

PAUL J. YODER, PH.D.
Eastern Mennonite University
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Harrisonburg, VA 22802
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EDUCATION

- University of Virginia**, Charlottesville, VA 2016
Ph.D. in Curriculum & Instruction, Social Studies Education
Dissertation Title: Middle School Emergent Bilingual and Bilingual Students'
Perspectives on U.S. History
Advisors: Stephanie van Hover and Amanda Kibler
- Eastern Mennonite University**, Harrisonburg, VA 2011
M.A. in Education, Teaching English as a Second Language (TESL) emphasis
Action Research Title: Effects of Academic Discussion on Academic Language
Acquisition of English Language Learners
- Eastern Mennonite University**, Harrisonburg, VA 2006
B.A., History & Social Science with TESL and Political Science minors
Secondary Social Studies (6-12) and ESL (K-12) teacher licensure
Meritorious New Teacher Candidate
Honors Program

PROFESSIONAL EXPERIENCE

- Associate Professor of Teacher Education** 2022-present
Eastern Mennonite University, Harrisonburg, VA
- Director of Graduate Teacher Education** 2020-present
Eastern Mennonite University, Harrisonburg, VA
- Assistant Professor of Teacher Education** 2016-2022
Eastern Mennonite University, Harrisonburg, VA
- Graduate Assistant (Teaching & Research)** 2012-2016
Department of Curriculum, Instruction & Special Education,
University of Virginia, Charlottesville, VA
- Middle School Social Studies Teacher** 2008-2012
Thomas Harrison Middle School, Harrisonburg, VA

English as a Second Language Instructor

Intensive English Program,
Eastern Mennonite University, Harrisonburg, VA

Summer 2007

English as a Second Language Tutor

Rockingham County Public Schools, Harrisonburg, VA

2006-2008

UNIVERSITY TEACHING EXPERIENCE

EASTERN MENNONITE UNIVERSITY, Harrisonburg, VA

Courses Taught

- *ED 333: Social Studies in the Elementary School*
- *ED 351: General Curriculum and Methods for Middle and Secondary Teaching*
- *ED 374: Special Methods for Middle and Secondary Teaching: History and Social Science*
- *ED 385: Content Area Methods for Middle and Secondary Teaching*
- *ED 391: Middle School Curriculum and Organization*
- *ED 401: Examining Foundations of Education*
- *EDCC 531: Social and Ethical Issues in Education*
- *EDDA 501: Fostering Resilience through School and Community Partnerships*
- *EDSL 551: Methods of Teaching ESL/FL*
- *EDSL 581: Language and Culture*
- *GEOG 231: Cultural Geography*
- *HONRS 316: Honors Colloquium: Fish in Ocean of Trauma*

Field Placements Supervised

- *ED 361: Special Methods Professional Field Experience*
- *ED 451/452: Middle School/High School Student Teaching*
- *LING 460: Practicum in TESOL*
- *EDPC 601: TESL Practicum*
- *EDS 621: Student Teaching Internship – TESOL*

UNIVERSITY OF VIRGINIA, Charlottesville, VA

Instructor of Record

- *EDIS 4886: Field Experience: Social Studies Education*
- *EDIS 5601: Teaching Social Studies in the Secondary School II*
(Co-Instructor: Stephanie van Hover)

Graduate Teaching Assistant

- *EDIS 4886: Field Experience: Social Studies Education*
(Instructor: Stephanie van Hover)
- *EDIS 5020: Instruction and Assessment (Instructor: Susan Mintz)*

- *EDIS 5600: Teaching Social Studies in the Secondary School I*
(Instructor: Stephanie van Hover)

University Supervisor

- *EDIS 4886: Field Experience: Social Studies Education*
- *EDIS 5887: Teaching Associateship: Social Studies*

JAMES MADISON UNIVERSITY, Harrisonburg, VA

Adjunct Instructor (Spring 2016)

- *ELED 434: Children and Social Studies*

SCHOLARSHIP (*denotes name of current or former advisee/student)

Refereed Journal Articles

Yoder, P. J. (in press). Inside the black box of divisive concepts and difficult history: Introducing a typology of collective trauma in social studies education. *AERA Open*.

