

**Stefinee Pinnegar**  
Department of Teacher Education  
David O. McKay School of Education  
Brigham Young University  
Provo, Utah 84602

## **Education**

Doctor of Philosophy, University of Arizona. Awarded 1989

Major: Educational Psychology

Minor: Secondary Education

Dissertation: *Teacher's knowledge of students and classrooms*

Master of Arts, Brigham Young University, Awarded 1978

Major: English Language

Thesis: *The content of the high school English curriculum in the Western United States*

## **Teaching Experience**

### **University Level**

Brigham Young University

2004-2021 Graduate Courses in Teacher Education

2009-2021 TELL Content-Based Instruction Course

2003-2021 Adolescent Development Course

1992-2000 Secondary Methods Courses

Western Michigan University

1992-1989 Graduate Research Course

Undergraduate Methods Courses

Graduate Assistant, University of Arizona

1989-1983 Child Development, Educational Psychology,  
Statistics

Teaching Assistant, Brigham Young University

1976-1974 Freshman Composition

### **Secondary Level**

1991-1992 Eighth Grade English April-June

Enterprise Alternative High School  
Comstock, Michigan

1983-1978 Seventh Grade English  
Tuttle Junior High School  
Crawfordsville, Indiana

1974-1972 Remedial English  
Valley High School  
Sanders, Arizona

## **Graduate Student Supervision**

### **Doctoral Students**

- 1994-1998 Jeff Robinson. Dissertation: *Understanding the meaning of change for married Latter-Day Saint men with histories of homosexual activity*--Committee Member for Methodology (Chair: Leslie Feinhaur, Psychology)
- 1995-1997 David Stokes. Dissertation: *Called to teach: Exploring the worldview of called prospective teachers during their preservice teacher education experience*. Committee Member. (Chair: Robert Bullough, Jr. College of Education University of Utah)
- 1998-2000 Janice G. Nielson. Dissertation: *A descriptive study of the experience of helping in the lives of Latter-Day Saint women*. Committee Member for Methodology (Chair: Richard Williams, Psychology)
- 2004-2005 Judith McConkie: *Artful utility: Rethinking John Dewey's theories of experience, education and inquiry in the context of contemporary visual arts education*. Committee Member. (Chair Mary Francey, College of Education University of Utah)
- 2005-2009 Marcia Peck: Dissertation: *For us there is only trying*. Committee Member (Chair: Edward Buendia, College of Education, University of Utah)
- 2007-2009 Dana Erskine: Dissertation: *Effect of prompted reflection and metacognitive skill instruction on university freshmen's use of metacognition*. Committee Member (Chair: Richard Sudweeks, McKay School BYU)
- 2009-2011 Bryce Bunting : Dissertation: *A model for peer mentor learning: Designing for skill acquisition among undergraduate peer mentors*.

Committee Member (Chair: Andrew Gibbons, IP&T, McKay School, BYU)

- 2017 Cecilia Pincock: Dissertation: *An exploration of cross-cultural teachers' experiences in teaching second language writing in dual immersion programs: The role of personal, contextual, pedagogical, social and sociological knowledge*. Committee Member (Chair: Zenaida Aquirre-Muñoz, Texas Tech University)
- 2016-2020 Lisa McLachlan: Dissertation: Factors influencing teacher survival in the Beginning Teacher Longitudinal Study (Role: committee Member)
- 2019-Present Kerong Wu: Dissertation: Professional Development and Change in Teachers' Beliefs and Practice for Teaching English Language Learners (Role: Chair)
- 2016-Present Eric Campbell (Role: Committee Member for Utah State University).
- 2017-Present Joseph Hanks (Role: Committee Member)
- 2019-Present Celina Lay (Role: Chair)
- 2020-Present Steven Bruneel (Role Committee Member) (Chair: Eline Vanasche, KU Leuven, Belgium)

### **Master's Students**

- 2004-2006 Lynna Shin. Thesis: *Improving the learning approach of college freshmen and future teachers through curricular intervention*. (Chair)
- 2006-2008 Julie Castro. Thesis: *Becoming a teacher educator: A self-study of learning and discovery as a mentor teacher*. (Committee Member) (Chair: RoniJo Draper, Teacher Education, McKay School of Education, Brigham Young University)
- 2006-2010 Jason Roberts: Thesis: *Comparing the pedagogical thinking of more successful and less successful adult ESL instructors using stimulated recall*. (Chair)
- 2008-2010 Mary Rice. Thesis: *Narrating the literate identities of five ninth boys on the school landscape*. (Chair)

- 2008-2010 Jill Brown Shumway. Thesis: *Elements of professional development that influenced change in elementary teachers writing instruction*. (Committee Member) (Chair: Brad Wilcox, Brigham Young University).
- 2008-2013 Joseph Hanks. Thesis: *Alignment between secondary biology textbooks and standards for teaching English Learners: A content analysis*. (Committee Member) (Chair: Leigh Smith, Teacher Education, McKay School of Education, Brigham Young University).
- 2008-2012 DeAnna Perry. Thesis: *Navigating the changing face of beginning reading instruction: Am I right back where I started?* (Committee Member) (Chair: Ramona Cutri, Teacher Education, McKay School of Education, Brigham Young University)
- 2010-2014 Johanna Boone. Thesis: *What matters most? The everyday priorities of teachers of English Language Learners*. (Committee Member) (Chair: Ramona Cutri, Teacher Education, McKay School of Education, Brigham Young University).
- 2012-2016: Alta Adamma McDonald. Thesis: *A look at the reliability of an early childhood expository comprehension measure*. (Committee Member) (Chair: Kendra Hall-Kenyon, Teacher Education, McKay School of Education, Brigham Young University)
- 2012-2016 Lorien Young Francis: Thesis: *A high school biology teacher's development through a new teaching assignment* (Chair)
- 2012-2014 Lewis LeGrande Young. Thesis: *Online student discussions in a blended learning classroom: Reconciling conflicts between a flipped instruction model and reform-based mathematics* (Committee Member) (Chair: Damon Bahr, Teacher Education, McKay School of Education, Brigham Young University)
- 2012-2016 Jeannie Irene Zwahlen. Thesis: *Exploring language services provided to culturally and linguistically diverse students with autism spectrum disorders in the state of Utah*. (Committee Member) (Chair: Tina Taylor, CPSE, McKay School of Education, Brigham Young University).

- 2014-2019 Jason Jay: Thesis: *Faculty orientations in ESL professional development*. (Committee Member) (Chair: Steven Yanchar, IP&T, McKay School of Education, Brigham Young University)
- 2016-2018 Brittany Nicole Lund: Thesis: *Teacher experiences in highly impacted schools that produce happiness*. (Chair)
- 2016-2018 Kimberly Turley: Thesis: *Promoting pleasure through sustained silent reading*.(Chair).
- 2016-2018 Lauren Elyse Paravato: Thesis: *Self-study of a teacher's practices of and experiences with emotion regulation*. (Committee Member) : (Chair: Melissa Newberry, Teacher Education, McKay School of Education, Brigham Young University)
- 2016-2018 Tina RaLinn McCulloch: Thesis: *Uncovering teacher's knowledge of arts integration for developing English learners reading comprehension: A self-study*. (Committee Member) (Chair: Terrell Young, Teacher Education, McKay School of Education, Brigham Young University).
- 2018-2020 Helen Colby: Thesis: *Teacher lore concerning teaching English language learners in urban schools: A reciprocal determinist analysis* (Role: Chair)
- 2018-2020 Chelsea Cole: Thesis: *The emergence of teacher self in the elementary classroom* (Role: Chair)
- 2018-2020 Rylee Carling: Thesis: *Damsel in distress or princess in power? Traditional masculinity and femininity in young adult novelizations of cinderella and the effects on agency*. (Role: Committee Member)
- 2018-Present Jason Bird Pearson (Committee Member)

### **Other Professional Experience**

Specialty Editor for Teacher Education with Ramona Cutri, *Frontier Journal of Education* (2017-Present)

Acting Dean, Invisible College for Research on Teaching and Teacher Education,

(April 2016-Present)

Manager TELL (Teaching English Language Learners) Project, (December 2006-Present).

Co-Director BEEDE (Bilingual ESL Endorsement through Distance Education) with Annela Teemant, September 2000-January 2003

Organizer and Initiator, A Celebration of Teaching Practice, A conference for teachers with sessions conducted by teachers presenting successful classroom practices and jointly sponsored and funded by Western Michigan University College of Education and Continuing Education. June 1991 & 1992.

Program Coordinator, University of Arizona Cooperating Teaching Project funded by United States Department of Education, Office of Educational Research and Improvement.

Project Director: Kathy Carter 1987-1988

Committee staff member for University of Arizona Committee for the Evaluation of Teaching.

Committee Chair: Sarah M. Dinham. Spring 1988.

