JENNIFER KEYS ADAIR, Ph.D.

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EDUCATION

Ph.D. Educational Anthropology (Emphasis: Early Childhood), Arizona State University 2009
M.A. Social & Philosophical Foundations of Education, Arizona State University 2004
B.A. Cultural Anthropology (Filmmaking), Brigham Young University 1999

PROFESSIONAL APPOINTMENTS

Professor, Curriculum & Instruction (Early Childhood Education) 2022-current
The University of Texas at Austin
- Priscilla Pond Flawn Regents Professorship in Early Childhood Education 2025-2026
- Co-Editor, AERA Open 2025-2028
- PI, Brady Foundation: Determining Contextual Support for Agency Study 2022-2025
- Co-PI, National Institutes of Health (NIH) 2025-2027
- Director, Agency and Young Children Research Collective 2017-current
- Chair, Op-Ed Public Voices Fellowship Board 019-2023

Associate Professor, Curriculum & Instruction ((Early Childhood Education) 2016-2022
The University of Texas at Austin
- PI & Director, Dynamic Innovation for Early Childhood 2018 - 2020
- PI, Spencer Foundation: Civic Action and Young Children Study 2014 - 2018

Assistant Professor, Curriculum & Instruction 2009 - 2016
The University of Texas at Austin
- PI, Foundation for Child Development: Agency and Young Children Study 2011-2014

Research Assistant, Children Crossing Borders Project Study 2004 –2009
Preschool Teacher, Ashraya Foundation 2006-2008
Presidential Fellow, U.S. Department of Education – OESE 2002

RESEARCH AND SCHOLARLY ACTIVITY

Sponsored Research Funding

Co-PI: Charactering Late Talker Communication with Black Caregivers 2024-2026
(PI: Dr. Chelsea Privette, UT Austin)
National Institutes of Health. $434,122.00

PI: Determining Contextual Support for Individual and Collective Agency 2022-2024
in PreK-3rd Classrooms serving Young Children from BIPOC Communities
Funded: Brady Educational Foundation. $463,819.00

PI: Observing and Measuring Young Children's Agency - Pilot 2022-2023
Funded: Foundation for Child Development. $30,000.00

PI: "Dynamic Innovation for Young Children (DIFYC)" 2018-2019; 2019-2020
Funded: San Antonio Independent School District, Office of the Superintendent.
$755,000.00.

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). Funded: Spencer Foundation – New Civics Major Grant. $350,000.00 2014-2018

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, $154,600.00 2012-2015

Internal Research Funding

PI: "Feasibility of the Civic Action Tool in Diverse Early Childhood Classroom Contexts" SRG Program, Office of the Vice President for Research, UT Austin ($1000) 2020

PI: "Young Children's Agency and Global Early Childhood Classrooms: A comparative view of preschool approaches in Bangalore, India" SRG Program, Office of the Vice President for Research, UT Austin ($750) 2012

PUBLICATIONS

Peer-Reviewed Books

Adair, J.K. (under contract; full draft in peer-review) *Little Kids are Smart and Capable, but Adults Need Work: Five principles to support young children's learning in an unjust society* Beacon Press.

Adair, J.K. & Colegrove, K. (2021). *Segregation by Experience: Agency, Racism and Early Learning.* Chicago: University of Chicago Press. 214 pages.
**2021 Outstanding Book Award from the Council on Anthropology and Education; **2021-2022 Selected Book of the Year from High Scope and Book Study Selection: Defending the Early Years & Sarah Lawrence College (2023), Gates Foundation –Early Childhood Group (2022), Foundation for Child Development (2022)*

Tobin, J., Arzubiaga, A. & **Adair, J.K.** (2013). *Children Crossing Borders: Immigrant Parent and Teacher Perspectives on Preschool.* New York: Russell Sage. 148 pages.

Special Issues (Editor)

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

Adair, J.K. & Doucet, F. (Eds.) (2018) Supporting Young Children of Immigrants in PreK-3. Special issue of *Bank Street Occasional Paper Series* 39 (12).

Peer-Reviewed Journal Articles

Payne, K., Falkner, A., **Adair, J.K.**, McManus, M., Lee, S., Sachdeva, S., Jones, N., & Colegrove, K. (In Press). Child-Focused Civics: Seeing Civic Action in Young Children's Everyday Interactions. *Theory & Research in Social Education*.

Jones, N., **Adair, J.K**. (2025) Black Girl Joy (Un)interrupted as Pedagogy: Centering and Sustaining Young Black Girls' Joy and Community-building Capabilities in the Early Grades. *Urban Education. 60*(7), 1974-2015.

Adair, J.K. Park, S., Alonzo, M., McMannus, M., Odim, N., Jones, N. N., Payne, K., & Colegrove, K.S.S., (2024) Equitable Access to Agency-Supportive Early Schooling Contexts for Young Children of Color. *Early Childhood Research Quarterly 69*, 49-64.

McManus, M. E., Suzuki Colegrove, K. S., & **Adair, J. K.** (2024). 'Some of us Don't Like the Chaos': Comparing Latine Immigrant Parents' and Early Childhood Teachers' Discourses of Control in the Classroom. *Journal of Latinos and Education*, 1–15.

Adair, J.K. & Jones, N.N. (2024). Assessing Contexts, not Children: Working Towards Early Educational Equity by Prioritizing Agentic Learning Experiences over Control. *Educational Forum*, 88(4), 415-426.

Adair, J.K. (2024) Taking Early Childhood Education and Young Children's Learning Experiences Seriously. *Teachers College Record 125 (11-12): 61-65*. https://doi.org/10.1177/016146812412277

Park, S., Alonzo, M., Odim, N., & **Adair, J.K.** (2024). Redefining Quality to Center the Capabilities of Young Children. *Bank Street Occasional Papers, 51. https://www.bankstreet.edu/research-publications-policy/occasional-paper-series/ops-51/redefining-quality/*

Colegrove, K., McManus, M., **Adair, J.K.** & Payne, K. (2024). ¡Los Policías!: Latinx Children's Agency in Highly Regulated Early Childhood Contexts. *Contemporary Issues in Early Childhood.*

Jones, N., Fowler, A. & **Adair, J.K**. (2023) Measuring Agency in Learning Contexts before We Assess Children. *Young Children, 78(1).*

Lee, S., **Adair, J. K**., Payne, K. A., & Barry, D. (2021). Revisioning Fairness as Social Justice in Early Childhood Education. *Early Childhood Education Journal*, 1-13.

