

## **RAMONA MAILE CUTRI, Ph.D.**

### **Associate Professor**

Brigham Young University  
Teacher Education Department  
206N MCKB Provo, UT 84602  
801-422-4982  
Ramona\_Cutri@byu.edu

### **EDUCATION**

- June, 1997            Ph.D., University of California at Los Angeles, Graduate School of Education and Information Studies.  
Dissertation: *Redefining Multicultural/Bilingual Teacher Education: Problems and Promises of Implementing a Social Reconstructionist Approach*  
Dissertation Advisor: Jeannie Oakes
- August, 1988        B.A. University of California at Los Angeles, English Department
- June, 1985            Language Enrichment and Cultural Exchange, Ciudad Universidad de Morelia, Michoacan, Mexico.

### **PRIMARY AREAS OF SPECIALIZATION**

Critical Multicultural Teacher Education

e-Learning Readiness and Criticality

Self-Study of Teacher Education Methodology

### **PUBLICATIONS**

#### **Book**

- Menlove, W., Draper, P., Teemant, A., Rice, M., **Cutri, R.M.**, & Pinnegar, S. E. (2020). *Foundations of Education for Emergent Bilinguals*. EdTech Books. [https://edtechbooks.org/bilingual\\_education](https://edtechbooks.org/bilingual_education)
- Mayes, C., **Cutri, R.M.**, Rogers, P.C., & Montero, F. (2016). *Holistic multicultural education: Understanding the Whole Student* (2<sup>nd</sup> ed.). Lanham, Maryland: Rowman and Littlefield Education Press.

## Refereed Journal Articles

- Bybee, E. R., Whiting, E. F., & **Cutri, R. M.** (2021). "I Think I'm the Bridge": Exploring Mentored Undergraduate Research Experiences in Critical Multicultural Education. *International Journal of Multicultural Education*, 23(1), 22-46.
- Finlayson, E., Whiting, E. F., & **Cutri, R. M.** (2021). 'Will This Build Me or Break Me?': The Embodied Emotional Work of a Teacher Candidate. *Studying Teacher Education*, 17(1), 82-99.
- Cutri, R. M.**, Mena, J., & Whiting, E. F. (2020). Faculty readiness for online crisis teaching: Transitioning to online teaching during the COVID-19 pandemic. *European Journal of Teacher Education*, 43(4), 523-541.
- Cutri, R. M.**, Whiting, E. F., & Bybee, E. R. (2020). Knowledge Production and Power in an Online Critical Multicultural Teacher Education Course. *Educational Studies*, 56(1), 54-65.
- Cutri, R. M.**, & Mena, J. (2020). A critical reconceptualization of faculty readiness for online teaching. *Distance Education*, 41(3), 361-380.
- Lay, C., Allman, B., **Cutri, R. M.**, & Kimmons, R. (2020). Examining a Decade of Research in Online Teacher Professional Development. In *Frontiers in Education* (Vol. 5, p. 167). Frontiers.
- Pinnegar, S. E., Lay, C., **Cutri, R. M.**, & Newberry, M. (2020). Exploring the Contribution of Self-Study of Teacher Education Practice to the Conversation on Research on Teacher Education. *Textiles and Tapestries*.
- Whiting, E. F. & **Cutri, R. M.** (2019). Teacher Candidates' Responses to Examining Personal Privilege: Nuanced understandings of the discourse of individualism in critical multicultural education. *Frontiers In Education*, 4:111. doi: 10.3389/feduc.2019.00111
- Cutri, R.M.**, & Whiting, E.F. (2018). Opening Spaces for Teacher Educator Knowledge in a Faculty Development Program on Blended Learning Course Development. *Studying Teacher Education: A Journal of Self Study of Teacher Education Practices*, 14(2), 125-140.
- Ricks, P.H., Morrison, T.G., Wilcox, B., & **Cutri, R.M.** (2017). Effective writing content conferences in a sixth grade classroom: A cross-case analysis. *Literacy Research And Instruction*, 56(2), 114-131.
- Rice, M.F., Newberry, M., Whiting, E.F., **Cutri, R.M.**, & Pinnegar, S. (2015). Learning from experiences of non-personhood: A self- study of teacher education identities. *Studying Teacher Education: A Journal of Self Study of Teacher Education Practices*, 11(1), 16-31.

