

## Rachel G. Salas, Ph.D.

### EDUCATION

**Ph.D. – Special Education.** University of Texas at Austin, Austin, Texas. Emphasis area: Bilingual/Multicultural Special Education, Co-emphasis: Language and Literacy Education, May 2000. Dissertation: *White Preservice Teachers' Perceptions about Low-income Latino Students Identified as Struggling Readers* (James V. Hoffman, Ph.D. and Robert Marion, Ph.D. Dissertation Co-Chairs).

**M.A – Education.** Catholic University of America, Washington, DC  
Emphasis area: Secondary Education, 1992

**B.A. – English/Biology.** Loyola Marymount University, Los Angeles, CA. 1981

### PROFESSIONAL EXPERIENCE

- 2012 – Present **Assistant Professor** – Nevada State College, Henderson, NV  
Tenure track position that includes teaching undergraduate literacy courses.
- 2006 – 2010 **Co-Coordinator of Urban Teacher Education Center (UTEC) – Lecturer**  
California State University Sacramento, Sacramento, CA. Full-time temporary faculty teaching multiple and single subject teacher credential program literacy methods (early literacy, language arts and content area literacy), academic language and multicultural children's literature courses. Coordination, placement and supervision of students in first and final semester of student teaching in urban school environments.
- 2004 – 2006 **Assistant Professor** – University of North Carolina Greensboro, Greensboro, North Carolina. Tenure track position that includes teaching undergraduate and graduate literacy and ESL courses and advising master level students enrolled in the Reading Masters program.
- 2000 – 2004 **Assistant Professor** - Texas A&M University-Corpus Christi, Corpus Christi, Texas. Tenure track position that included teaching undergraduate and graduate reading, special population and qualitative research courses, advising undergraduate students, chairing/co-chairing doctoral dissertation committees, and supervision of student teachers.
- 1999 – 2000 **Irvine Minority Scholar / Instructor** - University of San Francisco, San Francisco, California. Responsibilities included teaching graduate Field Experience course and assisting in the creation and development of a Reading Certificate Program for elementary school teachers.
- 1998 - 1999 **Managing Editorial Assistant, Educational Researcher** - The University of Texas at Austin, Austin, Texas. Responsibilities included assisting

features editor (Henry T. Trueba, Ph.D.) in daily management of journal, creating and maintaining a database for manuscripts and reviewers and organization of a student in-house review committee.

- 1996 - 1998 **Assistant Instructor** - Language and Literacy Studies, Department of Curriculum and Instruction, The University of Texas at Austin, Austin, Texas. Responsibilities included the design and teaching of Classroom Management (Fall 1996, 97), Community Literacy (Spring 1997, 98, 99) and Social Studies Methods (Spring 1998), grading for courses, coordinating and supervising undergraduate students during the community service component of Community Literacy.
- 1996 - 1997 **Teaching Assistant** - Department of Curriculum and Instruction, The University of Texas at Austin, Austin, Texas. Responsibilities included co-teaching and grading courses in Applied Learning and Development (Fall 1996, 97), Reading Methods (Fall 1996, 97), Social Cultural Influences on Learning (Summer 1996), Children's Literature (Summer 1997) and assisting in technological component of Children's Literature course.
- 1995-1998 **University Supervisor** - Department of Curriculum and Instruction, The University of Texas at Austin, Austin, Texas. Responsibilities included supervision and field placement of elementary general education preservice teachers, supervision of elementary bilingual education preservice teachers, development and implementation of "Professional Development Seminars," and evaluation and assessment of preservice teachers' field placement performance.
- 1992 – 1994 **Associate Director of Education and Outreach Programs & Marine Science Educator** (K-12 students & In-service Teachers), New Jersey Marine Sciences Consortium/Sea Grant College Program. Fort Hancock, New Jersey. Responsibilities included teaching a variety of marine science courses in authentic environments, developing curriculum, conducting workshops for K-12 teachers, and grant and proposal writing and management.
- 1990 - 1991 **Graduate Assistant** - Catholic University of America, Washington, DC. Responsibilities included grading an undergraduate course in Human Growth and Development.
- 1989 - 1991 **Middle School - Sixth Grade Middle School Teacher** - Archdiocese of the District of Columbia, Washington, DC. Responsibilities included classroom instruction at grade 6. Classes taught include English, Reading, Science and Religion. Co-Coordinator of after school drug prevention program.
- 1988 – 1989 **High School Youth Coordinator, Long-Term Sixth Grade Substitute Teacher** - Ramstein Airbase/Department of Defense Schools, Kaiserslautern, Germany.

