



CURRICULUM VITAE
Mariana Souto-Manning, Ph.D.
President

Erikson Institute
451 N. LaSalle Street
Chicago, IL 60654

EXECUTIVE POSITIONS

President & CEO

2021-present

Irving and Neison Harris President's Chair

Professor

Erikson Institute, Chicago, IL

ACADEMIC POSITIONS

Professor of Early Childhood Education and Teacher Education

2021-present

Erikson Institute, Chicago, IL

Professor of Early Childhood Education and Teacher Education

2019-2021

Teachers College, Columbia University, New York, New York

Founding Co-Director, Center for Innovation in

Teacher Education and Development, CITED (2018-2021)

Director, Early Childhood Education Program (2013-2021)

Director, Integrated Early Childhood/Special Education Programs (2013-2021)

Director, Department of Curriculum & Teaching Doctoral Programs (2016-2020)

Guest Professor

2018-2021

Háskóli Íslands / University of Iceland

Menntavísindasvið / School of Education

Stakkahlíð, Reykjavík, Iceland

Souto-Manning

Senior Research Fellow King's College London, UK School of Education, Communication & Society	2017-2021
Tepper Research Fellow City University of New York, Hunter College	2018-2019
Fulbright Scholar Háskóli Íslands / University of Iceland Menntavísindasvið / School of Education Stakkahlíð, Reykjavík, Iceland	2017-2018
Associate Professor of Early Childhood Education Teachers College, Columbia University, New York, New York Director, QUIERE Program (2012-18) Chair, Teacher Education Policy Committee (2013)	2009-2018
Distinguished Visiting Scholar in Early Childhood Education Victoria University, Melbourne, Australia	2014
Assistant Professor of Child and Family Development The University of Georgia, Athens, GA Research Coordinator, Child Development Lab (2006-2008) Co-Director, REED Program (2007-2012) Assistant Director, Teachers for English Language Learners Program (2007-2008) Faculty, Linguistics Program Affiliated Faculty, Women's Studies Institute & Qualitative Inquiry Program	2006-2009
Assistant Professor of Early Childhood, Language, and Literacy Education University of South Carolina, Columbia, SC Affiliated Faculty, Women's Studies Program & Latin American Consortium Consulting Faculty, Linguistics Department	2005-2006

ACADEMIC HISTORY

EDUCATION

Highest Degree	Ph.D., Language Education, The University of Georgia, Athens, GA
Previous Degrees	M.Ed., Early Childhood Education, The University of Georgia, Athens, GA B.S.Ed., Early Childhood Special Education (major) Teaching English to Speakers of Other Languages (minor) The University of Georgia, Athens, GA

AWARDS & HONORS

RESEARCH AWARDS

- 2020** Distinguished Mid-Career Researcher Alumni Award. Presented by the University of Georgia.
- 2017** AERA Teaching and Teacher Education (Division K) Mid-Career Award. Presented by the American Educational Research Association (AERA).
- 2016** Critics Choice Book Award for *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2* (with co-author Jessica Martell). Presented by the American Educational Studies Association (AESA).
- 2016** Dean's Faculty Diversity Research Award. Presented by Teachers College, Columbia University.
- 2013** Critics Choice Book Award for *Multicultural Teaching in the Early Childhood Classroom: Strategies, Tools, and Approaches (Preschool-2nd grade)*. Presented by the American Educational Studies Association (AESA).
- 2013** Outstanding Journal Article Award. Presented by the National Association of Early Childhood Teacher Educators (NAECTE); Sponsored by Taylor & Francis.
- 2013** Distinguished Urban Educator. Presented by the University of New Orleans. New Orleans, LA.
- 2011** Innovations in Research on Diversity in Teacher Education Award. Presented by Division K, American Educational Research Association (AERA).
- 2010** Kappa Delta Pi/AERA Teaching and Teacher Education (Division K) Early Career Research Award. Presented by the American Educational Research Association (AERA) and Kappa Delta Pi (KDP).

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- 2009** Early Researcher Career Award. Presented by the National Council for Research on Language and Literacy (NCRL).
- 2009** Early Education and Child Development Early Research Career Award. Presented by the American Educational Research Association.
- 2008** Language and Social Processes Emerging Scholar Award. Presented by the American Educational Research Association (AERA).
- 2007** Ethnicity, Race & Multilingualism Award. Presented by the National Reading Conference.
- 2007** Robert C. Anderson Memorial Research Award. Presented by the University of Georgia Research Foundation.
- 2005** The Carol Fisher Award for Excellence in Graduate Research. Presented by the College of Education, University of Georgia.
- 2004** Southeastern Women's Studies Association Award.
- 2000** Scholar Award. Presented by Dean Russell H. Yeany, College of Education, University of Georgia.

TEACHING AWARDS

- 2008** Outstanding Teaching Award. Presented by the Department of Child & Family Development, University of Georgia.
- 2003** Teacher of the Year Award. Presented by Sam's Club/Walmart.
- 2003** Outstanding Teacher Award, Clarke County School District, Georgia.
- 2001** Kappa Delta Epsilon Golden Apple Award.

OTHER HONORS

- 2015** Invited Member, Spencer Foundation Disciplined Dialogue on Teacher Workplace.
- 2014** June Fox Lecturer. Lesley University. Cambridge, MA
- 2014** Visiting Minority Scholar in Education. Wisconsin Center for Education Research. University of Wisconsin, Madison.
- 2014** Table Host, Elementary Section Get-Together Honoring Heidi Mills and Tim O'Keefe (ELA Educators of the Year). National Council of Teachers of English (NCTE) Conference. Washington, DC.
- 2013** The Mariana Souto-Manning Teacher Scholarship established by the Early Childhood Education Assembly of the National Council of Teachers of English (NCTE).

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- 2012** First School Think Tank Conference Featured Speaker. University of North Carolina, Chapel Hill.
- 2012** Table Host, Elementary Section Get-Together Honoring JoBeth Allen (ELA Educator of the Year). NCTE Conference. Las Vegas, NV.
- 2010-12** Cultivating New Voices Mentor (NCTE Research Foundation) Mentor.
- 2009** Cultivating New Voices Program Invited Mentor (NCTE Research Foundation). Mentoring Ebony E. Thomas (Assistant Professor, University of Pennsylvania).
- 2008-9** Institute for Behavioral Research Fellow. University of Georgia. Athens, GA.
- 2008** Table Host, Elementary Section Get-Together Honoring Karen Smith (ELA Educator of the Year). NCTE Conference. Philadelphia, PA.
- 2008** Cultivating New Voices Program Invited Mentor (NCTE Research Foundation). San Antonio, TX. Mentoring Swati Mehta (Lecturer, Boston University).
- 2007** Committee for Scholars of Color Mentoring Program (American Educational Research Association). Chicago, IL
- 2007** American Educational Research Association Teaching and Teacher Education (Division K) New Faculty Seminar. Chicago, IL.
- 2006** American Educational Research Association Teaching and Teacher Education (Division K) New Faculty Seminar. San Francisco, CA.
- 2001** University of Georgia Presidential Scholar Award.
- 2000** Outstanding Service Award. Presented by Kappa Delta Epsilon, University of Georgia.

GRANTS & CONTRACTS RECEIVED

(Principal Investigators listed according to contribution;
 alphabetic listings indicate equal contributions)

EXTERNAL

- Souto-Manning, M.** (2018-2023). *Transforming Teacher Education Research in Brazil: Researching Teaching and Learning, An Equity Imperative for Teacher Education*. Awarded by the Lemann Foundation (\$1,227,405.00 for total project).
- Doucet, F., & **Souto-Manning, M.** (2017-2019). *Curating Culturally Relevant Play*. Awarded by the Caplan Foundation (\$100,000.00 for total project).

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- Falk, B. & **Souto-Manning, M.** (2016-2019). *High-Quality Culturally Relevant UPK Practices across Communities*. Awarded by the Foundation for Child Development (\$474,790.00 for total project).
- Philip, T., Horn, I., Stillman, J. (with Anderson, L., **Souto-Manning, M.**, & Varghese, M.) (2016-2017). *Preparing Asset, Equity, and Social-Justice Oriented Teachers: The Crucial Challenge for the Future of Teacher Education*. Awarded by the Spencer Foundation (\$50,000.00 for total project).
- Long, S., Miller, E., **Souto-Manning, M.** & Volk, D. (2013-2017). *Professional Dyads and Culturally Responsive Teaching*. Awarded by the National Council of Teachers of English (NCTE) (\$100,000.00 for total project).
- Souto-Manning, M.** & Genishi, C. (2012-2018). *Quality Universally Inclusive Early Responsive Education (QUIERE)*. Awarded by the United States Department of Education, Office of Special Education Programs (\$1,249,404.00 for total project).
- Souto-Manning, M.** (2014). *Academia para Padres*. Awarded by Univision (\$ 5,750.00 for total project).
- Vail, C., & **Souto-Manning, M.** (2008-2012). *Responsive Early Education for Diversity (REED)*. Awarded by the United States Department of Education, Office of Special Education Programs (\$790,598.00 for total project).
- Souto-Manning, M.** (2009-2010). *Pre-Kindergarten at the Child Development Lab*. Awarded by Bright from the Start, Georgia Department of Early Care and Learning (DECAL), State of Georgia (\$74,644.54).
- Souto-Manning, M.** (2008). *Pre-Kindergarten Special Allotment Grant*. State of Georgia (\$3,000.00).
- Souto-Manning, M.** (2008-2009). *The University of Georgia Pre-Kindergarten Program*. Awarded by Bright from the Start, Georgia Department of Early Care and Learning (DECAL), State of Georgia (\$74,644.54).
- Souto-Manning, M.** (2007-2008). *The University of Georgia McPhaul Pre-Kindergarten Program*. Awarded by Bright from the Start, Georgia Department of Early Care and Learning (DECAL), State of Georgia (\$73,078.39).
- Cahnmann-Taylor, M., & **Souto-Manning, M.** (2003-2009). *Teachers for English Language Learners (TELL)*. Awarded by the U.S. Department of Education, Transition to Teaching Office (\$1,005,506.00 for total project).
- Souto-Manning, M.** (2007). *Minority Junior Scholar Grant*. Awarded by the American Educational Research Association, Division K (\$200.00).

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Souto-Manning, M. (2006-2008). *Cultivating New Voices Among Scholars of Color Fellowship*. Awarded by the National Council of Teachers of English Research Foundation (\$5,000.00).

Souto-Manning, M. (2003). Tinker Foundation Field Research Fellowship.

Souto-Manning, M., Croft, M., Tyrrell, N., Wayne, J., & Ferreira, L. (2001). Foundation for Excellence Grant.

INTERNAL

Souto-Manning, M. (2021-2022). *Centering the brilliance of Black, Indigenous, and students of Color*. Zankel Program, Teachers College, Columbia University (\$50,000.00).

Souto-Manning, M., & Blikstein, P. (2021). *Honoring Freire's legacy: A centennial retrospective*. Lemann Center for Brazilian Studies at Columbia University and Teachers College, Columbia University (\$20,000.00).

Souto-Manning, M. (2019-2020). *Transformative innovation in teacher education and development*. Provost's Investment Fund, Teachers College, Columbia University (\$20,000.00).

Souto-Manning, M. (2018-2019). *Launching a program of innovation in teacher education and development*. Provost's Investment Fund, Teachers College, Columbia University (\$20,000.00).

Roosevelt, D., Goodwin, A., Oyler, C., **Souto-Manning, M.** (2016-2017). *Initiating a program of research into the education of teacher educators*. Provost's Investment Fund, Teachers College, Columbia University (\$20,000.00).

Souto-Manning, M. (2016-2017). *Culturally relevant teaching and literacy learning in diverse early childhood classrooms*. Dean's Diversity Grant Award, Teachers College, Columbia University (one semester of release from teaching + \$5,000).

Souto-Manning, M. (2015-2016). *Young English language learners in schools (YELLS)*. Provost's Investment Fund, Teachers College, Columbia University (\$20,000.00).

Souto-Manning, M. (2015-2016). *Teaching immigrant children: Negotiating culturally relevant teaching*. Zankel Program, Teachers College, Columbia University (\$20,000.00).

Souto-Manning, M. (2014-2015). *Documenting immigrant literacies across sites*. Federal Work Study Grant (\$4,000).

Souto-Manning, M. (2013-2014). *Teaching immigrant children: Bringing together common core state standards (CCSS) and culturally relevant teaching*. Zankel Program, Teachers College, Columbia University (\$20,000.00).

