

ERIKA FEINAUER

Associate Professor
Department of Teacher Education
Brigham Young University
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Areas of Interest

Language and literacy, bilingualism, ethnic identity, multicultural and intercultural teacher preparation, teacher evaluation, education policy, research methods

Education

Doctor of Education, Human Development and Psychology, Harvard University
Graduate School of Education, June 2006

Doctoral Dissertation: Ethnic Identity and Academic Achievement: A study of 5th Grade Spanish-English Bilingual Latinos.

Chair: Dr. Catherine Snow, Henry Lee Shattuck Professor of Education

Master of Education, Concentration in International Education Policy, Harvard University Graduate School of Education, June 1999

Bachelor of Arts, French Teaching, Brigham Young University, April 1996

Minors: Italian, International Relations

Utah Teacher Certification, French Secondary Education Credential

Professional Experience

Associate Professor, Department of Teacher Education, David O. McKay School of Education, Brigham Young University, May 2015 to Present

Assistant Professor, Department of Teacher Education, David O. McKay School of Education, Brigham Young University, August 2007 to May 2015

AAAS Science & Technology Post-doctoral Policy Fellow, National Science Foundation selected by the Society for Research in Child Development, September 2006 to August 2007.

Visiting Professor, Department of Education, Westminster College, January to May 2006.

Research Assistant, National Literacy Panel on Language Minority Children and Youth, Center for Applied Linguistics, Washington D.C., November 2003 to June 2004.

Instructor, Department of Psychology, Harvard University, January 2004 to December 2004.

Teaching Fellow, Department of Human Development and Psychology, Harvard Graduate School of Education, September 1999 to December 2004

Senior Research Assistant to Dr. Maria Carlo, Harvard Graduate School of Education
Managed NICHD funded research project entitled *The Transfer of Reading Skills from Spanish to English*, September 1998 to June 2003.

Editorial Board Member, *Harvard Educational Review Journal*, Cambridge, MA, June 2000 to June 2002.

Manuscripts editor, 2001 to 2002

Co-chair of special issue on Immigration and Education, Winter 2001

Congressional Aide, Office of Representative Chris Cannon, U.S. House of Representatives, Washington D.C., April 1997 to August 1998

Lab Instructor, Department of French & Italian, Brigham Young University, September 1995 to April 1996.

Publications

Peer Reviewed Articles

Whiting, E. F., Everson, K.K., & **Feinauer, E.** (in press). The Simple School Belonging Scale: Working toward a unidimensional measure of student belonging. *Measurement and Evaluation in Counseling and Development*.

Feinauer, E., Hall-Kenyon, K., & Everson, K.K., (2017). Rethinking the Linguistic Threshold Hypothesis: Modeling the linguistic threshold among young Spanish-English bilinguals. *Bilingualism: Language & Cognition*, 20(5), 886-902.

*Herrington, H.M., Smith, T., **Feinauer, E.**, & Griner, D. (2016). Reliability generalization of the Multigroup Ethnic Identity Measure—Revised (MEIM-R). *Journal of Counseling Psychology* 63 (5), 586-593.
DOI: <http://dx.doi.org/10.1037/cou0000148>

*Mitchell, R., Morrison, T. **Feinauer, E.**, Wilcox, B., Black, S. (2016). Effects of fourth- and second-grade cross-age tutoring on student spelling. *Reading Psychology*, 37(1) DOI:10.1080/02702711.2015.1025164

Feinauer, E., & Whiting, E. F. (2014). Home language and literacy practices of parents at one Spanish-English two-way immersion charter school. *Bilingual Research Journal*, 37 (2), 142-163.

Feinauer, E., & Howard, E. (2014). Attending to the third goal: Cross-cultural

competence and identity development in two-way immersion programs. *Journal of Immersion and Content-Based Language Education*, 2 (2), 257-272.

Wilkinson, C., Pennington, T., Whiting, E. F., Newberry, M., **Feinauer, E.**, Losser, J., Haslem, L., & Hall, A. (2014). Triad relationships and member satisfaction with paired placement of student teachers. *The Australian Journal of Teacher Education*, 39 (8), 162-184.

