

ESTHER A. ENRIGHT

estherenright@boisestate.edu

EDUCATION

- Ph.D. **Education. University of Michigan**, Ann Arbor, 2016.
Dual degree from the Educational Studies Department & the Center for the Study of Higher & Postsecondary Education (CSHPE); dissertation chair: Deborah L. Ball.
- M.A. **Higher Education. University of Michigan**, Ann Arbor, 2015.
- M.A. **Political Science. Hebrew University**, Jerusalem, 2009.
- B.Sc. **Secondary Education. University of Wisconsin**, Madison, 2003.
WI Lifetime Teaching License #658944 – Broad Field Social Studies, History

PROFESSIONAL EXPERIENCE

- 2016 –** *Assistant Professor.* Department of Curriculum, Instruction and Foundational Studies (3-3 teaching load). Boise State University. Boise, ID.
- 2020 –** *Equity Advocate.* Faculty hiring and retention program. Boise State Uniting for Equity and Leadership in Diversity (BUILD), Boise State University.
- 2017 – 2019** *Program Coordinator.* M.A. in Education – Curriculum and Instruction Program. Recruitment, admissions, advising, and program development for graduate enrollment of 85+ students. Department of Curriculum, Instruction and Foundational Studies. Boise State University. Boise, ID.
- 2016 – 2018** *Principal Investigator.* COED Seed Grant. *Investigating the Phenomenon of Feedback in Clinical Field Experiences for Teacher Preparation.* Boise State University. Boise, ID.
- 2015 – 2016** *Graduate Research Fellow.* *Study of Beginning Teaching.* University of Michigan. Ann Arbor, MI.
- 2013 – 2016** *CAEP Accreditation Coordinator.* School of Education. University of Michigan. Ann Arbor, MI.
- 2012 – 2014** *Graduate Research Fellow.* TeachingWorks. The Elementary Mathematics Laboratory (EML). University of Michigan. Ann Arbor, MI.
- 2011 – 2012** *Graduate Student Instructor.* University of Michigan. Ann Arbor, MI.
- 2009 – 2011** *Education Researcher.* Ovnayim Institute for Research on Practice. *Middle School Literacy Intervention Project.* Jerusalem, Israel.
- 2007 – 2009** *Student Affairs Coordinator.* Conservative Yeshiva of USCJ. Jerusalem, Israel.
- 2005 – 2007** *English Teacher.* Gymnasia Secondary School. Jerusalem, Israel.
- 2003 – 2004** *EMT.* National Service. National Ambulance Service (MADA), Israel.
- 2003 – 2004** *English Teacher.* National Service. Frankel Elementary School. Tiberius, Israel.
- 2001 – 2003** *Social Studies Student Teacher.* Madison Public Schools, Madison, WI.

PUBLICATIONS

Refereed Journal Articles Published

- Enright, E. A., Toledo, W., Drum, S., & Brown, S. (in press, 2022). Teaching with culturally sustaining practices during COVID-19: A comparative case study of teachers' adapting civics instruction. *The Journal of Social Studies Research.* 45(3): x-xx.

