

Sabrina L. Caldwell, Ph.D.

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EDUCATION

- 2025 Ph.D. in Teaching and Learning - Social Studies Education**
New York University - Steinhardt School of Culture, Education, and Human
Development
New York, NY
Dissertation Title: *“How do I navigate telling an inclusive truth without having a
parent write an angry email?”: Making sense of policy and practice in social
studies classrooms*
Advisor & Dissertation Chair: Diana B. Turk, Ph.D.
- 2015 M.Ed. in Secondary Education, Social Studies**
Vanderbilt University - Peabody College
Nashville, TN
- 2012 B.A. in International Studies; German; Minor in Faith, Peace, Justice Program**
Boston College
Chestnut Hill, MA

PROFESSIONAL EXPERIENCE

- 2025 - present **Assistant Professor of Social Studies Education,**
Department of Leadership and Teacher Education
College of Education and Professional Studies
University of South Alabama, Mobile, AL
- 2025 - present **Adjunct Instructor,**
Department of Teaching and Learning
Steinhardt School of Culture, Education, and Human Development
New York University
- 2020 - 2025 **Graduate Research Assistant,**
Department of Teaching and Learning
Steinhardt School of Culture, Education, and Human Development

New York University

Conducted qualitative and quantitative research in the Teacher Residency analyzing admissions and program data to learn more about teacher recruitment and retention; designed student-centered, engaging, and relevant social studies curriculum such as PBL units; analyzed survey data from teacher candidates about managing classroom environments in diverse schools.

2022 - 2024

Residency Director - NYU Teacher Residency Program,

School District of Palm Beach County, FL

Mentored and coached NYU teacher residents at JFK Middle School and Palm Beach Lakes High School in equitable and culturally-responsive teaching practices as well as conducted formal observations required for teacher certification.

2021

Field Observation Cohort Leader,

Department of Teaching and Learning - NYU Steinhardt

Guided a small, undergraduate cohort of 8 preservice teachers through field observation experiences such as virtual classroom visits, guest speakers, and discussions about education and schooling in preparation to begin their student teaching placements.

2015 - 2020

Social Studies & Foreign Language Teacher - McGavock High School,

Metro Nashville Public Schools, TN

Taught 12th grade U.S. Government/AP Government (2017-2020), 10th grade World History (2015-2017), 11th grade U.S. History (2015-2016), and German I and II (2016-2020). Hosted and mentored student teachers (2019-2020). Served as 11/12th grade Team Lead in the Academy of Aviation and Transportation (2018-2020).

2012 - 2013

English Teaching Assistant - The Fulbright Program

Münster, Germany

Assisted in 5th through 12th grade English classes at Annette Gymnasium in the city of Münster, Germany guiding small groups, tutoring students, leading lessons on American culture and customs, and designing and teaching lessons in a global issues course; spoke to secondary high school classes around the state of Nordrhein-Westfalen as part of the "Meet U.S." program of the U.S. Consulate in Düsseldorf.

PUBLICATIONS

Refereed Journal Articles

Caldwell, S. L. (Accepted - February 2026). "What is civil discourse and how do we do it?": Leveraging strategies from social studies teachers in turbulent times. *Journal of Social Studies Education Research*.

Caldwell, S. L. (2024). Agency in action: How youth participatory action research (YPAR) empowers students to tackle community issues. *Social Studies Journal*. 44(2). 46-57.

Turk, D. B., Berman, S. B., Gentry, C., Traxler, R. E., & **Caldwell, S. L.** (2023). When equity and justice are front and center: Building a teacher residency that walks the walk on antiracism, equity, and justice. *Issues in Teacher Education*, 32(1), 102-127.

Caldwell, S., Bisciglia, F., & Hostetler, A. L. (2023). Teacher action research on civics and social issues. *Journal of Teacher Action Research*. 10(1).

Bamikole, P. O., Theriault, B. M., **Caldwell, S. L.**, & Schlesinger, J. J. (2018). Patient-directed music therapy in the ICU. *Critical Care Medicine*, 46(11), e1085.

Refereed Book Chapters

Caldwell, S. L. (In press). Using youth participatory action research (YPAR) to engage youth in working towards the UN SDGs and lasting change in their communities. In S. Demoiny, A. Bentihar, & A. Chisholm (Eds.), *Social Science Education for Just and Sustaining Societies*. Emerald Publishing.

[Manuscripts in preparation]

Caldwell, S. L., Turk, D. B. (Manuscript in preparation). It's all about relationships: Laying the groundwork for effective and humanizing classroom cultures. *Urban Review*.