*Everson, K. C., **Feinauer, E.**, Sudweeks, R. R. (2013) Rethinking teacher evaluation: A conversation about statistical inferences and value-added models. *Harvard Educational Review*, 83 (2), 349-370.

Feinauer, E., Hall-Kenyon, K. M. & *Davison, K. C. (2013). Cross-language transfer of early literacy skills: An examination of young learners in a two-way bilingual immersion elementary school. *Reading Psychology*, 34 (5), 436-460.

Whiting, E. F., **Feinauer, E.**, & *VanDerwerken, D. (2012). Taking a closer look at parents at one Spanish-English two-way immersion charter school: An innovative approach to understanding school community. *Journal of Multilingual and Multicultural Development*, 33 (5), 497-510.

Feinauer, E. & Whiting, E. F. (2012) Examining the socio-linguistic context in schools and neighborhoods of pre-adolescent Latino students: Implications for ethnic identity. *Journal of Language, Identity and Education*, 11 (1), 52-74.

Whiting, E. F., & **Feinauer, E.** (2011). Reasons for enrollment at a Spanish-English two-way immersion charter school among highly motivated parents from a diverse community. *International Journal of Bilingual Education and Bilingualism*, 14 (6), 631-651.

Feinauer, E., & Cutri, R. M. (2011). Expression of ethnic identity in preadolescent Latino students: Implications for culturally relevant pedagogy. *International Journal of Inclusive Education*, 16 (7), 705-719.

Feinauer, E. (2010). What are the 'Ethnic Things' in your Life? Symbols of ethnicity for pre-adolescent Latino students. *Border-lines: Journal of the Latino Research Center*, 4, 18-38.

Qin-Hilliard, D.B., **Feinauer, E.**, & Quiroz, B.G. (2001). Introduction. [Special Issue: Immigration and Education]. *Harvard Educational Review*, 71(3), v-ix.

Practitioner and Policy Brief

* Student co-author / co-presenter

Lopez, M., Barrueco S., & **Feinauer, E.** (2007, June). What Latino families can do: Improving early developmental patterns among Latino infants. *Family Involvement Network of Educators (FINE) Forum* e-newsletter, Harvard Family Research Project.

Book Reviews

Feinauer, E. (2003). Review of *The skin that we speak: Thoughts on language & culture in the classroom*, by L. Delpit & J. K. Dowdy. *Harvard Educational Review*, 73(4).

Feinauer, E. (2003). Review of *Gifted bilingual students: A paradox?* by E. Kogan. *Harvard Educational Review*, 73(4).

Feinauer, E. (2002). Review of *Why don't they learn English? Separating fact from fallacy in the U.S. language debate*, by L. Tse. *Harvard Educational Review*, 72(3).

Feinauer, E. (2001). Review of *Educating new Americans: Immigrant lives and learning*, by D. F. Hones & C. S. Cha. *Harvard Educational Review*, 71(3).

Manuscripts Currently Under Review

*Ottehenning, L., Gibb, G.S., Young, K.R., **Feinauer, E.** (under review) A comparison of tier 2 direct instruction and computer-mediated reading interventions for elementary ELL students. *Literacies in Learning*.

Everson, K.C., **Feinauer, E.** (under review). Value added modeling alternatives that reflect classroom composition. *Education Finance and Policy*.

Manuscripts In Preparation

Beller, S., Whiting, E.F., **Feinauer, E.** (in preparation). Friendship and language: How kindergartners talk about making friends in a two-way immersion school. Manuscript for *Journal of Language, Identity and Education*.

Oto, M., **Feinauer, E.**, Whiting, E. F. (in preparation). Ethnic identity, belonging among Pacific Islander high school students. Manuscript for *Cultural Diversity and Ethnic Minority Psychology*

Feinauer, E., Howard, E. & Simpson, S. (in preparation). Instructional strategies for promoting linguistic and cultural identity among kindergartners. Manuscript for *Foreign Language Annals*

