CURRICULUM VITA 2013-2019

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I. PROFESSIONAL PREPARATION

A. Degrees

2001	Ed.D. Education/Leadership	Univ. of California, Los Angeles
1995	M.A. Education	California State University, Northridge
1984	B.A. History	University of California, Los Angeles

B. California Credentials

1997	CLAD Certificate
1988	Multiple Subject Teaching Credential

C. Relevant Experience

University

2015-2018	Department Chair
2013-present	Professor
2008-2013	Associate Professor
2002-2008	Assistant Professor
	California State University, Northridge

Responsibilities:

2015-present. *Department Chair*. I lead the department in all matters of personnel, advisement, curriculum development, accreditation, and mentoring. My main job duties are creating the schedule of classes, assigning full and part time faculty, understanding entitlements, assigning field coordination, running department meetings and attending college and department meetings. I am the CRIEE Director, run the department budget, and hire/observe faculty for RTP and entitlements for adjunct faculty. I led the charge on preparing for accreditation by creating course outlines and documents for the CCTC.

2015-2016. *Field Office Director*. I was placing student teachers and observation students for the traditional and ITEP program. I had to recreate the field office processes and started to visit schools to vet mentor teachers. Over the two years, I placed over 350 student teachers with the assistance of the field office coordinator, visited over 15 schools and met with principals to assign mentor teachers.

Fall, 2016. *Induction Coordinator*. I led the program to run the Induction program for first year teachers and was in charge of the program plans. I attended the Induction Committee meetings to decide on policies and new directions for the program
2015. Graduate Coordinator for the MA Program in Elementary Education. I advised all graduate students who enter the MA Program in our department. My responsibilities also include completing the paperwork to various departments to insure that student records are current. I also assisted in setting the schedule of graduate classes. I created the new model of MA cohorts currently in use and conduct recruiting sessions for potential candidates.

2012-2015. *Director of Community Engagement* for the university. I was appointed the director to revamp that office and provide mentorship and training to university faculty who wanted to engage in service learning. I created the data system, S4, for our campus to capture community engagement and service learning. I provided workshops and grant opportunities to faculty in all disciplines.

2003-2018. EED 575. *Course Coordinator*. Oversee articulation between full-time and part time faculty teaching the Social Studies and Integrated Arts and Social Studies/Science methods course. Provide syllabus, content outline, and course activities for new instructors. Hold monthly meetings to discuss course content and methods.

2003-2006. Peer Support Coordinator, Integrated Teacher Education Program (ITEP). Oversee induction support for recent graduates. Created workshops and conferences to support students in their first year. Includes articulation with credential office and school partnerships.

Courses Designed:

EED 676- Diverse Communities and the Arts. As part of the new Multicultural/Multilingual MA pathway, I designed this course to focus on diverse communities and how their expression of the arts is a way to learn about their culture. This MA course explores the various communities surrounding CSUN and how teachers can learn about the cultural aspects through music, visual arts, dance, and theater to build their cultural responsiveness to K-6 children and their families.

EED 649- Seminar in Elementary Arts Education. As part of the Curriculum and Instruction option for the MA in Elementary Education, I revamped and updated the course in Fall, 2014 to meet the needs of today's elementary teachers. The course outline and syllabus along with several new assignments were revised and now is taught hybrid integrating more technology into the course.

EED 480- Social Studies and Science Methods. This course is part of the Integrated Teacher Education Program (ITEP) and combines the methods and content that integrates social studies and science. It was team-taught for the first time in spring, 2005. Central themes are proposed to help facilitate combine conceptual thinking of critical issues in society that are related to science. I developed this course with Dr. John

Reveles in a team-teaching model for Fall 2006. I taught it alone in Fall, 2007 for the first time.

EED 575- Social Studies and the Integrated Arts Methods . This course is part of the fifth year credential and Accelerated Credential Program (ACT). This course combines methods and theories from the social sciences and the arts. This course is designed to prepare preservice teachers to teach integrated social studies and arts in elementary schools.

LRS 396GW- Gateway in Liberal Studies. For the junior option ITEP program to provide a foundational course to prepare students for subject matter courses in Liberal Studies. This course was co-designed by faculty in the arts and sciences and education. I also served on the design team for this course in 2002.

