

JANE MCINTOSH COOPER

Curriculum Vitae

cooperja@uhcl.edu

281-841-4858

EDUCATION

2014 Ed.D., Curriculum and Instruction, University of Houston.

2005 M.A., Elementary Education, Texas State University.

1997 B.A., University of Massachusetts: Boston.

Teaching Certificates

Texas: ESL Supplemental

EC-4 Generalist

Math 4-8

Social Studies 4-8

Social Studies Composite 8-12

Math Composite 8-12

6-Sigma certification

Love and Logic Trainer certification

Texas Online Instructor certification

PROFESSIONAL APPOINTMENTS

2022 Assistant Professor, Educational Leadership and Policy Studies,
University of Houston Clear Lake, Houston, TX.

2017 Clinical Professor, Curriculum & Instruction, University of Houston,
Houston, TX.

2014 Visiting Professor, Curriculum and Instruction, University of Houston,
Houston, TX.

2009 Math Teacher – Academy of Choice, Spring Branch Independent School
District, Houston, TX.

2006 Math/Social Studies Teacher, DAEP (Disciplinary Alternative Education
Program), Spring Branch Independent School District, Houston, TX.

- 2006 Math Instructor, YES Prep Public Schools, SW Campus, Houston, TX.
- 2006 Education Designer, Helping Hands Home, Austin, TX.
- 2004 Instructor, American Youth Works, Downtown Campus, Austin TX.

PROFESSIONAL EXPERIENCE

Doctoral Classes

Qualitative Research (Fall 2022)
Research Methods I (Fall 2021, Spring 2022)
Program Evaluation (Spring 2021)
Issues in Urban Education (Fall 2019, Fall 2021)
Action Research (Fall 2020)
Policy and Politics of Educational Governance (Fall 2020)
Laboratory of Practice (Summer 2020)
Research Methods II (Spring 2020, Spring 2022)
Current Issues in Education (Spring 2020)
The Teaching Profession (Fall 2019)

Undergraduate Classes

Differentiated Instruction and Assessment for Diverse Learners (Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022)
Introduction to Teaching (Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022)
Content for Teaching (Spring, 2019, Fall 2019)
Student Teaching Practicum I (Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2018)
Student Teaching Practicum I (Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2018)
Social Education (Fall 2014, Spring, 2015, Fall 2015, Spring 2021)

K-12 Courses

Algebra I
Algebra II
Geometry
Pre-Calculus
Math Models
Calculus
Psychology
Sociology

7th Grade Mathematics
8th Grade Mathematics
Technology Lab
Homebound Teacher
EC-4

PUBLICATIONS

Peer Refereed

2023

Cooper, J.M., Beaudry, C.E, & Gauna, L. (2022 -- accepted). Listening Pedagogies: Teacher Silence as the Threshold to Responsive Teaching. In Dawn Garbett and Alan Ovens (Eds.), *Enacting Self-Study as Methodology for Professional Inquiry*. Self-Study of Teacher Education Practices (S-STEP) selfstudysig.wordpress.com.

Beaudry, C.E., **Cooper, J.M.**, & Gauna, L. (2022 – accepted). Ungrading as Pedagogic Turning Point in “Forever on the Way” to Becoming Critical Teacher Educators. *Enacting Self-Study as Methodology for Professional Inquiry*. Self-Study of Teacher Education Practices (S-STEP) selfstudysig.wordpress.com.

2022

Gauna, L. M., Beaudry C., & **Cooper, J. M.** (2022). The leaking Spanish bilingual education teacher pipeline: Stories of pk-20 challenges told by Latinx becoming bilingual teachers in the U.S. *Journal of Latinos in Education*
<https://doi.org/10.1080/15348431.2022.2057989>

Cooper, J. M., Gauna, L. M., & Beaudry, C. (Eds.). (2022). *COVID-19 and the educational response: New educational and social realities*. Lausanne: Frontiers Media. doi: 10.3389/978-2-88974-378-0 <https://www.frontiersin.org/research-topics/14005>

2020

Cooper, J.M. & Gronseth, S. L. (2020). Pedagogical tapestries: Cross-course collaboration for authentic student learning. In Dawn Garbett and Alan Ovens (Eds.), *Enacting Self-Study as Methodology for Professional Inquiry*. Self-Study of Teacher Education Practices (S-STEP) selfstudysig.wordpress.com.

