

SARAH JEAN JOHNSON, PHD

University Of Texas, El Paso
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EDUCATION

UNIVERSITY OF CALIFORNIA, Los Angeles
Ph.D. in Education, 2015
Major Area: Urban Schooling
Disciplinary Specialty: Linguistic Anthropology
Graduate School of Education and Information Studies

FORDHAM UNIVERSITY
M.S. in Childhood Education with honors, 2004
Graduate School of Education

UNIVERSITY OF OKLAHOMA
B.F.A. in Modern Dance Pedagogy with distinction, 1999
College of Fine Arts

ACADEMIC POSITIONS

2018-2025	Assistant Professor • Department of Teacher Education • University of Texas, El Paso, College of Education
2016-2018	Postdoctoral Research Fellow • University of Southern California Center for Economic and Social Research
2015-2018	Lecturer • Division of Social Research Methodology in Education • University of California, Los Angeles, Graduate School of Education
2015-2016	Postdoctoral Research Fellow • Division of Urban Schooling • University of California, Los Angeles, Graduate School of Education
2010-2015	Special Reader • Division of Social Research Methodology in Education • University of California, Los Angeles, Graduate School of Education

K-12 TEACHING POSITIONS

2007-2009	Fourth Grade Teacher, Cox Academy Public Charter School, Oakland, California
2002-2004	Arts and Literacy 'Cluster' Teacher (Grades Pre-K-4), C.S. 234, NYC Department of Education, Bronx, New York

FELLOWSHIPS AND AWARDS

2022	National Academy of Education/Spencer Postdoctoral Fellowship, <i>Semifinalist</i>
2021	National Academy of Education/Spencer Postdoctoral Fellowship, <i>Semifinalist</i>
2018	Council of Anthropology of Education Concha Delgado Gaitán Presidential Fellow
2017	Council of Anthropology of Education Frederick Erickson Outstanding Dissertation Award, <i>Honorable Mention</i>
2015	Outstanding Dissertation Award, University of California, Los Angeles, Department of Education
2014	Council of Anthropology of Education Shirley Brice Heath New Scholar Travel Award
2013	AERA Division G Graduate Student Travel Award
2012	UCLA Graduate Research Mentorship Program Award (year-long funding)
2011	UCLA CONNECT Center for Research and Innovation Graduate Research Fellowship

2011	Graduate Summer Research Mentorship Award, University of California, Los Angeles
2010	Graduate Summer Research Mentorship Award, University of California, Los Angeles
2004	New York City Teaching Fellow, Fordham University
2003	New York City Teaching Fellow, Fordham University
2003	Americorps Service Award
1999	Scott Salmon Modern Dance Choreography Award, University of Oklahoma
1999	Buffalo Mask Award for Outstanding Contributions to the School of Dance, University of Oklahoma
1999	American College Dance Association Choreography competition, <i>finalist</i>
1998	Scott Salmon Modern Dance Choreography Award, University of Oklahoma

GRANTS

Extramural

2020	National Endowment for the Arts Research Grant, Federal Award ID Number (FAIN) 1878-484-38-21 (PI, with Co-PI Dr. María Teresa de la Piedra), \$70,000 (with UTEP matching grant)
	<ul style="list-style-type: none"> 2025 - Agency sent notice of expedited close out and did not require descriptive report

Intramural

2022	University Research Institute Grant (PI), UTEP, \$5000
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Not funded

2016	(Lead Writer) Spencer Small Research Grant Program (PI, Marjorie Orellana) \$20,000
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EDITORSHIP

2023-26	Associate Editor, <i>Anthropology and Education Quarterly</i>
2025	Guest Co-editor (with Inma García Sánchez, UCLA and Ananda Marin, UCLA), <i>Research on Children and Social Interaction</i>
2017	Guest Co-editor (with Amy Kyratzis, UCSB), <i>Linguistics and Education</i>
2011-13	Co-editor, <i>Crossroads of Language, Interaction, and Culture</i>

