

CURRICULUM VITAE Updated April 2016

SPENCER SALAS

The University of North Carolina at Charlotte
Department of Middle, Secondary, and K-12 Education
9201 University City Blvd/Charlotte, NC 28223-0001
ssalas@uncc.edu

Spencer Salas, Ph.D., is Associate Professor in the Department of Middle, Secondary, and K-12 Education at The University of North Carolina at Charlotte where he leads the Ph.D. in Curriculum and Instruction Urban Literacies/TESL sub-concentration. An award-winning District of Columbia Public School ESL teacher (1994-2001), he has been a Fulbright Fellow to Romania (1998), Guatemala (2007), and South Africa (2013); a Senior English Language Fellow for the U.S. Department of State to Peru (2001-2003); and, since 2003, a frequent English Language Specialist for The US Department of State Bureau of Educational and Cultural Affairs. His empirical and theoretical scholarship focuses on the New Latino South and the intersections of Latino immigration with national and regional educational policy and praxis. His work has been featured in venues such as *TESOL Journal*, *Bilingual Research Journal*, *The Journal of Curriculum Theorizing*, *The Peabody Journal of Education*, *The Journal of Basic Writing*, and *Community College Review*. In 2001 he was named a Presidential Graduate Fellow by the University of Georgia; in 2004, a Scholar for the Dream by the Conference for College Composition and Communication; in 2008, a National Council of Teachers of English New Voice among Scholars of Color; in 2009, an Early Career Fellow with the University of Georgia's Center for Latino Achievement and Success in Education; and in 2016, a Fulbright Alumni Ambassador. He is co-editor of *Vygotsky in 21st century society* (Peter Lang, 2011); *U.S. Latinos and education policy* (Routledge/Taylor & Francis, 2014); *Latinization, U.S. Schools, and Communities* (SUNY Press, under contract for 2017); and, *Volume 15 TESOL Encyclopedia of English Language Teaching, Administrative and Organizational Issues* (TESOL Inc/Wiley International (under contract for 2017).

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees	Date	College/University	Major
Ph.D.	2007	The University of Georgia Presidential Graduate Fellow	Language and Literacy Education
M.Ed.	1996	The George Washington University Fellow, D.C. Spirit Project for Systemic Change & Innovation in Urban Education	Secondary Bilingual/ESL
B.A.	1991	The University of Virginia Phi, Beta, Kappa	English/French/Studio Art

Licenses

District of Columbia Public Schools Professional Level license: English as a Second Language K-12; English-Secondary; French K-12; Art K-12; Standard Level License: Spanish K-12

North Carolina M License: English as a Second Language K-12; English-Secondary; French K-12; Art K-12

Other

EdTPA Live Scorer, World Languages (Spanish) Fall 2013-Present
Quality Matters (QM) Peer Reviewer Fall 2015-Present

PROFESSIONAL EXPERIENCE

Dates	Institution	Title/ responsibilities/nature of work
2007-Present	The University of North Carolina at Charlotte	Associate Professor/Tenure

2013	Molteno Institute for Language and Literacy, Johannesburg ZA/ United States Department of State J. William Fulbright Foreign Scholarship Board.	Fulbright Senior Specialist
2007	Universidad de San Carlos de Guatemala U Department of State/ J. William Fulbright Foreign Scholarship Board	Fulbright Senior Specialist
2007-Present	The University of Georgia Center for Latino Achievement & Success in Education	Affiliated Faculty
2003- Present	US Department of State	English Language Specialist
2001-Present	<i>La Pontificia Universidad Catolica del Peru</i>	Affiliated International Faculty
2001-2003	U.S. Department of State	Senior English Language Fellow
1998-2000	<i>Colegiul National Ienachita Vacarescu</i> Targoviste, Romania J. William Fulbright Foreign Scholarship Board	Fulbright Exchange Teacher
1995-2001	Cardozo Senior High School District of Columbia Public Schools (DCPS)	ESL Teacher English/Art
1994-2001	D.C. Spirit Project for Systemic Change & Innovation in Urban Education	Fellow
1992-1994	Lycée Lyautey, Casablanca Morocco l'Agence pour l'enseignement français à l'étranger	Assistant D'Anglais
1991-1994	The American Language Center, Casablanca Morocco	English Teacher

TEACHING/CURRICULUM DEVELOPMENT

Courses taught at UNC Charlotte

Course Number and Name	Semester/ Year	Format	#	Learning/ Instructor Effectiveness
MDSK 6260 Teacher Leadership	Spring 2016	Online	24	Pending
MDSK 6260 Teacher Leadership	Fall 2015	Online	24	4.7/4.65
TESL 6260 Globalization, Communities, and Schools	Fall 2015	Online	12	4.70/4.70
TESL 6260 Globalization, Communities, and Schools	Fall 2015	Online	16	4.75/4.75
MDSK 6260 Teacher Leadership	Spring 2015	Online	22	4.68/4.63
TESL 6260 Globalization, Communities, and Schools	Fall 2014	Online	13	4.86/4.86
TESL 6260 Globalization, Communities, and Schools	Fall 2014	Online	12	5.0/4.9
EDCI 8250 Applied Research in Literacy Education	Fall 2014	Hybrid	9	4.91/4.91
EDUC 8000 Special Topics: Seminar in Applied Research in Language, Literacy, and Culture	Spring 2014	Hybrid	6	5.0/5.0
MDSK 6260 Teacher Leadership	Fall 2013	Face2Face	11	5.0/5.0
TESL 6260 Globalization, Communities, and Schools	Fall 2013	Online	12	4.83/4.89
TESL 6260 Globalization, Communities, and Schools	Fall 2013	Online	22	4.7/4.8
MDSK 6260 Teacher Leadership	Spring 2013	Face2Face	6	4.83/4.83

TESL 5104/4104 Authentic Assessment	Spring 2013	Face2Face	16	4.86/4.71
MDSK 6260 Teacher Leadership	Fall 2012	Face2Face	17	5.0/5.0
TESL 6206 Globalization, Communities, and Schools	Fall 2012	Online	25	5.0/4.94
TESL 6205 Second Language Acquisition in K-12 Schools	Fall 2012	Face2Face	12	4.9/5.0
MDSK 6260 Teacher Leadership	Spring 2012	Face2Face	12	4.5/4.9
TESL 6206 Globalization, Communities, and Schools	Spring 2012	Online	22	4.63/4.79
TESL 6476/FLED 6200 Advanced Pedagogy in TESL/Advanced Methods of Teaching Foreign Language	Spring 2012	Face2Face	15	4.38/4.46
MDSK 6260 Teacher Leadership	Fall 2011	Face2Face	19	4.69/4.94
TESL 6205 Second Language Acquisition in K-12 Schools	Fall 2011	Face2Face	25	4.45/4.50
MDSK 6260 Teacher Leadership	Spring 2011	Face2Face	25	4.63/4.89
TESL 6205 Second Language Acquisition in K-12 Schools (Pilot)	Spring 2011	Face2Face	24	4.57/4.60
TESL 6206 Globalization Communities and Schools	Spring 2011	Online	23	85.71% Strongly Agree/85.71% Strongly Agree
MDSK 6260 Teacher Leadership	Fall 2010	Face2Face	20	4.35/4.50
EDUC 5100 Diverse Learners	Fall 2010	Face2Face	26	4.58/4.79
MDSK 6260 Teacher Leadership	Spring 2010	Face2Face	26	5.0/NaN
READ 6204 Teaching Reading to English Learners	Spring 2010	Face2Face	24	4.0/NaN
TESL 6470 Teacher Internship	Spring 2010	Face2Face	4	NA
MDSK 6260 Teacher Leadership	Fall 2009	Face2Face	19	4.67/4.78
TESL 6000 Special Topics (Children of Immigration in the Middle Grades)	Fall 2009	Face2Face	20	4.19/4.40
READ 6204 Teaching Reading to English Learners	Spring 2009	Face2Face	30	4.19/4.30
MDSK Teacher Leadership	Spring 2009	Face2Face	20	4.50/4.55
EDUC 6000 Topics in Education (Pilot of Advanced Methods in Teaching Foreign Languages)	Fall 2008	Face2Face	4	4.75/5.0
MDSK Teacher Leadership	Fall 2008	Face2Face	18	4.24/4.59
TESL 6470 Teacher Internship	Fall 2008	Face2Face	3	NA
SECD 3141/SECD 2140 Combined The Adolescent Learner/Secondary Schools	Spring 2008	Face2Face	15	4.67/4.67
EDUC 7126 Comparative Education	Spring 2008	Face2Face	3	5.0/5.0
TESL 6000 Special Topics (Second Language Acquisition)	Fall 2007	Face2Face	17	4.88/4.94
READ 6204 Teaching Reading to English Learners	Fall 2007	Face2Face	16	4.50/4.57

UNCC Curriculum and course development

Intensive and sustained collaboration with TESL and MDSK faculty resulted in revised TESL Graduate Certificate, revised M.A.T. TESL and M.Ed. TESL degree programs, and the launching of the TESL undergraduate minor. Two graduate courses that I designed were approved for delivery and seamlessly integrated into the TESL graduate curriculum. TESL 6205 “Second Language Acquisition and K-12 schools” and TESL 6206 “Globalization, Communities, and Schools.”

Additionally, as TESL strand coordinator, I redesigned the TESL Strand sequence—piloting a new special topics offering entitled, EDUC 8000 “Seminar in Applied Research in Language, Culture, and Literacy” in Spring 2014 that was the basis for the redesign of EDCI 8250 Applied Research in Literacy Education” as part of the TESL Strand requirements.

Revised M.Ed. TESL

Revised M.A.T. TESL

Revised TESL Graduate Certificate

Undergraduate Minor TESL

TESL 6000 Special Topics (Children of Immigration in the Middle Grades)

TESL 6205-Second Language Acquisition and K-12 Schools

TESL 6206-Globalization, Communities, and Schools (online)

EDUC 8000 Special Topics, "Seminar in Applied Research in Language, Culture, and Literacy" (hybrid)

EDCI 8250 Applied Research in Literacy Education (hybrid)

International Curriculum and course development

Calderon, J., & Salas, S. (2007). *Licenciatura en metodología de la enseñanza de idiomas adicionales para profesores activo con salida intermedia de técnico en metodolgia de la enseñanza de idiomas adicionales*. Guatemala: Universidad de San Carlos de Guatemala.

Calderon, J., & Salas, S. (2007). *Maestria en metodología de la enseñanza de idiomas adicionales para profesores en activo con salida intermedia de diploma de especialidad en la enseñanza de idiomas adicionales para profesores en activos*. Guatemala: Universidad de San Carlos de Guatemala.

Salas, S. (2007). *Inglés con opción de acreditación internacional*. Guatemala: Universidad de San Carlos de Guatemala.

