CHRISTOPHER C. MARTELL
Curriculum Vitae

University of Massachusetts Boston **1-617-287-3874**
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Boston, MA 02125

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.

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

Associate Professor, University of Massachusetts Boston, 2022-present
Graduate Program Director of Middle/Secondary Education, University of Massachusetts Boston, 2022-present
Assistant Professor, University of Massachusetts Boston, 2019-2022
EDG U 466/EDC G 662 Social Studies Methods (Secondary Education)
EDC G 676 Advanced Strategies for Teaching History, Social Studies and Ethnic Studies
EDG G 626 Integrating Social Studies and the Arts (Elementary Education)
EDC U 406/EDC G 606 Sociocultural Foundations of Education
EDC U 241 Introduction to Urban Education
EDG U 460/EDC G 660 Using Data to Plan Curriculum and Instruction
Field supervisor for student teachers in the Teach Next Year Program

Visiting Scholar, University of South-Eastern Norway, November 2023

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, 2009-2012
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

K-12 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

ACADEMIC AFFILIATIONS

Affiliate, Center for K-12 Black History and Racial Literacy Education, University at Buffalo, 2024-present

Associate Member, Diversity and Citizenship in Education (DiCE) Research Group, University of South-Eastern Norway, 2023-present

PUBLICATIONS AND PRESENTATIONS

Books

Martinelle, R. & Martell, C. C. (2026). *Navigating tensions in critical social studies: Teaching for a more just democracy*. Teachers College Press.

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. & Shreiner, T. L. (in press). Using data visualisations to teach about race and racism in social studies methods courses. *Teachers and Teaching.* https://doi.org/10.1080/13540602.2026.2731125

Stevens, K. M., Fife, E., & Martell, C. C. (2026). "It has a chilling effect": How teachers across the country are navigating discriminatory censorship laws. *Journal of Curriculum and Pedagogy, 23*(3), 607-626. https://doi.org/10.1080/15505170.2025.2549839

Stevens, K. M., Fife, E., & Martell, C. C. (2026). Navigating and resisting: A multi-state study of teachers and discriminatory censorship. *Equity & Excellence in Education*, *59*(2), 213-225. https://doi.org/10.1080/10665684.2026.2614961

Martinelle, R. & Martell, C. C. (2026). From background to foreground: A retrospective self-study of critical social studies teacher educating. *Studying Teacher Education*, *22*(1), 94-121. https://doi.org/10.1080/17425964.2024.2402555

Martell, C. C., Harris, L. M., Carmichael, J., Lee, J., & Chalmers, J. P. (2025). A multi-state critical policy analysis of social studies standards committee processes. *American Journal of Education*, *131*(3), 397-423. https://doi.org/10.1086/734976

Martell, C. C., Martinelle, R., & Chalmers, J. P. (2025). Barriers and pathways to enacting justice-oriented social studies: A longitudinal study of novice teachers. *Urban Education*, *60*(4), 1124–1153. https://doi.org/10.1177/00420859231170638

Shreiner, T. L. & Martell, C. C. (2024). Making race and racism invisible: A critical race analysis of data visualizations in online curricular materials for teaching history. *Race, Ethnicity and Education*, 27(7), 989-1009. http://doi.org/10.1080/13613324.2022.2106473

Martell, C. C., Martinelle, R., & Chalmers, J. P. (2024). Becoming and remaining (un)critical: A longitudinal study of beginning history teachers. *American Educational Research Journal*, *61*(4), 687-723. https://doi.org/10.3102/00028312241262280

Martell, C. C., Harris, L. M., Lee, J., Chalmers, J. P., & Carmichael, J. (2024). Silent covenants and structural barriers: State standards committees and the maintenance of race-evasive social studies standards. *AERA Open, 10*(1)*,* 1-16. https://doi.org/10.1177/23328584241265303