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- Souto-Manning, M.** (2013-2014). *Studying teacher education in Brazil: Toward a reform agenda*. Institute for Latin American Studies, Columbia University (\$ 3,000.00).
- Souto-Manning, M.** (2012-2013). *Teaching immigrant children: Oral language, literacy, and vocabulary development through play*. Zankel Program, Teachers College, Columbia University (\$30,000.00).
- Souto-Manning, M.** (2012). *Racial and linguistic teacher diversity in early childhood education*. Dean's Competitive Grant, Teachers College, Columbia University (\$9,000.00).
- Souto-Manning, M.** (2011-2012). *Teaching immigrant children: Re-mediating language and literacy practices, year 2*. Zankel Program, Teachers College, Columbia University (\$20,000.00).
- Souto-Manning, M.** (2010-2011). *Teaching immigrant children: Re-mediating language and literacy practices*. Zankel Program, Teachers College, Columbia University (\$20,000.00).
- Souto-Manning, M.,** Genishi, C., Torres-Guzmán, M. (2010-2011). *Culturally Responsive Educational Alliance for Teaching Equitably (CREATE)*. Provost's Investment Fund, Teachers College, Columbia University (\$20,000.00).
- Souto-Manning, M.** (2010-2011). *Culturally and Developmentally Appropriate Early Education: A Comparison of Quality in Brazil and in the U.S.* Institute for Latin American Studies, Columbia University (\$ 3,500.00).
- Souto-Manning, M.,** & Coalition of Latinx Scholars. (2010-2011). *Enfocandonos*. Vice President's Grant for Diversity and Community Initiatives (\$1,000.00).
- Souto-Manning, M.,** & Coalition of Latinx Scholars. (2010-2011). *Envision*. Vice President's Grant for Diversity and Community Initiatives (\$1,000.00).
- Souto-Manning, M.** (2008). *Reading in a Diverse World*. President's Venture Fund, University of Georgia (\$1,700.00).
- Souto-Manning, M.** (2007-2008). *Developmentally Appropriate and Responsive Education*. Awarded by the University of Georgia, (\$1,350.00).
- Souto-Manning, M.** (2007). *Schooling for Equity and Educational Diversity (SEED)*. University of Georgia Research Foundation (\$5,000.00).
- Souto-Manning, M.** (2005). University of Georgia Research Foundation International Grant.
- Souto-Manning, M.** (2004). University of Georgia Research Foundation Grant.

SCHOLARSHIP

PUBLICATIONS

- identifies graduate student coauthor / ◦ indicates practicing classroom teacher coauthor

Books (10)

- Souto-Manning, M.** (Ed.). (2020). *In the pursuit of justice: Students' rights to read and write in elementary school*. National Council of Teachers of English.
- Bentley◦, D. F., & **Souto-Manning, M.** (2019). *PreK stories: Playing with authorship and integrating curriculum in early childhood*. Teachers College Press.
- Souto-Manning, M.**, & Yoon, H. S. (2018). *Reading and rewriting worlds: Rethinking early literacies*. Routledge.
- Souto-Manning, M.**, Lugo Llerena◦, C., Martell◦, J., Salas Maguire◦, A., & Arce-Boardman◦, A. (2018). *No more culturally irrelevant teaching*. Heinemann.
- Souto-Manning, M.**, & Martell◦, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. Teachers College Press.
- Long, S., **Souto-Manning, M.**, & Vasquez, V. M. (Eds.). (2016). *Courageous leadership in early childhood education: Taking a stand for social justice*. Teachers College Press.
- Souto-Manning, M.** (2013). *Multicultural teaching in the early childhood classroom: Strategies, tools, and approaches, preschool-2nd grade*. Association for Childhood Education International and Teachers College Press.
- Souto-Manning, M.** (2010). *Freire, teaching, and learning: Culture circles across contexts*. Peter Lang.
- Cahnmann-Taylor, M., & **Souto-Manning, M.** (2010). *Teachers act up! Creating multicultural learning communities through theatre*. Teachers College Press.
- Jennings, L., Jewett, P., Laman, T., **Souto-Manning, M.**, and Wilson, J. (Eds.). (2010). *Sites of possibility: Critical dialogue across educational settings*. Hampton Press.

Edited Journal Issues (6)

- Souto-Manning, M.** (Ed.). (2021). Breaking with the past, imagining schooling anew: Fighting for justice in education. *Bank Street Occasional Papers*, 46.
- Souto-Manning, M.,** & Stillman, J. (Eds.). (2020). Rethinking the preparation of teacher educators: Centering equity and justice. *The New Educator*, 16(1).
- Souto-Manning, M.,** & Philip, T. (Eds.). (2019). Preparing asset, equity, and social justice oriented teachers within the contemporary political challenges to university-based teacher education. *Teachers College Record*, 121(6).
- Ellis, V., **Souto-Manning, M.,** & Turvey, K. (Eds.). (2019). Innovation in teacher education: Towards a critical re-examination. *Journal of Education for Teaching*, 45(1).
- Winn, M., & **Souto-Manning, M.** (Eds.). (2017). Disrupting inequality through educational research. *Review of Research in Education*, 41.
- Souto-Manning, M.** (Ed.). (2014). Diverse learners in diverse times. *Contemporary Issues in Early Childhood*, 15(2).

Articles (87)

- Souto-Manning, M.,** & Melvin, S. (in press). Early childhood teachers of color in New York city: Heightened stress, lower quality of life, declining health, and compromised sleep amidst COVID-19. *Early Childhood Research Quarterly*.
- Rodriguez, V., Rojas, N., Rabadi-Raol, A., **Souto-Manning, M.,** & Brotman, L. (in press). Silent expectations: An exploration of women pre-kindergarten teachers' mental health and wellness during Covid-19 and beyond. *Early Childhood Research Quarterly*.
- Souto-Manning, M.** (in press). On the exploitation of cooperating teachers of color: Clinical practice as racial capitalism. *Teaching and Teacher Education*.
- Souto-Manning, M.** (in press). On the abolition of belonging as property: Toward justice for immigrant children and children of immigrants of color. *Urban Education*.
<https://doi.org/10.1177/00420859211017967>
- The Teacher of Color Collective^o & **Souto-Manning, M.** (2022). On the mis-education of teachers of Color: A letter to teacher educators. *Journal of Teacher Education*.
<https://doi.org/10.1177/00224871211057487>
- Souto-Manning, M.,** Martell^o, J., Pérez, A. •, & Pión, P. •^o (2022). Translanguaging as norm: Rejecting narrow and restrictive notions of reading. *The Reading Teacher*.
<https://doi.org/10.1002/trtr.2022>
- Souto-Manning, M.** (2021). Critical race self-study: An abolitionist methodology. *Asia-Pacific Journal of Teacher Education*. <https://doi.org/10.1080/1359866X.2021.1980862>

- Souto-Manning, M.** (2021). Righting the literacy teacher education debt: A matter of justice. *Journal of Literacy Research*. <https://doi.org/10.1177/1086296X211052240>
- Souto-Manning, M.** (2021). The pandemic as a portal: On transformative ruptures and possible futures for education. *Bank Street Occasional Paper Series*, 46. <https://educate.bankstreet.edu/occasional-paper-series/vol2021/iss46/2>
- Souto-Manning, M.**, Ghim●, H., & Madu●, N. (2021). Toward early literacy as a site of belonging. *The Reading Teacher*, 74(5), 483-492. <https://doi.org/10.1002/trtr.1992>
- Souto-Manning, M.**, Malik●○, K., Martell●○, J., & Pion●○, P. (2021). Troubling belonging: The racialized exclusion of young immigrants and migrants of color. *International Journal of Early Childhood*. <https://doi.org/10.1007/s13158-021-00286-8>
- Souto-Manning, M.** (2021). A call for a moratorium on damage-centered early childhood teacher education: Envisioning just futures for our profession. *Journal of Early Childhood Teacher Education*. <https://doi.org/10.1080/10901027.2020.1856240>
- Souto-Manning, M.**, & Emdin, C. (2020). On the harm inflicted by urban teacher education programs: Learning from the historical trauma experienced by teachers of color. *Urban Education*. <https://doi.org/10.1177/0042085920926249>
- Souto-Manning, M.**, & Stillman, J. (2020). In the pursuit of transformative justice in the education of teacher educators. *The New Educator*, 16(1), 1-4.
- Souto-Manning, M.** (2019). "Good teaching" and "good teachers" for whom?: Critically troubling standardized and corporatized notions of quality in teacher education. *Teachers College Record*, 121(10), 1-44.
- Souto-Manning, M.**, & Winn, L.T. (2019). Toward shared commitments for teacher education: Transformative justice as an ethical imperative. *Theory Into Practice*, 58(4), 308-317.
- Souto-Manning, M.** (2019). Transforming university-based teacher education: Preparing asset, equity, and justice oriented teachers within the contemporary political context. *Teachers College Record*, 121(6), 1-26. Retrieved from <https://www.tcrecord.org/Content.asp?ContentID=22728>
- Souto-Manning, M.** & Martell○, J. (2019). Toward critically transformative possibilities: Considering tensions and undoing inequities in the spatialization of teacher education. *Teachers College Record*, 121(6), 1-42. Retrieved from <https://www.tcrecord.org/Content.asp?ContentId=22731>
- Souto-Manning, M.**, Falk, B., Lopez, D., Barros Cruz●, L., Bradt●, N., Cardwell, N., McGowan●, N., Perez●, A., Rabadi-Raol●, A., & Rollins●, E. (2019). A transdisciplinary approach to equitable teaching in early childhood education. *Review of Research in Education*, 43, 249-276.

- Souto-Manning, M.** (2019). Toward praxically-just transformations: Interrupting racism in teacher education. *Journal of Education for Teaching*, 45(1), 97-113.
<https://doi.org/10.1080/02607476.2019.1550608>
- Philip, T. M., **Souto-Manning, M.**, Anderson, L., Horn, I., J. Carter Andrews, D., Stillman, J., & Varghese, M. (2019). Making justice peripheral by constructing practice as “core”: How the increasing prominence of core practices challenges teacher education. *Journal of Teacher Education*, 70(3), 251–264.
<https://doi.org/10.1177/0022487118798324>
- Ellis, V., **Souto-Manning, M.**, & Turvey, K. (2019). Innovation in teacher education: Towards a critical re-examination. *Journal of Education for Teaching*, 45(1), 2-14.
<https://doi.org/10.1080/02607476.2019.1550602>
- Souto-Manning, M.**, & Lanza^o, A. (2019). Pedagogical third spaces: Inclusion and re-presentation of LGBTQ communities in and through teaching as a matter of justice. *Theory Into Practice*, 58(1), 39-50. DOI: 10.1080/00405841.2018.1536921
- Souto-Manning, M.**, Rabadi-Raol[•], A., Robinson[•], D., & Perez^{•o}, A. (2019). What stories do my classroom and its materials tell?: Preparing early childhood teachers to engage in equitable and inclusive teaching. *Young Exceptional Children*, 22(2), 62–73.
<https://doi.org/10.1177/1096250618811619>
- Souto-Manning, M.**, & Rabadi-Raol[•], A. (2018). (Re)Centering quality in early childhood education: Toward intersectional justice for minoritized children. *Review of Research in Education*, 42, 203-225.
- Souto-Manning, M.** (2018). Disrupting Eurocentric epistemologies: Re-mediating transitions to centre intersectionally-minoritised immigrant children, families and communities. *European Journal of Education*, 53(4), 456-468. DOI: 10.1111/ejed.12309
- Souto-Manning, M.** & Winn, M. (2017). Where do we go from here?: Foundational understandings as show ways for interrupting injustice and fostering justice in and through educational research. *Review of Research in Education*, 41, ix–xix.
- Caraballo, L., & **Souto-Manning, M.** (2017). Co-constructing identities, literacies, and contexts: Sustaining critical meta-awareness with/in urban communities. *Urban Education*, 52(5), 555-560.
- Souto-Manning, M.** (2017). Generative text sets: Tools for negotiating critically inclusive teacher education pedagogical practices. *Journal of Early Childhood Teacher Education*, 38(1), 260-281.
- Souto-Manning, M.** (2017). Is play a privilege or a right? And what’s our responsibility? On the role of play for equity in early childhood education. *Early Child Development and Care*, 187(5-6), 785-787.

- Souto-Manning, M., & Martell^o, J.** (2017). Committing to culturally relevant literacy teaching as an everyday practice: It's critical! *Language Arts*, 94(4), 252-256.
- Souto-Manning, M.** (2016). Honoring and building on the rich literacy practices of young bilingual and multilingual learners. *The Reading Teacher*, 70(3), 263–271.
- Souto-Manning, M. & Cheruvu[•], R.** (2016). Challenging and appropriating discourses of power: Listening to and learning from successful early-career early childhood teachers of color. *Equity and Excellence in Education*, 49(1), 9-26.
- Souto-Manning, M., Dernikos[•], B., & Yu[•], H.** (2016). Rethinking normative literacy practices, behaviors, and interactions: Learning with immigrant boys. *Journal of Early Childhood Research*, 14(2) 163–180.
- Bentley^o, D. F., & **Souto-Manning, M.** (2016). Toward inclusive understandings of marriage in an early childhood classroom: Negotiating (un)readiness, community, and vulnerability through a critical reading of "King and King." *Early Years: An International Journal of Research and Development*, 36(2), 195–206.
- Souto-Manning, M., Campano, G., & Parker, K.** (2016). Critical approaches to language research with the potential to change educational practice. *Research in the Teaching of English*, 50(3), 368-372.
- Cheruvu[•], R., **Souto-Manning, M.**, Lenc[•], T., & Chin-Calubaquib[•], M. (2015). Race, isolation, and exclusion: What early childhood teacher educators need to know about the experiences of pre-service teachers of color. *The Urban Review*, 47, 237-265.
- Goodwin, A. L., Smith, L., **Souto-Manning, M.**, Cheruvu[•], R., Reed[•], R., Tan[•], M., & Traveras[•], L. (2014). What should teacher educators know and be able to do?: Perspectives from practicing teacher educators. *Journal of Teacher Education*, 65(4), 284–302.
- Souto-Manning, M.** (2014). Making a stink about the "ideal" classroom: Theorizing and storytelling conflict in early childhood education. *Urban Education*, 49(6), 607–634.
- Souto-Manning, M.** (2014). Critical narrative analysis: The interplay of critical discourse and narrative analyses. *International Journal of Qualitative Studies in Education*, 27(2), 159-180.
- Souto-Manning, M.** (2014). Situating diverse learners in diverse times. *Contemporary Issues in Early Childhood*, 15(2), 88-93.
- Souto-Manning, M.** (2013). On children as syncretic natives: Disrupting and moving beyond normative binaries. *Journal of Early Childhood Literacy*, 13(3), 368-391.