CSUN Courses Taught, 2013-2018

EED 649- Seminar in Elementary Arts Education. This course is part of the core program for the Curriculum and Instruction option in the MA program. It is a survey of the four arts (Visual, Theater, Music, and Dance) and how these arts can integrate with subject matter in the elementary curriculum.

EED 575- Social Studies and Integrated Arts methods. New course for the SB2042 new credential requirements. Combines social studies and the arts for elementary students.

EED 480- Science and Social Science Curriculum Methods. This course is designed to teach science and social studies integrated methods for elementary teachers in the Integrated Teacher Education program.

EED 638- Seminar in Elementary School Social Studies. Graduate level seminar emphasizing current trends, research and methods in teaching history/social science.

LRS 150- Liberal Studies Freshman Seminar: Anthropology. This is an introductory course in cultural anthropology that infuses multicultural aspects of schooling. I co-taught with an anthropologist and developed materials that infused cultural concepts for elementary education majors at the undergraduate level.

EED 697- Directed Comprehensive Studies. This course is designed to prepare M.A. students to take the final comprehensive exam for the M.A. in elementary education.

LRS 396GW- Gateway. For the junior option of the ITEP Program, this course provides a foundation to prepare students for their subject matter courses in Liberal Studies. Research and technology skills are emphasized to prepare students for the credential and subject matter blending.

EED 476- Social Studies Methods. This course is designed for the ITEP Program to teach social studies methods.

EED 579- Student Teaching Seminar. For the ITEP program, this course includes instruction on peer coaching and inclusion. It is designed to support the Teaching Performance Expectations.

EED 570M- Language Arts/Social Studies Methods, Elementary Education

Supervision:

EED 550F- Field Supervision. Guided and evaluated student teachers in the field for the preliminary teaching credential.

CSUN Courses taught as Lecturer, 2001-2002

EED 570M- Language Arts/Social Studies Methods

UCLA Supervisor/Advisor for Center X, 2000-2002

As an advisor, I taught several courses and supervised student teachers in the field for the Teacher Education Program. Other duties included field placements and developing partnerships with local schools.

Elementary Classroom Teacher Experience, 1986-present

I have taught grades K-8 in various settings in the Los Angeles area, mainly in urban Centers, with a high population of diverse students with various language and academic needs. In addition, I continue to teach in classrooms part time as a guest teacher in K-6 setting including one academic year as professor-in-residence.

Sepulveda Middle School
Oxnard Street Elementary
Westwood Charter School
Burton Street Elementary
Pio Pico School K-8
Manchester Elementary

D. Conferences Attended

Annual Meeting of the American Educational Research Association, Washington D.C., April 2016

Annual Meeting of Community Engagement Directors, Long Beach, San Francisco, 2013, 2014, 2015

Annual Meeting of the Hawaii International Education Conference, Honolulu, HI, 2013

First Annual College of Education Collaborative Symposium, Tarzana, CA, September 16, 2011

Annual Meeting of the Hawaii International Education Conference, Honolulu, HI, 2011

Annual Meeting of the National Council for the Social Studies
Denver, CO, November 2010

Annual Meeting of the National Council for the Social Studies
Atlanta, GA, November 2009

Annual Meeting of the American Educational Research Association, San Diego, CA, April 2009

Annual Meeting of the American Educational Research Association, New York, April 2008

History Summit, Long Beach, CA, June, 2008

Annual Meeting of the National Council for the Social Studies
San Diego, CA, November 2007

Teaching Strategies for English Learners, Northridge, CA, November 2007

Teaching about Asian Pacific Americans: Effective Activities, Assignments and Strategies for Classroom and Community, Northridge, CA, October 2007

Freeman Institute for the Advancement of Asian History
California State University, Long Beach, CA, June 2007

Annual Meeting of the National Council for the Social Studies
Washington, D.C., December 2006

International Conference of the National Association for Multicultural Education, Phoenix, November 2006

California Council for History Education Annual Meeting, Burlingame, CA September 2006

Annual Meeting of the American Educational Research Association, San Francisco, April 2006

California Council for the Social Studies, San Diego, March 2006

Annual Meeting of the American Educational Research Association, Montreal, April 2005

