

Curriculum Vitae

Crystal Chen Lee
North Carolina State University
College of Education
Department of Teacher Education and Learning Sciences
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EDUCATION

Doctor of Education in Curriculum and Teaching May, 2017
Teachers College, Columbia University, New York, NY
Areas of Specialization: Literacy Education, Urban and Multicultural Education, Teacher Education
Dissertation: *Critical Literacy as Common Ground: The Possibilities of African Immigrant Girls in New York City Schools and Community-Based Organizations*
Dissertation Awards: AERA Research on Women & Education (RWE) SIG Outstanding Dissertation Award, AAUW American Dissertation Fellowship, Provost Doctoral Dissertation Grant, Dean's Dissertation Grant
Committee: Dr. Michelle Knight-Manuel (chair), Dr. Ernest Morrell, Dr. Maria Paula Ghiso
Master of Education in English Language Arts May, 2009
Rutgers Graduate School of Education, New Brunswick, NJ
Bachelor of Arts in English with a minor in Psychology, Summa Cum Laude May, 2008
Rutgers College, Rutgers University, New Brunswick, NJ
Rutgers College Honors Program

PROFESSIONAL APPOINTMENTS

Assistant Professor of English Language Arts & Literacy August 2017-Present
Department of Teacher Education and Learning Sciences
North Carolina State University, Raleigh, NC

Courses Taught:

ECI 307 Teaching Writing Across the Curriculum
ECI 450 Teaching Methods and Materials in English Language Arts
ECI 451 Student Teaching in English Language Arts
ECI 524 Theory and Research in Global Learning
ED 709 Special Problems in Curriculum and Instruction: Critical Literacy for Social Change
ECI 820/709 Special Problems in Curriculum and Instruction: Critical Theory and Public Engagement

Doctoral Research Fellow, Teachers College, Columbia University 2014-2017
Supervisor: Dr. A. Lin Goodwin

Grant Project: *Teaching Residents @ Teachers College 2 (TR@TC2)*

This multi-faceted mixed method study, funded by a U.S. Department of Education Teacher Quality Partnership Grant (\$7.5 million), examined the experiences of various stakeholders in this urban teacher education program, which prepares teachers of science (STEM), teachers of students with disabilities (Secondary Inclusive), and teachers of students who speak English as a second language (TESOL), in order to inform the development of the program and to contribute to the research base on teacher education and school-based field experiences.

Lead Professional Development Coach, Teachers College, Columbia University 2016-2017
Zankel Urban Fellow Teachers College, Columbia University 2015-2016

Instructor of Record, Teachers College, Columbia University 2014-2017
Course Taught:
C&T 4502: Master's Action Research Project for Literacy Specialists
C&T 4882: Content Area Literacies Institute
C&T 4137: Literacy and Learning in Content Areas
C&T 4098: Academic Reading and Writing

Teaching Assistant , Teachers College, Columbia University Courses as TA: C&T 5502: Qualitative Research Methods C&T 4842: Content Area Literacies Institute	2014-2015
Adjunct Faculty , Montclair University Courses Taught: EDFD 221: Historical Foundations of American Education Read 408: Content Area Literacy: Literacy Teaching and Learning in Elementary Classrooms	2012-2013
Graduate Research Assistant , Teachers College, Columbia University	2012-2015
English Teacher , Bridgewater-Raritan Regional High School	2009-2012
Education Intern , International Justice Mission	Summer 2009
International Leadership Civic Fellow , United States Congress	Summer 2008

SCHOLARSHIP**GRANTS****Funded**

Engaged Scholarship Consortium: Research Grant Grant Title: Writing with Adolescent Girls at CORRAL Riding Academy to Support Transformational Change Principal Investigator: Crystal Lee Co-Investigator: Jose Picart Amount: \$5,000	2020-Present
Catalyst Grant – NC State University Grant Title: Amplifying Youth Voices in University-Community Partnerships Principal Investigator: Crystal Lee Co-Investigator: Jose Picart Amount: \$5,000	2020
Outreach and Engagement Incentive Grant – NC State University Grant Title: The Literacy and Community Initiative Principal Investigator: Crystal Lee Co-Investigator: Jose Picart Amount: \$10,000	2019
Research Grant Writing Support Grant – NC State University Grant Title: The Literacy and Community Initiative Grant Writing Principal Investigator: Crystal Lee Amount: \$3,000	2019
Catalyst Grant – NC State University Grant Title: The Literacy and Community Initiative Principal Investigator: Crystal Lee Co-Investigator: Jose Picart Amount: \$9,922	2018-2019
Faculty Research and Professional Development Grant – NC State University Grant Title: The Roots of Our People: Examining the Narratives and Literacy Practices of Immigrant and First-Generation Latino/a Adolescents in Community Organizations Principal Investigator: Crystal Lee Amount: \$7,500	2018-2019
Provost Doctoral Dissertation Grant – Teachers College, Columbia University Grant Title: Critical Literacy as Common Ground: The Possibilities of African Immigrant	2017

