

STEPHANIE BEHM CROSS

Current and Complete Vita (updated January 2021)

Contact Information:

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Address: 30 Pryor Street, Atlanta, GA 30303

EDUCATION AND PROFESSIONAL EXPERIENCE

Education:

Ph.D., Curriculum & Instruction—August 2008

College of Liberal Arts & Human Sciences

Virginia Polytechnic Institute and State University

Dissertation: Preservice Elementary Teachers' Learning with Mathematics Curriculum

Materials During Preservice Teacher Education, Committee: Gwendolyn M. Lloyd

(Chair), Vanessa Pitts Bannister, Jesse Wilkins, Anderson Norton

M.A.T., Curriculum & Instruction: Mathematics Education—May 2003

College of Human Resources & Education

Virginia Polytechnic Institute and State University

Certified to teach mathematics grades 6-12

B.A., Interdisciplinary Studies: Mathematics and Business—August 2001

College of Arts & Sciences

Virginia Polytechnic Institute and State University

Professional Experience:

2019- Georgia State University, Atlanta GA
Position: Associate Professor, with Tenure
College of Education and Human Development
Department of Middle and Secondary Education

2011-2019 Georgia State University, Atlanta GA
Position: Assistant Professor, Tenure-Track
College of Education and Human Development
Department of Middle and Secondary Education
(note: tenure clock stopped for FMLA in 2011 and 2013)

2009-2011 Georgia State University, Atlanta GA
Position: Clinical Assistant Professor
College of Education and Human Development
Department of Middle and Secondary Education

- 2007-2009 Community School of Davidson, Davidson, NC
Position: Middle Grades Mathematics and Science Teacher
- 2003-2007 Virginia Tech, Blacksburg, VA
Position: Graduate Research Assistant, College of Arts and Sciences:
Mathematics Department
- 2003-2004 Virginia Tech, Blacksburg, VA
Position: Supervisor of Student Teachers, College of Human Resources and
Education: Department of Teaching and Learning
- 2002-2004 University of Virginia, Charlottesville, VA (summers 2002, 2003, 2004)
Position: Curriculum Writer, School of Education
- 2001-2003 Virginia Tech, Blacksburg, VA
Position: Graduate Teaching Assistant, College of Arts and Sciences:
Mathematics Department

RESEARCH AND SCHOLARLY ACTIVITY

Scholarly Writings in Journals, Books, Monographs, and Reviews (* indicates co-authorship with a student)

Peer-reviewed Journal Articles:

Hackett, J., Williams, R., Davis, C., **Cross, S. B.**, Behizadeh, N., Hearn, E. (2021). Tensions in designing a third space in a justice-oriented teacher residency: Toward an authentic collaborative for clinical practice. *Peabody Journal of Education*.

Favors, S.*, Neely, A.*, Chisholm, G.*, & **Cross, S. B.** (2020). Discomfort, resistance, and othering: A poetic inquiry into urban teacher preparation program redesign. *Journal of African American Women and Girls in Education*.

Davis, C., & **Cross, S. B.** (2020). When whiteness clouds mindfulness: Using critical ethnography to examine mindfulness trainings for educators in urban schools. *Equity & Excellence in Education*, 53(4), 583-597.

Cannon, S. O., & **Cross, S. B.** (2020). Writing excess: Theoretical waste, responsibility, and post qualitative inquiry. *Taboo: Journal of Culture and Education*, 19(3), 89-112.

Cross, S. B., Cannon, S. O., Williams, M. J., Hale, J. J.*, Donovan, M. K., Thomas, C. O., Chea, M., Bryant, M.*, & Downey, C. A. (2020). Criticality and the narrative inquiry table: Travel stories and tensions. *Curriculum and Teaching Dialogue*, 22.

Cross, S. B., Bayazit, N., & Dunn, A. H. (2019). Whiteness as a dissonant state: Exploring one white male student teacher's experiences in urban contexts. *Journal of Teacher Education, 70*(4), 306-318.

Behizadeh, N., Thomas, C.*, & **Cross, S. B.** (2019). Reframing for social justice: The influence of critical friendship groups on preservice teachers' reflective practice. *Journal of Teacher Education, 70*(3), 280-296.

Cross, S. B., Behizadeh, N., & Holihan, J.* (2018). Critically conscious or dangerously dysconscious?: An analysis of teacher candidates' concerns in urban schools. *The Teacher Educator, 53*(2), 124-149.

Cross, S. B., Dunn, A. H., & Dotson, E. K. (2018). The intersections of selves and policies: A poetic inquiry into the hydra of teacher education. *Education Policy Analysis Archives, 26*(29), 1-34. <http://dx.doi.org/10.14507/epaa.26.2813>

Henning, N., Dover, A., Dotson, E. K., Agarwal-Rangath, R., Clayton, C. D., Donovan, M. K., Cannon, S. O., **Cross, S. B.,** & Dunn, A. (2018). Navigating the contested terrain of teacher education policy and practice: Authors respond to SCALE. *Education Policy Analysis Archives, 26*(31), 1-14. <http://dx.doi.org/10.14507/epaa.26.3745>

Behizadeh, N., Thomas, C.*, & **Cross, S. B.** (2017). Reframing for social justice: The influence of critical friendship groups on preservice teachers' reflective practice. *Journal of Teacher Education, 1-17*. Published online first: <https://doi.org/10.1177/0022487117737306>.

Cross, S. B. (2017). Whiteness in the academy: Using vignettes to move beyond safe silences. *Teaching in Higher Education, 1-9*. Available at <http://www.tandfonline.com/eprint/jhZTqIs6GcS8WNEybzMC/full>.