Yoder, P. J., Wiens, P., Shultz, R. M., & Chou, A. (in press). Educational experiences and teacher faith integration self-efficacy in preK-12 Mennonite schools in North America. *Religious Education*. <https://doi.org/10.1080/00344087.2024.2388982>

Yoder, P. J. (2024). Between villainification and heroification: Toward a theory of nuanced ethical judgments. *Social Studies Research and Practice*, 19(2), 209-223. <https://doi.org/10.1108/SSRP-12-2023-0071>

Jaffee, A. T., & Yoder, P. J. (2024). Complex citizenship: Examining the civic engagement of Iraqi and Eritrean youth in predominantly Latinx settings. *The Social Studies*, 115(5), 242-255. <https://doi.org/10.1080/00377996.2024.2308923>

Wiens, P. D., Calkins, L., Yoder, P. J., & Hightower, A. (2022). Examining the relationship between instructional practice and social studies teacher training: A TALIS study. *The Journal of Social Studies Research*, 46(2), 123-133. <https://doi.org/10.1016/j.jssr.2021.05.006>

Wiens, P. D., Hightower, A., Yoder, P. J., & Chou, A. (2021). Antecedents of faith integration self-efficacy in PreK-12 Mennonite schools in North America. *British Journal of Religious Education*, 44(1), 1-12. <https://doi.org/10.1080/01416200.2021.1951166>

Calkins, L., Yoder, P. J., & Wiens, P. (2021). Renewed purposes for social studies teacher preparation: An analysis of teacher self-efficacy and initial teacher education. *Journal of Social Studies Education Research*, 12(2), 54-77. <https://www.bulenttarman.com/index.php/jsser/issue/view/35/showToc>

- Yoder, P. J., Wiens, P. D., & Chou, A. (2021). Constructivist or Christian: A mixed-methods examination of teacher purposes and practices at Mennonite schools. *Journal of Research on Christian Education*, 30(1), 59-78. <https://doi.org/10.1080/10656219.2021.1906369>
- Yoder, P. J. (2021). Examining three narratives of U.S. history in the historical perspectives of middle school (emergent) bilingual students. *The Journal of Social Studies Research*, 45(3), 167-180. <https://doi.org/10.1016/j.jssr.2020.10.001>
- Yoder, P. J. (2020). "He wants to get rid of all the Muslims": Mexican American and Muslim students' use of history regarding candidate Trump. *Theory & Research in Social Education*, 48(3), 346-374. <https://doi.org/10.1080/00933104.2020.1773364>
- *Cook, R., & Yoder, P. J. (2019). Finding Dewey and the C3 Framework: Lessons from a government unit on local history. *The Oregon Journal of the Social Studies*, 7(2), 55-67. <https://drive.google.com/file/d/1mP6P49K09AO0uAlhFjBAukOS3G5w6qr/view>
- Yoder, P. J. (2018). Christian Peacemaker Teams: Uniquely Christian identity meets mainstream peacemaking. *The Journal of Human Rights*, 13(2), 221-240. <https://doi.org/10.22096/HR.2019.105288.1106>
(Published without author submission or permission based on 2007 conference paper written when the author was an undergraduate student.)
- Karam, F. J., Kibler, A. K., & Yoder, P. J. (2017). "Because even us, Arabs, now speak English": Syrian refugee teachers' investment in English as a foreign language. *International Journal of Intercultural Relations*, 60, 169-182. <https://doi.org/https://doi.org/10.1016/j.ijintrel.2017.04.006>
- Karam, F. J., Monaghan, C., & Yoder, P. J. (2017). 'The students do not know why they are here': education decision-making for Syrian refugees. *Globalisation, Societies and Education*, 15(4), 448-463. <https://doi.org/10.1080/14767724.2016.1222895>
- Yoder, P. J., Kibler, A., & van Hover, S. (2016). Instruction for English language learners in the social studies classroom: A meta-synthesis. *Social Studies Research and Practice*, 11(1), 20-39. http://www.socstrpr.org/wp-content/uploads/2016/04/MS06635_Yoder.pdf
- Yoder, P. J. (2015). Lebanon: A case of history education in a sectarian society. *Journal of International Social Studies*, 5(1), 140-149. iajiss.org/index.php/iajiss/article/view/173