Professional Development Schools Conference, Orlando, March 2005

California Council for the Social Studies, Burlingame, CA, March 2005

California Association for Bilingual Education, Los Angeles, February 2005

International Conference of the National Association for Multicultural Education, Kansas City, November 2004

National Conference of the Association of American Colleges and Universities, Nashville, November 2004

Annual Meeting of the American Educational Research Association San Diego, April 2004

Annual Meeting of the California Association for Bilingual Education San Jose, March 2004

Annual Meeting of the American Association of Colleges for Teacher Education Chicago, February 2004

Annual Meeting of the National Council for the Social Studies Chicago, November 2003

California Council for the Social Studies, Sacramento, March 2003

Showcase Conference for the Social Studies, Dominguez Hills, November 2002

ASCD Understanding By Design, Boston, July 2002

E. Membership in Professional Organizations

American Educational Research Association (AERA)
California Council for the Social Studies (CCSS)
National Association for Multicultural Education (NAME)
National Council for the Social Studies (NCSS)
American Association of Colleges for Teacher Education (AACTE)

II.TEACHING EFFECTIVENESS AND DIRECT INSTRUCTIONAL CONTRIBUTIONS

A. Course Planning

EED 649- Seminar in Elementary Arts Education
I redesigned this arts course to meet the needs of the current students in the MA Program in Elementary Education. I have included updated assignments such as locating the arts resources in the valley, incorporated several technology pieces, and added a literature review in the arts. The bibliography is updated with current researchers and practitioners in the field. It is now taught hybrid.

EED 638- Seminar in Elementary Social Studies
I redesigned this course to create a more balanced approach to methods and research for social studies. I created several new models to use primary documents and inquiry-based, action research for elementary teachers in the Curriculum and Instruction Option for the M.A. in Elementary Education. I also added student work sample analysis to this course since I was teaching in the classroom. It now designed as a hybrid course.

EED 480- Social Studies-Science Methods
Previously, I co-taught this course with a science educator. This year, I revamped the class to teach all content by myself. I included more connections and integrated lessons using the inquiry method. In addition, I strengthened my knowledge of science content by studying science strands in depth.

EED 575- Social Studies and the Integrated Arts Methods
I redesigned several strategies in social studies methods based on my year teaching 6th grade social studies at Sepulveda Middle School. Teaching real children gave me insight into methods that truly engaged and helped develop better thinkers in social studies. I recreated several strategies I previously used to a more realistic way of reaching low-performing and English language learners. In addition, I added an observation and co-teaching component to the spring course where preservice teachers could practice teaching social studies before entering student teaching.

EED 480- Social Studies/Science Methods.
I planned and team-taught this course with Dr. John Reveles in science education in the fall of 2006. We have created an innovative integration of science and social studies curriculum. This course combines two content areas that normally are not integrated. We focused on critical issues to both social studies and science and integrate content and teaching methods. I was placed as the course coordinator to assist the new faculty who are teaching the course. I am responsible for helping create content and specific methods that would integrate social studies and science.

EED 697- Directed Comprehensive Studies. This course is designed to prepare M.A. students to take the final comprehensive exam for the M.A. in elementary education. I created the exam questions and handouts to help prepare students to take the exam.

EED 575- Social Studies and the Integrated Arts Methods

As a new course that was first offered in Spring 2003. I continue to design and redesign curriculum to meet the SB2042 credential standards. I am currently working with part-time faculty to assist with curricular planning.

LRS150- Introduction to Anthropology
Jointly designed and taught with an anthropologist, this course is an introduction to cultural anthropology with connections to issues in multicultural education. I met with my co-professor each week to plan and discuss content delivery.

LRS 396- Gateway Course for Junior Option ITEP. 2002-2003 academic year. Jointly designed and planned with faculty in subject matter across campus. (Anthropology, English, Math, Kinesiology, Music, Education, Physical Sciences and Philosophy). This course was designed to provide foundational information on pedagogical content knowledge and strengthen research skills for juniors in Liberal Studies. (cross-referenced in section II, course planning)

III. CONTRIBUTIONS TO THE FIELD OF STUDY

A. Research

Social studies and visual-performing arts integration (2009-2011). I have created a mixed methods study of elementary teacher's perceptions and planning of arts integration into the social studies curriculum. Through surveys and interviews, I found current trends in how teachers use the arts as a vehicle or co-equal integration with social studies content. I am working with Greg Knotts and was funded by the COE Research Grant for Spring 2011. We have presented at the National Council for the Social Studies Annual Conference in November, 2009 and presented at the Hawaii International Conference in January, 2011.

