

KERRY ANNE ENRIGHT

Associate Professor
The University of California

School of Education
Davis, CA 95616
kaenright@ucdavis.edu

EDUCATION

- PhD Stanford University, School of Education, Program in Educational Linguistics, June 2003
- MA Stanford University, School of Education, Program in Language, Literacy and Culture, Concentration in Bilingual Education and English as a Second Language, June 1995
- BA Colby College, magna cum laude, Distinction in Majors of English and Spanish, Teacher Credential Program, Phi Beta Kappa, Sigma Delta Pi (Spanish Honor Society), May 1994

PROFESSIONAL EXPERIENCE

2012-Present	Associate Professor, University of California, Davis
2006-2012	Assistant Professor, University of California, Davis
2003-2006	Assistant Professor, University of North Carolina, Chapel Hill
2001-2003	Cross-cultural, Language, and Academic Development (CLAD) Coordinator, Stanford University
1999-2003	Teaching Assistant, Instructor, and Research Assistant, Stanford University
1996-1998	Teacher, ESL, Spanish for Native Speakers, English 12, Spanish II, San Leandro High School, CA
1995-1996	Bilingual and English as a Second Language Teacher, Peabody Veterans Memorial High School, MA

HONORS

- Northern California Association of Phi Beta Kappa, Excellence in Teaching Award, 2012
- Nominee, ASUCD Excellence in (Undergraduate) Education Award, UC Davis, 2012
- *Written Communication* Citation for Excellence in Reviewing, 2012
- Graduate Student Association Award for Excellence in Service to Graduate Students, UC Davis, 2011
- Nominee, ASUCD Excellence in (Undergraduate) Education Award, UC Davis, 2009
- UC Davis Graduate Group in Education Teaching and Mentoring Award, 2008
- Junior Faculty Development Grant Award, University of North Carolina, 2004
- Award for Dedication, Creativity and Commitment to Academic Freedom, San Leandro, CA, 1998
- Massachusetts Excellence in Teaching Award, 1996

BIBLIOGRAPHY*

Journal Articles and Refereed Chapters

- Enright, K. A. (2014). Standards and Personalization in the Writing of Linguistically Diverse Students. *Writing & Pedagogy*, 6(1), 59-88.
- Enright, K. A. (2013). Adolescent writers and academic trajectories: Situating L2 writing in the content areas. In Luciana C. de Oliveira and T. Silva (Eds). *L2 Writing in the Secondary Classroom: Experiences, Issues, and Perspectives*. New York: Routledge.

* Some publications and papers are under the surname Villalva.

- Enright, K. A.; Torres-Torretti, D.; Carreón, O. (2012). Hope is the thing with metaphors: De-situating literacies and learning in English Language Arts classrooms. *Language and Education*, 26(1), 35-51.
- Enright, K. A. (2012). Making it matter: Relevant instruction for New Mainstream students. *Kappa Delta Pi Record*, 48, 67-71.
- Enright, K. A. (2011). Language and literacy for a New Mainstream. *American Educational Research Journal*. 48(1), 80-118.
- Enright, K. A. & Gilliland, B. (2011). Multilingual writing in an age of accountability: From policy to practice in U.S. high school classrooms. *Journal of Second Language Writing*. 20(3), 182-195.
- Ortmeier-Hooper, C. & Enright, K. A. (2011). Mapping new territory: Toward an understanding of adolescent L2 writers and writing in U.S. contexts. *Journal of Second Language Writing*. 20(3), 167-181.
- Enright, K. A. (2010). Academic literacies and adolescent learners: English for subject-matter secondary classrooms. *TESOL Quarterly*. 44(4), 804-810.
- Enright, K. A. (2009). Mathematics Instruction and Academic English: Adapting Problems for Varying English Proficiencies. in Carol Malloy (Ed.) *Mathematics for Every Student, Responding to Diversity, Grades 9-12* (pp29-38). Reston, VA: National Council of Teachers of Mathematics.
- Villalva, K. E. (2006). Reforming high school writing: Opportunities and constraints for Generation 1.5 writers. In P. Matsuda, C. Ortmeier-Hooper & X. You (Eds.) *The Politics of Second Language Writing: In Search of the Promised Land* (pp. 57-68). West Lafayette, IN: Parlor Press.
- Villalva, K. E. (2006). Hidden literacies and inquiry approaches of bilingual high school writers. *Written Communication*. 23(1), 91-129.

