

SARA E.N. KANGAS

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EDUCATION

- Ph.D. Education (Concentration: Applied Linguistics)
College of Education, Temple University, Philadelphia.
- M.S.Ed. Teaching English to Speakers of Other Languages
College of Education, Temple University, Philadelphia.
- B.A. Psychology, summa cum laude
College of Liberal Arts, Temple University, Philadelphia.

ACADEMIC POSITIONS

- 2022 – present Associate Professor
ESL and Special Education Programs
Department of Education and Human Services, College of Education
Lehigh University
- 2024 – present Program Director
ESL and Special Education Programs
Department of Education and Human Services, College of Education
Lehigh University
- 2022 – 2025 Faculty Affiliate
Institute for Indigenous Studies, College of Health
Lehigh University
- 2016 – 2022 Assistant Professor
Special Education and Teaching, Learning, and Technology Programs
Department of Education and Human Services, College of Education
Lehigh University
- 2015 – 2016 Lecturer
TESOL Program
Educational Linguistics Division, Graduate School of Education
University of Pennsylvania
- 2012 – 2015 Teaching and Research Assistant/Adjunct Assistant Professor
TESOL Program
Department of Teaching and Learning, College of Education
Temple University

AWARDS AND HONORS

National Research Awards and Honors

- 2026 Mid-Career Award, American Educational Research Association, Second Language Research SIG
- 2018 James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts, The International Research Foundation for English Language Education
- 2016 Dissertation Award Finalist, American Educational Research Association, Second Language Research SIG
- 2016 Dissertation Award Finalist, American Association for Applied Linguistics
- 2015 Wilga Rivers Memorial Graduate Student Award, American Association for Applied Linguistics

University Awards and Honors

- 2025 Libsch Early Career Research Award, Lehigh University
- 2024 – 2026 Class of 1961 Professorship, Lehigh University
- 2020 – 2022 Frank Hook Assistant Professorship, Lehigh University
- 2019, 2020 Mentoring Award, Graduate Student Senate and Graduate Life’s Office, Lehigh University
- 2013 “Best Teaching Assistant” Nomination, College of Education, Temple University
- 2008 President’s Scholar Award, Temple University

PUBLICATIONS

Books

- 1 **Kangas, S. E. N.** (2025). Promoting equity for multilingual learners with disabilities. *Disability, Culture, and Equity Series*, Teachers College Press.

Refereed Journal Articles

*student collaborator

- 21 Dai, S., **Kangas, S. E. N.**, & Ardasheva, Y. (2025). Opportunity gap at the intersection of language, disability, and science. *Science Education*. Advance online publication. <https://doi.org/10.1002/sce.70011>
- 20 **Kangas, S. E. N.**, & Ruiz, M.* (2025). Data skepticism and capacity for data-based decisions: The case of reclassifying English learners with disabilities. *Studies in Second Language Acquisition*. 1–22. Advance online publication. <https://doi.org/10.1017/S0272263125100971>

- 19 Cioè-Peña, M., Linares, R. L., & **Kangas, S. E. N.** (2025). The expansive language access framework: An integrated approach to addressing oppression in language education. *Language Policy*, 24, 373–394. <https://doi.org/10.1007/s10993-024-09724-4>
- 18 **Kangas, S. E. N.**, Dai, S., & Ardasheva, Y. (2024). The intersection of language and disability: Progress of English learners with disabilities on NAEP reading. *The Journal of Special Education*, 58(2), 88–99. <https://doi.org/10.1177/00224669231213054>
- 17 Weddle, H., Hopkins, M., Lowenhaupt, R., & **Kangas, S. E. N.** (2024). Fostering shared responsibility for multilingual learners across levels of the education system. *Educational Researcher*, 53(4), 252–261. <https://doi.org/10.3102/0013189X241227913>
- 16 Kanno, Y., & **Kangas, S. E. N.** (2024). English learner as an intersectional identity. *Journal of Language, Identity, and Education*, 23(2), 320–326. <https://doi.org/10.1080/15348458.2023.2275280>
- 15 **Kangas, S. E. N.** & Cioè-Peña, M. (2024). The promises and pitfalls of individualized language plans. *TESOL Quarterly*, 58(1), 522–536. <https://doi.org/10.1002/tesq.3283>
- 14 **Kangas, S. E. N.**, & Cook, M.* (2023). Navigating the multiple policy demands of service provision for English learners with disabilities. *Language Policy*, 22(3), 315–341. <https://doi.org/10.1007/s10993-023-09653-8>
- 13 **Kangas, S. E. N.** (2021). “Is it language or disability?”: Confronting an ableist and monolingual filter for English learners with disabilities. *TESOL Quarterly*, 55(3), 673–683. <https://doi.org/10.1002/tesq.3029>
- 12 **Kangas, S. E. N.**, & Schissel, J. L. (2021). Holding them back or pushing them out?: Reclassification policies for English learners with disabilities. *Linguistics and Education*, 63, 1–11. <https://doi.org/10.1016/j.linged.2021.100927>
- 11 **Kangas, S. E. N.** (2020). Counternarratives of English learners with disabilities. *Bilingual Research Journal*, 43(3), 267–285. <https://doi.org/10.1080/15235882.2020.1807424>
- 10 **Kangas, S. E. N.**, & Cook, M.* (2020). Academic tracking of English learners with disabilities in middle school. *American Educational Research Journal*, 57(6), 2415–2449. <https://doi.org/10.3102/0002831220915702>
- 9 **Kangas, S. E. N.**, Hammond, T. C., Bodzin, A. M. (2019). Using geospatial technology to teach language and content to English learners. *TESOL Journal*, 10(2), 1–12. <https://doi.org/10.1002/tesj.422>
- 8 **Kangas, S. E. N.** (2018). Breaking one law to uphold another: Service provision for English learners with disabilities. *TESOL Quarterly*, 52(4), 877–910. <https://doi.org/10.1002/tesq.431>
- 7 Schissel, J. L., & **Kangas, S. E. N.** (2018). Reclassification of emergent bilinguals with disabilities: The intersectionality of improbabilities. *Language Policy*, 17(4), 567–589. <https://doi.org/10.1007/s10993-018-9476-4>

