránquiz, M., **Salinas, C.,** Ayala Lewis, B., Naseem Rodriguez, N., & Cardenas, A. *Tejano History Curriculum Project: "Kids Like Me Didn't Know We Had All These Things to Be Proud of"*. Texas Association of Bilingual Education (TABE), San Antonio, Texas, October 24-27, 2012.

Salinas, C. *Changing the Narrative: Dissecting Content and Structure Through Historical Thinking*. American Education Research Association (AERA), Vancouver, Canada, April 12-18, 2012.

Salinas, C. *Identity Texts: Cultivating Academic Literacy in Newcomer Social Studies Classrooms*. American Education Research Association (AERA), Vancouver, Canada, April 12-18, 2012.

Salinas, C. *Enacting Critical Historical Thinking: A Continuum of Possibilities*. American Education Research Association (AERA), Vancouver, Canada, April 12-18, 2012.

Salinas, C. (SSIRC) *Authentic Intellectual Challenge in Social Studies Classrooms and Its Relationship to Student Learning*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Washington, DC, November 31- December 1, 2011.

Salinas, C. *What Methods Instructors Can Learn and Do to Prepare Social Studies Teachers for English Learners*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Washington, DC, November 31- December 1, 2011.

Reidel, M., & **Salinas, C**. *Will a Real Self-Study Please Stand Up? Exploring Self-Study Methodology in Social Studies Education Research*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Washington, DC, November 31- December 1, 2011.

Salinas, C. Ca*n We Move Beyond Scholarship That is "Weak, Isolated, and Incestuous"? Creating a More Viable Future for Social Studies Research*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Washington, DC, November 31- December 1, 2011.

Salinas, C., & Blevins, B. *Making Primary Sources and Historical Thinking Accessible to All Students*. Texas Council for the Social Studies (TCSS), Austin, Texas, October 21-23, 2011

Tothero, K., Crowley, R., & **Salinas, C.** *Using Technology to Teach Historical Inquiry: Using Online Sources, Presentation Formats and Other Forums*. Texas Council for the Social Studies (TCSS), Austin, Texas, October 21-23, 2011

Blevins, B**.,** & ***Salinas, C.*** *Enacting Critical Historical Thinking: Decision Making Among Novice Secondary Social Studies Teachers*. American Education Research Association (AERA), New Orleans, April 7-12, 2011.

Salinas, C., & Blevins, B. *Critical Historical Thinking: An Examination of Preservice Teacher Decisions*. American Education Research Association (AERA), New Orleans, April 7-12, 2011.

Salinas, C. (SSIRC) *Authentic Pedagogy: Examining Intellectual Challenge in a National Sample of Social Studies Classrooms (SSIRC Group)*. American Education Research Association (AERA), New Orleans, April 7-12, 2011.

Fránquiz, M., *&* ***Salinas, C.*** *Newcomers Developing English Literacy Through Historical Thinking, Digitized Primary Sources, and Web-Based Technologies*. American Education Research Association (AERA), New Orleans, April 7-12, 2011.

Salinas, C., Velasquez, C., & Garza Flores, T. *Late Arrival Immigrants' Understanding of Citizenship: Ways of Complicating and Adding to the Field*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Denver, Colorado, November 17-18, 2010.

Castro, A., & **Salinas, C**. *Are We Making a Difference as Social Studies Teacher Educators: Preparing Teachers for Critical Multicultural Citizenship?* National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Denver, Colorado, November 17-18, 2010.

Blevins, B., & **Salinas, C**. *Critical Historical Thinking: An Examination of Novice Teacher Decision Making*. American Education Research Association (AERA), Denver, Colorado, April 30-May 4, 2010.

Salinas, C. *Late-Arrival Immigrants and the Social Studies Curriculum: Inserting Critical in Citizenship Education*. American Education Research Association (AERA), Denver, Colorado, April 30-May 4, 2010.

Salinas, C., Levine, T, Thornton, S., & Cruz, B. *Preparing Preservice Teachers to Teach Social Studies to ELLs: What Methods Instructors Can Do*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Atlanta, Georgia, November 11-12, 2009.

Reidel, M., & **Salinas, C**. *The Role of Emotion in Democratic Dialogue: A Self-Study*. Paper presented at the annual meeting of the National Council for the Social

Studies (NCSS); College University Faculty Association (CUFA), Atlanta, Georgia, November 11-12, 2009.

Liaw, Leonard, **Salinas, C.,** & Almond, E. *Integration of Technology in Social Studies Classrooms: Pre-Service Social Studies Teachers' Understanding of Online Primary Source Resources in the Fostering of Historical Thinking Skills*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Atlanta, Georgia, November 11-12, 2009.

Blevins, B., & **Salinas, C**. *Preconceived and Reconceived Notions About Social Studies: Examining Preservice Teachers' Improvisations within Their Methods Course Work and Field Experiences*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Atlanta, Georgia, November 11-12, 2009.

Salinas, C., Velasquez, C., & Grayson, I. *When Citizenships Collide: Exploring and Positioning Multiple Notions of Citizenship with Late Arrival Immigrant Students*. National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Atlanta, Georgia, November 11-12, 2009.

