

Melissa Sherfinski, Ph. D.

Associate Professor of Early Childhood and Elementary Education

602F 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

PEER REVIEWED JOURNAL ARTICLES

Sherfinski, M. Challenges to goals of “recovery”: A narrative analysis of neoliberal policy effects on two mothers of young children with autism. *Journal of Early Childhood Research*, 1-25. (accepted w/ minor rev.)

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.

**EDITED,
PEER
REVIEWED
BOOK
CHAPTER**

***Sherfinski, M., & Mathew, S.** Negotiating the culture of expertise: Experiences of families of children with mild autism and other sensory/behavioral differences. In K. Lee, P. Smagorinsky, and J. Tobin (Eds.), *Post-disability studies in education: Creating new cultures surrounding youth of difference*. New York: Peter Lang. (accepted)

**PEER
REVIEWED
BOOK
REVIEW**

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.

**REVIEWED
BOOK
REVIEWS**

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

Sherfinski, M., & Jalalifard, M. (2017). Min Yu. The politics, practices, and possibilities of migrant children schools in contemporary China. *Diaspora, Indigenous, and Minority Education*, 1-2.

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

**INVITED
BOOK
REVIEWS**

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.

**REVIEWED
ESSAY**

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 and/or practicing teachers 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

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.

NATIONAL & INTER-NATIONAL CONFERENCE PRESENTATIONS **Sherfinski, M.** (2017). *Critical communities of practice in pre-kindergarten: A new way of understanding, creating, and using multicultural knowledge*. Paper to be presented at the Reconceptualizing Early Childhood (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.

**KNOWN
CITATIONS
OF MY WORK**

Palaiologou, I., & Male, T. (2017). Partnerships with parents. In Z. Brown and S. Ward (Eds.), *Contemporary Issues in Childhood: An Ecological Approach* (pp. 83-97). London: Routledge.

Ridgely, S. (2016). *Practicing what the doctor preached: At home with Focus on the Family*. New York: Oxford University Press.

Lois, J. (2016). Homeschooling motherhood. In M. Gaither (Ed.), *The Wiley handbook of home education* (pp. 186-206). New York: Wiley.

Brown, C. P., & Weber, N. B. (2016). Working with practicing teachers in a high-stakes teaching context to rethink their pedagogical practices with children of diverse backgrounds. *Action in Teacher Education*, 38(3), 259-277.

Kunzman, R. (2016). Home education: Practices, purposes, and possibilities. In the *Palgrave international handbook of alternative education* (pp. 179-194). New York: Palgrave Macmillan.

Brown, C. P., & Mowbry, B. (2016, February). "I wanted to know how they perceived jail": Studying how one early educator brought her students' worlds into her standardized teaching context. *Early Childhood Education Journal*, 1-11. Cited on p. 2.

Brown, C. P., & Weber, N. B. (2016). Struggling to overcome the state's prescription for practice: A study of a sample of early educators' professional development and action research projects in a high-stakes teaching context. *Journal of Teacher Education*, 67(3), 183-202. Cited on p. 184.

Winder, C., & Corter, C. (2016). The influence of prior experiences on education students' anticipated work with families. *Teaching and Teacher Education*, 55, 133-142. Cited on p. 134.

Posey-Maddox, L. & Haley-Lock, A. (2016). One size does not fit all: Understanding family engagement in the contexts of work, family, and other schooling. *Urban Education*, 51(6), 1-28. Cited on p. 3.

Brown, C. P., & Lan, Y. C. (2015). A qualitative metasynthesis comparing U.S. teachers' conceptions of school readiness prior to and after the implementation of NCLB. *Teaching and Teacher Education*, 45, 1-13. Cited on p.3.

Hill, H.C., Blazar, D., & Lynch, K. (2015). Resources for teaching: examining personal and institutional predictors of high-quality instruction. *AERA Open*, 1(4), 1-23. Cited on p. 2.

