

CURRICULUM VITAE

Jie-Qi Chen (陈杰琦), PhD

Barbara T. Bowman Professor of Early Childhood Education
Founding Executive Director of Early Teaching and Learning Academy
Founder of Early Math Collaborative

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EDUCATION AND TRAINING

- Post-Doctoral Fellow—Harvard Project Zero (1992-1994)
- PhD—Applied Child Development, Tufts University, MA (1986-1992)
- MA—Curriculum and Instruction, University of Northern Iowa, IA (1984-1986)
- BA—Early Education, Beijing Normal University, China (1978-1982)

UNIVERSITY APPOINTMENT

- Senior Academic Advisor —Erikson Institute (2021—2022)
- Senior VP for Academic Affairs and Dean of Faculty, Erikson Institute (2015—2020)
- Full Professor—Erikson Institute, Chicago, IL (2006--)
- Associate Professor—Erikson Institute, Chicago, IL (1999—2006)
- Assistant Professor—Erikson Institute, Chicago, IL (1994—1999)
- Researcher—Project Zero, Harvard Graduate School of Education, MA (1989-1994)
- Instructor—Graduate School of Education, Wheelock College, MA (1989-1991)
- Instructor—Elliot-Pearson Department of Child Study, Tufts University, MA (1987-1989)
- Researcher—Developmental Science Group, Tufts University, MA (1986-1994)
- Instructor—Department of Preschool Education, Shanxi Teachers University, China (1982-1984)
- Researcher—Study of Giftedness, National Cooperative Research Network, China (1982-1983)

WORKING WITH CHILDREN

- Director and Teacher, Hyde Park Chinese Saturday School, Chicago (1994-2007)
- Director and Teacher, Lele Chinese Saturday School, Somerville, MA (1991-1994)
- Toddler and Kindergarten Teacher, Eliot-Pearson Children's School, Tufts University (1988-1990)
- Preschool Teacher, Child Development Center, University of Northern Iowa (1984-1986)
- Preschool Teacher, Beijing Normal University's Kindergarten (1980-1981)
- Middle School Teacher, Xi'an No. 85 School, Xi'an, China (1976-1978)
- Elementary School Teacher, Xinhe Elementary, Xi'an, China (1974-1976)

HONORS AND AWARDS

- \$2 Million J. Chen Scholarship Fund at Erikson Institute (2019)
- Fellow and Instructor—Harvard Project Zero (2012-2018)
- Speaker—TEDx Talk in Shanghai (2017)
- Finalist— USA Opening Minds Innovation Award (2014)
- Advisor—United Nation Children's Fund, Early Childhood Teacher Professional Development Project in China (2011-2016)
- Visiting Professor—Shanxi Teachers' University, Xi'an, China (2010)
- Outstanding Teacher Educator Award—National Association of Early Childhood Teacher Educators (2009)
- Zijiang Scholar—East China Normal University, Shanghai, China (2008-2013)
- Winner—the Taylor and Francis Most Distinguished Journal of Early Childhood Teacher Education Article Award (2007)
- Visiting Professor—East China Normal University, Shanghai, China (2002)
- Senior Scholar—Fulbright Senior Specialist Program (2002-2008)
- Senior Research Fellow—China Welfare Institute, Shanghai, China (2000)
- Excellent Teacher Award— Overseas Chinese Teaching Academy (1999, 2001)
- Dissertation Award—National Association of Early Childhood Teacher Educators (1992)
- Doctoral Fellowship—Jesse Smith Noyes Foundation (1986-1989)

FUNDED PROJECTS

- Kindergarten Readiness (\$100,000, the CME Group Foundation, 2021-2023)
- The First Window: Improving Quality Teaching for Our Youngest Children (\$6 million, An Anonymous Funder)
- Big Ideas in Early Learning (\$250,000, The Stone Foundation, Foundation for Child Development, and Crown Foundation, 2016-2019)
- Internal Consistency Framework Piloting (\$80,000, the Strone Foundation) (2017-2019)
- Finding Mathematics All Around Me with 0-3 Caregivers (\$600,000, the CME Group Foundation, Pritzker Foundation, 2016-2019)
- Collaborative Math—Creating Sustainable Excellence in Mathematics for Head Start Programs (\$3,000,000, National Science Foundation #1503486, 2015-2018)
- China Initiative, in Partnership with China's Red Yellow Blue Education and Technology Development Corporate (\$3,300,000, 2015-2020)
- Early STEM Working Group (\$50,000, the Chicago Community Trust, 2014-2016)
- PK-5 Math PD Network with the Chicago Public Schools (\$1,555,515, the Chicago Community Trust and the CME Group Foundation, 2013-2016)
- Partnership with Early Education Faculty in Community Colleges to Improve the Quality of Early Mathematics Pre-Service Teacher Education (\$1,000,000, the McCormick Foundation, 2011-2016)
- Achieving High Standards for PK-Grade 3 Mathematics: A Whole Teacher Approach to Professional Development (\$6,000,000, the i3-Investing in Innovation Grant from the U.S. Department of Education and CME Group Foundation, 2010-2015)