- Feinauer, E.** & Howard, E (in preparation). Translanguaging and hybrid language practices in buddy reading in one kindergarten two-way immersion classroom. Manuscript for *Journal of Early Literacy*
- Feinauer, E.** & Everson, K.E. (in preparation). Ethnic identity and self-esteem components and the early adolescent. Manuscript for *Cultural Diversity and Ethnic Minority Psychology*.
- Feinauer, E.** & Whiting, E. F. (in preparation). Understanding intercultural learning through study abroad experiences in New Zealand. Manuscript for *Teaching and Teacher Education*.
- Feinauer, E.** & Whiting, E. F. (in preparation). Language Attitudes of Parents at one Spanish-English Two-Way Immersion Charter School. Manuscript for *International Journal of Bilingualism and Bilingual Education*.
- Whiting, E. F. & **Feinauer, E.** (in preparation). Speaking about the meaning of difference: Developing intercultural sensibilities in secondary education. Manuscript for *Intercultural Relations*.
- Whiting, E. F., **Feinauer, E.** & Litster, C. A.,* (in preparation). Stories of Success: Two Latina students talk about their pathways to achievement in school. Manuscript for *Latinos in Education*.
- Smith, L. K., Whiting, E. F., **Feinauer, E.** & Leavitt, S*. (in preparation). Students and their parents speak out on the purposes of learning science in middle school. Manuscript for *School Science and Mathematics*.
- Whiting, E. F., Smith, L. K., & **Feinauer, E.** (in preparation). Demographic differences in the way parents talk about science education. Manuscript for the *Journal of Science Teaching*.

Research Presentations

National / International Peer Reviewed

- Feinauer, E.**, Howard, E. & Simpson, S. (November, 2016). Instructional strategies for promoting linguistic and cultural identity among kindergarteners. *La Cosecha*, Santa Fe, NM.
- Whiting, E. F., **Feinauer, E.**, McClennen, A. & Aburto, D. (November, 2016). Supporting Cross-Cultural Competencies in one TWI program in Costa Rica. *La Cosecha*, Santa Fe, NM.
- Whiting, E. F. & **Feinauer, E.** (2016, April). Intercultural Competencies in Middle and High-School Students: School culture in one international school. Paper presented

at the annual meetings of the *American Educational Research Association*, Washington D.C.

Feinauer, E. & Whiting, E. F. (2015, April). Home Language and Literacy Practices of Latino Parents in a Two-way Immersion Program. Paper presented in the Symposium “Dual Language Immersion Education: State of the Research and Promising Directions.” *American Educational Research Association*, Chicago, IL.

Feinauer, E. & Whiting, E. F. (2014, April). Preparation for culturally responsive teaching in the U.S. during a study abroad practicum in New Zealand. Paper presented at the annual international conference of the *American Educational Research Association*, Philadelphia, PA.

Feinauer, E. & Whiting, E. F. (2014, Jan). Teaching culturally responsive pedagogy through study abroad experiences in New Zealand. *Hawaii International Conference on Education*, Honolulu, HI.

Feinauer, E., Hall-Kenyon, K. & *Everson, K.C., (2013, November). Rethinking the linguistic threshold hypothesis. Paper presented at the annual *International Boston University Conference on Language Development*, Boston, MA.

***Mitchell, R., Morrison, T., Wilcox, B., Feinauer, E.,** (2013, November). Effects of fourth- and second-grade cross-age tutoring on spelling accuracy and writing fluency. Paper presented at the annual national conference of the *Association of Literacy Educators and Researchers*, Dallas TX.

Feinauer, E., & Whiting, E. F. (2012, April). Language and literacy practices of parents who enroll their children at a Spanish-English two-way immersion charter school. Paper presented at the annual international conference of the *American Educational Research Association*, Vancouver, BC.

Feinauer, E., Hall-Kenyon, K. & *Davison, K. C. (2012, April). An examination of young bilinguals’ early literacy skills: Understanding cross-language transfer. Paper presented at the annual international conference of the *American Educational Research Association*, Vancouver, BC.

Whiting, E. F. & **Feinauer, E.** (2012, April) Wearing two hats: Northern Cheyenne talk about education in their community. Paper presented at the annual international conference of the *American Educational Research Association*, Vancouver, BC.

Smith, L. K., **Feinauer, E., & Whiting, E. F.** (2012, March). Background demographic characteristics: Predictors of parent attitudes toward and expectations of middle school science. Paper presented at the annual international conference of the *National Association for Research in Science Teaching*, Indianapolis, IN.

