

SARA E.N. KANGAS

College of Education
Lehigh University
Iacocca Hall, Room A307
Bethlehem, Pennsylvania 18015
Phone: 610-758-3235
Email: sara.kangas@lehigh.edu
Website: <http://www.sarakangas.com>

EDUCATION

- Ph.D.** Temple University, Philadelphia
Education, Applied Linguistics Concentration
Dissertation: Special Education Trumps ESL: Policy as Practice for ELs with Disabilities
Committee: Yasuko Kanno, Chair; Maia Cucchiara; Matthew Tincani;
Kristina Najera; Nelson Flores (University of Pennsylvania)
Specialization: English learners with disabilities, educational equity, critical ethnography
- M.S.Ed.** Temple University, Philadelphia
Teaching English to Speakers of Other Languages
- B.A.** Temple University, Philadelphia
Psychology, summa cum laude

ACADEMIC POSITIONS

- 2022 – present **Associate Professor**
Special Education Program
Department of Education and Human Services, College of Education
Lehigh University
- 2022 – present **Faculty Affiliate**
Institute for Indigenous Studies, College of Health
Lehigh University
- 2016 – 2022 **Assistant Professor**
Special Education Program
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
- 2014 – 2015 **Teaching and Research Assistant/Adjunct Assistant Professor**
TESOL Program
Department of Teaching and Learning, College of Education
Temple University

AWARDS and HONORS

RESEARCH AWARDS and HONORS

- 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 TESOL Award for Distinguished Research, TESOL. Co-recipient with Yasuko Kanno
- 2015 Wilga Rivers Memorial Graduate Student Award, American Association for Applied Linguistics

TEACHING AWARDS and HONORS

- 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

REFEREED JOURNAL ARTICLES

* Indicates student collaboration

- 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>
- 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>
- 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>
- 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>
- 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>

- 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>
- 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>
- 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>
- 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. doi:10.1016/j.tate.2017.04.016.
- 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. <http://www.tcrecord.org>
- 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>
- 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>.
- 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>

POLICY REPORTS

- 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

- Kangas, S. E. N.**, & Cook, M.* (in press). 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*. De Gruyter.
- 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

- 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. doi:10.1002/tesq.27

WORKS IN PROGRESS: ARTICLES

Kangas, S. E. N., & Cook, M.* (in review). Navigating the multiple policy demands of service provision for English learners with disabilities. Submitted to *Language Policy*.

Kangas, S. E. N., Dai, S., & Ardasheva, Y. (in review). Opportunity gap at the intersection of language and disability: Progress of English learners with disabilities on NAEP reading. Submitted to *Exceptional Children*.

Kanno, Y., & **Kangas, S. E. N.** (in progress). English learner as an intersectional identity. To be submitted to *Applied Linguistics*.

WORKS IN PROGRESS: CHAPTERS

Kangas, S. E. N. (in review). The zero-sum game of beneficence: Conducting equity-focused research for multilingual learners with disabilities. In De Costa, A. Amr, & C. Cinaglia (Eds.), *Research methods in applied linguistics*. John Benjamins.

WORKS IN PROGRESS: BOOK PROSPECTUS

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

GRANTS**EXTERNAL GRANTS: AWARDED**

Principal Investigator, Research Communications Grant for “When English learners with disabilities become long-term English learners,” Spencer Foundation, \$15,000. (Funded: 2022–2023)

Principal Investigator, “When English learners with disabilities become long term English learners,” Spencer Foundation, \$40,766. (Funded: 2020–2022)

INTERNAL GRANTS: AWARDED

Co-Investigator, “Tiny Talks: Formulating home-based intervention to promote Native children’s communication and language skills through community-based participatory research.” (with Co-Investigators: Patricia Manz, Sean M. Daley, Jason Halle, & John Hughes), *Accelerator Research Grant*, Lehigh University, \$99,997. (Funded: 2021–2022)

Principal Investigator, “Supporting the academic and linguistic needs of long-term English learners. Lehigh University, Fast Track Faculty Research Grant. \$4,721. (Funded: 2017–2018)

Principal Investigator, Dissertation Completion Grant, Temple University. \$10,000. (Funded: 2014–2015)