Harris, L. M., Martell, C. C., Chalmers, J., & Lee, J. S. (2024). "I was in the room where it happens": Educator agency and community within state social studies standards committees. *Theory & Research in Social Education*, *52*(2), 163-189. https://doi.org/10.1080/00933104.2023.2226655

Martinelle, R., Martell, C. C., & Chalmers-Curren, J. P. (2024). Teaching for transformative citizenship: A study of preservice social studies teachers' developing beliefs and practices. *Education, Citizenship and Social Justice*, *19*(1), 77-94. https://doi.org/10.1177/17461979221115796

Martinelle, R., Martell, C. C., & Chalmers, J. P. (2023). From rowing together to rowing alone: Beginning teachers' beliefs and practices related to multicultural democratic citizenship. *Teacher Education Quarterly*, *50*(4), 54-73.

Martell, C. C., & Stevens, K. M. (2023). Teaching movements in history: Understanding collective action, intersectionality, and justice in the past. *The History Teacher*, *56*(3), 343-366.

Martell, C. C. (2023). White elementary teachers and learning to teach race in the social studies classroom: A 6-year longitudinal study. *Whiteness and Education*, *8*(2), 140-158. https://doi.org/10.1080/23793406.2022.2066568

Martell, C. C. (2022). A longitudinal study of beginning elementary teachers' beliefs and inquiry-based practices in the history classroom. *Teacher Development, 26*(5), 627-643. https://doi.org/10.1080/13664530.2022.2126883

Martell, C. C., Martinelle, R., & Chalmers-Curren, J. P. (2022). "We need to teach school differently": Learning to teach social studies for justice. *The Journal of Social Studies Research*, *46*(4)*,* 345-361. https://doi.org/10.1016/j.jssr.2021.10.002

Martell, C. C., Carney, M. M., Marin, K. A., & Hashimoto-Martell, E. A. (2021). Whose research counts? Teacher research and the practitioner-academic divide. *The Teacher Educator*, *56*(4), 399-426. https://doi.org/10.1080/08878730.2021.1927274

Stevens, K. M. & Martell, C. C. (2021). Five years later: How the 2016 U.S. presidential election and the #MeToo Movement impacted feminist social studies teachers. *Theory & Research in Social Education, 49*(2), 201-226. 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. http://doi.org/10.1353/hsj.2018.0015

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.jssr.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. https://doi.org/10.1108/SSRP-01-2016-B0006

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.jssr.2012.12.001

Practitioner Journal Articles (Refereed)

Martell, C. C. & Stevens, K. M. (2022). Thinking like an activist in the history classroom. *Social Education*, *85*(5), 333-339.

Erickson, S., Dunne, K. A., & Martell, C. C. (2021). Supporting quality social studies instruction: The social studies practices continuum. *Social Studies Research and Practice*, *16*(2), 172-178. https://doi.org/10.1108/SSRP-06-2021-0015

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.

Research Handbook Chapters

Martell, C. C. & Duncan, K. E. (2026). Social studies teachers' beliefs: Justice, democracy, and global change. In H. Fives & M. Gregoire Gill (Eds.), *International handbook of research on teachers' beliefs* (pp. 286-300). Routledge.

Edited Book Chapters

Martell, C. C. (2026). Democratic education and social studies teachers in unions, professional organizations, and political movements. In C. Clark and C. van Kessel (Eds.), *Teaching democracy now* (pp. 46-59). Teachers College Press.

Stevens, K. M., & Martell, C. C. (2025). Teaching transformative citizenship in schools: A pathway to promoting equity and preserving democracy. In F. A. Crawford, F. T. Coleman, & E. Wiehe (Eds.), *Contemporary issues in equity, democracy, and public education: Multidisciplinary perspectives from education, social sciences, and health* (pp. 220-228). Routledge.

Martell, C. C. & Stevens, K. M. (2022). Learning to teach history for justice: Racial literacies and teacher education. In L. J. King (Ed.), *Racial literacies and social studies: Curriculum, instruction, and learning* (pp. 181-194). Teachers College Press.