Garcia Ponce, I., & Salas, S. (2003). *Diploma de Segunda Especialidad en Enseñanza del Inglés como Lengua Extranjera (modalidad Semipresencial)*. Lima: la Pontificia Universidad Católica Del Perú.

Garcia Ponce, I., & Salas, S. (2003). *Curso de especialización: Communicative Language Teaching*. Lima: Centro de Investigaciones y Servicios Educativos, la Pontificia Universidad Católica Del Perú.

Advising/student-directed scholarship

Student-Directed Grant Writing

Student-directed scholarship generated from course assignments in the form of individual national fellowships/awards has included:

Saylor, Katie (2016, Summer). Movement, Mobilization, and Militarization: The Bay Area Home Front in World War II. NEH Landmarks of American Culture and History Workshops. University of California, Berkeley, CA. \$1,200

Byrd, Erin. (2016, Summer). The Civil Rights Movement.. The Gilder Lehrman Institute in American History. Rhodes College, TN. (\$400).

Gibson, Brittany, (2016, Summer). The Civil Rights Movement. The Gilder Lehrman Institute in American History. Rhodes College, TN. (\$400).

Kaiser, Renae (2016, Summer). 9/11 and American Memory. The Gilder Lehrman Institute in American History. New York University, NY. (\$400).

Turner, Marticia (2016, Summer). Colonial Encounters: Indians, Europeans, and Africans. The Gilder Lehrman Institute in American History. Yale University, CT. (\$400).

Wagner, Kathryn. (2015, Summer). Asian Americans in New York City: Literature and Film. National Endowment for the Humanities Summer Seminar for K-12 Teachers. Hunter College, NY. (\$2,100).

Davis, LaTorrius. (2015, Summer). Punishment, Culture, and Politics. National Endowment for the Humanities Summer Seminar for K-12 Teachers. Amherst College, MA. (\$3,900).

Davis, LaTorrius. (2015, Summer). America after the Cold War. The Gilder Lehrman Institute in American History. Southern Methodist University. (\$450).

Tripp, Bridgette. (2015, Summer). 9/11 and American Memory. The Gilder Lehrman Institute in American History. New York University. (\$450).

Smith, Lia. (2015, Summer). American Women from the Colonial to the Modern Era. The Gilder Lehrman Institute in American History. New York University.

Eames, Allison. (2015, Summer). American Capitalism. The Gilder Lehrman Institute in American History. University of California at Los Angeles.. (\$450).

Pizza, Gabriel. (2015, Summer). American Capitalism. The Gilder Lehrman Institute in American History. University of California at Los Angeles

Reid, Alicia. (2015, Summer). Immigrants in American History and Life. The Gilder Lehrman Institute in American History. Columbia University.

Wagner, Kathryn. (2015, Summer). Immigrants in American History and Life. The Gilder Lehrman Institute in American History. Columbia University.

Johnson, Sarah. (2014, Summer). Abraham Lincoln and the forging of modern America. NEH Landmarks of American Culture and History Workshops. Edwardsville and Springfield, IL. \$1,200

Schmidt, Daniel. (2014, Summer). Mesa Verde National Park: Pueblo culture in the American Southwest. NEH Landmarks of American Culture and History Workshops. Cortez, CO. \$1,200

Dymes, Laurie. (2013, Summer). New Approaches to Immigration. The Gilder Lehrman Institute of American History. University of Minnesota. (\$450).

Johnston, Eric. (2013, Summer). American Women from the Colonial to Modern Era. The Gilder Lehrman Institute American History. New York University. (\$450).

Lee, Maria. (2013, Summer). American Women from the Colonial to Modern Era. The Gilder Lehrman Institute of American History. New York University. (\$450).

Turner, Faye. (2013, Summer). Native American History. The Gilder Lehrman Institute of American History. Dartmouth College. (\$450).

Yanes, Nesreen. (2013, Summer). Roots of Arab Spring. National Endowment for the Humanities Summer Institute for School Teachers. UC Davis (\$2,700).

Batts, Toni (2012, Summer). Race and ethnicity in the modern south. The Gilder Lehrman Institute of American History. University of Mississippi. (\$450).

Gillette, Victoria. (2012, Summer). Immigration and American life. The Gilder Lehrman Institute of American History. University of California, Irvine. (\$450).

Horn, Patricia. (2012, Summer). The South in American history. The Gilder Lehrman Institute of American History. University of Richmond. (\$450).

Mikati, A. (2012, Summer). 9/11 and American memory. The Gilder Lehrman Institute of American History. National September 11 Memorial & Museum and New York University. (\$450).

Steward, Robyn. (2012, Summer). Immigration and American life. The Gilder Lehrman Institute of American History. University of California, Irvine. (\$450).

Steward, Robyn. (2012, Summer). Contested homelands: Knowledge, history, and culture of historic Santa Fe. NEH Landmarks of American History and Culture. University of New Mexico. (\$1,200).

Torres, Vanessa. (2012, Summer). Immigration and American life. The Gilder Lehrman Institute of American History. University of California, Irvine. (\$450).

Xiong, Maria. (2012, Summer). Immigration and American life. The Gilder Lehrman Institute of American History. University of California, Irvine. (\$450).

Krepasky, M. (2011, Summer). How the Civil War changed America. The Gilder Lehrman Institute in American History. University of Pennsylvania. (\$450).

Mills, D. (2011, Summer). African Americans in Massachusetts: From slavery to today. NEH Landmarks in American History and Culture. Boston University. (\$1,200).

Natoli, Jeff. (2011, Summer). The Role of Slavery in New England commerce, industry, and culture to 1860. NEH Summer Institute. The Rhode Island Historical Society, Providence RI. (\$2,100).

Gaskin, Lisa. (2011, Summer). Punishment, politics, and culture. NEH Summer Institute. Amherst College. (\$3,900).

Williams, E. (2011, Summer). The civil rights movement. The Gilder Lehrman Institute in American History. Cambridge University (UK). (\$500).

Warren, Lina. (2011, Summer). The Spanish and Mexican influences on California, 1769-1884. NEH Landmarks. California State University Northridge, (\$1,200).

Abbot-McCloud, Lynn (2010, July). Picturing early America: People, places, and events, 1770-1870. NEH Summer Institute Salem, MA (\$3,300).

Aycock, Kevin (2010, July). Cotton culture in the south from the Civil War to the Civil rights movement NEH Summer Institute. Mercer, GA . (\$3,900).

Greenberg, Ellen (2010, July). Jim Crow and the fight for American citizenship. Gilder Lehrman Institute in American History. Yale University. (\$450).

Wiesecke, Lynne (2010, July). Germany's cosmopolitan capital: Berlin and the myth of German monoculturalism . NEH Summer Seminar. Berlin, Germany. (\$3,900).

Feldstein, Stacy (2009, July). The history and philosophy of the peaceful revolution in East-Central Europe. NEH Summer Seminar. Berlin and Leipzig Germany. (\$4,400).

Student-Directed Book Reviews

In my capacity as book review editor for TESL-EJ, I have mentored the publication of more than two-dozen student book reviews as class assignments for MDSK Teacher Leadership/TESL Globalization, Communities, and Schools (see, e.g., Feldstein, S. (2010). Review of *Multilinguals are . . . ? TESL EJ* 12(2). Available at <http://www.tesl-ej.org/wordpress/issues/volume14/ej54/>).

Student-Directed Publications

*In addition to book reviews, student publications resulting from coursework and/or directed study have appeared as in a variety of venues. These include:

Salas, S., Murray, B., Rodriguez-Castro, M., Aljughayman, I., Aljughayman, J., & Alzahrani, F. (in press). Embodied Critical Readings, Adult Language Learners, and U.S. Immigration Reform. In P. Quirke, Ed. Alexandria, VA: TESOL In.

Siefert, B., Salas, S., & D'Amico, M. (2015). "I understand the struggle": Leveraging the lived experiences of African American teachers' in New Latino South literacy classrooms. *TESOL Journal*

Salas, S., Musetti, B., & Plaisance, M. (2013). Latino transnationals in advanced academics, Asking hard questions together. In M. Matthews & J. Castellano (Eds.), *Talent development for English learners in inclusive settings* (pp. 87-100). Waco, TX: Prufrock Press.

Natoli, J. (2012) Tooning across the curriculum. *Middle Ground*, 15(4), 27.

Sims, P. (2010). Using your state's travel websites to promote academic vocabulary. *English Journal* 100(1).

Klutz, T., Brewer, A, Clifford, S., & Turano, D. (2010). Steering students clear of gangs. *Middle Ground*, 14(2), 15-16.

Picchi Cwynar, D. & Hewett, S. (2010). Helping ELLS master the dreaded word problem. *Middle Ground* 14(2), 34.

Farmakidis, R., & Odum, S. (2010). When emotions matter: Reflections on planning and implementing a lesson on 9/11 with 21st Century learners. *Middle Ground* 13(4)

Seifert, B. (2010). Spanish in the mainstream: Finding middle ground for Latino/Latina immigrant newcomers. *English Journal*, 99(3).

Byrd, A. (2009). Learning to learn cooperatively. *English Teaching Forum*, 47(4), 18-28.

M.Ed. in Middle Grades Education Capstone Committee Membership

Eight M.Ed. Capstone Committees (Cabarrus Cohorts 2010, 2011).

Doctoral Dissertation Committee Membership/Doctoral Advising

Chair, three completed dissertations PhD C & I;

Committee member four completed dissertations PhD/EdD C & I, Higher Education, Special Education;

Chair two active dissertations PhD C & I;

Committee member three active dissertations C & I, Special Education, Higher Education;

Advisor five doctoral students C & I.

RESEARCH

Books

Portes, P. R., Salas, S., Baquedano, P. & Mellom, P.J. (Eds.). (2014). *U.S. Latinos and education policy: Research-based directions for change*. NY: Routledge/Taylor & Francis Group

Portes, P. R., & Salas, S. (Eds.). (2011). *Vygotsky in 21st century society: Advances in cultural historical theory and praxis with non-dominant communities*. New York: Peter Lang.

Books Under Contract

Salas, S. (Ed). (under contract for Spring 2017). *Encyclopedia of Teaching English to Speakers of Other Languages, Volume 15, Administrative and Organizational Issues*. Boston, MA: Wiley/Blackwell & TESOL Inc.

Salas, S. & Portes, P.R. (Eds.) (under contract for Spring 2017). *Latinization of K-12 communities: National perspectives on regional change*. Albany NY: SUNY Press.

Book Chapters (* = data based)

Salas, S. & Portes, P.R. (in production for 2017). Introduction. Salas, S. & Portes, P.R. (Eds.). *Latinization of K-12 communities: National perspectives on regional change*. Albany NY: SUNY Press.

