

Eliana Castro, Ph.D.

University of Vermont

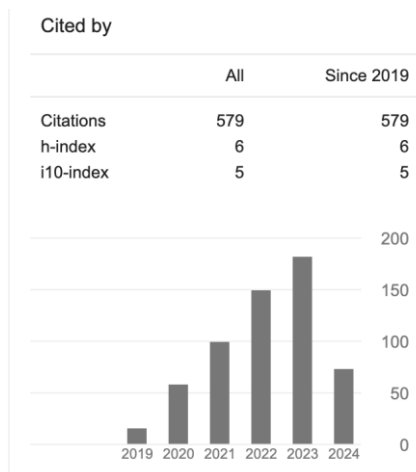
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PERSONAL INFORMATION

A. FORMAL EDUCATION

- 2020 Ph.D., Curriculum, Instruction, and Teacher Education
Michigan State University, East Lansing, MI
Dissertation: “Progress in the Time of M.A.G.A.: Negotiating Narratives of Race and Racism in Two Urban History Classrooms”
Graduate Certificates: Urban Education, Chicanx/Latinx Studies
Study Abroad: Fellowship to Enhance Global Understanding – France (2017, 2019)
- 2010 M.A.T. Secondary History & Social Studies
Brown University, Providence, RI
- 2009 B.A. Education & Human Development Studies
Brown University, Providence, RI

B. ACADEMIC APPOINTMENTS

- 2021 Assistant Professor of Secondary Education and Curriculum & Instruction
University of Vermont, Department of Education

C. ADMINISTRATIVE APPOINTMENTS

- 2023 Founder and Director, Research Collaborative on Race, Racism, and Racialization
University of Vermont

Eliana Castro, Ph.D.

2017—2020 Graduate Research Assistant, *The Journal of Teacher Education*
Michigan State University

D. RESEARCH INTERESTS

- Race, racism, and racialization in P-20 education
- History/social studies curriculum and instruction
- Secondary/high schools in urban contexts
- Black, Latinx, and Afro-Latinx teaching and learning
- Diversity, equity, inclusion, and justice
- Mis/disinformation and information ecologies
- Qualitative research design (discourse and content analysis, case study)

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

A. HONORS

2020 Article of the Year, *Journal of Research on Leadership Education*

B. GRANTS, CONTRACTS, AND FELLOWSHIPS

Year	Project Title	Role	Funder	Amount	Status
2024	Encuentros: Constructing Racial Identities at Home and School	Principal Investigator	College of Education and Social Services	\$7,500	Awarded
2024-2029	New American Youth on the Rise: Girls' Health Sciences Enrichment Program	Co-Investigator	National Institutes of Health (NIH) Science Education Partnership Award (SEPA)	\$1,350,000	Awarded
2023	North Star Collective Faculty Fellowship	Inaugural UVM Fellow	New England Board of Higher Education	\$1,500	Awarded
2022	International Baccalaureate Middle Years Program Focus Groups – Colegio Tilatá (Bogotá, Colombia)	Spanish-Language Facilitator	Inflexion, LLC	\$3,000	Awarded
2021	“Back to Africa” Black Curriculum	Curriculum Development Consultant	Clemmons Family Farm	\$15,000	Awarded
2020	Progress in the Time of MAGA: How Adolescents Negotiate	Principal Investigator	Michigan State University — University Enrichment Fellowship	Tuition, stipend, benefits	Awarded

Eliana Castro, Ph.D.

2019	Narratives in U.S. and World History		Michigan State University Summer Renewable Research Fellowship	\$10,000	Awarded
			Dissertation Development Fellowship	\$1,050	Awarded
2019	Discourses of Racialization: Power and Authority in the Race Dialogue of a High School History Classroom	Co-Principal Investigator	Michigan State University, College of Education Urban Education Retention Fellowship	\$2500	Awarded
2018			Michigan State University, College of Education Research Practicum Development Fellowship	\$1250	Awarded
2018	National Comparative Study on Teaching Latinx Social Studies	Graduate Research Assistant	Michigan State University, Chicana/Latina Studies Summer Research Fellowship	\$1,500	Awarded
2017	“Student Voice Project” – Commissioned by the Michigan Department of Education	Graduate Research Assistant	Michigan State University Urban Education Retention Fellowship	\$4,500	Awarded
2008	Public Ethnic Regard and Academic Adjustment Among Adolescents of Color	Undergrad. Research Assistant	Brown University, Karen T. Romer Undergraduate Teaching/Research Award	\$5,000	Awarded

C. REFEREED JOURNAL ARTICLES

i. Published

Castro, E. (Forthcoming). The wisdom of youth: Reconsidering secondary students’ racial literacy. *The High School Journal*.