PUBLICATIONS

Refereed Journals *graduate student co-author ** K-12 teacher co-author + equal authorship

Johnson, S.J. & Erickson, F. (In preparation). *Convivencia* in musical ensemble: Embodied and agentic learning through meaningful participation. To be submitted to *Anthropology and Education Quarterly* (Impact Factor: 1.6; Acceptance rate 26%)

García Sánchez, I., **Johnson, S.J.**, & Marin, A. (In preparation). [Special Issue Introduction] Illuminating relational dimensions of children's learning in diverse educational environments: Conversing across traditions of talk-in-interaction. *Research on Children and Social Interaction*. (ANVUR Class A Journal)

de la Piedra, M.T. & **Johnson, S.J.** (2025). Learning music en la frontera: Translanguaging and multimodal assemblages in a community-based violin education program. *Language and Education*. (Impact factor 1.9; Acceptance rate 17%)

Johnson, S.J. (2025). "La pasión y el enojo brujo": Engendering of ethical perception in children's learning of ballet folklórico. *Research on Children and Social Interaction*. (ANVUR Class A Journal)

Johnson, S. J. (2023). La mariposita ¿La recuerda?: the affective and moral dimensions of professional vision in learning to play the violin. *Mind, Culture, and Activity*, 30(3–4), 209–232. (Impact Factor: 1.9; Acceptance rate 33%)

- Johnson, S.J. (2023). [Book Review] *Storytelling Practices in Home and Educational Contexts: Perspectives from Conversation Analysis* by Anna Filip, Binh Thanh Ta, and Maryanne Theobald. *Research on Children and Social Interaction* 7(2), 288-319. (ANVUR Class A Journal)
- Johnson, S.J. & Erickson, F. (2022). The regarded listener: Transcribing the multiparty social ecology of children's collaborative storytelling. *Social Interaction: Video-based studies of human sociality*, 5(3). (New journal - Impact factor unavailable)
- Johnson, S.J., de la Piedra, M.T., *Sanmiguel-López, A., *Perez, M. (2021). Mexican-heritage children's cultural learning of ballet folklórico: Herencia, familia, y orgullo. *Anthropology and Education Quarterly* 53(2), 130-148. (Impact Factor: 1.6; Acceptance rate 26%)
- Johnson, S. J., & **Avetisian Cochran, H. (2021). Collaborative research into the "hidden worlds" of children's peer reading. *Journal of Early Childhood Research*, 19(3), 381-395. (Impact Factor: 1.5)
- Johnson, S.J. (2017). Agency, accountability and affect: Kindergarten children's orchestration of reading picture books a with friend. *Learning, Culture, and Social Interaction* 12(1), 15-31. (Impact Factor: 1.9)
- Johnson, S.J. (2017). Multimodality and footing in peer correction in reading picture books. *Linguistics and Education* 41(1), 20-34. (Impact Factor: 1.7)
- Kyratzis, A. & **Johnson, S.J.** (2017). [Special Issue Introduction] Multimodal and multilingual resources in children's framing of situated learning activities. *Linguistics and Education* 41(1), 1-6. (Impact Factor: 1.7)
- Orellana, M., **Johnson, S.J.**, Rodriguez, A., Rodriguez, L., & Franco, J. (2017). An apprentice teacher's journey in "seeing" learning. *Teacher Education Quarterly* 2(44), 7-26. (Acceptance rate is 12-15 percent; h5 index rating is 18)
- Orellana, M. & **Johnson, S.J.** (2012). "Anchor Babies" and dreams deferred: Public discourse about immigrant children and implications for civic and educational rights. *Encyclopaideia: Journal of phenomenology and education*, XVI(33), 71-89. (Impact factor unavailable)
- Johnson, S. J., & Amador, L. (2011). A pioneer in the use of video for the study of human social interaction: A talk with Frederick Erickson. *Crossroads of Language, Interaction and Culture*, 8(1), 93-102. (Impact factor unavailable)