Cross, S. B. (2017). The borderland spaces between narrative inquiry and funded grant work. *Curriculum and Teaching Dialogue, 19*(1-2), 142-148.

Cross, S. B., & Thomas, C.* (2017). Mitigating new teacher burnout: How reimagined partnerships could support urban middle level teachers. *Middle Grades Review, 3*(1), 1-9. Available at: <http://scholarworks.uvm.edu/mgreview/vol3/iss1/3>.

Cross, S. B. (2016). Reexamining pitfalls of experience in urban teacher preparation. *Journal of Urban Learning, Teaching, and Research, 12*, 116-123.

Jett, C. C., & **Cross, S. B.** (2016). Teaching about diversity in black and white: Reflections and recommendations from two teacher educators. *The New Educator, 12*(2), 1-16.

Cross, S. B., & Dunn, A. H. (2016). "I don't know of a better way to prepare to teach:" A case study of paired student teaching abroad. *Teacher Education Quarterly, 43*(1), 71-90.

Dunn, A. H., Dotson, E. K., **Cross, S. B.**, Kesner, J., & Lundahl, B. (2014). Reconsidering the local after a transformative global experience: A comparison of two study abroad programs for preservice teachers. *Action in Teacher Education*, 36(4), 283-304.

Cross, S. B., & Bayazit, N. (2014). Helping preservice mathematics teachers connect theory and practice: Using reading, writing, and observation protocols to structure field experiences. *Teacher Education Quarterly*, 41(2).

Lloyd, G. M., & **Behm, S. L.** (2005). Preservice elementary teachers' analysis of mathematics instructional materials. *Action in Teacher Education*, 26(4), 48-62.

Chapters in Books (Refereed):

Chao, T., Hale, J. J.*, & **Cross, S. B.** (2017). Using clinical interviews and case studies in math methods courses to empower pre-service teachers to abandon deficit lenses: A conversation among three critical math educators. In S. Kastberg, A. Tyminski, A. Lischka, & W. Sanchez (Eds.), *Building Support for Scholarly Practices in Mathematics Methods* (pp. 117-131). Association of Mathematics Teacher Educators.

Cross, S. B., Tanguay, C.*, Cannon, S. O.*, Williams, M. J.*, & Hale, J. J.* (2017). It's time for a "Reboot": Shifting Preservice Teacher Education from Business Capital to Professional Capital. In R. Flessner & D. R. Lecklider (Eds.), *Case Studies of Clinical Preparation in Teacher Education: An Examination of Three Teacher Preparation Partnerships* (pp. 29-54). Lanham, Maryland: Rowman and Littlefield.

Cross, S. B., Underwood, M., Hearn, E., Taylor, S., & Parrish, C. (2017). The new teacher residency project: Multiple layers of support and collaboration. In R. Flessner & D. R. Lecklider (Eds.), *Case Studies of Clinical Preparation in Teacher Education: An Examination of Three Teacher Preparation Partnerships* (pp. 17-28). Lanham, Maryland: Rowman and Littlefield.

Underwood, M., Hearn, E., **Cross, S. B.**, & Tanguay, C.* (2017). The new teacher residency project: Motivation, partnership history, and the residency plan. In R. Flessner & D. R. Lecklider (Eds.), *Case Studies of Clinical Preparation in Teacher Education: An Examination of Three Teacher Preparation Partnerships* (pp. 3-16). Lanham, Maryland: Rowman and Littlefield.

Behm, S. L., & Lloyd, G.M. (2009). Factors influencing student teachers' use of mathematics curriculum materials. In J. T. Remillard, B. A. Herbel-Eisenmann, & G. M. Lloyd (Eds.), *Mathematics Teachers at Work: Connecting Curriculum Materials and Classroom Instruction* (pp. 205-222). New York: Routledge.

Books and Monographs:

Lloyd, G. M., Wilson, M., Wilkins, J. L. M., & Behm S. L. (Eds.). (2005). *Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* [CD-ROM]. Eugene, OR: All Academic.
<http://www.pmena.org/pmenaproceedings/PMENA%2027%202005%20Proceedings.pdf>

Published Proceedings (Refereed):

Cannon, S. O.,* & Cross, S. B. (2016). Questions of truth: Ethical and moral wanderings in middle grades mathematics classrooms and research. In *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Tucson, AZ: All Academic.

Cannon, S. O.,* Myers, K.,* Cross, S. B. (2016). Mathematics as (double) gatekeeper, student as bordercrosser. In *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Tucson, AZ: All Academic.

Cross, S. B. & Cannon, S.* (2015). “You don’t ask Paul Simon to do a duet with Nickelback”: Examining mathematics teacher collaboration. In *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. East Lansing, MI: All Academic.

Bayazit, N., & Cross, S. B. (2013). “I hate that kids hate math: The power of content passion in student teaching practices. In *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Chicago: All Academic.

Cross, S. B. (2011). Preservice elementary teachers’ uses of mathematics curriculum materials: The role of disequilibrium and human resources. In *Proceedings of the 33rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Eugene, OR: All Academic.

Behm, S. L., & Lloyd, G. M. (2005). The issue of flexibility in one student teacher's use of mandated curriculum materials and other instructional resources. In G. M. Lloyd, M. Wilson, J. L. M. Wilkins, & S. L. Behm (Eds.), *Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* [CD-ROM]. Eugene, OR: All Academic.

