

CURRICULUM VITAE

Jie-Qi (Jackie) Chen, Ph.D.

Professor of Child Development and Early Education

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EDUCATIONAL BACKGROUND

- 1992-1994 Post-Doctoral Training—Project Zero, Graduate School of Education
Harvard University, Cambridge, MA
Mentor: Howard Gardner
- 1986-1992 Ph.D.—Applied Child Development
Tufts University, Medford, MA
- 1984-1986 MA—Early Childhood Education
University of Northern Iowa, Cedar Falls, IA
- 1978-1982 BA—Child Development and Early Education
Beijing Normal University, Beijing, China

HONORS AND AWARDS

- 2012 Fellow—Project Zero's Classroom, Harvard University
- 2011- 2013 Consultant—United Nations Children's Fund
- 2010 Visiting Professor—Shanxi Teachers' University, Xi'an, China
- 2009 Outstanding Teacher Educator Award—National Association of Early Childhood
Teacher Educators
- 2008-2013 Zijiang Scholar—East China Normal University, Shanghai, China
- 2007 Winner of the Taylor and Francis Most Distinguished Journal of Early Childhood
Teacher Education Article of 2006 Award
- 2006-2009 Senior Scholar Peer Reviewer—Fulbright Senior Specialist Program
- 2002- Visiting Professor—East China Normal University, Shanghai, China
- 2002-2008 Senior Scholar—Fulbright Senior Specialist Program
- 1999, 2001 Excellent Teacher Award—Overseas Chinese Teaching Academy
- 1997, 2001 Overseas Chinese Scholar Travel Award—Chun Hui Plan, Foreign Affairs of
PRC
- 1992 Dissertation Award—National Association of Early Childhood Teacher Educators
- 1986-1989 Fellowship—Jesse Smith Noyes Foundation

FUNDED PROJECTS AND RESEARCH EXPERIENCE

- 2011-2013 Enhancing Coaching in the Early Mathematics Education Innovations Program (\$80,000)
- Supported by Motorola Foundation
- 2011-2013 Partnership with Early Education Faculty in Community Colleges to Improve the Quality of Early Mathematics Pre-Service Teacher Education (\$450,000)
- Supported by McCormick Foundation
- 2010-2015 Achieving High Standards for PreK-Grade 3 Mathematics: A Whole Teacher Approach to Professional Development (\$6,000,000)
- Supported by the U.S. Department of Education (Investing in Innovation Grant) and augmented by CME Group Foundation
- 2007-2011 Early Mathematics Education: From Teacher Professional Development to Child Learning Outcomes (\$1,842,400)
- Supported by McCormick Foundation, CME Group Foundation, Motorola Foundation, Chicago Public Schools, Chicago Community Partners, Exelon Foundation, and Robert and Isabella Bass Foundation
- 2008-2010 International Symposia on Early Childhood Mathematics (\$325,000)
- Supported by McCormick Tribune Foundation
- 1999-2009 Linking Child Assessment to Teacher Development (with Gillian McNamee) (\$1,036,968)
- Supported by The Educational Foundation of America, The Polk Bros. Foundation, McDougal Family Foundation, The Field Foundation, Chicago Public Schools, and Lloyd A. Fry foundation
- 2005-2007 Preschool Math Teaching: Relationships between Pedagogical Content Knowledge, Teaching Practices, and Child Outcomes (in support of a doctoral dissertation) (\$84,535)
- Supported by the U.S. Department of Health and Human Services and Head Start Program of Chicago Public Schools
- 2005-2007 Effective Coaching in Early Childhood Classrooms (\$210,000)
- Supported by McCormick Tribune Foundation and Chicago Public Schools
- 2004-2007 Bridging Assessment and Teaching in Chinese Preschools (with Chinese colleagues in Beijing, Shanghai, and Nanjing) (600,000 RMB)
- Supported by the Xin Yi Foundation, Taiwan
- 1999-2001 Computer Technology Training with Head Start Teachers (\$240,000)
- Supported by The Polk Bros. Foundation and Chicago Public Schools Head Start Program

- 1994-2002 Partnership with the Chicago Public Schools on Teacher Development (\$950,000)
- Supported by The Chicago Annenberg Challenge, The W.K. Kellogg Foundation, The Joyce Foundation, and The Polk Bros. Foundation
- 1989-1994 Researcher, Project Zero, Harvard Graduate School of Education
Harvard University, Cambridge, MA
- 1986-1994 Researcher, Developmental Science Group
Tufts University, Medford, MA
- 1982-1984 Researcher, Study of Giftedness Project
National Cooperative Research Network, China

LEADERSHIP AND CONSULTING EXPERIENCE

Services to Erikson Institute

- 1997-present: Curriculum and Teacher Education Program Committee
- 1998-present: Assessment and Accreditation Committee
- 1999-present: Personnel Committee
- 2000-2010: Budgetary Committee
- 1999-2012: Internal Review Board of Human Subjects

Services to Larger Communities

- 2012 Education Advisor
Bennett Elementary School, Chicago
- 2011 Member, Task Force on Instruction, Assessment, and Professional Community
External Advisory Board to the CEO of Chicago Public Schools
- 2010- Invited Committee Member, Curios Minds Project, Utrecht University, Denmark
- 2010 Consultant for Child Appealing Characteristics of House Products Project
Intertek Risk Assessment & Management, London
- 2009-2010 Fund for Teachers Selection Committee
Chicago Foundation for Education
- 2006-2008 Member of Discipline Review Committee
Fulbright Senior Specialist Program, Washington, DC