- Understanding the Human-Made World and Early Math in Museums (\$95,000, Tellabs Foundation and Bass Foundation, 2013-2015)
- Enhancing Coaching in the Early Mathematics Education Innovations Program (\$80,000, Motorola Foundation, 2011-2013)
- Early Mathematics Education: From Teacher Professional Development to Child Learning Outcomes (\$1,842,400, The McCormick Foundation, CME Group Foundation, Motorola Foundation, Chicago Public Schools, Chicago Community Partners, Exelon Foundation, and Robert and Isabella Bass Foundation, 2007-2011)
- International Symposia on Early Childhood Mathematics (\$325,000, The McCormick Tribune Foundation, 2008-2010)
- Linking Child Assessment to Teacher Development with Gillian McNamee (\$1,036,968, The Educational Foundation of America, The Polk Bros. Foundation, McDougal Family Foundation, The Field Foundation, Chicago Public Schools, and Lloyd A. Fry foundation, 1999-2009)
- Effective Coaching in Early Childhood Classrooms (\$210,000, The McCormick Tribune Foundation and Chicago Public Schools, 2005-2007)
- Computer Technology Training with Head Start Teachers (\$240,000, The Polk Bros. Foundation and Chicago Public Schools Head Start Program, 2004-2007)
- Partnership with the Chicago Public Schools on Teacher Development (\$950,000, The Chicago Annenberg Challenge, The W.K. Kellogg Foundation, The Joyce Foundation, and The Polk Bros. Foundation, 1994-2002)

INTERNATIONAL SCHOLARLY EXPERIENCES

- Keynote—Invited by the Department of Education of Saudi Arabia to the Teaching and Learning in Early Childhood Education Forum, Riyadh, Saudi Arabia (April 2018)
- PD Trainer—Invited by the International Community Schools of Ghana (February 2018)
- Zijiang Scholar—Supported by the UNICEF and the East China Normal University, developed the pedagogical content knowledge project (1 month/year 2008-2013)
- Keynote—Sponsored by the Brifen Schools to speak at the 2nd International Conference on Early Education, Istanbul, Turkey (October 2009)
- Senior Education Specialist—Sponsored by the Fulbright Senior Specialist Program to help conducting needs assessment on homeless children, Slavyansk-on-Kuban State Pedagogical Institute, Krasnodar Territory, Russia (November 2008 for 3 weeks)
- Early Education Specialist—Sponsored by the U.S. State Department to Provide PD, Training Center of Early Childhood Educators, Saudi Arabia, Riyadh (June 2008 for 3 weeks)
- Keynote—Sponsored by the Brifen Schools to speak at the 1st International Conference on Early Education, Istanbul, Turkey (April 2007)
- Senior Education Specialist—Sponsored by the Fulbright Senior Specialist Program the Catholic University of Peru, Lima (March, 2005 for 3 weeks)
- Senior Education Specialist—Sponsored by the Fulbright Senior Specialist Program, Hong Kong Baptist University (August 2004 for 3 weeks)
- Senior Education Specialist—Sponsored by the Fulbright Senior Specialist Program, Taiwan Cheng Chi University (August 2002 for 3 weeks)

- Delegation Member—Supported by the W.K. Kellogg Foundation to visit Municipal Infant-Toddler Centers and Preprimary Schools, Reggio Emilia, Italy (April 2001 for 2 weeks)

LEADERSHIP AT ERIKSON INSTITUTE

- Founding Executive Director, Early Teaching and Learning Academy (2021—Present)
- Senior Academic Advisor (2021—2022)
- Senior Vice President for Academic Affairs and Dean of Faculty (2015-2020)
- Accreditation Committee (1999-2020)
- Executive Director of International Initiative (2014-Present)
- Director of Doctoral Program (2007-2015)
- Chair of the Master's Curriculum Committee (2006-2007)
- Principal Investigator of the Early Math Collaborative (2007-2015)
- Co-principal Investigator of the Classroom Assessment Project (1999-2009)
- Principal Investigator of the Schools Project (1994-2003)
- Strategic Planning Steering Committee (2018-Present)
- Budget Committee (2015-Present)
- Revenue Sharing/Shared Governance Committee (2015-Present)
- Curriculum and Teacher Education Program Committee (2000-Present)
- Assessment and Accreditation Committee (2000-2020)
- Personnel Committee (2000-2015)
- Internal Review Board of Human Subjects (2014-2016)

LEADERSHIP AT THE NATIONAL LEVEL

- Member of Expert Work Group Committee for Problem Solver Early Math Program, Zero to Three (2021—2022)
- Teachers College Press ECE Editorial Advisory Board (2019—Present)
- Advisory Group for EDC's NSF grant, *Supporting Mathematics Teaching and Learning in Preschool: A Study of the Impact of Young Mathematicians on Children's Mastery Motivation and Mathematics Learning* ((2020—2024)
- The Governing Board of the National Association for the Education of Young Children Chair of Policy, System, and Profession Committee, and Member of Finance Committee (2018-2022)
- Advisory Group of Developmentally Appropriate Practice Book, NAEYC (2018-2020)
- Advisory of Scholastic's Early Childhood Curriculum Math Module, New York (2017-2020)
- Early Childhood Advisory Board of Scholastic Education, New York (2016-2019)
- Early Math Task Force of the Center for Best Practices of the National Governors Association, Washington, D.C. (2012-2015)
- Advisory Board of Nicklodeon Preschool Content and Curriculum, New York (2015-2016)
- Editorial Board of the Early Mathematics Learning and Development Series by Springer. (2012-2016)

