JANE MCINTOSH COOPER
Associate Professor
Education and Educational Research
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EDUCATION

Ed.D., Curriculum and Instruction, University of Houston, 2014
Major: Curriculum & Instruction
Minor: Social Education

M.Ed., Texas State University, 2005
Major: Elementary Education

B.A., University of Massachusetts: Boston. 1997
Major: Political Science
Minor: Religious Studies (Honors)

PROFESSIONAL LICENCES

Texas ESL Supplemental
         EC-4 Generalist
         Math 4-8
         Social Studies 4-8
         Social Studies Composite 8-12
         Math Composite 8-12

6-Sigma certification
Love and Logic Trainer certification
Texas Online Instructor certification

PROFESSIONAL APPOINTMENTS

2026   Associate Professor, Educational Leadership and Teacher Education,
            Sul Ross University, Alpine, TX.

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

2017	Clinical Professor, Curriculum & Instruction, University of Houston, Houston, TX.
2014	Visiting Professor, Curriculum and Instruction, University of Houston, Houston, TX.
2009	Math Teacher – Academy of Choice, Spring Branch Independent School District, Houston, TX.
2006	Math/Social Studies Teacher, DAEP (Disciplinary Alternative Education Program), Spring Branch Independent School District, Houston, TX.
2005	Math Instructor, YES Prep Public Schools, SW Campus, Houston, TX.
2004	Education Designer, Helping Hands Home, Austin, TX.
2004	Instructor, American Youth Works, Downtown Campus, Austin TX.

COURSES TAUGHT AT UHCL

Doctoral – Educational Leadership (EDLS) and Currriculum & Instruction (EDCI)
EDLS 7033 Qualitative Research Design I
EDCI 7033 Qualitative Research Design I
EDLS 7331 Advanced Qualitative Research
EDCI 7331 Advanced Qualitative Research
EDUC 6033 Research Design and Analysis
EDLS 7130 Program Evaluation

Masters- Education
EDUC 6033 Research Design and Analysis

Undergraduate - Education
EDUC 4310 – Theories of Educational Psychology

COURSES TAUGHT AT UH MAIN – CPED PROGRAMMING

Doctoral (Currriculum & Instruction)
CUIN 8380 Research Design and Analysis
CUIN 8381 Research Methods I
CUIN 8382 Program Evaluation
CUIN 8318 Issues in Urban Education
CUIN 8319 Policy and Politics of Educational Governance
CUIN 8310 Laboratory of Practice

CUIN 8320 Current Issues in Education

Undergraduate Classes
CUIN 3333 Differentiated Instruction and Assessment for Diverse Learners
CUIN 3321 Introduction to Teaching
CUIN 1103 Content for Teaching
EDUC 4321Student Teaching Practicum I
EDUC 4321Student Teaching Practicum II
CUIN 3302 Social Education

RESEARCH AND SCHOLARLY ACTIVITIES
PUBLICATIONS

Refereed Journal Articles

National/International

Cooper, J. M. (under 2nd review). From stories to staying: A narrative inquiry into novice teacher professional identity development**.** *Teachers and Teacher Education.*

Cooper, J. M, Gauna, L. M., Decman, J.M, Baker, S. F. (2026). Cultivating commitment within educational ecosystems: Improving teacher satisfaction through autonomy and expertise. *School Leadership Review, 21*(1). https://scholarworks.sfasu.edu/slr/vol21/iss1/1

Ashley, N., Georgiadou, S., Caleb, Cooper, J.M. (2025). Master's students' perceptions of their marriage and family therapy training: Findings from a nationwide U.S. Survey exploring core competencies. *International Journal of Systemic Therapy.* doi: https://doi.org/10.1080/2692398X.2025.2492853

Cooper, J.M., Baker, S. F., Decman, J. M., Gauna-Gago, L. M. (2024). Exploring educators' experiences with school ecosystems: A qualitative inquiry. *School Leadership Review, 18*(2). https://scholarworks.sfasu.edu/slr/vol18/iss2/9/

Gauna-Gago, L. M., Cooper, J. M., Beaudry, C. E. (2024). Discussing Controversial Topics While Keeping the Class Civil": A   Current Contribution of Critical Pedagogy and Dialogue. *Studying Teacher Education.* 1-25 https://doi.org/10.1080/17425964.2024.2397067.

Gauna, L. M., Marquez, J., Weaver, L., & Cooper, J.M. (2023). Bilingual teacher candidates and their professors: Efforts to pass a Spanish proficiency certification exam. *Bilingual Research Journal, 46* (1-2), 158-175.

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

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

International Peer-Refereed Book Chapters
The chapters in this section went through a double-blind review process.