- Whiting, E.F., & **Cutri, R.M.** (2015). Naming a personal “unearned” privilege: What pre-service teachers identify after a critical multicultural education course. *Multicultural Perspectives, 17*(1), 13-20.
- Cutri, R.M.**, & Whiting, E. (2015). The emotional work of discomfort and vulnerability in multicultural teacher education. *Teachers and Teaching Theory and Practice, 21*(8), 1010-1025.
- Cutri, R.M.**, Manning, J.M., & Weight, C.S. (2012). Negotiating cross class identities while living a curriculum of moral education. *Teachers College Record, 114*(10), 1-36.
- Feinauer, E., & **Cutri, R.M.** (2011). Expression of ethnic identity in preadolescent Latino students: Implications for culturally relevant pedagogy. *International Journal of Inclusive Education, 16*(7), 705-719.
- Cutri, R.M.**, Manning, J.M., & Chun, M. (2011). Poverty PhDs: Funds of knowledge, poverty, and professional identity in academia. *Studying Teacher Education: A Journal of Self Study of Teacher Education Practices, 7*(3), 299-314.
- Cutri, R.M.**, & Johnson, C. (2010). Overcoming deficit theory toward English language learners: Technological possibilities. *Teacher Education Quarterly, Special Online Edition*. Retrieved from [http://teqjournal.org/cutri\\_johnson.html](http://teqjournal.org/cutri_johnson.html)
- Cutri, R.M.** (2009). Referencing race through religious eyes: Focusing teacher reflectivity on race, culture, and spiritual beliefs. *Religion and Education, 36*(1), 56-71.
- Mayes, C., Montero, F., & **Cutri, R.M.** (2004). First year Latino teacher. *Multicultural Education, 12*(1), 2-9.
- Cutri, R.M.**, & Ferrin, S. (1998). Moral dimensions of bilingual education. *Bilingual Research Journal, 22*(1), 31-4.

**Cutri, R.M.**, Delgado Bernal, D., Powell, A., & Ramirez Wiedeman, C. (1998). An honorable sisterhood: Four diverse women identify a critical ethic of care. *Transformations: A Resource for Curriculum Transformation and Scholarship*, 9(2), 100-117.

Artiles, A.J., **Barreto\*** [**Cutri**], R., Peña, L., & McClafferty, K. (1998). Pathways to teacher learning in multicultural contexts: A longitudinal case study of two novice bilingual teachers in urban schools. *Remedial and Special Education*, 19(2), 70-90. [\*Maiden name.]

**Barreto\*** [**Cutri**], R. (1997, Winter). Reform in teacher education through the CLAD/BCLAD policy. *Multicultural Education: The Magazine of the National Association for Multicultural Education*, 11-15.

### **Book Chapters**

Boone, J., **Cutri, R. M.**, & Pinnegar, S. (2016). Everyday priorities of teachers of English learners in the U.S.: A narrative experience. In C. Craig & P. Haworth (Eds.) *Career Trajectories of English Language Teachers*. Oxford, UK: Symposium Books.

**Cutri, R.M.**, Whiting, E.W., & Pinnegar, S. (2015). Activating emotional and analytic engagement in blended learning: A multicultural teacher education example. *Bank Street Occasional Paper Series 34*. Retrieved from: <http://www.bankstreet.edu/occasional-paper-series/> In H. Freidus, M. Welsh Kruger, S. Goss (Eds.), *Constructivists Online: Reimagining Progressive Practice*, *Banks Street College of Education Occasional Paper Series*. New York: Banks Street College.

**Cutri, R. M.** & Whiting, E. F. (2015), Section Introduction: Reimagining Support for Online Learners, in M. F. Rice (Ed.) *Exploring Pedagogies for Diverse Learners Online (Advances in Research on Teaching, Volume 25*. Bingley, United Kingdom: Emerald Group Publishing Limited, pp.95 – 98. DOI: 10.1108/S1479-368720150000027004

**Cutri, R.M.** (2011). Storied Ways of Approaching Diversity: Reconceptualizing a Blended Learning Environment in a Multicultural Teacher Education Course. In J. Kitchen, D. Ciuffetelli Parker, & D. Pushor (Eds.), *Narrative inquiries into curriculum-making in teacher education* (pp. 195-216). Bingley, UK: Emerald Group Publishing Limited.

**Cutri, R.M.** (2004). Embracing my cultural, intellectual, and spiritual identities on my journey to become a transformative teacher. In J.J. Romo, P. Bradfield-Kreider, & R. Serrano (Eds.), *Reclaiming democracy: Multicultural educators' journeys toward transformative teaching* (pp. 70-84). Upper Saddle River, NJ: Prentice-Hall.

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Graham, R., Teemant, A., **Cutri, R.**, & Harris, M. (2002). The pedagogy and technology of distance learning for teacher education: The evolution of instructional processes and products. In L. Henrichsen (Ed.), *Case Studies in TESOL Practice: Distance Learning* (pp. 141-149). Alexandria, VA: Teachers of English to Speakers of Other Languages.

**Cutri, R.M.** (2000). Exploring the spiritual moral dimensions of teachers' classroom language policies. In J.K. Hall & W.G. Eggington (Eds.), *The sociopolitics of English language teaching* (pp.165-177). Clevedon, UK: Multilingual Matters Ltd.