Park, S., Lee, S., Alonzo, M., & **Adair, J.K.** (2021). Reconceptualizing Assistance for Young Children of Color with Disabilities in an Inclusion Classroom. *Topics in Early Childhood Special Education.* 41(1), 57-68.

Adair, J.K. & Sachdeva, S. (2021). Agency and Power in Young Children's Lives: Five Ways to Advocate for Social Justice as an Early Childhood Educator. *Young Children* 76(2), 40-48.

Payne, K.A., Falkner, A. & **Adair, J. K.** (2020). Critical Geography in Preschool: Evidence of Early Childhood Civic Action and Ideas about Justice. *Teachers College Record,* 122(7), 1-34.

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

Payne, K., **Adair, J.K.** & Sachdeva, S. (2020). Welcoming Children Experiencing Trauma into Your Classroom Community. *Bank Street Occasional Papers,* 43(4), 113-121.

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,* 15(1), 35-46.

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). Introduction: A Vision for Transforming Early Childhood Research and Practice for Young Children of Immigrants and Their Families. *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), 798-811.

Adair, J.K. (2016). Creating Positive Contexts of Reception: The Value of Immigrant Teachers in U.S. Early Childhood Education Programs. *Education Policy Analysis 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), 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(4), 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

Adair, J.K. & Sachdeva, S. (2024). Agency and Power in Young Children's Lives: Five Ways to Advocate for Social Justice as an Early Childhood Educator. In *Focus on DAP in Kindergarten*, National Association for the Education for Young Children: Washington, D.C.

Jones, N., Fowler, A. & **Adair, J.K**. (in press) Assessing Agency in Learning Contexts: A First, Critical Step to Assessing Children. In *Spotlight on Young Children: Observation and Assessment, Volume 2*. National Association for the Education for Young Children: Washington, D.C.

Colegrove, K., McManus, M. & **Adair, J.K**. (2022). "¿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, 97-112.

Adair, J.K. & Sachdeva, S. (2021). Agency and Power in Young Children's Lives: Five Ways to Advocate for Social Justice as an Early Childhood Educator (Reprint). In Alanís, Iruka & Friedman (Eds.) *Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions.* National Association for the Education of Young Children: Washington D.C., 105-113.

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.* New York: Routledge, 798-811.

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, 109-122.

Nxumalo, F. & **Adair, J.K.** (2019). Social Justice and Equity in Early Childhood Education. In C. Brown, M.B. McMullen & N. File (Eds.) *The Wiley Handbook of Early Childhood Care and Education.* New York: Wiley-Blackwell, 661-682.

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: Washington D.C., 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. 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, 129-138.

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, 181-190.

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, 59-73.

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, 123-125.

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, 53-58.

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, 39-52.

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, 341-356.

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.

Academic Films

Vimeo.com: Segregation By Experience Showcase

Adair, J.K., Jones, N. & Lee, S. (2021). Mary and the Volcano (English Subtitles)
Adair, J.K., Jones, N. & Lee, S. (2021). Mary and the Volcano (Spanish Subtitles)
Adair, J.K., Jones, N. & Lee, S. (2021). Cow Bones (English Subtitles)
Adair, J.K., Jones, N. & Lee, S. (2021). Cow Bones (Spanish Subtitles)

Vimeo.com: Civic Action and Young Children Showcase

Adair, J.K., Sachdeva, S. & Payne, K. (2021). Caring for a Sleeping Classmate (English Subtitles)
Adair, J.K., Sachdeva, S. & Payne, K. (2021). Caring for a Sleeping Classmate (Spanish Subtitles)
Adair, J.K., Sachdeva, S. & Payne, K. (2021). Horse Play (Spanish Subtitles)
Adair, J.K., Sachdeva, S. & Payne, K. (2021). Horse Play (English Subtitles)

Invited Manuscripts / Reports / Curriculum

Berry, D.R., **Adair, J.K.,** & Green, E. (2020) *Learning from U.S. History: A Fifth-Grade Social Studies Curriculum (Website)* https://sites.google.com/view/learningfromushistory or https://notevenpast.org

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), 6 pages. http://sites.edb.utexas.edu/wp-content/uploads/sites/157/2020/03/English-ECE-Guidance_compressed.pdf

Adair, J.K. & McManus, M. (2020) *DIFYC Final Report Year 2: 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, 33 pages.

Adair, J.K. & McManus, M. (2019) *DIFYC Final Report Year 1: 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, 23 pages.

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, 27 pages.

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.

Online Editorials and Print Media (Authored)

Adair, J.K., Colegrove, K. & McManus, M. (2017) "Denying Learning Experiences to Young Latinx Children Because of the Word Gap Discourse," In *Harvard Education Blog.*

Adair, J.K. (2015) "Labeling Young Children With 'Word Gap' Language Is Harmful" In *Huffington Post.*

Adair, J.K. (2015) "Why disciplining kids can be so tricky for parents and teachers" In *Time.*

Adair, J.K. & Hikida, M. (2015) "Is Your Kid Having Fun Reading? Here are some tips." In *The Conversation.*

Adair, J.K. & Hikida, M. (2015) "Is Your Kid Having Fun Reading? Here are some tips." In *The Houston Chronicle.*

Adair, J.K. (2015) "Why Stopping Deportation Is the Right Thing to Do" In *Educational Equity, Politics & Policy in Texas.*

Adair, J.K. (2015) "Why Stopping Deportation Is the Right Thing to Do" In *Huffington Post.*

Adair, J.K. & Englehardt, J. (2015) "Top Teachers Required for All Our Small Children" In *Women's E News.*

Adair, J.K. & Summerville, C. (2015) "Texas needs teachers with early childhood. certification" In *Austin American Statesmen.*

Adair, J.K. (2015) "Kids must learn Black history movements and heroes" *Empathy Educates.*

Adair, J.K. & Robinson, C. (2015) "Kids must learn Black history movements and heroes" In *Chicago Register.*

Adair, J.K. (2015) "I teach early childhood education, and I know that testing hurts kids more than it helps" In *Quartz.*

Adair, J.K. & Bybee, E.R. (2014) "Preparing Teachers for an Unfortunate Reality: Impoverished Students" *Pacific Standard Magazine.*

Adair, J.K. (2015) "In test-based systems, even young kids resist learning" In *The Conversation.*

Adair, J.K., Holmes, K. & Johnson, M. (2014) "To avoid another Ferguson, we need to start teaching tolerance…in kindergarten" In *The Washington Post.*

Adair, J.K. (2014) "White Parents Should Talk to Their Kids About Discrimination" In *Empathy Educates.*

Adair, J.K. (2014) "Fighting for Farm Workers at Our Dinner Table" In *Truth-Out.*

