

JENNIFER KEYS ADAIR, Ph.D.

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EDUCATION

Ph.D., Cultural Anthropology and Education, Arizona State University, 2009

Emphasis: Early Childhood Education

Dissertation: Teaching Children of Immigrants: An ethnographic study of preschool teachers in five cities.

(Chair: Joseph Tobin)

M.A., Social & Philosophical Foundations of Education, Arizona State University, 2004

Thesis: They Told Me to Stop Talking about Europe: White Pre-Service Teachers in a Multicultural Teacher Education Program

B.A., Cultural Anthropology (Minor in Filmmaking), Brigham Young University, 1999

Thesis: How Children Learn about their Family Tree: Kinship patterns among the Himba of Kaokoland

ACADEMIC APPOINTMENTS

2016 - current Associate Professor, Curriculum & Instruction – Early Childhood, Cultural Studies
College of Education, The University of Texas at Austin

2009 - 2016 Assistant Professor, Curriculum & Instruction – Early Childhood, Cultural Studies
College of Education, The University of Texas at Austin

RELEVANT PROFESSIONAL APPOINTMENTS

2018-current Dynamic Innovation for Early Childhood Education (DIFYC) Director
Partnership with San Antonio ISD to redesign preK-3rd grade

2018-current Director, Agency and Young Children Research Collective
<http://agencyandyoungchildren.com>

2014-2018 Spencer Foundation PI: Civic Action and Young Children Study

2011-2014 Foundation for Child Development Young Scholars Fellow
PI: Agency and Young Children Study

2004 - 2009 Children Crossing Borders Project: Immigrant Parent and Teacher Perspectives on
Preschool in Five Countries. Research Assistant
College of Education, Arizona State University, Phoenix, AZ

2008 - 2009 Early Childhood Student Teaching Supervisor
Early Childhood Education, Arizona State University, Phoenix, AZ

2006 – 2008 Preschool Teacher/Early Childhood Advisor
Ashraya Foundation, Bangalore India

2003 – 2005 Teaching Assistant, College of Education, Arizona State University, Phoenix, AZ

2001 – 2003 Minority Recruitment/Retention Specialist, College of Education, Arizona State
University, Phoenix, AZ

2002 Presidential Fellow, U.S. Department of Education – Office of Elementary and
Secondary Education, Washington, D.C.

RESEARCH AND SCHOLARLY ACTIVITY

PUBLICATIONS

Peer-Reviewed Books

Adair, J.K. & Colegrove, K. (in press: anticipated Dec. 2020) *Segregation by Experience: Agency, Racism and Early Learning*. Chicago: University of Chicago Press

Tobin, J., Arzubiaga, A. & **Adair, J.K.** (2013). *Children Crossing Borders: Immigrant Parent and Teacher Perspectives on Preschool*. New York: Russell Sage.

Special Issues (Editor)

Adair, J.K. & Kurban, F. (2019) Video-Cued Ethnography in Educational Settings (Special Issue of *Anthropology and Education Quarterly* 50 (3))

Adair, J.K. & Doucet, F. (2018) Supporting Young Children of Immigrants in PreK-3. *Bank Street Occasional Paper Series* #39

Peer-Reviewed Journal Articles

Sachdeva, S. & **Adair, J.K.** (2020) Offering Racial Justice Conversations to Young Children: Strategies and Caution. *Journal of Curriculum, Teaching, Learning and Leadership* 4(2): 47-60.

Adair, J.K. & Sachdeva, S. Agency and Power in Young Children's Lives: Five Ways to Advocate for Social Justice as an Early Childhood Educator (in press) *Advancing Equity in Early Childhood Education - National Association for the Education of Young Children*

Payne, K.A., Falkner, A. & **Adair, J. K.** (in press) Critical Geography in Preschool: Evidence of Early Childhood Civic Action and Ideas about Justice. *Teachers College Record*.

Payne, K. & **Adair, J.K.** (2020) Welcoming Children Experiencing Trauma into Your Classroom Community. *Bank Street Occasional Papers*

Phillips, L, Ritchie, J. & **Adair, J.K.** (2020) Children's Civic Participation: Comparing Official Discourses from New Zealand, Australia and the United States. *Compare: A Journal of Comparative and International Education* 50(4): 592-614.

Payne, K.A., **Adair, J.K.**, Colegrove, K.S.S., Lee, S., Falkner, A., McManus, M. & Sachdeva, S. (2019) Reconceptualizing civic education for young children: Recognizing embodied civic action. *Education, Citizenship & Social Justice*.

Adair, J.K. & Kurban, F. (2019) Video-Cued Ethnography in Educational Settings: An Introduction. *Anthropology and Education Quarterly* 50 (3): 245-254.

Adair, J.K. & Kurban, F. (2019) Video-Cued, Multivocal Ethnographic Data Collection as a Tool Towards Participant Voice. *Anthropology and Education Quarterly* 50 (3): 313-332.

McManus, M.E., Payne, K.A., Lee, S. Sachdeva, S., Falkner, A., Sánchez-Suzuki Colegrove, K. & **Adair, J.K.** (2019) Expanding Video-cued Multivocal Ethnography for Activist Research in the Civic Action and Learning with Young Children Study. *Anthropology and Education Quarterly* 50 (3): 348-355.

- Adair, J.K.**, Colegrove, K. & McManus, M. (2018) Troubling Messages: Agency and Learning in the Early Schooling Experiences of Children of Latina/o Immigrants. *Teachers College Record* 120(6), 1-40.
- Adair, J.K.** & Doucet, F. (2018) Supporting Young Children of Immigrants in PreK-3. *Bank Street Occasional Paper Series*, 39.
- Adair, J.K.** Colegrove, K.S. & McManus, M.E. (2017) How the Word Gap Argument Negatively Impacts Young Children of Latinx Immigrants' Conceptualizations of Learning. *Harvard Educational Review* 87 (3), 309-334.
- Adair, J.K.**, Phillips, L., Ritchie, J. & Sachdeva, S. (2017) Civic Action and Play: Examples from Maori, Aboriginal Australian and Latino Communities. *Early Child Development and Care* 187 (5-6)
- Adair, J.K.** (2016) Creating Positive Contexts of Reception: The Value of Immigrant Teachers in U.S. Early Childhood Education Programs. *Education Policy Analysis and Archives* 24
- Moore, H.C. & **Adair, J.K.** (2015). "I'm Just Playing iPad": Comparing preschoolers' and pre-service teachers' social interactions while using tablets for learning. *Journal of Early Childhood Teacher Education* 38(4), 362-378.
- Adair, J.K.** & Barraza-Correa, A. (2015). Teaching Ideas from Immigrant Families. *Teaching Young Children* 8(4), p. 11-13.
- Adair, J.K.** (2014) Agency and Expanding Capabilities in Early Grade Classrooms: What it could mean for young children. *Harvard Educational Review* 84(2), 217-241.
- Adair J.K.** & Colegrove, K.S. (2014) Communal Agency and Social Development: Examples from First Grade Classrooms Serving Children of Immigrants. *Asia-Pacific Journal of Research in Early Childhood Education* 8(2), 69-91.
- Colegrove, K.S. & **Adair, J.K.** (2014) Countering Deficit Thinking: Agency, Capabilities and the Early Learning Experiences of Children of Latina/o Immigrants. *Contemporary Issues In Early Childhood* 15(2), 122-135.
- Adair, J.K.** & Barraza-Correa, A. (2014). Recognizing the Voices of Immigrant Parents in Preschool/Pre-K Settings. *Young Children* 69, p. 32-39.
- Adair, J.K.** (2014) Examining Whiteness as an Obstacle to Positively Approaching Immigrant Families in U.S. Early Childhood Educational Settings. *Journal of Race, Ethnicity and Education*, 17(5), 643-666.
- Doucet, F. & **Adair, J.K.** (2013). Addressing Race and Inequity in the Classroom. *Young Children – Research in Review Section* 68(5), 88-97.
- Adair, J.K.** (2012). Taking Seriously the Perspective of Immigrant Parents, Children and Teachers in Early Childhood Education. *Teacher Education & Practice* 25(4), 544-548.
- Adair, J.K.**, Tobin, J. & Arzubiaga, A. (2012). The Dilemma of Cultural Responsiveness and Professionalization: Listening Closer to Immigrant Teachers Who Teach Children of Recent Immigrants. *Teachers College Record* 114(12), 1-37.
- Adair, J.K.** (2012). Discrimination as a Contextualized Obstacle to the Preschool Teaching of Young Latino Children of Immigrants. *Contemporary Issues in Early Childhood*, 13(3), 163-174.