- 2006-2007 Member of Early Mathematics Advisory Group
Office of Early Childhood Education, Chicago Public Schools
- 2005-2006 Member of Early Childhood Professional Education Review Panel
National Association for the Education of Young Children, Washington, DC
- 2005-2008 Member of Advisory Board
The Partnership of Playful Learners Project (Funded by NSF)
Chicago Children's Museum, Chicago
- 2005-2006 Consultant, Head Start Partnership for a Better Future Project
St. Augustine College, Chicago
- 2004-2005 Member of Evaluation and Assessment Committee
Illinois Early Childhood Council
- 2004-2005 Consultant, Pre-Kindergarten Curriculum Development
Houghton Mifflin Company, Boston, MA
- 2002-2003 Vice President and Conference Chair
Chinese American Educational Research and Development Association
- 2002-2004 Chair, Multiple Intelligences Special Interest Group
American Educational Research Association
- 2000-2002 Secretary and Member of the Board of Directors
Chinese American Educational Research and Development Association
- 1999-2002 Program Chair, Multiple Intelligences Special Interest Group
American Educational Research Association
- 1997-2001 Kindergarten Project and Early Entry to Kindergarten Committee
Evanston/Skokie School District 65, Evanston, IL
- 1999-2000 Member of Advisory Board for Windy City Kids (Easter Seals)
The Harold Washington Social Security Center Employee Association, Chicago
- 1998-2000 Consultant for APTE, Inc. Software Publisher
Evanston, IL
- 1994-1999 Member of President's Council Education Committee
Museum of Science and Industry, Chicago, IL

1982-1984 Consultant for Early Educational Division, Xi'an Educational Bureau
Xi'an, Shaanxxi Province, P. R. China

INTERNATIONAL SCHOLARLY EXPERIENCE

- 2008-2013 Shanghai, China, East China Normal University
1 month/year Pedagogical content knowledge project
Supported by the East China Normal University
- 2009, Oct Turkey, Istanbul, Brifen Schools
2 weeks Keynote speaker for the 2nd International Conference on Early Education
Sponsored by the Brifen Schools in Turkey
- 2008 Nov. Russia, Slavyansk-on-Kuban State Pedagogical Institute, Krasnodar Territory,
2 weeks Help conducting needs assessment on homeless children
Sponsored by the Fulbright Senior Specialist Program
- 2008, June Saudi Arabia, Riyadh, Training Center of Early Childhood Educators
3 weeks Offer workshops to local early childhood educators and visit local schools
Sponsored by the U.S. State Department
- 2007, April Turkey, Istanbul, Brifen Schools
2 weeks Keynote speaker for the 1st 2nd International Conference on Early Education
Sponsored by the Brifen Schools in Turkey
- 2005, March, Peru, Lima, the Catholic University of Peru
3 weeks Keynote speaker for a conference and guest lectures
Funded by the Fulbright Senior Specialist Program
- 2004, Aug Hong Kong, Hong Kong Baptist University
3 weeks Guest lectures and workshops for local preschool teachers
Funded by the Fulbright Senior Specialist Program
- 2002, April Taiwan, Taiwan Cheng Chi University
3 weeks Guest lectures and workshops for local preschool teachers
Funded by the Fulbright Senior Specialist Program
- 2001, April Reggio Emilia, Italy, Municipal Infant-Toddler Centers and Preprimary Schools
2 weeks A delegation member to learn Reggio approach to early education
Supported by the W.K. Kellogg Foundation

WORKING WITH CHILDREN

1994-2007 Director and Teacher, Hyde Park Chinese Saturday School, Chicago, IL

- 1992-1994 Director and Teacher, Lele Chinese Saturday School, Somerville, MA
- 1988-1990 Preschool Teacher, Eliot-Pearson Children's School, Tufts University, MA
- 1986 Summer Teacher, Price Lab School, Cedar Falls, IA
- 1984-1986 Preschool Teacher, Child Development Center, University of Northern Iowa, IA
- 1980-1981 Preschool Teacher, Beijing Normal University Day Care Center, Beijing, China
- 1976-1978 Middle School Teacher, Xi'an No. 85 School, Xi'an, Shaanxxi Province, China
- 1975-1976 Elementary School Teacher, Xinhe Elementary, Xi'an, Shaanxxi Province, China

PUBLICATIONS

Books

- Chen, J. Q.** & Erikson Institute's Early Mathematics Project (in contract). *Big ideas in early mathematics education*. Upper Saddle River, NJ: Pearson
- Chen, J. Q.** & Huang, Jin (in contract) (Eds.). *核心概念幼儿园数学教材I think preschool math curriculum*, (in Chinese). Nanjing, China: Ningyi/Nanjing Normal University Press
- Chen, J. Q.** & Zhou, Jing (in contract). (Eds.). *幼儿园领域教学核心概念: 语言, 数学, 美术, 音乐, 科学, 运动, Pedagogical content knowledge in preschool teaching and learning: language arts, mathematics, visual arts, music, science, and movement* (in Chinese). Nanjing, China: Ningyi/Nanjing Normal University Press.
- Chen, J. Q.**, Moran, S., & Gardner, H. (Eds.). (2009). *Multiple intelligences theory around the world*. San Francisco, CA: Jossey-Bass Publishers. (Translated into Portuguese and Chinese)
- Chen, J. Q.** & McNamee, G. (2007). *Bridging: Assessment for teaching and learning in early childhood classrooms*. Thousand Oaks, CA: Corwin Press.
- Chen, J. Q.** & Horsch, P. (2004). *Effective partnering for school change: Improving early childhood education in urban classrooms*. New York: Teachers College Press.
- Chen, J. Q.**, Krechevsky, M. & Veins, J. (1998). *Building on children's strengths: The experience of Project Spectrum*. New York: Teachers College Press. (Translated into Spanish, Portuguese, Chinese, and Italian)

Chen, J. Q. (Ed.) (1998). *Project Spectrum: Early learning activities*. New York: Teachers College Press. (Translated into Spanish, Portuguese, Chinese, and Italian)

Book Chapters

Chen, J. Q. (in contract). Greatness in concrete terms. In E. Winner and M. Korharber (Eds.). *Tributes to Howard Gardner*.