Behm, S. L., & Wilkins, J. L. (2004). Quantitative literacy: The creation of a framework to analyze instructional materials for the promotion of a literate society. In D. E. McDougall & J. A. Ross (Eds.), *Proceedings of the 26th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 343-349). Toronto: OISE/UT.

Other Scholarly Writings:

Manuscripts/Presentations Under Review:

Cross, S. B., Dunn, A. H., Smith, R. *, & Hale, J. * (submitted January 2021 to *The SOJO Journal: The Journal of Educational Foundations and Social Justice*). Critical engagement during student teaching: Exploring entanglements of relationships, resistance, and responsibility.

Presentations at Professional Meetings:

Davis, C., & Cross, S. B. (2021, April). *Awareness without Action: How a Justice-Oriented Teacher Residency Program Perpetuates Ideological Whiteness*. Annual Meeting of the American Educational Research Association, virtual due to COVID-19).

Cannon, S., & **Cross, S. B.** (2021, April). *What Pedagogies Produce: Teaching Responsible/Response(able) Qualitative Inquiry*. Annual Meeting of the American Educational Research Association, virtual due to COVID-19).

Cross, S. B., & Davis, C. (2020, October). *Go for Broke: Possibilities & Tensions in Critical Co-Ethnographic Partnerships*. Paper presentation accepted for the National Association for Multicultural Education (NAME). (Virtual due to COVID-19).

Davis, C., & **Cross, S. B.** (2020, April). *When Whiteness Clouds Mindfulness: Exploring Cognitively Based Compassion Trainings for Teachers* [Paper session]. Annual Meeting of the American Educational Research Association, San Francisco, CA
<http://tinyurl.com/s44nqxy> (Conference Canceled due to COVID-19)

Davis, C., & **Cross, S. B.** (2019, November). *Mindfulness that Binds: A Critical Co-Ethnography on Whiteness & Mindfulness*. Paper presentation at the National Association for Multicultural Education (NAME). Tucson, AZ.

Behizadeh, N., **Cross, S. B.,** Davis, C., Williams, R. F., Hackett, J., Duff, R. (2019, October). *Innovations in Teacher Preparation and Development for Urban Schools: The CREATE Residency Program at GSU*. Annual Sources of Urban Educational Excellence Conference. Atlanta, GA.

Cross, S. B., Dunn, A. H., Smith, R., Hale, J. (2018, November). *The Intersections of Race, Engagement, and Critical Consciousness in Student Teaching and Student Teachers*. Upcoming presentation at the National Association for Multicultural Education (NAME). Memphis, TN.

Hackett, J., Behizadeh, N., **Cross, S. B.** (2018, March). *Community-Based Teacher Education: Data from Experiences within an Urban Teacher Residency*. Presentation at the

Annual Meeting of the American Association of Colleges for Teacher Education (AACTE). Baltimore, MD.

Cross, S. B., Jones-Williams, M., & Thomas, C. (2017, November). *Listening to Teachers of Color: Using Story to Reconsider the Design of Initial Teacher Preparation*. Presentation at the National Association for Multicultural Education (NAME). Salt Lake City, Utah.

Cross, S. B., Hearn, E., & Gordon-Gunter, F. (2017, June). *Critical collaborative partnerships: How working across university, district, and school spaces makes imagined futures a reality*. Presentation at the Georgia Innovation Summit 2017. Athens, GA.

Behizadeh, N., Thomas, C., & **Cross, S. B.** (2017, April). *The Impact of critical friendship groups on preservice teachers: Reframing deficit views through collaborative reflection*. Paper presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.

Cross, S. B., Bayazit, N., & Dunn, A. H. (2017, February). *Using Critical Whiteness to Explore A Mathematics Teacher Candidate's Experiences with Dissonance in Urban Contexts*. Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Cannon, S., Myers, K., & **Cross, S. B.** (2016, November). *Mathematics as (double) gatekeeper, Student as Border Crosser: A case study*. Presentation at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Tucson, Arizona.

Bryant, M.*, Cannon, S. O.*, Chea, M.*, **Cross, S. B.**, Donovan, M.*, Downey, C. A., Hale, J. J.*, Thomas, C.*, Williams, M. J.* (April, 2016). *Coming to the Table through Narrative Inquiry: Inductions and Transitions*. Paper to be presented at the Symposium titled, "Living Research and Telling Narratives" at the Annual Meeting of the American Educational Research Association.

Hearn, E., Hancock, K., **Cross, S. B.**, Cannon, S.O.* (2015, May) *CREATE-ing Opportunities for Collaboration within and across schools: Examination of an innovative teacher induction program*. Annual Sources of Urban Educational Excellence Conference. Atlanta, GA.

Cross, S. B., Smith, R.*, & Hale, J. J.* (2015, April). *I am forever affected by these students: Critically engaged student teachers in urban field placements*. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

Tanguay, C.*, **Cross, S. B.**, Hearn, E. (2015, February). *Case studies of clinical preparation in teacher education*. Panel discussion at the Annual Meeting of the American Association of Colleges for Teacher Education (AACTE). Phoenix, AZ.

Bayazit, N., & **Cross, S. B.** (2015, February). *"I feel like a boxer": Student teachers'*

strategies for alleviating cognitive dissonance in the field. Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators. Orlando, FL.

Dunn, A. H., Dotson, E. K., & **Cross, S. B.** (2014, October). *Reimagining one's place in a diverse world: Comparing preservice teachers' experiences in two study abroad programs.* Paper presented at The American Educational Studies Association (AESAs) & The International Association of Intercultural Education (IAIE) Joint Conference. Toronto.

