

Curriculum Vitae of Christopher P. Brown

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

M. A., 1997, Curriculum and Instruction

New Mexico State University

- Major Area of Study: Early Childhood Education
- Licensure Program: Early Childhood Education

B. A., 1993, Philosophy

The University of the South (Sewanee)

Professional Appointments

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

Professor, Department of Curriculum and Instruction, University of Texas at Austin. Program area: Early Childhood Education. 2016-2020

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

Teaching Assistant, Department of Curriculum and Instruction, University of Wisconsin-Madison. 2000-2004.

Teacher, Kindergarten, Crozet Elementary School, Albemarle County School District, Charlottesville, Virginia. 1998-2000.

Teacher, 1st grade, Chase Elementary School, Baltimore County School District, Baltimore, MD. 1997-1998.

Research Assistant, Project Dads. New Mexico State University. Spring 1997.

Teaching Assistant, Department of Curriculum and Instruction, New Mexico State University. Fall 1996.

Teaching Assistant, Department of Special Education, New Mexico State University. Fall 1995-Spring 1996.

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.

Recipient, National Association of Early Childhood Teacher Educators Foundation Research Award, 2013.

Recipient, Division K, Teaching and Teacher Education of the American Educational Research Association, Award for Exemplary Research in Teaching and Teacher Education, 2011.

Recipient, National Association of Early Childhood Teacher Educators/Taylor Francis Outstanding Journal of Early Childhood Teacher Education Journal Article: Honorable Mention, 2011.

Recipient, Early Education/Child Development Special Interest Group of the American Educational Research Association Early Research Career Award, 2007

Grants

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

Purpose: Research

Products: Four publications in American Educational Research Journal, The Elementary School Journal, Journal of Research in Childhood Education, and Contemporary Issues in Early Childhood; six presentations at AERA, National Association of Early Childhood Teacher Educators Annual

Conference, and Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference.

Title: *What should kindergarten be? Studying stakeholders' conceptions and understandings of the purpose, value, and practice of kindergarten*
 Agency: Office of Vice President of Research, University of Texas at Austin
 Role: Principal Investigator
 Duration: 2015-2016
 Total Amount: \$750
 Products: Four publications in American Educational Research Journal, The Elementary School Journal, Journal of Research in Childhood Education, and Contemporary Issues in Early Childhood; six presentations at AERA, National Association of Early Childhood Teacher Educators Annual Conference, and Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference.

Title: *Working with practicing teachers to rethink appropriate instruction with diverse children in a high-stakes teaching context*
 Agency: Office of Vice President of Research, University of Texas at Austin
 Role: Principal Investigator
 Duration: 2012-2013
 Total Award: \$675
 Products: Eight publications in Young Children, Journal of Teacher Education, Contemporary Issues in Early Childhood, Childhood Education, Action in Teacher Education, Early Childhood Education Journal, Global Studies of Childhood, Early Child Development and Care; six presentations at AERA, National Association of Early Childhood Teacher Educators Annual Conference, and Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference.

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
 Products: Five publications in the Journal of Early Childhood Teacher Education, Teachers College Record, Childhood Education, Journal of Early Childhood Research, and International Journal of Early Years Education; five presentations at AERA, National Association of Early Childhood Teacher Educators Annual Conference, and Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference.

Title: *Creating a web-based tool that aligns EDC 371G: Guiding Young Children in Groups for instructors and students*

Agency: College of Education 2008/2009 Vision Award for Technology Integration, University of Texas at Austin
 Role: Principal Investigator
 Duration: 2008-2009
 Products: Created a wiki page for instructors and students that provided access to all course syllabi, assignments, PowerPoint presentations, and other materials.

Title: *Understanding preservice teachers' experiences with and their constructions of standards-based accountability reform*
 Agency: Department of Curriculum and Instruction Summer Research Grant, University of Texas at Austin
 Role: Principal Investigator
 Duration: Summer 2005
 Amount: \$800
 Products: Four publications in Journal of Early Childhood Teacher Education, Journal of Teacher Education, Contemporary Issues in Early Childhood, Early Childhood Education Journal; seven presentations at AERA, National Association of Early Childhood Teacher Educators Annual Conference, and Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference.

Fellowships

Recipient, Diversity Mentoring Fellowship Award, The Graduate School, University of Texas at Austin, 2017 (Awarded recruitment fellowship that seeks to increase the diversity of the graduate student body at the University of Texas at Austin. The fellowship provides the recruit with a \$30,000, 12-month stipend, health insurance assistance, and a tuition assistance)

Recipient, Maxine Foreman Zarrow Endowed Faculty Fellowship in Education, College of Education, The University of Texas at Austin, 2017 (\$10,000 stipend)

Recipient, Maxine Foreman Zarrow Endowed Faculty Fellowship in Education, College of Education, The University of Texas at Austin, 2016 (\$10,000 stipend)

Recipient, Priscilla Pond Flawn Regents Professorship in Early Childhood Education, College of Education, The University of Texas at Austin, 2016 (\$10,000 stipend)

Recipient, Big XII Faculty Fellowship, to support a research visit to the Department of Curriculum and Instruction/Literacy Studies at West Virginia University, 2015 (\$2,100 Stipend)

Recipient, Priscilla Pond Flawn Regents Professorship in Early Childhood Education, College of Education, The University of Texas at Austin, 2015 (\$5,000 stipend)

Recipient, The University of Texas at Austin Faculty Research Assignment, 2014 (One semester's salary)

Recipient, Elizabeth Glenadine Gibb Teaching Fellowship, College of Education, The University of Texas at Austin, 2014 (\$3,000 stipend)

Recipient, Judy Spence Tate Fellowship for Excellence, College of Education, The University of Texas at Austin, 2013 (\$3,000 stipend)

Recipient, Judy Spence Tate Fellowship for Excellence, College of Education, The University of Texas at Austin, 2012 (\$3,000 stipend)

Recipient, Judy Spence Tate Fellowship for Excellence, College of Education, The University of Texas at Austin, 2011 (\$3,000 stipend)

Recipient, College of Education Dean's Fellowship, The University of Texas at Austin, 2007 (\$3,000 stipend and course reduction for one semester of teaching)

Fellow, Wisconsin Spencer Doctoral Research Training Program, University of Wisconsin-Madison, 2000-2004 (\$17,000 annual stipend with tuition and research project support)

Recipient, Vilas Travel Fellowship, University of Wisconsin-Madison, 2004 (\$1,000 stipend)

Recipient, Barr Summer Fellowship, University of Wisconsin-Madison, 2003 (\$3,000 stipend)

Publications (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

Brown, C. P., Ku, D., & Englehardt, J. (accepted for publication). Mixed understandings: A case study of how a sample of preschool stakeholders made sense of the changed kindergarten. *Early Childhood Education Journal*.

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

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.