- Adair, J.K.** (2011). Advocating for Ethnographic Work in Early Childhood Federal Policy: Problems and Possibilities. *Anthropology and Education Quarterly*, 42(4), 422-433.
- Adair, J.K.** & Pastori, G. (2011). Developing qualitative coding frameworks for educational research: Immigration, education and the Children Crossing Borders project. *International Journal of Research and Method in Education*, 34 (1), 31-47.
- Adair, J.K.** (2011) Confirming Chanclas: What Early Childhood Teacher Educators Can Learn From Immigrant Preschool Teachers. *Journal of Early Childhood Teacher Education* 32(1), 55-71.
- Adair, J.K.** & Bhaskaran, L. (2010). Meditation, Rangoli and Eating on the Floor: Practices from an Urban Preschool in Bangalore, India. *Young Children*, 65(6), 48-55.
- Adair, J.K.** (2008) Everywhere in Life there are Numbers: Questions for Social Justice Educators in Mathematics and Everywhere Else. *Journal of Teacher Education*, 59 (5), 408-415.
- Adair, J.K.** (2008). White Pre-Service Teachers and “De-privileged” Spaces. *Teacher Education Quarterly*, 35(4), 189-206.
- Peer-Reviewed Book Chapters**
- Colegrove, K., McManus, M. & **Adair, J.K.** (in press) “¿Cómo no quieren que me enoje?”: Latinx Immigrant Parents’ Engagement in the Early Grades. In Strickland (Ed) *Composing Storylines of Possibilities: Immigrant and Refugee Families Navigating School*. Information Age Publishing
- Adair, J.K.**, Phillips, L., Ritchie, J. & Sachdeva, S. (2019) Civic Action and Play: Examples from Maori, Aboriginal Australian and Latino Communities. In Nicholson & Wisneski (Eds.) *Reconsidering the Role of Play in Early Childhood: Towards Social Justice and Equity*. (*original article published in Journal of Early Childhood Development and Care)
- Adair, J.K.** (2019) Humility and the Art of Working with Immigrant Parents. In McWayne, Sheridan & Doucet (Eds.) *Family-School Partnerships in International Contexts and Implications for Research in Ethnocultural Communities in the United States*. Springer Publishers, p. 109-122.
- Nxumalo, F. & **Adair, J.K.** (2019) Social Justice and Equity in Early Childhood Education. In C. Brown & M.B. McMullen (Eds.) *Handbook of Research in Early Childhood Education*
- Adair, J.K.** & Barraza, A. (2019). Voices of Immigrant Parents in Early Childhood Settings. In Procopio, R. (Ed.) *Spotlight on Young Children: Equity and Diversity*. National Association for the Education of Young Children, p. 57-70.
- Holmes, K. Garcia, J. & **Adair, J.K.** (2018) Who Said We’re Too Young To Talk About Race?: First graders and their teacher investigate racial justice through counter-stories. In N. Yellend & Bently, D. (Eds.) *Connecting Reconceptualist Thinking with Early Childhood Education Practices: Found in Translation*. Routledge, p. 129-147.
- Adair, J.K.**, Guenif-Souilamas, N. & Tobin, J. (2016). Migration Identity and Prejudice. In J. Tobin (Ed.) *Preschool and Immigrants in Five Countries*. New York: Peter Lang
- Adair, J.K.** & Tobin, J. (2016) Asymmetries in Relationships Between Teachers and Immigrant Parents. In J. Tobin (Ed.) *Preschool and Immigrants in Five Countries*. New York: Peter Lang
- Arzubiaga, A., Gill, D., Kurban, F., **Adair, J.K.** & Guenif-Souilamas, N. (2016). Researchers as Insiders and Outsiders. In J. Tobin (Ed.) *Preschool and Immigrants in Five Countries*. New York: Peter Lang

- Adair, J.K.** (2016) Researcher Perspectives. In File, Mueller, Wisneski, & Stremmel (eds.) *Understanding Research in Early Childhood Education: Quantitative and qualitative methods*. New York: Routledge, p. 123-127.
- Adair, J.K.,** Brougere, G., Pascal, C., Pastori, G. & Sulzer, A. (2016). Coding (In Section on Research Methods). In J. Tobin (Ed.) *Preschool and Immigrants in Five Countries*. New York: Peter Lang
- Jungen, A., **Adair, J.K.,** Bove, C. & Guenif-Souilamas, N. (2016). Focus Groups (In Section on Research Methods). In J. Tobin (Ed.) *Preschool and Immigrants in Five Countries*. New York: Peter Lang
- Adair, J.K.** (2016) Video-cued Ethnography. In File, N. Muelle, J.J., Wisneski, D. B. & Stremmel, A. (Eds) *Understanding Research in Early Childhood Education: Quantitative and Qualitative Methods*. New York: Routledge
- Adair, J.K.** (2015) My Teacher is Going to Think 'They're Crazy': Responses to LOPI Practices in U.S. First Grade Classrooms. In Rogoff, B. Correa, M. (Eds) *Children Learn by Observing and Contributing to Family and Community Endeavors: A Cultural Paradigm. Advances in Child Development and Behavior Series*, vol 49. Elsevier.
- Adair, J.K.** (2015) Teaching Children of Immigrants in the New Latino Diaspora. In Hamann, E., Wortham, S. & Murillo, E. (Eds) *Revisiting Education in the New Latino Diaspora*. Charlotte, NC: Information Age Publishing, 207-224.
- Adair, J.K.** & Doucet, F. (2014) The Impact of Race and Culture on Play in Early Childhood Classrooms. In Brooker, L., Blaise, M. & Edwards, S. (Eds.) *SAGE Handbook of Play and Learning in Early Childhood*. New York: Russell Sage Foundation, 354-365.
- Arzubiaga, A. & **Adair, J.** (2009). Misrepresentations of language and culture, language and culture as proxies for marginalization: Debunking the arguments. In E. Murillo (Ed.) *Handbook of Latinos and Education*. Mahwah, NJ: Lawrence Erlbaum, 301-308.
- Adair, J. K.** & Tobin, J. (2007). Listening to the voices of parents. In C. Genishi & A. Goodwin (Eds.), *Diversities in early childhood education: Rethinking and doing*. New York: Routledge Falmer.
- De Kanter, A., **Adair, J.K.,** Chung, A., & Stonehill, R.M. (2003). "Ensuring Quality and Sustainability in After-School Programs: How partnerships play a key role in after-school programs." In Brabeck, M. & Walsh, M. (Eds.). *The One Hundred and Second Yearbook of the National Society for the Study of Education (NSSE)*. Chicago: University of Chicago Press.

