



# TEACHER EDUCATION GRADUATE PROFESSORS

GET TO KNOW YOUR GRADUATE PROFESSORS



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**Dr. Damon L. Bahr**  
**Edd**

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**Dr. Damon L. Bahr** is an Associate Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. He teaches courses in mathematics education and STEM education.

Dr. Bahr's scholarship focuses on the leveraging of university-public school partnerships to promote mathematics teacher learning and change. Several of his studies have demonstrated the critical role public school personnel play in the development of preservice teachers of mathematics. These studies have also revealed that preservice teachers develop best when they work with public school teachers and supervisors who understand and promote the practices current research has shown to be most effective. Indeed, close relationships between preservice teachers and public school teachers can actually promote the learning of both groups under the right circumstances.

Dr. Bahr's graduate students, both master's and doctoral, have investigated the orchestration of mathematics discussions, curriculum design for the integration of the STEM disciplines, systems for the assessment of teacher learning and practice, and the beliefs that characterize the field of mathematics teacher education.

To view his full profile, click [here](#).



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**Dr. David Barney**  
**PhD**

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**Dr. David Barney** is an Associate Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. He teaches PETE 212 (Elementary PE for Elementary Majors) and PETE 364 (Motor Learning).

Dr. Barney's research interests are as follows: appropriate instructional practices in K–12 physical education, music in physical education and physical activity settings, student attitudes in K–12 physical education, physical activity and the college-aged student, teaching styles in physical education, coaching education. He has published in a number of research-based journals along with practitioner journals. He has collaborated with over 30 different researchers, physical educators, and graduate students.

Since coming to BYU, Dr. Barney has worked with several graduate students in the role of committee chair or committee member. Dr. Barney believes working closely with his graduate students is very important. Dr. Barney's graduate students have published in top-tiered journals and presented at national conventions and regional conferences.

To view his full profile, click [here](#).



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**Dr. Eric Ruiz Bybee**  
**PhD**

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**Dr. Eric Ruiz Bybee** is an Assistant Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. He teaches courses in multicultural education.

Dr. Bybee's research interests include the social and cultural foundations of education; Latina/o/x education; teacher education; and identity, agency, and social movements in education and stem from his experiences as a former New York City public school teacher. Within teacher education, he has focused his research on exploring the ways that teachers are prepared with necessary cultural knowledge to meet the needs of students from historically marginalized populations. More recently, he has also explored the role of teacher education in the identity productions of Latina/o preservice teachers from various racial, class, linguistic, and immigration backgrounds. He is particularly interested in Latina/o racial identity and whiteness, and situates his ethnographic work within the broader cultural history of Latina/o schooling in the United States.

To view his full profile, click [here](#).



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**Dr. Sarah K. Clark**  
**PhD**

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**Dr. Sarah K. Clark** is an Associate Professor in the Department of Teacher Education in the McKay School of Education at BYU. She has been involved in the education field in a variety of roles including classroom teacher, curriculum developer, author/editor, instructional coach, consultant, researcher, and university professor. She teaches courses in literacy education, research methods, and teacher education. Dr. Clark's research seeks to improve and enhance literacy instruction and development for all learners; to provide effective teacher education and professional development; to examine the intersection between literacy, STEM, and social studies to encourage motivation and literacy development; and to support the mentoring and induction of preservice and novice teachers. Her research methodology has involved quantitative, qualitative, and mixed methods designs.

Dr. Clark works closely with her graduate and undergraduate students to ensure they receive the mentoring and support needed to be successful in the field. She has served as a member or chair of 23 doctoral dissertation committees, chair of three master's thesis committees, chair of one undergraduate research fellow honor's thesis, and has financially supported 18 research assistants. She has co-authored and published multiple peer-reviewed publications, conference presentations, and one book chapter with both graduate and undergraduate students. Her recently funded grant projects provide multiple opportunities for professional development with elementary school teachers across the state ranging from Blanding to Logan, Utah. She believes partnering with public school educators results in better conversations, better understanding, better connections, and greater education for all students.