Adams, M. & **Chen, J. Q.** (in press). Advancing young children's creative development: differentiating process and analyzing activity. In B. Spodek & O. Saracho (Eds.), *Early childhood education series volume 14: Creativity in early childhood education*. Information Age Publishing??.

Chen, J. Q. & McNamee, G. (2012). Assessment for learning in early childhood classrooms. In J. Johnson & J. Roopnarine (Eds.), *Approaches to early childhood education (6th ed.)* 167-187. Upper Saddle River, NJ: Pearson.

Chen, J. Q. & Gardner, H. (2012). Assessment of intellectual profile: A perspective from multiple intelligences theory. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary Intellectual Assessment: Theories, tests, and issues (3rd ed.)*, 145-155. New York: Guilford.

McCray, J. & **Chen, J. Q.** (2011). Foundational mathematics: A neglected opportunity. In B. Atweh, M. Graven, W. Secada, & P. Valero (Eds.), *Mapping equity and quality in mathematics education*, 253-268. New York, NY: Springer.

Chen, J. Q. (2009). China's assimilation of MI theory in education: Accent on the family and harmony. In J. Q., Chen, S. Moran, & H. Gardner, (Eds.), *Multiple intelligences theory around the world*, 29-42. San Francisco, CA: Jossey-Bass Publishers.

Chen, J. Q. (2009). Cultural zone of proximal development: A construct to further our understanding of MI around the world. In J. Q., Chen, S. Moran, & H. Gardner, (Eds.), *Multiple intelligences theory around the world*, 386-396. San Francisco, CA: Jossey-Bass Publishers

Chen, J. Q. & McNamee, G. (2008). From Spectrum to Bridging: Approaches to integrating assessment with curriculum and instruction in early childhood classrooms. In J. Johnson & J. Roopnarine (Eds.), *Approaches to early childhood education (5th ed.)*, 251-279. Upper Saddle River, NJ: Pearson.

Chen, J. Q. (2007). Multiple Intelligences. *Early childhood education: An international encyclopedia*. Westport, CT: Greenwood Publishing Group.

Chen, J. Q. & Gardner, H. (2005). Assessment based on multiple intelligences theory. In D. P. Flanagan, J. L. Genshaft, & P. L. Harrison (Eds.), *Beyond traditional intellectual*

assessment: Contemporary and emerging theories, tests, and issues (2nd ed.), 77-102. New York: Guilford.

Chen, J. Q. (2005). MI theory and Chinese educational reform. In *Multiple intelligences theory: East meets west*. 170-184. Beijing, China: Beijing Publisher. (in Chinese)

Chen, J. Q. (2004). The Project Spectrum approach to early education. In J. Johnson & J. Roopnarine (Eds.), *Approaches to early childhood education (4th ed.)*, 251-179. Upper Saddle River, NJ: Pearson.

Chen, J. Q. (2002). Intelligence: Multiple Intelligences. *The Encyclopedia of education (2nd Edition, Vol. 4)*. Pp. 1198-1201. New York: McMillan Reference USA.

Chen, J. Q. (1998). Activities and observational guideline in mechanics and construction area. In J. Q. Chen (Ed.), *Project Spectrum: Early learning activities*. New York: Teachers College Press.

Chen, J. Q. (1998). Activities and observational guideline in science area. In J. Q. Chen (Ed.), *Project Spectrum: Early learning activities*. New York: Teachers College Press.

Taylor G. & **Chen, J. Q.** (1998). Activities and observational guideline in social understanding area. In J. Q. Chen (Ed.), *Project Spectrum: Early learning activities*. New York: Teachers College Press.

Raider-Roth, M. & **Chen, J. Q.** (1998). Activities and observational guideline in math area. In J. Q. Chen (Ed.), *Project Spectrum: Early learning activities*. New York: Teachers College Press.

Chen, J. Q. & Gardner, H. (1997). Alternative assessment from a multiple intelligences theoretical perspective. In D. P. Flanagan, J. L. Genshaft, & P. L. Harrison (Eds.), *Beyond traditional intellectual assessment: Contemporary and emerging theories, tests, and issues* (pp. 105-121). New York: Guilford. (Reprinted in B. Torff (Ed.), *Multiple intelligences and assessment*. Arlington Heights, IL: Skylight Training and Publishing.)

Veins, J., **Chen, J. Q.**, & Gardner, H. (1997). Theories of intelligences and critiques. In J. L. Paul, etc. (Eds.), *Foundations of special education* (pp. 122-142). Pacific Grove, CA: Brooks/Cole.

Translation

Commission of Education of the People's Republic of China (2008). *Educational guidelines for kindergarten*. Beijing, China: Author (From Chinese to English)

Gardner, H. (2005). Education from the perspective of MI. In *Multiple intelligences theory: East meets west*. 35-47. Beijing, China: Beijing Publisher. (From English to Chinese)

Refereed Journal Articles

Chen, J. Q., McCray, J. & Adams, M. (under review). Preschool teachers' attitudes, knowledge, and practice in early mathematics education

Chen, J. Q. & McCray, J. (2012). A conceptual framework for teacher professional development: The whole teacher approach. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 15(1), 8–23.

