

CHRISTOPHER C. MARTELL
Curriculum Vitae

**University of Massachusetts Boston
College of Education and Human Development
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Boston, MA 02125**

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EDUCATION

Doctor of Education (Ed.D.), Curriculum and Teaching, Boston University, 2011
Specialization: Social Studies Education

Dissertation

Title: Longitudinal analysis of teacher education: The case of history teachers

Committee Members: Daniel Davis, Ph.D., Philip Tate, Ph.D.,
Marilyn Cochran-Smith, Ph.D.

Content and Methodology: This dissertation examined through a constructivist lens the development of social studies teachers' beliefs and practices related to teaching history. Through a longitudinal multiple-case study, four history teachers were followed from their student teaching through their first year in the classroom. Qualitative methods were employed to analyze interviews, classroom observations, classroom artifacts, and teacher reflections.

Master of Education (M.Ed.), Curriculum and Instruction, Boston College, 2004

Bachelor of Arts (B.A.), History, University of Massachusetts Amherst, 2002
Massachusetts Teacher Licensure: Professional, History 8-12 and Political
Science/Political Philosophy 8-12

TEACHER EDUCATION EXPERIENCE

Assistant Professor, University of Massachusetts Boston, 2019-present

EDG G 666 Social Studies Methods (Secondary Education)
EDG G 626 Integrating Social Studies and the Arts (Elementary Education)
EDG G 660 Using Data to Plan Curriculum and Instruction (Secondary Education)
Field supervisor for student teachers in the Teach Next Year Program

Clinical Associate Professor, Boston University, 2018-2019
Program Director of Social Studies Education, Boston University, 2015-2019
Clinical Assistant Professor, Boston University, 2013-2018
Faculty Director of Secondary Education, Boston University, 2016-2017

SED SO 566 Developing Historical Literacy, 5-12
SED SO 930 Doctoral Seminar: The Nature of Social Studies Education
SED SO 933 Doctoral Seminar in History Education
SED SO 935 Doctoral Seminar in Civic Education and Engagement
SED CH 300/515 Methods of Instruction, Elementary 1-6: Social Studies
SED RS 620 Action Research and Practitioner Inquiry
CAS SO 210 Confronting Persistent Social Inequalities in American Schools
CAS SO 211 Racial, Cultural, Gender, and Social Identities in Urban Classrooms
SED CT 575 General Methods of Instruction, 5-12

Visiting Field Supervisor, Boston University, 2014
For elementary student teachers at Colegio Menor San Francisco de Quito, Ecuador

Adjunct Professor, University of Massachusetts Boston, 2012-2013
EDC G 689 Teacher Research

Adjunct Professor, Boston University, 2011-2012
SED CT 575 General Methods of Instruction, 5-12

Instructor, Boston University, 2009-2010
SED SO 572 Curriculum and Methods for History and Social Science Education, 5-12
SED CT 575 General Methods of Instruction, 5-12

Field Supervisor, Boston University, 2009
Supervisor for secondary social studies student teachers at Chelsea High School

Teaching Fellow (Teaching Assistant), Boston University, 2008-2009
SED CT 575 General Methods of Instruction, 5-12

Teaching Fellow (Teaching Assistant), Boston University, 2008
SED SO 572 Curriculum and Methods for History and Social Science Education, 5-12

Cooperating Teacher and Mentor Teacher
For pre-practicum and practicum student teachers Boston University, Boston College, University of Massachusetts Boston, Wellesley College, and Framingham State University, and first-year teachers at Framingham High School

TEACHING EXPERIENCE

Social Studies Teacher, Framingham High School, Framingham, MA, 2005-2013

U.S. History I, U.S. History II, U.S. Government and Politics, Modern World History,
Genocide Literature

Social Studies Teacher, Boston College High School, Boston, MA, 2002-2005

U.S. History, U.S. Government and Politics, Modern World History

Student Teacher/Substitute, William J. Dean Technical High School, Holyoke, MA, 2002

PUBLICATIONS AND PRESENTATIONS

Books

Martell, C. C. & Stevens, K. M. (2021). *Teaching history for justice: Centering activism in students' study of the past*. Teachers College Press.

Martell, C. C. (Ed.). (2018). *Social studies teacher education: Critical issues and current perspectives*. Information Age Publishing.

