

LINDSAY J. WEXLER

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EDUCATION

Michigan State University East Lansing, MI
PhD in Curriculum, Instruction, and Teacher Education 2018
Dissertation: *“I Would Be a Completely Different Teacher If I Had Been With a Different Mentor”*: A Longitudinal Study of Three Beginning Teachers

Concordia University Chicago River Forest, IL
Master of Arts, Reading Education 2012

Vanderbilt University Nashville, TN
Bachelor of Science, Elementary Education & Child Studies (*Summa Cum Laude*) 2008

ACADEMIC APPOINTMENTS

Assistant Professor of Education 2018-Present
North Central College, Department of Education Naperville, IL

COLLEGE TEACHING EXPERIENCE- Michigan State University

TE802- Reflection & Inquiry in Teaching Practice I: Literacy (Hybrid) FS2018
Master’s level elementary literacy course, internship year. Chicago cohort, students completing year-long internship in Chicago Public Schools. Taught in person and remotely. Students learn to plan and teach to meet the needs of diverse learners and their contexts. Focus is on designing and implementing dialogic instruction, teaching writing in responsive ways, and reflecting on instruction through student work.

TE405- Teaching of Language and Literacy to Diverse Learners FS2017
Senior level elementary literacy methods course. Focuses on the design and teaching of reading, writing, and text-based discussion. Students learn to use assessment data to design lessons and reflect on instruction. Two hours fieldwork required each week. My role in this course was a co-instructor, working with students both in the university course and in the field.

TE501/502- Elementary Internship Seminar FS2014, SS2015
FS2015, SS2016
Course accompanies year-long internship for elementary interns. Role of instructor is to observe in the field, conference with and evaluate performance of interns, serve as university-school bridge, and teach bi-weekly seminar. Content of seminars includes: equity, meeting the needs of diverse learners, professionalism, using video to analyze instruction, and classroom management.

TE408- TESOL Minor Lab (Hybrid) SS2015
Hybrid course for secondary education students working towards a TESOL minor. Focuses on understanding characteristics of English Language Learners and their cultural and linguistic assets, learning needs of ELLs to develop English proficiency, importance of family and community engagement when working with ELLs, and skills and strategies for designing effective instruction for ELLs.

PROFESSIONAL TEACHER EDUCATION EXPERIENCE

Mentors as Teacher Educators, Co-Developer and Co-Leader 2016-2018
College of Education, Michigan State University East Lansing, MI
Developed professional development curriculum for the mentor teachers and university supervisors of elementary interns under the direction of Dr. Randi Stanulis. Facilitated monthly professional development focused on core practices of mentoring to 25 mentor teachers across five school districts and 12 university supervisors. Communicated and coordinated among internship stakeholders.

K-12 TEACHING AND PROFESSIONAL EXPERIENCE

Stuart R. Paddock School, CCSD15 Palatine, IL
5th Grade Teacher 2008-2014
Cooperating/Mentor Teacher to Illinois State University Student Teacher 2012-2014

Center for Talent Development, Northwestern University Evanston, IL
Gifted & Talented Teacher (Elementary) Summer 2009, 2010

PUBLICATIONS

PEER REVIEWED ACADEMIC JOURNAL ARTICLES

- Li, G., Hinojosa, D.M., & **Wexler, L.** (accepted for publication). Beliefs and perceptions about their preparation to Teach English Language Learners: Voices of mainstream pre-service teachers. *International Journal of TESOL and Learning*.
- Stanulis, R. N., **Wexler, L. J.**, Pylman, S., Guenther, A., Farver, S., Croel Perrien, A., White, K., & Ward, A. (2018). Mentoring as more than “cheerleading”: Looking at educative mentoring practices through mentors’ eyes. *Journal of Teacher Education*. Advance online publication. doi: 10.1177/0022487118773996
- Dunn, A.H., Farver, S., Guenther, A., & **Wexler, L.** (2017). Activism through attrition?: An exploration of viral resignation letters and the teachers who wrote them. *Teaching and Teacher Education*, 64, 280-290.
- Li, G., Hinojosa, D. M., **Wexler, L.**, Bian, Y., & Matinez, J. M. (2017). Using multimodal modules to address pre-service teachers’ knowledge gap in learning to teach English language learners. *TAPESTRY*, 8(1), 2.