Collins, T., & Martell, C. C. (2022). From praying towns to the National Day of Mourning: Centering Indigenous peoples' survivance and resistance within American history. In L. M. Harris, M. Sheppard, & S. A. Levy (Eds.), *Teaching difficult histories in difficult times: Stories of practice* (pp. 105-116). 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

Martinelle, R., Jay, L., and Martell, C. C. (2026). *History teachers' understandings of rightwing movements and how to teach them*. American Educational Research Association, Los Angeles, CA, United States.

Martell, C. C. (2026). *Democratic education and the role of teachers' unions, professional organizations, and working groups*. American Educational Research Association, Los Angeles, CA, United States.

Martinelle, R. & Martell, C. C. (2025). *Managing the critical trilemma of purpose, pedagogy, and content in the social studies methods course.* College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC, United States.

Martell, C. C. (2025). *The Role of teachers' unions and professional organizations in democratic education.* College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC, United States.

Martell, C. C., Tocci, C., Fogo, B., Ekstein, J., Perrier, C., Hess, D., Kelly, R., Riechel, A., & Flewelling, K. (2025). *Big City Social Studies Group: A collaborative to strengthen social studies education.* National Council for the Social Studies, Washington, DC, United States.

Martell, C. C. & Duncan, K. E. (2025). *Social studies teachers' beliefs: Justice, democracy, and global change*. American Educational Research Association, Denver, CO, United States.

Stevens, K. M., Fife, E., & Martell, C. C. (2025). *What resistance looks like: Stories from educators impacted by discriminatory censorship laws*. American Educational Research Association, Denver, CO, United States.

Stevens, K. M., Fife, E., Martell, C. C., & Kulkarni, V. (2025). *Designed to silence: How discriminatory censorship laws are impacting teachers*. American Educational Research Association, Denver, CO, United States.

Martell, C. C. (2024). *Becoming a justice-oriented teacher educator: A 15 year longitudinal self-study*. International Conference on Education and Justice, Honolulu, HI, United States.

Stevens, K. M., Fife, E., & Martell, C. C. (2024). "*If truth is made illegal, then I should be fired": How social studies teachers across the country are navigating discriminatory censorship laws.* College and University Faculty Assembly of the National Council for the Social Studies, Boston, MA, United States.

Burner, T. & Martell, C. C. (2024). *A self-study of an international faculty exchange between Norway and the U.S.: Deepening understanding of critical multicultural and multilingual teacher education pedagogy*. American Educational Research Association, Philadelphia, PA, United States.

Martell, C. C. & Shreiner, T. L. (2024). *Learning to teach about race and racism through data visualizations in a social studies methods course.* American Educational Research Association, Philadelphia, PA, United States.

Martell, C. C., Harris, L. M., Carmichael, J., Lee, J., & Chalmers, J. P. (2023). *Opening the black box: A policy analysis of state social studies standards committee processes*. College and University Faculty Assembly of the National Council for the Social Studies, Nashville, TN, United States.

Hashimoto Martell, A., Hashimoto Martell, E., Kissling, O., Kissling M., & Martell, C. C. (2023). *Social studies stories of CUFA children and their fathers*. College and University Faculty Assembly of the National Council for the Social Studies, Nashville, TN, United States.

Martell, C. C., Harris, L. M., Lee, J., Chalmers, J. P., & Carmichael, J. (2023). *The role of state standards committees in challenging or maintaining color-evasive social studies*. American Educational Research Association, Chicago, IL, United States.

Martell, C. C. & Colquitt-Anderson, D. (2023). *Learning to center different stories: Examining teacher learning in an ethnic studies methods course*. American Educational Research Association, Chicago, IL, United States.

Martinelle, R. & Martell, C. C. (2023). "*(More than) A background idea": A self-study of justice-oriented practices in social studies teacher education*. American Educational Research Association, Chicago, IL, United States.