- Consultant for Child Appealing Characteristics of House Products Project, Intertek Risk Assessment & Management, London (2010)
- Senior Scholar Peer Reviewer of the Fulbright Senior Specialist Program, Washington, D.C. (2006-2009)
- Discipline Review Committee of the Fulbright Senior Specialist Program, Washington, D.C. (2006-2008)
- Early Mathematics Advisory Group of the Office of Early Childhood Education, Chicago Public Schools (2006-2007)
- Early Childhood Professional Education Review Panel Member of the National Association for the Education of Young Children, Washington, D.C. (2005-2006)
- Advisory Group of the Pre-kindergarten Curriculum Development Project, Houghton Mifflin, Boston, MA (2004-2005)
- Vice President and Conference Chair of the Chinese American Educational Research and Development Association (2002-2003)
- Chair of the Multiple Intelligences Special Interest Group, American Educational Research Association (2002-2004)
- Secretary, Chinese American Educational Research and Development Association (2000-2002)
- Early Education Consultant, Xi'an Educational Bureau, Shanxi Province, China (1982-1984)

LEADERSHIP AT THE STATE AND CITY LEVEL

- The Kindergarten Individual Development Survey (KIDS) Advisory Committee, Illinois State Board of Education (2022-2024)
- Executive Committee of Early STEM Working Group, Chicago (2016-2018)
- Illinois Early Learning Council Program Standards and Quality Committee (2014-Present)
- Illinois Early Learning Council Higher Education Learning and Professional Development Committee (2014-2017)
- LEAP Curation Panel, LEAP Innovations, Chicago (2015-2016)
- Governing Board of the Bennett Day School, Chicago (2012-2017)
- Advisory Committee of Early Math Education, Illinois State Board of Education (2012-2017)
- Task Force on Instruction, Assessment, and Professional Community, External Advisory Board to the CEO of Chicago Public Schools (2011)
- Fund for Teacher Selection Committee, Chicago Foundation for Education (2009-2010)
- Advisory Board of the Partnership of Playful Learners Project, Chicago Children's Museum, Chicago (2005-2008)
- Advisory Group of the Head Start Partnership for a Better Future Project, St. Augustine College, Chicago (2005-2006)
- Evaluation and Assessment Committee of the Illinois Early Childhood Council (2004-2005)

- Early Entry to Kindergarten Committee, Evanston/Skokie School District 65, Evanston, IL (1997-2001)
- Advisory Board of Windy City Kids (Easter Seals), The Harold Washington Social Security Center Employee Association, Chicago (1999-2000)
- Software Publisher Consultant, APTE, Inc. Evanston, IL (1998-2000)
- President's Council Education Committee, Museum of Science and Industry, Chicago (1994-1999)

PUBLICATIONS

Books

Hynes-Berry, M., **Chen, J. Q.**, & Abel, B. (2021). *Precursor math concepts: The wonder of mathematical worlds with infants and toddlers*. New York: Teachers College Press.

Chen, J. Q. (2015-2021). (Chief Editor). *Pedagogical content knowledge across preschool curricular areas: language and literacy, math, social studies, health and physical education, arts, and science* (in Chinese). Nanjing, China: Nanjing Normal University Press.

McCray, J., **Chen, J. Q.**, & Sorkin, J. (2018). (Eds.). *Growing mathematical minds: Conversations between developmental psychologists and classroom teachers*. New York: Routledge.

Chen, J. Q. (A contributing author along with the Early Childhood STEM Working Group) (2017). *Early STEM matters; Providing high-quality STEM experiences for all young learners*. Chicago, IL: Early Childhood STEM Working Group.

Chen, J. Q. & Erikson Institute's Early Mathematics Collaborative (2013). *Big ideas of early mathematics: What teachers of young children need to know*. Upper Saddle River, NJ: Pearson. (Translated into Chinese)

Chen, J. Q. & Huang, J. (2013). *I think: Preschool mathematical curriculum* (in Chinese). Nanjing, China: 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. (Translated into Korean).

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).

Encyclopedia Entries

Chen, J. Q. (2016). Project Spectrum. *Encyclopedia of Contemporary Early Childhood Education*. Thousand Oaks, CA: SAGE Publications

Chen, J. Q. (2016). Multiple Intelligences. *Encyclopedia of Contemporary Early Childhood Education*. Thousand Oaks, CA: SAGE Publications.

Chen, J. Q. (2016). Theory of Multiple Intelligences. *Encyclopedia of Theory in Psychology*. Thousand Oaks, CA: SAGE Publications.

Chen, J. Q. (2008). Multiple Intelligences. *Early childhood education: An international encyclopedia*. Westport, CT: Greenwood Publishing Group.