Adair, J.K. (2014) "Kids and Technology: Three household principles" In *Christian Science Monitor.*

Adair, J.K. (2014) "White Parents Should Talk to Their Kids About Discrimination" In *Huffington Post.*

Works in Progress

Under Review - Peer-Reviewed Articles/Books

Natacha Ndabahagamye Jones and Jennifer Keys Adair. "Agency, Personhood, and Liberatory Education" *Bloomberry (*Submitted to: *Encyclopedia on Social Justice and Early Childhood Education)*

In Preparation - Peer-Reviewed Articles/Books

Park, S., **Adair, J.K.,** Alonzo, M., Sachdeva, S., McManus, M., Colegrove, K.S., Lee, S., Jones, N., "The Markers of Agency Framework for Early Childhood Education" (Anticipated submission: *AERJ)*

RADIO AND TELEVISION APPEARANCES

Television

"Child development expert urges parents to build confidence saying 'no' to social media use for children" ABC News Austin, Oct. 2021
https://www.kvue.com/article/news/local/child-development-expert-urges-parents-to-build-confidence-saying-no-to-social-media-use-for-children/269-3b2bbc5d-f1f2-4244-bb93-0a2551cea77b

"Virtual learnings impact on childcare and Educational Equity" CBS News Austin, August 2020
https://cbsaustin.com/news/local/virtual-learnings-impact-on-childcare-and-educational-equity

"Balancing work and parenting young children" KXTV ABC News10 (Sacramento, CA), April 2020
https://www.youtube.com/watch?v=yoFtLWQDGwI

"Addressing Issues about Academic Impact of Online Learning" CBS News Austin, April 2020
https://cbsaustin.com/news/local/addressing-worries-about-academic-impact-of-online-learning

"New Legislation for Project-Based Learning" Spectrum News - Capital Tonight, January 2020
https://spectrumlocalnews.com/tx/austin/news/2020/01/23/more-texas-schools-implementing-project-based-learning

"Trump Signs EO on Family separation" CTV News, June 2018
https://www.facebook.com/CTVNewsChannel/videos/1825916694136320/

"White Parents Can Help Fight Racial Injustice" Blackademics (PBS), June 2017
http://video.klru.tv/video/3001478587/

Podcasts/Radio/Video Blogs

"Segregation By Experience" Interview, FACULTI February 2025
https://faculti.net/segregation-by-experience-agency-racism-and-learning-in-the-early-grades

"These first-graders may be acting out, but they're also acting like 6-year-olds" KUT (NPR), Feb 2022
https://www.kut.org/education/2022-02-23/pandemic-learning-classrooms-clear-fork-elementary-school-lockhart

"Kids know how to occupy themselves and we need to let them do it" NPR's Life Kit, June 2020
https://www.npr.org/2020/06/18/880584874/kids-know-how-to-occupy-themselves-we-need-to-let-them-do-it

"The Balancing Act: Learning, Work and Play" The Parent Scoop Podcast, May 2020
http://theparentscoop.net/the-balancing-act

"Talking to kids about trauma" Texas Standard, Austin Public Radio – KUT (NPR), June 2016
https://www.kut.org/texas/2016-06-29/heres-how-to-talk-to-your-kids-about-terrorism

"Training Teachers To Face Impoverished Students" Wisconsin Public Radio, February 2015
https://www.wpr.org/listen/719841

"Listening Closer to Immigrant Teachers Who Teach Children of Recent Immigrants" Teacher College Record - The Voice, March 2013
http://www.tcrecord.org/content.asp?contentid=16719

AWARDS/HONORS

Priscilla Pond Flawn Regents Professorship in Early Childhood Education 2025-2026

Selected for Classroom Observation Advisory Group 2022
Bill & Melinda Gates Foundation and SRI Education
Outcome: Target Profile on Instructional Coaching (2023)

Selected for Measures for Early Success Technical Advisory Group 2021
Bill & Melinda Gates Foundation and MDRC
Outcome: Target Product Profile + Report (2023)

Selected for Advisory Board for Young Scholars Award 2022-2028
Foundation for Child Development

Outstanding Book Award 2021, Council on Anthropology and Education 2021
American Anthropological Association

High Scope Book Study Selection 2021-2022 2021
High Scope International selected *Segregation By Experience* as the book that will be studied by the 800+ members of the organization worldwide. This includes nine global sessions each focusing on a different chapter of the book and hosted by early educational leaders and advocates.

Selected Researcher, Research Agenda for Studying Racial Identity Formation in ECE 2020-2021
The Hunt Institute in collaboration with Bill and Melinda Gates Foundation,
Foundation for Child Development, Bezos Foundation and The Education Trust

Elected Chair, Op-Ed Project - Public Voices Fellowship Executive Board 2019-2021
UT Austin's Provost's Office

Dean's Fellow, UT Austin 2019-2020

Young Scholars Spotlight, Foundation for Child Development 2020
https://www.fcd-us.org/about-us/young-scholars-program/ysp-spotlight/

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

Public Voices Fellow, The Op-Ed Project 2014-2015

Dean's Fellow, UT Austin 2014-2015

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

Young Scholar Fellowship Award Foundation for Child Development 2012

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

Conference Keynotes*/Plenary Sessions/Invited Talks**

June 2025 Defending the Early Years – Summer Institute
Title of Panel: *Embracing Equity in ECEC as a Form of Resistance*

April 2025 AERA – National Academies of Sciences, Engineering and Mathematics Panel
Title of Panel: *A New Vision for High Quality Preschool Curriculum*
Vice Presidential Session Panelist

March 2025 The Zolberg Institute for Migration and Mobility, The New School for Social Research
Visual Methods in Research with Migrant and Refugee Children and Youth Lecture Series
Title: Video-Cued Methods and Immigrant Families (https://zolberginstitute.org/person/jennifer-adair)

October 2025 Teachers College, Columbia – Doctoral Seminar (Dr. Beth Rubin)
Title: Segregation by Experience and Children's Community-Building

May 2024 University of Southern California – CANDLE LAB
Title: Video-Cued Ethnography with Indigenous Communities (w/ Dr. Andy Dayton)

