### 

A person in a green jacket

Description automatically generated

**Cheryl J. Craig, Ph.D.**

**Professor**

**Academic Chair**

**Teaching & Teacher Education**

**Endowed Chair, Urban Education**

**Founding Director, Collaborative for Innovation in Teacher Education**

**AERA Fellow**

**Acting Dean, Invisible College**

**Texas A&M University, College Station**

**cheryljcraig@gmail.com**

[**https://cheryljcraig.com/**](https://cheryljcraig.com/)

# **TABLE OF CONTENTS**

[**BIOGRAPHICAL SKETCH 3**](#_BIOGRAPHICAL_SKETCH)

[**EMPLOYMENT HISTORY 4**](#_EMPLOYMENT_HISTORY)

[**EDUCATION RECORD 4**](#_EDUCATION_RECORD)

[**PUBLICATIONS 5**](#_PUBLICATIONS_(students,_mentees,)

[**1. Refereed Journal Articles**](#_Refereed_Journal_Articles) **5**

[**2. Invited Review Essays 1**](#_Invited_Review_Essays)**4**

[**3. Reviews of Work 1**](#_Reviews_of_My)**5**

[**4. Conference Proceedings 1**](#_Conference_Proceedings)**6**

[**5. Handbook Chapters 2**](#_Handbook_Chapter)**5**

[**6. Book Chapters 2**](#_Book_Chapters)**6**

[**7. Books 3**](#_Books)**4**

1. [***Primary Author* 3**](#_Primary_Author)**4**
2. [***Contributing Author* 34**](#_Contributing_Author)
3. [***Book Series Editor*  3**](#_Book_Series_Editor)**5**
4. [***Edited Books* 3**](#_Edited_Books)**5**
5. [***Student Books and Teacher Guides***](#_Student_Books_and_2) **36**

[**8. Multimedia Kits**](#_Multimedia_Kits) **37**

**[9. Media Presentations 37](#_Media_Presentations)**

[**10. Digital Stories**](#_Digital_Stories) **37**

**[11. Monographs 38](#_Monographs)**

[**ADDITIONAL PROFESSIONAL PUBLICATIONS**](#_ADDITIONAL_PROFESSIONAL_PUBLICATION) **38**

**[1. Unrefereed Journals 38](#_Unrefereed_Articles)**

[**2. Research Reports 3**](#_Research_Reports)**9**

**[RESEARCH FUNDS, GRANTS, AND CONTRACTS 43](#_RESEARCH_FUNDS,_GRANTS_1)**

**[AWARDS, HONORS, INVITED TALKS 46](#_AWARDS,_HONORS_,)**

**[PROFESSIONAL PRESENTATIONS 53](#_PROFESSIONAL_PRESENTATIONS_1)**

**[1. International, National, Regional 53](#_International,_National,_Regional)**

[**2. Local**](#_2._Local) **71**

**[TEACHING ACTIVITIES 73](#_TEACHING_ACTIVITIES)**

**[1. Course Development 74](#_1._Course_Development)**

**[2. Sample Student Evaluations at Texas A & M 74](#_2._Sample_Student)**

[**3. Sample Student Evaluations at University of Houston**](#_3.__Sample) **80**

**[4. Sample Student Comments 82](#_4._Sample_Student)**

**[5. Supervision of Students 83](#_5._Supervision_of)**

1. [***External Examiner* 8**](#_External_Examiner)**3**
2. ***[Master’s Advisor](#_Master’s_Advisor)* [84](#_Master’s_Advisor)**
3. ***[Doctoral Advisor](#_Doctoral_Advisor)* [85](#_Doctoral_Advisor)**
4. [***Proposal Defenses***](#_4)._Proposal_Defenses) **89**
5. ***[Candidacy Paper Defenses](#_5)._Candidacy_Paper)* [91](#_5)._Candidacy_Paper)**
6. ***[Doctoral Committees](#_5)._Doctoral_Committee)* [94](#_5)._Doctoral_Committee)**
7. [***Post-Doctoral Advisor* 9**](#_5)._Post-Doctoral_Advisor)**5**

**[PROFESSIONAL SERVICE 96](#_PROFESSIONAL_SERVICE)**

1. **[Service to the Department, College, University 96](#_Service_to_the)**
2. **[Service to the Profession/Academic Discipline 98](#_2._Service_to)**

***[Memberships/Affiliations](#_1)._Membership/Affiliations)* [98](#_1)._Membership/Affiliations)**

[***Discussant Activities*  98 *Evaluation Activities***](#_2)_Discussant_Activities)  **101**

***Reviewer Activities* 103**

***[Editor Activities](#_5)._Editor_Activities)*  [103](#_5)._Editor_Activities)**

**[Service to Community/Public 104](#_3._Service_to)**

**COLLABORATIVE FOR INNOVATION IN TEACHER EDUCATION 108**

1. **Events 108**
2. **Teacher Professional Development Courses 108**

**CAREER FIGURES**

1. **Increase in Citations 2020-2023 (Scopus Search Engine)**
2. **Increase in Publications and Citations (Web of Science Search Engine**

**[CAREER SUMMARY 108](#_CAREER_SUMMARY)**

**[SCOPUS SUMMARY 109](#_SCOPUS_SUMMARY)**

[**WEB OF SCIENCE SUMMARY 109**](#_WEB_OF_SCIENCE)

[**GOOGLE SCHOLAR SUMMARY**](#_GOOGLE_SCHOLAR_SUMMARY) **109**

[**RESEARCH GATE SUMMARY**](#_RESEARCH_GATE_SUMMARY) **109**

# **[BIOGRAPHICAL SKETCH](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

Cheryl J. Craig, Ph.D., is a Professor, Chair of Teaching &Teacher Education, and the Houston Endowment Endowed Chair of Urban Education in the Department of Teaching, Learning and Culture at Texas A&M University (TAMU). She is also the Founding Director of the Collaborative for Innovations in Teacher Education (CITE) at TAMU. Her empirical research is situated at the intersection where teaching & teacher education/curriculum meet. Using narrative inquiry, she conducts research with preservice and in-service teachers on campuses typically serving high poverty children of color at risk of school failure. Her research centers on the influence of change agendas on preservice and in-service teachers’ knowing, doing, and being, and the unintended consequences that reforms and policies may have on student learning. Craig’s research program is internationally renowned because (1) it rigorously examines teaching/teacher education; (2) has a strong conceptual base; (3) involves both curriculum and teaching; and (4) uses an innovative research method. Cheryl J. Craig has authored 18 research handbook chapters and contributed to more than 20 Web of Science journals. Her first book, Narrative Inquiries of School Reform, was published in 2003 (Information Age Publishing) and her second single-authored book, Curriculum Making, Reciprocal Learning and the Best-Loved Self, appeared in 2020. Two other books have been co-authored: one on STEM teacher education and another on teachers’ knowledge communities. Craig is Co-Editor-in-Chief of Journal of Teacher Education, Executive Editor of Teachers and Teaching: Theory and Practice (SSCI journal), and an Associate Editor of Frontiers of Teacher Education (SSCI journal). She is also on the review boards of Reflective Practice (SSCI journal), the Sense Book Research in Education Series, and the Emerald Book Series Advances in Research on Teaching (SSCI publication), in addition to two Brill series of books. She has co-edited several volumes in book series published by Roman & Littlefield, Routledge, Emerald Publishing, Oxford University Press and Brill. She has delivered 50 keynote addresses internationally (i.e., Chile, India, Italy, Israel, Turkey, South Africa) and has been an Honorary Visiting Professor at Northeast Normal University (Changchun). She also has been a Visiting Professor at the National Institute for Education in Singapore and at Massey University in New Zealand. In 1998, Cheryl Craig founded the Portfolio Group, arguably the oldest teacher research group in the world. In 2002, she started the Faculty Academy, a consortium of teacher education researchers from five regional universities and currently three affiliate universities in Louisiana, Nevada, and Ohio. In 2010, she received the University of Houston’s Alumni Association Distinguished Service Award and the College of Education’s Distinguished Career Award. Cheryl J. Craig is a Past-President of the American Association of Teaching and Curriculum (2005), a Past Chair of the Narrative Research Special Interest Group (SIG) (2009), a Past Chair of the Portfolios in Teaching and Teacher Education SIG (2002-2005) and a Past Chair of the Lives of Teachers SIG (2018-2020) of the American Educational Research Association (AERA). She currently serves as the Chair of the International Study Association on Teachers and Teaching (ISATT) (2019-2025). She received a Literati Network Award of Excellence (UK) in 2011 and again in 2024 as well as Outstanding AERA Publication Awards in 2009, 2014, 2019, and 2024. In 2011, she was named an AERA Fellow, the highest recognition possible in her field. In 2012, she was bestowed her field’s second distinguished honor: AERA’s Division B (Curriculum) Lifetime Achievement Award. In 2013, Craig received ISATT’s Outstanding Article award, which was determined by reviewers from six continents. Craig’s other conferred honors include the President’s Award from the American Association of Teacher Educators (2014), AERA’s prestigious Michael Huberman Award (2015), and a 2016 Wall of Fame Award, the highest honor granted by her Canadian undergraduate university. In 2018, she earned a Mentorship Award (CEHD) and in 2019, an Outstanding New Employee Award (TAMU). In 2019, she received ISATT’s highly respected ST2AR Award for Exemplary Contributions (Research, Teaching, Service) in the International Field of Teaching and Teacher Education, the most distinguished international prize she could receive. In 2021, she received Division K’s Legacy Award. In 2021, she was also made Acting Dean of Invisible College (AERA). These awards and activities, along with her two AERA Outstanding Lifetime Career Awards (Division B-Curriculum; Division K-Teaching) and her KDP Educator of the Year Award, along with her two recent TAMU awards (SEHD Senior Scholar Award and TAMU AFS Distinguished Research Award), make her one of the most honored education professors locally, nationally, and globally.

**Cheryl J. Craig, Ph.D.**

**Texas A&M University**

# **RECENT EMPLOYMENT HISTORY**

2020- Founding Director, Collaborative for Innovation in Teaching Education (CITE)

2019- Chair, Teaching & Teacher Education

2018-2019 Director, Teacher Residency Program

2016- Professor, College of Education and Human Development, Texas A& M University

Houston Endowment Endowed Chair of Urban Education

# **[EDUCATION RECORD](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

1994 Post-Doctoral Studies (Teacher Knowledge/School Context Specialty) Supervisor: Dr. F. Michael Connelly, University of Toronto

1992 University of Alberta - Ph.D. (Research Focus)

Supervisor: Dr. D. Jean Clandinin, University of Alberta

1985 Brandon University - Bachelor of Education (Curriculum/Teaching Specialty)

1980 University of Calgary - Master of Education (Curriculum/Instruction)

Supervisor: Dr. R. Carswell, University of Calgary/Gonzaga

1976 Brandon University - Education I Certificate

1976 Brandon University - Bachelor of Arts (History; English/Music)

# [[***PUBLICATIONS (students, mentees, visiting scholars)***](#_Table_of_Contents)](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

## **[Refereed Journal Articles](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

***Refereed Journal Articles (Manuscripts under review/in revision)***

Craig, C. (under review). Becoming an international teacher educator: Narrative accounts of identity-in-the-making. *European Journal of Teacher Education*.

Craig, C. (under review).Coming to the knowledge mobilization question: A narrative inquiry journey. *American Educational Research Journal.*

Craig, C., Evans, P., Stokes, D., McAlister Shields, L., Curtis, G., Manuel, M., & Norton, M. (under review). Chain mentoringamong lead teachers in an urban secondary STEM teacher education program in the U.S. *International Journal of Science Education.*

Kelley, M., Curtis, G., Craig, C. & Martindell, P. (under review). The benefits and challenges (turned opportunities) of teacher educator collaborative groups. *Studying Teacher Education.*

Craig, C., Evans, P., Stokes, D., McAlister Shields, L., Curtis, G., Manuel, M., & Norton, M. (in revision). Chain mentoring in American secondary STEM teacher education. *Teachers and Teaching: Theory and Practice.*

Davis, T., & Craig, C. (in revision). From online and digital divides to empowerment: A narrative inquiry into elementary STEM teachers’ experiences at a dual language academy. *Education Sciences*.

***High Impact Blind Refereed Journal Articles***

Orland-Barak, L., Craig, C., & Hill-Jackson, V. (2024). What matters for mentors as knowledge mobilizers: Are they easy riders? *Journal of Teacher Education*.

Craig, C., You, J., Zou Y., Curtis, G., & Poimbeauf, R. (2024). Fishing for topics in teaching and teacher education: Finding stories worth telling in teaching and teacher education. *International Journal of Qualitative Methods*.

Craig, C., Evans, P., Stokes, D., McAlister-Shields, L. & Curtis, G. (2024). Multi-layered mentoring: Exemplars from a U.S. STEM teacher education program. *Teachers & Teaching: Theory and Practice, 30*(3), 241-270.

Day, C., Edwards, D., Hill-Jackson, V., Cardinal, T., & Craig, C. J. (2024). Engagement matters: Reimagining family, school, and community relations in teacher education to improve student outcomes. *Journal of Teacher Education*, *75*(4), 365-368.

O’Meara, J., Rizvi, M., Flores, M., Craig, C., Samuels, J. & Hill-Jackson, V. (2024). A quality teacher in every classroom: Increasing teacher educator engagement in holistic teacher policy development*. Journal of Teacher Education*, *75*(3), 253-260.

Hill-Jackson, V., & Craig, C. (2024). Where the good ideas are: 75 years of the *Journal of Teacher Education*. *Journal of Teacher Education, 75*(2), 129-140.

Flores, M. A., & Craig, C. (2023). Reimagining teacher education in light of the teacher shortage and the aftershock of COVID-19: Adjusting to a rapidly shifting world. *European Journal of Teacher Education, 46*(5), 772-788.

Yalvac, B., Craig, C. J., & Hill-Jackson, V. (2023). Inquiry: Toward problem-posing education for teachers. *Journal of Teacher Education*, *74*(5), 417-421.

Craig, C., Flores, M., & Orland-Barak, L. (2023). “A life of optimism”: International legacy and scholarly impact of Miriam Ben-Peretz*. Journal of Curriculum Studies,* *55*(6), 734-745.

McDonough, K., Nieto, S., Hill-Jackson, V. & Craig, C. (2023). Placing equity front and center for teacher education in a time of crisis. *Journal of Teacher Education, 74*(3). 293-298.

Craig, C. J., Hill-Jackson, V., & Kwok, A. (2023). Teacher shortages: What are we short of? *Journal of Teacher Education*, *74*(3), 209-213.

Gangone, L. M., Fenwick, L. T., Craig, C. J., & Hill-Jackson, V. (2023). 75 years of transforming teacher education. *Journal of Teacher Education*, *74*(2), 117-122.

Kelley, M., Craig, C. J., & Curtis, G. A. (2023). Examining gender issues in education: Exploring confounding experiences on three female educators’ professional knowledge landscapes.  *Frontiers in Education*, *8*(1), 1162523.

Li, J., & Craig, C. J. (2023). A beginning teacher’s living of counter stories in a high-needs school in rural China. *Research Papers in Education*, *38*(1), 1-20.

Kelley, M., Curtis, G. A., Craig, C. J., Reid, D., & Easley, A. (2022). Reflection through critical friendship: Promoting growth of teachers. *Frontiers in Education*, *7*, 1056471.

Hill-Jackson, V., & Craig, C. J. (2022). (Re) Constructing teacher knowledge: Old quests for new reform. *Journal of Teacher Education*, *74*(1), 5-9.

Craig, C. J., Li, J., Rios, A., Lee, H., & Verma, R. (2022). Wounded healer: The impact of a grant-supported scholarship on an underrepresented STEM student's career and life. *Frontiers in Education*, *7*, 1043518.

Cochran-Smith, M., Craig, C. J., Orland-Barak, L., Cole, C., & Hill-Jackson, V. (2022). Agents, agency, and teacher education. *Journal of Teacher Education*, *73*(5), 445-448.

Venâncio, L., Neto, L. S., Charlot, B., & Craig, C. J. (2022). Relationships to knowledge and (self) educative experiences in physical education: teacher educators’ perspectives on confronting social justice issues in adverse teaching-learning situations. *Movimento*, *28*, e28020.

Williams III, J. A., Hill-Jackson, V., Caldwell, C., & Craig, C. J. (2022). Teacher recruitment and retention: Local strategies, global inspiration. *Journal of Teacher Education*, *73*(4), 333-337.

Craig, C. J., Flores, M. A., Van Overschelde, J. P., & Hill-Jackson, V. (2022). Problematizing the taken-for-granted: Talking across differences in teacher education. *Journal of Teacher Education, 73*(3), 221-224.

Hallman, H. L., Rios, A., Craig, C. J., & Hill-Jackson, V. (2022). Teacher education’s moment: From solution to challenge. *Journal of Teacher Education*, *73*(2), 127-128.

Hill-Jackson, V., Ladson-Billings, G., & Craig, C. J. (2022). Teacher education and “climate change”: In Navigating multiple pandemics, Is the field forever altered? *Journal of Teacher Education*, *73*(1), 5-7.

Craig, C., Li, J. & Kelley, M. (2021). “Charting waters of new seas”: The scholarly contributions of Elliot Eisner. *Journal of Curriculum Studies*, *54*(2), 147-164.

Zhong, L., & Craig, C. (2020). A narrative inquiry into the cultivation of self and identity of three novice teachers in Chinese colleges through the evolution of an online knowledge community. *Journal of Education for Teaching, 46*(5), 646-663.

Craig, C. J. (2020). “Data is [G] od”: The influence of cumulative policy reforms on teachers’ knowledge in an urban middle school in the United States. *Teaching and Teacher Education*, *93*, 103027*.*

Craig, C. & Flores, M. (2020). Fifty years of life in classrooms: An inquiry into the scholarly contributions of Philip Jackson*, Journal of Curriculum Studies, 52*(2), 161-176.

Craig, C. & Lee, J. C. (2019). Editorial: Reciprocity, partnerships and learning. *Teachers and Teaching. 25*(6), 623-626.

Craig, C. (2019). Fish jumps over the dragon gate: An eastern image of a western scholar’s career. *Research Papers in Education. 45*(3), 290-305.

Craig, C. (2019). From starting stories to staying stories to leaving stories: The experiences of an urban English as a second language teacher. *Research Papers in Education, 34*(3), 298-329.

Li, J., Yang, X., & Craig, C. (2019). A narrative inquiry into the fostering of a teacher-principal’s best-loved self in an online teacher community in China*. Journal of Education for Teaching, 45*(3), 1-16.

Li, J. & Craig, C. (2019). A narrative inquiry into a rural teacher’s emotions and identities in China: Through a teacher knowledge community lens. *Teachers and Teaching: Theory and Practice*, *24*(4), 329-331.

Craig, C. (2019). Teachers’ propensities, desires and practices. *Teachers & Teaching: Theory & Practice*, *25*(3), 275-278.

Craig, C., Evans, P., Verma, R., Stokes, D., & Li, J. (2019). A tribute to ‘unsung teachers’: teachers’ influences on students enrolling in STEM programs with the intent of entering STEM careers. *European Journal of Teacher Education, 42*(3), 335-358.

Craig, C., Zou, Y & Curtis, G. (2019). Moving from arrogance to acceptance: Narratively shifting human perception through a China study abroad programme. *Pedagogy: An International Journal, 14*(1), 206-228*.*

You, J., Lee, H. & Craig, C. (2019). Textbook policy remaking: Analysis on national curriculum alignment in Korean school textbooks. *Asia Pacific Journal of Education*, *39*, 14-30.

Craig, C., You J. & Oh, S. (2018). Challenges in the new roles of physical education as liberal education in higher education. *Quest*, *71*(1), 51-65.

You, J. A., Lee, E. J., Craig, C., & Kim, H. S. (2018). Exploring professional learning styles of beginning physical education teachers in learning community. *The Asia-Pacific Education Researcher, 27*(5), 419-429.

Ben-Peretz, M., & Craig, C. (2018). Intergenerational impact of a curriculum enigma: The scholarly impact of Joseph J. Schwab. *Educational Studies*, *44*(4), 421-448.

Craig, C. (2018). The contexts of teaching: More to know and more to know about. *Teachers and Teaching: Theory and Practice, 24*(4), 329-331. DOI: 10.1080/13540602.2018.1433285.

Craig, C., Verma, R., Stokes, D., Evans, P., & Abrol, B. (2018). The influence of parents on undergraduate and graduate students’ entering the STEM disciplines and STEM careers. *International Journal of Science Education, 40*(6), 621-643.

Craig, C., You, J., Zou, Y., Verma, R., Stokes, D., Evans, P., & Curtis, G. (2018). The embodied nature of narrative knowledge: A cross-study analysis of embodied knowledge in teaching, learning, and life. *Teaching and Teacher Education, 71*, 329-340. DOI: 10.1016/j.tate.2018.01.014. (AERA Narrative SIG Outstanding Research Paper Award)

Craig, C. (2018). Metaphors of knowing, doing and being: Capturing experience in teaching and teacher education. *Teaching and Teacher Education, 69*, 300-311. DOI: 10.1016/j.tate.2017.09.011.

Craig, C., Zou, Y., & Curtis, G. (2017). The developing knowledge and identity of an Asian American teacher: A narrative inquiry into the influence of a China Study Abroad experience. *Learning, Culture and Social Interaction, 17*, 1-20. DOI: 10.1016/j.lcsi.2017.09.002.

Craig, C. J. (2017). International teacher attrition: Multiperspective views. *Teachers and Teaching*, *23*(8), 859-862. DOI: 10.1080/13540602.2017.1360860.

Craig, C., You, J., & Oh, S. (2017). Pedagogy through the pearl metaphor: Teaching as a process of ongoing refinement, *Journal of Curriculum Studies, 49*(6), 757-781. DOI: 10.1080/00220272.2015.1066866.

Craig, C. (2017). Support in teaching, teacher education and higher education: An international sampling. *Teachers and Teaching: Theory and Practice, 23*(3), 241-243. DOI: 10.1080/13540602.2017.1256102.

Ciuffetelli Parker, D., & Craig, C. (2017). An international inquiry: Stories of poverty, poverty stories. *Urban Education, 52*(1), 12-151. DOI: 10.1177/0042085914566097.

Craig, C. (2016). Teaching and learning: Participation and interaction. *Teachers and Teaching: Theory and Practice, 22*(3), 269-272. DOI: 10.1080/13540602.2015.1058587.

Zou, Y., Craig, C., & Poimbeauf, R. (2016). What the West could learn from the East: A reflective analysis. *Teachers and Teaching: Theory and Practice, 22*(7), 842-857. DOI: 10.1080/13540602.2016.1185820.

McDonald, D., Craig, C., Markello, C., & Kahn, M. (2016). Our academic sandbox: Scholarly identities shaped through play, tantrums, building castles, and rebuffing backyard bullies. *The* *Qualitative Report, 21*(6), 1145-1163.

Craig, C. (2015). Complexities of teaching and learning: Contexts, orientations and interpretations. *Teachers and Teaching: Theory and Practice, 21*(2), 127-130. DOI: 10.1080/13540602.2014.928126

Craig, C., & Zou, Y. (2015). Traveling, living, and learning in a diverse setting: The China study abroad program. *International Journal of Diversity in Education,15*(3), 23-36.

Craig, C., Zou, Y., & Poimbeauf, R. (2015). Journal writing as a way to know culture: Insights from a travel study abroad program, *Teachers and Teaching: Theory and Practice, 21*(4), 472-489.

Craig, C., Zou, Y., & Poimbeauf, R. (2015). A narrative inquiry into schooling in China: Three images of the principalship. *Journal of Curriculum Studies, 47*(1), 141-169.

You, J., & Craig, C. (2015). Narrative accounts of US teachers’ collaborative curriculum making. *Sport, Education and Society, 20*(40), 501-526.

You, J., & Craig, C. (2015). Narrative accounts of US teachers’ collaborative curriculum making. *Sport, Education and Society, 20*(40), 501-526.

Craig, C., Zou, Y., & Poimbeauf, R. (2014). Narrative inquiry as a travel study method: Affordances and constraints. *Asia Pacific Education Review, 15*, 127-140.

Craig, C. (2014). From stories of staying to stories of leaving: A US beginning teacher’s experience. *Journal of Curriculum Studies, 46*(1), 81-115.

Craig, C., You, J., & Oh, S. (2014). Tensions in teacher community: Competing commitments in the teaching of US middle school physical education. *Journal of Curriculum Studies, 46*(5), 697-728.

Craig, C. (2013). Opportunities and challenges in representing narrative inquiries digitally. *Teachers College Record, 115*(4), 1-45.

Craig, C. (2013). Teacher education and the best-loved self. *Asia Pacific Journal of Education, 33*(3), 261-272.

Craig, C. (2013). Teaching and learning to teach: Roles, beliefs, attitudes & interactions. *Teachers and Teaching: Theory and Practice,19*(5), 475-477.

Curtis, G., Reid, D., Kelley, M., Martindell, P. T., & Craig, C. (2013). Braided lives: Multiple ways of knowing, flowing in and out of knowledge communities. *Studying Teacher Education, 9*(2), 175-186.

Craig, C., You, J., & Oh, S. (2013). Collaborative curriculum making in the physical education vein: A narrative inquiry of space, activity and relationship. *Journal of Curriculum Studies, 45*(2), 169-197.

Oh, S., You, J., Kim, W., & Craig, C. (2013). What spurs curriculum making in physical education? Four narratives of experienced teachers. *Sport, Education and Society, 18*(2), 243-266.

Craig, C. (2013). Coming to know in the ‘eye of the storm’: A beginning teacher’s introduction to different versions of teacher community*. Teaching and Teacher Education, 29*(1), 25-38. (ISATT Outstanding Paper Award)

Craig, C. (2012). Similarities among differences: An International sampling of interwoven themes. *Teachers and Teaching: Theory and Practice, 18*(5), 509-511.

Craig, C., You, J., & Oh, S. (2012). Why school-based narrative inquiry in physical education research? An international perspective. *Asia Pacific Journal of Education, 32*(3), 271-284. DOI: 10.1080/02188791.2012.711295.

Craig, C. (2012). Butterfly under a pin: An emergent teacher image amid mandated curriculum reform. *Journal of Educational Research, 105*(2), 90-101. DOI: 10.1080/00220671.2010.519411. (AERA Narrative SIG Outstanding Research Paper Award)

Craig, C. (2012). Tensions in teacher development and community: Variations on a recurring school reform theme. *Teachers College Record, 114*(2), 1-28.

Olson, M., & Craig, C. (2012). Social justice in preservice and graduate education: A reflective narrative analysis. *Action in Teacher Education, 34*(5-6), 433-446.

Craig, C. (2010). Coming full circle: From teacher reflection to classroom action and places in-between. *Teachers and Teaching: Theory and Practice, 16*(4), 423-435. DOI: 10.1080/13540601003754814.

Craig, C. (2010). Fictionalizing a future for a field: Engaging possibilities in curriculum research. *Curriculum Matters. 6,* 48-65.

Craig, C. (2010). “Evaluation gone awry”: The teacher experience of the summative evaluation of a school reform initiative. *Teaching and Teacher Education, 26*(6), 1290-1299. DOI: 10.1016/j.tate.2010.02.007.

Craig, C. (2010). Change, changing, and being changed: A study of self in the throes of multiple accountability demands. *Studying Teacher Education, 6*(1), 63-73. DOI: 10.1080/17425961003669227.

Craig, C. (2009). The contested classroom space: A decade of lived education policy in Texas schools. *American Educational Research Journal, 46*(4), 1034-1059. DOI: 10.3102/0002831209334843.

Craig, C. (2009). Research on the boundaries: Narrative inquiry in the midst of organized school reform. *Journal of Educational Research, 103*(2), 123-136. DOI: 10.1080/00220670903323883.

Craig, C. (2009). Flights from the field and the plight of teacher education: A personal perspective. *Journal of Curriculum Studies, 41*(5), 605-624. DOI: 10.1080/00220270802424716.

Craig, C. (2009). Learning about reflection through exploring narrative inquiry. *Reflective Practice, 10*(1), 105-116.

Olson, M., & Craig, C. (2009). Traveling stories: Converging milieus and educative conundrums. *Teaching and Teacher Education, 25*(8), 1077-1085. DOI: 10.1016/j.tate.2009.03.002.

Olson, M., & Craig, C. (2009). “Small” stories and meganarratives: Accountability in balance. *Teachers College Record, 111*(2), 547-572.

Craig, C. (2008). Joseph Schwab: Self-study of teaching and teacher education practices proponent? A personal perspective. *Teaching and Teacher Education, 24*(8), 1993-2001. DOI: 10.1016/j.tate.2008.05.008.

Craig, C. (2007). Illuminating qualities of knowledge communities in a portfolio-making context. *Teachers and Teaching: Theory and Practice, 13*(6), 617-636. DOI: 10.1080/13540600701683564.

Craig, C. (2007). Dilemmas in crossing the boundaries: From K-12 to higher education and back again. *Teaching and Teacher Education, 23*(7), 1165-1176. DOI: 10.1016/j.tate.2006.10.005.

Craig, C. (2007). Story constellations: A narrative approach to contextualizing teachers’ knowledge of school reform. *Teaching and Teacher Education, 23*(2), 173-188DOI: 10.1016/j.tate.2006.04.014. (AERA Narrative SIG Outstanding Research Paper)

Craig, C. (2007). Narrative inquiries of geographically close schools: Stories given, lived and told. *Teachers College Record, 109*(1), 160-191.

Craig, C. (2006). Why is dissemination so difficult? The nature of teacher knowledge and the spread of curriculum reform. *American Educational Research Journal, 43*(2), 257-293.

Craig, C. (2006). Change, changing, and being changed: A self-study of a teacher educator's becoming real in the throes of urban school reform. *Studying Teacher Education, 2*(1), 105-116.

Craig, C. (2005). The epistemic role of novel metaphors in teacher’s knowledge constructions of school reform*. Teachers and Teaching: Theory and Practice, 11*(2), 195-208. DOI: 10.1080/13450600500083972.

Olson, M., & Craig, C. (2005). Uncovering cover stories: Tensions and entailments in the development of teacher knowledge. *Curriculum Inquiry, 35*(2),161-182. DOI: 10.1111/j.1467-873X.2005.00323.x.

Craig, C. (2004). Shifting boundaries on the professional knowledge landscape: When teacher communications become less safe. *Curriculum Inquiry, 34*(4), 395-424. DOI: 10.1111/j.1467-873X.2004.00304.x.

Craig, C. (2004). The dragon in school backyards: The influence of mandated testing on school contexts and educators’ narrative knowing. *Teachers College Record,106*(6), 1229-1257. DOI: 10.1111/j.1467-9620.2004.00378.x.

Craig, C. (2003). Characterizing the human experience of reform in an urban middle-school context. *Journal of Curriculum Studies. 35*(5), 627-648. DOI: 10.1080/0022021032000145732.

Craig, C. (2003). What teachers come to know through school portfolio development. *Teaching and Teacher Education, 19*(8), 815-827. DOI: 10.1016/j.tate.2003.06.004.

Craig, C. (2003). School portfolio development: A teacher knowledge approach. *Journal of Teacher Education, 54*(2), 122-134. DOI: 10.1177/0022487102250286.

Craig, C. (2002). A meta-level analysis of the conduit in lives lived and stories told. *Teachers and Teaching: Theory and Practice, 8* (2), 197-221. DOI: 10.1080/13540600220127377.

Craig, C. (2002). A matter of cultivation. *Reflective Practice, 3*(3), 293-305.

Craig, C. (2001). The relationships between and among teachers’ narrative knowledge, communities of knowing, and school reform: A case of the monkey’s paw. *Curriculum Inquiry, 31*(3), 303-331.

Craig, C. (2001). No satisfaction: “A case of ‘The Monkey’s Paw,’” Top-down school reform, and the conduit. *Curriculum Inquiry, 31*(3), 341-350.

Olson, M., & Craig, C. (2001). Opportunities and challenges in the development of teachers’ knowledge: The development of narrative authority through knowledge communities. *Teaching and Teacher Education, 17* (6), 667-684.

Craig, C. (2000). Stories of school/Teacher stories: a two-part invention on the walls theme. *Curriculum Inquiry, 30* (1), 11-41.

Craig, C. (1999). Parallel stories: A way of contextualizing teacher knowledge. *Teaching and Teacher Education, 15*(4), 397-411. DOI: 10.1016/S0742-051X(98)00062-6.

Craig, C. (1998). The influence of context on one teacher’s interpretative knowledge of team teaching. *Teaching and Teacher Education, 14*(4), 371-383. DOI: 10.1016/S0742-051X(97)00048-6.

Craig, C. J. (1998). Lessons students teach: Learning from Carla and Bob. *Teaching Education*, *10*(1), 79-84.

Craig, C. (1997). Telling stories: Accessing beginning teacher knowledge. *Teaching Education, 9*(1), 61-68.

Craig, C. (1997). A response to the critics of multiage teaching. *Kappa Delta Pi Record.*

Craig, C. (1995). Knowledge communities: A way of making sense of how beginning teachers come to know in their professional knowledge contexts. *Curriculum Inquiry, 25*(2), 151-175. DOI: 10.1080/03626784.1995.11076175.

1. ***Refereed Journal Articles (Publication listed in Google Scholar)***

Gallavan, N. P., & Craig, C. J. (2012). Section I. Culture, family, and social justice. *Action in Teacher Education, 34*(5-6), 398-400.

Craig, C. J., & Gallavan, N. P. (2012). Section II. Programs. *Action in Teacher Education, 34*(5-6), 483-484.

Craig, C. J., & Gallavan, N. P. (2011). Section I. Self-Identity. Action in Teacher Education, *33*(5-6), 414-415.

Gallavan, N., & Craig, C. (2011). Section IV. Global Connections. *Action in Teacher Education, 33*(5-6), 598-600.

Craig, C. (2009). Democracy, teacher education, and John Dewey: A personal perspective. *Teacher Education and Practice,* *22*(4), 447-449.

Craig, C. (2007). School as parkland: Re-Storying the story of Cochrane School. *Teacher Education and Practice*, *20*(2), 131-147.

Craig, C. (2007). Excavating teacher knowledge in Reforming School Contexts: A Collaborative Approach. *Curriculum and Teaching Dialogue, 9*(1-2) 65-78.

Craig, C. (2006). Musings on the margins: Curriculum and teaching in an age of school reform. *Curriculum and Teaching Dialogue, 8*(1/2), 3-14.

Craig, C. (2005). Historical research and narrative inquiry: Striking similarities, notable differences. *American Educational History Journal, 32*(2), 214-218.

Craig, C. (2003). Hardy Academy’s social narrative history: A backdrop for school reform. *American Educational History Journal, 30*, 17-22.