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

Book Chapters

Chen, J. Q. (2021). Creating high-quality STEM experiences for all young learners: What do teachers of young children need to know? In I. Alanis & I. U. Iruka (Eds.), *Equity, diversity, and child development: Implications for practice*, 78-82. Washington D.C.: NAEYC.

Chen, J. Q. & Gardner, H. (2018). Assessment from the perspective of multiple-intelligences theory: Principles, practices, and values. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues (4th ed.)*, 164-173. New York: Guilford.

Chen, J. Q. & Brownell, J. with David Uttal (2018). The use of concrete objects in early mathematical learning. In J. McCray, J. Q. Chen, & J. Sorkin (Eds.). *Growing mathematical minds: Conversations between developmental psychologists and classroom teachers*, 55-82. New York: Routledge.

Chen, J. Q., McCray, J., & Sorkin, J. (2018). Introduction: Bridging the Gap Between Research and Practice in Early Mathematics. In J. McCray, J. Q. Chen, & J. Sorkin (Eds.). *Growing mathematical minds: Conversations between developmental psychologists and classroom teachers*, ix-xvii. New York: Routledge.

- McCray, J., Sorkin, J., & **Chen, J. Q.** (2018). What have we learned?. In J. McCray, J. Q. Chen, & J. Sorkin (Eds.), *Growing mathematical minds: Conversations between developmental psychologists and classroom teachers*, 201-207. New York: Routledge.
- Gardner, H., Korhhaber, M., & **Chen, J. Q.** (2018). The theory of Multiple Intelligences: Psychological and educational perspectives. In R. Sternberg (Ed.), *The nature of intelligence*, 116-129. New York: Cambridge University Press.
- Cerezci, B. & **Chen, J. Q.** (2017). An analysis of instruments that measure the quality of early mathematics instruction in early childhood settings. In K. Patterson (Ed.), *Focus on mathematics education research*, Nova Science Publishers
- Zhang, Y. N. & **Chen, J. Q.** (2017). Teachers' pedagogical content knowledge in early mathematics: Setting the stage for implementation of the Common Core State Standards in Mathematics. In L. B. Bailey (Ed.), *Implementing a standards-based curriculum in the early childhood classroom*, 121-136. New York: Routledge.
- Chen, J. Q.** (2017). Open mindset in the education of young children. In P. Erath, F-M. Konrad, & M. Rossa (Eds.), *The kindergarten as an educational institution*, 43-54. Bad Heibrunn, Germany: Klinkhardt.
- Chen, J. Q.** (2015). My dream for Chinese preschool education. In C. Tan & H. M. Ling (Eds.), *Four seas to one family: Overseas Chinese and the Chinese dream* (in English and Chinese). Beijing Central Translation Press.
- Chen, J. Q.** (2015). Pedagogical content knowledge: A key to effective teaching in early childhood education. In J. Q. Chen (Ed.), *Pedagogical content knowledge across preschool curriculum* (in Chinese). Nanjing, China: Nanjing Normal University Press
- Chen, J. Q.** (2014). Greatness in concrete terms. In M. L., Kornhaber & E. Winner (Eds.), *Mind, work, and life: A festschrift on the occasion of Howard Gardner's 70th birthday*. 183-201. Cambridge, MA: The Office of Howard Gardner.
- Chen, J. Q.** & McCray, J. (2014). Intentional teaching: Integrating the processes of instruction and construction to promote quality early mathematics education. In Kortemkamp, U. (Ed.), *Mathematics education perspective on early mathematics learning between the poles of instruction and construction*, 357-274. New York: Springer.
- Adams, M. & **Chen, J. Q.** (2012). Understanding young children's kinds of creating. In O. N. Saracho (Ed.), *Contemporary perspectives on research in creativity in early childhood education*, 343-354. Charlotte, NC: 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.
- 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.
- 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: 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.** & 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* (in Chinese). 170-184. Beijing, China: Beijing Publisher.
- 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.** (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.
- 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

- National Association for the Education of Young Children (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. (Copy editing of translation from English to Chinese)
- Commission of Education of the People's Republic of China (2012). *Early learning and development guidelines for children aged 3 to 6 years*. Beijing, China: Author. (Translation from Chinese to English)
- Commission of Education of the People's Republic of China (2008). *Educational guidelines for kindergarten*. Beijing, China: Author. (Translation 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. (Translation from English to Chinese)

Video Production

- Brownell, J., **Chen, J. Q.**, & McCray, J. (2012). *Building mathematical competencies in early childhood*. Davidson Films. It won 2013 International Cinema in Industry Award.