Portes, P. R., & Salas, S. (in production for 2017). Post-first generation Latinos and the limits of “a thousand points of light.” . Salas, S. & Portes, P.R. (Eds.). *Latinization of K-12 communities: National perspectives on regional change*. Albany NY: SUNY Press.

*D’Amico, M. et al. (in production for 2017). Salas, S. & Portes, P.R. (Eds.). *Latinization of K-12 communities: National perspectives on regional change*. Albany NY: SUNY Press.

Salas, S., Murray, B., Rodriguez-Castro, M., Aljughayman, I., Aljughayman, J., & Alzahrani, F. (in press). *Embodied Critical Readings, Adult Language Learners, and U.S. Immigration Reform*. In P. Quirke, Ed. Alexandria, VA: TESOL In.

Musetti, B., Salas, S., & Murray, B.. (in press). *Humanizing the core. English Language Learners and Culturally -Sustaining Young Adult Literature*. In L. de de Oliveira and M. Shoffner (Eds.). *ELA Teachers and ELL Students: Preparing English Language Arts Teachers to Teach English Language Learners*. New York: Teachers College Press.

Salas, S. (2015). Tickets out: Checking for comprehension. In H. Reinders & M. Lewis (Eds.). *New Ways in Teaching Adults (Second Edition)*. (pp.146-147). Alexandria, VA: TESOL Inc.

Salas, S. & Portes. P. R. (2015). Sociocultural theories and classroom management. In G. Scarlett (Ed.). *Sage Encyclopedia of Classroom Management Volume II*. (pp. 758-761). Thousand Oaks, CA: Sage.

Portes, P. R., Salas, S., Baquedano-Lopez, P., & Mellom, P. (Eds.) (2014). Introduction. In P. R. Portes, S. Salas, P. Baquedano-Lopez, & P. J. Mellom (Eds.) *U.S. Latinos and educational policy: Research-based directions for change* (pp. xv-xxi). NY: Routledge/Taylor & Francis Group.

Portes. P.R. & Salas, S. (2014). National myopia: Latinos and education policy in the U.S. In P. R. Portes, S. Salas, P. Baquedano, & P. J. Mellom (Eds.), *U.S. Latinos and education policy: Research-based directions for change* (pp. 3-15). NY: Routledge/Taylor & Francis Group

Salas, S., Musetti, B., & Plaisance, M. (2013). Latino transnationals in advanced academics, Asking hard questions together. In M. Matthews & J. Castellano (Eds.), *Talent development for English learners in inclusive settings* (pp. 87-100). Waco, TX: Prufrock Press.

Salas, S. (2013). Freeze Frame Reading. In R. Day (Ed.) *New Ways in Teaching Reading (Second Edition)* (pp. 327-328). Alexandria, VA: TESOL Inc.

*Salas, S. (2011). "Turn in something that you're proud of"—Pedagogical scripts and the re-education of U.S. educated English Learners. In G. Wiggan (Ed.), *Power, privilege and education: Pedagogy, curriculum and student outcomes* (pp. 133-147). New York: Nova Science Publishers.

Portes, P.R. & Salas, S. (2011). Introduction. In P.R. Portes & S. Salas (Eds.), *Vygotsky in 21st century society: Advances in cultural historical theory and praxis with non-dominant communities* (pp.1-12). New York: Peter Lang.

*Salas, S. (2009). Teaching on soft earth: Writing and professional transformations in Peru. In J. Burton, P. Quirke, C. Reichmann, & J. Kreeft Peyton (Eds.), *Reflective writing—A way to lifelong teacher learning* (pp. 143-155). TESL-EJ.

Portes, P. R., Gallego, M. A., & Salas, S. (2009). Dismantling group based inequality in a NCLB Era, effective practices, and Latino students placed at risk. In J. Murillo, Enrique (Ed.), *Handbook of Latinos and education: Research, theory and practice* (pp. 438-449). Mahwah, NJ: Lawrence Erlbaum Associates Inc.

Portes, P. R., & Salas, S. (2009). Poverty and its relation to development and literacy. In L. Morrow, R. Rueda & D. Lapp (Eds.), *Handbook of research on literacy instruction: Issues of diversity, policy, and equity* (pp. 97-113). New York: Guilford Press.

Salas, S., & Garson, K. (2007). Freewriting across the EFL curriculum. In A. Burns & H. de Silva Joyce (Eds.), *TESOL curriculum development series: Planning and teaching creatively within a required curriculum for adults* (Vol. 7, pp. 239-246). Alexandria, VA: Teachers of English to Speakers of Other Languages Inc.

Articles in Refereed Journals (* = data-based)

*Portes, P. R., Gonzalez-Canche, M., Boada, D., Mira, W., & Salas, S. (in press). Assessing migration and adaptation from two or more points of view: Cultural-historical theory and methods. *Migraciones Internacionales*

Myraz, M., Salas, S., Dikotla, M., & Mercado, L.(in press). Teaching better, together. *English Teaching Forum*.

*Salas, S. (in press). Making spaces for the dashes in between: What Linda DiPalena can teach us about 'becoming' a highly qualified teacher. *Journal of Literacy Innovation*.

Rodriguez, M., Salas, S., & Murray, B. (in press). You say "cariño"; I say "caring." *Middle School Journal*.

Salas, S., Garson, K., Murray, B., & Khanna, S. (in press). "Let their tongues run naked over books?" *English Teaching Forum*.

Portes, P. R. & Salas, S. (2015 29 June Online First) Nativity shifts, broken dreams, and the New Latino South's post-first generation. *The Peabody Journal of Education* 90(3) 426-436.

Murray, B., Patterson, I., & Salas, S. (2015). TYA Co-playwriting in the New Latino South: Multi-lingual, Multimodal Cultural Improvisation in the I-85 Corridor. *Theatre Symposium*.*

Murray, B., & Salas, S. (2015). The grasshopper, the cricket, and the adolescent reader: Building context with applied theatre. *Georgia Council of Teachers of English Connections*, 50 (1), 15-19.

Murray, B., Salas, S., & Ni Thoghda, M. (2015). Applied theater, adolescent learners, and the performance of language. *English Teaching Forum* 53(2), 2-11.

Murray, B. & Salas, S. (2015). Improvising Hawthorne. *Kentucky English Bulletin*.

- *Salas, S., Dikotla, M., Nembahe, A. (Online First, June 11, 2015). Literacy coaching in Gauteng Province: Needs and possibilities. *Education as Change*. 19(1), 148-164,
- *Siefert, B., Salas, S., & D'Amico, M. (Early View 6 February 2015). "I understand the struggle": Leveraging the lived experiences of African American teachers' in New Latino South literacy classrooms. *TESOL Journal*
- *Salas, S. (2014). Tactics, resistance, and bad-ass teaching in a Generation 1.5 basic writing classroom. *Journal of Curriculum Theorizing* ,30(2)-56-70.
- *Gonzalez-Canché, M., D'Amico, M., Rios-Aguilar, C., & Salas, S. (2014). It's who you know: Understanding how community college students leverage social networks for college and careers. *Community College Enterprise*.
- Murray, B. & Salas, S. and Salas, S. (2014) Acting out against the norm: Improvisational frames and Nolan's Crazy," *Language Arts Journal of Michigan*: 30 (1), 53-57.
- Murray, B. & Salas, S. (2014). *Sense and Sensibility* and the spaces in-between: Critical improvisations with Jane Austen. *English in Texas* 44 (2), 12-23.
- Murray, B. & Salas, S. (2014). Keeping up with the Bennets: Applied theatre, adolescent readers, and the 19th Century English novel. *South Carolina English Teacher*. 31-35.
- *Kissau, S., & Salas, S. (2013). Motivating male language learners: The need for “more than just good teaching.” *Canadian Journal of Applied Linguistics* 16 (1), 88-110.
- Salas, S., Jones, J., Perez, T., Fitchett, P., & Kissau, S. (2013). Habla con ellos/talk to them: Latinos in the middle grades. *Middle School Journal*. 45(1), 18-23.
- Salas, S., Ouadrego, L., Mercado, L. & Musseti, B. (2013). English for Specific Purposes: Negotiating needs, possibilities, and promises. *English Teaching Forum*. 51(4), 12-19.
- *Salas, S. (2013). Steep houses in basic writing: Advocating for Latino immigrants in a North Georgia two-year college. *Journal of Basic Writing* 31(1), 80-98.*
- Salas, S., Fitchett, P. & Mercado, L. (2013). Talking to learn across the EFL curriculum. *English Teaching Forum*, 51(1), 18-25.
- *D'Amico, M., Rios-Aguilar, C., Salas, S. & González Canché, M. (2012). Career capital and the community college. *Community College Journal of Research and Practice*. 36(4), 251-261.
- Salas, S., Portes, P., D'Amico, M., & Rios-Aguilar, C. (2011). Generación 1.5: A cultural historical agenda for research at the two-year college. *Community College Review*. 39(2), 121-135.
- Fitchett, P. & Salas, S. (2010). “You lie—That’s not true”: Immigration, citizenship, and preservice teacher education. *Action in Teacher Education*. 32(4), 96-104.
- Salas, S. & Mercado, L. (2010). Looking for the big picture: Macrostrategies for L2 teacher observation and feedback. *English Teaching Forum*. 48(4), 18-23.
- Fitchett, P., Portes, P. R. & Salas, S. (2010). Latinos, counteraction, and the (hidden) social studies curriculum: A cultural-historical theory and praxis for teacher ed. *Border-lines*. 4, 39-60.

*Salas, S. (2010). Teaching and the dilemma of the personal: Lodoiska's story. *TESOL Journal*. 1 (3), 368-378.*

Portes, P.R., & Salas, S. (2010). In the shadow of Stone Mountain: Identity development, structured inequality, and the education of Spanish-speaking children. *Bilingual Research Journal*, 33(2), 241-248.

*Kissau, S., McCullough, H., Salas, S., & Pyke, G. (2010). "A Total Disconnect:" Disciplinary divides and the teaching of French. *NECTFL Review*, 66, 30-47.

*Spooner, F., Rivera, C., Browder, D., Baker, J., & Salas, S. (2009). Teaching emergent literacy skills using culturally contextual story-based lessons. *Research and Practice for Persons with Severe Disabilities*. 34(3-4), 102-112.

*Salas, S. (2008). Roberta; or, the Ambiguities: Tough love and high stakes assessment in a two-year college ESL learning support program in north Georgia. *Journal of Basic Writing*, 27(2), 5-28.*

Salas, S., De La Torre Ugarte, A., & Safaradan, M. (2008). Teaching English for and with communities. *English Teaching Forum*, 46(3), 30-34.

Salas, S. (2005). Shall we dance? Team-teaching as supervision in the English language classroom. *English Teaching Forum*, 43(4), 30-37.

Articles in Refereed Journals, Editor Review

Murray, B. & Salas, S. (2014). Once more, slowly, with feeling: Applying theatre at *The Prison Door*. *Grove City College Journal of Secondary Education*. 2 (1), 2-8.