Yoder, P. J. (2013). Structured academic discussion and academic language acquisition of English language learners. *Ohio Social Studies Review*, 50(2), 39-51.
<https://ossr.scholasticahq.com/article/977-volume-50-number-2>

Co-Edited Book

Yoder, P. J., & Johnson, A. (Eds.). (2022). *Hollywood or history? An inquiry-based strategy for using film to acknowledge trauma in social studies*. Information Age.

Edited Book Chapters

Yoder, P. J. (2024). Empowering elementary EBML students: A collaborative action research project featuring a teacher educator and a newcomer teacher. In C. Salinas & A. T. Jaffee (Eds.), *Teaching culturally and linguistically relevant social studies: Examining research and practice with and for emergent bilingual and multilingual youth* (pp. 87-99). Teachers College Press.

Ardell, L., & Yoder, P. J. (2022). The underground railroad doesn't run underground: Tackling metaphors in the social studies classroom. In L. H. Seah, R. Silver, & M. Baidon (Eds.), *The role of language in content pedagogy: A framework for teachers' knowledge* (pp. 197-212). Springer. https://doi.org/10.1007/978-981-19-5351-4_10

Fitzpatrick, C., & Yoder, P. J. (2021). The "ideal" Spartan: Material culture in film. In S. L. Roberts & C. Elfer (Eds.), *Hollywood or history? An inquiry-based strategy for using film to teach world history* (pp. 121-131). Information Age.

Jaffee, A. T., & Yoder, P. J. (2019). Teaching social studies to English language learners: Current research, theories, and pedagogical practices. In L. C. d. Oliveira (Ed.), *Handbook of TESOL in K-12* (pp. 307-321). John Wiley & Sons.
<https://doi.org/10.1002/9781119421702.ch20>

Yoder, P. J., & Jaffee, A. T. (2019). Multiple perspectives: Engaging diverse voices in the social studies classroom. In K. O. L. C. de Oliveira, R. Kenney, & A. Oliveira (Ed.), *Teaching the content areas to English language learners in secondary schools* (pp. 327-340). Springer.

Yoder, P. J., Yoder, K., & Johnson, A. P. (2018). The various roles of African Americans in the American Revolution. In S. L. Roberts & C. J. Elfer (Eds.), *History or Hollywood? An inquiry-based strategy for using film to teach U.S. history* (pp. 57-62). Information Age.

Yoder, P. J., & van Hover, S. (2018). Teaching history to ELLs in standards-based settings: Implications for teacher educators. In L. C. de Oliveira & K. M. Obenchain (Eds.), *Teaching history and social studies to English language learners: Preparing pre-service and in-service teachers* (pp. 39-65). Palgrave Macmillan.
https://doi.org/10.1007/978-3-319-63736-5_3

Yoder, K., & Yoder, P. J. (2017). Glass slipper, gold sandal: A worldwide Cinderella. In A. S. Libresco, J. Balantic, & M. Battenfeld (Eds.), *Notable books, notable lessons: Putting social studies in the K-8 curriculum* (pp. 11-14). ABC-CLIO.

