

## Department of Teacher Education: Graduate Faculty



### **Damon L. Bahr, Ph.D.**

Damon L. Bahr is an associate professor in the Department of Teacher Education in the David O. McKay School of Education. 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 the public school teachers and supervisors with whom they work 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 masters 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](#).



### **David Barney, Ph.D.**

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 practitioners journals. He has collaborated with over 30 different researchers, physical educators and graduate students.

Since coming to BYU, Dr. Barney has worked with 3 graduate students in the role as committee chair or committee member. Dr. Barney believes that working closely with his graduate students is very important. Two of his three graduate students have graduated and the third will graduate in April of '16. Two of the three graduate students' thesis studies have been published in top tiered journals. Dr. Barney's graduate students also have presented at national conventions and regional conferences.

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



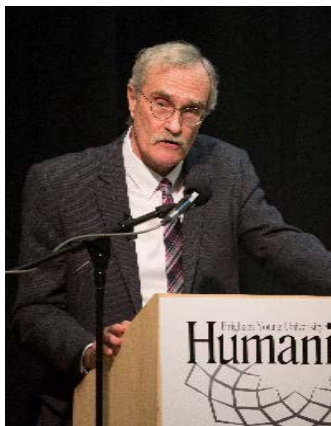
**Alaska Black Hults, Ph.D.**

Alaska Black Hults is an Assistant Professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. She teaches the Second Language Acquisition course in the TESOL minor. She has previously taught courses in Teaching Exceptional English Language Learners for both Special Education Majors and graduate students pursuing certification as a school counselor.

Dr. Black Hults' program of research contributes to our understanding of school contexts, teacher education, and instructional practices that shape teacher perceptions of success and failure in their Emergent Bilingual students. Her research explores how perceptions of dis/ability in English Language Learners affect teacher practices and school policy. She has presented at national and international conferences, and collaborated with researchers in the fields of Second Language Acquisition (including American Sign Language as a second language), and Language and Literacy Education.

Dr. Black Hults has guided graduate students interning as school counselors in better understanding the unique needs of their linguistically and culturally diverse students—including ways to partner with teachers in implementing practices from the Funds of Knowledge research. She has taught a graduate-level course in Teaching Reading and Writing to English Language Learners and designed professional development courses for practicing teachers around their own questions about specific students in their classes. She welcomes graduate students interested in pursuing research related to perceptions of ability and disability in English Language Learners as well as those seeking a deeper understanding of Vygotskian Sociocultural Theory.

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



**Robert Bullough, Ph.D.**

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



**Eric R. Bybee, Ph.D.**

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 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 (or not 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 Latina/o schooling in the United States.

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



**Ramona M. Cutri, Ph.D.**

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.

Dr. Cutri's research explores how to help engage pre-service teachers intellectually and emotionally in the dispositional and pedagogical issues related to critical multicultural education. She approaches this overarching topic from different perspectives including the integration of technology into teaching, how pre-service teachers identify social privileges; the emotional work involved in multicultural teacher education; and unpacking cross-class identities. Some of Dr. Cutri's recent publications include "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*.

When working with graduate students, Dr. Cutri especially loves helping them take ownership of the writing process by teaching them strategies to make writing manageable and productive for them. Many of Dr. Cutri's graduate students have studied their own practice 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](#).



**Roni Jo Draper, Ph.D.**

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 curricula 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 masters students have conducted action research studies investigating literacy circles, professional development of inservice 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](#).



**Lynnette Erickson, Ph.D.**

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



**Erika Feinauer, Ph.D.**

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



**Kendra Hall Kenyon, Ph.D.**

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



**Bryant Jensen, Ph.D.** arrived to BYU in 2012. He is an Assistant Professor in the Department of Teacher Education, and teaches courses in multicultural education, culturally responsive teaching, quantitative analysis, and design-based research.

Professor Jensen is passionate about research that addresses learning opportunities for children of color, particularly those from Latino immigrant and, more recently, African American families. His work analyzes teacher-child interactions, cultural dimensions of social and academic learning, home-school collaborations, and teacher development. He recently published a co-edited volume entitled *Regarding Educación: Mexican-American Schooling, Immigration, and Bi-National Improvement* (Teachers College Press, 2013). Before BYU, Prof. Jensen was a researcher for a national task force on early education for Latinos, a Fulbright scholar in Mexico, teacher educator in CA's San Joaquin Valley, and an IES postdoc fellow at the University of Oregon.