Girls in New York City Schools and Community-Based Organizations
Principal Investigator: Crystal Lee
Amount: \$6,250

American Dissertation Fellowship Grant – American Association of University Women 2016-2017
Grant Title: Critical Literacy as Common Ground: The Possibilities of African Immigrant
Girls in New York City Schools and Community-Based Organizations
Principal Investigator: Crystal Lee
Amount: \$20,000

Dean’s Doctoral Dissertation Grant – Teachers College, Columbia University 2015-2016
Grant Title: Critical Literacy as Common Ground: The Possibilities of African Immigrant
Girls in New York City Schools and Community-Based Organizations
Principal Investigator: Crystal Lee
Amount: \$6,000

Cultural Renewal Prize – Gotham Fellowship, NYC 2015-2016
Grant Title: Scholarlite: Expert research for all
Principal Investigator: Crystal Lee
Amount: \$5,000 (received)

Under review

National Science Foundation (2020) under review
Grant Title: SCC-CIVIC-PG Track A: Shifting the microtransit paradigm towards an equity-centered, community-powered, public system
Principal Investigator: Eleni Bardaka
Co-Investigator: Crystal Lee, Dizaji Hajibabi, Leila Singh, Munindar Singh, Christopher Mayhorn
Amount: \$2,591,600

APPOINTMENTS

NCSU Friday Institute of Educational Innovation Fellow June 2020- Present
NCSU Community Engaged Fellow 2020-Present

AWARDS

NCSU Community Engagement Travel Award (\$500) 2020
AERA Research on Women & Education SIG Outstanding Dissertation Award (\$500) 2018
Triangle Literacy Council Certificate of Commitment 2018
AERA Division K T.E.A.C.H. Seminar Participant 2016
AERA Division K Graduate Student Seminar Participant 2015
Teachers College Minority Scholarship 2015-2016
Arthur Zankel Urban Fellowship (\$10,000) 2014-2015
Teachers College General Scholarship 2013-2015
NJ Dept. of Education Commissioner’s Distinguished Teacher Candidate Nominee 2009
International Leadership Foundation Civic Fellowship 2008
Rutgers Graduate School of Education Commencement Speaker 2009
Rutgers Graduate School of Education Nancy Higginson Dorr Award 2009
Rutgers Graduate School of Education Friends and Alumni Scholarship Award 2008-2009

PUBLICATIONS

*indicates co-author with graduate student

**indicates co-author with high school student/research participant

Peer-Reviewed Journals

- Lee, C. C.**, Dufresne, K.V.*, Relyea, J. (in press). “They are Doers”: Writing to advocate with immigrant youth in community-based organizations. *Journal of Adolescent and Adult Literacy*.
- Cervantes, A.**, Cruz, B.**, Dufresne, K*, Garcia-Galindo, K.**, Hernandez, A.**, **Lee, C. C.**, Schoonover, N.* & Zavala, L.** (in press). Justice poets and proponents: Creating safe spaces for minorities. *Fringes: North Carolina English Language Arts Teachers’ Association Journal*.¹
- Lee, C. C.**, Falter, M. M., & Schoonover, N. R.* (2020). Encountering the affective in Latino immigrant youth narratives. *Reading Research Quarterly*. Advance online publication. <https://doi.org/10.1002/rrq.316> Impact factor: 3.543 (2019)
- Lee, C. C.** (2020). "I Have a Voice": Reexamining researcher positionality with African immigrant girls in New York City. *Multicultural Perspectives*. 22(1), 46-54. <https://doi.org/10.1080/15210960.2020.1728272>
- Roegman, R. Reagan, E. M., Goodwin, A. L., **Lee, C. C.**, & Vernikoff, L. (2020). Reimagining social justice-oriented teacher preparation in current sociopolitical contexts. *International Journal of Qualitative Studies in Education*. Advance online publication. <https://doi.org/10.1080/09518398.2020.1735557> Impact factor: 1.794 (2019)
- Lee, C. C.** & Schoonover N.* (2019). “My Life’s Blueprint”: Publishing critical youth narratives in community-based organizations. *English Teaching: Practice & Critique*, 19(1). 107-120. <https://doi.org/10.1108/ETPC-05-2019-0069> Impact factor: 0.648 (2019)
- Lee, C. C.** & Dickstein, K. (2019). Beyond the book: Taking global action. *English Journal*. 109(1). 114-116.
- Lee, C. C.** Akin, S. & Goodwin, A.L. (2019). Teacher candidates’ intentions to teach: Implications for recruiting and retaining teachers in urban schools. *Journal of Education for Teaching*, 45(5). 525-539. <https://doi.org/10.1080/02607476.2019.1674562> Impact factor: 1.483 (2019)
- Lee, C. C.** (2019). “Invite their languages in”: Community-based literacy practices with multilingual African immigrant girls in New York City. *International Journal of Multicultural Education*. 21(2), 1-22.
- Roegman, R., Pratt, S., Sanchez, S. & **Chen, C.** (2018). Between extraordinary and marginalized: Negotiating tensions in becoming teachers of students with labeled disabilities. *The New Educator*, 14(4), 293-314.
- Reagan, E. M., **Chen, C.**, & Vernikoff, L. (2016). “Teachers are works in progress”: A mixed methods study of teaching residents’ beliefs and articulations of teaching for social justice. *Teaching and Teacher Education*, 59, 213-227. Impact factor: 2.686 (2019)
- Chen, C.**, Desai, K. & Knight-Manuel, M. (2016): Fostering a humanizing pedagogy: Imagined possibilities for African immigrant girls. *Education Leadership Review*. 16(3), 34-41.
- Reagan, E. M., **Chen, C.**, Roegman, R., & Zuckerman, K. (2015). Round and round: Examining teaching residents’ participations in and reflections on education rounds. *International Journal of Educational Research*, 73, 65-76. Impact factor: 1.794 (2019)

