

Melissa Sherfinski, Ph. D.

Associate Professor of Early Childhood and Elementary Education

604K Allen Hall

West Virginia University

Morgantown, WV 26506

Melissa.Sherfinski@mail.wvu.edu / (608) 770-7624

EDUCATION University of Wisconsin-Madison, 2006-2011

Doctor of Philosophy – Curriculum and Instruction

Area of Concentration: Curriculum Theory and Research

Distributed Minor: Research Methodology

Dissertation: *Blessed Under Pressure: Evangelical Mothers in the Homeschooling Movement*

Advisor: M. Elizabeth Graue

Committee: Cathy Compton-Lilly, Linn Posey-Maddox, Simone Schweber, Audrey Trainor

University of Wisconsin-Madison, 2002-2003

Early Childhood Education Certification Program

University of Wisconsin-Madison, 1992-1994

Master of Science – Special Education

Major: Intellectual Disabilities

Advisor: Alice Udvari-Solner

University of Wisconsin-Madison, 1987-1991

Bachelor of Science – Education, with Distinction

Major: Elementary Education Minor: Psychology

BOOK

Sherfinski, M. with Hayes, S. (2023, February). *Rooted in belonging: Critical place-based learning in early childhood and elementary teacher education.* (Teachers College Press)

PEER- REVIEWED ARTICLES

Floyd, K., Horn, A., & **Sherfinski, M.** (2023). Resilience and endurance of special educators in rural P-12 and higher education. *Rural Special Education Quarterly*. Special Issue.

Sherfinski, M. (2024). Redlining equity: Children's experiences with identity erasure through data embargoes. *Cultural Studies*, Special Issue: Childhoods, Cultures, and Critical Qualitative Inquiry: Researching the Political and Life Worlds of Children.

Sherfinski, M. (2023). Spaces for coping with change: Kindergarten educators' emotional refuges. *International Journal of Early Years Education*, 31(1), 79-94.

Sherfinski, M. (2023). "Confidence" problems in literacy coaching: How a suburban Kindergarten divided "good" and "bad" teachers in the accountability shovedown. *Journal of Early Childhood Literacy*, 23(2), 288-316.

Sherfinski, M. (2023). Relational aspects of writer's workshop in kindergarten: Learning from Black boys who used their creativity and strength to speak back to the scripted curriculum. *Journal of Early Childhood Teacher Education*, 44(3), 577-597.

***Sherfinski, M.,** Slocum, A., & Lough, J. (2022). How might place be pedagogical in Appalachia? New possibilities for early childhood classrooms in the Anthropocene. *Pedagogy, Culture, and Society*, 30(5), 617-637.

***Sherfinski, M.,** Hayes, S., Jalalifard, M., & Zhang, J. (2021). Grappling with funds of knowledge in rural Appalachia and beyond: The shifting contexts of pre-service teachers. *Action in Teacher Education*, 43(2), 106-127.

***Rahman, M. T.,** Dey, K., Das, S., & **Sherfinski, M.** (2021, April). Sharing the road with autonomous vehicles: A qualitative analysis of the perspectives of pedestrians and bicyclists. *Transportation Research Part F: Traffic Psychology and Behavior*. (qualitative methodologist)

***Slocum, A.,** Weekley, B.S., & **Sherfinski, M.** (2020). Mind the gap: Parents' efforts to support college bound students in Appalachia. *High School Journal*, 103(1), 18-37.

Sherfinski, M. (2019). Culture matters: A comparative study of two universal pre-kindergarten communities. *Early Child Development and Care*, 189(8), 1325-1338.

***Sherfinski, M.**, Jalalifard, M., Zhang, J., & Hayes, S. (2019). Narrative portfolios as culturally responsive resistance to neoliberal early childhood teacher education: A case study. *Journal of Research in Childhood Education*, 33(3), 490-519.

***Sherfinski, M.**, Hayes, S., Zhang, J., & Jalalifard, M. (2019). "Do it all but don't kill us": (Re)positioning teacher educators and preservice teachers amidst edTPA and the teacher strike in West Virginia. *Education Policy Analysis Archives*, 27(151), 1-44.

***Sherfinski, M.**, & Mathew, S. (2019). Negotiating the culture of expertise: Experiences of families of children with mild autism and other sensory/behavioral differences. In P. Smagorinsky, J. Tobin, and K. Lee (Eds.), *The disabling environments of education: Creating new cultures and environments for accommodating difference* (pp. 138-161). New York: Peter Lang.

Sherfinski, M. (2018). Challenges to goals of "recovery": A narrative analysis of neoliberal/ableist policy effects on two mothers of young children with autism. *Journal of Early Childhood Research*, 16(3), 276-290.

Sherfinski, M., & Slocum, A. (2018). Playing the festival queen in Appalachia: Exploring the influences of local culture on classroom play. *Journal of Research in Childhood Education*, 32(4), 455-471.

Sherfinski, M. (2017). Becoming critical communities of practice in pre-kindergarten. *Journal of Family Diversity in Education*, 2(3), 71-93.

***Sherfinski, M.**, Weekley, B., & Slocum, A. (2016). After Arthurdale: Place-based education and early childhood in West Virginia. *Journal of Curriculum & Pedagogy*, 13(2), 164-183.

***Sherfinski, M.**, & Chesanko, M. (2016). Disturbing the data: Looking into gender and family size matters with U.S. evangelical homeschoolers. *Gender, Place and Culture: A Journal of Feminist Geography*, 23(1), 18-35.

***Sherfinski, M.**, Weekley, B., & Mathew, S. (2015). Reconceptualising advocacy: Creating inclusive education in U.S. universal pre-kindergarten. *International Journal of Inclusive Education*, 19(12), 1213-1228.

Sherfinski, M. (2014). Contextualizing the tools of a classical and Christian homeschooling mother-teacher. *Curriculum Inquiry*, 44(2), 169-203.

Sherfinski, M. (2013). Class and parents' agency in West Virginia: Between choices and rights. *Education Policy Analysis Archives*, 21(78), 1-35.

Graue, M.E., & **Sherfinski, M.** (2011). The view from the lighted schoolhouse: Conceptualizing home-school relations in a class size reduction reform. *American Journal of Education*, 117(2), 1-31.

Graue, M.E., Rauscher, E., & **Sherfinski, M.** (2009). Understanding the synergy of class size reduction and classroom quality through context-focused analysis. *Elementary School Journal*, 110(2), 178-201.