Social studies and science integration (2006-2008). I am studied the effects of teaching both science and social studies using the themes of science-technology-society, critical issues, inquiry-based methods with my science colleagues in elementary education. Our proposal has been accepted for the American Educational Research Association Annual Meeting in March, 2008. (Also cross-referenced in section III-D- Presentations).

Professor-in-residence: What is the role of university professors in K-8 settings? (2005-07). I researched how university professors might design and teach curriculum in social studies realistic to urban schools. This research was funded by the Teachers for a New Era grant for 12 units reassigned time. (Also cross-referenced in section III-F –Pioneering work in the field and IV-D – contributions to the community)

Successes in social studies teaching: As a part of my work with Teachers for a New Era, I tested out current research and methods in social studies education with 6th grade students. As I taught a specific method I used with pre service teachers, I also used the same methods with children in the classroom. I gathered evidence of effective methods during

the 2005-06 school year. I wrote an article to share these findings with other social studies professors.

Looking at the teacher-activist from preservice to retirement. (2006-07). This current research is the third installment of a longitudinal study of Chicana teachers and how they negotiate their activism into the later years of teaching. Dr. Theresa Montano and I are studying 20-30 year veterans to find patterns of retention and activism. Our research was presented at the Annual Meeting of the American Educational Research Association.

Connecting veteran teacher-activists with new teachers. (2004-2005). This research continues my work into teacher networking strategies and how veteran teachers can assist new teachers in staying in the profession. I worked jointly with Dr. Theresa Montano in Chicano/a Studies to conduct the study and we published our findings in the *Journal of Borderland Education*.

The state of elementary social studies teaching (Spring, 2004). This current research surveyed over 200 teachers to find patterns of social studies teaching in this era of structured and mandated curriculum. Findings show that elementary teachers are spending between 30-60 minutes a week on social studies content. Two articles were published on this research.

Towards a culturally responsive induction process: Strengthening teacher networks for Chicana educators. (Fall, 2003). This research involved looking at teacher networks in urban schools and how induction processes help or hinder the retention of new teachers. I worked jointly with Dr. Theresa Montano in Chicano/a Studies in this qualitative study.

B. Grant Awards and Applications

Sabbatical. Awarded for 2016-2017. My sabbatical project was to write the second edition of the ground-breaking social studies text that integrates all forms of visual and performing arts. This book was created to meet the needs of credential students and to provide theoretical and practical grounding in integrating the arts. *Reclaiming Elementary for the Elementary Classroom: Integrating Culture through the Arts* was published in January 2018 with co-author, Dr. Greg Knotts. In addition to writing the book, I taught integrated arts lessons in a 6th grade classroom over a 10-week period.

I was the principal author and investigator for the BEST Grant application. California State University Northridge (CSUN) proposes a new Integrated Teacher Preparation program entitled Bilingual Education for Social Transformation (BEST) in which a student can earn a baccalaureate degree in Chicana/o Studies and a preliminary Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Spanish/English credential in four years. The purpose of the proposed new integrated program is to prepare prospective bilingual education teachers to teach K-6th graders who attend California public schools. The integrated teacher program will include student teaching and allow a candidate to earn a baccalaureate degree (B.A.) in Chicana/o Studies and a preliminary multiple subject BCLAD (English/Spanish) credential in four years including two summers with a total of 135

units. The proposed program has been designed to meet the needs of children in California's public schools for well-prepared bilingual education teachers. Unfunded.

The Effects of Integrating the Visual-Performing Arts into the Elementary Social Studies Curriculum. Michael D. Eisner College of Education Research Award; awarded for Spring, 2011. In this mixed study, we researched how the visual-performing arts are used in the elementary social studies curriculum at three sites.