¹ All authors have equal authorship and are in alphabetical order.

Papers Under Review

**Indicates alphabetical equal authorship with student participants and graduate research assistants

- Johnston, C. K., Omogun, L. and **Lee, C.C.** (accepted with minor revisions).
Connecting the local to the global and beyond: Examining critical global literacies in the classroom.
Journal of Research in Childhood Education.
- Spires, H., Himes, M. **Lee, C. C.** & Gambino, A. (revise and resubmitted-under review). "We are the future": Critical inquiry and social action in the classroom. *Journal of Literacy Research*.
- Lee, C. C.**, Goodwin, A.L, Akin, S., & McDevitt, S. (revise and resubmitted-under review). Teachers for immigrant students: A multi-case literature review across U.S., Turkey, and Hong Kong. *Teaching and Teacher Education*.
- Goodwin, A.L., **Lee, C. C.**, & Pratt, S.² (under review). The poetic humanity of teacher education: Holistic mentoring for beginning teachers. *Professional Development in Education*.
- Lee, C. C.**, Falter, M. M., & Alston, C. (under review). Antiracist teaching in English language arts: Toward a full humanity. *Language Arts*.

Papers in Preparation

- Lee, C.C.** (in preparation-abstract accepted for special issue). Learning from community-based Latinx immigrant teachers and practices in Latinx immigrant community organizations. *AERA Open*.
- Lee, C. C.**, Jacobs, L., & Mann, J. (in preparation). Writing with dignity: Using mentor texts as a reflective tool for self-transformation. *Urban Education*.
- Lee, C. C.** (in preparation). Critical literacy as leadership. *Teachers College Record*.
- Lee, C. C.**, Reagan, E. M., Vernikoff, L., & Goodwin, A. L. (in preparation) "Learned Passions": A longitudinal examination of teaching for social justice from teacher residency to practice. *Equity and Excellence in Education*.

Book Chapters

- Lee, C. C.**, Schoonover, N.*, Dufresne K.V.* & Picart, J. (in press). The power of literacy for community engagement: Partnering with youth community-based organizations. In N. Stahl & L. Henry (Eds.). In *Literacy Across the Community: A Handbook of Research and Praxis*. Routledge/Taylor & Francis.
- Lee, C. C.** & Goulding, C. (2018). Teaching the acts of witnessing in *Maus* and *Night*. In M. Falter & S. Bickmore (Eds.) *Moving beyond personal loss to societal grieving: Discussing death's social impact through literature in the secondary ELA classroom*. (pp. 149-162). Lanham, MD: Rowman and Littlefield.
- Lee, C. C.** (2018). A critical case for rendering the invisible: The mentorship, scholarship, and leadership of Professor A. Lin Goodwin. In N. Hartlep, A. Kahlon, D. Ball (Ed.), *Asian/American Scholars of Education: 21st Century Pedagogies, Perspective, and Experiences*. (pp. 29-42) Lanham, MD: Rowman and Littlefield.
- Goodwin, A. L. & **Chen, C.** (2016). New knowledges for teacher educating?: Perspectives from practicing teacher educators. In C. Kosnik, S. White, C. Beck, B. Marshall, A. L. Goodwin, & J. Murray (Eds.), *Building Bridges: Rethinking Literacy Teacher Education in a Digital Era* (pp. 149-162).

² All authors have equal authorship and are in alphabetical order.