***Swazan, I. S., Das, D., & Sherfinski, M.** Temporarily or Permanently Closed? Understanding the Impact Covid-19 Pandemic had on the Small and Micro Fashion Businesses in West Virginia. (qualitative methodology, revise and resubmit)

Sherfinski, M. Microaggressions and the complexities of smartness in Kindergarten. *Journal of Research in Childhood Education*. (revise and resubmit)

***Sherfinski, M.** & Mo, W. W. Preservice teachers' experiences with adaptive learning technologies. *Journal of Early Childhood Teacher Education*. (under review)

***Sherfinski, M.** & Woodrum, H. Too Much Time for Learning? Preschool teachers' curriculum enactment processes. *Contemporary Issues in Early Childhood*. (under review)

***Swazan, I. S., Das, D., & Sherfinski, M.** Surviving or thriving? Understanding the business resources of competitive advantage for locally owned bridal boutiques. *Clothing and Textiles Research Journal*. (under review)

*Gonzalez, Y., Bravo, G., **Sherfinski, M.**, Luzinsky, C., & Bulger, S. Gender imbalance in sport leadership. (qualitative methodology, under review)

Sherfinski, M. Preservice teachers' Funds of Identity development in iReady classrooms. (in progress)

REVIEWS

Sherfinski, M. (2023, August). Travis Wright. *Emotionally responsive teaching: Expanding trauma-informed practice with young children. Contemporary Issues in Early Childhood*, 1-2.

Sherfinski, M. (2023, April). Carmel Conn and Alison Murphy (Eds.). *Inclusive pedagogies for early childhood education. Teachers College Record. [Inclusive Pedagogies for Early Childhood Education-1681237776.pdf \(sagepub.com\)](#)*

***Sherfinski, M.**, & Jalalifard, M. (2018). Min Yu. *The politics, practices, and possibilities of migrant children schools in contemporary China. Diaspora, Indigenous, and Minority Education*, 12(2), 108-109.

***Sherfinski, M.**, & Jalalifard, M. (2017). Janette Habashi. *The political socialization of youth: A Palestinian case study. Global Studies of Childhood*, 1-3.

Sherfinski, M. (2016). Melinda Vandenbeld Giles (Ed.). *Mothering in the age of neoliberalism. Contemporary Issues in Early Childhood*, 17(4), 1-4.

Sherfinski, M. (2015). Jennifer Lois. *Home is where the school is: The logic of homeschooling and the emotional labor of mothering. Journal of Family Diversity in Education*, 1(4), 106-111.

Sherfinski, M. (2013). Sinikka Elliott. *Not my kid: What parents believe about the sex lives of their teenagers. Teachers College Record*. ID Number: 17069

Sherfinski, M., & Graue, M.E. (2010). Michael O'Loughlin. *The subject of childhood. Journal of Early Childhood Teacher Education*, 31(1), 97-102.

ESSAY **Sherfinski, M.** (2024, in press). Researcher Spotlight. Scoping shifting institutional and policy contexts from within. In N. File and J. Mueller (Eds.), *Understanding research in early childhood education: Quantitative and qualitative methods, 2nd Ed.* Routledge.

Sherfinski, M. (2016). Social class effects on development and learning. In D. Couchenour and K. Chrisman (Eds.), *Encyclopedia of contemporary early childhood education* (pp. 1233-1236). Thousand Oaks, CA: Sage.

Note: * Signifies that I have mentored and worked with graduate students on these papers.

POLICY REPORTS Graue, M.E., **Sherfinski, M.**, Rauscher, E., & Karch, A. (2009). *Supporting synergistic practices in SAGE schools. 2007-8 Student Guarantee in Education (SAGE) qualitative evaluation.* Report to the Wisconsin Department of Public Instruction. Madison, WI: WCER.

Sherfinski, M. (2009). *Middle school standards-based report card initiative.* Report to the Madison Metropolitan School District, Madison, WI

Graue, M.E., Rauscher, E., & **Sherfinski, M.** (2008). *SAGE implementation and classroom quality. 2006-7 Student Achievement Guarantee in Education (SAGE) qualitative evaluation.* Report to the Wisconsin Department of Public Instruction. Madison, WI: WCER.

GRANTS **National Science Foundation Grant** (2022-2025). Place-based Education Consultant and advisory board member for project: Teaching Science with Computational Thinking: Preparing Preservice Teachers of the Future STEM Workforce. (PI, Ugur Kale, \$294, 958) (funded)

Spencer Foundation Large Grant (2020-2022). Co-I for project: Making sense of early elementary education in four states: Interrogating the enduring legacy of policymakers' standards-based reforms under the Every Student Succeeds Act (\$410, 623) (unfunded)

Spencer Foundation Large Grant (2020-2022). PI for sub-award: Making sense of early elementary education in four states: Interrogating the enduring legacy of policymakers' standards-based reforms under the Every Student Succeeds Act (\$57,311) (unfunded)

Semi-Finalist for the National Academy of Education/Spencer Postdoctoral Fellowship (2015-2016). PI for project: Cultural Beliefs and Practices in a Universal Pre-Kindergarten Reform: How are These Related to Teaching Philosophies and Teacher Education? \$55,000 (unfunded)

DegreeNow Adult Learner Access and Success Re-grant WVHEPC (2014-2015). PI for project: Developing All Teachers for Diversity, Equity and Inclusive Education. Co-PIs: Sharon Hayes and Audra Slocum. \$7,500 (unfunded)

West Virginia University Senate Grant (2012-2013). For project: Finding Care: How Access to Preschool and Childcare Works in One Community. \$6,879 (unfunded)

CHAPTER CONTRIBUTION Grant, C., & Gibson, M. (2011). Diversity and teacher education: A historical perspective on research and policy. In A. F. Ball and C. A. Tyson (Eds.), *Studying diversity in teacher education* (pp.19-62). Lanham, MD: Rowman & Littlefield.

PROFESSIONAL DEVELOPMENT MATERIALS Udvari-Solner, A., & **Sherfinski, M.** (2011). *Differentiation in the inclusive classroom: Lessons from an elementary school*. DVD series produced in cooperation with Olson Elementary School, Madison, Wisconsin. Madison, WI: UW-Madison Board of Regents.

CONFERENCE PRESENTATIONS **Sherfinski, M.** (2023, November). Diffraction as a strategy for place-based teacher education. Paper presented at the National Association of Early Childhood Teacher Educators (NAECTE) Conference. Nashville, Tennessee.

Sherfinski, M. (2023, November). "I-You" Versus "I-It" Thinking as a Strategy for Place-based Teaching and Teacher Education. Paper presented at the National Association of Early Childhood Teacher Educators (NAECTE) Conference. Nashville, Tennessee.

Sherfinski, M. (2023, April). How the specter of over-testing in teacher education affects all pre-service teachers. Paper presented at the American Educational Association (AERA) Annual Conference. Chicago, Illinois; Division K-Teaching and Teacher Education.

Sherfinski, M. (2023, April). A place-based counter-narrative to settler colonial teacher education practices. Paper presented at the American Educational Association (AERA) Annual Conference. Chicago, Illinois; Critical Perspectives on Early Childhood Special Interest Group.