- Souto-Manning, M.** (2013). Competence as linguistic alignment: Linguistic diversities, affinity groups, and the politics of educational success. *Linguistics and Education*, 24(3), 305-315.
- Souto-Manning, M.** (2013). Teaching young children from immigrant and diverse families. *Young Children*, 68(4), 72-80.
- Dudley-Marling, C., Cazden, C., **Souto-Manning, M.**, Jewett, P., Jennings, L.B., Laman, T.T., & Wilson, J. (2013). Talking, learning and critiquing: Where are we headed? *Talking Points*, 24(2), 2-6.
- Souto-Manning, M.**, & Price-Dennis, D. (2012). Critically redefining and repositioning media texts in early childhood teacher education: What if? And why? *Journal of Early Childhood Teacher Education*, 33(4), 304-321.
- Souto-Manning, M.**, & Felderman^o, C. B. (2012). Negotiating critical literacies: Toward full inclusion in early childhood classrooms. *Perspectives and provocations: Early childhood education assembly yearbook, volume 1*. Charlotte, NC: Information Age Publishing.
- Souto-Manning, M.** (2012). Teacher action research in teacher education. *Childhood Education*, 88(1), 54-66.
- Laman, T., Jewell, P. Jennings, L., **Souto-Manning, M.**, & Wilson, J. (2012). Supporting critical dialogue across educational contexts. *Equity & Excellence in Education*, 45(1), 197-216.
- Souto-Manning, M.** (2011). Playing with power and privilege: Theatre games in teacher education. *Teaching and Teacher Education*, 27(6), 997-1007.
- Price-Dennis, D., & **Souto-Manning, M.** (2011). (Re)Framing diverse pre-service classrooms as spaces for culturally relevant teaching. *Journal of Negro Education*, 80(3), 223-238.
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Forewords (5)

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Book Reviews (11)

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Proceedings (4)

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Doctoral Dissertation

Souto-Manning, M. (2005, May). *Critical narrative analysis of Brazilian women's schooling discourses: Negotiating agency and identity through participation in culture circles*. Unpublished doctoral dissertation. University of Georgia, Athens, GA.

CONFERENCE PAPERS

Invited Keynote Addresses

Souto-Manning, M. (2021, July). *Let's talk about literacy*. Keynote Address delivered at the United Kingdom Literacy Association (UKLA) Conference. Online (scheduled for Oxford, England).

Souto-Manning, M. (2021, April). *Teaching young children in the pursuit of justice: From microaggressions to racial microaffirmations*. Plenary Address delivered at the International Reconceptualizing Early Childhood Education (RECE) Conference. Online (scheduled for Palestine).

Souto-Manning, M. (2021, April). *Teaching in the pursuit of justice: Building curricular spaces for microaffirmations*. Keynote Address delivered at the New York State My Brother's Keeper (MBK) Summit. Online.

Souto-Manning, M. (2021, February). *Toward critically transformative possibilities in teacher education*. Keynote Address delivered at the University of Maryland. Online (scheduled for College Park, MD).

Souto-Manning, M. (2021, February). *Transformative justice in early childhood education*. Keynote Address delivered at the Oregon Early Childhood Council. Online (scheduled for Portland, OR).

Souto-Manning, M. (2021, February). *Damage, desire, harm, and healing: Important considerations for early childhood teacher educators*. Keynote Address delivered at Portland State University. Online (scheduled for Portland, OR).

Souto-Manning, M. (2021, February). *From diversity and inclusion to justice and belonging: Teaching young children in the pursuit of justice*. Helen Gordon Keynote Address delivered at Portland State University. Online (scheduled for Portland, OR).

Souto-Manning, M. (2021, February). *Belonging as an undeniable right for young children*. Keynote Address delivered at the Curriculums for Social Justice Conference. Online (scheduled for Åbo Akademi University, Vaasa, Finland).

- Souto-Manning, M.** (2020, December). *Equidade e justiça na educação infantil (Equity and justice in early childhood education)*. Keynote Address delivered at the Universidade de Brasília (UnB). Online (scheduled for Brasília, Brazil).
- Souto-Manning, M.** (2020, December). *Equidade, igualdade e inclusão (equity, equality, and inclusion)*. Keynote Address delivered at the Universidade de Viçosa. Online (scheduled for Viçosa, Minas Gerais, Brazil).
- Souto-Manning, M.** (2020, November). *Advocating for immigrant children's rights: The role of early educators*. Keynote Address delivered at the University of Melbourne. Online (scheduled for Melbourne, Australia).
- Souto-Manning, M.** (2020, November). *How might we move toward justice? Upholding young children's rights*. Keynote Address delivered at the National Council of Teachers of English. Online (scheduled for Denver, CO).
- Souto-Manning, M.** (2020, November). *Rumo à justiça educacional (Toward educational justice)*. Keynote Address delivered at the Congresso Brasileiro de Informática na Educação (CBIE), Sociedade Brasileira de Computação (SBC). Online.
- Souto-Manning, M.** (2020, November). *Revisitando o passado, vislumbrando um futuro mais justo: Quando a educação paga a dívida dos erros históricos (Revisiting the past, envisioning a more just future: When education pays the debt of historical wrongs)*. Keynote Address delivered at the SESC Conference. Online (scheduled for Recife, Brazil).
- Souto-Manning, M.** (2020, November). *A escola do futuro: A imperativa da equidade (The school of the future: Equity as an imperative)*. Keynote Address delivered at the REM-NE Conference. Online (scheduled for Bahia, Brazil).
- Souto-Manning, M.** (2020, November). *How might we move toward justice? Upholding young children's rights*. Keynote Address delivered at the National Council of Teachers of English. Online (scheduled for Denver, CO).
- Souto-Manning, M.** (2020, October). *Schools of hope as sites of justice: Transforming systems in the pursuit of justice*. Keynote Address delivered at the United Way Schools of Hope Convening. Online (scheduled for Madison, WI).
- Souto-Manning, M.,** Martinez, D.C., & Musser, A. (2020, October). *Futurecasting restorative justice as communicative belonging*. Plenary Address delivered at the Transformative Justice in Education Center. University of California, Davis.
- Souto-Manning, M.** (2020, October). *Teaching in the pursuit of justice in early childhood education*. Keynote Address delivered at San Francisco State University. San Francisco, CA.

- Souto-Manning, M.** (2020, July). *Breaking with the past, imagining education anew: The pandemic as a portal to reimagine education in the pursuit of justice*. Keynote Address delivered at the Reimagining Education Summer Institute. New York, NY.
- Souto-Manning, M.,** Fong, B., & Martell, J. (2020, July). *Teaching for justice in an unjust world*. Keynote Address delivered at the NCTE Reads Conference. National Council of Teachers of English. Online.
- Souto-Manning, M.,** Pelosi, E., & Pion, P. (2020, July). *Race and racism in teaching young children*. Keynote Address delivered at the NCTE Reads Conference. National Council of Teachers of English. Online.
- Souto-Manning, M.,** Lanza, A., & Malik, K. (2020, July). *Cogenerating curriculum: Windows, mirrors, sliding glass doors*. Keynote Address delivered at the NCTE Reads Conference. National Council of Teachers of English. Online.
- Souto-Manning, M.** (2020, July). *Teaching in the pursuit of justice*. Keynote Address delivered at the NCTE Reads Conference. National Council of Teachers of English. Online.
- Souto-Manning, M.** (2020, May). *Collective self-study of teacher education: In the pursuit of equity and justice for immigrant children*. Plenary Address delivered at the University of Iceland, Reykjavík, Iceland.
- Souto-Manning, M.** (2020, February). *Teaching young children in the pursuit of justice*. Plenary Address delivered at Illinois State University. Normal, IL.
- Souto-Manning, M.** (2020, February). *Race, racism, and the education of young children*. Plenary Address delivered at Illinois State University. Normal, IL.
- Souto-Manning, M.** (2020, February). *On the abolition of belonging as property and its politics of exclusion: Toward justice for immigrant children and children of immigrants of color*. Keynote delivered at the Belonging in the Early Years Settings Conference. University of Stavanger. Stavanger, Norway.
- Souto-Manning, M.** (2019, November). *Negotiating de/humanizing borderlands: On immigration, motherhood, and early childhood education*. Plenary Address delivered at the International Reconceptualizing Early Childhood Education (RECE) Conference. Las Cruces, NM.
- Souto-Manning, M.** (2019, October). *Reading, writing, and talk: Inclusive teaching practices for diverse learners*. Keynote Address delivered at the Bank Street Language Series. New York, NY.
- Souto-Manning, M.** (2019, October). *Unleashing the power and possibility of bilingual education: A matter of equity*. Keynote Address delivered at the Texas Association of Bilingual Educators (TABE) Annual Conference. Corpus Christi, TX.

- Souto-Manning, M.** (2019, July). *On the rights of learners and our responsibility as culturally relevant educators*. Keynote Address delivered at the Reimagining Education Summer Institute. New York, NY.
- Souto-Manning, M.** (2019, June). *The teacher education debt: Disrupting the reproduction of inequity*. Keynote Address delivered at the Centre for Innovation in Teacher Education and Development (CITED) Conference. London, UK.
- Souto-Manning, M.** (2019, April). *Teaching as activism: On the rights of learners and our responsibility as educators*. Equity & Advocacy Keynote Lecture delivered at Hunter College, CUNY.
- Souto-Manning, M.** (2019, March). *Toward critically transformative possibilities: Considering tensions and undoing inequities in the spatialization of teacher education*. Berkeley Educators for Equity and Excellence Lecture delivered at the Graduate School of Education, University of California, Berkeley.
- Souto-Manning, M.** (2019, March). *Toward praxically-just transformations: Interrupting racism in teacher education*. RILE (Race, Inequality, and Language in Education) Lecture delivered at Stanford University, Palo Alto, CA.
- Souto-Manning, M.** (2019, February). *Teaching as activism: On the rights of learners and our responsibility as educators*. Tepper Keynote Lecture delivered at Hunter College, CUNY.
- Souto-Manning, M.** (2018, October). *Teaching as activism: On the rights of learners and our responsibility as educators*. Keynote Address delivered at the Australian Teacher Education Association for Constructivist Teaching (ACT) Annual Conference. Columbia, SC.
- Souto-Manning, M.** (2018, July). *Interrupting injustice and fostering justice in teacher education*. Keynote Address delivered at the Australian Teacher Education Association (ATEA) Annual Conference. Melbourne, Australia.
- Souto-Manning, M.** (2018, June). *Race, racism, and the teacher education debt*. Keynote Address delivered at the Centre for Innovation in Teacher Education and Development (CITED) Conference. London, UK.
- Souto-Manning, M.** (2017, November). *Critically transforming early childhood teacher education: Envisioning hopeful futures for our profession*. Keynote Address delivered at the National Association of Early Childhood Teacher Educators (NAECTE) Annual Conference. Atlanta, GA.
- Souto-Manning, M.** (2017, November). *Inclusive literacy teaching strategies for diverse learners*. Keynote Address delivered at the Social Justice Symposium at the University of Illinois, Urbana-Champaign.

- Souto-Manning, M.** (2017, September). *Justice: A foundational pillar of quality early education*. Fulbright lecture delivered at the University of Iceland, Reykjavík, Iceland.
- Souto-Manning, M.** (2017, March). *Why are critical perspectives and ecological approaches needed in early childhood teacher education?: Toward a transcontextual cultural-ecological approach*. Boeing Teacher Education Lecture. University of Washington, Seattle.
- Derman-Sparks, L., LeeKeenan, D., Nimmo, J., & **Souto-Manning, M.** (2016, November). *Social justice education in a time of change and uncertainty: Responding to the challenges and opportunities for anti-bias education*. National Association for the Education of Young Children (NAEYC) Annual Conference. Los Angeles, CA.
- Souto-Manning, M.** (2016, November). *Critics Book Award Lecture: Reading, writing, and talk: Inclusive teaching strategies for diverse learners*. American Educational Studies Association (AESAs) Conference. Seattle, WA.
- Souto-Manning, M.** (2016, October). *Culturally relevant literacy teaching: It's critical for learning*. University of Louisville Literacy Lecture. Athens, GA.
- Souto-Manning, M.** (2016, October). *Why race and culture matter in early reading and writing*. LLEGO Lecture. Athens, GA.
- Souto-Manning, M.** (2016, February). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners*. NCTE Assembly for Research Midwinter Conference. Ypsilanti, MI.
- Souto-Manning, M.** (2015, January). *Diverse teaching, diverse teachers: The promise and possibility of early childhood teacher education*. CREATE (Communities as Resources in Early Childhood Teacher Education) Conference. University of Arizona. Tucson, AZ.
- Martell^o, J., **Souto-Manning, M.**, López-Robertson, J., Haney^o, M., Nash, K., Piña^o, I., Polson, B., and Boardman^o, A. (2014, November). *(Re)positioning early literacy practices: Everyday stories in primary classrooms*. Opening Keynote, Day of Early Childhood, 2014 National Council of Teachers of English (NCTE) Conference. Washington, DC.
- Souto-Manning, M.** (2014, April). *Good teaching for all: Multicultural education and critical pedagogy with our youngest students*. 18th June Fox Lecture. Lesley University. Cambridge, MA.
- Souto-Manning, M.**, ^oBaines, J., ^oBentley, D., •^oBouari, D., ^oCowhey, M., & ^oFelderman, C.B. (2013, November). *Multicultural teaching in the early childhood classroom: Approaches, strategies and tools (preschool-2nd grade)*. Opening Keynote, Day of Early Childhood, 2013 National Council of Teachers of English (NCTE) Conference. Boston, MA.