Castro, E. (2023). “I can't just keep talking about the men:” Black Girl Resistance in a Secondary History Classroom. *Race Ethnicity and Education*. DOI:[10.1080/13613324.2023.2239715](https://doi.org/10.1080/13613324.2023.2239715).

Castro, E. (2022). “How every Black man should be”: Historical narrative construction as identity rearticulation. *The Journal of Social Studies Research*, 47(1). DOI:[10.1016/j.jssr.2022.01.006](https://doi.org/10.1016/j.jssr.2022.01.006).

Eliana Castro, Ph.D.

Castro, E. (2022). The case for leveraging multiple resource pedagogies: Teaching about racism in a secondary history classroom. *Teaching and Teacher Education*, 109. DOI:[10.1016/j.tate.2021.103567](https://doi.org/10.1016/j.tate.2021.103567).

Carter Andrews, D., Brown, T., **Castro, E.**, & Id-Deen, E. (2019). The impossibility of being “perfect and white”: Black girls’ racialized and gendered schooling experiences. *American Educational Research Journal*, 56(6), 2531– 2572. DOI:[10.3102/0002831219849392](https://doi.org/10.3102/0002831219849392).

Castro, E., Presberry, C. B., & Venzant Chambers, T. T. (2019). Twelve years *unslaved*: Lessons from Reconstruction and *Brown* for contemporary school leaders. *Journal of Research on Leadership Education*, 14(4), 308-330. DOI:[10.1177/1942775119878465](https://doi.org/10.1177/1942775119878465).

Santiago, M., & **Castro, E.** (2019). Teaching anti-essentialist historical inquiry. *The Social Studies*, 110(4), 170-179. DOI: [10.1080/00377996.2019.1600463](https://doi.org/10.1080/00377996.2019.1600463).

ii. Under Review

Williams, B. M., & Castro, E. Plantation U?: Black women admins negotiating legacies of trauma in higher education.

Williams, B. M., Anderson Wadley, B., Evans, M., **Castro, E.**, Stewart, T. J., & Cruz Guzman, Y. (Revise & Resubmit). #DiversityIsOverParty: Exploring a Decade of Publicized BIPOC Terminations and Reprimands in Higher Education.

iii. In Preparation

Castro, E. “I don’t want to impose that on them”: Tensions of practice in a Black teacher’s secondary history classroom. In preparation for submission.

Castro, E. Teaching historical narrative construction as identity rearticulation. In preparation for submission.

D. NON-REFEREED PUBLICATIONS

i. Invited Journal Articles in Refereed Research Journals

Halvorsen, A., Santiago, M., **Castro, E.**, & Whitford, A. (2018). Civic life in the neighborhood: Leveraging historical context to teach injustice in the elementary grades. *Social Studies Journal*, 38(2), 6-19.

ii. Book Chapters in Edited Volumes

Castro, E., & Cortes, K. (In Press). (Re)mediating/remediando Latinx blackness: Everyday AfroIndigenous spiritual practice as history pedagogy. In M. Santiago & T. Dozono (Ed.). *Centering Students’ Racialized Experiences: Shifting Paradigms in History Education*. Harvard Education Press.

Santiago, M., & **Castro, E.** (2022). “Movin’ on up”: The growing role of Latinx social studies topics through the grade levels. In L. J. King (Ed.). *Racial Literacies and Social Studies: Curriculum, Instruction, & Learning* (pp. 19-37). Research and Practice in Social Studies Series. Teachers College Press.

Eliana Castro, Ph.D.

iii. Editorials in Refereed Research Journals

Carter Andrews, D. J., **Castro, E.**, Cho, C. L., Petchauer, E., Richmond, G., & Floden, R. (2019). Changing the narrative on diversifying the teaching workforce: A look at historical and contemporary factors that inform recruitment and retention of Teachers of Color. *Journal of Teacher Education*, 70(1), 6-12.

E. REFEREED CONFERENCE PRESENTATIONS

i. Presenter

Castro, E. (2023, May 4). "I can't just keep talking about the men:" Black girl resistance in a history classroom. Paper presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

Castro, E., & Cortes, K. (2023, April 13). Reclaiming Latinx blackness: Everyday Afro-Indigenous spiritual practice as history pedagogy. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Castro, E. (2023, April 15). "I can't just keep talking about the men:" Black girl resistance in a history classroom. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Castro, E. (2021, November). The case for leveraging multiple resource pedagogies: Teaching about racism in a secondary history classroom. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Minneapolis, MN (Remote).

Santiago, M. & **Castro, E.** (2020, May). A tale of four cities: A national comparative study of Latinx social studies topics. Paper accepted for presentation at the annual meeting of the Latin American Studies Association, Guadalajara, Jalisco, Mexico (Conference canceled).