Cross, S. B., Bayazit, N., Hale, J. J.* (2014, February). *Redefining success for teacher and student: One mathematics student teacher's journey.* Presentation at the Annual Meeting of the Association of Mathematics Teacher Educators. Irvine, CA.

Bayazit, N., **Cross, S. B.**, & Hale, J. J.* (2014, February). *Mathematics teachers' perceptions of the nature of mathematics.* Presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Bayazit, N., & **Cross, S. B.** (2013, November). *"I hate that kids hate math": The power of content passion in student teaching practices.* Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Chicago, Illinois.

Cross, S. B., Tanguay, C.*, Hearn, E., Williams, M. J.* (2013, May). *Using critical friends protocols to empower pre-service teachers and teachers in the induction phase.* Georgia Induction Summit 2013: Attaining New Heights Through Teacher and Principal Induction, Atlanta, GA.

Cross, S. B., Smith, R.*, & Hale, J.* (2013, April). *Two student teachers' success in urban field placements: A tale of risk, responsibility, and relationships.* Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

Cross, S. B., Tanguay, C.*, Jones-Williams, M.*, Dumas, H.* (2013, February). *Collaborative teaching in the first year: Examination of the New Teacher Residency Project.* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (AACTE). Atlanta, GA.

Cross, S. B., & Bayazit, N. (2013, February). *Teacher autonomy and instructional decision making in mathematics during student teaching.* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (AACTE). Atlanta, GA.

Cross, S. B., & Bayazit, N. (2012, April). *Integration of theory and practice in mathematics teacher education.* Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.

Cross, S. B., Bayazit, N., Jett, C.C., & Hart, S.* (2012, March). *Learning to teach mathematics: Preservice teachers' design and implementation of student-led, democratic, middle grades mathematics clubs.* Presentation at the Annual Meeting of the Georgia

Academy of Science Conference. Kennesaw, GA.

Bayazit, N., & Cross, S. B. (2011, November). *What do prospective mathematics teachers look for during classroom observations? Connecting theory and practice*. Presentation at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Reno, NV.

Bayazit, N., & Cross, S. B. (2011, July). *A prospective mathematics teacher's struggle with the disconnect between theory and practice*. Presentation at the 35th Psychology of Mathematics Education (PME) International Conference. Ankara, Turkey.

Cross, S. B. & Bayazit, N. (2011, June). *Teacher autonomy and instructional decision making in mathematics during student teaching: The case of Brett and Julie*. Presentation at the Annual Meeting of the Science and Mathematics Teacher Imperative. Portland, OR.

Cross, S. B. (2010, November). *Project-based and student-centered curriculum in standards-based classrooms*. Presentation at the Annual Meeting of the National Middle School Association. Baltimore, MD.

Cross, S. B. (2009, October). *Project-based curriculum: Two teachers' use of standards-based mathematics curriculum materials from an enactment perspective*. Presentation at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Atlanta, GA.

Behm, S. L., & VonCanon, J. (2008, October). *Developing conceptual understanding in middle grades math*. Presentation at the Annual North Carolina Charter Schools Conference. Raleigh, NC.

Behm, S. L., & Lloyd, G. M. (2007, September). *Student teachers' experiences with mathematics curriculum materials: Issues of autonomy and teacher learning*. Paper presentation at the Ninth International Conference for Mathematics Education in a Global Community. Charlotte, NC.

Behm, S. L., & Lloyd, G. M. (2007, April). *Factors influencing student teachers' interactions with mathematics curriculum materials*. Presentation as part of the symposium "Mathematics Teachers' Curriculum Use at Different Stages of Implementation" at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, Atlanta, GA. (Participants: Lloyd, G. Silver, E., Mills, V., Ghousseini, H., Charalambous, C., Philippou, G., Behm, S.L., & Cooney, T. J.).

Behm, S. L., Lloyd, G. M., & Spielman, L. J. (2004, October). *Curriculum negotiation and the implementation of conceptually different materials*. Presentation at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Toronto.

Behm, S. L., & Lloyd, G. M. (2004, April). *A mathematics project's impact on preservice teachers' notions of student thinking*. Presentation at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics. Philadelphia, PA.

Spielman, L.J., Lloyd, G., & **Behm, S. L.** (2003, October). *Learning outcomes of alternative enacted curriculum models in a mathematics course for preservice elementary teachers*. Presentation at the Annual Meeting of the American Association for Teaching and Curriculum. Baltimore, MD.

Lloyd, G. M., **Behm, S. L.**, & Spielman, L.J. (2003, January). *Learning with and about curriculum materials: How preservice elementary teachers interpret and use mathematics textbooks*. Presentation at the Annual Meeting of the Association of Mathematics Teacher Educators. Atlanta, GA.

Lloyd, G. M., & **Behm, S. L.** (2002, October). *The impact of experiences with mathematics textbooks and curriculum materials on preservice elementary teachers' beliefs*. Presentation at the 24th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Athens, GA.

