

EDUCATION

3995 Hampton Way
Napa, CA 94558
(707) 291-7228

Ph.D. Education, June 2009

Emphasis on Language, Literacy and Culture
University California, Davis

Advisers: Professor Sandra Murphy, School of Education, UC Davis
Professor Vaidehi Ramanathan, Linguistics, UC Davis
Assistant Professor Kerry Enright, School of Education, UC Davis

M.A. Education – California Reading Specialist Credential, Education, 2003

Emphasis on Language and Literacy
California State University, Sacramento

Advisers: Professor Terry Underwood, Education, California State University, Sacramento
Associate Professor Porfirio Loeza, Education, California State University,
Sacramento

Multiple Subjects Teacher Credential, 1986

California State University, Fullerton

Bachelor of Science Degree, Human Services/Child Development, 1985

California State University, Fullerton

PROFESSIONAL TEACHING EXPERIENCE

Professor of Clinical Education

2020-Current UNIVERSITY OF SOUTHERN CALIFORNIA

- Dissertation Chair in the OCL EdD Program
- Instructor of 2 courses in the MAT Program
- Course coordinator TESOL Program for 3 courses: EDUC 649, EDUC 660A/B
- Instructor of 3 courses in the TESOL Program
- Instructor in the OCL EdD program: EDUC 603 Framing course

Associate Professor of Clinical Education

2012-Current UNIVERSITY OF SOUTHERN CALIFORNIA

- Instructor of 6 different courses in the MAT Program
- Course coordinator TESOL Program for 3 courses: EDUC 649, EDUC 656, EDUC 599
- Instructor of 3 courses in the TESOL Program
- Instructor in the OCL EdD program: EDUC 603 Framing course, participated in 8 Immersion I and 1 Immersion II weekend events

Assistant Professor of Clinical Education- Reading Certificate Program

2009-2012 UNIVERSITY OF SOUTHERN CALIFORNIA

- Instructor for the Reading Certificate program
- Designed 2 courses for the program
- Filmed my mini-lectures for the program

Adjunct Professor

2009 UNIVERSITY OF SOUTHERN CALIFORNIA

- MAT Instructor, EDUC 518: Application of Learning Theories to Classroom Practice

Adjunct Professor

2009 CALIFORNIA STATE UNIVERSITY, SACRAMENTO

- Instructor, EDTE 384: Academic Literacy, for single subject credential students
- Supervisor for credential students in Sacramento City Unified School District

Graduate Teaching Assistant/Adviser

2005-2009 UNIVERSITY CALIFORNIA, DAVIS

- Teaching assistant, EDU 206c: Inquiry into Class Practice: Analysis and Writing
Advised first year teachers in their Masters Credential Program and provided feedback on their inquiry projects and thesis writing
- Teaching assistant, EDU 275: Effective Teaching
Taught sessions on classroom management, engagement and literacy strategies
- Teaching assistant, EDU 301: Reading in the Secondary School
Taught sessions on literacy and comprehension strategies for English learners
Taught sessions on language and literacy assessment
- Teaching assistant, EDU 100: Introduction to Schools
Facilitated class discussion, provided feedback on writing and class presentations

Literacy Coach Coordinator for Title I Schools

2003-2008 NAPA VALLEY UNIFIED SCHOOL DISTRICT

- Provided support and professional development to literacy coaches in 12 schools
- Provided professional development for classroom teachers and principals in literacy strategies, English language development, writing for English learners, taught demonstration lessons for teacher observation
- Developed and implemented Collaborative Coaching and Learning [CCL], an inquiry-based teacher professional development model in 12 schools
- Developed formative/diagnostic literacy assessments for classroom teachers to use to inform instruction, provided professional development to teachers on using assessments
- Developed observational tools for teachers to assess language levels of English learners
- Developed district level writing rubrics that include the English Language Development Standards, provided professional development to teachers on using the rubrics

Teacher Education Fellow

2006-2007 UNIVERSITY CALIFORNIA, DAVIS

- Mentored by a professor in Education in supervising student teachers
- Provided mentoring to student teachers in the UCD secondary credential program
- Completed coursework in the supervision of student teachers

Title I Reading Specialist

2000-2003 PUEBLO VISTA SCHOOL, NAPA VALLEY UNIFIED SCHOOL DISTRICT

- Reading Recovery Teacher- intervention for struggling 1st grade English learners
- Supported classroom teachers with English learners and struggling students via literacy assessment, intervention groups and demonstration lessons
- Led site professional development for teachers in literacy strategies for second language learners & struggling students

