

Sarah K. Braden
Curriculum Vita

ACADEMIC APPOINTMENTS

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| <i>Assistant Professor</i> , Cultural Studies The School of Teacher Education and Leadership, Utah State University | 2017-Current |
| <i>Postdoctoral Fellow</i> , Urban Institute for Teacher Education & Dean's Office, College of Education, University of Utah | 2017 |

ACADEMIC SERVICE APPOINTMENTS

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| <i>Associate Editor</i> , <i>Journal of Science Teacher Education</i> Association for Science Teacher Education | 2024-Current |
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EDUCATION

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| Ph.D., Linguistics, University of Utah Dissertation: <i>Scientific inquiry as social and linguistic practice: Language socialization pathways in a ninth-grade physics class.</i> | 2016 |
| M.S.Ed., Secondary Education with Licensure, University of Pennsylvania Portfolio: <i>A case for differentiating instruction.</i> | 2006 |
| B.A., Biology and Environmental Studies, Macalester College Capstone project: <i>Biochemical adaptations to hydrostatic pressure in the deep sea.</i> | 2003 |

Additional Certificates & Endorsements

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| Linguistic Society of America Summer Institute, University of Michigan | 2013 |
| PA/UT State Teaching Endorsement in English as a Second Language | 2008 |
| PA/UT State Teaching Endorsements in Biology and Chemistry | 2006 |
| Certificate of English Language Teaching to Adults (CELTA), CLIC International House, Seville, Spain | 2004 |

PEER-REVIEWED JOURNAL ARTICLES *Graduate student; **Community member; ***Undergraduate

Braden, S. & Dexter, T. (2023). Translanguaging as an essential practice in socially just science classrooms: How to make all language styles appropriate for science learning. *The Science Teacher*, 90(7), 28-31.

Marx, S., Lavigne, A., **Braden, S.**, Hawkman, A., *Andersen, J., *Gailey, S., *Geddes, G., *Jones, I., *Si, S., & *Washburn, K. (2023). "I didn't quit. The system quit me:?" Examining why teachers of color leave teaching. *International Journal of Leadership in Education*.

Tofel-Grehl, C., **Braden, S.**, *Pennrod, C., *Wheeler, L., *Hansen, T., *Jones, A., & *Chamberlin, C. (2023). Ecosystem chess for modeling energy in ecosystems. *Science and Children*, 60(3).
<https://www.nsta.org/science-and-children/science-and-children-januaryfebruary-2023/eco-chess>

Braden, S. (2022). The science nerd as the science expert: Enregistering asociality to achieve disciplinary expertise in high school physics. *Linguistics & Education*.
<https://doi.org/10.1016/j.linged.2021.101003>

- Barth-Cohen, L. & **Braden, S.** (2022). Unpacking the Complexity in Learning to Observe in Field Geology. *Cognition & Instruction*, 40(2), 233-265. <https://doi.org/10.1080/07370008.2021.1934683>
- Barth-Cohen, L., **Braden, S.**, *Young, T. & *Gailey, S. (2021). Using evidence in model revision: Successes at the middle school level. *Physical Review Physics Education Research*, 17(2), 1-18. <https://link.aps.org/doi/10.1103/PhysRevPhysEducRes.17.020106>
- Braden, S.**, Barth-Cohen, L., *Gailey, S. & *Young, T. (2021). Modeling magnetism with the floating paper clip: Cultivating and leveraging visual literacy and talk moves to support diverse learners. *Science Scope*, 44(6), 84-92. <https://www.nsta.org/science-scope/science-scope-julyaugust-2021-0/modeling-magnetism-floating-paper-clip>
- Braden, S.**, **Lund, M. & *Hatch, K. (2020). Community action plans for social justice advocacy: Leveraging the relationship between awareness and action. *TESOL Journal*, 11(4), 1-13. <https://doi.org/10.1002/tesj.552>
- Braden, S.** (2020). “Scientists can’t really talk to people”: Unpacking students’ metacommentary on the racialized and gendered science nerd trope. *International Journal of Multicultural Education*, 22(2), 87-108. <http://dx.doi.org/10.18251/ijme.v22i2.2439>
- Braden, S.** (2019). Linguistic expertise, mockery, and appropriateness in the construction of identities: A case study from 9th grade physics. *Bilingual Research Journal*, 42(4), 432-454. <https://doi.org/10.1080/15235882.2019.1688202>
- Braden, S.**, Wassell, B., Scantlebury, K. & ***Grover, A. (2016). Supporting language learners in science classrooms: Insights from middle school English language learner students. *Language & Education*, 30(5), 438-458. <http://dx.doi.org/10.1080/09500782.2015.1134566>