Yoder, P. J., Johnson, A. P., & Karam, F. J. (2016). (Mis)perceptions of Arabs and Arab Americans: How can social studies teachers disrupt the stereotypes? In W. Journell (Ed.), *Teaching social studies in an era of divisiveness: The challenges of discussing social issues in a non-partisan way* (pp. 63-77). Rowman & Littlefield.

Book Reviews

Yoder, P. J. (2019). No reluctant citizens: Teaching civics in K-12 classrooms. [Review of the book *No reluctant citizens: Teaching civics in K-12 classrooms*, edited by J. Clabough & T. Lintner]. *Teachers College Record*. <https://www.tcrecord.org>

Yoder, P. J., & van Hover, S. (2013). Fiction in the Classroom: Literature and History. [Review of the book *Child-sized history: Fictions of the past in U.S. classrooms*, by S. L. Schwebel]. *Theory & Research in Social Education*, 41(3), 428-435. <https://doi.org/10.1080/00933104.2013.815048>

Non-Refereed Publications

Yoder, P., & Wiens, P. (2020, January). Restorative justice in Mennonite schools. *The Mennonite*, 23(1), 20-24. <https://themennonite.org/feature/restorative-justice-mennonite-schools/>

Hightower, A., Wiens, P. D., & Yoder, P. J. (2019). *Survey of Mennonite Schools Council educators: Final report*. https://digitalscholarship.unlv.edu/tl_fac_articles/272

Trent, S. C., Karam, F., Kelly, C., Stephensen, K., Driver, M., Hughey-Commers, E., O'Brien, C., & Yoder, P. J. (2013). Closing achievement gap requires new thinking, new approaches. *The Richmond Times Dispatch*, E1, E5. https://www.richmond.com/opinion/columnists/closing-achievement-gap-requires-new-thinking/article_2db1a7fe-fd63-537e-a988-b5421b347428.html

REFEREED CONFERENCE PRESENTATIONS

International and National Peer-reviewed Presentations and Workshops

Yoder, P. J., Wiens, P., & Chou, A. (2024, April 11-14). *Conceptualizing restorative justice in education in Mennonite schools* [Paper presentation]. AERA Annual Meeting, Philadelphia, PA.

Southall, A. B., Daly, J., ... Yoder, P. J. (2023, November 29-30). *Collectively disrupting the image of a professor: The stories of small college and university faculty* [Story Circle]. Annual Conference of the College and University Faculty Assembly of the National Council for the Social Studies, Nashville, TN.

- Yoder, P. J., Wiens, P., Shultz, R. M., & Chou, A. (2023, April 13-16). *Educational experiences and teacher faith integration self-efficacy in pre-K-12 Mennonite schools in North America* [Paper presentation]. AERA Annual Meeting, Chicago, IL.
- Jaffee, A. T., Salinas, C., . . . Yoder, P. J. (2022, November 30 – December 2). *Culturally and linguistically relevant social studies with emergent bilingual and multilingual youth* [CID]. Annual Conference of the College and University Faculty Assembly of the National Council for the Social Studies, Philadelphia, PA.
- Yoder, P. J. (2021, November 16-19). *Re-examining whiteness in social studies education through critical self-reflection* [Paper presentation]. Online Conference of the College and University Faculty Assembly of the National Council for the Social Studies.
- Yoder, P. J., Calkins, L., & Wiens, P. (2021, November 16-19). *Leveraging national survey data to reimagine culturally & linguistically responsive social studies instruction* [Paper presentation]. Online Conference of the College and University Faculty Assembly of the National Council for the Social Studies.
- Wiens, P., Hightower, A., Yoder, P., & Chou, A. (2021). *Antecedents of faith self-efficacy in preK-12 Mennonite schools in North America*. Paper accepted at the annual meeting of the American Educational Research Association, Conference Online due to COVID-19 pandemic.
- Calkins, L., Wiens, P., & Yoder, P. J. (2020, November 30-December 4). *Renewed purposes for social studies teacher preparation: An analysis of teacher self-efficacy and initial teacher education* [Paper presentation]. Online Conference of the College and University Faculty Assembly of the National Council for the Social Studies.
- Yoder, P. J., & Yoder, K. (2020, November 30-December 4). *Engaging contested histories: Toward a theory of trauma-acknowledging history instruction* [Paper presentation]. Online Conference of the College and University Faculty Assembly of the National Council for the Social Studies.
- Yoder, P. J. (2020, November 30-December 4). *Engaging contested histories through integrated instruction for English learners: A collaborative action research project* [Paper presentation]. Online Conference of the College and University Faculty Assembly of the National Council for the Social Studies.
- Yoder, P. J., Wiens, P., & Chou, A. (2020, April 17-21). *Constructivist or Christian: A mixed-methods examination of teacher purposes and practices at Mennonite schools* [Roundtable Session]. AERA Annual Meeting, San Francisco, CA
<http://tinyurl.com/w6denxu> (Conference canceled)