HOTS Project (Higher Order Thinking Skills)

Director: Stan Pogrow. 1987.

Research on Teaching Project: Expert/Novice/Postulant Differences. Funded by Spencer Foundation.

Director: David Berliner, 1985-1987.

### **Publications:**

#### **Articles in Refereed Journals:**

Cardinal, T., Huber, J., Murphy, M.S. & Pinnegar, S. (under review). Assessment Making Protocols: Personal, Indigenous, and Relational Ways of Knowing, Being, Doing, and Relating, *Indigeneity & Critical Theorizing*

Murphy, M. S. & Pinnegar, S. (2018). Shaping community in online courses: A self-study of practice in course design to support the relational, *Studying Teacher Education*, 14, . DOI: [10.1080/17425964.2018.1541236](https://doi.org/10.1080/17425964.2018.1541236)

Pinnegar, S., Pinnegar E., Lay, C. D. (2018). Using story to understand teacher knowledge. *LEARNing Landscapes*, 11(2), 55-60. Retrieved from <https://www.learninglandscapes.ca/index.php/learnland/article/view/946>

Pinnegar, S. (2017). Understanding field experience: The zone of maximal contact and the conundrums and sacred stories in teacher education. *Studying Teacher*

- Education*, 13, 210-215. DOI: 10.1080/17425964.2017.1341259
- Hamilton, M.L. & Pinnegar, S. (2015). Considering the role of self-study of teaching and teacher education practices research in transforming urban classrooms. *Studying Teacher Education*, 11 (2), 180-190. DOI:10.1080/17425964.2015.1045775
- Hamilton, M.L. & Pinnegar, S. (2014). Intimate scholarship in research: An example from self-study of teaching and teacher education practices methodology. *Learning Landscapes*, 8(1), 153-171.
- Rice, M., Newberry, Whiting, E., Cutri, R., & M., Pinnegar, S. (2014). Learning from Experiences of Non-Personhood: A Self-Study of Teacher Educator Identities. *Studying Teacher Education*,
- Hamilton, M.L. & Pinnegar, S. (2013). A Topography of Collaboration: Methodology, identity and community in self-study of practice research. *Studying Teacher Education*, 9(1), 74-89.
- Rice, M. & Pinnegar, S. (2012). Reflection under construction: Using the handbook of reflection and reflective inquiry in practice. *Reflective Practice: International and Multidisciplinary Perspectives*. <http://dx.doi.org/10.1080/14623943.2012.697890>
- Bunting, B., Dye, B., Pinnegar, S. & Robinson, K., (2012). Understanding the dynamics of peer mentoring. *Journal of the First-Year Experience & Students in Transition*, 24(1), .
- Hamilton, M. L., & Pinnegar, S. (2015). Considering the role of self-study of teaching and teacher education practices research in transforming urban classrooms. *Studying Teacher Education*, 11(2), 180-190.
- Erickson, L., Young, J. & Pinnegar, S. (2011) Teacher Educator Identity: Emerging understandings of person, positioning, roles, and collaborations. *Studying Teacher Education*, 7, 105-107.
- Murphy, S., Pinnegar, E., & Pinnegar, S. (2011). Exploring Ethical Tensions on the Path to Becoming a Teacher. *Teacher Education Quarterly*, 38(4), 97-114.
- Murphy S. & Pinnegar, S. (2011). Commentary: Teacher educator identity emerging from identity as a person, *Studying Teacher Education*, 7, 131-132.
- Pinnegar, S. & Hamilton, M.L. (2011). Depending on ontology in researching experience. *Teacher Education & Practice*, 24, 487-490.
- Pinnegar, S. & Murphy S. (2011). Commentary: Teacher educator identity emerging through positioning self and others. *Studying Teacher Education*, 7, 155-158.
- Murphy S. & Pinnegar, S. (2011). Commentary: Teacher educator identity emerging as teacher educators enact their roles, *Studying Teacher Education*, 7, 183-185.
- Pinnegar S. & Murphy S. (2011). Commentary: Teacher educator identity emerging within a teacher educator collective. *Studying Teacher Education*, 7, 211-213.
- Pinnegar, S., Mangelson, J., Reed, M. & Groves, S. (2011) Exploring preservice teachers' metaphor plotlines. *Teaching and Teacher Education* 27, 639-647
- White, J. & Pinnegar, S. (2010). When Learning and Change Collide: Examining Student Claims to Have "Learned Nothing" *The Journal of General Education*, 59(2).
- Rice, M. & Pinnegar, S. (2010). Organic collaboration as a cottage industry in the education of English language learners. *Teachers and Teaching: Theory & Practice*, 16, 373-387.

- Pinnegar, S. & Hamilton, M.L. (2010). Emergence in the spaces between tradition and history, *Qualitative Health Research*.
- Bullough, R.V., jr. & Pinnegar, S. (2009). The happiness of teaching (as Eudaimonia), disciplinary knowledge and the threat of performativity. *Teachers and Teaching: Theory & Practice* 15(2), 241-256.
- Teemant, A., Smith, M. E., Egan, W., & Pinnegar, S. (2005). Modeling sociocultural pedagogy in distance education. *Teachers College Record*, 107(8),1675-98.
- Pinnegar, S, Lay, C., Bigham, S, & Dulude, C. (2005). Teaching as highlighted by mothering: A narrative inquiry. *Studying Teacher Education*, 1(1), 55-67.
- Harris, R.C., Pinnegar, S., & Teemant, A. (2005). The case for hypermedia video ethnographies: Designing a new class of case studies that challenge teaching practice. *Journal of Technology and Teacher Education*, 13(1), 141-161.
- Smith, M.E., Teemant, A., & Pinnegar, S. (2004). Principles and practices of sociocultural assessment: Foundations for effective strategies for linguistically diverse classrooms. *Multicultural Perspectives*, 6(2), 38-46.
- Pinnegar, S. & Teemant, A. (2003). Attending to inquiry in the education of teachers: Enlisting frozen and human elements of distance education. *Teacher Education and Practice*, 16 (1), 47-69.
- Bullough, R.V., Jr. & Pinnegar, S. E. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30 (3), 13-22.
- Hamilton, M.L. & Pinnegar, S. (2000). Trustworthiness in teacher education, *Journal of Teacher Education*.
- Wentworth, N., Pinnegar, S., & Coombs, G. (1997). Seeing teaching: Beginners conceptions of teaching. *The Professional Educator*, 19(1),1-13.
- Pinnegar, S. (1997). Depending on experience. *Educational Research Quarterly*, 21(2), 43-59.
- Pinnegar, S. (1996). Sharing Stories: A teacher educator accounting for narrative in her teaching. *Action in Teacher Education*, 18 (3), 13-22.
- Arizona Group: Guilfoyle, K., Hamilton, M. L., Pinnegar, S. & Pacier, P. (1996). Negotiating balance between reforming teacher education and forming self as teacher educator, *Teacher Education Quarterly*, 23(3), 153-168.
- Pinnegar, S. (1997). Depending on experience, *Educational Research Quarterly*,21(2), 43-59.
- Pinnegar, S. (1995). (Re)Experiencing Beginning. *Teacher Education Quarterly*. 22(3), 65-84.
- Russell, T. & Pinnegar, S. (1995) Introduction for special guest edition on self-study in teacher education. *Teacher Education Quarterly*. 22(3), 5-10.
- Arizona Group: Pinnegar, S., Guilfoyle, K., Hamilton, M.L., & Placier, P. (1994). Letters from beginners: Negotiating the transition from graduate student to assistant professor. *The Journal*,8(2),71-82.
- Pinnegar, S. & Carter, K. (1990). Comparing theories from textbooks and practicing teachers. *Journal of Teacher Education*,41(1), 20-27.
- Carter, K., Sabers, D., Cushing, K., Pinnegar, S. & Berliner, D. (1987). Processing and using information about students: A study of expert, novice and postulant



teachers. *Teaching and Teacher Education*, 3, 147-152.