Invited Book Chapters

- Ángeles, S., Cone, L., **Johnson, S.J.**, Orellana, M. (2020). Cultivating cultural competence through undergraduate service learning in a play-based afterschool program. In T. Puckett, & N. Lind (Eds.). *Cultural Competence in Higher Education*. Bingley, UK: Emerald Publishers.
- Orellana, M.F., Franco, J., **Johnson, S.J.**, Rodriguez, B., Rodríguez-Scheel, A., Rodriguez, L., Martinez, K. (2019). Transforming Practice in Multilingual Communities: Towards a Transcultural Pedagogy of Heart and Mind. In M. Pacheco, Z. Morales, C. Hamilton (Eds.) *Transforming schooling for second language learners: Theoretical Insights, Policies, pedagogies and practices*. Charlotte, NC: Information Age Publishing.
- Catterall, J., Bennett, J., Catterall, C., Johnson, S.J., Nardo, R. (2011). Visual and performing arts. In F. Ong and McLean, J. (eds.), *California Preschool Curriculum Framework (vol. 2)*, 39-127. Sacramento: Department of Education. [I authored the chapter titled, *Dance*]

Refereed Conference Proceedings

- Saavedra, A.; Rapaport, A.; Marwah, E.; Carle, J.; Liu, Y., **Johnson, S. J.**; Li, Janet; Hoepfner, D. & Garland, M. (2019). Shifting to Project-Based Learning in the Advanced Placement Context. AERA Online Paper Repository.

Technical Reports

Saavedra, A., Rapaport, A., Carle, J.; **Johnson, S.J.**, Liu, Y., Marwah, E. Li, J., Garland, M., Booth, E., Hoepfner, D. (2017). *Knowledge in Action Efficacy Study Pilot Year (2015-16)*. Internal Report (Delivered to George Lucas Educational Foundation).

RESEARCH PROJECTS

- 2021-25 Primary Investigator, *Bodies and minds in motion: Cultural contexts for learning in community arts programs at the United States and Mexico border*. With co-PI María Teresa de la Piedra. Funded by the National Endowment for the Arts, \$70,000 with UTEP matching grant.
- 2019-21 Primary Investigator, *Convirtiéndose en bailarina: A case study of young children's learning of ballet folklórico*. Funded by UTEP new faculty startup funds, \$22,000.
- 2016-18 Postdoctoral Research Fellow, University of Southern California Center for Economic and Social Research *Efficacy Study of the Knowledge in Action Advanced Placement U.S. Government and Environmental Science Projects*. PI: Anna Saavedra, Funded by the George Lucas Educational Foundation.
- 2015-16 Postdoctoral Research Fellow, UCLA Graduate School of Education; *UCLA/UC Links Teacher Education Partnership with Play-based Afterschool Program*. PI: Marjorie Orellana, Funded by UC Links.
- 2011-15 Primary Investigator, UCLA Graduate School of Education; *Peer language, sociality, and cognition in kindergarten literacy learning*, Funded by CONNECT Center for Research and Innovation at the UCLA Laboratory School and UCLA Graduate Programs.
- 2011-13 Graduate Student Researcher, UCLA Graduate School of Education; *Learning and Achieving Through the Arts: Arts in Education Model Development and Dissemination*. PIs: Kylie Peppler and James Catterall, Funded by the U.S. Department of Education-Arts in Education Model Development and Dissemination Grant
- 2010-12 Research Assistant, University of Chicago National Opinion Research Center; *Teaching Artist Research Project*. PI: Nick Rabkin
- 2010-12 Research Assistant, Arts Education Partnership; *ArtsEd Search Project*. PI: Michael Sikes.
- 2009-10 Research Assistant, Wallace Foundation; *Arts for All School Arts Survey: Measuring Quality, Access and Equity in Arts Education*. PI: Lynn Waldorf, Funded by Arts for All.
- 2009-10 Graduate Student Researcher; UCLA Graduate School of Education. Evaluation of *Get Lit- Words Ignites' Youth Poetry Program*. PI: James Catterall, Funded by the Opportunities for Learning Public Charter School