Salas, S. & Kissau, S. (2012). Just like Dido said: Creating welcoming environments for our international colleagues. *English Journal*. 101 (6), 97-99.

Shore, R. & Salas, S. (2011). Welcoming newcomer Latinos and their families in the front office and beyond. *Florida Educational Leadership*. 12 (1), 22-25.

Musetti, B., Salas, S., & Perez, T. (2009). When a little knowledge is a good thing: Literacy myths and K-12 English learners. *Georgia Council of Teachers of English: Connections*. 46(1), 2-7.

Musetti, B., Salas, S., & Perez, T. (2009). Working for and with Latino immigrant newcomers in U.S. schools. *English Journal*, 99(2), 95-97.

Invited Articles

Portes, P.R. , Straubhaar, R., & Salas, S. (2015, December). Latino post-first generation children and youth: Creating spaces for proud Americans in a free country. American Psychological Association. Children, Youth, and Families Office. Available at <http://www.apa.org/pi/families/resources/newsletter/index.aspx>

Portes, P. R., & Salas, S. (2007). Dreams deferred: Why multicultural education has failed to close the achievement gap: A cultural historical analysis. *C & E-Cultura y Educación*, 19(4), 365-377.

Other Publications

*Salas, S. (2013). Coaching high priority schools: Lessons learned from a multi-tiered in-service professional development series. Invited program evaluation prepared for The Molteno Institute for Language and Literacy, ZA under the auspices of Fulbright Senior Specialist Grant #5269.

Salas, S. (2013, February). Coaching the Gauteng Primary Literacy and Maths Strategy (GPLMS): A needs analysis presented to The Molteno Institute for Language and Literacy. Johannesburg, South Africa: TheMolteno Institute for Language and Literacy.

*Salas, S. (2004, November). *English in primary schools: A report to the Ministere de l'Education Nationale et de La Recherche Scientifique. Direction de l'Education Fondamentale*. Anatanarivo, Madagascar: Public Affairs Section, U.S. Embassy Antanarivo.*

Salas, S. (Ed.). (2001). *1989-1999: Ten years after a revolution*. Targoviste, Romania: Editura Sfinx.

Technical Reports

*D'Amico, M. M., Salas, S., Atwell, A. (2016). *Latina/o Community College Students* [No. 8]. Charlotte, NC: College of Education, UNC Charlotte

*D'Amico, M. M., Salas, S., Atwell, A., & Rutherford, G. F. (2014). *Career capital institutional summary data report* [No. 1]. Charlotte, NC: College of Education, UNC Charlotte.

*D'Amico, M. M., Salas, S., Atwell, A., Rutherford, G. F., & Stamper, S. (2014). *Career capital institutional summary data report* [No.2]. Charlotte, NC: College of Education, UNC Charlotte.

*D'Amico, M. M., Salas, S., Atwell, A., Rutherford, G. F., & Helget, D. (2014). *Career capital institutional summary data report* [No. 3]. Charlotte, NC: College of Education, UNC Charlotte.

*D'Amico, M. M., Salas, S., Atwell, A., & Rutherford, G. F. (2014). *Career capital institutional summary data report* [No. 4]. Charlotte, NC: College of Education, UNC Charlotte.

*D'Amico, M. M., Salas, S., Atwell, A., & Rutherford, G. F. (2014). *Career capital institutional summary data report* [No. 5]. Charlotte, NC: College of Education, UNC Charlotte.

*D'Amico, M. M., Salas, S., Atwell, A., & Rutherford, G. F. (2014). *Career capital institutional summary data report* [No. 6]. Charlotte, NC: College of Education, UNC Charlotte.

*D'Amico, M. M., Salas, S., Atwell, A., Rutherford, G. F., & Helget, D. (2014). *Career capital institutional summary data report* [No. 7]. Charlotte, NC: College of Education, UNC Charlotte.

Conference Presentations (# = refereed presentations) [list according to style of most recent APA Publications Manual; list most recent presentation first]

National/International Presentations

D'Amico, M., Salas, S., González Canché, M., & Rios-Aguilar, C.. (2016, April). Career Capital and Workforce Implications for Latina/o Community College Students in the New South. AERA Centennial Annual Meeting, Washington, DC.#

D'Amico, M., González Canché, M., Rios-Aguilar, C., & Salas, S. (2015, April). An emerging model to measure career capital for community college student. Research paper for The Council for the Study of Community Colleges 57th Annual Meeting. Fort Worth, TX.#

Salas, S. (2014, November). Once more slowly with feeling: Reading with applied theater. Individual workshop for TESOL Italy's 39 International Convention, Rome.#

Portes, P. R., Salas, S., & Mellom, P. (2013, April). National myopia, Latino futures, and educational policy. Symposium paper for "Latino policy priorities in education: impacting group-based inequalities and structuring real change". AERA Annual Meeting, San Francisco, CA#

Musetti, B., Montalvo-Balbed, M., Salas, S. (2013, April). Promoting Cultural Wealth, Reframing Poverty, and Learning to “Do School.” Research paper AERA Annual Meeting, San Francisco, CA#

Salas, S. (2012, November). Flexible formats for classroom discussion. TESOL France, Paris.#

Salas, S. (2012, February). Talking to learn across the EFL curriculum. TESOL Greece, Athens.#

D’Amico, M., Rios-Aguilar, C., Salas, S., & Gonzalez-Canche, M. (2011, April). Career capital in the community college setting. Council for the Study of Community Colleges Annual Conference. New Orleans, LA.#

Salas, S. (2011, October). Looking for the big picture: Macrostrategies for teacher development. Individual paper for the 20th Annual Conference of the International Association of Teachers of English as a Foreign Language (IATEFL)-Hungary. Lake Balton, Hungary.#

Vasquez, O., Gallego, M., Portes, P., Salas, S., Ratner, C., Rueda, R., Moll, L., Gutierrez, K., Duran, R., & Gonzalez Rey, F. (2010, April). Cultural Variation in Advancing Sociocultural Theory: Equity from a Latin-American CHAT Lens. Symposium for American Education Research Association (AERA). Denver, CO.#

Salas, S. (2009, November). Roberta or the ambiguities. Poster session for the National Council of Teachers of English Annual Conference. Philadelphia, PA.#

Salas, S. (2009, October). “I’ll offend everybody equally”. Individual paper for the First Triennial Conference on Latino Immigration and Immigrant Integration. University of Georgia, Athens, GA.#

Salas, S. (2009, October). The contexts and circumstances of teacher supervision: Local knowledge and pre/in service development. Individual paper for the 19th Annual Conference of the International Association of Teachers of English as a Foreign Language (IATEFL)-Hungary. Budapest, Hungary.#

Salas, S. (2008, November). I’ll offend everybody equally. Invited poster session for the National Council of Teachers of English Annual Conference. San Antonio, TX.#

Cook, L., Salas, S., Abbott-McCloud; L., Reed Marshall, T. (2008, November). Rapid shifts in professional development: Critical action research in the New South classrooms. Paper session for the National Council of Teachers of English Annual Conference. San Antonio, TX.#

Portes, P. & Salas, S. (2008, September). Dismantling group inequality in the shadow of Stone Mountain. Paper for the International Society for Cultural and Activity Research (ISCAR). San Diego CA.#

Gutierrez, K., Moll, L., Portes, P., Duran, R., del Rio, M., Gonzalez Rey, F., Salas, S. (2008, September). Cultural Variation in Advancing Sociocultural Theory: A look at CHAT from Spanish-Heritage contexts & scholarship applications. Symposium for the International Society for Cultural and Activity Research (ISCAR). San Diego CA.#

Cargile, J., Salas, S., & Martin, J. (2008, April). Slam poetry and adolescent English learners. Workshop for TESOL International. New York, NY.#

Musetti, B., Salas, S., & Mellom, P. (2008, March). Science as springboard: Promoting achievement and aspiration among Hispanic Students. Paper for AERA Annual Meeting. New York, NY.#

Portes, P. R. & Salas, S. (2008, February). Bilingual education in Georgia: Dismantling group-based inequality in Dixie. Paper for the 37th Annual Meeting of the Society for Cross-Cultural Research. New Orleans, LA.#

Salas, S. (2007, November). Roberta; or the ambiguities of teaching ESL learning support in a public two-year college in North Georgia. Individual paper for the American Anthropological Association (AAA) Annual Meeting. Washington, DC.#

Salas, S. (2007, March). Writing against time in the new Latino South. Individual paper for the Conference on College Composition and Communication (CCCC). New York, NY.#

Salas, S. (2007, January). Ethnographic complicity and the re-education of English learners in the New Latino South. Paper delivered at the 20th annual QUIG Conference on Interdisciplinary Qualitative Studies. Athens, GA.#

Salas, S. Mlynarczyk, R., Peyton, J., Salas, S., Trites, L., & Quirke, P. (2006, March). Reflective journal writing in teacher education. Symposium for the 40th Annual Convention of Teachers of English to Speakers of Other Languages (TESOL), Tampa, FL.#

Salas, S. (2006, February). The Re-Education of Latinos in a two-year college in Northern Georgia. Individual paper presented at the 27th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.#

Salas, S. (2004, March). Finding and refining teachers' voices in Peru. Individual paper for the Conference on College Composition and Communication (CCCC). San Antonio, TX.#

Local/State/Regional Presentations

Salas, S., Furuseth, O., D'Amico, M. & Murray, B. (2016, February). Latinos in the I-85 Corridor: Shifting Geographies of Educational Opportunity. Invited half-day "Community Conversation" for UNC Charlotte City Center. Charlotte, NC.

Salas, S., Medina, A., Piloneta, P., Hernandez Paris, J. (2016, February). Latinos and education: Successes and challenges. Invited panel for Levine Museum of the South in conjunction with Nuevolution: Latinos in the New South exhibit.

Salas, S. (2016, January). Making spaces for the dashes in between: Quality, teaching, and urban learners invited session for UNC Charlotte BEST Conference, Charlotte NC.

Siefert, B., Salas, S., & D'Amico, M. (2016). Sustaining African American teachers in teaching English to Speakers of Other Languages (TESOL) Collaborative paper for NC-ACTE, Raleigh, NC.

Salas, S. (2015, January). Nativity shifts, a post-first generation, and the limits of ESOL in New Latino South spaces. Invited session for UNC Charlotte BEST Conference, Charlotte NC.

Salas, S. (2014, October). Nativity shifts, a post-first generation, and the limits of ESOL in New Latino South spaces. Invited lecture for The Working papers in Latino achievement and success in education series. The University of Georgia Center for Latino Achievement and Success in Education. Athens, GA.

Furuseth, O., Salas, S., & Gordon, A. (2014, September). Latino immigration and North Carolina. Invited panel session for the 3rd Annual UNC System Hispanic/Latino Faculty Forum. Charlotte, NC.

