

**Alexander Cuenca, Ph.D.**  
**Associate Professor**  
**Indiana University, Bloomington**  
**Department of Curriculum & Instruction**

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201 North Rose Avenue  
Bloomington, Indiana 47405

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**EDUCATION**

**University of Georgia**, Athens, Georgia  
**Doctor of Philosophy**, Social Studies Education, 2011

**Florida International University**, Miami, Florida  
**Master of Science**, Social Studies Education, 2006

**University of Miami**, Coral Gables, Florida  
**Bachelor of Arts**, Religious Studies, Economics, 2002

**CERTIFICATES/LICENSURES**

**Interdisciplinary Qualitative Research**, University of Georgia, 2011

**Social Studies Education 6-12**, Florida Department of Education, 2004-2011

**PROFESSIONAL EXPERIENCES**

**Associate Professor, Curriculum & Instruction**  
Indiana University, 2021-present

**Assistant Professor, Curriculum & Instruction**  
Indiana University, 2017-2021

**Assistant Professor, Social Studies Education**  
Saint Louis University, 2011-2017

**Graduate Teaching Assistant, Social Studies Education**  
University of Georgia, 2008-2011

**Social Studies Teacher**  
Mater Academy Charter Middle/High School, 2004-2008

## PUBLICATIONS

R = Research    T = Teaching    S=Service

### **Books**

- (T) Castro, A., **Cuenca, A.** & Williamson, J. (Eds.) (2020). *Teaching for citizenship in urban schools*. Greenwich, CT: Information Age Press.
- (R) Crowe, A. & **Cuenca A.** (Eds.) (2015). *Rethinking social studies teacher education for twenty-first century citizenship*. London, England: Springer.
- (R) **Cuenca, A.** (Ed.) (2012). *Supervising student teachers: Issues, perspectives, and future directions*. Rotterdam, Netherlands: Sense Publishers.

### **Research Journal Articles (peer reviewed)**

- (R) **Cuenca, A.** & Nichols, J.R. (2022). The rise and fall of Missouri's performance assessment of student teachers: A policy network analysis of the Missouri Pre-Service Teacher Assessment. *Educational Policy Analysis Archives*.
- (R) **Cuenca, A.** (2020). Proposing core practices for social studies teacher education: A content analysis of teacher-generated inquiries. *Journal of Teacher Education*, 72(3), 298-313.
- (R) Dinkelman, T. & **Cuenca, A.** (2020). A turn to practice: Core practices and social studies teacher education. *Theory and Research in Social Education*, 48(4), 583-610.
- (R) **Cuenca, A.** (2019). Deploying warrants, producing policy: A self-study of teacher education policy discussions. *Studying Teacher Education*, 15(3), 278-295.
- (R) **Cuenca, A.** & Zaker, J. (2019). The use and utility of video representation in early social studies field experiences. *Contemporary Issues in Technology and Teacher Education*, 19(4).
- (R) **Cuenca A.** & Gilbert, L. (2019). The museum internship as analogous learning space for teacher education. *Teaching and Teacher Education*, 82(6), 86-95.
- (R) Baecher L. McCormack, B. & **Cuenca, A.** (2019). The profiles and perspectives of clinical supervisors in teacher education. *Journal of Educational Supervision*, 2(1), 22-37.
- (R) **Cuenca, A.** & Hawkman, A. (2019). Reifying common sense: Writing the 6-12 Missouri social studies content standards. *Journal of Social Studies Research*, 43(1), 57-68.
- (R) **Cuenca, A.** & Nichols, J. (2019). Framing teacher education: An analysis of the comprehensive educator equity plans of 16 state education agencies. *The New Educator*, 15(1), 1-17.
- (T) **Cuenca, A.** (2018). Dialogic pedagogy in the supervision of social studies student teachers. *Social Studies Research and Practice*, 13(1), 46-58.
- (R) Nichols, J. & **Cuenca, A.** (2014). Two roadmaps, one destination: The economic progress paradigm in teacher education accountability in Missouri and Georgia. *Action in Teacher Education*, 36(5-6), 446-459.
- (R) McAnulty J. & **Cuenca, A.** (2014). Embracing institutional authority: The emerging identity of a novice teacher educator. *Studying Teacher Education*, 10(1), 36-52.
- (R) **Cuenca, A.** (2014). Negotiating accountability during student teaching: The influence of an inquiry-based student teaching seminar. *Teaching Education*, 25(1), 24-42.