### **Handbook Chapters:**

- Pinnegar S., Hutchinson D.A., Hamilton M.L. (2020) Role of Positioning, Identity and Stance in Becoming S-STTEP Researchers. In: Kitchen J. et al. (eds) 2nd International Handbook of Self-Study of Teaching and Teacher Education. Springer International Handbooks of Education. Springer, Singapore
- Hamilton, M.L., Hutchinson, D., & Pinnegar, S. (2020). *Quality, trustworthiness, and S-STTEP research*. In: Kitchen J. et al. (eds) 2nd International Handbook of Self-Study of Teaching and Teacher Education. Springer International Handbooks of Education. Singapore: Springer,
- Pinnegar, S. (2017). Section X: The education and learning of teacher educators. In D. J. Clandinin & J. Husu. *The sage handbook of research on teacher education* (pp. 1010-1016). Thousand Oaks, CA: SAGE
- Pinnegar, S. & Hamilton, M.L. (2017). Chapter 61: The promise of the particular in developing teacher educators and teacher education: Theory and Methodology. In D. J. Clandinin & J. Husu. *The sage handbook of research on teacher education*. Thousand Oaks, CA: SAGE
- Hamilton, M.L., Pinnegar, S. & Davey R. (2016). Intimate scholarship: An examination of identity and inquiry in the work of teacher educators. In J. Loughran & M.L. Hamilton (Eds.). *International handbook of teacher education, Volume 2* (pp. 181-238). Singapore, SG.: Springer.
- Pinnegar, S. & Daynes, G.(2007). Locating Narrative Inquiry Historically: Thematics in the Turn to Narrative. In J. Clandinin (Ed.) *Handbook of Narrative Inquiry Methodologies* (pp. 3-34). Thousand Oaks CA: Sage Publications.
- Arizona Group: Guilfoyle, K., Hamilton, M.L., Pinnegar, S., & Placier, P. (2004). The epistemological dimensions and dynamics of professional dialogue in self-study (pp. pp 1109-1167). In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. L. Russell (Eds.) *International handbook of self-study of teaching and teacher education practices (vol. 2)*. Dordrecht, Netherlands : Kluwer Academic Publishers.
- Bullough, R.V., Jr. & Pinnegar, S.E. (2004). Thinking about thinking about self-study (pp. 313-342). In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. L. Russell (Eds.) *International handbook of self-study of teaching and teacher education practices (vol. 1)*. Dordrecht, Netherlands : Kluwer Academic Publishers.

### **Book Chapters:**

- Pinnegar, S., Cardinal, T., Murphy, M.S. & Huber, J. (in press). Writing toward knowing: Crafting intimate scholarship. In J. Kitchen (Ed.), *Writing as a method for the self-study of practice*. Springer Link
- Pinnegar, S. & Hamilton, M.L. (2020). Working in the space between: Conundrums of self-study of teaching practice research. In O. Ergas & J. Ritter (Eds.). *Exploring*

- self toward expanding teaching, teacher education and practitioner research* (pp. 75-90). Emerald Publishers.
- Murphy, M. S. & Pinnegar, S. (2019). Ethical dilemmas of a self-study researcher: a narrative analysis of ethics in the process of s-step research. In R. Brandenburg & S. McDonough (Eds.). *Ethics, self-study research, methodology and teacher education*. Dordrecht, NETH: Springer.
- Pinnegar, S., Lay, C., Turner, L., Granados, J. & Wit, S. (2019). Uncovering preservice teachers positioning of themselves and English learners (ELs) during field experiences. In Mena, J., García-Valcárcel, A., García-Peñalvo, F.J. & del Pozo, M.M. (Eds). *Teaching search and research: Conceptualizations of the school practices* (pp. 125-139). Sense Publishers: Rotterdam, NETH.
- Pinnegar, S., Lay, C., Turner, L., Granados, J. & Wit, S. (2017). Plotlines in preservice teachers' relationships with second language learners (pp. 485-494) In Mena, J., García-Valcárcel, A., García-Peñalvo, F.J. & del Pozo, M.M. (Eds). *Search and research: Teacher education for contemporary contexts*. Salamonca, SP: Ediciones Universidata del Salamanca.
- Hamilton, M. L. & Pinnegar, S. (2016). Self-Study of Teaching and Teacher Education Practices Methodology and the Digital Turn. In D. Garbett, & A. Ovens, (Eds.), *Being Self-Study Researchers in a Digital World: Future Oriented Research and Pedagogy in Teacher Education* (Vol. 16), pp. 11-29. Springer.
- Boone, J., Cutri, R.M., & Pinnegar, S. (2016). *Everyday priorities of teachers of English learners in the U.S.: A narrative of experience*. In P. Haworth & C. Craig (Eds.) *Career trajectories of English language teachers* ( pp. 39-48). Oxford, UK: Symposium Books.
- Cutri, R.M., Whiting, E.W., & Pinnegar, S. (2015). Activating emotional and analytic engagement in blended learning: A multicultural teacher education example. *Bank Street Occasional Paper Series 34*. Retrieved from: <http://www.bankstreet.edu/occasional-paper-series/>
- Hamilton, M.L. & Pinnegar, S. (2014a). Self-Study of Teacher Education Practices as a Pedagogy for Teacher Educator Professional Development. In C. Craig & L. Orland-Barak (Eds.). *International teacher education: Promising pedagogies (Part A)*. Bingley UK: Emerald Group Publishing Limited.
- Hamilton, M.L. & Pinnegar, S.(2014b). Interpretation and gender within a zone of inconclusivity (pp. 45-60) M. Taylor& L. Coia (Eds). *Gender, feminism, and queer theory in the self-study of teacher education practices*. Rotterdam NL: Sense Publishers.
- Hamilton, M.L. & Pinnegar, S. (2013). The international terrain of teaching and teacher education: How can teacher educators prepare teachers for a world we cannot envision (pp. 97-118). In X. Zhu & K. Zeichner (Eds.). *Preparing teachers for the 21st century*. Dordrecht, Netherlands: Springer.
- Pinnegar, S. & Hamilton, M.L (2012). Openness and inconclusivity in interpretation in narrative inquiry: dimensions of the social/personal (pp. 1-22). In E. Chan, D. Keyes, & V. Ross (Eds.) *Narrative inquirers in the midst of meaning-making: Interpretive acts of teacher educators*. Bingley UK: Emerald Group Publishing

Limited.

- Pinnegar, S. & Hamilton, M.L. (2011). Narrating the tensions of teacher educator researcher in moving story to research. In J. Kitchen, D. C. Parker, & D. Pushor (Eds). *Narrative inquiries into curriculum-making in teacher education* (pp. 43-70). Bingley, BD UK: Emerald Publishing.
- Pinnegar, S. & Erickson, L. (2009) Response to “An emotional Friday afternoon (pp. 53-54). In *Ethical Leadership: Fostering Ethical Knowledge through Professional Inquiry* Ontario: The Ontario College of Teachers and the Ontario Principals’ Council of Ontario
- Erickson, L. and Pinnegar, S. (2009). Preface. In Nations Johnson, L. (Ed.) *Building Bridges: Inventing and sustaining school/university partnerships that nurture professional growth/*. Deer Park, NJ: Linus Publications.
- Pinnegar, S. & Erickson, L. (2009). Uncovering self-studies in teacher education accreditation reviews (pp. 151-168). In C. Lassonde, S. Galman, & C. Kosnik (Eds.) *Self-Study Research Methodologies for Teacher Educators*. Rotterdam, Netherlands: Sense Publishers.
- Hamilton, M.L. & Pinnegar, S. (2009). Creating representations: Using collage to explore our work (pp. 155-171). In Tidwell, D., Heston, M. & Fitzgerald, L.(Eds). *Research Methods for the Self-Study of Practice* Netherlands: Springer.
- Pinnegar, S. & Erickson, L. (2008). Using What We Know to Question What We Know About Teacher Education. In C. Craig and L. R. Deretchin (Eds.), *Imagining a renaissance in teacher education: ATE Yearbook* (pp. 422-436). Lanham, MD: Rowan & Littlefield Education in partnership with the Association of Teacher Educators.
- Arizona Group: Placier, P., Pinnegar, S., Hamilton, M.L. & Guilfoyle, K. (2006). Exploring the concept of dialogue in the self-study of teaching practices (51-64). In C. Kosnik, C. Beck, A. Freese, & A. Samaras (Eds.). *Making a difference in teacher education through self-study*. Dordrecht, NL: Kluwer Academic Publishers.
- Lay, C.D., Pinnegar, S., Reed, M, Wheeler, E.Y, & Wilkes, C. (2005). The positioning of pre-service teacher candidates entering teacher education. (p. 235-252). In Brophy, J. & Pinnegar, S. (Eds). *Learning from research on teaching: Perspective, methodology, and representation*. In J. Brophy, (Series Editor), *Advances in research on teaching*, Vol. 11. Amsterdam: Elsevier.
- Pinnegar, S. (2005). Identity development, moral authority and the teacher educator (pp. 259-279). In G. Hoban (Ed.). *The Missing links in teacher education design: Developing a conceptual framework*. Netherlands: Springer.
- Pinnegar, S. (1998). Introduction to Methodology, In M.L. Hamilton (Ed.) *Reconceptualizing the education of teachers: Self-study in teacher education*. London: Falmer.
- Pinnegar, S. & Hamilton, M. L. (1998). Introduction, In M.L. Hamilton (Ed.) *Reconceptualizing the education of teachers: Self-study in teacher education*. London: Falmer.
- Pinnegar, S. & Hamilton, M. L.. (1998). Conclusion, In M.L. Hamilton (Ed.)