EDITORIAL PUBLICATIONS

- Braden, S.** & Leone-Pizzighella, A., Eds. (2022). De-centering and negotiating expertise: Youth voices and language play in the enregisterment of academic discourses. Introduction to Special Issue, *Linguistics & Education*. <https://doi.org/10.1016/j.linged.2022.101116>

PEER-REVIEWED CONFERENCE PROCEEDINGS

*Graduate student; **Community member; ***Undergraduate student

- Nyawelo, T., **Braden, S.**, Matthews, J., Gerton, J., *Bamidele, B., *Garcia, M., ***Goldrup, R., **Gonzalez, R. & **Kiflom, J. (2023). Investigating the Development of STEM-Positive Identities of Refugee Teens in a Physics Out-of-School-Time Experience. *Phys. Sci. Forum 2023*, 8(1), 45; <https://doi.org/10.3390/psf2023008045>.
- Braden, S.**, Marx, S., Dotterer, A., *Bamidele, B., *Sugganda, L., ***Goldrup, R., Nyawelo, T., **Gonzalez, R., Gerton, J., Matthews, J. (2023). Examining Teenagers’ Spontaneous Play in a STEM-Based Out-of-School Time Experience for Refugee-Background Youth. Conference Proceedings of the International Conference of the Learning Sciences.
- *Young, T., Barth-Cohen, L., **Braden, S.**, Gailey, S.* (2021). Middle grade students reasoning about temporary magnetism. Physics Education Research Conference Proceedings [Virtual Conference] doi:10.1119/perc.2021.pr.Young

*Young, T., Barth-Cohen, L., **Braden, S.**, Gailey, S.* (2020). A case of successful learning about magnetism through the use of evidence. Physics Education Research Conference Proceedings [Virtual Conference], edited by S. Wolf, M. B. Bennett, and B. W. Frank, doi:10.1119/perc.2020.pr.Young.

Barth-Cohen, L. & **Braden, S.** (2018). A continuum of knowledge structures in an observation-based field geology setting. Conference Proceedings of the International Conference of the Learning Sciences, 3, 1599-1600.

BOOK CHAPTERS

Braden, S. & Christison, M. A. (2019). The absence of language-focused teacher education policy in U.S. K12 contexts: Insights from language socialization research in a ninth-grade physics classroom. In K. M. Bailey & R. M. Damerow (Eds.), *TIRF-Routledge FreeBook: Global research on teaching and learning English* (pp. 98-109). Monterey, CA: TIRF & Routledge.

Braden, S. & Christison, M.A. (2018). The absence of language-focused teacher education policy in K12 contexts: Insights from language socialization research in a 9-th grade physics classroom. In, Bailey, K. & Crandall, J. (Eds.), *Global Perspectives on Language Education Policies*. New York, NY: Routledge.

Braden, S. (2018). Teacher preparation for teaching speaking to English learners in K-12 contexts. In, M.A. Christison (Ed.), *TESOL Encyclopedia of English Language Teaching: Teaching Speaking and Pronunciation*. Hoboken, NJ: Wiley/Blackwell Publishing Co.
<https://doi.org/10.1002/9781118784235.eelt0236>

GRANTS - FUNDED

PI/Co-PI

Tofel-Grehl, C., Torres, A. & **Braden, S.** (funded; 2021-2026). Ingenieros Ingeniosos (Ingenious Engineers): Connecting Latinx Youths' Workplace Practices with Engineering through Out-of-School Time Programs. (**Total to USU: \$1,786,397.00**). **Role:** As Co-PI I assist in co-design of programming and research activities.