- 1987 - 1988 **Bilingual Fourth/Fifth Grade Elementary School Teacher** - Los Angeles Unified School District, Los Angeles, CA. Responsibilities included classroom instruction in a transitional bilingual multiage 4<sup>th</sup> and 5<sup>th</sup> grade classroom.
- 1986 – 1987 **Fourth Grade Elementary School Teacher/Girls' Varsity Basketball Coach** - Archdiocese of Los Angeles, Los Angeles, California. Responsibilities included classroom instruction at grade 4 and girls' varsity basketball coach.

## RESEARCH

*How do I teach them when I don't speak the language? Investigating the literacy strategies of one kindergarten classroom teacher teaching English Language Learners* (2005). University of North Carolina Greensboro, Principal Investigator Rachel Salas.

*Hispanic women in teaching: How did they get here? How do we keep them?* (2003). Texas A&M-Corpus Christi, Principal Investigator Rachel G. Salas

*Writing in a dual language program: The discourse tools used by monolingual Spanish and English speaking emergent writers as they negotiate language usage* (2003). Texas A&M-Corpus Christi, Principal Investigator Rachel G. Salas

*Literacy coaches: Old wine in a new bottle or...?* (2003). Texas A&M-Corpus Christi, Co-Principal Investigators Jack Cassidy and Rachel G. Salas

*Write On! An After-School Writing Tutorial Program for Hispanic Elementary School Students* (2002). Texas A&M-Corpus Christi, Principal Investigator Rachel G. Salas

*Leveling text for first grade reading instruction* (1999). University of Texas, Principal Investigator James Hoffman. Assisted in design and implementation of research design, translated parental consent forms for Spanish speaking participants and assisted in data collection and analysis

*Coming to love books: Reading preferences of struggling readers* (1998). University of Texas, Principal Investigator Jo Worthy. Assisted in data collection and analysis and in dissemination of research results.

## GRANTS

*Hispanic women in teaching: How did they get here? How do we keep them?* (2003). Faculty Research Enhancement grant. Texas A&M University- Corpus Christi. \$8,130.00

*Writing in a dual language program: The discourse tools used by monolingual Spanish and English speaking emergent writers as they negotiate language usage* (2003). Center for Educational Development and Research, Texas A&M Corpus Christi. \$5,100.00

*Literacy coaches: Old wine in a new bottle or...? (2003)*. Texas A&M-Corpus Christi, Research Enhancement grant – College of Education. Co-Principal Investigators Jack Cassidy and Rachel G. Salas \$1,745.00

*Write On! An after-school writing tutorial program for Hispanic elementary school students (2002)*. Center for Educational Development and Research, Texas A&M Corpus Christi. \$10,000.

## PUBLICATIONS

Brock, C., Lapp, D., Salas, R. G. & Townsend, D. (Eds.) (2009). *Learning to converse, conversing to learn: Instruction that helps English language learners develop academic language proficiency*. NY: Teachers College Press.

Brock, C., Salas, R., Lapp, D., & Townsend, D. (2009). Instruction that supports English learners. In C. Brock, D. Lapp, R. Salas & D. Townsend (Eds). *Learning to converse, conversing to learn: Instruction that helps English language learners develop academic language proficiency*. pp 1-19. NY: Teachers College Press.

