

## Abbreviated Curriculum Vitae of **Christopher P. Brown**

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University of Texas at Austin  
Department of Educational Leadership and Policy  
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### **Degrees Awarded**

*Ph.D., 2004, Curriculum and Instruction, University of Wisconsin-Madison*  
Major Area of Study: Early Childhood Education  
Minor concentration: Educational Policy Studies

### **Professional Appointments**

*Professor, Department of Educational Leadership and Policy, University of Texas at Austin.*  
Program area: Education Policy and Planning Program. 2021-Present

*Professor, Department of Curriculum and Instruction, University of Texas at Austin.*  
Program area: Early Childhood Education. 2017-2020

*Associate Professor, Department of Curriculum and Instruction, University of Texas at Austin.*  
Program area: Early Childhood Education. 2010-2016

*Assistant Professor, Department of Curriculum and Instruction, University of Texas at Austin.*  
Program area: Early Childhood Education. 2004-2010

### **Publications, 2018 to Present** (Students or former students' names are italicized)

#### ***Peer-Reviewed Books***

Brown, C. P. (2021). *Resisting the kinder-race: Restorying joy to early learning*. Teachers College Press.

#### ***Peer-Reviewed Edited Books***

Nxumalo, F., & Brown, C. P. (2019). *Disrupting and countering deficits in early childhood education*. Routledge.

Brown, C. P., McMullen, M. B., & File, N. (Eds.) (2019). *Wiley handbook of early childhood care and education*. John Wiley & Sons.

#### ***Practitioner-Oriented Books***

Brown, C. P., Feger, B. S., & Mowry, B. N. (2018). *RIGOROUS DAP in the early years: From theory to practice*. Redleaf Press.

**Family-Oriented Books**

Brown, C. P. (2021). *Ready for kindergarten? Freeing yourself from the readiness trap so that you and your child will succeed in kindergarten*. ADVANCE Publishing.

**Peer-Reviewed Journal Articles (33 since 2018; 79 in total)**

Brown, C. P., Reyes, P., McKenzie, L., DeMatthews, D., & Woulfin, S. L. (In press). Principals' instructional leadership and support needs in prekindergarten and kindergarten: A case study in Texas. *AERA Open*.

Brown, C. P., McKenzie, L., Reyes, P., DeMatthews, D., & Woulfin, S. L. (In press). A case study of how principals in Texas conceptualize and support the school readiness of children entering their schools. *Elementary School Journal*.

Brown, C. P. (In press). The biopolitical kindergarten: A critical qualitative examination of the intersection between policymakers' neoliberal reforms and children's figuring of themselves as learners. *Cultural Studies<->Critical Methodologies*. <https://doi.org/10.1177/15327086241268268>

Brown, C. P., Barry, D., & Ku, D., & Puckett, K. (In press). A case study of how first year early childhood teachers figured their role within the profession and whether to remain in it. *Journal of Early Childhood Teacher Education*. <https://doi.org/10.1080/10901027.2024.2397709>

Brown, C. P., McKenzie, L., & Reyes, P. (2024). "By any means necessary": A case study examining how school leaders facilitated community connectedness in the early years of elementary school. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2024.2373456>

Brown, C. P. (2024). Policy justice through critical qualitative inquiry: Examining the issue of school readiness *Qualitative Inquiry*, 30(1), 59-70.

Brown, C. P. (2024). A case study of principals' sensemaking of the learning experiences of kindergarteners and how this appears to affect them as instructional leaders. *Journal of School Leadership*, 34(3), 259-294.

Brown, C. P., Barry, D., & Ku, D., & Puckett, K. (2024). Continuing to critically engage with DAP to foster democratic teaching and teacher education in neoliberal early education contexts. *International Journal of Early Years Education*, 32(3), 735-757.

Brown, C. P. (2024). Conducting case study research to address the continued crises: A process of learning to employ decolonial perspectives to produce a flourishing academic lifeworld. *Qualitative Inquiry*, 30(1), 71-81.

Brown, C. P., Barry, D., & Ku, D., & Puckett, K. (2024). Examining preservice teachers sensemaking of teaching children through rigorous and appropriate practices: A case study. *Teaching Education*, 35(2), 217-234.

Brown, C. P., Ku, D., Puckett, K. Barry, D. P. (2024). First year teachers' challenges with implementing developmentally appropriate practices in their public-school classrooms. *Journal of Research in Childhood Education*, 38(1), 104-122.

Brown, C. P., Englehardt, J. & Ku, D. (2023). Instructing the neoliberal student on the conduct of school: A case study of a schoolwide positive behavior system in kindergarten. *Journal of Early Childhood Research*, 21(1), 91-105.

Brown, C. P., Ku, D., & Englehardt, J. (2023). Mixed understandings: A case study of how a sample of preschool stakeholders made sense of the changed kindergarten. *Early Childhood Education Journal*, 51(3), 545-557.

Englehardt, J., & Brown, C. P. (2023) How teachers and center leaders made sense of inquiry-based professional learning: A multiple case study. *Journal of Early Childhood Teacher Education*, 44(3), 660-683.