- Johnson, A. P. & Yoder, P. J. (2020, April 17-21). *Mandating the U.S. Citizenship and Immigration Services civics exam: Conceptualizations of citizenship and political trauma* [Paper Session]. AERA Annual Meeting, San Francisco, CA
<http://tinyurl.com/rtyee7q> (Conference canceled)
- Wiens, P., Yoder, P., Hightower, A., & Chou, A. (2020). Examining teaching practices and their connection to preservice training among teachers in Mennonite schools. Research presentation at the Association of Teacher Educators Annual Conference, Atlantic City, NJ, February 2020.
- Yoder, P. J. (2019). The water in which we swim: Acknowledging and problematizing traumagenic events in social studies curriculum. Paper presented at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin, TX, November 2019.
- Yoder, P. J. & Jaffee, A. T. (2019). Complex citizenship: Examining the civic engagement of Iraqi and Eritrean youth in predominantly Latinx settings. Paper presented in the symposium, Examining, Enacting, and Reframing Theory: Centering the Civic Engagement of Historically Marginalized Youth, at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin, TX, November 2019.
- Yoder, P. J. & Johnson, A. P. (2019). "I'm bored!" Promoting agency among English learners through authentic inquiry. Workshop presented at the meeting of the National Council for the Social Studies, Austin, TX, November 2019.
- Jaffee, A. T., & Yoder, P. J. (2018). Culturally and linguistically responsive social studies instruction for English language learners: Transdisciplinary perspectives on research and pedagogical practices. Paper presented at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Chicago, IL, November 2018.
- Southall, A., & Yoder, P. J. (2018). Embedding ESL methods and instruction into traditional methods coursework. SCUFF Roundtable Session at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Chicago, IL, November 2018.
- Yoder, P. J., & van Hover, S. D. (2018). Teaching history to English language learners in standards-based settings: Implications for teacher educators. Paper presented at the meeting of the American Educational Research Association, New York, NY, April 2018.