Rotterdam, The Netherlands: Sense Publishers.

Book Chapters Under Review

- Lee, C. C.**, Dufresne, K.V.* & Jacobs, L.* (abstract accepted-in preparation). Writing girlhood: Narratives of healing among adolescent girls in a community-based organization. In Guzzetti, B. (Eds.). In *Genders, Cultures and Literacies: Understanding Intersecting Identities*. Routledge/Taylor & Francis.
- Lee, C.C.** & Johnston, K. (abstract accepted-in preparation). Global literacies begins with critical empathy. In Spires, H. and Kerkhoff, S. (Eds.). In *Handbook of Global Literacies*. Routledge/Taylor & Francis.
- Goodwin, A.L, McDevitt, S. **Lee, C. C.**, & Akin, S. (abstract accepted—in preparation). Educating a world on the move: Rethinking teacher preparation in the context of mass global migration and increasingly diverse classrooms. In R. Tierney, F. Rizvi, G. Smith and K. Ercikan. (Eds.). In the 4th edition of the International Encyclopedia of Education.

Edited Books³

- Marrero, A.*, McClarnon, D.* Dufresne K.V.*, & **Lee, C.C.** (Ed.) (2019). *A Leg Up*. Raleigh, NC: Literacy and Community Initiative.
- Lee, C. C.**, Schoonover, N.*, Dufresne, K.V.* (Ed.) (2019). *See Unbroken Pieces through the Shadows*. Raleigh, NC: Literacy and Community Initiative.
- Downs, K.V*, **Lee, C. C.**, Picart, J., Schoonover, N.* (Ed.) (2019). *The Voices of Our People: Nuestras Verdades*. Raleigh, NC: Literacy and Community Initiative.
- Lee, C. C.**, Schoonover, N.*, Downs, K.V.* (Ed.) (2019). *Strong and Unbroken*. Raleigh, NC: Literacy and Community Initiative.
- Lee, C. C.** (Ed.) (2018). *Blueprints: Rebuilding Lives and Redesigning Futures*. New York, NY: Student Press Initiative.
- Lee, C. C.** (Ed.) (2018). *The Roots of Our People: From One World to Another—Juntos*. New York, NY: Student Press Initiative.

Book Reviews

- Chen, C.** (2017). Review of *Literacy and history in social action: Immersive approaches to disciplinary literacy thinking, grades 5-12*. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentID=2182>.

Education and Policy Briefs

- Falter, M. M., Alston, C. L., & **Lee, C. C.** (2020). Becoming anti-racist English teachers: Ways to actively move forward [White paper]. North Carolina State University. <https://go.ncsu.edu/antiracist-ela>
- Falter, M. M., Alston, C. L., & **Lee, C. C.** (2020). Becoming anti-racist English teachers. College of Education, North Carolina State University. <https://ced.ncsu.edu/news/anti-racist-ela/>
- Lee, C.C.**, Picart, J. Schoonover, N. & Dufresne, K.V. (2020). The power of youth voices: Bringing a publishing

³ Edited books for community research project. Authors include undergraduate and graduate research assistants.

curriculum to your classroom. Friday Institute Education Brief. Friday Institute of Educational Innovation: North Carolina State University.

<https://www.fi.ncsu.edu/resources/the-power-of-youth-voices-bringing-a-publishing-curriculum-to-your-classroom/>

Wiseman, A., Davis, D., Harrington, A., Spires, H., Bowden, B., Grifenhagen, J., Young, C., Begeny, J., **Lee, C.C.**, Falter, M. M. (2017). *Cultivating Young Readers: Seven Principles for Teaching All Children to Read in a Global Society*. College of Education, North Carolina State University. Retrieved from <https://ced.ncsu.edu/research/cultivating-young-readers/>

Research Reports

Knight, M., Bangura, R., **Chen, C.**, & Desai, K. (2014): Strengthening supplemental literacy supports for culturally and linguistically diverse English language learners: 2013-2014 Literacy Report. Report published for American Educational Research Association.

Curriculum

Chen, C. (2010). Social justice curriculum for high school students: For use in public schools. Retrieved from: <https://www.ijm.org/sites/default/files/IJM-Social-Justice-Curriculum-for-Public-Schools.pdf>.