- Gauna, L., **Cooper, J.M.** & Beaudry, C. & Curtis, G.A. (2020). A tapestry of voices: enhancing pedagogies of critical dialogue in teacher education classrooms. In Dawn Garbett and Alan Ovens (Eds.), *Enacting Self-Study as Methodology for Professional Inquiry*. Self-Study of Teacher Education Practices (S-STEP) selfstudysig.wordpress.com.
- 2018
- Cooper, J.M.**, Beaudry, C., Gauna, L., Curtis, G.A. (2018). Theory and practice: Exploring the boundaries of critical pedagogy through Self-Study. In Dawn Garbett and Alan Ovens (Eds.), *Enacting Self-Study as Methodology for Professional Inquiry*. Self-Study of Teacher Education Practices (S-STEP) selfstudysig.wordpress.com.
- 2017
- Turchi, L. & **Cooper, J.M.** (2017). Assessing classroom performances of student teachers: Articulating teaching quality in an educator preparation program. *Proceedings of Association for Teacher Education in Europe, Brussels, Belgium*.
- 2016
- Curtis, G., **Cooper, J.M.** & Guana, L. (2016). *Desenredando* (Unknotting) the threads of our educator practice. In Dawn Garbett and Alan Ovens (Eds.), *Enacting Self-Study as Methodology for Professional Inquiry*. Self-Study of Teacher Education Practices (S-STEP) selfstudysig.wordpress.com.

Invited

- 2023
- Cooper, J. M.**, Beaudry, C. E., & Gauna, L. (2023). Composing our best-loved selves: Using the educational disruption of the COVID-19 pandemic to reforge our teacher educator identities. In C. Craig, D. McDonald, & G. Curtis (Eds.). *Best-loved self: Learning and leading in teaching and teacher education* (305-325). Palgrave Macmillan.
- 2022
- Beaudry, C., **Cooper, J.M.**, & Gauna, L. (2022). Voices from social education: Challenging neoliberalism through a social education Ed.D. In C. S. White, B. E. Pohl & C. Beaudry (Eds.), *Voices of social education: A pedagogy of change*. Information Age Publishing.
- Cooper, J. M.** & Curtis, G. A. (2021). Employing self-study research across the curriculum. In S. Watson (Ed.), *Conceptual Analyses of Curriculum Inquiry Methodologies* (155-181). IGI.
- 2020

Cooper, J.M., Turchi, L. & Kuszynski, M. (2020). Discovering stories that data might be telling: Collaborative research as leadership, and lessons learned in promoting a culture of evidence. In C.J. Craig, L.Turchi and D. McDonald (Eds.), *Cross-Disciplinary, Cross-Institutional Collaboration in Teacher Education: Cases of Learning and Leading*. (Cham, Switzerland: Palgrave, Macmillan).

Cooper, J. M., Gauna, L. M., Beaudry, C. E. & Curtis, G. A. (2020). Sustaining Critical Practice in Contested Spaces: Educators Resist Narrowing Definitions of Curriculum. In C.J. Craig, L.Turchi and D. McDonald (Eds.), *Cross-Disciplinary, Cross-Institutional Collaboration in Teacher Education: Cases of Learning and Leading*. (Cham, Switzerland: Palgrave, Macmillan).

2019

Cooper, J. M., Beaudry, C., Gauna, L., Curtis, G. (2019). A relational approach to collaborative research and practice among teacher educators in urban contexts. In J. Kitchen & K. Ragoonaden (Eds.), *Mindful and Relational Approaches to Social Justice, Equity and Diversity in Teacher Education*. (New York: Rowan & Littlefield)

AWARDS AND HONORS

2022 Impacts of Peer-driven Professional Learning Communities on Novice Teacher practices
Grantor: University of Houston Clear Lake
Amount: 2,579.00
Role: Primary Investigator
Purpose: The purpose of this request for faculty funds is to facilitate the conduction of and subsequent research of a peer-conducted professional knowledge community (Craig, 1995) that was instigated and developed in the researchers' undergraduate teacher education classes. The objectives of this study are to examine 1) the experiences of novice educators who entered teaching during covid pandemic, 2) the problems of practice of these novice educators, 3) the effectiveness of on-going voluntary peer collaborative mentorship for novice educators, 4) impacts of taking leadership in peer collaboration upon perceived self-efficacy of group leaders, and 4) the characteristics and types of mentorships and collaboration that are most effective for novice educators.

