



FACULTY

ACADEMIC PROFILE

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

ASSOCIATE PROFESSOR

EARLY CHILDHOOD PROGRAM LEADER

DR. ANGELA K. SALMON

ACADEMIC APPOINTMENTS

Associate Professor Department of Teaching & Learning/Early Childhood
Appointed Graduate Faculty and Dissertation Advisor Status
Dissertation Committees:

Debra Pane (2008-2010), Cristina More (2009-2010), Flavia Iuspa (2010),
Colleen Barley (2008-present), Elizabeth Willis, Arthur Scavella

EDUCATION

Ed.D. (1998) University of Cincinnati. Major Special Education, Early Childhood and Literacy

M.Ed. (1991) University of Cincinnati. Major Special Education, Early Childhood and Literacy

BA (1988) Catholic University of Ecuador, Licensed in Educational Psychology (5 year program with dissertation)



CONTACT

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SUMMARY PROFILE

Dr. Angela Salmon is Associate Professor in the Department of Teaching and Learning at FIU. Her interest in the interplay between cognition and language and literacy development has led her to conduct research in such areas as children’s theory of mind, habits of mind, executive functions, metacognition, language and literacy development, teacher’s discourse in the classroom, music and thinking and the development of communities of practice. Her long-standing partnership with Project Zero at Harvard Graduate School of Education has evolved into numerous research initiatives and professional development opportunities. Her groundbreaking efforts to expand the framework’s impact have been internationally recognized by Dr. David Perkins, a founding member of Project Zero and Senior Professor in the Harvard Graduate School of Education. Dr. Salmon is inspired by the Reggio Emilia Approach; she founded and directed a preschool under this philosophy in Miami and Ecuador. Dr. Salmon has numerous refereed publications and presentations in national and international professional conferences. Dr. Salmon is the founder and leader of the Visible Thinking South Florida initiative. She has been a leader or the Prestigious Latin American Committee for Literacy Development for the International Reading Association since 1998.

INTERESTS Interplay between cognition and language and literacy development, children’s theory of mind, metacognition, language and literacy development, teacher’s discourse in the classroom, music and thinking and the development of communities of practice.

SELECTED ACADEMIC ADMINISTRATIVE APPOINTMENTS

FACULTY	2003-date
Program Leader	2010-date

SELECTED COURSES TAUGHT

EDE 6205 Childhood Curriculum, EEC 5932 (Special Topics: Visible Thinking, Action Research), EEC 6932 (Seminar in Early Childhood: Reggio Emilia, Action Research), EEC 6261 (Early Childhood Programs), EEC 4204 Early Childhood Curriculum, LAE 4405 Children's Literature, RED 4100 Emergent Literacy, TSL 5245 Language and Literacy among others

SELECTED PROFESSIONAL & COMMUNITY ENGAGEMENT

South Florida Association for Young Children (NAEYC chapter)	Vice President for Professional Development	2007-2009
International Reading Association	Board member Latin American Committee for Literacy Development. Consulting Editor.	1998-Present
Faculty Learning Community Frost Professor Initiative	Develop a Faculty Learning Community in the College of Education to promote thinking dispositions as habits of mind.	2010 - Present
Quality Enhancement Plan at Florida International University	Development of required and elective Global Learning courses in the core curriculum and in every major department for SACS accreditation	2008-Present
Visible Thinking South Florida Initiative for Early Childhood Education	Founder Leader . President Visible Thinking Conference 2008, 2009, 2011, 2013, 2015	2005-Present
United Way Center for Excellence Committee and Quality Counts Steering committee	Board Member	2008-present

