

Erika Feinauer, Ed.D.

Associate Professor, Literacy Education and Teacher Education
Department of Teacher Education, David O. McKay School of Education
206-K MCKB, Brigham Young University, Provo, UT 84602

Email: erika_feinauer@byu.edu

Phone: 801.422.4543

Areas of Interest: Bilingualism & Biliteracy; Dual Language Education; Language and Identity; Socio-cultural Competency; School Belonging & Inclusion; Teacher Preparation.

EDUCATION

- Ed.D. Harvard Graduate School of Education, Human Development and Psychology, 2006 (Chair: Dr. Catherine Snow).
- Ed.M University of Utah, Educational Psychology, August 2017
Associate Clinical Mental Health Counselor (ACMHC) License 10511243-6009
- Ed.M. Harvard Graduate School of Education, Administration, Policy and Social Planning -- International Education Policy Concentration, 1999
- B.A. Brigham Young University, French Teaching 1996
Utah Teacher Certification, French Secondary Education Credential

PROFESSIONAL APPOINTMENTS

- May 2015 – present *Associate Professor.* Department of Teacher Education, Brigham Young University
- August 2007 – May 2015 *Assistant Professor.* Department of Teacher Education, Brigham Young University
- September 2008-2008 Educational Director, Samaya Academy RTC, Layton, UT,
- 2006 – 2007 *AAAS Science & Technology Post-doctoral Policy Fellow,* National Science Foundation (Representing the Society for Research in Child Development)

January – May 2006	<i>Visiting Professor</i> , Department of Education, Westminster College
2004	<i>Instructor</i> , Department of Psychology, Harvard University,
2000 – 2002	<i>Editorial Board Member</i> , Harvard Educational Review Journal
1999 – 2004	<i>Graduate Teaching Fellow</i> , Department of Human Development and Psychology, Harvard Graduate School of Education
1998 – 2003	<i>Graduate Research Assistant</i> , Harvard Graduate School of Education. NICHD funded research project entitled <i>The Transfer of Reading Skills from Spanish to English</i>
1997 – 1998	<i>Congressional Aide</i> , Office of Representative Chris Cannon, U.S. House of Representatives
1995 – 1996	<i>Lab Instructor</i> , Department of French & Italian, Brigham Young University

RESEARCH PUBLICATIONS

PEER REVIEWED JOURNAL ARTICLES

- *Silva-Enos., S., Howard, E.R., Whiting, E.F., & **Feinauer, E.** (online 2022). Tensions between equity and elitism for local scholarship students in an international school. *Globalisation, Societies and Education*.
- Imbler, A.*, Clark, S.A., Young, T., & **Feinauer, E.** (online 2022). Teaching Second-Grade Students to Write Science Expository: Does a Holistic or Analytic Rubric Provide More Meaningful Results? *Assessing Writing*.
- Whiting, E. F., **Feinauer, E.**, & *Beller, S. N., Howard, E. (online 2021). Kindergarteners perceptions of inclusion and belonging in a Two-Way Immersion classroom. *International Journal of Inclusive Education* 1-21. doi.org/10.1080/13603116.2021.1938714
- Clark, S. A. K., *Simmons, M., **Feinauer, E.**, & Richardson, M. (2022). How reading motivation and the expectancy-value beliefs of ninth-graders influence language arts course enrollment decisions and why this matters. *Reading Psychology*, 43 (2), 181-209. <https://doi.org/10.1080/02702711.2021.2020186>

- *Tanner, E., Allen, G.E., Young, E., **Feinauer, E.**, & Ure, C. (2022) Examining psychological correlates and indirect effects of forgiveness on racial discrimination among Polynesian American emerging adults. *Journal of Ethnic and Cultural Studies*, 9 (2), 134-150
- Feinauer, E.**, Whiting, E.F., Clark, S. (2022). Why do we have to go away? A beginning exploration into the lived experiences of three MotherScholars imagining possibilities in the time of COVID-19. *Peabody Journal of Education* 97(2) 148-164.
- Freire, J. A., & **Feinauer, E.** (2022). Vernacular Spanish as a promoter of critical consciousness in dual language bilingual education classrooms. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1516-1529.
- Feinauer, E.F.**, Whiting, E.F. (2021). Student articulations of critical multicultural education concepts from one study abroad experience in New Zealand. *Australian Journal of Teacher Education*, 46(5) 54-74. DOI [10.14221/ajte.2021v46n5.4](https://doi.org/10.14221/ajte.2021v46n5.4)
- Whiting, E. F., Everson, K.K., & **Feinauer, E.** (2018). The Simple School Belonging Scale: Working toward a unidimensional measure of student belonging. *Measurement and Evaluation in Counseling and Development*, 51(3), 163-178.
- 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.