Portes, P. R. & Salas, S. (2014, April). Latino immigration and the I-85 corridor: Regional change, national policy, institutional engagement. Invited presentation for UNC Charlotte College of Education.

Portes, P. R. & Salas, S. (2013, March). Organizing initiatives for countering structured Latino educational disparities: CLASE and praxis. Invited roundtable sponsored by the UNC Chapel Hill Frank A. Daniels

Distinguished Professor of Mathematics Education, UNC Chapel Hill College of Education.

Plaisance, M., Shore, R., & Salas, S. (2011, September). Improving student climate for Latino newcomers and their families. Paper presented at the North Carolina NAME Research to Practice Conference. UNC Charlotte.#

Fitchett, P., & Salas, S. (2010, February). "You lie!" Addressing the controversy of undocumented students in a social studies classroom. Paper presented to for the 40th Annual Conference of the North Carolina Council for the Social Studies. Greensboro, NC.#

Salas, S. (2008, May). Children of immigrants in U.S. schools. Individual paper for 14th Annual German American Faculty Symposium. Charlotte, NC.

Invited International Presentations

Salas, S. (2015, July). Talking to learn in English language classrooms. Invited public lecture. The American Center, Tokyo, Japan.

Salas, S. (2015, July). Talking to learn in the secondary classroom. Invited teaching demonstration and workshop for [Seijo Junior and Senior High School](#) high school teachers. Tokyo, Japan

Salas, S. (2015, July). Learning new words with adolescent: When more is more. Invited workshop for Naha-shi Shokuin Koseikai Fukuri Kosei Shisetus junior and senior high school teachers. Naha, Japan.

Salas, S. (2015, July). Flexible formats for classroom instruction. Invited workshop for Fukuoka University pre-service English teachers, Fukuoka, Japan.

Salas, S. (2015, July). Flexible formats for classroom instruction. Invited workshop for Niiza Junior and Senior High School Teachers of English, Saitama, Japan.

Salas, S. (2015, July). Flexible formats for classroom instruction. Invited workshop for Discussion Center English Instructors, Rikkyo University, Tokyo Japan.

Salas, S. (2015, July). Reading analytically with undergraduates. Invited workshop for Language Center English Instructors, Rikkyo University, Tokyo Japan.

Salas, S. (2015, July). Learning new words: When more is more. Invited workshop for Language Center English Instructors, Rikkyo University, Tokyo Japan.

Salas, S. (2015, July). Participatory analysis and the postsecondary learner. Invited workshop for Language Center English Instructors, Rikkyo University, Tokyo Japan.

Salas, S. (2015, July). Thinking aloud on paper in university classrooms. Invited workshop for Language Center English Instructors, Rikkyo University, Tokyo Japan.

Salas, S. (2015, July). Humpty Dumpty, adolescent learners, and literacy instruction: When more is more. Invited two-week seminar for graduate teacher candidates, Rikkyo University. Tokyo, Japan

Salas, S. (July, 2015). Talking to learn across classrooms and communities. Invited webinar for Shaping the Way we Teach Series. Office of English Language Programs, Department of State Bureau of Educational and Cultural Affairs. Washington, DC.

Salas, S., (2015, June). Motivated literacy. Invited half-day workshop for greater New Delhi secondary school teacher s Cohort II. American Center, New Delhi, India.

Salas, S. (2015, June). Motivated literacy. Invited half-day workshop for greater New Delhi secondary school teachers Cohort I. American Center, New Delhi, India.

Salas, S. (2015, May). Mentor texts and college writers. Invited half-day workshop for Utter Pradesh College Faculty, Amity University. Lucknow, India.

Salas, S. (2015, May). Improvising literature. Invited half-day workshop for Utter Pradesh college faculty, Amity University. Lucknow, India.

Salas, S. (2015, May). Talking to learn in the tertiary classroom. Invited half-day workshop for Utter Pradesh college faculty, Amity University. Lucknow, India.

Salas, S. (2015, May). Sharing and responding to student writing. Invited half-day workshop for Utter Pradesh college faculty, Amity University. Lucknow, India.

Salas, S. (2015, May). Writing analytically. Invited half-day workshop for Utter Pradesh college faculty, Amity University. Lucknow, India.

Salas, S. (2015, May). Motivated Literacy. Invited half-day workshop for greater New Delhi private secondary school teacher cohort. American Center, New Delhi, India.

Salas, S. (2015, May). Motivated Literacy. Invited half-day workshop for Kendriya Vidyalaya teacher cohort. American Center, New Delhi, India.

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Musandam female teacher cohort. Musandam (Khasab), Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Sharqiya North male/female teacher cohort. Sharqiya North (Ibra), Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Wusta male/female teacher cohort. Wusta (Haiyma). Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Wusta male/female teacher cohort. Wusta (Duqm), Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Salalah male/female teacher cohort. Salalah, Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Sharqiya South male/female teacher cohort. Sharqiya South (Jalan), Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Muscat female teacher cohort. Muscat, Oman.

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education South Batinah male/female teacher cohort. South Batinah (Rustaq), Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education North Batinah female teacher cohort. North Batinah (Sohar), Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education North Batinah male teacher cohort. North Batinah (Sohar), Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Burami male/female teacher cohort. Burami (Burami), Oman

Salas, S. (2014, December). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Al Dhahira male/female teacher cohort. Al Dhahira (Ibri), Oman.

Salas, S. (2014, November). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Dakhiliya male/female teacher cohort. Dakhiliya (Nizwa), Oman.

Salas, S. (2014, November). Motivated teaching and learning in K-12 classrooms. Invited half-day seminar for Regional English Language Symposium (RELS) Ministry of Education Muscat male teacher cohort. Muscat, Oman.

Salas, S., (2014, June). New ways in teaching reading and writing. Invited one day seminar for Nepalese English Language Teacher Association Teacher Trainer Cohort. Kathmandu, Nepal.

Salas, S., (2014, June). Language, literacy, and “learning incomes”: Additive teaching and learning in adolescent classrooms. Invited three day seminar for Nepalese English Language Teacher Association, Tanahu Cohort. Pokhara, Nepal.

Salas, S., (2014, June). Language, literacy, and “learning incomes”: Additive teaching and learning in adolescent classrooms. Invited three day seminar for Nepalese English Language Teacher Association, Kaski Cohort. Pokhara, Nepal.

Salas, S., (2014, June). Language, literacy, and “learning incomes”: Additive teaching and learning in adolescent classrooms. Invited three day seminar for Nepalese English Language Teacher Association, Gulmi Cohort. Tansen, Nepal.

Salas, S., (2014, June). Language, literacy, and “learning incomes”: Additive teaching and learning in adolescent classrooms. Invited three day seminar for Nepalese English Language Teacher Association, Palpa Cohort. Tansen, Nepal.

Salas, S., (2014, May). Language, literacy, and “learning incomes”: Additive teaching and learning in adolescent classrooms. Invited three day seminar for Nepalese English Language Teacher Association, Kathmandu Cohort. Kathmandu, Nepal.

Salas, S. (2014, May). Sustaining Performing literacy/sustaining adolescent readers. Invited closing plenary for the 2nd International ELT Conference, Amity University. Lucknow, India.

Salas, S. (2014, May). Sustaining inquiry and dialogue through freewriting. Invited concurrent session for the 2nd ELT Conference. Amity University. Lucknow, India.

Salas, S. (2014, May). Sustaining student discussion: Talking to learn. Invited concurrent session for 2nd the International ELT Conference, Amity University. Lucknow, India.

Salas, S. (2014, May). Active learning and literacy classrooms. Invited two-day public seminar for pre-service elementary school teachers. American Center, New Delhi, India.

Salas, S. (2014, May). Active learning and literacy classrooms. Invited three-day public seminar for i-service secondary school teachers. American Center, New Delhi, India.

Salas, S. (2014, May). Academic writing and curriculum development. Invited roundtable for the faculty of Delhi University/Bharti College. New Delhi, India.

Salas, S. (2014, May). Academic writing. Invited three-day seminar for the faculty of Delhi University/Bharti College. American Center, New Delhi, India.

Salas, S. (2014, May). Writing analytically. Invited public workshop for pre-service teachers. American Center, New Delhi, India.

Salas, S. (2014, May). Adolescents, literacy, and “learning incomes.” Invited four-day seminar for State Council of Educational Research and Training (SCERT). American Center, New Delhi, India.

Salas, S. (2014, January). Reading the word/Reading the world: Promoting additive literacies in EFL classrooms. Invited three-day seminar for Telangana Cohort. Commissionerate of Collegiate Education. Hyderabad, India.

Salas, S. (2014, January). Reading the word/Reading the world: Promoting additive literacies in EFL classrooms. Invited three-day seminar for Andhra Cohort. Commissionerate of Collegiate Education. Hyderabad, India.

Salas, S. (2014, January). Reading the word/Reading the world: Promoting additive literacies in EFL classrooms. Invited five-day professional seminar for Satate Council of Educational Research and Training (SCERT). New Delhi, India.

Salas, S. (2014, January). Talking to learn: Leveraging classroom discussion for deep thinking. Invited half day public workshop for the American Center. New Delhi, India.

Salas, S. (2013, December). Teaching across dialogue. Invited two-day seminar for Ministry of Education female teacher cohort. Sur, Oman.

Salas, S. (2013, December). Teaching across dialogue. Invited two-day seminar for Ministry of Education male teacher cohort. Sur, Oman.

Salas, S. (2013, December). Teaching across dialogue. Invited two-day seminar for Ministry of Education female teacher cohort. Dofar Region (Salalah), Oman.

Salas, S. (2013, December). Teaching across dialogue. Invited two-day seminar for Ministry of Education male teacher cohort. Dofar Region (Salalah), Oman.

Salas, S. (2013, December). Making meaning together: Participatory literacy and the EFL secondary classroom

Invited one-day seminar for Ministry of Education female teacher cohort. Ibri, Oman.

Salas, S. (2013, December). Making meaning together: Participatory literacy and the EFL secondary classroom
Invited one-day seminar for Ministry of Education male teacher cohort. Ibri, Oman.

Salas, S. (December, 2013). Making meaning together: Engaging young language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Ad Dakhiliyah Region (Nizwa) Oman.

Salas, S. (December, 2013). Making meaning together: Engaging young language learners. Invited two-day seminar for Ministry of Education male teacher cohort. Ad Dakhiliyah Region (Nizwa) Oman.

Salas, S & Nembuhe, F. (2013, July). Coaching high priority schools: Lessons learned from a multi-tiered in-service professional development series. Invited plenary session for the 2nd Annual Transformation Governance in Basic Education Summit. Johannesburg, ZA.

Salas, S. (2013, July). Coaching high priority schools: Lessons learned from a multi-tiered in-service professional development series. Invited presentation for the Molteno Institute for Language and Literacy. Johannesburg, ZA.