Braden, S. (funded; 2022-2025). Collaborative Research: Learning to observe: Unpacking teachers' development of expertise in geological observation. Education & Human Resources, ECR Core, NSF. (**USU Budget: \$71,596**; University of Utah Budget: \$599,244); **Role:** **Braden** will serve as PI for USU on this collaborative grant. PI for University of Utah: Dr. Lauren Barth-Cohen; Co-PIs: Dr. Lynne Zummo, Dr. Holly Godsey.

Nyawelo, T., **Braden, S.**, Matthews, J., & Gerton, J. (funded; 2020-2023). Investigating the Development of STEM-Positive Identities of Refugee Teens in a Physics Out-of-School Time Experience. Advancing Informal Science Learning (AISL), NSF. (Total: \$1,137,834; **USU subaward \$563,118**). Additional USU Personnel: Dr. Aryn Dotterer (HDFS); Dr. Sherry Marx (TEAL). **Role:** **Braden** leads the education research component of this project.

Key Personnel

Lavigne, A. (2021-2022). The Role of Fine-Grained Observation Instruments in Illuminating Opportunity Gaps. USU Internal Research Catalyst Grant (\$19,967). **Role:** **Braden** will act as key personnel to assist in classroom discourse analysis.

GRANTS – UNDER REVIEW

None

GRANTS – NOT FUNDED

PI/Co-PI

van Dijk, W. & **Braden, S.** (2024-2026). The Influence of Social Support Networks on Early Career Special Education Teachers' Intent-to-Stay in the Field. (\$374,842.38). The Spencer Foundation. Role: **Braden** is Co-PI on this project and if funded will be responsible for overseeing and completing the qualitative research component of this mixed methods study.

PI/Co-PI

Nyawelo, T., **Braden, S.**, Matthews, J., & Gerton, J. (2018). Cosmic Rays to Establish STEM-Positive Identities with Refugees (CRESPIR). Advancing Informal Science Learning (AISL), NSF. (\$1,179,959).

Nyawelo, T., Johnson, D. & **Braden, S.** (2017). Coding and Robotics to Establish STEM-Positive Identities in Refugees (CRESPIR). Advancing Informal Science Learning (AISL), NSF, (\$826,616).

Personnel

Beckman, N. (Summer, 2021). Advancing an Interdisciplinary Understanding of Seed Dispersal under Global Change. NSF CAREER Grant (\$1,198,741). Role: **Braden** to lead development of multilingual science curriculum based on PI Beckman's findings in years 4 and 5.

REFEREED CONFERENCE PRESENTATIONS - INTERNATIONAL

*Graduate student; **Community member; ***Undergraduate student; † Presenting author

Braden, S. (2023, July). "Multilingualism in the margins: A case study from science." Working CLIL 3rd International Colloquium: Moving CLIL forward: towards sustainable educational practices, Porto, Portugal.

Barth-Cohen, L. & **Braden, S.** (2019, August). "Relating observation to knowledge structures in field geology." Paper on panel titled, "Students' thinking and reasoning in the field of geosciences." European Association of Research on Learning and Instruction (EARLI), Aachen, Germany.

Marx, S. †, **Braden, S.**, Hawkman, A., Lavigne, A., Andersen, J.* †, Gailey, S.* †, Geddes, G.*, Jones, I.*, Si, S.*, & Washburn, K.* (2019, May). "Why teachers of color leave the teaching profession: An exploration through journey maps." Paper presented at the 15th annual International Congress of Qualitative Inquiry, Urbana, IL.

Barth-Cohen, L. & **Braden, S.** (2018, October). "Explorations in a continuum of observation-based knowledge in a field geology setting." Paper presented at, European Association of Research on Learning and Instruction (EARLI) SIG 20-26, Jerusalem, Israel.