BOOK CHAPTERS

Feinauer, E., Freire, J. A., Douglass, K.* & Earl, M.* (In Press). Students' development of sociocultural competence in dual language bilingual education. In J. A. Freire, C. Alfaro, & E. de Jong (Eds.), *The handbook of dual language bilingual education*. Routledge.

Freire, J. A., **Feinauer, E.**, Earl, M.* & Douglass, K.* (In Press). Critical consciousness and social justice learning in dual language bilingual education: A literature review of students' outcomes. In J. A. Freire, C. Alfaro, & E. de Jong (Eds.), *The handbook of dual language bilingual education*. Routledge.

* Student co-author / co-presenter

Clark, S. A K., *Simmons, M., Richardson, M., & **Feinauer, E.** (2022, April). Motivation to Read and its Influence on Course Enrollment Decisions: Are We Helping Students Reach Their Full Potential? In R. Nata (Ed.), *Progress in Education*. New York, NY: Nova Science Publishers, Inc.

PRACTITIONER & POLICY BRIEFS

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 UNDER REVIEW

Feinauer, E., Whiting, E. F. & Howard, E. (Under review). School leadership envisions sociocultural competence: A case study of one dual language bilingual education school in Central America. *International Multilingual Research Journal*.

Feinauer, E., DeJordy, R. Howard, E., (Under review). Using social network analysis to investigate sociocultural competence among kindergartners in a two-way immersion classroom. Submitted to *International Journal of Bilingual Education and Bilingualism*.

MANUSCRIPTS IN PREPARATION

*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., DeJordy, R. Howard, E., Sada, E. (in preparation). Understanding the social network of kindergarten students in a Spanish-English two-way immersion classroom: Implications for Identity. Manuscript for *Journal of Language Identity and Education*.

Feinauer, E., Whiting, E. F. & Howard, E. (in preparation). Social Justice Leadership at one two-way immersion Spanish-English school in Central America. Manuscript for *Journal of Educational Administration*.

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

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). Language Attitudes of Parents at one Spanish-English Two-Way Immersion Charter School. Manuscript for *Bilingual Research Journal*.

RESEARCH PRESENTATIONS

INTERNATIONAL / NATIONAL PEER REVIEWED

Feinauer, E., Scanlan, S., *Tora, G., *Malzl, K., & *Hernandez, C. (2023, January) *Perceptions of school belonging among Pacific Islander college students*. Paper presented at the 8th IAFOR International Conference on Education in Hawaii. Honolulu, HI.

Feinauer, E., Scanlan, S., *Tora, G., *Malzl, K., & *Hernandez, C. (2023, January). *Perceptions of ethnic identity among Pacific Islander college students*. Paper presented at the 8th IAFOR International Conference on Education in Hawaii. Honolulu, HI.

*Tora, G., **Feinauer, E.,** & Scanlan, S. (2023, January). *Students' perceptions of language education policies in Fiji and its impact on students' ethnic identity and school belonging*. Paper presented at the 8th IAFOR International Conference on Education in Hawaii. Honolulu, HI.

*Malzl, K., **Feinauer, E.,** & Scanlan, S. (2023, January). *Teacher Instructional moves and choices that Facilitate Pacific Island Students Sense of Belonging*. Paper presented at the 8th IAFOR International Conference on Education in Hawaii. Honolulu, HI.

Feinauer, E., Scanlan, S., & Ono, K. (2023, January) *Faculty perceptions of ethnic identity among Pacific Islander high school students*. Paper presented at the Hawaii International Conference on Education. Honolulu, HI.

Feinauer, E., Scanlan, S., *Fonoimoana, M., & Ono, K. (2023, January) *Faculty perceptions of school belonging among Pacific Islander high school students*. Paper presented at the Hawaii International Conference on Education. Honolulu, HI.