### **Refereed Conference Proceedings**

Pinnegar, S. E., Lay, C., **Cutri, R.**, & Newberry, M. (2020). Exploring the Contribution of Self-Study of Teacher Education Practice to the Conversation on Research on Teacher Education. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.), *Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing*. EdTech Books. [https://edtechbooks.org/textiles\\_tapestr](https://edtechbooks.org/textiles_tapestr)

**Cutri, R.M.**, & Whiting, E.F. (2018). Using self-study of teacher education practice methodology to navigate e-learning course development. In A. Ovens & D. Garbett (Eds.), *Pushing boundaries and crossing borders: Self-study as a means for knowing pedagogy*. Proceedings of the twelfth international conference on self-study of teacher education practices (pp. 179-186). Herst-monceaux, England. Auckland, New Zealand: Auckland University.

Rice, M.F., Newberry, M., **Cutri, R.**, Pinnegar, S., & Whiting, E.F. (2014). Exploring Teacher Educator Identity through Experiences of Non-Personhood. In J. Loughran & T. Russell (Eds.), *Exploring myths and legends of teacher education*. Proceedings of the tenth international conference on self-study of teacher education practices (pp. 183-185). Herst-monceaux, England. Auckland, New Zealand: Auckland University.

**Cutri, R.M.** (2001). Integrating Technology into a Teacher Education Diversity Course. In J. Price, D.A. Willis, N. Davis, & J. Willis (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2001* (pp. 317-318). Chesapeake, VA: AACE.

Teemant, A., Harris, M., **Cutri, R.**, Squires, D., & Gibb, G. (2000). Peer collaboration as a way of developing effective pedagogy for including cultural, linguistic, and learning diversity. In J. Loughran & T. Russell (Eds.), *Exploring myths and legends of teacher education*. Proceedings of the third international conference on self-study of teacher education practices (pp. 233–237). Herst-monceaux, England. Kingston, Ontario: Queen's University.

### **BOOK REVIEWS**

Cutri, R.M. (2021). Review of the book *Leading the eLearning Transformation of Higher*

Education: Leadership Strategies for the Next Generation, by G.E. Miller & K.S. Ives.  
*Teachers College Record*, Date Published: March 22, 2021  
<https://www.tcrecord.org> ID Number: 23639, Date Accessed: 3/23/2021 1:46:03 PM

### **Publications In Press and Under Review**

- Cutri, R. M.**, Alsuwaida, N., & Woodley, X.M. (in press). Interest convergence: A CRT interrogation of the intersection of higher education and online learning during a pandemic. In X. M. Woddley & M. F. Rice (Eds.), *Designing intersectional online education: Critical teaching and learning practices* (pp. TBA). Routledge. DOI 10.4324/9781003006350
- Cutri, R. M.**, Whiting, E. F., & Bybee, E. R. (submitted October, 2021). Doing the emotional work of anti-oppressive teacher education in an era of affective polarization: A narrative memory work model. *Studying Teacher Education*.
- Platt, C.R., Goates-Jones, M., **Cutri, R.M.**, Wheeler, L., & Walden, T. (submitted, January, 2022). **Interrupted Systems Mitigating Social Gender Roles: A Qualitative Inquiry of Motherscholars During a Pandemic.** *American Journal of Qualitative Research*.
- Cutri, R.M.**, Mena, J., & Whiting, E. F. (submitted November, 2021). Online teaching during the Covid-19 pandemic: Theorizing the emotional work of teacher education practice in times of crisis and beyond. Book Proposal. Springer Book Series Series title: Self-Study of Teaching and Teacher Education Practices.

### **CREATIVE WORKS/CURRICULUM DEVELOPMENT**

- Cutri, R.M.** (Curriculum Designer). (2016). *Elementary Education 203: The Foundations of Multicultural Education Online*. [Teacher preparation course in online format]. BYU Online, Brigham Young University, Provo, UT.
- Cutri, R.M.** (Curriculum Developer). (2008). *Foundations of teaching English language learners*. [Teacher preparation course in blended learning format]. TELL Project, Brigham Young University, Provo, UT.
- Cutri, R.M.** (2000). The multicultural education perspective. In S. Pinnegar, R.C. Harris, A. Teemant, D.S. Baker, & P. Chan (Eds.), *The inclusive pedagogy case: A video ethnography of professional development for inclusion of special populations in schooling*. Provo, UT: Harris Video Cases.
- Cutri, R.M.** (Curriculum Developer and Internal Facilitator). (2000). *The foundations of bilingual education: A video anchored course* (A. Teemant & S. Pinnegar, Eds.). Provo, UT: Brigham Young University.
- Pinnegar, S., Teemant, A., Harris, M., & **Cutri, R.M.** (2000). *Foundations of bilingual education: Instructional guide*. Provo, UT: Brigham Young University.