Sherfinski, M. (2023, April). “I-You” vs. “I-It” thinking as a strategy for place-based teacher education. Paper presented at the American Educational Association (AERA) Annual Conference. Chicago, Illinois. School and Community Partnerships Special Interest Group.

Sherfinski, M. (2022, November). Critical Friends After the Teacher Education Program: Opportunities for Anti-racist Allyship. Paper presented at the National Association of Early Childhood Teacher Educators’ (NAECTE) Annual Conference. Washington, D.C.

Sherfinski, M. (2022, November). Critical Reflection as a Strategy for Place-based Teacher Education. Paper presented at the National Association of Early Childhood Teacher Educators’ (NAECTE) Annual Conference. Washington, D.C.

***Sherfinski, M. & Mo, W.** (2022, June). Supporting writing improvisation with CLT Kindergartners and their teachers. Paper presented at the National Association of Early Childhood Teacher Educators’ (NAECTE) Annual Conference. Virtual.

***Sherfinski, M., Jalalifard, M., Zhang, J., & Mo, W.** (2021, June). Shifting contexts of preservice teachers: Grappling with communities’ and our own funds of knowledge. Paper presented at the National Association of Early Childhood Teacher Educators’ (NAECTE) Annual Conference. Virtual.

Rahman, M. T., Dey, K., Das, S., & **Sherfinski, M.** (2021, January). Sharing the road with autonomous vehicles: A qualitative analysis of perspectives of pedestrians and bicyclists. Paper presented at the Transportation Research Board Annual Conference. Virtual. (presented in absentia)

- *Sherfinski, M.,** Slocum, A., Jalalifard, M., & Zhang, J. (2019). How local culture shapes early childhood classroom play: Playing the festival queen. Paper presented at the American Educational Research Association (AERA) international conference in Toronto, Canada; Critical Issues in Early Childhood Special Interest Group.
- *Sherfinski, M.,** Zhang, J., & Jalalifard, M. (2019). Evaluating a cohort-based narrative portfolio for rural preservice teachers. Paper presented at the American Educational Research Association (AERA) international conference in Toronto, Canada; Early Education and Child Development Special Interest Group.
- *Sherfinski, M.,** & Jalalifard, M. (2018). *Culture matters: A comparative study of universal pre-kindergarten in two state regions*. Paper presented at the American Educational Research Association (AERA) international conference in New York, New York; Early Education and Child Development Special Interest Group.
- *Sherfinski, M.,** & Jalalifard, M. (2018). *Neoliberal Policy Effects on Two Mothers of Preschool Children with Autism*. Paper presented at the American Educational Research Association (AERA) international conference in New York, New York; Critical Issues in Early Childhood Special Interest Group.
- Sherfinski, M.** (2017). *Critical communities of practice in pre-kindergarten: A new way of understanding, creating, and using multicultural knowledge*. Paper presented at the Reconceptualizing Early Childhood Education (RECE) International Conference, Toronto, Canada.
- Sherfinski, M.** (2016). *Normalizing vibrancy in pre-kindergarten: pedagogies of geophilia and other earth-loves*. Paper presented at the Reconceptualizing Early Childhood (RECE) International Conference, Taupo, New Zealand.
- *Sherfinski, M.,** & Mathew, S. (2016). *Families of children with neuroatypicalities: Negotiating the culture of expertise*. Paper presented at the American Educational Research Association (AERA) Conference, Washington, D.C.; Critical Perspectives in Early Childhood Special Interest Group.

Sherfinski, M. (2015). *Reconceptualizing advocacy: Creating inclusive education in universal pre-kindergarten*. Paper presented at the Reconceptualizing Early Childhood (RECE) International Conference, Dublin, Ireland.

Sherfinski, M. (2014). *Voice, hybridity, and Creative Curriculum in universal pre-kindergarten reform*. Paper presented at the American Educational Research Association (AERA) Conference, Philadelphia, PA; Critical Perspectives in Early Childhood Special Interest Group.

Sherfinski, M. (2014). *Potentials and challenges of universal pre-kindergarten as a space for resisting status quo pedagogies and outcomes for Appalachian children and their families*. Paper presented at the Reconceptualizing Early Childhood Education (RECE) International Conference, Kent, OH.

Sherfinski, M. (2013). *Social class, local ties, and the hidden competition for early education and care in Appalachia*. Paper presented at the American Educational Research Association (AERA) Conference, San Francisco, CA; Early Education and Child Development Special Interest Group.

Sherfinski, M. (2013). *Social class, racial/ethnic diversity, and the challenges of accessing inclusive early education*. Paper presented at the American Educational Research Association (AERA) Conference, San Francisco, CA; Critical Perspectives in Early Childhood Special Interest Group.

Sherfinski, M. (2012). *Space, age, and exposure: Technology use in the contemporary Evangelical homeschool*. Paper presented at the Ethnography Forum, University of Pennsylvania, Philadelphia, PA.

***Sherfinski, M. & Wu, C.** (2012). *Speaking from the heart: Two mother-researchers' perspectives on homeschooling and social justice*. Paper presented at the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL

Sherfinski, M. (2010). *Where the heart is: Evangelical homeschooling mothers' educational practices*. Paper presented at the American Educational Research Association (AERA) Conference, Denver, CO; Religion and Education Special Interest Group.

Sherfinski, M. (2010). *Evangelical Christian homeschooling mothers' educational practices in changing times*. Paper presented at the Ethnography Forum, University of Pennsylvania, Philadelphia, PA.

Graue, M.E., **Sherfinski, M.**, & Karch, A. (2010). *Are two heads better than one? Team teaching and classroom quality in early elementary classrooms*. Paper presented at the American Educational Research Association (AERA) Conference, Denver, CO; Early Education and Child Development Special Interest Group.

Sherfinski, M. (2010). "Can't we all just choose the best?" *Evangelical homeschooling mothers' educational practices*. Paper presented at the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Trainor, A. A., Hilgendorf, A., & **Sherfinski, M.** (2010). *Conceptualizing and embodying social justice in educational research*. Paper presented at the Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Sherfinski, M., Graue, M.E., & Rauscher, E. (2009). *Organizational effects in implementing a class size reduction reform*. Paper presented at the American Education Research Association (AERA) Conference, San Diego, CA; Administration, Organization and Leadership/School Organization and Effects.

Graue, M.E., **Sherfinski, M.**, & Rauscher, E. (2009). *Educator perspectives on home-school relations in a class size reduction reform*. Paper presented at the American Education Research Association (AERA) Conference, San Diego, CA; Family, School, and Community Partnerships Special Interest Group.

Graue, M.E., Rauscher, E., & **Sherfinski, M.** (2009). *Class size reduction and indicators of classroom quality*. Paper presented at the American Education Research Association (AERA) Conference, San Diego, CA; Early Education and Child Development Special Interest Group.