Craig, C. (2003). Story constellations: A way to characterize reforming school contexts and contextualize teacher knowledge. *Curriculum and Teaching Dialogue, 5*(1), 31-41.

Craig, C. (2002). Inquiry as stance: An administrator-initiated narrative practice. *Teacher Education and Practice, 15*(4), 90-105.

Craig, C. (2002). “The Shadows of New York”: A continuing inquiry into the ‘school as parkland’ metaphor. *International Journal of Education and The Arts, 3*(4).

Craig, C. (2002). Nelda Davis, the McCarthy era, and school reform in Houston. *American Educational History Journal, 29*, 138-143.

Craig, C. (2001). A collaborative view of knowledge in a knowledge society: An international perspective. *International Journal of Value-Based Management, 14*(1), 27-34.

Craig, C. (2000). From the micro to the macro: The Model Science Lab as a template for whole-school reform. *The Journal of Curriculum and Supervision, 15* (3), 255-266.

Craig, C. (1998). Issues to address, assets to engage: Parents in classrooms and schools. *Journal of Curriculum and Supervision, 13*(3), 279.

Craig, C. (1995). The Chula/Fish Creek connection. *Canadian Social Studies, 29*(4), 16-23.

Craig, C. (1996). Leading out through collaboration. *The Canadian School Executive*.

Craig, C. (1993). Personal theorizing about social studies. *Social Science Record, 30*(1), 99-106.

Craig, C. (1992). Science, technology, and society: Its rationale, implications, and applications in elementary social studies. *Canadian Social Studies, 27*(1), 11-17.

Craig, C. (1992). Collaboration: A way of 'leading out.' *Trends in Educational Leadership*. University of Calgary.

Craig, C. (1991). Should multi-age classes replace split grade classes in elementary schools? *The Canadian School Executive, 11*(6), 19-22.

Craig, C. (1990). Social Studies program articulation: The next step. *History and Social Science Teacher, 25*(4), 197-201.

Craig, C. (1988). Using multigrade classrooms more rationally. *The Canadian School Executive. 7*(8), 20-22.

Craig, C. (1988). Write on. *The History and Social Science Teacher, 23*(3), 158-162.

Craig, C. (1988). Stumbling blocks to the future of multiculturalism. *Multiculturalism, 11*(2), 18-22.

Craig, C. (1987). Addressing Subject Integration. *History and Social Science Teacher, 23*(1), 31-34.

Craig, C. & McLellan, J. (1987). Split grade classrooms: An educational dilemma. *Education Canada, 27*(4), 4-9.

## **[Invited Review Essays](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents) (Scopus-ranked journals)**

Flores, M. & Craig, C. (2021). Review of the book *Teach for All counter-narratives*, by T. J. Brewer, K. deMarrais, & K. L. McFaden. *Teachers College Record: The Voice of Scholarship in Education, Nov.*

Craig, C. (2014). Review of ‘Teaching, Learning, and Visual Literacy: The Dual Role of Visual Representation’ by Billie Eilam. *Education Review, 17*. <http://www.edrev.info/reviews/rev1274.pdf>

Craig, C. (2011). Shifting polarized positions: A narrative approach in teacher education’: An essay review. *Teaching and Teacher Education*.

Craig, C. (2010). ‘Teachers as learners: Critical discourse on challenges and opportunities’: A book review. *Teaching and Teacher Education, 26*(7), 1490-1492.

Craig, C. (2010). ‘Learning to mentor-as-praxis: Foundations for a curriculum in teacher education’: A book review. *Teachers College Record* ID 15984. <http://www.tcrecord.org>

Craig, C. (2010). ‘The humanistic teacher: First the child, Then curriculum’: An essay review. *Teaching and Teacher Education, 26*(3), 742-743.

Craig, C. (2009). ‘Policy-making in education: A holistic approach in response to global changes’: An essay review. *Teachers College Record*. ID15848 <http://www.tcrecord.org>

Craig, C. (2007). ‘Composing diverse: A review. *Canadian Journal of Education, 30*(1), 377-380.

Craig, C. (2004). ‘Teacher learning for educational change’: A review. *Teachers and Teaching: Theory and Practice, 10*(4),448-451.

Craig, C. (2004). Questions, wonders and ponders: The problem of context, the practice of teaching, and ‘Effective Change in Schools’. *Teachers and Teaching: Theory and Practice, 10*(1), 99-101.

Craig, C. (2004). ‘Silent no more. Voices of courage in American schools’: A book review. *Teachers College Record, 106*(5), 1020-1023.

Craig, C. (2003). ‘Learning from teaching in literacy education’: An essay review. *Teachers College Record, 105*(7), 1380-1386.

Craig, C. (2002). ‘Curriculum as a multistoried process’: A review. *Canadian Journal of Education, 25*(4), 344-348.

## **[Reviews of My Work](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents) (Scopus-ranked journals)**

Aggarwal, J. & Mahouachi, E. (2020). Book review: Facing challenges and complexities in retention of novice teachers*. London Review of Education*, *18*(3), 524–6.

Lewis, M. (2016). The career trajectories of English language teachers: A review. *Teacher Trainer, 31*(2), 25-26.

Manke, M. (2011). On the necessity of social imagination: Self-study reveals why it is essential. *American Educational Research Association paper presentation*.

Barone, T. (2009). Commonalities and variegations: Notes on the maturation of the field of narrative research. *Journal of Educational Research, 103*(2), 149-153.

Gall, M., Gall, J., & Borg (2009). Chapter 15: Narrative research (pp. 376-377). *Applying Educational Research*. Pearson.

Grimmett, P et al. (2009). Bridging policy and professional pedagogy in teaching and teacher education: Buffering learning by educating teachers as curriculum makers. *Curriculum Inquiry, 39*(1), 125-143.

Boostrom, R. (2008). Transdimensional curriculum: A review of the Sage Handbook of Curriculum and Instruction. *Curriculum and Teaching Dialogue, 10*(1 & 2), 281-301.

Cornbleth, C. (2008). Echo effects and curriculum change. *Teachers College Record, 110*(10), 2148-2171.

Connelly, M., & Clandinin, J. (2006). Narrative inquiry. In J. Green, G. Camelli, & P. Elmore (Eds.). *Handbook of complementary methods* (pp. 477-488). Routledge.

Elbaz-Luwisch, F. (2006). Studying teachers’ lives and experiences: Narrative inquiry into K-12 teaching. In D. Jean Clandinin (Ed.) *Handbook of narrative inquiry: Mapping a methodology* (pp. 357-382). Sage Publications.

Pushor, D. (2005). Book review of ‘Narrative inquiries of school reform’. *Teachers and Teaching: Theory and Practice, 11*(1), 131-146.

Conle, C. (2005). Subversion and alienation, Resistance and remedy: The many faces of narrative. *Curriculum Inquiry, 35*(2), 127-132.

Diamond, P. et al. (2004). Posted presences: Watching for “sensuous intelligence and humanistic integrity.” *Curriculum Inquiry, 34*(4), 383-393.

Davis, Jr., O. L. (2003). Foreword. *Narrative inquiries of school reform: Storied lives, storied landscapes, storied metaphors.* Information Age Publications. (Book Author: Cheryl J. Craig)

Phillips, J. & Reyes, P. (2003). Building constructive partnerships in urban school reform. In *Research perspectives on school reform: Lessons from the Annenberg Challenge* (pp. 35-50). Annenberg Institute of School Reform.

Schubert, W. H. (2003). Reflections on the place of curriculum. In David Perez Callejo (Ed.) *The pedagogy of place*. Peter Lange.

Aitken, J. (2001). Atom and dream. *Curriculum Inquiry, 31*(3), 259-269.

Diamond, P. (2001). Carnivalesque inquiry: Attractions on the midway. *Curriculum Inquiry, 31*(4), 513-515.

Hatch, T. (2001). The usual monkey business: A case of reform and repetition. A response to Cheryl Craig’s The relationships between and among teachers’ narrative knowledge, communities of knowing, and school reform: A case of “The Monkey’s Paw.” *Curriculum Inquiry, 31*(3), 333-340.

Diamond, P. (2000). Turning landscape into parkland: Difficulties in changing direction. *Curriculum Inquiry, 30*(1), 1-10.

Roulet, G. (1998). ‘Teachers’ professional knowledge landscapes’: A review. *Canadian Journal of Education,* 224-226.

Anderson, L. (1997). The stories teachers tell and what they tell us: An essay review of ‘Teachers’ professional knowledge landscapes’. *Teaching and Teacher Education, 13*(1), 133-135.

Aitken, J. (1995). The masquerade. *Curriculum Inquiry, 25*(2), 122-131.

Soltis, J. (1995). Foreword. ‘Teachers’ professional knowledge landscapes’ (pp. vii-viii). Teachers College Press. (Book Authors: D. Jean Clandinin, F. Michael Connelly & Cheryl J. Craig et al.)

1. **Conference Proceedings**

Cooper, J. M., McDonald, D., Watson, S., Curtis, G. A., Baker, S., Gauna, L., Craig, C. J., Williams-Duncan, O., Newsum, J., Pohl, B., Keikel, J., Stokes, D., & Wandix-White, D., (2023, October). *Academic Transitions Impart Scholarly Identity Shifts Through Stressors and Opportunities for Growth* [Paper presentation]. American Association of Teaching and Curriculum Annual Meeting, Louisville, Kentucky.

Cooper, J. M., McDonald, D., Watson, S., Curtis, G. A., Baker, S., Gauna, L., Craig, C. J., Williams-Duncan, O., Newsum, J., Pohl, B., Keikel, J., Stokes, D., & Wandix-White, D., (2023, October). *Walking in wisdom: Lessons learned from long term engagement in Faculty Academy* [Paper presentation]. American Association of Teaching and Curriculum Annual Meeting, Louisville, Kentucky.

Craig, C. J. (2023, October). *American Association of Teaching and Curriculum Heritage Panel* [Invited panelist] American Association of Teaching and Curriculum Annual Meeting, Louisville, Kentucky.

Curtis, G. A., Kelley, M., Craig, C. J., & Easley, A. (2023, August 8). *Looking into the rear-view mirror while moving forward: Drawing on past collaborative experiences to inform present practice* [Paper presentation] Self-Study of Teacher Education Practices International Biennial Castle Conference, Herstmonceux, Sussex, UK.

Ratnam, T., Craig, C., Deyrich, M., Guðjónsdóttir, H., & Kohout-Diaz, M. (2023, July 6). *Excessive entitlement: Naming the phenomenon to deepen self-awareness and disrupt bias*. [40th ISATT Yearbook Sessions]. International Study Association on Teachers and Teaching Conference, University of Bari, Italy.

Rios, A., Matthews, S., Kwok, A., Viruru, R., & Craig, C. (2023, July 5). *Beyond text selection practices: An integrative literature review of culturally multidimensional literacy teaching.* [Paper Presentation]. International Study Association on Teachers and Teaching Conference, University of Bari, Italy.

Lee, H., Park, E., Rios, A., & Craig, C. (2023, July 4). *Digital and musical faces of a generative narrative inquiry: Restorying the Wounded Healer Story.* [40th ISATT Yearbook Sessions: Narrative Section]. International Study Association on Teachers and Teaching Conference, University of Bari, Italy.

Ciuffetelli Parker, D. & Craig, C. (2023, July 4). *Experience leads the way.* [40th ISATT Yearbook Sessions: Narrative Section]. International Study Association on Teachers and Teaching Conference, University of Bari, Italy.

Flores, A., Ciuffetelli Parker, D., Inês, M., & Craig, C. (2023, July 3). *Multinational policy analyses: Third time round partnerships in teaching and teacher education* [40th ISATT Yearbook Sessions: Partnerships in Teaching and Teacher Education]. International Study Association on Teachers and Teaching Conference, University of Bari, Italy.

Craig, C. (2023, May 4). *When not getting your due Is your due: Excessive entitlement in action* [Symposium Presentation]. American Educational Research Association 2023 Annual Meeting, Virtual.

Craig, C. (2023, April 13). *Becoming an international teacher educator: A narrative account of identity-in-the-making* [Paper Presentation]. American Educational Research Association 2023 Annual Meeting, Chicago, Illinois.

Kelley, M., Curtis, G., Easley, A., & Craig, C. (2023, April 13). *Examining the consequences of our practice as interventions in multiple education landscapes: A collaborative self-study*. [Paper Presentation]. American Educational Research Association 2023 Annual Meeting, Chicago, Illinois.

Craig, C., Ratnam, T., Guõjónsdóttir, H., Kohout-Diaz, M., Gentles, C., & Deyrich, M-C. (2022, October 6). *Addressing “excessive teacher/faculty entitlement”: Recreating identity through changing perspectives and social relationship* [Symposium Presentation].International Study Association on Teachers and Teaching Conference, University of Bordeaux, France.

Curtis, G. A., Kelley M. & Craig, C. (2022, October 6). *Novellas and metaphors of a long-standing knowledge community: Sustaining educators* [Paper Presentation]. International Study Association on Teachers and Teaching Conference, University of Bordeaux, France.

Flores, M., Châteaureynaud, M-A., Craig, C., & Ratnam, T. (2022, October 7). *What inclusive ethics and equity in education mean to us personally as educators and how we are living this value in our practice* [Symposium Presentation]. International Study Association on Teachers and Teaching Conference, University of Bordeaux, France.

Evans, P. & Craig, C. (2022, October 7). *Supporting preservice teachers in culturally responsive pedagogy through a teacher interest group: A narrative inquiry* [Workshop Presentation]. International Study Association on Teachers and Teaching Conference, University of Bordeaux, France.

Scaramuzzo, P., Calabrese, J. & Craig, C. (2022, April 25). *A narrative inquiry investigating teacher burnout at a Bronx, New York, Middle School in 2020* [Roundtable Presentation]. American Educational Research Association 2022 Annual Meeting, San Diego, California.

Evans, P., Manuel, M., Craig, C., Nguyen, H., Hettiarachchi, M. & McAlister-Shields, Leah. (2022, April 23). *Impact of virtual informal learning experiences on preservice stem teachers' self-efficacy in online teaching* [Paper Presentation]. American Educational Research Meeting, San Diego, California.

Kelley, M., Curtis, G. A., Craig, C. & Martindell, P. (2022, April 23). *Pre- and post-pandemic teaching: how a global crisis changed our practice* [Paper Presentation]. American Educational Research Association 2022 Annual Meeting, San Diego, California.

Kelley, M., Craig, C. & Martindell, P. (2022, April 22). *Teaching the way we were taught: living-reliving and telling-retelling stories of promising practices* [Paper presentation]. American Educational Research Association 2022 Annual Meeting, San Diego, California.

Craig, C., Asadi, L., Wandix-White, D. & Kelley, M. (2022, April 22). *Mapping growth and change in narrative inquiry research: the next chapter* [Paper presentation]. American Educational Research Association 2022 Annual Meeting, San Diego, California.

McDonald, D., Craig, C. J., Pohl, B., Sack, J., Watson, S., Gauna, L., Cooper, J., Beaudry, C., Divoll, K. (2021, October 7). *Crossing disciplines and institutions: Proliferating and pro-liberating possibilities in learning to lead through collaboration* [Paper presentation] American Association of Teaching and Curriculum Annual Meeting, Albuquerque, New Mexico.

McDonald, D., Craig, C. J., Pohl, B., Sack, J., Watson, S., Cooper, J., Williams-Duncan, O., Gauna, L., Beaudry, C., & Divoll, K. (2021, October 7). *Muses that amuse: Inspirational stories of teachers’ best-loved selves* [Panel discussion] American Association of Teaching and Curriculum Annual Meeting, Albuquerque, New Mexico.

Kelley, M., Curtis, G. A**.,** Craig, C. J. (2021, October 5). *Stories of teachers as curriculum makers: Creativity and collaboration* [Paper presentation] American Association of Teaching and Curriculum Annual Meeting, Albuquerque, New Mexico.

Craig, C. (2021, April 11). *“Charting waters of new seas”: An inquiry into the scholarly contributions of Elliot Eisner.* [Paper presentation]. American Educational Research Association Meeting (virtual).

Craig, C., McDonald, D., Auzenne-Curl, C., Curtis, G., Divoll, Kent., Davis, T., Evans, P., Gauna, L., Kiekel, J., Manuel, M., McAlister-Shields, L., Newsum, J., Pohl, B., Turchi, L., Watson, S., Williams-Duncan, O. & Raven, S. (2021, April 8). *Collective and collaborative understanding of leadership within a knowledge community* [Paper Presentation]. American Educational Research Association Meeting (virtual).

Craig, C., Evans, P., Stokes, D., McAlister-Shields, L., Curtis, G. & Manuel, M. (2021, April 10) *Mentoring in the midst of teachHOUSTON: The pandemic chapter* [Paper Presentation]. American Educational Research Association Meeting (virtual).

Martindell, P., Kelley, M., Curtis, G. & Craig, C. (2021, April 12). *impact of career challenges and obstacles on educators' lives: A collaborative narrative inquiry* [Paper Presentation]. American Educational Research Association Meeting (virtual).

Curtis, G., Kelley, M., Martindell, T. & Craig, C. (2021, April 11). *Narrative family knowledge tree: A reflective examination of shaping influences* [Paper Presentation]. American Educational Research Association Meeting (virtual).

Kelley, M, Curtis, G., Craig, C. & Martindell, P. (2021, April 12). *The ups (upside) and downs (downside) of teacher educator collaborative groups* [Paper Presentation]. American Educational Research Association Meeting (virtual).

McDonald, D., Baker, S., Craig, C., Crawford, C., Divoll, K. & Shulsky, D. (2021, February 16). *First generation college students who became professors of education: Experiential insights for championing inclusiveness, equity and excellence in marginalized learners* [Paper Presentation]. Association of Teacher Educators Annual Conference (virtual).

Craig, C. & Hill-Jackson, V. (2021, February 26-28). *First generation college students who became professors of education: Experiential insights for championing inclusiveness, equity and excellence in marginalized learners.* AACTE Conference(virtual).

Hill-Jackson, V., & Craig, C. (2021 February 26-28). *Publishing in the Journal of Teacher Education*. American Association of Colleges for Teacher Education Conference(virtual).

Auzenne-Curl, C., Craig, C. J. & Gale, T. (2020, April 21). *Angles, filters, and narrative images: Reflections on contextualized urban inquiry as a series of “narrative selfies”* [Paper Presentation] American Educational Research Association Meeting, San Francisco, California (Conference canceled).

Craig, C. J. (2020, April 20). *“Data is [G]od”: Influences of policy reforms on urban, middle school teachers* [Paper Presentation]. American Educational Research Association Meeting, San Francisco, California (Conference canceled).

Craig, C. J., Li, J., Lee, H. S. & Rios, A. R. (2020, April 19). *Wounded Healer: Impact of a grant-supported scholarship on a minority STEM student’s career and life* [Paper Presentation]. American Educational Research Association Meeting, San Francisco, California (Conference canceled).

Messmer, R., Lee, H. S., Craig, C. J. & Willi, R. (2020, April 19). *Narratives in teachers’ and students’ perception of physical education: Contrasting global perspectives* [Paper Presentation]. American Educational Research Association Meeting, San Francisco, California (Conference canceled).

Evans, P., McAlister-Shields, L., Craig, C. J. & Nguyen, H. T. (2020, April 18). *Enhancing STEM preservice teacher preparation through informal learning experiences: A narrative inquiry* [Paper Presentation]. American Educational Research Association Meeting, San Francisco, California (Conference canceled).

Craig, C., & Curtis, G. A. (2020). *The origins of self-study research*. Monash University Webinar, Melbourne, Australia.

Craig, C. (2020, May 27). *COVID-19 times: Report from Houston, TX, USA*. International Forum on Teacher Education, Kazan, Russian Republic.

Craig, C. (2020, May 27). *Fishing for topics: Finding publishable research in large data pools.* International Forum on Teacher Education, Kazan, Russian Republic.

Craig, C. (2020, May 27). *Discoverability in educational research*. International Forum on Teacher Education, Kazan, Russian Republic (invited panel presenter).

Craig, C., Flores, M., Marcondes, M. & Ciuffetelli-Parker, D. (2019, July 2). *The impact of reform policies on teachers and their practices-Case studies from four nations* [Paper Presentation].The 19th Biennial Conference of International Study Association on Teachers and Teaching (ISATT),Sibiu, Romania.

Craig, C. (2019, July 2). *Back in the middle (again):* *Working in the midst of professors and graduate students. In entitlement attitude: Digging out the blind spots*. The 19th Biennial Conference of International Study Association on Teachers and Teaching (ISATT),Sibiu, Romania.

Craig, C. (2019, July 2). *Reciprocal learning and the best-loved self: Part 2* [Paper Presentation]. The 19th Biennial Conference of International Study Association on Teachers and Teaching (ISATT),Sibiu, Romania.

Craig, C., Evans, P., Stokes, D., Li, J., Zhu, G. & Curtis, G. (2019, July 2). *Advancing STEM education: Recent teachhouston research* [Paper Presentation].The 19th Biennial Conference of International Study Association on Teachers and Teaching (ISATT),Sibiu, Romania.

Craig, C. J. & Flores, M. (2019, April 6). *50 years of life in classrooms: An inquiry into the scholarly contributions of Philip Jackson* [Paper Presentation]. American Educational Research Association Meeting, Toronto, Canada.

Craig, C. J. (2019, April 6). *Learning from one author internationally: Case studies from the International Study Association on Teachers and Teaching*  [Paper Presentation]. American Educational Research Association Meeting, Toronto, Canada.

Li, J., Craig, C. J. & Zhu, G. (2019, April 5). *The gordian knot of international teacher induction: Cases from urban America and rural China* [Structured Poster Presentation]. American Educational Research Association Meeting, Toronto, Canada.

McAlister-Shields, L., Evans, P., Manuel, M., Stokes, D. & Craig, C. (2019, January 5). *Infusing culturally responsive pedagogy across a secondary STEM education preparation program* [Paper Presentation]. Hawaii International Conference on Education, Honolulu, Hawaii.

Stokes, D., Evans, P., Manuel, M., McAlister-Shields, L. & Craig, C. (2019, January 5). *Effective STEM education in economically disadvantaged schools: Using inquiry-based pedagogies in STEM teacher certification courses* [Paper Presentation]. Hawaii International Conference on Education*,* Honolulu, Hawaii.

Craig, C. (2019). *Narrative inquiry: A close cousin of action research*. EYFOR Conference, Antalya, Turkey.

Craig, C., Auzenne-Curl, C., & G. Curtis, G. (2019, April 8). *Writing the riptide: Reflections on research and professional development partnerships in post-Harvey Houston* [Paper Presentation]. American Educational Research Association Meeting (online). Toronto, Canada.

Craig, C., Evans, P., Stokes, D., McAlister-Shields, L., & G. Curtis. (2019, April 6). *Mentoring in the midst of teachHOUSTON: Exemplars from a National Science Foundation-supported STEM teacher education program* [Paper Presentation]. American Educational Research Association Meeting(online). Toronto, Canada.

McDonald, D., Craig, C. J., Pohl, B. E., Divoll, K., Evans, P., Sack, J. J., Kiekel, J., Han, X. & Markello, C. (2018, April 14). *Challenges in effective mentoring and retention of novice teachers* [Paper Presentation]. American Educational Research Association Meeting, New York City, New York.

Craig, C. (2018). *Narrative inquiry as method and form*. New Basic Education Meeting*,* East China Normal University, China.

Craig, C. (2018). *Teacher-as-curriculum maker* (translated into Mandarin). New Basic Education Conference, Guang Ming New District, Shenzhen, China.

Craig, C. (2018). *Communities of knowing and the best-loved self* (translated into Russian). Kazan University Annual Conference on Teacher Education, Kazan, Russia.

Craig, C. & Li, J. (2018). *Narrative inquiry and the commonplaces of reciprocal learning* (translated into Mandarin). Reciprocal Learning Project between Canada and China, Changchun, China.

Curtis, G., Kelley, M., Reid, D., Craig, C., Martindell, T., & Perez, M. (2018, July). *Jumping the dragon’s gate: Experience, contexts, career pathways and professional identity* [Paper Presentation]. The Self-Study of Teacher Education Practices (S-STEP) International Biennial Conference (11th Biennial Castle Conference). Herstmonceux Castle, East Sussex, England.

McDonald, D., Carman, C. A., Craig, C. J. & Crawford, C. M. (2017, April 29). *Seeking liberty within an oppressive system through satire* [Paper Presentation]. American Educational Research Association Meeting, San Antonio, Texas.

Craig, C. J., You, J., Zou, Y., Evans, P. & Curtis, G. (2017, April 28). *The embodied nature of narrative knowledge: A cross-study analysis of teaching, learning, and living* [Paper Presentation]. American Educational Research Association Meeting, San Antonio, Texas.

Craig, C. & Zou, Y. (2017, Nov. 30-Dec. 2). *In search of the good life: Perspectives of American and Chinese college students* [Paper Presentation]*.* World Education Research Association Conference*,* Education University of Hong Kong, Hong Kong.

Craig, C. (2017, July 10). *Narrative inquiries of curriculum, culture and STEM education: Learning along the way* (translated into Mandarin) [Paper Presentation]*.* International Conference on Educational Research: Target, Object, Method and Its Particularity, Shanghai, China.

Craig, C., Stokes, D., & Evans, P. (2017, July 3-7). *Developing STEM Teachers through informal and formal learning experiences* [Paper Presentation]. 18th Biennial Conference on Teachers and Teaching. Salamanca, Spain.

Craig, C., Orland-Barak, A., Pinnegar, S., Smith, K., Becher, A., Gallego, C., Flores, M., Ratnam, T., Bu, Y., & Han, X. (2017, July 3-7). *Perspectives on international teacher education* [Paper Presentation]*.* 18th Biennial Conference on Teachers and Teaching*,* Salamanca, Spain.

Craig, C., Haworth, P., Gauna, L., Ratnam, T., & Kaldi, S. (2017, July 3-7). *International career trajectories of English language teachers* [Paper Presentation]*.* 18th Biennial Conference on Teachers and Teaching, Salamanca, Spain.

Craig, C., Li, J. & Yang, X. (2017, July 3-7). *Parallel stories: Teachers and facilitators in a transformative online teacher learning community* [Paper Presentation]*.* 18th Biennial Conference on Teachers and Teaching, Salamanca, Spain.

Craig, C. J., Zou, Y., You, J., Oh, S. & Curtis, G. (2016, April 12). *Trolling for topics in qualitative research pool: Finding stories worth telling in narrative inquiry* [Paper Presentation]. American Educational Research Association Meeting, Washington, D.C.

Craig, C. J. & Flores, M. A. (2016, April 10). *The complexities of teaching and teacher education* [Paper Presentation]. American Educational Research Association Meeting, Washington, D.C.

Craig, C. (2016). *The developing knowledge and identity of an Asian American teacher: A narrative inquiry* [Paper Presentation]. Narrative Matters 2016 Biennial Conference*.* Victoria, BC, Canada.

Craig, C. (2016). *Seeing big, Seeing small: International teacher education through multiple lenses* [Paper Presentation]. Council of National Education. Government of Portugal, Lisbon, Portugal.

Craig, C. J. (2015, April 18). *Looking forward and backward, inside and out: Studying lives of teachers in schools* [Invited Speaker Presentation]. American Educational Research Association Meeting, Chicago, Illinois.

Craig, C. J., Zou, Y. & Curtis, G. (2015, April 17). *The knowledge and identity of an Asian American teacher: Impact of China study abroad experience* [Paper Presentation]. American Educational Research Association, Chicago, Illinois.

Craig, C. (2015, July 13 - 17). *Teacher attrition: An international inquiry* [Paper Presentation]. International Study Association on Teachers and Teaching 2015 Conference, Auckland, New Zealand.

Craig, C. (2015, July 13 - 17). *‘International teacher education: Promising pedagogies (Part 1)’* [Paper Presentation]. International Study Association on Teachers and Teaching 2015 Conference, Auckland, New Zealand.

Craig, C. (2015, July 13 - 17*). ‘International teacher education: Promising pedagogies (Part 2)’* [Paper Presentation]. International Study Association on Teachers and Teaching 2015 Conference, Auckland, New Zealand.

Craig, C. (2015, July 13 - 17). *Networks as professional knowledge communities: Contributions from an autonomous community of teacher researchers* [Paper Presentation]. International Study Association on Teachers and Teaching 2015 Conference. Auckland, New Zealand.

Zou, Y. & Craig, C. J. (2014, April 5). *From arrogance to acceptance: Narratively shifting “I-It” to the “I-Thou” through reflection* [Paper Presentation]. American Educational Research Association Meeting, Philadelphia, Pennsylvania.

Craig, C. J., You, J., & Oh, S. (2014, April 4). *Pedagogy through the pearl metaphor: Teaching as a process of ongoing refinement* [Paper Presentation]. American Educational Research Association Meeting, Philadelphia, Pennsylvania.

Craig, C. J. (2014, April 3). *Preparation of a teacher educator: Opportunities and issues* [Paper Presentation]. American Educational Research Association Meeting, Philadelphia, Pennsylvania.

Craig, C., Curtis, G., Reid, D., Kelley, M., Martindell, T., & Gray, P. (2014, July). *Braided rivers: A self-study of interwoven teacher journeys*. The Self-Study of Teacher Education Practices (S-STEP) International Biennial Conference (9th Biennial Castle Conference). Herstmonceux Castle, East Sussex, England.

Keyes, K. D., Coulter, C. A., Ross, V., Chan, E., Craig, C. J., Pinnegar, S. E., Hamilton, M. L., Rice, M., Murphy, M. S. & Schlein, C. M. (2013, April 30). *Narrative inquiry over distance and time: Images and collaboration* [Paper Presentation]. American Educational Research Association Meeting, San Francisco, California.

Craig, C. J., Zou, Y. & Poimbeauf, R. (2013, April 29). *What the West can learn from the East: A reflective analysis* [Paper Presentation]. American Educational Research Association Meeting, San Francisco, California.

Ciuffetelli-Parker, D. & Craig, C. J. (2013, April 28). *Stories of poverty—poverty stories: An international inquiry* [Paper Presentation]. American Educational Research Association Meeting, San Francisco, California.

Zou, Y., Craig, C. J. & Poimbeauf, R. (2013, May 1). *Narrative inquiry: A research method for travel study* [Paper Presentation]. American Educational Research Association Meeting, San Francisco, California.

Craig, C. (2013, July 1-5). *Collaborative curriculum making in the physical education vein: A narrative inquiry of space, activity and relationship* [Paper Presentation]. International Study Association on Teachers and Teaching 2013 Conference*,* Ghent, Belgium.

Craig, C. (2013, January 6-9). *Narrative inquiry as travel study method: Affordances and constraints*. 11th Annual Hawaii International Conference on Education, Honolulu, Hawaii.

Craig, C. (2013, January 6-9). *Journal writing as a way to know culture: Insights from a travel study abroad Program*, 11th Annual Hawaii International Conference on Education. Honolulu, Hawaii.

Craig, C. J. (2012, April 17). *Teacher learning communities: Affordances and constraints in the American educational context* [Paper Presentation]. American Educational Research Association Meeting, Vancouver, Canada.

McDonald, D., Craig, C. J., Kahn, M., Markello, C., Garcia-Penalvo, M., Smith, D. & Kiekel, J. (2012, April 17). *Exploring scholarly identity development in our academic sandbox: Building castles and rebuffing backyard bullies* [Paper Presentation]. American Educational Research Association Meeting, Vancouver, Canada.

Craig, C. J., Zou, Y. & Poimbeauf, R. (2012, April 13). *One principal’s reconstructed field text: Three researchers’ interpretive lenses* [Paper Presentation]. American Educational Research Association Meeting, Vancouver, Canada.

Zou, Y., Craig, C. J. & Poimbeauf, R. (2012, April 15). *China study trips: Expanding teacher and leadership horizons* [Paper Presentation]. American Educational Research Association Meeting, Vancouver, Canada.

Craig, C. (2012, October 15-18). *Opportunities and challenges of representing narrative inquiries digitally: The Renaissance Academy case*. ISTE International Conference on Mathematics, Science and Technology Education, Limpopo, South Africa.

Craig, C. (2012, October 15-18). *How science as inquiry could inform teaching and teacher education*. ISTE International Conference on Mathematics, Science and Technology Education, Limpopo, South Africa.

Craig, C. J. (2011, April 9). *Teacher education and the best-loved self* [Paper Presentation]. American Educational Research Association Meeting, New Orleans, Louisiana.

Craig, C. J. (2011, April 9). *The origins and development of narrative inquiry in teaching and teacher education* [Paper Presentation]. American Educational Research Association Meeting, New Orleans, Louisiana.

Craig, C. (2011, July 4-8). *Coming to know in the eye of a storm: A beginning teacher’s experience* [Paper Presentation]. International Study Association of Teachers and Teaching Conference, University of Minho, Braga, Portugal.

Craig, C. (2011, July 4-8). *Narrative exemplars of reflection: Images of teaching in tension* [Paper Presentation]*.* International Study Association of Teachers and Teaching Conference, University of Minho, Braga, Portugal.

Craig, C. (2011, July 4-8). *Teacher professional development through a teacher as curriculum maker lens* [Paper Presentation]. International Study Association of Teachers and Teaching Conference, University of Minho, Braga, Portugal.

Craig, C. (2011, July 4-8). *Teaching and the best-loved self* [Paper Presentation]. International Study Association of Teachers and Teaching Conference, University of Minho, Braga, Portugal.

Craig, C. J. (2010, May 2). *Teaching k-12, in the challenge of complex ecologies to developing as a reflective practitioner within disciplined-based professions: What challenges, what differences can a discipline make*? [Demonstration/Performance Session Presentation]. American Educational Research Association Meeting, Denver, Colorado.

Craig, C. J. (2010, May 3). *Research on the Boundaries: Narrative Inquiry in the Midst* [Paper Presentation]. American Educational Research Association Meeting, Denver, Colorado.

Craig, C. (2010, May 20). *At the crossroads of confusion and delight: Narratives of enquiry, narrative inquiry and digital stories*. Narrative Matters Conference, University of Toronto, Canada.

Craig, C. (2010, August 1-5). *Change, changing, and being changed: A study of self in the midst of course syllabi creation*. The Self-Study of Teacher Education Practices (S-STEP) International Biennial Conference (8th Biennial Castle Conference). Herstmonceux Castle, East Sussex, England.

Craig, C. (2009, July 1-4). *‘Butterfly under a pin’: An emergent teacher image amid forced curriculum reform* [Paper Presentation]. International Study Association of Teachers and Teaching 14th Biennial Conference, University of Lapland. Rovaniemi, Finland.

