



Cheryl J. Craig, Ph.D.

**Professor
Academic Chair, Technology & Teacher Education
Houston Endowment Endowed Chair of Urban Education
AERA Fellow
Texas A&M University, College Station**

cheryljcraig@gmail.com
www.cheryljcraig.com/

Collaborative for Innovation in Teacher Education
tlac.tamu.edu/academics/cite/
[About the Collaborative](#)
[The Collaborative's 2021-2022 Report](#)

TABLE OF CONTENTS

BIOGRAPHICAL SKETCH	3
EMPLOYMENT HISTORY	4
EDUCATION RECORD	4
PUBLICATIONS	5
1. Refereed Journal Articles	5
2. Invited Review Essays	14
3. Reviews of My Work	14
4. Conference Proceedings	16
5. Handbook Chapters	24
6. Book Chapters	26
7. Books	34
1) <i>Primary Author</i>	34
2) <i>Contributing Author</i>	34
3) <i>Book Series Editor</i>	35
4) <i>Edited Books</i>	35
5) <i>Student Books and Teacher Guides</i>	36
8. Multimedia Kits	36
9. Media Presentations	37
10. Digital Stories	37
11. Monographs	38
ADDITIONAL PROFESSIONAL PUBLICATIONS	38
1. Unrefereed Journals	38
2. Research Reports	39
RESEARCH FUNDS, GRANTS, AND CONTRACTS	43
AWARDS, HONORS, INVITED TALKS	46
PROFESSIONAL PRESENTATIONS	54
1. International, National, Regional	54
2. Local	71
TEACHING ACTIVITIES	73
1. Course Development	73
2. Sample Student Evaluations at Texas A & M	74
3. Sample Student Evaluations at University of Houston	80
4. Sample Student Comments	82
5. Supervision of Students	84
1) <i>External Examiner</i>	84
2) <i>Master's Advisor</i>	85

3) <i>Doctoral Advisor</i>	86
4) <i>Proposal Defenses</i>	88
5) <i>Candidacy Paper Defenses</i>	91
6) <i>Doctoral Committees</i>	93
7) <i>Post-Doctoral Advisor</i>	95
PROFESSIONAL SERVICE	95
1. Service to the Department, College, University	95
2. Service to the Profession/Academic Discipline	97
<i>Memberships/Affiliations</i>	97
<i>Discussant Activities</i>	98
<i>Evaluation Activities</i>	100
<i>Reviewer Activities</i>	102
<i>Editor Activities</i>	103
Service to Community/Public	103
COLLABORATIVE FOR INNOVATION IN TEACHER EDUCATION	107
1. Events	107
2. Teacher Professional Development Courses	108
CAREER SUMMARY	108
SCOPUS SUMMARY	108
WEB OF SCIENCE SUMMARY	108
GOOGLE SCHOLAR SUMMARY	109
RESEARCH GATE SUMMARY	109

BIOGRAPHICAL SKETCH

(Endowed Chair accomplishments since 2016 are underlined)

Cheryl J. Craig, Ph.D., is a Professor, Chair of Technology & 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 (2020). 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 reform agendas on preservice and in-service teachers' knowing, doing and being, and the unintended consequences that reforms and policies may have on student learning. Over her career trajectory, she has attracted over \$12 million in grants with approximately \$2.1 million since 2016. Craig's research program is internationally renowned because (1) it rigorously addresses teaching/teacher education; (2) has a strong conceptual base; (3) involves both curriculum and teaching; and (4) uses an innovative methodology. Cheryl J. Craig has authored 11 research handbook chapters and contributed to more than 20 Web of Science journals. Her 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 published (2020, 2021). Craig is a Co-Editor of the *Journal of Teacher Education* (SSCI journal), Executive Editor of *Teachers and Teaching: Theory and Practice* (SSCI journal), and an Associate Editor of *Frontiers of Teacher Education*. She is also on the review boards of *Reflective Practice* (SSCI journal), the Sense Book Research in Education Series and the Co-Editor of the Emerald Book Series *Advances in Research on Teaching* (SSCI publication) in addition to two Brill series of books. She has co-edited 15 volumes in book series published by Roman & Littlefield, Routledge, Emerald Publishing and Oxford University Press. She has delivered keynote addresses internationally (i.e., Chile, India, Turkey, South Africa). 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). Cheryl J. Craig currently serves as the Chair of the International Study Association on Teachers and Teaching (ISATT) (2019-2025) and Acting Dean of Invisible College (AERA Affiliate Group). She received a Literati Network Award of Excellence (UK) in 2011 for a chapter she authored and Outstanding AERA Article Awards in 2009, 2014 and 2019. 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, which is the most distinguished international prize she could receive. In 2021, she made AERA history by receiving Division K's two top honors: the Exemplary Research Award and the Legacy Award. The Houston community also awarded her the HRA Janucz Korczak Excellence in Education Award in 2021. Since then, she has had the TAMU School of Education and Human Development Senior Scholar Research Excellence Award bestowed on her. These major awards, along with Craig's AERA Fellowship and her Division B (Curriculum) Outstanding Career Award, have made her one of the most well-known and highly respected education professors nationally and internationally. No one has the number and combination of awards and research honors that Cheryl Craig has achieved.

Cheryl J. Craig, Ph.D.

Texas A&M University

EMPLOYMENT HISTORY

2020-2019-	Founding Director, Collaborative for Innovation in Teaching Education Chair, Technology & 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
2004-2016	Professor, College of Education, University of Houston Coordinator, Teaching and Teacher Education Program Area
2000-2004	Associate Professor, College of Education, University of Houston Coordinator, Teaching and Teacher Education Program Area Director, Elementary Education
1997-2000	Clinical Professor, Department of Education, Rice University Senior Research Scientist, Center for Education, Rice University
1994-1997	Post-Doctoral Fellow, University of Alberta; Ontario Institute of Education, University of Toronto
1994-1995	Visiting Professor, Gonzaga University
1990-1994	Centre for Research for Teacher Education and Development, University of Alberta, Research Associate, Clinical Professor
1990-1992	Ph.D. Program, University of Alberta
1978-1990	University of Calgary, Clinical Professor, Assistant Professor
1989-1990	Calgary Board of Education, Teacher - West Dalhousie School
1987-1989	Calgary Board of Education, Consultant - Program Services
1982-1986	Calgary Board of Education, Teacher - Marion Carson School
1979-1982	Calgary Board of Education, Teacher - Crowfoot School
1978-1979	Master of Education Degree, University of Calgary
1976-1978	Calgary Board of Education, Teacher - Bridgeland School

EDUCATION RECORD

1994	Post-Doctoral Studies (Teacher Knowledge/School Context Specialty) Supervisor: Dr. F. Michael Connelly, Ontario Institute for Studies in Education, 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 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)

1. Refereed Journal Articles

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

- Asadi, L., Liew, J., Craig, C. J., Bowen, D. (under review). *Exploring the benefits of art education: the teacher perspective.*
- Asadi, L., Craig, C. J., Bowen, D., Liew, J. (under review). *Saving students or losing teachers? The impact of art classes on learners and the aftermath on teacher retention.*
- Craig, C., Evans, P., Stokes, D., McAlister-Shields, L. & Curtis, G. (under review). Multi-layered mentoring: Exemplars from a U.S. STEM teacher education program. *Teachers & Teaching: Theory and Practice.*
- Craig, C., Evans, P., Stokes, D., McAlister Shields, L., Curtis, G., Manuel, M., & Norton, M. (under review). Mentoring in the midst of *teachHOUSTON*: The pandemic chapter. *Journal for Research for Science Teaching*
- Craig, C., Li, J., Zhu, G., Evans, P., & Stokes, D. (under review). The Gordian knot of international teacher education: Cases from the United States and China. *Teaching and Teacher Education.*
- Scaramuzzo, P., Calabrese, J. & Craig, C. (under review). A narrative inquiry investigating teacher burnout at a Bronx, New York, Middle School in 2020. *Teaching and Teacher Education.*
- Craig, C., You, J., Zou Y., Curtis, G., & Poimbeauf, R. (in revision). Fishing for topics in teaching and teacher education: Finding stories worth telling in teaching and teacher education. *Educational Studies.*
- Craig, C., Flores, M., & Orland-Barak, L. (in revision). “A life of optimism”: International legacy and scholarly impact of Miriam Ben-Peretz. *Teaching and Teacher Education.*