- Yoder, P. J. (2017). "I would say they did good things because I like America how it is today": (Emergent) bilingual students' employment of U.S. history narratives. Paper presented at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA, November 2017.
- Yoder, P. J., & Jaffee, A. T. (2017). Multiple perspectives: Engaging diverse voices in the social studies classroom. Workshop presented at the meeting of the National Council for the Social Studies, San Francisco, CA, November 2017.
- Anderson, D., Bauml, M., Burrough, G., Camardese, A., Cartwright, A., Daly, J., . . . Yoder, P. J. (2017). Critical conversations in K-12 social studies teacher education: Politics, current events, and diversity. SCUFF Roundtable Session at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA, November 2017.
- Yoder, P. J. (2017). He wants to get rid of all the Muslims: Student perspectives on Donald Trump. Paper presented at the meeting of the American Educational Research Association, San Antonio, TX, April 2017.
- Yoder, P. J., & Johnson, A. P. (2016). (Mis)perceptions of Arabs and Arab Americans: How can social studies teachers disrupt the stereotypes? Paper presented in the symposium, 21st Century Social Issues and the Social Studies Curriculum, at the meeting of the National Council for the Social Studies, Washington, D.C., December 2016.
- Futch Ehrlich, V. A., Kibler, A. K., Elreda, L. M., Yoder, P. J., Hemmler, V. H., & Johnson, H. E. (2016). Peer interactions in diverse classrooms: The role of linguistic social network integration. Paper presented at the meeting of the American Educational Research Association, Washington, D.C., April 2016.
- Karam, F. J., Kibler, A., Yoder, P. J., & Monaghan, C. (2016). Syrian refugee NNESTs: Teacher identity and the fear of English. Winner of the TESOL Award for an Outstanding Paper on NNEST Issues. Paper presented at the TESOL International Convention & English Language Expo, Baltimore, MD, April 2016.
- Yoder, P. J., Kibler, A. K., Futch Ehrlich, V. A., & Molloy Elreda, L. (2015). Knowing your students: Examining the impact of a middle school U.S. history teacher's perceptions of English language learners. Paper presented at the Graduate Student Forum at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, New Orleans, LA, November 2015.

- Yoder, P. J., & van Hover, S. (2015). Supporting social studies learning among English language learners. Research into Practice session presented at the meeting of the National Council for the Social Studies, New Orleans, LA, November 2015.
- Yoder, P. J., & van Hover, S. (2015). History instruction with English language learners: A case study. Paper presented at the meeting of the American Educational Research Association, Chicago, IL, April 2015.
- Kibler, A., Futch, V. A., Elreda, L., Bergey, R., Karam, F. J., & Yoder, P. J. (2015). English learners' classroom peer networks: Mixed-methods insights into English language development. Paper presented at the meeting of the American Educational Research Association, Chicago, IL, April 2015.
- Yoder, P. J., & Monaghan, C. (2015). Refugee education: For the state but not by the state. Paper presented at the meeting of the Comparative and International Education Society, Washington, D.C., March 2015.
- Yoder, P. J., Kibler, A., & van Hover, S. (2014). Building a framework for history instruction for English language learners. Paper presented at the symposium, English Language Learners in the Social Studies, at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Boston, MA, November 2014.
- Yoder, P. J. (2014). Lebanon: A case of history education in a sectarian society. Paper presented at the meeting of the International Assembly of the National Council for the Social Studies, Boston, MA, November 2014.
- van Hover, S., Hicks, D., Washington, E. A., & Yoder, P. J. (2014). Sure, sources, but then what? Historical "practices" and the development of the protocol for assessing the teaching of history. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA, April 2014.
- Yoder, P. J., & Johnson, A. (2013). Research in practice: Historical significance and teacher education in the commonwealth of Virginia. Paper presented at the symposium, Is the Concept of Historical Significance "Significant" in the Preparation of History Teachers?, at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, St. Louis, MO, November 2013.
- van Hover, S., Hicks, D., Cotton, S., & Yoder, P. J. (2013). Breaking apart is hard to do: The challenges of "decomposition of practice" in the development of the protocol for assessing the teaching of history (PATH). Paper presented at the meeting of the College and University Faculty Assembly of the National Council for the Social Studies, St. Louis, MO, November 2013.

Yoder, P. J. (2007). Christian Peacemaker Teams: Uniquely Christian identity meets mainstream peacemaking. Paper presented at the Fourth International Conference on Human Rights and Religion, Mofid University, Qom, Iran, May 2007.

State and Local Peer-reviewed Presentations and Workshops

Yoder, P. J., & Jaffee, A. T. (2017). Uncovering with structured academic controversy. Workshop presented at the annual conference of the Virginia Council for the Social Studies, Richmond, VA, November 2017.

*Cook, R., & Yoder, P. J. (2017). Uncovering school unification in Rockbridge County. Poster presented at the annual conference of the Virginia Council for the Social Studies, Richmond, VA, November 2017.