Elementary Classroom Teacher, Grades K – 5th

1986-2000 PUEBLO VISTA SCHOOL, NAPA VALLEY UNIFIED SCHOOL DISTRICT

- Taught grades K-5th in a Title 1 school with an ethnically and linguistically diverse student population

GRANTS, FELLOWSHIPS AND AWARDS

UC Linguistic Minority Research Institute, Dissertation Grant, 2007-2008

- Selected and awarded \$15,000 for data collection and dissertation writing year

UC ACCORD, All Campus Consortium on Research for Diversity, 2007

- Selected as a finalist to present dissertation study to a panel of top scholars in Education

Teacher Education Fellow, UC Davis, 2006-2007

- Selected to supervise and support credential students in their student teaching placements

School of Education Summer Fellowship, UC Davis, 2006

- Selected and awarded \$5,000 to analyze data from a pilot study and write dissertation proposal

Teacher of the Year, Golden Apple Award, California Literacy Association, 2006

- Selected by teachers and administrators in the Napa Valley Unified School District

LEADERSHIP AND SERVICE

Dissertation Chair: Organizational Change and Leadership EdD Program, USC, 2020

- Meeting with Cohort 14 in small groups, individually to support the dissertation writing process, lead proposal defense and dissertation defense committees, attend Immersion II

Rossier Mentoring Committee Member, USC, 2020

- The vision of this committee involves improved climate in the workplace and promote personal/professional growth among colleagues in the Rossier School of Education

TESOL New Program and Course Development with a focus on Equity, Diversity and Critical Perspectives, USC, 2020

- The TESOL team collaboratively redesigned its curriculum and syllabi to align with the Rossier School's mission focus on equity and anti-bias education
- Designed and aligned new program and course objectives with assessments for each course

COVID19 Professional Development Support to Local Public-School District, 2020

- Pro-bono work: Led professional development sessions for administrators, principals and teachers in Napa Valley Unified School District on the pedagogical practices, strategies, and methods in using Zoom for synchronous online instruction

Faculty Annual Performance Review Committee, 2020

- Collaborated with others on the committee to review colleagues FAPR submissions, write up summaries, and make recommendations for the Dean

TESOL Governance Committee, USC, 2016-Current

- Attend monthly meetings and contribute to collaborative work, agenda items, and further the process of redesigning our program to align with the Rossier School's mission statement

Organizational Change and Leadership Dissertation Committee member, USC, 2017-current

- Committee member to approximately 50-60 dissertation proposal and final defense committees, contributed feedback on chapters 1-3 of students' dissertations, reviewed dissertation drafts, and contributed feedback on the full dissertations.

TESOL New Program and Course Development, USC, 2017

- Developed and contributed to 4 new courses in the TESOL Program- researched new course readings and videos, collaborated with faculty on course alignment with other new courses, wrote new syllabi, developed weekly PowerPoint presentations and class activities.

TESOL Interview and Hiring Committee, USC, 2016, 2019

- Reviewed applications, conducted 10 online interviews, made recommendations to the Faculty Affairs Office, traveled to campus for 3 job talks and conducted interviews with colleagues

MAT Governance Committee Member, USC, 2015-2016

- Attend monthly meetings and contribute to collaborative work and agenda items

Course Coordinator Committee, USC, 2015-2016

- Attend monthly meetings and contribute to collaborative work and agenda items

TESOL Committee Member, USC, 2014-current

- Attend monthly meetings, present course revisions, present key assessment changes, work collaboratively on various TESOL related projects

New Course Development for TESOL Program, USC, 2015

- Developed 2 new courses for the TESOL program: EDUC 562 TESOL Instruction and Instructional Methods B and, EDUC 592A Applied Linguistics: Reading and Writing
- Developed key assessment, designed major assignments, wrote syllabus, researched new texts and readings to support curriculum, researched new videos to support curriculum, flew to Burbank to work with 2U to film introductory videos for course, worked with 2U to get the course up on the LMS, revised and approved course on the CMS system.