UNIVERSITY TEACHING

* Indicates a course I created or significantly redesigned the syllabus and curriculum

University of Texas, El Paso

Doctorate

TED 6397 Dissertation Proposal Writing Seminar (hybrid)

Masters

TED 5313 Diversity in Educational Settings (online)

TED 5304 Scholarly Writing (online) *

RED 5300 Foundations of Literacy Education in Diverse Contexts (online)*

RED 5349 Literacy Education Practicum (online) *

Undergraduate

RED 4338 Literacy & Language Arts Methods *

University of California Los Angeles, Lecturer

Masters/Doctorate

EDUC 222A Qualitative Methods and Design Issues in Educational Research

EDUC 222B Participant-Observation Field Methods

EDUC 222C Qualitative Data Reduction and Analysis

Undergraduate

EDUC C126 Educational Anthropology *

University of California Los Angeles, Special Reader

Instructors of record Drs. Teresa McCarty, Frederick Erickson, and Kathryn Anderson-Levitt

Masters/Doctorate

EDUC 222A Qualitative Methods and Design Issues in Educational Research

EDUC 222B Participant-Observation Field Methods

EDUC 222C Qualitative Data Reduction and Analysis

UTEP Teaching, Learning and Culture (TLC) Doctoral Advising

Current

Kristen Ash, 2022-

Prior

Berenice Peralta, 2018-22

Jose Maldonado, 2022-25

Doctoral Dissertations (UTEP)

Valeria Frias Ruiz, Co-Chair

Alejandra Sanmiguel López, Co-Chair

Josey Pickett, Member

Transfronterizx Family Language Policies (Expected defense in Fall 2026)

A Qualitative Case Study of the Role of Reflective Practices in Pre-service Dance Teachers' Development of Pedagogical Content Knowledge and Critical Consciousness (Defended in Spring 2023)

UTEP Postdoctoral Supervision

Claudia Saldaña, Ph.D., 2021-22

UTEP Doctoral Research Assistant Supervision

Marialett Villalobos, 2024 (fall)

Alejandra Sanmiguel López, 2018-19, 2021-22

- 2021, UTEP Summer Mentorship Research Award

Margarita Lucía Mejía, 2021

- 2021, UTEP Doctoral Excellence Fellowship recipient

María Perez, 2018-19

Berenice Peralta, 2018 (fall)

GUEST LECTURES

2024	Qualitative Research Methods (EDUC 222B), UCLA, Dr. Teresa McCarty
2021	Linguistics Seminar (LING 773), Georgetown University, Dr. Frederick Erickson
2021	Ethnography of Language and Literacy (BED 6314), UTEP, Dr. Katherine Mortimer
2019	Ethnography of Language and Literacy (BED 6314), UTEP, Dr. Katherine Mortimer

- 2017 Cal State University Long Beach, Two-day workshop on qualitative data analysis for the CSULB Graduate Writing Institute
- 2015 Qualitative Inquiry: Video-based Analysis (EDUC 222D), UCLA, Dr. Noel Enyedy

CONFERENCE PROCEEDINGS

Invited talks

- 2021-25 Co-action Lab, UCLA Department of Anthropology (Organized by Marjorie Goodwin) (yearly research presentation)
- 2018-21 EL3 Lab Colloquium, UTEP College of Education, Organized by Katherine Mortimer and Amy Bach (yearly research presentation)
- 2014 & 2019 Language, Interaction and Social Organization (LISO) Interdisciplinary Working Group Colloquium at UC Santa Barbara, Organized by Amy Kyratzis (research presentation)
- 2016 Spencer Foundation Conference, *Learning how to look as well as listen. Building capacity for video-based transcription and analysis in social and educational research*, Arizona State University at Tempe, Organized by Frederick D. Erickson, Alfredo Artiles, and Sherman Dorn