SELECTED SCHOLARLY AND PROFESSIONAL WORK

SELECTED REFEREED JOURNAL ARTICLES, BOOK CHAPTERS

- Salmon, A.K. & Pane, D. (2013). Shifting Teachers' Discourse in the Classroom: Implications of Cultivating Habits of Mind, Visible Thinking, and Teaching for Understanding in a Graduate Childhood Curriculum Course. In (Dottin, E., O'Brien, G. & Miller, L.) Structuring Learning Environments in Teacher Education to Elicit Democratic habits of Mind: Strategies and approaches used and lessons learned. University Press of America, Inc
- Salmon, A.K., & Reio, T.(2013) Nurturing curiosity by teachers purposeful self-evaluation and reflective practice. In Honigsfeld, A. & Cohan, A. Breaking the Mold of School Instruction and Organization. New York: Rowman & Littlefield Publishers.
- Salmon, A., & Lucas, T. (2011). Exploring young children's conceptions about thinking. *Journal of Research in Childhood Education*. 25, 4, 364-375
- Salmon, A. (2010). "Making thinking visible through action research. *Early Childhood Education Journal*.39, 1, 15-21
- Salmon, A. (2010). Tools to Enhance the young child's thinking. *Young Children*. 65, 5, 26-31
- Salmon, A. (2010). Engaging children in thinking routines? *Association for Childhood Education International*, 86, 3, 132-137.
- Salmon, A. (2010). Using Music to Promote Children's Thinking and Enhance Their Literacy Development. *Early Child Development and Care Journal*, 180,7, 937-945.
- Salmon, A. (2009). Hacer visible el pensamiento para desarrollar la lectoescritura, implicaciones para estudiantes bilingües. (Making thinking visible to literacy development, implications for bilingual students. *International Reading Association Lectura y Vida* . 30, 4, 62-69.
- Salmon, A.(2008). Promoting a culture of thinking in the young child. *Early Childhood Education Journal*. 35, 5, 457-461
- Salmon, A. (2008). Young English language learners making thinking and language visible. *Colombian Applied Linguistics*. 10, 126-141.
- Salmon, A.K. & Truax, R. (1998). Developing child centered learning. *Educational Leadership*, 55. 66-68.

SELECTED BOOKS

- Salmon, A.K. (2001). *Múltiples maneras de formar lectores y escritores autónomos*. Quito, Ecuador: Fondo Editorial Casa de la Cultura Ecuatoriana. [Multiple ways of becoming independent readers and writers] 184 pages.
- Salmon, A.K. (1995) *Lenguaje Integral: Alternativa para el Aprendizaje de la Lecto-Escritura*. Quito: Editorial. Abrapalabra. [Whole language: An alternative for literacy learning] 124 pages.

SELECTED OTHER PUBLICATIONS

Making thinking visible (2009). United Way, Children's Trust and Florida International University. Montes Production. Visible Thinking Project Leader/researcher.

Salmon, A. K. (2008). Visible thinking Miami: An Action Research project. Executive Producer/author. Video documentary. Nani Video.

SELECTED REFEREED CONFERENCE PAPERS

Salmon, A. & Gangotena M (2014).). Activating cultural forces to promote language and literacy development in bilingual settings. Harvard Project Zero Conference. Memphis Tennessee

Salmon, A. & Linck, L. (2013). Fostering Global Competence Through Thinking and Understanding. International Conference on Thinking. Peer Review Research Paper. New Zealand.

Perkins, D., Ritchhart, R. Morrison, K., Salmon, A. (2013). Making Visible the Invisible. Invited presentation. International Conference on Thinking. Wellington New Zealand.

Salmon, A. (2012). Keynote. Desarrollo de los Conceptos del Pensamiento en el Niño e I implicaciones pedagógicas. Confenalco, Medellín Colombia. (Development of Children's Concept about Thinking and Pedagogical Implications)

Salmon, A. & Foerch, D. (2012). Reflecting on Discourse in the Classroom: Implications for Children's Thinking and Learning. Building a Culture of Thinking. Project Zero Conference. Clarkston, Michigan.

Salmon, A. (2012). Creating Cultures of Thinking in Early Childhood Settings. Universidad de La Sabana, Bogota, Colombia.

Salmon, A. Yano, E., Linck, L. & Wolberg, R. (2011). Learning how to learn. Featured presentation National Association for Young Children. Orlando.