2) *Refereed Journal Articles (Scopus-Ranked Journals)*

- Craig, C., Li, J., Rios, A. & Lee, H. (invited, in press). Wounded healer: Impact of a grant-supported scholarship on a minority STEM student’s career and life. *Frontiers in Education.*
- Cochran-Smith, M., Craig, C. J., Orland-Barak, L, Hill-Jackson, V., & Cole, C. (in press). Agents, agency and teacher education. *Journal of Teacher Education.*
- Kelley, M, Curtis, G., Craig, C. & Martindell, P. (in press). The Ups (Upside) and Downs (Downside) of Teacher Educator Collaborative Groups. *Studying Teacher Education.*

- Craig, C., Li, J. & Kelley, M. (2022). "Charting waters of new seas": The scholarly contributions of Elliot Eisner. *Journal of Curriculum Studies*, 1-18.
- 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.
- 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.
- Venâncio, L., Sanches Neto, L., 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.
- 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.
- Flores, M. & Craig, C. (2021). Teach For All counter-narratives. *Teachers College Record*.
- Li, J., & Craig, C. (2021). A beginning teacher's living of cover stories in a high-needs school in rural China. *Research Papers in Education*, 1-20.
- 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. (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*. Impact Factor: 2.473 (Exemplary Research in Teaching and Teacher Education Award)
- 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. DOI:10.1080/03055698.2017.138709.
- 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. DOI:10.1080/09500693.2018.1431853.
- 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. (2017). International teacher attrition: Multiperspectival views. *Teachers and Teaching: Theory and Practice*, 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.
- Craig, C. (2017). Support in teaching, teacher education and higher education: An international sampling. *Teachers and Teaching: Theory and Practice*. 23(3), 241-243.
- 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.
- 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 by play, tantrums, building castles and rebuffing backyard bullies. *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. DOI: 10.1080/00220272.2014.957243.
- You, J., & Craig, C. (2015). Narrative accounts of US teachers' collaborative curriculum making. *Sport, Education and Society*, 20(4), 501-526. DOI: 10.1080/13573322.2013.774271.
- You, J., & Craig, C. (2015). Narrative accounts of US teachers' collaborative curriculum making. *Sport, Education and Society*, 20(4), 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. DOI: 10.1007/s12564-013-9303-8.

- 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. DOI: 10.1080/00220272.2013.797504. Impact Factor: 1.120
- 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. DOI: 10.1080/00220272.2013.839004.
- 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. DOI: 10.1080/02188791.2013.788476.
- Craig, C. (2013). Teaching and learning to teach: Roles, beliefs, attitudes & interactions. *Teachers and Teaching: Theory and Practice*, 19(5), 475-477. DOI: 10.1080/13540602.2013.827362.
- 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. DOI: 10.1080/17425964.2013.808062.
- 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. DOI: 10.1080/00220272.2012.732118.
- 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. DOI: 10.1080/13573322.2011.562886.
- 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. DOI: 10.1016/j.tate.2012.08.003. (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. DOI: 10.1080/13540602.2012.709727.
- 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.
- 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), 173-188 DOI: 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 (with M. Olson) 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. DOI: 10.1016/S0742-051X(01)00023-3.

- 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. (1998). Lessons students teach. *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.
- 3) Refereed Journal Articles (Publication listed in Google Scholar)**
- Gallavan, N., & Craig, C. (2012). Section II. Culture, Family, and Social Justice. *Action in Teacher Education*, 34(5-6), 398-400.
- Craig, C. & Gallavan, N. (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. (2010). Democracy, teacher education, and John Dewey: A personal perspective. *Teacher Education Quarterly*, 22 (4), 447.
- Craig, C. (2008). School as parkland: Re-Storying the story of Cochrane School. *Teacher Education Quarterly*, 20 (2), 131.
- Craig, C. (2007). Excavating teacher knowledge in Reforming School Contexts: A Collaborative Approach. *Curriculum and Teaching Dialogue*, 9(1) 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.
- Craig, C. (2005). Historical research and narrative inquiry: Striking similarities, notable differences. *American Educational History Journal*, 32(2), 214.
- Craig, C. (2003). Hardy Academy's social narrative history: A backdrop for school reform. *American Educational History Journal*, 30, 17.
- 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). Excavating teacher knowledge in reforming school contexts: A collaborative approach. *Curriculum and Teaching Dialogue*, 9(1) 65-78.
- 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. (1997). Asking questions of social studies reform. A review of change in Alberta social studies. *Canadian Social Studies*.
- Craig, C. (1995). The Chula/Fish Creek connection. *Canadian Social Studies*, 29(4), 16.
- 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. (1987). Addressing subject integration. *The History and Social Science Teacher*. 31-34.
- Craig, C. & McLellan, J. (1987). Split grade classrooms; An educational dilemma. *Education Canada*, 27(4), 4-9.
- Craig, C. (1996). Leading out through collaboration. *The Canadian School Executive*.
- Craig, C. (1993). Personal theorizing about social studies and social studies instruction. *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*. Calgary, AB: University of Calgary.
- Craig, C. (1991). Should multiage groupings replace split grade classes in schools? *The Canadian School Executive*. Vancouver, BC.
- 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.

2. Invited Review Essays (Scopus-ranked journals)

Craig, C. (in press). John Dewey: Practical and theoretical companion. *Education Sciences*.

Craig, C. (2014). Review of 'Teaching, Learning, and Visual Literacy: The Dual Role of Visual Representation' by Billie Eilam. *Education Review*, 17. Retrieved from <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.

3. Reviews of My Work (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), 524–526.

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

- Manke, M. (2011). *On the necessity of social imagination: Self-study reveals why it is essential*. American Educational Research Association paper presentation.
- Atkinson, B. (2009). Teachers responding to narrative inquiry: An approach to narrative inquiry criticism. *The Journal of Educational Research*, 103(2), 91-102.
- Barone, T. (2009). Commonalities and variegations: Notes on the maturation of the field of narrative research. *Journal of Educational Research*, 103 (2).
- Gall, M., Gall, J., & Borg (2009). Chapter 15: Narrative research (pp. 376-377). *Applying Educational Research*. Boston, MA: 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*, 477-488.
- 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*, 357-382.
- 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*. (Book Author: Cheryl J. Craig)
- Phillips, J. et al. (2003). Building constructive partnerships in urban school reform. In *Research perspectives on school reform*. Providence, RI: AISR.
- Schubert, W. H. (2003). Reflections on the place of curriculum. In David Perez Callejo (Ed.) *The pedagogy of place*. New York, NY: Peter Lange.
- Aitken, J. (2001). Atom and dream. *Curriculum Inquiry*. 31(3), 259-269.
- Diamond, P. (2001). Carnavalesque 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’ (Book Authors: D. Jean Clandinin, F. Michael Connelly & Cheryl J. Craig et al.), vii-viii.

4. Conference Proceedings

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 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.

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

Kelly, 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 Meeting, San Diego, California.