Book Chapters

- Valdés, G; Angelelli, C; Enright, K; García, D; González, M. (2002). The Study of Young Interpreters: Methods, Materials, and Analytical Challenges, and the Performance of the Young Interpreters on the Scripted Task. In *Expanding Notions of Giftedness: The Case of Young Interpreters of Immigrant Communities*. G. Valdés. Mahwah, NJ: Lawrence Erlbaum Associates.
- Valdés, G.; Chavez, C.; Angelelli, C.; Enright, K.; González, M.; García, D. and Wyman, L. (2000). Bilingualism from another perspective: the case of young interpreters from immigrant communities. In A. Roca (Ed.), *Research on Spanish in the United States: Linguistic Issues and Challenges* (pp. 42-81). Somerville, MA: Cascadilla Press.

Online Media and Limited Distribution

- Enright, K. A. (2010). Increasing participation in whole-class discussions. <http://teachinghistory.org/teaching-materials/english-language-learners/25699>
- Enright, K. A. (2010). Responding to English learners' writing with the 3 P's: Preparation, purpose, and proficiency. <http://teachinghistory.org/teaching-materials/english-language-learners/24141>
- Enright, K. A. (2010). *Why* did it happen? Making claims about cause and effect in writing about history. *National History Education Clearinghouse*. <http://teachinghistory.org/teaching-materials/english-language-learners/24142>
- Villalva, K. E. (2007). Bilingual Education. In *The Praeger Handbook of American High Schools*. (pp. 53-57). Borman, K. M., Cahill, S. E., and Cotner, B. A. (Eds.). Westport, CT: Praeger.
- Villalva, K. E. (2007). Multiple Intelligences. In *The Praeger Handbook of American High Schools*. (pp. 295-299). Borman, K. M., Cahill, S. E., and Cotner, B. A. (Eds.). Westport, CT: Praeger.
- Valdés, G; Enright, K. (2002). In search of giftedness—The case of Latino immigrant children. In G. Valdés, *Understanding the Special Giftedness of Young Interpreters*. (pp. 1-22). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Valdés, G; Enright, K. (2002). The Gifts and Talents of Young Interpreters—Implications for Researchers and Practitioners. In G. Valdés, *Understanding the Special Giftedness of Young Interpreters*. (pp.

- 155-173). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Angelelli, C., Enright, K., & Valdés, G. (2002). *Developing the talents and abilities of linguistically gifted bilingual students: Guidelines for developing curriculum at the high school level* (RM02156). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