Panel Organizer and Chair

- 2025 (Co-organizer and co-chair with Eton Churchill) *Touch and Aesthetics in Co-operative Action*. Submitted to Society for Linguistic Anthropology/American Anthropological Association Conference Annual Meeting in New Orleans, LA.
(Co-organizer and co-chair with Faythe Beauchemin). *'Dignity-ing': Magnifying the social construction and consequences of dignity-affirming or dignity-denying micro-interactional moments*. Language and Social Processes special interest group at the Annual Meeting of the American Educational Research Association, Denver, CO.
- 2024 (Co-organizer and co-chair with Amy Kyratzis). *Discovering (to construct) the educational possibilities of culturally sustaining pedagogy: Video-based linguistic anthropological approaches*. Language and Social Processes special interest group at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- 2023 (Co-organizer with Inma García Sánchez). *Illuminating Sociality and Learning in Diverse Educational Environments by Interrogating Movement, Touch, and Affect*. Language and Social Processes special interest group at the Annual Meeting of the American Educational Research Association, Chicago, IL.
(Co-chair with Ananda Marin). *Illuminating Sociality and Learning in Diverse Educational Environments by Interrogating Movement, Touch, and Affect*. Language and Social Processes special interest group at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- 2022 (Chair). *Unsettling Landscapes of Sociality and Learning: Movement, Touch, and Affect* (Inma García Sánchez, organizer). Council of Anthropology and Education/American Anthropological Association Conference, Seattle, Washington.
- 2018 (Co-organizer with Paul Hartman). *Moving translanguaging, art, and play in from the margins*. Council of Anthropology and Education/American Anthropological Association Conference, San Jose, CA.
- 2015 (Co-organizer with Amy Kyratzis). *Multimodal and multilingual resources in participants' framing of situated classroom literacy activities*. The 14th International Pragmatics Conference, Antwerp, Belgium.
- 2014 (Co-organizer with Amy Kyratzis). *Children's Multimodal and Multilingual Resources in Framing Situated Task and Play Activities*. International Conference on Conversation

- 2013 Analysis (ICCA), UCLA, Los Angeles, California.
(Co-organizer with Amy Kyratzis) *Multimodal and Multilingual Resources in Children's Situated Cognitive and Literacy-Related Activities*. Language and Social Processes special interest group at the annual meeting of the American Educational Research Association, San Francisco, California.

Papers Presented (refereed conferences) *graduate student co-author + equal authorship

Cekaite, Asta; **Johnson, Sarah Jean**⁺

- 2025 "With me or by yourself?": Children's intersubjective attunement and corporeal togetherness in Mexican folkloric dance. Submitted to Society for Linguistic Anthropology/American Anthropological Association Annual Meeting, New Orleans, LA.

Johnson, Sarah Jean

"Showing up": The social accomplishment of skilled action and persistence in a community violin education program. Presented on the panel, '*Dignity-ing*': *Magnifying the social construction and consequences of dignity-affirming or dignity-denying micro-interactive moments*, at the Annual Meeting of the American Educational Research Association, Denver, CO.

- 2024 The engendering of ethos and professional perception in folkloric dance. Paper presented on the panel, *Discovering (to construct) the educational possibilities of culturally sustaining pedagogy: Video-based linguistic anthropological approaches*, at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Johnson, Sarah Jean; de la Piedra, María Teresa; Sanmiguel-López, Alejandra*; Saldaña, Claudia

- 2023 Learning professional perception in violin performance through bilingual storytelling and touch. Paper presented on the panel, *Illuminating Sociality and Learning in Diverse Educational Environments by Interrogating Movement, Touch, and Affect*, at the Annual Meeting of the American Educational Research Association, Chicago, IL.

de la Piedra, María Teresa; **Johnson, Sarah Jean**

- 2022 Crossing boundaries of rigid dichotomies in schools: Two case studies in the US-Mexico borderlands. Paper presented at the conference, *Multiplicities of il/literacy: Reading and writing practices beyond clear-cut dichotomies*, held at the University of Bayreuth, Germany.