Sheppard, S., Harris, L. M., Levy, S., Hauver, J., Collins, T., … Martell, C. C. (2022). *Teaching difficult histories in difficult times*. National Council for the Social Studies, Philadelphia, PA, United States.

Harris, L. M., Sheppard, S., Levy, S., Adu-Gyamfi, M., Collins, T., … Martell, C. C. (2022). *Book talk: Teaching difficult histories in difficult times: Stories of practice*. College and University Faculty Assembly of the National Council for the Social Studies, Philadelphia, PA, United States.

Harris, L. M., Martell, C. C., Chalmers, J. P., & Lee, J. (2022). *"I was in the room where it happens": Social studies state standards committees and educator agency*. College and University Faculty Assembly of the National Council for the Social Studies, Philadelphia, PA, United States.

Martell, C. C. & Stevens, K. M. (2022). *Book talk: Teaching history for justice*. College and University Faculty Assembly of the National Council for the Social Studies, Philadelphia, PA, United States.

Martell, C. C., Martinelle, R., & Chalmers-Curren, J. P. (2022). *Barriers and pathways to becoming a justice-oriented social studies teacher*. American Educational Research Association, San Diego, CA, United States.

Shreiner, T. L. & Martell, C. C. (2022). *A critical race analysis of data visualizations in online social studies curricular materials*. American Educational Research Association, San Diego, CA, United States.

Martinelle, R., Martell, C. C., & Chalmers-Curren, J. P. (2021). *A longitudinal study of beginning teachers' beliefs and practices related to multicultural democratic citizenship.* College and University Faculty Assembly of the National Council for the Social Studies, Minneapolis, MN, United States.

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

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*. College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC, United States.

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*. American Educational Research Association, San Francisco, CA, United States.

Stevens, K. M. & Martell, C. C. (2020). *Feminist teachers' evolution towards gender equity in uncertain times*. American Educational Research Association, San Francisco, CA, United States.

Rogers-Stanton, C., Mitchell-Patterson, T., Martell, C. C., Epstein, T., & King, L. J. (2020). *When you know better, do better": Racial literacies and teacher (un)learning.* American Educational Research Association, San Francisco, CA, United States.

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

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

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

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*. American Educational Research Association, Toronto, ON, Canada.

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

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*. College and University Faculty Assembly of the National Council for the Social Studies, Chicago, IL, United States.

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

Martell, C. C. (2017). *Teaching race in U.S. history: Missing civil rights voices*. National Council for the Social Studies, San Francisco, CA, United States.

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*. College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA, United States.

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*. College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA, United States.

Martell, C. C. & Sequenzia, M. R. (2017). *Working the dialectics in teacher research and social studies education.* American Educational Research Association, San Antonio, TX, United States.

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*. New England Educational Research Organization, Portsmouth, NH, United States.

Bryson, J. R., Bien, A. C., Martell, C. C., & Gibbons, E. (2017). *Immersive field-based methods courses for preservice teachers*. Massachusetts Department of Elementary and Secondary Education Annual Instructional Support Convening, Marlborough, MA, United States.

Martell, C. C. & Stevens, K. M. (2016). *Models of culturally relevant teaching in social studies*. College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC, United States.

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*. National Council for the Social Studies, Washington, DC, United States.

Martell, C. C. & Stevens, K. M. (2016). *The beliefs and practices of race-conscious social studies teachers.* American Educational Research Association, Washington, DC, United States.

Martell, C. C. & Stevens, K. M. (2016). *A survey of teachers' perceptions of race and gender in social studies.* American Educational Research Association, Washington, DC, United States.

Stevens, K. M. & Martell, C. C. (2016). *Gender equity in social studies: An analysis of teachers' beliefs and practices.* American Educational Research Association, Washington, DC, United States.

Martell, C. C. & Stevens, K. M. (2015). *The personal and professional experiences of race-conscious teachers*. College and University Faculty Assembly of the National Council for the Social Studies, New Orleans, LA, United States.