- 6 **Kangas, S. E. N.** (2018). Why working apart doesn't work at all: Special education and English learner teacher collaborations. *Intervention in School and Clinic, 54*(1), 31–39. <https://doi.org/10.1177/1053451218762469>
- 5 **Kangas, S. E. N.** (2017). A cycle of fragmentation in an inclusive age: The case of English learners with disabilities. *Teaching and Teacher Education, 66*, 261–272. <https://doi.org/10.1016/j.tate.2017.04.016>.
- 4 **Kangas, S. E. N.** (2017). “That’s where the rubber meets the road”: The intersection of special education and bilingual education. *Teachers College Record, 119*(7), 1–36. <https://doi.org/10.1177/016146811711900701>
- 3 **Kangas, S. E. N.** (2014). When special education trumps ESL: An investigation of service delivery for ELLs with disabilities. *Critical Inquiry in Language Studies, 11*(4), 273–306. <https://doi.org/10.1080/15427587.2014.968070>
- 2 Kanno, Y., & **Kangas, S. E. N.** (2014). “I’m not going to be, like, for the AP”: English language learners’ limited access to advanced college-preparatory courses in high school. *American Educational Research Journal, 51*(5), 848–878. <https://doi.org/10.3102/0002831214544716>.
- 1 **Kangas, S. E. N.** (2014). What can software tell us about political candidates?: A critical analysis of a computerized method for political discourse. *Journal of Language and Politics, 41*(1), 77–97. <https://doi.org/10.1075/jlp.13.1.04kan>

Non-Refereed Journal Articles

- 1 **Kangas, S. E. N.**, Pacheco, R., & Shenoy, S. (in press). Introduction to bi- and multilingual opportunity to learn for students with disabilities. *Bilingual Research Journal*. Introduction to a guest-edited special issue.

Policy Briefs and Resources

- 6 **Kangas, S. E. N.** (2024). Promoting equitable reclassification of English learners with disabilities. The Center for Promoting Research to Practice, College of Education, Lehigh University.
- 5 **Kangas, S. E. N.**, & Lowenhaupt, R. (2024). Enhancing state level collaboration for multilingual learners. In collaboration with members of the *State Leadership for Multilingual Learner Equity Partnership*. Partnering for Equity in Education Policy.
- 4 **Kangas, S. E. N.** (2023). Multilingual learners with disabilities: Services and support. In collaboration with members of the *State Leadership for Multilingual Learner Equity Partnership*. Partnering for Equity in Education Policy.
- 3 **Kangas, S. E. N.** (2023). Multilingual learners with disabilities: Special education identification and evaluation. In collaboration with members of the *State Leadership for Multilingual Learner Equity Partnership*. Partnering for Equity in Education Policy.

- 2 Hopkins, M., Lowenhaupt, R., Weddle, H., & **Kangas, S. E. N.** (2021). Maintaining integrity of language-instruction educational program models for English learners across remote, hybrid, and in-person learning environments. In *Restart and recovery: State leadership guide for engaging in continuous improvement of English learner programs and services during COVID and beyond*. Council of Chief State School Officers.
- 1 **Kangas, S. E. N.** (2021). Supporting ELs with disabilities during remote learning and school reopening. Council of Chief State School Officers.