Dr. Clark is the recipient of multiple awards including the 2013 Association of Literacy Educators and Researchers Promising Researcher Award, the 2013 and 2014 School of Teacher Education and Leadership Teacher of the Year Award, and the 2014 Emma Eccles Jones College of Education and Human Services Teacher of the Year Award, and the 2019 Nancy Peery Marriott Excellence in Scholarship Award from the McKay School of Education at Brigham Young University. Her recent book, *Young Meaning Makers: Teaching Comprehension Grades K-2*, published by Teachers College Press, is one of several efforts she is involved in to develop consensus among teacher educators, teachers, and school leaders about what we need to know and be able to do today to teach literacy-related topics (reading, writing, listening, and speaking) effectively.

To view her full profile, click [here](#).



**Dr. Ramona Maile Cutri** is an Associate Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. She teaches courses in multicultural education.

Some of Dr. Cutri's publications include "Opening Spaces for Teacher Educator Knowledge in a Faculty Development Program on Blended Learning Course Development" in *Studying Teacher Education*, "Naming a Personal 'Unearned' Privilege: What Pre-Service Teachers Identify after a Critical Multicultural Education Course" in *Multicultural Perspectives*, "The Emotional Work of Discomfort and Vulnerability in Multicultural Teacher Education" in *Teachers and Teaching*, and "Negotiating Cross Class Identities While Living a Curriculum of Moral Education" in *Teachers College Record*.

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**Dr. Ramona Maile Cutri**  
**PhD**

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When working with graduate students, Dr. Cutri especially loves helping them take ownership of the writing process by teaching them strategies to make their writing manageable and productive. Many of Dr. Cutri's graduate students have studied their own practices in order to gain insights into it and to contribute to new understandings of teaching generally. She has worked with students from varying backgrounds, including teacher education, theater media arts, and counseling psychology and special education.

To view her full profile, click [here](#).



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**Dr. Roni Jo Draper**  
**PhD**

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**Dr. Roni Jo Draper** is a professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. She teaches courses in literacy education, multicultural education, and research methods.

Most of Dr. Draper's scholarship in teacher education focuses on preparing teachers to support the literacy development of young people within the disciplines (e.g., mathematics, science, engineering, and the arts). Her focus on teacher education has led her to critique the curriculum and pedagogy used to prepare teachers. Many of her studies have utilized content analysis in order to understand and critique the curricula (primarily in textbooks) used to prepare teachers. She has also collaborated with other teacher educators in mathematics, history, and the arts in action research to examine their teacher education courses in order to determine how they are preparing teachers to teach literacy in content-area classrooms. More recently, Dr. Draper's critique of teacher education has included investigating the taken-for-granted notions of gender and sexuality found in teacher education curricula and the potential of those notions to support and/or limit opportunities for young people to thrive in and out of school.

Many of Dr. Draper's graduate students have conducted action research studies investigating literacy circles, professional development of in-service teachers, mentoring beginning teachers, and the paired placement of student teachers. Her students have also conducted content analyses of messages about disciplinary literacy found in various professional journals and elementary textbooks.

To view her full profile, click [here](#).



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**Dr. Erika Feinauer**  
**PhD**

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**Dr. Erika Feinauer** is an Associate Professor in the Department of Teacher Education in the McKay School of Education at Brigham Young University. She is responsible for teaching courses on literacy education and research methods.

Dr. Feinauer's academic research focuses on the language and literacy development of young bilingual students and the role of identity and agency in these processes. Much of Dr. Feinauer's research has been carried out in the context of Dual Language Education programs both in Utah and in Costa Rica. She has investigated the parent communities of these programs and has also focused on the linguistic and academic outcomes of students who attend DLE schools. Recently, Dr. Feinauer has been looking at the social networks of young children in a Dual Language classrooms, looking at how these networks are leveraged for language learning, social interactions, and identity processes. Dr. Feinauer also researches the preparation of in-service teachers to work with language-minority students in their classrooms. Recent publications outlets include *Bilingualism: Language and Cognition*, *The Bilingual Research Journal*, and the *Harvard Educational Review*.