Cooper, J.M., Beaudry, C., & Gauna, L. (2023). Listening Pedagogies: Teacher silence as the threshold to responsive teaching In C. Edge, A. Cameron-Standerford., & B. Bergh. (Eds.), *Pausing at the threshold: Opportunity through, with, and for self-study of teacher education practices*. Equity Press. https://dx.doi.org/10.59668/558

Beaudry, C.E., **Cooper, J.M.,** & Gauna, L. (2023). Ungrading as Pedagogic Turning Point in "Forever on the Way" to Becoming Critical Teacher Educators. In A. Cameron-Standerford, B. Bergh, & C. Edge, (Eds.), *Pausing at the Threshold: Opportunity through, with, and for Self-Study of Teacher Education Practices* (1st ed.) Equity Press.https://dx.doi.org/10.59668/558 or https://equitypress.org/pausing_at_the_thres/xDQonGZt

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

Gauna, L., **Cooper, J.M.** & Beaudry, C. & Curtis, G.A. (2020). A tapestry of voices: enhancing pedagogies of critical dialogue in teacher education classrooms. In Dawn Garbett and Alan Ovens (Eds.), *Enacting Self-Study as Methodology for Professional Inquiry.* Self-Study of Teacher Education Practices (S-STEP) selfstudysig.wordpress.com.

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

Cooper, J.M., Beaudry, C., Gauna, L., Curtis, G.A. (2018). Theory and practice: Exploring the boundaries of critical pedagogy through Self-Study. In Dawn Garbett and Alan Ovens (Eds.), *Enacting Self-Study as Methodology for Professional Inquiry.* Self-Study of Teacher Education Practices (S-STEP) selfstudysig.wordpress.com.

Curtis, G., **Cooper, J.M.** & Guana, L. (2016). *Desenredando* (Unknotting) the threads of our educator practice. In Dawn Garbett and Alan Ovens (Eds.), *Enacting Self-*

Study as Methodology for Professional Inquiry. Self-Study of Teacher Education Practices (S-STEP) selfstudysig.wordpress.com.

<u>International and National Invited Book Chapters</u>
The chapters in this section were vetted by the books editorial team.

Cooper, J. M., Beaudry, C. E., & Gauna, L. (2022). Composing our best-loved selves: Using the educational disruption of the COVID-19 pandemic to reforge our teacher educator identities. *Learning, Leading, and the Best-Loved Self in Teaching and Teacher Education* (pp. 305-325). Cham: Springer International Publishing.

Beaudry, C., **Cooper, J.M.,** & Gauna, L. (2022). Voices from social education: Challenging neoliberalism through a social education Ed.D. In C. S. White, B. E. Pohl & C. Beaudry (Eds.), *Voices of social education: A pedagogy of change*. Information Age Publishing. https://www.google.com/books/edition/Voices_of_Social_Education/1nopEAAAQBAJ?hl=en&gbpv=1&dq=voices+of+social+education+pohl&pg=PR9&printsec=frontcover

Cooper, J. M. & Curtis, G. A. (2021). Employing self-study research across the curriculum. In S. Watson (Ed.), *Conceptual Analyses of Curriculum Inquiry Methodologies* (155-181). IGI.

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

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

<u>Conference Proceedings</u>

Jasmine, J., Giles, M., **Cooper, J.M.,** & Peters, M. (2025). Integrators versus Non-Integrators: Technology Proficiency, Support, and Access. In XXX (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 176-194). Orlando, Florida, United States: Association for the Advancement of Computing in Education (AACE).

Bell, C., Willis, J. M., Lastrapes, R. E., **Cooper, J. M.** (2024). *Exploring Readiness, Attitudes, Challenges, and Experiences of Community College Faculty: COVID-19 and After*. Society for Information Technology & Teacher Education

International Conference. Volume 2024, Number 1.
https://www.learntechlib.org/j/SITE/

Beaudry, C., **Cooper, J.M.,** & Gauna, L. (2024) Virtual one-on-one conferences: Supporting feedback and relationships in online teacher education. Society for Information Technology & Teacher Education International Conference. Volume 2024, Number 1. https://www.learntechlib.org/j/SITE/

Beaudry, C., **Cooper, J.M.,** & Gauna, L., (2023) Making connections: Implementing student conferences to strengthen feedback and relationships in teacher education. In L. Perla, L. S. Agrati., V. Viviana, & S. Alessia (Eds), *Living and leading in the next era: Connecting teaching, research, citizenship and equity*. Pensa MultiMedia. https://www.pensamultimedia.it/libro/9791255681038

Turchi, L. & **Cooper, J.M.** (2017). Assessing classroom performances of student teachers: Articulating teaching quality in an educator preparation program. *Proceedings of Association for Teacher Education in Europe, Brussels, Belgium*

Refereed Books

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

FUNDED GRANTS

Internal

Cooper J. M. (2022). *Impacts of Peer-driven professional leaning communities on novice teacher practices.* Faculty Research Support Fund, UHCL. Total amount funded $2,579.00.   (Principal Investigator)

Cooper J. M. (2020). *Self-study process meta-analysis.* University School Partnership for Renewing Educator Preparation (US PREP) $2500.00 (Co-Principal Investigtor)

UNFUNDED

External

Georgiadou, S; **Cooper, J.;** Fife, S.; Hicks, A., Northey, W.; Karam, E.; D'Aniello, C. (2023). *Advancing Marriage and Family Therapy Education: A Mixed Methods Study of Students' and Graduates' Perceptions of MFT Training.* $250.00. Spencer Foundation. (Co-PI).