* signifies graduate student at the time of manuscript writing process

` signifies equal authorship

- Toledo, W., & **Enright, E. A.** (in press, 2022). Reconceptualizing civic perspective-taking: An analysis of elementary student engagement with a curricular intervention. *The Elementary School Journal*. xx(x): x-xx.
- Enright, E. A.**, & **Wieczorek, D.** (in press, 2022). Advancing a democratic pedagogy and supervision framework: An illustrative case of teacher questioning in secondary mathematics instruction. *Journal of Educational Supervision*. 4(3): 17-45.
- Aronson, B. A.**, **Enright, E. A.**, & **Amatullah, T.** (2021). Developing an angled perspective as teacher educators: Using narrative reflection to disrupt the funding of identity in teacher education. *Excelsior: Leadership in Teaching and Learning*, 13(3), 215–232. <https://doi.org/10.14305/jn.19440413.2021.13.3.03>
- Aronson, B. A.**, **Altowajri, M.**, **Brown, D.**, **Enright, E. A.**, & **Stohry, H.** (2021). A call for critical religious literacies: An intersectional examination of whiteness and Christian privilege in teacher education. *Religion and Education*. 48(1): 1-24. <https://doi.org/10.1080/15507394.2020.1856306>
- Toledo, W., & **Enright, E. A.** (2021). Deliberation on the *public good* during COVID-19: A case study examining elementary students' use of civic perspective-taking. *The Councilor: A Journal of the Social Studies*. 82(1): 1-26. https://thekeep.eiu.edu/the_councilor/vol82/iss1/2
- Toledo, W., **Enright, E. A.**, **Orr, A.**, **Drum, S.**, **Brown, S.**, **Prince, W.**, & **Gustafson, J.** (2021). It's all connected: Expanding students' opportunities to engage in civic perspective-taking. *Social Studies and the Young Learner*. 33(4): 17-23. <https://www.socialstudies.org/social-studies-and-young-learner/33/4/its-all-connected-expanding-students-opportunities-engage>
- Wright, K. L.**, **Hodges, T. S.**, **Enright, E. A.**, & **Abbott, J.** (2021). The relationship between middle and high school students' motivation to write, value of writing, writer self-beliefs, and writing outcomes. *Journal of Writing Research*. 12(3): 601-623. <https://doi.org/10.17239/jowr-2021.12.03.03>
- Enright, E. A.**, **Justice, C.**, **Loo, S. M.**, **Taylor, E.**, **Sample, C.**, & **Shelton, D. C.** (2020). Building capacity for systems thinking in higher education cybersecurity programs. *Journal of the Colloquium for Information System Security Education*. 8(1): 1-8. <https://cisse.info/journal/index.php/cisse/article/view/122>
- Williams, H.**, & **Enright, E. A.** (2020). Using lifemaps to build capacity for educational leadership. *International Journal of Teaching and Learning in Higher Education*. 32(1): 159-167. <http://www.isetl.org/ijtlhe/pdf/IJTLHE3702.pdf>
- Dismuke, S.**, **Enright, E. A.**, & **Wenner, J. A.** (2019). Building capacity in teacher preparation with practitioner inquiry: A self-study of teacher educators' clinical feedback practices. *Journal of Practitioner Research*. 5(1): 1-18. <https://doi.org/10.5038/2379-9951.4.1.1095>

Refereed Book Chapters & Conference Proceedings Published

- Dismuke, S.**, **Enright, E. A.**, & **Wenner, J. A.** (2018). It's a balancing act: A self-study of teacher educators' feedback practices and the underlying tensions. In D. Garbett & A. Ovens (Eds.) *Pushing boundaries and crossing borders: Self-study as a means for knowing pedagogy* (35-41), Herstmonceux, UK: S-STEP, ISBN: 978-0-473-35893-8. https://scholarworks.boisestate.edu/cifs_facpubs/216/
- Enright, E. A.**, **Hickman, L.**, & **Ball, D. L.** (2016). A typology of questions by instructional function. In 13th ICME Conference Proceedings. International Congress on Mathematical Education. <https://doi.org/10.1007/978-3-319-62597-3>

Refereed Journal Manuscripts Under Review

Toledo, W., **Enright, E. A.**, Wright, K. L., & *Vijayakumar, T. (R&R due 11/30/2021, initial submission 8/2/2021). Using civic perspective-taking strategies to develop students' persuasive writing in elementary social studies. *Journal of Writing Research*.

Invited Publications and Reports

*Law, K., & **Enright, E. A.** (in press 2021). Book review: What Inclusive Instructors Do. *Teachers College Record*.

Enright, E. A., et al. (2015). Council for the accreditation of educator preparation (CAEP)/Teacher Education Accreditation Council (TEAC) inquiry brief. University of Michigan.

