

JADYN LAIXELY

Curriculum Vitae

jadynlaixel@gmail.com

CURRENT POSITION

Research Consultant: University of Illinois Urbana-Champaign, College of Education. **Project:** *Building a local network of classroom teachers and informal learning educators to exchange pedagogical practices and incorporate justice-oriented practices.* Principal Investigator: Catherine Dornfeld Tissenbaum

EDUCATION

Ph.D. 2022, Curriculum and Instruction
University of Illinois Urbana-Champaign, Champaign, IL
Dissertation: *“The Leftover Kids: Centering Black Girls’ Stories within Ecological Systems Using a Youth Participatory Action Research Approach”*
Dissertation Chair: Dr. Stephanie Smith
Dissertation Committee: Dr. David Stovall, Dr. Rochelle Gutierrez, Dr. Jorge Lucero, Dr. Michaelene Ostrosky

M.M. 2015, Music Education, Southern Methodist University, Dallas, TX

B.A. 2000, Vocal Performance, San Francisco State University, San Francisco, CA

RESEARCH AND TEACHING INTERESTS

Overarching Topic: Anti-Racist/Anti-Oppressive Pedagogy, Research, and Practice

Teachers: Mindset and Positionality

Schools: Abolition, The School/Prison Nexus, and Codes of Conduct

Mindfulness and Wellness as Disruption and Refusal

Artfulness as Essential to Human Expression

Theory/Methodology

Critical Race Theory (CRT) and Intersectionality Theory

Phenomenological Variant Ecological Systems Theory (PVEST)

Collaborative Auto-Ethnography

Action Research (specifically YPAR and Photovoice)

RESEARCH AND TEACHING COLLABORATIONS

2023 to 2024: **Primary Author, Co-Educator, Co-Primary Investigator**, with Sarah Nagle, Miami University, and Dr. Cydni Robertson from The Ohio State University. *Weaving praxis: Facilitating student examination of personal identities through the intentional modeling of collaborative practice.* Collaborative work for final project in *Social Studies PK-5: Child and Curriculum Integration* (see University Courses).

2022 - **Research Consultant**, with Catherine Dornfeld Tissenbaum, University of Illinois Urbana-Champaign. *Building a local network of classroom teachers and informal learning educators to exchange pedagogical practices and incorporate justice-oriented practices.* Grant-funded through the UIUC Bureau of Educational Research and Campus Research Board.

2020 - **Co-Researcher**, with Drs. Giselle Martinez Negrette and Stephanie Sanders-Smith, University of Illinois Urbana-Champaign, and Dr. Tanya Cordoba, Anderson

University. *The experiences of transitioning to eLearning in private preschools during the COVID-19.* Grant-funded through the UIUC Bureau of Educational Research and Campus Research Board.

2022: **Co-Researcher**, with Drs. Saadeddine Shehab and Carrie L. James, University of Illinois Urbana-Champaign. *Developing Social Empathy through Human Centered Design.* Siebel Center for Design, UIUC.

PUBLICATIONS

Peer Reviewed Journal Articles

Sanders-Smith, S.C., Martinez Negrette, G., **Laixely, J.**, Cordoba, T.E. (2024) Early childhood inquiry and e-learning: Recontextualizing a progressive pedagogy in online school (in press, *Journal of Early Childhood Teacher Education*).

Sanders-Smith, S.C., **Laixely, J.**, Martinez Negrette, G., Cordoba, T.E. (2024). Illusio, Hysteresis, Habitus, and the Field of Education: Examining Progressive Teachers' Adaptation During the COVID-19 Pandemic. *Educational Review*, 1-20.

Martinez Negrette, G., **Laixely, J.**, Cordoba, T.E., & Sanders-Smith, S.C. "So, we start from zero": Lessons and reflections from online preschool during the COVID-19 pandemic. *Journal of Early Childhood Research*. March 2022.

Peer reviewed Journal Articles in Preparation

Laixely, J. & Sanders-Smith, S.C. "Children's Refusal": Black Fifth Graders at the Intersection of Mindfulness and Critical Consciousness." (R&R, AERA Open)

Peer Reviewed Book Chapters

Laixely, J., Nagle, S., & Robertson, C. (2024). Weaving Praxis: Facilitating student examination of personal identities through intentional modeling of collaborative practice. In [Resisting divide-and-conquer strategies in education: Pathways and possibilities](#). Rudnick, D.L. (Ed.). Myers Education Press.