Chen, C. (2010). Social justice curriculum for high school students: For use in faith-based schools. Retrieved from: <https://www.ijm.org/sites/default/files/ijm-social-justice-curriculum-for-christian-schools.pdf>

Blogs

Falter, M. M., Alston, C. L., & **Lee, C. C.** (2020, July 30). Becoming anti-racist English teachers: Ways to actively move forward. National Writing Project. <https://writenow.nwp.org/becoming-anti-racist-english-teachers-ways-to-actively-move-forward-edae2964180>

Podcasts

Falter, M. M., Alston, C. L., & **Lee, C. C.** (2020, September 29). Becoming an anti-racist ELA teacher [Audio Podcast]. Issues Now! Conversations about Equity Podcast. Retrieved from: <https://open.spotify.com/episode/2kYt1Koek9xIKKj47CN7VA?si=5bVxZv1PT52Or4heVMtAtQ>

Falter, M. M., Alston, C. L., & **Lee, C. C.** (2020, September 29). Becoming anti-racist English teachers: Taking action steps. National Writing Project (NWP) Radio. Retrieved from: <https://soundcloud.com/nwpradio/becoming-anti-racist-english-teachers-taking-action-steps>

CONFERENCE PRESENTATIONS

REFERREED: INTERNATIONAL AND NATIONAL

Vehabovic, N.* & **Lee, C. C.** (under review). Healing “Our Home”: The lived experiences of African girls from refugee backgrounds. Paper submitted to the annual meeting of the American Educational Research Association [Virtual].

Goodwin, A.L, McDevitt, S. **Lee, C. C.**, & Akin, S. (under review). Educating the world in our classrooms: Preparing teachers for immigrant students. Paper submitted to the annual meeting of the American Educational Research Association [Virtual].

Lee, C. C., Dufresne, K.V.*, & Relyea, J. (under review). Dreamers and Doers: Writing to advocate with immigrant youth in community-based organizations. Paper submitted to the annual meeting of the American Educational Research Association [Virtual].

Dufresne, K.V.* and **Lee, C.C.** (2021, January). ‘I Still Believe in Myself’: Amplifying the Voices of

Marginalized and Underserved Youth. Paper will be presented at the Modern Language Association Conference. Toronto, Canada.

Lee, C.C., Marciano, J., VanDerHeide, J., and Watson, V. (2020, November). “Amplifying Youth Voices and Songs in University-Community Partnerships.” Panel will be presented at the National Council for Teachers of English Annual Conference, Denver, CO.

Johnston, K., Omogun, L., **Lee, C.C.** (2020, November). “Connecting the local to the global and beyond: Examining critical global literacies in the classroom.” Paper will be presented the National Council for Teachers of English Annual Conference, Denver, CO.

Dufresne, K.V.*, Watts-Offret, P*., **Lee, C.C.** and Picart, J. (2020, April). ‘I am Part of This Dream’: Publishing Student Narratives to Promote Equity in North Carolina. Paper presented at NC State University Gender & Equity Research Symposium.

Lee, C. C., Goodwin, A.L, Akin, S., & McDevitt, S. (2020, April). Teaching immigrant students for social justice: A multi-case perspective across U.S., Turkey, and Hong Kong. Paper accepted at the annual meeting of the American Educational Research Association, San Francisco, CA. Conference cancelled.

Lee, C. C. & Schoonover N. *(2020, April). “My Life’s Blueprint”: Publishing critical youth narratives in community-based organizations. Paper accepted at the annual meeting of the American Educational Research Association, San Francisco, CA. Conference cancelled.

Lee, C. C., Falter, M. & Schoonover N. *(2019, December). Embracing the tingles and tensions: The affective narratives of immigrant students in community-based organizations. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Lee, C. C. & Schoonover N.* (2019, December). “What was, what is, what will be”: Centering youth narratives in community-based organizations. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Schoonover, N.*, Downs, K.V.*, & **Lee, C. C.** (2019, November). Empowering student exploration in community-based organizations: Guiding youth in advocating, writing, and sharing their journeys through a publishing curriculum. Paper will be presented at the annual meeting of the National Council for Teachers of English Conference, Baltimore, MD.

Dickstein, K., Jishi, M., Piol, B. B. G. & **Lee, C.C.** (2019, November). How to take action beyond the book: Think global, act local. Paper presented at the annual meeting of the National Council for Teachers of English Conference, Baltimore, MD.

Goodwin, A.L., **Lee, C. C.,** & Akin, S. (2019, August). Teacher preparation for immigrant students: A comparison of Turkey, Hong Kong and the U.S. Paper will be presented at the annual meeting of the World Education Research Conference, Tokyo, Japan. (Author only)

Akin, S., **Lee, C. C.,** & Goodwin, A.L. (2019, September). Teachers for all (migrant) children: What are we doing? What do we need to do?. Paper will be presented at the annual meeting of the European Conference on Educational Research, Hamburg, Germany. (Author only)

Spires, H., Himes, M. & **Lee, C. C.** (2019, April). “We are the future”: Embracing the potential for critical literacy and social action. Paper will be presented at the annual meeting of the American Educational Research Association, Toronto, Canada. (Author only)

Lee, C. C. & Goulding, C. (2018, November). Teaching the acts of witnessing in *Maus* and *Night*. Paper presented at the annual meeting of the National Council for Teachers of English Conference, Houston, TX.