- (R) Butler, B.M. & Cuenca, A. (2012). Conceptualizing the roles of mentor teachers during student teaching. *Action in Teacher Education*, 34(4), 296-308.
- (R) Dinkelman, T., Cuenca, A., Butler, B.M., Elfer, C., Ritter, J., Powell, D., & Hawley, T. (2012). The influence of a collaborative doctoral seminar on emerging teacher educator-researchers. *Action in Teacher Education*, 34(2), 172-190.
- (R) Cuenca, A. Schmeichel, M., Butler, B.M., Dinkelman, T. & Nichols, J. (2011). Creating a “third space” in student teaching: Implications for the university supervisor’s status as outsider. *Teaching and Teacher Education*, 27(7), 1068-1077.
- (R) Cuenca, A. (2011). The role of legitimacy in student teaching: Learning to “feel” like a teacher. *Teacher Education Quarterly*, 38(2), 117-130.
- (T) Cuenca, A. (2010). Democratic means for democratic ends: The possibilities of Bakhtin’s dialogic pedagogy for social studies. *The Social Studies*, 102(1), 42-48.
- (T) Cuenca, A. (2010). Care, thoughtfulness, and tact: A conceptual framework for university supervisors. *Teaching Education*, 21(3), 263-278.
- (T) Cuenca, A. (2010). Self-study research: Surfacing the pedagogy of teacher education. *Journal of Inquiry and Action in Education*, 3(2), 2-11.
- (R) Cuenca, A. (2010). In loco paedagogus: The pedagogy of a novice university supervisor. *Studying Teacher Education*, 6(1), 29-43.

#### **Journal Articles (invited and editor reviewed)**

- (T) Cuenca, A. (2021). Inquiry-based core practices for social studies teacher education. *Social Education*.
- (S) Cuenca, A. (2017). Preparing teachers for a new generation of social studies learners: Introducing the National Standards for the Preparation of Social Studies Teachers. *Social Education*, 81(6), 370-375.
- (T) Cuenca, A. (2016). Ferguson and the violence of indifference. *Critical Education*, 8(2), 6-9.
- (T) Cuenca, A. & Nichols, J. (2014). Ferguson is about us too: A call to explore our communities. *Social Education*, 78(5), 248-253.
- (T) Cuenca, A. (2014). Answering Ferguson in our classrooms. *Social Education*, web feature published online September 15, 2014.

#### **Book Chapters**

- (R) Cuenca, A. (in press). The ethics of self-study as a legitimate methodological tradition. In J. Kitchen, A. Crowe, & S. Bullock (Eds.), *The second international handbook of self-study research*. Dodrecht, Netherlands: Springer.
- (T) Castro, A., Cuenca, A. & Williamson, J. (2020). Introduction. In A. Castro, A. Cuenca, & J. Williamson (Eds.), *Teaching for citizenship in urban schools*. Charlotte, NC: Information Age Press.
- (T) Cuenca, A. (2020). Funds of knowledge and civic education in urban classrooms. In A. Castro, A. Cuenca, & J. Williamson (Eds.), *Teaching for citizenship in urban schools*. Charlotte, NC: Information Age Press.