Lloyd, G. M., & **Behm, S. L.** (2002, April). *Prospective Elementary Teachers' Ways of Experiencing Reform-Oriented K-12 Mathematics Curriculum Materials*. In J. Remillard (Chair), *Beyond Following the Text: Perspectives on Relationships Between Teachers and Mathematics Curriculum Materials*. Paper presented at the symposium conducted at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

Awards and Grants

(Total awarded as PI: **\$18,008,526**; Total awarded as Co-PI or subcontractor: **\$1,646,597**)

Funded External Awards

U.S. Department of Education, Supporting Effective Educator Development (SEED) Grant, *Strengthening the University-District-Community Partnership: Compassion, Reflection, and Equity for Atlanta Teacher Effectiveness*

Total Amount Awarded to GSU: **\$10,432,591**

Grant duration: Fall 2020-Summer 2020

Role: PI, Lead author of grant proposal

U.S. Department of Education, Supporting Effective Educator Development (SEED) Grant, *Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness, Phase 2*

Total Amount Awarded to GSU: **\$2,568,070**

Grant duration: Fall 2020-Summer 2022

Role: PI, Lead author of grant proposal

U.S. Department of Education, Supporting Effective Educator Development (SEED) Grant, *Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness*

Total Amount Awarded to GSU: **4,970,532**

Grant duration: Fall 2017-Summer 2020
Role: PI, Lead author of grant proposal

U.S. Department of Education, Investing in Innovation (i3) Grant, *Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness in Mathematics and Science (CREATE)*

Total Amount Awarded: \$2,999,204

GSU Sub-Award: **\$1,150,248**

Grant duration: January 2015-December 2019

Role: GSU PI; Lead author of grant proposal

The Governor's Office of Student Achievement Innovation Fund Scaling Grant, *Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness*

Total Amount Awarded: \$589,023

GSU Sub-Award: **\$190,695**

Grant duration: October 1, 2016-October 1, 2018

Role: GSU PI; Lead author of grant proposal

Teacher Quality Grant, *Enhancing Teachers' Pedagogical Content Knowledge through Critical Friendship*

Amount Awarded: **\$27,633**

Grant duration: Spring 2014-Summer 2015

Role: PI; Solo author of grant proposal

Georgia Race to the Top Innovation Fund Grant, Round 2: *The New Teacher Residency Project for Innovative Teacher Induction: A Collaboration between Atlanta Neighborhood Charter School and Georgia State University*

Amount Awarded: \$918,134

GSU Sub-Award: **\$261,154**

Grant duration: Spring 2012-Fall 2014

Role: GSU PI; Co-author of grant proposal

University System of Georgia STEM mini-grant, *Learning to Teach Mathematics in Hybrid University and Field Spaces: Preservice Teachers' Design and Implementation of Student-Led, Democratic, Middle Grades Mathematics Clubs*

Amount Awarded: **\$9,700**

Grant duration: Summer 2011-Summer 2012

Role: PI; Solo author of grant proposal

Teacher Quality Grant, *Enhancing Middle Level Mathematics Teachers' Understanding of Proportional Reasoning Skills and Rational Number Relationships*

Amount Awarded: **\$44,500**

Grant duration: Spring 2011-Summer 2012

Role: Co-PI; Co-author of grant proposal

Submitted and/or Unfunded External Awards

[Unfunded]: Improving Teacher Quality Grant, *Facing History and Ourselves: Using Rigorous Historical Analysis to Impact Teachers' Racial Attitudes and Sense of Teaching Efficacy*

Amount Requested: **\$56,930**

Grant duration: Spring 2017-Summer 2018

Role: Author of grant proposal

[Unfunded]: The Governor's Office of Student Achievement, Implementation Grant, *Networking to Enhance Support for Teachers (NEST)*

Amount Requested: **\$1,473,109**

Submitted: Fall 2014

Role: Coauthor of grant proposal

[Unfunded]: U.S. Department of Education, Investing in Innovation (i3) Grant, *Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness (CREATE) Georgia State University and Atlanta Neighborhood Charter School*

Amount Requested: **\$2,801,115**

Submitted: Summer 2013

Role: Coauthor of grant proposal

[Unfunded]: Georgia Race to the Top Innovation Fund Grant, Round 1: *The New Teacher Residency Project: A Collaboration between the Atlanta Neighborhood Charter School and the Georgia State University College of Education*

Amount Requested: **\$927,839**

Submitted: Summer 2011

Role: Coauthor of grant proposal

Media Products

Grant Course Curriculum Developer, *Preparing Highly Qualified Middle School Mathematics Teachers Across Virginia* (PI Nancy Iverson, University of Virginia), Developed 4 mathematics courses for in-service teachers Virginia Tech, Summer 2004, 2005, 2006

Recognition by Scholarly and Professional Associations

Nominated for the AERA Division K Award for *Innovations in Research on Equity and Social Justice in Teacher Education*, 2018

Editorial Board Member

Journal of Urban Learning, Teaching, and Research
2016-2017

Invited session at the annual meeting of the American Educational Research Association, Washington, DC: Dotson, E. K., Dunn, A. H., **Cross, S. B.**, & Behizadeh, N. (2016, April). *Get your work published! Advice from emerging scholars on the writing process.* Graduate Student Council Fireside Chat.

Ron Colarusso Outstanding Urban Education Research Award, 2015
Georgia State University, College of Education and Human Development

Associate Editor, 2010—2015
Journal of Urban Mathematics Education (JUME)

Invited session at the annual meeting of the American Educational Research Association, Chicago: Dotson, E.K., Dunn, A.H., Cross, S.B., & Behizadeh, N. (2015, April). *Cultivating the writer inside you: Planning, strategizing, and giving and taking feedback.* Graduate Student Council Chair-Elect Fireside Chat.