Research Journal Articles (Refereed)

Martell, C. C., Carney, M. M., Marin, K. A., & Hashimoto-Martell, E. A. (in press). Whose research counts? Teacher research and the practitioner-academic divide. *The Teacher Educator*. <https://doi.org/10.1080/08878730.2021.1927274>

Stevens, K. M. & Martell, C. C. (in press). Five years later: How the 2016 U.S. presidential election and the #MeToo Movement impacted feminist social studies teachers. *Theory & Research in Social Education*. <https://doi.org/10.1080/00933104.2021.1875092>

Martell, C. C. (2020). Barriers to inquiry-based instruction: A longitudinal study of history teachers. *Journal of Teacher Education*, 71(3), 279-291. <https://doi.org/10.1177/0022487119841880>

Martell, C. C. & Stevens, K. M. (2019). Culturally sustaining social studies teachers: Understanding models of practice. *Teaching and Teacher Education*, 86, 1-11. <https://doi.org/10.1016/j.tate.2019.102897>

Stevens, K. M. & Martell, C. C. (2019). Feminist social studies teachers: The role of teachers' backgrounds and beliefs in shaping gender-equitable practices. *The Journal of Social Studies Research*, 43(1), 1-16. <https://doi.org/10.1016/j.jssr.2018.02.002>

Martell, C. C. (2018). Teaching about race in U.S. history: Examining culturally relevant pedagogy in a multicultural urban high school. *Journal of Education*, 198(1), 63-77. <https://doi.org/10.1177/0022057418800938>

- Martell, C. C. & Stevens, K. M. (2018). Perceptions of teaching race and gender: Results of a survey of Massachusetts social studies teachers. *The High School Journal*, 101(4), 274-299.
- Martell, C. C. & Stevens, K. M. (2017). Becoming a race-conscious social studies teacher: The influence of personal and professional experiences. *The Social Studies*, 108(6), 249-260. <https://doi.org/10.1080/00377996.2017.1391164>
- Martell, C. C. & Stevens, K. M. (2017). Equity- and tolerance-oriented teachers: Approaches to teaching race in the social studies classroom. *Theory & Research in Social Education*, 45(4), 489-516. <https://doi.org/10.1080/00933104.2017.1320602>
- Martell, C. C. (2017). Approaches to teaching race in elementary social studies: A case study of preservice teachers. *The Journal of Social Studies Research*, 41(1), 75-87. <https://doi.org/10.1016/j.jsr.2016.05.001>
- Martell, C. C. & Sequenzia, M. R. (2016). Working the dialectic: Teaching and learning teacher research in social studies. *The Educational Forum*, 80(4), 407-416. <https://doi.org/10.1080/00131725.2016.1206156>
- Martell, C. C. (2016). Divergent views of race: Examining whiteness in the U.S. history classroom. *Social Studies Research and Practice*, 11(1), 93-111.
- Stevens, K. M. & Martell, C. C. (2016). An avenue for challenging sexism: Examining the high school sociology classroom. *Journal of Social Science Education*, 15(1), 63-73. <https://doi.org/10.4119/jsse-774>
- Martell, C. C. (2016). Teaching emerging teacher-researchers: Examining a district-based professional development course. *Teaching Education*, 27(1), 88-102. <https://doi.org/10.1080/10476210.2015.1042855>
- Martell, C. C. (2014). Building a constructivist practice: A longitudinal study of beginning history teachers. *The Teacher Educator*, 49(2), 97-115. <https://doi.org/10.1080/08878730.2014.888252>
- Martell, C. C. (2013). Race and histories: Examining culturally relevant teaching in the U.S. history classroom. *Theory & Research in Social Education*, 41(1), 65-88. <https://doi.org/10.1080/00933104.2013.755745>
- Martell, C. C. (2013). Learning to teach history as interpretation: A longitudinal study of beginning teachers. *The Journal of Social Studies Research*, 37(1), 17-31. <https://doi.org/10.1016/j.jsr.2012.12.001>

Practitioner Journal Articles (Refereed)

Kissling, M. T. & Martell, C. C. (2014). Analyzing the messages of the State of the Union Address. *Social Education*, 78(6), 269-272.

Dunne, K. A. & Martell, C. C. (2013). Teaching America's past to our newest Americans: Immigrant students and United States history. *Social Education*, 77(4), 192-195.

