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C U R R E N T P O S I T I O N

California State University, Fullerton, Department of Child and Adolescent Studies
Assistant Professor 2018-present

E D U C A T I O N

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|---|----------------------------|
| University of California, Irvine Ph.D. in Education Specializations: <i>Learning, Cognition, & Development; Educational Policy & Social Context</i> Master of Arts in Education | Irvine, CA 2017 2013 |
| California State University, Northridge Master of Business Administration, Marketing and Management | Los Angeles, CA 2008 |
| University of Southern California Bachelor of Music, Violin Performance, <i>Magna Cum Laude</i> Secondary field of study: English Literature | Los Angeles, CA 2002 |

R E S E A R C H I N T E R E S T S

Developmental and educational contexts; Early childhood education, Emergent bilinguals; Educational policy; Cultural and linguistic considerations; Executive function; Arts integration

P U B L I C A T I O N S

Articles in Peer-Reviewed Journals

- Mancilla-Martinez, **Greenfader, C. M.**, & Ochoa, W. (in press). Spanish-speaking preschoolers' conceptual vocabulary knowledge: Towards more comprehensive assessment. *NHSA Dialog*.
- Greenfader, C. M.**, VanAmburg, S., & Brouillette, L. (2017). Supporting teachers in arts integration strategies to foster foundational literacy skills of emergent bilinguals. *Journal of Pedagogy, Pluralism, and Practice*, 9(1).
- Greenfader, C. M.**, & Brouillette, L. (2017) The arts, the common core, and English language development in the primary grades. *Teachers College Record*, 119(9).
- Greenfader, C. M.**, Brouillette, L., & Farkas, G. (2015). Effect of a performing arts program on the oral language skills of young English learners. *Reading Research Quarterly*, 50(2), 185-203. doi:10.1002/rrq.90
- Greenfader, C. M.**, & Miller, E. B. (2014). The role of access to Head Start and quality ratings for Spanish-Speaking Dual Language Learners' (DLLs) participation in early childhood education. *Early Childhood Research Quarterly*, 29(3), 378-388. doi:10.1016/j.ecresq.2014.04.011

Greenfader, C. M., & Brouillette, L. (2013). Boosting language skills of English learners through dramatization and movement. *The Reading Teacher*, 67(3), 171-180. doi:10.1002/TRTR.1192

Manuscripts Under Review

Greenfader, C. M. (Asked to revise and resubmit). What is the role of executive function in the school readiness of Latino students? [*Dissertation Chapter 1*]

Manuscripts in Preparation

Greenfader, C. M. (In preparation). What is the role of executive function in the early elementary school achievement of Latino students? [*Dissertation Chapter 2*]

Greenfader, C. M. (In preparation). Does kindergarten Executive Function and its impact on second grade achievement differ for Latinos and monolingual-English Whites? [*Dissertation Chapter 3*]

Hughes, B., **Greenfader, C. M.**, Kalinowski, R., Zinger, D., Ray, A., Grove, D., & Bailey, D. (In preparation). Large-scale study of integrating arts-based and inquiry-based instruction in elementary earth science.

C O N F E R E N C E P R E S E N T A T I O N S

Hughes, B., **Greenfader, C. M.**, Andersen, S. O., Wong, J., & Bailey, D. (2018, April). *The impact of arts- and inquiry-based instruction on the life science knowledge of fifth graders*. Paper presented at the Annual Conference of the American Educational Research Association, New York, NY.

Hughes, B., **Greenfader, C. M.**, Andersen, S. O., Wong, J., & Bailey, D. (2018, April). *Evaluation of inquiry and VAPA methods to reverse the science misconceptions of fourth graders*. Poster presented at the Annual Conference of the American Educational Research Association, New York, NY.

Hughes, B., **Greenfader, C. M.**, Andersen, S. O., Wong, J., & Bailey, D. (2018, March). *A Comparison of arts- and inquiry-based methods for teaching elementary science & the reversal of misconceptions*. Paper presented at the Annual Conference of the National Association for Research in Science Teaching, Atlanta, GA.

Hughes, B., Kalinowski, R., **Greenfader, C. M.**, Zinger, D., Ray, A., Grove, D., & Bailey, D. (2017, May). *Evaluation of a large-scale science teaching intervention employing arts-integrated instruction*. Paper presented at the Annual Conference of the American Educational Research Association, San Antonio, TX.