Peer Reviewed Journal Articles

- Chen, J. Q.,** McCray, J., Adams, M., & Leow, C. (2014). A survey study of early childhood teachers' beliefs and confidence about teaching early math. *Early Childhood Education Journal*, 42(6), 367-377.
- 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.
- 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)
- 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.** (1991). Preschool education in China: A critical review of its social context, values, and practices. *East West Education*, 12(Spring), 3-35.
- 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-peer Reviewed Journal

- Hynes-Berry, M., **Chen, J. Q.**, M., & Abel, B., (2022). It's the math all around that counts: Developing number sense in young children. *Exchange, March/April, 22-25*.
- Chen, J. Q.** (2021). Using actions, images, and symbol systems to develop young children's math concepts (如何在实际教学活动中发展幼儿的数学概念? 行动、图像、符号表征方式快应用起来). *Preschool Culture and Education, 11*, xx-xx (人文幼学)。
- Chen, J. Q.** (2021). A holistic approach to teaching early childhood mathematics. A white paper to Scholastic Prek On My Way
- Chen, J. Q.**, Hynes-Berry, M., Abel, B., Colleens, S., & Ginet, L. (2017). Nurturing mathematical thinkers from birth: the why, what, and how. *Zero to Three, 5(36)*, 23-33.
- McNamee, G. & **Chen, J. Q.** (2005). Dissolving the line between assessment and teaching. *Educational Leadership, 63(3)*, 72-77.
- 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., & Salahuddin, R. (1998). A caring and respectful learning community. *Classroom Leadership, 9(2)*, p.3.

SELECTED PRESENTATIONS

Professional Conferences

- Chen, J. Q.** & Hynes-Berry, M. & (2022, June), *Developing number sense from birth to kindergarten*. California Early Childhood Conference, Remote
- Hynes-Berry, M., **Chen, J. Q.**, & Abel, B. (2022, June). *Nurturing mathematical wonderstanding from birth counts for all children: Exploring the whys and hows*. Professional Learning Institute of NAEYC, Cleveland, OH.
- Hynes-Berry, M., **Chen, J. Q.**, & Abel, B. (2022, April). *Conversations that count: Developing number sense in 0-5*. On-demand, online session at the Annual Head Start Conference.
- Hynes-Berry, M., **Chen, J. Q.**, & Abel, B. (2021, November). *Equity in developing mathematical thinking: Moving up, not pushing down*. On-demand, online session at the Annual Conference of NAEYC.
- Evans, A., Guadarrama, I., & **Chen, J. Q.** (2021, November). Exploring young children's responses to COVID-19: Supporting their coping competencies, On-demand, online session at the Annual Conference of NAEYC.

Chen, J. Q. (2021, February). *Hight quality math teaching in preschool and kindergarten*. The 5th Conference of New Jersey ASCD: Learn, Teach, Lead. On-demand.

Chen, J. Q. & Costanza, V. (2020, December). *Strategies that support the development of the whole child and whole teacher*. Bright Start Conference Online.

Chen, J.Q., McNamee, G., Ginet, L., Moreno, A., & Bowman, B. (2020, November). *Three Big Ideas: Early teaching concepts to address developmental needs, attend to children's well-being, and lead to deeper learning*. On-demand, online session at the Annual Conference of NAEYC.

Costanza, V. & **Chen, J. Q.** (2020, November). *Whole child and whole teacher: Strategies that support multiple dimensions of student AND educator development*. On demand, online session at the Annual Conference of NAEYC.

Chen, J. Q. (2020, November). *The story of a storytelling king*. On demand, online session at the Annual Conference of NAEYC.

Costanza, V., **Chen, J. Q.**, & Castro, D. (2019, November). *Early math, dual language learner, and the importance of whole-child curriculum*. A Featured Session at the Annual Conference of NAEYC, Nashville, TN.

Chen, J. Q., Dodd, M., & Coronel, L. (2019, November). *John Dewey is visiting us today: STEM learning at the University of Chicago Lab Schools*. Paper presented at the Annual Conference of NAEYC, Nashville, TN.

Chen, J. Q. (2019, November). *The concept and practice of early STEM education 有关早期 STEM 教育观念和实践的探讨*. Paper presented at the Annual Conference of NAEYC, 良好开端, Nashville, TN. (in Chinese)

Chen, J. Q., Luo, N. L., & Yen, S. C. (2019, November). *An inter-cultural dialogue on American early childhood education 跨洋交流: 中美同行探讨美国幼儿教育*. Paper presented at the Annual Conference of NAEYC, 良好开端, Nashville, TN. (in Chinese)

Chen, J. Q., Dodd, M., & Coronel, L. (2019, June). *Challenges and potential pitfalls of adding more letters to the concept and practice of early STEM education*. Paper presented at NAEYC Professional Learning Institute, Long Beach, CA.

Chen, J. Q. with Erikson's team. (2018, November). *Story dictation and dramatization: A power play across the early childhood curriculum*. Symposium discussant. Annual Conference of NAEYC, Washington, DC.

Jennifer, M. & **Chen, J. Q.** (2018, June). *Creating research to practice conversations in early math: A case study of an innovative book study project.* Paper presented at the Professional Learning Institute of NAEYC, Austin, TX.

Chen, J. Q. with Erikson's team. (2018, June). *A variety of play: Definitions, functions, and benefits.* Symposium discussant. Professional Learning Institute of NAEYC, Austin, TX.

Chen, J. Q. (2017, November). *Transforming the early childhood workforce: A national dialogue on next steps in teacher professional development.* Paper presented at the Annual Conference of NAEYC, Atlanta, VA.