- Feinauer, E., & Whiting, E. F.** (2011, November). Evidence of ethnic identity formation among early adolescent Latino students. Paper presented at the annual international conference of the *National Association of Multicultural Education*, Chicago.
- Whiting, E. F. & **Feinauer, E.** (2011, April). Profiles of parents that enroll their children at a Spanish-English two-way immersion charter school and their reasons for enrollment. Poster presented at annual international conference of the *American Educational Research Association*, New Orleans, LA.
- Smith, L. K., Cantrell, P., Whiting, E. F., **Feinauer, E.**, & *Leavitt, S. (2011, April). Middle school students and their parents talk about the purposes of school science. Paper presented at the annual international conference of the *National Association for Research in Science Teaching*, Orlando, FL.
- Feinauer, E.F., & * Davison, K.** (2011, March). Ethnic identity and self-esteem components and the early adolescent. Paper presented at the bi-annual international conference of the *Society for Research on Child Development*, Montreal, Canada.
- Feinauer, E. F., Hall-Kenyon, K. & *Davison, K.** (2010, December). Cross-language transfer of early literacy skills: An examination of young learners in a two-way bilingual immersion elementary school. Paper presented at the annual international conference of the *Literacy Research Association*, Dallas, TX.
- Whiting, E. F., & **Feinauer, E.** (2010, April). Parent motivation for enrollment at a Spanish-English two-way immersion charter school. Paper presented at the annual international conference of the *American Educational Research Association*, Denver, CO.
- Feinauer, E. *Jones, A., & *Wayment, M.** (2009, April). Ethnic identity and language among 5th grade Spanish-English bilingual Latino students. Poster presented at the annual international conference of the *American Education Research Association*, San Diego, CA.
- Feinauer, E.** (2008, October). Oral language proficiency development: K-1 students in a Spanish-English two-way immersion program. Paper presented at the *Second Language Research Forum*, Honolulu, HI.
- Feinauer, E.** (2008, March). Ethnic identity among pre-adolescent Latino bilingual students. Poster presented at the bi-annual international conference of the *Society for Research on Adolescence*, Chicago, IL.
- Feinauer, E.** (2007, May). Ethnic identity and language attitudes among pre-adolescent Latino bilingual students. Paper presented at the *Linguistic Minority*

Research Institute Conference on Immigration, Education, and Language, Tempe, AZ.

Feinauer, E. (2004, April). Family, language and ethnic identity: A study of eight bilingual Mexican-American fifth-graders in Chicago. Paper presented at the national bi-annual national conference of the *Society for Research in Human Development*, Park City, UT.

Feinauer, E. (2003, April). Ethnic identity among Spanish-English bilingual fifth-grade students. Paper presented at the annual international conference of the *American Education Research Association*, Chicago, IL.

Regional Peer Reviewed

Feinauer, E. (2004, February). Family and language: A study of ethnic identity among pre-adolescent Latino bilinguals. Paper presented at the *Harvard Graduate School of Education Student Research Conference*, Cambridge, MA

Feinauer, E., Langager, M., & Santos, M. (2000, February). Examining theories and methods in bilingual research of the 1990's. Round-table discussion presented at the *Harvard Graduate School of Education Student Research Conference*, Cambridge, MA.

Feinauer, E. (2000, February). Explanatory talk in dinnertime conversations: A comparative study. Paper presented at the *Harvard Graduate School of Education Student Research Conference*, Cambridge, MA.

Invited Presentations

Feinauer, E. Bybee, E. & Jensen, B. (2017, April), International programs to develop teachers and to enrich learning. Presentation to the *LDS International Society Annual Conference*, Provo, UT.

Feinauer, E. (2014, October), Multicultural competency and identity development in TWI: Setting the research agenda. Paper presented at the *5th International Conference on Language Immersion Education 2014: Mainstreaming Access to Multilingual Communities*, Salt Lake City, UT.

Feinauer, E. (2013, May), Academic language in the context of the common core standards: A focus on discourse. Keynote presentation at the *Language, Culture & Equity Academy*, Colorado Department of Education and the *Bueno Center for Multicultural Education* at the University of Colorado, Boulder, Golden, CO.