Greenfader, C. M. (2017, April). *How SES and home language factors contribute to the EF and school readiness of Hispanic children at kindergarten entry*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Greenfader, C. M., & Brouillette, L. (2016, July). *Preparing K-2 teachers to foster the English development of Hispanic ELs through dramatic play & dance*. Poster presented at the National Research Conference on Early Childhood, Washington, D.C.

Hughes, B., Kalinowski, R., Zinger, D., Ray, A., Grove, D., Bailey, D., & **Greenfader, C. M.** (2016, April). *Visual and performing arts instruction of science: An alternative instructional approach*. Paper presented at the Annual Conference of the National Association for Research in Science Teaching, Baltimore, MD.

Mancilla-Martinez, J., **Greenfader, C. M.**, & Ochoa, W. (2015, December). *Spanish-speaking preschoolers' conceptual vocabulary knowledge: Towards more comprehensive assessment*. Paper presented at the Annual Conference of the Literacy Research Association.

Greenfader, C. M., & Brouillette, L. (2015, March). *The impact of integrating arts activities with literacy lessons on the oral language of K-2 Spanish-English bilingual students*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Greenfader, C. M., & Brouillette, L. (2014, October). *Fostering the oral language of K-2 English learners through the arts*. Paper presented at the Fall 2014 Conference of the California Council on Teacher Education, San Diego, CA.

Mancilla-Martinez, J., & **Greenfader, C. M.** (2014, July). *Spanish-speaking preschoolers' vocabulary: Tracking progress and facilitating development*. Paper presented at the Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, NM.

Miller, E. B., & **Greenfader, C. M.** (2014, March). *Spanish-speaking Dual Language Learners' (DLLs) participation in Head Start*. Paper presented at the Spring Conference for the Society of Research on Educational Effectiveness, Washington, DC.

UNIVERSITY TEACHING & RESEARCH EXPERIENCE

California State University, Dominguez Hills

Adjunct Lecturer

Courses: *Immigrant Families & Children in the U.S.* (Spring, 2018; Fall, 2017; Summer, 2017; Spring, 2016); *Cognition, Language, & Schooling* (Spring, 2018; Fall, 2017; Spring, 2017); *Parenting* (Spring, 2018; Fall, 2017); *Early Language & Literacy Development* (Spring, 2017; Spring, 2016)

University of California, Irvine

Teaching Associate (Lecturer)

Courses: *Origins, Purposes, and Central Issues in K-12 Education* (Spring, 2016); *21st Century Literacies* (Winter, 2016)

Teaching Assistant

Courses: *21st Century Literacies* (Summer, 2015); *Foundations in Education* (Winter, 2015); *Instructional Design & Technology* (Summer, 2013); *Ethics in Education* (Spring, 2012); *Child Development* (Winter, 2012; Fall, 2011)

- Guest lectured and led activities for designated class periods
- Graded all assignments, proofread syllabus and exams
- Served as supervisor and mentor for Peer Assistants (up to four)

Graduate Student Researcher

- ESCAPE (2016 – 2017): Analysis of quantitative data on a National Science Foundation (NSF) grant, examining the impact of visual and performing arts instruction on the science learning of students in grades 3 - 5
- Teaching Artist Project (2012 – 2015): Analysis of quantitative data on a U.S. Department of Education-funded project (Arts and Education Model Development and Dissemination grant), examining the effectiveness of a San Diego-based teacher professional development program that uses arts-based lessons to promote oral language development of K-2 English learners

California State University, Northridge

Teaching Associate, Marketing

- Taught and worked with undergraduate students on writing marketing plans

Northridge, CA
2006 - 2008

- Served as back-up lecturer for class, teaching marketing concepts and practices
- Ran marketing lab (10 hours/week) to assist students with creating marketing plans
- Responsible for all grading of marketing plans

A D D I T I O N A L E X P E R I E N C E

LA's BEST (After-school Program)

Wilmington, CA

Violin Program Director & Enrichment Instructor

2013 - Current

- Oversee violin enrichment classes at four LAUSD schools (approximately 175 students, grades 1-5)
- Create and implement curriculum
- Supervise teachers at different sites