- Souto-Manning, M.** (2013, October). *Multicultural teaching as good teaching for all: Tools, strategies, and approaches for building on the strengths of Latino/a children.* Diversity Lecture. Clemson University. Clemson, SC.
- Souto-Manning, M.** (2013, October). *Equitable teaching, equitable scholarship: Research as social action.* Doctoral Invited Lecture. University of South Carolina. Columbia, SC.
- Souto-Manning, M.** (2013, September). *Multicultural teaching: Tools, strategies, and approaches.* Distinguished Urban Educator Lecture. University of New Orleans. New Orleans, LA.
- Souto-Manning, M.** (2013, April). *Multicultural teaching in the early childhood classroom.* Spring 2013 Early Childhood Education Invited Lecture. University of Texas - San Antonio. San Antonio, TX.
- Souto-Manning, M.** (2013, March). *Multicultural teaching in the early childhood classroom: Teaching and learning inclusively.* Spring 2013 Responsive Early Education for Diversity (REED) Lecture. University of Georgia and U.S. Department of Education, Office of Special Education Programs (OSEP). Athens, GA.
- Souto-Manning, M.** (2013, March). *Fostering multicultural teaching in the early childhood classroom: The role of the teacher educator.* Spring 2013 School of Education Brownbag Lecture. University of North Carolina. Chapel Hill, NC.
- Souto-Manning, M.** (2013, March). *Multicultural teaching in the early childhood classroom.* Spring 2013 Frank Porter Graham, RACE Committee and FirstSchools Invited Lecture. University of North Carolina. Chapel Hill, NC.
- Souto-Manning, M.** (2013, March). *Multicultural teaching in the primary grades.* Spring 2013 ELMO Invited Lecture. North Carolina State University. Raleigh, NC.
- Souto-Manning, M.** (2012, February). *Profiling conflict: Space, race, and the face of Latin@ immigrants in the U.S.* NCTE Assembly for Research Midwinter Conference. Huntsville, AL.
- Souto-Manning, M.** (2011, July). *Revisioning everyday texts, envisioning changes.* Whole Language Umbrella Summer Institute. Las Vegas, NV.
- Souto-Manning, M.** (2011, March). *Culture circles as a framework for fully inclusive education.* Landscape of Urban Education Lecture. Syracuse University. Syracuse, NY.
- Genishi, C., & **Souto-Manning, M.** (2010, May). *Understanding the complexities of language and social processes within and across time and space: The Language and Social Processes SIG Keynote.* American Educational Research Association Meeting. Denver, CO.

Souto-Manning, M., Vasquez, V., Felderman^o, C. (2009, November). *Negotiating Critical literacies in early childhood classrooms*. 2009 National Council of Teachers of English (NCTE) Conference, Closing Keynote (Day of Early Childhood). Philadelphia, PA.

International

Souto-Manning, M. (2019, April). *Moving our work into public spaces: Centering race, gender, and inequality in teacher education research*. American Educational Research Association Meeting. Toronto, Canada.

Souto-Manning, M. (2019, April). *What's "core" to teacher education pedagogy: (Re)Considering the meaning of practice in teacher educator development*. American Educational Research Association Meeting. Toronto, Canada.

Souto-Manning, M., Falk, B., Lopez, D., Bradt, N.K., Barros Cruz, L., Cardwell, N., McGowan, N., Perez, A.Y., Rabadi-Raol, A., & Rollins, E.R. (2019, April). *A transdisciplinary approach to changing inequitable teaching practice in early childhood education*. American Educational Research Association Meeting. Toronto, Canada.

Bailey, T., Caraballo, L., Erickson, A., Horsford, S.D., Knight-Manuel, M., Ladson-Billings, G., Lyiscott, J., Nieto, S., Paris, D., Siddle Walker, V., Valenzuela, A., Sealey-Ruiz, Y., & **Souto-Manning, M.** (2019, April). *A presidential circle: Sage up! A dialogical and healing space for reimagining education*. American Educational Research Association Meeting. Toronto, Canada.

Bentley, D.F., & **Souto-Manning, M.** (2019, April). *PreK stories: Growing literacies through redefining authorship*. American Educational Research Association Meeting. Toronto, Canada.

Souto-Manning, M. (2019, April). *Toward praxically-just transformations: Interrupting racism in teacher education*. American Educational Research Association Meeting. Toronto, Canada.

Souto-Manning, M. (2019, April). *Beyond damage-centered teacher education: Humanizing pedagogy for teacher education, a professional and ethical imperative*. American Educational Research Association Meeting. Toronto, Canada.

Souto-Manning, M. (2019, April). *Toward critically transformative possibilities: Considering tensions and undoing inequities in the spatialization of teacher education*. American Educational Research Association Meeting. Toronto, Canada.

Souto-Manning, M. (2019, April). *The teacher education debt: Understanding and interrupting injustice*. Pre-American Educational Research Association Meeting CITED Symposium. Toronto, Canada.

- Souto-Manning, M., & Rabadi-Raol, A.** (2018, October). *(Re)Centering quality intersectionally: Design principles for racial, cultural, and linguistic justice in early childhood education*. 26th International Reconceptualizing Early Childhood Education (RECE) Conference. Copenhagen, Denmark.
- Bentley, D. F., & **Souto-Manning, M.** (2018, October). *Sanctioning the story: Igniting political work with young children*. 26th International Reconceptualizing Early Childhood Education (RECE) Conference. Copenhagen, Denmark.
- Souto-Manning, M.** (2017, August). *Blurring the roles of teacher and teacher educator: Critically re-mediating teaching and teacher educating*. European Conference on Educational Research. Copenhagen, Denmark.
- Souto-Manning, M.** (2017, June). *Critically re-mediating teacher education spaces, roles, and pedagogies: On praxically just transformations*. Innovations in Teacher Education Symposium. King's College, London.
- Souto-Manning, M.** (2016, August). *Blurring the roles of teacher and teacher educator: Critically re-mediating teaching and teacher educating*. European Conference on Educational Research. Dublin, Ireland.
- Souto-Manning, M.** (2016, August). *"Good teaching" and "good teachers" for whom?: Critically troubling standardized and corporatized notions of quality*. European Conference on Educational Research. Dublin, Ireland.
- Souto-Manning, M.** (2016, August). *Community resources and home literacies: Social context at the core of early childhood teaching*. European Conference on Educational Research. Dublin, Ireland.
- Souto-Manning, M., & Genishi, C.** (2012, April). *Caring about theory: Between fidelity and hybridity*. American Educational Research Association Meeting. Vancouver, Canada.
- Souto-Manning, M.** (2012, April). *Critical for whom? Theoretical and methodological dilemmas in critical approaches to language research*. American Educational Research Association Meeting. Vancouver, Canada.
- Price-Dennis, D., & **Souto-Manning, M.** (2012, April). *(Re)Framing diverse preservice classrooms as spaces for culturally relevant teaching*. American Educational Research Association Meeting. Vancouver, Canada.
- Souto-Manning, M., & Genishi, C.** (2011, October). *Caring about theory: Between fidelity and hybridity*. 19th International Reconceptualizing Early Childhood Education (RECE) Conference. London, UK.
- Souto-Manning, M.** (2011, October). *Developmentally appropriate practice for whom?: Paradigms and research for educating Latin@ immigrant children in the US*. 19th

International Reconceptualizing Early Childhood Education (RECE) Conference.
London, UK.

Souto-Manning, M. (2010, October). *Reconceptualizing early intervention: The power of home literacies*. 18th International Reconceptualizing Early Childhood Education (RECE) Conference. Dalton, GA.

Souto-Manning, M. (2010, July). *Accelerating Readers: Fostering inequities in the early years*. 23rd World Congress on Reading. Auckland, New Zealand.

Souto-Manning, M. (2010, July). *The power of home literacy practices in early intervention settings*. 23rd World Congress on Reading. Auckland, New Zealand.

Boutte, G., Conte, J., Long, S., **Souto-Manning, M.**, Volk, D. (2010, July). *Best practice for whom?: International comparisons of literacy policies and practices as educators take the lead from children, families, and communities*. 23rd World Congress on Reading. Auckland, New Zealand.

Souto-Manning, M. (2008, July). *Negotiating diverse home literacy practices*. 22nd World Congress on Reading. San José, Costa Rica.

Souto-Manning, M. (2008, July). *Honoring diversity and valuing home literacy practices in early education settings*. 22nd World Congress on Reading. San José, Costa Rica.

Souto-Manning, M., & Lee, B. (2008, March). *Assessing language and literacy development in the early years*. Association for Childhood Education International (ACEI) Annual International Conference & Exhibition. Atlanta, GA, USA.

Souto-Manning, M., Baumgarner, P., & Russell, A. (2008, March). *Employing home literacy practices in early childhood settings: Optimizing young children's literacy development*. Association for Childhood Education International (ACEI) Annual International Conference & Exhibition. Atlanta, GA, USA.

Souto-Manning, M. (2006, August). *Text and talk: Critical literacy in process*. 21st World Congress on Reading. Budapest, Hungary.

Souto-Manning, M. (2005, October). *Freirean culture circles in Brazil: A framework towards socially just schools*. 3rd Annual International Conference on Teacher Education and Social Justice. Honolulu, Hawai'i.

Souto-Manning, M. (2005, September). *Learning to live: Brazilian women's tellings about education and work*. 8th UNESCO International Conference on Education and Development. Oxford, UK.

Souto-Manning, M. (2005, September). *Critical narrative analysis as praxis for change: Looking at and listening to culture circles' discursive practices*. 5th International Paulo Freire Colloquium. Recife, Brazil.

- Souto-Manning, M.,** & Rymes, B. (2005, September). *Critical narrative analysis of schooling discourses*. 5th International Paulo Freire Colloquium. Recife, Brazil.
- Souto-Manning, M.,** Cahnmann, M., & Rymes, B. (2005, September). *Using theatre of the oppressed to address multicultural challenges in teacher education*. 5th International Paulo Freire Colloquium. Recife, Brazil.
- Cahnmann, M., **Souto-Manning, M.,** & Rymes, B. (2005, May). *Using Boalian techniques to restore agency among bilingual educators*. 11th International Pedagogy and Theatre of the Oppressed Conference. Los Angeles, CA.
- Cahnmann, M., Rymes, B., & **Souto-Manning, M.** (2005, April). *Using critical discourse analysis for understanding and affecting identification processes of bilingual adults becoming teachers*. American Educational Research Association Meeting. Montreal, Canada.
- Souto-Manning, M.,** & Rymes, B. (2004, September). *Culture circles, conscientization, and agency: The evolving narratives of two Brazilian women*. 4th International Freire Forum. Porto, Portugal.
- Souto-Manning, M.** (2004, July). *A real learning experience: Meeting the needs of English language learners in elementary classrooms*. Conference jointly convened by the Australia Association for the Teaching of English, the Australian Council of TESOL Association, the Australian Literacy Educators' Association, and the Primary English Teaching Association. Sydney, Australia.
- Souto-Manning, M.** (2004, July). *Circles of education and culture: When real lives intersect with real learning*. Conference jointly convened by the Australia Association for the Teaching of English, the Australian Council of TESOL Association, the Australian Literacy Educators' Association, and the Primary English Teaching Association. Sydney, Australia.
- Souto-Manning, M.** (2004, July). *Differentiated instruction for English Language Learners: Meeting each student's needs*. 9th BRAZ-TESOL Convention. Belo Horizonte, Brazil.
- Cahnmann, M., Rymes, B., & **Souto-Manning, M.** (2004, May). *The critical construction of heterogeneous bilingual identities through discourse*. 1st International Conference on Critical Discourse Analysis. Valencia, Spain.
- Souto-Manning, M. V.** (2003, November). *Circles of education and culture: Freire's theory into practice promoting social justice in Brazil*. 13th Annual International Conference of the National Association for Multicultural Education. Seattle, WA.

National

- Souto-Manning, M.** (2021, April). *Problematizing injustices, examining complicity, centering community, and doing the work: Educators as advocates for social justice*. American Educational Research Association Meeting. Online (scheduled for Orlando, FL).
- Souto-Manning, M.** (2021, April). *Decentering whiteness and monolingual/monoglossic ideologies, practices and identities in teacher education*. American Educational Research Association Meeting. Online (scheduled for Orlando, FL).
- Souto-Manning, M.** (2021, April). *Belonging as property and its politics of exclusion: Toward justice for immigrant children and families*. American Educational Research Association Meeting. Online (scheduled for Orlando, FL).
- Souto-Manning, M.** (2021, April). *Transforming pedagogy and practice: In the pursuit of justice for multilingual students of color*. American Educational Research Association Meeting. Online (scheduled for Orlando, FL).
- Souto-Manning, M.** (2021, April). *It's our responsibility as teacher educators: Toward justice in Brazilian public schooling*. American Educational Research Association Meeting. Online (scheduled for Orlando, FL).
- Santana, E., Castro Filho, J., & **Souto-Manning, M.** (2021, April). *Teacher education in Brazil: Statistical literacy as a matter of equity*. American Educational Research Association Meeting. Online (scheduled for Orlando, FL).
- Souto-Manning, M.** (2020, December). *Teaching in the pursuit of justice*. Race Research and Justice Conference. Nashville, TN (online due to COVID-19).
- Souto-Manning, M.**, & Emerson, A. (2020, November). *Race matters in early childhood education*. National Council of Teachers of English (NCTE) Annual Convention. Denver, CO (online due to COVID-19).
- Souto-Manning, M.** (2020, April). *Reconceptualizing transgressive language practices as critical, community-building tools*. American Educational Research Association Meeting. San Francisco, CA.
- Souto-Manning, M.**, & Winn, T. (2020, April). *Shared commitments: Reclaiming the public good in teacher education*. American Educational Research Association Meeting. San Francisco, CA.
- Souto-Manning, M.**, & Martell, J. (2020, April). *Educators as advocates for social justice education*. American Educational Research Association Meeting. San Francisco, CA.
- Llerena, C.L., Malik, K., Martell, J., Pelosi, E., Pion, P., & **Souto-Manning, M.** (2019, November). *In the pursuit of justice: On the rights of learners and our responsibility as educators*. National Council of Teachers of English (NCTE) Annual Convention. Baltimore, MD.