Dr. Feinauer employs both qualitative and quantitative methods in her work. She enjoys the mentoring process, and has worked with students across an array of projects. Graduate students she works with typically present their thesis at regional or national conferences, and work toward bringing their work to publication.

To view her full profile, click [here](#).



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**Dr. Juan Freire**  
**PhD**

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**Dr. Juan Freire** is an Assistant Professor in the Department of Teacher Education in the McKay School of Education. He holds a PhD with a specialty in bilingual and multicultural education from the University of Utah. His main teaching responsibility is in the Teaching English Learners (TELL) Program; he teaches research methods courses as well. His experiences in the field of education in Spain and in the U.S. include classroom teacher, practicum and student teacher supervisor, state curriculum and assessment designer, researcher and author, professional development facilitator, consultant, school board member, and university professor.

Dr. Freire's research emphasizes qualitative methods with a focus on promoting equity and social justice for English learners and other minority students. His scholarship focuses primarily on dual language education programs at the state and national levels, as well as equity classroom instruction. Dr. Freire believes that working with teachers can improve equity instruction and better socio-academic results for all students. For his doctoral dissertation he studied a collaborative professional development program designed to explore culturally relevant pedagogy with eight teachers in a Spanish-English dual language program in Salt Lake City. Dr. Freire and some of the teacher participants in his study presented their work at state and national conferences leading to publications in peer-reviewed journals. Dr. Freire's work has been published in various national and international journals, such as *Educational Policy*, the *Urban Review*, the *International Multilingual Research Journal*, and the *Bilingual Research Journal*.

Dr. Freire enjoys working with graduate and undergraduate students to ensure they receive the mentoring and support they need to be successful in their academic work and in their professions. He has served on several committees of master's and doctoral students. He has also worked with 18 teaching and research assistants. With some of his students he has investigated equity in language education policies as well as classroom practices with an equity focus. Students working with Dr. Freire will specialize primarily in qualitative research methods, seeking transformative practices to improve the educational lives of English learners and other minority students. In these efforts they will be able to improve their expertise with classroom instruction, language policy, or partnership with various school stakeholders, including families and communities of minority students. Dr. Freire believes teachers can change their students' lives, impact society, and create a better world.

To view his full profile, click [here](#).



**Dr. Kendra Hall-Kenyon, PhD**

To view her full profile, click [here](#).

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**Dr. Kendra Hall-Kenyon  
PhD**

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**Dr. Bryant Jensen**  
**PhD**

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**Dr. Bryant Jensen** is an Associate Professor in the Department of Teacher Education and teaches courses in multicultural education, learning theory, quantitative analysis, and design-based research.

Dr. Jensen's research addresses the improvement of classroom teaching and learning for underserved children, particularly Latinos from Mexican and Central American immigrant families. He uses observational and mixed methods to address teacher learning and equity in teaching. In collaboration with colleagues, Dr. Jensen developed the Classroom Assessment of Sociocultural Interactions (CASI), a classroom observation system that measures cultural aspects of teacher-child interactions in early education and elementary classrooms. He also recently co-edited a book, *Students We Share: Preparing US and Mexican teachers for our transnational future* (SUNY Press, 2020). Dr. Jensen is currently working with practicing teachers in collaborative teams to improve equitable teaching across content (e.g., math, academic discourse) and contexts (e.g., Utah, Mexico). Before BYU, Dr. Jensen was a researcher for a national task force on early education for Latinos, a Fulbright scholar in Mexico, teacher educator in California's San Joaquin Valley, and an IES post doctorate fellow at the University of Oregon.

Dr. Jensen highly values collaborative and interdisciplinary inquiry. He encourages his students to identify key problems of education practice to frame research studies, and to use appropriate analytic methods (often mixing qualitative and quantitative) to address associated questions. Dr. Jensen urges his students to publish in high-quality, peer-reviewed journals. He has co-presented at several national and international conferences with students, co-published with students in several research journals.