- Reconceptualizing the education of teachers: Self-study in teacher education.* London: Falmer.
- Arizona Group: Guilfoyle, K., Hamilton, M. L., Pinnegar, S. & Pacier, P. (1999). Negotiating balance between reforming teacher education and forming self as teacher educator, In Cole, A., Elijah, R. & Knowles, J.G. (Eds.), *The heart of the matter: Teacher educators and teacher education reform..* San Francisco: Gaddo Gap Press.
- Arizona Group: Guilfoyle, K., Hamilton, M. L., & Pinnegar, S. (1997). Obligations to unseen children. In J. Loughran & T. Russell (Eds.). *Teaching about teaching: Purpose, passion, and pedagogy in teacher education.* London: Falmer Press, pp183-209.
- Pinnegar, S. (1995). (Re) Experiencing Student Teaching. In F. Korthagen and T. Russell (Eds.). *Teachers who teach teachers: Reflections on teacher education.* London: Falmer Press. pp 56-70
- Arizona Group: Pinnegar, S., Guilfoyle, K., Hamilton, M.L., Placier, P. (1995). Becoming teachers of teachers: alternative paths expressed in beginners' voices. In F. Korthagen and T. Russell (Eds.). *Teachers Who Teach Teachers: Reflections on teacher education.* London: Falmer Press. pp 35-55.
- Berliner, D. C., Stein, P., Sabers, D., Claridge, P.B., Cushing, K., & Pinnegar, S. (1988). Implications of research on pedagogical expertise and experience for mathematics teaching. In D. A. Grouws & T. J. Cooney (Eds.). *Perspectives on research on effective mathematics teaching.* Hillsdale, N.J.: L.A. Earlbaum Publishers.

### **Editorships:**

- Pinnegar, S. (2008-Present) Editor, *Advances in Research on Teaching Series.* Bingley, UK: Emerald Group Publishing, Ltd.
- Young, J., Erickson, L. & Pinnegar, S. (2012). *Proceedings of The ninth international conference on self-study of teacher education practices extending inquiry communities: Illuminating teacher education through self-study.* Herstmonceaux Castle UK: Self-Study of Teacher Education Practices SIG.
- Erickson, L., Young, J. & Pinnegar, S. (2011) *Studying Teacher Education, 7.*
- Erickson, L., Young, J. & Pinnegar, S. (2010). *Proceedings of the eighth international conference on self-studies of teacher education practices: Navigating the public and the private: Negotiating the diverse landscapes of teacher education.* Herstmonceaux Castle UK: Self-Study of Teacher Education Practices SIG.
- Russell, T. & Pinnegar, S. (1995). *Teacher Education Quarterly, 22(3).*
- Thornburg, H.T. & Pinnegar, S.E (1984). *Middle School Research Annual.* National Association of Middle Schools.

### **Series Editor**

- Pinnegar, S. (Ed). (2020). *Advances in Research on Teaching, Vol. 34.* Ergas, O. & Ritter, J. (Eds). *Exploring self toward expanding teaching, teacher education and*

- practitioner research*. Emerald Publishing
- Pinnegar, S. (Ed). (2019). *Advances in Research on Teaching, Vol. 32*. Bullough, R. V., Jr. (Ed). *Essay on teaching education and the inner drama of teaching*. Emerald Publishing.
- Pinnegar, S. (Ed). (2019). *Advances in Research on Teaching, Vol. 33*. Ross, V. & Chan, E. (Eds.) *Landscapes, Edges, and Identity-Making: Narrative Examinations of Teacher Knowledge*. Emerald Publishing.
- Pinnegar, S. (Ed). (2018). *Advances in research on teaching. Vol. 31*. Strom, K. Mills, T., & Ovens, A. (Eds). *Decentering the researcher in intimate scholarship: Critical posthuman methodological perspectives in education*. Bingley, BD UK: Emerald Publishing.
- Pinnegar, S. (Ed). (2018). *Advances in research on teaching. Vol. 30* Sharkey, J. & Peercy, M.M. (2018) *Self-study of language and literacy teacher education practices: Culturally and linguistically diverse contexts*. Bingley, BD UK: Emerald Publishing.
- Pinnegar, S. (Ed.). (2017). *Advances in Research on Teaching. Vol.29*. Coulter, C. & Jimenez-Silva, M. *Culturally sustaining and revitalizing pedagogies: Language, culture, and power*. Bingley, BD UK: Emerald Publishing.
- Pinnegar, S. (Ed). (2017). *Advances in Research on Teaching. Vol.28*. Ross, V., Chan, E., & Keyes, D.K. *Crossroads of the classroom: Narrative intersections of teacher knowledge and subject matter*. Bingley, BD UK: Emerald Publishing.
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## **Books:**

- Hamilton, M.L. & Pinnegar, S. (2015). *Knowing, Becoming, doing as Teacher Educators: Identity, Intimate Scholarship, Inquiry*. Bingley, BD UK: Emerald Publishing.
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### **Articles in Refereed Conference Proceedings:**

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- Pinnegar, S., Lay, C., Cutri, R., & Newberry, M. (2020). Exploring the Contribution of Self-Study of Teacher Education Practice to the Conversation on Research on



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- Abi-Hanna, R. A., Abrams, L., Brubaker, N.D., Clemans, A., Coia, L., Dacey, C. Dauplaise, J., Forgasz, R., Hamilton, M.L., Kitchen, J., Kuzmic, J., Pinnegar, S. Strom, K., Taylor, M & Tidwell D. (2014). Given our past, what is our future? An interactive dialogue on gender, feminism and queer theory in self-study (pp17-19). In D. Garbet & A. Ovens (Eds). *Changing practices for changing times: Past, present and future possibilities for self-study research. Proceedings of the tenth international conference on self-study of teacher education practices*: Herstmonceaux Castle UK: Self-Study of Teacher Education Practices SIG.
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- Murphy, S., Pinnegar, E. A. & Pinnegar, S. (2008) Exploring Identity and Ethics in Dialogue on the Path to Becoming a Teacher. In M.L. Heston, L.M. Fitzgerald & D.L. Tidwell (Eds.) *Pathways to Change in Teacher Education: Dialogue, Diversity and Self-Study* (pp. 248-251). Cedar Fall IA: 2008 Seventh International Conference on Self-study of Teacher Education Practices
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- Pinnegar, S., Lay, C., Wilkes, C. & Young E. (2004). Positioning ourselves in researching the understanding of the positioning of beginning teacher candidates: An odyssey of positioning and being positioned (pp. 202-205).In D. L. Tidwell, L. M. Fitzgerald & (Eds). *Journeys of hope: Risking self-study in a diverse world*. Cedar Fall IA: 2004 Fifth International Conference on Self-study of Teacher Education Practices
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### **Open-Access Online Text Books**

- Becerra, A.J., Teemant, A., Smith, M.E., Doxey, L. & Pinnegar, S.E. (2020). *Assessment for linguistically diverse students*. [https://equitypress.org/diverse\\_assessment](https://equitypress.org/diverse_assessment)
- Draper, P., Egan, M. W., Jueschke, V., Loar, K., & Pinnegar, S. (2020). *Family, school, and community partnerships*. <https://equitypress.org/partnerships>
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### **Commissioned Articles:**

- Pinnegar, S. and Bevans, J. (2006). Acton Research: Deep Structure Development, Danger & Imposition, *The Leader Magazine*
- Pinnegar, S., and Smith, M.J. (1992). Nature of School and University Partnerships. In C. Woloszyk and S. Dans (Eds.) *Professional Development School Handbook*. Kalamazoo, MI: College of Education.

### **Reports:**

- Fenstermacher, G. D., Heckman, P. Wilson, C., Olson, P.M., Pinnegar, S., Wilkes, G., & Wingfield, K.S. (1988). *Altering patterns for success*. A report to the Exxon Education Foundation for the Redesign of Education for Children at Risk. University of Arizona.

### **Newsletter:**

- Pinnegar, S. (2008). Castle Conference Reflections. On-line S-STEP Newsletter.
- Pinnegar, S. (2006). Response to AERA. on-line S-STEP Newsletter.
- Dye, B., Pinnegar, S. Daynes, G & Esplin, P (2005). Using Story Cycles to Study Peer Mentor's Learning. *E-Source for college transitions*.2(5) NRCFYEST.
- Teemant, A. and Pinnegar, S. (Spring, 2002). Making the wisdom of practice tangible. *Talking Leaves*, 6 (1), 6.

