

CASSIE SORRELLS

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EDUCATION

- 2023 **PhD - Child and Family Studies - University of Tennessee**
Dissertation: A Feminist Ethnography of Care in the Infant/Toddler Classroom
Emphasis: Cultural Studies in Education; Qualitative Research Methods; Feminist Theory
- 2017 **MA - Education and Human Development - University of Colorado**
Emphasis: Innovative Early Childhood Education; Teacher Research
- 2012 **BA - Multidisciplinary Studies – West Virginia University**
Emphasis: Biology, Anthropology, Linguistics
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PROFESSIONAL APPOINTMENTS

- 2023- **Lecturer – Child and Family Studies**
present University of Tennessee – Knoxville, TN
- 2019- **Lecturer – Research Methods in Education**
present University of Colorado – Denver, CO
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RESEARCH AND SCHOLARSHIP

Funded Grants

Deconstructing Whiteness and Decolonizing Practice in Early Childhood Education: A Community-Based Participatory Action Research Project. Funded for \$25,000 to Boulder Journey School by Colorado's Community Innovation and Resilience for Care and Learning Equity (CIRCLE) Grant. (Role: Grant author, project conceptualization, coordination of research activities)

Articles in Refereed Journals (*indicates publication with early childhood teacher)

Sorrells, C. & Madrid Akpovo, S. (R&R, minor revisions). Time to care: Bringing slow pedagogy into conversation with ethics of care in early care and education.

Sorrells, C. & Madrid Akpovo, S. (R&R, minor revisions). Agonist relationships in the toddler classroom: Exploring the relationship between conflict and care.

***Sorrells, C.**, Madrid Akpovo, S., & Leclerc, M. (2023). The infant/toddler teacher as willful subject: A critical narrative analysis of gendered discursive regimes in U.S.-based early care and education. *Contemporary Issues in Early Childhood*. Advance online publication.
<https://doi.org/10.1177/14639491221148754>

Sorrells, C., & Madrid Akpovo, S. (2022). "You can hold two things to be true at the same time:" Duality in ECE teachers' emotional experiences during COVID-19. *Journal of Research in Childhood Education*, 36(4), p. 663-680. <https://doi.org/10.1080/02568543.2022.2044415>

*Madrid Akpovo, S., Neessen, S., Nganga, L. & **Sorrells, C.** (2021). Staying with discomfort: Early childhood teachers' emotional themes to children's peer culture aggression. *Contemporary Issues in Early Childhood*. Advance online publication. <https://doi.org/10.1177/14639491211042376>

Manuscripts in Preparation

Sorrells, C. Feeling methodology: The role of emotion in early childhood research.

Madrid Akpovo, S., & **Sorrells, C.** When the peer and school culture collide: A classroom ethnography of "troubling" peer culture routines and rituals.

Peer-Reviewed Presentations

Sorrells, C. (2023) *Conflict as Care: Exploring Agonist Peer Relations in the Infant/Toddler Classroom*. Presented at 30th Reconceptualizing Early Childhood Education Conference, Manchester, United Kingdom.

Sorrells, C. (2023) *Feeling methodology: the importance of emotion in early childhood research*. 18th International Congress of Qualitative Inquiry, Urbana, IL. (Cancelled)

Madrid Akpovo, S., & **Sorrells, C.** (2023) *When the peer and school culture collide: A classroom ethnography of "troubling" peer culture routines and rituals*. 19th International Congress of Qualitative Inquiry, Urbana, IL. (Cancelled)

Sorrells, C., & Madrid Akpovo, S. (2022) *Silencing and resistance: A critical narrative case study of female ECE teacher emotion during COVID-19*. Presented at 29th Reconceptualizing Early Childhood Education Conference. Vancouver, British Columbia, CA.

Madrid Akpovo, S., Neeseen, S., Nganga, L. & **Sorrells, C.** (2021). *An ethic and pedagogy of discomfort: Preschool teachers' unknowing, uncertainty, and emotional vulnerability*. Presented at 17th International Qualitative Congress of Qualitative Inquiry, Urbana, IL.