Book Chapters

Collins, T. & Martell, C. C. (in press). From praying towns to the National Day of Mourning: Centering Indigenous peoples' survivance and resistance within colonial American history. In L. M. Harris, M. Sheppard, & S. Levy (Eds.), *Teaching difficult histories: Pictures of practice*. Teachers College Press.

Martell, C. C. & Stevens, K. M. (in press). Learning to teach history for justice: Racial literacies and teacher education. In L. J. King (Ed.), *The problem of the colorline: Social studies education and racial literacy*. Teachers College Press.

Martell, C. C., Bryson, J. R., & Chapman-Hale, W. C. (2017). Teaching racial inequity through the California Gold Rush. In P. Chandler & T. S. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies* (pp. 61-74). Information Age Publishing.

Martell, C. C. (2015). Learning to teach culturally relevant social studies: A white teacher's retrospective self-study. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 41-60). Information Age Publishing.

Martell, C. C., & Hashimoto-Martell, E. A. (2012). Throwing out the textbook: A teacher research study of changing texts in the history classroom. In H. Hickman & B. J. Porfilio (Eds.), *The new politics of the textbook: Critical analysis in the core content areas* (pp. 305-320). Sense Publishers.

Conference Papers and Presentations

Martell, C. C., Chalmers-Curren, J. P., & Martinelle, R. (2021). *A longitudinal study of beginning social studies teachers and critical historical inquiry*. Paper presented at the Annual Meeting of the American Educational Research Association, Orlando, FL.

Martell, C. C., Martinelle, R., & Chalmers-Curren, J. P. (2020). *Teaching social studies for justice: A study of the beliefs and practices of preservice teachers*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC.

Martinelle, R., Martell, C. C., & Chalmers-Curren, J. P. (2020). *Learning to teach for transformative citizenship: The beliefs and practices of preservice social studies teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Stevens, K. M. & Martell, C. C. (2020). *Feminist teachers' evolution towards gender equity in uncertain times*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Martell, C. C. (2020). *How do teachers un-learn what they know?* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Erickson, S., Dunne, K. A., & Martell, C. C. (2019). *Social studies practices continuum: A tool for improving inquiry-based instruction*. Presentation at the Annual Conference of the National Council for the Social Studies, Austin, TX.

Martell, C. C., Martinelle, R., & Chalmers, J. P. (2019). Understanding the development of social justice-oriented social studies teachers: A longitudinal study. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin, TX.

Martinelle, R., Martell, C. C., & Chalmers, J. P. (2019). *Teaching for democracy in multicultural settings: A study of beginning teachers and citizenship education*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, ON.

Martell, C. C., Carney, M. M., Marin, K. A., & Hashimoto-Martell, E. A. (2019). *The practitioner-academic research divide endures: A review of teacher research in the content areas*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, ON.

Martell, C. C. (2018). *Learning to teach (or not teach) race: A longitudinal study of beginning elementary teachers*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Chicago, IL.

Manfra, M. M., Martell, C. C., Dinkleman, T., Hostetler, A., Mayo, J.B., Sequenzia, M. ... Hawley, T. (2018). *The emancipatory potential of practitioner research in the social studies*. Presentation at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Chicago, IL.

Martell, C. C. (2018). *Learning to teach (or not teach) race: A longitudinal study of beginning elementary teachers*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Chicago, IL.

- Martell, C. C. (2017). *Teaching race in U.S. history: Missing civil rights voices*. Presentation at the Annual Conference of the National Council for the Social Studies, San Francisco, CA.
- Martell, C. C., Alviar-Martin, T., Au, W., Baildon, M., Díaz Beltrán, A. C., Ducan, K. E., ... Cuenca, A. (2017). *Current perspectives in social studies teacher education*. Presentation at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA.
- Manfra, M. M., Martell, C. C., Dinkleman, T., Crowe, A., Cuenca, A., Hostetler, A. L., ... Schmidt, S. (2017). *Practitioner research: Democratizing social studies research in troubling times*. Presentation at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA.
- Martell, C. C. & Sequenzia, M. R. (2017). *Working the dialectics in teacher research and social studies education*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Amtzis, A., Martell, C. C., Lawton-Sticklor, N., Bodamer, S., & Sequenzia, M. R. (2017). The Mobius strip: Exploring the recursive loop of teaching, doing and learning from teacher research. Paper presented at the Annual Conference of the New England Educational Research Organization, Portsmouth, NH.
- Bryson, J. R., Bien, A. C., Martell, C. C., & Gibbons, E. (2017). *Immersive field-based methods courses for preservice teachers*. Presentation at the Massachusetts Department of Elementary and Secondary Education Annual Instructional Support Convening, Marlborough, MA.
- Martell, C. C. & Stevens, K. M. (2016). *Models of culturally relevant teaching in social studies*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC.
- Chandler, P. T., Hawley, T., Bolgatz, J., Broome, J., Busey, C., Crowley, R., ... Martell, C. C. (2016). *Book talk: Using inquiry to teach about race in social studies*. Presentation at the Annual Conference of the National Council for the Social Studies, Washington, DC.
- Martell, C. C. & Stevens, K. M. (2016). *The beliefs and practices of race-conscious social studies teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Martell, C. C. & Stevens, K. M. (2016). *A survey of teachers' perceptions of race and gender in social studies*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