- (R) **Cuenca, A.** & Rogers-Park, M. (2019). Confronting the ethics of power in collaborative self-study research. In R. Brandenburg & S. McDonough (Eds.), *Ethics, self-study, and teacher education* (pp. 45-60). New York, NY: Springer.
- (T) Baldwin-Kim, J., **Cuenca, A.**, & Yun-Ping, A. (2019) Using visual biography in social studies education. In L. de Oliveira, K. Obenchain, & R. Kenney (Eds.), *Approaches to teaching the content areas to English Language Learners in secondary schools* (pp. 297-310). Dodrecht, Netherlands: Springer.
- (T) McAnulty, J. & **Cuenca, A.** (2018). Exploring power in middle grades social studies education. In C. Brant & L. Willox (Eds.), *It's being done in social studies* (pp. 135-142). Charlotte, NC: Information Age Press.
- (T) **Cuenca, A.** (2017). Troubling the familiar: The institutionalized racism inquiry project. In S.G. Grant, J. Lee, & K. Swan (Eds.), *Teaching social studies methods for methods teachers* (pp. 233-238). Charlotte, NC: Information Age Press.
- (T) **Cuenca, A.** & Benko, S. (2017). Turning teacher education upside-down from the bottom-up. In R. Flessner & D. Lecklider (Eds.), *The power of clinical preparation in teacher education* (pp. 121-138). New York, NY: Rowman & Littlefield.
- (R) Dinkelman, T. & **Cuenca, A.** (2017). Qualitative research in social studies education. In M. Manfra & C. Bolick (Eds.), *Handbook of social studies education research* (pp. 95-131). New York, NY: Wiley & Sons.
- (T) Arend, L. & **Cuenca, A.** (2016). Interrogating democracy: Lessons from Ferguson, Missouri. In C. Wright-Maley & T. Davis (Eds.), *Teaching for democracy in an age of economic disparity* (pp. 193-209). New York, NY: Routledge.
- (R) Crowe, A. & **Cuenca, A.** (2015). What are we teaching social studies (teachers) for? In A. Crowe & A. Cuenca (Eds.) *Rethinking social studies teacher education for twenty-first century citizenship* (pp. xxvii-xxx). London, England: Springer.
- (R) Dinkelman, T. Logan, K. & **Cuenca, A.** (2015). Stand(ard) and deliver: Yet another standards-based framework and the ground-level work of pre-service teacher education. In A. Crowe & A. Cuenca (Eds.) *Rethinking social studies teacher education for twenty-first century citizenship* (pp. 385-405). London, England: Springer.
- (R) **Cuenca, A.** (2012). The problematology of supervising student teachers. In A. Cuenca (Ed.), *Supervising student teachers: Issues, perspectives, and future directions*. Rotterdam, Netherlands: Sense Publishers.
- (R) **Cuenca, A.** (2012). Introduction: The undervalued work of university supervisors. In A. Cuenca (Ed.), *Supervising student teachers: Issues, perspectives, and future directions*. Rotterdam, Netherlands: Sense Publishers.

### **Conference Proceedings**

- (R) **Cuenca, A.** Hostetler, A. & Hawley, T. (2014). The challenges of teaching self-study: A cross institutional self-study of the pedagogy of a methodology. In D. Garbett & A. Ovens (Eds.), *The tenth international conference on self-study of teacher education practices* (pp. 47-49). Auckland, New Zealand: The University of Auckland.
- (R) **Cuenca, A.** & Dinkelman, T. (2012). In search of expertise across the continuum of experience: A collaborative self-study. In J. Young, L. Erickson, & S. Pinnegar (Eds.). *The ninth international conference on self-study of teacher education practices* (pp. 78-81). Provo, Utah: Brigham Young University.

- (R) Butler, B. **Cuenca, A.** & Elfer, C. (2012). Metaphors of complexity: The roles of university supervisors. In J. Young, L. Erickson, & S. Pinnegar (Eds.). *The ninth international conference on self-study of teacher education practices* (pp. 68-72). Provo, Utah: Brigham Young University.

### **Book Reviews**

- (S) **Cuenca, A.** (2020). Review of *Social Studies Teacher Education: Critical Issues and Current Perspectives. Theory & Research in Social Education.*
- (S) Zaker J. & **Cuenca, A.** (2020) Review of *Teaching History, Learning Citizenship. Teachers College Record.*
- (S) **Cuenca, A.** (2014) Review of *Exploring Globalization: Opportunities and Challenges in Social Studies. Teachers College Record.*
- (S) **Cuenca, A.** (2009). Review of *Interpreting National History: Race, Identity, and Pedagogy in Classrooms and Communities. Educational Review.*

### **Media**

- (S) Barton, K., **Cuenca, A.**, & Engebretson, K. (2019, February 10). Invest in civic education, not a naturalization exam. *Indianapolis Star*. Retrieved from <https://www.indystar.com/story/opinion/2019/02/10/iu-professors-invest-civic-engagement-not-naturalization-exam/2817065002/>.
- (S) **Cuenca, A.** (2014, June 24). The empty rhetoric of increasing the rigor of Missouri teachers. *St. Louis Post Dispatch*. Retrieved from [https://www.stltoday.com/opinion/columnists/the-empty-rhetoric-of-increasing-the-rigor-of-missouri-teachers/article\\_5b2f3fd3-15fe-5c38-8949-75c0494fa82e.html](https://www.stltoday.com/opinion/columnists/the-empty-rhetoric-of-increasing-the-rigor-of-missouri-teachers/article_5b2f3fd3-15fe-5c38-8949-75c0494fa82e.html)