- Brown, C. P., & Englehardt, J. (2017). Preservice teachers reconfiguring teaching young children in a high-stakes early education context through the use of iPads: A case study. *Early Education and Development, 28* (8), 976-995.
- Brown, C. P., & Englehardt, J. (2017). A case study of how a sample of preservice teachers made sense of incorporating iPads into their instruction with children. *Journal of Early Childhood Teacher Education, 38* (1), 19-38.
- Brown, C. P., & Mowry, B. (2017). "I wanted to know how they perceived jail": Studying how one early educator brought her students' worlds into her standardized teaching context. *Early Childhood Education Journal, 45* (2), 163-173.
- Brown, C. P., & Weber, N. B. (2016). Struggling to overcome the state's prescription for practice: A study of a sample of early educators' professional development and action-research projects in a high-stakes teaching context. *Journal of Teacher Education, 67* (3), 183-202.
- Brown, C. P., Englehardt, J., & Mathers, H. (2016). Examining preservice teachers' conceptual and practical understandings of adopting iPads into their teaching of young children. *Teaching and Teacher Education, 60*, 179-190.
- Brown, C. P., Weber, N. B. (2016). Working with practicing teachers in a high-stakes teaching context to rethink their pedagogical practices with children of diverse backgrounds. *Action in Teacher Education, 38* (3), 259-277.
- Brown, C. P., & Englehardt, J. (2016). Conceptions of and early childhood educators' experiences in early childhood professional development programs: A qualitative metasynthesis. *Journal of Early Childhood Teacher Education, 37* (3), 216-244.
- Brown, C. P., & Mowry, B. (2016). Using testimonio to bring children's worlds into a standardized teaching context: An example of culturally relevant teaching in early childhood education. *Childhood Education, 92* (4), 281-289.
- Brown, C. P., Weber, N. B., & Yoon, Y. (2016). Reluctantly governed: The struggles of early educators in a professional development course that challenged their teaching in a high-stakes neoliberal early education context. *Contemporary Issues in Early Childhood, 17* (2), 210-234.
- Brown, C. P. (2015). Taking and teaching the test are not the same: A case study of first year teachers' experiences in high-stakes contexts. *Teachers and Teaching: Theory and Practice, 21* (8), 1026-1044.
- Brown, C. P., Feger, B. S., & Mowry, B. N. (2015). Helping others understand academic rigor in teachers' developmentally appropriate practices. *Young Children, 70* (4),

62-69.

- Brown, C. P., Lan, Y. C., & Jeong, H. I. (2015). Beginning to untangle the strange coupling of power within a neoliberal early education context. *International Journal of Early Years Education*, 23 (2), 138-152.
- Brown, C. P., Bay-Borelli, D. E., & Scott, J. (2015). Figuring out how to be a teacher in a high-stakes context: A case study of first-year teachers' conceptual and practical development. *Action in Teacher Education*, 37 (1), 45-64.
- Brown, C. P., Weber, N. B., Yoon, Y. (2015). The practical difficulties for early educators who tried to address children's realities in their high-stakes teaching context. *Journal of Early Childhood Teacher Education*, 36 (1), 3-23.
- Brown, C. P., & Lan, Y. C. (2015). A qualitative metasynthesis comparing U.S. teachers' conceptions of school readiness prior to and after the implementation of NCLB. *Teaching and Teacher Education*, 45 (1), 1-13.
- Brown, C. P., & Lan, Y. C. (2015). A qualitative metasynthesis of how early educators in international contexts address cultural matters that contrast with developmentally appropriate practices. *Early Education and Development*, 26 (1), 22-45.
- Brown, C. P. (2015). Conforming to reform: Teaching pre-kindergarten in a neoliberal early education system. *Journal of Early Childhood Research*, 13 (3), 236-251.
- Brown, C. P., & Pickard, H. (2014). Balancing the school readiness equation in early learning environments. *Childhood Education*, 90 (6), 418-426.
- Brown, C. P., & Lan, Y. C. (2013). The influence of developmentally appropriate practice on children's cognitive development: A qualitative metasynthesis. *Teachers College Record*, 115 (12), 1-36.
- Brown, C. P. (2013). Reforming preschool to ready children for academic achievement: A case study of the impact of pre-k reform on the issue of school readiness. *Early Education and Development*, 24 (4), 554-573.
- Brown, C. P., & Lee, J. E. (2012). How to teach to the child when the stakes are high: Examples of implementing developmentally appropriate and culturally relevant practices in pre-kindergarten. *Journal of Early Childhood Teacher Education*, 33 (4), 322-348.
- Brown, C. P., & Gasko, J. W. (2012). Why should pre-k be more like elementary school? A case study of pre-k reform. *Journal of Research in Childhood Education*, 26 (3), 264-290.
- Brown, C. P. (2011). Searching for the norm in a system of absolutes: A case study of

- standards-based accountability reform in pre-kindergarten. *Early Education and Development*, 22 (1), 151-177.
- Brown, C. P., & Feger, B. (2010). Examining the challenges early childhood teacher candidates face in figuring their roles as early educators. *Journal of Early Childhood Teacher Education*, 31 (4), 286-306.
- Brown, C. P. (2010). Children of reform: the impact of high-stakes education reform on preservice teachers. *Journal of Teacher Education*, 61 (5), 477-491.
- Brown, C. P. (2010). Balancing the readiness equation in early childhood education reform. *Journal of Early Childhood Research*, 8 (2), 133-160.
- Brown, C. P. (2009). Pivoting a pre-kindergarten program off the child or the standard? A case study of integrating the practices of early childhood education into elementary school. *The Elementary School Journal*, 110 (2), 202-227.
- Brown, C. P. (2009). Confronting the contradictions: A case study of early childhood teacher development in neoliberal times. *Contemporary Issues in Early Childhood*, 10 (3), 240-259.
- Brown, C. P. (2009). Helping preservice teachers learn to teach for understanding in this era of high-stakes early education reform. *Early Childhood Education Journal*, 36 (5), 423-430.
- Brown, C. P., & Mowry, B. (2009). Preparing for change: a case study of successful alignment between a PreK program and a K-12 education system. *Childhood Education*, 85 (3), 173-178.
- Brown, C. P. (2009). Being accountable for one's own governing: A case study of early educators responding to standards-based early childhood education reform. *Contemporary Issues in Early Childhood*, 10 (1), 3-23.
- Brown, C. P. (2008). Examining how the students "determines" the success and/or failure of education reform. *International Critical Childhood Policy Studies*, 1 (1), 1-27.
- Brown, C. P. (2008). Keep it cheap, keep it local, and keep it coming: Standards-based accountability reform in Wisconsin. *Educational Policy*, 22 (2), 250-294.
- Brown, C. P. (2007). Unpacking standards in early childhood education. *Teachers College Record*, 109 (3), 635-668.
- Brown, C. P. (2007). It's more than content: Expanding the conception of early learning standards. *Early Childhood Research and Practice*, 9 (1): <http://ecrp.uiuc.edu/v9n1/brown.html>.

- Brown, C. P. (2007). Examining the streams of a retention policy to understand the politics of high-stakes reform. *Education Policy Analysis Archives*, 15 (9): <http://epaa.asu.edu/epaa/v15n9/>.
- Brown, C. P. (2007). The importance of professional development training for early childcare workers (Part 1). *Early Years*, 29 (1), 11.
- Brown, C. P. (2007). The importance of professional development training for early childcare workers (Part 2). *Early Years*, 29 (3), 21-22.
- Brown, C. P. (2006). A universal early childhood education system. *Childhood Education*, 83 (1), 44-47.
- Brown, C. P. (2005). Creating opportunities. *Contemporary Issues in Early Childhood*, 6 (2), 112-127.
- Brown, C. P. (2005, February 17). Staking out the successful student. *Education Policy Analysis Archives*, 13 (14): <http://epaa.asu.edu/epaa/v13n14/>.
- Graue, M. E., & Brown, C. (2003). Preservice teachers' notions of families and schooling. *Teaching and Teacher Education*, 19 (7), 719-735.
- Graue, M. E., Kroeger, J., & Brown, C. (2003). The gift of time: enactments of developmental thought in Early Childhood Practice. *Early Childhood Research and Practice*, 5 (1): <http://ecrp.uiuc.edu/v5n1/graue.html>.
- Graue, M. E., Kroeger, J., & Brown, C. (2002). Living the 'Gift of Time'. *Contemporary Issues in Early Childhood*, 3 (3), 338-353.
- Ortiz, R., Stile, S., & Brown, C. (1999). Early literacy activities of fathers: Reading and writing with young children. *Young Children*, 54 (5), 16-18.
- Theilheimer, R., Cahill, B., Nash, J., & Brown, C. (1999). Mirrors: student and faculty perceptions of roles in power in the early childhood teacher education classroom. *Journal of Early Childhood Teacher Education*, 20 (2), 151-160.