- Souto-Manning, M.**, & Emdin, C. (2018, April). *Troubling hollow commitments to "diversity" in teacher education*. American Educational Research Association Meeting. New York, NY.
- Souto-Manning, M.**, Stillman, J., Anderson, L., Carter Andrews, D., Horn, I., Philip, T. M., & Varghese, M. (2018, April). *Design principles for transforming teacher education in the United States*. American Educational Research Association Meeting. New York, NY.
- Souto-Manning, M.**, & Martell, J. (2018, April). *Critically re-mediating early childhood teaching and teacher educating*. American Educational Research Association Meeting. New York, NY.
- Souto-Manning, M.** (2018, April). *Denouncing Whiteness as a design feature in teacher education programs*. American Educational Research Association Meeting. New York, NY.
- Souto-Manning, M.** (2018, April). *Going for broke: Paying up the teacher education debt as a matter of justice*. American Educational Research Association Meeting. New York, NY.
- Frantz Bentley, D., & **Souto-Manning, M.** (2018, April). *"We were marching for our equal rights": Political literacies in the early childhood classroom*. American Educational Research Association Meeting. New York, NY.
- Souto-Manning, M.**, Stillman, J., & Ellis, V. (2018, April). *Asset-oriented teacher education: Toward needed transformations*. American Educational Research Association Meeting. New York, NY.
- Souto-Manning, M.**, & Rabadi-Raol, A. (2018, April). *(Re)Centering quality intersectionally: Design principles for racial, cultural, and linguistic justice in early childhood education*. American Educational Research Association Meeting. New York, NY.
- Gutiérrez, K., Milner, H. R., Philip, T. M., & **Souto-Manning, M.** (2018, April). *A talk to teacher educators: The significance of Baldwin for the work of preparing teachers*. American Educational Research Association Meeting. New York, NY.
- Emdin, C., Knight-Manuel, M., **Souto-Manning, M.**, & Walker, E. (2018, April). *Equity pedagogy: From research to promising pedagogy in racially diverse schools*. American Educational Research Association Meeting. New York, NY.
- Souto-Manning, M.**, & Martell^o, J. (2017, November). *Culturally relevant literacy teaching: It's critical!* National Council of Teachers of English (NCTE) Annual Convention. St. Louis, MO.

Martell^o, J., Arce-Boardman^o, A., Llerena^o, C., Salas^o, A., & **Souto-Manning, M.** (2017, November). *No more culturally irrelevant teaching!* National Council of Teachers of English (NCTE) Annual Convention. St. Louis, MO.

Souto-Manning, M., & Martell^o, J. (2017, November). *Black lives matter in the early childhood education classroom: Culturally sustaining early literacy teaching.* National Council of Teachers of English (NCTE) Annual Convention. St. Louis, MO.

Souto-Manning, M., & Bentley^{•o}, D.F. (2017, November). *PreK stories: Young children as authors.* National Council of Teachers of English (NCTE) Annual Convention. St. Louis, MO.

Bentley^{•o}, D.F., & **Souto-Manning, M.** (2017, November). *Political literacies in the early childhood classroom.* National Council of Teachers of English (NCTE) Annual Convention. St. Louis, MO.

Souto-Manning, M. (2017, April). *Blurring the roles of teacher and teacher educator: Critically re-mediating teaching and teacher educating.* American Educational Research Association Meeting. San Antonio, TX.

Souto-Manning, M. (2017, May). *"I'm afraid I'm gonna get shot and die": Teaching for racial justice in early childhood.* American Educational Research Association Meeting. San Antonio, TX.

Souto-Manning, M., & Martell^o, J. (2016, November). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners.* Literacy Research Association (LRA) Annual Conference. Nashville, TN.

Dernikos[•], B.P., & **Souto-Manning, M.**, & Martell^o, J. (2016, November). *When children of color "feel White"? The effects and affects of young immigrant children's literacy performances.* Literacy Research Association (LRA) Annual Conference. Nashville, TN.

Souto-Manning, M., & Martell^o, J. (2016, November). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners.* National Council of Teachers of English (NCTE) Annual Convention. Atlanta, GA.

Boardman^o, A., Llerena^o, C., Martell^o, J., Salas^o, A., & **Souto-Manning, M.** (2016, November). *Culturally relevant literacy teaching, kindergarten through 4th grade.* National Council of Teachers of English (NCTE) Annual Convention. Atlanta, GA.

Souto-Manning, M. (2016, November). *Exploring inclusive teaching strategies for diverse learners.* National Association of Early Childhood Teacher Educators Annual Conference. Los Angeles, CA.

- Souto-Manning, M.** (2016, October). *Inclusive teaching for diverse learners*. Division of Early Childhood (DEC) of the Council for Exceptional Children Conference. Louisville, KY.
- Souto-Manning, M.** (2016, July). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners*. International Literacy Association (ILA) Conference. Boston, MA.
- Souto-Manning, M.** (2016, July). *Making the case for culturally relevant literacy teaching in the primary grades*. International Literacy Association (ILA) Conference. Boston, MA.
- Souto-Manning, M.** (2016, April). *On the need to confront and counter racism, sexism, and discipline patterns in early childhood and elementary education contexts*. American Educational Research Association Meeting. Washington, DC.
- Souto-Manning, M.** (2016, April). *An intergenerational dialogue on language and social processes*. American Educational Research Association Meeting. Washington, DC.
- Souto-Manning, M., & Cheruvu, R.** (2016, April). *Multiculturally sustaining early childhood pedagogy*. American Educational Research Association Meeting. Washington, DC.
- Souto-Manning, M.** (2015, December). *(Re)Centering early childhood teacher education: Communities as resources for curriculum and teaching*. 2015 Literacy Research Association (LRA) Conference. Carlsbad, CA.
- Souto-Manning, M.** (2015, December). *Learning from the counterstories of preservice teachers of color: Normative discourses in early childhood teacher education and the racialization of teacher identities*. 2015 Literacy Research Association (LRA) Conference. Carlsbad, CA.
- Bentley, D., & Souto-Manning, M.** (2015, December). *When early literacy practices are reconceptualized through the passions, pursuits, and critical perspectives of young children*. 2015 Literacy Research Association (LRA) Conference. Carlsbad, CA.
- Dernikos, B., & Souto-Manning, M.** (2015, December). *Learning from the literacy practices, behaviors, and interactions of young immigrant boys*. 2015 Literacy Research Association (LRA) Conference. Carlsbad, CA.
- Souto-Manning, M., & Martell, J.** (2015, November). *"I'm afraid I'm gonna get shot and die. If not now, when I grow up": Michael Brown, Eric Garner, and the responsibility of teaching for racial justice in the early childhood classroom*. 2015 National Council of Teachers of English (NCTE) Conference. Minneapolis, MN.
- Boardman, A., Martell, J., Salas, A., & Souto-Manning, M.** (2015, November). *Critical family-school-community partnerships: Engaging in culturally relevant early literacy teaching*. 2015 National Council of Teachers of English (NCTE) Conference. Minneapolis, MN.

- Souto-Manning, M.**, (2015, November). *Racial justice and critical literacies in the early childhood classroom*. 2015 National Council of Teachers of English (NCTE) Conference. Minneapolis, MN.
- Bentley•°, D., & **Souto-Manning, M.** (2015, November). *Our classroom, our stories, our selves: Diverse literacies in early childhood*. 2015 National Council of Teachers of English (NCTE) Conference. Minneapolis, MN.
- Boardman°, A., Glover, C., Haney°, M., Harris°, C., Lopez-Robertson, J., Martell°, J., Nash, K., Polson, B., & **Souto-Manning, M.** (2015, November). *Showcasing responsibility, creativity and the culturally relevant early literacy pedagogy and processes through professional dyads of culturally relevant teaching*. 2015 National Council of Teachers of English (NCTE) Conference. Minneapolis, MN.
- Souto-Manning, M.**, & Acevedo•, M. (2015, November). *Introducing literacy as an anti-bias matter*. 2015 National Council of Teachers of English (NCTE) Conference. Minneapolis, MN.
- Cheruvu•, R., **Souto-Manning, M.**, Lenc•, T., Chin-Calubaquib•, M. (2015). *Race, isolation, and exclusion: What early childhood teacher educators need to know about the experiences of pre-service teachers of color*. American Educational Research Association Meeting. Chicago, IL.
- Souto-Manning, M.** (2015). *Families' funds of knowledge: Re-mediating guided reading in culturally relevant ways*. American Educational Research Association Meeting. Chicago, IL.
- Souto-Manning, M.** (2015). *Funds of knowledge for early childhood teaching: Re-mediating immigrant families' homes, communities, and classrooms*. American Educational Research Association Meeting. Chicago, IL.
- Souto-Manning, M.**, Dernikos•, B., Yu, H. (2015). *The politics of disruption and difference: Rethinking normative discourses and learning from young immigrant boys*. American Educational Research Association Meeting. Chicago, IL.
- Souto-Manning, M.**, & Bentley•°, D. (2015). *Our worlds in stories: Authentic literacies in the early childhood classroom*. American Educational Research Association Meeting. Chicago, IL.
- Souto-Manning, M.**, & Cheruvu•, R. (2015). *Challenging and appropriating discourses of power: Listening to and learning from successful teachers of color*. American Educational Research Association Meeting. Chicago, IL.
- Souto-Manning, M.**, & Genishi, C. (2015). *Preparing teachers of color to engage in quality universally inclusive early responsive education*. American Educational Research Association Meeting. Chicago, IL.

- Souto-Manning, M.,** Dernikos•, B., Yu•, H. (2015). Rethinking normative literacy practices, behaviors, and interactions: Learning from young immigrant boys. American Educational Research Association Meeting. Chicago, IL.
- Tuck, E., & **Souto-Manning, M.** (2015). *Reclaiming teacher performance assessment: Findings from The New York edTPA alternative scoring consortium*. American Educational Research Association Meeting. Chicago, IL.
- Volk, D., Glover, C., Harris°, C., & **Souto-Manning, M.** (2015, January). *Creating subversive spaces: Teacher-teacher educator dyads engaged in culturally-relevant teaching*. Communities as Resources in Early Childhood Teacher Education (CREATE) Conference: Imagine Possibilities for Early Childhood Teacher Education. Tucson, AZ.
- Souto-Manning, M.,** & Martell°, J. (2014, November). *Developing culturally relevant literacy teaching: A dyad approach*. 2014 National Council of Teachers of English (NCTE) Conference. Washington, DC.
- Souto-Manning, M.,** Martell°, J., Lopez°, J., Pión°, P., Blanco°, E., Kim°, P. & Pelosi°, E. (2014, November). *Culturally relevant literacy teaching in the early childhood classroom*. 2014 National Council of Teachers of English (NCTE) Conference. Washington, DC.
- Souto-Manning, M.,** & Bentley•°, D. F. (2014, November). *"The hearts that connect us...": Diverse families, storytelling, and meaning making in early childhood*. 2014 National Council of Teachers of English (NCTE) Conference. Washington, DC.
- Lenc•, T., Cheruvu•, R., Chin-Calubaquib•, M., & **Souto-Manning, M.** (2014). *Reconceptualizing teacher education through a critical race theory lens: What early childhood teacher educators can learn from the experiences of pre-service teachers of color*. 22nd International Reconceptualizing Early Childhood Education (RECE) Conference. Kent, OH.
- Souto-Manning, M.** (2014, April). *Competence as linguistic alignment: linguistic diversities, affinity groups, and the politics of educational success*. American Educational Research Association Meeting. Philadelphia, PA.
- Souto-Manning, M.,** Chevuru•, R., Lenc•, T., Calubaquib-Chin•, M. (2014, April). *Constructing (un)successful teacher identities: Learning from the experiences of preservice early childhood teachers of color*. American Educational Research Association Meeting. Philadelphia, PA.
- Souto-Manning, M.** (2014, April). *Making a stink about the "ideal" classroom: Conflict in early childhood education*. American Educational Research Association Meeting. Philadelphia, PA.