TEACHING EXPERIENCE

University of Tennessee

Instructor of Record

Professional Internship in Teaching (Fall 2023; contracted, Spring 2024)

Analysis of Teaching for Professional Development (Fall 2023; contracted, Spring 2024)

Practice-Based Research in Early Childhood Education (Fall 2023)

Global Perspectives in Childhood and Learning (Summer 2023)

Early Childhood Education I: Environments for Children (contracted, Spring 2024)

TEACHING EXPERIENCE (cont.)

University of Tennessee

Graduate Teaching Assistant

Survey of Research in Early Childhood Education (Summer 2022; Spring 2023)
 Clinical Studies in Early Childhood Education (Spring 2021)

University of Colorado

Instructor of Record

Teacher as Researcher (Fall 2021, Spring 2022, Fall 2022, Spring 2023)

Graduate Teaching Assistant

Human Learning Practicum (Spring 2018, Spring 2019)
 Child Study and Observation (Fall 2018)
 Teaching as a Profession (Fall 2017, Fall 2018)

EARLY CHILDHOOD & K-12 TEACHING

Graduate Teaching Assistant – Infant/Toddler, Preschool
 Early Learning Center – Knoxville, Tennessee (2021-2022)

Mentor Teacher – Infant/Toddler, Preschool
 Boulder Journey School – Boulder, Colorado (2016-2019)

Residential Guide – Montessori Adolescent Program
 Hershey Montessori School – Huntsburg, Ohio (2014-2016)

ESL Teacher – Grades 1-5
 Colegio Dos de Mayo – Pinto, Madrid, Spain (2013-2014)

PROFESSIONAL RESEARCH EXPERIENCE

Graduate Research Assistant

Social-Emotional and Behavioral Research Lab (PI: Jun Ai; 2022 – present)
 Early Learning Center (Director: Robyn Brookshire; 2021-2022)
 Intercultural & Classroom Culture Research Lab (PI: Samara Akpovo; 2019-2021)
 Child and Family Neuroscience Lab (PI: Pilyoung Kim; 2016-2017)

FELLOWSHIPS & AWARDS

2019-2023 **Tennessee Fellowship for Graduate Excellence** (\$40,000)
 Signature graduate fellowship offered to the top 20 incoming PhD university-wide.
University of Tennessee Knoxville

- 2022-
2023 **Sylvia F. Moore & Billy J. Moore Child & Family Studies Endowment** (\$1,000)
Merit-based fellowship to support graduate education.
University of Tennessee Knoxville
- 2018-
2023 **Buell Early Childhood Leadership Fellowship** (\$24,000)
Fully-funded participation in the Buell Early Childhood Leadership Program,
a competitive fellowship for a cohort of 20 early childhood leaders state-wide
Buell Foundation, Denver, CO
- 2008-
2012 **Promise Scholarship** (\$22,000)
Full funding for four years: in-state undergraduate tuition & fees
West Virginia University, Morgantown, WV

SERVICE

Professional Service

- 2022 Conference Reviewer, American Educational Research Association (AERA)
- 2017-
2019 Early Childhood Professional Development Advisory Board - Denver, CO

University and College Service

- 2021 Child and Family Studies Representative, Graduate Student Senate, University of Tennessee
- 2020 Chair, Community Outreach and Engagement, Child and Family Studies Graduate Student Organization, University of Tennessee
- 2019 Graduate Student Representative, Reconceptualizing Early Childhood Education (RECE) Conference Host Committee, University of Tennessee
- 2019 First Year Representative, Child and Family Studies Graduate Student Organization, University of Tennessee

Professional Memberships

American Educational Research Association (AERA)

- Critical Perspectives in Early Childhood Education Special Interest Group
- Early Education and Child Development Special Interest Group

Reconceptualizing Early Childhood Education (RECE)

SKILLS & TRAINING

Certificates: Level Two Safe Zone Training; TEFL (Teaching English as a Foreign Language)

Languages: English (Native); Spanish (Written and Verbal Proficiency); Italian (Intermediate)