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

Craig, C. (2021, April 11). *“Charting waters of new seas”: An inquiry into the scholarly contributions of Elliot Eisner*. Paper presentation. American Educational Research 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 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 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 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 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*. AACTE 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, 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, 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, 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, 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, San Francisco, California (Conference canceled).
- Craig, C., & Curtis, G. (2020). *The origins of self-study research*. Monash University Webinar, Melbourne, Australia.
- Craig, C. (2020). *COVID-19 times: Report from Houston, TX, USA*. IFTE Conference, Kazan, Russian Republic.
- Craig, C. (2020). *Fishing for topics: Finding publishable research in large data pools*. IFTE Conference, Kazan, Russian Republic.
- Craig, C. (2020). *Discoverability in educational research*. IFTE Conference, Kazan, Russian Republic (invited panel presenter).
- Craig, C., Flores, M., Marcondes, M. & Cuifetelli-Parker, D. (2019). *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. 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, 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, 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, Toronto, Canada.
- Craig, C. (2019). *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). *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). *Advancing STEM education: Recent teachHOUSTON research* [Paper Presentation]. The 19th Biennial Conference of International Study Association on Teachers and Teaching (ISATT), Sibiu, Romania.
- McAlister-Shields, L., Evans, P., Manuel, M., Stokes, D. & Craig, C. (2019). *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). *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 (online). Toronto, Canada.
- Craig, C. & Flores, M. (2019). *Fifty years of Life in Classrooms: An inquiry into the scholarly contributions of Philip Jackson* [Paper Presentation]. American Educational Research Association (online). Toronto, Canada.
- Craig, C., Evans, P., Stokes, D., McAlister-Shields, L., & G. Curtis. (2019). *Mentoring in the midst of teachHOUSTON: Exemplars from a National Science Foundation-supported STEM teacher education program* [Paper Presentation]. American Educational Research Association (online). Toronto, Canada.
- Craig, C. (2019). *ISATT, reciprocal learning and the best-loved self: Part 1*. American Educational Research Association (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, 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, Guangming 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.
- Craig, C., Curtis, G., Martindell, T., Kelley, M., Reid, D., & Perez, M. (2018). *Jumping the dragon's gate* [Paper Presentation]. 11th Biennial Castle Conference (with Herstmonceaux 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, 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, 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). *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, 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, 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, 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). *Teacher attrition: An international inquiry* [Paper Presentation]. International Study Association on Teachers and Teaching 2015 Conference, Auckland, New Zealand.
- Craig, C. (2015). *'International teacher education: Promising pedagogies (Part 1)'* [Paper Presentation]. International Study Association on Teachers and Teaching 2015 Conference, Auckland, New Zealand.
- Craig, C. (2015). *'International teacher education: Promising pedagogies (Part 2)'* [Paper Presentation]. International Study Association on Teachers and Teaching 2015 Conference, Auckland, New Zealand.
- Craig, C. (2015). *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, 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, Philadelphia, Pennsylvania.
- Craig, C. J. (2014, April 3). *Preparation of a teacher educator: Opportunities and issues* [Paper Presentation]. American Educational Research Association, Philadelphia, Pennsylvania.
- Craig, C., Curtis, G., Reid, D., Kelley, M., Martindell, T., & Gray, P. (2014). *Braided rivers: A self-study of interwoven teacher journeys*. Self-Study of Teacher Education Practices (AERA SIG) 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, 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, 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, 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, San Francisco, California.

- Craig, C. (2013). *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). *Narrative inquiry as travel study method: Affordances and constraints*. 11th Annual Hawaii International Conference on Education, Honolulu, Hawaii.
- Craig, C. (2013). *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, 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 rebuffering backyard bullies* [Paper Presentation]. American Educational Research Association, 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, 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, Vancouver, Canada.
- Craig, C. (2012). *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). *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, 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, New Orleans, Louisiana.
- Craig, C. (2011). *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). *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). *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). *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, Denver, Colorado.
- Craig, C. J. (2010, May 3). *Research on the Boundaries: Narrative Inquiry in the Midst* [Paper Presentation]. American Educational Research Association, Denver, Colorado.
- Craig, C. (2010). *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). *Change, changing, and being changed: A study of self in the midst of course syllabi creation*. Self-Study of Teachers and Teacher Education Special Interest Group. Castle Conference, Herstmonceux Castle, East Sussex, England.
- Craig, C. (2009). *'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). *Change, changing, and being changed: A study of self in the throes of multiple accountability demands*. Self-Study of Teachers and Teacher Education Practices 7th Biennial Conference, Herstmonceux Castle, East Sussex, England.
- Craig, C. (2007). *The closing of the classroom space*. International Association of Teachers and Teaching 13th Biennial Conference, Brock University, Canada.
- Craig, C. & Olson, M. (2007). *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). *Joseph Schwab: An early advocate of self-study?* Self-Study of Teaching and Teacher Education Practices 6th Biennial Conference, Herstmonceux Castle, East Sussex, England.
- Craig, C. & Olson, M. (2006). *Boxes within boxes: Nested narratives within and across preservice and In-service teacher education sites*. Narrative Matters Conference, Fredericton, New Brunswick.
- Craig, C. (2005). *The value of illuminative inquiry in an age of accountability*. International Study Association of Teachers and Teaching 12th 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). *Beyond Hollywood plotlines: "Becoming real" in the throes of urban school reform.* Self-Study of Teaching and Teacher Education Practices 5th Biennial Conference, Herstmonceux Castle, East Sussex, England.
- Craig, C. (2004). *Dilemmas that gnaw at my soul: Ten years later.* Reflective Practice Conference, Gloucester, England.
- Craig, C. (2004). *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). *Teacher collaborative action research.* International Study Association of Teachers and Teaching Conference, University of Leiden, The Netherlands.
- Craig, C. (2003). *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). *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). *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). *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). *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). *Mixed messages: When teacher knowledge?* International Study Association of Teachers and Teaching Conference, University of Dublin, Dublin, Ireland.

Handbook Chapters

- Craig, C. (in press). The intersection where excessive entitlement and the best-loved self meet. *40th Anniversary ISATT Yearbook*.
- Cuiffetelli Parker, D. & Craig, C. (in press). Experience leads the way: What makes narrative inquiry critical. *40th Anniversary ISATT Yearbook*.
- Flores, M., Cuiffetelli Parker, D., Ines, M. & Craig, C. (in press). Multi-national policy analysis: What have we learned? *40th Anniversary ISATT Yearbook*.

- Lee, H. S., Rios, A., Park, E., Lee, J. & Craig, C. (in press). Revisiting the ‘Wounded Healer.’ 40th Anniversary ISATT Yearbook.
- Craig, C. (2022). Challenges to lived curriculum making: 1990–2020. *International Encyclopedia of Education* (4th). Elsevier Ltd.
- Craig, C. (2022). Historical and contemporary impact of Joseph J. Schwab. In *Oxford Research Encyclopedia of Education*.
- 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 for teacher education research*. 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*. SAGE Publications Ltd.
- Craig, C. (2017). Teacher education and the disciplines. In J. Clandinin & J. Husu (Eds.). *Handbook of teacher education*. Sage Publications.
- Craig, C. (2016). Teacher education in the disciplines. Teacher education and the disciplines. In J. Clandinin & J. Husu (Eds.), *Handbook of Teacher Education*. Sage Publications.
- 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.) *The new international handbook of teachers and teaching*. 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*. Sage Publications.

Craig, C. & Pembroke, R. G. (2002). Teaching as a profession. In Richard Colwell & Carol Richardson (Eds.) *The new handbook of research on music teaching and learning*. Oxford University Press, 786-817.

5. Book Chapters

Craig, C. (in press). 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. (in press). Introducing to the best-loved self. In C. Craig, D. McDonald & G. Curtis (Eds). *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education*. Palgrave-Macmillan.