Brown, C. P., Ku, D., Puckett, K. Barry, D. P. (2022). Preservice teachers' struggles in finding culturally sustaining spaces in standardized teaching contexts. *Journal of Early Childhood Teacher Education*, 44(3) 463-483.

Brown, C. P., Ku, D., Puckett, K. Barry, D. P. (2022). Examining preservice teachers' conceptions of teaching to consider the impact of policymakers' neoliberal reforms on their sensemaking of their new profession. *Journal of Teacher Education*, 73(5), 463-478.

Brown, C. P. & Barry, D. P. (2021). Make kindergarten "funner": Examining how kindergarteners made sense of the changed kindergarten. *Teachers College Record*, 123(6) 1-28.

Brown, C. P., Puckett, K., Ku, D., & Barry, D. (2021). The double-voiced nature of becoming a teacher in the era of neoliberal teaching and teacher education. *Action in Teacher Education*, 43(4), 447-463.

Brown, C. P., Barry, D., & Ku, D., & Puckett, K. (2021). Teach as I say, not as I do: How preservice teachers made sense of the mismatch between how they were expected to teach and how they were taught in their professional training program. *The Teacher Educator*, 56(3), 250-269.

Brown, C. P., Ku, D., & Barry, D. P. (2021). Making sense of instruction within the changed kindergarten: Perspectives from preservice early childhood educators and teacher educators. *Journal of Early Childhood Teacher Education*, 42(1), 20-52.

Brown, C. P., Barry, D., & Ku, D. (2021). How education stakeholders made sense of school readiness in and beyond kindergarten. *Journal of Research in Childhood Education*, 35(1) 122-142.

Brown, C. P., Barry, D., Ku, D., & Englehardt, J. (2021). How education stakeholders made sense of the types of learning experiences children are and should be having in kindergarten and why. *Early Education and Development*, 32(2), 291-322.

Brown, C. P. (2021). Beginning to dismantle the binaries that frame the neoliberal kindergarten. *Journal of Education and Training Studies*, 9(5), 20-34.

Brown, C. P., Ku, D., & Barry, D. P. (2020). "Kindergarten isn't fun anymore. Isn't that so sad?": Examining how kindergarten teachers in the US made sense of the changed kindergarten. *Teaching and Teacher Education*, 90, 1-13.

Brown, C. P., Englehardt, J., Ku, D. & Barry, D. P. (2019). "Where's the joy in the classroom?": Families' sensemaking of the changed kindergarten. *The Elementary School Journal*, 120(2), 319-346.

Brown, C. P., Englehardt, J., Barry, D., & Ku, D. (2019). Questioning democratic notions of governance: A case study examining how a kindergarten teacher and her students give voice to and enact a neoliberal framing of schooling. *Contemporary Issues in Early Childhood*, 20(3), 236-252.

Brown, C. P., Englehardt, J., Barry, D. P., & Ku, D. (2019). Examining how stakeholders at the local, state, and national level made sense of the changed kindergarten. *American Educational Research Journal*, 56(3), 822-867.

Brown, C. P., & Englehardt, J. (2019). Neoliberal technological devices and articulations of teaching young children: A case study of preservice teachers using iPads in their teacher education program. *Journal of Early Childhood Research*, 17(2), 88-103.

Brown, C. P., & Weber, N. B. (2019). Bringing being into professional development: a qualitative investigation into teachers' struggles moving beyond an epistemological framing of teaching and learning. *Early Child Development and Care*, 188(5), 763-776.

Englehardt, J., & Brown, C. P. (2019). Vertical and horizontal discourse: A Bernsteinian perspective of preservice teachers' conceptualizations of using iPads in early elementary teaching environments. *Journal of Research in Childhood Education*, 43(3), 430-445.

Brown, C. P., & Ku, D. (2018). Putting theories into action: A case of study of how early educators made sense of teaching lessons that reflected their students' sociocultural worlds. *Journal of Early Childhood Teacher Education*, 39(4), 382-405.

Brown, C. P. (2018). Attempting to fracture the neoliberal hold on early educators' practical conceptions of teaching: A case study. *Global Studies of Childhood*, 8(1), 53-74.

Brown, C. P., & Lan, Y. C. (2018). Understanding families' conceptions of school readiness in the United States: A qualitative metasynthesis. *International Journal of Early Years Education*, 26(4), 403-421.

**Editor(s)-Reviewed Journal Articles**

Brown, C. P., & McKenzie, L. C. (2023). Reimagining early childhood education: How principals can support teachers and learners during the ongoing pandemic recovery. *Principal*, 102(3), 54-57.

**Co-Edited Special Journal Issues**

Brown, C. P., Cannella, G. S. (In press). (Eds.) Childhoods, cultures, and critical qualitative inquiry: Researching the political and life worlds of children. *Cultural Studies <=> Critical Methodologies*.