Salas, S. (2013, July). Coaching high priority schools: Lessons learned from a multi-tiered in-service professional development series. Invited presentation for the US Embassy Public Affairs Section. Johannesburg, ZA.

Salas, S. (2013, June). Making meaning together: Engaging young language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Batinah South (Rustaq) Oman.

Salas, S. (2013, June). Making meaning together: Engaging young language learners. Invited two-day seminar for Ministry of Education male teacher cohort. Batinah South (Rustaq) Oman.

Salas, S. (2013, June). Making meaning together: Engaging young language learners. Invited two-day seminar for Ministry of Education male/female teacher cohort. Musandam (Dibba) Oman.

Salas, S. (2013, June). Making meaning together: Engaging young language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Musandam (Khasab) Oman.

Salas, S. (2013, June). Making meaning together: Engaging young language learners. Invited one-day seminar for Ministry of Education male teacher cohort. Musandam (Khasab) Oman.

Salas, S. (2013, June). Making meaning together: Engaging young language learners. Invited two-day seminar for Ministry of Education male/female teacher cohort. Wusta (Duqm) Oman.

Salas, S. (2013, June). Making meaning together: Engaging young language learners. Invited one-day seminar for Ministry of Education male/female teacher cohort. Wusta (Hayma) Oman.

Salas, S. (2013, May). Making meaning together: Engaging young language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Muscat (Seeb) Oman.

Salas, S. (2013, May). Making meaning together: Engaging young language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Muscat (Quriyat) Oman.

Salas, S. (2013, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Batinah South (Rustaq) Oman.

Salas, S. (2013, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education male teacher cohort. Batinah South (Rustaq) Oman.

Salas, S. (2013, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education male teacher cohort. Burami, Oman.

Salas, S. (2013, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Burami, Oman.

Salas, S. (2013, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Batinah North (Sohor) Oman.

Salas, S. (2013, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education male teacher cohort. Batinah North (Sohor) Oman.

Salas, S. (2013, March). Coaching the Gauteng PROVINCE Literacy and Maths Strategy (GPLMS): A needs analysis presented to The Molteno Institute for Language and Literacy (MILL). Invited needs analysis presented to the Molteno Institute for Language and Literacy. Johannesburg, South Africa.

Salas, S. (2012, December). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education combined male/female teacher cohort. Al Sharqiya Region (Al Mudhaibi) Oman.

Salas, S. (2012, December). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education combined male/female teacher cohort. Al Sharqiya Region (Ibra) Oman.

Salas, S. (2012, December). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Ad Dakhiliyah Region (Nizwa) Oman.

Salas, S. (2012, December). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education male teacher cohort. Ad Dakhiliyah Region (Nizwa) Oman.

Salas, S. (2012, December). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Muscat Region (Muscat), Oman.

Salas, S. (2012, December). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education male teacher cohort. Muscat Province (Muscat), Oman.

Salas, S. (2012, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Al Sharquiyah South (Sur/Jalan), Oman.

Salas, S. (2012, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Al Batinah North (Sohar), Oman.

Salas, S. (2012, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education male teacher cohort. Al Batinah North (Sohar), Oman.

Salas, S. (2012, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Al Batinah North (Khabourah), Oman.

Salas, S. (2012, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education male teacher cohort. Al Sharquiyah South (Sur/Jalan), Oman.

Salas, S. (2012, May). Making meaning together: Engaging adolescent language learners. Invited two-day seminar for Ministry of Education female teacher cohort. Al Sharquiyah South (Sur/Jalan), Oman.

Salas, S. (2011, December). Making meaning together: Participatory literacy and the EFL secondary classroom. Invited five day seminar for Ministry of Education cohort. Ibri, Oman.

Salas, S. (2011, December). Making meaning together: Participatory literacy and the EFL secondary classroom. Invited five day seminar for Ministry of Education cohort. Salalah, Oman.

Salas, S. (2011, December). Talking to learn. Invited workshop for faculty and students of Sultan Kaboos University, Muscat, Oman

Salas, S. (2011, September). Looking for the big picture: Macrostrategies for supervision. Invited webinar for the Regional English Language Office, US Department of State. San Paulo, Brazil.

Salas, S. (2011, October). Thinking and teaching like a civic educator. Invited webinar for the Regional English Language Office, US Department of State. San Paulo, Brazil.

Salas, S. (2011, September). Invited professional development session for teachers. Talking to learn in the EFL classroom. Invited professional development session for teachers of El Instituto Cultural Peruano Norteamericano del Lima, Peru

Salas, S. (2011, September). Macrostrategies for supervision. Invited professional development session for supervisors of El Instituto Cultural Peruano Norteamericano del Lima, Peru

Salas, S. (2011, July). Creating communities of readers and writers. Invited ten day seminar for Ministry of Education cohort. Manama, Bahrain.

Salas, S. (2011, July). Talking to learn in the EFL classroom. Invited workshop for English Language Teaching Professionals' Association. Manama, Bahrain.

Salas, S. (2011, June). What is ESP and how does it (not) work. Invited one-day seminar for Parana, Province of Entre Rios, Ministry of Education. Parana, Argentina.

Salas, S. (2011, June). Teaching English for and with communities. Invited one-day seminar for academic directors of Argentine Binational Centers. Salas, Argentina.

Fay, D., Grabe, W., Stoller, F., Anderson, N., Dellar, H., & Salas, S. (2011, May). Crossing the bridge to a world of English. Invited Plenary Roundtable for the Fourth International English Language Teaching Horizons Conference. Instituto Cultural Peruano Norteamericano del Lima, Peru

Salas, S. (2011, May). Talking to learn in the language classroom. Invited concurrent keynote for the Fourth International English Language Teaching Horizons Conference. Lima, Peru

Fitchett, P., Salas, S., & Perez, T. (2010, April). You lie—that's not true. Teachers' understandings and enactments of contemporary U.S. immigration. Invited paper and virtual roundtable discussion for inaugural Working Papers in Education (WE) Roundtable. UNC Charlotte/La Pontificia Universidad Catolica del Peru.

Salas, S. (2010, November). Interactive literacy education. Invited two-day professional development for The American Language Center, Ouagadougou, Burkina Faso.

Salas, S. (2010, November). What is (not) ESP. Invited two-day professional development for the Ministry of

Education, Ouagadougou, Burkina Faso.

Salas, S. (2010, November). Interactive literacy education. Invited two-day professional development for Koudougou English professionals. Koudougou, Burkina Faso.

Salas, S. (2010, November). Interactive literacy education. Invited two-day professional development for Bobo English professionals. Bobo, Burkina Faso.

Salas, S. (2010, November). What is (not) ESP. Invited two-day professional development for teachers of Ouagadougou technical English professionals. Ouagadougou, Burkina Faso.

Salas, S. (2010, June). Leading large and small classroom discussions. Invited workshop for the Second English Language Teaching International Conference. Tacna, Peru.

Salas, S. (2010, June) Looking for the big picture: Macrostrategies for teacher supervision. Invited workshop for the XVI Annual Convention of the Binational Centers. Tacna, Peru.

Salas, S. (2010, June) Teaching and the dilemma of the personal. Invited workshop for the XVI Annual Convention of the Binational Centers. Tacna, Peru.

Salas, S. (2010, June). We teach each other. Invited professional development workshop for El Centro Cutlural Peruano-Norteamericano. Tacna, Peru.

Salas, S. (2010, June). Enacting texts. Invited professional development workshop for El Centro Cutlural Peruano-Norteamericano. Tacna, Peru.

Salas, S. (2010, June). Understanding what active citizens/readers do: Engagement in texts and communities. Invited public lecture for El Instituto Cutlural Peruano-Norteamericano. Cusco, Peru.

Salas, S. (2010, June). Dialogues in classrooms/communities. Invited public lecture for EL Instituto Cutlural Peruano-Norteamericano. Cusco, Peru.

Salas, S. (2010, June). Macrostrategies for building teacher communities. Invited professional development for EL Instituto Cutlural Peruano-Norteamericano. Cusco, Peru.

Salas, S. (2010, May). Invited three-day professional development seminar for ACCESS teacher supervisors. The American Center, New Delhi, India.

Salas, S. (2010, May). Teaching and learning on soft earth. Invited public lecture for The American Center. New Delhi, India.

Salas, S. (2010, May). Writing analytically. Invited public workshop for Maulana Azad National Urdu University. Hyderabad, India.

Salas, S. (2010, May). Teaching as creating opportunities. Invited professional development workshop for the CAP Foundation, Hyderabad, India.

Salas, S. (2010, May). Teaching tolerance. Invited public workshop for The English and Foreign Language University, Lucknow Campus. Lucknow, India.

Salas, S. (2010, May). Talking to learn: Small and large formats for dialogue. Invited public workshop for The English and Foreign Language University, Lucknow Campus. Lucknow, India.

- Salas, S. (2010, May). Teaching and the dilemma of the personal: Lodoiska's story. Invited public workshop for The English and Foreign Language University, Lucknow Campus. Lucknow, India.
- Salas, S. (2010, January). The contexts and circumstances of teaching English as a foreign language. Invited one-week seminar for Universidad Autonoma Benito Juarez de Oaxaca (UABJO), Mexico.
- Salas, S. (2010, January). The contexts and circumstances of curricular reform. Invited one-week seminar for the Centro de Actualizacion Magisterial de Zacatecas, Mexico.
- Salas, S. (2009, July). The contexts and circumstances of teaching English in Mali. Invited two-week seminar for the American Cultural Summer Institute. Bamako, Mali.
- Salas, S. (2009, July). The contexts and circumstances of teaching English in Mali. Invited two-week seminar for the American Cultural Summer Institute. Mopti, Mali.
- Salas, S. (2008, July). The discussion circle. Invited lecture for the Instituto de Profesores Artigas. Montevideo, Uruguay.
- Salas, S. (2008, July). Sharing and responding to student writing. Invited lecture for the Centro Regional de Profesores-Atlantida. Atlantida, Uruguay.
- Salas, S. (2008, July). Reading and Writing analytically across the EFL curriculum. Invited public workshop. Montevideo, Uruguay.
- Salas, S. (2008, July). Teaching on soft earth. Invited lecture at the Uruguay-U.S. Binational Center (Alianza). Montevideo, Uruguay.
- Salas, S. (2008, July). Contextually responsive teacher leadership. Invited seminar for Profesores Articuladores Regionales. Montevideo, Uruguay.
- Salas, S. (2008, May). Contextually responsive teacher supervision. Invited session for the 2008 Peruvian Binational Convention. Lima, Peru.
- Salas, S. (2008, May). Coyote travels to the ends of the earth: North American trickster tales and the teaching of English as a foreign language. Invited international session for the Third International English Language Teaching Horizons Conference. Lima, Peru.
- Salas, S. (2008, May). Teaching and the dilemma of the personal. Invited international session for the Third International English Language Teaching Horizons Conference. Lima, Peru.
- Bailey, K., Curtis, A., Katz, A., Puchta, H., & Salas, S. (2008, May). Invited plenary roundtable for the Third International English Language Teaching. Lima, Peru.
- Salas, S. (2008, March). The contexts and circumstances of teacher supervision at ICPNA Lima. Invited one-week seminar for El Instituto Cultural Peruano-Norteamericano. Lima, Peru.
- Salas, S. (2007, October). Dialogue and inquiry in the EFL Classroom. Invited inaugural workshop for El Instituto Cultural Peruano-Norteamericano del Cusco filial Puerto Maldonado. Puerto Maldonado, Peru.
- Salas, S. (2007, September). Civic literacies and the teaching of English as a foreign language. Invited semi-plenary for the 31st Annual Conference of the Federación Argentina De Asociaciones De Profesores De Inglés, Rosario, Argentina.