Salinas, C. *A Critical View of Historical Thinking: A Case Study of Latino Preservice Teachers' Enactment of the Curriculum*. American Education Research Association (AERA), San Diego, CA, April 13-17, 2009.

Salinas, C., Castro, T., & Sullivan, C. *Beyond the Ahistorical Narrative: Latino Social Studies Preservice Teachers and Challenging the Official Curriculum*. American Education Research Association (AERA), San Diego, CA, April 13-17, 2009.

Salinas, C., Blevins, B., & Blankenship, W. *Historical Thinking in Bilingual/ESL Classrooms: Identifying Teachers' Unique Experiences and Perspectives*. American Education Research Association (AERA), San Diego, CA, April 13-17, 2009.

Salinas, C., Castro, T., & Hodge, J. *Disrupting the Official Curriculum: Latina/o Pre-Service Teachers Enactment of a Different Curriculum*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Houston, Texas, November 12-15, 2008.

Blevins, B., & **Salinas, C**. *The Intersection of Understanding Between a Pre-Service Teacher and a Cooperating Teacher: Examining the High School Social Studies Field Experience*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Houston, Texas, November 12-15, 2008.

Salinas, C., Wacker, T., & Davis, C. *Exploring Teachers' Notions of More Critical*

Views of Citizenship Education: A Case Study in a Late Arrival Immigrant Center. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Houston, Texas, November 12, 2008.

Salinas, C., Velasquez, C., & Kates, C. *Newcomer Social Studies Teachers: Reflections on Issues of Citizenship and Immigrant Students*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Houston, Texas, November 12-15, 2008

Grant, S.G., & **Salinas, C**. *Handbook of Research in Social Studies Education: Assessment and Accountability in the Social Studies*. American Education Research Association (AERA), New York, New York, March 24-28, 2008.

Salinas, C. *Bilingual Elementary Teachers and Historical Thinking: Lessons and Reflections*. American Education Research Association (AERA), New York, New York, March 24-28, 2008.

Sullivan, C., & **Salinas, C**. *Latina/o Preservice Teachers and Historical Positionality: Challenging the Construction of the Official School Knowledge*. American Education Research Association (AERA), New York, New York, March 24-28, 2008.

Salinas, **C.,** Wacker, T., & Hodge-Joliffe, J. *Curriculum Considerations for Late-Arrival High School Immigrant Students: Developing a Critically Conscious World Geography Studies Approach to Citizenship Education*. American Education Research Association (AERA), New York, New York, March 24-28, 2008.

Fránquiz, M., & **Salinas, C**. *Immigrant Students and Content Area Instruction in a New Comer Center: Case Studies from Central Texas*. National Association of Bilingual Educators (NABE), Tampa, Florida, February, 6-9, 2008.

Salinas, C. *Late Arrival Immigrant Students and Notions of Citizenship: Enacting a More Critical Lens*. Internal Assembly/College University Faculty Assembly Panel. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), San Diego, CA, November 28-30, 2007.

Salinas, C., & Wacker, T. *Late Arrival High School Immigrant Students: A Call for More Democratic Social Studies Curriculum*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), San Diego, CA, November 28-30, 2007.

Sullivan, C., & **Salinas, C**. *Latina Preservice Teachers and Historical Positionality: Challenging the Construction of the Official School Knowledge*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS);

College University Faculty Association (CUFA), San Diego, CA, November 28-30, 2007.

Fránquiz, M., **Salinas, C**., & Sanchez, P. Commissioned Paper, *Bridging Two Worlds: Mexican and Somali Newcomer Students in Texas*. Paper presented at the University of California, Language Minority Research Institute (UC LMRI) and Arizona State University Conference, Phoenix, AZ, May 2007.

Cary, L., & **Salinas, C.** *Race and Gender within the Politics of Identity: Teaching at the University*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 9-13, 2007.

Salinas, C., & Sullivan, C. *Sociocultural Positionality: Preservice Teachers' Readiness to Engage with Socio-Constructivists Pedagogy and Historical Thinking*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 9-13, 2007.

Saunders, J., & **Salinas, C.** *Taking the Plunge: Preservice Teachers' Investigations of Funds of Knowledge to Expand Culturally Responsive Practice*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 9-13, 2007.

Salinas, C., Sullivan, C., & Saunders, J.M. *Preservice Teachers as "Rethinkers": How Reflective Practice Reinforces the Development of Culturally Responsive Educators*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 9-13, 2007.

Salinas, C., & Sullivan, C. *Sociocultural Positionality: Preservice Teachers' Readiness to Engage with Socioconstructivist Pedagogy and Historical Thinking*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 9-13, 2007.

Salinas, C. *Disrupting the Americanizing Curricula in Late Arrival Immigrant Programs: Reconceptualizing Notions and Teachings of Citizenship*. Paper presented at the annual meeting of the National Association of Bilingual Educators (NABE), San Jose, CA, Feb 7-11, 2007.