Martell, C. C. (2015). *Uncovering the omitted past: Teaching race-related events in U.S. history*. National Council for the Social Studies, New Orleans, LA, United States.

Martell, C. C. (2015). *Developing inquiry-based teaching practices: A 6-year longitudinal study of history teachers*. American Educational Research Association, Chicago, IL, United States.

Martell, C. C. (2015). *Learning to teach about race in elementary social studies*. American Educational Research Association, Chicago, IL, United States.

Martell, C. C. (2014). *Examining social studies teachers' beliefs about teaching race*. College and University Faculty Assembly of the National Council for the Social Studies, Boston, MA, United States.

Stevens, K. M. & Martell, C. C. (2014). *Teacher beliefs on gender in the sociology classroom*. College and University Faculty Assembly of the National Council for the Social Studies, Boston, MA, United States.

Martell, C. C. (2014). *Beyond slavery and civil rights: Teaching race in U.S. history*. National Council for the Social Studies, Boston, MA, United States.

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*. National Council f for the Social Studies, Boston, MA, United States.

Kissling, M. T. & Martell, C. C. (2014). *The state of the source: Scrutinizing speeches for democratic citizenship*. National Council for the Social Studies, Boston, MA, United States.

Young, C. R., Stevens, K. M., Sequenzia, M. R., & Martell, C. C. (2014). *Using teacher research in the social studies classroom*. National Council for the Social Studies, Boston, MA, United States.

Martell, C. C. (2014). *Teaching about race in a multicultural setting: Culturally relevant pedagogy and the U.S. history classroom*. American Educational Research Association, Philadelphia, PA, United States.

Martell, C. C. (2014). *Action research as empowering professional development: Examining a district-based teacher research course*. American Educational Research Association, Philadelphia, PA, United States.

Martell, C. C. (2013). *Whiteness in the social studies classroom: Students' conceptions of race and ethnicity in U.S. history*. American Educational Research Association, San Francisco, CA, United States.

Martell, C. C. (2012). *Investigating the intersection of race and histories in the classroom*. American Educational Research Association, Vancouver, BC, Canada.

Martell, C. C. (2012). *Making meaning of constructivism: A longitudinal study of beginning history teachers' beliefs and practices*. American Educational Research Association, Vancouver, BC, Canada.

Martell, C. C. & Hashimoto-Martell, E. A. (2011). *Throwing out the history textbook: Changing social studies texts and the impact on students.* American Educational Research Association, New Orleans, LA, United States.

Martell, C. C. (2011). *A longitudinal study of learning to teach history as interpretation.* American Educational Research Association, New Orleans, LA, United States.

Martell, C. C. (2011). *Taking on the history textbook: A critical examination of texts used in a social studies classroom*. University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, PA, United States.

Martell, C. C. (2010). *Barriers to historical inquiry: The disconnection between the beliefs and classroom practices of preservice social studies teachers*. College and University Faculty Assembly of the National Council for the Social Studies, Denver, CO, United States.

Martell, C. C. (2010). *Continuously uncertain reform effort: State-mandated history and social science curriculum and the perceptions of teachers.* American Educational Research Association, Denver, CO, United States.

Heald, S. C., Zavagnin, A. J., & Martell, C. C. (2009). *Moving forward into the past: How teachers teach and learn history.* National Council for the Social Studies, Atlanta, GA, United States.

Martell, C. C. (2009). *State-mandated history and social science curriculum framework and the perception of teachers: A qualitative study.* New England Educational Research Organization, Portsmouth, NH, United States.

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

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

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

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

Curriculum Projects

Boston Public Schools Ethnic Studies Case Studies Project (2023). bit.ly/bpscasestudies
Curriculum expert.

Massachusetts Department of Elementary and Secondary Education Investigating History Curriculum Design Specifications (2021). bit.ly/ihdesignspecs
Lead writer.

Boston Public Schools Ethnic Studies Course Syllabi Project (2021). bit.ly/bpsethnicstudies
Curriculum expert.