Scholarly Memorandum of Understanding

Enright, E. A., Hughes, W., & Llewellyn, D. (2020-21). Aligning Stakeholders and Structures to Enable Research Transformation (ASSERT). Institute for Inclusive & Transformative Scholarship (IFITS) at Boise State University. MOU with Provost and University and College Deans that my participation is considered equivalent to a peer-reviewed journal publication in the Boise State University promotion and tenure process.

Manuscripts Pending Submission

Enright, E. A., Toledo, W., & Palmer G. (in progress, 2021). What type of citizen am I? A study of preservice elementary teachers' civic identities. *Journal of Teacher Education*.

Enright, E. A., & Dismuke, S. (in progress, 2021). Negotiations and self-arbitration: A collaborative self-study of teacher educator's feedback practice. *Studying Teacher Education*.

*Garza, D., *Trujillo Garcia, U., & **Enright, E. A.** (in progress, 2021). *Empoderamiento a través del testimonio*: Learning about a college of engineering's transformation process to become a Hispanic serving college.

Enright, E. A. (in progress, 2022). Invisibility isn't a superpower: Positioning undergraduate women on the margins through instructional practices in mathematics classrooms. *AERJ Open*.

Enright, E. A., & Lai, Y. (in progress, 2022). "The good ones"? A qualitative study of the beliefs and values shaping future mathematics faculty perceptions of student merit. *Equity & Excellence in Education*.

Enright, E. A., & Toledo, W. (in progress, 2022). Understanding Teacher Education Students' Civic Minded-Behaviors and Thinking. *Sage Open*.

*Josbacher, L., **Enright, E. A.**, & Keyes, K. (In Progress, 2022). Advocating for asset-oriented research on children with a transnational post-institutionalized background. *TC Record*.

Souza, T., **Enright, E. A.**, & *Sommer, E. (in progress, 2022). Faculty perspectives on facilitating difficult conversations in the classroom. *To Improve the Academy*.

GRANT FUNDING

External Refereed Grant Proposals Awarded/Funded

Enright, E. A. as Contributor (equivalent to co-PI). (forthcoming, 2022). Phase 2 Grant. Project title: Inclusive Excellence Learning Community LCC Awards. Boise State University PIs for LCC 6: Shadle, S. & Garza, D. Awarded by Howard Hughes Medical Institute.

Award: \$4,000,000

Enright, E. A. as Contributor (equivalent to co-PI). (May 2019 – 2021). Phase 1 Grant. Project title: Inclusive Excellence Learning Community. PIs: Shadle, S. & Garza, D. Awarded by Howard Hughes Medical Institute.

Award: \$30,000

Enright, E. A. as co- Principal Investigator. (forthcoming, 2021). Nevada Department of Education. Collaborating with Teachers to integrate Civic Perspective-Taking in a Fourth-Grade Social Studies Curriculum. PI: Toledo, W.; Senior Personnel: Brown, S., & Bartlett, G.

Award: \$10,000

Enright, E. A. as Principal Investigator. (January 2010 – March 2011). Project title: Leveraging Video in Education Research. Awarded by the Rothschild Foundation. Program Officer: Smadar Moshel.

Award: \$40,000

Internal Refereed Grant Proposals Awarded/Funded

Enright, E. A. as Principal Investigator. (October 2021 – May 2022). Aligning Stakeholders and Structures to Enable Research Transformation Grant. Awarded by IFITS at Boise State University.

Award: \$1,500

Enright, E. A. as Principal Investigator. (May 2020 – December 2021). Equity in Foundations Courses Grant. Awarded by Boise State Provost Office.

Award: \$1,000

Enright, E. A. as Principal Investigator. (June 2019 – May 2020). Open Anthology Sourcebook Grant. Awarded by Boise State Provost Office.