Laixely, J., Nagle, S., & Robertson, C. (2024). Collective curricular resistance: Informal learning environments and textiles. In [Resisting divide-and-conquer strategies in education: Pathways and possibilities](#). Rudnick, D.L. (Ed.). Myers Education Press

TEACHING EXPERIENCE

University Courses

Instructor: *Arts in Early Childhood and Elementary* (CI 522)

Fall 2024

University of Illinois Urbana-Champaign

This course provides a synthesis of theoretical and practical perspectives on issues in arts education and the ramifications for the development, teaching, and appreciation of arts curriculum. Materials include a mixture of readings and arts experiences and are selected for their potential to illuminate significant theoretical and practical issues, as well as their communicative and emotive power and variety. Assignments invite active student engagement and the development of critical abilities in perception, interpretation, and evaluation of complex ideas and interactions.

Instructor: *TESOL PK-12 Teaching Practicum* (EDT 418)

Spring 2023

Miami University

This culminating class of five sequenced courses in the undergraduate TESOL endorsement provides the practical setting and opportunity for teacher candidates to apply the skills, techniques, and strategies they have acquired to successfully teach multilingual learners in the mainstream, content classroom. The course is taken concurrently with Student Teaching (EDT 419) and comprises a minimum of 50 clock hours of work with multilingual learners. Over the course of the semester teacher candidates discuss, analyze and reflect on the application of theories of teaching and learning from a socially just, culturally and linguistically-responsive perspective.

Instructor: *Introduction of Childhood Development and Education (EDT 272)*

Spring 2023

Miami University

This course focuses on understanding characteristics and needs of young children and on recognizing the multiple influences on their development and learning. Students will discuss the significance of the context in which political, economic, societal, and cultural factors interrelate with early childhood education and young children's lives. Topics also include teachers' varied roles and responsibilities for healthy, respectful, and safe learning environments. Moreover, this course examines brain development, Developmentally Appropriate Practices (DAP) with Culturally Relevant Teaching approaches, and the importance of play. This course is mainly focused on children in American school settings.

Instructor: *Social Studies PK-5: Child and Curriculum Integration (EDT 417P)*

Fall 2022, Spring 2023

Miami University

This course engages teacher candidates in analysis of the values embodied in the USA democratic form of government with its commitment to justice, equality, and freedom of thought and speech, as reflected in classroom curricula, materials, and methods of teaching social studies in PK-5. The course will include considerations of the ethical dimensions of social studies topics, of controversial issues, and of heritage as reflected through diverse cultures and as shown through the arts, play, customs, traditions, family celebrations and language.

Instructor: *Introduction to Education (EDT 190)*

Fall 2022

Miami University

This introductory course explores the purposes, organizations, and outcomes of schooling from the perspectives of the field of social foundations of education. Students undertake critical inquiry into teaching as a profession. Students will explore historical, philosophical, and contemporary purposes of schooling in order to open up new possibilities for them as teachers in a complex, multicultural, and democratic society.

Instructor: *Science and Social Studies Inquiry (CI 445)*

Spring 2021, Spring 2022

University of Illinois Urbana-Champaign

This course is an exploration into the construct of inquiry as an essential human trait and methodological approach for teaching and learning. Through the disciplines of science and social studies students inquire into elements and methods for building inclusive and critical communities of practice, designing curriculum for depth of understanding, and using documentation as democratic action. This course encompasses and revisits enduring understandings from the entire ECE professional program sequence, mediated by Danielson's Framework for Teaching. Cohort members synthesize the above in the real context of student teaching placements, class meetings, online discussions, and course assignments.

Instructor: *Families, Communities, and Schools (CI 422)*

Fall 2020, Fall 2021

University of Illinois Urbana-Champaign

Principles and practices of building partnerships and collaboration among families, community agencies, and schools in a diverse society for early childhood professionals; covers strategies for

building understanding, trust, and effective communication with all children and their families including those who have special needs, have cultural and linguistic differences, come from non-traditional family configurations, and who face poverty, health problems, and/or family dysfunction.

Instructor, Curriculum Co-Author: *Artsful Teaching Through Integration (FAA 202)*

Spring 2017, Spring 2019

University of Illinois Urbana-Champaign

Designed to provide elementary education majors with a philosophical and practical basis for integrating the arts [including visual art, **music**, & dance] in public schools. Lecture, discussion, arts practices and class activities focus on the ever-expanding role of the arts in children's lives and the role of the teacher in nurturing artistic expressions through the development of skills, processes, and the various knowledges of the multi-modalities of the arts.

Instructor (Music Section): *Assessing Student Performance (CI 485)*

Fall 2016

University of Illinois Urbana-Champaign

Designed especially for secondary education students, this course introduces basic concepts and practices of assessment, measurement, and evaluation as they are used in school settings. The course covers current trends and issues in assessment including large scale standardized testing practices and cultural issues in assessment. Students become familiar with using assessment and evaluation data to inform instructional decisions.