Craig, C. (2008, August 3-7). *Change, changing, and being changed: A study of self in the throes of multiple accountability demands*. The Self-Study of Teacher Education Practices (S-STEP) International Biennial Conference (7th Biennial Castle Conference). Herstmonceux Castle, East Sussex, England.

Craig, C. (2007, July 5-9). *The closing of the classroom space*. International Association of Teachers and Teaching 13th Biennial Conference, Brock University, Canada.

Craig, C. & Olson, M. (2007, July 5-9). *Traveling stories: Converging milieus and educative conundrums.* International Association of Teachers and Teaching 13th Biennial Conference, Brock University, Canada.

Craig, C. (2007). *Why narrative inquiry in the study of teachers’ experiences of school reform?* Tampere Biennial Conference, University of Helsinki, Helsinki, Finland.

Craig, C. (2006, July 30 – August 3). *Joseph Schwab: An early advocate of self-study?* The Self-Study of Teacher Education Practices (S-STEP) International Biennial Conference (6th Biennial Castle Conference). Herstmonceux Castle, East Sussex, England.

Craig, C. & Olson, M. (2006, May 25-27). *Boxes within boxes: Nested narratives within and across preservice and In-service teacher education sites*. Narrative Matters Conference, Fredericton, New Brunswick.

Craig, C. (2005, July). *The value of illuminative inquiry in an age of accountability*. International Study Association of Teachers and Teaching12th Biennial Conference, Australian Catholic University, Sydney Australia.

Craig, C. (2005). *Evaluation gone awry: Local manifestation of historical phenomenon?* Mid-West History of Education Conference*,* University of Chicago, Chicago, IL

Craig, C. (2004, June 27-July 1). *Beyond Hollywood plotlines: “Becoming real” in the throes of urban school reform*. The Self-Study of Teacher Education Practices (S-STEP) International Biennial Conference (5th Biennial Castle Conference). Herstmonceux Castle, East Sussex, England.

Craig, C. (2004, June 23-25). *Dilemmas that gnaw at my soul: Ten years later.* Carfax International Conference on Reflective Practice*,* Gloucester, England.

Craig, C. (2004, May 20-23). *The epistemic role of novel metaphors in teachers’ knowledge constructions of school reform*. Narrative Matters Conference, Fredericton, New Brunswick.

Craig, C., Denicolo, Somekh, B., Clandinin, J., Orland Barak, L., Keny, S., & Zellermayer, M. (2003, June 27-July 1). *Teacher collaborative action research*. International Study Association of Teachers and Teaching Conference, University of Leiden, The Netherlands.

Craig, C. (2003, June 27-July 1). *The influences of evaluation on teachers’ knowledge communities of knowing and school context*. International Study Association of Teachers and Teaching Conference, University of Leiden, The Netherlands.

Craig, C. (2003, June 27-July 1). *Common and uncommon metaphors in teachers’ personal and collective knowledge constructions of school reform*. International Study Association of Teachers and Teaching Conference, University of Leiden, The Netherlands.

Craig, C. (2002, May). *The development of teachers’ narrative authority in knowledge communities: A narrative approach to teacher learning*. Narrative Matters Conference. Fredericton, New Brunswick, Canada.

Craig, C. (2001, July). *Investigating school portfolios: What teachers know and how they know it*. International Study Association of Teachers and Teaching Conference*,* University of Algarve, Portugal.

Craig, C. (2001, July). *Discovering purpose in collaborative teacher inquiry: Lessons learned from “Night and the Candlemaker.”* International Study Association of Teachers and Teaching Conference*,* University of Algarve, Portugal.

Craig, C. (1999, July 27-31). *Mixed messages: When teacher knowledge?* International Study Association of Teachers and Teaching Conference, University of Dublin, Dublin, Ireland.

## [**Handbook Chapters**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

Craig, C. J. (2023). The intersection where excessive entitlement and the best-loved self meet: Stories of experience. In C. J. Craig, J. Mena, & R. G. Kane (Eds.) *Studying Teaching and Teacher Education: ISATT’s 40th Anniversary Yearbook* (Vol. 44, pp. 231-242). Emerald Publishing Limited.

Parker, D. C., & Craig, C. J. (2023). Experience leads the way: What makes narrative inquiry critical. In C. J. Craig, J. Mena, & R. G. Kane (Eds.) Stu*dying Teaching and Teacher Education: ISATT’s 40th Anniversary Yearbook* (Vol. 44, pp. 91-109). Emerald Publishing Limited.

Flores, M. A., Parker, D. C., Marcondes, M. I., & Craig, C. J. (2023). Multinational policy analyses: Third time around. In C. J. Craig, J. Mena, & R. G. Kane (Eds.) *Teaching and Teacher Education in International Contexts: ISATT’s 40th Anniversary Yearbook* (Vol. 42, pp. 273-287). Emerald Publishing Limited.

Lee, H., Park, E., Rios, A., Li, J., & Craig, C. J. (2023). Digital and musical faces of a generative narrative inquiry: Restorying the wounded healer story. In C. J. Craig, J. Mena, & R. G. Kane (Eds.) *Studying Teaching and Teacher Education: ISATT 40th Anniversary Yearbook* (pp. 127-147). Emerald Publishing Limited.

Craig, C. (2023). Challenges to lived curriculum making: 1990–2020. In R. J. Tierney, F. Rizvi, & Kadriye Ercikan (Eds.) *International Encyclopedia of Education* (4th) (pp. 339-349). Elsevier Ltd.

Craig, C. J. (2022). Historical and contemporary impact of Joseph J. Schwab. In *Oxford Research Encyclopedia of Education*. Oxford University Press.

Craig, C., Flores, M., Marcondes, M. & Ciuffetelli Parker, D. (2022). Cases of four international reforming contexts: Prelude to the pandemic and beyond. In M. Ian (Ed.). *The Palgrave Handbook of Teacher Education Research.* Palgrave-Macmillan*.*

Craig, C. & Curtis, G. (2020). The theoretical roots of self-study research. In J. Kitchen (Eds.). *2nd International Handbook of Self-Study of Teaching and Teacher Education*. Springer Publications.

Craig, C., Evans, P., Bott, S., Stokes, D., & Abrol, B. (2017). Attracting, preparing and retaining teachers in high need areas: A science as inquiry model of teacher education. In M. Peters, B. Cowie & I. Menter (Eds.) *A Companion to Teacher Education* (pp. 455-470).Springer Publications.

Craig, C. (2017). Learning the contents of teaching in teacher education. In J. Clandinin & J. Husu (Eds.), *The SAGE Handbook of Research on Teacher Education* (pp. 627-632). SAGE Publications Ltd.

Craig, C. (2016). Structure of teacher education. In J. Loughran and M. L. Hamilton (Eds.) *International handbook of teacher education* (pp. 69-135). Springer Publications.

Craig, C. (2010). Teacher as curriculum maker. In C. Kridel (Ed.), *The encyclopedia of curriculum studies.* Sage Publications.

Craig, C. (2010). Reflective practice in the professions: Teaching. In N. Lyons (Ed.) *Handbook of reflection and reflective practice: Mapping a way of knowing for professional reflective inquiry* (pp. 189-214). Springer Publishing.

Kelley, M., Gray, P., Reid, D., & Craig, C. (2010). Within K-12 schools for school reform: What does it take? In N. Lyons (Ed.) *Handbook of reflection and reflective practice: Mapping a way of knowing for professional reflective inquiry* (pp. 273-298). Springer Publishing.

Craig, C. (2008). Teacher research and teacher as researcher (Volume 1, Chapter 44). In L. Saha & G. Dworkin (Eds.) *International Handbook of Teachers and Teaching* (pp. 61-70). Springer Publishing.

Craig, C., Ross, V., Conle, C., & Richardson, V. (2008). Cultivating the image of teachers as curriculum makers. (Chapter 14). In F. Michael Connelly (Ed.) *Handbook of curriculum and instruction*. Sage Publications.

Craig, C., & Huber, J. (2006). Relational reverberations: Shaping and reshaping narrative inquiries in the midst of storied lives and contexts. In D. Jean Clandinin (Ed.) *Handbook of narrative inquiry: Mapping a Methodology* (pp. 251-262). Sage Publications.

Craig, C. & Pembrook, R. G. (2002). Teaching as a profession: Two variations on a theme. In R. Colwell & C. Richardson (Eds.) *The new handbook of research on music teaching and learning* (pp. 786-817). Oxford University Press.

1. [**Book Chapters**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

Craig, C. J. (in press). Inquiring into narrative: Narrative inquiry. In B. Irby, P. Slattery, N. Abdelrahman, M. Etchells & J. Donop (Eds) *Framing research: Philosophies, theories, concepts, and approaches in education.* Information Age Publishing.

Craig, C. J. (2024).Looking back, Moving forward. In S. Xu, Y. Liu, Zhang, Z., & M. Connelly (Eds.) *West-East reciprocal learning in teacher education*. Palgrave Macmillan.

Craig, C. J., Kelley, M., & Curtis, G. A. (2024). The Chicago connection: Dewey, Addams, Schwab & Jackson. In Norton Silk, M., Ali, S. & Craig, C. J. (Eds) *Narrative inquiries into becoming a teacher: Historical to contemporary perspectives*. Information Age Publishing.

Craig, C. J. (2024). Looking back to look forward. In T. Ratnam & C. J. Craig (Eds.)*After excessive teacher/faculty entitlement: Expanding the space for healing and human flourishing through ideological becoming.* Emerald Publishing.

Craig, C. J. (2024). When not getting your due is your due: Excessive entitlement at work. In T. Ratnam & C. J. Craig (Eds.)*After excessive teacher/faculty entitlement: Expanding the space for healing and human flourishing through ideological becoming.* Emerald Publishing.

Craig, C. J. (2024). The music of narrative inquiry: Characterizing, representing, and learning from experiences of experiences. In T. B. Schei, K. Holdhus, & A. Ehrlich (Eds.) *Methodological musings: Thinking with narrative inquiry in music education research.* Springer.

Craig, C. J. (2024). From Bordeaux to Bari and beyond: ISATT’s past, present and future. In M. Kogourt-Diaz & C. Deyrich (Eds.). *Inclusive educational ethics: Facing the facts*. Brill Publishing.

Craig, C. J. (2024). Cover commentary. In M. Tatto (Author). *Empowering teachers for equitable and sustainable education*. Routledge.

Craig, C. J. (2024). Foreword. In Deborah L. Morowski & L. Burlbaw (Eds). *People, policies, and practices in curriculum history*. Information Age Publishing.

Craig, C. J. (2023). Foreword. *Drawn to the flame: Teachers' stories of burnout*. Emerald Publishing Limited.

Craig, C. J. (2023). Afterword. *Drawn to the flame: Teachers' stories of burnout*. Emerald Publishing Limited.

Craig, C. J. (2023). Back cover comment. In W. Null (author). *Curriculum: From theory to practice* (3rd edition). Roman & Littlefield.

Scaramuzzo, P., Calabrese, J. E., & Craig, C. J. (2023). A narrative inquiry investigating teacher burnout at a Bronx New York Middle School in 2020. In *Drawn to the flame: Teachers’ stories of burnout.* (Vol. 45, pp. 27-46). Emerald Publishing Limited.

Singer, E. A., Etchells, M. J., & Craig, C. J. (2023). The burning out of teachers and administrators in public education. *Drawn to the flame: Teachers' stories of burnout*. Emerald Publishing Limited.

Singer, E. A., Etchells, M. J., & Craig, C. J. (2023). Final thoughts. *Drawn to the flame: Teachers' stories of burnout*. Emerald Publishing Limited.

Craig, C. J. (2023). Tribute to Freema Elbaz-Luwisch. In *Approaches to Teaching and Teacher Education: ISATT’s 40th Anniversary Yearbook* (Vol. 43, pp. 11-13). Emerald Publishing Limited.

Kane, R. G., & Craig, C. J. (2023). Tribute to Penny Haworth. In C. Craig, J, Mena & R. Kane (Eds.), *Teacher Education in the Wake of Covid-19* (Vol. 41, pp. 55-57). Emerald Publishing Limited.

Li, J., & Craig, C. J. (2023). Tribute to Xiaohong Yang. In C. Craig, J, Mena & R. Kane (Eds.), *Teacher Education in the Wake of Covid-19: ISATT 40th Anniversary Yearbook* (pp. 71-72). Emerald Publishing Limited.

Pinnegar, E., & Craig, C. J. (2023). Tribute to Jean Clandinin. In *Teaching and Teacher Education in International Contexts: ISATT 40th Anniversary Yearbook* (pp. 7-9). Emerald Publishing Limited.

Craig, C. J., & Flores, M. A. (2023). Tribute to Miriam Ben-Peretz. In C. Craig, J, Mena & R. Kane (Eds.), *Teacher Education in the Wake of Covid-19: ISATT 40th Anniversary Yearbook* (pp. 39-41). Emerald Publishing Limited.

Orland-Barak, L., Flores, M., Guberman, A. & Craig, C. (2022). Introduction. In L. Orland-Barak, M. A. Flores, A. Guberman, & C. Craig (Eds.), *A Life of Optimism: Selected Works of Miriam Ben-Peretz,* Brill.

Craig, C. J. (2022). *Eros and education*. Miriam Ben-Peretz’s Favorite Work. In L. Orland-Barak, M. A. Flores, A. Guberman, & C. Craig (Eds.), *A Life of Optimism: Selected Works of Miriam Ben-Peretz.* Brill.

Craig, C. (2022). Foreword. In C. Craig, D. McDonald & G. Curtis (Eds). *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education*. Palgrave-Macmillan*.*

Craig, C. (2022). Tracing the roots of the best-loved self*.* In C. Craig, D. McDonald & G. Curtis (Eds). *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education* (pp. 9-29). Palgrave-Macmillan.

Kelley, M., Curtis, G. & Craig, C. (2022). Vignettes of the best loved self. In C. Craig, D. McDonald & G. Curtis (Eds). *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education* (pp. 123-144). Palgrave-Macmillan*.*

Monroy, M., Norton, M. & Craig, C. (2022). Unleashing the best-loved self: Autobiographical narratives of experience in higher education. In C. Craig, D. McDonald & G. Curtis (Eds). *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education* (pp. 171-193). Palgrave-Macmillan*.*

Craig, C. (2022). The best-loved self: Where to from here? In C. Craig, D. McDonald & G. Curtis (Eds). *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education* (pp. 333-342). Palgrave-Macmillan*.*

Craig, C. (2022). Cover endorsement. In *Civic Engagement of Asian American Student Leaders* by Glenda L. Wui & Cameron S. White. (Publisher)

Craig, C. (2022). Cover endorsement. In B. Eng (Ed.). *Crossing cultures, crossing identities: Personal narratives of teacher knowledge*. Palgrave-Macmillan*.*

Craig, C. (2022). Afterword. In Edward Howe (Ed.). *Teacher Acculturation: Stories of pathways to teaching*. Google Books.

Craig, C.J. & Auzenne-Curl, C. T. (2021). Community, Identity, and Change: An Inquiry into Professional Development Partnerships for Literacy Education in Urban Context. In C. Auzenne-Curl and C. Craig (Eds.), *Developing Knowledge Communities through Partnerships for Literacy* (Advances in Research on Teaching, Vol. 37*,* pp. 1-18). Emerald Publishing Limited.

Auzenne-Curl, C. T. & Craig, C. J. (2021), “Research Across Four Pandemics: The End Is a Beginning”. In C. Auzenne-Curl and C. Craig (Eds.), *Developing Knowledge Communities through Partnerships for Literacy* (Advances in Research on Teaching, Vol. 37*,* pp. 245-251). Emerald Publishing Limited.

Ratnam, T. & Craig, C. (2021). Introduction: The idea of excessive teacher entitlement: Breaking new ground. In T. Ratnam & C. Craig (Eds). *Understanding* *Excessive Teacher and Faculty Entitlement: Digging at the roots (Advances in Research in Teaching Series)* (pp. 1-13). Emerald Publishing.

Craig, C. (2021). Back in the middle (again): Working in the midst of professors and graduate students, In T. Ratnam & C. Craig (Eds).  *Understanding* *Excessive Teacher and Faculty Entitlement: Digging at the roots (Advances in Research in Teaching Series)* (pp. 165-178). Emerald Publishing.

Craig, C. (2021). Foreword. In C. Karaman & S. Edling (Eds).  *International perspectives on professional learning and identities in teaching: Narratives of successful teachers.* Routledge.

Evans, P., Craig, C., & Manuel, M. (2021). Generative mentorship: Exemplars from a STEM teacher preparation program. In Mena, J. & Clarke, T. (Eds.), *Teacher induction and mentoring: Supporting beginning teachers entering the profession* (pp. 135-171). Brill Publishing.

Evans, P., Craig, C., Stokes, D. & Morgan, J. (2021). Overview of the teachHOUSTON Program.  In C. J. Craig, P. K. Evans & D. W. Stokes (Eds.), *Preparing Teachers to Teach the STEM Disciplines in America’s Urban Schools* (pp. 7–26). Emerald Publications.

Stokes, D., Evans, P., & Craig, C. J. (2021). Collaboration between a Physics Professor and a Physics Teacher/Teacher Educator. In C. J. Craig, P. K. Evans & D. W. Stokes (Eds.), *Preparing Teachers to Teach the STEM Disciplines in America’s Urban Schools* (pp. 27–40). Emerald Publishing Limited.

Evans, P., Stokes, D., & Craig, C. J. (2021). A Narrative Inquiry into Teaching Physics as Inquiry: One Teacher’s Journey.  In C. J. Craig, P. K. Evans & D. W. Stokes (Eds.),  *Preparing Teachers to Teach the STEM Disciplines in America’s Urban Schools* (pp. 41–64). Emerald Publishing Limited.

Evans, P., McAlister-Shields, L., Manuel, M., Craig, C., Stokes, D. & Nguyen, H. (2021). Examining the impact for informal experiences on preservice teachers’ self-efficacy. In C. J. Craig, P. K. Evans & D. W. Stokes (Eds.), *Preparing Teachers to Teach the STEM Disciplines in America’s Urban Schools* (pp. 85-108). Emerald Publications.

Craig, C. J., Evans, P., Verma, R., Stokes, D., & Li, J. (2021). In Praise of “Unsung Teachers”: Teachers’ Influences on Students Enrolling in STEM Programs with the Intent of Entering STEM Careers. In C. J. Craig, P. K. Evans & D. W. Stokes (Eds.), *Preparing Teachers to Teach the STEM Disciplines in America’s Urban Schools* (pp. 135–158). Emerald Publishing Limited.

Craig, C. J., Verma, R., Stokes, D., Evans, P., & Abrol, B. (2021). Parents’ Influence on Undergraduate and Graduate Students' Entering the STEM Disciplines and STEM Careers. In C. J. Craig, P. K. Evans & D. W. Stokes (Eds.), *Preparing Teachers to Teach the STEM Disciplines in America’s Urban Schools* (pp. 109–133). Emerald Publishing Limited.

Evans, P., Manuel, M., Nguyen, H., Stokes, D., Craig, C**.**, Han, X., & Morgan J. (2021). Where are the teachHOUSTON preservice candidates now? Are they still in the urban teacher force?  In C. Craig, P. Evans & D. Stokes (Eds.),  *Preparing Teachers to Teach the STEM Disciplines in America’s Urban Schools*. Emerald Publications.

Li, J, Gale, T., Craig, C**.**, Norton, M., Evans, P., Stokes, D. & Verma, R. (2021). The value of STEM scholarship grants to undergraduate and graduate students intending to study the STEM disciplines and pursue stem careers.  In C. J. Craig, P. K. Evans & D. W. Stokes (Eds.),  *Preparing Teachers to Teach the STEM Disciplines in America’s Urban Schools* (pp. 179–200). Emerald Publications.

Li, J., Evans, P., Craig, C., Stokes, D., Verma, R., & Zhu, G. (2021). The influence of professors on students enrolled in the STEM programs with the intent of embarking on STEM careers.  In C. J. Craig, P. K. Evans & D. W. Stokes (Eds.),  *Preparing Teachers to Teach the STEM Disciplines in America’s Urban Schools* (pp. 159-177). Emerald Publications.

Craig, C. (2020). Curriculum making 1. *Curriculum making, reciprocal learning and the best-loved self.* Brill Publishing.

Craig, C. (2020). Curriculum making 2. *Curriculum making, reciprocal learning and the best-loved self.* Brill Publishing.

Craig, C. (2020). Reciprocal learning. *Curriculum making, reciprocal learning and the best-loved self.* Brill Publishing.

Craig, C. (2020). Best-loved self. *Curriculum making, reciprocal learning and the best-loved self.* Brill Publishing.

Craig, C. (2020). Afterword. *Curriculum making, reciprocal learning and the best-loved self.* Brill Publishing.

Craig, C., Flores, M., Marcondes, M. I., & Parker, D. C. (2020). The impact of reform policies on teachers and their practices: Case studies from four countries. In *Education beyond Crisis* (pp. 3-31). Brill Sense.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). Introducing the Portfolio Group (1998–Present). In *Knowledge Communities in Teacher Education* (pp. 1-21). Palgrave Macmillan.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). The story before the story: The pathway to knowledge communities and the Portfolio Group. In *Knowledge Communities in Teacher Education* (pp. 23-47). Palgrave Macmillan.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). Evidencing school reform through school portfolios (1998–2002). In *Knowledge Communities in Teacher Education* (pp. 49-76). Palgrave Macmillan.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). Becoming and sustaining Critical Friends (1998–Present). In *Knowledge Communities in Teacher Education* (pp. 77-92). Palgrave Macmillan.

Craig, C. J., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). Becoming Teacher Researchers (2004–2009). In *Knowledge Communities in Teacher Education* (pp. 93-113). Palgrave Macmillan.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). Becoming narrative inquirers (2003–2013). In *Knowledge Communities in Teacher Education* (pp. 115-140). Palgrave Macmillan.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). Traveling journals as inquiry and professional development (2004–2006). In *Knowledge Communities in Teacher Education* (pp. 141-161). Palgrave Macmillan.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). Engaging in Self-Study Research (2011–Present). In *Knowledge Communities in Teacher Education* (pp. 163-183). Palgrave Macmillan.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). Negotiating career pathway challenges (1998–Present). In *Knowledge Communities in Teacher Education* (pp. 185-204). Palgrave Macmillan.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). Relationships, cross-pollination, and extended collaborations (2002–Present). In *Knowledge Communities in Teacher Education* (pp. 205-221). Palgrave Macmillan.

Craig, C., Curtis, G. A., Kelley, M., Martindell, P. T., & Pérez, M. M. (2020). The Portfolio Group’s legacy. In *Knowledge Communities in Teacher Education* (pp. 223-250). Palgrave Macmillan.

Turchi, L., Craig, C. & McDonald, D. (2020). Cross-Disciplinary, Cross-institutional collaboration in teacher education: Cases of learning and leading. In C. Craig, L. Turchi & D. McDonald (Eds.), *Cross-Disciplinary, Cross-Institutional Collaboration in Teacher Education: Cases of Learning and Leading* (pp.1-8). Palgrave Macmillan.

Craig, C. & Curtis, G. (2020). Faculty Academy: A new version of an established concept of collaboration. In *Cross-Disciplinary, Cross-Institutional Collaboration in Teacher Education: Cases of Learning and Leading* (pp. 9-24). Palgrave Macmillan.

Raven, S., Davis, T. & Craig, C. (2020). The mentor-mentee faculty relationship: Cases of reciprocal learning and leading. In C. Craig, L. Turchi & D. McDonald (Eds.), *Cross-Disciplinary, Cross-Institutional Collaboration in Teacher Education: Cases of Learning and Leading* (pp.83-95). Palgrave Macmillan.

Craig, C. (2020). Generous scholarship: A counternarrative for the region and the academy. In C. Craig, L. Turchi & D. McDonald (Eds.), *Cross-Disciplinary, Cross-Institutional Collaboration in Teacher Education: Cases of Learning and Leading* (pp.351-365). Palgrave Macmillan.

McDonald, D., Craig, C. & Turchi, L (2020). The Faculty Academy in review: What, so what, now what? In C. Craig, L. Turchi & D. McDonald (Eds.), *Cross-Disciplinary, Cross-Institutional Collaboration in Teacher Education: Cases of Learning and Leading* (pp.385-391). Palgrave Macmillan.

Craig, C. (2019). O desenvolvimento profissional de professores à luz da perspetiva do professor como agente do currículo. In M. Flores (Ed.). *Currículo e Avaliação. Santo Tirso*: Ediḉào De Facto Editores.

Craig, C. (2018). Foreword. Pre-service teacher education in southwest China: A narrative inquiry through cross-cultural teacher development. *Book Series: Intercultural reciprocal learning in Chinese and Western Education*. pp v-vi.

Craig, C. (2019). Positioning others in self-facing inquiries: Ethical challenges in self-study of teaching and teacher education research. In R. Brandenberg & S. McDonough (Eds). *Ethics, self-study research methodology and teacher education*. Springer Nature Publishing.

Craig, C. (2019). Sustaining self and others in the teaching profession: A personal perspective. In J. Murray, A. Swennen & C. Kosnik (Eds.) *International research, policy and practice in teacher education: Insiders’ perspectives*. Springer Press.

McDonald, D., Craig, C. & Curtis, G. (2019). Situating teacher induction in the urban teaching context: A journey through new terrain as novice teachers’ share stories of finding their way. In D. McDonald (Ed.). *Facing Challenges and Complexities in Retention of Novice Teachers* (pp. 1-2). Information Age Publishing.

Craig, C., Evans, P., Li, J. & Stokes, D. (2019). The Gordian knot of teacher induction: When context trumps teacher preparation and the desire to teach. In D. McDonald (Ed.). *Facing Challenges and Complexities in Retention of Novice Teachers (pp. 185-204).* Information Age Publishing.

McDonald, D., Craig, C. & Curtis, G. (2019). A big picture view of teacher induction experiences across the disciplines: Helping policy makers see the forest through the trees. In D. McDonald (Ed.). *Facing Challenges and Complexities in Retention of Novice Teachers.* Information Age Publishing.

Craig, C. (2018). Preface. In J. Hwang (Author). *Preservice teacher education in Southwest China*. Palgrave-Macmillan.

Craig, C. (2018). Preface. In S. Xu (Author*). Cross-cultural schooling experiences of Chinese immigrant families.* Palgrave-Macmillan.

Stokes, D., Evans, P., & Craig, C. (2017). Developing STEM teachers through both informal and formal learning experiences. In J. Mena, A. Valcarcel, F. Garcia-Penalvo & M. Martin del Pozo. *Search and research: Teacher education for contemporary contexts* (pp. 961-972). Ediciones Universidad de Salamanca.

Li, J., Yang, X., & Craig, C. (2017). Parallel stories: Teachers and facilitators in a transformative online teacher learning community. In J. Mena, A. Valcarcel, F. Garcia-Penalvo & M. Martin del Pozo. *Search and research: Teacher education for contemporary contexts* (pp. 1093-1100). Ediciones Universidad de Salamanca.

Craig, C. (2017). Sustaining teachers: Attending to the best-loved self in teacher education and beyond. In X. Zhu, A. L. Goodwin & H. Zhang (Eds). *Quality of teacher education and learning*  (New Frontiers of Educational Research Series) (pp. 193-205). Springer.

Craig, C. (2017). Foreword. In N. Lyons & C. Halton (Eds.) *Interrogating learning over time: How people learn and know and use that knowledge.* [http://www.nairtl.ie/documents/LearningOver Time\_2017](http://www.nairtl.ie/documents/LearningOver%20Time_2017)

Haworth, P. & Craig, C. (2016). Crossroads in English language teaching. In P. Haworth & C. Craig (Eds.) *The career trajectories of English language teachers* (pp. 11-14). Symposium Books.

Craig, C. & Haworth, P. (2016). Reflecting on the changing nature of English language learning internationally, the status of the profession, and future visions for teacher education. In Haworth, P. & Craig, C. (Eds). *The career trajectories of English language teachers* (pp. 237-247). Symposium Books.

Craig, C., Curtis, G., & Kelley, M. (2016). Sustaining self and others in the teaching profession: A group self-study. In D. Garbett & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry* (pp. 133-140). Self-Study of Teacher Education Practices.

Craig, C., Zou, Y., & Curtis, G. (2016). Preservice teacher’s reflective journaling: A way to know culture. In J.C.-K Lee, C. Day (Eds.), *Quality and change in teacher education. Professional learning and development in schools and higher education (*pp. 175-194). Springer International Publishing.

Craig, C. (2015). Introductory chapter. In C. Craig & L. Orland-Barak (Eds.), *International Teacher Education: Promising Pedagogies, Part C*. Emerald Publishing

Craig, C. (2015). Concluding chapter. In C. Craig & L. Orland-Barak (Eds.), *International Teacher Education: Promising Pedagogies, Part C.* Emerald Publishing.

Craig, C. (2015). Series concluding chapter. In C. Craig & L. Orland-Barak (Eds.), *International Teacher Education: Promising Pedagogies, Part C.* Emerald Publishing.

Craig, C. (2015). Deaning: Duty and desire. In R. Clift, J. Loughran & C. Craig (Eds.), *Inside the role of Dean: International perspectives on leading in higher education* (pp. x-xi). Routledge.

Craig, C. (2015). Introductory chapter. In L. Orland-Barak & C. Craig (Eds), *International Teacher Education: Promising Pedagogies, Part B.* Emerald Publishing.

Craig, C. (2015). Concluding chapter. In L. Orland-Barak & C. Craig (Eds.), *International Teacher Education: Promising Pedagogies, Part B.* Emerald Publishing.

Craig, C., Clift, R., Loughran, J., & Mills, J. (2015). Preface. In *Inside the role of dean: International perspectives on leading in higher Education (*pp. ix-x). Routledge.

Craig, C. (2014). Introductory chapter. In C. Craig & L. Orland-Barak (Eds.), *International Teacher Education: Promising Pedagogies,* *Part A*. Emerald Publishing.

Craig, C. (2014). Concluding chapter. In C. Craig & L. Orland-Barak (Eds.), *International Teacher Education: Promising Pedagogies, Part A.* Emerald Publishing.

Meijer, P. & Craig, C. (2013). The future of teaching and teacher education: Agency through collaboration and “going public”. In R. Vanderlinde, I. Rots, M. Tuytens, K. Rutten, I. Ruys, R. Soetaert, & M. Valcke (Eds.), *Essays over de leraar en de toekomst van de lerarenopleiding (Essays about teachers and the future of teacher education*. (pp. 271-280). Academia Press.

Kelley, M., Reid, D., Gray, P. & Craig, C., (2013). The political dimension of a teacher research group. In M. L. Buffington & S. W. McKay (Eds.), *Practice theory: Seeing the power of art teacher researchers* (pp. 283-284). National Art Education Association (NAEA).

Craig, C. (2013). Life on school landscapes: Teachers’ experiences, relationships and emotions. In M. Newberry, A. Gallant & P. Riley (Eds.), *Emotions and school: Understanding how the hidden curriculum influences relationships, leadership, teaching and learning* (pp.99-117). Emerald Group Publishing Limited.

Craig, C. (2013). Foreword. In M. Flores (Ed.), *Back to the future: Legacies, continuities and changes in Educational policy, practice and research* (pp. ix-x). Springer Science & Business Media.

Craig, C. (2013). Foreword. In C. Craig, P. Meijer & J. Broeckmans (Eds.), *From teacher thinking to teachers and teaching: The evolution of a research community* (Advances in Research in Teaching Volume 19, pp. xv-xviii). Emerald Group Publishing.

Craig, C. (2012). Restructuring teachers’ learning environments. In M. Ben-Peretz, S. Kleeman, R. Richenberg, & S. Shimoni (Eds.), *Teacher educators as members of an evolving profession* (pp. 133-154). Rowman & Littlefield & MOFET Institute.

Craig, C. (2012). Tensόes no desenvolvimento professional e na comunidade: Variaḉoes sobre umtema recorrente na reforma escolar. In M. Flores & R. Illidio Ferreira (Eds.), *Curriculuo e Comunidades de aprendizagem: Desafio e perspectives* (pp. 17-57). Ediḉào De Facto Editores.

Craig, C. (2012). Teacher professional development through a teacher-as-curriculum maker lens. In M. Kooy & K. van Veen (Eds.), *Teacher learning that matters: International perspectives* (pp. 100-112). Routledge.

Craig, C. (2011). The state of teaching practice in the United States. In C. Day & C. Laneve (Eds.), *Analysis of educational practices: A comparison of research models*. Editrice La Scuola.

Craig, C. (2011). Katherine Vickery: Female visionary. *The history of Kappa Delta Pi*. Rowman & Littlefield.

Craig, C. (2011). Preface. In M. Rice (Author). *Adolescent boys’ literate identities*. Emerald Books.

Craig, C. (2011). Narrative inquiry in teaching and teacher education. In J. Kitchen, D. Ciuffetelli-Parker & D. Pushor (Eds.), *Narrative inquiries into curriculum making in teacher education* (pp. 19-43). Emerald Publishing.

Craig, C. & Deretchin, L. (2011). Introduction. In C. Craig & L. Deretchin (Eds.), *Cultivating curious and creative minds. Teacher Education Yearbook XVIII. Volume II.* Rowman & Littlefield.

Craig, C. & Deretchin, L. (2011). Summary and implications. In C. Craig & L. Deretchin (Eds.), *Cultivating curious and creative minds. Teacher Education Yearbook XVIII. Volume II*. Rowman & Littlefield.

Craig, C. & Pinnegar, S. (2011). Preface. In K. Malu (Ed.), *Voices from the middle: Narratives for, by, and about the middle level community.* Information Age Publishing.

Craig, C., & Hwang, S. (2011). The journey from school to one-room schoolhouse: Using art and drama to address the creative void. In B. Uhrmacher & C. Bunn (Eds.), *Beyond the one room schoolhouse* (pp. 55-61). Sense Publishers.

Craig, C. (2010). Revisiting self in the midst of NCATE and other accountability demands. In N. Wentworth & L. Erickson (Eds.), *Tensions in teacher preparation: Accountability, assessment, and accreditation* (pp. 183-198). Emerald Publishing.

Craig, C. & Deretchin, L. (2010). Introduction. In C. Craig & L. Deretchin (Eds.), *Cultivating curious and creative minds. Teacher Education Yearbook XVIII. Volume I.* Rowman & Littlefield.

Craig, C. & Deretchin, L. (2010). Summary and implications. In C. Craig & L. Deretchin (Eds.), *Cultivating curious and creative minds. Teacher Education Yearbook XVIII. Volume I*. Rowman & Littlefield.

Craig, C. & Deretchin, L. (2010). Afterword. In C. Craig & L. Deretchin (Eds.), *Cultivating curious and creative minds. Teacher Education Yearbook XVIII. Volume II*. Rowan & Littlefield.