- Souto-Manning, M.** (2014, April). *Multicultural teaching in the early childhood classroom: Culture circles as generative curriculum in the early years*. American Educational Research Association Meeting. Philadelphia, PA.
- Souto-Manning, M.** (2014, April). *Leveling the language of multilingual/multicultural students: Toward pluralizing definitions of academic language and humanizing pedagogy*. American Educational Research Association Meeting. Philadelphia, PA.
- Martínez, D. & **Souto-Manning, M.** (2014, April). *Re-mediating language research tools for activism and advocacy*. American Educational Research Association Meeting. Philadelphia, PA.
- Souto-Manning, M.** & Bentley[◦], D. F. (2014, April). *Small children, big conversations: Enacting culture circles in the early childhood classroom*. American Educational Research Association Meeting. Philadelphia, PA.
- Cheruvu[•], R., Goodwin, A. L., Smith, L., **Souto-Manning, M.**, Tan[•], M. Y. (2014, March). *Taking charge of our profession: Identifying what quality teacher educators should know and be able to do*. 66th American Association of Colleges of Teacher Education (AACTE) Annual Meeting. Indianapolis, IN.
- Souto-Manning, M.** (2013, November). *On multicultural teaching in the early years*. 2013 National Council of Teachers of English (NCTE) Conference. Boston, MA.
- Souto-Manning, M.**, Dernikos[•], B., & Yu[•], H. (2013, November). *Rethinking normative literacy practices, behaviors, and interactions: Learning with immigrant children*. 2013 National Council of Teachers of English (NCTE) Conference. Boston, MA.
- Souto-Manning, M.**, Cheruvu[•], R., Chin-Calubaquib[•], M., & Lencl[•], T. (2013, November). *Problematizing racial and linguistic diversity in early childhood teacher education*. 2013 National Council of Teachers of English (NCTE) Conference. Boston, MA.
- Souto-Manning, M.** (2013, July). *Cultivating fully inclusive early educators of color*. Office of Special Education Programs (OSEP) Project Directors' Conference. Washington, DC.
- Goodwin, A.L., Smith, L., **Souto-Manning, M.**, Cheruvu[•], R., & Tan[•], M.Y. (2013, April). *What should teacher educators know and be able to do?: Perspectives from practicing teacher educators*. American Educational Research Association Meeting. San Francisco, CA.
- Souto-Manning, M.** (2013, April). *Critical pedagogies, narratives, and discourses in early childhood education*. American Educational Research Association Meeting. San Francisco, CA.
- Souto-Manning, M.** (2013, April). *Teaching multiculturally in the early years: Story acting and storytelling in a kindergarten classroom*. American Educational Research Association Meeting. San Francisco, CA.

- Souto-Manning, M.** (2013, April). *On critical inquiries sparked by the United Nations Rights of the Child*. American Educational Research Association Meeting. San Francisco, CA.
- Souto-Manning, M.** (2013, April). *Home literacies, community resources, and the Common Core State Standards in a first grade classroom*. 2013 International Research Association (IRA) Conference. San Antonio, TX.
- Souto-Manning, M.** (2012, December). *Competence as linguistic alignment: Linguistic diversities, affinity groups, and the politics of educational success*. 2012 Literacy Research Association (LRA) Conference. San Diego, CA.
- Souto-Manning, M.** (2012, November). *Theoretical and methodological dilemmas in critical approaches to language research*. 2012 National Council of Teachers of English (NCTE) Conference. Las Vegas, NV.
- Souto-Manning, M.** (2012, March). *Considering issues of diversity, equity and quality in teacher education*. FirstSchools Think Tank Conference: Learning from Our Differences. Chapel Hill, NC.
- Souto-Manning, M.** (2011, November). *Challenging ethnocentric literacy practices: Young children as curriculum co-designers*. 2011 National Council of Teachers of English (NCTE) Conference. Chicago, IL.
- Souto-Manning, M.** (2011, November). *A different kind of teaching: Culture circles as professional development*. 2011 National Council of Teachers of English (NCTE) Conference. Chicago, IL.
- Souto-Manning, M.** (2011, June). *Challenging the text and context of (re)naming immigrant children: Children's literature as tools for change*. 2011 Biennial Council of English Education (CEE) Summer Conference. New York, NY.
- Souto-Manning, M.** (2011, April). *Challenging ethnocentric literacy practices: (Re)Positioning home literacies in a Head Start classroom*. American Educational Research Association Meeting. New Orleans, LA.
- Souto-Manning, M.** (2011, April). *How can we determine quality in language education?* American Educational Research Association Meeting. New Orleans, LA.
- Souto-Manning, M.** (2010, December). *The critical role of realistic fiction books in preparing teachers for diverse classrooms* 60th Annual Meeting of the National Reading Conference (NRC)/Literacy Research Association (LRA) Conference. Fort Worth, TX.
- Souto-Manning, M.** (2010, December). *Teaching young English learners: Building on cultural and linguistic strengths*. 60th Annual Meeting of the National Reading Conference (NRC)/Literacy Research Association (LRA) Conference. Fort Worth, TX.

- Brown•, S., & **Souto-Manning, M.** (2010, December). *Seeing the strange in the familiar: Unpacking racialized practices in early childhood settings*. 60th Annual Meeting of the National Reading Conference (NRC)/Literacy Research Association (LRA) Conference. Fort Worth, TX.
- Souto-Manning, M.** (2010, November). *Accelerating reading inequities in the early years*. 2010 National Council of Teachers of English (NCTE) Conference. Orlando, FL.
- Souto-Manning, M.** (2010, November). *Critical perspectives on teacher education in urban settings*. 2010 National Council of Teachers of English (NCTE) Conference. Orlando, FL.
- Souto-Manning, M.** (2010, May). *Seizing tensions and cultural conflicts in teaching: A problem posing approach to educating teachers for diverse classrooms*. American Educational Research Association Meeting. Denver, CO.
- Souto-Manning, M.** (2010, May). *Towards pedagogical third spaces: Negotiating linguistic borders with children of immigrants in early education*. American Educational Research Association Meeting. Denver, CO.
- Cahnmann-Taylor, M., & **Souto-Manning, M.** (2010, May). *Teachers act up!: Creating multicultural learning communities through theatre*. American Educational Research Association Meeting. Denver, CO.
- Souto-Manning, M.** (2010, May). *Culturally-responsive literacy practices in the early years*. American Educational Research Association Meeting. Denver, CO.
- Souto-Manning, M.** (2010, May). *Critical literacy and expression in early childhood education*. American Educational Research Association Meeting. Denver, CO.
- Souto-Manning, M.** (2009, November). *Cultivating new teachers for diverse classrooms*. 2009 National Council of Teachers of English (NCTE) Conference. Philadelphia, PA.
- Souto-Manning, M.** (2009, November). *Culturally responsive literacy environments in early childhood education*. 2009 National Council of Teachers of English (NCTE) Conference. Philadelphia, PA.
- Souto-Manning, M.**, Vasquez, V., Felderman^o, C. (2009, November). *Technologizing critical literacies in early childhood classrooms*. 2009 National Council of Teachers of English (NCTE) Conference. Philadelphia, PA.
- Souto-Manning, M.**, (2009, November). *A problem posing approach to educating early childhood teachers for diverse classrooms*. 2009 National Association for Early Childhood Teacher Educators Conference. Washington, DC.

- Souto-Manning, M.** (2009, April). *Teaching English learners: Building on cultural and linguistic strengths*. American Educational Research Association Meeting. San Diego, CA.
- Souto-Manning, M.** (2009, April). *Critical democratic literacy practices in an early childhood classroom*. American Educational Research Association Meeting. San Diego, CA.
- Souto-Manning, M.** (2009, April). *Culture circles: Critical pedagogy in action*. American Educational Research Association Meeting. San Diego, CA.
- Jennings, L., Jewett, P., Laman, T., **Souto-Manning, M.**, & Wilson, J. (2009, April). *Fostering critical dialogue across educational settings*. American Educational Research Association Meeting. San Diego, CA.
- Souto-Manning, M.** (2008, December). *The power of home literacy practices in early intervention settings*. 2008 Annual Conference of the National Reading Conference (NRC). Orlando, FL.
- Souto-Manning, M.** (2008, November). *Schooling and equity for educational diversity: A generative approach to early childhood teacher education*. 2008 National Council of Teachers of English (NCTE) Conference. San Antonio, TX.
- Hermann-Wilmarth, J., Ryan, C., & **Souto-Manning, M.** (2008, November). *Full inclusion: GLBT and queer issues across texts and contexts*. 2008 National Council of Teachers of English (NCTE) Conference. San Antonio, TX.
- Souto-Manning, M.** (2008, November). *Acting out and talking back: Negotiating discourses in early educational settings*. 2008 National Council of Teachers of English (NCTE) Conference. San Antonio, TX.
- Souto-Manning, M.** (2008, November). *Building successful spaces for English language learners*. 2008 National Council of Teachers of English (NCTE) Conference. San Antonio, TX.
- Souto-Manning, M.** (2008, November). *Ways of assessing young children's literacy development*. 2008 National Association for the Education of Young Children (NAEYC) Conference. Dallas, TX.
- Scott[•], M., & **Souto-Manning, M.** (2008, November). *When young children experience many languages and cultures: What early educators need to know*. 2008 National Association for the Education of Young Children (NAEYC) Conference. Dallas, TX.
- Baumgarner[◊], P., Russell[◊], A., & **Souto-Manning, M.** (2008, November). *A safe place for teachers: A model for creating a teacher study group that promotes professional growth and support*. 2008 National Association for the Education of Young Children (NAEYC) Conference. Dallas, TX.

- Lee •, B. Y., & **Souto-Manning, M.** (2008, November). *Assessing literacy development through independent reading in the earliest years*. 2008 National Association for the Education of Young Children (NAEYC) Conference. Dallas, TX.
- Souto-Manning, M.** (2008, November). *Critical performative early childhood teacher education*. 2008 National Association for Early Childhood Teacher Educators Conference. Dallas, TX.
- Souto-Manning, M.** (2008, March). *Syncretic home literacies: Learning to read in two languages and three worlds*. American Educational Research Association Meeting. New York.
- Souto-Manning, M.** (2007, November). *Syncretic home literacies: Learning to read in two languages and three worlds*. 2007 Annual Conference of the National Reading Conference (NRC). Austin, TX.
- Souto-Manning, M.** (2007, November). *Reflective teaching for diversity involves assessing language and literacy development in the early years!* 2007 National Association for the Education of Young Children (NAEYC) Conference. Chicago, IL.
- Souto-Manning, M.** (2007, November). *Are there too many "Marías" in the room?: What children's literature can teach early educators about immigrant children's names and identities*. 2007 National Council of Teachers of English (NCTE) Conference. New York, NY.
- Souto-Manning, M.** (2007, November). *Valuing home literacy practices in head start classrooms*. 2007 National Council of Teachers of English (NCTE) Conference. New York, NY.
- Souto-Manning, M.** (2007, April). *Examining student-teacher discourse practices and identity construction within multiple contexts and perspectives*. American Educational Research Association Meeting. Chicago, IL.
- Souto-Manning, M.** (2007, April). *Visual images in learning*. American Educational Research Association Meeting. Chicago, IL.
- Souto-Manning, M.** (2007, April). *Curriculum as social and political intervention*. American Educational Research Association Meeting. Chicago, IL.
- Cahnmann-Taylor, M., & **Souto-Manning, M.** (2007, April). *The power and possibilities of arts-based approaches to teacher education research and practice*. American Educational Research Association Meeting. Chicago, IL.
- Cahnmann-Taylor, M., & **Souto-Manning, M.** (2007, April). *Theatre of the oppressed as an approach to teacher education*. American Educational Research Association Meeting. Chicago, IL.

- Souto-Manning, M.** (2007, April). *The text and context of Freirean culture circles in Brazil*. American Educational Research Association Meeting. Chicago, IL.
- Souto-Manning, M., & Dice, J.** (2007, February). *What counts as literacy?: A bicultural child negotiates home literacy practices*. National Council of Teachers of English Assembly for Research (NCTEAR) Mid-Winter Conference. Nashville, TN.
- Wooten, J., **Souto-Manning, M.**, Dice, J., Cahnmann-Taylor, M. (2007, February). *"This is something that the classes don't teach": Using theater of the oppressed as a tool to support teachers*. National Council of Teachers of English Assembly for Research (NCTEAR) Mid-Winter Conference. Nashville, TN.
- Hermann-Wilmarth, J., Holbrook, T., & **Souto-Manning, M.** (2007, February). *Mum is the word: Motherhood as an embodied literacy in academia*. National Council of Teachers of English Assembly for Research (NCTEAR) Mid-Winter Conference. Nashville, TN.
- Souto-Manning, M.** (2007, January). *Affecting special education students' feelings towards content areas*. 20th Annual Conference on Interdisciplinary Qualitative Studies. Athens, GA.
- Souto-Manning, M. & Ray, N.** (2007, January). *Telling stories: Raced and gendered contexts in higher education*. 20th Annual Conference on Interdisciplinary Qualitative Studies. Athens, GA.
- Souto-Manning, M.** (2006, November). *Working with English Language Learners in regular classrooms*. 2006 National Council of Teachers of English (NCTE) Conference. Nashville, TN.
- Souto-Manning, M.** (2006, November). *Teacher culture circles*. 2006 National Council of Teachers of English (NCTE) Conference. Nashville, TN.
- Souto-Manning, M.** (2006, November). *Negotiating culturally-responsive pedagogy through multicultural children's literature*. 2006 National Council of Teachers of English (NCTE) Conference. Nashville, TN.
- Hermann-Wilmarth, J., Holbrook, T., & **Souto-Manning, M.** (2006, November). *Symbiotic literacy: The roles of teacher, researcher, and mother*. 2006 National Council of Teachers of English (NCTE) Conference. Nashville, TN.
- Souto-Manning, M.** (2006, April). *Words and worlds: Culture circles as a critical approach to adult education*. American Educational Research Association Meeting. San Francisco, CA.
- Souto-Manning, M.** (2006, April). *Critical narrative analysis of classroom discourse: A framework for empowerment and social action*. American Educational Research Association Meeting. San Francisco, CA.