REFEREED CONFERENCE PRESENTATIONS - NATIONAL

*Graduate student; **Community member; ***Undergraduate student; † Presenting author

*†Bamidele, B., †**Braden, S.**, *†Sugganda, L., ***Goldrup, R., **Gonzalez, R. (Accepted for - April, 2024). African Girls' Math Identity Work and Refugee Stories in a STEM-focused After-school Program. *American Educational Research Association*, Philadelphia, PA.

†Marx, S., **Braden, S.**, Dotterer, A., *Bamidele, B., *Sugganda, L. & Nyawelo, T. (November, 2023). Examining Third Space in an After-School STEM Program for Refugee-background Youth during Pandemic Times. Paper presented at the annual conference of the *American Educational Studies Association*.

Braden, S., *Bamidele, B., ***Goldrup, R., *Valera Garcia, M., **Gonzalez, R. (April, 2023). ““It sticks with you”: Youth metacommentary on the term “refugee” in a STEM-focused after-school program.” American Educational Research Association (AERA), Chicago, IL.

Barth-Cohen, L., Zummo, L., **Braden, S.**, *Adams, A., Godsey, H. (April, 2023). “Sensemaking about Geologic Features that are Spatially Adjacent and Chronologically Distant.” American Educational Research Association (AERA), Chicago, IL.

*Bamidele, B., **Braden, S.**, Nyawelo, T., Marx, S., Dotterer A., ***Goldrup R., *Valera Garcia, M., **Gonzalez, R. (April, 2023). Insights on culturally sustaining science pedagogy in an after-school program for refugee youth. Paper at the annual conference of the National Association for Research in Science Teaching (NARST).

*†Young, T., Barth-Cohen, L. & **Braden, S.** (July, 2022). “Students’ use of Symmetry Resources when Sensemaking about Magnetism.” Poster at Physics Education Research Conference (PERC), Grand Rapids, MI.

Braden, S., Nyawelo, T., Matthews, J., Gerton, J.†, Bamidele, B.* (July, 2022). “Using multiple methods to explore refugee teens’ STEM identity work in a physics afterschool program” Poster at Physics Education Research Conference (PERC), Grand Rapids, MI.

Nyawelo, T., **Braden, S.**, Matthews, J., & Gerton, J. (July, 2022). “Investigating the Development of STEM-Positive Identities of Refugee Teens in a Physics Out-of-School Time Experience” Paper at NuFACT, Workshop on Neutrinos from Accelerators; Working Group: Inclusion, Diversity, Equity, Education, & Outreach. Snowbird, UT.

Braden, S., Dotterer, A., Marx, S., *Bamidele, B. & Nyawelo, T. (April, 2022). “Emojis, chat, and black boxes: Challenges and opportunities for linguistic anthropological research in Zoom.” Annual Conference of the Society for Linguistic Anthropology (SLA), Boulder CO.

Braden, S., Dotterer, A., Marx, S., *Bamidele, B. & Nyawelo, T. (November, 2021). “The girls who thrive in Zoom: Supporting students’ disciplinary identities in science in a virtual afterschool program for refugee youth.” American Anthropological Association (AAA), Council on Anthropology & Education (CAE), *Virtual conference due to COVID-19*.

*†Dexter, T. & **Braden, S.** (March, 2021). “Negotiating Identities in Middle School Science: Impacts on Students’ Perceived Expertise and Small Group Participation.” Annual conference of the American Association for Applied Linguistics (AAAL), *Virtual conference due to COVID-19*.

*†Young, T. G., Barth-Cohen L.A., **Braden, S.**, †*Gailey, S. (July, 2020). “Creating Explanatory and Predictive Models of Magnetism in the Middle-Grades.” Presentation at the American Association of Physics Teachers (AAPT) Annual Conference. Grand Rapids, Michigan. *Online due to COVID-19 Pandemic*.