Teaching with Primary Sources in the K-6 History Curriculum. Michael D. Eisner College of Education Research Fellows, 2011 and 2012. I applied to continue my research of teacher attitudes towards teaching with primary sources in elementary schools. Unfunded.

Effective Social Studies teacher preparation: Bringing the field to the college classroom. 2010.This Beck grant proposal would provide reassigned time to videotape social studies lessons to bring into social studies methods courses. Unfunded.

Teaching with Primary Sources in Social Studies and Chicana Teacher Activism. Awarded sabbatical in Spring 2010. This sabbatical allowed me to continue my research in the social studies classroom with elementary students. In addition, I am co-authoring a book titled, *Thee Midniters to Ozomatli: A Generational Portrait of Chicana Teacher Activism*.

Strengthening Chicana networks in urban schools. CSUN Competition for Research, Scholarships and Creative Activity; awarded August 2004. This university grant assisted my research of networking in urban schools with veteran teachers to find strategies that helped retained them in teaching. I co-wrote an article for the *Journal of Borderland Education*.

Urban elementary teachers' perceptions of the impact of structured programs on social studies teaching. Michael D. Eisner College of Education Research Award; awarded May 2003. This grant allowed me to research the effects of structured reading programs on social studies teaching in the Spring, 2004. I have finished the study and wrote up the results for publication in the *Journal of Social Studies Research*.

C. Publications

Book Publication

Burstein, J.H. & Knotts, G. (2018). *Reclaiming Social Studies for the Elementary Classroom: Integrating Culture through the Arts*. *2nd ed*. Dubuque, IA: Kendall-Hunt Publishing.

Burstein, J. H. & Knotts, G. (2014). Elementary social studies in *What Really Works in Education*, Ed. W. Muraski. Thousand Oaks, Corwin Press.

Knotts, G.& Burstein, J.H. (2014). Secondary social studies in *What Really Works in Education*, Ed. W. Muraski. Thousand Oaks, Corwin Press.

Burstein, J.H. & Knotts, G. (2011). *Reclaiming Social Studies for the Elementary*

Classroom: Integrating Culture through the Arts. Dubuque, IA: Kendall-Hunt Publishing.

Published Articles

Burstein, J.H. (2014). Integrating Arts: Cultural Anthropology and Expressive Culture In the Social Studies Curriculum. *Journal of Social Studies Research and Practice,9* (2), 132-144.

Burstein, J.H. & Knotts, G. (2012). Elementary teachers' strategies for integrating the arts into the social studies curriculum. Journal of Social Science Research

Knotts, G. & Burstein, J.H. (2011). Integrating the arts: Making social studies concrete, engaging, and context-driven. *Hawaii International Educational Conference Proceedings*, January 2011.

Burstein, J.H. & Montaño, T. (2010) Maestras dedicadas: A portrait of Chicana teacher activism in troubled times. *The Journal of Critical Pedagogy, 3*(3*).* (Refereed journal)

Burstein, J. H. & Knotts, G. (2010). Creating connections: Integrating the visual arts with social studies. *Social Studies and the Young Learner, 23*(1). 20-23. (Refereed journal).

Burstein, J.H. (2009*)*. Do as I Say *and* Do as I Do: Using the Professor-in-Residence Model in Teaching Elementary Social Studies Methods. *The Social Studies*. 121-127 (Refereed journal).

Burstein, J.H. & Kretschmer, D. (2008). Integrating Social Studies and Science: Natural or Unnatural Fit? *Social Studies Research and Practice, 3*(3), 113-122. (Refereed journal).

Hutton, L. & Burstein, J. (2008). The teaching of history-social science: Left behind or behind closed doors? *Social Studies Research and Practice*, *3*(1), 96-108. (Refereed journal).

Burstein, J.H. & Fiszer, E. (2007). Collaborative voices: One university-school model. *In Sound Practices: Ready to use classroom practice, Vol. II (Eds*. Stang & Pierson)

Burstein, J. H. (2007). Down from the tower into the trenches: Redefining the role of professor-in-residence in one professional development school. *University-School Partnerships, 1*(2), 66-75. (Refereed journal).

Montano, T.& Burstein, J.H. (2007). Learning from las maestras: Experienced teacher activists who remain in the classroom. *Journal of Borderland Education*, *1*(1), 29-39. Routledge. (Refereed journal).