Open Social Studies Curriculum Project (2018). www.opensocialstudies.org
Lead developer.

KEYNOTES AND INVITED PRESENTATIONS

Martell, C. C. (2025, March 27). *The role of the federal government in education: A brief history.* Guest speaker at "The Department of Education in peril: Exploring the past, present, and future of the federal role in education" panel, Teaching, Curriculum, and Society Department, Boston College, Chestnut Hill, MA.

Martell, C. C. (2024, November 18). *Teaching about desegregation busing in Boston: A conversation about the 50th anniversary with educators*. Moderator. College of Education and Human Development, University of Massachusetts Boston, Boston, MA.

Martell, C. C. (2023, September 22). *Slavery and freedom struggles in early America: Teaching "hard history" and unpacking key content.* Keynote address at Investigating History Curriculum Workshop, Marlborough, MA.

Martell, C. C. (2023, August 25). *Slavery and freedom struggles in early America: Teaching "hard history" and unpacking key content.* Keynote address at Investigating History Curriculum Workshop, Edward M. Kennedy Institute for the U.S. Senate, Boston, MA.

Patmon, D. & Martell, C. C. (2023, February 27). *Decolonizing syllabi in higher education.* Faculty forum for the Center for Innovative Teaching at the University of Massachusetts Boston, Boston, MA.

Martell, C. C. (2022, November 16). *Celebrating the work and teaching of Howard Zinn*. Panelist for online event co-hosted by the University of Massachusetts Boston, Boston University, and New York University, Boston, MA.

Martell, C. C. (2022, June 22-June 23). *Writing in social studies: Centering democracy and justice.* Keynote address at Primary Source Mosaic America: Teaching Inclusive Elementary Social Studies Workshop, Malden, MA.

Martell, C. C. (2022, March 31). *Making elementary social studies inquiry-based and justice-oriented.* Keynote address at Primary Source Mosaic America: Teaching Inclusive Elementary Social Studies Workshop, Newton, MA.

Martell, C. C. (2022, February 7). *Tolerance is not enough: Centering history and social studies on justice*. Brown bag conversation for the Office of Research and Grants in Education at the College of Education and Human Development of the University of Massachusetts Boston, Boston, MA.

Martell, C. C. (2022, January 26). *Racial justice and the Boston Public Schools: A history*. Keynote at Steppingstone Foundation, Boston, MA.

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, 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, 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

Co-Principal Investigator (2026). *Quincy Public Schools: Registered Teacher Apprenticeship Program (RTAP) Planning Grant*. Massachusetts Department of Elementary and Secondary Education, $25,000. Principal Investigator: Kim Connolly.

Advisor (2026). *Civic Works: Building Skills for Democracy and Careers.* Carnegie Corporation of New York, $1,500,000. Principal Investigators: Joseph Berger and Mya Mangawang.

Principal Investigator (2024). *Preparing Teachers to Teach for Critical Multiculturalism and Democracy in Countries with Growing Migrant Student Populations.* Fulbright Global Scholar Program, U.S. Department of State (Application was recommended for an award by the peer review panel; Trump administration denied selection due to executive order restricting D.E.I.).

Advisor (2024-2026). *Collaborative Local History and Action Civics*. Library of Congress Teaching with Primary Sources Grant, $10,000 (Sub-award of a $200,000 grant). Principal Investigators: Brad Fogo and Devin Hess.

Co-Principal Investigator (2023). *Diversity, Language and Citizenship in Teacher Education: A Faculty Exchange Between Norway and the United States*. European Union ERASMUS+ Higher Education (Teaching Staff) Mobility Grant, €8,000. Principal Investigator: Tony Burner.

Advisor (2022). *Ethnic Studies Case Studies and Professional Development for Boston Public High Schools*. Boston Public Schools, $12,000 (sub-award of a $313,500 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, and Cedric Woods.