- Stevens, K. M. & Martell, C. C. (2016). *Gender equity in social studies: An analysis of teachers' beliefs and practices*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Martell, C. C. & Stevens, K. M. (2015). *The personal and professional experiences of race-conscious teachers*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, New Orleans, LA.
- Martell, C. C. (2015). *Uncovering the omitted past: Teaching race-related events in U.S. history*. Presentation at the Annual Conference of the National Council for the Social Studies, New Orleans, LA.
- Martell, C. C. (2015). *Developing inquiry-based teaching practices: A 6-year longitudinal study of history teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Martell, C. C. (2015). *Learning to teach about race in elementary social studies*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Martell, C. C. (2014). *Examining social studies teachers' beliefs about teaching race*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Boston, MA.
- Stevens, K. M. & Martell, C. C. (2014). *Teacher beliefs on gender in the sociology classroom*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Boston, MA.
- Martell, C. C. (2014). *Beyond slavery and civil rights: Teaching race in U.S. history*. Presentation at the Annual Conference of the National Council for the Social Studies, Boston, MA.
- Chandler, P. T., Crowley, R., Finley, S., King, L., Shear, S. B., Vickery, A. ... Martell, C. C. (2014). *Book talk: Doing race in social studies: Critical perspectives*. Presentation at the Annual Conference of the National Council for the Social Studies, Boston, MA.
- Kissling, M. T. & Martell, C. C. (2014). *The state of the source: Scrutinizing speeches for democratic citizenship*. Presentation at the Annual Conference of the National Council for the Social Studies, Boston, MA.
- Young, C. R., Stevens, K. M., Sequenzia, M. R., & Martell, C. C. (2014). *Using teacher research in the social studies classroom*. Presentation at the Annual Conference of the National Council for the Social Studies, Boston, MA.
- Martell, C. C. (2014). *Teaching about race in a multicultural setting: Culturally relevant pedagogy and the U.S. history classroom*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

- Martell, C. C. (2014). *Action research as empowering professional development: Examining a district-based teacher research course*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Martell, C. C. (2013). *Whiteness in the social studies classroom: Students' conceptions of race and ethnicity in U.S. history*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Martell, C. C. (2012). *Investigating the intersection of race and histories in the classroom*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC.
- Martell, C. C. (2012). *Making meaning of constructivism: A longitudinal study of beginning history teachers' beliefs and practices*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC.
- Martell, C. C., & Hashimoto-Martell, E. A. (2011). *Throwing out the history textbook: Changing social studies texts and the impact on students*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Martell, C. C. (2011). *A longitudinal study of learning to teach history as interpretation*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Martell, C. C. (2011). *Taking on the history textbook: A critical examination of texts used in a social studies classroom*. Paper presented at the University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, PA.
- Martell, C. C. (2010). *Barriers to historical inquiry: The disconnection between the beliefs and classroom practices of preservice social studies teachers*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Denver, CO.
- Martell, C. C. (2010). *Continuously uncertain reform effort: State-mandated history and social science curriculum and the perceptions of teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Heald, S. C., Zavagnin, A. J., & Martell, C. C. (2009). *Moving forward into the past: How teachers teach and learn history*. Presentation at the Annual Conference of the National Council for the Social Studies, Atlanta, GA.
- Martell, C. C. (2009). *State-mandated history and social science curriculum framework and the perception of teachers: A qualitative study*. Paper presented at the Annual Conference of the New England Educational Research Organization, Portsmouth, NH.