Graue, M.E., Rauscher, E., & **Sherfinski, M.** (2008). *Classroom processes in Wisconsin's SAGE K-3 class size reduction model*. Paper presented at the American Education Research Association (AERA) Conference, New York, NY; International Symposium on Class Size Reduction.

Graue, M. E., & **Sherfinski, M.** (2007). *Producing ready children: Media investment in the readiness markets*. Paper presented at the American Education Research Association (AERA) Conference, Chicago, IL; Kindergarten Readiness Symposium.

Graue, M. E., & **Sherfinski, M.** (2007). *When discourses collide: The curious case of class size reduction implementation in kindergarten*. Research poster presented at the National Association for the Education of Young Children (NAEYC) Conference, Chicago, IL.

Note: * Signifies that I have mentored graduate students on these conference presentations.

INTERNATIONAL REVIEWS OF MY RESEARCH Gaither, M. (2015, April 13). *Disturbing the data: Gender and family size matters with evangelical homeschooling*. International Center for Home Education Research (ICHER).
Gaither, M. (2014, April 4). *Classical and Christian: A case study of one mother-teacher*. International Center for Home Education Research (ICHER).

UNIVERSITY TEACHING **CAEP/NCATE SPA Coordinator** (2012-2017). Elementary Area.
West Virginia University Graduate Faculty (2011-present)
Women's and Gender Studies Faculty Associate (2014-2018)
Quality Matters (Online) Training (2015)
West Virginia University Courses Taught (2011-present)

Undergraduate level:

New York City Summer Program, Girls' Prep Lower Eastside and P.S. 58

Practicum Supervisor, Ridgedale Elementary School, West Virginia

C&I 311- Practicum 1 Seminar in Teaching and Technology Applications

C&I 312-Practicum 2 Seminar in Teaching and Technology Applications

C&I 413-Early Childhood Issues & Methods

C&I 414-Promoting Creative Experiences in Elementary and Early Childhood Classrooms (online)

C&I 427-Place-based Elementary Education

C&I 463-Literacy 3-Composing Texts
C&I 468-Arts Integration/Elementary Schools
C&I 493-Studies in Reggio Emilia & Pistoia, Italy
C&I 495-Independent Study: Community Action Research
EDUC 200-Professional Inquiry in Education (course lead)
EDUC 400/400H-Instructional Design and Evaluation
EDUC 401-Classroom Organization and Management
EDUC/C&I 414-Promoting Creative Experiences in Elementary and Early
Childhood Classrooms
RDNG 423-Early Childhood Literacy (online)
SPED 460-Differentiated Instruction/Elementary

Masters level:

C&I 602-School Curriculum and Teaching Principles
C&I 604-School Curriculum (online)
C&I 603-Counselors & Classrooms (online)
C&I 616-Early Childhood Program Development and Evaluation
C&I 687-Advanced Teaching Strategies (online)
C&I 688-Classroom Management & Organization (online)
C&I 689-Cultural Diversity in the Classroom (online)
EDUC 600-Teacher as Researcher
EDUC 602-Teacher as Leader
EDUC 612-EdTPA Support Cohort

Doctoral level:

SCFD 615-Qualitative Research Methods
SCFD 615-Qualitative Research Methods (online)
SCFD 693A-Research in Appalachian Contexts
SCFD 715-Advanced Qualitative Research Methods
C&I 790-Teaching Practicum
C&I 795-Independent Study: Diversity in Society
SCFD 795-Independent Study: Teacher Identity
C&I 797-Research
C&I 798-Dissertation

Additional West Virginia University Courses Designed

Undergraduate:

Elementary Social Studies Methods 1

Elementary Social Studies Methods 2
Inclusive Education

Master's:

Place-based Early Childhood Education (online)
Critical Perspectives in Early Childhood (online)
Critical Issues in Early Childhood (online)
Inclusive Education (online)

West Virginia University Programs Designed

4-Year Elementary Education BA
Early Childhood Online Master's (in progress)

University of Wisconsin-Madison Courses Taught (2009-2011, 2006 and 1992-1994)

Undergraduate level:

C&I 340-Elementary Practicum in Community Settings
C&I 374-Practicum in Literacy and Mathematics
C&I 425-Early Childhood Education: Concerns and Constraints
C&I 463-Seminar: Kindergarten-Middle School Teaching
C&I 464-Student Teaching in Elementary School
C&I 465-Student Teaching in Kindergarten
C&I 506-Inclusive Schooling

Masters level:

C&I 675-Collaborative Team Work for Inclusive School Reform

SELECTED LECTURES/ Sherfinski, M. (2023, August 25). Jackie Valley. Pre-K for all: What does it Stake to get every child an education? *The Christian Science Monitor*.

MEDIA **Link:** [Pre-K for all: What does it take to get every child an education? - CSMonitor.com](https://www.csmonitor.com/Pre-K-for-all-What-does-it-take-to-get-every-child-an-education?hpid=hp-top-news-story%3Apre-k-for-all%3Ahomepage%2Fstory)

Sherfinski, M. (2023, June 14). Chris Schulz. West Virginia Public Broadcasting (Radio and Article). *State's Pre-K ranks among top in country*.
Link: [State's Pre-K Program Ranks Among Top In Country - West Virginia Public Broadcasting : West Virginia Public Broadcasting \(wvpublic.org\)](https://www.wvpublic.org/news/state-pre-k-program-ranks-among-top-in-country)

Sherfinski, M. (2023, March). Coordinated site visit of Crellin Elementary Fifth Grade students to WVU (Video and article).

Video Link: [Crellin Elementary students visit WVU - YouTube](#)

Web Link: [Crellin Elementary students visit WVU | CAHS Media Hub | West Virginia University](#)

Sherfinski, M. (2022, October). Coordinated place-based education site visit of 55 Elementary Education majors to Crellin Elementary School in MD.

Sherfinski, M. & Hooper, A. (co-hosts) (2022, August). AERA EECD SIG dissertation grant funding panel. (National opportunity for graduate student and faculty mentors).

Sherfinski, M. (2020, August). West Virginia Education Policy Collaborative COVID-19 video series for students and families: *Communicating with teachers*.

Link: [Communicating With Teachers - YouTube](#)

Sherfinski, M. (2020, Summer). Upward Bound mentorship, aspiring early childhood educator.

Lorenze, S., & **Sherfinski, M.** (2020, June). WVU experts' pitch: *WVU experts discuss complexities of opening schools during COVID-19*. (WVU news)

Link: [EXPERT PITCH: WVU education experts discuss complexities of reopening public schools during COVID-19 pandemic | WVU Today | West Virginia University](#)

Sherfinski, M. (2019, December). West Virginia University Humanities Center podcast series: *Educated* by Tara Westover (2019 Campus Read).