Burstein, J.H., Hutton, L, & Curtis, R. (2006). Elementary social studies: To teach or not to teach. *Journal of Social Studies Research*. *30* (1), 15-20. Cedar Falls, IA: University of Northern Iowa Press. (Refereed journal).

Montano, T. & Burstein, J. (July, 2006). Mujeres, maestras y mas: Creating teacher networks for resistance and voice. *Journal of Latinos in Education*, *5*(3), 169-188. Mahwah, NJ: Lawrence Erlbaum. (Refereed journal)

Burstein, J. & Hutton, L. (October, 2005). Planning and teaching with multiple perspectives in social studies. *Social Studies and the Young Learner*. *18*(1),15-17. (Refereed journal)

Hutton, L. & Burstein, J. (Spring, 2005). Mindfully adding multiple perspectives: A lesson on the Japanese internment. *Social Studies Review*. *44*(2), 57-61. (Refereed journal)

Burstein, J.H. (June, 2004). Carol Gilligan. In *Encyclopedia of Human Development*. Salkind, N.J. (Ed.). Thousand Oaks, CA: Sage Press.

Burstein, J.H. & Fiszer, E. (2004). Collaborative voices: One university-school model. *Academic Exchange Quarterly, 7*(3), 174-178. (Refereed journal)

D. Presentations
Refereed Presentations

Integrating the arts into the social studies curriculum: Co-equal strategies. Presented at the American Educational Research Association Annual Conference. Vancouver, B.C., April 16, 2012. With G. Knotts, co-presenter.

From the Thee Midniters to Ozomatli: A cross generational study of Chicana teacher activists. Presented at the National Association for Chicano and Chicana Studies Annual Conference. Chicago, IL, March 17, 2012. With T. Montano, co-presenter.

Integrating Visual Arts Literacy Skills with Social Studies Content. Presented at the California Council for the Social Studies Annual Conference. Orange County, CA, March 3, 2012. With G. Knotts, co-presenter.

Elementary teachers' strategies for integrating the arts into the social studies Curriculum. Presented at the International Organization of Social Sciences and Behavioral Research Conference. Las Vegas, NV, November, 2011. With G. Knotts, co-presenter.

Integrating the visual-performing arts in the social studies curriculum=Engagement and access. Presented at the Hawaii International Educational Conference. Honolulu, January, 2011. With G. Knotts, co-presenter.

Innovative Strategies for Teaching Sustainability in Elementary Classrooms. Presented at the National Council for the Social Studies Annual Conference.
Denver, November, 2010. With G. Knotts, co-presenter.

Innovative Strategies to Integrate Social Studies and Visual-Performing Arts.
Presented at the National Council for the Social Studies Annual Conference.
Atlanta, November, 2009. With G. Knotts, co-presenter.

Thee Midniters to Ozomatli: A Generational Portrait of Chicana Teacher Activists.
Presented at the American Educational Research Association Annual Meeting. San Diego, April, 2009. With T. Montaño, co-presenter.

Integrating Science and Social Studies. Presented at the the American Educational Research Association Annual Meeting. New York, March, 2008. With J. Reveles, co-presenter.

Innovative Strategies to Integrate Elementary Social Studies and Science Content.
Proposal accepted for the National Council for The Social Studies Annual Conference.
Houston, November, 2008. With D. Kretschmer, co-presenter.

The hybrid role of professor-in-residence in social studies methods. Proposal submitted for The American Educational Research Association Annual Meeting. New York, March, 2008.

Social studies and the arts: Hands-on learning for mastery. Presented at the National Council of Social Studies Annual Conference. San Diego, November, 2007.With G. Knotts, co-presenter

Successes and Challenges: Teaching social studies in current times. Presented at the National Council of Social Studies Annual Conference. Washington, D.C., November, 2006. With L. Hutton, co-presenter

Mujer to mujer: Learning from las maestras. Presented at the National Association for Multicultural Education International Conference. Phoenix, November, 2006. With T. Montano, co-presenter.