Castro, E. (2020, April). "I don't want to impose that on them": Culturally sustaining pedagogy in a history classroom. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA (Conference canceled).

Castro, E. (2019, November). "Athletes Start the Movement": Bill Russell, historical narratives, and one student's thoughts on race relations. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin, TX.

Santiago, M. & **Castro, E.** (2019, November). A tale of four cities: A national comparative study of Latinx social studies topics. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin, TX.

Id-Deen, E., Carter Andrews, D., Brown, T., & **Castro, E.** (2019, May). The impossibility of being "perfect and white": Black girls' racialized and gendered schooling experiences. Paper presented at the annual meeting of the Critical Race Studies in Education Association, Los Angeles, CA.

Castro, E. (2019, April). "Athletes Start the Movement": A sociocultural case study of historical narrative construction as mediated action. Paper presented at the annual meeting of the

Eliana Castro, Ph.D.

American Educational Research Association, Toronto, ON.

Castro, E., & Santiago, M. (2019, April). A tale of four cities: A national comparative survey of Latinx social studies. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON.

Carter Andrews, D., Brown, T., **Castro, E., & Id-Deen, E.** (2018, April). “To be perfect and white”: The racialized and gendered operation of power in schools. In roundtable discussion: *Critical Examinations of Whiteness in Education*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Castro, E. (2018, April). Afro-Latina in the academy: A critical self-study of racist nativism, meritocracy, and micro aggressions in education. In Evans-Winter, V. (Chair), *Know Thyself: Reflections of Emerging Black Female Scholars Through Critical Race Theory*. Paper presented in symposium at the annual meeting of the American Educational Research Association, New York, NY.

ii. Discussant

“Teacher Identity and Development in Social Studies Education.” Roundtable paper session presented at the annual conference of the College & University Faculty Assembly of the National Council for the Social Studies (November 2023), Nashville, TN.

“Resisting the Master Script: Black, Latinx, and Caribbean Perspectives Towards History Education.” Paper session presented at the annual conference of the College & University Faculty Assembly of the National Council for the Social Studies (November 2018), Chicago, IL.

F. INVITED TALKS, KEYNOTES, FACILITATION, AND CAMPUS TALKS

i. Invited Speaker

Castro, E. (2023, October 14). “Everyday Afro-Indigenous spiritual practice as history pedagogy.” Presentation for Black History Nerds Saturday School. University of Buffalo Center for K-12 Black History and Racial Literacy Education. <https://ed.buffalo.edu/black-history-ed/programs/saturday-school.html>

Castro, E. (2021, March 20). “Resource Pedagogies, Identity Formation, and Racial Literacy in Secondary Social Studies.” Keynote address, Brown University Department of Education 2021 Spring Alumni Conference, Providence, RI. <https://education.brown.edu/articles-events/events-archive>

ii. Professional Development

Santiago, M., & **Castro, E.** (2018, February 24). The complexity of Mexican American racial/ethnic identity in fighting for educational equity. Workshop presented at the Pursuing Educational Justice Summit, Michigan State University, East Lansing, MI.

G. PEER REVIEWING ACTIVITIES

2024—present *Race, Ethnicity, and Education* (Editorial Board)
Urban Education

Eliana Castro, Ph.D.

The Journal of Black Studies

2023—present *Teachers College Record*
Multicultural Perspectives

2022—present **Spencer Foundation – Research and Practice Partnership Program**
Educational Researcher

2021—present *Equity, Excellence, and Education*
Teaching and Teacher Education

2019—present *Forum for International Research in Education (FIRE)*

2018—present *The High School Journal*
College & University Faculty Assembly (National Council for the Social Studies)

2017—present *Theory & Research in Social Education*
American Educational Research Association conference proposals

TEACHING AND ADVISING

A. Postsecondary Courses Taught — *Denotes original course that I developed

Course	Degree Level	Semesters
HCOL 1000D: Misinformation and the Culture Wars*	Undergraduate,	Fall 2023
	Honors	Fall 2024
EDSC 2160: Curriculum, Instruction, & Assessment in Secondary Schools	Undergraduate	Fall 2021
		Fall 2022
		Spring 2023
		Fall 2023
EDSC 3250: Teaching History/Social Studies in Secondary Schools		Fall 2024
	Undergraduate,	Spring 2021
	MAT	Spring 2023
		Spring 2024
EDFS 6050: Critical Race Theory in Education*	Masters, Doctoral	Spring 2025
		Fall 2022
		Spring 2025

B. K-12 Courses Taught

2010 – 2016 Lawrence High School (Lawrence, MA)
History & Social Studies Teacher, Sheltered English Immersion Teacher
Founding Member, Abbott Lawrence Academy (Inaugural Social Studies Teacher)

Summer 2013 Unidad Educativa San José de la Salle (Guayaquil, Ecuador)
Visiting Secondary English Instructor & Teacher Educator

Summer 2010 Institute of Reading Development (Novato, CA)

Eliana Castro, Ph.D.