To view his full profile, click [here](#).



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**Dr. Lynne Kganetso**  
**PhD**

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**Dr. Lynne (Watanabe) Kganetso** is an Assistant Professor in the Department of Teacher Education in the McKay School of Education at BYU. She teaches courses in literacy and early childhood education.

Dr. Kganetso's research focuses on how context influences early literacy learning in both local and international settings. Much of her work emphasizes early writing development and instruction; young children's abilities to read and write different genres—particularly informational texts; using early literacy for authentic purposes; and/or fostering literacy learning in meaningful, culturally relevant/sustaining ways. Dr. Kganetso strives to enhance literacy learning by connecting home, community, and school contexts and empowering students to become participating and contributing members to their communities of practice.

Dr. Kganetso has conducted qualitative and mixed methods research in a variety of venues—including extensive work employing ethnographic methods in Botswana. She is a former kindergarten teacher and committed to providing access to meaningful early literacy practices for all young children.

To view her full profile, click [here](#).



**Dr. Brandon McMillan** is an Assistant Professor in the Teacher Education Department within the David O McKay School of Education. He teaches courses in mathematics education, such as the early childhood and elementary math methods courses.

Dr. McMillan's research is centered on student mathematical thinking and encompasses different domains within teacher education. His work examines the ways in which children think about and solve varying mathematical content, which contributes to the knowledge of the progression and development of mathematics understanding. Additionally, he examines how educators leverage student's mathematical thinking within classroom teaching and assessment to facilitate mathematical learning, challenge deficit thinking, and promote equitable learning environments.

To view his full profile, click [here](#).

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**Dr. Brandon McMillan**

**PhD**

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**Dr. Timothy G. Morrison** is an Associate Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. He teaches courses in literacy education for both undergraduate and graduate students.

Most of Dr. Morrison's scholarship focuses on aspects of literacy. He has written and presented in the areas of reading comprehension assessment, fluency development, and a variety of literacy-related topics. He has served as editor for professional publications of the Association of Literacy Educators and Researchers (ALER) and has published articles in many professional journals including *Literacy Research and Instruction*, *Reading Psychology*, and *The Journal of Adolescent and Adult Literacy*. Many of his published articles have been co-authored with graduate students. One former doctoral student's work on measuring expressive oral reading was awarded Dissertation of the Year by the Literacy Research Association (LRA). A master's student's research was given the Thesis of the Year award by the Association of Literacy Educators and Researchers.

Currently, he is studying reading comprehension with a team of researchers from BYU and two local school districts. Their work on inferences that children make as they read will lead to identification of a taxonomy of inferences for children in grades 2 through 5. This research team also plans to create an instrument that will identify specific inference types that children can and cannot make as they read.

To view his full profile click [here](#).

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**Dr. Timothy G. Morrison**  
**PhD**

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**Dr. Melissa A. Newberry** is an Associate Professor in the department of Teacher Education. She holds a PhD in Educational Psychology from Ohio State University and brings with her the experience working with adolescents in remedial social contexts. Her main course responsibility is teaching Adolescent Development and Classroom Management in the Secondary Education program. She teaches her courses with a focus on the development of the individual from a socio-cultural perspective.

As a teacher educator and educational psychologist, Dr. Newberry's research is centered on the dynamics of interpersonal relationships in schools, including the foundation and evolution of teacher-student relationships, teacher emotion regulation, and teacher identity development. Her work has evolved to include working relationships with all stakeholders in schools. She has presented her work both nationally and internationally and has been published in several high-quality journals.

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**Dr. Melissa A. Newberry**  
**PhD**

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Students who work with Dr. Newberry are primarily engaged in qualitative research practices and mixed methodologies that explore the lived experiences of social phenomena relating to education. Dr. Newberry and her students investigate the dynamics of schools, classrooms, and teaching, searching for insights into complex, contextually-based issues, which will inform practice, both for the individual and across the teaching profession. Examples of studies students have done under her supervision are: teacher self-compassion, teacher collective self-efficacy, teacher emotion regulation and adolescent developmental needs in classrooms.