Salmon, A. & Lucas T. (2010) How cultures of thinking move young children from "Me" to "We". Educating for Today and Tomorrow: Connecting Project Zero Research with Global Issues. Washington DC.

Salmon, A., & Lucas T., (2010). Cognitive Strategies for Bilingual Language and Literacy Development. TESOL 44th Annual Convention. Boston, Massachusetts.

Salmon, A., Moujalli, P*, Febres, C*, Romero, G*. (2009) Creating Cultures of Thinking to scaffold early language and literacy development: Implications for English Language Learners. National Association for the Education of Young Children. Washington DC.

Salmon, A., Moujalli, P*, Romero, G. (2009). *Building language and literacy development through thinking routines and children's literature: Implications for English Language Learners*. International Reading Association. Phoenix, Arizona.¹

Salmon, A., Fontes, A., Moreno, K.*, Yano, E.* (2008). *Encouraging thinking routines to promote language and literacy development: Implications for English Language Learners*. National Association for the Education for Young Children, Dallas Texas.

Salmon, A., Lucas, T. & Medrano, C.* (2008). "El uso de la literatura infantil en rutinas de pensamiento que promueven la lectura y escritura." (The use of Children's Literature in thinking routines that promotes literacy development. International Reading Association World Congress. Costa Rica.

Salmon, A. & Romero, G.* (2008). *Making Thinking Visible and the Young Child*. Visible Thinking Conference with Project Zero / Harvard University. Amsterdam.

Salmon, A., Lucas T., Romero, G.* (2008). *Making Thinking Visible: Promoting early language and literacy development in young English Language Learners*. NABE conference. Tampa

Salmon, A., Romero, G.* (2007). *Visible Thinking: A pathway to language and literacy development with implications to English language learners*. National Association for the Education of Young Children NAEYC. Chicago.

Salmon, A., Medrano, C*., Pane, D.* (2007) *Scaffolding Student's writing through Children's Literature: A Teaching for Understanding perspective*. International Reading Association Conference. Toronto.

, M. (2006) *Scaffolding Language and Literacy Development through Music and Soundscapes: Bridging Theory and Practice*. National Association for the Education of Young Children Conference. Atlanta.

Salmon, A. (2006). *Multiple Intelligences Enhance Students' Learning*. 51st Annual International Reading Association Conference. Organization of Teacher Educators of Reading (OTER.)

Salmon, A. (2006). *Enhancing children's literacy development through music: Cognitive connections*. Hawaii International Education Conference. Hawaii.

SELECTED RESEARCH & EVALUATION REPORTS

Documenting children's Explorations with Music and Literacy (2004, Summer). College of Education PT-3 Grant, Florida International University, \$2,500.

Video documentary techniques (2003, Summer). College of Education PT-3 Grant, Florida International University, \$2,500.

SELECTED RECENT SPONSORED SCHOLARSHIP

PRINCIPAL INVESTIGATOR	Documenting children's Explorations with Music and Literacy (College of Education PT-3 Grant, Florida International University, \$2,500 each year	2003 & 2004
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SELECTED RECOGNITION

2011 Selected among 15 Worlds Ahead Faculty Recognition. <http://worldsahead.fiu.edu/2011/angela-salmon-early-childhood-education/>

2008 Machado, J. (2009). *Early Childhood Experiences in Language Arts – Early Literacy*. Delmar. Reviewed by Salmon, A.

2005 Jalongo, M. R. (2006). *Early Childhood Language Arts*. Boston, Alyn & Bacon. Reviewed by Salmon, A.

2005 Christie, J., Enz, B., & Vukelich, C. (2006). *Teaching Language and Literacy: Preschool Through the Elementary Grades*. Alyn & Bacon. Reviewed by Salmon, A.

MEDIA

Show de Openheimer: Ranking de las Universidades

Show de Openheimer: Los niños superdotados

Univisión: Interview about the Reggio Emilia approach