Johnson, Sarah Jean; de la Piedra, María Teresa; Saldaña, Claudia; *Sanmiguel-López, Alejandra

"¿Una gallina miss?": Bilingual storytelling and touch as a pedagogical structure in young children's learning of the violin. Paper presented for the panel, *Unsettling Landscapes of Sociality and Learning: Movement, Touch, and Affect*, at the Annual Meeting of the American Anthropological Association

Johnson, Sarah Jean; de la Piedra, María Teresa; *Sanmiguel-López, Alejandra; *Perez, Maria

- 2021 Embodied and multilingual pedagogies for children's cultural learning in ballet folklórico. Paper presented on the panel, *Supporting Multilingual Education in Early Childhood: Linguistic Anthropological Approaches*, at the Annual Meeting of the American Anthropological Association

Johnson, Sarah Jean; *Sanmiguel-López, Alejandra

- 2020 Convirtiéndose en bailarina: Young children's identity and cultural learning of ballet folklórico. Latin American Studies Association Congress, Guadalajara, Mexico.

Saavedra, A., Rapaport, A., Marwah, E. Carle, J., Liu, Y., **Johnson, S.J.**, Li, J., Hoepfner, D., Garland, M.

- 2019 Shifting to project-based learning in the advanced placement context. Paper presented in the colloquium, *Evaluating the jump on college: Advanced placement, international baccalaureate, and college-prep programs*, at the AERA Annual Meeting, Toronto, CA.
- Orellana, Marjorie; **Johnson, Sarah Jean**, Rodriguez-Menkoff, Andrea; Rodriguez, Lilia, Franco, Janelle
- 2018 Transforming teaching in multilingual communities: Towards a transcultural pedagogy of heart and mind. Paper presented in the colloquium, *Teaching and Learning within Nationalist Narratives: Students and Teachers Crossing Borders with Agency, Cariño, and Heart*, at the American Association of Applied Linguistics conference (AAAL) held in Chicago, IL.
- Orellana, Marjorie; Rodriguez, Lilia; Franco, Janelle, **Johnson, Sarah Jean**
- 2017 Learning to listen to multilingual kids: Merging theory and practice in pre-service teacher education. Paper presented in the colloquium *Encountering and Contesting Multilingual/Transcultural Meaningfulness in Literacy Research* at the Literacy Research Association Conference in Tampa, FL.
- Orellana, Marjorie; **Johnson, Sarah Jean**, Rodriguez-Menkoff, Andrea; Rodriguez, Lilia, Franco, Janelle
- Leveraging multilingual resources in new immigrant communities in southern California. Paper presented in a symposium titled, *Critical Perspectives On Language Socialization Processes and Trajectories in (Bi-) Multilingual Contexts*, at the 15th International Pragmatics Conference in Belfast, Ireland.
- Orellana, Marjorie; Rodriguez, Lilia; Franco, Janelle; **Johnson, Sarah Jean**, Martinez, Krissia
- Beauty salons, banks, ‘free’ stores, and jails: Kids imagining social worlds. Paper presented in a symposium titled, *Virtual, Social, and Youth Political Spaces*, at AAA Anthropology of Childhood and Youth Interest Group conference held at UCLA.
- Orellana, Marjorie; **Johnson, Sarah Jean**; Rodriguez, Lilia; Franco, Janelle
- Learning to teach by listening to kids: Merging theory and practice in pre-service teacher education. Paper presented in a symposium titled, *Culturally Sustaining Pedagogies and Language Awareness in Elementary and Middle School Contexts* at the AILA 18th World Congress in Applied Linguistics in Rio de Janeiro, Brazil.
- Johnson, Sarah Jean
- 2016 Collaborative research into the “hidden worlds” of peer reading. Paper presented in a symposium titled, *Re-discovering evidence in anthropological research: An examination of methods*, at the annual meeting of the American Anthropological Association, Minneapolis, MN.
- Orellana, Marjorie; **Johnson, Sarah Jean**; Rodriguez, Andrea; Rodriguez, Lilia; Franco, Janelle
- Pre-service teachers learning to see and seeing to learn. Paper presented in a Division C symposium titled, *Layers of Learning: Working toward mediated praxis through positioning researchers, practitioners and students as learners*, at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- Franco, Janelle, Orellana, Marjorie, **Johnson, Sarah Jean**
- Translanguaging, transculturation, and transformational literacies: Learning from immigrant children. Paper presented in Division G roundtable session titled, *Mobilizing community resources for literacy development: New pedagogies for new times*, at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- Johnson, Sarah Jean
- 2015 “I think they’re gonna get married.” Affect in kindergarten children’s orchestration of participation in reading picture books with a friend. Paper presented on a panel titled,