Brown, C. P., Cannella, G. S. (In press). Introduction to the Special Issue: Childhoods, cultures, and critical qualitative inquiry: Researching the political and life worlds of children. *Cultural Studies <=> Critical Methodologies*. <https://doi.org/10.1177/15327086241268044>

Cannella, G. S., Brown, C. P., & Lincoln, Y. S. (2024) (Eds.) Critical qualitative inquiry as avenue for public policy knowledge and change. *Qualitative Inquiry*, 30(1).

Cannella, G. S., Brown, C. P., & Lincoln, Y. S. (2024). Critical qualitative inquiry as avenue for critical public policy knowledge and change. *Qualitative Inquiry*, 30(1), 3-8.

**Selected Honors and Awards**

*Recipient*, National Association of Early Childhood Teacher Educators Journal of Early Childhood Teacher Education Article of the Year, 2017.

*Recipient*, National Association of Early Childhood Teacher Educators Outstanding Early Childhood Teacher Educator Award, 2014.

*Recipient*, Regents' Outstanding Teaching Award, The University of Texas System Board of Regents, 2013.

**Selected Grants**

Title: *Making sense of the schoolification of early years education in public elementary schools*

Agency: Spencer Foundation Small Grant, Spencer Foundation, Chicago, IL

Role: Principal Investigator

Duration: 2023-2025

Total Award: \$ 49,736.00

Title: *Examining how familial, education, research, and political stakeholders make sense of the changed kindergarten*

Agency: Spencer Foundation Small Grant, Spencer Foundation, Chicago, IL

Role: Principal Investigator

Duration: 2017-2018

Total Award: \$50,000

Title: *Preparing culturally and linguistically diverse pre-kindergarteners for a high-stakes learning environment in a developmentally appropriate and culturally responsive manner*

Agency: Spencer Foundation Small Grant, Spencer Foundation, Chicago, IL, 2010

Role: Principal Investigator

Duration: 2010-2011

Total Award: \$39,500

### **Selected Professional Public Service**

#### ***International Level***

*Member*, International Advisory Board, *Journal of Early Childhood Research* (2019-present)

*Member*, Editorial Board, *Journal of Research in Childhood Education*, Association for Childhood Education's peer-reviewed journal (2016-present)

#### ***National Level***

*Co-Editor*, Early Childhood Education Series, Teacher College Press (2019-present)

*Member*, Editorial Board, National Association for Early Childhood Teacher Educators' Peer reviewed journal, *Journal of Early Childhood Teacher Education* (2014-present)

*Member*, Early Education/Child Development Special Interest Group of the American Educational Research Association Distinguished Career Award Review Committee (2019-Present)

*Member*, National Association for Early Childhood Teacher Educators Distinguished Article of Year Award Review Committee (2018-Present)

*Mentor*, Qualitative Research Special Interest Group Graduate Student Mentorship Program, American Educational Research Association (2024 to present)

*Member*, External Review Team, Department of Teacher Education and Curriculum Studies, Indiana University (2023)

*Member*, External Review Team, University of Nebraska-Lincoln Grand Challenges Competition, University of Nebraska-Lincoln (2023)

*Past-Chair*, Elected chair to the Early Education/Child Development Special Interest Group, American Educational Research Association (2016-2018)

**Campus level**, University of Texas at Austin

*Faculty Fellow*, The Institute for Urban Policy Research and Analysis (2017-present)

*Exam Reviewer*, The Information, Risk, and Operations Management Ph.D. program, McCombs School of Business (2023).

*Faculty Fellow*, The Center for Health and Social Policy at the LBJ School of Public Affairs (2017-2022)

**Departmental Level**, Department of Educational Leadership and Policy, University of Texas at Austin

*Chair*, Graduate School Committee (2024-present)

*Assistant Graduate Advisor*, Department of Educational Leadership and Policy (2023-present)

*Member*, Program Heads Committee (2021-present)

*Member*, Student Travel Award Committee (2021-present)

*Member*, Graduate Studies Committee (2021-present)

*Member*, Executive Committee (2021-present)

*Member*, GRE Waiver Committee (2021-present)

*Co-chair*, Faculty Search Committee (2023)

*Co-chair*, Comprehensive Periodic Review Committee (2023)

*Member*, Graduate Program Administrator Search Committee (2022)

**Program Level**, Educational Policy and Planning (EPP) Program Area, Department of Educational Leadership and Policy, University of Texas at Austin

*Co-Coordinator*, M.Ed. Program (2024-present)

*Coordinator*, M.Ed. Program (2021-2024)

*Co-chair*, EPP Admissions Committee (2021-present)

### **Community level**

*Member*, Texas Legislative Education Equity Coalition (2021-present)

*Member*, Texas Early Education Alliance (2014-present)

*Member*, Austin Independent School District's Goal Progress Measure Workgroup (2024)

### ***Selected Courses Taught***

ELP 394K: Early Childhood Education Policy

ELP 392Q: Advanced Qualitative Research Design Analysis: Case Study Methodology

ELP 391Q: Qualitative Research Design and Analysis

ELP 383N: Policy and Research Internships

ELP 381C: Educational Research 1

ELP 384C: Critical Policy Analysis