INVITED TALKS

Cooper, J. M. (2024). *The case of collecting data and reporting on college classroom research.* SOTL Workshop presentation, Faculty Development, UHCL. (cancelled due to Beryl).

Gauna-Gago, L. M., **Cooper, J. M.** (2024). "Dialogue Practices in Teacher Education Classrooms: Students and Teacher Educators' Perceptions," UHCL faculty development.   (February 6, 2024).

Cooper J.M. (2023). *The Case of classrooms and qualitative research.* Texas Southern University.

Gauna, L., **Cooper, J.M.,** Beaudry, C. (2022). *Desenredando los hilos de nuestra práctica docente como formadoras: Relatos y experiencia de aciertos y desafíos en la comunidad de investigación "Las Chicas Críticas".* Primer Encuentro Nacional de formadores de Profesores de Matemáticas: Abriendo espacios para la colaboración y la innovación en la formación inicial docente [Keynote address]. Centro de Modelación Matemática. Universidad de Atacama, Copiapó, Chile.

Cooper, J.M. (2022) *Using texts in qualitative research.* University of Houston: Clearlake.

Cooper, J.M. (2020). *Using research stories to promote collaborative institutional self-study.* University of Houston.

Cooper, J.M. (2018) *Relationship pedagogy: the under-addressed curriculum for novice teachers.* North American University.

Cooper, J.M. (2018). *Student observation data: A catalyst for classroom reform,* University of Houston.

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

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

PRESENTATIONS

International/National

Beaudry, C. E., **Cooper, J. M.,** Gauna, L. M. (2025)*. Deepening practice: A collaborative self-study on deep learning in teacher education and educational leadership.* Presented to the Self-Study of Teacher Education Practices at the bi-

annual meeting of the International Study Association of Teachers and Teaching. Glasgow, Scotland.

Cooper, J.M., Lastrapes, R. A. (2025) Exploring Potentials of Small Groups: Enhancing Self-Directed Learning for Non-Traditional Doctoral Students. Presented to the Self-Study of Teacher Education Practices at the bi-annual meeting of the International Study Association of Teachers and Teaching. Glasgow, Scotland.

Cooper, J. M., Gauna, L. M., Beaudry, C. E., Curtis, G. A (2025) *Mentoring narratives to support best-practices for non-traditional students: practice to theory.* Presented to the Self-Study of Teacher Education Practices at the bi-annual meeting of the International Study Association of Teachers and Teaching. Glasgow, Scotland.

Cooper, J. M., Beaudry C. E., Gauna, L. M. (2025). *Our professional sandbox: Playing at professional identity in a collaborative research group.* Presented at the annual meeting of the American Education Research Association, Denver, CO.

Cooper, J. M., Gauna, L.E., Beaudry C. E. (2025) *Invisible colleges: Small group spaces for growth, inquiry, healing, and repair.* Presented at the annual meeting of the American Education Research Association, Denver, CO.

Cooper, J. M., Beaudry, C. E., Gauna, L.M. (2025). *Cultivating Life in Dead Spaces: Collaborative Inquiry as a Sustaining Pedagogical and Professional Practice*. Presented at the annual meeting of the International Invisible College for Research on Teaching, Denver, CO.

Cooper, J.M. (2024) *Novice Teachers Values Alignment: Situation Crafting to Promote retention*. Presenting at the Annual Texas Council of Professors of Educational Administrators, Austin TX.

Cooper J. M., Gauna, L.M., Beaudry, C.E. (2024). *Leveraging learnings from an invisible college to grow in the academy.,* Presenting at the annual meeting of the International Invisible College for Research on Teaching, Philadelphia, PA.

Beaudry C. E., **Cooper J. M**. (2024) *Virtual One-on-One Conferences: Supporting Feedback and Relationship in Online Teacher Education.* Presenting at the Society for Information Technology & Teacher Education International Conference. Las Vegas, NV.

Cooper, J. M., Lastrapes, R. E. (2024) *Inquiry into paired course practices: Aligning quality class components*. Presenting at the annual Southwest Education Research Association, Arlington, TX. (2024).

Bell, C., Willis, J. M., Lastrapes, R. E., **Cooper, J. M.** (2024). *Exploring Readiness, Attitudes, Challenges, and Experiences of Community College Faculty: COVID-*

19 and After. Presenting at the Society for Information Technology & Teacher Education International Conference. Las Vegas, NV.

Cooper J.M., Craig, C. J., Kelley, M., Watson, S. & Williams-Duncan, O. (2023). *The faculty academy as an invisible college: A site of extra-instituional collaborative wisdom.* Presenting at the annual meeting of the American Association for Teaching and Curriculum, Louisville, KY.

Cooper J.M., Watson, S., Williams-Duncan, O., Kelley, M. & Craig, C.J. (2023). *Academic transitions impart scholarly identity shifts through stressors and opportunities towards growth.* Presenting at the annual meeting of the American Association for Teaching and Curriculum, Louisville, KY.

Leverette, M. & **Cooper J.M.** (2023) *Developing curriculum through the voices of the least among us: What GT teachers have learned from the trigger of Covid about GT curriculum.* Presenting at the annual meeting of the American Association for Teaching and Curriculum, Louisville, KY.