Kelly, M., Curtis, G. & Craig, C. (in press). 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*. Palgrave-Macmillan.

Monroy, M., Norton, M. & Craig, C. (in press). Unleashing the best loved self. In C. Craig, D. McDonald & G. Curtis (Eds). *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education*. Palgrave-Macmillan.

McDonald, D., Craig, C. & Curtis, G. (in press). What we know about the best-loved self in review. In C. Craig, D. McDonald & G. Curtis (Eds). *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education*. Palgrave-Macmillan.

Craig, C. (in press). Where to from here? In C. Craig, D. McDonald & G. Curtice (Eds). *Learning, Leading and the Best-Loved Self in Teaching and Teacher Education*. Palgrave-Macmillan.

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

Craig, C. (in press). Cover comment. 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*. Brill.

Craig, C.J. & Auzenne-Curl, C.T. (2021). Community, identity, and change: An inquiry into professional development partnerships for literacy education in urban contexts. In Auzenne-Curl, C.T. & Craig, C.J. (Ed.) *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 Auzenne-Curl, C.T. & Craig, C.J. (Ed.) *Developing knowledge communities through partnerships for literacy* (Advances in Research on Teaching, Vol. 37, pp. 245-251). Emerald Publishing Limited.

- Craig, C. (2021). Back in the middle (again): Working in the midst of professors and graduate students, In T. Ratnam & C. Craig (Eds). *Excessive teacher entitlement: Digging at the roots* (Advances in Research in Teaching Series). 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*. Brill Publishing.
- 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*. Emerald Publications.
- 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*. Emerald Publications.
- 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). Valuing STEM scholarship grants that fuel STEM teaching and learning. In C. J. Craig, P. K. Evans & D. W. Stokes (Eds.), *Preparing Teachers to teach the STEM disciplines in America's urban schools*. Emerald Publications.
- Li, J., Evans, P., Craig, C., Stokes, D., Verma, R., & Zhu, G. (2021). Understanding the influence of professors on students' majoring in the STEM disciplines and 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*. Emerald Publications.
- Ratnam, T. & Craig, C. (2021). Introduction: The idea of excessive teacher entitlement: Breaking new ground. In T. Ratnam & C. Craig (Eds). *Excessive teacher entitlement: Digging at the roots. Advances in Research in Teaching Series*. Emerald Publishing.
- 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.
- Craig, C. (2020). Preface. In *Cross-cultural experiences of Chinese immigrant mothers in Canada*. Palgrave Macmillan.
- Craig, C. (2020) Generous scholarship: A counternarrative for the region and the academy. In *Cross-disciplinary, cross-institutional collaboration in teacher education: Cases of learning and leading*. Palgrave Macmillan.
- Turchi, L., Craig, C. & McDonald, D. (2020). Cross-disciplinary, Cross-institutional collaboration in teacher education: Cases of learning and leading. In *Cross-disciplinary, cross-institutional collaboration in teacher education: Cases of learning and leading*. 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*. Palgrave Macmillan.
- Raven, S., Davis, T. & Craig, C. (2020). The Mentor-Mentee Faculty Relationship: Cases of Reciprocal Learning and Leading. In *Cross-disciplinary, cross-institutional collaboration in teacher education: Cases of learning and leading*. Palgrave Macmillan.
- McDonald, D., Craig, C. & Turchi, L (2020). The Faculty Academy in Review: What, So What, Now What? In *Cross-disciplinary, cross-institutional collaboration in teacher education: Cases of learning and leading*. Palgrave Macmillan.
- Craig, C. (2019). O desenvolvimento profissional de professores à luz da perspectiva do professor como agente do currículo. In M. Flores (Ed.). *Currículo e Avaliação*. Santo Tirso: Edição De Facto Editores.
- Craig, C. (2018). Foreword (pp. v-vi). *Pre-service teacher education in southwest China: A narrative inquiry through cross-cultural teacher development*. Brill.
- 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., Evans, P., & Stokes, D. (2019). 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*. Brill 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.
- Craig, C. (2018). Teacher induction: A curriculum of life. In D. McDonald (Ed.). *Secondary teacher induction in urban America*. Information Age Publishing.

- Craig, C. (2018). Preface. In J. Hwang (Author). *Preservice teacher education in Southwest China*. Palgrave-Macmillan.
- Craig, C., Evans, P., Li, J. & Stokes, D. (2018). The Gordian knot of teacher induction: When context trumps teacher preparation and the desire to teach. In D. McDonald (Ed.). *Secondary Teacher induction in urban America*. Information Age Publishing.
- McDonald, D., Craig, C. & Curtis, G. (2018). 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.). *Secondary teacher induction in urban America*. Information Age Publishing.
- McDonald, D., Craig, C. & Curtis, G. (2018). A big picture view of teacher induction experiences across the disciplines: Helping policy makers see the forest through the trees. In D. McDonald (Ed.). *Secondary teacher induction in urban America*. Information Age Publishing.
- Craig, C. (2018). Preface. In S. Xu (Author). *Cross-cultural schooling experiences of Chinese immigrant families*. Palgrave-Macmillan.
- Craig, C. (2017). Sustaining teachers: The best-loved self in teacher education and beyond. In X. Zhu, A. L. Goodwin & H. Zhang (Eds). *Quality of teacher education and learning: Theory and practice* (New Frontiers of Educational Research Series). Springer Publications.
- 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/LearningOverTime_2017
- Craig, C. & Haworth, P. (2017). 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. In Haworth, P. & Craig, C. (Eds). *The career trajectories of English language teachers* (pp. 237-247). Oxford University Press.
- 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 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.
- Craig, C. & Meijer, P. (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.
- Craig, C., Kelly, M., Reid, D. & Gray, P. (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 in schools: 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). Teacher education restructuring: Learning environments and innovative pedagogies. 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). Tensões no desenvolvimento profissional e na comunidade: Variações sobre um tema recorrente na reforma escolar. In M. Flores & R. Illidio Ferreira (Eds.), *Curriculum e Comunidades de aprendizagem: Desafio e perspectivas* (pp. 17-57). Edição 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 of curriculum making in teacher education* (pp. 19-43). Emerald Books.
- 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.), *The one-room schoolhouse*. Pearson.
- 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 Books.
- 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 response. In Ontario College of Teachers (Ed.), *Exploring Leadership and Ethical Practice through Professional Inquiry (Chapter 13, pp. 253-255)*. Sage Publishing.
- Craig, C. (2009). Trustworthiness in self-study research. In C. Lassonde, S. Galman, & C. Kosnik (Eds.), *Self-study research methodologies for teacher educators*. Sense Publishers.
- Kelley, M., North, K., & Craig, C. (2009). Posing questions: Teacher research groups in search of answers. Teacher learning in small group settings. *American Teacher Educators' Yearbook XVII*. Rowman & Littlefield
- Craig, C. et al. (2009). The Faculty Academy: A place for grounding and growth. Teacher learning in small group settings. *American Teacher Educators' Yearbook XVII*. 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). Nurturing inquiry: An administrator's narrative practice. In D. Strahan & G. Ponder (Eds.), *Deep changes: Cases and commentary on school reform*. 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. Perez Callejo (Ed.), *The pedagogy of place*. Peter Lang.
- Craig, C. (2002). Nelda Mae Davis. In O.L. Davis & Margaret Crocco (Eds.), *Building a legacy: Women in social education (pp.95-96)*. Teachers College Press.
- 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)*. RoutledgeFalmer.

- 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* (pp.79-87). Teachers College Press.
- Craig, C. (1995). Dilemmas in crossing the boundaries in the professional knowledge landscape. In D. J. Clandinin & F. M. Connelly (Eds.), *Teachers' professional knowledge landscapes* (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* (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* (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.