Academic Review Committee Member, USC, 2012-2015

- Review and problem solve issues around students who are struggling in the MAT program and how to support their needs

Academic Review Panel Member, USC, 2012-2015

- A subcommittee under the Academic Review Committee – small panel of faculty and staff who listen to students present their cases, then the panel members deliberate and make decisions regarding students' future in the program

Mentorship to Faculty and Students, USC, 2013-2015

- Provided mentoring support to Rossier faculty members in the area of technology
- Provided mentoring to adjunct faculty that focused on content and pedagogy
- Provided mentoring support to an at-risk MAT student as recommended by the Academic Review Committee

Manuscript Reviewer, Learning Landscapes, Peer-reviewed journal in Canada, 2013

Course Designer for TESOL Program, EDUC 562 Pedagogy B Course, USC, 2013

- Revised and refined assignments and assignment rubrics

MAT Program Application Reviewer, USC, 2011-2014

- Reviewed application materials of prospective students
- Made decisions regarding prospective students' acceptance in the program

TESOL Program Application Reviewer, USC, 2013-2014

- Reviewed application materials of prospective students
- Made decisions regarding prospective students' acceptance in the program

Volunteer Literacy Assessment Facilitator at Yountville Elementary School, 2011-2013

- Conducts literacy assessments with struggling students in the primary classrooms
- Assessments are qualitative reading inventories conducted 1 on 1
- Communication with the teachers on how students are progressing

Community Liaison that Brings Retirees into the Classrooms in public schools in Napa, 2011-2013

- Coordinate and communicate as a liaison between the retirement community and the school community
- Set up and made arrangements for volunteering at the school site, provided training

Presented/Promoted the MAT@USC Program to a faculty committee at UC Davis, 2011

- Presented an overview of the MAT@USC Program
- Presented a clip from a recording of one of my courses
- Addressed questions posed by the faculty members

Course Design Team Member for EDUC 518 Learning Theories, USC, 2011

- Attended regular collaboration meetings and shared work tasks to design a new version of EDUC 518 Learning Theories
- Revised the course syllabus, Power Points and assignments

Course Designer for the Reading Certificate Program, USC, 2011

- Designed a new version of 2 courses
- Revised the course syllabus, Power Points and assignments
- Filmed my lectures for the web-site

Voicethread Pilot Group and Prezi Training, USC, 2011

- Attended training led by Ryan Best for both Voicethread and Prezi
- Contributed and collaborated on Voicethread and Prezi projects with faculty

Performance Assessment for California Teachers (PACT), USC, 2010-2011

- Received training for PACT evaluation
- Provided feedback and evaluation of credential students' PACT projects

Outcomes Committee for MAT@USC, Creating an Effective Environment, USC

- Met regularly with the committee
- Wrote the literature review
- Collaboratively wrote the rationale and related goals section of the outcomes document

Advisory Board Data Collection and Analysis, USC

- Meetings with the Assistant Dean of the MAT@USC
- Compiled data from both the MAT@USC and on-campus programs to present at the Advisory Board meeting. I synthesized large data sets on tables and graphs, then wrote a narrative description comparing the data from the 2 programs

Guided Practice Interviews, USC

- Conducted Guided Practice Interviews with students to determine readiness for Guided Practice
- Completed students' evaluation forms

Professional Development Seminar, UC Davis 2008

Presented 3 sessions to graduate students and faculty on:

- Writing the Dissertation Proposal
- Initial Findings of Dissertation Study: Opportunities to use English: In, Outside, and Beyond High School
- Writing Grant Proposals for Dissertation Year Funding

Invited Guest Lecturer in courses at California State University, Sacramento, 2003-2008

- EDTE 202 Language and Literacy Development in a Multicultural Setting
- EDTE 205 Psychology and Sociology of Literacy Instruction
- EDTE 290 Seminar for Culminating Experience
- EDTE Leadership in Literacy
- EDTE 309a Language Arts Credential Course

Volunteer Support to Local Napa Public Schools, 2010-2015

- Led professional development in literacy to elementary school staffs
- Support to administrators, principals and teachers via email, phone and face to face meetings regarding writing, writing assessment, and reading assessment

Academic Literacy Summit, UC Davis 2008

- Collected observational data for evaluation purposes
- Supported session presenters with setting up for their presentations
- Involved in conference follow-up, analyzed conference evaluations

Performance Assessment for California Teachers (PACT), UC Davis 2007

- Received training for PACT evaluation
- Provided feedback and evaluation of credential students' PACT projects

Manuscript Reviewer, Review of Educational Research, 2005

President of the Napa Valley Reading Association for Educators, 2004-2005

- Developed and implemented a literacy focused professional development series for local teachers to attend for college credit
- Planned and implemented literacy related events for local teachers

- Led monthly reading association meetings with the association board members
- Facilitated community outreach with the Napa County Library

RESEARCH

Research on the USC online teaching platform focused on student participation in on-line synchronous classroom settings

2010- 2015 University of Southern California, Los Angeles

- Received IRB approval
- Classroom observations, field notes
- Student interviews
- Research team meetings and problem solving

Dissertation Research— English Learners’ Opportunities to use English: Inside, Outside, and Beyond High School, study funded by UC Language Minority Research Institute

2007-2009 UNIVERSITY CALIFORNIA, DAVIS

- Conducted interviews with administrators, teachers and students in a CA high school
- Classroom observations in English Language Development and sheltered content classes
- Led student focus groups; students engaged in writing, analysis of classroom video, analyzed data, and wrote-up findings.