### **Presentations**

#### **Invited Presentations:**

- Pinnegar, S. & Hutchinson, D. (2020) Self-Study Handbook Online. (October, 2020)
- Pinnegar, S. (2016). *Teacher education pedagogy emerging from teacher educators' knowledge*. Invited plenary presentation at ISATT Regional Conference: International teacher education: Promising pedagogies in Haifa, Israel.
- Bunting, B., Pinnegar, S., & Esplin, P. (February, 2014). An intentional approach to peer mentor development. An invited half-day workshop to be presented at the 33<sup>rd</sup> Annual Conference on the First-Year Experience. San Diego, California.
- Hamilton, M.L. & Pinnegar, S.E. (2011). *The international terrain of teaching and teacher education: How can teacher educators prepare teachers for a world we cannot envision*. Presentation at the First Global Teacher Education Summit in Beijing China.

- Pinnegar, S., Esplin, P., & Bunting, B. (2009 July). Mentoring: Constructing Meaning During Times of Transition. Preconference workshop at the International First-Year Experience Conference in Montreal, Quebec, Canada.
- Pinnegar, S. & Esplin, P. (2008 October). Closing the gap between data and decision-making. Presentation at the National Conference on First-Year Assessment in San Antonio, Texas.
- Pinnegar, S. (2008 April). *Taking a narrative turn*. Keynote address for annual meeting for Narrative Soundings: International conference of Narrative Inquiry in Music Education, Mesa Arizona.

### **National and International Conference Presentations:**

- Pinnegar, S., Lay, C. Turner, L., Granados, J. Witt, S. (2018) *The positioning of preservice teachers in their relationship with English learners during field experiences*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Murphy, M. S. & Pinnegar, S. (2018). Shaping community in online courses: A self-study of practice in course design to support the relational, Paper presented at the Castle Conference sponsored by S-STTEP. Herstmonceux, UK
- Pinnegar, S., Lay, C. Turner, L., Granados, J. Witt, S. (2017). *Plotlines in preservice teachers' relationships with second language learners*. Paper presented at ISATT biennial conference on teachers and teaching at Salamanca, SP.
- Newberry, M. A., Pinnegar, S., & Allsop, Y. *Developing personal practical knowledge of pre-service teachers*. Paper presented at ISATT biennial conference on teachers and teaching at Salamanca, SP.
- Holbrook, L., Hanks, J., Jay, J. & Pinnegar, S. (2017). *Building on teacher strengths by exploring teacher assessment practices with English learners (ELs)*. Poster presented at ISATT biennial conference on teachers and teaching at Salamanca, SP.
- Jay, J. & Pinnegar, S. (2017). *Examining the usefulness of I-Poems for interpreting interviews of teachers' experiences*. Paper presented at the annual meeting of the American Educational Research Association in San Antonio, TX.
- Jay, J., Eggett, D., McLachlan, L. & Pinnegar, S. (2017). *Change in knowledge beliefs and practices: A look at professional development for in-service teachers*. Paper presented at the annual meeting of the American Educational Research Association in San Antonio, TX.
- McLachlan, L., Sudweeks, R.R., & Pinnegar, S. (2017). *Exploring relationships among teacher beliefs, motivation, and classroom practices: A structural equation modeling analysis*. Poster presented at the American Educational Research Association in San Antonio, TX.
- Pinnegar, S. & Hamilton, M.L. (2016). *Self-Study of Practice as Pedagogy for Becoming Teacher Educators*. Paper presented at ISATT Regional Conference: International Teacher Education: Promising pedagogies at Haifa, Israel.

- Hamilton, M.L. & Pinnegar, S. (2016). *DELEUZINAL moments: Disrupting our I's and our community*. Presentation at the XI Castle Conference of the Self-Study of Teacher Education Practices SIG in Herstmonceux, UK.
- Murphy, M.S. & Pinnegar, S. (2016). *Narrating structures to support teacher education attentive to place*. Presentation at the XI Castle Conference of the Self-Study of Teacher Education Practices SIG in Herstmonceux, UK.
- Newberry, M. & Pinnegar, S. (2016). *What is the role of the teacher educator in a world of alternative routes to teaching?* Presentation at the XI Castle Conference of the Self-Study of Teacher Education Practices SIG in Herstmonceux, UK.
- Pinnegar, S. & Rice, M. (2016). *Moving between the propositional and the practical: A self-study of an adolescent development class*. Presentation at the XI Castle Conference of the Self-Study of Teacher Education Practices SIG in Herstmonceux, UK.
- Newberry, S. & Pinnegar, S. (2016).
- Pinnegar, S. & Hamilton, M.L. (2016). *Narratives and metaphors as teacher educator for teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Boone J., Cutri, R. M. & Pinnegar, S. (2015). *What matters most? The everyday priorities of teachers of English language learners*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hamilton, M.L. & Pinnegar, S. (2015). Self-study of teacher education practices as a pedagogy for teacher educator professional development. In *International teacher education: Promising pedagogies*, a symposium at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hamilton, M.L. & Pinnegar, S. (2015). *Sunrise, Sunset: Juxtaposing longitudinal accounts of the tenure process*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Abi-Hanna, R. A., Abrams, L., Brubaker, N.D., Clemans, A., Coia, L., Dacey, C. Dauplaise, J., Forgasz, R., Hamilton, M.L., Kitchen, J., Kuzmic, J., Pinnegar, S. Strom, K., Taylor, M & Tidwell D. (2014). *Given our past, what is our future? An interactive dialogue on gender, feminism and queer theory in self-study*. Presentation at the X Castle Conference of the Self-Study of Teacher Education Practices SIG in Herstmonceux, UK.
- Rice, M. F., Newberry, M., Cutri, R., Pinnegar, S & Whiting, E.. (2014) *Exploring teacher educator identity through experiences of non-personhood*. Presentation at the X Castle Conference of the Self-Study of Teacher Education Practices SIG in Herstmonceux, UK.
- Pinnegar, S. & Hamilton, M.L. (2014). *Forming, framing, and linking in Developing self-study of teacher education practices (S-STEP) research questions*. Paper presented in the symposium, *Reflecting and linking in self-study* at the annual meeting of the American educational Research Association in Philadelphia, Pennsylvania.
- Pinnegar, S. & Hamilton, M.L. (2014). *Forming, Framing, and Linking in Developing S-STEP Research Questions*. A paper presented at the annual meeting of the American Educational Research Association in Philadelphia, Pennsylvania.
- Hamilton, M.L. & Pinnegar, S. (2013). *What's in a name? Exploring the edges of auto-ethnography, narrative, and self-study methodologies*. A paper presented at the annual meeting of American Educational Research Association in San Francisco, California.

- Hamilton, M.L. & Pinnegar, S. (2012). Scrutinizing trustworthiness in our practice as self-study of practice researchers. In *When Knowing Is Not Enough: Critical Examination of Self-Study of Practice Methodology* a symposium at the annual meeting of the American Educational Research Association in Vancouver, British Columbia, Canada.
- Erickson, L.B., Pinnegar, S. & Young, J. (2012). *A programmatic self-study of practice: Exploring teacher educator knowledge*. Presentation at the IX Castle Conference of the Self-Study of Teacher Education Practices SIG in Herstmonceux, UK.
- Pinnegar, S., Rice, M., Rice, B., & Murphy, S. (2012). *Exploring learning from experience narratively*. Paper presented at annual meeting of Narrative Matters: Life and Narrative, Paris, France.
- Rice, M., Pinnegar, S., Murphy, M. S., Rice, B. J. & Hamilton, M.L. (2012). *International teacher educators learning about reflection from the process*. Presentation at the IX Castle Conference of the Self-Study of Teacher Education Practices SIG in Herstmonceux, UK.
- Craig, C., Keyes, D., Pinnegar, S. Hamilton, M.L. Huber, J. Ross, V.D., Coulter, C. Rice, M. & Chan, E. (January 2011). Making visible narrative understandings. Presentation at *Narrative, arts-based, and "post" approaches to social research* conference interim sponsored by the American Educational Research Association and the Mary Lou Fulton College of Education, Tempe Arizona.
- Yates, E., Davis, M., Pinnegar, S. & Pinnegar, F. (February, 2011). *Identifying and measuring peer mentor development: A qualitative rubric analysis*. Paper presented at the 30<sup>th</sup> Annual Conference on First-Year Experience, Atlanta, GA.
- Murphy, S. & Pinnegar, S. (2010). Living in tension: Ethical obligation and identity formation as teacher and teacher educator. In *Taking up the idea of a curriculum of lives: Narrative inquiries into teachers, teacher educators, and school stories*. A symposium at the annual meeting of the American Educational Research Association in Denver, CO.
- Esplin, P., Pinnegar, S., Pinnegar, F., Greenwood, A. , Rossier, C. Merrell, E., Christensen, L.M., & Dickerson, M. (2010 February). *Using peer mentors to drive students toward deep learning and productive reflective writing*. A presentation at the First-year Experience Conference in Denver, Colorado.
- Murphy, S., Pinnegar, E. & Pinnegar, S. (2009). Beginning the ethical conversation with preservice teachers. In *When the Story Turns Back on Itself...Living, Telling, Retelling, Reliving: Educative Curriculum for Teacher Educators* a symposium at the annual meeting of the American Educational Research Association in San Diego, CA.
- Pinnegar, S. & Hamilton, M.L. (2009). History POD. In *A Sociocultural Perspective on the Outgrowth and Development of the Self-Study School* An interactive symposium at the annual meeting of the American Educational Research Association in San Diego, CA.
- White, J. & Pinnegar, S. (2008). *Exploring student claims that they "learned nothing"*. Roundtable at the annual meeting of the International Consortium for Educational Development in Salt Lake City, Utah.
- Esplin, P., Wygant, S., Woods, S. & Pinnegar, S. (2008). *Closing the gap between data and decision making*. Paper presented at the annual meeting of the International Consortium for Educational Development in Salt Lake City, Utah.