Discussion Section Instructor: *Identity and Difference in Education (EDUC 201)*

Fall 2016, Spring 2017

University of Illinois Urbana-Champaign

This course focuses on the role of identity in schooling and the way in which identity is socially constructed. Examine how power and privilege impact equity and opportunities based on socially constructed identities such as race, social class, gender, sexual identity, language, (dis)ability, and nationalism. Explore asset-based frameworks that are identity affirming and counter deficit-based perspectives. This course is designed for students interested in reflecting on their own experiences as learners by critically examining their socially constructed identities and "ways of knowing" and the societal implications of these experiences. It is also for those considering careers in teaching, and anyone interested in reflecting on how issues of inclusion, exclusion, power, and privilege play out in education.

Discussion Section Instructor: *Social Justice, Schooling, and Society (EDUC 202)*

Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2020

University of Illinois Urbana-Champaign

This course examines the nature of justice and the dynamics of a pluralistic society to derive a conception of social justice. Working with this conception, it asks how schools function to perpetuate and/or remediate social injustice. The course will consider the history and nature of schooling, issues of access and tracking, and notions of the public and the common. The course is designed for students interested in reflecting on their own educational histories, for those considering careers in teaching, and for all future parents and citizens needing to be able to reflect critically on justice, school, and society.

Discussion Section Instructor: *Art of Listening (MUHI 1321)*

Fall 2014, Spring 2015

Southern Methodist University

This course for non-music majors is an investigation of the elements of music (melody, rhythm, harmony, form, timbre) as they develop and change throughout the various historical periods of music. Emphasis is on active listening.

University Pre-Service Supervision

- 2022-23 Instructor/Supervisor, PK-5 and Secondary TESOL Education, Miami University
- 2021 Supervisor, Early Childhood Teacher Education, University of Illinois Urbana-Champaign
- 2017 Supervisor, Elementary Teacher Education, University of Illinois Urbana-Champaign

ECE-12 Teaching

- 2013-2016 **Music Teacher**, Pebblecreek Montessori, Plano, TX: part-time general music teacher for toddlers through 6th grade at an IMC-certified private Montessori school in the North Dallas area. Instructed children aged 1-13 in music performance, history, theory, appreciation, and composition and worked with Montessori teacher guides to ensure music lessons were appropriate to the exploratory classroom experience embraced by the school. Led the after-school choral/instrumental group for the upper elementary children and coordinated biannual programs.
- 2012-2016 **Curriculum Writer/Trainer/Instructional Coach/Music Teacher**, Big Thought, Dallas, TX: Summer school and after school music teacher and curriculum writer for a nonprofit organization that worked in direct partnership with the Dallas Independent School District. Led a team of writers to design a [K-12 curriculum program for the State Fair of Texas](#), integrating Texas learning standards with State Fair activities.
- 2011-2013 **Music Teacher**, Field Trip Coordinator, and After School Music Director, Herbert Marcus Elementary, Dallas, TX: Full-time music teacher in a low-income, high emergent-bilingual elementary school with 1,000 PK-5 children in North Dallas. Coordinated all field trips. Coordinated and led an after-school choral/instrumental group at no cost to children. Taught class in Spanish to all PK and Kindergarten children. Served on the All-City Choir directorial team.
- 2007-2011 **Music Teacher**, Field Trip Coordinator, and After School Music Director, Lenore Kirk Hall Elementary, Dallas, TX: Full-time music teacher in a low-income, high emergent-bilingual K-6 elementary school in Oak Cliff, Dallas. Coordinated and led an after-school choral/instrumental group at no cost to children. Served on multiple faculty committees. Sent to NYC by the Fine Arts department for training with the New York City Metropolitan Opera to bring professional development skills to the music staff.
- 2006-2007 **SAT/PSAT Prep Instructor**, The Princeton Review, Dallas, TX: Full time high school test preparation teacher, located in a low-income, high emergent-bilingual school in North Dallas. Taught students to “beat the SAT/PSAT” in all test subjects. Also volunteered with the spring musical. Received a Principal’s Award for excellence and service.