Chen, J. Q. & McCray, J. (2012). The *what, how, and why* of effective teacher professional development in early mathematics education. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 15(1), 113–121.

McCray, J. & **Chen, J. Q.** (2012). Pedagogical content knowledge for preschool mathematics: Construct validity of a new teacher interview. *Journal of Early Childhood Research*, 26, 291–307.

Chen, J. Q., Masur, A., & McNamee, G. (2011). Young children's approaches to learning: A sociocultural perspective. *Early Child Development and Care*. 181(8), 1137-1152.

Chen, J. Q. & McNamee, G. (2011). Positive approaches to learning in the context of preschool classroom activities. *Early Childhood Education Journal*. 39(1), 71-78.

Chen, J. Q., McNamee, G., McCray, J. (2011). The learning profile: A construct to understand learning and development of the whole child in content areas. *The International Early Learning Journal*. 1(1), 1-24.

Chen, J. Q. & McNamee, G. (2006). Strengthening early childhood teacher preparation: Integrating assessment, curriculum development, and instructional practice in student teaching. *Journal of Early Childhood Teacher Education*, 27, 109-128. (Won the 2006 Award of Taylor and Francis Most Distinguished Journal of Early Childhood Teacher Education Article)

Chen, J. Q. & Chang, C (2006). Testing the *whole teacher* approach to professional development: A study of enhancing early childhood teachers' technology proficiency. *Early Childhood Research & Practice*. 8(1), 1-18.

Chen, J. Q. & Chang, C (2006). A comprehensive approach to technology training for early childhood teachers. *Early Education and Development*. 17(3), 443-465.

Chen, J. Q. & Price, V. (2006). Narrowing the digital divide: Head Start teachers develop proficiency in computer technology. *Education and Urban Society*, 38(3), 1-8.

Chen, J. Q. & Chang, C. (2006). Using computer in early childhood classrooms: Teachers' attitudes, skills, and practices. *Journal of Early Childhood Research*, 4(2), 169-188.

Chen, J. Q. (2004). Theory of multiple intelligences: Is it a scientific theory? *Teachers College Record*, 106(1), 17-23. Reprint in Robert Feldman (Ed.), *Understanding Psychology*. McGraw Hill Custom Publishing.

McNamee, G., **Chen, J. Q.**, Masur, A., McCray, J., & Melendez, L. (2002). Assessing and teaching diverse learners. *Journal of Early Childhood Teacher Educators*, 23(3), 275-282.

Horsch, P., **Chen, J. Q.** & Wagner, S. (2002). The responsive classroom approach: A caring, respectful school environment as a context for development. *Education and Urban Society*, 34 (3), 365-383.

Chen, J. Q., Salahuddin, R., Horsch, P., & Wagner, S. (2000). Turning standardized-test scores into a tool for improving teaching and learning: An assessment-based model. *Urban Education*, 35(3), 358-386.

Chen, J. Q., Goldsmith, L., & Feldman, H. D. (1994). The crafted world: Children's understanding of the distinction between artifacts and natural objects. *Child Study Journal*, 24(2), 89-105.

Chen, J. Q. & Feinburg, S. (1993). A review of Chinese early childhood education: Implications for American developmental education. *International Education*, 23(1), 5-31.

Chen, J. Q. & Goldsmith, L. T. (1991). Social and behavioral characteristics of Chinese only children: A review and critique of the research. *Journal of Research in Childhood Education*, 5(2), 127-139.

Chen, J. Q. (1987). Expanding awareness of creative potentials. *Mental Development and Education*, 4, 40-42. (in Chinese)

Chen, J. Q. (1987). Beyond Piaget in cognitive development. *Information on Psychological Sciences*, 6, 39-46. (in Chinese)

Non-Refereed Journal Articles

Chen, J. Q. (2008). Myths and realities of early mathematics teaching. *Eye for Learning LLC*. Northfield, IL

McNamee, G. & **Chen, J. Q.** (2005). Dissolving the line between assessment and teaching. *Educational Leadership*, 63(3), 72-77.

- Chen, J. Q.** (2005). A “multiple intelligences” approach to education. In *Multiple intelligences theory: East meets west*. 35-47. Beijing, China: Beijing Publisher. (Translation of Howard Gardner’s talk in Beijing, 2004, in Chinese)
- Chen, J. Q.** (2004). Applying multiple intelligences theory on Chinese soil. *People’s Education*, 24, 21-23. (in Chinese)
- Chen, J. Q.** & Dym, W. (2003). Using computer technology to bridge school and community. *Phi Delta Kappan*, 11, 232-234.
- Horsch, P., **Chen, J. Q.**, & Nelson, D. (1999). Rules and rituals: Tools to create a respectful community. *Phi Delta Kappan*, 11, 223-227.
- Chen, J. Q.** (1998). Emergence and nurturance of diverse cognitive abilities in young children. *New Waves: Educational Research and Development*, 3(5), 6-17. (in Chinese)
- Horsch, P. **Chen, J. Q.**, Nelson, D., & Salahuddin, R. (1998). A caring and respectful learning community. *Classroom Leadership*, 9(2), p.3.
- Chen, J. Q.** (1991). Preschool education in China: A critical review of its social context, values, and practices. *East West Education*. 12(Spring), 3-35.