Invited Manuscripts / Reports

- Adair, J.K.** (2020) *Balancing Online/Remote and In-Person Learning for Young Children*. Agency and Young Children Research Collective at The University of Texas at Austin (Spanish, English, Turkish)
http://sites.edb.utexas.edu/wp-content/uploads/sites/157/2020/03/English-ECE-Guidance_compressed.pdf
- Adair, J.K. & McManus, M.** (2019) *DIFYC: Creating More Dynamic Learning Experiences for Children in Pre-K-3rd Grades*. San Antonio and Austin, TX: San Antonio Independent School District and the Agency and Young Children Research Collective at The University of Texas at Austin.
- Adair, J.K.** (2018) Offering Dynamic Learning Experiences to Young Children at the Border. *Association of Texas Professional Educators (ATPE) News Magazine: Teaching In Texas Along The Border*. ATPE 39(2), p. 14.
- Adair, J.K.** (2015) *The Impact of Discrimination on the Early Schooling Experiences of Children from Immigrant Families*. Washington, D.C.: Migration Policy Institute.
- Adair, J.K.,** Barraza, A. & Shillady, A. (2014) *Voices of Immigrant Parents in Preschool Settings:*

NEXT A professional development guide offered through the National Association for the Education of Young Children.
Washington, DC: NAEYC.

Adair, J.K. (2011). *Policy Brief: Ethnographic Knowledge For Early Childhood*. Policy Brief prepared for the U.S. Department of Education's Office of Early Learning.

Films

McCauley, R. and **Adair, J.K.** (2020) *Dynamic Innovation for Young Children*. Made for San Antonio ISD and the DIFYC partnership.

Adair, J. K. & Keys, M. (2008). *Beginning a New Life: Caring for infants in an orphanage setting*. Showings: International Reconceptualizing Early Childhood Education Conference (Canada); International Visual Sociology Association Film Festival (Argentina); Visual Anthropology Film Festival (USA); Ashraya Foundation (India).

Book Reviews

Adair, J.K. Book Review of bell hook's *Teaching Community: A Pedagogy of Hope*. Education Review. First publication in English December 5, 2005 in <http://edrev.asu.edu/reviews/rev446.htm>. Translation to Spanish June 9, 2006 in <http://edrev.asu.edu/reviews/revs115index.html>

Adair, J.K. Book Review of Michael Apple's *Ideology and Curriculum*, third edition. Anthropology and Education Quarterly 36(1), p.112.

News Media Articles (Authored)

- 9/19/17 *Harvard Education Publishing Blog* "Denying Learning Experiences to Young Latinx Children Because of the Word Gap Discourse" * w/ Kiyomi Sánchez Suzuki Colegrove, and Molly McManus
- 10/14/15 *Time* "Why disciplining kids can be so tricky for parents and teachers" (reprint)
- 10/14/2015 *The Conversation* "Why disciplining kids can be so tricky for parents and teachers"
- 10/12/2015 *Huffington Post* "Labeling Young Children With 'Word Gap' Language Is Harmful"
- 4/17/2015 *The Conversation* "Is Your Kid Having Fun Reading? Hear are some tips."
* w/ Michiko Hikida
- 4/13/2015 *Educational Equity, Politics & Policy in Texas* "Why Stopping Deportation Is the Right Thing to Do" (Reprint)
- 4/9/2015 *Huffington Post* "Why Stopping Deportation Is the Right Thing to Do"
- 4/8/2015 *Women's E News* "Top Teachers Required for All Our Small Children"
* w/ Joanna Englehardt
- 3/4/2015 *Austin American Statesmen* "Texas needs teachers with early childhood certification"
* w/ Cody Summerville
- 2/27/2015 *Empathy Educates* (reprinted with permission) "Kids must learn Black history movements and heroes"

- 2/27/2015 *Chicago Register*
* w/ Courtney Robinson
- 2/26/2015 *Quartz* “I teach early childhood education, and I know that testing hurts kids more than it helps”
- 2/13/2014 *Pacific Standard Magazine* “Preparing Teachers for an Unfortunate Reality: Impoverished Students”
* w/ Eric Ruiz Bybee
- 2/25/2015 *The Conversation* “In test-based systems, even young kids resist learning”
- 12/17/14 *Washington Post* “To avoid another Ferguson, we need to start teaching tolerance...in kindergarten”
* w/ Kathlene Holmes, Marcus Johnson
- 12/15/14 *Empathy Educates* “White Parents Should Talk to Their Kids About Discrimination”
- 12/11/14 *Truth-Out* “Fighting for Farm Workers at Our Dinner Table”
- 12/8/14 *Christian Science Monitor* “Kids and Technology: Three household principles”
- 10/15/14 *Huffington Post* “White Parents Should Talk to Their Kids About Discrimination”
* 18,000+ Shares on social media

In Preparation - Peer-Reviewed Articles/Books

- Adair, J.K. When Social-Emotional Learning Becomes Another Mechanism of Control and Injustice
(Anticipated submission: *Educational Researcher*)
- Adair, J.K., Lee, S., Payne, K., Falkner, A., McManus, M. and Colegrove, K.S. Civic Action as Helping Out in Early Childhood Classrooms (Anticipated submission: *Child Development*)
- Jones, N., Adair, J.K. African-American Girls and Civic Action in Early Childhood Classrooms (Anticipated Journal: *Teachers College Record*)
- Lee, S., Adair, J.K., Payne, K., & Barry, D. Children’s Ideas about Fairness. (Anticipated submission: *Early Childhood Research Journal*)
- Colegrove, K., McManus, M., Adair, J.K. & Payne, K. Culturally Sustaining Agency in Highly Regulated Early Childhood Spaces (Anticipated submission: *Contemporary Issues in Early Childhood*)
- Park, S., Lee, S., Alonzo, M., & Adair, J.K. Agency in Inclusion Early Childhood Classrooms

GRANTS

PI: “Dynamic Innovation for Young Children (DIFYC).” San Antonio Independent School District. 2018-2019; 2019-2020 (\$755,000 inclusive).