Salinas, C. *Teaching and Learning in Newcomer Centers: Case Studies from Texas*. Paper presented at the annual meeting of the National Association of Bilingual Educators (NABE), San Jose, CA, Feb 7-11, 2007.

Salinas, C. *Curriculum Considerations for Late Arrival High School Immigrant Students: Developing Curricular Consciousness in Teachers*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 9-13, 2007.

Salinas, C. *Outsider and Insider: Teacher's Understandings and Roles in High Stakes Testing Contexts*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Washington, DC, November 29-30, 2006.

Cary, L., & **Salinas, C.** *Curriculum Decision Making and the Politics of Identity as a Social Action Project*. Paper presented at Curriculum and Pedagogy Conference, Marble Falls, TX, October 25-29, 2006.

Salinas, C. *Latinos Coast-to-Coast and in Between: The Schooling and Education of Newcomer and Transnational Immigrant Youth*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April 7-11, 2006.

Salinas, C. *Improving K-12 Opportunities for Immigrant Students: A Critical Examination of Schooling Practices and Migration Patterns*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April 7-11, 2006.

Salinas, C., Fránquiz, M., Guberman, S., & Rodriguez, H. *Teaching Social Studies in the Bilingual Classroom*. Paper presented at the annual meeting of the National Association of Bilingual Education (NABE), Phoenix, AZ, January 18-21, 2006.

Salinas, C. *Biliteracy and Content-Area Instruction in a New Arrival Center*. Paper presented at the annual meeting of the National Association of Bilingual Education (NABE), Phoenix, AZ, January 18-21, 2006.

Sullivan, C., & **Salinas, C.** *Teaching Historical Thinking: Preservice Teachers Confess Their Struggle*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Kansas City, MO, November 16-18, 2005.

Reidel, M., & **Salinas, C.** *Implementing a High Stakes Social Studies Exam in Texas: Teacher Compliance and Resistance*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Kansas City, MO, November 16-18, 2005.

Cary, L., & **Salinas, C.** *Curriculum Decisions Making and the Politics of Identity*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum (AATC), Austin, TX, October 6-8, 2005.

Salinas, C. *Conceptions of Education for Citizenship: Challenges and Possibilities*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum (AATC), Austin, TX, October 6-8, 2005.

Salinas, C. *Historical Thinking: Curricular and Pedagogical Tools*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum (AATC), Austin, TX, October 6-8, 2005.

Salinas, C., & Reidel, M. *When Social Studies Joins the High Stakes Testing Frenzy: Defining Teachers' Roles and Knowledge*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, April 11-15, 2005.

Salinas, C., & Reidel, M. *All Aboard That's Coming Aboard: When Social Studies is Added to the Testing Movement*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, April 11-15, 2005.

Salinas, C., Rodriguez, H., & Guberman, S. *Examining Struggles to Novice Teacher Preparation for Bilingual Classrooms: Approaches and Reflections for Improved Instruction*. Paper presented at the annual meeting of the National Association of Bilingual Education (NABE), San Antonio, TX, January 19-22, 2005.

Salinas, C., & Reidel, M. *The Social Studies Texas Assessment of Knowledge and Skills (TAKS): Examining Practice and Consequence in the Texas High-Stakes Landscape*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Baltimore, MD, November 17-18, 2004.

Salinas, C., & Soria, M. *Newcomer Centers, Social Studies, and Cultural Citizenship: When Plurality Demands Rights and Privileges within the Curriculum*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Baltimore, MD, November 17-18, 2004.

Field, S., Webeck, M., & **Salinas, C.** *Explorations in Education for Citizenship: Challenges and Possibilities for Elementary Pre-Service Teachers*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Baltimore, MD, November 17-18, 2004.

Salinas, C., & Fránquiz, M. *A Comprehensive Examination of Migrant Education: From Elementary to Secondary to Community Agency Coordination*. Paper presented at the Texas Migrant Education Conference, South Padre Island, TX, October, 10-12, 2004.

Salinas, C. *What We Need to Know to Succeed with NCLB and Migrant Students: The Challenges of Migrant Education*. Paper presented at the Texas Migrant Education Conference, San Antonio, TX, May 2-5, 2004.

Salinas, C. *NCLB and Comprehensive Responses: The Challenges of Migrant Education*. Paper presented at the Texas Migrant Education Conference, San Antonio, TX, May 2-5, 2004.

Fránquiz, M., & **Salinas, C.** *Examining the Literacy Experiences and Outcomes of Students Learning to Read and Write in Spanish and English*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA, April 12-16, 2004.

Salinas, C. *Examining Current Practices and Challenges in Migrant Education: A Collection of Case Studies*. Paper presented at the annual meeting of the National Association of Bilingual Education (NABE**),** Albuquerque, NM, February 4-6, 2004.

Fránquiz, M., & **Salinas, C.** *Struggling for a Collective Voice: Action Research and the Power of Biliteracy*. Paper presented at the annual meeting of the National Association of Bilingual Education (NABE), National Association of Bilingual Education (NABE), Albuquerque, NM, February 4-6, 2004.