Marx, S. †, **Braden, S.**, Hawkman, A., Lavigne, A., Jones, I.*, Andersen, J. *, Gailey, S. *,

Geddes, G. *, Si, S. *, & Washburn, K. * (April, 2020). "Examining Why Teachers of Color Leave the Teaching Profession." The Annual Conference of American Educational Research Association (AERA), New York. *Online Symposium due to COVID-19 pandemic.*

Hawkman, A. †, Marx, S., **Braden, S.**, Lavigne, A., Andersen, J. *, Gailey, S. *, Geddes, G. *, Jones, I. *, Si, S. *, & Washburn, K. * (April, 2020). "Race Reflections in Qualitative Research: Positionality and Race/ism in a Collaborative Research Group." The Annual Conference of American Educational Research Association (AERA), New York. *Online Symposium due to COVID-19 pandemic.*

Washburn, K. * †, **Braden, S. †**, Marx, S., Hawkman, A., Lavigne, A., Andersen, J. *, Gailey, S. *, Geddes, G. *, Jones, I. * & Si, S. * (November, 2019). "Examining why teachers of color leave the teaching professions." Workshop conducted at the annual meeting of the National Association for Multicultural Education (NAME), Tucson, AZ.

Braden, S. & Dexter, T. * (November, 2019). "Spanish in the English-medium science classroom: Constraints and opportunities for decolonizing science education spaces." Paper presented at the annual meeting of the National Association for Multicultural Education (NAME), Tucson, AZ.

Braden, S. & Barth-Cohen, L. (2019, July). "Analyzing the role of evidence in the model revision process." Paper presented at the Physics Education Research Conference (PERC), Provo, UT.

Barth-Cohen, L. & **Braden, S.** (2019, July). "Scientific modeling instruction about magnetism: Scaffolding for equity." Paper presented at the annual meeting of the American Association of Physics Teachers (AAPT), Provo, UT.

Braden, S. (2018, November). "The science nerd as the science expert: Invoking the nerd trope in service of articulating disciplinary expertise in high school science." Paper presented on panel co-organized by **Braden, S.** & Leone-Pizzighella, A., *Peer socialization and the negotiation of disciplinary expertise in classroom interaction*, at the annual meeting of the American Anthropological Association (AAA; Interest Section: Society for Linguistic Anthropology).

Braden, S. (2018, March). "Emblems of Identity: A Typology of Uses of Spanish by Diverse Students in an English-Medium Science Classroom." Paper at the annual meeting of the American Association for Applied Linguistics (AAAL), Chicago, IL.

Braden, S. (2017, November). "Mock Spanish and the Construction of Expertise in a High School Science Classroom." Paper at the annual meeting of the American Anthropological Association (AAA), Chicago, IL.

Braden, S. (2017, March). "*Bill Nye the Science Guy* and the discursive construction of a science nerd identity." Paper at the annual meeting of the American Association for Applied Linguistics (AAAL), Portland, OR.

Braden, S. (2016, April). "Contesting the good science student identity in a 9th grade physics class." Paper at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, FL.

Braden, S. (2016, February). "Who's the expert? Negotiating expert status while engaging in scientific inquiry." Data analysis session at the 37th Annual Ethnography in Education Forum at the University of Pennsylvania, Philadelphia, PA.

Wassell, B., **Braden, S.** & Grover, A. (2014, March). "Expanding CBI: Integrating pedagogy and relationships to support science learning." Poster at the Teaching English to Speakers of Other Languages (TESOL) Convention, Portland, OR.

Braden, S. & Wassell, B. (2013, May). "Overlap and incongruity in the best practices identified by middle school English Language Learners (ELLs) and their science teachers." Paper at the 8th International Conference on Language Teacher Education, National Capital Language Resource Center (NCLRC), Washington DC.

Braden, S., Wassell, B., Scantlebury, K. & Park, J. (2013, April). "What's missing from the SIOP Model? Insights from middle school ELLs in science classes." Paper at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.

Santlebury, K., Wassell, B., & **Braden, S.** (2013, April). "'Step up and be parents!'", science teachers' expectations for family involvement for Latino/a ELL middle school students." Poster at the annual meeting of the National Association for Research on Science Teaching (NARST), Rio Grande, Puerto Rico.