2020 Title: Self-Study Process Meta-Analysis
Grantor: University School Partnership for Renewing Educator Preparation (U.S. Prep)
Amount: 2500.00
Role: Co-investigator

Purpose: Pilot collaborative qualitative self-study teams within a teacher preparation program to improve coherence and quality of practice. As part of a larger Teacher Preparation Program Quality Improvement Grant for the University of Houston, this grant was to incentivize critical self-analysis, alignment and coherence of coursework across the program and field experiences.

Results: One peer-reviewed article for the international S-STEP (Self-study of teacher education practices) community. One international and one national presentation with other institutional grantees forwarding this work. Pragmatic programmatic alignment of course work across programs.

- 2019 Alternative Textbook Incentive Program Award, University of Houston.
- 2017 Clinical Fellow Award, Association of Teacher Educators.
- 2014 Doctoral Research Support Award, University of Houston
- 2013 Doctoral Research Support Award, University of Houston
Teaching American History Fellowship, University of Houston
- 2012 Doctoral Research Support Award, University of Houston
Teaching American History Fellowship, University of Houston
- 2010 Teacher of the Year, Academy of Choice, Spring Branch Independent School District
- 2009 Teacher of the Year, District Alternative Educational Placement (DAEP), Spring Branch Independent School District

INVITED TALKS

- 2022 Keynote: Gauna, L., **Cooper, J.M.**, Beaudry, C. (2022). *Desenredando los hilos de nuestra práctica docente como formadoras: Relatos y experiencia de aciertos y desafíos en la comunidad de investigación “Las Chicas Críticas”*. Primer Encuentro Nacional de formadores de Profesores de Matemáticas: Abriendo espacios para la colaboración y la innovación en la formación inicial docente [Keynote address]. Centro de Modelación Matemática. Universidad de Atacama, Copiapó, Chile.
- 2020 **Cooper, J.M.** *Using texts in qualitative research*. University of Houston: Clearlake.
- 2018 **Cooper, J.M.** *Relationship pedagogy: the under-addressed curriculum for novice teachers*. North American University.

2017 **Cooper, J.M.** *Remaining Grounded in the teaching profession: Practical strategies for novice educators.* North American University.

2010 **Cooper, J.M.** *Re-picturing America.* Presented at Educator night at the Museum of Fine Arts, Houston, TX.

PRESENTATIONS

2023

Listening Pedagogies: Teacher Silence as the Threshold to Responsive Teaching. Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

Ungrading as Pedagogic Turning Point in “Forever on the Way” to Becoming Critical Teacher Educators. Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

2022

Early career teachers as professional reflexive practitioners: Learning to mentor (session cancelled). Presenting at the annual meeting of the Association of Teacher Educators, Chicago, Illinois.

Novice educators becoming professionals using action research. E (session cancelled). Presenting at the annual meeting of the Association of Teacher Educators, Chicago, Illinois.

Engaging feedback: Insights from a collaborative self-study of implementing ungrading in teacher education. Presenting at the annual meeting of the American Education Research Association, San Diego, California.

Creating antifragility: Learning from novice educators to improve mentorship through Inquiry. Presenting at the annual meeting of the American Education Research Association, San Diego, California.

2021

Muses that amuse: Inspirational stories of teachers’ best-loved selves. Presenting at the annual meeting of the American Association of Teaching and Curriculum, Albuquerque, New Mexico.

Social education voices: Pedagogy of change. Presenting at the annual meeting of the American Association of Teaching and Curriculum, Albuquerque, New Mexico.

Crossing disciplines and institutions: Proliferating and pro-liberating possibilities in learning to lead through collaboration. Presenting at the annual meeting of the American Association of Teaching and Curriculum, Albuquerque, New Mexico.

2020

The Mexican immigrant girl that dreamt of becoming an educator: An inquiry into a bilingual teacher trajectory. Presenting at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Cancelled)

Crossing disciplines and institutions: Proliferating and pro-liberating possibilities in learning to lead through collaboration. Presenting at the annual meeting of the American Association for Teaching and Curriculum, Baltimore, MD. (Conference Cancelled)

A self-study on Relational Teacher Education: How teacher candidates understand practices to promote relationships. Presenting at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Cancelled)

Midwifing in the academy: Mentors and mentees. Presenting at the annual meeting of Invisible College: San Francisco, CA. (Conference Cancelled)

Pedagogical tapestries: Cross-course collaboration for authentic student learning. Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

A tapestry of voices: enhancing pedagogies of critical dialogue in teacher education classrooms. Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

A cross-case analysis of collaborative studies across courses in a large urban teacher education program. Presenting at the annual meeting of the American Educational Research Association, San Francisco, CA.