SELECTED PRESENTATIONS

Invited Keynotes and Presentations

- Teacher professional development in early education: A systemic view.* (2012, June). International Conference on Professional Development of Preschool Teachers organized by the Chinese Ministry of Education and United Nations Children’s Fund, Xuzhou, China.
- Big ideas in early mathematics: Research and practice.* (2012, June). International Conference on Early Mathematics Learning. ShenZhen, China.
- Foundations in early learning: Mathematics.* (2012, March). Early Learning Initiative Webinar organized by the Office of Early Learning at the U.D. Department of Education.
- Instruction and construction: Integrating both processes to promote quality early mathematics education.* (2012, February) Keynote speech at the conference of a Mathematics Education Perspective on Early Mathematics Learning between the Poles of Instruction and Construction. Frankfurt, Germany
- Teacher professional development: why, what, and how.* (2011, May). Invited speech by the Department of Preschool Education, China’s Woman University, Beijing, China.

Our professional development: Past, present, and future. (2010, October). Keynoter at Annual Legends Talk of Early Childhood Education, Chicago Public Schools, Chicago, IL

Instructional coaching: Looking at effective teaching. (2010, October). Keynoter at the Meeting of Reggio Emilia Crossroads in Chicago, IL

Pedagogical content knowledge in early childhood teaching. (2010, September). Keynoter at the 6th National Conference of Higher Education Institutes in Early Childhood Education, Xi'an, China.

Theory of multiple intelligences: its past, present, and future. (2010, September, 2011, May). Invited speech in the School of Education, Shaanxi Teachers' University, Xi'an; East China Normal University, Shanghai; and Central China Normal University, Wuhan, China.

Unit of analysis in studying intelligences. (2010, June). Keynote Speech at the MI World Symposium, Beijing, China.

Assessing young children's learning. (2007, April). An invited speech at the International Early Learning Childhood Conference. Istanbul, Turkey.

Using MI theory as a means in educational reform. (2005, July). Invited keynote speech in the 4th International Conference on MI Theory and Educational Reform, Beijing, China.

Multiple intelligences in the education of young children. (2005, March). Invited opening address in the National Congress of Education, Lima, Peru

Taking the theory into classroom practice. (2005, March). Invited concluding remarks in the National Congress of Education, Lima, Peru

Applying multiple intelligences theory in Chinese soil: Lessons learned across the ocean. Chen, (2004, May). Invited keynote speech in the 3rd International Conference on MI Theory and Educational Reform, Beijing and Shanghai, China.

Spectrum: The essence of young children's learning and performance. (2002, August). Spotlight on Assessment Conference, Tinley Park, IL

"Is she ready going onto stage to learn and perform?" (2002, August). Spotlight on Assessment Conference, Tinley Park, IL

MI theory and its applications in the context of Chinese culture. (2002, April). Association of Childhood Education International, Taiwan Branch, Taipei, Taiwan.

- Multiple intelligences and assessment of young children.* (2001, November). Illinois Early Childhood Assessment Institute, Chicago, IL.
- ABCs (American Born Chinese) learn Chinese.* (2001, September). Annual Conference of the Chinese American Educational Research and Development Association, Columbus, OH.
- Multiple ways of teaching, learning, and succeeding.* (2001, February). Asset Based Conference, Asheville, NC.
- Rationale and procedures for identifying children's areas of strength.* (1999, November). Annual New England Kindergarten Conference, Boston, MA.
- What should I do? Examining the common rearing practices of Chinese families from a developmental perspective.* (1999, February). Chinese Cultural Village, Naperville, IL.
- Developmental frameworks for the use of computer technology in early childhood education.* (1999, February). Education and Technology Conference, Archdiocese of Chicago, Chicago, IL.
- Standardized testing: what they are and how they should be used.* (1999, January). Design for Change, Chicago, IL.
- School and family education from Confucius tradition.* (1998, February). Erikson Institute for Advanced Study in Child Development, Chicago, IL.
- Using the results of standardized tests as an entry point for curricula and instructional improvement: A case study.* (1998, January). Annual Meeting of the Chicago Metropolitan AEYC, Chicago, IL.
- Process and impact of the NAEYC accreditation.* (1998, January). Annual Meeting of the Chicago Metropolitan AEYC, Chicago, IL. (with Joan Burger)
- American graduate education from the eyes of Chinese students.* (1997, October). 97 international conference on graduate education, Beijing, China.
- Myths and messages about the theory of multiple intelligences.* (1997 and 1996, April). School of education and social policy, Northwestern University. Evanston, IL.
- Children's understanding of historical events.* (1997, February). Chicago Historical Society, Chicago, IL.
- Developmentally appropriate practice in the context of Chinese culture and society.* (1996, June). International Symposium on Mainstream Early Childhood Education. Xi'an, People's Republic of China.

Putting your own puzzles together: Creating your own theory to guide your classroom practice. (1996, June & July). Beijing and Xi'an Early Childhood Education Bureau, People's Republic of China.

Theory of multiple intelligences and its implications and applications to educational practices. (1996, June & July). Department of Education in Shaanxi Teacher's University & in Beijing Normal University, People's Republic of China.

Eastern and Western dialogue on child development. (1996, July). Department of Special Education, China Education and Research Academy, Beijing, People's Republic of China.

Multiple ways to the same destination. (1996, January). Annual Meeting of the Chicago metropolitan AEYC, Chicago, IL.

Incorporating performance-based assessment into the primary classroom. (1995, January). Annual Meeting of the Chicago Metropolitan AEYC, Chicago, IL

Connecting pre-school programs with children's museums. (1994, April). Boston Museum Educators' Roundtable Meeting, Cambridge, MA.