Link: [WVU Reads Episode 13: Home School | WVU Reads Podcast | thedaonline.com](#)

Sherfinski, M. (2019, April). Early Childhood Education Diversity Panel Chair. Southwest Pennsylvania College Consortium/National Association for the Education of Young Children (NAEYC) Affiliate.

Sherfinski, M. (2013). *Collaboration and Conflict Resolution for Teachers*. Invited presentation to the Benedum Foundation Professional Development Coordinator training, Fairmont, WV.

Sherfinski, M. (2013). *A Homeschooling Primer*. Invited presentation to West Virginia University History 393/595, *Museum Education*.

Sherfinski, M. (2012). *Kindergarten Readiness*. Invited presentation to Parents' Place, Morgantown, WV.

Sherfinski, M. (2010). *Fieldwork and Analysis in a Qualitative Dissertation Project*. Invited presentation to UW-Madison Department of Educational Policy Studies Qualitative Data Analysis Workshop.

Sherfinski, M. (2010). *Evangelical Christian Mothers' Homeschooling Practices: Issues in Cross-Contextual Research*. Invited lecture to UW-Madison Doctoral Research Program (DRP).

Bettors, J., O'Callaghan, E., & **Sherfinski, M.** (2009). *15 Things You Need to Know About Graduate School: A Panel Discussion with Advanced Graduate Students*. Invited presentation. UW-Madison Wisconsin Center for Education Research (WCER)/School of Education Lecture Series.

EARLY CHILDHOOD AND **Kindergarten Teacher**, Mount Horeb Early Learning Center, Mount Horeb Area School District, Mount Horeb, WI
August 2003-June 2006

ELEMENTARY TEACHING Progressive, rural, developmentally appropriate play-based program.

K-1 Multi-Age Teacher, Glenn Stephens Elementary, Madison Metropolitan School District, Madison, WI
February 2003-June 2003
Long-term substitute in semi-urban, literacy-rich setting.

K-5 Substitute Teacher, Crestwood and Glenn Stephens Elementary Schools, Madison Metropolitan School District, Madison, WI
January 2003-February 2003

Kindergarten Rock 'n' Read Teacher, Glenn Stephens Elementary,
Madison Metropolitan School District, Madison, WI
August 2001-June 2002
1:1 early intervention literacy program for kindergarten students.

Grade 4 ELL Support Teacher/Assistant, Glenn Stephens Elementary,
Madison Metropolitan School District, Madison, WI
August 2001-June 2002
Push-in classroom support and co-teaching in all subject areas for all students in inclusive classroom supporting native Hmong, Spanish, and English speakers.

Grades 1-3 Title I Support Teacher/Assistant, Glenn Stephens Elementary
Madison Metropolitan School District, Madison, WI
February 2001-June 2001
Pull-out support for students in literacy intervention program.

Grade 4 Special Education Support Teacher/Assistant, Glenn Stephens
Elementary, Madison Metropolitan School District, Madison, WI
February 2001-June 2001
Push-in support and co-teaching in all subject areas for all students in two inclusive classrooms supporting students with emotional/behavioral disabilities and learning disabilities.

Preschool Teacher, Blackhawk Church, Madison, WI
September 1999-May 2000
Morning co-op program for 3- and 4-year-olds.

Childcare Provider, Madison, WI
August 1997-April 2000
For infants and preschool-age children, in-home setting.

Grade 4-5 Multi-Age Teacher, Crestwood Elementary School, Madison
Metropolitan School District, Madison, WI
August 1991-June 1992
Progressive whole language school focused on integrated, inquiry-based learning.

TEACHING CERTIFICATIONS Elementary Grades 1-8 (5/19/1991), Intellectual Disabilities K-9 (5/22/1994), Kindergarten (12/22/2002)

TEACHER LICENSURE **Wisconsin Teacher's License-Current through 6/30/2026** (in process)
Elementary/Middle Grades Education PK-8
Intellectual Disabilities PK-9

West Virginia Professional Teacher's License-Current through 6/30/2026

21-1 4122 PK-K Special Needs
21-1 3600 Elementary Education K-6
21-1 4116 Autism K-6
21-1 4150 Intellectual Disabilities K-6

ACADEMIC SERVICE *National/International Service to Profession*

AERA Early Education and Child Development Chair (elected) (2022-2024).

AERA Early Education and Child Development Chair-Elect (elected) (2020-2022).

AERA Early Education and Child Development SIG Secretary and Treasurer (elected) (2018-2020).

Editorial Board Member. *Journal of Research in Childhood Education* (2023-present).

Editorial Board Member (2 Terms). *Journal of Early Childhood Teacher Education* (2019-2025).

External Evaluator, Promotion. *University of Colorado-Anschutz Medical Campus.* (2023)

External Promotion Review, *University of Wisconsin-Whitewater* (2020).

External Evaluator, Promotion and Tenure. *University of Toledo* (2019).

Conference Session Chair (2019). American Educational Research Association (AERA) Conference, Toronto, Canada, Critical Perspectives on Early Childhood Special Interest Group session, *Troubling, Resisting, and Rethinking Static Narratives of Gender*.

Panel Moderator (2019). *Diversity and the social context of education*. Ninth Annual Early Childhood Education Student Affiliate Dinner: Western Pennsylvania College Consortium, Greensburg, PA.

AERA Early Education and Child Development SIG Dissertation Award Committee Member (2017).

Conference Session Chair (2017). American Educational Research Association (AERA) Conference, San Antonio, TX, Critical Perspectives on Early Childhood Special Interest Group session, *Broadening perspectives and fostering responsive approaches to early childhood teacher education and professional learning*.

AERA Early Education and Child Development SIG Executive Board Member/Communications & Listserv (appointed) (2016-2018).

Reviewer (2020). Spencer Foundation Grants.

Professional Book Reviewer (2022, 2023). Rowman & Littlefield (2 manuscripts).

Professional Book Reviewer (2020, 2023). Routledge (3 manuscripts).

Professional Book Peer Reviewer (2016). SAGE/Corwin Press.

Manuscript Peer Reviewer (2013-present). *Teachers College Record*.

Manuscript Peer Reviewer (2014-present). *Asia-Pacific Journal of Early Childhood Research*.

Manuscript Peer Reviewer (2014-present). *Journal of Family Diversity in Education*.

Manuscript Peer Reviewer (2014-present). *Journal of Early Childhood Teacher Education*.

Manuscript Peer Reviewer (2016-present). *International Journal of Inclusive Education*.

Manuscript Peer Reviewer (2016-present). *Early Education and Development*.

Manuscript Peer Reviewer (2018-present). *Journal of Research in Childhood Education*.

Manuscript Peer Reviewer (2019-present). *Journal of Early Childhood Research*.