Refereed Unpublished Papers and Oral Presentations

- Enright, K.A. (2013). Chair and Organizer. Academic Language and Literacies in New Mainstream Classrooms. American Educational Research Association, San Francisco, CA.
- Enright, K.A. (2013). Local Literacies and New Mainstream Tensions in English Language Arts. American Educational Research Association, San Francisco, CA.
- Enright, K.A. (2012). Chair and Organizer. New Mainstream Literacies across Curricular Tracks and Subject Areas. Literacy Research Association, San Diego, CA.
- Enright, K.A., Myers, L., Sibbald, K. (2012). Tracking Content Literacy and Knowledge across the Curriculum, Literacy Research Association, San Diego, CA.
- Enright, K.A. (2012). Raising Standards and Reducing Literacy: Writing Practices in New Mainstream Subject-Matter Classrooms. Paper for panel on Adolescent Language Learners Engaging in Literacy Practices: Multilingual Pathways to Writing. American Educational Research Association. Vancouver, BC.
- Enright, K. A., Carreón, O.; Torres-Torretti, D. (2011). Hope is the Thing with Metaphors: De-Situating Literacies and Learning in New Mainstream English Classes. American Association for Applied Linguistics, Chicago, IL.
- Enright, K. A. (2009). Second Language Writing in New Mainstream Secondary Classrooms. Symposium on Second Language Writing. Arizona State University.
- Enright, K. A. (2009). Chair and Organizer. Academic Language in Adolescent Lives: In-School and Out-of-School Factors. American Association for Applied Linguistics, Denver, CO.
- Enright, K. A. (2009). Academic Language in Diverse H.S. English Classrooms. American Association for Applied Linguistics, Denver, CO.
- Enright, K. A. (2009). Academic Language Across Contexts. American Educational Research Assoc., San Diego, CA.
- Villalva, K. E. (2008). Writing Research, Adolescents, and the New Mainstream. Writing Research Across Borders Conference. University of California at Santa Barbara.
- Villalva, K. E. (2007). Writing, Roles, and Rubrics: Linguistically Diverse Students and the Senior Exhibition. Paper as part of a panel entitled: Academic Writing and Diverse Students Across Grade Levels: Meeting Standard Expectations with Innovative Practice. American Educational Research Association, Chicago.
- Villalva, K. E. (2006). Navigating a New Linguistic Landscape: Latinos in North Carolina Classrooms. Paper as part of a panel entitled: Bridging School and Community: Latino Education in the American South. American Educational Research Association, San Francisco.
- Villalva, K. E. (2006). Latinos in North Carolina Classrooms: Navigating New Linguistic Territory. Paper as part of a panel entitled: Latino Community in North Carolina: The Browning of a Black and White Dichotomy. Latin American Studies Association, San Juan, Puerto Rico.
- Villalva, K. E. (2004). Reform, Writing, and Generation 1.5, Symposium on Second Language Writing, Purdue University, IN.
- Villalva, K. E. (2004). Investment and Learning of L1 and L2 High School Writers. Paper in Reading, Writing & Literacy Strand, American Association for Applied Linguistics, Portland, OR.
- Villalva, K. E. (2003). Literacy Practices of Generation 1.5 Secondary Students in Academic Writing. Paper in Reading, Writing & Literacy Strand, AAAL, Arlington, VA.

Villalva, K. E. (2002). English Language Learners in Secondary Schools: The Dilemma of Access and Academic English. Symposium on Literacy and Linguistic Diversity in Today's Classrooms, AERA, New Orleans.

Enright, K. (2001). Academic English: Informing Notions of Literacy for Language Minority Students. Annual Meeting of the U.C. Language Minority Research Institute.

Invited Presentations

Enright, K. A. (2011). For Write or Wrong: Challenges and Successes in EL Writing Development from "K – College." Panelist. Northern Regional CATESOL Conference. UC Davis, CA.

Villalva, K. E. (2006). Academic English and the New Mainstream. Invited Presentation. Symposium on the Development of Academic Uses of English by Adolescent English Learners. West Ed, San Francisco.

Heath, S. B. & Villalva, K. E. (2003). Crossing the Street: A Look Beyond the School. Invited Plenary. Ohio TESOL.

GRANTS

- 2010. UC Davis Summer Salary Research Grant
- 2008-2010. The Diverse Adolescent Literacies Project, Phase II, Spencer Foundation Grant
- 2008-2010. Small Grant in Aid of Research, Committee on Research of the Academic Senate, UCD
- 2007-2008. The Diverse Adolescent Literacies Project, UC Linguistic Minority Research Institute
- 2004-2006. The Language of Math Project, University Research Council Grant, UNC-Chapel Hill

TEACHING AND ADVISING

Courses Taught in UC Davis School of Education

MA/PhD program

- Intro. to Qualitative Research Methods in Education (Research methods, required of all PhD, MA)
- Investigating Academic Language and Literacies (Graduate seminar, elective)
- Language Policy in Schools (Graduate seminar, elective)

EdD (CANDEL) Program

- Inquiry and Practice: Qualitative Research for Ed. Leaders (Research methods, required of all EdD)

Teacher Credential Programs

- Content Area Reading: English, Social Science, and Spanish (Methods, secondary teacher cred, req'd)
- Content Area Reading: Mathematics, Science, and Ag (Methods, secondary teacher cred, required)
- Language Development of the Chicano Child (Elementary teacher credential, required)

Undergraduate Minor

- Cultural Diversity in Schools (Elective)

Courses Taught at the University of North Carolina, Chapel Hill

- Methods and Materials for Teaching English as a Second Language (K-12)
- Student Practicum, MAT in ESL, and ESL Add-On
- Methods and Materials II for Teaching English as a Second Language (K-12)
- Proseminar in Education (Co-instructor)