2019

Teacher education reform: A genealogy of standard of practice and its implication. Presenting at the annual meeting of the American Educational Research Association, Toronto, Canada.

Dialogue as Critical Pedagogy for contested topics: the case of guest speakers on LGBTQ issues. Presenting at the annual meeting of the American Educational Research Association, Toronto, Canada.

“In between” English and Spanish: An inquiry into a Latino bilingual teacher’s experience. Presenting at the annual meeting of the American Educational Research Association, Toronto, Canada.

Collaborative Self-Study in teacher education, session chair, annual meeting of the American Educational Research Association, Toronto, Canada.

Stories of Leaving: Examining bilingual shortage through Latina Spanish bilingual teacher’s narratives. Presenting at the annual meeting of the American Educational Research Association, Toronto, Canada.

Resilience in the academy. Presenting at the annual Invisible College for Research on Teaching and Teacher Education, Toronto, Canada.

Sustaining critical practice in contested spaces: Teacher educators resist narrowing definitions of curriculum. Presenting at the annual Invisible College for Research on Teaching and Teacher Education, Toronto, Canada.

A case for democratic assessments in teacher education programs. Presenting at the annual Conference on Academic Research In Education, Las Vegas, NV.

The bilingual teacher pipeline: PK-20 schooling challenges as told by Spanish heritage speakers novice teachers. Presented at the annual meeting of the National Association for Bilingual Education, Orlando, FL.

2018

Theory and practice: Exploring the boundaries of critical pedagogy through self-study. Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

Democratic dispositions: Using evaluation to promote critical dialogue in teacher education. Presenting at the Association of Teacher Education, Las Vegas, NV.

Possibilities for democratizing teacher education: A self-study into critical approaches to evaluation. Presenting at the annual meeting of the American Educational Research Association, New York, NY.

Theory and practice: Exploring the boundaries of critical pedagogy through self-study. Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

2017

Assessing classroom performances of student teachers: Articulating teaching quality in and educator preparation program. Presenting at the annual meeting of the Association of Teacher Educators in Europe, Dubrovnik, Croatia.

Leaks and patches: Inquiring into the Spanish bilingual teacher pipeline. Presenting at the annual meeting of the American Educational Research Association, San Antonio, TX.

Morality and reform: A discursive look at agendas of reform and how it affects practitioners. Presenting at the annual meeting of Critical Questions in Education, New Orleans, LA.

New partnerships: Teacher preparation, transformation and roles for performance assessment instruments – Program Coordinators. In L.Turchi (chair), *Assessing classroom performance of student teachers: Articulating teacher quality to strengthen an education preparation program.* Symposium conducted at the annual meeting of Association of Teacher Educators, Orlando FL.

Transforming a teacher preparation program: Empowering teacher candidates through coalitions for coaching. Presenting at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

How pre-service teachers interact and learn from community-university partnerships. Presenting at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

2016

Desenredando (Unknotting) the threads of our educator practice: Elucidating the drive and essence of our present teacher education curriculum and practice. Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

Using dispositions as a lens to examine 'Great Questions' in teacher preparation. Presenting at the annual meeting of Critical Questions in Education Conference, San Antonio, TX.

Stories of language loss and re-appropriation. A case study using critical narrative inquiry. Presenting at the annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Teacher-Leader discourse in schools of choice: A case study of reform. Presenting at the annual Ethnographic & Qualitative Research Conference, Las Vegas, NV.

Community-based teacher education: A case study of students' interpretations of their community-based field experiences. Presented at the annual meeting of the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Stories of language loss and re-appropriation. A case study using critical narrative inquiry. Presenting at the annual meeting of the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

How pre-service teachers interact and learn from community-university partnerships. Presenting at the annual Consortium of State Organizations for Texas Teacher Education (CSOTTE), San Antonio, Texas.

Transforming a teacher preparation program: Empowering teacher candidates through coalitions. Presenting at the annual Consortium of State Organizations for Texas Teacher Education (CSOTTE), San Antonio, Texas.

Pre-service teachers confront ideas about urban communities. Presenting at the annual meeting of the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

2015 *"Teacher Leader": Investigating the concept in schools of choice.* Presenting at the annual conference of the National Association of Multicultural Education, New Orleans, LA.

