

## **SARA E.N. KANGAS**

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Lehigh University  
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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  
Special Education and ESL Programs  
Department of Education and Human Services, College of Education  
Lehigh University
- 2024 – present Program Director  
Special Education and ESL Programs  
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 and Teaching, Learning, and Technology 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

### National 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

### University Awards and Honors

- 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

### Referred Journal Articles

\* Indicates student collaborator

- 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. [doi:10.1016/j.tate.2017.04.016](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>

### Policy Briefs and Reports

- 3 **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.
- 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

- 3 **Kangas, S. E. N.** (in press). 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*. 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. doi:10.1002/tesq.27

### Works In Progress: Books

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

**Works in Progress: Articles**

- 4 Cioè-Peña, M., Linares, R., & **Kangas, S. E. N.** (in review). The expansive language access framework: An integrated approach to addressing oppression in language education. Resubmitted on 06/24/24 to *Language Policy*.
- 3 **Kangas, S. E. N.**, & Ruiz, M.\* (in progress). Data skepticism and capacity for data-based decision making: Going with your gut: The case of reclassifying English learners with disabilities. Invited manuscript submitted on 09/10/24 to *Studies in Second Language Acquisition*.
- 2 Dai, S., **Kangas, S. E. N.**, & Ardasheva, Y. (in progress). Opportunity gap at the intersection of language, disability, and mathematics.
- 1 **Kangas, S. E. N.**, Ruiz, M.\* & Li, X.\* (in progress). Replicating the safeguards and shortcomings of IEPs: The case of individualized language plans.

**RESEARCH GRANTS****External Grants: Awarded**

- 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)

**External Grants: Under Review**

- 2 **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.
- 1 **Co-Investigator**, “Development and validation of the Measures of Stressors, Supports, and Satisfaction for Teachers,” (with Principal Investigator: Lia Sandilos; Co-Investigators: James C. DiPerna, & Pui-Wa Lei), Institute of Education Sciences, \$1,999,854.

**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)

## TEACHING 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

- 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

- 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 Ennser-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

\* Indicates student collaborator

- 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, & 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, & 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 Workshops

- 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**

- 2024 – present   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 & Organizing Team  
American Association for Applied Linguistics

### **Editorial Board Positions**

- 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  
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  
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**

2024 – present Committee Member, College Tenure and Promotion Committee

2024 – present Committee Member, Libsch University Award Selection Committee

2024 Committee Member, Stout Dissertation Award Selection Committee

2023 – present	Mentor, Advancing Future Faculty Diversity Program
2023	Committee Member, Post-doctoral Scholar Search Committee
2020 – 2023	Senator, Faculty Senate
2020 – 2023	Senator, Inclusive Committee
2021 – 2023	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

## 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 English Learner Education	Graduate; hybrid	Fall 2017	4.8
EDUC 424	Practicum in Second Language Teaching	Graduate	Spring 2021	Unavailable (practicum)
SPED/TLT 404	Cultural and Linguistic Diversity	Graduate	Fall 2021 Fall 2020	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	5.0
			Spring 2023	5.0
			Spring 2022	5.0
			Spring 2020	Unavailable (COVID)
			Spring 2019	4.9
EDUC 496	Advanced Qualitative Methods	Graduate	Spring 2017	5.0
EDUC 497	Qualitative Data Analysis	Graduate	Spring 2024	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

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

Ortiz, Elizabeth. (2024). Reading and writing a new script: Learners' experiences with counternarratives. Proposal defended.

### Dissertation, Committee Member

Settanni-Brown, 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**

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**

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-Brown, 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 (2020).

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

## **PROFESSIONAL MEMBERSHIPS**

American Association for Applied Linguistics (AAAL)

American Educational Research Association (AERA)

Teaching English to Speakers of Other Languages (TESOL)