Award: \$5,000

Enright, E. A. as Principal Investigator. (August 2016 – December 2017). Seed Grant. Project title: Investigating the Phenomenon of Feedback in Clinical Field Experiences for Teacher Preparation: How Might It Influence Teacher Development and K-12 Student Learning. Awarded by Boise State University, College of Education.

Award: \$20,000

In Progress Refereed Grant Proposals

Enright, E. A. & Fick, S. as Principal Investigators. (In Progress, 2022). Spencer Foundation Grant. *A Qualitative Meta-Analysis of the Use of Perspective-Taking and Indigenous Wisdom in Elementary Social Studies and Science Education Research*. Pynes, D. (co-PI), *RunningHawk Johnson, S. (co-PI), Toledo, W. (co-PI), & Selling, J. (senior personnel).

Enright, E. A. & Fick, S. as Principal Investigators. (In Progress, 2022). National Science Foundation (NSF) Grant. *I Want to Be in the Room Where It Happens: Supporting Teachers in Writing Civic Perspective-Taking and Indigenous Wisdom into Elementary Social Studies and Science Curricula*. Toledo, W. (co-PI), *RunningHawk Johnson, S. (co-PI), Pynes, D. (senior personnel), & Selling, J. (senior personnel).

Unfunded Refereed Grant Proposals

Justice, C. (PI), Sample, C. (co-PI), Loo, S. M. (co-PI), **Enright, E. A.** (co-PI), Leibrock, L. (co-PI), Shelton, D. C. (senior personnel). (Unfunded, 2020). National Science Foundation (NSF) Grant. *EAGER: SaTC AI-Cybersecurity: Applying Systems Thinking to AI-Cybersecurity*.

Loo, S. M. (PI), **Enright, E. A.** (co-PI), Babinkostova, L. (co-PI), Dagher, G. (co-PI), Winiecki, D. (co-PI), Lu, Y. (senior personnel). (Unfunded, 2020). National Science Foundation (NSF) Grant. Innovations in Graduate Education (IGE) Program. *Cyber-Physical Systems Security: Infusing Ethics and Systems Awareness in Graduate Education*.

Enright, E. A. (PI), Dismuke, S., Wenner, J., Chang, W., Snow, J. (co-PIs). (Unfunded, 2017). Institute of Education Sciences (IES) Grant. Effective Teaching and Effective Teachers (CFDA 84.305A). *A mixed-methods study of feedback practices in elementary teacher preparation field experiences*.

REFEREED CONFERENCE PAPERS & PRESENTATIONS

International Refereed Conferences

- Dismuke, S., **Enright, E. A.**, & Wenner, J. (2018 July). It's a balancing act: A self-study of teacher educator's prioritization in giving feedback to preservice teachers. International Conference on Self-Study of Teacher Education Practices. East Sussex, England.
- Enright, E. A.**, *Hickman, L., & Ball, D. L. (2016 July). Building a stronger teaching infrastructure: How a typology of questions by instructional function contributes to the professionalization of teaching across countries. International Congress of Mathematics Education. Hamburg, Germany.
- Enright, E. A.** (2015 January). Tacit beliefs about intelligence among future mathematics faculty: Understanding their own and their students' potential for learning. Presentation for the 2015 Hawaii International Conference on Education. Honolulu, HI.