- Lee, C.C.** (2018, October). The roots of our people: Examining the narratives and literacy practices of immigrant and first-generation Latina/o adolescents in community organizations. Paper presented at the annual meeting of the Education and Social Justice Conference, Honolulu, HI.
- Lee, C.C.** (2018, May). Finding common ground among African immigrant girls in NYC schools: The possibilities of qualitative educational research in schools and communities. Poster presented at the annual meeting of the International Institute of Qualitative Methods Conference, Banff, Alberta, Canada.
- Lee, C. C., Akin, S. & Goodwin, A.L.** (2018, April). "I'd like to be a part of that": Prospective teachers' articulations of their teaching intentions. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Wiseman, A., **Lee, C.C.** & Atkinson, A. (2018, February). Engaging the voices of the margins: Using a critical lens to hear the narratives of the community. Paper presented at the annual meeting of the National Council of Teachers of English Assembly for Research, Towson, MD.
- Goodwin, A.L., **Lee, C. C.** & Horn, C. (2018, March). Cities as partners: Learning from communities in an urban teacher residency. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Baltimore, MD.
- Lee, C. C.** (2017, December). "What they bring to the table": In pursuit of social justice with communities and African immigrant girls in New York City. Paper presented at the annual meeting of the Education and Social Justice Conference in Honolulu, HI.
- Lee, C.C., Desai, K. & Knight-Manuel, M.** (2017, October): Fostering a humanizing pedagogy: Imagined possibilities for African immigrant girls. Paper presented at the annual meeting of the Research on Women and Education Conference in Salt Lake City, UT.
- Goodwin, A. L., **Chen, C.** & Horn, C. (2017, August). Partnering with cities to enrich teacher preparation curriculum. Paper presented at the annual meeting of the European Conference on Educational Research, Copenhagen, Denmark. (Author only)
- Vernikoff, L., Roegman, R., Reagan, E., Goodwin, A.L., & **Chen, C.** (2017, August). Reforming and reimagining within teacher education. Paper presented at the annual meeting of the European Conference on Educational Research, Copenhagen, Denmark. (Author only)
- Goodwin, A. L., **Chen, C.** & Horn, C. (2017, April). Learning from the city: Communities as resources in urban teacher education. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX. (Author only)
- Roegman, R., Reagan E. M., Goodwin, A.L., **Chen, C.**, & Vernikoff, L. (2017, April). Revolutionary, evolutionary, or purposeful: Reimagining social justice-oriented teacher preparation. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Chen, C., Vernikoff, L., Goodwin, A. L. Reagan, E. M., & Roegman, R.** (2017, March). Purposeful change: Reimagining in an urban teacher residency program. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Tampa, FL.
- Chen, C., Akin, S. & Goodwin, A.L.** (2016, August). Prospective teachers' articulations of their intentions to teach: Implications for recruiting quality candidates and retaining them in the profession. Paper presented at the annual meeting for the European Conference on Educational Research, Dublin, Ireland.

- Pratt, S., Goodwin, A.L., & **Chen, C**⁴. (2016, April). The poetic humanity of teacher education. Paper presented at the annual meeting for New England Educational Research Organization, Portsmouth, NH.
- Chen, C.**, Reagan, E. M., Vernikoff, L., & Goodwin, A. L. (2016, April). Articulations on teaching for social justice: A longitudinal study from residency to practice. Paper presented at the “Pedagogical Possibilities for Quality Teacher Preparation in an Urban Teacher Residency Program” symposium for the annual meeting for the New England Educational Research Organization, Portsmouth, NH.
- Chen, C.** (2016, April). The pedagogy of witness: Illuminating historical, present, and future humanity in a high school English classroom. Paper presented at the annual meeting for the American Association for the Advancement of Curriculum Studies, Washington, D.C.
- Chen, C.**, Reagan, E. M., Vernikoff, L., & Goodwin, A. L. (2016, April). “Learned Passions”: A longitudinal examination of teaching for social justice from teacher residency to practice. Paper presented at the annual meeting for the American Educational Research Association, Washington, D.C.
- Chen, C.** (2015, April). “The transformative power of critical literacy and social praxis: The imagined and real possibilities of African immigrant girls in New York City public schools.” Paper presented at the annual meeting for the American Educational Research Association, Chicago, IL.
- Reagan, E. M., **Chen, C.**, & Vernikoff, L. (2015, April). “Teachers are works in progress”: A mixed methods study of teaching residents’ beliefs and articulations on teaching for social justice. Paper presented at the annual meeting for the New England Educational Research Association, Portsmouth, NH. Paper presented at the annual meeting for the American Educational Research Association, Chicago, IL.
- Knight, M., **Chen, C.**, & Desai, K. (2015, April): Empowering literacy practices among African immigrant girls. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Knight, M., **Chen, C.**, Desai, K. (2014, March): Collaborative culturally grounded inquiry: Examining literacy practices with/for African immigrant girls. Paper presented at the annual meeting of the Culturally Relevant Education and Assessment Conference, Chicago, IL.
- Knight, M., Bangura, R., **Chen, C.**, Desai, K., & Diabete, W. (2014, April): Strengthening supplemental literacy supports for culturally and linguistically diverse English language learners: Examining literacy practices among African immigrant girls. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Reagan, E. M., Roegman, R., Zuckerman, K. & **Chen, C.** (2014, April). Round and round: Examining teaching residents’ reflections on education rounds in an urban teacher resident program. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Roegman, R., Pratt, S., Sanchez, S. & **Chen, C.** (2014, April). Between extraordinary and marginalized: Negotiating tensions in becoming teachers of students with labeled disabilities. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Roegman, R., Pratt, S., Sanchez, S. & **Chen, C.** (2014, April). Who am I? Identity development of preservice teachers of students with disabilities. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Indianapolis, IN.