Reading and Assessment Specialist, Ages 4-Adult

2009 – 2010 Blackstone Academy Charter High School (Pawtucket, RI)
History Teaching Intern

C. Advising

i. Doctoral Advising

Name	Degree	Study	Role	Year
Jordan Couzo	Ph.D., Educational Leadership and Policy Studies	TBD	Major Advisor; Dissertation committee chair	Anticipated completion — 2025
Heather Egan	Ph.D., Educational Leadership and Policy Studies	N/A	Instructional mentor – EDSC 3250	2022
Audrey Richardson	Ph.D., Educational Leadership and Policy Studies	Envisioning Equitable Access to Secondary Literacy Learning Through Sociocultural and Critical Approaches to the Implementation of Multitiered Systems of Supports	Dissertation Committee Member	2022

ii. Honors Thesis Advising

Name	Degree	Topic	Role	Year
Sam Canuel	BA, Secondary Education — English Language Arts	Historical American Girl Dolls: A Reflection of Societal Norms and Values	Honors Thesis Advisor	Anticipated completion — 2025

iii. Undergraduate Advising

SERVICE

A. Professional

2024 Editorial Board, *Race Ethnicity and Education*

2023-2024 Chair-Elect, Scholars of Color Forum (CUFA/NCSS)

B. National

Eliana Castro, Ph.D.

- 2022 Guest speaker, FNED 461/561 - Latinxs in the United States (Rhode Island College)
- 2021 Speaker, National Dominican Student Conference
Guest speaker, FNED 461/561 - Latinxs in the United States (Rhode Island College)

C. Institutional

- 2024 Faculty Marshal, Patrick Leahy Honors College Commencement Ceremony
Panelist, Center for Teaching & Learning: “Teaching in Tumultuous Times”
Event Coordinator, Pedagogy and Politics: Focus on 2024 Election
Guest speaker, PHIL 3650: Tech Ethics (on mis/disinformation)
- 2023 Faculty Marshal, College of Education & Social Services Commencement Ceremony
Guest speaker, EDFS 002: Schools and Society (on critical race theory)
- 2022 Guest speaker, doctoral proseminar in Education Leadership and Policy Studies
- 2021 – present University of Vermont - Department of Education
Core Faculty, Curriculum & Instruction Masters Program
- 2021 University of Vermont – Department of Education
Co-chair, Lecturer/Senior Lecturer Search Committee (5 positions)
- 2019 – 2020 Michigan State University – Department of Teacher Education
Member, Search Committee – Assistant Professor, Elementary Social Studies
- 2017 – 2020 Michigan State University – Office of Support Services & Engagement
Host, Advance to Adventure (BIPOC graduate students recruitment weekend)
- 2019 Michigan State University – College of Education
Institutional Representative, Institute for Recruitment of Teachers (Andover, MA)
- 2017 – 2018 Michigan State University – Department of Teacher Education
Member, Chair’s Advisory Council

D. Community

- 2022-23 Co-Chair—Belonging, Equity, and Inclusion Committee, St. Albans City (VT)
- 2023 Stakeholder—iCivics Vermont Civic Education
- 2017 – 2018 Refugee Development Center, Lansing, MI
Teacher, Gaining Learning Opportunities through Better English (GLOBE) camp

E. Memberships

Eliana Castro, Ph.D.

American Association of Hispanics in Higher Education

American Educational Research Association

Association for the Study of the Worldwide African Diaspora

College and University Faculty Assembly of the National Council for the Social Studies

Critical Race Studies in Education Association

MEDIA COMMENTARY

DiBartolomeo, J. (2023, August 9). St. Albans BEI Committee looks ahead to new events. *St. Albans Messenger*.

Higdon, B. (2022, June 20). St. Albans community comes together to commemorate first Juneteenth. *St. Albans Messenger*.

Robinson, S. (2022, February 7). After decrying inclusion committee, St. Albans resident appointed to seat. *VT Digger*

Bakuli, E. (2021, July 28). “What is critical race theory? Debates over CRT finds a way to Vermont.” *Burlington Free Press*.

Robinson, S. (2021, July 13). St. Albans activists plan “Community Rally for Togetherness [CRT]” opposite anti-critical race theory event.” *VT Digger*.

LANGUAGES

Spanish	Native/Fluent
Italian	Proficient
French	Intermediate
Portuguese (Brazilian)	Basic
American Sign Language	Beginner