Feinauer, E. (2012, October), An examination of young bilinguals' early literacy skills:

Investigating the Threshold Hypothesis. Paper presented at the research symposium for the *Center for Advanced Research on Language Acquisition Immersion Conference*, St. Paul, MN.

Feinauer, E. (2007, March). Influencing policy at the federal level: SRCD policy fellowships. Roundtable discussion presented at the bi-annual international conference of the *Society for Research in Child Development*, Boston, MA.

Vishton, P., & **Feinauer, E.** (2007, March). National Science Foundation funding information and opportunities for research in developmental and learning sciences. Poster presented at the bi-annual international conference of the *Society for Research in Child Development*, Boston, MA.

Professional Development and Community Presentations

Feinauer, E. (2017, June), *From Language to Literacy*. Presentation to Women United of United Way Utah, Xactware, Lehi, UT

Feinauer, E. (2017, June), *From Language to Literacy*. Presentation to Women United of United Way Utah, Revere Health, Provo, UT

Grants

McKay School of Education Research Grant, Brigham Young University (Winter, 2015) \$19,000.

Title: Cross-cultural Competency in Students at a Two-Way Immersion School in Costa Rica

Office of Research and Creative Activities 2011 Mentoring Environment Grant, Brigham Young University (Winter 2011) \$20,000.

Title: Improving Middle School ELL and Heritage Language Literacy through Balanced Literacy

Kennedy Center for International Studies Faculty Research Grant. Brigham Young University (Winter 2010) \$4500.

Title: Empowering Rural Literacy Facilitators in Nepal through Access to Open Content Tools.

McKay School of Education Dean's Office Research Grant, Brigham Young University, co-awarded with Dr. Ray Graham (Fall 2009) \$30400.

Title: Research in Education for ELLs and other underserved populations

Office of Research and Creative Activities 2009 Mentoring Environment Grant, Brigham Young University (Winter 2009) \$19840.

Title: English and Spanish Language and Literacy Development in a Two-Way Immersion Elementary School

McKay School of Education Research Grant, Brigham Young University (Fall 2007)
\$8200.

Title: English and Spanish Literacy Development in a School-Wide Two-Way
Immersion Elementary School

Advanced Doctoral Student Grant, Harvard Graduate School of Education (2004)
\$12,000.

Dissertation Grant, Harvard Graduate School of Education (2005) \$1,500.

Office of Research and Creative Activities Grant, Brigham Young University (1996)
\$1,000.

Awards

Certificate of Distinction in Teaching, Harvard University (Fall 2004).
Psychology 1900Lab: Introduction to Statistics for the Behavioral Sciences

Associations and Service

Scholarly and Professional Organizations and Service

Advisory Panel for the *Guiding Principles for Dual Language Education*, CAL
Member advisory Panel, September 2016 - present

5th International Conference on Language Immersion Education, University of Utah,
Member Planning Committee, September 2013 - 2014

Utah Dual Language Immersion Research Advisory Board, University of Utah
Member, November 2012 -2014

International Reading Association
Member, 2012 – present

Utah Council of the International Reading Association
Member, 2012 – Present

National Association of Multicultural Education (NAME)
Member, 2010 – present
Reviewer of proposals for the annual conference, 2010 - present

Utah Chapter of the National Association of Multicultural Education (UT NAME)
Member, 2011 - present
Board Member, 2012 - present

Society for Research on Adolescents
Member, 2009 – present

American Educational Research Association

Member, 2007 – Present

Reviewer of proposals for the annual conference, 2012 – present

Division C, Literacy

Hispanic Research Issues Special Interest Group

Bilingual Education Research Special Interest Group

Society for Research in Child Development

Member, 2007 - present

Editor

Utah Journal of Reading and Literacy, 2012 – 2015

Reviewer

Bilingual Research Journal, 2013 - Present

Reading Psychology, 2012 - Present

Applied Psycholinguistics, 2012 - Present

Educational Researcher, 2012 – present

Journal of Adolescent Research, 2009 - present

Childhood, 2010 – Present

International Journal of Inclusive Education, 2010 - present

Grant Reviewer

National Science Foundation Research Panel, Division of Behavior and Cognitive Sciences, May, 2008