Gauna, L. M., **Cooper, J. M.** & Beaudry, C.E. (2023) *"Discussing controversial topics while keeping the class civil": A teacher educator critical narrative autobiography.* Presenting at the annual meeting of the American Education Research Association, Chicago, Illinois.

Cooper J. M. (2023) *"It's a good day": Two novice teachers' stories of experiences beginning and remaining as teachers.* Presenting at the annual meeting of the American Education Research Association, Chicago, Illinois.

Beaudry, C.E., **Cooper, J.M.,** & Gauna, L. (2023). Making connections: Implementing student conferences to strengthen feedback and relationships in teacher education. *Presenting at the bi-annual meeting of the International Study Association of Teachers and Teaching.* Bari, Italy.

Gauna, L. M., **Cooper, J.M.** & Beaudry, C. (2023). *Meeeting our Shadows: Embracing the darkness of Teacher Educator Practice and Collaboration.* Presented at the annual conference. AERA Invisible College for Research on Teaching. Chicago, Illinois.

Cooper J. M., Beaudry, C.E. & Gauna, L. M. (2023) *Listening Pedagogies: Teacher Silence as the Threshold to Responsive Teaching.* Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

Beaudry, C. E., **Cooper, J. M.** & Gauna, L. M. (2023). *Ungrading as Pedagogic Turning Point in "Forever on the Way" to Becoming Critical Teacher Educators*. Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

Cooper, J. M., Beaudry, C.E. & Gauna, L. M. Curtis, G.E. (2022). *Early career teachers as professional reflexive practitioners: Learning to mentor* (session cancelled) Presenting at the annual meeting of the Association of Teacher Educators, Chicago, Illinois.

Cooper, J. M. (2022). *Novice educators becoming professionals using action research.* (session cancelled). Presenting at the annual meeting of the Association of Teacher Educators, Chicago, Illinois.

Cooper J. M., Gauna, L. M. & Beaudry,C. E.(2022). *Engaging feedback: Insights from a collaborative self-study of implementing ungrading in teacher education.* Presenting at the annual meeting of the American Education Research Association, San Diego, California.

Cooper, J. M. (2022). *Creating antifragility: Learning from novice educators to improve mentorship through inquiry.* Presenting at the annual meeting of the American Education Research Association, San Diego, California.

Cooper, J.M. (2021), *Muses that amuse: Inspirational stories of teachers' best-loved selves.* Presenting at the annual meeting of the American Association of Teaching and Curriculum, Albuquerque, New Mexico.

Cooper, J.M. (2021). *Social education voices: Pedagogy of change.* Presenting at the annual meeting of the American Association of Teaching and Curriculum, Albuquerque, New Mexico.

Cooper, J.M. (2021). *Crossing disciplines and institutions: Proliferating and pro-liberating possibilities in learning to lead through collaboration.* Presenting at the annual meeting of the American Association of Teaching and Curriculum, Albuquerque, New Mexico.

Cooper, J.M. (2020). *The Mexican immigrant girl that dreamt of becoming an educator: An inquiry into a bilingual teacher trajectory.* Presenting at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Cancelled)

Cooper, J.M. (2020) *Crossing disciplines and institutions: Proliferating and pro-liberating possibilities in learning to lead through collaboration.* Presenting at the annual meeting of the American Association for Teaching and Curriculum, Baltimore, MD. (Conference Cancelled)

Cooper, J.M. (2020) *A self-study on Relational Teacher Education: How teacher candidates understand practices to promote relationships.* Presenting at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Cancelled)

Cooper, J.M. (2020). *Midwifing in the academy: Mentors and mentees.* Presenting at the annual meeting of Invisible College: San Francisco, CA. (Conference Cancelled)

Cooper, J.M. (2020) *Pedagogical tapestries: Cross-course collaboration for authentic student learning.* Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England. (Conference Cancelled)

Cooper, J.M. (2020). *A tapestry of voices: enhancing pedagogies of critical dialogue in teacher education classrooms.* Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England. (Conference Cancelled)

Cooper, J.M. (2020). *A cross-case analysis of collaborative studies across courses in a large urban teacher education program.* Presenting at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Cancelled)

Cooper, J.M. (2019). *Teacher education reform: A genealogy of standard of practice and its implication.* Presenting at the annual meeting of the American Educational Research Association, Toronto, Canada.

Cooper, J.M. (2019). *Dialogue as Critical Pedagogy for contested topics: the case of guest speakers on LGBTQ issues.* Presenting at the annual meeting of the American Educational Research Association, Toronto, Canada.

Cooper, J.M. (2019). *"In between" English and Spanish: An inquiry into a Latino bilingual teacher's experience.* Presenting at the annual meeting of the American Educational Research Association, Toronto, Canada.

Cooper, J.M. (2019). *Collaborative Self-Study in teacher education,* session chair, annual meeting of the American Educational Research Association, Toronto, Canada.

Cooper, J.M. (2019). *Stories of Leaving: Examining bilingual shortage through Latina Spanish bilingual teacher's narratives.* Presenting at the annual meeting of the American Educational Research Association, Toronto, Canada.