Editor(s)-Reviewed Journal Articles

- Brown, C. P., & Mowry, B. (2015). Close early learning gaps with RIGOROUS DAP. *Phi Delta Kappan*, 96(7), 53-57.
- Brown, C. P., & Mowry, B. (2013). Balancing preschool and academic rigor. *Principal*, 92(5), 52-53.
- Brown, C. P. (2008). Research in Review: advocating for policies to improve practice. *Young Children*, 63(4), 70-77.

(Re-published (2009), *Key Topics Supplemental CD*, in C. Copple & S. Bredekamp (Eds.), *Developmentally appropriate practice in early childhood programs serving children birth through age 8. 3rd edition*. Washington, DC: National Association for the Education of Young Children.)

Peer-Reviewed Book Chapters and Entries in Edited Books

- Brown, C. P., Barry, D., & Ku, D. (2021). Refusing policymakers' manufactured crisis: Countering conceptions of school readiness. In G. S. Cannella & T. A. Kinard (Eds.), *Childhoods and more just worlds: An international handbook* (pp. 103-119). Myers Education Press
- Brown, C. P. (2019). Introducing the text and examining the emergence, maintenance, and expansion of gaps, deficits, and risks through early childhood policy. In F. Nxumalo & C. P. Brown (Eds.), *Disrupting and countering deficits in early childhood education* (pp. 1-19). Routledge.
- Brown, C. P., & Barry, D. P. (2019). Public policy and early childhood curriculum in the United States. In J. J. Mueller & N. File (Eds.), *Curriculum in early childhood: Re-examined, reclaimed, and renewed* (2nd ed., pp. 17-33). Routledge.
- Brown, C. P. (2018). School readiness. In L. Miller, C. L. Cameron, C. Dalli, & N. Barbour (Eds.), *The SAGE handbook of early childhood policy* (pp. 287-302). SAGE.
- Brown, C. P. (2016). How I've used research to find out more about institutions and policy. In N. File, J. Mueller, D. B. Wisneski, & A. Stemmel (Eds.), *Understanding research in early childhood education: Quantitative and qualitative methods*. Routledge.
- Brown, C. P. (2016). Prekindergarten. In K. Chrisman & D. L. Couchenour (Eds.), *The SAGE encyclopedia of contemporary early childhood education*. SAGE.
- Brown, C. P. (2016). High-Stakes Standard-Based Accountability Reform. In K. Chrisman & D. L. Couchenour (Eds.), *The SAGE encyclopedia of contemporary early childhood Education*. SAGE.
- Brown, C. P. (2010). Early childhood education. In M. Shally-Jensen (Ed.), *Encyclopedia of contemporary American social issues Vol. 3* (pp. 928-936). ABC-CLIO.
- Brown, C. P. (2008). Early childhood education. In S. Mathison & E. W. Ross (Eds.), *Battleground schools* (pp. 213-221). Greenwood Press.
- Brown, C. P. (2007). Standards. In R. S. New & M. Cochran (Eds.), *Early childhood education: An international encyclopedia* (pp. 757-761). Greenwood Press.

Brown, C. P. (2005). Can kids still play in school? Defining and defending early childhood education in the context of never-ending reform. In F. W. Parkay, E. J. Anctil, & G. Hass (Eds.), *Curriculum planning: A contemporary approach*. (8th ed., pp. 337-347). Allyn & Bacon.

Book Reviews

Brown, C. P. (2017). Review of N. K. Lesaux and S. M. Jones (Eds.), *The leading edge of early childhood education: Linking science to policy for a new generation*. *Teachers College Record*. Available on-line at <http://www.tcrecord.org/Content.asp?ContentId=21892>

Brown, C. P. (2008). Review of M. M. Clark and T. Waller, Eds., *Early childhood education and care: Policy and practice*. (Sage, 2007). *Education review: A journal of book reviews*. Available on-line at <http://edrev.asu.edu/reviews/rev683.htm>

Brown, C. P. (2007). Review of C. Middendorf, *Differentiating Instruction in Kindergarten*. (Scholastic, 2008). *Education review: A journal of book reviews*. Available on-line at <http://edrev.asu.edu/brief/nov07.html#13>

Published Research Based Commentary

DeMatthews, D., & Brown, C. (2022, February 17). New teacher exam will hurt Texas education. *San Antonio Express*.
<https://www.expressnews.com/opinion/commentary/article/Commentary-New-teacher-certification-exam-will-16927723.php>

DeMatthews, D., & Brown, C. (2022, February 16). New teacher exam will hurt Texas education. *Lubbock Avalanche Journal*.
<https://www.lubbockonline.com/story/opinion/2022/02/16/dematthews-brown-new-teacher-exam-hurt-texas-education/6812583001/>

Brown, C. P. (2022, January 8). Los ‘smartphones’ proporcionan seguridad. *El Pais*.
https://elpais.com/ideas/2022-01-09/los-smartphones-proporcionan-seguridad.html?rel=buscador_noticias&event=go&event_log=go&prod=REGCRART&o=cerrideas

Brown, C. P., Cortés, A. (2020, June 28). Kids are dealing with a lot of uncertainty this summer, and they need our reassurance: Parents can help by playing, laughing, and answering questions as best they can. *The Dallas Morning News*.
<https://www.dallasnews.com/opinion/commentary/2020/06/28/kids-are-dealing-with-a-lot-of-uncertainty-this-summer-and-they-need-our-reassurance/>

Brown, C. P., Cortés, A. (2020, June 25). Reassuring children about the next school year. *San Antonio Express*.

<https://www.expressnews.com/opinion/commentary/article/Commentary-Reassuring-children-about-the-next-15364539.php>

Brown, C. P., Cortés, A. (2020, June 23). Time ripe to prepare our children for unique school year. *Waco Tribune Herald*.

https://www.wacotrib.com/opinion/columns/guest_columns/christopher-brown-ami-cortes-time-ripe-to-prepare-our-children-for-unique-school-year/article_852b86d2-a991-5f98-af70-6ac491f83a2a.html

Brown, C. P. (2020, April 21). National kindergarten day: A day to celebrate the joy and value of play. *In Context*. <https://incontext.education.utexas.edu/national-kindergarten-day-a-day-to-celebrate-the-joy-and-value-of-play/>

Brown, C. P. (2018, November 30). What really should be happening in kindergarten classrooms. *Houston Chronicle*.

<https://www.houstonchronicle.com/opinion/outlook/article/What-really-should-be-happening-in-kindergarten-13435638.php>

Brown, C. P. (2018, November 29). We need to make kindergarten engaging again.

Austin American Statesman. <https://www.statesman.com/opinion/20181128/commentary-we-need-to-make-kindergarten-engaging-again>

Brown, C. P. (2018, November 28). We need to make kindergarten engaging again: Are we diminishing our children's sense of wonder? *Psychology Today*.

<https://www.psychologytoday.com/us/blog/the-fundamentals/201811/we-need-make-kindergarten-engaging-again>

Brown, C. P. (2018, October 25). Kindergarteners get little time to play. Why does it matter? Opinion: Free and exploratory learning has been replaced with sit, focus, learn. *Apolitical*. https://apolitical.co/solution_article/kindergartners-get-little-play-time/

Brown, C. P. (2017, September 27). I've been in education for 20 years — here's what everyone gets wrong about kindergarten. *Business Insider*.