Obenchain, K., Pennington, J.L. & Salas, R.G. (2009). Thinking like a historian: Planning integrated social studies/literacy lessons to support English Learners in fifth grade. In C. Brock, D. Lapp, R. Salas & D. Townsend (Eds). *Learning to converse, conversing to learn: Instruction that helps English language learners develop academic language proficiency*. pp 61-76. NY: Teachers College Press.

Pennington, J. L. & Salas, R.G. (2009). Examining teacher dispositions toward literacy instruction with English learners. In L. Helman (Ed.), *Literacy instruction with English Language Learners in the elementary grades: What, why, and how?* New York: Guilford.

Brock, C.H., Case, R., Pennington, J.L., Li, G., & Salas, R.G. (2008). Using a multimodal theoretical lens to explore studies pertaining to English learners in the visual and communicative arts. In J. Flood, S. Brice-Heath, & D. Lapp, (Eds.), *The handbook of research on teaching literacy through the communicative and visual arts*. Mahwah, NJ: Lawrence Erlbaum. Garrett, S, Salas, R, & Pearce, D. (2005). *Content reading: It's not just for secondary students! K-12 content strategies that work*. State of Reading Online Journal. Fall 2005, Texas State Reading Association.

Hoffman, J., Paris, S. G., Patterson, B., Salas, R., & Assaf, L. (2003). *High-stakes assessment in the language arts: The piper plays, the players dance, but who pays the price?* In J. Flood, D. Lapp, J. Squire & J. Jensen (Eds.). *Handbook of Research on Teaching the Language Arts*. (pp. 619-630). Mahwah, NJ: Erlbaum Associates.

Worthy, J., Patterson, B., Salas, R., Prater, S., & Turner, M. (2002). "More than just reading": *The human factor in reaching resistant readers*. *Reading Research and Instruction*, 41(2) 177-202.

Salas, R., Lucido, F. & Canales, J. (2001). *Multicultural Literature: Broadening young children's experiences*. In J. Cassidy & S. Garrett (Eds). *Early Childhood Literacy:*

*Programs & strategies to develop cultural, linguistic, scientific and healthcare literacy for very young children & their families.* (pp. 139-150). Corpus Christi, TX: Center for Educational Development Evaluation & Research (CEDER) Annual Yearbook.

Hoffman, J. Roser, N., Salas, R., Patterson, B., & Pennington, J. (2001). *Text leveling and "little books" in 1<sup>st</sup>- grade reading.* *Journal of Literacy Research*, 33(3) 507-528.

Hoffman, J., Salas, R. & Patterson, B. (2001). Community literacy. In Joyce E. Many (Ed.), *Handbook of instructional practices for literacy teacher educators* (261-268). Mahwah, NJ: Erlbaum Associates.

### **PRESENTATIONS/PROJECTS**

Salas, R. G. (2013). *Is it a Matter of National Security? Underrepresented Minorities in STEM: Confronting the Issue at the Elementary School Level.* Paper accepted for presentation at the 20th International Conference on Learning, Rhodes, Greece.

Salas, R. G. (2013). *Positioning English Language Learners for Academic Success through an After School Robotics Program.* Paper accepted for presentation at the 11<sup>th</sup> Annual Hawaii International Conference on Education (HICE), Honolulu, HI.

Salas, R. G. (2009). Multicultural Children's Literature as an Integral Component of Culturally Responsive Pedagogy: Moving Beyond Event Readings. Paper presented at the 59th Annual meeting of the National Reading Conference, Albuquerque, NM.

Salas, R. G., Pennington, J. L. & Brock, C. (2009). Exploring Teachers' Situated Understandings of Race, Culture, and Identity: Implications for Literacy Teaching and Learning: *Reconceptualizing English and Linguistic Diversity: Exploring Two Teachers' Learning.* Paper presented at the 59th Annual meeting of the National Reading Conference, Albuquerque, NM.

Salas, R. G. (2008). *The wonderful world of children's literature: Integrating culturally responsive multicultural literature into the curriculum.* Keynote presented at the 2008 Lemelson Literacy Conference, University of Nevada Reno, Reno, NV.