February 2024	New York University – Developmental Psychology Colloquium *Title: Agency and Racism within Early Childhood Assessment*
February 2024	National Association for the Education of Young Children – Black Caucus *Book Talk: Segregation by Experience*
February 2024	University of Texas at El Paso *Book Talk: Segregation by Experience*
Nov 2023	University of Washington *Title: Agency, Personhood, and the Ongoing Systemic Support for White Supremacy in Early Learning*
Nov 2023	Sarah Lawrence + Defending The Early Years *Book Talk: Segregation by Experience*
June 2023	Defending The Early Years Summer Institute *Book Talk: Segregation by Experience**
March 2023	California Polytechnic State University-San Luis Obispo *Title: Agency and Racism in Early Childhood Development*
January 2023	Association of College Educators-Deaf and Hard of Hearing (ACE-DHH) Conference *Title: Agency and the Problem of White Supremacy in Teacher Education**
October 2022	Alaska Pacific University *Talk: Agency and Young Children*
August 2022	National Academies of Sciences, Engineering, and Medicine – Division of Behavioral and Social Sciences and Education *Title: Agency and Equity in Early Schooling*
August 2022	University of Missouri *Title: Supporting Young Children's Collective Agency*
July 2022	Lyndon B. Johnson Presidential Library *Title: Supporting Young Children as Citizens: Agency, Community, and Personhood*
June 2022	Foundation for Child Development & Urban Institute *Title: Translating Equity into Classroom Practices Through the Use of Implementation Research Tools** w/ *Dr. Stephanie Curenton and Dr. Assistant Secretary Jovanna Archuleta*
April 2022	High Scope Education Foundation w/ Evelyn Moore & Louise Derman-Sparks*
March 2022	SXSW Edu March 2022 w/Simmons, D., Jones, N.N, Cariaga, S. Title: Su*bverting the Racist Trap of SEL.*
February 2022	University of Virginia, Charlottesville, VA *Title: Agency, White Supremacy and Personhood in Early Childhood Education*
Nov 2021	The Hunt Institute – Racial Identity Formation Working Group

Panel: *Race & Education: Supporting the Formation of Ethnic Racial Identity Formation in Early Childhood* w/ Dr. Stephanie Curenton, Asst. Secretary Jovanna Archuleta and Dr. Jacqueline Jones

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

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

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

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

Feb. 2019 San Antonio ISD – DIFYC program, San Antonio, TX,
Title: *Time, Space, Intellect and Care.*

Dec. 2018 San Antonio ISD – DIFYC program, San Antonio, TX
Title: Inquiry Learning and Young Children

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

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

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

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

May 2018 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
*Title: Equitable Early Learning For ALL Children.**

March 2018 SXSW Edu; Austin, Texas (w/Robinson, C.R.)
Title: Overdisciplined/Undereducated: How schools try to control Black bodies.

Sept. 2018 San Antonio ISD – DIFYC program, San Antonio, TX
Title: *How Do Young Children Learn?*

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

Nov. 2017 American Indian College Fund - Tribal and Indigenous Early Childhood Network Forum; Atlanta, Georgia
Title: *The Civic Action and Learning with Young Children Study.**

Oct. 2017 University of Texas at San Antonio (Early Childhood Education Methods Course)
Title: *Agentic Learning in Early Childhood Education*

Sept. 2017 The University of Texas at Austin – ED TALK Series

Title: *Who Does and Does Not Deserve Agentic Learning: Charles Mills and the line of personhood/subpersonhood in schooling.* https://www.youtube.com/watch?v=1Npske4JKdI

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

March 2017 SXSW Interactive
Title: *Little Kids Are Not Stupid: Give Them Content*

Feb. 2017 University of Wisconsin-Madison - Department of Curriculum & Instruction
Title: *Agency and the Pursuit of Personhood in Early Schooling.*

Oct. 2016 Reconceptualizing Early Childhood Education, Taupo, New Zealand
*Title: Civic Agency and Young Children.***

Sept. 2016 University of Georgia - Department of Curriculum & Instruction
Title: Agency and Civics with Young Children
Title: Pursuing Children's Ideas about Agency and Learning

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

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

Sept. 2015 Migration Policy Institute (Webinar)
Title: Growing Up in America: The Extent and Impacts of Discrimination on Young Children from Immigrant Families.

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

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

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

Feb. 2014 University of Hawaii – Manoa, College of Education
Title: Listening Carefully to Parents and Communities

April 2012 American Educational Research Association - Critical Perspectives in Early Childhood Business Meeting.
*Title: Revitalizing and Rethinking Young Children of Immigrants' Agency for Cultural Relativity, Capacity/Capability and the Achievement-oriented Policymaker.**

Nov. 2011 Brigham Young University – College of Education
Title: 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.

Oct. 2010 Arizona State University (First Things First Initiative – research & evaluation collaborative of the University of Arizona, Arizona State University and Northern Arizona University)
Title: The Theoretical and Practical Development of Qualitative Coding Frameworks Using Anthropological Theory to look at Educational Issues: A case study from the U.S.

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

June 2023 **UNICEF** Included Every Step of the Way: Upholding the Rights of migrant and displaced children with disabilities

https://data.unicef.org/wp-content/uploads/2023/02/Included_Every_Step_of_the_Way.pdf

May 2022 **Texas Monthly** Campaign Cash From Out of State Is Flowing Into Heated School Board Races in the Dallas Suburbs
https://www.texasmonthly.com/news-politics/frisco-school-board-races/

Nov. 2020 **Texas Education** How Racism and White Supremacy Impact Children's Early Schooling
https://education.utexas.edu/news/2020/11/18/how-racism-white-supremacy-impact-childrens-early-schooling

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/

April 2020 **The Children's Agenda** Stand Against Racism
https://thechildrensagenda.org/2020/04/24/stand-against-racism/

Jan. 2020 **Spectrum News** *More Schools are Implementing Project-Based Learning.*
https://spectrumlocalnews.com/tx/san-antonio/news/2020/01/23/more-texas-schools-implementingproject-based-learning

May 2019 **Aleteia** *¿Cómo hacer que tu hijo se divierta leyendo?*
https://es.aleteia.org/2019/05/28/como-hacer-que-tu-hijo-se-divierta-leyendo/

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/

Dec. 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)
https://pediatrics.aappublications.org/content/142/6/e20181992

Sept. 2018 **Science News** *Huge 'word gap' holding back low-income children may not exist after all*
https://www.sciencenews.org/article/word-gap-low-income-children-psychology-reproducibility

July 2018 **NPR's Code Switch Podcast** *Word UP* (an episode about the 30-million-word gap)
https://www.npr.org/transcripts/627767654

June 2018 **National Public Radio - All Things Considered** *Let's Stop Talking about the '30 Million Word Gap'*
https://www.npr.org/sections/ed/2018/06/01/615188051/lets-stop-talking-about-the-30-million-word-gap

Story covered at:
https://www.psychologicalscience.org/news/lets-stop-talking-about-the-30-million-word-gap.html

https://www.pacesconnection.com/blog/let-s-stop-talking-about-the-30-million-word-gap-npr-org