Consultant (2022). *Rethinking American Feminism: 1948-1977*. New-York Historical Society, $205,897. National Endowment for the Humanities Summer Seminars and Institutes for K-12 Educators. Principal Investigators: Leslie Hayes; Nicholas Juravich.

Advisor (2021-2026). *For Big City District and University Social Studies Professional Learning Community*. Hewlett Foundation, $400,000. Principal Investigator: Charles Tocci.

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). *Open Social Studies: 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. Principal Investigator: Andrea Bien, Mairead Nolan. Co-Principal Investigators: Jennifer Bryson, Rebekah Louis, Eve Manz.

CONSULTING

WGBH/Public Broadcasting System, U.S. History Collection for PBS LearningMedia, Advisor, 2021-2022.

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

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

PROFESSIONAL SERVICE

Journal Editorial Boards

Associate Editor and Editorial Board for *Journal of Curriculum Studies*, 2025-present.

Associate Editor and Editorial Board for *History Education Research Journal*, 2025-present.

Advisory Board for *History Education Research Journal*, 2024-2025.

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

Journals and Publications

Peer Reviewer for *Democracy & Education*, 2026-present.

Peer Reviewer for *Critical Education*, 2025-present.

Peer Reviewer for *Journal of Geography*, 2025-present.

Peer Reviewer for *Social Studies Journal*, 2025-present.

Peer Reviewer for *Education Policy Analysis Archives*, 2025-present.

Peer Reviewer for *Nordic Journal of Comparative and International Education*, 2024-present.

Peer Reviewer for *Equity & Excellence in Education*, 2024-present.

Peer Reviewer for *Social Studies and the Young Learner*, 2023-present.

Peer Reviewer for *Teacher Education Quarterly*, 2023-present.

Peer Reviewer for *Teacher Development*, 2022-present.

Peer Reviewer for *Journal of Curriculum Studies*, 2021-present.

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

Member, *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* Revision Committee, National Council for the Social Studies, 2026-present.

Member, Awards Committee, College and University Faculty Assembly of the National Council for the Social Studies, 2024-2025.

Co-Chair, *Theory & Research in Social Education* Journal Editor Search Committee, 2024.

Co-Chair, Big City Social Studies Group, 2024-2025 (a learning and research community of district-based social studies leaders and university-based social studies teacher educators in Atlanta, Boston, Bay Area, Chicago, Denver, Detroit, Los Angeles, Miami, Milwaukee, Minneapolis/St. Paul, New York City, Philadelphia, San Diego, and Washington, DC).

Member, Awards Committee, National Council for the Social Studies, 2022-2024.

Secretary-Treasurer, Teaching History Special Interest Group of the American Educational Research Association, 2022-2023.

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

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, 2018-2021.

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, 2014-2026.

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

Session Chair and Discussant

Session Discussant, *Emotion, justice, and curriculum* at the Annual Meeting of the American Educational Research Association, Los Angeles, CA, United States, 2026.

Session Chair, *"What do they know?" Teacher research and student voice* at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, United States, 2024.

Session Discussant, *Preservice teachers' preparation for the STEM fields and faculty perspectives* at the Annual Meeting of the American Educational Research Association, Chicago, IL, United States, 2023.

Session Discussant, *Elementary social studies teachers and social justice* at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Philadelphia, PA, United States, 2022.

Session Discussant, *Purposeful equity work: Centering intersectional perspectives and practices in teacher education* at the Annual Meeting of the American Educational Research Association, San Diego, CA, United States, 2022.

Session Discussant, *Teacher orientations: Praxis and pedagogies of critical history teachers* at the Annual Meeting of the American Educational Research Association, San Diego, CA, United States, 2022.

Session Chair, *Promoting equitable social studies education* at the Annual Meeting of the American Educational Research Association, San Diego, CA, United States, 2022.

Session Chair, *Reimagining social studies teacher education through critical engagement* at the Annual Meeting of the American Educational Research Association, San Diego, CA, United States, 2022.