- Murphy, S., Pinnegar, E. A. & Pinnegar, S. (2008) Exploring Identity and Ethics in Dialogue on the Path to Becoming a Teacher. Presentation at the Castle Conference of the Self-Study of Teacher Education Practices SIG in Herstmonceux, UK.
- Pinnegar, S. & Esplin, P. (2008). Remembering and recovering as themes of first-year transition. Paper presented at the 21<sup>st</sup> Annual International Conference on First-Year Experience in Dublin, Ireland.
- Pinnegar, S. & Hamilton, M. L. (2008) A Topography of Collaboration: Methodology, Identity, and Community in Self-Study Research. In *Supporting Self-Study Research by Teacher Educators* a symposium at the annual meeting of the American Educational Research Association Annual Meeting, New York.
- Shinn, L., White, J. & Pinnegar, S. E. (2008). *Problem-Based Learning, Service Experience, and Reflection in Changing Orientation to Learning in the Freshman Year*. Presentation at the annual meeting of the American Educational Research Association, New York.
- Esplin, P., Wygant, S. Johns, J.M. & Pinnegar, S.E. (2008). *Remembering and Recovering As Themes in Freshman Transition*. Poster presented at the annual meeting of the American Educational Research Association Annual Meeting, New York.
- Dye, B.C., White, J. & Pinnegar, S. (2007). *Story cycles and the interpretation of narrative research: Relational inquiry*. Presentation at the annual meeting of the American Educational Research Association Annual Meeting, Chicago, IL.
- Hamilton, M.L. & Pinnegar, S. (2007). Exploring ontology in self-study methodology. In the *Investigating the epistemological and ontological bases for self-study methodology* a symposium at the annual meeting of the American Educational Research Association Annual Meeting, Chicago, IL.
- White, J, Pinnegar, Daynes, J. G., Esplin, P.E., & Lindsay, S. (2007). When learning and change collide: What students mean when they claim to learn nothing. Presentation at the annual meeting of the American Educational Research Association Annual Meeting, Chicago, IL.
- Pinnegar, S. & Hamilton, M. L. (2006). *Confronting Ontology*. A paper presented during the annual AERA Conference, San Francisco.
- Hamilton, M.L & Pinnegar, S.E. (2006). *Alternative representations of collaboration and community*. Presentation at the 2006 Sixth International Conference on Self-study of Teacher Education Practices, Hermonceaux Castle, East Sussex, UK.
- Lay, C.D., Pinnegar, S.E., Delude, C., & Bigham, S. (2006). Blogging our vulnerability as mothers and teachers. Presentation at the 2006 Sixth International Conference on Self-study of Teacher Education Practices, Hermonceaux Castle, East Sussex, UK.
- Tidwell, D., Manke, M, Allender, J, Pinnegar, S., & Hamilton, M.L. (2006) Contexts for using illustrative nodal moments in self-study. Presentation at the 2006 Sixth International Conference on Self-study of Teacher Education Practices, Hermonceaux Castle, East Sussex, UK.
- Clandinin, D.J., Murphy, S., Rosiek, J.L. Lyons, N.M. & Pinnegar, S. (2006). Looking back, imagining forward: The future of narrative inquiry. In the *Composing a handbook of narrative inquiry* symposium at the annual meeting of the American Educational Research Association Annual Meeting, San Francisco, CA.
- Tidwell, D. Manke, M. Pinnegar, S. Allender, J. & Allender, D. (2006) Contexts for using illustrative nodal moments in self-study. In the *Reflexivity and representation in self-*



- study: teacher education inquiry as discursive, visual, textual practices* symposium at the annual meeting of the American Educational Research Association Annual Meeting, San Francisco, CA.
- Pinnegar, S. (2004). Self-Study Research. An invited symposium address sponsored by the Historical and Archival Research SIG at the American Educational research Association Annual Meeting, San Diego, CA.
- Pinnegar, S. & Teemant, A. (2003). Exploring teachers conceptions of learning to teach diverse students. In *Representations of teaching and learning to teach* a symposium of the A symposium of the American Educational Research Association Annual Meeting, Chicago, IL.
- Teemant, A. & Pinnegar, S. (2003). Impact of visual textbooks and sociocultural learning activity on teacher learning. In *Ways of Looking at Teacher Learning* A symposium of the American Educational Research Association Annual Meeting, Chicago, IL.
- Alofipo-Ah Hoy, M., Frost, L., Bates, K. & Pinnegar, S. (2003). Making theories of adolescent literacy visible. A paper presented the American Educational Research Association Annual Meeting, Chicago, IL.
- Pinnegar, S. (2002). Teacher education: Narratives of the demise of a “near enough” cabin. In *Critique of the political, social, and practical context of restructuring/reform in teacher education: Narratives of four teacher educators*. A symposium of the American Educational Research Association Annual Meeting, New Orleans, LA.
- Arizona Group: Guilfoyle, K., Hamilton, M.L. Pinnegar, S. & Placier, P. (2002). *Exploring the concept of dialogue in the self-study of teaching practices*. Paper presented at the fourth international conference on self-study of teacher education practices. Hermonceaux Castle, East Sussex, UK.
- Arizona Group: Guilfoyle, K., Hamilton, M.L. Pinnegar, S. & Placier, P. (2000). *Myths and legends of teacher education reform in the 1990's: A Collaborative self-study of four programs*. Paper presented at the third international conference on self-study of teacher education practices. Hermonceaux Castle, East Sussex, UK.
- Harris, C. & Pinnegar, S. (2000). *Using videoethnographies to make the myths of teachers education visible*. Paper presented at the third international conference on self-study of teacher education practices. Hermonceaux Castle, East Sussex, UK.
- Pinnegar, S., Lay, C. & Delude, C. (2000). *Exploring narratives to develop a mythology of teaching practice*. Paper presented at the third international conference on self-study of teacher education practices. Hermonceaux Castle, East Sussex, UK.
- Pinnegar, S. (1998 April). Poems from papers: Presentation at the S-STEP preconference at the American Educational Research Association meeting, San Francisco, CA.
- Pinnegar, S. (1997). *Charting the territory: A poetic account of development as a teacher educator*. A paper presented as part of, *Resistance, community, and beliefs: How tenure changed our views of our selves and our profession*, a roundtable presentation at the Annual meeting of the American Educational Research Association, Chicago, Illinois.
- Arizona Group: Guilfoyle, K., Hamilton, M.L., Pinnegar, S., & Placier, P. (1996). *Navigating through a maze of contradictions: A conversation on self-study and teacher education reform*. Symposium presented at the First International

- Conference on Self-Study of Teacher Education Practices. Herstmonceux Castle, East Sussex, England.
- Wentworth, N., Coombs, G. , & Pinnegar, S.(1995). *Stories of learning and schooling: Capturing preservice teachers= beliefs about teaching and learning*. Paper presented at the Annual meeting of the American Educational Research Association, San Francisco, California.
- Pinnegar, S. (1995). *Wise as a serpent, tender as a dove: Beliefs about intent to harm*. A roundtable presented at the annual meeting of the American Educational Research Association; San Francisco, California.
- Arizona Group: Pinnegar, S., Guilfoyle, K., Hamilton, M.L., Placier, P. (1994). *A chorus of voices: Studying the cycles of teaching in academia*. Symposium presented at World Congress 3 on Action Research, University of Bath, Bath, United Kingdom.
- Pinnegar, S. (1994). *Negotiating Balance with Context, Colleagues, Students, Families, and Institutions: Responding to Lived Experience in the Second Year*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Pinnegar, S. (1994). *Sharing stories forming understanding*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Pinnegar, S. (1993). *Women, tenure, and promotion: Transformative feminist perspective*. Panel member for this session at the annual meeting of the Research on Women in Education Special Interest Group of the American Educational Research Association, Toledo, OH.
- Pinnegar, S. (1993). *Beginning again: An examination of the beginning of practice for the teacher educator and the teaching education student*. A paper presented at annual meeting of the American Educational Research Association.
- Pinnegar, S. (1992) *Letters from beginners: Power, identity and survival*. A paper presented at the Bergamo Conference, Dayton.
- Pinnegar, S. (1992). *Student teaching as a teacher educator*. A paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Pinnegar, S. (1991). *Interviews of teachers: An attempt to represent teachers' mental lives*. A paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Pinnegar, S. (1991). *From expert to novice to expert to novice again: Expert patterns in the thinking of novice teacher educators*. A paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Pinnegar, S. (1990). *The role of questions in teachers' knowledge of students*. A paper presented at the annual meeting of the American Educational Research Association, Boston.
- Pinnegar, S. & Carter, K. (1989). *Comparing theories from textbooks and practicing teachers: Impact on student teachers' thinking*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