Yoder, P. J. (2014). Supporting social studies learning and language production among immigrant students. Presentation at the annual conference of the Virginia Council for the Social Studies, Vienna, VA, October 2014.

Yoder, P. J. (2014). Effective Teaching Practices for English Language Learners in the Secondary Social Studies Classroom: A Meta-synthesis. Paper presented at the annual Curry Research Conference, Charlottesville, VA, March 2014.

Yoder, P. J. (2013). Methods for ELLs: Movement in the classroom. Presentation at the annual conference of the Virginia Council for the Social Studies, Roanoke, VA, November 2013.

Yoder, P. J. (2013). Structured academic discussion and academic language acquisition of English language learners. Paper presented at the Curry Research Conference, Charlottesville, VA, February 2013.

Yoder, P. J., Karam, F., & Yu, X. (2013). Teaching culturally and linguistically diverse students: Teacher perceptions on teacher training. Paper presented at the Curry Research Conference, Charlottesville, VA, February 2013.

Invited Scholarly Presentations and Workshops

Wiens, P. D. & Yoder, P. J. (2020). Igniting creativity in teaching: What research has to say. Keynote address at the Mennonite Educators Conference, Leesburg, VA, February 2020.

Yoder, P. J. (2015). Teaching English language learners. Presentation at the James Madison University UnConference, Harrisonburg, VA, December 2015.

HONORS, AWARDS AND GRANTS

National Awards

- Principal Investigator, Robert Noyce Teacher Scholarship Program Grant, Award Number 2050250 (\$1,182,443), *National Science Foundation (NSF 17-541)*, 2021-2026
- Small Colleges and University Faculty Forum Travel Grant (\$500), *National Council for the Social Studies*, 2017
- The 2016 TESOL Award for an Outstanding Paper on NNEST Issues, *TESOL International Association*

Institutional Awards

- Summer Teaching Grant (\$1,000), *Eastern Mennonite University*, 2020-2021
- Undergraduate Faculty Release Time (6 SH) and Mini-Grant (\$500), *Eastern Mennonite University*, 2019-2020
- Dr. Phyllis Coulter Professional Enrichment/Development Grant (\$500), *Eastern Mennonite University*, 2017, 2018, 2019
- The Raven Society, *University of Virginia*, 2015
- L. Bennett Endowed Scholarship, *Curry Foundation, University of Virginia*, 2014

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)

- Social Studies Research SIG
- Teaching History SIG

National Council for the Social Studies (NCSS)

College and University Faculty Assembly (CUFA) of NCSS

Small College and University Faculty Forum (SCUFF) of CUFA of NCSS

PROFESSIONAL SERVICE

Chair of Small College and University Faculty Forum (SCUFF) of NCSS, 2019-2020

Manuscript Reviewer

- *American Educational Research Journal*, Ad Hoc Manuscript Reviewer, 2020-present
- *Anabaptist Witness*, "Mission and Education" Special Issue Manuscript Reviewer, 2022
- *Association of Mexican American Educators Journal*, Special Issue Manuscript Reviewer, 2014
- *International Journal of Multicultural Education*, Manuscript Reviewer, 2015-present
- *Ohio Social Studies Review*, Manuscript Reviewer, 2014-present

- *Social Studies Journal*, Manuscript Reviewer, 2018-present
- *Teaching and Teacher Education*, Manuscript Review, 2020-present
- *The Social Studies*, Ad Hoc Manuscript Reviewer, 2014-present
- *The Teacher Educators Journal*, Manuscript Reviewer, 2016-present

Conference Proposal Reviewer

- College and University Faculty Assembly of the National Council for the Social Studies, 2014-2015, 2017-present
- Division G – Social Context of Education, 2018
- National Council for the Social Studies, 2014-present
- Social Studies Research SIG of the American Educational Research Association, 2015-present
- Teaching History SIG of the American Educational Research Association, 2013-present