Brigham Young University

Member, Institutional Review Board, September 2016 - Present

McKay School of Education

Chair, McKay School Research Committee, 2011 - 2015

Member, BYU Educator Preparation Program (EPP) committee, Professional Knowledge Exam subcommittee, 2011 -- 2013

Member, English Language Learner Symposium Executive Committee, 2011 –2012

Member, English Language Learner Symposium Steering Committee, September, 2008-2011

Member, McKay School Multicultural Committee, 2007 - 2014

Founding Member, Language and Society Research Table, McKay School of Education, Brigham Young University, 2007-2010

Department of Teacher Education

Coordinator, Literacy Faculty, 2016 - Present

Chair, Graduate Program Finance Committee, 2015 - Present

Director, BYU New Zealand Study Abroad Program, Spring 2012 – Spring 2013

Chair, Graduate Program Assessment Committee, 2010 - 2014

Member, Appeals and Grievance Committee, 2007 – 2014

Member, Action Research Conference Committee, 2008 - 2010

Community

Lincoln Elementary School, Salt Lake City, UT

Volunteer, STAR reading tutor, September 2013 – June 2014

International Rescue Committee Salt Lake City, UT

Volunteer, Youth Acculturation Program, September 2013 – December 2013

Esperanza, Salt Lake City, UT

Advisor, July 2011 – December 2013

Dual Immersion Academy (*DIA*), Salt Lake City, UT.

Advisory board member, September 2006 – June 2010

Books and Basketball, Revere, MA

Co-chair, after-school tutoring program, September 2000 – June 2003

Student Research Conference, Harvard University, Cambridge, MA.

Member, Steering committee, September 1999 – February 2000

Student Mentoring

Undergraduate Research

Amy Willardson Jones, Mentored Environment Grant (2009-2010)

Madelyn Wayment, Mentored Undergraduate Research Grant (2009-2010)

Nicki Bracha, McKay School of Education Research Grant (2007-2008)

Samantha Gardner, McKay School of Education Research Grant (2007-2008)

Graduate

Doctoral Committee Member

Eli Jones, PhD, Educational Inquiry, Measurement and Evaluation (2013 – 2016)

Kimberlee Davison, PhD, Educational Inquiry, Measurement and Evaluation (2010-2012)

Tiffany Ivins Spence, PhD, Instruction Psychology and Technology (2009-2011)

Masters Committee Chair

Mari Oto (2016 – present)

Aaron Andersen, MA (2010 – 2014)

Masters Committee Member

Sionelle Beller (2016 – present)

Mark Nance (2014-2016)

Eliza Cortes (2015-2016)

Laurie Ottehenning, EdS (2013 – 2015)

Hayley Herrington, EdS (2013 – 2015)

Rebekkah Mitchell, MA (2010 – 2013)

Johanna Boone, MA (2008 – 2011)

Esther Marshall, MA (2008-2011)

Jennifer Thomas, MA (2008-2011)

Sharon Weyerman, MA (Spanish Teaching 2008- 2009)

Rebecca Adams, MA (2008-2009)

Teaching Experience

Undergraduate Courses Taught at BYU

EEd 356: Teaching Reading and Language Arts in the Primary Grades

EEd 202: Foundations of Child Development

EEd 323: Foundations of Language and Literacy Development

Graduate Courses Taught at BYU

TEd 622: Literacy Development and Instruction

TEd 692: Quantitative Data Analysis

Graduate Course Taught at Westminster College

Med 601: Cognitive Development and Learning Theories

Undergraduate Courses Taught at Harvard University

Psych1900Lab: Introduction to Statistics for the Behavioral Sciences

Teaching Fellow for Graduate Courses at Harvard University

H382: The Problems Kids Have: Psychosocial, Developmental, and Biological

Perspectives of Risk in School-Age Children

H810X: Language Minority Learners: The Social Context of Language Minority Learners

H810W: Language Minority Learners: Models of Bilingual Education and Literacy
S005: Introduction to Educational Research
H811X: Second Language Literacy Research Laboratory
H012: Empirical Methods: Introduction to Statistics for Research
S030: Intermediate Statistics: Applied Regression and Data Analysis
S052: Advanced Statistics: Applied Data Analysis
H736: Development of Language