- Pinnegar, S. (1989). *Expert/novice differences in curricular understanding: A naturally occurring case*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.
- Pinnegar, S. (1988). *Learning the language of practice from practicing teachers: An exploration into the term "with me"*. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans.
- Pinnegar, S. & Carter, K. (1988). *Unpacking the voice of experience: A study of the impact of immediacy*. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans.
- Carter, K., Olson, P., & Pinnegar, S. (1988). *A focus on the student teaching experience*. Paper presented as part of the symposium "Using Research Knowledge to Improve Teacher Education: The Experiences of Four Institutions." Presented at the Annual Meeting of American Association of Colleges of Teacher Education, New Orleans.
- Sabers, D. Carter, K. Cushing, K., Pinnegar, S. & Berliner, D. (1986). *Saliency and utility of information for expert, novice, and postulant teachers*. Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C.
- Ellis-Schwabe, M. Wagner, M. J., Pinnegar, S. & Berliner, D.C. (1985). *Prediction of classrooms that are at risk: Implications for staff development*. Paper presented at the Annual Meeting of the American Psychological Association, Los Angeles.

#### **Regional Conference Presentations:**

- Lay, C. D., Andrews, A.B., Bailey, L. R. & Pinnegar, S.E. (2018). *Living a teacher identity beyond practice as a teacher: Teacher leaver narratives*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association at Salt Lake City, UT.
- Pincock, C. & Pinnegar, S. (2018). *Experiences teaching second language writing in dual immersion classrooms through the eyes of international teachers*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association at Salt Lake City, UT.
- Pinnegar, S., Lay, C.D., Andrews, A.B. & Bailey, L.R. (2018). *Using story and dialogue to study teaching: A workshop*. Workshop presented at the annual meeting of the Northern Rocky Mountain Educational Research Association at Salt Lake City, UT.
- Wu, K. & Pinnegar, S. (2018). *Preservice student teachers' affect and volition in their reflection of teacher observations*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association at Salt Lake City, UT.
- Pinnegar, S., Newberry, M., Pinnegar, E., McCulloch, T., Otto, M., Turley, K. & Taylor, L. (2017). *Exploring self-study of practice research*. Workshop presented at the annual meeting of the Northern Rocky Mountain Educational Research Association at Boulder, CO.
- Pinnegar, S., Jay, J., Lybbert, A., McCulloch, T., White, A., McKell, T., Oto, M. &

- Taylor, L. *The influence of analytic tools on the understandings uncovered in qualitative research*. Workshop presented at the annual meeting of the Northern Rocky Mountain Educational Research Association at Boulder, CO.
- Jay, J. T., Nielsen, R., & Pinnegar, S. (2014, Sept). *Improving ESL teaching: Effect of teacher attitude on professional development*. Research presentation at the Intermountain TESOL conference, West Yellowstone, MT.
- Nielsen, R., Jay, J. T., & Pinnegar, S. (2014, Sept). *Preparing teachers to work with ELs: What teachers are already doing and what they are not yet doing*. Research presentation at the Intermountain TESOL conference, West Yellowstone, MT.
- Pinnegar, S. (1995). *Representing narrative*. A paper presented at the annual meetings of the Northern Rocky Mountain Educational Research Association; Jackson Hole, Wyoming.
- Pinnegar, S. & Dinham, S. (1988). *Design in assignments in architecture studios*. Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association, Tucson

#### **Local Conference Presentations:**

- Jay, J. T., Gollhofer, E., & Pinnegar, S. (2016, April). *Faculty Positioning In ESL Professional Development*. Poster presented at the MSE Mentored Research Conference, Brigham Young University, UT.
- McLachlan, L., Jay, J. T., & Pinnegar, S. (2016, April). *Supporting ELLs Learning Through Professional Development for Their Teachers: The Effect of Teacher Education on Teaching Practice*. Poster presented at the MSE Mentored Research Conference, Brigham Young University, UT.
- Jay, J. T., Nielsen, R., & Pinnegar, S. (2016, April). *Analysis of faculty syllabi*. Poster presented at the MSE Mentored Research Conference, Brigham Young University, UT.
- Rice, M. & Pinnegar, S. (2009) *Effective Educational Strategies for Development of Language Acquisition in a Middle School Setting* Presentation at the Celebration of Teaching Symposium. Provo, Utah.
- Pinnegar, S. (1997). *Action Research in the Study of Teaching*. Presentation made for the Alpine School District Research Associates Group.
- Pinnegar, S. (1997). *Talking together about beginning practice: What students and teacher educators can see in videotapes of student lessons*. Paper presented at the BYU/Public School Partnership Research Conference. Provo, Utah.
- Wentworth, N. & Pinnegar, S. (1996). *Personality and preparation: David O. McKay's theories of teacher education*. Paper presented at the David O. McKay Symposium, Brigham Young University, Provo, Utah.
- Pinnegar, S. (1993). *David O. McKay and being a teacher educator*. A Paper presented at the Approaching a School in Zion Seminar at Brigham Young University, Provo, Utah.
- Pinnegar, S. (1992). *Thinking about teaching as if the restoration really mattered*. A

- paper presented for Vision at Brigham Young University, Provo, Utah.
- Holm, G. & Pinnegar, S. (1990). *Learning in style: An analysis of seventeen*. Paper presented at the College of Education Research Colloquium, Western Michigan University, Kalamazoo, Michigan
- Pinnegar, S. E. (1977). A report on the content of the high school English curriculum in the western United States. *Proceedings of the language and linguistic symposium*. Provo, UT: Deseret Language and Linguistic Society.

## **Technology Development**

### **CD ROM Production:**

- Pinnegar, S., Teemant, A., Harris, C., & Sirota, A. (2003). *The Lucia Villarreal Case: A Video Ethnography of Literacy Practices in a Bilingual Classroom*. Provo, Utah: Harris Video Cases.
- Pinnegar, S., Teemant, A., Mason, R., & Harris, C. (2002). *The Adolescent Literacy Case: A Video Ethnography of Teaching Second Language Students Content Through Literacy Development*. Provo, Utah: Harris Video Cases.
- Pinnegar, S., Teemant, A., & Tyra, S. (2002). *The Early Childhood Literacy Case: A Video Ethnography of Balanced Literacy Approaches for Second Language Students*. Provo, Utah: Harris Video Cases.
- Teemant, A., Pinnegar, S., & Tharp, R. (2002). *The Mara Mills Case: A Video Ethnography of Biological Science in a Sheltered English Classroom*. [CD-ROM]. Provo, Utah: Harris Video Cases.
- Pinnegar, S., Teemant, A., & Tharp, R. (2002). *The Craig Cleveland Case: A Video Ethnography of Mexican American History in a Spanish/English Bilingual Classroom*. [CD-ROM]. Provo, Utah: Harris Video Cases.
- Teemant, A., & Pinnegar, S. (2001). *The Second Language Acquisition Case: A Video Ethnography of Second Language Learners: Part I, II, III*. [CD-ROM]. Provo, Utah: Harris Video Cases.
- Pinnegar, S., Harris, R. C., Teemant, A., Baker, D., & Chan, P. (2000). *The Inclusive Pedagogy Case: A Video Ethnography of Professional Development for Inclusion of Special Populations in Schooling*. [CD-ROM]. Provo, Utah: Harris Video Cases.
- Pinnegar, S., Harris, C., Rentz, D., & Bakker, D. (1998). *The Derek Rentz case*. Provo, UT: Harris Videoethnographies.