Manuscript Peer Reviewer (2019). *Educational Policy*. 2020 Yearbook of the Politics of Education Association: *School Choice Policy and Politics around the Globe: Sociological Contributions*.

Manuscript Peer Reviewer (2020-present). *The New Educator*.

Manuscript Peer Reviewer (2020-present). *Contemporary Issues in Early Childhood*.

Manuscript Peer Reviewer (2020-present). *Education Policy Analysis Archives*.

Manuscript Peer Reviewer (2021-present). *Action in Teacher Education*.

Manuscript Peer Reviewer (2022-present). *Australasian Journal of Early Childhood*.

Manuscript Peer Reviewer (2023-present). *Exceptional Children*.

Manuscript Peer Reviewer (2023-present). *Cogent Education*.

National Accreditation Reviewer (2012). Evaluated 7 NCATE Elementary SPAs for national recognition.

Conference Proposal Reviewer (2012-present). American Educational Research Association (AERA).

Division B Curriculum Studies (2014)
Division G Social Context (2013, 2017)
Home, School, Community Partnerships SIG (2012, 2013)
Critical Early Childhood SIG (2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024)
Early Education and Child Development SIG (2012, 2013, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022)

Conference Proposal Reviewer (2015-present). Re-conceptualizing Early Childhood Education (RECE) International Conference.
Ireland (2015)
New Zealand (2016)
Toronto (2017)
Denmark (2018)
New Mexico (2019)

Conference Proposal Reviewer (2022-present). National Association of Early Childhood Teacher Educators (NAECTE).
Washington, D.C. (Fall 2022)
Virtual (Summer 2023)

Conference Proposal Reviewer (2012). National Association for Multicultural Education (NAME).
Political Economy, Poverty, and Social Class divisions

Conference Session Chair (2010). American Educational Research Association (AERA) Conference, Denver, CO, Religion and Education Special Interest Group session, *Homeschooling and Outcomes*.

University Service

Member (2019-2020; 2020-2021). University Promotion and Tenure Committee.

Faculty Judge (2021). Office of Undergraduate Affairs, Undergraduate Research Fair.

Member (2019-2020). Provost's Committee on Curriculum & Aging.

CAEP Site Visit Interviewee (2019). Teacher Education and Multicultural Education interviews.

CAEP Self-Study Reporter (2018). Reporter on the 5-Year Elementary Education and Master of Arts with Certification Elementary teacher education programs.

Finalist Campus Interviewer (2018). Bucklew/WVU Foundation Scholarship Committee.

University Workshop Presentation (2017). *Creating an Engaging Classroom*. Invited lecture to Chinese professors through WVU's College of Business.

Member (2017). Bucklew Scholarship Committee.

West Virginia University Board of Governors Reporter (2015). SPA and Self-study Reporter on the 5-Year Elementary Education and Master of Arts with Certification Elementary teacher education programs.

University Workshop Presentation (2012). Bernstein, M., **Sherfinski, M.**, & Wu, C. *Getting to Know the US Classroom Culture and Expectations*. Invited presentation to West Virginia University Intensive English Program Acculturation Workshop Series. In collaboration with the WVU Office of International Students and Scholar.

College/School Service

Member (2022-2023). Secondary Social Studies Search Committee.

Member (2017-2019). Faculty Executive Committee.

Member. (2017). Counseling Psychology Multicultural Committee.

Faculty Judge (2016). College of Education & Human Services Student Research Forum.

Member (2016-2017). CAEP Sub-committee.

Chair, Ex-officio (2013-2014). Research, Service, and Professional Development (RSPD) Committee.

Chair (2012-2013). Research, Service, and Professional Development (RSPD) Committee.

Coordinator (2013). College of Education & Human Resources Student Research Forum.

Committee Member (2011-2013). Research, Service, and Professional Development (RSPD) Committee.

Publicity Coordinator (2012). College of Education & Human Services Student Research Forum.

Departmental Service

Co-Chair (2021-2023). Annual Review/Promotion and Tenure Committees.

Committee Member (2020-present). CAEP Elementary SPA group.

Member (2020-2022). Doctoral student Journal Club.

Team Lead (2019-2020). CAEP Elementary SPA assessment revision.

Committee Member (2019-2020). Elementary Literacy position search.

Chair (2017-2018). Secondary Social Studies position search.

Co-Chair (2016-2018). Annual Review/Promotion and Tenure Committees.

Committee Member (2014-present). Teacher Education Committee.

Committee Member (2014-2016; 2018-present). Graduate Program Committee.

Committee Member (2013-2016). Ed. D. Admissions Committee.

Committee Member (2013-2014). Promotion and Tenure/ Annual Review Committee.

Committee Member (2013-2014). Curriculum Studies Position Search.

Committee Member (2013-2014). Diversity Working Group.

Committee Member (2012-2014). Ed. D. Committee.

Committee Member (2012-2015). Teacher Education Portfolio Revision Task Force.

Facilitator (2014, 2015, 2016, 2017, 2018, 2021). Benedum Collaborative Inquiry Celebration. Morgantown, WV.

Reviewer (2012, 2013, 2015, 2016, 2017, 2018, 2019, 2020, 2021). West Virginia University Benedum Collaborative Elementary Education Portfolio Reviewer.

RECOGNITIONS

Outstanding Researcher of the Year Award Nominee (2019, 2021, 2023). West Virginia University College of Education and Human Services.

Outstanding Teacher of the Year Award Nominee (2014, 2015, 2016, 2017, 2018, 2020, 2021, 2023). West Virginia University College of Education and Human Services.

Semi-Finalist for the National Academy of Education/Spencer Postdoctoral Fellowship (2015). One of approximately 40 of 600 applicants given final consideration for this prestigious fellowship in critical education research.

Country Roads Scholar (2013). West Virginia University. Selected ambassador to McDowell and Kanawha Counties.

Wisconsin-Spencer Fellowship (2008). Full tuition remission and stipend, two awarded in the UW-Madison School of Education for promise in the field of educational research.

Charles J. Anderson Scholarship (1990-1991). Awarded to one outstanding junior in Elementary Education.

AWARDS

WVU Research Sabbatical (2018, Fall) – To support early childhood research in the state of Wisconsin to compare with ongoing research in West Virginia.

Wisconsin-Spencer Doctoral Research Program (2007-2009) – Grant for research-related expenses and competitive admission to a research-focused cohort in the UW-Madison School of Education.

UW-Madison Vilas Research Travel Grant (2009-2010) – Competitive university-level grant awarded to support dissertation research travel expenses.

UW-Madison Department of Curriculum & Instruction Dissertator Grant (2010) – Awarded to support dissertation research presentation at a national conference.

UW-Madison Teaching Assistantship (Summer 2011). Under the direction of Dr. Alice Udvari Solner, Dept. of Curriculum & Instruction/Online Master of Science for Professional Educators (MSPE) Program. Salary.