Salinas, C., & Reidel, M. *Has Our Time Come: A Multiple Case Study of Five Texas High Schools Preparing for High Stakes Testing in the Social Studies*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Chicago, IL. November 12-13, 2003.

Field, S., Webeck, M., & **Salinas, C.** *The Language of Citizenship: Boundaries, Expectations, Challenges and Possibilities for Civic Education in Elementary Pre-Service Methods*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Chicago, IL, November 12-13, 2003.

Salinas, C. *Fields of Hope: Examining Current Practices in Migrant Education*. Paper presented at the annual meeting of the American Educational Research Association (AERA)**,** Chicago, IL, April 21-25, 2003.

Salinas, C., & Reidel, M. *When Social Studies Joins the High Stakes Testing Frenzy: Examining Practice in an Elementary School*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Phoenix, AZ, November 2002.

Salinas, C., & Reidel, M. *Social Studies in an Era of High Stakes Testing: A Multiple Case Study of Five High Schools Preparing for the Texas Assessment of Knowledge and Skills*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), Phoenix, AZ, November 2002.

Salinas, C. *Things are Different Here: The Schooling Experiences of Tejanos in Jim Hogg County, 1930-1970*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA, 2002.

Salinas, C., & Reyes, R. *Fields of Hope: Examining Current Policy and Practice in Migrant Education*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA, 2002.

Salinas, C., & Fránquiz, M. *Social Studies in an Era of High Stakes Testing: Examining Practice in an Elementary School*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum (AATC), Denver, CO, October 4-6, 2001.

Salinas, C., & Fránquiz, M. *Is it Social Studies if you Don't Call it Social Studies: What is Social Studies in an Elementary Classroom?* Paper presented at the annual meeting of the American Association for Teaching and Curriculum (AATC), Denver, CO, October 4-6, 2001.

Salinas, C., & Robinson, C. *Teachers and Techies Talk: Creating Meaningful Dialogue*. Paper presented at the annual meeting of American Educational Research Association (AERA), Seattle, WA, April 10-14, 2001.

Salinas, C. *New Histories of Chicano Education: El Collegio Altamirano 1897-1956*. Paper presented at the annual meeting of American Educational Research Association (AERA), Seattle, WA, April 10-14, 2001.

Salinas, C., & Fránquiz, M. *What is the Place of Reading and Writing in the Content Areas?* Paper presented at the annual meeting of the National Association of Bilingual Educators (NABE)**,** Phoenix, AZ, February 21-24, 2000.

Salinas, C., & Robinson, C. *A Mutli-Vocal Framework for Technology Integration: Creating Learning Space for Technology Integration*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education (SITE), Orlando, FL, March 6-8, 2001.

Salinas, C., & Robinson, C. *I Know Social Studies! I Know Technology! Creating Dialogue Between the Two*. Paper presented at the annual meeting of the National Council for the Social Studies (NCSS); College University Faculty Association (CUFA), San Antonio, TX, November 17-19, 2000.

Salinas, C. *Learned Lessons and Next Step*. Paper presented at the Annual Bilingual Special Education Summer Institute, Golden. CO, August 3-5, 2000.

Salinas, C. *Women on a Hero's Journey*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA, April 24-28, 2000.

Salinas, C. Discussant for "*Status Report on the National Study of Effective Teacher Education for Diversity*." Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA, April 24-28, 2000.

Salinas, C. *Integrating Literacy Acquisition Through the Content Areas*. Paper presented at the annual meeting of the National Association of Bilingual Educators (NABE), San Antonio, TX, February 15-19, 2000.

Salinas, C. *Credit Accrual Challenges for Migrant Students*. Texas Migrant State Conference Pre Conference Workshop, San Antonio, TX, November 21-23, 1999.

Salinas, C. *Perceptions of Multicultural Education in a Teacher Education Program*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, April 19-23, 1999.

Salinas, C. *Peer Debriefing and More: A Look at the Dynamics of a Dissertation Research Group- A History of a Peer Debriefing Group from a Race-Based Perspective*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, April 19-23, 1999.

Salinas, C. *From Texas to Washington: The Influence of a Woman's Voice*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, April 19-23, 1999.

Salinas, C. *La Raza Unida Party School Walkouts: A Mexican American Teacher's Perspective*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA, April 13-17, 1998.

Salinas, C. *What Teacher Educators Should Know About Parental Involvement*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA, April 13-17, 1998.

Salinas, C. *ESEA and Migrant Education: A History of Change from the Eyes of a Migrant Educator*. Paper presented at the annual meeting of the Society for the Study of Curriculum History (SSCH), San Diego, CA, April 12-13, 1998.

Salinas, C. *Effective Practices for Training Teachers for Diverse Student Populations*. Paper presented at the Association for Supervision and Curriculum Development (ASCD). San Antonio, TX, March 21-24, 1998.

Salinas, C. *La Raza Unida Party School Walkouts: A Mexican American Teacher's Perspective*. Paper presented at the annual meeting of the Southwest Education Research Association (SERA), Houston, TX, January 23-24, 1998.