Session Discussant, *Shaping classroom decision making* at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Minneapolis, MN, United States, 2021.

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, United States, 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, United States, 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, United States, 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, United States, 2017.

Session Chair, *Critical perspectives in the social studies* at the Annual Meeting of the American Educational Research Association, San Antonio, TX, United States, 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, United States, 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, United States, 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, United States, 2015.

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

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

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

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

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

Session Chair, *Teacher research: Investigating innovative practices* at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, United States, 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, United States, 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, United States, 2013.

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

Segmental Leader, Associates to Bachelor's (A2B) Secondary Education Committee, Massachusetts Department of Higher Education, 2023

Member, 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, College Personnel Committee (Tenure and Promotion Cases), University of Massachusetts Boston, College of Education and Human Development, 2023-2025

Member, Strategic Plan Work Group, University of Massachusetts Boston, College of Education and Human Development, 2023

Member, Department Curriculum Committee, University of Massachusetts Boston, College of Education and Human Development, 2022-present

Co-Chair, Racial Justice Committee, University of Massachusetts Boston, College of Education and Human Development, 2020-2023

Chair, Department Personnel Committee, Annual Faculty Review Ad Hoc Committee, University of Massachusetts Boston, College of Education and Human Development, 2021-2022

Member, Department Personnel Committee, Annual Faculty Review Ad Hoc Committee, University of Massachusetts Boston, College of Education and Human Development, 2020-2022, 2025-2027

Member, University Joint Discipline & Grievance Committee, University of Massachusetts Boston, 2021-2022

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

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

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

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

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

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

Search Committees

Co-Chair, Search Committee for Associate/Full Professor of Educational Leadership and Community Schools, Department of Leadership in Education, University of Massachusetts Boston, 2024-2025

Chair, Search Committee for Assistant Professor and Director of Educator Preparation, Department of Curriculum and Instruction, University of Massachusetts Boston, 2023-2024

Member, Search Committee for Assistant Professor and Director of Educator Preparation, Department of Curriculum and Instruction, University of Massachusetts Boston, 2022-2023

Member, Search Committee for Dean, College of Education and Human Development, University of Massachusetts Boston, 2022

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, Student Education Association of Massachusetts Chapter, University of Massachusetts Boston, 2024-present

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, 2022, Chair

William Peters, Ph.D., Curriculum & Instruction, Social Studies Education, Boston College, 2022

Bwanda Gerome, Ph.D., Global Inclusion & Social Development, Transnational, Cultural & Community Studies Concentration, University of Massachusetts Boston, 2023

Jennifer Chalmers-Curren, Ed.D., Curriculum & Teaching, Social Studies Education, Boston University, 2023

Rob Powers, Ed.D., Curriculum & Instruction, University of Virginia, 2023

Lauren Funk, Ed.D., Curriculum & Teaching, Social Studies Education, Boston University, 2024

Dawn Anderson, Ph.D., Global Inclusion & Social Development, Transnational, Cultural & Community Studies Concentration, University of Massachusetts Boston, 2025, Chair

Sarah Ázeline, Ed.D., Social Justice Education, Ontario Institute for Studies in Education, University of Toronto, 2025, External Examiner

Jami Carmichael, Ph.D., Learning, Literacies & Technologies, Arizona State University, 2026

Kendra Kelley, Ph.D., Early Childhood Education & Care, University of Massachusetts Boston, in progress

Gretchen Hohmeyer, Ph.D., Language, Literacy & Culture, University of Massachusetts Amherst, in progress

Brenda Sullivan, Ph.D., Global Inclusion & Social Development, Transnational, Cultural & Community Studies Concentration, University of Massachusetts Boston, in progress

Jeremy Szteiter, Ph.D., Global Inclusion & Social Development, Transnational, Cultural & Community Studies Concentration, University of Massachusetts Boston, in progress

AWARDS AND HONORS

Wilczenski Faculty Grant Award, College of Education and Human Development, University of Massachusetts Boston, 2022

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