Braden, S. (2013, March). "Integrating science and language instruction for English language learners in secondary schools." Poster at the Teaching English to Speakers of Other Languages (TESOL) Doctoral Forum, Dallas, TX.

Braden, S. (2012, March). "A Content-Based Instruction (CBI) approach to redesigning an undergraduate English as a Second Language (ESL) integrated skills course." Poster at the Teaching English to Speakers of Other Languages (TESOL) Doctoral Forum, Philadelphia, PA.

REFEREED CONFERENCE PRESENTATIONS - REGIONAL

*Graduate student; **Community member; † Presenting author

Marx, S.†, Lavigne, A., **Braden, S.,** & Hawkman, A. (October, 2021). Examining why teachers of color leave teaching. Northern Rocky Mountain Education Research Association (NRMERA). Ketchum, Idaho.

Lund, M.** & **Braden, S.** (August, 2020). "Empowering students through asset-oriented language." Empowering Teaching Excellence (ETE) Conference, Utah State University, Logan UT. *Online due to COVID-19 Pandemic.*

Barth-Cohen, L., **Braden, S.,** & Gailey, S.* (2019, October). "Modeling magnetism: Tools to support revision of scientific models." National Science Teacher's Association (NSTA), Area Conference, Salt Lake City, UT.

INVITED CONFERENCE PRESENTATIONS *Graduate student

Braden, S. & *Jensen, C. (2020, July). Supporting multilingual and multicultural students through the Arts. Workshop for teachers. Arts are Core: Bridging Differences, Utah State University, Logan Utah.

Braden, S. (2018, October). Unpacking science identity through the lens of the listening subject: Implications for language, race, and gender-based equity in physics education. Invited Paper, American Physical Society, 4 Corners Section Conference, Salt Lake City, UT.

Braden, S. & Christison, MA. (2018, March). Language Socialization in Secondary Science Classrooms: Insights for Teacher Education Policy. Invited Panelist: TIRF at TESOL; the International Conference of Teaching English to Speakers of Other Languages (TESOL), Chicago, IL.

PROFESSIONAL DEVELOPMENT & GUEST LECTURES *Graduate student

Braden, S. (2023, April). Preparing & Scaffolding for Classroom Talk with Language Learners. Salt Lake Center for Science Education.

Braden, S. (2021, March). Supporting ELL/Multilingual Students in Peer group Conversations. Hillcrest Elementary School, Logan School District.

Braden, S. (2021, January). Supporting English Learners in Oral Language Development. Hillcrest Elementary School, Logan School District.

Braden, S., Barth-Cohen, L., *Gailey, S. & *Young, T. (2019, September). Modeling Magnetism & Supporting Multilingual Learners in 3D Science Instruction. Ogden School District.

Braden, S. (2018, January). Promoting Equitable Participation in Collaborative Learning. Salt Lake Center for Science Education.

Braden, S. (2017, October). Scientific Inquiry as Social and Linguistic Practice. Salt Lake Center for Science Education.

Braden, S. (2017, June). Managing student participation in phenomenon-based modeling instruction. Guest Lecture, Train the Trainers, University of Utah Elementary STEM Endorsement.

Braden, S. (2017, February). Democratizing classroom discourse in elementary STEM education. Guest Lecture, University of Utah Elementary STEM Endorsement.

Braden, S. (2011, April). An introduction to using lesson plans: Finding ways to be creative. Workshop on Teaching American Indian Languages to Beginning Level Learners: Oral Language Development, at the Conference on Endangered Languages and Cultures of Native America (CELCNA), Salt Lake City, Utah.