Stories from a linguistically diverse student-teacher: Challenging monolingualism, monoculturalism and deficit thinking theories. Presenting at the annual American Educational Research Association, Chicago, IL.

2014 *Narratives of first year bilingual Spanish/English teachers.* Presenting at the annual meeting of the National Association of Multicultural Educators, Tucson, AZ.

Crossing borders in teacher education through community-based field experiences. Presented at the annual meeting of the National Association of Multicultural Education in Tucson, AZ.

"Chicas Criticas": Graduate students experience becoming researchers through the creation of a doctoral learning community in a Tier I university. Presenting at the American Educational Research Association, Philadelphia, PA.

2013 *Critical qualitative research: Case studies in education.* Presenting at the annual meeting of the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

“Experience-ing” methods in critical qualitative research. Presented at the Houston Symposium for Research in Education and Psychology, Houston, TX.

Place-based education in pre-service teacher education. Presenting at the annual meeting of the National Association of Multicultural Educators, Oakland, CA.

Language as a problem, as a right and as a resource: Instructor and teacher candidates’ narratives exploring language ideologies in a teacher preparation program. Presenting at the annual meeting of Critical Questions in Education Conference, San Antonio, TX.

Digitizing history: integrating technology and web 2.0 tools in social studies classrooms. Presenting at the annual meeting of the Society for Information Technology and Teacher Education in New Orleans, LA

Community building and multicultural education in pre-service courses through the eyes of public school students. Presenting at the annual meeting of the American Educational Research Association, San Francisco, CA.

2012 *Internationalizing multicultural education: global perspectives and the curriculum.* Presented at the annual meeting of National Association of Multicultural Educators, Philadelphia, PA.

Going beyond: promoting social justice through alternative texts. Presented at the annual meeting of the National Council for the Social Studies, Seattle, WA.

Social justice in teacher education: Exploring critical pedagogy and multicultural education. Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Seattle, WA.

2010 *Doing ‘Social Education’ in the Academe; Tensions, hypocrisies, and possibilities.* Presented at the Abriendo Brecha Activist Scholarship Conference at the University of Texas, Austin.

Strategies for classroom management: Using Love and Logic to enhance instruction. Presented at Spring Branch Education Center, Houston, TX.

Local Knowledge as a basis for educational reform. Presented at the Abriendo Brecha Activist Scholarship Conference at the University of Texas, Austin.

Campus Talks

- 2020 *Using research stories to promote collaborative institutional self-study*,
University of Houston.
- 2018 *Student observation data: A catalyst for classroom reform*, University of
Houston.

SELECTED PROFESSIONAL SERVICE

Service to the Profession

Committee Chair: AERA Narrative Special Interest Group (2022-2023 election pending)

Journal Editor: *Frontiers in Education*, Special Issue: Covid-19 and the Educational
Response: New Educational and Social Realities (2020)

Committee Chair: AERA's Narrative Special Interest Group's Outstanding Dissertation
Award (2020-2021; 2021-2022,)

Committee Member: North American University Advisory Committee (2017-2022).

Article: *Self-Study proceedings* (2018-2022).

Committee Secretary: AERA Foucault and Contemporary Theory in Education Special
Interest Group (2017).

DEPARTMENTAL/UNIVERSITY SERVICE

- 2022 EDCI working Group – College Committee
 EDLS Admissions Committee – Department Committee
 ELPA Alternative Verification Committee – College Committee
 CPHS Vice Chair / Reviewer – University Committee
 UH Strategic Initiative: Curriculum Working Group – University Committee
 Ending Inequities Working Group College Committee- Affinity Groups
 Faculty Development - Department Committee
- 2021 UH Strategic Initiative: Curriculum Working Group – University Committee
 Ending Inequities Working Group College Committee- Affinity Groups
 Faculty Development Department Committee
- 2020 Ending Inequities College Committee Member
 Faculty Development Department Committee, Secretary
 Elections Department Committee, Chair

- 2019 Faculty Development Department Committee Member
Elections Department Committee, Secretary
Undergraduate Studies Department Committee Member
- 2018 Undergraduate Studies Department Committee, Secretary
Strategic Plan Initiative College Committee Member
- 2017 Undergraduate Studies Department Committee Member, Secretary
Ad Hoc Research College Committee, Secretary
Hiring Committee Chair, Clinical Bi-lingual Faculty Position
PALS (Peer assisted leaders) Program Committee Member
- 2016 Undergraduate Studies Department Committee Member
Strategic Plan Initiative College Committee Member
PALS (Peer assisted leaders) Program Committee Member
- 2015 Strategic Plan Initiative College Committee Member
PALS (Peer assisted leaders) Program Committee Member

Dissertation Committees

2023 Jennifer D. Copeland, Ed.D. *Qualitative research on key factors for independent healthcare decision-making among young adults.* Methodologist

Randi Renee Marchall, Ed.D. *Principal perceptions of literacy instructional coaches and their effect on student reading achievement in Title I schools.* Methodologist and Co-Chair.