[Book chapters under review]

Turk, D. B., Brensilver-Berman, S., & **Caldwell, S. L.** (Proposal accepted; book chapter under review). Collective amnesia: Pandemics of the past and present. In *Social Studies and Universal Design for Learning: Making Social Studies Accessible for All*.

PRESENTATIONS

Conference Presentations

Caldwell, S., Tanner, E. (Accepted - 2026, August). Navigating new terrains: Mapping transitions of teacher educators through a collaborative self-study. Paper presented at the biannual meeting of the Self-Study of Teacher Education Practices (S-STEP), Herstmonceaux, England.

Caldwell, S., Carr, P. (Accepted- 2026, June). Constructing connection: Combating myth and misrepresentation in the social sciences. Paper presented at the annual meeting of the Social Science Education Consortium (SSEC), San Juan, Puerto Rico.

Caldwell, S. (Accepted - 2026, April). Teaching through trouble: Making sense of restrictive educational climates in pursuit of new futures. Paper presented at the annual meeting of the American Educational Research Association (AERA), Los Angeles, CA.

Caldwell, S. (Accepted - 2026, April). Pedagogical possibilities: Leveraging the practices of social studies teachers in pursuit of new educational visions. Roundtable session at the annual meeting of the American Educational Research Association (AERA), Los Angeles, CA.

Caldwell, S. (2025, December). Resistance and resourcefulness: Teaching critically-engaged social studies in critical times. Poster presented at the annual meeting of the National Council for the Social Studies (NCSS), Washington, D.C.

Caldwell, S. (2025, December). Teaching through trouble: Social studies teachers making sense of restrictive policies in the pursuit of abolitionist futures. Paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Washington, D.C.

Caldwell, S. (2025, October). Opening doors to the world: Encouraging aspiring teachers to go global through Fulbright. Roundtable presentation at the annual conference of the Fulbright Association, Miami, FL.

Caldwell, S., Turk, D., Adams, T., & Tielman, K. (2025, April). It's all about relationships: Laying the groundwork for effective and humanizing classroom cultures. Roundtable session at the annual meeting of the American Educational Research Association (AERA), Denver, CO.

Caldwell, S., & Traxler, R. (2025, April). Exploring educators' calling: What inspires teachers to teach social studies in urban contexts? Roundtable session at the annual meeting of the American Educational Research Association (AERA), Denver, CO.

Caldwell, S., Brensilver-Berman, S., & Turk, D. (2024, November). How to teach “forbidden” topics: Supporting teachers in challenging political contexts. Research into Practice session presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Boston, MA.

Caldwell, S., & Traxler, R. (2024, November). Why teach? Why now? A qualitative content analysis of aspiring social studies teachers' application materials. Project in progress presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Boston, MA.

Caldwell, S. (2024, June). Using Youth Participatory Action Research (YPAR) to engage youth in working towards the UN SDGs and lasting change in their communities. Paper presented at the annual meeting of the Social Science Education Consortium (SSEC), Marrakesh, Morocco.

Caldwell, S. (2024, April). Beyond the numbers: A qualitative look at teacher retention and turnover. Graduate student roundtable session at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Turk, D., Brensilver-Berman, S., Traxler, R.E., & Caldwell, S. (2024, February). How to create a diverse teacher corps. Poster presented at the annual meeting of the American Association of Colleges for Teacher Education (AACTE), Aurora/Denver, CO.

Turk, D., **Caldwell, S.**, Traxler, R., & Brensilver-Berman, S. (2023, February). Five diverse individuals who didn't plan to teach. Lecture presented at the annual meeting of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

Turk, D., Brensilver-Berman, S., & **Caldwell, S.** (2023, February). Fostering equity and inclusion through the collaborative use of an anti-racism framework for teacher education curriculum and instruction. Research to Action workshop presented at the annual meeting of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

Turk, D., Brensilver-Berman, S., & **Caldwell, S.** (2022, December). Confronting collective amnesia: Pandemics of the past and present. Research into Practice session presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Philadelphia, PA.

Caldwell, S., Wiedower, T., Sewell, Tamara, & Turk, D. (2022, November). A team of teams: Iterative instructional design in a learner-centered online urban teacher residency. Discovery session presented at the Accelerate annual meeting of the Online Learning Consortium (OLC), Orlando, FL.

Bisciglia, F., **Caldwell, S.**, Petersen, R., & Hostetler, A. L. (2019, November). Teacher research on civics and social issues. Roundtable session at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Austin, TX.

School District Presentations

Caldwell, S., & Sierra, D. (2019, August). What's in the standards? Professional development session presented at Metro Nashville Public Schools (MNPS) Social Studies Summer Professional Development, Nashville, TN.

Sierra, D., & **Caldwell, S.** (2018, August). Unconscious processes: Ideology—where does it come from? Professional development session presented at Metro Nashville Public Schools (MNPS) Social Studies Summer Professional Development, Nashville, TN.