PI: “Civic Action and Learning with Young Children: Comparing Approaches in New Zealand, Australia and the United States” with Co-PIs Jenny Ritchie (NZ) and Louise Phillips (AU). Spencer Foundation – New Civics Major Grant. 2014-2018 (\$350,000)

PI: “Towards a Culturally Relevant Emphasis on Agency in the Social and Academic Development of Latino Children of Immigrants in PK-3 Educational Settings”
Foundation for Child Development, 2012-2015. (\$154,600)

PI: “Young Children’s Agency and Global Early Childhood Classrooms: A comparative view of preschool approaches in Bangalore, India” UT Austin – Office of the Vice President for Research, 2012 (\$750 – exploratory grant)

AWARDS/HONORS

Chair, Public Voices Fellowship Executive Board, The Op-Ed Project at UT Austin (Provost’s Office)

Dean’s Fellow (2019-2020) UT Austin

Public Voices Co-Director (2018-2019) The Op-Ed Project at UT Austin

Public Voices Fellow (2014-2015) The Op-Ed Project

Dean’s Fellow (2014-2015) UT Austin

Early Career Award (2012) Critical Perspectives in Early Childhood SIG, AERA

Young Scholar Fellowship Award (2012) Foundation for Child Development

Research Article of the Year (2011) *Journal of Early Childhood Teacher Education*

Arizona State University Graduate Teaching Award Finalist (2005)

Dean’s Excellence in Graduate Teaching Award (2004)

Peer-reviewed Conference Keynotes/Plenary Sessions

Who Does and Does Not Deserve High Quality?: Charles Mills and the Power of Racism in Early Childhood Teacher Education
 National Association for Early Childhood Teacher Education, Washington, DC November 2018

Inequities of Personhood: Thinking about Children as Beings (not Becomings) in India, Lebanon and the United States
 Reconceptualizing Early Childhood Education, Copenhagen, Denmark, October 2018.

The Civic Action and Learning with Young Children Study.
 American Indian College Fund - Tribal and Indigenous Early Childhood Network (TIECN) Forum;
 Atlanta, Georgia November 2017

Project Based Learning in Early Childhood Education.
 Southwestern Association of Episcopal Schools (SAES) Annual Conference June 2017

Civic Agency and Young Children.
 Reconceptualizing Early Childhood Education, Taupo, New Zealand, October 2016.

Revitalizing and Retinking Young Children of Immigrants’ Agency for Cultural Relativity, Capacity/Capability and the Achievement-oriented Policymaker. AERA 2012 – Critical Perspectives in Early Childhood Business Meeting.

Invited Talks

Agency as a Tool to Fight Racism: What Charles Mills, Gloria Anzaldúa and Texas First Graders Can Teach Us About Personhood. Brigham Young University – Annual Benjamin Cluff Jr. Lecture, Provo, Utah March 2020

Agency and Personhood in Early Childhood Education. San Antonio ISD – DIFYC program, San Antonio, TX, August 2019

LOPI in a U.S. bilingual first grade classroom. Learning through Observation and Pitching In (LOPI) Taller, Universidad de Costa Rica, June 2019

Time, Space, Intellect and Care. San Antonio ISD – DIFYC program, San Antonio, TX, February 2019

Inquiry Learning. San Antonio ISD – DIFYC program, San Antonio, TX, December 2018

Challenging Our Assumptions and Ensuring Quality. w/Dr. Courtney Robinson. San Antonio ISD Principals Workshop, November 2018

Curiosity, Inquiry and Planning with Young Children in Project Based Learning. San Antonio ISD – DIFYC program, San Antonio, TX, October 2018

How Do Young Children Learn? San Antonio ISD – DIFYC program, San Antonio, TX, September 2018

Overdisciplined/Undereducated: How schools try to control Black bodies. SXSW Edu; Austin, Texas, March 2018

Agentic Learning in Early Childhood Education, University of Texas at San Antonio (Guest Speaker for Early Childhood Education Methods) October 2017

Who Does and Does Not Deserve Agentic Learning: Charles Mills and the line of personhood/ subpersonhood in schooling. The University of Texas at Austin – ED TALK Series September 2017 (Video at: <https://www.youtube.com/watch?v=1Npske4JKdl>)

White Parents Can Help Fight Racial Injustice Blackademics (PBS show) Air date: 6-11-17
<http://video.klru.tv/video/3001478587/>

Kids Need #BlackLivesMatter. SXSW Edu Austin, TX March 2017

Agency and the Pursuit of Personhood in Early Schooling. Department of Curriculum & Instruction, University of Wisconsin-Madison, February 2017

Agency and Civics with Young Children University of Georgia, Sept. 2016

Pursuing Children's Ideas about Agency and Learning University of Georgia, Sept. 2016

Institutional Family Engagement Practices. The Heising-Simons Foundation, Palo Alto, CA April 2016

Agency and Expanding Capabilities through the lens of comparative, video-cued ethnography. University of Queensland, Brisbane Australia, November 2015

Video-cued Ethnographic Research with Young Children. Guest lecture (Skype), Pennsylvania State University, October 2015

Growing Up in America: The Extent and Impacts of Discrimination on Young Children from Immigrant Families. Migration Policy Institute Webinar, September 2015.

Agency and Equity: Perspectives from Stakeholders in a Texas School District Serving Children of Latin@ Immigrants. Ideas in Education Series, University of Wisconsin-Madison, April 2015

The Impact of Discrimination on the Early Schooling Experiences of Children from Immigrant Families. Migration Policy Institute, Washington, D.C. November 2014.

Tear Down The Wall: Giving Students Agency. SXSWedu Austin, TX March 2014

Listening Carefully to Parents and Communities. University of Hawaii - Manoa, February, 2014

Supporting Young Children's Agency in PreK-3 for Academic and Social Development and Multiple versions of childhood: Preschool examples from Japan, India, Germany and the U.S. Brigham Young University, November 2011.

The Theoretical and Practical Development of Qualitative Coding Frameworks. First Things First Initiative – research & evaluation collaborative of the University of Arizona, Arizona State University and Northern Arizona University. Consultant on project/funding evaluation.

Using Anthropological Theory to look at Educational Issues: A case study from the U.S. Christ College-Bangalore University, India. May, 2007.

Invited Webinars

Slow Down! Listening, Observing and Asking Better Questions with Young Children. San Antonio ISD District-wide webinar, February, 2019

Equitable Early Learning For ALL Children. National Association of Early Childhood Specialists in State Departments of Education, Center on Enhancing Early Learning Outcomes (CEELO) and National Institute for Early Education research (NIEER) Equity Webinar, May, 2018.

Understanding Immigration Status, Community Support Systems & Pedagogical Approaches as Key Factors in Supporting Children's Learning Foundation for Child Development Webinar: December, 2017

Media (Live) Interviews

May 2020 **NPR's Life Kit**

May 2020 **The Parent Scoop Podcast** *The Balancing Act: Learning, Work and Play*

<http://theparentscoop.net/the-balancing-act>

<http://theparentscoop.net/the-balancing-act-bonus-content>

April 2020 **KXTV ABCNews10** (Sacramento, CA) *Balancing work and parenting young children*

<https://www.youtube.com/watch?v=yoFtLWQDGwI>

April 2020 **CBSNews Austin** *Addressing Issues about Academic Impact of Online Learning*

<https://cbsaustin.com/news/local/addressing-worries-about-academic-impact-of-online-learning>

January 2020 **Spectrum News - Capital Tonight** *New Legislation for Project-Based Learning*

<https://spectrumlocalnews.com/tx/austin/news/2020/01/23/more-texas-schools-implementing-project-based-learning>

June 2018 **CTV News** Channel Family separation policies & practices

June 2016 **Texas Standard (KUT – NPR)** “Talking to kids about trauma”

February 2015 **Wisconsin Public Radio-NPR** “Training Teachers To Face Impoverished Students” (Radio)

March 2013 **Teacher College Record’s The Voice**

Media Coverage (Interviews & stories that quote or reference my research)