Cooper, J.M. (2019). *Resilience in the academy.* Presenting at the annual Invisible College for Research on Teaching and Teacher Education, Toronto, Canada.

Cooper, J.M. (2019).. *Sustaining critical practice in contested spaces: Teacher educators resist narrowing definitions of curriculum.* Presenting at the annual Invisible College for Research on Teaching and Teacher Education, Toronto, Canada.

Cooper, J.M. (2019). *A case for democratic assessments in teacher education programs.* Presenting at the annual Conference on Academic Research In Education, Las Vegas, NV.

Cooper, J.M. (2019). *The bilingual teacher pipeline: PK-20 schooling challenges as told by Spanish heritage speakers novice teachers.* Presented at the annual meeting of the National Association for Bilingual Education, Orlando, FL.

Cooper, J.M. (2018). *Theory and practice: Exploring the boundaries of critical pedagogy through self-study.* Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

Cooper, J.M. (2018). *Democratic dispositions: Using evaluation to promote critical dialogue in teacher education.* Presenting at the Association of Teacher Education, Las Vegas, NV.

Cooper, J.M. (2018). *Possibilities for democratizing teacher education: A self-study into critical approaches to evaluation.* Presenting at the annual meeting of the American Educational Research Association, New York, NY.

Cooper, J.M. (2018). *Theory and practice: Exploring the boundaries of critical pedagogy through self-study.* Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

Cooper, J.M. (2017). *Assessing classroom performances of student teachers: Articulating teaching quality in and educator preparation program.* Presenting at the annual meeting of the International Study Association of Teacher Educators in Europe, Dubrovnik, Croatia.

Cooper, J.M. (2017). *Leaks and patches: Inquiring into the Spanish bilingual teacher pipeline.* Presenting at the annual meeting of the American Educational Research Association, San Antonio, TX.

Cooper, J.M. (2017). *Morality and reform: A discursive look at agendas of reform and how it affects practitioners.* Presenting at the annual meeting of Critical Questions in Education, New Orleans, LA.

Cooper, J.M. (2017). New partnerships: Teacher preparation, transformation and roles for performance assessment instruments – Program Coordinators. In L.Turchi (chair), *Assessing classroom performance of student teachers: Articulating teacher quality to strengthen an education preparation program.* Symposium conducted at the annual meeting of Association of Teacher Educators, Orlando FL.

Cooper, J.M. (2017). *Transforming a teacher preparation program: Empowering teacher candidates through coalitions for coaching.* Presenting at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

Cooper, J.M. (2017). *How pre-service teachers interact and learn from community-university partnerships.* Presenting at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

Cooper, J.M. (2016). *Desenredando (Unknotting) the threads of our educator practice: Elucidating the drive and essence of our present teacher education curriculum and practice.* Presenting at the bi-annual International Conference on Self-Study and Teacher Education, East Sussex, England.

Cooper, J.M. (2016). *Using dispositions as a lens to examine 'Great Questions' in teacher preparation.* Presenting at the annual meeting of Critical Questions in Education Conference, San Antonio, TX.

Cooper, J.M. (2016). *Stories of language loss and re*-appropriation. A case study using critical narrative inquiry. Presenting at the annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Cooper, J.M. (2016). *Teacher-Leader discourse in schools of choice: A case study of reform.* Presenting at the annual Ethnographic & Qualitative Research Conference, Las Vegas, NV.

Cooper, J.M. (2016). *Community-based teacher education: A case study of students' interpretations of their community-based field experiences.* Presented at the annual meeting of the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Cooper, J.M. (2016). *Stories of language loss and re-appropriation. A case study using critical narrative inquiry.* Presenting at the annual meeting of the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Cooper, J.M. (2016). *How pre-service teachers interact and learn from community-university partnerships.* Presenting at the annual Consortium of State Organizations for Texas Teacher Education (CSOTTE), San Antonio, Texas.

Cooper, J.M. (2016). *Transforming a teacher preparation program: Empowering teacher candidates through coalitions.* Presenting at the annual Consortium of State Organizations for Texas Teacher Education (CSOTTE), San Antonio, Texas.

Cooper, J.M. (2016). *Pre-service teachers confront ideas about urban communities.* Presenting at the annual meeting of the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

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

Cooper, J.M. (2015). *Stories from a linguistically diverse student*-teacher: *Challenging monolingualism, monoculturalism and deficit thinking theories.* Presenting at the annual American Educational Research Association, Chicago, IL.

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

Cooper, J.M. (2014). *Crossing borders in teacher education through community-based field experiences.* Presented at the annual meeting of the National Association of Multicultural Education in Tucson, AZ.

Cooper, J.M. (2014). *"Chicas Criticas": Graduate students experience becoming researchers through the creation of a doctoral learning community in a Tier I university.* Presenting at the American Educational Research Association, Philadelphia, PA.

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

Cooper, J.M. (2013). "*Experience-ing" methods in critical qualitative research*. Presented at the Houston Symposium for Research in Education and Psychology, Houston, TX.

Cooper, J.M. (2013). *Place-based education in pre-service teacher education.* Presenting at the annual meeting of the National Association of Multicultural Educators, Oakland, CA.