Jan. 2018 **Teaching Tolerance**
Why Mendez Still Matters: Meet the school desegregation case that still affects ELL instruction today.
https://www.tolerance.org/magazine/spring-2018/why-mendez-still-matters

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

https://www.newamerica.org/education-policy/edcentral/rethinking-word-gap/

Oct. 2017 **Washington Post** *Why a key research finding is ruing teaching in Texas.* https://www.washingtonpost.com/local/education/why-a-key-research-finding-is-ruining-teaching-in-texas/2017/10/22/425ddae0-b506-11e7-9e58-e6288544af98_story.html?utm_term=.caa248696e42

Sept. 2017 **Texas Education Magazine** *Who Does and Does Not Deserve Agentic Learning: Charles Mills and the Line of Personhood/Subpersonhood in Schooling.* https://txedmag.com/not-deserve-agentic-learning-charles-mills-line-personhoodsubpersonhood-schooling/

Aug. 2017 **Huffington Post** *White Supremacists Still Exist. Here's What White Parents Can Do About It.* http://www.huffingtonpost.com/entry/white-supremacists-still-exist-heres-what-white-parents-can-do-about-it_us_5991d4b5e4b090964298d8ba

August 2016 **My Higher Education** "Why?? Creative education is important for kids" http://my-higher-education.com/2016/04/04/why-creative-education-is-important-for-kids/

July 2016 **Deseret News** *What to look for in a high quality preschool* http://www.deseretnews.com/article/865657531/What-to-look-for-in-a-high-quality-preschool.html?pg=all

June 2016 **Take Part** *We Know Pre-K Is Essential, So Why Do the Teachers Earn Only $28,000?* *http://www.takepart.com/article/2016/06/18/prek-essential-why-do-teachers-earn-only-28000/*

Oct. 2015 **The Conversation** *Obama calls for limits on school testing. Here's why* https://theconversation.com/obama-calls-for-limits-on-school-testing-heres-why-49790

Sept. 2015 **Education Week** *Discrimination at School Harms Development of Young ELLs, Study Says* https://www.edweek.org/leadership/discrimination-at-school-harms-development-of-young-ells-study-says/2015/09

Sept. 2015 **Southern California Public Radio (NPR)** "Discrimination begins early and immigrant preschoolers notice, report says" http://www.scpr.org/news/2015/09/14/54355/discrimination-begins-early-and-immigrant-preschoo/

Sept. 2015 **New America** *How Young Children of Immigrants Face Discrimination at School* http://www.edcentral.org/early-discrimination/

Sept. 2015 **Education Writers Association** *Study: Children of Immigrants Experience Discrimination in Schools Early On* http://www.ewa.org/blog-latino-ed-beat/study-children-immigrants-experience-discrimination-schools-early

Also covered by (Reprint: **Latina Lista)** http://latinalista.com/columns/blogbeat-columns/study-children-of-immigrants-experience-discrimination-in-schools-early-on

April 2015 **Institute for the Study of Knowledge Management in Education** *Why Stopping Deportation is the Right Thing To Do: Texas Educational Equity* http://www.iskme.org/aggregator/categories/2

March 2015 **Sesame Workshop (PBS)** *Live from SXSW 2015* http://www.sesamesxsw.com

March 2015 **Not In Our Town: Princeton** *Raising Anti-racist Children* http://niotprinceton.org/2015/03/13/raising-anti-racist-children/

Feb. 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 http://ddce.utexas.edu/news/2015/02/09/mightier-than-the-sword-the-op-ed-project-fellows-address-challenges-african-americans-still-face-today/
Feb. 2015	**UT News** *How To Teach Tolerance* https://news.utexas.edu/2015/02/10/how-to-teach-tolerance/
Aug. 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

Conference Workshops – Peer-Reviewed

Adair, J.K., Kaomea, J. Barraza, A. & Tobin, J. (2022). *Diverse Applications of the Multivocal, Multi-sited Video-Cued Ethnographic Method.* American Educational Research Associate Professional Development Workshop, April 2022, 30+ participants.

Adair, J.K., Colegrove, K.S.S., Sachdeva, S., Jones, N. *Video-Cued Ethnography Method* American Anthropological Association Annual Conference, Virtual, December 2020 (4-hour workshop, 50 participants across anthropological sub-fields)

International Conference 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

Adair, J.K. *Personhood as Racialized Pedagogy* Reconceptualizing Early Childhood Education, Copenhagen, Denmark, October 2018. *Plenary Talk

Adair, J.K., Lee, S., Payne, K. Falkner, A., McManus, M., Colegrove, K.S., Sachdeva, S. *Civic Action and Young Children. Comparative and International Education Society* 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. *Civic Agency and Young Children*. Reconceptualizing Early Childhood Education, Taupo, New Zealand, October 2016. *Plenary Talk

Adair, J. K. *Toxic Temporalities and Powerful Transgressors.* Reconceptualizing Early Childhood Education, Dublin, Ireland, October, 2015

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

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

National Conference Presentations – Peer-Reviewed

Anderson, I., Figueras-Daniel, A., Medellin, C., Rodriguez, V., Souto-Manning, M., & **Adair, J.K.** *Parallel Spaces of Belonging: Building Education Spaces Free of Racism and Sexism for ECE Educators. American Educational Research Association,* Chicago, IL, April 2024

Adair, J.K. Black Futures and Childhoods Panel with Vivian Gadsden, Fabienne Doucet, Nathaniel Bryan and Morgan Faison (Organizer) *American Educational Research Association,* Chicago, IL, April 2024

Adair, J.K. *Racial Justice Conversations with Young Children: Documented Evidence from Two Unique Teachers* American Educational Research Association, April 2023

Adair, J.K. (Panelist) *Scholars whose work bridges the gap between anthropology, education, and literacy.* Literacy Research Association. November 2022

Jones, N. & **Adair, J.K**. *Illuminating the Power and Possibility of Video-Cued Ethnography in Comparative Early Childhood Education Research - Being researched: Experiences as the focus teacher in a large-scale video-cued ethnographic study* Comparative and International Education Society, April 2022

McManus, M., Colegrove, K., **Adair, J.K.** *Young Children of Color as Experts: Examples from Five Ethnographic Studies with Latinx and Indigenous Communities* American Anthropological Association, November 2021

Park, S., Lee, S., Alonzo, M., & **Adair, J.K.** *Reconceptualizing "Assistance" for Young Children of Color with Disabilities in an Inclusion Classroom.* American Educational Research Association, Virtual Conference, April 2021