May 2020 **UT NEWS** *Tips for Balancing Learning with Young Children At Home*

<https://news.utexas.edu/2020/04/13/tips-for-balanced-learning-with-your-young-kids-at-home/>

January 2020 **Spectrum News** *More Schools are Implementing Project-Based Learning, Spectrum News*

<https://spectrumlocalnews.com/tx/san-antonio/news/2020/01/23/more-texas-schools-implementing-project-based-learning>

April 2019 **Texas Education – In Context** *A Boisterous Classroom May Be Better Than You Think*

<https://incontext.education.utexas.edu/a-boisterous-classroom-may-be-better-for-kids-than-you-think/>

December 2018 **Pediatrics** *Replacing the “Word Gap” With Nonstigmatizing Approaches to Early Literacy and Language Building* – Perspective piece featured by the American Academy of Pediatrics written by Raz & Beatty)

October 2018 **Anthropology and Education: Conversations and Ideas in/From/On the Field** *Featured Scholar*. <http://anthropologyandeducation.org/featured-scholar/>

December 2018 **San Antonio ISD Website** *Setting Up SAISD’s Youngest Learners for a Lifetime of Success.*

<https://www.saisd.net/page/com-Insider-2018-11-01-DIFYC>

September 2018 **Science News** *Huge ‘word gap’ holding back low-income children may not exist after all*

July 2018 **NPR’s Code Switch Podcast** *Word UP* (an episode about the 30 million word gap)

June 2018 **National Public Radio - All Things Considered** *Let’s Stop Talking about the ‘30 Million Word Gap’* (also been carried on Association for Psychological Science and dozens of other websites)

January 2018 **Teaching Tolerance** *Why Mendez Still Matters: Meet the school desegregation case that still affects ELL instruction today.*

October 2017 **New America** *Rethinking the Word Gap: A new study finds word gap acceptance among teachers has consequences for low-income Latinx students.*

October 2017 **Washington Post** *Why a key research finding is ruining teaching in Texas.*

September 2017 **Texas Education Magazine** *Who Does and Does Not Deserve Agentive Learning: Charles Mills and the Line of Personhood/ Subpersonhood in Schooling.*

August 2017 **Huffington Post** *White Supremacists Still Exist. Here’s What White Parents Can Do About It.*

July 2016 **Deseret News** “What to look for in a high quality preschool”

June 2016 **Take Part** “We Know Pre-K Is Essential, So Why Do the Teachers Earn Only \$28,000?”

October 2015 **The Conversation** “Obama calls for limits on school testing. Here’s why”

- September 2015 **Education Week** “Discrimination at School Harms Development of Young ELLs, Study Says”
- 2015 **Southern California Public Radio (NPR)** “Discrimination begins early and immigrant preschoolers notice, report says”
- September 2015 **EdCentral, New America** “How Young Children of Immigrants Face Discrimination at School”
- September 2015 **Education Writers Association** “Study: Children of Immigrants Experience Discrimination in Schools Early On”
- September 2015 **LatinaLista** “Study: Children of Immigrants Experience Discrimination in Schools Early On”
- September 2015 **UT College of Education** “Effects of School-based Discrimination Facing Young Children of Immigrants Topic of Discussion in Upcoming Webinar”
- April 2015 **Institute for the Study of Knowledge Management in Education** “Why Stopping Deportation is the Right Thing To Do: Texas Educational Equity”
- March 2015 **Sesame Workshop (PBS)** “Live from SXSW 2015”
- March 2015 **Not In Our Town: Princeton** “Raising Anti-racist Children”
- February 2015 **UT Homepage and Division of Diversity and Community Engagement** Homepage “Mightier than the Sword: The OpEd Project Fellows Address Challenges African Americans Still Face Today”
- February 2015 **UT News** “How To Teach Tolerance”
- October 2014 **Papa_Tont** “A Good White Child”
- August 2014 **Bazaarvoice Foundation** “Creative Learning”
- May 2014 **Mott Haven Herald** “Mott Haven parents support mayor’s pre-k push: Local families need more early education, they say”
- March 2014 **Tech & Learning** “Reporting from SXSWedu: Tearing Down the Walls.”
- Jan. 2012 **CNN** “Why we need to let kids be creative”
- Jan. 2012 **Parenting Magazine** “Is Your Child Creative Enough?”
- Oct. 2010 American Anthropological Association’s **Children and Childhood Interest Group** Newsletter
- Oct. 2010 **Anthropology News**
- PRESENTATIONS**
- Scholarly Presentations – Peer-Reviewed**
- Adair, J.K. *Video-cued Ethnography as a Reflective, Cross-Cultural Methodology to Contextualize and Compare Children’s Learning Processes*
- IACCP Latin American Regional Conference, San José, Costa Rica, June 2019

- Dow, P. & Adair, J.K. *You Let Them Do What?! How Social Justice Transforms ECE*. Texas Associations of School Administrators Annual Conference, Austin, TX, January 2019
- Adair, J.K. (panelist and presenter) *Anthropology and Youth Studies: New Optics, Topics, and Approaches*. American Anthropological Association – Council on Anthropology and Education, San Jose, CA November 2018
- Adair, J.K. *Personhood as Racialized Pedagogy*. Reconceptualizing Early Childhood Education, Copenhagen, Denmark, October 2018
- Adair, J.K. *Why We Should Reject the “Word Gap” Argument: Countering Bias in Early Childhood Education*. National Association for the Education of Young Children Annual Institute, Austin, TX, June 2018
- Adair, J.K. *Denying Possibilities to Young Children of Latinx Immigrants: Applying the work of Charles Mills to public early childhood education*. American Educational Research Association, New York City, April 2018
- Adair, J.K., Lee, S., Payne, K., Falkner, A., McManus, M. and Colegrove, K.S. *Civic Action and Young Children*. Comparative and International Education Society, Mexico City, March 2018
- Adair, J.K. *Children moving around and making noise: Comparing ideas about agency and discrimination in the academic lives of young children*. Comparative and International Education Society, Mexico City, March 2018
- Adair, J. K. *Those Kids are Bad!?: First Graders’ Responses to Videos of Children Being Agentive*. American Anthropological Association, Washington, DC November 2017
- Payne, K., Falkner, A., & Adair, J. *Rethinking children's civic capabilities: Examining videos from Civic Action and Learning with Young Children*. Colleges and University Faculty Association (CUFA), National Council for Social Studies (NCSS), San Francisco, CA, November 2017.
- Adair, J.K. *Discrimination and Agency*. American Educational Research Association, San Antonio, TX April 2017
- Adair, J.K. *How the Language Gap Argument Affects Every day Learning for Young Children of Immigrants in Texas Schools*. American Educational Research Association, San Antonio, TX April 2017
- Payne, K., Falkner, A. & Adair, J. *Young Children’s Construction of Citizenship through Critical Geography*. American Education Research Association (AERA) Annual Conference, San Antonio, April 2017.
- Adair, J.K., Phillips, L. & Ritchie, J. *Types of Classroom-Based, Civic Action Observed in Two to Five year olds: A Preliminary Comparative Analysis*. Society for Research in Child Development, Austin, TX, March 2017
- Payne, K., Falkner, A., Adair, J. & Sachdeva, S. *Reconceptualizing Civic Action in Early Grades*. Colleges and University Faculty Association (CUFA), National Council for Social Studies (NCSS), Washington, D.C., November 2016.
- Adair, J.K. *Civic Agency and Young Children*. Reconceptualizing Early Childhood Education, Taupo, New Zealand, October 2016. *Plenary Talk
- Adair, J.K., Phillips, L. & Ritchie, J. *Young Children’s Civic Agency and National Curricular Frameworks: New Zealand, Australia and the United States*. American Educational Research Association, Washington, D.C. April 2016