## PRESENTATIONS

### National/International Conferences

Wu, K., Pinnegar, S., Olson, J., Smith, L., Whiting, E. & **Cutri, R. M.** (2022). *Professional development leading to change in teachers' beliefs and practice for teaching English language learners*. AERA 2022 conference presentation, San Diego, CA.

Mullaney, T.S., Rea, C., **Cutri, R.M.**, Thompson, V., Hinckley, G. (2021, September). Getting Ready for College: Free Webinar for New and Future College Students. Webinar hosted by Standford University.

Finlayson, E., Whiting, E. F., **Cutri, R. M.** (2020, April). Will it build me or break me?': Student choices to learn "difficult knowledge." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

**Cutri, R.M.**, Whiting, E.F. (2019, April). Stepping Out of the Defensive Zone: Inquiring Into Our Meta-Cognitive Acts as Anti-Oppressive Teacher Educators. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Bybee, E. R., Whiting, E. F., **Cutri, R. M.**, Woolley, H., Whiteside, C., Holdaway, E. (2019, April). Reframing Resistance: Student Perspectives on Discomfort and Dissonance in Critical Multicultural Education. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Bybee, E. R., Whiting, E. F., **Cutri, R. M.**, Newey, E. (2018, Nov.). Reframing Resistance: Student Perspectives on Discomfort and Dissonance in a Critical Multicultural Education Course. Paper presented in a panel at the annual meeting of the American Educational Studies Association, Greenville, SC.

**Cutri, R.M.**, Whiting, E.F., & Bybee, E.R. (2018, April) Critical Multicultural Teacher Education Online: Insights and Concerns from Students' and Professor's Experiences. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Lund, B., **Cutri, R.M.**, Whiting, E.F. (2018, April). *Teaching experiences in highly impacted schools that produce happiness*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

**Cutri, R.M.** (2017, April). *Learner Readiness for an Online Multicultural Teacher Education Course: Characteristics, Concerns, and Cautions*. Poster presented at the American Educational Research Association meetings in San Antonio, Texas.

**Cutri, R.M.** (2016, April). *Self-studies of technology integration in teacher education*.

Organizer of the Structured Roundtable at the annual meeting of the American Educational Research Association meetings in, Washington, D.C.

**Cutri, R.M. & Whiting, E.F.** (2016, April). *Designing a pedagogy of discomfort online: A critical multicultural education course*. Paper at the American Educational Research Association meetings in Washington, D.C.

**Cutri, R.M. & Whiting, E.F.** (2015, Oct.). *The potential of technology integration in multicultural teacher education*. Paper presented at the annual meeting of the National Association of Multicultural Education, New Orleans, LA.

Boone, J., **Cutri, R.M.** (2015, April). *What matters most? The everyday priorities of teachers of English language learners*. Paper at the American Educational Research Association meetings in Chicago, IL. A manuscript based on this presentation is now published in the edited volume *Career Trajectories of English Language Teachers*.

Whiting, E.F. & **Cutri, R.M.** (2014, Jan.). *Promoting pre-service teacher perceptions of their own privilege: A curricular model*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI. Both authors prepared and presented this research. A manuscript based on this presentation is now in press with *Multicultural Perspectives*.

Whiting, E.F. & **Cutri, R.M.** (2013, April). *Pre-service Teachers' Perceptions of Privilege*. Paper at the American Educational Research Association meetings in San Francisco, CA.

Whiting, E. F. & **Cutri, R.M.** (2011, May). *Inciting the moral imagination of pre-service teachers*. Paper presented at the Narrative Research in Progress Conference, Anchorage, AK.

**Cutri, R. M.& Whiting, E. F.** (2011, April). *Living a curriculum of moral wrestling*. Paper at the American Educational Research Association meetings in New Orleans, LA.

**Cutri, R.M.** (2011, April). *Storied Ways of Approaching Diversity*. Paper at invited symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

**Cutri, R.M.** (2010, April). *Spirituality and Development as a Teacher*. Discussion presented at the annual meeting of Invisible College, Denver, CO.

**Cutri, R.M., Manning, J.M., & Weight, C.S.** (2010, April). *Poverty Class Mothers as the Moral Educators of their Upper Middle Class Children*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

**Cutri, R.M., & Johnson, C.** (2009, October). *Blended learning course design: Curricular aspirations and implemented realities*. Paper presented at the annual meeting of the National Association of Multicultural Education, Denver, CO.