SERVICE TO THE UNIVERSITY OF ILLINOIS URBANA CHAMPAIGN

- 2018-19 Academic Senate Committee for Outreach and Public Engagement
- 2017-18 Academic Senate Committee for Equal Opportunity and Inclusion

SERVICE TO COMMUNITY

- 2022- Statewide Educators of Color Network, Ohio
- 2019 Research on local community experiences related to the county bus system, Champaign County, IL

2018-2020 Youth Counselor, Cunningham Children's Home, Urbana, IL

SERVICE TO PROFESSION

Journal Reviewer

Journal of Childhood Research, 2023 to present

Research in the Teaching of English, 2022 to present

RELATED PROFESSIONAL EXPERIENCE

Curriculum and Program Design

2023-24 [Interim Families & Schools Educator](#), Spurlock Museum of World Cultures, Urbana, IL

2015-16 [Lead Writer/Editor](#), [State Fair of Texas K-12 Curriculum Project](#), Big Thought, Dallas, TX

2012-15 Curriculum Writer, summer school and after school programs, Big Thought, Dallas, TX

Professional Development

2017 [Crossing Bok Chitto](#): Social Studies/Music Integrated Lesson. Professional development sessions, Stratton Elementary School, Champaign, IL (May 30-31)

2007-2015 Music Department Professional Development (district-wide), Dallas Independent School District, Dallas, TX

INVITED TALKS

2023 "We need to talk": Breaking up with structure. Miami University Undergraduate "Making Meaning at Miami" Dinner & Conversation Series (Mar 13)

2022 Keynote Address: "So we start from zero": Lessons and Reflections on the Yew Chung Approach to ECE Online. With G. Martinez Negrette and T. Cordoba. Annual Retreat, Yew Chung College of Early Childhood Education, Hong Kong (May 18, virtual).

2021 Overdisciplined: Code of Conduct Meeting. Unit 4 Schools, Champaign, IL (May 12).

2019 Circle of Trust: Leading Open and Engaging Discussions. Graduate Academy for College Teaching, University of Illinois Urbana-Champaign (Aug 19).

2018 [Self Care for Educators](#): The What, Who, When, How, and Why. Class seminar, University of Illinois Urbana-Champaign (Sep 8).

2018 Teaching from a Place of Healing. Illinois New Teacher Collaborative Beginning Teacher Conference, University of Illinois Urbana-Champaign (Jun 26-27)

2017 [Arts Integration for Enrichment](#): Make Every Class Day Engaging! Public seminar, Student Education Association, University of Illinois Urbana-Champaign (Sep 27).

CONFERENCE PRESENTATIONS

2024 **Laixely, J.** "Building Belonging Through Collaborative Reflection," Annual Conference of the Association for Academic Museums and Galleries, June 24-26.

- 2024 Cordoba, T.E., **Laixely, J.**, Sanders-Smith, S.C., Martinez Negrette, G. "It's 90% Useless": Illusio, Online Teaching, and COVID-19," Annual Meeting of the American Educational Research Association, April 11-14.
- 2023 **Laixely, J.**, Nagle, S., Robertson, C. "Weaving Praxis: How Collaborative Auto-Ethnography Can Solidify Teaching Partnerships." 4th Conference for Anthropology and Education, October 20-21.
- 2023 Cordoba, T.E., **Laixely, J.**, Sanders-Smith, S.C., Martinez Negrette, G. "Reaffirming Progressivism in ECE: Lessons from a Virtual Preschool Class," National Association of Early Childhood Teacher Educators, June 12.
- 2023 Sanders-Smith, S.C., **Laixely, J.**, Martinez Negrette, G., Cordoba, T.E. "Examining Teachers' Adaptation to a Changing Field During the COVID-19 Pandemic," Bourdieu Conference 2023, British Sociological Association, July 5-7.
- 2023 James, C. L., **Laixely, J.**, & Shehab, S. "Tracing a Path Toward Social Empathy: The Development of the Multicultural Awareness and Empathy Orientations Model," Annual Meeting of the International Society of the Learning Sciences, June 12-15.
- 2023 James, C. L., **Laixely, J.**, & Shehab, S. "Journeys Toward Empathy: The Impact of a Social Empathy Focused Intervention on Preservice Teachers," Annual Meeting of the American Educational Research Association, April 13-16.
- 2022 **Laixely, J.** "Suspended for a Thought: Codes of Conduct and the Immediacy of (Over)discipline for Black Girls." Annual Meeting of the American Educational Research Association, April 22-25.
- 2022 **Laixely, J.** "I Didn't Realize I'd Be by Myself: Working with Vulnerable Populations During a Pandemic." Annual Meeting of the American Educational Research Association, April 22-25.
- 2021 **Laixely, J.** & Sanders-Smith, S.C. "May You Be Happy, May You Be Well: Blackness and Mindfulness in a Fifth Grade Classroom." American Sociological Association (virtual), August 6-10.
- 2021 Irvin, A., Brown-Tess, K.C., Nalubega-Booker, K., **Laixely, J.** "Choosing Nepantla for Abolitionist Teaching Amidst a Global Pandemic." Annual Meeting of the American Educational Research Association (virtual), April 8-12.
- 2021 **Laixely, J.** "Overdisciplined: A Photovoice Study with Black High School Girls." Graduate Student Conference, University of Illinois Urbana-Champaign, March 5.
- 2020 **Harris, J.*** & Sanders-Smith, S. "May you be happy, may you live with ease: Blackness and mindfulness in a fifth-grade classroom." Annual Meeting of the American Educational Research Association, San Francisco, CA, April 17-21.
- 2019 **Harris, J.*** "May you be happy, may you be free from pain: exploring mindfulness with 5th graders." Graduate Student Conference, University of Illinois Urbana-Champaign, March 8.