Craig, C. (2009). Blindsided. In D. Smith & P. Goldblatt (Eds.), *Exploring Leadership and Ethical Practice through Professional Inquiry (Chapter 13*, pp. 253-255). Les Presses de I’Université Laval.

Craig, C. (2009). Trustworthiness in self-study research. In C. Lassonde, S. Galman, & C. Kosnik (Eds.), *Self-study research methodologies for teacher educators* (pp. 21-34). Brill.

Kelley, M., North, K., & Craig, C. (2009). Posing questions: Teacher research groups in search of answers. In C. Craig & L. Deretchin (Eds.), *Teacher learning in small group settings* (*Teacher Education Yearbook XVII)* (pp. 66-87). Rowman & Littlefield.

Benavente-McEnery, L., Bickham, B., Boske, C., Foster, A., Markello, C., McCormack, S., & Craig, C. J. (2009). The Faculty Academy: A place for grounding and growth. In C. Craig & L. Deretchin (Eds.), *Teacher learning in small group settings* (*Teacher Education Yearbook XVII)* (pp. 343-367). Rowman & Littlefield.

Craig, C. & Deretchin, L. (2008). Introduction. In C. Craig & L. Deretchin (Eds.), Imagining a renaissance in teacher education. *Teacher Education Yearbook XVI*. Rowman & Littlefield.

Craig, C. & Deretchin, L. (2008). Afterword. In C. Craig & L. Deretchin (Eds.), *Imagining a renaissance in teacher education. Teacher Education Yearbook XVI.*  Rowman & Littlefield.

Craig, C. & Deretchin, L. (2007). Introduction. In L. Deretchin & C. Craig (Eds.), International research on the impact of accountability systems. *Teacher Education Yearbook XV*. Rowman & Littlefield.

Craig, C. & Deretchin, L. (2007). Afterword. In L. Deretchin & C. Craig (Eds.), International research on the impact of accountability systems. *Teacher Education Yearbook XV.* Rowman & Littlefield

Craig, C. (2005). Inquiry as stance: An administrator-initiated narrative practice. In G. Ponder & D. Strahan (Eds.), *Deep Change: Cases and Commentary on Schools and Programs of Successful Reform in High Stakes States* (pp. 107-120). Information Age Publishing.

Craig, C. (2004). “They’re Angels” response. In Ontario Teachers Federation (Ed.), *Cases as catalysts: Collaborative inquiry for teacher education.* Sage Publications.

Craig, C. (2003). School as parkland: Re-storying a “story of school.” In D. Callejo Pérez, S. Fain & J. Slater (Eds.), *The pedagogy of place: Seeing Space as Cultural Education.* Peter Lang Inc., International Academic Publishers.

Craig, C. (2002). Nelda Mae Davis. In Margaret Crocco & O.L. Davis (Eds.), *Building a legacy: Women in social education 1784-1984 (pp.95-96).* National Council for the Social Studies.

Craig, C. & Olson, M.  (2002). The development of teachers’ narrative authority in knowledge communities: A narrative approach to teacher learning. In N. Lyons & V. LaBoskey (Eds.), *Narrative inquiry in practice: Advancing the knowledge of teaching* (pp. 115-129). Teachers College Press.

Craig, C. (2001). School portfolio development: A way to access teacher knowledge. In C. Sugrue & C. Day (Eds.), *Developing teachers and teaching practices: International perspectives* (pp. 130-145). Routledge.

Craig, C. (2001). Change agent among change agents. Reform in the intermediary zone. In F. Rust & H. Freidus (Eds.), *Guiding change: New understandings of the role of change agents* (pp. 120-135). Teachers College Press.

Craig, C. (1999). Life on the professional knowledge landscape: Living the image of “principal as rebel.” In F. M. Connelly & D. J. Clandinin (Eds.), *Shaping a professional identity: Stories of educational practice* (pp. 150-167). Teachers College Press.

Craig, C. (1995). Coming to know in the professional knowledge landscape: Benita's first year of teaching. In D. J. Clandinin & F. M. Connelly (Eds.), *Teachers’ professional knowledge landscapes* *(Advances in Contemporary Educational Thought Series)* (pp.79-87). Teachers College Press.

Craig, C. (1995). Dilemmas in crossing the boundaries on the professional knowledge landscape. In D. J. Clandinin & F. M. Connelly (Eds.), *Teachers' professional knowledge landscapes* *(Advances in Contemporary Educational Thought Series)* (pp 16-24). Teachers College Press.

Craig, C. (1995). Safe places in the professional knowledge landscape: Knowledge communities. In D. J. Clandinin & F. M. Connelly (Eds.), *Teachers’ professional knowledge landscapes* *(Advances in Contemporary Educational Thought Series)* (pp. 137-141). Teachers College Press.

Craig, C. (1995). A story of Tim’s coming to know sacred stories in school. In D. J. Clandinin & F. M. Connelly (Eds.), *Teachers’ professional knowledge landscapes* *(Advances in Contemporary Educational Thought Series)* (pp. 88-101). Teachers College Press.

Craig, C. (1993). Expanding horizons of teacher knowing. In L Beauchamp et al. (Eds.), *Crossroads and horizons in teacher education* (pp. 85-105). University of Alberta Press.

## **[Books](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

### ***[Primary Author](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

Craig, C., Evans, P., & Stokes, D. (2021). *Teaching the STEM disciplines in America’s urban Schools.* Emerald Publishing.

Craig, C., Curtis, G., Martindell, T., Kelley, M. & Perez, M. (2020). *Knowledge communities in teacher education: Sustaining collaborative work.* Palgrave Macmillan.

Craig, C. (2020). C*urriculum making, reciprocal learning, and the best-loved self*. Palgrave Macmillan.

Craig, C. (2003). *Narrative inquiries of school reform: Storied lives, storied landscapes, storied metaphors*. Information Age Publishing.

### [***Contributing Author***](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

Connelly, F. M. & Clandinin, D. J. (1999). *Shaping a professional identity: Stories of educational practice* (pp. 10-167). NY: Teachers College Press.

Clandinin, D. J. & Connelly, F. M. (1995). *Teachers’ professional knowledge landscapes* (pp. 16-24, 79-87, 88-101, 137-141) Teachers College Press (Finalist for the Grawemeyer Award for Research Excellence).

### ***[Book Series Editor](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

Asadi, L. & Craig, C. (Eds.) (2020). *Truth and knowledge in curriculum making*. Information Age Publishing.

McDonald, D. (Ed.) (2018). *Facing challenges and complexities in retention of novice teachers*. Information Age Publishing.

Craig, C. & Orland-Barak, L. (Eds.) (2015). *International teacher education: Promising pedagogies* (*Part C) (Advances in Research on Teaching, Vol. 22C).* Emerald Publishing Limited.

Craig, C. & Orland-Barak, L. (Eds.) (2015). *International teacher education: Promising pedagogies* (*Part B) (Advances in Research on Teaching, Vol. 22B)*. Emerald Publishing.

Craig, C. & Orland-Barak, L. (Eds.) (2014). *International teacher education: Promising pedagogies (Part A) (Advances in Research on Teaching, Vol. 22A).* Emerald Publishing Limited.

### ***[Edited Books](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

Norton Silk, M., Ali, S., & Craig, C. (in press). *Narrative inquiries into becoming a teacher: Historical to contemporary perspectives.* Information Age Publishing.

Ratnam, T., & Craig, C. J. (2024). After excessive entitlement:

Singer, E., Etchells, M. & Craig, C. (2023). *Drawn to the flame: Stories of teacher burnout.* Emerald Publishing Limited.

Craig, C. J., Mena, J., & Kane, R. G. (Eds.). (2023). *Studying teaching and teacher education: ISATT 40th Anniversary Yearbook* *(Advances in Research on Teaching, Vol. 44).* Emerald Publishing Limited.

Craig, C. J., Mena, J., & Kane, R. G. (Eds.). (2023). *Approaches to teaching and teacher education: ISATT 40th Anniversary Yearbook* *(Advances in Research on Teaching, Vol. 43).* Emerald Publishing Limited.

Craig, C. J., Mena, J., & Kane, R. G. (Eds.). (2023). *Teaching and teacher education in international contexts: ISATT 40th Anniversary Yearbook* *(Advances in Research on Teaching, Vol. 42).* Emerald Publishing Limited.

Craig, C. J., Mena, J., & Kane, R. G. (Eds.). (2023). *Teacher Education in the Wake of Covid-19: ISATT 40th Anniversary Yearbook* *(Advances in Research on Teaching, Vol. 41).* Emerald Publishing Limited.

Craig, C., McDonald, D., & Curtis, G. (Eds.) (2022). *Learning, leading and the best-loved self in teaching and teacher education*. Palgrave Macmillan.

Orland-Barak, L., Flores, M. A., Guberman, A., & Craig, C. (Eds.) (2022). *A life of optimism: Selected works of Miriam Ben-Peretz*. Brill.

Ratnam, T., & Craig, C. (Eds.) (2021). *Understanding excessive teacher and faculty entitlement: Digging at the roots (Advances in Research on Teaching, Vol. 38).* Emerald Publishing Limited.

Auzenne-Curl, C. &Craig, C.(Eds.) (2021). *Developing knowledge communities through partnerships for literacy (Advances in Research on Teaching, Vol. 37).* Emerald Publishing Limited.

Craig, C., Evans, P., & Stokes D. (2021). *Preparing teachers to teach the STEM disciplines in America’s urban schools* *(Advances in Research on Teaching, Vol. 35).* Emerald Publishing Limited.

Craig, C., Turchi, L.& McDonald, D. (Eds.) (2020). *Cross-disciplinary, cross institutional collaboration in teaching and teacher education: Cases of learning while leading*. Palgrave Macmillan.

Craig, C. & Haworth P. (Eds.) (2016). *The career trajectories of English language teachers*. Symposium Books.

Craig, C., Clift, R., Loughran, J., & Mills, G. (Eds.) (2015). *Inside the role of the Dean: International perspectives on leading in higher education.* Routledge Press.

Craig, C. J., & Gallavan, N. P. (Eds.). (2013). *Issues in Education: Investigating the Clinical Field-based Experience Practical and Pedagogical Practices of Candidates, Teachers, and Teacher Educators*. Association of Teacher Educators.

Craig, C., Meijer, P. & Broeckmans, J. (Eds.) (2013). *From teacher thinking to teachers and teaching: The evolution of a research community.* Emerald Publishing.

Gallavan, N. P., & Craig, C. J. (Eds.). (2011). *Valuing diversity that is honest, natural, authentic, and holistic: Cultural competence in P-12 classrooms, schools, and higher education*. Routledge.

Craig, C. & Deretchin, L. (Eds.) (2011). *Cultivating curious and creative minds: The role of teachers and teacher educators (Part II).* Rowman & Littlefield Association of Teacher Educators.

Craig, C. & Deretchin, L. (Eds.) (2010). *Cultivating curious and creative minds: The role of teachers and teacher educators (Part I).* Rowman & Littlefield Association of Teacher Educators.

Craig, C. & Deretchin, L. (Eds.) (2009). *Teacher learning in small group settings (Teacher Education Yearbook XVII)* . Rowman & Littlefield Association of Teacher Educators.

Craig, C. & Deretchin, L. (Eds.) (2008). *Imagining a renaissance in teacher education (Teacher Education Yearbook XVI).* Rowman & Littlefield/Association of Teacher Educators.

Deretchin, L. & Craig, C. (Eds.) (2007). *International research on the impact of accountability systems (Teacher Education Yearbook XV)*. Rowman & Littlefield/Association of Teacher Educators.

### ***[Student Books and Teacher Guide](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)*[s](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

Craig, C. (1997). *Culture in Canada: Images and issues (Grade 7 Student Text: Required Topic).* Weigl Publishing. (Published in English and in French)

Craig, C. (1997). *Culture in Canada: Images and issues. (Teachers’ Guide).* Weigl Publishing. (Published in English and in French)

Craig, C. (1992). *Life in ancient Greece. (Grade 6 Student Text: Required Topic).* Plains Publishing. (Published in English and in French)

Craig, C. (1992). *Life in ancient Greece. (Teachers’ Guide).* Plains Publishing. (Published in English and in French)

Craig, C. (1992). *Alberta. (A Curriculum Support Book).* Grolier Canada.

Craig, C. (1990). *Fellow Canadians: Entre le Quebec et l'Alberta. (Grade 4 Student Text: Required Topic).* Plains Publishing. (Published in English and in French).

Craig, C. (1990). *Fellow Canadians: Entre le Quebec et l'Alberta. Teachers Guide*. Plains Publishing (Published in English and in French).

Craig, C. (1985). *SPEDS: Should individual differences influence the way people treat each other?* Alberta Education.

## [**MultimediaKits**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

Craig, C. (1989). *Calgary*. (Multimedia Kit and Guide for Grade 3: Required Topic).

Craig, C. (1988). *The Hutterites*. (Multimedia Kit and Guide for Grade 3: Optional Topic).

*Craig, C. (1988). Topic adaptations (Ten Calgary Board of Education Documents).*

## [**Media Presentations**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

Craig, C., O’Meara, J., Flores, M., & Rizvi, M (in press). *An Invisible College in-the-making.* Video.

Craig, C. (2024). *Collaborative for innovation in teaching and teacher education.* (3rd year history).

Craig C. & Hill-Jackson, V. (2024). *50th Anniversary of the American Association of Colleges of Teacher Education.* Journal of Teacher Education.

Craig, C. & Flores, M. (2021). *Life in classrooms and Philip Jackson*. Larry Cuban on School Reform and Classroom Practice Blog, May 10, 2021. Retrieved from   
https://larrycuban.wordpress.com/2021/05/10/life-in-classrooms-and-philip-jackson/

Craig, C. (2021). *AACTE Names Texas A&M Faculty as Next JTE Editors*, February 4, 2021

Craig, C. (2019). KHEB Television interview on *Unsung Teachers* article.

Craig, C. (2017). Voices of reform. In *Voices of Impact Series*. Texas A&M University: College of Education and Human Development (Feb.26, open audience; May 13, Dean’s Development Council).

Craig, C. (2014). *Why school reform doesn’t work in predictable ways*. TEDx Lecture.

Craig, C. (2013). *Opportunities and challenges in representing narrative inquiries digitally*. Interview posted on The Voice (*Teachers College Record* Website). Retrieved from <http://www.tcrecord.org/content.asp?contentid=16927>

Craig, C. (2013). *Tensions in teacher development and community: Variations on a recurring school reform theme.* Interview posted on The Voice (*Teachers College Record* Website). Retrieved from <http://www.tcrecord.org/content.asp?contentid>.

Craig, C. (2011). *Narrative inquiries of geographically close schools: Similarities and differences in stories given, lived and told*. The Voice (*Teachers College Record* Website). Retrieved from <http://www.tcrecord.org/content.asp?contentid=16260>

## **Digital Stories**

Craig, C., Han, X. & Evans, P. (2019). *The impact of innovative scholarship programs that foster female participation in STEM.*

Han, X., Li, J. & Craig, C. (2018). *The value of scholarship grants*  <https://www.screencast.com/users/xiaohan1/folders/Camtasia%20Studio/media/9a7202c2-f62e-4cfb-a187-dace4d2eda71>

Lee, H., Li, J., Rios, A., & Craig, C. (2018). *Becoming a wounded healer: The transformational journey of a NSF-STEM scholarship student*. <https://cheryljcraig.weebly.com/digital-stories.html>

Abrol, B. & Craig, C. (2018). *An inquiry into inquiry.* <https://cheryljcraig.weebly.com/digital-stories.html>

Abrol, B. & Craig, C. (2014). *Teaching inquiry-based learning to preservice teachers.* <https://cheryljcraig.weebly.com/digital-stories.html>

Hwang, S. & Craig, C. (2011). *Teachers collaborate: School as a professional learning community* <https://cheryljcraig.weebly.com/digital-stories.html>

Rudnicki, A. & Han, X. & Craig, C. (2011). *Through Ni’s eyes: Children’s experience of cultural outings at Reed Academy* <https://cheryljcraig.weebly.com/digital-stories.html>

Han, X. & Craig, C. (2010). *Different ways to know NCLB.* <https://cheryljcraig.weebly.com/digital-stories.html>

## **[Monographs](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

Craig, C. (1999). Corporate and Higher Education Forum of United States, Japan, Canada, Australia and Poland. *Mapping the world* (pp. 1-12), (translated into Japanese).

Craig, C., & McLellan, J. (1989). *Supervision in focus* (pp.1-192) (Eds.).

Craig, C., & McLellan, J. (1989). *Issues in education* (pp.1-98).

Craig, C. (1985). Promoting tolerance, understanding, and respect for diversity: A monograph for educators (pp. 1-49). Province of Alberta Education Policy Document.

# [**ADDITIONAL PROFESSIONAL PUBLICATIONS**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

## **[Unrefereed Articles](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

Craig, C., Stokes, D., Evans, P., & Bott, S. (2016). Recruitment, retention and preparation of secondary physics and chemistry teachers. *American Physics Society Forum* http://www.aps.org/fall2016

Craig, C. (2005, July). President’s Message. *AATC Newsletter. XII* (2).

Craig, C. (2005). Foreword. *AATC Journal*.

Craig, C. (2000). School portfolio edition. *Special edition*.

Craig, C. (1999). What is a good school? Reforming schools reaffirm their beliefs. *Centerpiece. 6(*1), 5.

Craig, C. (1999). How do wonderful ideas get shared? *Centerpiece. 6*(1), 1.

Craig, C. (1999). Breaking isolation: Integrating the community in reform efforts. *Centerpiece. 6*(1), 11.

Craig, C. (1998). School Portfolio edition. *Centerpiece*. (Special Issue).

Craig, C. (1996). Social studies and accountability. *One World. XXIV* (1). 4-5.

Craig, C. (1996). Meeting the past on the way to the future. *Kansas ASCD*.

Craig, C. (1995). Teacher as explorer. The New Teacher Advocate. *Kappa Delta Pi*.

Craig, C. et al. (1995). Renewal through revisitation: A response to Carl Braun's "Weaving Lasting Threads of Literacy" presentation. LIRA. (The International Reading Association).

Craig, C. (1993). Remembering Ivan. *Among Teachers.* *9*.

Craig, C. (1992). Social studies for the 21st century: Revisiting the citizenship goal. *One World*.

Craig, C. et al. (1992). Collaboratively making sense of teaching experiences. *Among Teachers*.

Craig, C. (1991). Yvonna Lincoln: Paradigms in tension. *Among Teachers. 1*.

Craig, C. (1991). An approach to teaching "Canada: Its Land and People*." One World. 29* (1), 15.

Craig, C. (1989). Writing to learn in social studies. *LIRA. (Local Council the International Reading Association). 6* (1), 22-25.

Craig, C. (1989). Addressing the challenge of a local study. *One World. 27* (1), 18-20.

Craig, C. (1988). The proposed elementary social studies program: A consultant's view. *One World. 26* (1), 13-18.

Craig, C. (1987). Using games in primary social studies. *One World. 25* (2), 28-30.

Craig, C. (1985/86). An introduction to SPEDS: The society for the prevention and elimination of prejudice and discrimination. *One World. 24* (2), 37-39

Craig, C. (1985). Discriminate? Why not? *LIRA*. *11*-13.

## **[Research Reports](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

2024 STEM Scholarship Program with Promotion And Retention of STEM Education through Networking Team (PARENT) Support NSF Report (NSF Award 1644191).

2023 Advancing Computational and Cultural Engagement in STEM Scholars (UH-ACCESS) NSF Report (NSF Award).

2023 STEM Scholarship Program with Promotion And Retention of STEM Education through Networking Team (PARENT) Support NSF Report (NSF Award 1644191).

2023 Leadership through Equity and Advocacy Development in STEM (LEAD Houston) NSF Report (NSF Award 1759454).

2022 Passionate and Culturally Competent STEM Teachers: Texas Lutheran University Noyce Scholars Program NSF Report (NSF Award).

2022 Advancing Computational and Cultural Engagement in STEM Scholars (UH-ACCESS NSF Report (NSF Award).

2021 STEM Scholarship Program with Promotion And Retention of STEM Education through Networking Team (PARENT) Support NSF Report (NSF Award 1644191).

2021 Leadership through Equity and Advocacy Development in STEM (LEAD Houston) NSF

Report (NSF Award 1759454).

2021 Passionate and Culturally Competent STEM Teachers: Texas Lutheran University Noyce

Scholars Program NSF Report (NSF Award).

2021 Advancing Computational and Cultural Engagement in STEM Scholars (UH-ACCESS NSF Report (NSF Award).

2021 Learning through Formal and Informal Education NSF Report (UH-LIFE) NSF Report. (NSF Award)

2020 Canada-China Reciprocal Learning Evaluation Report for The Social Science and Humanities Research Council of Canada.

2020 Writers in the Schools Annual Report (Houston Endowment-funded Schools).

2020 NSF Division of Graduate Education Evaluation Report (UH-PARENT).

2020 NSF Division of Undergraduate Education NOYCE Year 3 Evaluation Report (University of Houston-Downtown).

2020 NSF Division of Undergraduate Education NOYCE Final Evaluation Report (1-Year Extension).

2020 NSF Division of Undergraduate Education Noyce Track 3 Report

2020 NSF Division of Undergraduate Education Noyce Evaluation Report (UH-LIFE)

2020 NSF Division of Undergraduate Education Noyce Evaluation Report (Texas Lutheran University)

2019 Canada-China Reciprocal Learning Evaluation Report for The Social Science and Humanities Research Council of Canada.

2019 Writers in the Schools Annual Report (Houston Endowment-funded Schools).

2019 NSF Division of Graduate Education Evaluation Report (UH-PARENT).

2019 NSF Division of Undergraduate Education NOYCE Year 3 Evaluation Report (University of Houston-Downtown).

2019 NSF Division of Undergraduate Education NOYCE Final Evaluation Report (1-Year Extension).

2019 NSF Division of Undergraduate Education Noyce Track 3 Report

2019 NSF Division of Undergraduate Education Noyce Evaluation Report (UH-LIFE)

2019 Writers in the Schools Mid-Grant Report (Houston Endowment-funded Schools)

2018 Canada-China Reciprocal Learning Evaluation Report for The Social Science and Humanities Research Council of Canada.

2018 College of Education and Human Development. Catapult Grant Report.

2018 NSF Division of Graduate Education Evaluation Report (Cyber Technology)

2018 NSF Division of Graduate Education Evaluation Report (UH-PARENT).

2018 NSF Division of Undergraduate Education NOYCE Year 3 Evaluation Report (University of Houston-Downtown).

2018 NSF Division of Undergraduate Education NOYCE Final Evaluation Report.

2018 NSF Division of Undergraduate Education Noyce Track 3 Report

2018 NSF Division of Undergraduate Education Noyce Evaluation Report (UH-LIFE)

2017 Canada-China Reciprocal Learning Evaluation Report for The Social Science and Humanities Research Council of Canada.

2017 NSF Division of Undergraduate Education Final Evaluation Report.

2017 NSF Division of Undergraduate Education Evaluation Report.

2017 NSF Division of Graduate Education Evaluation Report (Cyber Technology)

2017 NSF Division of Graduate Education Evaluation Report (UH-PARENT).

2017 NSF NOYCE Final Report.

2016 NSF Division of Undergraduate Education NOYCE Evaluation Report.

2016 NSF Division of Undergraduate Education Evaluation Report.

2016 NSF Division of Graduate Education Evaluation Report.

2016 Faculty Research Grant Accounting Report (FRGA).

2016 Canada-China Reciprocal Learning Evaluation Report for The Social Science and Humanities Research Council of Canada.

2016 FWO Report (Belgium).

2015 Division of Research. Teacher Retention Report.

2014 Korea Research Foundation: Physical Education as Liberal Education Year 2 Report.

2013 SACS Review: Teaching Program Area Report

2013 Korea Research Foundation: Physical Education as Liberal Education Year 1 Report.

2012 University of Houston: Small Grant Final Report.

2012 SACS Review: Teaching Program Area Report.

2010 University of Houston: Internal GEAR Grant Report.

2010 Houston Academy CART Grant Final Report.

2009 Eisenhower High School: 2008-2009 teacher as researcher final report. Houston A+ Challenge.

2009 Houston Academy 2008-2009 teacher as researcher final report. Houston A+ Challenge.

2009 Anderson Academy: 2008-2009 focused impact grant final report. Houston A+ Challenge.

2009 Reed Academy: 2008-2009 focused impact final grant report Houston A+ Challenge.

2009 Hoffman Academy: 2008-2009 focused impact final grant report. Houston A+ Challenge.

2009 Faculty Academy: 2008-2009 Final Report. Houston A+ Challenge.

2009 Nadine Kajawa Educational Learning Center 2008-2009 Final Report. Houston A+ Challenge.

2008 Anderson Academy: 2007-2008 focused impact grant report Houston A+ Challenge.

2008 Reed Academy: 2007-2008 focused impact grant report. Houston A+ Challenge.

2008 Hoffman Academy: 2007-2008 focused impact grant report. Houston A+ Challenge.

2007 Faculty Academy: Five-year summative report. Houston A+ Challenge.

2006-2007 Hoffman Middle School: 2006-2007 focused impact grant report. Houston A+ Challenge

2006-2007 Anderson Academy: 2006-2007 focused impact grant report. Houston A+ Challenge

2006-2007 Reed Academy: 2006-2007 focused impact grant report. Houston A+ Challenge.

2006-2007 Bethune Academy: 2006-2007 focused impact grant report. Houston A+ Challenge.

2001-2006 Keeping the arts in mind. U. S. Department of Education Arts in Education Final Report (in compliance with NCLB).

2005-2006 Faculty Academy Report. Houston A+ Challenge.

2005-2006 Reflective practice. School Portfolio Teacher Research Group Annual Report.

2005-2006 Increasing literacy with special population students. Teacher as Researcher Inquiry Group Annual Report.

2005-2006 Bethune Academy/Houston Academy. U. S. Department of Education Annual Report (in compliance with NCLB).

2006 The Faculty Academy Fourth Year Report Houston A+ Challenge Annual Report of Progress

2005 National Education Association Research Grant for Portfolio Inquiry Final Report

2005 The Faculty Academy Third Year Report Houston A+ Challenge Annual Report of Progress

2004 National Education Association Research Grant for Travel Final Report

2004 The Faculty Academy Second Year Report Houston A+ Challenge Annual Report of Progress

2004 Arts-Based Dissemination Grant US Department of Education Final Report

2003 Arts-Based Dissemination US Department of Education Case Study Report

2003 The Faculty Academy First Year Report Houston A+ Challenge Annual Report of Progress

2002 Martha Maude Cochrane Academy Houston Annenberg Challenge Case Study Report

2002 Arts-Based Dissemination U.S. Department of Education Case Study Report2001 Martha Maude Cochrane Academy Houston Annenberg ChallengeCase Study Report

2001 Drew Academy Houston Annenberg Challenge Planning and Evaluation Report

2001 Eisenhower High School Houston Annenberg Challenge Planning and Evaluation Report

2001 Helms Community Learning Center Houston Annenberg Challenge Planning and Evaluation Report

2001 Lanier Middle School Houston Annenberg Challenge Planning and Evaluation Report

2000 America’s Promise Creating Productive Models: A collaborative Approach

2000 Martha Maude Cochrane Academy Houston Annenberg Challenge Case Study Report

2000 Destiny High School Houston Annenberg Challenge Case Study Report

1999 Eisenhower High School Houston Annenberg Challenge Planning and Evaluation Report

1999 Lanier Middle School Houston Annenberg Challenge Planning and Evaluation Report

1999 Drew Academy Houston Annenberg Challenge Planning and Evaluation Report

1999 Martha Maude Cochrane School Houston Annenberg Challenge Planning and Evaluation Report

1999 Helms Community Learning Center Houston Annenberg Challenge Planning and Evaluation Report

# **[RESEARCH FUNDS, GRANTS AND CONTRACTS](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

*Over the course of her career, Cheryl Craig has received ~13, 500+ million in grants and contracts. Because she mostly works on teams, it is difficult to disentangle the amount of funding assigned to the projects and the portion of the funding she personally received. What follows is her most recent grant and contract work.*

2024 TAMU International NSF STEM Policy Grant (in preparation)

2024 S-STEM Grant Submission (Lee College-UH-Clear Lake) (funded)

2024 Funded NSF grant (New LEAD Houston ) (C. Craig, TAMU PI), $99,900.

2023 STEM Scholarship Program with Promotion And Retention of STEM Education through Networking Team (PARENT) Support NSF Report (NSF Award 1644191). $25,000 extension.

2023 Small Grant (C. Craig, PI) ($52,000).

2023 SEHD Undergraduate Impact Grant (C. Craig, PI) ($4000).

2023 SEHD Undergraduate Impact Grant (Collaborative) ($4000)

2022 STEM Scholarship Program with Promotion And Retention of STEM Education through Networking Team (PARENT) Support NSF Report (NSF Award 1644191).

2022 Leadership through Equity and Advocacy Development in STEM (LEAD Houston) NSF Report.

2022 *STEM Mentoring, Development and Engagement of Diverse STEM Students at a Large Urban Public University*. National Science Foundation (C. Craig, PI) (Funded: $99,240)

2022 *Noyce Track 1 STEM Pro*. National Science Foundation (C. Craig, PI) (Funded: $70,000)

2021 *Inclusion of Underrepresented Diversity in Engineers (Incl-UDE).*National Science Foundation (C. Craig, Co-PI) (declined).

2021 *Developing talent for the 21st century: Building collaborative and reciprocal learning capacity for global stewardship and sustainability.* Social Sciences and Humanities Research Council of Canada. ($3.8+ million, 5-country partnership) (C. Craig, Principal Investigator) (withdrawn by university).

2021 UH-PARENT No-cost Extension.

2021 UH, Downtown *Esprit de Corps.* One-year National Science Foundation approved extension (Funded: $18,886).

2020-2025 New Institute Proposal, Rationale for the Creation of an Institute for Teacher Education (C. Craig, Principal Investigator), $1,000,000 (approved; funds being raised).

2020-2023 NSF IUSE Grant (Computer Science), Collaborative Research: Improving Retention of STEM Majors via Certificate-Based Mentoring (R. Verma, PI), $599,384 (Community Submission from University of Houston, Texas Southern University, University of Texas Health Science Center, Texas A&M), $64,995 (Co-Principal Investigator) (declined).

2020-2022 NSF IUSE Grant, Institute of Undergraduate Studies. CRISP (Culturally Responsible Instructional STEAM Program. (C. Craig, Principal Investigator), $599, 863 (resubmission).

2020-2025 NSF Noyce Grant (Teacher Education). Towards Equitable Excellence: Teacher Preparation with Computer Science and Technology Integration (P. Evans, P.I.), $2.8 million, Evaluation Contract $75,000 (C. Craig, Principal Investigator)

2020-2021 NSF S-STEM Grant 1 Year Extension Contract, Esprit de Corps (R. Quander, PI), Evaluation Contract $18,000 (C. Craig, Principal Investigator).

2019-2024 NSF Noyce Grant, Preparing Committed and Culturally Competent STEM Teachers in South Central Texas (T. Sauncey, PI), $988,780, Evaluation Contract, $100,000 (C. Craig, Principal Investigator)

2019-2020 Texas Education Agency Feasibility Study (H. Waxman, PI), $650,000 (C. Craig, Co-Principal Investigator)

2018-2024 NSF Track 3-Noyce Grant, LEAD-Houston (P. Evans, PI), $2.83 million ($3.2 million with match) Evaluation Contract $350,000 (Principal Investigator).

2018-2021 NSF S-STEM Grant Contract, Esprit de Corps (R. Quander, PI), Evaluation Contract $50,000 (Principal Investigator).

2019-2020 Project TEACH (HISD Schools). $150,000. (Co-Principal Investigator).

2019-2020 Texas Education Agency, Grow-Your-Own Grant Program. AggieTERM. $220,000 (Co-Principal Investigator).

2018-2019 Asian American Studies Center, $20,000 (Principal Investigator).

2018 International Baccalaureate Society. Inquiry-based teaching and learning: An efficacy study in International Baccalaureate Schools. $100,000 (Co-Principal Investigator).

2018 Catapult Grant Program, College of Education & Human Development. A mixed-methods investigation of the effects of cuts to arts education in the Spring Independent School District. $30,000 (Co-Principal Investigator).

2018 T3 Grant Program. Texas A&M University. Developing socio-emotional intelligence in prospective engineers. $32,000 (Co-Principal Investigator).

2017-2022 NSF S-STEM Grant, UH-PARENT, $1 million (D. Stokes, PI; Cheryl J. Craig, Co-PI)-(Role changed from Co-PI to Evaluator because of changing university contexts).

2017-2022 NSF Division of Undergraduate Education Robert Noyce Grant, $1.45 million, UH-LIFE (P. Evans, PI; Cheryl J. Craig, Co-PI) (Role changed from Co-PI to Research Personnel because of changing universities).

2017-2020 Writers in the School, Evaluation Contract. $123,000 (Principal Investigator).

2017 Catapult Grant Program, College of Education and Human Development, Texas A&M University. Addressing critical junctures in teaching and teacher education, $30,000, (M. James, PI) (Co-Principal Investigator).

2014-2019 NSF Division of Graduate Education Grant 1433817, Scholarship for Service CyberCorp $1.65 million (R. Verma, PI)-Evaluation Contract, $25,500 (Principal Investigator)

2014-2017 NSF Division of Undergraduate Education Grant 1356705, Preparing cybersecurity (CS) students for global challenges of the 21st century. $645,000 (R. Verma, PI)-Evaluation Contract, $20,000 & 2-year extension in payment (Principal Investigator).

2012-2017 NSF Division of Undergraduate Education Robert Noyce Grant 1240083, Recruitment, preparation and retention of STEM Students as high school teachers $985,000 (D. Stokes, PI) (Evaluator).

2016 Renew, Rebuild and Reinvest Grant Program, Department of Teaching, Learning and Culture, Texas A&M University. Teacher retention and attrition: A local and international study (Principal Investigator), $31,372.

2016 Renew, Rebuild and Reinvest Grant Program Department of Teaching, Learning and Culture, Texas A&M University. The CREST Project: Community research through engagement in STEM (Co-Principal Investigator), $34,700.

2016  Catapult Grant Program, College of Education and Human Development, Texas A&M University. The CREST Project: Community research through engagement in STEM (Co-Principal Investigator), $30,000.

2013-2016 Global Leadership and Asian-American Studies Center, University of Houston. Narrative inquiries of China Study Abroad. Principal Investigator, $80,000.

2013-2020 Social Science and Humanities Research Council of Canada. Senior Advisor, Chair, International Advisory Board. Reciprocal learning in teacher education and school education between Canada and China, $3.83 million ($4 million match from the Government of China)

2014-2015 International Study Association on Teachers and Teaching Award to mentor beginning Brazilian researcher, Mentor, Co-Principal Investigator, $3000.