Invited Conference Participant, Atlanta, GA, October 2015
Selected through competitive application to participate in the *Scholarly Inquiry and Practices (SIP)* 3-day Conference for Mathematics Education Methods
Participation funded by SIP grant

Emerging Teacher Education Scholar Travel Award, 2013
American Association of Colleges for Teacher Education

Invited Conference Participant, February 2006
Annual Research Meeting of the Center for the Study of Mathematics Curriculum and the Pre-session (an authors' meeting for the edited book, *Factors influencing student teachers' interactions with mathematics curriculum materials*)
Participation funded by editors' NSF conference grant and CSMC

Doctoral Fellow: Center for the Study of Mathematics Curriculum (CSMC), 2007
Doctoral Fellows Meeting funded by CSMC

Graduate Research Assistantship, Virginia Tech, 2006 - 2007
Improving the Learning of Preservice Secondary Mathematics Teachers through Engagement with Middle & High School Curriculum Materials (NSF 0536678, PI Gwendolyn Lloyd)

Dissertation Funding award, *Graduate Research Development Program*, Virginia Tech Graduate School, Spring 2005, Awarded \$300 for dissertation research

Dissertation Funding award, *Doctoral Student Research Grant Program*, Virginia Tech Department of Teaching & Learning, Spring 2004, Awarded \$2500 for dissertation research

Grant Recipient, Travel Fund Program, Virginia Tech Graduate Student Assembly, Fall 2003 and Fall 2004, Awarded \$300 each semester for conference travel

Co-editor PME-NA 2005 proceedings

Lloyd, G. M., Wilson, M., Wilkins, J. L. M., & Behm S. L. (Eds.). (2005). *Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* [CD-ROM]. Eugene, OR: All Academic.

Graduate Research Assistantship, Virginia Tech, 2001 - 2005

Building a Theory of Teacher Learning With and About Mathematics Curriculum: The Role of Innovative K-12 Materials in Elementary Teacher Education (NSF 9983393, PI G. Lloyd)

Manuscript Reviewer for the following scholarly journals:

- *Journal of Teacher Education*
- *Action in Teacher Education*
- *Journal of Urban Mathematics Education*

Guest Lectures:

Georgia State University, Spring 2016; EDCI 9760: Doctoral Seminar, Dr. Joe Feinberg; Topic: Designing teacher education programs for powerful inquiry

Georgia State University, Spring 2015; EDCI 4640: Critical Issues in Middle Grades Education, Dr. Nadia Behizadeh; Topic: Using probing questions to uncover our deficit views of youth and families

Georgia State University, Spring 2010; EDCI 7660: ELL Practicum Seminar, Dr. Gertrude Tinker Sachs; Topic: Classroom management in the middle grades

TEACHING

Courses Developed and Taught at Georgia State University:

EDCI 3200: Organization and Instruction of Middle Grades Curriculum

EDCI 3220: Understanding and Supporting Middle School Learners

EDMT 3350: Topics in Middle Grades Mathematics

EDMT 4460: Concepts and Methods in Middle Level Mathematics

EDCI 4640: Critical Issues in Middle Grades Education CTW

EDCI 4700: Student Teaching in the Middle Grades

EDCI 8550: Trends and Issues in Middle Level Education

EDCI 8970: Doctoral Seminar in Teaching and Learning

EDCI 9660: Doctoral Research Seminar: Narrative Inquiry

EDCI 9760: Seminar in Teacher Education

EDUC 3440/7440: Self in Society: Decolonizing Educator Identities toward Excellence in Urban Education

Courses Taught at Virginia Tech:

- MATH 1614: Number and Operations for Teachers
- MATH 1624: Geometry and Statistics for Teachers
- MATH 4654: Capstone Thesis Seminar for Teachers

Graduate Student Committees:

5 PhD students, major advisor, in progress:

- Jessica James Hale (co-chair), Mathematics Education PhD; prospectus stage
- Jeanine Holihan, Mathematics Education PhD; prospectus stage
- Rosalynne Duff, Teaching and Teacher Education PhD; coursework
- Seana Dias, Teaching and Teacher Education PhD; coursework
- Jessica Jefferson, Teaching and Teacher Education PhD; coursework

1 PhD student, major advisor, completed:

- Morgin Jones Williams (co-chair), *Mathematically Talented Black Women of Spelman College, 1980s–2010s*, graduated Fall 2016, Assistant Professor at GSU

3 PhD/EdD students, committee member, in progress:

- Glenda Chisholm, Language and Literacy Education PhD, prospectus stage
- Paul J Miller, Teaching and Teacher Education PhD, comps stage
- Terry James Harlin, Social Studies Education PhD; comps stage
- Rogers Smith, Mathematics Education PhD; comps stage

6 PhD/EdD students, committee member, completed:

- Susan Cannon, *Doing Science: Data Enactments in Mathematics Education and Qualitative Research*, Teaching and Learning PhD, Mathematics Education concentration; graduated 2019.
- Clarice Thomas, *Reclaiming our Promise: Victorious Narratives of African American Males Navigating the School-to-Prison Nexus*, Teaching and Learning PhD, Teaching and Teacher Education concentration; graduated 2018
- Jason Hunter, *The Male African American Teaching African American Male Students: Exploring Teacher Influence On Students' Perception Of Teacher Care And Attitudes Toward Mathematics*, Teaching and Learning PhD, Mathematics Education concentration; graduated 2017
- Andrew Spires, *Who's in Your Classroom? A narrative inquiry of high school students' experiences with caring mathematics instruction and mathematical struggles*. Curriculum and Instruction EdD; graduated 2017
- Isaac Gitonga, *Utilizing Semiotic Perspective to Investigate Algebra II Students' Exposure to and Use of Multiple Representations in Understanding Algebraic Concept*, Teaching and Learning PhD, Mathematics Education, graduated Spring 2016
- Cassandra Matthews, *Creating Space for New Teacher Voices: Examining Mentoring From the Perspective of Resident Teachers*, Elementary Education PhD; graduated 2015