Martell, C. C., Heald, S. C., & Zavagnin, A. J. (2009). *Moving forward into the past: Beginning teachers' perceptions of learning and teaching history*. Paper presented at the Annual Conference of the New England Educational Research Organization, Portsmouth, NH.

Martell, C. C., Heald, S. C., & Zavagnin, A. J. (2009). *Moving forward into the past: How do teachers teach and learn history differently?* Paper presented at the Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

White Papers

Manfra, M. M., Martell, C. C., Dinkleman, T., Hostetler, A., Mayo, J.B., Sequenzia, M. ... Hawley, T. (2018). *Moving our field forward: Practitioner research in social studies*. Raleigh, NC: North Carolina State University.

Research Projects

Open Social Studies Curriculum Project (2018). <http://www.opensocialstudies.org>
Lead developer

National Study on the State of Social Studies Teachers (2010).
Leader, Massachusetts Evidence Team

KEYNOTES AND INVITED PRESENTATIONS

Stevens, K. M. & Martell, C. C. (2021, April 29). *Teaching history for justice*. Panelists for a book talk at Wheelock College of Education and Human Development of Boston University.

Martell, C. C. (2021, April 26). *If movements drive historical change, why do we organize history around powerful individuals?* Keynote at PastFwd (an international network of history educators who foster social media conversations through video provocations).

Martell, C. C. & Stevens, K. M. (2021, April 14). *Teaching History for Justice*. Guest speakers at a Council of Chief State School Officers webinar.

Stevens, K. M. & Martell, C. C. (2021, March 31). *Teaching gender in history through an activist lens: How, when, why, and barriers*. Guest speakers at a Social Science Education Consortium webinar.

Martell, C. C. (2021, March 30). *Teaching history for justice at UMass Boston and beyond*. Panelist for a book talk at the History Department of the University of Massachusetts Boston.

Martell, C. C. & Stevens, K. M. (2021, February 27). *Teaching history for justice*. Keynote of #sschatreads (a network of social studies educators located on the Twitter social media platform).

- Martell, C. C. (2020, November 16). *Building a two-way bridge between historians and K-12 teachers*. Host of #sschat (a network of social studies educators located on the Twitter social media platform).
- Martell, C. C. (2020, October 13). *Teaching social studies for justice: Reimagining history and social science classrooms around activist thinking*. Keynote address at the Northeast Regional Conference for the Social Studies, Hyannis, MA.
- Martell, C. C. (2020, January 28). *Making elementary social studies inquiry-based and justice-oriented*. Keynote address at Primary Source Mosaic America: Teaching Inclusive Elementary Social Studies Workshop, Hebrew College, Newton, MA.
- Martell, C. C. (2019, September 17). *Moving the field of practitioner inquiry/teacher research forward in Singapore*. Keynote address presented at National Institute of Education, Singapore.
- Martell, C. C. (2019, June 27). *Learning to teach history for justice: Racial literacies and teacher education*. Invited panel member at Racial Literacies and History Education Conference (funded by the Spencer Foundation), New York, NY.
- Martell, C. C. (2019, June 11). *The revised state history and social science standards: How are teacher educators responding?* Invited panel leader at the Massachusetts Department of Elementary and Secondary Education Civics Literacy Conference, Boston, MA.
- Martell, C. C. (2018, October 29). *Not everyone gets a mirror: Centering social studies on equity*. Keynote address at the Massachusetts Council for the Social Studies Annual Meeting, Marlborough, MA.
- Martell, C. C. (2018, September 25). Invited panel member at the Student-Faculty Forum: Young People in Political Action, Boston University Howard Thurman Center for Common Ground, Boston, MA.
- Martell, C. C. (2018, June 7). *Teaching troubling histories: The importance of critical multiculturalism*. Keynote address at the New-York Historical Society Chancellor's Day Workshop, New York, NY.
- Martell, C. C. (2018, April 11). *Leveraging the C3 to make elementary social studies multicultural and inquiry-based*. Keynote address at Primary Source Re-Envisioning Elementary Social Studies for Deeper Engagement Workshop, Hebrew College, Newton, MA.
- Martell, C. C. (2018, March 10). *Preparing social studies teachers for critical multicultural classrooms*. Keynote address presented at Hiroshima University Educational Vision Research Institute (EVRI) Reform of Teacher Education and Educational Research in a Diverse Society Conference, Hiroshima, Japan.

Martell, C. C. (2015, October 15). Invited panel member at TeachUp Boston, Teacher Education Faculty Panel, Cambridge, MA.