National Refereed Conferences

- Toledo, W., & **Enright, E. A.** (accepted, 2022 April). Collaborative elementary civics curriculum development to support teacher learning to enact culturally sustaining practices. American Educational Research Association, Division K – Teaching & Teacher Education, San Diego, CA.
- Toledo, W., Drum, S., Brown, S., & **Enright, E. A.** (2021 November). Redefining public good: How COVID-19 changed social studies education. National Council of the Social Studies, online.
- Enright, E. A.**, & Wieczorek, D. (2021 October). Looking Forward: Democratizing Supervision to Advance Equity. The Council of Professors of Instructional Supervision, online.
- Enright, E. A.**, & Toledo, W. (2021 June). Considering the public good during COVID-19: Examining students' civic thinking during a pandemic. Social Science Education Consortium, online.
- Toledo, W., & **Enright, E. A.** (2020 November). Localizing civics: Providing students opportunities to engage with locally-relevant civics during a pandemic. College and University Faculty Assembly, online.
- Toledo, W., & **Enright, E. A.** (2020 November). Reconceptualizing civic perspective-taking: Expanding understandings of the concept through analysis of students' engagement with a curricular intervention. College and University Faculty Assembly, online.
- *Sommer, E., & **Enright, E. A.** (2019 November). Let's listen to faculty: What concerns do faculty have about facilitating difficult discussions in their courses? Association for the Study of Higher Education, Portland, OR.
- Dismuke, S., **Enright, E. A.**, & Wenner, J. (2019 April). Practitioner inquiry as teacher educator development: A self-study of teacher educators' feedback practices. American Educational Research Association, SIG – Self-Study of Teacher Education Practices. Toronto, Canada.
- Enright, E. A.**, & Wieczorek, D. (2019 April). Leadership content knowledge: Supporting improvement in teachers' mathematical questioning through instructional supervision. American Educational Research Association, SIG – Supervision & Instructional Leadership. Toronto, Canada.
- Enright, E. A.** (2018 November). Entering the Classroom: How can classroom-based inquiry advance higher education research? Association for the Study of Higher Education, Tampa, FL.
- Kimmerle, M., *Wilkes, C., & **Enright, E. A.** (2018 April). Teaching students to ask questions as a strategy to persevere. National Council of Teachers of Mathematics. Washington D.C.
- Wright, L. K., Hodges, T., & **Enright, E. A.** (2018 April). The relationship between motivation to write, value of writing, writer self-beliefs, and writing outcomes in middle and high school students. American Educational Research Association, Division C – Learning & Instruction. NYC, NY.
- Enright, E. A.** (2017 November). Why don't you see me? Instructional interactions in college calculus shape access to learning differently across undergraduate women. Association for the study of Higher Education, Houston, TX.

Aronson, B., **Enright, E. A.**, & *Amatullah, T. (2017 April). Mediating Teacher Positionality: Intersectional Understandings of Who We Are. American Educational Research Association, SIG – Critical Educators for Social Justice. San Antonio, TX.

Enright, E. A. (2017 April). Examining how instructional interactions in mathematics shape access to learning differently across undergraduate women. American Educational Research Association, SIG – Women and Education. San Antonio, TX.

Aronson, B., **Enright, E. A.**, & *Amatullah, T. (2017 March). Positionality as a starting point: Building competence for teaching across identity difference in multicultural education courses. American Association of Colleges for Teacher Education, Tampa, FL.

Aronson, B., **Enright, E. A.**, & *Amatullah, T. (2017 February). Portraits of educators: Examining how graduate students unpack their positionality in a critical multicultural education space. American Association of Colleges for Teacher Education, Orlando, FL.

Enright, E. A. (2016 November). Preparing faculty to engage in equitable instructional practices in STEM: Giving equitable feedback to ALL students. National Association for Multicultural Education, Cleveland, OH.

Enright, E. A., Snow, J., & Dismuke, S. (2016 October). A theory of change in teacher preparation: How might feedback influence teacher development and K-12 student learning? The Council of Professors of Instructional Supervision, Tampa, FL.

Enright, E. A. (2015 October). Expanding the discourse on access and equity in higher education to include teaching practice and preparation. Presentation for the 2015 National Association for Multicultural Education, Higher Education Division. New Orleans, LA.

Enright, E. A., & Ball, D. L. (2013 May). Studying the practice of questioning in teaching. American Educational Research Association Conference, Division K – Teaching and Teacher Education. San Francisco, CA.