Developmentally appropriate education from Eastern point of view. (1993, May). Eliot-Pearson Department of Child Study, Tufts University, Medford, MA.

Naturalistic assessment: Performance assessments in preschools. (1991, July). Summer Institute of National Assessment Center, Cambridge, MA. (with Mara Krechevsky)

Early childhood education in China: Its social context, values and practices. (1989, July). Summer Conference of the Association of Childhood Education International, Taipei, Taiwan.

Different educational philosophies and practices in China and the United States. (1986, June). Midwest U.S.- China Friendship Association Summer Study Conference, Des Moines, IA.

One child policy in China. (1985, December). Invited speech at the Department of Educational Psychology, University of Northern Iowa, IA.

Social and personal characteristics of day-cared young children: A summary report. (1984, November). Biennial Educational Conference, Shaanxi Teacher's University, Xi'an, P. R. China.

Professional Conferences

Zhang, Y., Sparr, M., Cerezci, B., McCray, J., & **Chen, J.Q.** (2012, April). *Unpacking pedagogical content knowledge in early mathematics: A new Measurement Tool*. Poster presented at the Research Symposium of Graduate School, Loyola University, Chicago, IL.

Chen, J. Q. (2012, November). *Understanding big ideas in early mathematics education*. Paper presented at the Annual conference of Chicago Metra Association for the Education of Young Children. Chicago, IL.

McCray, J., **Chen, J.Q.**, & Zhang, Y. N. (2011, April). *Preventing the achievement gap: Professional development in foundational mathematics*. Paper presented at the Annual Meeting of National Council of Teachers of Mathematics. Indianapolis, IN.

McCray, J., **Chen, J.Q.**, & Zhang, Y. N. (2011, April). *Helping inner city teachers improve foundational mathematics*. Paper presented at the Annual Meeting of American Educational Research Association. New Orleans, LA.

Zhang, Y. N., Bezrucsko, N., & **Chen, J.Q.** (2011, March). *Sensitivity, stability, reliability: Testing the teacher attitudes variables on early mathematics*. Poster presented at the Biannual Meeting of Society for Research in Child Development. Montreal, Canada

Sparr, M., **Chen, J.Q.**, McCray, J. (2011, March). *Unpacking teacher confidence in early mathematics instruction*. Poster presented at the Biannual Meeting of Society for Research in Child Development. Montreal, Canada

Chen, J. Q. & McNamee, G. (2011, January). *Basic teaching skills: Developing and sustaining effective teaching in early childhood classrooms*. Paper presented at the Annual conference of Chicago Metra Association for the Education of Young Children. Chicago, IL.

McNamee, G. & **Chen, J. Q.** (2011, January). *Intentional teaching of literacy and math in early childhood*. Paper presented at the Annual Conference of Chicago Metra Association for the Education of Young Children. Chicago, IL.

McCray, J. & **Chen, J. Q.** (2010, June). *Understanding Big Ideas: Key to Effective Teacher Professional Development*. Paper presented at the 19th National Institute for Early Childhood Professional Development. Phoenix, AZ.

Chen, J. Q. & McNamee, G. (2010, January). *Play from an international perspective*. Paper presented at the Annual Conference of Chicago Metra Association for the Education of Young Children. Chicago, IL.

- McNamee, G. & **Chen, J. Q.** (2010, January). *Instructional assessment for classroom teachers*. Paper presented at the Annual Conference of Chicago Metra Association for the Education of Young Children. Chicago, IL.
- McCray, J. & **Chen, J. Q.** (2009, June). *The whole teacher approach: How a new framework for professional development informs teacher training in mathematics*. Paper presented at the 18th National Institute for Early Childhood Professional Development, Charlotte, NC.
- McNamee, G. & **Chen, J. Q.** (2009, June). *Teaching children to play in school: US and international perspectives*. Paper presented at the 18th National Institute for Early Childhood Professional Development, Charlotte, NC.
- Chen, J. Q.** & McNamee, G. (2008, November). *Bridging teaching and learning: An instructional assessment for prek to-3rd grade teachers*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Dallas, TX, (2009, April), 36th Annual National Training Conference, Tampa, FL, and (2009, June) 18th National Institute for Early Childhood Professional Development, Charlotte, NC
- Chen, J. Q.** & McCray, J. (2008, November). *The whole teacher approach to professional development*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Dallas, TX
- Chen, J. Q.** McNamee, G., Liao, T. & Zhou, J. . (2008, November). *Intentional teaching: A conversation between Chinese and American educators about culture assumptions and practices*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Dallas, TX,
- Chen, J. Q.** & Lockridge, J. (2008, April). *From A-Z: Modeling the self-study for specialized institutions*. Paper presented at the Annual Meeting of the North Central Association of the Higher Learning Commission, Chicago, IL
- Chen, J. Q.** & McNamee, G. (2007, November). *From instructional assessment to teacher development: Field reports from early childhood classrooms in China and U.S.* Paper presented at the Annual Conference of the National Association for the Education of Young Children, Chicago, IL
- Chen, J. Q.** (2007, April). *Diversity is the rule rather than exception in describing young children's learning*. Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL.
- Chen, J. Q.** & McNamee, G. (2007, April). *A portrait of young children's intellectual profile: diversity, specificity, and distinctiveness*. Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL.