PROFESSIONAL DEVELOPMENT/WORKSHOPS

Martell, C. C. & Stevens, K. M. (2020, November 10). *Teaching for justice: Building classrooms around activist thinking*. Workshop presented at the Hanscom Middle School, Lincoln, MA.

Martell, C. C. & Bryson, J. R. (2019, December 13). *Making your library a space for diversity and inclusion*. Workshop presented at the Wilmington Memorial Library, Wilmington, MA.

Martell, C. C. (2019, September 16). Facilitating inquiry in professional learning teams. Workshop presented at the National Institute of Education, Singapore.

Martell, C. C. (2018, May-June). Action research. Building Leadership for Change Through School Immersion Program, professional development presented at the Boston University School of Education, Boston, MA, and funded by the Saudi Arabian Cultural Mission.

Yamamoto, M. & Martell, C. C. (2015, November) The Japanese American incarceration: Constitutional vigilance in times of crisis. Workshop presented at the Boston University School of Education, Boston, MA, and funded by the Japanese American Confinement Sites (JACS) Grant Program.

Martell, C. C. (2015, November). Integrating civics into middle school social studies. Workshop presented at Needham Public Schools, Needham, MA

Martell, C. C. (2015, March). Teacher research and social studies. Workshop presented at Brandeis University, Waltham, MA.

Martell, C. C. (2014, December). Culturally relevant teaching in health and physical education. Workshop presented at the Health Education Program, Boston University School of Education, Boston, MA.

Martell, C. C. (2014, May). Teaching U.S. government and politics. Workshop presented at Arlington High School, Arlington, MA.

Martell, C. C. (2013, November). Beyond slavery: Teaching race in elementary social studies. Workshop presented at the Trotter Elementary School, Boston, MA.

Martell, C. C. (2012, January-April). Teachers as researchers: Using practitioner inquiry to examine K-12 classroom practices. Professional development course for the Framingham Public Schools (with credit offered through Framingham State University), Framingham, MA.

Martell, C. C. (2011, February). Overcoming the barriers to teaching history as interpretation. Workshop presented at the Social Studies Education Program, Boston University School of Education, Boston, MA.

Martell, C. C. (2011, February). Teaching the perspectives of the Harlem Renaissance through historical music, art, and literature. Workshop presented at the Social Studies Education Program, Boston University School of Education, Boston, MA.

Martell, C. C. (2011, February). Using Choices materials to teach about the Revolutionary and Constitutional Era. Workshop presented at Excel Academy, Boston, MA, and funded by the Teaching American History Grant Program.

GRANTS

Advisor (2021). *Developing Ethnic Studies Curriculum for Boston Public High Schools*. Boston Public Schools, \$6,999.82 (sub-award of a grant awarded to the Collaborative of Asian American, Native American, Latino and African American Institutes at the University of Massachusetts Boston). Principal Investigators: Paul Watanabe, Lorna Rivera, Cedric Woods, and Quito Swan.

Principal Investigator (2020). *History and Social Science Curriculum Design for Grades 5 and 6-7*. Massachusetts Department of Elementary and Secondary Education, \$73,423 (sub-award of a \$640,000 grant partnership with the non-profit organization Primary Source). Principal Investigator: Jennifer Boyle Nigro. Co-Principal Investigators: Jennifer Bryson, Deborah Cunningham, Daniel Osborn.

Faculty Associate (2018). *African Studies Course Enhancement Grants*. National Resource Center (NRC), United States Department of Education, \$2,000 (sub-award of a \$2.2 million Title VI Program Foreign Language and Area Studies (FLAS) grant awarded to the Boston University African Studies Center). Principal Investigator: Fallou Ngom.

Co-Principal Investigator (2017). *EPIC Partnership Innovation Grant: Boston University and the William Monroe Trotter School*. Massachusetts Department of Elementary and Secondary Education, \$45,377. To design and implement a teacher preparation pipeline within high-needs Boston Public Schools. Principal Investigator: Andrea Bien, Mairead Nolan. Co-Principal Investigators: Jennifer Bryson, Rebekah Louis, Eve Manz.

CONSULTING

WGBH/Public Broadcasting System, American Experience/Frontline, Advisor (Educational Materials), 2016-2017.

National History Education Clearinghouse, Reviewer (Website/Lesson Plans), 2012.