- *Oto, M. & **Feinauer, E.** (2023, January). *Ethnic identity, self-esteem and school belonging among Pacific Islander high school students in Utah*. Paper presented at the Hawaii International Conference on Education. Honolulu, HI.
- Freire, J. A., Earl, M.*, Willardson, K.*, & **Feinauer, E.** (2022, February). *Students' development of sociocultural competence and critical consciousness in dual language bilingual education*. Paper presented at the National Association for Bilingual Education (NABE). New York, NY.
- Feinauer, E.**, Whiting, E.F. & Howard, E (2022, March). *School leadership envisions cross-cultural competency at one two-way immersion school in Costa Rica*. Paper presented at the International Conference on Immersion and Dual Language Education: Embracing Language and Cultures for a Better World. Salt Lake City, UT
- Freire, J.A. & **Feinauer, E.** (2022, March) *Chaqueta? chamarra? campera? casaca? chompa? Honoring students' vernacular Spanish as a promoter of critical consciousness*. Paper presented at the International Conference on Immersion and Dual Language Education: Embracing Language and Cultures for a Better World. Salt Lake City, UT
- Whiting, E.F., **Feinauer, E.**, Howard, E. (2022, March). *Building School Community, Fostering Belonging, and Enacting Inclusion: Perspectives of students, teachers, and administrators in one culturally diverse international two-way immersion school in Costa Rica*. Paper presented at the International Conference on Immersion and Dual Language Education: Embracing Language and Cultures for a Better World. Salt Lake City, UT
- Silva, S., Howard, E., Whiting, E.F. & **Feinauer, E** (2022, March). *I feel like some of my beliefs I've kept and others I've evolved: Identity development of bilingual adolescents in a dual language IB program in Costa Rica*. Paper presented at the International Conference on Immersion and Dual Language Education: Embracing Language and Cultures for a Better World. Salt Lake City, UT
- Feinauer, E.**, Whiting, E.F., Clark, S.A. K (2021, April). *The Lived Experiences of Motherscholars as Teacher Educators in the Time of COVID-19*. Paper presented as part of Symposium entitled at the annual meeting of the *American Educational Research Association*, Virtual Conference.
- Feinauer, E.**, DeJordy, R, Howard, E., Sada, E. (2021, July). *Exploring social networks in a two-way immersion kindergarten classroom*. Paper presented at Networks 2021: A Joint Sunbelt and NetSci Conference. Virtual Conference due to COVID-19.
- Feinauer, E.**, Howard, E., & Sada, E. (2019, March). *Understanding the social network of kindergarten students in a Spanish-English two-way immersion classroom in Costa Rica*. Paper presented at the annual meeting of the *National Association for Bilingual Education*, Orlando, FL.

- Feinauer, E., Howard, E., & Sada, E.** (2018, November). Understanding the social network of kindergarten students in a Spanish-English two-way immersion classroom in Costa Rica. Paper presented at *La Cosecha 2018: Annual Dual Language Conference*, Santa Fe, NM.
- Whiting, E. F. & **Feinauer, E.** (2018, April). Development of cross-cultural competency through a school community: a case study of one two-way immersion school in Costa Rica. Paper presented at the annual meeting of the *American Educational Research Association*, New York, NY.
- Feinauer, E., Howard, E. & Simpson, S.** (2016, November). Instructional strategies for promoting linguistic and cultural identity among kindergarteners. Paper presented at *La Cosecha 2016: Annual Dual Language Conference*, Santa Fe, NM.
- Whiting, E. F., **Feinauer, E.**, McClennen, A. & Aburto, D. (2016, November). Supporting Cross-Cultural Competencies in one TWI program in Costa Rica. Paper presented at *La Cosecha 2016: Annual Dual Language Conference*, 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. Paper presented at the *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.

STATE / 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., Scanlan, S., *Tora, G., *Malzl, K., & *Hernandez, C. (2023, January) *Perceptions of school belonging among Pacific Islander college students*. Paper presented to Presidents Council at Brigham Young University – Hawaii. Laie, HI

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 / OUTREACH 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

RESEARCH GRANTS

McKay School of Education Mini-Grant for Research and Experiential Learning (January 2023)

\$5000.

Title: Ethnic identity, religiosity, and school belonging among Pacific Islander students in Hawaii

McKay School of Education Experiential Learning Grant (ELG) (November 2022). \$14,628

Title: Ethnic Identity and School Belonging for Pacific Islander Students in Hawaii

McKay School of Education Experiential Learning Grant (ELG) (March 2022). \$16,700

Title: Ethnic Identity and School Belonging for Pacific Islander Students in Hawaii

McKay School of Education Mini-Grant for Research and Experiential Learning (March 2022)

\$5000.

Title: Ethnic identity, religiosity, and school belonging among Pacific Islander students in Hawaii

McKay School of Education Mini-Grant for Research and Experiential Learning (October 2021)

\$5000.

Title: Ethnic identity, religiosity, and school belonging among Pacific Islander students in Hawaii

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) \$30,400.

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) \$19,840.

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.