<http://www.businessinsider.com/what-everyone-gets-wrong-about-kindergarten-2017-9>

Brown, C. P. (2017, August 2017). Kindergarteners get little time to play. Why does it matter? *Child's World America*.

<https://childsworldamerica.org/kindergartners-get-little-time-play-matter-cwn1-08-16-17/>

Brown, C. P. (2017, July 6). Playtime in kindergarten. *The Academic Minute*.

<https://academicminute.org/2017/07/christopher-brown-university-of-texas-at-austin-playtime-in-kindergarten/>

Brown, C. P. (2017, April 21). Kindergartners get little time to play. Why does it matter? *Salon*. http://www.salon.com/2017/04/21/kindergartners-get-little-time-to-play-why-does-it-matter_partner/

Brown, C. P. (2017, April 19). Why does play matter? *The Courier-Journal*. <http://www.courier-journal.com/story/opinion/contributors/2017/04/19/why-does-play-matter-analysis/100617972/?cookies=&from=global>

Brown, C. P. (2017, April 19). Does kindergarten today require too much work? *Houston Chronicle*. <http://www.houstonchronicle.com/local/gray-matters/article/Does-kindergarten-have-too-much-work-and-not-11084377.php>

Brown, C. P. (2017, April 17). I've been in education for 20 years, and there's a disturbing trend afoot in kindergartens around the US. *Business Insider*. <http://www.businessinsider.com/kindergartens-fail-to-let-kids-play-2017-4>

Brown, C. P. (2017, April 17). I've been in education for 20 years, and there's a disturbing trend afoot in kindergartens around the US. *World News Network*. https://article.wn.com/view/2017/04/17/Ive_been_in_education_for_20_years_and_theres_a_disturbing_t/

Brown, C. P. (2016, April, 27). Kindergarteners get little time to play. Why does it matter? *The Conversation*. <https://theconversation.com/kindergartners-get-little-time-to-play-why-does-it-matter-57093>

Research-Based Podcasts

DePasquale, B. (Host). (2021, December 3). Making education enjoyable with Dr. Christopher Brown (No. 74) [Audio Podcast]. *Speaking of impact with Bob De Pasquale*. <https://www.bobdepasquale.com/podcast/74>

Robbins, D. (Host). (2021, November 8). Engaging interview with author and professor Dr. Christopher Brown (No. 44) [Audio Podcast]. *Den of Discussion*. <https://douglasrobbinsauthor.com/podcast/>

Norman, M. (Host). (2021, September 23). What to expect when sending your child to kindergarten-Christopher Brown Shares [Audio Podcast]. *GentleMan style podcast: God, family, finance, self*. <https://gentlemanstyle.libsyn.com/what-to-expect-when-sending-your-child-to-kindergarten-christopher-brown-shares>

Murphy, A., & McCarthy, J. (Hosts). (2021, September 23). Dr. Christopher Brown: Is your child ready for school? [Audio Podcast]. *Little steps, big futures*. <https://podcasts.apple.com/us/podcast/dr-christopher-brown-is-your-child-ready-for-school/id1531199759?i=1000536356915>

Ehrman, K. (Host). (2021, October 14). Students Viewing Themselves as Learners (No. 40) [Audio Podcast]. *poweED Up: Powering education by powering you*. <https://podcasts.apple.com/us/podcast/powered-up/id1549859943?i=1000538542784>

Chang, S. (Host). (2021, August 31). Kindergarten readiness: How to support your Child and your teacher [Audio Podcast]. *Kungfu momma show 功夫媽媽秀*. <https://anchor.fm/kungfu-momma/episodes/Kindergarten-Readiness-How-to-Support-Your-Child-and-Your-Teacher-e16mk9j>

Dolvane, J. (Host). (2021, August 16). Prepare your child for kindergarten (No. 39) [Audio Podcast]. *Reaching roots for parents*. <https://www.wishslate.com/podcasts/prepare-your-child-for-kindergarten/>

Griz & Gerry (Hosts). (2021, August 2). School's out with Chris Brown (No. 39) [Audio Podcast]. *Beautiful bastards*. <https://www.beautifulbastardspodcast.com/episodes/>

Williams, C. (Host). (2021, August 1). Back to school: The truth about kindergarten readiness with Dr. Christopher Brown (No. 74) [Audio Podcast]. *I've got this kid with Cherina Williams*. <https://ivegotthiskid.podbean.com/e/back-to-school-the-truth-about-kindergarten-readiness-with-dr-christopher-brown/>

Lewis, S. (Host). (2021, July 15). Interview with Christopher P Brown - Ready For Kindergarten PT 2 (No. 87) [Audio Podcast]. *FearLESS parenting*. <https://podcasts.apple.com/us/podcast/87-interview-with-christopher-p-brown-ready-for/id1521356488?i=1000528986329>

Lewis, S. (Host). (2021, July 13). Interview with Christopher P Brown - Ready For Kindergarten PT 1 (No. 86) [Audio Podcast]. *FearLESS parenting*. <https://podcasts.apple.com/us/podcast/86-interview-with-christopher-p-brown-ready-for/id1521356488?i=1000528741797>

Acker, M. (Host). (2021, April 5). Leading through family decisions with Dr. Christopher Brown (No. 26) [Video Podcast]. *Advance with Mike Acker*. <https://www.youtube.com/watch?v=RCkCMC-nADg>

Presentations (Students or former students' names are italicized)

National/International Presentations (competitively selected)

Brown, C. P. (2021). How principals can support early educators in emerging stronger than before. A paper presented at the annual conference of the University Council of Educational Administration. Columbus, OH.

Brown, C. P., *Ku, D.*, & *Barry, D. P.* (2021). Refusing the crisis policymakers create

- through their neoliberal conception of school readiness. American Educational Research Association Annual Meeting (virtual).
- Brown, C.P., *Barry, D. P., Ku, D., & Puckett, K.* (2021). Perceived mismatches in how preservice teachers were expected to teach and how they were taught. American Educational Research Association Annual Meeting (virtual).
- Brown, C.P., *Puckett, K., Barry, D. P., & Ku, D.* (2021). The double-voiced nature Of learning to become a teacher in the neoliberal era. American Educational Research Association Annual Meeting (virtual).
- Brown, C. P., *Ku, D., Puckett, K., & Barry, D.* (2020). Helping teachers find culturally sustaining spaces in standardized contexts. A paper presented at the annual conference of the National Association of Early Childhood Teacher Educators (virtual).
- Brown, C. P., *Barry, D. P., Ku, D. & Englehardt, J.* (2020). Disrupting the binaries that frame the neoliberal kindergarten. A paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA <http://tinyurl.com/r385524> (Conference Canceled).
- Brown, C. P., & *Barry, D. P.* (2020). Kindergarteners making sense of kindergarten. A paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA <http://tinyurl.com/vol717v> (Conference Canceled).
- Brown, C. P., *Barry, D. P., & Ku, D.* (2019). Countering the dominant neoliberal narrative of the changed kindergarten. A paper presented at the Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference. Las Cruces, NM.
- Brown, C. P., *Ku, D. H, Barry, D. P., & Englehardt, J.* (2019). Examining kindergarten teachers' struggles in the changed kindergarten to identify opportunities for transformation. A paper presented at the annual meeting of the American Educational Research Association. Toronto, Canada.
- Brown, C. P., *Barry, D. P., & Ku, D.* (2019). A comparison between how preservice teachers and teacher educators made sense of the changed kindergarten. A paper presented at the annual meeting of the American Educational Research Association. Toronto, Canada.
- Brown, C. P., *Ku, D. H, Barry, D. P.* (2019). Examining how stakeholders made sense of the learning experiences kindergarteners are and should be having. A paper presented at the annual meeting of the American Educational Research Association. Toronto, Canada.