Salas, S. & Snarski, M. (2007, May). Making post-secondary content accessible for English learners. Invited plenary for Cag University First International English Language Teaching Conference. Mersin, Turkey.

Salas, S. (2007, May). Scaffolding student classroom interactions with Interchange. Invited workshop for the Turkish American Association. Ankara, Turkey.

Salas, S. (2007, May). Teaching English for, and with communities. Invited workshop for faculty and students of Cag University. Mersin, Turkey.

Salas, S. & Snarski, M. (2007, May). Tips and techniques for studying at an English medium of instruction university for English language learners. Invited workshop for faculty and students of Mustafa Kemal University. Antakya, Turkey.

Salas, S. & Snarski, M. (2007, May). Globalization and the children of immigrants in U.S. schools and society. Invited lecture for faculty and students of the School of Tourism and Hotel Management of Mustafa Kemal University. Iskenderum, Turkey.

Salas, S. & Snarski, M. (2007, May). Rethinking the Hazırlık curriculum. Invited seminar for faculty of Nigde University. Nigde, Turkey.

Salas, S. (2007, May). Contextually responsive supervision with and for teachers of English as a foreign language. Invited one-week seminar for El Instituto Cultural Peruano-Norteamericano. Lima, Peru.

Salas, S. and Farely, D. (2006, July). "Books in a Box" Invited one-week seminar for the Winter Institute for Teachers of English. Puerto Montii, Santiago, and Arica, Chile.

Salas, S. (2006, July). Teachers at the center at the center of the world. Invited keynote for the 50^t Anniversary of el Instituto Cultural Peruano Norteamerico del Cusco. Cusco, Peru.

Salas, S. (2006, July). Applying to graduate school in North America, and finding the funding to pay for it. Public conference for the 50th Anniversary of el Instituto Cultural Peruano Norteamericano del Cusco. Cusco, Peru.

Salas, S. (2006, June). Making the postsecondary curriculum accessible for English Learners. Invited plenary for faculty of Cankaya Univeristy, Ankara, Turkey.

Salas, S. (2006, June). Dialogue as a theory and method for postsecondary curriculum reform. Invited seminar for faculty of Cancaya University, Ankara, Turkey.

Salas, S. (2006, June). Creating critical dialogue in the postsecondary English language classroom. Invited workshop for faculty of Istanbul Technical Institute, Istanbul, Turkey.

Salas, S. (2006, June). Writing analytically in the postsecondary English language classroom. Invited workshop for faculty of Istanbul Technical Institute, Istanbul, Turkey.

Salas, S. (2006, June). Standardizing excellence. Invited workshop for the Turkish-American Association of Ankara, Turkey.

Salas, S. (2005, August). The binational center: Teaching for and in democratic communities. Invited keynote for the XI Annual Congress of the Binational Centers of Peru, Huancayo, Peru.

Salas, S. (2005, July). Reading as meaning making. Invited workshop for Universidad UNIACC, Santiago, Chile.

Salas, S. (2005, July). Language, power, and methodology in the EFL Classroom. Invited workshop for Universidad Andres Bello, Santiago, Chile.

Salas, S. (2005, July). Language education, civic education, and the Binational Center curriculum. Invited keynote for the Annual Congress for Binational Centers of Chile, Santiago, Chile.

Salas, S. (2005, May). Dialogue as theory and method for professional development. Invited seminar for El Instituto Cultural Peruano-Norteamericano del Cusco, Cusco, Peru.

Salas, S. (2004, July). Education as the practice of freedom: Language and civil society. Invited digital video conference for the 29th Annual TEFL Alumni Conference, Sao Paolo, Brazil.

Salas, S. (2004, April). Democracy and Education. Invited seminar for Pavlodar University, Pavlodar, Kazakhstan.

Salas, S. (2004, April). Coyote travels to the ends of the earth—Native American trickster tales and the teaching of English as a Foreign Language. Invited keynote for the IV Annual Conference of the National Association of Teachers of English of Kazakhstan (NATEK), Shymkent, Kazakhstan.

Salas, S. (2003, September). Teaching on soft earth: Writing and professional transformation. Invited keynote for el Instituto Cultural Argentino Norteamericano (ICANA) Annual Seminar for Teachers of English, Buenos Aires, Argentina.

Salas, S. (2003, September). We teach each other: Participation and reciprocity in the EFL classroom. Public conference for el Instituto Tucuman de Intercambio Cultural Argentino Norte-Americano (ITICANA), Tucuman, Argentina.

Salas, S. (2003, September). Writing across the curriculum. Invited seminar for the Instituto Salteño de Intercambio Cultural Argentino Norteamericano (ISICANA), Salta, Argentina.

Salas, S. (2003, September). Becoming a coyote teacher: Collaborative inquiry, reflection, and professional development. Invited keynote for the Annual Conference of the Federación Argentina De Asociaciones De Profesores De Inglés, Salta, Argentina.

Salas, S. (2002, July). Towards a sustainable model of professional development. Invited keynote for II Foro Enseñanza de Lenguas Extranjeras y Nativas, Arequipa, Peru.

Salas, S. (2003, June). Being curiously impatient together. Invited keynote for the Midyear Conference of Binational Centers of Peru, Lima, Peru.

Salas, S. (2002, June). The discussion circle. Invited workshop for the 4th Annual ELT Conference, Universidad San Ignacio de Loyola, Lima, Peru.

Salas, S. (2002, October). Writing for change: Raising awareness of difference, power, and discrimination. Invited workshop for the Asociación Peruana de Profesores y Instructores de Ingles (APPII), Lima, Peru.

Salas, S. (2002, September). Parallel treatment in language. Invited workshop for the Universidad San Ignacio de Loyola, Lima, Peru.

Salas, S. (2002, April). Reciprocal teaching for mutual empowerment. Invited workshop for the 8th Annual Binational Center Congress de los Centros de Cultura Peruana y Norteamericana, Arequipa, Peru.

Salas, S. (2001, November). Creating dialogue in the English language classroom. Invited workshop for the Segundo Congreso de profesores de Idiomas en Universidades Pontificia Universidad Católica del Peru, Lima, Peru.

Grants and Contracts [list Authors (date) Title Funding Source: Amount]

Direct Individual Awards from the Bureau of Educational and Cultural Affairs, US Department of State)

Salas, S. (2015, July). US Embassy Tokyo Federal Assistance Award Summer 2015. US Department of State. (\$1,398).

Salas, S. (2015, July). US Department of State English Language Specialist Award to Japan Summer 2015. Georgetown University/DoS Bureau of Educational and Cultural Affairs Office of English Language Programs. (\$6,258).

Salas, S. (2015, July). Shaping the Way We Teach \for US Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs. Georgetown University/DoS Educational and Cultural Affairs Office of English Language Program. (\$950).

Salas, S. (2015, June). US Department of State English Language Specialist Award to Nepal and India Summer 2015. Georgetown University/ DoS Bureau of Educational and Cultural Affairs Office of English Language Programs. (\$18,144).

Salas, S. (2014, June). English Language Specialist Grant to Nepal. U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs. (10,000 projected)

Salas, S. (2014, May). English Language Specialist Grant to New Delhi and Lucknow, India. U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs. (10,000 projected)

Salas, S. (2014, January). English Language Specialist Grant to New Delhi and Hyderabad, India. U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs. 10,000 projected)

Salas, S. (2013, February/July). Fulbright Senior Specialist Serial Grant Award to South Africa. U.S. Department of State. Department of Educational and Cultural Affairs. Council for International Exchange of Scholars. (approximately \$14,000)

Salas, S. (2012, December). English Language Specialist Grant to Oman. U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs. (\$9,000 projected)

Salas, S. (2012, May). English Language Specialist Grant to Oman. U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs. (\$9,338)

Salas, S. (2011, December). English Language Specialist Grant to Oman. U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs (\$12,000)

Salas, S. (2011, July). English Language Specialist Grant to Bahrain. U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs (\$12,140)

Salas, S. (2011, June). English Language Specialist Grant to Argentina. U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs (\$6,289)

Salas, S. (2010, November). English Language Specialist Grant to Burkina Faso. U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs (\$13,735).

Salas, S. (2010, May). English Language Specialist Grant to India. US Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs (\$12,000).

Salas, S. (2010, June). Public Affairs Section English Language Specialist Grant to Peru. U.S. Embassy, Lima (approximately \$3,000)

Salas, S. (2010, January). English Language Specialist Grant to Mexico. US Department of State Bureau Office of English Language Programs (approximately \$5,000).

Salas, S. (2009, July). English Language Specialist Award to Mali. U.S. Department of State, Office of English Language Programs: \$16,894

Salas, S. (2008, July). English Language Specialist Award to Uruguay. U.S. Department of State, Office of English Language Programs. \$7,351

Salas, S. (2007, May). English Language Specialist Award to Turkey. U.S. Department of State, Office of English Language Programs: \$6,370

Salas, S. (2006, November). English Language Specialist Award to Morocco. U.S. Department of State, Office of English Language Programs: \$8,000 (estimate)

Salas, S. (2006, October). English Language Specialist Award to Argentina. U.S. Department of State, Office of English Language Programs: \$4,257.32

Salas, S. (2006, July). English Language Specialist Award to Chile. U.S. Department of State, Office of English Language Programs: \$9,672

Salas, S. (2006, May). English Language Specialist Award to Turkey. U.S. Department of State, Office of English Language Programs: \$6,000 (estimate)

Salas, S. (2005, August). English Language Specialist Award to Peru. U.S. Department of State, Office of English Language Programs: \$5,000 (estimate)

Salas, S. (2005, June). English Language Specialist Award to Chile. U.S. Department of State, Office of English Language Programs: \$2,095

Salas, S. (2005, June). English Language Specialist Award to Peru. U.S. Department of State, Office of English Language Programs: \$5,000 (estimate)

Salas, S. (2004, November). English Language Specialist Award to Madagascar. U.S. Department of State, Office of English Language Programs: \$11,000 (estimate)

Salas, S. (2004). English Language Specialist Award to Saudi Arabia. U.S. Department of State, Office of English Language Programs: \$3,000 (estimate)

Salas, S. (2004, May). English Language Specialist Award to Kazakhstan. U.S. Department of State, Office of English Language Programs: \$5,270

Salas, S. (2003, September). English Language Specialist Award to Argentina. U.S. Department of State, Office of English Language Programs: \$2,000 (estimate)

International Grants

Salas, S. (2014, December). English Language Specialist Grant to Oman. Sultanate of Oman, Ministry of Education (\$8,000 approximate)

Salas, S. (2013, May/June/December). English Language Specialist Grant to Oman. Sultanate of Oman, Ministry of Education (\$30,000 approximate)

Research/Scholarship Awards

Salas, S. (2013, February/July). Fulbright Senior Specialist Serial Grant Award to South Africa. U.S. Department of State. Department of Educational and Cultural Affairs. Council for International Exchange of Scholars. (approximately \$14,000)

Salas, S. (2009). Center for Latino Achievement and Success in Education Visiting Scholar and Early Career Award. University of Georgia: (\$7,000).