Chapters in Edited Volumes

- 4 Uysal, H., & **Kangas, S. E. N.** (2025). Individualized language plans: Equitable education for English learners. *Oxford Research Encyclopedia of Education*.
<https://doi.org/10.1093/acrefore/9780190264093.013.2038>
- 3 **Kangas, S. E. N.** (2024). The zero-sum game of beneficence: Conducting ethical equity-focused research for multilingual learners with disabilities. In De Costa, A. Amr, & C. Cinaglia (Eds.), *Research methods in applied linguistics* (pp. 122–135). John Benjamins.
- 2 **Kangas, S. E. N.,** & Cook, M.* (2022). Learning disability as external individual difference in second language acquisition. In V. De Wilde & C. Goroit (Eds.), *Second language learning before adulthood: Individual differences in L2 learning of children and adolescents* (pp. 9–30). De Gruyter.
- 1 **Kangas, S. E. N.** (2019). English learners with disabilities: Linguistic development and educational equity in jeopardy. In X. Gao (Ed.), *International handbook of English language teaching* (pp. 919–937). Springer Nature.

Book Reviews

- 1 **Kangas, S. E. N.,** & Goss, J. (2012). Review of book: *Why do English language learners struggle with reading?: Distinguishing language acquisition from learning disabilities*. by J. Klingner, J.J. Hoover, & L.M. Baca, [Eds.]. *TESOL Quarterly*, 46(2), 422–425.
<https://doi.org/10.1002/tesq.27>

Works in Progress: Journal Articles

- 6 Cuba, M., & **Kangas, S. E. N.** (conditionally accepted). Dual service provision in rural contexts.
- 5 **Kangas, S. E. N.** (under review). Disability in TESOL: A case of patterned inequities. Invited article for “TESOL Quarterly’s 60th Anniversary Special Issue.”
- 4 Cuba, M., & **Kangas, S. E. N.** (under review). Silenced and stalled: How ESSA fails multilingual learners with disabilities through reclassification and parent exclusion.
- 3 **Kangas, S. E. N.,** Ruiz, M.,* Li, X.,* & Young, D.* (under review). Replicating the safeguards and shortcomings of IEPs: The case of individualized language plans.

- 2 **Kangas, S. E. N., & Li, X.,*** (under review). Writing high quality language goals in individualized language plans.
- 1 **Kangas, S. E. N., & Trainor, A.** (in progress). Supporting self-determination among multilingual learners with disabilities.

RESEARCH GRANTS

External Grants: Awarded

- 3 **Principal Investigator**, “Individualized language plans for multilingual learners with disabilities: Investigating implementation and stakeholder perspectives,” (with Co-Investigator: Jamie L. Schissel), Spencer Foundation, \$373,285. (Funded: 2025–2029)
- 2 **Principal Investigator**, Research Communications Grant for “When English learners with disabilities become long-term English learners,” Spencer Foundation, \$15,000. (Funded: 2022–2024)
- 1 **Principal Investigator**, “When English learners with disabilities become long term English learners,” Spencer Foundation, \$40,766. (Funded: 2020–2023)

Internal Grants: Awarded

- 3 **Principal Investigator**, “Examining individualized language plans for multilingual learners.” Lehigh University, Fast Track Faculty Research Grant. Lehigh University. \$5,129. (Funded: 2023–2024)
- 2 **Principal Investigator**, “Supporting the academic and linguistic needs of long-term English learners. Lehigh University, Fast Track Faculty Research Grant, Lehigh University. \$4,721. (Funded: 2017–2018)
- 1 **Principal Investigator**, “When special education trumps ESL: Policy as practice for ELs with disabilities,” Dissertation Completion Grant, Temple University. \$10,000. (Funded: 2014–2015)

TEACHER TRAINING AND PUBLISHING GRANTS

External Grants: Awarded

- 1 **Co-Investigator**, “Lehigh Pennsylvania Accelerated Certification for Educators (PACE)” (with Principal Investigator: Kristi Morin; Co-Investigators: Lee Kern, Esther Lindström, & Minyi Dennis), Pennsylvania Department of Education, \$100,000. (Funded: 2023–2024)

Internal Grants: Awarded

- 2 **Author**, “Promoting equity for multilingual learners with disabilities,” Lehigh University, Fund for Publishing, \$2,000. (Funded: 2022–2024)

- 1 **Instructor**, Philadelphia Experience Teaching Grant, Temple University. \$1,000.
(Funded: 2011–2012)

CONSULTANCIES and ADVISORY BOARDS

- 2025 – present **Advisory Board Member**
Certifying and Advancing Multilingual Teachers by Increasing Numbers through
Three Grow-Your-Own Strands (CAMINOS) (Principal Investigators: Yuliya
Ardasheva & Shenghai Dai)
National Professional Development Grant, U.S. Department of Education
- 2020 – present **Research and Policy Consultant**
Council of Chief State School Officers
- 2022 **Thought Leader**
Pursuing Equity at the Intersection of Language, Culture, and Disability Series
National Center for Systemic Improvement