Courses Taught at Stanford University

- Language Policies and Practices (Co-instructor)
 - Methods for Teaching English as a Second language (Co-instructor)
 - Developing Academic English: Methods for Teaching ESL in American High Schools (TA)
-

PROFESSIONAL SERVICE

To the Discipline

- 2013. Extramural reviewer for promotion and tenure
- 2012-Present. Editorial Board, TESOL Quarterly
- 2007-Present. Editorial Board, Written Communication
- 2010-Present. Editorial Board, Education Sciences
- 2013. Reviewer, Language and Education, Education Sciences, Written Communication, TESOL Quarterly, ESL Writing chapter in Handbook of Second and Foreign Language Writing
- 2011. Reviewer, Review of Educational Research, Journal of Second Language Writing, Written Communication
- 2010. Reviewer, Routledge book proposal, Ethnographic research in applied linguistics
- 2010. Reviewer, Encyclopedia of applied linguistics, "Qualitative literacy research"
- 2008. Reviewer, Research in the Teaching of English, The Modern Language Journal
- 2005-2006. Reviewer, Written Communication
- 2006. Reviewer, Journal of Latinos and Education
- 2005. Reviewer, American Educational Research Journal

Regional/State

- California
- 2013. Member, Content Advisory Committee, California Teacher of English Learners, California Educator Credentialing Examination
- 2008-2009. Member, Planning Committee, Academic Literacy Summit, with university and county district members.
- 2007-2008. Co-Chair. Academic Literacy Summit, with university and county school district members.
- 2002, 2003 Invited workshops for secondary teachers. San Mateo Unified School District.
- 2000-2001. Workshops for district Language Development Assistants, Santa Clara Unified School District.
- 2000-2001. Second language consultant for district literacy coaches. Santa Clara Unified School District.
- 2001. Developer and director. Language and Leadership Summer Academy, Santa Clara Unif. School District.
- 2000. Program coordinator and trainer. ESL Summer Academy, Santa Clara Unified School District.
- 2000. Interim Lead Editor. *When Teaching English Learners to Read in English: A Resource Document*, California Department of Education.
- North Carolina and the South
- 2005. Language Demands of Mainstream Secondary Classrooms. ESL Symposium, NCSU.
- 2005. Informal Advisor on ESL policies. Chapel Hill Carrboro City Schools.
- 2005. Durham Public Schools. CMP Institute session on English language learners.
- 2004. Academic Writing in ESL: Teaching Strategies for Secondary Teachers. Lecture and Workshop. ESL Symposium, North Carolina State University.

Within University of California, Davis

- 2013, 2011 Fulbright Committee, Faculty Reviewer
- 2012 Invited panelist on newly-tenured faculty panel at campus-wide new faculty orientation
- 2012-2013 Faculty Executive Committee
- 2011-present GGE Policy Committee
- 2011-present Academic Policy Committee
- 2010-2012 Teacher Education Diversity and Equity Committee
- 2010-2012 MA Executive Committee
- 2010. Equity Summit Proposal Selection Committee
- 2009-present UC Davis Extension TESOL Advisory Board

- 2008-present Executive Committee Member, Designated Emphasis in Writing, Rhetoric, and Composition Studies
2008. Search Committee Member, University Writing Program Search (for two positions)
2008. Guest lectures and Workshops: LMS Student Meeting, CANDEL Qualitative Methods
2007. Search Committee Member, Academic Affairs Analyst II Search
- 2006-present. Language, Literacy, and Culture Program Committee, Member
- 2008-2009. SOE Masters For Practicing Teachers MA Committees
- 2006-2008. SOE Credential Masters Review Committee, Social Studies Cohort.
- 2006-present Graduate Group in Education, Member
- 2006-present Graduate Group in Linguistics, Member

TEACHER CERTIFICATIONS

English as a Second Language (Grades K-12), North Carolina
 English (Grades 9-12), North Carolina
 Spanish (Grades K-12), North Carolina
 Bilingual Education, Spanish/English (Grades K-12), Massachusetts

PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics
 American Educational Research Assoc
 National Council of Teachers of English
 Teachers of English to Speakers of Other Languages

RELATED SKILLS

Bilingual: English and Spanish.