- Chen, J. Q.** & McNamee, G. (2007, April). *Strengthening early childhood teacher preparation: Integrating assessment, curriculum development, and instructional practice in student teaching*. Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL.
- McNamee, G. & **Chen, J. Q.** (2006, November). *Classroom assessment: Content and process*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.
- Chen, J. Q.** & Zhang, L. (2006, November). *Early childhood education reform in China*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.
- Chen, J. Q.** (2006, April). *The unit of analysis in conceptualizing intelligence: Comparing traditions in Eastern and Western cultures*. Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.
- McNamee, G. & **Chen, J. Q.** (2006, April). *Classroom assessment and teaching: Two sides of the same coin*. Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.
- Chen, J. Q.** & McNamee, G. (2006, April). *Operationalizing MI theory in child assessment*. Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.
- Melendez, L. & **Chen, J. Q.** (2005, December). *Does the subject matter for early childhood teachers? Voices from the classroom*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Washington, DC.
- McNamee, G. & **Chen, J. Q.** (2005, December). *Assessment for teaching and learning in early childhood classrooms: Examining the content and process of learning in young children*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Washington, DC.
- Chen, J. Q.** & McNamee, G. (2004, August). *Assessing diverse cognitive abilities in young children's learning*. Paper presented at the 27th International Congress for Cross-Cultural Psychology, Xi'an, China.
- McCray, J. & **Chen, J. Q.** (2004, April). *Identification and nurturance of diverse cognitive profiles in young children*. Paper presented at the Annual Conference of the American Educational Research Association, Seattle, CA.

- Melendaz, L. & **Chen, J. Q.** (2004, April). *Building multidirectional bridges through classroom assessment*. Paper presented at the Annual Conference of the American Educational Research Association, Seattle, CA.
- Masur, A. & **Chen, J. Q.** (2003, November). *Assessing how children learn*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Chicago.
- Chen, J. Q.** & Chang, C. (2003, November). *Preparing early childhood teachers for 21st century classrooms: Utilizing technology*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Chicago.
- Chen, J. Q.** & Horsch, P. (2003, November). *Lessons from Erikson Institute's Schools Project for university-school partnerships*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Chicago.
- Chen, J. Q.** & Price, V. (2003, October). *Empowering early childhood teachers with knowledge and skills of computer technology*. Paper presented at the 7th Annual National Head Start Association Transition Conference. Arlington, VA.
- Masur, A. & **Chen, J. Q.** (2002, November). *Putting assessment, teaching and learning together: The Erikson Institute's performance-based assessment instrument*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, New York, NY.
- Chen, J. Q.** (2002, November). *Computer technology and early childhood teachers: A shocking reality and possible changes*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, New York, NY.
- Chen, J. Q.** & McNamee, G. (2002, April). *Assessing and teaching diverse learners*. Paper presented at the Annual Conference of the American Educational Research Association, New Orleans, LA.
- Chen, J. Q.** & McNamee, G. (2001, October). *Helping student teachers link a classroom-based assessment to the understanding of individual children and key concepts of subject areas*. Paper presented at the Annual Conference of the National Association of Early Childhood Teacher Educators, Anaheim, CA.
- McNamee, G., **Chen, J. Q.**, McCray, J. & Masur, A. (2001, April). *Assessing diverse cognitive profiles of young children in the classroom*. Paper presented at the Annual Conference of the American Educational Research Association, Seattle, CA.

- Chen, J. Q.** (2000, February). *Promoting social justice through educational equity and accountability*. Paper presented at the Annual Conference of the Association for Teacher Educators, Orlando, FL.
- Chen, J. Q.** (1999, November). *Realities and responses on accountability-driven school reform education*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, New Orleans, LA.
- Chen, J. Q.** (1999, June). *Perspectives on testing: Realities and responses*. Paper presented at the 8th National Institute for Early Childhood Professional Development, Cincinnati, OH.
- Chen, J. Q.** (1999, April). *Linking the results of standardized tests to classroom practice*. Poster presented at the Biennial Meeting of the Society of Research in Child Development, Albuquerque, NM.
- Chen, J. Q.** (1997, September). *Issues and concerns on studies of acculturation process of Chinese children in America*. Paper presented at the Annual Conference of the Chinese American Educational Research and Development Association, Houston, TX.
- Chen, J. Q.** (1998, September). *Theory of multiple intelligences and developmentally appropriate education*. Paper presented at the Annual Conference of the Chinese American Educational Research and Development Association, Los Angeles, CA.
- Chen, J. Q.** (1998, April). *Turning standardized test results into a tool for improving students' reading skills*. Paper presented at the Annual Conference of the American Educational Research Association, San Diego, CA.
- Chen, J. Q.** (1995, November). *Assessment from a multiple intelligences perspective*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Washington D.C.
- Chen, J. Q.** (1995, April). *Building on children's strengths: The experiences of Project Spectrum*. Paper presented at the Annual Conference of the American Educational Research Association Annual Meeting, San Francisco, CA.
- Chen, J. Q.** (1993, November). *A concept of bridging: Extending children's areas of strength to their other areas of learning*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Anaheim, CA.
- Chen, J. Q.** (1993, April). *Building on children's strengths: Examination of a Project Spectrum intervention program for students at risk for school failure*. Paper presented at the Biennial Meeting of the Society of Research in Child Development, New Orleans, LA. (ERIC Document Reproduction Service No. ED 357 847)

- Chen, J. Q.** (1991, April). *Study of social and personality development of Chinese only children*. Paper presented at the Biennial Meeting of the Society of Research in Child Development, Seattle, WA.
- Chen, J. Q.** Goldsmith, L. & Feldman, D. (1989, June). *The crafted world: Children's understanding of the distinction between natural objects and artifacts*. Paper presented at the 19th Annual Symposium of the Jean Piaget Society, Philadelphia, PA.
- Chen, J. Q.** (1989, April). *Children's understanding of the crafted world: Concept of natural and man-made objects*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Kansas City, MO.
- Chen, J. Q.** (1997, March). *Bridging the research findings and classroom practice*. Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL.
- Chen, J. Q.** (1991, April). *Age effect as a function of kindergarten curriculum*. Paper presented at the Biennial Meeting of the Society of Research in Child Development, Seattle, WA.