PRESENTATIONS

Invited Presentations and Distinguished Lectures

*student collaborator, +federal or state department of education collaborator

- 25 **Kangas, S. E. N.** (2025). “A framework for data interpretation and use for multilingual learners with disabilities.” English Language Development Virtual Conference, Pennsylvania Department of Education.
- 24 **Kangas, S. E. N.** (2025). “Sound data interpretation and decision-making for multilingual learners with disabilities.” Multilingual Learners with Educational Disabilities Webinar series, Colorado Department of Education.
- 23 **Kangas, S. E. N.**, & Knight, C. + (2025). “Creating high-quality language goals for multilingual learner success plans.” Statewide Equity Summit, Delaware Department of Education.
- 22 **Kangas, S. E. N.**, & Durán, L. (2025). “Literacy practices for multilingual learners with disabilities.” Webinar, Center for Applied Linguistics.
- 21 **Kangas, S. E. N.**, Lowenhaupt, R., Vogel, S., + & Villareal, D. + (2025). “Supporting collaboration within state educational agencies: Introducing the SASSY framework.” Winter Virtual Collaborative Meeting, Council of Chief State School Officers.
- 20 **Kangas, S. E. N.** (2024). “Individualized language plans: Promoting collaboration and shared responsibility.” Spring Collaborative Meeting, Council of Chief State School Officers, Seattle, WA.
- 19 **Kangas, S. E. N.** (2024). “How can we better support dual language learners with disabilities?” opening remarks. Webinar for New America.

- 18 **Kangas, S. E. N.** (2024). "Promoting equitable reclassification of English learners with disabilities." Webinar for the National Center for Systemic Improvement.
- 17 **Kangas, S. E. N.** (2024). "Promoting equity for multilingual learners with disabilities." Dr. Jane Blumenfeld Lecture in Linguistic Diversity in Special Education Assessment and Diagnosis. University of New Mexico. Department of Special Education, College of Education and Human Sciences. The University of New Mexico.
- 16 **Kangas, S. E. N.** (2023). "Creating equitable systems for multilingual learners with disabilities." Virtual IMPACT Conference. Ellevation.
- 15 **Kangas, S. E. N.** (2023). "Facilitating educator collaboration for EL students with disabilities." Fall Collaborative Meeting, Council of Chief State School Officers, Jacksonville, FL.
- 14 **Kangas, S. E. N., & Cioè-Peña, M.** (2023). "Individualized language plans: Promises and pitfalls." Webinar for the Supporting Students with Disabilities Interest Section, TESOL International Association.
- 13 Hopkins, M., Weddle, H., Anand, S., + **Kangas, S. E. N., & Hughes, S.** (2021). "English learner continuous improvement: Leading with Castañeda." Webinar for the National Association of English Learner Program Administrators in partnership with Council of Chief State School Officers and the Office of English Language Acquisition.
- 12 **Kangas, S. E. N.** (2021). "Promoting equity for English learners with disabilities." Virtual Professional Development Summit, Chester County Intermediate Unit.
- 11 **Kangas, S. E. N.** (2021). "Designing equitable education for English learners with disabilities." English Language Development Virtual Conference, Pennsylvania Department of Education.
- 10 **Kangas, S. E. N.** (2021). "Supporting ELs with disabilities during remote learning and school reopening." Virtual Winter Session, Council of Chief State School Officers.
- 9 **Kangas, S. E. N.** (2019). "Looking past disproportionality: Persistent inequity for English learners with disabilities." TESOL Language and Linguistics Speaker Series, TESOL Program, Temple University, Philadelphia, PA.
- 8 **Kangas, S. E. N.** (2019). "Looking beyond the pieces to see the whole child." Bilingual Therapies Symposium, San Juan, Puerto Rico.
- 7 **Kangas, S. E. N.** (2019). "Bringing back the 'I' in 'IEP.'" Bilingual Therapies Symposium, San Juan, Puerto Rico.
- 6 **Kangas, S. E. N.** (2019). "Where do we begin?: Tackling the pitfalls and promises of supporting English learners with disabilities." Department for Language and Literacy Education, Boston University. Boston, MA.
- 5 **Kangas, S. E. N.** (2019). "English learners with disabilities: Rethinking 'Is it language or disability?'" Lawrence Public Schools, Lawrence, MA.