Sydney Taylor Thornell, Ed.D. *The impact of teachers' words: A phenomenological study of teachers' perceptions of their language used with students.* Methodologist

Elizabeth Walsh, Ed.D. *A study of the effectiveness of statewide mandated professional development.* Methodologist.

Vijaya Boba, Ed.D. *Perception of educational leaders and educators on college readiness through analysis of graduation rates with an associate degree among five early college high schools.* Methodologist

Mona Farokhian, Ed.D. *The impression of student service on success of international students in university.* Methodologist

Vijaya Boba, Ed.D. *Perception of educational leaders and educators on college readiness through analysis of graduation rates with an associate degree among five early college high schools.* Methodologist

Mona Farokhian, Ed.D. *The impression of student service on success of international students in university.* Methodologist

Jennifer Lopez, Ed.D.

Jade Thompson Meyers, Ed.D.

Dandrea Edwards, Ed.D.

2022 Elizabeth Walsh, Ed.D. *A study of the effectiveness of statewide mandated professional development.* Methodologist.

Veronica Garza, Ed.D. *Technology leadership and teacher perceptions of the principal's technology leadership role.* Methodologist

Jennifer Lopez, Ed.D.

Jade Thompson Meyers, Ed.D.

Dandrea Edwards, Ed.D.

2021 Esther Ngozichukwu Emenogu, Ph.D., *Teacher candidates' perceived preparedness of employing culturally responsive teaching in the mathematics and science classroom: A mixed-methods study.* Methodologist

La'Kisha Esther-Hawkins, Ph.D. *Each one, teach one: Elementary teachers and their perceptions of their implementation of culturally responsive teaching.* Methodologist

Brita Denise Martin-Lindsey, Ed.D. *Virtual high school educators' perceptions regarding integrating culturally responsive teaching into a virtual learning space: A qualitative case study using autoethnography.* Methodologist

- Gustavo Andres Molina, Ed.D. *Educator perceptions regarding leadership skills and dispositions for enhancing multicultural education.*
- Steven Ghorbanian, Ed.D. *Teachers' perceptions of differentiation in a gifted and talented middle school.* Methodologist.
- Santario P. Stribling, Ed.D. *Social studies teachers' perceptions regarding the effectiveness of multicultural education.* Methodologist.
- Bryan Beaver, Ed.D. *Embedding literacy within the disciplines: A case study evaluating the impact of disciplinary literacy on student development.* Methodologist.
- Sarah R. Garner, Ed.D. *Educators' perceptions of the effectiveness of vocational education on discipline and student success.* Methodologist.
- Jimmesia Lene' Bolden, Ed.D. *The influence of culturally inclusive literature on the reading habits, attitudes and academic progression of Black adolescent boys.* Methodologist.
- Tracy Bailey, Ed.D. *Novice teachers' perceptions of professional development and teacher retention.* Methodologist.
- Sarah Bellini, Ed.D. *The impact of Tier II computer assisted instruction on forut grade English learners.* Methodologist.
- Jason Rodman, Ed.D. *Examining teacher perceptions of literacy in career and technical education courses.* Methodologist.
- Karen Barahona, Ed.D. *Perceptions of elementary literacy specialists about the inclusion of multicultural literature with recent arrivals.* Methodologist.
- Rodriquez Richardson, Ed.D. *Elementary teachers' perception regarding linkages between behavior and reading comprehension.* Methodologist.
- Amanda Noyes, Ed.D. *Perspectives from ESL teachers addressing the needs of newcomer high school English learners.* Methodologist.
- 2020 Shannon Treadville, Ed.D. *The perceptions of dyslexia interventionists on culturally responsive teaching to complement instructional practices.* Methodologist.
- Lisa Crawford, Ed.D. *Community college changed my life: A narrative of former community college students who are now community college leaders.* Methodologist.