- Brown, C. P., *Feger, B. S., & Mowry, B. N.* (2018). Rigorous DAP: Eleven principles designed to assist early educators in making instructional decisions that address the developmental needs of children, as well as the academic content necessary for success in school. A paper presented at the annual conference of the National Association of Early Childhood Educators. Washington, DC.
- Brown, C. P., *Ku, D. H, Barry, D. P.* (2018). What does best practice look like? Comparing how preservice teachers and teacher educators made sense of the changed kindergarten. A paper presented at the summer conference of the National Association of Early Childhood Teacher Educators. Austin, TX.
- Brown, C. P., *Englehardt, J., Barry, D. P., & Ku, D., Ryung, H. I.* (2018). Examining how familial, education, research, and political stakeholders make sense of the changed kindergarten. A paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Englehardt, J., & Brown, C. P.* (2018). 'I am technology inept': Preservice teachers' conceptions of using i-Pads in teaching.. A paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Brown, C. P., *Englehardt, J., Barry, D. P., & Ku, D.* (2017). Examining how families make sense of the changed kindergarten. A paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators. Atlanta, GA.
- Brown, C. P., *Englehardt, J., Ku, D., & Barry, D. P.* (2017). 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. A paper presented at the Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference. Toronto, Canada.
- Brown, C. P. (2017). Putting theory into action: A case study of how a sample of early educators made sense of examining issues critical to their students' worlds. A paper presented at the summer conference of the National Association of Early Childhood Teacher Educators. San Francisco, CA.
- Brown, C. P. & *Englehardt, J.* (2017). Examining preservice teachers' conceptual and practical understandings of adopting iPads into their teaching of children. A paper presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Brown, C. P. (2017). How incorporating a market-based technological devices in a teacher education program impacts preservice teachers' figured conceptions of teaching young children. A paper presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Brown, C. P., & *Englehardt, J.* (2016). Conceptions of and early childhood educators'

- experiences in early childhood professional development programs: A qualitative metasynthesis A paper presented at the annual meeting of the American Educational Research Association. Washington, DC.
- Brown, C. P. (2016). Examining preservice teachers' conceptual and practical understandings of adopting iPads into their teaching of young children A paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators. Los Angeles, CA.
- Brown, C. P., & Mowry, B. (2016). Using testimonio to bring children's worlds into a standardized teaching context: An example of culturally relevant teaching in early childhood education. A paper presented at the bi-annual meeting of The Global Summit on Childhood 2016. San José, Costa Rica.
- Brown, C. P., & Lan, Y. C. (2015). A qualitative metasynthesis comparing U.S. teachers' conceptions of school readiness prior to and after the implementation of *No Child Left Behind*. A paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Brown, C. P., & Weber, N. B. (2015). Struggling to overcome the state's prescription for practice: An action research study of early educators' professional development in a high-stakes teaching context. A paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Brown, C. P., Weber, N. B., & Yoon, Y. (2015). Reluctantly governed: The struggles of early educators in a professional development course that challenged their teaching in a high-stakes neoliberal early education context. A paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Brown, C. P., Weber, N. B., & Yoon, Y. (2014). The practical difficulties in trying to address children's realities in a high-stakes teaching context. A paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators. Dallas, TX.
- Brown, C. P., Weber, N., & Yoon, Y. (2014). Struggling to teach the child rather than the standard in a high-stakes neoliberal early education context. A paper presented at the Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference. Kent, OH.
- Brown, C. P., Lan, Y. C., & Weber, N. (2014). A qualitative metasynthesis of how early educators in international contexts address cultural matters that contrast with developmentally appropriate practices. A paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.

- Brown, C. P., & *Pickard, H.* (2013). School readiness = Attending to the children and to policy makers' high-stakes reforms. A paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Brown, C. P. (2013). Conforming to reform: Teaching pre-kindergarten in a neo-liberal early education system. A paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Lan, Y. C.*, & Brown, C. P. (2013). Rethinking parental involvement in early science learning: A case study of Taiwanese parents' perspectives. A paper presented at the Society for Research in Child Development (SRCD) 2013 Biennial Meeting, Seattle, Washington.
- Lan, Y. C.*, & Brown, C. P. (2013). A case study of parents' beliefs about early science learning. A paper presented at the annual meeting of the National Association for the Education of Young Children. Washington, DC.
- Brown, C. P. (2012). Conforming to reform: Teaching pre-kindergarten in a neo-liberal early education system. A paper presented at the Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference. State College, Pennsylvania.
- Brown, C. P., & *Lan, Y. C.* (2012). Developmentally appropriate practice and children's cognitive and psychosocial outcomes: A qualitative metasynthesis. A paper presented at the annual meeting of the American Educational Research Association. Vancouver, British Columbia.
- Brown, C. P. (2011). Out with the old and in with the new? Problematizing the construct of culturally responsive teaching through the practices of pre-k teachers. A paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators. Orlando, FL.
- Brown, C. P., *Bay-Borrelli, D.*, *Scott, J.*, & *Mowry, B. N.* (2011). Figuring out how to "Do" the mandated curriculum: The impact of high-stakes reform on first-year teachers' figuring of their role and what they are to teach. A paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.
- Brown, C. P. (2010). Preparing culturally and linguistically diverse pre-kindergarteners for a high-stakes learning environments in a developmentally appropriate and culturally responsive manner. A paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators. Anaheim, CA.
- Brown, C. P. (2010). Untangling readiness, reform, and risk. A paper presented at the annual meeting of the American Educational Research Association. Denver, CO.

- Brown, C. P. (2010). Microwaving the teacher induction process: a case study of first year teachers' experiences in high-stakes contexts. A paper presented at the annual meeting of the American Educational Research Association. Denver, CO.
- Brown, C. P. (2009). Reflecting on the impact of high-stakes reform on first-year teachers. A paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators. Washington, DC.
- Brown, C. P., *Gasko, J.*, & King, T. (2009). A case study of systemization in early childhood education. A paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Brown, C. P. (2009). Confronting the contradictions: a case study of preservice teacher development in neoliberal times. A paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Brown, C. P. (2008). Developing strategies for effective and appropriate teaching through our students' own experiences in standards-based learning environments. A paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators. Dallas, TX.
- Brown, C. P. (2008). Preservice teachers becoming agents of change? A paper presented at the Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference. Victoria, Canada.
- Brown, C. P. (2008). Preservice teachers figuring their identities as developmentally appropriate educators. A paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Brown, C. P. (2008). Understanding the complexities of teacher education through a multiple-perspectives lens. A paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Brown, C. P. (2007). "It's either us or them": Proactively standardizing early childhood programs to meet the demands of K-12 education reform. A paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Brown, C. P., & *Feger, B. S.* (2007). Countering the standardization of early childhood education. A paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Brown, C. P., *Rodriguez, A. L.*, *Braud, H.*, *Lee, H.*, & *Park, M. H.* (2006). Finding the needle in the haystack: the process of becoming academics in early childhood education. A paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators. Atlanta, GA.