POSTSECONDARY TEACHING

Courses Taught

2016 – Boise State University

Course evaluations: average of 4.86/5 in instructor quality; 4.76/5 in course quality (Fall 2016–Summer 2021)

Course	Level	Format(s)
University Foundations (200 level)	Undergraduate	Online
Elementary/Middle School Teacher Supervision (300 level)	Undergraduate	In-person
Elementary/Middle School Teacher Supervision (400 level)	Undergraduate	In-person
Secondary School Teacher Supervision (300 level)	Undergraduate	In-person/hybrid
Secondary School Teacher Supervision (400 level)	Undergraduate	In-person/hybrid
Secondary Social Studies Methods (400 level)	Undergraduate	In-person
Secondary Social Studies Methods (500 level)	Graduate	In-person
Access & Equity in STEM Education (500 level)	Graduate	In-person/hybrid
Instruction: Theory & Design (500 level)	Graduate	In-person/online
Fundamentals of Education Research (500 level)	Graduate	In-person/online
Introduction to U.S. Higher Education (500 level)	Graduate	Online
History of U.S. Higher Education (500 level)	Graduate	Online
Culminating Master’s Project (500 level)	Graduate	Hybrid/online
Capstone (600 level)	Graduate	Hybrid/online
Superintendency Leadership: Capstone Course (600 level)	Doctoral	Hybrid
The Cultures and Contexts of U.S. Schooling (600 level)	Doctoral	In-person/online

2011 – 2012 University of Michigan

Course	Level	Format
Education in a Multicultural Society (100 level)	Undergraduate	In-person

Student Advising

2016 – Boise State University

Level	Number of Students
Undergraduate	35
Graduate	125
M.A. Thesis/Project Chair	49
Ph.D./Ed.S. Committee Member	2/15
Ed.D. Dissertation Chair	2
Graduate Student Research Assistants	3

PARTNERSHIPS & INSERVICES

Title I School and University Partnerships

2017 – 2019 Grace Jordan Elementary School, Boise, ID.

2016 – 2018 William Howard Taft Elementary School, Boise, ID.

Professional Learning Facilitations

2018 – 2021 *Dialogue Facilitator*. Boise State Uniting for Inclusion and Leadership in Diversity (BUILD) Faculty Forum. Center for Teaching and Learning, Boise State University.

2018 – 2020 *Human Rights Education Workshop Facilitator*. Idaho State Historical Museum.

PROFESSIONAL CONSULTATIONS

2018 – 2019 *CAEP Accreditation Consultant*. School of Education, Concordia University.

2013 – 2016 *Archival Consultant*. Atlas Video Library. National Board of Professional Teaching.

INVITED ADDRESSES

Enright, E. A. (2017 November). An Early Career Scholar's Perspective on Developing a Research Agenda Focused on Building Capacity to Teach Across Identity Difference in Teacher Education? Faculty panel at Iowa State University in a Doctoral Student Seminar. Ames, IA.

Enright, E. A. (2017 August). Democratic Access to Mathematics Learning: How Can We Learn to Give Students Feedback Across Identity Difference? Workshop for the University of Illinois Mathematics Department Graduate Student Instructor Training. Urbana-Champaign, IL.

Enright, E. A. (2017 August). Countering Identity Threats in Mathematics Classrooms: The Why and How of Giving Equitable Feedback. Workshop for the University of Nebraska Mathematics Department Graduate Student Instructor Training. Lincoln, NE.

Enright, E. A. (2017 August). Teaching Across Identity Difference: A Case for Wise Feedback in Mathematics Instruction. Presentation for the University of Nebraska Mathematics Department. Lincoln, NE.

Enright, E. A. (2017 March). Countering Identity Threats in Mathematics Classrooms: The Why and How of Giving Equitable Feedback. Workshop for Mathematical Sciences Research Institute CIME Workshop. Berkeley, CA.