- 4 **Kangas, S. E. N.**, & Hellmich, E. (2015). “Navigating the job search: Getting started and staying organized.” American Association for Applied Linguistics (AAAL) Annual Conference, Toronto, Canada. (Discussion Panel: organized by Sara E.N. Kangas and Emily Hellmich with Emily Farrell, Troy Cox, Drew Fagan, Johanna Enns-Kananen, James Hartshorn, Pam Pearson.)
- 3 **Kangas, S. E. N.** (2014). “Teaching ELLs with special needs: What do we know and where do we go from here?” Pan American Academy Charter School in collaboration with Temple University. Philadelphia, PA.
- 2 **Kangas, S. E. N.** (2014). “ELLs with special needs: How are services delivered?” Penn- TESOL East Spring Conference, Philadelphia, PA.
- 1 **Kangas, S. E. N.** (2014). “Abstract writing for AAAL: What are reviewers looking for?” American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR. (Discussion Panel: organized by Sara E.N. Kangas with Laura Collins, Jean-Marc Dewaele, Patricia Duff, Erin Kearney, Anne Pomerantz, Matthew Prior, Jonathon Reinhardt, Jamie Schissel, Santoi Wagner.)

Referred Conference Presentations

- 30 **Kangas, S. E. N.**, & Ruiz, M. * (2025). “The role of data skepticism in reclassifying multilingual learners with disabilities” American Educational Research Association (AERA) Conference. (Symposium: “Data-based decision-making for multilingual learners with disabilities,” organized by Sara E.N. Kangas and Elizabeth Burr with Claudia Rinaldi and Sara L. Wiger). Denver, CO.
- 29 Ardasheva, Y., Dai, S., & **Kangas, S. E. N.** (2024). “Opportunity gap at the intersection of language, disability, and science.” American Educational Research Association (AERA) Conference. Philadelphia, PA.
- 28 **Kangas, S. E. N.** (2024). “Language, disability, and gut instinct: Interpreting reclassification data for MLs with disabilities.” American Association for Applied Linguistics (AAAL), Houston, TX.
- 27 Dai, S., **Kangas, S. E. N.**, & Ardasheva, Y. (2023). “Opportunity gap at the intersection of language, disability, and mathematics.” American Educational Research Association (AERA) Conference. Chicago, IL.
- 26 Cioè-Peña, M., Linares, R. E., & **Kangas, S. E. N.** (2023). “Separating ‘intersectionality’ from ‘identity politics’: The role of ableism in language policy, programs, and practice.” American Association for Applied Linguistics (AAAL), Portland, OR.
- 25 Kanno, Y., & **Kangas, S. E. N.** (2023). “English learner as intersectional identity.” American Association for Applied Linguistics (AAAL), Portland, OR.

- 24 **Kangas, S. E. N., & Cook M. *** (2022). “What’s best for the kids’: Rationing dual services for English learners with disabilities.” American Educational Research Association (AERA) Conference. San Diego, CA.
- 23 **Kangas, S. E. N., Dai, S., & Ardasheva, Y.** (2022). “Progress of English learners with disabilities on NAEP reading.” American Educational Research Association (AERA) Conference. San Diego, CA.
- 22 **Kangas, S. E. N.** (2022). “Navigating ‘Do no harm’ in research on ELs with disabilities.” Teaching English to Speakers of Other Languages (TESOL) International Convention, Pittsburgh, PA. (Symposium: “Practicing ethics in TESOL research: On-the-ground decision-making in multiple contexts,” organized by Peter De Costa, Amr Ahmed, and Carlo Cinaglia with Katie A. Berstein and Dario Banegas).
- 21 **Kangas, S. E. N.** (2021). “Holding them back or pushing them out?: Reclassification policy for English learners with disabilities.” American Educational Research Association (AERA) Virtual Conference. (Symposium: “English learners with disabilities and opportunity to learn,” organized by Sara E.N. Kangas with María Cioè-Peña, Rebecca Linares, Jennifer Phuong, and Chelsea Stinson).
- 20 **Kangas, S. E. N., & Cook M.*** (2021). “Counternarratives of English learners with disabilities.” American Educational Research Association (AERA) Virtual Conference.
- 19 **Kangas, S. E. N.** (2019). “The tradeoffs of service provision for middle school English learners with disabilities.” American Educational Research Association (AERA) Conference, Toronto, Canada. (Symposium: “English learners with disabilities: Equity, opportunity, and pathways forward,” organized by Sara E.N. Kangas with Soyoung Park, Karen Thompson, Jamey Burho, and Katherine Rodela.)
- 18 **Kangas, S. E. N.** (2019). “Gaining and losing opportunities to learn a second language: The impact of being labeled an English learner with a disability.” American Association for Applied Linguistics (AAAL), Atlanta, GA.
- 17 **Kangas, S. E. N.** (2019). “Getting stuck in ESL: Reclassification of English learners with disabilities.” Teaching English to Speakers of Other Languages (TESOL) International Convention, Atlanta, GA.
- 16 **Kangas, S. E. N., & Schissel, J.** (2018). “Can English learners with disabilities be reclassified?” American Association for Applied Linguistics (AAAL), Chicago, IL.
- 15 Schissel, J., & **Kangas, S. E. N.** (2018). “Oppression in discourses of reclassification: A nexus approach to intersectionality.” The Georgetown University Round Table (GURT) on Languages and Linguistics, Washington, D.C.
- 14 **Kangas, S. E. N.** (2017). “When language services become optional for English learners with disabilities.” American Educational Research Association (AERA) Conference, San Antonio, TX.