AWARDS, GRANTS, AND SCHOLARSHIPS

2026	AERA Social Studies Research SIG Sponsored Annual Meeting Registration for Early Career Scholars [\$340]
2025	CEPS Internal Grant College of Education and Professional Studies [Awarded \$2,475] <i>Reconnecting Schools and Communities: Promoting Place-Based Education in Alabama Schools</i>
2025	Distinguished Scholar Award NYU Steinhardt - Department of Teaching and Learning [Awarded \$350]

2025	Doctoral Professional Development Grant NYU Steinhardt - Department of Teaching and Learning [Awarded \$575]
2024	Doctoral Research & Travel Grant NYU Steinhardt School [Awarded \$1,200]
2024	James E. Davis Early Career Scholar Award Social Science Education Consortium (SSEC), [Awarded \$1,600] Early Career Scholar Best Paper Award - Honorable Mention
2024	Competitive Professional Reimbursement (CPR) Grant NYU Steinhardt - Graduate Student Organization, [Awarded \$685]
2020 - 2024	Doctoral Fellowship Award NYU Steinhardt
2023	Doctoral Professional Development Grant NYU Steinhardt - Department of Teaching and Learning [Awarded \$575]
2022	Doctoral Research & Travel Grant NYU Steinhardt School [Awarded \$1,500]
2022	Doctoral Professional Development Grant NYU Steinhardt - Department of Teaching and Learning [Awarded \$300]
2019	STARR Award Metro Nashville Public Schools [Awarded \$2,000] Grant awarded to carry out interdisciplinary project with high school students in government and aviation called: "Living in the age of the airplane."
2019	Teacher Private Pilot's License Scholarship Aircraft Owners and Pilots Association (AOPA) [Awarded \$10,000] Awarded to 20 high school teachers of aviation students in the United States to pursue private pilot's license
2012-2013	English Teaching Assistantship Recipient - Münster, Germany The Fulbright Program

COURSES TAUGHT

University of South Alabama - Department of Leadership and Teacher Education

EDU 340: Fundamentals of Teaching

Spring 2026, Summer 2026

This course is designed to support students' development as effective educators by emphasizing thoughtful instructional planning and the development of positive and effective learning environments rooted in authentic and productive relationships.

SED 555: Curriculum and Teaching in Secondary Schools

Spring 2026, Summer 2026

(Cross-listed with EDU 340)

EDU 457: Teaching Social Studies in Secondary Schools

Fall 2025

This course prepares preservice teachers to effectively teach secondary social studies using research-based strategies. Emphasis is placed on historical thinking, civic mindedness, and globalization as core themes. Topics include standards-based instruction, backward planning, authentic assessment, interdisciplinary curriculum, and strategies for diverse learners. The course aligns with the Alabama State Social Studies Standards, NCSS C3 Framework, and InTASC standards. Students will engage with practical and theoretical resources, including primary sources and current literature from leading educational platforms.

SED 557: Teaching Social Studies in Secondary Schools

Fall 2025

(Cross-listed with EDU 457)

New York University - Steinhardt School - Department of Teaching and Learning

TCHL-GE 2010: Inquiries into teaching and learning,

Fall 2021, 2022, 2023, 2024, 2025

This is the introductory course in the teacher preparation sequence for students pursuing teacher certification. This course addresses the complexity of teaching by engaging students in the exploration of four major themes regarding inclusion and equity, policy and makeup of urban schools, learning theories and philosophies, and reflection towards personal teaching identity. Students navigate these themes through philosophical and social foundations and histories of education as well as through practice-based applications of educational theories.

EMAT-GE 2001: Who are we and where do we learn and teach?,

Summer 2022, 2023, 2024, 2025

This is a required course in the Teacher Residency program for students pursuing a Master of Arts in Teaching degree and teacher certification. Students engage in content that emphasizes the importance of families and communities in effective teaching, especially in urban communities. Students explore learner identities, unpack teacher privilege, intersections of identity, build on family/community resources and knowledge, and respond to diversity through individualization. Students leave this course with an understanding of positive classroom environments and the importance of creating safe and inclusive classrooms for diverse learners.

EMAT-GE 2007: How do I build a culture of achievement for my students and myself?,

Fall 2021, 2022, 2023, 2024

This is a required course in the Teacher Residency program for students pursuing a Master of Arts in Teaching degree and teacher certification. Students learn how to apply a culturally responsive lens to building and sustaining positive classroom culture, build awareness about disproportionality in school discipline, design an inclusive classroom space, and implement relationship-building strategies, in order to create safe, equitable, inclusive, antiracist, culturally responsive, and academically challenging classroom cultures that enable learning, risk-taking, kindness, support, empathy, and reflexivity.