### **Other**

- (S) **Cuenca, A.** (2021, February 1). Where are the women in the U.S. history curriculum? Yesterday and today. National Council for History Education. <https://ncheteach.org/post/Where-are-the-Women-Yesterday-and-Today>
- (S) **Cuenca, A.** (2020, July 23). Cancel field experiences in the fall (and possibly spring): Part 2. American Association of Colleges for Teacher Education. <https://edprepmatters.net/2020/07/cancel-field-experiences-and-student-teaching-in-the-fall-and-possibly-spring-2/>
- (S) **Cuenca, A.** (2020, July 17). Cancel field experiences in the fall (and possibly spring): Part 1. American Association of Colleges for Teacher Education. <https://edprepmatters.net/2020/07/cancel-field-experiences-and-student-teaching-in-the-fall-and-possibly-spring/>

## **PRESENTATIONS**

### **Peer Reviewed**

- Cuenca, A.**, Rupenthal, M., & Wilson, S. (November, 2020). Constructing compelling questions: Learning to teach with inquiry. College and University Faculty Assembly of the National Council for the Social Studies.
- Cuenca, A.** & Nichols, J. (April, 2020). The rise and fall of Missouri's high-stakes performance assessment of student teaching: A policy analysis of the Missouri Pre-Service Teacher Assessment. American Educational Research Association, San Francisco, CA.
- Cuenca, A.** & Dinkelman, T. (November, 2018). Fad or future: Core practices in social studies teacher education. College and University Faculty Assembly of the National Council for the Social Studies, Chicago, IL

- Cuenca, A.** (October, 2017). Locating practice at the center of teacher education. Global Teacher Education Summit, Beijing, China.
- Cuenca A. & Nichols, J.** (April, 2017). Framing teacher education: An analysis of the comprehensive educator equity plans of sixteen state education agencies. American Educational Research Association, San Antonio, TX
- Cuenca A. & Arend, L.** (April, 2016). The Wire as text in power for urban teacher education. American Educational Research Association, Washington, DC.
- Hawkman, A. & **Cuenca, A.** (April, 2016). Common sense and official knowledge: The case of social studies standards reform in Missouri. American Educational Research Association, Washington, DC.
- Crowe, A. & **Cuenca, A.** (November, 2015). Rethinking social studies teacher education in the twenty-first century. College and University Faculty Assembly of the National Council for the Social Studies, New Orleans, LA.
- Hawkman, A. & **Cuenca, A.** (November, 2015). Whose knowledge? Social studies education reform in Missouri. College and University Faculty Assembly of the National Council for the Social Studies, New Orleans, LA.
- Cuenca, A.** (April, 2015). Building bridges in Cyprus: The intercultural pedagogy of a multicultural teacher educator. American Educational Research Association, Chicago, IL.
- Baecher, L. & **Cuenca, A.** (February, 2015) The dilemmas of supervisors. Results from a national survey. American Association of Colleges for Teacher Education, Atlanta, GA.
- Cuenca, A. & Benko, S.** (February, 2015). Turning teacher education upside-down from the bottom-up. Association of Teacher Educators, Phoenix, AZ.
- Cuenca, A. Hostetler, A. & Hawley, T.** (August, 2014). The challenges of teaching self-study: A cross institutional self-study of the pedagogy of a methodology. Tenth International Conference on Self-Study of Teacher Education Practices, East Sussex, UK.
- Cuenca, A. Hostetler, A. & Hawley, T.** (April, 2014). Can student teachers do self-study research? American Educational Research Association, Philadelphia, PA.
- Baecher, L. & **Cuenca, A.** (April, 2014). The dilemmas of supervisors: Results from a national survey. American Educational Research Association, Philadelphia, PA.
- Cuenca, A.** (March, 2014). The student teaching seminar and high-stakes performance assessments: Lessons from early implementation. American Association of Colleges of Teacher Education, Indianapolis, IN.
- Nichols, J. & **Cuenca, A.** (February, 2014). Teacher evaluation and teacher education accountability: A murky relationship. Association of Teacher Educators, St. Louis, MO.
- Cuenca, A. & Nichols, J.** (August, 2013). Teacher education and high-stakes assessments: Questions about practice. Association of Teacher Educators, Washington, DC.
- Cuenca, A.** (April, 2013). The role of a student teaching seminar in negotiating the emotions of student teaching. American Educational Research Association, San Francisco, CA.
- Cuenca, A. & Schmeichel, M.** (March, 2013). Reading community more closely: A critical interpretation of a teacher education community. American Association of Colleges for Teacher Education, Orlando, FL.
- Cuenca, A.** (March, 2013). Representations of student teaching: An analysis of recent policy recommendations. American Association of Colleges for Teacher Education, Orlando, FL.