2014-2015 Houston Community College. Interagency Agreement. Syllabus construction for accountability purposes. $21,000.

2013-2014 GEAR Grant Program, University of Houston. Principal Investigator. Teacher retention. $30,000.

2012-2014 Korea Research Foundation. Principal Investigator. Liberal Education: An international comparative study. $200,000 (renewed for 3 years).

2011-2012 University of Houston, University of Houston Small Grant, $3000.

2009-2010 Division of Research, University of Houston, Research Award for Center for Research for Teacher Development and School-Based Research, $100,000 (Principal Investigator)

2009-2010 University of Houston, Faculty GEAR Grant, $22,009 (Principal Investigator)

2009-2010 Center for Asian-American Studies, $10,000 (Principal Investigator).

2008-2009 Global Research Network Program. Korea Research Foundation. Co-Principal Investigator (Inha University). A comparative study of expert physical educators as curriculum makers and adjudicators in Korea and U.S.A. $200,000 (renewable).

# 

# [**AWARDS, HONORS, INVITED ADDRESSES**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

2025 Keynote Address. *Challenges in international education during politically contested times.*  University of Glasgow, Scotland (forthcoming).

2024 Keynote Address. *Teacher attrition, burnout, and shortage: The role of curriculum making and the best-loved self.* University of Thessaly, Greece.

2024 Keynote Address. *Self-study and the best-loved self: Pressing toward the future.* University of Ceara, Brazil.

2024 Literati Society of Excellence Award (UK)

2024 Distinguished Honor Guard—Chelsea Cole, Ph.D. Advisee.

2024 Keynote Address. *Narrative inquiry: Pressing toward the future, living in the present,*

*remembering the past.* University of Minho, Portugal.

2024 GPS Scholar Award as a Leading World Scholar.

2024 Legacy Award. Conroe School District.

2024 AATC Doctoral Dissertation Award for Ph.D. Advisee, Dr. Karla Garza. Denver, CO.

2024 AERA Outstanding Publication Award. Philadelphia, PA.

2024 AERA Outstanding Dissertation Award for Ph.D. Advisee, Dr. Karla Garza. Philadelphia, PA.

2023 Distinguished Honor Guard—Karla Garza, Ph.D. Advisee.

2023 Keynote Address. *Why the best-loved self in teaching and teacher education?* National Institute of Education, Singapore.

2023 Keynote Address. *The ‘best-loved self’: Learning from stories “given away” and “given back.”* University of Minho, Portugal.

2023 Keynote Address. *Narrative inquiry: The story constellations approach*. University of Minho, Portugal.

2023 Keynote Address. *ISATT Biennial Conference & 40th Anniversary of ISATT*. ISATT Conference, University of Bari, Italy.

2023 Book Launch. 40th Anniversary Yearbook (four volumes). University of Bari, Italy

2023 Keynote Address. *The best-loved self: The “secret sauce” of teaching and teacher education?* The MOFET Institute, Tel Aviv, Israel.

2023 Book Launch. *A life of optimism: Selected works of Miriam Ben-Peretz*. The MOFET Institute, Tel Aviv, Israel.

2023 TAMU Former Students Association. Distinguished Research Scholar.

2022 Senior Scholar Award, School of Education and Human Development, Texas A&M University

2022 Editor of International Study Association on Teachers and Teaching Yearbook (4 Volumes) (appointed)

2022 NSF STEM Interactive Facilitators’ Choice Award

2022 NSF STEM Interactive Presenters’ Choice Award

2022 Janusz Korczak Award for Educational Excellence (Houston Community)

2022 Glasscock Center Notable Speaker Award

2022 Glasscock Center Small Conference Award

2021 Keynote Address. *Turning points in research and life: The peripeteia of our times.* 7th International Forum on Teacher Education.

2021 Keynote Address. *Why the best loved self in elementary education? Capital Normal Elementary Education Conference*. Beijing, China.

2021 Keynote Address (with Curtis, C). *Self-study of teaching and teacher education practices.* Karachi, Pakistan: Aga Khan University.

2021 Distinguished Honor Guard. Matthew Etchells.

2021 National Science Foundation STEM For All Video Showcase Public Choice Award

2021 American Educational Research Association Division K (Teaching & Teacher Education) Legacy Award

2021 American Educational Research Association Division K (Teaching & Teacher Education) Exemplary Research in Teaching and Teacher Education Award

2021 Acting Dean, Invisible College (AERA).

2020 Texas Education Agency Super Teacher Award.

2020 Keynote Address. *What matters most in teaching and teacher education*. IFTE Conference (virtual). Kazan, Russian Republic.

2019 ISATT ST2AR Award for Significant and Exemplary Contributions through Research, Teaching and Professional Service in the International Field of Teaching and Teacher Education

2019 AERA Outstanding Article Award

2019-2025 Chair of the International Association on Teachers and Teaching (ISATT)

2019 TAMU Outstanding New Faculty Award

2019 Keynote Address. *Growing and sustaining teachers.* ENKA Schools, Istanbul, Turkey.

2019 Keynote Address. *Growing and retaining the teachers we need.* EYFOR Conference, Antalya, Turkey.

2019 Keynote Address. *Narrative inquiry in action.* Shanghai, China

2019 Keynote Address. *Curriculum making, professional development and the best-loved self.* English as a Second Language Conference. Nanjing, China.

2019 Keynote Address. *The structure of teacher education: From the ground up.* Beijing Normal University. Beijing, China.

2019 Keynote Address. *Best-Loved self, choice and action*. International Study Association on Teachers and Teaching. Sibiu, Romania.

2019 Keynote Address. *The primacy of teachers: The realities of context.* University of Houston-Clear Lake. Clear Lake, TX.

2018-2021 Executive Editor, *Teaching and Teacher Education* (appointed)

2018 Keynote Address. *Teacher-as-curriculum maker*. New Basic Education Regional Conference, Shenzhen, China

2018 Keynote Address. *Narrative inquiry in teaching and teacher education research.* East China Normal University, Shanghai, China

2018 Keynote Address. *Curriculum making and the best-loved self*. Leadership and Learning Conference, Antalya, Turkey

2018 Keynote Address. *Teaching in the marrow bone: 25th anniversary of Philip Jackson’s ‘Life in Schools’*. University of Minho, Portugal.

2018 Keynote Address. *Knowing, doing and being*. Northeast Normal University, Changchun, China.

2018 Keynote Address. *ISATT, Communities of knowing and the best-loved self*. ISATT Regional Conference, Kazan University, Kazan, Russia.

2018 Keynote Address. *Local, national and international teacher attrition*. Spring Lecture, University of Houston, Victoria at Katy, TX

2018 Honorary Visiting Professor, Northeast Normal University, Changchun, China

2017 Order of the Sheaf Award, Brandon University, Manitoba, Canada

2017 Texas A&M College of Education and Human Development Mentor Award

2017 Keynote Address. *International teacher education*. Texas A&M University, Doha, Qatar.

2017 Keynote Address. *Narrative inquiry in teaching and teacher education*. East China Normal University, Shanghai, China (invited).

2017 Keynote Address. *Narrative inquiries of curriculum, culture and STEM education: Learning along the way*. International Conference on Educational Research, Target, Object, Method and Its Particularity. Institute of Life-Practice Educology, East China Normal University, Shanghai, China.

2017 Keynote Address*. International teacher education practices*. East China Normal University, China.

2017 Keynote Address. *Perennial problems of practitioners: Negotiating the theory-practice gap*. Singapore Teacher’s Association, Singapore.

2017 Lecture. *Teacher education restructuring: Learning environments and innovative pedagogies*. National Institute of Education, Singapore.

2017 Keynote Address. *Perennial problems of school reform: Through teachers’ eyes*. National Education Conference, Singapore.

2017 Keynote Address. *Educational research in the 21st century: The challenge of capturing and communicating teachers’ experiences of school reform*. Hong Kong, CN: University of Hong Kong.

2017 Keynote Address. *Being and becoming an academic: A female perspective*. Hong Kong, CN: University of Hong Kong.

2017 Keynote Address, *Reflection and the best-loved self*. Galveston, TX: Texas Medical Center.

2016 Brandon University Wall of Fame Award, Brandon, Manitoba, Canada

2016 Keynote Address, *Using narrative inquiry to study teachers’ experiences of reform initiatives: The story constellations approach*. East China Normal University, Shanghai, China

2016 Keynote Address, *Writing research articles | Getting published*. University of Gavle, Sweden

2016 Keynote Address, *Stories to live by: In search of the best-loved self*. Brandon University, Brandon, Manitoba, Canada, October

2016 Keynote Address, *Seeing big, Seeing small: International teacher Education through multiple lenses*. Lisbon, Portugal

2016 Keynote Address, *Narrative inquiry: A method of research and a phenomenon of study.* East China Normal University, Shanghai, China, November

2016 Keynote Address, *Getting published in Social Science Citation Index (SCCI) journals*. East China Normal University, Shanghai, China

2016 Keynote Address, *Surveying the Three-Book Series on* *International Teacher Education: Promising Pedagogies*, University of Haifa, Haifa, Israel

2016 Keynote Address, *Looking backward, Looking forward: Institute of International Teacher Education*. University of Haifa, Haifa, Israel

2015 Keynote Address, *Preservice teacher education*, Massey University, NZ

2015 Keynote Address, *English language teachers*, New Zealand

2015 Visiting Scholar, Massey University, New Zealand

2015 Michael Huberman Award for Outstanding Contributions to Understanding the Lives of Teachers. American Educational Research Association

2015 Outstanding Service Award, International Study Association on Teachers and Teaching

2015 Keynote Address, Reciprocal Learning Conference, Shanghai, China

2015 Keynote Address, School Reform Conference, Valparaiso, Chile

2015 Keynote Address, ISATT Regional Conference, University of Auckland, New Zealand

2015 Keynote Address, University of Istanbul, Istanbul, Turkey

2014 Keynote Address, *Sustaining Beginning Teachers: Attending to the “Best-Loved Self” in Teacher Preparation and Beyond*, Global Teacher and Teaching Education Summit, Beijing Normal University, China

2014 American Educational Research Association Outstanding Article Award

2014 President’s Award, American Association of Teacher Educators

2014 Keynote Address, Annual Public Conference on Envisioning Canada-China Reciprocal Learning, University of Windsor, Ontario, Canada

2014 Keynote speech, ISATT Regional Conference, Tallinn University, Estonia

2014 Keynote address, ECER Conference, Porto, Portugal

2014 Treasurer, Phi Delta Kappa

2013 Keynote speech, International Conference on Teacher Education Teaching without Border, Uberaba, Brazil.

2013 Keynote speech, Symposium on Research on Teacher Attrition and Retention. Utrecht, The Netherlands.

2013 American Association for Teaching and Curriculum Service Award, Chicago, IL.

2013 International Study Association on Teachers and Teaching Outstanding Service and Dedication to ISATT Award, Ghent, Belgium

2013 International Study Association on Teachers and Teaching Outstanding Article Award, Ghent, Belgium

2013 Provost’s Faculty Travel Award Fund, University of Houston

2013 Keynote speech, *Global perspectives and comparison of physical education as liberal education programs in higher education*. Incheon, Korea

2013 Vice-Presidential Session, American Educational Research Association

2012 Provost’s Faculty Travel Award Fund, University of Houston

2012 Teaching Excellence Career Award, University of Houston

2012 Keynote speech, Second International Conference for English Language Teacher Educators, India

2012 Keynote Speech, University Minho, Portugal

2012 American Educational Research Association Division B (Curriculum Studies) Lifetime Achievement Award

2012 Literati Society of Excellence Award (UK)

2012 Three-Volume Book Contract, *Promising Practices in International* *Teacher Education* (Emerald Publishing)

2011 American Association of Teaching and Curriculum, Special Recognition of Long-Time Service Award

2011 University of Houston Small Grant

2011 Keynote Address, Fourth National Conference on Foreign Language Teacher Education and Development Zhejiang Normal University, Jinhua, China (invited)

2011 Keynote Address, Hangzhou Normal University, Hangzhou, China (invited)

2011 Editor, International Study Association of Teachers and Teaching Handbook (appointed)

2009 Presidential Session, AERA (invited)

2009 AERA Award, “Outstanding Research Methodology” Article

2009 AERA Recognition, Chair of Outstanding Book Committee

2009 UH Provost’s Travel Award ($750)

2009 Keynote Speaker at Korean Institute for Curriculum and Evaluation in South Korea (invited)

2009 Keynote Speaker at Ewha Women’s University (largest women’s university in the world) (invited)

2009 Keynote Speaker at Republican Women’s Meeting (invited)

2009 Workshop Presenter at Capital Normal University, China (June 2009) (invited)

2009 Keynote Speaker in Beijing, China (June 2009) (invited)

2009 Speaker at the University of Vienna, Austria (May 2009) (invited)

2008 Keynote Speaker at Curriculum Conference in Haifa, Israel (invited)

2008 Keynote Speaker at Teacher Education Policy Deliberation, Tel Aviv, Israel (invited)

2008 UH Provost’s Travel Award ($750)

2008 Vice-Presidential Session, AERA (invited)

2007- Member of University of Houston Faculty Senate (elected)

2007- Board Member, Young Audiences (invited)

2007- Board Member, Houston Independent School District Foundation (invited)

2007 UH Faculty Research Grant Award ($4000 + $4000)

2007 U.S. Representative, International Study Association of Teachers and Teaching Board

2007 Partnership Award for Work with Reed Academy

2007 Partnership Award for Work with Hoffman Middle School

2007 UH Research Mentorship Award ($2500 Prize)

2007 ATE Distinguished Teacher Education Program Award (Coordinator, Teaching and Teacher Education; Head, Elementary Education)

2007 Doctoral Student awarded Outstanding Doctoral Dissertation (Teaching) by the American Association of Teaching and Curriculum

2007 Editorial Board, *International Journal of Education and the Arts*

2007 Chair, Research Committee, SIG, American Educational Research Association (by invitation)

2007 Award Committee Member for Outstanding Doctoral Dissertation, American Educational Research Association (by invitation)

2007 Professors of Curriculum Symposium Panel Member (by invitation)

2006-2011 *Co-Editor, American Teacher Educators’ Yearbook* (5 Yr. appointment)

2006 Distinguished Speaker Series Grant Renewal

2006 Doctoral Student Awarded Outstanding Doctoral Dissertation for the Bilingual Special Interest Group, American Educational Research Association

2006 Research Excellence Award, University of Houston ($2500 Prize)

2006 Teacher Learning in Groups Award, Houston A+ Challenge

2005 Presidential Service Award, American Association of Teaching and Curriculum

2005 President, American Association of Teaching and Curriculum

2005 Past-Chair, Portfolios and Reflection in Teaching and Teacher Education, American Educational Research Association

2004 Teaching Excellence Award, University of Houston

2004 Collaborative Research Grant, National Education Association

2004 National Commendation as an Evaluator, U.S. Department of Education

2004 National Commendation for Bethune Academy (the school whose reform program I evaluated), U.S. Department of Education

2004 Travel Award, National Education Association

2004- Editorial Board, Reflective Practice Journal

2004 President, American Association of Teaching and Curriculum

2004 Chair, Dissertation Awards Committee, American Association of Teaching and Curriculum

2004- Executive Editor, *Teachers and Teaching: Theory and Practice* (appointed)

2003 President Elect, American Association of Teaching and Curriculum

2003 Service Award, American Association of Teaching and Curriculum

2003 University of Houston Arthur K. Smith Leadership Award Finalist (Peer Nominated)

2003 Nomination Committee Member, Professors of Curriculum

2002- Chair, Portfolios and Reflection in Teaching and Teacher Education SIG, American Educational Research Association

2002 American Educational Association Programmatic Research Award Finalist

2002 University of Houston External Funding Achievement Award

2001- Editorial Review Board, *American Educational History Journal*

2001-2006 Board Member, American Association of Teaching and Curriculum

1. President’s Award, American Association of Teaching and Curriculum

2001 Admitted to the By-Invitation-Only ‘Professors of Curriculum’ Group

2001 Phi Delta Kappa Outstanding Research Article Award

2001 Research Excellence Award, University of Houston

2001 University of Houston External Funding Achievement Award

2000 University of Houston Small Grant Award

2000 Invitation to Submit Spencer Foundation Major Grant Proposal

1998 AERA Distinguished Research in Teacher Education Award Finalist

1996 Lorne Macrae Academic Freedom Award Finalist

1996 Fellow of the Royal Canadian Geographical Society Award

1995Social Sciences and Humanities Research Council of Canada, Post-Doctoral Fellow

1994 Social Sciences and Humanities Research Council of Canada, Post-Doctoral Fellow

1994 Alberta Social Studies Council “Award of Excellence”

1994 American Educational Research Association, Teaching and Teacher Education, Outstanding Dissertation Nomination

1993 Kappa Delta Pi Service Award

1992 Social Sciences and Humanities Research Council of Canada Doctoral Fellow

1992 University of Alberta: Walter H. Johns Doctoral Fellowship

1991 Social Sciences and Humanities Research Council of Canada Doctoral Fellow

1991 University of Alberta: Walter H. Johns Doctoral Fellowship

1990Kappa Delta Pi "Educator of the Year" Award

1990 Alberta Teachers' Association: Fred Seymour Doctoral Fellowship

1990 Alberta Social Studies Council "Award of Recognition"

1973 Action for Bright Children Teaching Excellence Award

1973 Brandon University Honor Roll

1973 Brandon University Entrance Scholarship (highest average)

# [**PROFESSIONAL PRESENTATIONS**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

## [**International, National, Regional**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

2024 *Being globally collaborative and reciprocal learning in community to improve teacher education and school education for shared tomorrow.* Panel Discussant. Canadian Society for Studies in Education. Montreal, Quebec (online).

2024 *Change a story: Change a life*. AERA Conference. Philadelphia, PA.

2024 *Developing tools for analysis using narratives.* American Educational Research Association Conference. Philadelphia, PA

2023 *Learning about teaching internationally: Two cases of forging ahead.* ERAS International Conference and WERA Focal Meeting 2023. Singapore.

2023 *Looking into the rear-view mirror while moving forward: Drawing on past collaborative experiences to inform present practice*. Self-Study of Teacher Education Practices (S-STEP) International Biennial Castle Conference, Herstmonceux, Sussex, UK (with Kelley, M., Curtis, G. A., Easley, A., Martindell, P. T., & Perez, M. M.).

2023 *Becoming an international teacher educator: A narrative account of identity-in-the making.* AERA Conference, Chicago.

2023 *Examining the consequences of our practice as interventions in multiple education landscapes: A collaborative self-study*. AERA Conference, Chicago. (with Kelley, M., Curtis, G., & Easley, A.)

2023 *Developing tools for analysis using narratives: Tools for engaging in digital and musical narrative inquiry*. AERA Conference, Chicago. (with Lee, H.S., Park, E., & Rios, A.)

2023 *Teacher professional development and learning across career stage and context*. [Discussant] AERA Conference, Chicago.

2023 *When not getting your due is your due: Excessive entitlement in action*. AERA Conference, Virtual.

2022 *Addressing “Excessive Teacher/Faculty Entitlement”: Recreating Identity Through*

*Changing Perspectives and Social Relationship*. ISATT Conference, University of Bordeaux, France. (with Ratnam, T., Guõjónsdóttir, H., Kohout-Diaz, M., Gentles, C., & Deyrich, M-C)

2022 *Novellas and Metaphors of a Longstanding Knowledge Community: Sustaining Educators.* ISATT Conference, University of Bordeaux, France (with Curtis, G., & Kelley M.)

2022 *What inclusive ethics and equity in education mean to us personally as educators and how we are living this value in our practice.* ISATT Conference, University of Bordeaux, France. (with Flores, M., Châteaureynaud, M-A., Deyrich, M-C, & Ratnam, T.)

2022  *Supporting Preservice Teachers in Culturally Responsive Pedagogy through a Teacher Interest Group: A Narrative Inquiry.* ISATT Conference, University of Bordeaux, France. (with Evans, P.)

2022 *The Music of Narrative Inquiry.* NIME8 Conference 2022: Narrative Inquiry in Music Education, Western Norway University of Applied Sciences, Norway

2022 *A narrative inquiry investigating teacher burnout at a Bronx, New York, Middle School in 2020*. AERA Conference, San Diego, California. (with Scaramuzzo, P. & Calabrese, J)

2022 *Impact of virtual informal learning experiences on preservice stem teachers' self-efficacy in online teaching*. AERA Conference, San Diego, California. (with Evans, P., Manuel, M., Nguyen, H., Hettiarachchi, M. & McAlister-Shields, Leeah)

2022 *Pre- and post-pandemic teaching: how a global crisis changed our practice*. AERA Conference, San Diego, California. (with Kelley, M., Curtis, G. & Martindell, P.)

2022 *Teaching the way we were taught: living-reliving and telling-retelling stories of promising practices*. AERA Conference, San Diego, California. (with Kelley, M., & Martindell, P.)

2022 *Mapping growth and change in narrative inquiry research: the next chapter*. AERA Conference, San Diego, California. (with Asadi, L., Wandix-White, D. & Kelley, M.).

2022 *Journal of Teacher Education*. AERA Council of Journal Editors Meeting.

2022 *From butterfly under a pin to fish jumps over the dragon’s gate: the pathway to generous scholarship*. Women’s Research on Women Series. Texas A&M University.

2022 *Becoming a promising peer reviewer with the Journal of Teacher Education* [Virtual presentation]. AACTE, New Orleans, LA. (with Hill-Jackson, V., Van Overschelde, J., Williams, J.A. III., Rios, A., & Parks, K)

2022 *Learning Lab*, *Journal of Teacher Education, AACTE 74th Annual Meeting,* New Orleans, LA. (with Hill-Jackson, Van Overschelde, J., Williams, J.A. III., & Caldwell, C.)

2022 *Deep Dive Session with the Editors of the Journal of Teacher Education, AACTE 74th Annual Meeting,* New Orleans, LA. (with Williams, J.A. III, Hill-Jackson, V., Ronfeldt, M. & Matsko, K.)

2022 *The Music of Academic Writing.* AACTE Conference.

2021 *First generation college students who became professors of education: Experiential insights for championing inclusiveness, equity and excellence in marginalized learners.* AACTE Conference.

2021 *Publishing in JTE: meet the new editorial team*. AACTE Conference.

2021 *Writing research articles & getting published.* AACTE Conference.

2020 *The origins of self-study research*. Monash University Webinar, Melbourne, Australia.

2020 *COVID-19 times: Report from Houston, TX, USA*. IFTE Conference, Kazan, Russian Republic.

2020 *Fishing for topics: Finding publishable research in large data pools.* IFTE Conference, Kazan, Russian Republic.

2020 *Discoverability in educational research*. IFTE Conference, Kazan, Russian Republic (invited panel presentation).

2020 *Wounded Healer: Impact of a Grant-Supported Scholarship on a Minority STEM Student's Career and Life.* American Educational Research Association Meeting. Virtual Conference.

2020 *"Data Is [G]od": Influence of Policy Reforms on Urban, Middle School Teachers.* American Educational Research Association Meeting. Virtual Conference.

2019 *The Gordian Knot of international teacher induction: Cases from urban America and rural China.* American Educational Research Association, Toronto, Canada. (with Li, J. & Zhu, G.)

2019 *Learning from one another internationally: Case studies from the international study association on teachers and teaching.* American Educational Research Association, Toronto, Canada.

2019 *50 Years of Life in Classrooms: An Inquiry Into the Scholarly Contributions of Philip Jackson.* American Educational Research Association, Toronto, Canada. (with M. Flores)

2019 *Mentoring in the midst of TeachHOUSTON: Examples from a national science foundation–supported STEM teacher education program.* American Educational Research Association, Toronto, Canada. (with P. Evans, D. Stokes, L. McAlister-Shields & G. Curtis)

2019 *Intimate stories of lived experience* [Discussant]*.* American Educational Research Association Meeting, Toronto, Canada.

2019 *Writing the riptide: reflections on research professional development partnerships in post-Harvey Houston.* American Educational Research Association Meeting, Toronto, Canada. (With C. Auzenne-Curl & G. Curtis)

2018 *Challenges in effective mentoring and retention of novice teachers*. American Educational Research Meeting, New York, NY (with D. McDonald, B. Pohl, K. Divoll, P. Evans, C. Auzenne-Curl, G. Curtis, X. Han et al.)

2018 *The human library: A conversation about global and local educational topics* (Panel member)*.* American Educational Research Meeting, New York, NY 4/14

2018 *Novice teachers in high needs international contexts* . American Educational Research Meeting, New York, NY

2018 *Narrative inquiry: Knowing & doing, Theory & practice*. New Basic Education Conference. East China Normal University, China.

2018 *teachHOUSTON: A Science as Inquiry Model of Teacher Education,* Invisible College for Research on Teaching, New York, NY. (with P. Evans & D. Stokes)

2018 *The influence of professors on undergraduate and graduate students’ choosing STEM careers,* Invisible College for Research on Teaching, New York, NY (with P. Evans, D. Stokes, R. Verma, G. Zhu & T. Gale)

2018 *A tribute to “unsung teachers”: Teachers’ influences on students enrolling in STEM programs with the intent of entering STEM careers.* Invisible College for Research on Teaching, New York, NY. (with P. Evans, R. Verma, D. Stokes & J. Li)

2018*Enhancing STEM pre-service teacher preparation through both formal and informal learning experiences*, Invisible College for Research on Teaching, New York, NY. (with P. Evans, L. McAlister-Shields, M. Manuel & D. Stokes)

2017 *Robert Noyce scholarship program:   Secondary physics and teacher preparation program 2012-2017,* American Association for the Advancement of Science (AAAS) and the National Science Foundation National Conference, Washington, DC.

2017 *Developing STEM teachers through informal and formal experiences,* 18th Biennial Conference on Teachers and Teaching, Salamanca, Spain (With D. Stokes & P. Evans)

2017 *Practical pedagogies in teacher education*, Invisible College for Research on Teaching, San Antonio, TX. (with V. Allison, L. Orland-Barak, H Guðjónsdóttir et al.)

2017 *The embodied nature of narrative knowledge: A cross-study analysis of teaching, learning and living*. American Educational Research Education Meeting. San Antonio, TX. (with J. You, Y. Zou, P. Evans & G. Curtis)

2017 *Seeking liberty within an oppressive system through satire*. (with D. McDonald, C. Carman, & C. Crawford). American Educational Research Education Meeting. San Antonio, TX.

2016 *The complexities of teaching and teacher education.* American Educational Research Meeting. Washington, D.C. (with M. Flores)

2016 *Trolling for topics in a qualitative research pool: Finding stories worth telling in narrative inquiries*. American Educational Research Meeting. Washington, D.C. (with Y. Zou, J. You, S. Oh, & G. Curtis)

2016 *Teacher induction in urban schools symposium.* Invisible College for Research on Teaching. Washington, D.C. (with L. Gauna, C. Markello, B. Pohl & X. Han)

2016 *The developing identity of an Asian American teacher: The influence of a China Study Abroad trip.* Narrative Matters Conference. Victoria, BC, Canada (with Y. Zou & G. Curtis)

2015 *The knowledge and identity of an Asian American teacher: Impact of China study abroad experience*. (With Y. Zou & G. Curtis). (Paper presentation). American Educational Research Association Annual Meeting. Chicago, IL.

2015 *Looking forward and backward, inside and out: Studying Lives of Teachers in Schools*. American Educational Research Association Annual Meeting. Chicago, IL.

2015 *Induction Year Experiences of Secondary Content-Area Teachers*. (With Faculty Academy). Invisible College for Research on Teaching. Chicago, IL.

2014 *Sustaining teachers: Attending to the best-loved self in teacher education and beyond.* The 2nd Global Teacher Education Summit. Beijing, China.

2014 *Teacher retention and attrition: An international inquir*y. ECER Conference (Emerging Researchers’ Conference). Porto, Portugal.

2014 SSHRC Partnership Grant Project First Annual General Meeting (Reciprocal Learning in Teacher Education and School Education between Canada and China). *The American educational experience and its relevance for reciprocal learning in education: Learnings and lessons.* (Keynote Speech). Windsor, Canada.

2014 *Becoming a Teacher Educator: International Perspectives*. *Preparation of a teacher educator: Opportunities and issues*. (Symposium Paper). American Educational Research Association Annual Meeting. Philadelphia, PA.

2014 *From arrogance to acceptance: Narratively shifting “I-It” to the “I-Thou” through reflection*. (With Y. Zou). (Paper presentation). American Educational Research Association Annual Meeting. Philadelphia, PA.

2014 *Pedagogy through the pearl metaphor: Teaching as a process of ongoing refinement* (with J. You & S. Oh). (Paper presentation). American Educational Research Association Annual Meeting. Philadelphia, PA.

2013 *Why school reform does not work in expected ways: A teacher perspective* (Keynote Speech). International Conference on Teacher Education. Uberaba, Brazil.

2013 *International teaching and teacher education* (Paper Presentation). International Conference on Teacher Education. Uberaba, Brazil.

2013 *A teacher’s narrative inquiry into school reform*. International Conference on Teacher Education. Rio de Janeiro, Brazil.

2013 *Teacher attrition and retention: A U.S. case* (Prezi Presentation). Symposium on Research on Teacher Attrition and Retention. Utrecht, The Netherlands.

2013 *CTD editors’ session and writer’s workshop* (Special Panel Session). American Association for Teaching and Curriculum 20th Annual Conference. Chicago, IL.

2013 American Association for Teaching and Curriculum 20th Annual Conference. *Teacher education: An international perspective* (Paper presentation). Chicago, IL.

2013 American Educational Research Association Annual Meeting. *What the West can Learn from the East: A reflective analysis.* (with Y. Zou & R. Poimbeauf). (Paper presentation). San Francisco, CA.

2013 American Educational Research Association Annual Meeting. *Narrative inquiry over distance and time: Images and collaboration*. (with D. K. Keyes, C.A. Coulter, V. Ross, E. Chan, S. E. Pinnegar, M. L. Hamilton, M. Rice, M. S. Murphy, & C. M. Schlein). (Paper presentation). San Francisco, CA.

2013 American Educational Research Association Annual Meeting. *Stories of poverty—Poverty stories: An international inquiry.* (with D. C. Parker). (Paper presentation). San Francisco, CA.

2013 American Educational Research Association Annual Meeting. *Narrative inquiry: A research method for travel study.* (with Y. Zou & R. Poimbeauf). (Paper presentation). San Francisco, CA.

2013 Global Perspectives and Comparison of Physical Education as Liberal Education Programs in Higher Education. *A future worth choosing: Liberal education* (Keynote speech). Incheon, Korea.

2013 2013 ATE Annual Meeting. Chair of Special Session 217: Culture, Family & Social Justice: ATE Research in Teacher Education Yearbook. Atlanta, Georgia.

2013 The 11th Annual Hawaii International Conference on Education. *Narrative Inquiry as travel study method: Affordances and Constraints* (Paper presentation). Honolulu, Hawaii.

2013 The 11th Annual Hawaii International Conference on Education. *Journal writing as a way to know culture: Insights from a travel study abroad program* (Paper presentation). Honolulu, Hawaii.

2012 American Association for Teaching and Curriculum 19th Annual Conference. *Writer’s workshop*. (with P. B. Uhrmacher, L. Bennett & C. Bohan). (Special Panel Session). San Antonio, TX.

2012 The Ninth International Conference on Self-Study of Teacher Education Practices. *Braided journeys: A self-study of sustained teacher collaboration.* (with G. Curtis, D. Reid, T. Martindell, M. Kelley, M. Glamser & P. Gray). (Paper presentation). East Sussex, England.

2012 Narrative Matters: Life and Narrative. *From “stories to live by” to “stories to leave by”: A beginning teacher’s entry and exit from teaching in an urban middle school context.* (Paper presentation). The American University of Paris, Paris, France.

2012 Narrative Matters: Life and Narrative. Moderator for the Paper Session: *The teaching narrative*. The American University of Paris, Paris, France.

2012 Second International Conference for English Language Teacher Educators. *Teacher professional development through the teacher as curriculum maker lens.* (Paper presentation). Hitec City, Hyderabad, India.

2012 Second International Conference for English Language Teacher Educators. *Teacher education restructuring: Learning environments and innovative pedagogies.* (Paper presentation). Hitec City, Hyderabad, India.

2012 American Educational Research Association Annual Meeting. *China study trips: Expanding teacher and leadership horizons.* (with Y. Zou & R. Poimbeauf, University of Houston). Vancouver, BC, Canada.

2012 American Educational Research Association Annual Meeting. *Exploring scholarly identity development in Our academic sandbox: Building castles and rebuffing backyard bullies.* (with D. McDonald, M. Kahn, C. Markello, M. Garcia, D. Smith, & J. Kiekel). Vancouver, BC, Canada.

2012 American Educational Research Association Annual Meeting. *One principal’s reconstructed field text: Three researchers’ interpretive lenses.* (with Y. Zou & R. Poimbeauf, University of Houston). Vancouver, BC, Canada.

2012 American Educational Research Association Annual Meeting. *Teacher learning communities: Affordances and constraints in the American educational context.* (Symposium: Teaching and Teacher Education). Vancouver, BC, Canada.

2012 Invisible College, American Educational Research Association Annual Meeting. *Conducting narrative Inquiries in stereotypically quantitative research areas.* (with P. Evans & A. Stiles of University of Houston, and F. Glanfield, University of Alberta). Vancouver, BC, Canada.

2012 ATE Annual Meeting. *Social justice in preservice and graduate education: A reflective narrative analysis.* (Paper presentation). (with M. R. Olsen, St. Francis Xavier University). San Antonio, TX.

2012 ATE Annual Meeting. *Establishing scholarly identity in our academic sandbox: Drawing lines in the sand.* (Paper presentation). (with D. McDonald, K. Divoll, L. McEnery, D. Shulsky, M. Kahn, & D. Smith, University of Houston-Clear Lake). San Antonio, TX.

2011 American Association for Teaching & Curriculum 18th Annual Conference. Special panel session. *Writer’s workshop.* (with P. Bruce, University of Houston; L. Bennett, University of Denver; C. Bohan, Georgia State University. Denver, Colorado.

2011 American Association for Teaching & Curriculum 18th Annual Conference. *Exploring our academic sandbox: Scholarly identities developed through play, tantrums, building castles and rebuffing background bullies*. (with D. McDonald, University of Houston-Clear Lake, D. Smith, University of Houston-Clear Lake, M. Garcia, University of Houston-Clear Lake, K. Divoll, University of Houston, Clear Lake, D. Shulsky, University of Houston, Clear Lake, L. Benavente-McEnery, University of Houston, Clear Lake; Denver, Colorado.