- Adair, J.K. *Using Agency at School to Observe, Participate and Pitch-In: Young Children of Latina/o Immigrants in two Texas First Grade Classrooms*. American Anthropological Association, Denver, CO, November 2015
- Adair, J. K. *Toxic Temporalities and Powerful Transgressors*. Reconceptualizing Early Childhood Education, Dublin, Ireland, October, 2015
- Adair, J.K. *The Cultural Nature of Capabilities and Aspirations*. Human Development and Capabilities Approach Conference, Washington, D.C., September 2015.
- Colegrove, K.S. & Adair, J.K. “*You help them, you don’t skip people*”: *The Value of Helping for Latino Immigrant Parents*. American Educational Research Association, Washington, D.C., April 2015
- Adair, J.K. *Little Kids Are Not Stupid: Give them content*. South By Southwest (SXSW) Interactive: Austin, TX, 2015
- Adair, J.K. *Communal Agency and Development Economics in Immigrant Early Childhood Communities*. Reconceptualizing Early Childhood Education Conference, Kent State (Ohio), 2014
- Adair, J.K. *Agency, Capability and Young Children of Immigrants in U.S. Schools: Applying Human Development Principles to First Grade*. Human Development and Capabilities Approach Conference: Athens, Greece, 2014
- Adair, J.K. & Moore, H. “*I’m just playing iPad*”: *Comparing Preschoolers and Pre-service Teachers’ use of iPads for social, dynamic and engaged learning*. National Association for Early Childhood Teacher Educators, Dallas, TX, 2014
- Adair, J.K. *Agency, Capability and Young Children of Immigrants: Applying Humanistic Economics to First Grade*. American Educational Research Association: Chicago, 2014
- Colegrove, K.S., Zuñiga, C.E. & Adair, J.K. *I am a control freak: Teacher talk and student agency*. American Educational Research Association: Chicago, 2014
- Adair, J.K. *Agency, Capability and the Early Education of Young Latino Children of Immigrants*. American Anthropological Association: Chicago, 2013
- Adair, J.K. & Colegrove, K.S. *Increasing Agency with Young Children of Immigrants through Project Based Learning: Tales from Two Classrooms*. National Association for Early Childhood Teacher Education: Washington, DC, 2013
- Adair, J.K. *Towards Capability: Agency and the Education of Young Children*. American Educational Research Association: San Francisco, 2013
- Adair, J.K. *Learning From Many Voices: How the Preschool In Three Cultures Method Makes Implicit Teaching Practices and Cultural Beliefs Explicit*. American Anthropological Association: San Francisco, 2012.
- Adair, J.K. *Agency as Capability: Using humanistic economics and postcolonial theory to rethink early childhood achievement trajectories*. Reconceptualizing Early Childhood Education Conference: Pennsylvania State University, 2012.
- Adair, J.K. *Affection as Revelation: Teachers’ Assumptions about the Lives of Young Children of Immigrants*. American Educational Research Association Annual Conference; Vancouver, 2012
- Adair, J.K. *Learning who was and was not a Slave: Pedagogy for Racial Inquiry in Early Childhood Classrooms*. American Educational Research Association Annual Conference; Vancouver, 2012

Adair, J.K. *Affection as Revelation: Teachers' Assumptions about Young Children of Immigrants*. Reconceptualizing Early Childhood Education International Conference; London, 2012

Adair, J.K. *Developing Cultural Flexibility in Young Children and Early Childhood Scholars: Ideas from an Urban Preschool Teacher in Bangalore, India*. American Educational Research Association Annual Conference; New Orleans 2011

Adair, J.K. *Early Childhood Education Barriers between Immigrant Parents and Teachers within the New Latina(o) Diaspora*. American Educational Research Association Annual Conference; New Orleans 2011

Adair, J.K. *Preschool Teachers and Immigrant Families in Four U.S. Cities: Examples from the Children Crossing Borders study*. American Educational Research Association Annual Conference; New Orleans 2011

Adair, J.K. *Ethnographies of Childhood in School: Implications for Policy in Early Childhood Education*. American Anthropological Association Annual Conference 2010

Adair, J.K. *Contextuality and Early Childhood Education: Examples from the Children Crossing Borders Study*, American Anthropological Association Annual Conference 2010

Adair, J.K. "We Don't know the People": *White Teachers and Preschool Immigrant Families in the New Latino Diaspora*. Ethnography and Education Annual Conference – University of Pennsylvania 2011

Adair, J.K. *Developing Cultural Flexibility in Young Children and Early Childhood Scholars: Ideas from an Urban Preschool Teacher in Bangalore, India*. American Educational Research Association Annual Conference; New Orleans 2011

Adair, J.K. *Teaching Children of Immigrants and the Dilemma of Being Culturally Responsive*. American Educational Research Association; Denver, 2010

Adair, J.K. *Immigrant and Nonimmigrant Teachers' Conceptualizations of Diversity and Childhood in five U.S. Cities: The Chancla Debate*. American Anthropological Association; Philadelphia, 2009

Adair, J.K. *Teaching Young Latina(o) Children of immigrants in Four U.S. Cities: Findings from the Children Crossing Borders Project*. Triennial Conference on Latino Education and Immigrant Integration; Athens, GA, 2009

Adair, J.K. *Teaching Children of Immigrants: Using Bakhtin and educational anthropology to compare the perspectives of monolingual and bilingual preschool teachers in New York and Iowa*. American Anthropological Association; San Francisco, 2008.

Adair, J.K. *Caring for Infants in an Indian Orphanage: The use of film in ethnographic research to respond to community concerns*. Reconceptualizing Early Childhood Education; Victoria, British Columbia, 2008

Arzubiaga, A., Adair, J.K. & Tobin, J. *Preschool Borderlands, Im/migrants insubordination?* American Anthropological Association; San Jose, CA: 2006

Adair, J.K. & Arzubiaga, A., Tobin, J. *Immigrant Parents and Teachers' Perspectives on Preschool – a Film Presentation*. American Anthropological Association; San Jose, CA: 2006

Adair, J.K. *Immigrant Parents and Preschool*. National Association for Multicultural Education Annual Conference; Phoenix, AZ: 2006

Adair, J. & Patton, L. *Immigrant Parents' Perspectives on Preschool in the United States*. International Reconceptualizing Early Childhood Conference; Madison, WI: 2005

Adair, J. *Outcast of the Outcast: Pre-Service Teachers Talk about Minority Position*. American Educational Research Association Annual Conference; Quebec, Canada: 2005.

Adair, J. *How We See Stephanie or Intervening as Researcher: Post-Structural Tools and Traditional Discourses in Educational Research*. American Educational Research Association Annual Conference, Quebec, Canada: 2005.