PEER REVIEWED BOOK CHAPTERS

- Pylman, S., Stanulis, R. N., & **Wexler, L. J.** (2017). Mentors as teacher educators: Inquiry as professional development. In C. M. Crawford & S. L. Hardy (Eds.), *Dynamic principles of professional development: Essential elements of effective teacher preparation* (pp. 1-16). Lanham, MD: Rowman & Littlefield Publishers.

BOOK REVIEWS

- Stanulis, R., and **Wexler, L.** (2015). Book review. [Review of the book *The activist learner: Inquiry, literacy, and service to make learning matter* by Jeffrey D. Wilhelm, Whitney Douglas, Sara W. Fry]. *Teachers College Press*.

MANUSCRIPTS SUBMITTED

- Wexler, L. J.** (accepted with revisions) Working together within a system: Educative co-planning and novice teacher learning. *Mentoring & Tutoring: Partnership in Learning*.

Wexler, L. J. (article submitted). “Empowering her” instead of “crushing an idea”: How one mentor teacher promoted lifelong learning by letting a beginning teacher change classroom seating.
Marciano, J., Farver, S., Guenther, A., Stanulis, R., **Wexler, L. J.**, & Jansen, K. (article submitted).
Stepping into the room where it happens: Examining instances of mentoring in the moment.
Pippin, J., Guenther, A., & **Wexler, L. J.** (article submitted). Opportunities lost: First-year teachers’ perceptions of evaluation, feedback, and how these influence their instruction.

RESEARCH EXPERIENCE

Graduate Research Assistant

2016-2018

College of Education, Michigan State University, Dr. Corey Drake

The Development of Ambitious Instruction in Elementary Mathematics and English Language Arts is a Spencer and NSF funded research project that follows pre-service elementary students from student teaching through their first two years teaching, seeking to understand the role of teacher preparation programs in the ambitious instructional practices of beginning teachers. As a team member, my duties include data collection and analysis.

Graduate Research Assistant

2015-2016

College of Education, Michigan State University, Dr. Randi Stanulis

The purpose of the *Mentors as Teacher Educators* research project was to understand what educative mentoring practices looked like on-the-ground, through the eyes of elementary mentor teachers. As a co-PI, my duties included data organization, data collection, data transcription, coding of data, data analysis, and manuscript writing and revising.

Graduate Research Assistant

2015

College of Education, Michigan State University, Dr. Alyssa Hadley Dunn

This research project, entitled *Leaving a profession after it's left you: Teachers' public resignation letters in an era of neoliberal reform*, used the public resignation letters of teachers to investigate the reasons teachers resign publically. My duties included data collection, data coding and analysis, and manuscript revisions.

Graduate Research Assistant

2014-2015

College of Education, Michigan State University, Dr. Guofang Li

This research project focused on preparing pre-service teachers to teach English Language Learners. As a team member, my duties included data collection and analysis, coding of interviews, and curriculum development for pre-service teachers working with ELLs.

PEER REVIEWED CONFERENCE AND PAPER PRESENTATIONS

Wexler, L. J. (2019, February). *Empowering her instead of crushing an idea: How one mentor teacher promoted lifelong learning by letting a beginning teacher change classroom seating*. Paper accepted for presentation at the annual meeting of American Association of Colleges for Teacher Education, Louisville, KY.

Wexler, L. J. (2019, February). *Feedback infected my instruction: The role of feedback in learning to teach*. Paper accepted for roundtable presentation at the annual meeting of American Association of Colleges for Teacher Education, Louisville, KY.

Guenther, A., **Wexler, L. J.**, Stanulis, R., Pylman, S., & Brondyk, S. (2019, February). *Mentor study groups as a site for learning in mentor teacher preparation*. Paper accepted for presentation at the annual meeting of American Association of Colleges for Teacher Education, Louisville, KY.