Invited addresses

Salinas, C. 2018, Warren Fellowship for Future Teachers Faculty Fellow, "El Movimiento: Teaching historical narrative and the civic acts of Latina/os" May 21-25, 2018.

Salinas, C. 2018, LBJ Library Summer Institute, "El Movimiento: Teaching historical narrative and the civic acts of Latina/os" June, 25, 2018.

Salinas, C. 2017 REteach Liberation Through Education Conference 2017, Keynote Speaker, May 6, 2017.

Salinas, C. 2015 American Association for Employment in Education Conference, Keynote Speaker, November 6, 2015.

Salinas, C. Austin Impendent School District, Latino Academic Achievement Awards, Keynote Speaker, May 2, 2015.

Salinas, C. ¡Adelante! Conference for Bilingual & Dual Language Educators, "*Nuestras Historias*", Austin, Texas, March 27, 2015.

Salinas, C. New York State Migrant Conference, "Reaching across the aisle: Migrant educators as advocates", Syracuse, New York, November 3, 2010.

Salinas, C. Out of School Youth Conference, "Knowing who we are and who we serve", Miami, Florida, September 14, 2010.

Salinas, C. Consortium for Research in Teacher Education (CRTE) guest speaker at annual Teacher Education Symposium (Spring 2008, Spring 2009)

Salinas, C. National Association of State Directors of Migrant Education (NASDME) at the National Migrant Education Conference. "The notion of advocate-educator: The nature of migrant education", San Antonio, Texas, May 3, 2009.

Salinas, C. Geneseo Migrant Center 40th Anniversary. "Walk through and national perspectives", SUNY Geneseo, NY, September 20, 2008.

Salinas, C. Illinois Statewide Migrant Education Workshop. "We can because we must: The spirit and energy of migrant educators", Peoria, IL, June 15-17, 2005.

Salinas, C. University of Texas at San Antonio Women's History Month 2005: Testimonios, Celebrating our Stories, "Women hidden by the historical narrative: A telling of the migrant woman's story", San Antonio, TX, March 22, 2005.

Salinas, C. National Migrant Identification and Recruitment Conference, "When they said No Child Left Behind, what did they really mean: An examination of the impact on migrant education", New Orleans, LA, October 27-29, 2004.

Salinas, C. Annual North Carolina Migrant Conference, "Migrant education: Thirty years of lessons learned", Raleigh, NC, August 26-27, 2002.

Salinas, C. Education Kentucky's Migrant Children Conference (Kentucky Education Collaborative for State Agency Children), "Meeting the critical national needs of Migrant children: What NCLB will bring", Richmond KY, May 8-9, 2003.

Salinas, C. Washington State Migrant and Bilingual Education Programs Institute, "Ushering in a new agenda and new approaches: Migrant education possibilities", Sea Tac, WA, August 7-8, 2002.

Salinas, C. University of Colorado, Leadership, Excellence, Achievement and Diversity (LEAD) Welcome Conference, "Diversity on college campuses", Boulder, CO, September 15, 2001.

Salinas, C. National Migrant Identification and Recruitment Conference, "Open those doors: The power and might of advocates in migrant education", Phoenix, AZ, November 29, 2001.

Salinas, C. Equity Conference 2000: Closing the Achievement Gap: Race and Language Issues, "The Invisible minority, Making migrant children visible", Lexington, KY, May 17-19, 2000.

Salinas, C. Texas Migrant State Conference, "Raising post secondary expectations for migrant students", San Antonio, TX, November 21-23, 1999.

Salinas, C., Texas Teachers of English to Speakers of Other Languages (TEXTESOL). Keynote address, "Woof, woof, said the cat to the mouse: Being Bilingual", Austin, TX, March 7, 1998.

ADVISING AND RELATED STUDENT SERVICE

Dissertation Chair Completed

1.	Melissa Rojas Williams	candidate	
2.	Heath Robinson	(2022)	Teacher
3.	Montemayor, Steven	(2021)	Assistant Professor Northwest Vista College
4.	Hall, Dee	(2021)	Assistant Professor University of Georgia Southern
5.	Nathalie Bautista	(2021)	Senior Manager, Academics Inc.
6.	Ingram, Mitch	(2020)	Assistant Professor of Practice, University of Texas at Austin
7.	Pallais, Desiree	(2020)	Assistant Professor of Instruction, University of Texas at Austin
8.	Greer, Lizzie	(2019)	Education Specialists/ Program Manager, Stanford Hospital