Colegrove, K., McManus, M., **Adair, J.K.** & Payne, K. *¡Los Policías!: Play and agency in a bilingual preK Head Start classroom.* American Educational Research Association, Virtual Conference, April 2021

Payne, K. A., Falkner, A. & **Adair, J.K.** *Child-Driven Civics: A Framework to Recognize the Everyday Civic Action of Young Children* [Paper Session]. American Educational Research Association Annual Conference, April 2020 (Conference canceled due to COVID-19 pandemic - no paper presented)

Adair, J.K. & Jones, N. *Agency and Affordance as Working Against Settled Expectations: Young Children of Color in Classroom Contexts* American Educational Research Association Annual Conference, April 2020 (Conference canceled due to COVID-19 pandemic – no paper presented)

Park, S., Lee, S., Alonzo, M. & **Adair, J.K.** (2020, Apr 17 - 21) *Reconceptualizing "Assistance" for Young Dis/Abled Children of Color in an Early Childhood Inclusion Classroom.* American Educational Research Association Annual Conference, April 2020 (Conference canceled due to COVID-19 pandemic - no paper presented)

Jones, N. & **Adair, J.K.** (2020, Apr 17 - 21) *Recognizing the #Magic in Preschool Black Girls.* American Educational Research Association Annual Conference, April 2020 (Conference canceled due to COVID-19 pandemic - no paper presented)

Payne, K.A., **Adair, J.K.,** McManus, M., Colegrove, K.S.S., Lee, S., Falkner, A., Jones, N., Ruiz Gonzales, M.J., & Barraza, A. *Innovating for young children: A district, school, and university collaboration*. Colleges and University Faculty Association (CUFA), National Council for Social Studies (NCSS) Annual Conference, Austin, TX, November, 2019.

Adair, J.K. *To Privilege and Make Humble: Video-cued Ethnography with Young Children* Reconceptualizing Early Childhood Education Conference, New Mexico State University, October 2019

Sachdeva, S., Payne, K.A., **Adair, J.K.** How teachers reframe civic roles to counter social stereotypes. American Education Research Association, Toronto, Canada, April 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. "*Those Kids are Bad!": First Graders' Responses to Videos of Children Being Agentic* American Anthropological Association, San Jose, CA, November 2018

Falkner, A., Payne, K.A., **Adair, J.K,** & Colegrove, K.S.S. *Children as civic actors: Towards social studies environments that support embodied civic experiences.* Colleges and University Faculty Association (CUFA), National Council for Social Studies (NCSS) Annual Conference, Chicago, IL, November 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

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) Annual Conference, 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 Everyday Learning for Young Children of Immigrants in Texas Schools.* American Educational Research Association, San Antonio, TX, April 2017

Payne, K., Falkner, A. & **Adair, J.K.** *Young Children's Construction of Citizenship through Critical Geography.* American Educational Research Association, San Antonio, TX, April 2017

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. *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. *Communal Agency and Development Economics in Immigrant Early Childhood Communities*.

Reconceptualizing Early Childhood Education Conference, Kent State (Ohio), 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. *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. *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. *"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. *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. *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.K. *Outcast of the Outcast: Pre-Service Teachers Talk about Minority Position.* American Educational Research Association Annual Conference; Quebec, Canada: 2005.

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

LOCAL/COMMUNITY PRESENTATIONS

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

LEADERSHIP ACTIVITIES

ADVISORY BOARDS/NATIONAL and STATE WORKING GROUPS

Young Scholars Program Advisory Committee 2022-current
(Foundation for Child Development)

Classroom Observation Measures Advisory Group 2022-2024
(Gates Foundation)

Measures for Early Success Technical Advisory Group 2022-2023
(Gates Foundation and MDRC)

Advisory Board: Growing Our Own: A Mixed Methods Study of Black Youths 2023-2025
in High School Early Childhood Education Career Pathway Programs (PI Morgan Faison)

Playful Learning Across the Years Measurement Grant – Advisory Group 2021-2023
(Funded by Lego Foundation with RTI International and New York University.)

Ethnic-Racial Identity Formation Collaborative Advisory Group 2020-2021
(Coordinated and Funded by: Bezos Foundation, Gates Foundation, Foundation for Child Development, Education Trust, and the Hunt Institute).

Understanding the Ecology of Immigrant Families and Their Integration into Camden City Grant 2020
(Funded by Rowan University)

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

Texas Education Agency - EC-3 Certification Committee 2016-2017

FOUNDATION REVIEWS/SUPPORT

Spencer Foundation

Major Grant Reviewer 2022
Racial Equity Special Grant Reviewer 2021

William T. Grant Foundation

Reducing Inequality Grant Reviewer 2021

Foundation for Child Development

Young Scholars Advisory Board 2022-2025

Young Scholar Fellows Convening Participant (with The Urban Institute and Child Trends) 2018

Young Scholars Fellows Convening Participant (with Migration Policy Institute)

Foundation for Child Development Young Scholars Program – Mentor 2018

Social Science Council of Canada

Early Childhood Program Grant Reviewer 2017

CONSULTING/EVALUATION

Foundation for Child Development – Redesign and Revision of Scholars' Fellowship 2024-2025

RTI International and Lego Foundation 2021-2022

PreK Social Justice Curriculum – Chicago Public Schools, McGraw Hill Publishers 2020-2021

Video-Cued Ethnography in Indigenous Spaces, American Indian College Fund – ECE Initiatives 2018-2019

Picard Early Childhood Center – Evaluation, University of Louisiana at Lafayette 2019
Conducted a two-day university-wide evaluation of early childhood education research endeavors, including interviews with University President, Provost, Center Leaders and Faculty

Early Childhood Community-Based Programs – Advisor, Humanities Texas 2016-2017

Microsociety Program Evaluation, Cunningham Elementary & Bazaarvoice Foundation 2014-2015

Early childhood program evaluation for state and federal funding, Chicago Public Schools 2012

Data analysis training, First Things First Initiative – State of Arizona 2009

NATIONAL ORGANIZATIONS

American Educational Research Association

AERA – SRCD Crossover Committee 2017-2018

Division G
- Secretary (elected) 2022-2024
- Program Reviewer

Critical Perspectives in Early Childhood SIG
- Dissertation Award Committee Chair 2014-2015
- SIG Chair (elected) 2010-2011
- Program Chair (elected) 2009-2010
- Program Reviewer 2009, 2011-2017, 2020

American Anthropological Association

Council on Anthropology and Education
- Chair, Nominations Committee 2018-2019
- Outstanding Book Award Committee Member (Inaugural) 2018
- Program reviewer 2009-2015, 2017, 2018

Reconceptualizing Early Childhood Education
- Chair, Graduate Student Mentoring Program 2019

U.S. Department of Education
- Teach to Lead Teacher Leadership Conference Mentor, U.S. Department of Education 2017

National Association of Early Childhood Specialists in State Departments of Education
- Webinar Consultant on the impact of racism and agency on early learning outcomes. 2017
  Participants included all state-level early childhood program directors in the U.S. in collaboration with the National Institute for Early Education Research (NIEER) and the Center on Enhancing Early Learning Outcomes.