- Cuenca, A.** (April, 2012). Learning to teach through as “carnival” in a student teaching seminar. American Educational Research Association, Vancouver, BC.
- Cuenca, A.** (December, 2011). The problems of re-contextualizing the aims of social studies teacher education during student teaching. College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC.
- Cuenca, A.** (April, 2011). Self in community: The value of collaboration and communities of practice for teacher educators. American Educational Research Association, New Orleans, LA.
- Cuenca, A.** (November, 2010). Exploring the bind: The role of a student teaching seminar in curricular and instructional decision-making. College and University Faculty Assembly of the National Council for the Social Studies, Denver, CO.
- Cuenca, A.** Butler, B., Elfer, C. & Gitlin, A. (April, 2010). Challenging the construction of student teaching supervision: The possibilities of collaborative action research. American Educational Research Association, Denver, CO.
- Cuenca, A.** (April, 2010). Dialogic supervision: Modeling deliberative democracy during student teaching. American Educational Research Association, Denver, CO.
- Cuenca, A.** (April, 2009). In loco paedagogus: The pedagogy of a novice university supervisor. American Educational Research Association, San Diego, CA.
- Cuenca, A.** (February, 2009). Tactful and thoughtful field instruction: A framework for university supervisors. American Association of Colleges of Teacher Education, Chicago, IL.

***Invited***

\* featured/keynote speaker

- Cuenca, A.,** Muhammad, G., Czitrom, D. & Zhou, K. (February, 2021). Where are the women in U.S. history classrooms? Unladylike 2020 Virtual Summit, PBS American Masters YouTube Channel.
- Cuenca, A.** (September, 2020). “I don’t want everybody to vote”: The imperative to teach voter disenfranchisement. Teaching the 2020 Elections Conference, Madison, WI.
- Cuenca, A.** (July, 2019). Making the turn toward inquiry-based social studies education: Supporting the professional development of social studies teachers. National Council for the Social Studies Summer Leadership Institute, Charlotte, NC.
- \***Cuenca, A.** (July, 2016). Beyond Ferguson: Uncovering racism and fighting for equity in the classroom. Whole Language Umbrella of the National Council of Teachers, St. Louis, MO.
- Cuenca, A.,** Basile, C. & Coltharp, G. (June, 2015). Educating the next generation of teachers in Missouri. Testimony to the Missouri Coordinating Board of Higher Education Public Hearing, Cape Girardeau, MO.
- \*Gordon, C. Rothstein, R. **Cuenca, A.** & Berry, E. (January, 2015). From Ferguson to Franklin County: Redlining, white flight, and modern segregation. East Central College, Union, MO.
- Cuenca, A.** Epstein, T. King, L. & Ukpokodu, O. (October, 2014). Lessons from Ferguson. University of Missouri College of Education, Columbia, MO.

**FUNDING**

***Internal Research***

**Cuenca, A. & Zaker, J. (2018).** Using video case study to appropriate core social studies practices. Indiana University Learning and Teaching with Technology Challenge Development Grant, \$3,000.

**Cuenca, A. (2012).** The exploration of teaching controversial issues in rural social studies classrooms. Saint Louis University Beaumont Faculty Development Grant, \$5,000.

### ***External Activities***

**Cuenca, A. (2021).** The Black Experience in America: A Professional Development Program in Edwardsville, Illinois. Library of Congress Teaching with Primary Sources Grant, \$20,000

**Cuenca, A. & Arend, L. (2015).** Teaching St. Louis Speaker Series. Incarnate Word Foundation, \$6,500.

## **TEACHING**

### ***Saint Louis University***

#### **Fall, 2011**

EDI 307 Elementary Social Studies Methods

#### **Spring 2012**

EDI 314/354 Middle and Secondary Social Studies Methods  
EDF 660 Education in American Culture

#### **Summer 2012**

EDI 646 Curriculum Theory  
EDF 646 History of American Education Since 1865

#### **Fall 2012**

EDI 307 Elementary Social Studies Methods  
EDI 427 Secondary School Curriculum  
EDI 593 Teacher Education: Research and Practice

#### **Spring 2013**

EDI 494 Professional Development Seminar  
EDR 496 Action Research  
EDI 593 Social Studies Research and Practice