Ochshorn, S. (2015). *Squandering America's future: Why ECE policy matters for equality, our economy, and our children*. New York: Teachers College Press. Cited on pp. 61-62 and in Notes, p. 146.

Sabol, T. J., & Pianta, R. C. (2015). Validating Virginia's quality rating and improvement system among state-funded pre-kindergarten programs. *Early Childhood Research Quarterly*, 5(30), 183-198. Cited on p. 185.

Walters, L. A. (2015). *Relationships of parental homeschooling approaches including technology integration*. Unpublished doctoral dissertation, Southern Mississippi State University. Cited on pp. 2, 29, 34, and 46.

Connelly, R., Sullivan, A., & Jerrim, J. (2014, August). *Primary and secondary education and poverty review*. Institute of Education, University of London. Cited on pp. 42 and 73.

Graue, M. E., Whyte, K., & Delaney, K. K. (2014). Fostering culturally and developmentally responsive teaching through improvisational practice. *Journal of Early Childhood Teacher Education*, 35(4), 297-317. Cited on p. 297.

Johnson, W. R. (2014). *A multiple case study investigating the influence of homeschool parents' perceptions of success on the learning environment*. Unpublished doctoral dissertation, Liberty University. Cited on pp. 60, 138, 140, and 166.

Miller, K., Hilgendorf, A., & Dilworth-Bart, J. (2014). Cultural capital and home-school connections in early childhood. *Contemporary Issues in Early Childhood*, 15(4), 329-345. Cited on pp.331, 339, and 340.

Pakarinen, E., Aunola, K., Kiuru, N., Poikkeus, A. M., Siekkinen, M., & Nurmi, J. E. (2014). The cross-lagged associations between classroom interactions and children's achievement behaviors. *Contemporary Educational Psychology, 39*(3), 248-261. Cited on p. 258.

Sohn, K. (2014). A review of research on Project STAR and path ahead. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 1-19. Cited on p. 15.

Tures, A. (2014). *In dialog mit jungen Kindern*. Berlin: Lehmanns. (in German). Referenced on p. 347.

Wiens, P. D. (2014). Using a participant pool to gather data in a teacher education program: The course of one school's efforts. *Issues in Teacher Education, 23*(1), 177-206. Cited on p. 189.

Wiens, P. D., & Ruday, S. (2014). Personality and preservice teachers: Does it change, Does it matter? *Issues in Teacher Education, 22*(2), 7-27. Cited on p. 14.

Winder, C. M. (2014). *Pre-service and experienced early childhood educators' perceptions of their work with families*. Unpublished doctoral dissertation, University of Toronto. Cited on p. 11.

Boz, T. (2013). *Difficulties teachers experience in 4+4+4 new education system at first grade level*. Unpublished master's thesis, Middle East Technical University. Cited on p. 14.

Graue, M. E., Delaney, K. K., & Karch, A. S. (2013). Ecologies of education quality. *Education Policy Analysis Archives, 21*(8). Cited on p. 6.

Murphy, T. (2013). *An evaluation of home-school partnership relations developed in designated disadvantaged (DEIS) postprimary schools to enhance students' literacy and numeracy*. Unpublished doctoral dissertation, Dublin City University. Cited on p. 60.

Posey-Maddox, L. (2013). Professionalizing the PTO: Race, class, and shifting norms of parental engagement in a city public school. *American Journal of Education, 119* (2), 235-260. Cited on p. 256.

Wertfein, M., Muller, K., & Danay, E. (2013). Die bedeutung des teams fur die interaktionsqualitat in kinderkrippen. *Fruhe Bildung*, 2, 20-27. (in German)

Wiens, P. D., Hessberg, K., LoCasale-Crouch, J., & DeCoster, J. (2013). Using a standardized video-based assessment in a university teacher education program to examine preservice teachers' knowledge related to effective teaching. *Teaching and Teacher Education*, 33, 24-33. Cited on p. 25.