Kaldor, T., **Chen, J. Q.**, Donohue, C., & Solarski, L. (2017, November). *Integrating technology and math in early childhood classrooms.* Paper presented at the Annual Conference of NAEYC, Atlanta, VA.

Hynes-Berry, M. **Chen, J. Q.**, Abel, B., & Ginet, L. (2017, June). *Infants, toddlers, and twos are mathematicians: How innate precursor mathematical concepts prepare the ground for the conceptual change required for understanding big ideas of math.* Paper presented at the NAEYC's Professional Learning Institute, San Francisco, CA.

Kaldor, T., & **Chen, J. Q.** (2017, June). *Foundational concepts shared by early mathematics and technology.* Paper presented at the NAEYC's Professional Learning Institute, San Francisco, CA.

Hynes-Berry, M. & **Chen, J. Q.** (2017, April). *It's never too early: Supporting mathematical thinking in 0-3s.* Paper presented at Gateways to Opportunity Higher Education Forum. Normal, IL.

Hynes-Berry, M. & **Chen, J. Q.** (2017, April). *Treat numbers as attributes: Give children a head start on rational counting.* Paper presented at the Annual Conference of the National Head Start Association. Chicago, IL.

Kaldor, T., **Chen, J. Q.**, & Solarski, L. (2017, April). *The T and M in STEM: Connecting the big idea in math and technology in early childhood.* Paper presented at the Annual Conference of the National Head Start Association. Chicago, IL.

Hynes-Berry, M., **Chen, J. Q.**, & Abel, B. (2017, March). *Bringing MAAM precursor concepts together in books.* Paper presented at the Illinois Infant and Toddler Conference, Oakton, IL.

Chen, J. Q. (2016, December). *Mathematical experience for infants and toddlers: The why, what, & how.* Zero to Three annual conference, New Orleans, LA.

- Zhang, Yinna & **Chen, J. Q.** (2016, November). *What are the features of high-quality early childhood programs in the U.S.? Perspectives from Chinese early childhood educators.* Paper presented at the annual conference of the National Association for the Education of Young Children. Los Angeles, CA.
- Hynes-Berry, M., **Chen, J. Q.**, & Abel, B. (2016, June). *Building the joy of math all around me from the ground up.* Paper presented at the annual conference of the Professional Development Institute of National Association for the Education of Young Children. Baltimore, MD.
- Hynes-Berry, M., **Chen, J. Q.**, & Abel, B. (2015, November). *Yes MAAM: Finding Mathematics All Around Me with 0-3 caregivers.* Paper presented at the annual conference of the National Association for the Education of Young Children. Orlando, FL.
- Chen, J. Q.** (2015, June). *STEM and family engagement.* Paper presented at the National Family and Community Engagement Conference, Chicago, IL.
- Chen, J. Q.** (2015, April). *Whole teacher approach: Investigations on mathematics teaching in early childhood teachers.* Roundtable discussion at the Annual Meeting of American Educational Research Association, Chicago, IL.
- Chen, J. Q.** (2015, April). *Pedagogical content knowledge in early mathematics: theoretical, methodological and practical considerations.* Symposium discussion at the Annual Meeting of American Educational Research Association, Chicago, IL.
- Chen, J. Q.**, Erika Gaylor, Jennifer McCray, Donna Spiker & Xin Wei (2015, March). *Understanding the effects of an early math intervention with teachers on child outcomes.* Poster presented at the Biannual Meeting of Society for Research in Child Development, Philadelphia, PA.
- Zhang, Y.N. & **Chen, J.Q.** (2015, March). *What teachers know matters: An investigation on early mathematics teaching and learning.* Poster presented at the Biannual Meeting of Society for Research in Child Development, Philadelphia, PA.
- Zhang, Y.N., **Chen, J.Q.**, McCray, J., Chang, C., Budak, S., Reid, E., Clark, A., & Cerezci, B. (2014, October). *Reliability and validity of an innovative measurement assessing knowledge for teaching early mathematics.* Poster presented at 12th IERC Focus on Illinois Education Research Symposium, Bloomingdale, IL.
- Reid, E., **Chen, J. Q.**, & McCray, J. (2014, September). *Achieving high standards for pre-k—grade 3 mathematics: A whole teacher approach to professional development.* Paper presented at the annual conference of the Society for Research on Educational Effectiveness, Washington, D.C.