- Brown, C. P. (2006). Reframing early learning standards to incorporate the child. A paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Brown, C. P. (2006). Untangling the politics of social promotion. A paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Brown, C. P. (2005). Necessitating failure through policy. A paper presented at the Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference. Madison, WI.
- Brown, C. P. (2005). Keep it cheap, keep it local, and keep it coming: standards-based accountability reform in Wisconsin. A paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.
- Brown, C. P. (2004). Struggling over standards in early childhood education. A paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Brown, C. P. (2003). Re-authoring the struggling student: summer school, Bakhtin and performance. A paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Brown, C. P. (2003). Carnival and the ADD child. A paper presented at the Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference. Tempe, AZ.
- Brown, C. P. (2001). Deconstructing the standardized child: using Foucault to critique the current standards movement and its attempts to control the construction of the child. A paper presented at the Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference. New York, NY.
- Johnson, A., Oen, D., Kennedy, D., Lee, I., Prager, D., Fox, R., & Brown, C. (2001). Performing reconceptualizing: a reader's theatre presentation. A paper presented at the Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference. New York, NY.
- Graue, M. E., Kroeger, J., & Brown, C. P. (2001). Living the gift of time: experiencing kindergarten retention, redshirting, and normal kindergarten entry. A paper to be presented at the annual meeting of the American Educational Research Association. Seattle, WA.
- Graue, M. E., Kroeger, J., & Brown, C. P. (2000). Living the gift of time. A paper presented at the annual meeting of the National Association for the Education of Young Children. Atlanta, GA.

Theilheimer, R., Cahill, B., Nash, J., & Brown, C. (1997). But we thought it was a dialogue: power, resistance, and engagement in the teacher education classroom. A paper presented at the annual University of Pennsylvania Ethnography in Education Research Forum. Philadelphia, Pennsylvania.

Regional/Local Presentations (competitively selected)

Brown, C. P., Barry, D., Ku, D-H., & Puckett, K. (2020). Preservice teachers' conceptions of teaching young children in high-stakes learning environments. Annual University of Texas and Austin Independent School District Research Forum. Austin, TX.

Brown, C. P. (2019). Making sense of the changed kindergarten. Annual University of Texas and Austin Independent School District Research Forum. Austin, TX.

Brown, C. P. (2005). Exploring that word: assessment. UW-Whitewater Early Childhood Conference. Whitewater, WI.

Brown, C. P. (2005). Using Assessment to guide practice and support children. UW-Whitewater Early Childhood Conference. Whitewater, WI.

Invited Presentations

Brown, C. P. (2021). Focus on the whole child panel. Presenters included: Ned Breslin, Sherry Cleary, Bill Crain, Wendy Ostroff, and Aysha Upchurch. Education Idea Lab Virtual Summit (<https://slateschool.org/summit-home>).

Brown, C. P. (2020). How Studying the 'Changed' Kindergarten Can Help Us Move Conversations About Schooling Beyond Standards and Academic Outcomes. Presentation to Round Rock Independent School District Principals and District Administrators. Round Rock, Texas.

Brown, C. P. (2020). Slate School Webinar: Connecting learning with purpose. Co-Presenters included: Cheryl Charles, Judy Cutbertson, Rebecca Hill-Fraser, Brian Heuser, and Sylvia Martinez. (www.slateschool.org)

Brown, C. P. (2019). Panel discussant: *No Small Matter* screening for AISD's 'Back to School Early Childhood Kick Off Event'. Austin Independent School District, Austin, TX.

Brown, C. P., & Barry, D. P. (2019). Examining RIGOROUS DAP. Teaching workshop for Priscilla Pond Flawn Child and Family Laboratory Faculty. The University of Texas at Austin, Austin, Texas.

Brown, C. P. (2016). The challenges of engaging in developmentally appropriate

- practices with children in the age of standards and accountability. Keynote presentation given at the Summit Forum and Thirtieth Anniversary of *Studies in Early Childhood Education*, Changsha, China.
- Brown, C. P. (2015). Conforming to reform: Teaching children in neoliberal early education systems. Keynote presentation given at the Reflection and Innovation-Teacher Education in Early Childhood Education Conference, University of Taipei. Taipei, Taiwan.
- Brown, C. P. (2015). Working with practicing teachers in a high-stakes teaching context to rethink their pedagogical practices with children of diverse backgrounds. Keynote presentation given at the Reflection and Innovation-Teacher Education in Early Childhood Education Conference, University of Taipei. Taipei, Taiwan.
- Brown, C. P. (2015). Rethinking DAP to meet the needs of children within standardized teaching contexts. Teaching workshop given at the Reflection and Innovation-Teacher Education in Early Childhood Education Conference, University of Taipei. Taipei, Taiwan.
- Brown, C. P. (2013). Panel discussant: The publication process. The College of Education at the University of Texas at Austin. Austin, TX.
- Brown, C. P., & Adair, J. A. (2013). Thinking about early childhood education as more than academic learning. The Department of Curriculum and Instruction at the University of Texas at Austin Research Colloquium. Austin, TX.
- Brown, C. P. (2009). Making the Most of Graduate School. A presentation given to graduate students in the Early Childhood Program Area at the University of Texas at Austin. Sponsored by Graduate Early Childhood Organization. Austin, TX.
- Brown, C. P. (2009). Making the Most of AERA. A presentation given to graduate students about the American Educational Research Association's Annual Meeting. Sponsored by The Consortium of Research in Teacher Education. Austin, TX.
- Brown, C. P. (2004). Keep it cheap and local: standards based accountability in Wisconsin. Wisconsin/Spencer Doctoral Program Lecture Series. Madison, WI.
- Brown, C. P. (2004). Preparing for a life in academia. Wisconsin/Spencer Doctoral Program Lecture Series. Madison, WI.
- Brown, C. P. (2003). Raising the stakes on student identity. Education Week Lecture Series, Department of Curriculum and Instruction. Madison, WI.

Invited Webinars

Brown, C. P. (2020). Slate School Webinar: Connecting learning with purpose. Co-Presenters included: Cheryl Charles, Judy Cutbertson, Rebecca Hill-Fraser, Brian Heuser, and Sylvia Martinez. (www.slateschool.org)

Brown, C. P. (2019). Slate School Webinar: Nurturing the student: Perspectives on student-centered education to cultivate uniqueness, talents, and curiosity. Co-Presenters included: Sam Chaltain, Deborah Meier, Julie Mountcastle, and David Sobel. (www.slateschool.org)

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)

Reviewer, The Israel Science Foundation. Reviewed Individual Research Grants (2013)

National Level

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

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

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

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

Chair, Elected chair to the Early Education/Child Development Special Interest Group, American Educational Research Association (2014-2016)

Editorial Board Member, Springer book series, *Educating the Young Child: Advances in Theory and Research, Implications for Practice* (2012-2015)

Chair-Elect, Elected chair-elect to the Early Education/Child Development Special Interest Group, American Educational Research Association (2011-14)

Member, Division K--Teaching and Teacher Education Exemplary Research in Teaching

- and Teacher Education Awards Committee, American Educational Research Association (2011-2013)
- Junior Member-at-Large*, Elected member of the Early Education/Child Development Special Interest Group's Executive Committee, American Educational Research Association (2008-2010)
- Chair*, Early Education/Child Development Special Interest Group's Graduate Student Travel Awards Committee, American Educational Research Association (2008-2010)
- Member*, Early Education/Child Development Special Interest Group's Early Research Career Award, American Educational Research Association (2008-2010)
- Member*, NAECTE/Merrill-Pearson Outstanding Early Childhood Teacher Educator of the Year Awards Committee, National Association for Early Childhood Teacher Education (2008-2010)
- Program-Co-Chair*, Early Education/Child Development Special Interest Group American Educational Research Association (2005-2006)
- External Reviewer*, Department of Childhood Education and Family Studies Tenure and Promotion Committee, Missouri State University (2020)
- External Reviewer*, Department of Curriculum and Instruction Tenure and Promotion Committee, University of Houston Clear-Lake (2020)
- External Reviewer*, Department of Curriculum and Instruction Tenure and Promotion Committee, University of Massachusetts-Boston (2019)
- External Reviewer*, Department of Curriculum and Instruction Tenure and Promotion Committee, University of Illinois at Urbana-Champaign (2019)
- External Reviewer*, Department of Department of Counseling Psychology Tenure and Promotion Committee, University of Wisconsin-Madison (2018)
- External Reviewer*, Department of Human Development and Family Studies Tenure and Promotion Committee, University of Delaware (2018)
- External Reviewer*, Department of Curriculum and Instruction/Literacy Studies at the West Virginia University Tenure and Promotion Committee (2016)
- External Reviewer*, Department of Human Development and Family Studies Tenure and Promotion Committee, University of Delaware (2015)
- External Reviewer*, Department of Curriculum and Instruction Tenure and Promotion

Committee, University of Houston (2013)

External Reviewer, Department of Instruction and Teacher Education Tenure and Promotion Committee, University of South Carolina, Columbia (2012)

External Reviewer, Faculty Senate Grants for Research and Scholarship at West Virginia University (2011).

