

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

PUBLICATIONS

PEER REVIEWED ACADEMIC JOURNAL ARTICLES

Guenter, A., and **Wexler, L. J.** (accepted, 2021). "I've never really thought about social justice in a classroom": White mentor teacher learning about social justice through sustained professional development. *Teacher Education Quarterly*.

Ressler, M. B., King, K., **Wexler, L. J.** & Apentenco, C. (accepted, 2021). Preservice teachers' mental health: Using student voice to inform pedagogical, programmatic, and curricular change. *Action in Teacher Education*.

Wexler, L. J. (accepted, 2021). Learning about social justice through literature circles in an elementary literacy methods course. *Action in Teacher Education*.

Wexler, L. J. (2020). "Empowering her" instead of "crushing an idea": How one mentor teacher promoted lifelong learning by letting a beginning teacher change classroom seating. *The New Educator*, 16(3), 265-278.

Wexler, L. J. (2020). How feedback from mentor teachers sustained student teachers through their first year of teaching. *Action in Teacher Education*, 42(2), 167-185.*

Wexler, L. J. (2020). "I would be a completely different teacher if I had been with a different mentor": Ways in which educative mentoring matters as novices learn to teach. *Professional Development in Education*, 46(2), 211-228.

Stanulis, R. N., **Wexler, L. J.**, Pylman, S., Guenther, A., Farver, S., Croel Perrien, A., White, K., & Ward, A. (2019). Mentoring as more than "cheerleading": Looking at educative mentoring practices through mentors' eyes. *Journal of Teacher Education*, 70(5), 567-580.

Wexler, L. J. (2019). Working together within a system: educative mentoring and novice teacher learning. *Mentoring & Tutoring: Partnership in Learning*, 27(1), 44-67.

Marciano, J., Farver, S., Guenther, A., **Wexler, L. J.**, Jansen, K., & Stanulis, R. (2019). Reflections from the room where it happens: Examining mentoring in the moment. *International Journal of Mentoring and Coaching*. Advance online publication. doi: 10.1108/IJMCE-08-2018-0047

Li, G., Hinojosa, D.M., & **Wexler, L.** (2017). Beliefs and perceptions about their

preparation to Teach English Language Learners: Voices of mainstream pre-service teachers. *International Journal of TESOL and Learning*, 6(3&4), 1-21.

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.

*Winner of Editor's Choice Award for the 2020 Outstanding Article

PEER REVIEWED BOOK CHAPTERS

Guenther, A., **Wexler, L. J.**, Stanulis, R. N., Brondyk, S., & Pylman, S. (2020). Mentor study groups as a site for learning in mentor teacher preparation. In P. E. Bernhardt, T. Conway, & G. Richardson (Eds.) *Engaged clinical practice: Preparing mentor teachers and university-based educators to support teacher candidate learning* (pp. 65-78). Lanham, MD: Rowman & Littlefield.

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

Guenther, A., & **Wexler, L. J.** Opportunities lost: First-year teachers' perceptions of evaluation, feedback, and how these influence their instruction.

Ressler, M. B., King, K., Flynn, J., **Wexler, L. J.** & Apentenco, C. "What are you?" The Impact of Racism and White Supremacy on Pre-Service Teacher Mental Wellness.

MANUSCRIPTS IN PROCESS

Shah, J., Rao, A. B., Olson, J., & **Wexler, L. J.** How about a round of applause: Assets, dispositions, and contributions of first year teachers during the Covid-19 crisis and the rapid shift to remote learning.

COLLEGE TEACHING EXPERIENCE- North Central College

EDUC 260- Literacy I

FS 2019, SS 2020, SS 2021

Provides a foundational understanding of literacy and its related components. Teacher candidates are introduced to various reading and learning theories, as well as effective use of children's literature within literacy instruction.

EDUC 494 Residency Seminar

FS 2019, FT 2018, SS 2021

This seminar engages students to expand their knowledge and skills in topics such as engaging instruction, effective assessment, data driven decision-making, parent communication and analysis and reflection on instruction. Focus is given to all tasks of the Teacher Performance Assessment, edTPA.

EDUC 362- Literacy II

WT2019, SS 2020

Prepares teacher candidates to know, understand and use concepts from reading, language and child development to teach various literacy skills to students in elementary grades. Candidates will develop techniques to support students in applying their developing literacy skills to different situations, materials and ideas. This includes a focus on writing, speaking and listening skills within the literacy curriculum.

EDN460- Literacy III

ST2019

This course prepares students to know, understand, and use concepts from reading, language, and child development to teach reading writing, speaking, viewing, listening, and thinking skills to students. This course will focus on writing, oral communication, reading and writing in the content areas, and new literacies.

EDN228- Elementary Methods- Social Studies

WT & ST 2019

Introduction to methods of teaching social studies in the elementary classroom including instructional and assessment strategies. Emphasis on direct teaching, interactive instructional strategies and assessment strategies.