UW-Madison Teaching Assistantship (Fall 2010-Spring 2011). Under the direction of Professor Carl Grant, Department of Curriculum & Instruction. Tuition remission and salary.

UW-Madison Teaching Assistantship (Fall 2009-Spring 2011). Under the direction of Dr. Alice Udvari-Solner, Department of Curriculum & Instruction. Tuition remission and salary.

UW-Madison Project Assistantship (Winter 2007-Summer 2009). Under the direction of Professor Beth Graue, Department of Curriculum & Instruction. Tuition remission, salary, and conference travel funding.

UW-Madison Teaching Assistantship (Fall 2006). Under the direction of Professor Beth Graue, Department of Curriculum & Instruction. Tuition remission and salary.

UW-Madison Teaching Assistantship (Fall 2006). Under the direction of Professor Mimi Bloch, Department of Curriculum & Instruction. Tuition remission and salary.

UW-Madison Teaching Assistantship (Fall 1992-Spring 1994). Under the direction of Professor Alice Udvari-Solner, Department of Curriculum & Instruction. Salary.

AFFILIATIONS American Educational Research Association (AERA)

-Division B, Curriculum Studies

-Critical Perspectives in Early Childhood SIG

-Early Education and Child Development SIG

National Association of Early Childhood Teacher Education (NAECTE)

Reconceptualizing Early Childhood Education (RECE)

National Association for the Education of Young Children (NAEYC)

DISSERTA- Chair:

TION Mariam Jalalifard, Ed. D. (completed May 2023) (Curriculum & Instruction).

COMMIT- Dissertation: *The Everyday Work-lives of Librarians in a Diverse US City*

TIES Data Analyst, State of California, Sacramento, CA

Chair:

Amanda Walkup, Ed. D. (completed May 2023) (Special Education).

Dissertation: *Understanding Being a Special Education Teacher in the Era of COVID-19: Teacher Perceptions Two Years In*

Special Education Program Coordinator, Lander University, Greenwood, SC

Chair:

Erin Coffield, Ph. D. (completed December 2022). Dissertation: *The business of behavior: Appalachian teachers' experiences in using Positive Behavior Interventions and Supports*

Adjunct Professor, Marymount University, Alexandria, VA

Chair:

Sarah Powell, Ph. D. (completed May 2022). Dissertation: *Reckoning with privilege in Appalachia and higher education: A project of critical consciousness.*

Associate Director of Undergraduate Research, University of North Carolina at Charlotte

Chair with Co-Chair Dr. Sam Stack:

Danielle South, Ph. D. (completed August 2021). Dissertation: *Critical communities of practice in distance American Sign Language interpreter education*
Instructional Designer for American Sign Language and Spanish Education at
Sorenson Video Relay

Chair:

Jing Zhang, Ed. D. (completed August 2020). Dissertation: *The “Other” teacher: Understanding the experience of graduate teaching assistants in neoliberal teacher education settings*

Adjunct Professor of Teacher Education, West Virginia University

Chair:

Sandra Rodeheaver, Ed. D. (completed May 2020). Dissertation: *“I don't really look very Asian”: Transracially adopted Asian youth in rural Appalachia*
Teacher, Maryland Public Schools

Chair:

Rae Emrick, Ph. D. (completed December 2018). Dissertation: *Factors related to the career intentions of senior athletic training students approaching graduation*

Associate Professor, Director of Athletic Training and School of Exercise Science, Director of Athletics, West Virginia Wesleyan University

Chair:

Saya Bobick, Ed. D. (completed May 2018). Dissertation: *Medicine bag: An autoethnographic account of learning to use memory and indigeneity as resources in college advising*

Director of STEM Advising Center, Washington State University

Chair:

Tina Cowger, Ed. D. (completed December 2017). Dissertation: *The experiences of West Virginians participating in extension-sponsored educational programming in Ireland: A narrative analysis.*

Associate Professor, West Virginia University/Extension

Chair with Co-chair Dr. Ann Oberhauser:

Sera Mathew, Ph. D. (completed December 2016). Dissertation:

Resistance, agency, and violence: Dalit women's educational experiences in Kerala, India

Director of Equitable and Inclusive Teaching, University of Pittsburgh

Chair with Co-chair Dr. Audra Slocum:

Brandi Weekley, Ph. D. (completed December 2015). Dissertation:

Appalachian adolescents' identity and agency: An ethnographic exploration of how local culture and social class matter in the postsecondary transition

Assistant Professor and Director of Early Childhood Education,
Westmoreland College

Chair:

Melissa Chesanko, Ed. D. (completed May 2014). Dissertation: *Identit(ies) and*

agency: College students' navigations of sexuality and gender in complex figured worlds

Assistant Dean, Director of Sexuality and Gender Inclusion, College of
Wooster

Co-chair with Dr. Adriane Williams:

Cheng-Hsien Wu, Ph. D. (completed August 2013). Dissertation: *Resilient*

journeys: A case study of why and how low-income families practice homeschooling

Associate Professor of Education, North Dakota State University

Chair or Advisor:

Wen Juan (Helen) Mo, Ph. D., in progress (Educational Theory & Practice)

Hilary Woodrum, Ph. D., in progress (Educational Theory & Practice)

Lorilei Thompson, Ed. D., in progress (Special Education)

Diego Rivera, Ph. D., in progress (Educational Theory & Practice)

Gilbert Ansah, Ph. D., in progress (Educational Theory & Practice)

Lindsay Williams, Ed. D., in progress (Special Education)

Co-chair with Kim Floyd:

Annie Cox, Ed. D., in progress (Special Education)

Heather Hefner, Ed. D., in progress (Special Education)

Doctoral Dissertation Committees:

Elizabeth Osborne, Ph. D. (completed August 2023). Dissertation Title: The Eruption of Disruption: The Manifestation of Disrupting whiteness in Secondary Social Studies in Appalachia (Educational Theory & Practice; Tiffany Mitchell-Patterson and Sharon Hayes, Co-chairs). Service Assistant Professor in Secondary Social Studies, West Virginia University.

Nurul Schrader, Ph.D. (completed August 2023). Dissertation Title: Investigation on an Implementation of Mastery Grading Utilizing Revision and Oral Follow-Up Assessment in an Introduction-to-Proof Course (Mathematics Education-Eberly College; David Miller, Chair). Assistant Professor of Mathematics, Davis and Elkins College.

Michael Lane, Ed. D. (completed August 2023). Dissertation title: *First Year Teacher in Appalachia: Place, Identity, Tension*. (Curriculum & Instruction; Audra Slocum and Sharon Hayes, Co-chairs). Instructional Coach, Barbour County, WV Schools.