EMAT-GE 2025: How do I know what they know?,

Winter 2022, 2024, 2025

This is a required course in the Teacher Residency program for students pursuing a Master of Arts in Teaching degree and teacher certification. Students learn to design authentic assessments that make learning and thinking visible, to incorporate both formative and summative assessments into their practice, to develop an understanding of how assessment data can be used to inform instructional decisions, and to understand the relationship between assessment practices, equity, and social justice.

EMAT-GE 2018: How do I teach reading and writing in my discipline?,

Spring 2023, 2024

This is a required course in the Teacher Residency program for students pursuing a Master of Arts in Teaching degree and teacher certification. Students learn to integrate reading and writing instruction into lesson planning and how to integrate teaching methods to support reading and writing skills in each content area. This course embeds fieldwork experiences in multiple ways, including planning, implementing, and analyzing reading and writing in the field.

New York University - Office of Global Services

English and U.S. Culture: International Spouse and Partner English Program (ISEP)

Fall 2023, Spring 2024, Fall 2024

This weekly course is open to partners and spouses of international students at NYU who are looking to improve their English and knowledge of American culture. Students engage in weekly conversational practice with the instructor and their peers about topics relating to American culture.

SERVICE

Service to the Profession

2024 - 2025 **Graduate Student Representative,**
AERA Social Studies Research SIG

University Service (NYU)

2020 - present **Fulbright Application Mentor and Interview Panelist,**
Office of Global Awards

2023 - 2024 **Doctoral Student Representative,**
Steinhardt Teaching Award Committee

2020 - 2022 **Evaluation Instruments Sub-Committee Member,**
Steinhardt - Department of Teaching and Learning

School District Service at Metro Nashville Public Schools

2019 - 2020 **U.S. Government Textbook Adoption Committee Member,**
Metro Nashville Public Schools

2018 - 2019 **U.S. Government Scope and Sequence Revision Committee Member,**

Metro Nashville Public Schools

Reviewer and Evaluator Service

2025 - present	Reviewer, <i>Journal of Social Studies Education Research (JSSER)</i>
2025 - present	Reviewer, SSEC Annual Meeting <i>Social Science Education Consortium (SSEC)</i>
2025 - present	Reviewer, <i>Social Studies Journal (SSJ)</i>
2025 - present	Reviewer, National Council for the Social Studies Annual Conference <i>National Council for the Social Studies (NCSS)</i>
2024 - present	Reviewer, AERA Annual Conference Social Studies Research SIG Division K - Teaching and Teacher Education
2020 - 2024	Secondary Education Teacher Candidate Capstone Evaluator, Vanderbilt University - Peabody College
2024	Doctoral Student Reviewer Mentoring Program, <i>Theory and Research in Social Education</i>
2020 - 2023	Teacher Resident Portfolio Evaluator, NYU Teacher Residency Program - Department of Teaching and Learning
2018 - 2020	Secondary Education Teacher Candidate Screening Evaluator, Vanderbilt University - Peabody College

PROFESSIONAL AFFILIATIONS

2025 - present	Alabama Council for the Social Studies (ALCSS)
2023 - present	Social Science Education Consortium (SSEC)
2021 - 2025	American Association of Colleges for Teacher Education (AACTE)
2020 - present	American Educational Research Association (AERA) Division K: Teaching and Teacher Education Social Studies Research SIG Classroom Management SIG Self-Study of Teacher Education Practices SIG
2019 - present	College and University Faculty Assembly (CUFA)
2018 - present	National Council for the Social Studies (NCSS)

PROFESSIONAL DEVELOPMENT, TRAINING, AND CERTIFICATIONS

2025-2026	New Faculty Scholars Program <i>University of South Alabama</i>
2026, April	AERA Division K: Early Career Scholar Pre-Conference Seminar Invited to participate in this seminar prior to the AERA annual meeting for scholars in their first two years of academic faculty positions.
2024, April	AERA Division K: Graduate Student Pre-Conference Seminar Participated in this invited seminar prior to the AERA annual meeting for advanced graduate students embarking on their dissertation research about preparing for the job market and becoming a well-rounded scholar in the field.
2020, 2021, 2024	CITI Research Training
2019, June	AP College Board Training (U.S. Government & Politics)
2017, September	Education First (EF) International Group Leader Training

Teaching Licensure and Certifications

2018 - 2028	Tennessee Professional License (Grades 5-12)
2015 - 2018	Tennessee Practitioner License (Grades 5-12) Certifications: U.S. Government; World & U.S. History & Geography; ESL Endorsements: German Language AP Certification: U.S. Government and Politics