Manuscript Reviewer

Journal of Education for Teaching (2021-present)
European Journal of Education (2021-present)
Journal of Curriculum Studies (2021-present)
Asia-Pacific Journal of Teacher Education (2021-present)
Science Education (2021-present)
Educational Studies (2020-present)
Reflective Practice (2020-present)
The Teacher Educator (2020-present)
American Educational Research Journal (2019-present)
International Journal of Qualitative Studies in Education (2017-present)
Child Development Perspectives (2016-present)
SAGE Publications (2015-present)
Early Childhood Research Quarterly (2015-present)
International Journal of Early Years Education (2015-present)
Teaching and Teacher Education (2014-present)
Journal of Contemporary Social Sciences (2011-present)
Journal of Early Childhood Teacher Education (2009-present)
Educational Policy (2009-present)
Journal of Teacher Education (2009-present)
Teachers College Press (2007-present)
Journal of Research in Childhood Education (2006-present)
Early Education and Development (2006-present)
Teachers College Record (2005-present)
Education Policy Analysis Archives (2005-present)
Contemporary Issues in Early Childhood (2003-present)
Urban Education (2003-2004)

Conference Proposal Reviewer

University Council of Educational Administration (2021-present)
National Association of Early Childhood Teacher Educators (2016-present)
American Education Research Association (2002-present)
Reconceptualizing Early Childhood Education: Research, Theory, and Practice Conference (2005-2013)

Campus level, University of Texas at Austin

Faculty Fellow, The Center for Health and Social Policy at the LBJ School of Public

Affairs (2017-present)

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

Faculty Sponsor, Graduate Early Childhood Organization (GECO) (April 2016-August 2021)

Faculty Mentor, Burnt Orange Leadership Development (BOLD), Office of the Dean of Students, Leadership and Ethics Institute (2018-2020)

Member, General Faculty Rules and Governance Committee. Faculty Council, University of Texas at Austin (2016-2018)

Elected Member, Faculty Council, University of Texas at Austin (2016-2018).

Member, Office of Research and Support Institutional Review Board for the Protection of Human Subjects Full Committee (August 2016-2018)

Presenter, University of Texas at Austin Legislative Media Open House with Faculty Experts, (January 22, 2015)

Co-organizer, Campus-wide showing of *Katrina's Children: A Documentary* with guest speaker Dr. Carolyn Gillman. Sponsored by the Department of Curriculum and Instruction (November 12, 2008)

College Level, College of Education, University of Texas at Austin

Member, Texas Center for Education Policy (2006-2009; 2021-present)

Member, Teacher Education Committee (2015-2020)

Member, College of Education Tenure and Promotion Committee (2019-2020)

Co-chair, Research Subcommittee of the University of Texas at Austin/Austin Independent School District Collaborative (2017-2019)

Member, College of Education Qualitative Research Course Committee (2013-2018)

Member, Applied Learning and Development Committee (2008-2015)

Member, Sub-committee for the Applied Learning and Development Committee on revisions to the Southern Association of Colleges and Schools outcomes (2013-2018)

Member, Elementary Coordinator Committee (2008-2015)

Member, Dean's Ad Hoc Student Appeals PDS Review Committee (2011-2013)

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

Member, Program Heads Committee (2021-present)

Member, Student Travel Award Committee (2021-present)

Member, Graduate Studies Committee (2021-present)

Member, Executive Committee (2021-present)

Program Level, Educational Policy and Planning Program Area, Department of Educational Leadership and Policy, University of Texas at Austin

Coordinator, M.Ed. Program (2021-present)

Departmental Level, Department of Curriculum and Instruction, University of Texas at Austin

Member, Graduate Studies Committee (2004-present)

Member, Executive Committee (2011-2013; 2014-2020)

Chair, Systems of Human Inquiry Course Subcommittee for the Graduate Studies Committee's Foundation and Common Course Committee (2010-2020)

Course Supervisor, EDC 371: Teaching Young Children (2008-2020)

Member, Advanced Qualitative Research Subcommittee for the Graduate Studies Committee's Foundation and Common Course Committee (2010-2020)

Member, Graduate Studies Committee's Foundation and Common Course Committee (2010-2020)

Member, Social-Justice Praxis Committee (2014-2020)

Member, Frederick Eby Dissertation Award Committee (2018-2020)

Chair, Fellowships and Other Awards Committee, Graduate Studies Committee (2018-2019)

Member, Fellowships and Other Awards Committee, Graduate Studies Committee (2017-2018)

Chair, Graduate Studies Committee (2015-2017)

Chair, Early Childhood Education Assistant Professor Search Committee (2014-2015)

Chair, Early Childhood Education Assistant Professor Search Committee (2013-2014)

Member, Graduate Studies Committee's Ad Hoc Committee to Review Research Requirements for the Department of Curriculum and Instruction's Doctoral Programs (2014-2017)

Member, Teacher Education Alumni Conference Committee (2015-2017)

Member, Graduate Studies Committee's Ad Hoc Committee for revisions to the Southern Association of Colleges and Schools outcomes (2013-2015)

Assistant Graduate Advisor, Department of Curriculum and Instruction (2011-2015)

Chair, Graduate Studies Committee's Foundations, Research, and Common Course Committee (2012-2014)

Member, Dean's Fellowship Committee (2011-14)

Member, Elected-member of the Department of Curriculum and Instruction's Executive Committee (2011-2013)

Chair, Dean's Doctoral Fellowship Committee (2011-2013)

Assistant Chairperson, Graduate Studies Committee's Foundation and Common Course Committee (2011-2012)

Member, Graduate Studies Committee's Sub-committee on Dissertation Enrollment and Enrollment Minimums and Doctoral Student Extensions (2010-2014)

Member, Graduate Studies Committee's Ad Hoc Committee on Teacher Education Concentration in Teacher Education (2010-2014)

Secretary, Graduate Studies Committee (2009-2010)

Chair, Graduate Studies Committee Nomination Committee (2008-2009)

Member, Dean's Consultative Committee to select departmental chair (2007-2008)

Chair, Standing Committee on Awards and Fellowships (2006-2007)

Member, Standing Committee on Awards and Fellowships (2005-2007)

Member, Faculty search committees

Early Childhood Education position (2008)

Curriculum Studies position (2007)

Language and Literacy Studies position (2005)

Program Level, Early Childhood Education, Department of Curriculum and Instruction, University of Texas at Austin

Graduate Advisor, Early Childhood Education Program Area (2019-2020 & 2011-2016)

Co-chair, The Mithoff Family Teaching Excellence in Early Education Award (2013-2020)

Co-chair, The Zezula Family Teaching Excellence in Early Education Award (2013-2020)