INVITED TALKS AND PRESENTATIONS

- Lee, C. C.** (2020, October). Writing with Adolescent Girls at CORRAL Riding Academy to Support Transformational Change. Engaged Scholarship Grant Award Winner Presentation. Engaged Scholarship Consortium. [Virtual]

⁴ All authors have equal authorship and are in reverse alphabetical order.

- Lee, C. C. & Picart, J.** (2020, October). Amplifying Youth Voices in University-Community Partnerships. Catalyst Grant Symposium. Friday Institute of Educational Innovation. [Virtual]
- Byrd, C.M., & **Lee, C.C.** (2020, August). Activating youth voices: Promoting activism and advocacy in teens and young adults. Webinar. North Carolina State University. <https://go.ncsu.edu/studentactivism>.
- Lee, C.C.** (2020, July). Conducting community-based research and work with urban youth. Invited virtual class speaker for University of Maryland-College Park. College Park, MD.
- Falter, M. M., Alston, C. L., & **Lee, C. C.** (2020, June). Exploring next generation education: Becoming an anti-racist ELA teacher. Webinar. Friday Institute of Educational Innovation. <https://www.youtube.com/watch?v=4kvxtEmZN2Q&feature=youtu.be>
- Lee, C.C. & Falter, M.** (2020, June). Empowering writers through supportive feedback. Webinar. Friday Institute of Educational Innovation. <https://go.ncsu.edu/writingfeedback>
- Lee, C.C. & Edgington, C.** (2020, April). Addressing the social and emotional needs of students through distance learning. Invited speaker and coach for North Carolina Department of Public Instruction Remote Learning Sessions.
- Lee, C.C.** (2020, February). Innovative methodologies: Breaking barriers between researchers and participants in educational research. Invited panelist at the NC State College of Education Research Celebration.
- Picart, J., **Lee, C. C.**, & Schoonover, N.* (2019, March). The Literacy and Community Engagement Initiative. Invited speaker at Friday Institute Cross-Talk. NC State University.
- Lee, C.C.** (2019, February). Finding common ground among African immigrant girls in NYC schools: The possibilities of qualitative educational research in schools and communities. Poster presented at the NCSU College of Education Research Celebration.
- Lee, C.C.** (2018, October): Critical literacy as common ground: The possibilities of African immigrant girls in New York City schools and community-based organizations. Dissertation award address presented at the annual meeting of the Research on Women and Education Conference in San Antonio, TX.
- Lee, C.C.** (2018, October). Conducting community-based research with immigrant students. Invited virtual class speaker for Hawaii Pacific University, Honolulu, HI.
- Lee, C.C.** (2018, September). An inside look into NYC public schools. Invited session speaker for Faith and Work Conference, New York, NY.
- Lee, C. C.** (2017, September). Supporting immigrant students in urban classrooms. Invited moderator for panel presentation in #TeacherasActivist Series, Teachers College, Columbia University, New York, NY.
- Chen, C.** (2016, May). Reimagining observations: Reflective teacher education rounds in clinical practice. Invited speaker for Supervisor Conference at Teachers College, Columbia University.
- Chen, C.** (2016, June). Critical engagements for social justice. Invited workshop speaker for Peace Corps Fellows Summer Institute at Teachers College, Columbia University.
- Desai, K., **Chen, C.**, & Knight-Manuel, M. (2016, February). Sauti Yetu: Engendering belonging for/with African immigrant girls through culturally relevant teaching. Invited workshop speakers for “And Still We Rise” Conference at Teachers College, Columbia University.
- Chen, C.** (2015, November). Critical perspectives on literacy among African immigrant girls in New York City.