To view her full profile, click [here](#).



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**Dr. Ryan Nixon**  
**PhD**

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**Dr. Ryan Nixon** is an Assistant Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. He teaches courses in science education, primarily the elementary science methods course.

Dr. Nixon's research focuses on teachers' knowledge of the science topics they are responsible for teaching, known as subject matter knowledge (SMK). Without understanding the science topics they want their students to learn, teachers cannot teach effectively and often feel less satisfied in their work. Having found some evidence that elementary teachers do learn science SMK through teaching experience, rather than just formal classes, he is currently investigating ways that this happens. He is also in the process of developing tools to support teachers' learning of science SMK in ways that fit into their work as teachers and investigating teachers' use of these tools and their impacts.

Dr. Nixon is also interested in exploring ways teachers who have limited SMK due to being assigned to teach out-of-field (for secondary teachers) or repeatedly reassigned grade levels (for elementary teachers) draw knowledge across boundaries and develop the SMK they need to teach effectively. He is also interested in deepening our knowledge of what it means to know science as a teacher, rather than simply knowing science as a student.

Dr. Nixon's research has employed a variety of quantitative, qualitative, and mixed methods designs. He has studied teachers across the grade levels, including elementary, middle school, and high school teachers. Teachers in his studies have taught any of the sciences, though he prefers to focus on those who teach physics and chemistry because of his stronger SMK in these disciplines. He has collaborated with researchers from other departments (e.g., physics, chemistry), universities (e.g., University of Georgia, Penn State), and countries (e.g., South Africa, Turkey).

To see his most current work, see [www.researchgate.net/profile/Ryan\\_Nixon](http://www.researchgate.net/profile/Ryan_Nixon).

To view his full profile, click [here](#).



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**Dr. Richard Osguthorpe**  
**PhD**

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**Dr. Richard Osguthorpe** is a professor in the Department of Teacher Education, and a research associate in the Center for the Improvement of Teacher Education and Schooling. He teaches courses that focus on the introduction to education, the foundations of teacher education, and the philosophy of educational research.

Dr. Osguthorpe conducts research that combines conceptual analysis and empirical study, and his scholarly interests include: the moral work of teaching and teacher education; the study of moral education and moral development in schools; the use of practical reason and practical argument in teacher development; the pedagogy of educational foundations; and teacher judgments of student learning and moral development. His work is primarily aimed at better understanding the moral dimensions of teaching and learning in the context of public schools, and how best to prepare teachers to meaningfully engage those moral purposes in classroom life.

To view his full profile, click [here](#).



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**Dr. Todd Pennington**  
**PhD**

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**Dr. Todd Pennington** is an Associate Professor in Physical Education Teacher Education (PETE) in the Department of Teacher Education at BYU. As a longtime educator and coach, Dr. Pennington spent time as a middle school PE teacher, head volleyball coach, and basketball coach before completing his graduate degrees. He teaches Advocacy in Physical Education, Elementary PE Teaching Methods for elementary education majors, Teaching Methods for Middle School PE, and is the coordinator for PE Student Teaching and its accompanying seminar.

For the past 17 years, his focus has been promoting quality PE and physical activity through his research and teaching as a PETE professor. Specifically, his research has focused on PE teachers' professional development through a variety of technology applications. Dr. Pennington was one of the creators and developers of the PE Central website (the most widely visited PE web site in the world). Recently, he and one of his master's students studied the effectiveness of the PE Central website on the professional development of K–12 PE teachers.

In 2010 he and his coauthors received the Metzler Freedman Exemplary Paper Award within the PETE profession for their research on Systemic Success in Physical Education (SSPE). This was the first of two additional follow-up studies and publications on the SSPE model. Currently, Dr. Pennington and one of his master's students are conducting another related follow-up study on the SSPE model focusing on the effectiveness of PE teachers' advocacy efforts with the parents of students in the district. This study is the first in the line of several studies to come on the use and effectiveness of advocacy principles by PE teachers.