Graduate Student Research—Diverse Adolescent Literacies Project: Researching academic language and literacies in a local high school, funded by UC Language Minority Research Institute

2007-2008 UNIVERSITY CALIFORNIA, DAVIS

- Classroom observations, field notes
- Research team meetings and problem solving

Graduate Student Research – High Priority Schools Grant Study, funded by the Gates Foundation

2005-2006 UNIVERSITY CALIFORNIA, DAVIS

- Conducted interviews with principals, teachers and parents in the selected case study schools throughout California
- Analyzed and coded interview data with research team
- Research team presented findings with various local interest groups

Pilot Study Research for Dissertation Study – Language Use in a High School English Language Development Class

2005-2006 UNIVERSITY CALIFORNIA, DAVIS

- Classroom observations, conducted teacher and student interviews
- Led student focus groups
- Analyzed, coded data, and based dissertation proposal on findings

Master’s Thesis Research

2002-2003 CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Thesis – Thinking aloud and reading comprehension: An investigation how second language learners make meaning from their reading

- Collected pre and post think-aloud assessment data
- Conducted pre and post student interviews

- Videotaped and analyzed 25 classroom sessions
- Analyzed, coded data, wrote thesis and presented findings to various groups of CSUS students and classroom teachers in Napa Valley Unified School District

PUBLICATIONS

(In Press). Moore, E.; Ferrario, K. Creating a Positive Classroom Culture: A Language Socialization Perspective. *The Language Educator*. American Council on the Teaching of Foreign Languages.

2020. Ferrario, K. Teacher Candidates Navigate Online Learning with Their Guiding Teachers. National Council for the Teachers of English. <https://ncte.org/blog/2020/07/teacher-candidates-navigate-online-learning-guiding-teachers/>

2020. Contributor to the collaborative document: Supporting Online Learning in a Time of Pandemic. A report from the USC Rossier School of Education for K-12 educators, administrators and leaders. <https://rossier.usc.edu/files/2020/04/report-supporting-online-learning-during-pandemic.pdf>

2019. Gilliland, B., Ferrario, K., Da Silva, N., DeMartino, S. Position Paper on the Role of English Teachers in Educating English Language Learners. National Council for the Teachers of English. <https://ncte.org/statement/teaching-english-ells/>

2013. Ferrario, K.; Hyde, C.; Martinez, B.; Sundt, M. An Honest Account of the Humbling Experience of Learning to Teach Online. In *Learning Landscapes* (Leading English Education and Resource Network). Vol. 6, No. 2, Quebec, Canada. <https://drive.google.com/file/d/1dlleqPn0O5IV-r1jxPZjUIKzHsAEOXbz/view>

2013. Sundt, M.; Martinez, B.; Hyde, C.; Ferrario, K. The Humbling (at First) Experience of Teaching Online. Op-Ed piece in the Huffington Post. http://www.huffingtonpost.com/melora-sundt/teaching-online_b_4137858.html

2009. Ferrario, K. English Learners' Opportunities to Use English: Inside, Outside, and Beyond High School Unpublished doctoral dissertation. University of California, Davis.

CONFERENCE AND SYMPOSIA PRESENTATIONS

"Texts that Promote Taking Action in the Language Classroom" American Council on the Teaching of Foreign Languages (ACTFL) presentation (accepted proposal) to be presented in an online conference in November 2020.

"Project GLAD Revisited Through a Sociocultural and Equity Lens." California Association of Bilingual Educators (CABE). San Jose, March, 2020. (accepted proposal, postponed due to COVID19)

"Home-Away-From-Home: Creating Classroom Culture through a Language Socialization Lens." California Association for Teachers of English to Students of Other Languages (CATESOL), San Jose, October, 2019.

"Texts that Promote Social Change in the Classroom and Beyond." California Association for Teachers of English to Students of Other Languages (CATESOL), San Jose, October 2019.