#### **Summer 2013**

EDR 540 Qualitative Research in Education  
EDF 646 History of American Education Since 1865

#### **Fall 2013**

EDI 314/354 Middle and Secondary Social Studies Methods  
EDI 494 Professional Development Seminar  
EDI 496 Action Research  
EDF 660 Education in American Culture  
EDL 593 Leading Multicultural Schools

#### **Spring 2014**

EDI 494 Professional Development Seminar  
EDI 496 Action Research  
EDI 420 Student Teaching Supervision

#### **Summer 2014**



EDR 540           Qualitative Research in Education  
EDF 646           History of American Education Since 1865

**Fall 2014**

EDI 494           Professional Development Seminar  
EDI 497           Portfolio Development

**Spring 2015**

EDI 391           Schools & Communities  
EDI 497           Portfolio Development  
EDI 593           Teacher Education: Research and Practice

**Summer 2015**

EDR 540           Qualitative Research in Education  
EDSP 424          Classroom Organization & Management

**Fall 2015**

EDI 314/354       Middle and Secondary Social Studies Methods  
EDI 494           Professional Development Seminar  
EDI 497           Portfolio Development

**Spring 2016**

EDI 391           Schools & Communities  
EDI 494           Professional Development Seminar  
EDI 497           Portfolio Development

**Summer 2016**

EDR 540           Qualitative Research in Education  
EDSP 424          Classroom Organization & Management

**Fall 2016**

EDI 314/354       Middle and Secondary Social Studies Methods  
EDI 494           Professional Development Seminar  
EDI 497           Portfolio Development

**Spring 2017**

EDI 391           Schools & Communities  
EDI 494           Professional Development Seminar  
EDI 497           Portfolio Development

**Summer 2017**

EDR 540           Qualitative Research in Education

**Dissertation Committee Chair**

Gabrielle Najjar, Curriculum & Instruction, Ph.D.  
Rosine Zgheib, Educational Leadership, Ed.D.  
Kim Beelman, Curriculum & Instruction, Ph.D.  
Lisa Gilbert, Curriculum & Instruction, Ph.D.  
Mia Carpenter, Curriculum & Instruction, Ph.D.  
Yun-Ping Chen, Curriculum & Instruction, Ph.D.  
Fadhel Alamri, Foundations of Education, Ph.D.  
Scott Wolla, Curriculum & Instruction, Ph.D.  
Michelle Stacy, Curriculum & Instruction, Ph.D.  
Mussad Alharbi, Curriculum & Instruction, Ph.D.  
Cherelle Johnson, Higher Education, Ph.D.

**Dissertation Committee Member**

Jillian Baldwin-Kim, Curriculum & Instruction, Ph.D.  
Renee Stites-Kruep, Curriculum & Instruction, Ph.D.  
Kelly Remihan, Curriculum & Instruction, Ph.D.  
Vanessa Coe, Curriculum & Instruction, Ph.D.  
David Taylor, Curriculum & Instruction, Ph.D.  
Lisamarie Collaco, Curriculum & Instruction, Ph.D.  
Michael Kariuki, Curriculum & Instruction, Ph.D.  
Jessica Perolio, Higher Education, Ph.D.  
LaTanya Buck, Higher Education, Ph.D.  
Matt Brooks, Educational Leadership, Ph.D.  
Joy Gillespie, Higher Education, Ph.D.  
Lauren Preston, Curriculum & Instruction, Ph.D.  
Matthew Sullivan, Higher Education, Ph.D.

***Indiana University*****Fall 2017**

J710 Programs and Paradigms in Teacher Education

**Spring 2018**

M341 Foundations of Teaching Middle/High School Social Studies  
J500 Instruction in the Context of Curriculum

**Fall 2018**

M421 Methods of Teaching Middle/High School Social Studies

**Spring 2019**

M341 Foundations of Teaching Middle/High School Social Studies

**Summer 2019**

J500 Instruction in the Context of Curriculum

**Fall 2019**

M421 Methods of Teaching Middle/High School Social Studies

**Fall 2020**

M341 Foundations of Teaching Middle/High School Social Studies  
J710 Programs and Paradigms in Teacher Education

**Spring 2021**

M421 Methods of Teaching Middle/High School Social Studies  
J500 Instruction in the Context of Curriculum

**Summer 2021**

J710 Programs and Paradigms in Teacher Education  
J500 Instruction in the Context of Curriculum

**Dissertation Committee Member**

Alexandria Hollett, Curriculum & Instruction, Ph.D.  
Alexander Butler, Curriculum & Instruction, Ph.D.  
Molly Riddle, Curriculum & Instruction, Ph.D.  
Emily Uebler, Curriculum & Instruction, Ph.D.  
Jieun Choi, Curriculum & Instruction, Ph.D.  
Michelle Rupenthal, Curriculum & Instruction, Ph.D.