Chair, Early Childhood Program Area Scholarship and Awards Committee (2012-2018)

Co-organizer, Early Childhood Program Area Brown Bag Series (Spring 2018)

Graduate Program Coordinator, Early Childhood Education Program Area (2011-2016)

Co-organizer, Zezula Family Lecture on Early Childhood Education, Presenter: Dr. Libby Doggett, Assistant Deputy Secretary of Early Childhood Education, U.S. Department of Education "Early Education in the Spotlight." (October 24, 2014)

Co-organizer, Mithoff Family Invited Lecture Series on Early Childhood Education, Presenter: Dr. Travis Wright "Re-Thinking Resilience for Children Developing in the Midst of Poverty: Towards an Emotionally Responsive Pedagogy." (September 17, 2014)

Co-organizer, The Annual Glickman Lecture, Presenter: Dr. Lilian Katz, "Building a foundation for Young Children." (February, 26, 2013)

Community level

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

Member, Texas Early Education Alliance (2014-present)

Co-organizer, Early Childhood Education Workshop and Teacher Symposium, Presenter: Dr. Lilian Katz, "The Project Approach." (February, 27, 2013)

Member, Texas Association for the Education of Young Children's Public Policy Committee (2008-2010)

Advisor, E3 Alliances Central Texas School Readiness Committee (2008-2009)

Advisor, Austin Independent School District (AISD) Pre-Kindergarten Report Card Committee (2005-2008)

Advisor, Texas Early Childhood Education Coalition (2006-2008)

Advising and Related Student Service

Dissertations Chair (Doctoral)

Joanna Englehardt (2019)
Brian Mowry (2017)
Hye In Jeong (2014)
Yi-Chin Lan (2013)
Debra Bay-Borelli (2011)
Jae-Eun Lee (2011)
Deanna J. Scott (2010)
Elizabeth S. Feger (2009)

Dissertations Co-chair (Doctoral)

Da Hei Ku (2021)
Katherine Puckett (2021)
David P. Barry (2021)
Stacey Joyner (2014)
Jiwon Kim (2008)

Exam Committee Chair (Doctoral)

Katherine Puckett (2020)
David P. Barry (2019)
Da Hei Ku (2019)
Joanna Englehardt (2017)
Brian Mowry (2014)
Heather Mathers (2014)
Stacey Joyner (2013)
Yi Chin Lan (2011)
Hye In Jeong (2010)
Deanna J. Scott (2009)
Jae-Eun Lee (2009)
Beth S. Feger (2007)

Dissertation Committee Member

Lo De Walt (2020)
Jihoon Kim (2020)
Rachyl Jane Stephenson (2019)
Doris Ann Villarreal (2019)

Robert Matthew Scordino (2019)
Alice Miriam Sullivan (2018)
Judith Ringdal Szilgyi (2018)
Luz Alejandra Barraza (2017)
Jeanne Marita Barcelona (2017)
Kiyomi Colegrove (2015)
Michiko Hikida (2015)
Yun Yu Hsieh (2015)
Cesar Navarrete (2015)
Eun A Kim (2014)
Vanessa Morales (2014)
Hyun Su Kim (2013)
Nara Takakawa (2013)
Young Eun Kim (2013)
Shan-Shan Cheng (2012)
Kelly N. Conroy (2012)
Hye Young Jung (2012)
Stephanie Andrews (2011)
Emiko Davis (2011)
Hyun Ju Lee (2011)
Lilian McFarlin (2011)
Yi-Jeng Chen (2011)
Karen Dickerson (2010)
Mi-Hwa Park (2010)
Mi Ai Kim (2010)
Ana Rodriguez (2009)
Kathryn Starkes (2009)
Sara Sherwood (2009)
John Gasko (2008)
Shelly Nicholson (2008)
Jiwon Kim (2008)
Hillary Braud (2007)
Lisa Pflum (2005)

Master's Report Chair

Amelia Druckenbrod (2014)
Brian Mowry (2008)
Jae-Eun Lee (2007)

Master's Report Committee

In Sook Huh (2015)
Xiaoning Sun (2015)
Lisha Zhou (2015)
Sunmin Lee (2014)
Larissa Johnson (2012)
Samantha Gibson (2010)

Yun-Yu Hsieh (2008)

Undergraduate Plan II Honors Thesis Committee Member

Sweta Ganta (2020)

Lauren Koehler (2008)

Courses Taught

Graduate

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

EDC 381R: Introduction to Systems of Human Inquiry

EDC 385G: Social Contexts of Early Childhood Education

EDC 385G: Early Childhood Education Programs

EDC 385G: Critical Perspectives in Early Childhood Education

EDC 385G: Case Study Research

EDC 385G: Curriculum, Teaching, and Assessment in Pre-kindergarten and Kindergarten

EDC 385G: Curriculum Theories for Pre-kindergarten and Kindergarten

Undergraduate

EDC 371G: Teaching Young Children

EDC 371G: Guiding Young Children in Groups

EDC F371: Early Childhood Program Development

On-air interviews

Brown, C. P. (2019, January 22). Should Texas eliminate the high-stakes STAAR test? *The Texas Standard: The national daily news show of Texas*.

<http://www.texasstandard.org/stories/should-texas-eliminate-the-high-stakes-staar-test/>

Brown, C. P. (2017, August 7). Professor: Playtime dwindling in American kindergarten classrooms. *The Kathleen Dunn Show*, Wisconsin Public Radio.

<https://www.wpr.org/professor-playtime-dwindling-american-kindergarten-classrooms>

Brown, C. P. (2017, July 17). Kindergarteners and playtime. *The Matt Townsend Show*, BYURadio. <https://www.byuradio.org/episode/231bb462-9a44-4072-984d-ad0912778135/the-matt-townsend-show-why-we-snap-logic-persuasion-kindergartners-playtime>

Brown, C. P. (2017, May 3). Why Kindergartners Need More Play Time. *Top of the Mind with Julie Rose*, BYURadio. <https://www.byuradio.org/episode/82d89079-a88b-4e89-a096-32467108c50a/top-of-mind-with-julie-rose-climate-of-hope-floating-farms-shopping-for-a-friendly-judge>

Media/Press Mentions

Doleatto, K. (2018, December 24). Is kindergarten getting in the way of learning. *Herald-Tribune*. <https://www.heraldtribune.com/news/20181224/is-kindergarten-getting-in-way-of-learning>

Bonacorsi, M. & Renfro, K. (2016, May 19). Austin ISD expands pre-K3 early childhood education program. *Spectrum News*. <http://www.twcnews.com/tx/austin/news/2016/05/19/austin-isd-expands-pre-k3-early-childhood-education-program.html>

Rapoport, A. (2009, December 14). Does Texas Pre-K work? *The Texas Tribune*. <https://www.texastribune.org/2009/12/14/texas-early-education-funds-flow-through-one-model/>

Statesman Staff. (2011, March 25). Is your kid ready for kindergarten? *Austin American Statesman*. <http://www.statesman.com/lifestyles/parenting/your-kid-ready-for-kindergarten/7tOYdGCnCdGSAdrLkQ5zqL/>

Trower, T. A. (2011, March 10). Red-shirting kindergartners raises new questions for parents. *Austin American Statesman*.

Borsuk, A. J. (2010, July 3). State education policy, like kudzu, is overgrown: Professor compares out-of-control system with weed. *Milwaukee Journal Sentinel*. <http://archive.jsonline.com/news/education/97744709.html/>

Volunteer Work

KUTX (2016-present). Studio 1A Team and Street Team.

Seedling Mentor Program. (2018-2020). Meet weekly with an elementary school student who has a parent who has been incarcerated.