To view his full profile, click [here](#).



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**Dr. Corinna Peterken**  
**PhD**

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## **Dr. Corinna Peterken, PhD**

Corinna is an early childhood specialist who is active in research and teaching through and with the arts. She has many years of experience as a classroom teacher from Pre-school to year 11 and as a Media Studies, Visual and Performing Arts specialist in schools and the community.

Dr. Peterken's teaching interests include Postmodern, Critical Early Childhood Education, early childhood and teacher education that supports embodied learning, place based practices and education through art. Likewise her research interests are Postmodern and critical theory/practice in Early Childhood Education with arts based methods and teaching with the arts.

She is an artist/academic. She inquires about teacher education, pedagogy and early childhood theory/practice through arts based research with postmodern and critical perspectives, including autoethnography and a/r/tography.

To view her full profile, click [here](#).



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**Stefinee Pinnegar**  
**PhD**

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**Stefinee Pinnegar** earned her PhD in Educational Psychology at the University of Arizona. She is an Associate Professor of Teacher Education in the David O. McKay School of Education at BYU.

Her research interests focus on teacher thinking, teacher development, and self-study of practice (and other methodologies of intimate scholarship). She is a founding member of the self-study of practice research community and was fundamental to the development of that methodology. In examining the development of teacher thinking, she has particular interest in the development of practical memory for teaching. In terms of self-study of practice, she is interested in the methodology of self-study and in improvement of her practice as a teacher educator. She has recently collaborated with her long-time colleague Mary Lynn Hamilton on a book about knowing, doing and becoming in teacher education and two handbook chapters focused on autobiographical, narrative, and self-study of practice methods in the study of teacher education.

To view her full profile, click [here](#).



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**Dr. Keven A. Prusak**  
**PhD**

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**Dr. Keven A. Prusak** is an Associate Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. He teaches Methods of Teaching Sporting Activities, Methods of Elementary Physical Education, Healthy and Active Lifestyles Management, Intermediate Swimming, and Issues and Trends in PETE Research.

Dr. Prusak's primary research focus is motivation in physical education, with secondary emphases in systemic success in physical education, use of digital video in teacher education, and healthy and active lifestyle management in PE. His research has resulted in several awards such as the Lawrence F. Locke Outstanding Dissertation Award (2002) and the Metzler-Freedman Exemplary Paper of the Year Award (2010). His commitment to collaborative scholarship with colleagues and students has led to over thirty-five coauthored papers. He has worked with scholars from across the US, Canada, the UK, Russia, and Korea.

Dr. Prusak encourages graduate students to find faculty who share their interests and then contact them to help assure a mutually satisfying and productive relationship. His work with graduate students has resulted in over sixteen published papers. Funding is available for students to submit and present their work at professional conferences should they be accepted. Previous students have made over twelve state, regional, and national scholarly presentations.

To view his full profile, click [here](#).



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**Dr. Michael J. Richardson**  
**PhD**

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**Dr. Michael J. Richardson** is an Associate Professor in the Department of Teacher Education at BYU. He teaches undergraduate courses on adolescent development and classroom management and has taught graduate courses on theories of learning and teaching.

Mike's scholarship centers on identification of and support for adolescents' developmental needs, and on implications of moral theory and philosophy on educational relationships, teaching and learning, religious literacy, and moral education.

Graduate students studying with Mike have conducted research on effective literacy instruction with ELL students, teacher beliefs about student self-assessment, professional learning, and religious education. He has also served on several committees for graduate students studying topics such as teacher professional development and identification of and support for students' behavioral and social-emotional needs.

To view his full profile, click [here](#).