- 13 **Kangas, S. E. N.** (2017). "Service provision for ELs with disabilities: Fact vs. fiction." Teaching English to Speakers of Other Languages (TESOL) International Convention, Seattle, WA.
- 12 **Kangas, S. E. N.** (2017). "When beliefs become facts: The role of educators' ideologies in policies for ELs with disabilities." American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.
- 11 **Kangas, S. E. N.** (2016). "Dual language and special education: An interface of conflicting ideologies, policies, and practices." American Educational Research Association (AERA) Conference, Washington, D.C.
- 10 **Kangas, S. E. N.** (2016). "That's where the rubber meets the road": The intersection of dual language and special education." National Association for Bilingual Education (NABE) Conference, Chicago, IL.
- 9 **Kangas, S. E. N.** (2015). "Dissipating ESL: Practices and policies for ELs with disabilities." American Educational Research Association (AERA) Conference, Chicago, IL.
- 8 **Kangas, S. E. N.** (2015). "Divorcing language and disability: Educating ELs with special needs in a two-way bilingual school." American Association for Applied Linguistics (AAAL) Annual Conference, Toronto, Canada.
- 7 **Kangas, S. E. N.** (2014). "Ethnography as a window into the positioned identities of English language learners with special needs." American Anthropological Association (AAA) Annual Conference, Washington, D.C.
- 6 **Kangas, S. E. N.** (2014). "'Special education trumps ESL': An ethnographic investigation of service delivery for ELLs with disabilities." American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.
- 5 **Kangas, S. E. N.** (2014). "ELLs with disabilities: Constructed learner identities and educational realities." 35th Annual Ethnography in Education Research Forum, Philadelphia, PA.
- 4 Kanno, Y., & **Kangas, S. E. N.** (2013). "English language learners' limited access to high-level courses in high school: An ethnographic investigation." American Educational Research Association (AERA) Conference, San Francisco, CA. (Symposium: "Language minority students and transitions to college: Insights from qualitative research," organized by Amanda Kibler with George C. Bunch and Manka Varghese.)
- 3 **Kangas, S. E. N.** (2013). "Analyzing the language of contemporary political figures through computerized text analysis methodology." American Association for Applied Linguistics (AAAL) Annual Conference, Dallas, TX.
- 2 **Nyce, S. E.** (2011). "Teacher insight: Best practices for teaching ELLs with special needs." New York TESOL & Applied Linguistics Winter Conference, New York, NY.

- 1 Swavely, J., & **Nyce, S. E.** (2010). "Tutoring ESL writers: Approaches to reading the essay and setting priorities." Mid-Atlantic Writing Center Association Annual Conference, Newark, DE.

University Presentations and Workshops

- 6 **Kangas, S. E. N.** (2026). "Research to practice: A look at multilingual learners with disabilities." Lehigh University School Study Council.
- 5 **Kangas, S. E. N.** (2023). "Qualitative data analysis." Department of Education and Human Services. College of Education, Lehigh University.
- 4 **Kangas, S. E. N.** (2017). "English learner education: Current issues." Department of Education and Human Services. Educational Leadership Program, Lehigh University.
- 3 **Kangas, S. E. N.** (2015). "From course project to published article." Department of Teaching and Learning, Applied Linguistics Program, Temple University.
- 2 **Kangas, S. E. N.** (2014). "Researching ELLs with special needs: Recent findings, dilemmas, and implications." Department of Teaching and Learning, TESOL Program, Temple University.
- 1 **Kangas, S. E. N.** (2013). "Teaching adult English language learners: Essential knowledge and strategies." Drew University, Madison, NJ.

SERVICE TO THE PROFESSION

Leadership Positions

- 2026 – present Committee Member, Justice, Equity, Diversity and Inclusion (JEDI) Ad-Hoc Committee
American Association for Applied Linguistics
- 2026 – present Leadership Council, Coalition Advancing Knowledge and Impact
Alice Neeley Special Education Research and Service Institute
Texas Christian University
- 2024 – 2026 Committee Member, Dissertation Award Committee
American Association for Applied Linguistics
- 2021 – 2024 At-Large Member, TESOL Supporting Students with Disabilities Interest Section
Leadership
TESOL International Association
- 2019 – 2021 Task Force Member, Diverse Voices Task Force
TESOL International Association
- 2019 – 2020 Co-Chair, Dissertation Award Committee
Second Language Research SIG, American Educational Research Association

- 2018 – 2020 Chair (2019) and Committee Member (2018), Graduate Student Award Committee
American Association for Applied Linguistics
- 2018 – 2019 Task Force Member, AERA–TESOL Task Force
Second Language Research SIG, American Educational Research Association
- 2013 – 2014 Program Committee Member
2014 Annual Conference Planning and Organizing Team
American Association for Applied Linguistics