- Marcella Jones Strahan, Ed.D. *Perceptions of secondary school administrators regarding implementation of restorative practices*. Methodologist.
- Laura L. Caspar-Teague, Ed.D. *Cultivating capacity: A principal's use of distributed leadership theory techniques*. Methodologist.
- Beatrice T. Diaz, Ed.D. *A case study of English learners' acquisition of academic vocabulary in a high school English I for speakers of other languages classroom*. Methodologist.
- Theresa Dollison-Rivera, Ed.D. *Identifying effective practices for integrating disciplinary literacy in a middle school science classroom*. Methodologist.
- Anita Louise Lewis, Ed.D. *Perceptions of 6th grade content-area teachers regarding growth mindset strategies*. Methodologist.
- Jacqueline Aguilar Martinez, Ed.D. *Native language attrition: A Narrative inquiry of the perceptions of bilingual education students*. Methodologist.
- Akilah Willery, Ed.D. *New teachers' perceptions of culturally responsive professional development for working with students of color*. Methodologist.
- Michelle Tovar, Ed.D. *The impact of Latinx representation: A study on student learning in a Holocaust museum*. Member.
- Monica Suy Loas, Ed.D. *Is it too late to save Ms. Angel? What elementary educators say about professional development and IDEA*. Methodologist.
- 2019 Andrea Marie Barela, Ph.D. *This little light of mine: How agency and praxis can cultivate student empowerment*. Committee Member.
- 2018 Misty Black, Ph.D. *Applying design-based research to measure the knowledge of phonics among preservice teachers within the teacher education program of a large urban university*. Committee Member.
- 2017 Sarah Straub, Ph.D. *The overwhelming presence of whiteness: Preparing white teachers for culturally responsive teaching in schools with high populations of students of color*. Committee Member.
- Pamela J. Kennard, Ed.D. *Social studies teachers' perceptions of English language learners in the mainstream classroom*. Committee Member.

Program Development

Secondary Degree Revision Committee (2015 – 2016)

Pilot Site Coordinator, U. S. Prep Grant (2016 – 2017)

Coordinator of Student Success Initiatives (2014 – 2017)

School Partnership Liaison, HISD, multiple sites (2015 – 2019)

School Partnership Acquisition Team (2015 – 2017)

CAEP Accreditation Development Team (2014 – 2015)

Management of Supervisor Consultants (2014 – 2017)

Cuney Homes Project Development and management (2014-15)

Professional Organizations Service

2022 Chapter Reviewer: XIV Castle Conference: Pausing at the Threshold: Opportunity Through, With, and For Self-Study of Teacher Education Practices.

2021 AERA Narrative SIG: Outstanding Dissertation Award Committee Chair.

2020 Chapter Reviewer: XIII Castle Conference: Textiles and tapestries: Self-study for knowing pedagogy.

2017-2020 AERA session chair

2018 Chapter Reviewer, XII Castle Conference: Pushing boundaries and crossing borders; Self-study for knowing pedagogy.

2015 AERA, Classroom management SIG committee member

2013-2021 Proposal Reviewer, American Educational Research Association

2013-2016 Proposal Reviewer, National Association for Multicultural Education

PROFESSIONAL AND ACADEMIC MEMBERSHIP

‘Chicas Criticas’ member - research collaboration (2012-2022)

Faculty Academy – regional professional community (2015-2022)

AERA (2013-2022)

AERA Classroom Management Special Interest Group
AERA Narrative Special Interest Group
AERA Foucault and Contemporary Theory and Education Special Interest Group
AERA Self-study of teacher education practices (S-STEP) Special Interest Group

American Association of Colleges for Teacher Education (2016-2020)

Association of Teacher Education (2019-2022)

Invisible College (2015 – 2020)

John Dewey Society (2014-2020)

National Association of Multicultural Educators (2014-2016)

Philosophy of Education Society (2014 – 2016)

References

Cheryl J. Craig
412 Harrington Education Office Tower
4222 TAMU
540 Ross St.
College Station, TX 77843
(281) 923-0292
cheryljcraig@tamu.edu

Jennifer Chauvot
438 Farish Hall
3657 Cullen Blvd.
Houston, TX 77204
(713) 743-9864
jchauvot@central.uh.edu

Laveria Hutchison
342 Farish Hall
3657 Cullen Blvd.
Houston, TX 77204
(713) 743-4958
lhutchison@central.uh.edu