Salas, S. (2008-2010). Cultivating New Voices Among Scholars of Color Research Fellowship. National Council of Teachers of English. \$5,000 (approximate)

Salas, S. (2007). Fulbright Senior Specialist Award to Guatemala. U.S. Department of State. Department of Educational and Cultural Affairs. Council of International Exchange. Washington, DC: \$9,022

Salas, S. (2007). Chair's Memorial Scholarship. Conference on College Composition and Communication. San New York, NY: \$750.

Salas, S. (2004). Scholar for the Dream. Conference on College Composition and Communication. San Antonio, TX: \$750.

Internal Funding (UNCC)

Salas, S., Furuseth, O., D'Amico, M. Murray, B. & Wang, Q. (2015). Latinos in the I-85 Corridor: Shifting Geographies of Educational and Economic Opportunity. Invited one-day symposium for UNC Charlotte City Center. Charlotte, NC. \$500

Salas, S. (2014). International Travel Grant to Rome, Italy. UNC Charlotte Office of International Programs. \$300.

Salas, S. (2014). UNC Charlotte College of Education International Travel Grant to Muscat, Oman. (\$1,000).

D'Amico, M. & Salas, S. (2012-2013). Toward a model of career capital for community college students. UNC Charlotte Faculty Research Grant (FRG). (\$11,975)

Salas, S. (2012). UNC Charlotte College of Education International Travel Grant to Targoviste, Romania. (\$1,200)

Salas, S. (2010). Development of TESL 6260 Globalization, Communities, and School. MTEC Developer Grant. \$5,000

Quach, L., Perez, T., Kissau, S., and Salas, S. (2009). *New pathways to licensure in teaching English as a second language (TESL) for undergraduate and graduate students*. Academic Program Improvement Grant, University of North Carolina at Charlotte. \$24,630

Salas, S. (2008). UNC Charlotte College of Education International Travel Grant to Lima, Peru. (\$1,200)

SERVICE**Service to the University/College/Department**

UNCC ADVANCE Faculty Mentor (Beth Murray/Monica Rodriguez)	2014-present
Ph.D. Curriculum and Instruction, TESL Strand Coordinator	Spring 2012-present
Professional Educational Council, TESL Representative	Spring 2010-present
COE TOT Peer Observer	2013-present
MDSK Department Committee for Readmission of Graduate Students	2011-2014
COE Internationalization Committee	2009/11; 2012/13; 2014/15
University Faculty Council, MDSK Alternate	2008/09; 2009/11;
University Faculty Council, MDSK Representative	2011/12
COE Graduate Curriculum Committee	2008/09

Search Committees

Educational Leadership Higher Education
MDSK Clinical Advising
MDSK TESL
MDSK Urban Education

Service to the Profession**Affiliate Faculty**

UGA Center for Latino Achievement and Success in Education	2007-Present
<i>La Pontificia Universidad Catolica del Peru</i>	2001-Present

Editorship

TESL-EJ, Book Review Editorship (with Okim Kang)	2008-present
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Journal Manuscript Reviews:

American Educational Research Journal-Social and Institutional Analysis (AERA-SI)
Educational Researcher
Journal of Curriculum Theorizing
Journal of Latinos in Education
TESOL Journal
Middle Grades Journal
English Education
Intercultural Education

Book Manuscript Reviews

Routledge Series in Applied Linguistics (Routledge)
Routledge/Taylor Francis
Rowan Littlefield

Federal/National Peer Reviewer

Peer Reviewer, J. William Fulbright Foreign Scholarship Board/Fulbright Core Award Program in Education for three years starting with 2015-2016 Award Cycle

Peer Reviewer, J. William Fulbright Foreign Scholarship Board/Fulbright Senior Specialist Award Program in Education 2014-Present

Peer Reviewer J. William Fulbright Foreign Scholarship Board/Fulbright Senior Specialist Award Program in TEFL/Applied Linguistics 2009-until the termination of the TEFL/Applied Linguistic Award Program in September 2013

National Assessments/Initiatives

EdTPA Live Scorer World Languages (Spanish) 2013-Present
Quality Matters (Q/M) Peer Reviewer 2015-Present
Fulbright Alumni Ambassador 2016-2018

Service to the Community and Practitioners
COE licensure candidates and doctoral student workshops

Salas, S. (2016, Spring). The Intersection of the ACTFL Standards and edTPA. Five hour distributed workshop for FLED licensure candidates. UNCC COE.

Salas, S. (2015, Fall). The Intersection of the ACTFL Standards and edTPA. Five hour distributed workshop for FLED licensure candidates. UNCC COE.

Selected Community workshops and talks

Salas, S., Furuseth, O., D'Amico, M. & Murray, B. (2016, February). Latinos in the I-85 Corridor: Shifting Geographies of Educational and Economic Opportunity. Invited one-day symposium for UNC Charlotte City Center. Charlotte, NC.

Salas, S., Medina, A., Piloneta, P., Hernandez Paris, J. (2016, February). Latinos and education: Successes and challenges. Invited panel for Levine Museum of the South in conjunction with Nuevolution: Latinos in the New South exhibit.

Salas, S., Moore, T., & Diaz, S. (2015, November). "Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." Invited writing workshop for Jay M. Robinson High School Seniors.

Salas, S., Moore, T., & Diaz, S. (2015, October). "Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." Invited writing workshop for Central Cabarrus High School Seniors.

Salas, S., Moore, T., & Diaz, S. (2015, October). "Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." Invited writing workshop for Jay M. Robinson High School Seniors.

Salas, S., Moore, T., Mack, V., Siler, A., Walsh, M., & Diaz, S. (2015, September). "Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." Invited writing workshop for Jay M. Robinson High School Seniors.

Salas, S. (2014, February). Coaching thoughtfully adaptive teachers in black township schools of Johannesburg, ZA. Invited presentation for the Global Perspective Series (GPS), Phi Beta Delta Honor Society for International Scholars, UNC Charlotte.

Salas, S. (2014, February). Applied theater, adult English learners, and the performance of literacy. Invited half-day professional development session for the Latin American Coalition, Charlotte, NC.

Salas, S. (2012, November). Flexible formats for classroom discussion. Invited half-day professional development workshops for the Latin American Coalition, Charlotte NC.

Salas, S., Perez, T., Kissau, S., & Davila, L. (2012, February). Interactive teaching, adult learning. Invited half-day professional development workshops for the Latin American Coalition, Charlotte NC.

Salas, S., Perez, T., Kissau, S., & Davila, L. (2011, March). The Adult EFL Classroom. Invited half-day professional development workshops for the Latin American Coalition, Charlotte NC.

Salas, S., Perez, T., & Kissau, S. (2010, October). Talking to learn in the Adult EFL Classroom. Invited half-day professional development workshops for the Latin American Coalition, Charlotte NC.

Calhoun, M., Coffey, H., Kissau, S., Salas, S., Taylor, B. (2010, February). Invited professional development session for Butler High School, CMS, Charlotte, NC.

Fitchett, P., Kissau, S., Perez, T., Salas, S., & Kolano, L. (2010, January). Latino immigrants in U.S. high schools: Research, practice, possibilities. Invited half-day professional development sessions for the faculty of Central Cabarrus High School. Cabarrus County, NC.

Salas, S., Perez, T., & Kissau, S. (2009, January). Effective Strategies for Working with Adult EFL Learners. Invited workshop for ESL volunteers for the Latin American Coalition.

Salas, S., Perez, T., Kissau, S., & Kolano, L. (2008, October). The Adult Language Learner. Invited workshop for ESL volunteers for the Latin American Coalition.

Salas, S., Perez, T., Kissau, S., & Kolano, L. (2008, May). The Adult Language Learner. Invited workshop for ESL volunteers for the Latin American Coalition.

Salas, S. (2007, November). SIOP component eight: Review and assessment. Invited workshop for the teaching and administrative staff of Montclair Elementary School. CMS, Charlotte, NC.

HONORS AND AWARDS

- 04/16 Fulbright Alumni Ambassador
- 04/13 Fulbright Senior Specialist Award/Molteno Institute of Language and Literacy, South Africa
- 05/09 Visiting Scholar and Early Career Award, Center for Latino Achievement and Success in Education, The University of Georgia
- 07/08 Research Fellowship, Cultivating New Voices among Scholars of Color, National Council of Teachers of English
- 07/07 Fulbright Senior Specialist Award/Universidad de San Carlos de Guatemala
- 05/07 Chairs' Memorial Scholarship, Conference on College Composition and Communication
- 04/06 Dissertation Completion Award, University of Georgia
- 03/04 Scholar for the Dream, Conference on College Composition and Communication
- 08/03 Presidential Graduate Fellow, University of Georgia (4 year fellowship)
- 01/03 US Department of State Senior English Language Fellow to Peru
- 99/00 Fulbright Teacher Exchange, Romania
- 98/99 Fulbright Teacher Exchange, Romania
- 06/98 Summer Fellow, The National Endowment for the Humanities, Institute de la Paix, Caen, France
- 06/98 The Korea Society
- 02/97 Northern Life, Education's Unsung Hero
- 08/94 Graduate Fellow, D.C. Spirit Project for Systemic Change & Innovation in Urban Education
- 05/91 Phi Beta Kappa, University of Virginia

MEMBERSHIPS

- National Council of Teachers of English (NCTE), Lifetime Member
- National Council of Teachers of English Assembly for Research (NCTEAR), Lifetime Member
- Conference on College Composition and Communication (CCCC), Lifetime Member
- Nepalese English Language Teacher Association (NELTA), Honorary Lifetime Member