The key to building historical literacy. Presented at the California Council for History Education First Annual Meeting. Burlingame, September, 2006. With L. Hutton, co-presenter

Elementary social studies: To teach or not to teach. Presented at the American Educational Research Association Annual Conference. San Francisco, April , 2006. With L. Hutton, co-presenter

Exploring text structures: Building understanding in the history classroom. Presented at the Annual Meeting of the California Council for the Social Studies. San Diego, March, 2006. With L. Hutton, co-presenter

Learning from las maestras: Veteran Chicana teacher activists who remain in the classroom. Presented at the American Educational Research Association Annual Conference. Montreal, April, 2005. (Highlighted session for Division G). With T. Montano, co-presenter.

Exploring the culture and community of two professional development schools: Results of action research. Presented at the Professional Development Schools National Conference. Orlando, March, 2005. With W. DelaTorre, G. Jefferson, & C. Peterson, co-presenters.

Teachers aren't teaching social studies: Rumor or reality?
Presented at Annual Meeting of the California Council for the Social Studies. San Francisco, March, 2005. With L. Hutton, co-presenter.

Why stay? Veteran teachers share strategies for retention. Presented at the California Association for Bilingual Education. Los Angeles, February, 2005. With T. Montano, co-presenter.

You can't learn or teach until you know what you know: Examples from liberal studies gateway. Presented at CSUN Faculty Retreat. With Costin, Adams, Klein & Gersh-Lerner. Oxnard, January, 2005.

Mujeres, Maestras y Mas: Challenging the pedagogy of control through teacher networks for Chicanas. Presented at the Annual Conference of National Association for Multicultural Education. Kansas City, November, 2004). With T. Montano, co-presenter.

Strengthening professional networks for Chicana teachers in urban settings.
Presented at the Association of American Colleges and Universities 5th Biennial Diversity and Learning Conference. Nashville, November 2004.

Towards a culturally responsive induction process: Strengthening Chicana teacher networks. California State University, Northridge Research Forum. Northridge, May 28, 2004.

Beyond culture and voice: Strengthening networks for Chicana educators in urban contexts. Annual Meeting of the American Educational Research Association. San Diego, April 2004. With T. Montano, co-presenter.

Mujeres, maestras y mas: Chicana teachers challenge the pedagogy of control. National Association of Chicano/Chicana Studies Annual Conference. Albuquerque, April , 2004. With T. Montano, co-presenter.

Voices from the classroom: Chicana teachers teaching for social justice in unjust times. Presented at the Annual Meeting of the California Association for Bilingual Education. San Jose, March, 2004. With T. Montano, co-presenter.

Towards a culturally responsive induction program: Strengthening teacher networks. Presented at the Annual Meeting of the American Association of

Colleges for Teacher Education. Chicago, February, 2004). With T. Montano, co-presenter.

Infusing multicultural perspectives with picture books. Presented at the National Council for the Social Studies, Chicago, November, 2003. With L. Hutton, co-presenter.

Integrating multicultural perspectives in standards based learning in social studies. Presented at Annual Conference for the California Council for the Social Studies. Sacramento, March 2003. With L. Hutton, co-presenter.

Beyond heroes and holidays: Teaching multiple perspectives through multicultural picture books. Presented at 11th Annual Showcase Conference for Social Studies. Dominguez Hills, CA, November, 2002.

Using the writing process in elementary classrooms. Presented to faculty at Pinetree Elementary. Canyon Country, CA, October, 2002.

E. Manuscript Reviews

Viewing videos of controversial issues instruction: What influences transformative reflection? For *Teacher Education Quarterly*, October, 2017.

Integrating the Performing Arts in the Primary Grades. Book prospectus and manuscript reviewed for Corwin Press, 2011. (Invited).

Elementary Social Studies Using Hands-On Interdisciplinary Strategies. Manuscript reviewed for the Journal of Social Studies Research and Practice, 2010. (Invited).

Developing Quality Teaching: A Handbook for School Administrators and Mentors. Manuscript reviewed for Corwin Press, 2004. (Invited).

Handbook on Alternative Certification and Retention, Manuscript reviewed for Corwin Press, 2003. (Invited).