2011 Hangzhou Normal University. *Curriculum making and teachers’ best-loved selves.* Hangzhou, China (invited).

2011 Hangzhou Normal University. *Narrative inquiry as teacher professional development.* Hangzhou, China (invited).

2011 National English as a Foreign Language Conference. *Teacher professional community: Whose version?* Jinhua, China (invited).

2011 National English as a Foreign Language Conference. *Narrative inquiry: A research method*. Jinhua, China (invited).

2011 International Study Association of Teachers and Teaching. *Coming to know in the eye of a storm: A beginning teacher’s experience.* Braga, Portugal.

2011 International Study Association of Teachers and Teaching. *Narrative exemplars of reflection: Images of teaching in tension*. Braga, Portugal.

2011 International Study Association of Teachers and Teaching. *Teaching and the best-loved self*. Braga, Portugal.

2011 International Study Association of Teachers and Teaching. *Teacher professional development through the teacher as curriculum maker lens.* Braga, Portugal.

2011 American Educational Research Association Annual Meeting. *Demonstrating interpretation using the three-dimensional inquiry space.* New Orleans, LA.

2011 American Educational Research Association Annual Meeting. *Teacher education and the best-loved Self* (symposium). New Orleans, LA.

2011 American Educational Research Association. *The origins and development of narrative inquiry in teaching and teacher education* (paper presentation). New Orleans, LA.

2011 American Educational Research Association. *International trends in the study of teachers and teaching: Disseminating research for the public good.*  (symposium). New Orleans, LA.

2011 American Educational Research Association, Narrative Research SIG Annual Meeting. *Ethics in research in teaching and teacher education from the qualitative perspective* (with Mary Lynn Hamilton, University of Kansas; S. Pinnegar, Brigham Young University; & S. Shoneman, University of Haifa). New Orleans, LA.

2011 American Educational Research Association, Narrative Research SIG Annual Meeting. *Writing qualitative research* (with M. L. Hamilton, University of Kansas; & J. Green, University of California, Santa Barbara). New Orleans, LA.

2011 American Educational Research Association Annual Meeting. *Presidential session* (invited). New Orleans, LA.

2011 NAPAR Conference, Arizona State University. *Interpretation in narrative research*. Tempe, AZ.

2010 Second East Asian Conference on International Teacher Education Research, Hong Kong Institute of Education. *Narrative inquiry in teaching and teacher Education*. Hong Kong.

2010 International Study Association of Teachers and Teaching, Hong Kong Institute of education. *The ‘me’ in teacher educator/The teacher educator in ‘me’: Identity from a personal perspective.* Hong Kong.

2010 NIME Conference, University of Queensland. *Narrative inquiry: Variations on a methodological theme.* Queensland, Australia (invited).

2010 Capital Normal University. *Teacher education and the best-loved self*. Beijing, PRC.

2010 Seventeenth Annual Conference of America Association for Teaching & Curriculum. Writing for Publication. St. Louis, Missouri.

2010 American Educational Research Conference, *Traveling journals as collaborative sharing to support introspection, retrospection, perception, observation, relationships and direction of academic journeys* (with Faculty Academy teacher educators). Denver, Colorado

2009 Korea Institute for Curriculum and Evaluation. *Making sense of organized school reform*. South Korea (invited).

2009 Ewha University. *Why narrative inquiry in the study of education? A reflective analysis*. South Korea (invited).

2009 American Association of Teaching and Curriculum. *Academic writing for new faculty*, Arlington, VA (workshop presentation).

2009 American Educational Research Association. *Presidential address session* (invited) (with E. Eisner, Professor Emeritus, Stanford University; L. Shulman, Professor Emeritus, Stanford University; M. Connelly, Professor Emeritus, University of Toronto; M. Ben-Peretz, Professor Emeritus, University of Haifa; S.J. Xu, University of Windsor; Y. Xu, Capital Normal University).

2009 American Educational Research Association*. Tensions in teacher community: A continuing saga in a reforming middle school context.* San Diego, CA. (paper presentation).

2009 American Educational Research Association. *Reflecting backward, Living forward: Dreams sought, deferred, and reclaimed in a reforming high school context.* San Diego, CA. (paper presentation with M. Kelley, Eisenhower High School).

2009 American Educational Research Association. *Growing reflective practice: A teacher perspective. S*an Diego, CA. (paper presentation with P. Gray, M. Kelley, & D. Reid).

2009 American Teacher Educator’s Conference. *Teacher learning in small group settings: Part 1*. Dallas, TX (invited).

2009 American Teacher Educators’ Conference. *Teacher learning in small group settings: Part 2*. Dallas, TX (invited).

2008 MOFET International. *Teacher as curriculum maker*. The MOFET Institute, Israel (invited).

2008 Third Conference on Research in Curriculum. *Curriculum dreaming: Moving toward possible futures in educational research.* University of Haifa, Israel (invited).

2008 American Association for Teaching and Curriculum. *Coming full circle: From teacher reflection to classroom action and places in-between*. Austin, TX.

2008 American Educational Research Association Meeting. *What does teacher research have to do with Reading First?* New York, NY.

2008 American Educational Research Association Meeting. *Small stories and mega-stories: Accountability in balance*. New York NY (with M. Olson).

2008 American Educational Research Association Meeting. Division B Invited Symposium*. Schwab’s legacy: 25 years later*. New York, NY (with M. Connelly, T. Roby, & I. Westbury).

2008 American Educational Research Association Meeting. *Traveling journals: A way to unpack personal, group, and institutional change.* New York, NY (with M. Kelley, P. Gray & D. Reid)

2008 Handbook of Reflective Inquiry Authors’ Conference. *Reflective practice in the professions: Teaching*. Boston College, Newton

2007 International Study Association of Teachers and Teaching. *The closing of the classroom space*. Brock University, St. Catherine’s, Ontario, Canada.

2007 International Study Association of Teachers and Teaching. *Traveling stories: Converging milieus and educational conundrums*. Brock University, St. Catherine’s, Ontario, Canada.

2007 3rd Tampere Conference on Knowing, Living, Telling. *Why narrative inquiry*? Tampere, Finland.

2007 American Educational Research Association. *Methodological and conceptual borderlands of narrative inquiry*. Chicago, IL (invited symposium). Other invited symposium participants are D. J. Clandinin (University of Alberta), J. Rosiek (University of Oregon), J. Huber (St. Francis Xavier University), C. Coulter (Arizona State University), B. Atkinson (Stanford University), R. Mitchell (Louisiana State University), and F. Elbaz-Luwisch (University of Haifa).

2007 American Educational Research Association. *School portfolio group: Teacher group? Knowledge community?* Chicago, IL (accepted).Other symposium participants include M. Kelley (Eisenhower High School), R. Venable (Eisenhower High School), T. Martindell (Houston A+ Challenge), D. Reid (Houston A+ Challenge), P. Gray (Hamilton Middle School), & G. Curtis (Wilson Elementary School).

2007 American Educational Research Association/Professors of Curriculum*. The impact of high stakes testing*. Chicago, IL (invited symposium with D. Flinders, Indiana University; L. Behar-Horenstein, University of Florida).

2007 American Educational Research Association. *Joseph Schwab: Self-study proponent? A personal perspective*. Chicago, IL (paper presentation).

2007 American Educational Research Association. *Research on the boundaries: Narrative inquiry in the midst*. Chicago, IL (paper presentation).

2007 International Study Association of Teachers and Teaching. *The closing of the classroom space*. Brock University, St. Catherine’s, Ontario, Canada.

2007 Study Association of Teachers and Teaching. *Traveling stories: Converging milieus and educational conundrums.* Brock University, St. Catherine’s, Ontario, Canada.

2006 Mid-West History of Education Conference. *The influences of Hurricanes Rita and Katrina on one school context and educators’ knowing*. Chicago, IL.

2006 Self-Study of Teaching and Teacher Education Practices Conference. *Historical roots of self-study: Joseph Schwab*. Herstmonceux Castle, Herstmonceux, UK.

2006 American Educational Research Association. *Life on the professional knowledge landscape: When versions of teacher community collide*. Paper presentation.

2006 American Educational Research Association. *Narrative research symposium.*

2006 American Educational Research Association. *Faculty Academy symposium.*

2005 International Study Association of Teachers and Teaching. *The value of illuminative inquiry in an age of accountability.* Sydney, Australia.

2005 Mid-west History of Education Conference. *Evaluation gone awry. Historical legacy, Local phenomenon.* Chicago, IL.

2005 American Association of Teaching and Curriculum. *Musings in the margins: Teaching and Curriculum on an age of reform.* Austin, TX.

2005 American Educational Research Association Meeting. *The goodness of schools: The goodness of teachers.* Montreal, PQ, Canada. Paper presentation.

2005 American Educational Research Association Meeting. *Flights from the field and the plight of teacher education.* Montreal, PQ, Canada. Paper presentation.

2005 American Educational Research Association Meeting. *Stories of accountability: Equity and excellence in education?* Montreal, PQ, Canada. Paper presentation (with M. Olson).

2003 American Educational Research Association Meeting. *Symposium with School-Based Partners* (School Portfolio Group of Teachers/Eisenhower High School Teacher Research Group), Montreal, QU, Canada.

2003 American Educational Research Association Meeting. *Symposium with School-Based Partners* (School Portfolio Group of Teachers/Eisenhower High School Teacher Research Group), Montreal, QU, Canada.

2004 Mid-west History of Education Conference Meeting*. Historical inquiry and narrative inquiry: Striking similarities; Notable differences*. Chicago, IL. Paper presentation.

2004 Canadian Society for Studies in Education. *Keynote address*, University of Western Ontario (invited).

2005 University of Victoria. *Keynote address*, Victoria, BC, Canada (invited).

2004 U.S. Department of Education Arts in Education Model Development and Dissemination. *Cochrane Academy: A case study (Part I)*. Washington, D.C. Evaluators’ Workshop Presentation (invited).

2004 U.S. Department of Education Arts in Education Model Development and Dissemination. *Cochrane Academy: A case study (Part II)*. Washington, D.C. Evaluators’ Workshop Presentation (invited).

2004 Fifth International Conference on Self-study of Teacher Education Practices. *Beyond Hollywood plotlines: Becoming real in reforming urban school contexts.* East Sussex, UK. Paper presentation.

2004 Reflective Practice Conference. *Dilemmas that gnaw at my soul: Ten years later.* Gloucester, England. Paper presentation.

2004 American Education Research Association Meeting. *What teachers learn from – and with one another*. San Diego, CA. Symposium with portfolio group of teachers.

2004 American Education Research Association Meeting. *Maintaining reflective spaces: Professional learning in higher education*. San Diego, CA. Symposium with the Faculty Academy.

2003 American Educational Research Association Meeting. *Why is dissemination so difficult? The nature of teacher knowledge and the spread of curriculum reform*, San Diego, CA, Paper Presentation.

2003 American Educational Research Association Meeting. *Teachers as knowers, school reform, the known: Epistemology in a new key*, San Diego, CA, Paper Presentation.

2003 Mid-west History of Education Conference. *Eagle high school’s social narrative history: 1997-Present,* Chicago, IL, Paper Presentation. \*

2003 American Association of Teaching and Curriculum Meeting. *Creating Reflective spaces:  Professional learning in higher education,* Baltimore, MD, Paper Presentation. \*

2003 American Association of Teaching and Curriculum Meeting. *Same stories, different experiences:  The influence of biography on social narratives and teachers' interpretive knowledge.* Baltimore, MD, Paper Presentation. \*

2003 International Study Association of Teachers and Teaching. *The epistemic role of live metaphors in the development of teachers’ personal and collective knowledge of school reform*. Leiden, The Netherlands, Paper Presentation. \*

2003 International Study Association of Teachers and Teaching. The influence of evaluation on teachers’ knowledge, communities of knowing and school context. Leiden, The Netherlands, Paper Presentation. \*

2003 International Study Association of Teachers and Teaching, The *International state of teacher research*, International Symposium. Leiden, The Netherlands (Invited U.S. Representative) Other panel participants included P. Denicolo and B. Somekh (UK), J. Clandinin (Canada), L. Orland Barak, S. Keiny, and M. Zellermayer (Israel).\*

2003 Canadian Society for the Study of Education. *What makes a story educative*? Halifax, Canada. Interactive Symposium with M. Olson, J. Huber, A. Orr, & D. Pushor.

2003 American Educational Research Association Meeting, *Accountability for educational success. Use of video documentary as data/evidence*. Chicago, IL, Symposium with L. Goodwin & J. Phillips.

2003 American Educational Research Association Meeting, *Reflective school portfolios: Knowing practice, Showing educational quality.* Chicago, IL, Symposium with Houston Annenberg Challenge Teachers.\*

2003 Invisible College, American Educational Research Association Pre-Meeting, *Creating reflective spaces: Professional learning in higher education.* Chicago, IL, Interactive Symposium with J. Clandinin, J. Huber et al.(University of Alberta, Canada), J. Dyson and H. Burchell (University of Hertfordshire, England) and Faculty Academy Members (University of Houston).\*

2003 American Educational Research Association Meeting, *Story constellations: A way to account for reforming school contexts and to contextualize teacher knowledge*. Chicago, IL, Paper Presentation.

2003 American Educational Research Association Meeting, *Narrative inquiries of school reform*, Chicago, IL, Keynote Address (Invited).

2002 American Association of Teaching and Curriculum Meeting. *The Shadows of New York*, Tulsa, OK, Paper Presentation (Invited).

2002 Canadian Society for the Study of Education Thirtieth Annual Conference. *Uncovering cover stories: Examining the development of teacher knowledge,* University of Toronto, Toronto, Canada. Paper Presentation.

2002 Midwest History of Education Society Conference. Chicago, IL. *Stories lived and told: Education in an African American community during the segregation/desegregation years.* Paper Presentation.

2002 International Reflective Practice Center. *A reflective analysis of the role of an evaluator*. Paper Presentation. Cotswold, England. Invited.

2002 University of New Brunswick, Narrative Matters Conference. *The development of narrative authority in knowledge communities.* Paper Presentation. Fredericton, NB, Canada. Invited. \*

2002 St. Francis Xavier University. Guest Lecturer. *Beyond “The Monkey’s Paw” and “The Rainbow Fish”: Exploring root problems in school reform.* Antigonish, NS, Canada. Guest Lecturer. \*

2002 American Educational Research Association. *The validation and value of narrative knowledge: Possibilities and pitfalls.* Paper Symposium with M. Olson, J. Yeom, S. Gudmundsdottir, N. Lyons & J. Clandinin (Discussant). New Orleans, LA. \*

2002 American Educational Research Association. *The value and validity of school portfolio-making*. Symposium with Teachers with the Houston Annenberg Challenge Schools. New Orleans, LA.\*

2002 American Education Research Association. *Curriculum at the crossroads: A meta-level narrative analysis*. Paper Presentation. New Orleans, LA.\*

2001 American Association of Teaching and Curriculum Conference, Denver, CO. *Ten years later*. Symposium with D. J. Clandinin & M. Olson. Invited.\*

2001 American Association of Teaching and Curriculum, Denver, CO. *Dilemmas in re-storying a “story of school”: A case of “The Rainbow Fish.”* Paper Presentation.\*

2001 American Association of Teaching and Curriculum, Denver, CO. *Two curriculum initiatives; One fate.* Paper Presentation. \*

2001 Midwest History of Education Conference, Chicago, IL. *Nelda Davis, the McCarthy era, and Houston schools.* Paper Presentation. \*

2001 International Study Association of Teachers and Teaching Conference, Faro, Portugal. *Rediscovering purpose in collaborative teacher inquiry: Lessons learned from “Night and the Candlemaker.”* Paper Presentation.

2001 International Study Association of Teachers and Teaching Conference, Faro, Portugal. *Shifting boundaries on teachers’ professional knowledge landscapes: When knowledge community interactions become unsafe.* Paper Presentation.

2001 International Study Association of Teachers and Teaching Conference, *What teachers know Through school portfolio making* Faro, Portugal.

2001 American Educational Research Association Annual Meeting, Seattle, WA. *Uncovering cover stories: What teachers know/claim not to know and what teachers do not know/claim to know and why they do It.* Paper Presentation. Paper Presentation. (with M. Olson).

2001 American Educational Research Association Annual Meeting, Seattle, WA*. School portfolios: What teachers know and how they know It.* Paper Presentation. (with Houston Annenberg Challenge teachers)

2000 Smart2000 Conference, Calgary, AB. *Linking schools in real time: Calgary, Canada, and the Houston Annenberg Schools.* High Technology Presentation (Invited).

2000 American Association of Teaching and Curriculum, Alexandria, VA. *The dragon in school backyards*. Paper Presentation.

2000 Canadian Society for Studies in Education, Edmonton, AB. *School portfolios: A way to capture teacher knowledge during times of reform.*

2000 Canadian Society for Studies in Education, Edmonton, AB. *The critical interface between implementation and teacher knowledge: Addressing “The Monkey’s Paw” dilemma.*

2000 International Conference on Reflective Practice, Worcester, UK. *A narrative approach to school reform: Making a difference through reflective practice*  (accepted; declined due to a death in the family).

2000 International Conference on Reflective Practice, Worcester, UK. *School portfolios: Coming to know the experience of school reform through reflective practice* (accepted; declined due to family death).

2000 Herstmonceux Castle Conference, UK. *One researcher, Five reforming school contexts: A self-study of ‘lessons learned*.’ Paper Presentation (accepted; declined due to death in the family).

2000 International Teacher Research Conference, Baton Rouge, LA. *The significance of school portfolios to reforming school contexts.*

2000 American Educational Research Association. *Individual teacher perspective: An essential element of reforming school contexts.* Paper Presentation (with C. Willis).

2000 American Educational Research Association. *The memory box as a way to come to know*. Portfolio Presentation.

2000 The Education Department, Dartmouth College. *School portfolio-making: Developing teacher knowledge through cultivating communities of knowing*. Harvard University. Paper Presentation.

2000 The Education Department, Dartmouth College. *School portfolio development: Coming to know culture and context through reflective practice*, Harvard University. Presentation (Invited).

1999 Corporate-Higher Education Forum. *Innovation through partnerships.* Niagara on the Lake, Canada. Invited Researcher.

1999 World Teleport Association. *The Smart2000 Conference and The Annenberg Beacon Schools.* New Orleans, LA. Invited Researcher.

1999 American Association of Teaching and Curriculum. *The influence of multiple waves of reform on a ‘story of school’ and its teachers.* Orlando, FL. Paper Presentation. \*

1999 Houston Independent School District. *School portfolio making: Accounting for school reform initiatives*. Keynote Address.

1999 International Association of University Presidents. Division of African Nations. Panel Presentation. Akkra, Ghana. Invited Address (declined due to safety issues).

1999 International Study Association on Teachers and Teaching. *“The Monkey’s Paw”: The influence of locally interpreted reform movements on teachers’ identities, knowledge formations, and communities of knowing.* Dublin, IR.

1999 The Fifth International Conference on Social Values. *The move toward lifelong learning on the eve of the new millennium.* St. Anthony’s College, Oxford University, Oxford, UK. Paper Presentation.

1999 The Sixth Annual International Conference on Teacher Research. *Teacher research as a vehicle for personal and school-wide change*. Paper Presentation.

1999 American Educational Research Association. *Adding, subtracting, and dividing: Latino students in an urban middle school context*. Montreal, PQ. Interactive Paper Symposium (with L. McNeil, A. Valenzuela)

1999 American Educational Research Association. *Opportunities and challenges in the development of teachers’ knowledge: The development of narrative authority through knowledge communities*. Montreal, PQ.

1999 The Education Department, Dartmouth College. *Moving outward by going inward: The paradoxical relationship between and among teachers’ narrative knowledge, portfolio development, and school reform*. Cronkite Center, Harvard University.

1999 The Education Department, Dartmouth College. *School portfolio development: The journey from high stakes to learning*. Cronkite Graduate Center, Harvard University. Symposium.

1998 Corporate and Higher Education Forum of Australia, Canada, Japan and United States. *The field of education on the brink of the 21st century*. Banff, AB.

1998 American Association for Teaching and Curriculum. *Moving from the specific to the general: The Model Science Lab, A catalyst for whole school change.* Orlando, FL. Paper Presentation.

1998 American Association for Teaching and Curriculum. *Collaboration: An essential ingredient of school reform*. Orlando, FL. Paper Presentation.

1998 American Educational Research Association Conference. *Shifting roles/Changing lives*. San Diego, CA. Paper Presentation.

1998 Narrative, Discourse and Presentation of Evidence in the Portfolio Process Conference. Sponsored by Dartmouth College, Harvard University, and The University of Southern Maine. *Creating a school portfolio to document school reform*. Cronkite Graduate Center, Cambridge, MA (Invited).

1997 American Educational Research Conference. *The influence of context on one teacher’s interpretive knowledge of team teaching*. Chicago, IL. Paper Presentation.

1997 American Educational Research Conference. *Issues in teacher research.* Chicago, IL. Paper Presentation.

1997 The Coalition of Essential Schools Fall Forum. *Collaboration: The glue that binds*. San Francisco, CA. Paper Presentation.

1997 The Coalition of Essential Schools Fall Forum, *Knowledge communities: Places of professional growth and educational change.* San Francisco, CA. Symposium.

1997 Corporate and Higher Education Forum, Government of Canada. *The story continues….* Montreal, PQ. Presentation.

1997 Qualitative Inquiry Conference, University of Georgia. *Storying teachers’ knowledge landscapes*. Athens, GA. Paper Presentation.

1997 Qualitative Inquiry Conference, University of Georgia. *Reconstructing teachers’ contexts: Matters of methods, interpretation and ethics*. Athens, GA. Paper Presentation.

1996 Higher Education Forum, Government of Canada. *Teaching and change.* Toronto, ON.

1996 International Assembly, National Council of the Social Studies, *Of Shakespeare, the American civil war and the empowerment of young citizens*. Washington, D.C.

1996 American Association for Teaching and Curriculum. *“And the walls came tumbling down...”* San Antonio, TX.

1996 American Association for Teaching and Curriculum. *Problems in reconstructing context.* San Antonio, TX.

1995 American Educational Research Association. *Beginning teaching: The importance of experience and the ironies of placement.* San Francisco, CA.

1995 Invisible College. *Contradictions of practice*. San Francisco, CA. Symposium Paper (with M. Olson).

1995 American Educational Research Association. *Coming to know self through others.* San Francisco, CA.

1995 International Teacher Research Conference. *Symbols on the landscape*. Davis, CA. Symposium Paper (with Jean Clandinin).

1994 International Assembly Panel. National Council for the Social Studies. *Asking questions about social studies reform and renewal.* Phoenix, AZ.

1994 National Council of the Social Studies. *Social studies planning for a multiaged classroom*. Phoenix, AZ.

1994 Alberta Social Studies Conference. *Issues in multiculturalism*. Edmonton, AB.

1994 Alberta Social Studies Conference. *Planning around “big ideas” in social studies.* Edmonton, AB.

1994 Alberta Early Childhood Conference. *A response to the critics of multiaging*. Calgary, AB.

1994 Alberta Early Childhood Conference. *Knowledge communities: Safe places on the professional knowledge landscape*. Calgary, AB.

1994 Canadian Society for Studies in Education. *Teachers' professional knowledge landscapes*. Calgary, AB.

1994 American Educational Research Association. *Ethical issues in teaching and teacher education.* New Orleans, LA.

1993 Alberta Social Studies Conference. *Social studies and the multiaging philosophy*. Calgary, AB. Paper Presentation.

1993 National Council of the Social Studies. *Social studies in a multiaged classroom.* Nashville, TN. Paper Presentation.

1993 International Conference on Teacher Research. *Storying the professional knowledge landscape*. Paper Presentation. Athens, GA.

1993 International Conference on Teacher Research. *Knowledge communities: A way of understanding how teachers come to know in their professional knowledge contexts.* Athens, GA. Paper Presentation.

1992 National Council for the Social Studies. *Using narrative text in teaching social studies.* Detroit, MI. Paper Presentation.

1992 Alberta Social Studies Conference. *A potpourri of experiential learning activities.* Lethbridge, AB. Presentation.

1992 Alberta Social Studies Conference. *Building bridges: Making connections Between social studies and program continuity*. Lethbridge, AB. Presentation.

1992 Canadian Conference for Teachers of English. *Teaching social studies Through story*. Calgary, AB. Presentation.

1992 Faculty of Education/P.D.K./K.D.P./ A.S.C.D. Joint Seminar. *Collaboration: A way of 'leading out.*' Calgary, AB. Paper Presentation.

1992 International Conference on Teacher Research. *'Telling stories': A research methodology*. Stanford University, Stanford, CA. Paper Presentation.

1992 International Reading Association Conference. *Social Studies and the narrative approach*. Edmonton, AB. Presentation.

1992 WESTCAST Conference. *Expanding horizons of teacher knowledge*. The Faculte Saint Jean, University of Alberta, AB. Paper Presentation.

1992 Mighty Peace Teachers' Convention. *Listening to the student voice*. Paper Presentation. Grande Prairie, AB. Presentation.

1992 Mighty Peace Teachers' Convention. *Teaching Alberta/Quebec: A comparative study*. Grande Prairie, AB. Book Presentation.

1991 Canadian Association for Social Studies. *Social Studies for the 21st Century: Revisiting the citizenship goal*. Banff, AB. Keynote Address.

1991 National Council for the Social Studies Conference. *Children's Talk About social studies* Washington, DC. Paper Presentation.

1991 National Council for the Social Studies Conference. *Children's Talk About social studies* Washington, DC. Paper Presentation.

1991 Canadian Association for Social Studies Conference. *A narrative approach to teaching Canadian history*. Banff, AB. Presentation.

1991 Calgary City Teachers' Convention. *The new elementary social studies curriculum: Living the reality in the classroom*. Calgary, AB. Keynote Address.

1991 Calgary City Teachers' Convention. *The new elementary social studies curriculum: Living the reality in the classroom*. Calgary, AB. Keynote Address.

1991 Calgary City Teachers' Convention. *The student voice in the classroom*. Calgary, AB. Keynote Address.

1990 Department of Education, Northwest Territories. *Approaches to multigrade teaching*. Five Day Inservice Program, Yellowknife, NWT.

1990 Alberta Social Studies Conference. *An approach to teaching Canada's Geography*. Edmonton, AB.

1990 Calgary City Principals' Meeting. *Social construction of knowledge*. Keynote Address and Panel Member. Kananaskis, AB.

1989 Central Alberta Teachers' Convention. *On dealing with curriculum change*. Red Deer, AB. Keynote Address.

1989 Department of Education, Northwest Territories. *Approaches to multigrade teaching*. Two Day Inservice Program, Yellowknife, NWT.

1989 Alberta Social Studies Conference*. Elementary curriculum change*. Red Deer, AB.

1989 Alberta Social Studies Conference. *Thinking skills and social studies*. Red Deer, AB.

1988 Provincial Early Childhood Education Conference. *Young children, listening skills, and oral literacy*. Calgary, AB.

1988 Alberta Social Studies Conference. *Using games in social studies*. Calgary, AB. Presentation.

1986 Canadian Council for Multicultural and Intercultural Education Conference. *Strategies for intercultural awareness in the classroom*. Calgary, AB. Presentation.

1985 Canadian Council for Multicultural and Intercultural Education Conference. *An approach to intercultural education: SPEDS*. October 9, 1985. Toronto, Ontario. Keynote Presentation.

## **[2. Local](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

2023 *Getting published.* BLUE Network. Texas A&M University.

2022 *Publishing in the Journal of Teacher Education: A Guide for Educational Researchers,* School of Education and Human Development at Texas A&M University. College Station, Texas. (Craig, C., Hill-Jackson, V., Orland-Barak, L., Williams, J.A. III., Caldwell, C., & Kwok, A., 2022, November 9)

2017 *Experiences of school reform. Voices of Impact Speakers’ Series.* Texas A&M College of Education and Human Development.

2017 *Experiences of school reform.* Dean’s Development Council Meeting. Hildebrand Equine Complex, Texas A&M University.

2016 *U.S. teacher education and the global scene*. Teacher Education Transformation Research Institute. Texas A&M University, College Station, TX

2016 *Structures and pedagogies of international teacher education.* Texas A&M University, College Station, TX

2016 *Looking backward, Looking forward: My past, present and future research agenda****.*** Texas A&M University, College Station, TX, May.

2016 *One urban middle school: Many reform efforts*. Center for Education Lecture, Texas A&M University, College Station, TX, November

2012 University of St. Thomas. *Images of curriculum in an age of accountability*. Houston, TX.

2009 Houston Academy. *Using what we know to become the teachers we can be*. Houston, TX.

2009 Houston Academy. *Conflicting images of teaching*. Houston, TX.

2009 Republican Women Issues Conference. *Examining the issue of accountability through the lens of empirical research.* The Woodlands, TX.

2008 School of Public Health, The University of Texas. *Teacher/Medical educator-as curriculum-maker: A view from the Inside.* Excellence in education series.

2008 School of Public Health, The University of Texas. *Medical educator-as-curriculum-maker* (Workshop).

2008 Stephen F. Austin University. *Narrative inquiry: Understanding the method*.

2006 University of Houston, College of Education, Internship Seminar. *Reflective teaching in an age of school reform*.

2005 Houston A+ Challenge, Schools for a New Society. *School portfolios and school reform*.

2004 Edinburg Independent School District. ‘*Action research’ in second language classroom contexts*. Keynote Speaker.

2004Hobby Lecture Series (NASA). *Has state-administered achievement testing gone too far*?Panel Member (UH Representative).

2003 Southern Lutheran Federation. *Teachers’ knowledge communities. Keynote Speaker.*

2003 Southern Lutheran Federation Delta. *The Shadows of New York: A story of caring in community*. Keynote Speaker.

2002 Houston Annenberg Challenge *School Reform Panel*. Summer Institute. Panel Moderator. Invited.

2000 University of Houston. *Expanding views of curriculum: Curriculum at the crossroads of change*. Phi Kappa Conference, Houston, TX. Keynote Speaker. Invited.

2001 University of Houston. Center for Research on Equity and Diversity Lecture Series*. Narrative inquiry: An ongoing research program*. Keynote Speaker. Invited.

1999 Phi Delta Kappa Conference, Houston, Texas. *School as parkland: re-storying a “story of school*.”[[1]](#footnote-1) Paper Presentation.

1999 Reforming Schools Summer Institute III. *A framework for school portfolio-making*. Rice University. Paper Presentation.

1999 Reforming Schools Summer Institute III*. The experience of school portfolio-making*. Rice University. Roundtable Discussion.

1998 Reforming Schools Summer Institute II. *Evaluation that serves reform.* Rice University. Symposium.

1998 Houston Independent School District*. Author [ity] and school reform*. Principals’ Summer Institute. Keynote Address (Invited).

1997 Reforming Schools Summer Institute II. *New conceptions of authority in school reform.* Rice University. Symposium.

# [**[TEACHING ACTIVITIES](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**](#_Table_of_Contents)

## **[1. Course Development](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

EDCI 636 Educator as Researcher

EDCI 645  Society and Education in World Perspective

EDCI 689 Narrative Inquiry II (updated)

EDCI 646 Models of Teaching Syllabus Creation, Texas A & M University

EDCI 689 Narrative Inquiry (updated)

EDCI 689 Israel Study Abroad

EDCI 489 Israel Study Abroad

EDCI 703 International Teacher Education Course (new core course for program area)—approved by Department and College, Texas A & M University

EDCI 704 U.S. Teacher Education Course (new core course for program area)—approved by Department and College, Texas A & M University

EDCI 705 Studying Teacher Education Course (new core course for program area)—approved by Department and College, Texas A & M University

EDCI 706 Narrative Inquiry 1—approved by Department and the College, Texas A & M University

EDCI 707 Narrative Inquiry 2—approved by Department and the College, Texas A & M University

EDCI 708 Qualitative Research Genres in Teaching and Teacher Education Research (new core course for program area)—approved by Department; in negotiation with the College, Texas A & M University

* Research and Dissemination in Education I, University of Houston
* Research and Dissemination in Education II, University of Houston
* Curriculum Theory for Principals, University of Houston
* Introductory Doctoral Research Course I, University of Houston
* Introductory Doctoral Research Course 2, University of Houston
* Experience-Based Research II, University of Houston
* Proposal Development Course, University of Houston
* Experience-Based Research, University of Houston
* Advanced Issues in Qualitative Research
* Curriculum Theory for Medical Educators, University of Houston
* Medical Instructor as Researcher, University of Houston
* Curriculum Theory, University of Houston
* Teacher as Researcher, University of Houston
* Action Research, University of Houston
* Curriculum Integration, University of Houston
* Introduction to a Multicultural Society, University of Houston
* Social Studies Methods, Rice University
* Portfolio Development, Rice University
* Research Course on Teacher Knowledge, University of Alberta
* Reflective Practice, University of Alberta/ Rice University
* Curriculum Development, Gonzaga University
* Advanced Curriculum Development, University of Calgary/ University of Houston
* Advanced Social Studies Methods, University of Calgary
* The Teaching of Writing in the Content Areas, University of Calgary

## [**2. Sample Student Evaluations at Texas A & M University**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

SPRING 2023 EDCI 703.600 International Teacher Education (FTF)

|  |  |  |
| --- | --- | --- |
| **Selected Evaluation Questions** | **Score** | **Selected Narratives Strengths of the Course** |
| In this course, I engaged in critical thinking. | 3.33/4.00 | * Dr. Craig is an overall great instructor. She created an inviting learning environment. * I am really excited about international education. This course has been such a wonderful resource for me. * All the course assignments were based on our own interests. * She made so many resources available to us on Canvas in addition to in our face-to-face class. * She was always quick to answer emails. * Great readings and videos ere made available to us online. * We discussed lots of issues around the world. We were able to work in small groups. We were able to bounce ideas off one another. |
| Feedback in the course helped me learn. | 5.67/6.00 |
| Instructor fostered an effective environment. | 4.33/5.00 |
| Instructor’s methods contributed to my learning. | 3.00/3.00 |
| Course allowed me to connect with my career. | 4.67/5.00 |
| The course assessments informed my learning. | 4.33/5.00 |
| The instructor was an effective teacher. | 4.67/5.00 |

SPRING 2023 EDCI 645.701 Society and Education in World Perspective (Online)

|  |  |  |
| --- | --- | --- |
| **Selected Evaluation Questions** | **Score** | **Selected Narratives Strengths of the Course** |
| In this course, I engaged in critical thinking. | 3.56/4.00 | * The guest speakers and discussions were a major strength of this course. * This is a great class that allowed us to think in a completely different manner. * In this course, I learned to critically evaluate diverse ideas and perspectives. * I really liked how the assignments were all due at the end of the semester. The PMI chart was my favorite assignment, combined with the reflections. * The course load for this class was perfect; not too heavy and not too light. * Best professor I have ever had. She is thorough and provides great feedback. * The material in this class was carefully chosen and extremely interesting. I wish I could take another course with her. * I thoroughly enjoyed the resources that we were provided with this semester as they opened my eyes to the various education systems around the world! * This course opened the educational lens to an international platform, allowing preservice teachers to understand the complexities involved in education systems. * I liked that the course was self-paced. This helped me manage my other classes, work, and life with a good balance. |
| Feedback in the course helped me learn. | 5.22/6.00 |
| Instructor fostered an effective environment. | 4.44/5.00 |
| Instructor’s methods contributed to my learning. | 2.56/3.00 |
| Course allowed me to connect with my career. | 4.67/5.00 |
| The course assessments informed my learning. | 4.56/5.00 |
| The instructor was an effective teacher. | 4.22/5.00 |

FALL 2023 EDCI 706.600 Narrative Inquiry I (FTF)

|  |  |  |
| --- | --- | --- |
| **Selected Evaluation Questions** | **Score** | **Selected Narratives Strengths of the Course** |
| In this course, I engaged in critical thinking. | 4.00/4.00 | * Dr. Craig is the strength of the course. Her experiential and theoretical knowledge cannot be matched or replicated. * We are very lucky to have her (Dr. Craig) at TAMU. * Dr. Craig is clearly an expert in this topic. Having the ability to learn from a master is really wonderful. * Dr. Craig is extremely supportive, knowledgeable, research-oriented, and an effective instructor. |
| Feedback in the course helped me learn. | 6.00/6.00 |
| Instructor fostered an effective environment. | 5.00/5.00 |
| Instructor’s methods contributed to my learning. | 3.00/3.00 |
| Course allowed me to connect with my career. | 5.00/5.00 |
| The course assessments informed my learning. | 5.00/5.00 |
| The instructor was an effective teacher. | 4.75/5.00 |

FALL 2023 EDCI 636.700 Educator as Researcher (Online)

|  |  |  |
| --- | --- | --- |
| **Selected Evaluation Questions** | **Score** | **Selected Narratives Strengths of the Course** |
| In this course, I engaged in critical thinking. | 3.43/4.00 | * EDCI 636 was a very student-driven course. * The strength of this course is the ability for students to engage in research that aligns with their interests. * Dr. Craig frequently encouraged us to pursue research relevant to us or our interests in education. * Expectations were very clear; all modules were launched and available to work on at my pace. * I liked the autonomy of the class with what articles we were able to choose to analyze. * This course does well in preparing you for conducting and writing a research paper. |
| Feedback in the course helped me learn. | 5.43/6.00 |
| Instructor fostered an effective environment. | 4.14/5.00 |
| Instructor’s methods contributed to my learning. | 2.29/3.00 |
| Course allowed me to connect with my career. | 4.14/5.00 |
| The course assessments informed my learning. | 5.00/5.00 |
| The instructor was an effective teacher. | 4.14/5.00 |

## [**3. Sample Student Evaluations at University of Houston**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

CUIN 8397. Section: 25653

Fall 2011 (N=9)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Craig’s Section | | | Dept | College |
| **Scale** | **Items** | **N** | **Mean** | **Std Dev** | **Mean** | **Mean** |
| Scale 1 | (Items 1, 6, and 11 Combined) | 9 | 15.0 | 0.0 | 13.0 | 13.0 |
| Scale 2 | (Items 2, 7, and 12 Combined) | 9 | 15.0 | 0.0 | 12.9 | 12.9 |
| Scale 3 | (Items 3, 8, and 13 Combined) | 9 | 15.0 | 0.0 | 13.2 | 13.1 |
| Scale 4 | (Items 4, 9, and 14 Combined) | 9 | 15.0 | 0.0 | 13.2 | 13.1 |
| Scale 5 | (Items 5, 10 and 15 Combined) | 9 | 15.0 | 0.0 | 13.1 | 13.1 |

Each scale has a range from 1-15, with 15 being the maximum.