PROFESSIONAL APPOINTMENTS

2022-23: **Visiting Assistant Professor**, Department of Teaching, Curriculum, and Educational Inquiry, College of Education, Health, and Society, Miami University of Oxford, Ohio

GRADUATE RESEARCH EXPERIENCE

2022 Research Assistant, Siebel Center for Design, University of Illinois Urbana-Champaign; Principal Investigator: Saad Shebab
Developing Social Empathy Through Human Centered Design

2020- Graduate Research Assistant (now **Co-Researcher**), Department of Curriculum & Instruction, University of Illinois Urbana-Champaign; Principal Investigators: Giselle Martinez Negrette and Stephanie Sanders-Smith
Preschool and the Virtual World: Opportunities and Possibilities for Early Childhood Education

AWARDS AND HONORS

2022 Nominated: Outstanding Teaching Award, University of Illinois

2017- List of Teachers Ranked as Excellent: 2017-2022, University of Illinois

2016-17 State Farm Award, \$6,000

2015 Pi Kappa Lambda

2014 Golden Key International Honour Society

GRANTS AND FELLOWSHIPS

2023 Campus Research Board award, University of Illinois Urbana-Champaign, \$26,229

2022 Curriculum & Instruction Scholarship, University of Illinois Urbana-Champaign, \$982

2020 Curriculum & Instruction Summer Fellowship, University of Illinois Urbana-Champaign, \$4,166

2019 Curriculum & Instruction Summer Fellowship, University of Illinois Urbana-Champaign, \$3,204

2019 Curriculum & Instruction Block Grant, Fall, University of Illinois Urbana-Champaign, \$5,000

TECHNOLOGICAL KNOWLEDGE/TRAINING

Data Analysis NVivo, MAXQDA, SPSS

MS Word, Teams, Excel, PowerPoint, Outlook, etc.

LMS Canvas, Moodle, Blackboard

AI ChatGPT, Gemini

Online Zoom, Canva, Miro, Box, all things Google, Smore, Mentimeter, Padlet, WebTools, Kahoot!, blogging/web building tools (e.g., Weebly), all social media, and more

PROFESSIONAL TRAINING

2014 SMU, Orff-Schulwerk Master Class (Jun)

2011 SMU, Orff-Schulwerk Level III Certification completion (Jun)

2009 New York Metropolitan Opera, Met HD Live in Schools Training, New York, NY

LANGUAGES

English: Native Language

Spanish: Level A2 in conversation, Level B1 in music teaching

PROFESSIONAL AFFILIATIONS

- 2021- American Sociological Association
Section: Race, Gender, and Class
- 2017- American Educational Research Association
Div G: Social Context of Education
Div K: Teaching and Teacher Education
SIG: Social Context of Race, Ethnicity, Class, and Gender in Education
- 2008-2016 American Orff-Schulwerk Association

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Curriculum Vitae

References:

Name	Position	Affiliation	Contact info provided upon application
Dr. Stephanie Sanders-Smith	Associate Professor: Curriculum & Instruction	University of Illinois Urbana-Champaign	
Dr. David Stovall	Professor: Criminal Justice and African American Studies	University of Illinois Chicago	
Dr. Sherrill Sellers	Associate Dean: College of Education, Health, & Society	Miami University	
Dr. Jeffrey Wanko	Professor: Teaching, Learning, & Educational Inquiry	Miami University	
Dr. Ganiva Reyes	Interim Chair: Teaching, Learning, & Educational Inquiry	Miami University	
Dr. Jorge Lucero	Associate Professor: Art Education	University of Illinois Urbana-Champaign	
Dr. Giselle Martinez Negrette	Assistant Professor: Curriculum & Instruction	University of Illinois Urbana-Champaign	