

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

- Associate Professor of Education** 2023-Present
North Central College, Department of Education Naperville, IL
- Assistant Professor of Education** 2018-2023
North Central College, Department of Education Naperville, IL

PUBLICATIONS

PEER REVIEWED ACADEMIC JOURNAL ARTICLES

- Wexler, L. J., (2023). Supporting mentor teacher learning and reflection through audio recordings in professional development. *Reflective Practice*. Link to pre-print article: <https://doi.org/10.1080/14623943.2023.2225425>
- Ressler, M. B., King, K., Flynn, J., **Wexler, L. J.**, Apentenco, C (2023). “What are you?” The impact of racism and White Supremacy on Pre-Service Teacher mental wellness. *Whiteness in Education*. Link to pre-print article: <https://doi.org/10.1080/23793406.2023.2215782>
- Ressler, M. B., Apentenco, C., **Wexler, L. J.** & King, K. (2022). Preservice teachers’ mental health: Using student voice to inform pedagogical, programmatic, and curricular change. *Action in Teacher Education*, 44(3), 252-268.
- Guenther, A., and **Wexler, L. J.** (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*, 48(3), 53-79.
- Wexler, L. J.** (2021). Learning about social justice through literature circles in an elementary literacy methods course. *Action in Teacher Education*, 43(4), 464-478.
- 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*, 8(2), 134-148.
- 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.**, & Evert, K. Opportunities lost: Opportunities lost: First-year teachers’ perceptions of evaluation, feedback, and how these influence their instruction.
- Shah, J., Rao, A. B., Olson, J., & **Wexler, L. J.** (manuscript submitted). 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.
- Wexler, L. J.** (revise and resubmit). Supporting Mentor Teacher Learning and Reflection through Audio Recordings in Professional Development.
- Wexler, L. J.**, Shah, J., Rao, A., & Olson, J. (revise and resubmit). Shifting Pedagogies, Philosophies, and Priorities: The Experiences of First Year Teachers Beginning a Career During a Pandemic.

MANUSCRIPTS IN PROCESS

- Evert, K., Guenther, A., & **Wexler, L. J.** Roles principals enact with first year teachers.

COLLEGE TEACHING EXPERIENCE- North Central College

EDUC 260- Literacy I

FS 2019, SS 2020, SS 2021, FS 2022, SS 2023

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, SS 2022, SS 2023

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 460 (formerly 362) Literacy II

WT2019, SS 2020, FS 2021, FS 2022

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

Discourse Opportunities to Improve Instructional Equity

2021-2022

Department of Education, North Central College

Naperville, IL

Developed professional development curriculum for the mentor teachers of elementary student teachers at a partner district. Facilitated monthly professional development focused on equitable instructional practices and mentoring to 5 mentor teachers.

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

5th Grade Teacher

Cooperating/Mentor Teacher to Illinois State University Student Teacher

Palatine, IL

2008-2014

2012-2014

Center for Talent Development, Northwestern University

Gifted & Talented Teacher (Elementary)

Evanston, IL

Summer 2009, 2010

GRADUATE RESEARCH EXPERIENCE

PI

2021-2023

Department of Education, North Central College

Building Capacity and Collaborations to Prepare Equity-minded STEM Teachers is an NSF/Noyce funded research project that works to recruit, support, and train STEM teachers in science education and equity practices. Award Number (FAIN): 2050581

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 included 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., & Okpareke, A. (2023, April). *Getting inside mentoring: Audio recordings as a*

- professional development tool for mentors*. Proposal submitted for the annual meeting of American Educational Research Association, Chicago, IL.
- Guenther, A., **Wexler, L. J.**, & Evert, K. (2023, April). *Opportunities lost: First-year teachers' perceptions of evaluation and feedback and how these influence their instruction*. Proposal submitted for the annual meeting of American Educational Research Association, Chicago, IL.
- Wexler, L. J.**, Shah, J., Rao, A., & Olson, J. (2022, April). *Beginning teachers' critical transformation during a global pandemic*. Roundtable presentation at the annual meeting of American Educational Research Association, San Diego, CA.
- Guenther, A., & **Wexler, L. J.** (2022, April). *White mentor teacher learning about equity and social justice through sustained professional development*. Roundtable presentation at the annual meeting of American Educational Research Association, San Diego, CA.
- Ressler, M. B., King, K., Flynn, J., Apantenco, C., & **Wexler, L. J.** (2021, November). *The impact of White supremacy on the mental wellness of pre-service teachers who identify as Black, Indigenous, and People of Color*. Roundtable presentation at the virtual annual meeting of the National Council of Teachers of English.
- Olson, J., Shah, J., Rao, A., & **Wexler, L. J.** (2021, October). *Bearers of valuable assets: First year teacher experiences during a global pandemic*. Presentation at the annual meeting of Mid-Western Educational Research Association, Cincinnati, OH.
- Ressler, M. B., Apantenco, C., **Wexler, L. J.**, & King, K. (2021, April). *Developing an ethic of care to support mental wellness in preservice teachers*. Roundtable presentation 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.

AWARDS

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| Distinguished Scholarship/Creative Work Award for Junior Faculty | Naperville, IL |
| <i>North Central College, \$1,000</i> | 2022 |

FELLOWSHIPS, GRANTS, AND SUPPORT

Robert Noyce Teacher Scholarship Program Capacity Building Grant <i>National Science Foundation, \$75,000</i> Award Number (FAIN): 2050581 Project Title: Building Capacity and Collaborations to Prepare Equity-minded STEM Teachers PI: Lindsay Wexler; Co-PIs: Susan Kempinger and Chandreyee Mitra	Naperville, IL 2021-2023
Faculty Research Grant <i>North Central College, FDRC, \$3,000</i>	Naperville, IL 2022
Summer Research Grant <i>North Central College, FDRC, \$2,100</i>	Naperville, IL 2021
Summer Research Grant <i>North Central College, FDRC, \$2,225</i>	Naperville, IL 2019
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 <i>Honeywell Hometown Solutions</i>	Huntsville, AL 2012
Bill of Rights Institute <i>National Endowment for the Humanities</i>	Arlington, VA 2009

PROFESSIONAL SERVICE

MANUSCRIPT REVIEWER

Whiteness and Education	2021-Present
The New Educator	2021-Present
Action in Teacher Education	2021-Present
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, Grievance Panel	2023-2025
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Review faculty grievance petitions, attend grievance hearings, and communicate grievance decisions.

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.

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	2020-2021
American Association of Colleges for Teacher Education (AACTE)	2016-2019
National Association for Multicultural Education	2015-2016