- Erika Bullock: *An Archaeological/Genealogical Historical Analysis of the National Council of Teachers of Mathematics Standards Documents*, Teaching and Learning PhD, Mathematics Education, graduated 2013, Assistant Professor at University of Wisconsin, Madison

Undergraduate/Graduate Student Advisor:

- ~150 B.S.E. students graduated
- 12 M.Ed. students graduated: Sean Shannon, Karen Davis, Amber Williams, Katharine Greenwood, Bryant Hand, Kelsey Link, Dorothy Dete, Nicole Schechter, Latoya Byrd, Tia Davis, John Lambert, & Nancy Cousin
- 3 Ed.S. students graduated: Katrina Zackary, Cindy Tarrant, & Cynthia Cromer

Other Information:

Honors and Awards for Teaching:

Nominated for the Graduate Pedagogical Mentorship Award, 2016
Georgia State University, Center for Excellence in Teaching and Learning

Selected to attend *Facing History and Ourselves Symposium*
Summer 2016, 2017, 2018, 2019
Symposium hosted and funded by DePaul University

Received all positive feedback from the Group Instructional Feedback Technique (GIFT) evaluation conducted by Dr. Harry Dangle, 2015
Georgia State University, Center for Instructional Effectiveness GIFT program

Outstanding University Ambassador Award, 2012
Georgia State University, Critical Thinking Through Writing Course Development

Impact on Students

Evidence of Student Achievement:

Collaborative Published/Presented Work with Students (listed in full in presentation section; student indicated with *):

- Favors, S.*, Neely, A.*, Chisholm, G.*, & **Cross, S. B.** (2020). Discomfort, resistance, and othering: A poetic inquiry into urban teacher preparation program redesign. *Journal of African American Women and Girls in Education*.
- Cross, S. B., Cannon, S. O., Williams, M. J., Hale, J. J.*, Donovan, M. K., Thomas, C. O., Chea, M., Bryant, M.*, & Downey, C. A. (2020). Criticality and the narrative inquiry table: Travel stories and tensions. *Curriculum and Teaching Dialogue*.

- Cross, S. B., Behizadeh, N., & Holihan, J.* (2018). Critically conscious or dangerously dysconscious?: An analysis of teacher candidates' concerns in urban schools. *The Teacher Educator*.
- Cross, S. B., Tanguay, C.*, Cannon, S. O.*, Williams, M. J.*, & Hale, J. J.* (2017). It's time for a "Reboot": Shifting Preservice Teacher Education from Business Capital to Professional Capital. In R. Flessner & Dr. R. Lecklider (Eds.), *Case Studies of Clinical Preparation in Teacher Education*.
- Cross, S. B., & Cannon, S.* (2015, November). "You don't ask Paul Simon to do a duet with Nickelback": Using narrative inquiry to examine mathematics teacher collaboration. PMENA.
- Cross, S. B., Bayazit, N., Hale, J. J.* (2014, February). *Redefining success for teacher and student: One mathematics student teacher's journey*. AMTE.
- Bayazit, N., Cross, S. B., & Hale, J. J.* (2014, February). *Mathematics teachers' perceptions of the nature of mathematics*. AMTE.
- Cross, S. B., Smith, R.*, & Hale, J.* (2013, April). *Two student teachers' success in urban field placements: A tale of risk, responsibility, and relationships*. AERA.
- Behm Cross, S. L., Tanguay, C.*, Jones-Williams, M.*, Dumas, H.* (2013, February). *Collaborative teaching in the first year: Examination of the New Teacher Residency Project*. AACTE.
- Behm Cross, S. L., Bayazit, N., Jett, C.C., & Hart, S.* (2012, March). *Learning to teach mathematics: Preservice teachers' design and implementation of student-led, democratic, middle grades mathematics clubs*.

Individual Published Works by Students:

- Cannon, S. O. (2018). Teasing transcription: Iterations in the liminal space between voice and text. *Qualitative Inquiry*.
- Cannon, S. O. (2017). Uncertainty and complexity in mathematical modeling. *Mathematics Teaching in the Middle*.
- Hale, J. (2013). Practicing what we preach. *Association for Women in Mathematics Newsletter*, 43(1).

Doctoral Student Fellowships and Awards:

- Rosalynne Duff—Awarded Southern Regional Education Board Doctoral Fellowship in 2020; major advisor at time of award
- Cassandra Matthews—Awarded the 2016 Lorene Pilcher Outstanding Dissertation Award; dissertation committee member and PI on the grant used for data collection
- Jessica Hale—Awarded Beverly J. Armento Doctoral Dissertation Support Award, 2016; major advisor at time of award
- Susan Cannon—Awarded GSU COE Doctoral Fellowship for 2014-2018; major advisor at time of award
- Jessica Hale—Awarded GSU COE Doctoral Fellowship for 2012-2016; major advisor at time of award

Matthew Bryant—Awarded the Southern Regional Education Board Doctoral Fellowship in 2014; major advisor at time of award

Tamika Ball—Awarded the Southern Regional Education Board Doctoral Fellowship in 2012; major advisor at time of award

SERVICE

Service to the Profession:

Critical Educators for Social Justice (AERA Special Interest Group), Awards Committee Member, 2017-18

Association of Mathematics Teacher Education (AMTE) Communications Committee member, 3-year term: 2016-2017

Co-hosted and organized (with Melvin Skip Wilson and Gwendolyn Lloyd) the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Virginia Tech, November 2005.