## MEDIA CONTRIBUTIONS

### *Television*

**Contributor.** “For the Sake of All.” *Stay Tuned STL*, June 26, 2014.

**Contributor.** “Education in Our Region.” *Stay Tuned STL*, September 23, 2013.

**Contributor.** “Missouri School Transfer Law.” *Stay Tuned STL*, September 12, 2013.

**Contributor.** “Accreditation of St. Louis Public Schools.” *Stay Tuned STL*, July 18, 2013.

**Contributor.** “Critical Race Theory Debate Being Had in More States” *Scripps National News*, May 27, 2021.

### *Radio*

**Quoted.** “St Louis’ Education Startup Scene Gains Traction” by Tim Lloyd, *St. Louis Public Radio*, February 5, 2015.

**Featured Contributor.** “The Seven Principles That All Missouri Teacher Evaluations Must Have in Common” by Tim Lloyd, *St. Louis Public Radio*, September 17, 2014.

### *Podcasts*

**Featured Contributor.** “Proposing Core Practices for Social Studies Teacher Education” *Journal of Teacher Education Insider*, May 19, 2021.

**Featured Contributor.** “Social Studies Teacher Preparation with Alex Cuenca” *Visions of Education*, June 18, 2018.

**Contributor.** “The New Standards for Social Studies Teachers” *Education Talk Radio*, February 5, 2018.

### *Print*

**Quoted.** “Teachers Help Students Make Sense of Storming of the Capitol” by Emily Cox, *Herald Times*, January, 2021.

**Quoted.** “Current Events Key Part of Government and Politics Class” by Emily Cox, *Herald Times*, November, 2020.

**Quoted.** “Putting Standardized Tests to the Test” by Tim Woodcock, *St. Louis Magazine*, February, 2016.

**Quoted.** “The Quest for Balance Between Teacher Prep and Diversity for Aspiring Missouri Teachers” by Dale Singer, *St. Louis Public Radio*, July 28, 2015.

**Quoted.** “More Prospective Teachers in Missouri Failing Exit Exams” by Jessica Bock and Koran Addo, *St. Louis Post Dispatch*, June 5, 2015.

**Quoted.** “Questions Dropped, Time Added for Missouri Teaching Exams” by Summer Ballantine, *Associated Press*, June 5, 2015.

**Quoted.** “Six Ways to Level the Playing Field for Public Schools” by Tim Woodcock, *St. Louis Magazine*, March, 2015.

**Quoted.** “What are Schools Doing to Close the ‘Discipline Gap’?” by Tim Lloyd and Dale Singer, *St. Louis Public Radio*, March 1, 2015.

**Quoted.** “Common Core Groups Begin Finding Common Ground” by Dale Singer, *St. Louis Public Radio*, October 26, 2014.

**Quoted.** “A Teachable Moment” by Tim Lloyd, *St. Louis Public Radio*, October 14, 2014.

**Quoted.** “Teachers Discuss How to Engage Students About Michael Brown” *KMOX-St. Louis Radio*, September 5, 2014.

**Quoted.** “What Ferguson Means to Students” by Emily Richmond, *Huffington Post*, August 22, 2014.

**Quoted.** “Educators Ask: How to Teach Ferguson?” by Elisa Crouch and Jessica Bock, *St. Louis Post Dispatch*, August, 22, 2014.

**Quoted.** “For One Family, A Year of Early Mornings and Long Drives Draws to a Close” by Tim Lloyd. *St. Louis Public Radio*, May 22, 2014.

## SERVICE

### *International*

**Program Chair.** Self-Study of Teacher Education Practices Special Interest Group, American Educational Research Association, 2015-2016.

### *National*

**Executive Committee.** Board of Directors, National Council for the Social Studies, 2021-2023.

**Member.** Board of Directors, National Council for the Social Studies, 2020-2023.

**Chair.** Task Force on Inquiry in Social Studies Education, National Council for the Social Studies, 2019-present.

**Member.** Commission on Teacher Educator Development, Association of Teacher Educator, 2019-present.

**Member.** Program Level Evidence Review Working Group, Association for Advancing Quality Educator Preparation, 2018.

**Executive Board Past-Chair.** College and University Faculty Assembly of the National Council for the Social Studies, 2018-2019.