- Enright, E. A.** (2017 February). Giving “Wise” Feedback to Our Students: Why High Expectations Are Not Enough. Presentation for Boise State University, Gender Studies. Boise, ID.
- Enright, E. A.** (2014 April). Examining the relationship between tacit theories of intelligence and beginning collegiate mathematics teaching. Presentation for the University of Michigan, Mathematics Department Teaching Seminar. Ann Arbor, MI.

FELLOWSHIPS, AWARDS, & HONORS

- 2021** Aligning Stakeholders and Structures to Enable Research Transformation (ASSERT) Research Fellowship. Institute for Inclusive and Transformative Scholarship, Boise State University.
- 2021** eTOS Online Teaching Fellowship. eCampus, Boise State University.
- 2020** Flexible Teaching for Student Success Tier 1 Institute, CTL, Boise State University.
- 2019** eTOS Online Teaching Fellowship. eCampus, Boise State University.
- 2019** Summer Course Design Institute 2.0 Fellowship. CTL, Boise State University.
- 2018** Summer Course Design Institute 1.0 Fellowship. CTL, Boise State University.
- 2018** eQIP Online Teaching Fellowship. eCampus, Boise State University.
- 2016** *Dissertation Award*. University of Michigan.
- 2015** Sweetland/Rackham Dissertation Fellowship. University of Michigan.
- 2011-2015** School of Education Doctoral Fellowship. University of Michigan.

SERVICE

Leadership

- 2021 – 2022** Committee Member: Dean Search, College of Education, Boise State University.
- 2020 – 2021** Committee Member: Director Search, Center for Teaching and Learning (CTL), Boise State University.
- 2020 – 2021** Faculty Member: Faculty Senate Library Committee, Boise State University.
- 2019 –** Faculty Advisor: student group, Boise State University.
- 2018 –** [Boise State Uniting for Equity and Leadership in Diversity \(BUILD\) Dialogue Facilitator](#), Center for Teaching & Learning, Boise State University.
- 2018 –** Chair, Member: Title IX Board, Boise State University.
- 2018 –** [Graduate Faculty Representative](#), Graduate College, Boise State University.
- 2016 – 2017** Organizing committee member for the 2017 Critical Issues in Mathematics Education workshop at the Mathematical Sciences Research Institute in Berkeley, CA.

Peer-Review

- 2020 –** Reviewer: *The Councilor: A Journal of the Social Studies*
- 2018 –** Reviewer: *The Teacher Educator*
- 2018 – 2020** Reviewer: *Journal of Practitioner Research*
- 2014 – 2019** Reviewer: American Educational Research Association (S-STEP SIG; Division K)
- 2015 – 2019** Reviewer: Association for the Study of Higher Education
- 2017** Reviewer: *Multicultural Perspectives*
- 2017 – 2018** Reviewer: International Conference on Self-Study of Teacher Education Practices (S-STEP, an AERA SIG)
- 2017** Reviewer: National Council of Teachers of Mathematics
- 2016** Reviewer: *TeachingWorks Online Paper Repository*
- 2015 – 2017** Reviewer: National Association for Multicultural Education
- 2015** Reviewer: International Congress of Mathematical Education

Professional Societies

American Educational Research Association (AERA)

AERA Division & SIG Memberships (current)

- Teaching & Teacher Education (Division K)
- Critical Examination of Race, Ethnicity, Class & Gender (SIG 27)
- Qualitative Research (SIG 82)
- Research in Social Studies Education (SIG 89)
- Systematic Review & Meta-Analysis (SIG 176)

American Educational Studies Association (AESA)

Association for the Study of Higher Education (ASHE)

College and University Faculty Assembly (CUFA)

Council of Professors of Instructional Supervision (COPIS)

National Association for Multicultural Education (NAME)

National Council for the Social Studies (NCSS)

Self-Study of Teacher Education Practices (S-STEP)

Learning Management Systems

Blackboard

Canvas

CTools