PROFESSIONAL SERVICE

Journal Editorial Boards

Editorial Board and Review Panel for *The Educational Forum*, 2017-present

Journals and Publications

Peer Reviewer for *Whiteness and Education*, 2021-present

Peer Reviewer for *The Journal of Social Studies Research*, 2021-present

Peer Reviewer for *Teaching and Teacher Education*, 2020-present

Peer Reviewer for *Teaching Social Studies*, 2018-present

Peer Reviewer for *The New Educator*, 2017-present

Peer Reviewer for *The Wiley Handbook of Social Studies Research*, 2016

Peer Reviewer for *Social Education*, 2015-present

Peer Reviewer for *Journal of Education*, 2015-present

Peer Reviewer for *Urban Education*, 2014-present

Peer Reviewer for *Theory & Research in Social Education*, 2013-present

Peer Reviewer for *Social Studies Research and Practice*, 2013-present

Peer Reviewer for *Teaching Education*, 2013-present

Peer Reviewer for *Review of Educational Research*, 2012-present

Peer Reviewer for *American Educational Research Journal*, 2011-present

Peer Reviewer for *Journal of Teacher Education*, 2010-present

Leadership Positions

Chair, Teaching History Special Interest Group of the American Educational Research Association, 2021-2022.

Organizer, Big City District-University Social Studies Group, 2021-present (a learning and research community of district-based social studies leaders and university-based social studies teacher educators in New York, Chicago, Boston, Los Angeles, and the San Francisco Bay Area).

Program Chair, Teaching History Special Interest Group of the American Educational Research Association, 2020-2021.

Executive Board Member, College and University Faculty Assembly of the National Council for the Social Studies, 2018-2021.

Awards Chair, College and University Faculty Assembly of the National Council for the Social Studies, 2018-present.

Chair, Social Studies Research Special Interest Group of the American Educational Research Association, 2018-2019.

Program Chair, Social Studies Research Special Interest Group of the American Educational Research Association, 2017-2018.

Assistant Program Chair, Social Studies Research Special Interest Group of the American Educational Research Association, 2016-2017.

Elections Chair, Social Studies Research Special Interest Group of the American Educational Research Association, 2015-2016.

Webmaster, Teacher as Researcher Special Interest Group of the American Educational Research Association, 2014-present.

Program Chair, Teacher as Researcher Special Interest Group of the American Educational Research Association, 2011-2014.

Session Chair and Discussant

Session Discussant, *Positioning critical perspectives in elementary social studies* at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC, 2020.

Session Discussant, *Informed action beyond the ivory tower* at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin, TX, 2019.

Session Discussant, *Whiteness and white dominance in social studies education* at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Chicago, IL, 2018.

Session Discussant, *Narratives, counternarratives, and culturally relevant pedagogy: Investigating students, teachers, and texts* at the Annual Meeting of the American Educational Research Association, San Antonio, TX, 2017.

Session Chair, *Critical perspectives in the social studies* at the Annual Meeting of the American Educational Research Association, San Antonio, TX, 2017.

Session Chair, *Voices of teachers: Inquiry in the early childhood setting* at the Annual Meeting of the American Educational Research Association, San Antonio, TX, 2017.

Session Chair, *Culturally responsive classrooms and teachers* at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC, 2016.

Session Discussant, *Teaching religion & approaching otherness* at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, New Orleans, LA, 2015.

Session Discussant, *Teacher identity: Examining perceptions of race and cultural identity* at the Annual Meeting of the American Educational Research Association, Chicago, IL, 2015.

Session Discussant, *Community knowledge and creating partnerships with families* at the Annual Meeting of the American Educational Research Association, Chicago, IL, 2015.

Session Chair, *Engaging students with history concepts and content* at the Annual Meeting of the American Educational Research Association, Chicago, IL, 2015.

Session Chair, *Teacher research: Transformative classroom practices* at the Annual Meeting of the American Educational Research Association, Chicago, IL, 2015.

Session Chair, *Investigating and assessing teachers' historical practices* at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, 2014.

Session Chair, *Teacher research: Investigating innovative practices* at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, 2014.

Session Chair, *Innovations in teaching history: Promoting historical learning, historical understanding, and the Common Core Standards* at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, 2014.

Session Discussant, *Teacher research: Understanding the contexts inside and outside the classroom* at the Annual Meeting of the American Educational Research Association, San Francisco, CA, 2013.