Cooper, J.M. (2013). *Language as a problem, as a right and as a resource: Instructor and teacher candidates' narratives exploring language ideologies in a teacher preparation program.* Presenting at the annual meeting of Critical Questions in Education Conference, San Antonio, TX.

Cooper, J.M. (2013). *Digitizing history: integrating technology and web 2.0 tools in social studies classrooms*. Presenting at the annual meeting of the Society for Information Technology and Teacher Education in New Orleans, LA

Cooper, J.M. (2013). *Community building and multicultural education in pre-service courses through the eyes of public school students*. Presenting at the annual meeting of the American Educational Research Association, San Francisco, CA.

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

Cooper, J.M. (2012). *Going beyond: promoting social justice through alternative texts*. Presented at the annual meeting of the National Council for the Social Studies, Seattle, WA.

Cooper, J.M. (2012). *Social justice in teacher education: Exploring critical pedagogy and multicultural education.* Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Seattle, WA.

Cooper, J.M. (2010). *Doing 'Social Education' in the Academe; Tensions, hypocrisies, and possibilities.* Presented at the Abriendo Brecha Activist Scholarship Conference at the University of Texas, Austin.

Cooper, J.M. (2010). *Strategies for classroom management: Using Love and Logic to enhance instruction.* Presented at Spring Branch Education Center, Houston, TX.

Cooper, J.M. (2010). *Local Knowledge as a basis for educational reform.* Presented at the Abriendo Brecha Activist Scholarship Conference at the University of Texas, Austin.

Keynote

Gauna, L., Cooper, J., Beaudry, C. (2022). *Desenredando los hilos de nuestra práctica docente como formadoras: Relatos y experiencia de aciertos y desafíos en la comunidad de investigación*
"*Las Chicas Críticas*". Primer Encuentro Nacional de formadores de Profesores de Matemáticas: Abriendo espacios para la colaboración y la innovación en la formación inicial docente [Keynote address]. Centro de Modelación Matemática. Universidad de Atacama, Copiapó, Chile.

AWARDS and HONORS.

2024. Early Career Faculty Award
2023 Center for Faculty development Improving Higher Education Award
2020 Alternative Textbook Incentive Award
2018 Clinical Fellow Award
2014 Doctoral Support Award
2013 Teaching American History Fellowship
2013 Doctoral Research Award
2012 Teaching American History Fellowship
2012 Doctoral Research Award

SERVICE

Service within the Institution

University of Houston Clear Lake

SOTL workshop presenter	2024
Academic Honesty Committee	2023 -2025
CPHS (IRB) University Committee Chair/Reviewer	2023- 2024
FRSF Committee Member	2023 -2025
Campus Presentation for Provost and Sponsored Programs	2023
Canvas Early Adopter	2023
CPHS (IRB) University Committee Chair-Elect/Reviewer	2022-2024
Strategic Initiative: Curriculum Working Group	2022
Ending Inequities Working Group Committee	2022

College of Education

ELPA Alternative Verification Committee	2022-2025
Comprehensive Exam Rater	2022-2025
Nominations and Elections Committee	2023-2025
EDCI Application Reviewer	2023-2025
EDLS Application Reviewer	2023-2025
EDCI Executive Committee Member	2023-2025
EDLS Executive Committee Member	2025
CAVC Committee Member	2023-2025
Graduate Preview	2022 -2025
Graduation Participation	2022-2025
Strategic Initiative: Curriculum Working Group	2021-2022

System Level Service

Cuney Homes Project Development and management (2014-15)	
Faculty Development Committee	2019-2022
Faculty Development Committee, Secretary	2020
Elections Committee, Chair	2020
Undergraduate Studies Committee	2016-2019
Strategic Initiative Committee	2015-2018
Ad Hoc Research Committee	2017
Hiring Committee	2017
PALS (Peer Assisted Leaders) Committee	2015-2017

Service to the Profession

International/National Professional Organizations

Invisible College Program Director	2023-2025
Faculty Academy Director	2023-2025
Faculty Academy Member	2018-2025
ISATT Committee on mentoring new scholars	2023
JSSHE Article Reviewer	2023-2025
ISATT Proposal reviewer	2023-2025
Castle Conference Proposal Reviewer	2018-2025
S-STEP Conference Manuscript Editor	2018-2025
SERA Discussant	2024
Associate Editor: Frontiers in Education	2020-2025
AERA Narrative SIG Dissertation Awards/Chair	2020-2023
AERA Narrative SIG Proposal Reviewer	2018-2025
AERA Narrative SIG Graduate Symposium – Coordinator	2024-2025
AERA Lives of Teachers SIG Proposal Reviewer	2018-2023
AERA Self-study SIG Journal Reviewer	2017-2024
Invisible College for Research on Teaching – program organizer	2024-2026
North American University Advisory Committee	2017-2023
AERA Foucault SIG Committee Secretary	2017
AERA Classroom Management SIG	2020
AERA Session Chair	2017-2020
NAME Proposal Reviewer	2013-2016

Regional Professional Organizations

Novice Teacher Collaborative Scholars Director/Founder	2021-2025
SERA conference proposal reviewer	2023
TCPEA Writing Workshop Standing Committee	2023-2024
TCPEA Scholarly Exchange Co-chair	2024-2026
TCPEA Executive Committee	2024-2026
TCPEA President Elect	2025
School Leadership Reviewer	2024-2025
Bridge Journal Editoral Chair	2024-2026

Doctoral Mentoring

Dissertations Methodologist

Cross, Courtney (2026) in process.