"GLAD (Guided Language Acquisition and Design) for TESOL Faculty." TESOL Retreat Presentation at USC. Los Angeles, May 2019

"Strategies for Developing a Positive Classroom and School Community." California Association of Bilingual Educators (CABE). Long Beach, March, 2019.

"Written, Audio, and Video Feedback in Higher Education Online Instruction." American Educational Research Association, Chicago, 2015.

"The Impact of Interactive, Video-based Professional Development on the Use of Chat in Online Courses." American Educational Research Association, Chicago, 2015.

"Practices of Pedagogy and Policy: The College and Career Ready Linguistic Minority Student." USC EdD Thematic Group Presentation, May 17th, 2015.

"Back-Channel and Side-Channel Conversation in the Synchronous Virtual Classroom." American Educational Research Association, Pennsylvania, 2014.

"Adolescent High School English Learners as Co-participants in Research: Language Use In school and Out-of-School." American Educational Research Association, San Francisco, 2013.

"Understanding Student Participation in a Synchronous On-line Learning Community." American Educational Research Association, San Francisco, 2013.

"New Media Literacy: Web 2.0 Tools that Engage Students." California Reading Association, Professional Development Institute, San Diego, California, November 2012.

"Revamping the Tired Discussion Board." The SLOAN Consortium and MERLOT, Emerging Technologies for Online Learning, San Jose, California, July, 2011.

Redesigning a Completely Online, Blended, Masters-level Course: A Collaborative Model. The SLOAN Consortium and MERLOT, Emerging Technologies for Online Learning, San Jose, California, July, 2011.

"Understanding Student Participation in a Synchronous Online Learning Community." The SLOAN Consortium and MERLOT, Emerging Technologies for Online Learning, San Jose, California, July, 2011.

"Best Teaching Practices to Engage Your Students Using Web 2.0 Tool" and *"Using Photo-Story for Digital Story Telling."* Pecha Kucha Luncheon on Friday, February 4th, 2011, Webcast presentation at the Rossier School of Education and USC's Center for Scholarly Technology.

"Engagement in a synchronous on-line learning community: How teacher candidates and instructors interact in whole-group and small-group contexts." American Association of Colleges for Teacher Education (AACTE), San Diego, CA, 2011.

"Literacy Practices in High School Classroom Discourse Communities: How English Learners Move from Novice to Legitimate Participation." American Association for Applied Linguistics (AAAL), Atlanta, 2011.

"Bringing Adolescents' Out-of-School Language Use into the Classroom." Academic Literacy Summit, UC Davis, February 2010 (invited presenter).

“Academic Language in Adolescent Lives: In-School and Out-of-School Factors.” American Association for Applied Linguistics (AAAL), Denver, March 2009.

“For me it’s an honor...Opportunities to use English: In, Outside and Beyond high school.” Teachers of English to Speakers of Other Languages (TESOL) Doctoral Forum, Denver, March 2009.

“Writing and Talking About Language: The Emergence of an Adolescent Discourse Community.” Pasadena, California Teachers of English to Speakers of Other Languages (CATESOL), April 2009.

“Hanging Around in Millennial Schools: Issues in Using Visual Methods and Ethnography with ELs in Today’s School Setting.” Symposium on Ethnography in Education, University of Pennsylvania School of Education, Philadelphia, PA, February 2008.

“Developing English, Developing Text Comprehension: Using Think-aloud with English Learners.” California Reading Association Conference, Sacramento, CA, November 2004.

ORGANIZATIONS

American Association of Applied Linguistics (AAAL)

American Educational Research Association (AERA)

California Association of Bilingual Teachers (CABE)

California Teachers of English to Speakers of Other Languages (CATESOL)

National Association for Bilingual Educators (NABE)

Teachers of English to Speakers of Other Languages (TESOL)

REFERENCES

Prof. Sandra Murphy, *Professor of Education, UC Davis*
925-324-2874
smmurphy@ucdavis.edu

Prof. Vaidehai Ramanathan, *Professor of Linguistics, Director ESL Program, UC Davis*
530-752-0191
vramanathan@ucdavis.edu

Prof. Kerry Enright-Villalva, *Professor of Education, UC Davis*
530-754-6374
kevillalva@ucdavis.edu

Prof. Porfirio Loeza, *Professor of Education, CSU Sacramento*
916-278-3464
loeza@skymail.csus.edu

Prof. Terry Underwood, *Professor of Education, Faculty Assessment Coordinator, CSU Sacramento*
916-278-4185
tlunder@csus.edu