Rethinking the “familiar” and learning about the “strange”: Tensions, misunderstandings, and possibilities related to language and literacy practices across diverse contexts, at the annual meeting of the American Anthropology Association, Denver, CO.

“I think they’re gonna get married.” Affect and participation in peer reading. Paper presented in a panel titled, *From the 3Rs to the 3Ls: Language, Literacy and Love in Response to a Regime of Regimentation*, at the annual meeting of the American Educational Studies Association Conference, San Antonio, Texas.

Agency, accountability and affect: Kindergarten children’s orchestration of participation in reading picture books with a friend. Paper presented at the 14th International Pragmatics Conference, Antwerp, Belgium.

- 2014 “No, it has a ‘G,’ Okay?:” Multimodality and footing in peer correction in reading picture books. Poster presented in the *CAE Invited New Scholar Poster Session* at the Annual Meeting of the American Anthropological Association, Washington, D.C.

Directive trajectories in peer collaborative reading. Paper presented in a panel titled *Children’s Multimodal and Multilingual Resources in Framing Situated Task and Play Activities* at the International Conference on Conversation Analysis (ICCA), UCLA, Los Angeles, California.

- 2013 Helping as an achieved activity in peer reading encounters. Paper presented in a panel titled *Multimodal and Multilingual Resources in Children’s Situated Cognitive and Literacy-Related Activities* at the annual meeting of the American Educational Research Association, San Francisco, California.

- 2012 *Puppets, hateful, and victims*: Characterizations of Latino/a youth in media discourses covering Arizona’s HB 2281. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Orellana, Marjorie & **Johnson, Sarah Jean**

- 2011 “Anchor babies” and American Dreams: Circulating discourses about immigrant youth. Paper presented at the UCLA Applied Linguistics conference, Los Angeles, CA.

Johnson, Sarah Jean

Creativity outside the curriculum: The outsiders experience in dance imitation and improvisation. Paper presented in a panel titled, *Promoting creativity through encounters with dance and play*, at the annual meeting of the Ethnography in Education Research Forum, University of Pennsylvania.

MEDIA

- 2021 “NEA Funds UTEP Study on How the Arts Affect Learning,” *El Paso Herald-Post*, February 13, 2021

SERVICE TO THE PROFESSION

Ad Hoc Journal Peer Review

Cognition and Instruction; Linguistics and Education; Journal of American Indian Education (JAIE); Journal of Sociolinguistic Studies; Research on Children and Social Interaction; Text and Talk: An Interdisciplinary Journal of Language, Discourse, and Communication Studies; Learning, Culture and Social Interaction; Teacher Education Quarterly; Journal of Pragmatics; Journal of Teacher Education; Multilingua: Journal of Cross-Cultural and Interlanguage Communication

Ad Hoc Book Peer Review

Critical Youth Research in Education: Methodologies of Praxis and Care (2020). T. McCarty and A.