- Cutri, R.M., & Johnson, C.** (2009, October). *Cultural snapshots: An approach to understanding the influence of media in shaping the beliefs of pre-service teachers*. Poster presented at the annual conference of the National Association of Multicultural Education, Denver, CO.
- Cutri, R.M., & Johnson, C.** (2009, March). *Overcoming deficit theory toward English language learners: Technological possibilities*. Roundtable presented at the annual meeting of American Educational Research Association, San Diego, CA.
- Cutri, R.M., & Manning, J.M.** (2009, March). *Does passion matter?* Discussion presented at the annual meeting of Invisible College, San Diego, CA.
- Cutri, R.M., Pinnegar, S., & Johnson, C.** (2008, October). *Influencing pre-service teachers' attitudes toward English language learners: Technological possibilities*. Paper presented at the Second Language Research Forum, Honolulu, HI.
- Cutri, R.M., Manning, J.M., & Chun, M.** (2008, March). *Poverty PhDs*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Cutri, R.M.** (2008, March). *A day in the life of an English language learner*. Presentation at the biennial international roundtable of the International Network of Scholars Annual Meeting, New York.
- Cutri, R.M., Schulte, A., & Freidus, H.** (2008, March). *A caring critical methodology*. Discussion conducted at the annual meeting of Invisible College, New York.
- Cutri, R.M.** (2007, November). *Fostering and connecting teachers' spiritual moral commitments*. Paper presented at the national meeting of the Association of Moral Education, New York, NY.
- Cutri, R.M.** (2001, March). *Integrating technology into a teacher education diversity course*. Paper presented at the annual conference of The Society for Information Technology and Teacher Education, Orlando, FL.
- Cutri, R.M., & McAllister, G.** (2001, March). *Pursuing the spiritual moral dimensions of multicultural education: Comparing a secular and a religious teacher education program*. Paper presented at the annual conference of the American Association of Colleges of Teacher Education, Dallas, TX.
- Cutri, R.M., & McAllister, G.** (2001, March). *What's faith got to do with it? The role of educators' faiths in teaching values and skills for social justice*. Paper presented at the annual conference of the American Association of Colleges of Teacher Education, Dallas, TX.

- Cutri, R.M., & McAllister, G.** (2000, November). *Nurturing a spiritual morality through reflective exercises*. Paper presented at the annual meeting of the National Association of Multicultural Education, Orlando, FL.
- Cutri, R.M., & Ferrin, S.** (2000, February). *Developing teacher candidates' spiritual moral dispositions toward multicultural students: A qualitative study*. Paper presented at the annual conference of the American Association of Colleges of Teacher Education, Chicago, IL.
- Cutri, R.M., & Teemant, A.** (1999, April). *Developing inclusive pedagogy for special populations: Meeting the challenge of preparing pre-service teachers*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Cutri, R.M.** (1999, February). *Language planning and policy: Problem, right, resource, or moral imperative*. Paper presented at the annual conference of the American Association of Applied Linguistics, Stanford, CT.
- Cutri, R.M., & Ferrin, S.** (1999, January). *Exploring the moral dimensions of bilingual education*. Paper presented at the annual conference of the National Association of Bilingual Education, Denver, CO.
- Cutri, R.M., Austin, R., Beioni, J., & Ferrin, S.** (1998, December). *Language policies in America's public schools*. Presentation at the annual meeting of the Education Law Association, Snow Bird, UT.
- Cutri, R.M., Delgado Bernal, D., Powell, A., & Ramirez Wiedeman, C.** (1997, April). *Critiquing without negating: Four diverse women reflect on their friendship and graduate school experience*. Paper presented at the AERA SIG Research on Women and Education Conference, Ames, Iowa.
- Oakes, J., & Cutri, R.M.** (1996, November). *Making the rhetoric real: The struggle for teacher education that is multicultural and social reconstructionist*. Keynote address at the annual meeting of the National Association of Multicultural Education, St. Paul, MN.
- Cutri, R.M., Delgado Bernal, D., & Ramirez Wiedeman, C.** (1996, April). *Diverse teacher candidates' critiques of multicultural/bilingual teacher preparation: Insights and implications*. Paper presented at the annual meeting of the American Educational Research Association, New York.

### **Local/State Presentations**

- Cutri, R.M.** (2021, November). *Fostering Belonging as Scholars of Color and Faith at BYU*. Panel Member at BYU College of Family, Home, and Social Sciences BIPOC Scholars in Academia Conference, Provo, Utah.
- Cutri, R.M.** (2021, November). *Considerations and Tips for Increasing Marginalized Students'*

*Experiences of Inclusion and Belonging in Your Class.* Workshop for the BYU Faculty Women's Association, Provo, Utah.

**Cutri, R.M.** (2021, November). *Tips for Writing in Academia.* Workshop for BYU Ph.D. Students in Psychology Department, Provo, Utah.

**Cutri, R.M.** (2016, April). *Engaging skills and dispositions that children develop in poverty.* Presentation at the 8th Annual Scholarship of Teaching and Engagement Conference (SoTE), Utah Valley University, Orem, Utah.

**Cutri, R.M.** (2013, September). *'That's just good teaching!' and 'That's crucial teaching for English language learners!'* Presentation at the BYU Public School Partnership Conference, Provo, Utah.