- Chen, J. Q.,** & McCray, J. (2014, June). *Document and support adult learning*. U.S. Department of Education i3 Directors Meeting, Washington, D.C.
- Chen, J. Q.,** McCray, J., & Cerezci, B. (2014, April). *Aligning the early math professional development with teachers' zone of proximal development*. Paper presented at the Annual Meeting of American Educational Research Association, Philadelphia, PA.
- McCray, J., **Chen, J. Q.,** & Budak, S. (2014, April). *Using fidelity data "midstream": Garnering principal support for school-based services in an early math intervention*. Roundtable presentation at the Annual Meeting of American Educational Research Association, Philadelphia, PA.
- Zhang, Y. N., McCray, J. & **Chen, J.Q.** (2013, November). *A survey instrument on pedagogical content knowledge in early mathematics: What it is and how it is useful*. Poster session at the Annual conference of National Association for the Education of Young Children. Washington, D.C.
- McCray, J. & **Chen, J.Q.** (2013, November). *Innovation in early math education: The whole teacher approach to professional development*. Paper presented at the conference of Psychology of Mathematics Education-North American Chapter, Chicago, IL
- Chen, J. Q.** (2013, July). *The what, how, and why of effective teacher professional development in early mathematics education*. (2013, July). Early Childhood Instructional Excellence Conference, the Governor's Office of Early Childhood Development, Naperville, IL.
- Zhang, Y.N. & **Chen, J.Q.** (2013, June). *A look at teachers' pedagogical content knowledge of early mathematics*. Poster session at Illinois Educational Research Council, Champaign, IL.
- Stein, A., Rothkopf, E. & **Chen, J.Q.** (2013, June). *Evaluation of the early math intervention and development project*. Poster session at Illinois Educational Research Council, Champaign, IL.
- Chen, J.Q.** & McCray, J. (2013, June). *Focusing on the whole teacher in teacher professional development*. Poster session at Illinois Educational Research Council, Champaign, IL.
- Chen, J.Q.** & McCray, J. (2013, April). *Teachers' perspectives on early mathematics teaching*. Paper presented at the Research Pre-session of the Annual Meeting of National Council of Teachers of Mathematics. Denver, CO.
- McCray, J. & **Chen, J.Q.** (2013, April). *Teacher interview: Predicts preschool children's mathematics achievement*. Paper presented at the Research Pre-session of the Annual Meeting of National Council of Teachers of Mathematics. Denver, CO.

Chen, J.Q. & McCray, J. (2013, April). *Understanding teachers' attitudes and beliefs in early mathematics teaching*. Paper presented at the Annual Meeting of American Educational Research Association. San Francisco, CA.

McCray, J. & **Chen, J.Q.** (2013, April). *Preschool mathematics PCK interview predicts children's mathematics achievement*. Paper presented at the Annual Meeting of American Educational Research Association. San Francisco, CA.

Chen, J. Q. (2013, January). *Early childhood teaching and learning from the Confucius tradition*. Paper presented at the Annual conference of Chicago Metro Association for the Education of Young Children. Chicago, IL.

Chen, J. Q. Ginet, L., & Johnson, D. (2012, November). *Developing number sense in young children*. Paper presented at the Annual conference of National Association for the Education of Young Children. Atlanta, GA.

Chen, J. Q. (2012, January). *Understanding big ideas in early mathematics education*. Paper presented at the Annual conference of Chicago Metro 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 Metro 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 Metro 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 Metro 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 Metro 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.
- Melendez, 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.
- 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.
- 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.

- Chen, J. Q.** (2001, September). *ABCs (American Born Chinese) learn Chinese*. Annual Conference of the Chinese American Educational Research and Development Association, Columbus, OH.
- 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.** (2001, February). *Multiple ways of teaching, learning, and succeeding*. Asset Based Conference, Asheville, NC.
- 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, November). *Why and how for identifying children's areas of strength*. Annual New England Kindergarten Conference, Boston, MA.
- 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.** (1999, February). *Developmental frameworks for the use of computer technology in early childhood education*. Education and Technology Conference, Archdiocese of Chicago, Chicago, IL.
- 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.** (1998, January). *Using the results of standardized tests as an entry point for curricula and instructional improvement: A case study*. Annual Meeting of the Chicago Metropolitan AEYC, Chicago, IL.

- Chen, J. Q.** & Joan Burger. (1998, January) *Process and impact of the NAEYC accreditation*. Annual Meeting of the Chicago Metropolitan AEYC, Chicago, IL.
- 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.** (1996, January). *Multiple ways to the same destination*. Annual Meeting of the Chicago metropolitan AEYC, Chicago, IL.
- Chen, J. Q.** (1995, January). *Incorporating performance-based assessment into the primary classroom*. Annual Meeting of the Chicago Metropolitan AEYC, Chicago, IL
- 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.

Invited Keynotes and Presentations

Developing the whole child: An MI approach to early teaching, learning, and assessing. (2022, September) Continuing Education in Psychology, Liquid Plan Ltd. called LIQUID Rome, Italy (remote).

Mathematizing everyday math experiences for infants and toddlers. (2022, April). China Open University UNICEF Project (in Chinese), remote

We don't teach curriculum; we teach children. (2021, December). International Dialogue on Gifted Education, Remote, Beijing, China (in Chinese).

Sense-making in early mathematics education. (2021, December). A keynote, remote, New Hampshire Early and Elementary Mathematics Collaborative Conference, Durham, NH

Chinese parents and American kids. (2021, November). Consulate General of the People's Republic of China, Chicago (in Chinese).

A triangle approach to effective early math teaching. (2021, November). A keynote, on-demand, online session at the OMEP, Asia Pacific Regional Conference.