9. Shanks, Neil	(2018)		Assistant Professor of Practice, Baylor University
10. Lewis Ayala, Brenda	(2022)	Co-chair	Teacher
11. Johnson, Scottie	(2017)		UT Austin, Director Ramps
12. Magill, Kevin	(2017)		Assistant Professor, Baylor University
13. Naseem Rodriguez, Noreen	(2017)		Assistant Professor, University of Colorado Boulder
14. Leija Lara, Maria	(2017)	Co-chair	Assistant Professor, UTSA
15. Tupa, Carrie	(2017)		Strategic Planning & Accountability Coordinator, Texas Workforce Commission
16. Lara, Gilberto	(2015)	Co-chair	Assistant Professor, UTSA
17. Hutner, Todd	(2015)	Co-chair	Assistant Professor, University of Alabama
18. Vickery, Amanda	(2015)		Assistant Professor, North Texas State; ~~Assistant Professor, University of Arizona~~
19. Garza, Irene	(2014)	Co-chair	Teacher
20. Chavez, Lupe	(2014)	Co-chair	Teacher
21. Flynn, Jodie	(2014)		Retired; ~~Teacher Education Director, Texas State University~~
22. Flores, Monica	(2014)	Co-chair	NA
23. Tran, Yune	(2011)		Associate Professor, Mount Claire State University
24. Blakenship, Whitney	(2010)		Teacher; ~~Associate Professor, Rhode Island College~~
25. Blevins, Brooke	(2011)		Associate Professor, Baylor University
26. Wacker, Tom	(2009)		Teacher, Arlington ISD
27. Laiw, Leonard	(2010)	Co-chair	University Academic Affairs. National Taiwan Normal University
28. Harle, Carol	(2008)		Retired
29. Castro, Antonio	(2009)	Co-chair	Associate Professor,

			University of Missouri-Columbia
30. Robertson, Susan	(2008)	Co-chair	Texas Education Agency
31. Saunders, Jane	(2008)		Professor, Texas State University
32. Kramer, Benjamin	(2007)	Co-chair	KLRU VP of Education University of Texas at Austin
33. Sullivan, Caroline	(2007)		Associate Clinical Professor, Georgia State University
34. Soria, Michelle	(2006)		NA
35. Preisman, Kristi	(2005)		Associate Professor, Peru State College
36. Bintaleb, Abdulaziz	(2005)	Co-chair	Staff, College of Education, King Saud University in Riyadh

Dissertation committee member

Colburn, Jefferey	(in progress)	Ynostroza, Adeli	(in progress)
De La Garza, Sarah	(2022)	Dougherty, Brooke	(in progress)
Blanco, Yianella Teacher College Columbia	(2022)	Smith, Tori/ Baylor University	(2022)
Sales, Latrice	(2021)	Knipe, Robert	(2021)
Krueger, Justin	(2021)	Ku, Da Hei	(2021)
Puckett, Kate	(2021)	Danial Thomas	(2021)
Kim, Esther	(2020)	Faukler, Anna	(2020)
Degollado, David	(2019)	Hernandez, Macario	(2019)
Englehardt, Joanna	(2019)	Espinoza, Katherine	(2019)
Fliss, Becky	(2019)	Gonzalez, Mary	(2019)
Dearman, Matt	(2018)	Barraza, Alejandra	(2017)
		Cardenas, Lucila	(2017)
Davis, Christopher	(2016)	Martinez, Julie	(2016)
Ramaprasad, Venkat	(2016)	Kiyomi Colegrove	(2015)
Raymond J Ostendorf	(2015)	Thompson, Teresa Lynn	(2015)
Lemke, Melinda	(2015)	Smith, William	(2015)
Jackson, Karen Moran	(2014)	Crowley, Ryan	(2014)
Conroy Beam, Tedi	(2013)	Rodriguez, Shelly	(2013)
Avila, Maria	(2013)	Hunt, Natalie	(2013)

Platt, Gwen	(2013)	Guevara, Maria	(2013)
Alarcon, Jeannette	(2013)	Monica Neshba	(2012)
King, LaGarrett	(2012)	Chao, Theodore	(2012)
Ozuna, Taryn	(2012)	Bellows, Elizabeth	(2012)
Villerreal, Elizabeth	(2012)	YiJeong Kwon	(2012)
JaNice Marshal	(2011)	Erin Atwood	(2011)
Lee, Hyun	(2011)	Wu, Hsu-Pai	(2011)
Hanna, Allison	(2011)	Andrews, Stephanie	(2011)
Mitsi Pair Willard	(2011)	Michelle Bauml	(2010)
Ryan J. Schoenbeck	(2010)	Suzanne Burke	(2010)
Solomon, Marva	(2010)	Carrillo, Juan	(2010)
Joelle Wall	(2009)	Steele, Haley	(2009)
Beth Feger	(2009)	Sara Sherwood	(2009)
Prieto, Linda	(2009)	Rodarte-Luna, Bertha	(2008)
Fabelo, Dora	(2008)	*S*emingson, Peggy	(2008)
Cordero, Emori	(2007)	Achterberg, Robert	(2007)
Chavez, Loretta/ University of Colorado Boulder	(2007)	Braud, Hillary	(2007)
Braud, Hillary	(2007)	Oralie, Green	(2007)
Barron, Lena Annie	(2007)	Sperling, Rick	(2007)
Rodriguez, Anissa	(2007)	Sanchez, Janie	(2007)
Reidel, Michelle/ University of Colorado Boulder	(2006)	Greenburg, Anita	(2006)
Becerra, Beatriz	(2006)	Zhou, Wei	(2006)
Johnson, Dreand	(2006)	Levey, Stephen	(2006)
Sarah David	(2006)	Noel, Sharon	(2006)
Vasquez, Fernando	(2006)	Bae, Yung-Min	(2006)
Chowen, Brent	(2006)	Henderson, John/ University of Colorado Boulder	(2005)
Turner, Raphael	(2005)	Howard, Lonnie	(2005)
Dietz, Albert Steven	(2005)	Solis, Richardo	
DeLeon, Sylvia	(2005)	Flores, Jose Benito	(2005)
Riddeaux, Larry	(2004)	Salazar , Maria/ University of Colorado	(2004)