**Cutri, R.M.** (2011, September). *My pathway to college: Resiliency.* Lecture given at the BYU Teacher Education Department's Power of Teaching Lecture Series, Provo, UT.

**Cutri, R.M.** & Johnson, C. (2011, September). *'That's just good teaching!' and 'That's crucial teaching for English language learners!'* Presentation at the BYU Public School Partnership Conference, Provo, Utah.

Morse, R., Pinnegar, S., & **Cutri, R.M.** (2009, April). *Reflection for change: Teachers improving their teaching for English language learners.* Poster presentation at the Annual McKay School of Education Mentored Research Conference, Provo, Utah.

**Cutri, R.M.**, Pinnegar, S., & Johnson, C. (2008 November). *Overcoming deficit theory toward English language learners: Technological possibilities and policy implications.* Paper presented at the Utah Educational Policy Forum, Salt Lake City, UT.

**Cutri, R.M.** (2005, April). *Teachers' spiritual moral commitments as a source of continuing professional motivation.* Paper presented at the Utah Association of Teacher Educators, Provo, UT.

**Cutri, R.M.**, Austin, R., Benioni, J., & Ferrin, S. (1998, May). *Rights, research, and regulators: Language policy in public schools.* Presentation at the Utah Education Law Institute, Provo, UT.

**Cutri, R.M.** (1996, March). *Redefining teachers' roles for conditions of postmodernity--Problems and promises: An analysis of California's bilingual and crosscultural teacher preparation reform--(B)CLAD.* Presentation at the annual meeting of the California Association for Bilingual Education, San Jose, CA.

Oaks, J., & **Cutri, R.M.** (1995, May). *Center X UCLA/Urban School Teacher Preparation and Development Collaborative with Santa Monica/Malibu Unified School District.* Paper presented at the annual meeting of the American Association for Higher Education Washington, D. C.

## **PROFESSIONAL EXPERIENCE**

**Associate Professor, Brigham Young University (2015-present)**

- Coordinate department graduate program
- Teach and develop classes on multicultural, and multilingual education
- Pursue a related research agenda.

**Assistant Professor, Brigham Young University (8/07-2015)**

- Contribute to the development and implementation of a distance delivery ESL endorsement program and develop curriculum for an undergraduate ESL minor
- Facilitate cross-disciplinary development teams, creating syllabi, teaching courses on campus and via distance education, and contributing to published support materials
- Teach and develop classes on urban, multicultural, and multilingual education
- Pursue a related research agenda.

**Adjunct Professor, Brigham Young University (6/01-8/07)**

- Taught and developed classes on urban, multicultural, and multilingual education
- Participated on common curriculum development committee for elementary and secondary multicultural education courses

**Assistant Professor, Brigham Young University (8/98-6/01)**

- Contributed to the development and implementation of a distance delivery ESL endorsement program and developed curriculum for an undergraduate ESL minor
- Facilitated cross-disciplinary development teams, creating syllabi, teaching courses on campus and via distance education, and contributing to published support materials
- Taught and developed classes on urban, multicultural, and multilingual education
- Pursued a related research agenda

**Visiting Scholar, Brigham Young University (8/97-8/98)**

- Contributed to the development and implementation of a distance delivery ESL endorsement program and developed curriculum for an undergraduate ESL minor
- Facilitated cross-disciplinary development teams, creating syllabi, teaching courses on campus and via distance education, and contributing to published support materials
- Taught and developed classes on urban, multicultural, and multilingual education
- Pursued a related research agenda

**Lecturer, Pepperdine University (4/97-7/97)**

- Developed syllabus for and taught the course *Language and Second Language Acquisition* to master's students
- Facilitated seminar discussions, supervised practicum experience, advised students on their course required research project, and assessed students' course work

**Lecturer, Loyola Marymount University (1/97-5/97)**

- Developed syllabus for and taught the undergraduate course *Policies and Practices in Bilingual Education*

- Facilitated seminar discussions, advised students on their course required research project, and assessed students' course work

**Volunteer Classroom Teacher, Will Rogers Elementary School (9/96-6/97)**

- Team taught language arts and mathematics in a combination first/second grade English/Spanish bilingual classroom
- Assisted with developing the reading curriculum and using running records to assess reading progress
- Provided Spanish language support to English language learners
- Worked with team teacher and students to create a caring learning environment

**Team Leader, UCLA Teacher Education Program (8/96-6/97)**

- Worked with a cohort of student teachers and first year teachers to support and assess their practices
- Served as a liaison between the elementary school where student and first year teachers were placed and UCLA
- Assisted in the planning and implementation of student teaching seminar

**Research Assistant, UCLA Graduate School of Education (2/96-6/97)**

- Assisted with analyzing and writing-up interview, survey, and video tape data on the practices and beliefs of two beginning teachers regarding multicultural education
- Contributed to presentation of findings at a national conference and in an article format

**Critical Friend, Santa Monica/Malibu Unified School District (11/95-7/96)**

- Worked with teachers, district personnel, and external critical friends participating in the UCLA-SMMUSD partnership
- Contributed insights and critiques regarding critical friends' roles and practices
- Participated in bimonthly inquiry meetings on site at Will Rogers Elementary School.