**Dr. Paul Ricks**  
**PhD**

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**Dr. Paul H. Ricks** is a professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. Dr. Ricks' teaching and research emphases are in children's and YA literature. As a former upper elementary school teacher, some of Paul's scholarship focuses on the ways that readers respond to children's texts, especially when discussing critical topics (e.g., race, class, gender, power). He is particularly interested in the "magical messiness" of what happens during read-alouds wherein participants share their disparate opinions about texts in order to come to greater understandings of what they can mean, both individually and collectively. He also specializes in literary analysis through critical lenses (e.g., critical race, critical whiteness, critical multicultural, postcolonial). His research in this area often explores and examines children's texts for ideological underpinnings that represent the overt and/or less visible biases and agendas of their creators.

Additionally, Dr. Ricks is an active participant in the discussions surrounding world literatures, with specific interests in better understanding how English-speaking audiences makes sense of translated texts.

To view his full profile, click [here](#).



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**Dr. Alessandro Rosborough**  
**PhD**

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**Dr. Alessandro Rosborough** is an Associate Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. He teaches courses in dual language immersion, teaching English language learners, and advanced sociocultural theory and second language learning.

Dr. Rosborough's research focuses on the use of Vygotskian Sociocultural theory (cultural-historical) in relation to teaching and learning second languages / English as a second language. He is interested in the role of meditational tools in second language learning, including gesture, semiotics, imagery, teacher self-disclosure, foreigner talk/teacherese, and translanguaging. His publications include sole authored works in *Mind, Culture, and Activity: An International Journal*, and a chapter in *Teachers' roles in second language learning: Classroom applications of sociocultural theory*. Other published articles demonstrate and extend his research focus concerning gesture and multiple modalities in teaching and learning. Dr. Rosborough's second language research participants and settings range from early childhood to adults, crossing multiple subject areas including math, social studies, and science.

Dr. Rosborough's graduate students have conducted research concerning English Language Learners and a variety of subjects. His graduate course extends the definitions and understanding of topics related to sociocultural theory, including Cultural-Historical Activity Theory (CHAT), the Zone of Proximal Development, private and inner speech, dynamic assessment, and the role of gesture and mimesis in teaching and learning. His undergraduate courses in dual language immersion (DLI) and teaching English language learners (TELL), incorporate the importance of meaning-making in K–12 settings, semiotics, and critical discourse and identity issues.

To view his full profile, click [here](#).



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**Dr. Leigh Smith**  
**PhD**

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**Dr. Leigh Smith** is an Associate Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. She teaches courses in STEM education and teacher education (teacher learning and development).

The primary focus of Dr. Smith's research is teacher education, and includes studies designed to explore the learning and development of both preservice and practicing teachers, particularly in the contexts of STEM education and education reform. Although predominantly a qualitative researcher, she has collaborated with teacher educators in science education as well as other disciplines (e.g., literacy education, technology education) in descriptive, quantitative, and mixed methods studies to examine both the knowledge and beliefs of teachers and teacher educators and the influence these conceptions have on instructional practices and student learning.

Dr. Smith's masters students have used a variety of research methodologies (e.g., content analyses, survey research, pre/posttest, self-study, action research, case study) to investigate messages related to national standards and associated practices, professional development of in-service teachers, teacher reassignment, classroom implementation of new instructional practices and associated student learning, teachers' and students' science self-efficacy, science literacy, and teacher knowledge and beliefs.

To view her full profile, click [here](#).



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**Dr. Erin Feinauer Whiting**  
**PhD**

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**Dr. Erin Feinauer Whiting** is an Associate Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. She is responsible for teaching multicultural education for secondary education majors as well as graduate courses about the socio-cultural context and purposes of schooling.

Her main research focus investigates the socio-cultural aspects of schooling and social inequality with a focus on school community and organization for the inclusion of all students. She employs qualitative, quantitative, and mixed method approaches to answering research questions. Her recent research has focused on understanding the dynamics of student belonging, junior high school transitions, and implications of organizational and institutional arrangements for student inclusion. She has specifically investigated the dynamics of parent communities, and administrative and organizational approaches in dual language school settings as well as looking at implications for belonging in these settings. Additionally, she also works with her multicultural education colleagues to explore how to engage pre-service students in dispositional and emotionally difficult content in a pedagogy of discomfort and vulnerability. This research emphasizes a process of examining power in the classroom, understanding difference, and seeking for comity.