- Wexler, L. J.** (2018, April). *Working together within a system: Educative co-planning and novice teacher learning*. Paper presented at the annual meeting of American Educational Research Association, New York, NY.
- Marciano, J., Farver, S., Guenther, A., **Wexler, L. J.**, & Jansen, K. (2018, April). *Stepping into the room where it happens: Examining instances of mentoring in the moment*. Paper presented at the annual meeting of American Educational Research Association, New York, NY.
- Pippin, J., Guenther, A., & **Wexler, L. J.** (2018, April). *How first-year teachers receive, perceive, and use teacher evaluation feedback*. Paper presented at the annual meeting of American Educational Research Association, New York, NY.
- Symons, C., Anderson, B., Marciano, J., **Wexler, L.**, Ward, A., & Castle, A. (2018, March). *A Study of Site-Based Versus University-Based Literacy Methods Courses: What Matters Most?* Paper presented at the annual meeting of American Association of Colleges for Teacher Education, Baltimore, MD.
- Wexler, L.**, Stanulis, R., & Pylman, S. (2017, March). *Gradual Release of Ownership to Teachers: An Essential Feature of High-Quality Professional Development*. Roundtable presented at the annual meeting of American Association of Colleges for Teacher Education, Tampa, FL.
- Stanulis, R., **Wexler, L.**, Pylman, S., Guenther, A., Croel-Perrien, A., Farver, S., Ward, A., & White, K. (2017, March). *Defining Core Practices in Educative Mentoring*. Paper presented at the annual meeting of American Association of Colleges for Teacher Education, Tampa, FL.
- Guenther, A., & **Wexler, L.** (2016, April). *Selecting Cooperating Teachers Who Can Provide Educative Student Teaching Experiences*. Paper presented at the annual meeting of of American Educational Research Association, Washington D.C.
- Li, G., Bian, Y., Hinojosa, D., Martinez, J., & **Wexler, L.** (2016, April). *Pre-service Teachers' Perceptions of Their Preparation for Teaching ELLs*. Paper presented at the annual meeting of the TESOL International Convention and English Language Expo, Baltimore, MD.
- Stanulis, R., Bell, J., Pylman, S., Meier, J., Jansen, K., Peltier, M., & **Wexler, L.** (2016, February). *Reframing University and School Mentoring to Target Teacher Learning Together*. Roundtable presented at the annual meeting of the American Association of Colleges for Teacher Education, Las Vegas, NV.
- Dunn, A.H., Guenther, A, **Wexler, L.**, Farver, S., & Deroo, M. (2015, October). *Should I Stay or Should I Go Now?: Teachers' Public Letters As Social Action in a Neoliberal Era*. Workshop presented at the annual meeting of the National Association for Multicultural Education, New Orleans, LA.

FELLOWSHIPS, GRANTS, AND SUPPORT

Summer Research Renewable Fellowship <i>Michigan State University, College of Education, \$6,000</i>	East Lansing, MI 2017
Research Enhancement Fellowship <i>Michigan State University, Department of Teacher Education, \$929</i>	East Lansing, MI 2017
Summer Research Renewable Fellowship <i>Michigan State University College of Education, \$6,000</i>	East Lansing, MI 2016
Summer Research Development Fellowship <i>Michigan State University, College of Education, \$5,000</i>	East Lansing, MI 2015
Fellowship for Global Understanding <i>Michigan State University, College of Education, \$3,400</i>	Indonesia 2015

Honeywell Educators @ Space Academy
Honeywell Hometown Solutions

Huntsville, AL
2012

Bill of Rights Institute
National Endowment for the Humanities

Arlington, VA
2009

PROFESSIONAL SERVICE

MANUSCRIPT REVIEWER

Journal of Teacher Education
Teacher Education Quarterly

2017-Present
2016-Present

SERVICE TO UNIVERSITY

Member, Dept. of Teacher Education's Teacher Preparation Committee 2017-2018
Department's curriculum committee for teacher preparation program. Reviews and approves proposed faculty and graduate student research on teacher preparation program and its students.
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Member, Practicum Committee 2017
Graduate student member of Chris Kaiser's practicum, entitled: *Do they care?: The Role of Dispositions in Coordinators' Stories of Student Teachers who Failed to Complete the Internship*.

Member, Dept. of Teacher Education's Faculty Advisory Committee 2016-2017
Committee works closely with department chair to plan and run department meetings. Developed core values statement for department.

Member, Postdoctoral Search Committee 2016
Graduate student member of search committee led by Dr. Peter Youngs and Dr. Corey Drake for postdoctoral position on *The Development of Ambitious Instruction in Elementary Mathematics and English Language Arts* project.

Member, Dept. of Teacher Education's PhD Mentoring Committee 2015-2016
Pair incoming doctoral students with current students. Plan events to cultivate community within doctoral program.

LICENSURES AND CERTIFICATIONS

Illinois Teaching Licensure: Professional Educator License
Reading Specialist (K-12)
Elementary Education (Self Contained General Education)

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

Literacy Research Association 2017-Present
American Association of Colleges for Teacher Education (AACTE) 2016-Present
American Educational Research Association (AERA) 2014-Present
AERA Division K: Teaching and Teacher Education