F. Pioneering and Creative Work in the Field

Book Publication: *Reclaiming social studies for the elementary classroom: Integrating culture through the arts, 2nd Ed*. This book is the first of its kind to integrate social studies with the visual-performing arts for elementary methods. Taking the cultural anthropological perspective, we make the case for teaching culture through the arts to help preservice teachers understand the content and methodology to teach effective social studies. This is the only book in the country that addresses the needs of arts integration with social studies.

Blended Undergraduate Teaching Program with Chicano Studies Department.
I have taken the lead in developing an undergraduate, bilingual program with Chicano Studies to augment the choices that undergraduate teacher candidates can take with an emphasis in Spanish language, history, and culture that will prepare them to teach in bilingual settings.

Partnership with Getty Arts Education, 2005-2012. I have worked with the Getty Arts educators to pilot the visual arts curriculum used by the Getty Museum in pre service methods classes. California State University, Northridge is one of four universities in the state to try this new program. I have co-planned and co-taught various lessons that integrate the visual arts with the social studies curriculum. I was the only teacher-educator invited to create the new visual and performing arts curriculum for the Getty Museum in 2010. I provided inservice training to Getty Museum educators on the California State Content Standards. We are currently working on a grant to provide visual arts curriculum to low-performing schools in Los Angeles.

Freeman Institute for Asian History teacher educator fellow, 2007. I was chosen to participate in a new program for social studies teacher educators to develop more awareness of Asian culture and history in teacher education programs. I am 1 of 20 teacher educators in California invited to create curriculum for preservice teachers on Asian content. The grant is funded by the Freeman Foundation through the history department at California State University, Long Beach. In addition to the institute, I traveled to China and Vietnam to see the historical sites and meet university professors in history-social science education. As part of this grant, I developed and tested this curriculum with preservice teachers. The curriculum was disseminated on the foundation's website.

Teachers for a New Era:
Conceptualization and development of the "Professor-in-Residence" role in the *Teachers for a New Era* clinical site, 2005-06 academic year. In this research project, I was granted 12 units of reassigned time to develop a new model of teacher educator who designs and teaches curriculum in both a K-8 and university setting. Prior to my conceptualization of this idea, no other model has been created or implemented in the country at the TNE universities. My idea was to more closely align social studies teaching methods at the university level with the experiences of teaching part time in a 6th grade classroom. Students from my methods class observed my 6th grade classroom in the strategies I taught them in methods. In turn, I co-planned and co-taught with these same candidates prior to student teaching. This new model tested out theories and strategies highlighted in the report I co-created on the working conceptualization of good social studies teaching. In addition to my teaching duties, I planned and provided professional development for onsite teachers at the middle school (TNE clinical site). This yearlong endeavor enhanced my teaching at the university level while connecting my research agenda to improving the teaching of social studies in the local schools. In 2006-07, I was granted 4.5 reassigned time to teach social studies methods in a 6th grade class at the professional development site. I have also written an article for the Courtyard (May, 2006) describing my role as professor-in-residence and published an article

in *School-University Partnerships* in 2007.
(Also cross-referenced in Section III-A- research and IV-D- contributions to the community).

Partnership with Getty Arts Education, 2005-2011 academic year. I have worked with the Getty Arts educators to pilot the visual arts curriculum used by the Getty Museum in pre service methods classes. California State University, Northridge is one of four universities in the state to try this new program. I have co-planned and co-taught various lessons that integrate the visual arts with the social studies curriculum. We are continuing our partnership in Spring, 2006. As part of this work, I was invited to co-write an article for the *Courtyard* (May, 2006) to share the pioneering work of integrating Getty Arts strategies with my colleagues in the College of Education. In addition, Dr. Renee Ziolkowska and I led a workshop for colleagues in Elementary Education to share the Getty work and strategies.

Changing teaching practices through reciprocal inquiry: Focus on negotiating academic language with English language learners. 2004-2005 academic year. In this joint project with Education and Arts and Science faculty, I created a series of documents and protocols that would focus on effective social studies teaching with English learners in elementary, middle and high school. I have been involved in several groups that created curriculum, articulated how arts and science faculty could be involved in teacher education and pioneered inquiry in one colleagues' class. I was involved in reciprocal inquiry with student teachers and high school teachers around effective social studies practices while I also conducted inquiry into my own practice.