**Research Assistant, UCLA Graduate School of Education, Prof. Jeannie Oakes (9/95-11/95)**

- Assisted in researching the implementation of an experimental educational foundations course in which both PhD students and master's/credential students participated
- Analyzed field note data and contributed to presentation of findings at a national conference

**Research Assistant, UCLA Graduate School of Education, Prof. Justine Su (8/95-12/95)**

- Assisted with organizing and conducting interviews of minority teacher candidates in the UCLA teacher preparation program
- Conducted literature searches on topics related to the research project and wrote a review of relevant literature

**Research Assistant, UCLA Graduate School of Education, Prof. Jeannie Oakes (1/95-7/95)**

- Independently researched, designed, conducted, and analyzed an ethnographic case study of eight teacher candidates in the UCLA teacher preparation program
- Conducted data collection which included observation and participation, interviews, and document analysis

**Community Health Educator, UCLA Center for the Study of Latino Health (10/93-10/94)**

- Working in the tradition of popular education, developed and delivered health promotion presentations and facilitated discussion of healthy live-style choices with bilingual and monolingual Latino youth
- Provided technical assistance to community health educators serving Latino bilingual and monolingual speakers
- Researched and developed curricula on health promotion, including the effects of tobacco use for Spanish and English production

**Museum Educator, UCLA Wight Art Gallery (9/89-10/93)**

- Researched, developed, and distributed interdisciplinary curricula for elementary and secondary students
- Developed and implemented teacher training seminars
- Recruited, trained, and evaluated bilingual docents
- Traveled nationally with exhibition of Chicano art training bilingual and monolingual docents and teachers. Establish community outreach efforts to diverse students, teachers, and administrators in local school districts

**Reading Laboratory Teacher, L.A.U.S.D., Westchester High School (9/88-3/89)**

- Assessed monolingual and bilingual students' English reading comprehension and provided them with appropriate materials and instruction
- Provided instruction in English and Spanish
- Evaluated students' progress and determined their advancement to the next reading level
- Provide for the smooth execution of classroom procedures.

**ACADEMIC and GRANT AWARDS**

2012	David O. McKay School of Education Research Grant Co-Recipient
2011	Mahatma Gandhi Institute for Peace Institute Participant
2011	U.S. Department of Education's Higher Education Fund for Improvement of Postsecondary Education Co-Recipient
2010	BYU Graduate Studies Graduate Mentoring Award Co-Recipient
2009	David O. McKay School of Education Funds for MUR Co-Recipient
2009	Spencer Foundation Public Communication AERA-Hechinger Institute Participant
2008	David O. McKay School of Education Funds for MUR Co-Recipient
2000	BYU Advisor to ORCA Grant Recipient
2000	BYU Faculty Center Course Improvement Grant Recipient
1999	BYU Faculty Center Course Improvement Grant Recipient
1998	David O. McKay School of Education Funds for Research Co-Recipient
1998	Goals 2000 Co-Recipient
1997	David O. McKay School of Education Funds for Research Recipient
1996	UCLA University Fellowship Recipient
1995	UCLA University Fellowship Recipient
1995	Linguistic Minority Research Institute Summer Institute Participant
1994/95	U.S. Department of Education, Title VII Bilingual Fellow, Merit-based full grant
1994	UCLA University Fellowship Recipient

1993 UCLA Dean's Scholar Fellowship Recipient

**DEPARTMENT & LOCAL SERVICE**

2021-present	Member of Provo City School District and BYU Center for Improvement of Teacher Education and Schooling (CITES) Associates Group.
2021-present	Member of Provo City School District Diversity, Equity, and Inclusion (DEI) Committee
2019-present	Member of Stewardship Committee
2016-2020	Graduate Coordinator Department of Teacher Education
2009-2016	Coordinator of Multicultural Education section of the teacher education faculty
2013-2014	Member and Co-Chair of Secondary Multicultural Education Hiring Committee
2008-2011	Member of Elementary Education Program Renewal Committee
2008-2014	Faculty Advisor for Student Academic Association Teens ACT BYU Chapter
2008-2012	Member of the Elementary Education Program Recruitment Committee
2008-2013	Member of the Travel Committee, Teacher Education Department
2008-2012	Member of the Appeals Committee, Teacher Education Department
2008-2012	Member of the Graduate Program Recruitment Committee, Teacher Education Department
2008-2011	Member of the Executive Committee for the BYU English Language Learner Annual Symposium
2004-2005	Member of McKay School of Education Diversity Committee
2000-2001	Faculty mentor for students on academic probation
2000-2001	Member of the Teacher Education Admissions Committee
2000-2001	Undergraduate research trainee mentor and ORCA grant recipient mentor
1999-2000	Undergraduate research trainee mentor
1997-2001	Member, McKay School of Education Student Diversity Recruitment Committee