TEACHING ACTIVITIES

BYU - UNDERGRADUATE COURSES

EEd 435: Teaching Writing in Grades K-6 (Developed)

EEd 323: Foundations of Literacy Development

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

EEd 202: Foundations of Child Development (Developed)

BYU - GRADUATE COURSES

TEd 624: Writing Instruction (Developed)

TEd 645R: Issues and Trends in Education – Literacy (Developed)

TEd 620: Foundations of Literacy

TEd 622: Literacy Development and Instruction

TEd 692: Quantitative Data Analysis (Developed)

WESTMINSTER COLLEGE – GRADUATE COURSE

Med 601: Cognitive Development and Learning Theories

HARVARD UNIVERSITY – UNDERGRADUATE COURSE

Psych1900Lab: Introduction to Statistics for the Behavioral Sciences

Certificate of Distinction in Teaching, Harvard University (Fall 2004).

HARVARD GRADUATE SCHOOL OF EDUCATION – TEACHING FELLOW

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

MENTORING ACTIVITIES

DOCTORAL COMMITTEE MEMBER

Meilani Roan, PhD. Counseling Psychology (2021 – present)
Abigail Norton, PhD. Counseling Psychology (2020 – present)
Elisse Newey, PhD. Educational Inquiry, Measurement and Evaluation (2018-present)
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

Kahaulani Malzl (2022 – Present)
Grace Tora (2022- Present)
Katy Romrell, MA(2020 – 2022)
Mari Oto (2016 – 2018)
Aaron Andersen, MA (2010 – 2014)

MASTERS COMMITTEE MEMBER

Sonia Openshaw, MA (2022 – Present)
Melany Hooker, MA (2022 – Present)
Jennifer Rowley, EdS (2021 – Present)
Amy Hawks, EdS (2021 – Present)
Alyssa Crabb, MA (2020 – present)
Audrey Allen, MA (2021-2022)
Kirsten Kelly, MA (2020 – 2021)
Elizabeth Finlayson, MA (2020 – 2021)
Emily Tanner, EdS (2019 – 2020)
Angenette Imbler, MA (2020 – 2021)
McKenna Simmons, MA (2018-2020)
Sionelle Beller, MA (2016 – 2018)
Mark Nance, MA (2014-2016)
Eliza Cortes, EdS (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)

FUNDED STUDENT MENTORING

Grace Taito Tora, McKay School of Education Experiential Learning Grant (January 2023)
Kehau Malzl, McKay School of Education Experiential Learning Grant (January 2023)

Melia Fonoimoana, McKay School of Education Experiential Learning Grant (January 2023)
Grace Taito Tora, McKay School of Education Experiential Learning Grant (March 2022)
Kehau Malzl, McKay School of Education Experiential Learning Grant (March 2022)
Melia Fonoimoana, McKay School of Education Experiential Learning Grant (March 2022)
Livia Mossman, McKay School of Education Experiential Learning Grant (March 2022)
Keona Chandler, McKay School of Education Mini-Grant for Research and Experiential Learning (Fall, 2021)
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)

SERVICE ACTIVITIES IN THE PROFESSION

COMMITTEE SERVICES TO PROFESSIONAL ORGANIZATIONS

American Educational Research Association

Member, 2007 – Present

Reviewer of proposals for the annual conference, 2012 – present

Bilingual Education Research Special Interest Group, Social Media Committee Co-chair, 2017-2018

Bilingual Education Research Special Interest Group, Dissertation Award Committee member, 2022-2023

National Association of Multicultural Education (NAME)

Member, 2010 – present

Reviewer of proposals for the annual conference, 2010 - 2016

Editor

Utah Journal of Reading and Literacy, 2012 – 2014

Editorial Board Member

Elementary School Journal, 2022 – Present

Advisory Panel for the *Guiding Principles for Dual Language Education*, CAL

Member advisory Panel, September 2016 - 2017

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

Ad Hoc Reviewer

Foreign Language Annals, 2023 - present
Journal of Language Identity and Education, 2022 - Present
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

UNIVERSITY SERVICE AT BYU

Member, Faculty Advisory Committee, September 2022 - Present
Member, Institutional Review Board, September 2016 – 2019
Alternate Member, Institutional Review Board, April 2019 - 2020
Member, BYU Education Preparation Program (EPP) Committee, 2016 - Present
Member, BYU Educator Preparation Program (EPP) Committee, Professional Knowledge Exam subcommittee, 2011 – 2013

MSE COLLEGE SERVICE

Member, McKay School Rank & Status Committee, 2017-2019
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 SERVICE

Member, Department Rank & Status Committee, 2020 - Present
Coordinator, Literacy Faculty, 2016 - Present
Chair, Literacy Faculty Search Committee, 2020 - 2022
Member, Collaboration Committee, 2020
Member, Elementary Education Program Revision Committee, 2017-2019
Chair, Graduate Program Finance Committee, 2015 - 2017
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

SERVICE IN THE 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 Charter School, 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