She has worked with a number of graduate and undergraduate students in the research process including presenting at regional and national conferences and preparing manuscripts for publication. Recent examples of various student mentored projects include; the case of restorative justice in Utah, unpacking student experiences of investment in “difficult” knowledge, what students say matters for belonging in junior high school, lunchtime activities and how they relate to school belonging in one junior high school, friendlessness in the transition to junior high school, articulations of belonging and friendship for kindergarteners in a Two-Way Immersion language school, narratives of success for Latin@ students in high school, among others.

To view her full profile, click [here](#).



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**Dr. Carol Wilkinson**  
**PhD**

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**Dr. Carol Wilkinson** is currently the PETE Program Coordinator in the Department of Teacher Education in the David O. McKay School of Education at BYU. She teaches the following courses: Secondary Practicum, Philosophical and Ethical Issues in the Exercise Sciences, and Curriculum and Instructional Theory and Design in PETE.

Dr. Wilkinson conducts research in the following areas: motivational theory related to physical education, leisure-time physical activity, and other healthy behaviors; preservice and K–12 healthy and active lifestyle management skills; instructional design in physical education; and improving the student-teaching experience. Her collaborative work has resulted in several publications such as “Triad relationships and member satisfaction with paired placement of student teachers” in the *Australian Journal of Teacher Education* and “Developing HALM teaching competencies in PETE teacher candidates” in *Journal of Physical Education, Recreation, and Dance*.

Dr. Wilkinson meets often with her graduate students and facilitates the thesis process from entry into the program through to graduation. In addition to mentoring students on their thesis, she also introduces her students to other projects (research and presentations) so that they have other scholarly experiences in addition to their thesis. Graduate students she has chaired have given over twelve presentations (either regionally or nationally), and had six publications. Most of their theses have been published.

To view her full profile, click [here](#).



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**Dr. Jennifer J. Wimmer**  
**PhD**

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**Dr. Jennifer J. Wimmer** is an Associate Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. She teaches courses focused on foundations of literacy development and literacy methods.

Dr. Wimmer's research focuses on the intersection of new literacies, disciplinary literacy, and teacher professional development. Her focus has led to various qualitative studies including the assessment of preservice teachers' informational literacy skills, K-6 teachers' perceptions and experiences when integrating new literacies in math and science content, and investigating preservice teachers' perceptions of new literacies in their future classrooms. Recently Dr. Wimmer is examining the affordances of interactive technologies (e.g., whiteboards, tables, and tablets) and the potential they hold for teaching and learning. Additionally, she collaborates with teacher educators from various disciplines across campus in an effort to better prepare educators to teach the specific texts and literacies of their disciplines.

Dr. Wimmer primarily uses qualitative research methods, including case study, content analysis, and phenomenology. She serves on many graduate student committees and has supported students in developing conference presentations and journal articles.

To view her full profile, click [here](#).



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**Dr. Terrell A. Young**  
**PhD**

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**Dr. Terry A. Young** is a professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. Dr. Young's emphasis is children's literature. One focus of his research is critical analysis of literature in and of itself. Critical analysis involves analyzing books according to various theoretical lenses. He and his colleagues have applied language acquisition, language identity, sociocultural, and ideological theories in their analyses of various children's and young adult books. Another focus of his work is research related to the use of children's literature in elementary and middle school classrooms. Some of his articles have explored the role of literature in teaching and learning mathematics, science, and social studies. Other publications have addressed how literature contributes to composition and comprehension instruction in the language arts.

Dr. Young's teaching has been recognized with awards from the Washington State University College of Education, the Washington Organization for Reading Development, Washington State University, and the International Literacy Association.

To view his full profile, click [here](#).