Master's Report Chair

Welty, Jim	2019	Chair
Zanin, Anthony	2019	Chair
Ramos, Eric	(2014)	Chair
Eley Escandell	(2010)	Chair
Brown, Lisa	(2009)	2nd reader
Zuniga, Christian	(2009)	2nd reader
Sivam, Kumari Devi	(2006)	Co-chair
Blanco, Bernadette	(2006)	Co-chair

Undergraduate Thesis

Moore, Sarah (2022)

Advising

Advisor for UTeach Urban Teacher MA+ program 2011-2012, 2012-2013, 2013-2014, 2014-2015; UT College of Education, C&I, Social Studies

Advisor for UTeach Urban Teacher undergraduate program 2013-2014, 2014-2015; UT College of Education, C&I, Social Studies

Graduate Student Advisor 2008-2009, 2009-2010, 2010-2011; UT College of Education, C&I, Social Studies

Graduate Student Advisor Spring 2010-11, 2011-2012, 2012-2013; UT College of Education, C&I, Curriculum Studies

Courses Taught

Undergraduate

370E Elementary Social Studies Methods
370E Elementary Social Studies Methods (bilingual cohort)
370S Secondary Social Studies Methods
350S Secondary Schools: Teaching Practicum, Social Studies
390T Introduction to Multicultural Curriculum-UTeach Urban Teacher, Post Bac
383T Instructional Design- UTeach Urban Teacher, Post Bac
302 UGS A Peoples' Multicultural History

Graduate

384P Studies in Curriculum
385G Secondary Curriculum
385G High Stakes Testing and the Curriculum
390T Introduction to Multicultural Curriculum
384P Advanced Multicultural Curriculum
385G Case Study Research
386R Introduction to Qualitative Research
381F Introduction to Teaching and Teacher Education
390T Improving the Social Studies
382G Critical Understandings of the Social Studies

SERVICE TO THE PROFESSION

National Service to the Profession

American Educational Research Association (AERA)

Division K (Teaching and Teacher Education) Program Co-Chair, Chicago, Il. 2015.
Division G (Social Context of Education) Program Co-Chair, Vancouver, CA. 2012.
Division G (Social Context of Education) Program Co-Chair, New Orleans, LA, April 8-12, 2011.
Division K (Teaching and Teacher Education) Program Chair, Chicago, IL, April 9-13, 2007.

College and University Faculty Assembly of the National Council for the Social Studies (CUFA)

TRSE Editor Reappointment Committee Chair, 2021
Past Chair, 2008-2009
Chair, 2007-2008
Chair Elect, 2006-2007
Executive Board Member, 2006-2007, 2005-2006, 2004-2005
Election Chair, 2006-2007, 2005-2006, 2004-2005
Program Chair, Chicago, IL, November 12-13, 2003

National Council for the Social Studies (NCSS)

Program Co-Chair, 2019
Library of Congress' Teaching with Primary Sources (TPS) program, 2019-2022
Jean Dresden Grambs Career Award in Social Studies Research, Awards Committee Member, 2008-2009, 2009-2010, 2010-2011, 2015-2016, 2016-2017, 2017-2018

National Association of Bilingual Educators (NABE)

Member

National Latino/a Education Research Agenda Project, Southwest Regional Meeting, December 2, 2000

State Service to the Profession

Texas Education Agency (TEA)

American History End of Course Exam Content Verification Committee, 2008, 2009, 2010, 2011, 2012
American History End of Course Exam Advisory Committee, 2006, 2011

University Interscholastic League (UIL)

Speech and debate consultant/state meet event director, 1994-2003
Ad Hoc Elementary/Middle School Social Studies Committee, June 3-4, 2005
Ad Hoc Lincoln Douglas Debate Committee, June 28-29, 2005
Capital Conference, July 8-9, 2005

Local Service to the Profession

Social Studies Curriculum Development Teaching History through and with Technology: How our students can learn their way" Austin Independent School District, August 21, 2012.

Social Studies Curriculum Development, "Making Technology Work for Us in Teaching Historical Thinking: The Anybody Can Do This Approach" Austin Independent School District, August 16, 2011.

Social Studies Curriculum Development, "The growing prominence of historical thinking and digitized resources" Austin Independent School District, February 12, 2010.

Blazier Elementary, "Checking/reflecting on our own assumptions about 'others' Austin Independent School District, August 16, 2010.