Adair, J. *They Told Me to Stop Talking about Europe” White Students and Post-Structural Analysis*. International Reconceptualizing Early Childhood Education Conference; Oslo, Norway: 2004

Adair, J. *White Students in a Multicultural, Multilingual Teacher Education Program*. American Anthropological Association Annual Conference; Chicago, IL: 2003

Invited Local Workshops

Learning Stories and Agency-supportive Assessments (2015) Carroll Early Childhood Education Center, San Antonio, TX

Increasing Agency in Preschool Years (2015) Carroll Early Childhood Education Center, San Antonio, TX

How young children use their agency (2015) All Austin Cooperative Nursery School

Project Based Learning Workshop (2014) Palomita Head Start, Austin, TX

Project Based Learning and Agency (2014) All Austin Cooperative Nursery School

Increasing Agency for Young Critical, Independent Thinkers (2012) Rotary of La Grange, Texas

Project-based learning for PreK-5. (2012) St. Francis School, Austin, Texas

Global and Diverse Perspectives on Early Childhood Education: Lessons from Children Crossing Borders (2010) Austin Association for the Education of Young Children

Using Paolo Freire to create project-based curriculum in labor colony schools. (2007) Ashraya Foundation-Bangalore, India.

Immigrant Parents and Preschool (2006) Arizona Association for the Education of Young Children

Applying to Universities and College Preparation for Underrepresented Students (2002-2003) Mesa Community College, South Mountain Community College and Phoenix College

Consulting

Video-Cued Ethnography (2018-2019) American Indian College Fund – Early Childhood Initiatives

Project-based, justice-oriented social studies curriculum for grades K-4 (2016-2017); St. Francis School

Microsociety Program Evaluation (2014-2015); Cunningham Elementary & Bazaarvoice Foundation

Early childhood program evaluation for state and federal funding. (Fall, 2012); Chicago Public Schools

Data analysis training on large scale ethnographic projects, particularly how to stay connected to ethnographic research tools and use qualitative data software. (Fall, 2009); First Things First Initiative – Arizona.

TEACHING

The University of Texas at Austin 2009-Present

Research in Early Childhood Education (new): Graduate course focused on how to plan and conduct rigorous studies in early childhood educational settings

Educational Ethnography (redesigned): Graduate Foundations Course in Advanced Qualitative Research area. Focus is on ethnography as a research method including research design and analysis.

Major Theorists in Early Childhood (new): Graduate course focused on foundational theorists/educators who have impacted the ECE field and their ongoing influence on policy and practice.

Global, Comparative Early Childhood (new): Graduate course focused on global perspectives on young children and early learning as well as comparative research methods.

Introduction to Teaching and Teacher Education: Graduate foundations course detailing the history of teacher research and teacher education as well as contemporary issues facing the field of teacher education.

Parents and Education (new): Graduate course on the parent/teacher/school relationship and its effect on student learning and academic success.

Undergraduate/Graduate

Play and Early Development (redesigned/restructured): Large lecture undergraduate course focused on the importance of play and agency in early learning environments from a range of developmental, cultural and critical perspectives

Undergraduate

Teaching Young Children: Undergraduate course in early childhood educational theory and practice, focused on preschool – grade 3.

Arizona State University 2003-2006

Undergraduate

Culture and Schooling: Undergraduate foundations course focused on various philosophical/theoretical approaches to teaching and learning as well as on the socio-political nature of teaching.

Teaching Internship Seminar: Graduate workshop-based seminar for new teaching assistants with a focus on curriculum and pedagogy.

Social Theories within Mathematics Education (new): Graduate course in the application of current social theory and social justice issues to elementary and secondary mathematics instruction.

Advising and Student Service

Chair - PhD: Sunmin Lee

Chair - PhD: Shubhi Sachdeva

Chair - PhD: Ale Barraza (Network Principal at San Antonio ISD)

Chair - PhD: Kiyomi Sanchez-Suzuki Colegrove (Assistant Professor, Texas State University)

Chair - PhD: Hye Young Jung (Professor at Dong-eui University)

Co-Chair - PhD: Anna Falkner (Assistant Professor, University of Memphis)

Committee Member - PhD: Javier Wallace

Committee Member - PhD: Da Hei Kim
 Committee Member - PhD: Esther Kim (Assistant Professor, College of William and Mary)
 Committee Member - PhD: Kathlene Holmes (Dean, University of St. Thomas)
 Committee Member - PhD: Molly McManus (Assistant Professor, San Francisco State Univ.)
 Committee Member - PhD: José Garcia (Assistant Professor,)
 Committee Member - PhD: Langston Clark (Assistant Professor, UT San Antonio)
 Committee Member - PhD: Ganiva Reyes (Assistant Professor, Miami University)
 Committee Member - PhD: Suzanne Mateus (Assistant Professor, California State University, Monterey Bay
 & Director of the Monterey Institute for English Learners (M.I.E.L.)
 Committee Member - PhD: Brian Mowry (graduated)
 Committee Member - PhD: Stacey Joyner (graduated)
 Committee Member - PhD: Yun Yu Hsieh (graduated)
 Committee Member - PhD: YI-Chin Lan (graduated)
 Committee Member - PhD: Courtney Robinson (graduated)
 Committee Member - PhD: Holly Carrell Moore (graduated)
 Committee Member - PhD: Hyun Su Kim (graduated)
 Committee Member - PhD: Irene Garza (graduated)
 Committee Member - PhD: Shan-Shan Cheng (graduated)
 Committee Member - PhD: Jae Eun Lee (graduated)
 Committee Member - PhD: Eun A Kim (graduated)

Chair - MA: Sunmin Lee (graduated)
 Chair - MA: Nailah Jones (graduated)
 Chair - MA: Larissa Johnson (graduated)
 Chair - MA: Samantha Gibson (graduated)
 Committee Member - MA: Stephanie Barker (graduated)

(Out of College)

Committee Member – PhD: Claude Bonazzo – Sociology (graduated)
 Committee Member – PhD: Robert Ressler – Sociology (graduated)

SERVICE & LEADERSHIP ACTIVITIES

EDITORIAL BOARDS

Teachers College Record (2017-current)
 Anthropology and Education Quarterly (2016-current)
 International Critical Childhood Policy Studies (2016-current)
 Studies in Educational Ethnography Book Series (2018-current)
 Critical Childhood and Youth Studies Series (2017-current)

NATIONAL & INTERNATIONAL SERVICE

Chair, Graduate Student Mentoring Program – Reconceptualizing Early Childhood Ed. Conference 2019
 Tenure Reviewer (Assistant Professor) (Summer 2019) Teachers College - Columbia
 Tenure Reviewer (Assistant Professor) (Fall 2018) University of Wisconsin-Madison
 Nominations Committee Chair (2018-2019) Council on Anthropology and Education
 Outstanding Book Award Committee Member (2018 - Inaugural) Council on Anthropology and Education

Expert Reviewer for Grant Interview Protocol: Understanding the Ecology of Immigrant Families and Their Integration into Camden City, (Isik-Ercan & Edwards, Co-PIs).

