

Jonathan Taft Sallée

educator

EXPERIENCE

Lincoln ES District 156, Calumet City — *Supervisor of Technical Support Systems*

July 2013 - PRESENT

Leader of innovation in an elementary district. Spearheaded a dedicated daily period of discipline-agnostic, self-motivated creation for all middle school students. Created open device policy, including procuring new district ChromeOS devices, restoring existing devices with open source software, and encouraging classroom use of student-owned devices. Currently co-leading curriculum transition, including focus on authentic contextualization and radical concepts of literacy.

Hoover Elementary School, Calumet City — *Fourth and Fifth Grade Classroom Teacher, Computer Teacher*

AUGUST 2010 - JUNE 2013

During 1:1 implementation as a classroom teacher, rose to prominence as de facto technology integration specialist, assisting all teachers and marginalized student body in devising a curriculum of creation and student agency. As computer teacher, taught foundational computing and media creation skills at all grade levels, including a media creation club. Transitioned computer lab to various specialized open source operating systems. Organized regional student-led conference on educational technology tools.

Brooks Middle School, Bolingbrook — *Supported Education Aide*

JULY 2006 - JULY 2010

Assisted students in the Supported Education program, and their peers, in all disciplines, consulted teachers in modification and accommodation to the individual needs of each student including ensuring IEP compliance.

EDUCATION

Lewis University, Romeoville — *EdD, Educational Leadership for Teaching and Learning*

AUGUST 2014 - MAY 2018

Deweyan and Neoclassical Pragmatist philosophies of education, improvisational curriculum theories, the necessity of creativity and trust

MEMBERSHIPS

American Philosophical Association

John Dewey Society for Education and Culture

New England Pragmatists Forum

Ohio Valley Philosophy of Education

Philosophy of Education Society

Philosophy Learning and Teaching Organization

INTERESTS

Deweyan progressive education as a historical and imminently relevant movement

Improvised curricular theories, agency and responsiveness to student interest.

Pragmatist aesthetics and homeostatic conceptions of creation and knowledge construction.

in educative experience

Lewis University, Romeoville — *MEd, Educational Leadership*

JUNE 2012 - DECEMBER 2013

Illinois Professional Educator License Endorsement: General Administrative

Trinity Christian College, Palos Heights — *BA, Elementary Education*

SEPTEMBER 2007 - MAY 2010

Illinois Professional Educator License: Elementary Education, Elementary Education (Self Contained General Education), & Social Science endorsements

College of DuPage, Glen Ellyn — *AA, Psychology*

AUGUST 1999 - DECEMBER 2008

Illinois Paraprofessional Educator Endorsement
Honors Scholar

PRESENTATIONS

Education of Becoming: The Ethic of Creativity in Dewey's *Democracy and Education* — *Dewey's 'Democracy and Education': 100 years on*

University of Cambridge, UK, 28 September-1 October, 2016 (to be presented).

Trust the Students: A Rational Foundation for Humanizing Classroom Interactions — *Ohio Valley Philosophy of Education Society Annual Conference*

Dayton, Ohio, 11-13 September, 2015

The Imperative of Trust: Trust in Students as a Foundational Teacher Value — *Lewis University Celebration of Scholarship*

Romeoville, Illinois, 16 April, 2015

Open Educational Resources — *Taste of Technology Conference*

Bellwood, Illinois, 24-26 July, 2012

Free Culture — *Self Employment in the Arts Conference*

Lisle, Illinois, 25-26 February, 2011