6. Books

1) Primary Author

- Craig, C., **Evans, P.**, & **Stokes D.** (2021). *Preparing teachers to teach 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). *Curriculum 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.

2) Contributing Author

- 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).

3) **Book Series Editor**

Asadi, L. & Craig, C. (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.

4) **Edited Books**

Orland-Barak, L., Flores, M., Guberman, A. & Craig, C. (in press). *Life of optimism: The collected works of Miriam Ben-Perez*. Brill Publishing.

Craig, C., McDonald, D. & Curtis, G. (2022). *The best-loved self: Stories of learning and leading*. Emerald Publishing.

Auzenne-Curl, C. & Craig, C. (Eds.) (2021). *Developing knowledge communities through partnerships for literacy*. Emerald Publishing.

Ratnam, T., & Craig, C. (Eds.) (2021). *Understanding excessive teacher and faculty entitlement: Digging at the roots*. Emerald Publishing.

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. & Orland-Barak, L. (Eds.) (2015). *International teacher education: Promising pedagogy. Part C*. Emerald Books.

Craig, C. & Orland-Barak, L. (Eds.) (2015). *International teacher education: Promising pedagogy. Part B*. Emerald Books.

Craig, C. & Orland-Barak, L. (Eds.) (2014). *International teacher education: Promising pedagogy. Part A*. Emerald Books

Craig, C. & Gallavan, N. C. (Eds.) (2014). *Issues in Education: Investigating the Clinical Field-Based Experience Practice and Pedagogical Practices of Candidates, Teachers, and Teacher Educators*. Teacher Education Yearbook XXII (Part 2). Taylor & Francis

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

Craig, C. & Gallavan, N. C. (Eds.) (2013). *Issues in education (Vo.1). American Teacher Educator's Yearbook XXI*. Taylor & Francis Group.

- Craig, C. & Gallavan, N. C. (Eds.) (2012). *Valuing diversity that is honest, natural, authentic, and holistic: Cultural competence in P-12 classrooms, schools, and higher education. American Teacher Education Yearbook XX*. Taylor & Francis Group.
- Craig, C. & Deretchin, L. (Eds.) (2011). *Cultivating curious and creative minds in teaching and teacher education: The role of teachers and teacher educators (Vol. 2). American Teacher Educators' Yearbook XIX*. Rowman & Littlefield.
- Craig, C. & Deretchin, L. (Eds.) (2010). *Cultivating curious and creative minds in teaching and teacher education: The role of teachers and teacher educators (Vol. 1). American Teacher Educators' Yearbook XVIII*. Rowman & Littlefield.
- Craig, C. & Deretchin, L. (Eds.) (2009). *Teacher learning in small group settings. American Teacher Educators' Yearbook. XVII*. Rowman & Littlefield.
- Craig, C. & Deretchin, L. (Eds.) (2008). *Imagining a renaissance in teacher education. American Teacher Educators' Yearbook XVI*. Rowman & Littlefield.
- Craig, C. & Deretchin, L. (Eds.) (2007). *International research on the impact of accountability systems. American Teacher Educators' Yearbook*. Rowman & Littlefield.

5) Student Books and Teacher Guides

- 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.

6) Multimedia Kits

- 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)*.

7) Media Presentations

- 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>

1) **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>

8) Monographs

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

1. Unrefereed Articles

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.*

2. Research Reports

- 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 (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 Hoffman Middle School: 2006-2007 focused impact grant report. Houston A+ Challenge
- 2006 Anderson Academy: 2006-2007 focused impact grant report. Houston A+ Challenge
- 2006 Reed Academy: 2006-2007 focused impact grant report. Houston A+ Challenge.
- 2006 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 Faculty Academy Report. Houston A+ Challenge.
- 2005 Reflective practice. School Portfolio Teacher Research Group Annual Report.
- 2005 Increasing literacy with special population students. Teacher as Researcher Inquiry Group Annual Report.
- 2005 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 Report
2001 Martha Maude Cochrane Academy Houston Annenberg Challenge Case 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

Over the course of her career, Cheryl Craig has received ~12+ 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 most recent grant and contract work.

- 2022 SEHD Catapult Grant Proposal (C. Craig, PI) (\$45,000, under review)
- 2022 AERA Small Grant Proposal (C. Craig, PI) (\$35,000, shortlisted for funding).
- 2022 *SFS Cybercorp Renewal*. National Science Foundation (C. Craig, PI) (\$35,602, under review)
- 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 STEMPro*. 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. \$24,000.
- 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 per year (approved; funds being raised). (\$225,000, already funded; \$21,500 pre-sold courses).
- 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) (under review).
- 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

- 2022 School of Education and Human Development Senior Scholar Research Excellence Award
- 2022 Glasscock Center Notable Speaker Award
- 2022 Glasscock Center Small Conference Award
- 2022 NSF STEM Interactive Facilitators' Choice Award
- 2022 NSF STEM Interactive Presenters' Choice Award
- 2021 Janusz Korczak Award for Educational Excellence
- 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 Named Co-Editor of the *Journal of Teacher Education*
- 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
- 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, Nicosia, Cyprus
- 2015 Keynote Address, University of Istanbul, Istanbul, Turkey
- 2014 Keynote address, Beijing Normal University, Global Teacher and Teaching Education Summit, Beijing
- 2014 American Educational Research Association Outstanding Article Award
- 2014 President's Award, American Association of Teacher Educators
- 2014 Keynote Address, Canada-China Reciprocal Learning Conference, University of Windsor, Ontario, Canada
- 2014 Keynote speech, ISATT Regional Conference, Estonia

- 2014 Keynote address, ECER Conference, Porto, Portugal
- 2014 Treasurer, Phi Delta Kappa
- 2013 Keynote speech, International Conference on Teacher Education Teaching without Border Conference. 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, Emerald Publishing
- 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 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)
- 200 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 Board Member, American Association of Teaching and Curriculum
- 2006
- 2000 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
- 1995 Social 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
- 1990 Kappa Delta Pi "Educator of the Year" Award
- 1990 Alberta Teachers' Association: Fred Seymour Doctoral Fellowship
- 1990 Alberta Social Studies Council "Award of Recognition"
- 1986 Alberta Teachers' Association Teacher Research Award
- 1973 Action for Bright Children Teaching Excellence Award
- 1973 Brandon University Honor Roll
- 1973 Brandon University Entrance Scholarship (highest average)

PROFESSIONAL PRESENTATIONS

1. International, National, Regional

- 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, Leah)
- 2022 *Pre- and post-pandemic teaching: how a global crisis changed our practice.* AERA Conference, San Diego, California. (with Kelly, 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 Kelly, 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. & Kelly, 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 *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 *Data is [G]od*. American Educational Research Association. 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*. American Educational Research Association, Toronto, Canada.
- 2019 *Writing the riptide: reflections on research professional development partnerships in post-harvey Houston*. American Educational Research Association, 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*. American Educational Research Meeting, New York, NY
- 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, American Educational Research Association Annual Meeting, San Antonio, TX. (with V. Allison, L. Orland-Barak, H Guðjónsdóttir et al.)
- 2017 American Educational Research Education Meeting. *The embodied nature of narrative knowledge: A cross-study analysis of teaching, learning and living*. San Antonio, TX. (with J. You, Y. Zou, P. Evans & G. Curtis)
- 2017 American Educational Research Education Meeting. *Seeking liberty through satire*. (with D. McDonald, C. Markello, & C. Crawford). San Antonio, TX.
- 2016 American Educational Research Meeting, *Fishing for topics in a qualitative research pool: Finding stories worth telling in narrative inquiries*. Washington, D.C. (with Y. Zou, J. You, G. Curtis, D. Stokes & P. Evans)
- 2016 American Educational Research Meeting, *Narrative inquiry and policy implications*, Washington, D.C.
- 2016 American Educational Research Meeting, *Teacher induction in urban schools symposium* (Invisible College), Washington, D.C. (with L. Gauna, C. Markello, B. Pohl & X. Han)
- 2016 Narrative Matters Conference, *The developing identity of an Asian American teacher: The influence of a China Study Abroad trip*, Victoria, BC, Canada (with Y. Zou & G. Curtis)
- 2015 American Educational Research Association Annual Meeting. *Impact of China Study Abroad experience*. (With Y. Zou & G. Curtis). (Paper presentation). Chicago, IL.