Young Fellows Mentor (2018) Foundation for Child Development Young Scholars Program in coordination with the Urban Institute and Child Trends

Teach to Lead Teacher Leadership Conference Mentor (2017) U.S. Department of Education

Dual Language Learner Working Group (2016-2017) New America, the McKnight Foundation and the Heising-Simons Foundation

Tenure Reviewer (Assistant Professor) (2016) University of Hawaii- Manoa

Tenure Reviewer (Senior Lecturer) (2016) University of Hawaii- Manoa

Early Childhood Fab Lab Design Team Board Member (2014-2016) Fab Foundation, Massachusetts Institute of Technology

Dissertation Award Committee Chair (2014-2015) Critical Perspectives in Early Childhood Special Interest Group (SIG), American Educational Research Association

SIG Chair (2010-2011) Critical Perspectives in Early Childhood Special Interest Group (SIG), American Educational Research Association

Program Chair (2009-2010) Critical Perspectives in Early Childhood Special Interest Group (SIG), American Educational Research Association

Organizer/Chair 2010 Ethnographies of Childhood in School: Implications for Policy in Early Childhood Education [Session]. American Anthropological Association Annual Conference 2010

Associate Editor (2003-2004) Current Issues in Education Journal

State Director (2002-2004) National Association for Multicultural Education

Annual Conference Committee Member (2006) National Association for Multicultural Education

Grant Evaluator (2002-2003) U.S. Department of Education

National Journal and Conference Reviews

American Anthropological Association, Council on Anthropology and Education

American Educational Research Association, Div. K, Div. G and CPECE SIG

American Educational Research Journal *

American Educational Research Association Volume on Early Childhood Research

Anthropology and Education Quarterly*

Asia-Pacific Early Childhood Education Journal*

Child Development

Contemporary Issues in Early Childhood*

Current Issues in Education

Diaspora

Early Childhood Research Quarterly

Educational Review

Educational Policy Analysis Archives (EPAA)

Educational Psychology Review*

Human Development
 Journal of Beliefs and Values
 Journal of Early Childhood Teacher Education*
 Journal of Literacy Research
 Journal of Educational Psychology
 Routledge – Early Childhood Series
 Reconceptualizing Early Childhood Education International Conference
 Review of Research in Education
 Sociology and Education
 Teaching and Teacher Education*
 Teachers College Record*
 Young Exceptional Children*
 *2019-2020

STATE SERVICE

EC-3 Certification Committee Member (2017-2018) Texas Education Agency

Advisor (2018) Humanities Texas

UNIVERSITY SERVICE

Faculty Mentor (2020-2021) President's Award for Global Learning

Elected Member (2020-2022), Faculty Council; Admissions and Registration Committee Member

Chair (2020-current), Executive Board, Public Voices Fellowship (Op-Ed Project - Provost's Office)

Co-Director (2018-2019) The Op-Ed Project at UT Austin

Collaborator/Co-Creator (2018-2019) Cluster Hire Proposal for Early Childhood with Department of Theater and Dance (Alrutz), Native American and Indigenous Studies (Cárcamo-Huechante), African and African Diaspora Studies Dept. (Smith), and LLILAS Benson Latin American Studies and Collections (Garrard)

Faculty Fellow (2017-current) Institute for Urban Policy and Research Analysis (IUPRA)

Panelist (2018) Division of Diversity and Community Engagement – Community Based Learning and Research Symposium

Appointee (2015-2017) UT Austin Grievance Committee Pool

Panelist (2016) UT Austin Public Writing Seminar

Speaker/Mentor (2016) UT Austin Freshman Interest Group (FIG) Program

Mentor (2015-2016) UT Austin Bridging Disciplines Program - Social Entrepreneurship & Nonprofit

Management Board (2009-2015) The University of Texas Elementary School

Research Committee Chair (2013-2015) The University of Texas Elementary School

Workshop Development on Conducting Graduate Research and Writing a Dissertation while Parenting Young Children (2011) Office of the Provost – Gender Equity

COLLEGE SERVICE

EC-6 Degree Plan Revision Sub-committee (2020-current)

Center for Equity Promotion Committee (2019-current)

Study Abroad Committee Member (2018-current)

ALD Committee Member (2016-2019)

Mithoff Family Invited Early Childhood Lecture Organizer (2014, 2018) Curriculum & Instruction
Dean's Council Presenter on Early Childhood Education (2018)

Articulation and Teacher Education Pathways Group (2018) UT College of Education, Austin Community College

Zezula Invited Lecture Organizer (2014, 2015, 2016) Curriculum & Instruction

Teaching Excellence in Early Childhood Education Awards Organizer (2014-2016)

Decolonizing Knowledge with Indigenous Communities and Young Children Symposium (2016) Curriculum & Instruction, UT Austin's Native American and Indigenous Studies

Dean's Management Team Presenter (2015) Re: Op-Ed Project w/ Dr. Daina Berry

Presenter (2014) Dean's Council

Glickman Lecture Organizer (2011, 2013) Curriculum & Instruction

DEPARTMENT SERVICE

Early Childhood Education Program Coordinator (2016-2019; 2020-current)

Early Childhood Education Program Advisor (2016-2019; 2020-current)

Third-Year review Mentor: Fikile Nxumalo (2017-2019)

Web Liaison for Curriculum & Instruction (2018-2020)

Peer Observation Working Group (2016-current)

Faculty Diversity Dialogues (2014-current)

Presenter (2016) Language & Literacy Graduate Student Meeting

Teacher Preparation Cohort Coordinator Workshop (2013) Curriculum & Instruction: How to talk to elementary students about race and racial discrimination

C&I Foundations graduate course presenter (2013) Introduction to Qualitative Research Methods

Department Committees

Chair, Dept. Search Committee – Assoc/Full Professor of Early Childhood Education (2019-2020)

Curriculum & Instruction Executive Committee – elected in 2016 and 2019 (2016-current)

Graduate Program Advising Committee (2016-2019) Curriculum & Instruction

Undocumented Student Safety Committee (2017-current) Graduate Studies Committee

Graduate Studies Committee (2009-current) Curriculum & Instruction

Advanced Qualitative Methods Committee Chair (2016-current) Graduate Studies Committee

Dept. Search Committee – Asst. Professor of Bilingual Education (2017-2018)

Foundations Committee Chair (2017-2019) Graduate Studies Committee

Awards Committee Chair (2016-2018) Graduate Studies Committee

Dept. Search Committee – Asst. Professor of Bilingual Education (2016-2017)

Nominations Committee Chair (2014-2015) Graduate Studies Committee

Secretary (2013-2014) Graduate Studies Committee

Dept. Search Committee – Asst. Professor of Early Childhood Education (2013-2014, 2014-2015)

Dept. Search Committee – Asst. Professor of Social Studies Education (2012-2013)

LOCAL / COMMUNITY ENGAGEMENT

Guest Speaker (2020) Liberal Arts and Sciences Academy, W

Race and Parenting Panel (2018) St. Francis School

Project-based learning Curriculum Development (2012, 2013, 2014, 2017) St. Francis School

Teacher Workshop (2013) Austin Independent School District

Early Childhood Teacher Symposium and Workshop on Project Based Instruction (2013)

Project-based learning workshop (2013) GoValle Elementary School

Invited Presenter on Agency and Learning (2012) La Grange Rotary Meeting

PROFESSIONAL AFFILIATIONS

American Educational Research Association - Division G

American Educational Research Association - Early Childhood Education and Development SIG

American Educational Research Association - Critical Perspectives on Early Childhood Education SIG

American Anthropological Association - Council on Anthropology and Education

National Association for the Education of Young Children

National Association for Early Childhood Teacher Educators

Reconceptualizing Early Childhood Education