UNIVERSITY TEACHING EXPERIENCE- Michigan State University

TE802- Reflection & Inquiry in Teaching Practice I: Literacy (Hybrid)

FS2017

TE405- Teaching of Language and Literacy to Diverse Learners

SS2017

TE501/502- Elementary Internship Seminar

FS2014, SS2015

FS2015, SS2016

TE408- TESOL Minor Lab (Hybrid)

SS2015

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

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

Ressler, M. B., Apantenco, C., **Wexler, L. J.**, & King, K. (2021, April). *Developing an ethic of care to support mental wellness in preservice teachers*. Paper accepted for roundtable at the virtual annual meeting of American Educational Research Association.

Wexler, L. J. (2020, December). *Learning about social justice through literature circles in an elementary literacy methods course*. Paper accepted for presentation at the Literacy Research Association's 70th Virtual Annual Conference.

Guenther, A., & **Wexler, L. J.** (2020, April). *Mentor teacher learning about social justice and equity through sustained professional learning*. Paper accepted for roundtable presentation at the annual meeting of American Educational Research Association, San Francisco, CA.

Ressler, M. B., Apantenco, C., King, K., **Wexler, L. J.**, Shah, J., & Kincaid, M. (2020, April). *Programmatic changes to dismantle mental health barriers in teacher education preparation*. Paper accepted for presentation at the annual meeting of American Educational Research Association, San Francisco, CA.

Ressler, M. B., Apantenco, C., King, K., & **Wexler, L. J.** (2020, February). *Hear what I'm not saying: Student stories of mental health challenges to informal teacher preparation program design*. Paper presentation at the annual meeting of NCTEAR, Nashville, TN.

Cummings, M., Olson, J., Rao, A., **Wexler, L. J.**, Okpareke, A., Fitzsimmons, J., Shah, J., & Crip, K. (2019, October). *Developing and sustaining partnerships to support equity in teacher education: Reflections on scholarship of practice*. Panel presentation at the annual meeting of Mid-Western Educational Research Association, Cincinnati, OH.

Wexler, L. J. (2019, April). *Attending to student thinking and understanding: The role of mentoring as novices learn to teach*. Roundtable presentation at the annual meeting of American Educational Research Association, Toronto.

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

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 presented at roundtable 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 presented 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 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.

INVITED PRESENTATIONS

Wexler, L. J., & Guenther, A. (2019, March). *Mentor study groups to support mentor teacher professional growth*. Presentation at Alder Graduate School of Education Faculty Webinar.

FELLOWSHIPS, GRANTS, AND SUPPORT

Robert Noyce Teacher Scholarship Program Capacity Building Grant Alexandria, VA

<i>National Science Foundation, \$75,000</i>	2021-2022
Award Number (FAIN): 2050581	
Project Title: Building Capacity and Collaborations to Prepare Equity-minded STEM Teachers	
Summer Research Grant	Naperville, IL
<i>North Central College, FDRC, \$2,225</i>	2019
Summer Research Renewable Fellowship	East Lansing, MI
<i>Michigan State University, College of Education, \$6,000</i>	2017
Research Enhancement Fellowship	East Lansing, MI
<i>Michigan State University, Department of Teacher Education, \$929</i>	2017
Summer Research Renewable Fellowship	East Lansing, MI
<i>Michigan State University College of Education, \$6,000</i>	2016
Summer Research Development Fellowship	East Lansing, MI
<i>Michigan State University, College of Education, \$5,000</i>	2015
Fellowship for Global Understanding	Indonesia
<i>Michigan State University, College of Education, \$3,400</i>	2015
Honeywell Educators @ Space Academy	Huntsville, AL
<i>Honeywell Hometown Solutions</i>	2012
Bill of Rights Institute	Arlington, VA
<i>National Endowment for the Humanities</i>	2009

PROFESSIONAL SERVICE

MANUSCRIPT REVIEWER

Teaching and Teacher Education	2020-Present
International Journal of Mentoring and Coaching	2018-Present
Journal of Teacher Education	2017-Present
Teacher Education Quarterly	2016-Present

SERVICE TO UNIVERSITY

Elected Member, Faculty Development and Recognition Committee 2019-2023
College committee with advisory, decision-making, and legislative responsibility for enhancing the academic life of faculty. Reviews faculty applications for summer research grants and sabbatical applications.

Appointed Member, College Scholars Committee 2019-2021
College committee that develops policies, rules, and procedures to guide Office of College Honors Programs. Develops admittance guidelines, assists in soliciting honors course proposals, and assists in advising honors students.

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. preparation program and its students.

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

American Educational Research Association (AERA) AERA Division K: Teaching and Teacher Education	2014-Present
Literacy Research Association	2020-Present
American Association of Colleges for Teacher Education (AACTE)	2016-2019
National Association for Multicultural Education	2015-2016