- 2015 American Educational Research Association Annual Meeting. *Looking forward and backward, inside and out: Studying Lives of Teachers in Schools*. Chicago, IL.
- 2015 American Educational Research Association Annual Meeting. Invisible College. Induction Year Experiences of Secondary Content-Area Teachers. (With Faculty Academy). Chicago, IL.
- 2014 The 2nd Global Teacher Education Summit. *Sustaining teachers: Attending to the best-loved self in teacher education and beyond*. Beijing, China.
- 2014 ECER Conference (Emerging Researchers' Conference). *Teacher retention and attrition: An international inquiry*. 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 American Educational Research Association Annual Meeting. Becoming a Teacher Educator: International Perspectives. *Preparation of a teacher educator: Opportunities and issues*. (Symposium Paper). Philadelphia, PA.
- 2014 American Educational Research Association Annual Meeting. *From arrogance to acceptance: Narratively shifting "I-It" to the "I-Thou" through reflection*. (With Y. Zou). (Paper presentation). Philadelphia, PA.
- 2014 American Educational Research Association Annual Meeting. *Pedagogy through the pearl metaphor: Teaching as a process of ongoing refinement* (with J. You & S. Oh). (Paper presentation). Philadelphia, PA.
- 2013 International Conference on Teacher Education. *Why school reform does not work in expected ways: A teacher perspective* (Keynote Speech). Uberaba, Brazil.
- 2013 International Conference on Teacher Education. *International teaching and teacher education* (Paper Presentation). Uberaba, Brazil.
- 2013 International Conference on Teacher Education. *A teacher's narrative inquiry into school reform*. Rio de Janeiro, Brazil.
- 2013 Symposium on Research on Teacher Attrition and Retention. *Teacher attrition and retention: A U.S. case* (Prezi Presentation). Utrecht, The Netherlands.
- 2013 American Association for Teaching and Curriculum 20th Annual Conference. *CTD editors' session and writer's workshop* (Special Panel Session). 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 rebuffering backyard bullies*. (with D. McDonald, M. Kahn, C. Markello, M. Garcia, D. Smith, & J. Kiekell). 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 rebuffering 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?* Jinhau, China (invited).

- 2011 National English as a Foreign Language Conference. *Narrative inquiry: A research method*. Jinhau, 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*. San 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*. 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. Zeller Mayer (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

- 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.
- 2004 Hobby 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 Paper Presentation.

¹ Paper recognized as Phi Delta Kappa Outstanding Research Paper.

- 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

1. Course Development

- EDCI 658 History of Education
- 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

Fall 2018 (N=12)

EDCI 646 Instructional Theory

Items	Item Mean	Subject Mean	Course Mean	Level Mean	Mean Comparison Chart Item Mean - Blue Subject Mean - Orange Course Mean - Red Level Mean - Navy
1. Multiple viewpoints and ideas were presented in this class.	4.67	4.59	4.67	4.46	
2. I believe this instructor was an effective teacher.	4.67	4.59	4.67	4.52	
3. The instructor seemed well prepared for each class.	4.89	4.55	4.89	4.51	
4. This course allowed me to connect information and/or experiences to a career in education.	4.44	4.70	4.44	4.66	

5. I had the opportunity to engage in new learning experiences in this class.	4.56	4.58	4.56	4.52	
6. The course developed a community of learners.	4.56	4.58	4.56	4.52	
7. The course assessment (i.e., papers, exams, projects, portfolios, and/or field experiences) informed my learning in this course.	3.89	4.51	4.39	4.36	
8. I was stimulated to think and be reflective as a result of this course.	4.56	4.62	4.59	4.56	
9. I received timely and informative feedback on the course assessments.	4.22	4.59	4.22	4.48	
10. My learning was enhanced by the use of educational materials in this course (i.e., textbooks, media, handouts, films, Web board, technology, and PowerPoint).	4.22	4.57	4.22	4.47	
11. Overall, I developed deeper insights and understanding about the course material.	4.44	4.64	4.44	4.57	
Overall Mean	4.47	4.59	4.51	4.47	

Fall 2018 (N=15)

EDCI 689 Narrative Inquiry I

Multiple viewpoints and ideas were presented in this class	9	N	7	1	1	0	0	4.67
		%	77.78	11.11	11.11	0.00	0.00	0.667
I believe this instructor was an effective teacher.	9	N	8	1	0	0	0	4.89
		%	88.89	11.11	00.00	00.00	00.0	0.314
The instructor seemed well prepared for each class.	9	N	7	2	0	0	0	4.78
		%	77.78	22.22	00.00	00.00	00.0	0.416
This course allowed me to connect information and/or experiences to a career in education.	9	N	8	0	1	0	0	4.78
		%	88.89	00.00	11.11	00.00	00.0	0.629

I had the opportunity to engage in new learning experiences in this class.	9	N %	7 77.78	1 11.11	1 11.1	0 00.00	0 00.0	4.67 0.667
The course developed a community of learners.	8	N %	6 66.67	2 22.22	1 11.1	0 00.00	0 00.0	4.56 0.685
The course assessment (i.e., papers, exams, projects, portfolios, and/or field experiences) informed my learning in this course.	8	N %	7 87.50	1 12.50	0 0.00	0 0.00	0 0.00	4.88 0.331
I was stimulated to think and be reflective as a result of this course.	9	N %	8 88.89	1	0	0	0	4.89 0.314
I received timely and informative feedback on the course assessments.	9	N %	6 66.67					4.56 0.685
My learning was enhanced by the use of educational materials in this course (i.e., textbooks, media, handouts, films, Webboard, technology, and Powerpoint).	9	N %	6 66.67					4.67 0.471
Overall, I developed deeper insights and understanding about the course material.	9	N %	7 77.78					4.78 0.416
Overall Mean is 4.72	9							

Student Comments

1. I want to learn more about the narrative inquiry process works. This is a wonderful class that should be taught every semester.
2. Dr. Craig is an amazing graduate professor and mentor. This was my most favorite graduate level class. I feel that Dr. Craig's teaching has showed me a passion for a research methodology I hadn't even heard of prior to this year. I will most definitely take more courses from her! She is always supportive and timely with emails and helping her students.
3. I adore Dr. Craig. She does magic. Her classes have made me much more comfortable with the concept of studying education.
4. This was a very effective course and I hope Narrative Inquiry II is taught in the Spring 2019 semester as suggested. It is vital to have such upper level qualitative methods courses in order to create well-rounded researchers.
5. Dr. Craig is a very effective instructor. As doctoral students, she makes sure that assignments not only inform and prepare us in the topic area but also that they can be adapted to benefit us in our research/dissertation work.

6. Dr. Craig is a wonderful instructor who shared so much with me and my colleagues/classmates.

7. I loved the class and Dr. Craig is amazing!! Not only was the content (Narrative Inquiry) useful for my research methods/methodology, Dr. Craig inspired and motivated me to reach for my very best. In such a competitive profession Dr. Craig encouraged us. She said that we too could be internationally known and respected!! She affirmed our strengths which was refreshing!