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

PRESENTATIONS

INVITED PRESENTATIONS AND WORKSHOPS

- Hopkins, M., Weddle, H., Anand, S., **Kangas, S. E. N.**, & Hughes, S. (2021). *English learner continuous improvement: Leading with Castañeda*. Invited webinar presented for National Association of English Learner Program Administrators in partnership with Council of Chief State School Officers and the Office of English Language Acquisition.
- Kangas, S. E. N.** (2021). *Promoting equity for English learners with disabilities*. Invited talk presented at the Professional Development Summit, Chester County Intermediate Unit.
- Kangas, S. E. N.** (2021). *Designing equitable education for English learners with disabilities*. Invited talk presented at the English Language Development Virtual Conference, Pennsylvania Department of Education.
- Kangas, S. E. N.** (2021). *Supporting ELs with disabilities during remote learning and school reopening*. Invited talk presented at the Virtual Winter Session, Council of Chief State School Officers.
- Kangas, S. E. N.** (2019). *Looking past disproportionality: Persistent inequity for English learners with disabilities*. Invited talk presented at the TESOL Language and Linguistics Speaker Series, TESOL Program, Temple University, Philadelphia, PA.
- Kangas, S. E. N.** (2019). *Looking beyond the pieces to see the whole child*. Keynote talk presented at the Bilingual Therapies Symposium, San Juan, Puerto Rico.
- Kangas, S. E. N.** (2019). *Bringing back the "I" in "IEP."* Invited workshop presented at the Bilingual Therapies Symposium, San Juan, Puerto Rico.
- 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.
- Kangas, S. E. N.** (2019). *English learners with disabilities: Rethinking "Is it language or disability?"* Lawrence Public Schools, Lawrence, MA.
- Kangas, S. E. N.** (2017). *English learner education: Current issues*. Department of Education and Human Services. Educational Leadership Program, Lehigh University.
- 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 Ennsner-Kananen, James Hartshorn, Pam Pearson.)
- Kangas, S. E. N.** (2015). *From course project to published article*. Department of Teaching and Learning, Applied Linguistics Program, Temple University.
- 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.
- Kangas, S. E. N.** (2014). *ELLs with special needs: How are services delivered?* Penn-TESOL East Spring Conference, Philadelphia, PA.

- 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.)
- Kangas, S. E. N.** (2014). *Researching ELLs with special needs: Recent findings, dilemmas, and implications*. Department of Teaching and Learning, TESOL Program, Temple University.
- Kangas, S. E. N.** (2013). *Teaching adult English language learners: Essential knowledge and strategies*, Drew University, Madison, NJ.

REFEREED CONFERENCE PRESENTATIONS

- Kangas, S. E. N., & Cook M.*** (2022). *“What’s best for the kids”:* Rationing dual services for English learners with disabilities. Paper presented at the American Educational Research Association (AERA) Conference. San Diego, CA.
- Kangas, S. E. N., Dai, S., & Ardasheva, Y.** (2022). *Progress of English learners with disabilities on NAEP Reading*. Paper presented at the American Educational Research Association (AERA) Conference. San Diego, CA.
- 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).
- 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, & Chelsea Stinson).
- Kangas, S. E. N., & Cook M.*** (2021). *Counternarratives of English learners with disabilities*. Paper presented at the American Educational Research Association (AERA) Virtual Conference.
- 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, & Katherine Rodela.)
- 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.
- 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.
- Kangas, S. E. N., & Schissel, J.** (2018). *Can English learners with disabilities be reclassified?*, American Association for Applied Linguistics (AAAL), Chicago, IL.

- 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.
- Kangas, S. E. N.** (2017). *When language services become optional for English learners with disabilities*, American Educational Research Association (AERA) Conference, San Antonio, TX.
- 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.
- 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.
- 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.
- 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.
- Kangas, S. E. N.** (2015). *Dissipating ESL: Practices and policies for ELs with disabilities*, American Educational Research Association (AERA) Conference, Chicago, IL.
- 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.
- 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.
- 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.
- Kangas, S. E. N.** (2014). *ELLs with disabilities: Constructed learner identities and educational realities*, 35th Annual Ethnography in Education Research Forum, Philadelphia, PA.
- 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.)
- 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.
- Nyce, S. E.** (2011). *Teacher insight: Best practices for teaching ELLs with special needs*, New York TESOL & Applied Linguistics Winter Conference, New York, NY.
- 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

SERVICE TO THE PROFESSION

LEADERSHIP POSITIONS

- 2022 – present Thought Leader, Pursuing Equity at the Intersection of Language, Culture, and Disability Series
National Center for Systemic Improvement
- 2022 – present Member, State Leadership for Multilingual Learner Equity Working Group
Affiliate of the *Council of Chief State School Officers*
- 2021 – present 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 & Organizing Team
American Association for Applied Linguistics

JOURNAL LEADERSHIP POSITIONS

- 2019 – 2022 Editorial Board Member
TESOL Quarterly
- 2017 – 2019 Editorial Board Member
TESOL Journal

JOURNAL AD HOC REVIEWER

- 2019 *AERA Open*
- 2020 – 2021 *American Educational Research Journal*
- 2018 – 2020 *Bilingual Research Journal*
- 2021 *Educational Policy*