Prof. 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.

Prof. Jensen urges his students to publish in high quality, peer-reviewed journals. He has co-published with students in *The Elementary School Journal*, *Early Education and Development*, and *Assessment in Education: Principles, Policy & Practice*. Others are currently under review.

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



**Timothy G. Morrison, Ph.D.**

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 masters 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 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](#).



**Melissa A. Newberry, Ph.D.**

Dr. Newberry is an Associate Professor in the department of Teacher Education. She holds a PhD in Educational Psychology from the Ohio State University and brings with her experience working with adolescents in remedial settings. 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. She has presented her work both nationally and internationally and has been published in several high quality journals. She is currently part of an international research team, studying issues surrounding teacher attrition globally.

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.

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



**Ryan Nixon, Ph.D.**

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.

His research interests center on the topic of teachers' knowledge of science (known as content knowledge). Ryan is particularly interested in issues of content knowledge related to new science teachers, teachers assigned to teach outside of their specialization (secondary and elementary), and how content knowledge develops with teaching experience. In these efforts, Ryan hopes to inform teacher preparation and professional development. Ryan 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 view his full profile click [here](#).



**Todd Pennington, Ph.D.**

Todd Pennington serves as an associate professor in Physical Education Teacher Education (PETE) in the Department of Teacher Education at Brigham Young University. As a longtime educator and coach, Pennington spent time as a middle school PE teacher, head volleyball 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 Web site (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 Web Site on the professional development of k-12 PE teachers.

In 2010 he and his co-authors 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 teacher's 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](#).



**Stefinee Pinnegar, Ph.D.**

Stefinee Pinnegar earned her Ph.D. in Educational Psychology at the University of Arizona. She is an associate professor of teacher education at Brigham Young University.

Her research interests focus on teacher thinking, teacher development, and self-study of practice (and other methodologies of intimate scholarship). She was a founding member of the self-study of practice research community and 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](#).



**Keven A. Prusak, Ph.D.**

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 35 co-authored 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 16 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 12 state, regional, and national scholarly presentations.

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



**Michael J. Richardson, Ph.D.**

Michael J. Richardson is an assistant 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' behavioral and social-emotional needs, and on implications of educational philosophy for classroom management and moral education.

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

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



**Alessandro Rosborough, Ph.D.**

Dr. Alessandro (Alex) Rosborough is a 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. 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 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](#).



**Leigh Smith, Ph.D.**

Leigh Smith is an associate professor in the Department of Teacher Education, 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 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 inservice 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](#).



**Erin F. Whiting, Ph.D.**

Erin Feinauer Whiting is an Associate Professor 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 social context of schooling. Her main research work has examined many aspects of community, inequality and culture. Her current research focuses on developing intercultural dispositions as well as understanding and alleviating social inequality with a focus on school community and organization for the inclusion of all students.

In addition to her work mentoring undergraduate students in research about school belonging, her work with graduate students has included an array of interesting topics. Recent projects include, an examination of friendlessness in the transition to junior high school, looking at success for Latino students in high school through participation in the *Latinos in Action* program, examining academic self-efficacy in science through the transitions from elementary to middle school and then to high school, among other projects. She has worked with students in preparing theses for publication with several papers represented in the various stages of preparation and publication.

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



**Carol Wilkinson Ph.D.**

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, 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; pre-service 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 “PETE Students’ Perceptions of a Healthy and Active Lifestyle” in *The Physical Educator* and “Self-Regulation of Physical Education Teacher Education Students’ Attitudes Towards Exercise and Diet” in *ICHPER SD Journal of Research*.

Dr. Wilkinson often meets with her graduate students and facilitates the whole 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 12 presentations (either regionally or nationally), and had 6 publications. Most of their theses have been published.

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



**Jenni J. Wimmer, Ph.D.**

Jennifer J. Wimmer is an assistant professor in the Department of Teacher Education in the David O. McKay School of Education at Brigham Young University. 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. Most 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 the 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](#).



**Terrell A. Young, Ph.D.**

Terrell A. Young is a professor in the Department of Teacher Education in the David O. McKay School of Education at BYU. He teaches courses in children's literature.

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, especially with English Language Learners. Other publications have addressed how literature contributes to the reading-writing relationship and comprehension instruction in the language arts. His final area of study is the creative process of authors and illustrators.

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