Diversity and individuality: A MI perspective on child assessment and learning. (2021, October, Remote). College of Education Research Group, University of Central Arkansas

Authentic assessment of children's intelligences: A MI perspective. (2021, September, Online). Bilkent University Psychology Society, Ankara, Turkey.

Attending to student strengths and reframing educational success. (2021, July, Online). Innovative House of English, Iran.

Effective teaching in early childhood classrooms. (2019, March). CPS Universal Preschool Expansion, Administrator Professional Development Series, The Office of Early Childhood Education, Chicago Public Schools

Celebrating the multiple ways of learning, growing, and succeeding (2018, April). Teaching and Learning in Early Childhood Forum, Riyadh, Saudi Arabia

The what and how of early STEM education (2018, April). King Saud University, Riyadh, Saudi Arabia

Number is complex (2018, February). International Community School, Accra and Kumasi, Ghana

Early STEM matters (2018, January). Biannual Conference of China's Early Education and Research Society, Nanjing, China

The purpose of early math education (2017, May). The First International Conference of Lifelong Learning, Tsinghua University, Beijing, China

The complexity of educational coaching practice (2017, May). Ningyi Publisher Summer Institute, Nanjing, China

Pedagogical content knowledge and teacher development (2017, May). Beijing Commerce Community College, Beijing, China

How and why to Integrate STEM into Early Childhood Education (2017, March). STEM Ecosystems Webinar, organized by the New America, with Elisabeth McClure of the Cooney Center at Sesame Workshop

Understanding the mathematical world for infants and toddlers (2017, March). Illinois Infant and Toddler Conference, Oakton, IL.

What does STEM mean for infant and toddlers (2016, December). Zero to Three annual conference, New Orleans, LA.

What does high quality early math instruction look like (2016, November). Scholastic Education, New York, NY.

What is the role of math in early STEM education (2016, August). STEM Lab, Technology in Early Childhood Center, Erikson Institute, Chicago.

Exploring math with young children (2016, June). Kohl Children's Museum, Glenview, IL.

Early math education: Separating myth from reality (2016, May). Science Solon, Chicago, IL.

Assessment of teacher professional development (2016, March). UNICEF China Early Childhood Teacher Professional Development Project, Guiyang, China

Assessment through teaching and for teaching (2016, March). Beijing, Xian, Shanghai, China

Pedagogical content knowledge in early mathematics (2016, March). Annual Conference of Red, Yellow, Blue Educational Cooperation, Beijing, China

Assessing what and how children learn. (2015, April). SiChuan Normal University, Chengdu, China

Assessing young children's learning through curriculum activities. (2015, April). Centennial Anniversary of Beijing Normal University Kindergarten, Beijing, China

Professional development of early childhood teachers: Theory, evaluation, and practice. (2015, April). National Project on Early Childhood Teacher Training organized by the UNICEF, Beijing, China.

Developing a teaching ability diagnostic system of early childhood teachers: What we know and what we don't know. (2015, April). National Project on early childhood teacher training organized by the UNICEF, Beijing, China.

Multiple ways of teaching and multiples ways of learning. (2014, February). International Tendencies in Early Childhood Education Conference, Eichstatt-Ingolstadt, Germany.

Myths and realities of early mathematics education (2013, July). Early Mathematics Conference, CME Group Foundation, Chicago, IL

High quality math instruction: What does it look like in the early childhood classroom? (2013, March), Change the Equation, Washington, DC.

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. (2004, May). Invited keynote speech in the 3rd International Conference on MI Theory and Educational Reform, 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.

Standardized testing: what they are and how they should be used. (1999, January). Design for Change, Chicago, IL.

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, 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, China.

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

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). Educational Psychology Conference, Cedar Falls, IA.

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

SELECTED PROFESSIONAL DEVELOPMENT WORKSHOPS

Topics related to early mathematics education

- Ounce of Prevention Fund: Precursor Mathematics Concepts (2014-2019)
- Various Cities in China (June 2012, January 2013, and March 2015)

- Educare Chicago (2011-2014)
- 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)
- Kingdom School, Riyadh, Saudi Arabia (May, 2008)
- Slavyansk-on-Kuban State Pedagogical Institute, Russia (November, 2008)

Topics related to play

- 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)

Topics related to multiple intelligences theory

- University School of Milwaukee, Milwaukee, WI (August 2010)
- Slavyansk-on-Kuban State Pedagogical Institute, Russia (November 2008)
- Training Center of Early Childhood Educators, Riyadh, Saudi Arabia (May 2008)
- The Catholic University of Peru, Lima, Peru (March 2005)
- Hong Kong Baptist University, Hong Kong (August 2004)
- Ling Liang Church Kindergarten, Hong Kong (August 2004)
- Kong Kong Soka Kindergarten, Hong Kong (August 2004)
- Boys and Girls Club Association, Hong Kong (August 2004)
- 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)
- Graduate School of Education, Wheelock College, Boston, MA. (July 1993)
- New England Kindergarten Conference, Cambridge, MA. (November 1990)

Topics related to classroom assessment

- 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).

Topics related to 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)
- Consul of early childhood education, Department of Human Services, Chicago, IL (May 2000)

Topics related to 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).

(February, 2019)