EDITORIAL BOARDS

CO-Editor: AERA Open (American Educational Research Association) 2025-2028

Teachers College Record	2017-current
Anthropology and Education Quarterly	2016-2020
International Critical Childhood Policy Studies	2016-2022
Studies in Educational Ethnography Book Series	2018-current
Critical Childhood and Youth Studies Book Series	2017-current

TENURE AND PROMOTION REVIEWS

University of Wisconsin-Madison (multiple)
University of New Mexico
University of Memphis
University of South Carolina
Rochester Institute of Technology (RIT)
University of Colorado - Denver
University of North Carolina
New York University
University of Massachusetts-Amherst
Teachers College-Columbia University (multiple)
University of South Carolina
University of Hawaii- Manoa (multiple)

PEER REVIEWS

Chicago Press*
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
Perspectives on Early Childhood Psychology and Education*
Routledge – Early Childhood Series*
Review of Research in Education
Sociology and Education
Teaching and Teacher Education
Teachers College Record
Topics in Early Childhood Special Education
Young Exceptional Children
*Book Manuscripts

THE UNIVERSITY OF TEXAS AT AUSTIN – LEADERSHIP

Invited Member, Faculty & Staff Task Force on Campus Diversity & Commemoration 2022-2025
We Are Texas East Mall Project, Commemorating Black Agency on Campus

Chair, Op-Ed Project Public Voices Program Executive Board, Office of the Provost 2020-current
Lead a board of seven faculty; Organize the faculty fellow cohort selection process and promote the Op-Ed Project to Deans, Chairs and University administrators.

Director, Agency and Young Children Research Collective 2018-current

Lead a research group of 10 affiliated faculty, 10 PhD students and 1 post-doc; Organize writing workshops and coordinate conference presentations, collaborative data analysis, and writing projects; Oversee budgets, purchasing, grant funding

Co-Director w/Keffrelyn Brown, The OP-Ed Project Public Voices Program at UT Austin 2019-2020

Directed, selected, and coordinated faculty fellow cohort selection process; Met with deans across campus to secure funding and coordinated with national op-ed project administrators; Oversaw budget and communicated with fellows, national office staff and UT Austin deans/chairs.

PI/Director, San Antonio ISD Partnership for Early Grades 2018-2020

Oversaw creation of new program with 70+ principals and teachers in coordination with superintendent of SAISD, district leaders and principals; Oversaw 700K budget, communicated with stakeholders including school board, led workshops and coordinated selection, participation and evaluation process; Mentored junior faculty and graduate students to facilitate workshops, interviews, observation protocols and other programmatic elements. Developed evaluation tools and research elements of the program. Wrote annual reports and met with district leaders to plan and receive project on program's progress.

TEACHING

The University of Texas at Austin 2009-Present

EDC 385G Research in Early Childhood Education (new): Graduate course focused on how to plan and conduct rigorous studies in early childhood educational settings

EDC 388R Educational Ethnography (redesigned): Graduate Foundations Course in Advanced Qualitative Research area. Focus is on ethnography as a research method including research design and analysis.

EDC 385G 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.

EDC 385G Global, Comparative Early Childhood (new): Graduate course focused on global perspectives on young children and early learning as well as comparative research methods.

EDC 381F 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.

EDC 385G Parents and Education (new): Graduate course on the parent/teacher/school relationship and its effect on student learning and academic success.

Undergraduate/Graduate

ALD 321 Play and Early Development (redesigned/restructured): Large lecture course focused on how social injustices issues impact young children cultural, linguistic, social and physical development as well as the impact of equity on young children's enactment of their agency in school.

Undergraduate

EDC 371 Teaching Young Children: Undergraduate course in early childhood educational praxis in preK-3rd

Arizona State University 2003-2006

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.

ADVISING

*Past students who have received tenure and promotion to associate professor

**Past students who have received tenure and promotion to full professor

Chair – PhD: Amber Fowler (Comps phase)

Chair – PhD: Maryam Al Maamari (Dissertation Proposal phase)

Chair – PhD: Monica Alonzo (Dissertation Proposal phase)

Chair – PhD: Natacha Jones (University of North Texas)

Chair - PhD: Nnenna Odim (Associate Director of Research, Our Beloved Community: New Orleans)

Chair - PhD: Sunmin Lee (Texas State University)

Chair - PhD: Shubhi Sachdeva (San Francisco State University)

Chair - PhD: Ale Barraza (President and CEO – High Scope International)

Chair - PhD: Kiyomi Sanchez-Suzuki Colegrove (Texas State University**)

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

Co-Chair - PhD: Javier Wallace (Duke University)

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

Committee Member – PhD: Adam Aquirre (Graduated)

Committee Member – PhD: Kelly Murguia Sandoval (Graduated)

Committee Member – PhD: Catherine Parsi (Graduated)

Committee Member - PhD: Esther Kim (College of William and Mary)

Committee Member - PhD: Kathlene Holmes (Dean, University of St. Thomas)

Committee Member - PhD: Molly McManus (San Francisco State University)

Committee Member - PhD: José Garcia (University of Illinois - Chicago)

Committee Member - PhD: Langston Clark (UT San Antonio)

Committee Member - PhD: Ganiva Reyes (Miami University)

Committee Member - PhD: Suzanne Mateus (California State University, Monterey Bay)

Committee Member - PhD: Courtney Robinson (Director & CEO Excellence & Advancement Foundation)

Committee Member – PhD: Robert Ressler – Sociology (Brandeis University)

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

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: 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: Amber Fowler (graduated – current PhD student)

Chair - MA: Natacha Jones (graduated – current PhD student)

Chair - MA: Sunmin Lee (graduated – current PhD student)

Chair - MA: Nailah Jones (graduated)

Chair - MA: Larissa Johnson (graduated)

Chair - MA: Samantha Gibson (graduated)

Committee Member - MA: Stephanie Barker (graduated)