Session Chair, *Teacher research: Constructivism and student-directed learning* at the Annual Meeting of the American Educational Research Association, New Orleans, LA, 2011.

Reviewer

Proposal Reviewer for National Council for the Social Studies College and University Faculty Assembly Annual Meeting, 2014-present

Proposal Reviewer for American Educational Research Association Annual Meeting:
Division K: Teaching and Teacher Education, 2012-present
Division C: Learning and Instruction, 2013-present
Social Studies Research SIG, 2016-present
Teaching History SIG, 2012-present
Teacher As Researcher SIG, 2010-present

Outstanding Paper Award Reviewer for American Educational Research Association Annual Meeting, Social Studies Research SIG, 2009, 2016, 2017

Professional Committees

History and Social Science Standards Review Panel, Massachusetts Department of Elementary and Secondary Education, 2017-2018

Chair, Framingham Teachers Association Political Education Committee, 2012-2013

Member, Framingham Teachers Association Executive Board, 2012-2013

Member, Framingham Teachers Association Supervision and Evaluation Committee, 2011-2012

Professional Memberships

American Educational Research Association:
Division K: Teaching and Teacher Education
Division C: Learning and Instruction
Social Studies Research SIG
Teaching History SIG
Teacher as Researcher SIG

National Council for the Social Studies
College and University Faculty Assembly
Massachusetts Council for the Social Studies

American Historical Association
Society for History Education

UNIVERSITY SERVICE

Faculty Committees

Member, Racial Justice Committee, University of Massachusetts Boston, College of Education and Human Development, 2020-present

Member, Department Personnel Committee, University of Massachusetts Boston, College of Education and Human Development, 2020-present

Member, Constitution and Bylaws Ad Hoc Committee, University of Massachusetts Boston, College of Education and Human Development, 2020

Member, Equity, Diversity, and Inclusion Committee, Boston University School of Education, 2013-2019

Member, Pre-Practicum and Subject Matter Knowledge Requirements Ad Hoc Committee, Boston University Wheelock College of Education & Human Development, 2018-2019

Member, Curriculum Review Ad Hoc Committee, Boston University School of Education, 2013-2014, 2016

Member, Undergraduate Advising Network, Boston University, 2014-2015

Member (Surrogate for the Dean of the School of Education), Initiative on Cities Faculty Advisory Board, 2015-2017

Search Committees

Co-Chair, Search Committee for Lecturer/Instructor, Elementary Education Program, Boston University, 2017

Member, Search Committee for Senior Lecturer, Curriculum & Teaching Program, Boston University, 2017

Member, Search Committee for Assistant Professor, Elementary Education Program, Boston University, 2016

Member, Search Committee for Clinical Assistant Professor, Elementary Education Program, Boston University, 2016

Member, Search Committee for Lecturer, Elementary Education Program, Boston University, 2015

Member, Search Committee for Associate Professor, Elementary Education Program, Boston University, 2013-2014

Student Groups

Faculty Advisor, History Educators Club, Boston University, 2014-2019

Faculty Advisor, Educators Rising, Boston University, 2014-2019

Faculty Advisor, Generation Citizen, Boston University, 2015-2019

DOCTORAL ADVISING AND DISSERTATION COMMITTEES

Dissertation Committees

Daniel Osborn, Ed.D. Curriculum & Teaching, Social Studies Education, Boston University, 2016, Chair

Kaylene Stevens, Ed.D. Curriculum & Teaching, Social Studies Education, Boston University, 2016

Robert Martinelle, Ed.D. Curriculum & Teaching, Social Studies Education, Boston University, 2017

Amy Scullane, Ed.D. Curriculum & Teaching, Social Studies Education, Boston University, 2019, Chair

Jennifer Bryson, Ed.D. Literacy & Language, Boston University, 2020

Mary Carney, Ed.D., Curriculum & Teaching, Social Studies Education, Boston University, in progress, Chair

William Peters, Ph.D., Curriculum & Instruction, Social Studies Education, Boston College, in progress

Doctoral Advisees

Jennifer Chalmers-Curren, Ed.D., Curriculum & Teaching, Social Studies Education, Boston University, in progress

AWARDS AND HONORS

Research-Into-Practice Lecture, National Council for the Social Studies, Research Community, 2017

Faculty Speaker, Robing Ceremony, Boston University School of Education Convocation, 2017

Goldin Foundation for Excellence in Education Award, 2012