- Brown•, S., & **Souto-Manning, M.** (2006, February). *"Culture is the way they live here": Young Latinos and parents navigate linguistic and cultural borderlands in U.S. schools.* 2006 National Council of Teachers of English Assembly for Research Mid-winter Conference. Chicago, IL.
- Souto-Manning, M.** (2006, January). *Critical narrative analysis as a framework for empowerment and social action.* 19th Annual Conference on Interdisciplinary Qualitative Studies. Athens, GA.
- Souto-Manning, M.** (2006, January). *Towards an understanding of the role of Roman Catholic discourse in gender oppression in Northeastern Brazil.* 19th Annual Conference on Interdisciplinary Qualitative Studies. Athens, GA.
- Souto-Manning, M.** (2005, November). *Diversity in the language arts classroom: Teaching elementary English language learners.* 2005 National Council of Teachers of English (NCTE) Conference. Pittsburgh, PA.
- Souto-Manning, M.** (2005, November). *Looking beyond the horizon: Promoting social justice through culture circles.* 2005 National Association for Multicultural Education Conference. Atlanta, GA.
- Rymes, B., **Souto-Manning, M.**, & Cahnmann, M. (2005, January). *Boalian theater as an approach to the development of pre-service and in-service bilingual teachers.* 18th Annual Conference on Interdisciplinary Qualitative Studies. Athens, GA.
- Holbrook, T., Cook., L. S., Hermann-Wilmarth, J., & **Souto-Manning, M.** (2005, January). *Motherhood in academia: An autobiographical theatre.* 18th Annual Conference on Interdisciplinary Qualitative Studies. Athens, GA.
- Rymes, B., & **Souto-Manning, M.** (2004, December). *Narrative and identity in changing cultural contexts.* The American Anthropological Association Meeting. Atlanta, GA.
- Ray, N., & **Souto-Manning, M.** (2004, September). *Negotiating race, gender & class in the ivory tower: Black and brown women's narratives.* 2004 Race, Class and Gender Conference. New Orleans, LA.
- Souto-Manning, M. V.** (2003, October). *Círculos de educação e cultura: Freire's participatory approach in practice in Brazil.* The 7th Hispanic Linguistics Symposium and the 6th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages. Albuquerque, NM.

TEACHING

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

C&T 4114 Multicultural Approaches to Teaching Young Children (*pre-service, required*)

Fall 2020, Spring 2020, Summer 2018, Summer 2017, Fall 2016, Summer 2016, Summer 2015, Fall 2014, Summer 2014, Spring 2014, Fall 2013, Summer 2013, Spring 2013, Fall 2011, Spring 2011, Fall 2010, Spring 2010, Fall 2009

C&T 4131 Language and Literacy in Early Childhood, birth-4 (*pre-service, required*)

Fall 2017, Spring 2015, Fall 2014, Fall 2012, Fall 2011, Fall 2010, Spring 2010

C&T 4132 Reading and Writing in the Primary Grades (*pre-service, required*)

Fall 2016, Summer 2016, Summer 2015, Spring 2015, Summer 2013, Spring 2013, Summer 2011, Spring 2011

C&T 5308 Advanced Practicum: Teacher Research (*pre-service, required*)

Fall 2013

C&T 5199 School Desegregation, Racial Literacies, and Culturally Relevant Teaching
(*elective*)

Summer 2017

C&T 6514 Seminar in Early Childhood Education II (*Ed.D. in Early Childhood Education, required*)

Spring 2015, Summer 2010

C&T 6199 Advanced Seminar: Radical Love, Humanity, and Self-Care in Education Research
(*elective*)

Summer 2020

C&T 6199 Advanced Seminar: Literature Reviews (*elective*)

Fall 2020

C&T 6199 Advanced Seminar: Critical Race Theory in Education (*elective*)

Spring 2021

C&T 6199 Advanced Seminar: Just Research(*elective*)

Souto-Manning

Summer 2021

C&T 6020 Teacher Educator as Transformative Activist Researcher (*Teacher Education Specialization, required*)

Spring 2020; Spring 2018

C&T 6400 Internship Program in Curriculum Research (*Internship, supervision, and seminar for Teacher Opportunity Corps pre-service teachers, required*)

Spring 2020; Fall 2019; Spring 2019; Fall 2018, Spring 2018, Fall 2017

C&T 6514 Advanced Seminar in Early Childhood Education II (*Ed.D. in Early Childhood Education, required*)

Summer 2018

C&T 6535 Advanced Seminar: Freire Culture Circles (*elective*)

Fall 2018, Fall 2012

C&T 7500 Dissertation Seminar (*Ed.D., required*)

Fall 2020; Fall 2018, Fall 2017

C&T 8900 Dissertation Advisement (*Ed.D., required*)

every semester (2009-2021)

EDP 4036 Anti-Racist Curriculum, Pedagogy, & Leadership (*online; required for RESI*)

Spring 2019; Spring 2020

UNIVERSITY OF GEORGIA, ATHENS

CHFD 3010 Introduction to Child and Family Development

CHFD 3920 Issues in Family Systems

CHFD 4900 Seminar in Child and Family Development

CHFD 5120 Assessment and Observation of Young Children, Birth-Five

CHFD 5170 Language, Literacy, and Numeracy Development, Birth-Five

CHFD 7000 Master's Research

CHFD 7005 Graduate Student Seminar

CHFD 7010/9010 Advanced Study in Child & Family Development

CHFD 7120 Advanced Assessment and Observation Techniques

CHFD 7300 Master's Thesis

CHFD 8950 Doctoral Seminar: Diversities and Paradigms in Early Childhood Education

CHFD 9000 Doctoral Research

CHFD 9005 Doctoral Graduate Student Seminar

LING 9300 Doctoral Dissertation

Souto-Manning

CHFD 9300 Doctoral Dissertation

CHFD 9920 Doctoral Internship in Child & Family Development

UNIVERSITY OF SOUTH CAROLINA, COLUMBIA

EDRD 801 Critical Perspectives on Language & Literacy Education Doctoral Seminar

EDEC 890 Current Trends and Issues in Early Childhood Education

EDTE 733 Reading & Language Arts in Early Childhood Education

DOCTORAL COMMITTEES***Dissertation Director/Sponsor:***

Teachers College, Columbia University

Doctoral Graduates [10]

- | | |
|--|------|
| Gail R. Buffalo, Ed.D., Teacher Education | 2021 |
| First Position: Assistant Professor, City University of New York | |
| Dissertation Title: A critical narrative analysis of New York City early childhood teachers' constructions of teacher certification and teaching quality | |
| Committee: Mariana Souto-Manning, Ernest Morrell, Felicia Mensah, & Amy Stuart Wells | |
| Aura Y. Perez, Ed.D., Early Childhood Education, Teachers College | 2021 |
| First Position: Assistant Professor, California State University | |
| Dissertation Title: "Fotos y recuerdos": Latinx early childhood teachers counter-story through fotohistorias | |
| Committee: Mariana Souto-Manning, Detra Price-Dennis, & Haeny Yoon | |
| Eun Jeong Jun, Ed.D., Curriculum & Teaching | 2020 |
| Dissertation Title: Teaching and learning in a multicultural teacher education course: Critically analyzing preservice teachers' reflection and actions | |
| Committee: Mariana Souto-Manning, Haeny Yoon, and Felicia Mensah | |

Souto-Manning

- Hyeyoung Ghim, Ed.D., Early Childhood Education 2020
 First Position: Research Professor, Daegu University, South Korea
 Dissertation Title: Thirdspace classrooms: Mapping the identities, practices, and experiences of Chinese early childhood transmigrant teachers in the U.S.
 Committee: Mariana Souto-Manning, Felicia Mensah, and Maria Paula Ghiso
- Nicole K. Madu, Ed.D., Curriculum & Teaching 2020
 First Position: Assistant Professor, Department of Curriculum & Learning, Southern Connecticut State University
 Dissertation Title: "I am a much bigger version of you": Exploring the relationships between Black boys and Black male teachers in early childhood education
 Committee: Mariana Souto-Manning, Yolanda Sealey-Ruiz, and Haeny Yoon
- Ayesha Rabadi-Raol, Ed.D., Early Childhood Education 2020
 First Position: Assistant Professor, Sonoma State University
 Dissertation Title: "But what if you just listened to the experience of an immigrant teacher?": Learning from immigrant/transnational teachers of color in early childhood teacher education
 Committee: Mariana Souto-Manning, A. Lin Goodwin, and Yolanda Sealey-Ruiz
- Elizabeth R. Rollins, Ed.D., Early Childhood Education 2020
 First Position: Assistant Professor, University of Wisconsin, Milwaukee
 Dissertation Title: (Re)Storying horizons: White kindergarten teachers' language and literacy practices in a predominantly-White working-class North Carolina mountain community public school
 Committee: Mariana Souto-Manning, Haeny Yoon, and Maria Paula Ghiso
- Deejay Robinson, Ed.D., Music and Music Education 2020
 Dissertation Title: Lift ev'ry voice & sing for an Afrocentric pedagogy of music teaching and learning
 Committee: Mariana Souto-Manning, Chris Emdin, and Yolanda Sealey-Ruiz
- Ranita Cheruvu, Ed.D., Early Childhood Education 2014
 First Position: Assistant Professor, William Paterson University
 Dissertation Title: Deepening and expanding our understanding of the identities and experiences of preservice teachers of color: Learning from their counterstories
 Committee: Mariana Souto-Manning, A. Lin Goodwin, and Celia Genishi

Souto-Manning

Hae Min Yu, Ed.D., Early Childhood Education 2014
 First Position: Assistant Professor, Missouri State University
 Dissertation Title: Songs gone unheard: Complicating the myth of Korean immigrant experiences in the context of a children's community chorus
 Committee: Mariana Souto-Manning, Celia Genishi, and A. Lin Goodwin

Doctoral Candidates [2]

Karina Malik, Ed.D. Candidate, Early Childhood Education, Teachers College in progress
 Dissertation Title: Latinx special educators at the helm:
 Journeying special education in New York City schools
 Committee: Mariana Souto-Manning, Maria Paula Ghiso, and Subini Annamma

Isabel Pauline, Ph.D. Candidate, Education, Universidade Federal de Pernambuco in progress
 Dissertation Title: Plotting the cartography of faculty engagement in
 Brazilian institutions of higher education
 Committee: Mariana Souto-Manning and Maria Auxiliadora Padilha

Doctoral Advisees (prior to proposal defense) [10]

Sarah Zalcmann, Ed.D. Student, Early Childhood Education, Teachers College in progress
 Jessica Martell, Ed.D. Student, Curriculum & Teaching, Teachers College in progress
 Gina Marcel, Ed.D. Student, Curriculum & Teaching, Teachers College in progress
 Adam Kuranishi, Ph.D. Student, Social Studies Education, Teachers College in progress
 Raphael Munchez, Ed.D. Student, Curriculum & Teaching, Teachers College in progress
 Emma Pelosi, Ed.D. Student, Early Childhood Education, Teachers College in progress
 Tara Kirton, Ed.D. Student, Early Childhood Education, Teachers College in progress
 Katherine Rodriguez, Ed.D. Student, Early Childhood Education, Teachers College in progress
 Patty Pion, Ed.D. Student, Interdisciplinary Studies, Teachers College in progress
 Xiaoyi Wei, Ed.D. Student, Early Childhood Education, Teachers College in progress

The University of Georgia [4]

Boh Young Lee, Ph.D., Child & Family Development, UGA 2012
 First Position: Assistant Professor, Early Education, Western Illinois University
 Dissertation Title: Early literacy development in toddlerhood

Melissa Scott Kozak, Ph.D., Child & Family Development, UGA 2011
 First Position: Lecturer, Child & Family Development, University of Georgia
 Dissertation Title: Cultivating partnerships and putting down roots: Family and community involvement through vegetable gardening

- Katy Gregg, Ph.D., Child & Family Development, UGA 2010
 First Position: Assistant Professor, Child Development,
 Georgia Southern University
 Dissertation Title: The juxtaposition of quality and inclusion in early education
- Amy Heaton, Ph.D., Linguistics, UGA 2008
 First Position: Assistant Professor, TESOL, Furman University
 Dissertation Title: Co-constructing meaning: An analysis of family conversations

Second Reader

Teachers College, Columbia University [13]

- Yasaaca Axelrod, Ed.D., Early Childhood Education, Teachers College (Genishi) 2012
 First Position: Assistant Professor, Early Childhood Education,
 Clemson University
 Dissertation Title: “Yo no sabo español”: Language practices
 of emergent bilingual 4-year-olds in a Head Start classroom
- Carmina Makar, Ed.D., International & Transcultural Studies (Cortina) 2013
 First Position: Assistant Professor, City College, CUNY
 Dissertation Title: Celebrating language: The case of the New York
 State Spanish spelling bee
- Monika Mattos, Ed.D., Bilingual & Bicultural Ed. (Torres-Guzman) 2013
 First Position: Instructor, Bilingual Education
 Teachers College, Columbia University
 Dissertation Title: Children’s perceptions of their textual literacy
 experiences in a reading for pleasure setting in South Africa
- Younsun Lee, Ed.D., International & Transcultural Studies (Kleifgen) 2013
 First Position: Officer, Korean Ministry of Education
 Dissertation Title: Critical discourse analysis of multicultural
 early education policies and their local implementations in Korea
- Tang Heng, Ed.D., Curriculum & Teaching (Goodwin) 2014
 First Position: Assistant Professor, National Institute of Education, Singapore
 Dissertation Title: How mainland Chinese undergraduates experience
 and respond to classroom practices in U.S. colleges over one year