1995-1997 Member, UCLA Center X Teacher Education Program CLAD/BCLAD Advisory Committee

1994-1995 Student government representative, UCLA Graduate School of Education; Administration, Teaching, and Curriculum Division

### **COLLEGE AND UNIVERSITY SERVICE**

2021-present Member, Institutional Review Board for Human Subjects

2020-present Member, Developing Stakeholders' Readiness to Thrive: The BYU eLearning Higher Education Research Practice Partnership

2021-2022 Past-President, Faculty Women's Association

2020-2021 President, Faculty Women's Association

2019-present Ally, First-Generation College Student Program

2019-2020 President Elect, Faculty Women's Association

2018-2019 Co-chair, McKay School of Education Multicultural Council

2016-2018 Chair, McKay School of Education Multicultural Council

2016 Invited faculty participant, BYU Civil Rights Seminar

2012 Program director, Elementary Education Study Abroad Program, New Zealand

2008-present Faculty mentor to Daniel Barney from Visual Arts Department

2009 Invited presenter, BYU New Faculty Development Spring Seminar

2009 Invited presenter, BYU Multicultural Student Office Foundations Program

2009 Chair, McKay School of Education Welcome BBQs, BYU Multicultural Student Services SOAR Program

2007-2012 Member of the Family Issues Committee, Faculty Women's Association

2000-2001 Member of the Academic Liaison Committee for the BYU Museum of Art

2000-2001 Member of the Ad Hoc Committee for the Desert Language and Linguistic Society (DLS)



1998 Member of the Linguistics Department Self-Study Team for SACTE Program Review

### **STATEWIDE SERVICE**

2007-2015 Board member of the Utah Chapter of the National Association of Multicultural Education

2009-2010 Ex officio president of the Utah Chapter of the National Association of Multicultural Education

2008- 2009 President of the Utah Chapter of the National Association of Multicultural Education

2008 Conference chair for the annual conference of the Utah Chapter of the National Association of Multicultural Education

2007 Elections chair for the Utah Chapter of the National Association of Multicultural Education

1998 Goals 2000 grant reviewer, Utah State Office of Education

1996-1997 UCLA-Santa Monica/Malibu Unified School District Partnership Representative to the California Comprehensive Teacher Education Institute Leadership Team

### **INTERNATIONAL SERVICE**

2021-present AERA Narrative Research SIG Chair-Elect

2019 AERA Narrative Research SIG Outstanding Publication Award, Committee Chair

2018-present *Frontiers in Teacher Education*, Assistant Specialty Chief Editor

2017-2016 AERA Special Interest Group Multicultural Education, Session Chair

2014 AERA Special Interest Group Narrative Research Program Co-Chair, American Educational Research Association

2013 AERA Special Interest Group Narrative Research Program Co-Chair, American Educational Research Association

- 2012 AERA Special Interest Group Narrative Research Program Co-Chair, American Educational Research Association
- 2011-2012 AERA Special Interest Group Narrative Research Recruitment committee member, American Educational Research Association
- 2011 AERA Special Interest Group Narrative Research proposal reviewer, American Educational Research Association
- 2011 Associate chair Invisible College
- 2010 AERA chair Roundtable Paper Presentations *Narrative Inquiry Through a Critical Lens*
- 2010-2011 AERA Division K (Teacher Education) Innovations in Research on Diversity in Teacher Education Award committee member, American Educational Research Association
- 2009 AERA special interest group Critical Examination of Race, Ethnicity, Class and Gender proposal reviewer, American Educational Research Association
- 2009 AERA special interest group Bilingual Education proposal reviewer, American Educational Research Association
- 2009 *Brock Education Journal*, Manuscript Reviewer
- 2009 Solution Tree Press, Manuscript Reviewer
- 2008 The National Network for Educational Renewal (NNER) Critical Friend Chico State University Teacher Education Department
- 2000 AERA Division K (Teacher Education) proposal reviewer, American Educational Research Association
- 1997 AERA Division K (Teacher Education) proposal reviewer, American Educational Research Association
- 1994-1995 Volunteer community tutor, Will Rogers Elementary, Santa Monica, CA, bilingual first/second grade combination

**LOCAL SERVICE**

- 2012-2015 Consultant Teens ACT

1993-1997 Member of Gente in Education (an advocacy and support group for Latina/o graduate students), UCLA Graduate School of Education & Information Studies

1991-1993 Volunteer community tutor, South Central Los Angeles