MENTORING

I use an apprenticeship model that includes learning by doing all aspects of research, beginning with grant writing and continuing with data collection, analysis and writing peer-reviewed articles. This model is also a collective, community approach that includes senior PhD students mentoring 1st-3rd year students. Research Studies that have included PhD students as part of the research team in co-researcher or research assistant roles are listed below:

Markers of Agency Study - Brady Education Grant (2022-2025)

Participant recruitment · building community partnerships · participant observation · data organization and analysis · interviews · data analysis · writing for publication · funder reports

- Monica Alonzo (2023-2025)
- Lia Lim (2023-2025)
- Li Tan (2023-2025)
- Amber Fowler (2023-2025)
- Maryam Al Maamari (2023-2024)

Dynamic Innovation for Young Children Professional Development and Research (2018-2021)

Participant recruitment · develop professional development sequence and modules · participant observation · filming · coaching teachers · data organization · lead workshops and discussion groups · interviews · data analysis · writing for publication · funder reports

- Molly McManus (2018-2020)
- Sunmin Lee (2018-2020)
- Natacha Jones (2018-2020)
- Shubhi Sachdeva (2018-2020)
- Anna Falkner (2018-2020)
- María José Ruíz González (2018-2020)
- Nnenna Odim (2019-2020)
- Monica Alonzo (2019-2020)

Civic Action and Young Children Study (2014-2021)

Grant writing · participant recruitment · participant observation · filming · film editing (final cut pro) · focus group interviews · data analysis · writing for publication · funder reports

- Molly McManus (2014-2021)
- Sunmin Lee (2014-20121
- Natacha Jones (2018-2021)
- Shubhi Sachdeva (2014-2021)
- Anna Falkner (2014-2020)
- Monica Alonzo (2019-2021)

Agency and Young Children Study (2010-2018)

Grant writing · participant recruitment · participant observation · filming · film editing (final cut pro) · focus group interviews · data analysis · writing for publication · funder reports

- Kiyomi Sanchez-Suzuki Colegrove (2009-2018)
- Molly McManus (2012-2018)
- Ale Barraza (2009-2016)
- Sunmin Lee (2016-2018)
- Natacha Jones (2016-2018)

SERVICE

Office of the Vice President and Provost

Chair, Op-Ed Project Public Voices Fellowship Program	2020-2024
Member, Faculty Task Force for Commemoration (We Are Texas East Mall Project)	2020-2024
Faculty Reviewer, APX Flash Funding Competition for New Associate Professors	2020
Faculty Mentor, President's Award for Global Learning	2020-2021
Co-Director, The Op-Ed Project at UT Austin	2018-2019
Panelist, UT Austin Public Writing Seminar	2016
Workshop on Writing a Dissertation while Parenting Young Children (Office of Gender Equity)	2011

Office of the General Faculty

Elected Member, Faculty Council	2020-2022
- Commemoration Task Force	2020-2021
- Admissions and Registration Committee Member	2020-2021
Appointee, UT Austin Grievance Committee Pool	2015-2017

Office of the Vice President for Research

UT Cares Committee Member	2020-2021
Reviewer, Vice President for Research's Associate Faculty Flash Funding Grant	2020
Presenter, COVID-19 UT Austin Conference	2020
Mentor, UT Austin Bridging Disciplines Program - Social Entrepreneurship & Nonprofit	2015-2016

Division of Diversity and Community Engagement

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

Institute for Urban Policy and Research Analysis

Faculty Fellow	2017-current

College of Education

College-Level Promotion and Tenure Committee	2023-2025
EC-6 Degree Plan Revision Sub-committee	2020-2024
Study Abroad Committee Member	2018-2020
Teacher Education Committee Member	2020-current
Dean's Award Committee – Teaching	2023-2024
Collaborator/Co-Creator 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)	2018-2019
Mithoff Family Invited Early Childhood Lecture Organizer	2014, 2018
Dean's Council Presenter on Early Childhood Education	2018
Articulation and Teacher Education Pathways Group UT College of Education, Austin Community College	2018
Speaker/Mentor, UT Austin Freshman Interest Group (FIG) Program	2016
Zezula Invited Lecture Organizer Curriculum & Instruction	2014, 2015, 2016
Teaching Excellence in Early Childhood Education Awards Organizer	2014-2016
Decolonizing Knowledge with Indigenous Communities and Young Children Symposium	2016
Dean's Management Team Presenter on Op-Ed Project w/ Dr. Daina Berry	2015

Management Board, The University of Texas Elementary School 2009-2015
Research Committee Chair, The University of Texas Elementary School 2013-2015
Presenter, Dean's Council 2014
Glickman Lecture Organizer, Curriculum & Instruction 2011, 2013

Department of Curriculum and Instruction

Administration/Program Leadership

Early Childhood Education Program Advisor 2016-2019; 2020-current
Chair, Search Committee Assistant/Associate Professor of Early Childhood Education 2022-2023
Early Childhood Education Program Coordinator 2016-2024
Chair, Search Committee Associate/Full Professor of Early Childhood Education 2019-2020, 2021-2022
Graduate Program Advising Committee 2016-2024
Search Committee Member – Asst. Professor of Bilingual Education 2017-2018
Search Committee Member – Asst. Professor of Bilingual Education 2016-2017
Search Committee Member – Asst. Professor of Early Childhood Education 2013-2014, 2014-2015
Secretary, Graduate Studies Committee 2013-2014
Search Committee Member – Asst. Professor of Social Studies Education 2012-2013

Mentoring

Department and College Awards Mentor 2024-2025
Peer Observation Working Group 2016-current
Faculty Diversity Dialogues/Social Justice Praxis 2014-current
Reviewer – Racial Affinity Group Curriculum 2020
Web Liaison for Curriculum & Instruction 2018-2020
Third-Year review Mentor: Fikile Nxumalo 2017-2019

Executive Committee

Professor Member 2023- current
Associate Professor Member - elected in 2016 and 2019 2016-current
Co-Chair, Merit Committee 2020-2022

Graduate Studies Committee (2009-current)

Chair, Advanced Qualitative Methods Committee 2016-current
Chair, Foundations Committee 2017-2019
Undocumented Student Safety Committee Member 2017-2018
Chair, Awards Committee 2016-2018
Chair, Nominations Committee 2014-2015

Community/Local

Breakthrough Austin – College and Faculty Panel 2025
Executive Board, Excellence Project 2023-current

PROFESSIONAL MEMBERSHIPS

American Anthropological Association
- Council on Anthropology and Education

Comparative and International Education Society

American Educational Research Association
- Division G: Social Context of Education
- Critical Perspectives on Early Childhood Education SIG

- Early Childhood Education and Development SIG