James Froemel, Ed.D. (completed May 2023). Dissertation title: *The Transmission of Saga at West Virginia University*. (Higher Education Administration; Nathan Sorber, Chair). West Virginia College of Creative Arts, Assistant to the Dean.

Annette Freshour, Ph. D. (completed May 2023). Dissertation title: *The Expectations, Experiences and Satisfaction of Students Within a Nutrition and Dietetics Program Regarding Faculty Academic Advising Using a Prescriptive or Developmental Advising Lens*. (Higher Education Administration; John Campbell, Chair). Teaching Assistant Professor, West Virginia University.

Blake Costupules, Ph.D. (completed May 2023). Dissertation title: *How do college student-athletes' understanding and expectations of mindfulness and self-compassion change through an intervention?* (Sport Science; Sam Zizzi, Chair)

Chloe Simpson, Ph.D. (completed December 2022) Dissertation title: *Physical Educators' Socialization and Self-efficacy Toward the Behavior Management of Students with Disabilities*

(Coaching and Teaching Studies; Andrea Taliaferro, Chair). Tenure Track Assistant Professor, California State Polytechnic University, Pomona

Angie Milliren, Ph.D., (completed May 2022). Dissertation title: *The Lived Experiences of Selected Choral Directors during the COVID-19 Pandemic* (Educational Psychology; Ugur Kale, Chair). Teacher, Elizabeth Forward, PA public schools.

Liz Popliarcheck, Ed. D., (completed August 2022). Dissertation title: *Choosing Not to Participate: Cyber Truancy and Special Education* (Special Education; Colleen Woods-Fields and Kim Floyd, Co-chairs). Teacher, Carmichaels Area, PA public schools.

Courtney Miller, Ph. D. (completed May 2022). Dissertation title: *Teachers' Perceptions of Causes of Academic Difficulties Experienced by Students who are Culturally and Linguistically Diverse* (Special Education; Colleen Woods-Field and Kim Floyd, Co-chairs) Assistant Professor, Fairmont State University

Christopher Agba, Ph. D. (completed May 2020). Dissertation title: *Developing a marginalized and segregated community: Case study of a West Virginia neighborhood.* (Community Development DuBois and Chancellor Scholar-Davis College; Peter Schaeffer, Chair)

Myriah Trask Miller, Ph. D. (completed December 2019). Dissertation title: *Using the Enrichment Triad Model to explore place and support curriculum in one rural gifted program.* (Interdisciplinary Education; Sharon Hayes, Chair)

Hilary Bougher-Muckian, Ph. D. (completed August 2018). Dissertation title: *Couldn't it be Birth to Five?" Parents' perceptions of early intervention for their children with autism spectrum disorder.* (Child Development & Family Studies; Amy Kennedy Root and Jessica Troilo, Co-chairs)

Tenure Track Assistant Professor of Early Intervention, West Liberty University

Natalya Kuznetsova, Ph. D. (completed May 2018). Dissertation title: *Ius Soli, Ius Sanguinis, Ius Linguae, or Ius Mundi: Living, understanding, and building transnational citizenship in a transnational multilingual family in the U.S.* (Interdisciplinary Education; Malayna Bernstein and Audra Slocum, Co-chairs). Teaching Assistant Professor, World Languages and Culture, University of Utah

MaryLu Hutchins, Ed. D. (completed May 2016). Dissertation title: *Journeys toward reflective practice: How engaging in National Board Certification influences teacher identities and practices* (Curriculum & Instruction; Sharon Hayes, Chair). Create Lab, Carnegie Mellon University

Ekaterina Amarando, Ph. D. (completed May 2016). Dissertation title: *Experiences of parents of children adopted from overseas: A thematic analysis of narratives* (Counseling Psychology; Jeff Daniels, Chair). Clinical Psychologist, Center for Eating Disorders, Baltimore, MD

Mark Morgan, Ph.D., in progress (Interdisciplinary Education; Keri Valentine, Chair)

Jessica Lough, Ph. D., in progress (Educational Theory & Practice; Audra Slocum and Sharon Hayes, Co-chairs)

Kayla Abrahamson, Ph.D. in progress (Coaching and Teaching Studies; Samantha Ross, Chair)

Adama Warr, Ph.D., in progress (Community Development-Davis College; Peter Schaeffer, Chair)

Amber McLaughlin, Ph.D., in progress (Community Development-Davis College; Jessica Blythe, Chair)

Tenishia Amos, Ph. D. in progress (Educational Theory and Practice; Sharon Hayes, Chair)

Emil Asanov, Ph. D. in progress (Educational Theory and Practice; Sharon Hayes, Chair)

Erica Ferrer Ariza, Ph. D. in progress (Educational Theory and Practice; Sharon Hayes, Chair)

Eric Lemley, Ph. D. in progress (Educational Theory and Practice; Denise Lindstrom, Chair)

Phillip Howard, Ph. D. in progress (Educational Theory and Practice; Sam Stack, Chair)

Michelle Lair, Ed. D. in progress (Higher Education Administration; Erin McHenry-Sorber, Chair)

Cesar Castellon Gort, Ph. D. in progress (Higher Education Administration; Erin McHenry-Sorber, Chair)

Habiba Jahan Seam, Ph. D. in progress (Learning Sciences; Jake Follmer and Melissa Patchan, Co-chairs)

Chelsea Slade, Ph. D. in progress (Community Development; Chair)

Master's Thesis Committee:

Brittany Valdez, M.S. (Completed December, 2016). Thesis Title: *The effects of overprotective parents on academic outcomes: The moderating role of teachers* (Child Development and Family Studies; Amy Kennedy, Chair)

Evelyn Wright, M.S. (Completed December, 2021). Project Title: *Healthcare Clowning: Definitions, Training, Benefits, and Related Theories* (Learning Sciences & Counseling; Amy Kennedy, Chair)

Yamile Gonzalez, M.S. (Completed May, 2022). Thesis Title: *Gender Leadership Imbalance in Sport Organizations in Latin America*. (Sport Science; Gonzalo Bravo, Chair)

Ishtehar Swazan, M.S. (Completed May, 2022). Thesis Title: *Small and Micro Business Resources in the Post-Pandemic Period: A Perspective from Local Bridal Boutique Businesses in West Virginia*. (Davis College, Design and Merchandising; Debanjan Das, Chair)

Mackenzie Luikart, M.S. (Completed August, 2023). Thesis Title: *Sexual Misconduct Against Female Athletes: Knowledge, Training, and Readiness to Act of Future Sport Leaders*. (Sport Science; Gonzalo Bravo, Chair)

Evana Nusrat Dooty, M. S. in progress (Educational Psychology; Reagan Curtis, Chair)

Md Rokibol Hasan, M. S. in progress (Design and Merchandising; Debanjan Das, Chair)

Undergraduate Honor's Project Advisor:
Courtney Schrand (Completed December 2013)