Spring 2018 (N=9)

EDCI 705 Studying Teacher Education

Items	Resp		A	B	C	D	E	Mean StDev
Multiple viewpoints and ideas were presented in this class.	6	N	5	1	0	0	0	4.83
		%	83.33	16.67	00.00	00.00	00.00	0.373
I believe this instructor was an effective teacher.	6	N	3	3	0	0	0	4.5
		%	50.00	50.00	0.00	0.00	0.00	0.500
The instructor seemed well prepared for each class.	6	N	3	3	0	0	0	4.5
		%	50.00	50.00	0.00	0.00	0.00	0.500
This course allowed me to connect information and/or experiences to a career in education.	6	N	3	2	0	0	0	4.33
		%	50.00	33.33	0.00	0.00	0.00	0.745
I had the opportunity to engage in new learning experiences in this class.	6	N	3	2	1	0	0	4.33
		%	50.00	33.33	16.67	0.00	0.00	0.745
The course developed a community of learners.	6	N	5		1	0	0	4.83
		%	83.33		16.67	0.00	0.00	0.373
The course assessment (i.e., papers, exams, projects, portfolios, and/or field experiences) informed my learning in this course.	5	N	2	2	0	0	0	4
		%	40.00	40.00	0.00	0.00	0.00	1.095
I was stimulated to think and be reflective as a result of this course.	6	N	3	3	0	0	0	4.5
		%	50.00	50.00	0.00	0.00	0.00	0.500
I received timely and informative feedback on the course assessments.	6	N	4	1	1	0	0	4.5
		%	66.67	16.67	16.67	0.00	0.00	0.764
My learning was enhanced by the use of educational materials in this course (i.e.,	6	N	3	3	0	0	0	4.5
		%	50.00	50.00	0.00	0.00	0.00	0.500

textbooks, media, handouts, films, Webboard, technology, and Powerpoint).								
Overall, I developed deeper insights and understanding about the course material.	6	N %	2 40.00	3 60.00	0 0.00	0 0.00	0 0.00	4.4 0.490
Overall Mean								4.49

Item Comments

Comments from Students:

- The materials in the course were very vital to education and teacher development.
- I had the opportunity to engage in new learning experiences in this class.
- The course developed a community of learners.
- This course allowed me to connect information and/or experiences to a career in education.

Comments from Students:

- We were always able to support each other and share opinions in this seminar type class.
- The course assessment (i.e., papers, exams, projects, portfolios, and/or field experiences) informed my learning in this course.
- Comments from Students:
- I was able to work on my own, related teacher education projects and share the writing in class.
- I was stimulated to think and be reflective as a result of this course.
- I received timely and informative feedback on the course assessments.
- My learning was enhanced by the use of educational materials in this course (i.e., textbooks, media, handouts, films, Webboard, technology, and Powerpoint).
- Overall, I developed deeper insights and understanding about the course material.

Essay Questions on the Appraisal:

1. I truly appreciate the way Dr. Craig allows and creates for assignments that are cohesive with my ongoing projects and dissertation. I feel that every graduate course needs to allow for this and Dr. Craig sets that example in every class she teaches!
2. The course was very enjoyable. I would suggest that it should be a required course for all teachers and teacher educators. The room, seminar style of instruction where we were all able to speak, see and participate was very effective. Oftentimes our courses in TLAC are in large classrooms, which is not conducive to graduate level learning and conversations. This room was ideal and supported our learning. Dr. Craig is also a very knowledgeable professor who brings both national and international perspectives on teacher education, which is vital if we are to learn from each other's educational efforts globally.
3. Readings and discussion were very helpful to my understanding of the course and the larger domain of teacher education. The course assignments and writings were not well-defined, which required us to make the assignments work for us as individuals.

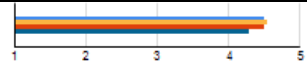
4. Dr. Craig brings a wealth of knowledge and global experience to the learning experience. I appreciate how she allows students to take ownership of their learning and she supports and provides guidance to the learning paths we take within the context of the course.

Spring 2016 (N=10)

EDCI 646 Instructional Theory

Items	Item Mean	Subject Mean	Course Mean	Level Mean	Mean Comparison Chart
					Item Mean - Blue Subject Mean - Orange Course Mean - Red Level Mean - Navy
1. Multiple viewpoints and ideas were presented in this class.	4.50	4.61	4.50	4.42	
2. I believe this instructor was an effective teacher.	4.50	4.50	4.50	4.29	
3. The instructor seemed well prepared for each class.	4.50	4.59	4.50	4.37	
4. This course allowed me to connect information and/or experiences to a career in education.	4.50	4.66	4.50	4.48	
5. I had the opportunity to engage in new learning experiences in this class.	4.50	4.59	4.50	4.40	
6. The course developed a community of learners.	4.50	4.54	4.50	4.37	
7. The course assessment (i.e., papers, exams, projects, portfolios, and/or field experiences) informed my learning in this course.	4.50	4.50	4.50	4.27	
8. I was stimulated to think and be reflective as a result of this course.	4.50	4.57	4.50	4.41	
9. I received timely and informative feedback on the course assessments.	4.50	4.40	4.50	4.09	
10. My learning was enhanced by the use of educational	4.50	4.52	4.50	4.25	

materials in this course (i.e., textbooks, media, handouts, films, Webboard, technology, and Powerpoint).					
11. Overall, I developed deeper insights and understanding about the course material.	4.50	4.5	4	4.50	4.29



Rated 4.5 on 5, where 5 represents the highest possible quality of teaching—Comments were 1) innovative class; 2) creative class; 3) learned a lot and 4) thank you.

3. Sample Student Evaluations at University of Houston

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

Comment #1

Extremely encouraging and supportive of students' growth, learning, and research.

Comment #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.

Comment #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!!

Comment #4

Great class and atmosphere for furthering your own reflection and learning.

Comment #5

I like Dr. Craig's teaching. She is indeed a jewel. She should be the Dean.

Comment #6

I love this class because the curriculum theory was intense and we were on our game and her game was outstanding.

Comment #7

I have taken several courses with Dr. Craig, and this was her absolute finest.

Comment #8

Profoundly important class ~ It made quite an impact and quite a difference. Bravo! My favorite class ever.

Comment #9

It has been an honor to have the opportunity to learn from an individual with her credentials and passions.

Comment #10

I felt that this course is very important. The assignments are very meaningful to those wishing to teach at our university.

Comment #11

This class allowed me to answer a lot of questions regarding anything related to being a doctoral student.

Comment #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.

Comment # 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!

Comment # 14

Very helpful course. I enjoyed it and learned very much. Dr. Craig is very approachable and knowledgeable.