**Executive Board Chair.** College and University Faculty Assembly of the National Council for the Social Studies, 2017-2018.

**Executive Board Chair-Elect.** College and University Faculty Assembly of the National Council for the Social Studies, 2016-2017.

**Executive Board Treasurer.** College and University Faculty Assembly of the National Council for the Social Studies, 2014-2016.

**Program Chair.** College and University Faculty Assembly of the National Council for the Social Studies, 2013-2014.

**Chair.** Task Force on Teacher Preparation Standards, National Council for the Social Studies, 2013-2018.

**Member.** Commission on the State of Social Justice, Association of Teacher Educators, 2014-2016.

**Member.** Conference Planning Committee, Association of Teacher Educators, 2012-2013.

**Member.** Field Experiences Standards Task Force, Association of Teacher Educators, 2012-2015.

**Site Visitor.** Council for the Accreditation of Educator Preparation, 2013-present.

### ***National-Professional***

**Editorial Board Member.** *The New Educator*, 2016-present.

**Editorial Board Member.** *The Journal of Social Studies Research*, 2015-present.

**Editorial Collective Member.** *Critical Education*, 2017-present.

**Manuscript Reviewer.** *Theory and Research in Social Education*, 2016-present.

**Manuscript Reviewer.** *Teaching and Teacher Education*, 2016-present.

**Manuscript Reviewer.** *Studying Teacher Education*, 2016-present.

**Manuscript Reviewer.** *Urban Education*, 2014-present.

**Manuscript Reviewer.** *Action in Teacher Education*, 2013-present.

**Proposal Reviewer.** College and University Faculty Assembly of the National Council for the Social Studies, 2010-present.

**Proposal Reviewer.** American Educational Research Association (Division K), 2010-present.

### ***State***

**State Coordinator.** Consortium for Research Based and Equitable Assessments. American Association of Colleges for Teacher Education, 2021-present.

**Member.** Performance Review for Educator Preparation, Rhode Island Department of Elementary and Secondary Education, 2019-present.

**Executive Board Member.** Indiana Association of Colleges for Teacher Education, 2018-2023.

**Executive Board Member.** Indiana Council for the Social Studies, 2018-2022.

**President-Elect.** Missouri Association of Colleges for Teacher Education, 2016-2017.

**Member.** Educator Equity Teacher Preparation Committee, Missouri Department of Elementary and Secondary Education, 2016-2017.

**State Representative.** Missouri Network for Transforming Educator Preparation, Chief Council of State School Officers, 2016-2017.

**Member.** 6-12 Social Studies Education Standards, appointed by the Missouri Commissioner of Higher Education, 2014-2015.

**Member.** Missouri Advisory Board for Educator Preparation, appointment by the Missouri Commissioner of Higher Education, 2014-2017.

**Executive Board Member.** Missouri Association of Colleges for Teacher Education, 2014-2017.

**Member.** Missouri Pre-Service Teacher Assessment Development Team, Missouri Department of Elementary and Secondary Education, 2013-2015.

### *Indiana University*

#### *Department of Curriculum & Instruction/Curriculum Studies*

**Member.** Shirley H. Engle Fellowship Selection Committee, 2019-2020

**Member.** Dissertation of the Year Selection Committee, 2018.

#### *School of Education*

**Program Coordinator.** Middle/Secondary Social Studies Education, 2018-present.

**Member.** Holmes Program Steering Committee, 2020-present.

**Member.** Committee on Teacher Education, 2019-2021.

**Alternate Member.** School of Education Policy Council, 2019-2021.

**Mentor.** Armstrong Teacher-In-Residence Program, 2018.

**Member.** Associate Dean for Diversity, Equity, and Inclusion Search Committee, 2018.

**Member.** Task Force on P-12 Education, 2017.

### *University*

**Member.** IU Cinema Program Advisory Board, 2018-2021.

**Member.** Faculty Diversity Council, 2018-2021.

## **AWARDS & HONORS**

**Early Career Award,** College and University Faculty Assembly of the National Council for the Social Studies, 2020.

**Diversity and Social Justice Award,** Saint Louis University Student Government, 2017.

**Wendell C. Davis Civic Award,** Saint Louis University Student Government, 2016.

**President's Award,** Association of Teacher Educators, 2014.