2019	<i>Family Relations</i>
2016 – 2019	<i>Journal of Language, Identity, and Education</i>
2016 – 2017	<i>Multicultural Perspectives</i>
2022	<i>Remedial and Special Education</i>
2020	<i>System</i>
2018	<i>TESOL Quarterly</i>

CONFERENCE/AWARD REVIEWER

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

EDITORIAL ASSISTANCE

2015 – 2016	Editorial English Proofreader <i>Euro.American Journal of Applied Linguistics and Language</i>
2015	Editorial Proofreader <i>Journal of Language, Identity, and Education</i>
2013 – 2015	Editorial Assistant, JLIE Forum and Research Notes <i>Journal of Language, Identity, and Education</i>

SERVICE TO THE UNIVERSITY

LEHIGH UNIVERSITY

2020 – present	Senator, Faculty Senate
2020 – present	Senator, Inclusive Committee
2021 – present	Committee Member, College of Education Strategic Planning Committee
2021 – 2022	Committee Member, Educational Leadership Faculty Search Committee
2019 – 2021	Member, Council for Equity and Community
2017 – 2020	Committee Member, Mentoring Committee

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

TEMPLE UNIVERSITY

2013 – 2015	Graduate Student Representative, COE Faculty Development Committee
2013	Curriculum Design, College of Education, Honors Curriculum
2011 – 2015	Event Coordinator, TESOL Language and Linguistics Speaker Series

UNIVERSITY TEACHING & ADVISING

COURSES TAUGHT AT LEHIGH UNIVERSITY

EDUC 405: Qualitative Research Methods	Graduate
EDUC 419: Second Language Acquisition	Graduate; online
EDUC 420: Contemporary Issues in English Learner Education	Graduate
EDUC 424: Practicum in Second Language Teaching	Graduate
EDUC 496: Advanced Qualitative Methods	Graduate
SPED/TLT 404: Diversity, Families, and School Collaborations in K-12	Graduate
SPED/TLT 404: Cultural and Linguistic Diversity	Graduate; online
SPED 490: Writing and Publishing in Graduate School	Graduate; online

COURSES TAUGHT AT UNIVERSITY OF PENNSYLVANIA

EDUC 537: Educational Linguistics	Graduate
EDUC 674: Curriculum and Material Development for English Language Teaching	Graduate
EDUC 563: TESOL Seminar & Internship	Graduate

COURSES TAUGHT AT TEMPLE UNIVERSITY

EDUC 0815: Language in Society	Undergraduate
EDUC 0915: Honors Language in Society	Undergraduate
TESL 8631: Meeting the Instructional Needs of English Language Learners	Graduate; online
TESL 8613: Understanding ELLs' Language and Literacy Development	Graduate

TESL 8621: Contexts for Teaching and Learning Language

Graduate; online

DISSERTATION, CHAIR

Stenson, Katrina Preparing in-service secondary mathematics teachers to support English learners: A mixed-methods study (proposal defended 2021)

DISSERTATION, COMMITTEE MEMBERSHIP

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

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

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

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

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

Wyman, Damian "Better than 1,000 Pieces of Gold": A Case Study of Inland Chinese Parents and Children Making Decisions Together to Study Abroad, 2022.

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

Cheng, Oi Yee 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, 2020.

Wallace, Duane Creating Citizen Science Identity: Growing Conversation and Environmentally-minded STEM Interest through Mobile Learning and Authentic Practice, 2018.

Kotsko, Adrienne A Professional Learning Community Approach to Improving ELA Curriculum Planning, 2017.

Nielsen, Christiana IEP Analysis of students committed to state care in juvenile justice facilities (proposal defended 2021).

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

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

QUALIFYING PROJECT, CHAIR

- Stenson, Katrina Instructing English learners in the secondary mathematics classroom: Factors influencing teacher self-efficacy, 2020.
- Ortiz, Elizabeth Identifying the needs of girls of color in a critical media literacy (Chair, prospectus defended 2021).

QUALIFYING PROJECT, COMMITTEE MEMBERSHIP

- Blasko, Alyssa Special educator's training and preparedness for individualized education program development (2021).
- Settanni, Elise Addressing attitudes towards individuals with ASD: A meta-analysis (2021).
- Chen, Rui Stress among racial minority parents of adolescents with emotional and behavioral problems (2020).
- Kelly, Samantha 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 (2020).
- Perkins, Roseanne Measuring self-efficacy of librarians (2020).

PROFESSIONAL MEMBERSHIPS

- American Association for Applied Linguistics (AAAL)
- American Educational Research Association (AERA)
- Teaching English to Speakers of Other Languages (TESOL)