5. Supervision of Students

1) External Examiner

	Doctoral Student	University of Liverpool, 2022
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
--------------	------------------	-------------------------------------

2) ***Master's Advisor***

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

3) **Doctoral Advisor**

Maro Graham	2022-
Cristina Worley	2022-
Chelsea Cole	2021-
Kaelyn Park	2020-
Amin Davoodi	2018-2020
Shakiba Razmeh	2018-2020
Erin Singer	2018-2019
Matthew Etechells	2018-2019
HyeSeung Lee	2019-
Salma Ali	2019-
Ambyr Rios	2018-2022
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- (I switched universities)
Terrell Thomas	2013-2015
Gang Zhu	2013-2018
Bobby Abrol	2013-2016
Shayla Joiner	2012- (I switched 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

4) Proposal Defenses

Ambyr Rios 2022	
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	
Leslie Gauna 2014	Jane McIntosh 2014

Cavan Leerkamp 2014	Katie Alaniz 2014
Qianqian Wang 2014	Jacquelyn Cooper-Edwards 2014
Gayle Curtis 2012	Donna Reid 2012
Liping Wei 2012	Tracy Anne Scholtz 2012
Tim Martindell 2011	Michaelann Kelley 2011
Jane Afiesimama 2010	Michael Baldwin (Chair) 2009
Jennie Chung (Co-Chair) 2009	Jacob Neumann 2009
Carol Hunt Ortega (Chair) 2009	Kelli Cohen (chair) 2008
Maria Elena Suarez 2008	Sun Hong Hwang 2008
Xiao Han (Co-Chair) 2008	Eva Basilion (chair) 2008
Julia Weeks (chair) 2008	Holly Weimar (chair) 2007
Dolly Liburd (chair) 2007	Eric S. Anderson (chair) 2006
Summer M. Trevino (chair) 2006	Heidi Mullins (chair) 2006
Elias Rodriguez (chair) 2006	Linda Buza (chair) 2006
Dixie Keyes (chair) 2006	Meng-Fen Lin (chair) 2006
Hector Rodriguez 2006	Stoerm Anderson (chair) 2006
Carrie Markello (chair) 2006	Blake Bickham (chair) 2006
Moon Park (chair) 2006	Mark Seaman (chair) 2006
Summer Cooksey (chair) 2006	Hector Aldape (chair) 2006
Victoria Burke Ramirez 2005	Mary Ellen Baxter 2005
Leticia DeLeon (chair) 2005	Vivian Fridley-Hereford(chair) 2005
Janis Jordan (chair) 2005	Nancy Leveille (chair) 2005
Grace Lin (chair) 2005	Victoria Burke Ramirez 2005
Jackie Sack (chair) 2005	Masoud Shafiei Saneodi 2005
Elaine Sharpe 2005	Laura Villareal (chair) 2005

Inge Duran (chair)	2005	Carolyn Groman-Burks(chair) 2005
Mary Ellen Baxter	2005	Victoria Burke Ramirez 2005
Elaine Sharpe	2005	Wenshin Chen (chair) 2004
Inge Duran (chair)	2004	Dixie Keyes (chair) 2004
Hee-Young Kim 2004		Neil Liss 2004
Rita Poimbeauf	2004	Angela López Pedrana(chair) 2004
Kathleen Bowen	2003	Roberto Pera 2003
Cazilda Steele (chair)	2003	Cari Kenner (chair) 2002
Patricia Pena	2002	

5) Candidacy Paper Defenses

Taylor Gilley 2019		Amin Davoodi 2019
Shakiba Razmeh 2019		Eunhee Park 2019
Lauren Williams 2018		Diana Wandix-White 2018
Vicki Mokuria 2018		Erin Singer 2018
Lobat Asadi 2018		Yumei Li 2016
Kevin Thompson 2016		Arthur Beltran 2015
Tina Ho 2015		Christine Beaudry 2013
Terrell Thomas 2015		
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 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	

6) Doctoral Committee

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 Hernandez (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

Chestin Auzenne-Curl	2022-
Diana Wandix-White	2019-2020
Chestin Auzenne-Curl	2017-2020
Gayle Curtis	2013-
Liping Wei	2013-2015
Xiao Han	2014-2019
Guming Zhou	2009-2010
Elaine Chan	2006-2007

PROFESSIONAL SERVICE

1. Service to the Department, College and University

2022	Promotion & Tenure Letter for East Coast Assistant Professor
2022	Employment Letter for East Coast Associate Professor
2022	Promotion & Tenure Letter for an In-State Professor
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

2008-2008 Cluster Coordinator, Teaching, Learning and Curriculum Research Cluster

2008-2008 Member, Promotion and Tenure Committee, Department of Curriculum and Instruction

2008-2008 Member of Core Faculty, Executive Ed.D. Program (Carnegie Project on the Education Doctorate)

2008-2008 Member of Core Faculty, New Ph.D. Program

2008-2008 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

2005-2005 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

2003-2003 Coordinator, Baylor School of Medicine/UH Master's of Teaching Degree Program

2002-2002 Instructional Studies/Teacher Education Program Area Coordinator, Department of Curriculum and Instruction.

2002-2002 Faculty Academy Initiator and Director, Houston A+ Challenge/ University of Houston Project

2002-2003 Member, College Research Committee

2002-2003 Chair, CUI 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 (re: Graduate Studies, Off-Campus Cohorts, School Collaborations, Salary Review Materials, Tenure Review Materials)
2000-2001	Member, Student Awards Committee
2000-2001	University Representative at Annenberg Activities, Superintendent' 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's of Education in Elementary Education Degree Program
1997-	University Representative, Houston Annenberg Challenge Program Committee.

2. Service to the Profession/Academic Discipline

1) Membership/Affiliations

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
	<ul style="list-style-type: none"> • American Educational Research Association, Member <ul style="list-style-type: none"> -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 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)

- 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

- 2018-2025 Evaluator, NSF UH-LEAD Grant
- 2012-2019 Evaluator, NSF Division of Graduate Education Grant 1433817, Scholarship for Service CyberCorp.

2017- Evaluator, Singapore Grants

2017- Evaluator, Hong Kong Grants

2017-2022 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

- 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

5) Editor Activities

2021-	Co-Editor, <i>Journal of Teacher Education</i>
2019	Special Issue Editor, <i>Teachers and Teaching: Theory and Practice</i>
2018-2021	Executive Editor, <i>Teaching and Teacher Education</i>
2017-	Associate Editor, <i>Frontiers of Teacher Education</i>
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, <i>International Teacher Education Practices Handbook</i>
2011-	Editor, <i>International Study Association of Teachers and Teaching Handbook</i>
2010-	Executive Editor, <i>Teachers and Teaching: Theory and Practice</i>
2007-	Editorial Review Board, <i>International Journal of Education and the Arts</i>
2005-	Editor, <i>American Association of Teacher Educators Yearbook</i>
2004-2010	Associate Editor, <i>Teachers and Teaching: Theory and Practice</i>
2014-2010	Editorial Review Board, <i>American Educational History Journal</i>
2004-	Associate Editor, <i>Reflective Practice</i>

3. Service to the Community/Public

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- Board Member, Young Audiences

2007- 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 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 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

1. Events

- 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*. Online Research Note Presentation, Collaborative for Innovation in Teacher Education.
- Bartanen, B. & Kwok, A. (2022, January 27). *Examining clinical teaching observation scores as a measure of preservice teacher quality*. Online Research Note Presentation, Collaborative for Innovation in Teacher Education.
- 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*. Online Book Launch, Collaborative for Innovation in Teacher Education.
- Evans, P., Stokes, D. & Craig, C. (2022, March 29). *Preparing teachers to teach the stem disciplines in America's urban schools*. Online Book Launch, Collaborative for Innovation in Teacher Education.

2. 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

CAREER SUMMARY

Scholarly Books	4
Edited Books	17
Books Series editor	2
Contributing Author Books	2
Student Texts and Teacher Guides	8
Refereed Article Count	121
Published Conference Proceedings	107
Handbook Chapters	15
Book Chapters	105
Media Kits	3
Media Presentations	3
Monographs	4
Unreferred Journal Articles	23
Evaluation Reports	86
Graduated Master's Degree Students	28
Graduated Doctoral Students	92
Post-Doctoral Students	8
External Examiner (Graduate Students)	29
External Examiner (Promotion/Tenure)	86

SCOPUS SUMMARY

Publications	166
Citations	1,564
H-Index	23

WEB OF SCIENCE SUMMARY

Publications	136
Citations	1,889
H-Index	25

GOOGLE SCHOLAR SUMMARY

Publications	306
Citations	12,017
H-Index	108

RESEARCH GATE SUMMARY

Publications	197
Citations	3,688
H-Index	50.55
Reads	102,726