SELECTED PROFESSIONAL DEVELOPMENT WORKSHOPS

Early mathematics education related

- Educare Chicago, Chicago, IL (2011-2013)
- One Hope United Child Development Center, Wilmette, IL (October, 2010)
- University School of Milwaukee, Milwaukee, WI (August, 2010)
- Bounce Network, Chicago, IL (August, 2010)
- Lake Forest Day Care Center, Lake Forest, IL (April, 2010)
- Chicago Lawn Day Care Center, Chicago, IL (2009-2010)
- Shanghai Early Childhood Star Teacher Association, Shanghai, China (May, 2009)
- Training Center of Early Childhood Educators, Riyadh, Saudi Arabia (May, 2008, With the Fulbright Senior Specialist Program)
- Kingdom School, Riyadh, Saudi Arabia (May, 2008, With the Fulbright Senior Specialist Program)
- Slavyansk-on-Kuban State Pedagogical Institute, Krasnodar Territory, Russia (November, 2008, With the Fulbright Senior Specialist Program)

Children's play related

- Parent Association of One Hope United Child Development Center, Wilmette, IL (January, 2011)
- Parent Association of the University School of Milwaukee, Milwaukee, WI (November, 2010)
- One Hope United Child Development Center, Wilmette, IL (October, 2010)
- Association of early education and child psychology, Xi'an, Shaanxi Province, China (September, 2010)

- University School of Milwaukee, Milwaukee, WI (August, 2010)

Multiple intelligences theory related

- University School of Milwaukee, Milwaukee, WI (August, 2010)
- Slavyansk-on-Kuban State Pedagogical Institute, Krasnodar Territory, Russia (November, 2008, With the Fulbright Senior Specialist Program)
- Training Center of Early Childhood Educators, Riyadh, Saudi Arabia (May, 2008, With the Fulbright Senior Specialist Program)
- The Catholic University of Peru, Lima, Peru (March, 2005, With the Fulbright Senior Specialist Program)
- Hong Kong Baptist University, Hong Kong (August, 2004, With the Fulbright Senior Specialist Program)
- Ling Liang Church Kindergarten, Hong Kong (August, 2004, With the Fulbright Senior Specialist Program)
- Kong Kong Soka Kindergarten, Hong Kong (August, 2004, With the Fulbright Senior Specialist Program)
- Boys and Girls Club Association, Hong Kong (August, 2004, With the Fulbright Senior Specialist Program)
- Cheng Ching University, Taiwan (April, 2002)
- Child development center, St. Augustine College, Chicago, IL (June-July 2000)
- Department of Education, Elmerhust College, IL, (June, 1999)
- Association of Chinese Scientists and Engineers in U.S. (January, 1999)
- Evanston/Skokie School District 65, Evanston, IL (January, 1999)
- Southern Illinois Pre-kindergarten Forum, Collinsville, IL (November, 1998)
- Children's Home Aid Society of Illinois, Granite City, IL (November, 1998)
- Design for Changes, Chicago, IL (January, 1997)
- Lincolnwood School District 74 (March, 1997)
- Latin School, Chicago, IL (November, 1997)
- University Chicago Laboratory School, Chicago, IL (April, 1996 and March, 1997)
- Chicago Day Care Consul, Chicago, IL (March, 1996).
- Lawrence Child Care Center, Chicago, IL (October, 1995)
- Erikson Institute Assessment Conference, Chicago, IL. (April, 1995)
- Department of Education, Vermont. (July, 1994 with Krechevsky, M., & Veins, J.)
- Graduate School of Education, Wheelock College, Boston, MA. (July, 1993)
- New England Kindergarten Conference, Cambridge, MA. (Nov., 1990 with McPherson, E.)

Assessment related topics

- University School of Milwaukee, Milwaukee, WI (August, 2010)
- Istanbul, Turkey, Brifen Schools (April, 2007)
- Department of Early Childhood Education, Beijing Normal University (July, 2004)
- Department of Early Childhood Education, Nanjing Normal University (July, 2004)
- School of Early Education and Special Education, East China Normal University (August, 2004)
- National After School Educators Conference, Shanghai, China (August, 2001)

- National Conference for Preschool Directors, Shanghai, China (August, 2001)
- Chinese American International School, San Francisco, CA (August, 2000)
- St. Augustine College, Chicago, IL (1998-1999)
- Evanston/Skokie School District 65 (1997-1998)
- Erikson Institute, Chicago, IL (November, 1996)
- Project Spectrum Teacher Training Workshop, Graduate School of Education, Harvard University, Cambridge, MA (July, 1990).

Computer technology in early childhood education

- Chicago Public Schools Head Start Program (January to May, 2002)
- Chicago Public Schools Pre-Kindergarten Program (December, 2001 to May, 2002 for approximately a total of 1000 teachers)
- Consul of early childhood education, Department of Human Services, Chicago, IL (May, 2000)

Early education and cultural issues

- Argonne Child Care Center: Argonne, IL (November, 1995)
- Global Classroom Project Organized by the World Affairs Council of Boston, Stoughton & Boston, MA. (1987-1988).

(June 28, 2012)