ADDITIONAL PROFESSIONAL & RESEARCH EXPERIENCE IN EDUCATION

Field Experience Coordinator for ESL Endorsement Field Experiences 2012-2014
 Department of Linguistics & Urban Institute for Teacher Education
 Funded by: University Teaching Assistantship (UTA)
 Graduate School, University of Utah

Research Assistant, Gender and Science Proficiency for ELLs (G-SPELL) 2012-2013
 Rowan University

Program Associate, Shoshone/Goshute Youth Language Apprenticeship 2011
 Program (SYLAP), University of Utah

RESEARCH EXPERIENCE IN BIOLOGY

Marine Biology Field and Lab Assistant 2007
 Kachemak Bay Research Reserve, Homer, AK

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| <i>Aquatic Invertebrate Lab Intern</i> Department of Natural Resources, St. Paul, MN | 2002-2003 |
| <i>Research Assistant in Genetics</i> , Macalester College, St. Paul, MN Funded by: The Howard Hughes Medical Institute | 2001 |

K-12 TEACHING EXPERIENCE

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| Summer Instructor, Youth Education Program, University of Utah Marine Biology (Ages 13-15), Chemistry & Our World (Ages 12-15), Ultimate Math Mash-Up (Ages 7-9 and 10-12) | 2010-2015 |
| Biology Teacher (Grades 9-12) Paradigm High School, South Jordan, UT | 2009-2010 |
| Biology, Physical Science, and Physics Teacher (Grades 11-12) Freire Charter School, Philadelphia, PA | 2007-2009 |
| Biology and ESL Teacher (Grades 7, 9, 10) Maritime Academy Charter School, Philadelphia, PA | 2006-2007 |
| Student Teacher of Biology and ESOL Physical Science (Grades 9-10) George Washington High School, Philadelphia, PA | 2005-2006 |
| Outdoor Environmental Education Instructor (Grades 4-8) YMCA Camp Colman, Longbranch, WA | 2003 |

HONORS & AWARDS

- American Association of Applied Linguistics (AAAL), Nominee for Research Article Award 2023, *Linguistics & Education*.
- 2020 Faculty Researcher of the Year, School of Teacher Education & Leadership, Utah State University
- Steffensen Cannon Scholarship, Graduate School, University of Utah, 2015-2016; 2016-2017
- Professional Development Grant, Department of Linguistics, University of Utah, (2011, 2012, 2013, 2015, 2016)
- Graduate Student Travel Assistance Award, Graduate School, University of Utah (2011, 2012, 2013, 2015, 2016)
- Doctoral Dissertation Grant, The International Research Foundation for English Language Education (TIRF), 2014-2015
- Cathy Miller Horiuchi Scholarship, Department of Linguistics, University of Utah, 2014-2015
- University of Utah, Department of Linguistics Scholarship to attend the Linguistic Society of America (LSA) Summer Institute in Ann Arbor, Michigan, 2013
- TA Scholar, Center for Teaching and Learning Excellence, University of Utah, 2011-2012
- Wyeth Scholar Program & Biotechnology Institute Teacher Leader Program Philadelphia, PA, 2008-2009
- Project TEAM-UP (Teaching English in the Academic Mainstream for Urban Professionals), University of Pennsylvania, 2006
- William R. Angell Foundation Prize for excellence in Biology, Macalester College, 2003

PROFESSIONAL ORGANIZATIONS

- American Anthropological Association
- American Association of Applied Linguistics
- American Educational Research Association
- National Association for Research on Science Teaching
- Association for Science Teacher Education

ACADEMIC SERVICE

- National Science Foundation (NSF) Reviewer & Panelist; Division of Research on Learning (DRL)
- Peer Reviews for Academic Journals (2017-present)
 - International Journal of Multilingualism
 - Bilingual Research Journal
 - International Journal of Bilingual Education & Bilingualism
 - International Journal of Multicultural Education
 - Cultural Studies of Science Education
 - Asia-Pacific Science Education
 - Journal of Empowering Teaching Excellence
- Peer Reviews for Academic Conferences (2017-Present)
 - International Conference of the Learning Sciences (ICLS)
 - National Association for Research on Science Teaching (NARST)
 - Physics Education Research Conference (PERC)
 - American Educational Research Association (AERA), Teacher Education
 - Teaching English to Speakers of Other Languages (TESOL) International
 - American Anthropological Association (AAA), Council on Anthropology and Education (CAE)

LANGUAGES

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| English | Native speaker |
| Spanish | Intermediate |
| Portuguese | Beginner |
| Korean | Grammatical knowledge |