Editorial Work

- 2025 – 2026 Guest Editor
Special Issue “Bi- and Multilingual Opportunity to Learn for Students with Disabilities”
Bilingual Research Journal
- 2019 – 2022 Editorial Board Member
TESOL Quarterly
- 2017 – 2019 Editorial Board Member
TESOL Journal

Editorial Assistance Positions

- 2015 – 2016 Editorial English Proofreader
EuroAmerican Journal of Applied Linguistics and Language
- 2013 – 2015 Editorial Assistant, JLIE Forum and Research Notes
Journal of Language, Identity, and Education

Journal Ad Hoc Reviewer

AERA Open
American Educational Research Journal
Bilingual Research Journal
Education Policy Analysis Archives
Educational Policy
Educational Researcher
Family Relations
Journal of Language, Identity, and Education
Language Policy
Linguistics and Education
Multicultural Perspectives
Multiple Voices Journal
Remedial and Special Education
Psychology in the Schools
System
Teachers College Record
TESOL Quarterly

Book Reviewer

Routledge
Teachers College Press

Conference/Award Reviewer

- 2018 – 2021 James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts The International Research Foundation for English Language Education
- 2017 American Association for Applied Linguistics Annual Meeting (2018)
Second Language Research SIG
- 2016, 2022 American Association for Applied Linguistics Annual Meeting (2017, 2023)
- 2016 American Educational Research Association Annual Meeting (2017)
Bilingual Education Research SIG and Second Language Research SIG

SERVICE TO THE UNIVERSITY

- 2025 – present Committee Member, Literacy Faculty Search Committee
- 2025 – present Chair, College Tenure and Promotion Committee
- 2025 Committee Member, Special Education Faculty Search Committee
- 2024 – 2025 Committee Member, College Tenure and Promotion Committee
- 2024 Committee Member, Libsch University Award Selection Committee
- 2024 Committee Member, Stout Dissertation Award Selection Committee
- 2023 Committee Member, Post-Doctoral Scholar Search Committee
- 2021 – 2023 Committee Member, College of Education Strategic Planning Committee
- 2021 – 2022 Committee Member, Educational Leadership Faculty Search Committee
- 2020 – 2023 Senator, Faculty Senate
- 2020 – 2023 Senator, Inclusive Committee
- 2019 – 2021 Member, Council for Equity and Community
- 2017 – 2020 Committee Member, Mentoring Committee
- 2017 Committee Member, Counseling Psychology Faculty Search Committee
- 2017 Committee Member, Graduate Student Leadership and Service Award Committee

2017	Committee Member, Dissertation Award Selection Committee
2016 – 2019	Faculty Liaison, Library Materials Committee
2016 – 2017	Committee Member, ESL Specialist Certificate Committee
2016	Committee Member, ESL Director Search Committee

UNIVERSITY TEACHING

Courses Taught at Lehigh University: Teacher Preparation

				Evaluation (5-pt scale)
EDUC 419	Second Language Acquisition	Graduate; online	Spring 2022 Spring 2020 Spring 2019	5.0 Unavailable (COVID) 5.0
EDUC 420	Contemporary Issues in Multilingual Learner Education	Graduate; online	Fall 2017	4.8
EDUC 424	Practicum in Second Language Teaching	Graduate	Spring 2021	Unavailable (practicum)
SPED/TLT 404	Cultural and Linguistic Diversity	Graduate; online	Fall 2025 Fall 2024 Fall 2021 Fall 2020	4.9 4.8 5.0 5.0
SPED/TLT 404	Diversity, Families, and School Collaborations in K-12	Graduate	Fall 2017 Fall 2016	5.0 4.7

Courses Taught at Lehigh University: Doctoral Student Preparation

				Evaluation (5-pt scale)
EDUC 405	Qualitative Research Methods	Graduate	Spring 2024 Spring 2023 Spring 2022 Spring 2020 Spring 2019	5.0 5.0 5.0 Unavailable (COVID) 4.9
EDUC 496	Advanced Qualitative Methods	Graduate	Spring 2017	5.0
EDUC 497	Qualitative Data Analysis	Graduate	Spring 2025 Spring 2024	5.0 4.8
SPED 490	Writing and Publishing in Graduate School	Graduate	Fall 2020	5.0

Courses Taught at University of Pennsylvania

				Evaluation (4-pt scale)
EDUC 537	Educational Linguistics	Graduate	Fall 2015	3.67
EDUC 563	TESOL Seminar & Internship	Graduate	Spring 2016	3.85
EDUC 674	Curriculum & Material Development for English Language Teaching	Graduate	Fall 2015	3.28