McCleery, Courtney (2026) in process.

Platt, Scott (2026) passed proposal

Fink, Daniel (2026) passed proposal

Reyes, Luis (2026) passed proposal

Phenix, Cassandra (2026) in process

Ebony Wallace (2026) in process

Delagarza, Marissa (2026) passed proposal

Arreola, Mayra (2025) *Inquiry of the Lived Experiences of Charter School Principals'' Insights to Inform Leadership Development.* University of Houston Clear Lake. Methodologist.

Hernandez, Laura (2025) *Staff Readiness to Implement a Social and Emotional Learning Program in High School.* University of Houston Clear-Lake. Methodologist.

Willoughby, Oluremi (2025) *Examining Early Childhood Teachers' Knowledge and Understanding of Computational Thinking.* University of Houston Clear-Lake Methodologist.

Barnard, April, (2024) *Why do Black Men Leave the Classroom? Exploring Perceptions of Black Male Educators that Have Left the Teaching Force*. University of Houston Clear-Lake Methodologist.

Marina, Karina (2024) *Investigating the Impact an Underwater Robotics Competition has on STEM Career Knowledge and Interest.* University of Houston Clear-Lake Methodologist.

Sandoval, Mario (2024) *Teacher Experience, Understandings, and Practices with Emergent Bilingual Students that Attend Title I Schools*. University of Houston Clear-Lake Methodologist.

John, Jasime (2024) *Identifying Experiences, Practices, and Support of Instructional Technology Integrators in Secondary Charter School*. University of Houston Clear-Lake Methodologist.

Marshall, Randi Renee (2024) *Perceptions of Literacy Interventionists as Literacy Leaders*. University of Houston Clear-Lake Chair & Methodologist.

del Villar, Claudia (2024) *Sabes Quien Soy Y Sonde Vengo. Latino Newcomoer Perspectives on their Migration Journey and Perceived Impact on their Learning Experiences and Acculturation to U.S. High Schools.* University of Houston Clear-Lake Methodologist.

Kalsi, Erika (2024) *Examining Inclusion for Students with Low-Incidence Disabilities*. University of Houston Clear-Lake Methodologist.

Thompson, Monica (2024) *Navigating challenges with Tenacity: Examination of Early Childhood Teachers' Perseverance for At-Risk Student Populations*. University of Houston Clear-Lake Methodologist.

Nassif, Ryan (2024) *I Don't Feel like I'm some Kind of Radical": Dialogue, Discourse, and Discussion in the Era of SB 3.* University of Houston Clear-Lake Methodologist.

Blaine, Shena (2024) *A Phenomenology Study of Teachers Best Practices Supporting Emergent Bilingual Students in the Classroom.* University of Houston Clear-Lake Methodologist.

Ciscneros, Sandra (2024). *Resilience and Adaptability: A Phenomenological Study Examining Principal Retention Prior to, Amid, and Post the Covid-19 Pandemic.* University of Houston Clear-Lake Methodologist.

Baklashev, Kasi (2024) *The Impact on Student Academic Growth and Teachers' Experiences Implementing Artificial Intelligence Math Education Software in Middle School: A Mixed Methods Study.* University of Houston Clear-Lake Chair & Methodologist

Durisseau, Paul. (2024) *African-American student-athlete parents' perceptions of college readiness.* University of Houston. Methodologist.

Copeland, Jennifer D. (2023) *Qualitative research on key factors for independent healthcare decision-making among young adults.* University of Houston. Methodologist.

Kellam, Stephanie (2023). *Understanding the role of the principal in school health: How elementary school principals make sense of school health.* University of Houston. Methodologist.

Thornell, Sydney Taylor (2023) Sydney Taylor Thornell, Ed.D. *The impact of teachers' words: A phenomenological study of teachers' perceptions of their language used with students.* University of Houston. Methodologist

Walsh, Elizabeth (2023) *A study of the effectiveness of statewide mandated professional development.* University of Houston-Clear Lake. Methodologist.

Boba, Vijaya (2023) *Perception of educational leaders and educators on college readiness through analysis of graduation rates with an associate degree among five early college high schools.* University of Houston-Clear Lake. Methodologist

Beydoun, Suha Nour (2023). *Culturally and linguistically diverse parents' perceptions of their involvement in decision-making during individualized education plan meetings.* University of Houston Clear-Lake. Methodologist

Ornelas, Ahime G. (2023). *The effects of TELPAS in the reclassification of long-term English Learners.* University of Houston Clear-Lake. Methodologist

Thompson-Meyers, Jade (2023). *Teacher perceptions and beliefs of discipline in K-8 charter schools in post-Katrina New Orleans.* University of Houston-Clear Lake. Methodologist

Newsom, Jeanne Lynn (2023). *A qualitative case study examining the factors that contribute to the retention of experienced special education teachers in Texas public schools.* University of Houston-Clear Lake. Methodologist.