Salas, R. G. (2008). *The Power of Story: Confronting Racism, Committing to Social Justice and Change.* Keynote presented at the annual Student Leadership Conference, University of Portland. Portland, OR.

Salas, R. G., Rogers, R., Mosley, M., Pennington, J. L., Marx, S., & Campo, G. (2007). *Multiple Voices in Critical Race Theory and Critical Perspectives.* Symposium presented at the 57th Annual meeting of the National Reading Conference. Austin, TX.

Salas, R. G., Pennington, J., & Prater, K. (2006). *Critical Race Theory Positioning the Researcher Understanding Ourselves, Researching the Other Race, Ethnicity and Multilingual Literacy Environments.* Symposium presented at the 56<sup>th</sup> Annual meeting of the National Reading Conference. Los Angeles, CA.

- Salas, R. G. (2006). *A Critical Ethnographic Look at Teaching English Language Learners Literacy Through the Lens of a Novice Kindergarten Teacher*. Paper presented at the 56<sup>th</sup> Annual meeting of the National Reading Conference. Los Angeles, CA.
- Salas, R. G., Pennington, J., & Prater, K. (2006). *Multicultural Fiction and Nonfiction Children's Literature for the Content Areas: Great Books for a Culturally and Linguistically Diverse Classroom*. Microworkshop presented at the 51<sup>st</sup> annual meeting of the International Reading Association, Chicago.
- Cooper, J., Salas, R.G., Rohr, J, Miller, S. & Duffy, G. (2006). *Tilling the soil of preservice teachers practice: Who am I in this thing we called diversity?* Paper presented at the Annual meeting of the American Educational Research Association. San Francisco, CA.
- Levin, B., Cooper, J. & Salas, R. (2006). *Theory in motion: Using book clubs for learning and teaching*. Paper presented at the Lilly South Conference on College and University Teaching. Greensboro, NC.
- Salas, R. G., Tierce, M.B. & Pennington, J. L. (2005). *The best of multicultural children's literature for the new millennium: Great books for a culturally and linguistically diverse society and classroom*. Microworkshop presented at the 50<sup>th</sup> annual meeting of the International Reading Association, San Antonio, TX.
- Salas, R. G. (2004). *Educating all children: English language learners in our classrooms*. Keynote presented at the 2004 SERVE Forum on School Improvement. Myrtle Beach, SC.
- Salas, R. G. (2004). *English Language Learners and Literacy Instruction: Implementing Effective Strategies*. Institute presented at Advancing Reading in Elementary and Middle Schools Conference. SERVE, Charlotte, NC.
- Salas, R. G. (2003) *Assisting post-baccalaureate preservice teachers in an elementary reading course to create and use web-quests: Is it time well spent?* Paper presented at the 47<sup>th</sup> annual College Reading Association Conference, Corpus Christi, TX.
- Salas, R. G. (2003) *Children's literature and literacy instruction*. Workshop presented at TAEYC Annual Conference, Corpus Christi, TX.
- Salas, R. G (2003) *Preservice teachers: Dealing with cultural diversity and teaching*. Paper presented at the 84<sup>th</sup> annual meeting of the American Educational Research Association, Chicago, IL.
- Salas, R. G. (2003) *What the reading specialist should know about the literacy needs of second language learners*. Workshop presented at the 48<sup>th</sup> annual meeting of the International Reading Association. Orlando, FL.
- Boggs, M., & Salas, R.G. (2003). *Preparing preservice teachers to implement writers' workshop with low-ses Latino students*. Paper presented at the 48<sup>th</sup> annual meeting of the International Reading Association. Orlando, FL.