Courses Taught at Temple University

				Evaluation (5-pt scale)
EDUC 815	Language in Society	Undergrad	Spring 2014	4.7
			Fall 2013	4.7
			Spring 2013	4.4, 4.6
			Fall 2012	4.8, 4.9
EDUC 915	Honors Language in Society	Undergrad	Spring 2014	4.3
			Fall 2013	4.5
TESL 8631	Meeting the Instructional Needs of ELLs	Graduate; online	Summer 2014	4.8
TESL 8613	Understanding ELLs' Language and Literacy Development	Graduate	Fall 2014	4.1
TESL 8621	Contexts for Teaching and Learning Language	Graduate; online	Summer 2015	4.8
			Summer 2013	4.8

STUDENT MENTORING**Dissertation, Chair**

Ortiz, Elizabeth. (2025). Reading and writing a new script: Learners' experiences with counternarratives.

Stenson, Katrina. (2024). Preparing in-service secondary mathematics teachers to support English learners: A mixed-methods study.

Dissertation, Committee Member

Williams, Keya. (2025). Joy, unspeakable joy: A phenomenological approach to understanding Black joy and Black parenting from an Afrocentric framework. Proposal defended.

Faccineto, Mike. (2025). Accessibility and support of school-based theater programs. Proposal defended.

Abdelal, Amanda. (2025). Pathways into education: Combating the Pennsylvania teacher shortage. Proposal defended.

Settanni, Elise. (2024). Class-wide intervention to increase social engagement between autistic students and their peers.

Nielsen, Christiana. (2023). Individualized education programs for students in juvenile justice facilities: A mixed methods content analysis.

Hylton-Fraser, Kadia. (2022). Social justice leadership: Exploring the beliefs and actions of Jamaican principals.

Khabbaz, Tashina. (2022). School personnel's perceptions of sex trafficking as it relates to Act 115.

Melo, Katherine. (2022). A Critical phenomenology of counseling and medication-assisted treatment implementation for opioid use among Latinx communities: Experiences of mental health providers.

Masuma, Moravej. (2022). Women's empowerment and higher Education in Afghanistan: A nation of conflict

Carter, Devon. (2022). Peer-assisted learning strategies and positive peer reporting among high school students with emotional and behavioral disorders.

Wyman, Damian. (2022). Better than 1,000 pieces of gold?: A case study of inland Chinese parents and children making decisions together to study abroad.

Perkins, Roseanne. (2021). Knowledge, practice, and self-efficacy of public library storytime providers: A mixed-methods study.

Cheng, Oi Yee. (2020). Partnerships between the United Nations academic impact (UNAI) and tertiary institutions in Hong Kong and the United States on the international mindedness of the undergraduate students to achieve the sustainable development goals.

Wallace, Duane. (2018). Creating citizen science identity: Growing conversation and environmentally-minded STEM interest through mobile learning and authentic practice.

Kotsko, Adrienne. (2017). A professional learning community approach to improving ELA curriculum planning.

Farina, William. (2019). The effectiveness of an online college chemistry unit utilizing a modified knowledge integration instructional design framework. (proposal defended)

Zhang, Yuanyuan. (2017). A qualitative study of higher education faculty's instructional decision-making practices in strongly affective versus strongly cognitive and/or behavioral contexts (proposal defended).

Qualifying Project, Chair

Murphy, Grace. (2025). Beyond the male model: A qualitative content analysis of Autism screening tools for inclusion of female predominant traits. Proposal defended.

Ortiz, Elizabeth. (2022). Identifying the needs of girls of color in a critical media literacy.

Stenson, Katrina. (2020). Instructing English learners in the secondary mathematics classroom: Factors influencing teacher self-efficacy.

Qualifying Project, Committee Member

Rohlfing, Demi. (2025). Building bridges: Exploring the relationship between first-year special education teachers and paraprofessionals. Proposal defended.

Faek, Omnia. (2025). The association between motivation and internalizing symptoms for English learner (EL) students.

Abed, Sayed. (2024). A systematic review of adverse childhood experiences of immigrants and refugees. Proposal defended.

Ruiz, Molly. (2023). School counselors' training, preparedness, and self-efficacy to work with students with Autism. Proposal defended.

Blasko, Alyssa. (2021). Special educator's training and preparedness for individualized education program development.

Settanni, Elise. (2021) Addressing attitudes towards individuals with ASD: A meta-analysis.

Chen, Rui. (2020). Stress among racial minority parents of adolescents with emotional and behavioral problems.

Kelly, Samantha. (2020). To co-teach or not to co-teach? An observational study analyzing the quality of co-teaching and its effects on student academic achievement and behavioral outcomes.

Perkins, Roseanne. (2020). Measuring self-efficacy of librarians.

PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics (AAAL)

American Educational Research Association (AERA)

Association for Education Finance and Policy (AEFP)

Council for Exceptional Children (CEC)

Teaching English to Speakers of Other Languages (TESOL)