Durisseau, Paul. M. (2023). *African-American student-athlete parents' perceptions of college readiness.* University of Houston. Methodologist.

Garza, Veronica (2022). *Technology leadership and teacher perceptions of the principal's technology leadership role.* University of Houston Methodologist.

Ngozichukwu Emenogu, Esther (2022). *Teacher candidates' perceived preparedness of employing culturally responsive teaching in the mathematics and science classroom: A mixed-methods study.* Univeristy of Houston Clear-Lake Methodologist.

Esther-Hawkins, La'Kisha (2022). *Each one, teach one: Elementary teachers and their perceptions of their implementation of culturally responsive teaching.* University of Houston. Methodologist.

Martin-Lindsey, Brita Denise (2022). *Virtual high school educators' perceptions regarding integrating culturally responsive teaching into a virtual learning space: A qualitative case study using autoethnography.* University of Houston. Methodologist.

Molina, Gustavo Andres (2022). *Educator perceptions regarding leadership skills and dispositions for enhancing multicultural education.* University of Houston.

Ghorbanian, Steven (2022). *Teachers' perceptions of differentiation in a gifted and talented middle school.* University of Houston.

Stribling, Santario P. (2022). *Social studies teachers' perceptions regarding the . effectiveness of multicultural education*. University of Houston.

Beaver, Bryan (2022). *Embedding literacy within the disciplines: A case study evaluating the impact of disciplinary literacy on student development.* Methodologist.

Garner, Ed.D (2022). *Educators' perceptions of the effectiveness of vocational education on discipline and student success.* Methodologist.

Bolden, Jimmesia Lene', (2022). *The influence of culturally inclusive literature on the reading habits, attitudes and academic progression of Black adolescent boys.* Methodologist.

Bailey, Tracy (2022). *Novice teachers' perceptions of professional development and teacher retention.* University of Houston.

Bellini, Sarah (2022). *The impact of Tier II computer assisted instruction on forut grade English learners.* University of Houston

Rodman, Jason (2022). *Examining teacher perceptions of literacy in career and technical education courses.* University of Houston

Barahona, Karen (2022). *Perceptions of elementary literacy specialists about the inclusion of multicultural literature with recent arrivals.* University of Houston

Richardson, Rodriquez (2022). *Elementary teachers' perception regarding linkages between behavior and reading comprehension.* University of Houston.

Noyes, Amnda (2022). *Perspectives from ESL teachers addressing the needs of newcomer high school English learners.* University of Houston.

Treadville, Shannon (2020). *The perceptions of dyslexia interventionists on culturally responsive teaching to complement instructional practices.* University of Houston.

Crawford, Lisa (2020). *Community college changed my life: A narrative of former community college students who are now community college leaders.* University of Houston.

Strahan, Marcella Jones (2020). *Perceptions of secondary school administrators regarding implementation of restorative practices.*

Caspar-Teague, Laura L. (2020). *Cultivating capacity: A principal's use of distributed leadership theory techniques.*

Diaz, Beatrice T. (2020). *A case study of English learners' acquisition of academic vocabulary in a high school English I for speakers of other languages classroom.*

Theresa Dollison-Rivera, Ed.D. (2020) *Identifying effective practices for integrating disciplinary literacy in a middle school science classroom.* Methodologist.

Anita Louise Lewis, Ed.D. (2020)*Perceptions of 6th grade content-area teachers regarding growth mindset strategies.* Methodologist.

Jacqueline Aguilar Martinez, Ed.D. (2019) *Native language attrition: A Narrative inquiry of the perceptions of bilingual education students.* Methodologist.

Akilah Willery, Ed.D. (2019). *New teachers' perceptions of culturally responsive professional development for working with students of color.* Methodologist.

Michelle Tovar, Ed.D. (2019) *The impact of Latinx representation: A study on student learning in a Holocaust museum*. Member.

Monica Suy Loas, Ed.D. (2019) *Is it too late to save Ms. Angel? What elementary educators say about professional development and IDEA.* Methodologist.

Andrea Marie Barela, Ph.D. (2019) *This little light of mine: How agency and praxis can cultivate student empowerment.* Committee Member.

Misty Black, Ph.D. (2018) *Applying design-based research to measure the knowledge of phonics among preservice teachers within the teacher education program of a large urban university.* Committee Member.

Sarah Straub, Ph.D. (2017) *The overwhelming presence of whiteness: Preparing white teachers for culturally responsive teaching in schools with high populations of students of color.* Committee Member.

Pamela J. Kennard, Ed.D. (2017) *Social studies teachers' perceptions of English language learners in the mainstream classroom.* Committee Member.

PROFESSIONAL AND ACADEMIC MEMBERSHIPS

Member, American Educational Research Association
      Narrative SIG
      Lives of Teachers SIG
      Self-Study of Teacher Education Practices SIG
Member, Southwest Education Research Association

Member, International Study Association of Teacher and Teaching
Member, Texas Council of Professors of Educational Administration
Member, International Council of Educational Professional Leadership
Member, Self-Study of Teacher Educational Practices (S-STEP)

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