Social Studies Curriculum Development, "Engaging all students in historical thinking: Helping students locate the big questions in history through primary sources and DBQs," Austin Independent School District, August, 19, 2009

Professional Boards and Organizations

Editorial Board, *Teachers College Record* (2020-current)
Editorial Board, *Bilingual Research Journal* (2019- present)
Consulting Editor, *The Social Studies (*2002-present)
Editorial Board, *Multicultural Perspectives* (2013-present)
Editorial Board, *Theory and Research in Social Education* (2007-2010)(2013-present)
Internal Editorial Review Team, *Anthropology of Education* (2006-2007)
Editorial Board, *Journal of Curriculum and Supervision* (1999-2002)

External Tenure/Promotion Reviewer

2022	1. Northeastern University
	2. Michigan State University
	3. University of Washington
	4. University of Oklahoma
2020	5. Utah State University
	6. University of New Mexico
	7. University of Miami
	8. Arizona State University
	9. Indiana University
2019	10. George Washington University
	11. University of California Davis
	12. University of North Texas
	13. Kent State University
2018	14. Virginia Tech
	15. John Jay College of Criminal Justice
	16. University of North Carolina Charlotte
	17. University of Texas at Austin/College of Communications
	18. University of California Davis
2017	19. Florida International University

2016	20. University of Virginia
	21. Teachers College, Columbia
2015	22. University of North Carolina Charlotte
	23. University of Utah
2013	24. Teachers College, Columbia (3rd year review)
	25. University of Alabama in Huntsville
	26. University of Utah (5th year review)
2012	27. University of Denver
2011	28. University of Utah (3rd year review)
	29. University of Wyoming
	30. University of Cincinnati
2010	31. University of South Carolina
	32. University of Connecticut
	33. University of Cincinnati
2009	34. University of North Carolina, Greensboro
	35. University of Kentucky
	36. Wake Forest University
2008	37. Texas Tech University
	38. University of New Mexico

The University of Texas at Austin

Panelist, "Authorship Dispute" Webinar sponsored by Research Integrity Officer (RIO), November 16, 2021
LBJ Foundation and LBJ School Essay Contest, co-coordinator, University of Texas at Austin, College of Education, 2013-14, 2014-15
Laredo Admitted Longhorn Celebration Keynote Speaker, University of Texas at Austin, Spring 2013
Faculty Council, Representative at Large, 2013-2014, 2014-2015
Institutional Policy and Governance Committee, 2013-2014
Student Financial Aid Committee, 2014-2015
Vice Chair, 2014-2-15
Faculty Council, College of Education Representative, 2010-2011, 2011-2012
Committee of Committees member, 2010-2011, 2011-2012,
Commencement and Academic Ceremonies Committee
Chair, 2009-2010
Vice Chair, 2007-2009
UTeach Collaborative, 2002-2012
Texas Exes Award for Excellence in Education
Conference Planning Committee, 2011, 2010, 2007
Presenter, 2004, 2003
Massey Teacher Award
Selection Committee, Summer 2005, Summer 2004
University of Texas Summer Honors Colloquium

Presenter, July 2004

College of Education

Associate Dean of Equity and Inclusive Excellence**,** 2022-present
(Chair EOL and SJEDI committees)
COE Interdisciplinary Search, Co-Chair, 2021-2022, Family and Community Influences
COE Interdisciplinary Search, Co-Chair 2020-2021, Postsecondary Access & Success
Undergraduate Curriculum Committee, 2021-
Raise your Hand Charles Butt Scholars Committee and Scholarship Committee, 2018-2019, 2019-2020
Dean's Impact Scholarship Committee, 2018-2019
Associate Dean of Equity and Community Engagement Search Committee Chair, 2018-2019
Youth and Community Studies Committee, 2015-current
Teacher Education Committee, 2015-current
ALD Committee, 2013-current
FRA/SRA Selection Committee, 2013

Department of Curriculum & Instruction

Chair, 2015-2022
Department IRB Review Chair 2018-2020
Associate Department Chair, 2011-2015
Executive Committee, 2009-present
Graduate Studies Committee 2002-present
Foundations Committee, 2009-present
Graduate Program Advisors Committee (Social Studies and Curriculum Studies Program Areas), 2007-2011
Graduate Program Advisors Committee (Curriculum Studies Program Areas), 2011-2013
Dean's Fellowship Committee
Chair, 2011-2015
Awards Committee
Chair, 2013-2014, 2014-2015
Member, 2012-2013
Program Area Coordinator, Social Studies Education, 2007-Fall 2011, 2013-2015
Program Advisor & Coordinator, Curriculum Studies, Spring 2010-2015
Search Committees
Science Education Search Committee member, 2009-2010
Bilingual/Bicultural Education Search Committee, 2014-2015, 2013-2014
Social Studies Search Committee, (2003-2004, 2004-2005, 2005-2006) (2012-13)
Assistant Graduate Advisor of Record, 2009-2010, 2010-2011
Graduate Studies Committee Minority Liaison Officer (MLO), 2005-2011
Standing Committee on Fellowships and Other Awards, 2006-2007
Cohort Coordinator (Fall 2003-Spring 2007); (Fall 2007, 2008, 2009) (Fall 2013-2014; Fall 2014), Secondary Social Studies