Invited panel speaker for “Transnational Perspectives on Immigration and Curriculum: Undertaking Theoretical Reflections” at Teachers College, Columbia University.

GUEST LECTURES AND PRESENTATIONS (INTERNAL)

*indicates undergraduate student

Lee, C. C., & McClarnon, D.* (2019, March). Culturally relevant pedagogy and amplifying student voices. Invited speaker in ECI 307: Teaching Writing Across the Curriculum (Dr. Michelle Falter).

Lee, C. C. (2019, November). Qualitative research in community-based organizations. Invited speaker in ECI 307: Teaching Writing Across the Curriculum (Dr. Jenn Ascuye).

Lee, C. C. (2018, June). Exploring identity with poetry. Invited workshop speaker in Juntos Summer Academy (NC State DASA).

Lee, C. C. (2017, November). Community-based literacy with African immigrant girls. Invited speaker in ECI 745: Literacy Theory and Research (Dr. Angela Wiseman).

SERVICE TO THE UNIVERSITY

North Carolina State University

University Service

Wake Community-University Partnership Faculty Partnership	2020-Present
Culture of Innovation Committee (FI)	2020-Present
Recruiting Diverse Faculty University Committee	2018-Present
Juntos Summer Academy Planning Committee	2018

College Service

American Education Week College Committee	2018, 2019, 2020
Passport to Success Mentor	2018, 2019
Committee Member, Ed. Council Spotlight Awards Committee	2018, 2019

Department Service

TELS Branding Committee	2020-Present
TELS Speaker Series Department Committee	2017, 2018

Teachers College, Columbia University

Doctoral Mentor, Department of Curriculum and Teaching	2015-2017
Departmental Doctoral Student Senator, Teachers College, Columbia University	2012

SERVICE TO THE PROFESSION

Reviewer, AERA Conference Proposals	2020
Reviewer, NCTE Conference Proposals	2020
Reviewer, Peer Reviewed Journals	2014-Present

Journal of Teacher Education

Journal of Literacy Research

Reading Research Quarterly

English Teaching: Practice & Critique

International Journal of Multicultural Education

Critical Inquiry in Language Studies

Urban Education

Fringes- NC ELA Journal

Middle Grades Review

Editorial Board, <i>Dialogues</i>	2017-2018
Reviewer, AERA 2017 Annual Conference Submissions	2016
Chair, Division K Roundtable Sessions, AERA 2016, Washington, DC	2016

PROFESSIONAL ASSOCIATIONS

American Educational Research Association, Member	2013-Present
Division G, Division K, Family, School, and Community Partnerships SIG, Critical Educators for Social Justice SIG, Research on Women & Education SIG, Writing & Literacies SIG	
Literacy and Research Association, Member	2019-Present
National Council of Teachers of English, Member	2018-Present
NCTE Asian-American Caucus	
Phi Beta Kappa Society, Member	2007-Present
Cap and Skull Honor Society, Member	2008-Present

SERVICE TO THE COMMUNITY

CORRAL Riding Academy Board of Directors Member, Cary, NC	2020-Present
New City Fellows Teaching Assistant, Center for Public Christianity, Raleigh, NC	2019-2020
Worship Ministry Vocalist, Holy Trinity Anglican Church, Raleigh, NC	2019-Present
First Impressions Team Member, Summit Church, Raleigh, NC	2017-August 2018
Justice Advocate, International Justice Mission	2009-2016
Worship Ministry Leader, Rutgers Community Christian Church, Somerset, NJ	2016
Gotham Fellow, Center for Faith and Work, New York, NY	2014-2015
Community Group Leader, Redeemer Presbyterian Church, New York, NY	2013-2014

CERTIFICATIONS

New Jersey Department of Education: Teacher of English Certification (Grades 6-12)

LANGUAGES

Mandarin Chinese: Native Speaker

STUDENTS

PhDs completed as Chair or Co-Chair (Total = 0)
PhDs in progress as Chair or Co-Chair (Total = 2)
2020-Present Jennifer Mann (Chair)
2020-Present Lonnie Manns (Co-Chair)
PhDs completed as Committee Member (Total = 1)
2017-2020 Nermin Vehabovic
PhDs in progress as Committee Member with proposal defended (Total = 2)
2018-Present Ashley Atkinson
2020-Present Haruna Suzuki
PhDs in progress as Committee Member with comprehensive exams defended (Total = 2)
2019-Present Lili Wang
2019-Present Tamika McElveen

PhDs in progress as Committee Member (Total = 3)
2020-Present Kevin Singer
2020-Present Angela Gay
2020-Present Michael Anderson
2020-Present Laura Jacobs
Masters completed as Chair or Co-Chair (Total = 0)
Masters in progress as Chair or Co-Chair (Total = 1)
2020-Present Janell Miller