CUIN 8397 Section: 25652

Fall 2011 (N=8)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Craig’s Section | | | Dept | College |
| **Scale** | **Items** | **N** | **Mean** | **Std Dev** | **Mean** | **Mean** |
| Scale 1 | (Items 1, 6, and 11 Combined) | 8 | 15.0 | 0.0 | 13.0 | 13.0 |
| Scale 2 | (Items 2, 7, and 12 Combined) | 8 | 15.0 | 0.0 | 12.9 | 12.9 |
| Scale 3 | (Items 3, 8, and 13 Combined) | 8 | 15.0 | 0.0 | 13.2 | 13.1 |
| Scale 4 | (Items 4, 9, and 14 Combined) | 8 | 15.0 | 0.0 | 13.2 | 13.1 |
| Scale 5 | (Items 5, 10 and 15 Combined) | 8 | 15.0 | 0.0 | 13.1 | 13.1 |

CUIN 8320 Section: 19004

Summer 2011 N = 9

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Craig’s Section | | | Dept | College |
| **Scale** | **Items** | **N** | **Mean** | **Std Dev** | **Mean** | **Mean** |
| Scale 1 | (Items 1, 6, and 11 Combined) | 9 | 14.9 | 0.3 | 13.8 | 13.6 |
| Scale 2 | (Items 2, 7, and 12 Combined) | 9 | 14.7 | 1.0 | 13.9 | 13.6 |
| Scale 3 | (Items 3, 8, and 13 Combined) | 9 | 14.9 | 0.3 | 14.0 | 13.7 |
| Scale 4 | (Items 4, 9, and 14 Combined) | 9 | 15.0 | 0.0 | 14.0 | 13.7 |
| Scale 5 | (Items 5, 10 and 15 Combined) | 9 | 14.8 | 0.7 | 13.9 | 13.7 |

CUIN 7360 Section: 19005

Summer 2011 N = 9

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Craig’s Section | | | Dept | College |
| **Scale** | **Items** | **N** | **Mean** | **Std Dev** | **Mean** | **Mean** |
| Scale 1 | (Items 1, 6, and 11 Combined) | 9 | 14.2 | 1.3 | 13.8 | 13.6 |
| Scale 2 | (Items 2, 7, and 12 Combined) | 9 | 14.3 | 1.3 | 13.9 | 13.6 |
| Scale 3 | (Items 3, 8, and 13 Combined) | 9 | 14.4 | 1.1 | 14.0 | 13.7 |
| Scale 4 | (Items 4, 9, and 14 Combined) | 9 | 14.2 | 1.6 | 14.0 | 13.7 |
| Scale 5 | (Items 5, 10 and 15 Combined) | 9 | 14.4 | 1.1 | 13.9 | 13.7 |

CUIN 8320 Section: 19034

Summer 2010 N = 6

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Craig’s Section | | | Dept | College |
| **Scale** | **Items** | **N** | **Mean** | **Std Dev** | **Mean** | **Mean** |
| Scale 1 | (Items 1, 6, and 11 Combined) | 6 | 15.0 | 0.0 | 13.1 | 13.4 |
| Scale 2 | (Items 2, 7, and 12 Combined) | 6 | 14.7 | 0.0 | 13.1 | 13.3 |
| Scale 3 | (Items 3, 8, and 13 Combined) | 6 | 15.0 | 0.0 | 13.4 | 13.4 |
| Scale 4 | (Items 4, 9, and 14 Combined) | 6 | 15.0 | 0.0 | 13.1 | 13.4 |
| Scale 5 | (Items 5, 10 and 15 Combined) | 6 | 15.0 | 0.0 | 13.1 | 13.4 |

CUIN 8397 Section: 26339

Summer 2010 N = 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Craig’s Section | | | Dept | College |
| **Scale** | **Items** | **N** | **Mean** | **Std Dev** | **Mean** | **Mean** |
| Scale 1 | (Items 1, 6, and 11 Combined) | 5 | 15.0 | 0.0 | 13.7 | 13.4 |
| Scale 2 | (Items 2, 7, and 12 Combined) | 5 | 15.0 | 0.0 | 13.7 | 13.3 |
| Scale 3 | (Items 3, 8, and 13 Combined) | 5 | 15.0 | 0.0 | 13.6 | 13.4 |
| Scale 4 | (Items 4, 9, and 14 Combined) | 5 | 15.0 | 0.0 | 13.8 | 13.4 |
| Scale 5 | (Items 5, 10 and 15 Combined) | 5 | 15.0 | 0.0 | 13.7 | 13.4 |

CUIN 8397 Section: 26340

Summer 2010 N = 7

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Craig’s Section | | | Dept | College |
| **Scale** | **Items** | **N** | **Mean** | **Std Dev** | **Mean** | **Mean** |
| Scale 1 | (Items 1, 6, and 11 Combined) | 7 | 14.0 | 1.4 | 13.7 | 13.4 |
| Scale 2 | (Items 2, 7, and 12 Combined) | 7 | 14.3 | 1.3 | 13.7 | 13.3 |
| Scale 3 | (Items 3, 8, and 13 Combined) | 7 | 14.7 | 0.5 | 13.6 | 13.4 |
| Scale 4 | (Items 4, 9, and 14 Combined) | 7 | 14.9 | 0.4 | 13.8 | 13.4 |
| Scale 5 | (Items 5, 10 and 15 Combined) | 7 | 13.9 | 1.6 | 13.7 | 13.4 |

## **[4. Sample Student Comments](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

1. Extremely encouraging and supportive of students’ growth, learning, and research.
2. This has been the most useful course during my tenure as a doctoral student. I appreciate the process-oriented approach to writing. I believe breaking the class into small groups has proven advantageous. And certainly Dr. Craig’s feedback and advice about writing has been insightful. I wish more doctoral courses focused explicitly on scholarly activity, as this one does.
3. Dr, Craig creates the educational space in which we can grow as researchers in a way that aligns with our specific learning styles, creative process and research passions!!
4. Great class and atmosphere for furthering your own reflection and learning.
5. I like Dr. Craig’s teaching. She is indeed a jewel. She should be the Dean.
6. I love this class because the curriculum theory was intense and we were on our game and her game was outstanding.
7. I have taken several courses with Dr. Craig, and this was her absolute finest.
8. Profoundly important class ~ It made quite an impact and quite a difference. Bravo! My favorite class ever.
9. It has been an honor to have the opportunity to learn from an individual with her credentials and passions.
10. I felt that this course is very important. The assignments are very meaningful to those wishing to teach at our university.
11. This class allowed me to answer a lot of questions regarding anything related to being a doctoral student.
12. Dr. Craig demonstrates passion and enthusiasm for her students and her teaching—she engages, challenges, and inspires at all levels. Her kind of knowledge in curriculum theory is extensive; she readily shares her insights.
13. Dr. Craig is extremely supportive of students’ efforts and gives constructive criticism in a non-threatening manner. I learned so much in this class about being a doctoral student. Fantastic teacher!
14. Very helpful course. I enjoyed it and learned very much. Dr. Craig is very approachable and knowledgeable.

## **[5. Supervision of Students](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

### ***[External Examiner](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

|  |  |  |
| --- | --- | --- |
| Emma Chen | Doctoral Student | University of Saskatchewan, 2023 |
| Evgenia Lavrenteva | Doctoral Student | University of Haifa, 2020 |
| Carmen Gallego | Doctoral Student | University of Seville, 2018 |
| Momina Khan | Doctoral Student | University of Saskatchewan, 2018 |
| Cynthia Zu | Doctoral Student | University of Toronto, 2018 |
| Brian Lewis | Doctoral Student | University of Regina, 2018 |
| Ester Koilis | Doctoral Student | University of Haifa, 2018 |
| Mike Dubnewick | Doctoral Student | University of Alberta, 2018 |
| Engin Karadum | Doctoral Student | University of Houston, 2018 |
| Nicole Ira Aharonian | Doctoral Student | Monash University, 2017 |
| Qian Yang | Doctoral Student | East China Normal University, 2017 |
| Ju Huang | Doctoral Student | University of Windsor, 2017 |
| Evgenia Lavrnteva | Doctoral Student | University of Haifa, 2017 |
| Riaz Hussein | Doctoral Student | Aga Khan University, 2016 |
| Guming Zhou | Post-Doctoral Fellow | University of Alberta, 2009 |
| Donald Halquist | Doctoral Student | University of New Mexico, 2008 |
| Nathalie Graham | Doctoral Student | St. Francis Xavier University, 2007 |
| Elaine Chan | Post-Doctoral Fellow | University of Nebraska-Lincoln,2006 |
| Ann Moore | Doctoral Student | University of Toronto, 2006 |
| Debbie McIsaac | Masters Student | St. Francis Xavier University, 2005 |
| Gail MacDougall | Masters Student | St Francis Xavier University, 2005 |
| Siu Man Wong | Doctoral Student | University of Toronto, 2005 |
| Po Wah Chan | Doctoral Student | University of Toronto, 2004 |
| Seowoen Park | Doctoral Student | University of Alberta, 2004 |
| Joan Vinall-Cox | Doctoral Student | University of Toronto, 2004 |
| Jack Brown | Doctoral Student | University of Toronto, 2003 |
| Marilyn McLean | Masters Student | St. Francis Xavier University, 2003 |
| Vincent Tse | Doctoral Student | University of Toronto, 2002 |
| Janet Hamner | Doctoral Student | University of Texas at Austin, 2001 |

### [***Master’s Advisor***](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

|  |  |
| --- | --- |
| HyeSeung Lee | Graduated in 2019 |
| Liang Guo | Graduated in 2014 |
| Le Ha Ly | Graduated in 2013 |
| Sara Magnero | Graduated in 2012 |
| Rachael English | Graduated in 2011 |
| Michelle Mayes | Graduated in 2011 |
| Florence Henderson | Graduated in 2010 |
| Troy Flowers | Graduated in 2010 |
| Emily Allen | Graduated in 2009 |
| Debra Dettrich | Graduated in 2005 |
| Elena Emits-Henson | Graduated in 2005 |
| Jennifer Grande | Graduated in 2005 |
| Holly Rice | Graduated in 2004; Medical Center Program |
| Dr. Leelama Cherian | Graduated in 2004; Medical Center Program |
| Dr. John Coverdale | Graduated in 2004; Medical Center Program |
| Dr. Charlene Dewey | Graduated in 2004; Medical Center Program |
| Patrick Dunican | Graduated in 2004 |
| Laura Lopez | Graduated in 2004 |
| Zheng Ying Bao | Graduated in 2004 |
| Amanda Esridge-Johnson | Graduated in 2004 |
| Tim Martindell | Graduated in 2004 |
| Theresa Murphy | Graduated in 2004 |
| Dominique Newton | Graduated in 2004 |
| Shelley Pickett | Graduated in 2004 |
| LaTisha Williams | Graduated in 2004 |
| Ketra Anthony | Graduated in 2003 |
| Caroline Landrum | Graduated in 2003 |
| KaRhonda Porter | Graduated in 2003 |
| Minh Ha Breitigan | Graduated in 2005 |

### ***[Doctoral Advisor](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

|  |  |
| --- | --- |
| Ali Hamed Barghi | 2024- |
| Hamza Benzima | 2024- |
| Kathy Ogden | 2023- |
| Noah Merksamer | 2023- |
| Puskar Joshi | 2023-2024 |
| Hulya Avci | 2022-2024 |
| Maro Graham | 2021- |
| Karla Garza | 2021-2023 |
| Cristina Worley | 2021-2023 |
| Chelsea Cole | 2021-2024 |
| Nazneen Askari | 2021- |
| Kaelyn Park | 2020- |
| HyeSeung Lee | 2019- |
| Salma Ali | 2019-2023 |
| Ambyr Rios | 2018-2022 |
| Amin Davoodi | 2018-2021 |
| Shakiba Razmeh | 2018-2021 |
| Erin Singer | 2018-2019 |
| Matthew Etchells | 2018-2019 |
| Michele Norton | 2017-2020 |
| Eunhee Park | 2017-2021 |
| Lobat Asadi | 2016-2021 |
| Kevin Jones | 2016-2020 |
| Diana Wandix-White | 2016-2019 |
| Vicki Mokuria | 2016-2019 |
| Samantha Meister | 2016-2018 |
| Tenesha Gale | 2015-2020 |
| Jing Li | 2014-2018 |
| Chestin Curl | 2013-2016 |
| Mona Islam | 2013-2016 |
| Terrell Thomas | 2013-2015 |
| Gang Zhu | 2013-2018 |
| Bobby Abrol | 2013-2016 |
| Shayla Joiner | 2012- (I changed universities) |
| Tzu-Ying Ho | 2012-2016 |
| Ashleigh Keppeler | 2012-2015 |
| Cheryl Pearson | 2009-2015 |
| Deborah Butler | 2009-2015 |
| Donna Reid | 2010-2013 |
| Gayle Curtis | 2010-2013 |
| Liping Wei | 2009-2012 |
| Tracy Scholz | 2009-2012 |
| Anne Monahan | 2002-2012 (transferred to Craig, 2007) |
| Jennie Chung | 2009-2013 |
| Ronnie Renfro | 2002-2012 |
| Lisa V. Johnson | 2001-2012 |
| Nichole Hertel | 2007-2012 |
| Maureen Wilder | 2007-2012 |
| Trinidad Hernandez | 2005-2013 |
| Paul Doyno | 2005-2012 |
| Tim Martindell | 2005-2012 |
| Jane Afiesimama | 2004-2012 |
| Michaelann Kelley | 2004-2012 |
| Sarwat Jafry | 2009-2011 |
| Ann Stiles | 2009-2011 |
| Paige Evans | 2009-2011 |
| Perri Segura | 2009-2011 |
| Ann Waltz | 2007-2011 |
| Bruce Mauldin | 2007-2011 |
| Julie Cote | 2007-2010 |
| Michael Baldwin | 2005-2010 |
| Tinou Tran | 2004-2010 |
| Mary Aamodt | 2007-2010 |
| Maria Agular-Crandall | 2003-2009 |
| Eva-Marie Bisaillon | 2003-2009 |
| Xiao Han | 2005-2009 |
| Sun Hong Hwang | 2005-2009 |
| Darlene Trevino-Diaz | 2003-2009 |
| Carol Ortega | 2003-2009 |
| Kelli Cohen | 2004-2008 |
| Estela Filizola | 2005-2008 |
| Paul Gray | 2004-2008 |
| Christy Ortiz | 2004-2008 |
| Maria Suarez | 2006-2008 |
| Brian Warren | 2004-2008 |
| Julia Weeks | 2005-2008 |
| Stoerm Anderson | 2002-2007 |
| Fidela Lanoux | 2004-2007 |
| Sylvia Leal | 2004-2007 |
| Dolly Liburd | 2004-2007 |
| Holly Weimar | 2003-2007 |
| Hector Rodriguez | 2002-2007 |
| Hector Aldape | 2004-2006 |
| Blake Bickham | 2003-2006 |
| Linda Buza | 2004-2006 |
| Meng-Fen Lin | 2004-2006 |
| Carrie Markello | 2004-2006 |
| Heidi Mullins | 2004-2006 |
| Moon Park | 2004-2006 |
| Elias Rodriguez | 2004-2006 |
| Cazilda Steele | 2000-2006 |
| Dixie Keyes | 2003-2006 |
| Mark Seaman | 2003-2006 |
| Summer Cooksey | 2004-2005 |
| Leticia DeLeon | 2004-2005 |
| Hee Young Kim | 2004-2005 |
| Jackie Sack | 2004-2005 |
| Laura Villareal | 2004-2005 |
| Carolyn Groman-Burks | 2003-2005 |
| Wenshin Chen | 2003-2005 |
| Vivian Fridley-Graham | 2003-2005 |
| Janis Jordan | 2003-2005 |
| Nancy Leveille | 2003-2005 |
| Inge Duran | 2002-2005 |
| Angela Lopez Pedrana | 2001-2004 |
| Cari Kenner | 2001-2003 |

### ***[Proposal Defenses](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

|  |  |
| --- | --- |
| Chelsea Cole 2023 | Sherrie Ray 2023 |
| Salma Ali 2023 | Hulya Avci 2023 |
| Ambyr Rios 2021 | Karla Garza 2023 |
| Taylor Gilley 2020 | Michele Norton 2020 |
| Michael Burgess 2020 | Diana Wandix-White 2019 |
| Vicki Mokuria 2018 | Matthew Etchells 2018 |
| Kevin Jones 2018 | Tenesha Gale 2018 |
| Samantha Meister 2017 | Jing Li 2017 |
| Gang Zhu 2017 | Samantha Shields 2017 |
| Vanessa Liles 2017 | Kim Wright 2017 |
| Angelina Swinton 2017 | Saira Raib. 2015 |
| Karen Matt 2015 | Christine Beaudry 2014 |
| Debra Butler 2015 | Ashleigh Keppler 2015 |
| Tammica Traylor-Craft 2015 | Jane McIntosh 2014 |
| Leslie Gauna 2014 | Katie Alaniz 2014 |
| Cavan Leerkamp 2014 | Jacquelyn Cooper-Edwards 2014 |
| Qianqian Wang 2014 | Donna Reid 2012 |
| Gayle Curtis 2012 | Tracy Anne Scholtz 2012 |
| Liping Wei 2012 | Michaelann Kelley 2011 |
| Tim Martindell 2011 | Michael Baldwin (Chair) 2009 |
| Jane Afiesimama 2010 | Jacob Neumann 2009 |
| Jennie Chung (Co-Chair) 2009 | Kelli Cohen (chair) 2008 |
| Carol Hunt Ortega (Chair) 2009 | Sun Hong Hwang 2008 |
| Maria Elena Suarez 2008 | Eva Basilion (chair) 2008 |
| Xiao Han (Co-Chair) 2008 | Holly Weimar (chair) 2007 |
| Julia Weeks (chair) 2008 | Eric S. Anderson (chair) 2006 |
| Dolly Liburd (chair) 2007 | Heidi Mullins (chair) 2006 |
| Summer M. Trevino (chair) 2006 | Linda Buza (chair) 2006 |
| Elias Rodriguez (chair) 2006 | Meng-Fen Lin (chair) 2006 |
| Dixie Keyes (chair) 2006 | Stoerm Anderson (chair) 2006 |
| Hector Rodriguez 2006 | Blake Bickham (chair) 2006 |
| Carrie Markello (chair) 2006 | Mark Seaman (chair) 2006 |
| Moon Park (chair) 2006 | Hector Aldape (chair) 2006 |
| Summer Cooksey (chair) 2006 | Mary Ellen Baxter 2005 |
| Victoria Burke Ramirez2005 | Vivian Fridley-Hereford(chair) 2005 |
| Leticia DeLeon (chair) 2005 | Nancy Leveille (chair) 2005 |
| Janis Jordan (chair) 2005 | Victoria Burke Ramirez 2005 |
| Grace Lin (chair) 2005 | Masoud Shafiei Saneodi 2005 |
| Jackie Sack (chair) 2005 | Laura Villareal (chair) 2005 |
| Elaine Sharpe 2005 | Carolyn Groman-Burks(chair) 2005 |
| Inge Duran (chair) 2005 | Victoria Burke Ramirez 2005 |
| Mary Ellen Baxter 2005 | Wenshin Chen (chair) 2004 |
| Elaine Sharpe 2005 | Dixie Keyes (chair) 2004 |
| Inge Duran (chair) 2004 | Neil Liss 2004 |
| Hee-Young Kim 2004 | Angela López Pedrana(chair) 2004 |
| Rita Poimbeauf 2004 | Roberto Pera 2003 |
| Kathleen Bowen 2003 | Cari Kenner (chair) 2002 |
| Cazilda Steele (chair) 2003 | Patricia Pena 2002 |

### ***[5) Candidacy Paper Defenses](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

|  |  |
| --- | --- |
| Nazneen Askari 2022 | Chelsea Cole 2022 |
| HyeSeung Lee 2022 | Cristina Worley 2022 |
| Taylor Gilley 2019 | Salma Ali 2022 |
| Shakiba Razmeh 2019 | Amin Davoodi 2019 |
| Lauren Williams 2018 | Eunhee Park 2019 |
| Vicki Mokuria 2018 | Diana Wandix-White 2018 |
| Lobat Asadi 2018 | Erin Singer 2018 |
| Kevin Thompson 2016 | Yumei Li 2016 |
| Tina Ho 2015 | Arthur Beltran 2015 |
| Terrell Thomas 2015 | Christine Beaudry 2013 |
| Leslie Gauna 2013 | Jane McIntosh 2013 |
| Cavan Leerkamp 2013 | Katie Alaniz 2013 |
| Jessica Collins 2013 | Tracy Anne Scholtz 2011 |
| Donna Jean Reid 2011 | Lisa Johnson 2011 |
| Peter T. Martindell 2011 | Liping Wei 2011 |
| Gayle A. Curtis 2011 | Garza Eunice 2010 |
| Michaelann Kelley 2010 | Anne Monahan 2010 |
| Nichole Lee Hertel 2009 | Dawn M. Westfall 2009 |
| Lauren Topek 2009 | Jane Afiesimama (Chair) 2009 |
| Julie Cote 2009 | Mary Aamodt (Chair) 2009 |
| Maria Elena Suarez 2007 | Bernardo Pohl 2007 |
| Trinidad Hernandez 2007 | Christy Ortiz (Co-Chair) 2006 |
| Ann Waltz (Co-Chair) 2007 | Brian Warren 2007 |
| Eva Basilion 2007 | Christy Ortiz 2007 |
| Jennie Chung 2007 | Roni Rentfro 2007 |
| Roberto Marcos Rosas 2007 | Xiao Han 2006 |
| Domenica Sutti 2006 | Michael Rodriguez 2006 |
| Darlene Trevino-Diaz 2006 | Michaelann Kelley 2006 |
| Moon Park 2006 | Carrie Markello 2006 |
| Hector Aldape 2005 | Blake Bickham 2005 |
| Grace Lin 2005 | Heidi Mullins 2005 |
| Mark Seaman 2005 | Elaine Sharp 2005 |
| Linda Buza 2004 | Janis Jordan 2004 |
| Dixie Keyes 2004 | Carolyn Groman Burks 2004 |
| Wenshin Chen 2004 | Vivian Fridley-Hereford 2004 |
| Inge Duran 2003 | Chueng Mei Ho 2003 |
| Carol Ortega 2003 | Angela López Pedrana 2003 |
| Roberto Pera 2003 | Marla Cavazos 2002 |
| Madhuri Kapur 2002 | Cazilda Steele 2002 |
| Stephanie Washington 2002 | Rita Hernandez 2001 |
| Cari Kenner 2001 | Sandy McGehee 2001 |
| Patricia Pena 2001 |  |

### ***[Doctoral Committee](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

|  |  |
| --- | --- |
| Taylor Gilley 2019 | Jeff Keese 2019 |
| Lauren Williams 2017 | Vanessa Liles 2017 |
| Angelina Swinton 2017 | Samantha Shields 2016 |
| Kim Wright 2016 | Saira Raib 2015 |
| Karen Matt 2015 | Debra Butler 2015 |
| Ashleigh Keppler 2015 | Tammica Traylor-Craft 2015 |
| Christine Beaudry 2014 | Leslie Gauna 2014 |
| Jane McIntosh 2014 | Bethanie Pletcher 2013 |
| Jacquelyn Cooper-Edwards 2013 | Federico Hernandez 2013 |
| Camille Alleyne 2013 | Erika E. Ruiz 2012 |
| Dale R. Dlouhy 2012 | Lauren Ellis Burrow 2012 |
| Desiree Sabari-Lancaster 2012 | Margaret Ann Hale 2012 |
| Monica Kendall 2011 | Ethan Crowell 2011 |
| Ann Waltz (Chair) 2009 | Kenneth W. Hodgkinson 2009 |
| Angela Tran (Co-Chair) 2009 | Carol Ortega 2009 |
| Sun Hong Hwang (Co-Chair) 2009 | Maria Magdalena Aguilar-Crandall 2009 |
| Benita Darlene Trevino-Diaz (Chair) 2009 | Julie Cote (Chair) 2009 |
| Jennie Chung (Co-Chair) 2009 | Jacob Neumann 2009 |
| Tera J. Torres 2009 | George Robinson 2009 |
| Tera Ruiz 2009 | Roberto Rosas 2009 |
| Xiao Han (Co-Chair) 2008 | Paul Gray (Chair) 2008 |
| Maria Elena Suarez (Chair) 2008 | Eunice Garza 2008 |
| Fatima Begum 2008 | Kelli Cohen (Chair) 2008 |
| Michael Baldwin (Chair) 2008 | Ozgur Ozer 2008 |
| Estela Filizola (Co-chair) 2008 | Sylvia Leal (Co-chair) 2008 |
| Trinidad Hernandaz (Chair) 2008 | Bernardo Pohl 2008 |
| Brian Warren (Chair) 2008 | Eva Bisaillon (Chair) 2008 |
| Grace Huey-Yuh Lin (Methodologist) 2007 | Anne Rudnicki 2007 |
| Jarod Lambert 2007 | Stephanie Washington 2007 |
| Nancy Votteler (Methodologist) 2006 | Christopher Witschonke 2006 |
| Elizabeth Kirk (Methodologist) 2006 | Penelope Williams (Methodologist) 2006 |
| Kathleen Bowen 2005 | Steven D. Busch 2005 |
| Richard Doina (Methodologist) 2005 | Elizabeth Garza 2005 |
| Carol Harris 2005 | Hee Young Kim (Methodologist) 2005 |
| Neil Liss (Methodologist) 2004 | Susan McCormack(Methodologist) 2004 |
| Rita Poimbeauf 2004 | Ylla Pratt 2004 |
| Hector Rodriguez (Methodologist) 2004 | Victoria Ramirez (Methodologist) 2004 |
| Elaine Sharp (Methodologist) 2004 | Barbara Benson Spencer 2004 |
| Emily Summers 2004 |  |

### [***7) Post-Doctoral Advisor***](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

|  |
| --- |
| Diana Wandix-White 2019-2020 |
| Chestin Auzenne-Curl 2017-2020 |
| Gayle A. Curtis 2013- |
| Liping Wei 2013-2015 |
| Xiao Han 2014- |
| Guming Zhou 2009-2010 |
| Elaine Chan 2006-2007 |

# 

# [[**PROFESSIONAL SERVICE**](#_Table_of_Contents)](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

## **[Service to the Department, College and University](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

2024 Member, Graduate Studies Committee

2024 Member, Executive Committee

2024 Member, EAHR P&T Committee

2024 Chair, Department Promotion & Tenure Committee

2024 SEHD Endowed Chair Committee

2023 Co-Chair, Search Committee for Clinical Professor for Teaching and Teacher Education

2023 SEHD Endowed Chair Committee

2023 Member, Graduate Studies Committee

2023 Member, Executive Committee

2023 Chair, Gloria Ladson-Billings Activity Coordination Committee

2023 Chair, Faculty Advisory Council

2023 Founding Director, Collaborative for Innovation in Teacher Education

2023 IRB Board, Alternate Member

2022 Chair, Search Committee for Tenure-Track Professor for Technology & Teacher Education

2022 Chair, Faculty Advisory Council

2022 Member, Graduate Studies Committee

2022 Member, Executive Committee

2022 Member, Undergraduate Committee

2022 Chair, Gloria Ladson-Billings Activity Coordination Committee

2022 Founding Director, Collaborative for Innovation in Teacher Education

2022 IRB Board, Alternate Member

2021 Member, Search Committee for Clinical Professor for Technology & Teacher Education

2021 IRB Board, Alternate Member

2020 Director, Institute for Teacher Education Proposal

2020 Co-Author, Institute for Teacher Education Digital Story

2020 Member, Technology & Teacher Education Search Committee

2020 Chair, Gloria Ladson-Billings Activity Coordination Committee

2020 Member, Faculty Advisory Committee

2020 Member, Undergraduate Committee

2020 Member, Graduate Faculty Committee

2019 Member, Department of Teaching, Learning & Culture Executive Committee

2019 Member, Faculty Advisory Committee

2018 Member, Dean’s Vision Committee

2018 Member, Curriculum Audit Committee

2018 Member, Graduate Studies Committee

2018 Non-Voting Member, Undergraduate Studies Committee

2018 Chair, Department Search Committee

2018 Member, Council for Education Preparation Programs

2018 Evaluator, University X Grant Program

2018 Official Mentor for 4 Faculty Members

2018 TLAC Representative, Spring ISD Urban Teacher Education Project

2018 TLAC Representative, Bryan ISD Designer Teacher Ed. Program

2018 CEHD Representative to T3 Grant Partnership

2017- Member, Texas A&M University Council of Teacher Education

2017 Member, Graduate Studies Committee

2017 New Faculty Mentor

2016 New Faculty Mentor

2016 Delivered a keynote address for the College’s Center for Education

2016 Organized two keynote speakers for the Center for Education in 2017

2016 Assigned Mentor of Junior Faculty Member

2014-2016 Senator (Undergraduate Studies), Faculty Senate, University of Houston(elected)

2013-2014 Chair, College Promotion and Tenure Committee, University of Houston (elected)

2012-2013 Chair, Department Promotion and Tenure Committee, University of Houston (elected)

2011 Senator, Faculty Senate, University of Houston (elected)

2011 Member, Department Promotion and Tenure Committee, University of Houston

2011 Appointed Member for the Committee for the Protection of Human Subjects (substitute)

2010 Member, College Promotion and Tenure Committee, University of Houston

2010 Appointed Member for the Committee for the Protection of Human Subjects

2009 Member, College Promotion and Tenure Committee, University of Houston

2009 Appointed Member for the Committee for the Protection of Human Subjects

2008- Cluster Coordinator, Teaching, Learning and Curriculum Research Cluster

2008 Member, Promotion and Tenure Committee, Department of Curriculum and Instruction

2008- Member of Core Faculty, Executive Ed.D. Program (Carnegie Project on the Education Doctorate)

2008- Member of Core Faculty, New Ph.D. Program

2008- Member/Interim Chair, Faculty Search Committee, Department of

Curriculum and Instruction

2007 Senator, Faculty Senate, University of Houston (elected)

2006-2007 Chair, Promotion and Tenure Committee, Department of Curriculum and Instruction

2006-2007 Member, Promotion and Tenure Committee, College of Education

2006-2007 Member, Research Committee, Department of Curriculum and Instruction

2006-2007 Member, Research Committee, College of Education

2006-2007 NCATE Review (Elementary Education, Graduate Studies, Community

Impact, Community Outreach, Work Samples, etc.)

2005 Principal Investigator, Department of Curriculum and Instruction, Research on Teacher Education Program

2005- Secondary Teacher Education Program Redesign Member

2005-2006 Member, Promotion and Tenure Committee, Department of Curriculum and Instruction

2004-2005 Member, Graduate Studies Committee, Department of Curriculum and Instruction

2004-2005 Member, Promotion and Tenure Committee, Department of Curriculum and Instruction

2004-2005 Member, Qualitative Research Task Force, College of Education

2003 EC-4 Teacher Education Program Redesign Task Force Member

2003-2012 Coordinator, Baylor School of Medicine/UH Master of Teaching Degree Program

2002/2016 Instructional Studies/Teacher Education Program Area Coordinator, Department of Curriculum and Instruction.