Ali (Eds.) Routledge
Conference Proposal Peer Review

AERA Language and Social Processes SIG; AERA Division G; AAA, Anthropology of Children and Youth Interest Group

Professional Association Committees

- 2022 Frederick Erickson Outstanding Dissertation Award Committee, AAA Council on Anthropology and Education
- 2020 Outstanding Book Award Committee, AAA Council on Anthropology and Education
- 2018 Spindler Award Committee, AAA Council on Anthropology and Education

UNIVERSITY SERVICE

UTEP Institutional Review Board, Member, 2025-27
 UTEP Graduate Council, COE Representative, 2023-26
 Graduate Council Secretary
 UTEP Faculty Senate, alternate, 2021-23
 UTEP Interdisciplinary Research Team, EASSI (Engineering + Art + Science = Social Impact), member, 2019-2024
 Engaging Against White Supremacy in Classrooms and Communities: Trauma, Resilience, and Resistance Series (workshop co-presenter), 2019
 UTEP Building Scholars Symposium (Judge), 2019
 UTEP Graduate Student Research Expo (Judge), 2018
 Texas Association of Future Educators (TAFE) collaboration with UTEP (Judge), 2018

COLLEGE SERVICE

UTEP Teaching, Learning, Culture (TLC) Doctoral Committee, committee member, Fall 2019-Fall 2025
 Program improvement task force, 2023-24
 Transitional advisor for doctoral students, 2022
 “0 credit course” task force, 2021-22
 Outstanding Dissertation Award Committee, 2020, 2022, 2023
 Curriculum Revision (Lit/Biliteracy) Task Force, 2020
 Curriculum Revision (Methodology) Task Force, 2020
 UTEP College of Education Curriculum Committee, Fall 2020-Fall 2022
 UTEP COE Queering our Classrooms, committee member, 2020
 UTEP US Prep Ad Hoc Committee, committee member, Fall 2018
 UTEP Community of Practice Ad Hoc Committee, committee member, Fall 2018

DEPARTMENT SERVICE (TEACHER EDUCATION)

UTEP Ed.D. Curriculum and Instruction Working Group, 2024
 Literacy M.Ed., faculty advisor, 2021-Present
 Ethnographies, Languages, and Literacies (EL3) LAB, affiliated Faculty 2018-2024
 Graduate Committee, committee member, 2018-2021
 Literacy Education Master’s program UTEP Connect working group, 2020-2021
 Undergraduate Curriculum Working Group, committee member, 2019
 Biannual Teacher Preparation Data Dialogue, participant, 2019-Present
 UTEP Teacher Preparation Community of Practice, participant, 2019-Present
 Field Partnership Ad Hoc Committee, committee member, 2018-2019

PROFESSIONAL SERVICE TO THE PUBLIC

Tocando Music Project/UTEP STEAM Career Day (planning committee & workshop co-presenter), UTEP, 2023
 Teachers of Future Miners Early Childhood Education Conference (workshop presenter), UTEP, 2019
 Marlborough High School Honors Research in Social Sciences, Research Mentor, 2010-2013

PROFESSIONAL AFFILIATIONS (*current)

American Anthropological Association*
American Educational Research Association*
Latin American Studies Association
American Association of Applied Linguistics
California Council of Teacher Education
Literacy Research Association
International Pragmatics Association

SELECT ADDITIONAL TRAINING AND LICENSURE

Teaching Online Academy, UTEP Center for Instructional Design Extended University, 2023
Instituto Cultural Oaxaca, Oaxaca, Mexico, Intensive Spanish Program for Beginners (Summer 2022)
Language Plus, El Paso, Intensive Spanish Program for Beginners (Summer 2019)
California Teaching Credential, Multiple Subject, Provisional (2007)
New York State Teaching Certificate, Multiple Subject, Provisional (2002)
Merce Cunningham Dance Company, Professional Training Program, 1999-2001, New York City
American College Dance Festival, 1998 Summer Dance Intensive, Duke University, Raleigh, NC