Service to the Community:

Elected DeKalb County Principal Advisory Council (PAC) Member, *Montgomery Elementary School*, 2019-2020

Volunteer grant writer for *Brookhaven Innovation Academy*; submitted and received two major grants while leading the grants task force team for the school:

- Connections for Classrooms grants: awarded \$24,000 in Fall 2017 for classroom technology (role: Solo grant writer)
- Federal Charter Schools Program Grant: awarded \$775,000 in Spring 2018 for teacher professional development, curriculum development, and technology for schools dedicated to serving historically underserved youth (role: Lead grant writer)

Cluster Advisory Team, *Atlanta Public Schools - Maynard Jackson Cluster*, 2017-present
Board Member, *Brookhaven Innovation Academy*, 2017-present

Volunteer student-led conference evaluator (one time per year), *Atlanta Neighborhood Charter School*, 2010-present

Critical Friends Group coach for inservice teachers, *Atlanta Neighborhood Charter School*, 2013-2014

After school math club coach/mentor, *Atlanta Neighborhood Charter School*, 2011-2012

Central Piedmont Community College Advisory Committee, Invited teacher representative to the advisory committee for teacher education initiatives, 2008-09

Service to the University:

University Level:

Critical Thinking through Writing Georgia State University Ambassador, B.S.E. Middle Level Education representative, 2009-2014

Undergraduate Assessment Committee, MSE Representative, Georgia State University, 2011-12

Curriculum & Instruction Representative to the Executive Committee, Virginia Tech School of Education Student Association (VT SOESA), 2004-05

Lloyd, G. M. (Organizer), Behm, S. L., & others. (November 2001, 2004, 2005). *Explorations of mathematics and art through tessellations*. Session at the "Women in Mathematics: Career Day at Virginia Tech" event for middle school girls, Blacksburg, Virginia.

Behm, S. L. (2004, 2005, 2006, May). *Fractions, Decimals, Percents: Building Proportional Reasoning*. Developed and facilitated a workshop for teacher educators in Virginia outlining a new fractions course for inservice elementary and middle school teachers, Richmond, VA.

College Level:

Faculty Affairs Committee, MSE Representative, Fall 2020-present
Co-director, Center for Equity and Justice in Teacher Education, 2019-present
Faculty Affairs Committee, MSE Representative, Spring 2016
Academic Affairs Committee, MSE Representative, 2015
Diversity Committee, MSE Representative, 2012-2013
PEF Induction Committee, MSIT Representative, 2011-2012
Curriculum and Instruction Ed.D. Program Development Ad-hoc Committee, Committee Member, 2011-2014
Urban Teacher Leader M.Ed. Program Development Ad-hoc Committee, Committee Member, 2010-2011
Kappa Delta Pi, College of Education, Faculty Advisor, Fall 2010- Spring 2012
PEF Curriculum Committee, Middle Level Representative, 2010-2011
College of Education Student Affairs Committee, MSIT Representative, 2009-10
Charter School Initiative, GSU College of Education, Invited Ad-Hoc Committee Member 2009-10

Department Level:

MSE Unit Leader and Leadership team member, 2018-present
Ph.D. in Teaching and Learning, Teaching and Teacher Education concentration, Program Coordinator, 2015-present
Middle Level B.S.E. Middle Level Education Program Coordinator, Fall 2009- Spring 2012, Summer 2014-Summer 2015, Summer 2016
Tenured and Tenure-track faculty Annual Review Committee member, Spring 2013 and Spring 2014
Middle Level Education Search Committee Member, 2012, 2013, 2016
Middle Level M.Ed. Middle Level Education Program Coordinator, 2009-2013
Middle Level Ed.S. Middle Level Education Coordinator, 2009-2011
Urban Adolescent Teaching and Learning Unit Leader, 2009-2011
MSIT Mentorship Policy Development Ad-hoc Committee, Committee Member, 2010-2011
MSIT Annual Clinical Faculty Evaluation Committee, Georgia State University, College of Education, Department of Middle-Secondary Education and Instructional Technology, 2009-10

Workshops/Professional Development Attended

Online Course Facilitation Training, self-paced module, Summer 2020
Equity Facilitation Fellowship, 10-week Institute, Fall 2019-Spring 2020

Equity Centered Critical Friends 4-day Institute, Spring 2020
Compassion-based Mindfulness Training, 4-day institute on Mindfulness practices in schools, Spring 2019
Critical Friends iGroup, 5-day institute on Race and Equity, Fall 2017 & Summer 2018
Safe Zone training, Fall 2017, Spring 2018
Facing History and Ourselves, Institute and Symposium Participant, 2016, 2017, 2019
 2016 topic: Reconstruction and Race
 2017 topic: Eugenics and Identity
 2019 topic: Civil Rights Movement
Invited Session Participant, Washington, DC, April 2016
 Critical Educators for Social Justice Early Career Forum
 Navigating and Surviving the Academy as a Social Justice Scholar
National Center for Faculty Success and Diversity, Faculty Success Program (FSP) participant, 2015-2017
14-Day Writing Challenge Participant, National Center for Faculty Development and Diversity, 2015
School Reform Initiative 3-day Winter Meeting, January 2014 (Boston) and January 2015 (Tucson)
Cross-Career Learning Community, Training in Critical Friends Group Protocols, Georgia State University College of Education, Fall 2011-2014
Nvivo and Qualitative Data Analysis Faculty Workshop, July 2013
Writing Across the Curriculum Workshop, Spring 2012