- Salas, R. G. (2003) *Learning about our culture: Integrating Hispanic children's literature across the curriculum*. Seminar presented at the Preconference Institute of the Eighth Annual Reading Conference, Corpus Christi, TX.
- Salas, R. G., Boggs, M., & Rechis, R. (2002) *"I can write about anything I want? Gee Miss, where do I start?" Preservice teachers working with low-income Latino students in an after-school writing club*. Paper presented at the National Reading Conference 52<sup>nd</sup> annual meeting, Miami, FL.
- Salas, R.G. (2002). *Exploring Hispanic children's literature: From Alma Flor Ada to Zapatista Subcomandante Marcos*. Preconference Institute at the Seventh Annual Reading Conference, Corpus Christi, TX.
- Salas, R. G. (2001). *A Latina perspective: A look at White preservice teachers tutoring Hispanic children*. Paper presented at the National Reading Conference 51<sup>st</sup> annual meeting, San Antonio, TX.
- Salas, R. G. (2001). *A look at White preservice teachers, with little exposure to cultural and linguistic diversity, immersed in a low-income, predominately Latino school environment*. Paper accepted for presentation at the 82<sup>nd</sup> annual meeting of the American Educational Research Association, Seattle, Washington.
- Salas, R. G. (2001). *A multicultural literacy experience: Using informational text and historical fiction in the classroom*. Paper presented at the Preconference Institute at the Sixth Annual Reading Conference, Corpus Christi, TX.
- Salas, R. G. (2000) *A work in progress: Pre-service teachers' perceptions of low-income Latino students who are struggling readers*. Paper presented at the Ethnography of Education Conference, Philadelphia, PA.
- Salas, R.G., Pennington, J. & Hoffman, J. (1999). *Literacy at school, at home and en la comunidad: Preservice teachers' views on tutoring low-income Latino students*. Paper presented at the National Reading Conference 49<sup>th</sup> annual meeting, Orlando, FL.
- Salas, R. G. (1998) Guest Editor - National Reading Conference Literacy Links  
<http://www.oakland.edu/~mceneane/nrc/nrcindex.html>
- Salas, R. G. (1998). *Mexican Americans in adolescent children's literature: Who are we now?* Paper presented at the International Reading Association Regional Conference. Guadalajara, Mexico.
- Salas, R. G. (1998). *Slave literacy in the Antebellum era: An addendum to Nila B. Smith's American reading instruction*. Paper presented at the International Reading Association Conference. Orlando, FL.

Worthy, J., Patterson, E. U., Prater, S., Turner, M., & Salas, R. G. (1997). *Reading preferences of elementary students in a school-based tutoring program*. Paper presented at the National Reading Conference 47th annual meeting, Scottsdale, AZ.

Salas, R. G. (1997). Preservice teacher education. Austin, Texas: Texas Center for Reading and Language Arts. Video Production.

Salas, R. G. (1996). *Yes, there is magic in literature, but is there an 'mmm' sound in magic?* Athens, Georgia: National Reading Research Center. Video Production.

Tiedemann, J. & Salas, R. G. (1995). *Operation pathfinder: Authentic science technique for educators*. Presented at the Coastal Zone Conference, Tampa, FL.

Tiedemann, J. & Salas, R. G. (1994). *Authentic science techniques for educators, a watershed approach*. Paper presented at the Marine Technology Society Annual Conference & Exposition, Washington, DC.

Salas, R. G. & Tiedemann, J. (1993). *Aquatic resource monitoring: An authentic science technique for educator training*. Paper presented at the 12th Biennial International Estuarine Research Federation Conference, Hilton Head Island, S.C. Abstract in Abstracts of the 12th Biennial International Estuarine Research Federation.

## **HONORS/FELLOWSHIPS**

American Educational Research Association (AERA)– Dissertation Fellow 1999-2000  
University Fellowship (University of Texas) - 1998  
Cora Merriman Scholarship - 1997  
George Sanchez/MARRES Scholarship- 1996  
Bilingual Special Education Fellowship 1995-1998  
Kappa Delta Pi Honor Society in Education – Inducted 1998  
Phi Kappa Phi Honor Society - Inducted 1997

## **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Educational Research Association  
College Reading Association  
International Reading Association  
International Research Society for Children's Literature  
The National Reading Conference  
National Council of Teachers of English

## **SERVICE TO THE PROFESSION**

American Educational Research Association - proposal reviewer  
National Reading Conference (NRC) - proposal reviewer  
NRC Program Co-chair  
NRC Yearbook reviewer