2002- Faculty Academy Initiator and Director, Houston A+ Challenge/ University of Houston Project

2002-2003 Member, College Research Committee

2002-2003 Chair, CUIN Graduate Studies

2002-2003 Member, College Graduate Studies Committee

2002-2003 Member, Promotion and Tenure Committee

2001-2003 Graduate Studies Committee, College of Education

2001-2003 Graduate Studies Committee, Department of Curriculum and Instruction NCATE Review

2000 NCATE Review (ongoing: Graduate Studies, Off-Campus Cohorts, School Collaborations, Salary Review Materials, Tenure Review Materials)

2000-2001 Member, Student Awards Committee

* 1. University Representative at Annenberg Activities, Superintendents’ Retirements, American Leadership Forum Convocation, etc.

2000-2001 Brought the Epiphany Lecture Series to the University of Houston Campus

2000 Extensive Work with Brownsville Cohort of Doctoral Students

2000- Coordinator of Teaching and Teacher Education Program Area

2000- Head, Elementary Education

2000- Coordinator, Master of Education in Elementary Education Degree Program

* 1. University Representative, Houston Annenberg Challenge Program Committee.

## **[2. Service to the Profession/Academic Discipline](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

### ***[1) Membership/Affiliations](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

2021- Invisible College, Acting Dean

2019- International Study Association on Teachers and Teaching, Chair

2018-2021 Lives of Teachers SIG, AERA, Chair

2018-2019 AERA Narrative SIG Early Career Award Committee, Chair

2018-2019 Michael Huberman Award Committee, Chair

2014- Phi Delta Kappa (Treasurer)

2013-2014 Professor of Curriculum (Factotum)

2009-2013 International Study Association for Teachers and Teaching, (Secretary)

2009 Narrative Research SIG, AERA, Chair

2008 Narrative Research SIG, AERA, Co-Chair

American Educational Research Association, Division B, Chair, Outstanding Book Award

2007- International Study Association of Teachers and Teaching, U.S. Rep.

2006 American Association of Teaching and Curriculum, Past-President

2005 American Association of Teaching and Curriculum, President

2006-2014 American Association of Teacher Educators, Yearbook Editor

American Educational Research Association, Member

-Division B

-Division K

-Dewey Studies SIG

-Narrative SIG

-Portfolio SIG, Secretary-Treasurer, Co-Chair, Chair

-Teacher as Researcher SIG

-Qualitative Research SIG

-Lives of Teachers SIG

* Association for Supervision and Curriculum Development, Member
* Kappa Delta Pi, Omicron Chapter, Past-President
* National Council for the Social Studies, Member, Former International Council Executive
* Phi Delta Kappa, Member
* Professors of Curriculum, Invited Member

### [***2) Discussant Activities (sample activities)***](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

2023 Discussant. Teacher professional development and learning across career stage and context. American Educational Research Association Annual Meeting. Chicago, Illinois.

2022 Discussant. Learning to teach in times of COVID-19: Challenges, trends, concerns. American Educational Research Association Annual Meeting. San Diego, California.

2021 Discussant. COVID lessons: What the pandemic is teaching us about teacher innovation. American Educational Research Association Annual Meeting. (Virtual)

2020 Discussant. Lives of novice teachers. American Educational Research Association Annual Meeting. (Virtual)

2019 Discussant. Intimate stories of lived experience. American Educational Research Association Annual Meeting, Toronto, Canada.

2017 Discussant. Approaches to Cross-Cultural Reciprocal Learning Between Mathematics Educators: Collaborations Between Districts, Schools, and Teachers. Symposium. American Educational Research Association Annual Meeting. San Antonio, Texas.

2017 Discussant. Lives of Teachers: Studies of Teacher Resilience and Work life. American Educational Research Association Annual Meeting. San Antonio, Texas.

2017 Discussant. Counterstories and Communities in Narrative Inquiry. American Educational Research Association Annual Meeting. San Antonio, Texas.

2015 Chair. International Teacher Education: Promising Pedagogies. American Educational Research Association Annual Meeting. Chicago, IL.

2015 Discussant. Identity and Curriculum in Narrative Research. American Educational Research Association Annual Meeting. Chicago, IL.

2014 Discussant. SIG-Narrative Research. Paper Session. American Educational Research Association Annual Meeting. Philadelphia, PA.

2013 Chair. Excellence of teacher? Practice, policy and research. 16th Biennial ISATT 2013 conference. Ghent, Belgium.

2013 Chair. Division K-Teaching and Teacher Education Invited Session. American Educational Research Association Annual Meeting. San Francisco, CA.

2013 Discussant. Conceptualizing and Composing Narrative Inquiry. American Educational Research Association Annual Meeting. San Francisco, CA.

2013 Chair. Special Session 217 and Special Session 271. ATE Annual Meeting. Atlanta, Georgia.

2012 Chair. Self-Study of Teacher Education Practices; Symposium. American Educational Research Association Annual Meeting. Vancouver, BC, Canada.

2012 Discussant. SIG-Narrative Research. Paper Session. American Educational Research Association Annual Meeting. Vancouver, BC, Canada.

2011 Discussant. Acknowledging Student Voice in Curriculum Development. American Educational Research Association. New Orleans, LA.

2011 Chair. Standing in the Space of Response: Reimagining Research on Recurring Educational Problems. American Educational Research Association New Orleans, LA.

2011 Chair. Ethical Issues in Self-Study Relationships. American Educational Research Association. New Orleans, LA.

2009 Chair. Writer’s Workshop. American Association for Teaching and Curriculum Conference, Arlington, VA.

2009 Discussant. Narrative inquiries into tensions in schooling. SIG-Narrative and research. American Educational Research Meeting, San Diego, CA.

2009 Discussant. Portfolio and the growth of reflective engagement in pre-and inservice teacher education. Sig-portfolios and reflection in teaching and teacher education. American Educational Research Meeting, San Diego.

2008 Discussant. Approaches and Methods for the Study of Informal Learning in the Workplace. American Educational Research Meeting, New York, NY.

2008 Discussant. Breaking Silence: Making Visible Tensions in Narrative Research.American Educational Research Meeting, New York, NY.

2008 Discussant. Perspectives on the Role and Function of Portfolios in Teacher Education. American Educational Research Meeting, New York, NY.

2007 Chair. Exploring the Development and Implementation of Electronic Portfolios. American Educational Research Meeting, Chicago, IL.

2007 Discussant. Discourses and Challenges in Curriculum Reform. American Educational Research Meeting, Chicago, IL, (Invited).

2007 Discussant. Facing Challenges and Envisioning Possibilities: A Deeper Look at Teaching the Reflective Process. American Educational Research Meeting, Chicago, IL, (Invited).

2007 Discussant. Narrative Inquiry in Classrooms Alongside Children, Families, and Teachers. American Educational Research Meeting, Chicago, IL, (Invited).

2006 Chair. Reflective Practice along the Professional Development Continuum. Portfolios and Reflection in Teaching and Teacher Education, American Educational Research Meeting, San Francisco, CA.

2006 Chair. When Public Good and Organizational Imperatives Meet: Faculty Academy Members’ Reflections of Struggle and Growth. SIG-Portfolios and Reflection in Teaching and Teacher Education, American Educational Research Meeting, San Francisco, CA.

2005 Discussant. Two paper sessions and two symposium sessions at the American Educational Research Association Conference, Montreal, QU, Canada, (Invited)

2005 Discussant. Symposium concerning Children’s and Teachers’ Lives in Schools. Canadian Curriculum Conference, Victoria, BC, Canada, (Invited)

2004 Discussant. Papers on Narrative and the Education of Teachers and Administrators, American Educational Research Association, San Diego, CA, (Invited)

2003 Discussant. Papers on Preservice Education and Educator Isolation. Canadian Society for the Study of Education, Halifax, NS, (Invited)

2003 Discussant. Papers on Instructional Practice and Teacher Cognition: Shaping Environments for Learning, American Educational Research Association, Chicago, IL, (Invited)

2003 Discussant. Papers on Research and Professional Development: Issues and Dilemmas, American Educational Research Association, Chicago, IL, (Invited)

2002 Discussant. *Curriculum Studies Reader* Panel, American Association of Curriculum and Teaching, (Invited)

2001 Discussant, Nature of Science Papers, American Association of Teachers and Teaching, (Invited)

2000 Discussant, Panel on Portfolios and the New Century, American Educational Research Association, New Orleans, (Invited)

1999 Discussant, Paper on Minority Student Education, American Association of Curriculum and Teaching, Orlando, (Invited)

1999 Discussant, Paper on Forshay’s Curriculum Development Model, American Association of Curriculum and Teaching, Orlando, (Invited)

1999 Discussant, Paper on Teacher Knowledge, American Educational Research Association. Montreal, (Invited)

1999 Discussant, Papers on Collaboration, American Educational Research Association. Montreal, (Invited)

1995 Discussant, Paper on the Educational Landscape, Canadian Society for Studies in Education, Montreal, (Invited)

1994 Discussant, Paper on Teacher Knowledge, American Educational Research Association Conference, New Orleans, (Invited)

1994 Discussant, Papers on Narrative Inquiry, Canadian Council for Studies in Education. Calgary, Alberta, (Invited)

***[3) Evaluation Activities](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

2018-2025 Evaluator, NSF UH-LEAD Grant

2012-2019 Evaluator, NSF Division of Graduate Education Grant 1433817, Scholarship   
for Service CyberCorp.

2017-2019 Evaluator, Singapore Grants

2017-2020 Evaluator, Hong Kong Grants

2017-2023 Evaluator, NSF S-STEM Grant, UH-PARENT

2017-2022 Evaluator, NSF Division of Undergraduate Education Robert Noyce Grant

2014-2017 Evaluator, NSF Division of Undergraduate Education Grants

2013-2018 Evaluator, NSF Division of Graduate Education Grants

2012-2017 Evaluator, National Science Foundation Grants (NOYCE)

2016- Evaluator, Kazakhstan Grants.

2011- Evaluator, Belgium Research Association Grants (Invited)

2009- Evaluator, Social Sciences and Humanities Research Council of Canada Grants (Invited)

2010- Evaluator, Hong Kong University Internal Grants (Invited)

2010- Evaluator, Dutch Research Association Grants (Invited)

2007-2008 Evaluator, Reed Academy

2006 Evaluator, Aldine Independent School District Magnet School Program (Invited)

2005 Evaluator, City University of Hong Kong Grant Research Grants (Invited)

2004 Evaluator, Sage Manuscripts. Research Methodology (Invited)

2003-2006 Evaluator, Aldine Elementary School, Early Years International Baccalaureate Program (Invited)

2001-2004 Evaluator, Bethune Academy, Department of Education Grant (Invited)

1999-2002 Evaluator, Bethune Academy, Houston A+ Challenge Grant (Invited)

1997-2002 Evaluator, Peer Review Teams, Houston Annenberg Challenge (Invited)

1994-1996 Evaluator, School District/Native Reservation, Intercultural Education Project

1990 Evaluator, Curriculum Standards, Province of Alberta

1985-1995 Evaluator, Curriculum Materials/Programs/Initiatives, Province of Alberta

1985-1995 Evaluator, Books, Publishers (Grolier, Plains, etc.)

1985-1995 Evaluator, Tolerance and Understanding Matrix, Government of Alberta

1988-1995 Evaluator, School Evaluation Team, Calgary Board of Education

1986-1988 Evaluator, School District/Hutterite Colony, Curriculum Collaboration

1988 Evaluator, Winter Olympics Curriculum Materials, Calgary, AB

1988 Evaluator, School District/University Collaboration, Calgary, AB

1986 Evaluator, Tolerance and Understanding Evaluation Project, Cross-site Study in 30 Calgary Schools

### ***[4) Reviewer Activities](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

Reviewer *American Educational Research Journal*

Reviewer *British Educational Research Journal*

Reviewer *Journal of Curriculum Studies*

Reviewer *Teaching and Teacher Education*

Reviewer *Curriculum Inquiry*

Reviewer *European Journal of Teacher Education*

Reviewer *Asia-Pacific Journal of Education*

Reviewer *Journal of Research for Science Teaching*

Reviewer *Pedagogies: An International Journal*

Reviewer *Urban Education*

Reviewer *Curriculum and Teaching Dialogue*

Reviewer *Teacher Education Quarterly*

Reviewer *Journal of Learning Environments Research*

Reviewer  *Canadian Journal of Education*

Reviewer *Canadian Social Studies*

Reviewer *Journal of Professional Studies*

Reviewer *Journal of Teacher Education*

Reviewer *Teachers College Record*

Reviewer *Teaching Education*

Reviewer *Teaching Education Quarterly*

Reviewer *Journal of Classroom Interaction*

Reviewer *Journal of Curriculum and Supervision*

Reviewer *Teaching and Teacher Supervision*

Reviewer American Educational Research Association, Divisions B and K

Reviewer American Educational Research Association, Portfolio and

Reflection SIG, Teacher as Researcher SIG, Narrative Research

SIG, Self-Study Of Teacher Education SIG

Reviewer International Teacher Research Conference proposals

Reviewer Herstmonceux Self-Study Research Conference proposals

Reviewer Midwest History of Education Conference proposals

Reviewer Book Chapters for Handbooks, Oxford University Press

Reviewer Book Manuscripts, Pearson Publishing

Reviewer Book Manuscripts, Sage Publishing

Reviewer Book Manuscripts, Information Age Publishing

Reviewer Book Manuscript for Oxford University Press

Reviewer Book Manuscript for Teachers College Press, Amy Rosenberg,

Editor

### ***[Editor Activities](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)***

2021- Co-Editor in-Chief, *Journal of Teacher Education*

2019 Special Issue Editor, *Teachers and Teaching: Theory and Practice*

2018-2021 Executive Editor, *Teaching and Teacher Education*

2017- Associate Editor, *Frontiers of Teacher Education*

2016 - Editor, Information Publishing Curriculum & Instruction Book Series

2016- Editorial Board Member, Sense Book Research in Education Series

2016- Editor, Emerald Publishing’s Research in Teacher Education Series.

2016 Guest Editor of the Journal of Classroom Interaction

2012- Editor, *International Teacher Education Practices Handbook*

2011- Editor, *International Study Association of Teachers and Teaching Handbook*

2010- Executive Editor, *Teachers and Teaching: Theory and Practice*

2007- Editorial Review Board, *International Journal of Education and the Arts*

2005- Editor, *American Association of Teacher Educators Yearbook*

2004-2009 Associate Editor, *Teachers and Teaching: Theory and Practice*

2014-2010 Editorial Review Board, *American Educational History Journal*

2004- Associate Editor, Reflective Practice

## 

## [**Service to the Community/Public**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_Table_of_Contents)

2024 External Examiner, Associate Professor, West Coast University

2024 External Examiner, Professor, Border State

2024 External Examiner, Professor, Israel

2024 External Examiner, Post-Tenure Review, Southern State

2024 External Examiner, Associate Professor, West Coast State

2024 External Examiner, Associate Professor, Mid-Western University

2024 External Examiner, Professor, Italy

2024 External Examiner, Professor, East Coast Professor

2023 External Examiner, Associate Professor, East Coast Professor

2023 External Examiner, Professor, Mid-West Professor

2023 External Examiner, Associate Professor, East Coast Professor

2023 External Examiner, Professor, East Coast Professor

2023 External Examiner, Associate Professor, Mid-West Professor

2023 External Examiner, Professor, Canadian Professor

2023 External Examiner, Professor, Singaporean Professor

2023 External Examiner, Professor, Israeli Professor

2023 External Examiner, Associate Professor, West Coast Professor

2023 External Examiner, Hiring Committee, Israel

2023 External Examiner, Professor, Canada

2023 External Examiner, Associate Professor, Mid-western State

2023 External Examiner, Professor, West Coast State

2023 External Examiner, Professor, Texas

2023 External Examiner, Associate Professor, Mid-western State

2023 External Examiner, Associate Professor, Texas

2022 External Examiner, Associate Professor, East Coast

2022 External Examiner, Associate Professor, East Coast State

2022 External Examiner, Assistant Professor, Texas

2022 External Examiner, Associate Professor, Texas

2021 External Examiner, Full Professor, Hong Kong

2020 External Examiner, Assistant Professor, North Central U.S.

2020 External Examiner, Associate Professor, Mid-West U.S.

2020 External Examiner, Assistant Professor, East Coast U.S.

2020 External Examiner, Associate Professor, West Coast U.S.

2019 External Examiner, Associate Professor Promotion, Pakistan University

2019 External Examiner, Full Professor Promotion, Finnish University

2019 External Examiner, Promotion and Tenure Review, 6 Faculty Members at a University in Finland

2019 External Examiner, Promotion and Tenure Review, Faculty at an Eastern Canadian University

2019 Representative at Bryan ISD Meetings

2019 Representative at Spring ISD Meetings

2019 Representative at Aldine ISD Meetings

2019 Representative at Houston ISD Meetings

2019 Meetings with Writers in the Schools

2019 Meeting with ProjectTEACH

2018 Representative at Bryan ISD Meetings

2018 Representative at Spring ISD Meetings

2018 Representative at Aldine ISD Meetings

2018 Representative at Houston ISD Meetings

2018 Meetings with Holocaust Museum

2018 Meetings with Writers in the Schools

2018 Meetings with Houston Community College

2018 Meetings with Texas Medical Center

2018 Meetings with UH-Main Campus, UH-Clear Lake, UH-Victoria

2018 Meetings with St. Thomas University

2018 External Examiner, Promotion and Tenure Review, Faculty at a Canadian University

2018 External Examiner, Promotion and Tenure Review, Faculty at a U.S University

2018 External Examiner, Promotion and Tenure Review, Faculty at a U.S University

2018 External Examiner, Promotion and Tenure Review, Faculty at a Canadian University

2017 External Examiner, Promotion and Tenure Review, Faculty at a U.S. University

2017 External Examiner, Promotion and Tenure Review, Faculty at an Australian University

2017 External Examiner, Promotion and Tenure Review, Faculty at a Canadian University

2016 Meetings with Sidney Lanier Middle School teachers

2016 Meetings with Houston Community College representatives

2016 Meetings with Representatives building a Holocaust Memorial Garden in Humble,   
Texas

2016 Meetings with Israeli partner concerning curriculum for Holocaust Memorial Garden

2016 Meeting with Asian American Society

2016 Meetings with the Writers in the School Project, Houston Independent School District

2016 Meeting with Director of Fine Arts, Aldine Independent School District

2016 External Ph.D. Examiner—Aga Khan University, Pakistan

2016 External Ph.D. Examiner—University of Toronto, Canada

2016 External Ph.D. Examiner—Monash University, Australia

2016 External Examiner, Promotion and Tenure Review, Faculty at a Hong Kong University

2016 External Examiner, Tenure Review, Faculty at a Canadian University

2015 External Examiner, Promotion Review, Faculty at an Australian University

2014 External Examiner, Promotion Review, Faculty at a Mid-West University

2014 External Examiner, Promotion Review, Faculty at an Israeli University

2014 External Examiner, Promotion and Tenure Review. Faculty at a Dutch University

2014 External Examiner, Promotion and Tenure Review. Faculty at a New Zealand University

2013 External Examiner, Promotion and Tenure Review. Faculty at a Mid-Western University

2013 External Examiner, Promotion and Tenure Review. Faculty at a North Texas University

2013 External Examiner, Promotion and Tenure Review. Faculty at a New Jersey University.

2013 External Examiner, Promotion and Tenure Review. Faculty at a South Texas University.

2013 External Examiner, Promotion and Tenure Review. Faculty at a Virginia University.

2013 External Examiner, Promotion and Tenure Review. Faculty at a New Zealand University.

2013 External Examiner, Promotion and Tenure Review. Faculty at a Canadian University.

2012 External Examiner, Promotion and Tenure Review. Faculty at a University in Texas.

2012 External Examiner, Promotion and Tenure Review. Faculty at a University in Texas.

2012 External Examiner, Promotion and Tenure Review. Faculty at a Utah University.

2012 External Examiner, Promotion and Tenure Review. Faculty at a University in the Pacific North-West U.S.

2012 External Examiner, Promotion and Tenure Review. Faculty at a Israel University.

2012 External Examiner, Promotion and Tenure Review. Faculty at a University in Canada.

2011 External Examiner, Promotion and Tenure Review. Faculty at a Portuguese University

2011 External Examiner, Promotion and Tenure Review. Faculty at a University in Israel

2011 External Examiner, Promotion and Tenure Review. Faculty at a University in Canada

2011 External Examiner, Promotion and Tenure Review. Faculty at a University in the Mid-Western U.S.

2010 External Examiner, Promotion and Tenure Review. Faculty at a University in Israel

2010 External Examiner, Promotion and Tenure Review. Faculty at a University in Israel

2010 External Examiner, Promotion and Tenure Review. Faculty at a University in Canada

2010 External Examiner, Promotion and Tenure Review. Faculty at a University in Canada

2010 External Examiner, Promotion and Tenure Review. Faculty at a University in Canada

2009 External Examiner, Promotion and Tenure Review. Faculty at a University in Canada

2009 External Examiner, Promotion and Tenure Review. Faculty at an East Coast University

2009 External Examiner, Promotion and Tenure Review. Faculty at a Western State University

2009 External Examiner, Promotion and Tenure Review. Faculty at a Western State University.

2009 External Examiner, Promotion and Tenure Review. Faculty at a North Central University

2009 Chair, Outstanding Book Award, Division B., American Educational Research Association

2009 External Examiner, Promotion and Tenure Review. Faculty at an East Coast University

2009 External Examiner, Promotion and Tenure Review. Faculty at a Mid-West University

2008 External Examiner, Promotion and Tenure Review. Faculty at a Canadian University

2008 External Examiner, Promotion and Tenure Review. Faculty at a Texas University

2008 External Examiner, Promotion and Tenure Review, Faculty at a Mid-West University

2008 External Examiner, Promotion and Tenure Review, Faculty at a Mid-West University

2007 External Examiner, Promotion and Tenure Review, Faculty at an East Coast University

2007 External Examiner, Promotion and Tenure Review, Faculty at an East Coast University

2007 U.S. Representative, International Study Association of Teachers and Teaching Board

2007-2009 Board Member, Young Audiences

2007-2009 Board Member, Houston Independent School District Foundation

2007-2008 Community Representative, Total Quality Management Review, Anderson Academy

2007-2008 Chair, Research Committee, SIG Groups, American Educational Research Association

2007-2008 Committee Member, Dissertation Award Committee, Division B, American Educational Research Association

2007-2008 Chair, Nominating Committee, American Association of Teaching and Curriculum

2006-2007 Community Representative, Total Quality Management Review, Hoffman Middle School

2006-2007 Community Representative, Total Quality Management Review, Reed Academy

2006-2007 External Examiner, Promotion and Tenure Review, Faculty at Texas Research I University

2006-2007 External Examiner, Promotion and Tenure Review, Faculty at Texas Research I University

2006-2007 External Examiner, Promotion and Tenure Review, Faculty at Nebraska Research University

2006-2007 External Examiner, Promotion and Tenure Review, Faculty at Utah Research I University

2006-2007 Review of East Coast Research University Internal Proposals

2006-2007 External Examiner, Promotion and Tenure Review, Faculty at Northwestern Research University

2005-2006 Certificate of Professional Development, The teacher as researcher grant for critical friends group meetings and research work, 20 hours CPE.

2005 Certificate of Professional Development, The teacher as researcher grant for critical friends group, March, April and May Meetings, 6 hours CPE.

2005-2006 External Examiner, Promotion and Tenure Review, Faculty Member at Northwestern Research University

2005-2006 External Examiner, Promotion and Tenure Review, Faculty Member at Southwestern Research University

2005-2006 External Examiner, Promotion and Tenure Review, Faculty Member at Canadian Research University

2005-2006 Supervisor of Dr. Elaine Chan, Social Sciences and Humanities Research Council of Canada, Post-Doctoral Fellow, Ontario Institute for Studies in Education

2005-2006 External Examiner, Promotion and Tenure Review, Faculty Member at Southern Research University

2005-2006 External Examiner, Promotion and Tenure Review, Faculty Member at Canadian University

2004-2005 External Examiner, Promotion and Tenure Review, Faculty Member at Mid-Western Research University

2004-2005 External Examiner, Promotion and Tenure Review, Faculty Member at Canadian University

2003-2004 External Examiner, Promotion and Tenure Review, Faculty Member at Southern Research University

2003-2004 External Examiner, Promotion and Tenure Review, Faculty Member at Eastern Seaboard Research University

2003-2004 External Examiner, Promotion and Tenure Review, Faculty Member at Mid-Western Research University

2003 American Association of Teaching and Curriculum, Dissertation Award Committee

2002-2003 Professors of Curriculum, Nomination Committee

2002 Developer and Facilitator of The Faculty Academy at the University of Houston (System Initiative)

2002 Facilitator, Speakers Series, Houston Annenberg Challenge

2002-2005 Chair, Portfolios and Reflective in Teaching and Teacher Education

2002- Professional Development Committee Member for the Annenberg/HISD Carnegie Grant for the Reform of Houston High Schools (invited)

2001-2002 Houston Independent School District, Central District, Documentation of Lamplighter Community Activities

2001 Committee Representative, Re: Establishment of a special needs school in The Woodlands (invited)

2000-2002 Epiphany Lecture Series Director, Re: Annenberg Beacon School Outreach/University of Houston Collaboration

2000-2001 Served as an Adult Volunteer to ensure high needs students at Lanier Middle School

2000-2001 Participated in field trips Houston Independent School District, East District School Portfolio Work

2000-2001 Served as a University Representative in an Eisenhower High School Critical Friends Group

1999-2001 Participated as a University Representative on Houston Annenberg Challenge Peer Review Teams

1999-2000 Houston Independent School District, Principals’ Academy Keynote Speaker

1999-2000 America’s Promise Meeting with Cross-Annenberg Site Executive Directors, Facilitator

1998- University Representative on the Houston Annenberg Challenge Program Committee

1998-1999 Served as University Representative in two of Lanier Middle School’s Critical Friends Groups.

1997- Facilitator of Principal Study Group.

1997-2000 Served on Houston Annenberg Challenge Interview Teams

1997 Committee Member, Conroe Independent School District, Examination of Texas Essential Skills and Knowledge for Social studies

1995-1997 Education Committee Member, Trinity Presbyterian Church

1990-1992 President, Omicron Chapter, Kappa Delta Pi

1985-1990 Choir Director, Chalmers Presbyterian Church

1984-1988 Volunteer, XV Olympic Winter Games Organizing Committee

# **COLLABORATIVE FOR INNOVATION IN TEACHER EDUCATION**

## **Hosted Events**

**2023-2024**

Williams III, J. (2023, September 28).*The third rail: A critical discourse policy analysis of states' school discipline policies within the practice and theory colloquy.* Collaborative for Innovation in Teacher Education Speaker Series 2024, Texas A&M University.

Kowk, M. & Woodward, J. (2023, October 19). *Pioneering pedagogy: An innovative approach to global education via a virtual study abroad model.* Collaborative for Innovation in Teacher Education Workshop Series 2024, Texas A&M University.

McDonald, D. (2024, January 25). *Publishing in the new practitioner journal “BRIDGE: Bringing Research In Direct Grasp of Educators”.* Collaborative for Innovation in Teacher Education Workshop Series 2024, Texas A&M University.

James-Gallaway, C., James-Gallaway, A. & Griffin, A. (2024, February 8).*Black hair persecution in k-12 schools: A multi-state media analysis.* Collaborative for Innovation in Teacher Education Speaker Series 2024, Texas A&M University.

Rondfeldt, M. (2024, February 15).*Building quantitative evidence in clinical teacher education.* Collaborative for Innovation in Teacher Education Speaker Series 2024, Texas A&M University.

Wandix-White, D. & Mokuria, V. (2024, February 16). *Relational realms: helping educators navigate and cultivate healthy schoolhouse relationships.* Collaborative for Innovation in Teacher Education Online Book Launch Series 2024, Texas A&M University.

Skerrett, A. (2024, February 28).*Teacher education in Texas.* Collaborative for Innovation in Teacher Education Speaker Series 2024, Texas A&M University.

Skerrett, A. (2024, February 28).*Black transnational languages and literacies: Complicating Black identities and transnational/immigrant categories.* Collaborative for Innovation in Teacher Education Speaker Series 2024, Texas A&M University.

Milner, R. (2024, April 10).*De-professionalizing of teaching (and educational research, too): A call for disruptive movement*. Collaborative for Innovation in Teacher Education Speaker Series 2024, Invisible College, Pennsylvania Convention Center.

Etchells, M., Singer, E., Craig, C., McIntush, K., Garza, K., DeJesus, M., Epps, N., Bailey, D., Donop, J. & Walderon, T. (2024, April 23). *Drawn to the flame: Teachers’ stories of burnout.* Collaborative for Innovation in Teacher Education Online Book Launch Series 2024, Texas A&M University.

**2022-2023**

Cochran-Smith, M. (2023, March 29). *The ‘problem’ of teacher education: Tensions and trends*. Dean’s Distinguished Lecture Series, School of Education and Human Development, Texas A&M University.

Ladson-Billings, G. (2023, March 27). *Preparing to teach all students well: Post pandemic pedagogy*  [Lecture]. Collaborative for Innovation in Teacher Education Lecture Series 2023, Texas A&M University.

Ladson-Billings, G., Cochran-Smith, M., & Craig, C. (2023, March 28). *Dialogues in transforming education with two giants of teacher education*. Dean’s Distinguished Lecture Series, School of Education and Human Development, Texas A&M University.

Craig, C. et al. (2023, February 16). *Learning, leading and the best-loved self in teaching and teacher education.* Collaborative for Innovation in Teacher Education Online Book Launch Series 2023, Texas A&M University.

Parker, K. (2023, January 25). *Creating liberatory literacy spaces with BIPOC students*. [Lecture]. Collaborative for Innovation in Teacher Education Speaker Series 2023, Texas A&M University.

Orland-Barak, L. (2022, November 8). *Lost or found in translation? Translating educational research into practice: Challenges and promises*. Collaborative for Innovation in Teacher Education Speaker Series 2022, Melbern G. Glasscock Center for Humanities Research, Texas A&M University.

Ratnam, T., Pinnegar, S., Russell, T., Guðjónsdóttir, H., Flavian, H., Gholami, K., Buchanan, J., Prata-Linhares, M., Nyamupangedengu, E., Asadi, L., Park, E., Ali, S. (2022, October 26). *Understanding excessive teacher and faculty entitlement: Digging at the root.* Collaborative for Innovation in Teacher Education Online Book Launch Series 2022, Texas A&M University.

Etchells, M. J., Brannen, L., Donop, J., Bielefeldt, J., Singer, E. A., Moorhead, E., & Walderon, T. (2022, February 17). *Synchronous teaching and asynchronous trauma: exploring teacher trauma in the wake of covid-19*. Collaborative for Innovation in Teacher Education Speaker Series 2022, Texas A&M University.

Bartanen, B. & Kwok, A. (2022, January 27). *Examining clinical teaching observation scores as a measure of preservice teacher quality*. Collaborative for Innovation in Teacher Education Speaker Series 2022, Texas A&M University.

Craig, C., Auzenne-Curl, C., Angelo, T., Martindell, T., Carr, D., Curtis, G., Curl, M., Mokhtari, A. (2022, April 12). *Developing knowledge communities through partnerships for literacy*. Collaborative for Innovation in Teacher Education Online Book Launch Series 2022, Texas A&M University.

Evans, P., Stokes, D. & Craig, C. (2022, March 29). *Preparing teachers to teach the STEM disciplines in America's urban schools*. Collaborative for Innovation in Teacher Education Online Book Launch Series 2022, Texas A&M University.

## **Teacher Professional Development Courses**

* Teaching by Design
* Translanguaging
* Classroom Management
* Teachers as Writers
* Educating All Students: Teaching Students with Disabilities in the General Classroom
* Working with Families
* Communication and School Leadership
* Classroom Management
* Personal and Interpersonal Communication Strategies for School Leaders

1. **Funds Raised for the Collaborative**

* $19,000 U.S. Department of Education Grant
* $10,000 Private Philanthropy for Garden of Hope Course Development
* $52,000 Conference Award
* $17,000 Conference Award
* $ 8,000 CEHD Undergraduate Impact Grants
* $ 7,000 Biology Department
* $ 2,000 Texas A&M International University
* $3 million dollar NSF Proposal (in preparation with partners)

# [**[CAREER S](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**](#_Table_of_Contents)**[UMMARY](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_Table_of_Contents)**

Scholarly Books 4

Edited Books 26

Books Series Editor 4

Contributing Author Books 2

Student Texts and Teacher Guides 8

Refereed Article Count 188

Published Conference Proceedings 119

Handbook Chapters 18

Book Chapters 201

Media Kits 3

Media Presentations 11

Monographs 4

Unreferred Journal Articles 23

Evaluation Reports 87

Graduated Master’s Degree Students 30

Graduated Doctoral Students 100

Post-Doctoral Students 7

External Examiner (Graduate Students) 30

External Examiner (Promotion/Tenure) 84

Keynote Addresses 42

# **SCOPUS SUMMARY**

|  |  |
| --- | --- |
| Publications | 188 |
| Citations | 2024 |
| H-Index | 25 |

[**WEB OF SCIENCE SUMMARY**](file:///C:\Users\16466\Downloads\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx#_WEB_OF_SCIENCE) **(Core Collection + All)**

|  |  |  |
| --- | --- | --- |
| Publications | 139 | 159 |
| Citations | 1553 | 3140 |
| H-Index | 22 | 29 |

# **[GOOGLE SCHOLAR SUMMARY](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_GOOGLE_SCHOLAR_SUMMARY)**

|  |  |
| --- | --- |
| Publications | 319 |
| Citations | 9390 |
| H-Index | 46 |

# **[RESEARCH GATE SUMMARY](file:///C:\\Users\\16466\\Downloads\\Cheryl%20J.%20Craig%20CV%20(APA%20Version)%2004-16-2021.docx" \l "_RESEARCH_GATE_SUMMARY)**

|  |  |
| --- | --- |
| Publications | 294 |
| Citations | 4,666 |
| H-Index | 37 |

|  |  |
| --- | --- |
| **Scopus Index Increase in Citations 2020-2023** | **Web of Science Index Publications/Citations 1995-2023** |
|  | A graph showing a line of growth  Description automatically generated with medium confidence |

1. Paper recognized as Phi Delta Kappa Outstanding Research Paper. [↑](#footnote-ref-1)