

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	Teacher, Bilingual and English as a Second Language, 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, 2009
- *Written Communication* Citation for Excellence in Reviewing, 2012
- Graduate Student Association Award for Excellence in Service to Graduate Students, UC Davis, 2011
- 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. & Bencomo Garcia, A. (in press). Latinx youths' plurilingual abilities as workplace abilities and program change. In Losey, K. and Shuck, G. (Eds). *Plurilingual Pedagogies for Multilingual Writing Classrooms: Engaging the Rich Communicative Repertoires of U.S. Students*. New York: Routledge.
- Enright, K. A., Wong, J. W., & Sanchez, S. (2021). Gateway Moments to Literate Identities. *Journal of Literacy Research*, 53(4).
- Enright, K. A. and Wong, J. W. (2018). Relocalizing standards in English language arts: Consequences on Functions of Literacy. *Critical Inquiry in Language Studies*, 15(2), 1-30.

*Some publications and papers are under the surname Villalva.

- Enright, K. A. & Strohl, C. (2017). When procedure limits practice: Lab versus lecture in high school science classrooms. In Langman and Hansen-Thomas (Eds). *Discourse Analytic Perspectives on STEM Education: Exploring Interaction and Learning in the Multilingual Classroom*. (pp. 53-76). Cham, Switzerland: Springer International Publishing.
- 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.
- 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. (under review). Latinx Youth at Work: Negotiating Identity, Agency, and Communication in Professional, Community, and Academic Spaces. Submitted as a symposium for spring 2020 AERA.
- Enright, K.A. (2018). Integrating Literacies in ELA: Promise and Pitfalls. Literacy Research Association, Indian Wells, CA.
- Enright, K.A. (2017). When Procedure Limits Practice: Lab versus Lecture in High School Science Classrooms. Panel on Micro-Analyses of STEM Teachers' Discursive Practice in Diverse Classrooms: Implications for Teacher Preparation. American Educational Research Association, San Antonio, TX.
- Enright, K.A., Strohl, C., Mouavangsou, K. & Mendoza, P. (2014). Talking Science in Linguistically Diverse Secondary Classrooms. American Association for Applied Linguistics, Portland, OR.
- 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

- 2017-2019. The Integrating Literacies Project, Spencer Foundation Grant.
- 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)
- Seminar on Academic Language and Literacies (Graduate seminar, elective)
- Youth as Writers across Languages, Contexts, and Communities (Graduate seminar, elective)
- The Language of Math and Science (Graduate seminar, elective)
- Language Policy in Schools (Graduate seminar, elective)
- Language Diversity and the Common Core (Graduate seminar, elective)

EdD (CANDEL) Program

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

Teacher Credential Programs

- Academic Spanish for Bilingual Educators (required for bilingual endorsement)
- Content Area Literacy: English, Social Science, and Spanish (Methods, secondary teacher cred, req'd)

- 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

Editorial Boards:

- Written Communication, 2007-Present
- Language Arts, 2015-2017
- Education Sciences, 2010-2018
- TESOL Quarterly, 2012-2015

Manuscript Reviewer, 2013-2021

- Bilingual Research Journal, Education Sciences, Equity and Excellence in Education, Handbook of Second and Foreign Language Writing, Journal of Second Language Writing, Language and Education, Research in the Teaching of English, TESOL Quarterly, Written Communication

Extramural reviewer for promotion and tenure, 2013, 2016

Extramural reviewer for WT Grant Foundation award, 2013, 2017

Manuscript Reviewer, 2005-2011

- American Educational Research Journal, Journal of Latinos and Education, Journal of Second Language Writing, The Modern Language Journal, Research in the Teaching of English, Review of Educational Research, Written Communication
- Routledge book proposal, Ethnographic research in applied linguistics; Encyclopedia of applied linguistics, "Qualitative literacy research"

Regional/State

▪ California

- 2019. Professional Development, Work-Study Supervisors: Apprenticeship- Workplace Communication and Professional Identities. Cristo Rey High School, Sacramento, CA. (Summer Session, 80 participants)
- 2019. Professional Development, Work-Study Supervisors: Beyond Tinkering: Using Youth Development and Management Tools Systematically. Cristo Rey High School, Sacramento, CA. (Winter Session, 70 participants)
- 2018. Professional Development, Work-Study Supervisors: Re-Tooling the Toolbox. Cristo Rey High School, Sacramento, CA. (Summer Session, 70 participants)
- 2017. Professional Development, Teachers & Staff: Languages of Learning. Cristo Rey High School, Sacramento, CA.
- 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

- 2021-2022 School of Education Teacher Education Executive Committee
 2021-2022 School of Education Courses Committee
 2019-2021 Director of Undergraduate Programs, School of Education
 2019-2020 Undergraduate Council, member
 2018-2019 Joint Academic Senate/Administrative Task Force on Writing
 2017-present Status of Women at Davis Administrative Advisory Committee (SWADAAC) to the Chancellor and Provost (under Office of Campus Community Relations)
 2017-2019 Graduate Studies Internal Fellowship Faculty Review Committee
 2016-present School of Education Executive Policy Committee, Chair
 2011-2014 Academic Policy Committee
 2011-2014 GGE Policy Committee
 2013, 2011 Fulbright Committee, Faculty Reviewer
 2012-2013 Faculty Executive Committee
 2010-2012 Teacher Education Diversity and Equity Committee
 2010-2012 MA Executive Committee
 2010. Equity Summit Proposal Selection Committee
 2009-2012 UC Davis Extension TESOL Advisory Board
 2008-2012 Executive Committee Member, Designated Emphasis in Writing, Rhetoric, and Composition Studies
 2006-present. Language, Literacy, and Culture Program Committee, Member
 2006- 2015 SOE Masters For Practicing Teachers MA Committees
 2006-present Graduate Group in Education, Member
 2006-2014 Graduate Group in Linguistics, Member

PRIOR TEACHER CERTIFICATIONS

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

PROFESSIONAL MEMBERSHIPS

- American Association for Applied Linguistics
 American Educational Research Assoc

Literacy Research Association
National Council of Teachers of English
Teachers of English to Speakers of Other Languages

RELATED SKILLS

Bilingual: English and Spanish.