Williams, R. D., Barnes, J.T., Holman, T., & Hunt, B. P. (2013). Substance use prevention among at-risk rural youth: Piloting the social ecological one life program. *Journal of At-Risk Issues*, 18(1). Cited on p. 24.

Leite, C. (2012). *Grade retention practices in primary education in Timor-Leste: A case study*. Unpublished master's thesis, Victoria University of Wellington. Cited on p. 22.

Schenker-Wicki, A., & Inauen, M. (2012). The economics of teaching: What lies behind student-faculty ratios? *Higher Education Management and Policy*, 23(3). Cited on pp. 34 and 50.

**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-present). Elementary Area.

West Virginia University Graduate Faculty (2011-present)

Women's and Gender Studies Faculty Associate (2014-present)

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 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)

Masters level:

C&I 602-School Curriculum and Teaching Principles
C&I 604-School Curriculum (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)
C&I 693E-Counselors & Classrooms (online)
EDUC 600-Teacher as Researcher
EDUC 602-Teacher as Leader

Doctoral level:

SCFD 715-Advanced Qualitative Research Methods
C&I 790-Teaching Practicum
C&I 795-Independent Study: Diversity in Society
C&I 797-Research
C&I 798-Dissertation

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. (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
ELEMENTARY
TEACHING**

Kindergarten Teacher, Mount Horeb Early Learning Center, Mount Horeb Area School District, Mount Horeb, WI
 August 2003-June 2006
 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
CERTIFI-
CATIONS**

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

**ACADEMIC
SERVICE**

National/International Service to Profession

**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** (appointed) (2016-present).

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 (2015-present). *Policy Futures in Education*.

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

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

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)

Early Education and Child Development SIG (2012, 2013, 2015, 2016, 2017)

Conference Proposal Reviewer (2015-present). Re-conceptualizing Early Childhood Education (RECE) International Conference.

Ireland (2015)

New Zealand (2016)

Toronto (2017)

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

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 Service

Member. (2017-2019). Faculty Executive Committee.

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

Member (2016-present). 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 (2016-2018). Annual Review Committee.

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

Committee Member (2014-2016). Graduate Program Committee.

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

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

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

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). Benedum Collaborative Inquiry Celebration. Morgantown, WV.

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

RECOGNITIONS

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.

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

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

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

Reconceptualizing Early Childhood Education (RECE)

National Association for the Education of Young Children (NAEYC)

International Center for Home Education Research (ICHER)

DISSERTATION

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,

THESIS

India

COMMITTEES

Tenure Track Assistant Professor of Community Engagement, Point Park University

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*

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*
Tenure Track Assistant Professor of Education, Oklahoma Panhandle State University

Chair:

Tina Cowger, Ed. D. in progress (Curriculum & Instruction)
Saya Bobick, Ed. D. in progress (Curriculum & Instruction)
Rae Emrick, Ed. D. in progress (Curriculum & Instruction)
Jessica Nelson, Ed. D., in progress (Curriculum & Instruction)
Sandy Rodeheaver, Ed. D. in progress (Curriculum & Instruction)
Mariam Jalalifard, Ed. D. in progress (Curriculum & Instruction)

Doctoral Dissertation Committees:

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).

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).

Hilary Bougher-Muckian, Ph. D., in progress (Child Development & Family Studies; Amy Kennedy Root, Chair)

Natalya Kuznetsova, Ph. D. in progress (Interdisciplinary Education; Malayna Bernstein and Audra Slocum, Co-chairs)

Veronica Ghezzi, Ed. D., in progress (Curriculum & Instruction; Heiko ter Haseborg, Advisor)

Michael Lane, Ed. D., in progress (Curriculum & Instruction; Audra Slocum, Chair)

Jing Zhang, Ph. D., in progress (Interdisciplinary Education; Keri Valentine, 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 Root, Chair)

Undergraduate Honor's Project Advisor:

Courtney Schrand (Completed December 2013)