Souto-Manning

Yasmin Morales, Ed.D. , Early Childhood Education (Recchia)	2016
First Position: Assistant Professor, Lehman College, CUNY	
Dissertation Title: (Re)thinking the culture of parent involvement in education	
Sima Bernstein, Ed.D., Early Childhood Policy (Kagan)	2017
Dissertation Title: How low-income status interacts with new mothers' awareness and usage of the New Jersey paid family leave policy	
Daniel Ferguson, Ed.D., Curriculum Studies (Siegel)	2018
Dissertation Title: The materiality of early literacy curriculum: A network case study of one kindergarten classroom in NYC	
Julie Casper, Ed.D. Early Childhood Policy (Kagan)	2021
Dissertation Title: Understanding the nexus between early learning and development, emergent bilingual children, and language policy in Boston, Massachusetts	
Eileen Osieja, Ed.D., Curriculum & Teaching (Naraian)	2021
Dissertation Title/Topic: Reframing the discourse of parent involvement: Calling on the knowledge of Latinx mothers	
Tara Lencl, Ed.D. Candidate, Early Childhood Education (Genishi)	in progress
Dissertation Title: Examining young children's understandings and ideas about diversity through conversations around multicultural children's literature: Possibilities for critical multicultural education	
Ileana Jimenez, Ph.D. Student, English Education (Sealey-Ruiz)	in progress
Dissertation Title/Topic: Feminist teacher education	
Abby Emerson, Ed.D. Candidate, Curriculum & Teaching (Oyler)	in progress
Dissertation Title: White emotionality: A case study of a school-based antiracist professional learning space	
Megen Evans, Ph.D. Student, Physical Education Teacher Education (Azzaritto)	in progress
Dissertation Title/Topic: Physical Education Teacher Education Pedagogies	

SERVICE

EXTERNAL REVIEWER – PROMOTION & TENURE (selected; alphabetized)

Arizona State University	University of Colorado, Boulder
Louisiana State University	University of Georgia
Michigan State University	University of Iceland
New Mexico State University	University of Michigan
Pennsylvania State University	University of North Carolina
Portland State University	University of Pennsylvania
Stanford University	University of Texas
The Ohio State University	University of Wisconsin
University of California	Wayne State University

EXPERT PANEL MEMBER – GRANT REVIEW

U.S. Department of Education	2016-2021
Spencer Foundation	2016-2021
National Council for Teachers of English Research Foundation	2012-2021

SERVICE TO THE PROFESSION

Vice President, American Educational Research Association Division K (Teaching and Teacher Education); 2021-22 (Vice President-Elect)	2021-2025
Member, International Advisory Board, Global Childhoods Research Centre University of Auckland, New Zealand	2021-present
Member, The International Research Network on Equity in Education Dublin City University, Republic of Ireland	2019-present
Member, International Advisory Board, Early Childhood Research Centre, Dublin City University, Republic of Ireland	2018-present
Member, American Educational Research Association Scholars of Color Committee	2018-2021
Co-Chair, Higher Education Committee, New York State Early Childhood Blue Ribbon Commission	2017-2021
Member, International Advisory Board, Children's Museum Research Center Beijing Normal University	2016-2021
Board Member, New York City PreK Research Network	2015-2021
Member, Early Years Collaborative	2015-2021
Co-Chair, <i>Research in the Teaching of English</i> Editor Selection Committee	2016-2017
Chair, NCTE Research Foundation	2014-2017
Chair, Language and Social Processes SIG, AERA	2015-2017

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Chair, Graduate Student Seminar, Division K, AERA	2013-2015
Trustee, NCTE Research Foundation	2013-2016
Chair, Critical Perspectives on Early Childhood Education SIG, AERA	2013-2014
Program Chair, Language and Social Processes SIG, AERA	2013-2015
Board Member, Professional Dyads for Culturally Relevant Teaching, PDCRT	2013-2015
Member, Affirmative Action Committee, Early Childhood Education Assembly	2013-2014
Chair, Critical Perspectives on Early Childhood SIG Distinguished Career Award	2011-2012
Program Co-Chair, Critical Perspectives on Early Childhood Education SIG, AERA	2011-2013
Chair, Early Childhood Education Assembly, NCTE	2011-2013
Member, Standing Committee on Research, NCTE	2011-2014
Secretary, Language & Social Processes SIG, AERA	2011-2013
Member, Nominations Committee, Division K, AERA	2011-2012
Early Childhood Representative, Convention Planning, NCTE	2011
Teachers College Institutional Representative, AACTE	2010-2021
Member, Editorial Committee, NCTE	2009-2012
Co-Chair, Division K Multicultural/Multilingual Program, AERA	2010-2011
Treasurer, Language & Social Processes SIG, AERA	2009-2011
Assistant Chair, Early Childhood Assembly, NCTE	2008-2010
Publications Committee Member, ACEI	2008-2021
Member, Affirmative Action Committee, Division K, AERA	2007-2014
Chair, Nominations Committee, National Council of Teachers of English (NCTE)	2007-2008
Northeast Georgia Chapter, Autism Society of America Co-President	2001-2003
Northeast Georgia Chapter, Autism Society of America Director	2000-2001
Kappa Delta Epsilon Honor Society, First Vice President	2000-2001

Editorship or Editorial Board Member of National Journals (selected)

Books Editorial Committee Member, <i>American Educational Research Association</i>	2011-2015
Editorial Board Member, <i>National Council of Teachers of English</i>	2009-2012
Teacher as Researcher Column Editor, <i>Childhood Education</i> Published by the <i>Association for Childhood Education International (ACEI)</i>	2009-2014
Publications Committee Member, <i>Association for Childhood Education International</i>	2008-2012
Department Editor, Research in Early Childhood Education <i>Early Childhood Education Journal</i>	2005-2021

Editorial Board Membership

<i>Educational Studies</i>	2020-present
<i>The Reading Teacher</i>	2020-present
<i>Contemporary Issues in Early Childhood</i>	2019-present
<i>The New Educator</i>	2019-present
<i>Urban Education</i>	2016-present
<i>Research in the Teaching of English</i>	2012-present
<i>International Critical Childhood Policy Studies Journal</i>	2016-2021
<i>Intersections: Critical Issues in Education</i>	2016-2021
<i>Journal of Early Childhood Teacher Education</i>	2010-2014
<i>Childhood Education</i>	2008-2021
<i>Language Arts</i>	2006-2021
<i>Inter-American Journal of Education for Democracy</i>	2007-2021
<i>Early Childhood Education Journal</i>	2005-2021

Reviewer for Professional Journals (selected)

<i>American Educational Research Journal</i>	2017-2021
<i>Review of Educational Research</i>	2017-2021
<i>Journal of Teacher Education</i>	2017-2021
<i>Teachers College Record</i>	2015-2021
<i>Journal of Early Childhood Literacy (JECL)</i>	2014-2021
<i>Journal of Early Childhood Teacher Education (JECTE)</i>	2009-2021
<i>Early Childhood Research Quarterly</i>	2008-2021
<i>Childhood Education</i>	2007-2021
<i>Bilingual Research Journal</i>	2007-2021
<i>Teaching and Teacher Education: An International Journal</i>	2007-2021
<i>Journal of Research in Childhood Education</i>	2007-2021
<i>Language Arts</i>	2006-2021

Referee of Proposals for National Organizations (selected)**Coordinator – Conferences**

Section Co-Chair, AERA Division K (with Jamy Stillman)	2018-2019
Program Chair, Language and Social Processes SIG, AERA	2013-2015
Program Chair, Critical Perspectives on Early Childhood Education SIG, AERA	2010-2012
Section Co-Chair, AERA Division K (with María Torres-Guzmán)	2010-2011

Reviewer – Conferences

American Educational Research Conference	2005-2021
National Council of Teachers of English Convention	2007-2020
Literacy Research Association	2009-2020

PUBLIC AND EXTERNAL SERVICE (selected)**Service to School Districts**

Facilitator, Teacher Inquiry Community, CPE II, Manhattan, District 4, NYC	2016-2020
Member, School Leadership Team, PS 75 – The Emily Dickinson School, NYC	2010-2014
Chair, NEST Committee, PS 75, Manhattan, District 3, NYC	2012-2014
Co-Facilitator, Teacher Inquiry Community, PS 75, Manhattan, District 3, NYC	2011-2014
Member, Language Allocation Policy Team, PS 75, Manhattan, District 3, NYC	2011-2013
Member, Curriculum Committee, PS 75 – The Emily Dickinson School, NYC	2010-2013
Director, Teaching Immigrant Children After School Program, PS 75, NYC	2009-2014
Coordinator, Family Involvement, Alps Road Elementary, Clarke Co. Schools	2008-2009
Consultant, South Carolina Reading Initiative (SCRI)	2006
Consultant, Early Language & Literacy, Horrell Hill Elementary School (PDS)	2005-2006
Member, Education Committee, Carolina School for Inquiry, Richland 1	2005-2006
Board Member, Carolina School for Inquiry, Richland 1	2005-2006
Clarke County School District Mentor, GA	2001-2003
Clarke County School District Technology Committee, GA	2002-2003

Service to Other Universities

Consultant, Teachers for English Language Learners, U.S. Dept. of Education	2005-2007
Consulting Faculty, Children's Center at USC	2005-2006
PhD in Early Childhood Education NCATE Accreditation Committee Member	2005-2006
MAT in Early Childhood Education NCATE Accreditation Committee Member	2005-2006
MAT Interview Team Member, Early Childhood Education	2005-2006
Ph.D. Interview Team Member, Early Childhood Education	2005-2006
Ph.D. Interview Team Member, Language and Literacy Education	2005-2006

SERVICE TO THE UNIVERSITY, COLLEGE, AND DEPARTMENT**Teachers College, Columbia University**

Co-Director, Center for Innovation in Teacher Education & Development	2017-2021
Steering Committee Member, Columbia University's Global Centers	2017-2021
Steering Committee Member, Columbia's Institute of Latin American Studies	2017-2021
Director, Doctoral Program	2016-2020
Chair, Doctoral Admissions	2016-2020
Director, Early Childhood Special Education Program	2016-2021
Core Faculty Member, Reimagining Education Summer Institute	2016-2021
Director, Early Childhood Education Program	2013-2021

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Chair, Early Childhood Admissions	2014-2021
Chair, Faculty Executive Committee's Race Culture and Diversity Subcommittee	2016-2018
Chair, Educating Teacher Educators Search Committee	2017-2018
Chair, Early Childhood Education Search Committee	2013-2014
Interim Chair, Teacher Education Program Committee, TEPC	Spring 2013
Director, Quality Universally Inclusive Early Responsive Education (QUIERE)	2012-2017
Member, Salary Committee	2011-2014
Member, Faculty Development Advisory Committee	2010-2012
Faculty Sponsor, Coalition of Latinx Scholars (CLS)	2010-2020
Member, Teachers College Community School Planning Committee	2010-2012
Institutional Representative, AACTE	2010-2021
Member, Early Childhood Admissions Team	2010-2021
Member, Bilingual/Bicultural Education and TESOL Dual Search Committee	2009-2010
Member, Teacher Education Program Committee, TEPC	2009-2021
Member, Latinx Faculty Working Group	2009-2014

University of Georgia

Member, Graduate Policies & Procedures Committee	2008-2009
Co-Director, Birth through Five Program	2006-2009
Director, Pre-Kindergarten Program, Child Development Lab	2007-2010
Member, Child Development Lab at the McPhaul Center, Advisory Board	2007-2009
Research Coordinator, Child Development Laboratory (CDL)	2007-2008
Member, Search Committee, CDL Pre-Kindergarten Lead & Assistant Teachers	2007
Faculty, Linguistics Program	2006-2009
Affiliated Faculty, Qualitative Inquiry & Women's Studies Programs	2006-2009
Affiliated Faculty, Women's Studies Institute	2006-2009
Member, Search Committee, McPhaul Assistant Teacher, UGA	2006-2007
Member, Search Committee, McPhaul Director, UGA	2006-2007
Member, Teaching Study Group, Center for Teaching and Learning, UGA	2006

PROFESSIONAL ASSOCIATIONS

ACEI – Association for Childhood Education International

AERA – American Educational Research Association

Division G: Social Context of Education

Division K: Teaching and Teacher Education

Critical Educators for Social Justice Special Interest Group

Critical Examination of Race, Ethnicity, Class and Gender Special Interest Group

Critical Perspectives on Early Childhood Special Interest Group

Early Education and Child Development Special Interest Group

Hip Hop Theories, Praxis, and Pedagogies Special Interest Group

Language and Social Processes Special Interest Group

Latinx Research Issues Special Interest Group

Multicultural/ Multiethnic Education Special Interest Group

Paulo Freire Special Interest Group

Research Focus on Black Education Special Interest Group

AESA – American Educational Studies Association

ILA – International Literacy Association

LRA – Literacy Research Association

NAECTE – National Association of Early Childhood Teacher Educators

NAEYC – National Association for the Education of Young Children

NCTE – National Council of Teachers of English

ECEA: Early Childhood Education Assembly of NCTE

NCTEAR: National Council of Teachers of English, Assembly for Research

RECE – Reconceptualizing Early Childhood Education