### **Video Production:**

- Hales, V., Pinnegar, S. & Powers, B. (2007). *Family Home and Community Video Segments* [Videotape Series]. Provo, Utah: Brigham Young University/Public School Partnership. [6 class sessions].
- Teemant, A. & Pinnegar, S. (2002). *Assessment for Linguistically Diverse Students Video Segments*. [Videotape Series]. Provo, Utah: Brigham Young

- University/Public School Partnership. [9 class sessions].
- Teemant, A. & Pinnegar, S. (2001). *Understanding Language Acquisition Video Segments*. [Videotape series]. Provo, Utah: Brigham Young University [9 class sessions].
- Teemant, A. & Pinnegar, S. (2000). *Foundations of Bilingual Education Video Segments*. [Videotape series]. Provo, Utah: Brigham Young University. [9 class sessions]

### **Academic and Professional Service**

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|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2019-2020 | Outstanding Publication Narrative Research SIG (AERA),<br>Committee Member                                                                                                                                                                                                                                                                      |
| 2017-2020 | Review Board, <i>Studying Teacher Education</i>                                                                                                                                                                                                                                                                                                 |
| 2017-2019 | Program Co-Chair, Narrative Research SIG (AERA)                                                                                                                                                                                                                                                                                                 |
| 2014      | Membership Committee, Professors of Curriculum                                                                                                                                                                                                                                                                                                  |
| 2010-2012 | Member, SIG Executive Committee, American Educational<br>Research Association                                                                                                                                                                                                                                                                   |
| 2010-2011 | English Language Learners Symposium , Co-Director<br><a href="http://education.byu.edu/ellsymposium/ESL">http://education.byu.edu/ellsymposium/ESL</a>                                                                                                                                                                                          |
| 2010-2011 | Chair Narrative Research SIG                                                                                                                                                                                                                                                                                                                    |
| 2008-2011 | Teacher Education Department Renewal for Elementary Education<br>Program Committee                                                                                                                                                                                                                                                              |
| 2008-2020 | Reviewer <i>Teacher Development</i>                                                                                                                                                                                                                                                                                                             |
| 2007-2010 | Self-Study of Teacher Education Practices (S-STEP) SIG: Program<br>Co-Chair (with Lynnette Erickson & Janet Young) Castle<br>Conference August 2010                                                                                                                                                                                             |
| 2008-2010 | Co-Chair Narrative Research SIG, AERA                                                                                                                                                                                                                                                                                                           |
| 2007      | ESL Proposal Committee: Charge from the Dean of the McKay<br>School of Education to develop a proposal to guide ESL activities<br>within the McKay School in relationship to other departments and<br>colleges on campus, the Center for the Improvement of Teacher<br>Education and Schooling (CITES) and the BYU/Public School<br>Partnership |

- 2005-2020 Associate Editor: *Teachers and Teaching: Theory and Practice*
- 2005-2018 Acting Dean (Director/Organizer), Invisible College for Research on Teaching
- 2005-2007 Utah State Office of Education: ESL Committee charged with developing standards to guide ESL endorsement for the State of Utah.
- 2005-2020 Reviewer for *Studying Teacher Education*
- 2004-2009 Graduate Program, Assessment Committee Member
- 2004-2006 Reviewer for *Educational Researcher*
- 2003-2020 Editorial Board: *Teacher and Teaching: Theory and Practice*
- 2003 Reviewer for *Urban Education*
- 2002-2009 Committee for Problem-Based Learning in Brigham Young University Freshman Academy
- 2002, 2003 Organization Committee for Preconference for Self-Study in Teacher Education Practices.
- 2000-2017 Editorial Board [2001-2004] and Reviewer for *Journal of Teacher Education*
- 2000-2001 Section Chair, Program Committee Division K, Annual Meeting of the American Educational Research Association.
- 2000 Reviewer for *Alberta Educational Research Journal*
- 1999-2002 Academic Review Committee, Brigham Young University
- 1997-2020 Reviewer for *Teaching and Teacher Education*
- 1997-2018 Reviewer for *Teacher Education Quarterly*
- 1997-2001 Secondary Education Renewal Committee, Department of Teacher Education, David O. McKay School of Education

- 1999-97 Merit and Rank Advancement Committee, Department of Teacher Education, David O. McKay School of Education
- 1997 Recruitment, Admissions, & Retention Committee, Department of Teacher Education, David O. McKay School of Education.
- 1997-96 American Educational Research Association, Division B, Program Co-Chair for the 1997 Annual Meeting
- 1996-2020 Reviewer for the American Educational Research Association Annual Meeting
- 1997-96 Reviewer for *Educational Researcher*
- 1997-94 Member Committee for Designing Admissions Standards and Criteria for Secondary Education.
- 1997-94 Director, Faculty group teaching Secondary Education 376 (375). Worked with Nancy Wentworth, Hugh Baird, Richard Kay to design this new course and then assumed leadership in implementation of the course.
- 1995-1996 S-STEP (Self Study of Teacher Education Practices) Special Interest Group of the American Educational Research Association. Program Chair  
Planning Committee Castle Conference, East Sussex, England August 5-8, 1996.
- 1994 Organized symposium on Narrative Research  
Participants from College of Education, Other Departments at the University, and Teachers and Administrators from Public Schools.
- 1994-1996 Faculty Freshman Mentor Program Participant, Brigham Young University
- 1993-1995 S-STEP Special Interest Group for American Educational Research Association.  
Secretary, with other officers worked to organize this Special Interest Group  
Reviewed Proposals and helped design Program for SIG for AERA.  
Organized List Serve and served as moderator



- 1993-1995 Member Teacher Education Committee College of Education.
- 1993-1995 Advisor representing Secondary Education for BYUEA
- 1993-1995 Organizer and Director, with Nancy Wentworth, Teacher Education Research Group, College of Education
- 1993-1994 Secondary Education Restructuring--Participated on committees for reorganizing  
Secondary Education 276R,  
Secondary Education 376R,  
Secondary Education 326,  
Secondary Education 476,  
Out of State Student Teaching  
Internships special programs at Orem High School
- 1992-2008 Served as discussant and/or chair for sessions at the American Educational Research Association Annual Meetings
- 1992-1996 Committee for establishing an International Electronic Journal of Teacher Education with the hub at BYU.
- 1992-1993 Task Force Reorganizing the Partnership for Secondary Education
- 1991 Secondary Unit Division Chair, Department of Education and Professional Development, Western Michigan University.
- 1990-1992 Personnel Committee, Department of Education and Professional Development, Western Michigan University.
- 1990-1992 Reviewer for *American Educational Research Journal*.
- 1989-2010 Reviewed Proposals for various Divisions and Special Interest Groups for the American Educational Research Association
- 1989-1992 Doctoral Planning Committee, Department of Education and Professional Development, Western Michigan University. Worked to design and prepare proposal for a PhD in the study of teaching
- 1989-90 Secondary Unit Planning Committee, Department of Education

and Professional Development, Western Michigan University.

### **Consulting**

- 1994 Teacher Development Consultant for Grant School, Nebo School District, Springville, Utah for Development of teachers as researchers for examining success with a literacy project.
- 1993 Participant Observer, Faculty of Education Retreat for redesigning elementary teacher certification program. California State University, Los Angeles.
- 1991-92 Curriculum and Research Design Consultant--Kalamazoo Public Schools--worked with individual principals designing proposals for computer literacy programs in K-3 schools.

### **Grants**

- 2012-2017 RENEWAL: Simultaneous Renewal for the Education of English Learners through Professional Development for University Faculty and Public School Teachers. National Professional Development distributed through the United States Department of Education.
- 2009 Research Grant McKay School of Education. Studying the First Year Experience.
- 2007 English Language Acquisition: National Professional Development Program Grant for the Brigham Young University ESL Endorsement through Distance Education Program distributed through the United States Department of Education.
- 2006 Mentoring Grant Brigham Young University with Freshman Academy
- 2004 Mentoring Grant Brigham Young University with Freshman Academy
- Research Grant McKay School of Education.
- 2003 English Language Acquisition: National Professional Development Program Grant for the Bilingual/ESL Endorsement through

- Distance Education Program distributed through the United States Department of Education, with Annela Teemant
- 2002 English Language Acquisition: National Professional Development Program Grant for the Bilingual/ESL Endorsement through Distance Education Program distributed through the United States Department of Education with Annela Teemant
- 2002 Mentoring Grant Brigham Young University with Annela Teemant
- 1994-1996 Teacher Education Research  
David O. McKay Research
- 1993-1994 Research Grant, Brigham Young University College of Education: For research on Student's University Experience. With Garn Coombs and Nancy Wentworth
- 1989-1990 New Faculty Research Grant, Western Michigan University. For research on Teacher Thinking

## **Honors**

Sponsored Research Achievement Award, BYU, 2017

Benjamin Cluff, Jr. Excellence in Research Award, 2015

Visiting Scholar 2004, Centre for Research on Teacher Education and Development, University of Alberta, Edmonton, Alberta, Canada

Honorable Mention 2000 Central Educational Network (CEN) Award for Foundations of Bilingual Education in the category of Video-Based Staff Development.

Dissertation of the Year, 1991

Presented by Division K of the American Educational Research Association at the annual meeting.

## **Professional Organizations**

Narrative Research SIG

Self-Study in Teacher Education Practices-SIG

American Educational Research Association

Professors of Curriculum

Acting Dean, Invisible College for Research on Teaching

